



Quality Education in Romani for Europe

ROMANI TEACHING MATERIALS
Arlije_Secondary_A2_AT_eng
Romani variety: Arlije Romani

learner level: Secondary

proficiency level: A2

language versions: Romani, English

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The materials have been produced for use within the context of migrant Arlije Romani speakers in Austria, primarily in Vienna. There is a German and an Englisch version of the materials. The materials consist of eleven units, which are stored in a single PDF file. Within the PDF file, there is a table of contents which gives an overview of the units. Each unit consists of an overview and worksheets. The worksheets are designed for black-and-white printing.

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 BUNDESKANZLERAMT  ÖSTERREICH

Arlije_Secondary_A2_AT_eng

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Arlije_Secondary_A2_AT_eng_unit-01
Topic (CFR): Myself and my family
Sub-topic 01: Myself and my family Sub-topic 02: Myself and my friends Sub-topic 03: Myself and my surroundings

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 follow the gist of contextualized instructions or advices of a teacher or an other adult at school or any other place associated with school activities. ✓ Can understand the gist of a conversation of two adult family members about a familiar topic. ✓ Can follow a conversation of other children at play. ✓ Can generally understand an adult blessing a child.
	<ul style="list-style-type: none"> ✓ Can use the alphabet to find his/her name on a list at school. ✓ Can read and understand age-appropriate stories about children and their life in different surroundings (e.g. country, city, abroad). ✓ Can read and understand very short and simple texts (e.g. fairytales) about Roma children and Roma-family- and community-life containing common and familiar vocabulary.
	<ul style="list-style-type: none"> ✓ Can confidently answer questions about his/her name, age, number of siblings, etc. ✓ Can initiate conversations about a familiar topic (e.g. What did you do last weekend?). ✓ Can confidently answer questions of community- or family-members about his/her name, age, number of siblings, etc. ✓ Can use phrases of greeting and leave-taking naturally and appropriately.
	<ul style="list-style-type: none"> ✓ Can use a number of phrases and simple sentences to talk about his/her interests, hobbies, daily-routines or family-life in an age-appropriate way. ✓ Can use phrases and simple sentences to describe how he/she feels (tired, angry, sick, etc.). ✓ Can use a number of phrases and simple sentences to describe his/her family, daily-routine, plans (e.g. holidays, journeys), preferences and dislikes to a family or community-member. ✓ Can use a number of phrases and simple sentences to describe his/her opinion in an age-appropriate way (e.g. values in the family, ethical or religious differences). ✓ Can use a number of phrases and simple sentences to express feelings in family or community.
	<ul style="list-style-type: none"> ✓ Can write short, simple texts about his/her family, daily-routines, etc. ✓ Can write short, simple texts about personal interests, preferences and dislikes (e.g. food, TV, etc.). ✓ Can write short, simple and age-appropriate descriptions of important events or personal experiences (e.g. a new baby in the family, journeys, celebrations, helping the parents, etc.). ✓ Can write a short and simple letter to a family member and describe a family celebration (e.g. christening, wedding, birth of a baby, etc.) in an age-appropriate way.

Working with the ELP

Language passport: Teaching activity 06
Language biography: Teaching activity 15
Dossier: Dossier worksheet 02–05, 08, 10, 11, Teaching activity 02

Vocabulary | Sub-topic 01: Myself and my family

Active			
<i>i čhaj</i>	the girl	<i>o dive</i>	the day
<i>avela</i>	to come	<i>o bala</i>	the hair
<i>i škola</i>	the school	<i>i jakh, o jačha</i>	the eye, the eyes
<i>hala maro</i>	to eat	<i>i adresa</i>	the address
<i>pišini</i>	to write	<i>i phuv</i>	the country
<i>i domašno</i>	the homework	<i>i daj</i>	the mother
<i>ačhola</i>	to stay	<i>o dad</i>	the father
<i>phenela</i>	to say	<i>o phral, o phralja</i>	the brother, the brothers
<i>i baba</i>	the grandmother	<i>i phen, phenja</i>	the sister, the sisters
<i>džanela</i>	to know	<i>avdisutno</i>	of today
<i>na džanela</i>	to not know	<i>o potpisi</i>	the signature
<i>keda</i>	when?	<i>o pečati</i>	the stamp
<i>kotar</i>	where from?	<i>kotar avdije</i>	starting today
<i>šukar</i>	pretty, good	<i>o mobilno telefoni, o mobilno telefonja</i>	the cellphone, the cellphones
<i>mangela</i>	to like	<i>ačhavdo, ačhavdi, ačhavde</i>	turned off
<i>na mangela</i>	to not like	<i>celo</i>	whole, the whole
<i>sar</i>	how?	<i>o učiteli, o učitelija</i>	the teacher, the teachers
<i>kozom</i>	how much?	<i>stalno</i>	always
<i>tano, tani, tane, hijan</i>	to be	<i>zvonini</i>	to ring
<i>so</i>	what?	<i>tumaro</i>	your (p)
<i>save</i>	which?	<i>šunela</i>	to listen
<i>o datumi</i>	the date	<i>i muzika</i>	the music
<i>bijadilo/-i</i>	born	<i>trajini</i>	to last
<i>o berš</i>	the year	<i>i nastava</i>	the lesson
<i>o masek</i>	the month		
Passive			
<i>i poruka</i>	the message (SMS)	<i>bokhalo/-i</i>	hungry
<i>i buti</i>	the work	<i>o grašako</i>	the peas
<i>dži amende</i>	to us	<i>čerela</i>	to do
<i>točno</i>	right	<i>odova</i>	the, this
<i>javini pe</i>	to call, to answer	<i>resela</i>	to arrive
<i>pokasno</i>	later	<i>o minutija</i>	the minutes
<i>akana</i>	now	<i>činela</i>	to buy, to purchase

Vocabulary | Sub-topic 02: Myself and my friends






Active			
<i>mli</i>	my	<i>kotar</i>	where from?
<i>i amalin</i>	the friend	<i>o gav</i>	the village
<i>i familija</i>	the family	<i>lakoro</i>	her, their
<i>o inostranstvo</i>	abroad	<i>o hobi</i>	the hobby
<i>i diz</i>	the city	<i>o baleti</i>	the ballet
<i>bešela</i>	to live, to reside	<i>džala</i>	to go
<i>o prezime</i>	the last name	<i>akava/akaja</i>	the, this
Passive			
<i>nevo/i</i>		new	
<i>avdije</i>		today	
<i>raduini pe</i>		to be glad	

Vocabulary | Sub-topic 03: Myself and my surroundings

Active			
<i>i čaj</i>	the girl	<i>na smiini</i>	to not be allowed
<i>o čhavo</i>	the boy	<i>o hodniko</i>	the corridor
<i>čerela lafi</i>	to speak	<i>sapano</i>	wet
<i>tumaro/i</i>	your (s/p)	<i>phenela</i>	to say
<i>i direktorka</i>	the headmaster	<i>diso</i>	something
<i>isi</i>	there is, there are	<i>frdela</i>	to throw away
<i>tumenge</i>	for you (p)	<i>i džubra</i>	the garbage
<i>i informacija</i>	the information	<i>prastala</i>	to run
<i>žalini pe</i>	to complain	<i>perela</i>	to fall
<i>i čistacka</i>	the cleaner		
Passive			
<i>pošto</i>		because	
<i>dela godi</i>		to remind, to give advice	
<i>segde</i>		everywhere	
<i>panda</i>		still	

Grammar

Active	Passive
Forming clauses and Clause position Present Tense	Simple Interrogatives Perfect tense Plural

Teaching activity 01 Sub-topic 02: Myself and my friends – Listening comprehension <i>Mli nevi amalin</i>
Duration: 20 min Skill: 
Mat./Res.: Listening worksheet 01, audio-device
<ol style="list-style-type: none"> Children hear the listening comprehension <i>Mli nevi amalin</i> (worksheet 01) twice. Children talk about the content with the child sitting next to them. The listening comprehension is played again. Children are to keep one word that they don't understand in mind. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them. Teacher and children discuss the content of the story. Finally they listen to the text once again.
Teaching activity 02 Sub-topic 02: Myself and my friends – Reading <i>Mli nevi amalin</i>
Duration: 30 min Skill:  ELP: Dossier p. 53
Mat./Res.: Reading worksheet 02
<ol style="list-style-type: none"> Teacher hands out the text <i>Mli nevi amalin</i> (worksheet 02) and asks one child to read the first section. Together they discuss the content of the first section. Teacher writes new words on the blackboard and translates them. This procedure goes on until the whole text is read and all new words are on the blackboard. Subsequently the children underline the words that contain information about the girls (focus on: <i>inostranstvo, diz, prezime, enja berš, Makedonija, gav, hobi, baleti</i>). New vocabulary is copied from blackboard to Dossier (p. 53) and the worksheet is added to the Dossier.
Teaching activity 03 Sub-topic 02: Myself and my friends – Gap text <i>Mli nevi amalin</i>
Duration: 15 min Skill:  ELP: Dossier
Mat./Res.: Gap text worksheet 03
<p>Note: This activity can only be done subsequently to activity 02.</p> <ol style="list-style-type: none"> Teacher hands out the gap text <i>Mli nevi amalin</i> (worksheet 03) and explains the task. Children have 10–15 min to fill out the gap text. Subsequently every child reads one sentence to the class and says the word in the gap additionally once again. Teacher writes these words on the blackboard so the children can compare their results. Worksheet is added to the Dossier.
Teaching activity 04 Sub-topic 01: Myself and my family – “I present myself”
Duration: 40 min Skill:   Dossier
Mat./Res.: Cards worksheet 04, lined paper
<p>Preparation: Print, laminate and cut out cards worksheet 04.</p> <ol style="list-style-type: none"> Teacher puts the question cards one below the other on the blackboard and hands out one lined sheet of paper to every child. Teacher explains the task: Write at least five sentences that introduce yourself. The questions on the blackboard help you to write the sentences. Teacher can also write one or two sentence examples on the blackboard if necessary. Subsequently every child reads his/her sentences to the class. Teacher corrects the spelling. Worksheet is added to the Dossier.

Teaching activity 05 | Sub-topic 01: Myself and my family – TV-Casting

Duration: 50 min | Skill: 

Mat./Res.: Sentences of activity 04, camera, TV-device

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

01. Teacher explains the task: Imagine you have to introduce yourself at a casting for a role in the TV-series. You are recorded with a camera. What do you say?.
02. Children have about 10 min to prepare and practice their monologue (eventually they can use their sentences of activity 04). Children can take notes and use them for the recording.
03. Subsequently the children are filmed by the teacher when doing their “casting”.
04. Finally they watch the recordings together (to see the progress, several recordings can be made of each child).

Teaching activity 06 | Sub-topic 01: Myself and my family – Mishmash-Kid

Duration: 20 min | Skill:   | ELP: Language passport p. 3

Mat./Res.: Worksheet 05

Preparation: Enlarge worksheet 05 to A3 twice and cut one of them as marked.

01. Every child draws a slip of paper.
02. Teacher explains, what the children have got to do and puts the second A3-poster on the blackboard.
03. Children fill out their segment of the paper and glue it onto the poster at the right place.
04. Together they take a look at the “Mishmash-Kid” and discuss it.
05. Children can fill out p. 3 of their language-passport as far as possible.

Teaching activity 07 | Sub-topic 01: Myself and my family – Morning circle “How I feel today”

Duration: 15 min | Skill: 

Mat./Res.: Pictures worksheet 06






Preparation: Print and laminate pictures of worksheet 06.








Note: The morning circle can be used as a daily ritual to start the day at school. After the weekend the teacher can additionally ask: *Sar hine tlo vikendi?*






Note: The aim is for the children to speak freely and without corrections or interruptions by the teacher. Children can also use gestures and facial expressions.

01. Children sit in a circle.
02. Teacher spreads out the picture cards in the middle of the circle and discusses the emotions on them with the children.
03. He/She starts the morning ritual and says e.g. *Avdije hijum radosno*, and shows the matching card.
04. Now he/she asks a child: *Sar osetineja tut tu avdije?*
05. The child takes a picture card that fits his/her mood and answers:
Avdije hijum umorno (tužno, nasvalo/i, šukar, etc.).
06. Now the teacher asks the next child: *Sar osetineja tut tu avdije?*
07. The game is over if every child has talked.

Differentiation: Children with better language skills can also give reasons for their emotions (e.g. I am sad because my brother is ill. I am happy because today is my birthday. Etc.).

Teaching activity 08 Sub-topic 03: Myself and my surroundings – Listening comprehension <i>I direktorka</i>
Duration: 20 min Skill: 
Mat./Res.: Listening worksheet 07, audio-device
<ol style="list-style-type: none"> 01. Children hear the listening comprehension <i>I direktorka</i> (worksheet 07) twice. 02. Children talk about the content with the child sitting next to them. 03. The listening comprehension is played again. Children are to keep one word that they don't understand in mind. 04. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them. 05. Teacher and children discuss the content of the story. 06. Finally they listen to the text once again.
Teaching activity 09 Sub-topic 03: Myself and my surroundings – Reading <i>I direktorka</i>
Duration: 20 min Skill:   ELP: Dossier
Mat./Res.: Reading worksheet 08
<p>Note: This activity can only be done subsequently to activity 08.</p> <ol style="list-style-type: none"> 01. Teacher hands out the text <i>I direktorka</i> (worksheet 08). 02. Children read the text and subsequently try to answer the questions together with the child sitting next to them. 03. The children say their answers and the teacher writes them on the blackboard as a check. 04. Worksheet is added to the Dossier.
Teaching activity 10 Sub-topic 01: Myself and my family – Worksheet <i>Mli familija</i>
Duration: 15 min Skill: 
Mat./Res.: Worksheet 09, strings, staples
<ol style="list-style-type: none"> 01. Teacher hands out the worksheet <i>Mli familija</i> (worksheet 09) and explains the task: Draw your family and write one sentence about each family member. (Children can bring pictures of the family and/or use symbols/cartoons for the family members.) 02. Together they discuss which family members are to be drawn where. 03. As soon as the children are finished, their drawings are fixed on strings with staples and presented in class.
Teaching activity 11 Sub-topic 01: Myself and my family – Presentation <i>Mli familija</i>
Duration: 30 min Skill: 
Mat./Res.: Worksheet 09, strings, staples
<p>Note: This activity can only be done subsequently to activity 10.</p> <ol style="list-style-type: none"> 01. The class takes a look at the drawings the children made (see activity 10). 02. Every child presents his drawing by saying at least two sentences about each family member (name, age, occupation, hair color, hobby, etc.).

Teaching activity 12 Sub-topic 01: Myself and my family – Reading <i>I poruka</i>
Duration: 30 min Skill:  ELP: Dossier
Mat./Res.: Reading worksheet 10
<ol style="list-style-type: none"> 01. Teacher hands out the text <i>I poruka</i> (worksheet 10). 02. He/She asks the children to read and discuss the text together with the child sitting next to them. 03. Subsequently they talk about the content of the text (Who wrote the SMS? What does he/she want? etc.) 04. Worksheet is added to the Dossier.
Teaching activity 13 Sub-topic 01: Myself and my family – Worksheet <i>Odgovorin ki poruka</i>
Duration: 30 min Skill:   ELP: Dossier
Mat./Res.: Worksheet 11, text worksheet 12
<p>Note: This activity can only be done subsequently to activity 12. Attachments: Worksheet 11 for the children; Text worksheet 12 for the teacher.</p> <ol style="list-style-type: none"> 01. Teacher hands out the worksheet 11 <i>Odgovorin ki poruka</i>. 02. With the help of the children he/she writes the answer to the message on the blackboard (see worksheet 12). 03. Children copy the sentences and the worksheet is added to the Dossier.
Teaching activity 14 Sub-topic 01: Myself and my family – Listening comprehension <i>I baba</i>
Duration: 30 min Skill:  
Mat./Res.: Listening worksheet 13, audio-device
<ol style="list-style-type: none"> 01. Children hear the listening comprehension <i>I baba</i> (worksheet 13) twice. 02. Children talk about the content with the child sitting next to them. 03. The listening comprehension is played again. Children are to keep one word that they don't understand in mind. 04. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them. 05. Teacher and children discuss the content of the story. 06. Finally they listen to the text once again.
Teaching activity 15 Sub-topic 01, 02, 03: Language-portfolio
Duration: 10 min Skill:   ELP: p. 21, 22
Mat./Res.: Languageportfolio p. 21, 22/Level A2
<p>Preparation: Teacher structures the checklist in the language-biography (p. 21, 22/Level A2) as he/she prefers.</p> <ol style="list-style-type: none"> 01. After finishing unit 01 the teacher hands out his/her checklists. 02. Teacher and children discuss the list point by point. Children draw a star or anything similar beside a point if they meet the requirements of it ("i can ..."). 03. The checklists are added to the ELP ("Language biography").

Lesson plan 01 Sub-topic 02: <i>Mli nevi amalin</i> - Textual Understanding
TA-Nr.: 01 Learning objectives: Textual listening and understanding of simple words and texts. Extension of vocabulary.
Duration: 20 min Skill: 
Mat./Res.: Listening worksheet 01, audio-device
<ol style="list-style-type: none"> 01. Children hear the listening comprehension <i>Mli nevi amalin</i> (worksheet 01) twice. 02. Children talk about the content with the child sitting next to them. 03. The listening comprehension is played again. Children are to keep one word that they don't understand in mind. 04. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them. 05. Teacher and children discuss the content of the story. 06. Finally they listen to the text once again.
TA-Nr.: 02 Learning objectives: Textual listening and understanding of simple words and texts. Extension of vocabulary.
Duration: 30 min Skill:   ELP: Dossier p. 53
Mat./Res.: Reading worksheet 02
<ol style="list-style-type: none"> 01. Teacher hands out the text <i>Mli nevi amalin</i> (worksheet 02) and asks one child to read the first section. 02. Together they discuss the content of the first section. Teacher writes new words on the blackboard and translates them. 03. This procedure goes on until the whole text is read and all new words are on the blackboard. 04. Subsequently the children underline the words that contain information about the girls (focus on: <i>inostranstvo, diz, prezime, enja berš, Makedonija, gav, hobi, baleti</i>). 05. New vocabulary is copied from blackboard to Dossier (p. 53) and the worksheet is added to the Dossier.
Lesson plan 02 Sub-topic 01: “Mishmash-Kid”
TA-Nr.: 06 Learning objectives: Answering simple questions about me and my family. Reinforcement of group cohesiveness.
Duration: 50 min Skill:   ELP: Language passport p. 3
Mat./Res.: Worksheet 05
<ol style="list-style-type: none"> 01. Every child draws a slip of paper. 02. Teacher explains, what the children have got to do and puts the second A3-poster on the blackboard. 03. Children fill out their segment of the paper and glue it onto the poster at the right place. 04. Together they take a look at the “Mishmash-Kid” and discuss it. 05. Children can fill out p. 3 of their language-passport as far as possible.

Mli nevi amalin

Me hem mli familija hijam neve ko inostranstvo. Živinaja ki diz Viena. Avdije hine mlo prvo dive ki nevi škola.

Me bešljum uzal i Almira. Lakoro prezime i tano Mamuti. Ola isi la 9 berš hem oj tani isto kotar i Makedonija sar mande.

Samo so me bešava ki diz, ki Skopja, a oj i tani kotar o potikno gav Volkovo. But raduindžuma keda phendža mange kaj lakoro hobi i tano te džal ko baleti sose me da isto džava ko baleti.



*„Avdije hine
mlo prvo dive
ki nevi škola.“*

Mlo anav _____

Mli nevi amalin

Me hem mli familija hijam neve ko _____.

Živinaja ki _____ Viena. Avdije hine mlo prvo dive ki nevi škola.

Me bešljum uzal i Almira. Lakoro _____

i tano Mamuti. Ola isi la 9 berš hem oj tani isto kotar i _____ sar mande.

Samo so me bešava ki diz, ki Skopja, a oj i tani kotar

o potikno _____ Volkovo. But raduindžuma keda

phendža mange kaj lakoro _____ i tano te džal ko

_____ sose me da isto džava ko baleti.



Sar i tano tlo anav?
Kozom berš isi tut?

Kotan hijan?
So mangeja?

So na mangeja?
Save i tane tle hobija?

Amen hijam jek

Mlo anav: _____

Mlo prezime: _____

Datumi keda bijandiljum:

berš _____ masek _____ dive _____

Mle balengiri boja: _____

Mle jačhengiri boja: _____

Kaj džava:

phuv _____ diz _____ gav _____

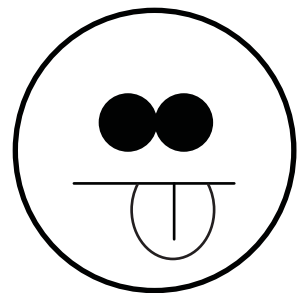
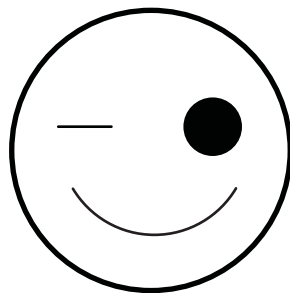
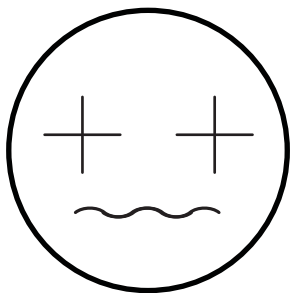
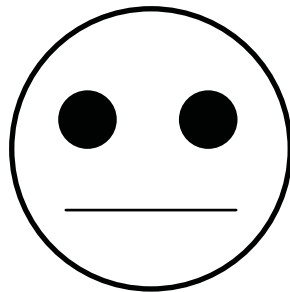
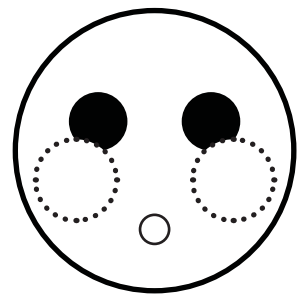
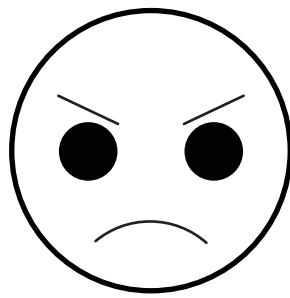
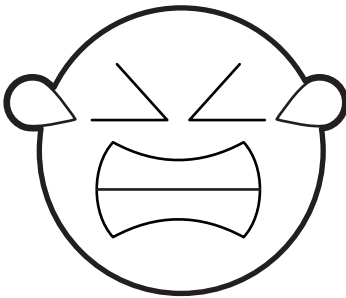
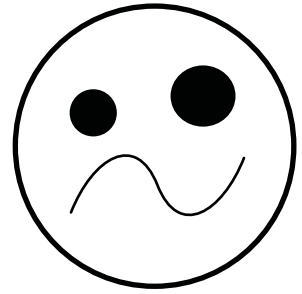
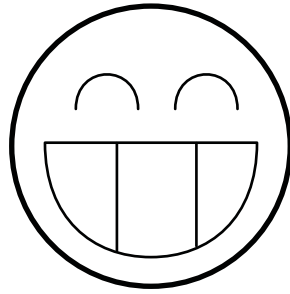
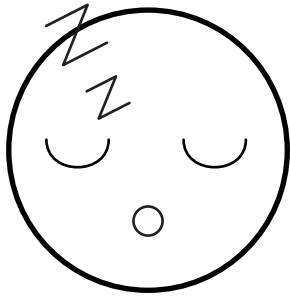
Javera džene:

Daj _____ Dad _____

Phral 1 _____ 2 _____ 3 _____

Phen 1 _____ 2 _____ 3 _____

Avdisutno datumi _____ Mlo potpisi _____



I direktorka

Čhajalen hem čhavalen! Akate čerela lafi tumari direktorka. Isi man tumenge jek but važno informacija: Pošto žalisalili i čistačka, mora pale te dav tumen godi, kaj na sminena te prastan kotar o hodnikija a pogotovo na, keda i tane sapane, se šaj te peren. Mora te phenav tumenge panda diso: na sminena te frden i džubra segde. Ko svako hodniko isi tumen po duj kante odolese. Mangava tumenge panda jek šužo školsko dive. Oven saste!

Girls and Boys! This is your headmistress speaking. I have a very important piece of information: Since the cleaning lady has complained, I must again remind you that running in the corridors is prohibited, especially if they are wet. I have to tell you one more thing: you are not allowed to litter everywhere. In each classroom you have two garbage cans. I wish you a beautiful day at school! Thank you!

I direktorka

„Čhajalen hem čhavalen! Akate čerela lafi tumari direktorka. Isi man tumenge jek but važno informacija: Pošto žalosalili i čistačka, mora pale te dav tumen godi, kaj na sminena te prastan kotar o hodnikija a pogotovo na, keda i tane sapane, se šaj te peren. Mora te phenav tumenge panda diso: na sminena te frden i džubra segde. Ko svako hodniko isi tumen po duj kante odolese. Mangava tumenge panda jek šužo školsko dive. Oven saste!“

1) Ko žalosalilo ki direktorka?

2) So na sminena te čeren o čhave?

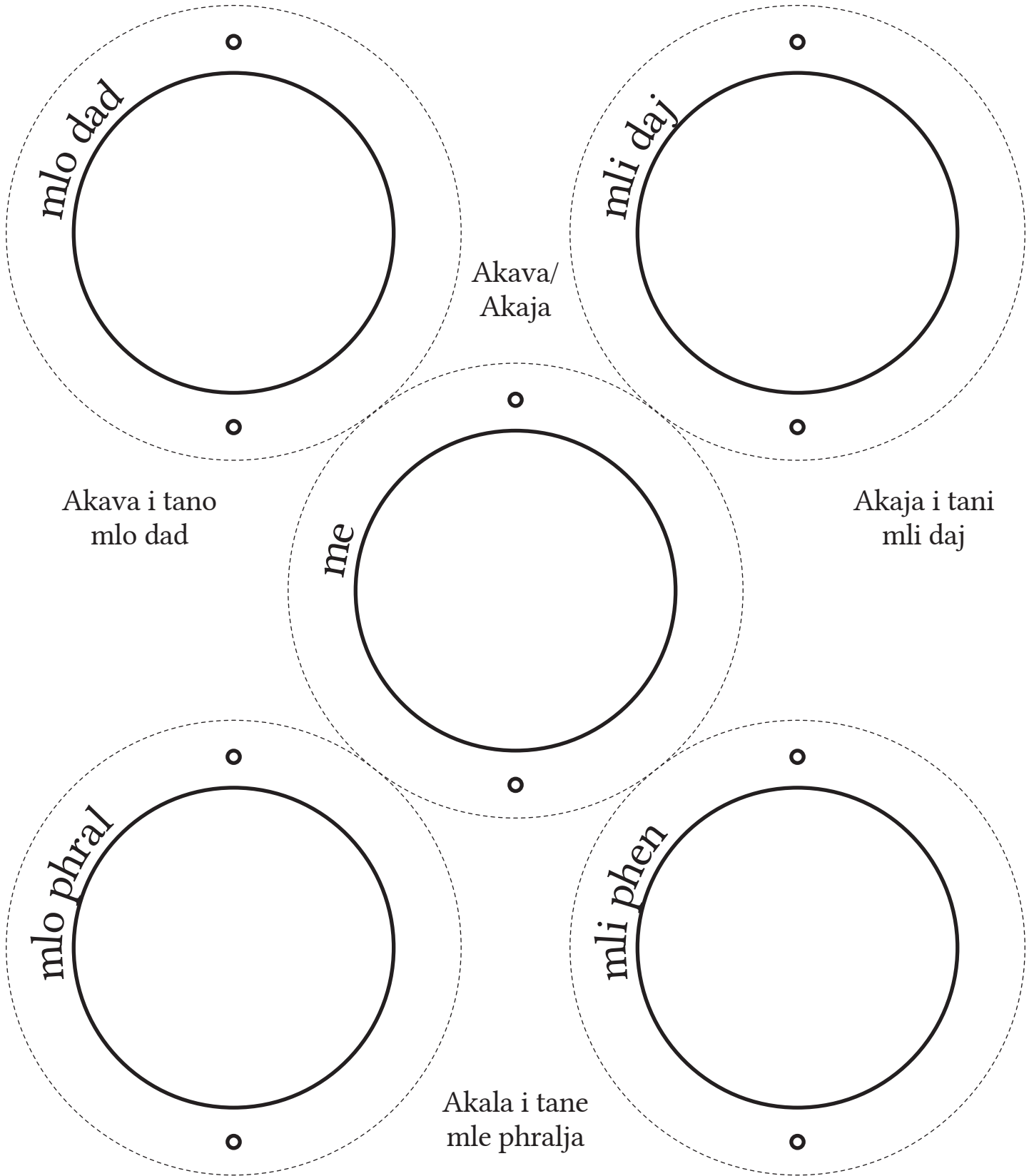
a) _____

b) _____

3) Sose o čhave na sminena te prastan?



Mli familija



Mlo anav _____

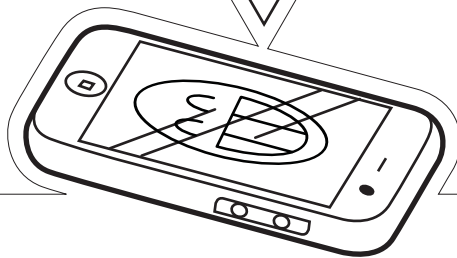
I poruka

Čitin i poruka hem dikh so mangela i daj!

Mi čhaj,

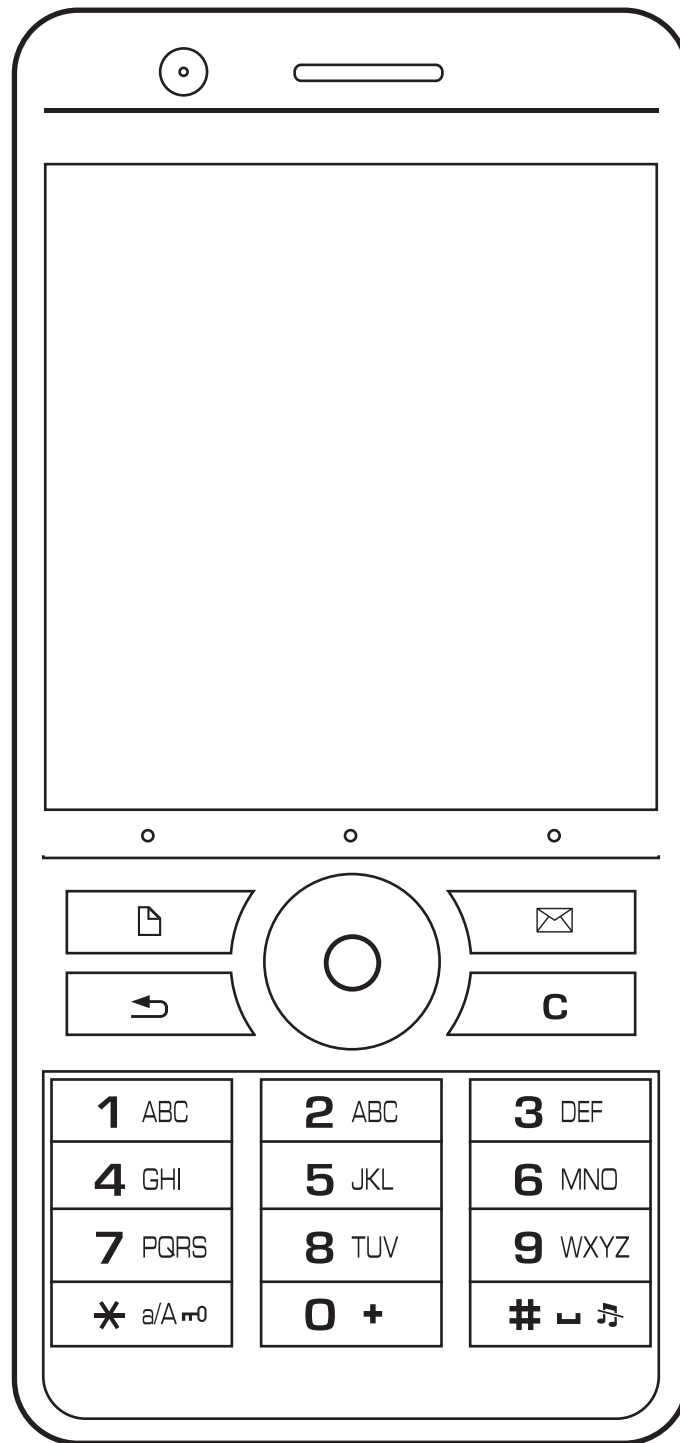
keda ka ave kotar i škola, ha maro hem
pišin i domašno. Me mora te ačhovav
panda duj saatija ki buti. Phendžum
te babake te avel dži amende samo
na džanava točno keda ka resel. Ka
javinama tuke pokasno.

Čao, Mama!



Mlo anav _____

Odgovorin ki poruka



Odgovorin ki poruka

Children assist the teacher in writing an answer to the SMS:

example 1:

Halo mamu,
šukar, me ka lav mange te hav.
I domašno ka pišnav keda ka avel i baba.
Čao!

example 2:

Halo mamu,
me na hijum bokhali/o.
Šaj te has maro zaedno keda ka ave tu.
I domašno ka pišnave babaja.
Čao!

I baba

B: Halo mi čaj! So čereja?

Č: Halo babo! Ake akana aljum kotar i škola!

B: Hem, sar hine tuke ki škola?

Č: Šukar babo, samo bokhali hijum.

I mama čerdža grašako ama na hala pe
mange odova.






B: Pa me ka resav tute deše minutenge.

Te mangljan šaj te činav tuke diso kotar
o McDonalds!

Č: Super babo! Tu džaneja so me mangava! Čao!

B: Čao mi čaj!

Arlije_Secondary_A2_AT_eng_unit-02
Topic (CFR): THE HOUSE/CARAVAN AND CONNECTED ACTIVITIES
Sub-topic 01: Myself and my activities Sub-topic 02: Activities at home
Connected main themes in the CFR: Hobbies and the arts

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 gist of a story that takes place at home if it contains familiar and common vocabulary. ✓ Can understand the gist of a report about daily routines if it contains familiar vocabulary. ✓ Can understand the gist of a story or a report, that takes place in a house/a caravan if it contains familiar and common vocabulary. ✓ Can understand basic instructions given at home.
	<ul style="list-style-type: none"> ✓ Can read a simple text about activities or daily routines in a house. ✓ Can read a simple text (story or report) about the domestic life of a Roma family.
	<ul style="list-style-type: none"> ✓ Can carry on a simple conversation with a teacher or another pupil about his/her every-day life and the daily routines of his/her family members. ✓ Can answer simple questions about his/her every-day life and preferences or dislikes. ✓ Can carry on a simple conversation with a teacher or another pupil about his/her every day life and the daily routines of his/her family members. ✓ Can answer simple questions about his/her every-day life and preferences or dislikes in context of the Roma-lifestyle.
	<ul style="list-style-type: none"> ✓ Can use a number of phrases or sentences to describe what he/she does on a typical day after school. ✓ Can illustrate his/her every-day life with dolls. ✓ Can use a number of phrases or sentences to describe what he/she does on a typical day after school. ✓ Can use a number of phrases or sentences to describe what one of his/her family members does on a typical day. ✓ Can illustrate his/her every-day life with dolls.
	<ul style="list-style-type: none"> ✓ Can write a postcard or a short text about his/her home. ✓ Can write a short letter about the topics: “my day”, “my home” or “my family”. ✓ Can write a postcard or a short text about his/her house or caravan. ✓ Can write a short letter about the topics: “my day”, “my home” or “my family”.
Working with the ELP	
Language biography: Teaching activity 15	
Dossier: Worksheet 02, 03, 05, 08, 09, Teaching activity 02, 03, 09, 11 New vocabulary	

Vocabulary | Sub-topic 01: Myself and my activities


Active			
<i>čhelela fudbali</i>	to play soccer	<i>glumini</i>	to act
<i>čheldžum fudbali</i>	I played soccer	<i>glumindžum</i>	I acted
<i>čhelela košarka</i>	to play basketball	<i>o teatar, o kazalište</i>	the theater
<i>čheldžum košarka</i>	I played basketball	<i>džilabi, džilabdžum</i>	to sing, I sang
<i>čhelela videoigre</i>	to play video games	<i>bašali</i>	to play an instrument
<i>čheldžum videoigre</i>	I played video games	<i>bašaldžum</i>	I played an instrument
<i>čhelela hokej</i>	to play hockey	<i>bašali, bašaldžum</i>	to play music, I played music
<i>čheldžum hokej</i>	I played hockey	<i>bašali klaviri</i>	to play the piano
<i>džala ki kuglana</i>	to go bowling	<i>bašaldžum klaviri</i>	I played the piano
<i>dželjum ki kuglana</i>	I went bowling	<i>bašali saksafoni</i>	to play the saxophone
<i>džala ko kino</i>	to go to the cinema	<i>bašaldžum saksafoni</i>	I played the saxophone
<i>dželjum ko kino</i>	I went to the cinema	<i>to play the accordion</i>	Akkordeon spielen
<i>džala ko baleti</i>	to go to the ballet	<i>bašaldžum harmonika</i>	I played the accordion
<i>dželjum ko baleti</i>	I went to the ballet	<i>bašali džesi</i>	to play drums
<i>crhini, crtindžum</i>	to draw, I drew	<i>bašaldžum džesi</i>	I played drums
<i>šunela, šundžum</i>	to hear, I heard	<i>bašali gitara</i>	to play the guitar
<i>i muzika</i>	the music	<i>bašaldžum gitara</i>	I played the guitar
<i>čitini, čitindžum</i>	to read, I read	<i>bašali klarineti</i>	to play the clarinet
<i>i knjiga, o knjige</i>	the book, the books	<i>bašaldžum klarineti</i>	I played the clarinet
<i>plivini, plivindžum</i>	to swim, I swam		

Vocabulary | Sub-topic 02: Activities at home

Active			
<i>uštela, uštilo, i</i>	to get up, he, she got up	<i>spremini, čerela</i>	to cook, to prepare
<i>pijela, ka pijel</i>	to drink, will drink	<i>ka spremini, ka čerel</i>	will cook, will prepare
<i>dela, ka del</i>	to give, will give	<i>tajsase</i>	for tomorrow
<i>čerela, ka čerel</i>	to do, will do	<i>o čhave</i>	the children
<i>hala, ka hal</i>	to eat, will eat	<i>čitini/ka čitini</i>	to read, will read
<i>džala, ka džal</i>	to go, will go	<i>i soba</i>	the room
<i>o doručko</i>	the breakfast	<i>thovela</i>	to do the dishes, to wash
<i>činela, ka činel</i>	to buy, will buy	<i>ka thovel</i>	will do the dishes, will wash
<i>javinipe</i>	anrufen, melden	<i>o čare</i>	the dishes
<i>ka javinipe</i>	to call, will call, to answer, will answer	<i>mli daj</i>	my mother
<i>vičini, ka vičini</i>	to invite, will invite	<i>mlo dad</i>	my father
<i>o ručko</i>	the lunch		
Passive			
<i>i kafa</i>	the coffee	the coffee	at their place, to them
<i>avdiije</i>	today	today	must
<i>i prodavnica</i>	the shop	the shop	the newspaper

Grammar	
Active	Passive
Future tense, 3rd person SG Perfect tense 1st person SG Identifying verbs Clause positions	


Teaching activity 01 | Sub-topic 02: Activities at home – Listening comprehension *O dad e dajaja*

Duration: 20 min | Skill: 

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

- Children hear the listening comprehension *O dad e dajaja* (worksheet 01) twice.
- Children talk about the content with the child sitting next to them.
- The listening comprehension is played again. Children are to keep one word that they don't understand in mind.
- Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them.
- Teacher and children discuss the content of the story.
- Finally they listen to the text once again.


Teaching activity 02 | Sub-topic 02: Activities at home – Dialogue *O dad e dajaja* – Textual Reading

Duration: 30 min | Skill:  | ELP: Dossier p. 53

Mat./Res.: Dialogue worksheet 02





- Note: This activity can only be done subsequently to activity 01.
- Teacher hands out the text *O dad e dajaja* (worksheet 02) and asks two children to read it alternately.
 - Together they discuss the content of the dialogue; Teacher writes new words on the blackboard and translates them.
 - Children copy the new words into the language-portfolio p. 53. Worksheet is added to the Dossier.








Teaching activity 03 | Sub-topic 02: Activities at home – Dialogue *O dad e dajaja* – Grammatical Reading









Duration: 30 min | Skill:  | ELP: Dossier





Mat./Res.: Dialogue worksheet 02

- Note: This activity can only be done subsequently to activity 02.
- Children take the text *O dad e dajaja* (worksheet 02) from their Dossier.
 - Teacher asks the children to read the text and underline all verbs red.
 - Teacher divides the blackboard into two columns and asks the children to tell him/her their underlined words.
 - Teacher writes these words into the second column.
 - He/She asks the children to underline the words before the verbs green (focus on the auxiliary verb *ka* (= will) for future tense, e.g. *ka thovav, ka dža, ka has, ...*) and tell him/her these as well.
 - Teacher writes the auxiliary verbs into the first column next to the verb and circles them green to visualize them for the children and to put the focus on them.
 - The children can now try to find a grammatical rule for these words.
 - Teacher writes the rule on the blackboard: Future tense is formed *ka +Verb*.
 - Children copy from the blackboard (teacher can hand out blank sheets of paper). Sheets are added to the Dossier.

Teaching activity 04 Sub-topic 02: Activities at home – Dialogue Recording <i>O dad e dajaja</i>
Duration: 50 min Skill: 
Mat./Res.: Dialogue worksheet 02, audio-recording device
<p>Note: This activity can only be done subsequently to activity 06.</p> <ol style="list-style-type: none"> 01. Children practice reading the dialogue <i>O dad e dajaja</i> (worksheet 02) in couples. They have about 10 min for that. 02. Subsequently every couple is recorded reading the dialogue while the other couples can go on practicing (if spatially possible), or they listen to the couple that is being recorded. After the recording the other children can comment on the dialogue that has just been read. 03. Together they listen to the recordings.
Teaching activity 05 Sub-topic 02: Activities at home – Gap text <i>O dad e dajaja</i>
Duration: 30 min Skill:  ELP: Dossier
Mat./Res.: Gap text worksheet 03
<p>Note: This activity can only be done subsequently to activity 03.</p> <ol style="list-style-type: none"> 01. Teacher hands out the gap text <i>O dad e dajaja</i> (worksheet 03) and explains the task. 02. Children have 10–15 min to fill out the gap text. 03. Subsequently every child reads one sentence to the class and says the word in the gap additionally once again. 04. Teacher writes these words on the blackboard so the children can compare their results. 05. Worksheet is added to the Dossier.
Teaching activity 06 Sub-topic 02: Activities at home – Language Puzzle <i>O dad e dajaja</i>
Duration: 20 min Skill: 
Mat./Res.: Worksheet 04, envelopes
<p>Note: This activity can only be done subsequently to activity 05.</p> <p>Preparation: Print worksheet 04 and cut out one dialogue for every couple. Put dialogues into envelopes.</p> <ol style="list-style-type: none"> 01. Children form pairs; every couple gets an envelope. 02. They have about 10 min to put together the dialogue. 03. Subsequently every couple reads the dialogue they put together. 04. Teacher collects the envelopes again.
Teaching activity 07 Sub-topic 02: Activities at home – Theater play <i>O dad e dajaja</i>
Duration: 50 min Skill: 
Mat./Res.: Dialogue worksheet 02, camera, TV-device, costumes and requisites
<p>Note: This activity can only be done subsequently to activity 06.</p> <ol style="list-style-type: none"> 01. Children have 10 min to prepare a theater play on the topic <i>O dad e dajaja</i>. (They can use worksheet 02 <i>O dad e dajaja</i> for their preparations.) 02. Teacher provides costumes and requisites for the children. 03. Every couple plays their scene and the teacher records it. 04. Subsequently they watch the recordings (to see the progress, several recordings can be made of each couple).

Teaching activity 08 Sub-topic 02: Activities at home – Questionnaire O dad e dajaja
Duration: 20 min Skill:   ELP: Dossier
Mat./Res.: Questionnaire worksheet 05
<p>Note: This activity can only be done subsequently to (at least) activity 01.</p> <ol style="list-style-type: none"> 01. Teacher hands out the questionnaire worksheet 05 <i>O dad e dajaja</i>. 02. Children have about 5 min to answer the questions. 03. Subsequently they compare their answers and the teacher writes new words on the blackboard. 04. Worksheet is added to the Dossier.
Teaching activity 09 Sub-topic 02: Activities at home – So čerela i daj/o dad?
Duration: 40 min Skill:   ELP: p. 53
Mat./Res.: Picture cards worksheet 06, lamination-device
<p>Preparation: Laminate and cut out picture cards worksheet 06.</p> <ol style="list-style-type: none"> 01. Teacher puts the pictures on the blackboard and asks the children to tell the class about the activities of their father/mother in every day life. 02. While the children talk the teacher writes the verbs the children use either below the picture of the father or the mother. 03. The verbs are copied to the Dossier p. 53.
Teaching activity 10 Sub-topic 01: Myself and my activities – Morning circle So čerdžan irati
Duration: 30 min Skill: 
Mat./Res.: Picture- and wordcards worksheet 07, lamination-device
<p>Preparation: Laminate and cut out picture- and word-cards worksheet 07.</p> <ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher spreads out the cards in the middle of the circle. 03. He/She asks: <i>So čerdžan tu irati?</i> and asks the children to answer one after the other. 04. Children take a card, that shows their activity and tell the class about it.
Teaching activity 11 Sub-topic 01: Myself and my activities – So čerdže o čhave?
Duration: 30 min Skill:   ELP: Dossier p. 53
Mat./Res.: Reading worksheet 08, blank, lined paper
<p>Note: This activity can only be done subsequently to activity 10.</p> <ol style="list-style-type: none"> 01. Teacher hands out the text worksheet 08 <i>So čerdže o čhave</i>. 02. He/She asks a child to read the first sentence and subsequently they discuss the content this sentence. 03. An other child reads the second sentence and so on until all sentences are read. 04. Teacher asks the children to underline the verbs and tell them to him/her. 05. He/She writes them on the blackboard one below the other and circles all <i>-um</i>-endings. 06. Children try to find a rule for these verbs. 07. Teacher writes the rule on the blackboard: VERB+ending <i>-um</i>= PAST TENSE. 08. Children copy the grammatical rule from the blackboard (teacher can hand out blank, lined sheets of paper before) and the sheets are added to the Dossier.

Teaching activity 12 Sub-topic 01: Myself and my activities – So čerdžan irati?
Duration: 30 min Skill:   ELP: Dossier
Mat./Res.: Worksheet 09
<ol style="list-style-type: none"> 01. Teacher hands out the worksheet 09 <i>So čerdžan irati</i>. 02. He/She explains the task: Complete the sentences. 03. Children write the sentences and subsequently every child reads one sentence as a comparison. 04. Worksheet is added to the Dossier.
Teaching activity 13 Sub-topic 02: Activities at home – Improvised Puppet theater “Our every day life“
Duration: 50 min Skill:   
Mat./Res.: Puppets, puppet theater stage
<ol style="list-style-type: none"> 01. Teacher explains the task: Form groups of three or four and try to show your every-day life at home (in the morning, at lunch, in the evening, Who does what?) with the puppets. 02. Children pick the puppets they need for the theater and have about 15 min to prepare their play. 03. Every group presents their play; the class is their audience. 04. Teacher or “audience” are not allowed to interrupt the play with questions or corrections of spelling. Aim is to practice free talking.
Teaching activity 14 Sub-topic 01: Myself and my activities – So čerdžum irati
Duration: 50 min Skill: 
Mat./Res.: Picture- and word cards worksheet 07
<ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher uses the cards of worksheet 07. He/She shows a card to a child and asks him/her to form a sentence with it. 03. Child answers. 04. Teacher takes another card and asks the next child to form a sentence and so on until all the children have accomplished the task
Teaching activity 15 Sub-topic 01, 02: Alle – Language-portfolio
Duration: 30 min Skill:   ELP: p. 24
Mat./Res.: Language-portfolio p. 24/Level A2
<p>Preparation: Teacher structures the checklist in the language-biography (p. 24/Level A2) as he/she prefers.</p> <ol style="list-style-type: none"> 01. After finishing unit 02 the teacher hands out his/her checklists. 02. Teacher and children discuss the list point by point. Children draw a star or anything similar beside a point if they meet the requirements of it (“i can ...”). 03. The checklists are added to the ELP (“Language biography”).

Lesson plan 01 Sub-topic 02: <i>O dad e dajaja</i> – Textual Understanding
TA-Nr.: 01 Learning objectives: Textual listening and understanding of a common dialogue.
Duration: 20 min Skill: 
Mat./Res.: Listening worksheet 01, audio-device
<ol style="list-style-type: none"> Children hear the listening comprehension <i>O dad e dajaja</i> (worksheet 01) twice. Children talk about the content with the child sitting next to them. The listening comprehension is played again. Children are to keep one word that they don't understand in mind. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them. Teacher and children discuss the content of the story. Finally they listen to the text once again.
TA-Nr.: 02 Learning objectives: Reading and understanding of a common dialogue.
Duration: 30 min Skill:  ELP: Dossier p. 53
Mat./Res.: Dialogue worksheet 02
<ol style="list-style-type: none"> Teacher hands out the text <i>O dad e dajaja</i> (worksheet 02) and asks two children to read it alternately. Together they discuss the content of the dialogue; Teacher writes new words on the blackboard and translates them. Children copy the new words into the language-portfolio p. 53. Worksheet is added to the Dossier.
Lesson plan 02 Sub-topic 02: Grammatical editing of a familiar text
TA-Nr.: 03 Learning objectives: Answering simple questions about me and my family.
Duration: 30 min Skill:  ELP: Dossier
Mat./Res.: Dialogue worksheet 02
<ol style="list-style-type: none"> Children take the text <i>O dad e dajaja</i> (worksheet 02) from their Dossier. Teacher asks the children to read the text and underline all verbs red. Teacher divides the blackboard into two columns and asks the children to tell him/her their underlined words. Teacher writes these words into the second column. He/She asks the children to underline the words before the verbs green (focus on the auxiliary verb <i>ka</i> (= will) for future tense, e.g. <i>ka thovav, ka dža, ka has, ...</i>) and tell him/her these as well. Teacher writes the auxiliary verbs into the first column next to the verb and circles them green to visualize them for the children and to put the focus on them. The children can now try to find a grammatical rule for these words. Teacher writes the rule on the blackboard: Future tense is formed <i>ka</i> +Verb. Children copy from the blackboard (teacher can hand out blank sheets of paper). Sheets are added to the Dossier.
TA-Nr.: 05 Learning objectives: Answering simple questions about me and my family.
Duration: 20 min Skill:  ELP: Dossier
Mat./Res.: Gap text worksheet 03
<ol style="list-style-type: none"> Teacher hands out the gap text <i>O dad e dajaja</i> (worksheet 03) and explains the task. Children have 10–15 min to fill out the gap text. Subsequently every child reads one sentence to the class and says the word in the gap additionally once again. Teacher writes these words on the blackboard so the children can compare their results. Worksheet is added to the Dossier.

O Dad e dajaja

Dad: Uštiljan li?

Daj: Uštiljum!

Dad: Ka pije li kafa?

Daj: Šaj, dema jek kafa!

Dad: Ake tuke tli kafa. Romnije, so ka čera avdije?

Daj: Pa, ašta hari te has doručko hem posle ka dža
ki prodavnica te čina diso ručkose.

Dad: Javindža pe mli daj hem vičindža amen ko ručko.
Ka dža li olende?

Daj: Pa super! Ka dža.

Na valjani me te spreminav o ručko!

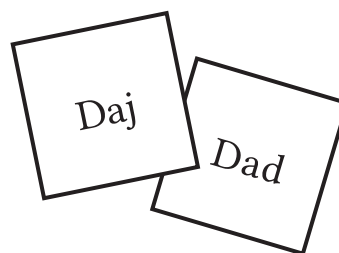
Ama mora te dža te čina diso
ki prodavnica.

Tajsase nane amen ništo čhere.

Dad: Epa hajde! Tu čer o doručko a o čhava
neka čistinen ple sobe hem ka dža.

Daj: A so ka čere tu?

Dad: Me ka thovav o čare palo doručko
a akana mangava te
čitnav mle novine!



Mlo anav _____

dža sprem-
inav

O dad e dajaja

čera pije

čere

thovav

čistinen

Dad: Uštiljan li?

Daj: Uštiljum!

Dad: Ka _____ li kafa?

Daj: Šaj, dema jek kafa!

Dad: Ake tuke tli kafa. Romnije, so ka _____ avdije?

Daj: Pa, ašta hari te _____ doručko hem posle ka dža
ki prodavnica te _____ diso ručkose.

Dad: Javindža pe mli daj hem vičindža amen ko ručko.

Ka _____ li olende?

Daj: Pa super! Ka dža. Na valjani me te _____ o
ručko! Ama mora te dža te čina diso ki prodavnica.
Tajsase nane amen ništo čhere.

Dad: Epa hajde! Tu čer o doručko a o čhava neka
_____ ple sobe hem ka dža.

Daj: A so ka _____ tu?

Dad: Me ka _____ o čare palo doručko a akana
mangava te _____ mle novine!

has
čitinav

čina

O dad e dajaja

Dad: Uštiljan li?

Daj: Uštiljum!

Dad: Ka pije li kafa?

Daj: Šaj, dema jek kafa!

Dad: Ake tuke tli kafa. Romnije, so ka čera avdije?

Daj: Pa, ašta hari te has doručko hem posle ka dža ki prodavnica te čina diso ručkose.

Dad: Javindža pe mli daj hem vičindža amen ko ručko. Ka dža li olende?

Daj: Pa super! Ka dža. Na valjani me te spreminav o ručko! Ama mora te dža te čina diso ki prodavnica. Tajsase nane amen ništo čhere.

Dad: Epa hajde! Tu čer o doručko a o čhava neka čistinen ple sobe hem ka dža.

Daj: A so ka čere tu?

Dad: Me ka thovav o čare palo doručko a akana mangava te čitnav mle novine!

Mlo anav _____

O dad e dajaja

1) Ko čerdža i kafa?

I kafa čerdža _____

2) Ko valjani te čerel o doručko?

O doručko valjani te čerel _____.

3) Ko valjani te čistini o čhavorikane sobe?

O čhavorikane sobe valjani te čistinen _____.

4) Ko mangela te čitini o novine?

O novine mangela te _____.



Mli daj

Mlo dad

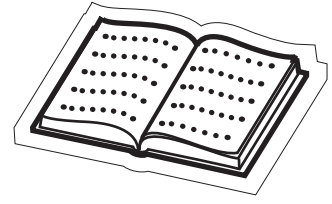
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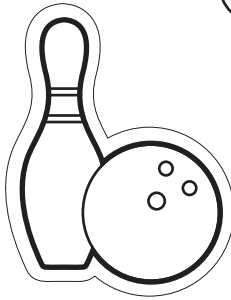
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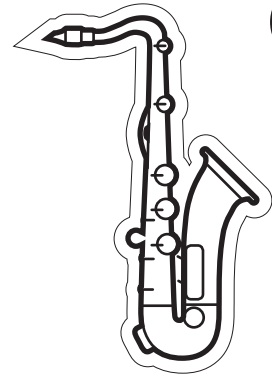
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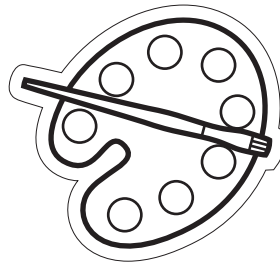
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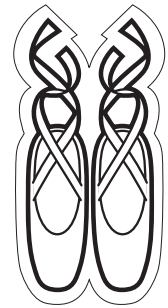
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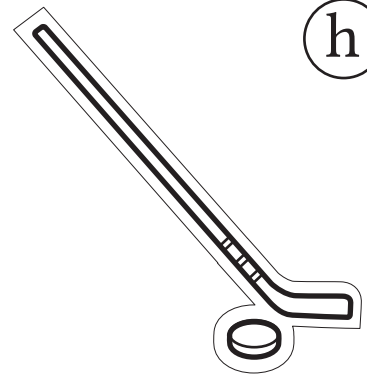
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v



h



čheldžum
fudbali

šundžum
muzika

čitindžum
knjige

čheldžum
videoigre

deljum ki
kuglana

bašaldžum
saksofoni

dilabum

crtindžum

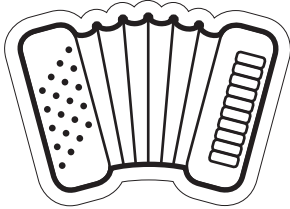
deljum ko
baleti

bašaldžum
klarineti

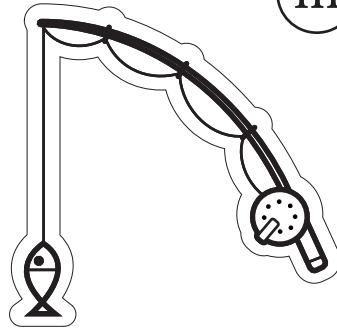
bašaldžum
violina

čheldžum
hokej

h



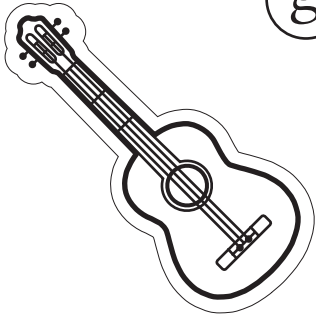
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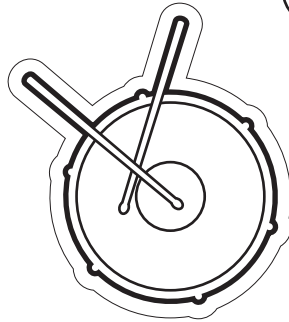
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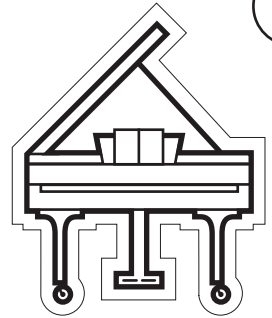
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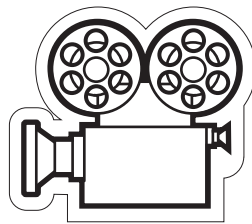
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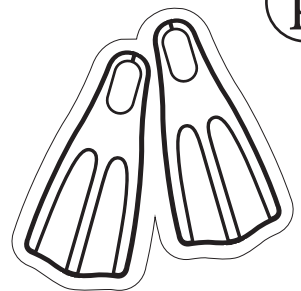
k



k



p



bašaldžum
harmonika

dala palo
mače

glumindžum
ko tatar

bašaldžum
gitara

bašaldžum
desi

bašaldžum
klaviri

čheldžum
košarka

deljum ko
kino

plivindžum

So čerdže o čhave?“

Janko

„Me čheldžum fudbali ko parko.“

Mirko

„Me čheldžum košarka mle dadeja.“

Suzi

„Me dželjum ki kuglana mle familijaja.“

Demo

„Me crtindžum duj slike.“

Marijo

„Me čheldžum videoigre mle phraleja.“

Kavin

„Me šundžum romani muzika.“

Anita

„Me dželjum ko baleti mle dajaja.“

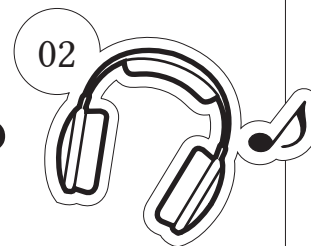
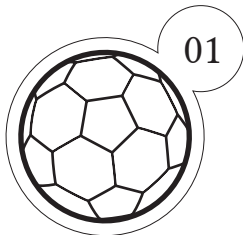
Zorika

„Me čitindžum jek knjiga.“

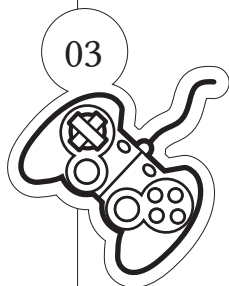
Sofia

„Me dželjum ko kino mle amalinkaja.“

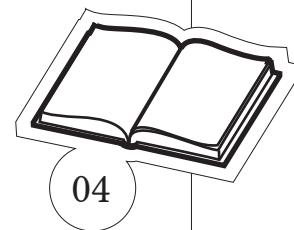
Mlo anav _____



So čerdžan irati?



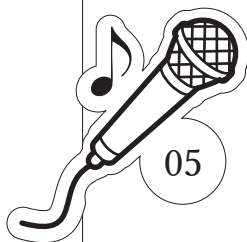
01) Me čheldžum fudbali irati.



02) Me čheldžum _____.

03) Me _____.

04) _____.



05) _____.

06) _____.

07) _____.

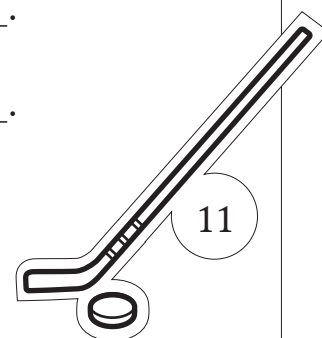
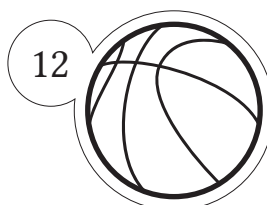
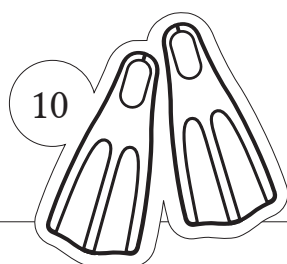
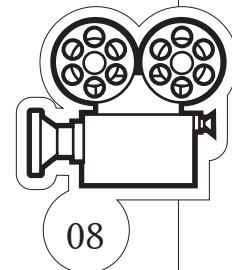
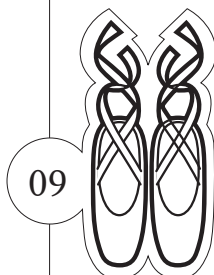
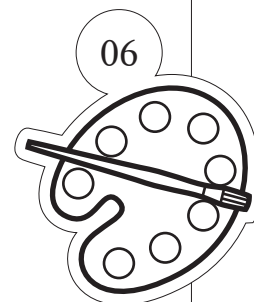
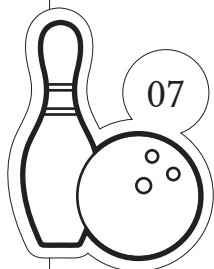
08) _____.

09) _____.






10) _____.

11) _____.

12) _____.



Arlije_Secondary_A2_AT_eng_unit-03
Topic (CFR): MY COMMUNITY
Sub-topic 01: Public places and buildings Sub-topic 02: My surroundings

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 gist of explanations and stories in class about persons working in certain situations (e.g. teachers, farmers, etc.). ✓ Can understand the gist of a story about the value of an action or a typical behavior in the Roma-culture.
	<ul style="list-style-type: none"> ✓ Can read and understand simple public texts and announcements (e.g. opening hours) and find out the crucial information of it (e.g. What place is it? What happens there?). ✓ Can read and understand simple stories/fairytales that refer to aspects of Roma-lifestyle if they contain a large amount of familiar vocabulary.
	<ul style="list-style-type: none"> ✓ Can ask and answer simple questions about public buildings nearby. ✓ Can ask and answer simple questions about people working in public buildings. ✓ Can ask and answer simple questions about the crucial activities of his/her community. ✓ Can greet visitors and answer simple questions about his/her life and activities.
	<ul style="list-style-type: none"> ✓ Can use a number of phrases and simple sentences to explain why he/she likes/dislikes a place or an area. ✓ Can use a number of phrases and simple sentences to talk about a celebrity of the region. ✓ Can use a number of phrases and simple sentences to talk about his/her daily routines. ✓ Can use a number of phrases and simple sentences to talk about a Roma celebrity of the region.
	<ul style="list-style-type: none"> ✓ Can write simple sentences about his/her favorite place in the area and explain what he/she likes/dislikes about it. ✓ Can write simple sentences about a place in the area that he/she has visited. ✓ Can write simple sentences about the life in his/her community and about his/her daily routines.
Working with the ELP	
Language biography: Teaching activity 15	
Dossier: Worksheet 03, 04, 06, 07, 08 or 09, 10 + activity 13, activity 01, New vocabulary	




Vocabulary | Sub-topic 01: Public places and buildings







Active			
<i>i biblioteka</i>	the library	<i>olendar</i>	from them
<i>i adresa</i>	the address	<i>o crtežija</i>	the drawings
<i>o anav</i>	the name	<i>Koja?</i>	which?
<i>i učitelka</i>	the teacher (f)	<i>umlavi</i>	to hang up, to rehang
<i>i škola</i>	the school	<i>Kozom?</i>	how much?
<i>o oddelenie</i>	the class	<i>o manuš, o manuša</i>	the human/the humans
<i>o čhavo, o čhave</i>	the child, the children	<i>hine</i>	was
<i>i paramiz</i>	the story, the fairytale	<i>najšukar</i>	the best
<i>dikhela</i>	to see, to look	<i>tuke</i>	you (2 nd person, Dat.)
<i>čitini</i>	to read	<i>ko, ki</i>	in the, to the, on the
<i>pamtini</i>	to keep in mind	<i>o muzeji</i>	the gallery
<i>najvažno</i>	the most important	<i>o prvo</i>	the first
<i>i buti, o buča</i>	the thing, the things,	<i>o puti</i>	the time
	the work, the works	<i>tlo, tli</i>	your (s/p)
<i>i matematika</i>	the mathematics	<i>najšužo/-i</i>	the most beautiful
<i>računini</i>	to calculate	<i>o than</i>	the place
<i>o učeniko, o učenikija</i>	the pupil, the pupils	<i>odothe</i>	there
<i>certini</i>	to draw	<i>isi</i>	there are
<i>stalno</i>	always	<i>nane</i>	there are not/no

Vocabulary | Sub-topic 02: My surroundings

Active			
<i>o popularno manuš</i>	the celebrity	<i>o odmori</i>	the vacation
<i>o popularno manuša</i>	the celebrities	<i>i ordinacija</i>	the ordination, the office hours
<i>o idoli</i>	the idol	<i>phanli/-o</i>	closed
<i>Kozom berš isi tut/ole/ola?</i>	How old are you? How old is he/she?	<i>odole</i>	this, these
<i>Sar?</i>	how?	<i>lake</i>	you (p)
<i>So?</i>	what?	<i>zamenini</i>	to substitute
<i>Kotar?</i>	where from?	<i>o telefoni</i>	the telephone
<i>Sose?</i>	why?	<i>o januari</i>	the January
<i>i informacija</i>	the information	<i>pale</i>	again
<i>kotar ... dži ko ...</i>	from ... until ...	<i>čerela buti</i>	to work
<i>o ponedelniko</i>	the Monday	<i>sar stalno</i>	as usual
<i>o petok</i>	the Friday		

Grammar	
Active	Passive
Simple interrogative clauses in Present tense Preposition <i>to</i> (= <i>te</i> + Verb, e.g. <i>te hav, te džav, ...</i>) Clause positions, Forming clauses in Present tense	

Teaching activity 01 Sub-topic 01: Public places and buildings – Listening comprehension <i>I učitelka</i>
Duration: 20 min Skill:  ELP: p. 53
Mat./Res.: Listening worksheet 02, audio-device
<ol style="list-style-type: none"> Children hear the listening comprehension <i>I učitelka</i> (worksheet 02) twice. Children talk about the content with the child sitting next to them. The listening comprehension is played again. Children are to keep one word that they don't understand in mind. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them. Teacher and children discuss the content of the story. New words are copied to the Language-portfolio p. 53. Finally they listen to the text once again.
Teaching activity 02 Sub-topic 01: Public places and buildings – Reading <i>I učitelka</i>
Duration: 20 min Skill:  ELP: Dossier
Mat./Res.: Reading worksheet 03
<ol style="list-style-type: none"> Children sit in a circle. Teacher hands out the text <i>I učitelka</i> (worksheet 03) and asks a child to read the first section. Together they discuss the content of the first section. Teacher asks an other child to read the second section. Together they discuss the content of the second section, and so on until the whole text is read. Worksheet is added to the Dossier.
Teaching activity 03 Sub-topic 01: Public places and buildings – Questionnaire <i>I učitelka</i>
Duration: 30 min Skill:  ELP: Dossier
Mat./Res.: Questionnaire worksheet 04
<p>Note: This activity can only be done subsequently to activity 01 or 02.</p> <ol style="list-style-type: none"> Teacher hands out the questionnaire worksheet 04 <i>I učitelka</i>. Children have about 5 min to answer the questions together with the child sitting next to them.. Subsequently they compare their answers and the teacher writes new words on the blackboard. Worksheet is added to the Dossier.

Teaching activity 04 Sub-topic 01: Public places and buildings – Text-Puzzle I učitelka
Duration: 30 min Skill:  ▶
Mat./Res.: Text Puzzle worksheet 05
<p>Note: This activity can only be done subsequently to activity 03.</p> <p>Preparation: Print worksheet 05 and cut out one dialogue per couple. Put dialogues into envelopes.</p> <ol style="list-style-type: none"> Children form couples; every couple gets an envelope. They have about 10 min to put together the text-puzzle. Subsequently one group reads the text as a comparison. Teacher collects the envelopes again.
Teaching activity 05 Sub-topic 01: Public places and buildings – Communication-Stations
Duration: 50 min Skill:  ▶◀  ELP: Dossier
Mat./Res.: Cards worksheet 01, lamination-device, tape
<p>Preparation: Print worksheet 01; Cut out and laminate picture- and word-cards; Prepare nine tables (=stations) and put one card on each table.</p> <ol style="list-style-type: none"> Teacher explains the game: There are nine “Communication-Stations” and you pick one station for talking to the person on it. You go there and start a conversation. It’s best if you ask the person something about the building, about his/her job, his/her activities, etc. Teacher asks nine children to go to one station each. These children are the staff of the stations (postman, teacher, fire fighter, etc.). Teacher asks one of the other children to pick a station. Child goes to the station and starts a conversation. Now the next child does the same, and so on until all children have visited at least one station.
Teaching activity 06 Sub-topic 02: My surroundings – Morning circle “I like/dislike ..., because ...”
Duration: 30 min Skill:  ▶
Mat./Res.: Cards worksheet 01, lamination-device
<p>Preparation: Print worksheet 01; Cut out and laminate picture- and word-cards.</p> <ol style="list-style-type: none"> Children sit in a circle. Teacher spreads out the cards in the middle of the circle and shows the game: He/She says: <i>Me but mangava te džav ko kino sose mangava te dikhav o najneve filmija</i> and shows the matching picture card. Then he/she continues: <i>Me na mangava te džav ki pošta, sose oduri isi bari gužva</i> and shows the matching card. Now he/she asks a child to say which places he/she likes/dislikes and why. Game goes on until all children have talked.
Teaching activity 07 Sub-topic 02: My surroundings – Poster <i>Popularno manuša/Mle idolija</i>
Duration: 50 min Skill:  ▶◀ 
Mat./Res.: Posters, pens, glue, scissors, magazines, newspapers, brochures
<ol style="list-style-type: none"> Children form groups of three or four. Every group designs a poster on the topic “Famous persons” or “My idols”. Teacher hands out one poster to each group and provides them with working materials. Children cut out pictures or texts from the magazines and newspapers and design their posters with them. They put the posters on a wall of the classroom.

Teaching activity 08 | Sub-topic 02: My surroundings – Presentation *Poularo manuša/Mle idolja*Duration: 20 min | Skill: 

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

06. Together they take a look at the posters that the groups designed before.
07. Teacher asks every to present their poster (at least three sentences; Why have we picked this person? What does he/she do? How did he/she become famous? Etc.).

Teaching activity 09 | Sub-topic 02: My surroundings – *Popularno manuša*Duration: 40 min | Skill:  | ELP: Dossier

Mat./Res.: Worksheet 06

01. Teacher hands out worksheet 06 *Popularno manuša*.
02. Together they read and discuss the task and the questions.
03. Subsequently the children write at least three sentences about a famous person of their own choice.
04. Every child reads his/her sentences to the class.
05. Worksheet is added to the Dossier.

Teaching activity 10 | Sub-topic 02: My surroundings – Game “Who am I?”Duration: 30 min | Skill: 

01. Teacher asks one child to leave the classroom.
02. In the meantime the rest of the class chooses one famous person. Teacher writes the name of this person onto a post-it.
03. The child waiting outside is asked into the classroom again.
04. Teacher sticks the post-it onto the child's forehead, so that the child can't see what's written on it.
05. The child asks the other children questions that can only be answered with “yes” or “no” about himself/herself in order to find out who he/she is (e.g. “Am I a man?”, “Am I a singer?”, “Am I old, young, big, slim, blonde, etc.?”, “Do I sing pop, jazz, classical music, etc.?”, “Am I an actor?”).
06. The group only answers with “yes” or “no”.
07. When the child has found out who he/she is, he/she can choose somebody else to leave the classroom and the game starts again.

Teaching activity 11 | Sub-topic 02: My surroundings – Reading text *Dr. Šerifi*Duration: 20 min | Skill:  | ELP: Dossier

Mat./Res.: Reading worksheet 07

01. Teacher hands out the reading text *Dr. Šerifi* (worksheet 07) and asks the children to read the text quietly once.
02. Subsequently the text is read loudly section after section and its content is discussed by children and teacher.
03. Teacher writes new vocabulary onto the blackboard.
04. Worksheet is added to the Dossier.

Teaching activity 12 | Sub-topic 02: Public places and buildings – Visiting the gallery or library

Duration: about 4 hrs. | Skill:   | ELP: Dossier

Mat./Res.: Questionnaire worksheet 08 or 09

01. The group makes a trip to a nearby gallery or library.
02. Teacher hands out worksheet 08 or 09, depending on the location, and asks the children to listen closely at the guided tour, because after it they have to answer questions about it (ideally the tour would be in Romani; if not possible it would be held in the local language and the questions would be answered in Romani).
03. After the tour the children form groups of three and try to answer their questions, asking people in the building to help them if necessary.
04. After that the group meets again and discusses their answers.
05. Worksheet is added to the Dossier.

Teaching activity 13 | Sub-topic 02: Public places and buildings – Short story *Ko muzeji* or *Ki biblioteka*

Duration: 30 min | Skill:  | ELP: Dossier

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

01. The task for the children is to write at least five sentences on the topic *Ko muzeji* or *Ki biblioteka*.
02. Teacher can write various questions on the blackboard that might help (When have you been there?, Who was with you?, What did you do there? Etc.).
03. Children read their short stories to the class and add them to the Dossier.

Teaching activity 14 | Sub-topic 02: My surroundings – *Mlo najšušo than*

Duration: 50 min | Skill: 

Mat./Res.: Worksheet 10

01. Teacher hands out worksheet 10 *Mlo najšušo than*.
02. Teacher asks one child to read the task and together the group discusses it.
03. Children fill out the worksheet and return it to the teacher for correction.
04. Teacher corrects the sentences and subsequently the sheets are presented somewhere in the classroom.




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

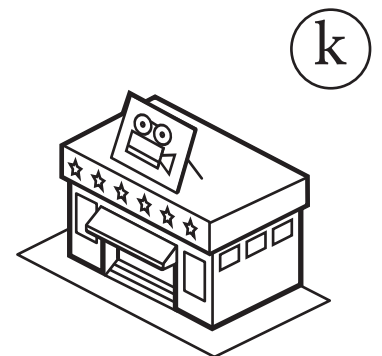
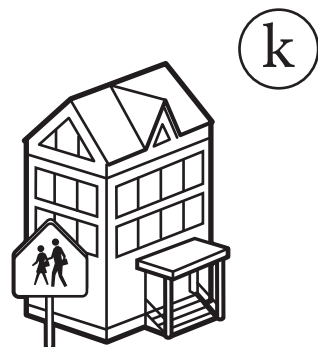
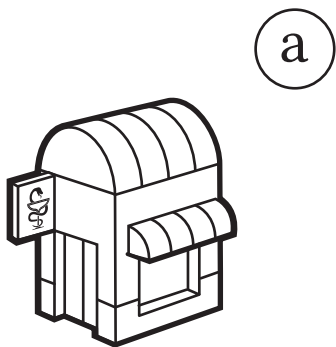
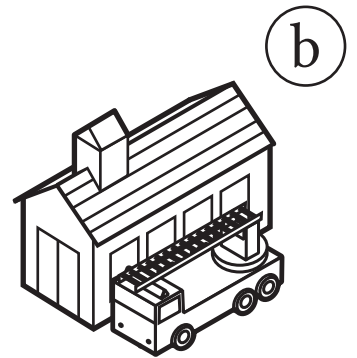
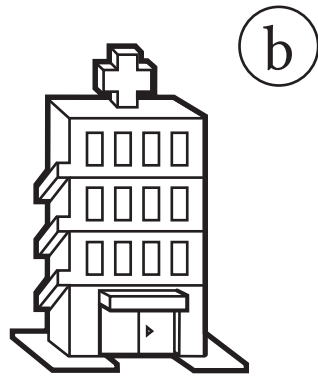
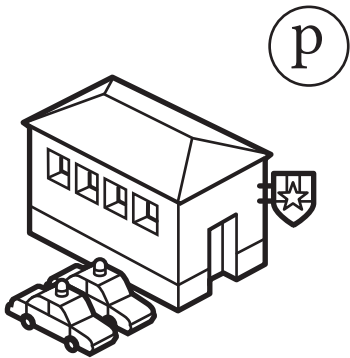
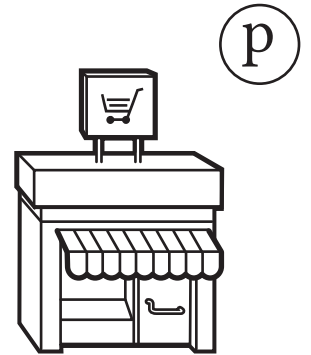
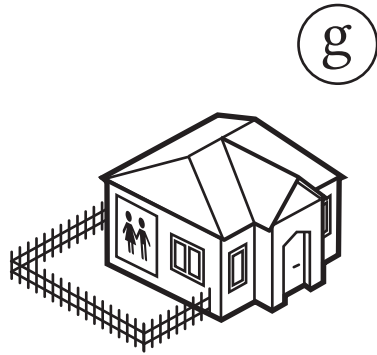
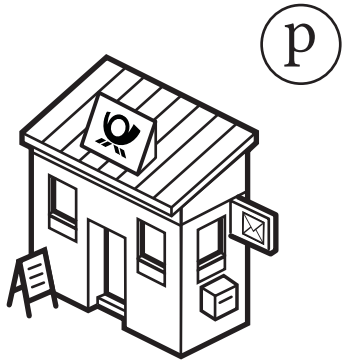
Duration: 10 min | Skill:   | ELP: p. 26, 27

Mat./Res.: Language-portfolio p. 26, 27/Level A2

Preparation: Teacher structures the checklist in the language-biography (p. 26, 27/Level A2) as he/she prefers.

01. After finishing unit 03 the teacher hands out his/her checklists.
02. Teacher and children discuss the list point by point. Children draw a star or anything similar beside a point if they meet the requirements of it (“i can ...”).
03. The checklists are added to the ELP (“Language biography”).

Lesson plan 01 Sub-topic 02: <i>Popularno manuša</i>
TA-Nr.: 09 Learning objectives: Asking simple questions. Writing simple, coherent sentences.
Duration: 20 min Skill:  ELP: Dossier
Mat./Res.: Worksheet 06
<ol style="list-style-type: none"> 01. Teacher hands out worksheet 06 <i>Popularno manuša</i>. 02. The group reads through the task and the questions together. 03. Subsequently the children write at least three sentences about a famous person of their own choice. 04. Then every child reads his sentences to the class. 05. Worksheet is added to the Dossier.
TA-Nr.: 10 Learning objectives: Asking simple questions. Writing simple, coherent sentences.
Duration: 30 min Skill: 
<ol style="list-style-type: none"> 01. Teacher asks one child to leave the classroom. 02. In the meantime the rest of the class chooses one famous person. Teacher writes the name of this person onto a post-it. 03. The child waiting outside is asked into the classroom again. 04. Teacher sticks the post-it onto the child's forehead, so that the child can't see what's written on it. 05. The child asks the other children questions that can only be answered with "yes" or "no" about himself/herself in order to find out who he/she is (e.g. "Am I a man?", "Am I a singer?", "Am I old, young, big, slim, blonde, etc.?", "Do I sing pop, jazz, classical music, etc.?", "Am I an actor?"). 06. The group only answers with "yes" or "no". 07. When the child has found out who he/she is, he/she can choose somebody else to leave the classroom and the game starts again.
Lesson plan 02 Sub-topic 01: Communication-Stations
TA-Nr.: 05 Learning objectives: Starting conversations with questions. Making simple conversation.
Duration: 50 min Skill:  ELP: Dossier
Mat./Res.: Cards worksheet 01, lamination-device, tape
<p>Preparation: Print worksheet 01; Cut out and laminate picture- and word-cards; Prepare nine tables (=stations) and put one card on each table.</p> <ol style="list-style-type: none"> 01. Teacher explains the game: There are nine "Communication-Stations" and you pick one station for talking to the person on it. You go there and start a conversation. It's best if you ask the person something about the building, about his/her job, his/her activities, etc. 02. Teacher asks nine children to go to one station each. These children are the staff of the stations (postman, teacher, fire fighter, etc.). 03. Teacher asks one of the other children to pick a station. 04. Child goes to the station and starts a conversation. 05. Now the next child does the same, and so on until all children have visited at least one station.



Ⓟ

i pošta

ⓖ

i gradinka

Ⓟ

i prodavnica

Ⓟ

i policija

Ⓟ

i bolnica

ⓗ

i božarno
stanica

ⓐ

i apoteka

ⓗ

i škola

Ⓚ

i kino

I učitelka

Mlo anav i tano Monika. Me čerava buti ki škola sar učitelka. Ko mlo *oddelenie* isi 23 čhave. Svako dive čitina va olenge po jek paramiz hem dikhava, dali šaj te pamtinen o najvažno buča.

Svako dive isi amen hem matematika. Akana sikljovaja te računina „minus“.

Mle učenikija ama najviše mangena te crtinen hem stalno dobinava olendar but šuže crtežija. Sa lengere crtežija zakačindžum ko *oddelenie*.



Mlo anav _____

I učitelka

Deja tut li godi?

Kaj čerela i Monika buti?

Kozom čhave isi ko lakoro *oddelenie*?

So čerena svako dive?

So sikljona akana?

So mangena o čhave najviše te čeren?



I učitelka

Mlo anav i tano Monika. Me čerava buti sar

učitelka ki škola. Ko mlo *oddelenie* isi

23 čhave. Svako dive čitina va olenge po jek

paramiz hem dikhava dali šaj te

pamtinen o najvažno buča. Svako dive isi amen

hem matematika. Akana sikljovaja te

računina „minus“. Mle učenikija ama najviše mangena te

crтинен hem stalno dobinava olendar but šuže

crtežija. Sa lengere crtežija

zakačindžum ko *oddelenie*.

Mlo anav _____

Popularno manuša

Kozom puti šaj te odgovorne celo rečenicencar?

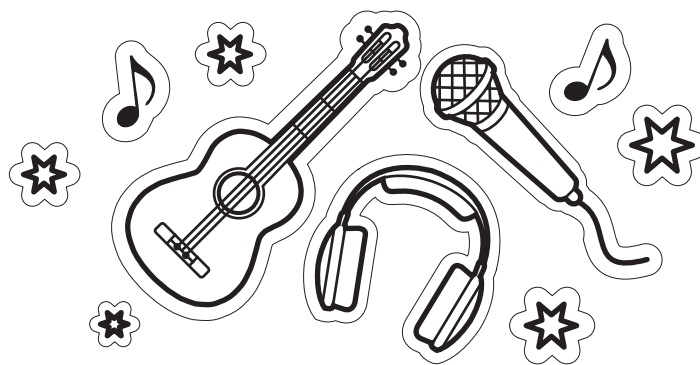
Sar vičini pe tlo idoli?

Kozom berš isi ole? Kozom berš isi ola?

So čerela tlo idoli?

Kotar i tano tlo idoli?

Sose mangeja ola? Sose mangeja ole?



Mlo anav _____

INFORMACIJA

Gsp. Dr. Emanuela Šerifi

Tel: 01/11 33 456

Kotar o ponedelniko, 13. Januari 2012

dži ko petok, 17. Januari 2012

hijum ko odmor hem i ordinacija i tani **phanli.**

Odole vremese ka zamenini

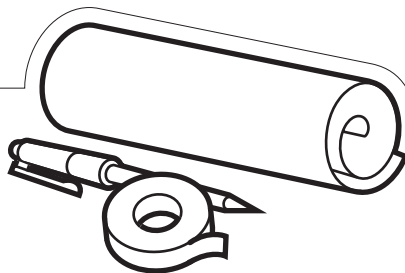
man o Dr. Franc Hofman.

Lesoro telefoni i tano: 01/48 28 335

Kotar o ponedelniko, 20. Januari 2012

pale čeraja buti sar stalno.

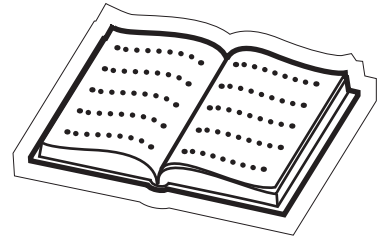
Dr. Šerifi



Mlo anav _____

Ki biblioteka

Šaj li te odgovorine?



Koja i tani i adresa e bibliotekakiri?

Keda phravdže prvo puti i biblioteka?

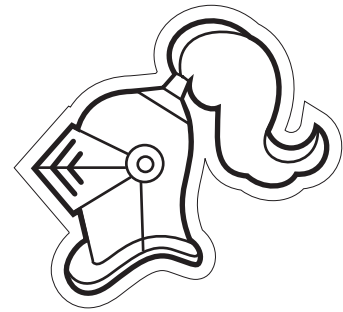
Kozom manuša čerena buti ki biblioteka?

So hine tuke najšukar ki biblioteka?

Mlo anav _____

Ko muzeji

Šaj li te odgovorine?



Koja i tani i adresa kotar o muzeji?

Keda phravdže prvo puti o muzeji?

Kozom manuša čerena buti ko muzeji?

So hine tuke najšukar ko muzeji?



Mlo anav _____






Mlo najšužo than

1) Nacrtin tlo najšužo than!

2) Pišin najhari 4 rečenice ki tema „Mlo najšužo than“!

(Sose mangava le, so čerava odothe, so isi odothe, so nane, ...)

Arlije_Secondary_A2_AT_eng_unit-04
Topic (CFR): ROMA-CRAFTS AND OCCUPATIONS
Sub-topic 01: Roma-crafts and occupations

Working with the CFR – Learning objectives	
Skill	Relevant descriptors in the language grid (“can do”) OR “I can” statements:
	✓ Can understand the gist of simple conversations and stories about activities of Roma-groups in class, if the vocabulary is familiar.
	✓ Can read and understand short and simple texts, like fairytales or legends, that describe crafts and occupational activities of Roma, if they contain familiar and very common vocabulary.
	<ul style="list-style-type: none"> ✓ Can ask and answer simple questions about typical activities and routines connected with certain skills and occupations. ✓ Can ask and answer simple questions about certain Roma-groups and their connection with crafts and occupations. ✓ Can ask and answer simple questions about occupations of Roma nowadays.
	<ul style="list-style-type: none"> ✓ Can give a short description of the ancient/historic crafts and occupations of Roma in the region using a number of phrases and sentences. ✓ Can give a short description of his/her personal experience when observing a Roma-craftsman/woman at work using a number of phrases and sentences.
	<ul style="list-style-type: none"> ✓ Can write short texts about what Roma of the region did in the past using familiar vocabulary. ✓ Can write short texts about crafts and occupations of Roma in different ares and countries using familiar vocabulary.
Working with the ELP	
Language biography: Teaching activity 15	
Dossier: Worksheet 02, 03, 05 and 06, My new vocabulary; activity 01 and 03	

Grammar	
Active	Passive
Nouns: Singular/Plural; feminine forms; interrogative clauses; clause positions; interrogatives	Perfect tense

Vocabulary | Sub-topic 01: Roma-crafts and occupations

Active			
<i>o kalajdžija, i kalajdzika, o kalajdžije; o kotlari, i kotlarka, o kotlarija</i>		the tinker, the tinker (f), the tinkers	
<i>o kovači, i kovačka, o kovačija</i>		the blacksmith, the blacksmith (f), the blacksmiths	
<i>o muzičari, i muzičarka, o muzičarija</i>		the musician, the musician (f), the musicians	
<i>o kundradžija, i kundradžika, o kundradžije</i>		the shoemaker, the shoemaker (f), the shoemakers	
<i>o Rom, i Romni so bajini, o Roma so bajinena</i>		the fortuneteller, the fortuneteller (f), the fortunetellers	
<i>o Rom, i Romni so čerela korpe, o Roma so čerena korpe</i>		the basket maker, the basket maker (f), the basket makers	
<i>o ciglari, i ciglarka, o ciglarija</i>		the brickmaker, the brickmaker (f), the brickmakers	
<i>o trgovco, i trgovka, o trgovcija</i>		the merchant, the merchant (f), the merchants	
<i>o grastadžija, i grastadžika, o grastadžije</i>		the horse dealer, the horse dealer (f), the horse dealers	
<i>o Rom, i Romni so džilabi, o Roma so džilabena</i>		the singer, the singer (f), the singers	
<i>o Rom, i Romni so čhelela, o roma so čhelena</i>		the dancer, the dancer (f), the dancers	
<i>o Rom, i Romni so biknela luludža, o Roma so bikinena luludža</i>		the flower seller, the flower seller (f), the flower sellers	
<i>o Rom, i Romni so oštrini o čhurja, o Roma so oštrina o čhurja</i>		the knife sharpener, the knife sharpener (f), the knife sharpeners	
<i>o zlatari, i zlatarka, o zlatarija</i>		the goldsmith, the goldsmith (f), the goldsmiths	
<i>So?</i>	what?	<i>jek</i>	one
<i>čerela</i>	to do, to work	<i>but</i>	many, several
<i>ov/oj i tano, on i tane</i>	he/she/it is, they are	<i>bašali</i>	to play (music)
<i>valjani</i>	to need	<i>bikini</i>	to sell, to deal
<i>lenge</i>	them, for them	<i>o tepiko, o tepikija</i>	the carpet, the carpets
<i>i buti, bučake</i>	the work, for the work	<i>o gras, o grasta</i>	the horse, the horses
<i>i motika, o motike</i>	the hack, the hacks	<i>i tendžera, o tendžere</i>	the pot, the pots
<i>o mači, o mačija</i>	the sword, the swords	<i>o čaro, o čare</i>	the plate, the plates
<i>o tover, o tovera</i>	the axe, the axes	<i>pletini korpe</i>	to weave baskets
<i>i čhuri, o čhurja</i>	the knife, the knives	<i>namestini</i>	to repair
<i>o čekiči, o čekičija</i>	the hammer, the hammers	<i>o materijali, o matrijalija</i>	the material, the materials
<i>o instrumenti, o instrumentija</i>	the instrument, the instruments	<i>o alati, o alatija</i>	the tool, the tools
<i>i kundra, o kundre</i>	the shoe, the shoes	<i>o zanati, o zanatija</i>	the job, the jobs
<i>o nakiti</i>	the jewellery	<i>i buti, o buča</i>	the thing, the things
<i>o Rom, o Roma</i>	the roma, the romas	<i>ko?</i>	who?
<i>i jag</i>	the fire	<i>šaj</i>	it goes
<i>pačari</i>	to wrap		
Passive			
<i>e Romengoro than</i>	the square of the Roma	<i>angelder</i>	formerly
<i>uzal</i>	beside	<i>podur</i>	further
<i>i paramiz</i>	the story, the fairytale	<i>o gav</i>	the village
<i>avrijaldan</i>	from outside	<i>javer</i>	other
<i>nadur</i>	near		

Teaching activity 01 | Sub-topic 01: Roma-crafts and occupations – Card game

Duration: 30 min | Skill:  | ELP: p. 53

Mat./Res.: Cards worksheet 01

Preparation: Laminate and cut out cards worksheet 01 (prepare word cards with plurals for later; could be too much for the children at first).

01. Children sit in a circle.
02. Teacher spreads out picture cards of worksheet 01 on the floor and announces the new topic “Roma- crafts and occupations” to the children.
03. Teacher hands out the word cards (words in singular) to the children.
04. Children try to find the matching picture card to their word cards and put their card there.
05. The group brings in order the word cards that are in the wrong place.
06. Teacher reads the words and children repeat collectively.
07. Subsequently the new words are written to the Dossier p. 53.

Teaching activity 02 | Sub-topic 01: Roma-crafts and occupations – Morning circle

Duration: 40 min | Skill: 

Mat./Res.: Cards worksheet 01

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

Preparation: Laminate and cut out picture cards of worksheet 01.

01. Children sit in a circle.
02. Teacher shows a picture card of worksheet 01 to the children, says: *So i tano ov/oj?* and asks a child to answer the question.
03. Child answers and subsequently they discuss the activities of this occupation, which materials are used and what is produced.
04. Teacher shows another picture card to the children and asks again: *So i tano ov/oj?*
05. Proceed as in Pt. 03) until all the occupations are discussed.

Teaching activity 03 | Sub-topic 01: Roma-crafts and occupations – Card game “Singular-Plural”

Duration: 30 min | Skill:  | ELP: Dossier p. 53





Mat./Res.: Cards worksheet 01






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





Preparation: Laminate and cut out picture cards of worksheet 01.

01. Children sit in a circle.
02. Teacher divides the blackboard in three columns: into the first column he/she puts the picture cards one below the other; into the second column he/she writes *jek* as heading and into the third column he/she writes *pobuter*.
03. Teacher hands out the word cards to the children and asks them to put them next to the matching picture and into the appropriate column on the blackboard.
04. Subsequently they check if all the cards are in correct order.
05. Children copy the new vocabulary (plurals) into the Dossier p. 53.

Teaching activity 04 Sub-topic 01: Roma-crafts and occupations – <i>So i tane o Roma</i>
Duration: 30 min Skill: ✎ ELP: Dossier
Mat./Res.: Worksheet 03, overheadprojector; overheadtransparency
<p>Note: This activity can only be done subsequently to activity 03. Preparation: Laminate and cut out picture cards of worksheet 03.</p> <ol style="list-style-type: none"> 01. Teacher hands out worksheet 03 <i>So i tane o Roma</i>. 02. Children form pairs and try to complete the worksheet. 03. As a check the teacher shows the filled out worksheet on the overhead projector. Sentence after sentence is controlled and if necessary corrected. 04. Worksheet is added to the Dossier.
Teaching activity 05 Sub-topic 01: Roma-crafts and occupations – <i>So čerena o Roma?</i>
Duration: 50 min Skill: ✎ ELP: Dossier
Mat./Res.: Worksheet 02
<p>Note: This activity can only be done subsequently to activity 02 or 04.</p> <ol style="list-style-type: none"> 01. Teacher hands out worksheet 02 <i>So čerena o Roma</i>. 02. He/She explains the task: Answer the questions. 03. The first example is done together. It is used as a template for the following examples. 04. The results are compared, by the teacher reading the questions and the children reading their answers. 05. Worksheet is added to the Dossier.
Teaching activity 06 Sub-topic 01: Roma-crafts and occupations – <i>Pantomime</i>
Duration: 30 min
<ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher explains the game: one child is in the middle of the circle; he/she pantomimes one of the occupations they learned before. The other children guess, which occupation it could be. The one who guessed right is the next to go into the middle. This goes on until every child has pantomimed. 03. The game can start.
Teaching activity 07 Sub-topic 01: Roma-crafts and occupations – <i>Poster So čerena o Roma</i>
Duration: 50 min Skill: ✎
Mat./Res.: Posters, pens, glue, scissors, magazines, newspapers, journals
<ol style="list-style-type: none"> 01. Children form groups of three or four. 02. Every group makes a poster on the topic <i>So čerena o Roma</i>. Before that they pick three traditional Roma-occupations that they want to present. 03. Teacher hands out a poster to each group and provides them with work materials. 04. Children cut pictures and texts out of the magazines and design their posters with them. They can also to drawings and write on the poster. 05. The posters are presented on a wall in the classroom.

Teaching activity 08 Sub-topic 01: Roma-crafts and occupations – Presentation <i>So čerena o Roma</i>
Duration: 20 min Skill: 
Mat./Res.: Posters, evt. camera evt. TV-device
<p>Note: This activity can only be done subsequently to activity 07.</p> <ol style="list-style-type: none"> 01. The group inspects the posters the groups have made before. 02. Teacher asks every group to talk about their poster (at least three sentences: Which occupations did you choose and why? Which activities and features belong to these occupations? Etc.). 03. Teacher can record the presentations and subsequently they watch the recordings together.
Teaching activity 09 Sub-topic 01: Roma-crafts and occupations – Listening comprehension <i>Uzal i phabaj</i>
Duration: 20 min Skill: 
Mat./Res.: Listening worksheet 04
<ol style="list-style-type: none"> 01. Children hear the listening comprehension <i>Uzal i phabaj</i> twice. 02. Children talk about the content with the child sitting next to them. 03. The listening comprehension is played again. Children are to keep one word that they don't understand in mind. 04. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them. 05. Finally they listen to the text once again and discuss its content.
Teaching activity 10 Sub-topic 01: Roma-crafts and occupations – Reading text <i>Uzal i phabaj</i>
Duration: 30 min Skill: 
Mat./Res.: Reading worksheet 05
<p>Note: This activity can only be done subsequently to activity 09.</p> <ol style="list-style-type: none"> 01. Teacher hands out the text worksheet 05 <i>Uzal i phabaj</i> and the children read it quietly. 02. Teacher and children talk about the content of the story. 03. Teacher asks the children to underline the occupational titles in the text. 04. Children tell the teacher which words they underlined; teacher writes them on the blackboard. 05. They talk about the occupations that are mentioned in the text (What kind of occupation is it? Does this occupation still exist today? Which materials are used in the occupation? Etc.). 06. Worksheet is added to the Dossier.
Teaching activity 11 Sub-topic 01: Roma-crafts and occupations – Game “Who am I?”
Duration: 30 min Skill: 
<ol style="list-style-type: none"> 01. Teacher asks one child to leave the classroom. 02. In the meantime the rest of the class chooses one traditional occupation. Teacher writes the name of this occupation onto a post-it. 03. The child waiting outside is asked into the classroom again. 04. Teacher sticks the post-it onto the child's forehead, so that the child can't see what's written on it. 05. The child asks the other children questions that can only be answered with “yes” or “no” about himself/herself in order to find out who he/she is (e.g. Do I work with a hammer? Do I work with shoes? Do I need iron, gold, silver, willow, instruments, microphones, etc.?). 06. The group only answers with “yes” or “no”. 07. When the child has found out who he/she is, he/she can choose somebody else to leave the classroom and the game starts again.

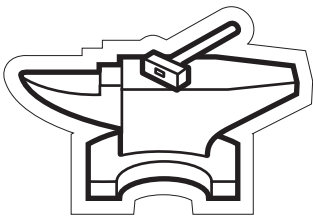
Teaching activity 12 Sub-topic 01: Roma-crafts and occupations – Job-announcement on TV
Duration: 50 min Skill: 
Mat./Res.: Camera, TV-device, costumes, requisites
<ol style="list-style-type: none"> 01. Teacher explains the task: You are the boss of a company and search for an employee via TV-advertisement. Pick a traditional occupation, that you present in your TV-spot. 02. Every child has about 5–10 minutes to prepare their TV-spot (teacher provides costumes and requisites). 03. Subsequently every child is filmed when performing their spot. 04. Together the group watches the recordings.
Teaching activity 13 Sub-topic 01: Roma-crafts and occupations – Trip “Roma-Occupations”
Duration: about 4 hrs. Skill:  ELP: Dossier
<ol style="list-style-type: none"> 01. The group makes a trip to a workplace for a traditional Roma-occupation (merchant, musician, shoemaker, blacksmith, etc.) or the teacher shows a short film about one of the occupations. 02. Subsequently they discuss what they’ve seen (what working-materials, how long until the product is finished, what’s positive about the occupation, what’s negative, ...).
Teaching activity 14 Sub-topic 01: Roma-crafts and occupations – Questionnaire about the trip “Roma-occupations”
Duration: 30 min Skill: 
Mat./Res.: Questionnaire worksheet 06
<p>Note: This activity can only be done subsequently to activity 13.</p> <ol style="list-style-type: none"> 01. Teacher hands out the questionnaire worksheet 06 “Roma-occupations”. 02. Children try to answer the questions with the child sitting next to them. 03. Subsequently the answers are compared by the children reading their results to the others. 04. Worksheet is added to the Dossier.
Teaching activity 15 Sub-topic 01: Language-Portfolio
Duration: 10 min Skill:   ELP: p. 29
Mat./Res.: Language-portfolio p. 29/Level A2
<p>Preparation: Teacher structures the checklist in the language-biography (p. 29/Level A2) as he/she prefers.</p> <ol style="list-style-type: none"> 01. After finishing unit 04 the teacher hands out his/her checklists. 02. Teacher and children discuss the list point by point. Children draw a star or anything similar beside a point if they meet the requirements of it (“I can ...”). 03. The checklists are added to the ELP (“Language biography”).

Lesson plan 01 Sub-topic 01: Roma-crafts and occupations
TA-Nr.: 01 Learning objectives: Introduction to traditional Roma-occupations. Recognizing the new vocabulary and textual understanding of a short text.
Duration: 30 min Skill:   ELP: p. 53
Mat./Res.: Cards worksheet 01
<p>Preparation: Laminate and cut out cards worksheet 01 (prepare word cards with plurals for later; could be too much for the children at first)</p> <ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher spreads out picture cards of worksheet 01 on the floor and announces the new topic “Roma- crafts and occupations” to the children. 03. Teacher hands out the word cards (words in singular) to the children. 04. Children try to find the matching picture card to their word cards and put their card there. 05. The group brings in order the word cards that are in the wrong place. 06. Teacher reads the words and children repeat collectively. 07. Subsequently the new words are written to the Dossier p. 53.
TA-Nr.: 09 Learning objectives: Introduction to traditional Roma-occupations. Recognizing the new vocabulary and textual understanding of a short text.
Duration: 20 min Skill: 
Mat./Res.: Listening worksheet 04
<ol style="list-style-type: none"> 01. Children hear the listening comprehension <i>Uzal i phabaj</i> twice. 02. Children talk about the content with the child sitting next to them. 03. The listening comprehension is played again. Children are to keep one word that they don't understand in mind. 04. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them. 05. Finally they listen to the text once again and discuss its content.
Lesson plan 02 Sub-topic 01: Job-announcement on TV
TA-Nr.: 12 Learning objectives: Free speaking and describing of a Roma-occupation.
Duration: 50 min Skill: 
Mat./Res.: Camera, TV-device, costumes, requisites
<ol style="list-style-type: none"> 01. Teacher explains the task: You are the boss of a company and search for an employee via TV-advertisement. Pick a traditional occupation, that you present in your TV-spot. 02. Every child has about 5–10 minutes to prepare their TV-spot (teacher provides costumes and requisites). 03. Subsequently every child is filmed when performing their spot. 04. Together the group watches the recordings.



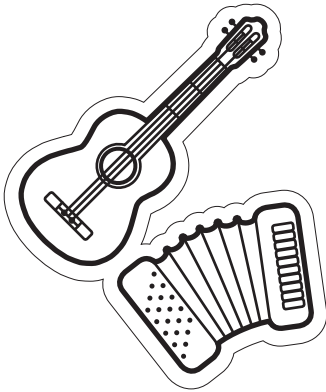
o kalajdžija
i kalajdžika
o kotlari
i kotlarka

o kalajdžije
o kotlarija



o kovači
i kovačka

o kovačija



o muzičari
i muzičarka

o muzičarija



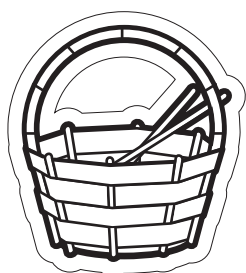
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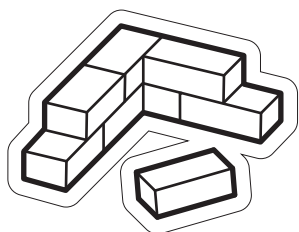
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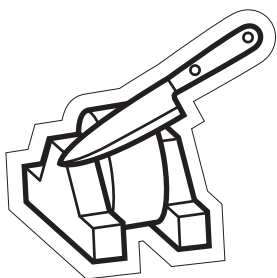
o Rom /
i Romni
so čerela
korpe

o Roma
so čerena
korpe



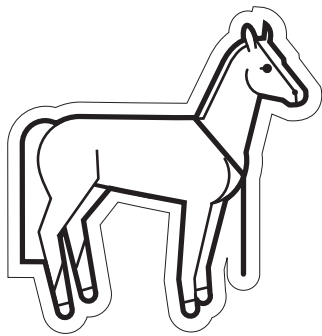
o ciglari
i ciglarka

o ciglarija



o Rom /
i Romni
so oštrini
o čhurja

o Roma
so oštrinena
o čhurja



o grastadžija
i grastadžika

o grastadžije



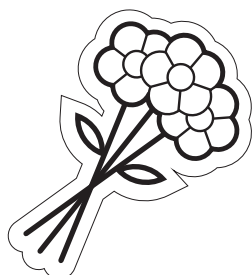
o Rom /
i Romni
so džilabi /
so čhelela

o Roma
so džilabena /
so čhelena



o trgovco
i trgovka

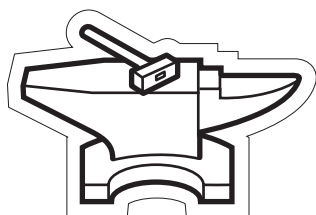
o trgovcija



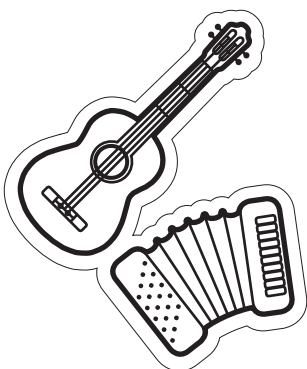
o Rom /
i Romni
so biknela
luludža

o Roma
so biknena
luludža

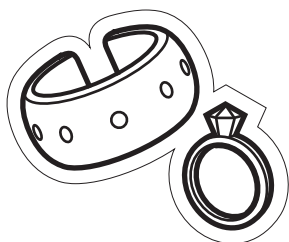
So čerena o Roma?



So i tane on?
On i tane kovačija.
So čerena on?
On čerena motike, mačija, čurja, tovera.
So valjani lenge odole bučake?
Valjani lenge čekiči.



So i tane on?
On i tane _____ .
So čerena on?
On _____ .
So valjani lenge odole bučake?
Valjani lenge _____ .

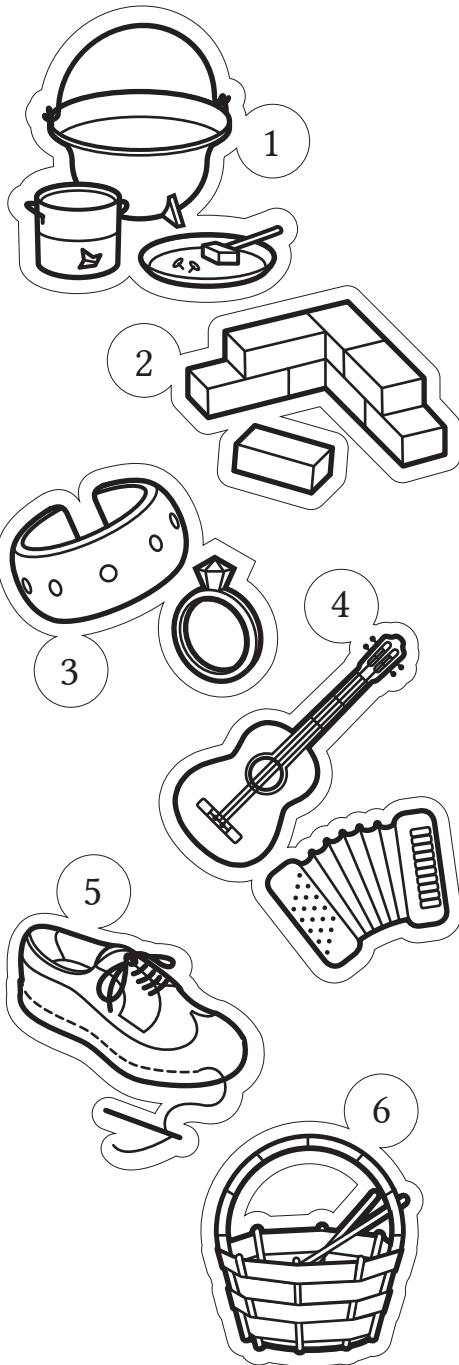


So i tane on?
On i tane _____ .
So čerena on?
On _____ .
So valjani lenge odole bučake?
Valjani lenge _____ .



So i tane on?
On i tane _____ .
So čerena on?
On _____ .
So valjani lenge odole bučake?
Valjani lenge _____ .

So i tane o Roma?



1. Jek Rom i tano kalajdžija.

But Roma i tane kalajdžije.

2. _____.

_____.

3. _____.

_____.

4. _____.

_____.

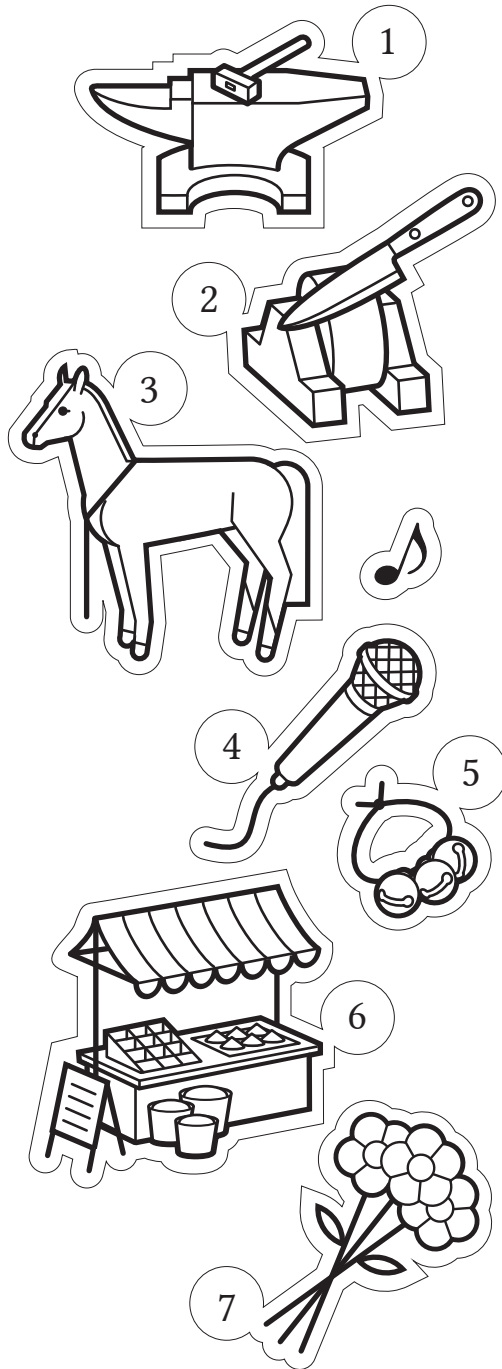
5. _____.

_____.

6. _____.

_____.

So i tane o Roma?



1. Jek Rom i tano kovači.
But Roma i tane kovačija.

2. _____.
- _____.
3. _____.
- _____.
4. _____.
- _____.
5. _____.
- _____.
6. _____.
- _____.
7. _____.
- _____.

Uzal i phabaj

Nadur kotar i šuma, ko brego, uzal i phabaj, hine e Romengoro than. Keda perela hine i rat, čerena pese hine jag.

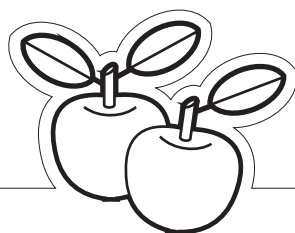
O daja, lena hine ple šamije, pačarena e tikne čhaven ano lende hem adžahar čhivena len hine te soven. Svako rat bešena hine uzal i jag hem šunena hine jekhe phurjakere paramizja.

Nadur e jagatar, hine lengere grastane vrda. Avrijaldan dičhola hine lengoro životu šukar ama e Romen hine len angleder but pharo životu.

Phirena hine 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 pletinena hine 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 _____

Romane zanatija

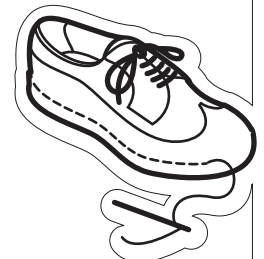
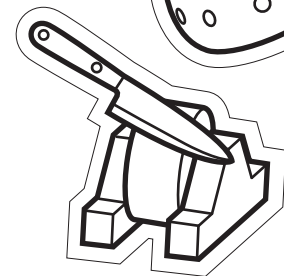
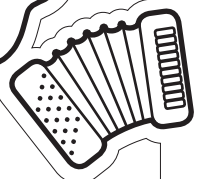
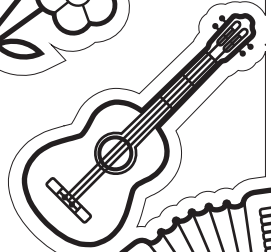
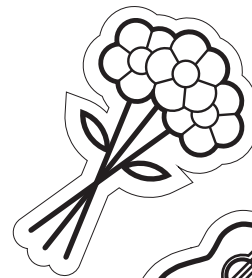
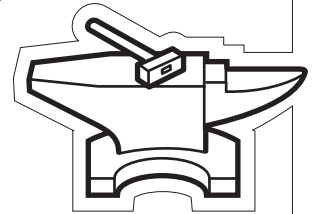
Savo zanati/Save zanatija dikhljan?

Ko šaj te čerel odoja buti?






So valjani sa odole bučake
(matrijalija, alatija, mašine, ...)?

So hine šukar?

So na hine šukar?



Working with the CFR – Learning objectives

Skill	Relevant descriptors in the language grid (“can do”) OR “I can” statements:
	<ul style="list-style-type: none"> ✓ Can understand a simple story that takes place on a festival or celebration, if it contains a large amount of familiar vocabulary and if there is possible visual support. ✓ Can understand a simple story about a certain situation or experience where people gather to celebrate or commemorate.
	<ul style="list-style-type: none"> ✓ Can read and understand a simple description of a festival or the events of a festival with the help of supporting pictures. ✓ Can read and understand simple stories about typical festivals or festival activities (e.g. preparations in the family, the most important participants, etc.), if they contain a large amount of familiar vocabulary. ✓ Can read a simple fairytale about a festival or event, if it contains a large amount of familiar vocabulary.
	<ul style="list-style-type: none"> ✓ Can ask simple questions about festivals that are not familiar to him/her. ✓ Can exchange simple information about how festivals are celebrated in his/her family with other pupils. ✓ Can give simple answers to questions about a festival or celebration that is important for his/her family or community or about an other event that has recently taken place.
	<ul style="list-style-type: none"> ✓ Can give a simple description of his/her participation in a local or national festival using a number of phrases and sentences. ✓ Can describe a special festival at his/her home using a number of phrases and sentences. ✓ Can describe the gist of a certain festival or celebration using a number of sentences. ✓ Can retell the gist of a story about a festival or an important event using a number of phrases and sentences.
	<ul style="list-style-type: none"> ✓ Can write simple sentences about a festival (e.g. food, clothes, conversation, etc.). ✓ Can write simple sentences about an event in his/her family (e.g. a new baby in the family or community). ✓ Can write simple sentences about the most important features of an event in his/her family or community based on personal experiences or as a retelling of a story or report.

Working with the ELP

Language biography: Teaching activity 15

Dossier: Teaching activity 01, 08 and 11, teaching activity 02, worksheet 03, 05–09




Vocabulary | Sub-topic 01: Festivals and celebrations
Active





<i>o pokloni</i>	the present	<i>o podrumi</i>	the basement
<i>o muzičarija</i>	the musicians	<i>o zvučnikija</i>	the loudspeakers
<i>o gostija, o misafirija</i>	the guests	<i>o čučeko</i>	the belly dance
<i>i bori</i>	the bride	<i>o čare</i>	the dishes
<i>i crkva</i>	the church	<i>o habe</i>	the food
<i>i momelji</i>	the candle	<i>urjavi pe</i>	to dress up
<i>o dedo mraz</i>	the Santa Claus	<i>i čeren</i>	the star
<i>i parti</i>	the party	<i>i rat</i>	the night
<i>i bonbonjera</i>	the chocolates	<i>bešela</i>	to sit
<i>i torta</i>	the cake	<i>anglal</i>	in front (of)
<i>o luludža</i>	the flowers	<i>o džami</i>	the window
<i>i džamija</i>	the mosque	<i>dela o iv</i>	to snow
<i>o šarime jare</i>	the colored eggs	<i>tužno</i>	sad
<i>o novogodišno koncerti</i>	the New Year Concert	<i>perela</i>	to fall
<i>o romano festivali</i>	the Roma-Festival	<i>dela pe godi</i>	to remember
<i>i čestitka</i>	the greeting card	<i>phenela</i>	to say
<i>i himna</i>	the hymn	<i>molini pe</i>	to pray
<i>o kumija</i>	the godfathers	<i>o gudlo Devel</i>	the God
<i>i jelka</i>	the Christmas tree	<i>ispunini</i>	to fulfill
<i>o petarde</i>	the fireworks	<i>i želba</i>	the wish
<i>i pokana</i>	the invitation card	<i>zajedno</i>	together
<i>o šeja</i>	the clothes	<i>sovela</i>	to sleep
<i>i dekoracija</i>	the decoration	<i>sabale</i>	in the morning
<i>o habe</i>	the food	<i>sigate</i>	quick
<i>sidžari</i>	to hurry	<i>prastala</i>	to run
<i>namestini</i>	to repair	<i>rupini</i>	to jump
<i>i stolica</i>	the chair	<i>o kreveti</i>	the bed
<i>o astali</i>	the desk	<i>džala</i>	to walk
<i>i salvetka</i>	the napkin	<i>lungone</i>	long
<i>pačari</i>	to wrap	<i>maladžola</i>	to meet
<i>i roj, o roja</i>	the spoon, the cutlery	<i>bahtalo/i</i>	happy
<i>postavini</i>	to serve	<i>Romalen</i>	Roma-adults
<i>o pijaluko</i>	the beverages	<i>čhavalen</i>	Roma-children, Roma-adolescents
<i>o stereo</i>	the stereo	<i>čhavore</i>	Roma-children





Passive






<i>mudari</i>	to kill	<i>kotar</i>	where from?
<i>čhinela</i>	to cut, to slaughter	<i>čhavore</i>	Roma-children
<i>maškar lende</i>	among them	<i>i Indija</i>	India




Grammar	
Active	Passive
Verbs in imperative Verbs in Perfect tense Verbs in Present tense Plural	

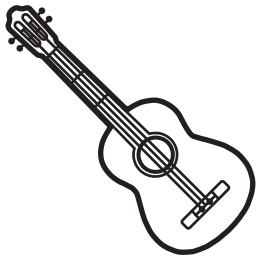
Teaching activity 01 Sub-topic 01: Festivals and celebrations – Morning circle “Celebrating festivals”
Duration: 30 min Skill:  ELP: Dossier p. 53
Mat./Res.: Word- and picture cards worksheet 01
<p>Preparation: Laminate and cut out cards worksheet 01.</p> <ol style="list-style-type: none"> Children sit in a circle. Teacher announces the new topic “Festivals and Celebrations”. He/She asks the children which festivals they know and celebrate. Teacher hands out the word- and picture cards and asks every child what is on his/her card and for which festival the symbol or person is important. Children answer and pin their cards to the blackboard. Subsequently the new words for the symbols on the cards are copied to the Dossier p. 53 (teacher writes them on the blackboard).
Teaching activity 02 Sub-topic 01: Festivals and celebrations – Picture story about a festival
Duration: 40 min Skill:  ELP: Dossier
Mat./Res.: Word- and picture cards worksheet 01
<p>Preparation: Laminate and cut out cards worksheet 01.</p> <p>Note: This activity can only be done subsequently to activity 01.</p> <ol style="list-style-type: none"> Teacher pins the picture cards <i>i pokana, i parti, o gostija, i torta, o poklonija</i> of worksheet 01 to the blackboard. He/She asks the children to write a story based on these pictures (Time: 15–20 minutes; 5–8 sentences). Subsequently the children read their stories to the class. Teacher collects the stories to check the spelling. When the children get their corrected stories back in the following teaching unit, they add it to the Dossier.
Teaching activity 03 Sub-topic 01: Festivals and celebrations – Listening comprehension <i>Avena o gostija</i>
Duration: 30 min Skill: 
Mat./Res.: Listening worksheet 02, audio-device
<ol style="list-style-type: none"> Children hear the listening comprehension <i>Avena o gostija</i> twice. Children talk about the content with the child sitting next to them. The listening comprehension is played again. Children are to keep one word that they don't understand in mind. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them. Finally they listen to the text once again and discuss its content.

Teaching activity 04 Sub-topic 01: Festivals and celebrations – Form-oriented Reading <i>Avena o gostija</i>
Duration: 30 min Skill:  ELP: Dossier
Mat./Res.: Reading worksheet 03
<p>Note: This activity can only be done subsequently to activity 03.</p> <ol style="list-style-type: none"> Teacher hands out the text worksheet 03 <i>Avena o gostija</i> and the children read it quietly. Teacher and children talk about the content of the story. Teacher asks the children to underline the verbs in the text and tell them to him/her. Teacher divides the blackboard in two columns and writes the imperative verbs into the first column and the others into the second column. Children try to assign the verbs of the first column to a category = IMPERATIVE. Children copy the verbs and the grammatical rule to their Dossier.
Teaching activity 05 Sub-topic 01: Festivals and celebrations – Morning circle <i>Mli najšuži proslava</i>
Duration: 30 min Skill: 
<ol style="list-style-type: none"> Children sit in a circle. Teacher tells the children about his/her favorite festival and asks the children to speak about their favorite festival (Which festival?, When was it?, Which guests were there?, How many guests were there?, Was there music?, Was there a cake?, etc.). Children tell about their experiences one after the other (Focus: Past perfect).
Teaching activity 06 Sub-topic 01: Festivals and celebrations – Worksheet <i>Mli najmangli proslava</i>
Duration: 40 min Skill:  ELP: Dossier
Mat./Res.: Worksheet 08
<ol style="list-style-type: none"> Teacher hands out the worksheet 08 <i>Mli najmangli proslava</i>. Teacher explains the task: Describe how you celebrate your favorite festival (Who is invited?, Which food is served?, What clothes do people wear? Is there music? Etc.). Children have 15–20 min time for completing the worksheet. Subsequently every child reads his/her sentences to the class. Worksheet is added to the Dossier.
Teaching activity 07 Sub-topic 01: Festivals and celebrations – Listening comprehension <i>E Džemosiri čeren</i>
Duration: 30 min Skill: 
Mat./Res.: Listening worksheet 04, audio-device
<ol style="list-style-type: none"> Children hear the listening comprehension <i>E Džemosiri čeren</i> twice. Children talk about the content with the child sitting next to them. The listening comprehension is played again. Children are to keep one word that they don't understand in mind. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them. Finally they listen to the text once again and discuss its content.

Teaching activity 08 Sub-topic 01: Festivals and celebrations – Textual Reading <i>E Džemosiri čeren</i>
Duration: 20 min Skill:  ELP: Dossier p. 53
Mat./Res.: Reading worksheet 05
<p>Note: This activity can only be done subsequently to activity 07.</p> <ol style="list-style-type: none"> Teacher hands out the text worksheet 05 <i>E Džemosiri čeren</i> and the children read it quietly. Children talk about the content with the child sitting next to them. Children read the text again and talk about the content with another child (What is the gist?, What is the text about?). The couples are to tell one word that they don't understand to the teacher. Teacher writes the words on the blackboard and translates them. Children finally read the text once again for better understanding. Subsequently the new words are copied to the Dossier p. 53 and the sheets added to the Dossier.
Teaching activity 09 Sub-topic 01: Festivals and celebrations – Questionnaire <i>E Džemosiri čeren</i>
Duration: 20 min Skill: 
Mat./Res.: Questionnaire worksheet 06
<p>Note: This activity can only be done subsequently to activity 07 or 08.</p> <ol style="list-style-type: none"> Teacher hands out questionnaire worksheet 06 <i>E Džemosiri čeren</i>. Children try to answer the questions with the child sitting next to them. Subsequently the children compare their answers by reading them to the group. Worksheet is added to the Dossier.
Teaching activity 10 Sub-topic 01: Festivals and celebrations – Circle <i>I Romani himna</i>
Duration: 30 min Skill: 
Mat./Res.: Audio-device
<p>Preparation: Choosing a version of the song <i>Dželem, dželem</i> (there are many versions).</p> <ol style="list-style-type: none"> Children sit in a circle. Teacher tells the children about Roma-Day (What is it?, Why is it celebrated?, Is there a hymn?, etc.). Teacher presents the hymn of the Roma and the children listen to it once. Teacher and children talk about the content.
Teaching activity 11 Sub-topic 01: Festivals and celebrations – Reading <i>Dželem, dželem</i>
Duration: 30 min Skill:  ELP: Dossier p. 53
Mat./Res.: Reading worksheet 07
<p>Note: This activity can only be done subsequently to activity 10.</p> <ol style="list-style-type: none"> Teacher hands out the text worksheet 07 <i>Dželem, dželem</i> and the children read it quietly. Children talk about the content with the child sitting next to them. Children read the text again and talk about the content with another child (What is the gist?, What is the text about?). Couples are to tell one word that they don't understand to the teacher. Teacher writes the words on the blackboard and translates them. Children finally read the text once again for better understanding. Subsequently the new words are copied to the Dossier p. 53 and the sheets added to the Dossier.

Teaching activity 12 Sub-topic 01: Festivals and celebrations – Song <i>Dželem, dželem</i>
Duration: 50 min Skill: 
Mat./Res.: Reading worksheet 07, instrument or audio-device
<p>Note: This activity can only be done subsequently to activity 11. Preparation: Choosing a version of the song <i>Dželem, dželem</i> (there are many versions).</p> <ol style="list-style-type: none"> Children take the worksheet 07 <i>Dželem, dželem</i> out of the Dossier. Teacher explains the task: Let's try to sing the hymn of the Roma (ideally the teacher accompanies the children on an instrument; otherwise they can sing along with a recording).
Teaching activity 13 Sub-topic 01: Festivals and celebrations – Report “How do you celebrate?”
Duration: 50 min Skill:  ELP: Dossier
Mat./Res.: Worksheet 09, camera
<ol style="list-style-type: none"> Children choose a partner. Teacher hands out worksheet 09 <i>Sar slavinena tumen</i> and asks the children to read through the questions. Together they talk about the content of the questions and the teacher explains the game: One child plays the reporter and asks his/her partner the questions of the worksheet. The second child answers the questions (Children can use the worksheet as their help.). Then they change the roles and the game starts again. They can play this game a couple of times. Teacher can record the children with a camera. Worksheet is added to the Dossier.
Teaching activity 14 Sub-topic 01: Festivals and celebrations – Poster <i>Praznikija hem proslave</i>
Duration: 30 min Skill: 
Mat./Res.: Posters, pens, colors, newspapers, magazines, scissors, glue, craft stuff
<p>Note: This activity can only be done subsequently to activity 01 or 05 or at the end of unit 05 “Festivals and celebrations”.</p> <ol style="list-style-type: none"> Children make a poster with all the festivals and celebrations they learned about (optionally they make a calendar). Children form groups of three or four and every group designs a poster (they can, write, draw, glue, ...). The posters are presented on a wall in the classroom.
Teaching activity 15 Sub-topic 01: Festivals and celebrations – Language-portfolio
Duration: 10 min Skill:   ELP: p. 31
Mat./Res.: Language-portfolio p. 31/Level A2
<p>Preparation: Teacher structures the checklist in the language-biography (p. 31/Level A2) as he/she prefers.</p> <ol style="list-style-type: none"> After finishing unit 05 the teacher hands out his/her checklists. Teacher and children discuss the list point by point. Children draw a star or anything similar beside a point if they meet the requirements of it (“I can ...”). The checklists are added to the ELP (“Language biography”).

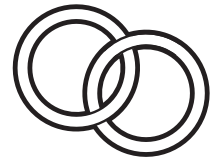
Lesson plan 01 Sub-topic 01: Festivals and celebrations
TA-Nr.: 07 Learning objectives: Understanding the content of a story. Extension of vocabulary.
Duration: 30 min Skill: 
Mat./Res.: Listening worksheet 04, audio-device
<ol style="list-style-type: none"> 01. Children hear the listening comprehension <i>E Džemosiri čeren</i> twice. 02. Children talk about the content with the child sitting next to them. 03. The listening comprehension is played again. Children are to keep one word that they don't understand in mind. 04. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them. 05. Finally they listen to the text once again and discuss its content.
TA-Nr.: 08 Learning objectives: Understanding the content of a story. Extension of vocabulary.
Duration: 20 min Skill:  ELP: p. 53
Mat./Res.: Reading worksheet 05
<ol style="list-style-type: none"> 01. Teacher hands out the worksheet 05 <i>E Džemosiri čeren</i> and the children read it quietly. 02. Children talk about the content with the child sitting next to them. 03. Children read the text again and talk about the content with another child (What is the gist?, What is the text about?). 04. Pairs are to tell one word that they don't understand to the teacher. 05. Teacher writes the words on the blackboard and translates them. 06. Children finally read the text once again for better understanding. 07. Subsequently the new words are copied to the Dossier p. 53 and the sheets added to the Dossier.
Lesson plan 02 Sub-topic 01: Report "Festivals and celebrations"
TA-Nr.: 13 Learning objectives: Speaking coherently and free (without corrections).
Duration: 50 min Skill: 
Mat./Res.: Worksheet 09, camera
<ol style="list-style-type: none"> 01. Children choose a partner. 02. Teacher hands out worksheet 09 <i>Sar slavinena tumen</i> and asks the children to read through the questions. 03. Together they talk about the content of the questions and the teacher explains the game: One child plays the reporter and asks his/her partner the questions of the worksheet. The second child answers the questions (Children can use the worksheet as their help.). 04. Then they change the roles and the game starts again. They can play this game a couple of times. 05. Teacher can record the children with a camera. 06. Worksheet is added to the Dossier.



o muzičarija



o gostija
o misafirija



i bori



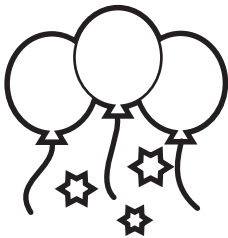
i crkva



i momelji



o dedo mraz



i parti



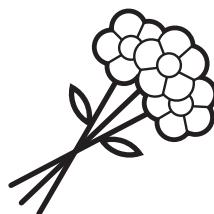
o poklonija



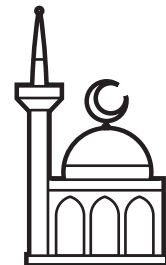
i bonbonjera



i torta



o luludža



i džamija



o šarime jare



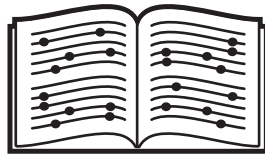
o novo-
godišno
koncerti



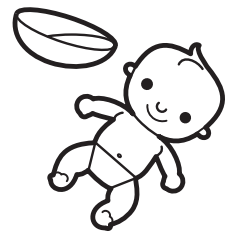
o Romano
festivali



i čestitka



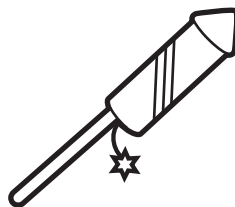
i himna



o kumija



i jelka



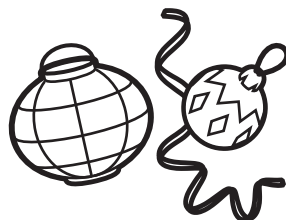
o petarde



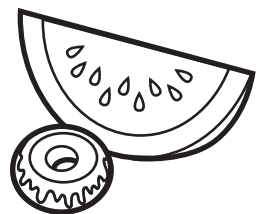
i pokana



o šeja



i dekoracija



o habe

Avena o gostija

- Dad: Ajde sidžaren, panda hari ka aven o gostija.
- Daj: Skender, ajde namestin tu o stolice hem astali a tu Hajrije, dža le o salvetke hem pačar olencar o roja a me ka postavinav posle o čare.
- Severdžan: Mamo, ake tuke o pijaluko so mangljan te činav. Valjani li te pomožinav tu panda diso?
- Daj: Dža mo čavo ana o stereo hem dža ko podrumi ana o zvučnikija.
- Severdžan: Ake akana ka džav hem ka mukhav tuke posle jek čučeko.
- Dad: Romnije, me sa namestindžum. Tu akana postavin o čare hem o habe a me džava te urjavav man.
- Daj: Šukar, sa i tano postavimo. Hajde čhavalen hem tumen džan, uraven tumen. Akana ka resen o misafirja.





Mlo anav _____

E Džemosiri čeren

Hine kaj hine jek tikno čhavo. Lesoro anav hine Džemo. I rat anglo božiči ov bešlo anglal o džami hem dikhela pese hine sar dela o iv. Ov hine but tužno, sose lesoro dad mora hine božičese te džal ki buti.

Sar dikhela hine kotar o džami, dikhlja jek čeren sar perela. Ov odma dindža pe godi, so phendža lese lesoro papo: „Mo čhavo, keda dikheja jek čeren sar perela, šaj te moline tut e gudle Devlese te ispunini tuke jek želba.“ Odolese o Džemo phanlja ple jača hem molindža e Devle te del but iv te šaj božičese te ovel ple dadeja zajedno. Odole želbaja dželo o Džemo te sovel.

Sabale, keda uštulo odma dikhlja kotar o džami. Avri hine but iv. Ov sigate prastandilo dži lesere dajakiri hem dadesiri soba. Keda dikhlja ple dade sar sovela ov but raduindža pe hem odmah rupindža ko lengoro kreveti. Ov phendža: „Jupiiii, i čeren ispunindža mange mli želba. Božičese hijam sarine zajedno!“

Mlo anav _____

E Džemosiri čeren

Deja tut li godi?

1) So čerela hine o Džemo i rat anglal o božiči?

2) So desisalilo odoja rat?

3) So phendža lese lesoro papo?

4) Savi želba hine e Džemo?

5) So ulo hine tajsa sabale?



Dželem, dželem

1. Strofa:

Dželem, dželem lungone dromencar
maladilem bahtale Romencar
djelem djelem lungone dromencar
maladilem bahtale Romencar

Refreni:

Ahai Romalen, ahai Čhavalen,
Ahai Romalen ahai Čhavalen

2. Strofa:

Hine i man bari familia
mudardžala i kali legia
saren čhindža i Romen i Romnjen
maškar lende i tikne čhavoren

Refreni:

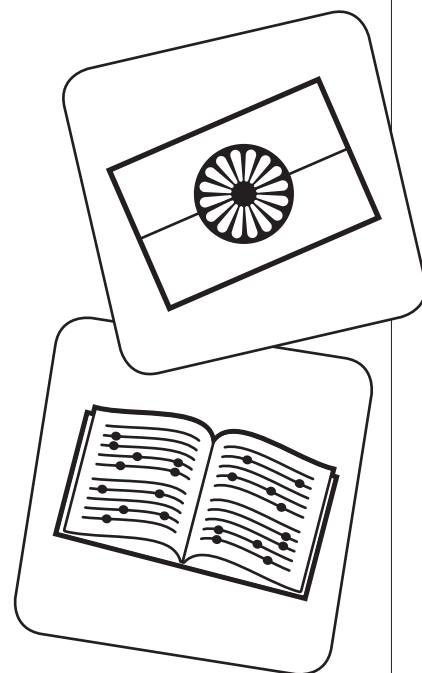
Ahai Romalen, ahai Čhavalen,
Ahai Romalen ahai Čhavalen

3. Strofa:

Ahai Romalen, kotar tumen alen
kotar alen Romalen, Čhavalen
amen aljam kotar i Indija
Sa o Roma, bari familija

Refreni:

Ahai, Romalen, ahai Čhavalen
Ahai Romalen, ahai Čhavalen



Mlo anav _____

Mi najmangli proslava

<input type="radio"/> Bijav
<input type="radio"/> Veligdani
<input type="radio"/> Božiči
<input type="radio"/> Romano dive
<input type="radio"/> Bijando dive
<input type="radio"/> herdelezi

habe	poklonija
muzika	šeja
familija	bori
momeli	bakro
torta	gostija

E Džemosiri čeren

1. Slavineja li praznikija hem proslave?

- Me slavinava.
- Me na slavinava.

2. Save praznikija hem proslave
slavini tli familija hem tu?

- Amen slavinaja božiči, herdelezi,
veligdani, bijava, sunetija, nova godina, ...

3. Kova i tano tlo najmanglo prazniko ili tli
najmangli proslava?

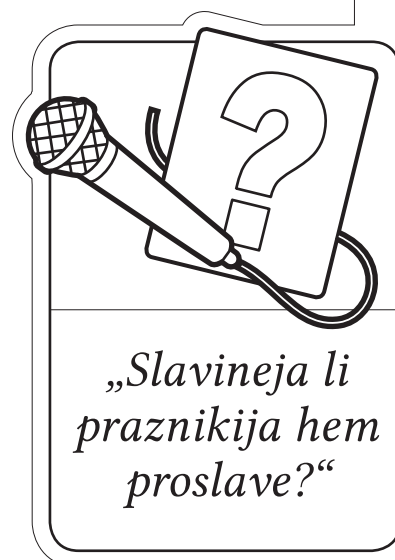
- Me najviše mangava te slavinav mlo bijando dive,
božiči, herdelezi, nova godina, ...

4. Sose i tano odova tlo najmanglo prazniko?

- Sose dobinava poklonija, čedela pe celo familija,
isi razno habe hem gudlipe, uravava man šukar,
šaj te šunav glasno muzika, šaj te čhelav, ...






5. Sar slavini pe odova prazniko ili odoja
proslava tumende čhere?

- Amen slavinaja amende ko stani, ki baba/ko papo,
ko restoranti, ki sala, ...
- Mi daj čerela o habe, o torte,
Prvo džaja ki crkva, džamija, sinagoga, ...
- Posle avena o gostija (baba, papo, tetka, kako,
bratučedija, amala, ...)
- Mukhaja muzika, džilabaja, čhelaja, dobinaja poklonija, ...




*„Slavineja li
praznikija hem
proslave?“*

Topic (CFR): AT SCHOOL**Sub-topic 01: At school****Sub-topic 02: After school****Working with the CFR – Learning objectives**

Skill	Relevant descriptors in the language grid (“can do”) OR “I can” statements:
	<ul style="list-style-type: none"> ✓ Can understand instructions given in class or on the playground. ✓ Can understand basic information about class time, school holidays, visits to the doctor, changes in course of action/dates etc. ✓ Can understand topics on a general basis, if they are presented and explained understandably in class. ✓ Can understand information that must be transferred to the parents.
	<ul style="list-style-type: none"> ✓ Can read and understand texts about school, if they contain a large amount of familiar or recently acquired vocabulary. ✓ Can read simple stories about Roma-children in school, if they are age appropriate and contain a large amount of familiar vocabulary.
	<ul style="list-style-type: none"> ✓ Can ask for attention in class. ✓ Can transfer simple information from one teacher to another. ✓ Can generally maintain a conversation with another pupil in class when working on a task together (e.g. drawing a picture, making a model, doing an exercise, etc.). ✓ Can explain a situation (e.g. an argument with another pupil) with given support by the teacher. ✓ Can tell the parents in a simple way about events and situations that took place at school. ✓ Can answer simple questions and tell his/her parents why he/she likes school and what he/she learns there.
	<ul style="list-style-type: none"> ✓ Can use a number of phrases and sentences to describe what he/she watches on TV, how he/she does his/her homework after school and what he/she does at home. ✓ Can describe what he/she did at school, what he/she likes best about school, what he/she has to do as a homework and what his/her favorite sport is to his/her family or community members using a number of phrases and sentences.
	<ul style="list-style-type: none"> ✓ Can write very short texts about the classroom or other pupils in class. ✓ Can write very short texts about a topic recently covered in class. ✓ Can write very short texts about an aspect of Roma lifestyle or their history as part of a project. ✓ Can write a short letter to a family member or a friend about the classroom or an other pupil in class.
Working with the ELP	
Language biography: Teaching activity 15	
Dossier: Teaching activity 02 + 05 My new vocabulary, worksheet 02, 04–09 Dossier	

Vocabulary Sub-topic 01: At school			
Active			
<i>čerela lafi</i>	to speak	<i>purano/i</i>	old
<i>dela godi</i>	to remember	<i>o šporeti</i>	the oven
<i>i konferencija</i>	the conference	<i>tačola</i>	to warm up, to heat
<i>završini</i>	to quit	<i>o kaš/-ta</i>	the wood; the tree, the trees
<i>i nastava</i>	the lesson	<i>o grejanje</i>	the heating
<i>avdije</i>	today	<i>svako dive</i>	every day
<i>bistrela</i>	to forget	<i>čeravi</i>	to cook
<i>počmini</i>	to start	<i>anela</i>	to bring
<i>i škola</i>	the school	<i>razno</i>	various
<i>mli škola</i>	my school	<i>o čaji</i>	the tea
<i>anglal</i>	before	<i>razmenini pe</i>	to swap
<i>khuvela pe andre</i>	to walk in	<i>o gav</i>	the village
<i>andre</i>	inside	<i>mlo oddelenie</i>	my class
<i>i stepenica, o stepenice</i>	the step, the steps	<i>opišini</i>	to describe
<i>levo</i>	left	<i>o amal</i>	the friend
<i>desno</i>	right	<i>i amalin</i>	the friend (f)
<i>o udar</i>	the door	<i>o lil</i>	the letter
<i>i luludi, o luludža</i>	the flower, the flowers	<i>angleder</i>	formerly
<i>keda</i>	if, when	<i>pučela</i>	to ask
<i>o lavabo</i>	the sink		
Vocabulary Sub-topic 02: After school			
Active			
<i>pali škola</i>		after school	
<i>i televizija</i>		the TV	
<i>čhere</i>		at home	

Grammar	
Active	Passive
Clause position/Forming clauses Main clause, Dependent clause Interrogatives Preposition <i>te</i> (= to)	Perfect tense

Teaching activity 01 | Sub-topic 01: At school – Listening comprehension *Završinja porano*Duration: 20 min | Skill: 

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

01. Children hear the listening comprehension *Završinja porano* (worksheet 01) twice.
02. Children talk about the content with the child sitting next to them.
03. The listening comprehension is played again. Children are to keep one word that they don't understand in mind.
04. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them.
05. Teacher and children discuss the content of the story.
06. Finally they listen to the text once again.

Teaching activity 02 | Sub-topic 01: At school – Reading *Završinja porano 1*Duration: 30 min | Skill:  | ELP: Dossier p. 53

Mat./Res.: Reading worksheet 02

01. Teacher hands out the worksheet 02 *Završinja porano* and asks one child to read the first section.
02. Together they discuss the content of the first section; Teacher writes new words on the blackboard and translates them.
03. Same procedure for the following sections of the text until the whole text is read and all new words are on the blackboard.
04. Children copy all the new words in their Language-portfolio (p. 53) and add the sheet to the Dossier.

Teaching activity 03 | Sub-topic 01: At school – Reading *Završinja porano 2*Duration: 30 min | Skill:  | ELP: Dossier

Mat./Res.: Reading worksheet 02






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





01. Children take the text *Završinja porano* (worksheet 02) out of the Dossier.
02. They form pairs and try to answer the questions together.
03. Subsequently they read their answers to the class; Teacher writes them on the blackboard as a check.
04. Worksheet is added to the Dossier.





Teaching activity 04 | Sub-topic 01: At school – Listening comprehension *Mli škola ko gav*Duration: 20 min | Skill:  | ELP: Dossier





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

01. Children hear the listening comprehension *Mli škola ko gav* (worksheet 03) twice.
02. Children talk about the content with the child sitting next to them.
03. The listening comprehension is played again. Children are to keep one word that they don't understand in mind.
04. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them.
05. Teacher and children discuss the content.

Teaching activity 05 Sub-topic 01: At school – Reading <i>Mli škola ko gav</i>
Duration: 30 min Skill:  ELP: Dossier p. 53
Mat./Res.: Reading worksheet 04
<p>Note: This activity can only be done subsequently to activity 04.</p> <ol style="list-style-type: none"> Teacher hands out the text <i>Mli škola ko gav</i> and asks one child to read the first section. Together they discuss the content of the first section; Teacher writes new words on the blackboard and translates them. Same procedure for the following sections of the text until the whole text is read and all new words are on the blackboard. Children copy all the new words in their Language-portfolio (p. 53) and add the sheet to the Dossier.
Teaching activity 06 Sub-topic 01: At school – Questionnaire <i>Mli škola ko gav</i>
Duration: 30 min Skill:  ELP: Dossier
Mat./Res.: Questionnaire worksheet 05
<p>Note: This activity can only be done subsequently to activity 05.</p> <ol style="list-style-type: none"> Teacher hands out the worksheet 05 <i>Mli škola ko gav</i> and explains the task: Try to answer the questions with the child sitting next to you. Children have 10–15 min to answer the questions. Subsequently the children read their answers to the class and the teacher writes them on the blackboard as a check. Worksheet is added to the Dossier.
Teaching activity 07 Sub-topic 01: At school – <i>Mlo oddelenie 1</i>
Duration: 30 min Skill:  
Mat./Res.: Worksheet 06
<p>Note: This activity can only be done subsequently to activity 06.</p> <ol style="list-style-type: none"> Teacher hands out worksheet 06 <i>Mlo oddelenie</i> and explains the task: Try to draw your classroom. Children have 10–15 min to draw their classroom. Subsequently the children present their drawings sitting in a circle (teacher can ask questions like: Where is the teacher's desk? Where is the sink? Where is the blackboard?). Worksheet is added to the Dossier.
Teaching activity 08 Sub-topic 01: At school – <i>Mlo oddelenie 2</i>
Duration: 30 min Skill:  ELP: Dossier
Mat./Res.: Worksheet 06
<p>Note: This activity can only be done subsequently to activity 07.</p> <ol style="list-style-type: none"> Children take the questionnaire <i>Mlo oddelenie</i> out of the Dossier. Teacher explains the task: Write at least four sentences to describe your classroom. Children have 10–15 min to write the sentences. Subsequently they read their sentences to the class. Worksheet is added to the Dossier.

Teaching activity 09 Sub-topic 02: After school – Guided Speaking <i>Televizija</i>
Duration: 20 min Skill: 
<ol style="list-style-type: none"> Children sit in a circle. Teacher presents the topic <i>Televizija</i> (What programs are there? What's the difference between the programs? etc.) Subsequently the children are to talk.
Teaching activity 10 Sub-topic 01: At school – Game “Tell him/her ...”
Duration: 20 min Skill: 
<p>Note: Purpose of the exercise, see underlined parts of the descriptor!</p> <ol style="list-style-type: none"> Teacher explains the game: I ask child 1 to tell child 2 to hand in his book (<i>Mario, phen e Markose te predaini pli tetratka</i>). Teacher writes the sentence child 1 has to say on the blackboard (<i>Marko, i učitelka phendža tuke te predaine tli tetratka</i>). The first child starts and says to the child sitting next to him/her: <i>Marko, i učitelka phendža tuke te predaine tli tetratka</i>. Then it's Marko's turn who says to the child sitting next to him: <i>Suzano, i učitelka phendža tuke te predaine tli tetratka</i>. Now it's Suzana's turn etc. until everybody has practiced the conversation. Differentiation: Children who have better verbal skills can be asked to practice the game with other sentences too, e.g. <i>Marko, i učitelka phendža tuke te pišine tli domašno</i> (Marko, the teacher says you have to do your homework.).
Teaching activity 11 Sub-topic 01: At school – <i>Mlo amal, Mli amalin</i>
Duration: 40 min Skill:  ELP: Dossier
Mat./Res.: Worksheet 07
<ol style="list-style-type: none"> Teacher hands out worksheet 07 <i>Mlo amal, Mli amalin</i>. Teacher asks one child to read the task and together they discuss it. Children have 15–20 min to write a letter. Subsequently the children read their letters to the class; Teacher corrects if necessary. Worksheet is added to the Dossier.
Teaching activity 12 Sub-topic 01: At school – School in former times
Duration: 20 min Skill:  ELP: Dossier
Mat./Res.: Worksheet 08
<p>Note: Suitable for to find out about the learning experiences of the parents, which can help the teacher for better collaboration with them. Often the expectations of the parents correlate with the experiences they have made at school.</p> <ol style="list-style-type: none"> Teacher hands out worksheet 08 <i>I škola angleder</i>. Together they read the task and the teacher explains it: Write down what your parents or grandparents told you about their time at school. (Usually older family members tell stories about their time at school, e.g. how hard it was back then to attend school, how far away the school was, how strict the teacher was, etc.). The kids have 10–15 min to write a few sentences (at least three). Subsequently the children read their sentences to the class. The second task is for homework: Ask you parents about their time at school and describe it subsequently. The sentences are compared the following day in class (It's also possible to compare the situation of back then with the situation today). The worksheet is added to the Dossier.

Teaching activity 13 Sub-topic 01: At school – Mli škola ko gav
Duration: 15 min Skill:  ELP: Dossier
Mat./Res.: Worksheet 09
<p>Note: This activity can only be done subsequently to activity 05 or 06.</p> <ol style="list-style-type: none"> 01. Teacher hands out worksheet 09 <i>Mli škola ko gav</i>. 02. He/She asks the children to read the task and together they discuss it: Find the errors in the text. 03. With a partner the children try to find all the errors. 04. As a check the children say the wrong word and the right word and the teacher writes them on the blackboard. 05. The worksheet is added to the Dossier.
Teaching activity 14 Sub-topic 02: After school – Guided Speaking So čereja čhere
Duration: 30 min Skill: 
<ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher talks about his/her activities after school (eating, watching TV, housework, correcting exercises, ...) 03. After that he/she asks the children to talk about their activities after school. 04. Teacher corrects sentences and spelling if necessary, so the children can practice the correct clause positions.
Teaching activity 15 Sub-topic 01, 02: alle – Language-portfolio
Duration: 10 min Skill:   ELP: p. 33
Mat./Res.: Language-portfolio p. 33/Level A2
<p>Preparation: Teacher structures the checklist in the language-biography (p. 33/Level A2) as he/she prefers.</p> <ol style="list-style-type: none"> 01. After finishing unit 06 the teacher hands out his/her checklists. 02. Teacher and children discuss the list point by point. Children draw a star or anything similar beside a point if they meet the requirements of it (“I can ...”). 03. The checklists are added to the ELP (“Language biography”).

Lesson plan 01 Sub-topic 01: Mli škola ko gav – Textual Understanding
TA-Nr.: 04 Learning objectives: Textual Listening and understanding simple texts.
Duration: 20 min Skill: 
Mat./Res.: Listening worksheet 03, audio-device
<ol style="list-style-type: none"> 01. Children hear the listening comprehension <i>Mli škola ko gav</i> (worksheet 03) twice. 02. Children talk about the content with the child sitting next to them. 03. The listening comprehension is played again. Children are to keep one word that they don't understand in mind. 04. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them. 05. Teacher and children discuss the content of the story. 06. Finally they listen to the text once again.
TA-Nr.: 06 Learning objectives: Answering of simple textual questions.
Duration: 30 min Skill:  ELP: Dossier
Mat./Res.: Questionnaire worksheet 05
<ol style="list-style-type: none"> 01. Teacher hands out the questionnaire worksheet 05 <i>Mli škola ko gav</i> and explains the task: Try to answer the questions with the child sitting next to you. 02. Children have 10–15 min to answer the questions. 03. Subsequently the children read their answers to the class and the teacher writes them on the blackboard as a check. 04. Worksheet is added to the Dossier.
Lesson plan 02 Sub-topic 02: Guided Speaking
TA-Nr.: 09 Learning objectives: Guided Speaking. Practicing sentence construction and clause positions.
Duration: 20 min Skill: 
<ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher presents the topic <i>Televizija</i> (What programs are there? What's the difference between the programs? etc.) 03. Subsequently the children are to talk about the programs they like to watch (2–3 sentences). 04. Teacher corrects them if necessary.
TA-Nr.:14 Learning objectives: Guided Speaking. Practicing sentence construction and clause positions.
Duration: 30 min Skill: 
<ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher talks about his/her activities after school (eating, watching TV, housework, correcting exercises, ...) 03. After that he/she asks the children to talk about their activities after school. 04. Teacher corrects sentences and spelling if necessary, so the children can practice the correct clause positions.

Mlo anav _____

Zavrišinaja porano

“Čhajalen hem čhavalen!

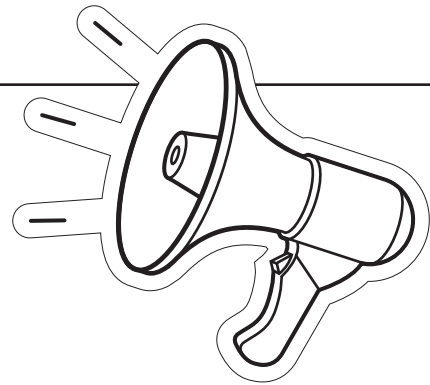
Akate čerela lafi tumaro direktori.

Mangava te dav tumen godi, kaj avdije isi amen konferencija.

Odolese završini pe i nastava avdije jek saati porano.

Ma bistren isto, kaj tajsa počmini i škola ko 9 o saati a na ko 8!

Oven saste.“



Šaj li te odgovorine?

1) Ko čerela lafi?

2) Keda završini pe i nastava?

3) Sose završini pe i nastava porano?

4) Keda počmini lenge i škola tajsa o dive?

Mli škola ko gav

Mli škola hine ko gav. Anglal so te khuvel pe hine andre, hine 3 ili 4 stepenice. Levo hem desno uzal o udar hine amen luludža. Keda khuvela pe hine ko mlo oddelenie, odma levo hine o lavabo hem jek purano šporeti. Jevende tačovaja hine ko kašta. Na hine amen grejanje sar avdije ko škole. Svako dive čeravaja amenge hine ko purano šporeti čaji. Sa o učenikija anena hine razno čajja hem razmeninaja amen hine olencar. Nikad nane te bistrav mli tikni škola ko gav.

My school in the village

My school was in the village. Before you came in, there were three or four stairs. To the left and right of the door there were flowers. Entering my class, there was a sink and an old oven on the far left. In the winter, we heated with wood. We had no heating as it exists today in schools. Every day we made tea on the old oven. All students participated with a variety of teas and we swapped them with each other. I will never forget my little school in the village.

Mli škola ko gav

Mli škola hine ko gav. Anglal so te khuvel pe hine andre, hine 3 ili 4 stepenice. Levo hem desno uzal o udar hine amen luludža.

Keda khuvela pe hine ko mlo oddelenie, odma levo hine o lavabo hem jek purano šporeti. Jevende tačovaja hine ko kašta. Na hine amen grejanje sar avdije ko škole.

Svako dive čeravaja amenge hine ko purano šporeti čaji. Sa o učenikija anena hine razno čajja hem razmeninaja amen hine olenkar. Nikad nane te bistrav mli tikni škola ko gav.



*„Nikad nane te bistrav
mli tikni škola ko gav.“*

Mlo anav _____

Mli škola ko gav

Šaj li te odgovorine?

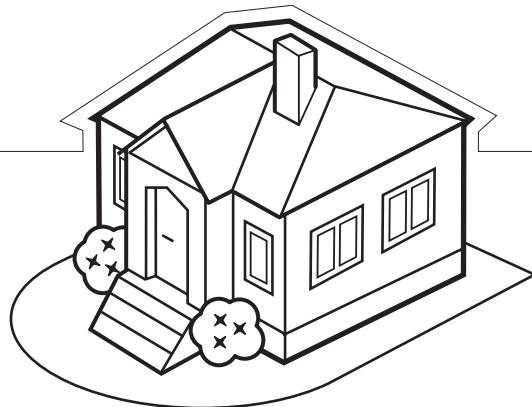
1) Kaj hine i škola?

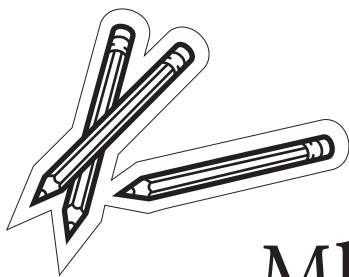
2) So hine levo hem desno kotar o udar?

3) So hine ko oddelenie odma levo?

4) Sar tačovena hine jevende?

5) So čerena hine svako dive?





Mlo anav _____

Mlo odellenie

1) Nacrtin tlo oddelenie!

1) Šaj li te opišine tlo oddelenie?

Mlo anav _____

Mlo amal/mli amalin

Pišin tle babake ili tle papose jek lil.

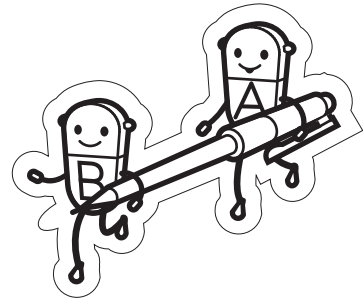
Opišin tle najšukar amale ili tle najšukar amalinka!



me & mlo amal

Mlo anav _____

I škola angleder



1) Napišim so džaneja kotar tle dadesiri
ili dajakiri škola

2) Puč tle dade ili daja kotar lengiri škola (Kaj hine i škola, dali
hine dur, sar hine o učitelija, so hine šukar, so na hine šukar, ...)
hem napišim so džaneja akana kotar lengiri škola.

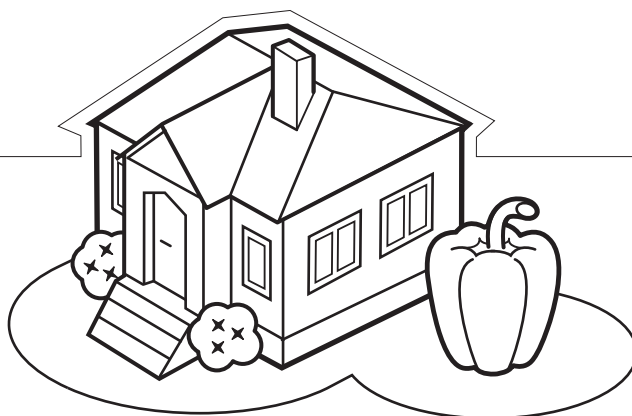
Mli škola ko gav

Čitin i paramiz hem arakh o greške!






Mli škola hine ki diz. Anglo so te khuvela pe hine andre, hine 3 ili 4 kašta. Levo hem desno uzal o udar hine amen paprike.

Keda khuvela pe hine ko mlo oddelenie, odma levo hine o lavabo hem jek purano šifonjeri. Jevende tačovaja hine ko kašta. Na hine amen grejanje sar avdije ko bazenti.

Svako dive čeravaja amenge hine ko purano šporeti gravo. Sa o učenikija anena hine razno čajija hem razmeninaja amen hine olencar. Nikad nane te bistrav mli tikni škola ki diz.







Arlije_Secondary_A2_AT_eng_unit-07
Topic (CFR): TRANSPORT AND TRAVEL
Sub-topic 01: Transport Sub-topic 02: Travel

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 references to means of transport, that are mentioned in class, in stories and in other lectured texts. ✓ Can understand references in legends and stories to means of transport used by the Roma-community.
	<ul style="list-style-type: none"> ✓ Can read and understand the gist of a short text about transport or traveling. ✓ Can read and understand the gist of a short text about migration and its effect on children. ✓ Can read and understand the gist of a legend or story about traveling. ✓ Can read and understand the gist of a short description of occupations that cause Roma to travel.
	<ul style="list-style-type: none"> ✓ Can answer basic questions about how he/she likes to travel. ✓ Can talk about his/her traveling experiences. ✓ Can ask other pupils about their traveling experiences. ✓ Can ask and answer questions about traveling with the family. ✓ Can ask other pupils about their experiences with traveling and can answer questions about his/her own experiences.
	<ul style="list-style-type: none"> ✓ Can describe his/her daily way to school using a number of phrases and sentences. ✓ Can name and describe various means of transport (e.g. car, truck, bus, bike, etc.). ✓ Can describe the importance of traveling for Roma-families (in past and present) using a number of phrases and sentences. ✓ Can give a short report about a journey using dolls.
	<ul style="list-style-type: none"> ✓ Can write very short texts about various means of transport, if necessary using a textbook. ✓ Can write sentences about a familiar route (e.g. way to school). ✓ Can write short, simple texts about his/her family, every-day life, etc. ✓ Can write a short text (postcard, e-mail, etc.) about an experience while traveling with his/her family.
Working with the ELP	
Language biography: Teaching activity 15	
Dossier: Worksheet 02, 04–07, 09, 10 and 15 Dossier, teaching activity 01, 09; My new vocabulary	

Vocabulary Sub-topic 01: Transport			
Active			
<i>o grastane vrda</i>	the carriage	<i>o piloti</i>	the pilot
<i>o vrda</i>	the car	<i>o helikopteri</i>	the helicopter
<i>o avioni</i>	the plane	<i>džala</i>	to go
<i>o vozi</i>	the train	<i>ki škola</i>	at school
<i>o motori</i>	the motorcycle	<i>prvo</i>	first
<i>o tramvaji</i>	the tram	<i>peški</i>	by foot
<i>tramvajea</i>	by tram	<i>dži ki, dži ko</i>	until
<i>o metro</i>	the metro	<i>posle, palo odova</i>	then, after that
<i>metroja</i>	by metro	<i>kozom</i>	how much?
<i>o točko</i>	the bike	<i>i stanica, o stanice</i>	the station, the stations
<i>o autobusi</i>	the bus	<i>huljela</i>	get off
<i>autobuseja</i>	by bus	<i>i (nedelno, mesečno) karta</i>	the (weekly-, monthly-) ticket
<i>o karavani</i>	the caravan	<i>savi, savo</i>	which?
<i>o vesti</i>	the news	<i>dur</i>	far
<i>i redakcija</i>	the editorial team	<i>produžini</i>	to keep going, to extend
<i>upozorini</i>	to warn	<i>o vreme</i>	the time, the weather
<i>o vozači</i>	the driver	<i>kozom vreme?</i>	how much time?, how long?
<i>pazini</i>	to watch out	<i>valjani</i>	to need
<i>o drumo</i>	the path, the street	<i>blago take</i>	“Lucky you!”
<i>o drumo prema</i>	the path, the street to	<i>mange</i>	me
<i>o kilometari</i>	the kilometer	<i>ekvaš o saati</i>	half an hour
<i>i prikolka</i>	the trailer	<i>resela</i>	to arrive
<i>o kamjoni</i>	the truck	<i>pišini</i>	to write
<i>i phabaj, o phabaja</i>	the apple, the apples		
Vocabulary Sub-topic 02: Travel			
Active			
<i>uzal</i>	next to	<i>mange</i>	me
<i>bešela</i>	to sit	<i>na džanela, na džanava</i>	to not know
<i>o gav</i>	the village	<i>pučela</i>	to ask
<i>i diz</i>	the city	<i>na valjani</i>	to not need
<i>sikavi</i>	to show	<i>lakoro</i>	her, their
Passive			
<i>o prezime</i>	the last name	<i>o baleti</i>	the ballet
<i>čerela lafi</i>	to speak	<i>o hobi</i>	the hobby
<i>raduini pe</i>	to be glad		

Grammar
Active
Forming clauses, clause position present tense Forming clauses, clause position perfect tense

Teaching activity 01 Sub-topic 01: Transport – Listening comprehension <i>Vesti ko radio</i>
Duration: 20 min Skill:  ELP: Dossier p. 53
Mat./Res.: Listening worksheet 03, audio-device
<ol style="list-style-type: none"> Children hear the listening comprehension <i>Vesti ko radio</i> (worksheet 03) twice. Children talk about the content with the child sitting next to them. The listening comprehension is played again. Children are to keep one word that they don't understand in mind. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them. Teacher and children discuss the content of the story. New vocabulary is copied from blackboard to Dossier p. 53. Finally they listen to the text once again.
Teaching activity 02 Sub-topic 01: Transport – Reading <i>Vesti ko radio</i>
Duration: 30 min Skill:  ELP: Dossier
Mat./Res.: Reading worksheet 04
<p>Note: This activity can only be done subsequently to activity 01.</p> <ol style="list-style-type: none"> Teacher hands out the text <i>Vesti ko radio</i> (worksheet 04) and asks one child to read the first section. Together they discuss the content of the first section; Teacher writes new words on the blackboard and translates them. Same procedure for the following sections of the text until the whole text is read and all new words are on the blackboard. Worksheet is added to the Dossier.
Teaching activity 03 Sub-topic 01: Transport – Gap text <i>Vesti ko radio</i>
Duration: 20 min Skill:  ELP: Dossier
Mat./Res.: Gap text worksheet 05
<p>Note: This activity can only be done subsequently to activity 02.</p> <ol style="list-style-type: none"> Teacher hands out the gap text <i>Vesti ko radio</i> (worksheet 05) and explains the task. Children have 10–15 min to fill out the gap text. Subsequently every child reads one sentence and says the word in the gap additionally once again. Teacher writes the gap words on the blackboard, so the children can compare their results. Worksheet is added to the Dossier.
Teaching activity 04 Sub-topic 01: Transport – Questionnaire <i>Vesti ko radio</i>
Duration: 30 min Skill:  ELP: Dossier
Mat./Res.: Questionnaire worksheet 06
<p>Note: This activity can only be done subsequently to activity 03.</p> <ol style="list-style-type: none"> Teacher hands out the worksheet 06 <i>Vesti ko radio</i> and explains the task: Try to answer the questions with the child sitting next to you. Children have 10–15 min to answer the questions. Subsequently the children read their answers to the class and the teacher writes them on the blackboard as a check. Worksheet is added to the Dossier.

Teaching activity 05 | Sub-topic 02: Travel – Reading *Mli nevi amalin*Duration: 20 min | Skill:  | ELP: Dossier p. 53

Mat./Res.: Reading worksheet 02

01. Teacher hands out the text *Mli nevi amalin* (worksheet 02) and asks one child to read the first section.
02. Together they discuss the content of the first section; Teacher writes new words on the blackboard and translates them.
03. Same procedure for the following sections of the text until the whole text is read and all new words are on the blackboard.
04. Children copy all the new words in their Language-portfolio (p. 53) and add the sheet to the Dossier.
Recommendation: The story works well for the children to deal with their own history of migration (if existing), e.g in a discussion. Teacher can ask the children: “How was it for you to leave your home country? Was it hard for you to learn the language of the new country? Who helped you? How did you learn the new language? Etc.” The information about the migration history of the children and their language learning experiences can be applied to the Romani-lessons.

Teaching activity 06 | Sub-topic 02: Travel – Gap text *Mli nevi amalin*Duration: 30 min | Skill:  | ELP: Dossier

Mat./Res.: Gap text worksheet 07

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

01. Teacher hands out the gap text *Mli nevi amalin* (worksheet 07) and explains the task.
02. Children have 10–15 min to fill out the gap text.
03. Subsequently every child reads one sentence and says the word in the gap additionally once again.
04. Teacher writes the gap words on the blackboard, so the children can compare their results.
05. Worksheet is added to the Dossier.






Teaching activity 07 | Sub-topic 02: Travel – Morning circle “Vacation”Duration: 30 min | Skill:  


01. Children sit in a circle.
02. Teacher presents the topic “My last vacation”, by talking about his/her last vacation (Where have you been? How did you travel? How long did the journey take? Where there border checks? Etc.)
03. Subsequently he/she asks the children to talk about their last vacation (Focus on: means of transport and connected things like routes, passports, border checks, etc.)
04. Children try to answer in short sentences or phrases (free speaking without corrections by the teacher).

Teaching activity 08 | Sub-topic 01: Transport – Listening comprehension *Džaja ki škola*Duration: 20 min | Skill: 

Mat./Res.: Listening worksheet 08, audio-device


01. Children hear the listening comprehension *Džaja ki škola* (worksheet 08) twice.
02. Children talk about the content with the child sitting next to them.
03. The listening comprehension is played again. Children are to keep one word that they don’t understand in mind.
04. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them.
05. Teacher and children discuss the content of the story.
06. Finally they listen to the text once again.

Teaching activity 09 Sub-topic 02: Transport – Reading <i>Džaja ki škola</i>
Duration: 30 min Skill:   ELP: Dossier S. 43
Mat./Res.: Reading worksheet 09
<p>Note: This activity can only be done subsequently to activity 08.</p> <ol style="list-style-type: none"> 01. Teacher hands out the text <i>Džaja ki škola</i> (worksheet 09) and asks one child to read the first sentence. 02. Together they discuss the content of the first sentence; Teacher writes new words on the blackboard and translates them. 03. Same procedure for the following sentences of the text until the whole text is read and all new words are on the blackboard. 04. Children copy all the new words in their Language-portfolio (p. 53) and add the sheet to the Dossier.
Teaching activity 10 Sub-topic 01: Transport – Gap text <i>Džaja ki škola</i>
Duration: 20 min Skill:  ELP: Dossier
Mat./Res.: Gap text worksheet 10
<p>Note: This activity can only be done subsequently to activity 09.</p> <ol style="list-style-type: none"> 01. Teacher hands out the gap text <i>Džaja ki škola</i> (worksheet 10) and explains the task. 02. Children have 10–15 min to fill out the gap text. 03. Subsequently every child reads one sentence and says the word in the gap additionally once again. 04. Teacher writes the gap words on the blackboard, so the children can compare their results. 05. Worksheet is added to the Dossier.
Teaching activity 11 Sub-topic 01: Transport – Puzzle <i>Džaja ki škola</i>
Duration: 20 min Skill: 
Mat./Res.: Puzzle worksheet 11
<p>Note: This activity can only be done subsequently to activity 10.</p> <p>Preparation: Print worksheet 11 and cut out one dialogue for each couple and put it into an envelope.</p> <ol style="list-style-type: none"> 01. Children form couples; every couple gets an envelope. 02. The children have about 10 min to solve the text puzzle. 03. Subsequently, as a check, one of the couples reads the text they put together to the class. 04. Teacher collects the envelopes again.
Teaching activity 12 Sub-topic 01: Transport – Card game “Transport”
Duration: 30 min Skill: 
Mat./Res.: Cards worksheet 01
<p>Note: This activity can only be done subsequently to activity 08-12.</p> <p>Preparation: Laminate and cut out picture- and word cards (worksheet 01).</p> <ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher spreads out the picture cards on the floor and explains the game: Take a card from the floor, name the transport vehicle (e.g. car), say two to three describing sentences about it (<i>O vrda isi le 4 gume, jek motori, ...</i>). 03. Teacher asks the children to pick a transport vehicle, to name it and to describe it. 04. Teacher can correct the children in spelling and clause formation. He/She writes new vocabulary on the blackboard. 05. Children copy new vocabulary to the Dossier p. 53.

Teaching activity 13 | Sub-topic 01: Transport – Morning circle *Sar džaja ki škola*Duration: 30 min | Skill: 

Note: This activity can only be done subsequently to activity 11 or 12.

01. Children sit in a circle.
02. Teacher presents the topic “My way to school”, by talking about his/her way to school (means of transport, duration, changes, number of stations, tickets, etc.).
03. Subsequently he/she asks the children about their way to school (Focus on: means of transport and connected things like routes, time and duration, stations, tickets, changes, etc.).
04. Children try to answer in short sentences and phrases (form oriented speaking; teacher corrects and supports if necessary).

Teaching activity 14 | Sub-topic 01: Transport – *Mlo drumo dži ki škola*Duration: 30 min | Skill: 

Note: This activity can only be done subsequently to activity 10 or 11.






01. Children get the worksheet *Mlo drumo dži ki škola* (worksheet 12); teacher explains the task.
02. Children have 10–15 min to describe their way to school in five sentences.
03. Subsequently every child reads his/her sentences to the class.
04. Teacher can subsequently check the spelling of the texts.
05. Worksheet is added to the Dossier.

Teaching activity 15 | Sub-topic 01, 02: Language-portfolioDuration: 10 min | Skill:   | ELP: p. 35

Mat./Res.: Languageportfolio p. 35/Level A2

Preparation: Teacher structures the checklist in the language-biography (p. 35/Level A2) as he/she prefers.

01. After finishing unit 07 the teacher hands out his/her checklists.
02. Teacher and children discuss the list point by point. Children draw a star or anything similar beside a point if they meet the requirements of it (“I can ...”).
03. The checklists are added to the ELP (“Language biography”).

Lesson plan 01 Sub-topic 01: Vesti ko radio – Textual Understanding
TA-Nr.: 01 Learning-objectives: Textual listening and understanding of a common text. Extension of vocabulary.
Duration: 20 min Skill:  ELP: p. 53
Mat./Res.: Listening worksheet 03, audio-device
<ol style="list-style-type: none"> 01. Children hear the listening comprehension <i>Vesti ko radio</i> (worksheet 03) twice. 02. Children talk about the content with the child sitting next to them. 03. The listening comprehension is played again. Children are to keep one word that they don't understand in mind. 04. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them. 05. Teacher and children discuss the content of the story. New vocabulary is copied from blackboard to Dossier p. 53. 06. Finally they listen to the text once again.
TA-Nr.: 02 Learning-objectives: Textual listening and understanding of a common text. Extension of vocabulary.
Duration: 30 min Skill:  ELP: Dossier
Mat./Res.: Reading worksheet 04
<ol style="list-style-type: none"> 01. Teacher hands out the text <i>Vesti ko radio</i> (worksheet 04) and asks one child to read the first section. 02. Together they discuss the content of the first section; Teacher writes new words on the blackboard and translates them. 03. Same procedure for the following sections of the text until the whole text is read and all new words are on the blackboard. 04. Worksheet is added to the Dossier.
Lesson plan 02 Sub-topic 01: Džaja ki škola – Textual Understanding
TA-Nr.: 08 Learning-objectives: Textual listening and understanding of a common text. Extension of vocabulary.
Duration: 20 min Skill: 
Mat./Res.: Listening worksheet 08, audio-device
<ol style="list-style-type: none"> 01. Children hear the listening comprehension <i>Džaja ki škola</i> (worksheet 08) twice. 02. Children talk about the content with the child sitting next to them. 03. The listening comprehension is played again. Children are to keep one word that they don't understand in mind. 04. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them. 05. Teacher and children discuss the content of the story. 06. Finally they listen to the text once again.
TA-Nr.: 09 Learning-objectives: textual listening and understanding of a common text. Extension of vocabulary.
Duration: 30 min Skill:   ELP: Dossier p. 53
Mat./Res.: Reading worksheet 09
<ol style="list-style-type: none"> 01. Teacher hands out the text <i>Džaja ki škola</i> (worksheet 09) and asks one child to read the first sentence. 02. Together they discuss the content of the first sentence; Teacher writes new words on the blackboard and translates them. 03. Same procedure for the following sentences of the text until the whole text is read and all new words are on the blackboard. 04. Children copy all the new words in their Language-portfolio (p. 53) and add the sheet to the Dossier.

o grastane
vrda

o vrda

o avijoni

o tramvaji

o motori

o metro

o točko

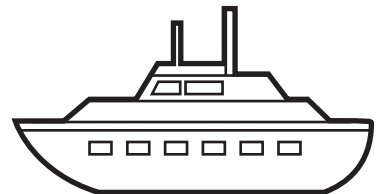
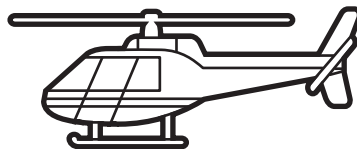
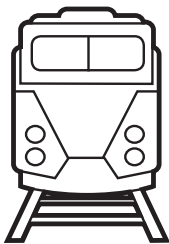
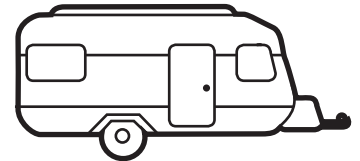
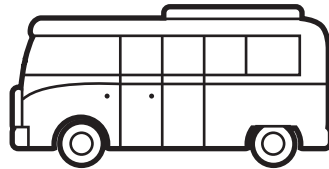
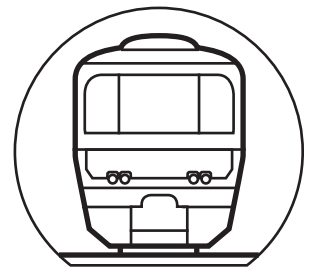
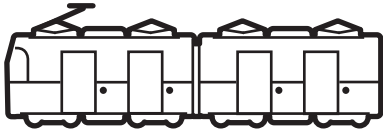
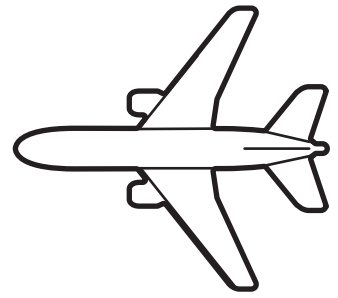
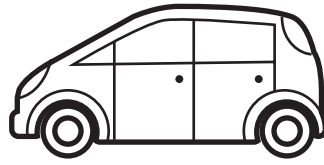
o autobusi

o karavani

o vozi

o heli-
kopteri

o brodo



Mli nevi amalin

Me hem mli familija hijam neve ko inostranstvo. Živinaja ki diz Viena. I Viena i tani i glavno diz kotar i phuv Austrija hem akate čerela pe lafi germanski.

Avdije hine mlo prvo dive ki nevi škola. Me bešljum uzal i Almira. Lakoro prezime i tano Mamuti. Ola isi la 9 berš hem oj tani isto kotar i Makedonija sar mande. Samo so me bešava ki diz, ki Skopja, a oj i tani kotar o potikno gav Volkovo.

I Almira sikavdža mange celo škola keda hine amen pauza. Pošto panda na džanava te čerav lafi germanski, me šaj te pučav la sa hem oj nakhavi mange sa ko romane.

But raduindžuma keda phendža mange kaj lakoro hobi i tano te džal ko baleti sose me da isto džava ko baleti.



Vesti ko radio

Amari redakcija upozorini sa e vozačen te pazinen ko drumo prema Volkovo. Ko kilometari 35 phravdili i prikolka jekhe kamjonestar. Ko drumo isi phabaja! Pazinen! Neka oven saste o Alija hem o Maksuti, amare pilotija ko helikopteri, akale važno informacijake. I redakcija kotar tumaro „Radio Romano“ mangela tumenge sa najšukar tumare vožnjake.

News on the radio

“Radio Romano” warns all drivers who are on their way to Volkovo. At kilometer 35 the trailer of a truck has opened. There are apples all over the road! Please take care! Thanks to Alija and Maksut, our helicopter pilots of the helicopter, for this important message. “Radio Romano” wishes you a pleasant journey!

Mlo anav _____

Vesti ko radio

Amari redakcija upozorini sa e vozačen te pazinen ko drumo prema Volkovo. Ko kilometari 35 phravdili i prikolka jekhe kamjonestar. Ko drumo isi phabaja! Pazinen!

Neka oven saste o Alija hem o Maksuti, amare pilotija ko helikopteri, akale važno informacijake. I redakcija kotar tumaro „Radio Skopje“ mangela tumenge sa najšukar tumare vožnjake.



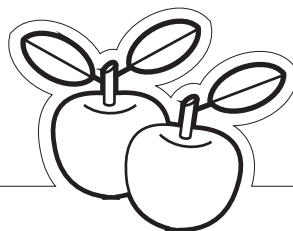
Mlo anav _____

Vesti ko radio

Amari redakcija _____ sa e vozačen te pazinen ko
_____ prema Volkovo. Ko kilometari 35 phravdili jekhe
kamjonesiri _____. Ko drumo isi phabaja! Pazinen!

drumo	pilotija	upozorini	vožnjake	prikolka
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Neka oven saste o Alija hem o Maksuti, amare _____
ko helikopteri, akale važno informacijake. I redakcija kotar
tumaro „Radio Skopje“ mangela tumenge sa najšukar tumare
_____.



Mlo anav _____

Vesti ko radio

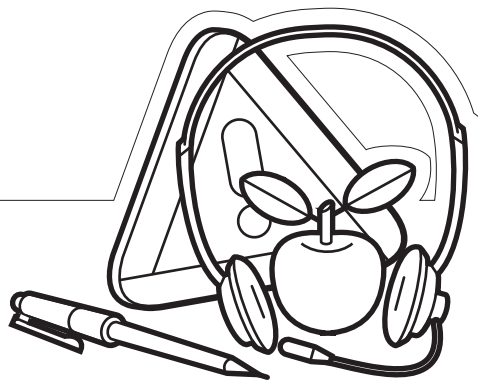
Deja tut li godi?

1) Kas upozorini i redakcija?

2) So desindžape ko drumo prema Volkovo?

3) So hine ki prikolka?

4) So i tane o Alija hem o Maksuti?



Mlo anav _____

Mli nevi amalin

Me hem mli familija hijam neve ko _____. Živinaja ki diz Viena. I Viena i tani i glavno diz kotar i phuv Austrija hem akate čerela pe lafi _____.

Avdije hine mlo prvo dive ki nevi škola. Me bešljum _____ i Almira. Lakoro prezime i tano Mamuti. Ola isi la 9 berš hem oj tani isto _____ i Makedonija sar mande. Samo so me bešava ki diz, ki Skopja, a oj i tani kotar o potikno gav Volkovo.

I Almira sikavdža mange celo škola keda hine amen pauza. Pošto panda na džanava te čerav lafi germanski, me šaj te _____ la sa hem oj nakhavi mange sa ko romane.

But raduindžuma keda phendža mange kaj lakoro hobi i tano te džal ko baleti sose me da isto džava ko baleti.

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Džaja ki škola

A: Iso, sar džaja ki škola?

I: Me džava prvo peški dži ki autobusko stanica hem posle džava e autobuseja.

A: Kozom stanice džaja e autobuseja?

I: Me huljava ki 4. stanica.

A: Savi karta isi tut?

I: Man isi man mesečno karta, a tu Aniso?
Sar džaja ki škola?

A: Mange tani i škola but dur. Me prvo džava e tramvajea 5 stanice hem posle produžinava e metroja panda 8 stanice.

I: A, savi karta isi tut?

A: Me činava nedelno karta. Kozom vreme valjani tuke dži ki škola?

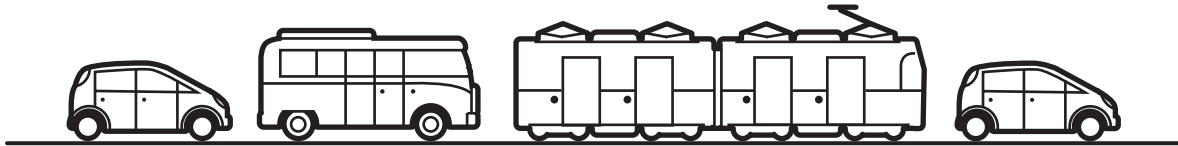
I: Pa, mange valjanena 10 minutija.

A: Blago tuke, a mange valjani ekvaš o saati dok te resav ki škola.



Mlo anav _____

Džaja ki škola



A: Iso, _____ džaja ki škola?

I: Me džava prvo _____ dži ki autobusko stanica hem posle džava e autobuseja.

A: Kozom _____ džaja e autobuseja?

I: Me _____ ki 4. stanica.

A: Savi karta isi tut?

I: Man isi man mesečno _____, a tu Aniso? Sar džaja ki škola?

A: Mange tani i škola but _____. Me prvo vozinava man e tramvajea 5 stanice hem posle produžinava e metroja panda 8 stanice.

I: A, savi _____ isi tut?

A: Me činava nedelno karta. _____ vreme valjani tuke dži ki škola?

I: Pa, mange valjanena 10 minutija.

A: Blago tuke, a mange _____ ekvaš o saati dok te resav ki škola.

Džaja ki škola

A: Iso, sar džaja ki škola?

I: Me džava prvo peški dži ki autobusko stanica hem posle džava e autobuseja.

A: Kozom stanice džaja e autobuseja?

I: Me huljava ki 4. stanica.

A: Savi karta isi tut?

I: Man isi man mesečno karta, a tu Aniso?
Sar džaja ki škola?

A: Mange tani i škola but dur. Me prvo džava e tramvajea
5 stanice hem posle produžinava e metroja panda
8 stanice.

I: A, savi karta isi tut?

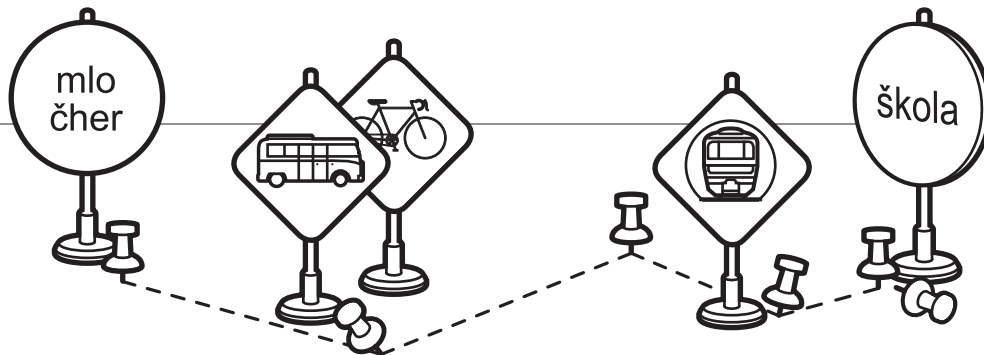
A: Me činava nedelno karta. Kozom vreme valjani tuke dži
ki škola?

I: Pa, mange valjanena 10 minutija.

Mlo anav _____






Mlo drumo dži ki škola

Opišin tlo drumo dži ki škola (autobuseja, tramvajea, metroja, ...). Šaj li te pišine 5 rečenice?



Arlje_Secondary_A2_AT_eng_unit-08
Topic (CFR): FOOD AND CLOTHING
Sub-topic 01: Groceries and dishes
Connected main themes in the CFR: Festivals and celebrations

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 simple instructions or information about clothing for a certain purpose (a school-trip, cold weather. Etc.). ✓ Can understand basic information about advantages and disadvantages of certain groceries (e.g. groceries, that are good/bad for our health). ✓ Can understand instructions on wearing certain pieces of traditional clothing for a certain pupose or occasion. ✓ Can understand instructions on cleanliness concerning clothing and the preparation of food. ✓ Can understand basic instructions on production and preparation of food in a household. ✓ Can understand explanations about politeness and hospitality concerning groceries.
	<ul style="list-style-type: none"> ✓ Can read and understand names, labels and flash cards of groceries in local shops and supermarkets or on seeds and plants. ✓ Can read and understand simple descriptions of food and clothing, as they appear in a story. ✓ Can read the names and basic desriptions of groceries used in a household (e.g. in family recipes). ✓ Can read phrases and simple sentences about traditional clothing, if they appear in a story or an other written text.
	<ul style="list-style-type: none"> ✓ Can answer basic questions about dishes/beverages, that he/she likes or dislikes and report about preferences and dislikes of others in a few words. ✓ Can speak about the dishes served at a certain celebration and choose what he/she wants to have. ✓ Can ask and answer questions about pieces and sorts of clothing, e.g. which kind of clothing suits different weather conditions. ✓ Can use simple idioms to discuss the dishes served at home or at a certain celebration. ✓ Can ask and answer questions about Roma-clothing and preferences or dislikes concerning clothing.
	<ul style="list-style-type: none"> ✓ Can use a number of phrases and sentences to describe his/her favorite dish. ✓ Can use a number of phrases and sentences to describe events concerning a special meal in the family (e.g. a religious celebration, a family celebration). ✓ Can use a number of sentences to describe an important meal and the clothing of it’s participants.
	<ul style="list-style-type: none"> ✓ Can write a short text about an event in which food plays an important part (e.g. in the family, at a religious celebration). ✓ Can write short texts about his/her favorite pieces of clothing. ✓ Can describe the preparation of a certain dish at home in a short and simple text. ✓ Can describe a traditional costume that is worn on a special occasion in a short and simple text. ✓ Can write a short and simple text about an occasion on which he/she and his family had visitors at home.

Working with the ELP


Language biography: Teaching activity 15
Dossier: Worksheet 01, 04–07, Dossier Teaching activity 03, 07, 10 My new vocabulary

Vocabulary | Sub-topic 01: Groceries and dishes

Active			
<i>i purum, o puruma</i>	the onion, the onions	<i>posebno</i>	special
<i>o morkovi, o morkovija,</i>	the carrot, the carrots	<i>i ponuda</i>	the offer
<i>i šargarepa, o šargarepe</i>		<i>ljuto</i>	sharp
<i>o patlidžani, o patlidžanja</i>	the tomato, the tomatoes	<i>i prodavnica</i>	the supermarket, the shop
<i>i paprika, o paprike</i>	the paprika, the paprikas	<i>i familija</i>	the family
<i>o muruzi, o muruzija</i>	the corn	<i>e familijake</i>	for the family
<i>o grašako</i>	the pea, the peas	<i>o poskupljenje</i>	the inflation
<i>i sir, o sirja</i>	the garlic	<i>čirno/-i /-e</i>	rotten
<i>o kompiri, o kompirija</i>	the potato, the potatoes	<i>šutalo/-i /-e</i>	sour
<i>i zeleno salata, o zeleno salate</i>	the green salad, the green salads	<i>najšušo/-i /-e</i>	the most beautiful
<i>o gravo</i>	the bean, the beans	<i>londo/-i /-e</i>	salty
<i>i pečurka, o pečurke</i>	the mushroom, the mushrooms	<i>sunčano</i>	sunny
<i>i krastavica, o krstavice</i>	the cucumber, the cucumbers	<i>čherutno/-i /-e</i>	local
<i>i phabaj, o phabaja</i>	the apple, the apples	<i>o restoranti</i>	the restaurant
<i>i banana, o banane</i>	the banana, the bananas	<i>i supa</i>	the soup
<i>i trešnja, o trešnje</i>	the cherry, the cherries	<i>i knedla, o kledle</i>	the dumpling, the dumplings
<i>i kruška, o kruške</i>	the pear, the pears	<i>knedlenar</i>	with dumplings
<i>o limoni, o limonja</i>	the lemon, the lemons	<i>i khani, o khanja</i>	the chicken, the chickens
<i>i šljiva, o šljive</i>	the plum, the plums	<i>e khanjakiri</i>	of chicken
<i>o bostani, o bostanja</i>	the watermelon, the watermelons	<i>o bureko</i>	the Burek (filled strudel-dough)
<i>o drakh, o drakha</i>	the grape, the grapes	<i>o mas</i>	the meat
<i>o ananasi, o ananasija</i>	the pineapple, the pineapples	<i>e maseja</i>	with meat
<i>i jagoda, o jagode</i>	the strawberry, the strawberries	<i>o čiral</i>	the cheese (sheep's/cow's milk cheese, Feta)
<i>i pomarandža, o pomarandže</i>	the orange, the oranges	<i>o kačkavalji</i>	the cheese (e.g. Emmental, Gouda)
<i>i mandarina, o mandarine</i>	the clementine, the clementines	<i>i pleskavica, o pleskavice</i>	the Pleskavica (some kind of burger)
<i>i mušterija, o mušterije</i>	the customer, the customers	<i>i šopsko salata</i>	the Schopska-salad (Greek Salad)
<i>mušterijenge</i>	for the customers	<i>o gravče tavče</i>	the Gravče Tavče (Baked Beans)
<i>avdije</i>	today	<i>i tolumba, o tolumbe</i>	the Tolumba (sweet dish)
<i>o popusti</i>	the discount	<i>i baklava, o baklave</i>	the Baklava
<i>tumenge</i>	for you (p)	<i>i čokoladno torta</i>	the chocolate cake
<i>o kilo</i>	the kilogram	<i>o tiramizu</i>	the Tiramisu
<i>koštini</i>	to cost	<i>o phabajengoro soko</i>	the apple juice
<i>gudlo/-i /-e</i>	sweet	<i>o maro, o mare</i>	the bread
<i>i semka/o semke</i>	the seed(s) (also: pumpkin seeds)	<i>o margarini</i>	the butter, the margarine
<i>amaro/-i /-e</i>	our	<i>i salama</i>	the sausage
<i>i Španija</i>	Spain	<i>i kiva, o kive</i>	the kiwi, the kiwis
<i>birini</i>	to choose	<i>o „vanilin šečer“</i>	the vanilla sugar

Grammar


Active	Passive
Forming clauses, clause position in Present tense Singular/Plural, Articles o/i	Adjectives

Teaching activity 01 | Sub-topic 01: Groceries and dishes – Card game “Fruits and Vegetables”Duration: 30 min | Skill: 

Mat./Res.: Cards worksheet 02

Preparation: Laminate and cut out cards.

01. Children sit in a circle.
02. Teacher spreads out the picture cards on the floor and hands out the word cards to the children.
03. Children put their word cards beside the matching picture cards.
04. Teacher collects word cards that are in the wrong place and hands them out to the children again.
05. Children try to put the word cards in the right place once again.
06. Together they discuss the vocabulary and singular/plural forms of the words (e.g. What’s “tomato” in Romani? Is *patlidžani* a singular or a plural form? Etc.).

Teaching activity 02 | Sub-topic 01: Groceries and dishes – Discussion *Me mangava/na mangava ...*Duration: 20 min | Skill: 

Mat./Res.: Picture cards worksheet 02

Preparation: Laminate and cut out cards.

01. Children sit in a circle.
02. Teacher spreads out the picture cards on the floor and starts the discussion: *Me mangava te hav banane. Me na mangava te hav paprike* (I like to eat bananas. I don’t like to eat paprika.) and shows the matching picture cards.
03. Teacher asks a child: *So mangeja tu te ha a so na mangeja?* (What do you like to eat and what don’t you like to eat?).
04. Child answers and shows the matching picture cards.
05. Teacher asks the other children one after the other.
06. Teacher corrects spelling and clause positions if necessary.

Teaching activity 03 | Sub-topic 01: Groceries and dishes – Listening comprehension *Ki prodavnica*Duration: 30 min | Skill:  | ELP: Dossier p. 53

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


01. Children hear the listening comprehension *Ki prodavnica* (worksheet 03) twice.
02. Children talk about the content with the child sitting next to them.
03. The listening comprehension is played again. Children are to keep one word that they don’t understand in mind.
04. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them.
05. Teacher and children discuss the content of the story.
06. Finally they listen to the text once again. New vocabulary is copied from blackboard to Dossier p. 53.

Teaching activity 04 | Sub-topic 01: Groceries and dishes – Reading *Ki prodavnica*Duration: 20 min | Skill:  | ELP: Dossier

Mat./Res.: Reading worksheet 04

Note: This activity can only be done subsequently to activity 03.


01. Teacher hands out the text *Ki prodavnica* (worksheet 04) and asks one child to read the first section.
02. Together they discuss the content of the first section; Teacher writes new words on the blackboard and translates them.
03. Same procedure for the following sections of the text until the whole text is read and all new words are on the blackboard.
04. Worksheet is added to the Dossier.

Teaching activity 05 | Sub-topic 01: Groceries and dishes – Error text *Ki prodavnica*Duration: 25 min | Skill:   | ELP: Dossier

Mat./Res.: Error text worksheet 05

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

01. Teacher hands out the error text *Ki prodavnica* (worksheet 05).
02. Teacher asks one child to read the task and subsequently explains it once again.
03. Children have about 10 min to find the errors in the text together with the child sitting next to them.
04. Subsequently the children say the wrong words; Teacher writes them on the blackboard.
05. Together they discuss how the text could be put right; Children write the right words above the wrong ones in the text.
06. Worksheet is added to the Dossier.

Teaching activity 06 | Sub-topic 01: Groceries and dishes – Advertisement BrochureDuration: 25 min | Skill:   | ELP: Dossier

Mat./Res.: Worksheet 06

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

01. Teacher hands out the worksheet 06 *Reklama* and asks one child to read the text under the first picture.
02. The group discusses the content of the text.
03. Subsequently an other child reads the text under the second picture.
04. The group discusses the content again.
05. Teacher asks the children to cut out a picture of a product from a brochure, to glue it onto a sheet of paper and to write a short advertising slogan below it as a homework.
06. Worksheet is added to the Dossier.

Teaching activity 07 | Sub-topic 01: Groceries and dishes – Reading “Menu”

Duration: 30 min | Skill:  | ELP: Dossier p. 53

Mat./Res.: Reading worksheet 07

01. Teacher hands out the text *Restoranti Ki phuri daj* (worksheet 07).
02. Children read the text silently once.
03. Subsequently the children talk about the content with the child sitting next to them (What is this? What is offered?).
04. Every couple searches for one word that they don't understand and tells it to the teacher.
05. Teacher writes the words on the blackboard and translates them.
06. Now the text is read aloud (one child reads the soups, an other child reads the main dishes, etc.) and discussed in group (teacher explains the dishes if the children don't know them).
07. Children copy the new vocabulary to the Dossier p. 53.
08. Worksheet is added to the Dossier.

Teaching activity 08 | Sub-topic 01: Groceries and dishes – Role play *Restoranti Ki phuri daj*

Duration: 50 min | Skill: 

Mat./Res.: Worksheet 07

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

Preparation: Print and laminate worksheet 07.

01. Children sit in a circle.
02. Teacher puts a chair and a desk into the middle of the circle; he/she puts a “menu” (worksheet 07) on the desk. Teacher explains the game: Find a partner and play a scene in a restaurant with him/her. One plays the waiter/waitress, one plays the customer, who wants to order something to eat in the restaurant.
03. Children have about 10 min to prepare a dialogue (they can also write it down; teacher can support them doing that).
04. Subsequently every couple plays their scene in the restaurant (less gifted children might use their written dialogue or learn it by heart).

Teaching activity 09 | Sub-topic 01: Groceries and dishes – Morning circle “My favorite dish”

Duration: 30 min | Skill:  |


01. Children sit in a circle.
02. Teacher tells the children about his/her favorite dish: *Me najviše mangava te hav makarone čiraleja. But mangava keda i tane šukar čeravde hem keda isi but čiral andre.* (My favorite dish is macaroni and cheese. I like it a lot, if it's cooked well and if there's a lot of cheese inside.). Subsequently the teacher asks every child: *So mangeja tu te has najviše?* (What is your favorite dish?).
03. Children talk about their favorite dishes. Teacher corrects spelling and clause positions if necessary.
04. Teacher can write new vocabulary or vocabulary the children need for their descriptions on the blackboard.

Teaching activity 13 | Sub-topic 01: Groceries and dishes – Our snackDuration: 20 min | Skill:  | ELP: Dossier

Mat./Res.: Lined paper

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

01. Teacher explains the task: Write a short story about our snack.
02. Teacher writes a few central questions on the blackboard, that help the children with their texts: What did we eat? What was the occasion? Who prepared what? How was it prepared? What did you like best? Which drinks were served? Etc.
03. Teacher can help the children with the formulation of their sentences. (If some children can't read and write yet, they can tell their sentences to the teacher and he/she writes them down.)
04. Children read their stories to the class.
05. Sheet is added to the Dossier.

Teaching activity 14 | Sub-topic 01: Groceries and dishes – Poster “Our snack”Duration: 30 min | Skill: 


Mat./Res.: Pictures of activity 11 and 12, large poster, pens, glue

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

Preparation: Draw a grid on the poster, so that every child has a space for designing.

Print pictures of activity 11 and 12.







01. Teacher puts the poster and the pictures on the floor and explains the task: Pick a space on the poster that you want to design. You can write, draw, glue, etc. All the pictures can be used. The heading is: “Our snack”.
02. Children design the poster as they prefer.
03. The poster is put on a wall in the classroom.

Teaching activity 15 | Sub-topic 01: Groceries and dishes – Presentation of the poster “Our snack”Duration: 20 min | Skill: 

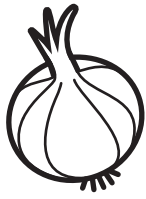
Mat./Res.: Poster “Our snack”

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

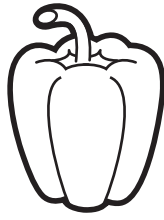
01. The class takes a look at the poster the children made.
02. Teacher asks the children to present their segment of the poster (What did you write/draw/glue ...? Was that before or after shopping? Why did we have that snack? Did you like it? What didn't you like? Etc.).
03. Children tell their stories (teacher and classmates can ask questions).

Lesson plan 01 Sub-topic 01: <i>Ki prodavnica</i> – Textual Understanding
TA-Nr.: 03 Learning objectives: Textual listening and understanding of a common text. Extension of vocabulary.
Duration: 30 min Skill:  ELP: p. 53
Mat./Res.: Listening worksheet 03, audio-device
<ol style="list-style-type: none"> 01. Children hear the listening comprehension <i>Ki prodavnica</i> (worksheet 03) twice. 02. Children talk about the content with the child sitting next to them. 03. The listening comprehension is played again. Children are to keep one word that they don't understand in mind. 04. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them. 05. Teacher and children discuss the content of the story. 06. Finally they listen to the text once again. New vocabulary is copied from blackboard to Dossier p. 53.
TA-Nr.: 04 Learning objectives: Textual listening and understanding of a common text. Extension of vocabulary.
Duration: 20 min Skill:  ELP: Dossier
Mat./Res.: Reading worksheet 04
<ol style="list-style-type: none"> 01. Teacher hands out the text <i>Ki prodavnica</i> (worksheet 04) and asks one child to read the first section. 02. Together they discuss the content of the first section; Teacher writes new words on the blackboard and translates them. 03. Same procedure for the following sections of the text until the whole text is read and all new words are on the blackboard. 04. Worksheet is added to the Dossier.
Lesson plan 02 Sub-topic 01: <i>Ki prodavnica</i> – Form-orientated Reading and Understanding
TA-Nr.: 05 Learning objectives: Form-orientated reading and understanding of a familiar text. Deepening of vocabulary.
Duration: 25 min Skill:   ELP: Dossier
Mat./Res.: Error text worksheet 05
<ol style="list-style-type: none"> 01. Teacher hands out the error text <i>Ki prodavnica</i> (worksheet 05). 02. Teacher asks one child to read the task and subsequently explains it once again. 03. Children have about 10 min to find the errors in the text together with the child sitting next to them. 04. Subsequently the children say the wrong words; Teacher writes them on the blackboard. 05. Together they discuss how the text could be put right; Children write the right words above the wrong ones in the text. 06. Worksheet is added to the Dossier.
TA-Nr.: 06 Learning objectives: Form-orientated reading and understanding of a familiar text. Deepening of vocabulary.
Duration: 25 min Skill:   ELP: Dossier
Mat./Res.: Worksheet 06
<ol style="list-style-type: none"> 01. Teacher hands out the worksheet 06 <i>Reklama</i> and asks one child to read the text under the first picture. 02. The group discusses the content of the text. 03. Subsequently an other child reads the text under the second picture. 04. The group discusses the content again. 05. Teacher asks the children to cut out a picture of a product from a leaflet, to glue it onto a sheet of paper and to write a short advertising slogan below it as a homework. 06. Worksheet is added to the Dossier.

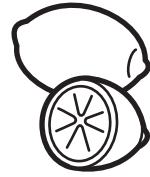
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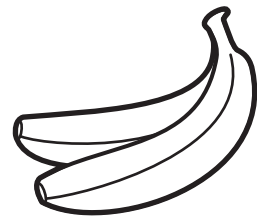
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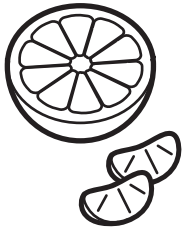
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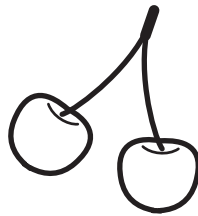
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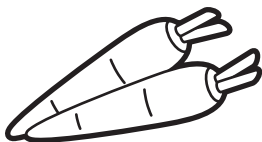
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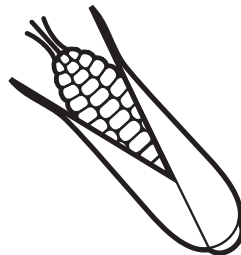
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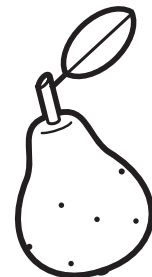
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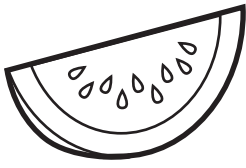
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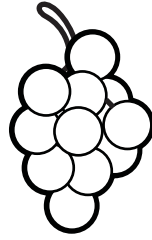
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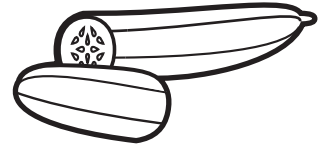
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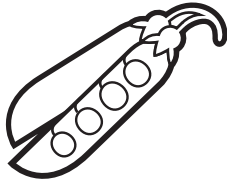
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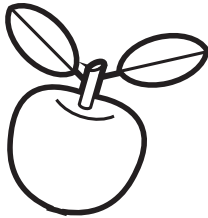
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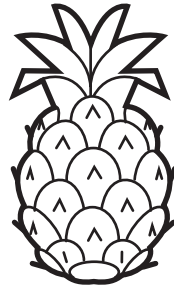
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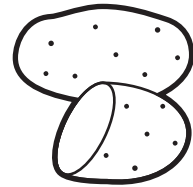
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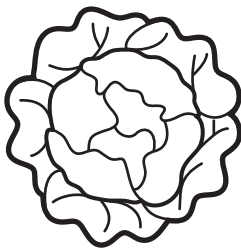
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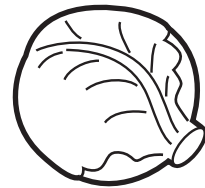
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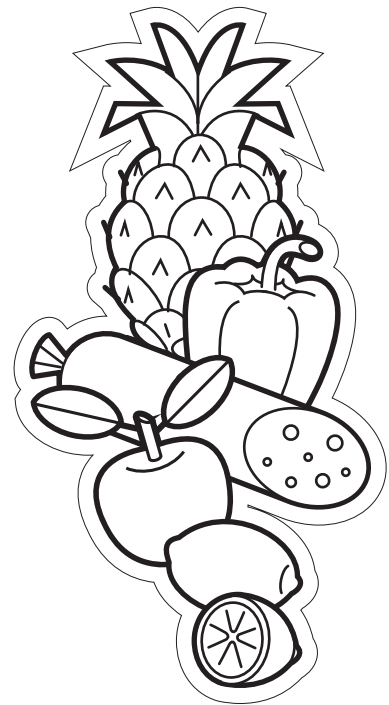
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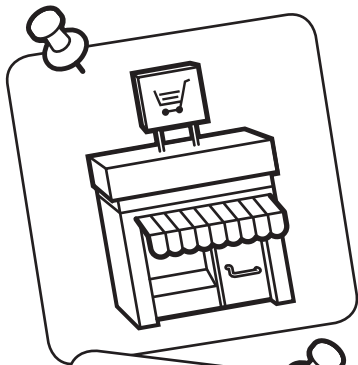
So valjani te činav:

- 1.) 2 mare
 - 2.) 1 margarini
 - 3.) $\frac{1}{2}$ kilo salama
 - 4.) $\frac{1}{2}$ kilo kačkavalji
 - 5.) 1 krastavica
 - 6.) 4 patlidžanja
 - 7.) 3 paprike
 - 8.) 3 phabaja
 - 9.) 5 banane
 - 10.) $\frac{1}{2}$ kilo jagode
 - 11.) 3 kruške
 - 12.) 1 ananasi
 - 13.) 4 kive
 - 14.) 1 limoni
 - 15.) 5 kesice
- „vanilin šečer“

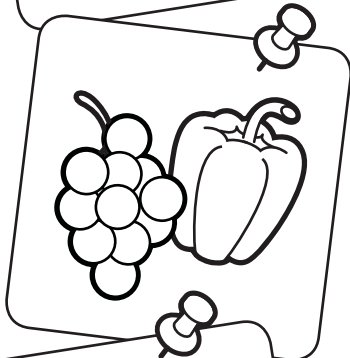


Mlo anav _____

Ki prodavnica



Amare mangle mušterijenge isi
amen samo avdije popusti ko drakha.
Samo avdije hem samo tumenge
o kilo koštini € 1,-- umesto € 2,--.



Amare drakha i tane bizo semke
hem but i tane gudle.
Amare partnerija ki Španija
pažljivo birindže o najšuže drakha
amare mušterijenge.



Panda jek posebno ponuda
isi amen avdije.
O ljuto paprike isto i tane ko popust.
O kilo koštini € 2,-- umesto € 3,--.

Mlo anav _____

Ki prodavnica

Amare mangle familijake isi amen samo avdije poskupljenje ko drakha. Samo avdije hem samo tumenge o kilo koštini € 1,-- umesto € 2,--.

Amare drakha i tane bizo semke hem but i tane šutale. Amare partnerija ki Španija pažljivo birindže o čirne drakha amare mušterijenge.

Panda jek posebno ponuda isi amen avdije. O londe paprike isto i tane ko popust. O kilo koštini € 2,-- umesto € 3,--.

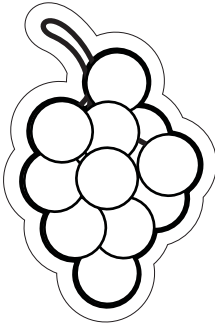


Mlo anav _____

REKLAMA

Šaj li te arakhe sa o pandž greške?

Sultaninos

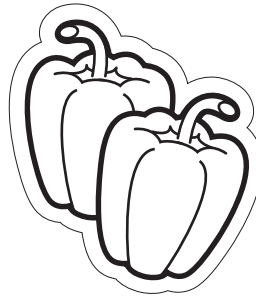


Zeleno drakha
„Sultaninos“
bizo semke.
Kotar i sunčano
Španija.

Normalno cena: € 2,--/kilo
Samo avdije

€ 1,--/kilo

Bengale



Čherutne,
ljuta
paprike,
Sorta
„Bengale“

Normalno cena: € 3,--/kilo
Samo avdije

€ 1,--/kilo

Mlo anav _____

RESTORANTI

Ki phuri daj

Supa knedlencar
Khanjakiri supa
Patlidžanengiri supa

—
Bureko maseja ili čiraleja
Pleskavica hem šopsko salata

Gravče tavče

—
Tolumba ili baklava
Čokoladno torta






Tiramizu

—
Coca Cola

Fanta

Phabajengoro soko

Arlije_Secondary_A2_AT_eng_unit-09
Topic (CFR): TIME, SEASONS AND WEATHER
Sub-topic 01: Weather Sub-topic 02: Time Sub-topic 03: Seasons
Connected main themes in the CFR: Food and Clothing

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 simple conversations about weather and seasons, if they contain familiar keywords and -concepts and if there is visual support. ✓ Can generally follow stories and conversations in class about weather and different activities of the seasons. ✓ Can understand instructions concerning the weather (e.g. protection of apartment or pets). ✓ Can generally follow conversations about weather and its effects on the family. ✓ Can understand an age-appropriate story about weather, day and night or a statement about a certain time of day in a story, if the story contains a large amount of familiar vocabulary.
	<ul style="list-style-type: none"> ✓ Can use the pictures of a textbook, to grasp and understand general information about weather (rain, wind, temperature, etc.). ✓ Can recognize and understand terms connected with weather or seasons in stories and other texts. ✓ Can read and understand simple stories that contain a large amount of familiar vocabulary connected with certain activities in different seasons and weather conditions (e.g. landscape in spring, going to the beach in summer, preparations for a religious celebration, etc.). ✓ Can understand references on time of day or weather in simple, familiar fairytales..
	<ul style="list-style-type: none"> ✓ Can ask and answer questions about the weather and the seasons he/she likes. ✓ Can participate in simple conversations about the weather in his/her country and talk about clothing that is appropriate for different kinds of weather. ✓ Can ask and answer simple questions about a celebration or occasion that takes place at a certain time of the year. ✓ Can ask simple questions about seasonal circumstances or celebrations at a certain time of the year.
	<ul style="list-style-type: none"> ✓ Can use a number of phrases, simple sentences and appropriate adjectives to describe the current weather conditions. ✓ Can use a number of phrases and simple sentences to describe the school holidays or a family vacation abroad. ✓ Can name his/her favorite day and give a simple explanation for that choice. ✓ Can use a number of phrases and simple sentences to describe his/her favorite weather, season or day of the week in connection to Roma-lifestyle.
	<ul style="list-style-type: none"> ✓ Can write sentences about clothing that is necessary for different weather conditions and for different seasons. ✓ Can write a short text about a perfect day. ✓ Can write sentences about the effects of the change of seasons and the weather on family or community.

Working with the ELP

Language biography: Teaching activity 15

Dossier: Worksheet 02 - 06, 08 and 09 Dossier
Teaching activity 01, 03 and 06 My new vocabulary**Vocabulary | Sub-topic 01, 02, 03: Time, weather, seasons****Active**

<i>o vreme</i>	the weather	<i>šudro</i>	cold
<i>i vremensko prognoza</i>	the weather report	<i>o klizalište</i>	the ice rink
<i>sledini</i>	to follow	<i>vičini pe</i>	to be called, to mean
<i>akana</i>	now	<i>dobini</i>	to get
<i>šužo/-i/-e</i>	fine, nice, beautiful	<i>dela</i>	to give
<i>i meterološko stanica</i>	the weather station	<i>i moderatorka</i>	the presenter
<i>i informacija</i>	the information	<i>i radio stanica</i>	the radio station
<i>zaledini pe</i>	to freeze	<i>ovela, ka ovel</i>	to become, we will become
<i>šaj</i>	it goes, it can, maybe	<i>i novina</i>	the newspaper
<i>i ulica</i>	the street	<i>perela, perena</i>	to fall
<i>pošto</i>	because	<i>ko</i>	who?
<i>i temperatura</i>	the temperature	<i>so</i>	what?
<i>ukljela</i>	to rise	<i>sar</i>	how?
<i>poviše</i>	more	<i>kotar</i>	where from?
<i>o stepeni/o stepenja ki celzievo skala</i>	the degree Celsius/the degrees Celsius	<i>savo</i>	which?
<i>ko akava than</i>	here, in this place	<i>kozom</i>	how much?
<i>upozorini</i>	to warn	<i>kote</i>	where? where to?
<i>o vozači, o vozačija,</i>	the driver/the drivers	<i>avdije</i>	today
<i>pazini</i>	to watch out	<i>dela o iv</i>	to snow
<i>vozini</i>	to drive	<i>dvižini pe</i>	to move
<i>informirini</i>	to inform	<i>račate</i>	in the evening
<i>tumen</i>	you (p)	<i>preko i rat</i>	over night
<i>dži ki rat</i>	until the night, until the evening	<i>preko o dive</i>	over the day
<i>najhari</i>	the night, until the evening	<i>o bazenti</i>	the (public) swimming pool
<i>o santimi/o santimija</i>	the centimeter/the centimeters	<i>podnosini</i>	to stand (sth.)
<i>pogoršini pe</i>	to get worse	<i>i priroda</i>	the nature
<i>i situacija</i>	the situation, the condition	<i>raduini pe</i>	to be happy
<i>o drumo</i>	the path	<i>o severi</i>	the west
<i>ov sasti/-o;</i>	Thank you! (s)/Thank you! (p)	<i>ikljola, ikljola avri</i>	to go outside
<i>oven saste</i>	(lit. Be healthy!)	<i>bistrela</i>	to forget
<i>okolese, okolake, okolenge</i>	the one/the ones	<i>phenela</i>	to say
<i>uživini</i>	to enjoy	<i>o dive</i>	the day
<i>akava</i>	this	<i>o popusti</i>	the discount

Vocabulary | Sub-topic 01, 02, 03: Time, weather, seasons

Active			
<i>i beršesiri doba</i>	the season	<i>o tatipe</i>	the warmth
<i>o beršesere dobe</i>	the seasons	<i>o iv</i>	the snow
<i>o šej</i>	the piece of clothing	<i>dela o iv</i>	to snow
<i>o šeja</i>	the pieces of clothing	<i>o bršim</i>	the rain
<i>o thulo šej/o thule šeja</i>	the warm clothing	<i>o čadr'i</i>	the umbrella
<i>o nilaj</i>	the summer	<i>dela o bršim</i>	to rain
<i>nilajesoro</i>	in summer	<i>maroni</i>	to freeze
<i>o jevend</i>	the winter	<i>i bavlal</i>	the wind
<i>evendesoro</i>	in winter	<i>phudela bavlal</i>	the wind blows
<i>o proleti</i>	the spring	<i>počmini</i>	to start
<i>ko proleti</i>	in spring	<i>o ponedelniko</i>	the Monday
<i>o jeseni</i>	the autumn	<i>i sreda</i>	the Wednesday
<i>ki jesen</i>	in autumn	<i>i subota</i>	the Saturday
<i>tato, -i, -e</i>	warm	<i>i nedela</i>	the Sunday

Grammar

Active	Passive
Forming clauses, Clause position Interrogatives Verbs in Future tense Adjectives Nouns	

Teaching activity 01 | Sub-topic 01: Weather – Listening comprehension *I vremensko prognoza ko radio*

 Duration: 30 min | Skill:  | ELP: p. 53

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


- Children hear the listening comprehension *I vremensko prognoza ko radio* (worksheet 01) twice.
- Children talk about the content with the child sitting next to them.
- The listening comprehension is played again; Children talk about the content with an other child.
- The listening comprehension is played again. Children are to keep one word that they don't understand in mind.
- Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them.
- Teacher and children discuss the content of the story. New vocabulary is copied from blackboard to Dossier p. 53.
- Finally they listen to the text once again.

Teaching activity 02 | Sub-topic 01: Weather – Textual Reading *I vremensko prognoza ko radio*Duration: 20 min | Skill:  | ELP: Dossier

Mat./Res.: Reading worksheet 02

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


01. Children sit in a circle.
02. Teacher hands out the text *I vremensko prognoza ko radio* (worksheet 02) and asks one child to read the first section.
03. Together they discuss the content of the first section.
04. Teacher asks an other child to read the second section.
05. Together they discuss the content of the second section; this procedure goes on until the whole text is read and all new words are on the blackboard.
06. Worksheet is added to the Dossier.

Teaching activity 03 | Sub-topic 01: Weather – Grammatical Reading *I vremensko prognoza ko radio*Duration: 30 min | Skill:   | ELP: Dossier p. 53

Mat./Res.: Worksheet 03

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






01. Teacher hands out worksheet *I vremensko prognoza ko radio* (worksheet 03).
02. One child reads the task. Subsequently the task is discussed: Read the text. After every sentence ask “Who or What?” like shown in the example on the worksheet. Circle the answer.
03. Teacher shows how to perform the task in the following sentence. He/She writes the next sentence on the blackboard and asks for the subject with “Who or What?”. He/She circles the subject of the sentence.
04. With a partner the children try to circle the subjects of the following sentences.
05. Teacher asks the children to tell him/her the words that they circled and writes them on the blackboard one below the other.
06. Together they discuss what kind of words these are (nouns) and how they can be found in a sentence (article *o/i* or a numeral in front of it). Teacher marks all the articles and numerals on the blackboard to visualize them for the children.
07. Children copy the sentences from the blackboard and add the sheet to the Dossier.




Teaching activity 04 | Sub-topic 01: Weather – Error Text *I vremensko prognoza ko radio*Duration: 20 min | Skill:   | ELP: Dossier

Mat./Res.: Error text worksheet 04

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

01. Teacher hands out the error text *I vremensko prognoza ko radio* (worksheet 04).
02. Teacher asks one child to read the task and subsequently explains it once again.
03. Children have about 10 min to find the errors in the text together with the child sitting next to them.
04. Subsequently the children say the wrong words; Teacher writes them on the blackboard.
05. Together they discuss how the text could be put right; Children write the right words above the wrong ones in the text.
06. Worksheet is added to the Dossier.

Teaching activity 05 Sub-topic 01: Weather – Questionnaire <i>I vremensko prognoza ko radio</i>
Duration: 30 min Skill:  ELP: Dossier
Mat./Res.: Questionnaire worksheet 05
<p>Note: This activity can only be done subsequently to activity 02, 03 or 04.</p> <ol style="list-style-type: none"> Teacher hands out the questionnaire worksheet 05 <i>I vremensko prognoza ko radio</i>. Children have about 10 min to answer the questions together with the child sitting next to them. Subsequently the answers are compared and the teacher writes the sentences on the blackboard as a check. Worksheet is added to the Dossier.
Teaching activity 06 Sub-topic 01: Weather – Textual Reading <i>O beršesere dobe hem o vreme</i>
Duration: 25 min Skill:   ELP: Dossier p. 53
Mat./Res.: Reading worksheet 06
<ol style="list-style-type: none"> Teacher hands out the text <i>O beršesere dobe hem o vreme</i> (worksheet 06). Children read the text silently once. Subsequently the children talk about the content with the child sitting next to them (What is this? What's the content of the text? Etc.) Every couple searches for one word that they don't understand and tells it to the teacher. Teacher writes the words on the blackboard and translates them. Now the text is read aloud and discussed in group. Children copy the new vocabulary to the Dossier p. 53. As a homework the children are to read the text again and assign it to the right season. Worksheet is added to the Dossier.
Teaching activity 07 Sub-topic 01: Weather – Discussion <i>Sar i tano o vreme?</i>
Duration: 30 min Skill: 
<ol style="list-style-type: none"> Children sit in a circle. Teacher starts by describing the current weather conditions: e.g. <i>Sabale ko radio phendže kaj avdije ka ovel but šudro. Me uravdžum thule šeja te na maronav. Keda ikljiljum avri počmindža te del o iv.</i> (In today's weather forecast in the morning they said it would be very cold today. I put on warm clothing so I wouldn't freeze. When I went outside it started to snow.) Subsequently he/she asks the children to describe the current weather conditions (<i>Sar i tano o vreme akana?</i>; What is the weather like now?) Children describe the weather conditions one after the other. Teacher corrects spelling and clause positions if necessary. Teacher can write new vocabulary or words the children want to know on the blackboard.
Teaching activity 08 Sub-topic 02: Time – Poster <i>Mlo odmori</i>
Duration: 50 min Skill: 
Mat./Res.: Posters, pens, brochures, newspapers, glue, scissors
<p>Preparation: Find newspapers, brochures, pictures, etc., and provide them for the children.</p> <ol style="list-style-type: none"> Teacher hands out a poster to every child and explains the task: Design a poster with the heading "My holidays". Children design, draw, glue, paint and write o

Teaching activity 09 Sub-topic 02: Time – Presentation <i>Mlo odmori</i>
Duration: 30 min Skill: 
Mat./Res.: Poster <i>Mlo odmori</i>
<p>Note: This activity can only be done subsequently to activity 08.</p> <ol style="list-style-type: none"> 01. The class takes a look at the posters the children made. 02. Teacher asks every child to talk about his/her poster (When was that? Who was there? Where was that? What did you like best about it? What didn't you like about it? Etc.). 03. Children talk about their posters; teacher and classmates can ask questions.
Teaching activity 10 Sub-topic 01: Weather – Discussion <i>So ka urave?</i>
Duration: 30 min Skill: 
Mat./Res.: Worksheet 06
<ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher reads the weather forecast worksheet 06 <i>O vreme</i> to the children. 03. They discuss the content of the forecast and subsequently the teacher asks the children what they would put on if they heard this forecast. 04. Children answer one after the other. 05. Teacher sometimes interrupts them with questions to encourage them, e.g. What kind of shoes would you wear? Why would you put on trousers and not a skirt? Etc. 06. Teacher writes words that the children don't know yet or words they need for their descriptions on the blackboard.
Teaching activity 11 Sub-topic 01: Weather – TV - Weather forecast
Duration: 50 min
Mat./Res.: Camera, large map
<p>Note: This activity can only be done subsequently to activity 07.</p> <p>Preparation: Attach map to the blackboard.</p> <ol style="list-style-type: none"> 01. Teacher explains the task: You are a weather forecast presenter on TV. Prepare a weather report in order to present it later on. 02. Children prepare their weather forecasts (teacher helps them with writing it down and corrects it if necessary). 03. Subsequently the teacher films the presentations of the children. They sit in front of the large map.
Teaching activity 12 Sub-topic 03: Seasons – Discussion <i>O štar beršesere dobe</i>
Duration: 30 min Skill: 
Mat./Res.: Picture cards worksheet 07, lamination-device
<p>Preparation: Print and laminate picture cards worksheet 07.</p> <ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher shows a picture card with a season on it (e.g. summer) and asks the children to describe the weather of that season. 03. Together they discuss the weather of that season (e.g. summer: sunny, warm, very hot, ...). 04. Subsequently the teacher asks what kind of clothing is appropriate in that season. 05. Together they discuss the appropriate kind of clothing for that season. 06. All four seasons (weather and clothing) are discussed by reference to the picture cards.

Teaching activity 13 | Sub-topic 03: Seasons – Worksheet *O štar beršesere dobe 1*Duration: 30 min | Skill: 

Mat./Res.: Worksheet 08

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

01. Teacher hands out worksheet *O štar beršesere dobe* (worksheet 08).
02. He/She asks a child to read the task to the class and subsequently they discuss it.
03. Children can write the sentences about the weather of the four seasons together with a partner (teacher can support them).
04. Teacher can finally check the spelling and clause positions.
05. Worksheet is added to the Dossier.

Teaching activity 14 | Sub-topic 03: Seasons – Worksheet *O štar beršesere dobe 2*Duration: 30 min | Skill: 

Mat./Res.: Worksheet 09

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



01. Teacher hands out worksheet *O štar beršesere dobe* (worksheet 09).
02. He/She asks a child to read the task to the class and subsequently they discuss it.
03. Children can write the sentences about the appropriate clothing in the four seasons together with a partner (teacher can support them).
04. Teacher can finally check the spelling and clause positions.
05. Worksheet is added to the Dossier.





Teaching activity 15 | Sub-topic 01, 02, 03: alle – Language-portfolioDuration: 10 min | Skill:   | ELP: p. 41

Mat./Res.: Language-portfolio p. 41/Level A2

Preparation: Teacher structures the checklist in the language-biography (p. 41/Level A2) as he/she prefers.

01. After finishing unit 09 the teacher hands out his/her checklists.
02. Teacher and children discuss the list point by point. Children draw a star or anything similar beside a point if they meet the requirements of it (“I can ...”).
03. The checklists are added to the ELP (“Language biography”).

Lesson plan 01 Sub-topic 01: <i>I vremensko prognoza ko radio</i> – Textual Understanding
TA-Nr.: 01 Learning-objectives: Textual listening and understanding of a common text. Extension of vocabulary.
Duration: 30 min Skill:  ELP: p. 53
Mat./Res.: Listening worksheet 01, audio-device
<ol style="list-style-type: none"> 01. Children hear the listening comprehension <i>I vremensko prognoza ko radio</i> (worksheet 01) twice. 02. Children talk about the content with the child sitting next to them. 03. The listening comprehension is played again; Children talk about the content with an other child. 04. The listening comprehension is played again. Children are to keep one word that they don't understand in mind. 05. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them. 06. Teacher and children discuss the content of the story. New vocabulary is copied from blackboard to Dossier p. 53. 07. Finally they listen to the text once again.
TA-Nr.: 02 Learning-objectives: Textual listening and understanding of a common text. Extension of vocabulary.
Duration: 20 min Skill:  ELP: Dossier
Mat./Res.: Reading worksheet 02
<ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher hands out the text <i>I vremensko prognoza ko radio</i> (worksheet 02) and asks one child to read the first section. 03. Together they discuss the content of the first section. 04. Teacher asks an other child to read the second section. 05. Together they discuss the content of the second section; this procedure goes on until the whole text is read and all new words are on the blackboard. 06. Worksheet is added to the Dossier.

Lesson plan 02 Sub-topic 01: <i>I vremensko prognoza ko radio</i> – Form-orientated Reading and Understanding
TA-Nr.: 04 Learning-objectives: Form-orientated Reading and Understanding of a familiar text. Deepening of vocabulary.
Duration: 20 min Skill:   ELP: Dossier
Mat./Res.: Error text worksheet 04
<ol style="list-style-type: none"> 01. Teacher hands out the error text <i>I vremensko prognoza ko radio</i> (worksheet 04). 02. Teacher asks one child to read the task and subsequently explains it once again. 03. Children have about 10 min to find the errors in the text together with the child sitting next to them. 04. Subsequently the children say the wrong words; Teacher writes them on the blackboard. 05. Together they discuss how the text could be put right; Children write the right words above the wrong ones in the text. 06. Worksheet is added to the Dossier.
TA-Nr.: 03 Learning-objectives: Form-orientated Reading and Understanding of a familiar text. Deepening of vocabulary.
Duration: 30 min Skill:   ELP: Dossier p. 53
Mat./Res.: Worksheet 03
<ol style="list-style-type: none"> 01. Teacher hands out worksheet <i>I vremensko prognoza ko radio</i> (worksheet 03). 02. One child reads the task. Subsequently the task is discussed: Read the text. After every sentence ask “Who or What?” like shown in the example on the worksheet. Circle the answer. 03. Teacher shows how to perform the task in the following sentence. He/She writes the next sentence on the blackboard and asks for the subject with “Who or What?”. He/She circles the subject of the sentence. 04. With a partner the children try to circle the subjects of the following sentences. 05. Teacher asks the children to tell him/her the words that they circled and writes them on the blackboard one below the other. 06. Together they discuss what kind of words these are (nouns) and how they can be found in a sentence (article <i>o/i</i> or a numeral in front of it). Teacher marks all the articles and numerals on the blackboard to visualize them for the children. 07. Children copy the sentences from the blackboard and add the sheet to the Dossier.

I vremensko prognoza ko radio

Akana sledini i vremensko prognoza e Fatimaja:

Mangava tumenge jek šužo jevendesoru sabaji, mada o vreme nane te ovel baš šužo. Kotar i meterološko stanica dobindžam i najnevi informacija kaj šaj te zaledinen pe o ulice pošto i temperatura nane te ukljel poviše kotar o -1 stepeni ki celzievo skala. Ko akava than upozorinaja sa e vozačen te pazinen sar vozinena. Panda mangaja te informirina tumen kaj dži ki rat ka den najhari 5 santimija iv so šaj te pogoršini i situacija ko drumija.

Ov sasti Fatimo. A sa okolenge, so šaj te uživinen ko akava šudro jevendesoru dive, mangava te phenav kaj isi popusti ko klizalište ko Centar.



Mlo anav _____

I vremensko prognoza ko radio

Čitin jek rečenica palo javer. Palo svako rečenica puč:
ko ili so. Zaokružin odola lafija.

- Primeri: Čitin i prvo rečenica.
Puč: Ko ili so sledini akana?
Odgovorin: I vremensko prognoza sledini akana!
Zaokružin: I vremensko prognoza.



Akana sledini e Fatimaja:

Mangava tumenge jek šužo jevendesoro sabaji, mada o vreme nane te ovel baš šužo. Kotar i meterološko stanica dobindžam i najnevi informacija kaj šaj te zaledinen pe o ulice pošto i temperatura nane te ukljel poviše kotar o -1 stepeni ki celzievo skala. Ko akava than upozorinaja sa e vozačen te pazinen sar vozinena. Panda mangaja te informirina tumen kaj dži ki rat ka den najhari 5 santimija iv, so šaj te pogoršini i situacija ko drumija.

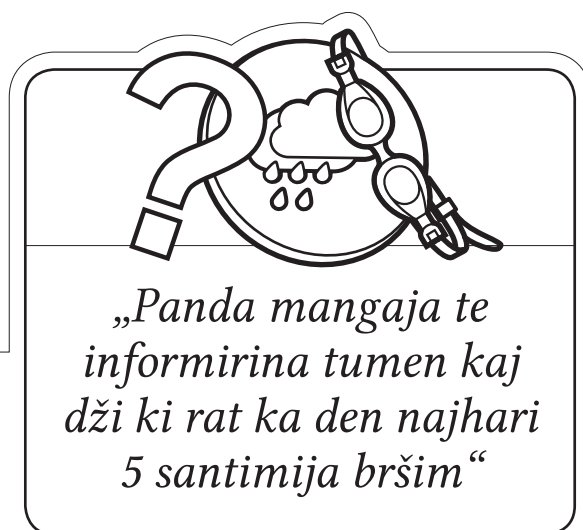
Ov sasti Fatimo. A sa okolenge, so šaj te uživinen ko akava šužo jevendesoro dive, mangava te phenav kaj isi popusti ko klizalište ko Centar.

I vremensko prognoza ko radio

Šaj li te arakhe sa o pandž greške?

Akana sledini i vremensko prognoza e Fatimaja: Mangava tumenge jek šužo nilajesoro sabaji, mada o vreme nane te ovel baš šužo. Kotar i radio stanica dobindžam i najnevi informacija kaj šaj te zaledinen pe o ulice pošto i temperatura nane te ukljel poviše kotar o -1 stepeni ki celzievo skala. Ko akava than upozorinaja sa e vozačen te pazinen sar vozinena. Panda mangaja te informirina tumen kaj dži ki rat ka den najhari 5 santimija bršim, so šaj te pogoršini i situacija ko drumija.

Ov sasti Fatimo. A sa okolenge, so šaj te uživinen ko akava tato jevendesoro dive, mangava te phenav kaj isi popusti ko bazenti ko Centar.



Mlo anav _____

I vremensko prognoza ko radio

Deja tut li godi?

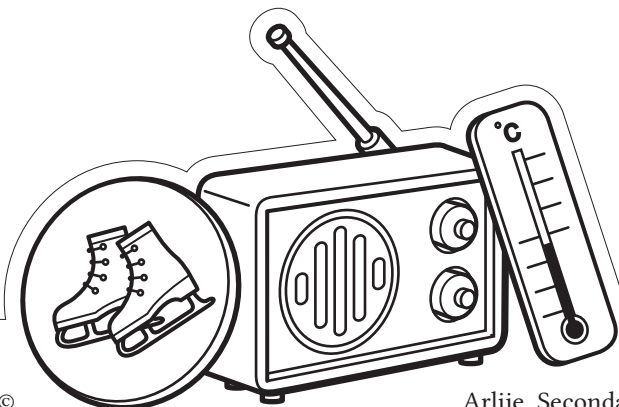
Sar vičini pe i moderatorka ki radio stanica?

Kotar dobindža i moderatorka i informacija?

Save duj važno informacija dindža amen i Fatima?

Kozom stepenija ki celzievo skala ka oven amen avdije?

Kote isi popusti okolenge so šaj te uživinen
ko akava šudro dive?

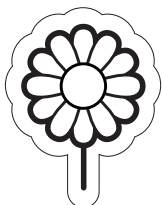


Mlo anav _____

O beršesere dobe hem o vreme

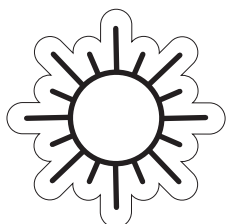
1) Čitin o vremensko prognoze kotar o purane novine!

2) Ko save beršesere dobe perena akala prognoze?



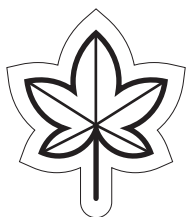
Subota, 4. Aprili - Vremensko prognoza:

Avdije ka del o bršim. I temperatura ka dvižini pe kotar o 3 stepenija sabaleja dži ko 14 stepenija prek dive. I priroda ka raduini pe e bare bršimese.



Ponedelniko, 26. Juli - Vremensko prognoza:

Avdije ka ovel o vreme sunčano hem but tato. I temperatura ka dvižini pe kotar o 23 stepenija sabaleja dži ko 37 stepenija preko dive. O baro tatipe šaj pošukar te podnosini pe ko bazenti!



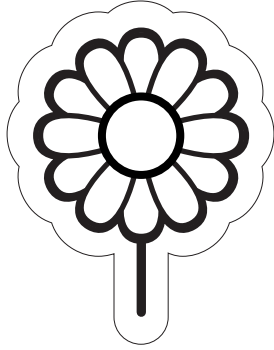
Sreda, 7. Oktomvri - Vremensko prognoza:

Avdije ka del o bršim hem ka phudel bari bavlal kotar o severi. I temperatura ka dvižini pe kotar o 5 stepenija sabaleja dži ko 10 stepenija preko dive. Ako mora te ikljoven avri, ma bistren o čadri.

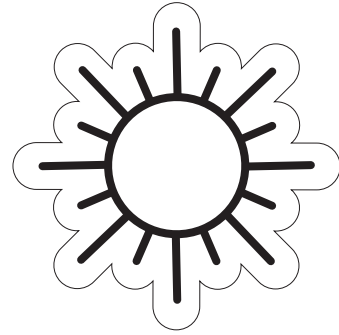


Nedela, 3. Dekemvri - Vremensko prognoza:

Avdije ka del o iv. I temperatura ka dvižini pe kotar o 3 stepenija sabaleja dži ko -8 stepenija račate. Preko i rat šaj te zaledinen pe o droma.



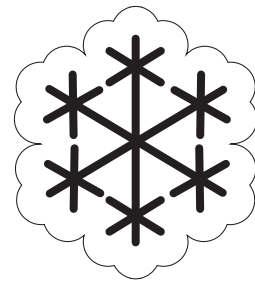
proleti



nilaj



jeseni

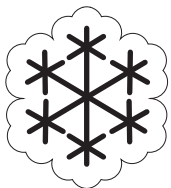
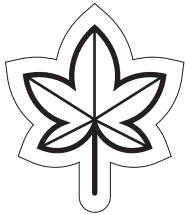
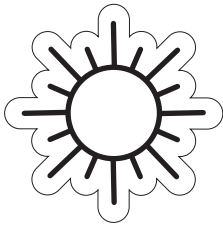
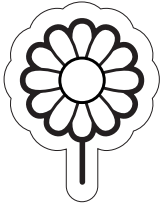
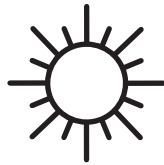


jevend

Mlo anav _____

O štar beršesere dobe

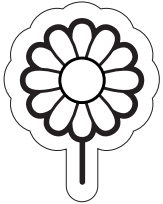
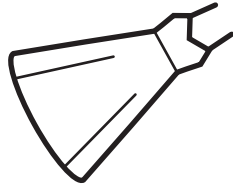
Opišin o vreme kotar o štar beršesere dobe!

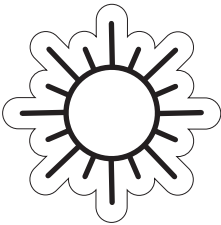


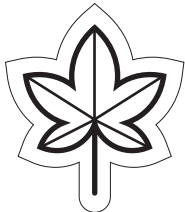
Mlo anav _____

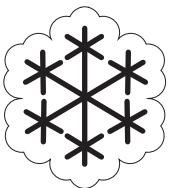
O štar beršesere dobe

Opišin save šėja valjani te urave ko razno beršesere dobe!














Arlije_Secondary_A2_AT_eng_unit-10
Topic (CFR): NATURE AND ANIMALS
Sub-topic 01: Animals





Working with the CFR – Learning objectives	
Skill	Relevant descriptors in the language grid (“can do”) OR “I can” statements:
	<ul style="list-style-type: none"> ✓ Can understand the gist of simple conversations in class or of stories about animals or plants. ✓ Can generally understand the teacher when he/she talks about animals or plants (e.g. Environmental Studies), if the used terms are familiar. ✓ Can understand a report about the activities of Roma-people connected with nature or animals.
	<ul style="list-style-type: none"> ✓ Can read and understand short, simple texts about animals and nature, if they contain a large amount of familiar vocabulary and if there is visual support. ✓ Can read short, simple texts like fairy tales with references on animals or nature, if they contain a large amount of familiar vocabulary and if there is visual support.
	<ul style="list-style-type: none"> ✓ Can answer simple questions about animals or plants that he/she likes/dislikes. ✓ Can ask and answer questions about keeping pets. ✓ Can ask and answer simple questions about animals that are kept as pets by his/her family or the family of others. ✓ Can ask and answer simple questions about animals that he/she likes. ✓ Can ask and answer simple questions about the connections between different Roma-groups and certain animals.
	<ul style="list-style-type: none"> ✓ Can use a number of phrases and simple sentences to talk about keeping animals or pets. ✓ Can use a number of phrases and simple sentences to talk about wild animals and places where they can be found. ✓ Can use a number of phrases and simple sentences to describe the meaning of animals for Roma-life in former times. ✓ Can use a number of phrases and simple sentences to talk about the belief of Roma-people in the mythical meaning of certain animals (e.g. luck, curses, messenger, etc.).
	<ul style="list-style-type: none"> ✓ Can write simple sentences about animals on a farm, wild animals or the keeping of a pet using familiar vocabulary. ✓ Can write simple sentences about the connection between different Roma-groups and certain animals, if the names of the groups are given.

Working with the ELP
Language biography: Teaching activity 15
Dossier: Worksheet 02–07 Teaching activity 01

Vocabulary | Sub-topic 01: Animals

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

Grammar	
Active	Passive
Forming clauses and Clause position Forming Interrogative clauses	Plural

Teaching activity 01 Sub-topic 01: Animals – Listening comprehension <i>O sveto majmunja</i>
Duration: 30 min Skill:  ELP: p. 53
Mat./Res.: Listening worksheet 01, audio-device
<ol style="list-style-type: none"> Children hear the listening comprehension <i>O sveto majmunja</i> (worksheet 01). The listening comprehension is played again; Children talk about the content with an other child. The listening comprehension is played again. Children are to keep one word that they don't understand in mind. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them. Teacher and children discuss the content of the story. New vocabulary is copied from blackboard to Dossier p. 53. Finally they listen to the text once again.
Teaching activity 02 Sub-topic 01: Animals – Textual Reading <i>O sveto majmunja</i>
Duration: 20 min Skill:  ELP: Dossier
Mat./Res.: Reading worksheet 02
<p>Note: This activity can only be done subsequently to activity 01.</p> <ol style="list-style-type: none"> Children sit in a circle. Teacher hands out the text <i>O sveto majmunja</i> (worksheet 02) and asks one child to read the first section. Together they discuss the content of the first section. Teacher asks an other child to read the second section. Together they discuss the content of the section. This procedure goes on until the whole text is read and all new words are on the blackboard. Worksheet is added to the Dossier.
Teaching activity 03 Sub-topic 01: Animals – Gap text <i>O sveto majmunja</i>
Duration: 30 min Skill:  ELP: Dossier
Mat./Res.: Gap text worksheet 03
<p>Note: This activity can only be done subsequently to activity 02.</p> <ol style="list-style-type: none"> Teacher hands out the gap text <i>O sveto majmunja</i> (worksheet 03) and explains the task. Children have 10–15 min to fill out the gap text. Subsequently every child reads one sentence to the class and says the word in the gap additionally once again. Teacher writes these words on the blackboard so the children can compare their results. Worksheet is added to the Dossier.
Teaching activity 04 Sub-topic 01: Animals – Questionnaire <i>O sveto majmunja</i>
Duration: 20 min Skill:  ELP: Dossier
Mat./Res.: Questionnaire worksheet 04
<p>Note: This activity can only be done subsequently to activity 01, 02 or 03.</p> <ol style="list-style-type: none"> Teacher hands out the questionnaire <i>O sveto majmunja</i> (worksheet 04). Children have about 10 min to answer the questions together with the child sitting next to them. Subsequently the answers are compared and the teacher writes the sentences on the blackboard as a check. Worksheet is added to the Dossier.

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

Mat./Res.: Error text worksheet 05

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

01. Teacher hands out the error text *O sveto majmunja* (worksheet 05).
02. Teacher asks one child to read the task and subsequently explains it once again.
03. Children have about 10 min to find the errors in the text together with the child sitting next to them.
04. Subsequently the children say the wrong words; Teacher writes them on the blackboard.
05. Together they discuss how the text could be put right; Children write the right words above the wrong ones in the text.
06. Worksheet is added to the Dossier.

Teaching activity 06 | Sub-topic 01: Animals – Discussion *O životinje*Duration: 25 min | Skill:  |

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

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





01. Children sit in a circle.
02. Teacher spreads out the picture cards worksheet 08 on the floor.
03. Teacher tells the children which animals he/she likes/dislikes and explains why. He/she shows the matching picture cards.
04. Subsequently he/she asks the children to talk about the animals they like/dislike.
05. Children talk one after the other and show the matching picture cards.
06. Teacher corrects spelling and clause positions if necessary and asks additional questions to keep the conversation going, e.g. Why do/don't you like hamsters/pigs/bears ...? What is so special about this animal? Etc.
07. Teacher writes new words or words the children need for their descriptions on the blackboard.

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

Mat./Res.: Worksheet 06

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

01. Teacher hands out worksheet *Mli najmangli životinja* (worksheet 06).
02. He/She asks a child to read the task to the class and subsequently they discuss it (Describe your favorite animal. What does it eat? Where does it live? How does it look like?).
03. Children can write the sentences together with a partner (teacher can support them).
04. Teacher can finally check the spelling and clause positions.
05. Worksheet is added to the Dossier.

Teaching activity 08 Sub-topic 01: Animals – Discussion <i>Mli čherutni životinja</i>
Duration: 30 min Skill: 
<ol style="list-style-type: none"> Children sit in a circle. Teacher talks about his/her pet (If he/she doesn't have one he/she talks about an animal he/she likes.) e.g. My pet is called Momo. It's a hamster. Momo is one year old. He likes seeds and nuts. Etc. Subsequently he/she asks the children to talk about their pets. Children talk one after the other. Teacher corrects spelling and clause positions if necessary. Teacher writes new words or words the children need for their descriptions on the blackboard.
Teaching activity 09 Sub-topic 01: Animals – Worksheet <i>Mli čherutni životinja</i>
Duration: 30 min Skill:  ELP: Dossier
Mat./Res.: Worksheet 07
<p>Note: This activity can only be done subsequently to activity 08.</p> <ol style="list-style-type: none"> Teacher hands out worksheet <i>Mli čherutni životinja</i> (worksheet 07). He/She asks a child to read the task to the class and subsequently they discuss it (Describe your pet. What does it eat? Where does it live? How does it look like? Etc.). Children can write the sentences together with a partner (teacher can support them). Teacher can finally check the spelling and clause positions. Worksheet is added to the Dossier. As a homework the children are to bring pictures of their pets. If they don't have a pet, they are to cut out pictures of their favorite animal from newspapers and brochures and bring them.
Teaching activity 10 Sub-topic 01: Animals – Poster <i>Mli čherutni životinja</i>
Duration: 50 min Skill: 
Mat./Res.: Posters, pens, brochures, newspapers, glue, scissors
<p>Note: This activity can only be done subsequently to activity 09.</p> <p>Preparation: Find newspapers, brochures, pictures, etc., and provide them for the children.</p> <ol style="list-style-type: none"> Teacher hands out a poster to every child and explains the task: Design a poster with the heading "My pet". Children design, draw, glue, paint and write on their poster as they prefer. They can also use pictures of their pets. Posters are put on the wall in the classroom.
Teaching activity 11 Sub-topic 01: Animals – Presentation <i>Mli čherutni životinja</i>
Duration: 30 min Skill: 
Mat./Res.: Poster <i>Mli domašno životinja</i>
<p>Note: This activity can only be done subsequently to activity 10.</p> <ol style="list-style-type: none"> The class takes a look at the posters the children made. Teacher asks every child to talk about his/her poster (What's the name of your pet?, How long do you have it already?, How old is it?, What sex is it?, What does it eat? Etc.). Children talk about their posters; teacher and classmates can ask questions.

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

01. Teacher asks one child to leave the classroom.
02. In the meantime the rest of the class chooses one animal. Teacher writes the name of this animal onto a post-it.
03. The child waiting outside is asked into the classroom again.
04. Teacher sticks the post-it onto the child's forehead, so that the child can't see what's written on it.
05. The child asks the other children questions that can only be answered with “yes” or “no” about himself/herself in order to find out who he/she is (e.g. “Am I tall/small?, Am I fast/slow?, Am I a forest-/sea-animal? Am I a pet?” Etc.)
06. The group only answers with “yes” or “no”.
07. When the child has found out which animal he/she is, he/she can choose somebody else to leave the classroom and the game starts again.

Teaching activity 13 | Sub-topic 01: Animals – Pantomime Životinja

Duration: 30 min

01. Children sit in a circle.
02. Teacher explains the task: One child stands in the middle of the circle and pantomimes an animal. The other children have to guess which animal he/she is. The child who makes the right guess is the next one to pantomime.
03. The game can begin.

Teaching activity 14 | Sub-topic 01: Animals – Game “Whisper down the lane”





Duration: 20 min

01. Children form teams, that sit opposite each other. The players of each team sit next to one another, forming a horizontal line.
02. Teacher explains the task: I whisper something to the first one in the row. He/She tries to understand me and whispers it to the child sitting next to him/her. This goes on until the message reaches the last one in the row. This child has to say what he/she heard. Every player can only whisper once. The team that reaches five points first is the winner.
03. The game can begin (teacher can use words or short sentences, e.g. *Me hijum šošoj/tigari/mačka/mačo, ...*).

Teaching activity 15 | Sub-topic 01, 02, 03: Language-portfolioDuration: 10 min | Skill:   | ELP: p. 44

Mat./Res.: Language-portfolio p. 44/Level A2

- Preparation: Teacher structures the checklist in the language-biography (p. 44/Level A2) as he/she prefers.
01. After finishing unit 10 the teacher hands out his/her checklists.
 02. Teacher and children discuss the list point by point. Children draw a star or anything similar beside a point if they meet the requirements of it (“I can ...”).
 03. The checklists are added to the ELP (“Language biography”).

Lesson plan 01 Sub-topic 01: <i>O sveto majmunja</i> – Textual Understanding
TA-Nr.: 01 Learning objectives: Textual listening and understanding of a common text. Extension of vocabulary.
Duration: 30 min Skill:  ELP: p. 53
Mat./Res.: Listening worksheet 01, audio-device
<ol style="list-style-type: none"> 01. Children hear the listening comprehension <i>O sveto majmunja</i> (worksheet 01) twice. 02. Children talk about the content with the child sitting next to them. 03. The listening comprehension is played again; Children talk about the content with an other child. 04. The listening comprehension is played again. Children are to keep one word that they don't understand in mind. 05. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them. 06. Teacher and children discuss the content of the story. New vocabulary is copied from blackboard to Dossier p. 53. 07. Finally they listen to the text once again.
TA-Nr.: 02 Learning objectives: Textual listening and understanding of a common text. Extension of vocabulary.
Duration: 20 min Skill:  ELP: Dossier
Mat./Res.: Reading worksheet 02
<ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher hands out the text <i>O sveto majmunja</i> (worksheet 02) and asks one child to read the first section. 03. Together they discuss the content of the first section. 04. Teacher asks an other child to read the second section. Together they discuss the content of the section. 05. This procedure goes on until the whole text is read and all new words are on the blackboard. 06. Worksheet is added to the Dossier
Lesson plan 02 Sub-topic 01: <i>O sveto majmunja</i> – Formorientiertes Lesen und Verstehen
TA-Nr.: 03 Learning objectives: Form-orientated Reading and Understanding of a familiar text. Writing of familiar words/sentences. Deepening of vocabulary.
Duration: 30 min Skill:  ELP: Dossier
Mat./Res.: Gap text worksheet 03
<ol style="list-style-type: none"> 01. Teacher hands out the gap text <i>O sveto majmunja</i> (worksheet 05) and explains the task. 02. Children have 10–15 min to fill out the gap text. 03. Subsequently every child reads one sentence to the class and says the word in the gap additionally once again. 04. Teacher writes these words on the blackboard so the children can compare their results. 05. Worksheet is added to the Dossier.
TA-Nr.: 04 Learning objectives: Form-orientated Reading and Understanding of a familiar text. Writing of familiar words/sentences. Deepening of vocabulary.
Duration: 20 min Skill:  ELP: Dossier
Mat./Res.: Questionnaire worksheet 04
<ol style="list-style-type: none"> 01. Teacher hands out the questionnaire <i>O sveto majmunja</i> (worksheet 04). 02. Children have about 10 min to answer the questions together with the child sitting next to them. 03. Subsequently the answers are compared and the teacher writes the sentences on the blackboard as a check. 04. Worksheet is added to the Dossier.

O sveto majmunja

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

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

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



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

Mlo anav _____

O sveto majmunja

Avdije dželjum mle školaja ki zološko gradina.

Oduri dikhljam razno _____.

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

Mli najmangli životinja i tano o _____.

O majmunja i tane but smešno životinje.

Keda dikhljam olen ko lengoro _____

on taman hana hine banane hem phabaja.

O najtikno majmuni nišinipe hine ki

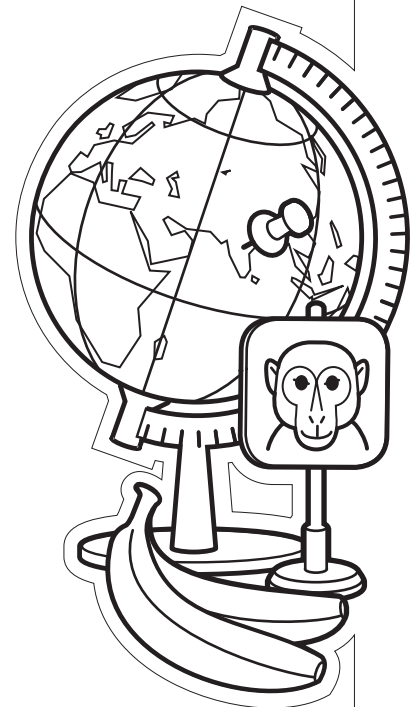
gumeno _____ hem sikavdža mange

ple čirne danda. O _____ kotar i zološko gradina

objasnindža amenge kaj odola majmunija i tane kotar i

_____. On vičinena pe _____ majmunija

hem ki Indija i tane _____ životinje.

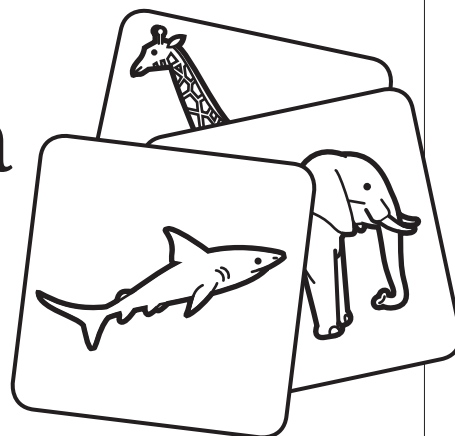




Mlo anav _____

O sveto majmunja

Deja tut li godi?



1) Kaj dželi i čhaj e školaja?

2) Save životinjen dikhle oduri?

3) Savi i tani lakiri najmangli životinja?

4) So čerene hine o majmunja?

5) So čerela hine o najtikno majmuni?

6) Sar vičinena pe o majmunja kotar i Indija?

7) Save životinje i tane on ki Indija?

O sveto majmunja

Šaj li te arakhe sa o šov greške?

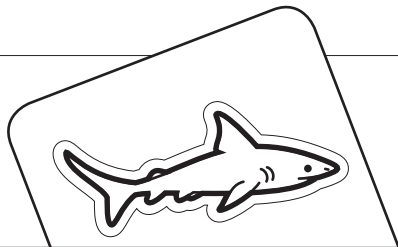
Avdije dželjum mle školaja ki biblioteka.
Oduri dikhljam razno životinjen. Dikhljam
sapen, kenguren, slonen, žirafen, grasten,
kamilen hem majmunen. Mli najmangli
životinja i tano o lavi.

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

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



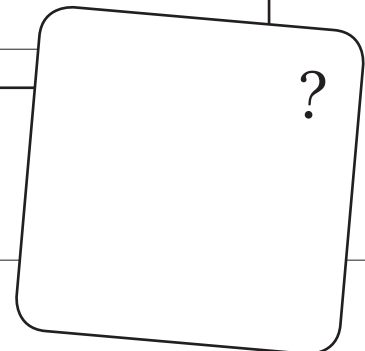
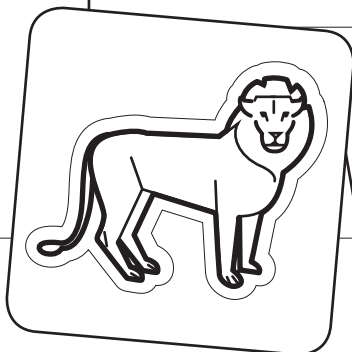
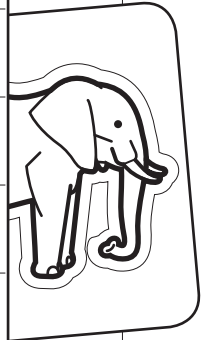
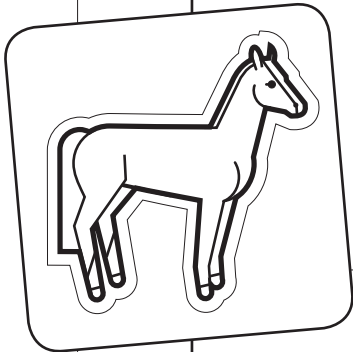
*„Avdije dželjum
mle školaja ki
biblioteka.“*



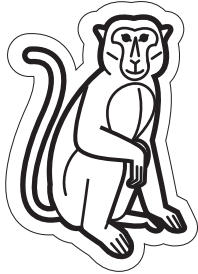
Mlo anav _____

Mli najmangli žvotinja

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



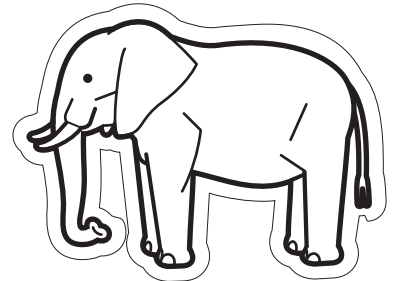
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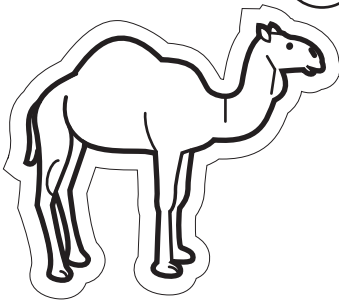
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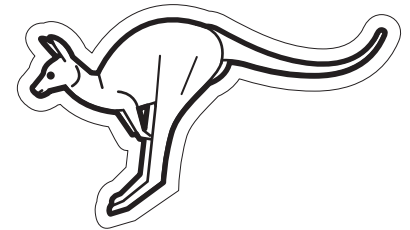
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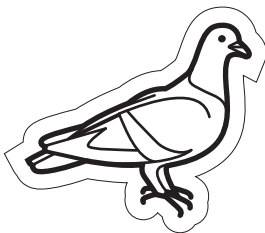
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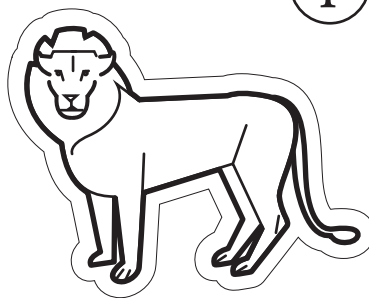
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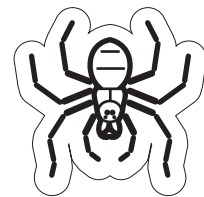
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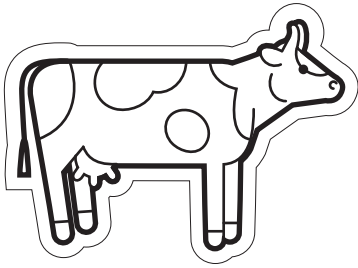
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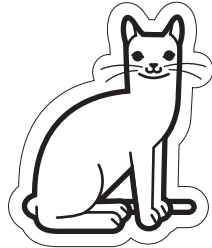
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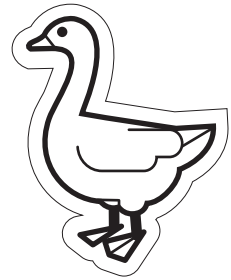
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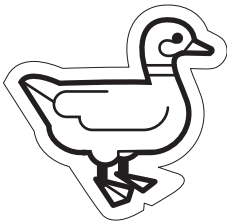
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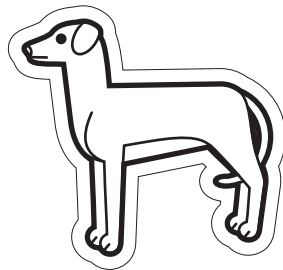
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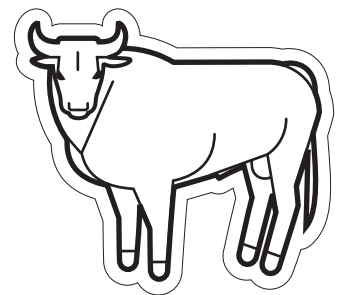
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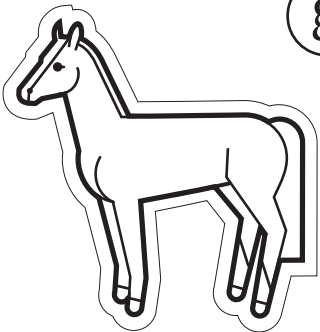
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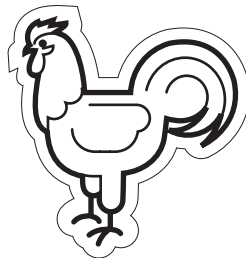
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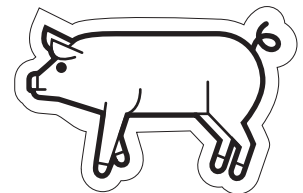
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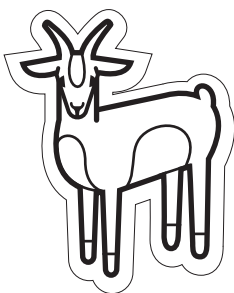
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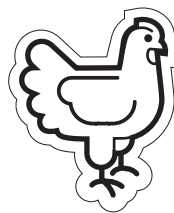
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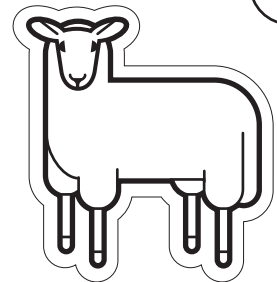
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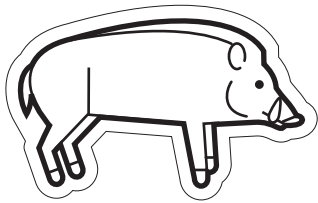
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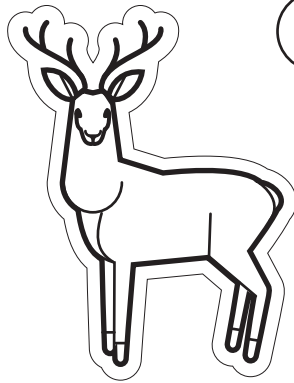
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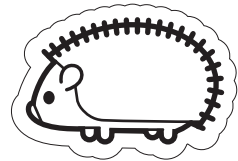
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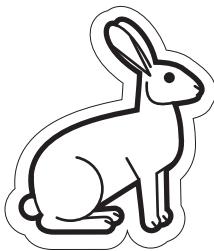
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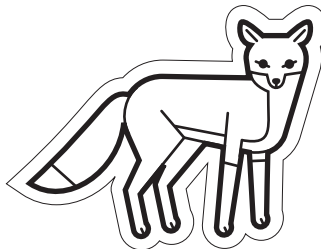
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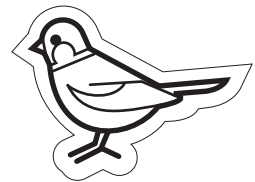
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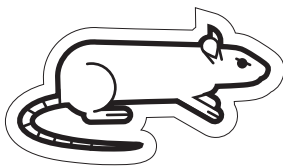
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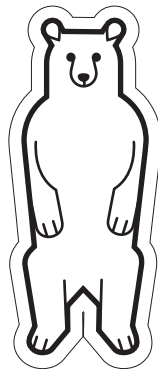
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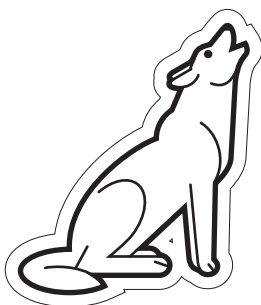
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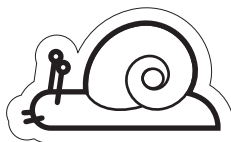
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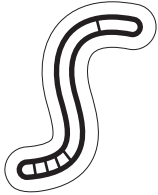
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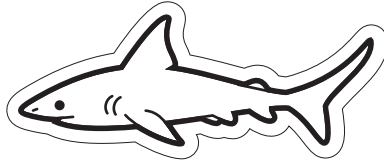
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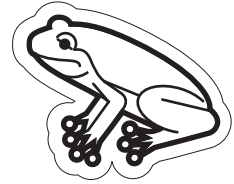
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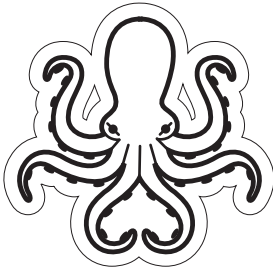
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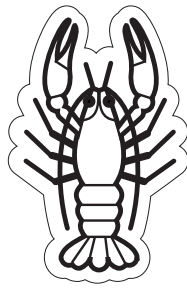
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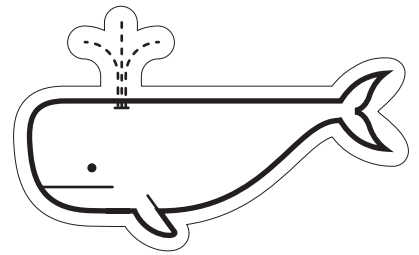
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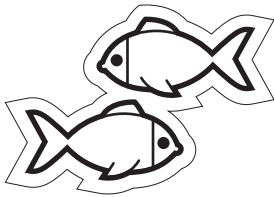
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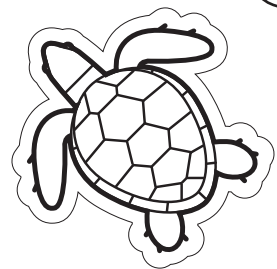
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Working with the CFR – Learning objectives

Skill	Relevant descriptors in the language grid (“can do”) OR “I can” statements:
	<ul style="list-style-type: none"> ✓ Can understand the gist of simple conversations in class and stories about interests or recreational-activities, including activities abroad, of other children. ✓ Can understand simple instructions on a game. ✓ Can understand the gist of a comparison of recreational-activities or artistic activities in the past and in the present. ✓ Can understand the gist of a story, a poem or a song about an event or an experience if it contains familiar vocabulary. ✓ Can understand the crucial point of a riddle. ✓ Can understand simple instructions on a physical activity. ✓ Can understand simple instructions on a short performance. ✓ Can understand the gist of an explanation on how the arts of Roma-people in the past have an influence on today’s arts and design.
	<ul style="list-style-type: none"> ✓ Can read and understand simple texts (stories, internet-texts, etc.) that describe an event or a recreational-activity (e.g. concert, soccer game). ✓ Can read and understand short descriptions of what children did in former times. ✓ Can read and understand a short text about the typical activities of a Roma-child with a family that is engaged in the performing arts (e.g. music, dance, circus, ...). ✓ Can read and understand short and simple texts (stories, internet-texts, etc.) that describe a sports event (e.g. soccer game, boxing fight).
	<ul style="list-style-type: none"> ✓ Can ask and answer simple questions about the course of events of a performance or a game. ✓ Can ask and answer simple questions about a film. ✓ Can ask and answer simple questions about his/her hobbies. ✓ Can ask and answer simple questions about recreational-activities at home or in the family. ✓ Can ask and answer simple questions about traditional recreational-activities of Roma-children in the past. ✓ Can speak about his/her favorite activities after school.
	<ul style="list-style-type: none"> ✓ Can use a number of phrases and simple sentences to describe a hobby or a recreational-activity. ✓ Can use a number of phrases and simple sentences to describe his/her recreational-activities.
	<ul style="list-style-type: none"> ✓ Can describe a favorite hobby or recreational-activity in a short text (e.g. letter, email) using familiar vocabulary. ✓ Can describe a hobby or a recreational-activity of the Roma, that he/she likes in a short text (e.g. letter, e-mail) using familiar vocabulary.

Working with the ELP

Language biography: Teaching activity 15






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








Vocabulary | Sub-topic 01: Hobbies

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

Grammar	
Active	Passive
Forming clauses and clause position Present tense	Perfect tense Future tense


* a traditional Roma-costume ** a traditional Roma-dance in the Balkanregion

Teaching activity 01 Sub-topic 01: Hobbies – Listening comprehension <i>O romano folklori</i>
Duration: 30 min Skill:  ELP: p. 53
Mat./Res.: Listening worksheet 01, audio-device
<ol style="list-style-type: none"> Children hear the listening comprehension <i>O romano folklori</i> (worksheet 01) twice. Children talk about the content with the child sitting next to them. The listening comprehension is played again; Children talk about the content with an other child. The listening comprehension is played again. Children are to keep one word that they don't understand in mind. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them. Teacher and children discuss the content of the story. New vocabulary is copied from blackboard to Dossier p. 53. Finally they listen to the text once again.
Teaching activity 02 Sub-topic 01: Hobbies – Dialogue Reading <i>O romano folklori</i>
Duration: 20 min Skill:   ELP: Dossier p. 53
Mat./Res.: Dialogue Worksheet 02
<p>Note: This activity can only be done subsequently to activity 01.</p> <ol style="list-style-type: none"> Teacher hands out the text <i>O romano folklori</i> (worksheet 02) and asks one child to read the first sentence. Together they discuss the content of the first sentence. Teacher writes new words on the blackboard and translates them. This procedure goes on until the whole text is read and all new words are on the blackboard. New vocabulary is copied from blackboard to Dossier p. 53. Worksheet is added to the Dossier.
Teaching activity 03 Sub-topic 01: Hobbies – Gap text <i>O romano folklori</i>
Duration: 30 min Skill:  ELP: Dossier
Mat./Res.: Gap text worksheet 03
<p>Note: This activity can only be done subsequently to activity 02.</p> <ol style="list-style-type: none"> Teacher hands out the gap text <i>O romano folklori</i> (worksheet 03) and explains the task. Children have 10–15 min to fill out the gap text. Subsequently every child reads one sentence to the class and says the word in the gap additionally once again. Teacher writes these words on the blackboard so the children can compare their results. Worksheet is added to the Dossier.
Teaching activity 04 Sub-topic 01: Hobbies – Questionnaire <i>O romano folklori</i>
Duration: 20 min Skill:  ELP: Dossier
Mat./Res.: Questionnaire worksheet 05
<p>Note: This activity can only be done subsequently to activity 01, 02 or 03.</p> <ol style="list-style-type: none"> Teacher hands out the questionnaire <i>O romano folklori</i> (worksheet 05). Children have about 10 min to answer the questions together with the child sitting next to them. Subsequently the answers are compared and the teacher writes the sentences on the blackboard as a check. Worksheet is added to the Dossier.

Teaching activity 05 Sub-topic 01: Hobbies – Error text <i>O romano folklori</i>
Duration: 20 min Skill:   ELP: Dossier
Mat./Res.: Error text worksheet 04
<p>Note: This activity can only be done subsequently to activity 02, 03 or 04.</p> <ol style="list-style-type: none"> 01. Teacher hands out the error text <i>O romano folklori</i> (worksheet 04). 02. Teacher asks one child to read the task and subsequently explains it once again. 03. Children have about 10 min to find the errors in the text together with the child sitting next to them. 04. Subsequently the children say the wrong words; Teacher writes them on the blackboard. 05. Together they discuss how the text could be put right; Children write the right words above the wrong ones in the text. 06. Worksheet is added to the Dossier.
Teaching activity 06 Sub-topic 01: Hobbies – Discussion <i>Mlo hobi</i>
Duration: 30 min Skill:   
Mat./Res.: Picture cards worksheet 06, lamination-device
<p>Preparation: Print, laminate and cut out picture cards worksheet 06.</p> <ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher spreads out the picture cards worksheet 06 on the floor. 03. Teacher tells the children about his/her hobby (Which hobby? How often does he/she do it? What does he/she like/dislike about it? What materials does he/she need for it? Etc.) He/She shows the matching picture cards. 04. Subsequently he/she asks the children to talk about their hobbies. 05. Children talk one after the other and show the matching picture cards. 06. Teacher corrects spelling and clause positions if necessary and asks additional questions to keep the conversation going, e.g. “Why do you like/dislike that? What are the rules for this game? Do you need a trainer for it? How often do you attend the training?” Etc. 07. Teacher writes new words or words the children need for their descriptions on the blackboard.
Teaching activity 07 Sub-topic 01: Hobbies – Poster <i>Mlo hobi</i>
Duration: 50 min Skill:  ELP: Dossier
Mat./Res.: Posters, pens, brochures, newspapers, glue, scissors
<p>Note: This activity can only be done subsequently to activity 06.</p> <p>Preparation: Find newspapers, brochures, pictures, etc., and provide them for the children.</p> <ol style="list-style-type: none"> 01. Teacher hands out a poster to every child and explains the task: Design a poster with the heading <i>Mlo hobi</i>. 02. Children design, draw, glue, paint and write on their poster as they prefer. 03. Posters are put on the wall in the classroom.
Teaching activity 08 Sub-topic 01: Hobbies – Presentation Plakat <i>Mlo hobi</i>
Duration: 30 min Skill: 
Mat./Res.: Posters of activity 07
<p>Note: This activity can only be done subsequently to activity 07.</p> <ol style="list-style-type: none"> 01. The class takes a look at the posters the children made. 02. Teacher asks every child to talk about his/her poster (Why do you like/dislike that? What are the rules for this game? Do you need a trainer for it? How often do you attend the training? Etc.). 03. Children talk about their posters; teacher and classmates can ask questions.

Teaching activity 09 | Sub-topic 01: Hobbies – Pantomime “Hobbys”Duration: 30 min | Skill:  | ELP: Dossier

01. Children sit in a circle.
02. Teacher explains the task: One child stands in the middle of the circle and pantomimes a hobby. The other children have to guess which hobby that is. The child who makes the right guess is the next one to pantomime.
03. The game can begin.

Teaching activity 10 | Sub-topic 01: Hobbies – Game “Whisper down the lane”Duration: 20 min | Skill: 

01. Children form teams, that sit opposite each other. The players of each team sit next to one another, forming a horizontal line.
02. Teacher explains the task: I whisper something to the first one in the row. He/She tries to understand me and whispers it to the child sitting next to him/her. This goes on until the message reaches the last one in the row. This child has to say what he/she heard. Every player can only whisper once. The team that reaches five points first is the winner.
03. The game can begin (teacher can use words or short sentences, e.g. *Me mangava te plivlav. Me džava ko trening.* etc.).

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

Mat./Res.: Reading worksheet 07

01. Children sit in a circle.
02. Teacher hands out the text *Mlo nevo hobi* (worksheet 07) and asks one child to read the first section.
03. Together they discuss the content of the first section.
04. Teacher asks an other child to read the second section. Together they discuss the content of the section.
05. This procedure goes on until the whole text is read and discussed.
06. Worksheet is added to the Dossier.

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

Mat./Res.: Gap text worksheet 08

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

01. Teacher hands out the gap text *Mlo nevo hobi* (worksheet 08) and explains the task.
02. Children have 10–15 min to fill out the gap text.
03. Subsequently every child reads one sentence to the class and says the word in the gap additionally once again.
04. Teacher writes these words on the blackboard so the children can compare their results.
05. Worksheet is added to the Dossier.

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

Mat./Res.: Worksheet 09

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

01. Teacher hands out the worksheet *Mlo hobi* (worksheet 09).
02. He/She asks one child to read the task and together they discuss it: Write a letter to any person you like. Describe your hobby.
03. Children have 15–20 min to write the letter.
04. Subsequently they read their letters to the class. Teacher corrects them if necessary.
05. Worksheet is added to the Dossier

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

Mat./Res.: Worksheet 02, Audiorecording-device

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




01. Children have about 10 min to practice reading the dialogue *O romano folklori* (worksheet 02).
02. Subsequently every couple is recorded by the teacher.
03. Together they listen to all the recordings.

Teaching activity 15 | Sub-topic 01: Language-portfolioDuration: 10 min | Skill:   | ELP: p. 47, 58

Mat./Res.: Language-portfolio p. 47, 48/Level A2

Preparation: Teacher structures the checklist in the language-biography (p. 47, 58/Level A2) as he/she prefers.

01. After finishing unit 11 the teacher hands out his/her checklists.
02. Teacher and children discuss the list point by point. Children draw a star or anything similar beside a point if they meet the requirements of it (“I can ...”).
03. The checklists are added to the ELP (“Language biography”).

Lesson plan 01 Sub-topic 01: <i>O romano folklori</i> – Textual Understanding
TA-Nr.: 01 Learning objectives: Textual listening and understanding of a common text. Extension of vocabulary.
Duration: 30 min Skill:  ELP: p. 53
Mat./Res.: Listening worksheet 01, audio-device
<ol style="list-style-type: none"> 01. Children hear the listening comprehension <i>O romano folklori</i> (worksheet 01) twice. 02. Children talk about the content with the child sitting next to them. 03. The listening comprehension is played again; Children talk about the content with an other child. 04. The listening comprehension is played again. Children are to keep one word that they don't understand in mind. 05. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them. 06. Teacher and children discuss the content of the story. New vocabulary is copied from blackboard to Dossier p. 53. 07. Finally they listen to the text once again.
TA-Nr.: 02 Learning objectives: Textual listening and understanding of a common text. Extension of vocabulary.
Duration: 20 min Skill:  ELP: Dossier p. 53
Mat./Res.: Reading worksheet 02
<ol style="list-style-type: none"> 01. Teacher hands out the text <i>O romano folklori</i> (worksheet 02) and asks one child to read the first sentence. 02. Together they discuss the content of the first sentence. Teacher writes new words on the blackboard and translates them. 03. This procedure goes on until the whole text is read and all new words are on the blackboard. 04. New vocabulary is copied from blackboard to Dossier p. 53. 05. Worksheet is added to the Dossier.
Lesson plan 02 Sub-topic 01: <i>O romano folklori</i> – Spelling Practice
TA-Nr.: 14 Learning objectives: Repeating and keeping in mind of a familiar dialogue. Spelling practice.
Duration: 50 min Skill: 
Mat./Res.: Worksheet 02, audiorecording-device
<ol style="list-style-type: none"> 01. Children have about 10 min to practice reading the dialogue <i>O romano folklori</i> (worksheet 02). 02. Subsequently every couple is recorded by the teacher. 03. Together they listen to all the recordings.

O romano folklori



Fatima: So čereja Rabije? Sar hijan?

Rabija: Ake ništo, sar hijan tu?

Fatima: Šukar ijum, so isi nevo tute?

Rabija: Mi daj upišindža man ko romano folklori.

Baš irati hijum hine ki proba.

Fatima: Ej, super! Hem sar hine?

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

Fatima: Hem so sikljiljen irati?

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

Fatima: Kozom džene hijen uduri?

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

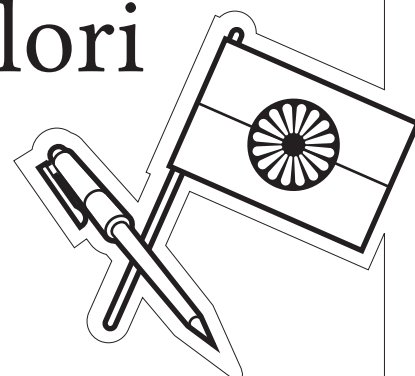
Fatima: Pa na džanava Rabije dali me uopšte džanava te
čhelav sar tu so džaneja.

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

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

Mlo anav _____

O romano folklori



Fatima: So čereja Rabije? Sar hijan?

Rabija: Ake ništo, sar ijan tu?

Fatima: Šukar ijum, so isi nevo tute?

Rabija: Mi daj upišindža man ko romano _____.

Baš irati hijum hine ki _____.

Fatima: Ej, super! Hem, sar _____?

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

Fatima: Hem so _____ irati?

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

Fatima: Kozom džene hijenle uduri?

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

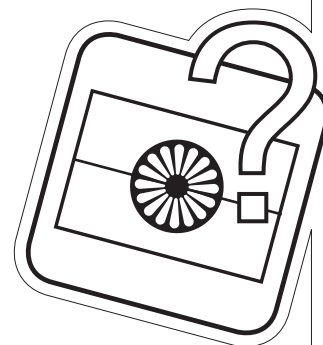
Fatima: Pa na džanava Rabije dali me uopšte džanava te
čhelav sar tu so džaneja.

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

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

O romano folklori

Šaj li te arakhe sa o šov greške?



Fatima: So čereja Rabije? Sar hijan?

Rabija: Ake ništo, sar ijan tu?

Fatima: Lošno ijum, so isi nevo tute?

Rabija: Mi daj upišindža man ko makedonsko folklori.

Baš irati hijum hine ki proba.

Fatima: Ej, super! Hem sar hine?

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

Fatima: Hem so sikljiljen irati?

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

Fatima: Kozom džene hijen uduri?

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

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

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

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

Mlo anav _____

O romano folklori

Deja tut li godi?

1) Kaj upišindža i daj e Rabija?

2) So valjani te činel pese i Rabija?

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

4) So sikljile te čhelen irati?

5) Kozom džene i tane ko folklori?



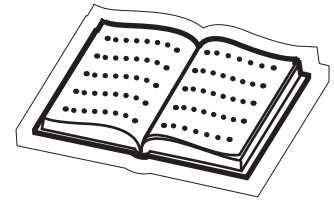
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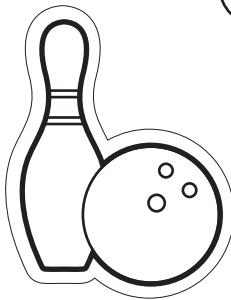
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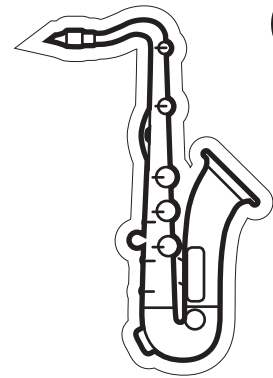
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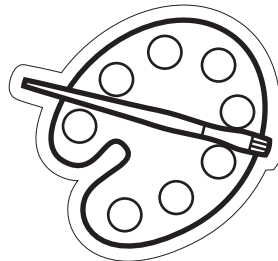
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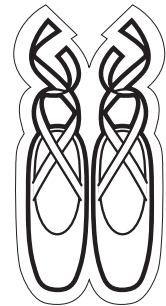
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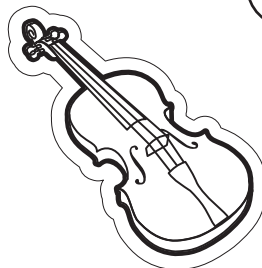
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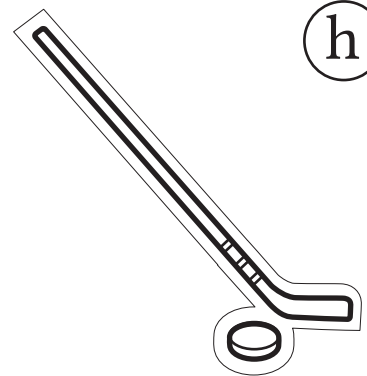
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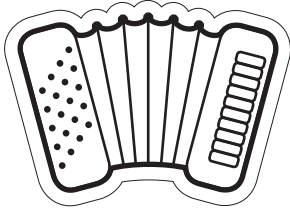
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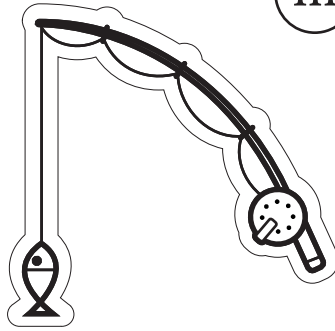
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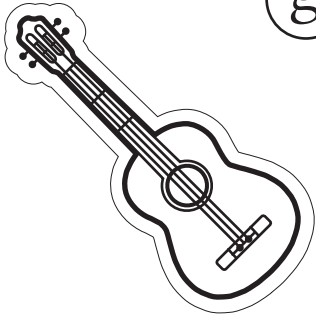
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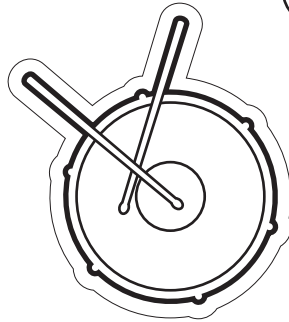
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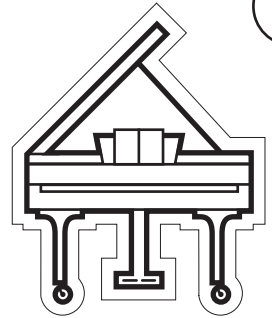
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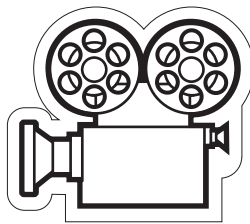
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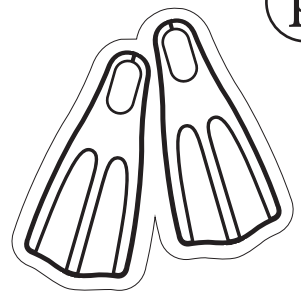
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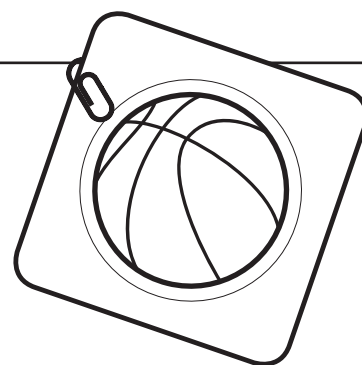


Mlo anav _____

Mlo nevo hobi

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

Zdravo babo!



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

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

Babo, me mangava tumen!

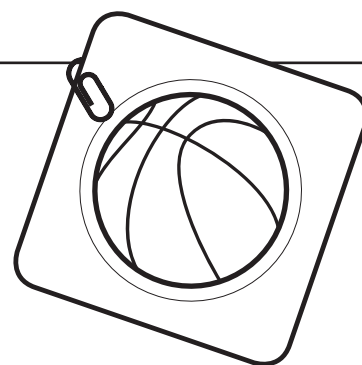
Tumari unuka i

Melisa

Mlo anav _____

Mlo nevo hobi

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



Zdravo babo!

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

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

Babo, me mangava tumen!

Tumari unuka i

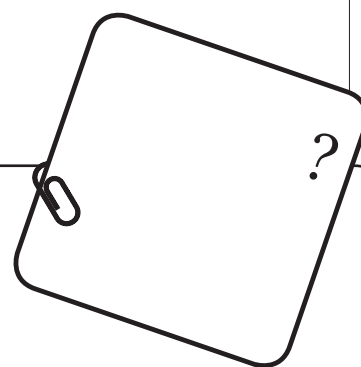
Melisa

Mlo anav _____

Mlo nevo hobi

Pišin jek lil kase tu mangeja.

Opišin tlo hobi!



Zdravo _____ !
