



Quality Education in Romani for Europe






ROMANI TEACHING MATERIALS	
Kalderash_Secondary_A2_AT_eng	
<b>Romani variety:</b>	<b>Kalderash Romani</b>
<b>learner level:</b>	<b>Secondary</b>
<b>proficiency level:</b>	<b>A2</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\_A2\_AT\_eng

<b>Unit 01</b>	<b>Topic (CFR):</b> MYSELF AND MY FAMILY <b>Sub-topic 1:</b> Myself and my family <b>Sub-topic 2:</b> Myself and my friends <b>Sub-topic 3:</b> Myself and my surroundings	↓ p. 3
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<b>Unit 07</b>	<b>Topic (CFR):</b> TRANSPORT AND TRAVEL <b>Sub-topic 1:</b> Transport <b>Sub-topic 2:</b> Travel	↓ p. 104
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<b>Kalderash_Secondary_A2_eng_unit-01</b>
<b>Topic (CFR): MYSELF AND MY FAMILY</b>
<b>Sub-topic 01: Myself and my family</b> <b>Sub-topic 02: Myself and my friends</b> <b>Sub-topic 03: Myself and my surroundings</b>
<b>Connected main themes in the CFR: Hobbies and Arts, At school</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 follow basic instructions or advice by a teacher or an adult at school or schoolrelated places.</li> <li>✓ Can understand the basic facts in a conversation between two adult family members about a familiar topic.</li> <li>✓ Can follow a conversation between two other children at play.</li> <li>✓ Can basically understand an adult person blessing a child.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can use the alphabet for finding his/her name on a list at school.</li> <li>✓ Can read and understand age appropriate stories about children und their life in different surroundings (e.g. country, city, abroad).</li> <li>✓ Can read and understand very short and simple texts with common and familiar words about topics like Roma-children, fairytales and life of the Roma in family or community.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can confidently answer familiar questions about his/her name, age, number of siblings etc.</li> <li>✓ Can initiate conversations about a familiar topic (e.g. what he/she has done over the weekend)</li> <li>✓ Can confidently answer familiar questions of community- or family-members about his/her name, age, number of siblings, etc.</li> <li>✓ Can use phrases of greeting or leave-taking naturally and appropriately.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can use a number of phrases and basic sentences for talking about his/her interests, hobbies, daily routines or family life in age-appropriate manner.</li> <li>✓ Can use phrases and basic sentences to talk about his/her feelings (tired, angry, sick, etc.).</li> <li>✓ Can describe his family, everyday-life, plans (e.g. holidays), preferences and dislikes to a family- or community member by using a number of phrases and basic sentences.</li> <li>✓ Can use a number of phrases and basic sentences to describe his/her attitude towards different topics (e.g. family values, ethical or religious differences) in ageappropriate manner.</li> <li>✓ Can express feelings in family or community by using a number of phrases and basic sentences.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can write short and simple texts about his/her family (e.g. everyday life).</li> <li>✓ Can write short and simple texts about personal interests, preferences and dislikes (e.g. food, TV).</li> <li>✓ Can write short and simple, age-appropriate descriptions of important events or personal experiences (e.g. new baby in the family, journeys, celebrations, helping the parents).</li> <li>✓ Can write a short and simple letter to a family member in which he/she describes an important family event (e.g. christianing, wedding, birth of a child) in ageappropriate manner.</li> </ul>
<b>Working with the ELP</b>	
Language passport: Teaching activity 06	
Language biography: Teaching activity 15	
Dossier: Dossier worksheet 02–05, 08, 10, 11, Teaching activity 02	






**Vocabulary | Sub-topic 01: Myself and my family**

<b>Active</b>			
<i>e sej</i>	the girl	<i>sî</i>	to be
<i>avela</i>	to come	<i>so?</i>	what?
<i>e škola</i>	the school	<i>savo?, savi?, save?</i>	which?
<i>xal</i>	to eat	<i>o datumo</i>	the date
<i>ramol</i>	to write	<i>bijandilo, -i</i>	born
<i>le khêresko zadatko</i>	the homework	<i>o bêřš</i>	the year
<i>ašêl</i>	to stay	<i>o šon</i>	the month
<i>phenel</i>	to say	<i>o djes</i>	the day
<i>e mami</i>	the grandmother	<i>le bal (pl.)</i>	the hair
<i>žanel</i>	to know	<i>e jakh</i>	the eye, the eyes
<i>či žanel</i>	to not know	<i>e adresa</i>	the address
<i>kana</i>	when?	<i>e phuv</i>	the country
<i>katar</i>	from where?	<i>e dej</i>	the mother
<i>šukar</i>	nice	<i>o dad</i>	the father
<i>lašo, laši</i>	good	<i>o phral, le phral</i>	the brother, the brothers
<i>kamel</i>	to like	<i>e phej, le pheja</i>	the sister, the sisters
<i>či kamel</i>	to dislike	<i>adjesutno, adjesutni</i>	of today
<i>sar</i>	how?	<i>e šemnatură</i>	the signature
<i>sode?</i>	how much?	<i>o pečato, le pečatur</i>	the stamp(s)
<i>o sîcaritori, le sîcaritorja</i>	the teacher(s)	<i>de katar adjes</i>	von heute an
<i>le sikavimaskê časur</i>	the lesson(s)	<i>o mobilno telefono</i>	the mobile phone
<i>o/e antrego</i>	the whole	<i>le mobilni telefoja</i>	the mobile phone(s)
<i>phandado, phandadi,</i> <i>phandade</i>	closed, locked	<i>bašol</i>	ringing
<b>Passive</b>			
<i>e vjašta</i>	the message (SMS)	<i>bokhalo, bokhali</i>	hungry
<i>e bući</i>	the work	<i>o graško, o graško</i>	the pea(s)
<i>amende</i>	to us	<i>kêrel</i>	to do
<i>vorta</i>	right	<i>kodja</i>	the, this, that
<i>javil</i>	to call	<i>arêsel</i>	to arrive
<i>maj palal, posle</i>	later	<i>e minuta, le minute</i>	the minute(s)
<i>akana</i>	now	<i>ćinel</i>	to buy
<b>Vocabulary   Sub-topic 02: Myself and my friends</b>			
<b>Active</b>			
<i>muři</i>	my	<i>katar</i>	from where?
<i>e drugarica</i>	the friend	<i>o gav</i>	the village
<i>e familja</i>	the family	<i>lako</i>	hers
<i>o strêjino them</i>	foreign country	<i>o hobi</i>	the hobby
<i>o foro</i>	the city	<i>o baleto</i>	the ballet
<i>bêšel</i>	to live, reside	<i>žal</i>	to go
<i>o dujto anav</i>	the last name	<i>kado, kodo</i>	the, this


Passive	
<i>nevo, nevi, neve</i>	new
<i>adjes</i>	today
<i>lošal</i>	to rejoice

Vocabulary   Sub-topic 03: Me and my surroundings			
Active			
<i>e šejoři</i>	the girl	<i>či tromal</i>	not being allowed
<i>o šavořo</i>	the boy	<i>o xodniko</i>	the hallway
<i>kêrel svato</i>	to speak	<i>ćingo, ćingi, ćinge</i>	wet
<i>tumaro, tumari</i>	your	<i>phenel</i>	to say
<i>i direktorka</i>	the headmaster	<i>vareso</i>	something
<i>tumengê</i>	for you	<i>šudel</i>	to throw away
<i>e informacija</i>	the information	<i>o gunoj</i>	the garbage
<i>žalil pe</i>	to complain	<i>prastal</i>	to run
<i>e čistarka</i>	the cleaning woman	<i>perel</i>	to fall
Passive			
<i>kê, kaj</i>	because	<i>vareso</i>	something
<i>del godji</i>	to remind	<i>e žuvli kaj grižil</i>	the cleaning lady
<i>kajgodi</i>	everywhere		(lit. the woman who cleans)
<i>maj, ĩnkê, još</i>	still	<i>kaj (Relativpronomen)</i>	who
<i>cĩno, cĩni, cĩne</i>	small	<i>ćitol</i>	read
<i>i, vi</i>	also, and	<i>kon? sostar?</i>	who? why?
<i>ka, kaj</i>	when, for	<i>još, maj</i>	yet
<i>po duj</i>	two	<i>del anglal</i>	reply
<i>pala</i>	for	<i>numa</i>	however, but
<i>i bradji, le bradja</i>	the buckets, pails	<i>ando, ande</i>	in, into,
<i>pošto</i>	after	<i>kuč</i>	expensive, valuable
<i>najis</i>	thank you	<i>lel sama</i>	watch
<i>svako</i>	each (R)	<i>Le sama pe tute!</i>	Take care of you!
<i>šudel</i>	throw	<i>sĩgo</i>	quickly
<i>naj slobodo</i>	it is not allowed	<i>sĩdjarel</i>	hurry
<i>kêrel svato</i>	speak	<i>Devlesa!</i>	Goodbye!
<i>žalil pe</i>	complain		(lit. With God!)
<i>musaj, si te</i>	must	<i>o them, le thema</i>	The country, countries
<i>maj</i>	yet	<i>grižil</i>	clean, take care

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

<b>Teaching activity 01   Sub-topic 02: Myself and my friends – Listening comprehension <i>Muři nevi drugarica</i></b>
Duration: 20 min   Skill: 
Mat./Res.: Listening worksheet 01 + Audio device
<ol style="list-style-type: none"> <li>01. Children hear the listening comprehension <i>Muři nevi drugarica</i> (worksheet 01) twice.</li> <li>02. Children talk about the content with the child sitting next to them.</li> <li>03. The listening comprehension is played again. Children are to keep one word that they don't understand in mind.</li> <li>04. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them.</li> <li>05. Teacher and children talk about the content of the text.</li> <li>06. Finally they listen to the text once again.</li> </ol>
<b>Teaching activity 02   Sub-topic 02: Myself and my friends – Reading <i>Muři nevi drugarica</i></b>
Duration: 30 min   Skill:    ELP: Dossier p. 53
Mat./Res.: Reading worksheet 02
<ol style="list-style-type: none"> <li>01. Teacher hands out the reading text <i>Muři nevi drugarica</i> and tells one child to read the first section.</li> <li>02. Teacher and children talk about the content of the first section; Teacher writes unknown words of the text to the blackboard and translates them.</li> <li>03. Same procedure for the following sections, until the whole story is told and all the words which are unknown to the children are on the blackboard.</li> <li>04. Subsequently the children underline words that give information about both girls in the story (Focus on the words: <i>strějino them, foro, dujto anav, inja, bërš, Sırbija, gav, hobi, baletu</i>).</li> <li>05. Children copy newly acquired terms to their ELP (p. 53).</li> </ol>
<b>Teaching activity 03   Sub-topic 02: Myself and my friends – Gap fill text <i>Muři nevi drugarica</i></b>
Duration: 15 min   Skill:    ELP: Dossier
Mat./Res.: Gap fill text worksheet 03
<p>Note: This activity can only be done subsequently to activity 02.</p> <ol style="list-style-type: none"> <li>01. Children get the gap fill text <i>Muři nevi drugarica</i> (worksheet 03); Teacher explains the task.</li> <li>02. Children are to fill out the text in 10–15 mins.</li> <li>03. Subsequently every child reads one sentence and repeats the word in the gap additionally once again.</li> <li>04. Worksheet is added to the Dossier.</li> </ol>
<b>Teaching activity 04   Sub-topic 01: Myself and my family – TV-Monolog “I present myself”</b>
Duration: 40 min   Skill:     Dossier
Mat./Res.: Cards worksheet 04, lined paper
<p>Preparation: Cutting out and laminating cards of worksheet 04.</p> <ol style="list-style-type: none"> <li>01. Teacher puts up the question-cards one below the other on the blackboard and hands out one lined paper to each child.</li> <li>02. Teacher explains the task: Write at least 5 sentences about yourself as an introduction using the questions on the blackboard. (Teacher can write one or two sentences as examples to the blackboard to help the children.)</li> <li>03. Subsequently the children read their sentences aloud; Teacher can check their spelling.</li> <li>04. Worksheet is added to the Dossier.</li> </ol>

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

Duration: 50 min | Skill: 

Mat./Res.: Sentences of activity 04, camera, television-set

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

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

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

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

Mat./Res.: Worksheet 05

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

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

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

Duration: 15 min | Skill: 

Mat./Res.: Pictures worksheet 06

Preparation: Print and laminate pictures of worksheet 06.






Note: The morning circle can be introduced as a daily ritual at the beginning of a school-day. After the weekend the questions can be enhanced by asking *Sar sas čo vikendo?*

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








01. Children sit on their chairs in a circle.
02. Teacher spreads out the different pictures in the middle of the circle and discusses the emotions on them and their names in Romani with the children.
03. Teacher starts the morning ritual by saying: *Adjes sâm lošalo*, and showing the appropriate picture card.
04. Now he/she asks a child: *Sar hačares tu tut adjes?*
05. The child takes a picture card that fits his/her mood and answers: *Adjes sâm čino/čiji (brigako/brigaki, nasvalo/nasali, mišto, ...)*.
06. Now the teacher asks the next child: *Sar hačares tu tut adjes?*
07. The game is over when all children had their turn.





Differentiation:

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

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



<b>Teaching activity 12   Sub-topic 01: Myself and my family – Worksheet <i>E vjašta</i></b>
Duration: 30 min   Skill:    ELP: Dossier
Mat./Res.: Reading worksheet 10
<ol style="list-style-type: none"> <li>01. Teacher hands out the text <i>E vjašta</i> (worksheet 10).</li> <li>02. Asks the children to read the text with a partner and talk about it.</li> <li>03. Subsequently the group talks about the text (who wrote the SMS?, what does he/she want? etc.).</li> <li>04. Worksheet is added to the Dossier.</li> </ol>
<b>Teaching activity 13   Sub-topic 01: Myself and my family – Worksheet <i>De anglal pe vjašta</i></b>
Duration: 30 min   Skill:     ELP: Dossier
Mat./Res.: Worksheet 11, text worksheet 12
<p>Note: This activity can only be done subsequently to activity 12.  Supplement: Worksheet 11 for children; Text worksheet 12 for teacher</p> <ol style="list-style-type: none"> <li>01. Teacher hands out worksheet <i>de anglal pe vjašta</i> (worksheet 11).</li> <li>02. Children assist the teacher to write an answer to the SMS, following worksheet 12.</li> <li>03. Children copy the text from the blackboard and add the worksheet to the Dossier.</li> </ol>
<b>Teaching activity 14   Sub-topic 01: Myself and my family – Listening comprehension <i>E mami</i></b>
Duration: 30 min   Skill:  
Mat./Res.: Listening worksheet 13, Audio device
<ol style="list-style-type: none"> <li>01. Children hear the listening comprehension <i>E mami</i> (worksheet 13) twice.</li> <li>02. Children talk about the content with the child sitting next to them.</li> <li>03. The listening comprehension is played again; Children are to keep a word that they don't understand in mind.</li> <li>04. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them.</li> <li>05. Teacher and children talk about the content of the text.</li> <li>06. Finally they listen to the text once again.</li> </ol>
<b>Teaching activity 15   Sub-topic 01, 02, 03: Language-Portfolio</b>
Duration: 30 min   Skill:     SF: I   ELP: p. 21, 22
Mat./Res.: Language-portfolio p. 21, 22/Level A2
<p>Preparation: Teacher structures the checklist in the language-biography (p. 21, 22/Level A2) as he/she prefers.</p> <ol style="list-style-type: none"> <li>01. After finishing Unit 01 the teacher hands out his/her checklists.</li> <li>02. Teacher and children discuss the list point by point. Children draw a star or anything similar beside a point if they meet the requirements of it ("I can ...").</li> <li>03. The checklists are added to the ELP ("Language biography").</li> </ol>

<b>Lesson plan 01   Sub-topic 02: <i>Muři nevi drugarica</i>- Textual comprehension</b>
TA-Nr.: 01   Learning objectives: Textual listening to and understanding of simple texts. Listening to and understanding of simple texts and single words.
Duration: 20 min   Skill: 
Mat./Res.: Listening worksheet 01, audio device
<ol style="list-style-type: none"> <li>01. Children hear the listening comprehension <i>Muři nevi drugarica</i> (worksheet 01) twice.</li> <li>02. Children talk about the content with the child sitting next to them.</li> <li>03. The listening comprehension is played again. Children are to keep one word that they don't understand in mind.</li> <li>04. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them.</li> <li>05. Teacher and children talk about the content of the text.</li> <li>06. Finally they listen to the text once again.</li> </ol>
TA-Nr.: 02   Learning objectives: Textual listening to and understanding of simple texts. Listening to and understanding of simple texts and single words.
Duration: 30 min   Skill:    ELP: Dossier p. 53
Mat./Res.: Reading worksheet 02
<ol style="list-style-type: none"> <li>01. Teacher hands out the reading text <i>Muři nevi drugarica</i> and tells one child to read the first section.</li> <li>02. Teacher and children talk about the content of the first section; Teacher writes unknown words of the text to the blackboard and translates them.</li> <li>03. Same procedure for the following sections, until the whole story is told and all the words which are unknown to the children are on the blackboard.</li> <li>04. Subsequently the children underline words that give information about both girls in the story (Focus on the words: <i>strějino them, foro, dujto anav, inja, bërš, Srbija, gav, hobi, baletu</i>).</li> <li>05. Children copy newly acquired terms to their ELP (p. 53).</li> </ol>
<b>Lesson plan 02   Sub-topic 01: <i>Mix-Kid</i></b>
TA-Nr.: 06   Learning objectives: Answering simple questions about oneself and one's family.
Duration: 50 min   Skill:  
Mat./Res.: Worksheet 05
<p>Preparation: Enlarge worksheet 05 twice to A3 and cut one of them as marked.</p> <ol style="list-style-type: none"> <li>01. Every child picks a strip of paper.</li> <li>02. Teacher explains what the children are to fill out and puts the second A3 worksheet to the blackboard.</li> <li>03. Children fill out their section and glue them to the appropriate place of the worksheet on the blackboard.</li> <li>04. They can now look at and talk about the "Mix-kid" on the blackboard.</li> </ol>

# Muři nevi drugarica

Me thaj muři familja sam neve ande strêjino them.  
Ame trajis ando foro Beči. Adjes sas mužo angluno  
djes ande nevi škola.

Me bêšlem pašaj Ruža. Lako dujto anav sî Nikolić.  
Voj sî 9 bêšengi thaj i voj avel katar e Sîrbija sar i  
me. Numa me bêšavas ando foro Beogrado aj voj  
avel anda o cînožo gav Dren, paluji pošta Grabovac.

But lošajlem kana phendja voj mangê, kaj lako hobi  
sî te žal ka baleto, kê vi me záv ka baleto.



*„Adjes sas mužo  
angluno djes  
ande nevi škola.“*

Mužo anav \_\_\_\_\_

## Muřî nevi drugarica

Me thaj muřî familja sam neve ande \_\_\_\_\_.  
Ame trajis ando \_\_\_\_ Beči. Adjes sas mužo angluno  
djes ande nevi škola.

Me bêšlem pašaj Ruža. Lako \_\_\_\_\_ sî Nikolić.  
Voj sî 9 bêršengi thaj i voj avel katar e \_\_\_\_\_ sar i  
me. Numa me bêšavas ando foro

Beogrado, aj voj avel anda o cînořo \_\_\_\_\_ Dren,  
paluji pošta Grabovac.

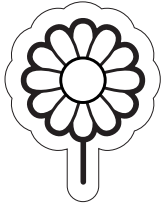
But lošajlem kana phendja voj mangê kaj lako  
\_\_\_\_\_ sî te žal ka \_\_\_\_\_ kê i me žav ka baletu.



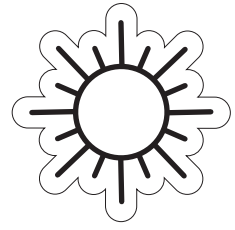
Sar sî čo anav?  
Sode bêšengo/bêšengi san?

Katar san?  
So kames?

So či kames?  
Save sî će hobija?



# Amen sam jek



Muřo anav: \_\_\_\_\_

Muřo dujto anav: \_\_\_\_\_

Datumo kana bijandilem:

Bêř \_\_\_\_\_ son \_\_\_\_\_ djes \_\_\_\_\_

Muře balengi boja: \_\_\_\_\_

Muře jakhengi boja: \_\_\_\_\_

Kaj źav:

Them \_\_\_\_\_ foro \_\_\_\_\_ gav \_\_\_\_\_

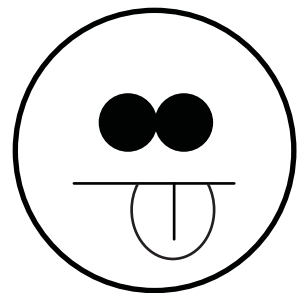
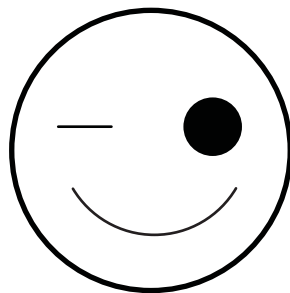
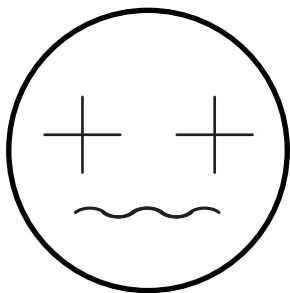
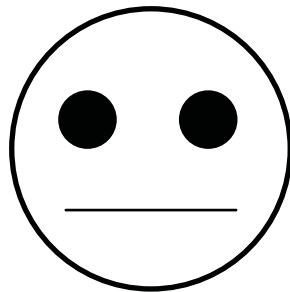
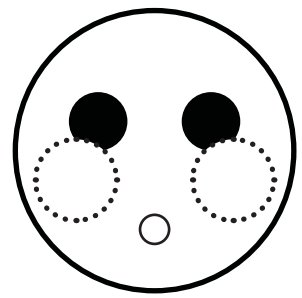
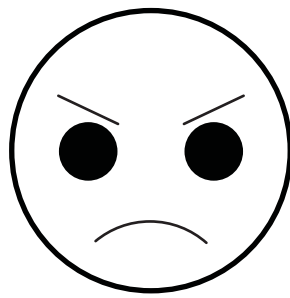
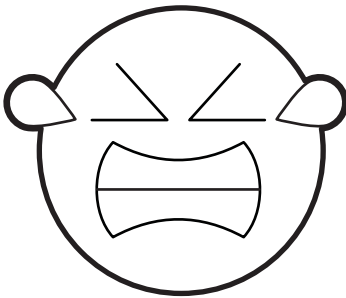
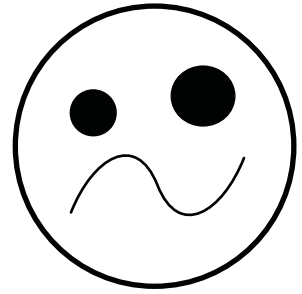
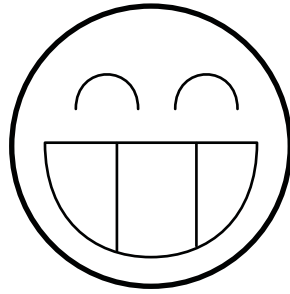
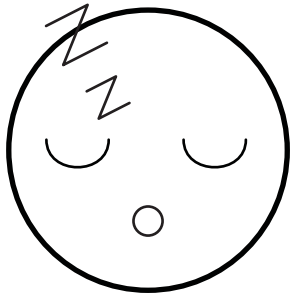
Aver źene:

Dej \_\_\_\_\_ Dad \_\_\_\_\_

Phral 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

Phen 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

Adjesutno datumo \_\_\_\_\_ Muřî sêmatura \_\_\_\_\_



# I direktorka

Śavalen thaj śejalen! Kate kêrel svato tumari direktorka. Sî ma tumengê jek but važno informacija: Pošto žalisajli i źuvli kaj griźil i škola, pale sî te dav tumen godji, kê ċi troman te prastan pa l' hodnikur aj vorta na, kana sî le ċinge, kê šaj te peren. Musaj te phenav tumengê maj vareso: Naj slobodo te śuden o gunoj kajgodi. Ka svako hodniko sî tume pala gunoj po duj bradja. Kamav tumengê još jek šukar školako djes. Najis tumengê!

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



# I direktorka

## Čitosar thaj de angal!

Šavalen thaj séjalen! Kate kêrel svato tumari direktorka. Sî ma tumengê jek but važno informacija: Pošto žalisajli i žuvli kaj grižil i škola, pale sî te dav tume godji, kê čî troman te prastan pa l' hodnikur aj vorta na, kana sî le ćinge, kê šaj te peren. Musaj te phenav tumengê maj vareso: Naj slobodo te šuden o gunoj kajgodi. Ka svako hodniko sî tume pala gunoj po duj bradja. Kamav tumengê još jek šukar školako djes. Najis tumengê!

1) Kon žalisalilo kaj direktorka?

\_\_\_\_\_

2) So naj slobodo te kêren le le šavořê?

a) \_\_\_\_\_

b) \_\_\_\_\_

3) Sostar naj slobodo te prastan le šavořê?

\_\_\_\_\_



# Muři familija

*muřo dad*

*muři dej*

Kodo/  
kodi

Kodo sî  
muřo dad

*me*

Kodi sî  
muři dej

*muře phral*

*muře pheja*

Kodola sî  
muře phral thaj  
muře pheja

Mužo anav \_\_\_\_\_

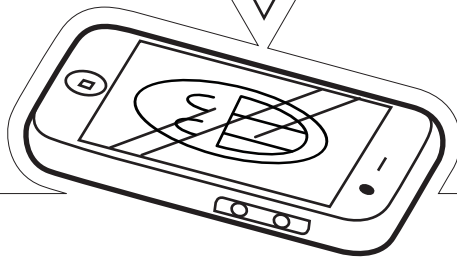
# E vjašta

Čitosar e vjašta thaj dikh so kamel či dej

Muři kuč šejoři,

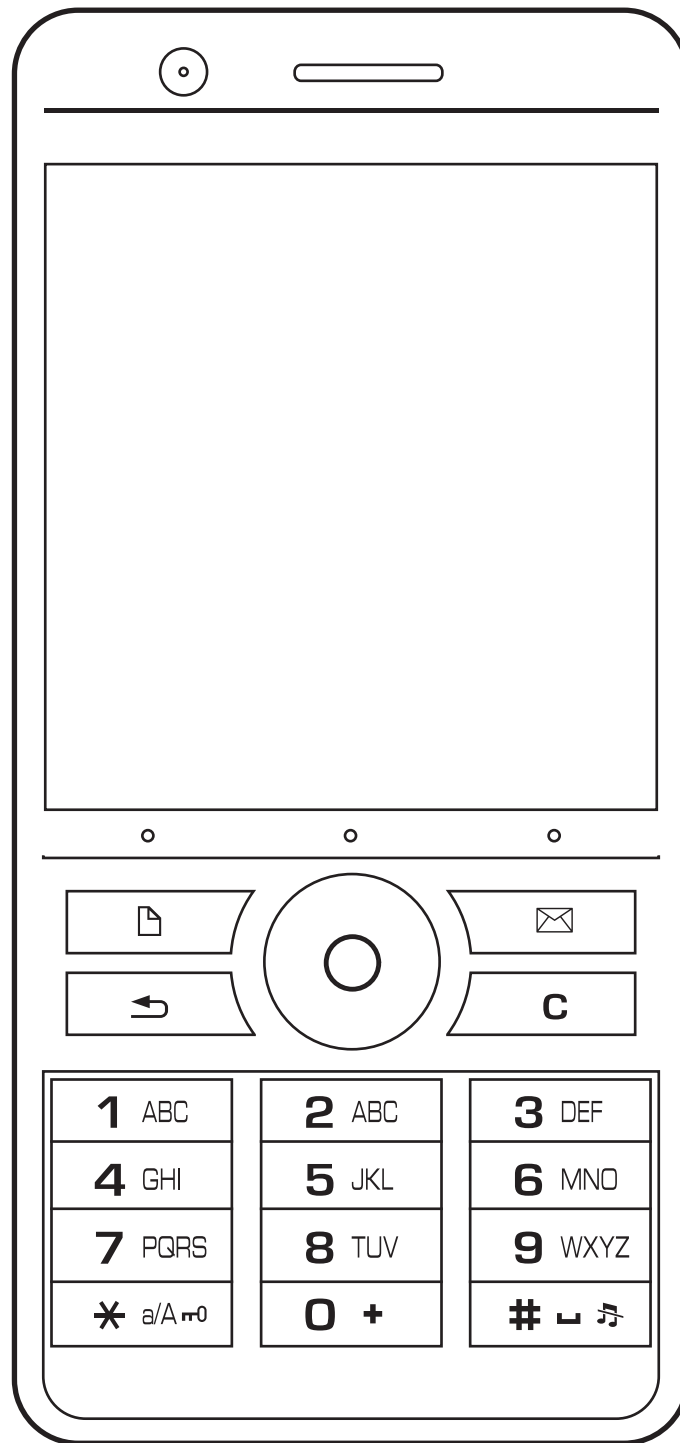
kana ka aves katar e škola, xa manro thaj ramosar će khêresko zadatko. Me musaj te ašav još duj časur ande bući. Phendem ça mamijakê te avel ži amende, numa či žanav vorta kana kam arêsel. Ka javina(v) ma tukê maj palal. Le sama pe tute!

Či Mama



Muño anav \_\_\_\_\_

# De angal pe vjašta



# De angal pe vjašta

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

## example 1:

Halo mamó,

Mišto-j, me kam lav mangê te xav.

Le khêresko zadatko kam ramov kana avel e mami!

Devlesa!

## example 2:






Halo mamó,

Me či sîm bokhali/bokhalo. Šaj te xas manřo pe 'k  
than kana aves tu! Le khêresko zadatko kam ramov  
la mamjasa! Devlesa!

# E mami

- M: Sar san muři šejoři? So kêres?
- Š: Halo mamijo! Ake vorta akana avilem  
katar e škola!
- M: Sar sas tukê ande škola?
- Š: Mišto sas, mamijo, ali but bokhali sîm.  
E mama círadja grašako numa či xal  
pe mangê kodo.
- M: Me kam arêsav tute tela deš minutur.  
Kames te cínav tukê vareso katar o McDonalds!?
- Š: Kodo sî but mišto mamijo!  
Tu žanes vorta so me kamav! Av-tar sîgo!
- M: Devlesa muři šukar šejoři! Me sîdjarav!

<b>Kalderash_Secundary_A2_eng_unit-02</b>
<b>Topic (CFR): THE HOUSE/CARAVAN AND ITS ACTIVITIES</b>
<b>Sub-topic 01: Myself and my activities</b> <b>Sub-topic 02: Activities at home</b>
<b>Connected main themes in the CFR: Hobbies and Arts</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 gist of a story taking place at home if it contains familiar, common vocabulary.</li> <li>✓ Can understand the gist of a report about every day activities if it contains familiar vocabulary.</li> <li>✓ Can understand the gist of a story or report that takes place in a house/caravan if it contains familiar and common vocabulary.</li> <li>✓ Can understand basic instructions given at home.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can read a simple text, that describes activities or the daily routine in a house.</li> <li>✓ Can read a simple text (story or report) about every-day life of a Roma-family.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can make a simple conversation about his/her every-day-life and the daily routine of other members of his/her family with the teacher or other students.</li> <li>✓ Can answer questions about his/her every-day-life and preferences or dislikes.</li> <li>✓ Can make a simple conversation about his/her every-day-life and the daily routine of other members of his/her family with the teacher or other students.</li> <li>✓ Can answer simple questions about his/her every-day-life and preferences or dislikes in context of the Roma-lifestyle.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can use a number of sentences and phrases to describe, what he/she does on an ordinary day after school.</li> <li>✓ Can describe and show his every-day-life using dolls.</li> <li>✓ Can use a number of sentences and phrases to describe what he/she does on an ordinary day after school</li> <li>✓ Can use a number of phrases and sentences to describe what one of his/her family members does on an ordinary day.</li> <li>✓ Can describe and show his every-day-life using dolls.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can write a postcard or a short text about his/her home.</li> <li>✓ Can write a short letter on the topic “my day”, “my home” or “my family”.</li> <li>✓ Can write a postcard or a short text about his/her house/caravan.</li> <li>✓ Can write a short letter on the topic “my day”, “my home” or “my family”.</li> </ul>
<b>Working with the ELP:</b>	
Language biography: Teaching activity 15	
Dossier: Worksheet 02, 03, 05, 08, 09, Teaching activity: 02, 03, 09, 11, New vocabulary	

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


Vocabulary   Sub-topic 01: Myself and my activities			
Active			
<i>khêlêl fudbalo</i>	to play soccer	<i>plivil, plivisardem</i>	to swim, I swam
<i>khêldem fudbalo</i>	I played soccer	<i>glumil</i>	to do acting
<i>khêlêl košarka</i>	to play basketball	<i>glumisardem</i>	I did acting
<i>khêlem košarka</i>	I played basketball	<i>o teatro</i>	the theater
<i>khêlêl videoskê khêlimata</i>	to play video-games	<i>djilabal, djilabadem</i>	to sing, I sang
<i>khêldem videoskê khêlimata</i>	I played video-games	<i>djilabal ande, ando ...</i>	to play an instrument
<i>khêlêl hokej</i>	to play hockey	<i>djilabadem ande, ando</i>	I played an instrument
<i>khêldem hokej</i>	I played hockey	<i>djilabal ando piano</i>	to play the piano
<i>žav kaj kuglana</i>	to go bowling	<i>djilabadem ando piano</i>	I played the piano
<i>gelem kaj kuglana</i>	I went bowling	<i>djilabal ando saksofono</i>	to play the saxophone
<i>žav ando kino</i>	to go to the cinema	<i>djilabadem ando saksofono</i>	I played the saxophone
<i>gelem ando kino</i>	I went to the cinema	<i>djilabal ande harmonika</i>	to play the accordion
<i>žav ka baletu</i>	to go ballet dancing	<i>djilabadem ande harmonika</i>	I played the accordion
<i>gelem ka baletu</i>	I went ballet dancing	<i>djilabal ando djesi</i>	to play drums
<i>cîrtol, cîrtosardem</i>	to draw, I drew	<i>djilabadem ando djesi</i>	I played drums
<i>ašunel, ašundem</i>	to listen, I listened	<i>djilabal ande gitara</i>	to play the guitar
<i>e muzika</i>	the music	<i>djilabadem ande gitara</i>	I played the guitar
<i>čitol, čitosardem</i>	to read, I read	<i>djilabal ande klarineta</i>	to play the clarinet
<i>e knjiga, le knjige</i>	the book, the books	<i>djilabadem ande klarineta</i>	I played the clarinet

Vocabulary   Sub-topic 02: Activities at home			
Active			
<i>uštel, uštilo, uštîli</i>	to stand up, he/she stood up	<i>ćiravel</i>	to cook
<i>pel, ka pel</i>	to drink, he/she will drink	<i>ka ćiravel</i>	he/she will cook
<i>del, ka del</i>	to give, he/she will give	<i>deteharakê</i>	for tomorrow
<i>kêrel, ka kêrel</i>	to do, he/she will do	<i>le šavořê</i>	the children
<i>xal, ka xal</i>	to eat, he/she will eat	<i>čitol, ka čitol</i>	read, he/she will read
<i>žal, ka žal</i>	to go, he/she will go	<i>e soba</i>	the room
<i>ćinel, ka ćinel</i>	to buy, he/she will buy	<i>thovel</i>	to do the dishes
<i>javil, ka javil</i>	to call	<i>ka thovel</i>	he/she will do the dishes
<i>akharel, ka akharel</i>	invite, he/she will invite	<i>le čare (pl.)</i>	the dishes
<i>muřo dad</i>	my father	<i>muřî dej</i>	my mother



Passive			
<i>e kafa</i>	the coffee	<i>vareso</i>	something
<i>adjes</i>	today	<i>le mismeresko xabe, o ručko</i>	lunch
<i>o dućano</i>	the store	<i>o žurnalo</i>	the newspaper
<i>lende</i>	with them	<i>le žurnalur</i>	the newspapers
<i>musaj, sî te</i>	must	<i>gêtil</i>	prepare
<i>la deteharako xabe, o doručko</i>	breakfast	<i>numa</i>	however, only
<i>atunči</i>	then	<i>pale</i>	again
<i>či trobul</i>	do not need	<i>khanči</i>	nothing
<i>xancî</i>	a little	<i>mek</i>	must
<i>anglal</i>	first	<i>grižil</i>	to clean
<i>palal</i>	then	<i>o vaso, le vasur</i>	the pot(s)

### Teaching activity 01 | Sub-topic 02: Activities at home – Listening comprehension *O dad la dasa*

Duration: 20 min | Skill: 

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

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






### Teaching activity 02 | Sub-topic 02: Activities at home – Dialogue *O dad la dasa* – Textual reading





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

Mat./Res.: Dialogue worksheet 02

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

- Teacher hands out the reading text *O dad la dasa* and asks two of the children to alternately read the dialogue.
- Teacher and children talk about the content of the text; Teacher writes unknown words of the text to the blackboard and translates them.
- Children copy newly acquired terms to their ELP (p. 53) and add the text to the Dossier.

<b>Teaching activity 03   Sub-topic 02: Dialogue <i>O dad la dasa</i> – Grammatical reading</b>
Duration: 30 min   Skill:    ELP: Dossier p. 53
Mat./Res.: Dialogue worksheet 02
<p>Note: This activity can only be done subsequently to activity 02.</p> <ol style="list-style-type: none"> <li>Children take the reading text <i>O dad la dasa</i> out of the Dossier.</li> <li>Teacher asks the children to read the text and underline all verbs red.</li> <li>Teacher divides the blackboard in two columns and asks the children to tell him/her the words they underlined.</li> <li>Teacher writes the verbs into the second column on the blackboard.</li> <li>Now he/she asks the children to underline all words before verbs green (focus on auxiliary word <i>ka</i> (=will) for future tense formation) and tell him/her these as well.</li> <li>Teacher writes them into the first column on the blackboard beside the fitting verbs and then underlines the verbs that have the auxiliary word <i>ka</i>.</li> <li>Now the children can try to find a grammatical rule for these words.</li> <li>Teacher writes the rule on the blackboard: Future tense is formed with auxiliary word <i>ka</i> + verb.</li> <li>Children copy that from the blackboard (eventually hand out blank sheets of paper) and add it to the Dossier.</li> </ol>
<b>Teaching activity 04   Sub-topic 02: Activities at home –Recording the dialogue <i>O dad la dasa</i></b>
Duration: 50 min   Skill: 
Mat./Res.: Dialogue worksheet 02, audio-recording device
<p>Note: This activity can only be done subsequently to activity 06.</p> <ol style="list-style-type: none"> <li>Children practice reading the dialogue <i>O dad la dasa</i> (worksheet 02) in pairs. For that they get about 10 mins time.</li> <li>Subsequently the teacher records every couple while the other children listen or, if spatially possible, continue practicing their dialogues.</li> <li>Teacher and children listen to the recordings.</li> </ol>
<b>Teaching activity 05   Sub-topic 02: Activities at home – Gap text <i>O dad la dasa</i></b>
Duration: 30 min   Skill:    ELP: Dossier
Mat./Res.: Gap text worksheet 03
<p>Note: This activity can only be done subsequently to activity 03.</p> <ol style="list-style-type: none"> <li>Teacher hands out the gap text <i>O dad la dasa</i> (worksheet 03) and explains the task.</li> <li>Children are to fill out the text in 10–15 mins.</li> <li>Subsequently every child reads one sentence and repeats the word in the gap additionally once again.</li> <li>Teacher writes these words on the blackboard so the children can compare their results.</li> <li>Worksheet is added to the Dossier.</li> </ol>
<b>Teaching activity 06   Sub-topic 02: Activities at home – Lingua Puzzle <i>O dad la dasa</i></b>
Duration: 20 min   Skill:  
Mat./Res.: Worksheet 04, envelopes
<p>Note: This activity can only be done subsequently to activity 05.</p> <p>Preparation: Print worksheet 04 and cut out one dialogue for each couple and put it into an envelope.</p> <ol style="list-style-type: none"> <li>Children form couples; every couple gets an envelope.</li> <li>They get 10 min to put the dialogue together.</li> <li>Subsequently every couple reads the dialogue they put together. Teacher collects the dialogues again.</li> </ol>

<b>Teaching activity 07   Sub-topic 02: Activities at home – Theater play <i>O dad la dasa</i></b>
Duration: 50 min   Skill: 
Mat./Res.: evt. Dialogue worksheet 02, camera, evt. TV-device, costumes and requisites
<p>Note: This activity can only be done subsequently to activity 06.</p> <ol style="list-style-type: none"> <li>Children get 10 min to prepare a theater play on the topic <i>O dad la dasa</i> in couples. (They are allowed to use the dialogue worksheet <i>O dad la dasa</i> for their preparations.)</li> <li>Teacher provides costumes and requisites.</li> <li>Every couple plays a scene; teacher records it with a camera.</li> <li>Subsequently they watch the recordings together (to show the children's progress several recordings can be made).</li> </ol>
<b>Teaching activity 08   Sub-topic 02: Activities at home – Questionnaire <i>O dad la dasa</i></b>
Duration: 20 min   Skill:    ELP: Dossier
Mat./Res.: Worksheet 05
<p>Note: This activity can only be done subsequently to at least activity 01.</p> <ol style="list-style-type: none"> <li>Teacher hands out the questionnaire <i>O dad la dasa</i> (worksheet 05).</li> <li>Children get about 5 min to answer the questions.</li> <li>Subsequently the answers are compared in group and the teacher writes down missing words on the blackboard as a check.</li> <li>Worksheet is added to the Dossier.</li> </ol>
<b>Teaching activity 09   Sub-topic 02: Activities at home – <i>So kêrel e dej /o dad</i></b>
Duration: 40 min   Skill:    ELP: Dossier
Mat./Res.: Worksheet 06, laminating-device
<p>Preparation: Laminate and cut out worksheet 06.</p> <ol style="list-style-type: none"> <li>Teacher puts the pictures on the blackboard and asks the children to tell the class about activities of their father/mother in every-day life.</li> <li>While the children talk about their parents the teacher writes the appropriate verbs either below the picture of the mother or the father.</li> <li>Children copy the verbs into their Dossier p. 53.</li> </ol>
<b>Teaching activity 10   Sub-topic 01: Me and my activities – Morning-circle <i>So kêrdjan irjat?</i></b>
Duration: 30 min   Skill: 
Mat./Res.: Picture- and wordcards worksheet 07, laminating-device
<p>Preparation: Laminate worksheet 07 picture- and word-cards.</p> <ol style="list-style-type: none"> <li>Children sit in a circle.</li> <li>Teacher arranges the cards in the middle of the circle.</li> <li>He/She says: <i>So kêrdjan tu irjat?</i> and asks the children to answer one after the other.</li> <li>Children take a card that shows the activity they talk about and tell the others what they did.</li> </ol>

**Teaching activity 11 | Sub-topic 01: Me and my activities – So kêrde le savořê?**Duration: 30 min | Skill:   | ELP: Dossier p. 53

Mat./Res.: Worksheet 08, evt. lined paper

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

01. Teacher hands out worksheet 08 *So kêrde le savořê?*
02. Teacher asks a child to read a sentence. Then they talk about the content of the sentence.
03. A second child reads the next sentence, and so on until the whole text is read.
04. Teacher asks the children to underline all verbs in the text and tell them to him/her.
05. Teacher writes the verbs on the blackboard one below the other and marks endings of verbs with *-em*.
06. Children try to find a rule for these verbs.
07. Teacher writes the rule on the blackboard: VERB + ending *-EM* = PAST TENSE.
08. Children copy the rule from the blackboard (evt. hand out lined sheets of paper) and add the sheets to the Dossier.

**Teaching activity 12 | Sub-topic 01: Me and my activities – worksheet *So kêrdjan e rjat?***Duration: 30 min | Skill:   | ELP: Dossier

Mat./Res.: Worksheet 09

01. Teacher hands out worksheet 09 *So kêrdjan e rjat?*
02. Teacher explains the task: Finish the sentences.
03. Children write the sentences and finally every child reads one sentence for comparison.
04. Worksheet is added to the Dossier.

**Teaching activity 13 | Sub-topic 02: Improvisation Puppet-theater “Our every-day-life”**Duration: 50 min | Skill:   

Mat./Res.: Puppets and stage for puppet theater

01. Teacher explains the task: Form groups of three or four; try to show your every-day-life at home using the puppets (morning, noon, evening – who does what?).
02. Children pick the puppets they need and have about 15 min time to prepare.
03. Every group presents their play, the other children are their audience.
04. Teacher and the audience are not allowed to disturb the play, neither for questions nor for corrections. Aim is to practice free speaking.

**Teaching activity 14 | Sub-topic 01: Me and my activities – *So kêrdem irjat***Duration: 50 min | Skill: 

Mat./Res.: Picture- and wordcards worksheet 07

01. Children sit in a circle.
02. Teacher uses the cards of worksheet 07 and shows one card to a child and asks it to form a sentence with it.
03. Child answers.
04. Now the teacher takes another card and asks the next child to form a sentence, and so on until all children have formed a sentence.

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


Duration: 30 min | Skill:   | SF: I | ELP: p. 24

Mat./Res.: Language portfolio p. 24/Level A2

- Preparation: Teacher structures the checklist in the language-biography (p. 24 /Level A2) as he/she prefers.
01. After finishing unit 02 the teacher hands out his/her checklists.
  02. Teacher and children discuss the list point by point. Children draw a star or anything similar beside a point if they meet the requirements of it ("I can ...").
  03. The checklists are added to the ELP ("Language biography").

**Lesson plan 01 | Sub-topic 02: O dad la dasa – Textual comprehension**

TA-Nr.: 01 | Learning objectives: Textual listening and understanding of a common dialogue.

Duration: 20 min | Skill: 

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



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

TA-Nr.: 02 | Learning objectives: Reading and understanding of a common dialogue.

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

Mat./Res.: Dialogue worksheet 02

- Note: This activity can only be done subsequently to activity 01.
01. Teacher hands out the reading text *O dad la dasa* and asks two of the children to alternately read the dialogue.
  02. Teacher and children talk about the content of the text; Teacher writes unknown words of the text to the blackboard and translates them.
  03. Children copy newly acquired terms to their ELP (p. 53) and add the text to the Dossier

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

## O dad la dasa

Dad: Uštiljan li?

Dej: Uštilem!

Dad: Ka pes li kafa?

Dej: Šaj, de ma jek!

Dad: Ake tukê ci kafa, Řomnijo! So ka kêras adjes?

Dej: Pa, ašta xancî, angal te xas amaro deteharako xabe haj palal te źas ando dućano te ćinas vareso pala mismeresko xabe.

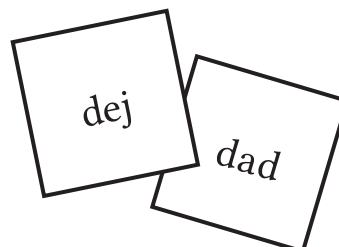
Dad: Muři dej javisajli aj akharel ame pala rućko. Te źas?

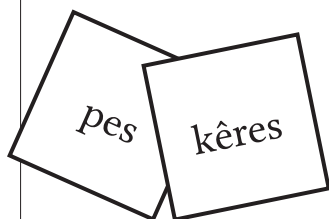
Dej: Sar te na! Kam źas. Atunći ci trobul me te gětiv o rućko! Numa pale sî te źas ando dućano te ćinas vareso. Teharakê naj amen khanći khêre!

Dad: Apo ajde! Tu kêr le deteharako xabe haj le śave mek griźin peskê sobe thaj palal kam źas!

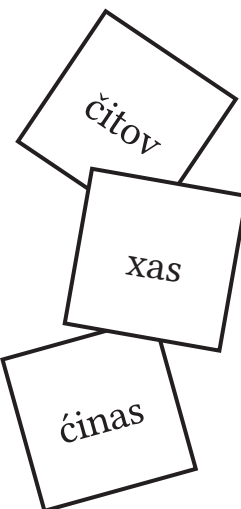
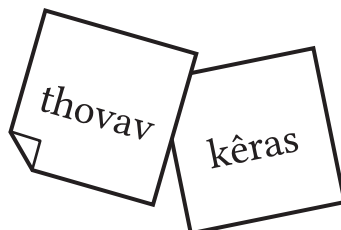
Dej: A so ka kêres tu?

Dad: Me ka thovav le vasura pala dorućko ali akana kamav te ćitov muře źurnalur!





# O dad la dasa



Dad: Uštiljan li?

Dej: Uštilem!

Dad: Ka \_\_\_ li kafa?

Dej: Šaj, de ma jek!

Dad: Ake tukê ći kafa. Řomnijo! So ka \_\_\_\_\_ adjes?

Dej: Pa, ašta xancî, angal te \_\_\_\_\_ amaro deteharako xabe haj palal te źas ando dućano te \_\_\_ vareso pala mismeresko xabe.

Dad: Muři dej javisajli aj akharel ame pala rućko.

Te \_\_\_?

Dej: Sar te na! Kam źas. Atunći ći trobul me te \_\_\_ o rućko!

Numa pale sî te źas ando dućano te ćinas vareso.

Teharakê naj amen khanći khêre!

Dad: Apo ajde! Tu kър le deteharako xabe haj le śave mek \_\_\_ peskê sobe thaj palal kam źas!

Dej: A so ka \_\_\_ tu?

Dad: Me ka \_\_\_\_\_ le vasura pala dorućko ali akana kamav te \_\_\_\_\_ muře źurnalur!





# O dad la dasa

Dad: Uštiljan?

Dej: Uštilem!

Dad: Ka pes li kafa?

Dej: Šaj, de ma jek!

Dad: Ake tukê či kafa, Řomnijo! So ka kêras adjes?

Dej: Pa, ašta xancî, angal te xas amaro deteharako xabe haj palal te źas ando dućano te ćinas vareso pala mismeresko xabe.

Dad: Muřî dej javisajli aj akharel ame pala rućko. Te źas?

Dej: Sar te na! Kam źas. Atunći či trobuj me te gêtiv o rućko! Numa pale sî te źas ando dućano te ćinas vareso. Teharakê naj amen khanći khêre!

Dad: Apo ajde! Tu kêr le deteharako xabe haj e śave mek griźîn peskê sobe thaj kam źas!

Dej: A so ka kêres tu?

Dad: Me ka thovav le vasura pala dorućko ali akana kamav te ćitov muře źurnalur!

Mužo anav \_\_\_\_\_

# O dad la dasa

Des tu godji?

Kon kêrdja e kafa?

E kafa kêrdja \_\_\_\_\_

Kon trobul te kêrel o doručko?

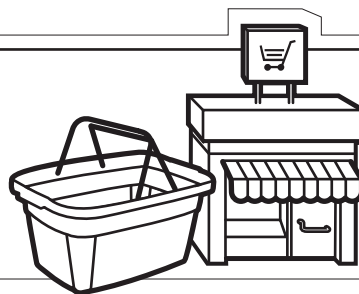
O doručko trobul te kêrel \_\_\_\_\_.

Kon trobul te grižil le šavengê sobe?

Le šavengê sobe trobul te grižin \_\_\_\_\_.

Kon kamel te čitol le žurnalur?

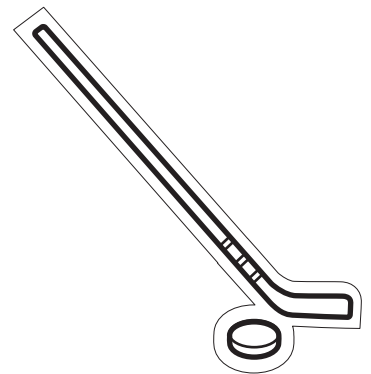
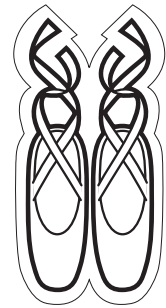
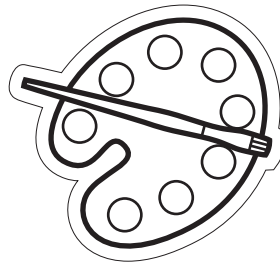
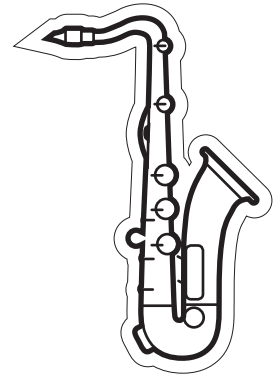
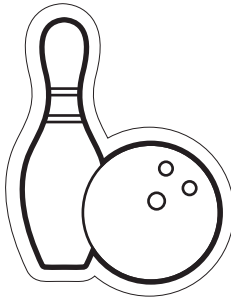
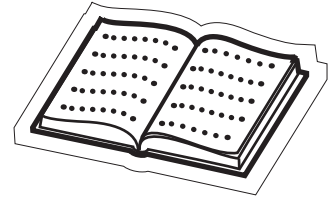
Le žurnalur kamel te \_\_\_\_\_.



*„Numa pale sî  
te žas ando dućano  
te ćinas vareso.“*

Muřî dej

Muřo dad



khêldem  
fudbalo

ašundem  
muzika

čitosardem  
knjige

khêldem  
videoskê  
khêlimata

gelem pe  
kuglana

djilabadem  
ando  
saksofono

djilabadem

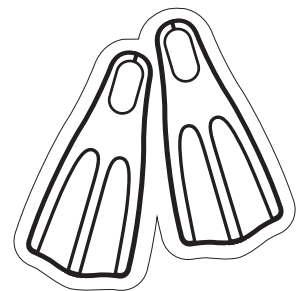
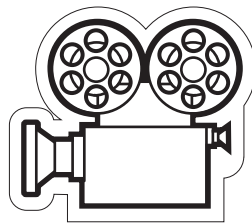
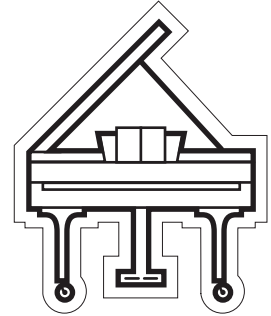
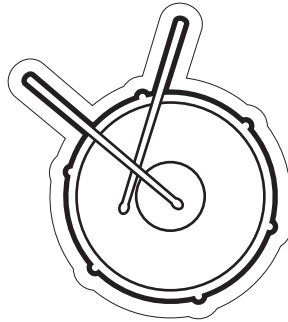
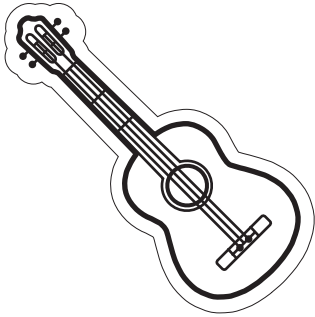
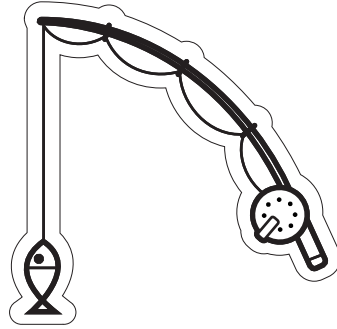
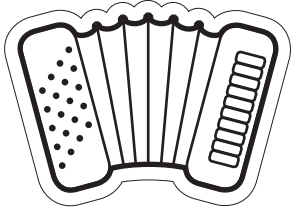
cîrtosardem

gelem ka  
baletto

djilabadem  
ande  
klarineta

djilabadem  
ande violina

khêldem  
hokej



djilabadem  
ande  
harmonika

astarel mašo

glumisardem  
ando teatro

djilabadem  
ande gitara

djilabadem  
ando djesi

djilabadem  
ando piano

khêldem  
košarka

gelem ando  
kino

plivisardem

## So kêrde le šavořê irjate?

Janko

„Me khêldem fudbalo ando parko.“

Mirko

„Me khêldem kořarka muře dadesa.“

Suzi

„Me khêldem ande kuglana muřa familjasa.“

Demo

„Me cîrtosardem duj slike.“

Marijo

„Me khêldem videoskê khêlimata muře phralesa.“

Parno

„Me ašundem řomaji muzika.“

Anita

„Me gelem ka baletu muřa dasa.“

Zorika

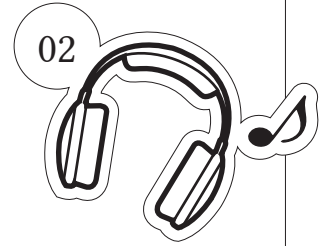
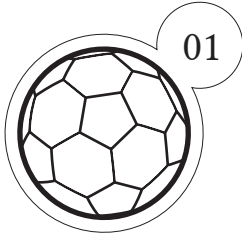
„Me čitosardem jek knjiga.“

Sofia

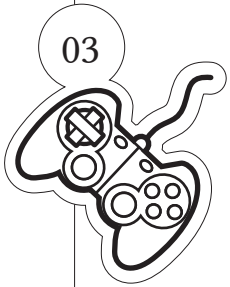
„Me gelem ando kino muřa drugaricasa.“



Mužo anav \_\_\_\_\_



# So kêrdjan irjate?



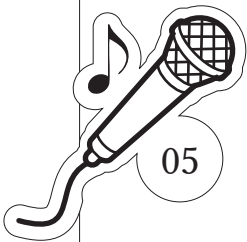
01) Me khêldem fudbalo irjate.



02) Me khêldem \_\_\_\_\_.

03) Me \_\_\_\_\_.

04) \_\_\_\_\_.



05) \_\_\_\_\_.

06) \_\_\_\_\_.

07) \_\_\_\_\_.

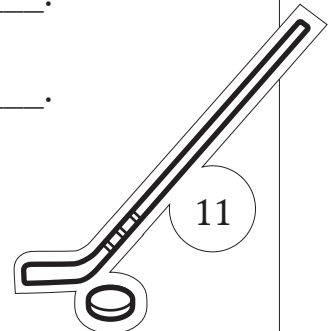
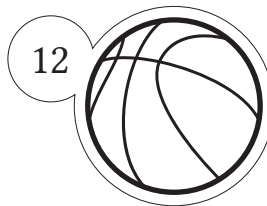
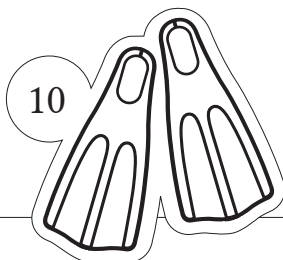
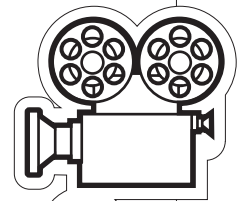
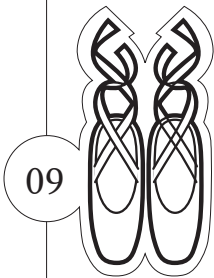
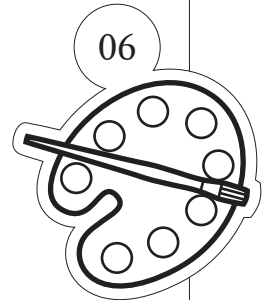
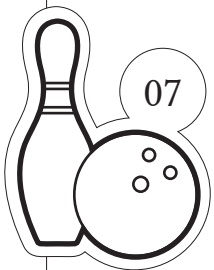
08) \_\_\_\_\_.

09) \_\_\_\_\_.






10) \_\_\_\_\_.

11) \_\_\_\_\_.

12) \_\_\_\_\_.



<b>Kalderash_Secondary_A2_eng_unit-03</b>
<b>Topic (CFR): MY COMMUNITY</b>
<b>Sub-topic 01: Public places and buildings</b> <b>Sub-topic 02: My surroundings</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 gist of what is said in class about persons working in a certain situation (e.g. teacher, farmer, etc.).</li> <li>✓ Can understand the gist of a story about the worth and meaning of an action or typical behavior in the Romani-culture.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can read and understand simple public texts and announcements (e.g. opening hours) and find out the basic informations (what place is talked about, what happens there, etc.).</li> <li>✓ Can read and understand simple stories/fairytales referring to aspects of Romani-lifestyle, if they contain a great amount of familiar vocabulary.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can ask and answer simple questions about what happens in public places and buildings in the immediate vicinity.</li> <li>✓ Can ask and answer simple questions about people working in these buildings.</li> <li>✓ Can ask and answer simple questions about the most important activities of his/her community.</li> <li>✓ Can greet visitors appropriately and answer simple questions about his/her life and activities.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can explain, why he/she likes or dislikes a certain place or region, using a number of phrases and simple sentences.</li> <li>✓ Can talk about a famous personality of the region using a number of phrases and simple sentences.</li> <li>✓ Can talk about his/her every-day-life using a number of phrases and simple sentences.</li> <li>✓ Can talk about a famous Roma-personality of the region using a number of phrases and simple sentences.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can write simple sentences about his/her favourite place and explain why he/she likes it.</li> <li>✓ Can write simple sentences about a place in the surroundings, that he/she has visited.</li> <li>✓ Can write simple sentences about the life in his/her community and about his/her every-day routine.</li> </ul>
<b>Working with the ELP</b>	
Language biography: Teaching activity 15	
Dossier: Worksheet 03, 04, 06, 07, 08 or 09, activity 13, activity 01 “New words”	




**Vocabulary | Sub-topic 01: Public places and buildings**





Active			
<i>e biblioteka</i>	the library	<i>lendar</i>	by them
<i>e adresa</i>	the address	<i>le cirtome patretur</i>	the drawings
<i>o anav</i>	the name	<i>savo?, savi?</i>	which?
<i>e sîcaritorka</i>	the teacher	<i>amblavel</i>	to hang up
<i>e škola</i>	the school	<i>sode?</i>	how much?
<i>e klasa</i>	the class	<i>o manuș, le manuș(a)</i>	the person, the persons
<i>o savořo, le savořê</i>	the child, the children	<i>sas</i>	was
<i>e paramiçi</i>	the story, the fairytale	<i>o maj lașo, e maj lași</i>	the best
<i>dikhêl</i>	to see, to look	<i>tukê</i>	you
<i>çitol</i>	to read	<i>ando, ande</i>	in, into, to, on
<i>pamtil</i>	to remember	<i>o muzejumo</i>	the gallery
<i>o maj importantno</i>	the most important thing	<i>o angluno, o prvo</i>	the first
<i>e buçi, le buća</i>	the thing, the things,	<i>jeg data, du var, tri var</i>	once, twice, three times
	the work, the works	<i>čo, çi</i>	your, yours
<i>e matematika</i>	the mathematics	<i>o maj šukar, e maj šukar</i>	the most beautiful
<i>raçunil</i>	to calculate	<i>o than</i>	the place
<i>o učeniko, le učenikur</i>	the pupil, the pupils	<i>kote, kothe, othe</i>	there
<i>cîrtil, cîrtol</i>	to draw	<i>sî, naj</i>	there is, there isn't
<i>stalno, permanentno</i>	always	<i>Sode bêrșengo lo?</i>	What's his name
<i>drago</i>	pleasant	<i>Sode bêrșengi la?</i>	What's her name


**Vocabulary | Sub-topic 02: My surroundings**

Active			
<i>o așundo manuș</i>	the famous person	<i>e paraștuj</i>	the friday
<i>le așunde manuș(a)</i>	the famous persons	<i>e hodina</i>	the vacation, holiday
<i>o idolo</i>	the idol	<i>e ordinacija</i>	the doctor's office
<i>Sode bêrșengo san?</i>	How old are you?	<i>phandado, phandadi, phandade</i>	closed
<i>Sode bêrșengi san?</i>	How old is he, she?	<i>kodo, kodi</i>	this, these
<i>sar?</i>	how?	<i>lakê</i>	her, their
<i>so?</i>	what?	<i>zamenil</i>	to substitute
<i>katar?</i>	where from?	<i>o telefono</i>	the telephone
<i>sostar?</i>	why?	<i>o januari</i>	the january
<i>e informacija</i>	the information	<i>pale</i>	again
<i>katar ... zi ka ...</i>	from ... to ...	<i>kêrel buçi</i>	to work
<i>e luja</i>	the monday	<i>sar uvek</i>	as usual
<i>kê</i>	then, because	<i>pîtrel</i>	to open
<i>de katar ...</i>	from ... to	<i>angluji data</i>	the first time
<i>del anglal</i>	reply	<i>barem</i>	at least

Grammar	
Active	Passive
Simple interrogatives Simple interrogative clauses in present tense Coherent writing in present tense	

Teaching activity 01   Sub-topic 01: Public places and buildings – Listening comprehension <i>E sícaritorka</i>
Duration: 20 min   Skill:    ELP: p. 53
Mat./Res.: Listening worksheet 02, audio-device
<ol style="list-style-type: none"> <li>Children hear the listening comprehension <i>E sícaritorka</i> (worksheet 02) twice.</li> <li>Children talk about the content with the child sitting next to them.</li> <li>The listening comprehension is played again. Children are to keep one word that they don't understand in mind.</li> <li>Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them.</li> <li>Teacher and children talk about the content of the text and children copy the new vocabulary to their language portfolio p. 53.</li> <li>Finally they listen to the text once again.</li> </ol>
Teaching activity 02   Sub-topic 01: Public places and buildings – Reading text <i>E sícaritorka</i>
Duration: 20 min   Skill:    ELP: Dossier
Mat./Res.: Reading worksheet 03
<ol style="list-style-type: none"> <li>Children sit in a circle.</li> <li>Teacher hands out the reading text <i>E sícaritorka</i> (worksheet 03) and asks one child to read the first section to the others.</li> <li>They discuss the gist of the first section.</li> <li>Teacher asks another child to read the second section.</li> <li>They discuss the gist of the second section, etc.</li> <li>Worksheet is added to the Dossier.</li> </ol>
Teaching activity 03   Sub-topic 01: Public places and buildings – Questionnaire <i>E sícaritorka</i>
Duration: 30 min   Skill:    ELP: Dossier
Mat./Res.: Questionnaire worksheet 04
<p>Note: This activity can only be done subsequently to activity 01 or 02.</p> <ol style="list-style-type: none"> <li>Teacher hands out worksheet 04 Questionnaire <i>E sícaritorka</i>.</li> <li>Children get about 5 min to answer the questions together with the child sitting next to them.</li> <li>Subsequently the answers are compared and the teacher writes the correct sentences on the blackboard as a check.</li> <li>Worksheet is added to the Dossier.</li> </ol>

<b>Teaching activity 04   Sub-topic 01: Public places and buildings – Puzzle E sícaritorka</b>
Duration: 30 min   Skill: 
Mat./Res.: Puzzle-Text worksheet 05
<p>Note: This activity can only be done subsequently to activity 03.</p> <p>Preparation: Print worksheet 05 and for each couple cut up the text and put it into an envelope.</p> <ol style="list-style-type: none"> <li>Children form couples; every couple gets an envelope.</li> <li>They have about 10 min to solve the text-puzzle.</li> <li>Subsequently one couple reads the text for correction.</li> <li>Teacher collects the envelopes.</li> </ol>
<b>Teaching activity 05   Sub-topic 01: Public places and buildings – Communication-stations</b>
Duration: 50 min   Skill:    ELP: Dossier
Mat./Res.: Cards worksheet 01, lamination-device, tape
<p>Preparation: Print cards worksheet 01, cut out and laminate picture- and word-cards. Arrange nine tables (= nine stations) and mark them with one card each.</p> <ol style="list-style-type: none"> <li>Teacher explains the game: There are nine communication-stations. Pick one station. Go there and start a dialogue with the person at the station. Ask questions about the building, the job of the person, the activities of the person, etc.</li> <li>Teacher sends one child to each station. These children play the persons at the stations (postman, teacher, fire fighter, etc.).</li> <li>Teacher asks one of the other children to choose a station, go there and start the game.</li> <li>Child goes to the station of his/her choice and starts to communicate.</li> <li>Now the next child goes to one of the stations. This goes on until all the children have been at a station.</li> </ol>
<b>Teaching activity 06   Sub-topic 02: My surroundings – Morning-circle “I like/I don’t like ..., because ...”</b>
Duration: 30 min   Skill: 
Mat./Res.: Cards worksheet 01, lamination-device
<p>Preparation: Print worksheet 01, cut out and laminate picture- and word-cards.</p> <ol style="list-style-type: none"> <li>Children sit in a circle.</li> <li>Teacher arranges the cards in the middle of the circle and shows the game: He/She says: <i>Me but kamav te žav ando kino, kê kamav te dikhav le maj neve filmur</i> and shows the appropriate card. He/She continues: <i>Me či kamav te žav pe pošta, kê kothe sî bari gužva</i> and shows that card as well.</li> <li>Now he/she asks a child to tell the group which places he/she likes and dislikes, and why. Play game until every child has said something.</li> </ol>
<b>Teaching activity 07   Sub-topic 02: My surroundings – Poster Ašunde manuša or Mužo idolo</b>
Duration: 50 min   Skill: 
Mat./Res.: Posters, pens, glue, scissors, magazines, newspapers, journals
<ol style="list-style-type: none"> <li>Children form groups of three or four.</li> <li>Every group makes a poster on the topic “Famous Persons” or “My Idols”.</li> <li>Teacher hands out a poster to each group and equips them with work materials.</li> <li>Children cut pictures and texts out of the magazines and design their posters with them.</li> <li>The posters are presented on a wall in the classroom.</li> </ol>

**Teaching activity 08 | Sub-topic 02: My surroundings – Presentation *Ašunde manuša /Muře idolur***Duration: 20 min | Skill: 


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

01. The group inspects the posters the groups have made before.
02. Teacher asks every group to talk about their poster (at least three sentences; Why did we choose this person? What does he/she do?, What made him/her famous?)

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

Mat./Res.: Worksheet 06

01. Teacher hands out worksheet 06 *Ašunde manuša*.
02. The group reads through the task and the questions together.
03. Subsequently the children write at least three sentences about a famous person of their own choice.
04. Then every child reads his sentences to the class.
05. Worksheet is added to the Dossier.

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

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

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

Mat./Res.: Reading worksheet 07

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

**Teaching activity 12 | Sub-topic 01: Public places and buildings – Visiting the gallery or library**Duration: about 4 hrs. | Skill:   | ELP: Dossier

Mat./Res.: Worksheet 08 or worksheet 09

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

**Teaching activity 13 | Sub-topic 01: Public places and buildings – Short story *Ando muzejumo/Ande biblioteka***Duration: 30 min | Skill:  | ELP: Dossier

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

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

**Teaching activity 14 | Sub-topic 02: My surroundings – *Muřo maj drago than***Duration: 50 min | Skill: 




Mat./Res.: Worksheet 10

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

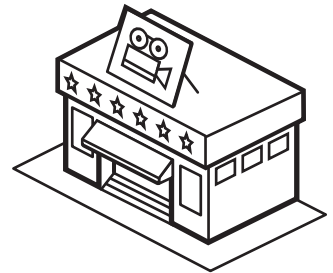
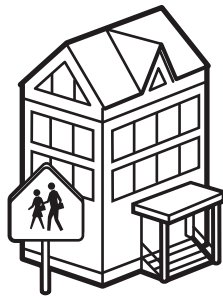
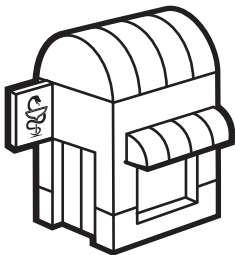
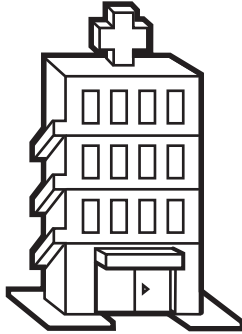
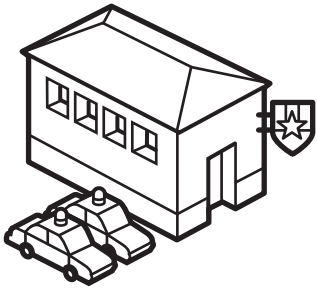
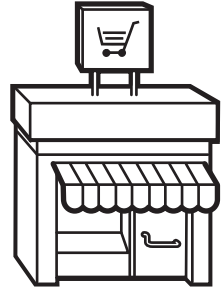
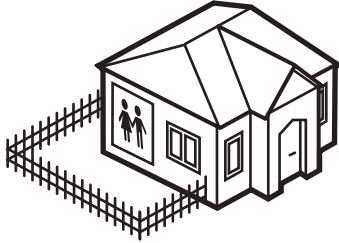
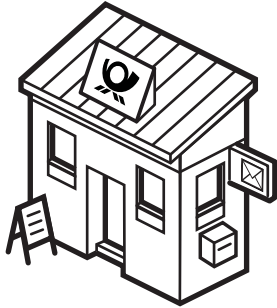
**Teaching activity 15 | Sub-topic 01, 02: Language-Portfolio**Duration: 10 min | Skill:   | ELP: p. 26, 27

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

- Preparation: Teacher structures the checklist in the language-biography (p. 26, 27/Level A2) as he/she prefers.
05. After finishing unit 03 the teacher hands out his/her checklists.
  06. Teacher and children discuss the list point by point. Children draw a star or anything similar beside a point if they meet the requirements of it (“I can ...”).
  07. The checklists are added to the ELP (“Language biography”).

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





e pošta

o kinder-  
garten

o dućano

e policija

e bolnica

e garda  
kaj mudarel  
e jag

e apoteka

e škola

o kino

# E sîcaritorka

Mužo anav sî Luludji. Me sîm sîcaritorka ande škola. Ande muři klasa sî 23 bêjatur. Svako djes čitov lengê po jek paramiči thaj dikhav dali šaj von te den pe godji pala l' maj importantni buća.

Svako djes sî amen i matematika. Akana sićos te računis „minus“.

Numa muře ućenikur maj but kamen te cîrtosaren patretur aj permanentno dobiv lendar but šukar cîrtome patretur. Sja lengê cîrtome patretur ambladem ande klasa po zîdo!



Mužo anav \_\_\_\_\_



## E sîcaritorka

Des tu godji?

Kaj kêrel e Luludji bući?

---

Sode bêjatur sî ande laki klasa?

---

So kêren svako djes?

---

So siçon akana?

---

So kamen le bêjatur maj but te kêren?

---

# E sîcaritorka

Mužo anav sî Luludji. Me sîm sîcaritorka ande škola.

Ande muři klasa sî 23 bêjatur.

Svako djes čitov lengê po jek paramiči thaj dikhav

dali šaj von te den pe godji pala l' maj importantni buća.

Svako djes sî amen i matematika.

Akana sićos te računis „minus“.

Numa muře učenikur maj but kamen

te cîrtosaren patretur

aj permanentno dobiv lendar but šukar cîrtome patretur.

Sja lengê cîrtome patretur ambladem

ande klasa po zîdo!

Muño anav \_\_\_\_\_

# Aşunde manuša

Sode var šaj te des anglal antregone rečenicenca?

Sar sî ce idolosko anav?

Sode bêršêngo lo?

Sode bêršengî la?

So kêrel čo idolo?

Katar sî čo idolo?

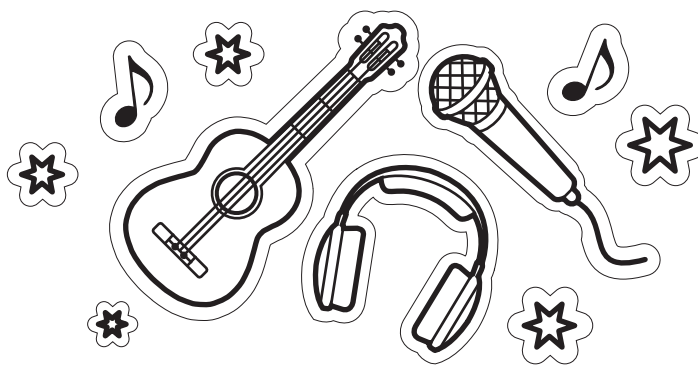
Sostar sî tukê drago?

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Mužo anav \_\_\_\_\_

INFORMACIJA

Dr. Zlata Šerifi

Tel: 01/11 33 456

Katar e

luja, 13. Januari 2012 ži kaj

paraštuj, 17. Januari 2012

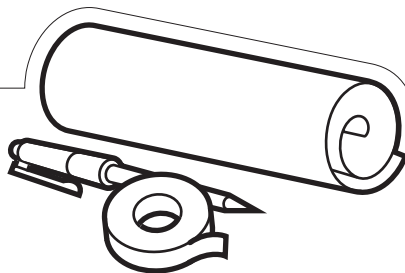
sîm pe hodina, e ordinacija kam avel phandadi.

Pe kodi vrjama zamenil ma man o Dr. Dragan  
Jevremović. Lesko telefonosko numero sî:

01/48 28 335

De katar e luja, 20. Januari 2012  
pale kam kêrav bući sar uvek.

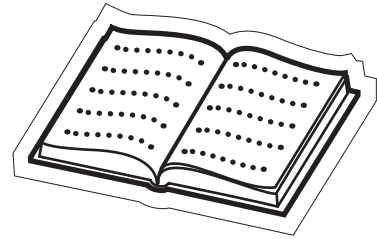
Dr. Šerifi



Mužo anav \_\_\_\_\_

# Ande biblioteka

Šaj te des anglal?



Savi sî e adresa katar e biblioteka?

---

Kana pîterdili angluji data e biblioteka?

---

Sode manuša kêren buçi ande biblioteka?

---

So sas tukê ande biblioteka maj drago?

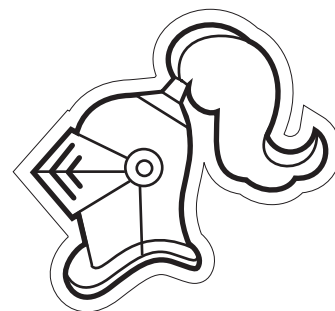
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Muño anav \_\_\_\_\_

# Ando muzejumo

Šaj te des anglal?



Savi sî e adresa katar o muzejumo?

---

Kana pîterde angluji data o muzejumo?

---

Sode manuša kêren buçi ando muzejumo?

---

So sas tukê maj drago ando muzejumo?

---



Mužo anav \_\_\_\_\_

# Mužo maj drago than

1) Cîrtosar círo maj drago than!

2) Ramosar barem 4 rečenice paj tema „Mužo maj drago than“

(Sostar sí mangê drago, so kêrav kothe, so sí kothe, so naj, ...)!






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<b>Kalderash_Secundary_A2_eng_unit-04</b>
<b>Topic (CFR): ROMA-CRAFTS AND OCCUPATIONS</b>
<b>Sub-topic 01: 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:
	✓ Can understand the gist of simple conversations and stories about activities of Roma-groups in class, if the vocabulary is familiar.
	✓ Can read and understand short and simple texts, like fairytales or legends, that describe crafts and occupational activities of Roma, if they contain familiar and very common vocabulary.
	<ul style="list-style-type: none"> <li>✓ Can ask and answer simple questions about typical activities and routines connected with certain skills and occupations.</li> <li>✓ Can ask and answer simple questions about certain Roma-groups and their connection with crafts and occupations.</li> <li>✓ Can ask and answer simple questions about occupations of Roma nowadays</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can give a short description of the ancient/historic crafts and occupations of Roma in the region using a number of phrases and sentences.</li> <li>✓ Can give a short description of his/her personal experience when observing a Roma-craftsman/woman at work using a number of phrases and sentences.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can write short texts about what Roma of the region did in the past using familiar vocabulary.</li> <li>✓ Can write short texts about crafts and occupations of Roma in different ares and countries using familiar vocabulary.</li> </ul>
<b>Working with the ELP</b>	
Language biography: Teaching activity 15	
Dossier: Worksheet 02, 03, 05 and 06, my new vocabulary, activity 01 and 03	

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

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

Active			
<i>o kaldêraš, e kaldêrašica, le kaldêraš</i>		the tinker, the tinker (f), the tinkers	
<i>o kovači, e kovačica, le kovača</i>		the blacksmith, the blacksmith (f), the blacksmiths	
<i>o muzičari, e muzičarka, le muzičarja</i>		the musician, the musician (f), the musicians	
<i>o šusteri, e šusterica, le šusterja</i>		the shoemaker, the shoemaker (f), the shoemakers	
<i>o drabarno, e drabarni, le drabarne</i>		the fortuneteller, the fortuneteller (f), the fortunetellers	
<i>o košnicari, e košnicarka, le košnicarja</i>		the basket maker, the basket maker (f), the basket makers	
<i>o ciglari, e ciglarka, le ciglarija</i>		the brickmaker, the brickmaker (f), the brickmakers	
<i>o šeftari, e šeftarka, le šeftarja</i>		the merchant, the merchant (f), the merchants	
<i>o djambas, e djambaska, le djambasur</i>		the horse dealer, the horse dealer (f), the horse dealers	
<i>o djilabatori, e djilabatorka, le djilaborja</i>		the singer, the singer (f), the singers	
<i>o khêlitori, e khêlitorka, le khêlitorja</i>		the dancer, the dancer (f), the dancers	
<i>o luludjari, e luludjarka, le luludjarja</i>		the flower seller, the flower seller (f), the flower sellers	
<i>o Řom kaj skucol le šurja, e Řomni kaj skucol le šurja</i>		the knife sharpener, the knife sharpener (f)	
<i>le Řom kaj skucon le šurja</i>		the knife sharpeners	
<i>o zlatari, e zlatarka, o zlatarija</i>		the goldsmith, the goldsmith (f), the goldsmiths	
<i>so?</i>	what?	<i>paćarel, vulisarel</i>	to wrap
<i>kêrel</i>	to do, to work	<i>jek</i>	one
<i>vov sî, voj sî, von sî</i>	he, she is, they are	<i>but</i>	many, several
<i>trobul, trubul</i>	to need	<i>khêlel, bašavel, djilabal</i>	to play (music)
<i>lengê (Dativ)</i>	them, for them	<i>bićinel</i>	to sell, to deal
<i>e bući, la bućakê</i>	the work, for the work	<i>colo, le colur</i>	the carpet, the carpets
<i>o tover, le tovera</i>	the hack, the hacks	<i>o gras(t), le gras(t)</i>	the horse, the horses
<i>e sabja, le sabje</i>	the sword, the swords	<i>e piri, le pirja</i>	the pot, the pots
<i>e motika, le motike</i>	the rake, the rakes	<i>o čaro, le čare</i>	the plate, the plates
<i>e šuri, le šurja</i>	the knife, the knives	<i>khuvél košnice</i>	to weave baskets
<i>o čokano</i>	the hammer	<i>lašarel</i>	to repair
<i>le čokaja</i>	the hammers	<i>o materijali</i>	the material
<i>o instrumento</i>	the instrument	<i>o alato, le alatur</i>	the tool, the toolse
<i>le instrumentur</i>	the instruments	<i>e profesija, o zanato</i>	the job, the jobs
<i>o cokoli, le cokolja</i>	the shoe, the shoes	<i>e bući, le buća</i>	the thing, the things
<i>e dekoracija</i>	the jewellery	<i>ko(n)?</i>	who?
<i>o Řom, le Řom</i>	the roma, the romas	<i>žal</i>	it goes
<i>e jag</i>	the fire		

Passive			
<i>le Řomengo than</i>	the square of the Roma	<i>e sêlčîn</i>	the willow tree
<i>paša(j)</i>	beside	<i>le sêčina</i>	the willow trees
<i>e paramiči</i>	the story, the fairytale	<i>phařado, phařadi, phařade</i>	haggled, tattered
<i>avrjal</i>	from outside	<i>šindo, šindi, šinde</i>	worn to threads
<i>nadur katar ...</i>	near	<i>perel</i>	to fall
<i>maj anglal</i>	formerly	<i>o dikhlo</i>	the cloth
<i>maj dur</i>	further	<i>thol</i>	to put
<i>o gav</i>	the village	<i>o grastano vurdon</i>	the horse-drawn carriage
<i>aver</i>	other	<i>le grastane vurdona</i>	the horse-drawn carriages
<i>kodja</i>	these	<i>o trajo</i>	the living
<i>xalavel</i>	to wash	<i>tradel</i>	drive, steer, drive
<i>po kak data</i>	sometimes	<i>phirel</i>	wandern, gehen
<i>pale</i>	again	<i>barvalo, barvali, barvale</i>	rich
<i>varekanao</i>	once, formerly	<i>sovel</i>	to sleep
<i>brego, le bregur</i>	the hill(s)	<i>kadja</i>	so, in this way
<i>e phabelin, le phabelina</i>	the apple tree(s)		

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

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

Mat./Res.: Cards worksheet 01

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

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

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




Duration: 40 min | Skill:  





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


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

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


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

<b>Teaching activity 03   Sub-topic 01: Roma-crafts and -occupations – Card game “Singular-Plural”</b>
Duration: 30 min   Skill:    ELP: Dossier
Mat./Res.: Cards worksheet 01
<p>Note: This activity can only be done subsequently to activity 01 or 02. Preparation: Laminate and cut out picture cards of worksheet 01.</p> <ol style="list-style-type: none"> <li>01. Children sit in a circle.</li> <li>02. Teacher divides the blackboard in three columns: into the first column he/she puts the picture cards one below the other; into the second column he/she writes <i>jek</i> as heading and into the third column he/she writes <i>maj but</i>.</li> <li>03. Teacher hands out the word cards to the children and asks them to put them next to the matching picture and into the appropriate column on the blackboard.</li> <li>04. Subsequently they check if all the cards are in correct order.</li> <li>05. Children copy the new vocabulary (plurals) into the Dossier p. 53.</li> </ol>
<b>Teaching activity 04   Sub-topic 01: Roma-crafts and -occupations – Worksheet <i>So si le Řom</i></b>
Duration: 30 min   Skill:    ELP: Dossier
Mat./Res.: Worksheet 03, overheadprojector; overheadtransparency
<p>Note: This activity can only be done subsequently to activity 03. Preparation: Laminate and cut out picture cards of worksheet 03.</p> <ol style="list-style-type: none"> <li>01. Teacher hands out worksheet 03 <i>So si le Řom</i>.</li> <li>02. Children form pairs and try to complete the worksheet.</li> <li>03. As a check the teacher shows the filled out worksheet on the overhead projector. Sentence after sentence is controlled and if necessary corrected.</li> <li>04. Worksheet is added to the Dossier.</li> </ol>
<b>Teaching activity 05   Sub-topic 01: Roma-crafts and -occupations – <i>So kêren le Řom?</i></b>
Duration: 50 min   Skill:    ELP: Dossier
Mat./Res.: Worksheet 02
<p>Note: This activity can only be done subsequently to activity 02 or 04.</p> <ol style="list-style-type: none"> <li>01. Teacher hands out worksheet 02 <i>So kêren le Řom</i>.</li> <li>02. He/She explains the task: Answer the questions.</li> <li>03. The first example is done together. It is used as a template for the following examples.</li> <li>04. The results are compared, by the teacher reading the questions and the children reading their answers.</li> <li>05. Worksheet is added to the Dossier.</li> </ol>
<b>Teaching activity 06   Sub-topic 01: Roma-crafts and -occupations – Pantomime Roma-Occupations</b>
Duration: 30 min
<ol style="list-style-type: none"> <li>01. Children sit in a circle.</li> <li>02. Teacher explains the game: one child is in the middle of the circle; he/she pantomimes one of the occupations they learned before. The other children guess, which occupation it could be. The one who guessed right is the next to go into the middle. This goes on until every child has pantomimed.</li> <li>03. The game can start.</li> </ol>

<b>Teaching activity 07   Sub-topic 01: Roma-crafts and -occupations – Poster <i>So kêren le Ğom</i></b>
Duration: 50 min   Skill: 
Mat./Res.: Posters, pens, glue, scissors, magazines, newspapers, journals
<ol style="list-style-type: none"> <li>Children form groups of three or four.</li> <li>Every group makes a poster on the topic <i>So kêren le Ğom</i>. Before that they pick three traditional Roma-occupations that they want to present.</li> <li>Teacher hands out a poster to each group and provides them with work materials.</li> <li>Children cut pictures and texts out of the magazines and design their posters with them. They can also do drawings and write on the poster.</li> <li>The posters are presented on a wall in the classroom.</li> </ol>
<b>Teaching activity 08   Sub-topic 01: Roma-crafts and -occupations – Presentation <i>So kêren le Ğom</i></b>
Duration: 20 min   Skill: 
Mat./Res.: Posters, evt. camera evt. TV-device
<p>Note: This activity can only be done subsequently to activity 07.</p> <ol style="list-style-type: none"> <li>The group inspects the posters the groups have made before.</li> <li>Teacher asks every group to talk about their poster (at least three sentences: Which occupations did you choose and why? Which activities and features belong to these occupations? Etc.)</li> <li>Teacher can record the presentations and subsequently they watch the recordings together.</li> </ol>
<b>Teaching activity 09   Sub-topic 01: Roma-crafts and -occupations – Listening comprehension <i>Pašaj phabelin</i></b>
Duration: 20 min   Skill: 
Mat./Res.: Listening worksheet 04
<ol style="list-style-type: none"> <li>Children hear the listening comprehension <i>Pašaj phabelin</i> twice.</li> <li>Children talk about the content with the child sitting next to them.</li> <li>The listening comprehension is played again. Children are to keep one word that they don't understand in mind.</li> <li>Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them.</li> <li>Finally they listen to the text once again and discuss its content.</li> </ol>
<b>Teaching activity 10   Sub-topic 01: Roma-crafts and -occupations – Reading text <i>Pašaj phabelin</i></b>
Duration: 30 min   Skill: 
Mat./Res.: Reading worksheet 05
<p>Note: This activity can only be done subsequently to activity 09.</p> <ol style="list-style-type: none"> <li>Teacher hands out worksheet 05 <i>Pašaj phabelin</i> and the children read it quietly.</li> <li>Teacher and children talk about the content of the story.</li> <li>Teacher asks the children to underline the occupational titles in the text.</li> <li>Children tell the teacher which words they underlined; teacher writes them on the blackboard.</li> <li>They talk about the occupations that are mentioned in the text (What kind of occupation is it? Does this occupation still exist today? Which materials are used in the occupation? Etc.).</li> <li>Worksheet is added to the Dossier.</li> </ol>


**Teaching activity 11 | Sub-topic 01: Roma- crafts and -occupations – Game “Who am I?”**Duration: 30 min | Skill: 

01. Teacher asks one child to leave the classroom.
02. In the meantime the rest of the class chooses one traditional occupation. Teacher writes the name of this occupation onto a post-it.
03. The child waiting outside is asked into the classroom again.
04. Teacher sticks the post-it onto the child’s forehead, so that the child can’t see what’s written on it.
05. The child asks the other children questions that can only be answered with “yes” or “no” about himself/herself in order to find out who he/she is (e.g. Do I work with a hammer? Do I work with shoes? Do I need iron, gold, silver, willow, instruments, microphones, etc.?).
06. The group only answers with “yes” or “no”.
07. When the child has found out who he/she is, he/she can choose somebody else to leave the classroom and the game starts again.

**Teaching activity 12 | Sub-topic 01: Roma-crafts and -occupations – Job-announcement on TV**Duration: 50 min | Skill: 

Mat./Res.: Camera, TV-device, costumes, requisites

01. Teacher explains the task: You are the boss of a company and search for an employee via TV-advertisement. Pick a traditional occupation, that you present in your TV-spot.
02. Every child has about 5–10 minutes to prepare their TV-spot (teacher provides costumes and requisites).
03. Subsequently every child is filmed when performing their spot.
04. Together the group watches the recordings

**Teaching activity 13 | Sub-topic 01: Roma-crafts and -occupations – Trip “Roma-Occupations”**Duration: about 4 hrs. | Skill:  | ELP: Dossier

01. The group makes a trip to a workplace for a traditional Roma-occupation (merchant, musician, shoemaker, blacksmith, etc.) or the teacher shows a short film about one of the occupations.
02. Subsequently they discuss what they’ve seen ( what working-materials, how long until the product is finished, what’s positive about the occupation, what’s negative, ...).



**Teaching activity 14 | Sub-topic 01: Roma-crafts and -occupations – Questionnaire about the trip**Duration: 30 min | Skill: 




Mat./Res.: Questionnaire worksheet 06


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

01. Teacher hands out the questionnaire worksheet 06 *Roma-occupations*.
02. Children try to answer the questions with the child sitting next to them.
03. Subsequently the answers are compared by the children reading their results to the others.
04. Worksheet is added to the Dossier.



<b>Teaching activity 15   Sub-topic 01: Roma-crafts and -occupations – Language-Portfolio</b>
Duration: 10 min   Skill:     ELP: p. 29
Mat./Res.: Language-portfolio p. 29/Level A2
<p>Preparation: Teacher structures the checklist in the language-biography (p. 29/Level A2) as he/she prefers.</p> <ol style="list-style-type: none"> <li>01. After finishing unit 04 the teacher hands out his/her checklists.</li> <li>02. Teacher and children discuss the list point by point. Children draw a star or anything similar beside a point if they meet the requirements of it (“I can ...”). The checklists are added to the ELP (“Language biography”).</li> </ol>

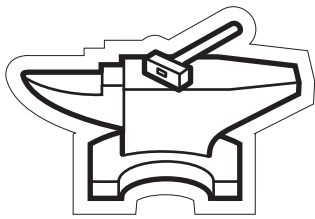
<b>Lesson plan 01   Sub-topic 01: Roma-crafts and -occupations</b>
TA-Nr.: 01   Learning objectives: Introduction to traditional Roma-occupations. Recognizing the new vocabulary and textual understanding of a short text.
Duration: 30 min   Skill:     ELP: p. 53
Mat./Res.: Cards worksheet 01
<p>Preparation: Cut out Cards (prepare word cards with plurals for later; could be too much for the children at first)</p> <ol style="list-style-type: none"> <li>01. Children sit in a circle.</li> <li>02. Teacher spreads out picture cards of worksheet 01 on the floor and announces the new topic “Roma- crafts and occupations” to the children.</li> <li>03. Teacher hands out the word cards (words in singular) to the children.</li> <li>04. Children try to find the matching picture card to their word cards and put their card there.</li> <li>05. The group brings in order the word cards that are in the wrong place.</li> <li>06. Teacher reads the words and children repeat collectively.</li> <li>07. Subsequently the new words are written to the Dossier p. 53.</li> </ol>
TA-Nr.: 09   Learning objectives: Introduction to traditional Roma-occupations. Recognizing the new vocabulary and textual understanding of a short text.
Duration: 20 min   Skill: 
Mat./Res.: Listening worksheet 04
<ol style="list-style-type: none"> <li>01. Children hear the listening comprehension <i>Pašaj phabelin</i> twice.</li> <li>02. Children talk about the content with the child sitting next to them.</li> <li>03. The listening comprehension is played again. Children are to keep one word that they don’t understand in mind.</li> <li>04. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them.</li> <li>05. Finally they listen to the text once again and discuss its content.</li> </ol>

<b>Lesson plan 02   Sub-topic 01: Job-announcement on TV</b>
TA-Nr.: 12   Learning objectives: Free speaking and describing of a Roma-occupation.
Duration: 50 min   Skill: 
Mat./Res.: Camera, TV-device, costumes, requisites
<ol style="list-style-type: none"> <li>01. Teacher explains the task: You are the boss of a company and search for an employee via TV-advertisement. Pick a traditional occupation, that you present in your TV-spot.</li> <li>02. Every child has about 5–10 minutes to prepare their TV-spot (teacher provides costumes and requisites).</li> <li>03. Subsequently every child is filmed when performing their spot.</li> <li>04. Together the group watches the recordings.</li> </ol>



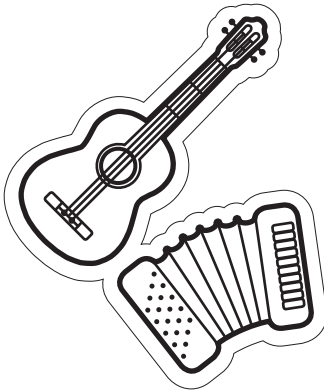
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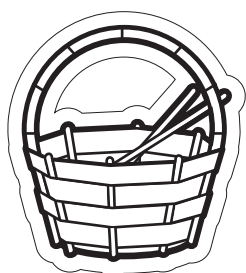
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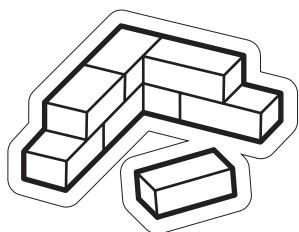
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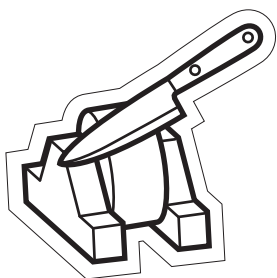
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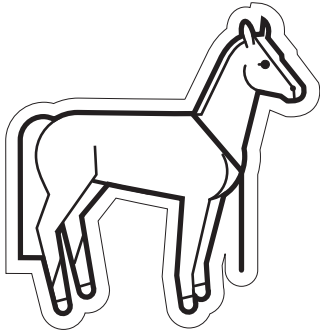
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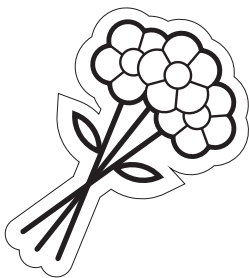
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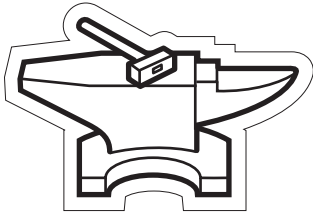
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## So kêren le Řom?



So sî von?

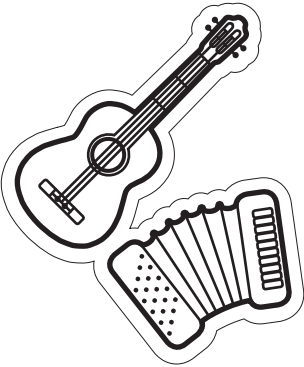
Von sî kovača.

So kêren von?

Von kêren tovera, sabje, sûrja, motike.

So trobul len pala kodja bući?

Len trobul len čokano.



So sî von?

Von sî \_\_\_\_\_.

So kêren von?

Von \_\_\_\_\_.

So trobul len pala kodja bući?

Len trobul \_\_\_\_\_.



So sî von?

Von sî \_\_\_\_\_.

So kêren von?

Von \_\_\_\_\_.

So trobul len pala kodja bući?

Len trobul \_\_\_\_\_.



So sî von?

Von sî \_\_\_\_\_.

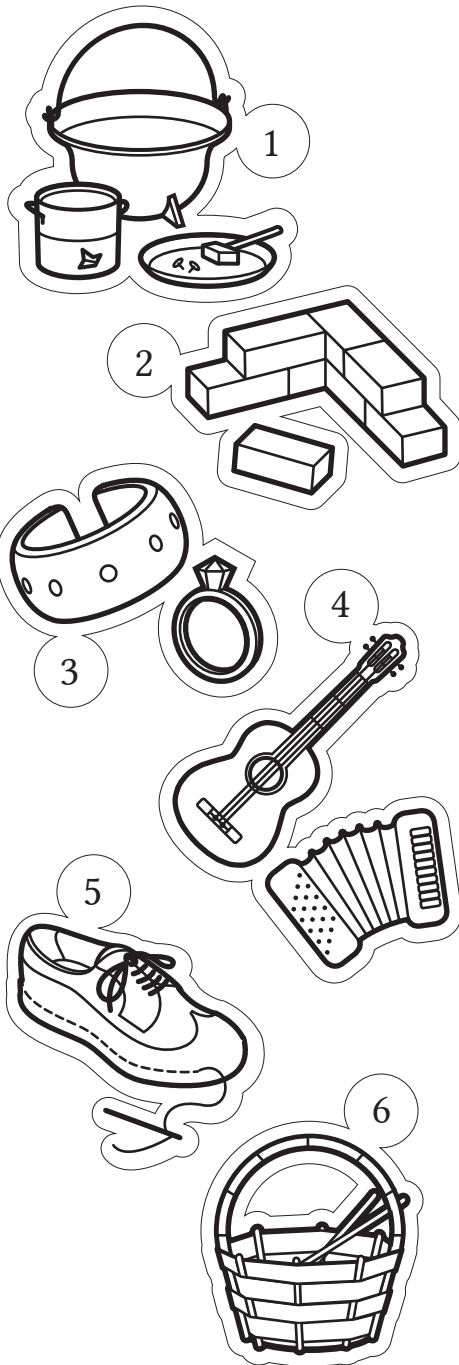
So kêren von?

Von \_\_\_\_\_.

So trobul len pala kodja bući?

Len trobul \_\_\_\_\_.

# So sî le Řom?



1. Jek Řom sî kaldêraš.

But Řom sî kaldêraš.

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

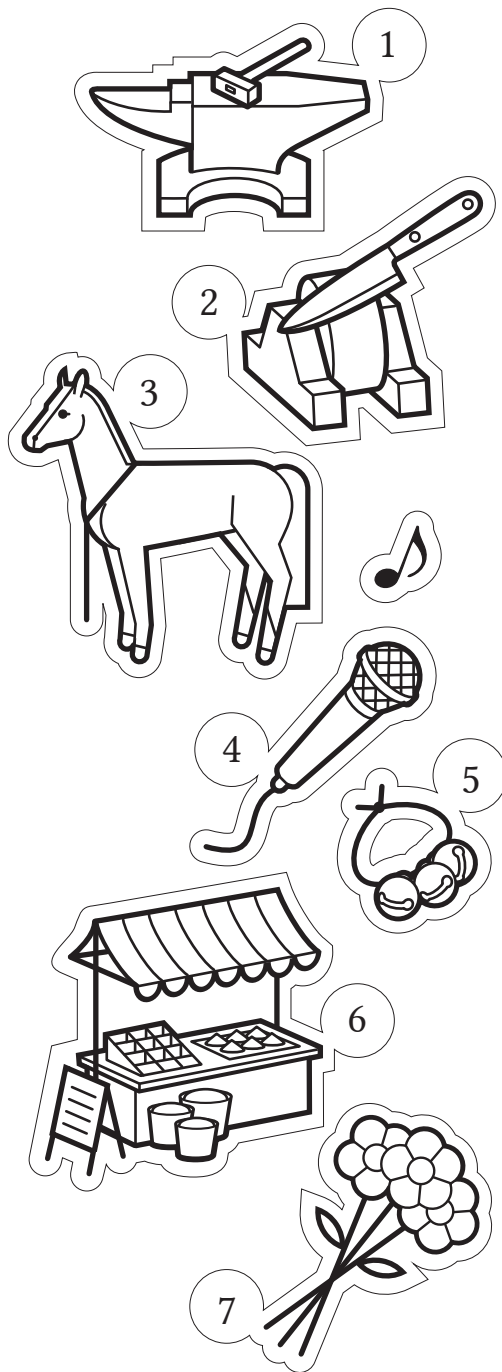
5. \_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_

\_\_\_\_\_

# So sî le Řom?



1. Jek Řom sî kovači.

But Řom sî kovača.

2. \_\_\_\_\_ .

\_\_\_\_\_ .

3. \_\_\_\_\_ .

\_\_\_\_\_ .

4. \_\_\_\_\_ .

\_\_\_\_\_ .

5. \_\_\_\_\_ .

\_\_\_\_\_ .

6. \_\_\_\_\_ .

\_\_\_\_\_ .

7. \_\_\_\_\_ .

\_\_\_\_\_ .

# Pašaj phabelin

Šaj li te des anglal?

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

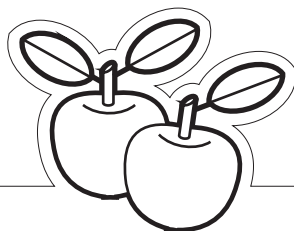
Le deja, lenas peskê dikhle, pačarenas le cîne šavořên ande lende thaj kadja thonas len te soven. Svako rjat bêšenas pašaj jag thaj ašunenas la phurja dejakê paramiča.

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

Phirenas than-thanestar palaj bući. Le muzičarja 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 košnice katar sêlćinakê řaja. Le šusterja lašarenas le šinde 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' vurdona thaj žanas maj dur pe aver thana.





Mužo anav \_\_\_\_\_

# Řomane zanatur

Savo zanato/Save zanatur dikhlan?

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Kon šaj kêrel kadi bući?

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So trobul pala kadi bući  
(materialur, alatur, mašine, ...?)

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So sas šukar?

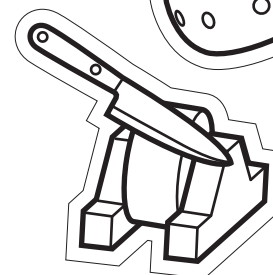
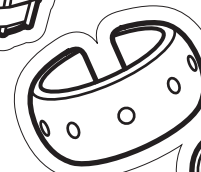
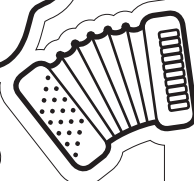
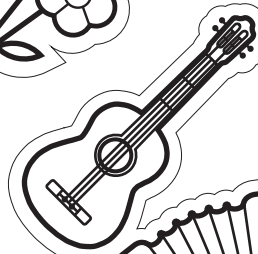
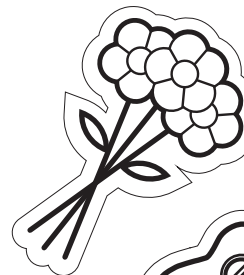
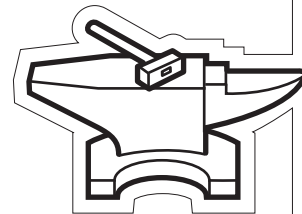
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So nas šukar?

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<b>Kalderash_Secundary_A2_eng_unit-05</b>
<b>Topic (CFR): FESTIVALS AND CELEBRATIONS</b>
<b>Sub-topic 01: Festivals and celebrations</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 a simple story that takes place on a festival or celebration, if it contains a large amount of familiar vocabulary and if there is possible visual support.</li> <li>✓ Can understand a simple story about a certain situation or experience where people gather to celebrate or commemorate.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can read and understand a simple description of a festival or the events of a festival with the help of supporting pictures.</li> <li>✓ Can read and understand simple stories about typical festivals or festival activities (e.g. preparations in the family, the most important participants, etc.), if they contain a large amount of familiar vocabulary.</li> <li>✓ Can read a simple fairytale about a festival or event, if it contains a large amount of familiar vocabulary.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can ask simple questions about festivals that are not familiar to him/her.</li> <li>✓ Can exchange simple information about how festivals are celebrated in his/her family with other pupils.</li> <li>✓ Can give simple answers to questions about a festival or celebration that is important for his/her family or community or about an other event that has recently taken place.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can give a simple description of his/her participation in a local or national festival using a number of phrases and sentences.</li> <li>✓ Can describe a special festival at his/her home using a number of phrases and sentences.</li> <li>✓ Can describe the gist of a certain festival or celebration using a number of sentences.</li> <li>✓ Can retell the gist of a story about a festival or an important event using a number of phrases and sentences.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can write simple sentences about a festival (e.g. food, clothes, conversation, etc.).</li> <li>✓ Can write simple sentences about an event in his/her family (e.g. a new baby in the family or community).</li> <li>✓ Can write simple sentences about the most important features of an event in his/her family or community based on personal experiences or as a retelling of a story or report.</li> </ul>
<b>Working with the ELP</b>	
Language biography: Activity 15	
Dossier: Teaching activity 01, 08 and 11, Teaching activity 02, worksheet 03, 05–09	

**Vocabulary | Sub-topic 01: Festivals and celebrations**

<b>Active</b>			
<i>o dařo</i>	the present	<i>o podrumo</i>	the basement
<i>o muzičari</i>	the musicians	<i>le zvučnikur</i>	the loudspeakers
<i>o gosto, le gostur</i>	the guest, guests	<i>o čučeko</i>	the belly dance
<i>e bori</i>	the bride	<i>le čare, le vasur (pl.)</i>	the dishes
<i>e khangêri</i>	the church	<i>o xabe</i>	the food
<i>e momeli</i>	the candle	<i>lel pe peste, hurjavel</i>	to dress up
<i>o deda mraz</i>	the Santa Claus	<i>e čerajin</i>	the star
<i>e parti</i>	the party	<i>e rjat</i>	the night
<i>e bonbonjera</i>	the chocolates	<i>bêšel</i>	to sit
<i>e torta</i>	the cake	<i>anglal</i>	in front (of)
<i>e luludji, le luludja</i>	the flower, the flowers	<i>e feljastra</i>	the window
<i>e djamija</i>	the mosque	<i>del o iv</i>	to snow
<i>le šařome anřê</i>	the colored eggs	<i>tristo, tužno</i>	sad
<i>le neve bëršesko koncerto</i>	the New Year Concert	<i>perel</i>	to fall
<i>o řomano festivali</i>	the Roma-Festival	<i>del pe godji</i>	to remember
<i>e čestitka</i>	the greeting card	<i>phenel</i>	to say
<i>e himna</i>	the hymn	<i>řudjil</i>	to pray
<i>le ćirve</i>	the godfathers	<i>o drago Del</i>	the God
<i>e jelka</i>	the Christmas tree	<i>pherel</i>	to fulfill
<i>le petarde</i>	the fireworks	<i>e řelja</i>	the wish
<i>le akharimaski karta</i>	the invitation card	<i>zajedno</i>	together
<i>le gada (PL)</i>	the clothes	<i>sovel</i>	to sleep
<i>e dekoracija</i>	the decoration	<i>de diminjac</i>	in the morning
<i>o xabe</i>	the food	<i>sigo</i>	quick
<i>sıdjarel</i>	to hurry	<i>prastal</i>	to run
<i>lařarel</i>	to repair	<i>xutel</i>	to jump
<i>o skamin</i>	the chair	<i>o pato</i>	the bed
<i>o astali</i>	the desk	<i>řal</i>	to walk
<i>e salveta</i>	the napkin	<i>lungo</i>	long
<i>vulil</i>	to wrap	<i>maladjol</i>	to meet
<i>e řoj, le řoja</i>	the spoon, the spoons, the cutlery	<i>baxatalo, baxtali, baxtale</i>	happy
<i>serviril</i>	to serve	<i>Řomalen!</i>	Roma!
<i>le pimata</i>	the beverages	<i>řavalen!</i>	Friends!
<i>o stereo</i>	the stereo	<i>čhavore</i>	Roma-children
<b>Passive</b>			
<i>mudarel</i>	to kill	<i>katar</i>	where from?
<i>řinel</i>	to cut, to slaughter	<i>le řavořê</i>	Roma-children
<i>mařkar lende</i>	among them	<i>i Indija</i>	India

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


**Teaching activity 01 | Sub-topic 01: Festivals and celebrations – Morning circle “Celebrating festivals”**

Duration: 30 min | Skill:  | ELP: Dossier

Mat./Res.: Picture cards worksheet 01

- Preparation: Laminate and cut out picture cards worksheet 01.
01. Children sit in a circle.
  02. Teacher announces the new topic “Festivals and Celebrations”.
  03. He/She asks the children which festivals they know and celebrate.
  04. Teacher hands out the picture cards and asks every child what is on his/her card and for which festival the symbol is important.
  05. Children answer and pin their cards to the blackboard.
  06. Subsequently the new words for the symbols on the cards are copied to the Dossier p. 53 (teacher writes them on the blackboard).

**Teaching activity 02 | Sub-topic 01: Festivals and celebrations – Picture story about a festival**

Duration: 40 min | Skill:  | ELP: Dossier

Mat./Res.: Picture cards worksheet 01





- Preparation: Laminate and cut out picture cards worksheet 01.  
Note: This activity can only be done subsequently to activity 01. For children that can already read and write (3rd or 4th grade primary).
01. Teacher pins the picture cards *o akharimos, e parti, le gostujur, e torta, le dařur* of worksheet 01 to the blackboard.
  02. He/She asks the children to write a story based on these pictures (Time: 15–20 minutes, 4–8 sentences).
  03. Subsequently the children read their stories to the class.
  04. Teacher collects the stories to check the spelling.
  05. When the children get their corrected stories back in the following teaching unit, they add it to the Dossier





**Teaching activity 03 | Sub-topic 01: Festivals and celebrations – Listening comprehension *Le gostur aven***






Duration: 30 min | Skill: 




Mat./Res.: Listening worksheet 02, audio-device

01. Children hear the listening comprehension *Le gostur aven* twice.
02. Children talk about the content with the child sitting next to them.
03. The listening comprehension is played again. Children are to keep one word that they don’t understand in mind.
04. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them.
05. Finally they listen to the text once again and discuss its content.

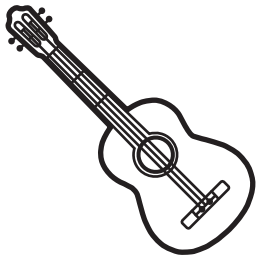
<b>Teaching activity 04   Sub-topic 01: Festivals and celebrations – Form-oriented Reading <i>Le gostur aven</i></b>
Duration: 30 min   Skill:    ELP: Dossier
Mat./Res.: Reading worksheet 03
<p>Note: This activity can only be done subsequently to activity 03.</p> <ol style="list-style-type: none"> <li>Teacher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

<b>Teaching activity 08   Sub-topic 01: Festivals and celebrations – Textual Reading <i>Le Djemoski čerajin</i></b>
Duration: 20 min   Skill:    ELP: Dossier p. 53
Mat./Res.: Reading worksheet 05
<p>Note: This activity can only be done subsequently to activity 07.</p> <ol style="list-style-type: none"> <li>01. Teacher hands out the worksheet 05 <i>Le Djemoski čerajin</i> and the children read it quietly.</li> <li>02. Children talk about the content with the child sitting next to them.</li> <li>03. Children read the text again and talk about the content with another child (What is the gist?, What is the text about?).</li> <li>04. The couples are to tell one word that they don't understand to the teacher.</li> <li>05. Teacher writes the words on the blackboard and translates them.</li> <li>06. Children finally read the text once again for better understanding.</li> </ol>
<b>Teaching activity 09   Sub-topic 01: Festivals and celebrations – Questionnaire <i>Le Djemoski čerajin</i></b>
Duration: 20 min   Skill: 
Mat./Res.: Questionnaire worksheet 06
<p>Note: This activity can only be done subsequently to activity 07 or 08.</p> <ol style="list-style-type: none"> <li>01. Teacher hands out questionnaire worksheet 06 <i>Le Djemoski čerajin</i>.</li> <li>02. Children try to answer the questions with the child sitting next to them.</li> <li>03. Subsequently the children compare their answers by reading them to the group.</li> <li>04. Worksheet is added to the Dossier.</li> </ol>
<b>Teaching activity 10   Sub-topic 01: Festivals and celebrations – Circle <i>E řomaji himna</i></b>
Duration: 30 min   Skill: 
Mat./Res.: Audio-device
<p>Preparation: Choosing a version of the song <i>Gelem, gelem</i> (there are many versions).</p> <ol style="list-style-type: none"> <li>01. Children sit in a circle.</li> <li>02. Teacher tells the children about Roma-Day (What is it?, Why is it celebrated?, Is there a hymn?, etc.).</li> <li>03. Teacher presents the hymn of the Roma and the children listen to it once.</li> <li>04. Teacher and children talk about the content.</li> </ol>
<b>Teaching activity 11   Sub-topic 01: Festivals and celebrations – Reading <i>Gelem, gelem</i></b>
Duration: 30 min   Skill:    ELP: Dossier p. 53
Mat./Res.: Reading worksheet 07
<p>Note: This activity can only be done subsequently to activity 10.</p> <ol style="list-style-type: none"> <li>01. Teacher hands out the worksheet 07 <i>Gelem, gelem</i> and the children read it quietly.</li> <li>02. Children talk about the content with the child sitting next to them.</li> <li>03. Children read the text again and talk about the content with another child (What is the text about?).</li> <li>04. Couples are to tell one word that they don't understand to the teacher.</li> <li>05. Teacher writes the words on the blackboard and translates them.</li> <li>06. Children finally read the text once again for better understanding.</li> <li>07. Subsequently the new words are copied to the Dossier p. 53 and the sheets added to the Dossier.</li> </ol>

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

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

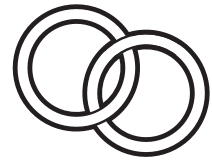




le muzičarja



le gostur



e bori



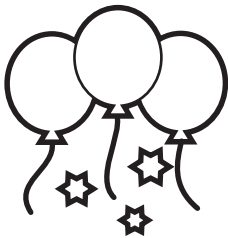
e khangêri



e momeli



o deda mraz



e parti



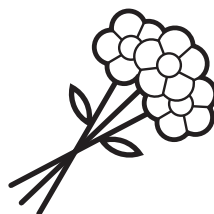
le dařur



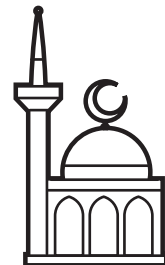
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e torta



le luludja



e djamija



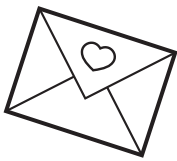
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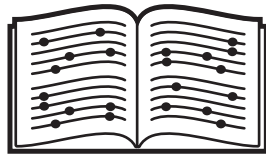
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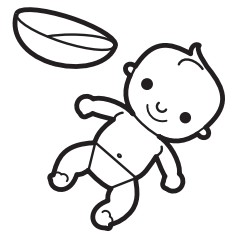
o Ŗomano  
festivali



e čestitka



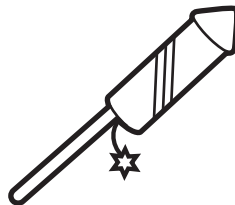
e himna



le ćirve



e jelka



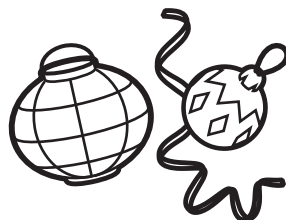
le petarde



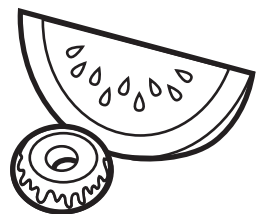
le akhari-  
masko lil



le buća



e dekoracija



o xabe

## Le gostur aven

- Dad: Ajde sîdjaren, maj xancî taj kam aven amare gostur.
- Dej: Dragano, ajde lašar tu le skamina taj o astali aj tu Mico, ža le le salvete taj vulisar lenca le řoja taj me ka lašarav maj palal le čare.
- Dejan: Mamo, akê tukê le pimata kaj mangljan te ćinav len. Trobul te ažutiv tu maj vareso?
- Dej: Ža muřo šavo, an-ta o stereo taj ža i ando podrumo, kotar an i le le zvućnikur.
- Dejan: Akana žav mamo taj anav sja haj palal ka mêkav tukê jek kolo.
- Dad: Řomnije, me sja lašardem. Akana tu lašar le čare taj o xabe aj me žav te urjava(v) ma.
- Dej: Miřto-j, sja sî gata. Ajde šavořalen i tume žan, urjaven tumen. Akana kam arêsen i amare gostur.





Mužo anav \_\_\_\_\_

## Le Djemoski čerajin

Sas thaj sas jek cino šavožo. Lesko anav sas Djemo. E rjat angla o krečuno bêšlo lo anglal feljastra haj dikhêlas peskê sar del o iv. Vov sas desja tužno, kê lesko dad musaj sas te žal pe bući vi krečune. Sar so dikhêlas paj feljastra, sama lja sar pa čeri perel jek čerajin. Anda jek dja pe vo godji, so phendja leskê lesko papo: „Mužo šavo, kana dikhêsa jek čerajin sar perel pa čeri, te řudjis le svîntone Devlestar, te pherel tukê jek želja.“ Le Djemoski želja sas, te del so maj baro iv, te lesko dad ašel krečune khêre, te naštil te žal pe bući!

Anda kodja phandadja o Djemo peskê jakha thaj řudjisardja le Devles, te del so maj baro iv, kerčune te daštil te avel zajedno peskê dadesa. Kodola željasa gêlo-tar o Djemo thaj dja pe tele.

De diminjac, kana uštilo pa pesko than, anda jek dikhêl paj feljastra: Avri sî baro iv. Prastandoj del ande peskê dadeski thaj peska dakî soba. Kana dikhêl: Lesko dad taj leski dej soven kote. Barja lošasa xutel ande lengo pato. Phenel: „Juiiii, e čerajin pherdja muři želja. O krečuno kam slavis amen zajedno!“

Mužo anav \_\_\_\_\_

# Le Djemoski čerajin

Des tu godji?

1) So kêrelas o Djemo e rjat angla o krečuno?

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2) So pecisajo kodja rjat?

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3) So phendja leskê lesko papo?

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4) Savi želja sas le Djemos?

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5) So avilo o aver djes de diminjac?

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# Gelem, Gelem

## 1. Strofa:

Gelem, gelem lungone dromenca,  
maladjilem baxtale Řomenca.  
Gelem, gelem lungone dromenca,  
maladjilem baxtale Řomenca.

## Refreni:

Ahaj Řomalen, ahaj řavalen,  
Ahaj Řomalen, ahaj řavalen.

## 2. Strofa:

Sas i man bari familija,  
mudardja la e kali legija.  
Savořên řindja i Řomnjan i Řomen,  
mařkar lende i cîne řavořên.

## Refreni:

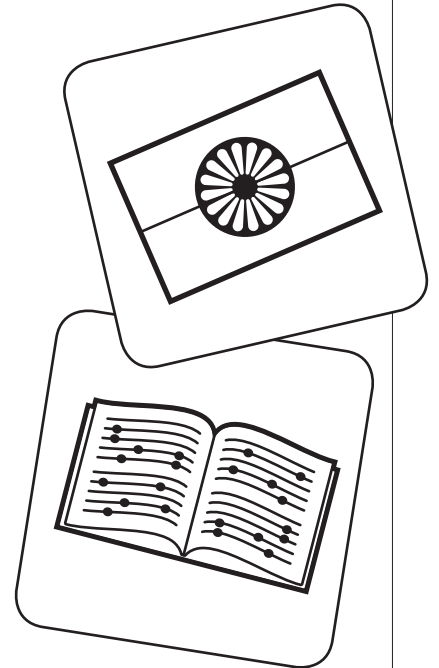
Ahaj Řomalen, ahaj řavalen,  
Ahaj Řomalen, ahaj řavalen.

## 3. Strofa:

Ahaj Řomalen, katar tumen aven?  
Katar aven Řomalen, řavalen?  
Amen avas katar e Indija!  
Sja le Řom sam bari familija!

## Refreni:

Ahaj Řomalen, ahaj řavalen,  
Ahaj Řomalen, ahaj řavalen.



# Muži maj drago slava

abjav

krečuno

bijando djes

patradji

djurdjevdan

řomano djes

xabe	dařur
muzika	buća
familija	bori
momeli	bakro
torta	gostija

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# Reportaža „Sar slavin tumen?“

1. Slavis li slave taj bare djesa?

Me slaviv.

Me či slaviv.

2. Save slave taj bare djesa slavil či familja thaj tu?

Ame slavis, o djurdjevdan, e patradji, abjava,

o nevo bêrš, ...

3. Savo sî čiro maj drago baro djes taj čiri maj drago slava?

Me maj but kamav te slaviv mužo bijando djes,

o kerčuno, o djurdjevdan, o nevo bêrs, ...

4. Sostar sî tukê kodo čo maj drago baro djes?

Anda kodja kê dobiv dařur, e sasti familja čidel pe,

sî but diferentni xamata taj guglimata, urjava(v)

man šukares, šaj te ašunav mangê glasno muzika,

šaj te khêlav, ...

5. Sar slavil pe kodo baro djes vaj kaća slava tumende khêre?

Amen slavis amende ando vonungo, kaj mami, ka o papo, ando birto,

ande sala, ...

Muři dej kêrel o xabe, le torte,

Maj anglal žas ande khangêri, ande djamija, ande sinagoga, ...

Palal aven le gostur (e mami, o papo, e bibi, o kako, le phraleskê šavořê,

drugarur, ...)






Mêkas muzika, djilabas, khêlas, dobis dařur, ...



*„Slavis li  
slave taj bare  
djesa?“*












<b>Kalderash_Secundary_A2_eng_unit-06</b>
<b>Topic (CFR): AT SCHOOL</b>
<b>Sub-topic 01: At school</b> <b>Sub-topic 02: After school</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 instructions given in class or on the playground.</li> <li>✓ Can understand basic information about class time, school holidays, visits to the doctor, changes in course of action/dates etc.</li> <li>✓ Can understand topics on a general basis, if they are presented and explained understandably in class.</li> <li>✓ Can understand information that must be transferred to the parents.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can read and understand texts about school, if they contain a large amount of familiar or recently acquired vocabulary.</li> <li>✓ Can read simple stories about Roma-children in school, if they are age appropriate and contain a large amount of familiar vocabulary.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can use a number of phrases and sentences to describe what he/she watches on TV, how he/she does his/her homework after school and what he/she does at home.</li> <li>✓ Can generally maintain a conversation with another pupil in class when working on a task together (e.g. drawing a picture, making a model, doing an exercise, etc.).</li> <li>✓ Can explain a situation (e.g. an argument with another pupil) with given support by the teacher.</li> <li>✓ Can tell the parents in a simple way about events and situations that took place at school.</li> <li>✓ Can answer simple questions and tell his/her parents why he/she likes school and what he/she learns there.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can use a number of phrases and sentences to describe what he/she watches on TV, how he/she does his/her homework after school and what he/she does at home.</li> <li>✓ Can describe what he/she did at school, what he/she likes best about school, what he/she has to do as a homework and what his/her favorite sport is to his/her family or community members using a number of phrases and sentences.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can write very short texts about the classroom or other pupils in class.</li> <li>✓ Can write very short texts about a topic recently covered in class.</li> <li>✓ Can write very short texts about an aspect of Roma lifestyle or their history as part of a project.</li> <li>✓ Can write a short letter to a family member or a friend about the classroom or an other pupil in class.</li> </ul>
<b>Working with the ELP</b>	
Language biography: Teaching activity 15	
Dossier: Teaching activity 02 + 05, My new vocabulary, worksheet 02, 04–09, Dossier	

Vocabulary   Sub-topic 01: At school			
Active			
<i>kêrel svato</i>	to speak	<i>purano, purani, puraneo</i>	old
<i>del godji</i>	to remember	<i>o bov</i>	the oven
<i>e konferencija</i>	the conference	<i>taćol (intr.)</i>	to warm up, to heat
<i>del gata</i>	to quit	<i>o kaš(t), le kašt(a)</i>	the wood, the tree, the trees
<i>e nastava</i>	the lesson	<i>o taćarimos</i>	the heating
<i>adjes</i>	today	<i>adjes</i>	today
<i>bistrel</i>	to forget	<i>svako djes</i>	every day
<i>teljarel</i>	to start	<i>ćiravel</i>	to cook
<i>e škola</i>	the school	<i>anel</i>	to bring
<i>muři škola</i>	my school	<i>razno</i>	various
<i>anglal</i>	before	<i>o čajo</i>	the tea
<i>del andrê</i>	to walk in	<i>pařuvel</i>	to swap
<i>andrê</i>	inside	<i>o gav</i>	the village
<i>e stepenica, le stepenice</i>	the step, the steps	<i>muři klasa</i>	my class
<i>e stîngo rig</i>	left	<i>opisil</i>	to describe
<i>e čači rig</i>	right	<i>o drugari</i>	the friend
<i>o (v)udar</i>	the door	<i>e drugarica</i>	the friend (f)
<i>e luludji, le luludja</i>	the flower, the flowers	<i>o lil</i>	the letter
<i>kana</i>	if, when	<i>anglal, maj anglal</i>	formerly
<i>o lavabo</i>	the sink	<i>pušel</i>	to ask
Vocabulary   Sub-topic 02: After school			
Active			
<i>palaj škola</i>		after school	
<i>e televizija</i>		the TV	
<i>khêre</i>		at home	
<i>del perdal</i>		to submit	

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

<b>Teaching activity 01   Sub-topic 01: At school – Listening comprehension Adjes das gata e škola maj anglal</b>
Duration: 20 min   Skill: 
Mat./Res.: Listening worksheet 01, audio-device
<ol style="list-style-type: none"> <li>01. Children hear the listening comprehension <i>Adjes das gata e škola maj anglal</i> (worksheet 01) twice.</li> <li>02. Children talk about the content with the child sitting next to them.</li> <li>03. The listening comprehension is played again. Children are to keep one word that they don't understand in mind.</li> <li>04. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them.</li> <li>05. Teacher and children discuss the content of the story.</li> <li>06. Finally they listen to the text once again.</li> </ol>
<b>Teaching activity 02   Sub-topic 01: At school – Reading Adjes das gata e škola maj anglal 1</b>
Duration: 30 min   Skill:    ELP: Dossier p. 53
Mat./Res.: Reading worksheet 02
<ol style="list-style-type: none"> <li>01. Teacher hands out worksheet 02 <i>Adjes das gata e škola maj anglal</i> and asks one child to read the first section.</li> <li>02. Together they discuss the content of the first section; Teacher writes new words on the blackboard and translates them.</li> <li>03. Same procedure for the following sections of the text until the whole text is read and all new words are on the blackboard.</li> <li>04. Children copy all the new words in their Language-portfolio (p. 53) and add the sheet to the Dossier.</li> </ol>
<b>Teaching activity 03   Sub-topic 01: At school – Hörtext Adjes das gata e škola maj anglal 2</b>
Duration: 30 min   Skill:    ELP: Dossier
Mat./Res.: Reading worksheet 02
<p>Note: This activity can only be done subsequently to activity 02.</p> <ol style="list-style-type: none"> <li>01. Children take the text <i>Adjes das gata e škola maj anglal</i> (worksheet 02) out of the Dossier.</li> <li>02. They form pairs and try to answer the questions together.</li> <li>03. Subsequently they read their answers to the class; Teacher writes them on the blackboard as a check.</li> <li>04. Worksheet is added to the Dossier.</li> </ol>
<b>Teaching activity 04   Sub-topic 01: At school – Listening comprehension Muři škola ando gav</b>
Duration: 20 min   Skill:    ELP: Dossier
Mat./Res.: Listening worksheet 03, audio-device
<ol style="list-style-type: none"> <li>01. Children hear the listening comprehension <i>Muři škola ando gav</i> (worksheet 03) twice.</li> <li>02. Children talk about the content with the child sitting next to them.</li> <li>03. The listening comprehension is played again. Children are to keep one word that they don't understand in mind.</li> <li>04. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them.</li> <li>05. Teacher and children discuss the content of the story.</li> <li>06. Finally they listen to the text once again.</li> </ol>

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


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

**Teaching activity 13 | Sub-topic 01: At school – *Muři škola ando gav***Duration: 15 min | Skill:  | ELP: Dossier


Mat./Res.: Worksheet 09

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

01. Teacher hands out worksheet 09 *Muři škola ando gav*.
02. He/She asks the children to read the task and together they discuss it: Find the errors in the text.
03. With a partner the children try to find all the errors.
04. As a check the children say the wrong word and the right word and the teacher writes them on the blackboard.
05. The worksheet is added to the Dossier.

**Teaching activity 14 | Sub-topic 02: After school – Guided Speaking *So kêres khere***Duration: 30 min | Skill: 





01. Children sit in a circle.
02. Teacher talks about his/her activities after school (eating, watching TV, housework, correcting exercises, ...)
03. After that he/she asks the children to talk about their activities after school.
04. Teacher corrects sentences and spelling if necessary, so the children can practice the correct clause positions.

**Teaching activity 15 | Sub-topic: all – Language-portfolio**Duration: 10 min | Skill:   | ELP: p. 33

Mat./Res.: Language-portfolio p. 33/Level A2

Preparation: Teacher structures the checklist in the language-biography (p. 33/Level A2) as he/she prefers.

01. After finishing unit 06 the teacher hands out his/her checklists.
02. Teacher and children discuss the list point by point. Children draw a star or anything similar beside a point if they meet the requirements of it (“I can ...”).
03. The checklists are added to the ELP (“Language biography”).

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

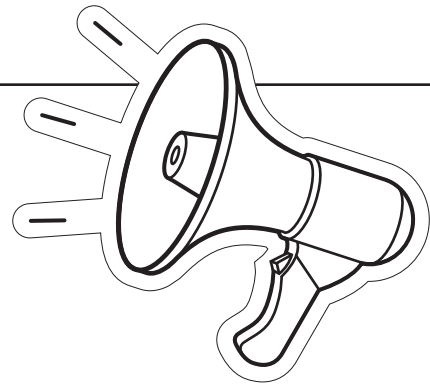
## Adjes das gata e škola maj anglal

Šavalen thaj šejalen! Kate kêrel svato tumaro direktori.  
Kamav te dav tumen godji, kê adjes sî amen konferencija.

Anda kodja das gata adjes e škola ka l' 12 časur.

I kodja na bistren: tehara teljarel amaři škola ka 'l

9 časur taj na ka l' 8 časur! Najis tumengê!



Šaj te des anglal?

1) Kon kêrel svato?

\_\_\_\_\_

2) Kana del pe gata e škola?

\_\_\_\_\_

3) Sostar den gata e škola maj anglal?

\_\_\_\_\_

4) Kana teljarel lengi škola tehar o djes?

\_\_\_\_\_



# Muři škola ando gav

Muři škola sas ando gav. Maj anglal so desas andrê sas trin vaj štar stepenice. Pe stîngo rig thaj i pe čači rig le vudareski sas luludja. Kana desas andrê ande muři klasa, odma pe čacî rig sas o lavabo taj ek purano bov. Ivende tačosas pe l' kašt. Nas amen tačarimos sar kaj sî adjes ande l' škole. Svako djes ćiravasas amengê čajo po purano bov. Sja le učenikur anenas fjal de fjal čajo haj me pařuvavas lenca. Či jeg data či kam bistrav muři cînoři škola ando gav.

# My school in the village

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

## Muři škola ando gav

Muři škola sas ando gav. Maj anglal so desas andrê sas trin vaj štar stepenice. Pe stîngo rig thaj i pe čacı rig le vudareski sas luludja.

Kana desas andrê ande muři klasa, odma pe čacı rig sas o lavabo taj ek purano bov. Ivende tačosas pe l' kašt. Nas amen tačarimos sar kaj sî adjes ande l' škole.

Svako djes ćiravasas amengê čajo po purano bov. Sja le ućenikur anenas fjal de fjal čajo haj me pařuvavas lenca. Či jeg data či kam bistrav muři cînoři škola ando gav.



*„Či jeg data či kam bistrav  
muři cînoři škola ando gav.“*

Mužo anav \_\_\_\_\_

# Muři škola ando gav

Šaj te des anglal?

1) Kaj sas e škola?

\_\_\_\_\_

2) So sas pe stîngo rig taj pe čači rig le vudareski?

\_\_\_\_\_

3) So sas ande klasa odma pe čači rig?

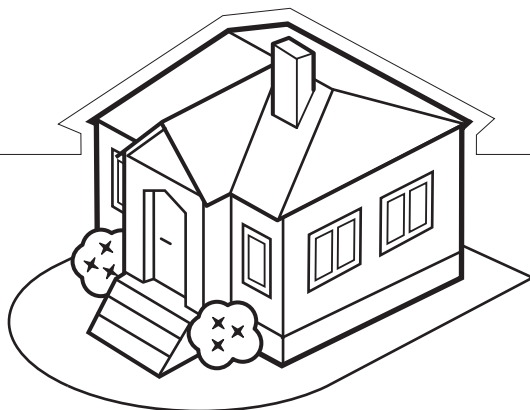
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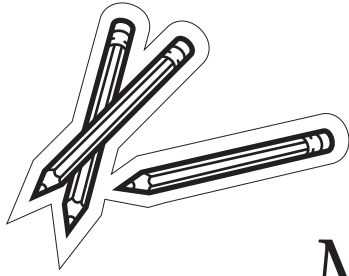
4) Sar tačonas ivende?

\_\_\_\_\_

5) So kêrenas svako djes?

\_\_\_\_\_





Mužo anav \_\_\_\_\_

# Muři klasa

1) Cirtosar ćiri klasa!

2) Šaj te opis is ćiri klasa?

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Mužo anav \_\_\_\_\_

# Mušo drugari/muři drugarica

Ramosar ćirja mamjakê vaj ćire paposkê lil.

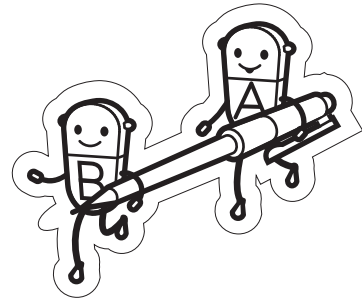
Opisosar ćire maj laše drugares vaj ćirja maj laša drugarica!



me  
&

mužo  
drugari

# E škola maj anglal



- 1) Ramosar so žanes pa će dadeski vaj pa ća daki škola.

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- 2) Puś će dades vaj ća da pa lengi škola (Kaj sas e škola, dali sas dur, sar sas le sîcaritorja, so sas lašo, ...) thaj ramosar so žanes akana pa lengi škola.

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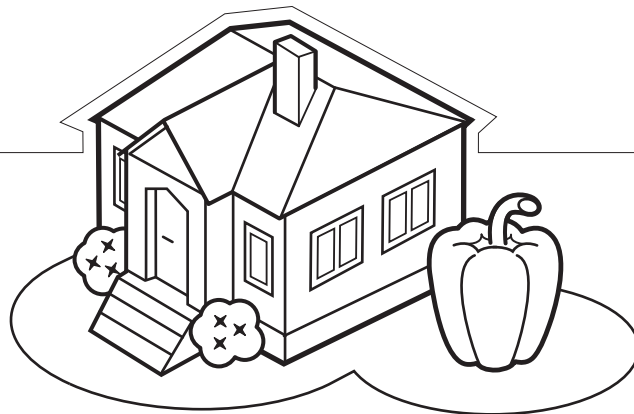
# Muři škola ando gav

## Čitosar e paramiči taj arakh le doša!






Muři škola sas ando foro. Maj anglal so desas andrê,  
sas trin vaj štar kašt. Pe stingo rig taj pe čači rig le  
vudareski sas pipêrč.

Kana desas ande muři klasa, odma pe stingo rig sas o  
lavabo taj jek purano šifonjeri. Ivende tačasas pe  
l' kašt. Nas amen tačarimos sar kaj sî adjes ando bazeno.

Svako djes ćiravasas amengê pe purano bov grašako.  
Sja le učenikur anenas fjal de fjal čajo aj me pařuvavas  
lenca. Či jeg data či kam bistrav muři cinoři škola  
ando foro.






<b>Kalderash_Secundary_A2_eng_unit-07</b>
<b>Topic (CFR): TRANSPORT AND TRAVEL</b>
<b>Sub-topic 01: Transport</b> <b>Sub-topic 02: Travel</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 references to means of transport, that are mentioned in class, in stories and in other lectured texts.</li> <li>✓ Can understand references in legends and stories to means of transport used by the Roma-community.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can read and understand the gist of a short text about transport or traveling.</li> <li>✓ Can read and understand the gist of a short text about migration and its effect on children.</li> <li>✓ Can read and understand the gist of a legend or story about traveling.</li> <li>✓ Can read and understand the gist of a short description of occupations that cause Roma to travel.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can answer basic questions about how he/she likes to travel.</li> <li>✓ Can talk about his/her traveling experiences.</li> <li>✓ Can ask other pupils about their traveling experiences.</li> <li>✓ Can ask and answer questions about traveling with the family.</li> <li>✓ Can ask other pupils about their experiences with traveling and can answer questions about his/her own experiences.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can describe his/her daily way to school using a number of phrases and sentences.</li> <li>✓ Can name and describe various means of transport (e.g. car, truck, bus, bike, etc.).</li> <li>✓ Can describe the importance of traveling for Roma-families (in past and present) using a number of phrases and sentences.</li> <li>✓ Can give a short report about a journey using dolls.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can write very short texts about various means of transport, if necessary using a textbook.</li> <li>✓ Can write sentences about a familiar route (e.g. way to school).</li> <li>✓ Can write short, simple texts about his/her family, every-day life, etc.</li> <li>✓ Can write a short text (postcard, e-mail, etc.) about an experience while traveling with his/her family.</li> </ul>
<b>Working with the ELP</b>	
Language biography: Teaching activity 15	
Dossier: Worksheet 02, 04–07, 09, 10 and 15, Dossier, Teaching activity 01, 09 My new vocabulary	



Vocabulary   Sub-topic 01: Transport			
Active			
<i>le grastesko vurdon</i>	the carriage	<i>o piloto</i>	the pilot
<i>o vurdon</i>	the car	<i>o helikopteri</i>	the helicopter
<i>o aviono</i>	the plane	<i> زال</i>	to go
<i>o vozo</i>	the train	<i>ande škola</i>	at school
<i>e motorcikla</i>	the motorcycle	<i>prvo; angluno, angluji</i>	first
<i>o tramvajo</i>	the tram	<i>telal</i>	by foot
<i>le tramvajosa</i>	by tram	<i>ži ka, ži kaj</i>	until
<i>o metro</i>	the metro	<i>palal, maj palal</i>	then, after that
<i>le metrosa</i>	by metro	<i>sode?</i>	how much?
<i>e bicikla</i>	the bike	<i>e stanica, le stanice</i>	the station, the stations
<i>o autobuso</i>	the bus	<i>huljel</i>	get off
<i>le autobusosa</i>	by bus	<i>ile (kurkêski, ŝoneski...) karta</i>	the (weekly-, monthly-) ticket
<i>o karavano</i>	the caravan	<i>savi, savo</i>	which?
<i>e vjaŝta, le vjaŝtur</i>	the news	<i>dur</i>	far
<i>e redakcija</i>	the editorial team	<i> زال maj dur</i>	to keep going, to extend
<i>upozoril</i>	to warn	<i>e vrjama</i>	the time, the weather
<i>o ŝoferi</i>	the driver	<i>sode vrjama?</i>	how much time? how long?
<i>lel sama</i>	to watch out	<i>trobul</i>	to need
<i>o drom</i>	the path, the street	<i>Blago tukê!</i>	“Lucky you!”
<i>o drom karing</i>	the path, the street to	<i>mangê</i>	me
<i>o kilometari</i>	the kilometer	<i>jek dopaŝ ĉaso</i>	half an hour
<i>e prikolica</i>	the trailer	<i>arêsel</i>	to arrive
<i>o kamiono</i>	the truck	<i>ramol</i>	to write
<i>e phabaj, le phabaja</i>	the apple, the apples		
Vocabulary   Sub-topic 02: Travel			
Active			
<i>paŝa</i>	next to	<i>mangê</i>	me
<i>bêŝel</i>	to sit	<i>ĉi žanel</i>	to not know
<i>o gav</i>	the village	<i>puŝel</i>	to ask
<i>o foro</i>	the city	<i>ĉi trobul</i>	to not need
<i>sikavel</i>	to show	<i>lako</i>	her, their
Passive			
<i>o dujto anav</i>	the last name	<i>o strêjino them</i>	abroad
<i>kêrel svato</i>	to speak	<i>anda, andaj</i>	from
<i>loŝal</i>	to be glad	<i>joŝ; maj</i>	yet
<i>o baleto</i>	the ballet	<i>sja</i>	all
<i>o hobi</i>	the hobby	<i>opisol, opisil</i>	describe
<i>pecil pe</i>	to occur	<i>e gêrmada, le gêrmade</i>	the pile(s)
<i>o trajo</i>	the living		

<b>Grammar</b>
<b>Active</b>
Forming clauses, clause position present tense   Forming clauses, clause position perfect tense

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

<b>Teaching activity 04   Sub-topic 01: Transport – Questionnaire <i>Le vjaštur anda radio</i></b>
Duration: 30 min   Skill:    ELP: Dossier
Mat./Res.: Questionnaire worksheet 06
<p>Note: This activity can only be done subsequently to activity 03.</p> <ol style="list-style-type: none"> <li>Teacher hands out the worksheet 06 <i>Le vjaštur anda radio</i> and explains the task: Try to answer the questions with the child sitting next to you.</li> <li>Children have 10–15 min to answer the questions.</li> <li>Subsequently the children read their answers to the class and the teacher writes them on the blackboard as a check.</li> <li>Worksheet is added to the Dossier.</li> </ol>
<b>Teaching activity 05   Sub-topic 02: Travel – Reading <i>Muři nevi drugarica</i></b>
Duration: 20 min   Skill:    ELP: Dossier p. 53
Mat./Res.: Worksheet 02
<ol style="list-style-type: none"> <li>Teacher hands out the text <i>Muři nevi drugarica</i> (worksheet 02) and asks one child to read the first section.</li> <li>Together they discuss the content of the first section; Teacher writes new words on the blackboard and translates them.</li> <li>Same procedure for the following sections of the text until the whole text is read and all new words are on the blackboard.</li> <li>Children copy all the new words in their Language-portfolio (p. 53) and add the sheet to the Dossier. Recommendation: The story works well for the children to deal with their own history of migration (if existing), e.g in a discussion. Teacher can ask the children: “How was it for you to leave your home country? Was it hard for you to learn the language of the new country? Who helped you? How did you learn the new language? Etc.” The information about the migration history of the children and their language learning experiences can be applied to the Romani-lessons.</li> </ol>
<b>Teaching activity 06   Sub-topic 02: Travel – Gap text <i>Muři nevi drugarica</i></b>
Duration: 30 min   Skill:    ELP: Dossier
Mat./Res.: Gap text worksheet 07
<p>Note: This activity can only be done subsequently to activity 05.</p> <ol style="list-style-type: none"> <li>Teacher hands out the gap text <i>Muři nevi drugarica</i> (worksheet 07) and explains the task.</li> <li>Children have 10–15 min to fill out the gap text.</li> <li>Subsequently every child reads one sentence and says the word in the gap additionally once again.</li> <li>Teacher writes the gap words on the blackboard, so the children can compare their results.</li> <li>Worksheet is added to the Dossier.</li> </ol>
<b>Teaching activity 07   Sub-topic 02: Travel – Morning circle “Vacation”</b>
Duration: 30 min   Skill: 
<ol style="list-style-type: none"> <li>Children sit in a circle.</li> <li>Teacher presents the topic “My last vacation”, by talking about his/her last vacation (Where have you been? How did you travel? How long did the journey take? Where there border checks? Etc.).</li> <li>Subsequently he/she asks the children to talk about their last vacation (Focus on: means of transport and connected things like routes, passports, border checks, etc.).</li> <li>Children try to answer in short sentences or phrases (free speaking without corrections by the teacher).</li> </ol>

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

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

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

**Teaching activity 09 | Sub-topic 01: Transport – Dialogue *Žas ande škola***Duration: 30 min | Skill:   | ELP: Dossier p. 53

Mat./Res.: Dialogue worksheet 09

Note: This activity can only be done subsequently to activity 08.

01. Teacher hands out the text *Žas ande škola* (worksheet 09) and asks one child to read the first sentence.
02. Together they discuss the content of the first sentence; Teacher writes new words on the blackboard and translates them.
03. Same procedure for the following sentences of the text until the whole text is read and all new words are on the blackboard.
04. Children copy all the new words in their Language-portfolio (p. 53) and add the sheet to the Dossier.

**Teaching activity 10 | Sub-topic 01: Transport – Gap text *Žas ande škola***Duration: 20 min | Skill:  | ELP: Dossier

Mat./Res.: Worksheet 10

Note: This activity can only be done subsequently to activity 09.

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

**Teaching activity 11 | Sub-topic 01: Transport – Puzzle *Žas ande škola***Duration: 20 min | Skill: 

Mat./Res.: Puzzle worksheet 11

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

Preparation: Print worksheet 11 and cut out one dialogue for each couple and put it into an envelope.

01. Children form couples; every couple gets an envelope.
02. The children have about 10 min to solve the text puzzle.
03. Subsequently, as a check, one of the couples reads the text they put together to the class.
04. Teacher collects the envelopes again.


**Teaching activity 12 | Sub-topic 01: Transport – Card game “Transport”**Duration: 30 min | Skill: 

Mat./Res.: Picture cards worksheet 01

Note: This activity can only be done subsequently to activity 08–12.

Preparation: Laminate and cut out picture- and word cards (worksheet 01).

01. Children sit in a circle.
02. Teacher spreads out the picture cards on the floor and explains the game: Take a card from the floor, name the transport vehicle (e.g. car), say two to three describing sentences about it (*O vurdon si les 4 gume, jek motori, ...*).
03. Teacher asks the children to pick a transport vehicle, to name it and to describe it.
04. Teacher can correct the children in spelling and clause formation. He/She writes new vocabulary on the blackboard.
05. Children copy new vocabulary to the Dossier p. 53.

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

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

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

**Teaching activity 14 | Sub-topic 02: Transport – Worksheet *Mužo drom ži ande škola***Duration: 30 min | Skill: 

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






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

**Teaching activity 15 | Sub-topic: all – Language-portfolio**Duration: 10 min | Skill:   | ELP: p. 35

Mat./Res.: Language-portfolio p. 35/Level A2

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

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

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

le  
grastesko  
vurdon

o vurdon

o aviono

o tramvajo

e motor-  
cikla

o metro

e bicikla

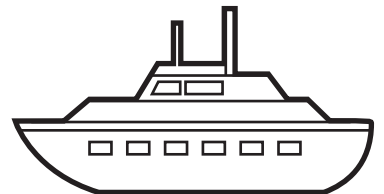
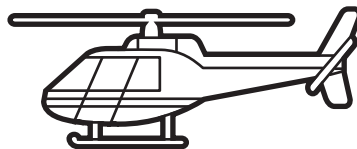
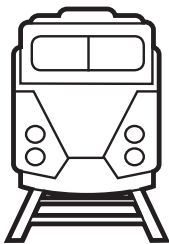
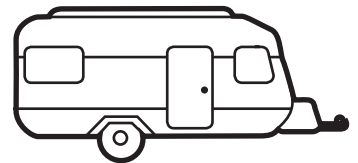
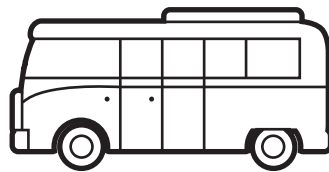
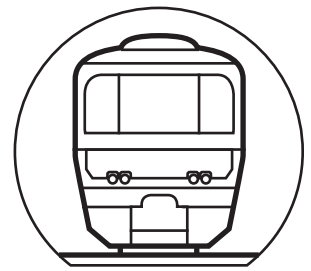
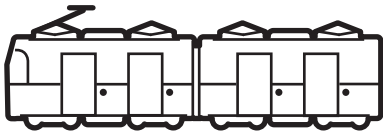
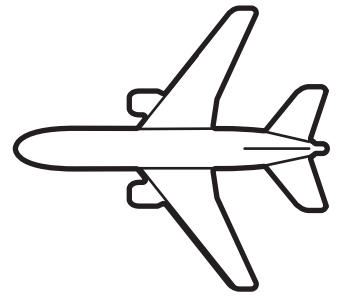
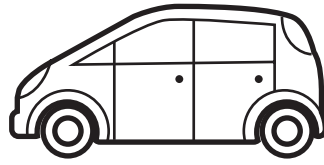
o autobuso

o karavano

o vozo

o heli-  
kopteri

o brodo





## Muži nevi drugarica

Me taj mužî familja sam neve ande strêjino them. Amen trajis ando foro Beči. O foro Beči sî la Austrijako šêrutno foro. Katka kêrel pe svato njamcicko.

Adjes sas mužo angluno djes ande nevi škola. Me bešlem pašaj Mica. Lako dujto anav sî Mitrović. Voj sî inja bêršengi, voj avel andaj Sîrbija sar i me. Numa me trajivas ando foro Kraljevo aj voj avel anda cînožo gav Dren, kaj sî paša foro Grabovco.

E Mica sîkadja mangê ande pauza e antrego škola. Pošto još či žanav te kêrav svato njamcicko, me šaj te pušav la sja aj voj pařuvel mangê sja ande řomaji šib.

But lošajlem kana phendja voj mangê kaj i lako hobi sî, te žal ka o baleto, kê i me žav ka o baleto.



# Vjaštur anda radio

Phralalen thaj phejalen, kaj ašunen amari emisija, amari redakcija upozoril sja le šoferen, kaj sî po drom karing o Baljevco, zurales te len sama, kê ka o kilometari 35 pîterdili e prikolica jekê kamjonoski. Po drom araxhadol jek gêrmada phabajengi. Řudjis tumen, len sama sar traden! Zurales najisaras le Draganos taj le Pantanduras, amare do helikoperoskê pilotongê, pala kaća importantno informacija. E redakcija katar tumaro „Radio Kraljevac“, kamel tumengê maj jek data baxtalo drom!

# News on the radio

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

# Vjaštur anda radio

Phralalen thaj phejalen, kaj ašunen amari emisija, amari redakcija upozoril sja le šoferen, kaj sî po drom karing o Baljevco, zurales te len sama, kê ka o kilometari 35 pîterdili e prikolica jekê kamjonoski. Po drom araxhadol jek gêrmada phabajengi. Ŗudjis tumen, len sama sar traden!

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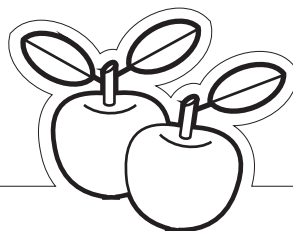
Mužo anav \_\_\_\_\_

## Vjaštur anda radio

Phralalen thaj phejalen, kaj ašunen amari emisija, amari redakcija  
\_\_\_\_\_ sja le šoferen, kaj sî po \_\_\_\_\_ karing o Baljevco, zurales  
te len sama, kê ka o kilometari 35 pîterdili e \_\_\_\_\_ jekê  
kamjonoski. Po drom arakhadol jek gêrmada phabajengi. Ŗudjis  
tumen, len sama sar traden!

drom	pilotongê	upozoril	baxtalo	prikolica
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Zurales najisaras le Draganos taj le Pantanduras, amare do  
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E redakcija katar tumaro „Radio Kraljevac“, kamel tumengê maj  
jek data \_\_\_\_\_ drom!



Mužo anav \_\_\_\_\_

# Vjaštur anda radio

Des tu godji?

1) Kas upozoril e redakcija?

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2) So pecisajlo po drom karing o Baljevco?

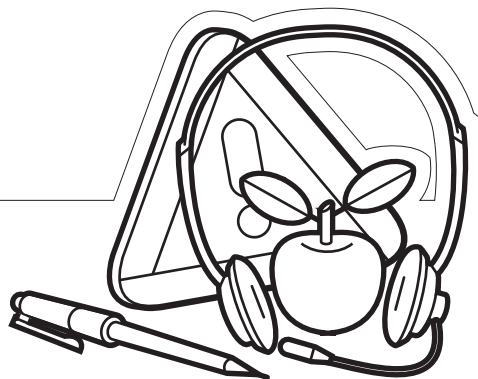
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3) So sas ande prikolica?

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4) So sî o Dragano thaj o Pantantura?

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Mužo anav \_\_\_\_\_

## Muřî nevi drugarica

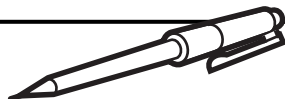
Me taj muřî familja sam neve ande \_\_\_\_\_. Amen trajis ando foro Beči. O foro Beči sî la Austrijako šêrutno foro. Katka kêrel pe svato \_\_\_\_\_.

Adjes sas mužo angluno djes ande nevi škola. Me bešlem \_\_\_\_\_ Mica. Lako dujto anav sî Mitrović. Voj sî inja bêršengi aj voj avel \_\_\_\_\_ Sîrbija sar i me. Numa me trajivas ando foro Kraljevo aj voj avel anda cînořo gav Dren, kaj sî paša foro Grabovac.

E Mica sîkadja mangê ande pauza e antrego škola. Pošto još či žanav te kêrav svaro njamcicko, me šaj te \_\_\_\_\_ la sja aj voj pařuvel mangê sja ande řomaji šib.

But lošajlem kana phendja voj mangê kaj i lako hobi sî, te žal ka o baleto kê i me žav ka o baleto.

pušav	strêjino them	andaj	pašaj	njamcicko
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# Žas ande škola

A: Ilija, sar žas ande škola?

I: Maj anglal žav ži ka autobusoski stanica taj pala kodja žav le autobusosa.

A: Sode stanice žas le autobusosa?

I: Me huljav pe 4. stanica.

A: Savi karta sî tu tut?

I: Man sî ma šoneski karta, aj tu Ana? Sar žas tu ande škola?

A: Mangê sî e škola but dur. Anglal žav le tramvajosa 5 stanice taj pala kodja žav maj dur le metrosa maj 8 stanice.

I: Aj savi karta sî tu tut?

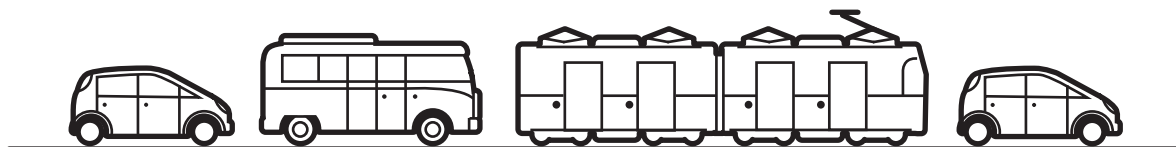
A: Me ćinav kurkêskî karta. Sode vrjama trobul tu ži kaj škola?

I: Pa, mangê trobul 10 minutur.

A: Blago tukê, mangê trobul jek dopaš časo ži ka arêsav kaj škola.



# Žas ande škola



A: Ilija, sar žas ande škola?

I: Maj anglal žav ži ka autobusoski stanica taj pala kodja žav le autobusosa.

A: Sode stanice žas le autobusosa?

I: Me huljav pe 4. stanica.

A: Savi karta sî tu tut?

I: Man sî ma šoneski karta, aj tu Ana?  
Sar žas tu ande škola?

A: Mangê sî e škola but dur. Anglal žav le tramvajosa 5 stanice taj pala kodja žav maj dur le metrosa maj 8 stanice.

I: Aj savi karta sî tu tut?

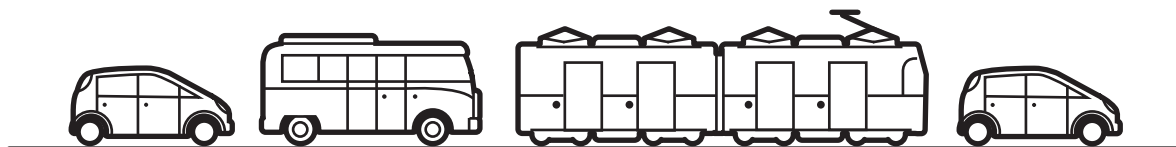
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I: Pa, mangê trobul 10 minutur.

A: Blago tukê, mangê trobul jek dopaš časo ži ka arêsav kaj škola.



# Žas ande škola



A: Ilija, \_\_\_\_ žas ande škola?

I: Maj \_\_\_\_ žav ži ka autobusoski stanica taj  
pala kodja žav le autobusosa.

A: Sode \_\_\_\_ žas le autobusosa?

I: Me \_\_\_\_\_ pe 4. stanica.

A: Savi karta sî tu tut?

I: Man sî ma šoneski \_\_\_\_\_, aj tu Ana?  
Sar žas tu ande škola?

A: Mangê sî e škola but \_\_\_\_\_. Anglal žav le  
tramvajosa 5 stanice taj pala kodja žav maj  
dur le metrosa maj 8 stanice.

I: Aj savi \_\_\_\_ sî tu tut?

A: Me ćinav kurkêskî karta. \_\_\_\_\_ vrjama trobul  
tu ži kaj škola?

I: Pa, mangê trobul 10 minutur.

A: Blago tukê, mangê \_\_\_\_\_ jek dopaš časó ži  
ka arêsav kaj škola.

Mužo anav \_\_\_\_\_

# Mužo drom ži ande škola

Opisosar čo drom ži kaj škola (autobusosa, tramvajosa, metrosa, ...). Šaj te ramos 5 rečenice?

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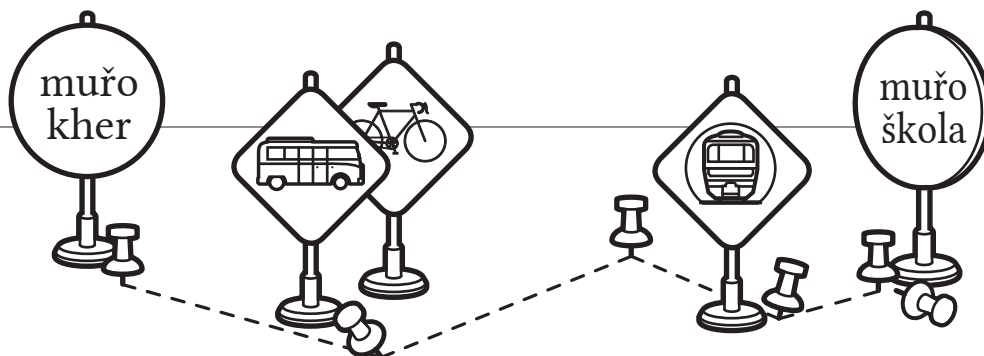
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<b>Kalderash_Secundary_A2_eng_unit-08</b>
<b>Topic (CFR): FOOD AND CLOTHING</b>
<b>Sub-topic 01: Groceries and dishes</b>
<b>Connected main themes in the CFR: Festivals and celebrations</b>

**Working with the CFR – Learning objectives**

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

**Working with the ELP**







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

**Vocabulary | Sub-topic 01: Groceries and dishes**

Active			
<i>e purum, le puruma</i>	the onion, the onions	<i>amaro/-i/-e</i>	our
<i>o morkoj, le morkoja,</i>	the carrot, the carrots	<i>e Španija</i>	Spain
<i>e šargarepa, le šargarepe</i>		<i>(a)losarel</i>	to choose
<i>o patližano, le patližaja</i>	the tomato, the tomatoes	<i>černo/-i/-e</i>	rotten
<i>e piparka, le pipêrĉ</i>	the paprika, the paprikas	<i>šuklo/-i/-e</i>	sour
<i>o muruzi, o muruzija</i>	the corn	<i>o, e maj ŝukar</i>	the most beautiful
<i>o graŝako</i>	the pea, the peas	<i>londo/-i/-e</i>	salty
<i>e sîr, le sîrja (pl.)</i>	the garlic	<i>khamutno, khamutni, khamutne</i>	sunny
<i>o krompiri, le krompirja</i>	the potato, the potatoes	<i>khêrutno/-i/-e</i>	local
<i>e zelena salata, le zelega salate</i>	the green salad, the green salads	<i>o birto; o restorano</i>	the restaurant
<i>o fusuj, o fosuj</i>	the bean, the beans	<i>e zumi, le zumja</i>	the soup, the soups
<i>e burjaca, le burjec</i>	the mushroom, the mushrooms	<i>e knedla, le knedle</i>	the dumpling, the dumplings
<i>o krjastevec, le krjastevec</i>	the cucumber, the cucumbers	<i>knedlenca</i>	with dumplings
<i>e phabaj, le phabaja</i>	the apple, the apples	<i>e khajni, le khajnja</i>	the chicken, the chickens
<i>e banana, le banane</i>	the banana, the bananas	<i>la khajnjaki</i>	of chicken
<i>e ĉirjeŝa, le ĉirjeŝ</i>	the cherry, the cherries	<i>o bureko</i>	the Burek (filled strudel-dough)
<i>o ambrol, le ambrola</i>	the pear, the pears	<i>o mas</i>	the meat
<i>o limuno, le limunur</i>	the lemon, the lemons	<i>masesa</i>	with meat
<i>e pruna, le prune</i>	the plum, the plums	<i>o ĉiral</i>	the cheese (e.g. Emmental, Gouda)
<i>o bostano, le bostanur</i>	the watermelon, the watermelons	<i>e tolumba</i>	the Tolumba (sweet dish)
<i>o struguro, le strugur</i>	the grape, the grapes	<i>e baklava</i>	the Baklava
<i>oo ananaso, le ananasur</i>	the pineapple, the pineapples	<i>le akhorengî torta</i>	the chocolate cake
<i>e jagoda, le jagode</i>	the strawberry, the strawberries	<i>le phabajengo soko</i>	the apple juice
<i>e pomarandja, le pomarandje</i>	the orange, the oranges	<i>o manĝo</i>	the bread
<i>e mandarina, le mandarine</i>	the clementine, the clementines	<i>o margarino</i>	the butter, the margarine
<i>e muŝterija, le muŝterije</i>	the customer, the customers	<i>e goj, le goja</i>	the sausage, the sausages
<i>pala amare muŝterije</i>	for the customers	<i>o kivi, le kivi</i>	the kiwi, the kiwis
<i>adjes</i>	today	<i>o „vanilin ŝeĉer“</i>	the vanilla sugar
<i>tumengê</i>	for you (p)	<i>la khajnjaki zumi</i>	the chicken soup
<i>e kila</i>	the kilogram	<i>le maŝengî zumi</i>	the fish soup
<i>kêrel</i>	to cost	<i>o maŝo, le maŝe</i>	the fish(es)
<i>gu(g)lo/-i/-e</i>	sweet	<i>e raca, le race</i>	the duck
<i>e semînca, le semînc</i>	the seed, the seeds	<i>o lolo sax</i>	the red cabbage
	(also: pumpkin seeds)	<i>e raca lole ŝaxesa</i>	duck with red cabbage
<i>posebno</i>	special	<i>e piva</i>	the beer
<i>ito</i>	sharp	<i>e kesa, le kese</i>	the bag
<i>o duĉano</i>	the supermarket, the shop	<i>la familjakê</i>	for the family
<i>e familja</i>	the family	<i>o kuĉimos</i>	the inflation

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

Teaching activity 01   Sub-topic 01: Groceries and dishes – Card game “Fruits and Vegetables”	
Duration: 30 min   Skill:	
Mat./Res.: Cards worksheet 02, lamination-device	
<p>Preparation: Laminate and cut out cards.</p> <ol style="list-style-type: none"> <li>Children sit in a circle.</li> <li>Teacher spreads out the picture cards on the floor and hands out the word cards to the children.</li> <li>Children put their word cards beside the matching picture cards.</li> <li>Teacher collects word cards that are in the wrong place and hands them out to the children again.</li> <li>Children try to put the word cards in the right place once again.</li> <li>Together they discuss the vocabulary and singular/plural forms of the words (e.g. What’s “tomato” in Romani? Is <i>patližano</i> a singular or a plural form? Etc.).</li> </ol>	
Teaching activity 02   Sub-topic 01: Groceries and dishes – Discussion <i>Me kamav/či kamav ...</i>	
Duration: 20 min   Skill:	
Mat./Res.: Picture cards worksheet 02	
<p>Preparation: Laminate and cut out cards.</p> <ol style="list-style-type: none"> <li>Children sit in a circle.</li> <li>Teacher spreads out the picture cards on the floor and starts the discussion: <i>Me kamav te xav banane. Me či kamav te xav pipêrč</i> (I like to eat bananas. I don’t like to eat paprika.) and shows the matching picture cards.</li> <li>Teacher asks a child: <i>So kames tu te xas aj so či kames?</i> (What do you like to eat and what don’t you like to eat?).</li> <li>Child answers and shows the matching picture cards.</li> <li>Teacher asks the other children one after the other.</li> <li>Teacher corrects spelling and clause positions if necessary.</li> </ol>	
Teaching activity 03   Sub-topic 01: Groceries and dishes – Listening comprehension <i>Ando dućano</i>	
Duration: 30 min   Skill:    ELP: Dossier p. 53	
Mat./Res.: Listening worksheet 03, audio-device	
<ol style="list-style-type: none"> <li>Children hear the listening comprehension <i>Ando dućano</i> (worksheet 03) twice.</li> <li>Children talk about the content with the child sitting next to them.</li> <li>The listening comprehension is played again. Children are to keep one word that they don’t understand in mind.</li> <li>Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them.</li> <li>Teacher and children discuss the content of the story.</li> <li>Finally they listen to the text once again. New vocabulary is copied from blackboard to Dossier p. 53.</li> </ol>	

<b>Teaching activity 04   Sub-topic 01: Groceries and dishes – Reading Ando dućano</b>
Duration: 20 min   Skill:    ELP: Dossier
Mat./Res.: Reading worksheet 04
<p>Note: This activity can only be done subsequently to activity 03.</p> <ol style="list-style-type: none"> <li>Teacher hands out the text <i>Ando dućano</i> (worksheet 04) and asks one child to read the first section.</li> <li>Together they discuss the content of the first section; Teacher writes new words on the blackboard and translates them.</li> <li>Same procedure for the following sections of the text until the whole text is read and all new words are on the blackboard.</li> <li>Worksheet is added to the Dossier.</li> </ol>
<b>Teaching activity 05   Sub-topic 01: Groceries and dishes – Error text Ando dućano</b>
Duration: 25 min   Skill:     ELP: Dossier
Mat./Res.: Error text worksheet 05
<p>Note: This activity can only be done subsequently to activity 03 or 04.</p> <ol style="list-style-type: none"> <li>Teacher hands out the error text <i>Ando dućano</i> (worksheet 05).</li> <li>Teacher asks one child to read the task and subsequently explains it once again.</li> <li>Children have about 10 min to find the errors in the text together with the child sitting next to them.</li> <li>Subsequently the children say the wrong words; Teacher writes them on the blackboard.</li> <li>Together they discuss how the text could be put right; Children write the right words above the wrong ones.</li> <li>Worksheet is added to the Dossier.</li> </ol>
<b>Teaching activity 06   Sub-topic 01: Groceries and dishes – Advertisement Brochure</b>
Duration: 25 min   Skill:     ELP: Dossier
Mat./Res.: Worksheet 06
<p>Note: This activity can only be done subsequently to activity 05.</p> <ol style="list-style-type: none"> <li>Teacher hands out the worksheet 06 <i>Reklama</i> and asks one child to read the text under the first picture.</li> <li>The group discusses the content of the text.</li> <li>Subsequently an other child reads the text under the second picture.</li> <li>The group discusses the content again.</li> <li>Teacher asks the children to cut out a picture of a product from a brochure, to glue it onto a sheet of paper and to write a short advertising slogan below it as a homework. Worksheet is added to the Dossier.</li> </ol>
<b>Teaching activity 07   Sub-topic 01: Groceries and dishes – Reading “Menu”</b>
Duration: 30 min   Skill:    ELP: Dossier p. 53
Mat./Res.: Reading worksheet 07
<ol style="list-style-type: none"> <li>Teacher hands out the text <i>O birto ‘Kaj phuri dej’</i> (worksheet 07).</li> <li>Children read the text silently once.</li> <li>Subsequently the children talk about the content with the child sitting next to them (What is this?).</li> <li>Every couple searches for one word that they don’t understand and tells it to the teacher.</li> <li>Teacher writes the words on the blackboard and translates them.</li> <li>Now the text is read aloud (one child reads the soups, an other child reads the main dishes, etc.) and discussed in group (teacher explains the dishes if the children don’t know them).</li> <li>Children copy the new vocabulary to the Dossier p. 53. Worksheet is added to the Dossier.</li> </ol>


**Teaching activity 08 | Sub-topic 01: Groceries and dishes – Role play *O birto `Kaj phuri dej`***Duration: 50 min | Skill: 

Mat./Res.: Worksheet 07

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

Preparation: Print and laminate worksheet 07.

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

**Teaching activity 09 | Sub-topic 01: Groceries and dishes – Morning circle “My favorite dish”**Duration: 30 min | Skill: 

01. Children sit in a circle.
02. Teacher tells the children about his/her favorite dish: *Muřo maj drago xabe sî xumer círalesa. But kamav kana sî lo miřto círado taj kana sî but círal andrê.* (My favorite dish is macaroni and cheese. I like it a lot, if it’s cooked well and if there’s a lot of cheese inside.). Subsequently the teacher asks every child: *Savo xabe sî tukê maj drago?* (“What is your favorite dish?”). Children talk about their favorite dishes. Teacher corrects spelling and clause positions if necessary.
03. Teacher can write new vocabulary or vocabulary the children need for their descriptions on the blackboard.

**Teaching activity 10 | Sub-topic 01: Groceries and dishes – Grocery List 1**Duration: 20 min | Skill:  | ELP: Dossier p. 53

Mat./Res.: Worksheet 01

01. Teacher hands out the grocery list (worksheet 01) to the children.
02. Children read the text silently once.
03. Subsequently the children talk about the content with the child sitting next to them (What is this? What do the words mean? Etc.).
04. Every couple searches for one word that they don’t understand and tells it to the teacher.
05. Teacher writes the words on the blackboard and translates them.
06. Now the text is read aloud and discussed in group.
07. Children copy the new vocabulary to the Dossier p. 53.
08. Worksheet is added to the Dossier.

### Teaching activity 11 | Sub-topic 01: Groceries and dishes – Trip to the market

Duration: about 4 hrs. | Skill: 

Mat./Res.: Worksheet 11, camera

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

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

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

Duration: about 2 hrs. | Skill: 

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

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

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

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



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



Mat./Res.: Lined paper





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

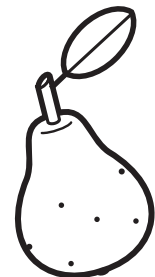
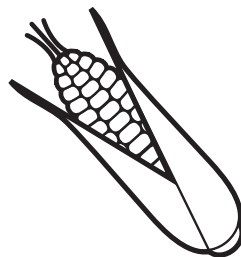
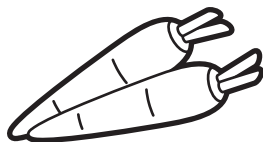
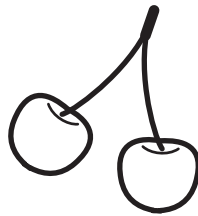
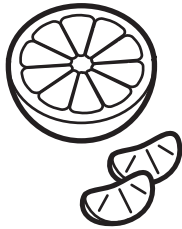
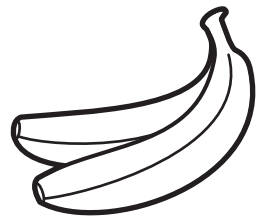
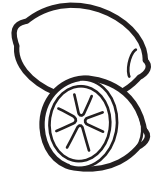
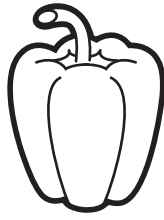
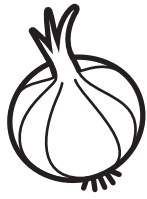
01. Teacher explains the task: Write a short story about our snack.
02. Teacher writes a few central questions on the blackboard, that help the children with their texts: What did we eat? What was the occasion? Who prepared what? How was it prepared? What did you like best? Which drinks were served?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



<b>Teaching activity 14   Sub-topic 01: Groceries and dishes – Poster “Our snack”</b>
Duration: 30 min   Skill: 
Mat./Res.: Pictures of activity 11 and 12, large poster, pens, glue
<p>Note: This activity can only be done subsequently to activity 13.  Preparation: Draw a grid on the poster, so that every child has a space for designing.  Print pictures of activity 11 and 12.</p> <ol style="list-style-type: none"> <li>01. Teacher puts the poster and the pictures on the floor and explains the task: Pick a space on the poster that you want to design. You can write, draw, glue, etc. All the pictures can be used. The heading is: “Our snack”.</li> <li>02. Children design the poster as they prefer.</li> <li>03. The poster is put on a wall in the classroom.</li> </ol>
<b>Teaching activity 15   Sub-topic 01: Groceries and dishes – Presentation of the poster “Our snack”</b>
Duration: 20 min   Skill: 
Mat./Res.: Poster “Our snack”
<p>Note: This activity can only be done subsequently to activity 14.</p> <ol style="list-style-type: none"> <li>01. The class takes a look at the poster the children made.</li> <li>02. Teacher asks the children to present their segment of the poster (What did you write/draw/glue ...? Was that before or after shopping? Why did we have that snack? Did you like it? What didn't you like? Etc.).</li> <li>03. Children tell their stories (teacher and classmates can ask questions).</li> </ol>

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

<b>Lesson plan 02   Sub-topic 01: <i>Ando dućano</i> – Form-orientated Reading and Understanding</b>
TA-Nr.: 05   Learning objectives: Form-orientated Reading and Understanding of a familiar text. Deepening of vocabulary.
Duration: 25 min   Skill:     ELP: Dossier
Mat./Res.: Error text worksheet 05
<ol style="list-style-type: none"> <li>01. Teacher hands out the error text <i>Ando dućano</i> (worksheet 05).</li> <li>02. Teacher asks one child to read the task and subsequently explains it once again.</li> <li>03. Children have about 10 min to find the errors in the text together with the child sitting next to them.</li> <li>04. Subsequently the children say the wrong words; Teacher writes them on the blackboard.</li> <li>05. Together they discuss how the text could be put right; Children write the right words above the wrong ones in the text.</li> <li>06. Worksheet is added to the Dossier.</li> </ol>
TA-Nr.: 06   Learning objectives: Form-orientated Reading and Understanding of a familiar text. Deepening of vocabulary.
Duration: 25 min   Skill:     ELP: Dossier
Mat./Res.: Worksheet 06
<ol style="list-style-type: none"> <li>01. Teacher hands out the worksheet 06 <i>Reklama</i> and asks one child to read the text under the first picture.</li> <li>02. The group discusses the content of the text.</li> <li>03. Subsequently an other child reads the text under the second picture.</li> <li>04. The group discusses the content again.</li> <li>05. Teacher asks the children to cut out a picture of a product from a leaflet, to glue it onto a sheet of paper and to write a short advertising slogan below it as a homework.</li> <li>06. Worksheet is added to the Dossier.</li> </ol>



e purum  
le puruma

e piparka  
le pipêrč

o limuno  
le limunur

o patližano  
le patližaja

e sîr  
le sîrja

e banana  
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e pomarandja  
le pomarandje

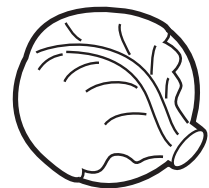
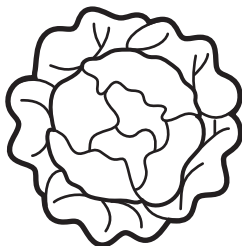
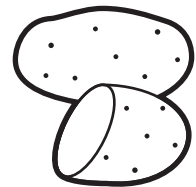
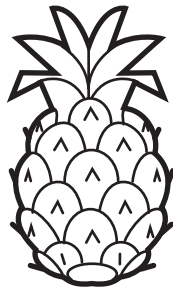
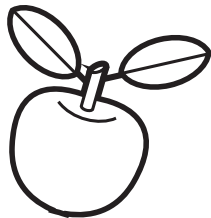
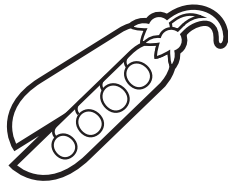
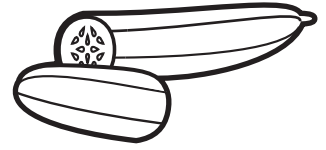
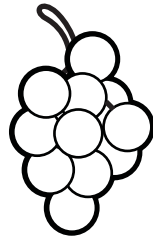
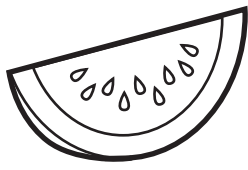
e čirešja  
le čireš

e burjaca  
le burjec

o morkoj  
le morkoja

o kukuruzo

o ambrol  
le ambrola



o bostano  
le bostanur

o struguro  
le strugurja

o krjasteveco  
le krjastevec

o grašako

e jagoda  
le jagode

o fosuj

e phabaj  
le phabaja

o ananaso  
le ananasur

o krompiri  
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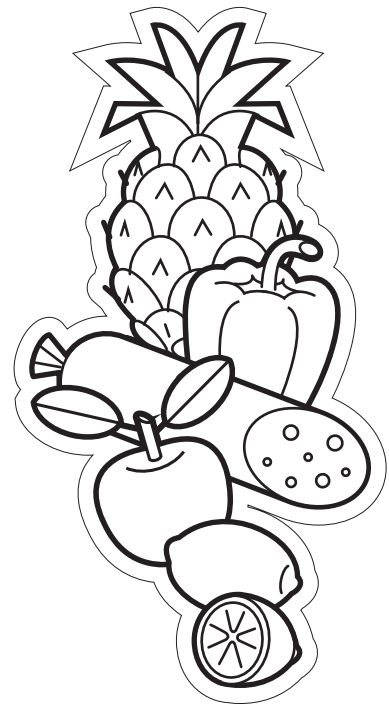
e zeleno  
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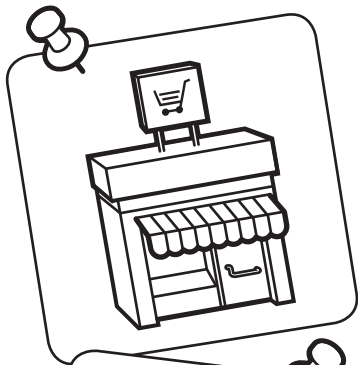
o šax

## So trobul te ćinav:

- 1) 2 manře
- 2) 1 margarino
- 3) ½ kila goja
- 4) ½ kila ćiral
- 5) 1 krjasteveco
- 6) 4 patliřaja
- 7) 3 piperće
- 8) 3 phabaja
- 9) 5 banane
- 10) ½ kila jagode
- 11) 3 ambrola
- 12) 1 ananaso
- 13) 4 kivi
- 14) 1 limuno
- 15) 5 kese  
„vanilin řećer“

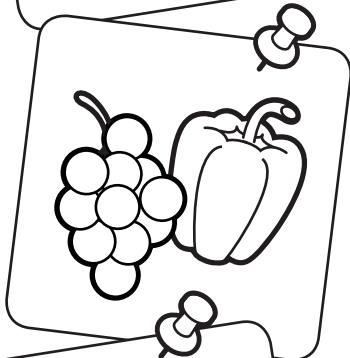


## Ando dućano



Amare kuč mušterijengê das adjes  
le strugur maj lezni. Numa adjes kêrel  
o kila strugur 1 € aj na 2 € sar pe aver  
djesa.

---



Amaro struguro sî bi semîncêngo  
haj desja gulo. Amare partnerja ande  
Španija pažljivo losarde le maj šukar  
strugur pala tume.

---



Maj jek aver akcija sî amen adjes.  
Le ici pipêrč das adjes maj lezno.  
O kila pipêrč kêrel adjes numa 2 €  
aj na 3 € sar pe l' aver djesa.



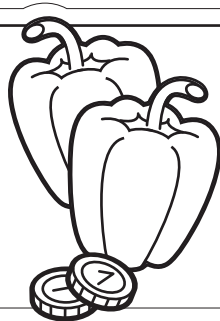
# Ando dućano

## Šaj te arakhes sja le panž doša?

Amare kuč mušterijengê das adjes le strugur pe maj bari cena. Numa adjes kêrel o kila strugur 1 € aj na 2 € sar pe aver djesa.

Amaro struguro sî bi semîncêngo haj desja šuklo.  
Amare partnerja ande Španija pažljivo losarde le maj ćerne strugur pala tume.

Maj jek aver akcija sî amen adjes. Le londe pipêč das adjes maj lezno. O kila pipêč kêrel adjes numa 2 € aj na 3 € sar pe l' aver djesa.

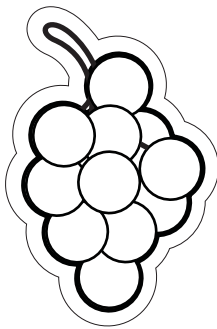


*„O kila pipêč  
kêrel adjes numa  
2 € aj na 3 € sar  
pe l' aver djesa.“*

Muño anav \_\_\_\_\_

# REKLAMA

## Sultaninos

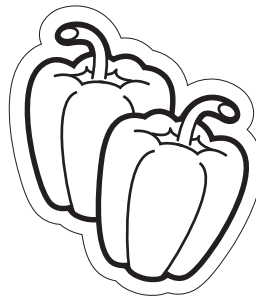


Zeleno struguro  
„Sultaninos“ bi  
semîncengo.  
Katar e khamutni  
Španija.

Normalno cena: € 2,--/kilo  
Numa adjes

**€ 1,--/kila**

## Bengale



Khêrutne,  
ici  
pipêrč,  
Sorta  
„Bengale“

Normalno cena: € 3,--/kilo  
Numa adjes

**€ 1,--/kila**

Muño anav \_\_\_\_\_

RESTORANTO  
**Kaj phuri dej**

Zumi knedlenca  
Khajnjaki zumi  
Mašengi zumi

---

Bureko masesa vaj ćiralesa  
Mêmêliga šukle thudesa  
Raca lole šaxesa  
Mas thuljardo  
Sarma bi masesko






---

Bokolja katar amari kuxinja  
Tolumba vaj baklava  
Akhorengi torta

---

Piva anda čexo  
Phabajengo soko  
Austrijakê lole thaj parne molja

<b>Kalderash_Secondary_A2_eng_unit-09</b>
<b>Topic (CFR): TIME, SEASONS AND WEATHER</b>
<b>Sub-topic 01: Weather</b> <b>Sub-topic 02: Time</b> <b>Sub-topic 03: Seasons</b>
<b>Connected main themes in the CFR: Food and Clothing</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 simple conversations about weather and seasons, if they contain familiar keywords and -concepts and if there is visual support.</li> <li>✓ Can generally follow stories and conversations in class about weather and different activities of the seasons.</li> <li>✓ Can understand instructions concerning the weather (e.g. protection of apartment or pets).</li> <li>✓ Can generally follow conversations about weather and its effects on the family.</li> <li>✓ Can understand an age-appropriate story about weather, day and night or a statement about a certain time of day in a story, if the story contains a large amount of familiar vocabulary.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can use the pictures of a textbook, to grasp and understand general information about weather (rain, wind, temperature, etc.).</li> <li>✓ Can recognize and understand terms connected with weather or seasons in stories and other texts.</li> <li>✓ Can read and understand simple stories that contain a large amount of familiar vocabulary connected with certain activities in different seasons and weather conditions (e.g. landscape in spring, going to the beach in summer, preparations for a religious celebration, etc.).</li> <li>✓ Can understand references on time of day or weather in simple, familiar fairytales.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can ask and answer questions about weather and seasons, that he/she likes.</li> <li>✓ Can participate in simple conversations about the weather in his/her country and about appropriate clothing for different weather conditions.</li> <li>✓ Can ask and answer simple questions about a celebration or occasion that takes place at a certain time of the year.</li> <li>✓ Can ask simple questions about seasonal circumstances or celebrations at a certain time of the year.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can use a number of phrases, simple sentences and appropriate adjectives to describe the current weather conditions.</li> <li>✓ Can use a number of phrases and simple sentences to describe the school holidays or a family vacation abroad.</li> <li>✓ Can name his/her favorite day and give a simple explanation for that choice.</li> <li>✓ Can use a number of phrases and simple sentences to describe his/her favorite weather, season or day of the week in connection to Roma-lifestyle.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can write sentences about clothing that is necessary for different weather conditions and for different seasons.</li> <li>✓ Can write a short text about a perfect day.</li> <li>✓ Can write sentences about the effects of the change of seasons and the weather on family or community.</li> </ul>


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

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

Active			
<i>e vrjama</i>	the weather, the time	<i>šudro, šudri, šudre</i>	cold
<i>la vrjamaki prognoza</i>	the weather report	<i>o klizalište</i>	the ice rink
<i>avel</i>	to follow	<i>bušel</i>	to be called, to mean
<i>akana</i>	now	<i>lel</i>	to get
<i>šukar</i>	fine, nice, beautiful	<i>del</i>	to give
<i>la meteorologijaki stanica</i>	the weather station	<i>e moderatorka</i>	the presenter
<i>e informacija, le informacije</i>	the information	<i>e radiostanica</i>	the radio station
<i>pahol</i>	to freeze	<i>avel, kam avel</i>	to become, we will become
<i>šaj</i>	it goes, it can, maybe	<i>o žurnalo</i>	the newspaper
<i>e ulica, le ulice</i>	the street, the streets	<i>perel, peren</i>	to fall
<i>pošto, kê</i>	because	<i>kon?</i>	who?
<i>e temperatura</i>	the temperature	<i>so?</i>	what?
<i>ankljel</i>	to come out	<i>sar?</i>	how?
<i>maj but</i>	more	<i>katar?</i>	where from?
<i>o stepeno, le stepenur pe celzijevski skala</i>	the degree Celsius, the degrees Celsius	<i>savo, savi, save</i>	which?
<i>pe kado than</i>	here, in this place	<i>sode?</i>	how much?
<i>upozoril</i>	to warn	<i>kaj?</i>	where? where to?
<i>o šoferi, le šoferur</i>	the driver, the drivers	<i>adjes</i>	today
<i>lel sama</i>	to watch out	<i>miškil pe</i>	to move
<i>tradel</i>	to drive	<i>pe račate</i>	in the evening
<i>del informacija</i>	to inform	<i>irjate</i>	over night
<i>tumen</i>	you (p)	<i>djese</i>	over the day
<i>ži pe rjat</i>	until the night, until the evening	<i>le plivimasko bazeno</i>	das Schwimmbad
<i>barem</i>	at least	<i>podnosil</i>	to stand (sth.)
<i>o santimetari, le santimetrur</i>	the centimeter, the centimeters	<i>raduini pe</i>	to be happy
<i>avel maj nasal</i>	to get worse	<i>o severi</i>	the west
<i>e situacija, le situacije</i>	the situation, the condition, the situations	<i>ikljola, ikljola avri</i>	to go outside
<i>o drom</i>	the path	<i>bistrela</i>	to forget
<i>najis</i>	Thank you! (s), Thank you! (p)	<i>phenel</i>	to say
	(lit. Be healthy!)	<i>o djes, le djes(a)</i>	the day, the days
<i>kodoleskê, kodolakê, kodolengê</i>	the one, the ones	<i>bistrel</i>	to forget
<i>uživil</i>	to enjoy	<i>e dopašin</i>	half
<i>kodo, kodi, kodola</i>	this	<i>mada</i>	even if
<i>le bëršeski doba, le bëršeskê dobe</i>	the season, the seasons	<i>o bîršind, o bîršind del</i>	rain, to rain
<i>o gad, le gada</i>	the piece of clothing, the pieces of clothing	<i>o čadîri, o kišobrano</i>	the umbrella
<i>le thule gada (pl.)</i>	the warm clothing	<i>pahol</i>	to freeze
<i>o milaj, milaje</i>	the summer, in summer	<i>e balval phurdel</i>	the wind blows
<i>o ivend, ivende</i>	the winter, in winter	<i>teljarel</i>	to begin
<i>e primovara, o proleće</i>	the spring	<i>e luja</i>	the Monday
<i>pe primovara</i>	in spring	<i>e tetradji</i>	the Wednesday
<i>e tomna, e tamna, pe tomna</i>	the autumn, in autumn	<i>o savato</i>	the Saturday
<i>tato/-i/-e, o taćimos</i>	warm, the warmth	<i>o kurko</i>	the Sunday
<i>e priroda</i>	the nature	<i>o nordo</i>	the north
<i>bistrel</i>	to forget	<i>lel pe peste</i>	get dressed
<i>o iv, dela o iv</i>	snow, to snow	<i>naj prja šukar</i>	is not very nice

<b>Grammar</b>
<b>Active</b>
Forming clauses, Clause position, Interrogatives, Future tense, Adjectives, Nouns


**Teaching activity 01 | Sub-topic 01: Weather – Listening comprehension *La vrjamaki prognoza anda radio***

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

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

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



**Teaching activity 02 | Sub-topic 01: Weather – Textual Reading *La vrjamaki prognoza anda radio***

Duration: 20 min | Skill:  | ELP: Dossier

Mat./Res.: Reading worksheet 02

- Note: This activity can only be done subsequently to activity 01.
01. Children sit in a circle.
  02. Teacher hands out the text *La vrjamaki prognoza anda radio* and asks one child to read the first section.
  03. Together they discuss the content of the first section.
  04. Teacher asks an other child to read the second section.
  05. Together they discuss the content of the second section; this procedure goes on until the whole text is read and all new words are on the blackboard.
  06. Worksheet is added to the Dossier.

**Teaching activity 03 | Sub-topic 01: Weather – Grammatical Reading *La vrjamaki prognoza anda radio***

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

Mat./Res.: Worksheet 03

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

**Teaching activity 04 | Sub-topic 01: Weather – Error Text *La vřjamaki prognoza anda radio***Duration: 20 min | Skill:   | ELP: Dossier

Mat./Res.: Error text worksheet 04

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

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

**Teaching activity 05 | Sub-topic 01: Weather – Questionnaire *La vřjamaki prognoza anda radio***Duration: 30 min | Skill:  | ELP: Dossier

Mat./Res.: Questionnaire worksheet 05

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

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




**Teaching activity 06 | Sub-topic 01: Weather – Textual Reading *Le bërřeskê dobe thaj e vřjama***Duration: 25 min | Skill:   | ELP: Dossier p. 53

Mat./Res.: Reading worksheet 06






01. Teacher hands out the text *Le bërřeskê dobe thaj e vřjama* (worksheet 06).
02. Children read the text silently once.
03. Subsequently the children talk about the content with the child sitting next to them (What is this? Etc.).
04. Every couple searches for one word that they don't understand and tells it to the teacher.
05. Teacher writes the words on the blackboard and translates them.
06. Now the text is read aloud and discussed in group.
07. Children copy the new vocabulary to the Dossier p. 53.
08. As a homework the children are to read the text again and assign it to the right season.
09. Worksheet is added to the Dossier.



**Teaching activity 07 | Sub-topic 01: Weather – Discussion *Sar sî e vřjama?***Duration: 30 min | Skill: 





01. Children sit in a circle.
02. Teacher starts by describing the current weather conditions: e.g. *De diminjac phende ando radio kê adjes kam avel baro šil. Me lem pe mande thule gada, te na avel mangê šil. Kana anklistem avri lja te del o iv.* (In today's weather forecast in the morning they said it would be very cold today. I put on warm clothing so I wouldn't freeze. When I went outside it started to snow.) Subsequently he/she asks the children to describe the current weather conditions (*Sar sî e vřjama akana?* What is the weather like now?).
03. Children describe the weather conditions one after the other. Teacher corrects spelling and clause positions if necessary.
04. Teacher can write new vocabulary or words the children want to know on the blackboard.

<b>Teaching activity 08   Sub-topic 02: Time – Poster <i>Muři hodina</i></b>
Duration: 50 min   Skill: 
Mat./Res.: Posters, pens, brochures, newspapers, glue, scissors
<p>Preparation: Find newspapers, brochures, pictures, etc., and provide them for the children.</p> <ol style="list-style-type: none"> <li>01. Teacher hands out a poster to every child and explains the task: Design a poster with the heading “My holidays”.</li> <li>02. Children design, draw, glue, paint and write on their poster as they prefer.</li> <li>03. Posters are put on the wall in the classroom.</li> </ol>
<b>Teaching activity 09   Sub-topic 02: Time – Presentation <i>Muři hodina</i></b>
Duration: 30 min   Skill: 
Mat./Res.: Poster <i>Muři hodina</i>
<p>Note: This activity can only be done subsequently to activity 08.</p> <ol style="list-style-type: none"> <li>01. The class takes a look at the posters the children made.</li> <li>02. Teacher asks every child to talk about his/her poster (When was that? Who was there? Where was that? What did you like best about it? What didn't you like about it? Etc.).</li> <li>03. Children talk about their posters; teacher and classmates can ask questions.</li> </ol>
<b>Teaching activity 10   Sub-topic 01: Weather – Discussion <i>So kam urjaves?</i></b>
Duration: 30 min   Skill: 
Mat./Res.: Worksheet 06
<ol style="list-style-type: none"> <li>01. Children sit in a circle.</li> <li>02. Teacher reads the weather forecast worksheet 06 <i>E vrjama</i> to the children.</li> <li>03. They discuss the content of the forecast and subsequently the teacher asks the children what they would put on if they heard this forecast.</li> <li>04. Children answer one after the other.</li> <li>05. Teacher sometimes interrupts them with questions to encourage them, e.g. What kind of shoes would you wear? Why would you put on trousers and not a skirt? Etc.</li> <li>06. Teacher writes words that the children don't know yet or words they need for their descriptions on the blackboard.</li> </ol>
<b>Teaching activity 11   Sub-topic 01: Weather – TV weather forecast</b>
Duration: 50 min
Mat./Res.: Camera, large map
<p>Note: This activity can only be done subsequently to activity 07.</p> <p>Preparation: Attach map to the blackboard.</p> <ol style="list-style-type: none"> <li>01. Teacher explains the task: You are a weather forecast presenter on TV. Prepare a weather report in order to present it later on.</li> <li>02. Children prepare their weather forecasts (teacher helps them with writing it down and corrects it if necessary).</li> <li>03. Subsequently the teacher films the presentations of the children. They sit in front of the large map.</li> </ol>



<b>Teaching activity 12   Sub-topic 03: Seasons – Discussion <i>Le štar bêršeskê dobe</i></b>
Duration: 30 min   Skill: 
Mat./Res.: Picture cards worksheet 07, lamination-device
<p>Preparation: Print and laminate picture cards worksheet 07.</p> <ol style="list-style-type: none"> <li>Children sit in a circle.</li> <li>Teacher shows a picture card with a season on it (e.g. summer) and asks the children to describe the weather of that season.</li> <li>Together they discuss the weather of that season (e.g. summer: sunny, warm, very hot, ...).</li> <li>Subsequently the teacher asks what kind of clothing is appropriate in that season.</li> <li>Together they discuss the appropriate kind of clothing for that season.</li> <li>All four seasons (weather and clothing) are discussed by reference to the picture cards.</li> </ol>
<b>Teaching activity 13   Sub-topic 03: Seasons – Worksheet <i>Le štar bêršeskê dobe 1</i></b>
Duration: 30 min   Skill: 
Mat./Res.: Worksheet 08
<p>Note: This activity can only be done subsequently to activity 12.</p> <ol style="list-style-type: none"> <li>Teacher hands out worksheet <i>Le štar bêršeskê dobe</i> (worksheet 08).</li> <li>He/She asks a child to read the task to the class and subsequently they discuss it.</li> <li>Children can write the sentences about the weather of the four seasons together with a partner (teacher can support them).</li> <li>Teacher can finally check the spelling and clause positions.</li> <li>Worksheet is added to the Dossier.</li> </ol>
<b>Teaching activity 14   Sub-topic 03: Seasons – Worksheet <i>Le štar bêršeskê dobe 2</i></b>
Duration: 30 min   Skill: 
Mat./Res.: Worksheet 09
<p>Note: This activity can only be done subsequently to activity 12.</p> <ol style="list-style-type: none"> <li>Teacher hands out worksheet <i>Le štar bêršeskê dobe</i> (worksheet 09).</li> <li>He/She asks a child to read the task to the class and subsequently they discuss it.</li> <li>Children can write the sentences about the appropriate clothing in the four seasons together with a partner (teacher can support them).</li> <li>Teacher can finally check the spelling and clause positions.</li> <li>Worksheet is added to the Dossier.</li> </ol>
<b>Teaching activity 15   Sub-topic 01, 02, 03: Language-portfolio</b>
Duration: 10 min   Skill:     ELP: p. 41
Mat./Res.: Language-portfolio p. 41/Level A2
<p>Preparation: Teacher structures the checklist in the language-biography (p. 41/Level A2) as he/she prefers.</p> <ol style="list-style-type: none"> <li>After finishing unit 09 the teacher hands out his/her checklists.</li> <li>Teacher and children discuss the list point by point. Children draw a star or anything similar beside a point if they meet the requirements of it (“I can ...”).</li> <li>The checklists are added to the ELP (“Language biography”).</li> </ol>

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

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

# La vrjamaki prognoza anda radio

Akana ašunen la vrjamaki prognoza la Ružasa:

Phralalen thaj phejalen, kamav tumengê jek šukar ivendeski teharin, mada e vrjama vorta naj prja šukar. Katar la meterologijaki stanica ljam maj nevi informacija, kê adjes sja le droma šaj aven pahome pošto e temperatura či avel maj opre katar o -1 stepeno pe celzijeovski skala.

Pe kako than řudjis sja e šoferen kaj sî po drom, te len sama sar traden. Maj jek aver informacija kamas te das tumen: ži pe rjat kam del maj cîra 5 santimetur iv taj e situacija pe l' droma šaj te avel but maj nasul sar kaj sî akana.

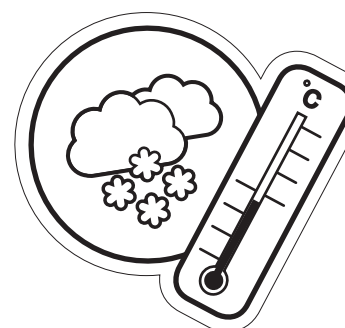
Najis tukê Ružo. Sja kodolengê, kaj lošan pa kako šudro ivendesko djes, kamas te phenas, kê palaj djesevski karta po klizalište ando centro počinen adjes numa e dopašîn!



# La vjramaki prognoza anda radio

Čitosar jek rečenica palaj aver. Pala svako rečenica puś:  
kon? vaj so? Okružisar kodola svatur.

- Primeri: Čitosar e angluji rečenica.  
Puś: Kon vaj so ašunen akana?  
De anglal: La vrjamaki prognoza  
avel akana!  
Okružisar: La vrjamaki prognoza



Akana ašunen  la Ružasa:

Phralalen thaj phejalen, kamav tumengê jek šukar ivendeski teharin, mada e vrjama vorta naj prja šukar. Katar la meterologijaki stanica ljam maj nevi informacija, kê adjes sja le droma šaj aven pahome pošto e temperatura či avel maj opre katar o -1 stepeno pe celzijeovski skala. Pe kako than řudjis sja e šoferen kaj sî po drom, te len sama sar traden. Maj jek aver informacija kamas te das tumen: ži pe rjat kam del maj cîra 5 santimetur iv taj e situacija pe l' droma šaj te avel but maj nasul sar kaj sî akana. Najis tukê Ružo. Sja kodolengê, kaj lošan pa kako šudro ivendesko djes, kamas te phenas, kê pala djeseski karta po klizalište ando centro počinen adjes numa e dopašin!

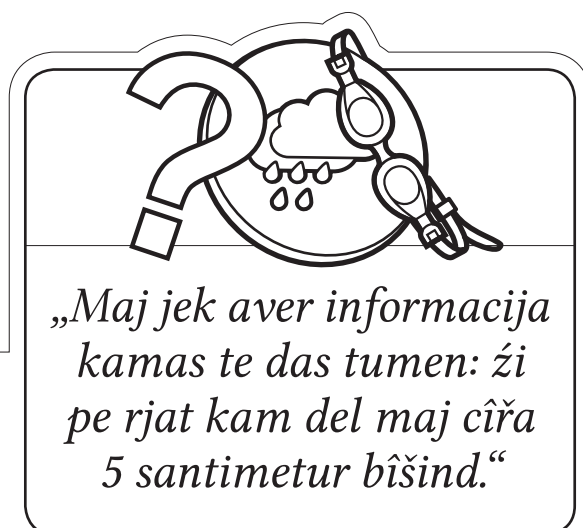
# La vjramaki prognoza anda radio

Šaj te arakhês sja le panž doša?

Akana ašunen la vjramaki prognoza la Ružasa:

Phralalen thaj phejalen, kamav tumengê jek šukar milaski teharin, mada e vrjama vorta naj prja šukar. Katar la meterologijaki stanica ljam maj nevi informacija, kê adjes sja le droma šaj aven pahome pošto e temperatura či avel maj opre katar o -1 stepeno pe celzijeovski skala. Pe kako than řudjis sja e šoferen kaj sî po drom, te len sama sar traden. Maj jek aver informacija kamas te das tumen: ži pe rjat kam del maj cîra 5 santimetur bîšind taj e situacija pe l' droma šaj te avel but maj nasul sar kaj sî akana.

Najis tukê Ružo. Sja kodolengê, kaj lošan pa kako tato tomnako djes, kamas te phenas, kê pala djeseski karta po bazeno ando centro počinen adjes numa e dopašin!“



Mužo anav \_\_\_\_\_

# La vjramaki prognoza anda radio

Des tu godji?

Sar bušel la moderatorkakê katar e radiostanica?

-----

Katar lja e moderatorka e informacija?

-----

Save duj importantni informacije dja amen e Ruža?

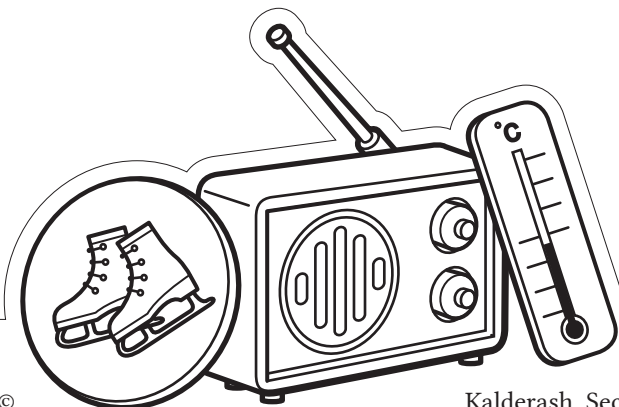
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Sode stepenur pe celzijeovski skala ka aven amen adjes?

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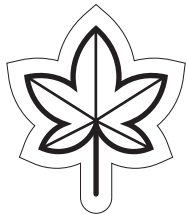
Kaj počinen numa e dopašin, kodola žene, kaj lošan pa  
kado šudro djes?

-----



# Le bêršeskê dobe taj e vrjama

Čitosar jek rečenica palaj aver. Pala svako rečenica puś:  
kon? vaj so? Okružisar kodola svatur.



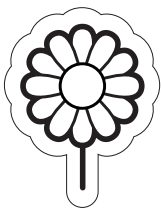
Savato, 04. Aprili - Vrjamaki prognoza:

Adjes kam del bîršind. E temperatura kam avel katar  
3 stepenur e teharin ži ka 14 stepenur djese.  
La prirodakê kam avel kodo bîršind baro berečeto.



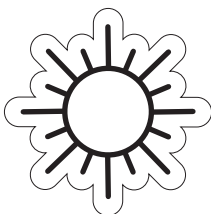
Kurko, 26. Juli - Vrjamaki prognoza:

Adjes kam avel e vrjama khamutni taj but tati.  
E temperatura kam avel katar o 23 stepenur  
e teharin ži ka 37 stepenur djese.  
Pe baro tatimos maj feder sî te žan te najon!



Tetradji, 07. Oktoberi - Vrjamaki prognoza:

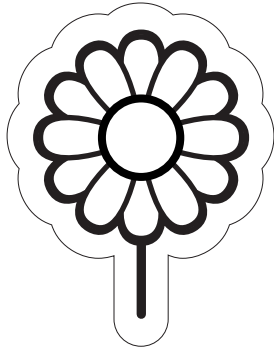
Adjes kam del bîršind taj bari nordoskî balval kam phurdel.  
E temperatura kam avel katar 5 stepenur e teharin ži ka  
10 stepenur djese. Te trobuna te ankljen  
avri, na bistren o kišobrano!



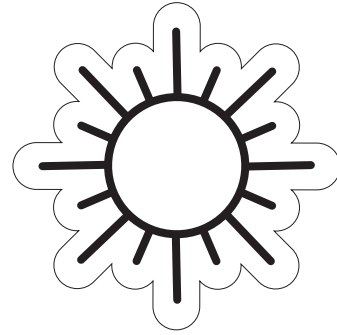
Luja, 23. Decemeri - Vrjamaki prognoza:

Adjes kam del iv. E temperatura kam avel katar  
3 stepenur e teharin ži ka -8 stepenur irjate.  
Irjat le droma šaj te aven pahome!





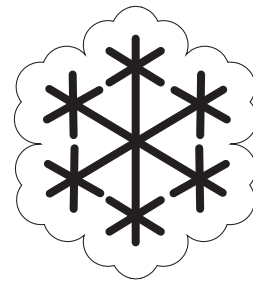
e primovara  
o proleće



o milaj



e tomna  
e tamna

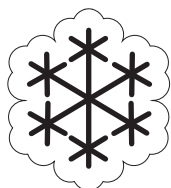
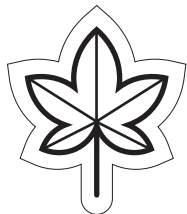
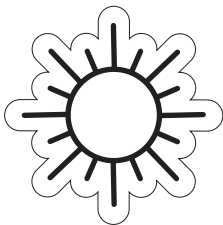
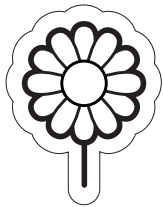
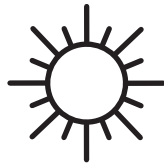


o ivend

Mužo anav \_\_\_\_\_

# Le štar bêršeskê dobe

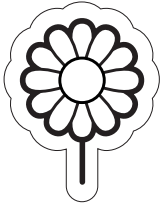
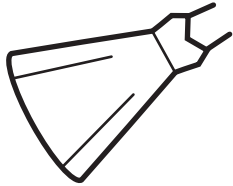
Opisosar e vrajma katar le štar bêršeskê dobe!

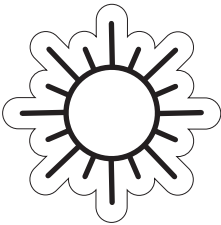


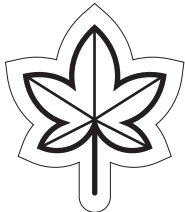
Mužo anav \_\_\_\_\_

# Le štar bêšeskê dobe

Opisosar save gada trobus te les pe tute pe razni bêšeskê dobe!















<b>Kalderash_Secundary_A2_eng_unit-10</b>
<b>Topic (CFR): NATURE AND ANIMALS</b>
<b>Sub-topic 01: Animals</b>





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

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

**Vocabulary | Sub-topic 01: Animals**

Active			
<i>svînto, svînc (pl.)</i>	holy	<i>o majmuno, le majmunur</i>	the monkey, the monkeys
<i>adjes</i>	today	<i>o kafezo</i>	the cage
<i>žal</i>	to go	<i>černo, černi, černe</i>	rotten (m, f, pl.)
<i>le životinjengî bar</i>	the zoo	<i>sîkavel</i>	to show, to teach
<i>dikhêl</i>	to see, to look	<i>e gumeno kuna</i>	the rubber swing
<i>razno, razni</i>	various, different	<i>del kuna</i>	to swing
<i>e životinja, le životinje</i>	the animal, the animals	<i>o maj cîno</i>	the smallest
<i>e maj drago životinja</i>	the favorite animal	<i>e phabaj</i>	the apple
<i>le khêreski životinja</i>	the pet	<i>e phabelin</i>	the apple tree
<i>o sap</i>	the snake	<i>e banana</i>	the banana
<i>o kenguro</i>	the kangaroo	<i>o khêr</i>	the house
<i>o elefanto</i>	the elephant	<i>o policajco</i>	the police officer
<i>e žirafa</i>	the giraffe	<i>o lavo</i>	the lion
<i>o gras(t)</i>	the horse	<i>e biblioteka</i>	the library
<i>e kamila</i>	the camel	<i>katar</i>	where from?, from, of
<i>xal</i>	to eat	<i>kodo, kodi, kodola</i>	this, these
<i>o dand, le dand(a)</i>	the tooth, the teeth	<i>opisil</i>	to describe
<i>o direktori</i>	the director	<i>trajil</i>	to live
<i>mothol</i>	to tell, to narrate	<i>avri dikhêl</i>	to look like
<i>smešno</i>	funny	<i>le rezusosko majmuno</i>	the rhesus monkey
<i>lengo</i>	her	<i>e Indija</i>	India
<i>len</i>	they	<i>e Australija</i>	Australia

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

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

**Teaching activity 05 | Sub-topic 01: Animals – Error text *Le svînc majmunur***Duration: 20 min | Skill:   | ELP: Dossier

Mat./Res.: Error text worksheet 05

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

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

**Teaching activity 06 | Sub-topic 01: Animals – Discussion *Le životinje***Duration: 25 min | Skill:   | ELP: Dossier p. 53

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

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





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

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

Mat./Res.: Worksheet 06


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

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

<b>Teaching activity 08   Sub-topic 01: Animals – Discussion <i>Muři khêrutni životinja</i></b>
Duration: 30 min   Skill: 
<ol style="list-style-type: none"> <li>01. Children sit in a circle.</li> <li>02. Teacher talks about his/her pet (if he/she doesn't have one he/she talks about an animal he/she likes) e.g. My pet is called Momo. It's a hamster. Momo is one year old. He likes seeds and nuts. Etc.</li> <li>03. Subsequently he/she asks the children to talk about their pets.</li> <li>04. Children talk one after the other.</li> <li>05. Teacher corrects spelling and clause positions if necessary.</li> <li>06. Teacher writes new words or words the children need for their descriptions on the blackboard.</li> </ol>
<b>Teaching activity 09   Sub-topic 01: Animals – Worksheet <i>Muři khêrutni životinja</i></b>
Duration: 30 min   Skill:    ELP: Dossier
Mat./Res.: Worksheet 07
<p>Note: This activity can only be done subsequently to activity 08.</p> <ol style="list-style-type: none"> <li>01. Teacher hands out worksheet <i>Muři khêrutni životinja</i> (worksheet 07).</li> <li>02. He/She asks a child to read the task to the class and subsequently they discuss it (Describe your pet. What does it eat? Where does it live? How does it look like? Etc.).</li> <li>03. Children can write the sentences together with a partner (teacher can support them).</li> <li>04. Teacher can finally check the spelling and clause positions.</li> <li>05. Worksheet is added to the Dossier.</li> <li>06. As a homework the children are to bring pictures of their pets. If they don't have a pet, they are to cut out pictures of their favorite animal from newspapers and brochures and bring them.</li> </ol>
<b>Teaching activity 10   Sub-topic 01: Animals – Poster <i>Muři khêrutni životinja</i></b>
Duration: 50 min   Skill: 
Mat./Res.: Posters, pens, brochures, newspapers, glue, scissors
<p>Note: This activity can only be done subsequently to activity 09.</p> <p>Preparation: Find newspapers, brochures, pictures, etc., and provide them for the children.</p> <ol style="list-style-type: none"> <li>01. Teacher hands out a poster to every child and explains the task: Design a poster with the heading "My pet".</li> <li>02. Children design, draw, glue, paint and write on their poster as they prefer. They can also use pictures of their pets.</li> <li>03. Posters are put on the wall in the classroom.</li> </ol>
<b>Teaching activity 11   Sub-topic 01: Animals – Presentation <i>Muři khêrutni životinja</i></b>
Duration: 30 min   Skill: 
Mat./Res.: Poster <i>Muři khêrutni životinja</i>
<p>Note: This activity can only be done subsequently to activity 10.</p> <ol style="list-style-type: none"> <li>01. The class takes a look at the posters the children made.</li> <li>02. Teacher asks every child to talk about his/her poster (What's the name of your pet?, How long do you have it already?, How old is it?, What sex is it?, What does it eat? Etc.).</li> <li>03. Children talk about their posters; teacher and classmates can ask questions.</li> </ol>



### Teaching activity 12 | Sub-topic 01: Animals –Game “Who am I?”

Duration: 30 min | Skill: 

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

### Teaching activity 13 | Sub-topic 01: Animals – Pantomime *Životinje*

Duration: 30 min

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

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

Duration: 20 min





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

### Teaching activity 15 | Sub-topic 01: Language-portfolio

Duration: 10 min | Skill:   | ELP: p. 44

Mat./Res.: Sprachenportfolio p. 44 /Level A2

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

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

## Le svînc majmunur

Adjes gelem muža školasa ande životinjengî bar. Kote dikhlijam razni životinjen. Dikhlijam sapen, kengururen, elefanton, žirafen, grasten, kamilen taj majmunen. Muři maj drago životinja sî o majmuno.

Le majmunur sî but smešni životinje. Kana dikhlijam len ande lengo kafezo vorta xanas von banane taj phabaja. O maj cîno majmuno dja pe kuna pe 'k gumeno kuna taj sîkadja mangê peskê çerne dand.

O direktori katar le životinjengi bar mothodja amengê, kaj kodola majmunur aven katar e Indija. Lengo anav sî „rezusoskê majmunur“. Ande Indija dikhên le len sar svînc životinje.



*„Le majmunur sî but  
smešni životinje.“*

Mužo anav \_\_\_\_\_

# Le svînc majmunur

svînc | Indija | kafezo | direktori | rezusoskê  
majmunur | majmuno | kuna | životinjen

Adjes gelem muža školasa ande životinjengî bar.

Kote dikhljam razni \_\_\_\_\_. Dikhljam sapen,

kengururen, elefanton, žirafen, grasten,

kamilen taj majmunen. Muři maj drago

životinja sî o \_\_\_\_\_. Le majmunur sî but

smešni životinje. Kana dikhljam len ande

lengo \_\_\_\_\_vorta xanas von banane taj

phabaja. O maj cîno majmuno dja pe kuna

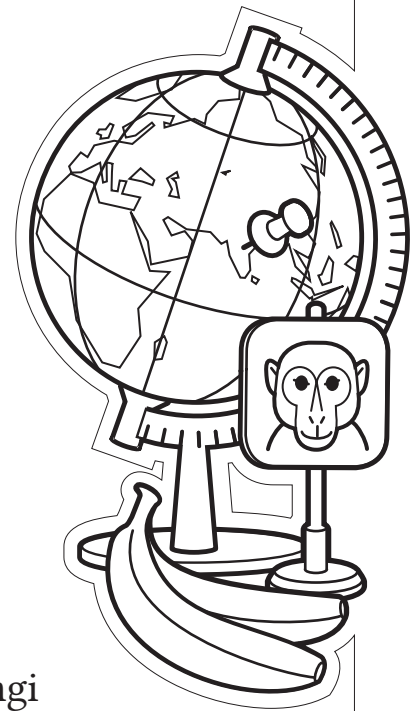
pe 'k gumeno \_\_\_\_\_ taj sîkadja mangê

peskê érne dand. O \_\_\_\_\_ katar le životinjengi

bar mothodja amengê, kaj kodola majmunur

aven katar e \_\_\_\_\_. Lengo anav sî \_\_\_\_\_.

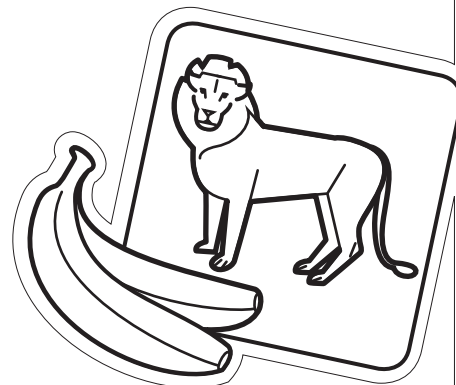
Ande Indija dikhên le len sar \_\_\_\_\_ životinje.



Mužo anav \_\_\_\_\_

# Le svînc majmunur

Des tu godji?



1) Kaj geli e šejořî la školasa?

-----

2) Save životinjen dikhle von kote?

-----

3) Savi sî lakî maj drago životinja?

-----

4) So kêrenas le majmunur?

-----

5) So kêrelas o maj cîno majmuno?

-----

6) Sar sî le majmunengo anav kaj sî katar e Indija?

-----

7) Save životinje aven katar e Indija?

-----

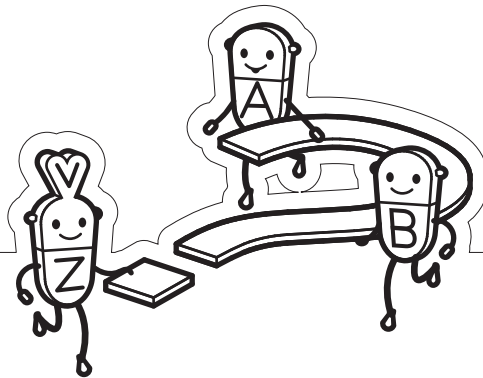
# Le svînc majmunur

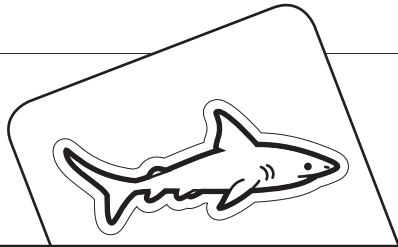
Šaj te arakhês sja le šov doša?

Adjes gelem muža školasa ande biblioteka. Kote dikhljam razni životinjen. Dikhljam sapen, kengururen, elefanton, žirafen, grasten, kamilen taj majmunen. Muři maj drago životinja sî o lavo.

Le majmunur sî but tužni životinje. Kana dikhljam len ande lengo khêr vorta von xanas banane taj phabaja. O maj cîno majmuno dja pe kuna pe k' gumeno kuna taj sîkadja mangê peskê černe dand(a).

O plicajco katar le životinejengi bar mothodja amengê kaj kodola majmunur aven katar e Australija. Ande Indija dikhên len sar svînc životinje.

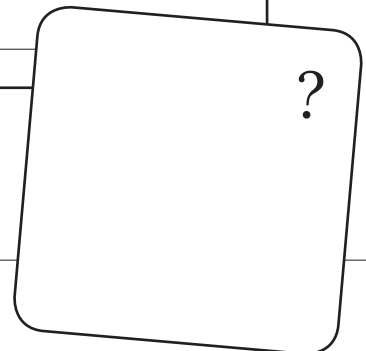
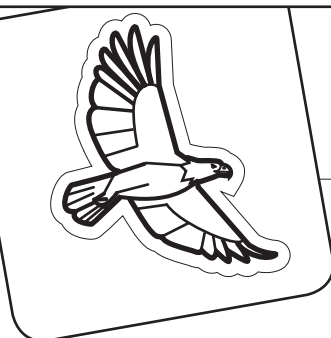
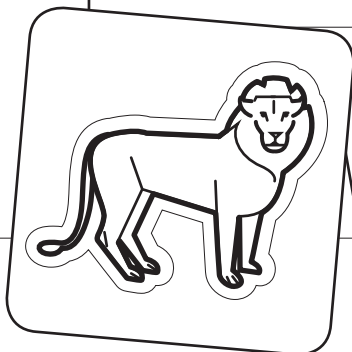
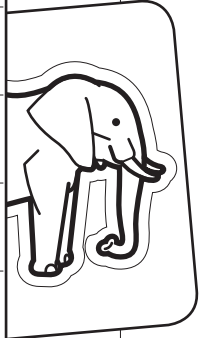
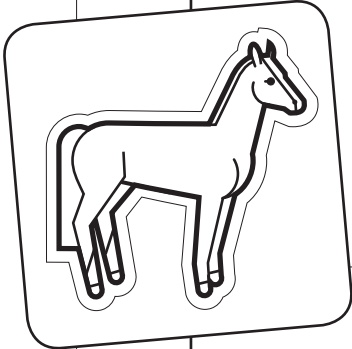




Mužo anav \_\_\_\_\_

# Muři maj drago životinja

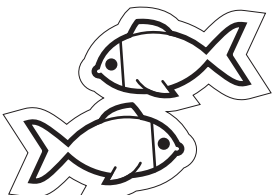
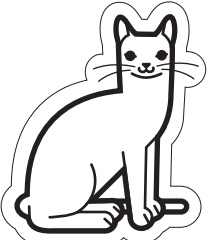
Opisosar ćiri maj drago životinja  
(So xal, kaj trajil, sar dikhêl avri, ...).



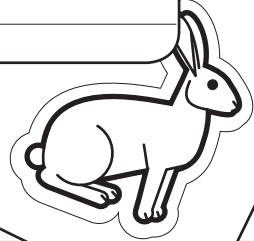
Mužo anav \_\_\_\_\_

## Muřî khêrutni životinja

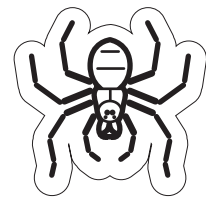
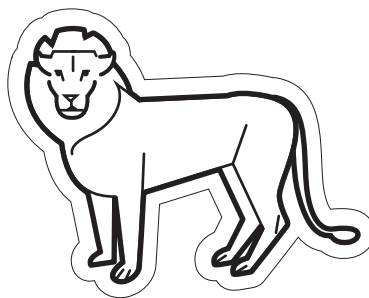
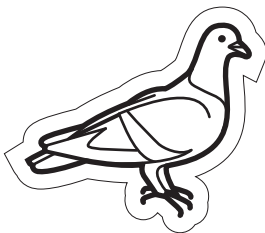
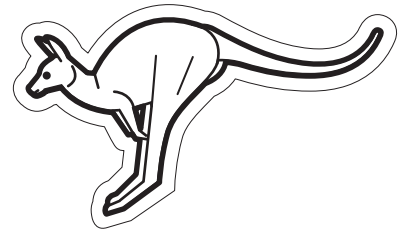
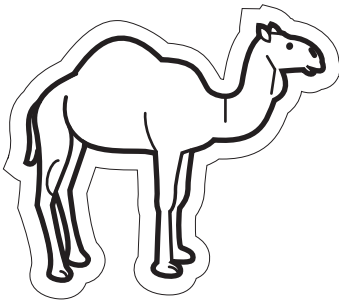
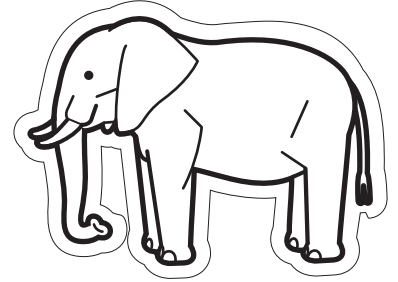
Opisosar ćiri khêrutni životinja  
(So xal, kaj trajil, sar dikhêl avri, ...)

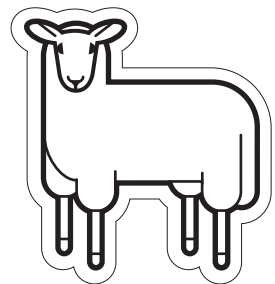
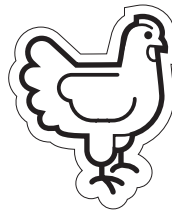
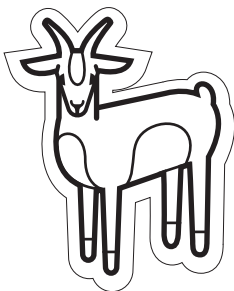
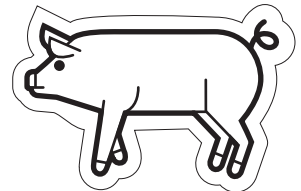
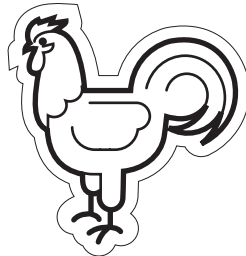
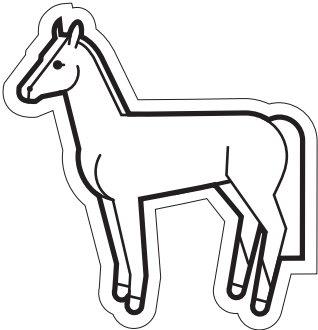
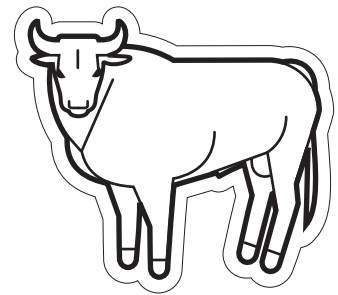
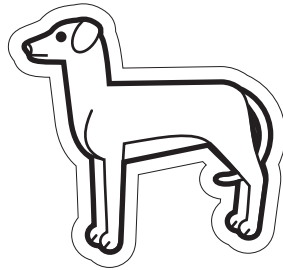
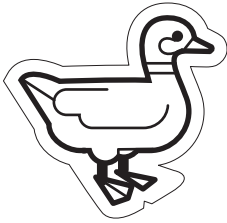
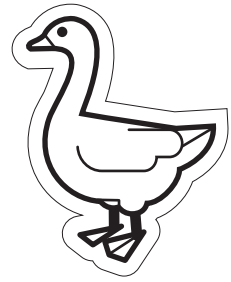
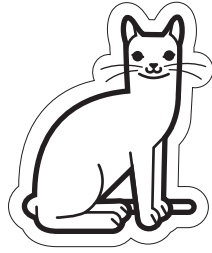
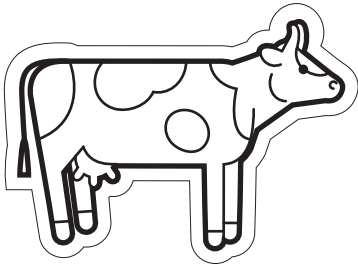


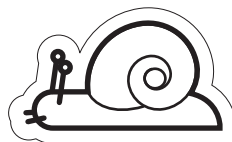
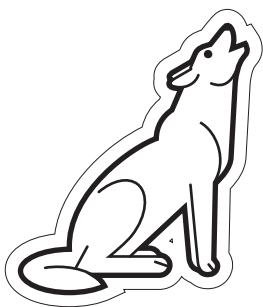
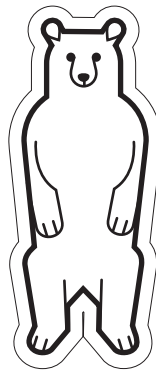
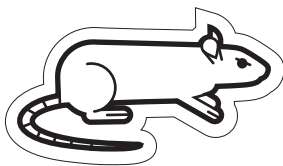
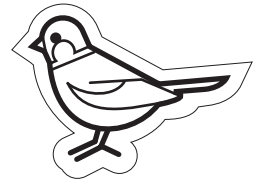
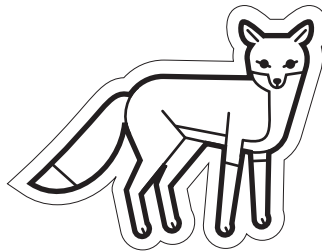
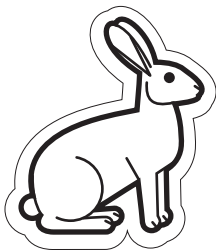
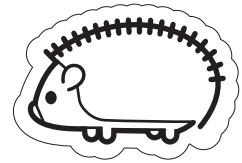
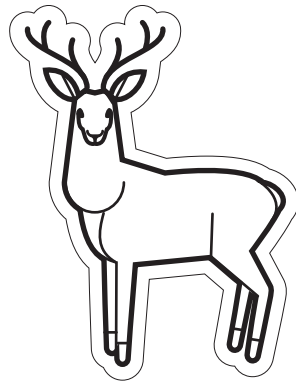
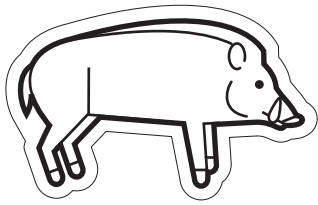
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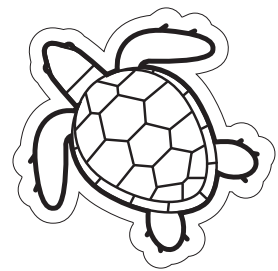
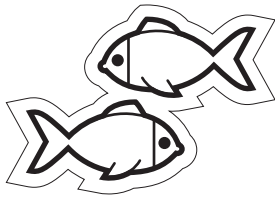
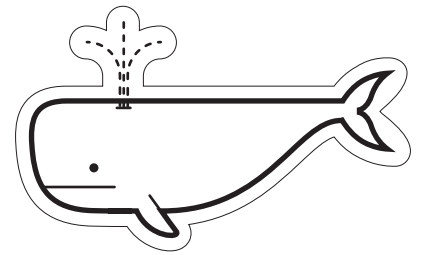
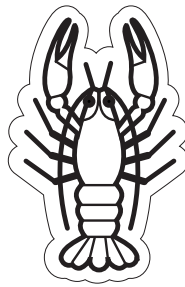
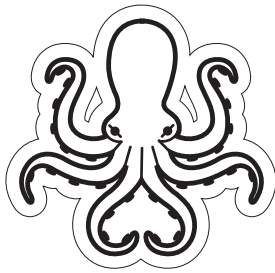
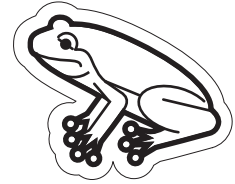
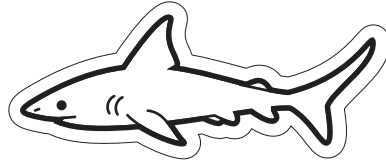
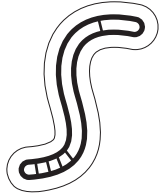

















<b>Kalderash_Secundary_A2_eng_unit-11</b>
<b>Topic (CFR): HOBBIES AND ART</b>
<b>Sub-topic 01: Hobbies</b>

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






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








**Vocabulary | Sub-topic 01: Hobbies**

Active			
<i>So kêres?</i>	What are you doing?	<i>amen</i>	we
<i>khanč(i)</i>	nothing	<i>e šej, o šav</i>	the Roma-girls, the Roma-boys
<i>Sar san?</i>	How are you?	<i>kamel</i>	to want, to like
<i>Mišto!</i>	good, fine	<i>o aver kurko</i>	next week
<i>nevo, nevi, neve</i>	new (s, p)	<i>uopšte</i>	at all, not at all
<i>tute</i>	at your place	<i>žanel</i>	to know
<i>e dej</i>	the mother	<i>o koreografo</i>	the choreographer
<i>opisil</i>	describe	<i>sikavel</i>	to show, to teach
<i>o řomano folkloro</i>	the Romani folklore	<i>mêkel man</i>	he, she leaves me
<i>araçi</i>	yesterday	<i>e klasa</i>	the class
<i>sîmas</i>	I was	<i>nakhêl</i>	to pass by
<i>e proba</i>	the rehearsal, the training	<i>e pauza</i>	the break
<i>fino</i>	fine, good	<i>o hobi</i>	the hobby
<i>samo, numa</i>	only	<i>o papo</i>	the grandfather
<i>trobul</i>	to need, to must	<i>le paposa</i>	with the grandfather
<i>ćinel peskê</i>	to buy	<i>Maj mištořo!</i>	Hello!
<i>joř; maj</i>	still	<i>ramol</i>	to write
<i>kak</i>	some, any	<i>kodo, kodi, kodola</i>	this
<i>řukar</i>	pretty, beautiful	<i>o lil</i>	the letter
<i>khêlimaskê papuče</i>	the dancing shoes	<i>phenel</i>	to say
<i>sićol</i>	to learn	<i>e kořarka</i>	the basketball game
<i>khêlel</i>	to dance	<i>angêrel</i>	to wear
<i>o horo</i>	the Horo*	<i>o treningo</i>	the training
<i>o źeno</i>	the persons, the people	<i>e drugarica</i>	the friend
<i>kaj?</i>	where?	<i>treniril</i>	to train
<i>so?</i>	what?	<i>xal sladoledo</i>	to eat ice-cream
<i>sode?</i>	how much?	<i>kamav tu, kamav tumen</i>	I love you (s, p)
<i>kote</i>	there	<i>e řoča</i>	the skirt, the dress
<i>zajedno; kethane, khetane</i>	together	<i>le khêlimaskê papuče</i>	the dancing shoes

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

\* a traditional Roma-dance in the Balkanregion


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

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



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

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

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

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

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

Mat./Res.: Worksheet 07





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




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

Mat./Res.: Gap text worksheet 08

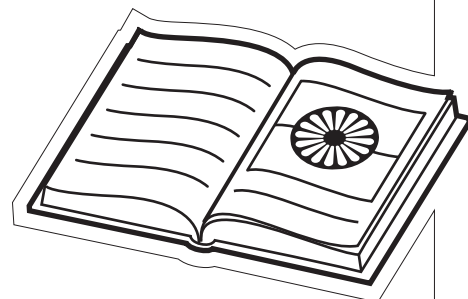
Note: This activity can only be done subsequently to activity 11.

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

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

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

## O řomano folkloro



Ruža: So kêres Mileno? Sar maj san?

Milena: Akê najis tukê, mišto sîm,  
khanči či kêrav! Aj sar san tu?

Ruža: Najis tukê, i me mišto sîm!  
So sî nevo tute?

Milena: Muři dej upisosardja ma ande řomano folkloro.  
Vorta e rjat sîmas pe proba.

Ruža: Ej, šukar-i! Aj sar sas?

Milena: Fino sas. Numa trobul te ćinav mangê joř jek řoća  
taj šukar khêlimaskê papuće.

Ruža: So sićilen irjat?

Milena: Pa maj anglal sićiljam te khêlas jek purano kolo  
aj palal sićiljam te khêlas čoćeko.

Ruža: Sode źene sen tumen kote?

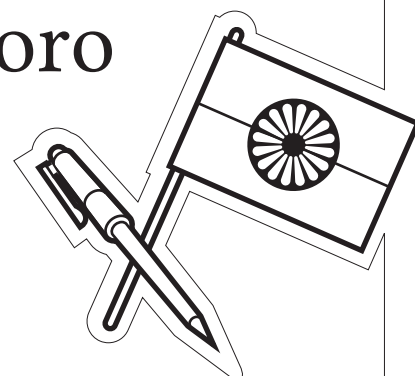
Milena: Pa amen sam šov šeja taj jefta šave.  
Te kamesa, šaj i tu te aves aver kurko,  
kê trobul amen maj jek šej.

Ruža: Pa či źanav Mileno, me uopšte či źanav te khêlav  
sar tu.

Milena: Na dara Ružo, amaro koreografo kam sîkavel  
tukê sja.

Ruža: Apo mišto! Adjes kam pušav katar muři dej, dali ka  
mêkel man. Hajde akana te źas-tar ande klasa,  
kê već nakhli amari pauza.

## O řomano folkloro



Ruža: So kêres Mileno? Sar maj san?

Milena: Akê najis tukê, mišto sîm,  
khanči či kêrav! Aj sar san tu?

Ruža: Najis tukê, i me mišto sîm!  
So sî nevo tute?

Milena: Muři dej upisosardja ma ande řomano \_\_\_\_\_.  
Vorta e rjat sîmas pe \_\_\_\_\_.

Ruža: Ej, šukar-i! Aj sar \_\_\_\_\_?

Milena: Fino sas. Numa trobul te ćinav mangê još jek  
\_\_\_\_\_ taj šukar khêlimaskê papuće.

Ruža: So \_\_\_\_\_irjat?

Milena: Pa maj anglal sićiljam te khêlas jek purano \_\_\_\_\_  
aj palal sićiljam te khêlas čoćeko.

Ruža: Sode źene sen tumen kote?

Milena: Pa amen sam šov šeja taj jefta śave. Te kamesa,  
šaj i tu te aves aver kurko, kê trobul amen maj jek sej.

Ruža: Pa či źanav Mileno, me uopšte či źanav te khêlav  
sar tu.

Milena: Na dara Ružo, amaro koreografo kam sîkavel tukê sja.

Ruža: Apo mišto! Adjes kam pušav katar muři dej, dali ka  
mêkel man. Hajde akana te źas-tar ande klasa,  
kê već nakhli amari pauza.

# O řomano folkloro

řaj te arakhês sja le řov dořa?



Ruřa: So kêres Mileno? Sar maj san?

Milena: Akê najis tukê, khançi či kêrav!

Aj sar san tu?

Ruřa: Či sîm miřto! So sî nevo tute?

Milena: Muřî dej upisosardja ma ande sîrpsko folkloro.

Vorta e rjat sîmas pe proba.

Ruřa: Ej, řukar-i! Aj sar sas?

Milena: Fino sas. Numa trobul te činav mangê joř trenerke taj khêlimaskê patike.

Ruřa: So sićilen irjat?

Milena: Pa maj anglal sićiljam te khêlas jek purano kolo aj palal sićiljam te khêlas fudbalo.

Ruřa: Sode źene sen tumen kote?

Milena: Pa amen sam řov řeja taj jefta řave. Te kamesa, řaj i tu te aves aver kurko, kê trobul amen maj jek řej.

Ruřa: Pa či źanav Mileno, me uopřte či źanav te khêlav sar tu.

Milena: Na dara Ruřo, amaro profesori kam sîkavel tukê sja.

Ruřa: Apo miřto! Adjes kam puřav katar muřî dej, dali ka mêkel man. Hajde akana te źas-tar ande klasa, kê već nakhli amari pauza.

Mužo anav \_\_\_\_\_

# O romano folkloro

Des tu godji?

1) Kaj iskirindas ande a Rupaki dej a Rupa?

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2) So trubuj i Rupa te kinel peske?

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3) So sitjile anglunes pe proba?

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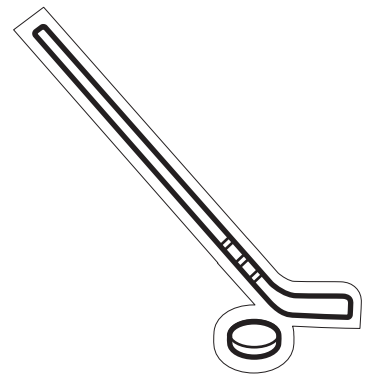
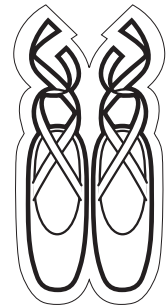
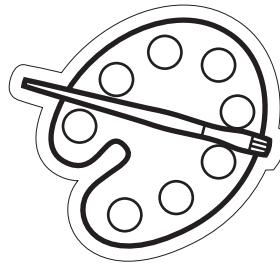
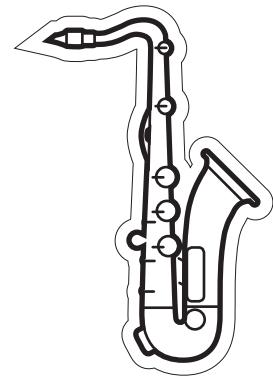
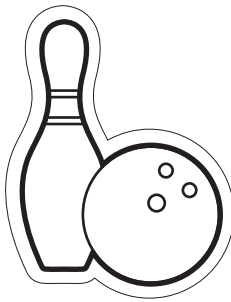
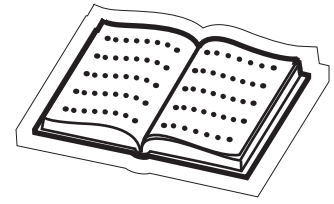
4) So sitjile irjat te khelen?

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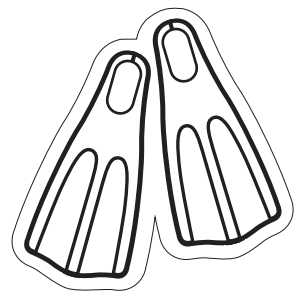
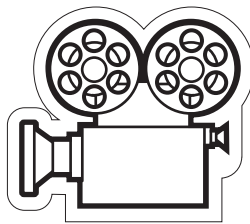
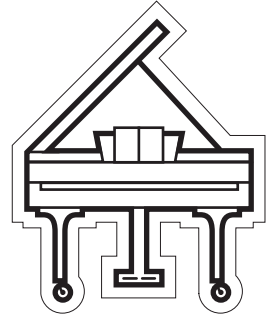
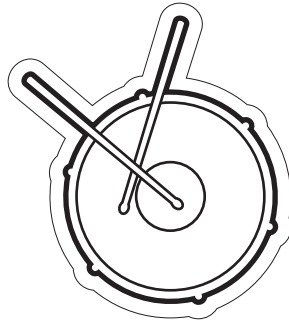
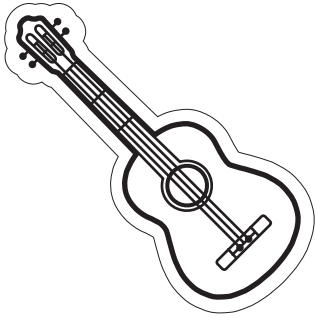
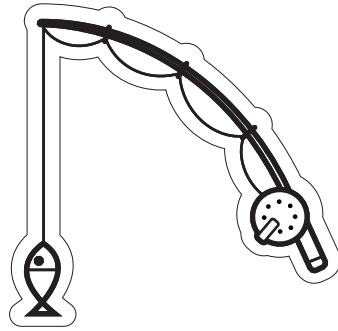
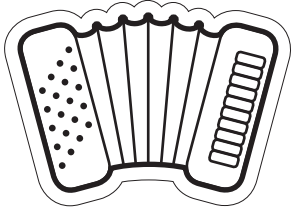
5) Ketji žene-j ando folkloro?

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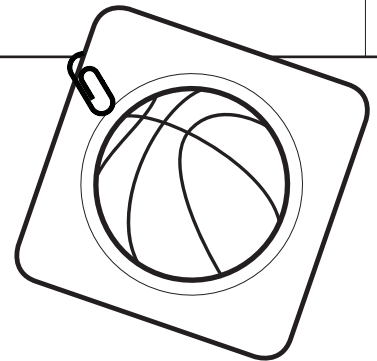
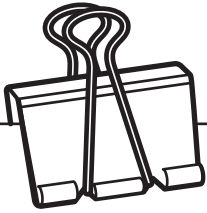






Mužo anav \_\_\_\_\_

# Mužo nevo hobi



Te a ves  
sasti mamijo!

Sar maj san? Me sîm but mišto! Sar sî o papo? Ramov tukê kodo

lil, kê kamav te phenav tukê kaj sî man jek nevo hobi.

Me žav te khêlav košarka! E rjat angêrdja man o tata angluji  
data ka treningo. Kote sas vi e Milena muři drugarica. Zajedno

trenirisardjam duj časur taj palal geljam te xas sladoledo.

O treneri phendja mangê kaj sî te ćinav mangê patike aj o trikovo  
dobindem lestar.

Mamijo, but kamav tumen!

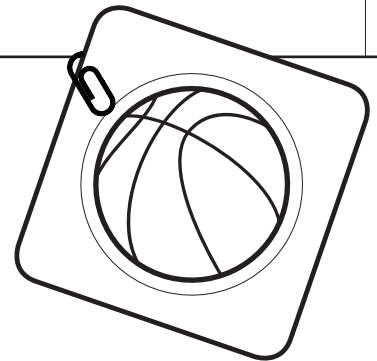
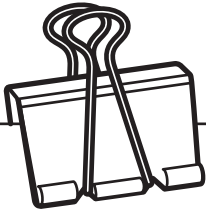
Tumari unuka e

Melisa

Mužo anav \_\_\_\_\_

# Mužo nevo hobi

E mami Mica lja irjate jek lil. Kethane le paposa,  
le Draganosa čitosarde o lil!



Te aves  
sasti mamijo!

Sar \_\_\_\_\_? Me sîm but mišto! Sar sî o papo? Ramov tukê kodo  
lil, kê kamav te phenav tuke kaj sî man jek nevo \_\_\_\_\_. Me  
žav te khêlav \_\_\_\_\_! E rjat angêrdja man o tata angluji  
data ka \_\_\_\_\_. Kote sas vi e Milena muři drugarica. Zajedno  
trenirisardjam duj časur taj palal geljam te xas \_\_\_\_\_. O  
treneri phendja mange kaj sî te činav mange \_\_\_\_\_ aj  
o trikovo dobindem lestar.

Mamijo, but kamav tumen!

Tumari unuka e

Melisa

