



Quality Education in Romani for Europe






ROMANI TEACHING MATERIALS	
Kalderash_Secondary_A1_AT_eng	
<b>Romani variety:</b>	<b>Kalderash Romani</b>
<b>learner level:</b>	<b>Secondary</b>
<b>proficiency level:</b>	<b>A1</b>
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<p>The materials have been produced for teaching in the context of Kalderash Romani speakers in Austria. With minor adaptations, the materials can also be used for other teaching contexts, such as Kalderash speaking communities in other European countries. 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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# Kalderash\_Secondary\_A1\_AT\_eng

<b>Unit 01</b>	<b>Topic (CFR):</b> MYSELF AND MY FAMILY <b>Sub-topic 1:</b> Introducing myself <b>Sub-topic 2:</b> My friends <b>Sub-topic 3:</b> My family <b>Sub-topic 4:</b> My body	↓ p. 3
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<b>Unit 11</b>	<b>Topic (CFR):</b> HOBBIES AND THE ARTS <b>Sub-topic 1:</b> <i>Hobija thaj aktivitetur</i> – Hobbies and activities	↓ p. 214

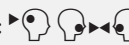

<b>Kalderash_Secundary_A1_AT_eng_unit-01</b>
<b>Topic (CFR): MYSELF AND MY FAMILY</b>
<b>Sub-topic 01: Introducing myself</b> <b>Sub-topic 02: My friends</b> <b>Sub-topic 03: My family</b> <b>Sub-topic 04: My body</b>
<b>Connected main themes in the CFR: Occupations and hobbies</b>

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










Vocabulary   Sub-topic 01: Introducing myself			
<b>Active</b>			
<i>Me sim o/e</i>	I am ...	<i>Kon san?</i>	Who are you?
<i>Maj mištořo!</i>	Hello!	<i>Kon si o/e ...?</i>	Who is he/she ...?
Vocabulary   Sub-topic 02: My friends			
<b>Active</b>			
<i>si, sim, san</i>	he/she is, I am, you are	<i>dali</i>	if
<i>Kon?</i>	Who?	<i>muřo, muři</i>	my
<i>So?</i>	What?	<i>Markoski, Markosko</i>	Marko's (possessive)
<b>Passive</b>			
<i>o/e</i>	he/she	<i>but</i>	much/many
<i>vov/voj si, vov/voj sas</i>	he/she is, he/she was	<i>les</i>	him
<i>sas les</i>	he had		
Vocabulary   Sub-topic 03: My family			
<b>Active</b>			
<i>o papo</i>	the grandpa	<i>thaj</i>	and
<i>e mami</i>	the grandma	<i>muře phral</i>	my brothers
<i>o dad</i>	the father	<i>muře pheja</i>	my sisters
<i>e dej</i>	the mother	<i>hulavel</i>	to comb
<i>o phral</i>	the brother	<i>ćinel</i>	to buy
<i>e phej</i>	the sister	<i>djilabal</i>	to sing
<i>me</i>	I	<i>djilabal, bařavel, bařalel</i>	to make music
Vocabulary   Sub-topic 04: My body			
<b>Active</b>			
<i>o manuř</i>	man (the human being)	<i>o dand</i>	the tooth
<i>si ma</i>	he/she has	<i>o punřo</i>	the foot
<i>jek, duj</i>	one, two	<i>o muj</i>	the mouth, the face
<i>but</i>	much/many	<i>o vas(t)</i>	the hand
<i>e řib</i>	the tongue	<i>e ćang</i>	the knee
<i>o naj</i>	the finger	<i>o phiko</i>	the shoulder(s)
<i>e vundźija</i>	the fingernail	<i>tu</i>	you
<i>o řero</i>	the head	<i>jek data, du -, tri -, řtar var</i>	once, twice, three times, four times
<i>o nakh</i>	the nose	<i>tut</i>	you
<i>e buka, le buć</i>	the cheek	<i>ame(n)</i>	we
<i>o kan</i>	the ear	<i>ćire</i>	your
<i>le bal</i>	the hair	<i>deř</i>	ten









Passive			
<i>o/e</i>	the (m/f)	<i>síkavel</i>	to show
<i>vov/voj sas</i>	he/she was	<i>e phabaj</i>	the apple
<i>sas les/sas la</i>	he/she had	<i>vazdel</i>	to pick something up
<i>but</i>	much, many	<i>mek khêlel</i>	he/she shall dance, play
<i>les</i>	him	<i>žal</i>	to walk
<i>putrel</i>	to open	<i>tele</i>	below, down
<i>hurjal/urjal</i>	to fly	<i>ži ka, ži kaj</i>	until
<i>khêlel</i>	to dance	<i>cîno</i>	small
<i>manca</i>	with me	<i>o cîno</i>	the small one
<i>pušel</i>	to ask	<i>khêre lo</i>	er ist zuhause
<i>e ševoři</i>	the little girl	<i>trobul</i>	need, msut
<i>o vortako/odrugari</i>	the friend (m)	<i>vaj</i>	or
<i>e vortečina/e drugarica</i>	the friend (f)	<i>numa</i>	only, but
<i>e bibi</i>	the aunt	<i>e roča</i>	he dress, the skirt
<i>bibijo!</i>	Anrede für eine	<i>kodo, kodi</i>	this, these
	ältere Frau	<i>kado, kadi</i>	this, these (here)
<i>va</i>	yes	<i>andrê</i>	in, inside

Grammar
<b>Passive</b>
Personal pronouns: <i>me, tu</i> , Interrogative: <i>Kon?</i> , Auxiliary: <i>sîm, san, ...</i> (I am, you are, ...) Verbs in present tense, Simple sentences (subject, verb, object)

Teaching activity 01   Sub-topic 01: Introducing myself – Introduction ball game
Duration: 10 min or longer, depending on number of children   Skill:    SF: G*
Mat./Res.: Ball
<ol style="list-style-type: none"> <li>Teacher introduces himself/herself: <i>Maj mištořo. Me sîm o/e ... Kon san tu?</i>, Hello. I am ... Who are you?'</li> <li>Teacher passes the ball to a child and asks him/her to introduce himself/herself with: <i>Maj mištořo! Me sîm o/e ..., Hello. I am ...</i>'</li> <li>Child introduces himself/herself and passes the ball back to the teacher.</li> <li>Same procedure with all children.</li> </ol>
Teaching activity 02   Sub-topic 01: Introducing myself – Introduction game (in a circle)
Duration: 10 min or longer, depending on number of children   Skill:    SF: G
<ol style="list-style-type: none"> <li>Children stand in a circle.</li> <li>Teacher turns to a child standing next to him/her and says: <i>Maj mištořo! Me sîm o/e ... Kon san tu?</i> ,Hello. I am ... Who are you?'</li> <li>Child answers: <i>Maj najis! Me sîm o/e ...</i>, turns to his/her neighbor and asks him/her: <i>Kon san tu?</i> ,Who are you?'</li> <li>Same procedure with all children.</li> </ol>

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

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

<b>Teaching activity 07   Sub-topic 02: My friends – Gap text: <i>Mušo vortako/mušî vortčina</i></b>
Duration: 20 min   Skill:       SF: I, G, P   ELP: dossier
Mat./Res.: Worksheet 02
<p>Note: This activity can only be done subsequently to activity 6.</p> <ol style="list-style-type: none"> <li>01. Teacher hands out gap of worksheet 03 <i>Mušo vortako/mušî vortčina</i>. Children fill out the gaps.</li> <li>02. Teacher writes the gap words on the blackboard and the children check their spelling.</li> <li>03. Children read the dialogue in couples.</li> </ol>
<b>Teaching activity 08   Sub-topic 02: My friends – Illustrating <i>Mlo amal/mli amalin</i></b>
Duration: 30 min   Skill:    SF: G
Mat./Res.: Poster, colouring pens, sticky tape
<p>Note: Activity 08 is recommended to be subsequent to activity 07.</p> <ol style="list-style-type: none"> <li>01. The children form groups of four.</li> <li>02. Each group is given a poster. The teacher explains the task: Draw a scene from the previously discussed dialogue <i>Mušo vortako/mušî vortčina</i>.</li> <li>03. The finished posters are displayed on the wall.</li> </ol>
<b>Teaching activity 09   Sub-topic 02: My friends – Illustration: <i>Mušo vortako/mušî vortčina</i></b>
Duration: 10 min   Skill:    SF: G
<ol style="list-style-type: none"> <li>01. Teacher says: <i>Sas jek šav. O Marko. Sas les but vortača.</i> ‘Once upon a time there was a boy called Marko. He had many friends.’</li> <li>02. Teacher walks through the classroom and calls out one of the children’s names (incl. article): <i>O/E ... (name)!</i></li> <li>03. Child approaches the teacher and gives him/her his/her hand.</li> <li>04. Teacher walks through the classroom and says: <i>Sas jek šav. O Marko. Sas les but vortača!</i></li> <li>05. Teacher calls out another child’s name (incl. article): <i>O/E ... (Name)!</i></li> <li>06. Same procedure until all children are part of the “Train of friendship”.</li> </ol>
<b>Teaching activity 10   Sub-topic 04: My body – <i>O manuš</i></b>
Duration: 20 min   Skill:     SF: G   ELP: dossier
Mat./Res.: Worksheet 03
<ol style="list-style-type: none"> <li>01. Teacher reads worksheet 04 <i>O manuš</i>, ‘The man’. He/she points at the corresponding body parts.</li> <li>02. Teacher asks the children to get up and join in.</li> <li>03. Teacher repeats each sentence of the worksheet and points at the corresponding parts of the body. Children repeat and point at the body parts as shown by the teacher. Teacher continues until all sentences are read. Options: Teacher reads the sentences, children listen and point at the corresponding parts of the body, or: Teacher points at a part of the body and the children say the corresponding sentence.</li> <li>04. Children get the worksheet, color it and do the reading exercise as a homework.</li> </ol>

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



**Teaching activity 16 | Sub-topic 03: My family – Poem Ame**Duration: 30 min | Skill:    | SF: I, G | ELP: dossier

Mat./Res.: Worksheet 08

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

**Lesson plan 01 | Sub-topic 01: Introducing myself – Muřo anav, My name'**

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

Duration: 10 min | Skill:    | SF: G

Mat./Res.: Ball

01. Teacher introduces himself/herself: *Maj miřtořo. Me řim o/e ... Kon san tu?*, Hello. I am ... Who are you?'
02. Teacher passes the ball to a child and asks him/her to introduce himself/herself with: *Maj miřtořo. Me řim o/e ...!*, Hello. I am ...'
03. Child introduces himself/herself and passes the ball back to the teacher.
04. Same procedure with all children.

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

Duration: 10 min | Skill:   | SF: G

01. Children stand in a circle.
02. Teacher turns to a child standing next to him/her and says: *Maj miřtořo! Me řim o/e ... Kon san tu?*, Hello. I am ... Who are you?'
03. Child answers: *Maj najis. Me řim o/e ...!*, turns to his/her neighbor and asks him/her: *Kon san tu?*, Who are you?'
04. Same procedure with all children.






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

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

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

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

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

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

# Mužo vortako/ muři vortečina

- Čhaj: Maj mištožo, bibijo!
- Daj: Maj najis muři šejoři!  
Kon san?
- Čhaj: Me sîm e Suzi, le Markoski  
vortečina!
- Daj: So trobul tu, muři šejoři?
- Šejoři: Dali sî o Marko khêre?
- Dej: Khêre lo. Ajde, av-tar andrê.



Muřo anav \_\_\_\_\_

# Muřo vortako/ muřî vortečina

Šejořî: Maj miřtořo, bibijo!

Dej: Maj najis muři ťejořî!

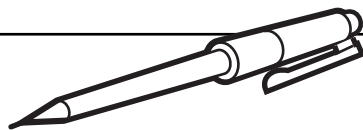
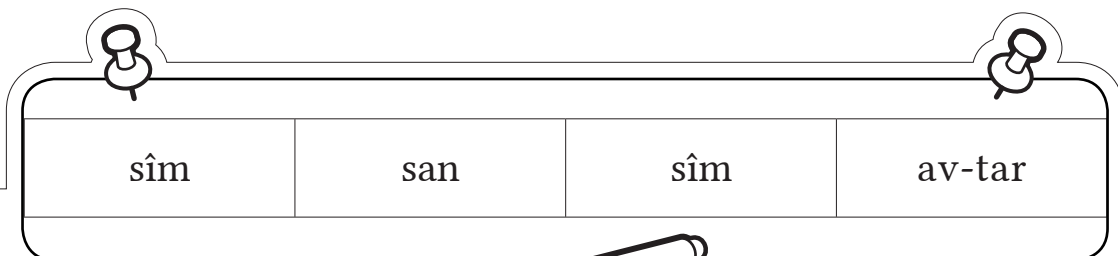
Kon \_\_\_\_\_?

Šejořî Me \_\_\_\_\_ e Suzi, le Markoski vortečina!

Dej: So trobul tu, muřî ťejořî?

Šejořî: Dali sî o Marko khêre?

Dej: Khêre lo. Ajde, \_\_\_\_\_ andrê.



# O manuš

Sî ma jek šêro.

Sî ma but dand.

Sî ma jek nakh.

Sî ma duj punře.

Sî ma duj buč.

Sî ma jek muj.

Sî ma duj kana.

Sî ma duj vas(t).

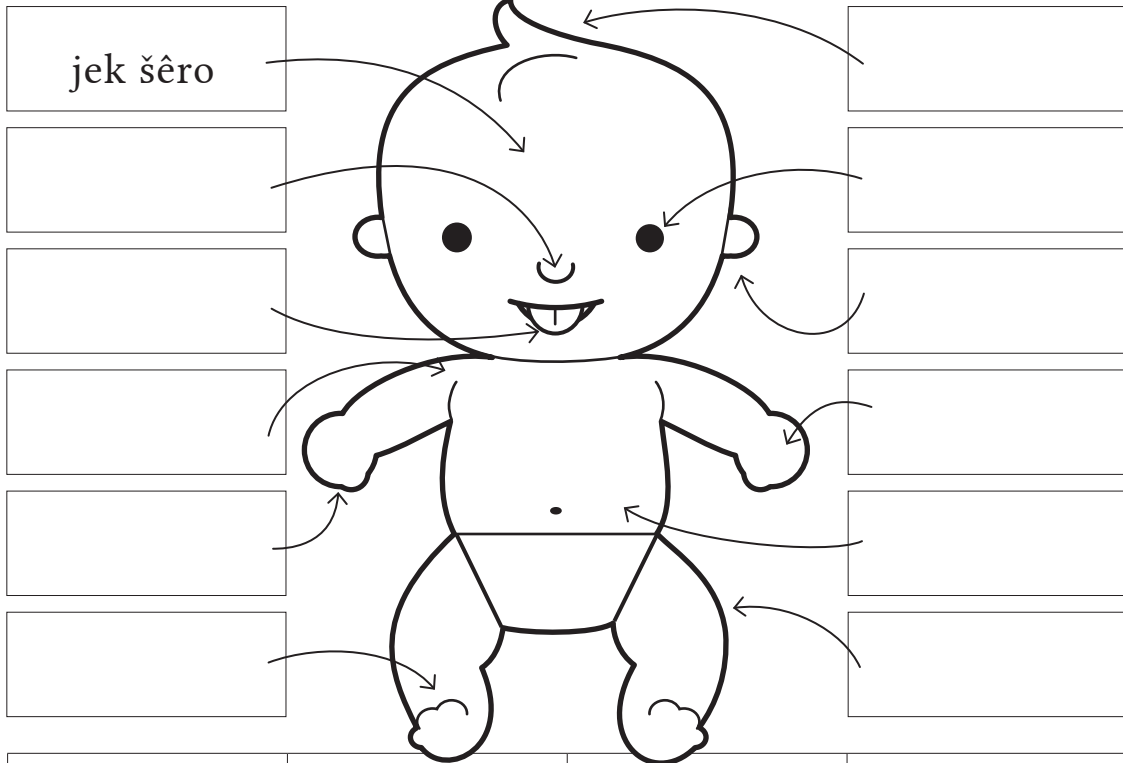
Sî ma but bal.

Sî ma duj čanga.

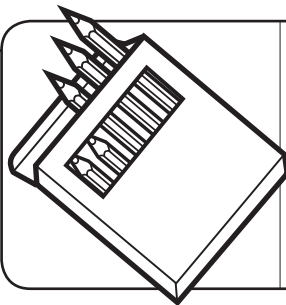


Mužo anav \_\_\_\_\_

# O cîno



jek síb	jek nakh	jek šêro	duj jakha
duj buč	duj punře	duj čanga	duj phike
duj vas(t)	deš naja	but dand	but bal



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

# O cîno

Muřo anav \_\_\_\_\_

Sî ma \_\_\_\_\_ vas(t).

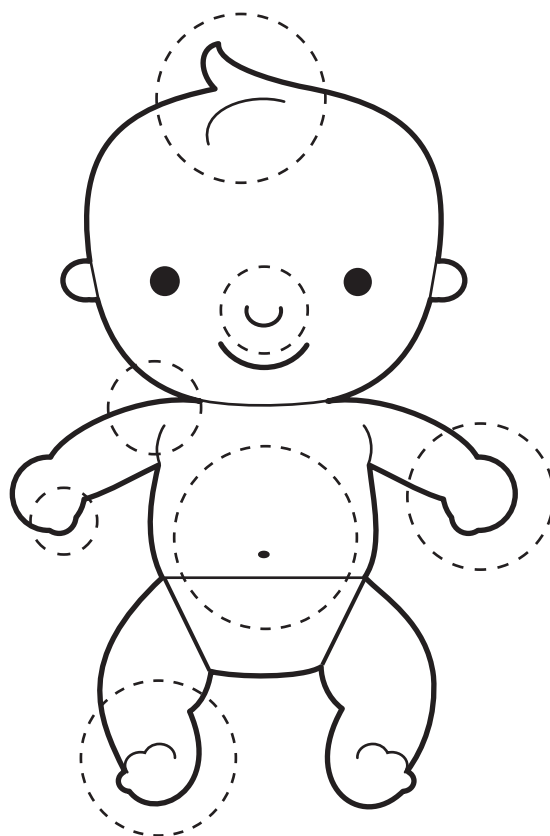
Sî ma \_\_\_\_\_ nakh.

Sî ma \_\_\_\_\_ naja.

Sî ma \_\_\_\_\_ punře.

Sî ma \_\_\_\_\_ phike.

Sî ma \_\_\_\_\_ řib.

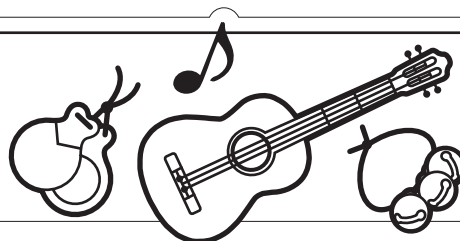


# Khêlas

Jek data, du var, tut pušav,  
tri var, štar var, ame khêlas.  
Vazde opre će vastořa,  
sîkav mangê phabaja.

Jek data, du var, tut pušav,  
tri var, štar var ame khêlas.  
Ža tele ži ka l' punře,  
mek khêlen ćire phike.

Jek data, du var, tut pušav,  
tri var, štar var ame khêlas.  
Puter numa će vastořa,  
te urjas tu manca.



*„Jek data, du var, tut  
pušav, tri var, štar var  
ame khêlas.“*



Mužo anav \_\_\_\_\_

# Khêlas

Jek data, du var, tut pušav,  
tri var, štar var ame khêlas.

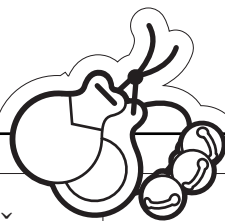
Vazde opre će \_\_\_\_\_,  
sîkav mange phabaja.

Jek data, du var, tut pušav,  
tri var, štar var ame khêlas.

Ža tele ži ka \_\_\_\_\_,  
mek khêlen ćire \_\_\_\_\_.

Jek data, du var, tut pušav,  
tri var, štar var, ame khêlas..

Puter numa će \_\_\_\_\_,  
te urjas tu manca.



vastořa

punře

phike

vastořa

Mužo anav \_\_\_\_\_

# Kon sî kodola žene?

o papo, e mami, o dad, e dej, o phral, e phen

o papo

e mami

o papo

e mami

o dad

e dej

me thaj muře phral/pheja

Mužo anav \_\_\_\_\_



# Ame






Muři dej man hulavel.

Mužo dad šukar roč ćinel.

Muři phej mangê djilabal.

Mužo phral mangê bašalel.

<b>Kalderash_Secundary_A1_AT_eng_unit-02</b>
<b>Topic (CFR): THE HOUSE AND ITS ACTIVITIES</b>
<b>Sub-topic 01: <i>Le brojur</i> – Numbers</b> <b>Sub-topic 02: <i>Muřo khêr/stano</i> – My house/flat</b>

<b>Working with the CFR – Learning objectives</b>	
Skill	Relevant descriptors in the language grid (“can do”) OR “I can” statements:
	<ul style="list-style-type: none"> <li>✓ Can understand the key words for activities of the home (e.g. eating, washing, sleeping, etc.).</li> <li>✓ Can understand the key words for activities of the Roma home and can categorise them, as appropriate, into areas of responsibility (e.g. mother’s jobs, father’s occupations, etc.).</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can recognize and understand labels on a picture of a typical house or room.</li> <li>✓ Can recognize and understand numbers and words on a street or in an address.</li> <li>✓ Can recognize and understand the words for parts of the home and its surroundings and items in the house/caravan.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can give single word or very brief answers to basic questions about his/her home.</li> <li>✓ Can give a telephone number.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can use key words or simple phrases/sentences to describe his/her home.</li> <li>✓ Can use key words or simple phrases/sentences to describe what he/she likes and dislikes doing at home.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can copy or write words and simple phrases or sentences for parts of the home and items in the house.</li> </ul>
<b>Working with the ELP</b>	
Language passport: <i>Me beřav ando ...</i> (e.g.: <i>Beči</i> ).	
Dossier: <i>Le brojur</i> : 0–30   activities 02, 03, 04   <i>E kujna</i> : Filling in words	

<b>Vocabulary   Sub-topic 01: <i>E samura</i></b>	
<b>Active</b>	
<i>le brojur 0–30</i>	the numbers 0–30
<i>muřo/ćo brojo</i>	my/your number
<i>Sar/savo sî ...?</i>	What/which is ...?
<b>Passive</b>	
<i>So kam kêres tehara?</i>	What are you doing tomorrow?
<i>muřo/ćo brojo</i>	my/your number

**Vocabulary | Sub-topic 02: Mlo čher/stani**

<b>Active</b>			
<i>muřo khêr/stano</i>	my house/flat	<i>o skamin</i>	the chair
<i>e soba</i>	the room	<i>o pato</i>	the bed
<i>e kujna, kuxinja</i>	the kitchen	<i>o šifonjeri</i>	the wardrobe
<i>o kupatilo</i>	the bathroom	<i>e khêlimos</i>	the toys
<i>le sovimaski soba</i>	the bedroom	<i>e knjiga</i>	the book
<i>le bêšimaski soba</i>	the living room	<i>o colo</i>	the carpet
<i>e budara, o WC</i>	the toilet (WC)	<i>o regali knjigengo</i>	the bookshelf
<i>le šavoreŋgi soba</i>	the children's room	<i>e televizija</i>	the television
<i>o hodniko</i>	the hallway	<i>peglol le gada</i>	to iron
<i>e vazna</i>	the vase	<i>sovel</i>	to sleep
<i>le řoja</i>	the cutlery, the spoons	<i>čitol</i>	to read
<i>o kredenco</i>	the kitchen cabinet	<i>pekel (kolačija)</i>	to bake (biscuits)
<i>o bov</i>	the stove	<i>o prezime</i>	the surname
<i>o frižideri</i>	the refrigerator	<i>Katar aves?</i>	Where are you from?
<i>e tigaja</i>	the pan	<i>Kaj bêšes?</i>	Where do you live?
<i>o tijari</i>	the plate	<i>o gav</i>	the village
<i>e piri</i>	the pot	<i>o foro</i>	the city
<i>e lampa</i>	the lamp	<i>e adresa</i>	the address
<i>o astali</i>	the table	<i>e phuv</i>	the land
		<i>Beči</i>	Vienna
<b>Passive</b>			
<i>So sî kodo?</i>	What is this?	<i>So kêrav me?</i>	What do I do?
<i>e luludji</i>	the flower	<i>muřo dad</i>	my father
<i>o xabe</i>	the food	<i>muři dej</i>	my mother
<i>o mas</i>	the meat	<i>muřo papo</i>	my grandpa, my grandfather
<i>So sî tu ...?</i>	What have you got?	<i>muři mami</i>	my grandma, my grandmother
		<i>e sîcaritorka, e učiteljica</i>	the teacher

<b>Grammar</b>	
<b>Active</b>	<b>Passive</b>
Simple interrogative clauses Present tense Simple sentence formation: <i>Man sî ma ...</i>	Future tense

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

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

Preparation: Print and laminate cards with numerals (worksheet 01).

01. Children sit in a circle on the floor.
02. Teacher spreads out the cards with the numerals 0–30 on the floor. Each child gets a card with the numbers from “Zero” to “Thirty” (in words).
03. Children try to find the matching numbers to their cards.
04. Incorrectly matched cards are assigned to the correct card together.
05. Subsequently the teacher places the cards with the words from 0–30 in a stack on the floor. The cards with the numerals are distributed again.
06. Now the children read the numerals on their card out loud and put the card next to the correct number.
07. Teacher corrects the cards and says the numbers from 0–30 twice.
08. He/She now pronounces number by number, the group repeats the word after each number.
09. Then each child is asked to read the numbers out loud.
10. Subsequently the children copy the numbers from 0–30 from the cards into their ELP (p. 44).

**Teaching activity 02 | Sub-topic 01: *Le brojur – Dialogue Telefono***Duration: 30 min | Skill:  | SF: I, P, G

Mat./Res.: Worksheet 02
















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

**Teaching activity 03 | Sub-topic 02: *Muřo khêr/stano***Duration: 25 min | Skill:  | SF: G, I | ELP: Dossier

Mat./Res.: Worksheet 03, pens

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

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

<b>Teaching activity 04   Sub-topic 02: Muřo khêr/stano - E kujna</b>
Duration: 35 min   Skill:       SF: G, I, P   ELP: Dossier, p. 44
Mat./Res.: Worksheet 04, cutlery, pot, vase, plate, flower, pan
<ol style="list-style-type: none"> <li>01. The children sit in their chairs in a circle. Teacher puts the objects he/she has brought along in front of him/her, covering them with a cloth.</li> <li>02. The teacher picks one object (e.g. a pot) and asks who knows the Romani name for the respective object. Then he/she says its name out loud.</li> <li>03. The children repeat the name and the teacher passes the object around the circle for the children to touch.</li> <li>04. The teacher repeats this with all objects. The children return to their seats and are given the worksheet <i>E kujna</i>.</li> <li>05. They attempt to complete it in in pairs.</li> <li>06. Then all answers are compared and the teacher again writes the words on the blackboard.</li> <li>07. The children add the new words to their ELP (p. 44).</li> </ol>
<b>Teaching activity 05   Sub-topic 02: Muřo khêr/stano – Šavorêngi soba</b>
Duration: 35 min   Skill:       SF: G, I   ELP: Dossier
Mat./Res.: Worksheet 05
<ol style="list-style-type: none"> <li>01. Teacher hands out the worksheet and reads it.</li> <li>02. He/She asks the children what the words below mean.</li> <li>03. Teacher asks: ... [name] ..., <i>so sî tu ande çi soba?</i></li> <li>04. One child chooses one of the objects on the worksheet and answers: <i>Man sî jek šifonjeri</i>.</li> <li>05. Same procedure with all the words.</li> <li>06. Subsequently the children draw their rooms.</li> </ol>
<b>Teaching activity 06   Sub-topic 02: Muřo khêr/stano – So sî kodo?</b>
Duration: 35 min   Skill:       SF: G, I   ELP: Dossier
Mat./Res.: Worksheet 06, overhead projector, overhead pens (copy worksheet 06 on overhead transparency)
<ol style="list-style-type: none"> <li>01. Teacher shows the first line of the worksheet to the children on the overhead projector.</li> <li>02. He/She discusses the words to the images with the children.</li> <li>03. Teacher asks: <i>Kon žanel, so sî kodo?</i> – Children reply: <i>E televizija, o regali, e lampa, ...</i></li> <li>04. Teacher hands out worksheet 06 and children fill it out alone.</li> <li>05. Teacher shows them the completed worksheet and adds the missing words.</li> <li>06. Children check their results and add the sheets to their Dossier.</li> </ol>
<b>Teaching activity 07   Sub-topic 02: Muřo khêr/stano – Pantomime</b>
Duration: 20 min   Skill:      SF: G, I   ELP: p. 44
<ol style="list-style-type: none"> <li>01. Children stand in a circle.</li> <li>02. Teacher shows the game: He/She stands in the middle of the circle and mimes one of the activities in the household (ironing, baking, reading, sleeping).</li> <li>03. He/She asks the children: <i>So kêrav me?</i></li> <li>04. Children have to guess and name the activity (depending on their competence either in Romani or first in the language of instruction. Teacher translates it to Romanes.).</li> <li>05. After the four activities, it's the children's turn. Each child mimes one activity in the middle of the circle, the other children name it.</li> <li>06. After the game, the children return to their seats.</li> <li>07. Teacher writes down all activities on the blackboard and the children add it to their ELP (p. 44).</li> </ol>

<b>Teaching activity 08   Sub-topic 02: Muřo khêr/stano – So kêren khêre?</b>
Duration: 15 min   Skill:     SF: P, I   ELP: Dossier
Mat./Res.: Worksheet 07
Note: Do activity 08 subsequently to activity 07. 01. The children are given the worksheets. 02. First they are asked to read and try to understand the sentences with the child sitting next to them. 03. Together with the teacher they compare their opinions. If necessary, the teacher explains the content again. 04. Then each child numbers the pictures according to the correct sentences. 05. Finally, the numbers of the pictures are compared with the teacher. The worksheet is added to the Dossier.
<b>Teaching activity 09   Sub-topic 01: Le brojur – Ramosar le brojur!</b>
Duration: 15 min   Skill:     SF: G, I   ELP: Dossier
Mat./Res.: Worksheet 08
01. The teacher hands out the worksheet and asks the children to complete the boxes with the correct numerals. 02. Then the answers are compared. The teacher writes the numerals on the blackboard once again so that the children can check their spelling. 03. The worksheet is added to the Dossier.
<b>Teaching activity 10   Sub-topic 02: Muřo khêr/stano – Dialog Kaj bêšes?</b>
Duration: 30 min   Skill:       SF: G, P   ELP: Dossier
Mat./Res.: Worksheet 09
01. Teacher reads the dialogue worksheet 09 <i>Sar sî čo prezime?</i> 02. He/She reads the dialogue again and asks the children to write down the words they know. 03. Children say the words they know. Teacher writes them on the blackboard. 04. Teacher reads the dialogue again and asks the children to remember one of the words they don't know. 05. Children say these words out loud. Teacher writes them on the blackboard. 06. Teacher translates these words. 07. He/She asks the children to talk about the content with the child sitting next to them. 08. He/She hands out the worksheets and asks the children to read the dialogue quietly in couples. 09. Children read the dialogue to the class. 10. The worksheet is added to the Dossier.
<b>Teaching activity 11   Sub-topic 02: Muřo khêr/stano – Kaj bêšes?</b>
Duration: 20 min   Skill:     SF: G, I   ELP: Dossier
Mat./Res.: Worksheet 10
Note: This activity can only be done subsequently to activity 10. 01. Teacher hands out the worksheets. 02. Children reconstruct the dialogue of worksheet 10 <i>Kaj bêšes?</i> 03. Subsequently the results are compared with the teacher. The words are written on the blackboard.



**Teaching activity 12 | Sub-topic 02: Muřo khêr/stano – Quiz Kaj bêšes?**Duration: 40 min | Skill:    | SF: G | ELP: Dossier, p.4

Mat./Res.: Worksheet 11, reward

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

01. Teacher explains the quiz about the latest topic.
02. Children have about 20 min to complete the worksheet.
03. They read their results to the class.
04. Teacher rewards each child with a small present (pen, chocolate, etc.).
05. Now the children can write down the second sentence in their Language Passport on p. 4.

**Teaching activity 13 | Sub-topic 02: Muřo khêr/stano – Muři škola**Duration: 30 min | Skill:   | SF: I | ELP: Dossier

Mat./Res.: Worksheet 12, overhead projector, overhead sheets, overhead pens

Note: Do activity 13 subsequently to activity 11.

Preparation: Photocopy the worksheet onto overhead sheet.

01. The teacher hands out the worksheet and puts the transparency onto the projector.
02. He/she asks one child to read out the instructions and the first sentence. The group finds the correct answer.
03. The teacher writes the first answer onto the transparency, the children copy it.
04. Now another child reads the next sentence. The group finds the correct answer which is then written onto the overhead sheet.
05. This procedure is repeated until the worksheet has been completed.
06. The worksheet is added to the Dossier.

**Teaching activity 14 | Sub-topic 02: Muřo khêr/stano – Stanice**

Duration: 100 min | Skill: Dep. on worksheets used | SF: I | ELP: Dossier

Mat./Res.: Worksheet 13, five different other worksheets

Preparation: Choose worksheets and photocopy for all children (including spare copies if required). Prepare five workstations in the classroom (pushing two desks together at a time).















Note: Can also be done after each unit to check on the children's progress.

01. The teacher gives each child a sheet in which each workstation is noted.
02. He/she explains workstations 01 to 05.
03. Each child has to complete at least three workstations – the faster ones may do even more.
04. Once a workstation is completed, the teacher stamps the child's sheet.

**Teaching activity 15 | Sub-topic 02: Muřo khêr/stano – Kon si maj sięo?**Duration: 15 min | Skill:  | SF: G, I

01. Children spread out in the classroom.
02. Teacher names an object located in the classroom (e.g. *tabla, astali, skamin, vudar, kompjuteri, feljastra, ...*).
03. Children have to touch the object as quickly as possible.
04. The last child to touch the object drops out.
05. The game continues until only one child is left.

Note: This game can be played in various rooms using different objects, also outside or at the playground.

<b>Lesson plan 01   Sub-topic 01: <i>Le brojur</i></b>
TA-Nr.: 01   Learning objectives: Learning the numbers from 0 to 30.
Duration: 35 min   Skill:        SF: G, I   ELP: p. 42
Mat./Res.: Print and laminate cards (worksheet 01)
<ol style="list-style-type: none"> <li>Children sit in a circle on the floor.</li> <li>Teacher spreads out the cards with the numerals 0–30 on the floor. Each child gets a card with the numbers from “Zero” to “Thirty” (in words).</li> <li>Children try to find the matching numbers to their cards.</li> <li>Incorrectly matched cards are assigned to the correct card together.</li> <li>Subsequently the teacher places the cards with the words from 0–30 in a stack on the floor. The cards with the numerals are distributed again.</li> <li>Now the children read the numerals on their card out loud and put the card next to the correct number.</li> <li>Teacher corrects the cards and says the numbers from 0–30 twice.</li> <li>He/She now pronounces number by number, the group repeats the word after each number.</li> <li>Then each child is asked to read the numbers out loud.</li> <li>Subsequently the children copy the numbers from 0–30 from the cards into their ELP (p. 42).</li> </ol>
TA-Nr.: 09   Learning objectives: Learning the numbers from 0 to 10.
Duration: 15 min   Skill:     SF: G, I   ELP: Dossier
Mat./Res.: Worksheet 08
<ol style="list-style-type: none"> <li>The teacher hands out the worksheet and asks the children to complete the boxes with the correct numerals.</li> <li>Then the answers are compared. The teacher writes the numerals on the blackboard once again so that the children can check their spelling. The worksheet is added to the Dossier.</li> </ol>
<b>Lesson plan 02   Sub-topic 02: <i>Muño khêr/stano – Kaj bêšes?</i></b>
TA-Nr.: 10   Learning objectives: Understanding a text step by step.
Duration: 30 min   Skill:        SF: G, P   ELP: Dossier
Mat./Res.: Worksheet 09
<ol style="list-style-type: none"> <li>Teacher reads the dialogue worksheet 09 <i>Sar sî có prezime?</i></li> <li>He/She reads the dialogue again and asks the children to write down the words they know.</li> <li>Children say the words they know. Teacher writes them on the blackboard.</li> <li>Teacher reads the dialogue again and asks the children to remember one of the words they don't know.</li> <li>Children say these words out loud. Teacher writes them on the blackboard.</li> <li>Teacher translates these words.</li> <li>He/She asks the children to talk about the content with the child sitting next to them.</li> <li>He/She hands out the worksheets and asks the children to read the dialogue quietly in couples.</li> <li>Children read the dialogue to the class.</li> </ol>
TA-Nr.: 11   Learning objectives: Practicing orthography.
Duration: 20 min   Skill:     SF: G, I   ELP: Dossier
Mat./Res.: Worksheet 10
<ol style="list-style-type: none"> <li>Teacher hands out the worksheets.</li> <li>Children reconstruct the dialogue worksheet 10 <i>Kaj bêšes?</i> Subsequently the results are compared with the teacher. The words are written on the blackboard.</li> </ol>

0

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nula	jek	duj	trin
štar	panž	šov	efta
ofto	inja	deš	dešu- jek
dešu- duj	dešu- trin	dešu- štar	dešu- panž

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

# Dialogo ande pauza „O telefono“

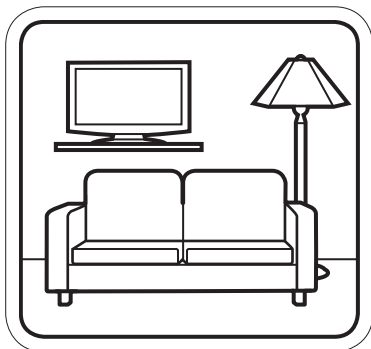
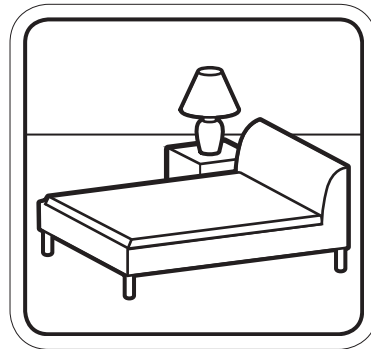
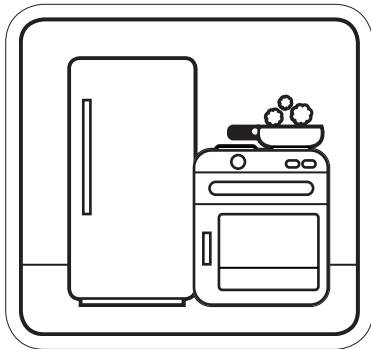
- Zlata: Suzano, so kêres tu tehara?  
Suzana: Ĉi žanav! Sostar pušes ma?  
Zlata: Pa kamlem te žav tusa tehara ando kino.  
Sî tu li vrjama?  
Suzana: Tehara sî ma vrjama! Ajde, de ma čo  
telefonosko brojo te ašunas amen.  
Zlata: Mužo brojo sî 245 136 890.  
Sar sî ĉiro brojo?  
Suzana: Mužo brojo sî 693 258 147  
Zlata: Najis tukê, kam ašunas amen tehara.



Muřo anav \_\_\_\_\_

# Muřo khêr/stano

So sî kava?



e kujna

o kupatilo

le sovimaskî

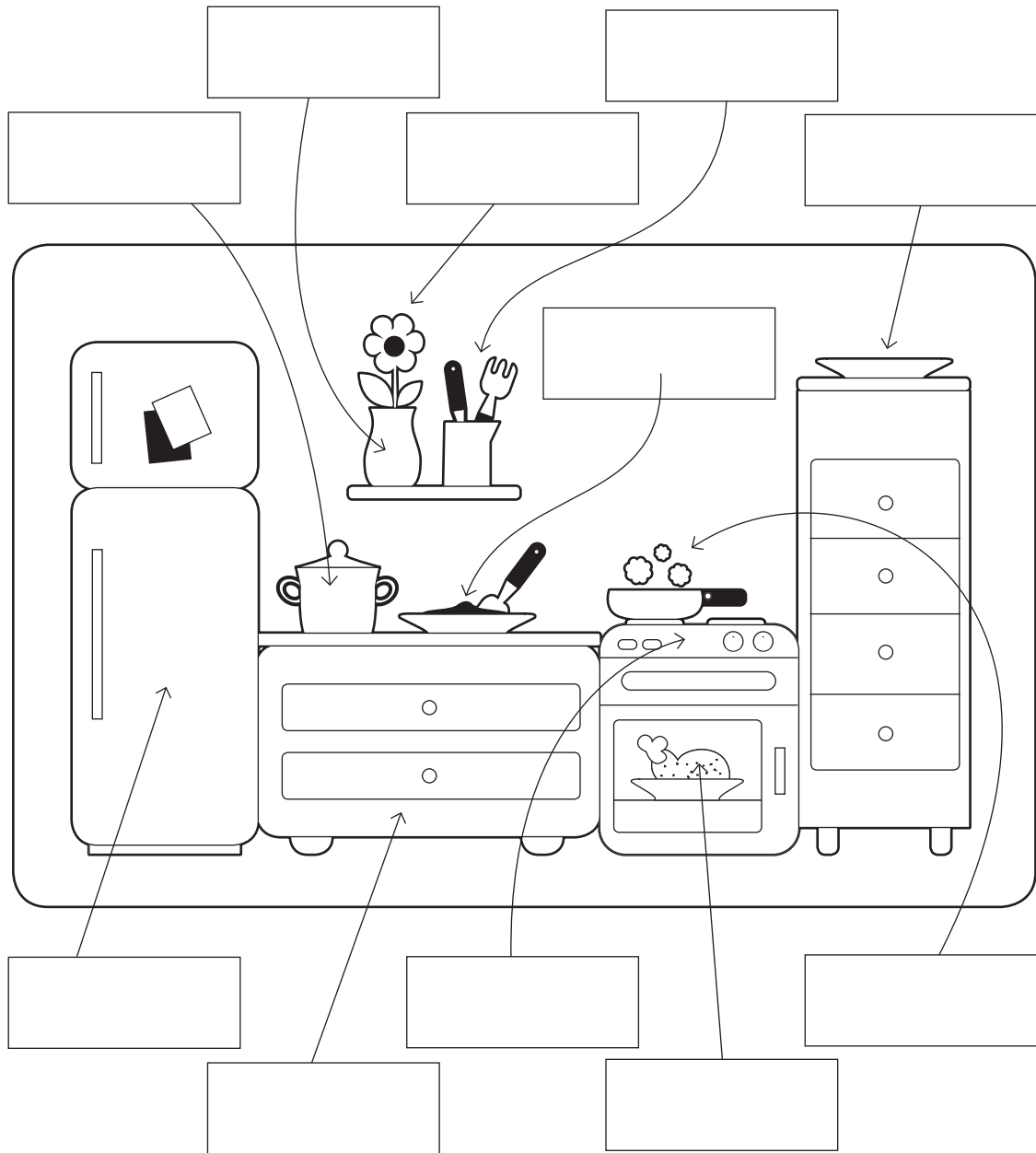
o hodniko

o WC

e dnevno soba



# E kujna



o friřideri  
e vazna  
o mas

le vasur  
e tigaja  
le luludja

o tijari  
le řoja  
o řporeto

o xabe  
o kredenco

Mužo anav \_\_\_\_\_

# Le šavoržengi soba

So sî tu ande ci soba?

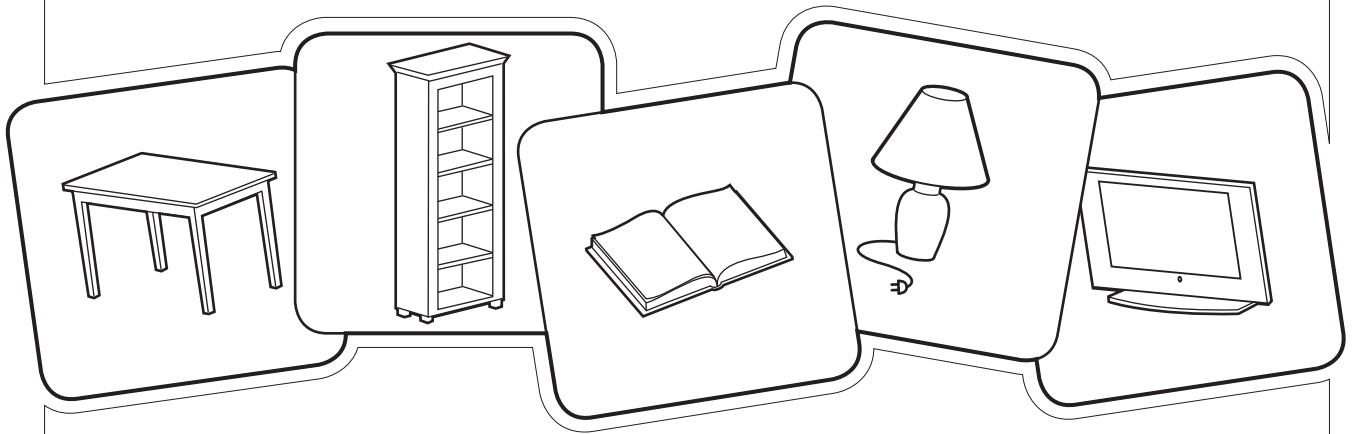
Ande muži soba sî ma ...!

Crtisar kadala buća!

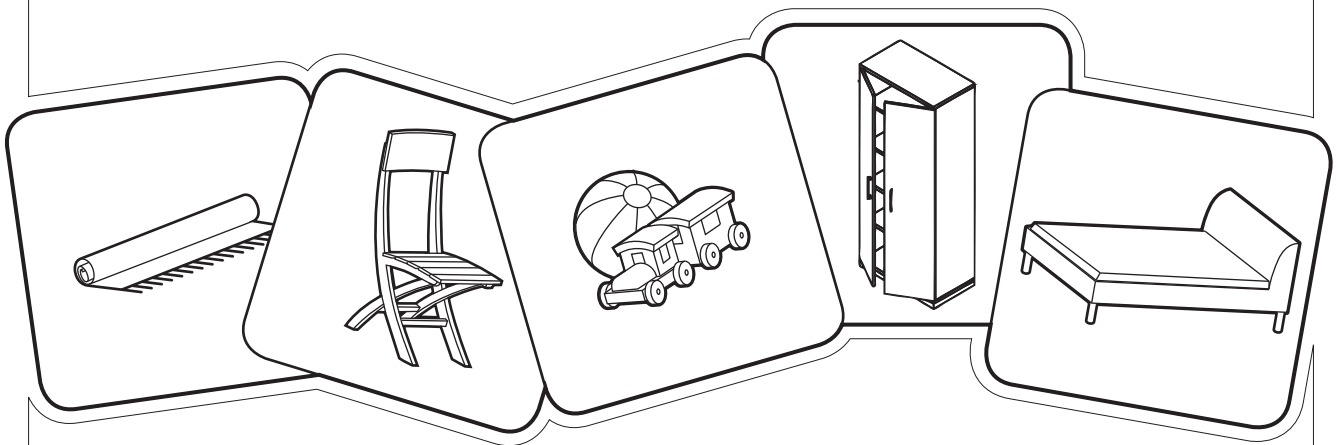
šifonjeri | pato | astali | colo | khêlimata | knjige  
lampa | televizija | skamin | regali knjigengo

Muño anav \_\_\_\_\_

## So sî kava?



\_\_\_\_\_



\_\_\_\_\_

šifonjeri | pato | astali | colo | khêlimata | knjige  
lampa | televizija | skamin | regali knjigengo

Mužo anav \_\_\_\_\_

# So kêren khêre?

Čitosar thaj cîrtisar!



Mužo anav \_\_\_\_\_

# Ramosar le brojur

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

jek	duj			panž
		oxto	inja	
dešujek				
	dešefta			
		bišutrin	bišuštar	
dešušov				trijanda



Mužo anav \_\_\_\_\_

## Kaj bêšes?

Sîcaritorka: Zlata, sar sî čo prezime?

Zlata: Mužo prezime sî Nikolić.

Sîcaritorka: Zlato, katar san?

Zlata: Me sîm katar e Srbija.

Sîcaritorka: Kaj bêšes akana?

Zlata: Akana me bêšav ando Beči.

Sîcaritorka: So sî o Beči? Gav vaj foro?

Zlata: O Beči sî jek baro foro ande Austrija.



Mužo anav \_\_\_\_\_

## Kaj bêšes?

Sîcaritorka: Zlata, sar sî čo prezime?

Zlata: Mužo \_\_\_\_\_ sî Nikolić.

Sîcaritorka: Zlata, katar san?

Draga: Me sîm \_\_\_\_\_ e Srbija.

Sîcaritorka: Kaj bêšes akana?

Zlata: Akana me \_\_\_\_\_ ando Beči.

Sîcaritorka: So sî o Beči? \_\_\_\_\_ vaj foro?

Zlata: O Beči sî \_\_\_\_\_ ande \_\_\_\_\_ Austrija.



Mužo anav \_\_\_\_\_

## Kvizo

Sar sî čo anav?

Mužo anav sî \_\_\_\_\_.

Sar sî čo prezime?

Mužo sî \_\_\_\_\_.

Kaj bêšes?

Me bêšav ando/ande \_\_\_\_\_.

Katar san?

Me sîm katar o/e \_\_\_\_\_.

Sar sî çi adresa?

Muři adresa sî \_\_\_\_\_.

Sar sî čo telefonosko brojo?

Mužo telefonosko brojo sî \_\_\_\_\_.





Muño anav \_\_\_\_\_

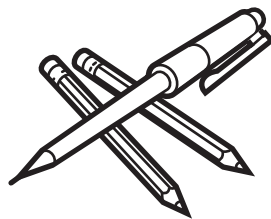
# Muři škola

Ramosar ća školaki adresa.

---

Ande savi klasa źas?

---








Mužo anav \_\_\_\_\_

# Muře stanice

Stanicako broj	pečato
1.	
2.	
3.	
4.	
5.	

<b>Kalderash_Secundary_A1_AT_eng_unit-03</b>
<b>Main Theme (CFR): MY COMMUNITY</b>
<b>Sub-theme 01: <i>Thana thaj khêra</i> – Places and buildings</b> <b>Sub-theme 02: <i>Le trafikoskê sêmnur</i> – Traffic signs</b>
<b>Connected main themes in the CFR: Roma crafts and occupations</b>

<b>Working with the CFR – Learning objectives</b>	
Skill	Relevant descriptors in the language grid (“can do”) OR “I can” statements
	<ul style="list-style-type: none"> <li>✓ Can recognize and understand the names for people who live and work in the local area when they are spoken or read aloud.</li> <li>✓ Can listen and point to pictures or a map showing where different people work (e.g. library, chemist, supermarket, police station, swimming pool).</li> <li>✓ Can understand the words for the roles and activities of individuals in his/her Roma community.</li> <li>✓ Can understand when older people give brief instructions or orders.</li> <li>✓ Can understand the key words relating to behavior and the social norms of the community.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can recognize and understand the names for important buildings, signs, or locations in the area.</li> <li>✓ Can recognize and understand the names for buildings/places on a map of the area.</li> <li>✓ Can recognize and understand the words for the principal activities of the community.</li> <li>✓ Can recognize and understand the key words for the important aspects of moral behavior of members of the community.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can respond to simple questions by giving the names of buildings and places where people live and work in the area.</li> <li>✓ Can use key words and simple phrases/sentences to answer basic questions about places he/she has visited in the area.</li> <li>✓ Can participate in classroom discussions by naming his/her favorite place in the area (e.g. football field, park, shop).</li> <li>✓ Can greet and respond appropriately to simple questions from older community members.</li> <li>✓ Can use key words and phrases to answer basic questions about his/her daily activities.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can use key words and simple phrases/sentences to describe his/her favorite place in the locality/ community.</li> <li>✓ Can use key words and simple phrases to describe his/her community.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can copy or write the names of places in the area.</li> <li>✓ Can copy from the board short sentences describing the activities associated with different places in the area.</li> <li>✓ Can copy or write the key words relating to Roma community life and activities.</li> <li>✓ Can copy or write short sentences describing activities in his/her community.</li> </ul>
<b>Working with the ELP</b>	
Language passport:	
Dossier: Adding new words on p. 42   worksheet 02 to 06 + 08 to 10 +13	

**Vocabulary | Sub-theme 01: *Thana thaj khêra***

<b>Aktiv</b>			
<i>e policija</i>	the police	<i>dikhêl</i>	to see, to watch
<i>e bolnica, o špitali</i>	the hospital	<i>bêšel</i>	to sit
<i>e pošta</i>	the post office	<i>sasçol, sastjol</i>	to become healthy
<i>o kindergarten</i>	the kindergarten	<i>çinel</i>	to buy
<i>e škola</i>	the school	<i>poçinel</i>	to pay
<i>e khangêri</i>	the church	<i>bîšalel</i>	to send
<i>o podo</i>	the bridge	<i>baro</i>	large
<i>o řeko</i>	the stream, the river	<i>cîno</i>	small
<i>o brego, o plaj</i>	the mountain	<i>i luludji</i>	the flower
<i>e mahala</i>	the residential estate	<i>o kaš(t), o kopaçi</i>	the tree
<i>e apoteka</i>	the pharmacy	<i>o pato</i>	the bed
<i>o duçano</i>	the shop	<i>e knjiga</i>	the book
<i>e vatrogasno stanica</i>	the fire station	<i>o astali</i>	the table
<i>e stanica</i>	the station	<i>e kuna</i>	the swing
<i>o kino</i>	the cinema	<i>e televizija</i>	the television
<i>o parko</i>	the park	<i>o paj</i>	the water
<i>e banka</i>	the bank	<i>o kompjuteri</i>	the PC, the computer
<i>çal</i>	to go	<i>khêlel peskê</i>	to play
<i>pušel</i>	to ask	<i>sovel</i>	to sleep
<i>Najis!</i>	Thank you!	<i>plivil, najol</i>	to swim
<i>Najis tukê/tumengê!</i>	Thank you (sg/pl)!	<i>khêlel futbalo</i>	to play football
<i>Devlesa!</i>	good-bye	<i>djlabal, bašavel</i>	to make music
	(lit. stay with god)	<i>djlabal</i>	to sing
<i>Dali žanes kaj sî ...?</i>	Wissen Sie wo die ... ist?	<i>arêsel</i>	to arrive
<i>pijel/pel</i>	to drink	<i>muřo maj šukar than</i>	my favorite place
<i>xal</i>	to eat	<i>meljarel</i>	to pollute
<i>ramol</i>	to write	<i>o cokoli</i>	the shoe
<i>çitol</i>	to read	<i>e detharin</i>	the morning
<i>siçol</i>	to learn	<i>o mašo</i>	the fish
<b>Passiv</b>			
<i>žanel</i>		to know	

**Vocabulary | Sub-theme 02: Le trafiskoskê šemnur**

Aktiv			
<i>le trafiskoskê šemnur</i>	the traffic signs	<i>o semaforo</i>	the traffic light
<i>nakhêl</i>	to cross	<i>me</i>	I
<i>či nakhel</i>	to not cross	<i>o pešačko prelazo</i>	the zebra crossing
<i>ažukêrel</i>	to wait	<i>mora, musaj</i>	must
<i>lolo</i>	red	<i>ašel</i>	to stop
<i>galbêno</i>	gelb	<i>soste? sostar?</i>	why?
<i>zeleno</i>	green	<i>kate/katka</i>	here
Passiv			
<i>thaj/i</i>	and	<i>asal</i>	to laugh

**Grammar**

Aktiv	Passiv
Articles: <i>o/e</i> Verbs in Present tense: 3rd person SG; 3rd person PL 1st person SG; 1st person PL Pronoun: <i>vov</i> (he) Simple interrogative sentence word order: <i>Kaj žal? Kaj bêšel? Soste žal? Soste bêšel?</i>	Questions in Future tense Questions (Plural) Adjectives (red, green, etc.)

**Teaching activity 01 | Sub-topic 01: Thana thaj khêra – Card game**







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

Mat./Res.: Cards from worksheet 01

Preparation: Print and laminate cards from worksheet 01.

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

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

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

**Teaching activity 06 | Sub-topic 01: *Thana thaj bare khera – Seres?***Duration: 25 min | Skill:      | SF: I | ELP: Dossier

Mat./Res.: Worksheet 05

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

01. Teacher hands out the worksheet and discusses the questions with the children.
02. Children subsequently complete the worksheet in couples.
03. Teacher writes the sentences on the blackboard and children compare them with their own results.

**Teaching activity 07 | Sub-topic 01: *Thana thaj khêra – Kaj kêren von buci?***Duration: 15 min | Skill:   | SF: I | ELP: Dossier

Mat./Res.: Worksheet 04, colouring pens

01. The teacher hands out the worksheets and asks one child to read out the task.
02. He/she asks what their task is and, if necessary (if the children are unsure), explains the worksheet.
03. The children fill in the paths.

**Teaching activity 08 | Sub-topic 01: *Thana thaj khêra – Crtisar čo maj šukar than***Duration: 40 min | Skill:     | SF: I | ELP: Dossier

Mat./Res.: Worksheet 06, photos, glue

Preparation: Ask the children to bring along a photo of their favourite place.

01. The teacher hands out the worksheets and asks one child to read out the task.
02. He/she asks what their task is and, if necessary (if the children are unsure), explains the worksheet.
03. The children glue the photo of their favourite place onto the worksheet and try to complete the sentences.
04. Then the children sit in a circle.
05. Each child presents his/her picture and reads out his/her sentences.

**Teaching activity 09 | Sub-topic 02: *Le trafikorskê sêmnur – Sar phirav pe vulica?***Duration: 15 min | Skill:     | SF: I

Mat./Res.: Worksheet 07

Preparation: Arrange desks in a pattern resembling a simple road map (see worksheet 04). Place the traffic signs on the desks (crossings). Print and laminate worksheet 07.












01. Teacher explains the game by crossing the “roads” and observing the traffic rules:

*Kate mora te žav pe stîngo rig.**Kate mora te žav vorta.**Kate mora te ašav.**Kate si pešačko prelazo.**Kate si semaforo.*

...

02. Then it is the children’s turn:

They walk along the “roads”, stop at every traffic sign and say what they have to do.

<b>Teaching activity 10   Sub-theme 02: <i>Le trafikorskê sêmnur – O semaforo</i></b>
Duration: 40 min   Skill:     SF: G, P   ELP: p. 44
Mat./Res.: Worksheet 08
<ol style="list-style-type: none"> <li>01. The children are given the worksheet about the poem <i>O semaforo</i> and try to complete it.</li> <li>02. Then they check their answers together and the teacher writes the words on the blackboard.</li> <li>03. The new words are added to the ELP (p. 44).</li> </ol>
<b>Teaching activity 11   Sub-topic 02: <i>Le trafikorskê sêmnur – Field trip “Traffic signs”</i></b>
Duration: 50 min   Skill:     SF: G
<p>The class goes on a field trip.</p> <p>The children now know many of the traffic signs and will recognise them in everyday life. The children are given the chance to visualise what they have learnt and to ask questions about any unknown aspects.</p> <p>Note: Make use of the school building and its environment or choose another destination. Ideally, the teacher first checks and finalises the route.</p>
<b>Teaching activity 12   Sub-topic 01: <i>Thana thaj khêra – So kêras ame?</i></b>
Duration: 50 min   Skill:        SF: I   ELP: Dossier
Mat./Res.: Worksheet 09
<ol style="list-style-type: none"> <li>01. Teacher hands out the worksheet <i>So kêras ame?</i></li> <li>02. Teacher and children fill it out together: One child after the other reads a question and tries to find the correct answer (teacher can help them). Teacher writes the correct answers on the blackboard and children copy them.</li> <li>03. After completing the worksheet, children read the sentences with a partner (one child reads the questions, the other child reads the answers, then they swap).</li> </ol>
<b>Teaching activity 13   Sub-topic 01: <i>Thana thaj khêra – Plakat Le thana</i></b>
Duration: 50 min   Skill:     SF: I, G   ELP: p. 44
Mat./Res.: Worksheet 10, cards from worksheet 12, poster, tape, scissors
<p>Preparation: Cut out worksheet 11 and tape it on a poster. Put the poster on a wall or the blackboard.</p> <ol style="list-style-type: none"> <li>01. The words on the poster are read and discussed together.</li> <li>02. Teacher hands out worksheet 12. They discuss the verbs on the worksheet (supported by gestures if necessary).</li> <li>03. Teacher asks the children to cut out the individual words on worksheet 12 and to write their first name next to each word.</li> <li>04. Subsequently the children try to match the verbs to the terms on the poster and tape them below the right words.</li> <li>05. Teacher checks the answers (the children who have made a mistake may try again with the help of the other children).</li> <li>06. The new verbs are added to the ELP (p. 44).</li> </ol>



**Teaching activity 14 | Sub-topic 01: Thana thaj khêra – O drom**Duration: 30 min | Skill:  | SF: G, I, P

Mat./Res.: Worksheet 12

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

**Teaching activity 15 | Einzelthema 01: Thana thaj khêra – Lückentext O drom**Duration: 30 min | Skill:  | SF: G

Mat./Res.: Worksheet 13

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

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

**Lesson plan 01 | Sub-topic 01: Thana thaj khêra – Places and buildings**

TA-Nr.: 02 | Learning objectives: Getting to know places.

Duration: 35 min | Skill:  | SF: G, I | ELP: p. 42

Mat./Res.: Cards of worksheet 01

Preparation: Print cards (worksheet 01) on cardboard and cut them out (print five times for five groups).

01. Children form groups of four. Each group sits at one desk.
02. Teacher hands out the memory cards to each group.
03. Children try to find the English and corresponding Romanes word to form pairs of cards.
04. The child who found the most pairs is the winner. He/She gets a small reward (pen, homework-voucher, chocolate, etc.).
05. Put the desks back into their original position. Children return to their seats.

TA-Nr.: 07 | Learning objectives: Orientation on a map.

Duration: 15 min | Skill:  | SF: I | ELP: Dossier

Mat./Res.: Worksheet 04, colouring pens

01. The teacher hands out the worksheets and asks one child to read out the task.
02. He/she asks what their task is and, if necessary (if the children do not know), explains the worksheet.
03. The children fill in the paths/directions.

**Lesson plan 02 | Sub-topic 01: *Thana thaj khêra* - Different places, different activities**

TA-Nr.: 13 | Learning objectives: Getting to know verbs and using them correctly. Practicing pronunciation.

Duration: 50 min | Skill:   | SF: I, G | ELP: Dossier p. 44

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

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

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

the  
post office



e  
pošta



the  
church



the  
cinema



o  
kino



e  
khangêri



the  
hospital



e  
bolnica



the  
pharmacy



the  
shop



o  
dućano



e  
apoteka



the  
school



e  
škola



the  
bridge



the  
kindergarten



o  
kindergarten



o  
podo



the  
park



o  
parko



the  
settlement



the police  
station



e  
policija



e  
mahala



the  
river



o  
řeko



the traffic  
lights



the  
mountain



o  
plaj



o  
semafori



the  
station



e  
stanica



the  
crosswalk



die fire  
brigade



e  
vatrogasno  
stanica



o pešačko  
prelazo



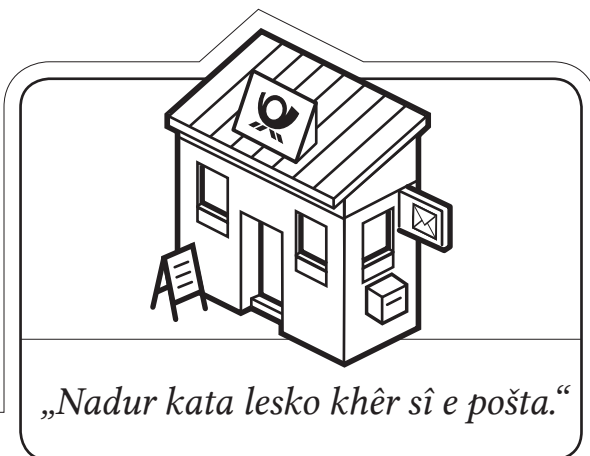
# Melale cokolja

O Kalo sî jek cîno řomano řavořo. Vo bēšel po gor le gavesko, ande mahala. Ande mahala naj but khēra, numa panž.

Detharin, kano řal-tar ande řkola, nakhēl vo skoro pa antrego gav. Nadur kata lesko khēr sî e pořta. Kote pařa e pořta sî o kindergarten. O Kalo řalas ande leste kana sas maj cîno.

Kana nakhēl vo opre po brego, řaj te dikhēl jek dućano thaj vi e apoteka. Sar arēsel maj tele, dikhēl vo de dural e khangēri. Numa vo ĉi řal ande khangēri, kē leski řkola sî maj pařē kata e khangēri.

Pařa e řkola sî jek podo numa o Kalo ĉi nakhēl pa podo. Svako detharin vov řal peskē te dikhēl le mařen ando řeko. Svako detharin meljarel vov kote peskē cokolja kana nakhēl o řeko, te řal peskē ande řkola.



*„Nadur kata lesko khēr sî e pořta.“*

# Melale cokolja

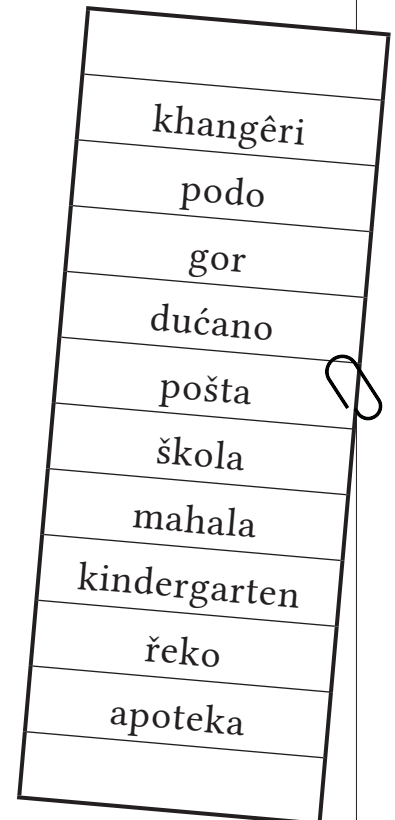
O Kalo sî jek cîno řomano řavořo. Vo bêšel  
po \_\_\_\_\_ le gavesko, ande mahala.

Ande \_\_\_\_\_ naj but khêra, numa panž.

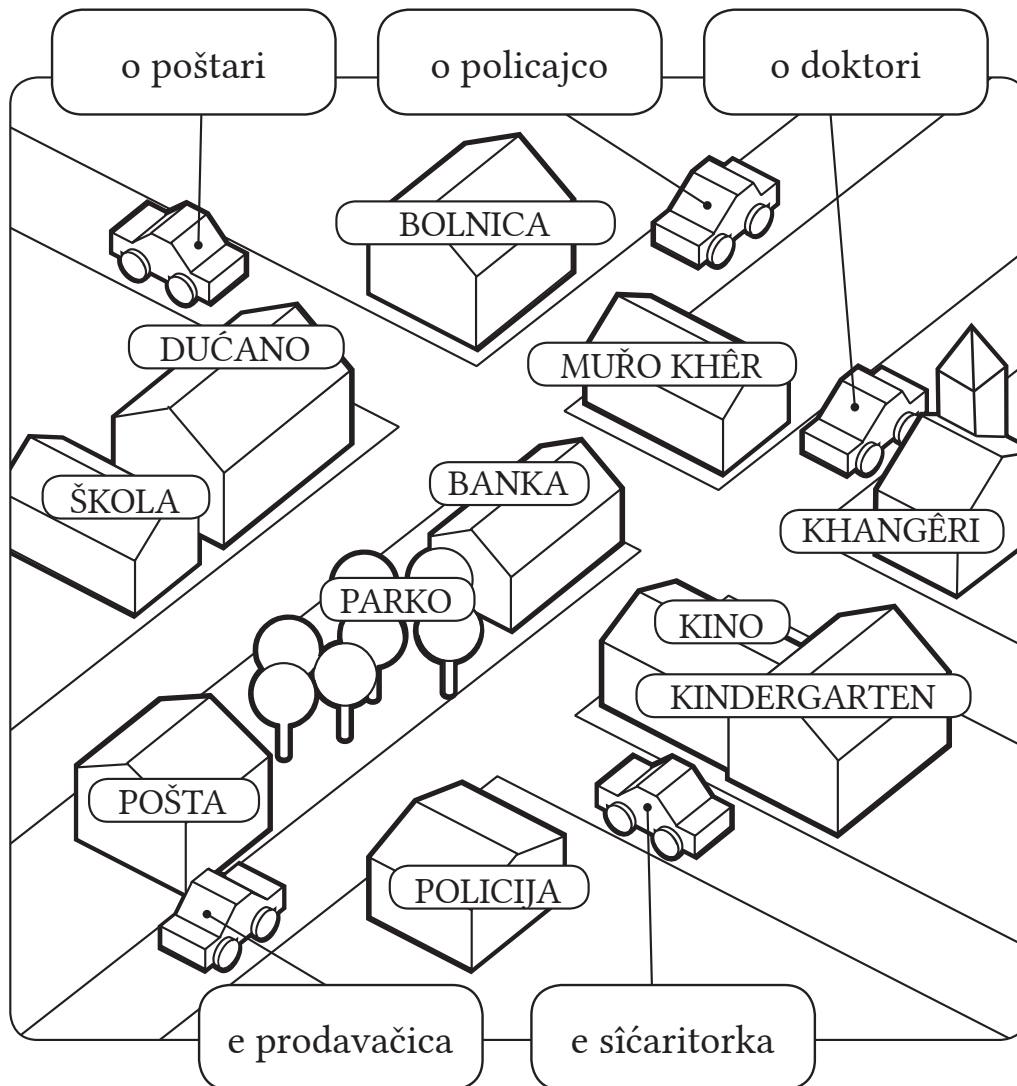
Detharin, kano źal-tar ande \_\_\_\_\_,  
nakhêl vo skoro pa antrego gav. Nadur  
kata lesko khêr sî e \_\_\_\_\_. Kote paša  
e pošta sî o \_\_\_\_\_. O Kalo źalas  
ande leste kana sas maj cîno.

Kana nakhêl vo opre po brego, řaj te dikhêl jek  
\_\_\_\_\_ thaj vi e \_\_\_\_\_. Sar arêsel maj tele,  
dikhêl lo de dural e khangêri. Numa vo ĉi źal ande \_\_\_\_\_  
kê leski řkola sî maj pašê kata e khangêri.

Paša e řkola sî jek podo, numa o Kalo ĉi nakhêl pa  
\_\_\_\_\_. Svako detharin vov źal-tar peskê te dikhêl le  
mařen ando \_\_\_\_\_. Svako detharin meljarel vov kote  
peskê cokolja kana nakhêl o řeko, te źal peskê ande řkola.



# Kaj kêren von bući?



Cîrtisar lengo drom ži ande bući!





Mužo anav \_\_\_\_\_

## Dali seres?

Kaj bêšel o Kalo?

O Kalo \_\_\_\_\_ ande \_\_\_\_\_.

Kaj žal o Kalo svako detharin?

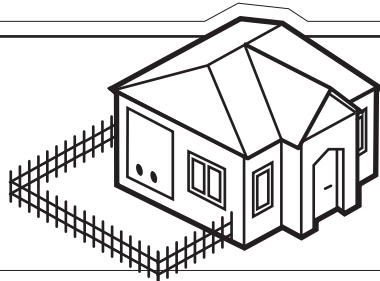
Vo \_\_\_\_\_ ande \_\_\_\_\_.

Kaj meljarel o Kalo peskê cokolja?

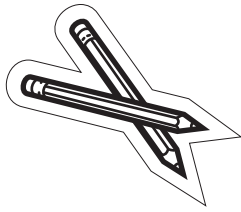
Vov \_\_\_\_\_ peskê cokolja ando \_\_\_\_\_.

Soste žal o Kalo svako detharin ka řeko?

Vov \_\_\_\_\_ te dikhêl le \_\_\_\_\_.



*„Kote paša e pošta sî  
o kindergarten.“*



Mužo anav \_\_\_\_\_

Mužo maj šukar than sî \_\_\_\_\_

Mužo maj šukar than sî \_\_\_\_\_.

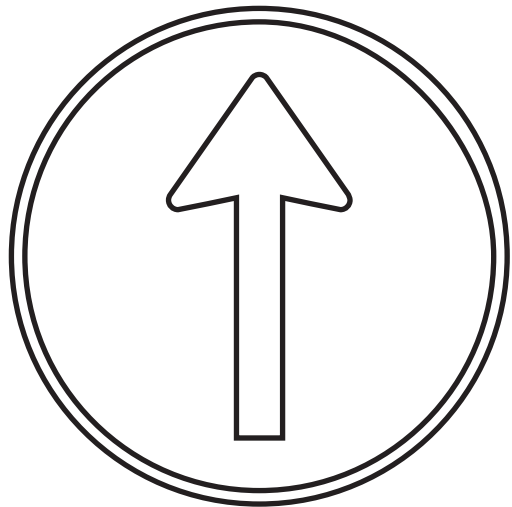
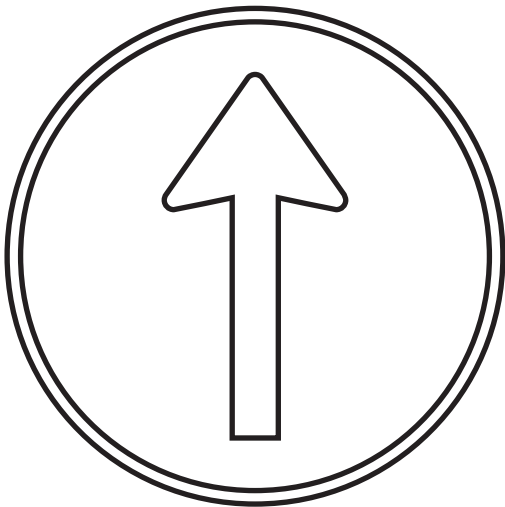
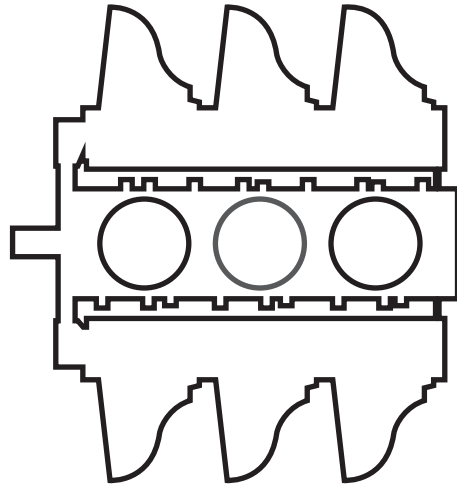
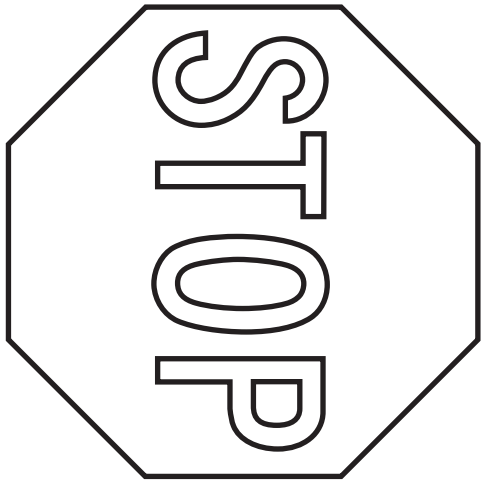
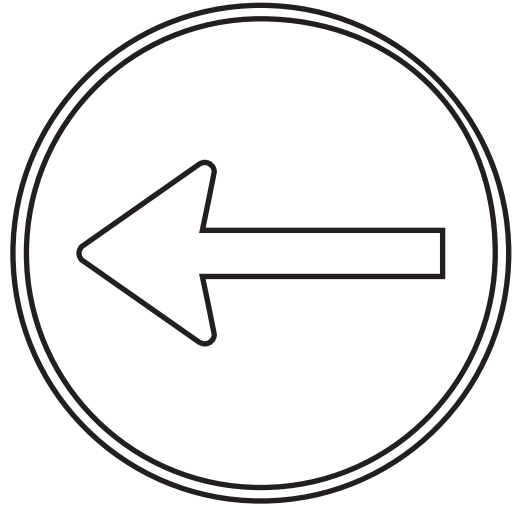
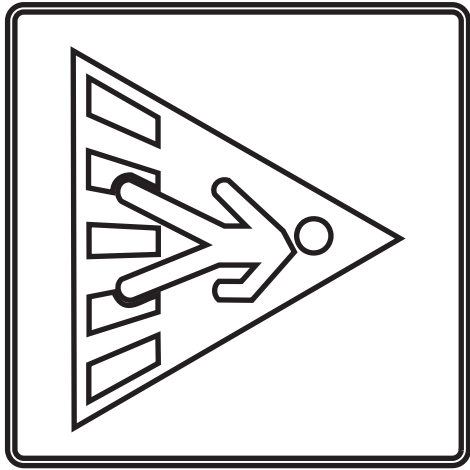
(baro, cîno)

Ka mužo maj šukar than sî \_\_\_\_\_.

(kopača, luludja, pato, knjige, astali, radio, kune, televizija, paj, kompjuteri)

Ka mužo maj šukar than me \_\_\_\_\_.

(khêlav mangê, sovav, čitov, sícov, najov, khêlav futbalo, bašavav, djilabav)



Mužo anav \_\_\_\_\_

## O semaforo



O semaforo sî lolo.

So kam kêres?

Me \_\_\_\_\_!



O semaforo sî galbêno.

So kam kêres?

Me \_\_\_\_\_!



O semaforo sî zeleno.

So kam kêres?

Me \_\_\_\_\_!



Muño anav \_\_\_\_\_

## So kêras ame?

So kêras ande škola?

Ande škola \_\_\_\_\_.

So kêras ando kino?

Ando kino \_\_\_\_\_ filmo.

So khêras ka o doktori?

Ka o doktori \_\_\_\_\_ te sam nasvale.

So kêras ande bolnica?

Ande bolnica \_\_\_\_\_.

So kêras ando dućano?

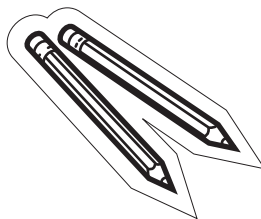
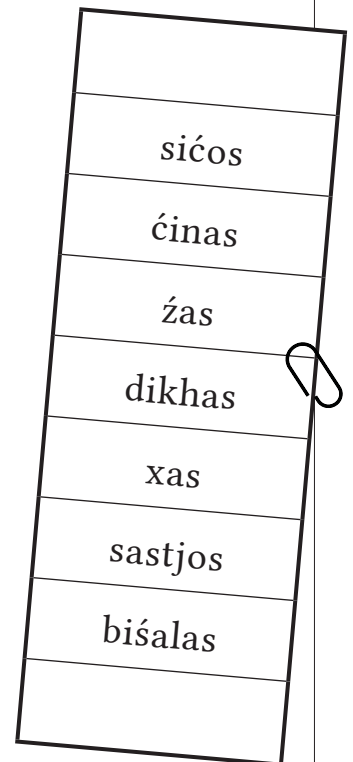
Ando dućano \_\_\_\_\_.

So kêras ande pošta?

Ande pošta \_\_\_\_\_ le lila.

So kêras ando restorano?

Ando restorano \_\_\_\_\_ xabe.



kino

dućano

škola

pošta

bolnica

restorano

čitos

\_\_\_\_\_

ramos

\_\_\_\_\_

sićos

\_\_\_\_\_

dikhas

\_\_\_\_\_

bêsas

\_\_\_\_\_

sastjos

\_\_\_\_\_

ćinas

\_\_\_\_\_

poćinas

\_\_\_\_\_

biśalas

\_\_\_\_\_

xas

\_\_\_\_\_

# O drom

O šavořo: Maj mištořo, papo! Šaj li vareso te pušav tut?

Papo: Maj najis, mužo šavořo! Šaj te pušes, sar te na!

O šavořo: Žanes li kaj sî e apoteka?

Papo: Žanav! Ža maj duj ulice vorta thaj pala kodja dikhês e apoteka pe stîngo rig kata e banka.

O šavořo: Najis tukê papo! Devlesa!.

Papo: Ža Devlesa mužo šavo!





# O drom

O šavožo: Maj mištožo, papo! \_\_\_\_\_ li vareso  
te pušav tut?

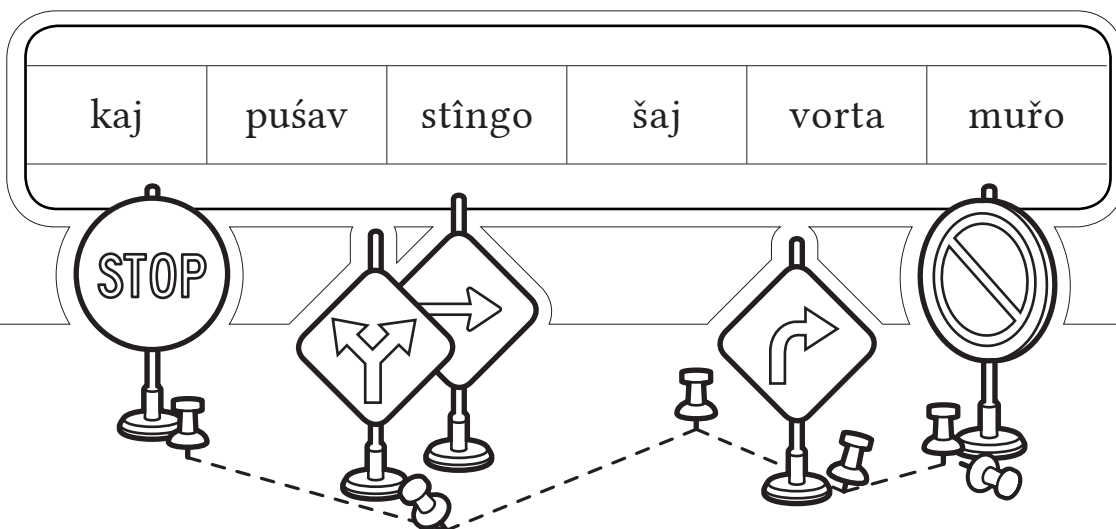
Papo: Maj najis, mužo šavožo!  
Šaj te pušes, sar te na!

O šavožo: Žanes li \_\_\_\_\_ sî e apoteka?






Papo: Žanav! Ža maj duj ulice \_\_\_\_\_ thaj  
pala kodja \_\_\_\_\_ kata e banka.

O šavožo: Najis tukê papo! Devlesa!

Papo: Ža Devlesa mužo šavo!



<b>Kalderash_Secundary_A1_AT_eng_unit-04</b>
<b>Main theme (CFR): ROMA CRAFTS AND OCCUPATIONS</b>
<b>Sub-theme 01: . <i>Le zanatur</i> – Occupations</b>
<b>Connected main themes in the CFR: Myself and my family</b>

<b>Working with the CFR – Learning objectives</b>	
Skill	Relevant descriptors in the language grid (“can do”) OR “I can” statements:
	<ul style="list-style-type: none"> <li>✓ Can recognise and understand basic words for traditional and current crafts and occupations of Roma people when they are spoken or read aloud.</li> <li>✓ Can recognise and understand words associated with the products of different crafts (e.g. horse shoes, jewellery, musical performance, etc.)</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can recognise and understand the words for the different crafts and occupations of Roma people (past and present) when they appear on flashcards, posters or in simple texts.</li> <li>✓ Can recognise and understand the words associated with the products of different crafts (e.g. horse shoes, jewellery, musical performance etc.) when they appear on flashcards, posters or in simple texts.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can use gestures, key words and simple phrases/sentences to reply to basic questions about the traditional and modern day occupations of Roma people.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can use simple phrases and sentences to make a short, possibly incomplete, statement about the crafts or occupations of members of the family or group.</li> <li>✓ Can use simple phrases and sentences to make a short statement about the typical crafts or occupations of Roma in his/her country or area.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can copy or write basic words to do with the crafts and occupations o Roma.</li> <li>✓ Can copy or write basic sentences about Roma crafts or occupations.</li> </ul>
<b>Working with the ELP</b>	
Dossier: Worksheet 0–05, 07, 09, 10, 12; p. 44, Activities 03, 04, 06	




**Vocabulary | Sub-topic 01: Le zanatur**
**Active**















<i>le zanatur</i>	the occupations	<i>o kindergarten</i>	the kindergarten
<i>o moleri</i>	the painter	<i>o šoferi</i>	the driver
<i>o doktori</i>	the doctor	<i>o autobuso</i>	the bus
<i>o instalateri</i>	the plumber	<i>o muzičari</i>	the musician
<i>e sekretarica</i>	the secretary	<i>e šuri</i>	the knife
<i>o vatrogasco</i>	the fireman	<i>o colo</i>	the carpet
<i>e prodavačica</i>	the shop assistant	<i>le čare, le vasur</i>	the crockery
<i>e slikarka</i>	the photographer	<i>e piri</i>	the pot
<i>o dirigento</i>	the conductor	<i>e kovačija</i>	the blacksmith
<i>So sî vov/voj?</i>	Who is he/she?	<i>e motika</i>	the rake
<i>So kêrel vov/voj?</i>	What does he/she do?	<i>e korpa</i>	the basket
<i>Vov sî /Voj sî ...</i>	He/She is ...	<i>o šusteri</i>	the shoemaker(s)
<i>ašavel e jag</i>	to put out a fire	<i>o cokoli</i>	the shoes
<i>lašarel</i>	to fix, to repair	<i>maj anglal</i>	in the past
<i>ramol</i>	to write	<i>akana</i>	in the present
<i>telefoniril</i>	to telephone	<i>o učiteli</i>	the teacher
<i>slikil</i>	to photograph	<i>o frizeri</i>	the hairdresser
<i>sastjarel/sasčarel</i>	to heal	<i>kêrel o xabe</i>	to cook
<i>bićinel</i>	to sell	<i>anel o lil</i>	to deliver a letter
<i>makhel</i>	to paint	<i>lašarel le podjimata</i>	to repair shoes
<i>dirigil/dirigisarel</i>	to conduct	<i>djilabal po abjav</i>	to play at a wedding (music)
<i>o khêr</i>	the house	<i>bićinel ando dućano</i>	to sell things in a shop
<i>ando dućano</i>	in the shop	<i>ašavel e jag</i>	to put out a fire
<i>o orkestro</i>	the orchestra	<i>sastjarel le manušen</i>	to heal people
<i>ande kancelarija, ando birovo</i>	at the office	<i>tradel o autubuso</i>	to drive a bus
<i>le pajeski cava</i>	the water pipes	<i>muřo zanato</i>	my occupation
<i>o restorano</i>	the restaurant	<i>So kames te aves?</i>	What would you like to become?
<i>e doktorka</i>	the doctor	<i>Me kamav te avav ...</i>	I would like to become a ...
<i>o kuvari</i>	the chef	<i>e phabelin</i>	the apple tree
<i>o kovač</i>	the smith	<i>e sêlćin</i>	the willow tree
<i>o zanato</i>	the occupation(s)	<i>e řaj</i>	the willow rod
<i>xalavel</i>	to wash	<i>o tover</i>	the axe
<i>del pe tele</i>	to lie down	<i>e bradji</i>	the bucket, the container
<i>thol</i>	to put	<i>palpale</i>	back
<i>ašunel</i>	to hear	<i>varekana</i>	once
<i>tradel</i>	to drive	<i>athoska, atunći</i>	sometimes
<i>boldel</i>	to return, to come back	<i>o trajo</i>	the life













Grammar	
Active	Passive
Verbs in Present tense: 3rd person SG Simple interrogative clauses Locations with preposition <i>in</i> Articles <i>o/e</i>	Simple questions (What do you want to become?) Simple word order (I want to become a ...) Present perfect tense/past perfect tense Possessive pronouns <i>muřo, muře, ěo, ěe</i> Plural of nouns














Teaching activity 01   Sub-topic 01: <i>Le zanatur 1</i>
Duration: 30 min   Skill:      SF*: I   ELP: Dossier
Mat./Res.: Worksheet 01, internet access and printer or newspapers/magazines, glue, scissors
01. The teacher hands out the worksheets and asks one child to read out the instructions. 02. The tasks are clarified together and the vocabulary is discussed. 03. The children search the internet (or newspapers and magazines organised by the teacher) for pictures of their family's occupations and print them. 04. They cut out the images, glue them on the worksheet and try to complete the sentences. 05. Then each child reads them out loud and presents his/her worksheet. 06. The worksheet is added to the Dossier.
Teaching activity 02   Sub-topic 01: <i>Le zanatur 2</i>
Duration: 15 min   Skill:     SF: I, G   ELP: Dossier
Mat./Res.: Worksheet 02
01. Teacher hands out the worksheet and asks the children what the task is. 02. Then they discuss what occupations the people on the worksheet have. 03. Children try to fill in the words correctly. 04. Subsequently they compare their results and the teacher writes the vocabulary on the blackboard.
Teaching activity 03   Sub-topic 01: <i>Le zanatur 3</i>
Duration: 50 min   Skill:       SF: I, P
Mat./Res.: Worksheet 03
01. The teacher hands out the worksheets. 02. The teacher asks a child to read out the first example and to try to complete it (if necessary with the help of the teacher). 03. The children then continue working in pairs. 04. The answers are subsequently compared as each pair reads out one example. 05. The teacher writes the words which were used on the blackboard and the children copy them into the ELP (p. 44).

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

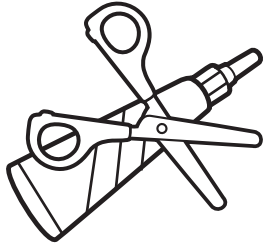
<b>Teaching activity 04   Sub-topic 01: <i>Le zanatur</i> – Listening comprehension <i>Muři bućarni familja</i></b>
Duration: 30 min   Skill:      SF: I, P   ELP: Dossier p. 44
Mat./Res.: Worksheet 04
<ol style="list-style-type: none"> <li>01. Children hear the listening comprehension <i>Muři bućarni familja</i> twice.</li> <li>02. They discuss the content with the child sitting next to them.</li> <li>03. They hear the listening comprehension again and remember one word they don't know.</li> <li>04. Teacher translates these words.</li> <li>05. The audio is played again and the teacher asks the children to memorize the occupations mentioned.</li> <li>06. Subsequently the occupations are written on the blackboard and the children copy them into their ELP (p. 44).</li> </ol>
<b>Teaching activity 05   Sub-topic 01: <i>Le zanatur</i> – Reading <i>Muři bućarni familja</i></b>
Duration: 20 min   Skill:     SF: I, P   ELP: Dossier
Mat./Res.: Worksheet 04
<ol style="list-style-type: none"> <li>01. Teacher hands out the text <i>Muři bućarni familja</i> and asks the children to read the text quietly.</li> <li>02. The children discuss the content with the child sitting next to them.</li> <li>03. The class reads the text aloud paragraph by paragraph and its content is discussed.</li> <li>04. The children highlight all occupations occurring in the text.</li> </ol>
<b>Teaching activity 06   Sub-topic 01: <i>Le zanatur</i> – Gap text <i>Muři bućarni familja</i></b>
Duration: 20 min   Skill:     SF: G   ELP: Dossier p. 44
Mat./Res.: Worksheet 05
<ol style="list-style-type: none"> <li>01. Children form groups of three.</li> <li>02. Teacher hands out the gap text <i>Muři bućarni familja</i>. Children try to complete the gap text in groups.</li> <li>03. Then the class compares the solutions and the teacher writes the words on the blackboard.</li> <li>04. The new words for occupations are copied into the ELP (p. 44).</li> </ol>
<b>Teaching activity 07   Sub-topic 01: <i>Le zanatur</i> – Listening comprehension <i>Pašaj phabelin</i></b>
Duration: 15 min   Skill:    SF: I, P   ELP: p. 44
Mat./Res.: Worksheet 06
<ol style="list-style-type: none"> <li>01. Children hear the listening comprehension <i>Pašaj phabelin</i> twice.</li> <li>02. Then the children discuss the content in pairs.</li> <li>03. The children listen to the audio again and are asked to remember one word whose meaning they would like to know.</li> <li>04. The children tell the teacher the words and he/she translates them.</li> <li>05. Now the audio is played again and its contents are discussed with the class.</li> </ol>

<b>Teaching activity 08   Sub-topic 01: <i>Le zanatur – Fairy tale Pašaj phabelin</i></b>
Duration: 40 min   Skill:      SF: I   ELP: Dossier
Mat./Res.: Worksheet 07
<ol style="list-style-type: none"> <li>Teacher hands out the fairy tale <i>Pašaj phabelin</i>. Children read it quietly once.</li> <li>Together they try to answer the questions about the content (verbally first).</li> <li>Differentiation: More advanced children copy the answers to the worksheet and compare them to the solutions on the blackboard. Less confident or younger children formulate the answers together with the teacher. He/she writes the answers on the blackboard, the children copy them to their worksheets.</li> </ol>
<b>Teaching activity 09   Sub-topic 01: <i>Le zanatur – Puzzle Pašaj phabelin</i></b>
Duration: 20 min   Skill:       SF: G
Mat./Res.: Worksheet 08, copies, envelopes
<p>Preparation: Copy and cut out worksheet 08 for all groups. Put the parts of each copy into one envelope.</p> <ol style="list-style-type: none"> <li>Children form five groups (more if required, ideally 3–4 children per group).</li> <li>Each group gets one envelope with cut out pieces of the fairy tale <i>Pašaj phabelin</i>.</li> <li>They have about 10 min to put the puzzle into the correct order.</li> <li>Finally the teacher reads the story and the children compare their results.</li> </ol>
<b>Teaching activity 10   Sub-topic 01: <i>Le zanatur – Puzzle So kêren von</i></b>
Duration: 30 min   Skill:      SF: I
Mat./Res.: Worksheet 11, pictures
<p>Preparation: Cut out and laminate pictures of worksheet 11.</p> <ol style="list-style-type: none"> <li>Children sit in a circle.</li> <li>Teacher shows the children a card with an occupation and asks: <i>So kêrel vov/voj?</i></li> <li>One child tries to answer, perhaps only with a single word (<i>tradel, slikil, ...</i>).</li> <li>Teacher completes the sentence: <i>Vov tradel, slikil,...</i> and the children repeat in unison.</li> <li>He/She continues to ask: <i>So sî vov?</i></li> <li>Another child answers (<i>šoferi, slikari, ...</i>).</li> <li>Teacher completes the sentence: <i>Vov sî šoferi, slikari, ...</i> and the children repeat in unison again.</li> <li>Same procedure with all other cards. Teacher asks for the verb first, then for the occupation and then the children repeat the respective sentence in unison.</li> </ol>
<b>Teaching activity 11   Sub-topic 01: <i>Le zanatur – Pantomime</i></b>
Duration: 15 min   Skill:       SF: I
<ol style="list-style-type: none"> <li>Children stand in a circle.</li> <li>Teacher shows the game by standing in the middle of the circle, miming an occupation.</li> <li>He/She asks the children: <i>So sîm me?</i></li> <li>Children have to guess the occupation. Teacher helps them to form a complete sentence <i>Me sîm doktorka.</i> and all children repeat in unison.</li> <li>Then one child stands in the middle and mimes an occupation. He/She asks: <i>So sîm me?</i></li> <li>Children have to guess the occupation. Teacher helps the children with spelling and grammar. All children repeat what is said in unison.</li> <li>When every child has been in the middle at least once, the game is over.</li> </ol>

<b>Teaching activity 12   Sub-topic 01: <i>Le zanatur – Maj anglal thaj akana</i></b>
Duration: 20 min   Skill:     SF: I   ELP: Dossier
Mat./Res.: Worksheet 09, crayons
<ol style="list-style-type: none"> <li>Teacher hands out the worksheet <i>Maj anglal thaj akana – Then and Now</i></li> <li>The teacher asks one child to read out the heading and the task. The task is clarified together.</li> <li>The teacher shows the children one example of an occupation in former times and one example of the present. The children are allowed to colour it in the correct colour.</li> <li>Subsequently, the children continue working alone. The results are finally compared.</li> <li>The worksheet is added to the Dossier.</li> </ol>
<b>Teaching activity 13   Sub-topic 01: <i>Le zanatur – Kon kêrel so? 1</i></b>
Duration: 20 min   Skill:     SF: I   ELP: Dossier
Mat./Res.: Worksheet 10, overhead projektor, transparency, transparency pen
<p>Preparation: Copy worksheet 10 on overhead transparency.</p> <ol style="list-style-type: none"> <li>Teacher puts the copy of <i>Kon kêrel so?</i> on the overhead projector.</li> <li>The teacher discusses the task with the children: Connect the sentences with the correct picture.</li> <li>One child reads out the first sentence and connects it to the correct picture on the overhead transparency. The teacher then asks the next child to read the second sentence and to connect it to the correct picture etc.</li> <li>Subsequently, each child gets worksheet 10 <i>Kon kêrel so?</i> as a homework.</li> </ol>
<b>Teaching activity 14   Sub-topic 01: <i>Le zanatur – Kon kêrel so? 2</i></b>
Duration: 15 min   Skill:       SF: G   ELP: p. 44
Mat./Res.: Worksheet 11, cards worksheet 12, poster, tape, scissors
<p>Preparation: Print and laminate worksheet 11 and cut out pictures. Note: This activity can only be done subsequently to activity 13.</p> <ol style="list-style-type: none"> <li>The children sit on the floor in a circle. The teacher puts the cards at the centre on the floor.</li> <li>He/she asks a question from worksheet 11 (Teacher's Notes) and asks a child to find the matching card.</li> <li>The child finds the card and answers the teacher's question (the teacher may tell the answer first and the child repeats it). The child may then stick the card on the blackboard.</li> <li>The teacher continues until all questions in worksheet 11 have been asked.</li> </ol>
<b>Teaching activity 15   Sub-topic 01: <i>Le zanatur – Muřo zanato</i></b>
Duration: 30 min   Skill:       SF: G, I, P
Mat./Res.: Worksheet 12
<ol style="list-style-type: none"> <li>Teacher hands out the worksheet <i>Muřo zanato</i>.</li> <li>The teacher asks one child to read out the heading and the task. Together they discuss the task. The children search the internet or magazines for their dream occupation.</li> <li>The children design the worksheet according to their preferences.</li> <li>Teacher asks each child: <i>So kames tu te aves?</i> – What would you like to become?</li> <li>Children answer and teacher helps them to form sentences, e.g. <i>Me kamav te avav pořtari, doktori, ...</i> – I would like to become a postman, doctor, ...</li> <li>The finished worksheets are displayed in the classroom.</li> </ol>

<b>Lesson plan 01   Sub-topic 01: <i>Le zanatur</i></b>
TA-Nr.: 02   Learning objectives: Getting to know the names of occupations.
Duration: 15 min   Skill:     SF: I   ELP: Dossier
Mat./Res.: Worksheet 02
<ol style="list-style-type: none"> <li>01. Teacher hands out the worksheet and asks the children what the task is.</li> <li>02. Then they discuss what occupations the people on the worksheet have.</li> <li>03. Children try to fill in the words correctly.</li> <li>04. Subsequently they compare their results and the teacher writes the vocabulary on the blackboard.</li> </ol>
TA-Nr.: 11   Learning objectives: Using new words in dialogues – <i>So sîm me? Me sîm ... doktorka, poštari, ...</i>
Duration: 15 min   Skill:       SF: I
Mat./Res.: Worksheet 04, crayons
<ol style="list-style-type: none"> <li>01. Children stand in a circle.</li> <li>02. Teacher shows the game by standing in the middle of the circle, miming an occupation.</li> <li>03. He/She asks the children: <i>So sîm me?</i></li> <li>04. Children have to guess the occupation. Teacher helps them to form a complete sentence <i>Me sîm doktorka.</i> and all children repeat in unison.</li> <li>05. Then one child stands in the middle and mimes an occupation. He/She asks: <i>So sîm me?</i></li> <li>06. Children have to guess the occupation. Teacher helps the children with spelling and grammar. All children repeat what is said in unison.</li> <li>07. When every child has been in the middle at least once, the game is over.</li> </ol>
TA-Nr.: 12   Learning objectives: Getting to know the names of traditional Roma occupations.
Duration: 20 min   Skill:     SF: I   ELP: Dossier
Mat./Res.: Worksheet 09, crayons
<ol style="list-style-type: none"> <li>01. Teacher hands out the worksheet <i>Maj anglal thaj akana – Then and Now.</i></li> <li>02. The teacher asks one child to read out the heading and the task. The task is clarified together.</li> <li>03. The teacher shows the children one example of an occupation in former times and one example of the present. The children are allowed to colour it in the correct colour.</li> <li>04. Subsequently, the children continue working alone. The results are finally compared.</li> <li>05. The worksheet is added to the Dossier.</li> </ol>
<b>Lesson plan 02   Sub-topic 01: <i>Le zanatur</i></b>
TA-Nr.: 13   Learning objectives: Applying the acquired names for occupations correctly. Revising and consolidation of the previous lesson's vocabulary.
Duration: 50 min   Skill:        SF: I, P   ELP: Dossier
Mat./Res.: Worksheet 03
<ol style="list-style-type: none"> <li>01. The teacher hands out the worksheets.</li> <li>02. The teacher asks a child to read out the first example and to try and complete it (if necessary with the help of the teacher).</li> <li>03. The children then continue working in pairs.</li> <li>04. Subsequently, the answers are compared as each pair reads out one example.</li> <li>05. The teacher writes the words which were used on the blackboard and the children copy them into the ELP (p. 44)</li> </ol>





Mužo anav \_\_\_\_\_

# Le zanatur

Cîrtisar ée dadesko zanato.  
Muře dadesko zanato sî

\_\_\_\_\_.

Cîrtisar éa dako zanato.  
Muřa dako zanato sî

\_\_\_\_\_.

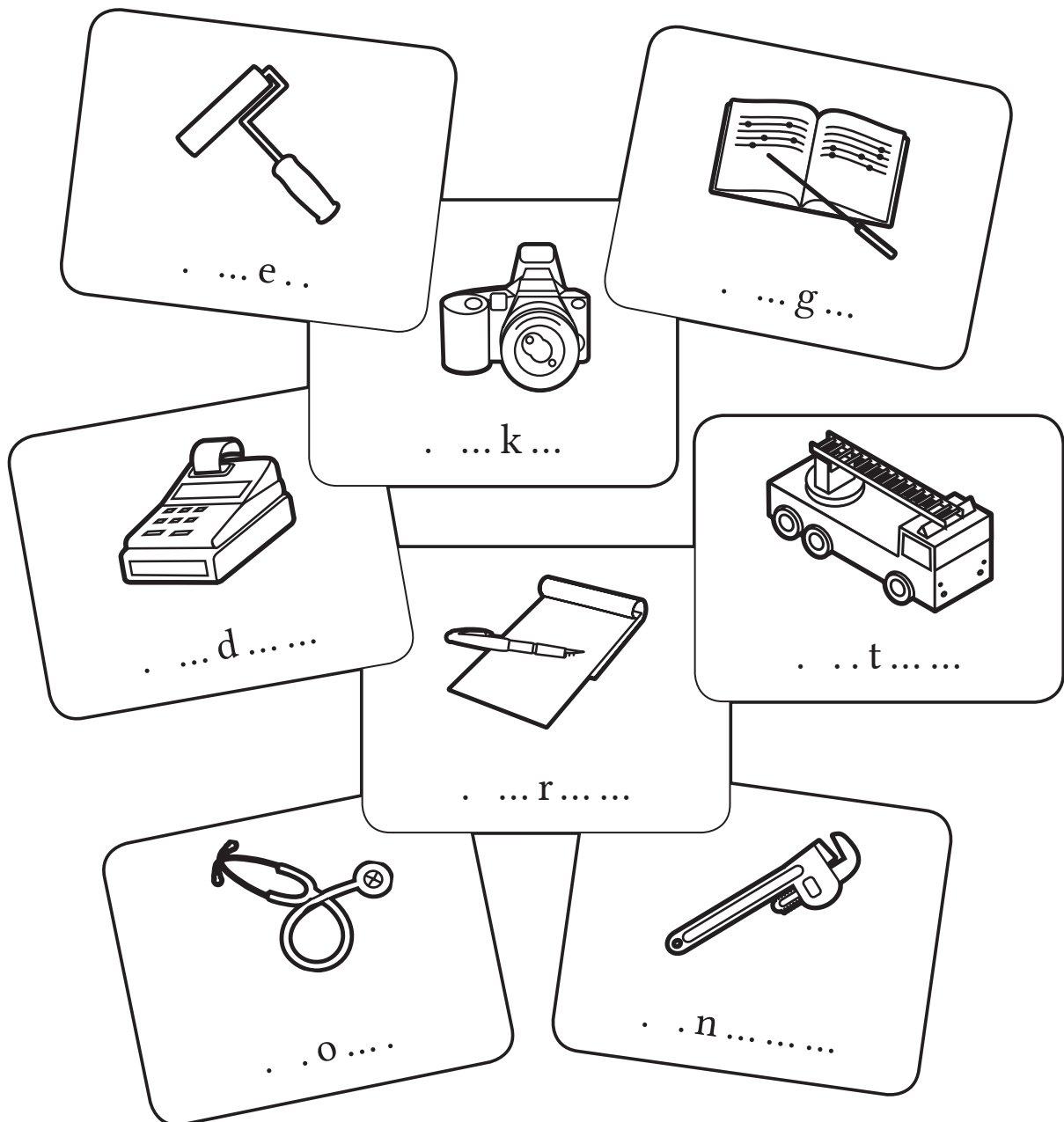
Cîrtisar ée paposko zanato.  
Muře paposko zanato sî

\_\_\_\_\_.

Cîrtisar éa mamjako zanato.  
Muřa mamjako zanato sî

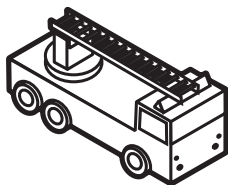
\_\_\_\_\_.

# Dali prinžanes kadala zanatur?



o moleri	o doktori	e prodavačica	e slikarka
o dirigenti	o vatrogasco	e sekretarka	o instalateri

## Dali prinžanes kadala zanatur?



So sî vov? Vov sî \_\_\_\_\_.

So kêrel vov? Vov \_\_\_\_\_ e jag.



So sî vov? Vov sî \_\_\_\_\_.

So kêrel vov? Vov \_\_\_\_\_ le pajeskê cave.



So sî voj? Voj sî \_\_\_\_\_.

So kêrel voj? Voj \_\_\_\_\_ thaj \_\_\_\_\_ ande kancelarija.



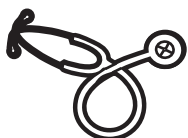
So sî voj? Voj sî \_\_\_\_\_.

So kêrel vov? Voj \_\_\_\_\_ manușên.



So sî vov? Vov sî \_\_\_\_\_.

So kêrel vov? Vov \_\_\_\_\_ o orkestro.



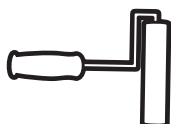
So sî vov? Vov sî \_\_\_\_\_.

So kêrel vov? Vov \_\_\_\_\_ le manușên.



So sî voj? Voj sî \_\_\_\_\_.

So kêrel voj? Voj \_\_\_\_\_ ando dućano.



So sî vov? Vov sî \_\_\_\_\_.

So kêrel vov? Vov \_\_\_\_\_ le khêra.

moleri | doktori | prodavačica | slikarka | dirigente | vatrogasco | sekretarica | instalateri  
așavel | lașarel | ramol/telefoniril | sliki | sasćarel | bićinel | makhêl | dirigirisarel

## Muři bućarni familja

Mužo dad sî šoferi. Vov tradel autobuso. Vov źal peskê detharinasa rano ande bući thaj avel kasno ande rjat khêre.

Muři dej bićinel ando dućano. Svako djes kêrel voj štar časur bući.

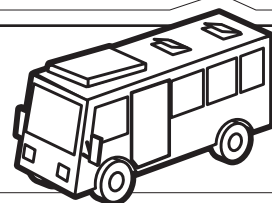
Muři pfej źal ando kindergarten.

O kindergarten naj dur kata amaro khêr.

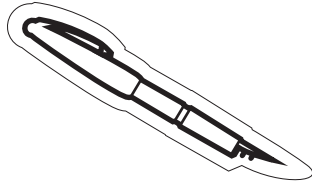
Mužo papo sî kuvari. Vov kêrel bući ando restorano. Vov pekel le maj laše palaćinke pe antrego ljuma.

Muři mami sî doktorka. Voj sastjarel le manušen. Svako rjat kana źav te da ma tele te sovav, phenel voj mangê:  
„Xalav lašes će dand!“

Me źav ande škola. Ande škola źav autobusosa. Po kak data mužo dad tradel o autobuso. Kana dikhav les detharinasa, athoska asandoj źav ande škola!



*„Po kak data mužo dad tradel o autobuso.“*



Mužo anav \_\_\_\_\_

## Muři bućarni familja

Mužo dad sî \_\_\_\_\_. Vov tradel \_\_\_\_\_.

Vov žal peskê detharinasa rano ande bući thaj avel kasno ande rjat khêre.

Muři dej bićinel ando \_\_\_\_\_. Svako djes kêrel voj štar časur bući.

Muři phej žal ando \_\_\_\_\_. O kindergarten naj dur kata amaro khêr. Mužo papo sî \_\_\_\_\_.

Vov kêrel bući ando \_\_\_\_\_. Vov pekel le maj laše palaćinke pe antrego ljuma.

Muři mami sî \_\_\_\_\_. Voj sastjarel le manušen. Svako rjat, kana žav te da ma tele te sovav, phenel voj mangê: „Xalav lašes će dand!“

Me žav ande \_\_\_\_\_. Ande škola žav \_\_\_\_\_.

Po kak data mužo dad tradel o autobuso. Kana dikhav muře dades detharinasa, athoska asandoj žav ande škola.

doktorka	restoran	kindergarten	šoferi	autobus
dućano	kuvari	škola	autobusosa	

# Pašaj phabelin

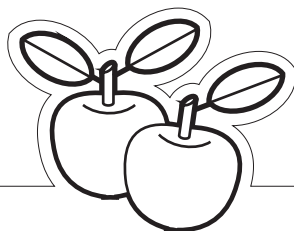
Nadur katar o voš, po brego, pašaj phabelin, sas le Řomengo than.  
Kana perelas e rjat, kêrenas von peskê jag.

Le deja, lenas peskê dikhle, paćarenas le cîne šavořên ande lende thaj kadja thonas len te soven. Svako rjat bêšenas pašaj jag thaj ašunenas la phurja dejakê paramiča. Nadur katar e jag, sas lengê grastane vurdonas. Avrijal dićolas lengo trajo šukar numa le Řomen sas len varekana but pharo trajo.

Phirenas than-thanestar palaj bući. Le muzičarija žanas te djilaban le barvale gažengê. Pale sas aver Řom, save bićinenas šurja. Sas Řom, save bićinenas colur, grasten, čare thaj bradja.

Le kovača kêrenas le gaženge motike thaj tovera. Sas aver Řom, save khuvenas korpe katar sêlćinakê řaja. Le šusterja lašarenas le sínde thaj pařade podjimata.

Katar e detharin ži anglaj kali rjat sas von ando gav aj pe rjaćate savořê boldenas pe pe pesko than. Kana nas len maj but bući ando gav, bêšenas pe l' vurdonas thaj žanas maj dur pe aver thana.



Mužo anav \_\_\_\_\_

# Pašaj phabelin

Šaj li te odgovorine?

Kaj sas le Řomengo than?

---

So kêrenas pašaj jag?

---

Ko žalas te djilabal le barvale gažengê?

---

So maj kêrenas le Řom?

---

Kon kêrelas le gažengê motike?

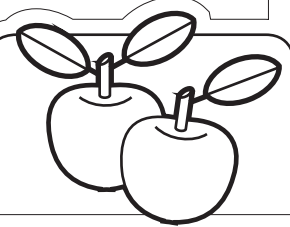
---

Kon lašarelas le podjimata?

---

So kêrenas, kana ando gav nas len maj but bući?

---



*„Nadur katar  
o voš, po  
brego, pašaj  
phabelin, sas  
le Řomengo  
than.“*



# Pašaj phabelin

Nadur katar o voš, po brego, pašaj phabelin, sas le Řomengo than.  
Kana perelas e rjat, kêrenas von peskê jag.

---

Le deja, lenas peskê dikhle, paćarenas le cîne řavořên ande lende thaj  
kadja thonas len te soven. Svako rjat bêšenas pašaj jag thaj ašunenas  
la phurja dejakê paramiča.

---

Nadur katar e jag, sas lengê grastane vurdona. Avrijal dićolas lengo  
trajo šukar numa le Řomen sas len varekana but pharo trajo.

---

Phirenas than-thanestar palaj bući. Le muzičarija źanas te djilaban le  
barvale gaźengê. Pale sas aver Řom, save bićinenas řurja. Sas Řom,  
save bićinenas colur, grasten, čare thaj bradja.

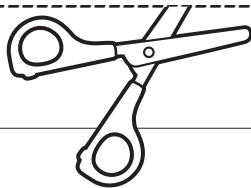
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Le kovaća kêrenas le gaźenge motike thaj tovera. Sas aver Řom, save  
khuvenas korpe katar sêlćinakê řaja. Le šusterja lašarenas le řinde  
thaj pařade podjimata.

---

Katar e detharin źi anglaj kali rjat sas von ando gav aj pe rjaćate  
savořê boldenas pe pe pesko than. Kana nas len maj but bući ando  
gav, bêšenas pe l' vurdona thaj źanas maj dur pe aver thana.

---





# Maj anglal thaj akana

Farbisar le krugur!



učiteli

frizeri

instalateri

muzičari

šusteri

kovač

doktori

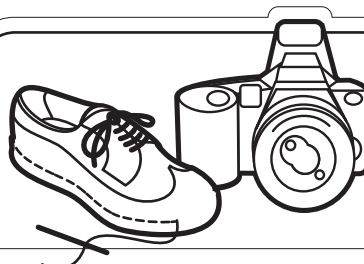
slikarka

prodavačica

sekretarica

moleri

vatrogasco



maj anglal = lolo  
akana = zeleno



Mužo anav \_\_\_\_\_

## Ko kêrela so?



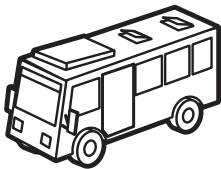
. . . š . . .

Kon kêrel o xabe?



. . u . . . . .

Kon anel o lil?



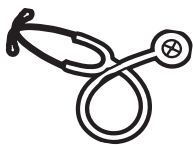
. . . f . . . .

Kon lašarel le podjimata?



. . . v . . .

Kon djilabal po abjav?



. . o . . . . .

Kon bićinel ando dućano?



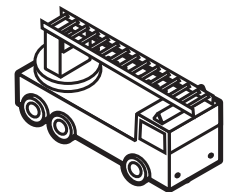
. . . d . . . . .

Kon ašavel e jag?



. s . . . . .

Kon sastjarel le manušen?



. . . t . . . . .

Kon tradel o autobuso?

Mužo anav \_\_\_\_\_

## Teksto la učitelicakê:

Kon kêrel o xabe?

Kon anel o lil?

Kon lašarel le podjimata?

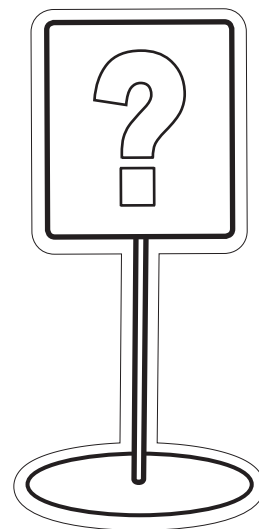
Kon djilabal po abjav?

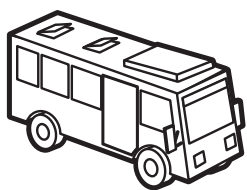
Kon bićinel ando dućano?

Kon ašavel jag?

Kon sastjarel le manušen?

Kon tradel o autobuso?

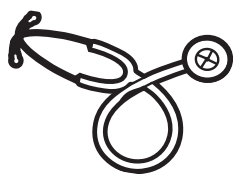




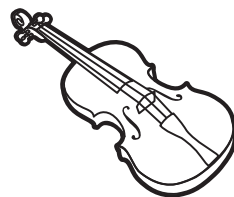
o šoferi



i prodavačica



e doktorka



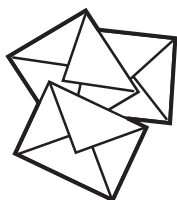
o muzičari



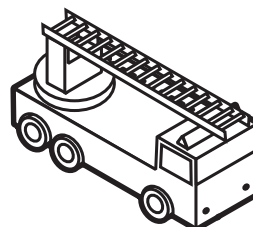
o šusteri



o kuvari



o poštari

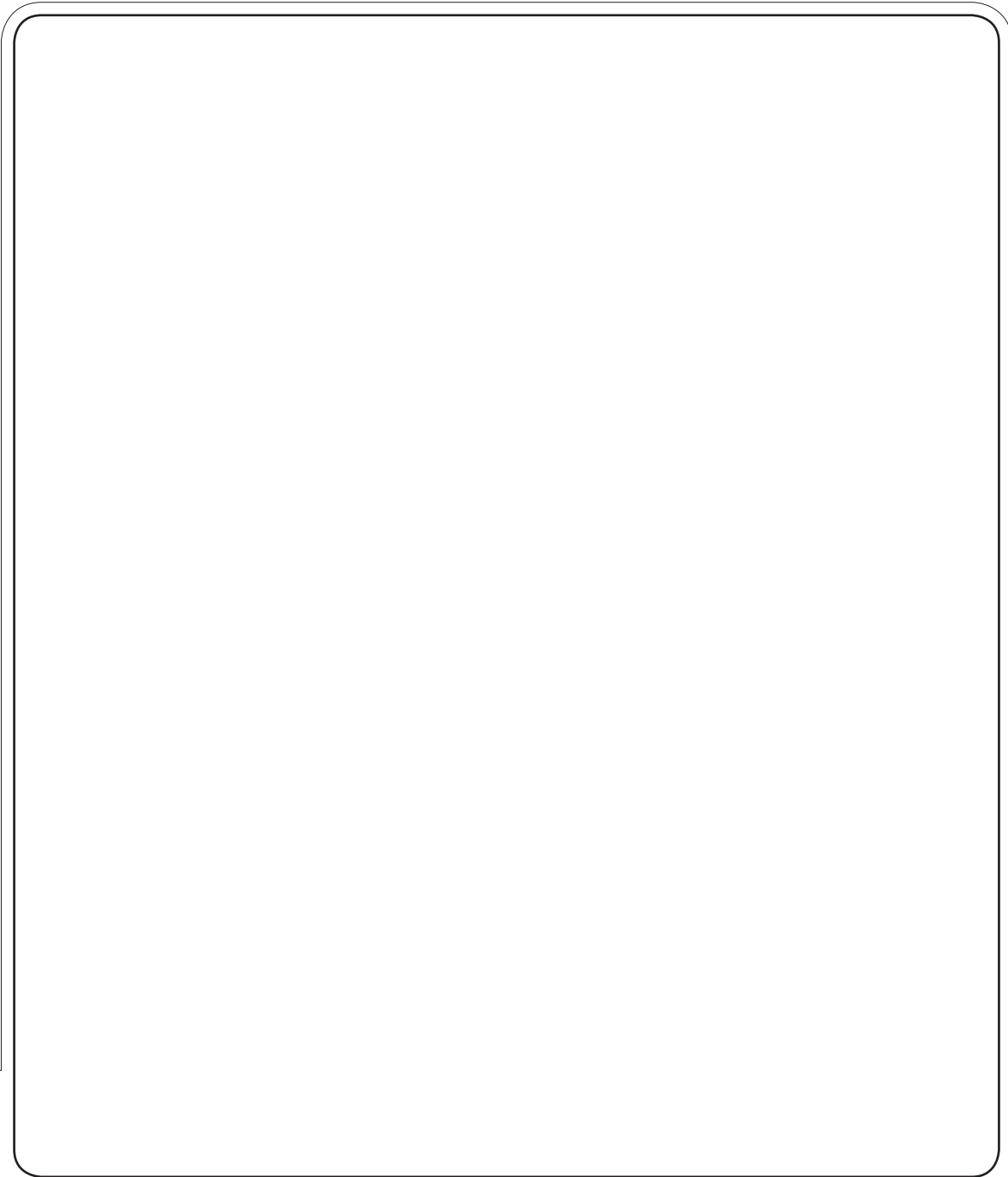


o vatrogasce






Muřo anav \_\_\_\_\_

# Muřo zanato

So kames te kêres bući?



<b>Kalderash_Secundary_A1_AT_eng_unit-05</b>
<b>Thema (CFR): FESTIVALS AND CELEBRATIONS</b>
<b>Sub-topic 01: Festivals and celebrations (overview)</b> <b>Sub-topic 02: Christmas</b> <b>Sub-topic 03: Birthdays</b>

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

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

Active			
<i>o bijando djes</i>	the birthday	<i>e parti</i>	the party
<i>o nevo bêrš</i>	New Year's Eve	<i>e bonbonjera</i>	the chocolates, the dessert
<i>le Řomengo djes</i>	Roma Day	<i>e torta</i>	the cake
<i>e patradji</i>	Easter	<i>e luludji</i>	the flower
<i>o Krečuno</i>	Christmas	<i>o šošoj</i>	the rabbit
<i>o abjav</i>	the wedding	<i>le šarome anře</i>	the colored eggs
<i>la dako djes</i>	Mother's Day	<i>le neve bêršesko koncerto</i>	the New Year's concert
<i>o bolimos</i>	the baptism	<i>o řomano festivali</i>	the Roma festival
<i>o suneti</i>	the celebration of the circumcision	<i>e čestitka</i>	the greeting card
<i>le dařur</i>	the gift	<i>e himna</i>	the hymn
<i>slavil</i>	to celebrate	<i>le ćirve</i>	the godfather, the godmother
<i>o muzičari</i>	the musician	<i>e jelka</i>	the Christmas tree (fir tree)
<i>o gosto</i>	the guest	<i>le petarde</i>	the fireworks
<i>e bori</i>	the bride	<i>la patradjakê řajika</i>	Easter branches
<i>e khangêri</i>	the church	<i>la patradjaki korpa</i>	Easter basket
<i>e momelji</i>	the candle	<i>o pujo</i>	the chick
<i>o deda mraz</i>	Father Christmas		

**Vocabulary | Sub-topic 02: Christmas**

Active			
<i>Drago ...</i>	Dear ...	<i>sa maj šukar</i>	to wish somebody the best of health
<i>baxtalo</i>	cheerful, happy	<i>e želja, le želje</i>	the wish, the wishes
<i>kamel tukê</i>	He/she wishes you ...	<i>Kêrav tukê but sastimos!</i>	Congratulations!
			I wish you a good health!

**Vocabulary | Sub-topic 03: Birthdays**









Active			
<i>but</i>	much, many	<i>Sode bêrš pherdjan?</i>	How old are you now?
<i>o sastimos</i>	the health	<i>Me pherav ... bêrš.</i>	I'll be ... years old.
<i>e bax</i>	the happiness	<i>Me pherdem ... berš.</i>	I'm ... years old now.
<i>o fistano</i>	the dress	<i>kuč</i>	expensive, valuable, dear
<i>e patradji</i>	Easter	<i>o nepoto, o unuko</i>	the grandson
<i>kê, kaj</i>	because, that	<i>e nepata, e unuka</i>	the granddaughter
<i>o krečuno</i>	Christmas	<i>Sode?, Kazom?</i>	How much?, How many?
<i>o dařo</i>	the present	<i>maladjol</i>	to fit, to meet










Grammar	
Active	Passive
Article male/female o/i	Plural e.g. <i>dařo -dařur</i> , Preposition: <i>bêrš – bêršeste</i> Verbs: 1st. + 2nd pers. Perfect <i>pherdem – pherdjan</i>










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







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













<b>Teaching activity 04   Sub-topic 01: Festivals and celebrations (overview) – Gap text <i>E Suzana</i></b>
Duration: 15 min   Skill:     SF: I   ELP: Dossier p. 44
Mat./Res.: Worksheet 04
<p>Note: Activity 04 is recommended to be subsequent to activity 01 or 02.</p> <ol style="list-style-type: none"> <li>01. Every child is given the worksheet 04 <i>E Suzana</i>. The teacher explains the task.</li> <li>02. Once the children have finished, each child reads out one paragraph to compare their answers.</li> <li>03. The “new” words are collected, the teacher writes them on the blackboard and the children copy them into the ELP (Dossier p. 44). The worksheet is added to the Dossier.</li> </ol>
<b>Teaching activity 05   Sub-topic 01: Festivals and celebrations (overview) – Poster <i>E Suzana</i></b>
Duration: 50 min   Skill:    SF: G
Mat./Res.: Worksheet 05, glue, scissors, sheets of A3 paper
<p>Note: This activity can only be done subsequently to activity 01 or 02.</p> <p>Preparation: Print one copy of worksheet 05 for each group.</p> <ol style="list-style-type: none"> <li>01. Children form groups of three.</li> <li>02. Each group gets the worksheet 05 <i>E Suzana</i> (2 pages) and an A3-sheet.</li> <li>03. Teacher explains the task: Cut out text and pictures and then glue them to the A3 sheet in the correct order. Glue the pictures to the correct paragraph.</li> <li>04. When the children are finished, the groups present their posters which are then put on a wall of the classroom.</li> </ol>
<b>Teaching activity 06   Sub-topic 01: Festivals and celebrations (overview) – Cards <i>Praznikur 2</i></b>
Duration: 30 min   Skill:     SF: I
Mat./Res.: Worksheet 06
<p>Preparation: Laminate and cut out worksheet 06.</p> <ol style="list-style-type: none"> <li>01. Teacher attaches the word cards to the blackboard.</li> <li>02. He/She asks the children to come to the blackboard and sit in a circle.</li> <li>03. Teacher puts the cards in the middle of the circle and explains the task: Each picture card belongs to a particular holiday. Children have to guess which cards belong together and attach the correct card to the blackboard.</li> <li>04. Finally they discuss the vocabulary.</li> </ol>
<b>Teaching activity 07   Sub-topic 01: Festivals and celebrations (overview) – Memorizing new vocabulary</b>
Duration: 15 min   Skill:      SF: G, I   ELP: p. 44
Mat./Res.: Worksheet 06
<p>Note: This activity can only be done subsequently to activity 6</p> <ol style="list-style-type: none"> <li>01. Teacher shows one word card after the other, says each word out loud and the children repeat it in unison.</li> <li>02. He/She shows one picture card after the other, the children say each word in unison.</li> <li>03. He/She shows one picture card or word card after the other and says their names – some correctly, some incorrectly. The children decide whether the teacher’s answer was correct or not.</li> <li>04. Finally they add the new vocabulary to their ELP (p. 44).</li> </ol>

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

<b>Teaching activity 12   Sub-topic 03: Birthdays – Listening comprehension <i>Djili Bijando djes</i></b>
Duration: 15 min   Skill:     SF: I
Mat./Res.: Listening comprehension worksheet 11, audio-device, song lyrics worksheet 11/2
<ol style="list-style-type: none"> <li>01. The teacher sings or plays the song <i>Djili Bijando djes</i>. The children guess which festival or celebration the song is about.</li> <li>02. Then the teacher hands out the song lyrics (worksheet 11/2) and asks the children to read it.</li> <li>03. Then the content is discussed together.</li> <li>04. Finally the children join the teacher and sing the song together.</li> </ol>
<b>Teaching activity 13   Sub-topic 03: Birthdays – Listening comprehension <i>Amen čestis o bijando djes</i></b>
Duration: 15 min   Skill:     SF: I
Mat./Res.: Listening worksheet 12, audio-device
<ol style="list-style-type: none"> <li>01. Children hear the dialogue <i>Amen čestis o bijando djes!</i> - Happy Birthday! twice.</li> <li>02. They discuss the content with the child sitting next to them.</li> <li>03. They listen to the dialogue again and are asked to remember one word they don't know.</li> <li>04. Teacher translates these words and writes them on the blackboard.</li> <li>05. They listen to the dialogue again and discuss the content together.</li> <li>06. Children add new vocabulary to their ELP (p.44) and listen to the dialogue once again.</li> </ol>
<b>Teaching activity 14   Sub-topic 01: Festivals and celebrations (overview) – Birthday dialogue</b>
Duration: 20 min   Skill:      SF: P   ELP: Dossier
Mat./Res.: Worksheet 13
<p>Note: This activity can only be done subsequently to activity 13.</p> <ol style="list-style-type: none"> <li>01. Children form couples and teacher hands out worksheet 13 <i>Amen čestis o bijando djes</i>.</li> <li>02. They have 10 min to learn the dialogue by heart.</li> <li>03. Then each couple performs the dialogue in front of the class.</li> </ol>
<b>Teaching activity 15   Sub-topic 01: Festivals and celebrations – Language Biography</b>
Duration: 15 min   Skill:     SF: I   ELP: p. 31
Mat./Res.: Page 31/Level A1 Language Biography
<p>Preparation: The teacher designs page 31/Level A1 of the Language Biography according to his/her preferences.</p> <ol style="list-style-type: none"> <li>01. After completing unit 05, the teacher hands out the self-designed checklists.</li> <li>02. The group reads one point after the other. The children draw an asterisk or similar next to the description of the tasks they can complete (I can ...).</li> <li>03. The checklist is added to the Language Biography (Dossier).</li> </ol>

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

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

# E Suzana

Sas jek šejoři. Lako anav sas Suzana. Voj sas deše bêršengi. But kamelas te slavil thaj te dobil dařur katar peski familja. Le maj šukar dařur dobilas katar peski mami. Jek data, kana sas la Suzanako bijando djes, lakî mami dja la jek but šukar papuča . E neve bêřšeskê dobindja latar jek roza bicikla. Anda kodja, kaj lakî ma

mi stalno delas la le maj šukar dařur, e Suzana odlučiardja te ažutil la te kêren jek čokoladno torta, kana sas le Řomengo djes. But interesantno sas ande Suzanaki familja e patradji. Prvo farbolas voj le anřê peska mamjasa aj teharin o djes rodelas po antrego khêr le šarome anřê thaj le dařur. Aj maj but lořalas kana avelas o krečuno, kê zajedno kitinas e jelka aj e Suzana žanelas kaj telaj jelka ažukêren la le maj kuč dařur.

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

# E Suzana

Čitosar e paramiči thaj cîrde jek linija ži kaj vorta slika!

---

Sas jek šejoři. Lako anav sas Suzana.  
Voj sas deše bêršengi. But kamelas te slavil  
thaj te dobil dařur katar peski familja.  
Le maj šukar dařur dobilas katar peski mami.

---

Jek data, kana sas la Suzanako bijando  
djes, lakî mami dja la jek but šukar papuša.

---

E neve bêřseskê dobindja latar jek roza  
bicikla.

---

Anda kodja, kaj laki mami stalno delas la  
le maj šukar dařur, e Suzana odlučiardja  
te ažutil la te kêren jek čokoladno torta, kana  
sas le Řomengo djes.

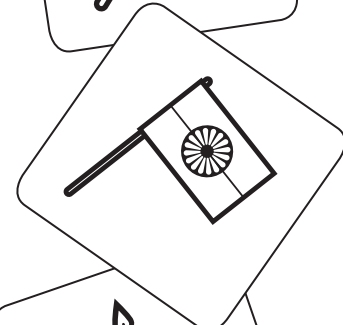
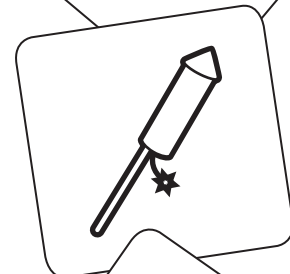
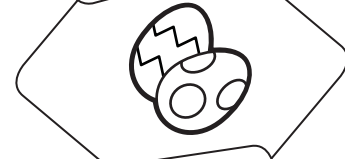
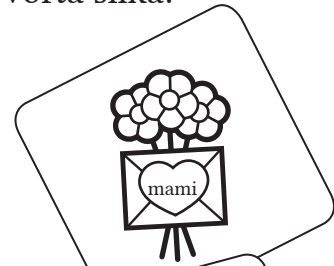
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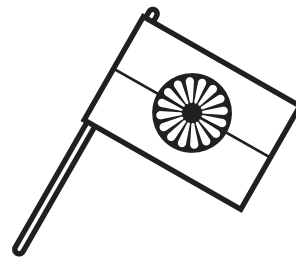
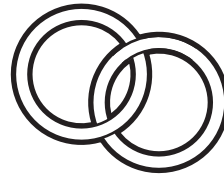
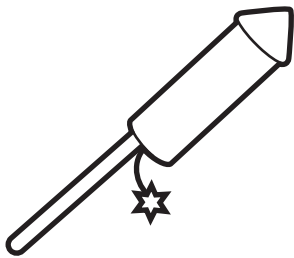
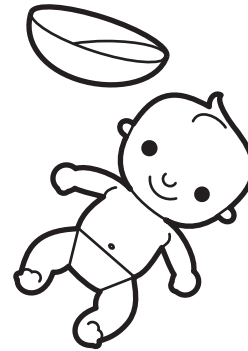
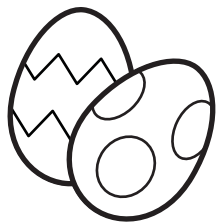
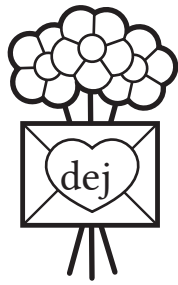
But interesantno sas ande Suzanaki familja  
e patradji. Prvo farbolas voj le anřê peska  
mamjasa aj teharin o djes rodelas po  
antrego khêr le šarome anřê thaj le dařur.

---

Aj maj but lořalas kana avelas o krečuno,  
kê zajedno kitinas e jelka aj e Suzana žanelas  
kaj telaj jelka ažukêren la le maj kuč dařur.

---







la dako djes

o Krečuno

e patradji

o bolimos

o nevo bêrš

o abjav

o bijando djes

le Řomengo djes

Mužo anav \_\_\_\_\_

## E Suzana

Sas jek šejoři. Lako anav sas Suzana. Voj sas deše  
bêšengi. But kamelas te \_\_\_\_\_ thaj te dobil dařur  
katar peski familja. Le maj šukar \_\_\_\_\_  
dobilas katar peski mami.

Jek data, kana sas la Suzanako \_\_\_\_\_,  
lakî mami dja la jek but šukar papuša.

Le neve \_\_\_\_\_ dobindja latar jek roza bicikla  
Anda kodja, kaj laki mami stalno delas la le maj šukar  
dařur, e Suzana odlučiardja te ažutil la te kêren jek  
čokoladno torta kana sas le \_\_\_\_\_ djes.

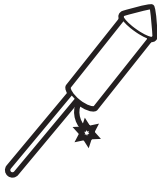
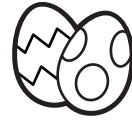
But interesantno sas ande Suzanaki familja e \_\_\_\_\_.  
Prvo farbolas voj le anřê peska mamjasa aj teharin o djes  
rodelas po antrego khêr  
le šarome anřê thaj le dařur.

Aj maj but lošalas kana avelas o \_\_\_\_\_,  
kê zajedno kitinas e jelka aj e Suzana žanelas kaj telaj  
jelka ažukêren la le maj kuč dařur.



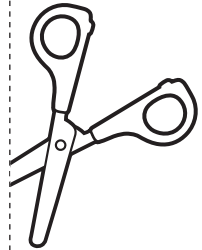
# E Suzana

Le neve bêšeskê dobindja  
latar jek roza bicikla.



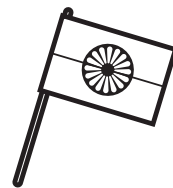
Anda kodja, kaj laki mami stalno delas la  
le maj šukar dařur, e Suzana odlučiardja  
te ažutil la te kêren jek čokoladno torta,  
kana sas le Řomengo djes.

Aj maj but lořalas kana avelas o krečuno,  
kê zajedno kitinas e jelka aj e Suzana  
žanelas kaj telaj jelka ažukêren la le maj  
kuč dařur.



Jek data, kana sas la Suzanako  
bijando djes, laki mami dja la jek but  
šukar papuša.

But interesantno sas ande Suzanaki familja  
e patradji. Prvo farbolas voj le anřê peska  
mamjasa aj teharin o djes rodelas po  
antrego khêr le šarome anřê thaj le dařur.



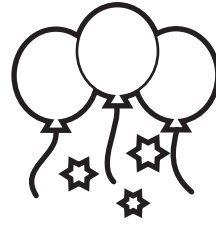
Sas jek ševoři. Lako anav sas Suzana. Voj sas deše  
bêšengi. But kamelas te slavil thaj te  
dobil dařur katar peski familja. Le maj šukar  
dařur dobilas katar peski mami.



e khangêri



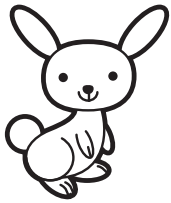
e momelji



e parti



e bonbonjera



o šošoj



le luludja



le gostur



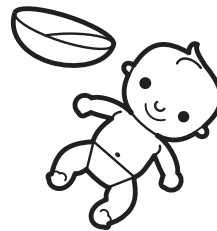
le neve  
bêrșesko  
koncerto



le dařur



le șarome  
anrê



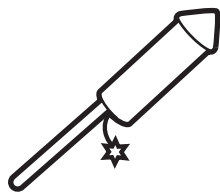
le ćirve



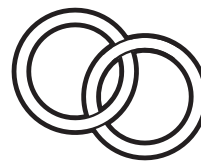
le muzicarija



o deda mraz



le petarde



e bori



e jelka



le Ğomengo  
festivalo



e torta



e ćestitka



e himna

Mužo anav \_\_\_\_\_

## Amen ramos čestitke!

Drago mamije!

Kamav tukê baxtalo Krečuno.  
Amen kam avas tute pala l' praznikur.  
Me kam anav tukê jek šukar dašo.

Kêrav tukê but sastimos!  
Ćiro nepoto o Mario



Drago kako!

Kamav tukê baxtalo Krečuno thaj sa  
maj šukar ando nevo bêrs. Mek pheren pe sa  
ćire želje. Kana kam aves amende pe gostija?

Kêrav tukê but sastimos!  
Ćiri nepata e Marija



Mužo anav \_\_\_\_\_

## Amen ramos čestitke!

Drago mamije!

Kama tukê \_\_\_\_\_ Krečuno.  
Amen kam avas tute pala l' \_\_\_\_\_.  
Me kamav tukê jek šukar \_\_\_\_\_.

\_\_\_\_\_ tukê but \_\_\_\_\_  
\_\_\_\_\_ o Mario



Drago kako!

Kamav tukê baxtalo \_\_\_\_\_ thaj sa maj šukar  
ando nevo \_\_\_\_\_. Mek pheren pe sa  
ćire želje. Kana kam aves amende pe gostija?

Kêrav tukê but sastimos!  
\_\_\_\_\_ e Marija

baxtalo

praznikur

dařo

Kêrav ... sastimos

Ćiro nepoto

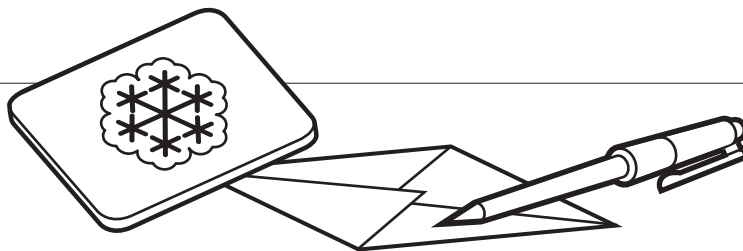
Krečuno

bêrs

Ćiri nepata

Muño anav \_\_\_\_\_

# Amen ramos čestitke!



# Bijando djes

But sastimos,

but bax.

But sastimos,

but bax,

But sastimos, guliye Ivana

But sastimos,

but bax!

# Birthday-Song

Happy Birthday

to you.

Happy Birthday

to you.

Happy Birthday, dear Ivana.

Happy Birthday

to you!



Muño anav \_\_\_\_\_

# Bijando djes

But sastimos,

but bax.

But sastimos,

but bax,

But sastimos, gulije Ivana

But sastimos,

but bax!



Mužo anav \_\_\_\_\_

## Amen čestis o bijando djes!

Zoja: Ivana, kamav tukê sa maj šukar  
but bax thaj sastimos.

Ivana: Najis tukê Zojo.

Zoja: Sode bêrš pherdjan?

Ivana: Me pherdem 8 bêrš.

## Birthday Congratulations

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

Ivana: Thank you, Zoja.

Zoja: How old are you now?

Ivana: I am now 8 years old.

Mužo anav \_\_\_\_\_

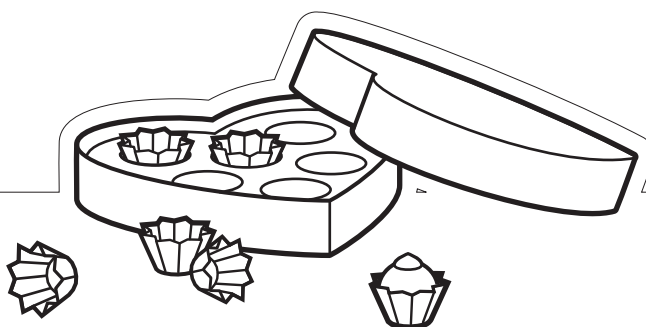
# Amen čestis o bijando djes!

Zoja: Ivana, kamav tukê sa maj šukar but  
bax thaj sastimos!






Ivana: Najis tukê Zojo.

Zoja: Sode bêrš pherdjan?

Ivana: Me pherdem 8 bêrš.



<b>Kalderash_Secundary_A1_AT_eng_unit-06</b>
<b>Theme (CFR): AT SCHOOL</b>
<b>Sub-topic 01: <i>Amaro školako pribori – Our school supplies</i></b> <b>Sub-topic 02: <i>Amari klasa thaj e škola – Our classroom and the school</i></b>

<b>Working with the CFR – Learning objectives</b>	
<b>Skill</b>	<b>Relevant descriptors in the language grid (“can do”) OR “I can” statements:</b>
	<ul style="list-style-type: none"> <li>✓ Can understand basic school and classroom rules and routines when they are explained very simply and with appropriate gestures.</li> <li>✓ Can recognize and understand the names of school furniture, equipment, resources, etc., when they occur in instructions.</li> <li>✓ Can understand and follow very basic instructions for playing games in the playground or sports area.</li> <li>✓ Can understand the key words in parents’ instructions about, or descriptions of, school.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can recognize and understand labels or basic prompts on posters in different parts of the classroom or school (e.g. poster of question forms).</li> <li>✓ Can recognize and understand signs in the school (Fire, Exit, No running, etc.).</li> <li>✓ Can recognize and understand words and numbers on posters and drawings in the classroom (days of the week, days of the month, etc.).</li> <li>✓ Can find his/her name on a list.</li> <li>✓ Can recognize and understand the they words in a school timetable or learning program.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can ask permission in the classroom or attract the teacher’s attention in an appropriate manner.</li> <li>✓ Can respond nonverbally (e.g. with a nod or shake of the head) or with single word or very brief answers to basic questions on school or classroom topics.</li> <li>✓ Can use please and thank you appropriately.</li> <li>✓ Can ask for familiar classroom objects and materials (book, pencil, paper, etc.).</li> <li>✓ Can tell parents the new words learnt in school and show parents their schoolbooks.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can use key word and simple phrases/sentence to describe a classroom routine or playground game.</li> <li>✓ Can use key words to tell family members about what he/she does in school.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can copy letters and copy or write key words from the board, including phrases or simple sentences related to a classroom topic.</li> <li>✓ Can copy or write the key words in a classroom timetable or programme of study.</li> <li>✓ Can show parents how he/she can write the key words learned in school.</li> </ul>
<b>Working with the ELP</b>	
Dossier: p. 44   worksheet 01–04 + 07–10	

**Vocabulary | Sub-topic 01, 02: Amaro školako pribori, Amari klasa thaj e škola**










Aktive			
<i>a školako pribori</i>	the school supplies	<i>uštel</i>	to get up
<i>la farbakê plajvazur</i>	the crayons	<i>hurjavel pe</i>	to get dressed
<i>o flomasterija</i>	the felt-tip pens	<i>e užina</i>	the snack
<i>e oštrilka</i>	the pencil sharpener	<i>le papuče</i>	the slippers
<i>e knjiga</i>	the book	<i>del lašo djes</i>	to greet
<i>e trasta/e tašna</i>	the bag, the school bag	<i>o than</i>	the place
<i>o plajvazo</i>	the pencil	<i>katar e trasta</i>	from the school bag
<i>o nalivpero</i>	the fountain pen	<i>ankalavel</i>	to take something out of
<i>e sveska</i>	the workbook	<i>počnil</i>	to start
<i>e mapa</i>	the folder	<i>o časo</i>	the lesson
<i>le khoslimaski guma</i>	the eraser	<i>bêsel</i>	to sit
<i>o lenjiri</i>	the ruler	<i>ašunel</i>	to listen
<i>le pajeskê farbe</i>	the colors, watercolors	<i>o zvono zvonil</i>	the bell rings
<i>e klasa</i>	the classroom	<i>e pauza</i>	the break
<i>e kreda</i>	the chalk	<i>šaj te xal</i>	to be allowed to eat
<i>o sundjeri</i>	the sponge	<i>šaj te khêlel</i>	to be allowed to play
<i>o vudar</i>	the door	<i>le vortakonca, le vortakenca</i>	with friends
<i>le gunojeski kanta, e kanta</i>	the bin	<i>završil</i>	to end, to finish
<i>o lavabo</i>	the wash basin	<i>žal khêre, teljarel khêre</i>	to go home
<i>o regali</i>	the shelf, the cupboard	<i>le manuš</i>	the people
<i>o saati, o časo</i>	the clock	<i>arakhel diverzni manušen</i>	to meet various people
<i>e klupa</i>	the bench, the school bench	<i>kate, katka</i>	here
<i>e tabla</i>	the blackboard	<i>lengê anava</i>	their names
<i>ande škola</i>	at school	<i>o direktori</i>	the headmaster
<i>amen</i>	we	<i>le roditelja</i>	the parents
<i>žal</i>	to go	<i>o učiteli</i>	the teacher
<i>sićol</i>	to learn	<i>o vortako, o drugari</i>	the friend
<i>ramol</i>	to write	<i>e čistačica</i>	the cleaner
<i>djinel</i>	to count	<i>šaj vaj našti</i>	am I allowed or am I not allowed
<i>e bax</i>	the happiness, the luck	<i>So kames?</i>	What would you like?
<i>anel</i>	to bring	<i>šaj li</i>	to be allowed
<i>farbol</i>	to paint	<i>o WC</i>	the toilet
<i>čitol</i>	to read	<i>šudel o lil, e xîrtija</i>	to throw away the paper
<i>djilabal</i>	to sing	<i>uštel</i>	to get up
<i>računil</i>	to calculate	<i>putrel e feljastra</i>	to open the window
<i>khêlel</i>	to play, to dance	<i>khosel e tabla</i>	to clean the blackboard
<i>detharin, detharinasa, detharine</i>	in the morning	<i>cîrdel</i>	to pull, to sketch
<i>teljarel</i>	to depart, go away, to start	<i>kêrel svato</i>	to speak, to talk
<i>podjil</i>	to put on shoes		

Grammar	
Aktive	Passive
Verbs: first person plural Simple answers: <i>Kado (Kodo) sí...</i> (This is ...)	Simple interrogative clause: e.g. <i>So sí kado?</i> (What's this?)












Teaching activity 01   Sub-topic 01: <i>Amaro školako pribori</i>
Duration: 20 min   Skill:     SF*: I
Mat./Res.: Cards, worksheet 11
Preparation: Print, laminate and cut out picture and word cards (worksheet 11). 01. Children sit in a circle. 02. Teacher spreads out the picture cards in the middle of the circle. Each child gets a word card. 03. Children try to put their word card next to the correct picture card. 04. Teacher returns the correctly placed cards (both picture and word card) to children who found the correct order. 05. He/She hands back the incorrectly placed word cards and the children try to find the correct place again. 06. Same procedure until all cards have been matched correctly. 07. Steps 02 to 06 can be repeated several times, until the children can match all cards correctly. 08. Finally the teacher collects all the cards. He/She shows one picture card at a time and the children name it. If necessary, he/she can say the words first and the children repeat them in unison.
Teaching activity 02   Sub-topic 01: <i>Amaro školako pribori</i>
Duration: 15 min   Skill:     SF: I, G   ELP: Dossier
Mat./Res.: Worksheet 01
Note: This activity can only be done subsequently to activity 1. 01. Teacher hands out worksheet <i>Amaro školako pribori</i> and explains the task. 02. Children have about 5–10 min to complete the task. 03. The results are compared.
Teaching activity 03   Sub-topic 01: <i>Amaro školako pribori</i> – Word quiz
Duration: 25 min   Skill:     SF: I   ELP: Dossier
Mat./Res.: Worksheet 08
01. Teacher hands out worksheet <i>Amaro školako pribori</i> . 02. He/She asks a child to read the first assignment and to explain the task. 03. He/She asks another child to read the second assignment and to explain the task. 04. Children have 10–15 min to fill out the worksheet. 05. Subsequently they say which words they have found. The teacher writes them on the blackboard.







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





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

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

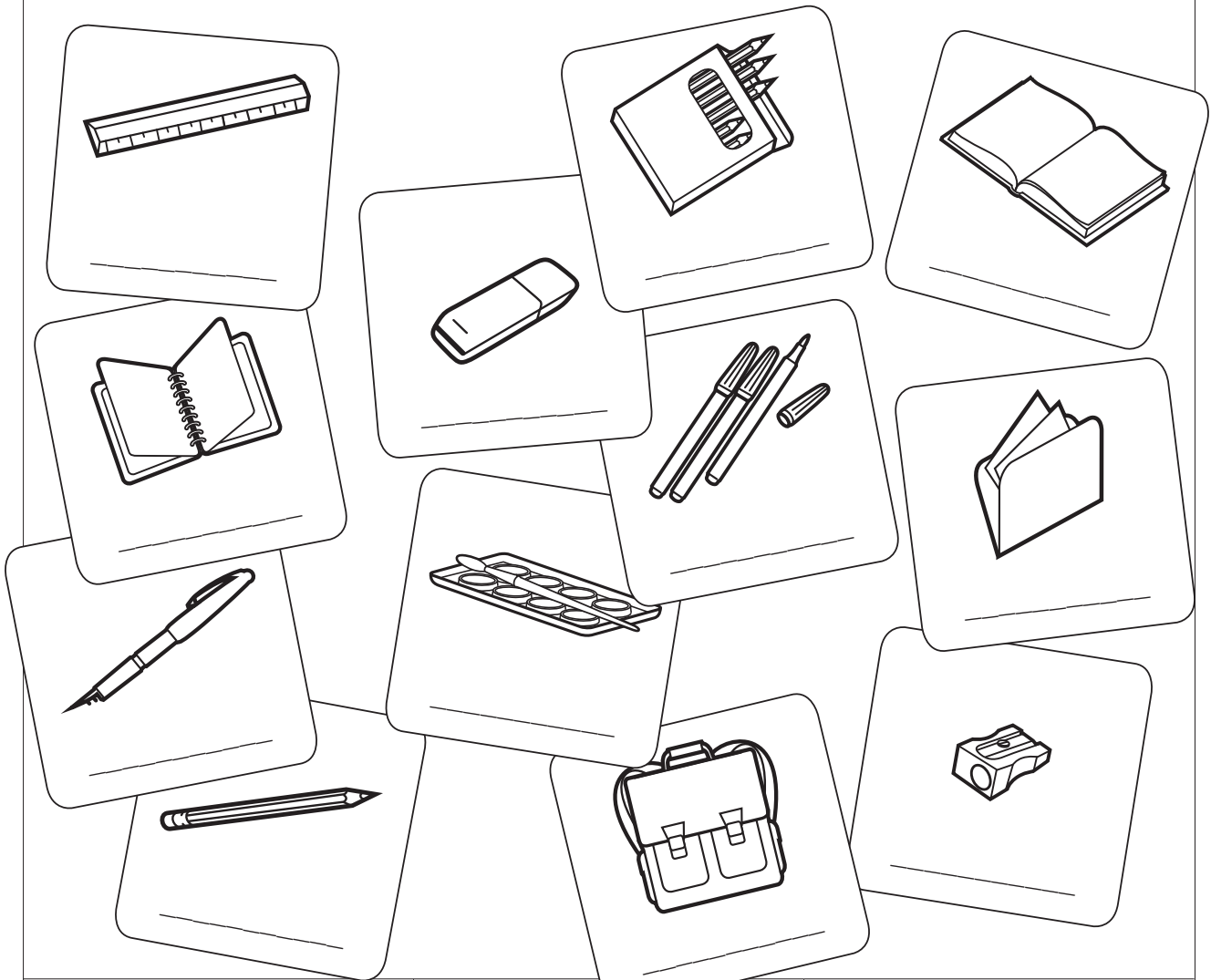


<b>Teaching activity 12   Sub-topic 02: Amari klasa thaj e škola – Dialogue Šaj vaj našti?</b>
Duration: 30 min   Skill:    SF: I, P   ELP: p. 44
Mat./Res.: Worksheet 10; overhead-projector, transparency pens, transparency
<p>Preparation: Print (or photocopy) worksheet 10 <i>Šaj vaj našti?</i> on overhead transparency.</p> <ol style="list-style-type: none"> <li>Teacher reads the first dialogue (the pictures and the other dialogues are covered).</li> <li>Children discuss the content of the dialogue in couples. The dialogue stays uncovered so the children can read it again.</li> <li>Teacher and class discuss the content. Teacher writes new or unfamiliar words on the blackboard.</li> <li>Teacher reads the second dialogue. The children discuss the content in pairs again.</li> <li>Teacher and class discuss the content again. Teacher writes new or unfamiliar words on the blackboard.</li> <li>Same procedure for all dialogues.</li> <li>New vocabulary is added to the Language Portfolio (p. 44).</li> </ol>
<b>Teaching activity 13   Sub-topic 02: Amari klasa thaj e škola – Videoclips Ande škola</b>
Duration: 100 min   Skill:       SF: P, G   ELP: Dossier
Mat./Res.: Worksheet 03, camera, TV, make-up, hairspray and gel, hats, sunglasses, hair decoration, etc.
<p>Note: Activity 13 is recommended to be subsequent to activity 05, 06 or 07.</p> <ol style="list-style-type: none"> <li>The children take <i>Ande škola</i> from their Dossier.</li> <li>In pairs or in groups of three they choose one dialogue.</li> <li>The children have one hour to rehearse the poem in a musical direction of their choice and to prepare for the subsequent video clip (rap, folklore, rock, pop, jazz, classical music, ...).</li> <li>The teacher supplies various props for the video shooting (make-up, hairspray and gel, hats, sunglasses, necklaces, rings, hair decoration, wigs, etc.).</li> <li>Each group then shoots their video. The teacher records it with the camera.</li> <li>The whole class watches the video clips.</li> </ol>
<b>Teaching activity 14   Sub-topic 02: Amari klasa thaj e škola – Šaj vaj našti?</b>
Duration: 20 min   Skill:       SF: G   ELP: p. 44
Mat./Res.: Worksheet 10
<p>Note: This activity can only be done subsequently to activity 12 or 13.</p> <ol style="list-style-type: none"> <li>Teacher hands out worksheet 10 <i>Šaj vaj našti?</i> (or children take it out of the Dossier).</li> <li>Teacher asks a child to read and explain the heading and the task.</li> <li>Children match the short dialogues to the correct pictures.</li> <li>Together they compare the results: Each child reads one dialogue and names the correct picture.</li> </ol>
<b>Teaching activity 15   Sub-topic 02: Amari klasa thaj e škola – Le manuš ande škola</b>
Duration: 15 min   Skill:     SF: I   ELP: Dossier
Mat./Res.: Worksheet 09
<ol style="list-style-type: none"> <li>Teacher hands out worksheet <i>Le manuš ande škola</i>.</li> <li>The teacher asks a child to read and explain the heading and the task.</li> <li>Together, the terms in the box are interpreted first, then the children are asked to complement the words in the correct order. The worksheet is added to the Dossier.</li> </ol>

<b>Lesson plan 01   Topic: Vocabulary school supplies and items</b>
TA-Nr.: 01   Learning objectives: Expansion and revision of vocabulary.
Duration: 20 min   Skill:     SF: I   ELP: Dossier
Mat./Res.: Picture and word cards worksheet 11
Preparation: Print, laminate and cut out picture and word cards (worksheet 11). 01. Children sit on the floor in a circle. 02. Teacher spreads out the picture cards in the middle of the circle. Each child gets a word card. 03. Children try to put their word card next to the correct picture card. 04. Teacher returns the correctly placed cards (both picture and word card) to children who found the correct order. 05. The incorrectly placed word cards are handed back to the children who then try to find the correct place again. 06. Same procedure until all cards have been matched correctly. 07. Steps 2 to 6 can be repeated several times, until the children can match all cards correctly. 08. Finally the teacher collects all the cards. He/She shows one picture card at a time, that the children have to name. If necessary, he/she can say the words first and the children repeat them in unison.
TA-Nr.: 02   Learning objectives: Expansion and revision of vocabulary.
Duration: 15 min   Skill:     SF: I, G   ELP: Dossier
Mat./Res.: Worksheet 01
01. Teacher hands out worksheet <i>Amaro školako pribori</i> and explains the task. 02. Children have about 5–10 min to complete the task. 03. The results are compared within each group
TA-Nr.: 04   Learning objectives: Understanding short dialogues.
Duration: 15 min   Skill:     SF: I   ELP: Dossier
Mat./Res.: Worksheet 02
01. Children form couples. 02. Teacher hands out worksheet 02 <i>Ande amari klasa</i> . 03. Teacher explains the task: Children have 10 min to complete the brief dialogues in pairs. 04. Each pair reads an example to check their answers. The teacher writes the missing words on the blackboard.

<b>Lesson plan 02   Thema: The verb (1st person PL)</b>
TA-Nr.: 05   Learning objectives: Forming 1st person PL.
Duration: 30 min   Skill:     SF: I, P   ELP: Dossier
Mat./Res.: Poem worksheet 03
<ol style="list-style-type: none"> <li>01. Teacher hands out worksheet 03 <i>Ande škola</i> and asks the children to read the poem quietly.</li> <li>02. Children discuss the content with the child sitting next to them.</li> <li>03. Children read through the poem quietly once again and then discuss its content with another child (What could this mean? What is it about?).</li> <li>04. Each pair chooses one word that they don't know and tell it to the teacher.</li> <li>05. Teacher writes the word and its translation on the blackboard.</li> <li>06. Children read the poem quietly once again to understand it better.</li> <li>07. Teacher discusses the content of the poem with the children.</li> <li>08. Children copy new words from the blackboard to the Language Portfolio (ELP p. 44).</li> </ol>
TA-Nr.: 06   Learning objectives: Forming 1st person PL.
Duration: 20 min   Skill:     SF: I
Mat./Res.: Poem worksheet 03
<p>Note: This activity can only be done subsequently to activity 5.</p> <ol style="list-style-type: none"> <li>01. Teacher hands out worksheet 03 <i>Ande škola</i> (or the children take it from the Dossier).</li> <li>02. Task: Children highlight all words with the ending <i>-as, is-os</i>.</li> <li>03. Children tell these words to the teacher. He/She writes them on the blackboard in a list.</li> <li>04. Teacher asks the children if they know what kind of words these are (nouns, adjectives, verbs,...).</li> <li>05. Teacher explains that these are verbs and highlights the ending '<i>-as, is-os</i>' in every word. He/She asks the group why he/she has highlighted these endings. The aim is that the children find out that these verbs stand in 1st pers. PL and that the PL in Romanes ends on <i>-as, is-os</i>.</li> <li>06. Teacher writes the translation of the words and the grammatical rule on the blackboard: 1st pers. PL (we) = Ending <i>-ja</i>. Children copy from blackboard.</li> </ol>

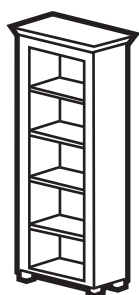
# Amaro školako pribori



la farbakê plajvazur	e knjiga	le flomasterja
e sveska	o nalivpero	e mapa
o lenjiri	e trasta/e tašna	o plajvazo
le khoslimaski guma	le pajeskê farbe	e oštrilka

# So sî ande amari soba?

## So sî kodo?

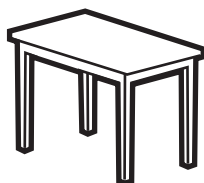
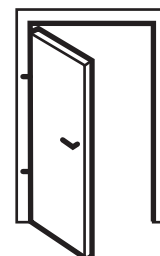


Kodo sî \_\_\_\_\_ →



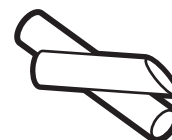
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Kodo sî \_\_\_\_\_ →



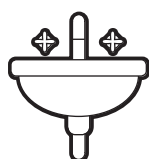
← Kodo sî \_\_\_\_\_

Kodo sî \_\_\_\_\_ →



← Kodo sî \_\_\_\_\_

Kodo sî \_\_\_\_\_ →



← Kodo sî \_\_\_\_\_

Kodo sî \_\_\_\_\_ →



e kreda	o sundjeri	o vudar
e kanta	o lavabo	o regali
o časo	e klupa	e tabla

Muño anav \_\_\_\_\_

# Ande škola

Ande škola žas,  
othe sa sićos.  
Ramos, djinas.  
La dakê thaj le dadeskê  
but bax anas,  
kana šukares sićos.



Mužo anav \_\_\_\_\_

# Ande škola

Tho kadala vorbe po teksto!

Ande škola \_\_\_\_\_,

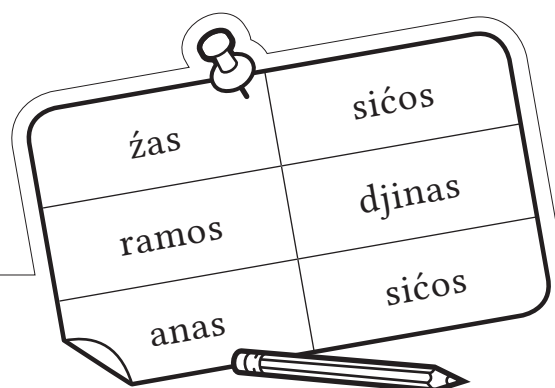
othe sa \_\_\_\_\_.

\_\_\_\_\_, \_\_\_\_\_,

La dakê thaj le dadeskê

but bax \_\_\_\_\_,

kana šukares \_\_\_\_\_.



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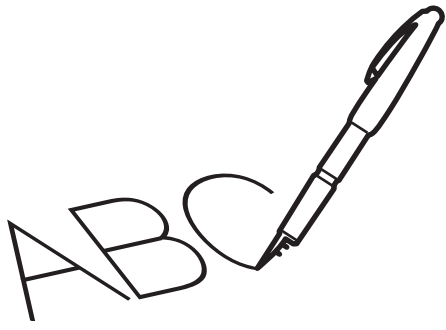
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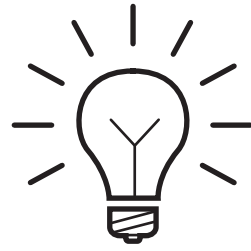
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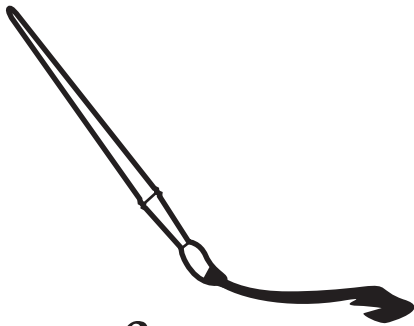




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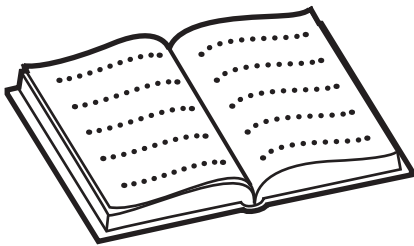
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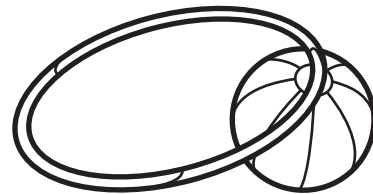
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# O Bakro – Muřo řkolako djes

Detharinasa uřtel o Bakro thaj urjavel pe. Leski dej del les e uřina thaj vov teljarel ande řkola. Othe podjil peskê papuće thaj řal ande peski klasa, 7b. Vov del peska ućitelicakê jek lařo djes thaj řal ka pesko than. Katar peski trasta ankalavel pesko řkolako pribori. Kana poćnil o ćaso, vov bêřel pe pesko than thaj ařunel pe la ućitelicakê vorbe. Kana zvonil o zvono ři len pauza. Ande pauza řaj te xal vov peskê kak uřina vaj kêrel svato peskê vortakenca. Kana zavrřil pe e řkola, o Bakro teljarel peskê khêre.

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

Mužo anav \_\_\_\_\_

# O Bakro – Mužo školako djes

Čitosar le rečenice thaj ramosar lengê brojur ande slika savi maladjol

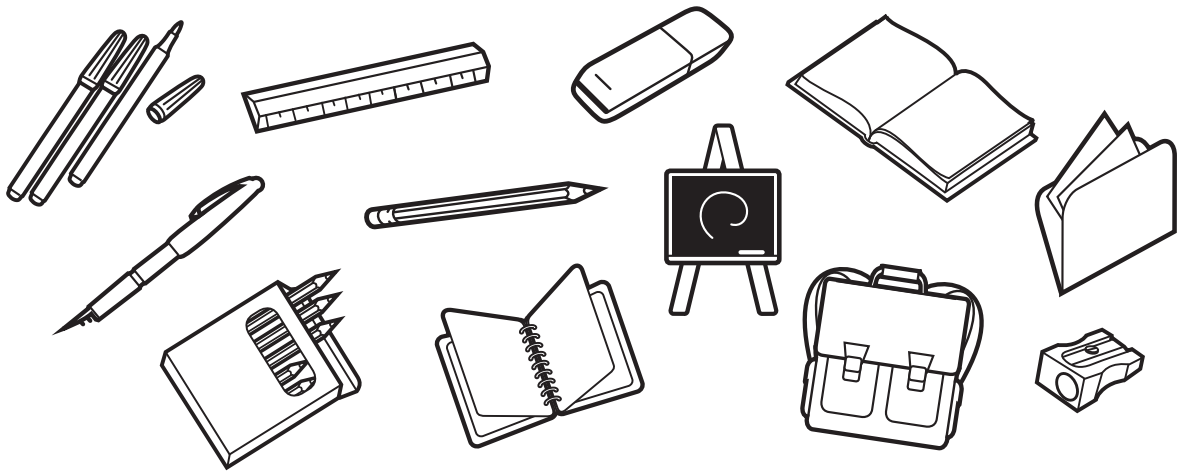


1. Detharinasa uštel o Bakro thaj urjavel pe.
2. Leski dej del les e užina thaj vov teljarel ande škola.
3. Othe podjil peskê papuče thaj žal ande peski klasa, 7b.
4. Vov del jek lašo djes peska učitelicakê thaj žal pe pesko than.
5. Katar peski trasta ankalavel pesko školako pribori.
6. Kana počnil o časo, vov bêšel pe pesko than thaj ašunel pe la učitelicakê vorbe.
7. Kana zvonil o zvono sî len pauza. Ande pauza šaj te xal vov peski užina ka vaj kêrel svato peskê vortakenca.
8. Kana završil pe e škola o Bakro teljarel peskê khêre.

Mužo anav \_\_\_\_\_

# Amaro školako pribori

sldkgjfarbakêplajvazurldkfjknjigasdlkfflomast  
erijaeriojjctbassveskavkniernalivperodelkfjpa  
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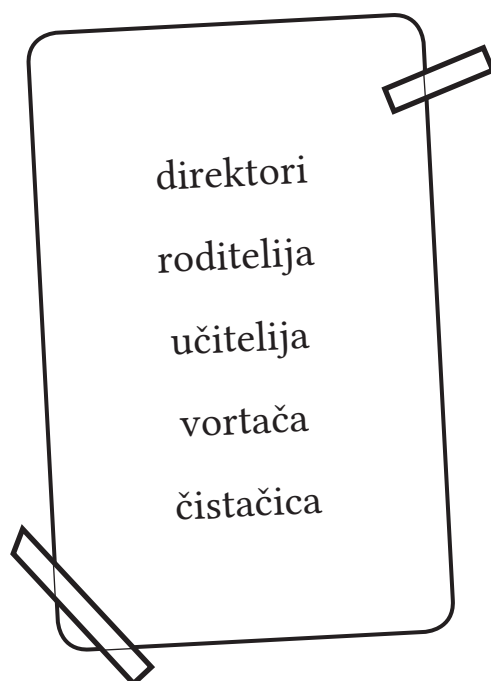
2. Ramosar le anava kaj arakhljan!


Mužo anav \_\_\_\_\_

# Le manuš ande škola

Ande škola arakhes razni manušen.

Kate sî lengê anava:



# Šaj vaj našti?

So kamen le šavořê? Cîrde linije ži kaj vorta slika!



So kames Marijo?

Šaj li te žav ka WC?

Šaj! Ža ka WC!

So kames Suzi?

Šaj li te žav, te šudav o lil?

Našti! Na šude o lil.

So kames Miki?

Šaj li te uštav?

Šaj! Ušti!

So kames Lili?

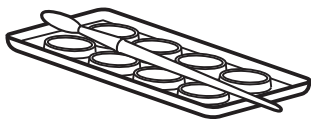
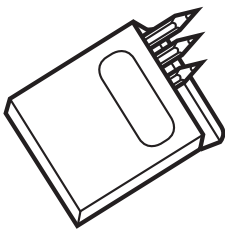
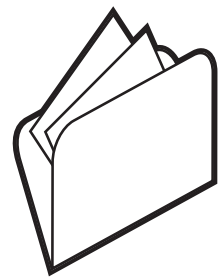
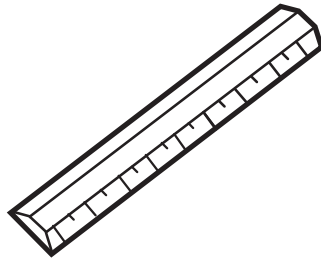
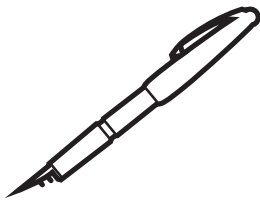
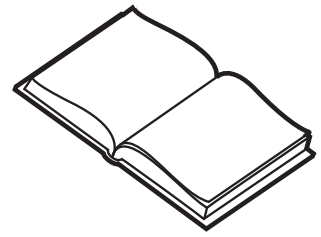
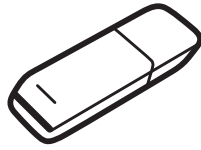
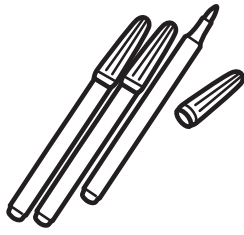
Šaj li te putrav e feljastra?

Šaj Lili. Ža puter e feljastra!

So kames Ivi?

Šaj li te khosav e tabla?

Našti Ivi. Na khos e tabla!



la farbakê  
plajvazur

e knjiga

le flomasterja

e sveska

o nalivpero

e mapa

o lenjiri

e trasta/e tašna

o plajvazo






le khoslimaski  
guma

le pajeskê farbe

e oštrilka



<b>Kalderash_Secundary_A1_AT_eng_unit-07</b>
<b>Topic (CFR): TRANSPORT AND TRAVEL</b>
<b>Sub-topic 01: <i>Sosa zas po drom</i> – How do we travel?</b> <b>Sub-topic 02: <i>Le farbe</i> – The colours</b>

<b>Working with the CFR – Learning objectives</b>	
Skill	Relevant descriptors in the language grid (“can do”) OR “I can” statements:
	<ul style="list-style-type: none"> <li>✓ Can recognize and understand basic words that refer to different modes of transport (train, car, plane, etc.) when they are spoken or read aloud.</li> <li>✓ Can recognise and understand the basic words that refer to travel and transport in Roma culture.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can recognize and understand labels on pictures and posters depicting modes of transport.</li> <li>✓ Can identify and understand basic words to do with transport in a simple text.</li> <li>✓ Can recognise the words that refer to the modes of transport typically used by Roma groups when travelling (e.g. van, wagon, caravan).</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can respond briefly using gesture if necessary, when asked ‚How did you come to school today?’.</li> <li>✓ When prompted by the teacher and supported by pictures, can use basic words (including the vocabulary of colour, size and shape) and simple phrases to describe different forms of transport.</li> <li>✓ Can give non-verbal, one-word or simple answers to questions about how he/she has travelled and whether or not he/she has made a long journey with the family.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can use key words and simple phrases to name different modes of transport depicted in posters and pictures.</li> <li>✓ Can use key words and simple phrase to name the modes of transport depict in traditional and modern pictures of travelling Roma groups.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can copy or write key words relating to transport and travel.</li> <li>✓ Can label a picture of poster that depict different modes of transport.</li> <li>✓ Can copy from the board short sentences to do with transport (e.g. ‚I come to school each day by bus’).</li> <li>✓ Can copy or write the key words relating to traditional and modern Roma travel.</li> </ul>
<b>Working with the ELP</b>	
Dossier: Page 41, 44   Worksheet 01, 02, 04, 05, 07, 08, 09, 10, 11, 12, 14   New vocabulary activity 10	

Vocabulary   Sub-topic 01: Sosa zas po drom			
Active			
<i>o grastano vurdon</i>	the carriage	<i>cîrdel</i>	to pull
<i>o vurdon</i>	the car	<i>ćinel</i>	to buy
<i>o aviono</i>	the plane	<i>e karta</i>	the ticket
<i>o vozo</i>	the train	<i>o automato</i>	the ticket machine
<i>o motori</i>	the motorbike	<i>ka le kartengo šalteri</i>	the ticket counter
<i>o tramvajo</i>	the tram	<i>Maj mištoŕo!</i>	Hello!
<i>o metro</i>	the underground	<i>Šaj te des ma ...?</i>	Could I please have ...?
<i>e bicikla</i>	the bicycle	<i>Najis!</i>	Thank you!
<i>o autobuso</i>	the bus	<i>o perono</i>	the platform
<i>o karavano</i>	the caravan	<i>o than</i>	the place
<i>e paraštuj</i>	Friday	<i>o aerodrom</i>	the airport
<i>dabi</i>	hardly	<i>le autobusoski stanica</i>	the coach station
<i>Kana?</i>	When?	<i>e željezničko stanica</i>	the train station
<i>Sode?</i>	How much?	<i>o taksi, e taksaa</i>	the taxi
<i>Kaj?</i>	Where?	<i>o zvučniko</i>	der speaker
<i>Sosa?</i>	On what?	<i>ažukêrel</i>	to wait
<i>Katar?</i>	Where from?	<i>lel</i>	to take
<i>žal</i>	to go	<i>teljarel</i>	to drive, to depart, to start
<i>gêlo</i>	he/she went	<i>le bêšimaskê thana</i>	the seats
<i>žal po drom, teljarel</i>	to travel	<i>kaća</i>	these
<i>bodel pe katar o drom</i>	to return from a journey	<i>lošal</i>	to be happy
<i>varekana, maj anglal</i>	once	<i>but</i>	very, much
<i>akana</i>	now	<i>kêrel</i>	to cost, to make
Vocabulary   Sub-topic 02: Le farbe			
Active			
<i>lolo</i>	red	<i>sivo</i>	grey
<i>zeleno</i>	green	<i>lila</i>	purple
<i>vîneto</i>	blue	<i>narandjasto</i>	orange
<i>kalo</i>	black	<i>roza</i>	pink
<i>galbêno</i>	yellow	<i>parno</i>	white
<i>kafeno</i>	brown	<i>šarome</i>	multi-coloured

Grammar	
Active	Passive
Prepositions: analytic vs. synthetic Instrumental case: <i>le vurdonesa, le vozosa, ...</i> Prepositions: <i>ka o aerodrom, pe stanica</i>	Present perfect tense

**Teaching activity 01 | Sub-topic 01: Sosa žas po drom – Memory**Duration: 30 min | Skill:   | SF\*: I

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

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

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

**Teaching activity 02 | Sub-topic 01: Sosa žas po drom – Sosa žan le manuš po drom**Duration: 20 min | Skill:   | SF: I | ELP: Dossier

Mat./Res.: Worksheet 01

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

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










**Teaching activity 03 | Sub-topic 01: Sosa žas po drom – Sosa žan le manuš po drom**Duration: 30 min | Skill:    | SF: I

Mat./Res.: Worksheet 03

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

01. The children sit on the floor in a circle.
02. The teacher spreads out the picture cards on the floor.
03. The teacher says: *Me žav le vurdonesa ande škola*, and points to the corresponding picture card.
04. The teacher now asks one of the children: *Sosa žas tu ande škola?*
05. The child answers (if he/she only responds with one word, then the teachers helps him/her to form a complete sentence: *Me žav le ... ande škola (autobusosa, metrosa, ...)*, and points at the correct picture card.
06. The teacher again says: *Me žav le vurdonesa ande škola*, and asks the next child: *Sosa žas tu ande škola?*
07. The child answers and points at the correct picture card.
08. This is repeated until all children have had a turn.


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

<b>Teaching activity 04   Sub-topic 01: Sosa žas po drom – Sosa žas ande škola?</b>
Duration: 20 min   Skill:      SF: I
Mat./Res.: Worksheet 11
<p>Note: Activity 04 is recommended to be subsequent to activity 03.</p> <ol style="list-style-type: none"> <li>01. The teacher hands out worksheet 11 <i>Sosa žas ande škola</i> (How do you get to school?).</li> <li>02. One of the children reads out the heading. The group discusses the task: Draw how you get to school.</li> <li>03. The children have about five to ten minutes to draw the means of transport, then the drawings are attached to the blackboard.</li> <li>04. The teacher asks each child to present their drawing by walking up to the blackboard, pointing at their picture and saying: <i>Me žav ... le tramvajosa, le autobusosa, ... ande škola.</i></li> <li>05. All drawings displayed in the classroom.</li> </ol>
<b>Teaching activity 05   Sub-topic 01: Sosa žas po drom – Po drom ži ka muři bibi</b>
Duration: 45 min   Skill:     SF: I   ELP: Dossier
Mat./Res.: Worksheet 04
<ol style="list-style-type: none"> <li>01. The teacher hands out the text <i>Po drom ži ka muři bibi</i> and asks a child to read out the heading.</li> <li>02. Together the group discusses the meaning of the heading.</li> <li>03. The children read out one paragraph after another, the contents are discussed in the group, so that children can understand the story.</li> <li>04. The children read out the story to their parents as part of their homework.</li> <li>05. The short story is added to the Dossier.</li> </ol>
<b>Teaching activity 06   Sub-topic 01: Sosa žas po drom – Po drom ži ka muři bibi</b>
Duration: 30 min   Skill:     SF: G   ELP: Dossier
Mat./Res.: Worksheet 12
<p>Note: Activity 06 is recommended to be subsequent to activity 05.</p> <ol style="list-style-type: none"> <li>01. The children form groups of three.</li> <li>02. The teacher hands out the worksheet 12 containing the list of questions about <i>Po drom ži ka muři bibi</i>.</li> <li>03. The children try to answer the questions with the help of the short story <i>Po drom ži ka muři bibi</i> (worksheet 04) in groups of three.</li> <li>04. Once finished, each group reads out one of the questions and the correct answer.</li> <li>05. The teacher writes the correct answers on the blackboard. The children compare their answers.</li> <li>06. The worksheet is added to the Dossier.</li> </ol>
<b>Teaching activity 07   Sub-topic 01: Sosa žas po drom – Sosa žas po drom?</b>
Duration: 15 min   Skill:     SF: I   ELP: Dossier
Mat./Res.: Worksheet 05
<ol style="list-style-type: none"> <li>01. The teacher hands out the worksheet <i>Sosa žas po drom?</i></li> <li>02. One child reads out the heading and task; the group then discusses the task.</li> <li>03. The children complete the worksheet.</li> <li>04. Together, the results are compared. The teacher writes the words on the blackboard to check them.</li> <li>05. The worksheet is added to the Dossier.</li> </ol>

**Teaching activity 08 | Sub-topic 01: Sosa žas po drom – Amen pušas**Duration: 20 min | Skill:   | SF: I | ELP: Dossier

Mat./Res.: Worksheet 02

01. The teacher hands out the worksheet *Amen pušas*.
02. One child reads out the heading and task. The group then discusses the task.
03. The children have ten to 15 minutes to fill in the worksheet.
04. The children then take it in turns to read out the dialogues. The teacher writes the missing words on the blackboard to check them.
05. The children compare their spelling and add the worksheet to the Dossier.

**Teaching activity 09 | Sub-topic 01: Sosa žas po drom – Amen činas karte**Duration: 30 min | Skill:  | SF: I | ELP: Dossier

Mat./Res.: Worksheet 08

01. The teacher hands out the worksheet *Amen činas karte*.
02. One child reads out the heading and task. The group then discusses the task: Blue sentences are to be cut out, read and glued next to the red corresponding words.
03. The children have ten to 15 minutes to complete the worksheet.
04. Then the children read out the questions and answers to the red words to check the order.
05. The worksheet is added to the Dossier.

**Teaching activity 10 | Sub-topic 01: Sosa žas po drom – Pe l' droma**Duration: 30 min | Skill:   | SF: I | ELP: S. 44

Mat./Res.: Listening comprehension Worksheet 06


01. The teacher plays the listening comprehension twice, the children listen.
02. Then the children discuss the content with the child sitting next to them.
03. The listening comprehension is played again. The children are asked to remember a word which they do not understand.
04. One child after the other tells the teacher their words. The teacher writes them on the blackboard and translates them.
05. The content of the audio is discussed within the group together with the teacher.
06. The children add the new words to the portfolio (S. 44) and finally listen to the dialogue once again.

**Teaching activity 11 | Sub-topic 01: Sosa žas po drom – Pe l' droma**Duration: 30 min | Skill:   | SF: I

Mat./Res.: Worksheet 07

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

01. The children are given a worksheet containing the list of questions *Pe l' droma*.
02. One child reads out both tasks. The group discusses the task.
03. Working in pairs, the children answer the questions.
04. Each pair then reads out one question and the correct answer.
05. The teacher writes the answers on the blackboard, the children compare their spelling.
06. The worksheet is added to the Dossier.

**Teaching activity 12 | Sub-topic 01: Sosa žas po drom – Ka o šalteri**Duration: 45 min | Skill:    | SF: I, P

Mat./Res.: Worksheet 09

01. The teacher hands out the worksheet *Ka o šalteri* and asks the children to read the dialogue quietly.
02. The content of the text is discussed within the group.
03. Then the class is split into pairs.
04. The children spread out across the classroom and practice reading alternating parts of the dialogue.
05. Then each pair reads out the dialogue to the class and the teacher records their presentation.
06. Then the whole class watches the presentations
07. The text is to be read again as part of the children's homework.

**Teaching activity 13 | Sub-topic 01: Sosa žas po drom – Gap fill text Ka o šalteri**Duration: 30 min | Skill:   | SF: I | ELP: Dossier

Mat./Res.: Worksheet 10

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

01. The children are given the gap fill text *Ka o šalteri* (worksheet 10).
02. The teacher explains the task: Fill in the gaps.
03. The children have ten to 15 minutes complete the task.
04. Then each child reads out one of the completed sentences.
05. The teacher writes the words that were added on the blackboard; the children compare their results.
06. The worksheet is added to the Dossier.

**Teaching activity 14 | Sub-topic 02: Le farbe**Duration: 50 min | Skill:   | SF: G

Mat./Res.: Colour and word cards worksheet 13

Preparation: Print, laminate and cut out cards.









01. The children sit in a circle on the floor.
02. The teacher spreads out the colour cards on the floor. Each child is given a word card.
03. The children are asked to place their word cards next to the corresponding colour cards.
04. The teacher takes the incorrectly placed cards. The group try to find the correct colour cards.
05. Then the teacher collects all the cards and shows the children one card at a time. The children are asked to name the colour shown. If required, the teacher can also name the colour first and the children then repeat it in unison.

**Teaching activity 15 | Sub-topic 02: Le farbe**Duration: 15 min | Skill:   | SF: I | ELP: Dossier

Mat./Res.: Worksheet 14, colouring pens

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

01. The teacher hands out the worksheet *Le farbe* and explains the task: The fields are to be coloured in correctly.
02. The children have about ten minutes to colour in the worksheet.
03. Then the group discusses how the boxes were coloured in.
04. The worksheet is added to the Dossier.

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

# Sosa řan le manuř po drom

1 le autobusosa

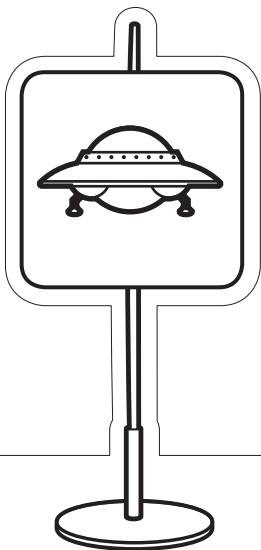
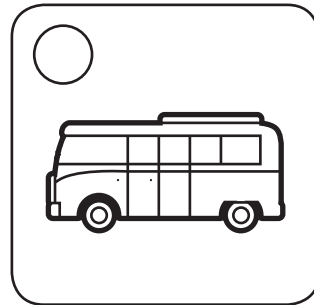
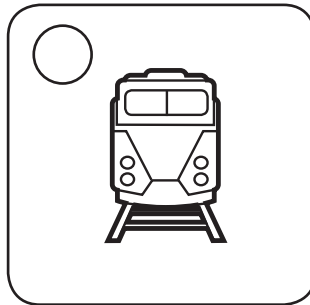
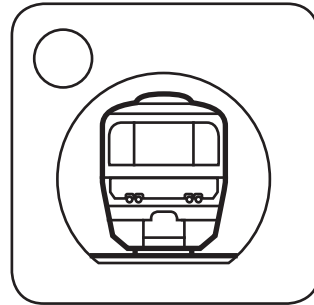
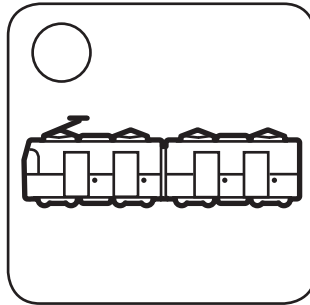
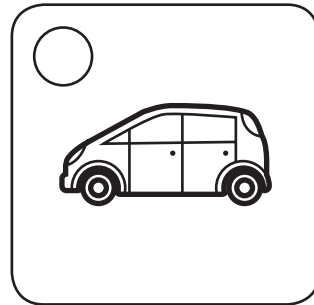
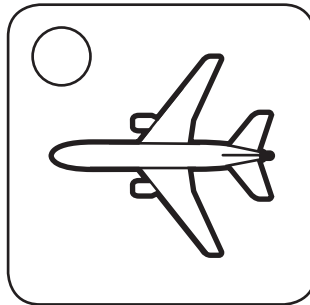
2 le vozosa

3 le a vionosa

4 le tramvajosa

5 le vurdonesa

6 le metrosa





Mužo anav \_\_\_\_\_

# Amen pušas

Pušas:

kana? | sode? | kaj? | sosa? | katar?

Žanes li \_\_\_\_\_ teljarel o vozo ži kaj Bratislava?

O vozo ži kaj Bratislava teljarel ka l' panž časur.

Kako, \_\_\_\_\_ sî o šalteri kartengê?

O šalteri kartengê sî pašaj informacija.

Miki, \_\_\_\_\_ žas ande Kanada?

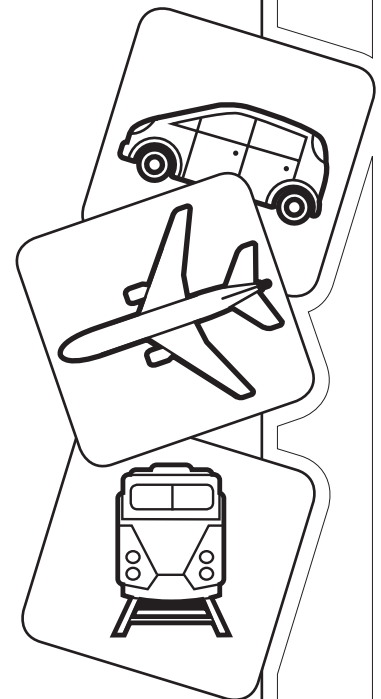
Ande Kanada žav le avionosa.

\_\_\_\_\_ kêrel e karta ka o avtomato?

E karta ka o avtomato kêrel 8 Evro.

\_\_\_\_\_ aves Jarko?

Me avav katar e Viena.



o grastano  
vurdon

o vurdon

o aviono

o tramvajo

o motori

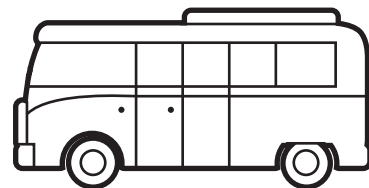
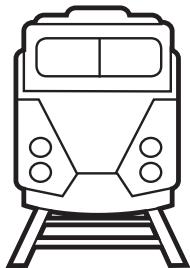
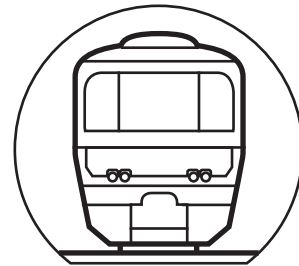
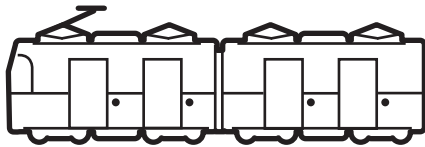
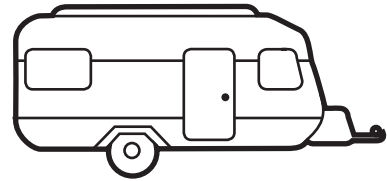
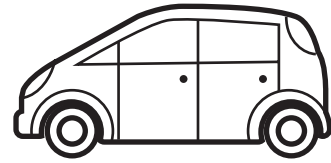
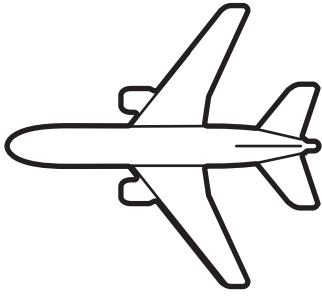
o metro

o bicikla

o autobusi

o karavano

o VOZO



## Po drom ži ka muři bibi

Adjes sî paraštuj haj o Roman but lošal. Dabi ažukêrel te žal peska dasa ži kaj železničko stanica. Von kam žan ande Bratislava, te dikhên la bibija Vaska.

O Roman thaj leski dej žan vozosa po drom.  
O drom katar e Subotica ži kaj Bratislava lel panž časur. O Roman phenel peska dakê: „Mamo, sîdjar! Ake već sî dešuduj časur.“ „Ažukêr Roman, na dara, maj sî amen vrjama. O vozo teljarel ka l' dešuštar časur. Na sîdjar!“

Kana von arêsle ži kaj stanica, sas jek haj dopaš časur. Le Romanoski dej geli-tar te činel le vozoskê karte. O Roman pale ažukêrdja pala peski dej ka l' kuferja.

„Hajde šavořeja, av-tar“ phenel le Romanoski dej.  
„Kaj žas akana mamo?“ „Žas te dikhas pe savo perono ašêl la Bratislavako vozo“. Lengo vozo ašêl pe dujto perono.

Jek gaži mothol po zvučniko, kaj o vozo arêslo thaj ašêl već po than thaj le manuš šaj te den andrê ando vozo. Kana arêsle pe dujto perono dikhên pe karta kaj sî lengo than.

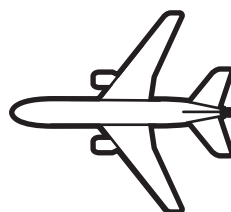
Lengo than sî ando trito vagono, le bêšimaskê thana sî jefta thaj oxto. O Roman bêšel peskê po than oxto, kê pe kaća rig sî vi e feljastra. Numa so von bêšle, ake o vozo već teljarel.



Mužo anav \_\_\_\_\_

## Sosa žas po drom?

Ramosar le vorbe kaj falin!



O Janko žal \_\_\_\_\_ ži kaj Bratislava.

O Janko žal \_\_\_\_\_ ži kaj Viena.

O Janko žal \_\_\_\_\_ ži ande Kanada.

O Janko žal \_\_\_\_\_ ži ande l' Skoplje.

O Janko žal \_\_\_\_\_ ži ande škola.

# Pe l' droma

Maj anglal le Řom žanas pe l' droma. Von žanas pala jek maj šukar trajo. Pe l' droma von žanas le grastane vurdonenca.

Vi akana trajin le Řom pe l' droma. Numa maj but ĉi žan grastane vurdenca pe l' droma. Adjes sî le Řomen karavanja. Ande l' karavanja sî len tato paj, sî len kaj te soven, sî len kujna, astali, WC, thaj vi kak ĉino kupatilo.

Le gras ĉi maj ĉirden lengê karavanja .  
Le karavanja ĉirden lengê vurdona.

# Pe l' droma

## 1) Čitosar o teksto!

Varekana le Řom žanas pe l' droma. Von phirenas pala jek maj šukar trajo. Pel , droma von žanas le grastane vurdonenca.

Vi akana trajin le Řom pe l' droma. Numa maj but či žan grastane vurdenca pe l' droma. Adjes sî le Řomen karavanja. Ande l' karavanja sî len tato paj, sî len kaj te soven, sî len kujna, astali, WC, thaj vi kak cîno kupatilo.

Le gras či maj cîrden lengê karavanja . Le karavanja cîrden akana lengê vurdonena.

## 2) Šaj li te des anglal?

Sosa žanas varekana le Řom pe l' droma?

---

Save vurdonena sas len?

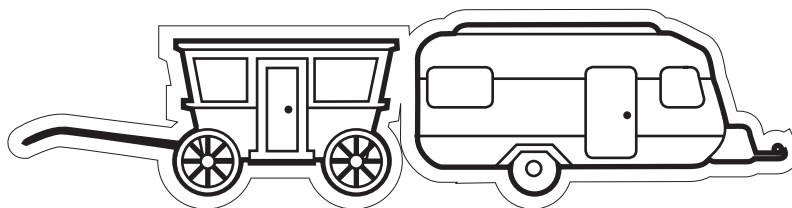
---

Sosa žan adjes le Řom pe l' droma?

---

So cîrdel akana o karavano?

---



# Kaj ćinas le karte?

Śin le rećenice la katjasa thaj lepisar len kote kaj pasuin!

aerodrom

taksi sluźba

autobusoski  
stanica

metro

źeleznićko  
stanica

tramvajo

Kaj ćinas amengē karte avionoskē?

Le avionskē karte ćinas amengē ka o aerodrom.

Kaj ćinas amengē karte autobusoskē?

Le autobuskē karte ćinas amengē pe autobusoski stanica.

Kaj ćinas amengē karte vozoskē?

Le vozoskē karte ćinas amengē pe źeleznićko stanica.

Kaj ćinas amengē karta pala taksi?

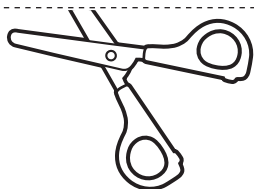
Pala taksi ċi trobul amengē karta.

Kaj ćinas amengē metroskē karte?

Le metroskē karte ćinas amengē ka kartengo automato.

Kaj ćinas amengē tramvajoskē karte?

Le tramvajoskē karte ćinas amengē ka automato.





# Ka o šalteri

Marta: Maj mištořo!

E źuvli po šalteri: Maj najis!

Marta: Šaj te des ma jek karta źi ando

Beogrado? Maj sî than?

E źuvli po šalteri: Va, sî than.

Marta: Sode kêrel e karta?

E źuvli po šalteri: E karta kêrel 12,- Euro.

Marta: Mišto, de ma jek.

E źuvli po šalteri: Ake-ta ċi karta!

Marta: Lašes, najis tukê! Devlesa!

E źuvli po šalteri: Źa Devlesa!



Mužo anav \_\_\_\_\_

# Ka o šalteri

Marta: Maj mištožo

E žuvli po šalteri: \_\_\_\_\_!

Marta: Šaj te des ma jek \_\_\_\_\_

ži ando Beogrado? Maj sî than?

E žuvli po šalteri: Va, sî than \_\_\_\_\_.

Marta: Sode kêrel e karta?

E žuvli po šalteri: E karta \_\_\_\_\_

12,- Euro.

Marta: Mišto, \_\_\_\_\_ ma jek.

E žuvli po šalteri: Ake-ta cí karta!

Marta: Lašes \_\_\_\_\_!

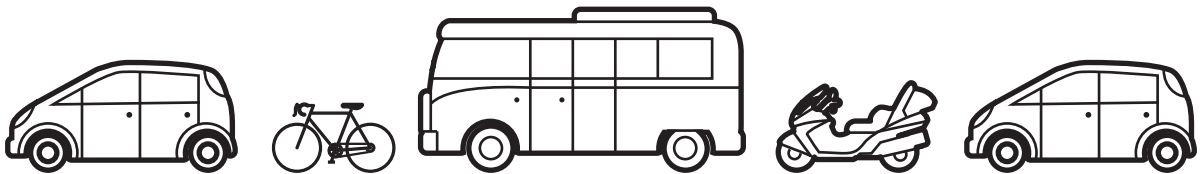
Devlesa!

E žuvli po šalteri: \_\_\_\_\_ Devlesa!



Muño anav \_\_\_\_\_

# Amen rodas vorbe



basbbxavionokk(autobuso)jalmotoriqioztrthwe  
webiciklajlntaksimkgavurdonbaagrastanocvb  
dsdsaaurdonkkmetrommlvozollerlozasdsd

-autobuse | motori | bicikla | taksi | grastano vurdon  
vurdon | metro | vozo | aviono | tramvajo

Mužo anav \_\_\_\_\_

# Po drom ži ka muři bibi

Maj seres?

Kaj žal o Roman peska dasa?

---

Sosa žan kaj bibi?

---

Kana teljarel lengo vozo?

---

Kon gêlo te ćinel le vozoscê karte?

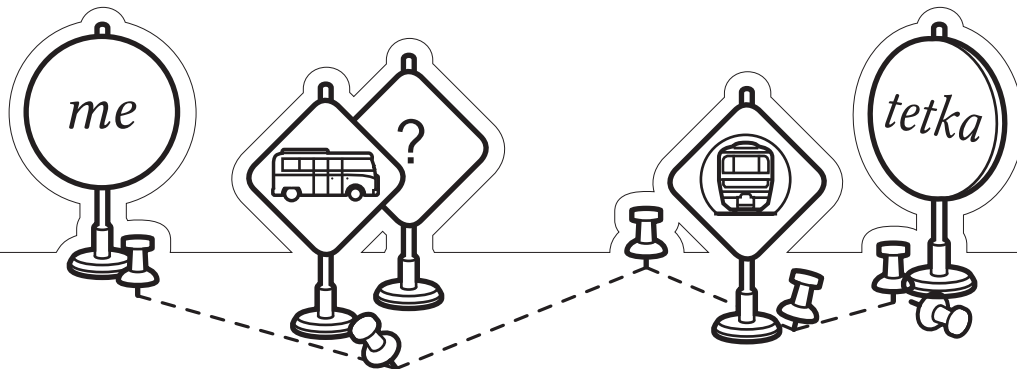
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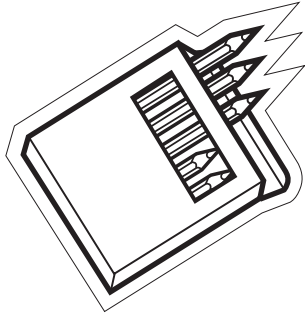
Kata savo perono teljarel o vozo?

---

Pe savo than bêšlo peskê o Roman?

---





Muño anav \_\_\_\_\_

## Le farbe

<input type="radio"/> lolo	<input type="radio"/> sivo
<input type="radio"/> zeleno	<input type="radio"/> lila
<input type="radio"/> vînêto	<input type="radio"/> naran- djasto
<input type="radio"/> kalo	<input type="radio"/> roza
<input type="radio"/> galbêno	<input type="radio"/> parno
<input type="radio"/> kafeno	<input type="radio"/> šarime

lolo

sivo

zeleno

lila

vînêto

narandjasto

kalo

roza






galbêno

parno

kafeno

šarome






<b>Kalderash_Secundary_A1_AT_eng_unit-08</b>
<b>Topic (CFR): FOOD AND CLOTHES</b>
<b>Sub-topic 01: <i>Le calja</i> – Clothes</b> <b>Sub-topic 02: <i>O xabe</i> – Food</b>

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

Vocabulary   Sub-topic 01: <i>Le calja</i>			
Active			
<i>e jakna</i>	the winter jacket	<i>e stadji</i>	the cap
<i>o fistano</i>	the dress	<i>le hulahopke</i>	nylon tights
<i>o šali</i>	the scarf	<i>So urjavel o/e ...?</i>	What is he/she wearing?
<i>e majca</i>	the t-shirt	<i>o parno mantili</i>	the white coat
<i>le kalc</i>	the trousers	<i>o odelo</i>	the suit
<i>o gad</i>	the shirt	<i>le calja</i>	the apron
<i>e roča</i>	the skirt	<i>e krêtînce</i>	the tracksuit
<i>le čorape</i>	socks	<i>le trenerke</i>	pyjamas
<i>e haravli</i>	the belt	<i>e pižama</i>	the work dungarees
<i>le rukavice</i>	gloves	<i>la bučakê kalc</i>	clothes
<i>o dikhlo</i>	the headscarf	<i>le vînce pozunarja</i>	the blue pockets
<i>o šěširi</i>	the hat	<i>e vîneto mašna</i>	the blue bow
Vocabulary   Sub-topic 02: <i>O xabe</i>			
Active			
<i>o xabe</i>	food, meal	<i>o limuno, le limunur</i>	the lemon(s)
<i>e purum, le puruma</i>	the onion(s)	<i>e pruna, le prune</i>	the plum(s)
<i>o morkoja, le morkoja</i>	the carrot(s)	<i>o bostano, le bostanur</i>	the watermelon(s)
<i>o patližano, le patližaja</i>	the tomato(es)	<i>o struguro, le strugur</i>	the grape(s)
<i>e piparka, le pipêrč</i>	the bell pepper(s)	<i>o ananaso, le ananasur</i>	the pineapple (s)
<i>o kukuruzo</i>	the corn	<i>e jagoda, le jagode</i>	the strawberry(s)
<i>o graško</i>	the pea(s)	<i>e pomaranža, le pamaranže</i>	the orange(s)
<i>e sîr, le sîrja</i>	the garlic	<i>e mandarina, le mandarine</i>	the mandarin(s)
<i>o kolompîri, le kolompîrja</i>	the potato(es)	<i>o lolo šax</i>	the red cabbage
<i>e zeleno salata/</i>	the lettuce	<i>o parno šax</i>	the white cabbage
<i>o fosuj, le fusuja</i>	the bean(s)	<i>e sarma, le sarme</i>	stuffed bowels
<i>e burjaca, le burec</i>	the mushroom(s)	<i>le zelenimata, o povrče</i>	vegetables
<i>o krestevco, le krestavec</i>	the cucumber(s)	<i>o voće</i>	fruit
<i>e phabaj, le phaba(ja)</i>	the apple(s)	<i>la mamjako xabe</i>	Granny's dish
<i>e banana, le banane</i>	the banana(s)	<i>čiravel xabe</i>	to cook
<i>e čireš, le čireša</i>	the cherry(s)	<i>Sode kêrel/kêren ...?</i>	How much is/are ...? (money)
<i>o ambrol, le ambrola</i>	the pear(s)	<i>po pijaco</i>	at the market
<i>getol</i>	prepare	<i>getol</i>	prepare



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

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

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

**Teaching activity 03 | Sub-topic 01: *Le calja – So urjadjan tu***Duration: 30 min | Skill:   | SF: I

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

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

01. The teacher writes the following heading on the blackboard: *So urjadjan tu*.
02. Then three sentences are formed together. The teacher writes them on the blackboard. For example:  
*Detharine me urjadem le calc thaj o djemperi.*  
*Detharine me urjadem e roča thaj e majca.*  
*Detharine me urjadem o fistano.*
03. The children copy the sentences.
04. The teacher then attaches the picture cards (worksheet 01) to the blackboard. The words are repeated together and the corresponding word cards are attached to the pictures.
05. The teacher asks the children to write two sentences themselves, following the above pattern.
06. The children then hand in their workbooks. The teacher checks the results (sticker or stamp for great sentences!).

**Teaching activity 04 | Sub-topic 01: *Le calja***Duration: 20 min | Skill:   | SF: I | ELP: Dossier

Mat./Res.: Worksheet 03

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

**Teaching activity 05 | Sub-topic 02: *O xabe – O voće thaj le zelenimata 1***Duration: 30 min | Skill:   | SF: I

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

Preparation: Print, laminate and cut out the cards.

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

<b>Teaching activity 06   Sub-topic 02: O xabe – O voće thaj le zelenimata 1</b>
Duration: 20 min   Skill:      SF: I   ELP: p. 44
Mat./Res.: Picture and word cards worksheet 02, blackboard, chalk, magnets or sticky tape
<p>Preparation: Print, laminate and cut out the cards.</p> <ol style="list-style-type: none"> <li>The teacher divides the blackboard into two columns and labels both columns: Left column heading: <i>le zelenimata</i> (vegetables); right column heading: <i>o voće</i> (fruit).</li> <li>The headings are discussed, then the teacher hands out the picture cards (worksheet 02) to the children.</li> <li>Then the children are asked to name their pictures one after another and to put them in the correct column on the blackboard.</li> <li>The teacher then hands out the word cards and asks the children to assign them to the correct picture cards.</li> <li>Once all word cards are correctly assigned, the children read out all words in unison.</li> <li>Then the children add the words to their language portfolio (p. 44).</li> </ol>
<b>Teaching activity 07   Sub-topic 02: O xabe – O voće thaj le zelenimata 2</b>
Duration: 20 min   Skill:     SF: I   ELP: Dossier
Mat./Res.: Worksheet 04
<ol style="list-style-type: none"> <li>The teacher hands out the crossword puzzle <i>O voće thaj le zelenimata</i> (worksheet 04).</li> <li>The teacher asks a child to read out the heading. The group then discusses the task.</li> <li>The children have ten to 15 minutes to complete the worksheet.</li> <li>Together, the results are compared. The teacher writes the words on the blackboard to check them.</li> <li>The worksheet is added to the Dossier.</li> </ol>
<b>Lesson plan 08   Sub-topic 01: Le calja</b>
Duration: 20 min   Skill:     SF: I   ELP: Dossier
Mat./Res.: Worksheet 05, colouring pens
<p>Recommendation: This activity is ideal if there is only very little time left at the end of a lesson, because the children can also colour in the worksheet as part of their homework.</p> <ol style="list-style-type: none"> <li>The teacher hands out the colouring page <i>Le calja</i> (worksheet 05).</li> <li>The teacher asks a child to read out the heading and task.</li> <li>Together, the task is discussed: The children are asked to read the task carefully and to colour the clothes in the picture according to the task.</li> <li>The children have ten to 15 minutes to colour in the worksheet.</li> <li>Then the worksheets are displayed in the classroom and compared, whether all the drawings are coloured in identically.</li> </ol>
<b>Teaching activity 09   Sub-topic 02: O xabe – La mamjako xabe – Granny’s dish</b>
Duration: 45 min   Skill:      SF: P, I   ELP: Dossier
Mat./Res.: Worksheet 06
<ol style="list-style-type: none"> <li>The teacher hands out the text <i>La mamjako xabe</i> (worksheet 06) and asks the children to read the dialogue quietly.</li> <li>The content of the text is discussed within the group.</li> <li>Then the children form pairs and spread across the room and practice reading the dialogue.</li> <li>Then each pair reads out the dialogue to the class.</li> <li>The children are asked to read the text again as part of their homework.</li> <li>The worksheet is added to the Dossier.</li> </ol>

**Teaching activity 10 | Sub-topic 02: O xabe – La mamjako xabe Granny’s dish**Duration: 45 min | Skill:   | SF: I | ELP: Dossier

Mat./Res.: Worksheet 07

Note: Activity 10 is recommended to be subsequent to activity 09.

01. The children are given a list of questions about the text *La mamjako xabe* (worksheet 07).
02. The teacher explains the task: The questions about the text are to be answered.
03. The children answer the questions in pairs. If required, they can refer to the dialogue *La mamjako xabe* (worksheet 06) from the Dossier.
04. Then each pair reads out one question and the corresponding answer.
05. The teacher writes the answers on the blackboard, the children compare the spelling.
06. The children add the worksheet to the Dossier.

**Teaching activity 11 | Sub-topic 02: O xabe – Po pijaco At the market, part 1**Duration: 50 min | Skill:    | SF: I, G | ELP: Dossier

Mat./Res.: Worksheet 08, headscarf, apron or coat, a pair of glasses, camera

01. The teacher hands out the text *Po pijaco* (worksheet 08) and asks the children to read the dialogue quietly.
02. The text’s content is discussed together.
03. Then the children form groups of three.
04. The children spread out across the classroom and practice reading the dialogue with their partners.
05. Then the children present the dialogue in front of the class. They are given props to do this: The child playing Marko gets a pair of glasses, the mother gets the headscarf, the vendor gets an apron or a coat.
06. The game can be taped with the camera several times (first run with text, second run without) to record each group’s progress.

**Teaching activity 12 | Sub-topic 02: O xabe – Po pijaco At the market, part 2**Duration: 30 min | Skill:    | SF: I | ELP: Dossier

Mat./Res.: Worksheet 08

Note: Activity 12 is recommended to be subsequent to activity 11.

01. The children take the worksheet *Po pijaco* from their Dossier. The teacher asks them to read through the second part of the worksheet.
02. The task is discussed together: Write down what you would put in a salad.
03. The children write down various words.
04. Then the teacher asks the children, which ingredients they use and writes the mentioned words on the blackboard so that the children can compare their spelling.
05. The worksheet is added to the Dossier.

**Teaching activity 13 | Sub-topic 01: *Le calja – So urjaven von?***Duration: 30 min | Skill:    | SF: I | ELP: Dossier

Mat./Res.: Worksheet 09 | ELP: Dossier

Note: Activity 13 is recommended to be subsequent to activity 11.

01. The teacher hands out the worksheet *So urjaven von?* (worksheet 09) and asks a child to read out the task. Together, the task is discussed: Fill in the answers.
02. A child reads out the first question. Then the group think about which word is missing in the answer.
03. The teacher writes the correct word on the blackboard.
04. Questions 2 to 7 are also completed together (as described in step 2).
05. The worksheet is added to the Dossier.

**Teaching activity 14 | Sub-topic 01: *Le calja – Ballspiel So urjaven von?***Duration: 50 min | Skill:    | SF: I

Mat./Res.: Softball or similar

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








01. The children sit in a circle.
02. The teacher begins the game: He/she asks a child: *So urjavel o dad?* and throws the ball to the child.
03. The child catches the ball and tries to answer: *O dad urjavel ... (z.B. o gad, le kalc, ...)*.
04. Then he/she returns the ball to the teacher.
05. Now the teacher asks the next child: *So urjavel o dad?* and throws the ball to the child.
06. The child answers: *O dad urjavel ...*, and returns the ball to the teacher.
07. This is repeated until all children have had a turn.

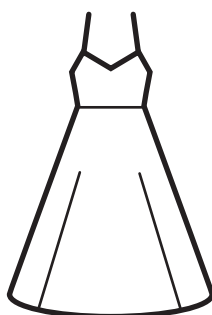
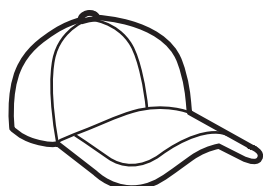
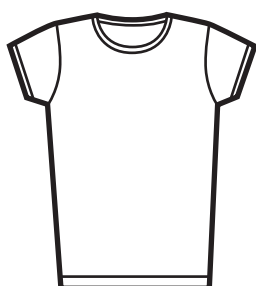
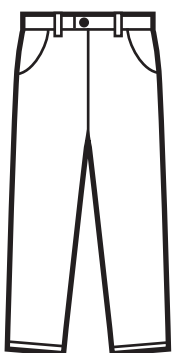
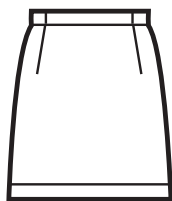
**Teaching activity 15 | Sub-topic 01/02: *Le calja/O xabe – Language Biography Food and clothes***Duration: 30 min | Skill:   | SF: I | ELP: S. 37

Mat./Res.: Page 37 Level A1 of the Language Portfolio

Preparation: The teacher designs page 37 Level A1 of the Language Biography according to his/her preferences.

01. After completing Unit 08, the teacher hands out the self-designed checklists.
02. Together, the group reads one point after the other, the children draw an asterisk or similar next to the description of the tasks they can complete (I can ...).
03. The checklist is added to the Language Biography.

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



e řoča

le rukavice

e haravli

le kalc

e jakna

o šali

e majca

o gad

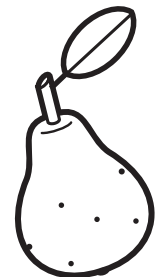
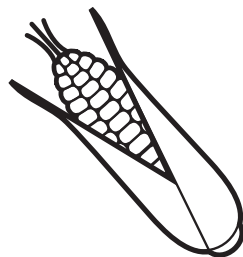
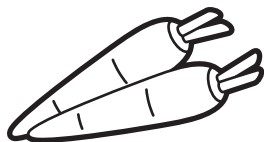
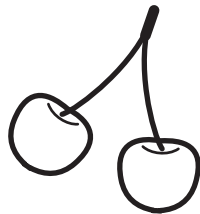
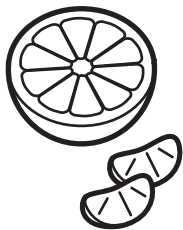
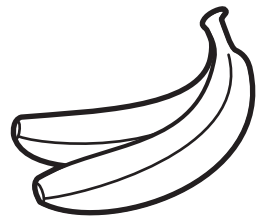
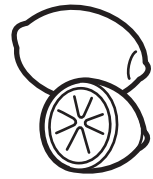
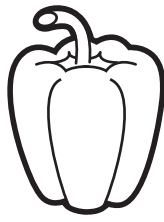
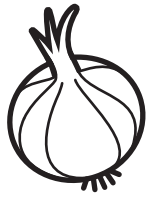
o šêširi

e stadji

o fistano

le čorape





e purum  
le puruma

e piparka  
le pipêrč

o limuno  
le limunur

o patližano  
le patližaja

e sîr  
le sîrja

e banana  
le banane

e pomarandža  
le pomarandže

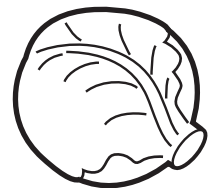
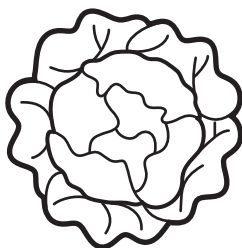
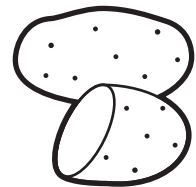
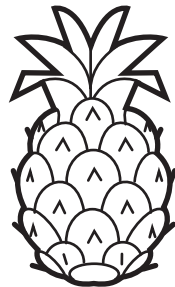
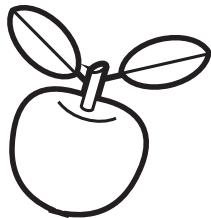
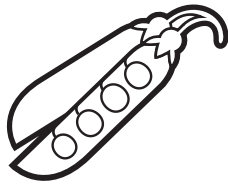
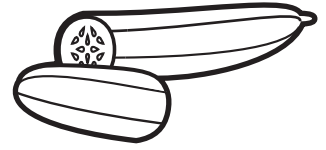
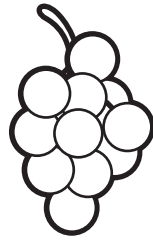
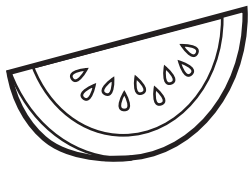
e čireš  
le čireša

e burjaca  
le burec

o morkoj  
le morkoja

o kukuruzo

o ambrol  
le ambrola



o bostano  
le bostanur

o struguro  
le strugurja

o krestevec  
le krestevec

o graško

e jagoda  
le jagode

o fosuj

e phabaj  
le phabaja

o ananaso  
le ananasur

o kolompiri  
le kolompirja

e zeleno  
salata

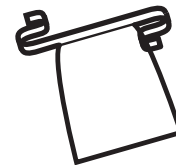
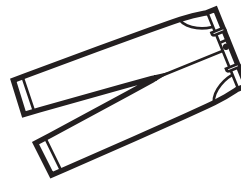
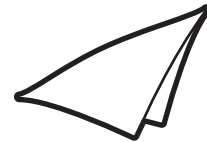
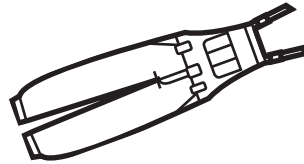
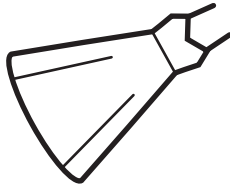
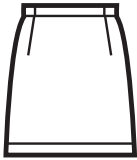
e purna  
le prune

o šax

Muño anav \_\_\_\_\_

# Le calja

Ramosar le vorbe kote kaj pasuin!



le cokolja hulahopke | fistano | o dikhlo | e stadji | e haravli  
o šeširi | le čorape | e roča | o gad | le rukavice | o šali  
e majca | le kalc | e jakna | e krêtinca | la bućakê kalc

# O voće

A crossword puzzle grid with the following letters placed in the cells:

		O								
			N							
			J							
							L			
									N	
					J					
		N								

The grid is surrounded by fruit illustrations with arrows pointing to specific cells:

- Watermelon slice pointing to the 'O' cell.
- Two olives pointing to the 'O' cell.
- Strawberry pointing to the 'J' cell.
- Pear pointing to the 'L' cell.
- Apple pointing to the 'J' cell.
- Orange pointing to the 'N' cell.
- Banana pointing to the 'N' cell.



# Le calja

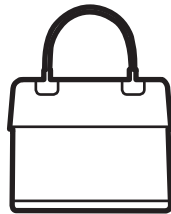
Ramosar le vorbe kote kaj pasuin! Bojin i slika!

e lolo trasta | e parni brečinarri | o zeleno šêširi | e plava řoča  
o řuto fistano | e plavo majca | e rozeve stadji | o řuto cokoli



*e sivo jakna*

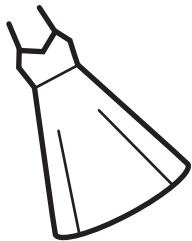
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



# La mamjako xabe

Adjes ćiravel e mami o xabe. Voj kêrel sarme.

O Djemo dabi aźukêrel te aven gata.

Dj: Mamijo, kana kam aven gata kodola sarme?

M: Aźukêr Djemo! Akana kam thav len te ćirjon.  
Bokhalo san?

Dj: Bokhalo sîm. Muři dej ćiradja adjes graško  
numa me či kamlem te xav.

M: Maj aźukêr xancî mužo raklo. Akana kam  
aven gata le sarme. Kames li fosuj?

Dj: Na, či kamav, mamijo. Aźukêrav vadjaj xancî.  
Na dara, či merav bokhatar.

M: Xav ćo rat Djemo, čačas bengalo san!



Mužo anav \_\_\_\_\_

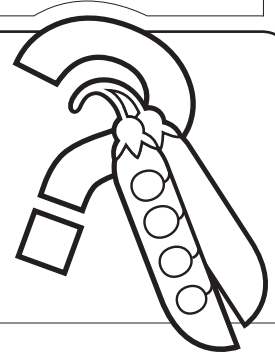
# La mamjako xabe

## Dali seres?

Savo xabe sas kaj Djemoski  
mami već getome?  
Kaj mami sas  
getome o\_\_\_\_\_.

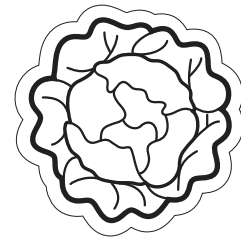
Savo xabe ćiradja le  
Djemoski dej?  
Le Djemoski dej  
ćiradja\_\_\_\_\_.

Pala savo xabe aźukêrdja o  
Djemo te xal?  
O Djemo aźukêrdja  
te xal \_\_\_\_\_.



*„Muři dej  
ćiradja adjes  
graško  
numa me  
ći kamlem  
te xav.“*

# Po pijaco



## 1) Čitosar o dialogo!

O Marko phenel: Adjes žal muři dej po pjaco. Voj žal te ćinel zelenimata:

Dej: Sode kêren le patližaja?

Prodavačo: Le patližaja kêren 2 € e kila.

Dej: De ma lendar jek kila.

Sode kêren le morkoja?

Prodavačo: Jek morkoj kêrel 20 centur .

Dej: De-ta ma trin morkoja.

O Marko: Muři dej ćindja još duj krestavec, jek šoro lolo šax, jek šoro zeleno sax, duj kotora kukuruzo, jek kila graško, trin puruma thaj jek piparka. Kana avili khêre, kêrdja voj amengê e maj laši salata kaj sî pe antrego ljuma.

## 2) Ramosar katka sostar bi tu kêresas salata!

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---

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Mužo anav \_\_\_\_\_

# So urjavel von

Ramosar le vorbe kote kaj pasuin!

So urjavel o dad po abjav?

O dad urjavel \_\_\_\_\_.

So urjavel e dej po abjav?

E dej urjavel \_\_\_\_\_.

So anel e mami kana ćiravel o xabe?

E mami anel \_\_\_\_\_.

So urjavel e Suzana kana źal te khêlel futbalo?

E Suzana urjavel \_\_\_\_\_.

So urjavel o Iso kana źal te sovel?

O Iso urjavel \_\_\_\_\_.

So urjavel o phral kana źal ande bući?

O phral urjavel \_\_\_\_\_.

So anel o doktori kana sî ande bući?

O doktori anel \_\_\_\_\_.



o parno  
mantili

le calja

o fistano






le trenerke

e krêtînce

e piźama

la bućakê kalc

<b>Kalderash_Secundary_A1_AT_eng_unit-09</b>
<b>Topic (CFR): SEASONS AND WEATHER</b>
<b>Sub-topic 01: O bês – The year</b> <b>Sub-topic 02: E vrjama – The time</b>

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

<b>Working with the ELP</b>
Language biography: Activity 15
Dossier: Worksheet 01 + 02, 04–09; Activity 14

Vocabulary   Sub-topic 01: <i>O bërš</i>			
Active			
<i>le bëršeskê štar dobe</i>	the four seasons	<i>šudro, šil, o šudrimos, o šil</i>	cold, the cold
<i>e primovara</i>	the spring	<i>tato, o taćimos, tatjimos</i>	hot, the heat
<i>o milaj</i>	the summer	<i>o biršind</i>	the rain
<i>e tomna</i>	the autumn	<i>e šudri balval</i>	the (cold) wind
<i>o ivend</i>	the winter	<i>pahome</i>	to freeze
<i>pe primovara</i>	in spring	<i>šudrimastar, šilestar</i>	from the cold
<i>pe tomna</i>	in autumn	<i>o tato jorgano</i>	warm down cover
<i>milaje, po milaj</i>	in the summer	<i>tato, maj tato</i>	hot, hotter
<i>ivende</i>	in the winter	<i>e doba</i>	the season
<i>januari, januaro</i>	January	<i>athoska, atunči</i>	then
<i>februari, februaro</i>	February	<i>kaća</i>	these
<i>marto</i>	March	<i>o zido</i>	the wall
<i>april, aprilo</i>	April	<i>Trajil o Del či bax!</i>	God should celebrate your luck!
<i>majo</i>	May	<i>vareso</i>	something
<i>juni</i>	June	<i>demultuno</i>	historic/old
<i>juli</i>	July	<i>o pato</i>	the bed
<i>avgusto</i>	August	<i>xalavel</i>	to wash; to rinse
<i>septembro</i>	September	<i>o doboš</i>	the drum
<i>oktombro</i>	October	<i>žëlil</i>	to wish
<i>novembro</i>	November	<i>tromal</i>	to be allowed, to dare
<i>decembro</i>	December	<i>o gero, e geri</i>	the Pitiful
<i>o šon, le šon(a)</i>	the month	<i>o gor</i>	the end
<i>o iv</i>	the snow	<i>ando muj baro</i>	loud (lit. in the big mouth)
<i>o kham</i>	the sun	<i>mišto, lašes</i>	well
<i>e patrin</i>	the leaf, the leaves	<i>pala kodja</i>	then, afterwards
<i>o kaš(t)</i>	the tree		

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

**Vocabulary | Sub-topic 01: E vrjama**
**Active**

<i>Sode časur ši?</i>	What time is it?	<i>pala mizmeri</i>	in the afternoon
<i>Kana?</i>	When?	<i>Dali si tu(t) časo?</i>	Do you have a watch?
<i>Katar sode ži kazom?</i>	From when to when?	<i>jek, duj, trin, štar, ...</i>	halb 2 (1 und halb), halb 3
<i>avel</i>	to come	<i>thaj dopaš</i>	(2 und halb), halb 4 (3 und halb)
<i>ka l' jek, duj, trin, štar, ...</i>	at one, two, three, ... o'clock	<i>le vastesko časo</i>	the wristwatch
<i>o fertali, le fertalja</i>	the quarter	<i>o časo po zido</i>	the wall clock
<i>rjačate</i>	in the evening	<i>le khêresko časo</i>	the grandfather clock
<i>angla mizmeri</i>	in the morning	<i>o budilniko</i>	the alarm clock
<i>Maj mištoŕo!</i>		greeting (approx. Good Day, Hello)	
<i>Maj najis!</i>		Thank you (obligatory answer to <i>Maj mištoŕo!</i> )	
<i>Trajil o Del či bax!</i>		God should celebrate your luck!	
<i>Phralica!</i>		Little brother! (address form for people of the same age)	
<i>Phejo!</i>		Sister! (address form for people of the same age)	
<i>Naj anda soste!</i>		No big deal!, Not at all!	

**Teaching activity 01 | Sub-topic 01: O bêŕš**

 Duration: 50 min | Skill:   | SF\*: I | ELP: Dossier

Mat./Res.: Worksheet 01

01. The teacher hands out the worksheet *O bêŕš*.
02. The children read though it by themselves once, then it is read out together.
03. The content of the worksheet is discussed.
04. Then the teacher pronounces the names of the seasons, the children repeat them in unison.
05. The teacher pronounces the name for each month which the children then repeat.
06. Homework: Memorise the names for the seasons and months.
07. The worksheet is added to the Dossier.

**Teaching activity 02 | Sub-topic 01: O bêŕš – Le šon**

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

Mat./Res.: Worksheet 02

01. The children are given the worksheet *Le šon*.
02. The teacher asks a child to read out the heading and the task.
03. Together, the content and task are discussed: Match the months to the correct seasons.
04. Together with the child sitting next to them, the children try to fill in the worksheet.
05. Once they are finished, the teacher writes the names of the four seasons on the blackboard. Each child writes the name of one month next to the correct season on the blackboard.
06. The teacher checks for spelling mistakes if necessary.
07. The worksheet is added to the Dossier.

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

**Teaching activity 03 | Sub-topic 01: O bêřš – Quiz**Duration: 30 min | Skill:     | SF: I, G

Mat./Res.: Worksheet 03, magnets or sticky tape

01. The teacher asks the children to form groups of four and explains the task: Each group is given a worksheet with a quiz which is to be completed as quickly as possible. The group who complete the task without any mistakes first are let off homework once! After completion, the worksheet is to be displayed on the blackboard.
02. Once all groups have finished, the results are compared. The teacher reads out one sentence after another and the children say which season the sentence belongs to.
03. The worksheets are displayed in the classroom.

**Teaching activity 04 | Sub-topic 02: E vrjama – O časo**Duration: 20 min | Skill:   | SF: I, G | ELP: Dossier

Mat./Res.: Instructions worksheet 04

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

01. Teacher asks children to form groups of three and explains the game: Each group gets a blank sheet of lined paper and picks one child who numbers the lines from one to ten. Teacher then shows ten different times on the clock. After each time shown by the teacher, the groups discuss what the correct sentence would be and one child writes it down. Group with the fewest mistakes are let off homework once.
02. After the game children hand in their sheets and teacher corrects the spelling.

**Teaching activity 05 | Sub-topic 02: E vrjama – O časo full and half hours**Duration: 45 min | Skill:   | SF: I | ELP: Dossier











Mat./Res.: Worksheet 04

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

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

01. The teacher asks the children to take their clocks out of their Dossier.
02. The teacher shows the children the hour and minute hands on his/her own clock and explains that the shorter hand displays the number of hours and the longer hand is always at 12:00.
03. The teacher sets the clock to 8:00 and says: *Akana sî 8 časur.*
04. The teacher asks the children to set their clocks to the same time and to repeat in unison: *Akana sî 8 časur.*
05. He/she sets it to 9:00 and says: *Akana sî 9 časur.*
06. The children set their clocks to 9:00 o'clock and repeat in unison: *Akana sî 9 časur.*
07. Steps 05 and 06 are repeated with different times until the teacher is sure that the children have understood.
08. The teacher then explains the setting of the hour and the minute hand at 7:30, 8:30, etc.
09. The teacher sets the clock to 7:30 and says: *Akana sî jefta thaj dopař časur.*
10. Repeat steps 05 to 09.



<b>Teaching activity 06   Sub-topic 02: E vrjama – O časo 1/4 and 3/4 hours</b>
Duration: 45 min   Skill:     SF: I   ELP: Dossier
Mat./Res.: Worksheet 04
<p>Note: Activity 06 is recommended to be subsequent to activity 05.</p> <ol style="list-style-type: none"> <li>As in classroom activity 05: first with 1/4-hour periods and then with 3/4-hour periods.</li> <li>The teacher then explains the setting of the hour and the minute hand at 7:15, 8:15, etc.</li> <li>The teacher sets the clock to 7:15 and says: <i>Akana si jefta časur thaj jek fertali.</i></li> <li>The children also set their clocks to 7:15 and repeat in unison: <i>Akana si jefta časur thaj jek fertali.</i></li> <li>Repeat with several examples.</li> <li>Then repeat the same with 3/4-hour periods. Sentence: <i>Akana si jefta časur thaj trin fertalja.</i></li> </ol>
<b>Teaching activity 07   Sub-topic 02: E vrjama – O časo</b>
Duration: 20 min   Skill:     SF: I   ELP: Dossier
Mat./Res.: Worksheet 05
<ol style="list-style-type: none"> <li>The teacher hands out the worksheet <i>O časo</i> and asks a child to read out the heading and the task.</li> <li>They discuss the task and complete the worksheet.</li> <li>Teacher writes the words on the blackboard so the children can check their results.</li> <li>Worksheet is added to the Dossier.</li> </ol>
<b>Teaching activity 08   Sub-topic 02: E vrjama – Katar sode časur ži kazom</b>
Duration: 20 min   Skill:      SF: I   ELP: Dossier
Mat./Res.: Worksheet 06
<ol style="list-style-type: none"> <li>The teacher hands out the worksheet <i>Katar sode časur ži kazom</i>,</li> <li>The teacher asks a child to read out the heading and the first two lines of item 1. Together, they discuss the content.</li> <li>Then the children are asked to write the right answer to item 1 into the third line.</li> <li>This procedure is repeated until the worksheet is completed.</li> <li>The worksheet is added to the Dossier.</li> </ol>
<b>Teaching activity 09   Sub-topic 02: E vrjama – Sode časur si?</b>
Duration: 30 min   Skill:      SF: I   ELP: Dossier
Mat./Res.: Worksheet 07, overhead projector, overhead pens, overhead sheets
<p>Preparation: Print worksheet 07 and copy onto an overhead sheet.</p> <ol style="list-style-type: none"> <li>The teacher hands out the worksheet <i>Sode časur si?</i> and displays the worksheet using the overhead projector.</li> <li>The teacher asks a child to read the heading and the task. The task is discussed together.</li> <li>The teacher does the first two examples together with the children: The teacher asks: <i>Kozom i tano o saati</i> and points at the first picture. The children try to reply. (It is fine if they reply with only one word, but the teacher helps them to complete the sentence: <i>Akana si 2 (3, 4, ...) časur.</i>) The children repeat this sentence in unison and the teacher writes it onto the overhead sheet below the picture: <i>Akana i tano 2 (3, 4, ...) časur.</i> The children copy the sentence onto their worksheet. The same procedure applies for example 2.</li> <li>The children try to write the next sentences on their own.</li> <li>They compare their results to those of the completed worksheet shown by the teacher using the overhead projector.</li> <li>The worksheet is added to the Dossier.</li> </ol>

**Teaching activity 10 | Sub-topic 02: E vrijeme – Listening comprehension Sode časur šî?**Duration: 30 min | Skill:  | SF: I, P | ELP: Dossier

Mat./Res.: Worksheet 08, CD player

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

**Teaching activity 11 | Sub-topic 02: E vrijeme – Gap fill exercise Sode časur šî?**Duration: 20 min | Skill:   | SF: I | ELP: Dossier

Mat./Res.: Worksheet 09

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

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

**Teaching activity 12 | Sub-topic 02: E vrijeme – Role play, dialogue Sode časur šî?**Duration: 50 min | Skill:    | SF: I, P | ELP: Dossier

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

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

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

**Teaching activity 13 | Sub-topic 02: O bêřš – Listening comprehension *E ševorŕi le dobořosa***Duration: 45 min | Skill:  | SF: I, P | ELP: Dossier

Mat./Res.: Listening comprehension worksheet 10

01. The teacher writes the heading of the story *E ševorŕi le dobořosa* on the blackboard.
02. The teacher discusses the meaning of the headline with the group and translates it if necessary.
03. Then, the teacher plays the listening comprehension once.
04. The children discuss the content with the child sitting to their right.
05. The teacher plays the listening comprehension again. The children discuss what they have understood with the child sitting to their left - this time with the following task: Each pair is to remember a word whose meaning they do not know.
06. Each pair tells the teacher their words. The teacher writes them on the blackboard and translates them.
07. The content of the short story is discussed together.
08. Finally, the teacher plays the story once again.

**Teaching activity 14 | Sub-topic 02: O bêřš – Reading comprehension *E ševorŕi le dobořosa***Duration: 30 min | Skill:   | SF: I | ELP: Dossier, p. 44

Mat./Res.: Worksheet 11

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






01. The teacher hands out the story *E ševorŕi le dobořosa* and asks a child to read the first paragraph.
02. Together, the content is discussed. The teacher writes unfamiliar words from the text on the blackboard and translates them.
03. The same procedure is applied for other paragraphs until the story is finished and all words unfamiliar to the children are written on the blackboard [→ if the children do not mention these words, then the teacher focuses on the following words: *ivende, pahomene, e řudri balval, řurimastar, tato jorgano, tato*.].
04. The children add the new words to the Language Portfolio (p. 44) and add the worksheet to the Dossier.

**Teaching activity 15 | Sub-topic 02: O bêřř + E vrjama – Language Biography**Duration: 15 min | Skill:   | SF: I | ELP: p. 30

Mat./Res.: Page 30 Level A1 Language Portfolio

Preparation: The teacher designs page 30 Level A1 of the Language Biography according to his/her preferences.

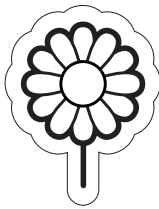
01. After completing Unit 9, the teacher hands out the self-designed checklists.
02. The group reads one point after the other. The children draw an asterisk or similar next to the description of the tasks they can complete (I can ...).
03. The checklist is added to the Language Biography.

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

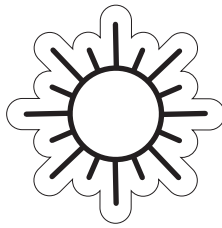
Mužo anav \_\_\_\_\_

# O bêřš

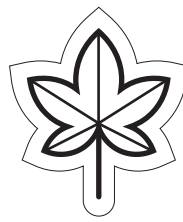
O bêřš sî les 4 dobe:



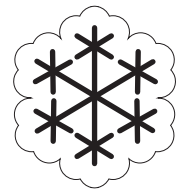
primovara



milaj



tomna



ivende

O bêřš sî les 12 són:

januari

februari

marto

aprilo

majo

juni

juli

avgusto

septembro

oktombro

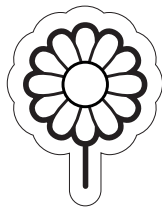
novembro

decembro

Muño anav \_\_\_\_\_

# Le són

Ramosar o són kote kaj pasuil!



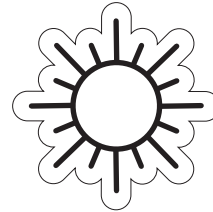
primova

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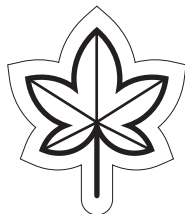
milaj

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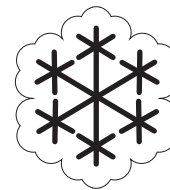
tomna

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ivend

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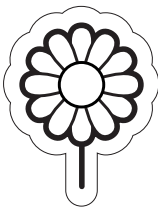
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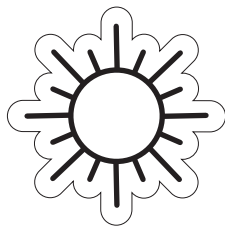
januari | februari | marto | aprilo | majo | juni | juli  
avgusto | septembro | oktombro | novembro | decembro

# Kvizo

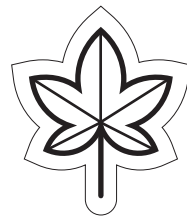
Ramosar le bêršeskê dobe kote kaj pasuin!



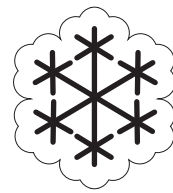
pe primova



po milaj



pe tomna



ivende

\_\_\_\_\_ del o iv.

\_\_\_\_\_ pekel o kham.

\_\_\_\_\_ peren le patrja.

\_\_\_\_\_ cvetin le luludja.

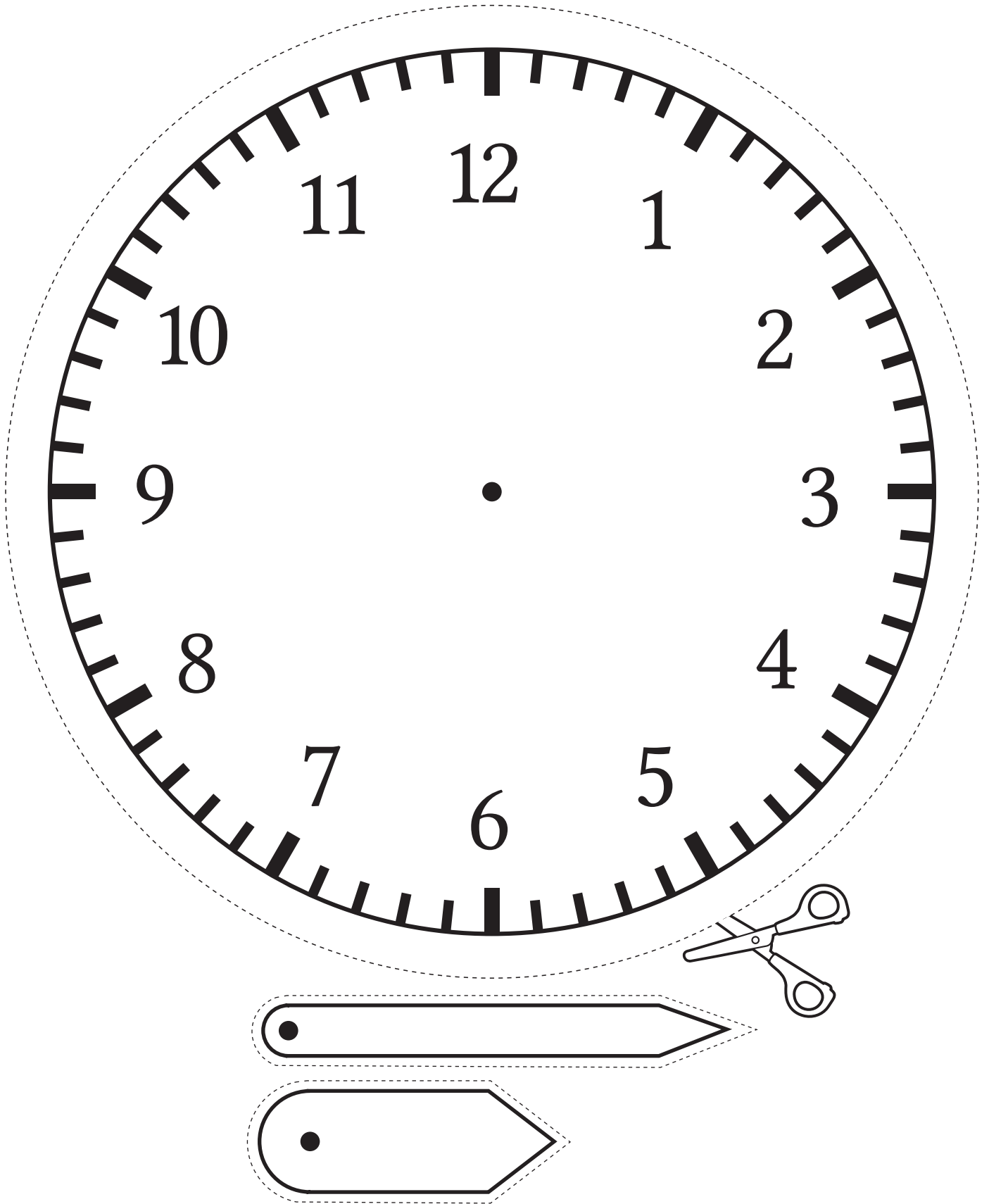
\_\_\_\_\_ sî bare šîla.

\_\_\_\_\_ sî avri baro tatjimos.

\_\_\_\_\_ del but bêršind.

\_\_\_\_\_ phurdel bari bavlal.

Farbisar o časo!



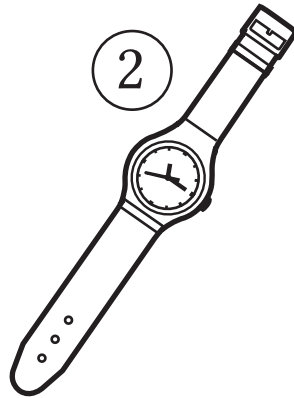


# Save časur prinžanes?

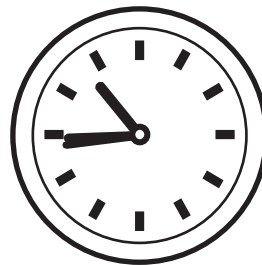
Ramosar le vorbe  
kote kaj pasuin!



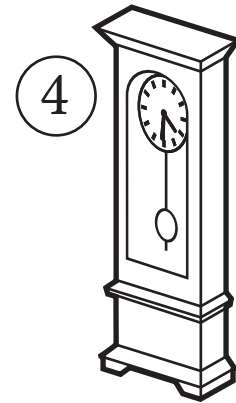
1



2

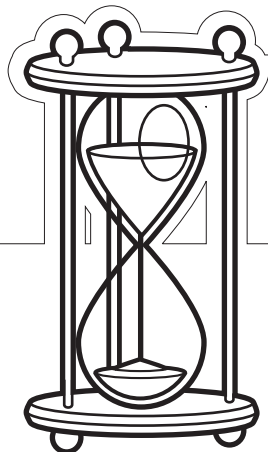


3



4

časó po zîdo | časó vastesko | budilniko | khêresko časó



Mužo anav \_\_\_\_\_

# Kana?

## Kotar sode ži kazom?

1) Me avav khêre ka jekh.

Kana aves khêre?

Me \_\_\_\_\_.

2) E dej avel ka l' šov katar e bući.

Kana avel e dej katar e bući?

E dej \_\_\_\_\_.

3) Me žav ande škola katar le oxto časur ži ka l' dešuduj.

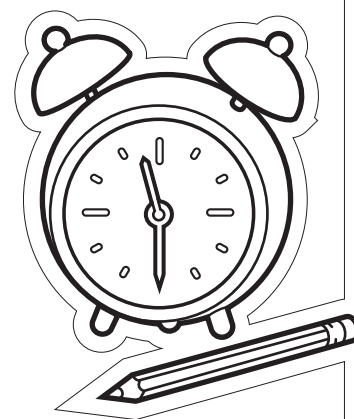
Katar sode časur ži kazom žas tu ande škola?

Me \_\_\_\_\_.

4) Me khêlav futbalo katar le trin časur ži ka l' štar pala mizmeri.

Katar sode časur ži kazom khêles fudbalo?

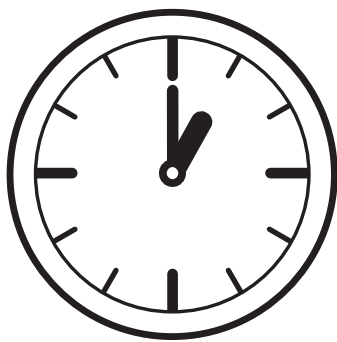
Me \_\_\_\_\_.



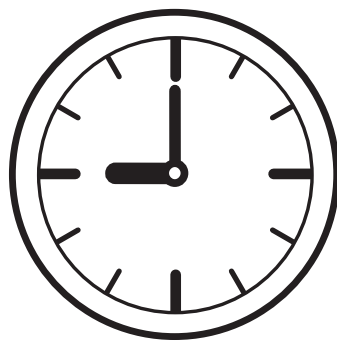
Mužo anav \_\_\_\_\_

# Sode časur sî?

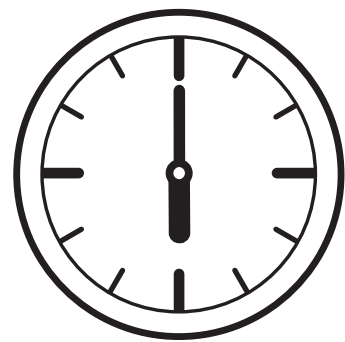
Ramosar sode časur sî!



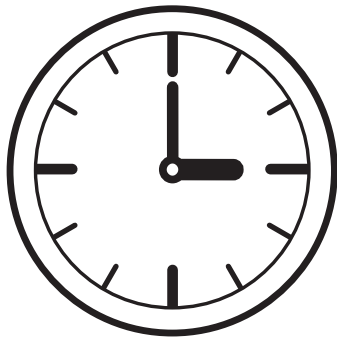
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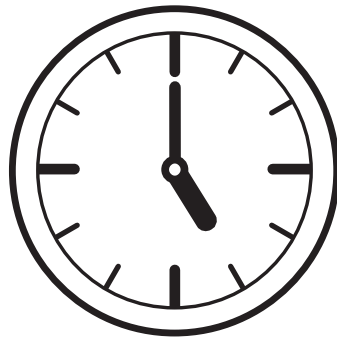
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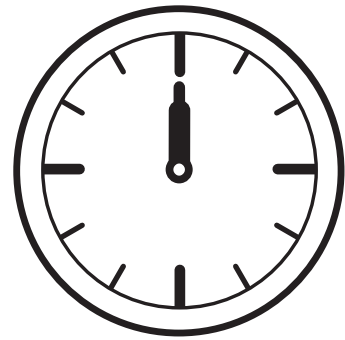
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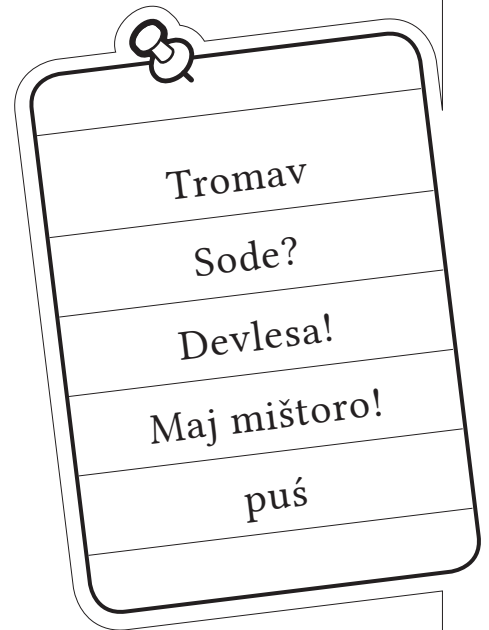
## Sode časur sî?

- Maj mištožo, phejo!
- Maj najis, phralica!  
Tromav te pušav tu vareso?
- Puš phralica, sar te na!  
Dali sî tut časó?
- Va, sî ma!  
Athoska šaj mothos  
mangê Sode časur šî?
- Akana sî vorta dešuduj aj dopaš!
- Najis tukê phejo,  
trajil o Del cí bax .
- Naj anda soste!
- Aś Devlesa, phejo!
- Ža Devlesa, phralica!



## Sode časur sî?

- Maj mištořo, phejo!
- \_\_\_\_\_!
- Tromav te \_\_\_\_\_  
tu vareso?
- \_\_\_\_\_, sar te na.
- Dali sî tut časo?
- Va, sî ma!
- \_\_\_\_\_ Sode časur šî?
- \_\_\_\_\_ vorta dešuduj aj dopaš!
- Najis tukê phejo, trajil o Del éi bax!
- Naj anda soste.
- Aś Devlesa, phejo!
- \_\_\_\_\_!



## E ševorî le dobošosa

O Janko thaj e Melisa azukêren peska phurja mamja. Kana žal voj lende athoska mothol voj lengê uvek čače paramiča katar o demultuno trajo.

Kana avili e phuri lende, jekhatar angêrde la le šavořêande peski soba.

Othe mothodja voj lengê kaća paramič:

„Adjes mothav tumengê jek paramič pa jek ševorî. La sas la jek but šukar glas. Anda kodja dja la le gavesko šêrutno gažo jek doboš thaj duj rovlja, te šaj voj svako kurko te mothol le gavutnengê so sî o nevimos.

Numa so avilo? Anda k' data šudrili e vrjama haj delas o iv. Gêrî avri pe kodova šil sja izdralas šilestar. Voj phirelas anda jek gor le gavesko ži pe aver gavesko gor. Ando muj baro motholas, savořê te šaj te ašunen la.

O ivend sas lakê maj phares. E šudri balval phurdelas lakê ande jakha.

Maj butivar perenas lakê asvja bare šilestar!






Kodola ša akharenas la Hanča. E Hanča kêrelas bući ando gav aj anda kodja žanelas voj but mišto gažikanes.

Kana žalas peskê khêre ande mahala lakê vas thaj lakê punřê sas pahome.

Kana phenelas e phuri le šavořêngê e paramič gata, athoska bišalelas le Jankos thaj la Melisa ande peskê patur te soven: „Te aven mirno thaj godjaver, ka phenav tumengê jek aver šukar paramič.“ Aj o Janko asal thaj mothol: „Me žav te xalavav muře dand thaj pala kodja žav te sovav tala tato jorgano. But šukar sî amengê adjes tusa, mamijo! Avri sî ivend thaj šil baro aj andrê ando khêr sî amengê tato. Maj laši ċi rjat mamijo!“

„Sastimasa, muře šavořê. Žêliv tumengê šukar sune,“ phenel e phuri mami thaj čumidel le.



<b>Kalderash_Secondary_A1_AT_eng_unit-10</b>
<b>Topic (CFR): NATURE AND ANIMALS</b>
<b>Sub-topic 01: <i>Le khêrutne životinje</i> – Pets</b> <b>Sub-topic 02: <i>Ando voš</i> – In the forest</b> <b>Sub-topic 03: <i>Ando paj</i> – In the water</b> <b>Sub-topic 04: <i>E priroda</i> – Nature</b>

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

Vocabulary   Sub-topic 01: <i>Le khêrutne životinje</i>			
Active			
<i>le khêrutne životinje</i>	pets	<i>e papin</i>	the goose
<i>o bakro</i>	the sheep	<i>e mîca</i>	the cat
<i>e raca</i>	the duck	<i>o balo</i>	the pig
<i>e papin</i>	the cow	<i>e khajni</i>	the chicken
<i>e gurumni</i>	the horse	<i>e štala</i>	the stable
<i>o gras</i>	the dog	<i>e životinja</i>	the animal
<i>o zúkel</i>	the goat	<i>savo, savi, save</i>	which
<i>e buzni</i>	the cockerel	<i>živil</i>	to live
<i>o bašno</i>	the bull	<i>još, vadjaj, vadje</i>	still
Vocabulary   Sub-topic 02: <i>Ando voš</i>			
Active			
<i>ando voš</i>	in the forest	<i>e čirikli</i>	the bird
<i>o divljo balo</i>	the wild boar	<i>o šošoj</i>	the rabbit
<i>e srna</i>	the deer	<i>e mečka</i>	the bear
<i>o jeleno</i>	the deer	<i>o arič</i>	the hedgehog
<i>o pužo</i>	the snail	<i>o xîrco</i>	the rat
<i>o ruv</i>	the wolf	<i>o pacovo</i>	the mouse
<i>e lisica</i>	the fox		
Vocabulary   Sub-topic 03: <i>Ando paj</i>			
Active			
<i>ando paj</i>	in the water	<i>o kito</i>	the whale
<i>o mašo</i>	the fish	<i>o oktopuso</i>	the octopus
<i>e karavdi</i>	the crayfish	<i>o sap</i>	the snake
<i>e kornjača</i>	the tortoise	<i>e braška</i>	the frog
<i>e ajkula</i>	the shark	<i>o čermo</i>	the worm
Vocabulary   Sub-topic 04: <i>E priroda</i>			
Active			
<i>e priroda</i>	nature	<i>o řeko, le řekur</i>	the river(s)
<i>o čišaj</i>	the sand	<i>e phuv, le phuvja</i>	the earth, the land
<i>e čik, le čika</i>	the sludge	<i>o kanřo, le kanřê</i>	the thorn(s)
<i>e patrin, le patrja</i>	the leaf, the leaves	<i>o plaj, le plaja</i>	the mountain(s)
<i>e krjanga, le krenž</i>	the branch(es)	<i>e stana, le stane</i>	the rock(s), the mountains
<i>o paj, le paja</i>	the water(s)	<i>o kaš, le kaš(ta)</i>	the tree(s)
<i>o bař, le bař</i>	the stone(s)	<i>e luludi, le luludja</i>	the flower(s)
<i>o more, le morija</i>	the sea(s)	<i>e čar, le čarja</i>	the grass(es)
<i>o kîmpo, le kîmpur</i>	the field(s)	<i>o voš</i>	the forest



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

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

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

**Teaching activity 03 | Sub-topic 01: *Le khêrutne životinje* – Worksheet *Le khêrutne životinje***Duration: 20 min | Skill:    | SF: I | ELP: Dossier

Mat./Res.: Worksheet 04

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

**Teaching activity 04 | Sub-topic 02: *Ando voš* – Card game *O životinje ando voš 1***Duration: 35 min | Skill:   | SF: I

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

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

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

**Teaching activity 05 | Sub-topic 02: *Ando voš* – Card game *O životinje ando voš 2***Duration: 35 min | Skill:    | SF: I

Mat./Res.: Worksheet 03

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

01. The children sit on the floor in a circle.
02. The teacher spreads out the picture cards (worksheet 03) on the floor.
03. The teacher says: *Ando voš živil o šošoj* and points at the corresponding picture card.
04. The teacher now asks one of the children: *Savi životinja živil još ando voš?*
05. The child answers: *Ando voš živil e mečka, o ruv, e lisica, ...* and points at the correct picture card. (If the child only responds with one word, then the teacher helps him/her to form a complete sentence).
06. Now the teacher asks the next child: *Savi životinja živil još ando voš?*
07. The child answers and points at the correct picture card.
08. This is repeated until all children have had a turn.

**Teaching activity 06 | Sub-topic 02: Ando voš – Worksheet O životinje ando voš**Duration: 20 min | Skill:    | SF: I | ELP: Dossier

Mat./Res.: Worksheet 05


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

**Teaching activity 07 | Sub-topic 03: Ando paj – Card game O životinje ando paj 1**Duration: 20 min | Skill:    | SF: I

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

Preparation: Print, laminate and cut out the cards.

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

**Teaching activity 08 | Sub-topic 03: Ando paj – Card game O životinje ando paj 2**Duration: 35 min | Skill:    | SF: I

Mat./Res.: Picture cards worksheet 02

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

01. The children sit on the floor in a circle.
02. The teacher spreads out the picture cards (worksheet 03) on the floor.
03. The teacher says: *Ando paj živil o mašo* and points at the corresponding picture card.
04. The teacher now asks one of the children: *Savi životinja živil još ando paj?*
05. The child answers: *Ando paj živini o rako (i žaba, o sap, ...)* and points to the appropriate picture card. (If the child only responds with one word, then the teacher helps him/her to form a complete sentence).
06. Now the teacher asks the next child: *Savi životinja živil još ando paj?*
07. The child answers and points at the correct picture card.
08. This is repeated until all children have had a turn.

<b>Teaching activity 09   Sub-topic 03: <i>Ando paj</i> – Worksheet <i>O životinje ando paj</i></b>
Duration: 20 min   Skill:      SF: I   ELP: Dossier
Mat./Res.: Worksheet 06
<ol style="list-style-type: none"> <li>01. The teacher hands out the worksheet <i>O životinje ando paj</i>.</li> <li>02. The teacher asks a child to read the heading and the task. The task is discussed: Write the words below the correct picture.</li> <li>03. The children have about ten minutes to complete the worksheet.</li> <li>04. The results are compared: the children tell the teacher their answers and the teacher writes them on the blackboard.</li> <li>05. The worksheet is added to the Dossier.</li> </ol>
<b>Teaching activity 10   Sub-topic 01, 02, 03: Quiz <i>Le životinje</i></b>
Duration: 20 min   Skill:     SF: G   ELP: Dossier
Mat./Res.: Picture cards worksheet 01, 02, 03
<ol style="list-style-type: none"> <li>01. The class is split into two equally large groups.</li> <li>02. The teacher draws two columns on the blackboard: Group 1 and Group 2.</li> <li>03. The teacher explains the game: The teacher shows a picture card and the children have to a) recognise and name the animal shown and b) say where this animal lives. Each group gets one point for each correct answer, i.e. a maximum of two points per picture card. The group that first reaches 20 points is the winner. The teacher writes the score on the blackboard.</li> <li>04. Let's start the game!</li> </ol>
<b>Teaching activity 11   Sub-topic 01: <i>Le khêrutne životinje</i> – Reading comprehension <i>Amende ande štala</i></b>
Duration: 30 min   Skill:     SF: I   ELP: p. 44, Dossier
Mat./Res.: Worksheet 07
<ol style="list-style-type: none"> <li>01. The teacher hands out the text <i>Amende ande štala</i> and asks a child to read the first paragraph.</li> <li>02. They discuss the content. Teacher writes new vocabulary from the text on the blackboard and translates it.</li> <li>03. Same procedure for all paragraphs until the story is finished and all new words are on the blackboard [→ focus on vocabulary for animals].</li> <li>04. Children add new vocabulary to the Language Portfolio (p. 44) and add the worksheet to the Dossier.</li> </ol>
<b>Teaching activity 12   Sub-topic 01: <i>Le khêrutne životinje</i> – List of questions <i>Amende ande štala</i></b>
Duration: 20 min   Skill:     SF: I, P   ELP: Dossier
Mat./Res.: Worksheet 08
<p>Note: Activity 12 is recommended to be subsequent to activity 11.</p> <ol style="list-style-type: none"> <li>01. The children are given the list of questions <i>Amende ande štala</i> (worksheet 08). The teacher explains the task.</li> <li>02. In pairs, the children try to answer the questions. They can consult the text <i>Amende ande štala</i> (worksheet 07) from the Dossier.</li> <li>03. Then each pair reads out one question and the corresponding answer.</li> <li>04. The teacher writes the answers on the blackboard, the children compare the spelling.</li> <li>05. The worksheet is added to the Dossier.</li> </ol>

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

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

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

Preparation: Poster design:

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

Print out and photocopy worksheet 09 for the children.

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

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

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

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

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

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







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





Duration: 30 min | Skill:   | SF: I | ELP: p. 37

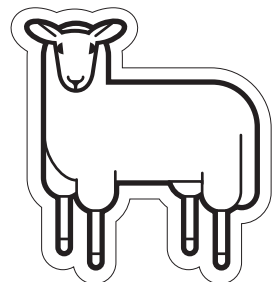
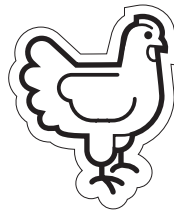
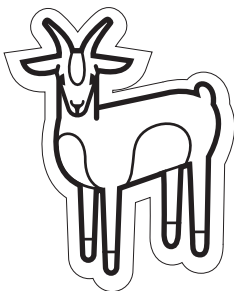
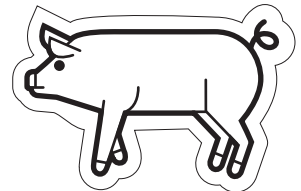
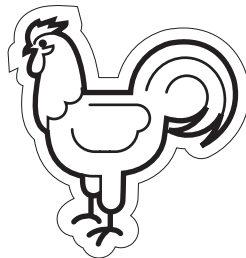
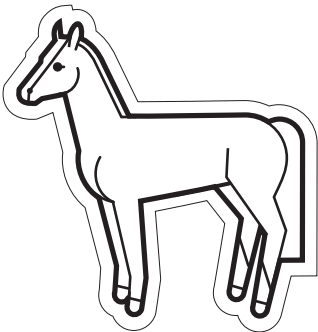
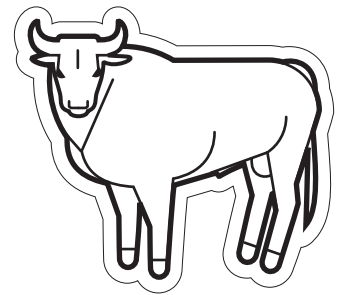
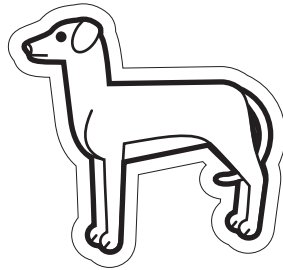
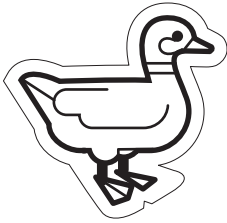
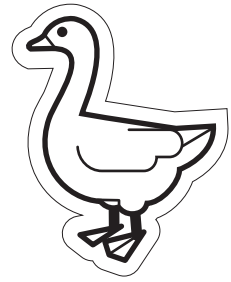
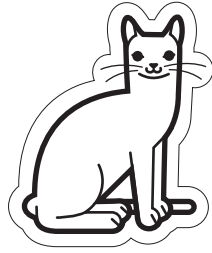
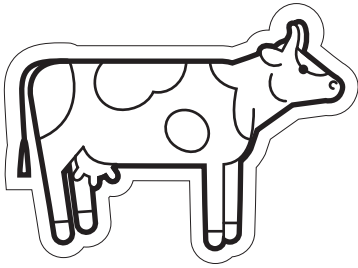
Mat./Res.: P. 34 Level A1 Language Portfolio

Preparation: The teacher designs page 37 Level A1 of the Language Biography according to his/her preferences.

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

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

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





e gurumni

e mîca

e raca

e patka

o źukel

o guruv

o gras

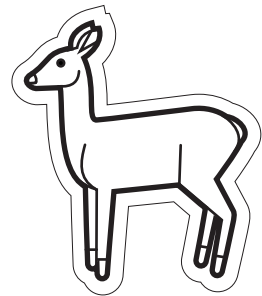
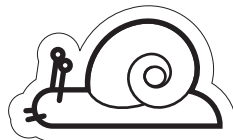
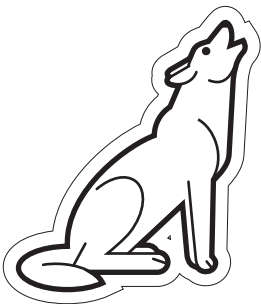
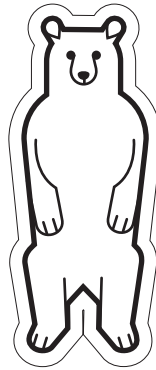
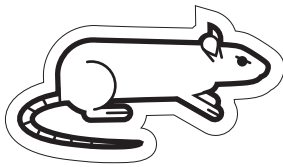
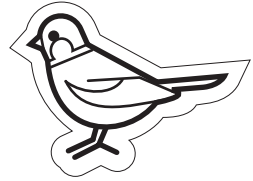
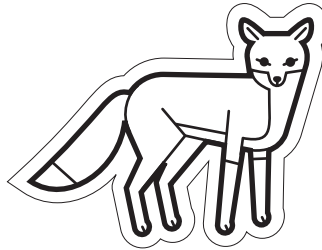
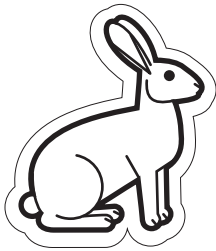
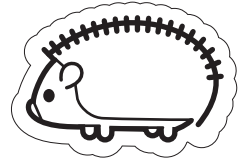
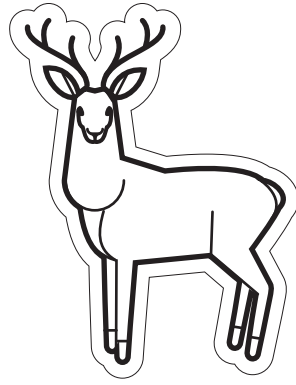
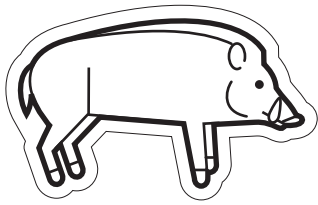
o bařno

o balo

e buzni

e khajni

o bakro



o divljo  
balo

o jeleno

o arič

o šošoj

e lisica

e čirikli

o pacovi

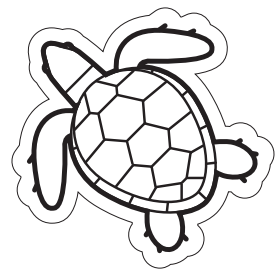
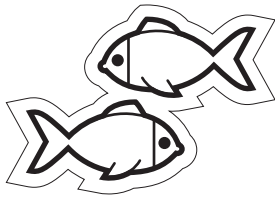
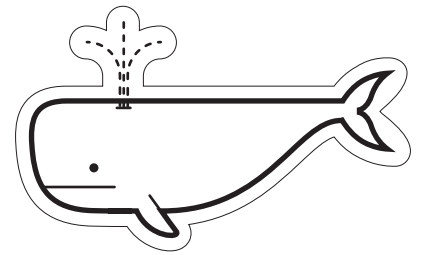
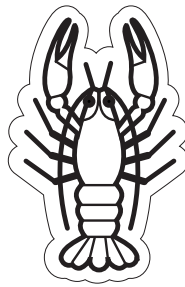
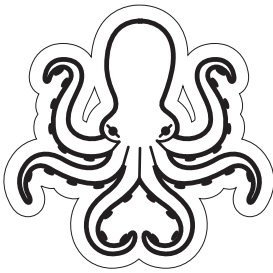
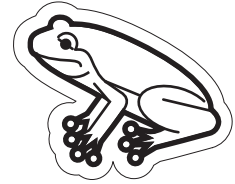
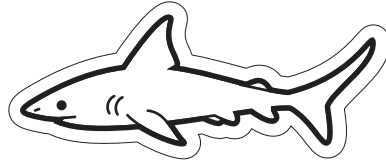
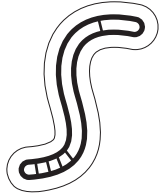
e mečka

o čurmuso

o ruv

o puži

e srna



o čirno

e ajkula

e braška

o oktopuso

e karavdi

o kito

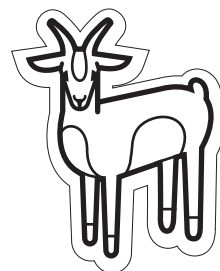
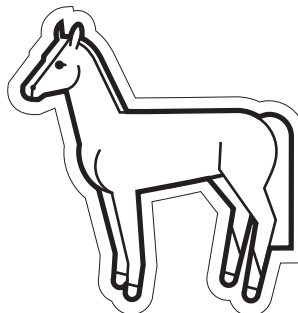
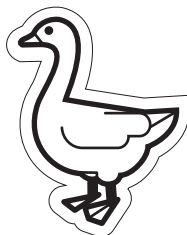
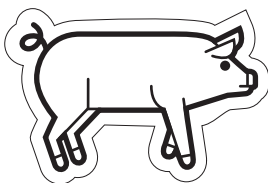
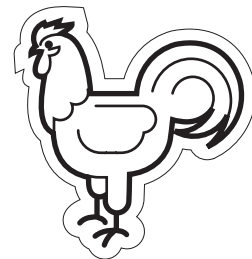
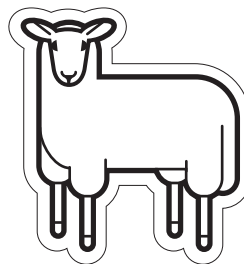
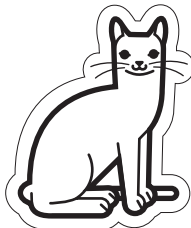
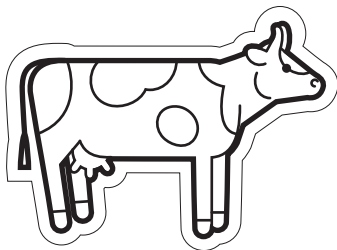
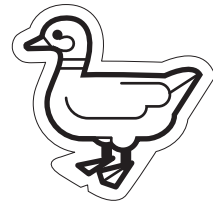
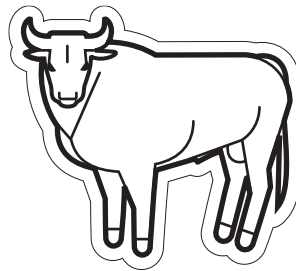
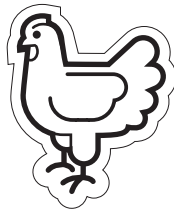
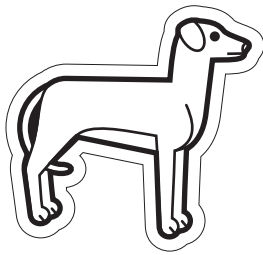
o mašo

o sap

e kornjača

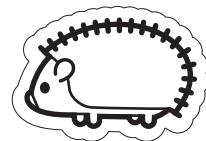
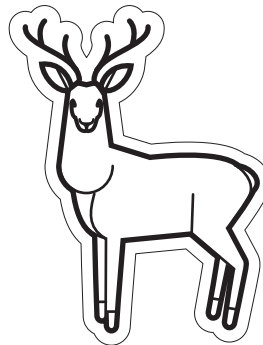
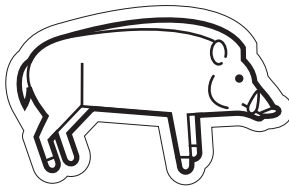
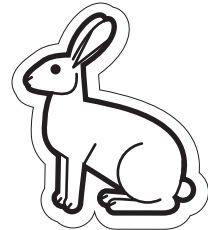
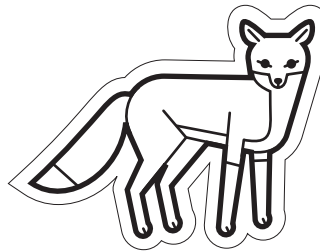
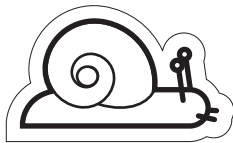
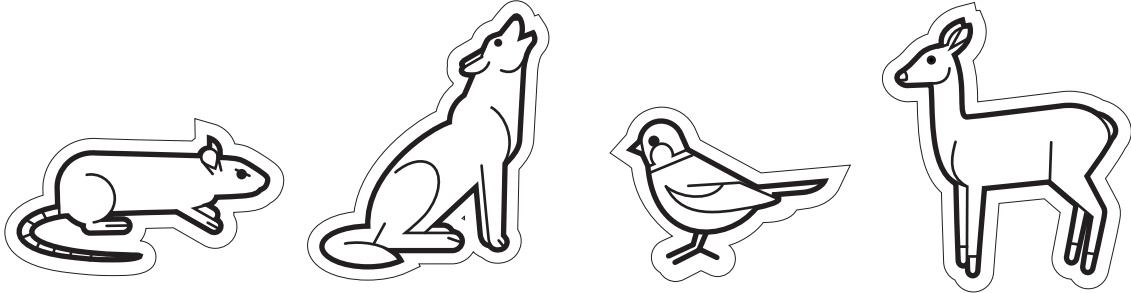
Muřo anav \_\_\_\_\_

## Le khêrutne řivotinje



o bakro | e papin | e gurunni | o gras | o źukel | e buzni  
o guruv | e mîca | o balo | o bařno | e khajni

# Le řivotinje ando voř

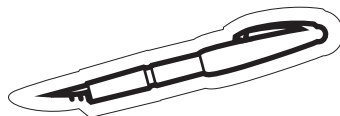
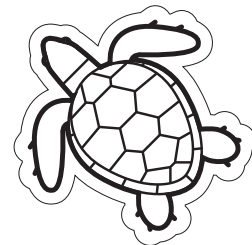
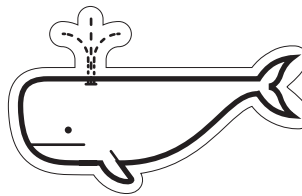
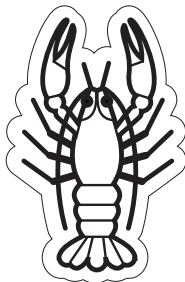
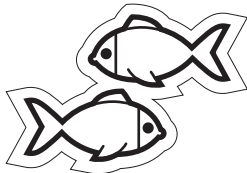
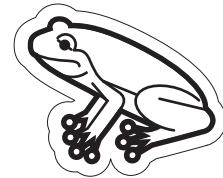
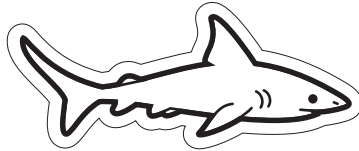
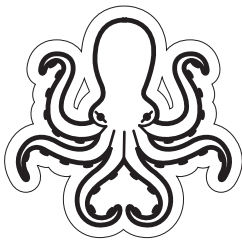


o pacovo | e meřka | o ruv | o jeleno | o řořoj | o řiřco  
e raca | e řirikli | e srna | o ariř | e lisica | o divljo balo

Mužo anav \_\_\_\_\_

# Le životinje ando paj

Ramosar le vorbe kote kaj pasuin!



e braška | o sap | o oktopuso | o kito  
e ajkula | e karavdi



## Amende ande štala

O Bakro sî jek baxtalo šavožo. Naj vov či jeg data korkožo kana avel katar e škola khêre.

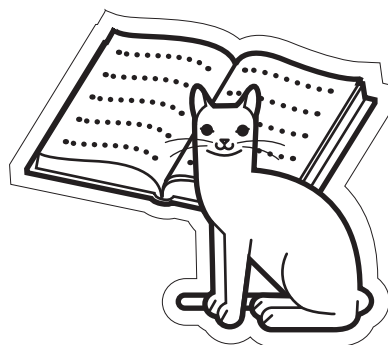
Sî les duj žukel. O jek akhardol Parno aj o aver akhardol Kalo. Sî les vi i jek mîca. O Bakro akaharel la „Sovljardije“, kê e Sovljardi kamel te sovel antrego djes.

Ande štala sî les i jek gurunni. La akharen la Milka. E dej dušel la duvar djesestar. Svako djes sî le len svežo thud. Katar o thud kêrel leski dej ćiral thaj kajmako.

Pe tomna bijandja e Milka jek ćino vicelo. Les den les muj „Ćineja“. Sî len i duj guruva haj jek gras. Maj sî len i deš khanja. Svako djes kana avel o Bakro katar e škola khêre, žal vov te ćidel sa le khanjengê anrê.

Sas len numa jek bašno kaj akharenas les „Opre-Tele“. O Bakro po kak data darajlo lestar. Numa o „Opre-Tele“ ćisar či xutelas pe l' manuša.

O Bakro dikhêl voljasa peskê životinjen, kê sî les les kasa te khêlel peskê.



Mužo anav \_\_\_\_\_

# Amende ande štala

Ramosar le atvetur!

Sar akhardol e mîca?

E \_\_\_\_\_ akhardol \_\_\_\_\_.

Sar akhardol e gurumni?

E \_\_\_\_\_ akhardol \_\_\_\_\_.

Kazom khanja sî len?

Len sî len \_\_\_\_\_.

Sar akhardol o bašno?

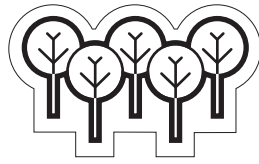
O \_\_\_\_\_ akhardol \_\_\_\_\_.

Sar akhardol la Milkako vicelo?

La Milkako \_\_\_\_\_ akhardol \_\_\_\_\_.

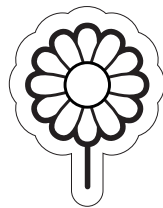


o voš



le voša

e luludi



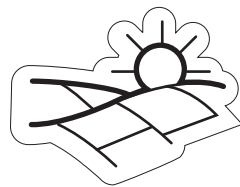
le luludja

e čar



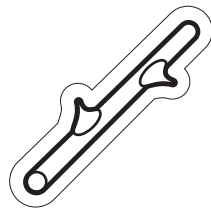
le čarja

e kîmpo



le kîmpur

o kanřo



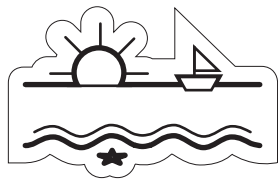
le kanře

e řeko



le řekur

o more



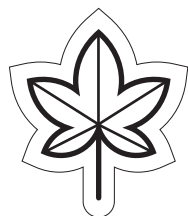
le morija

o bař



le bař

e patrin



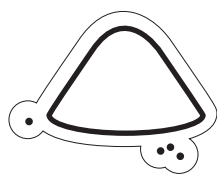
le patrja

e ĉik



le ĉika

e ĉiřaj



o ĉiřaj

e krjanga



le krenř

o paj



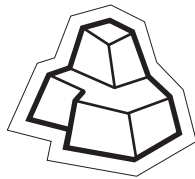
le paja

e plaj



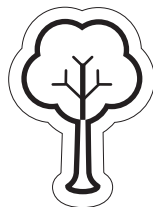
le plaja

e stana



le stane

o kaš








le kaš

e phuv



le phuvja




<b>Kalderash_Secundary_A1_AT_eng_unit-11</b>
<b>Topic (CFR): HOBBIES AND THE ARTS</b>
<b>Sub-topic 01: <i>Hobija thaj aktivitetur</i> – Hobbies and activities</b>
<b>Connected main themes in the CFR: Myself and my family</b>

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

**Vocabulary | Sub-topic 01: Hobija thaj aktivitetur**








Active			
<i>khêlêl futbalo, košarka</i>	to play football, basketball,	<i>či kamel čisar</i>	to not like something at all
<i>videoskê khêlimata,</i>	video games,	<i>či kamel</i>	to not like
<i>hokej</i>	hockey	<i>o/e antrego ...</i>	the whole ...
<i>žal ka baletu</i>	to go to the ballet	<i>još maj šukar, ênkê maj šukar</i>	even more beautiful, even better
<i>žal ka ando kino</i>	to go to the cinema	<i>pa</i>	from, about
<i>cîrtîl, cîrtol</i>	to draw	<i>i/vi</i>	also
<i>plivil</i>	to swim	<i>ando parko</i>	at the park
<i>djilabal</i>	to sing	<i>o golo, le golur</i>	the gate(s), the goal(s)
<i>djilabal ando/ande</i>	to play (instrument)	<i>amare</i>	our
<i>o klaviri</i>	the piano	<i>le narodne khêlimata, o folkloro</i>	folklore
<i>e harmonika</i>	the accordion	<i>slikuil</i>	to take photographs
<i>o saksofono</i>	the saxophone	<i>glumil</i>	to act
<i>e gitara</i>	the guitar	<i>e muzičko škola</i>	the music school
<i>e klarineta</i>	the clarinet	<i>djilabal ande lavuta</i>	to play the violin
<i>o djesi</i>	the drums	<i>pe informatika</i>	about informatics, computer sciences
<i>o drugari, o vortako</i>	the friend (male)	<i>e grupa</i>	the group, the band
<i>e drugarica, e vortčina</i>	the friend (female)	<i>o kontrabaso</i>	the double bass
<i>ašunel muzika</i>	to listen to music	<i>žal te astarel maše</i>	to go fishing
<i>čitol knjige</i>	to read books	<i>astarel</i>	to catch
<i>glumil ando teatro</i>	to act at the theatre	<i>savořen sî len kak hobi</i>	everyone has a hobby
<i>ando plivimasko bazento</i>	at the swimming pool	<i>savořen sî len kak hobi</i>	my/your hobby is ...
<i>o maj drago hobi</i>	the favourite hobby	<i>Savo sî mužo/ćiro hobi?</i>	What is my/your hobby?
<i>e maj drago knjiga</i>	the favourite book	<i>e klasa</i>	the class
<i>maj but kamel</i>	to like something best	<i>aver</i>	other









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







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



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






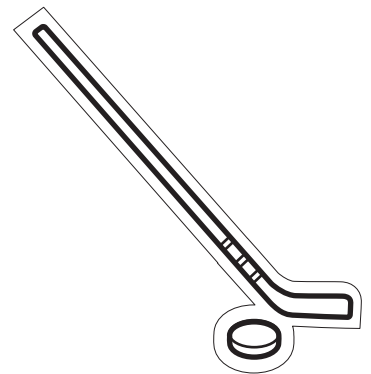
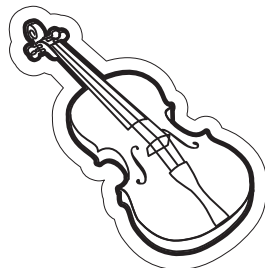
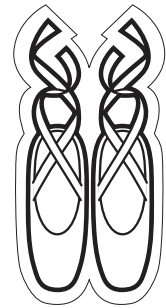
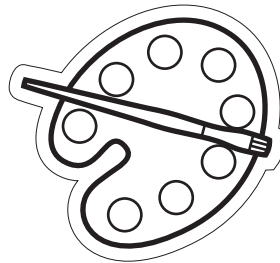
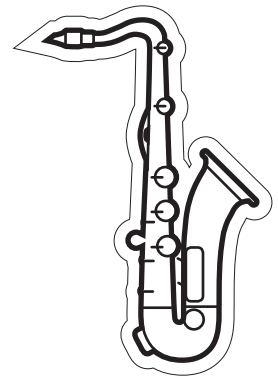
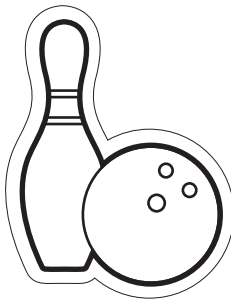
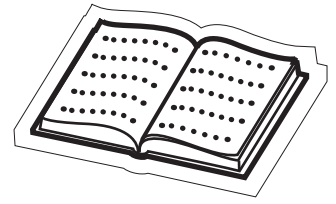
<b>Teaching activity 04   Sub-topic 01: <i>Hobija thaj aktivitetur – Reading comprehension Savorĕn sĭ len kak hobi</i></b>
Duration: 20 min   Skill:     SF: I, P   Dossier
Mat./Res.: Reading comprehension worksheet 02
<ol style="list-style-type: none"> <li>01. The teacher hands out the reading comprehension <i>Savorĕn sĭ len kak hobi</i>.</li> <li>02. The teacher asks the children to read through the text quietly once.</li> <li>03. Then the children read out one paragraph after the other. Together, they discuss the content.</li> <li>04. The teacher asks the children to work in pairs and to highlight all hobbies/activities that occur in the text.</li> <li>05. Then the children tell the teacher the words they have highlighted. The teacher writes the words on the blackboard to check them.</li> <li>06. The text is added to the Dossier.</li> </ol>
<b>Teaching activity 05   Sub-topic 01: <i>Hobija thaj aktivitetur – Miming</i></b>
Duration: 30 min   Skill:     SF: I, G
<ol style="list-style-type: none"> <li>01. The children sit on the floor in a circle.</li> <li>02. The teacher stands at the centre of the circle and mimes a hobby, for example swimming.</li> <li>03. Then he/she asks the children: <i>Savo sĭ muĕo hobi?</i></li> <li>04. The children reply – if they respond only with one word (<i>te plivis</i>), then the teacher helps them to form a</li> <li>05. Now one of the children steps into the centre, mimes a hobby and asks: <i>Savo sĭ muĕo hobi?</i> The child selects another child who then replies.</li> <li>06. If the child's answer is correct (e.g. <i>Ćiro hobi sĭ te djilabas ando saksofono, ande harmonika.</i>), then he/she is next to mime yet another hobby.</li> <li>07. The game is continued until all children have had a turn.</li> </ol>
<b>Teaching activity 06   Sub-topic 01: <i>Hobija thaj aktivitetur – Gap fill exercise Savorĕn sĭ len kak hobi</i></b>
Duration: 20 min   Skill:     SF: I   ELP: Dossier
Mat./Res.: Worksheet 03
<ol style="list-style-type: none"> <li>01. The teacher hands out the gap fill exercise <i>Savorĕn sĭ len kak hobi</i>.</li> <li>02. One of the children reads out the task and explains it.</li> <li>03. The children read the text by themselves and try to complete it.</li> <li>04. Then the text is read aloud together.</li> <li>05. The worksheet is added to the Dossier.</li> </ol>
<b>Teaching activity 07   Sub-topic 01: <i>Hobija thaj aktivitetur – Muĕo maj drago hobi</i></b>
Duration: 20 min   Skill:    SF: I
Mat./Res.: Picture cards worksheet 01
<ol style="list-style-type: none"> <li>01. The children sit in a circle.</li> <li>02. The teacher spreads out the picture cards (worksheet 01) on the floor.</li> <li>03. The teacher says: <i>Me maj but kamav te pliviv.</i> and shows the corresponding picture card.</li> <li>04. Then the teacher says: <i>Me ĉi kamav te ĉĭrtiv ĉĭsar!</i> and again shows the corresponding picture card.</li> <li>05. Then the teacher asks a child to say what he/she likes and what he/she does not like.</li> <li>06. The child answers for instance: <i>Me maj but kamav te khĕlav futbalo, numa ĉi kamav te khĕlav koĕarka ĉĭsar!</i> and points at the corresponding picture cards (if the child only responds with one word, then the teacher helps him/her to form a complete sentence).</li> <li>07. This is repeated until all children have had a turn.</li> </ol>

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

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

<b>Lesson plan 01   Topic: Our hobbies</b>
TA-Nr.: 05   Learning objectives: Talking about hobbies I (do not) like
Duration: 30 min   Skill:    SF: I, G
<ol style="list-style-type: none"> <li>01. The children sit on the floor in a circle.</li> <li>02. The teacher stands at the centre of the circle and mimes a hobby, for example swimming.</li> <li>03. Then he/she asks the children: <i>Savo sî muřo hobi?</i></li> <li>04. The children reply – if they respond only with one word (<i>te plivis</i>), then the teacher helps them to form complete sentence: <i>Ćiro hobi sî te plivis</i>.</li> <li>05. Now one of the children steps into the centre, mimes a hobby and asks: <i>Savo sî muřo hobi?</i>. The child selects another child who then replies.</li> <li>06. If the child's answer is correct (e.g. <i>Ćiro hobi sî te djilabas ando saksofono, ande harmonika,</i>), then he/she is next to mime yet another hobby.</li> <li>07. The game is continued until all children have had a turn.</li> </ol>
TA-Nr.: 07   Learning objectives: Getting to know the difference between mine and yours
Duration: 20 min   Skill:    SF: I
Mat./Res.: Picture cards worksheet 01
<ol style="list-style-type: none"> <li>01. The children sit in a circle.</li> <li>02. The teacher spreads out the picture cards (worksheet 01) on the floor.</li> <li>03. The teacher says: <i>Me maj but kamav te pliviv</i> and shows the corresponding picture card.</li> <li>04. Then the teacher says: <i>Me ċi kamav te ċirtiv ċisar!</i> and again shows the corresponding picture card.</li> <li>05. Then the teacher asks a child to say what he/she likes and what he/she does not like.</li> <li>06. The child answers for instance: <i>Me maj but kamav te khêlav futbalo, numa ċi kamav te khêlav kořarka ċisar!</i> and points at the corresponding picture cards (if the child only responds with one word, then the teacher helps him/her to form a complete sentence).</li> <li>07. This is repeated until all children have had a turn.</li> </ol>

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



te khêlav  
futbalo

te ašunav  
muzika

te čitov  
knjige

te khêlav  
videoskê  
khêlimata

te žav pe  
kuglana

te djalabav  
ando  
saksofono

te  
djalabav

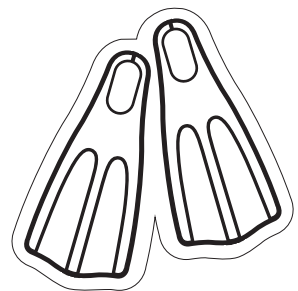
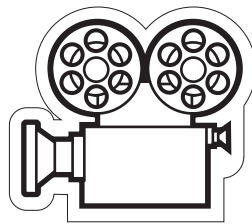
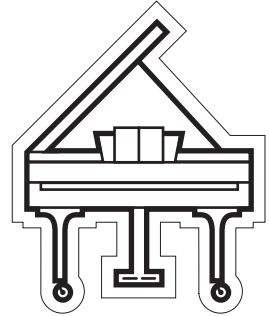
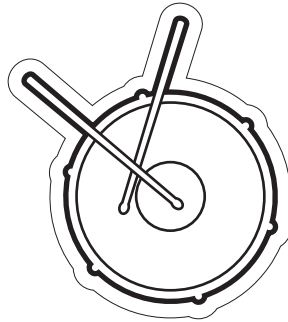
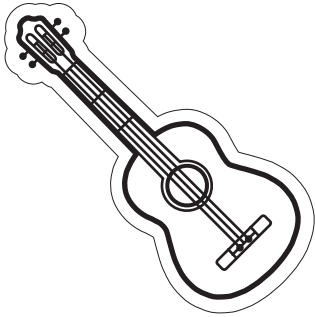
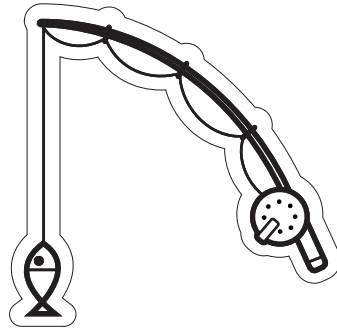
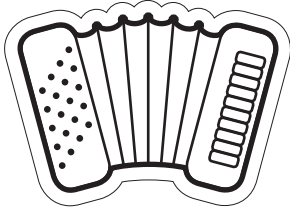
te  
cîrtiv

te žav ka  
baleto

te djalabav  
ande  
klarineta

te djalabav  
ande  
violina

te khêlav  
hokej





te djalabav  
ande  
harmonika

žal te  
astarel maše

te glumiv  
ando teatro

te djalabav  
ande  
gitara

te djalabav  
ando  
djesi

te djalabav  
ando  
klaviri

te khêlav  
košarka

te žav ando  
kino

te  
pliviv

Mužo anav \_\_\_\_\_

## Savořên sî len kak hobi

Mužo anav sî SUZI. Man sî ma inja bêřš. Jek data kurkêstar žav muřa klasasa ando plivimasko bazento te pliviv. Kodo sî mužo maj drago hobi.

Mužo anav sî MELISA. Man sî ma oxto bêřš. Me maj but kamav te djilabav. Anda kodja žav svako dujto djes muře dadesa ka jek učitelica, te sîkavel ma sar te djilabav înkê maj šukar.

Mužo anav sî ALMIR. Man sî ma dêřš bêřš. Mužo hobi sî te khêlav futbalo. Me žav svako djes ando parko. Kote khêlav antrego djes muře vortakonca futbalo. Arjat dem štar golur.

Mužo anav sî MAKSI. Man sî ma inja bêřš. Mužo hobi sî te čitov knjige. Muři maj šukar knjiga sî o Spajdermen.



*„Muři  
maj šukar  
knjiga sî o  
Spajdermen.“*

Mužo anav \_\_\_\_\_

## Savořên sî len kak hobi

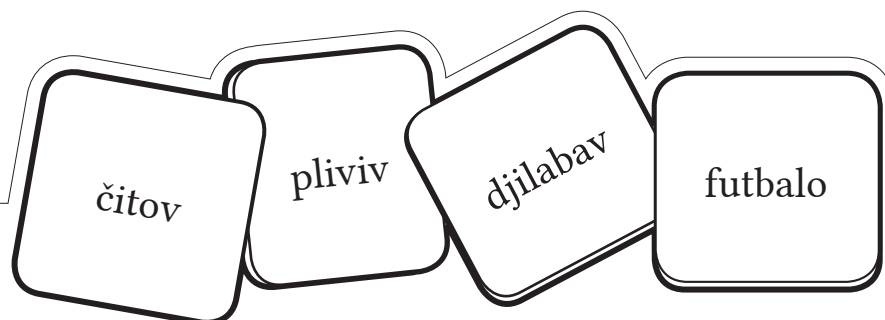
### Ramosar kote kaj pasuil!

Mužo anav sî SUZI. Man sî ma inja bêřš. Jek data kurkêstar źav muřa klasasa ando plivimasko bazento te \_\_\_\_\_. Kodo sî mužo maj drago hobi.

Mužo anav sî MELISA. Man sî ma oxto bêřš. Me maj but kamav te \_\_\_\_\_. Anda kodja źav svako dujto djes muře dadesa ka jek učitelica, te sîkavel ma sar te djilabav înkê maj šukar.

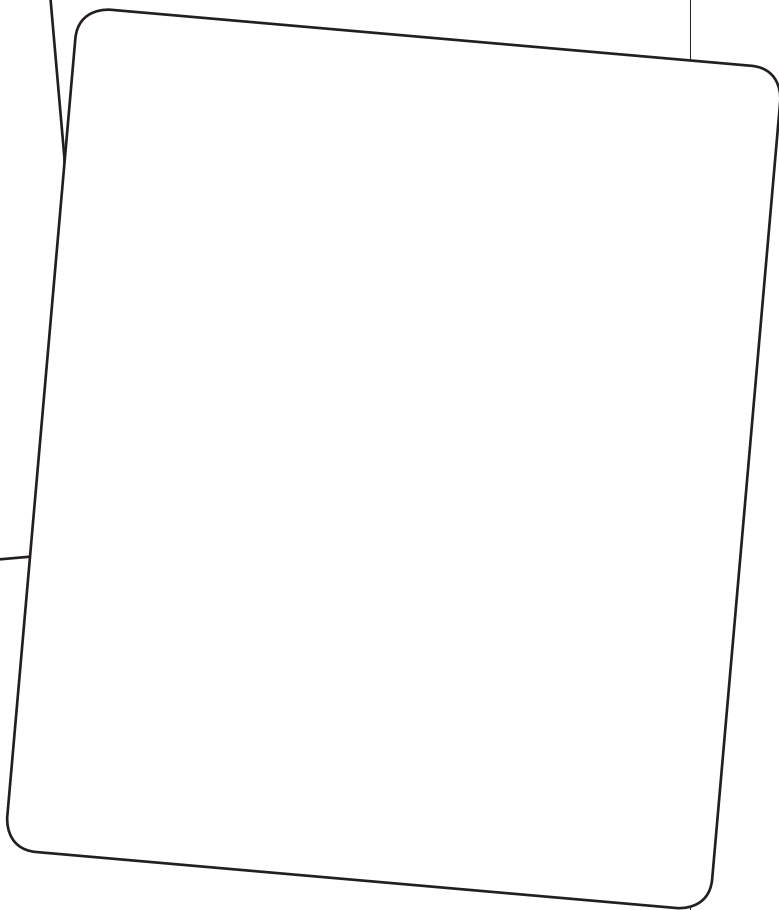
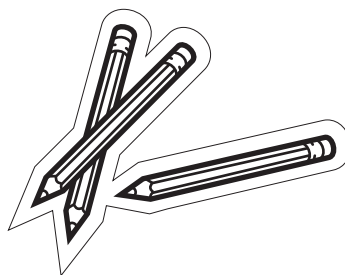
Mužo anav sî ALMIR. Man sî ma dêř bêřš. Mužo hobi sî te khêlav \_\_\_\_\_. Me źav svako djes ando parko. Kote khêlav antrego djes muře vortakonca futbalo. Arjat dem štar golur.

Mužo anav sî MAKSI. Man sî ma inja bêřš. Mužo hobi sî te \_\_\_\_\_ knjige. Muři maj šukar knjiga sî o Spajdermen.



Mužo anav \_\_\_\_\_

# Amare hobija

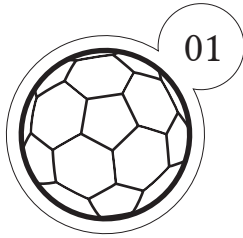


Cîrtisar savo hobi sî  
tukê maj drago!



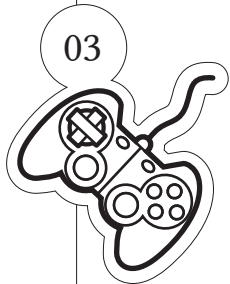
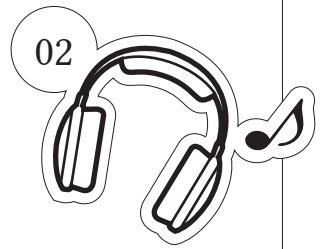
Cîrtisar savo hobi  
či kames čisar!

Mužo anav \_\_\_\_\_

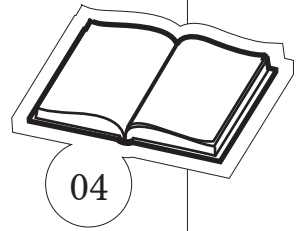


# Me kamav

Ramosar maj dur so tu but kames!



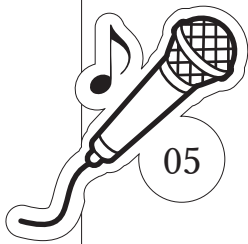
01) Me but kamav \_\_\_\_\_.



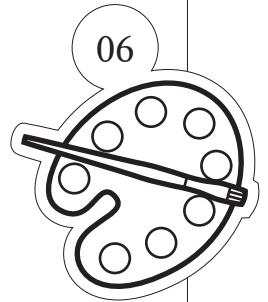
02) Me but kamav \_\_\_\_\_.

03) Me but kamav \_\_\_\_\_.

04) Me but kamav \_\_\_\_\_.



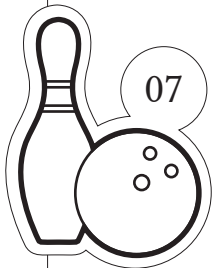
05) Me but kamav \_\_\_\_\_.



06) Me but kamav \_\_\_\_\_.

07) Me but kamav \_\_\_\_\_.

08) Me but kamav \_\_\_\_\_.

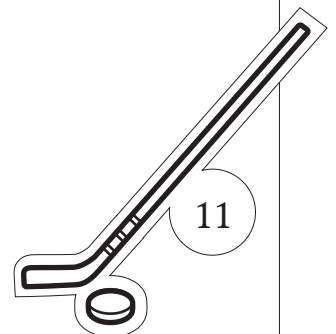
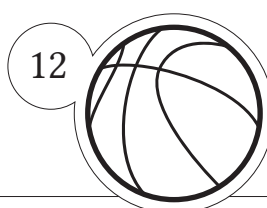
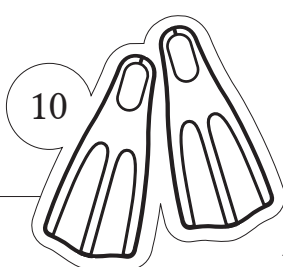
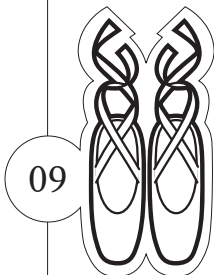
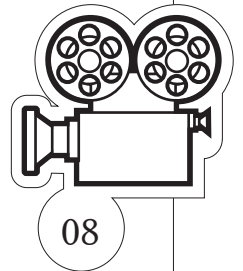


09) Me but kamav \_\_\_\_\_.

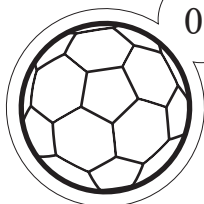
10) Me but kamav \_\_\_\_\_.

11) Me but kamav \_\_\_\_\_.

12) Me but kamav \_\_\_\_\_.

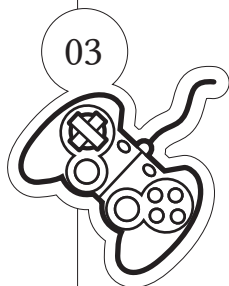
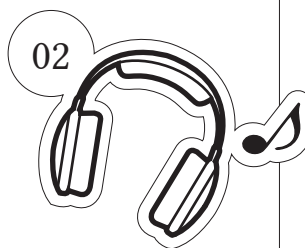


Mužo anav \_\_\_\_\_



# Me či kamav

Ramosar maj dur so či kames čisar!



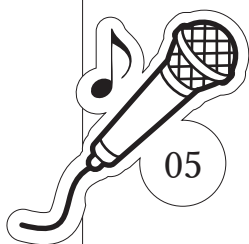
01) Me či kamav čisar \_\_\_\_\_.



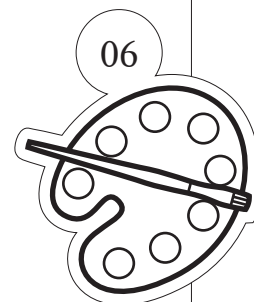
02) Me či kamav čisar \_\_\_\_\_.

03) Me či kamav čisar \_\_\_\_\_.

04) Me či kamav čisar \_\_\_\_\_.

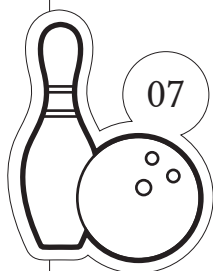


05) Me či kamav čisar \_\_\_\_\_.



06) Me či kamav čisar \_\_\_\_\_.

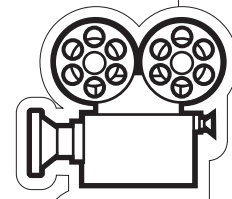
07) Me či kamav čisar \_\_\_\_\_.



08) Me či kamav čisar \_\_\_\_\_.

09) Me či kamav čisar \_\_\_\_\_.

10) Me či kamav čisar \_\_\_\_\_.



11) Me či kamav čisar \_\_\_\_\_.

12) Me či kamav čisar \_\_\_\_\_.

