



Quality Education in Romani for Europe

ROMANI TEACHING MATERIALS	
East-Slovak_Secondary_A2_AT_eng	
Romani variety:	East-Slovak Romani
learner level:	Secondary
proficiency level:	A2
language versions:	Romani, English
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<p>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.</p>	

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East-Slovak_Secondary_A2_AT_eng

Unit 01	Topic (CFR): MYSELF AND MY FAMILY Sub-topic 1: Myself and my family Sub-topic 2: Myself and my friends Sub-topic 3: Myself and my surroundings	↓ p. 3
Unit 02	Topic (CFR): THE HOUSE/CARAVAN AND ITS ACTIVITIES Sub-topic 1: Myself and my activities Sub-topic 2: Activities at home	↓ p. 23
Unit 03	Topic (CFR): MY COMMUNITY Sub-topic 1: Public places and buildings Sub-topic 2: My surroundings	↓ p. 42
Unit 04	Topic (CFR): ROMA CRAFTS AND OCCUPATIONS Sub-topic 1: Roma-crafts and occupations	↓ p. 59
Unit 05	Topic (CFR): FESTIVALS AND CELEBRATIONS Sub-topic 1: Festivals and celebrations	↓ p. 74
Unit 06	Topic (CFR): AT SCHOOL Sub-topic 1: At school Sub-topic 2: After school	↓ p. 89
Unit 07	Topic (CFR): TRANSPORT AND TRAVEL Sub-topic 1: Transport Sub-topic 2: Travel	↓ p. 103
Unit 08	Topic (CFR): FOOD AND CLOTHING Sub-topic 1: Groceries and dishes	↓ p. 122
Unit 09	Topic (CFR): TIME, SEASONS AND WEATHER Sub-topic 1: Weather Sub-topic 2: Time Sub-topic 3: Seasons	↓ p. 139
Unit 10	Topic (CFR): NATURE AND ANIMALS Sub-topic 1: Animals	↓ p. 155
Unit 11	Topic (CFR): HOBBIES AND THE ARTS Sub-topic 1: Hobbies	↓ p. 172

East-Slovak_Secondary_A2_eng_unit-01
Topic (CFR): MYSELF AND MY FAMILY
Sub-topic 01: Myself and my family Sub-topic 02: Myself and my friends Sub-topic 03: Myself and my surroundings
Connected main themes in the CFR: Hobbies and Arts, At 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 follow basic instructions or advice by a teacher or an adult at school or schoolrelated places. ✓ Can understand the basic facts in a conversation between two adult family members about a familiar topic. ✓ Can follow a conversation between two other children at play. ✓ Can basically understand an adult person blessing a child.
d	<ul style="list-style-type: none"> ✓ Can use the alphabet for finding his/her name on a list at school. ✓ Can read and understand age appropriate stories about children und their life in different surroundings (e.g. country, city, abroad). ✓ Can read and understand very short and simple texts with common and familiar words about topics like Roma-children, fairytales and life of the Roma in family or community.
bc	<ul style="list-style-type: none"> ✓ Can confidently answer familiar questions about his/her name, age, number of siblings etc. ✓ Can initiate conversations about a familiar topic (e.g. what he/she has done over the weekend) ✓ Can confidently answer familiar questions of community- or family-members about his/her name, age, number of siblings, etc. ✓ Can use phrases of greeting or leave-taking naturally and appropriately.
b	<ul style="list-style-type: none"> ✓ Can use a number of phrases and basic sentences for talking about his/her interests, hobbies, daily routines or family life in age-appropriate manner. ✓ Can use phrases and basic sentences to talk about his/her feelings (tired, angry, sick, etc.). ✓ Can describe his family, everyday-life, plans (e.g. holidays), preferences and dislikes to a family- or community member by using a number of phrases and basic sentences. ✓ Can use a number of phrases and basic sentences to describe his/her attitude towards different topics (e.g. family values, ethical or religious differences) in ageappropriate manner. ✓ Can express feelings in family or community by using a number of phrases and basic sentences.
e	<ul style="list-style-type: none"> ✓ Can write short and simple texts about his/her family, everyday life e.g.. ✓ Can write short and simple texts about personal interests, preferences and dislikes (e.g. food, TV). ✓ Can write short and simple, age-appropriate descriptions of important events or personal experiences (e.g. new baby in the family, journeys, celebrations, helping the parents). ✓ Can write a short and simple letter to a family member in which he/she describes an important family event (e.g. christianing, wedding, birth of a child) in ageappropriate manner.
Working with the ELP	
Language passport: Teaching activity 06	
Language biography: Teaching activity 15	
Dossier: Dossier worksheet 02–05, 08, 10, 11, Teaching activity 02	

Vocabulary | Sub-topic 01: Myself and my family

Active			
<i>e čhaj</i>	the girl	<i>hino, hiňi, hine</i>	to be
<i>avel</i>	to come	<i>so?</i>	what?
<i>e škola</i>	the school	<i>savo?, savi?, save?</i>	which?
<i>chal</i>	to eat	<i>o datumos</i>	the date
<i>irinel, pisinel</i>	to write	<i>uľol</i>	born
<i>e domaco (buťi)</i>	the homework	<i>o berš</i>	the year
<i>ačhol</i>	to stay	<i>o čhon</i>	the month
<i>phenel</i>	to say	<i>o d'ives</i>	the day
<i>e baba, e phuri daj</i>	the grandmother	<i>o bala</i>	the hair
<i>džanel</i>	to know	<i>e jakh, o jakha</i>	the eye/the eyes
<i>na džanel</i>	to not know	<i>e adresa</i>	the address
<i>kana</i>	when?	<i>e phuv, o štatos</i>	the country
<i>khatar</i>	from where?	<i>e daj</i>	the mother
<i>šukar</i>	nice	<i>o dad</i>	the father
<i>mištes, mišto</i>	good	<i>o phral, o phrala</i>	the brother/the brothers
<i>kamel</i>	to like	<i>e phen, o pheňa</i>	the sister/the sisters
<i>na kamel</i>	to dislike	<i>adađiveseskero</i>	of today
<i>sar</i>	how?	<i>o podpisos</i>	the signature
<i>keci?</i>	how much?	<i>e pečatka</i>	the stamp(s)
Passive			
<i>e sprava, e SMS</i>	the message (SMS)	<i>bokhalo</i>	hungry
<i>e buťi</i>	the work	<i>o chirchil</i>	the pea/s
<i>ke amende</i>	to us	<i>kerel</i>	to do
<i>mištes</i>	right	<i>kada/kadi, koda/kodi</i>	the, this, that
<i>telefoňinel, vičinel</i>	to call	<i>avel</i>	to arrive
<i>pal'is, nasigeder</i>	later	<i>e minuta, o minuti</i>	the minute/s
<i>akana</i>	now	<i>cinel</i>	to buy
Vocabulary Sub-topic 02: Myself and my friends			
Active			
<i>mire</i>	my	<i>khatar</i>	from where?
<i>e kamaratka</i>	the friend	<i>o gav</i>	the village
<i>e famel'ija</i>	the family	<i>lakero</i>	hers
<i>aver phuv, aver štatos</i>	foreign country	<i>o hobi</i>	the hobby
<i>bešel</i>	to live/reside	<i>o balet(os)</i>	the ballet
<i>o prezviskos</i>	the last name	<i>džal</i>	to go
Passive			
<i>nevo/nevi/neve</i>		new	
<i>adađives</i>		today	
<i>lošandol</i>		to rejoice	

Vocabulary | Sub-topic 03: Me and my surroundings

Active			
<i>e čhaj</i>	the girl	<i>našti</i>	not being allowed
<i>o čhavo</i>	the boy	<i>e chodba</i>	the hallway
<i>vakerel</i>	to speak	<i>cando</i>	wet
<i>tumaro, tumare</i>	your	<i>phenel</i>	to say
<i>e direktorka, e rjaditelka</i>	the headmaster	<i>vareso</i>	something
<i>hino, hin</i>	there is	<i>čhivel</i>	to throw away
<i>e informacija</i>	the information	<i>o šmeci</i>	the garbage
<i>žalinel pes</i>	to complain	<i>prastal</i>	to run
<i>e upratovačka</i>	the cleaning woman	<i>perel</i>	to fall
Passive			
<i>vašoda</i>	because	<i>všadzi, všadzik</i>	everywhere
<i>del godi</i>	to remind	<i>mek</i>	still

Grammar

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

Teaching activity 01 | Sub-topic 02: Myself and my friends – Listening comprehension *Miri nevi kamaratka*

Duration: 20 min | Skill: a

Mat./Res.: Listening worksheet 01 + Audio device

<ol style="list-style-type: none"> Children hear the listening comprehension <i>Miri nevi kamaratka</i> (worksheet 01) twice. Children talk about the content with the child sitting next to them. The listening comprehension is played again. Children are to keep one word that they don't understand in mind. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them. Teacher and children talk about the content of the text. Finally they listen to the text once again.
Teaching activity 02 Sub-topic 02: Myself and my friends – Reading <i>Miri nevi kamaratka</i>
Duration: 30 min Skill: d ELP: Dossier p. 43
Mat./Res.: Reading worksheet 02
<ol style="list-style-type: none"> Teacher hands out the reading text <i>Miri nevi kamaratka</i> and tells one child to read the first section. Teacher and children talk about the content of the first section; Teacher writes unknown words of the text to the blackboard and translates them. Same procedure for the following sections, until the whole story is told and all the words which are unknown to the children are on the blackboard. Subsequently the children underline words that give information about both girls in the story (Focus on the words: <i>aver phuv, aver štatos, foros, prezviskos, eňa berš, Slovačko, gav, hobi, balet</i>). Children copy newly acquired terms to their ELP (p. 43).
Teaching activity 03 Sub-topic 02: Myself and my friends – Gap fill text <i>Miri nevi kamaratka</i>
Duration: 15 min Skill: e ELP: Dossier
Mat./Res.: Gap fill text worksheet 03
<p>Note: This activity can only be done subsequently to activity 02.</p> <ol style="list-style-type: none"> Children get the gap fill text <i>Miri nevi kamaratka</i> (worksheet 03); Teacher explains the task. Children are to fill out the text in 10–15 mins. Subsequently every child reads one sentence and repeats the word in the gap additionally once again. Worksheet is added to the Dossier.
Teaching activity 04 Sub-topic 01: Myself and my family – TV-Monolog „I present myself“
Duration: 40 min Skill: e d Dossier
Mat./Res.: Cards worksheet 04, lined paper
<p>Preparation: Cutting out and laminating cards of worksheet 04.</p> <ol style="list-style-type: none"> Teacher puts up the question-cards one below the other on the blackboard and hands out one lined paper to each child. Teacher explains the task: Write at least 5 sentences about yourself as an introduction using the questions on the blackboard. (Teacher can write one or two sentences as examples to the blackboard to help the children.) Subsequently the children read their sentences aloud; Teacher can check their spelling. Worksheet is added to the Dossier.
Teaching activity 05 Sub-topic 01: Myself and my family – Casting TV-role
Duration: 50 min Skill: b
Mat./Res.: Sentences of activity 04, camera, television-set

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

01. Teacher explains the game: Imagine you are at a casting for a TV-role. While you introduce yourself there you are filmed by a camera. What do you say?
02. Children are to prepare a monologue in about 10 mins (the questions of activity no. 04 might help them); Children can take notes.
03. Subsequently the teacher films the children when performing their “casting”.
04. Then they watch their recordings together (to show the children’s progress several recordings can be made).

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

Duration: 50 min | Skill: a e | ELP: Language passport p.3

Mat./Res.: Worksheet 05

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

01. Every child picks a strip of paper.
02. Teacher explains what the children are to fill out and puts the second A3 worksheet to the blackboard.
03. Children fill out their section and glue them to the appropriate place of the worksheet on the blackboard.
04. They can now look at and talk about the “Mix-kid” on the blackboard.
05. Children fill out their language-passport p. 3.

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

Duration: 15 min | Skill: b

Mat./Res.: Pictures worksheet 06

Preparation: Print and laminate pictures of worksheet 06.

Note: The morning circle can be introduced as a daily ritual at the beginning of a school-day. After the weekend the questions can be enhanced by asking *So kerehas sobotone the kurke?*

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

01. Children sit on their chairs in a circle.
02. Teacher spreads out the different pictures in the middle of the circle and discusses the emotions on them and their names in Romani with the children.
03. Teacher starts the morning ritual by saying: *Adađives me som lošadi*, and showing the appropriate picture card.
04. Now he/she asks a child: *Sar tuke džal/sar sal adađives?*
05. The child takes a picture card that fits his/her mood and answers: *Adađives som khino, (phares mange, som nasvalo/i, mištes mange, ...)*.
06. Now the teacher asks the next child: *Sar tuke džal/sar sal adađives?*
07. The game is over when all children had their turn.

Differentiation:

Children, that are already advanced speakers, can tell the reasons for their emotions (I’m sad because my brother is ill.; I’m happy because today is my birthday. etc.)

Teaching activity 08 | Sub-topic 03: Myself and my surroundings – Listening comprehension *E direktorka*

Duration: 15 min | Skill: a

Mat./Res.: Listening worksheet 07, audio device

<ol style="list-style-type: none"> 01. Children hear the listening comprehension <i>E direktorka</i> (worksheet 07) twice. 02. Children talk about the content with the child sitting next to them. 03. The listening comprehension is played again; Children are to keep a word that they don't understand in mind. 04. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them. 05. Teacher and children talk about the content of the text. 06. Finally they listen to the text once again
Teaching activity 09 Sub-topic 03: Myself and my surroundings – Reading <i>E direktorka</i>
Duration: 15 min Skill: a e ELP: Dossier
Mat./Res.: Reading worksheet 08
<p>Note: This activity can only be done subsequently to activity 08.</p> <ol style="list-style-type: none"> 01. Teacher hands out the text <i>E direktorka</i> (worksheet 08). 02. Children read the text and try to answer the questions (under the text) with a partner. 03. Children tell the teacher their answers and he/she writes them on the blackboard. 04. Worksheet is added to the Dossier.
Teaching activity 10 Sub-topic 01: Myself and my family – Worksheet <i>Miri famelija</i>
Duration: 15 min Skill: e
Mat./Res.: Worksheet 09, String and staples
<p>Note: Ideal for children, that are not (yet) alphabetized. Alternative for alphabetized children: Sentences about each family member.</p> <ol style="list-style-type: none"> 01. Teacher hands out worksheet <i>Miri famelija</i> (worksheet 09) and explains the task: Draw your family. 02. Teacher and children discuss where on the worksheet <i>o dad, e daj</i> etc. are. Maybe the children who can already read and write can help. 03. As soon as the children are finished, the pictures can be fixed on a string with staples and exhibited in the classroom.
Teaching activity 11 Sub-topic 01: Myself and my family – Presentation <i>Miri famelija</i>
Duration: 30 min Skill: e
Mat./Res.: Worksheet 09, String and staples
<p>Note: This activity can only be done subsequently to activity 10.</p> <ol style="list-style-type: none"> 01. The group and the teacher inspect all the pictures (see activity no. 10). 02. Every child presents his/her picture by saying at least two sentences about each of his/her family members (name, age, occupation, hair color, hobbies, etc.).
Teaching activity 12 Sub-topic 01: Myself and my family – Worksheet <i>E sprava</i>
Duration: 30 min Skill: d ELP: Dossier
Mat./Res.: Reading worksheet 10

<ol style="list-style-type: none"> 01. Teacher hands out the text <i>E sprava</i> (worksheet 10). 02. Asks the children to read the text with a partner and talk about it. 03. Subsequently the group talks about the text (who wrote the SMS?, what does he/she want? etc.) 04. Worksheet is added to the Dossier.
Teaching activity 13 Sub-topic 01: Myself and my family – Worksheet <i>Irin la dake sprava!</i>
Duration: 30 min Skill: b e ELP: Dossier
Mat./Res.: Worksheet 11, text worksheet 12
<p>Note: This activity can only be done subsequently to activity 12. Supplement: Worksheet 11 for children; Text worksheet 12 for teacher</p> <ol style="list-style-type: none"> 01. Teacher hands out worksheet <i>Irin la dake sprava!</i> (worksheet 11). 02. Children assist the teacher to write an answer to the SMS, following worksheet 12. 03. Children copy the text from the blackboard and add the worksheet to the Dossier.
Teaching activity 14 Sub-topic 01: Myself and my family – Listening comprehension <i>E baba</i>
Duration: 30 min Skill: d e
Mat./Res.: Listening worksheet 13, Audio device
<ol style="list-style-type: none"> 01. Children hear the listening comprehension <i>E baba</i> (worksheet 13) twice. 02. Children talk about the content with the child sitting next to them. 03. The listening comprehension is played again; Children are to keep a word that they don't understand in mind. 04. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them. 05. Teacher and children talk about the content of the text. 06. Finally they listen to the text once again.
Teaching activity 15 Sub-topic 01, 02, 03: Language-Portfolio
Duration: 30 min Skill: e d SF: I ELP: p. 14
Mat./Res.: Language-portfolio p. 14/Level A2
<p>Preparation: Teacher structures the checklist in the language-biography (p. 14/Level A2) as he/she prefers.</p> <ol style="list-style-type: none"> 01. After finishing Unit 01 the teacher hands out his/her checklists. 02. Teacher and children discuss the list point by point. Children draw a star or anything similar beside a point if they meet the requirements of it ("i can ..."). 03. The checklists are added to the ELP ("Language biography").
Lesson plan 01 Sub-topic 02: <i>Miri nevi kamaratka</i>- Textual comprehension
TA-Nr.: 01 Learning objectives: Textual listening to and understanding of simple texts. Listening to and understanding of simple texts and single words.
Duration: 20 min Skill: a

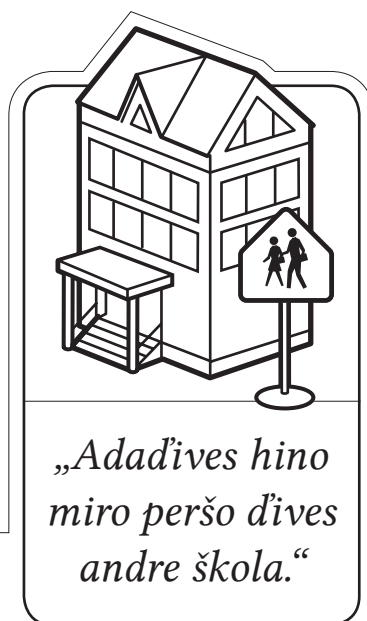
Mat./Res.: Listening worksheet 01, audio device
<ol style="list-style-type: none"> 01. Children hear the listening comprehension <i>Miri nevi kamaratka</i> (worksheet 01) twice. 02. Children talk about the content with the child sitting next to them. 03. The listening comprehension is played again. Children are to keep one word that they don't understand in mind. 04. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them. 05. Teacher and children talk about the content of the text. 06. Finally they listen to the text once again.
TA-Nr.: 02 Learning objectives: Textual listening to and understanding of simple texts. Listening to and understanding of simple texts and single words.
Duration: 30 min Skill: d ELP: Dossier p. 43
Mat./Res.: Reading worksheet 02
<ol style="list-style-type: none"> 01. Teacher hands out the reading text <i>Miri nevi kamaratka</i> and tells one child to read the first section. 02. Teacher and children talk about the content of the first section; Teacher writes unknown words of the text to the blackboard and translates them. 03. Same procedure for the following sections, until the whole story is told and all the words which are unknown to the children are on the blackboard. 04. Subsequently the children underline words that give information about both girls in the story (Focus on the words: <i>aver phuv, aver štatos, foros, prezviskos, eňa berš, Slovačko, gav, hobi, balet</i>). 05. Children copy newly acquired terms to their ELP (p. 43).
Lesson plan 02 Sub-topic 01: <i>Mix-Kid</i>
TA-Nr.: 06 Learning objectives: Answering simple questions about oneself and one's family.
Duration: 50 min Skill: a e
Mat./Res.: Worksheet 05
<p>Preparation: Enlarge worksheet 05 twice to A3 and cut one of them as marked.</p> <ol style="list-style-type: none"> 01. Every child picks a strip of paper. 02. Teacher explains what the children are to fill out and puts the second A3 worksheet to the blackboard. 03. Children fill out their section and glue them to the appropriate place of the worksheet on the blackboard. 04. They can now look at and talk about the "Mix-kid" on the blackboard.

Miri nevi kamaratka

Me the miri famelija avlam te dživel andro aver štatos. Amen dživas andro baro foros Viedňa.

Adađives hino miro peršo džives andre škola. Me mange beštom paš e Almira. Lakero prezviskos hino Balogova. La Almirake hin 9 berš. E Almira hiňi andral e Slovačiko sar the me.

Kajča me som Kašatar, andral o baro foros u joj hiňi Kurimkatar, andral jekh cikno gav. But lošandiľom sar mange phenda, kaj lakero hobi hino balet. Vašoda kaj the me phirav po balet.



Miro nav _____

Miri nevi kamaratka

Pherdar avri!

Me the miri famelija avlam te dživel andro aver _____.
Amen dživas andro baro _____ Viedňa.

Adađives hino miro peršo đives andre škola. Me mange
beštom paš e Almira. Lakero _____ hino Balogova. La
Almirake hin 9 berš. E Almira hiňi andral e _____ sar
the me.

Kajča me som Kašatar, andral o baro foros u joj hiňi
Kurimkatar, andral jekh cikno _____. But lošandilom
sar mange phenda, kaj lakero _____ hino _____.
Vašoda kaj the me phirav po balet.



Savo tut hin nav?

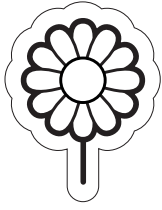
Keci berš hin tuke?

Khatar sal?

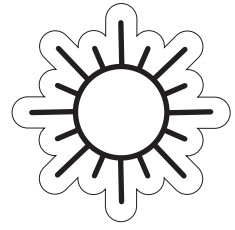
So kames?

So na kames?

Save tut hin hobija?



Amen sam jekh



Miro nav: _____

Miro prezviskos: _____

Datumos kana uliřom:

berř _____ řhon _____ řives _____

Mire balengeri farba: _____

Mire jakhengeri farba: _____

Kaj řřav:

phuv _____ foros _____ gav _____

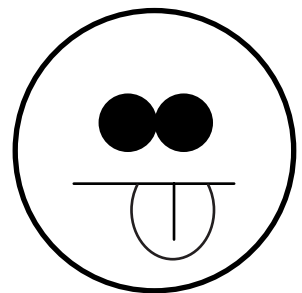
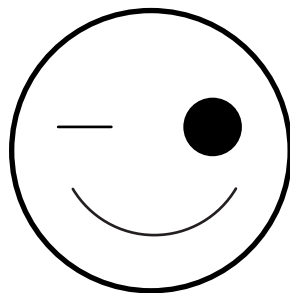
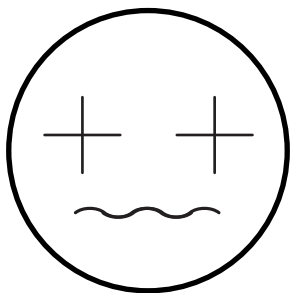
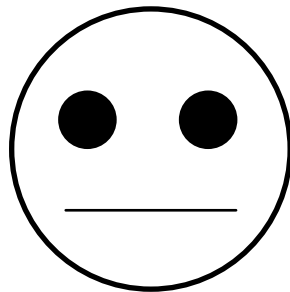
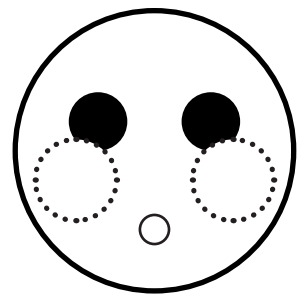
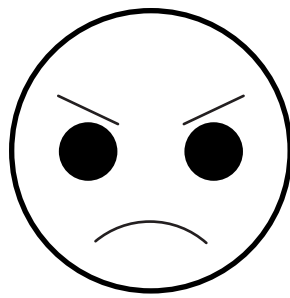
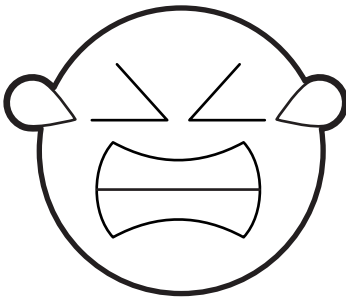
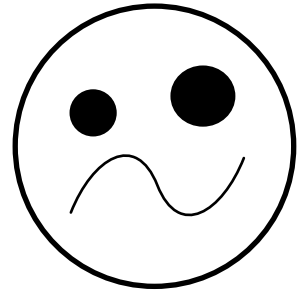
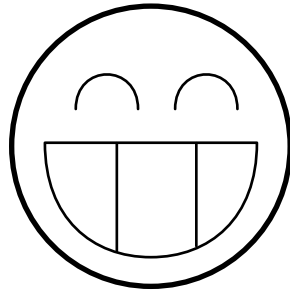
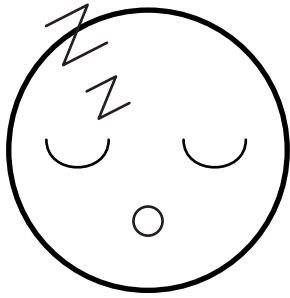
Aver řřene:

daj _____ dad _____

phral 1 _____ 2 _____ 3 _____

phen 1 _____ 2 _____ 3 _____

Adařiveseskero datumos _____ Miro podpisos _____



E direktorka

Čhajale the čhavale! Akana vakerel tumari direktorka. Hin man jekh informacija, savi kamav tumenge te phenel: Vašoda kaj e upratovačka žalinda pes pre tumende, mušinav pale tumen te del godi, kaj naši prastan pal o chodbi sar hine cinde. Vašoda kaj šaj peren. Kamav tumenge the te phenel, kaj te na čhivkeren o šmeci pre phuv. Pe dojekh chodba hin amen duj koši. Kamav vaš tumenge šukar školakero đives! Aven saste the bachtale!

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

E direktorka

Gen u odphen!

Čhajale the čhavale! Akana vakerel tumari direktorka. Hin man jekh informacija, savi kamav tumenge te phenel: Vašoda kaj e upratovačka žalinda pes pre tumende, mušinav pale tumen te del gođi, kaj našti prastan pal o chodbi sar hine cinde. Vašoda kaj šaj peren. Kamav tumenge the te phenel, kaj te na čhivkeren o šmeci pre phuv. Pe dojekh chodba hin amen duj koši. Kamav vaš tumenge šukar školakero dives! Aven saste the bachtale!

1) Ko sas pal e direktorka?

2) So našti keren o čhave?

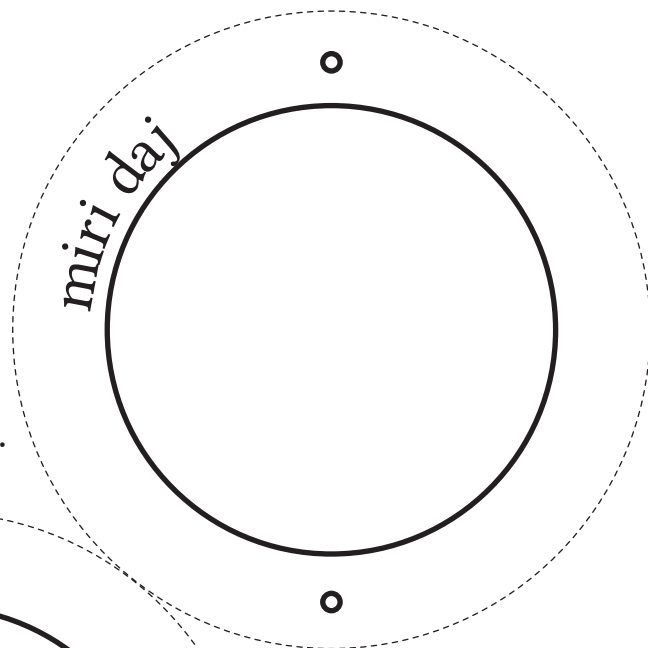
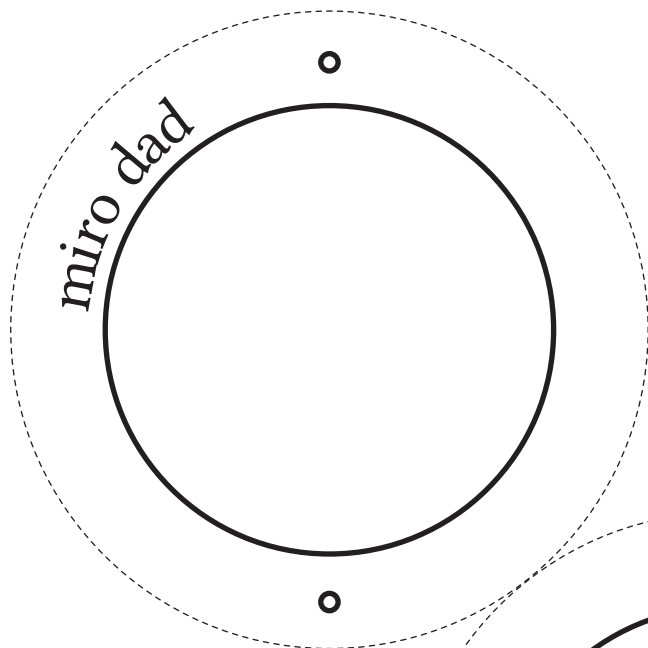
a) _____

b) _____

3) Soske o čhave našti prastan pal o chodbi?



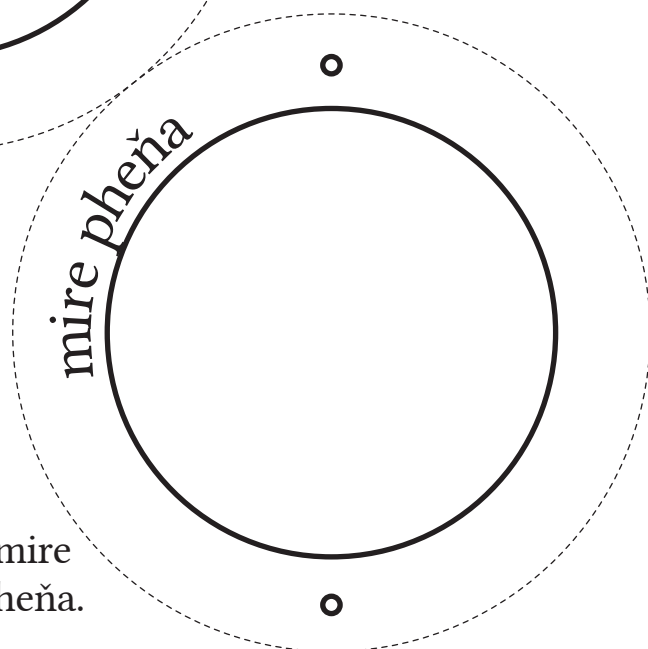
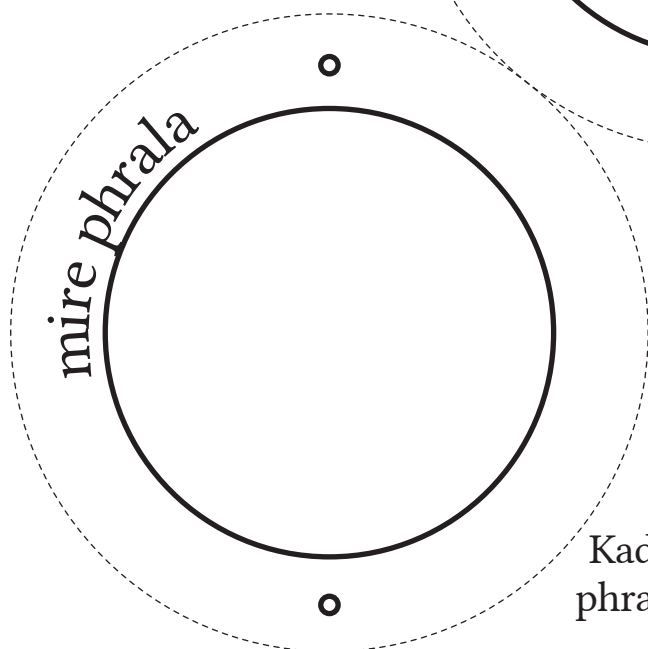
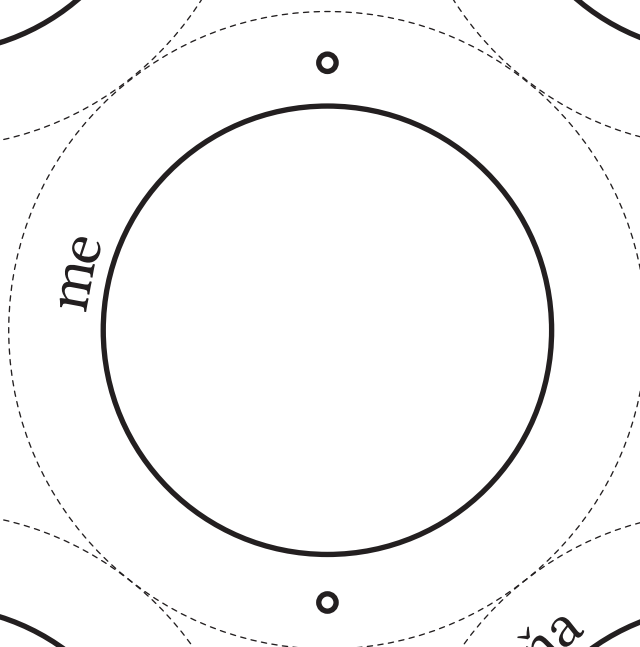
Miri famel'ija



Kadaj
som me.

Kadaj hino
miro dad.

Kadaj hiňi
miri daj.



Kadaj hine mire
phrala the pheňa.

Miro nav _____

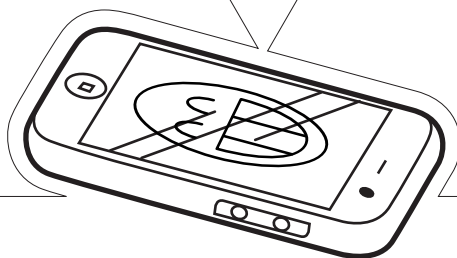
E sprava

Gen e sprava u dikh, so kamel e daj!

Miri guŕi čhaj!

Sar aveha andral e škola, irin e domaco!
Me mek mušinav te ačhol andre buŕi duj
ori buter. Phendom la babake, kaj te džal
ke tute, kaj te na aves korkori. Palis mek
tuke teŕefoŕinava.

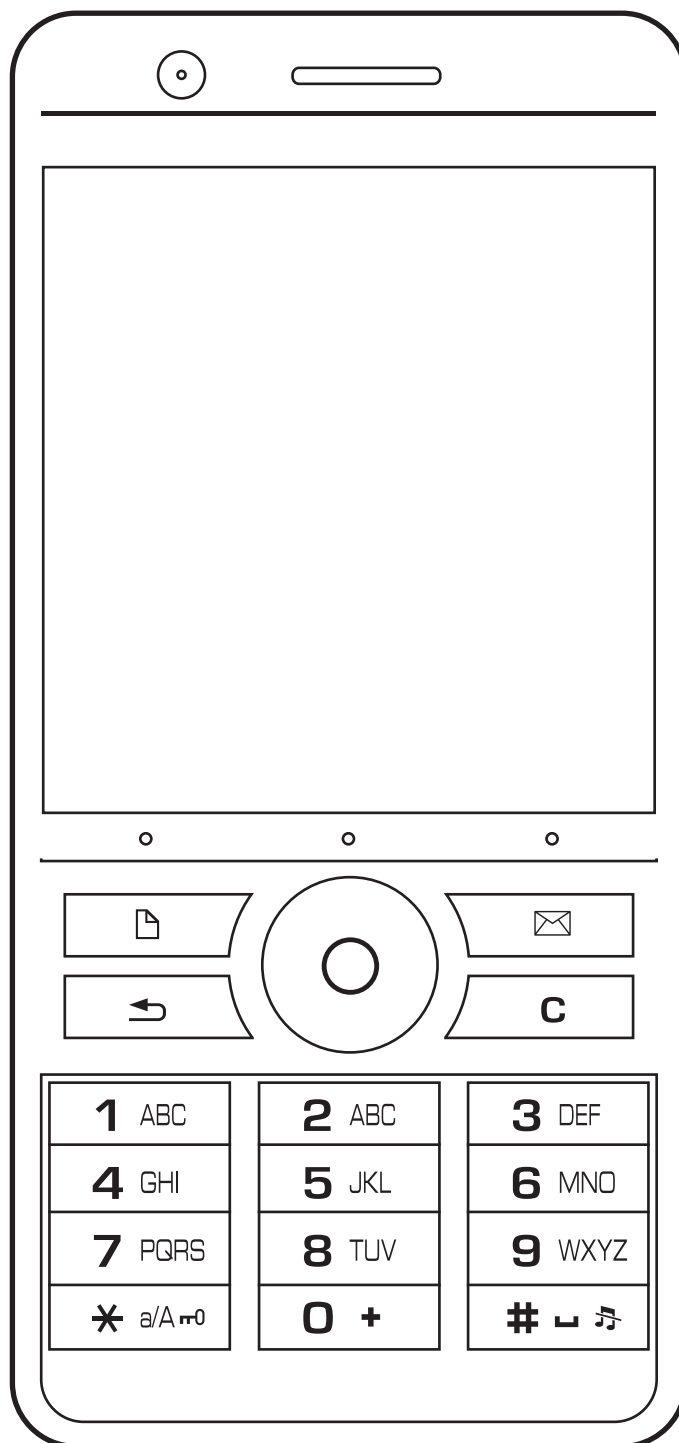
Mama



Miro nav _____

E sprava

Irin pale la dake pre sprava!



E sprava

Children assist the teacher to write an answer to the SMS:

example 1:

Ahoj mamu,
Mištes, lava mange te chal. Sar avela e baba,
irinava mange e domaco. Ahoj ...

example 2:

Ahoj mamu,
Mištes, chava u irinava mange e domaco. Pašis
mange vičin! Tiri Janka.

E baba

B: Servus, miri čaj! So keres?

Č: Servus, babo! Akana avlom andal e škola!

B: Sar tuke sas andre škola?

Č: Mištes babo, ča čino bokhaľom.

E daj taďa chirchil u me na rado chav chirchil.

B: Me som maj ke tute pal o deš minuti.

Te kames, šaj cinav tuke vareso khatar

o McDonalds!

Č: Super, babo! Tu džanes, so me kamav! Čav!

B: Čav miri čaj!

East-Slovak_Secondary_A2_eng_unit-02
Topic (CFR): THE HOUSE/CARAVAN AND ITS ACTIVITIES
Sub-topic 01: Myself and my activities Sub-topic 02: Activities at home
Connected main themes in the CFR: Hobbies and Arts

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

Vocabulary | Sub-topic 01: Myself and my activities

Active			
<i>khelel fodbal</i>	to play soccer	<i>plavinel, plavindom</i>	to swim/I swam
<i>kheldom fodbal</i>	I played soccer	<i>khelav teatros</i>	to do acting
<i>khelel basketbal</i>	to play basketball	<i>kheldom teatros</i>	I did acting
<i>kheldom basketbal</i>	I played basketball	<i>o teatros, o divadlos</i>	the theater
<i>khelel videogri</i>	to play video-games	<i>gilavel, giladom</i>	to sing/I sang
<i>kheldom videogri</i>	I played video-games	<i>basavel</i>	to play an instrument
<i>khelel hokej</i>	to play hockey	<i>basadom</i>	I played an instrument
<i>kheldom hokej</i>	I played hockey	<i>basavel po klaviris</i>	to play the piano
<i>dzal po bowling</i>	to go bowling	<i>basadom po klaviris</i>	I played the piano
<i>gelom po bowling</i>	I went bowling	<i>basavel po saxafonos</i>	to play the saxophone
<i>dzal andro kinos</i>	to go to the cinema	<i>basadom po saxafonos</i>	I played the saxophone
<i>gelom andro kinos</i>	I went to the cinema	<i>basavel pre harmuņika</i>	to play the accordion
<i>dzal po balet(os)</i>	to go ballet dancing	<i>basadom pre harmuņika</i>	I played the accordion
<i>gelom po balet(os)</i>	I went ballet dancing	<i>basavel po bubni</i>	to play drums
<i>malinel, malindom</i>	to paint/I painted	<i>basadom po bubni</i>	I played drums
<i>sunel, sundom</i>	to listen/I listened	<i>basavel pe gitara</i>	to play the guitar
<i>e muzika/hudba, o gila</i>	the music	<i>basadom pe gitara</i>	I played the guitar
<i>genel, gendom</i>	to read, I read	<i>basavel po klarinetos</i>	to play the clarinet
<i>e knižka, o knižki</i>	the book, the books	<i>basadom po klarinetos</i>	I played the clarinet

Vocabulary | Sub-topic 02: Activities at home

Active			
<i>ušel, jov/voj uštıla</i>	to stand up, he/she stood up	<i>kerel o chaben</i>	to cook
<i>pijel, pijela</i>	to drink, he/she will drink	<i>kerela o chaben</i>	he/she will cook
<i>del, dela</i>	to give, he/she will give	<i>po tosara</i>	for tomorrow
<i>kerel, kerela</i>	to do, he/she will do	<i>o čhave, o čhavore</i>	the children
<i>chal, chala</i>	to eat, he/she will eat	<i>genel, genela</i>	read, he/she will read
<i>džal, džala</i>	to go, he/she will go	<i>o kher</i>	the room
<i>cinel, cinela</i>	to buy, he/she will buy	<i>thovel, morel</i>	to do the dishes
<i>vičinel, vičinel</i>	to call, he/she will call	<i>thovela, morela</i>	he/she will do the dishes
<i>o dilos</i>	lunch	<i>o pira, o grati</i>	the dishes
<i>o tosarutno chaben</i>	breakfast	<i>miri daj</i>	my mother
<i>o frištikos</i>	breakfast	<i>miro dad</i>	my father
Passive			
<i>e kava</i>	the coffee	<i>paš lende, ke lende</i>	with them, to them
<i>adađives</i>	today	<i>mušinel, musaj</i>	must, should
<i>e sklępa</i>	the store	<i>o novinki</i>	the newspaper

Grammar	
Active	Passive
Forming Future tense, Forming Perfect 1st Pers. SG Recognizing verbs, Clause position	

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

Duration: 20 min | Skill: a

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

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

Teaching activity 02 | Sub-topic 02: Activities at home – Dialogue *O dad the e daj* – Textual reading

Duration: 30 min | Skill: d | ELP: Dossier p. 44

Mat./Res.: Dialogue worksheet 02

- Note: This activity can only be done subsequently to activity 01.
01. Teacher hands out the reading text *O dad the e daj* and asks two of the children to alternately read the dialogue.
 02. Teacher and children talk about the content of the text; Teacher writes unknown words of the text to the blackboard and translates them.
 03. Children copy newly acquired terms to their ELP (p. 44) and add the text to the Dossier.

Teaching activity 03 | Sub-topic 02: Dialogue *O dad the e daj* – Grammatical reading

Duration: 30 min | Skill: d | ELP: Dossier p. 44

Mat./Res.: Dialogue worksheet 02

- Note: This activity is recommended to be done subsequently to activity 02.
01. Children take the reading text *O dad the e daj* out of the Dossier.
 02. Teacher asks the children to read the text and underline all verbs in red.
 03. Teacher asks the children to tell him/her the words they underlined.
 04. Teacher writes the verbs on the blackboard.
 05. Now he/she asks the children to find verbs which have a similar ending (focus on ending *-a* for future tense formation) and to tell him/her these verbs.
 06. Teacher underlines all verbs on the blackboard which end in *-a*.
 07. Now the children can try to find a grammatical rule for these words.
 08. Teacher writes the rule on the blackboard: The future tense is formed as follows: verb + ending in *-a*.
 09. Children copy this information from the blackboard (maybe hand out blank sheets of paper) and add it to the Dossier.

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

Teaching activity 08 Sub-topic 02: Activities at home – Questionnaire <i>O dad the e daj</i>
Duration: 20 min Skill: a e ELP: Dossier
Mat./Res.: Worksheet 05
<p>Note: This activity can only be done subsequently to at least activity 01.</p> <ol style="list-style-type: none"> 01. Teacher hands out the questionnaire <i>O dad the e daj</i> (worksheet 05). 02. Children get about 5 min to answer the questions. 03. Subsequently the answers are compared in group and the teacher writes down missing words on the blackboard as a check. 04. Worksheet is added to the Dossier.
Teaching activity 09 Sub-topic 02: Activities at home – <i>So kerel e daj/o dad?</i>
Duration: 40 min Skill: a e ELP: Dossier
Mat./Res.: Worksheet 06, laminating-device
<p>Preparation: Laminate and cut out worksheet 06.</p> <ol style="list-style-type: none"> 01. Teacher puts the pictures on the blackboard and asks the children to tell the class about activities of their father/mother in every-day life. 02. While the children talk about their parents the teacher writes the appropriate verbs either below the picture of the mother or the father. 03. Children copy the verbs into their Dossier p. 44.
Teaching activity 10 Sub-topic 01: Me and my activities – Morning-circle <i>So kerd'al idž?</i>
Duration: 30 min Skill: b
Mat./Res.: Picture- and wordcards worksheet 07, laminating-device
<p>Preparation: Laminate worksheet 07 picture- and word-cards.</p> <ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher arranges the cards in the middle of the circle. 03. He/She says: <i>So kerd'al idž?</i> and asks the children to answer one after the other. 04. Children take a card that shows the activity they talk about and tell the others what they did.
Teaching activity 11 Sub-topic 01: Me and my activities – <i>So kerd'al idž?</i>
Duration: 30 min Skill: d e ELP: Dossier p. 44
Mat./Res.: Worksheet 08, evt. lined paper
<p>Note: This activity can only be done subsequently to at least activity 10.</p> <ol style="list-style-type: none"> 01. Teacher hands out worksheet 08 <i>So kerd'al idž?</i> 02. Teacher asks a child to read a sentence. Then they talk about the content of the sentence. 03. A second child reads the next sentence, and so on until the whole text is read. 04. Teacher asks the children to underline all verbs in the text and tell them to him/her. 05. Teacher writes the verbs on the blackboard one below the other and marks endings of verbs with <i>-um</i>. 06. Children try to find a rule for these verbs. 07. Teacher writes the rule on the blackboard: VERB + ending <i>-om</i> = PAST TENSE 08. Children copy the rule from the blackboard (evt. hand out lined sheets of paper) and add the sheets to the Dossier.

Teaching activity 12 Sub-topic 01: Me and my activities – worksheet <i>So kerdal idž?</i>
Duration: 30 min Skill: e d ELP: Dossier
Mat./Res.: Worksheet 09
<ol style="list-style-type: none"> 01. Teacher hands out worksheet 09 <i>So kerdal idž?</i> 02. Teacher explains the task: Finish the sentences. 03. Children write the sentences and finally every child reads one sentence for comparison. 04. Worksheet is added to the Dossier.
Teaching activity 13 Sub-topic 02: Improvisation Puppet-theater “Our every-day-life”
Duration: 50 min Skill: bc
Mat./Res.: Puppets and stage for puppet theater
<ol style="list-style-type: none"> 01. Teacher explains the task: Form groups of three or four; try to show your every-day-life at home using the puppets (morning, noon, evening – who does what?). 02. Children pick the puppets they need and have about 15 min time to prepare. 03. Every group presents their play, the other children are their audience. 04. Teacher and the audience are not allowed to disturb the play, neither for questions nor for corrections. Aim is to practice free speaking.
Teaching activity 14 Sub-topic 01: Me and my activities – <i>So kerdal idž?</i>
Duration: 50 min Skill: b
Mat./Res.: Picture- and wordcards worksheet 07
<ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher uses the cards of worksheet 07 and shows one card to a child and asks it to form a sentence with it. 03. Child answers. 04. Now the teacher takes another card and asks the next child to form a sentence, and so on until all children have formed a sentence.
Teaching activity 15 Sub-topic 01, 02: Language-portfolio
Duration: 30 min Skill: e d SF: I ELP: p. 17
Mat./Res.: Language portfolio p. 17/Level A2
<p>Preparation: Teacher structures the checklist in the language-biography (p. 17/Level A2) as he/she prefers.</p> <ol style="list-style-type: none"> 01. After finishing unit 02 the teacher hands out his/her checklists. 02. Teacher and children discuss the list point by point. Children draw a star or anything similar beside a point if they meet the requirements of it (“i can ...”). 03. The checklists are added to the ELP (“Language biography”).

Lesson plan 01 Sub-topic 02: <i>O dad the e daj</i> – Textual comprehension
TA-Nr.: 01 Learning objectives: Textual listening and understanding of a common dialogue.
Duration: 20 min Skill: a
Mat./Res.: Listening worksheet 01, audio-device
<ol style="list-style-type: none"> 01. Children hear the listening comprehension <i>O dad the e daj</i> (worksheet 01) twice. 02. Children talk about the content with the child sitting next to them. 03. The listening comprehension is played again. Children are to keep one word that they don't understand in mind. 04. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them. 05. Teacher and children talk about the content of the text. 06. Finally they listen to the text once again.
TA-Nr.: 02 Learning objectives: Reading and understanding of a common dialogue.
Duration: 30 min Skill: d ELP: Dossier p. 44
Mat./Res.: Dialogue 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 the reading text <i>O dad the e daj</i> and asks two of the children to alternately read the dialogue. 02. Teacher and children talk about the content of the text; Teacher writes unknown words of the text to the blackboard and translates them. 03. Children copy newly acquired terms to their ELP (p. 44) and add the text to the Dossier

Lesson plan 02 Sub-topic 02: Grammatical processing of a familiar text
TA-Nr.: 03 Learning objectives: Answering simple questions about me and my family.
Duration: 30 min Skill: d ELP: Dossier
Mat./Res.: Dialogue worksheet 02
<ol style="list-style-type: none"> 01. Children take the reading text <i>O dad the e daj</i> out of the Dossier. 02. Teacher asks the children to read the text and underline all verbs in red. 03. Teacher asks the children to tell him/her the words they underlined. 04. Teacher writes the verbs on the blackboard. 05. Now he/she asks the children to find verbs which have a similar ending (focus on ending <i>-a</i> for future tense formation) and to tell him/her these verbs. 06. Teacher underlines all verbs on the blackboard which end in <i>-a</i>. 07. Now the children can try to find a grammatical rule for these words. 08. Teacher writes the rule on the blackboard: The future tense is formed as follows: verb + ending in <i>-a</i>. 09. Children copy this information from the blackboard (maybe hand out blank sheets of paper) and add it to the Dossier.
TA-Nr.: 05 Learning objectives: Answering simple questions about me and my family.
Duration: 20 min Skill: e ELP: Dossier
Mat./Res.: Gap text worksheet 03
<p>Note: This activity can only be done subsequently to activity 03.</p> <ol style="list-style-type: none"> 01. Teacher hands out the gap text <i>O dad the e daj</i> (worksheet 03) and explains the task. 02. Children are to fill out the text in 10–15 mins. 03. Subsequently every child reads one sentence and repeats the word in the gap additionally once again. 04. Teacher writes these words on the blackboard so the children can compare their results. 05. Worksheet is added to the Dossier.

O dad the e daj

Dad: Uštilal imar?

Daj: Uštilom!

Dad: Kames te pijel kava ?

Daj: He, šaj keres the mange kava!

Dad: Le kadaj tiri kava, Romnije! So keraha adađives?

Daj: Ta užar, akana chaha o tosarutno chaben u palis šaj džas te cinel vareso po dilos.

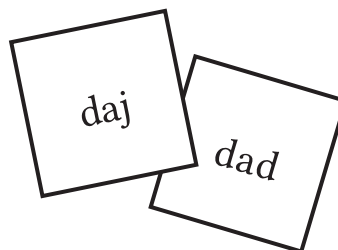
Dad: Telefoňinda mange miri daj, vičinel amen po dilos. Džaha ke lende?

Daj: Super, mištes! Šaj džas. Na mušinav te tavel me o dilos! Ča džaha andre sklępa. Po tajsa nane amen nič khere.

Dad: Mištes! Tu ker o tosarutno chaben, o čhave mi pratinen o khera u palis šaj džas.

Daj: A so kereha tu?

Dad: Me morava o grati pal o tosarutno chaben. Akana kamav te genel mange o novinki.



pijel

keraha

O dad the e daj

chaha

cinel

Džaha

Dad: Uštilal imar?

Daj: Uštilom!

Dad: Kames te _____ kava ?

Daj: He, šaj keres the mange kava!

Dad: Le kadaj tiri kava, Romňije! So _____ adařives?

Daj: Ta užar, akana _____ o tosarutno chaben u paľis
šaj džas te _____ vareso po dilos.

Dad: Telefoňinda mange miri daj, vićinel amen po dilos.
_____ ke lende?

Daj: Super, mištes! Šaj džas. Na mušinav te _____ me o dilos!
Ča _____ andre sklępa. Po tajsa nane amen nič khere.

Dad: Mištes! Tu ker o tosarutno chaben, o čhave mi pratinen
o khera u paľis šaj džas.

Daj: A so _____ tu?

Dad: Me morava o grati pal o tosarutno chaben.
Akana kamav te genel mange o novinki.

džaha

tavel

kereha

O dad the e daj

Dad: Uštilal imar?

Daj: Uštilom!

Dad: Kames te pijel kava?

Daj: He, šaj keres the mange kava!

Dad: Le kadaj tiri kava, Romňije! So keraha adadives?

Daj: Ta užar, akana chaha o tosarutno chaben u palis šaj džas te cinel vareso po dilos.

Dad: Telefoniđa mange miri daj, vičinel amen po dilos. Džaha ke lende?

Daj: Super, mištes! Šaj džas. Na mušnav te tavel me o dilos! Ča džaha andre sklepa. Po tajsa nane amen nič khere.

Dad: Mištes! Tu ker o tosarutno chaben, o čhave mi pratinen o khera u palis šaj džas.

Daj: A so kereha tu?

Dad: Me morava o grati pal o tosarutno chaben. Akana kamav te genel mange o novinki.

Miro nav _____

O dad the e daj

Leperes?

Ko kerđa e kava?

E kava kerđa _____

Ko len vičinda po dilos?

Po dilos len vičinda _____.

Ko pratinenas o khera?

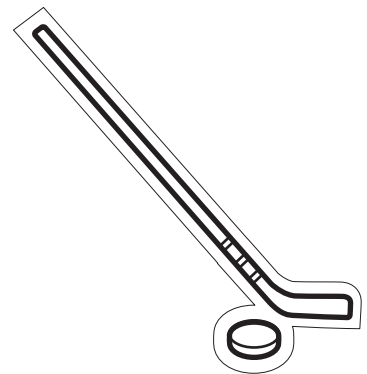
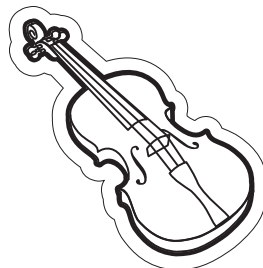
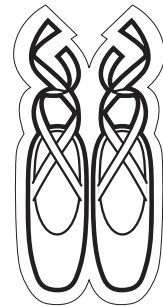
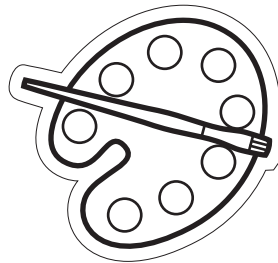
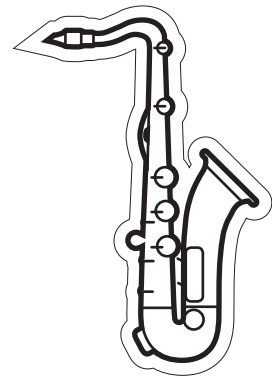
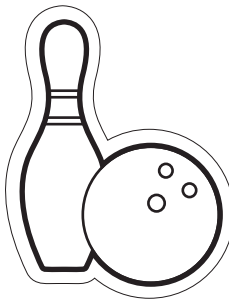
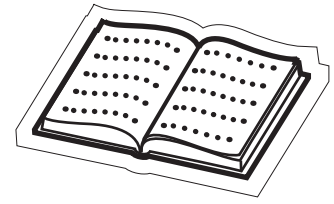
O khera pratinenas _____.

Ko genel o novinki?

O novinki genel _____.



Miri daj	Miro dad



kheldom
fodbal

šundom
o giľa

gendom
e kņiřka

kheldom
o videohri

kheldom
bovling

bařadom
po saksafonos

giľadom
e giľi

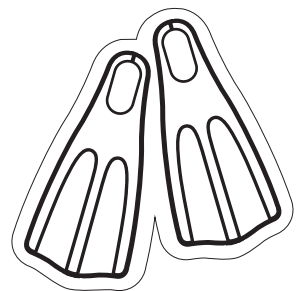
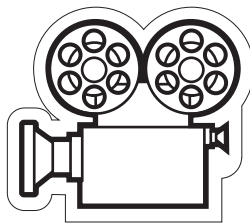
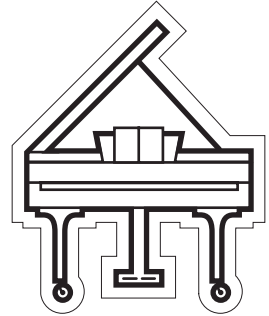
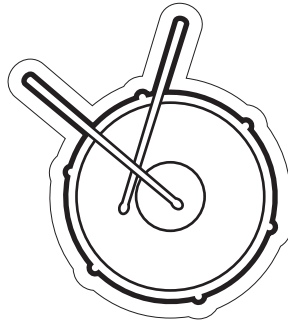
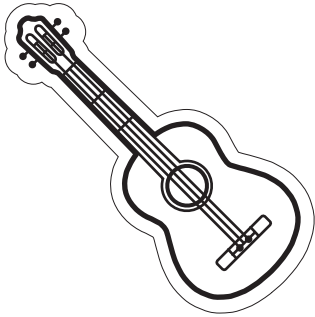
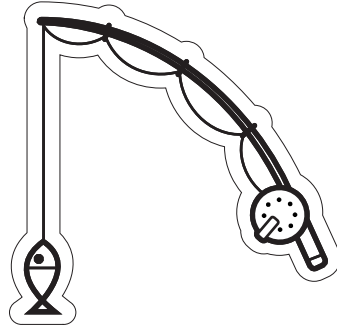
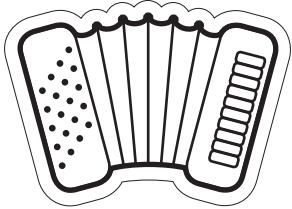
malindom
o kupos

gelom
po balet

bařadom
po klarinetos

bařadom
pe lavuta

kheldom
hokej



bašadom
pe harmuňika

chudňom
mačhen

kheldom
teatros

bašadom
pe gitara

bašadom
po bubni

bašadom
po klaviris

kheldom
basketbal

gelom
andro kinos

plavindom

So kerdal idž?

Janko

„Me kheldom fodbal andro parkos.“

Mirko

„Me kheldom basketbal la daha.“

Suzi

„Me kheldom bovling la famelijaha.“

Jana

„Me malindom o kipos.“

Mario

„Me kheldom videohri le phraleha.“

Kevin

„Me šundom o gila.“

Anita

„Me gełom po balet la daha.“

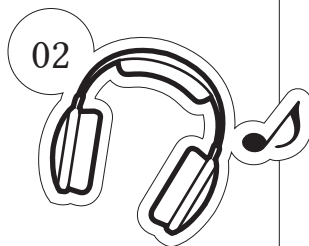
Iboja

„Me gendom jekh knižka.“

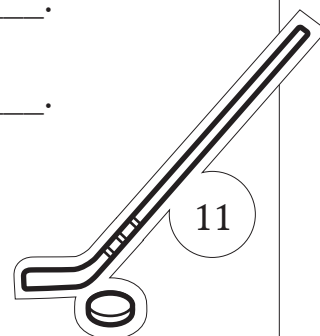
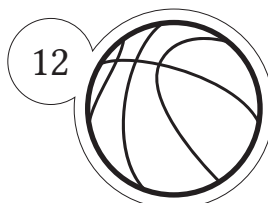
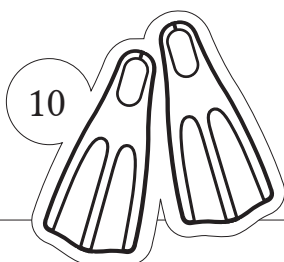
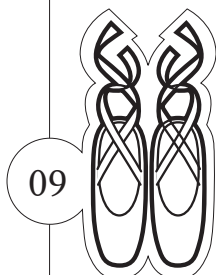
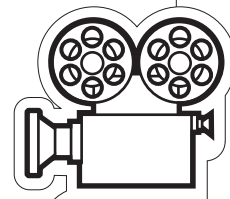
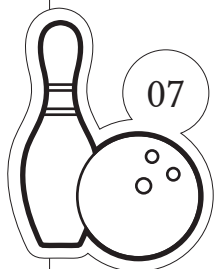
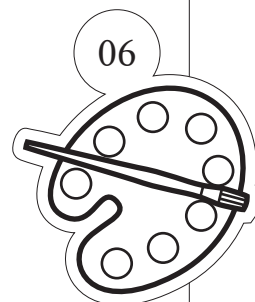
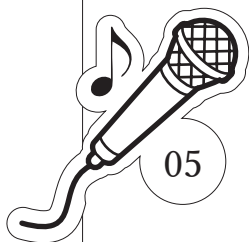
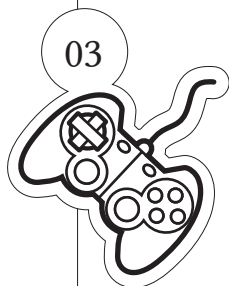
Sofija

„Me gełom andro kinos le kamaratenca.“

Miro nav _____



So kerdal idž?



- 01) Me kheldom fodbal.
- 02) Me kheldom _____.
- 03) Me _____.
- 04) _____.
- 05) _____.
- 06) _____.
- 07) _____.
- 08) _____.
- 09) _____.
- 10) _____.
- 11) _____.
- 12) _____.

East-Slovak_Secondary_A2_eng_unit-03
Topic (CFR): MY COMMUNITY
Sub-topic 01: Public places and buildings Sub-topic 02: My surroundings

Working with the CFR – Learning objectives	
Skill	Relevant descriptors in the language grid (“can do”) OR “I can” statements:
a	<ul style="list-style-type: none"> ✓ Can understand the gist of what is said in class about persons working in a certain situation (e.g. teacher, farmer, etc.). ✓ Can understand the gist of a story about the worth and meaning of an action or typical behavior in the Romani-culture.
d	<ul style="list-style-type: none"> ✓ Can read and understand simple public texts and announcements (e.g. opening hours) and find out the basic informations (what place is talked about, what happens there, etc.). ✓ Can read and understand simple stories/fairytales referring to aspects of Romani-lifestyle, if they contain a great amount of familiar vocabulary.
bc	<ul style="list-style-type: none"> ✓ Can ask and answer simple questions about what happens in public places and buildings in the immediate vicinity. ✓ Can ask and answer simple questions about people working in these buildings. ✓ Can ask and answer simple questions about the most important activities of his/her community. ✓ Can greet visitors appropriately and answer simple questions about his/her life and activities.
b	<ul style="list-style-type: none"> ✓ Can explain, why he/she likes or dislikes a certain place or region, using a number of phrases and simple sentences. ✓ Can talk about a famous personality of the region using a number of phrases and simple sentences. ✓ Can talk about his/her every-day-life using a number of phrases and simple sentences. ✓ Can talk about a famous Roma-personality of the region using a number of phrases and simple sentences.
e	<ul style="list-style-type: none"> ✓ Can write simple sentences about his/her favourite place and explain why he/she likes it. ✓ Can write simple sentences about a place in the surroundings, that he/she has visited. ✓ Can write simple sentences about the life in his/her community and about his/her every-day routine.
Working with the ELP	
Language biography: Teaching activity 15	
Dossier: Worksheet 03, 04, 06, 07, 08 or 09, activity 13, activity 01 “New words”	

Vocabulary | Sub-topic 01: Public places and buildings

Active			
<i>e knižnica</i>	the library	<i>furt, mindig</i>	always
<i>e adresa</i>	the address	<i>lendar</i>	from them
<i>o nav</i>	the name	<i>save?</i>	which (ones)?
<i>e učiteľka, e sikhľardi</i>	the teacher	<i>keci?</i>	how much?
<i>e škola</i>	the school	<i>o manuš, o manuša</i>	the person, the persons
<i>e trejda, e klasa</i>	the class	<i>sas, esas</i>	was
<i>o čavoro, o čhave</i>	the child, the children	<i>jekhfeder, mekfeder</i>	the best
<i>e paramisi</i>	the story, the fairytale	<i>tuke</i>	you
<i>dikhel</i>	to see, to look	<i>ke</i>	in, into, to, on
<i>genel</i>	to read	<i>o muzeum, o muzeumos</i>	the gallery
<i>leperel, pametinel</i>	to remember	<i>o peršo, eršino, jekhto</i>	the first
<i>o vecos, o veci</i>	the thing, the things	<i>tiro, tiri, tire</i>	your/yours
<i>e buči, o buča</i>	the work, the works	<i>jov/voj jekhšukareder</i>	the most beautiful
<i>e matematika</i>	the mathematics	<i>o than</i>	the place
<i>rachinel</i>	to calculate	<i>kodoj, odoj, oča</i>	there
<i>o školakos</i>	the pupil	<i>hin, ehin</i>	there is
<i>o školaki</i>	the pupils	<i>nane</i>	there isn't
<i>malinel</i>	to draw		

Vocabulary | Sub-topic 02: My surroundings

Active			
<i>o popularno manuš</i>	the famous person	<i>e paraščovin, e paraštúvin</i>	the friday
<i>o popularna manuša</i>	the famous persons	<i>o dovolenka</i>	the vacation/holiday
<i>o idolis</i>	the idol	<i>e ordinacija</i>	the doctor's office
<i>Keci berš hin tuke?</i>	How old are you?	<i>phandlo, phandli</i>	closed
<i>Keci berš hin lake/leske?</i>	How old is he/she?	<i>kada</i>	this, these
<i>sar?</i>	how?	<i>lake</i>	her, their
<i>so?</i>	what?	<i>kerel vaš leske</i>	to substitute
<i>khatar?</i>	where from?	<i>o telefonos</i>	the telephone
<i>soske?</i>	why?	<i>o januaris</i>	the january
<i>e informacija</i>	the information	<i>pale</i>	again
<i>kadarik ... dži ...</i>	from ... to ...	<i>kerel buči</i>	to work
<i>o pondzelkos</i>	the monday	<i>sar furt</i>	as usual

Grammar
Active

Simple interrogatives, Simple interrogative clauses in present tense, Coherent writing in present tense

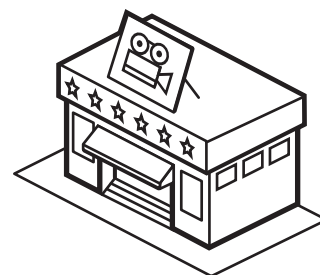
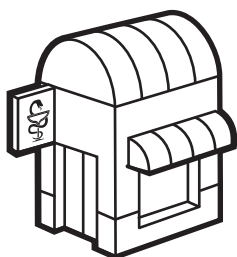
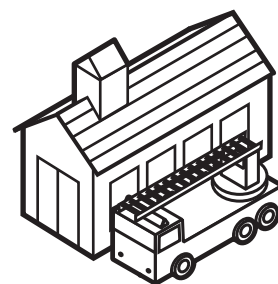
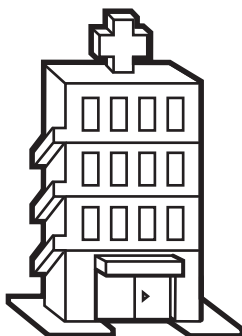
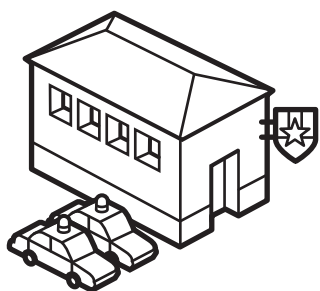
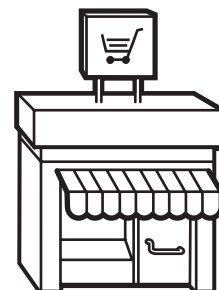
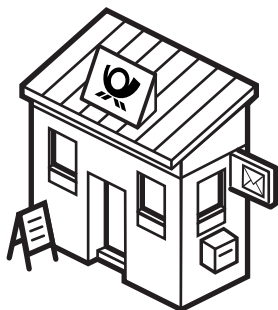
Teaching activity 01 Sub-topic 01: Public places and buildings – Listening comprehension <i>E učiteľka</i>
Duration: 20 min Skill: a ELP: p. 44
Mat./Res.: Listening worksheet 02, audio-device
<ol style="list-style-type: none"> 01. Children hear the listening comprehension <i>E učiteľka</i> (worksheet 02) twice. 02. Children talk about the content with the child sitting next to them. 03. The listening comprehension is played again. Children are to keep one word that they don't understand in mind. 04. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them. 05. Teacher and children talk about the content of the text and children copy the new vocabulary to their language portfolio p. 44. 06. Finally they listen to the text once again.
Teaching activity 02 Sub-topic 01: Public places and buildings – Reading text <i>E učiteľka</i>
Duration: 20 min Skill: d ELP: Dossier
Mat./Res.: Reading worksheet 03
<ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher hands out the reading text <i>E učiteľka</i> (worksheet 03) and asks one child to read the first section to the others. 03. They discuss the gist of the first section. 04. Teacher asks another child to read the second section. 05. They discuss the gist of the second section, etc. 06. Worksheet is added to the Dossier.
Teaching activity 03 Sub-topic 01: Public places and buildings – Questionnaire <i>E učiteľka</i>
Duration: 30 min Skill: d ELP: Dossier
Mat./Res.: Questionnaire worksheet 04
<p>Note: This activity can only be done subsequently to activity 01 or 02.</p> <ol style="list-style-type: none"> 01. Teacher hands out worksheet 04 Questionnaire <i>E učiteľka</i>. 02. Children get about 5 min to answer the questions together with the child sitting next to them. 03. Subsequently the answers are compared and the teacher writes the correct sentences on the blackboard as a check. 04. Worksheet is added to the Dossier.
Teaching activity 04 Sub-topic 01: Public places and buildings – Puzzle <i>E učiteľka</i>
Duration: 30 min Skill: d
Mat./Res.: Puzzle-Text worksheet 05
<p>Note: This activity can only be done subsequently to activity 03.</p> <p>Preparation: Print worksheet 05 and for each couple cut up the text and put it into an envelope.</p> <ol style="list-style-type: none"> 01. Children form couples; every couple gets an envelope. 02. They have about 10 min to solve the text-puzzle. 03. Subsequently one couple reads the text for correction. 04. Teacher collects the envelopes.

Teaching activity 05 Sub-topic 01: Public places and buildings – Communication-stations
Duration: 50 min Skill: bc ELP: Dossier
Mat./Res.: Cards worksheet 01, lamination-device, tape
<p>Preparation: Print cards worksheet 01, cut out and laminate picture- and word-cards. Arrange nine tables (= nine stations) and mark them with one card each.</p> <ol style="list-style-type: none"> 01. Teacher explains the game: There are nine communication-stations. Pick one station. Go there and start a dialogue with the person at the station. Ask questions about the building, the job of the person, the activities of the person, etc. 02. Teacher sends one child to each station. These children play the persons at the stations (postman, teacher, fire fighter, etc.). 03. Teacher asks one of the other children to choose a station, go there and start the game. 04. Child goes to the station of his/her choice and starts to communicate. 05. Now the next child goes to one of the stations. This goes on until all the children have been at a station.
Teaching activity 06 Sub-topic 02: My surroundings – Morning-circle “I like/I don’t like ..., because...”
Duration: 30 min Skill: b
Mat./Res.: Cards worksheet 01, lamination-device
<p>Preparation: Print worksheet 01, cut out and laminate picture- and word-cards.</p> <ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher arranges the cards in the middle of the circle and shows the game: He/She says: <i>Me but kamav te džal andro kinos, vašoda kaj kodoj dikhav o neve filmi.</i> and shows the appropriate card. He/She continues: <i>Me na kamav te džal pre pošta, vašoda kaj kodoj hin furt but manuša.</i> and shows that card as well. 03. Now he/she asks a child to tell the group which places he/she likes and dislikes, and why. Play game until every child has said something.
Teaching activity 07 Sub-topic 02: My surroundings – Poster <i>Popularna manuša</i>
Duration: 50 min Skill: bc
Mat./Res.: Posters, pens, glue, scissors, magazines, newspapers, journals
<ol style="list-style-type: none"> 01. Children form groups of three or four. 02. Every group makes a poster on the topic “Famous Persons” or “My Idols”. 03. Teacher hands out a poster to each group and equips them with work materials. 04. Children cut pictures and texts out of the magazines and design their posters with them. 05. The posters are presented on a wall in the classroom.
Teaching activity 08 Sub-topic 02: My surroundings – Presentation <i>Popularna manuša</i>
Duration: 20 min Skill: b
<p>Note: This activity can only be done subsequently to activity 07.</p> <ol style="list-style-type: none"> 01. The group inspects the posters the groups have made before. 02. Teacher asks every group to talk about their poster (at least three sentences; Why did we choose this person? What does he/she do?, What made him/her famous?)

Teaching activity 09 Sub-topic 02: My surroundings – Popularna manuša
Duration: 40 min Skill: e ELP: Dossier
Mat./Res.: Worksheet 06
<ol style="list-style-type: none"> 01. Teacher hands out worksheet 06 <i>Popularna manuša</i>. 02. The group reads through the task and the questions together. 03. Subsequently the children write at least three sentences about a famous person of their own choice. 04. Then every child reads his sentences to the class. 05. Worksheet is added to the Dossier.
Teaching activity 10 Sub-topic 02: My surroundings – Game „Who am I?”
Duration: 30 min Skill: b
<ol style="list-style-type: none"> 01. Teacher asks one child to leave the classroom. 02. In the meantime the rest of the class chooses one famous person. Teacher writes the name of this person onto a post-it. 03. The child waiting outside is asked into the classroom again. 04. Teacher sticks the post-it onto the child’s forehead, so that the child can’t see what’s written on it. 05. The child asks the other children questions that can only be answered with “yes” or “no” about himself/herself in order to find out who he/she is (e.g. “Am I a man?”, “Am I a singer?”, “Am I old, young, big, slim, blonde, etc.?”, “Do I sing pop, jazz, classical music, etc.?”, “Am I an actor?”). 06. The group only answers with “yes” or “no”. 07. When the child has found out who he/she is, he/she can choose somebody else to leave the classroom and the game starts again.
Teaching activity 11 Sub-topic 02: My surroundings – Reading text <i>Dr. Zlata Šerifi</i>
Duration: 20 min Skill: d ELP: Dossier
Mat./Res.: Reading worksheet 07
<ol style="list-style-type: none"> 01. Teacher hands out the reading text <i>Dr. Zlata Šerifi</i> (worksheet 07) and asks the children to read the text quietly once. 02. Subsequently the text is read loudly section after section and its content is discussed by children and teacher. 03. Teacher writes new vocabulary onto the blackboard. 04. Worksheet is added to the Dossier.
Teaching activity 12 Sub-topic 01: Public places and buildings – Visiting the gallery or library
Duration: about 4 hrs. Skill: d e ELP: Dossier
Mat./Res.: Worksheet 08 or worksheet 09
<ol style="list-style-type: none"> 01. The group makes a trip to a nearby gallery or library. 02. Teacher hands out worksheet 08 or worksheet 09, depending on the location, and asks the children to listen closely at the guided tour, because after it they have to answer questions about it (ideally the tour would be in Romani; if not possible it would be held in the local language and the questions would be answered in Romani). 03. After the tour the children form groups of three and try to answer their questions, asking people in the building to help them if necessary. 04. After that the group meets again and discusses their answers. 05. Worksheet is added to the Dossier.

Teaching activity 13 Sub-topic 01: Public places and buildings – Short story <i>Andro muzeum</i>, <i>Andre knižnica</i>
Duration: 30 min Skill: e ELP: Dossier
<p>Note: This activity can only be done subsequently to activity 12.</p> <ol style="list-style-type: none"> 01. The task for the children is to write at least five sentences on the topic <i>Andro muzeum</i> or <i>Andre knižnica</i>. 02. Teacher can write various questions on the blackboard that might help (When have you been there?, Who was with you?, What did you do there? Etc.). 03. Children read their short stories to the class and add them to the Dossier.
Teaching activity 14 Sub-topic 02: My surroundings – <i>Miro jekhfeder than</i>
Duration: 50 min Skill: e
Mat./Res.: Worksheet 10
<ol style="list-style-type: none"> 01. Teacher hands out worksheet 10 <i>Miro jekhfeder than</i>. 02. Teacher asks one child to read the task and together the group discusses it. 03. Children fill out the worksheet and return it to the teacher for correction. 04. Teacher corrects the sentences and subsequently the sheets are presented somewhere in the classroom.
Teaching activity 15 Sub-topic 01, 02: Language-Portfolio
Duration: 10 min Skill: e d ELP: p. 19
Mat./Res.: Language-portfolio p. 19/Level A2
<p>Preparation: Teacher structures the checklist in the language-biography (p. 19/Level A2) as he/she prefers.</p> <ol style="list-style-type: none"> 05. After finishing unit 03 the teacher hands out his/her checklists. 06. 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 ...”). 07. The checklists are added to the ELP (“Language biography”).

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



e pošta

e školka

e sklepa

o phandle

e špitala

e požarňicko
staňica

e lekarňa

e škola

o kinos

E učiteľka

Miro nav hino Monika. Me kerav buti andre škola.
Me som učiteľka. Andre miri trejda hin man 23
čhavore. Sako d'ives genav lenge po jekh paramisi.
Paľis phučav lendar, či šaj leperen, so genavas u pal
soste hiňi e paramisi.

The e matematika hin amen sako d'ives. Akana
sikhľuvas te rachinel „minus“. Mire čhavore
jekhbuter kamen te maľinel, jon but lošand'on sar
man den peskere kipi. Le šukar kipendar amen keras
andre amari trejda vernisaža.



Miro nav _____



E učiteľka

Leperes?

Kaj kerel e Monika bufi?

Keci čhavore la hin andre trejda?

So kerel e Monika sako dives?

So sikhlon o čhavore akana?

So kamen o čhavore jekhbuter te kerel?

E učiteľka

Miro nav hino Monika. Me kerav buti andre škola.

Me som učiteľka. Andre miri trejda hin man 23 čhavore.

Sako đives genav lenge po jekh paramisi. Paľis phučav lendar, či šaj leperen, so genavas u pal soste hiňi e paramisi.

The e matematika hin amen sako đives. Akana sikhľuvas te rachinel „minus“.

Mire čhavore jekhbuter kamen te maľinel, jon but lošandon sar man den peskere kipi. Le šukar kipendar amen keras andre amari trejda vernisaža.

Popularna manuša

Džanes te odphenel pe kala phučibena?

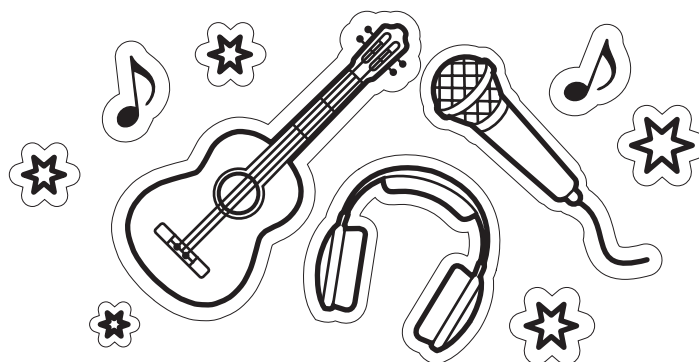
Sar pes vičinel tiro idolis?

Keci berš leske abo lake?

So kerel tiro idolis?

Khatar hino tiro idolis?

Soske kames tire idolis?



Miro nav _____

INFORMACIJA

Dr. Zlata Šerifi

tel: 01/11 33 456

Pondzelkostar, 13. Januaris 2012

dži paraščovine, 17. Januaris 2012

hin man dovoľenka. E ordinacija hiňi phandľi.

O Dr. Franc Hofman kerela

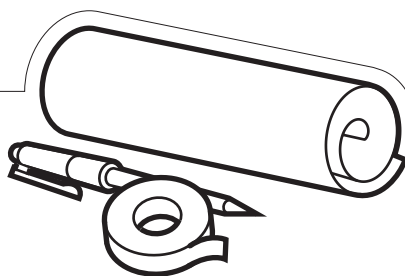
calo časos vaš mange. Leskero

tel: 01/48 28 335

Pondzelkostar 20. Januaris 2012

e ordinacija ela pale phundraďi.

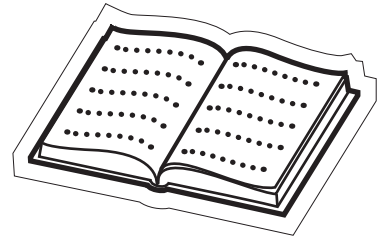
Dr. Šerifi



Miro nav _____

Andre knižnica

Šaj odphenes pe kala phučibena ?



Savi hiňi e adresa la knižnicatar?

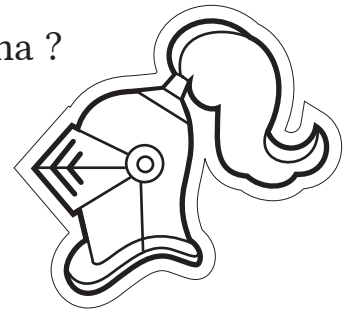
Kana sas o peršo đives sar phundrade e knižnica ?

Keci manuša keren buđi andre knižnica?

Save knižki jekhbuter kames te genel?

Andro muzeumos

Šaj odphenes pe kala phučibena ?



Savi hiñi e adresa le muzeumostar?

Kana sas o peršo ðives sar phundrade o muzeumos?

Keci manuša keren buñi andro muzeumos?

So pes tuke dičhol jekhšukareder andro muzeumos?



Miro nav _____

Miro jekhfeder than

1) Nakrešlin tiro jekhfeder than!

2) Irin štar veti ke tema „Miro jekhfeder than“!

(Soske kamav les, so kodoj kerav, so kodoj hin abo so nane, ...)

East-Slovak_Secondary_A2_eng_unit-04
Topic (CFR): ROMA-CRAFTS AND OCCUPATIONS
Sub-topic 01: Roma-Crafts and occupations

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

Grammar	
Active	Passive
Nouns: Singular/Plural Nouns: feminine/masculine Articles: o/e he, she, they Simple interrogative clauses, 1st person singular	Perfect tense

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

Active			
<i>o kotlaris , e kotlarka, o kotlara</i>		the tinker, the tinker (f), the tinkers	
<i>o charťas, e charťarka, o charťi</i>		the blacksmith, the blacksmith (f), the blacksmiths	
<i>o lavutaris, e lavutarka, o lavutara</i>		the musician, the musician (f), the musicians	
<i>o šusteris, e šusterka, o šustri</i>		the shoemaker, the shoemaker (f), the shoemakers	
<i>o drabarno, e drabarňi, o drabarne</i>		the fortuneteller, the fortuneteller (f), the fortunetellers	
<i>o košíkaris, e košíkarka, o košíkara</i>		the basket maker, the basket maker (f), the basket makers	
<i>o cehlaris, e cehlarka, o cehlara</i>		the brickmaker, the brickmaker (f), the brickmakers	
<i>o kšeftaris/skleparis, e kšeftarka/skleparka, o kšeftara/sklepara</i>		the merchant, the merchant (f), the merchants	
<i>o gilošis/gilado, e giloška/giladi, o giloša/gilade</i>		the singer, the singer (f), the singers	
<i>o khelošis, e kheloška, o kheloša</i>		the dancer, the dancer (f), the dancers	
<i>o Rom/e Romňi so bikenel o kvitki, o Roma so bikinen o kvitki</i>		the flower seller, the flower seller (f), the flower sellers	
<i>o čhuraris, e čhurarka, o čhurara</i>		the knife sharpener, the knife sharpener (f), the knife sharpeners	
<i>o zlatňikos, e zlatňička, o zlatňika</i>		the goldsmith, the goldsmith (f), the goldsmiths	
<i>so?</i>	what?	<i>pačarel</i>	to wrap
<i>kerel, kerel buťi</i>	to do, to work	<i>jekh</i>	one
<i>jov/joj/jon hin</i>	he, she is, they are	<i>but</i>	many, several
<i>kampel</i>	to need	<i>bašavel</i>	to play (music)
<i>lenge</i>	them, for them	<i>bikenel</i>	to sell, to deal
<i>e buťi</i>	the work, for the work	<i>o pokrovcos, o pokrovci</i>	the carpet, the carpets
<i>e motika, o motiki</i>	the hack, the hacks	<i>o graj, o graja</i>	the horse, the horses
<i>o tover, o tovera</i>	the ax, the axes	<i>e piri, o pira</i>	the pot, the pots
<i>e čhuri, o čhura</i>	the knife, the knives	<i>o taňeris, o taňera</i>	the plate, the plates
<i>o čokanos/svirind, o čokana/svirinda</i>	the hammer, the hammers	<i>prikerel</i>	to repair
<i>o instrumentos</i>	the instrument	<i>o materijalos, o materijala</i>	the material
<i>o insrumenti</i>	the instruments	<i>e buťi, o buťa</i>	the tool, the toolse
<i>e kamašľa, o kamašľi</i>	the shoe, the shoes	<i>o vecos, o veci</i>	the thing, the things
<i>o Rom, o Roma</i>	the roma, the romas	<i>ko?</i>	who?
<i>e jag</i>	the fire	<i>šaj džal</i>	it can go
Passive			
<i>le Romengero than</i>	the square of the Roma	<i>anglal</i>	formerly
<i>pašal</i>	beside	<i>dureder</i>	further
<i>e paramisi</i>	the story, the fairytale	<i>o gav</i>	the village
<i>avral</i>	from outside	<i>aver</i>	other
<i>nadur la/le</i>	near		

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

Duration: 30 min | Skill: d e | ELP: p. 44

Mat./Res.: Cards worksheet 01

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

01. Children sit in a circle.
02. Teacher spreads out picture cards of worksheet 01 on the floor and announces the new topic “Roma- crafts and occupations” to the children.
03. Teacher hands out the word cards (words in singular) to the children.
04. Children try to find the matching picture card to their word cards and put their card there.
05. The group brings in order the word cards that are in the wrong place.
06. Teacher reads the words and children repeat collectively.
07. Subsequently the new words are written to the Dossier p. 44.

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

Duration: 40 min | Skill: bc

Mat./Res.: Cards worksheet 01, lamination-device

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

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

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

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

Duration: 30 min | Skill: e | ELP: Dossier

Mat./Res.: Cards worksheet 01

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

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

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

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

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

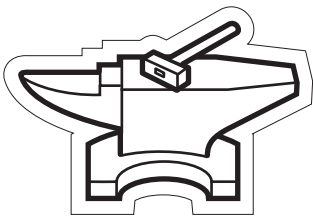
Teaching activity 12 Sub-topic 01: Roma-crafts and -occupations – Job-announcement on TV
Duration: 50 min Skill: b
Mat./Res.: Camera, TV-device, costumes, requisites
<ol style="list-style-type: none"> 01. Teacher explains the task: You are the boss of a company and search for an employee via TV-advertisement. Pick a traditional occupation, that you present in your TV-spot. 02. Every child has about 5–10 minutes to prepare their TV-spot (teacher provides costumes and requisites). 03. Subsequently every child is filmed when performing their spot. 04. Together the group watches the recordings
Teaching activity 13 Sub-topic 01: Roma-crafts and -occupations – Trip „Roma-Occupations“
Duration: about 4 hrs. Skill: a ELP: Dossier
<ol style="list-style-type: none"> 01. The group makes a trip to a workplace for a traditional Roma-occupation (merchant, musician, shoemaker, blacksmith, etc.) or the teacher shows a short film about one of the occupations. 02. Subsequently they discuss what they've seen (what working-materials, how long until the product is finished, what's positive about the occupation, what's negative, ...).
Teaching activity 14 Sub-topic 01: Roma-crafts and -occupations – Questionnaire about the trip
Duration: 30 min Skill: e
Mat./Res.: Questionnaire worksheet 06
<p>Note: This activity can only be done subsequently to activity 13.</p> <ol style="list-style-type: none"> 01. Teacher hands out the questionnaire worksheet 06 <i>Roma-occupations</i>. 02. Children try to answer the questions with the child sitting next to them. 03. Subsequently the answers are compared by the children reading their results to the others. 04. Worksheet is added to the Dossier.
Teaching activity 15 Sub-topic 01: Roma-crafts and -occupations – Language-Portfolio
Duration: 10 min Skill: e d ELP: p. 22
Mat./Res.: Language-portfolio p. 22/Level A2
<p>Preparation: Teacher structures the checklist in the language-biography (p. 22/Level A2) as he/she prefers.</p> <ol style="list-style-type: none"> 01. After finishing unit 04 the teacher hands out his/her checklists. 02. Teacher and children discuss the list point by point. Children draw a star or anything similar beside a point if they meet the requirements of it (“i can ...”). The checklists are added to the ELP (“Language biography”).

Lesson plan 01 Sub-topic 01: Roma-crafts and -occupations
TA-Nr.: 01 Learning objectives: Introduction to traditional Roma-occupations. Recognizing the new vocabulary and textual understanding of a short text.
Duration: 30 min Skill: d e ELP: p. 44
Mat./Res.: Cards worksheet 01
<p>Preparation: Cut out Cards (prepare word cards with plurals for later; could be too much for the children at first)</p> <ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher spreads out picture cards of worksheet 01 on the floor and announces the new topic “Roma- crafts and occupations” to the children. 03. Teacher hands out the word cards (words in singular) to the children. 04. Children try to find the matching picture card to their word cards and put their card there. 05. The group brings in order the word cards that are in the wrong place. 06. Teacher reads the words and children repeat collectively. 07. Subsequently the new words are written to the Dossier p. 44.
TA-Nr.: 09 Learning objectives: Introduction to traditional Roma-occupations. Recognizing the new vocabulary and textual understanding of a short text.
Duration: 20 min Skill: a
Mat./Res.: Listening worksheet 04
<ol style="list-style-type: none"> 01. Children hear the listening comprehension <i>Paš e phabal'in</i> twice. 02. Children talk about the content with the child sitting next to them. 03. The listening comprehension is played again. Children are to keep one word that they don't understand in mind. 04. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them. 05. Finally they listen to the text once again and discuss its content.
Lesson plan 02 Sub-topic 01: Job-announcement on TV
TA-Nr.: 12 Learning objectives: Free speaking and describing of a Roma-occupation.
Duration: 50 min Skill: b
Mat./Res.: Camera, TV-device, costumes, requisites
<ol style="list-style-type: none"> 01. Teacher explains the task: You are the boss of a company and search for an employee via TV-advertisement. Pick a traditional occupation, that you present in your TV-spot. 02. Every child has about 5–10 minutes to prepare their TV-spot (teacher provides costumes and requisites). 03. Subsequently every child is filmed when performing their spot. 04. Together the group watches the recordings.



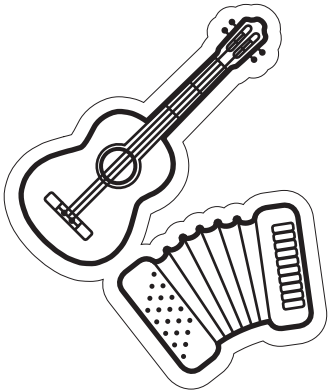
o kotlaris
e kotlarka

o kotlara



o charťas
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o charťi



o lavutaris
e lavutarka

o lavutara



o šusteris
e šusterka

o šustri



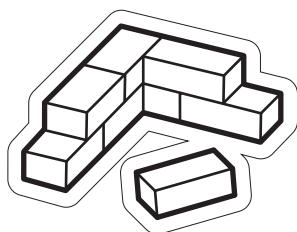
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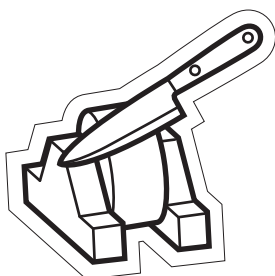
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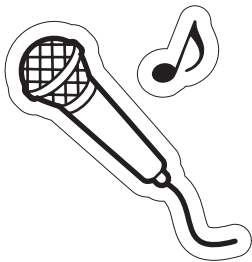
o čhuraris
e čhurarka

o čhurara



o kheľošis,
e kheľoška

o kheľoša



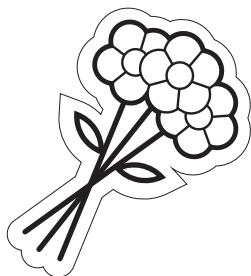
o giľošis,
e giľoška

o giľoša



o kšeftaris,
e kšeftarka

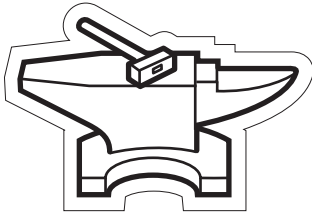
o kšeftara



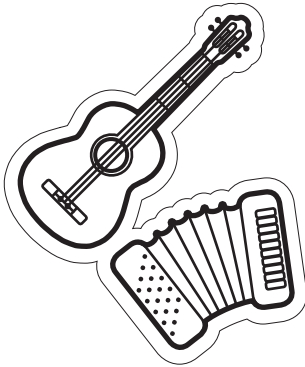
o Rom/e Romňi
so bikenel o
kvitki

o Roma so
bikenen o
kvitki

So keren o Roma?



So hine jon?
Jon hine charti.
So keren jon?
Jon keren o motiki the o tovera.
So kampil lenge paš e buři?
Lenge kampil o čokanos.



So hine jon?
Jon hine _____.
So keren jon?
Jon _____.
So kampil lenge paš e buři?
Lenge kampil _____.

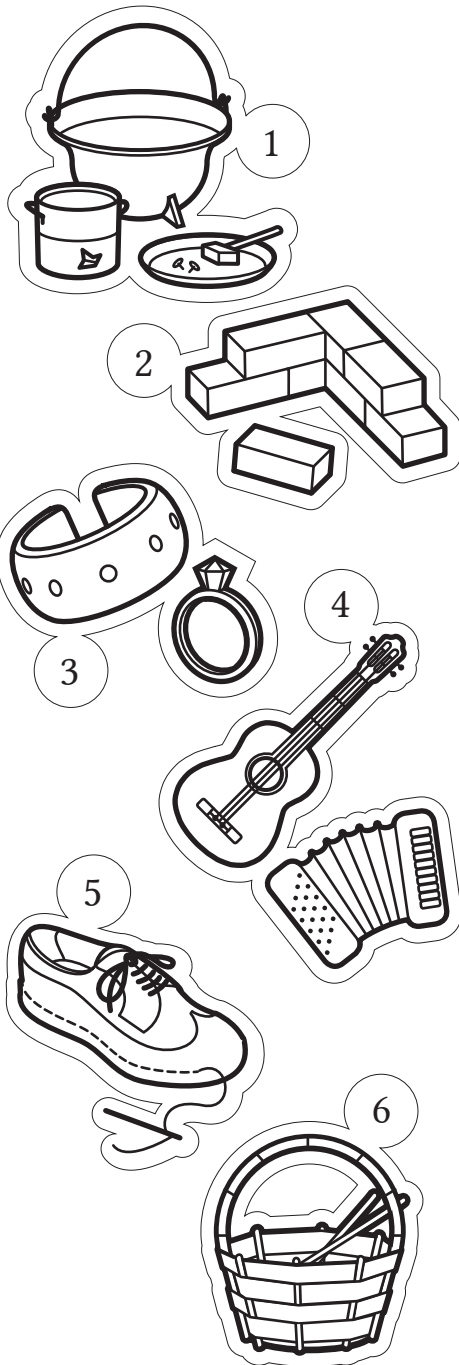


So hine jon?
Jon hine _____.
So keren jon?
Jon _____.
So kampil lenge paš e buři?
Lenge kampil _____.



So hine jon?
Jon hine _____.
So keren jon?
Jon _____.
So kampil lenge paš e buři?
Lenge kampil _____.

So keren o Roma?



1. Jekh Rom hino kotlaris.

But Roma hine kotlara.

2. _____

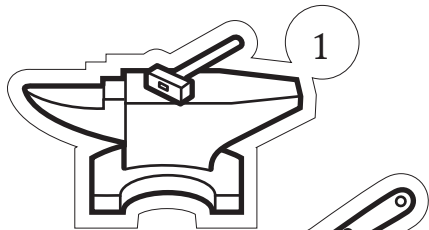
3. _____

4. _____

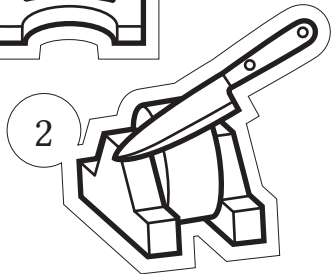
5. _____

6. _____

So keren o Roma?

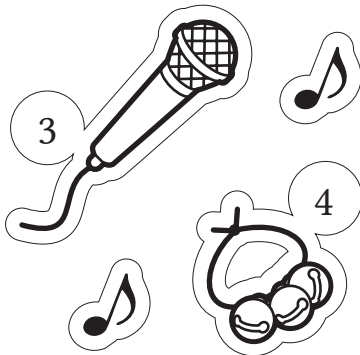


1. Jekh Rom hino chartas.

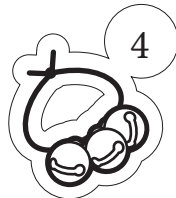


But Roma hine charti.

2. _____



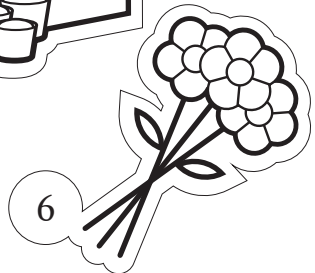
3. _____



4. _____



5. _____



6. _____

Paš e phabaĽin

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

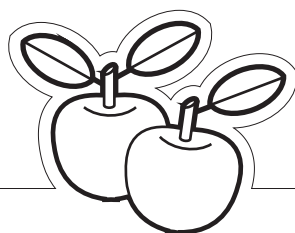
O daja lenas o rokĽi, pačarenas andre le čhavoren u avka len thovenas
te sovel. Sako rat bešenass paš e jag u šunenass la phura dakere
paramissa.

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 košika.

O charťi kerenas le gadženge o motiki. Varesave Roma khuvenass o
košika. O šustri prikerenas o kamašľi.

Tosarastar dži ke kaľi rat jon sas andro gav, palis raťi savore visaľonas
ke pengero than. Sar imar na sas len buťi andro gav, bešenass andro
verdana u džanas dureder, pe aver thana.



Romane buťa

Save buťa prindžares?

.....
.....

Ko šaj kerel kodi bući?

.....
.....

So kampil lenge pe kodi bući?

Savo materijalos, veci ...?

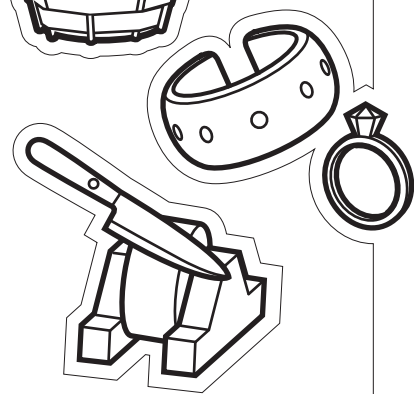
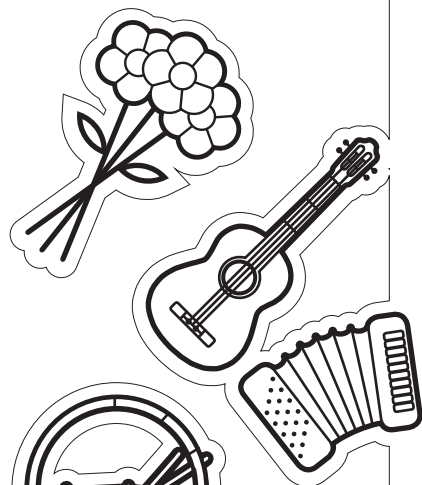
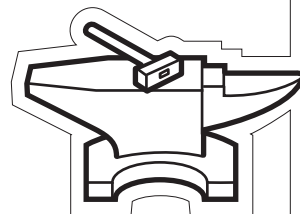
.....
.....

So hino lačo pe kodi bući?

.....
.....

So hino nalačo pe kodi bući?

.....
.....



East-Slovak_Secondary_A2_eng_unit-05
Topic (CFR): FESTIVALS AND CELEBRATIONS
Sub-topic 01: Festivals and celebrations

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 a simple story that takes place on a festival or celebration, if it contains a large amount of familiar vocabulary and if there is possible visual support. ✓ Can understand a simple story about a certain situation or experience where people gather to celebrate or commemorate.
d	<ul style="list-style-type: none"> ✓ Can read and understand a simple description of a festival or the events of a festival with the help of supporting pictures. ✓ Can read and understand simple stories about typical festivals or festival activities (e.g. preparations in the family, the most important participants, etc.), if they contain a large amount of familiar vocabulary. ✓ Can read a simple fairytale about a festival or event, if it contains a large amount of familiar vocabulary.
bc	<ul style="list-style-type: none"> ✓ Can ask simple questions about festivals that are not familiar to him/her. ✓ Can exchange simple information about how festivals are celebrated in his/her family with other pupils. ✓ Can give simple answers to questions about a festival or celebration that is important for his/her family or community or about an other event that has recently taken place.
b	<ul style="list-style-type: none"> ✓ Can give a simple description of his/her participation in a local or national festival using a number of phrases and sentences. ✓ Can describe a special festival at his/her home using a number of phrases and sentences. ✓ Can describe the gist of a certain festival or celebration using a number of sentences. ✓ Can retell the gist of a story about a festival or an important event using a number of phrases and sentences.
e	<ul style="list-style-type: none"> ✓ Can write simple sentences about a festival (e.g. food, clothes, conversation, etc.). ✓ Can write simple sentences about an event in his/her family (e.g. a new baby in the family or community). ✓ Can write simple sentences about the most important features of an event in his/her family or community based on personal experiences or as a retelling of a story or report.
Working with the ELP	
Language biography: Activity 15	
Dossier: Teaching activity 01, 08 and 11, Teaching activity 02, worksheet 03, 05–09	

Vocabulary | Sub-topic 01: Festivals and celebrations

Active			
<i>o darčekos, o darčeki</i>	the present	<i>e pivňica</i>	the basement
<i>o lavutara</i>	the musicians	<i>o bedňi</i>	the loudspeakers
<i>o hosťi</i>	the guest	<i>o grati</i>	the dishes
<i>e bori</i>	the bride	<i>te urel pes</i>	to dress up
<i>e khangeri</i>	the church	<i>e čercheň</i>	the star
<i>e momeli</i>	the candle	<i>e rat</i>	the night
<i>o dědo mraz</i>	the Santa Claus	<i>bešel</i>	to sit
<i>e zabava</i>	the party	<i>anglal, anglal o/e</i>	in front (of)
<i>o gulĭpena</i>	the chocolates	<i>e oblaka</i>	the window
<i>e torta</i>	the cake	<i>perel o jiv, del o jiv</i>	to snow
<i>o kvitki, o viraga</i>	the flower	<i>perel</i>	to fall
<i>o malĭmen jandre</i>	the colored eggs	<i>leperel, pametinel</i>	to remember
<i>o nevo beršeskero koncertos</i>	the New Year Concert	<i>phenel</i>	to say
<i>o Romano festivalos</i>	the Roma-Festival	<i>modĭnel pes, mangel pes ko del</i>	to pray
<i>e pohladňica</i>	the greeting card	<i>o gulo Del</i>	the God
<i>e himna</i>	the hymn	<i>pherdarel</i>	to fulfill
<i>o kirve</i>	the godfathers	<i>o mangĭpen</i>	the wish
<i>o jezulankos</i>	the Christmas tree	<i>jekhetane</i>	together
<i>o petardi</i>	the fireworks	<i>sovel</i>	to sleep
<i>o renti, o gada</i>	the clothes	<i>tosara</i>	in the morning
<i>e dekoracija</i>	the decoration	<i>sig</i>	quick
<i>o chaben</i>	the food	<i>prastal/denašel</i>	to run
<i>te sidarel</i>	to hurry	<i>chuťel, chuťkerel</i>	to jump
<i>te prikerel</i>	to repair	<i>o vados, o hados</i>	the bed
<i>o stolkos</i>	the chair	<i>džal</i>	to walk
<i>o skamind</i>	the desk	<i>dĭndardo, (lungo)</i>	long
<i>e servitka</i>	the napkin	<i>arakhel pes, zdžal pes</i>	to meet
<i>pačarel</i>	to wrap	<i>bachtalo, bachtali</i>	happy
<i>e roj, o roja</i>	the spoon, the cutlery	<i>Roma</i>	Roma!
<i>thovel (po skamind)</i>	to serve	<i>romane čhavore</i>	Roma-children
<i>o stereos</i>	the stereo	<i>romane čhave</i>	Roma-youth
Passive			
<i>murdarel</i>	to kill	<i>katar</i>	where from?
<i>čhinel</i>	to cut, to slaughter	<i>romane čhavore</i>	Roma-children
<i>maškar lende</i>	among them	<i>e Indija</i>	India

Grammar	
Active	Passive
Verbs in imperative Perfect tense Coherent clauses; Writing short stories in present tense	

Teaching activity 01 Sub-topic 01: Festivals and celebrations – Morning circle „Celebrating festivals“
Duration: 30 min Skill: bc e ELP: Dossier
Mat./Res.: Picture cards worksheet 01
<p>Preparation: Laminate and cut out picture cards worksheet 01.</p> <ol style="list-style-type: none"> Children sit in a circle. Teacher announces the new topic “Festivals and Celebrations”. He/She asks the children which festivals they know and celebrate. Teacher hands out the picture cards and asks every child what is on his/her card and for which festival the symbol is important. Children answer and pin their cards to the blackboard. Subsequently the new words for the symbols on the cards are copied to the Dossier p. 44 (teacher writes them on the blackboard).
Teaching activity 02 Sub-topic 01: Festivals and celebrations – Picture story about a festival
Duration: 40 min Skill: bc ELP: Dossier
Mat./Res.: Picture cards worksheet 01
<p>Preparation: Laminate and cut out picture cards worksheet 01.</p> <p>Note: This activity can only be done subsequently to activity 01. For children that can already read and write (3rd or 4th grade primary).</p> <ol style="list-style-type: none"> Teacher pins the picture cards <i>e pohľadnica, e zabava, o hosťi, e torta, o darčeky</i> of worksheet 01 to the blackboard. He/She asks the children to write a story based on these pictures (Time: 15–20 minutes, 4–8 sentences). Subsequently the children read their stories to the class. Teacher collects the stories to check the spelling. When the children get their corrected stories back in the following teaching unit, they add it to the Dossier
Teaching activity 03 Sub-topic 01: Festivals and celebrations – Listening comprehension <i>Aven o hosťi</i>
Duration: 30 min Skill: a
Mat./Res.: Listening worksheet 02, audio-device
<ol style="list-style-type: none"> Children hear the listening comprehension <i>Aven o hosťi</i> twice. Children talk about the content with the child sitting next to them. The listening comprehension is played again. Children are to keep one word that they don't understand in mind. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them. Finally they listen to the text once again and discuss its content.

Teaching activity 04 Sub-topic 01: Festivals and celebrations – Form-oriented Reading <i>Aven o hosti</i>
Duration: 30 min Skill: d ELP: Dossier
Mat./Res.: Reading worksheet 03
<p>Note: This activity can only be done subsequently to activity 03.</p> <ol style="list-style-type: none"> 01. Teacher hands out the worksheet 03 <i>Aven o hosti</i> and the children read it quietly. 02. Teacher and children talk about the content of the story. 03. Teacher asks the children to underline the verbs in the text and tell them to him/her. 04. Teacher divides the blackboard in two columns and writes the imperative verbs into the first column and the others into the second column. 05. Children try to assign the verbs of the first column to a category = IMPERATIVE 06. Children copy the verbs and the grammatical rule to their Dossier.
Teaching activity 05 Sub-topic 01: Festivals and celebrations – Morning circle <i>Mire jekhfeder inepi</i>
Duration: 30 min Skill: b
<ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher tells the children about his/her favorite festival and asks the children to speak about their favorite festival (Which festival?, When was it?, Which guests were there?, How many guests were there?, Was there music?, Was there a cake?, etc.) 03. Children tell about their experiences one after the other (Focus: Past perfect).
Teaching activity 06 Sub-topic 01: Festivals and celebrations – Worksheet <i>Mire jekhfeder inepi</i>
Duration: 40 min Skill: e ELP: Dossier
Mat./Res.: Worksheet 08
<ol style="list-style-type: none"> 01. Teacher hands out the worksheet 08 <i>Mire jekhfeder inepi</i>. 02. Teacher explains the task: Describe how you celebrate your favorite festival (Who is invited?, Which food is served?, What clothes do people wear? Is there music? Etc.). 03. Children have 15–20 min time for completing the worksheet. 04. Subsequently every child reads his/her sentences to the class. 05. Worksheet is added to the Dossier.
Teaching activity 07 Sub-topic 01: Festivals and celebrations – Listening comprehension <i>Le Jankuskeri čercheň</i>
Duration: 30 min Skill: e
Mat./Res.: Listening worksheet 04, audio-device
<ol style="list-style-type: none"> 01. Children hear the listening comprehension <i>Le Jankuskeri čercheň</i> twice. 02. Children talk about the content with the child sitting next to them. 03. The listening comprehension is played again. Children are to keep one word that they don't understand in mind. 04. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them. 05. Finally they listen to the text once again and discuss its content.

Teaching activity 08 Sub-topic 01: Festivals and celebrations – Textual Reading <i>Le Jankuskeri čercheň</i>
Duration: 20 min Skill: d ELP: Dossier p. 44 S. 44
Mat./Res.: Reading worksheet 05
<p>Note: This activity can only be done subsequently to activity 07.</p> <ol style="list-style-type: none"> 01. Teacher hands out the worksheet 05 <i>Le Jankuskeri čercheň</i> and the children read it quietly. 02. Children talk about the content with the child sitting next to them. 03. Children read the text again and talk about the content with another child (What is the gist?, What is the text about?). 04. The couples are to tell one word that they don't understand to the teacher. 05. Teacher writes the words on the blackboard and translates them. 06. Children finally read the text once again for better understanding.
Teaching activity 09 Sub-topic 01: Festivals and celebrations – Questionnaire <i>Le Jankuskeri čercheň</i>
Duration: 20 min Skill: e
Mat./Res.: Questionnaire worksheet 06
<p>Note: This activity can only be done subsequently to activity 07 or 08.</p> <ol style="list-style-type: none"> 01. Teacher hands out questionnaire worksheet 06 <i>Le Jankuskeri čercheň</i>. 02. Children try to answer the questions with the child sitting next to them. 03. Subsequently the children compare their answers by reading them to the group. 04. Worksheet is added to the Dossier.
Teaching activity 10 Sub-topic 01: Festivals and celebrations – Circle <i>E Romaňi himna</i>
Duration: 30 min Skill: a
Mat./Res.: Audio-device
<p>Preparation: Choosing a version of the song <i>Gelem, gelem</i> (there are many versions).</p> <ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher tells the children about Roma-Day (What is it?, Why is it celebrated?, Is there a hymn?, etc.). 03. Teacher presents the hymn of the Roma and the children listen to it once. 04. Teacher and children talk about the content.
Teaching activity 11 Sub-topic 01: Festivals and celebrations – Reading <i>Gelom, gelom</i>
Duration: 30 min Skill: b ELP: Dossier p. 44
Mat./Res.: Reading worksheet 07
<p>Note: This activity can only be done subsequently to activity 10.</p> <ol style="list-style-type: none"> 01. Teacher hands out the worksheet 07 <i>Gelom, gelom</i> and the children read it quietly. 02. Children talk about the content with the child sitting next to them. 03. Children read the text again and talk about the content with another child (What is the gist?, What is the text about?). 04. Couples are to tell one word that they don't understand to the teacher. 05. Teacher writes the words on the blackboard and translates them. 06. Children finally read the text once again for better understanding. 07. Subsequently the new words are copied to the Dossier p. 44 and the sheets added to the Dossier.

Teaching activity 12 Sub-topic 01: Festivals and celebrations – Song <i>Gelom, gelom</i>
Duration: 50 min Skill: b
Mat./Res.: Reading worksheet 07, instrument or audio-device
<p>Note: This activity can only be done subsequently to activity 11. Preparation: Choosing a version of the song <i>Gelom, gelom</i> (there are many versions).</p> <ol style="list-style-type: none"> 01. Children take the worksheet 07 <i>Gelom, gelom</i> out of the Dossier. 02. Teacher explains the task: Let's try to sing the hymn of the Roma (ideally the teacher accompanies the children on an instrument; otherwise they can sing along with a recording).
Teaching activity 13 Sub-topic 01: Festivals and celebrations – Report „How do you celebrate?“
Duration: 50 min Skill: bc ELP: Dossier
Mat./Res.: Worksheet 09, ev. camera
<ol style="list-style-type: none"> 01. Children choose a partner. 02. Teacher hands out worksheet 09 and asks the children to read through the questions. 03. Together they talk about the content of the questions and the teacher explains the game: One child plays the reporter and asks his/her partner the questions of the worksheet. The second child answers the questions. 04. Then they change the roles and the game starts again. They can play this game a couple of times. 05. Teacher can record the children with a camera. 06. Worksheet is added to the Dossier.
Teaching activity 14 Sub-topic 01: Festivals and celebrations – Poster
Duration: 30 min Skill: e
Mat./Res.: Posters, pens, colors, newspapers, magazines, scissors, glue, craft stuff
<p>Note: This activity can only be done subsequently to activity 01 or 05 or at the end of unit 05 “Festivals and celebrations”.</p> <ol style="list-style-type: none"> 01. Children make a poster with all the festivals and celebrations they learned about (optionally they make a calendar). 02. Children form groups of three or four and every group designs a poster (they can, write, draw, glue, ...). 03. The posters are presented on a wall in the classroom
Teaching activity 15 Sub-topic 01: Festivals and celebrations – Language-portfolio
Duration: 10 min Skill: e d ELP: p. 24
Mat./Res.: Language-portfolio p. 24/Level A2
<p>Preparation: Teacher structures the checklist in the language-biography (p. 24/Level A2) as he/she prefers.</p> <ol style="list-style-type: none"> 01. After finishing unit 05 the teacher hands out his/her checklists. 02. Teacher and children discuss the list point by point. Children draw a star or anything similar beside a point if they meet the requirements of it (“i can ...”). 03. The checklists are added to the ELP (“Language biography”).

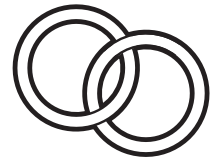
Lesson plan 01 Sub-topic 01: Festivals and celebrations
TA-Nr.: 07 Learning objectives: Understanding the content of a story, extension of vocabulary
Duration: 30 min Skill: a
Mat./Res.: Listening worksheet 04, Audio-device
<ol style="list-style-type: none"> 01. Children hear the listening comprehension <i>Le Jankuskeri čercheň</i> twice. 02. Children talk about the content with the child sitting next to them. 03. The listening comprehension is played again. Children are to keep one word that they don't understand in mind. 04. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them. 05. Finally they listen to the text once again and discuss its content.
TA-Nr.: 08 Learning objectives: Understanding the content of a story, extension of vocabulary.
Duration: 20 min Skill: d ELP: p. 44
Mat./Res.: Reading worksheet 05
<ol style="list-style-type: none"> 01. Teacher hands out the worksheet 05 <i>Le Jankuskeri čercheň</i> and the children read it quietly. 02. Children talk about the content with the child sitting next to them. 03. Children read the text again and talk about the content with another child (What is the gist?, What is the text about?). 04. Pairs are to tell one word that they don't understand to the teacher. 05. Teacher writes the words on the blackboard and translates them. 06. Children finally read the text once again for better understanding. 07. Subsequently the new words are copied to the Dossier p. 44 and the sheets added to the Dossier.
Lesson plan 02 Sub-topic 01: Festivals and celebrations
TA-Nr.: 13 Learning objectives: Speaking coherently and free (without corrections).
Duration: 50 min Skill: b
Mat./Res.: Worksheet 09, ev. camera
<ol style="list-style-type: none"> 01. Children choose a partner. 02. Teacher hands out worksheet 09 and asks the children to read through the questions. 03. Together they talk about the content of the questions and the teacher explains the game: One child plays the reporter and asks his/her partner the questions of the worksheet. The second child answers the questions. (Children can use the worksheet as their help.) 04. Then they change the roles and the game starts again. They can play this game a couple of times. 05. Teacher can record the children with a camera. 06. Worksheet is added to the Dossier.



o lavutara



o hosti



e bori



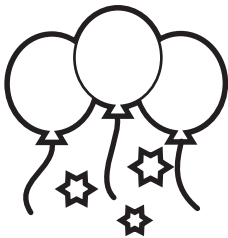
e khangeri



e momeli



o d'edo mraz



e zabava



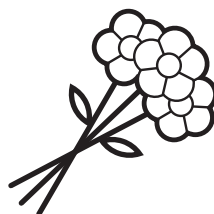
o darčeki



o gulipena



e torta



o kvitki



e čercheň



o maľimen
jandre



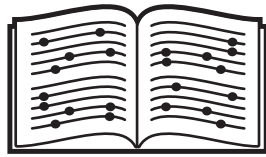
o nevo
beršeskero
koncertos



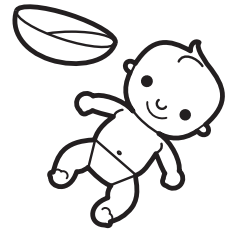
o Romano
festivalos



o ľil
e pohľadńica



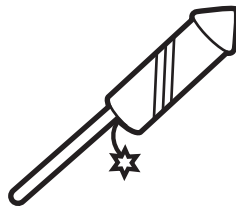
e himna



o kirve



o jezulankos



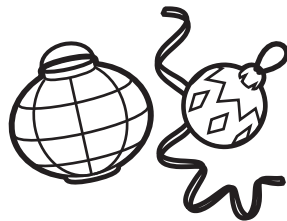
o petardi



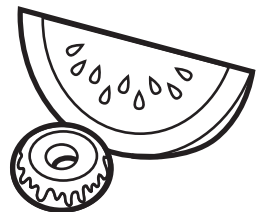
e pozvanka



o renti



e dekoracija



o chaben

Aven o hosti

Dad: Hej, sidaren, mek čino imar aven o hosti!

Daj: Miru, mangav tut, tu an o stolki the o skamind!

Tu, Zusko, dža pal o servitki u pačar andre o roja!

Me thovav o tañera po skamind.

Kalo: Mamo, andom e lovina the o pañi, so phendal,

kaj te cinav. Kampil tuke te pomožinel

mek varesoha?

Daj: Dža, Kalo, an o stereo! Pañis dža andre pivñica

te anel o bedñi.

Kalo: Imar džav. Užar, maj pañis mukav tuke o halgatovos!

Dad: Romnije, me imar sa kerdom. Tu dža u thov o chaben

po skamind u me man džav imar te urel.

Daj: Mištes, imar sa hin kerdo. Džan čhavale te urel

tumen. Pañis urav me man u o hosti šaj imar aven.





Miro nav _____

Le Jankuskeri čercheň

Sas kaj na sas, sas jekh cikno čavoro. Leskero nav sas Jankus. Raŕi angle karačoňa bešel peske o Jankus paš e oblaka u dikhel peske avri sar perel o parno jiv. Le Jankuske hin but pharo pe leskeri čavorikaňi vodori, vašoda kaj leskero dad mušinel pe karačoňa te kerel buŕi. Sar o Jankus dikhel peske avri perdal e oblaka, jekhvar dikhel sar perel jekh jagali čercheň.

O jankus leperďa pre peskero papus, sar leske vakerelas varekana pal e jagali čercheň. „Šun miro cikno čavo, te dikheha sar perel jekh jagali čercheň, modlin tut ko gulo Del te pherďarel tuke tiro mangipen“. Vašoda o Jankus phandľa o jakha u jov pes modlinda ko gulo Del, kaj te del but jiv, kaj te na džal leskero dad andre buŕi.

O Jankus kamel, kaj te aven jon pre karačoňa savore jekhetane. Kale mangipnaha geľa o Jankus te sovel. Tosara sar ušŕiľa, dikhel perdal e oblaka. Jupi, avri peľa but jiv! O Jankus prastandila andre sovibnaskero kher ke daj the ko dad. Sar dikhľa jov peskere dades sar mek sovel, jov but lošandila. Chudňa te chuŕkerel pal o vaďos opre tele. Jupi, e čercheň pherďarda mange miro mangipen! E čercheň bičhaďa amenge but jiv. Adadives pe karačoňa avaha savore jekhetane.

Miro nav _____

Le Jankuskeri čercheň

Leperes?

So kerelas o Jankus angle karačoňa raŕi paš e oblaka?

So pes ačiŕa kodi rat?

So vakerelas varekana le Jankuske leskero papus?

So mangelas peske o Jankus?

So ačiŕa pes perdal e rat?



Geľom, Geľom

1. Strofa:

Geľom, geľom lungone dromenca,
Maladiľom bachtale Romenca.
Aj, Romale khatar tumen aven?
Le cerhenca, bokhale čhavenca?

Refrenos:

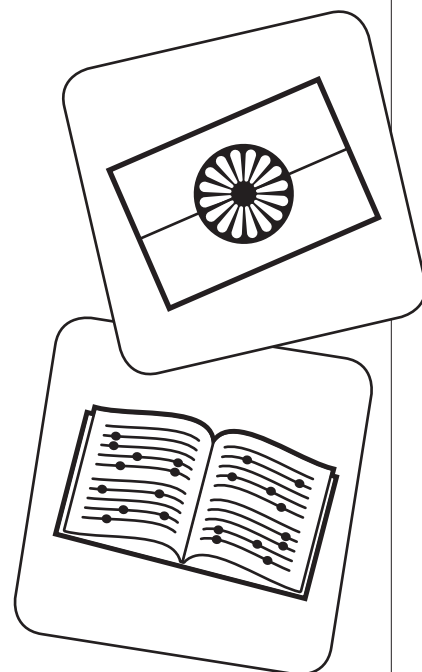
Aj, Romale!
Aj, čhavale!
Aj, Romale!
Aj, čhavale!

2. Strofa:

Aj, Romale, khatar tumen aven?
Khatar aven, Romale, čhavale?
Amen avas andal e Indija.
Sa o Roma sam jekh famelija.

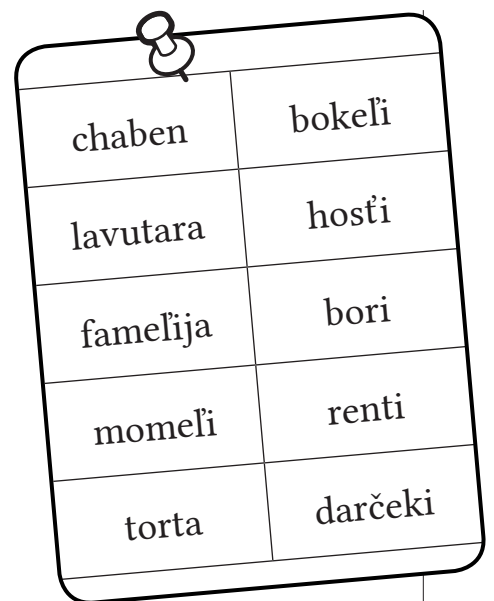
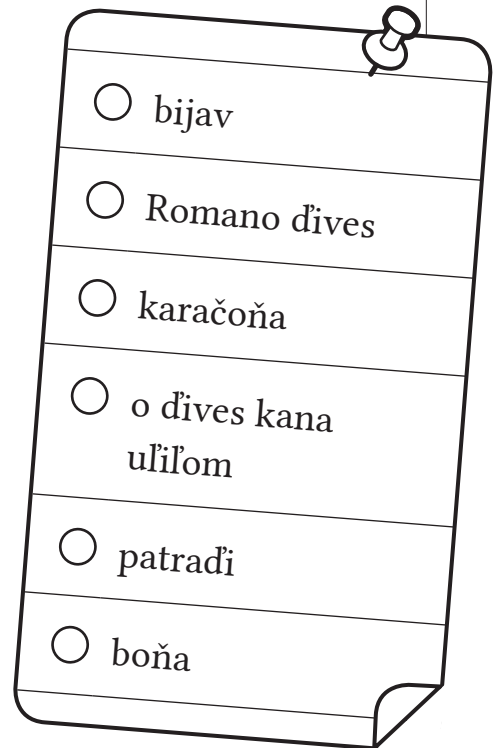
Refrenos:

Aj Romale!
Aj, čhavale!
Aj, Řomale!
Aj, čhavale!



Miro nav _____

Mire jekhfeder ine pi



Reportaža „Sar mulatinas“

1. Keren tumen inepe u mulatinen tumen po inepe?

He, amen keras inepe u mulatinas.

Na, amen na keras inepe u na mulatinas.

2. Save inepe kerel tiri famelija the tu?

Amen keras/oslavinas e karačoňa, e patraďi,
o bijav, o nevo berš ...

3. Savo inepos jekhbuter tu kames?

Me jekhbuter kamav:

e karačoňa, e patraďi, o bijav, o nevo berš ...

4. Soske kames jekhbuter koda inepos?

Vašoda kaj: chudas darčeki, mulatinas, giľavas,
kheldas, uras amen šukar, but guľipena chas,
lačho chaben chas ...

5. Sar keren tumen kola inepe?

Amen: tavas, pekas, vičinas le host'en, šunas o giľa,
giľavas, bašavas, vičinas le lavutaren, khelas, mulatinas,
sam jekhetane, vakeras ...

6. Kaj keren tumen o inepe?

Amen keras o inepe: khere, andre reštavracija, avri ...



„Keren
tumen inepe?“

East-Slovak_Secondary_A2_eng_unit-06
Topic (CFR): AT SCHOOL
Sub-topic 01: At school Sub-topic 02: After school

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

Vocabulary | Sub-topic 01: At school

Active			
<i>vakerel</i>	to speak	<i>o umivadlos</i>	the sink
<i>leperel, pametinel</i>	to remember	<i>purano, puraňi</i>	old
<i>e konferencija</i>	the conference	<i>e špareta</i>	the oven
<i>agor</i>	end	<i>taťarel, tačarel</i>	to warm up, to heat
<i>e ora</i>	the lesson	<i>o kašt</i>	the wood; the tree
<i>adaďives</i>	today	<i>adaďives</i>	today
<i>bisterel</i>	to forget	<i>sako ďives</i>	every day
<i>e škola</i>	the school	<i>tavel</i>	to cook
<i>miri škola</i>	my school	<i>anel</i>	to bring
<i>anglal</i>	before	<i>o tejos, o čajos</i>	the tea
<i>dźal andre</i>	to walk in	<i>o gav</i>	the village
<i>andre</i>	inside	<i>miri trejda</i>	my class
<i>o schodi, o garadiči</i>	the step/the steps	<i>irinel pal</i>	to describe
<i>ľavo, balogno</i>	left	<i>o kamaratos</i>	the friend
<i>pravo, čačo</i>	right	<i>e kamaratka</i>	the friend (f)
<i>o vudar</i>	the door	<i>o ľil</i>	the letter
<i>e kvitka /o kvitki</i>	the flower/the flowers	<i>sigeder, angleder, anglal</i>	formerly
<i>kana</i>	if, when	<i>phučel</i>	to ask

Vocabulary | Sub-topic 02: After school

Active	
<i>pal e škola</i>	after school
<i>o televizoris, e televiza</i>	the TV
<i>khere</i>	at home

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

Teaching activity 01 Sub-topic 01: At school – Listening comprehension <i>Sigeder džas khere</i>
Duration: 20 min Skill: a
Mat./Res.: Listening worksheet 01, audio-device
<ol style="list-style-type: none"> Children hear the listening comprehension <i>Sigeder džas khere</i> (worksheet 01) twice. Children talk about the content with the child sitting next to them. The listening comprehension is played again. Children are to keep one word that they don't understand in mind. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them. Teacher and children discuss the content of the story. Finally they listen to the text once again.
Teaching activity 02 Sub-topic 01: At school – Reading <i>Sigeder džas khere 1</i>
Duration: 30 min Skill: d ELP: Dossier p. 44
Mat./Res.: Reading worksheet 02
<ol style="list-style-type: none"> Teacher hands out worksheet 02 <i>Sigeder džas khere</i> and asks one child to read the first section. Together they discuss the content of the first section; Teacher writes new words on the blackboard and translates them. Same procedure for the following sections of the text until the whole text is read and all new words are on the blackboard. Children copy all the new words in their Language-portfolio (p. 44) and add the sheet to the Dossier.
Teaching activity 03 Sub-topic 01: At school – Hörtext <i>Sigeder džas khere 2</i>
Duration: 30 min Skill: e ELP: Dossier
Mat./Res.: Reading worksheet 02
<p>Note: This activity can only be done subsequently to activity 02.</p> <ol style="list-style-type: none"> Children take the text <i>Sigeder džas khere</i> (worksheet 02) out of the Dossier. They form pairs and try to answer the questions together. Subsequently they read their answers to the class; Teacher writes them on the blackboard as a check. Worksheet is added to the Dossier.
Teaching activity 04 Sub-topic 01: At school – Listening comprehension <i>Miri škola andro gav</i>
Duration: 20 min Skill: a ELP: Dossier
Mat./Res.: Listening worksheet 03, audio-device
<ol style="list-style-type: none"> Children hear the listening comprehension <i>Miri škola andro gav</i> (worksheet 03) twice. Children talk about the content with the child sitting next to them. The listening comprehension is played again. Children are to keep one word that they don't understand in mind. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them. Teacher and children discuss the content of the story. Finally they listen to the text once again.
Teaching activity 05 Sub-topic 01: At school – Reading <i>Miri škola andro gav</i>

Duration: 30 min Skill: d ELP: Dossier p. 44
Mat./Res.: Reading worksheet 04
<p>Note: This activity can only be done subsequently to activity 04.</p> <ol style="list-style-type: none"> 01. Teacher hands out the text <i>Miri škola andro gav</i> and asks one child to read the first section. 02. Together they discuss the content of the first section; Teacher writes new words on the blackboard and translates them. 03. Same procedure for the following sections of the text until the whole text is read and all new words are on the blackboard. 04. Children copy all the new words in their Language-portfolio (p. 44) and add the sheet to the Dossier.
Teaching activity 06 Sub-topic 01: At school – Questionnaire <i>Miri škola andro gav</i>
Duration: 30 min Skill: e ELP: Dossier
Mat./Res.: Questionnaire worksheet 05
<p>Note: This activity can only be done subsequently to activity 05.</p> <ol style="list-style-type: none"> 01. Teacher hands out the worksheet 05 <i>Miri škola andro gav</i> and explains the task: Try to answer the questions with the child sitting next to you. 02. Children have 10–15 min to answer the questions. 03. Subsequently the children read their answers to the class and the teacher writes them on the blackboard as a check. 04. Worksheet is added to the Dossier.
Teaching activity 07 Sub-topic 01: At school – <i>Miri trejda 1</i>
Duration: 30 min Skill: e b
Mat./Res.: Worksheet 06
<p>Note: This activity can only be done subsequently to activity 06.</p> <ol style="list-style-type: none"> 01. Teacher hands out worksheet 06 <i>Miri trejda</i> and explains the task: Try to draw your classroom. 02. Children have 10–15 min to draw their classroom. 03. Subsequently the children present their drawings sitting in a circle (teacher can ask questions like: Where is the teacher's desk? Where is the sink? Where is the blackboard?) 04. Worksheet is added to the Dossier.
Teaching activity 08 Sub-topic 01: At school – <i>Miri trejda 2</i>
Duration: 30 min Skill: d ELP: DossierS. 44
Mat./Res.: Worksheet 06
<p>Note: This activity can only be done subsequently to activity 07.</p> <ol style="list-style-type: none"> 01. Children take the questionnaire <i>Miri trejda</i> out of the Dossier. 02. Teacher explains the task: Write at least four sentences to describe your classroom. 03. Children have 10–15 min to write the sentences. 04. Subsequently they read their sentences to the class. 05. Worksheet is added to the Dossier.

Teaching activity 09 Sub-topic 02: After school – Guided Speaking <i>Televizoris</i>
Duration: 20 min Skill: b
<ol style="list-style-type: none"> Children sit in a circle. Teacher presents the topic <i>Televizoris</i> (What programs are there? What's the difference between the programs? etc.) Subsequently the children are to talk about the programs they like to watch. (2–3 sentences) Teacher corrects them if necessary
Teaching activity 10 Sub-topic 01: At school – Game „Tell him/her ...”
Duration: 20 min Skill: bc
<p>Note: Purpose of the exercise, see underlined parts of the descriptor!</p> <ol style="list-style-type: none"> Teacher explains the game: I ask Child 1 to tell Child 2 to hand in his book (<i>Mario, phen le Markoske te del mange o zošitos!</i>). Teacher writes the sentence Child 1 has to say on the blackboard (<i>Marko, e učiteľka phenda tuke te des tiro zošitos.</i>). The first child starts and says to the child sitting next to him/her: <i>Mario, phen le Markoske te del mange o zošitos!</i> Then it's Marko's turn who says to the child sitting next to him: <i>Zusko, e učiteľka phenda tuke te des tiro zošitos.</i> Now it's Suzana's turn etc. until everybody has practiced the conversation. Differentiation: Children who have better verbal skills can be asked to practice the game with other sentences too, e.g. <i>Marko, e učiteľka phenda tuke te irines tiri domaco.</i> (“Marko, the teacher says you have to do your homework.”)
Teaching activity 11 Sub-topic 01: At school – <i>Miro kamaratos, miri kamaratka</i>
Duration: 40 min Skill: e ELP: Dossier
Mat./Res.: Worksheet 07
<ol style="list-style-type: none"> Teacher hands out worksheet 07 <i>Miro kamaratos, miri kamaratka</i>. Teacher asks one child to read the task and together they discuss it. Children have 15–20 min to write a letter. Subsequently the children read their letters to the class; Teacher corrects if necessary. Worksheet is added to the Dossier.
Teaching activity 12 Sub-topic 01: At school – School in former times
Duration: 20 min Skill: e ELP: Dossier
Mat./Res.: Worksheet 08
<ol style="list-style-type: none"> Teacher hands out worksheet 08 <i>Savi sas e škola varekana</i>. Together they read the task and the teacher explains it: Write down what your parents or grandparents told you about their time at school. (Usually older family members tell stories about their time at school, e.g. how hard it was back then to attend school, how far away the school was, how strict the teacher was, etc.) The kids have 10–15 min to write a few sentences (at least three). Subsequently the children read their sentences to the class. The second task is for homework: Ask you parents about their time at school and describe it subsequently. The sentences are compared the following day in class (it's also possible to compare the situation of back then with the situation today). The worksheet is added to the Dossier.

Teaching activity 13 Sub-topic 01: At school – <i>Miri škola andro gav</i>
Duration: 15 min Skill: d ELP: Dossier
Mat./Res.: Worksheet 09
<p>Note: This activity can only be done subsequently to activity 05 or 06.</p> <ol style="list-style-type: none"> 01. Teacher hands out worksheet 09 <i>Miri škola andro gav</i>. 02. He/She asks the children to read the task and together they discuss it: Find the errors in the text. 03. With a partner the children try to find all the errors. 04. As a check the children say the wrong word and the right word and the teacher writes them on the blackboard. 05. The worksheet is added to the Dossier.
Teaching activity 14 Sub-topic 02: After school – Guided Speaking <i>So keres khere?</i>
Duration: 30 min Skill: b
<ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher talks about his/her activities after school (eating, watching TV, housework, correcting exercises, ...) 03. After that he/she asks the children to talk about their activities after school. 04. Teacher corrects sentences and spelling if necessary, so the children can practice the correct clause positions.
Teaching activity 15 Sub-topic: all – Language-portfolio
Duration: 10 min Skill: e d ELP: p. 26
Mat./Res.: Language-portfolio p. 26/Level A2
<p>Preparation: Teacher structures the checklist in the language-biography (p. 26/Level A2) as he/she prefers.</p> <ol style="list-style-type: none"> 01. After finishing unit 06 the teacher hands out his/her checklists. 02. Teacher and children discuss the list point by point. Children draw a star or anything similar beside a point if they meet the requirements of it (“i can ...”). 03. The checklists are added to the ELP (“Language biography”).

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

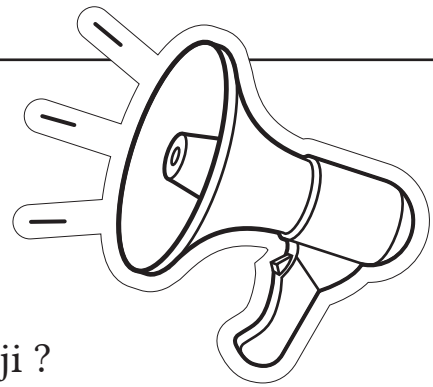
Miro nav _____

Sigeder džas khere

Čhajale the čhavale!

Akana šunen tumara direktorka. Kamav tumen te del gođi, kaj adađives amen hin konferencija. Vašoda o agor tumare sikhavibnaske ela sigeder, 12 orendar. Ma bisteren, kaj tajsa tosara aven andre škola 9 orendar!

Aven saste the bachtale!



Šaj odphenes?

1) Ko diña le čhavoren gođi pal o informaciji ?

2) Kana džan khere o čhave andral e škola?

3) Soske džan o čhave sigeder andral e škola khere?

4) Sava oratar aven tajsa o čhave andre škola?

Miri škola andro gav

Miri škola sas andro gav. Sas cikni, na bari. Sas la trin oblaki, jekh lolo vudar, opre po dachos sas cikno harangocis. Anglal e škola sas sano drom, savo lidžalas amen dži ko trin schodi. Pal o seri kathar o drom barolas želeno čar. But šukar sas amari škola. Sar džahas opre le schodenca, avahas ko lolo vudar. Andre amari škola amen sas ča jekh trejda. Andre trejda pe ľavo sera amen sas o vešakos po renti the than pe amare kamašľi. Pe pravo sera sas amen o umivadlos, kodoj thovahas amare vasta te sas melale. Andro kutos sas amen the košos po papera the po šmeci. Maškaral pe fala sas amen the tabuľa. Pe sera paš e tabuľa sas la učiteľkakero skamind. Amare skaminda sas maškar e trejda. Sakones sas leskero stolkos. So jekhbuter kamahas, sas amaro bov. Jevende amen tařarelas. O bov sas palal, po maškar. Pre bari prestavka hordinahas o kašta andro bov, kaj amen te avel tatoes. Nisar na bisterava pre amari škola andro gav.



„Nisar na bisterava pre amari škola andro gav.“

Miri škola andro gav

Šaj odphenes pre kala phučibena?

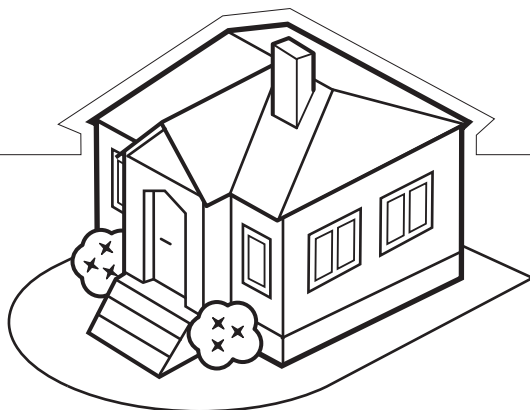
1) Kaj sas e škola?

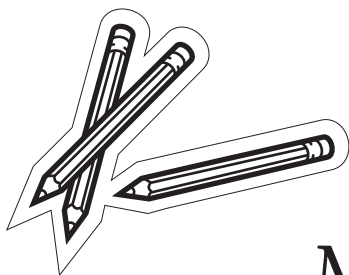
2) So sas pe ľavo sera ?

3) So sas pre pravo sera?

4) So tařarelas le čhavoren andre trejda jevende?

5) So kerenas o čhavore pre bari prestavka?





Miro nav _____

Miri trejda

Nakrešlin tiri trejda!

Šaj irines pal tiri trejda?

Miro nav _____

Miro kamaratos, miri kamaratka

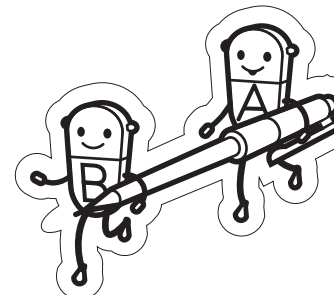
Irin vareso pal tiri jekhfeder kamaratka!

Irin vareso pal tiro jekhfeder kamaratos!



me & mlo

Savi sas e škola varekana



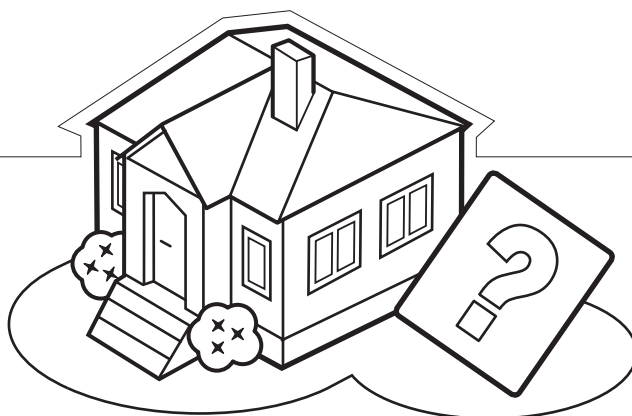
- 1) Irin paru lava pal e škola kaj phirenas tiri daj the tiro dad.

- 2) Phuč buter phučibena tira datar abo le dadestar pal e škola! Kaj sas lengeri škola? Savi bari sas lengeri škola?

- 3) Palis irin, so tuke phende u so buter nevo džanes pal lengeri škola!

Miri škola andro gav

Miri školka sas andro gav. Sas bari, na bari. Sas la trin oblaki, jekh lolo vudar, opre po dachos sas cikno harangocis. Anglal e škola sas sano drom, savo lidžalas amen dži ko trin schodi. Pal o seri kathar o drom barolas loľi čar. But šukar sas amari škola. Sar džahas opre le schodenca, avahas ko šargo vudar. Andre amari škola amen sas ča jekh trejda. Andre trejda pe ľavo sera amen sas o vešakos po renti the than pe amare kamašľi. Pe pravo sera sas amen o šifoņeris, kodoj thovahas amare vasta te sas melale. Andro kutos sas amen the košos po papera the po šmeci. Maškaral pe fala sas amen the kipos. Pe sera paš e tabuľa sas la učitelkakero vadōs. Amare skaminda sas maškar e kuchňa. Sakones sas leskero stolkos. So jekhbuter kamahas, sas amaro bov. Jevende amen tařarelas. O bov sas palal, po maškar. Pre bari prestavka hordinahas o angar andro bov, kaj amen te avel šil. Nisar na bisterava pre amari škola andro foros.



East-Slovak_Secondary_A2_eng_unit-07
Topic (CFR): TRANSPORT AND TRAVEL
Sub-topic 01: Transport Sub-topic 02: Travel

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

Vocabulary Sub-topic 01: Transport			
Active			
<i>o verdan</i>	the carriage	<i>džal</i>	to go
<i>o motoris</i>	the car	<i>andre škola</i>	at school
<i>o letadlos, o eroplanos</i>	the plane	<i>peršo, eršino, jekhto</i>	first
<i>e mašina, o vlakos</i>	the train	<i>dži ko/ke</i>	until
<i>e motorka</i>	the motorcycle	<i>paľis, pal koda</i>	then, after that
<i>e električka</i>	the tram	<i>keci</i>	how much
<i>la električkaha</i>	by tram	<i>e staňica, o staňici</i>	the station, the stations
<i>o metros</i>	the metro	<i>o kurkeskero listkos</i>	the weekly/monthly ticket
<i>le metroha</i>	by metro	<i>o čhoneskero listkos</i>	the weekly/monthly ticket
<i>o bicigľos</i>	the bike	<i>svai, savo</i>	which?
<i>o autobusis</i>	the bus	<i>dur</i>	far
<i>le autobusiha</i>	by bus	<i>dur džal</i>	to keep going, to extend
<i>o karavanos</i>	the caravan	<i>o dřives, o časos</i>	the time, the weather
<i>o spravi</i>	the news	<i>keci ori, sar but</i>	how much time, how long
<i>e redakcija</i>	the editorial team	<i>kampel</i>	to need
<i>o šoferis</i>	the driver	<i>tuke džal mištes</i>	“Lucky you!”
<i>merkinel</i>	to watch out	<i>mange</i>	me
<i>o drom</i>	the path, the street	<i>jepaš ora</i>	half an hour
<i>o kilometros</i>	the kilometer	<i>avel</i>	to arrive
<i>o kamijonos</i>	the trailer, the truck	<i>irinel, pisinel</i>	to write
<i>e phabaj, o phaba</i>	the apple, the apples		
Vocabulary Sub-topic 02: Travel			
Active			
<i>paš e</i>	next to	<i>mange</i>	to me
<i>bešel</i>	to sit	<i>na džanel</i>	to not know
<i>o gav</i>	the village	<i>phučel</i>	to ask
<i>o foros</i>	the city	<i>na kampel</i>	to not need
<i>sikhavel</i>	to show	<i>lakero</i>	her/their
Passive			
<i>o prezviskos</i>	the last name	<i>o balet(os)</i>	the ballet
<i>vakerel</i>	to speak	<i>o hobi(s)</i>	the hobby
<i>lošandol</i>	to be glad		

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

Teaching activity 01 Sub-topic 01: Transport – Listening comprehension <i>O Romano radijos „Tumare Lava“</i>
Duration: 20 min Skill: a ELP: Dossier p. 44
Mat./Res.: Listening worksheet 03, audio-device
<ol style="list-style-type: none"> Children hear the listening comprehension <i>O Romano radijos „Tumare Lava“</i> (worksheet 03) twice. Children talk about the content with the child sitting next to them. The listening comprehension is played again. Children are to keep one word that they don't understand in mind. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them. Teacher and children discuss the content of the story. New vocabulary is copied from blackboard to Dossier p. 44. Finally they listen to the text once again.
Teaching activity 02 Sub-topic 01: Transport – Reading <i>O Romano radijos „Tumare Lava“</i>
Duration: 30 min Skill: d ELP: Dossier
Mat./Res.: Reading worksheet 04
<p>Note: This activity can only be done subsequently to activity 01.</p> <ol style="list-style-type: none"> Teacher hands out the text <i>O Romano radijos „Tumare Lava“</i> (worksheet 04) and asks one child to read the first section. Together they discuss the content of the first section; Teacher writes new words on the blackboard and translates them. Same procedure for the following sections of the text until the whole text is read and all new words are on the blackboard. Worksheet is added to the Dossier.
Teaching activity 03 Sub-topic 01: Transport – Gap text <i>O Romano radijos „Tumare Lava“</i>
Duration: 20 min Skill: e ELP: Dossier
Mat./Res.: Gap text worksheet 05
<p>Note: This activity can only be done subsequently to activity 02.</p> <ol style="list-style-type: none"> Teacher hands out the gap text <i>O Romano radijos „Tumare Lava“</i> (worksheet 05) and explains the task. Children have 10–15 min to fill out the gap text. Subsequently every child reads one sentence and says the word in the gap additionally once again. Teacher writes the gap words on the blackboard, so the children can compare their results. Worksheet is added to the Dossier.
Teaching activity 04 Sub-topic 01: Transport – Questionnaire <i>O Romano radijos „Tumare Lava“</i>
Duration: 30 min Skill: a ELP: Dossier
Mat./Res.: Questionnaire worksheet 06
<p>Note: This activity can only be done subsequently to activity 03.</p> <ol style="list-style-type: none"> Teacher hands out the worksheet 06 <i>O Romano radijos „Tumare Lava“</i> and explains the task: Try to answer the questions with the child sitting next to you. Children have 10–15 min to answer the questions. Subsequently the children read their answers to the class and the teacher writes them on the blackboard as a check. Worksheet is added to the Dossier.

Teaching activity 05 Sub-topic 02: Travel – Reading <i>Miri nevi kamaratka</i>
Duration: 20 min Skill: d ELP: Dossier p. 44
Mat./Res.: Worksheet 02
<ol style="list-style-type: none"> 01. Teacher hands out the text <i>Miri nevi kamaratka</i> (worksheet 02) and asks one child to read the first section. 02. Together they discuss the content of the first section; Teacher writes new words on the blackboard and translates them. 03. Same procedure for the following sections of the text until the whole text is read and all new words are on the blackboard. 04. Children copy all the new words in their Language-portfolio (p. 44) and add the sheet to the Dossier. Recommendation: The story works well for the children to deal with their own history of migration (if existing), e.g. in a discussion. Teacher can ask the children: “How was it for you to leave your home country? Was it hard for you to learn the language of the new country? Who helped you? How did you learn the new language? Etc.” The information about the migration history of the children and their language learning experiences can be applied to the Romani-lessons.
Teaching activity 06 Sub-topic 02: Travel – Gap text <i>Miri nevi kamaratka</i>
Duration: 30 min Skill: e ELP: Dossier
Mat./Res.: Gap text worksheet 07
<p>Note: This activity can only be done subsequently to activity 05.</p> <ol style="list-style-type: none"> 01. Teacher hands out the gap text <i>Miri nevi kamaratka</i> (worksheet 07) and explains the task. 02. Children have 10–15 min to fill out the gap text. 03. Subsequently every child reads one sentence and says the word in the gap additionally once again. 04. Teacher writes the gap words on the blackboard, so the children can compare their results. 05. Worksheet is added to the Dossier.
Teaching activity 07 Sub-topic 02: Travel – Morning circle “Vacation”
Duration: 30 min Skill: bc
<ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher presents the topic “My last vacation”, by talking about his/her last vacation (“Where have you been? How did you travel? How long did the journey take? Where there border checks?” Etc.) 03. Subsequently he/she asks the children to talk about their last vacation (Focus on: means of transport and connected things like routes, passports, border checks, etc.) 04. Children try to answer in short sentences or phrases (free speaking without corrections by the teacher).
Teaching activity 08 Sub-topic 01: Transport – Listening comprehension <i>Sar džas andre škola?</i>
Duration: 20 min Skill: a 43
Mat./Res.: Listening worksheet 08, audio-device
<ol style="list-style-type: none"> 01. Children hear the listening comprehension <i>Sar džas andre škola?</i> (worksheet 08) twice. 02. Children talk about the content with the child sitting next to them. 03. The listening comprehension is played again. Children are to keep one word that they don’t understand in mind. 04. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them. 05. Teacher and children discuss the content of the story. 06. Finally they listen to the text once again.

Teaching activity 09 Sub-topic 01: Transport – Dialogue <i>Sar džas andre škola?</i>
Duration: 30 min Skill: d e ELP: Dossier p. 44
Mat./Res.: Dialogue worksheet 09
<p>Note: This activity can only be done subsequently to activity 08.</p> <ol style="list-style-type: none"> 01. Teacher hands out the text <i>Sar džas andre škola?</i> (worksheet 09) and asks one child to read the first sentence. 02. Together they discuss the content of the first sentence; Teacher writes new words on the blackboard and translates them. 03. Same procedure for the following sentences of the text until the whole text is read and all new words are on the blackboard. 04. Children copy all the new words in their Language-portfolio (p. 44) and add the sheet to the Dossier.
Teaching activity 10 Sub-topic 01: Transport – Gap text <i>Sar džas andre škola?</i>
Duration: 20 min Skill: e ELP: Dossier
Mat./Res.: Worksheet 10
<p>Note: This activity can only be done subsequently to activity 09.</p> <ol style="list-style-type: none"> 01. Teacher hands out the gap text <i>Sar džas andre škola?</i> (worksheet 10) and explains the task. 02. Children have 10–15 min to fill out the gap text. 03. Subsequently every child reads one sentence and says the word in the gap additionally once again. 04. Teacher writes the gap words on the blackboard, so the children can compare their results. 05. Worksheet is added to the Dossier.
Teaching activity 11 Sub-topic 01: Transport – Puzzle <i>Sar džas andre škola?</i>
Duration: 20 min Skill: d
Mat./Res.: Puzzle worksheet 11
<p>Note: This activity can only be done subsequently to activity 10.</p> <p>Preparation: Print worksheet 11 and cut out one dialogue for each couple and put it into an envelope.</p> <ol style="list-style-type: none"> 01. Children form couples; every couple gets an envelope. 02. The children have about 10 min to solve the text puzzle. 03. Subsequently, as a check, one of the couples reads the text they put together to the class. 04. Teacher collects the envelopes again.
Teaching activity 12 Sub-topic 01: Transport – Card game “Transport”
Duration: 30 min Skill: b
Mat./Res.: Picture cards worksheet 01
<p>Note: This activity can only be done subsequently to activity 08–12.</p> <p>Preparation: Laminate and cut out picture- and word cards (worksheet 01).</p> <ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher spreads out the picture cards on the floor and explains the game: Take a card from the floor, name the transport vehicle (e.g. car), say two to three describing sentences about it (<i>Le motoris hin 4 kereki. Kadaj hin motorka. La motorka hin duj kereki.</i>). 03. Teacher asks the children to pick a transport vehicle, to name it and to describe it. 04. Teacher can correct the children in spelling and clause formation. He/She writes new vocabulary on the blackboard. 05. Children copy new vocabulary to the Dossier p. 44.

Teaching activity 13 | Sub-topic 01: Transport – Morning circle *Sar džas andre škola?*

Duration: 30 min | Skill: b

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

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

Teaching activity 14 | Sub-topic 02: Transport – Worksheet *O drom andre škola*

Duration: 30 min | Skill: e

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

05. Children get the worksheet *O drom andre škola* (worksheet 12); teacher explains the task.
06. Children have 10–15 min to describe their way to school in five sentences.
07. Subsequently every child reads his/her sentences to the class.
08. Teacher can subsequently check the spelling of the texts.
09. Worksheet is added to the Dossier.

Teaching activity 15 | Sub-topic: all – Language-portfolio

Duration: 10 min | Skill: e d | ELP: p. 26

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

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

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

Lesson plan 01 Sub-topic 01: <i>O Romano radijos „Tumare Lava“</i> – Textual Understanding
TA-Nr.: 01 Learning objectives: Textual listening and understanding of a common text, extension of vocabulary.
Duration: 20 min Skill: a ELP: p. 44
Mat./Res.: Listening worksheet 03, audio-device
<ol style="list-style-type: none"> Children hear the listening comprehension <i>O Romano radijos „Tumare Lava“</i> (worksheet 03) twice. Children talk about the content with the child sitting next to them. The listening comprehension is played again. Children are to keep one word that they don't understand in mind. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them. Teacher and children discuss the content of the story. New vocabulary is copied from blackboard to Dossier p. 44. Finally they listen to the text once again.
TA-Nr.: 02 Learning objectives: Textual listening and understanding of a common text, extension of vocabulary.
Duration: 30 min Skill: d ELP: Dossier
Mat./Res.: Reading worksheet 04
<ol style="list-style-type: none"> Teacher hands out the text <i>O Romano radijos „Tumare Lava“</i> (worksheet 04) and asks one child to read the first section. Together they discuss the content of the first section; Teacher writes new words on the blackboard and translates them. Same procedure for the following sections of the text until the whole text is read and all new words are on the blackboard. Worksheet is added to the Dossier.
Lesson plan 02 Sub-topic 01: <i>Sar džas andre škola?</i> – Textual Understanding
TA-Nr.: 08 Learning objectives: Textual listening and understanding of a common text, extension of vocabulary.
Duration: 20 min Skill: a
Mat./Res.: Listening worksheet 08, audio-device
<ol style="list-style-type: none"> Children hear the listening comprehension <i>Sar džas andre škola?</i> (worksheet 08) twice. Children talk about the content with the child sitting next to them. The listening comprehension is played again. Children are to keep one word that they don't understand in mind. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them. Teacher and children discuss the content of the story. Finally they listen to the text once again.
TA-Nr.: 09 Learning objectives: Textual listening and understanding of a common text, extension of vocabulary.
Duration: 30 min Skill: d e ELP: Dossier p. 44
Mat./Res.: Reading worksheet 09
<ol style="list-style-type: none"> Teacher hands out the text <i>Sar džas andre škola?</i> (worksheet 09) and asks one child to read the first sentence. Together they discuss the content of the first sentence; Teacher writes new words on the blackboard and translates them. Same procedure for the following sentences of the text until the whole text is read and all new words are on the blackboard. Children copy all the new words in their Language-portfolio (p. 44) and add the sheet to the Dossier.

o verdan

o motoris

o letadlos
o eroplanos

e električka

e motorka

o metros

o biciglos

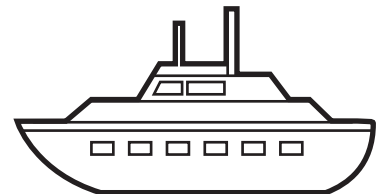
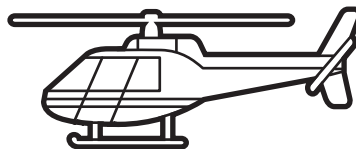
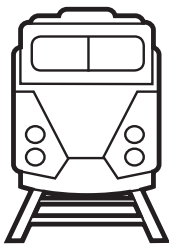
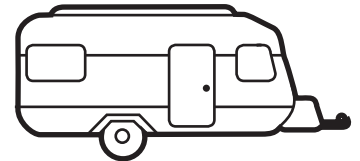
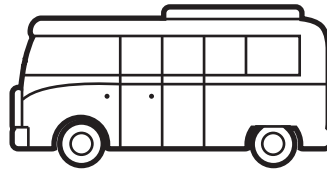
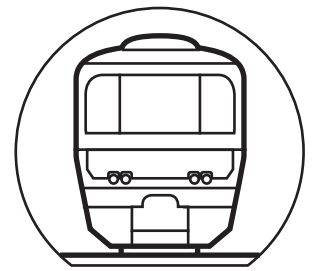
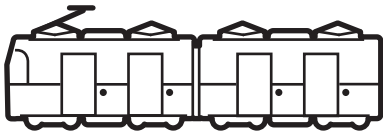
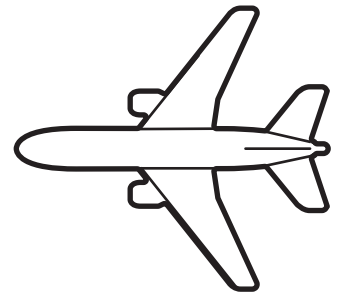
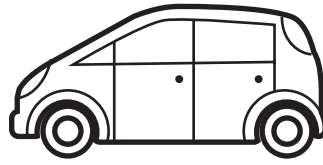
o autobusis

o karavano

e mašina
o vlakos

e
helikoptera

o bero
o hajos



Miri nevi kamaratka

Me the miri famelija avlam te dživel andre Viedňa. E Viedňa hino jekhbareder foros andre Rakusko phuv. Kadaj o manuša vakeren němčika. Adađives hino miro peršo đives andre miri nevi škola. Me beštom mange paš jekh čaj, lakero nav hino Jolana. La Jolanakero prezviskos hino Balogova. La Jolanake hin 9 berš, kajci sar the mange. Joj hiňi pal e Slovačiko sar the me. Me som andral o dujto jekhbareder foros, Kašatar. E Jolana hiňi Petrovaňatar. Pre bari prestavka e Jolana sikhada mange e škola. E Jolana mange the pomožinel, kaj sa te achaluvav. Vašoda kaj me na džanav němčika, phenel mange savoro andre amari Romaňi čhib. But lošandilom sar mange phenda, kaj the lakero hobi hino balet. Me jekhbuter kamav balet. Lošandí som, kaj la Jolanaha hin amen vareso jekhetane.



O Romano radijos „Tumare Lava“

Khatar o Romano radijos „Tumare Lava“ mangas savore šoferen, kaj te merkinen po drom paš o Perješis. Paš o drom A4 khatar 35 kilometri phundradila le kamijonoskero vagonos. Merkinen mištes po drom! Paľikeras šukar le Kaleske the le Mižuske vaš kadi lači informacija! Khatar o Romano radijos „Tumare Lava“ mangas tumenge šukar dives the lačo drom!

Radio „Tumare Lava“ warns all drivers who are on their way to Perješis. On the A4 motorway at kilometer 35 the trailer of a truck has opened. Please take care! Thanks to Kalo and Mižo who brought us this important message. Radio „Tumare Lava“ wishes you a great day and a pleasant journey!

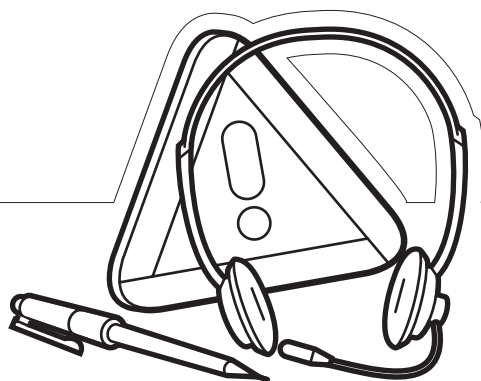
Miro nav _____

O Romano radijos „Tumare Lava“

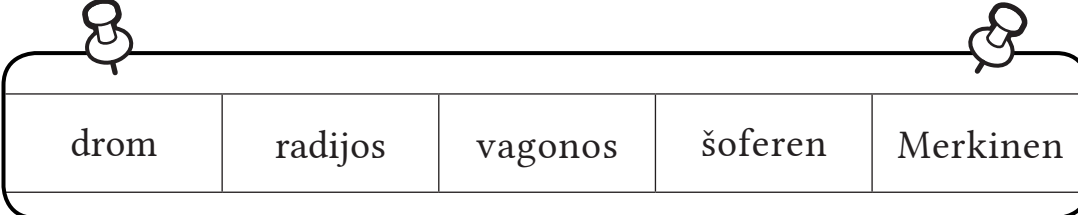
Khatar o Romano radijos „Tumare Lava“ mangas savore šoferen, kaj te merkinen po drom paš o Perješis. Paš o drom A4 khatar 35 kilometri phundrađiła le kamijonoskero vagonos. Merkinen mištes po drom!

Palikeras šukar le Kaleske the le Mižuske vaš kadi lači informacija!

Khatar o Romano radijos „Tumare Lava“ mangas tumenge šukar đives the lačo drom!



O Romano radijos „Tumare Lava“



drom	radijos	vagonos	šoferen	Merkinen
------	---------	---------	---------	----------

Khatar o Romano radijos „Tumare Lava“ mangas
savore _____, kaj te merkinen po
_____ paš o Perješis. Paš o drom A4
khatar 35 kilometri phundrađiľa le kamijonoskero
_____. _____ mištes po
drom! Palikeras šukar le Kaleske the le Mižuske
vaš kadi lači informacija! Khatar o Romano
_____ „Tumare Lava“ mangas tumenge
šukar đives the lačo drom!

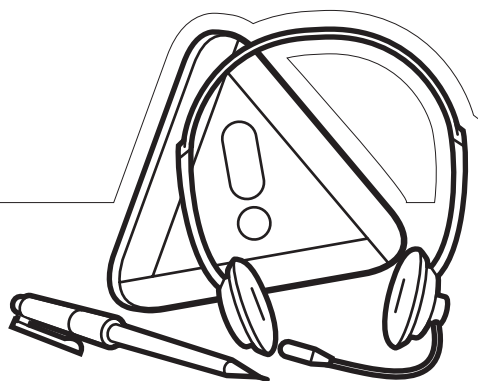
O Romano radijos „Tumare Lava“

1) Kas informinelas o radijos „Tumare Lava“, kaj te merkinen po droma?

2) So pes ačiřa po drom A4 khatar 35 kilometri?

3) Ko phenda amenge kadi lači informacija?

4) Sar pes vičinel o Romano radijos?



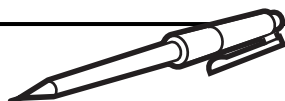
Miro nav _____

Miri nevi kamaratka

Irin o lava kodoj, kaj pasinen!

Me the miri famelija avlam te dživel andre Viedňa.
E Viedňa hino jekhbareder foros andre _____.
Kadaj o manuša vakeren _____. Adađives hino
miro peršo đives andre miri nevi škola. Me beštom mange
_____ jekh čhaj, lakero nav hino Jolana. La Jolanakero
prezviskos hino Balogova. La Jolanake hin 9 berš, kajci
sar the mange. Joj hiňi pal e Slovačiko sar the me. Me
som _____ o dujto jekhbareder foros, Kašatar. E Jolana
hiňi Petrovaňatar. Pre bari prestavka e Jolana sikhada
mange e škola. E Jolana mange the pomožinel, kaj sa te
_____. Vašoda kaj me na džanav němčika, phenel
mange savoro andre amari Romaňi čhib. But lošandiľom
sar mange phenda, kaj the lakero hobi hino balet. Me
jekhbuter kamav balet. Lošandi som, kaj la Jolanaha hin
amen vareso jekhetane.

paš	Rakusko phuv	andral	achaľuvav	ňemčika
-----	--------------	--------	-----------	---------



Sar džas andre škola?

A: Ahoj Ilono, sar džas andre škola?

I: Ahoj Aleno, me džav peršo pešones
pe le autobusiskeri zastavka. Kodoj
užarav o autobusis .

A: Keci zastavki džas le autobusiha?

I: Le autobusiha džav ča 4 zastavki.

A: Savo tut hin listkos?

I: Man hin čhoneskero listkos.

Tu, Aleno, sar tu džas andre škola?

A: Miri škola hiñi igen dur. Me peršo džav la
električkaha 5 zastavki, palis dureder mušinav
mek te džal 8 zastavki le metroha .

I: Savo listkos tut hin, Aleno?

A: Man hin kurkeskero listkos.

Ilono, keci tuke kampil dži ke škola?

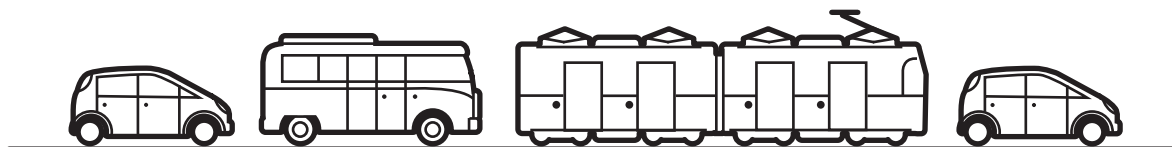
I: Mange kampil ča 10 minuti.

A: Dikhes sar tuke mištes!

Mange kampil jepaš ora dži ke škola.

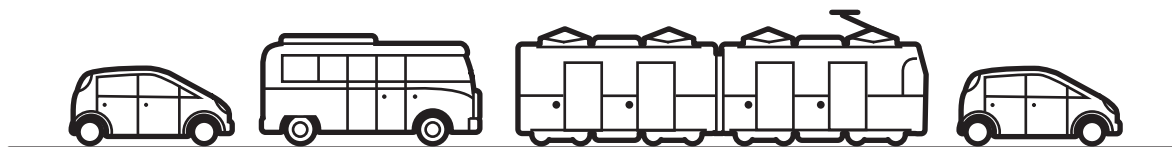


Sar džas andre škola?



- A: Ahoj Ilono, sar džas andre škola?
- I: Ahoj Aleno, me džav peršo pešones pe le autobusiskeri zastavka. Kodoj užarav o autobusis .
- A: Keci zastavki džas le autobusiha?
- I: Le autobusiha džav ča 4 zastavki.
- A: Savo tut hin listkos?
- I: Man hin čhoneskero listkos.
Tu, Aleno, sar tu džas andre škola?
- A: Miri škola hiñi igen dur. Me peršo džav la električkaha 5 zastavki, palis dureder mušinav mek te džal 8 zastavki le metroha .
- I: Savo listkos tut hin, Aleno?
- A: Man hin kurkeskero listkos.
Ilono, keci tuke kempel dži ke škola?
- I: Mange kempel ča 10 minuti.
- A: Dikhes sar tuke mištes!
Mange kempel jepaš ora dži ke škola.

Sar džas andre škola?



A: Ahoj Ilono, _____ džas andre škola?

I: Ahoj Aleno, me džav peršo _____ pe le autobusiskeri zastavka. Kodoj užarav o autobusis.

A: Keci _____ džas le autobusiha?

I: Le autobusiha džav ča 4 zastavki.

A: Savo tut hin _____?

I: Man hin _____ listkos.

Tu, Aleno, sar tu džas andre škola?

A: Miri škola hiňi igen dur. Me peršo džav la električkaha 5 zastavki, palis dureder mušinav mek te džal 8 zastavki le metroha .

I: Savo listkos tut hin, Aleno?

A: Man hin _____ listkos.

Ilono, keci tuke kempel dži ke škola?

I: Mange kempel ča 10 minuti.

A: Dikhes sar tuke mištes!

Mange kempel jepaš ora _____ ke škola.

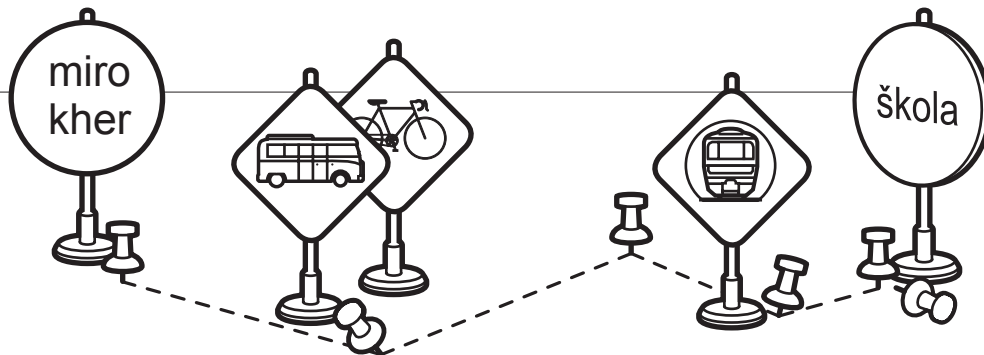
Miro nav _____

O drom andre škola

Irin sar džas andre škola!

(le autobusiha, le metroha, le motoriha, la električkaha ...)

Šaj irines 5 veti?



East-Slovak_Secondary_A2_eng_unit-08
Topic (CFR): FOOD AND CLOTHING
Sub-topic 01: Groceries and dishes
Connected main themes in the CFR: Festivals and celebrations

Working with the CFR – Learning objectives	
Skill	Relevant descriptors in the language grid (“can do”) OR “I can” statements:
a	<ul style="list-style-type: none"> ✓ Can understand simple instructions or information about clothing for a certain purpose (a school-trip, cold weather. Etc.). ✓ Can understand basic information about advantages and disadvantages of certain groceries (e.g. groceries, that are good/bad for our health). ✓ Can understand instructions on wearing certain pieces of traditional clothing for a certain purpose or occasion. ✓ Can understand instructions on cleanliness concerning clothing and the preparation of food. ✓ Can understand basic instructions on production and preparation of food in a household. ✓ Can understand explanations about politeness and hospitality concerning groceries.
d	<ul style="list-style-type: none"> ✓ Can read and understand names, labels and flash cards of groceries in local shops and supermarkets or on seeds and plants. ✓ Can read and understand simple descriptions of food and clothing, as they appear in a story. ✓ Can read the names and basic descriptions of groceries used in a household (e.g. in family recipes). ✓ Can read phrases and simple sentences about traditional clothing, if they appear in a story or an other written text.
bc	<ul style="list-style-type: none"> ✓ Can answer basic questions about dishes/beverages, that he/she likes or dislikes and report about preferences and dislikes of others in a few words. ✓ Can speak about the dishes served at a certain celebration and choose what he/she wants to have. ✓ Can ask and answer questions about pieces and sorts of clothing, e.g. which kind of clothing suits different weather conditions. ✓ Can use simple idioms to discuss the dishes served at home or at a certain celebration. ✓ Can ask and answer questions about Roma-clothing and preferences or dislikes concerning clothing.
b	<ul style="list-style-type: none"> ✓ Can use a number of phrases and sentences to describe his/her favorite dish. ✓ Can use a number of phrases and sentences to describe events concerning a special meal in the family (e.g. a religious celebration, a family celebration). ✓ Can use a number of sentences to describe an important meal and the clothing of it’s participants.
e	<ul style="list-style-type: none"> ✓ Can write a short text about an event in which food plays an important part (e.g. in the family, at a religious celebration). ✓ Can write short texts about his/her favorite pieces of clothing. ✓ Can describe the preparation of a certain dish at home in a short and simple text. ✓ Can describe a traditional costume that is worn on a special occasion in a short and simple text. ✓ Can write a short and simple text about an occasion on which he/she and his family had visitors at home.
Working with the ELP	
Language biography: Teaching activity 15	
Dossier: Worksheet 01, 04–07 Dossier, teaching activity 03, 07, 10, My new vocabulary	

Vocabulary | Sub-topic 01: Groceries and dishes

Active			
<i>e purum, o puruma</i>	the onion, the onions	<i>o mogos, o mogi</i>	the seed, the seeds
<i>o repaňis, o repaňa</i>	the carrot, the carrots	<i>amaro/-i /-e</i>	our
<i>e paradička, o paradički</i>	the tomato, the tomatoes	<i>e Špaňelsko</i>	Spain
<i>e paprika, o papriki</i>	the paprika, the paprikas	<i>labardo, pečaco</i>	spicy
<i>e kukurica, o kukurici</i>	the corn	<i>e sklepa</i>	the supermarket
<i>e tenderica, o tenderici</i>	the corn	<i>e famelija</i>	the family
<i>o chirchil</i>	the pea, the peas	<i>la famelijake</i>	for the the family
<i>o cesnakos, e sir</i>	the garlic	<i>kirno/-i/-e</i>	rotten
<i>e bandurka, o bandurki</i>	the potato, the potatoes	<i>šutlo/-i/-e</i>	sour
<i>e grula, o gruli</i>	the potato, the potatoes	<i>šukar</i>	the most beautiful
<i>o zeleno šalatos</i>	the green salad, the green salads	<i>londo</i>	salty
<i>e fizola, o fizoli</i>	the bean, the beans	<i>kherutno/-i/-e</i>	local
<i>o kozaris/chundrul, o kozara/chundrula</i>	the mushroom, the mushrooms	<i>kheratuno/-i/-e</i>	local
<i>e paňali, o paňale</i>	the cucumber, the cucumbers	<i>e reštavracija</i>	the restaurant
<i>e phabaj, o phaba</i>	the apple, the apples	<i>e zumin, o zumiňa</i>	the soup, the soups
<i>o bananos, o banani</i>	the banana, the bananas	<i>o knedľikos, o knedľiki</i>	the dumpling, the dumplings
<i>e čerešňa, o čerešňi</i>	the cherry, the cherries	<i>knedľikenca</i>	with dumplings
<i>e ambrol, o ambrola</i>	the pear, the pears	<i>e kachňi, o kachňa</i>	the chicken, the chickens
<i>e citrona, o citróni</i>	the lemon, the lemons	<i>kachňatar</i>	of chicken
<i>e kھیlav, o kھیlava</i>	the plum, the plums	<i>o mas</i>	the meat
<i>e diňa, o diňi</i>	the watermelon, the watermelons	<i>maseha</i>	with meat
<i>o drakh, o drakha</i>	the grape, the grapes	<i>o ciral</i>	the cheese (e.g. Emmental, Gouda)
<i>o ananasis, o ananasa</i>	the pineapple, the pineapples	<i>o šopsko šalatos</i>	“shopska salata“ (Greek lettuce salad)
<i>e jahoda, o jahodi</i>	the strawberry, the strawberries	<i>e čokoladovo torta</i>	the chocolate cake
<i>e pomaranča, o pomaranči</i>	the orange, the oranges	<i>o tiramisu</i>	“tiramisu“
<i>e mandarinka, o mandarinki</i>	the clementine, the clementines	<i>o phabengero džusos</i>	the apple juice
<i>o cinado, o cinade</i>	the customer, the customers	<i>o maro</i>	the bread
<i>cinadenge</i>	for the customers	<i>o khil, o margarinos</i>	the butter, the margarine
<i>adađives</i>	today	<i>e salama</i>	the sausage, the sausages
<i>tumenge</i>	for you (pl)	<i>o kivi</i>	the kiwi, the kiwis
<i>o kilos</i>	the kilogram	<i>o vanilkovo cukros</i>	the vanilla sugar
<i>mol</i>	to cost		
<i>gulo/-i /-e</i>	sweet		

Grammar

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

Teaching activity 01 Sub-topic 01: Groceries and dishes – Card game “Fruits and Vegetables”
Duration: 30 min Skill: d bc
Mat./Res.: Cards worksheet 02, lamination-device
<p>Preparation: Laminate and cut out cards.</p> <ol style="list-style-type: none"> Children sit in a circle. Teacher spreads out the picture cards on the floor and hands out the word cards to the children. Children put their word cards beside the matching picture cards. Teacher collects word cards that are in the wrong place and hands them out to the children again. Children try to put the word cards in the right place once again. Together they discuss the vocabulary and singular/plural forms of the words (e.g. What’s “tomato” in Romani? Is <i>paradička/i</i> a singular or a plural form? Etc.).
Teaching activity 02 Sub-topic 01: Groceries and dishes – Discussion <i>Me kamav/Me na kamav</i>
Duration: 20 min Skill: bc
Mat./Res.: Picture cards worksheet 02
<p>Preparation: Laminate and cut out cards.</p> <ol style="list-style-type: none"> Children sit in a circle. Teacher spreads out the picture cards on the floor and starts the discussion: <i>Me kamav te chal banani. Me na kamav te chal paprika. / Me rado chav banani. Me na rado chav paprika.</i> (I like to eat bananas. I don’t like to eat paprika.) and shows the matching picture cards. Teacher asks a child: <i>SSo kames tu te chal u so na kames te chal? / So rado chas u so na rado chas?</i> (What do you like to eat and what don’t you like to eat?) Child answers and shows the matching picture cards. Teacher asks the other children one after the other. Teacher corrects spelling and clause positions if necessary.
Teaching activity 03 Sub-topic 01: Groceries and dishes – Listening comprehension <i>Andre sklepa</i>
Duration: 30 min Skill: a ELP: Dossier p. 44
Mat./Res.: Listening worksheet 03, audio-device
<ol style="list-style-type: none"> Children hear the listening comprehension <i>Andre sklepa</i> (worksheet 03) twice. Children talk about the content with the child sitting next to them. The listening comprehension is played again. Children are to keep one word that they don’t understand in mind. Children tell the teacher their words. Teacher writes them on the blackboard and translates them. Teacher and children discuss the content of the story. Finally they listen to the text once again. New vocabulary is copied from blackboard to Dossier p. 44.
Teaching activity 04 Sub-topic 01: Groceries and dishes – Reading <i>Andre sklepa</i>
Duration: 20 min Skill: a ELP: Dossier
Mat./Res.: Reading worksheet 04
<p>Note: This activity can only be done subsequently to activity 03.</p> <ol style="list-style-type: none"> Teacher hands out the text <i>Andre sklepa</i> (worksheet 04) and asks one child to read the first section. Together they discuss the content of the first section; Teacher writes new words on the blackboard and translates them. Same procedure for the following sections of the text until the whole text is read and all new words are on the blackboard. Worksheet is added to the Dossier.

Teaching activity 05 Sub-topic 01: Groceries and dishes – Error text <i>Andre sklepa</i>
Duration: 25 min Skill: d e ELP: Dossier
Mat./Res.: Error text worksheet 05
<p>Note: This activity can only be done subsequently to activity 03 or 04.</p> <ol style="list-style-type: none"> 01. Teacher hands out the error text <i>Andre sklepa</i> (worksheet 05). 02. Teacher asks one child to read the task and subsequently explains it once again. 03. Children have about 10 min to find the errors in the text together with the child sitting next to them. 04. Subsequently the children say the wrong words; Teacher writes them on the blackboard. 05. Together they discuss how the text could be put right; Children write the right words above the wrong ones. 06. Worksheet is added to the Dossier.
Teaching activity 06 Sub-topic 01: Groceries and dishes – Advertisement Brochure
Duration: 25 min Skill: d e ELP: Dossier
Mat./Res.: Worksheet 06
<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 06 <i>Reklama</i> and asks one child to read the text under the first picture. 02. The group discusses the content of the text. 03. Subsequently an other child reads the text under the second picture. 04. The group discusses the content again. 05. Teacher asks the children to cut out a picture of a product from a brochure, to glue it onto a sheet of paper and to write a short advertising slogan below it as a homework. Worksheet is added to the Dossier.
Teaching activity 07 Sub-topic 01: Groceries and dishes – Reading “Menu”
Duration: 30 min Skill: d ELP: Dossier p. 44
Mat./Res.: Reading worksheet 07
<ol style="list-style-type: none"> 01. Teacher hands out the text <i>Ke phuri daj</i> (worksheet 07). 02. Children read the text silently once. 03. Subsequently the children talk about the content with the child sitting next to them (What is this?). 04. Every couple searches for one word that they don't understand and tells it to the teacher. 05. Teacher writes the words on the blackboard and translates them. 06. Now the text is read aloud (one child reads the soups, an other child reads the main dishes, etc.) and discussed in group (teacher explains the dishes if the children don't know them). 07. Children copy the new vocabulary to the Dossier p. 44. Worksheet is added to the Dossier.
Teaching activity 08 Sub-topic 01: Groceries and dishes – Role play <i>Ke phuri daj</i>
Duration: 50 min Skill: bc 43

Mat./Res.: Worksheet 07
<p>Note: This activity can only be done subsequently to activity 07. Preparation: Print and laminate worksheet 07.</p> <ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher puts a chair and a desk into the middle of the circle; he/she puts a “menu” (worksheet 07) on the desk. Teacher explains the game: Find a partner and play a scene in a restaurant with him/her. One plays the waiter/waitress, one plays the customer, who wants to order something to eat in the restaurant. 03. Children have about 10 min to prepare a dialogue (they can also write it down; teacher can support them doing that). 04. Subsequently every couple plays their scene in the restaurant (less gifted children might use their written dialogue or learn it by heart).
Teaching activity 09 Sub-topic 01: Groceries and dishes – Morning circle „My favorite dish“
Duration: 30 min Skill: d
<ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher tells the children about his/her favorite dish: <i>Me jekhbuter kamav te chal haluški ciraleha. Kamav len jekhbuter te andro haluški hin but ciral.</i> (My favorite dish is macaroni and cheese. I like it a lot, if it’s cooked well and if there’s a lot of cheese inside.) Subsequently the teacher asks every child: „So kames tu jekhbuter te chal? (What is your favorite dish?) 03. Children talk about their favorite dishes. Teacher corrects spelling and clause positions if necessary. 04. Teacher can write new vocabulary or vocabulary the children need for their descriptions on the blackboard.
Teaching activity 10 Sub-topic 01: Groceries and dishes – Grocery List 1
Duration: 20 min Skill: d ELP: Dossier p. 44
Mat./Res.: Worksheet 01
<ol style="list-style-type: none"> 01. Teacher hands out the grocery list (worksheet 01) to the children. 02. Children read the text silently once. 03. Subsequently the children talk about the content with the child sitting next to them (What is this? What do the words mean? Etc.). 04. Every couple searches for one word that they don’t understand and tells it to the teacher. 05. Teacher writes the words on the blackboard and translates them. 06. Now the text is read aloud and discussed in group. 07. Children copy the new vocabulary to the Dossier p. 44. 08. Worksheet is added to the Dossier.
Teaching activity 11 Sub-topic 01: Groceries and dishes – Trip to the market
Duration: about 4 hrs. Skill: d
Mat./Res.: Worksheet 11, camera

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

01. Children take the grocery list Att1 from the Dossier and form couples.
02. Teacher allocates different groceries to the couples (1–3 depending on group size) and explains the task: Every couple gets money from the teacher to buy their groceries at a market.
03. Together they visit a market and buy the groceries from the list (children should buy their groceries one group after the other so the other children can watch and listen to the conversations).
04. They return to the classroom and discuss the trip (How much did it cost? How much change did the children get? Etc.).
05. Worksheet is added to the Dossier.
06. Teacher takes pictures of the trip.

Teaching activity 12 | Sub-topic 01: Groceries and dishes – Having a snack together

Duration: about 2 hrs. | Skill: b

Mat./Res.: Groceries of activity 11, forks, knives, plates, bowls, carving boards, camera

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

01. Teacher hands out the groceries (see Activity 11) and explains the task: They prepare a snack for an upcoming celebration or festival (Christmas, Roma-day, Birthday, Easter, etc.). The snack consists of sandwiches and fruit salad.
02. Children wash, clean and cut the fruits and vegetables.
03. Teacher cuts the bread.
04. Children spread butter on the bread slices and coat them with cheese, ham and vegetables. Subsequently teacher and children prepare the fruit salad.
05. The snack can begin (before it a Christmas-, Easter-, or Birthday-song can be sung).
06. During the preparations and the snack teacher takes pictures.

Teaching activity 13 | Sub-topic 01: Groceries and dishes – Our snack

Duration: about 20 min | Skill: e | ELP: Dossier

Mat./Res.: Lined paper

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

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

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

Duration: 30 min | Skill: e

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

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

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

Print pictures of activity 11 and 12.

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

Teaching activity 15 | Sub-topic 01: Groceries and dishes – Presentation of the poster "Our snack"

Duration: 20 min | Skill: bc b

Mat./Res.: Poster "Our snack"

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

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

Lesson plan 01 | Sub-topic 01: *Andre sklepa* – Textual Understanding

TA-Nr.: 03 | Learning objectives: Textual listening and understanding of a common text. Extension of vocabulary.

Duration: 30 min | Skill: a | ELP: p. 44

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

01. Children hear the listening comprehension *Andre sklepa* (worksheet 03) twice.
02. Children talk about the content with the child sitting next to them.
03. The listening comprehension is played again. Children are to keep one word that they don't understand in mind.
04. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them.
05. Teacher and children discuss the content of the story.
06. Finally they listen to the text once again. New vocabulary is copied from blackboard to Dossier p. 44.

TA-Nr.: 04 | Learning objectives: Textual listening and understanding of a common text. Extension of vocabulary.

Duration: 20 min | Skill: d | ELP: Dossier

Mat./Res.: Reading worksheet 04

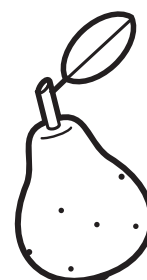
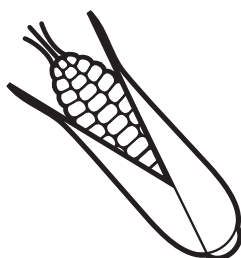
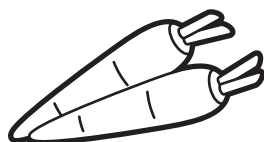
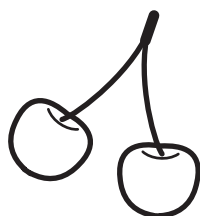
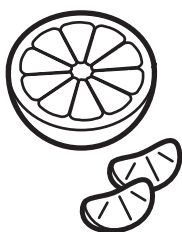
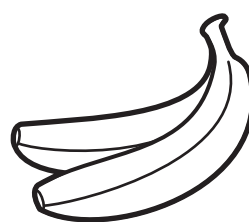
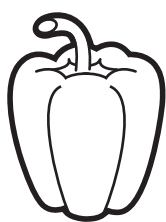
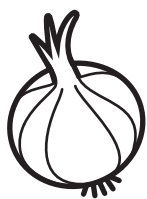
01. Teacher hands out the text *Andre sklepa* (worksheet 04) and asks one child to read the first section.
02. Together they discuss the content of the first section; Teacher writes new words on the blackboard and translates them.
03. Same procedure for the following sections of the text until the whole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

Lesson plan 02 | Sub-topic 01: *Andre sklepa* – Form-orientated Reading and Understanding

TA-Nr.: 05 | Learning objectives: Form-orientated Reading and Understanding of a familiar text. Deepening of vocabulary.

Duration: 25 min | Skill: d e | ELP: Dossier

Mat./Res.: Error text worksheet 05



e purum
o puruma

e paprika
o papriki

e citrona
o citroni

e paradička
o paradički

e sir

o bananos
o banani

e pomaranča
o pomaranči

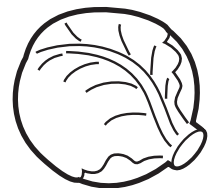
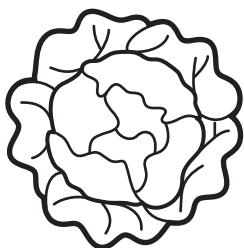
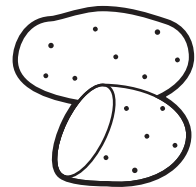
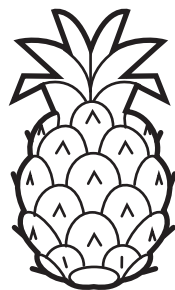
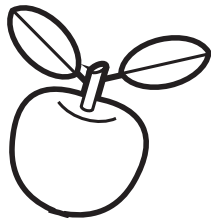
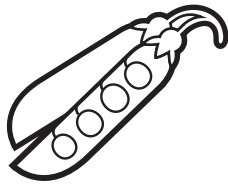
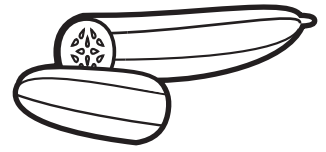
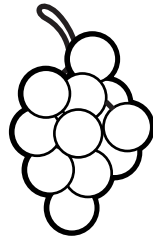
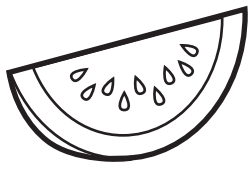
e čerešňa
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o kozaris
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o kukurici
e tenderica
o tenderici

e ambrol
o ambrola



e diňa
o diňi

o drakh
o drakha

e paňali
o paňale

o chirchil

e jahoda
o jahodi

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e bandurka
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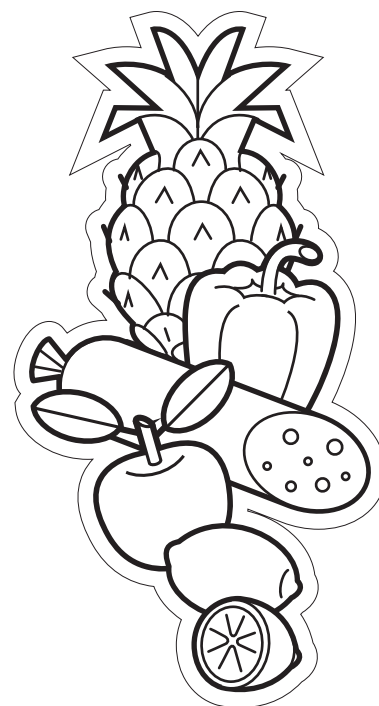
o žel'eno šalatos
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e khiľav
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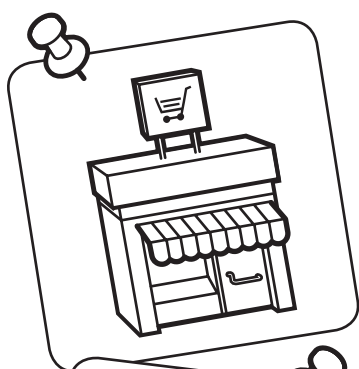
So kampil te cinel:

1)	2 mare
2)	1 khil
3)	$\frac{1}{2}$ kilos salama
4)	$\frac{1}{2}$ ciral
5)	1 paňali
6)	4 paradički
7)	3 papriki
8)	3 phaba
9)	5 banani
10)	$\frac{1}{2}$ kilos jahodi
11)	3 ambrola
12)	1 ananasis
13)	4 kivi
14)	1 citrona
15)	5 gonore „vanilkovo cukros“

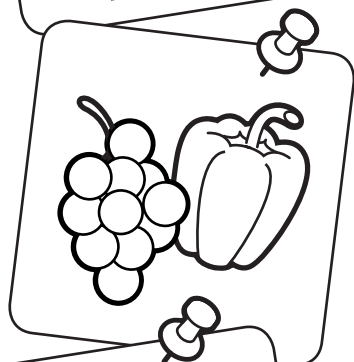


Miro nav _____

Andre sklepa



Manušale amare, so ke amende
cinkeren sako dīves!
O drakha, save idž monas 2 euri,
adađives ke amende cinena ča vaš
1 euros.



O drakha hine bijo mogi, the but
gule. Amare partneri andral e
Špañelsko bičhade len amenge
andre amari sklepa.



Adađives hine the tuñeder o
lole papriki, save hine pečaca.
Adađives na mon čače 3 euri,
adađives len šaj cinen ča vaš 2
euri.

Andre sklepa

Arakheha o chibi?

Manušale amare, so ke amende khelen sako d'ives! O banani, save idž monas 2 euri, adađives ke amende chudena ča vaš 1 euros.

O drakha hine bijo mogi, the but šutle. Amare čhave andral o Čechi bičhade len amenge andre amari škola.

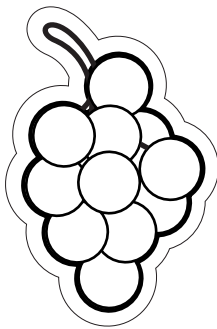
Adađives hine the kučeder o lole papriki, save hine pečaca. Adađives na mon čače 3 euri, adađives len šaj bikenen ča vaš 2 euri.



Miro nav _____

REKLAMA

Sultaninos

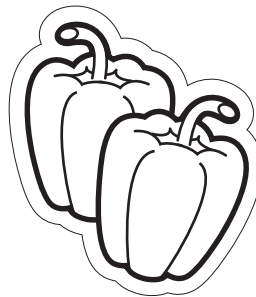


O želena drakha
„Sultanos“ bijo
mogi. Khatar e
tafi, khameskeri
phuv, Špañelsko.

E puraňi cena: € 2,--/kilos
E nevi cena

€ 1,--/kilos

Bengale



Kheratune,
pečaca
papriki,
„Bengale“

E puraňi cena: € 3,--/kilos
E nevi cena

€ 1,--/kilos

REŠTAVRACIJA
Ke phuri daj

Kheratuňi zumin bukenca
Kachňakeri zumin
Chundrulengeri zumin

—
Goja pherarde grul'enca
Šišli the šopsko šalatos
Armin thuvale maseha

—
Tiramisu
Bokeli ciraleha

—
La phura dakere marikl'a

—
Koka kola
Fanta

—
Phabengero džusos

East-Slovak_Secondary_A2_eng_unit-09
Topic (CFR): TIME, SEASONS AND WEATHER
Sub-topic 01: Weather Sub-topic 02: Time Sub-topic 03: Seasons
Connected main themes in the CFR: Food and Clothing

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

Working with the ELP
Language biography: Teaching activity 15
Dossier: Worksheet 02–06, 08 and 09 Teaching activity 01, 03 and 06 “My new vocabulary”

Vocabulary | Topic: Time, seasons and weather

Active			
<i>o d'ives, o časos</i>	the weather, the time	<i>vičinel pes</i>	to be called
<i>le d'iveseskeri prognoza</i>	the weather report	<i>chudel</i>	to start
<i>akana</i>	now	<i>del</i>	to give
<i>šukar, lačho</i>	fine, nice, beautiful	<i>e moderatorka</i>	the presenter
<i>e meteorologicko staňica</i>	the weather station	<i>o radijos</i>	the radio station
<i>e informacija</i>	the information	<i>hino/hiňi, amen sam</i>	to become, we will become
<i>marchosalol</i>	to freeze	<i>o novini</i>	the newspaper
<i>šaj džal, šaj</i>	it goes, it can, maybe	<i>perel</i>	to fall
<i>e ulica</i>	the street, the streets	<i>o pondzelkos</i>	Monday
<i>vašoda</i>	because	<i>e streda</i>	Wednesday
<i>o taťipen</i>	the temperature	<i>e sobota</i>	Saturday
<i>džal opre</i>	to come out	<i>o kurko</i>	Sunday
<i>buter</i>	more	<i>štar beršeskere kotora</i>	the season
<i>kadať, pe kada than</i>	here, in this place	<i>ko</i>	who
<i>o šoferis, o šofera</i>	the driver, the drivers	<i>so</i>	what
<i>merkinel</i>	to watch out	<i>sar</i>	as
<i>šoferinel, kerinel</i>	to drive	<i>khatar</i>	from
<i>informinel</i>	to inform	<i>savo</i>	which
<i>tiš</i>	also	<i>keci</i>	how much
<i>dži raťi</i>	until the night	<i>kaj</i>	where
<i>o centimetros, o centimetri</i>	the centimeter, the centimetres	<i>adađives</i>	today
<i>e situacija</i>	the situation	<i>del o jiv</i>	to snow
<i>o drom</i>	the path	<i>te hazdel pes</i>	to move
<i>o jiv</i>	the snow	<i>raťi</i>	in the evening
<i>Paľikerav! Te aves sasto!</i>	Thank you! (lit. Be healthy!)	<i>tato</i>	warm
<i>kada, kadi</i>	the one	<i>o taťipen</i>	the heat
<i>šilalo</i>	cold	<i>o brišind</i>	the rain
<i>o jevend</i>	the winter	<i>lošandol</i>	look forward
<i>jevende</i>	in winter	<i>e balvaj</i>	the wind
<i>phenel</i>	to say	<i>phurdel e balvaj</i>	the wind blows
<i>o d'ives</i>	the day	<i>o severis</i>	the West
<i>o klziskos, o legos</i>	the ice rink	<i>džal avri</i>	to go out
<i>e ambrela</i>	the umbrella	<i>bisterel</i>	to forget

Vocabulary | Topic: Time, seasons and weather**Active**

<i>beršeskero kotor</i>	the season	<i>o jaros</i>	the spring
<i>o renti, o gada</i>	the clothes, the garment	<i>jarone</i>	in the spring
<i>o renti po jevend</i>	the warm clothing	<i>o jesos</i>	the autumn
<i>o ņilaj</i>	the summer	<i>jesone</i>	in autumn
<i>ņilaje</i>	in summer	<i>del o jiv</i>	to snow
<i>o jevend</i>	the winter	<i>del o brišind</i>	to rain
<i>jevende</i>	in winter	<i>marchosaľol</i>	to freeze

Grammar**Active**

Forming clauses, Clause position, Interrogatives, Future tense, Adjectives, Nouns

Teaching activity 01 | Sub-topic 01: Weather – Listening comprehension *E prognoza khatar o radijos*

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

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

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

Teaching activity 02 | Sub-topic 01: Weather – Textual Reading *E prognoza khatar o radijos*

Duration: 20 min | Skill: d | ELP: Dossier

Mat./Res.: Reading worksheet 02

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

- Children sit in a circle.
- Teacher hands out the text *E prognoza khatar o radijos* (worksheet 02) and asks one child to read the first section.
- Together they discuss the content of the first section.
- Teacher asks an other child to read the second section.
- Together they discuss the content of the second section; this procedure goes on until the whole text is read and all new words are on the blackboard.
- Worksheet is added to the Dossier.

Teaching activity 03 | Sub-topic 01: Weather – Grammatical Reading *E prognoza khatar o radijos*

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

Mat./Res.: Worksheet 03

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

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

Teaching activity 04 | Sub-topic 01: Weather – Error Text *E prognoza khatar o radijos*

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

Mat./Res.: Error text worksheet 04

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

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

Teaching activity 05 | Sub-topic 01: Weather – Questionnaire *E prognoza khatar o radijos*

Duration: 30 min | Skill: e | ELP: Dossier

Mat./Res.: Questionnaire worksheet 05

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

01. Teacher hands out the questionnaire worksheet 05 *E prognoza khatar o radijos*.
02. Children have about 10 min to answer the questions together with the child sitting next to them.
03. Subsequently the answers are compared and the teacher writes the sentences on the blackboard as a check.
04. Worksheet is added to the Dossier.

Teaching activity 06 Sub-topic 01: Weather – Textual Reading <i>Le beršeskere kotora the o d'ives</i>
Duration: 25 min Skill: d e ELP: Dossier p. 53
Mat./Res.: Reading worksheet 06
<ol style="list-style-type: none"> 01. Teacher hands out the text <i>Le beršeskere kotora the o d'ives</i> (worksheet 06). 02. Children read the text silently once. 03. Subsequently the children talk about the content with the child sitting next to them (What is this? Etc.) 04. Every couple searches for one word that they don't understand and tells it to the teacher. 05. Teacher writes the words on the blackboard and translates them. 06. Now the text is read aloud and discussed in group. 07. Children copy the new vocabulary to the Dossier p. 53. 08. As a homework the children are to read the text again and assign it to the right season. 09. Worksheet is added to the Dossier.
Teaching activity 07 Sub-topic 01: Weather – Discussion <i>Savo d'ives ela?</i>
Duration: 30 min Skill: b
<ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher starts by describing the current weather conditions: e.g. <i>Ada d'ives andro radijos phende, kaj ela igen šil. Me urdom pre mande tate renti. Sar gelom avri, chudla te del o jiv.</i> (In today's weather forecast in the morning they said it would be very cold today. I put on warm clothing so I wouldn't freeze. When I went outside it started to snow.) Subsequently he/she asks the children to describe the current weather conditions: <i>Savo d'ives hin avri akana?</i> (What is the weather like now?) 03. Children describe the weather conditions one after the other. Teacher corrects spelling and clause positions if necessary. 04. Teacher can write new vocabulary or words the children want to know on the blackboard.
Teaching activity 08 Sub-topic 02: Time – Poster <i>Mire prazdn'ini</i>
Duration: 50 min Skill: e 43
Mat./Res.: Posters, pens, brochures, newspapers, glue, scissors
<p>Preparation: Find newspapers, brochures, pictures, etc., and provide them for the children.</p> <ol style="list-style-type: none"> 01. Teacher hands out a poster to every child and explains the task: Design a poster with the heading "My holidays". 02. Children design, draw, glue, paint and write on their poster as they prefer. 03. Posters are put on the wall in the classroom.
Teaching activity 09 Sub-topic 02: Time – Presentation <i>Mire prazdn'ini</i>
Duration: 30 min Skill: bc b
Mat./Res.: Poster <i>Mire prazdn'ini</i>
<p>Note: This activity can only be done subsequently to activity 08.</p> <ol style="list-style-type: none"> 01. The class takes a look at the posters the children made. 02. Teacher asks every child to talk about his/her poster (When was that? Who was there? Where was that? What did you like best about it? What didn't you like about it? Etc.). 03. Children talk about their posters; teacher and classmates can ask questions.

Teaching activity 10 Sub-topic 01: Weather – Discussion <i>So urav?</i>
Duration: 30 min Skill: bc
Mat./Res.: Worksheet 06
<ol style="list-style-type: none"> Children sit in a circle. Teacher reads the weather forecast worksheet 06 <i>Le beršeskere kotora the o dives</i> to the children. They discuss the content of the forecast and subsequently the teacher asks the children what they would put on if they heard this forecast. Children answer one after the other. Teacher sometimes interrupts them with questions to encourage them, e.g. What kind of shoes would you wear? Why would you put on trousers and not a skirt? Etc. Teacher writes words that the children don't know yet or words they need for their descriptions on the blackboard.
Teaching activity 11 Sub-topic 01: Weather – TV weather forecast
Duration: 50 min
Mat./Res.: Camera, large map
<p>Note: This activity can only be done subsequently to activity 07. Preparation: Attach map to the blackboard.</p> <ol style="list-style-type: none"> Teacher explains the task: You are a weather forecast presenter on TV. Prepare a weather report in order to present it later on. Children prepare their weather forecasts (teacher helps them with writing it down and corrects it if necessary). Subsequently the teacher films the presentations of the children. They sit in front of the large map.
Teaching activity 12 Sub-topic 03: Seasons – Discussion <i>Le beršeskere kotora the o dives</i>
Duration: 30 min Skill: b
Mat./Res.: Picture cards worksheet 07, lamination-device
<p>Preparation: Print and laminate picture cards worksheet 07.</p> <ol style="list-style-type: none"> Children sit in a circle. Teacher shows a picture card with a season on it (e.g. summer) and asks the children to describe the weather of that season. Together they discuss the weather of that season (e.g. summer: sunny, warm, very hot, ...). Subsequently the teacher asks what kind of clothing is appropriate in that season. Together they discuss the appropriate kind of clothing for that season. All four seasons (weather and clothing) are discussed by reference to the picture cards.
Teaching activity 13 Sub-topic 03: Seasons – Worksheet <i>O štar beršeskere kotora 1</i>
Duration: 30 min Skill: e
Mat./Res.: Worksheet 08
<p>Note: This activity can only be done subsequently to activity 12.</p> <ol style="list-style-type: none"> Teacher hands out worksheet <i>O štar beršeskere kotora</i> (worksheet 08). He/She asks a child to read the task to the class and subsequently they discuss it. Children can write the sentences about the weather of the four seasons together with a partner (teacher can support them). Teacher can finally check the spelling and clause positions. Worksheet is added to the Dossier.

Teaching activity 14 Sub-topic 03: Seasons – Worksheet <i>O štar beršeskere kotora 2</i>
Duration: 30 min Skill: e
Mat./Res.: Worksheet 09
<p>Note: This activity can only be done subsequently to activity 12.</p> <ol style="list-style-type: none"> Teacher hands out worksheet <i>O štar beršeskere kotora</i> (worksheet 09). He/She asks a child to read the task to the class and subsequently they discuss it. Children can write the sentences about the appropriate clothing in the four seasons together with a partner (teacher can support them). Teacher can finally check the spelling and clause positions. Worksheet is added to the Dossier.
Teaching activity 15 Sub-topic 01, 02, 03: Language-portfolio
Duration: 10 min Skill: e d ELP: p. 32, p. 33
Mat./Res.: Language-portfolio p. 32, p.33/Level A2
<p>Preparation: Teacher structures the checklist in the language-biography (p. 32, 33/Level A2) as he/she prefers.</p> <ol style="list-style-type: none"> After finishing unit 09 the teacher hands out his/her checklists. Teacher and children discuss the list point by point. Children draw a star or anything similar beside a point if they meet the requirements of it (“i can ...”). The checklists are added to the ELP (“Language biography”).

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

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

E prognoza khatar o radijos

O neve informaciji: Šukar d'ives tumenge mangel o Feris! Akana šunen e prognoza la Ibojaha!

Mangav tumenge šukar, lačo tosara! Adađives tumenge anas khatar e meteorologicko stańica o nevipen, kaj na ela šukar d'ives. O taťipen perela tele pre minus 1 stupńos. Avri marchosa'ola. Vašoda mangas the le šoferen, kaj te merkinen mištes u džan polokes le motorenca, bo po droma pes kerel ľegos. Ke raťate hin mek the te perel jiv, dži ko 5 centimetri.

Paľikeras tuke vaš e prognoza, Ibojo! Av sasti the bachtali! The tumenge manušale, so šunen amaro radijos, mangas tumenge savoro jekhfeder andre kada šilalo d'ives! Hin amen the jekh lači informacija: Andro centrumos po ľegos adađives hin tuńeder.

Aven saste the bachtale! Šukar d'ives mangel tumenge o Feris the e Iboja.



E prognoza khatar o radijos

1) Gen o tekstos u phuč „ko?“ abo „so?“!

2) Palis zakruškin kola lava!

Sar kada: Ko? O Feris. So? O informaciji.

O neve informaciji: Šukar đives tumenge mangel o Feris! Akana šunen e prognoza la Ibojaha!



Mangav tumenge šukar, lačo tosara! Adađives tumenge anas khatar e meteorologicko stańica o nevipen, kaj na ela šukar đives. O tańipen perela tele pre minus 1 stupńos. Avri marchosańola. Vašoda mangas the le šoferen, kaj te merkinen mištes u džan polokes le motorenca, bo po droma pes kerel ľegos. Ke rańate hin mek the te perel jiv, dži ko 5 centimetri.

Palikeras tuke vaš e prognoza, Ibojo! Av sasti the bachtali! The tumenge manušale, so šunen amaro radijos, mangas tumenge savoro jekhfeder andre kada šilalo đives! Hin amen the jekh lači informacija: Andro centrumos po ľegos adađives hin tuńeder.

Aven saste the bachtale! Šukar đives mangen tumenge o Feris the e Iboja.

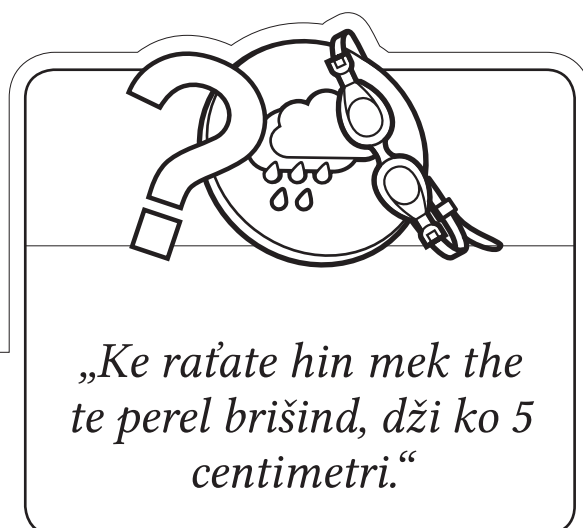
E prognoza khatar o radijos

Arakh o chibi!

O purane informaciji: Šukar đives tumenge mangel o Feris! Akana chuden e prognoza la Ibojaha!

Mangav tumenge šukar, lačo tosara! Adađives tumenge anas khatar e autobusovo stańica o nevipen, kaj na ela šukar đives. O tańipen perela tele pre minus 1 stupńos. Avri marchosańola. Vašoda mangas the le šoferen, kaj te merkinen mištes u džan polokes le motorenca, bo po plaja pes kerel ľegos. Ke rańate hin mek the te perel brišind, dži ko 5 centimetri.

Palikeras tuke vaš e prognoza, Ibojo! Av sasti the bachtali! The tumenge manušale, so dikhen amaro radijos, mangas tumenge savoro jekhfeder andre kada tato đives! Hin amen the jekh lači informacija: Andro centrumos po ľegos adađives hin tuńeder. Aven saste the bachtale! Purano đives mangen tumenge o Dežkus the e Monika.



Miro nav _____

E prognoza khatar o radijos

Leperes?

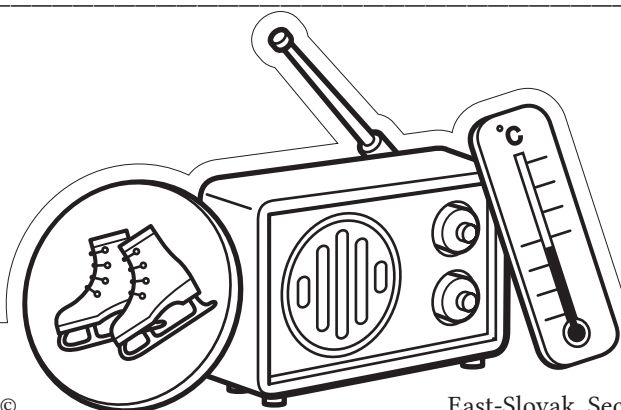
Sar pes vičinel o moderatoris andral o radijos?

Khatar len hin o neve informaciji?

Save informaciji phenda e Iboja?

Keci stupni ela adadives avri?

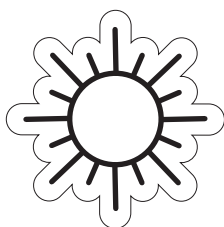
Kaj ela tuñeder adadives?



Le beršeskere kotora the o ðives

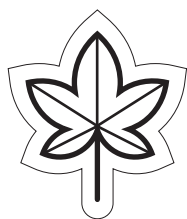
1) Gen pal e ðiveseskeri prognoza andre purane novinki!

2) Ke savo beršeskero kotor pasinel e prognoza?



Sobota, 04. aprīlis - Āiveseskeri prognoza:

Adaðives dela o brišind. Polokes amari phuv ušel upre.
Ela amen 9 stupni taipen.

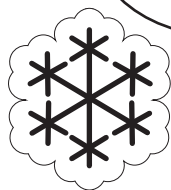


Kurko, 26. julos - Āiveseskeri prognoza:

Adaðives pekela o kham the ela but tates.

O taipen hazdela pes dži ko 37 stupni.

Ke rañate perela tele o taipen ÷a efa stupni.



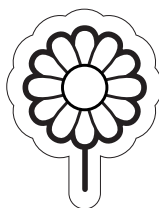
Streda, 07. oktobros - Āiveseskeri prognoza:

Adaðives dela o brišind u phurdela e bari balvaj khatar

o severis. O taipen hazdela pes pal o

5 stupni dži ko 10 stupni perdal o ðives.

Ma bisteren tumare ambreli!

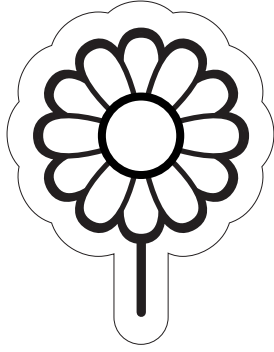


Pondzelkos, 23. decembros - Āiveseskeri prognoza:

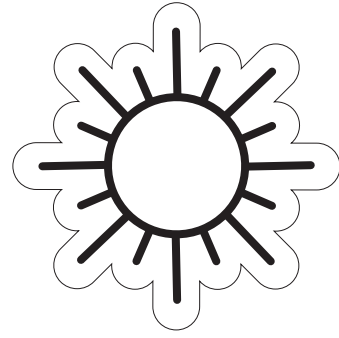
Adaðives dela o jiv. Ela amen ÷a 5 stupni perdal

o ðives. Rañi perena o stupni mek teleder, dži ko minus

4. Tañaren tumenge andro kher u dikhen tumenge o
televizoris!



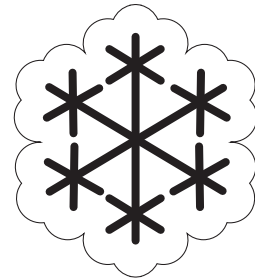
o jaros



o ňilaj



o jesos

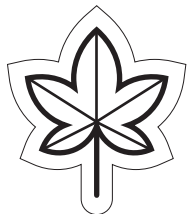
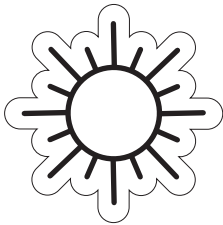
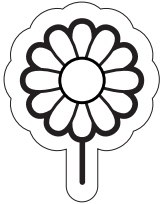
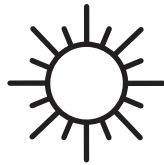


o jevend

Miro nav _____

O štar beršeskere katora

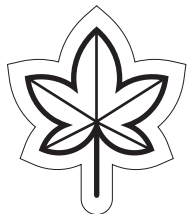
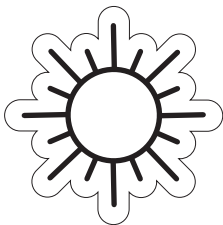
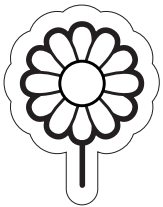
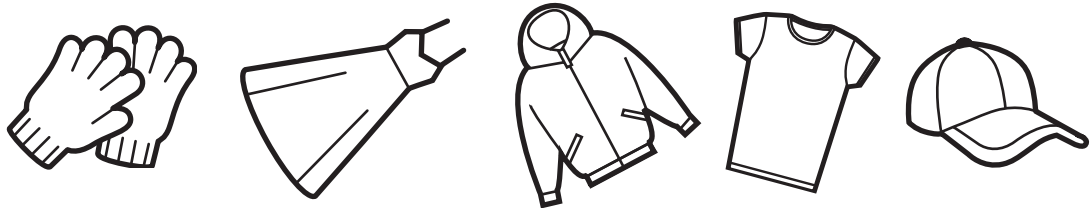
Irin pal o đives khatar o štar beršeskere katora!



Miro nav _____

O štar beršeskere kotora

Ke dojekh beršeskere kotora irin, save renti šaj ures!



East-Slovak_Secondary_A2_eng_unit-10
Topic (CFR): NATURE AND ANIMALS
Sub-topic 01: Animals

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

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

Vocabulary | Sub-topic 01: Animals

Active			
<i>sveto</i>	holy	<i>kirno, kirňi, kirne</i>	rotten (m, f, pl.)
<i>adadives</i>	today	<i>sikhavel</i>	to show, to teach
<i>džal</i>	to go	<i>e gumiko hombačka</i>	the rubber swing
<i>o Zoo, le džvirengeri bar</i>	the zoo	<i>hombinel pes</i>	to swing
<i>dikhel</i>	to see, to look	<i>jekhcikneder</i>	the smallest
<i>o džviros, o džviri</i>	the animal, the animals	<i>e phabaj, e phabalín</i>	the apple, the apple tree
<i>o kamaduno džviros</i>	the favorite animal	<i>e banana</i>	the banana
<i>o kherutno džviros</i>	the pet	<i>o kher</i>	the house
<i>o sap</i>	the snake	<i>o phandlo, o šinguno</i>	the police officer
<i>e kengura</i>	the kangaroo	<i>o levos</i>	the lion
<i>o slonos</i>	the elephant	<i>e biblioteka, e kňižňica</i>	the library
<i>e žirafa</i>	the giraffe	<i>khatar</i>	where from?, from, of
<i>o graj</i>	the horse	<i>kodo/kodi, kola</i>	this, these
<i>e řava</i>	the camel	<i>irinel pal, pisinel pal</i>	to describe
<i>chal</i>	to eat	<i>bešel, dživel</i>	to live
<i>o dand, o danda</i>	the tooth, the teeth	<i>dičhol avri</i>	to look like
<i>o direktoris</i>	the director	<i>e rezusko nalpa</i>	the rhesus monkey
<i>lengero</i>	their	<i>e Indija</i>	India
<i>e opica/nalpa, o opici/nalpi</i>	the monkey, the monkeys	<i>e Australija</i>	Australia
<i>e klitka</i>	the cage		

Grammar

Active	Passive
Forming clauses and Clause position in Present tense	Perfect Plural

Teaching activity 01 | Sub-topic 01: Animals – Listening comprehension E sveto opica

Duration: 30 min | Skill: a | ELP: p. 44

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

- Children hear the listening comprehension *E sveto opica* (worksheet 01) twice.
- Children talk about the content with the child sitting next to them.
- The listening comprehension is played again; Children talk about the content with an other child.
- The listening comprehension is played again. Children are to keep one word that they don't understand in mind.
- Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them.
- Teacher and children discuss the content of the story. New vocabulary is copied from blackboard to Dossier p. 44.
- Finally they listen to the text once again.

Teaching activity 02 Sub-topic 01: Animals – Textual Reading <i>E sveto opica</i>
Duration: 20 min Skill: d ELP: Dossier
Mat./Res.: Reading worksheet 02
<p>Note: This activity can only be done subsequently to activity 01.</p> <ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher hands out the text <i>E sveto opica</i> (worksheet 02) and asks one child to read the first section. 03. Together they discuss the content of the first section. 04. Teacher asks an other child to read the second section. Together they discuss the content of the section. 05. This procedure goes on until the whole text is read and all new words are on the blackboard. 06. Worksheet is added to the Dossier.
Teaching activity 03 Sub-topic 01: Animals – Gap text <i>E sveto opica</i>
Duration: 30 min Skill: e ELP: Dossier
Mat./Res.: Gap text worksheet 03
<p>Note: This activity can only be done subsequently to activity 02.</p> <ol style="list-style-type: none"> 01. Teacher hands out the gap text <i>E sveto opica</i> (worksheet 03) and explains the task. 02. Children have 10–15 min to fill out the gap text. 03. Subsequently every child reads one sentence to the class and says the word in the gap additionally once again. 04. Teacher writes these words on the blackboard so the children can compare their results. 05. Worksheet is added to the Dossier.
Teaching activity 04 Sub-topic 01: Animals – Questionnaire <i>E sveto opica</i>
Duration: 20 min Skill: e ELP: Dossier
Mat./Res.: Questionnaire worksheet 04
<p>Note: This activity can only be done subsequently to activity 01, 02 or 03.</p> <ol style="list-style-type: none"> 01. Teacher hands out the questionnaire <i>E sveto opica</i> (worksheet 04). 02. Children have about 10 min to answer the questions together with the child sitting next to them. 03. Subsequently the answers are compared and the teacher writes the sentences on the blackboard as a check. 04. Worksheet is added to the Dossier.
Teaching activity 05 Sub-topic 01: Animals – Error text <i>E sveto opica</i>
Duration: 20 min Skill: d e ELP: Dossier
Mat./Res.: Error text worksheet 05
<p>Note: This activity can only be done subsequently to activity 02, 03 or 04.</p> <ol style="list-style-type: none"> 01. Teacher hands out the error text <i>E sveto opica</i> (worksheet 05). 02. Teacher asks one child to read the task and subsequently explains it once again. 03. Children have about 10 min to find the errors in the text together with the child sitting next to them. 04. Subsequently the children say the wrong words; Teacher writes them on the blackboard. 05. Together they discuss how the text could be put right; Children write the right words above the wrong ones in the text. 06. Worksheet is added to the Dossier.

Teaching activity 06 | Sub-topic 01: Animals – Discussion *O džviri*

Duration: 25 min | Skill: d e | ELP: Dossier p. 44

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

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

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

Teaching activity 07 | Sub-topic 01: Animals – Worksheet *Miro kamaduno džvirov*

Duration: 30 min | Skill: e | ELP: Dossier

Mat./Res.: Worksheet 06

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

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

Teaching activity 08 | Sub-topic 01: Animals – Discussion *Miro kherutno džvirov*

Duration: 30 min | Skill: b 43

01. Children sit in a circle.
02. Teacher talks about his/her pet (if he/she doesn't have one he/she talks about an animal he/she likes) e.g. "My pet is called Momo. It's a hamster. Momo is one year old. He likes seeds and nuts." Etc.
03. Subsequently he/she asks the children to talk about their pets.
04. Children talk one after the other.
05. Teacher corrects spelling and clause positions if necessary.
06. Teacher writes new words or words the children need for their descriptions on the blackboard.

Teaching activity 09 Sub-topic 01: Animals – Worksheet <i>Miro kherutno džviros</i>
Duration: 30 min Skill: e ELP: Dossier
Mat./Res.: Worksheet 07
<p>Note: This activity can only be done subsequently to activity 08.</p> <ol style="list-style-type: none"> Teacher hands out worksheet <i>Miro kherutno džviros</i> (worksheet 07). He/She asks a child to read the task to the class and subsequently they discuss it (Describe your pet. What does it eat? Where does it live? How does it look like? Etc.). Children can write the sentences together with a partner (teacher can support them). Teacher can finally check the spelling and clause positions. Worksheet is added to the Dossier. As a homework the children are to bring pictures of their pets. If they don't have a pet, they are to cut out pictures of their favorite animal from newspapers and brochures and bring them.
Teaching activity 10 Sub-topic 01: Animals – Poster <i>Miro kherutno džviros</i>
Duration: 50 min Skill: e
Mat./Res.: Posters, pens, brochures, newspapers, glue, scissors
<p>Note: This activity can only be done subsequently to activity 09.</p> <p>Preparation: Find newspapers, brochures, pictures, etc., and provide them for the children.</p> <ol style="list-style-type: none"> Teacher hands out a poster to every child and explains the task: Design a poster with the heading „My pet“. Children design, draw, glue, paint and write on their poster as they prefer. They can also use pictures of their pets. Posters are put on the wall in the classroom.
Teaching activity 11 Sub-topic 01: Animals – Presentation <i>Miro kherutno džviros</i>
Duration: 30 min Skill: b
Mat./Res.: Poster <i>Miro kherutno džviros</i>
<p>Note: This activity can only be done subsequently to activity 10.</p> <ol style="list-style-type: none"> The class takes a look at the posters the children made. Teacher asks every child to talk about his/her poster (What's the name of your pet?, How long do you have it already?, How old is it?, What sex is it?, What does it eat? Etc.). Children talk about their posters; teacher and classmates can ask questions.
Teaching activity 12 Sub-topic 01: Animals – Game „Who am I?“
Duration: 30 min Skill: b
<ol style="list-style-type: none"> Teacher asks one child to leave the classroom. In the meantime the rest of the class chooses one animal. Teacher writes the name of this animal onto a post-it. The child waiting outside is asked into the classroom again. Teacher sticks the post-it onto the child's forehead, so that the child can't see what's written on it. The child asks the other children questions that can only be answered with “yes” or “no” about himself/herself in order to find out who he/she is (e.g. “Am I tall/small?, Am I fast/slow?, Am I a forest-/sea-animal? Am I a pet?”) The group only answers with “yes” or “no”. When the child has found out which animal he/she is, he/she can choose somebody else to leave the classroom and the game starts again.

Teaching activity 13 Sub-topic 01: Animals – Pantomime <i>O Džviri</i>
Duration: 30 min
<ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher explains the task: One child stands in the middle of the circle and pantomimes an animal. The other children have to guess which animal he/she is. The child who makes the right guess is the next one to pantomime. 03. The game can begin.
Teaching activity 14 Sub-topic 01: Animals – Game “Whisper down the lane”
Duration: 20 min
<ol style="list-style-type: none"> 01. Children form teams, that sit opposite each other. The players of each team sit next to one another, forming a horizontal line. 02. Teacher explains the task: I whisper something to the first one in the row. He/She tries to understand me and whispers it to the child sitting next to him/her. This goes on until the message reaches the last one in the row. This child has to say what he/she heard. Every player can only whisper once. The team that reaches five points first is the winner. 03. The game can begin (teacher can use words or short sentences, e.g. <i>Me som šošoj/tigros/mačka/mačo, ...</i>)
Teaching activity 15 Sub-topic 01: Language-portfolio
Duration: 10 min Skill: e d ELP: p. 35
Mat./Res.: Sprachenportfolio p. 35/Level A2
<p>Preparation: Teacher structures the checklist in the language-biography (p. 35/Level A2) as he/she prefers.</p> <ol style="list-style-type: none"> 01. After finishing unit 10 the teacher hands out his/her checklists. 02. Teacher and children discuss the list point by point. Children draw a star or anything similar beside a point if they meet the requirements of it (“i can ...”). 03. The checklists are added to the ELP (“Language biography”).

Lesson plan 01 Sub-topic 01: <i>E sveto opica</i> – Textual Understanding
TA-Nr.: 01 Learning objectives: Textual listening and understanding of a common text. Extension of vocabulary.
Duration: 30 min Skill: a ELP: p. 44
Mat./Res.: Listening worksheet 01, audio-device
<ol style="list-style-type: none"> 01. Children hear the listening comprehension <i>E sveto opica</i> (worksheet 01) twice. 02. Children talk about the content with the child sitting next to them. 03. The listening comprehension is played again; Children talk about the content with an other child. 04. The listening comprehension is played again. Children are to keep one word that they don't understand in mind. 05. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them. 06. Teacher and children discuss the content of the story. New vocabulary is copied from blackboard to Dossier p. 44. 07. Finally they listen to the text once again.
TA-Nr.: 02 Learning objectives: Textual listening and understanding of a common text. Extension of vocabulary.
Duration: 20 min Skill: d ELP: Dossier
Mat./Res.: Reading worksheet 02
<ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher hands out the text <i>E sveto opica</i> (worksheet 02) and asks one child to read the first section. 03. Together they discuss the content of the first section. 04. Teacher asks an other child to read the second section. Together they discuss the content of the section. 05. This procedure goes on until the whole text is read and all new words are on the blackboard. 06. Worksheet is added to the Dossier.
Lesson plan 02 Sub-topic 01: <i>E sveto opica</i> – Form-orientated Reading and Understanding
TA-Nr.: 04 Learning objectives: Form-orientated reading and understanding of a familiar text. Deepening of vocabulary.
Duration: 20 min Skill: e ELP: Dossier
Mat./Res.: Questionnaire worksheet 04
<ol style="list-style-type: none"> 01. Teacher hands out the questionnaire <i>E sveto opica</i> (worksheet 04). 02. Children have about 10 min to answer the questions together with the child sitting next to them. 03. Subsequently the answers are compared and the teacher writes the sentences on the blackboard as a check. 04. Worksheet is added to the Dossier.
TA-Nr.: 03 Learning objectives: Form-orientated reading and understanding of a familiar text. Deepening of vocabulary.
Duration: 30 min Skill: e ELP: Dossier
Mat./Res.: Gap text worksheet 03
<ol style="list-style-type: none"> 01. Teacher hands out the gap text <i>E sveto opica</i> (worksheet 05) and explains the task. 02. Children have 10–15 min to fill out the gap text. 03. Subsequently every child reads one sentence to the class and says the word in the gap additionally once again. 04. Teacher writes these words on the blackboard so the children can compare their results. 05. Worksheet is added to the Dossier.

E sveto opica

Adađives somas la školaha andro Zoo. Kodoj dikhłom but džviren: le sopen, le slonen, le kozen, le bakren, le grajen, le řaven, the le opicen.

Me jekhbuter kamav le opicen. O opici hine but džide džviri. Vařoda len me kamav, kaj but asav, sar len dikhav.

Sar avłom ke kłitka ko opici, jon chanas banani the phaba. E jekhcikneder opica pes hombinelas pre hombačka u sikhavelas mange o kirne danda. O raj direktoris khatar o Zoo phendřa mange, kaj kala opici hine khatar e Indija. Jon pen vičinen Rezus. O opici andre Indija hine sveta sar the o gurunřa.



*„Me jekhbuter kamav
le opicen.“*

Miro nav _____

E sveto opica

Irin o lava kodoj, kaj pasinen!

Zoo | Indija | kľitka | direktoris | Rezus | banani | phaba | džviri

Adađives somas la školaha andro _____.

Kodoj dikhľom but džviren: le sopen, le slonen,
le kozen, le bakren, le grajen, le řaven,
the le opicen. Me jekhbuter kamav le opicen.

O opici hine but džide _____.

Vařoda len me kamav, kaj but asav, sar len dikhav. Sar avľom

ke _____ ko opici, jon chanas _____

the _____. E jekhcikneder opica pes

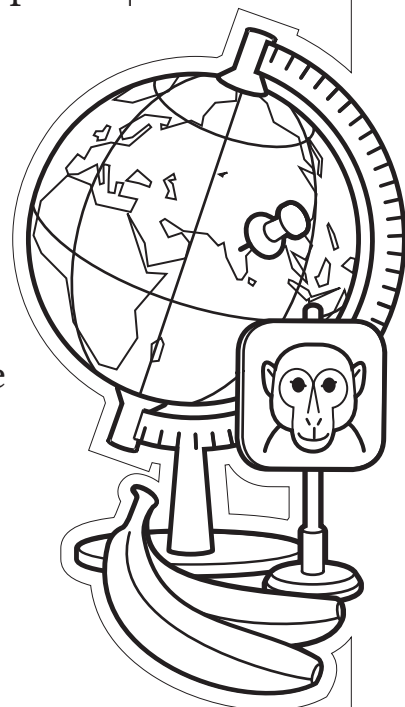
hombinelas pre hombačka u sikhavelas mange

o kirne danda. O raj _____ khatar o Zoo

phenda mange, kaj kala opici hine khatar e Indija.

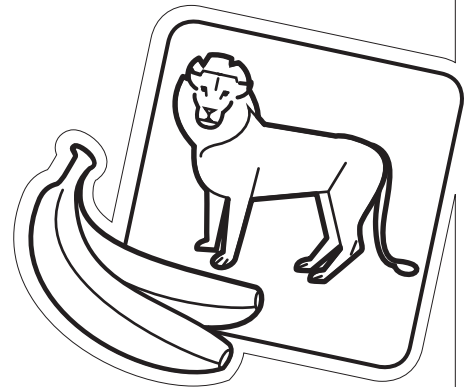
Jon pen vičinen _____. O opici andre _____

hine sveta sar the o gurumňa.



E sveto opica

Leperes?



1) Kaj sas e čaj la školaha?

2) Save džviren dikhľa kodoj?

3) Savo džviroš jekhbuter kamel?

4) So chanas o opici?

5) So kerelas e jekhcikneder opica?

6) Sar pen vičinen o opici khatar e Indija?

7) Save hine o opici andre Indija?

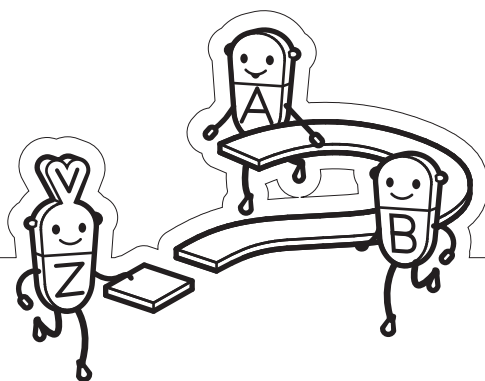
E sveto opica

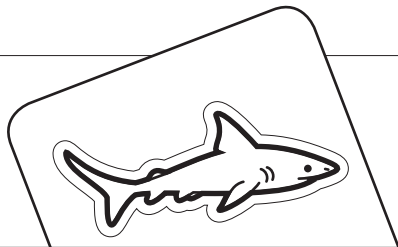
Šaj arakhes o chibi?

Adadives somas la školaha ke doktorka. Kodoj dikh'om but manušen: le sopen, le slonen, le kozen, le bakren, le grajen, le řaven, the le opicen.

Me jekhbuter kamav le opicen. O opici hine but džide džviri. Vašoda len me kamav, kaj but asav, sar len dikhav.

Sar av'om ke klitka ke mačka, jon chanas banani the mas. E jekhcikneder opica pes hombinelas pre hombačka u sikhavelas mange o kirne danda. O raj prezidentos khatar o Zoo phenda mange, kaj kala opici hine khatar e Ungriko. Jon pen vičinen Rezus. O opici andre Indija hine sveta sar the o gurumña.

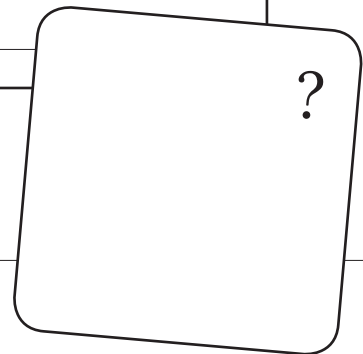
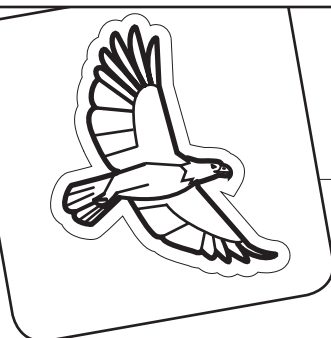
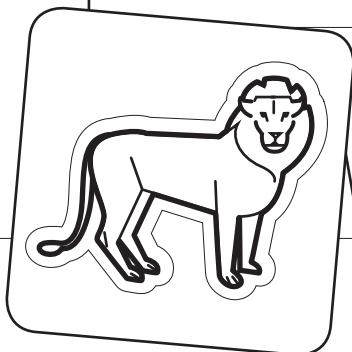
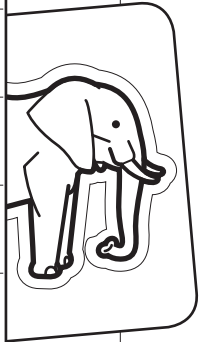
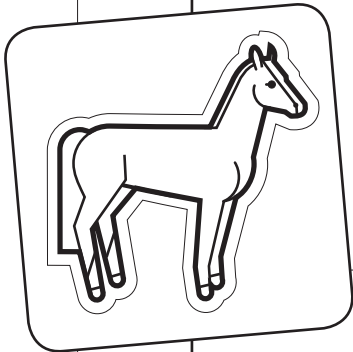




Miro nav _____

Miro kamaduno džviros

Irin pal tiro kamaduno džviros!
(So chal, kaj dživel, sar dičhol avri, ...)



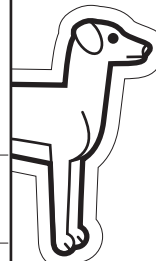
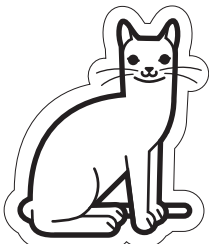


Miro nav _____

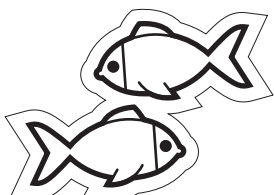
Miro kherutno džviros

Irin pal tiro kherutno džviros!

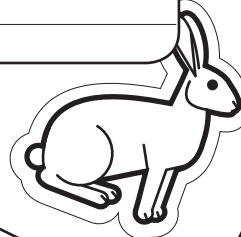
(So chal, kaj dživel, sar dičhol avri, ...)

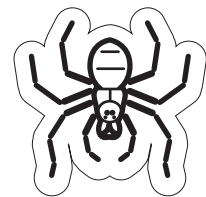
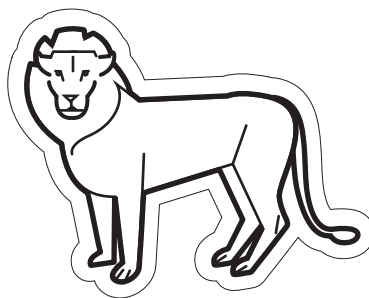
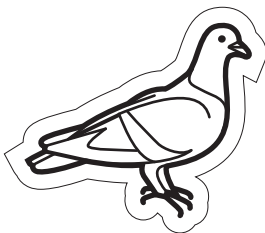
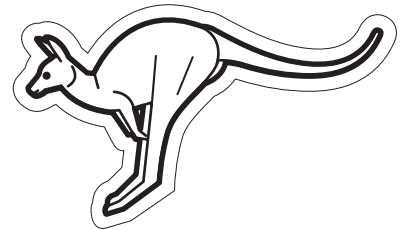
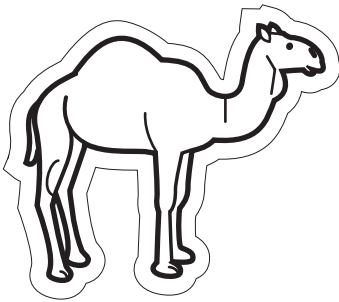
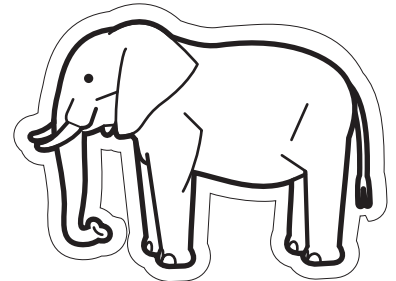


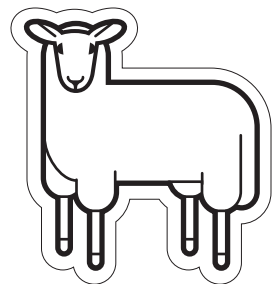
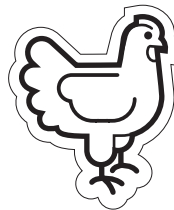
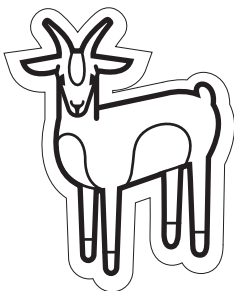
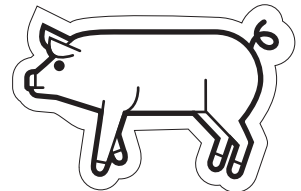
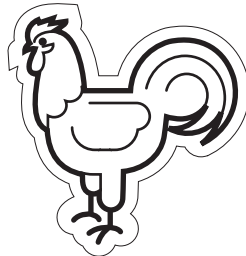
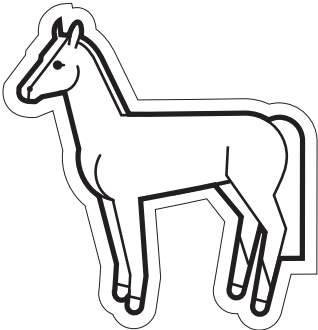
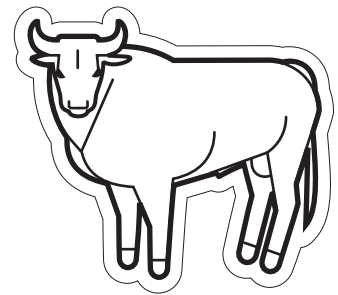
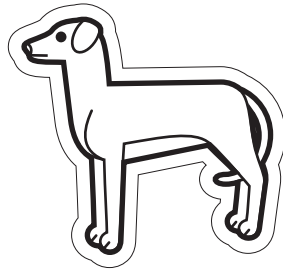
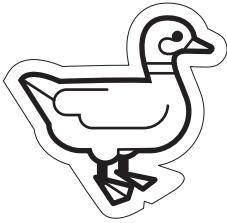
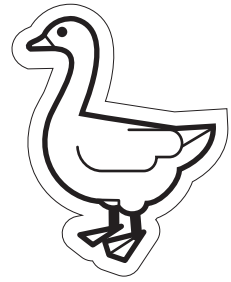
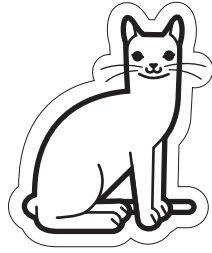
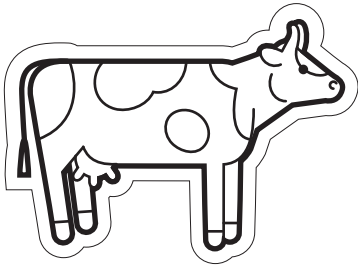
Handwriting practice area with horizontal lines.

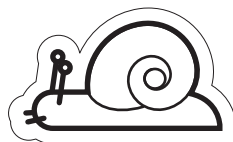
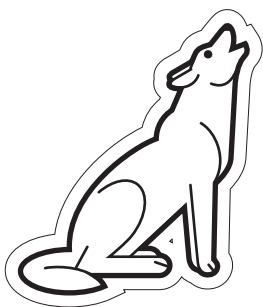
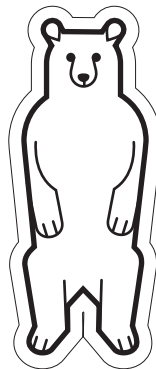
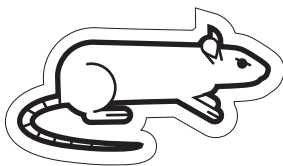
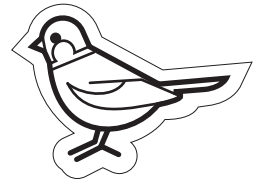
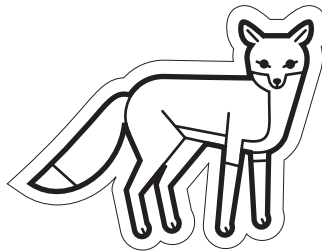
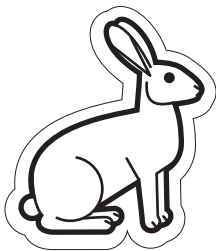
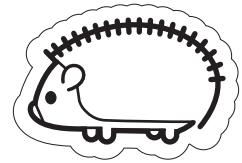
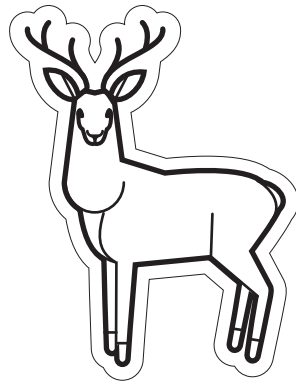
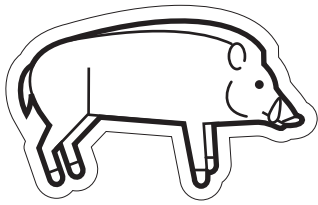


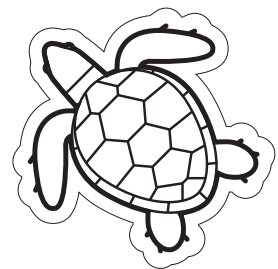
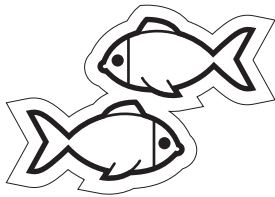
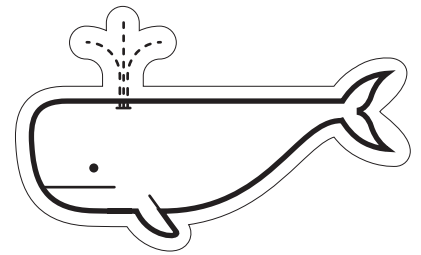
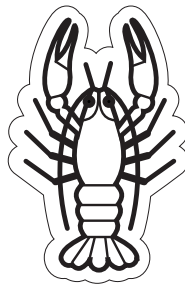
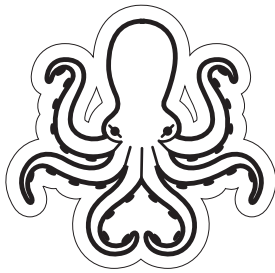
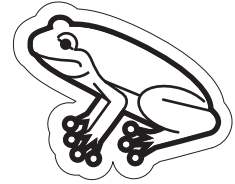
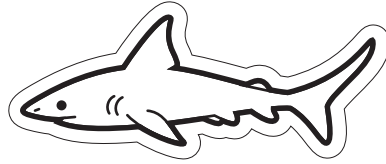
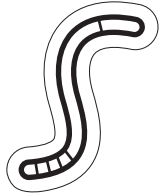
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East-Slovak_Secondary_A2_eng_unit-11
Topic (CFR): HOBBIES AND ART
Sub-topic 01: Hobbies

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

Working with the ELP
Language biography: Teaching activity 15
Dossier: Worksheet 02–09 Ablage Teaching activity 01 and 02

Vocabulary Sub-topic 01: Hobbies			
Active			
<i>so keres?</i>	what are you doing?	<i>o romane čhaja</i>	the Roma-girls
<i>nič</i>	nothing	<i>o romane čhave</i>	the Roma-boys
<i>sar sal?</i>	how are you?	<i>kamel</i>	to want, to like
<i>mištes, mišto</i>	good, fine	<i>aver kurko</i>	next week
<i>paš tu(te)</i>	at your place	<i>džanel</i>	to know
<i>e daj</i>	the mother	<i>o choreografos</i>	the choreographer
<i>irin pal</i>	to describe	<i>sikhavel</i>	to show, to teach
<i>o Romano folkloris</i>	the Romani folklore	<i>mukel man</i>	he/she leaves me
<i>idž</i>	yesterday	<i>e trejda</i>	the class
<i>me somas</i>	I was	<i>e pauza, e prestavka</i>	the break
<i>e proba, e skuška</i>	the rehearsal	<i>o hobi(s)</i>	the hobby
<i>o treningos</i>	the training	<i>nevo</i>	new
<i>ča</i>	only	<i>o papus</i>	the grandfather
<i>kampel</i>	to need, to must	<i>le papuha</i>	with the grandfather
<i>cinel</i>	to buy	<i>irinel, pisinel</i>	to write
<i>mek, furt mek</i>	still	<i>kada</i>	this
<i>šukar</i>	pretty, beautiful	<i>o lil</i>	the letter
<i>o khelibnaskere kamašli</i>	the dancing shoes	<i>phenel</i>	to say
<i>sikhľol</i>	to learn	<i>o basketbal</i>	the basketball game
<i>khelel</i>	to dance	<i>ľidžal</i>	to wear
<i>kaj</i>	where	<i>e kamaratka</i>	the friend
<i>so</i>	what	<i>e trenerka</i>	to trainer
<i>keci</i>	how much	<i>te chal zmrzlina</i>	to eat ice-cream
<i>kodoj</i>	there	<i>kamav tut, kamav tumen</i>	I love you (s/p)
<i>amen</i>	we		

Grammar	
Active	Passive
Forming clauses and Clause position Present Tense	Perfect tense Future tense

Teaching activity 01 Sub-topic 01: Hobbies – Listening comprehension <i>O Romano folkloris</i>
Duration: 30 min Skill: a ELP: p. 53
Mat./Res.: Listening worksheet 01, audio-device
<ol style="list-style-type: none"> 01. Children hear the listening comprehension <i>O Romano folkloris</i> (worksheet 01) twice. 02. Children talk about the content with the child sitting next to them. 03. The listening comprehension is played again; Children talk about the content with an other child. 04. The listening comprehension is played again. Children are to keep one word that they don't understand in mind. 05. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them. 06. Teacher and children discuss the content of the story. New vocabulary is copied from blackboard to Dossier p. 53. 07. Finally they listen to the text once again.
Teaching activity 02 Sub-topic 01: Hobbies – Dialogue Reading <i>O Romano folkloris</i>
Duration: 20 min Skill: d e ELP: Dossier p. 53
Mat./Res.: Reading worksheet 02
<p>Note: This activity can only be done subsequently to activity 01.</p> <ol style="list-style-type: none"> 01. Teacher hands out the text <i>O Romano folkloris</i> (worksheet 02) and asks one child to read the first sentence. 02. Together they discuss the content of the first sentence. Teacher writes new words on the blackboard and translates them. 03. This procedure goes on until the whole text is read and all new words are on the blackboard. 04. New vocabulary is copied from blackboard to Dossier p. 53. 05. Worksheet is added to the Dossier.
Teaching activity 03 Sub-topic 01: Hobbies – Gap text <i>O Romano folkloris</i>
Duration: 30 min Skill: e ELP: Dossier
Mat./Res.: Gap text worksheet 03
<p>Note: This activity can only be done subsequently to activity 02.</p> <ol style="list-style-type: none"> 01. Teacher hands out the gap text <i>O Romano folkloris</i> (worksheet 03) and explains the task. 02. Children have 10–15 min to fill out the gap text. 03. Subsequently every child reads one sentence to the class and says the word in the gap additionally once again. 04. Teacher writes these words on the blackboard so the children can compare their results. 05. Worksheet is added to the Dossier.
Teaching activity 04 Sub-topic 01: Hobbies – Questionnaire <i>O Romano folkloris</i>
Duration: 20 min Skill: e ELP: Dossier
Mat./Res.: Questionnaire worksheet 05
<p>Note: This activity can only be done subsequently to activity 01, 02 or 03.</p> <ol style="list-style-type: none"> 01. Teacher hands out the questionnaire <i>O Romano folkloris</i> (worksheet 05). 02. Children have about 10 min to answer the questions together with the child sitting next to them. 03. Subsequently the answers are compared and the teacher writes the sentences on the blackboard as a check. 04. Worksheet is added to the Dossier.

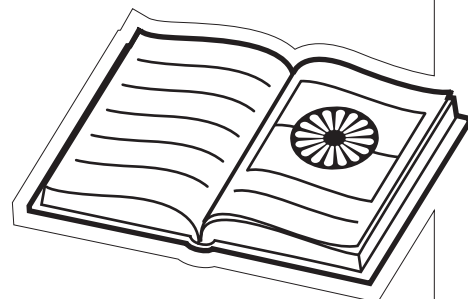
Teaching activity 05 Sub-topic 01: Hobbies – Error text <i>O Romano folkloris</i>
Duration: 20 min Skill: d e ELP: Dossier
Mat./Res.: Error text worksheet 04
<p>Note: This activity can only be done subsequently to activity 02, 03 or 04.</p> <ol style="list-style-type: none"> 01. Teacher hands out the error text <i>O Romano folkloris</i> (worksheet 04). 02. Teacher asks one child to read the task and subsequently explains it once again. 03. Children have about 10 min to find the errors in the text together with the child sitting next to them. 04. Subsequently the children say the wrong words; Teacher writes them on the blackboard. 05. Together they discuss how the text could be put right; Children write the right words above the wrong ones in the text. 06. Worksheet is added to the Dossier.
Teaching activity 06 Sub-topic 01: Hobbies – Discussion <i>Miro hobi</i>
Duration: 30 min Skill: d bc ELP: Dossier p. 53
Mat./Res.: Picture cards worksheet 06, lamination-device
<p>Preparation: Print, laminate and cut out picture cards worksheet 06.</p> <ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher spreads out the picture cards (worksheet 06) on the floor. 03. Teacher tells the children about his/her hobby (Which hobby? How often does he/she do it? What does he/she like/dislike about it? What materials does he/she need for it? Etc.) He/She shows the matching picture cards. 04. Subsequently he/she asks the children to talk about their hobbies. 05. Children talk one after the other and show the matching picture cards. 06. Teacher corrects spelling and clause positions if necessary and asks additional questions to keep the conversation going, e.g. “Why do you like/dislike that? What are the rules for this game? Do you need a trainer for it? How often do you attend the training?” Etc. 07. Teacher writes new words or words the children need for their descriptions on the blackboard.
Teaching activity 07 Sub-topic 01: Hobbies – Poster <i>Miro hobi</i>
Duration: 50 min Skill: e ELP: Dossier
Mat./Res.: Posters, pens, brochures, newspapers, glue, scissors
<p>Note: This activity can only be done subsequently to activity 06.</p> <p>Preparation: Find newspapers, brochures, pictures, etc., and provide them for the children.</p> <ol style="list-style-type: none"> 01. Teacher hands out a poster to every child and explains the task: Design a poster with the heading <i>Miro hobi</i>. 02. Children design, draw, glue, paint and write on their poster as they prefer. 03. Posters are put on the wall in the classroom.
Teaching activity 08 Sub-topic 01: Hobbies – Presentation <i>Miro hobi</i>
Duration: 30 min Skill: b 43
Mat./Res.: Posters of activity 07
<p>Note: This activity can only be done subsequently to activity 07.</p> <ol style="list-style-type: none"> 01. The class takes a look at the posters the children made. 02. Teacher asks every child to talk about his/her poster (Why do you like/dislike that? What are the rules for this game? Do you need a trainer for it? How often do you attend the training? Etc.) 03. Children talk about their posters; teacher and classmates can ask questions.

Teaching activity 09 Sub-topic 01: Hobbies – Pantomime „Hobbies“
Duration: 30 min Skill: e ELP: Dossier
<ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher explains the task: One child stands in the middle of the circle and pantomimes a hobby. The other children have to guess which hobby that is. The child who makes the right guess is the next one to pantomime. 03. The game can begin.
Teaching activity 10 Sub-topic 01: Hobbies – Game “Whisper down the lane”
Duration: 20 min Skill: e
<ol style="list-style-type: none"> 01. Children form teams, that sit opposite each other. The players of each team sit next to one another, forming a horizontal line. 02. Teacher explains the task: I whisper something to the first one in the row. He/She tries to understand me and whispers it to the child sitting next to him/her. This goes on until the message reaches the last one in the row. This child has to say what he/she heard. Every player can only whisper once. The team that reaches five points first is the winner. 03. The game can begin (teacher can use words or short sentences, e.g. <i>Me kamav te plavinel. / Me rado plavinav. Me džav po trenigos.</i>).
Teaching activity 11 Sub-topic 01: Hobbies – Textual Reading <i>Miro nevo hobi</i>
Duration: 20 min Skill: b ELP: Dossier
Mat./Res.: Worksheet 07
<ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher hands out the text <i>Miro nevo hobi</i> (worksheet 07) and asks one child to read the first section. 03. Together they discuss the content of the first section. 04. Teacher asks an other child to read the second section. Together they discuss the content of the section. 05. This procedure goes on until the whole text is read and discussed. 06. Worksheet is added to the Dossier
Teaching activity 12 Sub-topic 01: Hobbies – Gap text <i>Miro nevo hobi</i>
Duration: 30 min Skill: e ELP: Dossier
Mat./Res.: Gap text worksheet 08
<p>Note: This activity can only be done subsequently to activity 11.</p> <ol style="list-style-type: none"> 01. Teacher hands out the gap text <i>Miro nevo hobi</i> (worksheet 08) and explains the task. 02. Children have 10–15 min to fill out the gap text. 03. Subsequently every child reads one sentence to the class and says the word in the gap additionally once again. 04. Teacher writes these words on the blackboard so the children can compare their results. 05. Worksheet is added to the Dossier.

Teaching activity 13 Sub-topic 01: Hobbies – Letter <i>Miro hobi</i>
Duration: 40 min Skill: e ELP: Dossier
Mat./Res.: Worksheet 09
<p>Note: This activity can only be done subsequently to activity 12.</p> <ol style="list-style-type: none"> 01. Teacher hands out the worksheet <i>Miro hobi</i> (worksheet 09). 02. He/She asks one child to read the task and together they discuss it: Write a letter to any person you like. Describe your hobby. 03. Children have 15–20 min to write the letter. 04. Subsequently they read their letters to the class. Teacher corrects them if necessary. 05. Worksheet is added to the Dossier.
Teaching activity 14 Sub-topic 01: Hobbies – Dialogue Recording <i>O Romano folkloris</i>
Duration: 50 min Skill: d
Mat./Res.: Worksheet 02, Audiorecording-device
<p>Note: This activity can only be done subsequently to activity 05.</p> <ol style="list-style-type: none"> 01. Children have about 10 min to practice reading the dialogue <i>O Romano folkloris</i> (worksheet 02). 02. Subsequently every couple is recorded by the teacher. 03. Together they listen to all the recordings.
Teaching activity 15 Sub-topic 01: Language-portfolio
Duration: 10 min Skill: e d ELP: p. 47, 58
Mat./Res.: Language-portfolio
<p>Preparation: Teacher structures the checklist in the language-biography (p. 47, 58/Level A2) as he/she prefers.</p> <ol style="list-style-type: none"> 01. After finishing unit 11 the teacher hands out his/her checklists. 02. Teacher and children discuss the list point by point. Children draw a star or anything similar beside a point if they meet the requirements of it (“i can ...”). 03. The checklists are added to the ELP (“Language biography”).

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

O Romano folkloris



Milka: Sar sal, Kali? So keres?

Kali: Mištes som, sar sal tu?

Milka: Mištes, so tut hin nevo?

Kali: Miri daj man andre irinda andro suboris.

Adařives džav eršinovar te
probařinel.

Milka: Oj, super! Ta lořandos, so?

Kali: He, lořandi som but, řa muřinav mange te cinel
rokřa the kamařři po khexiben.

Milka: So sikhřuveha kodoj te khelel?

Kali: Kodoj sikhřuvava romanes te khelel.

But lořandi som, kaj man ile andro suboris.

Milka: Keci džene san andro suboris?

Kali: Amen sam kodoj 6 řhaja the 7 muřřa.

Te kames, ta av aver kurko manca!

Kampel amenge mek jekh řhaj.

Milka: Dikhava, Kali. Ko džanel ři man ilehas,

bo na džanav kavka te khelel sar tu.

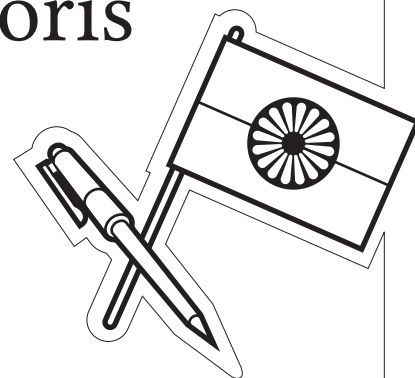
Kali: Ma dara tut, Milko! Amaro choreografos tut

sikhavela.

Milka: Mištes. Adařives phuřava la datar, ři man mukela.

Av džas imar andre trejda! Imar hin o agor la prestavkake.

O Romano folkloris



Pherđar avri!

Džanes, save lava kaj pasinen?

Milka: Sar sal, Kali? So keres?

Kali: Mištes som, sar sal tu?

Milka: Mištes, so tut hin nevo?

Kali: Miri daj man _____ andro _____.
Adadžives džav eršino var te probalinel.

Milka: Oj, super! Ta lošandŝos, so?

Kali: He, lošandŝi som but, ča mušinav mange te cinel _____
the _____ po kheliben.

Milka: So sikhľuveha kodoj te khelel?

Kali: Kodoj sikhľuvava roman es te _____.
But lošandŝi som, kaj man ile andro suboris.

Milka: Keci džene san andro suboris?

Kali: Amen sam kodoj 6 _____ the 7 _____.
Te kames, ta av aver kurko manca!
Kampel amenge mek jekh čhaj.

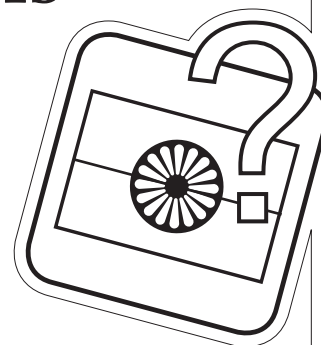
Milka: Dikhava, Kali. Ko džanel či man ilehas,
bo na džanav kavka te khelel sar tu.

Kali: Ma dara tut, Milko! Amaro _____ tut
sikhavela.

Milka: Mištes. Adadžives phučava la datar, či man mukela.
Av džas imar andre trejda! Imar hin o agor la prestavkake.

O Romano folkloris

Šaj arakhes o chibi?



- Milka: Sar sal, Kaľi? So keres?
Kaľi: Mištes som, sar sal tu?
Milka: Mištes, so tut hin nevo?
Kaľi: Miri daj man andre irinda andro orchestros.
Adaďives džav eršinar te probalinel.
Milka: Oj, super! Ta lošandos, so?
Kaľi: He, lošandi som but, ča mušinav mange te cinel
papuči the cholov po khexiben.
Milka: So sikhľuveha kodoj te khelel?
Kaľi: Kodoj sikhľuvava flamengo te khelel.
But lošandi som, kaj man ile andro suboris.
Milka: Keci džene san andro suboris?
Kaľi: Amen sam kodoj 6 čhaja the 7 čhavore.
Te kames, ta av aver kurko manca!
Kampel amenge mek jekh čhaj.
Milka: Dikhava, Kaľi. Ko džanel či man ilehas,
bo na džanav kavka te khelel sar tu.
Kaľi: Ma dara tut, Milko! Amaro choreografos tut sikhavela.
Milka: Mištes. Adaďives phučava la raňatar, či man mukela.
Av džas imar andre trejda!
Imar hin o agor la prestavkake.

Miro nav _____

O Romano folkloris

Leperes?

1) Kaj irinda andre e daj la Kaľa?

2) So musaj te cinel peske e Kali?

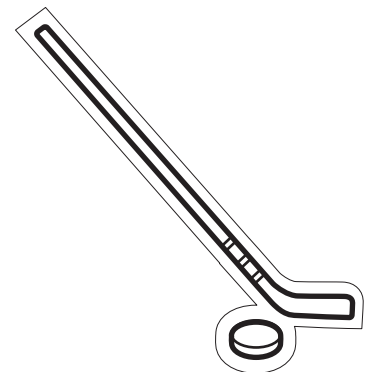
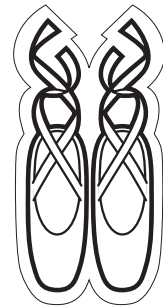
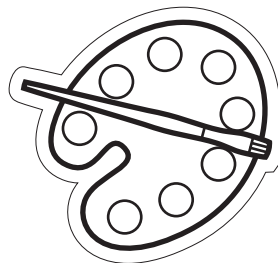
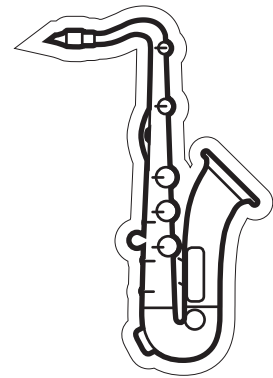
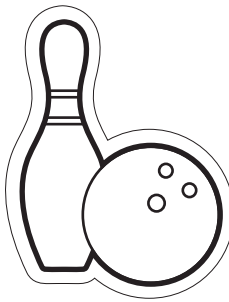
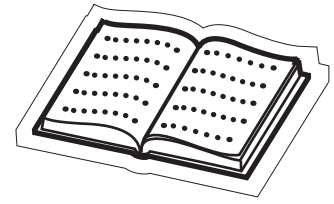
3) Savo kheliben sikhola e Kali?

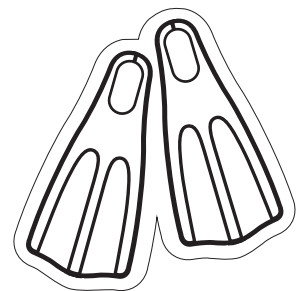
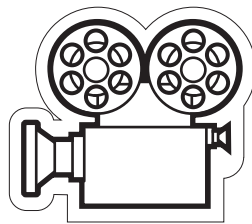
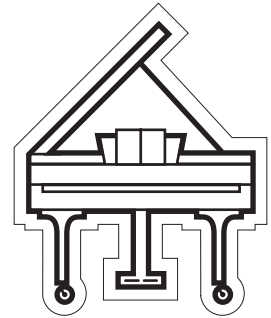
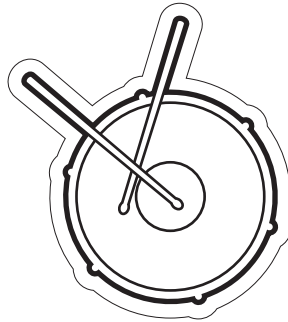
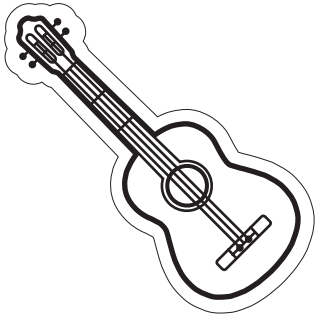
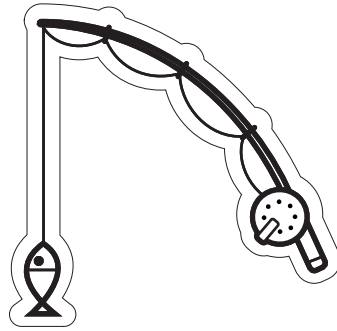
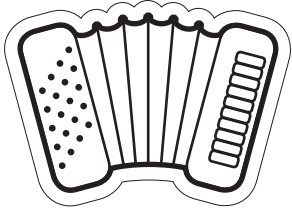
4) Keci chaja hine andro suboris?

5) Keci murša hine andro suboris?



*„Miri daj man andre
irinda andro orchestros.“*



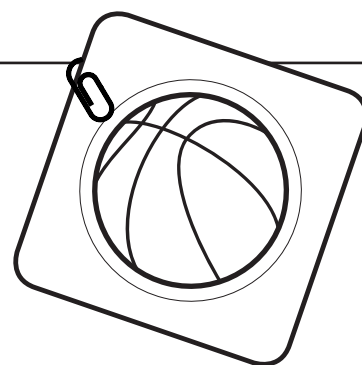
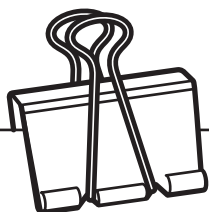


Miro nav _____

Miro nevo hobi

E baba chudňa la Julkatar jekh ľil.

Akana le papuha jekhetane genen o ľil.



Ahoj babo!

Sar sal, babo?

Me som mištes!

Sar hino o papus?

Irinav tumenge kada ľil vařoda kaj som but lořandi.

Hin man nevo hobi. Idř somas kodoj erřinovar. Kodoj phirel the

miri kamaratka, e Zuzka. Jekhetane samas po treningos, palis

gelam te chal zmrzlina. O treneris mange phenda, kaj muřinav

mange te cinel botaski. O triřkos man diňa jov.

Babo the papu, bachtale te aven!

Tumari

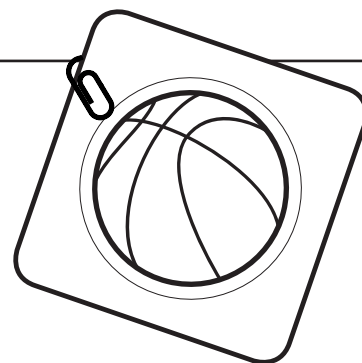
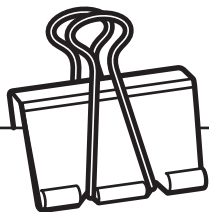
Melisa

Miro nav _____

Miro nevo hobi

E baba le papuha chudne la Julkatar jekh ľil.

Save lava chibinen andro ľil?



Ahoj babo !

Sar sal, babo?

Me som miřtes!

Sar hino o papus?

Irinav tumenge kada ľil vař oda kaj som but lořandi.

Hin man nevo _____. Idř somas kodoj erřinovar.

Kodoj phirel the miri kamaratka, e Zuzka. Jekhetane samas

po _____, palis geľam te chal zmrzlina.

O _____ mange phenda, kaj muřinav mange te

cinel _____. O _____ man diňa jov.

Babo the papu, bachtale te aven!

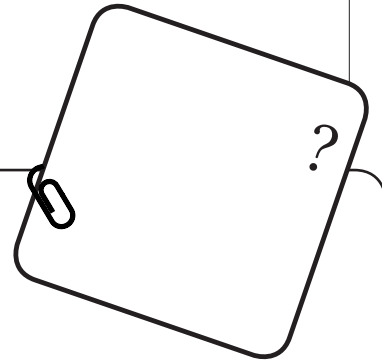
Tumari

Melisa

Miro nav _____

Miro hobi

Irin ľil kaske tu kames!
Irin pal tiro hobi!



Ahoj _____!
