



Quality Education in Romani for Europe

ROMANI TEACHING MATERIALS

East-Slovak_Secondary_A1_AT_eng

Romani variety: East-Slovak Romani

learner level: Secondary

proficiency level: A1

language versions: Romani, English

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The materials have been produced for use within the context of migrant Romani speakers in Austria, primarily in Vienna. There is a German and an English 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

East-Slovak_Secondary_A1_AT_eng

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| East-Slovak_Secondary_A1_AT_eng_unit-01 |
| Topic (CFR): MYSELF AND MY FAMILY |
| Sub-topic 01: Introducing myself Sub-topic 02: My friends Sub-topic 03: My family Sub-topic 04: My body |
| Connected main themes in the CFR: Occupations and hobbies |

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

| Vocabulary Sub-topic 01: Introducing myself | | | |
|---|-----------------|--|--------------------------------------|
| Active | | | |
| <i>me som/tu sal</i> | I am/you are | <i>Lačo dives!</i> | Hello! |
| <i>jov hino/voj hiři</i> | he is/she is | <i>Ko sal tu?</i> | Who are you? |
| <i>koda hino/kodi hiři</i> | he is/she is | <i>Ko hino/Ko hiři ...?</i> | Who is ...? |
| Vocabulary Sub-topic 02: My friends | | | |
| Active | | | |
| <i>Ko?</i> | Who? | <i>miro/mire</i> | my |
| <i>So?</i> | What? | <i>le Markoskeri/le Markoskero</i> | Marko's (possessive) |
| Passive | | | |
| <i>o/e</i> | the (m/f) | <i>but</i> | much/many |
| <i>les hin, les sas</i> | he has, he had | <i>sas</i> | was |
| Vocabulary Sub-topic 03: My family | | | |
| Active | | | |
| <i>o papus</i> | the grandfather | <i>the, u</i> | and |
| <i>e baba, e phuri daj</i> | the grandmother | <i>mire phrala</i> | my brothers |
| <i>o dad</i> | the father | <i>mire pheņa</i> | my sisters |
| <i>e daj, e mama</i> | the mother | <i>uchanel</i> | to comb |
| <i>o phral</i> | the brother | <i>cinel</i> | to buy |
| <i>e phen</i> | the sister | <i>gilavel</i> | to sing |
| <i>me</i> | I | <i>bašavel</i> | to play music |
| Vocabulary Sub-topic 04: My body | | | |
| Active | | | |
| <i>o manuš</i> | man | <i>o dand</i> | the tooth |
| <i>les hin/la hin</i> | he has/she has | <i>o pindro</i> | the foot |
| <i>jekh, duj</i> | one, two | <i>o muj</i> | the mouth |
| <i>but</i> | much/many | <i>o vast</i> | the hand |
| <i>e čhib</i> | the tongue | <i>e khoč</i> | the knee |
| <i>o anguš(o)</i> | the finger | <i>o phiko, o phike</i> | the shoulder, the shoulders |
| <i>o naj</i> | the fingernail | <i>tu</i> | you |
| <i>o šero</i> | the head | <i>jekhvar, duvar, trival, štarval</i> | once, twice, three times, four times |
| <i>o nakh</i> | the nose | <i>tut</i> | you |
| <i>e čham</i> | the cheek | <i>amen</i> | we |
| <i>o kan</i> | the ear | <i>tire</i> | your |
| <i>o bala</i> | the hair | <i>deš</i> | ten |

| Passive | | | |
|-------------------|-----------|---------------------------|----------------------|
| <i>o/e</i> | the (m/f) | <i>e phabaj</i> | the apple |
| <i>jov sas</i> | he was | <i>vazdel/hazdel upre</i> | to pick something up |
| <i>but</i> | much/many | <i>khelel</i> | to dance, to play |
| <i>phundravel</i> | to open | <i>džal</i> | to walk |
| <i>hurňaľol</i> | to fly | <i>tele</i> | below |
| <i>manca</i> | with me | <i>dži ko/ke</i> | until to |
| <i>phučel</i> | to ask | <i>cikno</i> | small |
| <i>sikhavel</i> | to show | <i>o cikno</i> | the small one |

| Grammar | |
|---------|---|
| Active | Passive |
| | Personal pronouns: <i>me, tu</i> Interrogative: <i>Ko?</i> Auxiliary: <i>som, sal, hino, ...</i> (I am, you are, ...) Verbs in present tense Simple sentences (subject, verb, object) |

| Teaching activity 01 Sub-topic 01: Introducing myself - Introduction ball game |
|--|
| Duration: 10 min or longer, depending on number of children Skill: a bc SF: G* |
| Mat./Res.: Ball |
| 01. Teacher introduces himself/herself: <i>Lačo ďives. Me som e Barka. Ko sal tu?</i> 'Hello. I am Barka. Who are you?'. 02. Teacher passes the ball to a child and asks him/her to introduce himself/herself with: <i>Lačo ďives. Me som e/o ...!</i> , Hello. I am ... 03. Child introduces himself/herself and passes the ball back to the teacher. 04. Same procedure with all children. |
| Teaching activity 02 Sub-topic 01: Introducing myself – Introduction game (in a circle) |
| Duration: 10 min or longer, depending on number of children Skill: bc SF: G |
| 01. Children stand in a circle. 02. Teacher turns to a child standing next to him/her and says: <i>Lačo ďives. Me som e Barka. Ko sal tu?</i> 03. Child answers: <i>Lačo ďives. Me som e/o ...</i> , turns to his/her neighbor and asks him/her: <i>Ko sal tu?</i> 'Who are you?'. 04. Same procedure with all children. |

*SOCIAL FORM (SF): group work - G | partner work - P | individual work - I

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| Teaching activity 03 Sub-topic 01: Introducing myself – Collage of names |
| Duration: 30 min Skill: a b c d SF: P |
| Mat./Res.: Photos, two posters, sticky tape, colouring pens |
| <p>Preparation: The teacher takes a photo of each child and prints them, or the children bring a photo of themselves with them.</p> <ol style="list-style-type: none"> 01. The teacher asks the children to form two equally sized groups (ideally five children per group). 02. Each group is given a poster and photos of the children. They are asked to design a poster with their photos and to write their name below each photo. 03. The teacher then displays the posters on the wall. 04. The teacher asks the children to stand next to their poster and asks one child after the other: <i>Ko sal tu?</i> 05. Each child replies with <i>Me som ...</i> and points at his/her photo on the poster. |
| Teaching activity 04 Sub-topic 01: Introducing myself – ELP <i>Me som e/o</i> |
| Duration: 15 min Skill: e SF: I ELP: 4 |
| Mat./Res.: ELP, photographs of the children |
| <ol style="list-style-type: none"> 01. Preparation: Take pictures of the children and print them. 02. Teacher discusses the ELP with the children. He/She explains function, individual parts (Language Passport, Language Biography, Dossier) and future role as part of the Romani course. 03. Teacher hands out the photos. 04. Children glue the photos to their ELPs, write their names and color or decorate the page. |
| Teaching activity 05 Sub-topic 01: Introducing myself – Drama scene <i>Lačo dives</i> |
| Duration: 20 min Skill: a b SF: P ELP: 4 |
| Mat./Res.: Scarf, hat |
| <ol style="list-style-type: none"> 01. Teacher puts a colorful scarf on a table or chair in the left half of the classroom. 02. Teacher asks all girls to stand on that side. 03. Teacher puts a hat on a table or chair in the right half of the classroom. 04. Teacher asks all boys to stand on that side. 05. Teacher shows the game: He/she walks over to the girls' group, wraps the scarf around his/her shoulders, walks to the middle of the classroom and says: <i>Lačo dives. Me som e/o ...</i> He/she walks across to the boys' group, puts the hat on his head and walks to the middle of the classroom. He/she greets everyone and bows. 06. Teacher asks one girl and one boy to stand in the middle, wearing the accessories and to introduce themselves as shown. Same procedure for all children. |
| Teaching activity 06 Sub-topic 02: My friends – Dialogue <i>Miro kamaratos / Miri kamaratka</i> |
| Duration: 20 min Skill: a d SF: I, P, G ELP: dossier |
| Mat./Res.: Worksheet 01 |
| <ol style="list-style-type: none"> 01. Teacher reads the dialogue of worksheet 02 <i>Miro kamaratos / Miri kamaratka</i>. 02. Children read the dialogue alone. 03. They discuss the dialogue with the child sitting next to them. Together they choose a word they don't understand. 04. Children tell the teacher their words and write them on the blackboard. 05. Teacher translates the words and together they discuss the content of the dialogue. |

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| Teaching activity 07 Sub-topic 02: My friends – Gap text <i>Miro kamaratos / Miri kamaratka</i> |
| Duration: 20 min Skill: e bc d SF: I, G, P ELP: dossier |
| Mat./Res.: Worksheet 02 |
| <p>Note: This activity can only be done subsequently to activity 06.</p> <ol style="list-style-type: none"> 01. Teacher hands out gap of worksheet 03 <i>Miro kamaratos / Miri kamaratka</i> 'My friend'. Children fill out the gaps. 02. Teacher writes the gap words on the blackboard and the children check their spelling. 03. Children read the dialogue in couples. |
| Teaching activity 08 Sub-topic 02: My friends – Illustration <i>Miro kamaratos / Miri kamaratka</i> |
| Duration: 30 min Skill: e SF: I ELP: dossier |
| Mat./Res.: Poster, colouring pens, sticky tape |
| <p>Note: Activity 08 is recommended to be subsequent to Activity 07.</p> <ol style="list-style-type: none"> 01. The children form groups of four. 02. Each group is given a poster. The teacher explains the task: Draw a scene from the previously discussed dialogue <i>Miro kamaratos / Miri kamaratka</i>. 03. The finished posters are displayed on the wall. |
| Teaching activity 09 Sub-topic 02: My friends – Illustration <i>Miro kamaratos / Miri kamaratka</i> |
| Duration: 10 min Skill: a SF: G |
| <ol style="list-style-type: none"> 01. Teacher says: <i>Hin jekh čhavo, o Markos. Les hin but kamarati.</i> 'Once upon a time there was a boy called Markus. He had many friends.' 02. Teacher walks through the classroom and calls out one of the children's names (incl. article): <i>o/e ... (name)!</i>. 03. Child approaches the teacher and gives him/her his/her hand. 04. Teacher walks through the classroom and says: <i>Hin jekh čhavo, o Markos. Les hin but kamarati.</i> 05. Teacher calls out another child's name (incl. article): <i>o/e ... (name)!</i> 06. Same procedure until all children are part of the "Train of friendship". |
| Teaching activity 10 Sub-topic 04: My body – <i>O manuš</i> |
| Duration: 20 min Skill: a d SF: G ELP: dossier |
| Mat./Res.: Worksheet 03 |
| <ol style="list-style-type: none"> 01. Teacher reads worksheet 04 <i>O manuš</i> 'The man'. He/she points at the corresponding body parts. 02. Teacher asks the children to get up and join in. 03. Teacher repeats each sentence of the worksheet and points at the corresponding parts of the body. Children repeat and point at the body parts as shown by the teacher. Teacher continues until all sentences are read. Options: Teacher reads the sentences, children listen and point at the corresponding parts of the body, or: Teacher points at a part of the body and the children say the corresponding sentence. 04. Children get the worksheet, and do the reading exercise as a homework. |

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| Teaching activity 11 Sub-topic 04: My body – O cikno |
| Duration: 30 min Skill: a e d SF: I ELP: dossier |
| Mat./Res.: Worksheet 04/1, crayons |
| <ol style="list-style-type: none"> 01. Teacher hands out the first page of worksheet 05 <i>O cikno</i> ‘The little/The baby’. 02. Teacher reads a word and asks what it means – one child answers. The children connect this word to the baby’s corresponding body part. 03. Teacher reads the next word and so on, until all words are connected. 04. They discuss the number of each body part (two eyes, ten toes, much hair, ...). 05. Children color the baby according to the instructions in the bottom left corner of the worksheet. |
| Teaching activity 12 Sub-topic 04: My body – Gap text O cikno |
| Duration: 15 min Skill: a d e SF: G ELP: dossier |
| Mat./Res.: Worksheet 05/2 |
| <ol style="list-style-type: none"> 01. Teacher hands out worksheet 04/2 <i>O cikno</i>. 02. They do the gap text in group: One child reads a sentence and finds the gap word. Children fill out the gaps. 03. Teacher writes the gap words on the blackboard. |
| Teaching activity 13 Sub-topic 04: My body – Poem <i>Khelas</i> |
| Duration: 30 min Skill: d e SF: I, P ELP: dossier |
| Mat./Res.: Worksheet 05 |
| <ol style="list-style-type: none"> 01. Teacher hands out the poem <i>Khelas</i> ‘We play’ and children read it alone. 02. They read it again and highlight the words they already know. 03. In couples children choose two words they don’t know. 04. Each couple writes these two words on the blackboard and the teacher translates them. 05. Children read the text alone once again. 06. Teacher and class discuss the content of the poem. |
| Teaching activity 14 Sub-topic 04: My body – Gap text <i>Khelas</i> |
| Duration: 30 min Skill: d e SF: P ELP: dossier |
| Mat./Res.: Worksheet 06 |
| <ol style="list-style-type: none"> 01. Teacher hands out the gap text <i>Khelas</i> (worksheet 07) and children fill out the gaps in couples. 02. They read the text together once again. 03. Children compare the results and correct the gap words. |
| Teaching activity 15 Sub-topic 03: My family – Diagram <i>Miri famelija</i> |
| Duration: 15 min Skill: d e b SF: I ELP: dossier |
| Mat./Res.: Worksheet 07 |
| <p>Children bring pictures of their families. Print worksheet 08 and hand out a sheet of blank paper to each child.</p> <ol style="list-style-type: none"> 01. They discuss worksheet 08 <i>Miri famelija</i> ‘My family’: What is the task? What do the words mean? 02. Teacher asks the children to glue the photos of their families to the worksheet <i>Miri famelija</i> (diagram) and to fill in the names of their relatives. 03. The diagrams are put on a wall of the classroom or in the dossier. 04. Children can introduce their families if they want to. |

Teaching activity 16 | Sub-topic 03: My family – Illustration *Miro kamaratos / Miri kamaratka*

Duration: 30 min | Skill: d a b | SF: I, G | ELP: dossier

Mat./Res.: Worksheet 08

01. Teacher reads the poem *Amen* 'We' to the class. Then he/she hands out the text to the children.
02. He/She asks the children to read the poem alone once.
03. Then he/she reads the sentences to the class. Children repeat it in unison.
04. Children learn the short poem by heart as a homework.

Lesson plan 01 | Sub-topic 01: Introducing myself – *Miro nav* 'My name'

TA-Nr.: 01 | Learning objectives: Getting to know each other. Introducing and saying "Hello!" in Romani.

Duration: 10 min | Skill: a bc | SF: G

Mat./Res.: Ball

05. Teacher introduces himself/herself: *Lačo d'ives. Me som e Barka. Ko sal tu?* 'Hello. I am Barka. Who are you?'
06. Teacher passes the ball to a child and asks him/her to introduce himself/herself with: *Lačo d'ives. Me som e/o ...!*, Hello. I am ...
07. Child introduces himself/herself and passes the ball back to the teacher.
08. Same procedure with all children.

TA-Nr.: 02 | Learning objectives: Getting to know each other. Introducing and saying "Hello!" in Romani.

Duration: 10 min | Skill: bc | SF: G

01. Children stand in a circle.
02. Teacher turns to a child standing next to him/her and says: *Lačo d'ives. Me som e Barka. Ko sal tu?*
03. Child answers: *Lačo d'ives. Me som e/o ...*, turns to his/her neighbor and asks him/her: *Ko sal tu?* 'Who are you?'
04. Same procedure with all children.

TA-Nr.: 03 | Learning objectives: Getting to know each other. Introducing and saying "Hello!" in Romani.

Duration: 30 min | Skill: a bc d | SF: P

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

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

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

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|--|
| Lesson plan 02 Sub-topic 04: My body |
| TA-Nr.: 10 Learning objectives: Getting to know and naming body parts. |
| Duration: 20 min Skill: a b SF: G ELP: dossier |
| Mat./Res.: Worksheet 03 |
| <ol style="list-style-type: none"> 01. Teacher reads worksheet 04 <i>O manuš</i> 'The man'. He/she points at the corresponding body parts. 02. Teacher asks the children to get up and join in. 03. Teacher repeats each sentence of the worksheet and points at the corresponding parts of the body. Children repeat and point at the body parts as shown by the teacher. Teacher continues until all sentences are read. Options: Teacher reads the sentences, children listen and point at the corresponding parts of the body, or: Teacher points at a part of the body and the children say the corresponding sentence. 04. Children get the worksheet, color it and do the reading exercise as a homework. |
| TA-Nr.: 11 Learning objectives: Practicing orthography. |
| Duration: 30 min Skill: d e b SF: I ELP: dossier |
| Mat./Res.: Worksheet 04/1, crayons |
| <ol style="list-style-type: none"> 01. Teacher hands out the first page of worksheet 05 <i>O cikno</i> 'The little/The baby'. 02. Teacher reads a word and asks what it means – one child answers. The children connect this word to the baby's corresponding body part. 03. Teacher reads the next word and so on, until all words are connected. 04. They discuss the number of each body part (two eyes, ten toes, much hair, ...). 05. Children color the baby according to the instructions in the bottom left corner of the worksheet. |

Miro nav _____

Miro kamaratos / Miri kamaratka

Čhaj: Lačo d'ives!

Daj: Lačo d'ives!

Ko sal tu?

Čhaj: Me som e Suzi!

Daj: So kames, Suzi?

Čhaj: Me som le Markoskeri kamaratka.

Hino jov khere?

Daj: He, jov hino khere. Av andre!



Miro nav _____

Miro kamaratos / Miri kamaratka

Čhaj: Lačo d'ives!

Daj: Lačo d'ives!

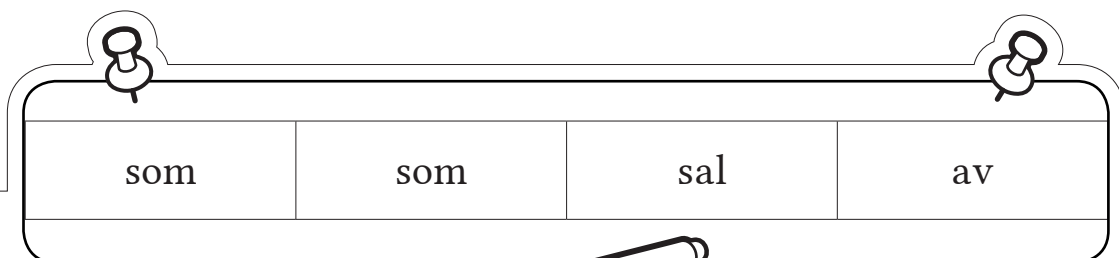
Ko _____ tu?

Čhaj: Me _____ e Suzi!

Daj: So kames, Suzi?

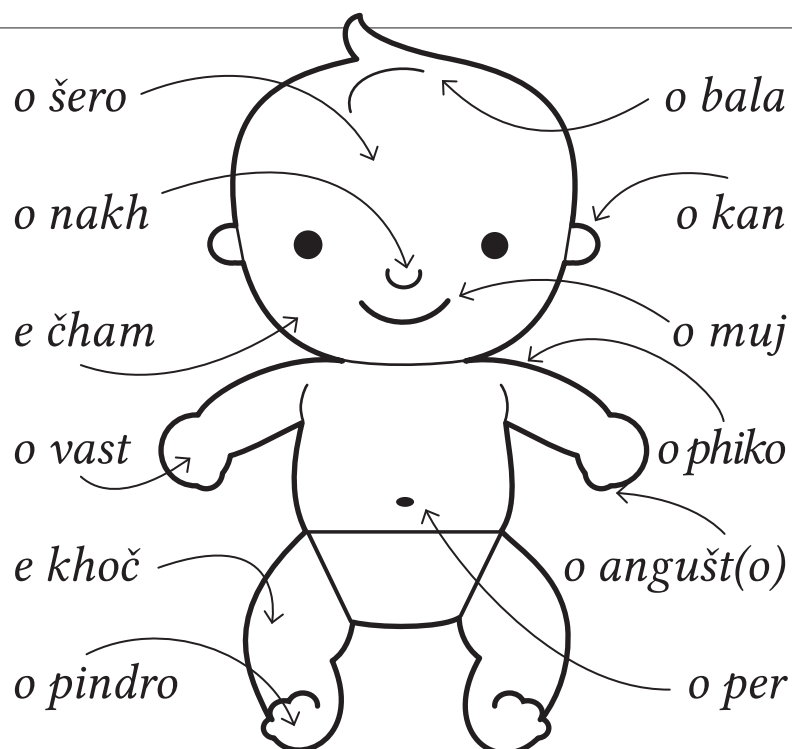
Čhaj: Me _____ le Markoskeri
kamaratka. Hino jov khere?

Daj: He, jov hino khere. _____ andre!



O manuš

O CIKNO



Man hin jekh šero.

Man hin but danda.

Man hin jekh nakh.

Man hin duj pindre.

Man hin duj čhama.

Man hin jekh muj.

Man hin duj kana.

Man hin duj vasta.

Man hin but bala.

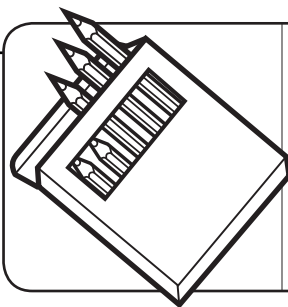
Man hin duj khoča.

Miro nav _____

O cikno

jekh šero

| | | | |
|-----------|-----------|------------|-------------|
| jekh čhib | jekh nakh | jekh šero | deš angušťa |
| duj jakha | duj čhama | duj pindre | duj khoča |
| duj phike | duj vasta | deš naja | but bala |



jekh = šargo
duj = lolo
but = belavo
deš = želeno

Miro nav _____

O cikno

Man hin _____ vasta.

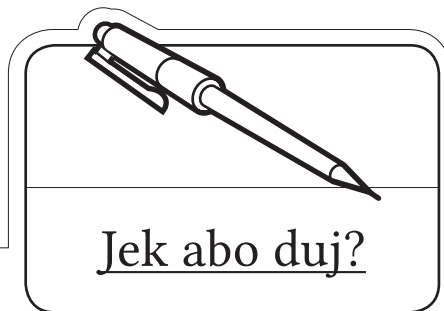
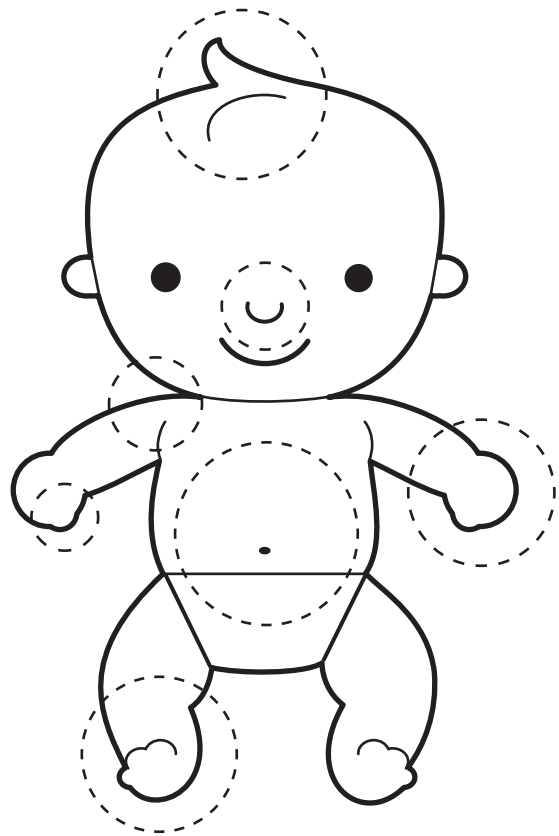
Man hin _____ nakh.

Man hin _____ naja.

Man hin _____ pindre.

Man hin _____ kana.

Man hin _____ bala.



Miro nav _____

Khelas

Jekhvar, duvar tut mangava,
trival, štarval maj khelaha.

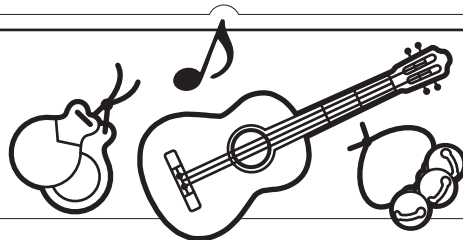
Vazde tire vastora,
sikhav ko phabajora.

Jekhvar, duvar tut mangava,
trival, štarval maj khelaha.

Dža tele po khočora,
khelen tire phikora.

Jekhvar, duvar tut mangava,
trival, štarval maj khelaha.

Phundrav tire vastora,
hurňaŕon o phakora.



*„Jekhvar, duvar tut
mangava, trival, štarval
maj khelaha.“*

Khelas

Jekhvar, duvar tut mangava,
trival, štarval maj khelaha.

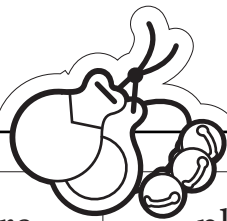
Vazde tire _____,
sikhav ko phabajora.

Jekhvar, duvar tut mangava,
trival, štarval maj khelaha.

Dža tele po _____,
khelen tire _____.

Jekhvar, duvar tut mangava,
trival, štarval maj khelaha.

Phundrav tire _____,
hurňaŕon o phakora.



| | | | |
|---------|---------|---------|---------|
| vastora | phikora | khočora | vastora |
|---------|---------|---------|---------|

Miro nav _____

Ko hine kala džene?

o papus, e baba, o dad, e daj, o phral, e phen

o papus

e baba

e baba

o papus

o dad

e daj

me the mire phrala/pheňa

Miro nav _____



Amen

Miri daj man uchanela.

*O dad mange šukar
rokľa cinela.*

E phen mange gilavela.

O phral mange bašavela.

| |
|--|
| East-Slovak_Secondary_A1_AT_eng_unit-02 |
| Topic (CFR): THE HOUSE AND ITS ACTIVITIES |
| Sub-topic 01: O čísla – Numbers Sub-topic 02: Miro kher – My house/flat |

| Working with the CFR – Learning objectives | |
|--|---|
| Skill | Relevant descriptors in the language grid (“can do”) OR “I can” statements: |
| a | <ul style="list-style-type: none"> ✓ Can understand the key words for activities of the home (e.g. eating, washing, sleeping, etc.). ✓ Can understand the key words for activities of the Roma home and can categorise them, as appropriate, into areas of responsibility (e.g. mother’s jobs, father’s occupations, etc.). |
| d | <ul style="list-style-type: none"> ✓ Can recognize and understand labels on a picture of a typical house or room. ✓ Can recognize and understand numbers and words on a street or in an address. ✓ Can recognize and understand the words for parts of the home and its surroundings and items in the house/caravan. |
| bc | <ul style="list-style-type: none"> ✓ Can give single word or very brief answers to basic questions about his/her home. ✓ Can give a telephone number. |
| b | <ul style="list-style-type: none"> ✓ Can use key words or simple phrases/sentences to describe his/her home. ✓ Can use key words or simple phrases/sentences to describe what he/she likes and dislikes doing at home. |
| e | <ul style="list-style-type: none"> ✓ Can copy or write words and simple phrases or sentences for parts of the home and items in the house. |
| Working with the ELP | |
| Language passport: <i>Me bešav andre Viedňa.</i> | |
| Dossier: <i>O čísla: 0–30</i> worksheets 02–04 <i>E kuchňa: Filling in words</i> | |

| Vocabulary Sub-topic 01: O čísla | |
|------------------------------------|------------------------------|
| Active | |
| <i>O čísla 0–30</i> | the numbers 0–30 |
| <i>miro/tiro čislos</i> | my/your number |
| <i>Sar/savo hino ...?</i> | What/which is ...? |
| Passive | |
| <i>So keres tu tajsá?</i> | What are you doing tomorrow? |
| <i>miro/tiro čislos</i> | my/your number |

Vocabulary | Sub-topic 02: Miro kher

| Active | | | |
|--------------------------------------|----------------------------|------------------------------------|------------------------|
| <i>miro kher</i> | my house/flat | <i>o stolkos, o sekos</i> | the chair |
| <i>o kher</i> | the room | <i>o vadōs, o hadōs</i> | the bed |
| <i>e kuchňa</i> | the kitchen | <i>e skriňa, o šifoňeris</i> | the wardrobe |
| <i>e kupelka</i> | the bathroom | <i>e hrački</i> | the toys |
| <i>e spalňa, o sovibnaskero kher</i> | the bedroom | <i>e knižka</i> | the book |
| <i>e obivačka</i> | the living room | <i>o pokrovcos, o kobercos</i> | the carpet |
| <i>o budaris, o zachodos, o WC</i> | the toilet (WC) | <i>o regalos po knižki</i> | the bookshelf |
| <i>o čhavorengero kher</i> | the children's room | <i>e televizija, o televizoris</i> | the television |
| <i>e chodba</i> | the hallway | <i>biglinel</i> | to iron |
| <i>o kančovos, i vaza</i> | the vase | <i>sovel</i> | to sleep |
| <i>o roja</i> | the cutlery (also: spoons) | <i>genel</i> | to read |
| <i>o kredencos</i> | the kitchen cabinet | <i>pekel (bokeľa)</i> | to bake (biscuits) |
| <i>e špareta</i> | the stove | <i>prezviskos</i> | the surname |
| <i>e ladnička</i> | the refrigerator | <i>Khatar sal?</i> | Where are you from? |
| <i>e panvička</i> | the pan | <i>Kaj bešes?</i> | Where do you live? |
| <i>o taňeris</i> | the plate | <i>o gav</i> | the village |
| <i>e piri</i> | the pot | <i>o foros</i> | the city |
| <i>e lampa</i> | the lamp | <i>e adresa</i> | the address |
| <i>o skamin/o skamind</i> | the table | <i>o štatos, e phuv</i> | the country |
| Passive | | | |
| <i>So hin kada?</i> | What is this? | <i>So kerel jov/joj?</i> | What does he/she? |
| <i>e kvitka, o viragos</i> | the flower | <i>So kerel koda/kodi?</i> | What does he/she? |
| <i>o chaben</i> | the food | <i>miro dad</i> | my father |
| <i>o mas</i> | the meat | <i>miri daj</i> | my mother |
| <i>So hin tut ...?</i> | What have you got? | <i>miro papus</i> | my grandpa/grandfather |
| | | <i>miri baba, miri phuri daj</i> | my grandma/grandmother |

| Grammar | |
|---|--------------|
| Active | Passive |
| Simple interrogative clauses Present tense Simple sentence formation <i>Man hin.</i> | Future tense |

| |
|---|
| Teaching activity 01 Sub-topic 01: O čísla |
| Duration: 35 min Skill: a d bc e SF: G, I ELP: p. 44 |
| Mat. / Res.: Cards (numerals), worksheet 01 |
| <p>Preparation: Print and laminate cards with numerals (worksheet 01).</p> <ol style="list-style-type: none"> Children sit in a circle on the floor. Teacher spreads out the cards with the numerals 0–30 on the floor. Each child gets a card with the numbers from “Zero” to “Ten” (in words). Children try to find the matching numbers to their cards. Incorrectly matched cards are assigned to the correct card together. Subsequently the teacher places the cards with the words from 0–30 in a stack on the floor. The cards with the numerals are distributed again. Now the children read the numerals on their card out loud and put the card next to the correct number. Teacher corrects the cards and says the numbers from 0–30 twice. He/She now pronounces number by number, the group repeats the word after each number. Then each child is asked to read the numbers out loud. Subsequently the children copy the numbers from 0–30 from the cards into their ELP (p. 44). |
| Teaching activity 02 Sub-topic 01: O čísla – Dialogue Telefonos |
| Duration: 30 min Skill: a d bc SF: I, P, G |
| Mat. / Res.: Worksheet 02 |
| <ol style="list-style-type: none"> Teacher reads the dialogue. He/She reads the dialogue again and asks the children to write down the words they know. Children say the words they know. Teacher writes them on the blackboard. He/She reads the dialogue again and asks the children to remember one word they don't know . Children say these words out loud. Teacher writes them on the blackboard. Teacher translates the words. He/She asks the children to talk about the content with the child sitting next to them. He/She hands out the worksheet and discusses the content with the children. He/She asks the children to read the dialogue quietly with a partner first. Children read the dialogue out loud with their partner. |
| Teaching activity 03 Sub-topic 02: Miro kher |
| Duration: 25 min Skill: d e SF: G, I ELP: Dossier |
| Mat. / Res.: Worksheet 03, pens |
| <ol style="list-style-type: none"> Teacher hands out the worksheets. Together, unfamiliar words on the worksheet and the task are discussed. Once the children have completed the worksheet, the answers are compared. The worksheet is added to the Dossier. |

*SOCIAL FORM (SF): group work – G | partner work – P | individual work – I

| |
|---|
| Teaching activity 04 Sub-topic 02: Miro kher – E kuchňa |
| Duration: 35 min Skill: a b e d SF: G, I, P ELP: Dossier, p. 44 |
| Mat. / Res.: Worksheet 04; cutlery, pot, vase, plate, flower, pan |
| <ol style="list-style-type: none"> Children sit in a circle. Teacher puts the objects in front of him/her, covering them with a cloth. He/She picks one object (e.g. a pot) and asks who knows the Romani name for the object. Then he/she says its name out loud. Children repeat the name and teacher passes the object around the circle for the children to touch. Same procedure with all objects. Children return to their seats and teacher hands out the worksheet. They complete it in couples. The answers are compared and the teacher writes the words on the blackboard. Children add the new words to their ELP. |
| Teaching activity 05 Sub-topic 02: Miro kher – Čhavorengero kher |
| Duration: 35 min Skill: a b d bc SF: G, I ELP: Dossier |
| Mat. / Res.: Worksheet 05 |
| <ol style="list-style-type: none"> Teacher hands out the worksheet and reads it. He/She asks the children what the words below mean. Teacher asks: [name] ..., <i>so tut hin andre tiro kher?</i> One child chooses one of the objects on the worksheet and answers: <i>Andre miro kher man hin.</i> Same procedure with all the words. Subsequently the children draw their rooms. |
| Teaching activity 06 Sub-topic 02: Miro kher – So hin kada? |
| Duration: 35 min Skill: a d e bc SF: G, I ELP: Dossier |
| Mat. / Res.: Worksheet 06, overhead projector, overhead pens (copy worksheet 06 on overhead transparency) |
| <ol style="list-style-type: none"> Teacher shows the first line of the worksheet to the children on the overhead projector. He/She discusses the words to the images with the children. Teacher asks: <i>Ko džanel, so hin kada?</i> – Children reply: <i>o televizoris/e televizija, o regalos, e lampa, ...</i> Teacher hands out the worksheet 06 and children fill it out alone. Teacher shows them the completed worksheet and adds the missing words. Children check their results and add the sheets to their Dossier. |
| Teaching activity 07 Sub-topic 02: Miro kher – Pantomim |
| Duration: 20 min Skill: a d e SF: G, I ELP: p. 44 |
| <ol style="list-style-type: none"> Children stand in a circle. Teacher shows the game: He/She stands in the middle of the circle and mimes one of the activities in the household (ironing, baking, reading, sleeping). He/She asks the children: <i>So kerav me?</i> Children have to guess and name the activity (depending on their competence either in Romani or first in the language of instruction. Teacher translates it to Romanes.). After the four activities, it's the children's turn. Each child mimes one activity in the middle of the circle, the other children name it. After the game, the children return to their seats. Teacher writes down all activities on the blackboard and the children add it to their ELP (p. 44). |

| |
|---|
| Teaching activity 08 Sub-topic 02: <i>Miro kher – So keren khere?</i> |
| Duration: 20 min Skill: a e SF: G, P, I ELP: Dossier |
| Mat. / Res.: Worksheet 07, crayons |
| Note: This activity can only be done subsequently to activity 07. 01. Teacher hands out the worksheets (worksheet 07). 02. He/She asks the children to read and try to understand the sentences with the child sitting next to them. 03. Together they compare their results. If necessary, the teacher explains the content again. 04. Then each child numbers the pictures according to the correct sentences. 05. Finally, the numbers of the pictures are compared with the teacher. The worksheet is added to the Dossier. |
| Teaching activity 09 Sub-topic 01: <i>O čisla – Irin o čisla!</i> |
| Duration: 15 min Skill: d e SF: G, I ELP: Dossier |
| Mat. / Res.: Worksheet 08 |
| 01. Teacher hands out the worksheet and asks the children to write down the numbers, corresponding to the number of pictures they see (e. g. three hearts, six smilies). 02. Then the results are compared and the teacher writes the numerals on the blackboard. |
| Teaching activity 10 Sub-topic 02: <i>Miro kher – Dialog Kaj bešes?</i> |
| Duration: 30 min Skill: d a bc SF: G, P ELP: Dossier |
| Mat. / Res.: Worksheet 09 |
| 01. Teacher reads the dialogue worksheet 09. 02. He/She reads the dialogue again and asks the children to write down the words they know. 03. Children say the words they know. Teacher writes them on the blackboard. 04. Teacher reads the dialogue again and asks the children to remember one of the words they don't know. 05. Children say these words out loud. Teacher writes them on the blackboard. 06. Teacher translates these words. 07. He/She asks the children to talk about the content with the child sitting next to them. 08. He/She hands out the worksheets and asks the children to read the dialogue quietly in couples. 09. Children read the dialogue to the class. |
| Teaching activity 11 Sub-topic 02: <i>Miro kher – Kaj bešes?</i> |
| Duration: 20 min Skill: a e SF: G, I ELP: Dossier |
| Mat. / Res.: Worksheet 10 |
| Note: This activity can only be done subsequently to activity 10. 01. Teacher hands out the worksheets. 02. Children reconstruct the dialogue of worksheet 10 <i>Kaj bešes?</i> 03. Subsequently the results are compared with the teacher. The words are written on the blackboard. |

| |
|---|
| Teaching activity 12 Sub-topic 02: Miro kher – Quiz Kaj bešes? |
| Duration: 40 min Skill: d e b SF: G ELP: Dossier, p. 4 |
| Mat. / Res.: Worksheet 11, reward |
| <p>Note: This activity can only be done subsequently to activity 11.</p> <ol style="list-style-type: none"> Teacher explains the quiz about the latest topic. Children have about 20 min to complete the worksheet. They read their results to the class. Teacher rewards each child with a small present (pen, chocolate, etc.). Now the children can write down the second sentence in their Language Passport on p. 4. |
| Teaching activity 13 Sub-topic 02: Miro kher – Miri škola |
| Duration: 30 min Skill: d e SF: G ELP: Dossier |
| Mat. / Res.: Worksheet 12, overhead projector, overhead sheets |
| <p>Note: This activity can only be done subsequently to activity 11.</p> <p>Preparation: Photocopy the worksheet onto overhead sheet.</p> <ol style="list-style-type: none"> The teacher hands out the worksheet and puts the transparency onto the projector. He/she asks one child to read out the instructions and the first sentence. The group finds the correct answer. The teacher writes the first answer onto the transparency, the children copy it. Now another child reads the next sentence. The group finds the correct answer which is then written onto the overhead sheet. This procedure is repeated until the worksheet has been completed. The worksheet is added to the Dossier. |
| Teaching activity 14 Sub-topic 02: Miro kher – Mire štacijoni |
| Duration: 100 min Skill: Dep. on worksheets used SF: I ELP: Dossier |
| Mat. / Res.: Worksheet 13, five different other worksheets |
| <p>Preparation: Choose worksheets and copy for all children (including spare copies if required). Prepare five workstations in the classroom (pushing two desks together at a time). Note: Can also be done after each UNIT to check the children's progress.</p> <ol style="list-style-type: none"> Teacher hands out a sheet to each child on which each workstation is noted. He/She explains workstations 1–5. Each child has to complete at least three workstations – the faster ones may do even more. Once a station is completed, the teacher stamps the child's sheet. |
| Teaching activity 15 Sub-topic 02: Miro kher – Ko hino jekhsigeder? |
| Duration: 15 min Skill: a SF: G, I |
| <ol style="list-style-type: none"> Children spread out in the classroom. Teacher names an object located in the classroom (e.g. <i>e tabuľa, o stolkos, o vudar, o počitačis, ...</i>). Children have to touch the object as quickly as possible. The last child to touch the object drops out. The game continues until only one child is left. <p>Note: This game can be played in various rooms using different objects, also outside or at the playground.</p> |

| |
|--|
| Lesson plan 01 Sub-topic 01: O čísla |
| TA-Nr.: 01 Learning objectives: Learning the numbers from 0 to 10. |
| Duration: 35 min Skill: a d bc e SF: G, I ELP: p. 44 |
| Mat. / Res.: Print and laminate cards (worksheet 01) |
| <ol style="list-style-type: none"> 01. Children sit in a circle on the floor. 02. Teacher spreads out the cards with the numerals 0–30 on the floor. Each child gets a card with the numbers from “Zero” to “Ten” (in words). 03. Children try to find the matching numbers to their cards. 04. Incorrectly matched cards are assigned to the correct card together. 05. Subsequently the teacher places the cards with the words from 0–30 in a stack on the floor. The cards with the numerals are distributed again. 06. Now the children read the numerals on their card out loud and put the card next to the correct number. 07. Teacher corrects the cards and says the numbers from 0–30 twice. 08. He/She now pronounces number by number, the group repeats the word after each number. 09. Then each child is asked to read the numbers out loud. 10. Subsequently the children copy the numbers from 0–30 from the cards into their ELP (p. 44). |
| TA-Nr.: 09 Learning objectives: Learning the numbers from 0 to 10. |
| Duration: 15 min Skill: d e SF: G, I ELP: Dossier |
| Mat. / Res.: Worksheet 08 |
| <ol style="list-style-type: none"> 01. Teacher hands out the worksheet and asks the children to write down the numbers, corresponding to the number of pictures they see (e. g. three hearts, six smilies, ...). 02. Then the results are compared and the teacher writes the numerals on the blackboard. |
| Lesson plan 02 Sub-topic 02: Miro kher |
| TA-Nr.: 10 Learning objectives: Understanding a text step by step. |
| Duration: 30 min Skill: d a bc e SF: G, P ELP: Dossier |
| Mat. / Res.: Worksheet 09 |
| <ol style="list-style-type: none"> 01. Teacher reads the dialogue worksheet 09. 02. He/She reads the dialogue again and asks the children to write down the words they know. 03. Children say the words they know. Teacher writes them on the blackboard. 04. Teacher reads the dialogue again and asks the children to remember one of the words they don't know. 05. Children say these words out loud. Teacher writes them on the blackboard. 06. Teacher translates these words. 07. He/She asks the children to talk about the content with the child sitting next to them. 08. He/She hands out the worksheets and asks the children to read the dialogue quietly in couples. 09. Children read the dialogue to the class. |
| TA-Nr.: 11 Learning objectives: Practicing orthography. |
| Duration: 20 min Skill: d e SF: G, I ELP: Dossier |
| Mat. / Res.: Worksheet 10 |
| <ol style="list-style-type: none"> 01. Teacher hands out the worksheets. 02. Children reconstruct the dialogue worksheet 10 <i>Kaj bešes?</i> 03. Subsequently the results are compared with the teacher. The words are written on the blackboard. |

0

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

| | | | |
|--------------|---------------|---------------|----------------|
| nula | jekh | duj | trin |
| štar | pandž | šov | efta |
| ochto | eňa | deš | dešu- jekh |
| dešu- duj | dešu- trin | dešu- štar | dešu- pandž |

16

17

18

19

20

21

22

23

24

25

26

27

28

29

30

| | | | |
|----------------|----------------|----------------|---------------|
| dešu- šov | dešu- efta | dešu- ochto | dešu- eňa |
| biš | bišu- jekh | bišu- duj | bišu- trin |
| bišu- štar | bišu- pandž | bišu- šov | bišu- efta |
| bišu- ochto | bišu- eňa | tranda | |

Dialogos pre prestavka „O telefonos“

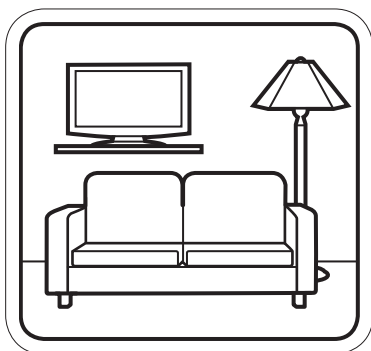
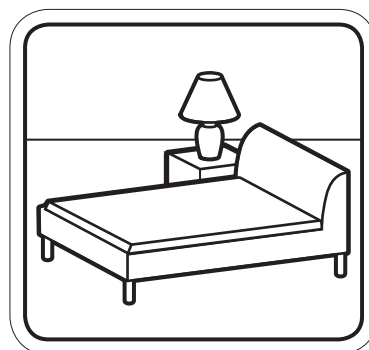
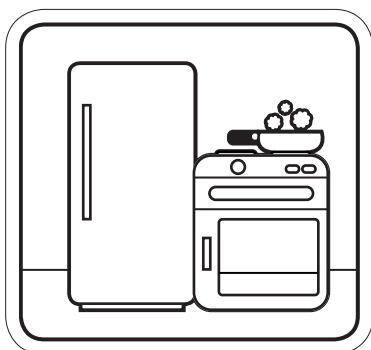
- Suada: Suzano, so keres tu tajsa?
Suzana: Soske phučes?
Suada: Kamav te džal andro kinos.
Hin tut časos?
Suzana: He, hin man časos tajsa!
De man tiro čislos! Šunaha amen.
Suada: Miro čislos hino 245 136 890.
Savo čislos hin tut?
Suzana: Miro čislos hino 693 258 147.
Suada: Pařikerav tuke, šunaha amen tajsa.



Miro nav _____

Miro kher

So hin kada?



e kuchňa

o sovibnaskero kher

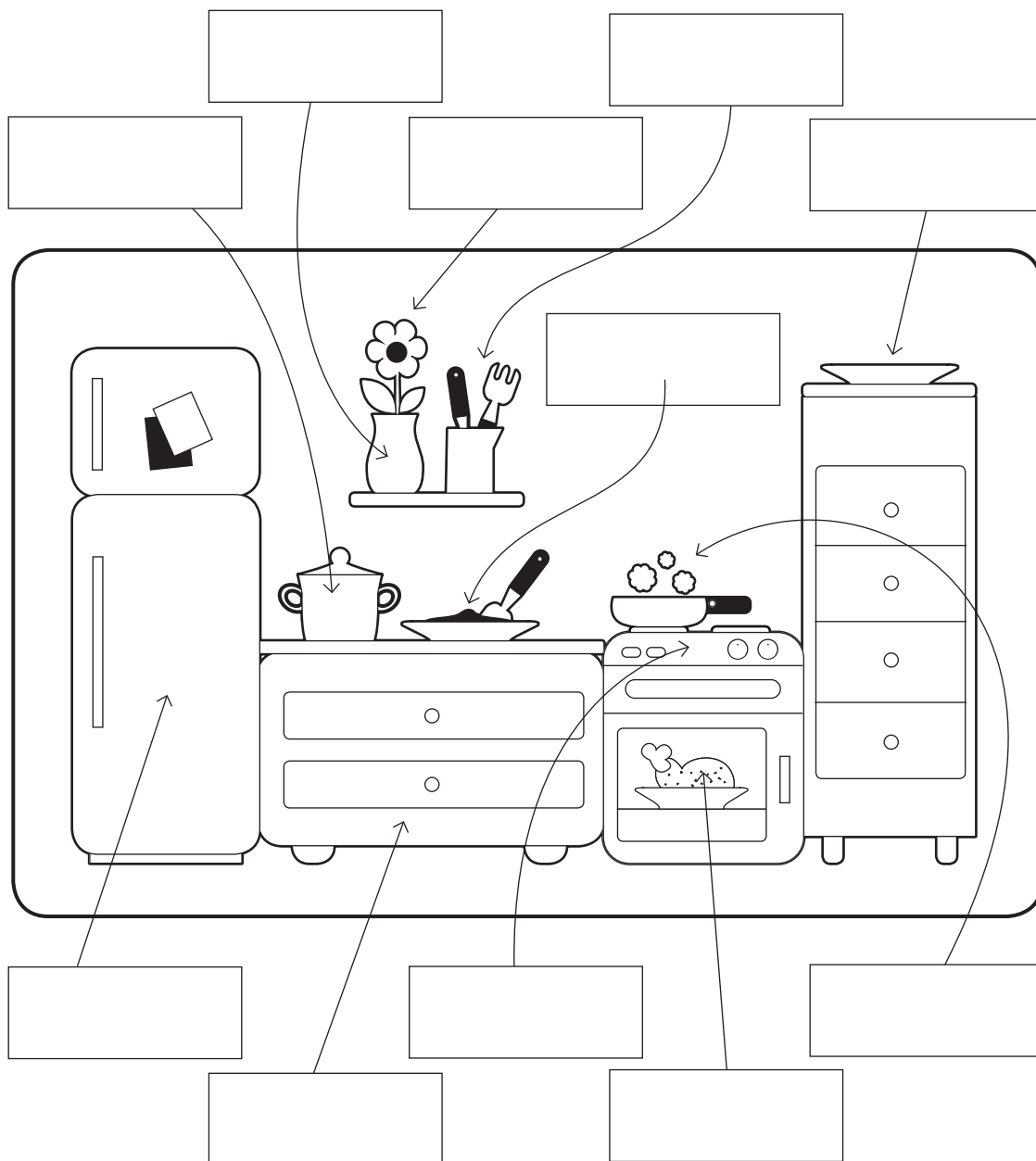
e kupelka

o budaris

e obivačka

e chodba

E kuchňa



e ľadňička
o kančovos
o kvitki

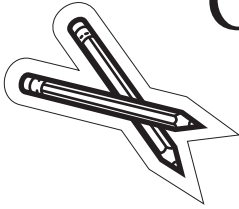
e piri
e panvička
o mas

o taňeris
o roja
e špareta

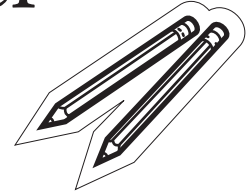
o chaben
o kredencos

Miro nav _____

Čhavorengero kher



So hin tut andre tiro kher ?



Andre miro kher man hin:

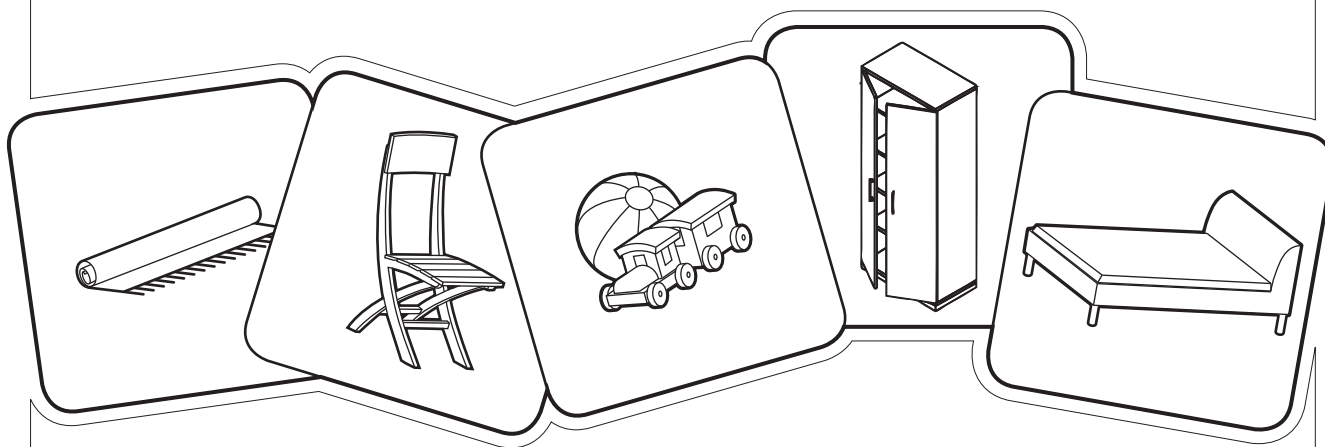
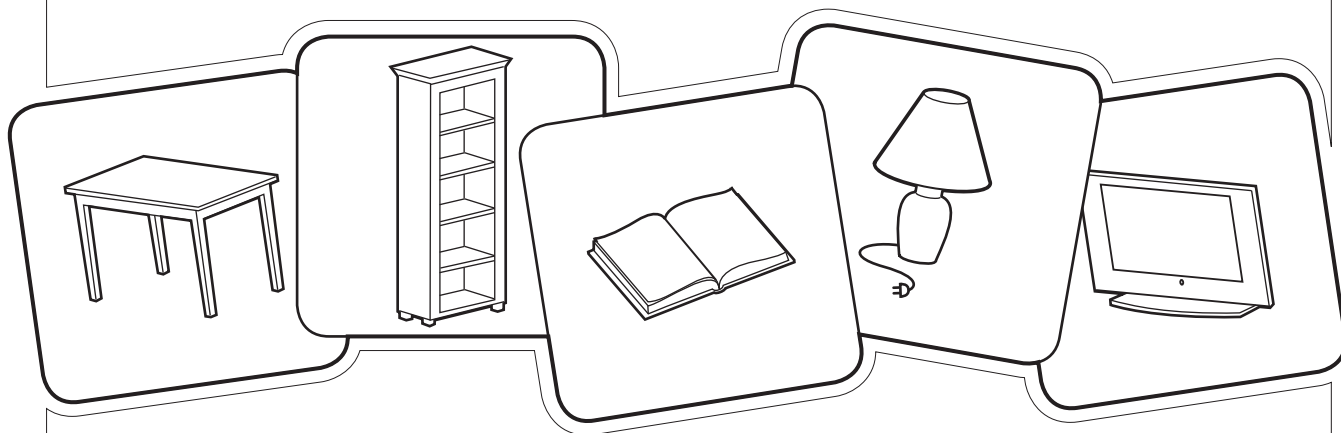
Nakrešlin kala veci!

šifoņeris | vadōs | skamind | pokrovcos | hrački | kņižki

lampa | televizoris | stolkos | regalos po kņižki

Miro nav _____

So hin kada?



šifóneris | vačos | skamind | pokrovcos | hrački

knižki | lampa | televizoris | stolkos

regalos po knižki

So jon keren?

Gen u irin o čisla kodoj, kaj pasinen!



Miro nav _____

Pherdar avri e tabulka!

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

| | | | | |
|----------|---------|----------|----------|--------|
| jekh | duj | | | pandž |
| | | ochto | eña | |
| dešujekh | | | | |
| | dešefta | | | |
| | | bišutrin | bišuštar | |
| bišušov | | | | tranda |



Kaj bešes?

Učiteľka: Almiro, savo tut hin prezviskos?

Almira: Miro prezviskos hino Balogova.

Učiteľka: Almiro, khatar sal?

Almira: Me som Makedonijatar.

Učiteľka: Kaj bešes akana?

Almira: Me bešav andre Viedňa.

Učiteľka: So hiňi e Viedňa? Gav či foros?

Almira: E Viedňa hiňi foros andro Rakusko štatos.



Miro nav _____

Kaj bešes?

Učitelka: Almiro, savo tut hin prezviskos?

Almira: Miro _____ hino Balogova.

Učitelka: Almiro, _____ sal?

Almira: Me som Makedonijatar.

Učitelka: Kaj bešes akana?

Almira: Me _____ andre Viedňa.

Učitelka: So hiňi e Viedňa? _____ či foros?

Almira: E Viedňa hiňi _____ andro Rakuso _____.



Miro nav _____

Kvizos

Savo tut hin nav?

Miro nav hino _____.

Savo tut hin prezviskos ?

Miro prezviskos hino _____.

Kaj bešes?

Me bešav andro _____.

Khatar sal?

Me som _____.

Savi tut hin adresa ?

Miri adresa hiňi _____.

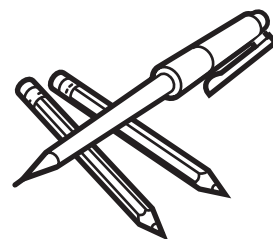
Savo tut hin čislos po telefonos?

Miro čislos hino _____.



Miro nav _____

Miri škola



Irin tira školakeri adresa!

Irin la školakero čislos po telefonos!

Andre savi trejda phires?

Sar pes vičinel tiri učitelka/tiro učitelis?

Sar pes vičinel tiri rjaditelka/tiro rjaditelis?



Miro nav _____

Mire štacijoni

| štacijoni | pečatka |
|-----------|---------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

| |
|--|
| East-Slovak_Secondary_A1_AT_eng_unit-03 |
| Main Theme (CFR): MY COMMUNITY |
| Sub-theme 01: <i>Thana the khera</i> – Places and buildings Sub-theme 02: <i>O znački</i> – Traffic signs |
| Connected main themes in the CFR: Roma crafts and occupations |

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

Vocabulary | Sub-theme 01: *Thana the khera*

| Aktiv | | | |
|-------------------------------------|------------------------------|------------------------------------|----------------------|
| <i>o phandle, e policija</i> | the police | <i>cinel</i> | to buy |
| <i>o šingale, o mujale</i> | the police | <i>pořinel</i> | to pay |
| <i>e špitála</i> | the hospital | <i>bičhavel</i> | to send |
| <i>e pošta</i> | the post office | <i>baro</i> | large |
| <i>e školka</i> | the kindergarten | <i>cikno</i> | small |
| <i>e škola</i> | the school | <i>e kvitka, o viragos</i> | the flower |
| <i>e phurd</i> | the bridge | <i>o kašt</i> | the tree |
| <i>o plajis</i> | the mountain, the hill | <i>o vadōs, o hadōs</i> | the bed |
| <i>e vatra, o romano taboris</i> | the residential estate | <i>e kņiřka</i> | the book |
| <i>e lekarņa</i> | the pharmacy | <i>o skamind</i> | the table |
| <i>e sklepa, o obchodos, e bota</i> | the shop | <i>e hombačka</i> | the swing |
| <i>e požarņicko staņica</i> | the fire station | <i>e televizija, o televizoris</i> | the television |
| <i>e staņica, o řtacija</i> | the station | <i>o paņi</i> | the water |
| <i>o kinos</i> | the cinema | <i>o pořitaais</i> | the PC, the computer |
| <i>o parkos</i> | the park | <i>khelel pes, bavinel pes</i> | to play |
| <i>e banka</i> | the bank | <i>sovel</i> | to sleep |
| <i>beřel</i> | to sit | <i>genel</i> | to read |
| <i>dřal</i> | to go | <i>sikhřol</i> | to learn |
| <i>phuarel</i> | to ask | <i>plavinel</i> | to swim |
| <i>Pařikerav!</i> | Thank you! (lit. I thank!) | <i>khelel/bavinel fodbal</i> | to play football |
| <i>Aven saste the bachtale!</i> | good-bye | <i>bařavel</i> | to make music |
| | (lit. Be healthy and happy!) | <i>giřavel</i> | to sing |
| <i>pijel</i> | to drink | <i>miro jekhfeder than</i> | my favourite place |
| <i>chal</i> | to eat | <i>beřel</i> | to sit, to live |
| <i>genel</i> | to read | <i>meřarel</i> | to dirty |
| <i>irinel, pisinel</i> | to write | <i>e kamařla, e topanka</i> | the shoe |
| <i>sikhřol</i> | to learn | <i>o tosara</i> | the morning |
| <i>dikhel</i> | to see, to watch | <i>e len</i> | the stream |
| <i>beřel</i> | to sit | <i>o mačo</i> | the fish |
| <i>sastol</i> | to become healthy | | |
| Passiv | | | |
| <i>dřanel</i> | | to know | |

Vocabulary | Sub-theme 02: O znački

| Aktiv | | | |
|-------------------------------|--------------|-----------------------------|--------------------|
| <i>predžal</i> | to cross | <i>o semaforis</i> | the traffic light |
| <i>na predžal</i> | to not cross | <i>me</i> | I |
| <i>užarel</i> | to wait | <i>o prechodos, e zebra</i> | the zebra crossing |
| <i>lolo</i> | red | <i>mušinel, musaj</i> | must |
| <i>pomarančovo, orandžovo</i> | orange | <i>soske?</i> | Why? |
| <i>želeno</i> | green | | |
| Passiv | | | |
| <i>the, u</i> | and | <i>asal</i> | to laugh |

Grammar

| Aktiv | Passiv |
|---|--|
| Articles: <i>o/e</i> Verbs in Present tense: 3rd person SG; 3rd person PL 1st person SG; 1st person PL Pronoun: <i>jov</i> 'he' Simple interrogative sentence word order: <i>Kaj džal? Kaj bešel? Soske džal?</i> | Questions in Future tense Questions (Plural) Adjectives (red, green, etc.) |

Teaching activity 01 | Sub-topic 01: Thana the khera – Card game

Duration: 50 min | Skill: a d b e | SF*: I | ELP: p. 44

Mat./Res.: Cards from worksheet 01

Preparation: Print and laminate cards from worksheet 01.

01. Children sit in a circle on the floor.
02. Teacher spreads out the cards with the English words on the floor.
03. He/She hands out the cards with the words in Romanes.
04. Children try to assign the card with the Romanes word to the card with the English equivalent.
05. Once all cards are assigned, they check the results together - and correct them if necessary.
06. Subsequently the teacher reads all words in both languages, e.g. school – *škola*, post office – *pošta*, etc.
07. Teacher puts the English cards aside and reads the words in Romanes. Children repeat these words.
08. Children return to their seats and the teacher writes the new vocabulary on the blackboard.
09. He/She asks the children to read the words on the blackboard.
10. Finally the children copy the new vocabulary to their ELP (p. 44).

*SOCIALFORM (SF): group work – G | partner work – P | individual work – I

| |
|--|
| Teaching activity 02 Sub-topic 01: <i>Thana the khera</i> – Memory |
| Duration: 30 min Skill: d SF: I, G |
| Mat./Res.: Cards from worksheet 01 |
| <p>Note: This activity can only be done subsequently to activity 1. Preparation: Print cards (worksheet 01) on cardboard and cut them out (print five times for five groups).</p> <ol style="list-style-type: none"> 01. Children form groups of four. Each group sits at one desk. 02. Teacher hands out the memory cards to each group. 03. Children try to find the English and corresponding Romanes word to form pairs of cards. 04. The child who found the most pairs is the winner. He/She gets a small reward (pen, homework-voucher, chocolate, etc.). |
| Teaching activity 03 Sub-topic 01: <i>Thana the khera</i> – Story with cards |
| Duration: 35 min Skill: a d SF: I |
| Mat./Res.: Print and laminate cards from worksheet 01; worksheet 02 |
| <ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher reads the story <i>Melale kamašli</i> to the children. 03. Each child gets one (two, ...) card(s) with a word in Romanes. 04. Teacher reads the story again and tells the children to shout "Stop!" when they hear the/a word of their card(s). The respective card is placed in the middle of the circle. 05. Teacher asks the children what the word(s) on their card(s) mean. |
| Teaching activity 04 Sub-topic 01: <i>Thana the khera</i> – <i>Melale kamašli</i> |
| Duration: 40 min Skill: d SF: I, P ELP: Dossier |
| Mat./Res.: Worksheet 02 |
| <p>Note: This activity can only be done subsequently to activity 03.</p> <ol style="list-style-type: none"> 01. Children read the story alone. 02. They read the story together (one child – one paragraph). 03. Children highlights the words they know and discuss them with the child sitting next to them. 04. Each couple writes down one word they don't know. 05. They tell their words to the teacher and he/she writes them on the blackboard. 06. He/She translates the words and asks the children to discuss the content of the story with the child sitting next to them. 07. They discuss the content together. |
| Teaching activity 05 Sub-topic 01: <i>Thana the khera</i> – <i>Melale kamašli</i> |
| Duration: 15 min Skill: d e SF: G ELP: Dossier |
| Mat./Res.: Worksheet 03 |
| <p>Note: This activity can only be done subsequently to activity 04.</p> <ol style="list-style-type: none"> 01. Children form groups of three. 02. Teacher hands out worksheet <i>Melale kamašli</i> and children try to complete it. 03. The group that finishes first and has made no mistakes gets a small reward. 04. They compare the results and the teacher writes the vocabulary on the blackboard. |

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|--|
| Teaching activity 06 Sub-topic 01: <i>Thana the khera – Leperes?</i> |
| Duration: 25 min Skill: a b c e d SF: I ELP: Dossier |
| Mat./Res.: Worksheet 05 |
| <p>Note: This activity can only be done subsequently to activity 05.</p> <ol style="list-style-type: none"> 01. Teacher hands out the worksheet and discusses the questions with the children. 02. Children subsequently complete the worksheet in couples. 03. Teacher writes the sentences on the blackboard and children compare them with their own results. |
| Teaching activity 07 Sub-topic 01: <i>Thana the khera – Kaj keren jon buti?</i> |
| Duration: 15 min Skill: a e SF: G, I ELP: Dossier |
| Mat./Res.: Worksheet 04, crayons |
| <ol style="list-style-type: none"> 01. Teacher hands out the worksheet and asks one child to read the task. 02. He/She asks what the task is and, if necessary (if the children don't know), explains it. 03. Children draw the lines. They can also paint the worksheet as they prefer. |
| Teaching activity 08 Sub-topic 01: <i>Thana the khera – Nakrešlin tiro jekhfeder than!</i> |
| Duration: 40 min Skill: d e a b SF: I ELP: Dossier |
| Mat./Res.: Worksheet 06, colouring pens |
| <ol style="list-style-type: none"> 01. The teacher hands out the worksheets and asks one child to read out the task. 02. He/she asks what their task is and, if necessary (if the children do not know), explains the worksheet. 03. The children draw their favourite spot and try to complete the sentences. 04. Then the children sit in a circle and each child presents his/her picture and reads out his/her sentences. |
| Teaching activity 09 Sub-topic 02: <i>O znački – Sar te phirel pal o drom?</i> |
| Duration: 15 min Skill: a d b e SF: I |
| Mat./Res.: Worksheet 07 |
| <p>Preparation: Arrange desks in a pattern resembling a simple road map (see worksheet 05). Place the traffic signs on the desks (crossings). Print and laminate worksheet 07.</p> <ol style="list-style-type: none"> 01. Teacher explains the game by crossing the “roads” and observing the traffic rules: <ul style="list-style-type: none"> <i>Adaj mušinav te džal rovnones.</i> <i>Adaj musinav te džal pe lavo sera.</i> <i>Akana mušinas te džal pe pravo sera.</i> <i>Akana mušinav te užarel.</i> <i>Adaj hin o prechodos (e zebra).</i> <i>Adaj hin o semaforis.</i> ... 02. Then it is the children's turn: <ul style="list-style-type: none"> They walk along the “roads”, stop at every traffic sign and say what they have to do. |

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| Teaching activity 10 Sub-topic 02: <i>O znakija</i> – Worksheet <i>O semaforis</i> |
| Duration: 40 min Skill: d e SF: G, P ELP: p. 44 |
| Mat. / Res.: Worksheet 08 |
| <ol style="list-style-type: none"> 01. The children are given the worksheet about the poem <i>O semaforis</i> and try to complete it. 02. Then they check their answers together and the teacher writes the words on the blackboard. 03. The new words are added to the ELP (p. 44). |
| Teaching activity 11 Sub-topic 02: <i>O znački</i> – Field trip Traffic signs |
| Duration: 50 min Skill: d a SF: G |
| <p>The class goes on a field trip. The children now know many of the traffic signs and will recognise them in everyday life. The children are given the chance to visualise what they have learnt and to ask questions about any unknown aspects. Note: Make use of the school building and its environment or choose another destination. Ideally, the teacher first checks and finalises the route.</p> |
| Teaching activity 12 Sub-topic 01: <i>Thana the khera</i> – <i>So keras amen?</i> |
| Duration: 50 min Skill: d a e b bc SF: I ELP: Dossier |
| Mat./Res.: Worksheet 10 |
| <ol style="list-style-type: none"> 01. Teacher hands out the worksheet <i>So keras amen?</i> 02. Teacher and children fill it out together: One child after the other reads a question and tries to find the correct answer (teacher can help them). Teacher writes the correct answers on the blackboard and children copy them. 03. After completing the worksheet, children read the sentences with a partner (one child reads the questions, the other child reads the answers, then they swap). |
| Teaching activity 13 Sub-topic 01: <i>Thana the khera</i> – Poster <i>O thana</i> |
| Duration: 50 min Skill: d e SF: I, G ELP: p. 44 |
| Mat./Res.: Worksheet 11, cards from worksheet 12, poster, tape, scissors |
| <p>Preparation: Cut out worksheet 11 and tape it on a poster. Put the poster on a wall or the blackboard.</p> <ol style="list-style-type: none"> 01. The words on the poster are read and discussed together. 02. Teacher hands out worksheet 12. They discuss the verbs on the worksheet (supported by gestures if necessary). 03. Teacher asks the children to cut out the individual words on worksheet 12 and to write their first name next to each word. 04. Subsequently the children try to match the verbs to the terms on the poster and tape them below the right words. 05. Teacher checks the answers (the children who have made a mistake may try again with the help of the other children). 06. The new verbs are added to the ELP (p. 44). |

Teaching activity 14 | Sub-topic 01: *Thana the khera – O drom*

Duration: 30 min | Skill: d b bc | SF: G, I, P

Mat./Res.: Worksheet 13

01. Teacher reads the dialogue *O drom* to the class.
02. He/She reads the dialogue again and asks the children to write down words they know.
03. Children say the words they know. Teacher writes them on the blackboard.
04. He/She reads the dialogue again and asks the children to remember/write down one of the words they don't know.
05. Children say these words and teacher writes them on the blackboard.
06. Teacher translates the words.
07. He/She asks the children to talk about the content with the child sitting next to them.
08. He/She hands out the worksheet and discusses the content with the children.
09. Teacher asks the children to read the dialogue quietly with a partner.
10. Children read the dialogue to the class with their partner.

Teaching activity 15 | Sub-topic 01: *Thana the khera – Gap fill exercise O drom*

Duration: 30 min | Skill: d b bc | SF: G

Mat. / Res.: Worksheet 13

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

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

| |
|---|
| Lesson plan 01 Sub-topic 01: <i>Thana the khera</i> – Places and buildings |
| TA-Nr.: 02 Learning objectives: Getting to know places. |
| Duration: 35 min Skill: d SF: G, I ELP: p. 44 |
| Mat./Res.: Cards of worksheet 01 |
| <p>Preparation: Print cards (worksheet 01) on cardboard and cut them out (print five times for five groups).</p> <ol style="list-style-type: none"> 01. Children form groups of four. Each group sits at one desk. 02. Teacher hands out the memory cards to each group. 03. Children try to find the English and corresponding Romanes word to form pairs of cards. 04. The child who found the most pairs is the winner. He/She gets a small reward (pen, homework-voucher, chocolate, etc.). 05. Put the desks back into their original position. Children return to their seats. |
| TA-Nr.: 07 Learning objectives: Orientation on a map. |
| Duration: 15 min Skill: d e SF: I ELP: Dossier |
| Mat./Res.: Worksheet 04, crayons |
| <ol style="list-style-type: none"> 01. Teacher hands out the worksheet and asks one child to read the task. 02. He/She asks what the task is and, if necessary (if the children don't know), explains it. 03. Children draw the lines. They can also paint the worksheet as they prefer. |
| Lesson plan 02 Sub-topic 01: <i>Thana the khera</i> – <i>So keras amen?</i> |
| TA-Nr.: 13 Learning objectives: Getting to know verbs and using them correctly; practicing pronunciation |
| Duration: 50 min Skill: d a e b bc SF: I, P ELP: Dossier |
| Mat./Res.: Worksheet 10 |
| <ol style="list-style-type: none"> 01. Teacher hands out the worksheet <i>So keras amen?</i>. 02. Teacher and children fill it out together: One child after the other reads a question and tries to find the correct answer (teacher can help them). Teacher writes the correct answers on the blackboard and children copy them. 03. After completing the worksheet, children read the sentences with a partner (one child reads the questions, the other child reads the answers, then they swap). |

the post
office



e
pošta



the
church



the
cinema



o
kinos



e
khangeri



the
hospital



e
špitaľa



the
pharmacy



the
shop



e
sklepa



e
ľekarňa



the
school



e
škola



the
bridge



the
kindergarten



e
školka



e
phurd



the
park



o
parkos



the
settlement



the
police



o
phandle



e
vatra



the
river



e
len



the traffic
light



the
mountain



o
plajis



o
semaforis



the
station



e
staňica



the
police



the fire
brigade



e
požarňicko
staňica



o
mujale



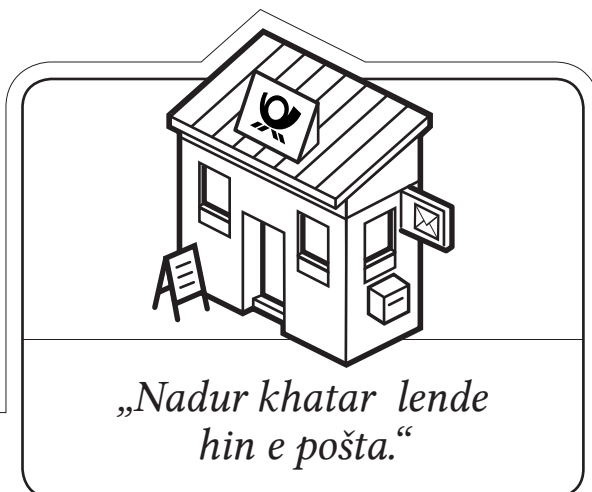
Melale kamašli

O Jankus hino cikno romano čavoro. Jov bešel po agor le gaveske, pe vatra. Pe vatra nane but khera, ča pandž.

O Jankus sar džal tosara andre škola, predžal maj calo gav. Nadur khatar lende hin e pošta. Paš e pošta hiñi the e školka. Kodoj phirlas o Jankus, sar sas cikneder. Sar džal o Jankus opre le plajiha, dikhel e skl'epa the e lekarña. Sar džal tele le plajiha, dural dikhel e khangeri.

Dži ke khangeri na džal, vašoda kaj leskeri škola hiñi pašeder. Paš e škola hin e phurd, kajča o Jankus na predžal ke škola perdal e phurd.

Sako tosara džal te dikhel le mačhen, ke len. Kodoj furt o Jankus peske meľarel o kamašli, sar predžal pe aver sera perdal o pañi, ke škola.



Melale kamašli

O Jankus hino cikno romano čavoro. Jov

bešel po _____ le gaveske, pe vatra.

Pe _____ nane but khera, ča pandž.

O Jankus sar džal tosara andre _____,

predžal maj calo gav. Nadur khatar lende

hin e _____. Paš e pošta hiñi the e

_____. Kodoj phirlas o Jankus, sar sas

cikneder.

Sar džal o Jankus opre le plajiha, dikhel e

_____ the e _____. Sar džal tele le

plajiha, dural dikhel e khangeri. Dži ke

_____ na džal, vašoda kaj leskeri škola hiñi pašeder.

Paš e škola hin e phurd, kajča o Jankus na predžal ke škola perdal

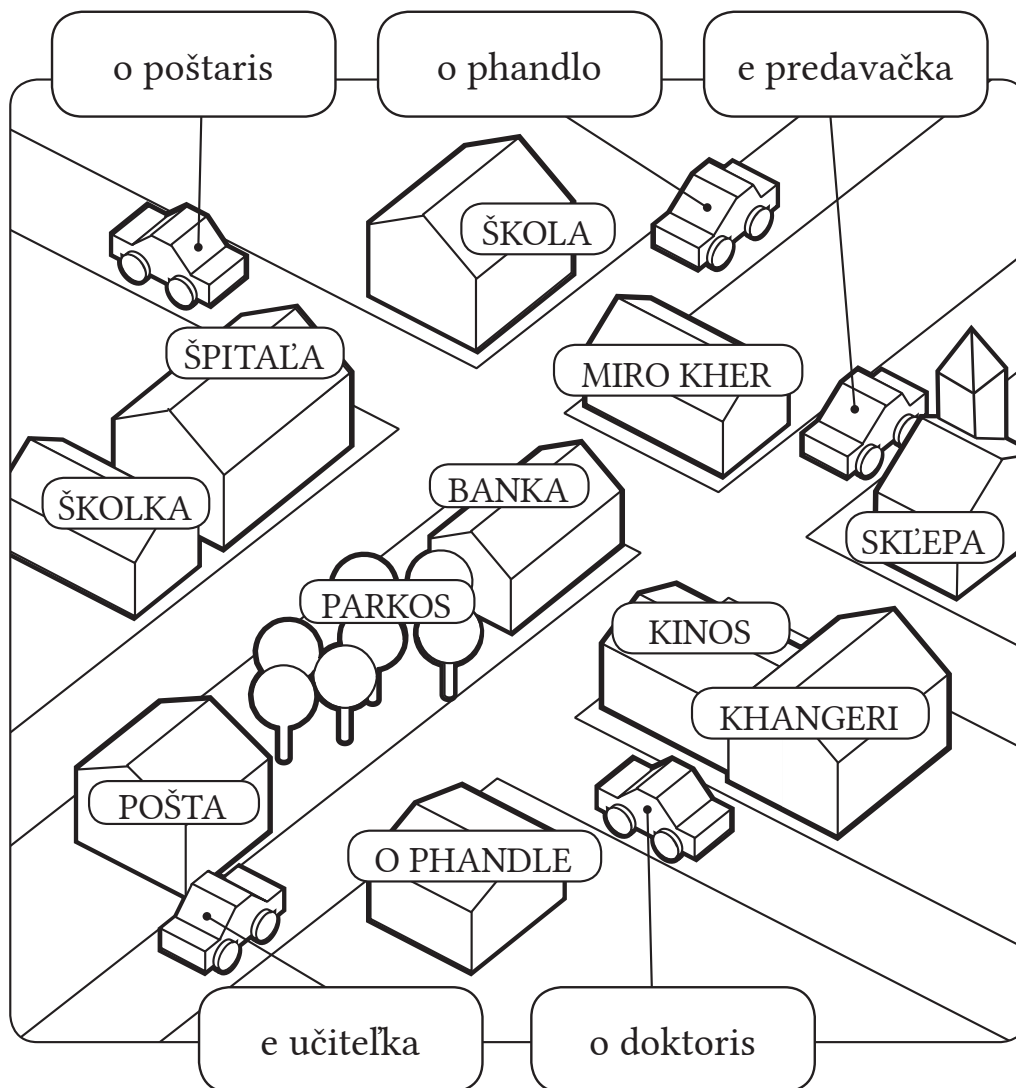
e _____. Sako tosara džal te dikhel le mačhen, ke _____.

Kodoj furt o Jankus peske meľarel o kamašli, sar predžal pe

aver sera perdal o pañi, ke škola.



Kaj keren jon bući?



Nakrešlin lengero drom andre bući!



Miro nav _____

Leperes?

Kaj bešel o Jankus?

O Jankus _____ pe _____.

Kaj džal o Jankus sako tosara?

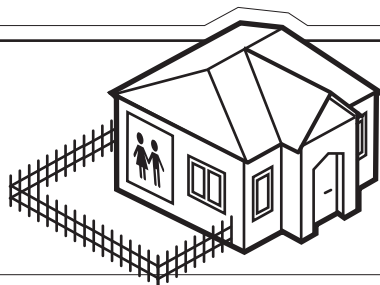
Jov _____ andre _____.

Kaj meľarel o Jankus o kamašľi?

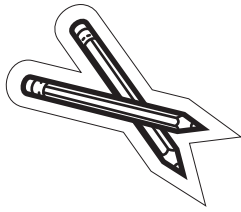
Jov _____ o kamašľi paš e _____.

Soske o Jankus džal sako tosara ke len?

Jov _____ te dikhel le _____.



*„Paš e pošta hiňi
the e školka.“*



Miro nav _____

Miro jekhfeder than hino _____

Miro jekhfeder than hino _____.

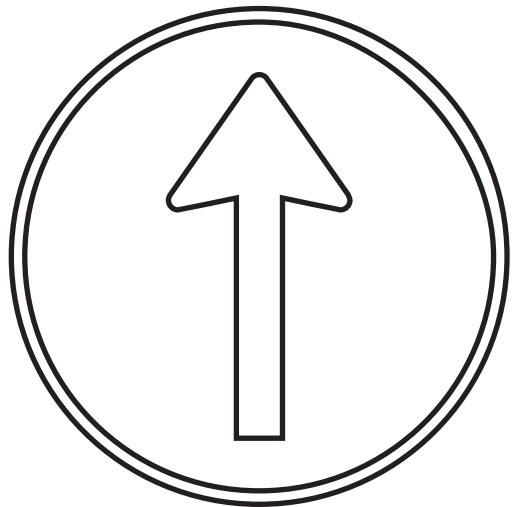
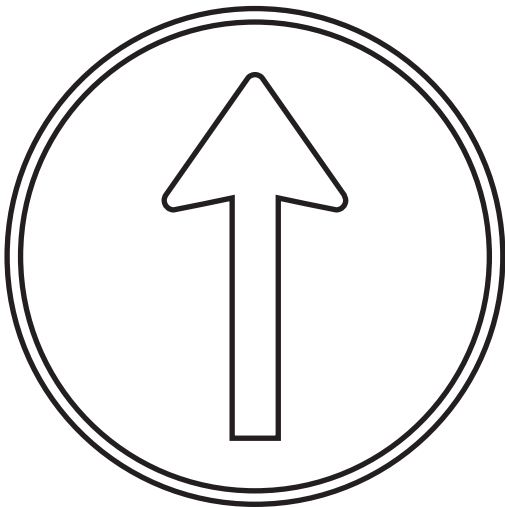
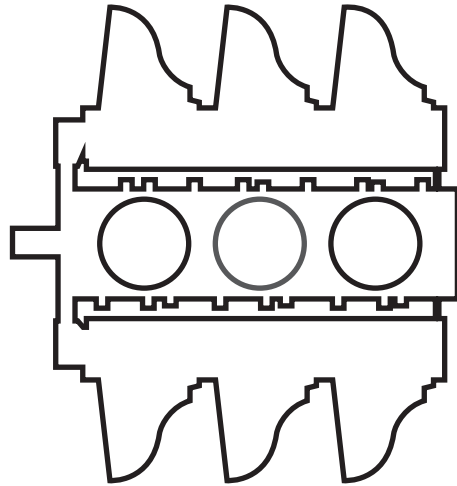
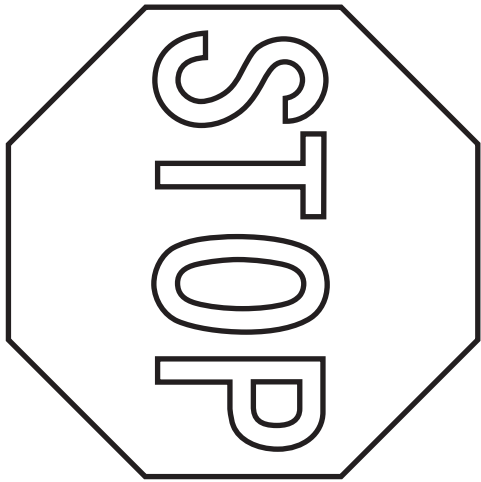
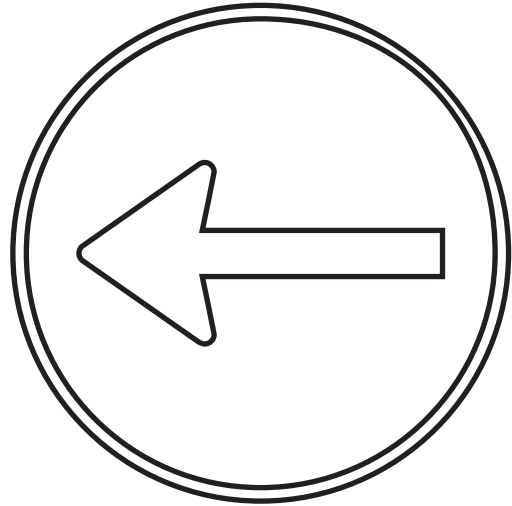
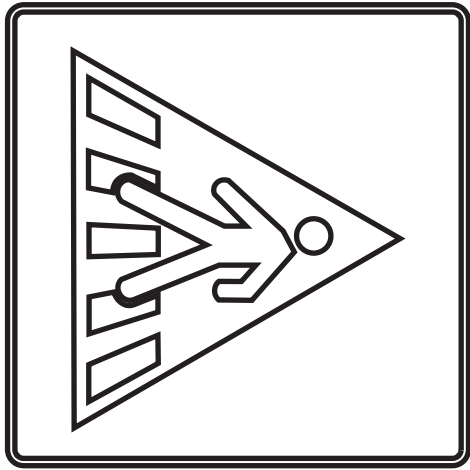
(baro, cikno)

Paš miro jekhfeder than hin _____.

(kašta, kvitki/viraga, vados/hados, knižki, skamind, radijos, hombačka, televizoris, paňi, počítačis)

Paš miro jekhfeder than me _____.

(khelav/bavinav man, sovav, genav, sikhľuvav, plavinav, khelav fodbal, bašavav, giľavav)



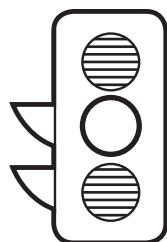
O semaforis



O semaforis hino lolo.

So keres?

Me _____!



O semaforis hino

orandžovo. So keres?

Me _____!



O semaforis hino želeno.

So keres?

Me _____!



Miro nav _____

So keras amen?

So keras andre škola?

Andre škola _____.

So keras andro kinos?

Andro kinos _____ filmos.

So keras ko doktoris?

Ko doktoris _____ te sam nasvale.

So keras andre špitaľa ?

Andre špitaľa _____.

So keras andre sklępa?

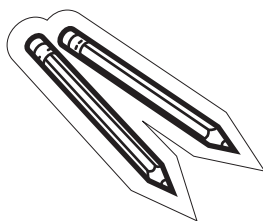
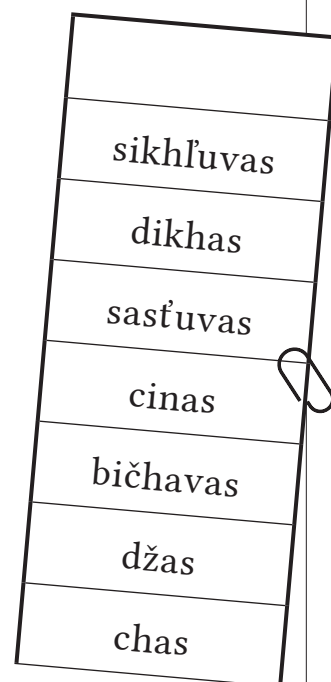
Andre sklępa _____.

So keras pe pošta ?

Pe pošta _____ o ľil.

So keras andre reštavracija?

Andre reštavracija _____.



kinos

sklepa

špitaľa

pošta

škola

reštavracija

genas

irinas

sikhľuvas

dikhas

bešas

sastuvas

cinas

poťinas

bičhavas

chas

O drom

Čhavo: Lačo đives! Šaj vareso phučav tumendar?

Papus: Lačo đives! Šaj phučes, sar te na?

Čhavo: Džanen, kaj e lekarňa?

Papus: Džanav! Mušines te džal duj ul'ici rovnones
u pa'lis pe ľavo sera khatar e banka.

Čhavo: Pa'likerav tumenge, te aven saste the bachtale!

Papus: Sasto the bachtalo te aves the tu!



Miro nav _____

O drom

Čhavo: Lačo d'ives! _____ vareso _____ tumendar?

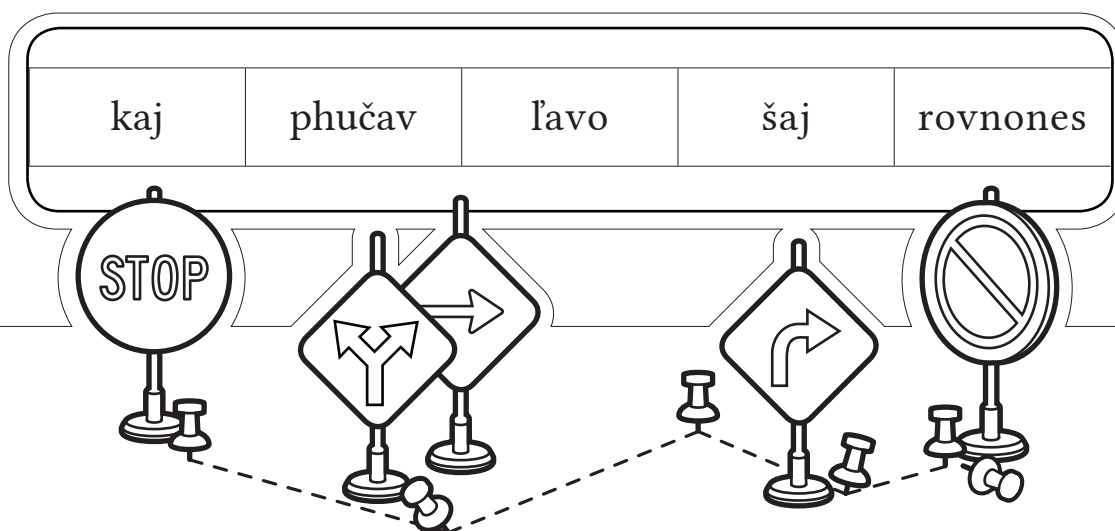
Papus: Lačo d'ives! Šaj phučes, sar te na?

Čhavo: Džanen, _____ e lekarňa?

Papus: Džanav! Mušines te džal duj ulici _____
u palis pe _____ sera khatar e banka.

Čhavo: Paľikerav tumenge, te aven saste the bachtale!

Papus: Sasto the bachtalo te aves the tu!



| |
|---|
| East-Slovak_Secondary_A1_AT_eng_unit-04 |
| Main theme (CFR): ROMA CRAFTS AND OCCUPATIONS |
| Sub-theme 01: <i>O buta</i> – Occupations |
| Connected main themes in the CFR: Myself and my family |

| Working with the CFR – Learning objectives | |
|--|---|
| Skill | Relevant descriptors in the language grid (“can do”) OR “I can” statements: |
| a | <ul style="list-style-type: none"> ✓ Can recognise and understand basic words for traditional and current crafts and occupations of Roma people when they are spoken or read aloud. ✓ Can recognise and understand words associated with the products of different crafts ✓ (e.g. horse shoes, jewellery, musical performance, etc.) |
| d | <ul style="list-style-type: none"> ✓ Can recognise and understand the words for the different crafts and occupations of Roma people (past and present) when they appear on flashcards, posters or in simple texts. ✓ Can recognise and understand the words associated with the products of different crafts ✓ (e.g. horse shoes, jewellery, musical performance etc.) when they appear on flashcards, posters or in simple texts. |
| bc | <ul style="list-style-type: none"> ✓ Can use gestures, key words and simple phrases/sentences to reply to basic questions ✓ about the traditional and modern day occupations of Roma people. |
| b | <ul style="list-style-type: none"> ✓ Can use simple phrases and sentences to make a short, possibly incomplete, statement ✓ about the crafts or occupations of members of the family or group. ✓ Can use simple phrases and sentences to make a short statement about the typical ✓ crafts or occupations of Roma in his/her country or area. |
| e | <ul style="list-style-type: none"> ✓ Can copy or write basic words to do with the crafts and occupations of Roma. ✓ Can copy or write basic sentences about Roma crafts or occupations. |
| Working with the ELP | |
| Dossier: Worksheet 01 - 05, 07, 09, 10, 12; p. 44, Activities 03, 04, 06 | |

| Vocabulary Sub-topic 01: <i>O buľa</i> | | | |
|--|--------------------|--------------------------------|--------------------------------|
| Active | | | |
| <i>mira babakero</i> | my grandmother's | <i>o kucharis</i> | the chef |
| <i>mire dadeskero</i> | my father's | <i>e buři/o buľa</i> | occupation(s) |
| <i>tira babakero</i> | your grandmother's | <i>e řkolka</i> | the kindergarten |
| <i>tire dadeskero</i> | your father's | <i>o řoferis</i> | the driver |
| <i>o malaris</i> | the painter | <i>o autobusis</i> | the bus |
| <i>o doktoris</i> | the doctor | <i>o lavutaris</i> | the musician |
| <i>o inřtalteris</i> | the plumber | <i>e řhuri</i> | the knife |
| <i>e sekretarka</i> | the secretary | <i>o pokrovcos</i> | the carpet |
| <i>o pořarnřikos, o hasiřis</i> | the fireman | <i>o grati</i> | the dishes |
| <i>e predavařka</i> | the shop assistant | <i>e piri</i> | the pot |
| <i>e fotografka</i> | the photographer | <i>o charřas</i> | the blacksmith |
| <i>o dirigentos</i> | the conductor | <i>e motika</i> | the rake |
| <i>So hino jov?/So hiři jov?</i> | Who is he/she? | <i>e kořaris</i> | the basket |
| <i>jov hino/jov hiři ...</i> | he is/she is ... | <i>o řustros, o řusteris</i> | the shoemaker(s) |
| <i>koda hino/Kodi hiři ...</i> | he is/she is ... | <i>o kamařli, o topanki</i> | the shoes |
| <i>prikerel</i> | to fix, to repair | <i>varekana</i> | in the past |
| <i>irinel, pisinel</i> | to write | <i>akana</i> | in the present |
| <i>telefořinel, viřinel</i> | to telephone | <i>o uřitelis, o sikhřardo</i> | the teacher |
| <i>focinel, lel tele</i> | to photograph | <i>o kaderřikos</i> | the hairdresser |
| <i>sasřarel</i> | to heal | <i>So kerel jov/jov?</i> | What does he/she do? |
| <i>bikenel</i> | to sell | <i>tavel</i> | to cook |
| <i>malřinel</i> | to paint | <i>anel o řil</i> | to deliver a letter |
| <i>diriginel</i> | to conduct | <i>prikerel o kamařli</i> | to repair shoes |
| <i>o kher</i> | the house | <i>bařavel po bijav</i> | to play at a wedding (music) |
| <i>andro obchodos, andre skřepa</i> | in the shop | <i>bikenel andre skřepa</i> | to sell things in a shop |
| <i>o orchestras, e banda</i> | the orchestra | <i>murdarel e jag</i> | to extinguish a fire |
| <i>andre kancelarija</i> | at the office | <i>sasřarel le manuřen</i> | to heal people |
| <i>o rurki po paři</i> | the water pipes | <i>řoferinel o autobusis</i> | to drive a bus |
| <i>e reřtavracija</i> | the restaurant | <i>miri buři</i> | my occupation |
| <i>e doktorka</i> | the doctor | <i>So kames tu te avel?</i> | What would you like to become? |
| | | <i>Me kamav te avel ...</i> | I would like to become a ... |

| Grammar | |
|---|--|
| Active | Passive |
| Verbs in Present tense: 3rd person SG Simple interrogative clauses Locations with preposition 'in' Articles <i>o/e</i> | Einfache Fragen (Was mřchtest du werden?) Einfache Satzstellung (Ich mřchte ... werden.) Perfekt/Plusquamperfekt Possessivpronomen <i>miro, mire, tiro, tire, leskere</i> Plural von Substantiva |

| |
|--|
| Teaching activity 01 Sub-topic 01: O buĎa 1 |
| Duration: 30 min Skill: d e b SF*: I ELP: Dossier |
| Mat. / Res.: Worksheet 01, internet access and printer or newspapers/magazines, glue, scissors |
| <ol style="list-style-type: none"> 01. The teacher hands out the worksheets and asks one child to read out the instructions. 02. The tasks are clarified together and the vocabulary is discussed. 03. The children search the internet (or newspapers and magazines organised by the teacher) for pictures of their family's occupations and print them. 04. They cut out the images, glue them on the worksheet and try to complete the sentences. 05. Then each child reads them out loud and presents his/her worksheet. 06. The worksheet is added to the Dossier |
| Teaching activity 02 Sub-topic 01: O buĎa 2 |
| Duration: 15 min Skill: d e SF: I, G ELP: Dossier |
| Mat. / Res.: Worksheet 02 |
| <ol style="list-style-type: none"> 01. Teacher hands out the worksheet and asks the children what the task is. 02. Then they discuss what occupations the people on the worksheet have. 03. Children try to fill in the words correctly. 04. Subsequently they compare their results and the teacher writes the vocabulary on the blackboard. |
| Teaching activity 03 Sub-topic 01: O buĎa 3 |
| Duration: 50 min Skill: d e bc SF: I, P |
| Mat. / Res.: Worksheet 03 |
| <ol style="list-style-type: none"> 01. Teacher hands out the worksheet. 02. He/She asks one child to read the first example and to complete it. He/She helps with the first example and if necessary also with the second. 03. Children then continue working in couples. 04. Subsequently they compare their answers. Each couple reads one example. 05. Teacher writes the words that were used on the blackboard and children copy them to their ELP (p. 44). |
| Teaching activity 04 Sub-topic 01: O buĎa – Listening comprehension Miri buĎakeri famelija |
| Duration: 30 min Skill: d e a SF: I, P ELP: Dossier p. 44 |
| Mat. / Res.: Worksheet 04 |
| <ol style="list-style-type: none"> 01. Children hear the listening comprehension <i>Miri buĎakeri famelija</i> twice. 02. They discuss the content with the child sitting next to them. 03. They hear the listening comprehension again and remember one word they don't know. 04. Teacher translates these words. 05. The audio is played again and the teacher asks the children to memorize the occupations mentioned. 06. Subsequently the occupations are written on the blackboard and the children copy them into their ELP (p. 44). |

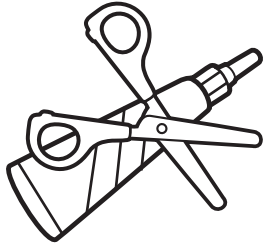
*SOCIALFORM (SF): Group work - G | Partner work - P | Individual work - I

| |
|---|
| Teaching activity 05 Sub-topic 01: <i>O buťa – Reading Miri buťakeri famelija</i> |
| Duration: 20 min Skill: d a SF: I, P ELP: Dossier |
| Mat. / Res.: Worksheet 04 |
| <ol style="list-style-type: none"> 01. Teacher hands out the text <i>Miri buťakeri famelija</i> and asks the children to read the text quietly. 02. They discuss the content with the child sitting next to them. 03. They read the text aloud (each paragraph is read by another child) and discuss its content. |
| Teaching activity 06 Sub-topic 01: <i>O buťa – Gap text Miri buťakeri famelija</i> |
| Duration: 20 min Skill: d e SF: G ELP: Dossier p. 44 |
| Mat. / Res.: Worksheet 05 |
| <ol style="list-style-type: none"> 01. Children form groups of three. 02. Teacher hands out the gap text <i>Miri buťakeri famelija</i>. Children try to complete the gap text in groups. 03. The group that finishes first and has made no mistake gets a small reward. 04. Subsequently the class compares the results and the teacher writes the vocabulary on the blackboard. 05. New vocabulary is added to the ELP (p. 44). |
| Teaching activity 07 Sub-topic 01: <i>O buťa – Listening comprehension Paš e phabalín</i> |
| Duration: 15 min Skill: a SF: I, P ELP: p. 44 |
| Mat. / Res.: Worksheet 06 |
| <ol style="list-style-type: none"> 01. Children hear the listening comprehension <i>Paš e phabalín</i> twice. 02. They discuss the content with the child sitting next to them. 03. They hear the listening comprehension again and remember one word they don't know. 04. Teacher translates these words and writes them on the blackboard. 05. They hear the listening comprehension again and discuss the content. New vocabulary is added to the ELP (p. 44). |
| Teaching activity 08 Sub-topic 01: <i>O buťa – Fairy tale Paš e phabalín</i> |
| Duration: 40 min Skill: a d e SF: I ELP: Dossier |
| Mat. / Res.: Worksheet 07 |
| <ol style="list-style-type: none"> 01. Teacher hands out the fairy tale <i>Paš e phabalín</i>. Children read it quietly once. 02. Together they try to answer the questions about the content (verbally first). 03. Differentiation: More advanced children copy the answers to the worksheet and compare them to the solutions on the blackboard. Less confident or younger children formulate the answers together with the teacher. He/ She writes the answers on the blackboard, the children copy them to their worksheets. |

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| Teaching activity 09 Sub-topic 01: O buťa – Puzzle Paš e phabalín |
| Duration: 20 min Skill: a d b e SF: G |
| Mat. / Res.: Worksheet 08, copies, envelopes |
| <p>Preparation: Copy and cut out worksheet 08 for all groups. Put the parts of each copy into one envelope.</p> <ol style="list-style-type: none"> Children form five groups (more if required, ideally 3–4 children per group). Each group gets one envelope with cut out pieces of the fairy tale <i>Paš e phabalín</i>. They have about 10 min to put the puzzle into the correct order. Finally the teacher reads the story and the children compare their results. |
| Teaching activity 10 Sub-topic 01: O buťa – Puzzle So keren jon |
| Duration: 30 min Skill: a bc SF: I |
| Mat. / Res.: Worksheet 11, pictures |
| <p>Preparation: Cut out and laminate pictures of worksheet 11.</p> <ol style="list-style-type: none"> Children sit in a circle. Teacher shows the children a card with an occupation and asks: <i>So kerel jov/joj?</i> One child tries to answer, perhaps only with a single word (<i>šoferinel, focinel, ...</i>). Teacher completes the sentence: <i>Jov šoferinel, focinel, ...</i> and the children repeat in unison. He/She continues to ask: <i>So hino jov?</i> Another child answers (<i>šoferis, kucharis, ...</i>). Teacher completes the sentence: <i>Jov hino šoferis, kucharis, ...</i> and the children repeat in unison again. Same procedure with all other cards. Teacher asks for the verb first, then for the occupation and then the children repeat the respective sentence in unison. |
| Teaching activity 11 Sub-topic 01: O buťa – Pantomime |
| Duration: 15 min Skill: a b bc SF: I |
| <ol style="list-style-type: none"> Children stand in a circle. Teacher shows the game by standing in the middle of the circle, miming an occupation. He/She asks the children: <i>So som me?</i> Children have to guess the occupation. Teacher helps them to form a complete sentence <i>Me som doktorka.</i> and all children repeat in unison. Then one child stands in the middle and mimes an occupation. He/She asks: <i>So som me?</i> Children have to guess the occupation. Teacher helps the children with spelling and grammar. All children repeat what is said in unison. When every child has been in the middle at least once, the game is over. |
| Teaching activity 12 Sub-topic 01: O buťa – Varekana the akana |
| Duration: 20 min Skill: d a SF: I ELP: Dossier |
| Mat. / Res.: Worksheet 09, crayons |
| <ol style="list-style-type: none"> Teacher hands out the worksheet <i>Varekana the akana</i> ‘Then and Now’. He/She asks one child to read heading and task. Together they discuss the task. Teacher shows one example of an occupation in former times and one example of the present. Children paint it. Subsequently the children continue working alone. The results are finally compared. The worksheet is added to the Dossier. |

| |
|--|
| Teaching activity 13 Sub-topic 01: O buľa – Ko so kerel? 1 |
| Duration: 20 min Skill: d e SF: I ELP: Dossier |
| Mat. / Res.: Worksheet 10, overhead projektor, transparency, transparency pen |
| <p>Preparation: Copy worksheet 10 on overhead transparency.</p> <ol style="list-style-type: none"> 01. Teacher puts the copy of <i>Ko so kerel?</i> on the overhead projector. 02. They discuss the task (connecting the sentences with the correct picture). 03. One child reads the first sentence and connects it to the correct picture on the overhead transparency. 04. Teacher asks the next child to read the second sentence and to connect it to the correct picture. 05. Same procedure until all sentences are connected. 06. Subsequently, each child gets worksheet 10 <i>Ko so kerel?</i> as a homework. |
| Teaching activity 14 Sub-topic 01: O buľa – Ko so kerel? 2 |
| Duration: 15 min Skill: a bc b SF: G ELP: p. 44 |
| Mat. / Res.: Worksheet 11, cards worksheet 12, poster, tape, scissors |
| <p>Preparation: Print and laminate worksheet 11 and cut out pictures.</p> <p>Note: This activity can only be done subsequently to activity 13.</p> <ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher puts the cards on the floor in the middle of the circle. 03. He/She asks a question of worksheet 11 (Teacher's Notes) and asks a child to find the matching card. 04. The child finds the card and answers the teacher's question (the teacher can tell the answer first and the child repeats it). The child then attaches the card to the blackboard. 05. Teacher continues until all questions of worksheet 11 are answered. |
| Teaching activity 15 Sub-topic 01: O buľa – Miri bufi |
| Duration: 30 min Skill: d b bc SF: G, I, P |
| Mat. / Res.: Worksheet 12 |
| <ol style="list-style-type: none"> 01. Teacher hands out the worksheet <i>Miri bufi</i>. 02. Teacher asks one child to read heading and task. Together they discuss the task. 03. Children draw their dream occupation. 04. Teacher asks each child: <i>So kames te avel?</i> 'What would you like to become?' 05. Children answer and teacher helps them to form sentences, e.g.: <i>Me kamav te avel doktoris, poštaris, ...</i> – 'I would like to become a postman, doctor, ...' 06. The finished worksheets are displayed in the classroom. |

| |
|--|
| Lesson plan 01 Sub-topic 01: O buťa |
| TA-Nr.: 02 Learning objectives: Getting to know the names of occupations. |
| Duration: 15 min Skill: d e SF: I ELP: Dossier |
| Mat. / Res.: Worksheet 02 |
| 01. Teacher hands out the worksheet and asks the children what the task is. 02. Then they discuss what occupations the people on the worksheet have. 03. Children try to fill in the words correctly. 04. Subsequently they compare their results and the teacher writes the vocabulary on the blackboard. |
| TA-Nr.: 11 Learning objectives: Using new words in dialogues – <i>So som me? Me som doktorka, doktoris, ...</i> |
| Duration: 15 min Skill: a b bc SF: I |
| Mat. / Res.: Worksheet 04, crayons |
| 01. Children stand in a circle. 02. Teacher shows the game by standing in the middle of the circle, miming an occupation. 03. He/She asks the children: <i>So som me?</i> 04. Children have to guess the occupation. Teacher helps them to form a complete sentence <i>Me som doktorka.</i> and all children repeat in unison. 05. Then one child stands in the middle and mimes an occupation. He/She asks: <i>So som me?</i> 06. Children have to guess the occupation. Teacher helps the children with spelling and grammar. All children repeat what is said in unison. 07. When every child has been in the middle at least once, the game is over. |
| TA-Nr.: 12 Learning objectives: Getting to know the names of traditional Roma occupations. |
| Duration: 20 min Skill: d e SF: I ELP: Dossier |
| Mat. / Res.: Worksheet 09, crayons |
| 01. Teacher hands out the worksheet <i>Varekana the akana</i> ‘Then and Now’. 02. He/She asks one child to read heading and task. 03. Together they discuss the task. 04. Teacher shows one example of an occupation in former times and one example of the present. Children paint it. 05. Subsequently the children continue working alone. |
| Lesson plan 02 Sub-topic 01: O buťa |
| TA-Nr.: 13 Learning objectives: Applying the acquired names for occupations correctly. Revising and consolidation of the previous lesson’s vocabulary. |
| Duration: 50 min Skill: d a e b bc SF: I, P ELP: Dossier |
| Mat. / Res.: Worksheet 03 |
| 01. Teacher hands out the worksheet. 02. He/She asks one child to read the first example and to complete it. He/She helps with the first example and if necessary also with the second. 03. Children then continue working in couples. 04. Subsequently they compare their answers. Each couple reads one example. 05. Teacher writes the words that were used on the blackboard and children copy them to their ELP (p. 44). |



O buťa

Nakrešlin le dadeskeri bući!
Mire dadeskeri bući hiñi

_____.

Nakrešlin la dakeri bući!
Mira dakeri bući hiñi

_____.

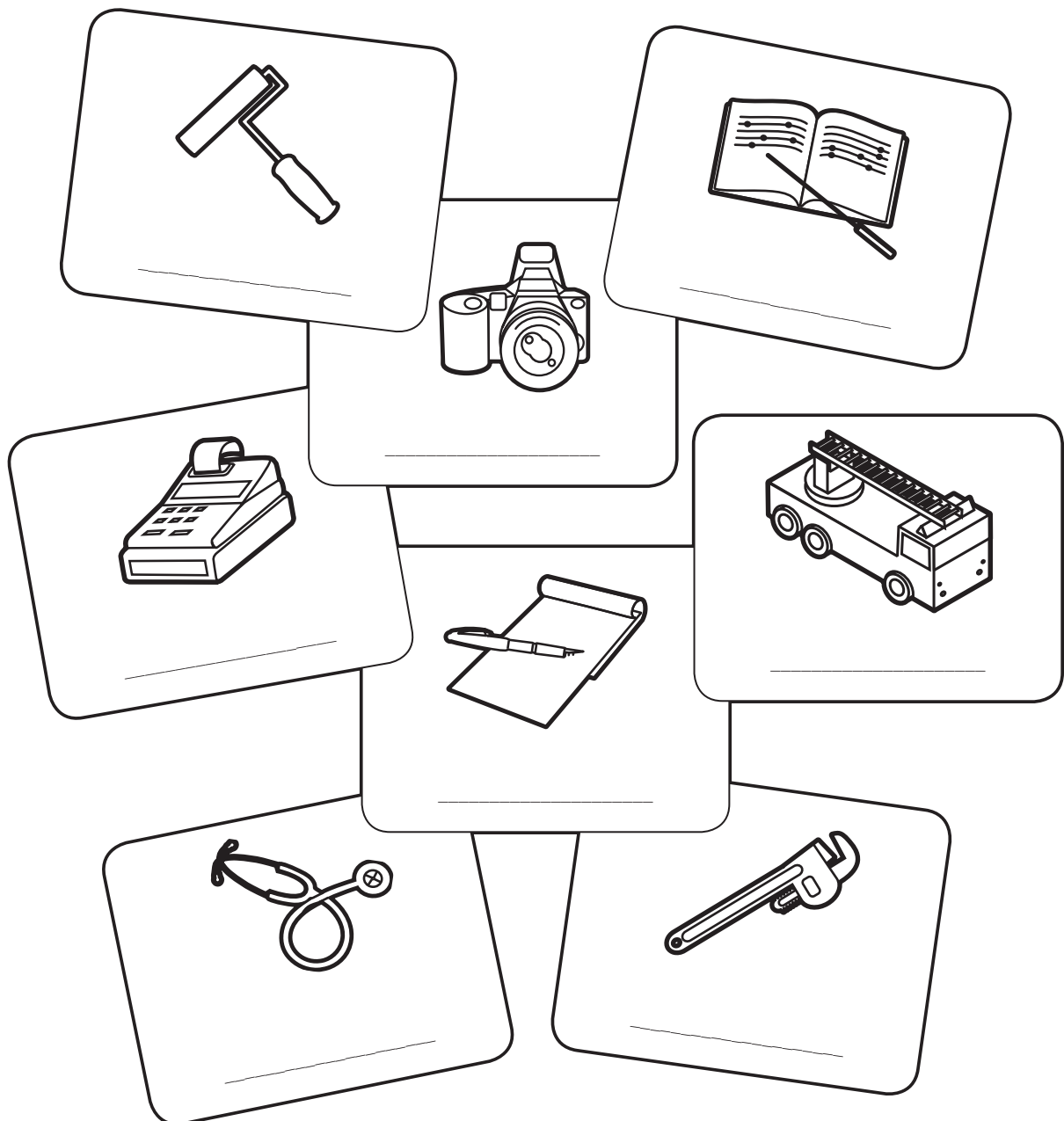
Nakrešlin le papuskeri bući!
Mire papuskeri bući hiñi

_____.

Nakrešlin la babakeri bući!
Mira babakeri bući hiñi

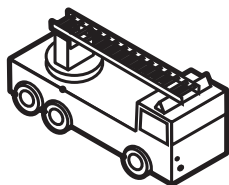
_____.

Prindžares kala buťa?



| | | | |
|------------|----------|-------------|--------------|
| maľaris | doktoris | pokladnička | fotografka |
| dirigentos | hasičis | sekretarka | inštalateris |

O buľa



So hino jov? Jov hino _____.
So kerel jov? Jov _____ e jag.



So hino jov? Jov hino _____.
So kerel jov? Jov _____ o rurki po paňi.



So hiňi joj? Jov hiňi _____.
So kerel joj? Jov _____ the _____
andre kancelarja.



So hiňi joj? Jov hiňi _____.
So kerel joj? Jov _____ le manušen.



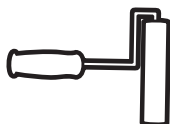
So hino jov? Jov hino _____.
So kerel jov? Jov _____ o orchestros.



So hino jov? Jov hino _____.
So kerel jov? Jov _____ le manušen.



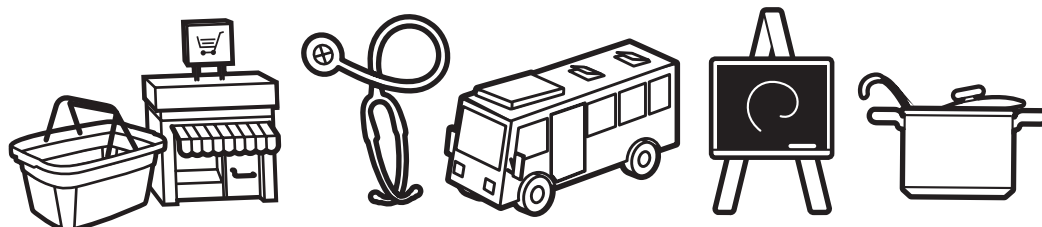
So hiňi joj? Jov hiňi _____.
So kerel joj? Jov _____ andre skľepa.



So hino jov? Jov hino _____.
So kerel jov? Jov _____ o khera.

maľaris | doktoris | predavačka | fotografka | dirigentos | požarnikos | sekretarka | inštalateris
murdarel | prikerel | irinel/telefoňinel | focinel | sastarel | bikenel | malinel | diriginel

Miri butakeri famel'ija



Miro dad hino šoferis. Jov šoferinel o autobusis.
Jov džal sig tosara andre bući u avel raći nasig khere.

Miri daj bikenel andre skłepa. Joj kerel štar ori po đives.

Miri phen phirel andre školka. E školka hiñi nadur amare
kherestar.

Miro papus hino kucharis. Jov kerel bući andre
reštavracija. Jov pekel jekhfeder palačinki po calo svetos.

Miri baba hiñi doktorka. Joj sasťarel le manušen.
Joj sako rat sar džav te sovel, phenel mange:
„Mor mištes tire danda!“

Me phirav andre škola. Andre škola džav le autobusiha.
Varekana miro dad šoferinel o autobusis. Sar dikhav mire
dades tosara andro autobusis, me džav asabnaha andre škola.

Miro nav _____

Miri butakeri famel'ija



Miro dad hino _____. Jov šoferinel o _____.

Jov džal sig tosara andre buti u avel rači nasig khere.

Miri daj bikenel andre _____. Joj kerel štar ori po đives.

Miri phen phirel andre _____. E školka hiči nadur amare

kherestar. Miro papus hino _____. Jov kerel buti andre

_____. Jov pekel jekhfeder palačinki po calo svetos. Miri

baba hiči _____. Joj sasťarel le manušen. Joj sako rat sar

džav te sovel, phenel mange: „Mor mištes tire danda!“ Me

phirav andre _____. Andre škola džav le _____.

Varekana miro dad šoferinel o autobusis. Sar dikhav mire

dades tosara andro autobusis, me džav asabnaha andre škola.

| | | | | |
|----------|----------|------------|-----------|--------------|
| kucharis | doktorka | autobusiha | šoferis | reštavracija |
| školka | škola | sklepa | autobusis | |

Paš e phabal'in

Nadur le vešestar, po plajis, paš e phabal'in, sas le romengero than. Ke raťate kerenas penge jag.

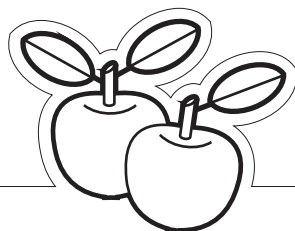
O daja lenas o rokľi, pačarenas andre le čhavoren u avka len thovenas te sovel. Sako rat bešenas paš e jag u šunenas la phura dakere paramisa.

Nadur la jagatar sas lengere verdana le grajenca. Šukar dičholas avri lengero dživipen, kajča le romen varekana sas but pharo dživipen.

Phirenas jekhe thanestar pe aver pal o buťa. O lavutara phirenas le rajenge te bašavel. Aver roma bikenenas o čhura. Bikenenas le grajen, o pokrovci, o čare, o pira, the o kořika.

O chart'i kerenas le gadženge o motiki. Varesave roma khuvenas o kořika. O šustri prikerenas o kamařli.

Tosarastar dži ke kaľi rat jon sas andro gav, paľis raťi savore visal'onas ke peskero than. Sar imar na sas len buťi andro gav, bešenas andro verdana u džanas dureder, pe aver thana.



Miro nav _____

Paš e phabal'in

Kaj sas le romengero than?

So kenas paš e jag?

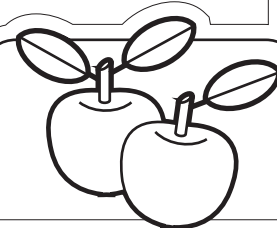
Ko phirelas le rajenge te bašavel?

So mek kenas o roma?

Ko kerelas le gadženge o motiki?

Ko prikerelas o kamašli?

So kenas o roma sar imar andro gav na sas bufi?



*„Nadur le
vešestar, po
plajis, paš e
phabal'in, sas
le romengero
than.“*

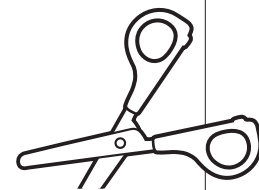


Paš e phabaĽin

Nadur le vešestar, po plajis, paš e phabaĽin, sas le romengero than. Ke raťate kerenas penge jag.

O daja lenas o rokli, paćarenas andre le ćhavoren u avka len thovenas te sovel. Sako rat bešenas paš e jag u šunenias la phura dakere paramisa.

Nadur la jagatar sas lengere verdana le grajenca. Šukar dićholas avri lengero dživipen, kajća le romen varekana sas but pharo dživipen.



Phirenas jekhe thanestar pe aver pal o buťa. O lavutara phirenas le rajenge te bašavel. Aver roma bikenenas o ćhura. Bikenenas le grajen, o pokrovci, o ćare, o pira, the o košika.

O ćarťi kerenas le gadźenge o motiki. Varesave roma khuvenas o košika. O šustri prikerenas o kamašľi.

Tosarastar dži ke kaľi rat jon sas andro gav, paľis raťi savore visaľonas ke peskero than. Sar imar na sas len buťi andro gav, bešenias andro verdana u dźanas dureder, pe aver thana.

Miro nav _____

Varekana the akana

Vimaŕin o kruŕki!

inŕtateris

uĉiŕelis

kaderŕnikos

ĉarŕas

ŕustros

doktoris

sekretarka

predavaĉka

lavutaris

fotografka

poŕarnikos

maŕaris



varekana = lolo
akana = ŕeleno



Ko so kerel?

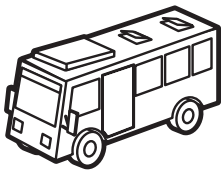
Te arakhes o obraskos, ke savo pasinel
o tekstos, cirde ke leste linija!



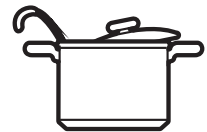
Ko kerel o chaben?



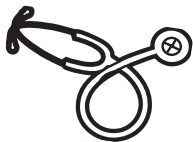
Ko šoferinel o autobusis?



Ko prikerel o kamašli?



Ko bašavel po bijav?



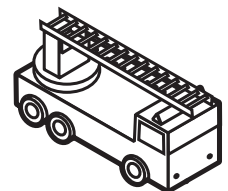
Ko murdarel e jag?



Ko bikenel andre skļepa?



Ko anel o lil?



Ko sasťarel le manušen?

Tekstos la učitel'kake:

Ko tavel o chaben?

Ko anel o lil?

Ko prikerel o kamašli?

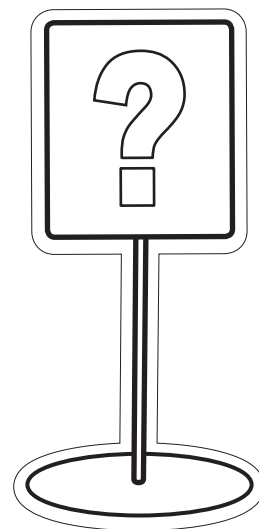
Ko bašavel po bijav?

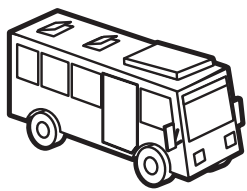
Ko bikenel andre sklepa?

Ko murdarel e jag?

Ko sasťarel le manušen?

Ko šoferinel o autobusis?

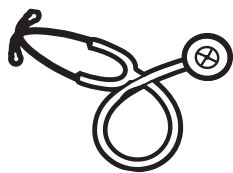




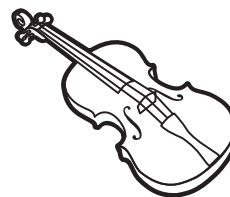
o šoferis



e predavačka



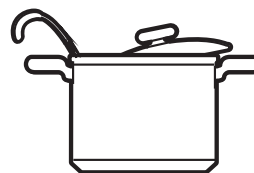
o doktoris



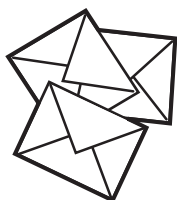
o lavutaris



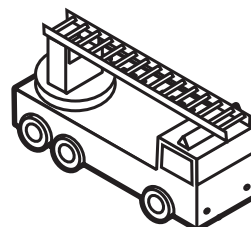
o šustros



o kucharis



o poštaris

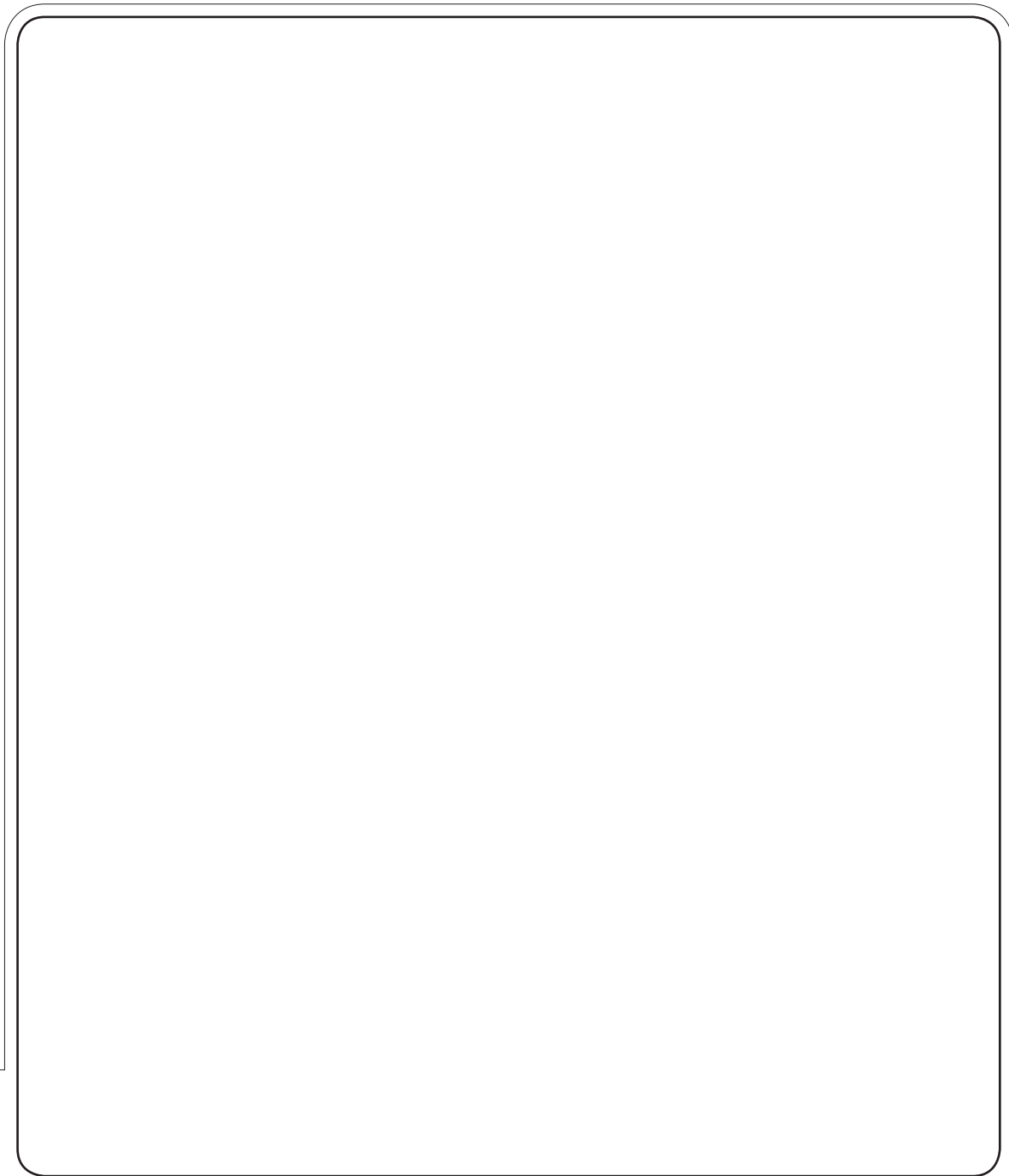


o požarņikos

Miro nav _____

Miri buĉi

Nakreġlin, savi buĉi kames te kerel sar aveha bari/baro!



| |
|--|
| East-Slovak_Secondary_A1_AT_eng_unit-05 |
| Thema (CFR): FESTIVALS AND CELEBRATIONS |
| Sub-topic 01: Festivals and celebrations (overview) Sub-topic 02: Christmas Sub-topic 03: Birthdays |

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

| Vocabulary Sub-topic 01: Festivals and Celebrations (overview) | | | |
|--|------------------|------------------------------------|---------------------------------|
| Active | | | |
| <i>o narodeňini</i> | the birthday | <i>o gulipena</i> | the chocolates, the dessert |
| <i>o nevo berš</i> | New Year's Eve | <i>e torta</i> | the cake |
| <i>o romano d'ives</i> | Roma Day | <i>e kvitka</i> | the flower |
| <i>e patrađi</i> | Easter | <i>o šošoj</i> | rabbit |
| <i>e karačoňa</i> | Christmas | <i>o mal'imen jandre</i> | coloured eggs |
| <i>o bijav</i> | the wedding | <i>o nevo beršeskero koncertos</i> | the New Year's concert |
| <i>o dakero d'ives</i> | mother's day | <i>o romano festivalos</i> | the Roma festival (celebration) |
| <i>o bolipen</i> | the baptism | <i>e pohladňica, o lil</i> | the greeting card |
| <i>o darčekos</i> | the gift | <i>e himna</i> | the hymn |
| <i>slavinel, mulatinel</i> | to celebrate | <i>o kirvo/e kirvi</i> | the godfather/godmother |
| <i>o hosťos</i> | the guest | <i>o jezulankos</i> | the Christmas tree (fir tree) |
| <i>e bori</i> | the bride | <i>o petardi</i> | the fireworks |
| <i>e khangeri</i> | the church | <i>la patrađakere konara</i> | Easter branches |
| <i>e momeli</i> | the candle | <i>la patrađakero košikos</i> | Easter basket |
| <i>o d'edo mraz</i> | Father Christmas | <i>e čirka, e kachňori</i> | the chick |
| <i>e zabava</i> | the party | <i>o inepi</i> | the holidays |

| Vocabulary Sub-topic 01: Christmas | | | |
|--------------------------------------|-----------------------|--------------------------------------|-------------------------------------|
| Active | | | |
| <i>miro gulo/miri guli ...</i> | Dear ... (lit. My...) | <i>paľikerel tuke ...</i> | he/she greets you ... |
| <i>baxtalo</i> | cheerful, happy | <i>Mangel/vinšinel but sastipen!</i> | to wish somebody the best of health |
| <i>joy/joy mangel (vaš) tuke ...</i> | he/she wishes you ... | <i>Savoro jekhfeder!</i> | Best wishes! |
| <i>koda/kodi mangel/vinšinel ...</i> | he/she wishes you ... | <i>mangav/vinšinav tuke</i> | I wish you |

| Vocabulary Sub-topic 01: Birthdays | | | |
|--------------------------------------|-------------|---------------------------------|----------------------------|
| Active | | | |
| <i>but</i> | much/many | <i>paľikerav</i> | Thank you |
| <i>o sastipen</i> | health | <i>Keci berš leske/lake?</i> | How old has he/she turned? |
| <i>e bacht</i> | happiness | <i>Leske/lake hin ... berš.</i> | He/she has turned ... |
| <i>gulo/guli, miro/miri</i> | sweet, dear | <i>Mange hin ... berš.</i> | I have turned ... |

| Grammar | |
|--------------------------------|--|
| Active | Passive |
| Article male/female <i>o/e</i> | Plural <i>darčekos</i> – <i>darčeki</i> Third person singular present tense <i>slavinel</i> First and second person singular present perfect tense |

| |
|---|
| Teaching activity 01 Sub-topic 01: Festivals and celebrations (overview) – Listening comprehension <i>E Suzana</i> |
| Duration: 30 min Skill: a e SF*: I, P ELP: p. 44 |
| Mat./Res.: Listening, worksheet 01 |
| <ol style="list-style-type: none"> 01. Children hear the listening comprehension <i>E Suzana</i> twice. 02. They discuss the content with the child sitting next to them. 03. Children hear the listening comprehension again. Teacher asks them to remember one word they don't know. 04. Teacher translates these words and writes them on the blackboard. 05. They hear the listening comprehension again and discuss the content together. 06. Vocabulary for holidays (incl. articles) is written on the blackboard. Children copy it to their ELP (p. 44). |
| Teaching activity 02 Sub-topic 01: Festivals and celebrations (overview) – Worksheet <i>E Suzana</i> |
| Duration: 15 min Skill: d e a SF: I ELP: Dossier |
| Mat./Res.: Worksheet 02 |
| <p>Note: This Activity can only be done subsequently to Activity 01.</p> <ol style="list-style-type: none"> 01. Teacher hands out worksheet <i>E Suzana</i>. 02. Teacher asks one child to read heading and task. They discuss the task together: Connect the paragraphs of the text with the correct picture. 03. Teacher shows an example to the children: One child tries to connect the first paragraph of the story with the correct picture. 04. Subsequently the children continue working alone. 05. When the children are finished, the teacher reads the story in correct order. After each paragraph he/she asks the children which picture they have chosen. |
| Teaching activity 03 Sub-topic 01: Festivals and celebrations (overview) – Cards <i>O inepi 1</i> |
| Duration: 20 min Skill: d b SF: I |
| Mat./Res.: Cards, worksheet 03 |
| <p>Preparation: Laminate and cut out cards worksheet 03.</p> <ol style="list-style-type: none"> 01. Children sit in a circle on the floor. 02. Teacher spreads out the picture cards on the floor. Each child gets a word card. 03. Children try to put their word card next to the correct picture card. 04. Teacher returns the correctly placed cards (both picture- and word card) to the child who has found the correct answer. He/She hands incorrectly placed word cards back to the children and they try to find the correct place again. 05. Same procedure until all cards have been matched correctly. 06. Then the teacher collects all the cards and shows one picture card at a time to the class and the children have to name it. If necessary, he/she can say the words first and the children repeat the words in unison. |

*SOCIALFORM (SF): Group work – G | Partner work – P | Individual work – I

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| Teaching activity 04 Sub-topic 01: Festivals and celebrations (overview) – Gap text <i>E Suzana</i> |
| Duration: 15 min Skill: d e SF: I ELP: Dossier p. 44 |
| Mat./Res.: Worksheet 04 |
| Note: This Activity can only be done subsequently to Activity 01 or 02. 01. Teacher hands out the worksheet 04 <i>E Suzana</i> . 02. Teacher asks the children to fill in the correct words. 03. When the children are finished, each child reads one paragraph to compare their results. 04. New vocabulary is written on the blackboard and the children copy it to the ELP (p. 44). |
| Teaching activity 05 Sub-topic 01: Festivals and celebrations (overview) – Poster <i>E Suzana</i> |
| Duration: 50 min Skill: d SF: G |
| Mat./Res.: Worksheet 05, glue, scissors, sheets of A3 paper |
| Note: This Activity can only be done subsequently to Activity 01 or 02. Preparation: Print one copy of worksheet 05 for each group. 01. Children form groups of three. 02. Each group gets the worksheet Att5 <i>E Suzana</i> (2 pages) and an A3-sheet. 03. Teacher explains the task: Cut out text and pictures and then glue them to the A3 sheet in the correct order. Glue the pictures to the correct paragraph. 04. When the children are finished, the groups present their posters which are then put on a wall of the classroom. |
| Teaching activity 06 Sub-topic 01: Festivals and celebrations (overview) – Cards <i>O inepi 2</i> |
| Duration: 30 min Skill: d a SF: I |
| Mat./Res.: Worksheet 06 |
| Preparation: Laminate and cut out worksheet 06. 01. Teacher attaches the word cards to the blackboard. 02. He/She asks the children to come to the blackboard and sit in a circle. 03. Teacher puts the cards in the middle of the circle and explains the task: Each picture card belongs to a particular holiday. Children have to guess which cards belong together and attach the correct card to the blackboard. 04. Finally they discuss the vocabulary. |
| Teaching activity 07 Sub-topic 01: Festivals and celebrations (overview) – Memorizing new vocabulary |
| Duration: 15 min Skill: b e a SF: G, I ELP: p. 44 |
| Mat./Res.: Worksheet 06 |
| Note: This Activity can only be done subsequently to Activity 6 01. Teacher shows one word card after the other, says each word out loud and the children repeat it in unison. 02. He/She shows one picture card after the other, the children say each word in unison. 03. He/She shows one picture card or word card after the other and says their names – some correctly, some incorrectly. The children decide whether the teacher's answer was correct or not. 04. Finally they add the new vocabulary to their ELP (p. 44). |

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| Teaching activity 08 Sub-topic 01: Festivals and celebrations (overview) – Memory |
| Duration: 15 min Skill: a d e SF: G ELP: Dossier |
| Mat./Res.: Worksheet 07 |
| Preparation: Print worksheet 07 twice for each group, laminate or glue to cardboard if required; cut out pictures. 01. Children form groups of four or five. 02. Teacher hands out the prepared memory cards to each group and they can start playing right away. 03. Options: Find pairs of pictures; find matching pairs of pictures and words. Option for advanced pupils: Find pairs of words. |
| Teaching activity 09 Sub-topic 02: Christmas – Reading Christmas cards |
| Duration: 20 min Skill: e d SF: I, P, G ELP: Dossier, p. 44 |
| Mat./Res.: Worksheet 08 |
| 01. Teacher hands out the worksheet 08 <i>Amen irinas pohľadnica</i> 'We write greeting cards'. 02. They read the first greeting card together. They discuss what greeting cards actually are, on which occasions they are sent, on which occasion the card on the worksheet was sent, etc. 03. Children read the first card again and highlight the words they don't understand. 04. Teacher translates these words and writes them on the blackboard. 05. Children read the second greeting card and discuss the content with the child sitting next to them. 06. In couples they highlight the words they don't understand. 07. Teacher translates these words and writes them on the blackboard. 08. Children add new vocabulary to their ELP (p. 44). |
| Teaching activity 10 Sub-topic 02: Christmas – Gap text <i>Christmas cards</i> |
| Duration: 10 min Skill: d e a SF: I ELP: Dossier |
| Mat./Res.: Worksheet 09 |
| Note: This Activity can only be done subsequently to Activity 09. 01. Teacher hands out gap text <i>Amen irinas pohľadnica</i> (worksheet 09) and explains the task. 02. The results are compared: Each child reads a card. |
| Teaching activity 11 Sub-topic 02: Christmas – Writing Christmas cards |
| Duration: 20 min Skill: e SF: I |
| Mat./Res.: Worksheet 10 |
| 01. Teacher hands out <i>Amen irinas pohľadnica</i> (worksheet 10) and a blank sheet of paper. 02. Children try to write their own greeting card on the blank sheet of paper. 03. Subsequently the teacher corrects the short texts. 04. Children copy the corrected text to the blank form of <i>Amen irinas pohľadnica</i> as a homework. Children who can't write draw Christmas motifs on the card. |

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| Teaching activity 12 Sub-topic 03: Birthdays – <i>Narodeňini</i> |
| Duration: 15 min Skill: b a SF: I |
| Mat./Res.: Listening comprehension worksheet 11, audio-device |
| <ol style="list-style-type: none"> 01. The teacher sings or plays the song <i>Narodeňini</i>. 02. The children guess which festival or celebration the song is about. 03. Then the teacher hands out the song lyrics and asks the children to read it. 04. Then the content is discussed together. 05. Finally the children join the teacher and sing the song together. |
| Teaching activity 13 Sub-topic 03: Birthdays – Listening comprehension <i>Amen vinčinas/gratulinas po narodeňini</i> |
| Duration: 15 min Skill: e a SF: I |
| Mat./Res.: Listening worksheet 12, audio-device |
| <ol style="list-style-type: none"> 01. Children hear the dialogue <i>Amen gratulinas po narodeňini!</i> 'Happy Birthday!' twice. 02. They discuss the content with the child sitting next to them. 03. They listen to the dialogue again and are asked to remember one word they don't know. 04. Teacher translates these words and writes them on the blackboard. 05. They listen to the dialogue again and discuss the content together. 06. Children add new vocabulary to their ELP (p. 44) and listen to the dialogue once again. |
| Teaching activity 14 Sub-topic 01: Festivals and celebrations (overview) – Birthday dialogue |
| Duration: 20 min Skill: d bc SF: P ELP: Dossier |
| Mat./Res.: Worksheet 13 |
| <p>Note: This Activity can only be done subsequently to Activity 13.</p> <ol style="list-style-type: none"> 01. Children form couples and teacher hands out worksheet 13 <i>Amen vinšinas/gratulinas po narodeňini</i>. 02. They have 10 min to learn the dialogue by heart. 03. Then each couple performs the dialogue in front of the class. |
| Teaching activity 15 Sub-topic: Festivals and celebrations – Language biography |
| Duration: 15 min Skill: e d SF: I ELP: Language biography |
| Mat./Res.: Worksheet 14 |
| <p>Preparation: Teacher designs the checklist in the language-biography (p. 22/Level A1) as he/she prefers.</p> <ol style="list-style-type: none"> 01. After finishing Unit 5 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 <i>Language biography</i>. |

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| Lesson plan 01 Sub-topic 01: Our festivals and celebrations |
| TA-Nr.: 01 Learning objectives: Acquiring and expanding vocabulary. |
| Duration: 30 min Skill: a e SF: I, P ELP: p. 44 |
| Mat./Res.: Listening comprehension worksheet 01 |
| <ol style="list-style-type: none"> 01. Children hear the listening comprehension <i>E Suzana</i> twice. 02. They discuss the content with the child sitting next to them. 03. Children hear the listening comprehension again. Teacher asks them to remember one word they don't know. 04. Teacher translates these words and writes them on the blackboard. 05. They hear the listening comprehension again and discuss the content together. 06. Vocabulary for holidays (incl. articles) is written on the blackboard. Children copy it to their ELP (p. 44). |
| TA-Nr.: 03 Learning objectives: Content-oriented listening to short stories and understanding of these. |
| Duration: 20 min Skill: a b bc SF: I |
| Mat./Res.: Cards, worksheet 03 |
| <ol style="list-style-type: none"> 01. Children sit in a circle on the floor. 02. Teacher spreads out the picture cards on the floor. Each child gets a word card. 03. Children try to put their word card next to the correct picture card. 04. Teacher returns the correctly placed cards (both picture- and word card) to the child who has found the correct answer. He/She hands incorrectly placed word cards back to the children and they try to find the correct place again. 05. Same procedure until all cards have been matched correctly. 06. Then the teacher collects all the cards and shows one picture card at a time to the class and the children have to name it. If necessary, he/she can say the words first and the children repeat the words in unison. |

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| Lesson plan 02 Sub-topic 01: Christmas cards |
| TA-Nr.: 09 Learning objectives: Forming and writing simple sentences. Getting to know and implementing ways of greeting and congratulating. |
| Duration: 20 min Skill: d a e b bc SF: I, P, G ELP: Dossier, p. 44 |
| Mat./Res.: Worksheet 08 |
| <ol style="list-style-type: none"> 01. Teacher hands out the worksheet 08, <i>Amen irinas pohľadnica</i> 'We write greeting cards'. 02. They read the first greeting card together. They discuss what greeting cards actually are, on which occasions they are sent, on which occasion the card on the worksheet was sent, etc. 03. Children read the first card again and highlight the words they don't understand. 04. Teacher translates these words and writes them on the blackboard. 05. Children read the second greeting card and discuss the content with the child sitting next to them. 06. In couples they highlight the words they don't understand. 07. Teacher translates these words and writes them on the blackboard. 08. Children add new vocabulary to their ELP (p. 44). |
| TA-Nr.: 10 Learning objectives: Forming and writing simple sentences. Getting to know and implementing ways of greeting and congratulating. |
| Duration: 10 min Skill: d e a SF: I |
| Mat./Res.: Cards, worksheet 09 |
| <ol style="list-style-type: none"> 01. Teacher hands out gap text <i>Amen irinas pohľadnica</i> (worksheet 09) and explains the task. 02. The results are compared: Each child reads a card. |
| TA-Nr.: 11 Learning objectives: Forming and writing simple sentences. Getting to know and implementing ways of greeting and congratulating. |
| Duration: 20 min Skill: e SF: I ELP: Dossier |
| Mat./Res.: Worksheet 10 |
| <ol style="list-style-type: none"> 01. Teacher hands out <i>Amen irinas pohľadnica</i> (worksheet 10) and a blank sheet of paper. 02. Children try to write their own greeting card on the blank sheet of paper. 03. Subsequently the teacher corrects the short texts. 04. Children copy the corrected text to the blank form of <i>Amen irinas pohľadnica</i> as a homework. Children who can't write draw Christmas motifs on the card. |

E Suzana

Hin jekh čhajori, e Suzana. Lake hin 10 berš. Joj but kamel te mulatinel u lošandol vaš savore darčeki. Jekhfeder darčeki chudel peskera babatar. Jekhvar sar lake sas o narođeňini, diňa la lakeri baba šukar viganos. Po nevo berš anda lake e baba lolo bicigľos. Vašoda kaj e baba la del furt darčeki, e Suzana peske phendľa, kaj lake pomožinela te pekel e čokoladovo torta po Romano đives.

E patrađi šukar the džidi hiňi andre Suzanakeri famelija. Akor farbinel joj la babaha o jandre. Pe aver đives džan le jandrenca andre khangeri. Mek buter lošandol joj pe karačoňa, akor joj urel jekhetanes la babaha o jezulankos.

There is a girl. Her name is Suzana. She is 10 years old. She likes parties and getting presents from her family very much. The most beautiful presents she gets from her grandmother. Once on her birthday, her grandmother gave her a very beautiful dress. At New Year's Eve she got a red bicycle. Because her grandmother gave her the most beautiful presents, Suzana decided to help her with baking a chocolate cake on Roma-Day. Easter was a lot of fun in Suzana's family. First she painted the eggs with her grandmother and on the next day they went to church.

Most of all she enjoyed Christmas, because they decorated the christmas tree.

Miro nav _____

E Suzana

Ke savo obraskos pasinel o tekstos?

Hin jekh čajori, e Suzana. Lake hin deš berš. Joj but kamel te mulatinel u lošandol vaš savore darčeki. Jekhfeder darčeki chudel peskera babatar.

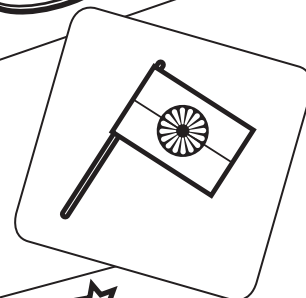
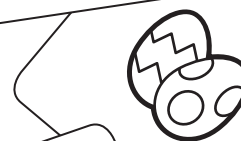
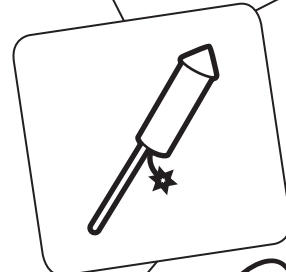
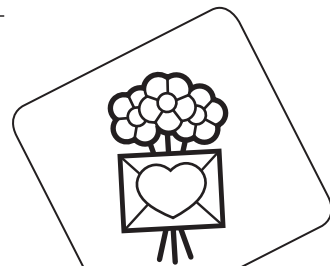
Jekhvar sar lake sas o narodeňini, diňa la lakeri baba šukar viganos.

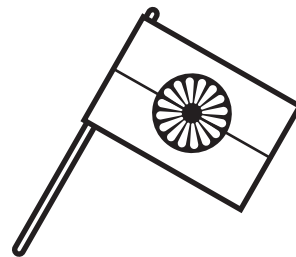
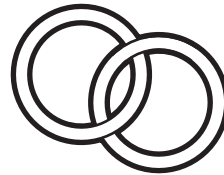
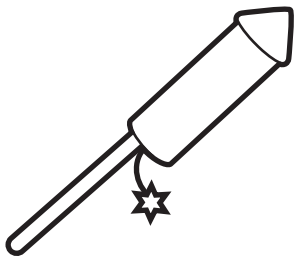
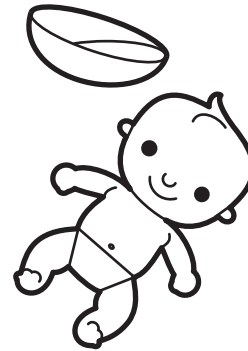
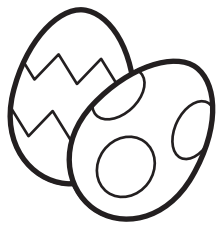
Po nevo berš andă lake e baba lolo bicigłos.

Vaşoda kaj e baba la del furt darčeki, e Suzana peske phendă, kaj lake pomožinela te pekel e čokoladovo torta po Romano đives.

E patrađi šukar the džidi hiňi andre Suzanakeri famelija. Akor farbinel joj la babaha o jandre. Pe aver đives džan le jandrenca andre khangeri .

Jekhbuter lošandol joj pe karačoňa, akor joj urel jekhetanes la babaha o jezulankos.





bijav

nevo berš

dakero
d'ives

narodeňini

karačoňa

boňa

romano
d'ives

patraďi

Miro nav _____

E Suzana

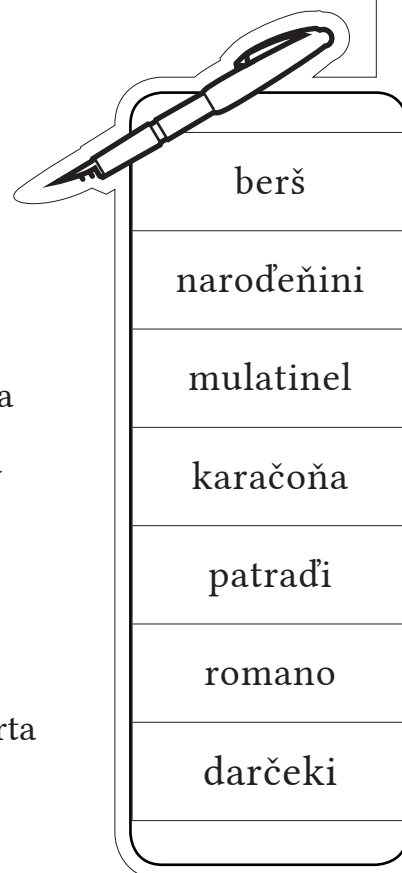
Hin jekh čhajori, e Suzana. Lake hin 10 berš. Joj but kamel te _____ u lošandol vaš savore _____. Jekhfeder darčeki chudel peskera babatar.

Jekhvar sar lake sas o _____, diňa la lakeri baba šukar viganos. Po nevo _____ andã lake e baba lolo bicigłos.

Vašoda kaj e baba la del furt darčeki, e Suzana peske phenda, kaj lake pomožinela te pekel e čokoladovo torta po _____ đives.

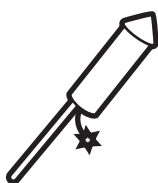
E _____ šukar the džidi hiňi andre Suzanakeri famelija. Akor farbinel joj la babaha o jandre. Pe aver đives džan le jandrenca andre khangeri.

Mek buter lošandol joj pe _____, akor joj urel jekhetanes la babaha o jezulankos.



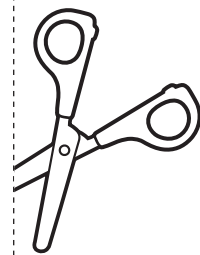
E Suzana

Po nevo berš anda lake
e baba lolo bicigłos.



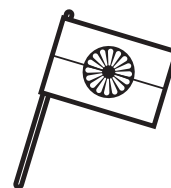
Vašoda kaj e baba la del furt darčeki,
e Suzana peske phenda, kaj lake pomožinela
te pekel e čokoladovo torta po
Romano đives.

Jekhbuter lošandol joj pe karačoňa,
akor joj urel jekhetanes
la babaha o jezulankos.



Jekhvar sar lake sas o narodeňini,
diňa la lakeri baba
šukar viganos.

E patrađi šukar the džidi hiňi andre Suzanakeri
famelija. Akor farbinel joj la
babaha o jandre. Pe aver đives džan
le jandrenca andre khangeri.



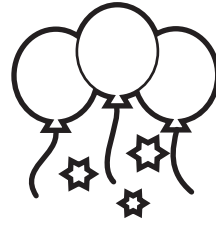
Hin jekh čajori, e Suzana. Lake hin deš berš.
Joj but kamel te mulatinel u lošandol vaš
savore darčeki. Jekhfeder darčeki chudel
peskera babatar.



e khangeri



e momeli



e zabava



o gulipena



o šošoj



o kvitki



o hosti



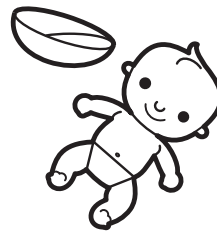
o neve
beršeskero
koncertos



o darčeki



o maľimen
jandre



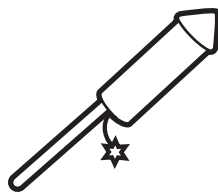
o kirve



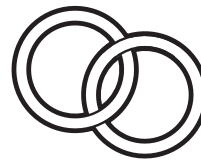
o lavutara



o dĕdo mraz



o petardi



e bori



o jezulankos



o romano
festivalos



e torta



o ľil
e pohľadńica



e himna

Miro nav _____

Amen irinas pohľadnica!

Miri babo!

Mangav tuke bachtaľi karačoňa.
Amen avaha ke tute pal o inepi.
Me anava tuke šukar darčekos.
Mangav tuke but sastipen.

Tiro Mario



Miro kako!

Mangav tuke bachtaľi karačoňa the
sa jekhfeder andro nevo berš.
Mi pherdaren pen tuke tire savore sune.
Kana aveha ke amende ?
Mangav tuke sastipen the but bacht.

Tiri Maria



Miro nav _____

Amen irinas pohľadnica!

Miri babo!

Mangav tuke _____ karačoňa.
Amen avaha ke tute pal o _____.
Me anava tuke šukar _____.
_____ tuke but _____.

Tiro Mario



Miro kako!

Mangav tuke bachtali _____ the sa
jehfeder andro nevo _____.
Mi pherdaren pen tuke tire savore sune.
Kana aveha ke amende? Mangav tuke
sastipen the but _____.

Tiri Maria

bachtali

mangav

sastipen

karačoňa

inepi

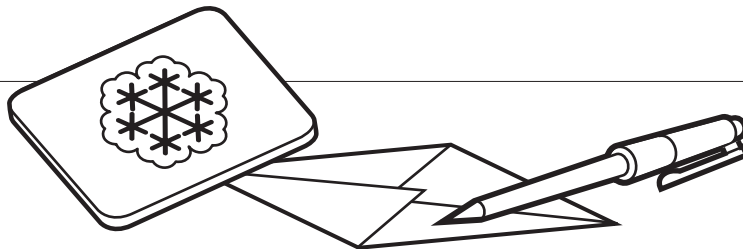
darčekos

berš

bacht

Miro nav _____

Amen irinas pohľadnica!



Gili savi gil'avas po narodeňini

But sasťipen,

but bacht.

But sasťipen,

but bacht.

But sasťipen, guli Ivana.

But sasťipen,

but bacht.

Birthday-Song

Happy Birthday to you.

Happy Birthday to you.

Happy Birthday, dear Ivana.

Happy Birthday to you!

Narodeňini

But sastipen,

but bacht.

But sastipen,

but bacht.

But sastipen,

guli Ivana.

But sastipen,

but bacht.



Amen gratulinas po narodeňini!

Zoja: Ivana, mangav tuke savoro jekhfeder,
but bacht the sastipen.

Ivana: Palikerav tuke, Zojo.

Zoja: Keci tuke berš?

Ivana: Mange hin ochto berš.

Birthday Congratulations

Zoja: Ivana, I wish you all the best and lots
of happiness and health.

Ivana: Thank you, Zoja.

Zoja: How old are you now?

Ivana: I am now 8 years old.

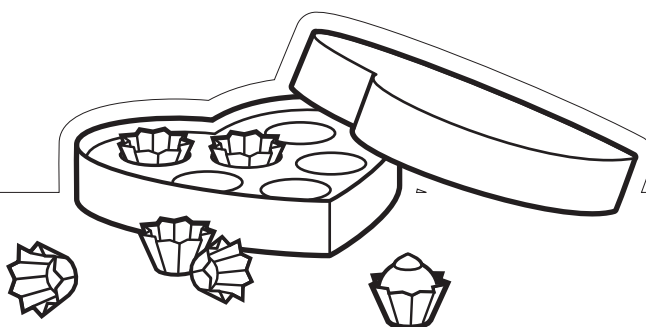
Po narodeňini!

Zoja: Ivana, mangav tuke savoro jekhfeder,
but bacht the sastipen.

Ivana: Palikerav tuke, Zojo.

Zoja: Keci tuke berš?

Ivana: Mange hin ochto berš.



| |
|--|
| East-Slovak_Secondary_A1_AT_eng_unit-06 |
| Theme (CFR): AT SCHOOL |
| Sub-topic 01: <i>Amare školakere potrebi</i> (Our school supplies) Sub-topic 02: <i>Amari trejda the e škola</i> (Our classroom and the school) |

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

Vocabulary | Sub-topic 01: Amare školakere potrebi

| Aktive | | | |
|-------------------------------------|------------------------|----------------------------|------------------|
| <i>o školakere potrebi</i> | the school supplies | <i>o atramentovo peros</i> | the fountain pen |
| <i>o farbički</i> | the crayons | <i>o zošitos</i> | the workbook |
| <i>o fiksi</i> | the felt-tip pens | <i>e mapa</i> | the folder |
| <i>o struhatkos</i> | the pencil sharpener | <i>e guma</i> | the eraser |
| <i>e knížka</i> | the book | <i>o pravitkos</i> | the ruler |
| <i>e taška, e taška andre škola</i> | the bag, the schoolbag | <i>o farbi</i> | the colours |
| <i>e tuška</i> | the pencil | | |

Vocabulary | Sub-topic 01: Amari trejda the e škola

| Aktive | | | |
|---|-----------------------------|--|----------------------------------|
| <i>e trejda</i> | the classroom | <i>o than</i> | the place |
| <i>e krejda</i> | the chalk | <i>andral e taška, andal e taška</i> | from the school bag |
| <i>e hupka</i> | the sponge | <i>lel avri</i> | to take something out of |
| <i>o vudar</i> | the door | <i>bešel</i> | to sit |
| <i>o košos</i> | the bin | <i>šunel</i> | to listen |
| <i>o umivadlos</i> | the wash basin | <i>zvoñinel, harangozinel</i> | the bell rings |
| <i>o regalos, o šifoneris, e skriña</i> | the shelf, the cupboard | <i>e prestavka, e pauza</i> | the break |
| <i>e ora</i> | the clock | <i>šaj chal</i> | to be allowed to eat |
| <i>o skamind</i> | the bench, the school bench | <i>šaj khelel/bavinel pes</i> | to be allowed to play |
| <i>e tabuľa</i> | the blackboard | <i>le kamaratenca</i> | with friends |
| <i>andre škola</i> | at school | <i>džal khere</i> | to go home |
| <i>amen</i> | we | <i>o manuša</i> | the people |
| <i>džal</i> | to go | <i>arakhel pes všelijakone manušenca</i> | to meet various people |
| <i>sikhľol</i> | to learn | <i>kadaj</i> | here |
| <i>irinel, pisinel</i> | to write | <i>lengere nava</i> | their names |
| <i>rachinel</i> | to count | <i>o rjaditelis</i> | the headteacher |
| <i>e bacht</i> | happiness, luck | <i>e fameliya, o dad the e daj</i> | the parents |
| <i>anel</i> | to bring | <i>o učitelis, o sikhľardo</i> | the teacher |
| <i>malinel</i> | to paint | <i>o kamaratos</i> | the friend |
| <i>genel</i> | to read | <i>e upratovačka</i> | the cleaner |
| <i>gilavel</i> | to sing | <i>šaj abo našti</i> | am I allowed or am I not allowed |
| <i>rachinel</i> | to calculate | <i>so kames?</i> | What do you want? |
| <i>khelel, bašavel</i> | to play; to dance | <i>so kames?</i> | What would you like? |
| <i>tosara</i> | in the morning | <i>šaj ...?</i> | to be allowed |
| <i>uštel</i> | to get up | <i>o WC</i> | the toilet |
| <i>urel pes</i> | to get dressed | <i>čhivel o paperis</i> | to throw away the paper |
| <i>e dzešata</i> | the snack | <i>uštel</i> | to get up |
| <i>o papuči</i> | the slippers | <i>phundravel e oblaka</i> | to open the window |
| <i>palikerel, pozdravinel</i> | to greet | <i>khosel e tabuľa</i> | to clean the blackboard |

| Grammar | |
|--|--|
| Aktive | Passive |
| Simple answers: <i>Kada hino ...</i> (This is ...) | Simple interrogative clause: e.g. <i>So hin kada?</i> (What's this?) |

| Teaching activity 01 Sub-topic 01: <i>Amare školakere potrebi</i> |
|---|
| Duration: 20 min Skill: d b SF*: I |
| Mat./Res.: Cards, worksheet 11 |
| <p>Preparation: Print, laminate and cut out picture and word cards (worksheet 11).</p> <ol style="list-style-type: none"> Children sit in a circle. Teacher spreads out the picture cards in the middle of the circle. Each child gets a word card. Children try to put their word card next to the correct picture card. Teacher returns the correctly placed cards (both picture and word card) to children who found the correct order. He/She hands back the incorrectly placed word cards and the children try to find the correct place again. Same procedure until all cards have been matched correctly. Steps 2 to 6 can be repeated several times, until the children can match all cards correctly. Finally the teacher collects all the cards. He/She shows one picture card at a time and the children name it. If necessary, he/she can say the words first and the children repeat them in unison. |
| Teaching activity 02 Sub-topic 01: <i>Amare školakere potrebi</i> |
| Duration: 15 min Skill: d e SF: I, G ELP: Dossier |
| Mat./Res.: Worksheet 01 |
| <p>Note: This Activity can only be done subsequently to Activity 1.</p> <ol style="list-style-type: none"> Teacher hands out worksheet <i>Amare školakere potrebi</i> and explains the task. Children have about 5–10 min to complete the task. The results are compared. |
| Teaching activity 03 Sub-topic 01: Word quiz <i>Amare školakere potrebi</i> |
| Duration: 25 min Skill: d e SF: I ELP: Dossier |
| Mat./Res.: Worksheet 08 |
| <ol style="list-style-type: none"> Teacher hands out worksheet <i>Amare školakere potrebi</i>. He/She asks a child to read the first assignment and to explain the task. He/She asks another child to read the second assignment and to explain the task. Children have 10–15 min to fill out the worksheet. Subsequently they say which words they have found. The teacher writes them on the blackboard. |

*SOCIALFORM (SF): Group work - G | Partner work - P | Individual work - I

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| Teaching activity 04 Sub-topic 02: <i>Amari trejda the e škola</i>: Worksheet – <i>Andre amari trejda</i> |
| Duration: 15 min Skill: d e SF: P ELP: Dossier |
| Mat./Res.: Worksheet 02 |
| <ol style="list-style-type: none"> 01. Children form couples. 02. Teacher hands out worksheet 02 <i>Andre amari trejda</i>. 03. Teacher explains the task: Children have 10 min to complete the brief dialogues in couples. 04. Each pair reads an example to check their answers. The teacher writes the missing words on the blackboard. |
| Teaching activity 05 Sub-topic 02: <i>Amari trejda the e škola</i>: Poem – <i>Andre škola</i> |
| Duration: 30 min Skill: d e SF: I, P ELP: Dossier p. 44 |
| Mat./Res.: Worksheet 03 |
| <ol style="list-style-type: none"> 01. Teacher hands out worksheet 03 <i>Andre škola</i> and asks the children to read the poem quietly. 02. Children discuss the content with the child sitting next to them. 03. Children read through the poem quietly once again and then discuss its content with another child – What could this mean? What is it about?. 04. Each couple chooses one word they don't know and tell it to the teacher. 05. Teacher writes the word and its translation on the blackboard. 06. Children read the poem quietly once again to understand it better. 07. Teacher discusses the content of the poem with the children. 08. Children copy new words from the blackboard to the Language Portfolio (ELP p. 44). |
| Teaching activity 06 Sub-topic 02: <i>Amari trejda the e škola</i>: Analytical Reading – <i>Andre škola</i> |
| Duration: 20 min Skill: d e SF: G ELP: Dossier p. 44 |
| Mat./Res.: Worksheet 03 |
| <p>Note: This Activity can only be done subsequently to Activity 5.</p> <ol style="list-style-type: none"> 01. Teacher hands out worksheet 03 <i>Andre škola</i> (or the children take it from the Dossier). 02. Task: Children highlight all words with the ending <i>-ja</i>. 03. Children tell these words to the teacher. He/She writes them on the blackboard in a list. 04. Teacher asks the children if they know what kind of words these are (nouns, adjectives, verbs, ...). 05. Teacher explains that these are verbs and highlights the ending <i>-ja</i> in every word. He/She asks the group why he/she has highlighted these endings. The aim is that the children find out that these verbs stand in 1st pers. PL and that the PL in Romanes ends on <i>-ja</i>. 06. Teacher writes the translation of the words and the grammatical rule on the blackboard: 1st pers. PL (we) = Ending <i>-ja</i>. Children copy from blackboard. |
| Teaching activity 07 Sub-topic 02: <i>Amari trejda the e škola</i>: Gap text – <i>Andre škola</i> |
| Duration: 15 min Skill: d e SF: I ELP: Dossier |
| Mat./Res.: Worksheet 04 |
| <p>Note: This Activity can only be done subsequently to Activity 6.</p> <ol style="list-style-type: none"> 01. Teacher hands out gap text <i>Andre škola</i> (worksheet 04) and asks a child to read and explain the task. 02. Children have about 5 min to complete the poem. 03. Together they compare the results. |

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| Teaching activity 08 Sub-topic 02: <i>Amari trejda the e škola: Cards – Andre škola 1</i> |
| Duration: 15 min Skill: d b SF: I |
| Mat./Res.: Picture and wordcards worksheet 05 |
| <p>Preparation: Print, laminate and cut out picture and word cards (worksheet 05).</p> <ol style="list-style-type: none"> Children sit in a circle on the floor. Teacher spreads out the picture cards on the floor. Each child gets a word card. Children try to place their word card next to the correct picture card. Teacher returns the correctly placed cards (both picture and word card) to the child who found the correct answer. Incorrectly placed word cards are returned to the children. They try to find the correct place once again. Same procedure until all cards are matched correctly. Steps 2–6 can be repeated several times until the children can match all cards correctly. Finally the teacher collects all cards. He/She shows one picture card at a time, that the children have to name. If necessary, he/she can say the words first and the children repeat the words in unison. |
| Teaching activity 09 Sub-topic 02: <i>Amari trejda the e škola: Cards – Andre škola 2</i> |
| Duration: 20 min Skill: d e SF: I ELP: p. 44 |
| Mat./Res.: Picture and word cards worksheet 05, magnets, tape |
| <p>Preparation: Print, laminate and cut out picture and word cards (worksheets 05).</p> <p>Note: This Activity can only be done subsequently to Activity 08.</p> <ol style="list-style-type: none"> Teacher puts word cards on the blackboard (magnets, tape, etc.) and hands out picture cards to the children. He/She asks the children to put the picture cards next to the matching word cards on the blackboard. If a pair of cards is not correct, the group tries to find the correct answer together. Teacher and children translate the words together and the teacher writes it on the blackboard. Children copy new vocabulary to the Language Portfolio (ELP p. 44). |
| Teaching activity 10 Sub-topic 02: <i>Amari trejda the e škola: Listening comprehension – O Maksi</i> |
| Duration: 30 min Skill: e a SF: I ELP: p. 44 |
| Mat./Res.: Listening comprehension worksheet 06 |
| <ol style="list-style-type: none"> Children hear the listening comprehension <i>O Maksi</i> twice. Children discuss the content with the child sitting next to them. They hear the listening comprehension again. Teacher asks children to remember a word they don't know. Children tell the teacher their words. He/She writes them on the blackboard and translates them. Teacher and children discuss the content of the story. Children add new vocabulary to their ELP (p. 44) and listen to the dialogue once again. |
| Teaching activity 11 Sub-topic 02: <i>Amari trejda the e škola – O Maksi</i> |
| Duration: 15 min Skill: d e a SF: P, I ELP: Dossier |
| Mat./Res.: Worksheet 07 |
| <p>Note: This Activity can only be done subsequently to Activity 10.</p> <ol style="list-style-type: none"> Teacher hands out worksheet <i>O Maksi</i>. Children try to match the pictures to the correct sentences together with the child sitting next to them. Teacher reads the sentences and asks which picture they belong to as a check. |

| |
|--|
| Teaching activity 12 Sub-topic 02: <i>Amari trejda the e škola: Dialogue – Šaj abo naši?</i> |
| Duration: 30 min Skill: a SF: I, P ELP: p. 44 |
| Mat./Res.: Worksheet 10; overhead-projector, transparency pens, transparency |
| <p>Preparation: Print (or photocopy) worksheet 10 <i>Šaj abo naši</i> on overhead transparency.</p> <ol style="list-style-type: none"> Teacher reads the first dialogue (the pictures and the other dialogues are covered). Children discuss the content of the dialogue in couples. The dialogue stays uncovered so the children can read it again. Teacher and class discuss the content. Teacher writes new or unfamiliar words on the blackboard. Teacher reads the second dialogue. The children discuss the content in pairs again. Teacher and class discuss the content again. Teacher writes new or unfamiliar words on the blackboard. Same procedure for all dialogues. New vocabulary is added to the Language Portfolio (p. 44). |
| Teaching activity 13 Sub-topic 02: <i>Amari trejda the e škola – Videoclips Andre škola</i> |
| Duration: 20 min Skill: d e SF: G |
| Mat./Res.: Worksheet 03, camera, TV, make-up, hairspray and gel, hats, sunglasses, necklaces, rings, hair, etc. |
| <p>Note: Activity 13 is recommended to be subsequent to Activity 5, 6 or 7.</p> <ol style="list-style-type: none"> The children take <i>Andre škola</i> from their Dossier. In pairs or in groups of three they choose one dialogue. The children have one hour to rehearse the poem in a musical direction of their choice and to prepare for the subsequent video clip (rap, folklore, rock, pop, jazz, classical music, ...). The teacher supplies various props for the video shooting. Each group then shoots their video. The teacher records it with the camera. The whole class watches the video clips. |
| Teaching activity 14 Sub-topic 02: <i>Amari trejda the e škola – Šaj abo naši?</i> |
| Duration: 20 min Skill: a bc b SF: G ELP: p. 44 |
| Mat./Res.: Worksheet 10 |
| <p>Note: This Activity can only be done subsequently to Activity 12 or 13.</p> <ol style="list-style-type: none"> The children are given the worksheet 10 <i>Šaj abo naši?</i> (or take it from their Dossier). In pairs they choose one dialogue. The children have five to ten minutes to memorise the dialogue. Then each pair presents their dialogue and the teacher records it with the camera. The whole class watches the presentations. |
| Teaching activity 15 Sub-topic 02: <i>Amari trejda the e škola – O manuša andre škola“</i> |
| Duration: 15 min Skill: d e SF: I ELP: Dossier |
| Mat./Res.: Worksheet 09 |
| <ol style="list-style-type: none"> Teacher hands out worksheet <i>O manuša andre škola</i>. He/She asks a child to read and explain the heading and the task. Teacher and class discuss the terms in the box, then the children try to put the words in the correct order. The worksheet is added to the Dossier. |

| |
|---|
| Lesson plan 01 Topic: Vocabulary school supplies and items |
| TA-Nr.: 01 Learning objectives: Expansion and revision of vocabulary. |
| Duration: 20 min Skill: d b SF: I ELP: Dossier |
| Mat./Res.: Picture and word cards worksheet 11 |
| <p>Preparation: Print and cut out picture and word cards (worksheet 11).</p> <ol style="list-style-type: none"> 01. Children sit on the floor in a circle. 02. Teacher spreads out the picture cards in the middle of the circle. Each child gets a word card. 03. Children try to put their word card next to the correct picture card. 04. Teacher returns the correctly placed cards (both picture and word card) to children who found the correct order. 05. The incorrectly placed word cards are handed back to the children who then try to find the correct place again. 06. Same procedure until all cards have been matched correctly. 07. Steps 2 to 6 can be repeated several times, until the children can match all cards correctly. 08. Finally the teacher collects all the cards. He/She shows one picture card at a time, that the children have to name. If necessary, he/she can say the words first and the children repeat them in unison. |
| TA-Nr.: 02 Learning objectives: Expansion and revision of vocabulary. |
| Duration: 15 min Skill: d e SF: I, G ELP: Dossier |
| Mat./Res.: Worksheet 01 |
| <ol style="list-style-type: none"> 01. Teacher hands out worksheet <i>Amare školakere potrebi</i> and explains the task. 02. Children have about 5–10 min to complete the task. 03. The results are compared within each group |
| TA-Nr.: 04 Learning objectives: Understanding short dialogues. |
| Duration: 15 min Skill: d e SF: I ELP: Dossier |
| Mat./Res.: Worksheet 02 |

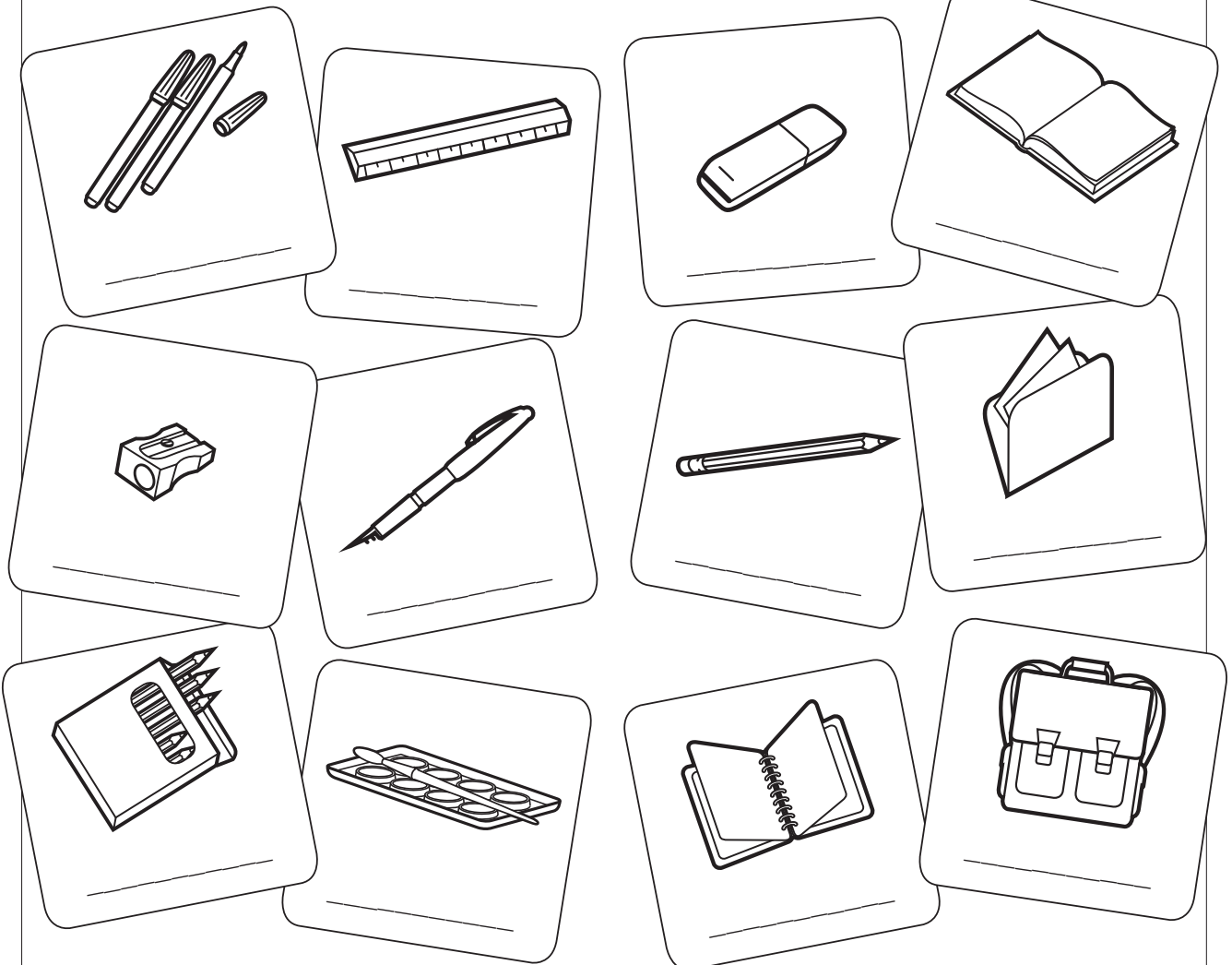
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|---|
| <ol style="list-style-type: none"> 01. Children form couples. 02. Teacher hands out worksheet 02 <i>Andre amari trejda</i>. 03. Teacher explains the task: Children have 10 min to complete the brief dialogues in pairs. 04. Each pair reads an example to check their answers. The teacher writes the missing words on the blackboard. |
| Lesson plan 02 Thema: The verb (1st person PL) |
| TA-Nr.: 05 Learning objectives: Forming 1st person PL. |
| Duration: 30 min Skill: d e SF: I, P ELP: Dossier |
| Mat./Res.: Poem worksheet 03 |
| <ol style="list-style-type: none"> 01. Teacher hands out worksheet 03 <i>Andre škola</i> and asks the children to read the poem quietly. 02. Children discuss the content with the child sitting next to them. 03. Children read through the poem quietly once again and then discuss its content with another child (What could this mean? What is it about?). 04. Each pair chooses one Miro nav that they don't know and tell it to the teacher. 05. Teacher writes the word and its translation on the blackboard. 06. Children read the poem quietly once again to understand it better. 07. Teacher discusses the content of the poem with the children. 08. Children copy new words from the blackboard to the Language Portfolio (ELP p. 44). |
| TA-Nr.: 06 Learning objectives: Forming 1st person PL. |
| Duration: 20 min Skill: d e SF: I |
| Mat./Res.: Poem worksheet 03 |
| <ol style="list-style-type: none"> 01. Teacher hands out worksheet 03 <i>Andre škola</i> (or the children take it from the Dossier). 02. Task: Children highlight all words with the ending <i>-ja</i>. 03. Children tell these words to the teacher. He/She writes them on the blackboard in a list. 04. Teacher asks the children if they know what kind of words these are (nouns, adjectives, verbs, ...). 05. Teacher explains that these are verbs and highlights the ending <i>-ja</i> in every word. He/She asks the group why he/she has highlighted these endings. The aim is that the children find out that these verbs stand in 1st pers. PL and that the PL in Romanes ends on <i>-ja</i>. 06. Teacher writes the translation of the words and the grammatical rule on the blackboard: 1st pers. PL (we) = Ending <i>-ja</i>. 07. Children copy from blackboard. |

Miro nav _____

Školakere potrebi

o

e



o farbički

e knižka

o fiksi

o zošitos

o atramentovo peros

e mapa

o pravitkos

e taška

e tuška

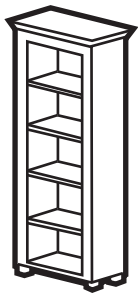
e guma

o farbi

o struhatkos

So hin andre amari trejda?

So hin kada?

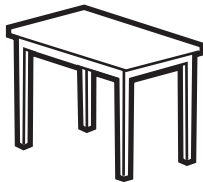
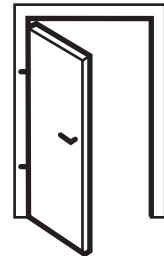


Kada hin _____ . →



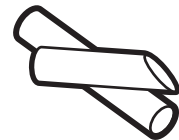
← Kada hin _____ .

Kada hin _____ . →



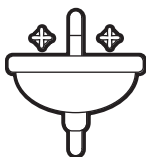
← Kada hin _____ .

Kada hin _____ . →



← Kada hin _____ .

Kada hin _____ . →



← Kada hin _____ .

Kada hin _____ . →



| | | |
|----------|-------------|-----------|
| e krejda | e hubka | o vudar |
| o košos | o umivadlos | o regalos |
| e ora | o skamind | e tabuľa |

Miro nav _____

Andre škola

Andre škola phiras,
kodoj sa sikhľuvas.

Irinas, genas,
la dake the le dadeske
lošadipen keras,
te mištes sikhľuvas.



Miro nav _____

Andre škola

Irin o lava kodoj, kaj pasinen!

Andre škola _____,

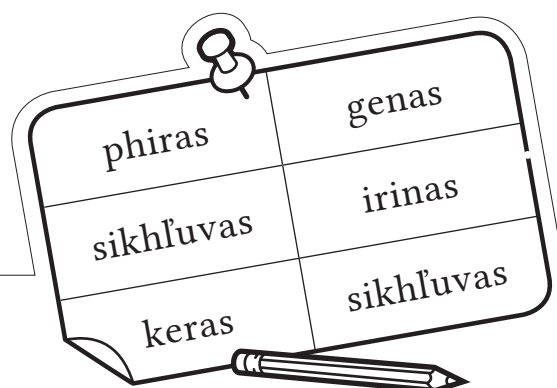
kodoj sa _____.

_____, _____

la dake the le dadeske

lošadipen _____,

te mištes _____.



irinas

sikh'uvás

malinas

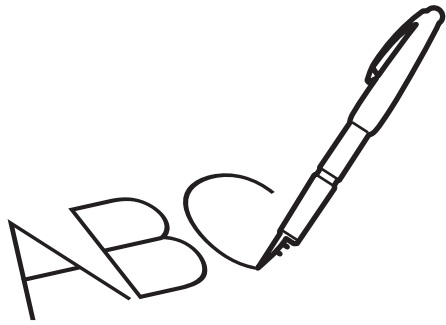
rachinas

genas

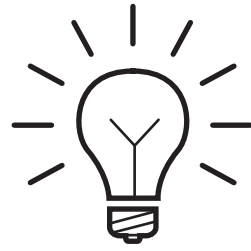
rachinas

gil'avas

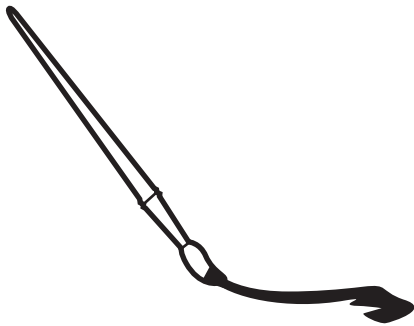
khelas



i.....



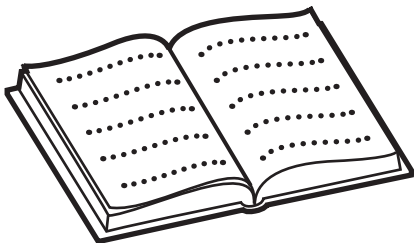
S.....



m.....

1,2,3,4,...

r.....



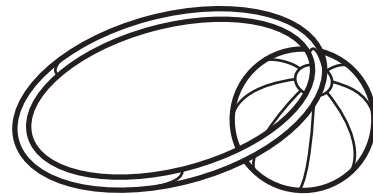
g.....

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

r.....



g.....



k.....

O Maksi – Miro školsko d'ives

Tosara sar uštel o Maksi, urel pes. Leskeri daj les del dzešata, paľis jov džal andre škola. Kodoj urel o papuči u džal jov andre trejda 2b. Jov paľikerel la učitelkake u džal pe peskero than. Andal e taška lel avri peskere potrebi. Po agor la orake jov šukar bešel u šunel la učitelka. Sar harangozinel o harangocis, hin len prestavka.

Pe prestavka jov šaj chal peskeri dzešata abo šaj pes khelel le kamaratenca. Po agor le sikhavibnaske o Maksi džal khere.

In the morning Maksi gets up and puts his clothes on.

His mother gives him his snack for lunchbreak and he goes to school. There he puts on his slippers and goes to his classroom, the 2b. He greets his teacher and takes a seat. He takes his school things out of his schoolbag.

When the lesson starts he sits and listens to the teacher.

When the bell rings, they have a break.

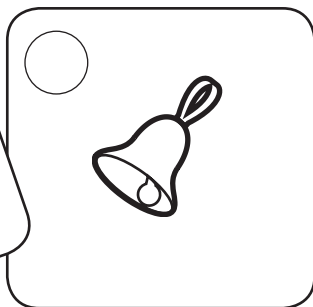
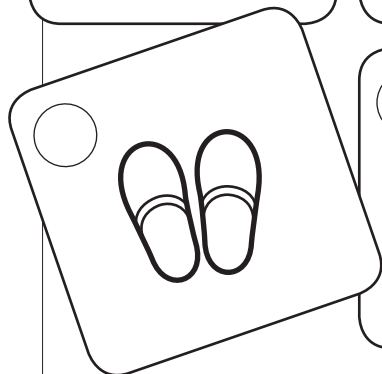
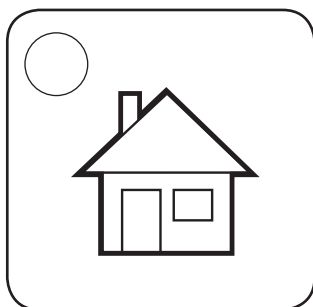
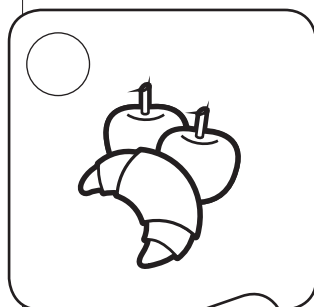
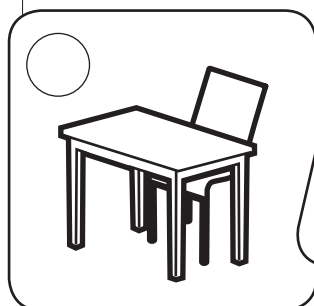
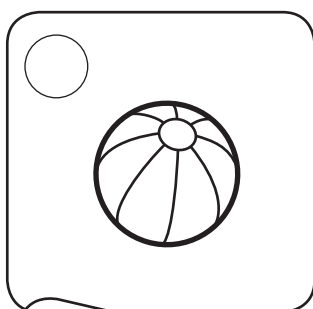
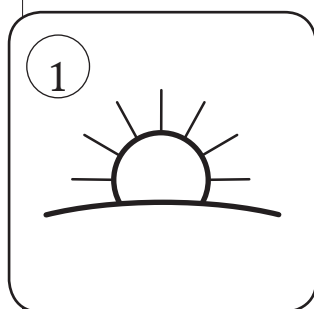
At lunchbreak he can have his snack or play with his friends.

When school is over, Maksi goes home.

Miro nav _____

O Maxi – Miro školsko d'ives

Gen o veti, pa'is irin o čisla kodoj, kaj pasinen!

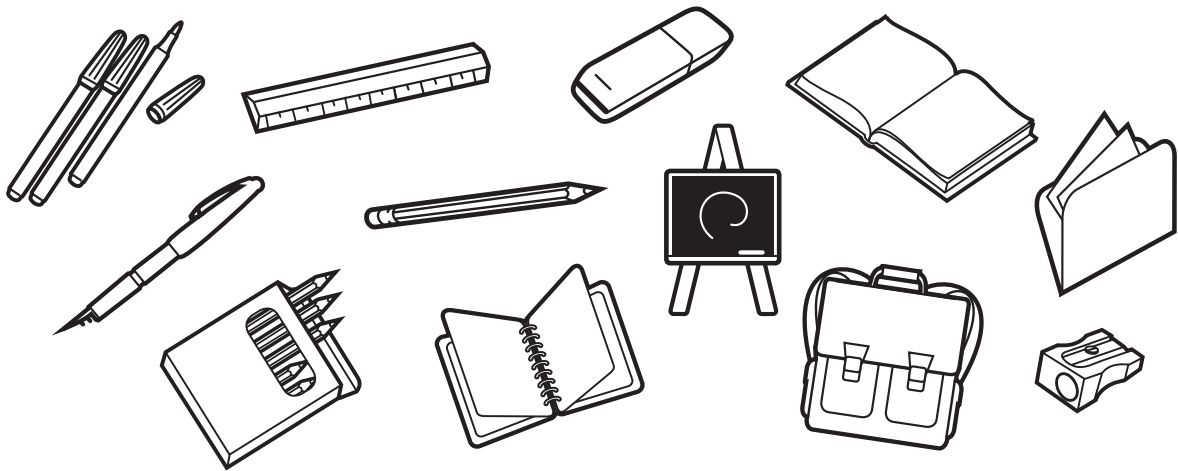


1. Tosara sar uštel o Maxi, urel pes.
2. Leskeri daj les del e dzešata u jov džal andre škola.
3. Kodoj urel peskere papučki u džal andre trejda.
4. Jov pa'ikerel la učitel'kake u džal pe peskero than.
5. Andal e taška lel avri peskere potrebi.
6. Po agor la orake džal pe peskero than u šunel la učitel'ka.
7. Sar harangozinel o harangocis pe prestavka, šaj o Maxi chal peskeri dzešata abo šaj pes khelel le kamaratenca.
8. Po agor le sikhavibnaske džal o Maxi khere.

Miro nav _____

Školakere potrebi

fixkihjhpckjdstruhatkosmnökjhkňižkagogogdmapa
kiugumataškazošitospisňoskgdpravitkosvofarbički
atramentovoperoslhjtuškahhiu



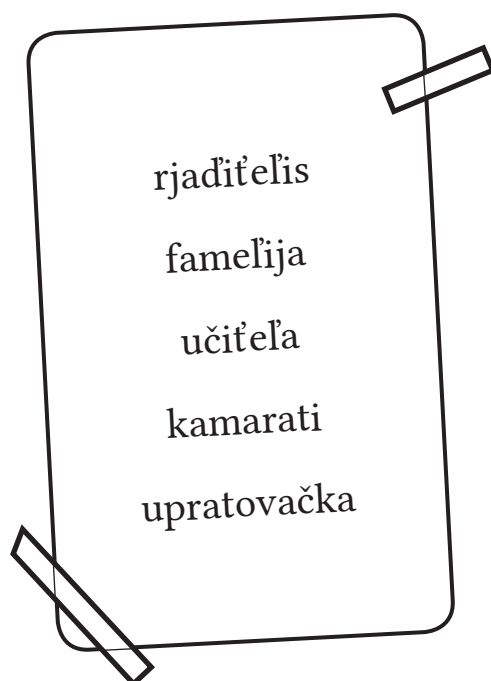
| | | |
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| | | |
| | | |
| | | |
| | | |

Miro nav _____

O manuša andre škola

Andre škola arakhes kale manušen.

Kadaj hin lengere nava:



Šaj abo našti?

So kamen o čhave? Cirde linija odoj, kaj pasinel!



So kames, Marijo?

Šaj džav po WC?

Šaj! Dža po WC!

So kames, Suzi?

Šaj džav te čhivel o paperis andro košos?

Našti! Ma čhiv o paperis!

So kames, Mimi?

Šaj uštav?

Šaj! Ušti u dža ke tiri famelija!

So kames, Lili?

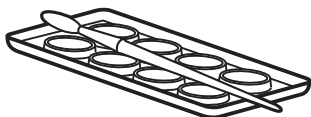
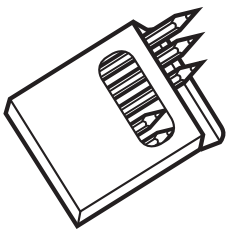
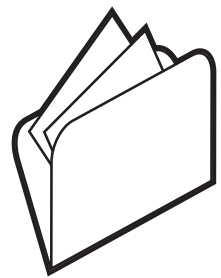
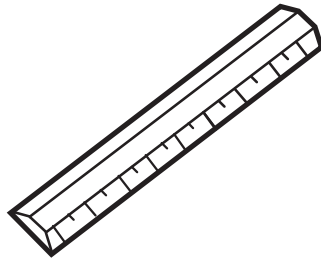
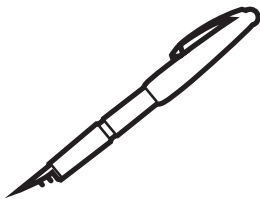
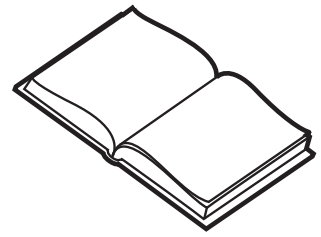
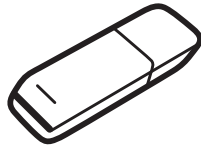
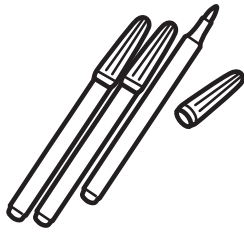
Šaj phundravav e oblaka?

Šaj Lili, phundrav e oblaka!

So kames, Ivi?

Šaj khosav e tabuľa?

Našti Ivi! Ma khos e tabuľa!



o pravitkos

o farbi

o farbički

o fiksi

o struhatkos

e kňížka

e taška

i tuška

o atramentovo
peros

o zošitos

e mapa

e guma

| |
|--|
| East-Slovak_Secondary_A1_AT_eng_unit-07 |
| Topic (CFR): TRANSPORT AND TRAVEL |
| Sub-topic 01: <i>Soha džas po drom</i> (How do we travel?) Sub-topic 02: <i>O farbi</i> (The colours) |

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

| Vocabulary Sub-topic 01: <i>Soha džas po drom</i> | | | |
|---|-----------------|-------------------------------------|--------------------------|
| Active | | | |
| <i>o verdan</i> | the carriage | <i>avel pal o drom</i> | to return from a journey |
| <i>o motoris</i> | the car | <i>varekana</i> | once |
| <i>o letadlos, o eroplanos</i> | the plane | <i>akana</i> | now |
| <i>e mašina, o vlakos</i> | the train | <i>cirdel</i> | to pull |
| <i>e motorka</i> | the motorbike | <i>cinel</i> | to buy |
| <i>e električka</i> | the tram | <i>o listkos</i> | the ticket |
| <i>o metros</i> | the underground | <i>o automatos</i> | the ticket machine |
| <i>o bicigľos</i> | the bicycle | <i>paš e pokladňica</i> | the ticket counter |
| <i>o autobusis</i> | the bus | <i>Lačo džives!</i> | Hello! |
| <i>o karavanos</i> | the caravan | <i>Šaj man den ...?</i> | Could I please have ... |
| <i>kana?</i> | When? | <i>palikerav</i> | Thank you! |
| <i>keci?</i> | How much? | <i>o nastupište</i> | the platform |
| <i>kaj?</i> | Where? | <i>o than</i> | the place |
| <i>soha?</i> | With what? | <i>o leťiskos</i> | the airport |
| <i>khatar?</i> | Where from? | <i>e autobusiskeri staňica</i> | the bus station |
| <i>džal</i> | to go | <i>e mašinakeri staňica/štacija</i> | the train station |
| <i>džalas</i> | he/she went | <i>e vlakoskeri staňica/štacija</i> | the train station |
| <i>džal po drom</i> | to travel | <i>o taksikos</i> | the taxi |
| Vocabulary Sub-topic 02: <i>O farbi</i> | | | |
| Active | | | |
| <i>lolo</i> | red | <i>šivo</i> | grey |
| <i>želeno</i> | green | <i>fijalovo</i> | purple |
| <i>belavo</i> | blue | <i>orandžovo</i> | orange |
| <i>kalo</i> | black | <i>ružovo</i> | pink |
| <i>šargo</i> | yellow | <i>parno</i> | white |
| <i>kavejovo</i> | brown | <i>farebno</i> | multi-coloured |

| Grammar | |
|--|-----------------------|
| Active | Passive |
| Prepositions: analytic vs. synthetic Instrumental <i>le verdaneha, la mašinaha, ...</i> Prepositions: <i>po leťiskos, pe staňica</i> | Present perfect tense |

| |
|--|
| Teaching activity 01 Sub-topic 01: <i>Soha džas po drom – Memory</i> |
| Duration: 30 min Skill: d b SF*: I |
| Mat./Res.: Picture and word cards worksheet 03 |
| <p>Preparation: Print, laminate and cut out picture and word cards (worksheet 03).</p> <ol style="list-style-type: none"> The children sit on the floor in a circle. The teacher spreads out the picture cards on the floor. Each child is given a word card. The children try to put their word card next to the correct picture card. The teacher returns the correctly placed cards (both picture and word card) to the child who has found the correct answer. The incorrectly placed word cards are handed back to the children who then try again to find the correct place. This is repeated until all cards have been matched correctly. Steps 2 to 6 can be repeated several times until the children can match all cards correctly. Then the teacher collects all the cards. The group is shown one picture card at a time, which the children have to name. If necessary, he/she can say the words first and the children repeat the words in unison. |
| Teaching activity 02 Sub-topic 01: <i>Soha džas po drom – Soha o manuša džan pal o droma</i> |
| Duration: 20 min Skill: d e SF: I ELP: Dossier |
| Mat./Res.: Worksheet 01 |
| <p>Note: Activity 02 is recommended to be subsequent to Activity 01.</p> <ol style="list-style-type: none"> The teacher hands out worksheet 01 and discusses the task: Connect the words with the correct pictures. The children have five minutes to complete the worksheet. Together, the results are compared. |
| Teaching activity 03 Sub-topic 01: <i>Soha džas po drom – Soha džas andre škola?</i> |
| Duration: 30 min Skill: bc d SF: I |
| Mat./Res.: Worksheet 03 |
| <p>Note: Activity 03 is recommended to be subsequent to Activity 02.</p> <ol style="list-style-type: none"> The children sit on the floor in a circle. The teacher spreads out the picture cards on the floor. The teacher says: <i>Me džav andre škola le motoriha</i>, and points to the corresponding picture card. The teacher now asks one of the children: <i>Soha džas tu andre škola?</i> The child answers (if he/she only responds with one word, then the teachers helps him/her to form a complete sentence: <i>Me džav andre škola le (autobusiha, metroha, etc.)</i>, and points at the correct picture card. The teacher again says: <i>Me džav andre škola le motoriha</i>, and asks the next child: <i>Soha džas tu andre škola?</i> The child answers and points at the correct picture card. This is repeated until all children have had a turn. |

*SOCIALFORM (SF): group work - G | partner work - P | individual work - I

| |
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| Teaching activity 04 Sub-topic 01: <i>Soha džas po drom – Soha džas andre škola?</i> |
| Duration: 20 min Skill: e d SF: I ELP: Dossier |
| Mat./Res.: Worksheet 11 |
| <p>Note: Activity 04 is recommended to be subsequent to Activity 01, 02, 03.</p> <ol style="list-style-type: none"> 01. The teacher hands out worksheet Att. 11 and discusses the task: Find the words for different means of transport among the jumbled letters. 02. The children have about ten minutes to complete the worksheet. 03. Together, the results are compared. |
| Teaching activity 05 Sub-topic 01: <i>Soha džas po drom – Po drom ke miri bibi</i> |
| Duration: 45 min Skill: d a SF: I ELP: Dossier |
| Mat./Res.: Worksheet 04 |
| <ol style="list-style-type: none"> 01. The teacher hands out the text <i>Po drom ke miri bibi</i> and asks a child to read out the heading. 02. Together the group discusses the meaning of the heading. 03. The children read out one paragraph after another, the contents are discussed in the group, so that children can understand the story. 04. The children read out the story to their parents as part of their homework. 05. The short story is added to the Dossier. |
| Teaching activity 06 Sub-topic 01: <i>Soha džas po drom – Po drom ke miri bibi</i> |
| Duration: 30 min Skill: d e SF: G ELP: Dossier |
| Mat./Res.: Worksheet 12 |
| <p>Note: Activity 06 is recommended to be subsequent to Activity 05.</p> <ol style="list-style-type: none"> 01. The children form groups of three. 02. The teacher hands out the worksheet 12 containing the list of questions about <i>Po drom ke miri bibi</i>. 03. The children try to answer the questions with the help of the short story <i>Po drom ke miri bibi</i> (worksheet 04) in groups of three. 04. Once finished, each group reads out one of the questions and the correct answer. 05. The teacher writes the correct answers on the blackboard. The children compare their answers. 06. The worksheet is added to the Dossier. |
| Teaching activity 07 Sub-topic 01: <i>Soha džas po drom – Soha džas po drom?</i> |
| Duration: 15 min Skill: d e SF: I ELP: Dossier |
| Mat./Res.: Worksheet 05 |
| <ol style="list-style-type: none"> 01. The teacher hands out the worksheet <i>Soha džas po drom?</i> 02. One child reads out the heading and task; the group then discusses the task. 03. The children complete the worksheet. 04. Together, the results are compared. The teacher writes the words on the blackboard to check them. 05. The worksheet is added to the Dossier. |

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

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| Teaching activity 12 Sub-topic 01: <i>Soha džas po drom – Paš e pokladnica</i> |
| Duration: 45 min Skill: d bc SF: I, P |
| Mat./Res.: Worksheet 09 |
| <ol style="list-style-type: none"> 01. The teacher hands out the worksheet <i>Paš e pokladnica</i> and asks the children to read the dialogue quietly. 02. The content of the text is discussed within the group. 03. Then the class is split into pairs. 04. The children spread out across the classroom and practice reading alternating parts of the dialogue. 05. Then each pair reads out the dialogue to the class. 06. The text is to be read again as part of the children's homework. 07. The worksheet is added to the Dossier. |
| Teaching activity 13 Sub-topic 01: <i>Soha džas po drom – Gap fill text Paš e pokladnica</i> |
| Duration: 30 min Skill: d e SF: I ELP: Dossier |
| Mat./Res.: Worksheet 10 |
| <p>Note: Activity 13 is recommended to be subsequent to Activity 12.</p> <ol style="list-style-type: none"> 01. The children are given the gap fill text <i>Paš e pokladnica</i> (worksheet 10). 02. The teacher explains the task: Fill in the gaps. 03. The children have ten to 15 minutes complete the task. 04. Then each child reads out one of the completed sentences. 05. The teacher writes the words that were added on the blackboard; the children compare their results. 06. The worksheet is added to the Dossier. |
| Teaching activity 14 Sub-topic 02: <i>O farbi</i> |
| Duration: 50 min Skill: d b SF: G |
| Mat./Res.: Colour and word cards worksheet 13 |
| <p>Preparation: Print, laminate and cut out cards.</p> <ol style="list-style-type: none"> 01. The children sit in a circle on the floor. 02. The teacher spreads out the colour cards on the floor. Each child is given a word card. 03. The children are asked to place their word cards next to the corresponding colour cards. 04. The teacher takes the incorrectly placed cards. The group try to find the correct colour cards. 05. Then the teacher collects all the cards and shows the children one card at a time. The children are asked to name the colour shown. If required, the teacher can also name the colour first and the children then repeat it in unison. |
| Teaching activity 15 Sub-topic 02: <i>O farbi</i> |
| Duration: 15 min Skill: d e SF: I ELP: Dossier |
| Mat./Res.: Worksheet 14, colouring pens |
| <p>Note: Activity 15 is recommended to be subsequent to Activity 14.</p> <ol style="list-style-type: none"> 01. The teacher hands out the worksheet <i>O farbi</i> and explains the task: The fields are to be coloured in correctly. 02. The children have about ten minutes to colour in the worksheet. 03. Then the group discusses how the boxes were coloured in. 04. The worksheet is added to the Dossier. |

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| Lesson plan 01 Topic: Vocabulary acquisition <i>Soha džas po drom?</i> |
| TA-Nr.: 03 Learning objectives: Expansion of vocabulary, introduction to a new topic |
| Duration: 30 min Skill: bc a SF: I |
| Mat./Res.: Picture cards worksheet 03 |
| <ol style="list-style-type: none"> 01. The children sit on the floor in a circle. 02. The teacher spreads out the picture cards on the floor. 03. The teacher says: <i>Me džav andre škola le motoriha.</i> and points to the corresponding picture card. 04. The teacher now asks one of the children: <i>Soha džas tu andre škola?</i> 05. The child answers (if he/she only responds with one word, then the teachers helps him/her to form a complete sentence: <i>Me džav andre škola le (autobusiha, metroha, ...)</i> and points at the correct picture card. 06. The teacher again says: <i>Me džav andre škola le motoriha</i> and asks the next child: <i>Soha džas tu andre škola?</i> 07. The child answers and points at the correct picture card. 08. This is repeated until all children have had a turn. |
| TA-Nr.: 02 Learning objectives: Building vocabulary |
| Duration: 20 min Skill: d e SF: I, G ELP: Dossier |
| Mat./Res.: Worksheet 01 |
| <p>Note: Activity 02 is recommended to be subsequent to Activity 01.</p> <ol style="list-style-type: none"> 01. The teacher hands out worksheet 01 and discusses the task: Connect the words with the correct pictures. 02. The children have five minutes to complete the worksheet. 03. Together, the results are compared. |
| Lesson plan 02 Topic: Preparatory lesson for dialogue <i>Paš e pokladnica</i> |
| TA-Nr.: 08 Learning objectives: Understanding the content of short read dialogues |
| Duration: 20 min Skill: d e SF: I ELP: Dossier |
| Mat./Res.: Worksheet 02 |
| <ol style="list-style-type: none"> 01. The teacher hands out the worksheet <i>Amen phučas.</i> 02. One child reads out the heading and task; the group then discusses the task. 03. The children have ten to 15 minutes to fill in the worksheet. 04. The children then take it in turns to read out the dialogues. The teacher writes the missing words on the blackboard to double-check them. 05. The children compare their spelling and add the worksheet to the Dossier. |
| TA-Nr.: 09 Learning objectives: Getting to know the words in the dialogue “ <i>Paš e pokladnica</i> ” |
| Duration: 30 min Skill: d SF: I ELP: Dossier |
| Mat./Res.: Worksheet 08 |
| <ol style="list-style-type: none"> 01. The teacher hands out the worksheet <i>Amen cinas listki.</i> 02. One child reads out the heading and task; the group then discusses the task: blue sentences are to be cut out, read and stuck to the red corresponding words. 03. The children have ten to 15 minutes to work on the worksheet. 04. Then the children read out the questions and answers to the red words to check the order. 05. The worksheet is added to the Dossier. |

Soha o manuša džan pal o droma?

1 le motoriha

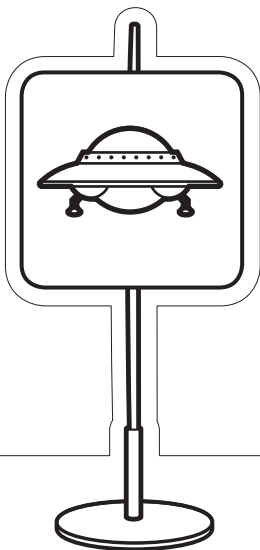
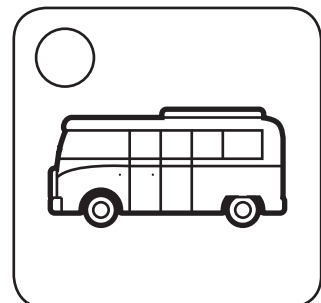
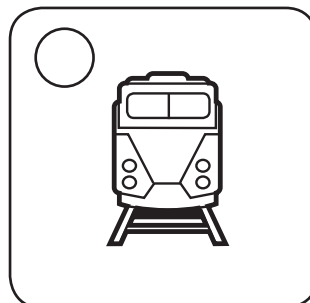
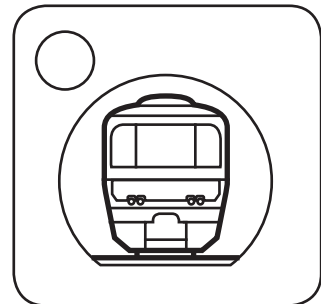
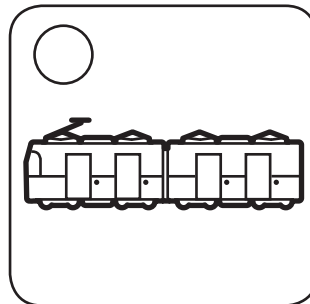
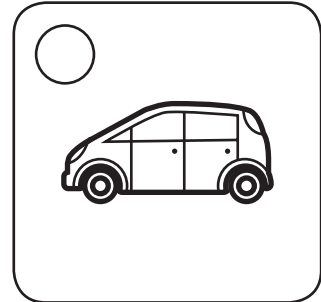
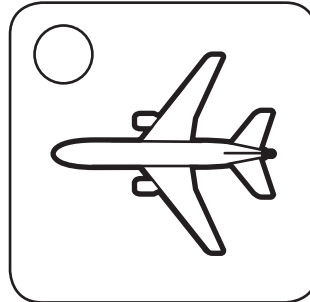
2 le eroplanoha

3 la mašinaha

4 le metroha

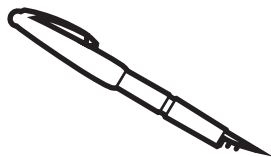
5 le autobusiha

6 la električkaha



Miro nav _____

Amen phučas



Phučas:

kana? | keci? | kaj? | soha? | khatar?

Na džanen _____ džal e mašina Braťislavate?

E mašina Braťislavate džal pandž orendar.

Kako, _____ kadaj e pokladňica po listki?

E pokladňica po listki hiňi paš o informaciji.

Milan _____ džas andre Kanada?

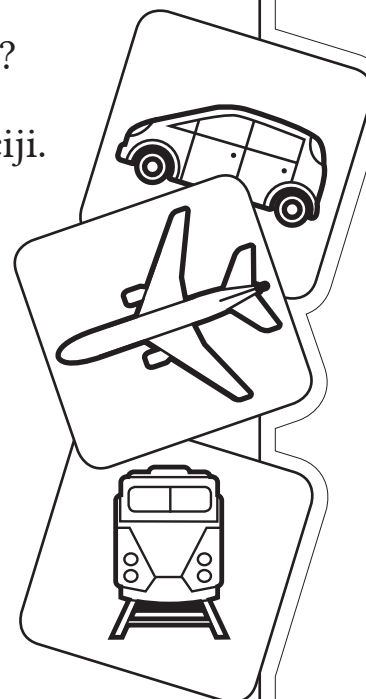
Andre Kanada džav le eroplanoha.

O listkos pe mašina _____ mol?

O listkos pe mašina mol 8 Euro.

_____ aves Jarku?

Me avav Perješistar.



o verdan

o motoris

o eroplanos

e mašina
o vlakos

o motorka

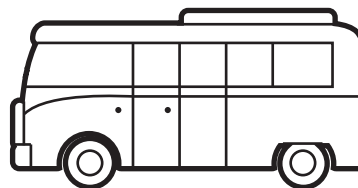
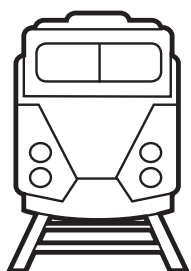
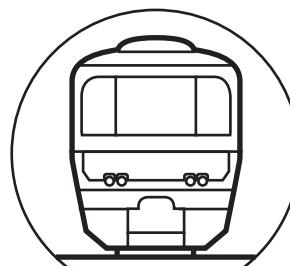
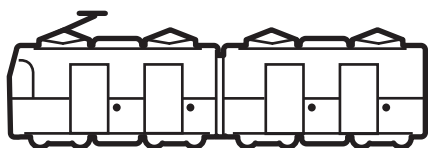
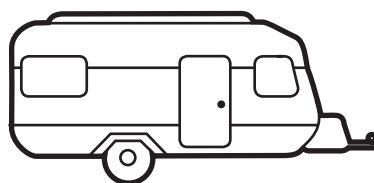
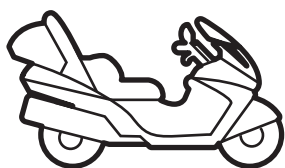
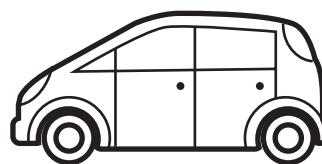
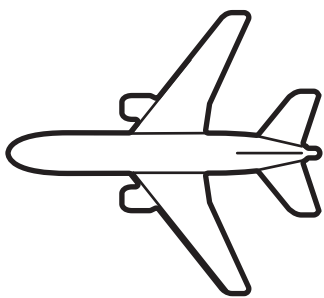
e električka

o metros

o biciglos

o autobusis

o karavanos



Po drom ke miri bibi

Adařives parařčovine o Romankus but lořnadol. Jov nařti pes douřarel,
kana dřal la daha imar kheral pe mařinakeri stařnica.
Jon dřan te dikhel la biba Bořena dři Brařislavate.

O Romankus the leskeri daj dřan la mařinaha.
Jon dřan Kařatar dři Brařislavate pandř ori.
O Romankus phenel la dake: „Daje, siřar,
imar hin deřuduj ori!“ „Uřar, Romanku, ma
dara, hin amen řasos. E mařina dřal amenge deřuřtare
orendar. Lokores!“

Sar avile jon pe stařnica, sas imar deřutrin ori the jepař.
Le Romankuskeri daj geľa te cinel o listki pe mařina.
O Romankus uřarelas pe daj le kufroha the le tařkenca.

„Imar dřas“, phenel le Romankuskeri daj. „Kaj dřas, mamu?“
„Dřas te dikhel pal savo nastupiřte dřal Brařislavate
e mařina.“ E mařina lenge dřal pal o dujto nastupiřte.

E raři imar the hlařinel andro rozhlasis, kaj imar e mařina terďol pe
peskero than. O manuša imar řaj dřan andre mařina. Avle jon po
nastupiřte duj. Akana muřinen te dikhel po listkos, andre savo vagonos
hine lengere thana.

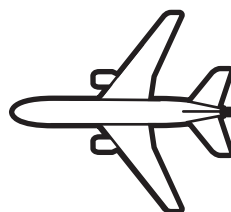
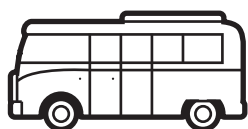
Len hin vagonos trin u lengere thana hine eřta the ořto. O Romankus
peske iľa o than ořto, vařoda kaj řaj beřel pař e oblaka.
Imar the dřan.
Imar the dřan.



Miro nav _____

Soha džas po droma?

Irin, save lava pasinen kadaj!



O Jankus džal po _____ vlakos _____ Braťislavate.

O Jankus džal po _____ Kašate

O Jankus džal po _____ Prahate.

O Jankus džal po _____ Perješiste.

Pal o droma

Varekana o roma džanas po droma le verdanenca. O verdana cirdenas o graja. Phirenas than thanestar pal o feder dživipen.

The akana mek varesave roma dživen po droma. Jon imar na džan pal o droma le verdanenca. Adađives hin le romen karavani. Andro karavanos hin tatoes, hin kodoj vad'os, cikñi kuchña, skamind, budaris, pañi the cikñi kupelka.

O karavanos imar na cirden o graja.

O karavanos cirdel o motoris.

Pal o droma

1) Gen o tekstos!

Varekana o roma džanas po droma le verdanenca. O verdana cirdenas o graja. Phirenas than thanestar pal o feder dživipen.

The akana mek varesave roma dživen po droma. Jon imar na džan pal o droma le verdanenca. Adađives hin le romen karavani. Andro karavanos hin tatoes, hin kodoj vadōs, cikñi kuchña, skamind, budaris, pañi the cikñi kupelka.

O karavanos imar na cirden o graja. O karavanos cirdel o motoris.

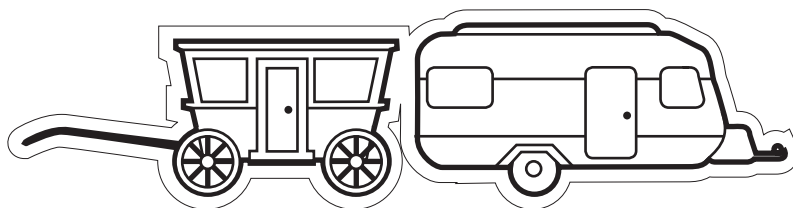
2) Irin pe kala phučhibena!

Soha varekana o roma džanas pal o droma?

So cirdel o verdan?

Soha akana o roma džan pal o droma?

So cirdel o karavanos?



Kaj cinas listki?

Vistrihin o veti u lepin len kodoj, kaj pasinen!

leŝkos

taksikos

autobusiskeri
staňica

metros

maŝinakeri staňica

električka

Kaj amenge cinas o listkos po eroplanos?
O listkos po eroplanos amenge cinas po leŝkos.

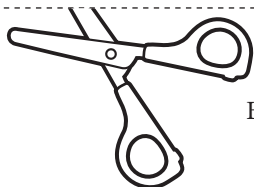
Kaj amenge cinas o listkos po autobusis?
O listkos po autobusis amenge cinas pe autobusiskeri staňica.

Kaj amenge cinas o listkos pe maŝina?
O listkos pe maŝina amenge cinas pe maŝinakeri staňica.

Kaj amenge cinas listkos po taksikos?
Po taksikos pes na cinel listkos.

Kaj amenge cinas listkos po metros?
O listkos po metros cinas andal o automatos.

Kaj amenge cinas o listkos pe električka?
O listkos pe električka amenge cinas andal o automatos.



Paš e pokladňica

Marta: Lačo d'ives!

Pokladňička: Lačo d'ives!

Marta: Šaj man den jekh listkos Braťislavate?
Hin tumen mek than?

Pokladňička: He, hin amen mek than.

Marta: Keci mol o listkos?

Pokladňička: O listkos mol 12 euri.

Marta: Mištes, den man jekh!

Pokladňička: Kadaj hin tumaro listkos!

Marta: Paľikerav tumenge šukar, Devleha!

Pokladňička: Dža Devleha!



Miro nav _____

Paš e pokladnička

Marta: Lačo đives!

Pokladnička: _____!

Marta: Šaj man den jekh _____ Braťislavate?

Hin tumen mek than?

Pokladnička: He, hin amen mek _____.

Marta: Keci mol o listkos?

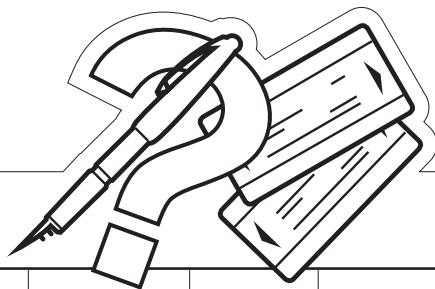
Pokladnička: O listkos _____ 12 euri.

Marta: Mištes, _____ man jekh!

Pokladnička: Kadaj hin tumaro listkos!

Marta: _____ tumenge šukar, Devleha!

Pokladnička: _____ Devleha!



paľikerav

dža

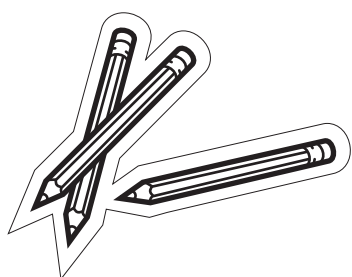
den

mol

lačo đives

than

listkos



Miro nav _____

Nakrešlin, soha
džas andre škola!

Miro nav _____

Po drom ke miri bibi

Leperes?

Kaj džal o Romankus la daha?

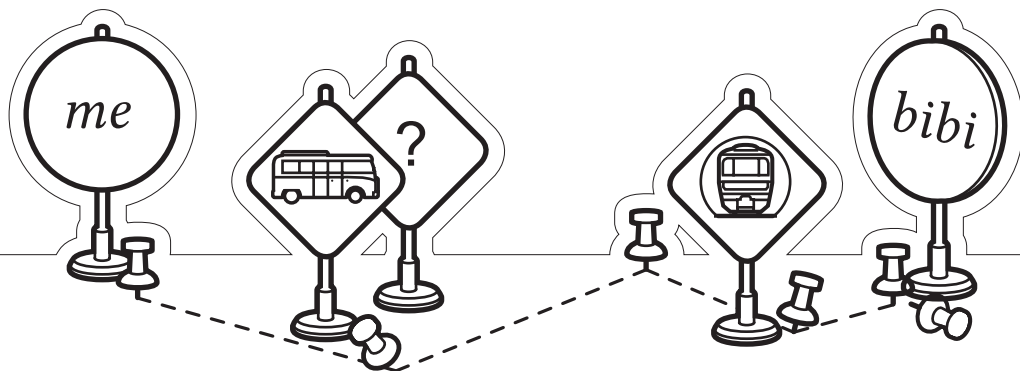
Soha džan ke bibi?

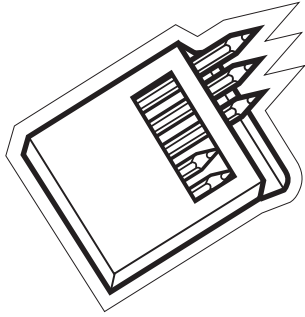
Kana lenge džal e mašina ke bibi?

Ko geľa te cinel o listkos pe mašina?

Pal savo nastupište lenge džal e mašina?

Pe savo than bešel o Romankus?





Miro nav _____

O farbi

| | |
|--------------------------------|--------------------------------------|
| <input type="radio"/> lolo | <input type="radio"/> šivo |
| <input type="radio"/> želeno | <input type="radio"/> fjalovo |
| <input type="radio"/> belavo | <input type="radio"/> oran- džovo |
| <input type="radio"/> kalo | <input type="radio"/> ružovo |
| <input type="radio"/> šargo | <input type="radio"/> parno |
| <input type="radio"/> kavejovo | <input type="radio"/> farebno |

belavo

ružovo

lolo

fjalovo

šargo

orandžovo

želeno

farebno

kavejovo

parno

šivo

kalo

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| East-Slovak_Secondary_A1_AT_eng_unit-08 |
| Topic (CFR): FOOD AND CLOTHES |
| Sub-topic 01: <i>O renti</i> – Clothes Sub-topic 02: <i>O chaben</i> – Food |

| Working with the CFR – Learning objectives | |
|---|---|
| Skill | Relevant descriptors in the language grid (“can do”) OR “I can” statements: |
| a | <ul style="list-style-type: none"> ✓ Can recognize and understand the words for key items of clothing (coat, shoes, etc.). ✓ Can recognize and understand the words for the key items of clothing for school. ✓ Can recognize and understand the words for key items of food typically brought to school by pupils (e.g. sandwich, apple). ✓ Can understand routine classroom instructions about food or clothing (e.g. Take off your shoes if they are wet). ✓ Can recognize the words for key items of clothing traditionally worn by Roma people. ✓ Can recognize the words for key items of food typically eaten in Roma homes and for Roma celebrations. |
| d | <ul style="list-style-type: none"> ✓ Can recognize and understand the names of basic foods. ✓ Can recognize and understand the names of the principal items of clothing. ✓ Can recognize and understand the key words for foods used in the home. ✓ Can recognize and understand the importance of the key items of traditional clothing when used in a story or other written text. |
| bc | <ul style="list-style-type: none"> ✓ Can request basic items of food/drink in a school canteen, market or shop. ✓ Can ask how much an item costs. ✓ Can respond nonverbally (e.g. with a nod or shake of the head) or with single word or very brief answers to questions about the food/drink and clothes he/she likes or dislikes. ✓ Can request food or drink in the home or community with appropriate politeness. ✓ Can respond with single words or nonverbally to indicate the foods he/she likes in a family or social context. |
| b | <ul style="list-style-type: none"> ✓ Can use key words and simple phrases/sentences to describe likes and dislikes (e.g. I do not like green apples, I like my new coat). ✓ Can use key words and simple phrases/sentences to express likes and dislikes in relation to food and clothing in the family or community. |
| e | <ul style="list-style-type: none"> ✓ Can copy or write lists of different foods, categorizing these as appropriate (fruits, vegetables, meats, etc.). ✓ Can copy or write lists of clothing according to contexts of use (e.g. outdoor, indoor, school, sports). ✓ Can write or copy single key words in lists of food and clothing used in the home. |
| Working with the ELP | |
| Language passport: Activity 15 | |
| Dossier: Worksheet 03, 04, 06 to 09 activity 06, worksheet 02 in the ELP 42 | |

| Vocabulary Sub-topic 01: <i>O renti</i> | | | |
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| Active | | | |
| <i>e bunda</i> | the winter jacket | <i>o silonki</i> | nylon tights |
| <i>o viganos</i> | the dress | <i>So urel o/e ...?</i> | What is he/she wearing? |
| <i>o šalos</i> | the scarf | <i>So uren jon?</i> | What are they wearing? |
| <i>o tričkos</i> | the t-shirt | <i>o parno plaštos</i> | the white coat |
| <i>e cholov</i> | the trousers | <i>o ancugos</i> | the suit |
| <i>o gad</i> | the shirt | <i>e leketa</i> | the apron |
| <i>e rokla</i> | the skirt | <i>o řeplaki</i> | the tracksuit |
| <i>o řtremfřli</i> | socks | <i>o piřamos</i> | pyjamas |
| <i>o sirimos</i> | the belt | <i>o monterki</i> | the work dungarees |
| <i>o rukaviřki</i> | gloves | <i>o renti, o gada</i> | clothes |
| <i>o dikhlo</i> | the headscarf | <i>o belava řebi</i> | the blue pockets |
| <i>e kalapa</i> | the hat | <i>e belavo mařla</i> | the blue bow |
| <i>e řapka</i> | the cap | | |
| Vocabulary Sub-topic 02: <i>O chaben</i> | | | |
| Active | | | |
| <i>o chaben</i> | food/meal | <i>e khilav, o khilava</i> | the plum(s) |
| <i>e purum, o puruma</i> | the onion(s) | <i>e diřa, o diři</i> | the watermelon(s) |
| <i>o repařiř; o repařa</i> | the carrot(s) | <i>e drakh, o drakha</i> | the grape(s) |
| <i>e paradiřka, o paradiřki</i> | the tomato(es) | <i>o ananasis, o ananasa</i> | the pineapple(s) |
| <i>e paprika, o papriki</i> | the bell pepper(s) | <i>e jahoda, o jahodi</i> | the strawberry(s) |
| <i>e kukurica</i> | the corn | <i>e pomaranča, o pomaranři</i> | the orange(s) |
| <i>o chirchil</i> | the peas | <i>e mandarinka, o mandarinki</i> | the mandarin(s) |
| <i>o cesnakos, e sir</i> | the garlic | <i>e loři armin</i> | the red cabbage |
| <i>e bandurka, o bandurki</i> | the potato(es) | <i>e řeleno armin</i> | the white cabbage |
| <i>o řalatos</i> | the lettuce | <i>pherarde goja</i> | stuffed bowels |
| <i>e fizola, o fizoli</i> | the bean(s) | <i>piřot ciraleha</i> | pastry stuffed with feta |
| <i>o kozaris, o kozara</i> | the mushroom(s) | <i>fizořengeri zumin</i> | bean soup |
| <i>e pařali, o pařale</i> | the cucumber(s) | <i>e řeleřina</i> | vegetables |
| <i>e phabaj, o phaba</i> | the apple(s) | <i>e ovoca</i> | fruit |
| <i>o bananos, o banani</i> | the banana(s) | <i>la babakero chaben</i> | Granny's dish |
| <i>e řereřna, o řereřni</i> | the cherry(s) | <i>tavel</i> | to cook |
| <i>e ambrol, o ambrola</i> | the pear(s) | <i>Keci mol/mon ...?</i> | How much is/are ...? (money) |
| <i>e citrona, o citroni</i> | the lemon(s) | <i>po placos</i> | at the market |

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

| Teaching activity 01 Sub-topic 01: <i>O renti</i> |
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| Duration: 30 min Skill: d b SF*: I |
| Mat./Res.: Picture and word cards worksheet 01 |
| <p>Preparation: Print, laminate and cut out the cards.</p> <ol style="list-style-type: none"> The children sit on the floor in a circle. The teacher spreads out the picture cards on the floor. Each child is given a word card. The children try to put their word card next to the correct picture card. The teacher takes the incorrectly placed cards. The group try to put the word cards next to the correct pictures. Then the teacher collects all the cards. The group is shown one picture card at a time, which the children have to name. If necessary, he/she can say the words first and the children repeat the words in unison. |
| Teaching activity 02 Sub-topic 01: <i>O renti</i> – Questions and answers (picture cards) |
| Duration: 30 min Skill: a bc SF: I |
| Mat./Res.: Picture cards worksheet 01 |
| <p>Note: Activity 02 is recommended to be subsequent to Activity 01.</p> <ol style="list-style-type: none"> The children sit on the floor in a circle. The teacher spreads out the picture cards (worksheet 01) on the floor. The teacher says: <i>Tosara me urdom e rokla the o tričkos.</i> and points at the appropriate picture card. The teacher now asks one of the children: <i>So urdal tu pe tute?</i> The child answers: „<i>Tosara me urdom e cholov the o gad (e rokla, o šalos, o dikhlo, ...)</i>“ and points at the appropriate picture card (if the child responds only with one word, the teachers helps him/her to form a complete sentence). The teacher again says: <i>Tosara me urdom e rokla the o tričkos,</i> and asks the next child: <i>So urdal tu pe tute?</i> The child answers and points at the correct picture card. This is repeated until all children have had a turn. |

*SOCIALFORM (SF): group work–G | partner work–P | individual work–I

Teaching activity 03 | Sub-topic 01: O renti – So urďal tu pe tute?

Duration: 30 min | Skill: a e | SF: I

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

Note: Activity 03 is recommended to be subsequent to Activity 01 or 02.

01. The teacher writes the following heading on the blackboard: *So urďal tu pe tute?*
02. Then three sentences are formed together. The teacher writes them on the blackboard. For example:
Tosara me urďom e cholov the e bunda.
Tosara me urďom e rokľa the o dikhlo.
Tosara me urďom o gad the e cholov.
03. The children copy the sentences.
04. The teacher then attaches the picture cards (worksheet 01) to the blackboard. The words are repeated together and the corresponding word cards are attached to the pictures.
05. The teacher asks the children to write two sentences themselves, following the above pattern.
06. The children then hand in their workbooks. The teacher checks the results (sticker or stamp for great sentences!).

Teaching activity 04 | Sub-topic 01: O renti

Duration: 20 min | Skill: d e | SF: I | ELP: Dossier

Mat./Res.: Worksheet 03

01. The teacher hands out the worksheet *O renti* and asks a child to read out the heading and the description of the tasks.
02. The group discusses the task. The children then have five to ten minutes to complete the worksheet.
03. Together, the results are compared. The teacher writes the words on the blackboard to check them.
04. The worksheet is added to the Dossier

Teaching activity 05 | Sub-topic 02: O chaben – E želeňina the e ovoca 1

Duration: 30 min | Skill: d b | SF: I

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

Preparation: Print, laminate and cut out the cards.

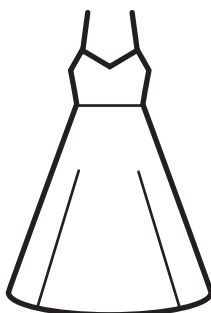
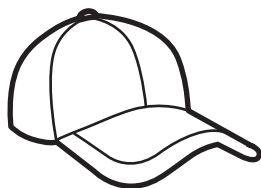
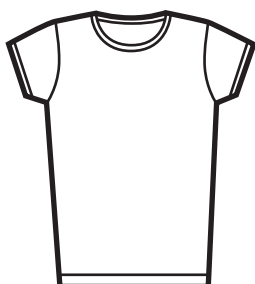
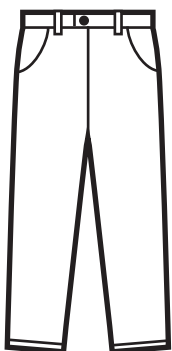
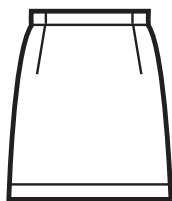
01. The children sit on the floor in a circle.
02. The teacher spreads out the picture cards on the floor. Each child is given a word card.
03. The children try to put their word card next to the correct picture card.
04. The teacher takes the incorrectly placed cards. The group try to put the word cards next to the correct pictures.
05. Then the teacher collects all the cards. The group is shown one picture card at a time, which the children have to name. If necessary, he/she can say the words first and the children repeat the words in unison.

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| Teaching activity 06 Sub-topic 02: <i>O chaben – E želeňina the e ovoca 2</i> |
| Duration: 20 min Skill: d e b SF: I ELP: p. 44 |
| Mat./Res.: Picture and word cards worksheet 02, blackboard, chalk, magnets or sticky tape |
| <p>Preparation: Print, laminate and cut out the cards.</p> <ol style="list-style-type: none"> 01. The teacher divides the blackboard into two columns and labels both columns: Left column heading: <i>e želeňina</i> (vegetables); right column heading: <i>e ovoca</i> (fruit). 02. The headings are discussed, then the teacher hands out the picture cards (worksheet 02) to the children. 03. Then the children are asked to name their pictures one after another and to put them in the correct column on the blackboard. 04. The teacher then hands out the word cards and asks the children to assign them to the correct picture cards. 05. Once all word cards are correctly assigned, the children read out all words in unison. 06. Then the children add the words to their language portfolio (p. 44). |
| Teaching activity 07 Sub-topic 02: <i>O chaben – E želeňina the e ovoca 2</i> |
| Duration: 20 min Skill: d e SF: I ELP: Dossier |
| Mat./Res.: Worksheet 04 |
| <ol style="list-style-type: none"> 01. The teacher hands out the crossword puzzle <i>E želeňina the e ovoca</i> (worksheet 04). 02. The teacher asks a child to read out the heading. The group then discusses the task. 03. The children have ten to 15 minutes to complete the worksheet. 04. Together, the results are compared. The teacher writes the words on the blackboard to check them. 05. The worksheet is added to the Dossier. |
| Lesson plan 08 Sub-topic 01: <i>O renti</i> |
| Duration: 20 min Skill: d e SF: I ELP: Dossier |
| Mat./Res.: Worksheet 05, colouring pens |
| <p>Recommendation: This activity is ideal if there is only very little time left at the end of a lesson, because the children can also colour in the worksheet as part of their homework.</p> <ol style="list-style-type: none"> 01. The teacher hands out the colouring page <i>O renti</i> (worksheet 05). 02. The teacher asks a child to read out the heading and task. 03. Together, the task is discussed: The children are asked to read the task carefully and to colour the clothes in the picture according to the task (e.g. <i>e parři leketa, o belavo dikhlo, ...</i>). 04. The children have ten to 15 minutes to colour in the worksheet. 05. Then the worksheets are displayed in the classroom and compared, whether all the drawings are coloured in identically. |
| Teaching activity 09 Sub-topic 02: <i>O chaben – La babakero chaben – Granny’s dish</i> |
| Duration: 45 min Skill: d bc SF: P, I ELP: Dossier |
| Mat./Res.: Worksheet 06 |
| <ol style="list-style-type: none"> 01. The teacher hands out the text <i>La babakero chaben</i> (worksheet 06) and asks the children to read the dialogue quietly. 02. The content of the text is discussed within the group. 03. Then the children form pairs and spread across the room and practice reading the dialogue. 04. Then each pair reads out the dialogue to the class. 05. The children are asked to read the text again as part of their homework. 06. The worksheet is added to the Dossier. |

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| Teaching activity 10 Sub-topic 02: <i>O chaben – La babakero chaben – Granny’s dish</i> |
| Duration: 45 min Skill: d e SF: I ELP: Dossier |
| Mat./Res.: Worksheet 07 |
| <p>Note: Activity 10 is recommended to be subsequent to Activity 09.</p> <ol style="list-style-type: none"> 01. The children are given a list of questions about the text <i>La babakero chaben</i> (worksheet 07). 02. The teacher explains the task: The questions about the text are to be answered. 03. The children answer the questions in pairs. If required, they can refer to the dialogue <i>La babakero chaben</i> (worksheet 06) from the Dossier. 04. Then each pair reads out one question and the corresponding answer. 05. The teacher writes the answers on the blackboard, the children compare the spelling. 06. The children add the worksheet to the Dossier. |
| Teaching activity 11 Sub-topic 02: <i>O chaben – Po placos – At the market, part 1</i> |
| Duration: 50 min Skill: d bc SF: I, G ELP: Dossier |
| Mat./Res.: Worksheet 08, headscarf, apron or coat, a pair of glasses, camera |
| <ol style="list-style-type: none"> 01. The teacher hands out the text <i>Po placos</i> (worksheet 08) and asks the children to read the dialogue quietly. 02. The text’s content is discussed together. 03. Then the children form groups of three. 04. The children spread out across the classroom and practice reading the dialogue with their partners. 05. Then the children present the dialogue in front of the class. They are given props to do this: The child playing Marko gets a pair of glasses, the mother gets the headscarf, the vendor gets an apron or a coat. 06. The game can be taped with the camera several times (first run with text, second run without) to record each group’s progress. |
| Teaching activity 12 Sub-topic 02: <i>O chaben – Po placos – At the market, part 2</i> |
| Duration: 30 min Skill: d e b SF: I ELP: Dossier |
| Mat./Res.: Worksheet 08 |
| <p>Note: Activity 12 is recommended to be subsequent to Activity 11.</p> <ol style="list-style-type: none"> 01. The children take the worksheet <i>Po placos</i> from their Dossier. The teacher asks them to read through the second part of the worksheet. 02. The task is discussed together: Write down what you would put in a salad. 03. The children write down various words. 04. Then the teacher asks the children, which ingredients they use and writes the mentioned words on the blackboard so that the children can compare their spelling. 05. The worksheet is added to the Dossier. |

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| Teaching activity 13 Sub-topic 01: O renti – So uren jon? |
| Duration: 30 min Skill: d e b SF: I ELP: Dossier |
| Mat./Res.: Worksheet 09 ELP: Dossier |
| <p>Note: Activity 13 is recommended to be subsequent to Activity 11.</p> <ol style="list-style-type: none"> 01. The teacher hands out the worksheet <i>So uren jon?</i> (worksheet 09) and asks a child to read out the task. Together, the task is discussed: Fill in the answers. 02. A child reads out the first question. Then the group think about which word is missing in the answer. 03. The teacher writes the correct word on the blackboard. 04. Questions 2 to 7 are also completed together (as described in step 2). 05. The worksheet is added to the Dossier. |
| Teaching activity 14 Sub-topic 01: O renti – Ballspiel – So uren jon? |
| Duration: 50 min Skill: d bc SF: I |
| Mat./Res.: Softball or similar |
| <p>Note: Activity 14 is recommended to be subsequent to Activity 13.</p> <ol style="list-style-type: none"> 01. The children sit in a circle. 02. The teacher begins the game: He/she asks a child: <i>So urel o dad?</i> and throws the ball to the child. 03. The child catches the ball and tries to answer: <i>O dad urel (o gad, e cholov, ...)</i>. 04. Then he/she returns the ball to the teacher. 05. Now the teacher asks the next child: <i>So urel o dad?</i> and throws the ball to the child. 06. The child answers: <i>O dad urel ...</i>, and returns the ball to the teacher. 07. This is repeated until all children have had a turn. |
| Teaching activity 15 Sub-topic 01/02: O renti/O chaben – Language Biography Food and clothes |
| Duration: 30 min Skill: e d SF: I ELP: S. 30 |
| Mat./Res.: Page 30 Level A1 of the Language Portfolio |
| <p>Preparation: The teacher designs page 30 Level A1 of the Language Biography according to his/her preferences.</p> <ol style="list-style-type: none"> 01. After completing Unit 08, the teacher hands out the self-designed checklists. 02. Together, the group reads one point after the other, the children draw an asterisk or similar next to the description of the tasks they can complete (I can ...). 03. The checklist is added to the Language Biography. |

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



e rokľa

o rukavičky

o sirimos

e cholov

e bunda

o šalos

o tričkos

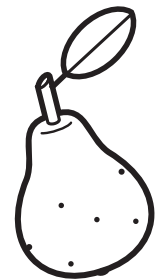
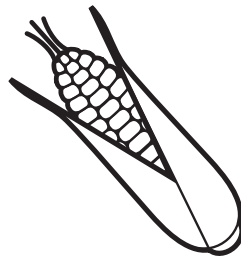
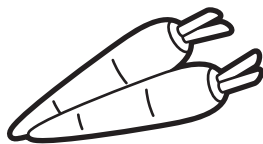
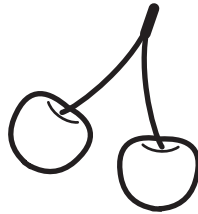
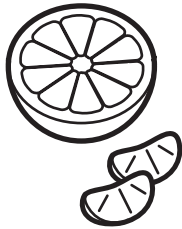
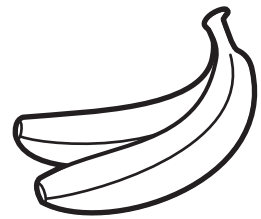
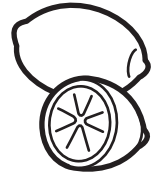
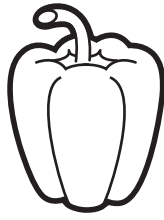
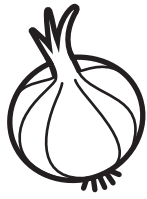
o gad

e kalapa

e čapka

o viganos

o štreml'i



e purum
o puruma

e paprika
o papriki

e citrona
o citroni

e paradička
o paradički

o cesnakos
e sir

e bananos
o banani

e pomaranča
o pomaranči

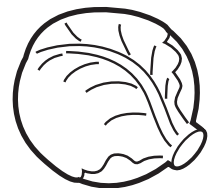
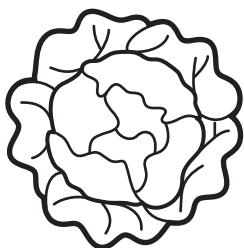
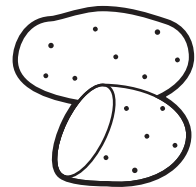
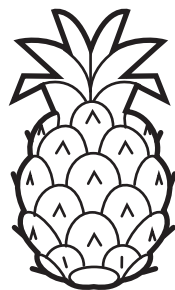
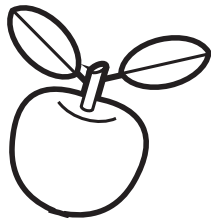
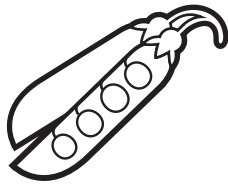
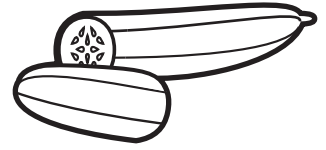
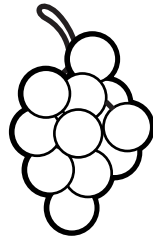
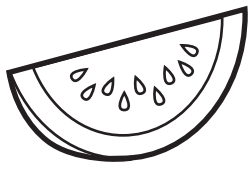
e čerešňa
o čerešňi

o kozaris
o kozara

o repaňis
o repaňa

e kukurica
o kukurici

e ambrol
o ambrola



e diňa
o diňi

e drakh
o drakha

e paňali
o paňale

o chirchil

e jahoda
o jahodi

e fizola
o fizoli

e phabaj
o phaba

o ananasis
o ananasa

e bandurka
o bandurki

o šalatos

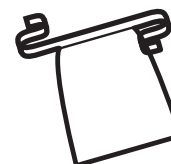
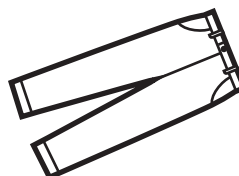
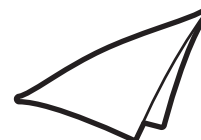
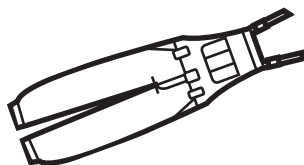
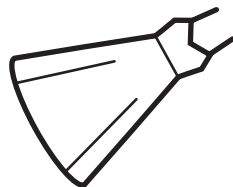
e khiľav
o khiľava

e armin
o armiňa

Miro nav _____

O renti

Irin o lava kodoj, kaj pasinen!



o silonki | o štremfli | o šalos | o sirimos | e rokla | e bunda
o dikhlo | e kalapa | e cholov | o rukavički | o tričkos
o viganos | o gad | e leketa | e čapka | o monterki

Miro nav _____

E ovoca

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|--|
| | A | M | | | O | L | | | |
| K | H | | L | | V | A | | | |
| | | | A | N | O | | | | |
| | | | | | C | I | | R | |
| | | | | | A | | A | | |

E želeňina

A crossword puzzle grid with the following letters filled in:

| | | | | | | | | | | |
|--|---|---|---|---|---|---|--|---|--|---|
| | | | | Ž | | | | | | |
| | | | R | E | | | | Ň | | |
| | I | | O | Ľ | | | | | | |
| | | | | E | | | | | | |
| | | P | | Ň | | L | | | | |
| | | | | I | | | | | | |
| | | | A | N | | U | | | | I |
| | U | | U | | I | | | | | |
| | | | | A | | | | | | |

Illustrations of vegetables with arrows pointing to specific letters in the grid:

- Two carrots pointing to the 'R' and 'E' in the second row.
- A cucumber pointing to the 'Ľ' in the third row.
- A garlic bulb pointing to the 'I' in the fifth row.
- A corn cob pointing to the 'A' in the eighth row.
- A mushroom pointing to the 'Ň' in the fourth row.
- A tomato pointing to the 'U' in the seventh row.

Miro nav _____

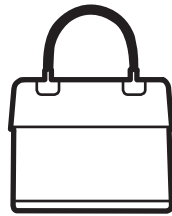
O renti

Maġin avri!

e parġi leketa | o lolo viganos | e ŧarġo cholov | o belavo dikhlo
o belava ŧtremfġi | e belavo maŧġa | o belava ŧebi
e kavejovo kalapa | o lolo ŧalos



e parġi leketa

















La babakero chaben

E baba kerel adađives pherarde goja
bandurkenca. O Jankus pes nađti doužarel.

J: Babo, ta kana ena imar kola goja?

B: Užar, Janku! Dotadona, palis len thovava
te pekel. So, sal bokhalo?

J: He, som. E daj tađa adađives pišot
ciraleha. Me na chav rado pišot.

B: Joooj, užar mek činoro! Maj ena o goja.
Kames fizolengeri zumin?

J: Na, na kamav, babo. Imar kajci užarava.
Ma dara, na merava bokhatar.

B: Joooj, tu sal bengiňalo čavoro, Janku!



Miro nav _____

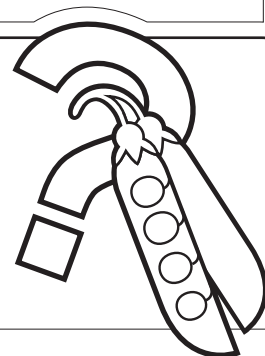
La babakero chaben

Leperes?

Savi zumin taďa
le Jankuskeri baba?
E baba taďa
_____.

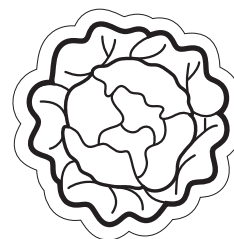
So taďa
le Jankuskeri daj?
Le Jankuskeri daj taďa
_____.

Pe savo chaben uďarel
o Jankus?
O Jankus uďarel
po _____.



*„E daj
taďa adadives
piřot ciraleha.“*

Po p'acos



1) Gen o dialogos!

- O Markos: Adađives džal miri daj po p'acos.
Joj džal te cinel želeňina:
- Daj: Keci mon o paradički?
- Predavačis: O paradički mon kilos 2 euri.
- Daj: Den man lendar jekh kilos!
Keci mon o repaňa?
- Predavačis: Jekh repaňis mol 20 centi.
- Daj: Den man 3 repaňa!
- O Markos: E daj mek cinda duj paňale,
jekh loľi armin, jekh želeno armin,
duj kukurici, jekh kilos chirchil, trin
puruma the jekh paprika. Sar avľa
joj khere, kerđa amenge jekhfeder
šalatos po calo svetos.

2) Irin, sostar bi tu kerďalas želeňinovo šalatos!

So uren jon?

So urel o dad po bijav?

O dad urel _____.

So urel e daj po bijav?

E daj urel _____.

So urel o Jankus sar džal te sovel?

O Jankus urel _____.

So urel e baba te joj tavel?

E baba urel _____.

So urel o Mirkus sar džal te khelel fodbal?

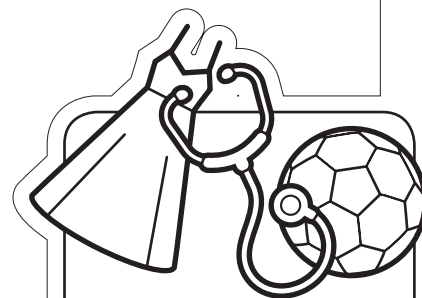
O Mirkus urel _____.

So urel o phral andre bufi?

O phral urel _____.

So urel o doktoris andre bufi?

O doktoris urel _____.



o parno plaštos

o ancugos

o viganos

o ťeplaki

e leketa

o pižamos

o monterki

| |
|---|
| East-Slovak_Secondary_A1_AT_eng_unit-09 |
| Topic (CFR): SEASONS AND WEATHER |
| Sub-topic 01: <i>O berš</i> – The year Sub-topic 02: <i>O ori</i> – The time |

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

| |
|---|
| Working with the ELP |
| Language passport: Activity 15 |
| Dossier: Worksheet 01, 02, 04 to 07, 08, 09, 11 |

Vocabulary | Sub-topic 01: O bers̄

| | | | |
|---------------------------------|------------------|----------------------------|----------------------|
| Active | | | |
| <i>o štar beršeskere kotora</i> | the four seasons | <i>oktobros</i> | October |
| <i>o jaros</i> | the spring | <i>novembros</i> | November |
| <i>o ňilaj</i> | the summer | <i>decembros</i> | December |
| <i>o jesos</i> | the autumn | <i>o čhon</i> | the month |
| <i>o jevend</i> | the winter | <i>o jiv</i> | the snow |
| <i>jarone</i> | in spring | <i>o kham</i> | the sun |
| <i>jesone</i> | in autumn | <i>e prajtin, o prajta</i> | the leaf, the leaves |
| <i>ňilaje</i> | in the summer | <i>o kašt</i> | the tree |
| <i>jevende</i> | in the winter | <i>šil</i> | cold |
| <i>januaris</i> | January | <i>o šil</i> | the cold |
| <i>februaris</i> | February | <i>kerades</i> | hot |
| <i>marcos</i> | March | <i>o keradžipen</i> | the heat |
| <i>aprilis</i> | April | <i>o brišind</i> | the rain |
| <i>majos</i> | May | <i>e (šilali) balvaj</i> | the (cold) wind |
| <i>junos</i> | June | <i>fađinel</i> | to freeze |
| <i>julos</i> | July | <i>le šilestar</i> | from the cold |
| <i>augustos</i> | August | <i>tati perina</i> | warm down cover |
| <i>septembros</i> | September | <i>tato, tatoes</i> | hot, hotter |

Vocabulary | Sub-topic 01: O ori

| | | | |
|--|---------------------------------|-------------------------------------|-------------------------|
| Active | | | |
| <i>Keci (hin) ori?</i> | What time is it? | <i>pal o dilos</i> | in the afternoon(s) |
| <i>Kana?</i> | When? | <i>Hin tut orica?</i> | Do you have a watch? |
| <i>Kanastar dži kana?</i> | From when to when? | <i>jekh ora the jepaš</i> | half past one |
| <i>avel</i> | to come | <i>duj, trin, ... ori the jepaš</i> | half past two/three ... |
| <i>jekha oratar/duje, trine, štare orendar</i> | at one, two, three, ... o'clock | <i>e orica po vast</i> | the wristwatch |
| <i>rafi</i> | the evening; in the evening | <i>e orica pe fala</i> | the wall clock |
| <i>jekh, duj, trin, ... ora/ori</i> | one, two, three, ... o'clock | <i>e orica andro kher</i> | the grandfather clock |
| <i>dži dilos</i> | in the morning(s) | <i>o buđikos</i> | the alarm clock |

| Grammar | |
|--|---------|
| Active | Passive |
| Article male/female <i>o/e</i> Simple questions (present tense) Simple word order: object-verb-noun Present tense Prepositions at, from Singular – plural | |

| Teaching activity 01 Sub-topic 01: <i>O berš</i> |
|---|
| Duration: 50 min Skill: d b SF*: I ELP: Dossier |
| Mat./Res.: Worksheet 01 |
| <ol style="list-style-type: none"> 01. The teacher hands out the worksheet <i>O berš</i>. 02. The children read though it by themselves once, then it is read out together. 03. The content of the worksheet is discussed. 04. Then the teacher pronounces the names of the seasons, the children repeat them in unison. 05. The teacher pronounces the name for each month which the children then repeat. 06. Homework: Memorise the names for the seasons and months. 07. The worksheet is added to the Dossier. |
| Teaching activity 02 Sub-topic 01: <i>O berš – O čhona</i> |
| Duration: 30 min Skill: d e SF: I, P ELP: Dossier |
| Mat./Res.: Worksheet 02 |
| <ol style="list-style-type: none"> 01. The children are given the worksheet <i>O čhona</i>. 02. The teacher asks a child to read out the heading and the task. 03. Together, the content and task are discussed: Match the months to the correct seasons. 04. Together with the child sitting next to them, the children try to fill in the worksheet. 05. Once they are finished, the teacher writes the names of the four seasons on the blackboard. Each child writes the name of one month next to the correct season on the blackboard. 06. The teacher checks for spelling mistakes if necessary. 07. The worksheet is added to the Dossier. |
| Teaching activity 03 Sub-topic 01: <i>O berš – Quiz</i> |
| Duration: 30 min Skill: d e b a SF: I, G |
| Mat./Res.: Worksheet 03, magnets or sticky tape |
| <ol style="list-style-type: none"> 01. The teacher asks the children to form groups of four and explains the task: Each group is given a worksheet with a quiz which is to be completed as quickly as possible. The group who complete the task without any mistakes first are let off homework once! After completion, the worksheet is to be displayed on the blackboard. 02. Once all groups have finished, the results are compared. The teacher reads out one sentence after another and the children say which season the sentence belongs to. 03. The worksheets are displayed in the classroom. |

*SOCIALFORM (SF): group work - G | partner work - P | individual work - I

Teaching activity 04 | Sub-topic 02: O ori – E ora

Duration: 20 min | Skill: d e | SF: I | ELP: Dossier

Mat./Res.: Worksheet 04

Preparation: Activity 4 is recommended to be subsequent to Activities 5 and 6.

01. The teacher asks the children to form groups of three and explains the game: Each group is given a blank sheet of lined paper and picks one child who numbers the lines from one to ten. The teacher then shows ten different times on the clock. After each time shown by the teacher, the groups discuss what the correct sentence would be and one child writes it down. The group with the fewest mistakes are let off homework once.
02. Once all groups have finished, the children hand in the sheets of paper and wait for the teacher to correct them.

Teaching activity 05 | Sub-topic 02: O ori – E ora 1 (The time: full and half hours)

Duration: 45 min | Skill: d b | SF: I | ELP: Dossier

Mat./Res.: Worksheet 04

Preparation: The teacher makes one copy of the clock (worksheet 04) for his/her own use.

01. The teacher sets the clock to 8:00 and says: *Akana hin 8 ori.*
02. The teacher asks the children to repeat in unison: *Akana hin 8 ori.*
03. The teacher then sets the clock to 9:00 and says: *Akana hin 9 ori.*
04. The children repeat in unison: *Akana hin 9 ori.*
05. Steps 3 and 4 are repeated with different times until the teacher is sure that the children have understood.
06. The teacher then sets the clock to 7:30 and says: *Akana hin 7 ori the jepaš.*
07. The teacher asks the children to repeat in unison: *Akana hin o 7 the jepaš.*
08. Then he/she sets the clock to 8:30 and says: *Akana hin 8 the jepaš.*
09. The children repeat in unison: *Akana hin 8 the jepaš.*
10. Steps 8 and 9 are repeated with different times until the teacher is sure that the children have understood.

Teaching activity 06 | Sub-topic 02: O ori – E ora 2 (The time: 1/4 and 3/4 hours)

Duration: 45 min | Skill: a b | SF: I | ELP: Dossier

Mat./Res.: Worksheet 04

Note: Activity 06 is recommended to be subsequent to Activity 05.

01. As in Classroom Activity 05: first with 1/4-hour periods and then with 3/4-hour periods.
02. The teacher then explains the setting of the hour and the minute hand at 7:15, 8:15, etc.
03. The teacher sets the clock to 7:15 and says: *Akana hin 7 ori the jekh fertalis/dešupandž minuti.*
04. The children also set their clocks to 7:15 and repeat in unison: *Akana hin 7 ori the jekh fertalis/dešupandž minuti.*
05. Repeat with several examples.
06. Then repeat the same with 3/4-hour periods. Sentence: *Akana hin 7 ori the trin fertala/štarvaldešthepandž minuti.*

Note: Clock reading was divided into two activities because we feel that children aged seven to ten can be overwhelmed by 1/4 and 3/4 hours.

| |
|--|
| Teaching activity 07 Sub-topic 02: <i>O ori – E ora</i> |
| Duration: 20 min Skill: d e SF: I ELP: Dossier |
| Mat./Res.: Worksheet 05 |
| <ol style="list-style-type: none"> 01. The teacher hands out the worksheet <i>E ora</i> and asks a child to read out the heading and the task. 02. The group discusses the task: Colour in and label. 03. Then the results are compared. 04. The teacher writes the words on the blackboard to check them. 05. The worksheet is added to the Dossier. |
| Teaching activity 08 Sub-topic 02: <i>O ori – Kana, dži kana?</i> |
| Duration: 20 min Skill: d e a SF: I ELP: Dossier |
| Mat./Res.: Worksheet 06 |
| <ol style="list-style-type: none"> 01. The teacher hands out the worksheet <i>Kana, dži kana?</i> 02. The teacher asks a child to read out the heading and the first two lines of item 1. Together, they discuss the content. 03. Then the children are asked to write the right answer to item 1 into the third line. 04. This procedure is repeated until the worksheet is completed. 05. The worksheet is added to the Dossier. |
| Teaching activity 09 Sub-topic 02: <i>O ori – Keci hin ori?</i> |
| Duration: 30 min Skill: d e b SF: I ELP: Dossier |
| Mat./Res.: Worksheet 07, overhead projector, overhead pens, overhead sheets |
| <p>Preparation: Print worksheet 07 and copy onto an overhead sheet.</p> <ol style="list-style-type: none"> 01. The teacher hands out the worksheet <i>Keci hin ori?</i> and also displays the worksheet using the overhead projector. 02. The teacher asks a child to read the heading and the task. The task is discussed together. 03. The teacher does the first two examples together with the children: The teacher asks: <i>Keci hin ori</i> and points at the first picture. The children try to reply. [It is fine if they reply with only one word, but the teacher helps them to complete the sentence: <i>Akana hin 2, 3, 4, ... ori.</i>] The children repeat this sentence in unison and the teacher writes it onto the overhead sheet below the picture: <i>Akana hin 2, 3, 4, ... ori.</i> The children copy the sentence onto their worksheet. The same procedure applies for example 2. 04. The children try to write the next sentences on their own. 05. They compare their results to those of the completed worksheet shown by the teacher using the overhead projector. 06. The worksheet is added to the Dossier. |

Teaching activity 10 | Sub-topic 02: O ori – Listening comprehension Keci ori?

Duration: 30 min | Skill: a | SF: I, P | ELP: Dossier

Mat./Res.: Listening comprehension worksheet 08, CD player, text worksheet 08

01. The teacher plays the listening comprehension *Keci ori?* (worksheet 08) twice, the children listen.
02. Then the children discuss the content with the child sitting next to them.
03. The listening comprehension is played again. The children are asked to remember a word which they do not understand.
04. One child after the other tells the teacher their words. The teacher writes them on the blackboard and translates them.
05. The content of the audio is discussed within the group together with the teacher.
06. Finally, the children once again listen to the audio.
07. Homework: The teacher hands out the written text *Keci ori?* (worksheet 08), the children read it at home. This also serves as a preparation for Activities 11 and 12.
08. Worksheet 08 is later added to the Dossier.

Teaching activity 11 | Sub-topic 02: O ori – Gap fill exercise Keci ori?

Duration: 20 min | Skill: d e | SF: I | ELP: Dossier

Mat./Res.: Worksheet 09

Note: Activity 11 is recommended to be subsequent to Activity 10.

01. The children are given the gap fill exercise *Keci ori?* (worksheet 09). The teacher explains the task.
02. The children have ten to 15 minutes to complete the gap text.
03. Then each child reads out one sentence and repeats the word belonging in the gap once again.
04. The teacher writes the words that were added on the blackboard. The children compare their results.
05. The worksheet is added to the Dossier.

Teaching activity 12 | Sub-topic 02: O ori – Role play, dialogue Keci ori?

Duration: 50 min | Skill: d bc | SF: I, P | ELP: Dossier

Mat./Res.: Worksheet 08, clock (worksheet 04), hat, camera

Preparation: Make the clock according to worksheet 04 and attach a string to hang it from.

01. The teacher asks the children to take the text *Keci ori?* worksheet 08 from the Dossier and to read it quietly.
02. Then the children form pairs.
03. The pairs spread across the classroom and practice reading the dialogue.
04. Then the children present the dialogue in front of the class. The teacher gives the clock (worksheet 04) to the child who has a clock in the text. The other child is given a hat. And they are ready to start!
05. The game can be taped with the camera several times (first run with the text, second run without) to record each group's progress.

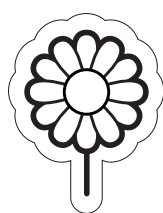
| |
|--|
| Teaching activity 13 Sub-topic 02: <i>O bers̃</i> – Listening comprehension <i>E čhaj la bubnaha</i> |
| Duration: 45 min Skill: a SF: I, P ELP: Dossier |
| Mat./Res.: Listening comprehension worksheet 10 |
| <ol style="list-style-type: none"> 01. The teacher writes the heading of the story <i>E čhaj la bubnaha</i> on the blackboard. 02. The teacher discusses the meaning of the headline with the group and translates it if necessary. 03. Then, the teacher plays the listening comprehension once. 04. The children discuss the content with the child sitting to their right. 05. The teacher plays the listening comprehension again. The children discuss what they have understood with the child sitting to their left – this time with the following task: Each pair is to remember a word whose meaning they do not know. 06. Each pair tells the teacher their words. The teacher writes them on the blackboard and translates them. 07. The content of the short story is discussed together. 08. Finally, the teacher plays the story once again. |
| Teaching activity 14 Sub-topic 02: <i>O bers̃</i> – Reading comprehension <i>E čhaj la bubnaha</i> |
| Duration: 30 min Skill: d e SF: I ELP: Dossier, p. 44 |
| Mat./Res.: Worksheet 11 |
| <p>Note: Activity 14 is recommended to be subsequent to Activity 13.</p> <ol style="list-style-type: none"> 01. The teacher hands out the story <i>E čhaj la bubnaha</i> and asks a child to read the first paragraph. 02. Together, the content is discussed. The teacher writes unfamiliar words from the text on the blackboard and translates them. 03. The same procedure is applied for other paragraphs until the story is finished and all words unfamiliar to the children are written on the blackboard [→ if the children do not mention these words, then the teacher focuses on the following words: <i>jevende, fad'inelas, e šilafi balvaj, le šilestar, taři perina, tatoes.</i>]. 04. The children add the new words to the Language Portfolio (p. 44) and add the worksheet to the Dossier. |
| Teaching activity 15 Sub-topic 02: <i>O bers̃ + O ori</i> – Language Biography |
| Duration: 15 min Skill: e d SF: I ELP: p. 30 |
| Mat./Res.: Page 30 Level A1 Language Portfolio |
| <p>Preparation: The teacher designs page 30 Level A1 of the Language Biography according to his/her preferences.</p> <ol style="list-style-type: none"> 01. After completing Unit 09, the teacher hands out the self-designed checklists. 02. The group reads one point after the other. The children draw an asterisk or similar next to the description of the tasks they can complete (I can ...). 03. The checklist is added to the Language Biography. |

| |
|--|
| Lesson plan 01 Topic: <i>Keci hin ora</i> |
| TA-Nr.: 10 Learning objectives: Asking for the time and replying |
| Duration: 30 min Skill: a SF: I, P ELP: Dossier |
| Mat./Res.: Listening comprehension worksheet 08, CD player, text worksheet 08 |
| <ol style="list-style-type: none"> 01. The teacher plays the listening comprehension <i>Keci ori?</i> (worksheet 08) twice, the children listen. 02. Then the children discuss the content with the child sitting next to them. 03. The listening comprehension is played again. The children are asked to remember a word which they do not understand. 04. One child after the other tells the teacher their words. The teacher writes them on the blackboard and translates them. 05. The content of the audio is discussed within the group together with the teacher. 06. Finally, the children once again listen to the audio. 07. Homework: The teacher hands out the written text <i>Keci ori?</i> (worksheet 08), the children read it at home. This also serves as a preparation for Activities 11 and 12. 08. Worksheet 08 is later added to the Dossier. |
| TA-Nr.: 11 Learning objectives: Asking for the time and replying. |
| Duration: 20 min Skill: d e SF: I ELP: Dossier |
| Mat./Res.: Worksheet 09 |
| <ol style="list-style-type: none"> 01. The children are given the gap fill exercise <i>Keci ori?</i> (worksheet 09). The teacher explains the task. 02. The children have ten to 15 minutes to fill in the gap text. 03. Then each child reads out one sentence and repeats the word belonging in the gap once again. 04. The teacher writes the words that were added on the blackboard. The children compare their results. 05. The worksheet is added to the Dossier. |
| Lesson plan 02 Topic: <i>O štar kotora the o čhona</i> |
| TA-Nr.: 01 Learning objectives: Expansion and memorising of vocabulary |
| Duration: 50 min Skill: d b SF: I ELP: Dossier |
| Mat./Res.: Worksheet 01 |
| <ol style="list-style-type: none"> 01. The teacher hands out the worksheet <i>O berš</i>. 02. The children read though it by themselves once, then it is read out together. 03. The content of the worksheet is discussed. 04. Then the teacher pronounces the names of the seasons, the children repeat them in unison. 05. The teacher pronounces the name for each month which the children then repeat. 06. Homework: Memorise the names for the seasons and months. 07. The worksheet is added to the Dossier. |

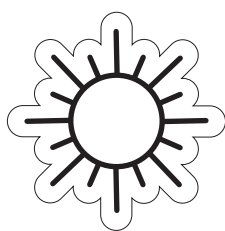
Miro nav _____

O berš

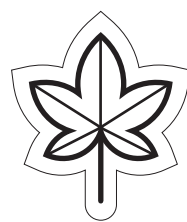
Le beršes hin štar kotora:



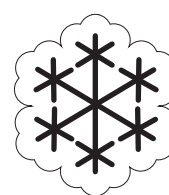
jaros



ňilaj



jesos



jevend

Le beršes hin 12 čhona:

januaris

februaris

marcos

aprilis

majos

junos

julos

augustos

septembros

oktobros

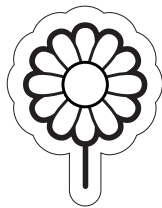
novembros

decembros

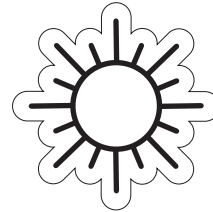
Miro nav _____

O čhona

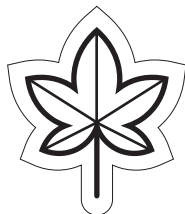
Irin o čhona odoj, kaj pasinen!



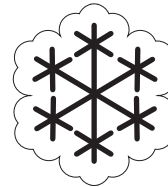
jaros



ňilaj



jesos

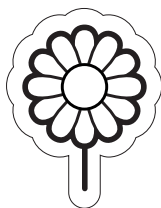


jevend

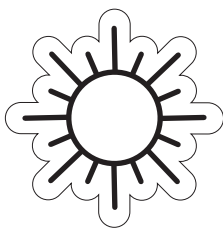
januaris | februaris | marcos | aprilis | majos | junos | julos
augustos | septembros | oktobros | novembros | decembros

Kvizos

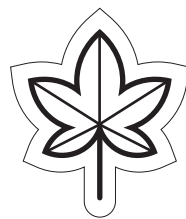
Irin, kaj pasinen le beršeskere kotora!



jaros



ňilaj



jesos



jevend

_____ perel o jiv.

_____ pekel o kham.

_____ peren o prajta.

_____ kvitinen o kašta.

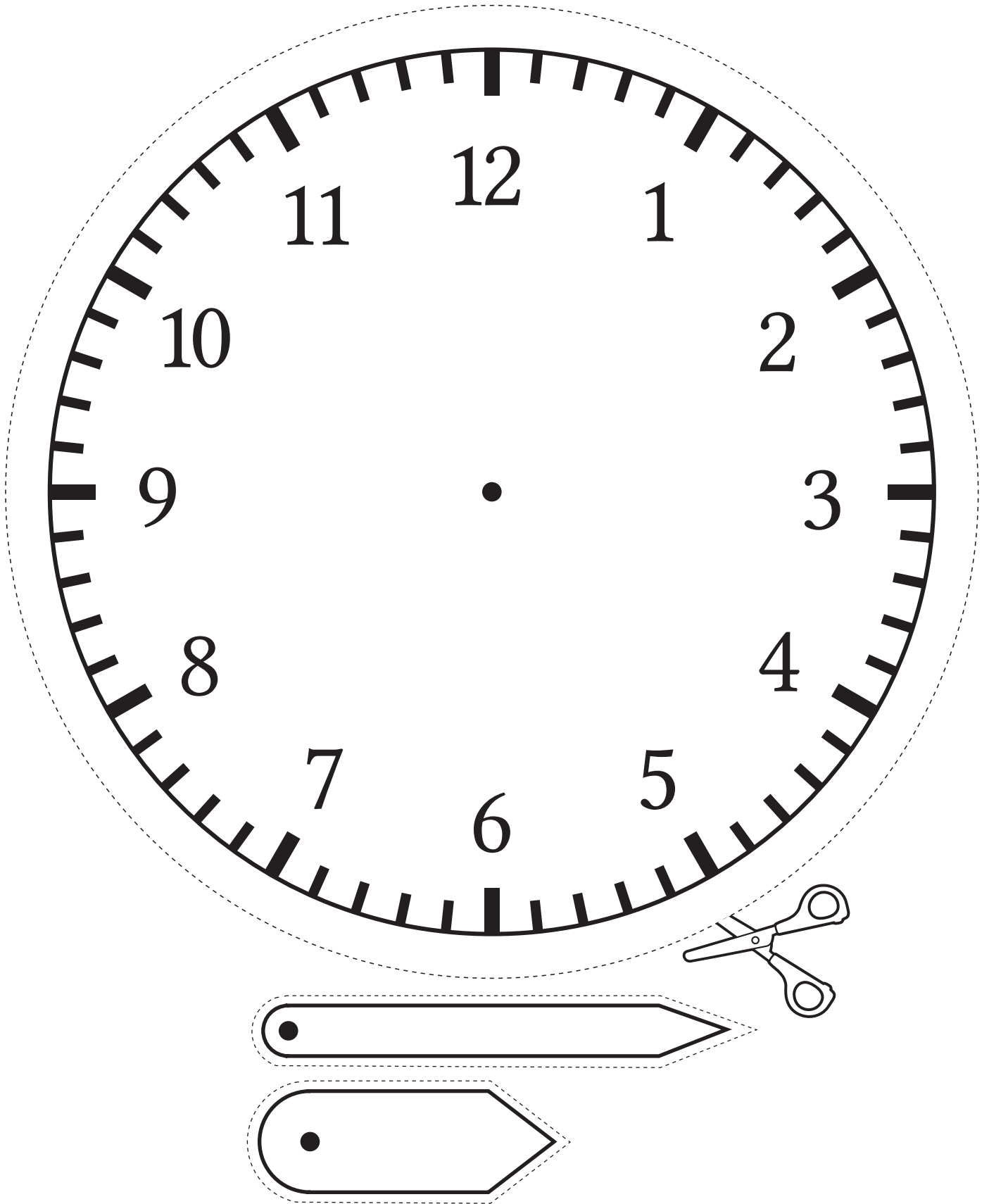
_____ hin baro šil.

_____ hin avri baro keradipen.

_____ perel but o brišind.

_____ phurdel bari balvaj.

MaĽin avri e orica!

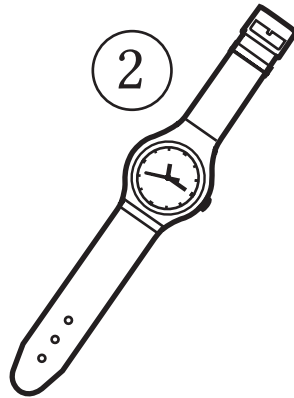


Save orici prindžaras?

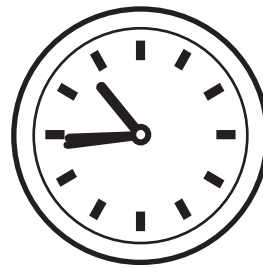
- 1) Maġin avri!
- 2) Irin o lava kodoj, kaj pasinen!



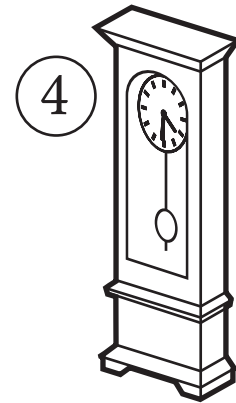
1



2

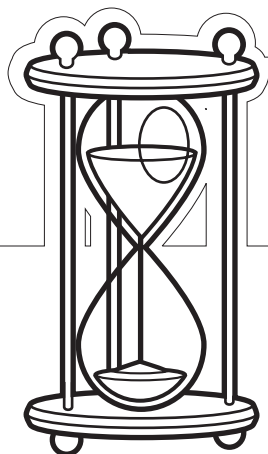


3



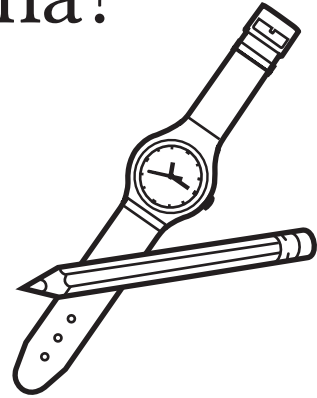
4

orica po vast | orica pe fala | buđikos | orica andro kher



Kana?

Kanastar, dži kana?

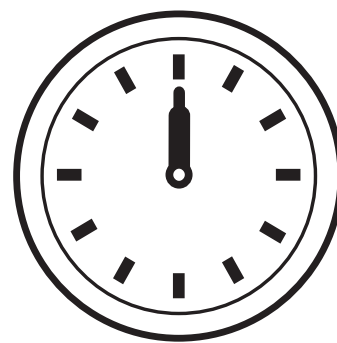
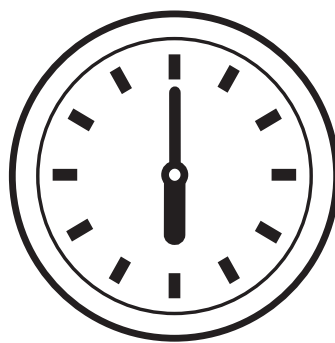
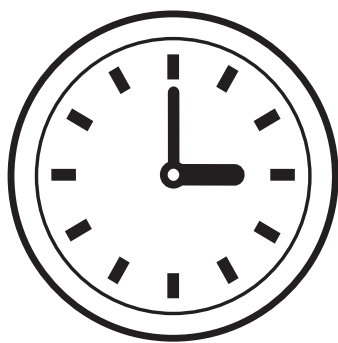
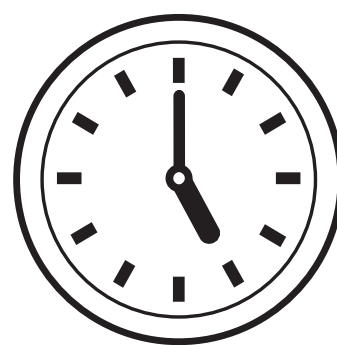
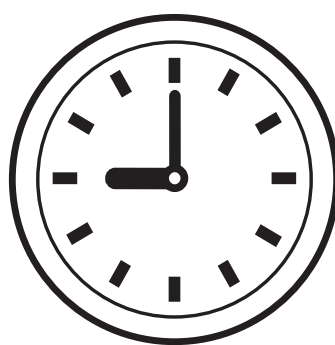
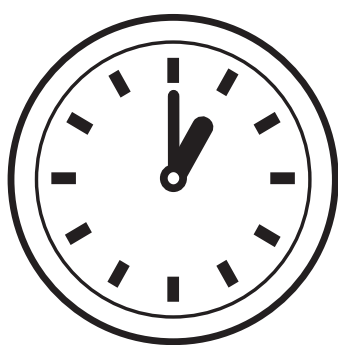


- 1) Me avav khere jekha oratar.
Kana aves khere?
Me _____.
- 2) E daj avel andal e bufi khere rafi šove orendar.
Kana avel e daj andal e bufi?
E daj _____.
- 3) Me som andre škola tosara ochto orendar dži o dilos.
Dži kana sal andre škola?
Me _____.
- 4) Me khelav fodbal trine orendar dži štar ori pal o dilos.
Dži kana kheles fodbal?
Me _____.

Miro nav _____

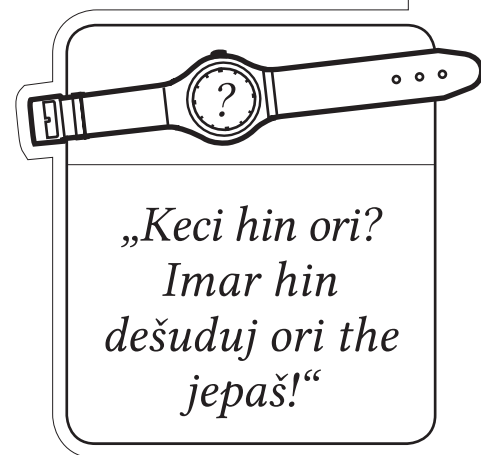
Keci hin ori?

Irin, keci hin ori!



Keci hin ori?

- Lačo dives!
- Lačo dives!
- Šaj tutar phučav vareso?
- Šaj, soske te na!
- Hin tut orica?
- Hin.
- Keci hin ori?
- Imar hin dešuduj ori the jepaš!
- Paľikerav tuke.
- Nane vaš soske.
- Ačh Devleha!
- Dža Devleha!

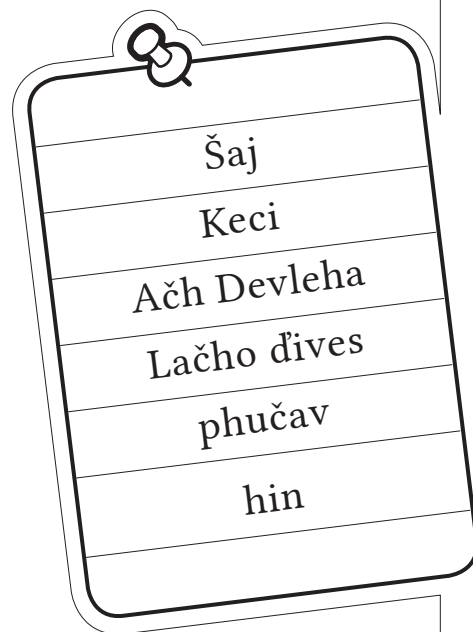


Miro nav _____

Keci hin ori?

Irin o lava kodoj, kaj pasinen!

- Lačo đives!
- _____!
- Šaj tutar _____ vareso?
- _____, soske te na!
- Hin tut oric?
- Hin.
- _____ hin ori?
- Imar _____ dešuduj ori the jepaš!
- Paľikerav tuke.
- Nane vaš soske.
- _____!
- Dža Devleha!



E čaj la bubnaha

O Jankus the e Marienka užaren pe pengeri phuri daj. Joj sar avel ke lende, vakerel lenge čače paramisa pal o purano dživipen.

E phuri daj so ča avľa ke lende, soduj džene ile la ke pende andre pengero kher. Kodoj lenge e phuri daj vakerel e paramisi: „Adađives tumenge phenava paramisi pal jekh terňi čaj. La sas šukar zoralo hangos. Vašoda lake o raj andal o gav diňa e bubna the duj rovľora, kaj joj te phenel sako kurko savoreng e andro gav so hin nevo.

Varekana sas but šil u perelas o jiv. Joj avri čori fađinelas. Phirlas pal o gav, oprune agorestar po teluno agor. Vičinelas, kaj la savore te šunen.

Jevende sas lake jekhphareder. E šilali balvaj lake phurdelas andro jakha. Kecivar lake perenas the o apsa le bare šilestar.

Kola čha vičinenas Hanča. E Hanča kerelas ko gadže andro gav bufi, vašoda džanelas mištes gadžikanes.

Sar džalas khere pal o drom andro romano taboris, lake but fađinenas o pindre the o vasta.”

E phuri daj dophenda e paramisi, palis bičhavel joj le Jankus the la Marienka te sovel. „Tajsa tumenge phenava aver paramisi te avena lače.“ O Jankus asal: „Me džav mange te morel o danda. Palis džava te sovel tel e tafi perina. Sar mištes amenge adađives, phuri daj! Avri jevend u amen andro kher tatoes. Lači rat, babo!“

„Šukar sune, Janku, the tuke Marjenko!“ , phenel e baba u čumidel len.

| |
|--|
| East-Slovak_Secondary_A1_AT_eng_unit-10 |
| Topic (CFR): NATURE AND ANIMALS |
| Sub-topic 01: <i>O džviri paš o kher</i> – Pets Sub-topic 02: <i>Andro veš</i> – In the forest Sub-topic 03: <i>Andro paňi</i> – In the water Sub-topic 04: <i>E priroda</i> – Nature |

| Working with the CFR – Learning objectives | |
|---|--|
| Skill | Relevant descriptors in the language grid (“can do”) OR “I can” statements: |
| a | <ul style="list-style-type: none"> ✓ Can recognize and understand basic words relating to animals and plants when they are spoken or read aloud, especially when supported by pictures, mime, etc. ✓ Can recognize and understand the words for plants and animals which are important in Roma tradition or life. |
| d | <ul style="list-style-type: none"> ✓ Can use pictorial support to recognize and understand the names of animals and plants when they are written down (e.g. in a picture dictionary, on a wall chart). ✓ Can recognize and understand the names of animals on flash cards or posters. ✓ Can recognize and understand the words for animals that are important to Roma traditions or the Roma way of life. |
| bc | <ul style="list-style-type: none"> ✓ Can use key words and simple phrases/sentences to answer basic questions about keeping a pet, liking animals, etc. ✓ Can use key words and simple phrases/sentences to answer basic questions about changes in plants as they grow. ✓ Can use key words and simple phrases to answer questions about growing plants and vegetables, likes and dislikes in relation to animals, keeping a pet or other animals etc. |
| b | <ul style="list-style-type: none"> ✓ Can name the animals that he/she is familiar with. ✓ Can name the types of plants grown in different situations (e.g. flowers, trees, crops, vegetables, etc. ✓ Can name the animals that are typically associated with Roma communities in different countries. |
| e | <ul style="list-style-type: none"> ✓ Can copy or write appropriate labels on drawings of animals. ✓ Can copy or write the names of animals that featured in Roma life. |
| Working with the ELP | |
| Language passport: Activity 15 | |
| Dossier: Worksheet 04–09, Activity 11, ELP p. 44 | |

| Vocabulary Sub-topic 01: <i>O džviri paš o kher</i> | | | |
|---|----------------------|------------------------------------|----------------------------|
| Active | | | |
| <i>o džviri paš o kher</i> | pets | <i>e mačka</i> | the cat |
| <i>o bakro</i> | the sheep | <i>o balo, o baličo</i> | the pig |
| <i>e papin</i> | the duck | <i>e kachňi</i> | the chicken |
| <i>e gurumňi</i> | the cow | <i>e stajňa</i> | the stable |
| <i>o graj</i> | the horse | <i>o džviroš</i> | the animal |
| <i>o rikono</i> | the dog | <i>savo</i> | which |
| <i>e koza</i> | the goat | <i>dživel</i> | to live |
| <i>o bašno</i> | the cockerel | <i>mek</i> | still |
| <i>o guruv</i> | the bull | | |
| Vocabulary Sub-topic 02: <i>Andro veš</i> | | | |
| Active | | | |
| <i>andro veš</i> | in the forest | <i>o čiriklo</i> | the sparrow |
| <i>o dzivo balo</i> | the wild boar | <i>o šošoj</i> | the rabbit |
| <i>e serna, e eza</i> | the deer | <i>o medveďis</i> | the bear |
| <i>o jeleňis</i> | the elk | <i>o ježkos, o kandrano baličo</i> | the hedgehog |
| <i>o ruv</i> | the wolf | <i>o patkaňis</i> | the rat |
| <i>e liška</i> | the fox | <i>o mišos</i> | the mouse |
| | | | |
| Vocabulary Sub-topic 03: <i>Andro paňi</i> | | | |
| Active | | | |
| <i>andro paňi</i> | in the water | <i>e veľriba</i> | the whale |
| <i>o mačo</i> | the fish | <i>o chobotňica</i> | the octopus |
| <i>o rakoš</i> | the crayfish | <i>o sap</i> | the snake |
| <i>e koritnačka</i> | the tortoise | <i>e žamba</i> | the frog |
| <i>o žralokos</i> | the shark | | |
| Vocabulary Sub-topic 04: <i>E priroda</i> | | | |
| Active | | | |
| <i>e priroda</i> | nature | <i>e len, o leňa</i> | the river(s) |
| <i>e poši</i> | the sand | <i>e phuv, o phuva</i> | the earth; the land |
| <i>e čik, o čika</i> | the sludge | <i>o kandro, o kandre</i> | the thorn(s) |
| <i>e prajtin, o prajta</i> | the leaf, the leaves | <i>o plajis, o plaja</i> | the mountain(s) |
| <i>o agos/konarīs, o agi/konara</i> | the branch(es) | <i>e skala, o skali</i> | the rock(s); the mountains |
| <i>o paňi, o paňa</i> | the water(s) | <i>o kašt, o kašta</i> | the tree(s) |
| <i>o bar, o bara</i> | the stone(s) | <i>e kvitka, o kvitki</i> | the flower(s) |
| <i>o moros, o mori</i> | the sea(s) | <i>e čar</i> | the grass |
| <i>e maľa, o maľi</i> | the field(s) | | |

| Grammar | |
|---|---------|
| Active | Passive |
| Article male/female o/e Simple questions (present tense) Simple word order: object-verb-noun Present tense Prepositions: in, next to Singular – plural | |

| Teaching activity 01 Sub-topic 01: O džviri paš o kher – Card game 1 |
|--|
| Duration: 35 min Skill: d b SF*: I |
| Mat./Res.: Picture and word cards worksheet 01 |
| <p>Preparation: Print, laminate and cut out picture and word cards (worksheet 01).</p> <ol style="list-style-type: none"> The children sit on the floor in a circle. The teacher spreads out the picture cards on the floor. Each child is given a word card. The children try to put their word card next to the correct picture card. The teacher returns the correctly placed cards (both picture and word card) to the child who has found the correct answer. The incorrectly placed word cards are handed back to the children who then again try to find the correct place. This is repeated until all cards have been matched correctly. Steps 2 to 6 can be repeated several times until the children can match all cards correctly. Then the teacher collects all the cards. The group is shown one picture card at a time, which the children have to name. If necessary, he/she can say the words first and the children repeat the words in unison. |
| Teaching activity 02 Sub-topic 01: O džviri paš o kher – Card game 2 |
| Duration: 35 min Skill: bc a SF: I |
| Mat./Res.: Picture cards worksheet 01 |
| <p>Note: Activity 02 is recommended to be subsequent to activity 01.</p> <ol style="list-style-type: none"> The children sit on the floor in a circle. The teacher spreads out the picture cards (worksheet 01) on the floor. The teacher says: <i>Paš o kher dživel o baličho.</i> and points at the corresponding picture card. The teacher now asks one of the children: <i>Savo džvirov mek dživel paš o kher?</i> The child answers: <i>Paš o kher dživel o rikono (e mačka, e kachňi...)</i> and points at the correct picture card. (If the child only responds with one word, then the teacher helps him/her to form a complete sentence). Now the teacher asks the next child: <i>Savo džvirov mek dživel paš o kher?</i> The child answers and points at the correct picture card. This is repeated until all children have had a turn. |

*SOCIALFORM (SF): group work - G | partner work - P | individual work - I

Teaching activity 03 | Sub-topic 01: O džviri paš o kher – Worksheet O džviri paš o kher

Duration: 20 min | Skill: d e b | SF: I | ELP: Dossier

Mat./Res.: Worksheet 04

01. The teacher hands out the worksheet *O džviri paš o kher*.
02. The teacher asks a child to read the heading and the task. The task is discussed: Write the words below the correct picture.
03. The children have about ten minutes to complete the worksheet.
04. The results are compared: the children tell the teacher their answers and the teacher writes them on the blackboard.
05. The worksheet is added to the Dossier.

Teaching activity 04 | Sub-topic 02: Andro veš – Card game O džviri andro veš 1

Duration: 35 min | Skill: d b | SF: I

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

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

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

Teaching activity 05 | Sub-topic 02: Andro veš – Card game O džviri andro veš 2

Duration: 35 min | Skill: bc a | SF: I

Mat./Res.: Worksheet 03

Note: Activity 05 is recommended to be subsequent to activity 04.

01. The children sit on the floor in a circle.
02. The teacher spreads out the picture cards (worksheet 03) on the floor.
03. The teacher says: *Andro veš dživel o šošoj.* and points at the corresponding picture card.
04. The teacher now asks one of the children: *Savo džvirov mek dživel andro veš?*
05. The child answers: *Andro veš dživel o medveďis (o ruv, e liška, ...)* and points at the correct picture card (If the child only responds with one word, then the teacher helps him/her to form a complete sentence).
06. Now the teacher asks the next child: *Savo džvirov mek dživel andro veš?*
07. The child answers and points at the correct picture card.
08. This is repeated until all children have had a turn.

Teaching activity 06 | Sub-topic 02: Andro veš – Worksheet O džviri andro veš

Duration: 20 min | Skill: a e b | SF: I | ELP: Dossier

Mat./Res.: Worksheet 05

01. The teacher hands out the worksheet *O džviri andro veš*.
02. The teacher asks a child to read the heading and the task. The task is discussed: Write the words below the correct picture.
03. The children have about ten minutes to complete the worksheet.
04. The results are compared. The children tell the teacher their answers and the teacher writes them on the blackboard.
05. The worksheet is added to the Dossier.

Teaching activity 07 | Sub-topic 03: Andro paňi – Card game O džviri andro paňi 1

Duration: 20 min | Skill: d b | SF: I

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

Preparation: Print, laminate and cut out the cards.

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

Teaching activity 08 | Sub-topic 03: Andro paňi – Card game O džviri andro paňi 2

Duration: 35 min | Skill: d e a | SF: I

Mat./Res.: Picture cards worksheet 02

Note: Activity 08 is recommended to be subsequent to activity 07.

01. The children sit on the floor in a circle.
02. The teacher spreads out the picture cards (worksheet 03) on the floor.
03. The teacher says: *Andro paňi dživel o mačo* and points at the corresponding picture card.
04. The teacher now asks one of the children: *Savo džvirov mek dživel andro paňi?*
05. The child answers: *Andro paňi dživel o rakos (e žamba, o sap ...)* and points to the appropriate picture card. (If the child only responds with one word, then the teacher helps him/her to form a complete sentence).
06. Now the teacher asks the next child: *Savo džvirov mek dživel andro paňi?*
07. The child answers and points at the correct picture card.
08. This is repeated until all children have had a turn.

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| Teaching activity 09 Sub-topic 03: <i>Andro paňi</i> – Worksheet <i>O džviri andro paňi</i> |
| Duration: 20 min Skill: d e b SF: I ELP: Dossier |
| Mat./Res.: Worksheet 06 |
| <ol style="list-style-type: none"> 01. The teacher hands out the worksheet <i>O džviri andro paňi</i>. 02. The teacher asks a child to read the heading and the task. The task is discussed: Write the words below the correct picture. 03. The children have about ten minutes to complete the worksheet. 04. The results are compared: the children tell the teacher their answers and the teacher writes them on the blackboard. 05. The worksheet is added to the Dossier. |
| Teaching activity 10 Sub-topic 01, 02, 03: Quiz <i>O džviri</i> |
| Duration: 20 min Skill: d b SF: G ELP: Dossier |
| Mat./Res.: Picture cards worksheet 01, 02, 03 |
| <ol style="list-style-type: none"> 01. The class is split into two equally large groups. 02. The teacher draws two columns on the blackboard: Group 1 and Group 2. 03. The teacher explains the game: The teacher shows a picture card and the children have to a) recognise and name the animal shown and b) say where this animal lives. Each group gets one point for each correct answer, i.e. a maximum of two points per picture card. The group that first reaches 20 points is the winner. The teacher writes the score on the blackboard. 04. Let's start the game! The winners are let off homework once. |
| Teaching activity 11 Sub-topic 01: <i>O džviri paš o kher</i> – Reading comprehension <i>Ke amende andre stajňa</i> |
| Duration: 30 min Skill: d e SF: I ELP: p. 44, Dossier |
| Mat./Res.: Worksheet 07 |
| <ol style="list-style-type: none"> 01. The teacher hands out the text <i>Ke amende andre stajňa</i> and asks a child to read the first paragraph. 02. Together, the content is discussed. The teacher writes unfamiliar words from the text on the blackboard and translates them. 03. The same procedure is applied for other paragraphs until the story is finished and all words unfamiliar to the children are written on the blackboard [→ if the children do not mention them, the teacher focuses on the names of various animals]. 04. The children add the new words to the Language Portfolio (p. 44) and add the worksheet to the Dossier. |
| Teaching activity 12 Sub-topic 01: <i>O džviri paš o kher</i> – List of questions <i>Ke amende andre stajňa</i> |
| Duration: 20 min Skill: d e SF: I, P ELP: Dossier |
| Mat./Res.: Worksheet 08 |
| <p>Note: Activity 12 is recommended to be subsequent to activity 11.</p> <ol style="list-style-type: none"> 01. The children are given the list of questions <i>Ke amende andre stajňa</i> (worksheet 08). The teacher explains the task. 02. In pairs, the children try to answer the questions. They can consult the text <i>Ke amende andre stajňa</i> (worksheet 07) from the Dossier. 03. Then each pair reads out one question and the corresponding answer. 04. The teacher writes the answers on the blackboard, the children compare the spelling. 05. The worksheet is added to the Dossier. |

Teaching activity 13 | Sub-topic 04: *E priroda* – List of questions

Duration: 30 min | Skill: a | SF: I, P | ELP: Dossier

Mat./Res.: Worksheet 09, poster, pens, scissors, glue

Preparation: Poster design: Write the heading *E priroda* (Nature); divide poster into three equal columns with the headings *jekh*, *fotka* and *buter*; cut out the pictures from worksheet 09 for the centre column (*fotka*) and place one picture below the other. Cut out the word cards from worksheet 09.

Print out and photocopy worksheet 09 for the children.

01. The teacher puts the prepared poster on the floor and the children sit around it in a circle.
02. The teacher distributes the word cards next to the poster and asks the children to put them in the correct column.
03. Then the children and the teacher discuss which words were placed correctly and which were not. The children can glue the correct ones onto the poster.
04. The teacher helps the children to correct and glue the incorrectly placed word cards.
05. The poster is displayed on the wall and the teacher hands out worksheet 09 for the children's Dossier.

Teaching activity 14 | Sub-topic 04: *E priroda* – Games in the park

Duration: approx. 3 to 4 hrs | Skill: d e | SF: I, G

Mat./Res.: Digital camera, two posters, glue, print out of photos, scissors, colouring pens

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

01. The teacher takes the children on a trip to the park.
02. In the park the teacher shows the children leaves, branches, trees, etc.
03. Then they play a quiz: The teacher calls out a name, for example *prajtin*. The children should then touch a leaf as quickly as possible. The last one to touch a leaf is eliminated. The game is continued until there is a winner.
04. Then the children are allowed to take a picture of the newly acquired terms using the digital camera.
05. Back in the classroom, the teacher prints out two copies of the pictures.
06. The teacher divides the children into two groups.

Teaching activity 15 | Sub-topic 01, 02, 03: Language Biography

Duration: 30 min | Skill: e d | SF: I | ELP: p. 34

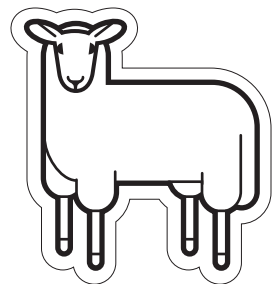
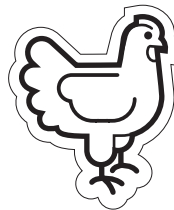
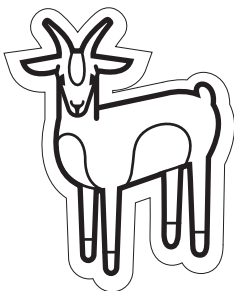
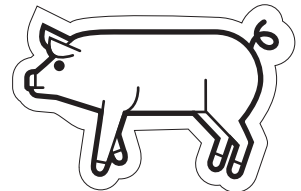
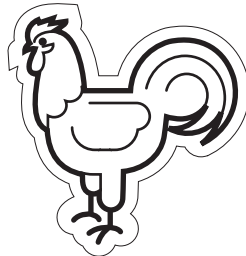
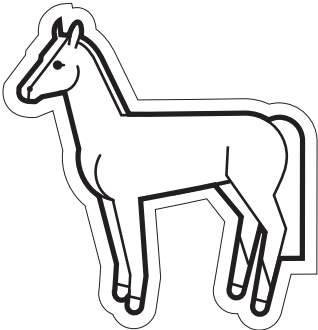
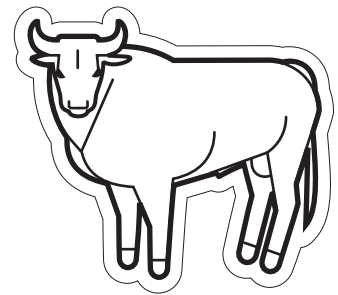
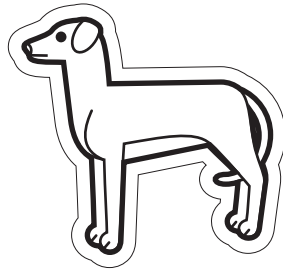
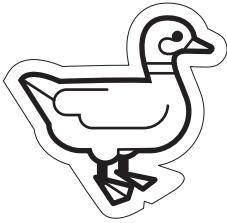
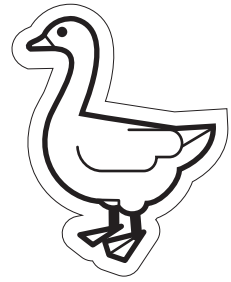
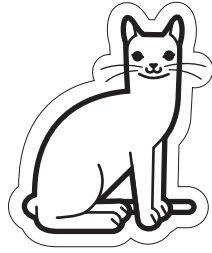
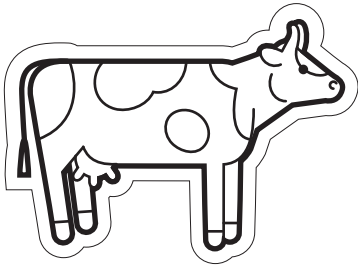
Mat./Res.: P. 34 Level A1 Language Portfolio

Preparation: The teacher designs page 34 Level A1 of the Language Biography according to his/her preferences.

01. After completing Unit 9, the teacher hands out the self-designed checklists.
02. The group reads one point after the other. The children draw an asterisk or similar next to the description of the tasks they can complete (I can ...).
03. The checklist is added to the Language Biography.

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| Lesson plan 01 Topic: O džviri andro paňi |
| TA-Nr.: 08 Learning objectives: Expansion and consolidation of vocabulary |
| Duration: 30 min Skill: bc a SF: I |
| Mat./Res.: Worksheet 02 |
| <p>Note: Activity 08 is recommended to be subsequent to activity 07.</p> <ol style="list-style-type: none"> 01. The children sit on the floor in a circle. 02. The teacher spreads out the picture cards (worksheet 03) on the floor. 03. The teacher says: <i>Andro paňi dživel o mačo</i> and points at the corresponding picture card. 04. The teacher now asks one of the children: <i>Savo džvirov mek dživel andro paňi?</i> 05. The child answers: <i>Andro paňi dživel o rakos (e žamba, o sap ...)</i> and points to the appropriate picture card (If the child only responds with one word, then the teacher helps him/her to form a complete sentence). 06. Now the teacher asks the next child: <i>Savo džvirov mek dživel andro paňi?</i> 07. The child answers and points at the correct picture card. 08. This is repeated until all children have had a turn. |
| TA-Nr.: 09 Learning objectives: Expansion and consolidation of vocabulary |
| Duration: 20 min Skill: d e a SF: I ELP: Dossier |
| Mat./Res.: Worksheet 06 |
| <ol style="list-style-type: none"> 01. The teacher hands out the worksheet <i>O džviri andro paňi</i>. 02. The teacher asks a child to read the heading and the task. The task is discussed: Write the words below the correct picture. 03. The children have about ten minutes to complete the worksheet. 04. The results are compared: the children tell the teacher their answers and the teacher writes them on the blackboard. 05. The worksheet is added to the Dossier. |

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|---|
| Lesson plan 02 Topic: <i>Ke amende andre stajňa</i> |
| TA-Nr.: 11 Learning objectives: Expansion and consolidation of vocabulary |
| Duration: 30 min Skill: d e SF: I ELP: S. 42, Dossier |
| Mat./Res.: Text Worksheet 07 |
| <ol style="list-style-type: none"> 01. The teacher hands out the text <i>Ke amende andre stajňa</i> and asks a child to read the first paragraph. 02. Together, the content is discussed. The teacher writes unfamiliar words from the text on the blackboard and translates them. 03. The same procedure is applied for other paragraphs until the story is finished and all words unfamiliar to the children are written on the blackboard [→ if the children do not mention them, the teacher focuses on the names of various animals]. 04. The children add the new words to the Language Portfolio (p. 44) and add the worksheet to the Dossier. |
| TA-Nr.: 12 Learning objectives: Expansion and consolidation of vocabulary |
| Duration: 20 min Skill: d e SF: I, P ELP: Dossier |
| Mat./Res.: Worksheet 08 |
| <p>Note: Activity 12 is recommended subsequent to activity 11.</p> <ol style="list-style-type: none"> 01. The children are given the list of questions <i>Ke amende andre stajňa</i> (worksheet 08). The teacher explains the task. 02. In pairs, the children try to answer the questions. They can refer to the text <i>Ke amende andre stajňa</i> (worksheet 07) from the Dossier. 03. Then each pair reads out one question and the corresponding answer. 04. The teacher writes the answers on the blackboard, the children compare the spelling. 05. The worksheet is added to the Dossier. |



e gurumňi

e mačka

e papin

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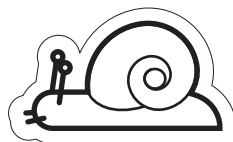
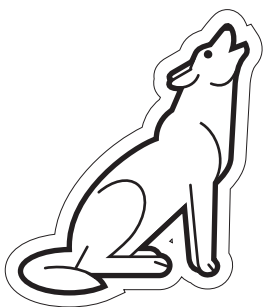
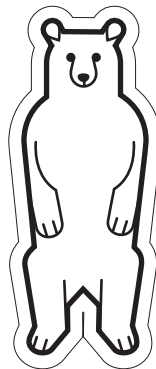
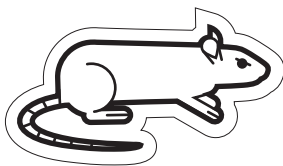
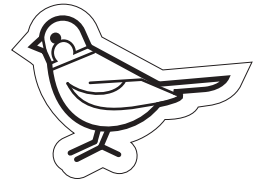
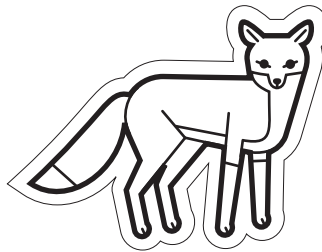
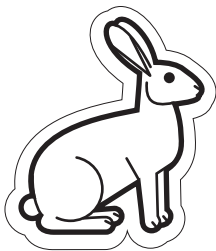
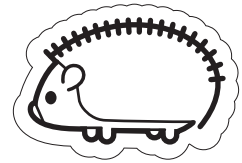
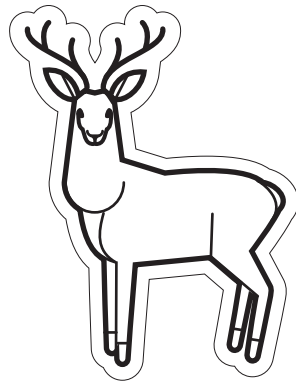
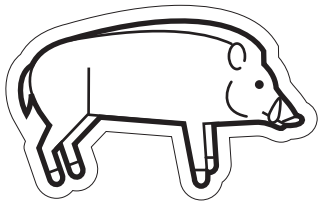
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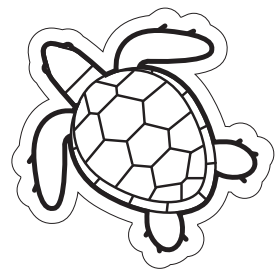
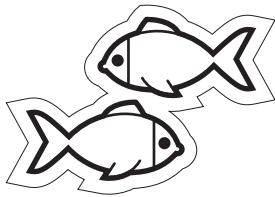
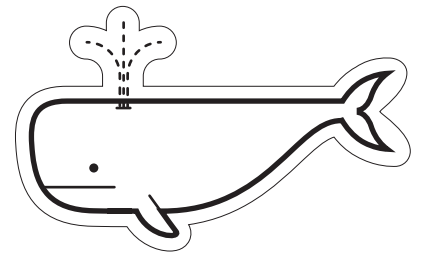
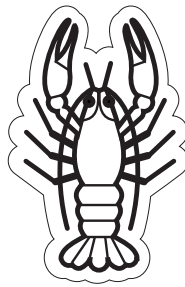
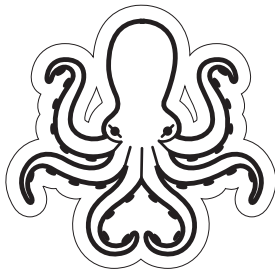
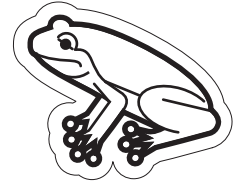
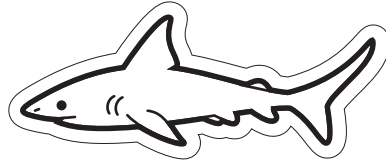
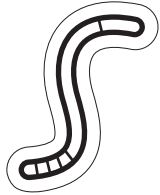
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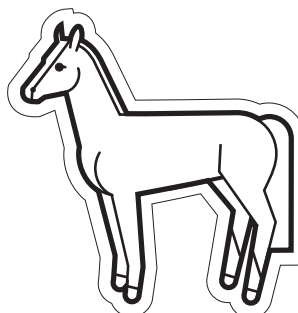
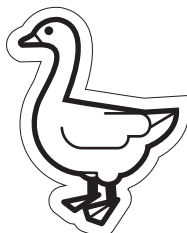
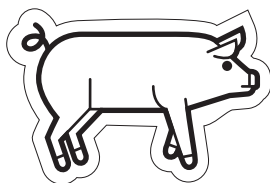
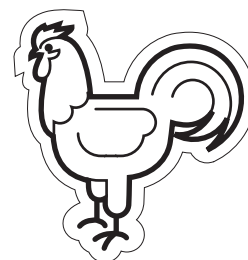
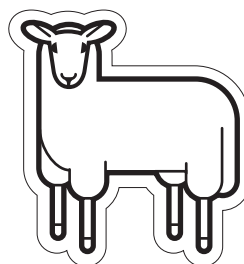
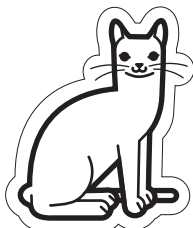
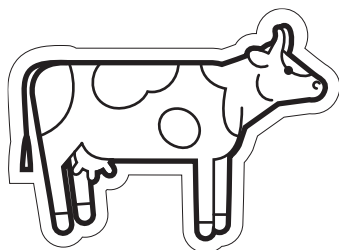
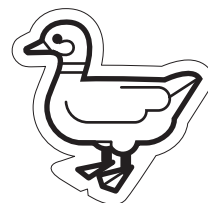
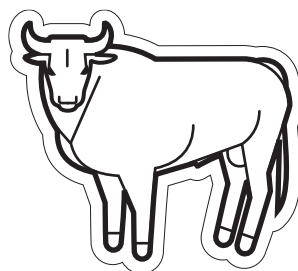
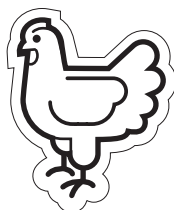
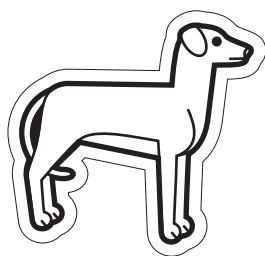
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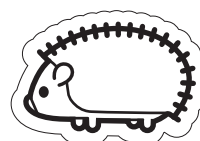
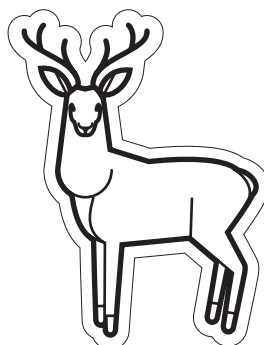
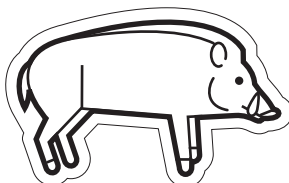
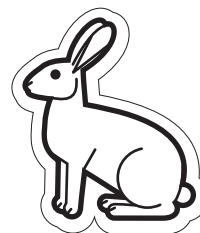
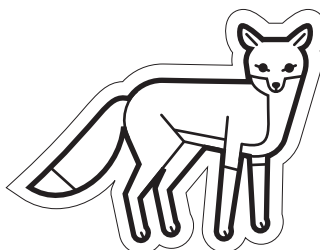
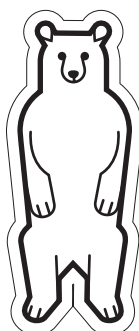
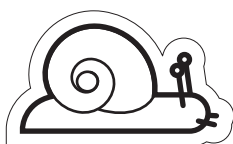
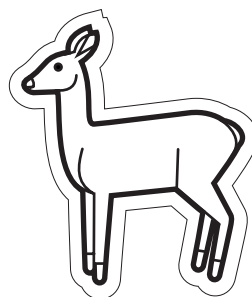
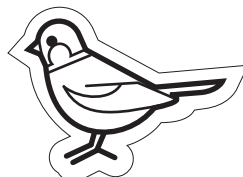
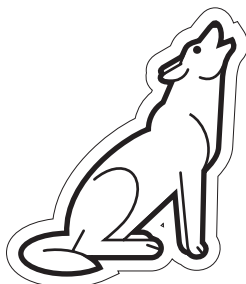
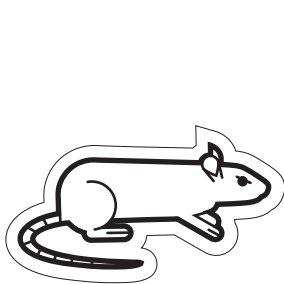
Miro nav _____

O džviri paš o kher



o bakro | e kačka | e guruhni | o graj | o rikono | e koza
o guruv | e mačka | o balo | o bašno | e kachni | e papin

O džviri andro veš

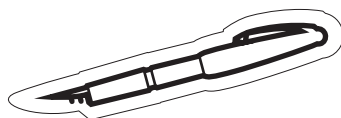
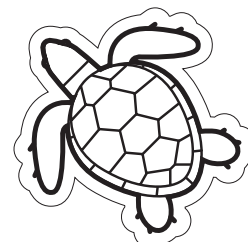
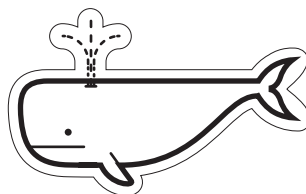
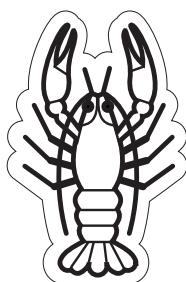
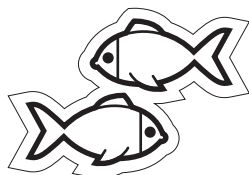
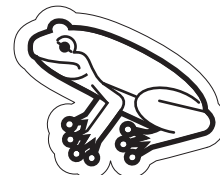
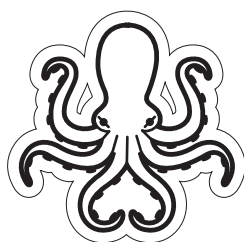


o patkaňis | o medveďis | o ruv | o jeleňis | o šošoj | o mišos
o čiriklo | e serna | o ježkos | e liška | o dzivo balo | o šlimakos

Miro nav _____

O džviri andro paňi

Irin o lava kodoj, kaj pasinen!



e žamba | o sap | e chobotňica | e veľriba
o žralokos | e koritnačka | o rakos | o mačo

Ke amende andre stajňa

O Jankus hino bachtalo čhavoro. Jov sar avel khere andral e škola, ňigda nane korkoro.

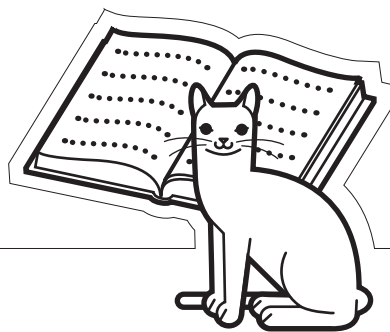
Hin les duj rikone. Jekh pes vičinel Goro u aver pes vičinel Kalo. Hin les the jekh mačka. O Jankus la vičinel Sovľardi. Vašoda kaj e Sovľardi calo đives ča bi sovelas.

Andre stajňa len hin jekh gurumňi. La vičinen Milka. E daj la došel duvar po đives. Sako đives hin len svižo thud. Le thudestar kerel e daj ciral the khil.

La Milkake jesone uľiľa celatocis. Les vičinen Cikno. Hin len the duj guruva the jekh graj. Andro kurinos len hin deš kachňa. Sako đives sar avel o Jankus andral e škola, jov džal te kidel opre savore jandre.

Hin len ča jekh bašno, vičinen les Chuľkerdo. O Jankus lestar varekana the darandol. Ňisostar nič o Chuľkerdo chuľel andro manuš.

O Jankus rado dikhel peskere džviren, vašoda kaj hin les kaha pes te khelel.



Miro nav _____

Ke amende andre stajňa

Irin po phučibena!

1) Sar pes vičinel e mačka?

E _____ pes vičinel _____.

2) Sar pes vičinel e gurumňi?

E _____ pes vičinel _____.

3) Sar pes vičinel o bašno?

O _____ pes vičinel _____.

4) Sar pes vičinel la Milkakero ceľatocis?

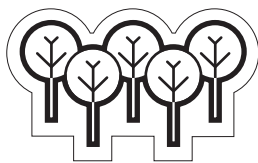
La Milkakero _____ pes vičinel _____.

5) Keci len hin kachňa?

Len hin _____.

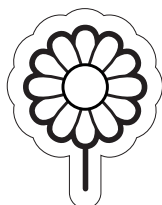


o veš



o veša

e kvitka



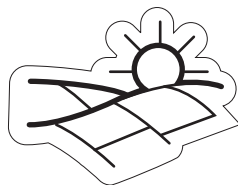
o kvitki

e čar



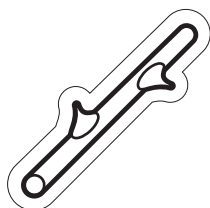
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e maľa



o maľi

o kandro



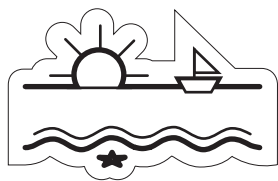
o kandre

e len



o leňa

o moros



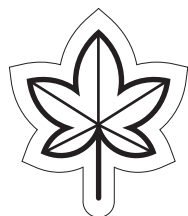
o mori

o bar



o bara

e prajtin



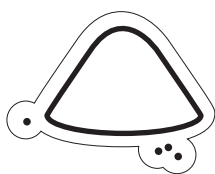
o prajta

e čik



o čika

e poši



-

o konaris



o konara

o paňi



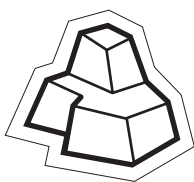
o paňa

o plaj



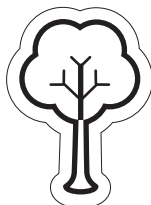
o plaja

e skala



o skali

o kašt



o kašta

e phuv



o phuva

| |
|---|
| East-Slovak_Secondary_A1_AT_eng_unit-11 |
| Topic (CFR): HOBBIES AND THE ARTS |
| Sub-topic 01: <i>Mire hobija the o keribena</i> – Hobbies and activities |
| Connected main themes in the CFR: Myself and my family |

| Working with the CFR – Learning objectives | |
|---|---|
| Skill | vant descriptors in the language grid (“can do”) OR “I can” statements: |
| a | <ul style="list-style-type: none"> ✓ Can recognize and understand the basic words for sports and other outdoor activities, personal hobbies and interests, and activities such as drama, learning music and performing. ✓ Can recognize and understand the words for the music, songs and dances that are typical of Roma celebrations. ✓ Can recognize and understand the words for leisure activity of the home such as card games, telling riddles etc. ✓ Can recognize and understand the words for activities typical of the circus and other public performances. |
| d | <ul style="list-style-type: none"> ✓ Can recognize and understand the words for sports, hobbies and other activities when they appear on flashcards, posters or in simple text. ✓ Can recognize and understand the words for songs and dances, typical leisure activities of the home, and performance activities when they appear on flashcards, posters or in simple text. ✓ Can recognize the words for sports that are relevant to his/her life (e.g. boxing, football, skating, etc.). |
| bc | <ul style="list-style-type: none"> ✓ Can use gestures, mime, key words and simple phrases/sentences to indicate likes and dislikes in hobbies or other activities. ✓ Can use key words and simple phrases/sentences to reply to questions about hobbies, competitions or other activities which he/she has experienced (e.g. sporting event, film, etc.). ✓ Can use gestures, mime, key words and simple phrases/sentences to indicate hobbies, competitions or other leisure activities in which he/she has participated. |
| b | <ul style="list-style-type: none"> ✓ Can name the activities that he/she enjoys outside school. ✓ Can name the activities in which he/she participates in the home or community. |
| e | <ul style="list-style-type: none"> ✓ Can copy or write the words for different hobbies and activities that take place in school or after school. ✓ Can copy or write the words for different leisure activities of the home or activities which relate to performing. |
| Working with the ELP | |
| Language passport: Design Activity 15 page 39 Level A1 Language Portfolio | |
| Dossier: Worksheet 02 to 06, 08 Activities 03 and 14 page 48 | |

Vocabulary | Sub-topic 01: Mire hobija the o keribena

| Active | | | |
|--------------------------------------|-------------------------------|------------------------------|------------------------------|
| <i>Savo hino miro/tiro hobi?</i> | What is my/your hobby? | <i>jekhbuter kamel</i> | to like something best |
| <i>fodbal, baskedbal, hokej,</i> | to play football, basketball, | <i>na kamel</i> | to not like something at all |
| <i>videohri khelel</i> | hockey and video games | <i>na kamel</i> | to not like |
| <i>bašavel</i> | to play (instrument) | <i>kamel</i> | to like |
| <i>po balet</i> | to the ballet | <i>mek šukareder</i> | even more beautiful |
| <i>andro kinos</i> | to the cinema | <i>mek feder</i> | even better |
| <i>mašinel</i> | to paint | <i>andro parkos</i> | at the park |
| <i>krešlinel</i> | to draw | <i>o gol, o goli</i> | the gate(s), the goal(s) |
| <i>plavinel</i> | to swim | <i>amare</i> | our |
| <i>gilavel</i> | to sing | <i>o folkloris</i> | folklore |
| <i>o klaviris</i> | the piano | <i>focinel, lel tele</i> | to take photographs |
| <i>e harmuňika</i> | the accordion | <i>e hudobno škola</i> | the music school |
| <i>o saksafonos</i> | the saxophone | <i>e muzikakeri škola</i> | the music school |
| <i>e gitara</i> | the guitar | <i>bašavel pe lavuta</i> | to play the violin |
| <i>o bubni</i> | the drums | <i>bavinel/khelel fodbal</i> | to play football |
| <i>o klarinetos, e klarineta</i> | the clarinet | <i>pe informatika</i> | to the informatics |
| <i>šunel gila</i> | to listen to music | <i>e banda, o orchestros</i> | the group, the band |
| <i>genel knižki</i> | to read books | <i>e bugova basa</i> | the double bass |
| <i>bavinel divadlos</i> | to act at the theatre | <i>chudel mače</i> | to go fishing |
| <i>po kupaliskos, andre plavarňa</i> | at the swimming pool | <i>chudel</i> | to catch |
| <i>o jekhfeder hobi</i> | the favourite hobby | <i>le savoren hin hobija</i> | everybody has hobbies |

Grammar

| Active | Passive |
|---|---------|
| Article male/female <i>o/e</i> Simple questions (present tense) Simple word order: noun-verb-object Present tense Prepositions: in, to, into Singular - plural | |

| |
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| Teaching activity 01 Sub-topic 01: Mire hobija the o keribena – Card game 1 |
| Duration: 35 min Skill: d b SF*: I |
| Mat./Res.: Picture and word cards worksheet 01 |
| <p>Preparation: Print, laminate and cut out picture and word cards.</p> <ol style="list-style-type: none"> 01. The children sit on the floor in a circle. 02. The teacher spreads out the picture cards on the floor. Each child is given a word card. 03. The children try to put <i>their</i> word card next to the correct picture card. 04. The teacher returns the correctly placed cards (both picture and word card) to the child who has found the correct answer. 05. The incorrectly placed word cards are handed back to the children who then again try to find the correct place. 06. This is repeated until all cards have been matched correctly. 07. Steps 2 to 6 can be repeated several times until the children can match all cards correctly (= memorising). 08. Then the teacher collects all the cards. The group is shown one picture card at a time, which the children have to name. If necessary, the teacher can say the words first and the children repeat the words in unison. |
| Teaching activity 02 Sub-topic 01: Mire hobija the o keribena – Card game 2 |
| Duration: 35 min Skill: bc a SF: I |
| Mat./Res.: Picture cards worksheet 01 |
| <p>Note: Activity 02 is recommended to be subsequent to activity 01.</p> <ol style="list-style-type: none"> 01. The children sit on the floor in a circle. 02. The teacher spreads out the picture cards (worksheet 01) on the floor. 03. The teacher says: <i>Miro hobi hino te plavinel!</i> and points at the correct picture card. 04. The teacher now asks one of the children: <i>Savo tut hin hobi?</i> or <i>Savo hino tiro hobi?</i> 05. The child answers: <i>Miro hobi hino te bašavel pe gitara (te džal andro kinos...)</i>! and points at the correct picture card (if the child only responds with one word, then the teacher helps him/her to form a complete sentence.). 06. Now the teacher asks the next child: <i>Savo tut hin hobi?</i> or <i>Savo hino tiro hobi?</i> 07. The child answers and points at the correct picture card. 08. This is repeated until all children have had a turn. |
| Teaching activity 03 Sub-topic 01: Mire hobija the o keribena – Card game 3 |
| Duration: 35 min Skill: a e SF: I ELP: p. 44 |
| Mat./Res.: Picture and word cards worksheet 01, magnets or sticky tape |
| <p>Note: Activity 03 is recommended to be subsequent to activity 01 or 02.</p> <ol style="list-style-type: none"> 01. The teacher hands out the picture cards (worksheet 01) to the children and keeps the word cards. 02. The teacher reads out the first card and displays it on the blackboard. 03. The teacher asks the children who has the card corresponding to this word. 04. The child who has the correct picture card attaches it next to the word card on the blackboard. 05. The teacher reads out the second word card and also attaches it to the blackboard. 06. This procedure is repeated until all word and picture cards have been matched. 07. Finally the children add the new words to the Language Portfolio (p. 44). |

*SOCIALFORM (SF): group work - G | partner work - P | individual work - I

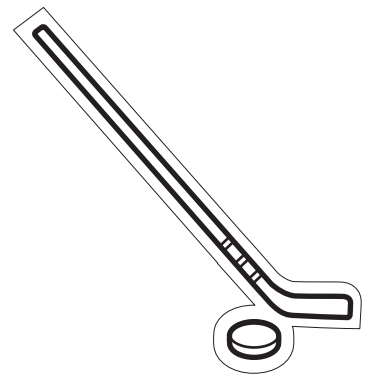
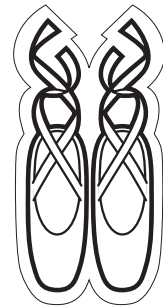
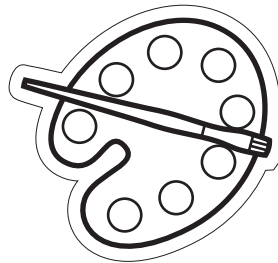
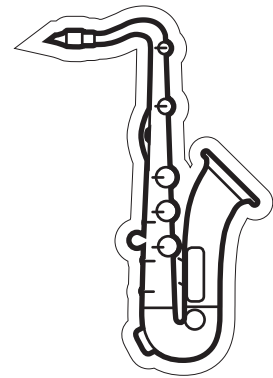
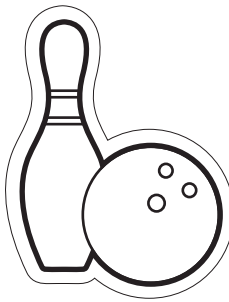
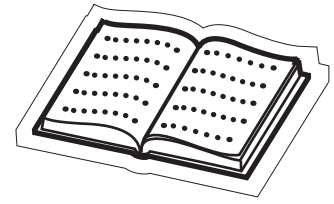
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| Teaching activity 04 Sub-topic 01: Mire hobija the o keribena – Reading comprehension Save hine lengere hobija |
| Duration: 20 min Skill: d e SF: I, P Dossier |
| Mat./Res.: Reading comprehension worksheet 02 |
| <ol style="list-style-type: none"> 01. The teacher hands out the reading comprehension <i>Save hine lengere hobija</i>. 02. The teacher asks the children to read through the text quietly once. 03. Then the children read out one paragraph after the other. Together, they discuss the content. 04. The teacher asks the children to work in pairs and to highlight all hobbies/activities that occur in the text. 05. Then the children tell the teacher the words they have highlighted. The teacher writes the words on the blackboard to check them. 06. The text is added to the Dossier. |
| Teaching activity 05 Sub-topic 01: Mire hobija the o keribena – Miming |
| Duration: 30 min Skill: bc SF: I, G |
| <ol style="list-style-type: none"> 01. The children sit on the floor in a circle. 02. The teacher stands at the centre of the circle and mimes a hobby, for example swimming. 03. Then he/she asks the children: <i>Savo man hin hobi?</i> 04. The children reply – if they respond only with one word (<i>te plavinel</i>), then the teacher helps them to form a sentence: <i>Tiro hobi hino te plavinel</i>. 05. Now one of the children steps into the centre, mimes a hobby and asks: <i>Savo man hin hobi?</i> The child selects another child who then replies. 06. If the child's answer is correct (e.g. <i>Tiro hobi hino te bašavel po saksafonos, pe harmoņika, ...</i>), then he/she is next to mime yet another hobby. 07. The game is continued until all children have had a turn. |
| Teaching activity 06 Sub-topic 01: Mire hobija the o keribena – Gap fill exercise Save hine lengere hobija |
| Duration: 20 min Skill: a e SF: I ELP: Dossier |
| Mat./Res.: Worksheet 03 |
| <ol style="list-style-type: none"> 08. The teacher hands out the gap fill exercise <i>Save hine lengere hobija</i>. 09. One of the children reads out the task and explains it. 10. The children read the text by themselves and try to complete it. 11. Then the text is read aloud together. 01. The worksheet is added to the Dossier. |
| Teaching activity 07 Sub-topic 01: Mire hobija the o keribena – Miro jekhfeder hobi |
| Duration: 20 min Skill: d SF: I |
| Mat./Res.: Picture cards worksheet 01 |
| <ol style="list-style-type: none"> 01. The children sit in a circle. 02. The teacher spreads out the picture cards (worksheet 01) on the floor. 03. The teacher says: <i>Me jekhbuter kamav te plavinel</i>, and shows the corresponding picture card. 04. Then the teacher says: <i>Me na kamav te bašavel po klaviris!</i>, and again shows the corresponding picture card. 05. Then the teacher asks a child to say what he/she likes and what he/she does not like. 06. The child answers for instance: <i>Me kamav te khelel fodbal u na kamav te khelel hokej!</i>, and points at the corresponding picture cards (if the child only responds with one word, then the teacher helps him/her to form a complete sentence). 07. This is repeated until all children have had a turn. |

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| Teaching activity 08 Sub-topic 01: <i>Mire hobija the o keribena – Me (na) kamav</i> |
| Duration: 30 min Skill: d e a SF: I ELP: Dossier |
| Mat./Res.: Newspapers, magazines, brochures, glue, scissors, colouring and felt-tip pens, worksheet 04 |
| <p>Note: Activity 08 is recommended to be subsequent to activity 07.</p> <ol style="list-style-type: none"> 01. The teacher hands out the worksheet <i>Amare hobija</i>. 02. The teacher asks a child to read out the heading and the task. 03. The task is discussed together: Draw your favourite hobby and a hobby that you do not like. 04. After the children have completed their drawings, they take their worksheet and sit in a circle. 05. The teacher asks one child after another to show his/her picture and to explain it, for example <i>Me kamav ... Me na kamav ...</i> 06. Once all children have presented their pictures, the teacher asks them to attach the drawings to the wall. |
| Teaching activity 09 Sub-topic 01: <i>Mire hobija the o keribena – Dynamic memory</i> |
| Duration: 30 min Skill: d SF: G |
| Mat./Res.: Picture and word cards worksheet 01 |
| <ol style="list-style-type: none"> 01. The teacher selects three children who play dynamic memory against each other. 02. The other children get word or picture cards (worksheet 01 <i>Mire hobija the o keribena</i>) attached to their backs. 03. The children with cards on their back move freely across the classroom, while the three seekers try to find pairs (matching word and picture cards). 04. If a <i>seeker</i> has found a pair, then the pair joins him/her (holding on to his/her t-shirt). 05. The game is over when all matching picture and word cards have been found. 06. Whoever has found the most pairs is the winner. 07. The game is repeated with other seekers. |
| Teaching activity 10 Sub-topic 01: <i>Mire hobija the o keribena – Worksheet Me kamav</i> |
| Duration: 30 min Skill: d e SF: I, P ELP: Dossier |
| Mat./Res.: Worksheet 05 |
| <ol style="list-style-type: none"> 01. The teacher hands out the worksheet <i>Me kamav</i>. 02. The teacher asks one child to read out the heading and the task. 03. Together, the task is discussed: Complete the sentences. The first sentence is completed together. 04. then the children continue in pairs. 05. The results are compared. The children read out the sentences and the teacher writes the missing words on the blackboard. 06. The worksheet is added to the Dossier. |
| Teaching activity 11 Sub-topic 01: <i>Mire hobija the o keribena – Worksheet Me na kamav</i> |
| Duration: 30 min Skill: d e SF: I ELP: Dossier |
| Mat./Res.: Worksheet 06 |
| <ol style="list-style-type: none"> 01. The teacher hands out the worksheet <i>Me na kamav</i>. 02. Together, the task is discussed: Complete the sentences. The first sentence is completed together. 03. Then the children continue on their own. 04. The results are compared. The children exchange their worksheets with the child sitting next to them. Their neighbour corrects the worksheet. The teacher writes the missing words on the blackboard. 05. The worksheet is added to the Dossier. |

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| Teaching activity 12 Sub-topic 01: Mire hobija the o keribena – Card game Jov/JoJ (na) kamel |
| Duration: 30 min Skill: b SF: I ELP: Dossier |
| Mat./Res.: Worksheet 04 |
| <p>Note: Activity 12 is recommended to be subsequent to activity 08.</p> <ol style="list-style-type: none"> 01. The teacher asks the children to take one of the drawings that is not theirs off the wall (see activity 08). 02. The children sit in a circle, the teacher explains the task: Introduce your classmate's drawing. 03. The teacher gives an example: She shows a drawing and says: <i>O Markos jekhbuter kamel te bavinel fodbal, jov na kamel te gilavel.</i> 04. One child after the other presents a picture. |
| Teaching activity 13 Sub-topic 01: Mire hobija the o keribena – Listening comprehension E Jarka |
| Duration: 30 min Skill: a SF: I, P |
| Mat./Res.: Listening comprehension worksheet 07, CD-player |
| <ol style="list-style-type: none"> 01. The teacher plays the listening comprehension <i>E Jarka</i> twice, the children listen. 02. Then the children discuss the content with the child sitting next to them. 03. The listening comprehension is played again. The children are asked to remember a word which they do not understand. 04. One child after the other tells the teacher their words. The teacher writes them on the blackboard and translates them. 05. The group discusses the content of the audio together with the teacher (focus on the activities). 06. Finally, the children listen to the dialogue once again. |
| Teaching activity 14 Sub-topic 01: Mire hobija the o keribena – Reading comprehension E Jarka |
| Duration: 20 min Skill: d e SF: I, G ELP: p. 44, Dossier |
| Mat./Res.: Reading comprehension worksheet 08 |
| <p>Note: Activity 14 is recommended to be subsequent to activity 13.</p> <ol style="list-style-type: none"> 01. The teacher hands out the reading comprehension <i>E Jarka</i>. 02. The teacher asks the children to read through the text quietly once. 03. Then, the children work in pairs and highlight the activities in the text. 04. Once everybody has finished, each group names a word or an activity that have been highlighted. The teacher writes the words on the blackboard. Together, the words are translated. 05. Then the text is once again read aloud together. 06. The children add the new words to the Language Portfolio (p. 44) and add the worksheet to the Dossier. |
| Teaching activity 15 Sub-topic 01: Mire hobija the o keribena: Language Biography |
| Duration: 30 min Skill: e d SF: I ELP: p. 39 |
| Mat./Res.: Page 36 Level A1 Language Portfolio |
| <p>Preparation: The teacher designs page 39 Level A1 of the Language Biography according to his/her preferences.</p> <ol style="list-style-type: none"> 01. After completing Unit 11, the teacher hands out the self-designed checklists. 02. The group reads one point after the other. The children draw an asterisk or similar next to the description of the tasks they can complete (I can ...). 03. The checklist is added to the Language Biography. |

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| Lesson plan 01 Topic: Our hobbies |
| TA-Nr.: 05 Learning objectives: Talking about hobbies I (do not) like |
| Duration: 30 min Skill: bc SF: I, G |
| <ol style="list-style-type: none"> 01. The children sit on the floor in a circle. 02. The teacher stands at the centre of the circle and mimes a hobby, for example swimming. 03. Then he/she asks the children: <i>Savo man hin hobi?</i> 04. The children reply – if they respond only with one word (<i>te plavinel</i>), then the teacher helps them to form complete sentence: <i>Tiro hobi hino te plavinel.</i> 05. Now one of the children steps into the centre, mimes a hobby and asks: <i>Savo man hin hobi?</i>. The child selects another child who then replies. 06. If the child's answer is correct (e.g. <i>Tiro hobi hino te bašavel po saksafonos, pe harmoňika, ...</i>), then he/she is next to mime yet another hobby. 07. The game is continued until all children have had a turn. |
| TA-Nr.: 07 Learning objectives: Getting to know the difference between mine and yours |
| Duration: 20 min Skill: a SF: I |
| Mat./Res.: Picture cards worksheet 01 |
| <ol style="list-style-type: none"> 01. The children sit in a circle. 02. The teacher spreads out the picture cards (worksheet 01) on the floor. 03. The teacher says: <i>Me jekhbuter kamav te plavinel</i> and shows the corresponding picture card. 04. Then the teacher says: <i>Me na kamav te bašavel po klaviris!</i> and again shows the corresponding picture card. 05. Then the teacher asks a child to say what he/she likes and what he/she does not like. 06. The child answers for instance: <i>Me kamav te khelel fodbal u na kamav te khelel hokej!</i> and points at the corresponding picture cards (if the child only responds with one word, then the teacher helps him/her to form a complete sentence). 07. This is repeated until all children have had a turn. |

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



te khelel
fodbal

te šunel
giľa

te genel
knižki

te khelel
videohri

te khelel
bovling

te bašavel
po saksofonos

te
giľavel

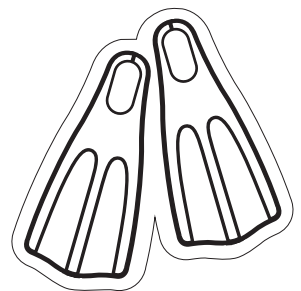
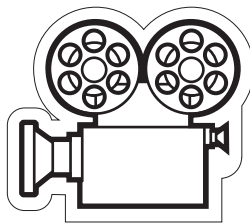
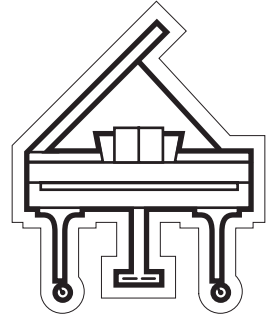
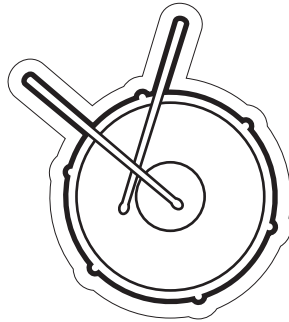
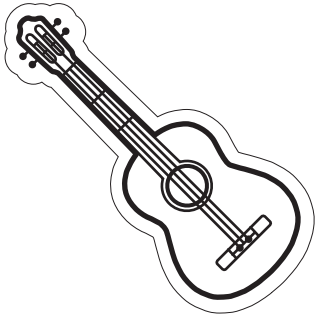
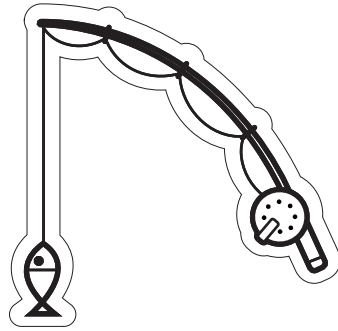
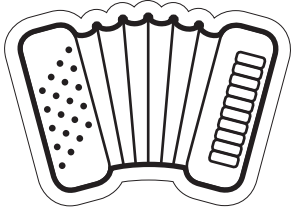
te
malinel

te khelel
balet

te bašavel
po klarinetos

te bašavel
pe lavuta

te khelel
hokej



te bašavel
pe harmuňika

te chudel
mačhen

te bavinel
ďivadlos

te bašavel
pe gitara

te bašavel
po bubni

te bašavel
po klaviris

te khelel
basketbal

te džal
andro kinos

te
plavinel

Miro nav _____

Save hine lengere hobija?

Miro nav hino ALENA. Mange hin eňa berš. Jekhvar andro kurko phirav te plavinel. Te plavinel hino miro jekhfeder hobi.

Miro nav hino MELISA. Mange hin ochto berš. Me igen rado giľavav. Vašoda phirav sako dujto dıives andre muzikakeri škola. Kodoj sikhavel man e učitelka te giľavel.

Miro nav hino FERKO. Mange hin deš berš. Miro hobi hino te khelel fodbal. Me phirav sako dıives andro parkos. Kodoj khelav le kamaratenca fodbal. Adadıives diňom štar goli.

Miro nav hino MAKSI. Mange hin eňa berš. Miro hobi hino te genel kňižki. Jekhfeder kňižka, savi gendom, hiňi e paramisi pal e Kori katvaľi.



*„Miro hobi
hino te genel
kňižki.“*

Miro nav _____

Save hine lengere hobija?

Irin o lava kodoj, kaj pasinen!

Miro nav hino ALENA. Mange hin eña berš. Jekhvar andro kurko phirav _____. Te plavinel hino miro jekhfeder hobi.

Miro nav hino MELISA. Mange hin ochto berš. Me igen rado giľavav. Vašoda phirav sako dujto đives andre muzikakeri škola. Kodoj sikhavel man e učitelka _____.

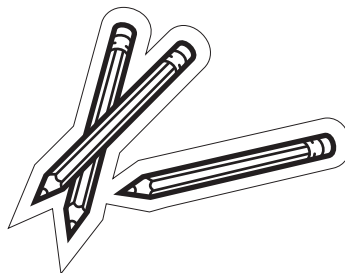
Miro nav hino FERKO. Mange hin deš berš. Miro hobi hino te khelel _____. Me phirav sako đives andro parkos. Kodoj khelav le kamaratenca fodbal. Adađives diňom štar goli.

Miro nav hino MAKSI. Mange hin eña berš. Miro hobi hino _____ knižki. Jekhfeder knižka, savi gendom, hiňi e paramisi pal e Kori katvaľi.



Miro nav _____

Amare hobija



A large, empty rounded rectangular box for writing.

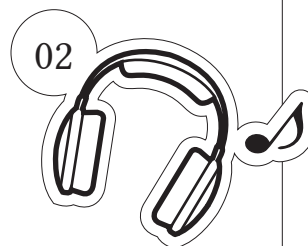
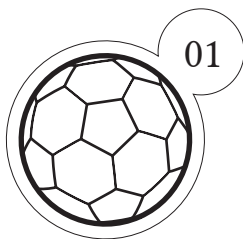
A large, empty rounded rectangular box for writing.

Savo hobi
jekhbuter kames?



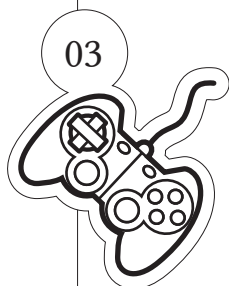
Savo hobi na kames?

Miro nav _____

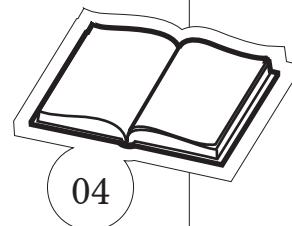


Me kamav

Doirin e veta!



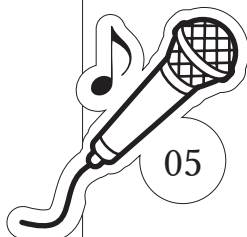
01) Me kamav _____.



02) Me kamav _____.

03) Me kamav _____.

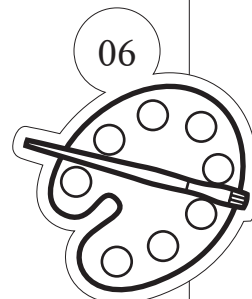
04) Me kamav _____.



05) Me kamav _____.

06) Me kamav _____.

07) Me kamav _____.



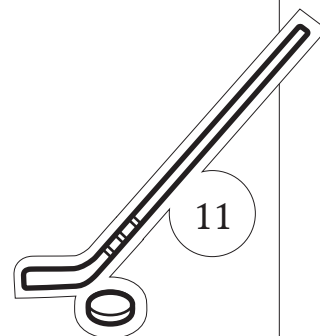
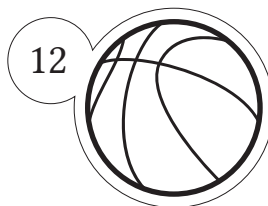
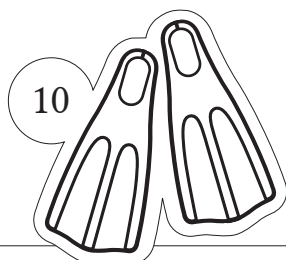
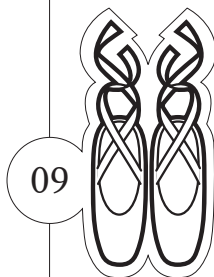
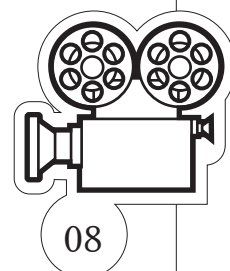
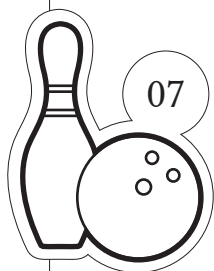
08) Me kamav _____.

09) Me kamav _____.

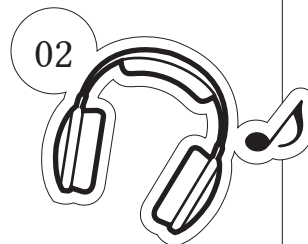
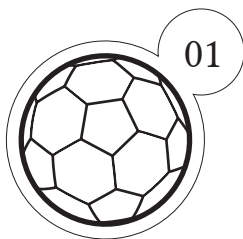
10) Me kamav _____.

11) Me kamav _____.

12) Me kamav _____.

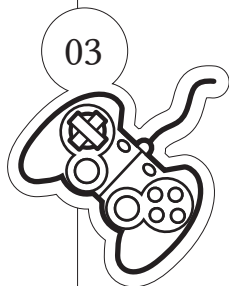


Miro nav _____

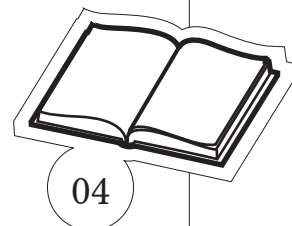


Me na kamav

Doirin e veta!



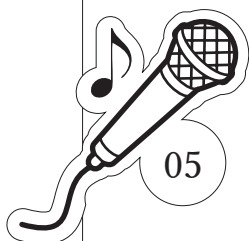
01) Me na kamav _____.



02) Me na kamav _____.

03) Me na kamav _____.

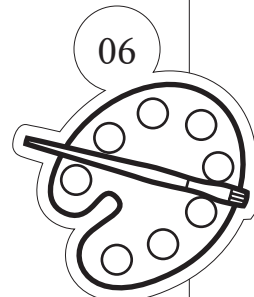
04) Me na kamav _____.



05) Me na kamav _____.

06) Me na kamav _____.

07) Me na kamav _____.



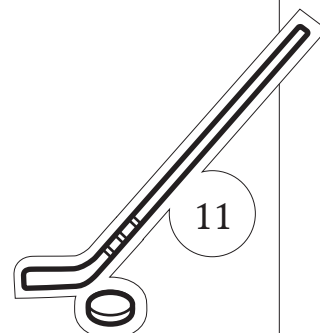
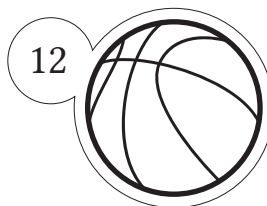
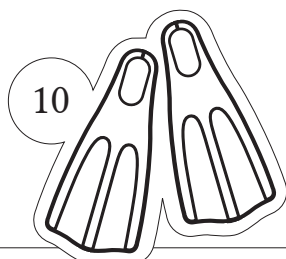
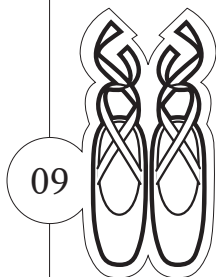
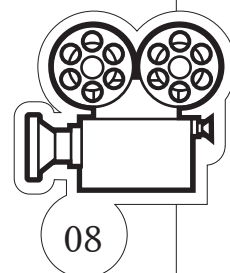
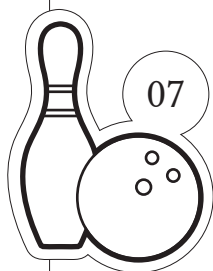
08) Me na kamav _____.

09) Me na kamav _____.

10) Me na kamav _____.

11) Me na kamav _____.

12) Me na kamav _____.



E Jarka

E Jarka phirel imar andre 3 trejda. Hin la but kamarati. Sar pen jon arakhen kurke andro parkos, vakeren penge, so keren jon calo kurko.

E Jarka phirel sako paraščovin po balet. Sobotone phirel joj andro suboris te khelel. Lakeri kamaratka, e Vierka, rado focinel u phirel sako sredone andre muzikakeri škola. E Vierka sikhľol te bašavel pe lavuta. La hin baro talentos. Andre lakeri famelija hine maj savore lavutara.

O Zdenkus phirel po fodbal. Sar avel kurke andro parkos, nič aver na kamel, ča kaj leha te bavinen o kamarati fodbal.

O Patrik phirel sako paraščovin pe informatika u bašavel andre jekh banda bugova.

O Kamil, saves vičinen Koki, phirel le papuha te chudel mačhen. Varekana bešen paš e len the štar ori u na chuden aňi jekhe mačhes.

