



Quality Education in Romani for Europe

**ROMANI TEACHING MATERIALS**
**Lovara\_Primary\_A1\_AT\_eng**
**Romani variety:** Lovara Romani

**learner level:** Primary

**proficiency level:** A1

**language versions:** Romani, English

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The materials have been produced for teaching in the context of Lovara Romani speakers in Austria. With minor adaptations, the materials can also be used for other teaching contexts, such as Lovara 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.

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 BUNDESKANZLERAMT  ÖSTERREICH

# Lovara\_Primary\_A1\_AT\_eng

<b>Unit 01</b>	<b>Topic (CFR):</b> MYSELF AND MY FAMILY <b>Sub-topic 1:</b> Introducing myself <b>Sub-topic 2:</b> My friends <b>Sub-topic 3:</b> My family <b>Sub-topic 4:</b> My body	↓ p. 3
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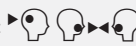

<b>Lovara_Primary_A1_AT_eng_unit-01</b>
<b>Topic (CFR): MYSELF AND MY FAMILY</b>
<b>Sub-topic 01: Introducing myself</b> <b>Sub-topic 02: My friends</b> <b>Sub-topic 03: My family</b> <b>Sub-topic 04: My body</b>
<b>Connected main themes in the CFR: Occupations and hobbies</b>

<b>Working with the CFR – Learning objectives</b>	
Skill	Relevant descriptors in the language grid (“can do”) OR “I can” statements:
	<ul style="list-style-type: none"> <li>✓ Can understand basic questions asked by the teacher, an adult or another pupil (e.g. What is your name? How old are you? Is this your brother? etc.).</li> <li>✓ Can understand simple instructions for everyday activities when they are spoken slowly and accompanied by appropriate gesture.</li> <li>✓ Can recognize his/her name or the names or titles of immediate family members when spoken by another person.</li> <li>✓ Can understand when an older person is giving a blessing.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can find his/her name on a class/teamlist.</li> <li>✓ Can find his/her name and names of family or community members in a list, on an item of equipment of furniture, or on a memorial in an grave yard.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can respond nonverbally (e.g. with a nod or shake of the head) or with single word or very brief answers to basic questions about his/her likes or dislikes (e.g. Do you like ...?).</li> <li>✓ Can greet the teacher, other adults and pupils in an appropriate way and say goodbye.</li> <li>✓ Can indicate immediate personal needs (e.g. to go to the toilet).</li> <li>✓ Can answer basic questions about his/her group, family name, age and family members when supported by prompts.</li> <li>✓ Can greet and say goodbye and say thank you to other Roma children and adults using appropriate forms of salutation.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can make a short incomplete statement about h/herself or family structure (e.g. name is ... have brothers).</li> <li>✓ Can use simple phrases to describe his or her own appearance, including eye and hairs colour, size, height.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can copy or write his/her name, address, name of school.</li> <li>✓ Can copy words about him/herself from the board (my name is ..., I live in ...).</li> <li>✓ Can copy or write the family name, his/her name and the names of other family members.</li> </ul>
<b>Working with the ELP</b>	
Language passport: Add student’s name and photo.	
Dossier: worksheets 01-09	










Vocabulary   Sub-topic 01: Introducing myself			
<b>Active</b>			
<i>Me sim o/i</i>	I am ...	<i>Kon san tu?</i>	Who are you?
<i>Lašo djes! Devlesa rakhav</i>	Hello! I find you	<i>Kon- i o/i?</i>	Who is he/she ...?
<i>tu/tumen!</i>	yourselves with God!	<i>baxtalo, baxtali</i>	happy
Vocabulary   Sub-topic 02: My friends			
<b>Active</b>			
<i>si, sim, san</i>	he/she is, I am, you are	<i>so?</i>	what?
<i>kon?</i>	who?	<i>muro, muri</i>	my
<b>Passive</b>			
<i>o/i</i>	he/she	<i>but</i>	much, many
<i>vov/voj si</i>	he/she is, he/she was	<i>les</i>	him
<i>sas les</i>	he had		
Vocabulary   Sub-topic 03: My family			
<b>Active</b>			
<i>o papo</i>	the grandpa	<i>thaj, taj</i>	and
<i>i mami</i>	the grandma	<i>mure phral</i>	my brothers
<i>o dad</i>	the father	<i>mure phenja</i>	my sisters
<i>i dej</i>	the mother	<i>hulavel</i>	to comb
<i>o phral</i>	the brother	<i>kinel</i>	to buy
<i>i phen</i>	the sister	<i>gilabel</i>	to sing
<i>me</i>	I	<i>cirdel, bašavel</i>	to make music
Vocabulary   Sub-topic 04: My body			
<b>Active</b>			
<i>o manuš</i>	man (the human being)	<i>o dand</i>	the tooth
<i>man si</i>	he/she has	<i>o punro</i>	the foot
<i>jek, duj</i>	one, two	<i>o muj</i>	the mouth, the face
<i>but</i>	much, many	<i>o vast</i>	the hand
<i>i šib</i>	the tongue	<i>i čang</i>	the knee
<i>o naj</i>	the finger	<i>o phiko</i>	the shoulder(s)
<i>I vundjija</i>	the fingernail	<i>tu</i>	you
<i>o šero</i>	the head	<i>jokhar, du -, tri -, štar var</i>	once, twice, three times, four times
<i>o nakh</i>	the nose	<i>tut</i>	you
<i>i šam</i>	the cheek	<i>amen</i>	we
<i>o kan</i>	the ear	<i>ćire, će</i>	your
<i>e bal</i>	the hair	<i>deš</i>	ten












Passive			
o/i	the (m/f)	<i>sikhavel</i>	to show
sas	he/she was	<i>i phabaj</i>	the apple
sas les/sas la	he/she had	<i>vazdel opre</i>	to pick something up
but	much/many	<i>muk khelel</i>	he/she shall dance, play
les	him	<i>žal</i>	to walk
putrel	to open	<i>tele</i>	below/down
ural	to fly	<i>ži ka, ži kaj</i>	until
khelel	to dance	<i>cikno</i>	small
manca	with me	<i>o cikno</i>	the small one
pušel	to ask		

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

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

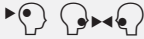


\*SOCIAL FORM (SF): group work – G | partner work – P | individual work – I






<b>Teaching activity 03   Sub-topic 01: Introducing myself – Collage of names</b>
Duration: 30 min   Skill:       SF: P
Mat./Res.: Worksheet 01, photographs, collage of flowers, drum
<p>Preparation: Teacher takes a picture of each child and prints it or the children bring a picture with them. He/she prepares the collage of flowers and puts it on the wall.</p> <ol style="list-style-type: none"> <li>Teacher calls each child by their name: <i>Kon- i o/i ...? ,Who is ...?</i> (e.g. Gusti).</li> <li>Child goes to the teacher who beats the rhythm of the names on the drum (according to syllables): <i>Me sim o Gusti!</i></li> <li>Child repeats the sentence. Teacher beats the rhythm on the drum: <i>Me sim o Gusti!</i></li> <li>Option: Child says the sentence and plays the rhythm himself/herself. Teacher gives each child their picture.</li> <li>Child looks for his/her name on the prepared collage of flowers and attaches his/her photo.</li> </ol>
<b>Teaching activity 04   Sub-topic 01: Introducing myself – ELP <i>Kado/kadi sim me</i></b>
Duration: 15 min   Skill:    SF: I   ELP: 4
Mat./Res.: ELP, photographs of the children
<ol style="list-style-type: none"> <li>Preparation: Take pictures of the children and print them.</li> <li>Teacher discusses the ELP with the children. He/She explains function, individual parts (Language Passport, Language Biography, Dossier) and future role as part of the Romani course.</li> <li>Teacher hands out the photos.</li> <li>Children glue the photos to their ELPs, write their names and color or decorate the page.</li> </ol>
<b>Teaching activity 05   Sub-topic 01: Introducing myself – Drama scene <i>Lašo djes! Devlesa rakhav tu!</i></b>
Duration: 20 min   Skill:     SF: P   ELP: 4
Mat./Res.: Scarf, hat
<ol style="list-style-type: none"> <li>Teacher puts a colorful scarf on a table or chair in the left half of the classroom.</li> <li>Teacher asks all girls to stand on that side.</li> <li>Teacher puts a hat on a table or chair in the right half of the classroom.</li> <li>Teacher asks all boys to stand on that side.</li> <li>Teacher shows the game: He/she walks over to the girls' group, wraps the scarf around his/her shoulders, walks to the middle of the classroom and says: <i>Lašo djes! Me sim o/i ...</i> He/she walks across to the boys' group, puts the hat on his head and walks to the middle of the classroom. He/she greets everyone and bows.</li> <li>Teacher asks one girl and one boy to stand in the middle, wearing the accessories and to introduce themselves as shown. Same procedure for all children.</li> </ol>
<b>Teaching activity 06   Sub-topic 02: My friends – Dialogue <i>Muro amal/muri amalni</i></b>
Duration: 20 min   Skill:     SF: I, P, G   ELP: dossier
Mat./Res.: Worksheet 02
<ol style="list-style-type: none"> <li>Teacher reads the dialogue of worksheet 02 <i>Muro amal/muri amalni</i>.</li> <li>Children read the dialogue alone.</li> <li>They discuss the dialogue with the child sitting next to them. Together they choose a word they don't understand.</li> <li>Children tell the teacher their words and write them on the blackboard.</li> <li>Teacher translates the words and together they discuss the content of the dialogue.</li> </ol>

<b>Teaching activity 07   Sub-topic 02: My friends – Gap text: <i>Muro amal/muri amalni</i></b>
Duration: 20 min   Skill:       SF: I, G, P   ELP: dossier
Mat./Res.: Worksheet 03
Note: This activity can only be done subsequently to activity 6. 01. Teacher hands out gap of worksheet 03 <i>Muro amal/muri amalni</i> , 'My friend (male/female)'. Children fill out the gaps. 02. Teacher writes the gap words on the blackboard and the children check their spelling. 03. Children read the dialogue in couples.
<b>Teaching activity 08   Sub-topic 02: My friends – Illustration: <i>Muro amal/muri amalni</i></b>
Duration: 10 min   Skill:    SF: I   ELP: dossier
Mat./Res.: Paper and crayons
Children get a blank sheet of paper and teacher asks them to draw a scene from the dialogue <i>Muro amal/muri amalni</i> .
<b>Teaching activity 09   Sub-topic 02: My friends – Illustration: <i>Muro amal/muri amalni</i></b>
Duration: 10 min   Skill:    SF: G
01. Teacher says: <i>Sas jek šavoro. O Gusti. Sas les but amala.</i> 'Once upon a time there was a boy called Gusti. He had many friends.' 02. Teacher walks through the classroom and calls out one of the children's names (incl. article): <i>O/I ... (name)!</i> 03. Child approaches the teacher and gives him/her his/her hand. 04. Teacher walks through the classroom and says: <i>Sas jek šavoro. O Gusti. Sas les but amala!</i> 05. Teacher calls out another child's name (incl. article): <i>O/i ... (name)!</i> 06. Same procedure until all children are part of the "Train of friendship".
<b>Teaching activity 10   Sub-topic 04: My body – <i>O manuš</i></b>
Duration: 20 min   Skill:     SF: G   ELP: dossier
Mat./Res.: Worksheet 04
01. Teacher reads worksheet 04 <i>O manuš</i> , 'The man'. He/she points at the corresponding body parts. 02. Teacher asks the children to get up and join in. 03. Teacher repeats each sentence of the worksheet and points at the corresponding parts of the body. Children repeat and point at the body parts as shown by the teacher. Teacher continues until all sentences are read. Options: Teacher reads the sentences, children listen and point at the corresponding parts of the body, or: Teacher points at a part of the body and the children say the corresponding sentence. 04. Children get the worksheet, color it and do the reading exercise as a homework.
<b>Teaching activity 11   Sub-topic 04: My body – <i>O cikno</i></b>
Duration: 30 min   Skill:      SF: I   ELP: dossier
Mat./Res.: Worksheet 05/page 1, crayons
01. Teacher hands out the first page of worksheet 05 <i>O cikno</i> , 'The little/The baby'. 02. Teacher reads a word and asks what it means – one child answers. The children connect this word to the baby's corresponding body part. 03. Teacher reads the next word and so on, until all words are connected. 04. They discuss the number of each body part (two eyes, ten toes, much hair, ...). 05. Children color the baby according to the instructions in the bottom left corner of the worksheet.

<b>Teaching activity 12   Sub-topic 04: My body – Gap text: <i>O cikno</i></b>
Duration: 15 min   Skill:      SF: G   ELP: dossier
Mat./Res.: Worksheet 05/page 2
<ol style="list-style-type: none"> <li>01. Teacher hands out page 2 of worksheet 05 <i>O cikno</i>.</li> <li>02. They do the gap text in group: One child reads a sentence and finds the gap word. Children fill out the gaps.</li> <li>03. Teacher writes the gap words on the blackboard.</li> </ol>
<b>Teaching activity 13   Sub-topic 04: My body – Poem: <i>Khelas</i></b>
Duration: 30 min   Skill:     SF: I, P   ELP: dossier
Mat./Res.: Worksheet 06
<ol style="list-style-type: none"> <li>01. Teacher hands out the poem <i>Khelas</i> 'we play' and children read it alone.</li> <li>02. They read it again and highlight the words they already know.</li> <li>03. In couples children choose two words they don't know.</li> <li>04. Each couple writes these two words on the blackboard and the teacher translates them.</li> <li>05. Children read the text alone once again.</li> <li>06. Teacher and class discuss the content of the poem.</li> </ol>
<b>Teaching activity 14   Sub-topic 04: My body – Gap text: <i>Khelas</i></b>
Duration: 30 min   Skill:     SF: P   ELP: dossier
Mat./Res.: Worksheet 07
<ol style="list-style-type: none"> <li>01. Teacher hands out the gap text <i>Khelas</i> (worksheet 07) and children fill out the gaps in couples.</li> <li>02. They read the text together once again.</li> <li>03. Children compare the results and correct the gap words.</li> </ol>
<b>Teaching activity 15   Sub-topic 03: My family – Diagram: <i>Muri familja</i></b>
Duration: 15 min   Skill:      SF: I   ELP: dossier
Mat./Res.: Worksheet 08
<p>Children bring pictures of their families. Print worksheet 08 and hand out a sheet of blank paper to each child.</p> <ol style="list-style-type: none"> <li>01. They discuss worksheet 08 <i>Muri familja</i> 'My family': What is the task? What do the words mean?</li> <li>02. Teacher asks the children to glue the photos of their families to the worksheet <i>Muri familja</i> (diagram) and to fill in the names of their relatives.</li> <li>03. The diagrams are put on a wall of the classroom or in the dossier.</li> <li>04. Children can introduce their families if they want to.</li> </ol>
<b>Teaching activity 16   Sub-topic 03: My family – Poem: <i>Amen</i></b>
Duration: 30 min   Skill:      SF: I, G   ELP: dossier
Mat./Res.: Worksheet 09
<ol style="list-style-type: none"> <li>01. Teacher reads the poem <i>Amen</i> 'We' to the class. Then he/she hands out the text to the children.</li> <li>02. He/She asks the children to read the poem alone once.</li> <li>03. Then he/she reads the sentences to the class. Children repeat it in unison.</li> <li>04. Children learn the short poem by heart as a homework.</li> </ol>

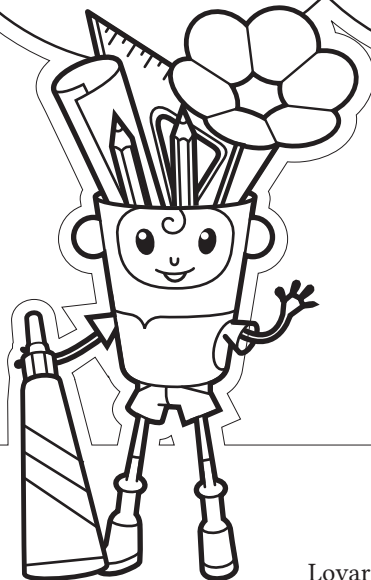
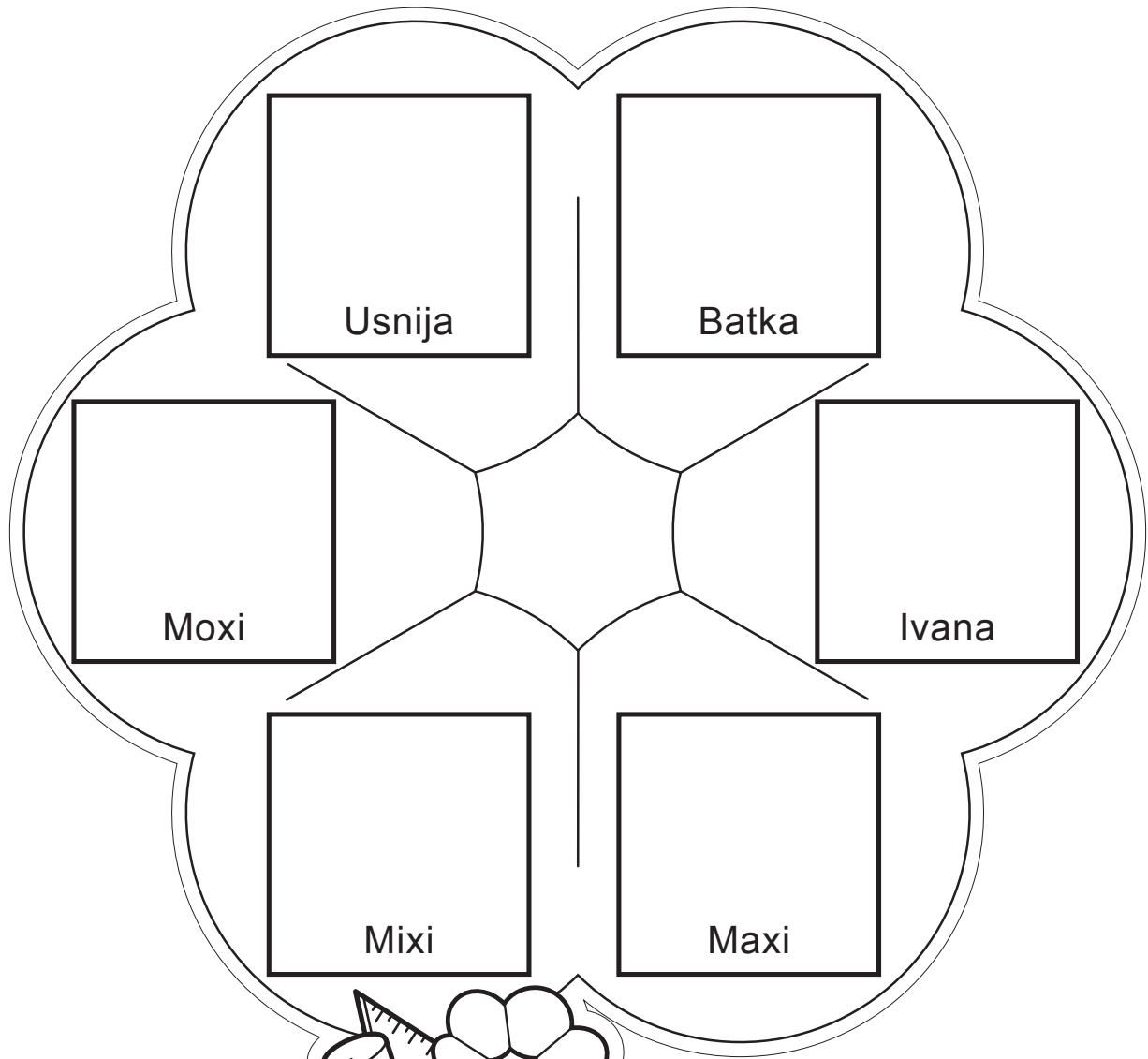


<b>Lesson plan 01   Sub-topic 01: Introducing myself – Mlo anav ,My name‘</b>
TA-Nr.: 01   Learning objectives: Getting to know each other. Introducing and saying “Hello!” in Romani.
Duration: 10 min   Skill:    SF: G
Mat./Res.: Ball
<ol style="list-style-type: none"> <li>01. Teacher introduces himself/herself: <i>Devlasa rakhav tu!. Me sim ... Kon san tu?</i>, Hello. I am ... Who are you?‘.</li> <li>02. Teacher passes the ball to a child and asks him/her to introduce himself/herself with: <i>Devlesa rakhav tu. Me sim o/i ...!</i>, Hello. I am ...‘.</li> <li>03. Child introduces himself/herself and passes the ball back to the teacher.</li> <li>04. Same procedure with all children.</li> </ol>
TA-Nr.: 02   Learning objectives: Getting to know each other. Introducing and saying “Hello!” in Romani.
Duration: 10 min   Skill:    SF: G
<ol style="list-style-type: none"> <li>01. Children stand in a circle.</li> <li>02. Teacher turns to a child standing next to him/her and says: <i>Devlasa rakhav tu!. Me sim ... Kon san tu?</i>, Hello. I am ... Who are you?‘.</li> <li>03. Child answers: <i>Devlesa rakhav tu. Me sim o/i ...</i> , turns to his/her neighbor and asks him/her: <i>Kon san tu?</i> ,Who are you?‘.</li> <li>04. Same procedure with all children.</li> </ol>
TA-Nr.: 03   Learning objectives: Getting to know each other. Introducing and saying “Hello!” in Romani.
Duration: 10 min   Skill:    SF: G
Mat./Res.: Worksheet 01, photographs, collage of flowers, drum
<p>Preparation: Teacher takes a picture of each child and prints it or the children bring a picture with them. He/she prepares the collage of flowers and puts it on the wall.</p> <ol style="list-style-type: none"> <li>01. Teacher calls each child by their name: <i>Kon- i o/i ...?</i> ,Who is ...?‘ (e.g. Gusti).</li> <li>02. Child goes to the teacher who beats the rhythm of the names on the drum (according to syllables): <i>Me sim o Gusti!</i>.</li> <li>03. Child repeats the sentence. Teacher beats the rhythm on the drum: <i>Me sim o Gusti!</i>.</li> <li>04. Option: Child says the sentence and plays the rhythm himself/herself. Teacher gives each child their picture.</li> <li>05. Child looks for his/her name on the prepared collage of flowers and attaches his/her photo.</li> </ol>

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

Muro anav \_\_\_\_\_

# Amari grupa



Muro anav \_\_\_\_\_

## Muro amal/Muri amalni

Šejori: Devlesa rakhav tu, lala!

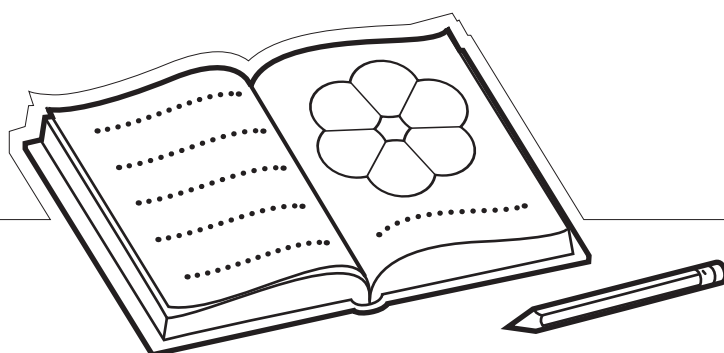
Dej: T' aves baxtali muri šejori!  
Kon san tu?

Šejori: Me sim i Sidi, i amalni katar o Gusti!

Dej: So trubuj tu muri šejori?

Šejori: Khere-j o Gusti?

Dej: Va, khere-j, av andre muri šejori!



Muro anav \_\_\_\_\_

## Muro amal/Muri amalni

Šejori: Devlesa rakhav tu, lala!

Dej: T' aves baxtali muri šejori!

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

Šejori Me \_\_\_\_\_ i Sidi, i amalni katar Gusti!

Dej: So \_\_\_\_\_ tu muri šejori?

Šejori: Khere-j o Gusti?

Dej: Va khere-j, \_\_\_\_\_ andre muri šejori!

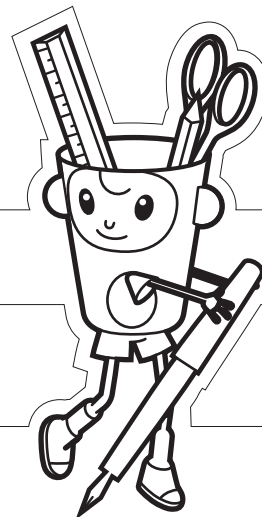
trubuj

| av

| san

|

| sim



## O manuš

Man si jek šero.

Man si but dand.

Man si jek nakh.

Man si duj punre.

Man si duj šam.

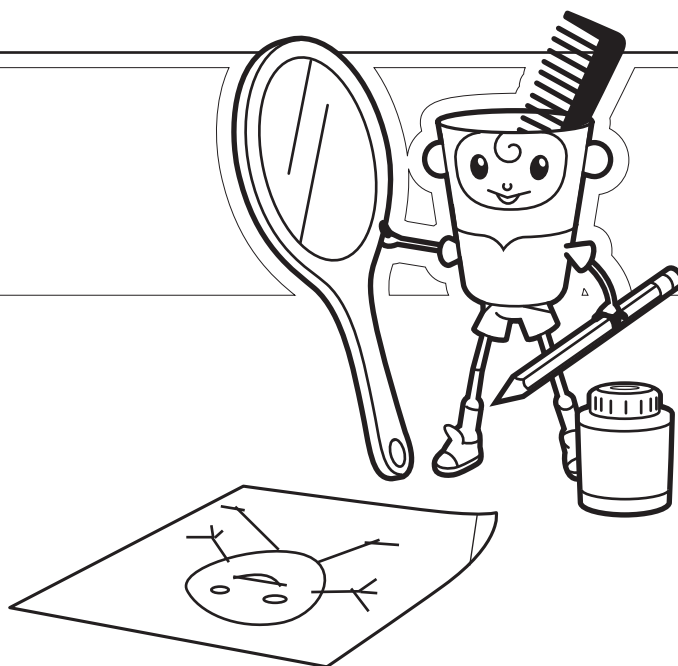
Man si jek muj.

Man si duj kan.

Man si duj vast.

Man si but bala.

Man si duj čanga.



# O cikno

jek šero

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

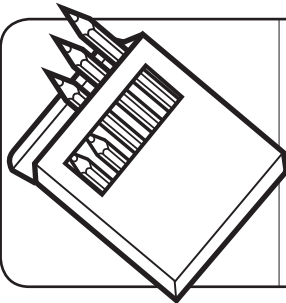
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

jek šib	jek nakh	jek šero	jek miho
duj jakha	duj šama	duj čanga	duj punre
duj phike	duj vast	deš naja	but bala



jek = šargo  
 duj = lolo  
 but = vuneto  
 deš = zeleno

Muro anav \_\_\_\_\_

# O cikno

Jek vaj duj?

Man si \_\_\_\_\_ vast.

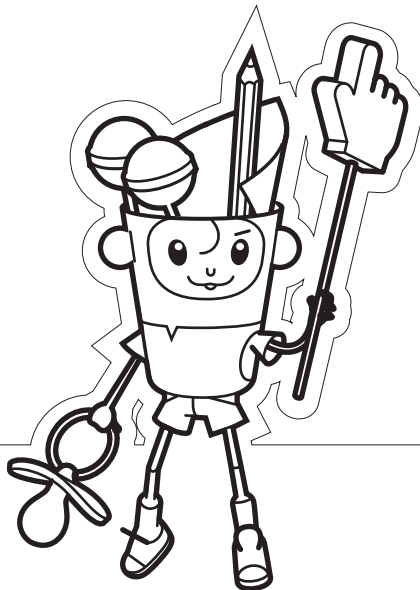
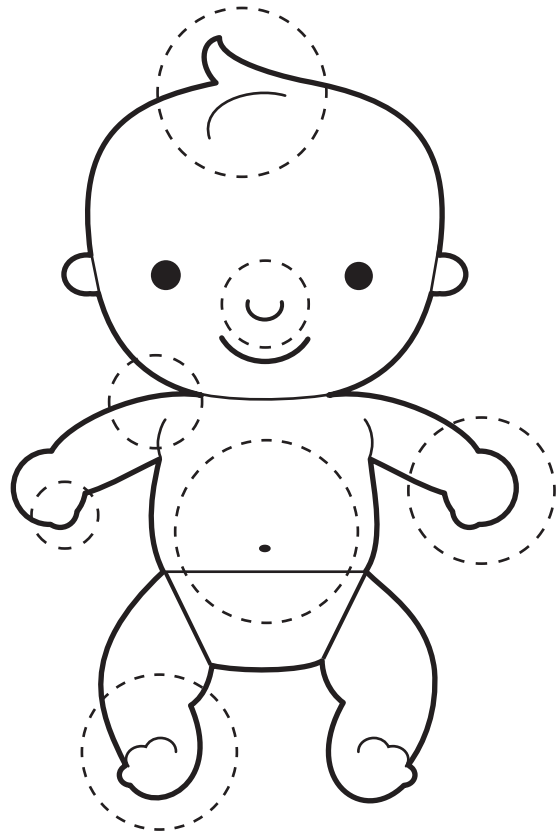
Man si \_\_\_\_\_ nakh.

Man si \_\_\_\_\_ naja.

Man si \_\_\_\_\_ punre.

Man si \_\_\_\_\_ phike.

Man si \_\_\_\_\_ šib.



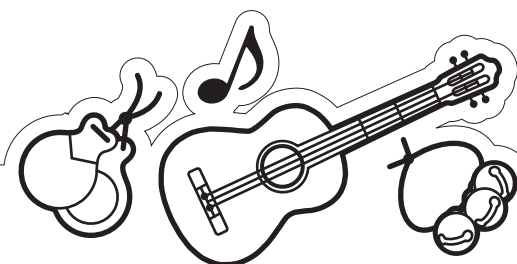


# Khelas

Jokhar, duvar, tut pušav,  
trivar, štarvar amen khelas.  
Vazde opre ćire vastora,  
sikhav mange phabaja.

Jokhar, duvar tut pušav,  
trivar, štarvar amen khelas.  
Ža tele ži kaj punre,  
muk khelen ćire phike.

Jokhar, duvar, tut pušav,  
trivar, štarvar amen khelas.  
Puter tu ćire vastora,  
te uras e tu manca.



Muro anav \_\_\_\_\_

# Khelas

Jokhar, duvar, tut pušav,  
trivar, štarvar amen khelas.

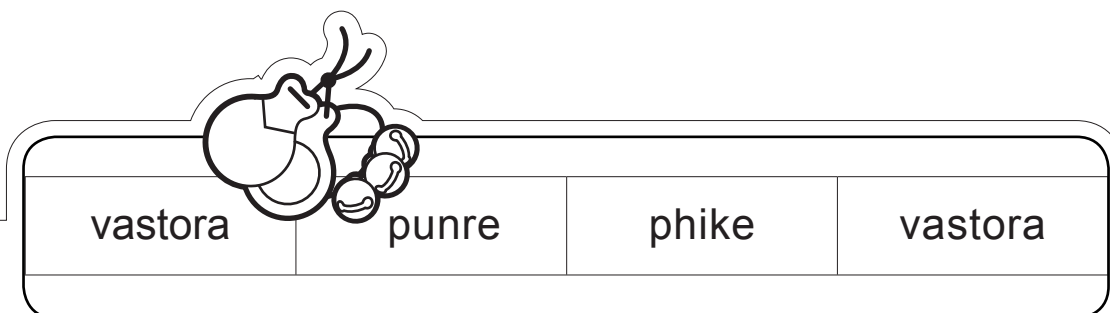
Vazde opre ćire \_\_\_\_\_,  
sikhav mange phabaja.

Jokhar, duvar, tut pušav,  
trivar, štarvar amen khelas.

Ža tele ži kaj \_\_\_\_\_,  
muk khelen ćire \_\_\_\_\_.

Jokhar, duvar, tut pušav,  
trivar, štarvar amen khelas.

Puter tu ćire \_\_\_\_\_,  
te uras e tu manca.



Muro anav \_\_\_\_\_

# Kon-i kadala žene?

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

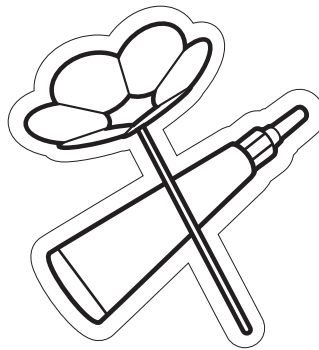
o papo

i mami

o papo

i mami

o dad



i dej

me thaj mure phral/phenja

Muro anav \_\_\_\_\_

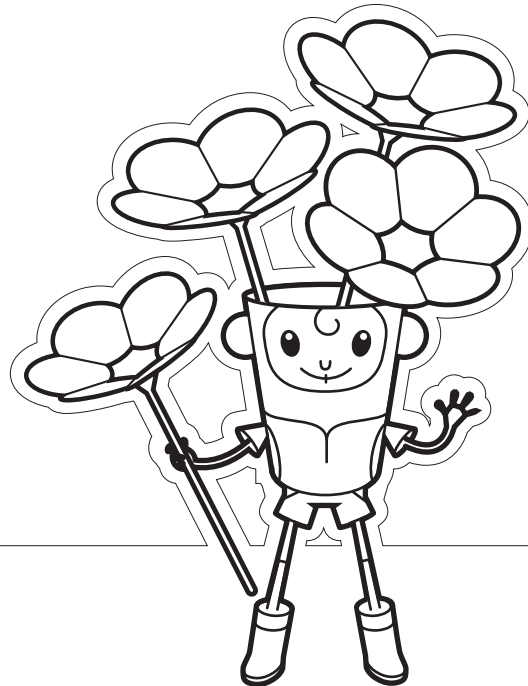
# Amen

Muri dej man hulavel.






Muro dad šukar coxi kinel.

Muri phen mange gilabel.

Muro phral mange cirdel.



Lovara_Primary_A1_AT_eng_unit-02
<b>Topic (CFR): THE HOUSE AND ITS ACTIVITIES</b>
<b>Sub-topic 01: <i>E samura</i> – Numbers</b> <b>Sub-topic 02: <i>Muro kher/vonungo</i> – My house/flat</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 the key words for activities of the home (e.g. eating, washing, sleeping, etc.).</li> <li>✓ Can understand the key words for activities of the Roma home and can categorise them, as appropriate, into areas of responsibility (e.g. mother’s jobs, father’s occupations, etc.).</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can recognize and understand labels on a picture of a typical house or room.</li> <li>✓ Can recognize and understand numbers and words on a street or in an address.</li> <li>✓ Can recognize and understand the words for parts of the home and its surroundings and items in the house/caravan.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can give single word or very brief answers to basic questions about his/her home.</li> <li>✓ Can give a telephone number.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can use key words or simple phrases/sentences to describe his/her home.</li> <li>✓ Can use key words or simple phrases/sentences to describe what he/she likes and dislikes doing at home.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can copy or write words and simple phrases or sentences for parts of the home and items in the house.</li> </ul>
Working with the ELP	
Language passport: <i>Me bešav ando ...</i> (e.g.: <i>Beči</i> ).	
Dossier: <i>E samura</i> : 0–10   activities 2,3,4   <i>I hinga</i> : Filling in words	

Vocabulary   Sub-topic 01: <i>E samura</i>	
Active	
<i>E samura</i> 0–10	the numbers 0–10
<i>muro/ćiro samo</i>	my/your number
<i>Sar/savo-i ...?</i>	What/which is ...?
Passive	
<i>So keres tu tehara?</i>	What are you doing tomorrow?
<i>muro/ćiro samo</i>	my/your number

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

Active			
<i>muro kher/vonungo</i>	my house/flat	<i>o skamin</i>	the chair
<i>i soba</i>	the room	<i>o pato</i>	the bed
<i>i konjha</i>	the kitchen	<i>o sekrini</i>	the wardrobe
<i>o firdevo</i>	the bathroom	<i>o jatiko</i>	the toys
<i>e sovimaski soba</i>	the bedroom	<i>i kenjva</i>	the book
<i>e djeseski soba</i>	the living room	<i>o colo</i>	the carpet
<i>o WC</i>	the toilet (WC)	<i>e kenjvengo regali</i>	the bookshelf
<i>e šavorengi soba</i>	the children's room	<i>i televizija</i>	the television
<i>o fojošovo</i>	the hallway	<i>vašalij e gada</i>	to iron
<i>i vaza</i>	the vase	<i>sovel</i>	to sleep
<i>e roja</i>	the cutlery (also: spoons)	<i>ginavel</i>	to read
<i>o sekrini</i>	the kitchen cabinet	<i>pekel (kolača)</i>	to bake (biscuits)
<i>o bov</i>	the stove	<i>o dujto anav</i>	the surname
<i>o frižideri</i>	the refrigerator	<i>Katar san?</i>	Where are you from?
<i>o tigaja</i>	the pan	<i>Kaj bešes?</i>	Where do you live?
<i>o tejari</i>	the plate	<i>o gav</i>	the village
<i>i piri/o vaso</i>	the pot	<i>o foro</i>	the city
<i>i lampa</i>	the lamp	<i>i adresa</i>	the address
<i>i mesaja</i>	the table	<i>Beči</i>	Vienna
		<i>akak</i>	now
Passive			
<i>So-j kava?</i>	What is this?	<i>So kerav me?</i>	What do I do?
<i>i luludji</i>	the flower	<i>muro dad</i>	my father
<i>o xabe</i>	the food	<i>muri dej</i>	my mother
<i>o mas</i>	the meat	<i>muro papo</i>	my Grandpa, my grandfather
<i>So-j tu ...?</i>	What have you got?	<i>muri mami</i>	my Grandma, my grandmother

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

**Teaching activity 01 | Sub-topic 01: E samura**

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

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

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

01. Children sit in a circle on the floor.
02. Teacher spreads out the cards with the numerals 0–10 on the floor. Each child gets a card with the numbers from “Zero” to “Ten” (in words).
03. Children try to find the matching numbers to their cards.
04. Incorrectly matched cards are assigned to the correct card together.
05. Subsequently the teacher places the cards with the words from 0–10 in a stack on the floor. The cards with the numerals are distributed again.
06. Now the children read the numerals on their card out loud and put the card next to the correct number.
07. Teacher corrects the cards and says the numbers from 0–10 twice.
08. He/She now pronounces number by number, the group repeats the word after each number.
09. Then each child is asked to read the numbers out loud.
10. Subsequently the children copy the numbers from 0–10 from the cards into their ELP (p. 42).

**Teaching activity 02 | Sub-topic 01: E samura – Dialogue Telefono**

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

Mat./Res.: Worksheet 02

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





**Teaching activity 03 | Sub-topic 02: Muro kher/vonungo**

Duration: 25 min | Skill:  | SF: G, I | ELP: Dossier











Mat./Res.: Worksheet 03, pens

01. Teacher hands out the worksheets.
02. He/She asks the children what the words mean and what the task is.
03. He/She explains the new vocabulary and asks the children to fill out the worksheet.
04. They compare their answers.
05. Children draw their room.















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

<b>Teaching activity 04   Sub-topic 02: Muro kher/vonungo – I konjha</b>
Duration: 35 min   Skill:    SF: G, I, P   ELP: Dossier, p. 42
Mat./Res.: Worksheet 04; cutlery, pot, vase, plate, flower, pan
<ol style="list-style-type: none"> <li>Children sit in a circle. Teacher puts the objects in front of him/her, covering them with a cloth.</li> <li>He/She picks one object (e.g. a pot) and asks who knows the Romani name for the object. Then he/she says its name out loud.</li> <li>Children repeat the name and teacher passes the object around the circle for the children to touch.</li> <li>Same procedure with all objects.</li> <li>Children return to their seats and teacher hands out the worksheet.</li> <li>They complete it in couples.</li> <li>The answers are compared and the teacher writes the words on the blackboard.</li> <li>Children add the new words to their ELP.</li> </ol>
<b>Teaching activity 05   Sub-topic 02: Muro kher/vonungo – Šavorengi soba</b>
Duration: 35 min   Skill:    SF: G, I   ELP: Dossier
Mat./Res.: Worksheet 05
<ol style="list-style-type: none"> <li>Teacher hands out the worksheet and reads it.</li> <li>He/She asks the children what the words below mean.</li> <li>Teacher asks: ... [name] ..., so-j tu ande ci soba?</li> <li>One child chooses one of the objects on the worksheet and answers: <i>Man si ma sekrini.</i></li> <li>Same procedure with all the words.</li> <li>Subsequently the children draw their rooms.</li> </ol>
<b>Teaching activity 06   Sub-topic 02: Muro kher/vonungo – So-j kava?</b>
Duration: 35 min   Skill:    SF: G, I   ELP: Dossier
Mat./Res.: Worksheet 06, overhead projector, overhead pens (copy worksheet 06 on overhead transparency)
<ol style="list-style-type: none"> <li>Teacher shows the first line of the worksheet to the children on the overhead projector.</li> <li>He/She discusses the words to the images with the children.</li> <li>Teacher asks: <i>Kon žanel, so-j kava?</i> – Children reply: <i>O/i televizija, regali, lampa, ...</i></li> <li>Teacher hands out the worksheet worksheet 06 and children fill it out alone.</li> <li>Teacher shows them the completed worksheet and adds the missing words.</li> <li>Children check their results and add the sheets to their Dossier.</li> </ol>
<b>Teaching activity 07   Sub-topic 02: Muro kher/vonungo – Pantomim</b>
Duration: 20 min   Skill:    SF: G, I   ELP: p. 42
<ol style="list-style-type: none"> <li>Children stand in a circle.</li> <li>Teacher shows the game: He/She stands in the middle of the circle and mimes one of the activities in the household (ironing, baking, reading, sleeping).</li> <li>He/She asks the children: <i>So kerav me?</i></li> <li>Children have to guess and name the activity (depending on their competence either in Romani or first in the language of instruction. Teacher translates it to Romanes.).</li> <li>After the four activities, it's the children's turn. Each child mimes one activity in the middle of the circle, the other children name it.</li> <li>After the game, the children return to their seats.</li> <li>Teacher writes down all activities on the blackboard and the children add it to their ELP (p. 42).</li> </ol>



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

<b>Teaching activity 12   Sub-topic 02: Muro kher/vonungo – Quiz Kaj bešes?</b>
Duration: 40 min   Skill:      SF: G   ELP: Dossier, p. 4
Mat./Res.: Worksheet 11, reward
<p>Note: This activity can only be done subsequently to activity 11.</p> <ol style="list-style-type: none"> <li>Teacher explains the quiz about the latest topic.</li> <li>Children have about 20 min to complete the worksheet.</li> <li>They read their results to the class.</li> <li>Teacher rewards each child with a small present (pen, chocolate, etc.).</li> <li>Now the children can write down the second sentence in their <i>Language Passport</i> on p. 4.</li> </ol>
<b>Teaching activity 13   Sub-topic 02: Muro kher/vonungo – Muri škola?</b>
Duration: 30 min   Skill:     SF: G   ELP: Dossier
Mat./Res.: Worksheet 12
<p>Note: This activity can only be done subsequently to activity 11.</p> <ol style="list-style-type: none"> <li>Teacher hands out the worksheet.</li> <li>He/She asks one child to read the task and the group discusses it.</li> <li>Children draw their school.</li> <li>Teacher writes down two sentences regarding the address and the class on the blackboard.</li> <li>Children copy the sentences.</li> </ol>
<b>Teaching activity 14   Sub-topic 02: Muro kher/vonungo – Stanice</b>
Duration: 100 min   Skill: Dep. on worksheets used   SF: I   ELP: Dossier
Mat./Res.: Worksheet 13, five different other worksheets
<p>Preparation: Choose worksheets and copy for all children (including spare copies if required). Prepare five workstations in the classroom (pushing two desks together at a time). Note: Can also be done after each UNIT to check the children's progress.</p> <ol style="list-style-type: none"> <li>Teacher hands out a sheet to each child on which each workstation is noted.</li> <li>He/She explains workstations 1–5.</li> <li>Each child has to complete at least three workstations – the faster ones may do even more.</li> <li>Once a station is completed, the teacher stamps the child's sheet.</li> </ol>
<b>Teaching activity 15   Sub-topic 02: Muro kher/vonungo – Kon-i maj sigo</b>
Duration: 15 min   Skill:    SF: G, I
<ol style="list-style-type: none"> <li>Children spread out in the classroom.</li> <li>Teacher names an object located in the classroom (e.g. <i>tabla, mesaja, skamin, vudar, kompjuteri, feljastra, ...</i>).</li> <li>Children have to touch the object as quickly as possible.</li> <li>The last child to touch the object drops out.</li> <li>The game continues until only one child is left.</li> </ol> <p>Note: This game can be played in various rooms using different objects, also outside or at the playground.</p>

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

0	6	nula	šov
1	7	jek	efta
2	8	duj	oxto
3	9	trin	inja
4	10	štar	deš
5		panž	

# Dialogo ande pauza „Telefono“

Frima: Nuna, so keres tu tehara?

Nuna: Soste pušes ma?

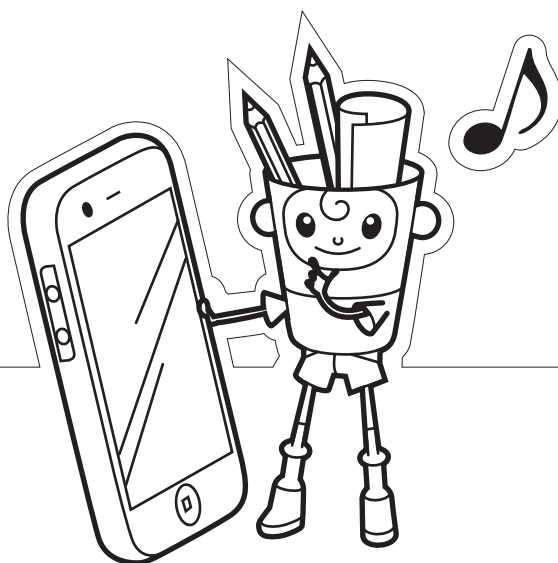
Frima: Hat kamos te žav tehara tusa ando kino.  
Si tu vrama?

Suzana: Tehara si ma vrama! De ma ćo samo te  
šunas amen.

Frima: Muro samo-j 245 136 890.  
Sar-i ćiro samo?

Suzana: Muro samo-j 693 258 147

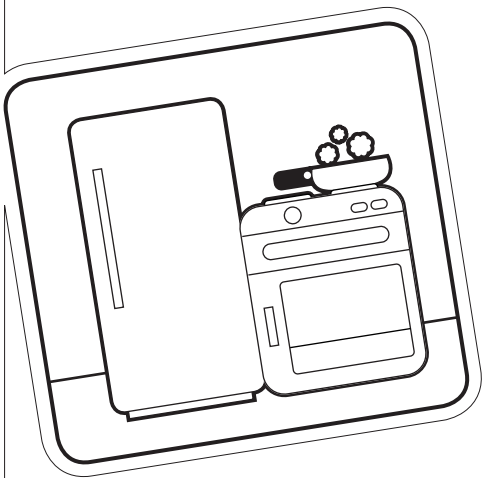
Frima: Najis tuke, šunas amen tehara.



Muro anav \_\_\_\_\_

# Muro kher/vonungo

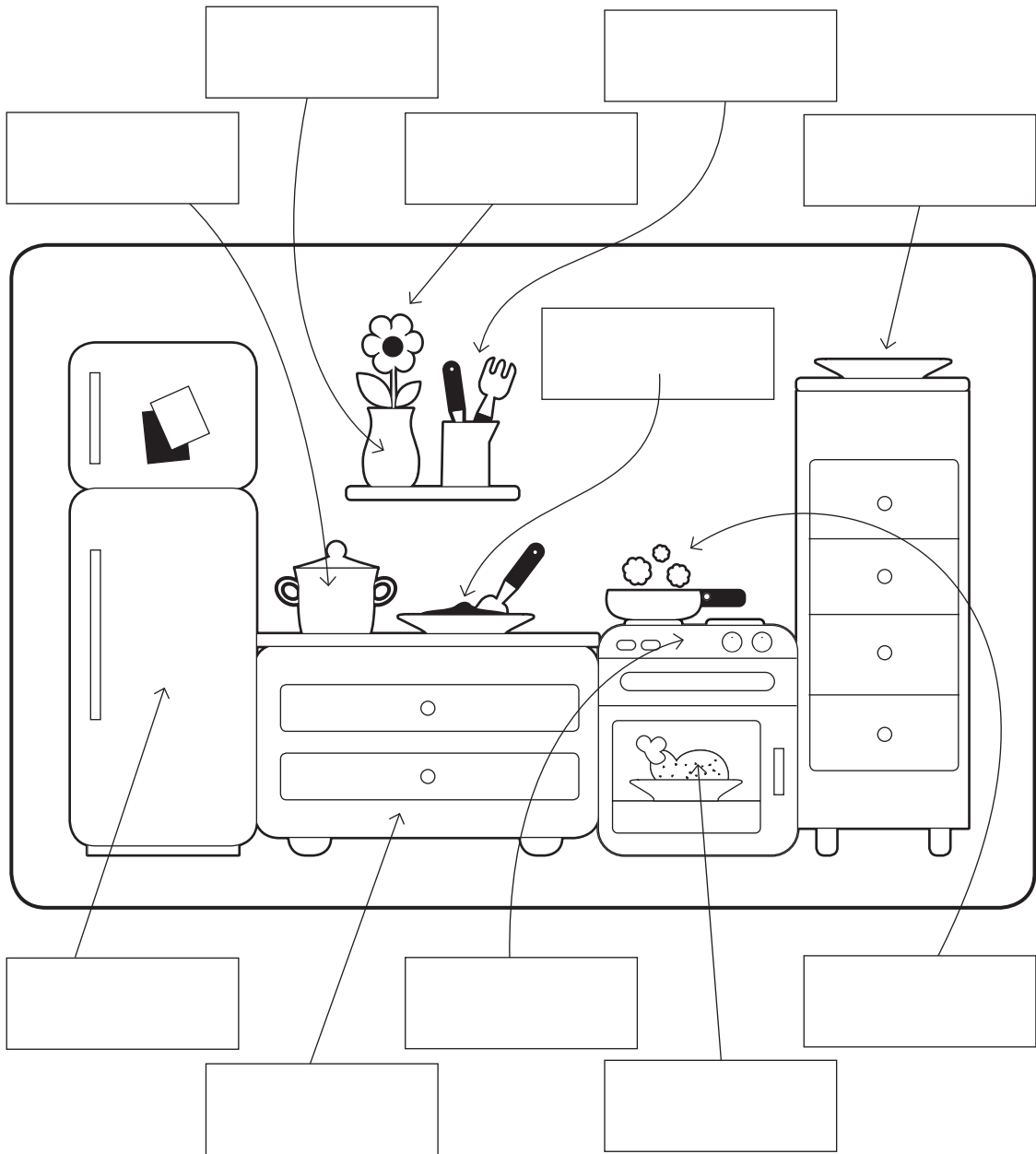
i konjha | o firdevo | i sovimaski soba | o fojošovo  
i djeseski soba | o WC



So-j  
kava?



# I konjha



o frižideri  
i vazna  
o mas

e vasura  
i tigaja  
e luludža

o tejari  
e roja  
o bov

o xabe  
o sekrini

Muro anav \_\_\_\_\_

# Šavorengi soba

So si tu ande ċi soba?

Ande muri soba si ma:

Rajzolin kadala buća!

sekrini | pato | mesaja | colo | jatikura

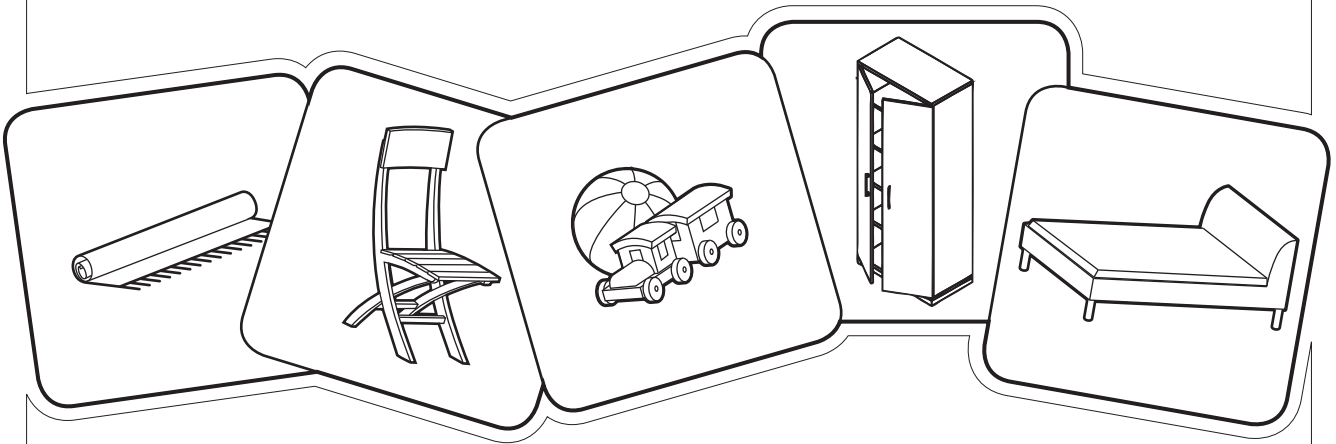
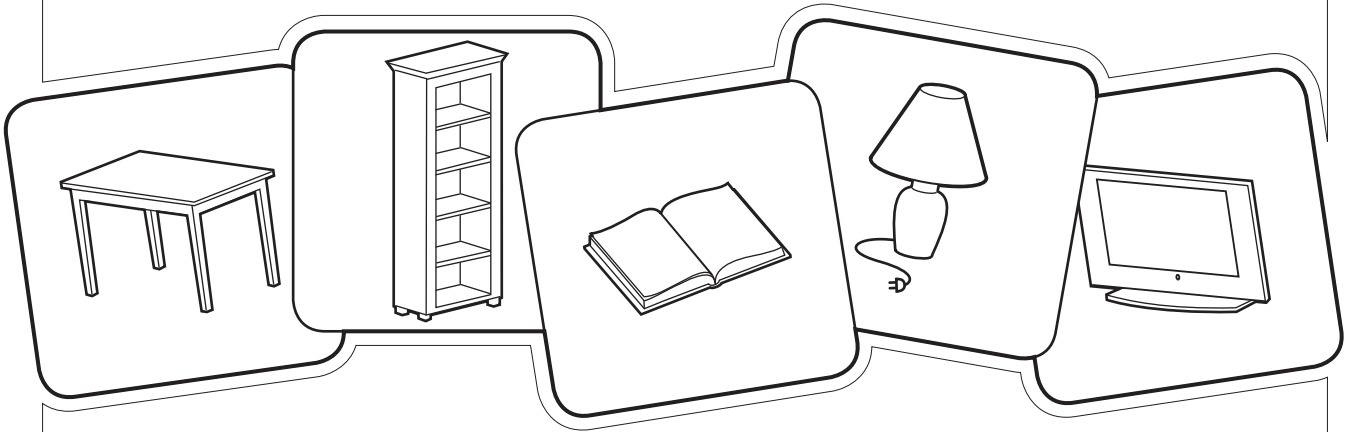
kenjvi | lampa | televizija | skamin

kenjvengo regali



Muro anav \_\_\_\_\_

# So-j kava?



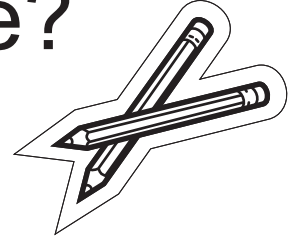
sekrini | pato | mesaja | colo | jatikura

kenjvi | lampa | televizija | skamin

kenjvengo regali

Muro anav \_\_\_\_\_

# So keren khere?



Ginav thaj rajzolin!

Muro dad ginavel ujšagura!



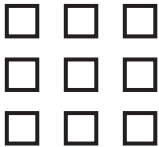



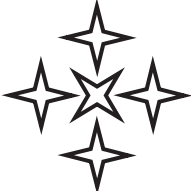

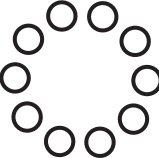

Muri dej vašalij gada!

Muri mami pekel kolačija!

Muro papo sovel!

# Iskirin le samura

jek, duj, trin, štar, panž, šov, efa, oxto, inja, deš

Muro anav \_\_\_\_\_

## Kaj bešes?

Tanitovkinja: Frima, sar-i čo dujto anav?

Frima: Muro dujto anav-i Stojka.

Tanitokinja: Katar san, muri šejori?

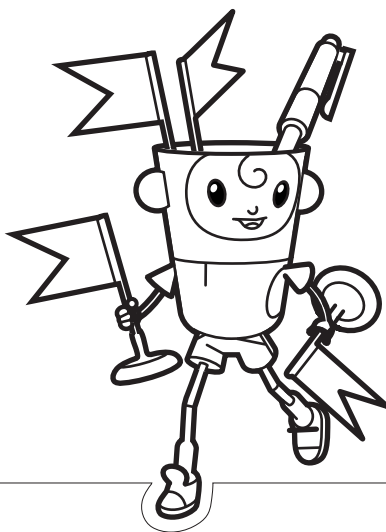
Frima: Me sim katar o Ungro.

Tanitokinja: Aj kaj bešes akak?

Frima: Akak me bešav ando Beči.

Tanitokinja: So-j o Beči? Gav vaj foro?

Frima: O Beči si baro foro ande Austrija.



Muro anav \_\_\_\_\_

## Kaj bešes?

Tanitovkinja: Frima, sar-i čo dujto anav?

Frima: Muro \_\_\_\_\_-i Stojka.

Tanitokinja: Katar san, muri šejori?

Frima: Me sim \_\_\_\_\_ o Ungro.

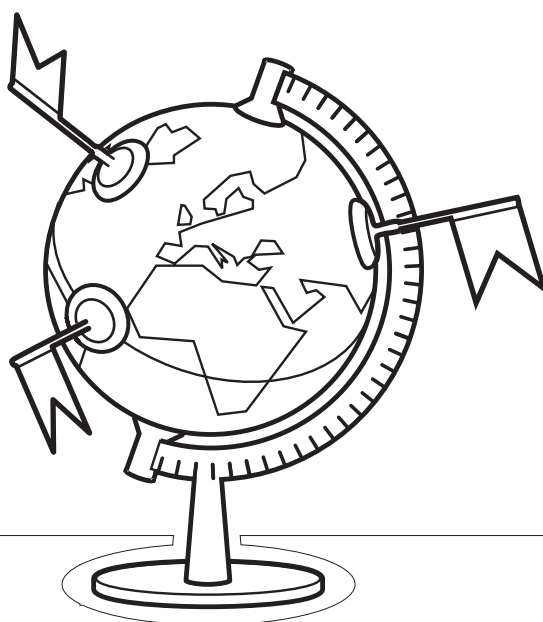
Tanitokinja: Aj kaj bešes akak?

Frima: Akak \_\_\_\_\_ ando Beči.

Tanitovkinja: So-j o Beči? \_\_\_\_\_vaj foro?

Frima: O Beči si baro \_\_\_\_\_ ande Austrija.

foro
bešav
Beči
gav
dujto anav
katar



Muro anav \_\_\_\_\_

# Kvizo

Sar-i čo anav?

Muro anav-i \_\_\_\_\_.

Sar-i čo dujto anav?

Muro dujto anav-i \_\_\_\_\_.

Kaj bešes?

Me bešav ando \_\_\_\_\_.

Katar san?

Me sim katar o \_\_\_\_\_.

Sar-i či adresa?

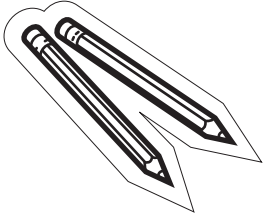
Muri adresa-i \_\_\_\_\_.

Sar-i će telefonosko samo?

Mure telefonosko samo-i \_\_\_\_\_.



Muro anav \_\_\_\_\_



# Muri škola

Rajzolin či škola!

Iskirin ča školaki adresa.

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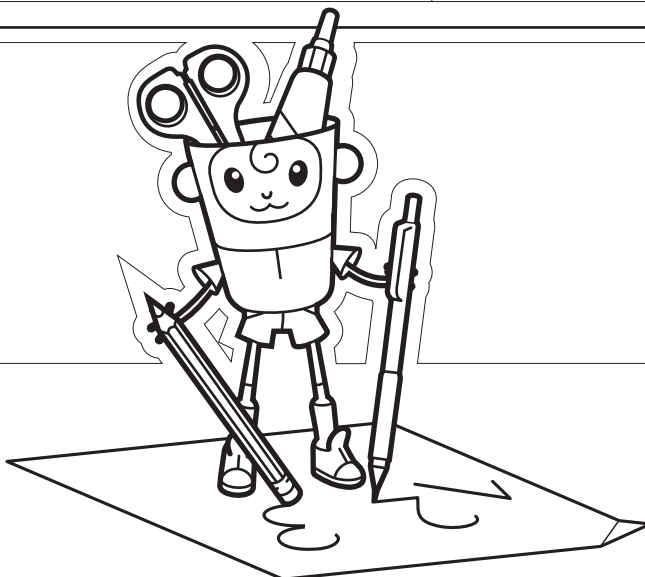
Ande savi klasa žas?

---

Muro anav \_\_\_\_\_






# Mure štacijovura

štacijovosko samo	pečeto
1.	
2.	
3.	
4.	
5.	





<b>Lovara_Primary_A1_AT_eng_unit-03</b>
<b>Main Theme (CFR): MY COMMUNITY</b>
<b>Sub-theme 01: <i>Thana thaj bare khera</i> – Places and buildings</b> <b>Sub-theme 02: <i>E forgalmoske tabli</i> – Traffic signs</b>
<b>Connected main themes in the CFR: Roma crafts and occupations</b>

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

**Vocabulary | Sub-theme 01: Thana thaj bare khera**

<b>Aktiv</b>			
<i>o renderšego</i>	the police	<i>sastjol</i>	to become healthy
<i>i špita, o korhazo</i>	the hospital	<i>kinel</i>	to buy
<i>i pošta</i>	the post office	<i>pokinel</i>	to pay
<i>o kindergarten</i>	the kindergarten	<i>bišavel</i>	to send
<i>i škola</i>	the school	<i>baro</i>	large
<i>i khangeri</i>	the church	<i>cikno</i>	small
<i>o podo</i>	the bridge	<i>i luludji</i>	the flower
<i>o fojovo</i>	the stream	<i>o kašt</i>	the tree
<i>o plaj</i>	the mountain	<i>o pato</i>	the bed
<i>o telepo</i>	the residential estate	<i>i kenjva</i>	the book
<i>i patika</i>	the pharmacy	<i>i mesaja</i>	the table
<i>i bolta</i>	the shop	<i>i hinta</i>	the swing
<i>o tizoltošago</i>	the fire station	<i>i televizija</i>	the television
<i>o štacijovo</i>	the station	<i>o paji</i>	the water
<i>o kino</i>	the cinema	<i>o kompjuteri</i>	the PC, the computer
<i>o parko</i>	the park	<i>khelel</i>	to play
<i>i banka</i>	the bank	<i>sovel</i>	to sleep
<i>žal</i>	to go	<i>sitjol</i>	to learn
<i>pušel</i>	to ask	<i>usij</i>	to swim
<i>Najis!</i>	Thank you	<i>khelel futbalo, khelel labda</i>	to play football
<i>Aš(on) Devlesa!</i>	good-bye	<i>cirdel, khelel</i>	to make music
	(lit. "stay with god")	<i>gilabel</i>	to sing
<i>Žanes kaj si o/i ...?</i>	Wissen Sie wo die ... ist?	<i>muro maj šukar than</i>	my favorite place
<i>pel</i>	to drink	<i>o telepo</i>	the residential estate
<i>xal</i>	to eat	<i>meljarel</i>	to pollute
<i>iskirij</i>	to write	<i>i papuča</i>	the shoe
<i>ginavel</i>	to read	<i>e deteharin</i>	the morning
<i>sićol</i>	to learn	<i>o fojovo</i>	the river
<i>dikhel</i>	to see/watch	<i>o mašo</i>	the fish
<i>bešel</i>	to sit		
<b>Passiv</b>			
<i>žanel</i>		to know	

## Vocabulary | Sub-theme 02: E forgalmoske tabli

Aktiv			
<i>e forgalmoske tabli</i>	the traffic signs	<i>e forgalmoski lampa</i>	the traffic light
<i>nakhel</i>	to cross	<i>me</i>	I
<i>či nakhela</i>	to not cross	<i>perdal phirimasko drom</i>	the zebra crossing
<i>tordjol/žukarel</i>	to wait	<i>musaj, si te</i>	must
<i>lolo</i>	red	<i>tordjol, ašol</i>	to stop
<i>galbeno</i>	orange	<i>soste?</i>	Why?
<i>zeleno</i>	green		
Passiv			
<i>thaj/taj</i>	and	<i>asal</i>	to laugh

## Grammar

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

## Teaching activity 01 | Sub-topic 01: Thana thaj bare khera – Card game







Duration: 50 min | Skill:     | SF\*: I | ELP: p. 42

Mat./Res.: Cards from worksheet 01














Preparation: Print and laminate cards from worksheet 01.

01. Children sit in a circle on the floor.
02. Teacher spreads out the cards with the English words on the floor.
03. He/She hands out the cards with the words in Romanes.
04. Children try to assign the card with the Romanes word to the card with the English equivalent.
05. Once all cards are assigned, they check the results together - and correct them if necessary.
06. Subsequently the teacher reads all words in both languages, e.g. school – *škola*, post office – *pošta*, etc.
07. Teacher puts the English cards aside and reads the words in Romanes. Children repeat these words.
08. Children return to their seats and the teacher writes the new vocabulary on the blackboard.
09. He/She asks the children to read the words on the blackboard.
10. Finally the children copy the new vocabulary to their ELP (p. 42).

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

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

<b>Teaching activity 06   Sub-topic 01: <i>Thana thaj bare khera – Des tu godji?</i></b>
Duration: 25 min   Skill:        SF: I   ELP: Dossier
Mat./Res.: Worksheet 05
<p>Note: This activity can only be done subsequently to activity 05.</p> <ol style="list-style-type: none"> <li>01. Teacher hands out the worksheet and discusses the questions with the children.</li> <li>02. Children subsequently complete the worksheet in couples.</li> <li>03. Teacher writes the sentences on the blackboard and children compare them with their own results.</li> </ol>
<b>Teaching activity 07   Sub-topic 01: <i>Thana thaj bare khera – Kaj keren von bući?</i></b>
Duration: 15 min   Skill:     SF: G, I   ELP: Dossier
Mat./Res.: Worksheet 04, crayons
<ol style="list-style-type: none"> <li>01. Teacher hands out the worksheet and asks one child to read the task.</li> <li>02. He/She asks what the task is and, if necessary (if the children don't know), explains it.</li> <li>03. Children draw the lines. They can also paint the worksheet as they prefer.</li> </ol>
<b>Teaching activity 08   Sub-topic 01: <i>Thana thaj bare khera – Rajzolin čiro maj šukar than</i></b>
Duration: 40 min   Skill:       SF: I   ELP: Dossier
Mat./Res.: Worksheet 06, crayons
<ol style="list-style-type: none"> <li>01. Teacher hands out the worksheet and asks one child to read the task.</li> <li>02. He/She asks what the task is and, if necessary (if the children don't know), explains it.</li> <li>03. Children draw their favorite place and try to complete the sentences.</li> <li>04. Subsequently the children sit in a circle and each child presents his/her picture and reads his/her sentences.</li> </ol>
<b>Teaching activity 09   Sub-topic 02: <i>E forgalmoske tabli – Sar phirav pe vulica?</i></b>
Duration: 15 min   Skill:       SF: I
Mat./Res.: Worksheet 07
<p>Preparation: Arrange desks in a pattern resembling a simple road map (see worksheet 05). Place the traffic signs on the desks (crossings). Print and laminate worksheet 07.</p> <ol style="list-style-type: none"> <li>01. Teacher explains the game by crossing the “roads” and observing the traffic rules: <ul style="list-style-type: none"> <li><i>Kate si te žav pe stungo rig.</i></li> <li><i>Kate si te žav vorta.</i></li> <li><i>Kate si te tordjuvav.</i></li> <li><i>Kate si perdal phirimasko drom.</i></li> <li><i>Kate si forgalmoski lampa.</i></li> <li>...</li> </ul> </li> <li>02. Then it is the children's turn: <ul style="list-style-type: none"> <li>They walk along the “roads”, stop at every traffic sign and say what they have to do.</li> </ul> </li> </ol>

<b>Teaching activity 10   Sub-theme 02: <i>E forgalmoske tabli – E forgalmoski lampa</i></b>
Duration: 40 min   Skill:      SF: G, P   ELP: Dossier
Mat./Res.: Worksheet 08
<ol style="list-style-type: none"> <li>01. Teacher recites or reads the poem <i>E forgalmoski lampa</i> and mimes the content.</li> <li>02. Children discuss the content.</li> <li>03. Teacher hands out the worksheet. Children read the poem quietly alone.</li> <li>04. They have 10 min to learn the poem by heart in couples. Children can also mime the content.</li> <li>05. Finally each couple recites the poem.</li> </ol>
<b>Teaching activity 11   Sub-topic 02: <i>E forgalmoske tabli – E forgalmoski lampa</i></b>
Duration: 35 min   Skill:     SF: I   ELP: p. 42
Mat./Res.: Worksheet 09
<ol style="list-style-type: none"> <li>01. Teacher hands out the worksheet <i>E forgalmoski lampa</i> and the children try to complete it.</li> <li>02. They check their results together and the teacher writes the vocabulary on the blackboard.</li> <li>03. New vocabulary is added to the ELP.</li> </ol>
<b>Teaching activity 12   Sub-theme 02: <i>E forgalmoske tabli – Excursion - Traffic signs</i></b>
Duration: 50 min   Skill:     SF: G
<p>The children now know many of the traffic signs and recognize them in everyday life. They get the chance to visualize what they have learned and to ask questions.</p> <p>Note: Take a walk round the school building and its surroundings or choose another destination. Ideally, the teacher first checks the route.</p>
<b>Teaching activity 13   Sub-topic 01: <i>Thana thaj bare khera – So keras amen?</i></b>
Duration: 50 min   Skill:         SF: I   ELP: Dossier
Mat./Res.: Worksheet 10
<ol style="list-style-type: none"> <li>01. Teacher hands out the worksheet <i>So keras amen?</i></li> <li>02. Teacher and children fill it out together: One child after the other reads a question and tries to find the correct answer (teacher can help them). Teacher writes the correct answers on the blackboard and children copy them.</li> <li>03. After completing the worksheet, children read the sentences with a partner (one child reads the questions, the other child reads the answers, then they swap).</li> </ol>

**Teaching activity 14 | Sub-topic 01: *Thana thaj bare khera – Plakat E thana***

Duration: 50 min | Skill:   | SF: I, G | ELP: p. 42

Mat./Res.: Worksheet 11, cards from worksheet 12, poster, tape, scissors

Preparation: Cut out worksheet 11 and tape it on a poster. Put the poster on a wall or the blackboard.










01. The words on the poster are read and discussed together.
02. Teacher hands out worksheet 12. They discuss the verbs on the worksheet (supported by gestures if necessary).
03. Teacher asks the children to cut out the individual words on worksheet 12 and to write their first name next to each word.
04. Subsequently the children try to match the verbs to the terms on the poster and tape them below the right words.
05. Teacher checks the answers (the children who have made a mistake may try again with the help of the other children).
06. The new verbs are added to the ELP (p. 42).

**Teaching activity 15 | Sub-topic 01: *Thana thaj bare khera – O drom***

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

Mat./Res.: Worksheet 13

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

<b>Lesson plan 01   Sub-topic 01: <i>Thana thaj bare khera</i> – Places and buildings</b>
TA-Nr.: 02   Learning objectives: Getting to know places.
Duration: 35 min   Skill:    SF: G, I   ELP: p. 42
Mat./Res.: Cards of worksheet 01
<p>Preparation: Print cards (worksheet 01) on cardboard and cut them out (print five times for five groups).</p> <ol style="list-style-type: none"> <li>01. Children form groups of four. Each group sits at one desk.</li> <li>02. Teacher hands out the memory cards to each group.</li> <li>03. Children try to find the English and corresponding Romanes word to form pairs of cards.</li> <li>04. The child who found the most pairs is the winner. He/She gets a small reward (pen, homework-voucher, chocolate, etc.).</li> <li>05. Put the desks back into their original position. Children return to their seats.</li> </ol>
TA-Nr.: 07   Learning objectives: Orientation on a map.
Duration: 15 min   Skill:     SF: I   ELP: Dossier
Mat./Res.: Worksheet 04, crayons
<ol style="list-style-type: none"> <li>01. Teacher hands out the worksheet and asks one child to read the task.</li> <li>02. He/She asks what the task is and, if necessary (if the children don't know), explains it.</li> <li>03. Children draw the lines. They can also paint the worksheet as they prefer.</li> </ol>
<b>Lesson plan 02   Sub-topic 01: <i>Thana thaj bare khera</i> – So keras amen?</b>
TA-Nr.: 13   Learning objectives: Getting to know verbs and using them correctly; practicing pronunciation
Duration: 50 min   Skill:         SF: I, P   ELP: Dossier
Mat./Res.: Worksheet 10
<ol style="list-style-type: none"> <li>01. Teacher hands out the worksheet <i>So keras amen?</i></li> <li>02. Teacher and children fill it out together: One child after the other reads a question and tries to find the correct answer (teacher can help them). Teacher writes the correct answers on the blackboard and children copy them.</li> <li>03. After completing the worksheet, children read the sentences with a partner (one child reads the questions, the other child reads the answers, then they swap).</li> </ol>



the post  
office



i  
pošta



the  
chruuch



the  
cinema



o  
kino



i  
khangeri



the  
hospital



i špital  
o korhazo



the  
pharmacy



the  
shop



i  
bolta



i  
patika



the  
school



i  
škola



the  
bridge



the  
kindergarten



o  
kindergarten



o  
podo



the  
park



o  
parko



the  
settlement



the police  
station



o  
renderšego



o  
telepo



the  
river



o  
fojovo



the traffic  
light



the  
mountain



o  
plaj



e  
forgalmoski  
lampa



the  
station



o  
štacijovo



the  
crosswalk



the fire  
brigade



o  
tizoltošago



perdal  
phirimasko  
drom



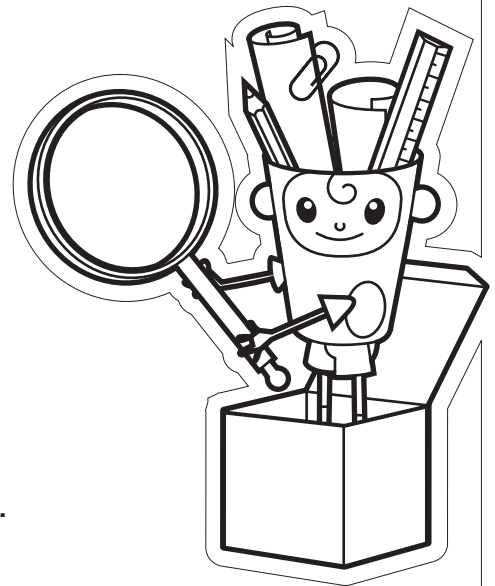
# Melale papučī

O Jano si jek cikno romano šavoro. Vov bešel po agor e gavesko, po telepo. Po telepo naj but khera, feri panž.

Detehara, kana o Jano indulij ande škola, majnem vov nakhel o intrego gav. Nadur lendar si i pošta. Kothe pašaj pošta si o kindergarten. O Jano žalas ande kodo kindergarten kana sas lo maj cikno. Kana žal vov opre po plaj, dikhel jek bolta thaj i patika. Kana, huljel tele dikhel vov de dural i khangeri. De, ži kaj khangeri aba či na žal, kaj leski škola-j maj pašē.

Pašaj škola si jek podo de o Jano či nakhel o podo. Sako detehara vov žal te dikhel e mašen ando fojovo.

Sako detehara meljarel vov kothe peske papučī, kana nakhel o fojovo pe aver rig, te žal ande skola.



# Melale papučī

O Jano si jek cikno romano šavoro.

Vov bešel po \_\_\_\_\_ e gavesko, po telepo.

Po \_\_\_\_\_ naj but khera, feri panž.

Detehara, kana o Jano indulij ande \_\_\_\_\_,

majnem vov nakhel o intrego gav.

Nadur lendar si \_\_\_\_\_.

Kothe pašaj pošta si o \_\_\_\_\_.

O Jano žalas ande kodo kindergarten

kana sas lo maj cikno.

Kana žal vov opre po plaj, dikhel jek \_\_\_\_\_ thaj i \_\_\_\_\_.

Kana, huljel maj tele dikhel vov de dural i khangeri.

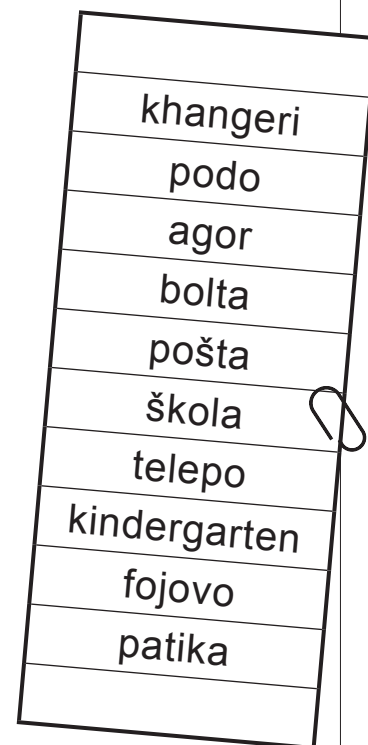
De, ži kaj \_\_\_\_\_ aba či na žal, kaj leski škola-j maj pašē.

Pašaj škola si jek podo de o Jano či nakhel \_\_\_\_\_.

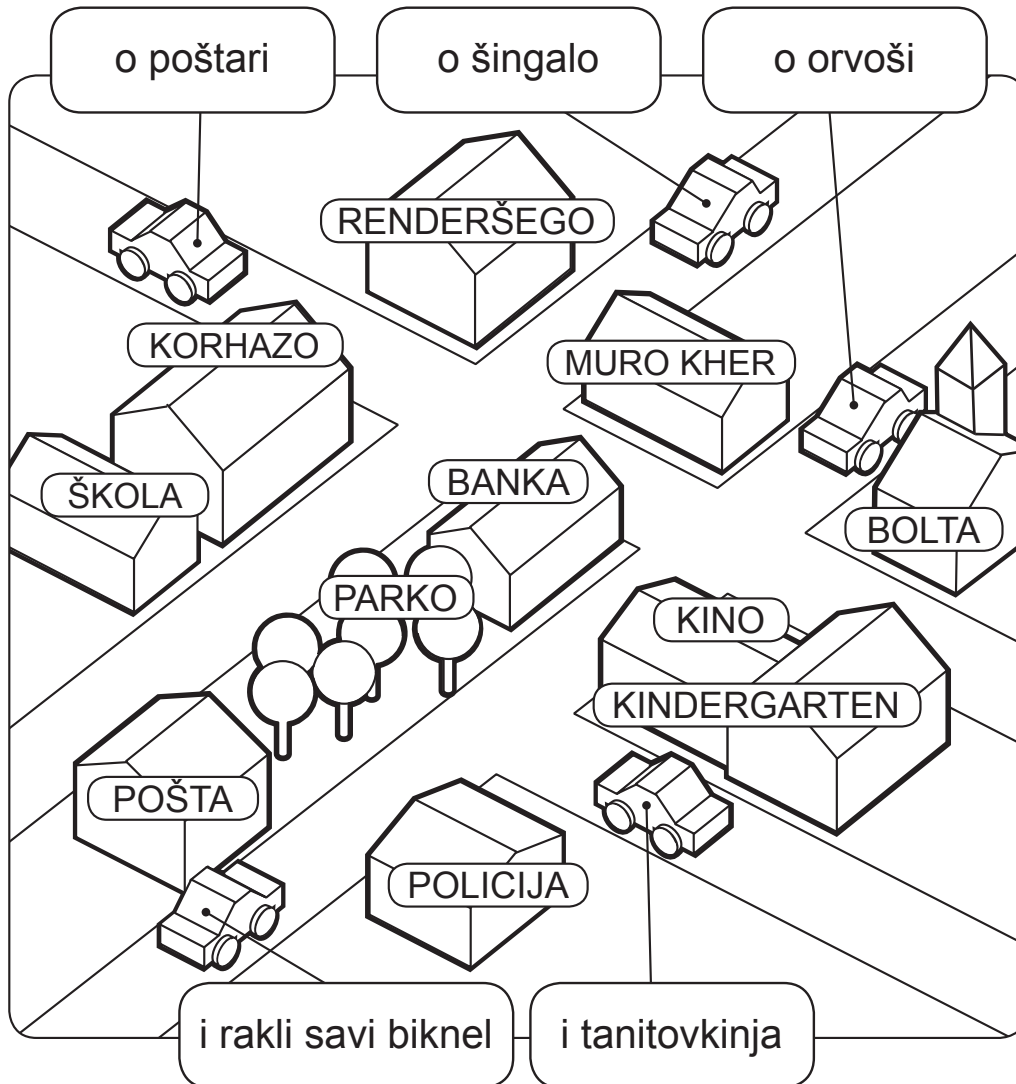
Sako detehara žal te dikhel e mašen ando \_\_\_\_\_.

Sako detehara meljarel vov kothe peske papučī, kana

nakhel o fojovo pe aver rig, te žal ande skola.



# Kaj keren von bući?



Rajzolin lego drom ži ande bući!



# Des tu godji?

Kaj bešel o Jano?

O Jano \_\_\_\_\_ po \_\_\_\_\_.

Kaj žal o Jano sako detehara?

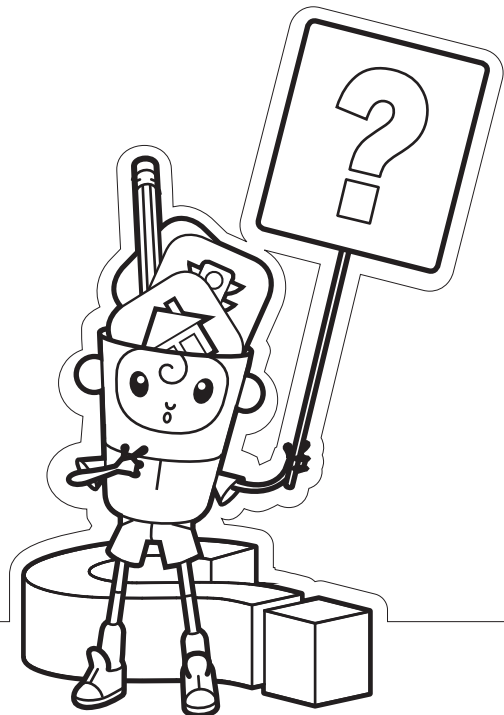
Vov \_\_\_\_\_ ando \_\_\_\_\_.

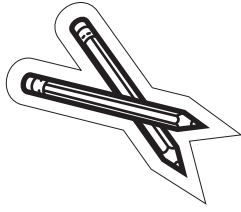
Kaj meljarel o Jano peske papučiči?

Vov \_\_\_\_\_ peske  
papučiči ando \_\_\_\_\_.

Soste žal o Janko sako  
detehara ka o fojovo?

Vov \_\_\_\_\_ te  
dikhel e \_\_\_\_\_.





Muro anav \_\_\_\_\_

O maj šukar than si \_\_\_\_\_

Muro maj šukar than si \_\_\_\_\_.

(baro, cikno)

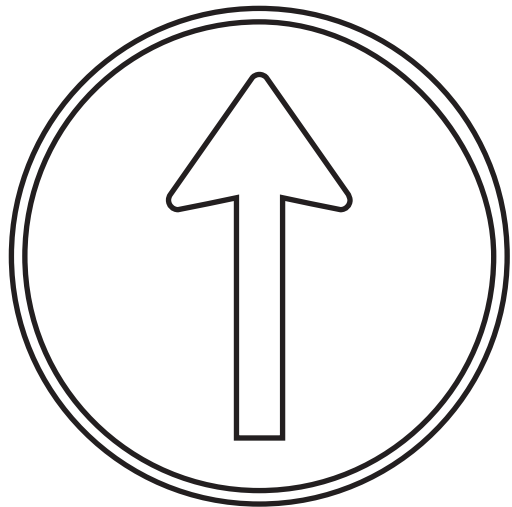
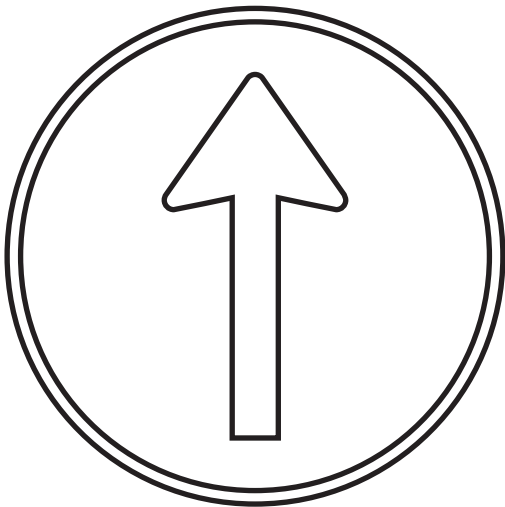
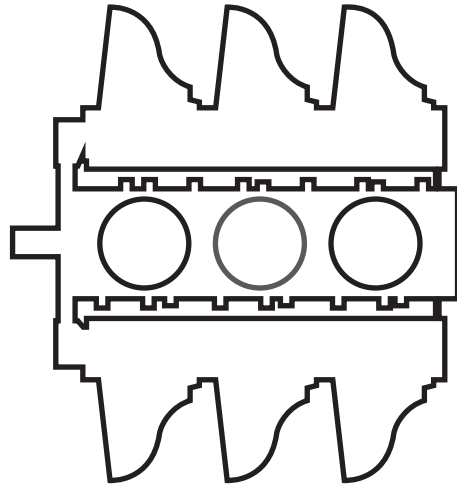
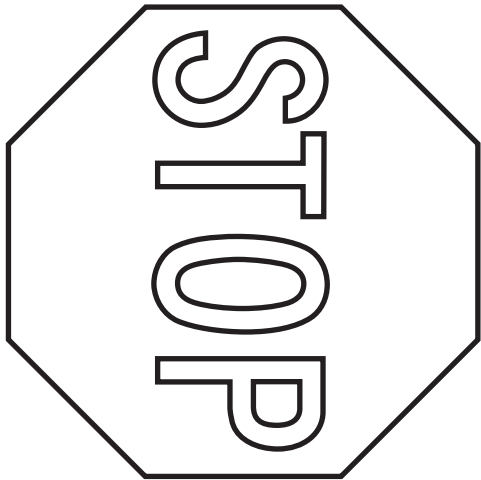
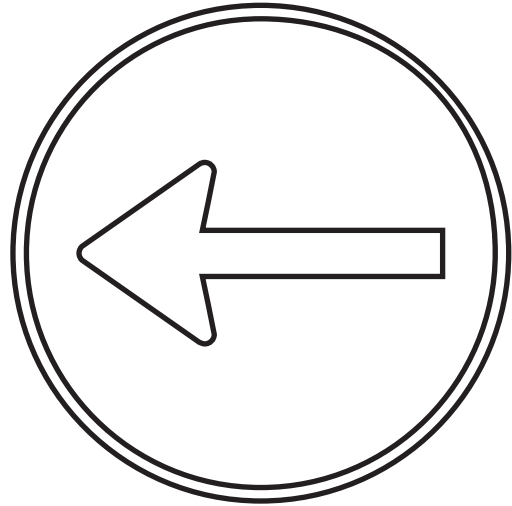
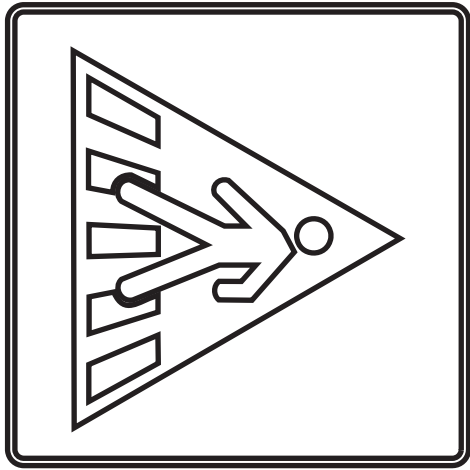
Ka muro maj šukar than si \_\_\_\_\_.

(kašt, luludja, pato, kenjvi, mesaja, radio, hinta, televizija, paji, kompjuteri)

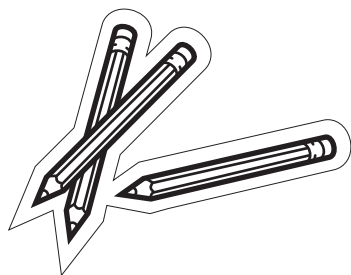
Ka muro maj šukar than me \_\_\_\_\_.

(khelav mange, sovav, ginavav, sičuvav, usinav, khelav labda, cirdav, gilabav)





Muro anav \_\_\_\_\_

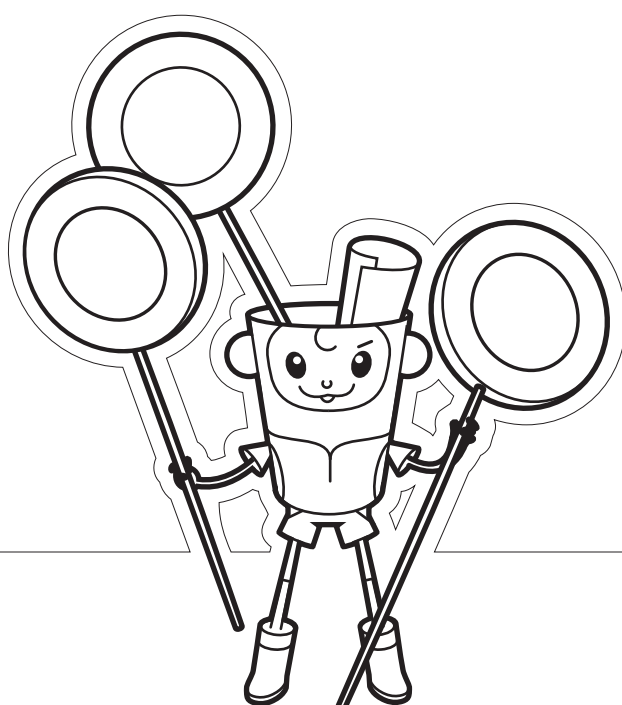


## E forgalmoski lampa

Ka lolo me či nakhav.

Ka galbeno tordjuvav.

Ka zeleno me nakhav, thaj me mange but asav.



# E forgalmoski lampa



E forgalmoski lampa loli-j.

So keresa?

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



E forgalmoski lampa

galbeno-j. So keresa?

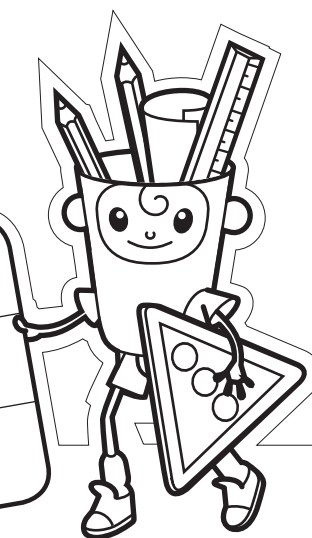
Me \_\_\_\_\_!



E forgalmoski lampa zeleno-j.

So keresa?

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



Muro anav \_\_\_\_\_

## So keras amen?

So keras ande škola?

Ande škola \_\_\_\_\_.

So keras ando kino?

Ando kino \_\_\_\_\_filmo.

So keras ka orvoši?

Ka orvoši \_\_\_\_\_ te sam nasvale.

So keras ando korhazo?

Ando korhazo \_\_\_\_\_.

So keras ande bolta?

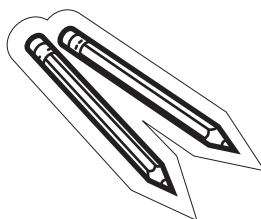
Ande bolta \_\_\_\_\_.

So keras ande pošta?

Ande pošta \_\_\_\_\_ e lila.

So keras ando restorano?

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



Muro anav \_\_\_\_\_

kino

bolta

korhazo

škola

pošta

restorano

ginavas

\_\_\_\_\_

iskirinas

\_\_\_\_\_

sitjuvas

\_\_\_\_\_

dikhas

\_\_\_\_\_

bešas

\_\_\_\_\_

sastjuvas

\_\_\_\_\_

kinas

\_\_\_\_\_

pokinas

\_\_\_\_\_

pas

\_\_\_\_\_

xas

\_\_\_\_\_

# O drom

Šavoro: Devlesa rakhav tu, papo! Šaj te pušav  
tu variso?

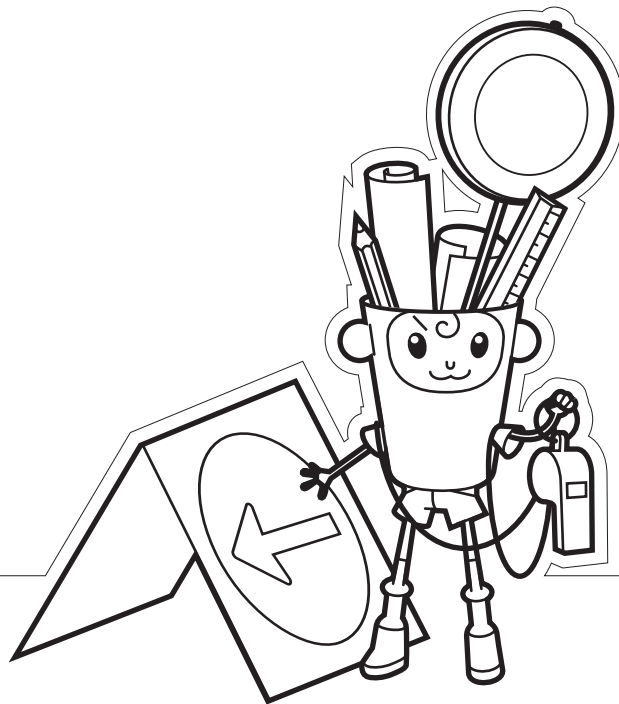
Papo: Šaj pušes muro raklo, sar te na!

Šavoro: Žanes kaj si i patika?






Papo: Žanav! Trubuj te žas duj vulice vorta  
thaj pala kodo bolde pe stungo rig haj  
dikhes i banka.

Šavoro: Najis tuke nano! Aš Devlesa.

Papo: Ža Devlesa, muro raklo!















<b>Lovara_Primary_A1_AT_eng_unit-04</b>
<b>Main theme (CFR): ROMA CRAFTS AND OCCUPATIONS</b>
<b>Sub-theme 01: <i>E sakmi</i> – Occupations</b>
<b>Connected main themes in the CFR: Myself and my family</b>

<b>Working with the CFR – 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 recognise and understand basic words for traditional and current crafts and occupations of Roma people when they are spoken or read aloud.</li> <li>✓ Can recognise and understand words associated with the products of different crafts (e.g. horse shoes, jewellery, musical performance, etc.)</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can recognise and understand the words for the different crafts and occupations of Roma people (past and present) when they appear on flashcards, posters or in simple texts.</li> <li>✓ Can recognise and understand the words associated with the products of different crafts (e.g. horse shoes, jewellery, musical performance etc.) when they appear on flashcards, posters or in simple texts.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can use gestures, key words and simple phrases/sentences to reply to basic questions about the traditional and modern day occupations of Roma people.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can use simple phrases and sentences to make a short, possibly incomplete, statement about the crafts or occupations of members of the family or group.</li> <li>✓ Can use simple phrases and sentences to make a short statement about the typical crafts or occupations of Roma in his/her country or area.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can copy or write basic words to do with the crafts and occupations o Roma.</li> <li>✓ Can copy or write basic sentences about Roma crafts or occupations.</li> </ul>
<b>Working with the ELP</b>	
Dossier: Worksheet 01-05, 07, 09, 10, 12; p. 42, Activities 03, 04, 06	















Vocabulary   Sub-topic 01: <i>E sakmi</i>			
Active			
<i>e sakmi</i>	the occupations	<i>o kindergarten</i>	the kindergarten
<i>o moleri</i>	the painter	<i>o šoferi</i>	the driver
<i>o orvoši</i>	the doctor	<i>o buso</i>	the bus
<i>o instalateri</i>	the plumber	<i>o muzikaši</i>	the musician
<i>i sekretarka</i>	the secretary	<i>i šuri</i>	the knife
<i>o tizoltovo</i>	the fireman	<i>o colo</i>	the carpet
<i>i bikinitorka</i>	the shop assistant	<i>e čare</i>	the crockery
<i>i fenkipezkinja</i>	the photographer	<i>i piri</i>	the pot
<i>o dirigento</i>	the conductor	<i>e kovačija</i>	the blacksmith
<i>So-i vov/voj?</i>	Who is he/she?	<i>i gerabja</i>	the rake
<i>So kerel vov/oj</i>	What does he/she do?	<i>i košnica</i>	the basket
<i>Vov- i/voj si ...</i>	He/She is ...	<i>o šusteri</i>	the shoemaker(s)
<i>todjarel i jag</i>	to put out a fire	<i>i papuča</i>	the shoes
<i>lašarel</i>	to fix, to repair	<i>maj anglal</i>	in the past
<i>iskirij</i>	to write	<i>akana/akanik</i>	in the present
<i>telefonirij</i>	to telephone	<i>o tanitovo</i>	the teacher
<i>fenkipezij</i>	to photograph	<i>o fodrasi</i>	the hairdresser
<i>sastjarel</i>	to heal	<i>So kerel vov/voj?</i>	What does he/she do?
<i>biknel</i>	to sell	<i>kerel o xabe</i>	to cook
<i>makhel</i>	to paint	<i>anel o lil</i>	to deliver a letter
<i>dirigirij</i>	to conduct	<i>lašarel e papuči</i>	to repair shoes
<i>o kher</i>	the house	<i>cirdel po bijav</i>	to play at a wedding (music)
<i>ande bolta</i>	in the shop	<i>biknel ande bolta</i>	to sell things in a shop
<i>o orkesteri</i>	the orchestra	<i>tordjarel i jag</i>	to put out a fire
<i>ande kancelarija</i>	at the office	<i>sastjarela e manušen</i>	to heal people
<i>e pajesko čevo</i>	the water pipes	<i>tradel o autubuso</i>	to drive a bus
<i>o restorano</i>	the restaurant	<i>muri sakma</i>	my occupation
<i>i orvoškinja</i>	the doctor	<i>So kamesa tu te aves?</i>	What would you like to become?
<i>o sagači, o kuvari</i>	the chef	<i>Me kamav te avav ...</i>	I would like to become a ...
<i>i sakma</i>	the occupation(s)	<i>kišen</i>	late
<i>koran</i>	early		

Grammar	
Active	Passive
Verbs in Present tense: 3rd person SG Simple interrogative clauses Locations with preposition im/in Articles o/i	Perfect tense

<b>Teaching activity 01   Sub-topic 01: E sakmi 1</b>
Duration: 30 min   Skill:      SF*: I   ELP: Dossier
Mat./Res.: Worksheet 01, crayons
<ol style="list-style-type: none"> <li>01. Teacher hands out the worksheet and asks one child to read the task.</li> <li>02. Together they discuss the task and the vocabulary.</li> <li>03. Children draw pictures of the occupations of their family members.</li> <li>04. Each child reads his/her answers to the class and tries to complete the sentences.</li> </ol>
<b>Teaching activity 02   Sub-topic 01: E sakmi 2</b>
Duration: 15 min   Skill:     SF: I, G   ELP: Dossier
Mat./Res.: Worksheet 02
<ol style="list-style-type: none"> <li>01. Teacher hands out the worksheet and asks the children what the task is.</li> <li>02. Then they discuss what occupations the people on the worksheet have.</li> <li>03. Children try to fill in the words correctly.</li> <li>04. Subsequently they compare their results and the teacher writes the vocabulary on the blackboard.</li> </ol>
<b>Teaching activity 03   Sub-topic 01: E sakmi 3</b>
Duration: 50 min   Skill:       SF: I, P
Mat./Res.: Worksheet 03
<ol style="list-style-type: none"> <li>01. Teacher hands out the worksheet.</li> <li>02. He/She asks one child to read the first example and to complete it. He/She helps with the first example and if necessary also with the second.</li> <li>03. Children then continue working in couples.</li> <li>04. Subsequently they compare their answers. Each couple reads one example.</li> <li>05. Teacher writes the words that were used on the blackboard and children copy them to their ELP (p. 42).</li> </ol>
<b>Teaching activity 04   Sub-topic 01: E sakmi – Listening comprehension Muri bućarni familja</b>
Duration: 30 min   Skill:      SF: I, P   ELP: Dossier p. 42
Mat./Res.: Worksheet 04
<ol style="list-style-type: none"> <li>01. Children hear the listening comprehension <i>Muri bućarni familja</i> twice.</li> <li>02. They discuss the content with the child sitting next to them.</li> <li>03. They hear the listening comprehension again and remember one word they don't know.</li> <li>04. Teacher translates these words.</li> <li>05. The audio is played again and the teacher asks the children to memorize the occupations mentioned.</li> <li>06. Subsequently the occupations are written on the blackboard and the children copy them into their ELP (p. 42).</li> </ol>

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

<b>Teaching activity 05   Sub-topic 01: <i>E sakmi</i> – Reading <i>Muri bućarni familja</i></b>
Duration: 20 min   Skill:     SF: I, P   ELP: Dossier
Mat./Res.: Worksheet 04
<ol style="list-style-type: none"> <li>01. Teacher hands out the text <i>Muri bućarni familja</i> and asks the children to read the text quietly.</li> <li>02. They discuss the content with the child sitting next to them.</li> <li>03. They read the text aloud (each paragraph is read by another child) and discuss its content.</li> </ol>
<b>Teaching activity 06   Sub-topic 01: <i>E sakmi</i> – Gap text <i>Muri bućarni familja</i></b>
Duration: 20 min   Skill:     SF: G   ELP: Dossier p. 42
Mat./Res.: Worksheet 05
<ol style="list-style-type: none"> <li>01. Children form groups of three.</li> <li>02. Teacher hands out the gap text <i>Muri bućarni familja</i>. Children try to complete the gap text in groups.</li> <li>03. The group that finishes first and has made no mistake gets a small reward.</li> <li>04. Subsequently the class compares the results and the teacher writes the vocabulary on the blackboard.</li> <li>05. New vocabulary is added to the ELP (p. 42).</li> </ol>
<b>Teaching activity 07   Sub-topic 01: <i>E sakmi</i> – Listening comprehension <i>Pašaj phabelin</i></b>
Duration: 15 min   Skill:    SF: I, P   ELP: p. 42
Mat./Res.: Worksheet 06
<ol style="list-style-type: none"> <li>01. Children hear the listening comprehension <i>Pašaj phabelin</i> twice.</li> <li>02. They discuss the content with the child sitting next to them.</li> <li>03. They hear the listening comprehension again and remember one word they don't know.</li> <li>04. Teacher translates these words and writes them on the blackboard.</li> <li>05. They hear the listening comprehension again and discuss the content. New vocabulary is added to the ELP (p. 42).</li> </ol>
<b>Teaching activity 08   Sub-topic 01: <i>E sakmi</i> – Fairy tale <i>Pašaj phabelin</i></b>
Duration: 40 min   Skill:      SF: I   ELP: Dossier
Mat./Res.: Worksheet 07
<ol style="list-style-type: none"> <li>01. Teacher hands out the fairy tale <i>Pašaj phabelin</i>. Children read it quietly once.</li> <li>02. Together they try to answer the questions about the content (verbally first).</li> <li>03. Differentiation: More advanced children copy the answers to the worksheet and compare them to the solutions on the blackboard. Less confident or younger children formulate the answers together with the teacher. He/ She writes the answers on the blackboard, the children copy them to their worksheets.</li> </ol>

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

**Teaching activity 13 | Sub-topic 01: E sakmi – Kon kerel so? 1**Duration: 20 min | Skill:  | SF: I | ELP: Dossier

Mat./Res.: Worksheet 10, overhead projektor, transparency, transparency pen

Preparation: Copy worksheet 10 on overhead transparency.

01. Teacher puts the copy of *Kon kerel so?* on the overhead projector.
02. They discuss the task (connecting the sentences with the correct picture).
03. One child reads the first sentence and connects it to the correct picture on the overhead transparency.
04. Teacher asks the next child to read the second sentence and to connect it to the correct picture.
05. Same procedure until all sentences are connected.
06. Subsequently, each child gets worksheet 10 *Kon kerel so?* as a homework.

**Teaching activity 14 | Sub-topic 01: E sakmi – Kon kerel so? 2**Duration: 15 min | Skill:  | SF: G | ELP: p. 42

Mat./Res.: Worksheet 11, cards worksheet 12, poster, tape, scissors

Preparation: Print and laminate worksheet 11 and cut out pictures.














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

01. Children sit in a circle.
02. Teacher puts the cards on the floor in the middle of the circle.
03. He/She asks a question of worksheet 11 (Teacher's Notes) and asks a child to find the matching card.
04. The child finds the card and answers the teacher's question (the teacher can tell the answer first and the child repeats it). The child then attaches the card to the blackboard.
05. Teacher continues until all questions of worksheet 11 are answered.

**Teaching activity 15 | Sub-topic 01: E sakmi – Muri sakma**Duration: 30 min | Skill:  | SF: G, I, P

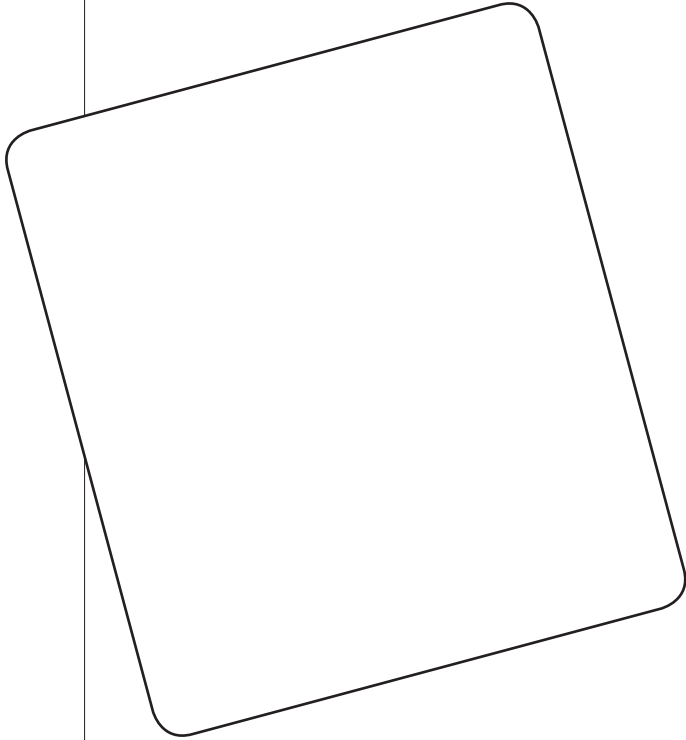
Mat./Res.: Worksheet 12

01. Teacher hands out the worksheet *Muri sakma*.
02. Teacher asks one child to read heading and task. Together they discuss the task.
03. Children draw their dream occupation.
04. Teacher asks each child: *So kames tu te aves?* – What would you like to become?.
05. Children answer and teacher helps them to form sentences, e.g. *Me kamav te avav poštari, orvoši, ...* – I would like to become a postman, doctor, ...

<b>Lesson plan 01   Sub-topic 01: E sakmi</b>
TA-Nr.: 02   Learning objectives: Getting to know the names of occupations.
Duration: 15 min   Skill:     SF: I   ELP: Dossier
Mat./Res.: Worksheet 02
<ol style="list-style-type: none"> <li>01. Teacher hands out the worksheet and asks the children what the task is.</li> <li>02. Then they discuss what occupations the people on the worksheet have.</li> <li>03. Children try to fill in the words correctly.</li> <li>04. Subsequently they compare their results and the teacher writes the vocabulary on the blackboard.</li> </ol>
TA-Nr.: 11   Learning objectives: Using new words in dialogues – <i>So sim me? Me sim ... orvoškinja, poštari, ...</i>
Duration: 15 min   Skill:       SF: I
Mat./Res.: Worksheet 04, crayons
<ol style="list-style-type: none"> <li>01. Children stand in a circle.</li> <li>02. Teacher shows the game by standing in the middle of the circle, miming an occupation.</li> <li>03. He/She asks the children: <i>So sim me?</i></li> <li>04. Children have to guess the occupation. Teacher helps them to form a complete sentence <i>Me sim orvoškinja.</i> and all children repeat in unison.</li> <li>05. Then one child stands in the middle and mimes an occupation. He/She asks: <i>So sim me?</i></li> <li>06. Children have to guess the occupation. Teacher helps the children with spelling and grammar. All children repeat what is said in unison.</li> <li>07. When every child has been in the middle at least once, the game is over.</li> </ol>
TA-Nr.: 12   Learning objectives: Getting to know the names of traditional Roma occupations.
Duration: 20 min   Skill:     SF: I   ELP: Dossier
Mat./Res.: Worksheet 09, crayons
<ol style="list-style-type: none"> <li>01. Teacher hands out the worksheet <i>Maj anglal thaj akak</i> – Then and Now.</li> <li>02. He/She asks one child to read heading and task.</li> <li>03. Together they discuss the task.</li> <li>04. Teacher shows one example of an occupation in former times and one example of the present. Children paint it.</li> <li>05. Subsequently the children continue working alone.</li> </ol>
<b>Lesson plan 02   Sub-topic 01: E sakmi</b>
TA-Nr.: 13   Learning objectives: Applying the acquired names for occupations correctly. Revising and consolidation of the previous lesson's vocabulary.
Duration: 50 min   Skill:        SF: I, P   ELP: Dossier
Mat./Res.: Worksheet 03
<ol style="list-style-type: none"> <li>01. Teacher hands out the worksheet.</li> <li>02. He/She asks one child to read the first example and to complete it. He/She helps with the first example and if necessary also with the second.</li> <li>03. Children then continue working in couples.</li> <li>04. Subsequently they compare their answers. Each couple reads one example.</li> <li>05. Teacher writes the words that were used on the blackboard and children copy them to their ELP (p. 42).</li> </ol>

Muro anav \_\_\_\_\_

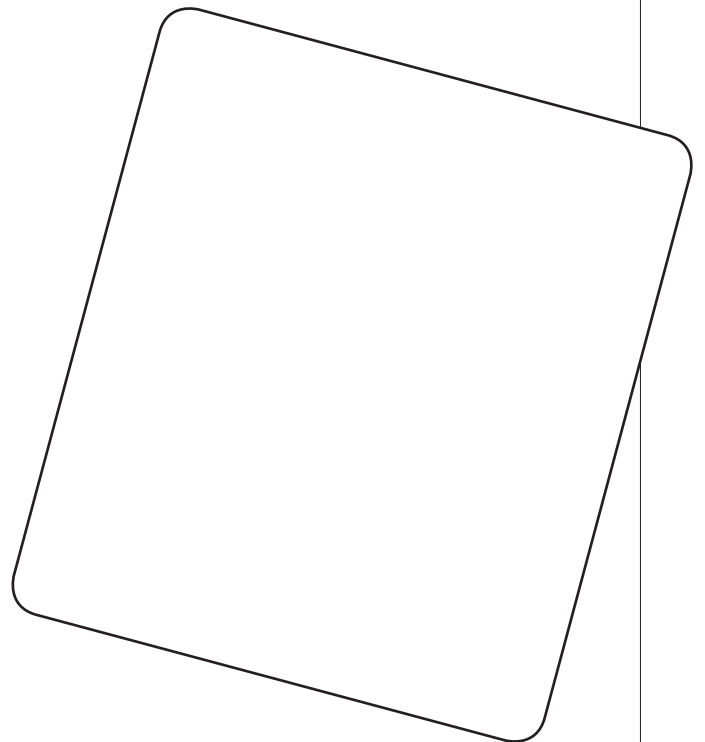
# E sakmi



Rajzolin će dadeski sakma.

Mure dadeski sakma

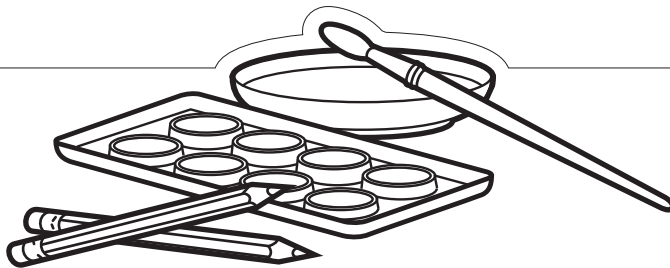
\_\_\_\_\_.



Rajzolin ća daki sakma.

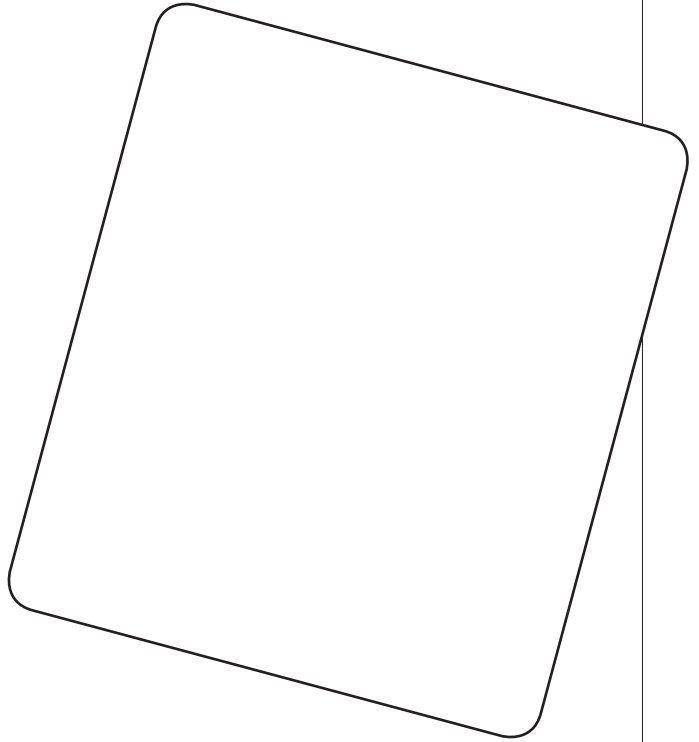
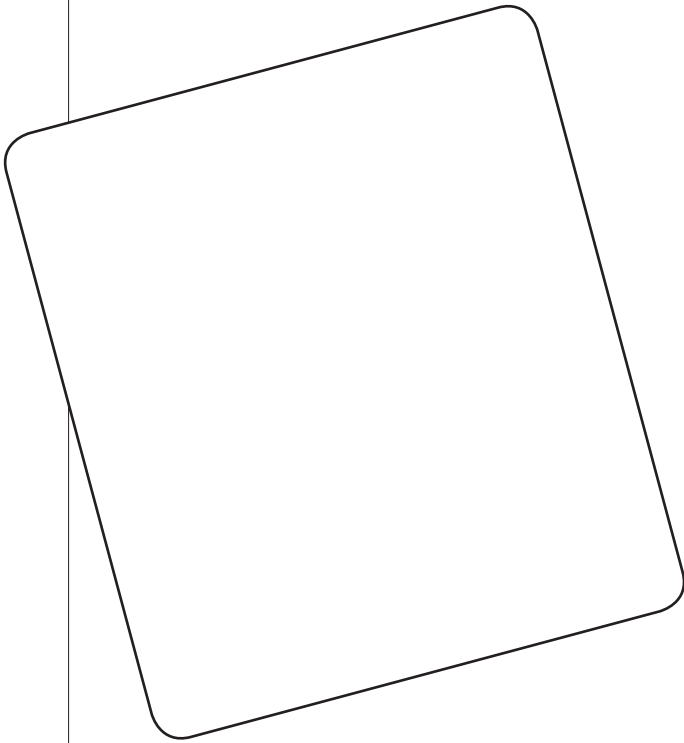
Mura daki sakma

\_\_\_\_\_.



Muro anav \_\_\_\_\_

# E sakmi



Rajzolin će paposki sakma.

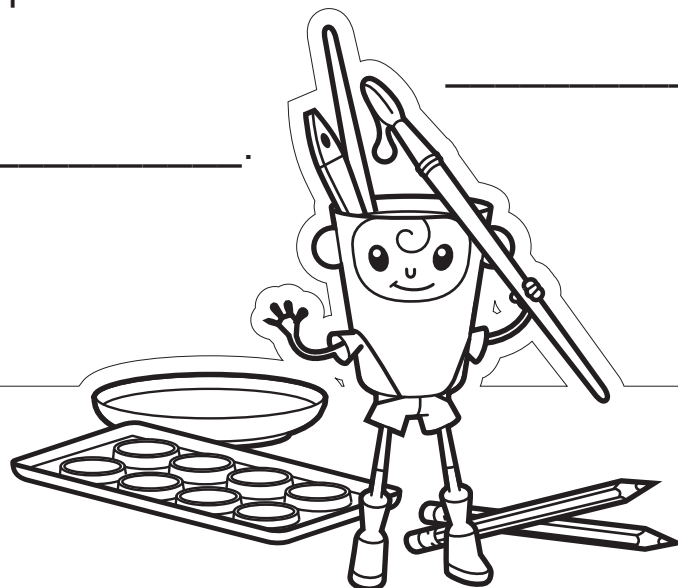
Mure paposki sakma

\_\_\_\_\_.

Rajzolin ća mamiki sakma.

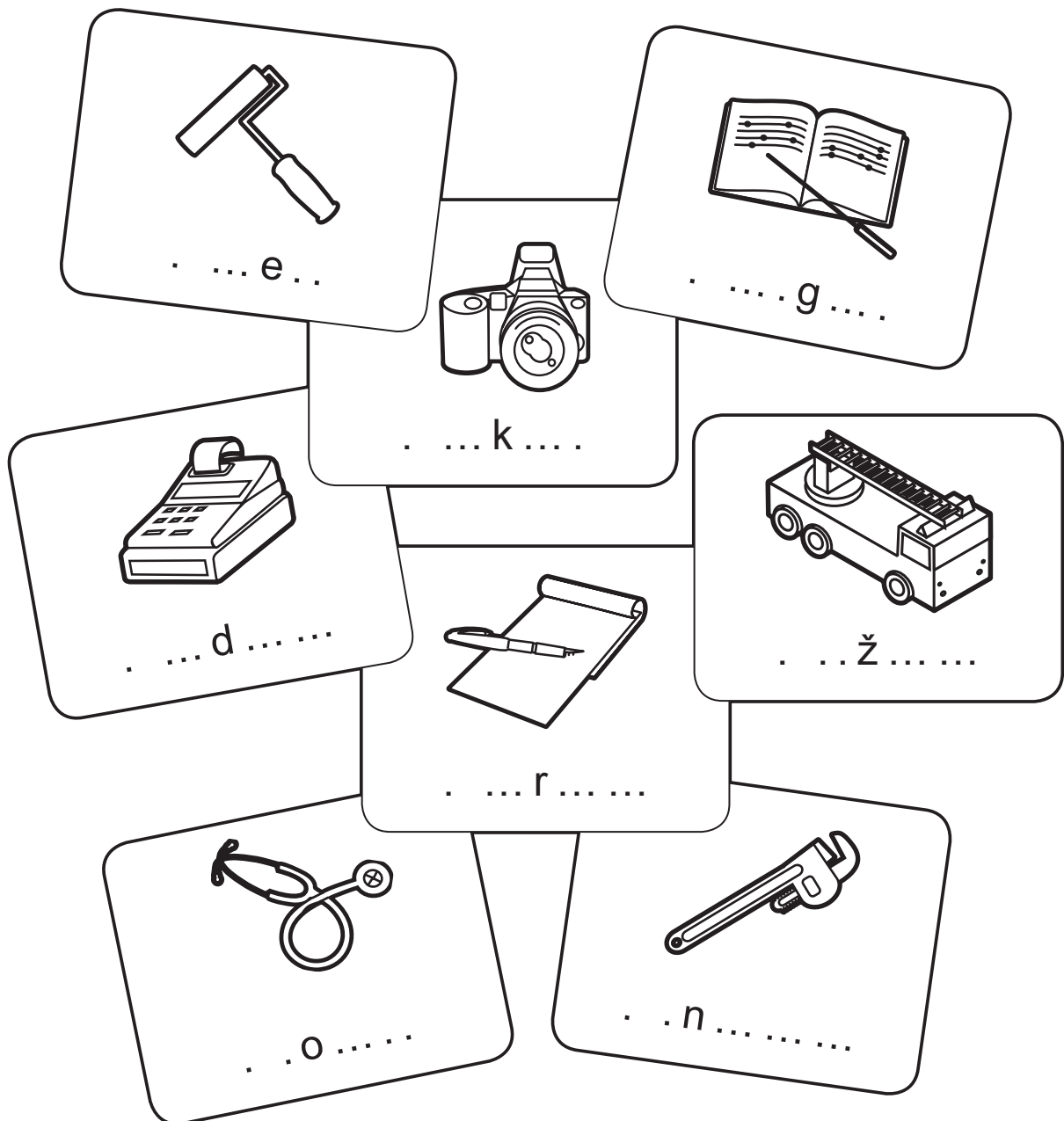
Mura mamiki sakma

\_\_\_\_\_.



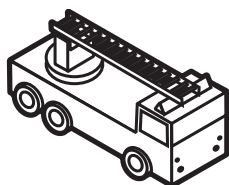


# Pinžares kadala sakmi?



o moleri	o orvoši	i bikinitorka	i fenjkipezkinja
o dirigenti	o tizoltovo	i sekretarka	o instalateri

# Pinžares kadala sakmi?



So-i vov? Vov-i \_\_\_\_\_.

So kerel vov? Vov \_\_\_\_\_ i jag.



So-i vov? Vov-i \_\_\_\_\_.

So kerel vov? Vov \_\_\_\_\_ e pajeske čevura.



So-i voj? Voj si \_\_\_\_\_.

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



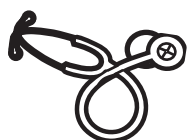
So-i voj? Voj si \_\_\_\_\_.

So kerel voj? Voj \_\_\_\_\_ manušen.



So-i vov? Vov i \_\_\_\_\_.

So kerel vov? Vov \_\_\_\_\_ o orkesteri.



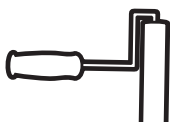
So-i vov? Vov-i \_\_\_\_\_.

So kerel vov? Vov \_\_\_\_\_ e manušen.



So si voj? Voj si \_\_\_\_\_.

So kerel voj? Voj \_\_\_\_\_ ande bolta.



So-i vov? Vov-i \_\_\_\_\_.

So kerel vov? Vov \_\_\_\_\_ o khera.

moleri | orvoši | bikinitorka | fekipezkinja | dirigente | tizoltovo | sekretarka | instalateri  
tordjarel | lašarel | iskirij; telefonirij | fenjkipezij | sastjarel | biknel | makhel | dirigirij

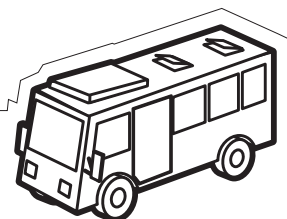
# Muri bućarni familja

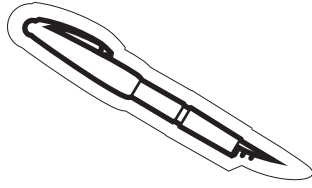
Muro dad-i šoferi. Vov tradel o autobuso. Opre uštel koran detehara te žal ande bući aj kišen ande rat avel khere.

Muri dej biknel ande bolta. Voj bućazij sako djes štar časura. Muri phen žal ando kindergarten. O kindergarten naj dur amare kherestar.

Muro papo-i kuvari. Vov kerel bući ando restorano. Vov pekel le maj laše palačinti pe intrego luma. Muri mami si orvoškinja. Voj sastjarel e manušen. Sako rat, kana žav mange te sovav, phenel voj mange: „Šukares thov će danda, muro lašo šavoro!“

Me žav ande škola. Ande škola žav e autobusosa. Univar tradel muro dad o autobuso. Kana detehara dikhav mure dades, antunči asandes žav ande škola.





Muro anav \_\_\_\_\_

## Muri bućarni familja

Muro dad-i \_\_\_\_\_. Vov tradel o \_\_\_\_\_. Opre uštel koran detehara te žal ande bući aj kišen ande rat avel khere.

Muri dej biknel ande \_\_\_\_\_. Voj bućazij sako djes štar časura. Muri phen žal ando \_\_\_\_\_. O kindergarten naj dur amare kherestar.

Muro papo-i \_\_\_\_\_. Vov kerel bući ando \_\_\_\_\_. Vov pekel le maj laše palačinti pe intrego luma. Muri mami si \_\_\_\_\_. Voj sastjarel e manušen. Sako rat, kana žav mange te sovav, phenel voj mange: „Šukares thov će danda, muro lašo šavoro!“

Me žav ande \_\_\_\_\_. Ande škola žav e \_\_\_\_\_. Univar tradel muro dad o autobuso. Kana detehara dikhav mure dades, antunči asandes žav ande škola.

orvoškinja	restorano	kindergarten	šoferi	autobuso
bikinitorka	kuvari	škola	autobusosa	

# Pašaj phabelin

Nadur katar o veš, po plaj pašaj phabelin, sas le Romengo than. Kana perelas i rat, kerenas von penge jag.

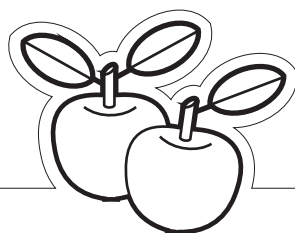
E deja, lenas penge dikhle, pakjarenas e cine šavoren ande lende thaj kadej šonas len te soven. Sako jat bešenas pašaj jag thaj šunenas a phurake paramiči.

Nadur a jagatar, sas lenge grastenge vurdona. Avral šukares dićolas lengo trajo de e Romen sas varikana but pharo trajo.

Phirenas than thanestar palaj bući. E muzikaša phirenas te cirden e barvale gaženge. Pale aver Rom biknenas šura. Biknenas vi colura, grasten, čare thaj pira.

E kovača kerenas e gaženge gerabji. Aver khuvenas košnici. E šustera lašarenas e papučiči.

De katar i deteharin žiči kaj kali rat sas von ando gav aj pe račate savora žanas palpale pe pengo than. Kana nas len maj but bući ando gav, von bešenas pe penge vurdona thaj indulinas maj dur avere thanende.



Muro anav \_\_\_\_\_

# Pašaj phabelin

Šaj li te odgovorine?

Kaj sas e Romengo than?

---

So kerenas paša i jag?

---

Kon žalas te cirdel e barvale gaženge?

---

So inke kerenas e Rom?

---

Kon kerelas e gaženge gerabji?

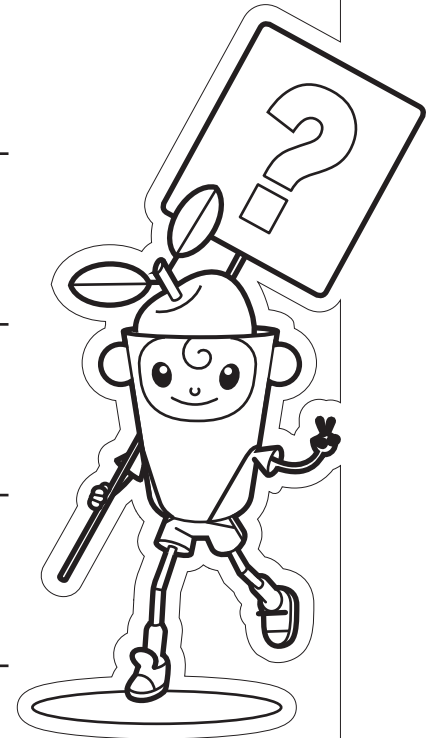
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Kon lašarelas e papučiči?

---

So kerenas kana nas maj but buči ando gav?

---





# Pašaj phabelin

Nadur katar o veš, po plaj pašaj phabelin, sas le Romengo than. Kana perelas i rat, kerenas von penge jag.

---

E deja, lenas penge dikhle, pakjarenas e cine šavoren ande lende thaj kadej šonas len te soven. Sako rat bešenas pašaj jag thaj šunenas a phurake paramiči.

---

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---

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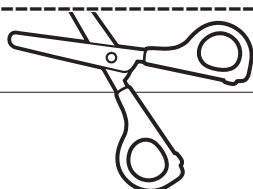
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E kovača kerenas e gaženge gerabji. Aver khuvenas košnici. E šustera lašarenas e papučiči.

---

De katar i deteharin žiči pe kali rat sas von ando gav aj pe rjaćate savora žanas palpale pe pengo than. Kana nas len maj but bući ando gav, bešenas pe penge vurdona thaj indulinas maj dur avere thanende.

---



# Maj anglal thaj akak

Feštín e krugura!



učiteli

frizeri

instalateri

muzičari

kundradžija

kovači

doktori

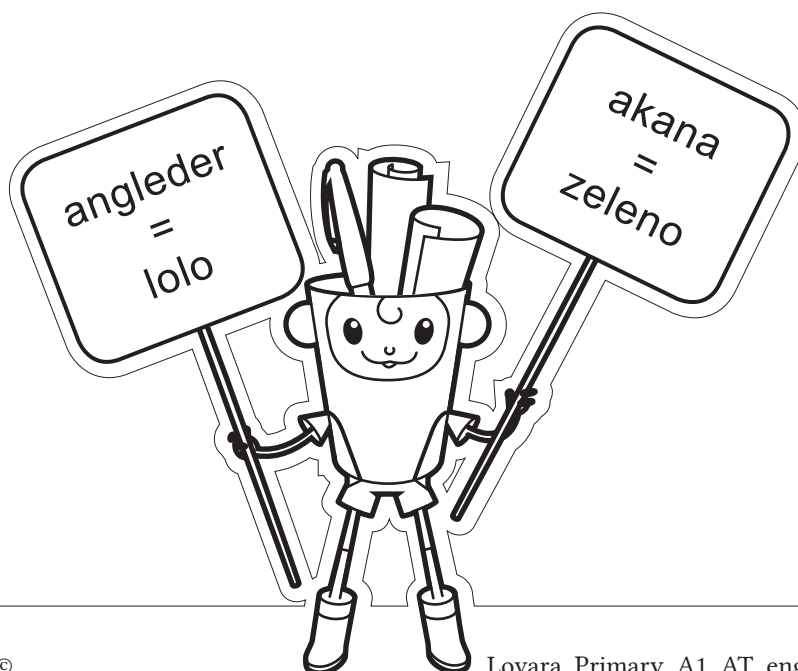
slikarka

požarniko

sekretarka

moleri

prodavačka





Muro anav \_\_\_\_\_

# Kon kerel so?



. . . š . . .

Kon kerel o xabe?



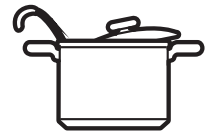
. . u . . .

Kon lašarel e papučī?



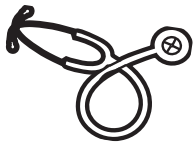
. . . f . . .

Kon biknel ande bolta?



. . . v . . .

Kon cirdel po bijav?



. . o . . .

Kon tordjarel i jag?



. . . d . . .

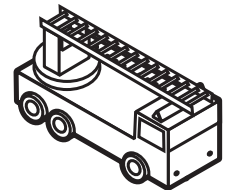
Kon tradel o autobuso?

Kon anel o lil?



. . s . . .

Kon sastjarel e manušen?



. . . ž . . .

# Pašaj phabelin

Kon kerel o xabe?

Kon anel o lil?

Kon lašarel e papučiči?

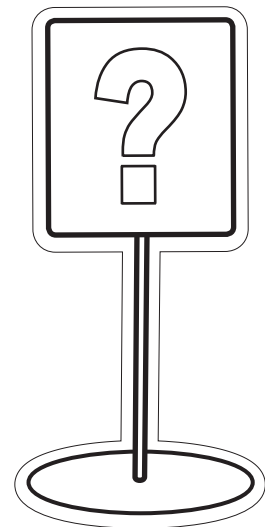
Kon cirdel po bijav?

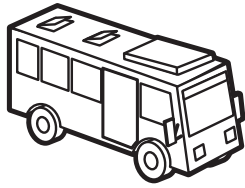
Kon biknel ande bolta?

Kon tordjarel i jag?

Kon sastjarel e manušen?

Kon tradel o autobuso?

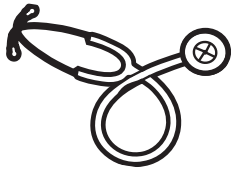




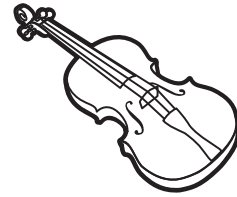
o šoferi



i bikinitorka



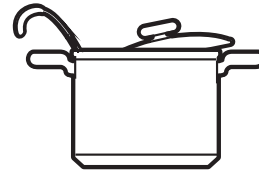
o orvoši



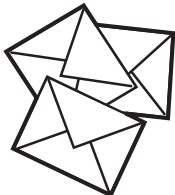
o muzikaši



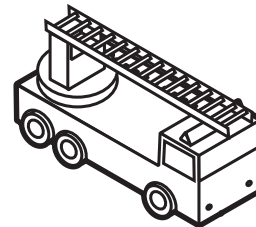
o šusteri



o kuvari  
o sagači



o poštari

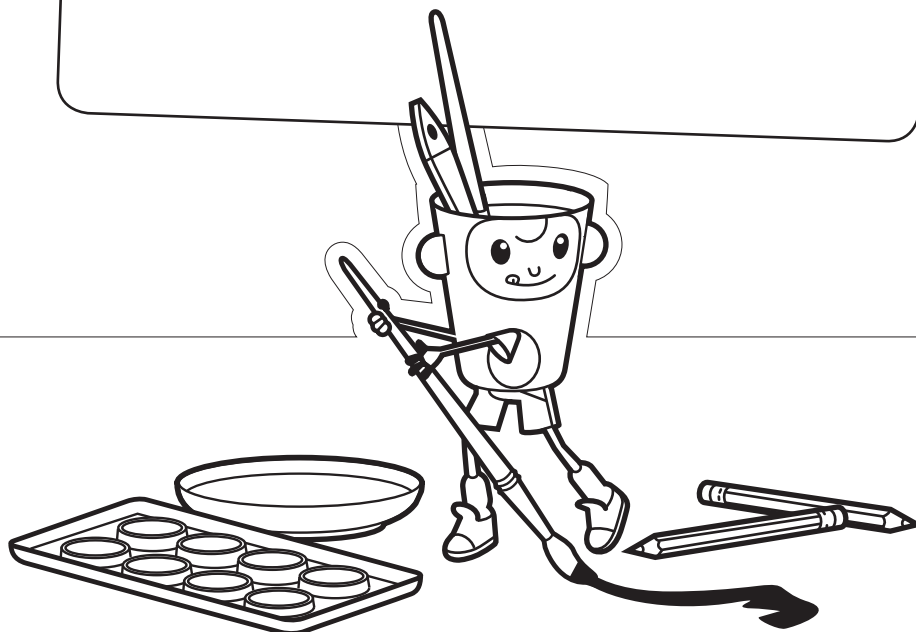
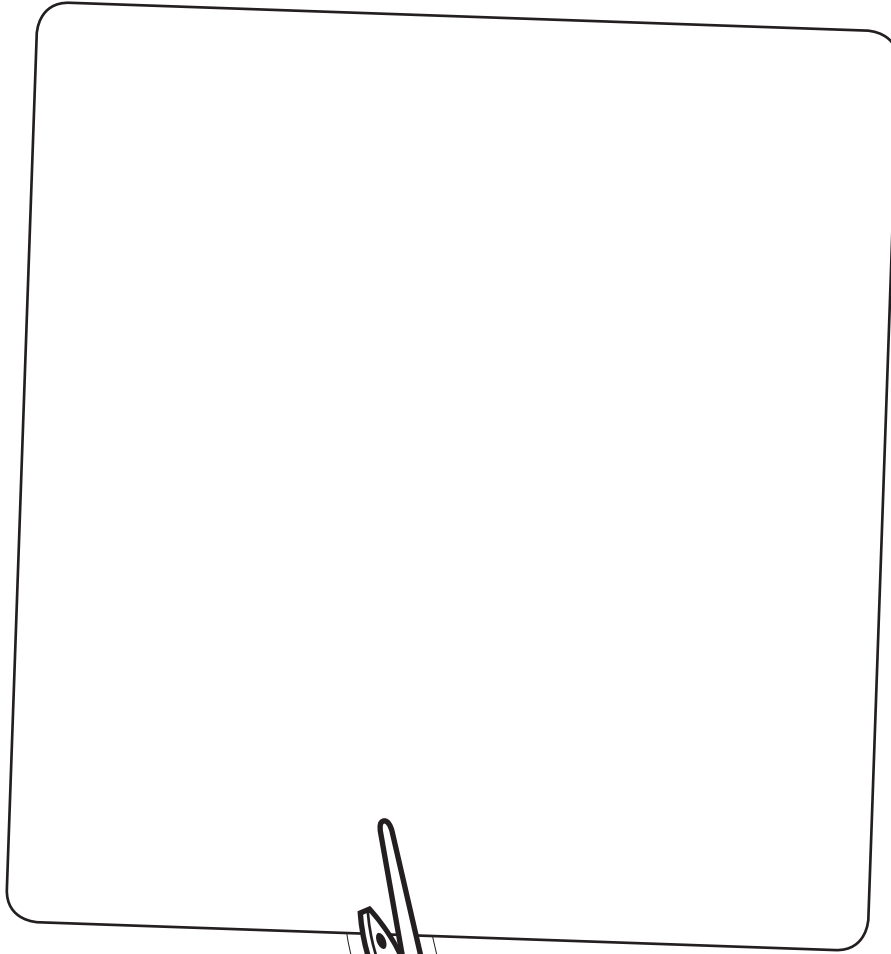


o tizoltovo






Muro anav \_\_\_\_\_

# Muri sakma

So kames te keres bući:



<b>Lovara_Primary_A1_AT_eng_unit-05</b>
<b>Thema (CFR): FESTIVALS AND CELEBRATIONS</b>
<b>Sub-topic 01: Festivals and celebrations (overview)</b> <b>Sub-topic 02: Christmas</b> <b>Sub-topic 03: Birthdays</b>

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

Vocabulary   Sub-topic 01: Festivals and Celebrations (overview)			
<b>Active</b>			
<i>o kerdjimasko djes</i>	the birthday	<i>i parti</i>	the party
<i>o nevo berš</i>	New Year's Eve	<i>i bonbonjera</i>	the chocolates, the dessert
<i>e Romengo djes</i>	Roma Day	<i>i torta</i>	the cake
<i>i Patradji</i>	Easter	<i>eluludža</i>	the flower
<i>o Krečuno</i>	Christmas	<i>o šošoj</i>	the rabbit
<i>o bijav</i>	the wedding	<i>e sineša anre</i>	the colored eggs
<i>a dejako djes</i>	Mother's Day	<i>e neve beršesko koncerto</i>	the New Year's concert
<i>o bolimo</i>	the baptism	<i>e Romengo festivali</i>	the Roma festival
<i>o suneti</i>	the celebration of the	<i>e kivanimaski karća</i>	the greeting card
	circumcision	<i>i himna</i>	the hymn
<i>e ajandikura</i>	the gift	<i>e kirve</i>	the godfather, the godmother
<i>inepelij</i>	to celebrate	<i>e krečonosko kašt</i>	the Christmas tree (fir tree)
<i>o inepo</i>	the holiday	<i>e petardi</i>	the fireworks
<i>po berš, pala o berš</i>	for the year	<i>e bare djesa</i>	the holidays
<i>o mužikaši/e mužikaša</i>	the musician	<i>a patradjake rajika</i>	Easter branches
<i>e vendigura</i>	the guest	<i>a patradjaki košnica</i>	Easter basket
<i>i bori</i>	the bride	<i>o pujo</i>	the chick
<i>i khangeri</i>	the church	<i>kapij</i>	to receive
<i>i memelji</i>	the candle	<i>sinešo</i>	colorful
<i>o telapovo</i>	Father Christmas	<i>inkerel i Patradji</i>	to celebrate Easter
<i>kethane</i>	together		
Vocabulary   Sub-topic 01: Christmas			
<b>Active</b>			
<i>Kedvšo ...</i>	Dear ...	<i>e voja</i>	the joy
<i>baxtalo</i>	cheerful, happy	<i>o rup</i>	the silver
<i>Kivanij tuke ...</i>	He/she/it wishes you ...	<i>o sumnakaj</i>	the gold
<i>sa maj jšukar</i>	to wish somebody the best	<i>Po rup thaj po sumnakaj te phires!</i>	In gold and silver may you walk!
<i>o kivanšago</i>	the wish, the wishes	<i>E Romenge voja te keres!</i>	The Roma joy may you be!
<i>o vendigo</i>	the guest		
Vocabulary   Sub-topic 01: Birthdays			
<b>Active</b>			
<i>but, nadjon</i>	much, many	<i>Najis tuke/tumenge</i>	Thank you! your/you
<i>o sastimo</i>	the health	<i>Keći berš pherdan?</i>	How old are you now?
<i>i bax</i>	the happiness	<i>Me pherdem</i>	I'm ... years old now.
<i>guglja, guglje</i>	dear ...		

<b>Grammar</b>
<b>Passive</b>
Plural e.g. <i>ajandiko</i> – <i>ajandikura</i> , 3rd. pers. sg. present tense <i>inepelij</i> , preposition: <i>po bersš, pala bersš</i> Verbs: 1st. + 2nd pers. Perfect tense SG ( <i>pherdem</i> – <i>pherdan</i> )

**Teaching activity 01 | Sub-topic 01: Festivals and celebrations (overview) – Listening comprehension: *I Frima***

Duration: 30 min | Skill: | SF\*: I, P | ELP: p. 42

Mat./Res.: Listening, worksheet 01

- Children hear the listening comprehension *I Frima* twice.
- They discuss the content with the child sitting next to them.
- Children hear the listening comprehension again. Teacher asks them to remember one word they don't know.
- Teacher translates these words and writes them on the blackboard.
- They hear the listening comprehension again and discuss the content together.
- Vocabulary for holidays (incl. articles) is written on the blackboard. Children copy it to their ELP (p. 42).

**Teaching activity 02 | Sub-topic 01: Festivals and celebrations (overview) – Worksheet: *I Frima***

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

Mat./Res.: Worksheet 02

- Note: This activity can only be done subsequently to activity 01.
- Teacher hands out worksheet *I Frima*.
  - Teacher asks one child to read heading and task. They discuss the task together: Connect the paragraphs of the text with the correct picture.
  - Teacher shows an example to the children: One child tries to connect the first paragraph of the story with the correct picture.
  - Subsequently the children continue working alone.
  - When the children are finished, the teacher reads the story in correct order. After each paragraph he/she asks the children which picture they have chosen.









**Teaching activity 03 | Sub-topic 01: Festivals and celebrations (overview) – Cards: *Inepura 1***

Duration: 20 min | Skill: | SF: I

Mat./Res.: Cards, worksheet 03

- Preparation: Laminate and cut out cards worksheet 03.
- Children sit in a circle on the floor.
  - Teacher spreads out the picture cards on the floor. Each child gets a word card.
  - Children try to put their word card next to the correct picture card.
  - Teacher returns the correctly placed cards (both picture- and word card) to the child who has found the correct answer. He/She hands incorrectly placed word cards back to the children and they try to find the correct place again.
  - Same procedure until all cards have been matched correctly.
  - Then the teacher collects all the cards and shows one picture card at a time to the class and the children have to name it. If necessary, he/she can say the words first and the children repeat the words in unison.

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

<b>Teaching activity 04   Sub-topic 01: Festivals and celebrations (overview) – Gap text: <i>I Frima</i></b>
Duration: 15 min   Skill:     SF: I   ELP: Dossier p. 42
Mat./Res.: Worksheet 04
Note: This Activity can only be done subsequently to activity 01 or 02. 01. Teacher hands out the worksheet worksheet 04 <i>I Frima</i> . 02. Teacher asks the children to fill in the correct words. 03. When the children are finished, each child reads one paragraph to compare their results. 04. New vocabulary is written on the blackboard and the children copy it to the ELP (p. 42).
<b>Teaching activity 05   Sub-topic 01: Festivals and celebrations (overview) – Poster: <i>I Frima</i></b>
Duration: 50 min   Skill:    SF: G
Mat./Res.: Worksheet 05, glue, scissors, sheets of A3 paper
Note: This Activity can only be done subsequently to activity 01 or 02. Preparation: Print one copy of worksheet 05 for each group. 01. Children form groups of three. 02. Each group gets the worksheet AB 05 <i>I Frima</i> (2 pages) and an A3-sheet. 03. Teacher explains the task: Cut out text and pictures and then glue them to the A3 sheet in the correct order. Glue the pictures to the correct paragraph. 04. When the children are finished, the groups present their posters which are then put on a wall of the classroom.
<b>Teaching activity 06   Sub-topic 01: Festivals and celebrations (overview) – Cards: <i>Inepura 2</i></b>
Duration: 30 min   Skill:     SF: I
Mat./Res.: Worksheet 06
Preparation: Laminate and cut out worksheet worksheet 06. 01. Teacher attaches the word cards to the blackboard. 02. He/She asks the children to come to the blackboard and sit in a circle. 03. Teacher puts the cards in the middle of the circle and explains the task: Each picture card belongs to a particular holiday. Children have to guess which cards belong together and attach the correct card to the blackboard. 04. Finally they discuss the vocabulary.
<b>Teaching activity 07   Sub-topic 01: Festivals and celebrations (overview) – Memorizing new vocabulary</b>
Duration: 15 min   Skill:      SF: G, I   ELP: p. 42
Mat./Res.: Worksheet 06
Note: This activity can only be done subsequently to activity 06. 01. Teacher shows one word card after the other, says each word out loud and the children repeat it in unison. 02. He/She shows one picture card after the other, the children say each word in unison. 03. He/She shows one picture card or word card after the other and says their names – some correctly, some incorrectly. The children decide whether the teacher's answer was correct or not. 04. Finally they add the new vocabulary to their ELP (p. 42).



**Teaching activity 08 | Sub-topic 01: Festivals and celebrations (overview) – Memory**

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

Mat./Res.: Worksheet 07

Preparation: Print worksheet 07 twice for each group, laminate or glue to cardboard if required; cut out pictures.

01. Children form groups of four or five.
02. Teacher hands out the prepared memory cards to each group and they can start playing right away.
03. Options: Find pairs of pictures; find matching pairs of pictures and words. Option for advanced pupils: Find pairs of words.

**Teaching activity 09 | Sub-topic 02: Christmas – Reading Christmas cards**

Duration: 20 min | Skill:   | SF: I, P, G | ELP: Dossier, p. 42

Mat./Res.: Worksheet 08

01. Teacher hands out the worksheet worksheet 08, – *Amen iskirinas kivanimaske karci* – We write greeting cards.
02. They read the first greeting card together. They discuss what greeting cards actually are, on which occasions they are sent, on which occasion the card on the worksheet was sent, etc.
03. Children read the first card again and highlight the words they don't understand.
04. Teacher translates these words and writes them on the blackboard.
05. Children read the second greeting card and discuss the content with the child sitting next to them.
06. In couples they highlight the words they don't understand.
07. Teacher translates these words and writes them on the blackboard.
08. Children add new vocabulary to their ELP (p. 42).

**Teaching activity 10 | Sub-topic 02: Christmas – Gap text Christmas cards**


Duration: 10 min | Skill:    | SF: I | ELP: Dossier

Mat./Res.: Worksheet 09

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












01. Teacher hands out gap text *Amen iskirinas kivanimaske karci* (worksheet 09) and explains the task.
02. The results are compared: Each child reads a card.

**Teaching activity 11 | Sub-topic 02: Christmas – Writing Christmas cards**

Duration: 20 min | Skill:  | SF: I

Mat./Res.: Worksheet 10

01. Teacher hands out *Amen iskirinas kivanimaske karci* (worksheet 10) and a blank sheet of paper.
02. Children try to write their own greeting card on the blank sheet of paper.
03. Subsequently the teacher corrects the short texts.
04. Children copy the corrected text to the blank form of *Amen iskirinas kivanimaske karci* as a homework. Children who can't write draw Christmas motifs on the card.

<b>Teaching activity 12   Sub-topic 03: Birthdays – Listening comprehension: <i>Gili Kerdjimasko djes</i></b>
Duration: 15 min   Skill:     SF: I
Mat./Res.: Listening comprehension worksheet 11, audio-device
<ol style="list-style-type: none"> <li>01. Children sit in a circle.</li> <li>02. Teacher asks a child who has his/her birthday that day/week to sit in the middle of the circle.</li> <li>03. He/She asks the other children to guess what special day the child is celebrating.</li> <li>04. Teacher sings or plays the song – <i>Kerdjimasko djes</i>. The children guess which holiday it is.</li> <li>05. Subsequently the song is rehearsed together.</li> </ol>
<b>Teaching activity 13   Sub-topic 03: Birthdays – Listening comprehension: <i>Amen kiveninas o kerdjimasko djes</i></b>
Duration: 15 min   Skill:     SF: I
Mat./Res.: Listening worksheet 12, audio-device
<ol style="list-style-type: none"> <li>01. Children hear the dialogue <i>Amen kiveninas o kerdjimasko djes</i> - Happy Birthday! twice.</li> <li>02. They discuss the content with the child sitting next to them.</li> <li>03. They listen to the dialogue again and are asked to remember one word they don't know.</li> <li>04. Teacher translates these words and writes them on the blackboard.</li> <li>05. They listen to the dialogue again and discuss the content together.</li> <li>06. Children add new vocabulary to their ELP (p. 42) and listen to the dialogue once again.</li> </ol>
<b>Teaching activity 14   Sub-topic 01: Festivals and celebrations (overview) – Birthday dialogue</b>
Duration: 20 min   Skill:      SF: P   ELP: Dossier
Mat./Res.: Worksheet 13
<p>Note: This activity can only be done subsequently to activity 13.</p> <ol style="list-style-type: none"> <li>01. Children form couples and teacher hands out worksheet worksheet 13 <i>Amen kiveninas o kerdjimasko djes</i>.</li> <li>02. They have 10 min to learn the dialogue by heart.</li> <li>03. Then each couple performs the dialogue in front of the class.</li> </ol>
<b>Teaching activity 15   Sub-topic 01: Festivals and celebrations (overview) – <i>Patradji</i> – Easter</b>
Duration: 20 min   Skill:       SF: I
Mat./Res.: Worksheet 14
<ol style="list-style-type: none"> <li>01. Teacher hands out worksheet 14 <i>Patradji</i> – Easter.</li> <li>02. Together they discuss the task: Circle the objects that belong to Easter.</li> <li>03. When they are finished, the pictures on the worksheet are discussed and named. They compare which pictures belong to Easter.</li> <li>04. Teacher writes the vocabulary for the circled pictures on the blackboard.</li> <li>05. Children write the words below the pictures on the worksheet.</li> </ol>

**Teaching activity 16 | Sub-topic: Festivals and celebrations – Language biography**

Duration: 15 min | Skill:   | SF: I | ELP: Language biography

Mat./Res.: Worksheet 14

Preparation: Teacher designs the checklist in the language-biography (p. 22/Level A1) as he/she prefers.

01. After finishing Unit 5 the teacher hands out his/her checklists.
02. Teacher and children discuss the list point by point. Children draw a star or anything similar beside a point if they meet the requirements of it – *I can ...*
03. The checklists are added to the ELP *Language biography*.

**Lesson plan 01 | Sub-topic 01: Our festivals and celebrations**

TA-Nr.: 01 | Learning objectives: Acquiring and expanding vocabulary.

Duration: 30 min | Skill:   | SF: I, P | ELP: p. 42

Mat./Res.: Listening comprehension worksheet 01











01. Children hear the listening comprehension *I Frima* twice.
02. They discuss the content with the child sitting next to them.
03. Children hear the listening comprehension again. Teacher asks them to remember one word they don't know.
04. Teacher translates these words and writes them on the blackboard.
05. They hear the listening comprehension again and discuss the content together.
06. Vocabulary for holidays (incl. articles) is written on the blackboard. Children copy it to their ELP (p. 42).

TA-Nr.: 03 | Learning objectives: Content-oriented listening to short stories and understanding of these.

Duration: 20 min | Skill:     | SF: I

Mat./Res.: Cards, worksheet 03

01. Children sit in a circle on the floor.
02. Teacher spreads out the picture cards on the floor. Each child gets a word card.
03. Children try to put their word card next to the correct picture card.
04. Teacher returns the correctly placed cards (both picture- and word card) to the child who has found the correct answer. He/She hands incorrectly placed word cards back to the children and they try to find the correct place again.
05. Same procedure until all cards have been matched correctly.
06. Then the teacher collects all the cards and shows one picture card at a time to the class and the children have to name it. If necessary, he/she can say the words first and the children repeat the words in unison.

<b>Lesson plan 02   Sub-topic 01: Christmas cards</b>
TA-Nr.: 09   Learning objectives: Forming and writing simple sentences. Getting to know and implementing ways of greeting and congratulating.
Duration: 20 min   Skill:         SF: I, P, G   ELP: Dossier, p. 42
Mat./Res.: Worksheet 08
<ol style="list-style-type: none"> <li>01. Teacher hands out the worksheet 08, <i>Amen iskirinas kivanimaske karci</i>.</li> <li>02. They read the first greeting card together. They discuss what greeting cards actually are, on which occasions they are sent, on which occasion the card on the worksheet was sent, etc.</li> <li>03. Children read the first card again and highlight the words they don't understand.</li> <li>04. Teacher translates these words and writes them on the blackboard.</li> <li>05. Children read the second greeting card and discuss the content with the child sitting next to them.</li> <li>06. In couples they highlight the words they don't understand.</li> <li>07. Teacher translates these words and writes them on the blackboard.</li> <li>08. Children add new vocabulary to their ELP (p. 42).</li> </ol>
TA-Nr.: 10   Learning objectives: Forming and writing simple sentences. Getting to know and implementing ways of greeting and congratulating.
Duration: 10 min   Skill:      SF: I
Mat./Res.: Cards, worksheet 09
<ol style="list-style-type: none"> <li>01. Teacher hands out gap text <i>Amen iskirinas kivanimaske karci</i> (worksheet 09) and explains the task.</li> <li>02. The results are compared: Each child reads a card.</li> </ol>
TA-Nr.: 11   Learning objectives: Forming and writing simple sentences. Getting to know and implementing ways of greeting and congratulating.
Duration: 20 min   Skill:    SF: I   ELP: Dossier
Mat./Res.: Worksheet 10
<ol style="list-style-type: none"> <li>01. Teacher hands out <i>Amen iskirinas kivanimaske karci</i> (worksheet 10) and a blank sheet of paper.</li> <li>02. Children try to write their own greeting card on the blank sheet of paper.</li> <li>03. Subsequently the teacher corrects the short texts.</li> <li>04. Children copy the corrected text to the blank form of <i>Amen iskirinas kivanimaske karci</i> as a homework. Children who can't write draw Christmas motifs on the card.</li> </ol>

# I Frima

Sas jek šejori. Lako anav sas Frima. Deše beršengi sas. Nadjon kamelas te inepelij thaj te kapij ajandikura katar peski familja. E maj šukar ajandikura kapijas katar peski mami. Jokhar, kana sas a Frimako kerdjimasko djes, laki mami das la jek but šukar papuša. Po nevo berš pale kapindas latar jek Mp3. Anda kodo, so delas la laki mami mindig e maj šukar ajandikura, i Frima las peske opre, te žutij la te keren kethane šokoladicko torta, kana sas e Romengo baro djes. Ande Frimaki familja inkernas nadjon šukares e Patradji. Maj anglal feštijas e Frima e anre kethane peska mamisa aj teharin o djes voj rodelas e sineša anre thaj e ajandikura po intrego kher. Maj but lošalas amari Friminka kana reslas o Krečuno, ke kethane uravenas o krečunosko kopači haj e Frima žanelas ke tela krečunosko kopači žukaren la e maj šukar ajandikura.

There was a girl. Her name was Suzana. She was 10 years old. She liked parties and getting presents from her family very much. The most beautiful presents she got from her grandmother. Once on her birthday, her grandmother gave her a very beautiful dress. At New Year's Eve she got an MP3-Player from her. Because her grandmother made her the most beautiful presents, Suzana decided to help her with baking a chocolate cake on Roma-Day. Easter was a lot of fun in Suzana's family. First she painted the eggs with her grandmother and on the next day they went to church. Most of all she enjoyed Christmas, because they decorated the christmas tree and Suzana knew, that the most beautiful presents were waiting for her.

# I Frima

Ginav i paramiča thaj cirde linije ži ka kodo kipo savo pasulij!

Sas jek šejori. Lako anav sas Frima. Deše beršengi sas. Nadjon kamelas te inepelij thaj te kapij ajandikura katar peski familja. E maj šukar ajandikura kapijas katar peski mami.

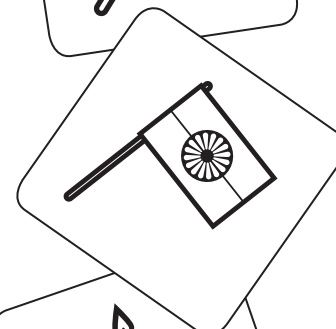
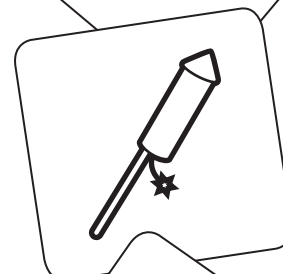
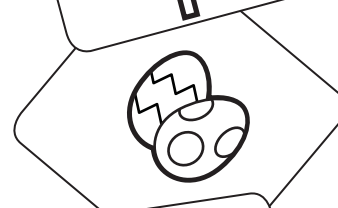
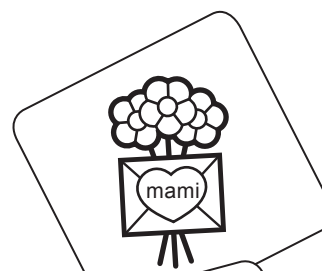
Jokhar, kana sas a Frimako kerdjimasko djes, laki mami das la jek but šukar papuša.

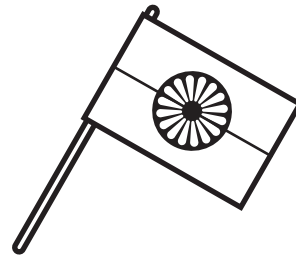
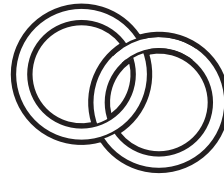
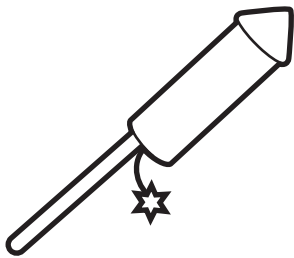
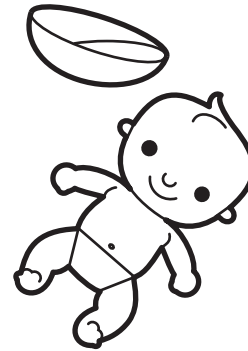
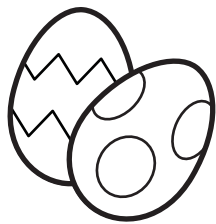
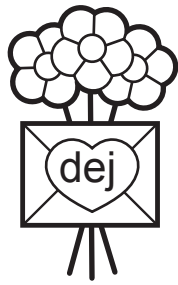
Po nevo berš pale kapindas latar jek roza bicikla.

Anda kodo, so delas la laki mami mindig e maj šukar ajandikura, i Frima las peske opre, te žutij la te keren kethane šokoladicko torta, kana sas e Romengo baro djes.

Ande Frimaki familja inkernas nadjon šukares e Patradji. Maj anglal feštijas e Frima e anre kethane peska mamisa aj teharin o djes voj rodelas e sineša anre thaj e ajandikura po intrego kher.

Maj but lošalas amari Friminka kana reslas o Krečuno, ke kethane uravenas o krečunosko kopači haj e Frima žanelas ke tela krečunosko kopači žukaren la e maj šukar ajandikura.





o bijav

o nevo berš

o dako djes

o kerdjimasko  
djes

o bolimo  
o suneti

o Krečuno

e Romengo  
djes

o Patradji



Muro anav \_\_\_\_\_

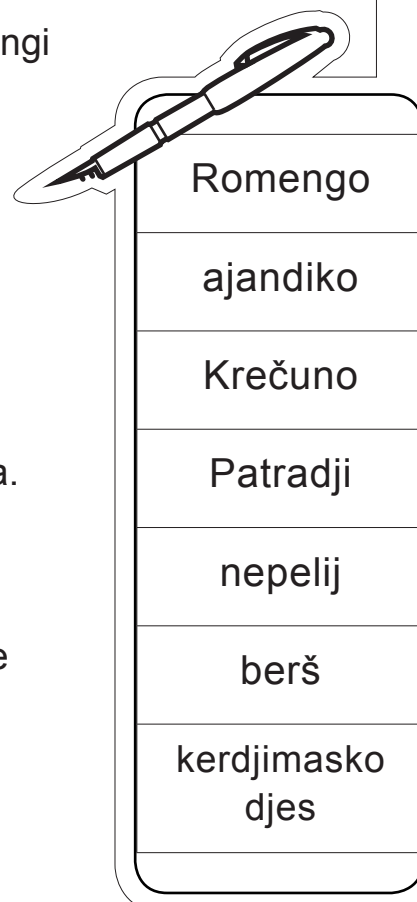
# I Frima

Sas jek šejori. Lako anav sas Frima. Deše beršengi sas. Nadjon kamelas te \_\_\_\_\_ thaj te kapij ajandikura katar peski familja. E maj šukar \_\_\_\_\_ kapijas katar peski mami. Jokhar, kana sas a Frimako \_\_\_\_\_, laki mami das la jek but šukar papuša.

Po nevo \_\_\_\_\_ pale kapindas latar jek roza bicikla. Anda kodo, so delas la laki mami mindig e maj šukar ajandikura, i Frima las peske opre, te žutij la te keren kethane šokoladicko torta, kana sas e \_\_\_\_\_ baro djes.

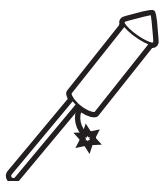
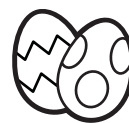
Ande Frimaki familja inkernas nadjon šukares e \_\_\_\_\_. Maj anglal feštijas e Frima e anre kethane peska mamisa aj teharin o djes voj rodelas e sineša anre thaj e ajandikura po intrego kher.

Maj but lošalas amari Friminka kana reselas o \_\_\_\_\_, ke kethane uravenas o krečunosko kopači haj e Frima žanelas ke tela krečunosko kopači žukaren la e maj šukar ajandikura.



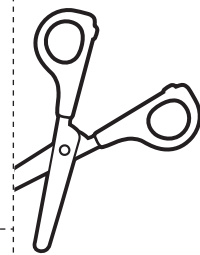
# I Frima

Po nevo berš pale kapindas latar jek roza bicikleta.



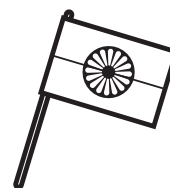
Anda kodo, so delas la laki mami mindig e maj šukar ajandikura, i Frima las peske opre, te žutij la te keren ketane šokoladicko torta, kana sas e Romengo baro djes.

Jokhar, kana sas a Frimako kerdjimasko djes, laki mami das la jek but šukar papuša.



Maj but lošalas amari Friminka kana reslas o krečuno, ke ketane uravenas o krečunosko kopači haj e Frima žanelas ke tela krečunosko kopači žukaren la e maj šukar ajandikura.

Ande Frimaki familja inkernas nadjon šukares e Patradji. Maj anglal feštijes e Frima e anre ketane peska mamisa aj teharin o djes voj rodelas e sineša anre thaj e ajandikura po intrego kher.



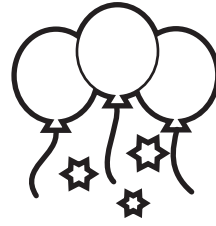
Sas jek šejori. Lako anav sas Frima. Deše beršengi sas. Nadjon kamelas te inepelij thaj te kapij ajandikura katar peski familja. E maj šukar ajandikura kapijas katar peski mami.



i khangeri



i momelji



i parti



i bonbonjera



o šošoj



e luludja



e vendigura



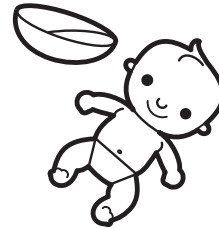
e neve  
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e ajandikura



e sineša anre



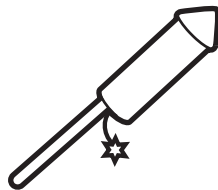
e kirve



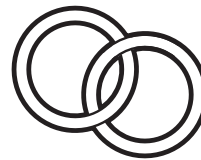
e mušikasa



o telapovo



e petarde



i bori



e krečunosko  
kopači



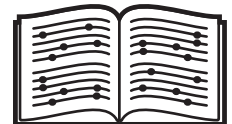
o romano  
festivali



i torta



e kivanimaski  
karta



i himna

Muro anav \_\_\_\_\_

## Amen iskirinas kivanimaske karči!

Muri kedvešo mami!

Kivanij tuke baxtalo Krečuno!  
Amen avasa tute pala e inepura.  
Ano tuke jek šukar ajandiko.

Mukav tuke but sastimo!  
Ćiro unoko o  
Mario



Muro kedvešo nano!

Kivanij tuke baxtalo Krečuno thaj sa maj  
šukar pala o Nevo Berš!  
Mek pherdjon sa ċire kivanšagura.  
Kana avesa amende sar vendigo?

Kivanij tuke but sastimo!  
Ćiri unoka i  
Marija



Muro anav \_\_\_\_\_

## Amen iskirinas kivanimaske karći!

Muri kedvešo mami!

Kivanij tuke \_\_\_\_\_ Krečuno.

Amen avasa tute pala e i \_\_\_\_\_.

Ano tuke jek šukar \_\_\_\_\_.

\_\_\_\_\_ tuke but \_\_\_\_\_

\_\_\_\_\_ o Mario



Muro kedvešo nano!

Kivanij tuke baxtalo \_\_\_\_\_ thaj sa maj šukar

pala o Nevo \_\_\_\_\_! Mek pherdjon sa ćire

kivanšagura. Kana avesa amende sar

vendigo? Kivanj tuke but sastimo!

\_\_\_\_\_ i Marija

baxtalo

inepura

ajandiko

Mukava ... sastimo

ćiro unoko

Krečuno

berš

ćiri unoka

Muro anav \_\_\_\_\_

## Amen iskirinas kivanimaske karči!



\_\_\_\_\_

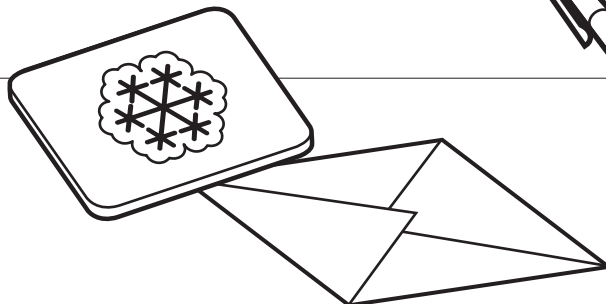
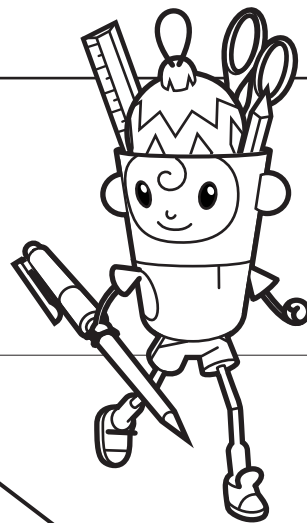
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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Muro anav \_\_\_\_\_

# Kerdjimasko djes

But sastimo,

but bax.

But sastimo,

but bax,

But sastimo, guglije Ivana.

But sastimo,

but bax.

# Birthday-Song

Happy Birthday

to you.

Happy Birthday

to you.

Happy Birthday, dear Ivana.

Happy Birthday

to you!

Muro anav \_\_\_\_\_

## Amen kivaninas o kerdjimasko djes!

Zoja: Ivana, kivanij tuke sa maj šukar, but bax thaj  
sastimo. Po rup thaj po sumnakaj te phires!  
E Romengi voja te keres!

Ivana: Najis tuke, Zojo.

Zoja: Keći berš pherdan?

Ivana: Me pherdem 13 berš.

## Birthday Congratulations

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

Ivana: Thank you, Zoja.

Zoja: How old are you now?

Ivana: I am now 13 years old.



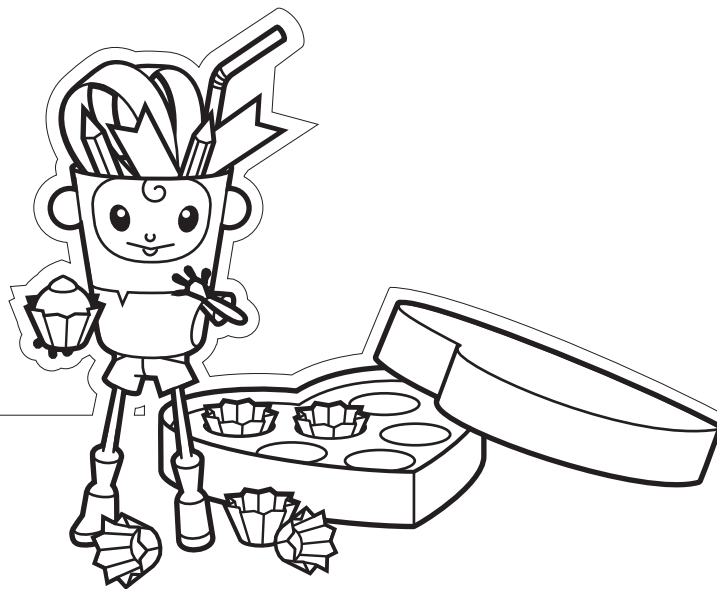
# Amen kivaninas o kerdjimasko djes!

Zoja: Ivana, kivanij tuke sa maj šukar,  
but bax thaj sastimo.  
Po rup thaj po sumnakaj te phires!  
E Romengi voja te keres!

Ivana: Najis tuke Zojo.

Zoja: Keći berš pherdan?

Ivana: Me pherdem 13 berš.





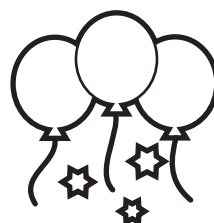
Krujin ande so pasulij Patradjake!



o pujo



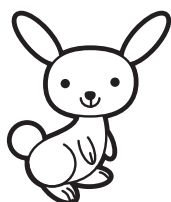
i bori



i parti



e Romengo festivali



o šošoj



e kivanimaski karća



a patradjaki košnica



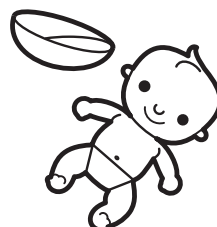
i torta



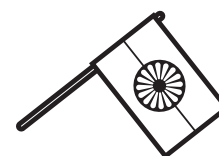
e neve beršesko koncerto



e sineša anre



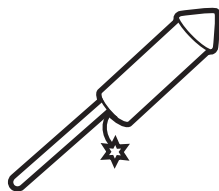
o bolimo



e Romengo djes



o telapovo



e petardi








a patradjake rajika



e krečonosko kašt

<b>Lovara_Primary_A1_AT_eng_unit-06</b>
<b>Theme (CFR): AT SCHOOL</b>
<b>Sub-topic 01: <i>Amare školake buća</i> (Our school supplies)</b> <b>Sub-topic 02: <i>Amari klasa thaj i škola</i> (Our classroom and the 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 basic school and classroom rules and routines when they are explained very simply and with appropriate gestures.</li> <li>✓ Can recognize and understand the names of school furniture, equipment, resources, etc., when they occur in instructions.</li> <li>✓ Can understand and follow very basic instructions for playing games in the playground or sports area.</li> <li>✓ Can understand the key words in parents’ instructions about, or descriptions of, school.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can recognize and understand labels or basic prompts on posters in different parts of the classroom or school (e.g. poster of question forms).</li> <li>✓ Can recognize and understand signs in the school (Fire, Exit, No running, etc.).</li> <li>✓ Can recognize and understand words and numbers on posters and drawings in the classroom (days of the week, days of the month, etc.).</li> <li>✓ Can find his/her name on a list.</li> <li>✓ Can recognize and understand the they words in a school timetable or learning program.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can ask permission in the classroom or attract the teacher’s attention in an appropriate manner.</li> <li>✓ Can respond nonverbally (e.g. with a nod or shake of the head) or with single word or very brief answers to basic questions on school or classroom topics.</li> <li>✓ Can use please and thank you appropriately.</li> <li>✓ Can ask for familiar classroom objects and materials (book, pencil, paper, etc.).</li> <li>✓ Can tell parents the new words learnt in school and show parents their schoolbooks.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can use key word and simple phrases/sentence to describe a classroom routine or playground game.</li> <li>✓ Can use key words to tell family members about what he/she does in school.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can copy letters and copy or write key words from the board, including phrases or simple sentences related to a classroom topic.</li> <li>✓ Can copy or write the key words in a classroom timetable or programme of study.</li> <li>✓ Can show parents how he/she can write the key words learned in school.</li> </ul>
<b>Working with the ELP</b>	
Dossier: p. 44   activities 05, 09, 10 und 12	









**Vocabulary | Sub-topic 01: Amare školake buća**










Aktive			
<i>e školake buća</i>	the school supplies	<i>uštel</i>	to get up
<i>e sineša ceruzi</i>	the crayons	<i>huraveli pe</i>	to get dressed
<i>e filctolura</i>	the felt-tip pens	<i>o tizoraj</i>	the snack
<i>a hegjezovo</i>	the pencil sharpener	<i>e šlapi</i>	the slippers
<i>i kenjva</i>	the book	<i>del lašo djes</i>	to greet
<i>i taška</i>	the bag, the school bag	<i>o than</i>	the place
<i>i ceruza</i>	the pencil	<i>katar i taška</i>	from the school bag
<i>o stilovo</i>	the fountain pen	<i>lel avri</i>	to take something out of
<i>o fizeto</i>	the workbook	<i>kezdij</i>	to start
<i>i mapa</i>	the folder	<i>o časo</i>	the lesson
<i>e khoslimaski guma</i>	the eraser	<i>bešel</i>	to sit
<i>o vonalzovo</i>	the ruler	<i>šunel</i>	to listen
<i>e vizfeštikura</i>	the colors, watercolors	<i>o harango harangozij, o čengevo čengetij</i>	the bell rings
<i>i klasa</i>	the classroom	<i>o sineto, i pauza</i>	the break
<i>i krita</i>	the chalk	<i>šaj xal</i>	to be allowed to eat
<i>i špondja</i>	the sponge	<i>šaj khelel peske</i>	to be allowed to play
<i>o vudar</i>	the door	<i>e amalenca</i>	with friends
<i>e gunujeski vedra</i>	the bin	<i>vigzij</i>	to end, to finish
<i>o mošdovo</i>	the wash basin	<i>žal khere</i>	to go home
<i>o regali</i>	the shelf, the cupboard	<i>e manuša</i>	the people
<i>o časo</i>	the clock	<i>felitika manuša</i>	to meet various people
<i>o pado</i>	the bench, the school bench	<i>kate/kathe</i>	here
<i>i tabla</i>	the blackboard	<i>lenge anava</i>	their names
<i>ande škola</i>	at school	<i>o direktori</i>	the headmaster
<i>amen</i>	we	<i>o dad thaj i dej</i>	the parents
<i>žal</i>	to go	<i>o tanitovo</i>	the teacher
<i>sićol</i>	to learn	<i>o amal</i>	the friend
<i>iskirij</i>	to write	<i>i takaritovkinja</i>	the cleaner
<i>ginel</i>	to count	<i>šaj vaj naštig</i>	am I allowed or am I not allowed
<i>i bax</i>	the happiness, the luck	<i>So kames?</i>	What do you want/would you like?
<i>anel</i>	to bring	<i>Šaj ...?</i>	to be allowed
<i>feštij</i>	to paint	<i>o WC</i>	the toilet
<i>ginavel</i>	to read	<i>šudel o papiroši</i>	to throw away the paper
<i>gilabel</i>	to sing	<i>uštel (opre)</i>	to get up
<i>samolij</i>	to calculate	<i>putrel i fejastra</i>	to open the window
<i>khelel</i>	to play; to dance	<i>khosel i tabla</i>	to clean the blackboard
<i>detehara</i>	in the morning		










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

Teaching activity 01   Sub-topic 01: <i>Amare školake buća</i>
Duration: 20 min   Skill:      SF*: I
Mat./Res.: Cards, worksheet 11
Preparation: Print, laminate and cut out picture and word cards (worksheet 11). 01. Children sit in a circle. 02. Teacher spreads out the picture cards in the middle of the circle. Each child gets a word card. 03. Children try to put their word card next to the correct picture card. 04. Teacher returns the correctly placed cards (both picture and word card) to children who found the correct order. 05. He/She hands back the incorrectly placed word cards and the children try to find the correct place again. 06. Same procedure until all cards have been matched correctly. 07. Steps 2 to 6 can be repeated several times, until the children can match all cards correctly. 08. Finally the teacher collects all the cards. He/She shows one picture card at a time and the children name it. If necessary, he/she can say the words first and the children repeat them in unison.
Teaching activity 02   Sub-topic 01: <i>Amare školake buća</i>
Duration: 15 min   Skill:     SF: I, G   ELP: Dossier
Mat./Res.: Worksheet 01
Note: This Activity can only be done subsequently to Activity 1. 01. Teacher hands out worksheet <i>Amare školake buća</i> and explains the task. 02. Children have about 5–10 min to complete the task. 03. The results are compared.
Teaching activity 03   Sub-topic 01: Word quiz <i>Amare školake buća</i>
Duration: 25 min   Skill:     SF: I   ELP: Dossier
Mat./Res.: Worksheet 08
01. Teacher hands out worksheet <i>Amare školake buća</i> . 02. He/She asks a child to read the first assignment and to explain the task. 03. He/She asks another child to read the second assignment and to explain the task. 04. Children have 10–15 min to fill out the worksheet. 05. Subsequently they say which words they have found. The teacher writes them on the blackboard.







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





<b>Teaching activity 04   Sub-topic 02: <i>Amari klasa thaj i škola</i> – Worksheet <i>Ande amari klasa</i></b>
Duration: 15 min   Skill:     SF: P   ELP: Dossier
Mat./Res.: Worksheet 02
<ol style="list-style-type: none"> <li>01. Children form couples.</li> <li>02. Teacher hands out worksheet worksheet 02 <i>Ande amari klasa</i>.</li> <li>03. Teacher explains the task: Children have 10 min to complete the brief dialogues in couples.</li> <li>04. Each pair reads an example to check their answers. The teacher writes the missing words on the blackboard.</li> </ol>
<b>Teaching activity 05   Sub-topic 02: <i>Amari klasa thaj i škola</i> – Poem <i>Ande škola</i></b>
Duration: 30 min   Skill:     SF: I, P   ELP: Dossier p. 42
Mat./Res.: Worksheet 03
<ol style="list-style-type: none"> <li>01. Teacher hands out worksheet 03 <i>Ande škola</i> and asks the children to read the poem quietly.</li> <li>02. Children discuss the content with the child sitting next to them.</li> <li>03. Children read through the poem quietly once again and then discuss its content with another child – What could this mean? What is it about?.</li> <li>04. Each couple chooses one word they don't know and tell it to the teacher.</li> <li>05. Teacher writes the word and its translation on the blackboard.</li> <li>06. Children read the poem quietly once again to understand it better.</li> <li>07. Teacher discusses the content of the poem with the children.</li> <li>08. Children copy new words from the blackboard to the Language Portfolio (ELP p. 42).</li> </ol>
<b>Teaching activity 06   Sub-topic 02: <i>Amari klasa thaj i škola</i> – Analytical Reading <i>Ande škola</i></b>
Duration: 20 min   Skill:     SF: G   ELP: Dossier p. 42
Mat./Res.: Worksheet 03
<p>Note: This activity can only be done subsequently to activity 05.</p> <ol style="list-style-type: none"> <li>01. Teacher hands out worksheet 03 <i>Ande škola</i> (or the children take it from the Dossier).</li> <li>02. Task: Children highlight all words with the ending -as.</li> <li>03. Children tell these words to the teacher. He/She writes them on the blackboard in a list.</li> <li>04. Teacher asks the children if they know what kind of words these are (nouns, adjectives, verbs, ...).</li> <li>05. Teacher explains that these are verbs and highlights the ending '-as' in every word. He/She asks the group why he/she has highlighted these endings. The aim is that the children find out that these verbs stand in 1st pers. PL and that the PL in Romanes ends on -as.</li> <li>06. Teacher writes the translation of the words and the grammatical rule on the blackboard: 1st pers. PL (we) = Ending -as. Children copy from blackboard.</li> </ol>
<b>Teaching activity 07   Sub-topic 02: <i>Amari klasa thaj i škola</i> – Gap text <i>Ande škola</i></b>
Duration: 15 min   Skill:     SF: I   ELP: Dossier
Mat./Res.: Worksheet 04
<p>Note: This activity can only be done subsequently to activity 06.</p> <ol style="list-style-type: none"> <li>01. Teacher hands out gap text <i>Ande škola</i> (worksheet 04) and asks a child to read and explain the task.</li> <li>02. Children have about 5 min to complete the poem.</li> <li>03. Together they compare the results.</li> </ol>

<b>Teaching activity 08   Sub-topic 02: Amari klasa thaj i škola – Cards Ande škola 1</b>
Duration: 15 min   Skill:     SF: I
Mat./Res.: Picture and wordcards worksheet 05
<p>Preparation: Print, laminate and cut out picture and word cards (worksheet 05).</p> <ol style="list-style-type: none"> <li>Children sit in a circle on the floor.</li> <li>Teacher spreads out the picture cards on the floor. Each child gets a word card.</li> <li>Children try to place their word card next to the correct picture card.</li> <li>Teacher returns the correctly placed cards (both picture and word card) to the child who found the correct answer.</li> <li>Incorrectly placed word cards are returned to the children. They try to find the correct place once again.</li> <li>Same procedure until all cards are matched correctly.</li> <li>Steps 02–06 can be repeated several times until the children can match all cards correctly.</li> <li>Finally the teacher collects all cards. He/She shows one picture card at a time, that the children have to name. If necessary, he/she can say the words first and the children repeat the words in unison.</li> </ol>
<b>Teaching activity 09   Sub-topic 02: Amari klasa thaj i škola – Cards Ande škola 2</b>
Duration: 20 min   Skill:     SF: I   ELP: p. 42
Mat./Res.: Picture and word cards worksheet 05, magnets, tape
<p>Preparation: Print, laminate and cut out picture and word cards (worksheets 05).</p> <p>Note: This activity can only be done subsequently to activity 08.</p> <ol style="list-style-type: none"> <li>Teacher puts word cards on the blackboard (magnets, tape, etc.) and hands out picture cards to the children.</li> <li>He/She asks the children to put the picture cards next to the matching word cards on the blackboard.</li> <li>If a pair of cards is not correct, the group tries to find the correct answer together.</li> <li>Teacher and children translate the words together and the teacher writes it on the blackboard.</li> <li>Children copy new vocabulary to the Language Portfolio (ELP p. 42).</li> </ol>
<b>Teaching activity 10   Sub-topic 02: Amari klasa thaj i škola – Listening comprehension O Joži</b>
Duration: 30 min   Skill:     SF: I   ELP: p. 42
Mat./Res.: Listening comprehension worksheet 06
<ol style="list-style-type: none"> <li>Children hear the listening comprehension <i>O Joži</i> twice.</li> <li>Children discuss the content with the child sitting next to them.</li> <li>They hear the listening comprehension again. Teacher asks children to remember a word they don't know.</li> <li>Children tell the teacher their words. He/She writes them on the blackboard and translates them.</li> <li>Teacher and children discuss the content of the story.</li> <li>Children add new vocabulary to their ELP (p. 42) and listen to the dialogue once again.</li> </ol>
<b>Teaching activity 11   Sub-topic 02: Amari klasa thaj i škola – O Joži</b>
Duration: 15 min   Skill:      SF: P, I   ELP: Dossier
Mat./Res.: Worksheet 07
<p>Note: This activity can only be done subsequently to activity 10.</p> <ol style="list-style-type: none"> <li>Teacher hands out worksheet <i>O Joži</i>.</li> <li>Children try to match the pictures to the correct sentences together with the child sitting next to them.</li> <li>Teacher reads the sentences and asks which picture they belong to as a check.</li> </ol>

<b>Teaching activity 12   Sub-topic 02: Amari klasa thaj i škola – Dialogue Šaj vaj naštig?</b>
Duration: 30 min   Skill:    SF: I, P   ELP: p. 42
Mat./Res.: Worksheet 10; overhead-projector, transparency pens, transparency
<p>Preparation: Print (or photocopy) worksheet 10 <i>Šaj vaj naštig</i> on overhead transparency.</p> <ol style="list-style-type: none"> <li>01. Teacher reads the first dialogue (the pictures and the other dialogues are covered).</li> <li>02. Children discuss the content of the dialogue in couples. The dialogue stays uncovered so the children can read it again.</li> <li>03. Teacher and class discuss the content. Teacher writes new or unfamiliar words on the blackboard.</li> <li>04. Teacher reads the second dialogue. The children discuss the content in pairs again.</li> <li>05. Teacher and class discuss the content again. Teacher writes new or unfamiliar words on the blackboard.</li> <li>06. Same procedure for all dialogues.</li> <li>07. New vocabulary is added to the Language Portfolio (p. 42).</li> </ol>
<b>Teaching activity 13   Sub-topic 02: Amari klasa thaj i škola – Šaj vaj naštig?</b>
Duration: 20 min   Skill:     SF: I   ELP: Dossier
Mat./Res.: Worksheet 10
<ol style="list-style-type: none"> <li>01. Teacher hands out 10 <i>Šaj vaj naštig?</i> (or children take it out of the Dossier).</li> <li>02. Working in pairs, the children choose one dialogue that they would like to repeat.</li> <li>03. Children have 5–10 min to learn the dialogue by heart.</li> <li>04. Then each couple presents their dialogue.</li> </ol>
<b>Teaching activity 14   Sub-topic 02: Amari klasa thaj i škola – Šaj vaj naštig?</b>
Duration: 20 min   Skill:       SF: G   ELP: p. 42
Mat./Res.: Worksheet 10
<p>Note: This activity can only be done subsequently to activity 12 or 13.</p> <ol style="list-style-type: none"> <li>01. Teacher hands out worksheet worksheet 10 <i>Šaj vaj naštig?</i> (or children take it out of the Dossier).</li> <li>02. Teacher asks a child to read and explain the heading and the task.</li> <li>03. Children match the short dialogues to the correct pictures.</li> <li>04. Together they compare the results: Each child reads one dialogue and names the correct picture.</li> </ol>
<b>Teaching activity 15   Sub-topic 02: Amari klasa thaj i škola – E manuš a ande škola</b>
Duration: 15 min   Skill:     SF: I   ELP: Dossier
Mat./Res.: Worksheet 09
<ol style="list-style-type: none"> <li>01. Teacher hands out worksheet <i>E manuš a ande škola</i>.</li> <li>02. He/She asks a child to read and explain the heading and the task.</li> <li>03. Teacher and class discuss the terms in the box, then the children try to put the words in the correct order.</li> </ol>

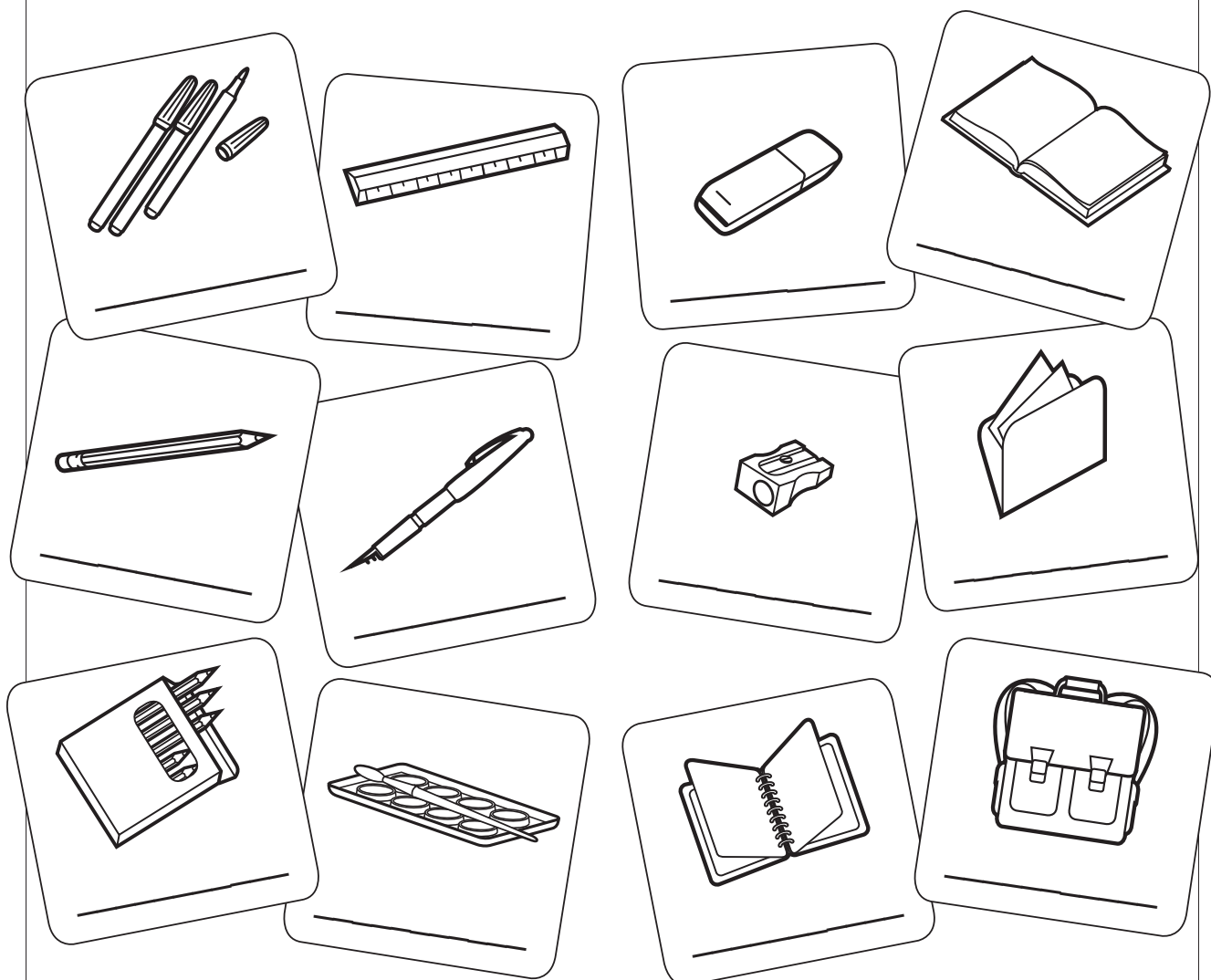


<b>Lesson plan 01   Topic: Vocabulary school supplies and items</b>
TA-Nr.: 01   Learning objectives: Expansion and revision of vocabulary.
Duration: 20 min   Skill:     SF: I   ELP: Dossier
Mat./Res.: Picture and word cards worksheet 11
<p>Preparation: Print, laminate and cut out picture and word cards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

<b>Lesson plan 02   Thema: The verb (1st person PL)</b>
TA-Nr.: 05   Learning objectives: Forming 1st person PL
Duration: 30 min   Skill:     SF: I, P   ELP: Dossier
Mat./Res.: Poem worksheet 03
<ol style="list-style-type: none"> <li>01. Teacher hands out worksheet 03 <i>Ande škola</i> and asks the children to read the poem quietly.</li> <li>02. Children discuss the content with the child sitting next to them.</li> <li>03. Children read through the poem quietly once again and then discuss its content with another child (What could this mean? What is it about?).</li> <li>04. Each pair chooses one word that they don't know and tell it to the teacher.</li> <li>05. Teacher writes the word and its translation on the blackboard.</li> <li>06. Children read the poem quietly once again to understand it better.</li> <li>07. Teacher discusses the content of the poem with the children.</li> <li>08. Children copy new words from the blackboard to the Language Portfolio (ELP p. 42).</li> </ol>
TA-Nr.: 06   Learning objectives: Forming 1st person PL
Duration: 20 min   Skill:     SF: I
Mat./Res.: Poem worksheet 03
<ol style="list-style-type: none"> <li>01. Teacher hands out worksheet 03 <i>Ande škola</i> (or the children take it from the Dossier).</li> <li>02. Task: Children highlight all words with the ending -as.</li> <li>03. Children tell these words to the teacher. He/She writes them on the blackboard in a list.</li> <li>04. Teacher asks the children if they know what kind of words these are (nouns, adjectives, verbs, ...).</li> <li>05. Teacher explains that these are verbs and highlights the ending -as in every word. He/She asks the group why he/she has highlighted these endings. The aim is that the children find out that these verbs stand in 1st pers. PL and that the PL in Romanes ends on -as.</li> <li>06. Teacher writes the translation of the words and the grammatical rule on the blackboard: 1st pers. PL (we) = Ending -as.</li> <li>07. Children copy from blackboard.</li> </ol>

Muro anav \_\_\_\_\_

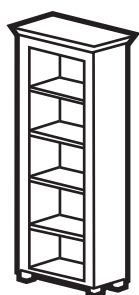
# Amare školake buća



e sineša ceruzi	i kenjva	e filctolura
o fizeto	o stilovo	i mapa
o vonalzovo	i taška	i ceruza
e khoslimaski guma	e vizfeštikura	a ceruzako hegjezovo

# So isi ko amore odelenije

So-j kodo?

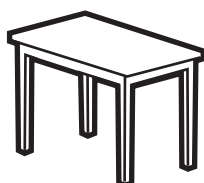
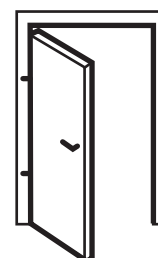


Kodo \_\_\_\_\_ . →



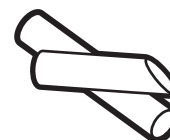
← Kodo \_\_\_\_\_ .

Kodo \_\_\_\_\_ . →



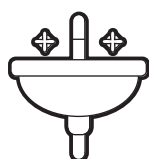
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← Kodo \_\_\_\_\_ .

Kodo \_\_\_\_\_ . →



← Kodo \_\_\_\_\_ .

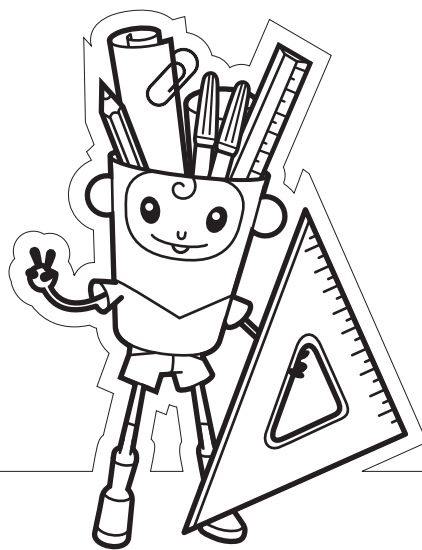
Kodo \_\_\_\_\_ . →



i krita	e gunujeski vedra	o časo
i špondja	o mošdovo	o pado
o vudar	o regali	i tabla

# Ande škola

Ande škola amen žas,  
kothe amen sićuvas.  
Iskirinas thaj ginavas,  
a dejake, e dadeske  
bari bax amen anas,  
kana šukares sa sićuvas.



Muro anav \_\_\_\_\_

# Ande škola

Šuv kadala vorbi ando teksto!

Ande škola amen \_\_\_\_\_,

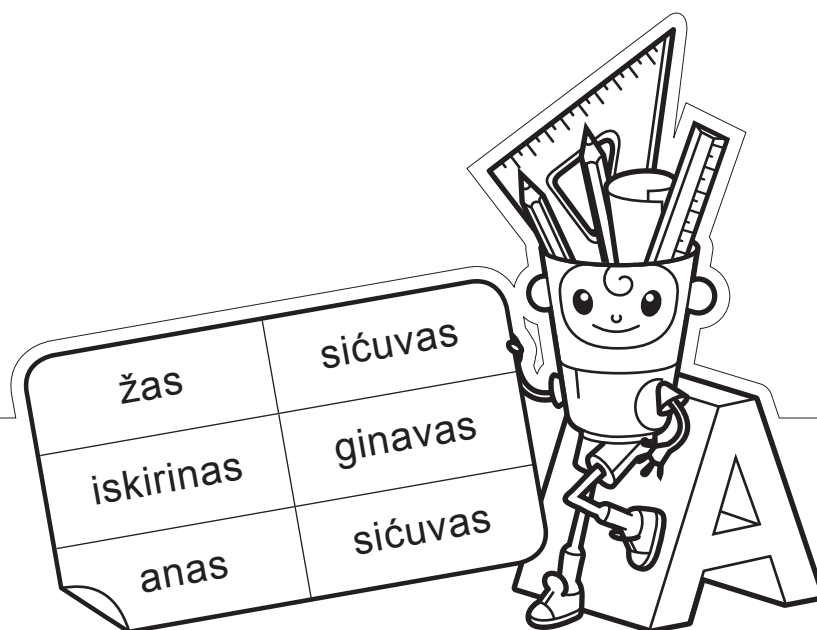
kothe amen \_\_\_\_\_.

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

A dejake, e dadeske

bari bax \_\_\_\_\_,

kana šukares \_\_\_\_\_.



iskrinas

sićuvas

feštinas

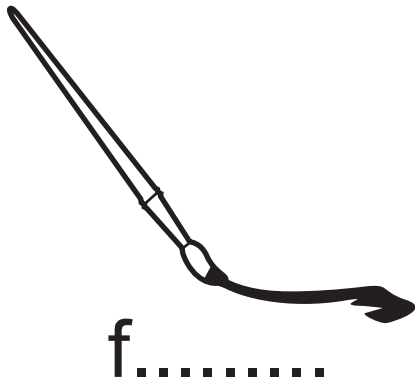
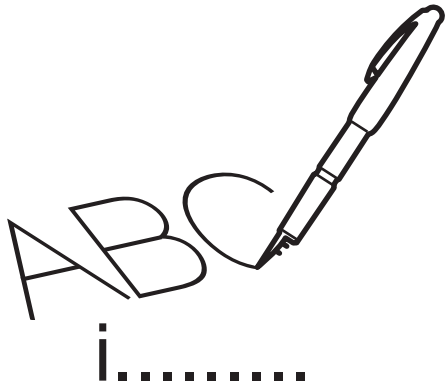
ginas

ginavas

samolinas

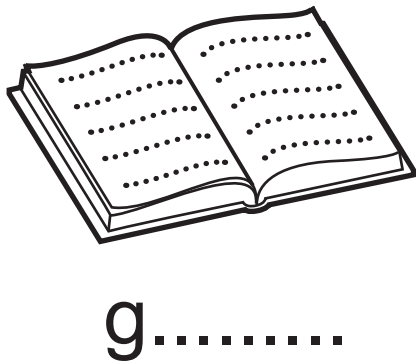
gilabas

khelas



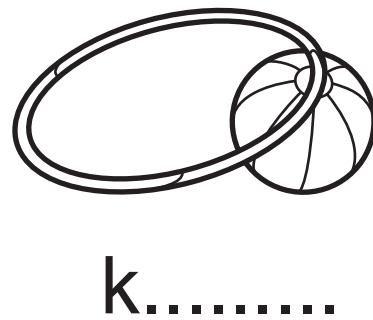
1,2,3,4,...

g.....



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

s.....





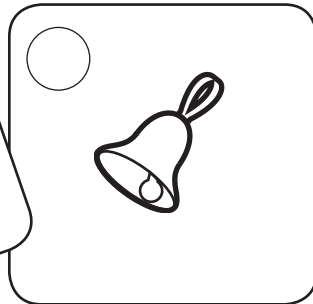
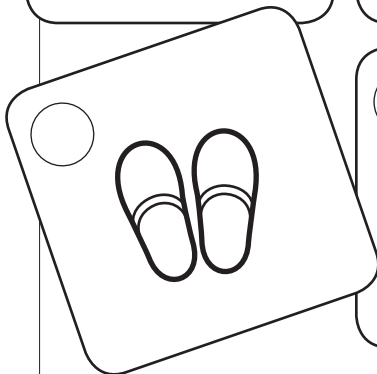
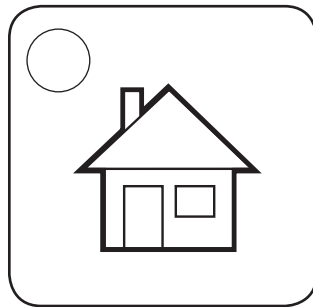
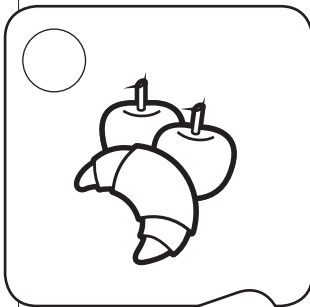
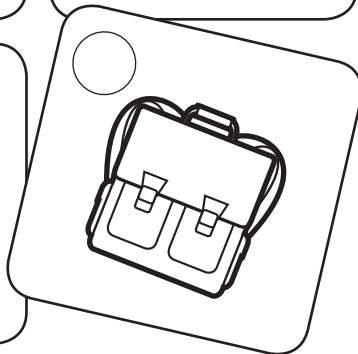
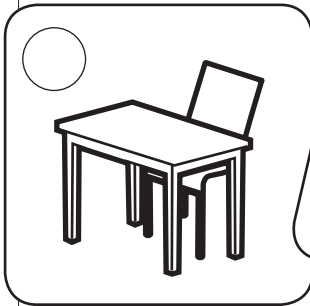
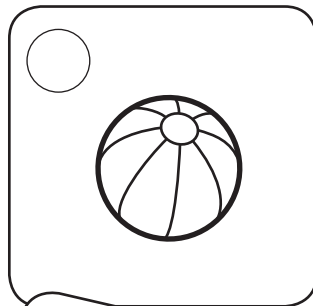
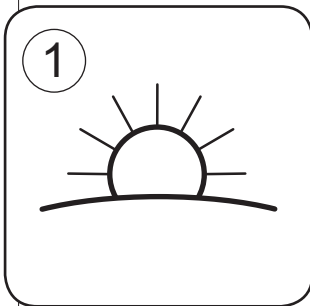
# O Joži – Muro školako djes

Detehara uštel o Joži opre thaj uravel pe opre.  
Leski dej del les love xamaske thaj vov indulij ande škola.  
Kothe uravel peske šlapi thaj žal ande peski klasa, 2b.  
Vov del lašo djes peska tanitovkinjake thaj žal peske pe  
pesko than. Katar i taška lel avri peske buća . Kana kezdi  
o časo, vov bešel pe pesko than thaj šunel pe peska  
tanitovkinjake vorbi. Kana o čengevo čengetij, athoska si  
len sineto. Ando sineto šaj kinel peske xabe ka o bife vaj  
šaj khelel peske amalenca. Kana vigzij i škola o Joži indulij  
peske khere.

In the morning Joži gets up and puts his clothes on.  
His mother gives him his snack for lunchbreak and he  
goes to school. There he puts on his slippers and goes to  
his classroom, the 2b. He greets his teacher and takes a  
seat. He takes his school things out of his schoolbag.  
When the lesson starts he sits and listens to the teacher.  
When the bell rings, they have a break. At lunchbreak he  
can have his snack or play with his friends. When school is  
over, Joži goes home.

# O Joži

Ginav e vorbi thaj iskirin lengo samo paša kipo kothe kaj pasolin!



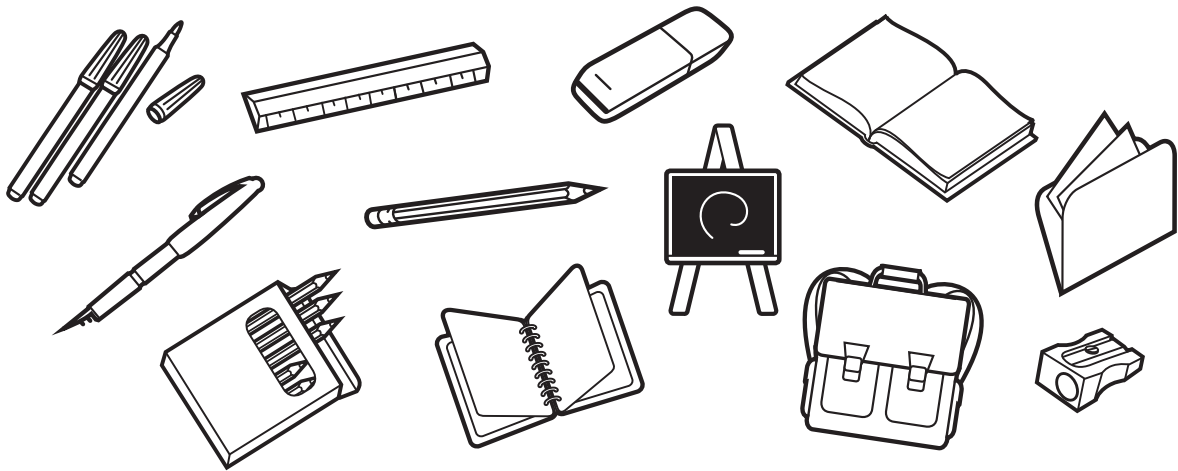
1. Detehara uštel o Joži opre thaj uravel pe.
2. Leski dej del les love xamaske thaj vov indulij ande škola.
3. Kothe lel peske šlapi pe peste thaj žal ande peski klasa, 2b.
4. Vov del lašo djes peska tanitovkinjake thaj žal peske pe pesko than.
5. Katar i taška lel avri peske školake buća .
6. Kana kez dij o časo, vov bešel pe pesko than thaj šunel pe peska tanitovkinjake vorbi.
7. Kana o harango harangozij, atunči si len sineto. Ando sineto šaj kinel peske xabe ka o bife vaj šaj khelel peske amalenca.
8. Kana vigzij i škola o Joži indulij peske khere.

Muro anav \_\_\_\_\_

# Amare školake buća

## 1. Šaj rakhes e anava kadale bućengi!

sld kaxxxfizetoenkemjv sldstiavoxsiñša  
ceruzikkkkgjbojceldkfjmapalkffloma sterijaeriojjcttašk  
abastetratkavonalzovokniernalivperodelkfjppapkavfouiz  
bmapalrktjlenjirifovibztašnaoxvizmoliviölerokhoslimas  
kigumavutoštrilceruzakohegjezovoskacklejñ

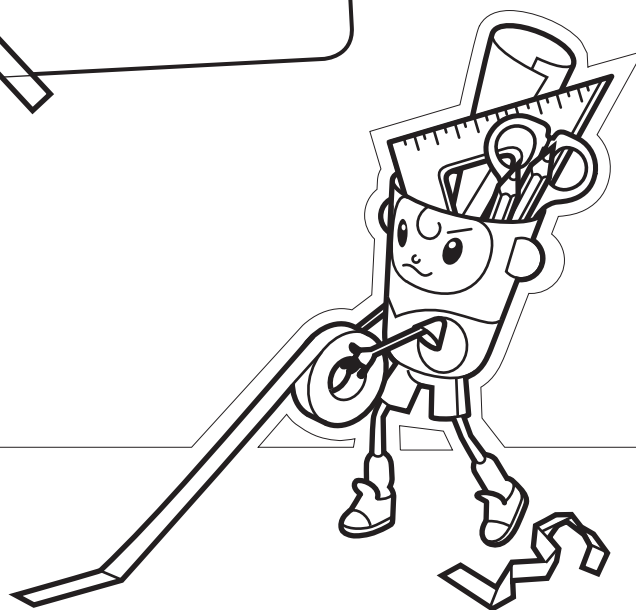


## 2. Iskirin e anava so rakhlan!


# E manuša ande škola

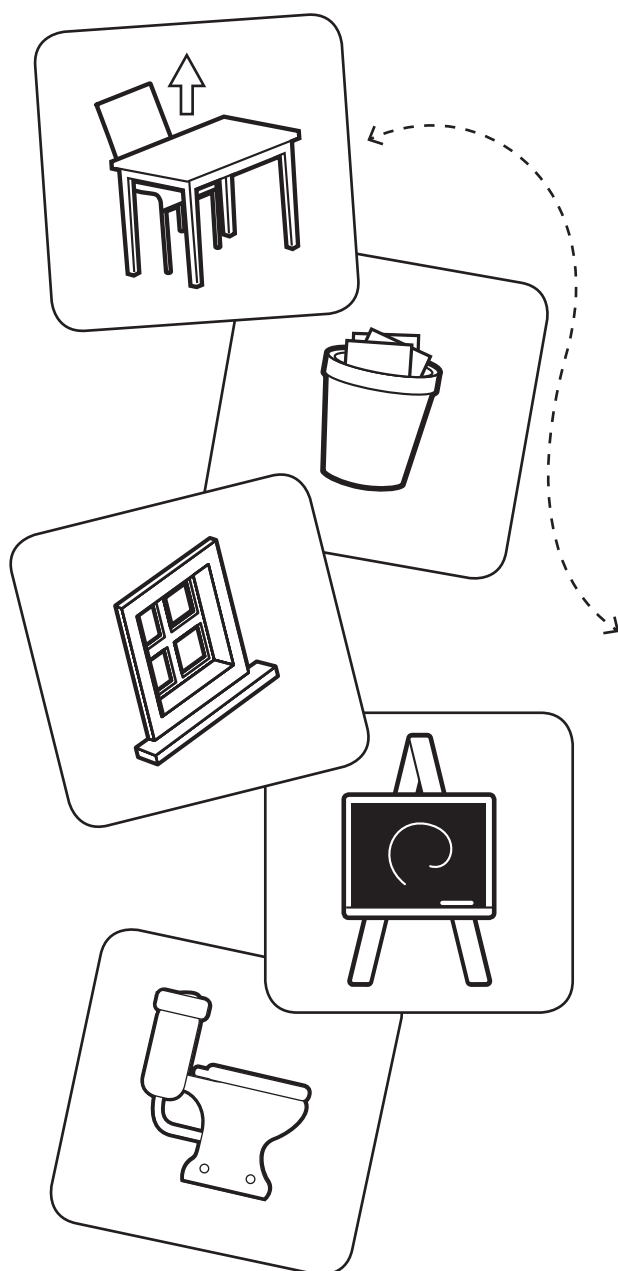
Ande škola si but felitika manuša .

Kathe-j lenge anava:



# Šaj vaj naštig?

So kamen e šavora? Cirde linije ži ka kipo savo pasolij!



So kamel o Anti?

Šaj žav ka WC?

Šaj! Ža ka WC!

So kames Frima?

Šaj žav te šudav o lil?

Naštig! Na šude o lil.

So kames Gusti?

Šaj uštav?

Šaj, ušti!

So Kames Nuna?

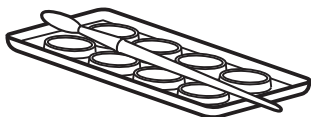
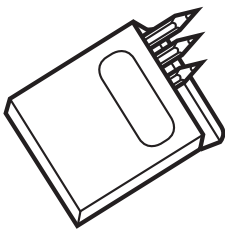
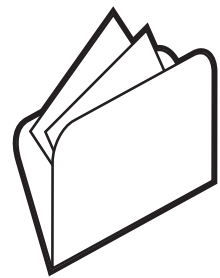
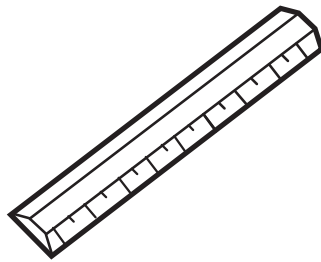
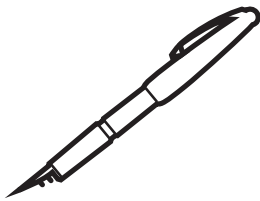
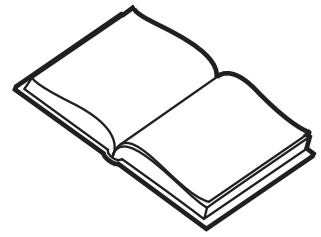
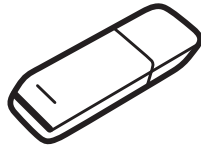
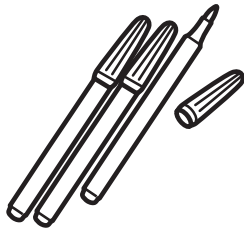
Šaj putrav i fejastra?

Šaj. Ža, puter i fejastra.

So kames Toni?

Šaj khosav i tabla?

Naštig. Na khos i tabla!



e filzfeštikura

e filctolura

a ceruzako  
hegjezovo

i kenjva

i taška

i ceruza

o stilovo

o fizeto






i mapa

e khoslimaki  
guma

o vonalzovo

e vizfeštikura

<b>Lovara_Primary_A1_AT_eng_unit-07</b>
<b>Topic (CFR): TRANSPORT AND TRAVEL</b>
<b>Sub-topic 01: <i>Sosa žas po drom</i> – How do we travel?</b> <b>Sub-topic 02: <i>E sinura</i> – The colours</b>

<b>Working with the CFR – Learning objectives</b>	
Skill	Relevant descriptors in the language grid (“can do”) OR “I can” statements:
	<ul style="list-style-type: none"> <li>✓ Can recognize and understand basic words that refer to different modes of transport (train, car, plane, ...) when they are spoken or read aloud.</li> <li>✓ Can recognise and understand the basic words that refer to travel and transport in Roma culture.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can recognize and understand labels on pictures and posters depicting modes of transport.</li> <li>✓ Can identify and understand basic words to do with transport in a simple text.</li> <li>✓ Can recognise the words that refer to the modes of transport typically used by Roma groups when travelling (e.g. van, wagon, caravan, ...).</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can respond briefly using gesture if necessary, when asked “How did you come to school today?”</li> <li>✓ When prompted by the teacher and supported by pictures, can use basic words (including the vocabulary of colour, size and shape) and simple phrases to describe different forms of transport.</li> <li>✓ Can give non-verbal, one-word or simple answers to questions about how he/she has travelled and whether or not he/she has made a long journey with the family.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can use key words and simple phrases to name different modes of transport depicted in posters and pictures.</li> <li>✓ Can use key words and simple phrase to name the modes of transport depict in traditional and modern pictures of travelling Roma groups.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can copy or write key words relating to transport and travel.</li> <li>✓ Can label a picture of poster that depict different modes of transport.</li> <li>✓ Can copy from the board short sentences to do with transport (e.g. I come to school each day by bus).</li> <li>✓ Can copy or write the key words relating to traditional and modern Roma travel.</li> </ul>
<b>Working with the ELP</b>	
Dossier: p. 42   Worksheet 01, 02, 04, 05, 08, 10, 12, 14	



















Vocabulary   Sub-topic 01: Sosa žas po drom			
Active			
<i>i hintova</i>	the carriage	<i>avel palpale katar o drom</i>	to return from a journey
<i>o vurdon</i>	the car	<i>varikana, maj anglal</i>	once
<i>o repilevo</i>	the plane	<i>akak, akanik</i>	now
<i>o vonato</i>	the train	<i>cirdel</i>	to pull
<i>o motori</i>	the motorbike	<i>kinel</i>	to buy
<i>o vilamoši</i>	the tram	<i>o jedjo</i>	the ticket
<i>o metro</i>	the underground	<i>o automato</i>	the ticket machine
<i>i bicikla</i>	the bicycle	<i>ka jedjongo šalteri</i>	the ticket counter
<i>o autobuso</i>	the bus	<i>Lašo čiro/tumaro djes!</i>	Hello!
<i>o kempingo</i>	the caravan	<i>Šaj des (den) ma ...?</i>	Could I please have ...?
<i>Kana?</i>	When?	<i>Najis!</i>	Thank you!
<i>Keći? Kabor?</i>	How much?	<i>o perono</i>	the platform
<i>Keći kerel ...?</i>	How much is it?	<i>o than</i>	the place
<i>Kaj?</i>	Where?	<i>o aerodrom/o repiletero</i>	the airport
<i>Sosa?</i>	On what?	<i>e autobusoko alomaši</i>	the coach station
<i>Katar?</i>	Where from?	<i>o alomaši</i>	the train station
<i>žal</i>	to go	<i>o taksi/i taksa</i>	the taxi
<i>gelas</i>	he/she went	<i>nadjon</i>	very
<i>žal po drom/indulij po drom</i>	to travel	<i>i lala</i>	the aunt
<i>lokhes</i>	slowly (adv.)	<i>sigjarel</i>	to hurry
<i>hijanzij</i>	to lack	<i>lešij</i>	to wait, to lurk
<i>trubuj</i>	to need sth.	<i>Xav čo rat!</i>	I eat your blood!
<i>Baxalo drom!</i>	have a good trip!		(Display of affection)
<i>o drom</i>	the road, the trip	<i>o mizmeri</i>	the noon
<i>aba</i>	but	<i>o čomago</i>	the packet
<i>i rig</i>	the side	<i>o šoro</i>	the row
<i>o hangzorovo</i>	the loudspeaker	<i>aba</i>	but
<i>feri</i>	only	<i>dosta</i>	enough
Vocabulary   Sub-topic 02: E sinura			
Active			
<i>lolo</i>	red	<i>sirkavo</i>	grey
<i>zeleno</i>	green	<i>lilavo</i>	purple
<i>vuneto</i>	blue	<i>narandjavo</i>	orange
<i>kalo</i>	black	<i>ružasinivo</i>	pink
<i>galbeno</i>	yellow	<i>parno</i>	white
<i>barnavo</i>	brown	<i>sinešo</i>	multi-coloured

Grammar	
Active	Passive
Prepositions: analytic vs. synthetic Instrumental case: <i>e vurdonesa, e vonatosa, ...</i> Prepositions: <i>po aerodrom, po alomaši</i>	Present perfect tense

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

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

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

<b>Teaching activity 08   Sub-topic 01: Sosa žas po drom – Amen pušas</b>
Duration: 20 min   Skill:     SF: I   ELP: Dossier
Mat./Res.: Worksheet 02
<ol style="list-style-type: none"> <li>01. The teacher hands out the worksheet <i>Amen pušas</i>.</li> <li>02. One child reads out the heading and task. The group then discusses the task.</li> <li>03. The children have ten to 15 minutes to fill in the worksheet.</li> <li>04. The children then take it in turns to read out the dialogues. The teacher writes the missing words on the blackboard to check them.</li> <li>05. The children compare their spelling and add the worksheet to the Dossier.</li> </ol>
<b>Teaching activity 09   Sub-topic 01: Sosa žas po drom – Amen kinas jedjura</b>
Duration: 30 min   Skill:    SF: I   ELP: Dossier
Mat./Res.: Worksheet 08
<ol style="list-style-type: none"> <li>01. The teacher hands out the worksheet <i>Amen kinas jedjura</i>.</li> <li>02. One child reads out the heading and task. The group then discusses the task: Blue sentences are to be cut out, read and glued next to the red corresponding words.</li> <li>03. The children have ten to 15 minutes to complete the worksheet.</li> <li>04. Then the children read out the questions and answers to the red words to check the order.</li> <li>05. The worksheet is added to the Dossier.</li> </ol>
<b>Teaching activity 10   Sub-topic 01: Sosa žas po drom – Pe droma</b>
Duration: 30 min   Skill:     SF: I   ELP: p. 42
Mat./Res.: Listening comprehension Worksheet 06
<ol style="list-style-type: none"> <li>01. The teacher plays the listening comprehension twice, the children listen.</li> <li>02. Then the children discuss the content with the child sitting next to them.</li> <li>03. The listening comprehension is played again. The children are asked to remember a word which they do not understand.</li> <li>04. One child after the other tells the teacher their words. The teacher writes them on the blackboard and translates them.</li> <li>05. The content of the audio is discussed within the group together with the teacher.</li> <li>06. The children add the new words to the portfolio (p. 42) and finally listen to the dialogue once again.</li> </ol>
<b>Teaching activity 11   Sub-topic 01: Sosa žas po drom – Pe droma</b>
Duration: 30 min   Skill:     SF: I
Mat./Res.: Worksheet 07
<p>Note: Activity 11 is recommended to be subsequent to activity 10.</p> <ol style="list-style-type: none"> <li>01. The children are given a worksheet containing the list of questions <i>Pe droma</i>.</li> <li>02. One child reads out both tasks. The group discusses the task.</li> <li>03. Working in pairs, the children answer the questions.</li> <li>04. Each pair then reads out one question and the correct answer.</li> <li>05. The teacher writes the answers on the blackboard, the children compare their spelling.</li> <li>06. The worksheet is added to the Dossier.</li> </ol>

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

Mat./Res.: Worksheet 09

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

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

Mat./Res.: Worksheet 10

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

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

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

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

Preparation: Print, laminate and cut out cards.









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

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

Mat./Res.: Worksheet 14, colouring pens

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

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

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

# Sosa žan e manuša po drom

① e autobusosa

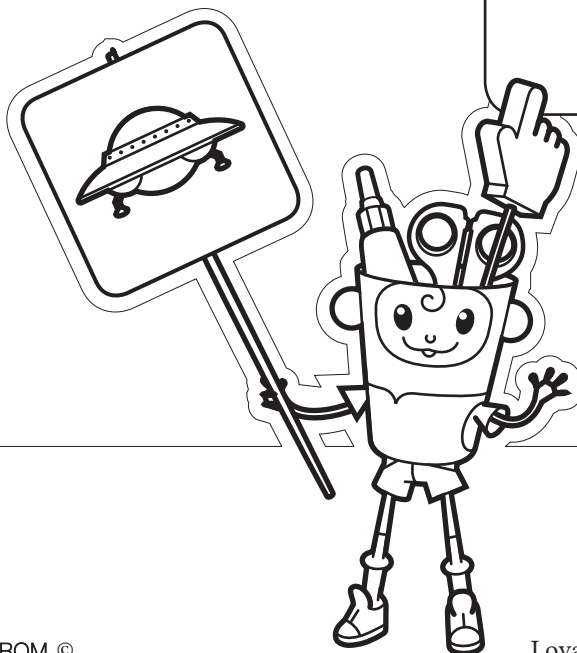
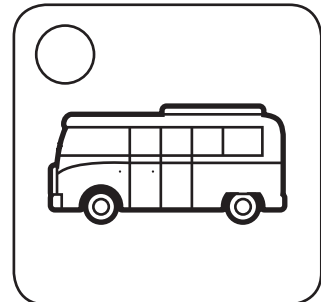
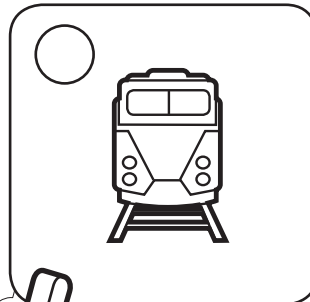
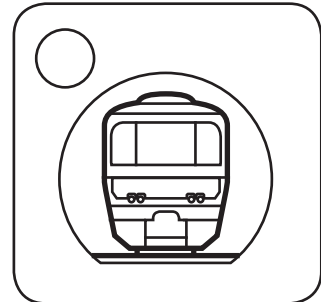
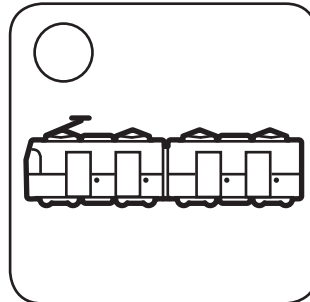
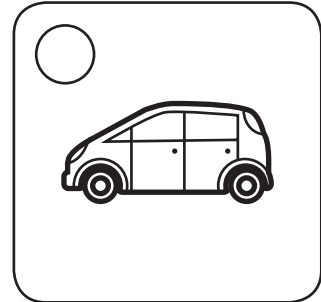
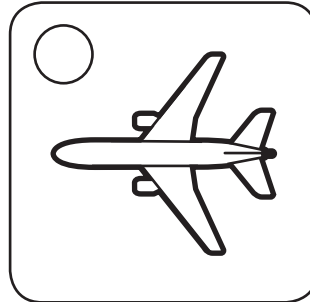
② e vonatosa

③ e repilevosa

④ e vilamošesa

⑤ e vurdonesa

⑥ e metrosa



Muro anav \_\_\_\_\_

# Amen pušas

Pušas:

kana? | keći? | kaj? | sosa? | katar?

Žanes \_\_\_\_\_ indulij o vonato ži ande Pešta?

O vonato ži ande Pešta indulij panžengo.

Nano, \_\_\_\_\_ kaj si o šalteri jedjonge?

O šalteri jedjonge paša-j informacija.

Joži, \_\_\_\_\_ žas ande Kanada?

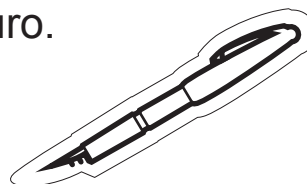
Ande Kanda žav repilevosa.

\_\_\_\_\_ kerel o jedjo ka automato?

Ka automato kerel o jedjo 8 Euro.

\_\_\_\_\_ aves Jani?

Me avav katar o Beči.





o repilevo

o vurdon

o motori

o kempingo

o vilamoŝi

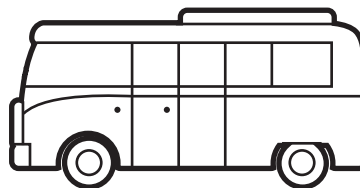
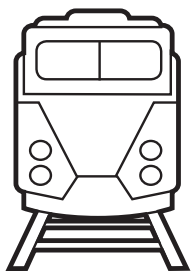
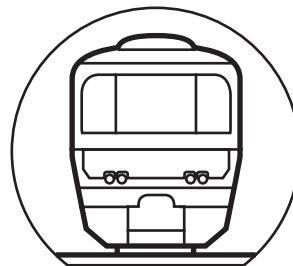
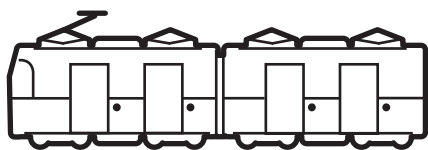
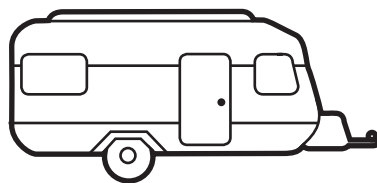
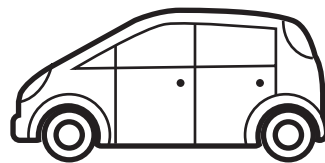
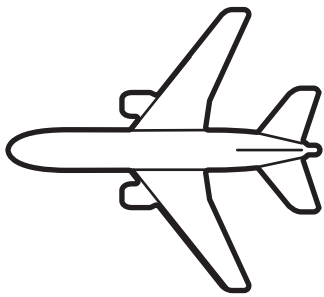
o metro

o vonato

i bicikla

i hintova

o autobuso



# Po drom ži ka muri lala

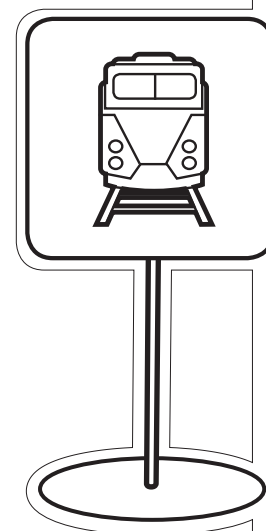
Adjes-i paraštujaj haj o Jano nadjon lošal. Daba žukarel te žal peska dasa ka alomaši. Von žan ande Pešta, te dikhen la lala Hela.

O Jano thaj leski dej žan po drom vonatososa. O drom katar o Beči ži kaj Pešta trin časura-j. O Jano phenel peska dake: „Mamo, sigjar! Ake o časo-j dešuduj.“ „Lešin ek čepo Jano, xav ćo rat, na dara, si ame vrama. O vonato indulij palamizmeri deš-u-štarengo. Lokhes, si ame vrama!“

Kana resle von ka alomaši sas palamizmeri dopaš duj. E Janoski dej gelas te kinel e vonatoske jedjura, o Jano pale lešijas peska da kaj čomagura, kaj taški thaj koferja. Kana avilas i dej e jedjonca palpale:

„Av Jano, žas-tar“, phenel voj e Janoske. „Kaj žas akak, mamo?“ „Žas te dikhas pe savo šoro tordjol a Peštako vonato. Lengo vonato tordjol pe dujto perono.“ Jek gaži phenel po hangzorovo, ke o vonato aba opre tordjol po dujto perono. E manuša šaj te den andre. O Jano thaj leski dej resle pe dujto perono. Akak dikhen po jedjo, kaj lenge thana.

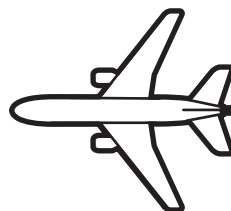
Lenge thana-j ando trito vagono, e bešimange thana-j efa thaj oxto. O Jano bešlas peske po than oxto, ke pe kodi rig si i fejastra. Feri so bešle von tele, o vonato aba indulindas.



Muro anav \_\_\_\_\_

# Sosa žas po drom?

Iskirin e vorbi kaj hijanzin!

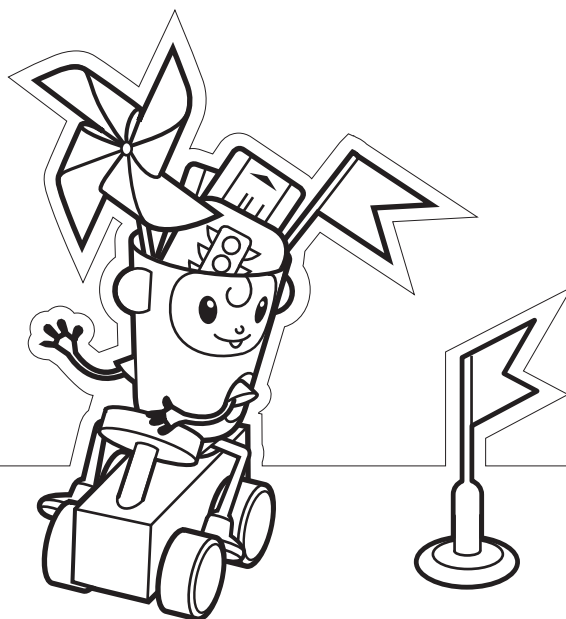


O Ali žal \_\_\_\_\_ *vonatosa* \_\_\_\_\_ ži ande Komaroma.

O Ali žal \_\_\_\_\_ ži ando Beči.

O Ali žal \_\_\_\_\_ ži ande Kanada.

O Ali žal \_\_\_\_\_ ži ando Begrado.



# Pe droma

Varikana e Rom žanas pe droma. Von phirenas pala maj lašo trajō. Po drom žanas e grastenge vurdonenca.

Vi akana žan pe droma thaj trajin pe droma. Feri maj but či žan po dom e grastenge vurdonenca. Adjes-i le Romen kempingura. Ando kempingo si len tato paj, si len kaj te soven, si len konjha, mesaja, WC, thaj vi jek cigno najimasko than.

E grast maj but či cirden e kempingura.  
E kempingura cirden akak e vurdonena, e autovura.

# Pe droma

## 1) Ginav o teksto!

Varikana e Rom žanas pe droma. Von žanas pala maj šukar trajo. Po drom žanas e grastenge vurdonenca.

Vi akak žan pe droma thaj trajin pe droma. Feri maj but von žan po dom grastenge vurdonenca. Adjes-i le Romen kempingura. Ando kempingo-j lenge tato paj, si len kaj te soven, si len konjha, mesaja, WC, thaj vi jek cigno najimasko than.

E grast maj but či cirden e kempingura. E kempigura cirden akak e vurдона, autovura.

## 2) Šaj des anglal?

Sosa žanas varikana e Rom pe droma?

---

Save vurдона sas le?

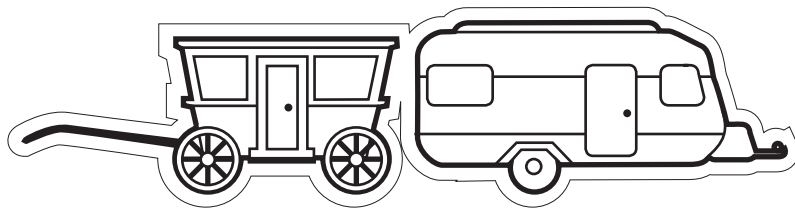
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Sosa žan e Rom akak pe droma?

---

So cirdel akak e kempingura?

---



# Kaj kinas jedjura?

Šin e vorbi a katjasa thaj ragastin len kote kaj pasolin!

aerodrom

alomaši

autobusosko  
štacijovo

metro

taksengo  
štacijovo

vilamoši

Kaj kinas amenge jedjo repilevoske?

O jedjo repilevoske kinas amenge po aerodrom.

Kaj kinas amenge jedjo autobusoske?

O jedjo autobusoske kinas amenge ka autobusosko štacijovo.

Kaj kinas amenge jedjo vonatoske?

O jedjo vonatoske kinas amenge ka alomaši.

Kaj kinas amenge jedjo taksoske?

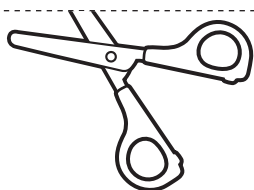
Taksoske či trubuj ame jedjo.

Kaj kinas amenge jedjo metroske?

O jedjo metroske kinas amenge ka jedjengo automato.

Kaj kinas amenge jedjo vilamošeske?

O jedjo vilamošeske kinas amenge ka jedjengo automato.



# Ka šalteri

Margita: Lašo djes!

E žuvli ka šalteri: Lašo djes!

Margita: Me trubuj te žav ande Pešta. Šaj des ma jek jedjo ži ande Pešta? Si bešimasko than?

E žuvli ka šalteri: Jo, si dosta bešimaske thana.

Margita: Keći kerel o jedjo ži ande Pešta?

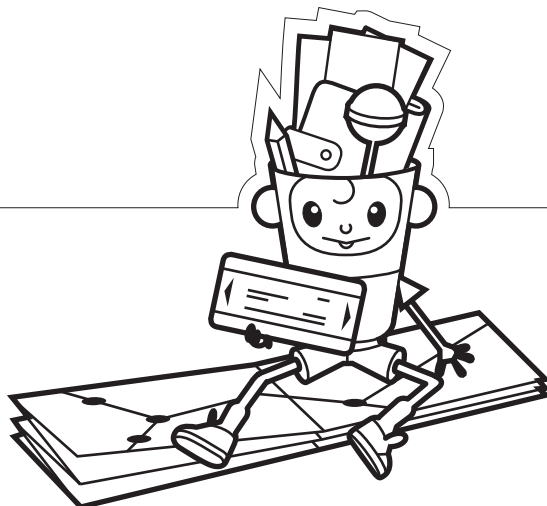
E žuvli ka šalteri: O jedjo kerel 12 Euro.

Margita: Mišto-j, šaj des ma jek?

E žuvli ka šalteri: Eta čo jedjo!

Margita: Najis tuke! Devlesa!

E žuvli ka šalteri: Ža Devlesa! Baxtalo drom!





Muro anav \_\_\_\_\_

# Ka šalteri

Margita: Lašo djes!

E žuvli ka šalteri: \_\_\_\_\_!

Margita: Me trubuj te žav ande Pešta.

Šaj des ma jek jedjo ži \_\_\_\_\_ Pešta?

Si bešimasko than?

E žuvli ka šalteri: Jo, si dosta

bešimaske \_\_\_\_\_.

Margita: Keći kerel o jedjo ži ande Pešta?

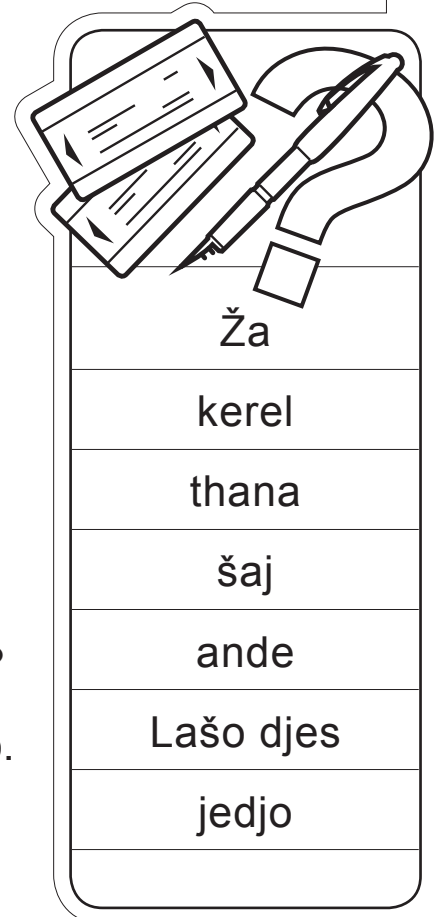
E žuvli ka šalteri: O jedjo \_\_\_\_\_ 12 Euro.

Margita: Mišto-j, \_\_\_\_\_ des ma jek?

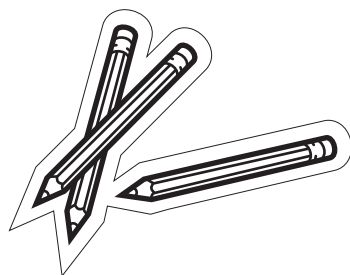
E žuvli ka šalteri: Eta ćo \_\_\_\_\_!

Marta: Šukar, \_\_\_\_\_! Ačhoven Devleja!

E žuvli ka šalteri: \_\_\_\_\_ Devlesa! Baxtalo drom!



Muro anav \_\_\_\_\_



Rajzolin sosa žas ande škola!

Muro anav \_\_\_\_\_

# Po drom ži ka muri lala

Des tu godji?

Kaj žal o Jano peska dasa?

---

Sosa žal vov kaj lala?

---

Kana indulij lengo vonato?

---

Kon gelas te kinel e vonatoske jedjura?

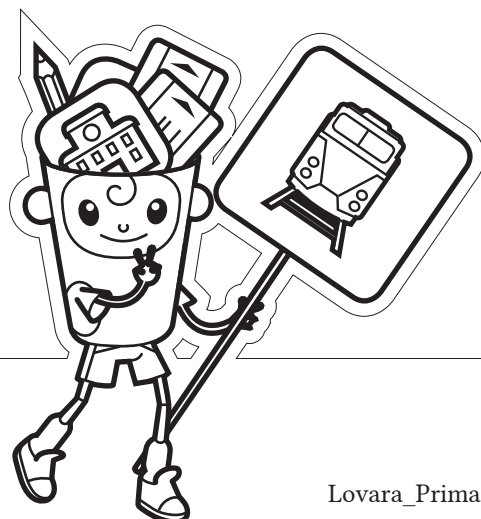
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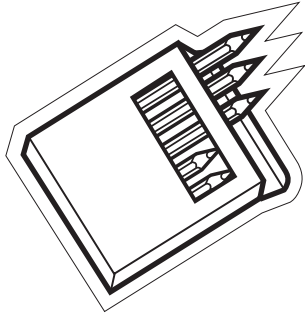
Katar savo perono indulij o vonato?

---

Pe savo than bešlas peske o Jano?

---





Muro anav \_\_\_\_\_

## E sinura

<input type="radio"/> lolo	<input type="radio"/> sirkavo
<input type="radio"/> zeleno	<input type="radio"/> lilavo
<input type="radio"/> vuneto	<input type="radio"/> naran- djavo
<input type="radio"/> kalo	<input type="radio"/> ružasinivo
<input type="radio"/> galbeno	<input type="radio"/> parno
<input type="radio"/> barnavo	<input type="radio"/> sinešo

parno

ružasinivo

lolo

lilavo

galbeno

narandjavo

zeleno

sinešo






barnavo

sirkavo

vuneto






kalo

<b>Lovara_Primary_A1_AT_eng_unit-08</b>
<b>Topic (CFR): FOOD AND CLOTHES</b>
<b>Sub-topic 01: <i>E gada</i> – Clothes</b> <b>Sub-topic 02: <i>O xabe</i> – Food</b>

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

Vocabulary   Sub-topic 01: <i>E gada</i>			
Active			
<i>o dopaš zubuno</i>	the winter jacket	<i>e hulahopki</i>	nylon tights
<i>i intrego coxa</i>	the dress	<i>So len von pe peste?</i>	What is he/she wearing?
<i>o šalo</i>	the scarf	<i>So uravel o/i ...? So uraven von?</i>	What are they wearing?
<i>o trikovo</i>	the t-shirt	<i>o parno zubuno</i>	the white coat
<i>i kalca</i>	the trousers	<i>o ancugo/o eltenji</i>	the suit
<i>o gad</i>	the shirt	<i>i kretinca</i>	the apron
<i>i coxa</i>	the skirt	<i>e treningoski kalca</i>	the tracksuit
<i>e soknivi</i>	socks	<i>i pižama</i>	pyjamas
<i>o brečinari</i>	the belt	<i>i bučaricko kalca</i>	the work dungarees
<i>e kesćuvi</i>	gloves	<i>e gada</i>	clothes
<i>o dikhlo</i>	the headscarf	<i>e vuneci posoća</i>	the blue pockets
<i>o kolopo</i>	the hat	<i>o vuneto pantliki</i>	the blue bow
<i>i šapka</i>	the cap	<i>lel pe peste</i>	to put sth. on
<i>šuvcl</i>	setzen, legen, stellen	<i>žukarel</i>	to wait, to await sth.
<i>gata</i>	fertig	<i>o kotor</i>	the piece
<i>pherde papriki</i>	gefüllte Paprika	<i>i intrego luma</i>	the whole world
<i>ek falata</i>	ein wenig	<i>intrego</i>	all, entire
<i>nasul</i>	schlimm, böse	<i>Gustikam!</i>	my Gusti!
<i>čačes</i>	wirklich (adv.)	<i>Devlam!</i>	my god!
Vocabulary   Sub-topic 02: <i>O xabe</i>			
Active			
<i>o xabe</i>	food, meal	<i>i citroma, e citromi</i>	the lemon(s)
<i>i purum, o puruma</i>	the onion(s)	<i>i pruna, e pruni</i>	the plum(s)
<i>o lolo ropaj, e lole ropaja</i>	the carrot(s)	<i>i loli dinja, e lole dinji</i>	the watermelon(s)
<i>i paradićoma, e paradićomi</i>	the tomato(es)	<i>i drakh, e drakha</i>	the grape(s)
<i>i paprika, e papriki</i>	the bell pepper(s)	<i>o ananaso,</i>	the pineapple
<i>o kukurizo</i>	the corn	<i>i mura, e muri</i>	the strawberry(s)
<i>o hiril</i>	the peas	<i>i narandja, e narandji</i>	the orange(s)
<i>i sir, e sirja</i>	the garlic	<i>i mandarina, e mandarini</i>	the mandarin(s)
<i>i krumplja, e krumplji</i>	the potato(es)	<i>o lolo šax</i>	the red cabbage
<i>i zeleno šelata</i>	the lettuce	<i>o šax</i>	the white cabbage
<i>o zeleno fusuj</i>	the bean(s)	<i>pherdi paprika, pherde papriki</i>	stuffed bowels
<i>i buraca, e buraci</i>	the mushroom(s)	<i>e zelenimata (Pl.)</i>	vegetables
<i>i buborka, e buborki</i>	the cucumber(s)	<i>o djimečo</i>	fruit
<i>i phabaj, e phabaja</i>	the apple(s)	<i>a mamiko xabe</i>	Granny's dish
<i>i banana, e banane</i>	the banana(s)	<i>kiravel</i>	to cook
<i>i kireša, e kireši</i>	the cherry(s)	<i>Keći keren/kerel ...?</i>	How much is/are ...? (money)
<i>o ambrol, e ambrola</i>	the pear(s)	<i>po piarco</i>	at the market

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

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

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



### Teaching activity 03 | Sub-topic 01: *E gada – So uradan tu*

Duration: 30 min | Skill:   | SF: I

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

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

01. The teacher writes the following heading on the blackboard: *So uradan tu/So lan pe tu?*
02. Then three sentences are formed together. The teacher writes them on the blackboard.  
For example: *Detehara me uradem i kalca thaj i jakna/ Detehara lem pe ma i kalca thaj i jakna.*  
*Detehara me uradem i coxa thaj o trikovu/ Detehara lem pe ma i coxa thaj o trikovu.*  
*Detehara me uradem i intrego coxa/ Detehara lem pe ma i intrego coxa.*
03. The children copy the sentences.
04. The teacher then attaches the picture cards (worksheet 01) to the blackboard. The words are repeated together and the corresponding word cards are attached to the pictures.
05. The teacher asks the children to write two sentences themselves, following the above pattern.
06. The children then hand in their workbooks. The teacher checks the results (sticker or stamp for great sentences!).

### Teaching activity 04 | Sub-topic 01: *E gada*

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

Mat./Res.: Worksheet 03

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











### Teaching activity 05 | Sub-topic 02: *O xabe – O djimečo thaj e zelenimata 1*

Duration: 30 min | Skill:   | SF: I

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

Preparation: Print, laminate and cut out the cards.

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

<b>Teaching activity 06   Sub-topic 02: <i>O xabe – O djimečo thaj e zelenimata 1</i></b>
Duration: 20 min   Skill:      SF: I   ELP: p. 42
Mat./Res.: Picture and word cards worksheet 02, blackboard, chalk, magnets or sticky tape
<p>Preparation: Print, laminate and cut out the cards.</p> <ol style="list-style-type: none"> <li>01. The teacher divides the blackboard into two columns and labels both columns: Left column heading: <i>E zelenimata</i> (vegetables); right column heading: <i>O djimečo</i> (fruit).</li> <li>02. The headings are discussed, then the teacher hands out the picture cards (worksheet 02) to the children.</li> <li>03. Then the children are asked to name their pictures one after another and to put them in the correct column on the blackboard.</li> <li>04. The teacher then hands out the word cards and asks the children to assign them to the correct picture cards.</li> <li>05. Once all word cards are correctly assigned, the children read out all words in unison.</li> <li>06. Then the children add the words to their language portfolio (p. 42).</li> </ol>
<b>Teaching activity 07   Sub-topic 02: <i>O xabe – O djimečo thaj e zelenimata 2</i></b>
Duration: 20 min   Skill:     SF: I   ELP: Dossier
Mat./Res.: Worksheet 04
<ol style="list-style-type: none"> <li>01. The teacher hands out the crossword puzzle <i>O djimečo thaj e zelenimata</i> (worksheet 04).</li> <li>02. The teacher asks a child to read out the heading. The group then discusses the task.</li> <li>03. The children have ten to 15 minutes to complete the worksheet.</li> <li>04. Together, the results are compared. The teacher writes the words on the blackboard to check them.</li> <li>05. The worksheet is added to the Dossier.</li> </ol>
<b>Lesson plan 08   Sub-topic 01: <i>E gada</i></b>
Duration: 20 min   Skill:     SF: I   ELP: Dossier
Mat./Res.: Worksheet 05, colouring pens
<p>Recommendation: This activity is ideal if there is only very little time left at the end of a lesson, because the children can also colour in the worksheet as part of their homework.</p> <ol style="list-style-type: none"> <li>01. The teacher hands out the colouring page <i>E gada</i> (worksheet 05).</li> <li>02. The teacher asks a child to read out the heading and task.</li> <li>03. Together, the task is discussed: The children are asked to read the task carefully and to colour the clothes in the picture according to the task (e.g. <i>i parni kretinca, o vuneto dikhlo, ...</i>).</li> <li>04. The children have ten to 15 minutes to colour in the worksheet.</li> <li>05. Then the worksheets are displayed in the classroom and compared, whether all the drawings are coloured in identically.</li> </ol>
<b>Teaching activity 09   Sub-topic 02: <i>O xabe – A mamiko xabe</i> Granny's dish</b>
Duration: 45 min   Skill:      SF: P, I   ELP: Dossier
Mat./Res.: Worksheet 06
<ol style="list-style-type: none"> <li>01. The teacher hands out the text <i>A mamiko xabe</i> (worksheet 06) and asks the children to read the dialogue quietly.</li> <li>02. The content of the text is discussed within the group.</li> <li>03. Then the children form pairs and spread across the room and practice reading the dialogue.</li> <li>04. Then each pair reads out the dialogue to the class.</li> <li>05. The children are asked to read the text again as part of their homework.</li> <li>06. The worksheet is added to the Dossier.</li> </ol>

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

Mat./Res.: Worksheet 07

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

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

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

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

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

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

Mat./Res.: Worksheet 08

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

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

**Teaching activity 13 | Sub-topic 01: E gada – So uraven von? So len von pe peste?**Duration: 30 min | Skill:    | SF: I | ELP: Dossier

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

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

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

**Teaching activity 14 | Sub-topic 01: E gada – Ballspiel – So uraven von? So len von pe peste?**Duration: 50 min | Skill:    | SF: I

Mat./Res.: Softball or similar

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








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

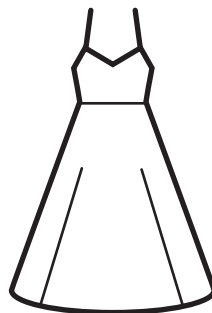
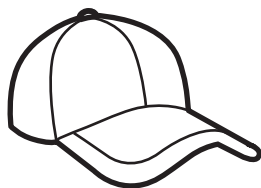
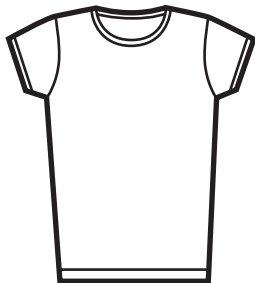
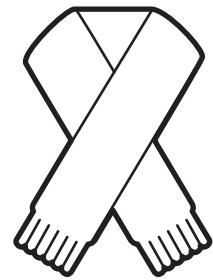
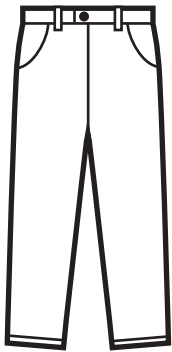
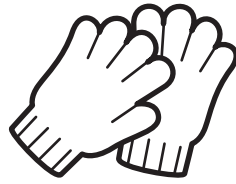
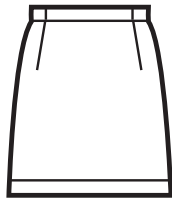
**Teaching activity 15 | Sub-topic 01/02: E gada/O xabe – Language Biography Food and clothes**Duration: 30 min | Skill:   | SF: I | ELP: p. 30

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

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

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

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



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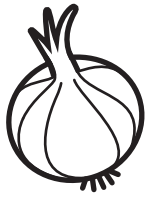
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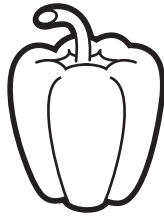
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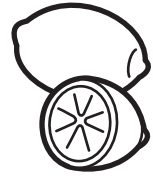
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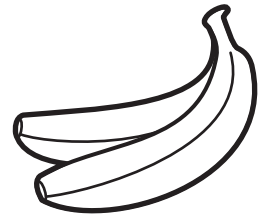
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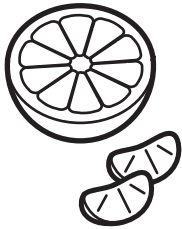
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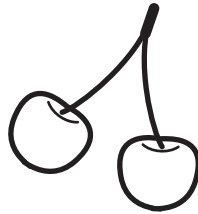
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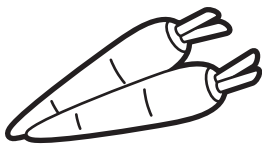
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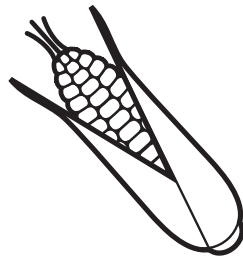
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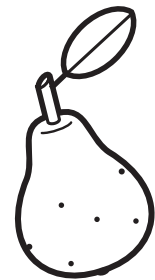
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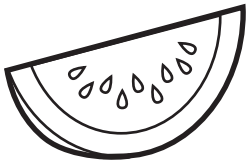
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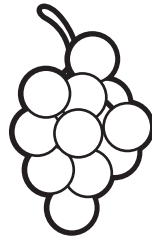
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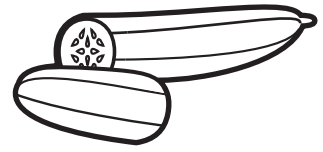
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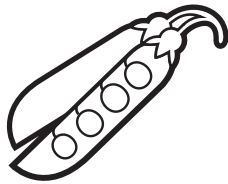
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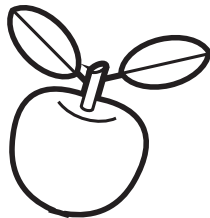
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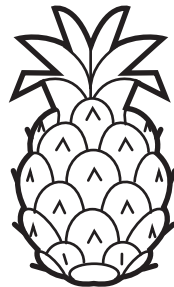
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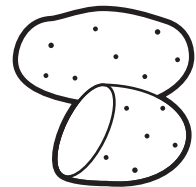
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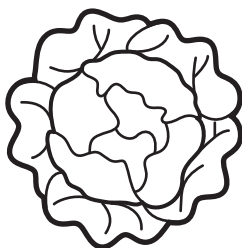
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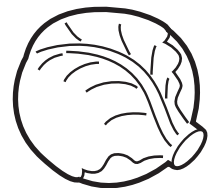
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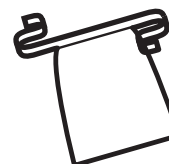
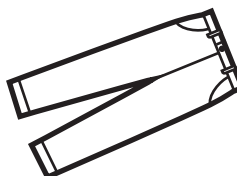
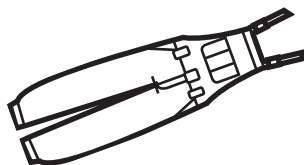
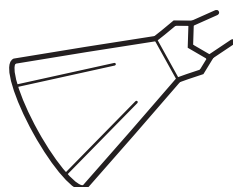
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o šax

Muro anav \_\_\_\_\_

# E gada

Iskirin e vorbi kote kaj pasolin!



e hulahopki | o kolopo | e soknivi | i kalca | i šapka | i intrego coxa  
o brečinari | i coxa | o dikhlo | e hulahopki | e kesčuvi | o gad  
i kretinca | o trikovo | o dopaš zubuno | i bučaricko kalca

# O djimečo

A crossword puzzle grid with the following letters placed:

- Row 1: Column 3 contains 'O'. An arrow from a watermelon slice points to this letter.
- Row 2: Column 4 contains 'N'. An arrow from a kiwi fruit points to this letter.
- Row 3: Column 4 contains 'M'. An arrow from a strawberry points to this letter.
- Row 4: Column 7 contains 'L'. An arrow from a pear points to this letter.
- Row 5: Column 8 contains 'M'. An arrow from a kiwi fruit points to this letter.
- Row 6: Column 5 contains 'J'. An arrow from an orange points to this letter.
- Row 7: Column 3 contains 'N'. An arrow from a banana points to this letter.

Other letters in the grid are blank.

# E zelenimata

A crossword puzzle grid with various vegetables and their names in Slovenian. The grid is composed of 11 rows and 11 columns. The following table represents the grid's content:

										O
		B								
Z						Š				
	L					R				
							Č			
							U			
								R		
						K				

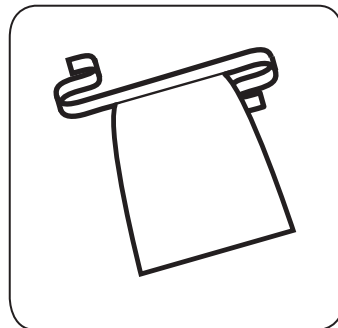
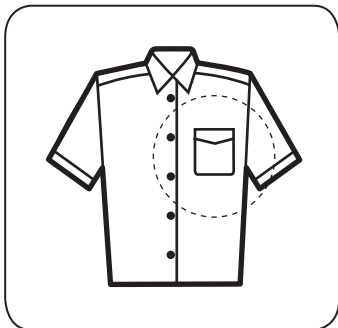
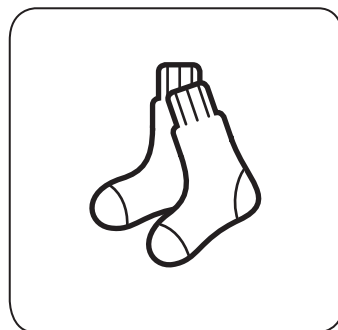
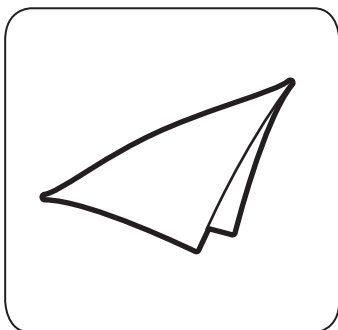
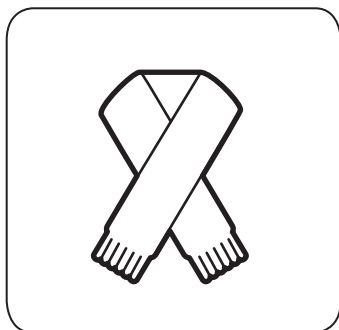
Illustrations and arrows pointing to the grid:

- Asparagus (špargelj) points to the cell containing 'B'.
- Broccoli (brokoli) points to the cell containing 'O'.
- Zucchini (zucchini) points to the cell containing 'Z'.
- Carrots (korenjake) points to the cell containing 'L'.
- Tomato (paradižnik) points to the cell containing 'Š'.
- Mushroom (gobe) points to the cell containing 'R'.
- Bell pepper (paprika) points to the cell containing 'Č'.
- Onion (čebula) points to the cell containing 'U'.
- Another carrot (korenjake) points to the cell containing 'R'.
- Another mushroom (gobe) points to the cell containing 'K'.

# E gada

Feštin o kipo:

i parni kretinca | i loli intego coxa | o galbeno šalo | e kale soknivi  
o vuneto dikhlo | e vuneci posoća | i vuneto pantlika



# A mamiko xabe

Adjes kerel i mami o xabe. Voj kerel pherde papriki. O Gusti daba žukarel te aven gata.

G: Mami, kana aven gata e pherde papriki?

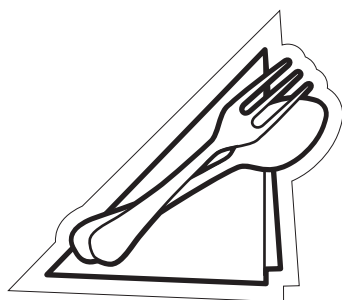
M: Žukar inke ek falato, Gustikam, akak šuvav le te peçon. Bokhalo san?

G: Bokhalo sim, mami. Muri dej kiradas adjes hiril, de me či kamlem te xav.

M: Xav óo rat, žukar inke jek falato. Akak avna gata e pherde papriki. Vaj kames fusuj?

G: Na či kamav, mami. Me žukarav. Na dara, mamio, či merav me bokhatar.

M: Devlam, tu san čačas nasul, Gustikam.





Muro anav \_\_\_\_\_

# A mamiko xabe

Des tu godji?

Savo habe sas ka Gusteski mami aba mek?

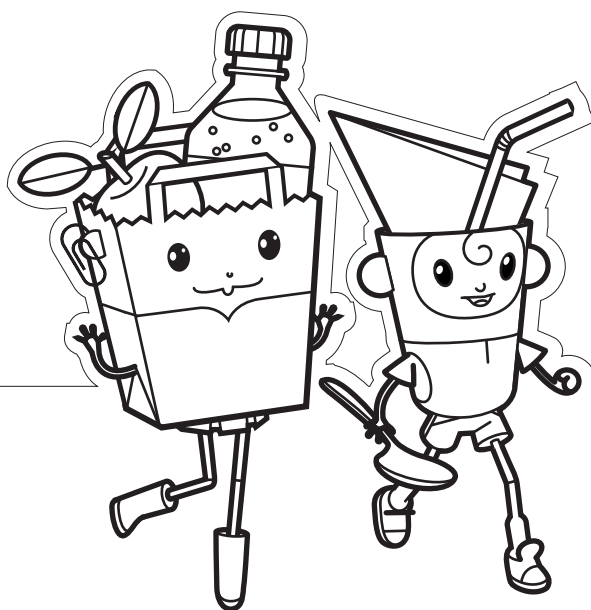
Kaj mami mek sas o \_\_\_\_\_.

Savo xabe kiradas e Gusteski dej?

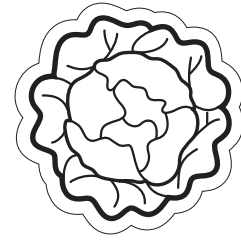
E Gusteski dej kiradas \_\_\_\_\_.

Pe savo xabe žukardas o Gusti te xal?

O Gusti žukardas te xal \_\_\_\_\_.



# Po piarco



1) Ginav o dialogo!

O Gusti phenel: Adjes žal muri dej po piarco.

Voj žal te kinel zelenimata:

I dej: Keći keren e paradičomi?

I bikinitorka: E paradičomi keren 2 Euro jek kila.

I dej: De ma anda lende jek kila.

Aj keći keren e lole ropaja?

I bikinitorka: Jek lolo ropaj kerel 20 centura.

I dej: De ma 3 kotora katar e lole ropaja.

O Gusti: Muri dej kindas inke duj buborki, jek šero lolo šax, jek šero zeleno šax, duj kotora kukurizo, jek kila hiril. Kana avilas khere, kerdas amenge i maj laši šelata pe intrego luma.

2) Iskirin tele anda save zelenimata keresas tu i šelata!

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Muro anav \_\_\_\_\_

# So lel von pe peste?

Iskirin e vorbi kote kaj pasolin!

So lel o dad pe peste po bijav?

O dad lel pe peste \_\_\_\_\_.

So lel i dej pe peste po bijav?

I dej lel pe peste \_\_\_\_\_.

So lel o Gusti pe peste kana žal te sovel?

O Gusti lel pe peste \_\_\_\_\_.

So ingrel i mami kana kiravel o xabe?

I mami ingrel \_\_\_\_\_.

So ingrel o orvoši kana-i ande bući?

O orvoši ingrel \_\_\_\_\_.

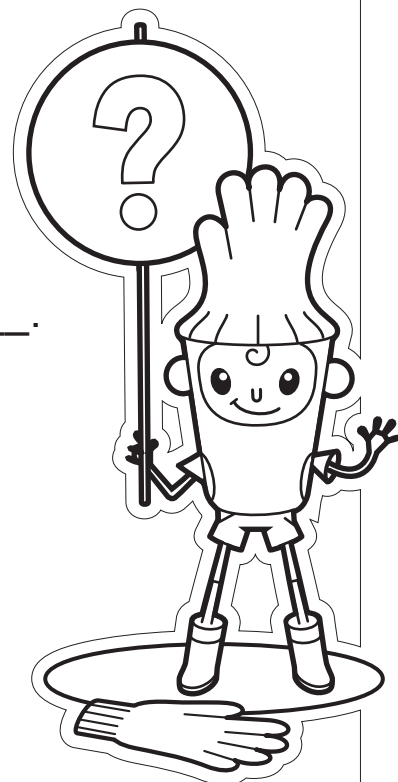
So lel i Suzana pe peste kana žal te khelel labda?

I Suzana lel pe peste \_\_\_\_\_.






So lel o phral pe peste kana žal ande bući?

O phral lel pe peste \_\_\_\_\_.

o parno zubuno | o ancugo | i intrego coxa | i pižama  
e treningoski kalca | i kretinca | i bućaricko kalca



<b>Lovara_Primary_A1_AT_eng_unit-09</b>
<b>Topic (CFR): SEASONS AND WEATHER</b>
<b>Sub-topic 01: O berš – The year</b> <b>Sub-topic 02: I vrama – The time</b>

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

<b>Working with the ELP</b>
Language passport: Activity 15
Dossier: Worksheet 01, 02, 04 to 07, 08/2, 09, 11

<b>Grammar</b>			
<b>Active</b>			
Article male/female (o/e), Simple questions (present tense), Simple word order: object-verb-noun, Present tense, Prepositions at, from, Singular - plural			
<b>Vocabulary   Sub-topic 01: O berš</b>			
<b>Active</b>			
<i>e štar beršeske resura</i>	the four seasons	<i>o šon, e šon(a)</i>	the month
<i>o tavasi</i>	the spring	<i>o iv</i>	the snow
<i>o milaj</i>	the summer	<i>o kham</i>	the sun
<i>i tomna</i>	the autumn	<i>i patrin</i>	the leaf, the leaves
<i>o ivend</i>	the winter	<i>o kaš(t)</i>	the tree
<i>po tavasi</i>	in spring	<i>šudro, šil</i>	cold
<i>pe tomna</i>	in autumn	<i>šil, šudrimo</i>	the cold
<i>milaje</i>	in the summer	<i>tato</i>	hot
<i>ivende</i>	in the winter	<i>tatimo</i>	the heat
<i>januari</i>	January	<i>o brišind</i>	the rain
<i>februari</i>	February	<i>i šudri balval</i>	the (cold) wind
<i>marcuši</i>	March	<i>pahoj pe</i>	to freeze
<i>apriluši</i>	April	<i>katar o šil</i>	from the cold
<i>majuši</i>	May	<i>o tato paplano</i>	warm down cover
<i>juniuši</i>	June	<i>tato, maj tato</i>	hot, hotter
<i>juliuši</i>	July	<i>izenij</i>	to wish
<i>augustuši</i>	August	<i>čumidel</i>	to kiss
<i>septemberi</i>	September	<i>kharel</i>	to name
<i>oktoberi</i>	October	<i>de</i>	but
<i>novemberi</i>	November	<i>misto</i>	because of
<i>decemberi</i>	December	<i>hangošan</i>	loud
<i>butivar</i>	often	<i>mangel</i>	to want
<i>i doba</i>	the drum	<i>birij</i>	to can, to be able
<i>mindig</i>	always	<i>vorbij</i>	to speak
<i>phenel</i>	to tell	<i>Del tu o Del laši rat!</i>	May God give you a good night!
<i>o tražo</i>	the life	<i>cipij</i>	to shout
<i>igen</i>	very	<i>bućazij</i>	to work
<i>o hango</i>	the voice	<i>o telepo</i>	the settlement
<i>pačako, pačaki, pačake</i>	calm		

**Vocabulary | Sub-topic 02: I vrama**
**Active**

<i>Keći časura-j?</i>	What time is it?	<i>viragzij</i>	blühen
<i>Kana?</i>	When?	<i>kanagodi</i>	wann immer
<i>Katar kana ži kana?</i>	From when to when?	<i>purano, purani, purane</i>	old (things)
<i>o perco</i>	the minute	<i>phuro, phuri, phure</i>	old (people)
<i>avel</i>	to come	<i>misto kodo</i>	therefore
<i>jekesko, dujengo, trinengo</i>	at one, two, three o'clock	<i>e nevimata</i>	the news
<i>raći/ anglaj rjat,</i>	the evening; in the evening	<i>kerdjilas</i>	became
<i>jek, duj, trin časura</i>	one, two, three o'clock	<i>e geri</i>	the unfortunate
<i>anglamismeri</i>	in the morning(s)	<i>savora</i>	all
<i>palamizmeri</i>	Nachmittag(s)	<i>pahome</i>	frozen
<i>Si tu časo?</i>	Do you have a watch?	<i>getoj</i>	to waste, to end
<i>e vastesko časo</i>	the wristwatch	<i>asal</i>	to laugh
<i>e falosko časo</i>	the wall clock	<i>jek thaj dopaš</i>	half past one (one and half)
<i>o čašo so tordjol po</i>	the grandfather clock	<i>duj thaj dopaš</i>	half past two (two and half)
<i>sekrini</i>	the alarm clock	<i>trin thaj dopaš</i>	half past three (three and a half)

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

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

Mat./Res.: Worksheet 01

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



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

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

Mat./Res.: Worksheet 02

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

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

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

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

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

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

Mat./Res.: Worksheet 04

Preparation: Print worksheet 04 onto cardboard and photocopy.

01. The teacher hands out the worksheet *O časo* and explains the task: colour in and cut out the clock.
02. When the children have finished the colouring and cutting, the teacher shows them how they can make a clock: Make a small hole at the centre of the clock with a pair of scissors; also pierce through the clock hands and clamp all three parts with a peg so as to be able to turn the clock hands.











**Teaching activity 05 | Sub-topic 02: I vrama – O časo 1 (The time: full and half hours)**Duration: 45 min | Skill:   | SF: I | ELP: Dossier

Mat./Res.: Worksheet 04

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

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

01. The teacher asks the children to take their clocks out of their Dossier.
02. The teacher shows the children the hour and minute hands on his/her own clock and explains that the shorter hand displays the number of hours and the longer hand is always at 12:00.
03. The teacher sets the clock to 8:00 and says: *Akak si oxto časura.*
04. The teacher asks the children to set their clocks to the same time and to repeat in unison: *Akak si oxto časura.*
05. He/she sets it to 9:00 and says: *Akak si inja časura.*
06. The children set their clocks to 9:00 o'clock and repeat in unison: *Akak si inja časura.*
07. Steps 5 and 6 are repeated with different times until the teacher is sure that the children have understood.
08. The teacher then explains the setting of the hour and the minute hand at 7:30, 8:30, etc.
09. The teacher sets the clock to 7:30 and says: *Akak si eŧta thaj dopaš časura.*
10. Repeat steps 5 to 9.

<b>Teaching activity 06   Sub-topic 02: <i>I vrama – O časo 2</i> (The time: 1/4 and 3/4 hours)</b>
Duration: 45 min   Skill:     SF: I   ELP: Dossier
Mat./Res.: Worksheet 04
<p>Note: Activity 06 is recommended to be subsequent to activity 05.</p> <ol style="list-style-type: none"> <li>As in teaching activity 05: first with 1/4-hour periods and then with 3/4-hour periods.</li> <li>The teacher then explains the setting of the hour and the minute hand at 7:15, 8:15, etc.</li> <li>The teacher sets the clock to 7:15 and says: <i>Akak si eŝta časura thaj deŝupanž percura.</i></li> <li>The children also set their clocks to 7:15 and repeat in unison: <i>Akak si eŝta časura thaj deŝupanž percura.</i></li> <li>Repeat with several examples.</li> <li>Then repeat the same with 3/4-hour periods. Sentence: <i>Akak si deŝupanž percura ži ka oxto.</i></li> </ol> <p>Note: Clock reading was divided into two activities because we feel that children aged seven to ten can be overwhelmed by 1/4 and 3/4 hours.</p>
<b>Teaching activity 07   Sub-topic 02: <i>I vrama – E časura</i></b>
Duration: 20 min   Skill:     SF: I   ELP: Dossier
Mat./Res.: Worksheet 05
<ol style="list-style-type: none"> <li>The teacher hands out the worksheet <i>O časo</i> and asks a child to read out the heading and the task.</li> <li>The group discusses the task: Colour in and label.</li> <li>Then the results are compared.</li> <li>The teacher writes the words on the blackboard to check them. The worksheet is added to the Dossier.</li> </ol>
<b>Teaching activity 08   Sub-topic 02: <i>I vrama – Katar kana ži kana</i></b>
Duration: 20 min   Skill:      SF: I   ELP: Dossier
Mat./Res.: Worksheet 06
<ol style="list-style-type: none"> <li>The teacher hands out the worksheet <i>Katar kana ži kana?</i></li> <li>The teacher asks a child to read out the heading and the first two lines of item 1. Together, they discuss the content.</li> <li>Then the children are asked to write the right answer to item 1 into the third line.</li> <li>This procedure is repeated until the worksheet is completed. The worksheet is added to the Dossier.</li> </ol>
<b>Teaching activity 09   Sub-topic 02: <i>I vrama – Keći časura-j?</i></b>
Duration: 30 min   Skill:      SF: I   ELP: Dossier
Mat./Res.: Worksheet 07, overhead projector, overhead pens, overhead sheets
<p>Preparation: Print worksheet 07 and copy onto an overhead sheet.</p> <ol style="list-style-type: none"> <li>The teacher hands out the worksheet <i>Keći časura-j?</i> and also displays the worksheet using the overhead projector.</li> <li>The teacher asks a child to read the heading and the task. The task is discussed together.</li> <li>The teacher does the first two examples together with the children: The teacher asks: <i>Keći časura-j?</i> and points at the first picture. The children try to reply. [It is fine if they reply with only one word, but the teacher helps them to complete the sentence: <i>Akak si 2 (3, 4, ...) časura.</i>] The children repeat this sentence in unison and the teacher writes it onto the overhead sheet below the picture: <i>Akak si 2 (3, 4, ...) časura.</i> The children copy the sentence onto their worksheet. The same procedure applies for example 2.</li> <li>The children try to write the next sentences on their own.</li> <li>They compare their results to those of the completed worksheet shown by the teacher using the overhead projector. The worksheet is added to the Dossier.</li> </ol>



**Teaching activity 10 | Sub-topic 02: I vrama – Listening comprehension: Keći časura-j?**Duration: 30 min | Skill:  | SF: I, P | ELP: Dossier

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

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

**Teaching activity 11 | Sub-topic 02: I vrama – Gap fill exercise: Keći časura-j?**Duration: 20 min | Skill:   | SF: I | ELP: Dossier

Mat./Res.: Worksheet 09

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

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

**Teaching activity 12 | Sub-topic 02: I vrama – Role play, dialogue: Keći časura-j?**Duration: 50 min | Skill:    | SF: I, P | ELP: Dossier

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

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

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

**Teaching activity 13 | Sub-topic 02: O berš – Listening comprehension: I šej a dobasa**Duration: 45 min | Skill:  | SF: I, P | ELP: Dossier

Mat./Res.: Listening comprehension worksheet 10

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

**Teaching activity 14 | Sub-topic 02: O berš – Reading comprehension: I šej a dobasa**Duration: 30 min | Skill:   | SF: I | ELP: Dossier, p. 42

Mat./Res.: Worksheet 11

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






01. The teacher hands out the story *I šej a dobasa* and asks a child to read the first paragraph.
02. Together, the content is discussed. The teacher writes unfamiliar words from the text on the blackboard and translates them.
03. The same procedure is applied for other paragraphs until the story is finished and all words unfamiliar to the children are written on the blackboard [→ if the children do not mention these words, then the teacher focuses on the following words: *ivende, pahome sas, i šudri balval, katar o šil, tato paplano, tato*].
04. The children add the new words to the Language Portfolio (p. 42) and add the worksheet to the Dossier.

**Teaching activity 15 | Sub-topic 02: O berš + I vrama – Language Biography**Duration: 15 min | Skill:   | SF: I | ELP: p. 32

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

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

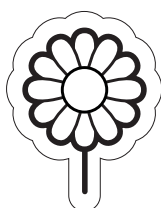
01. After completing Unit 9, the teacher hands out the self-designed checklists.
02. The group reads one point after the other. The children draw an asterisk or similar next to the description of the tasks they can complete (I can ...).
03. The checklist is added to the Language Biography.

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

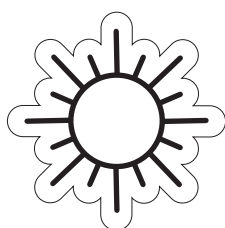
Muro anav \_\_\_\_\_

# O berš

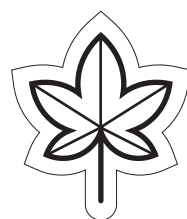
E beršeske si 4 resura:



tavasi



milaj



tomna



ivend

E beršeske si 12 šona:

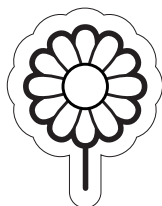
januari | februaru | marcuši | apriluši

majuši | juniuši | juliuši | augustuši

septemberi | oktoberi | novemberi | decemberi

# E šona

Iskirin o šon kote kaj pasolij!



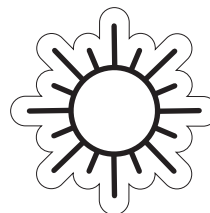
tavasi

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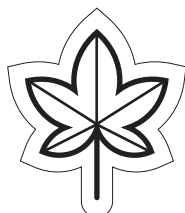
milaj

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tomna

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ivend

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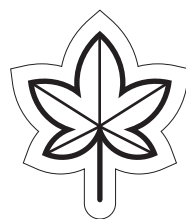
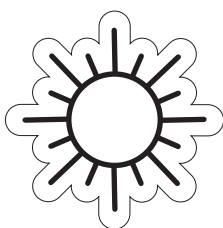
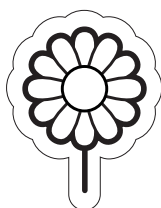
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januari | februaru | marcuši | apriluši | majuši | juniuši | juliuši  
augustuši | septemberi | oktoberi | novemberi | decemberi

# Kvizo

Iskirin e beršeske resura kote kaj pasolin!



po tavasi    milaje    pe tomna    ivende

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

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

\_\_\_\_\_ peren e patra.

\_\_\_\_\_ viragzin e luludja.

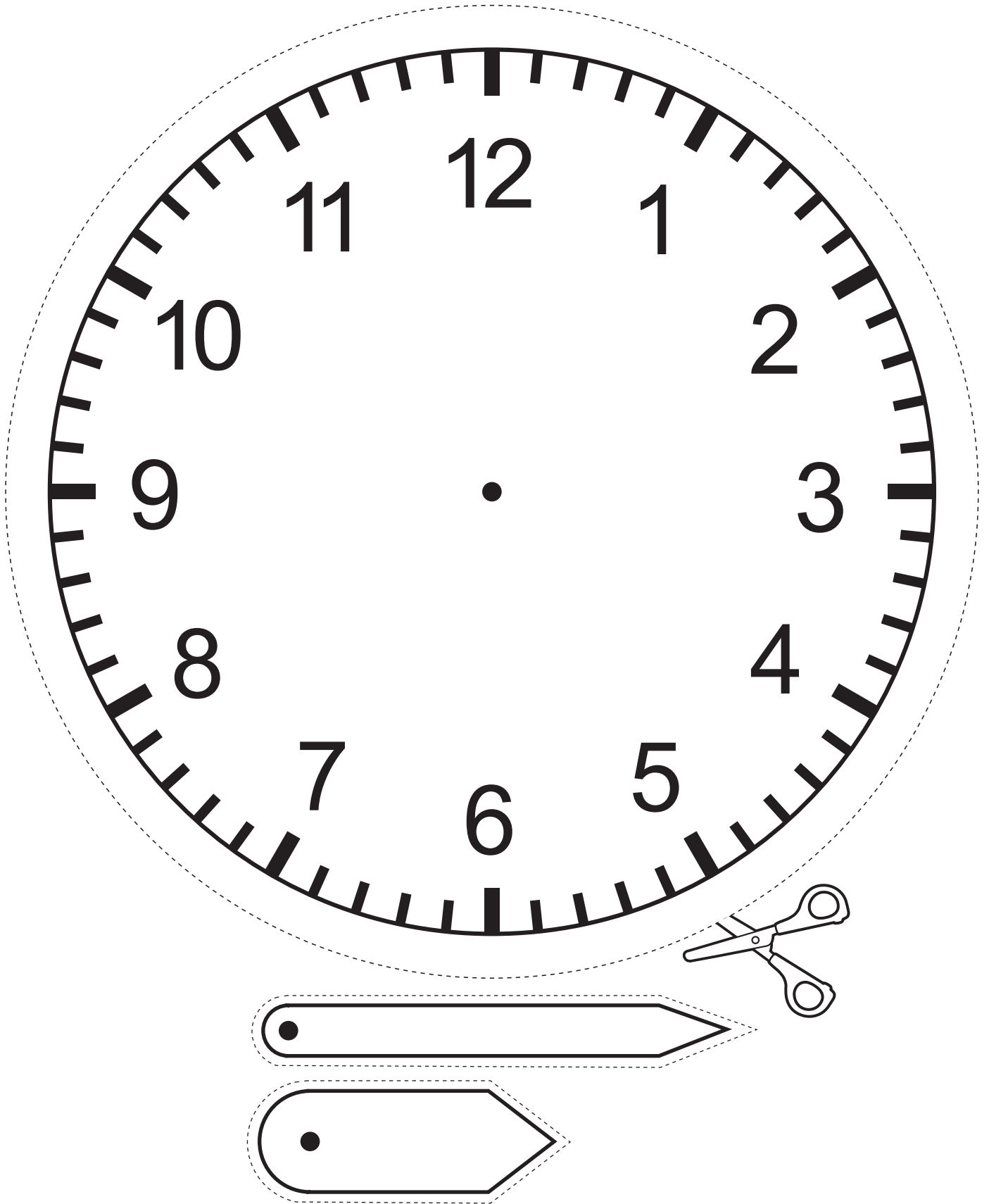
\_\_\_\_\_ si bare šila.

\_\_\_\_\_ avral baro tatjimo-j.

\_\_\_\_\_ del but brišind.

\_\_\_\_\_ phurdel bari balval.

# Feštin o časó!

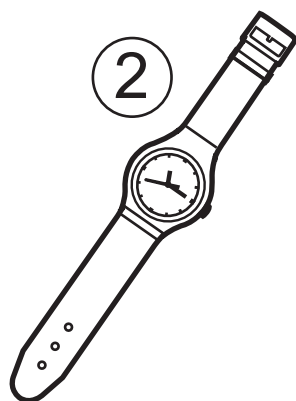


# Save časura pinžares?

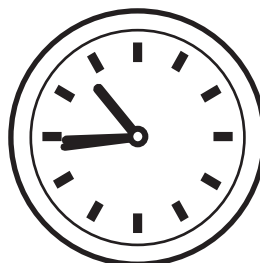
- 1) Feštin e časura!
- 2) Iskirin e vorbi kote kaj pasolin!



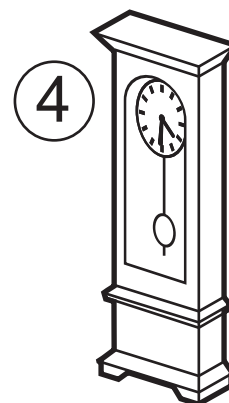
1



2

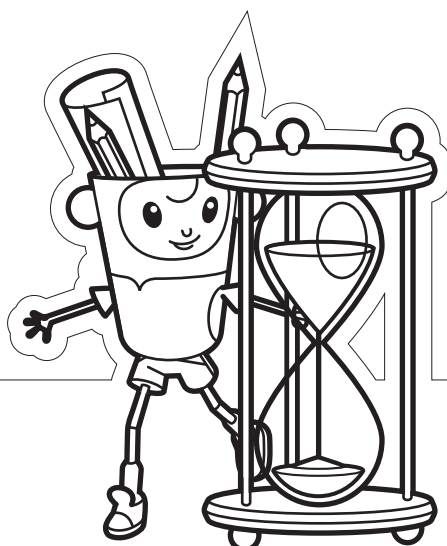


3



4

\_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_  
falosko časo | vastesko časo | čengevosko časo | kheresko časo





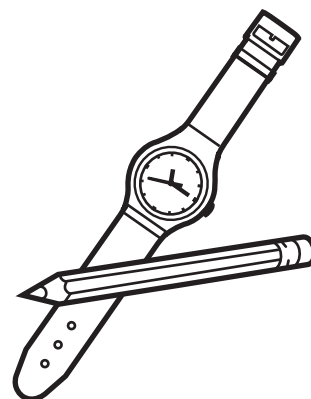
# Kana?

## Katar kana ži kana?

1) Jekhesko avav khere.

Kana aves khere?

\_\_\_\_\_.



2) I dej avel šovengo katar i bući.

Kana avel i dej katar i bući?

I dej \_\_\_\_\_.

3) Me žav katar oxto časura ži ka dešuduj časura

ande škola . Katar keći časura ži ka

keći časura žas tu ande škola?

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

4) Me khelav labda palamiseri katar trin ži ka štar

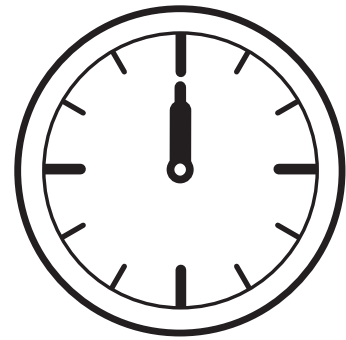
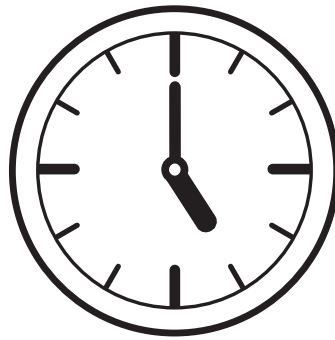
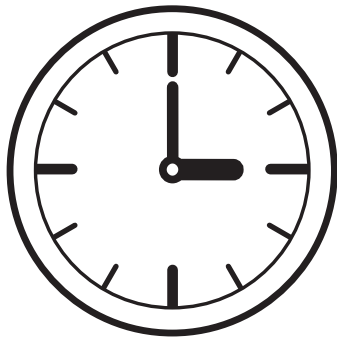
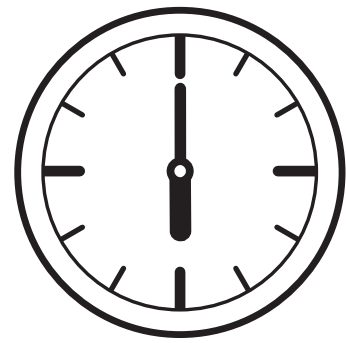
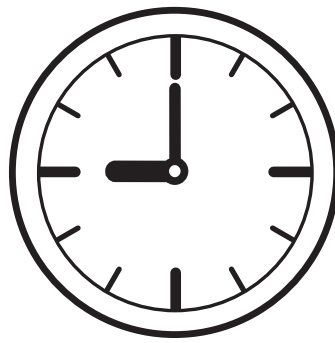
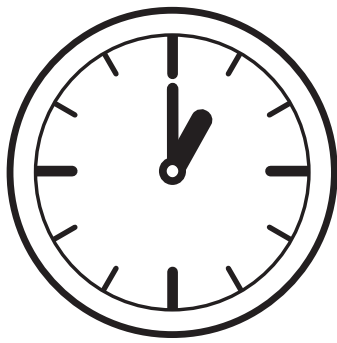
časura. Katar keći časura ži ka keći kheles labda?

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

Muro anav \_\_\_\_\_

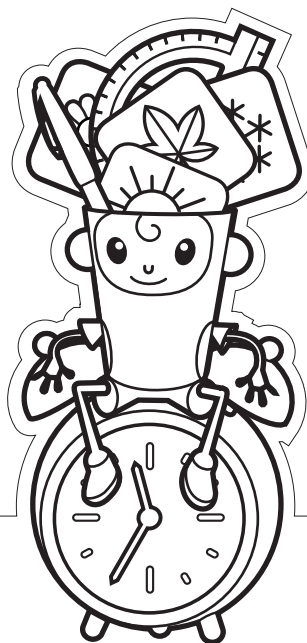
# Keći časura-j?

Iskirin keći časura-j!



# Keći časura-j?

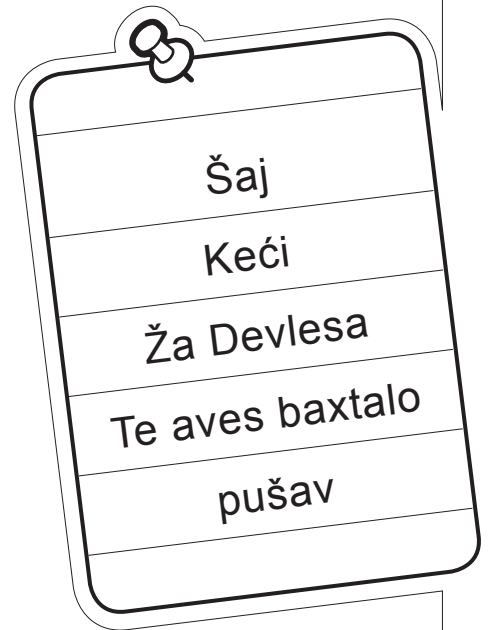
- Te aves baxtali!
- Te aves baxtalo!
- Šaj te pušav tu vareso?
- Šaj, sar te na.
- Si tu časo?
- Si ma.
- Keći časura-j?
- Akak dopaš jek si!
- Najis tuke!
- Naj pe soste!
- Aš Devlesa!
- Ža Devlesa!



Muro anav \_\_\_\_\_

# Keći časura-j?

- Te aves baxtali!
- \_\_\_\_\_!
- Šaj te \_\_\_\_\_ tu vareso?
- \_\_\_\_\_, sar te na.
- Si tu časo?
- Si ma.
- \_\_\_\_\_ časura-j?
- \_\_\_\_\_ dopaš jek si!
- Najis tuke.
- Naj pe soste!
- Aš Devlesa!
- \_\_\_\_\_!



# I šej a dobasa

O Gusti thaj i Papin lešin pe pengi phuri mami. Kanagodi avel lende, mindig phenel lenge čače paramiči anda purano trajo.

Kana avilas voj akak lende, jokharsa ingerde la e šave ande pengi soba. Kote phenel lenge kadi paramiča:

Adjes phenav tumenge i paramiča katar jek šej. La sas la jek igen šukar thaj hangošo hango. Misto kodo das la e gavesko maj baro jek doba thaj duj rovlja, sako kurko te phenel e gavutnenge e nevimata. Jokharsa kerdjilas baro šil thaj das baro iv. Voj geri avri pahosajlas katar o baro šil. Voj phirlas o intrego gav tele thaj opre. Hangošan cipijas, te birin te šunen la savora ando gav .






Ivende sas lake maj pharo. I šudri balval phurdelas lake ande jakha. Butivar sas la asva ande jakha e bare šilestar.

Sa e gaveske manuša kharenas la „Barije“. I Barija bućazijas ka e gaže ando gav, anda kodo žanelas šukares te vorbij gažikanes. Kana žalas peske khere pe pesko telepo, tele pahome sas lake punre thaj lake vastora.“

Sar getondas i phuri mami i paramiča, bišadas voj e Gustes thaj a Papina te žan te soven: „Te avena pačake, maj pheno tumenge vi jek aver šukar paramiča.“ De o Gusti feri asal: „Me žav te thovav mure dand haj pala kodo sovo mange tela tato paplano. So šukar-i amenge adjes, phure mami! Avri ivend-i de amenge ando kher tato-j. Del tu o Del laši rat mami!“



„Mangav tumenge šukar sune“ phenel i phuri mami thaj čumidel le.

<b>Lovara_Primary_A1_AT_eng_unit-10</b>
<b>Topic (CFR): NATURE AND ANIMALS</b>
<b>Sub-topic 01: <i>E khereske alatura</i> – Pets</b> <b>Sub-topic 02: <i>Ando veš</i> – In the forest</b> <b>Sub-topic 03: <i>Ando paji</i> – In the water</b> <b>Sub-topic 04: <i>I natura</i> – Nature</b>

<b>Working with the CFR – Learning objectives</b>	
Skill	Relevant descriptors in the language grid (“can do”) OR “I can” statements:
	<ul style="list-style-type: none"> <li>✓ Can recognize and understand basic words relating to animals and plants when they are spoken or read aloud, especially when supported by pictures, mime, etc.</li> <li>✓ Can recognize and understand the words for plants and animals which are important in Roma tradition or life.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can use pictorial support to recognize and understand the names of animals and plants when they are written down (e.g. in a picture dictionary, on a wall chart).</li> <li>✓ Can recognize and understand the names of animals on flash cards or posters.</li> <li>✓ Can recognize and understand the words for animals that are important to Roma traditions or the Roma way of life.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can use key words and simple phrases/sentences to answer basic questions about keeping a pet, liking animals, etc.</li> <li>✓ Can use key words and simple phrases/sentences to answer basic questions about changes in plants as they grow.</li> <li>✓ Can use key words and simple phrases to answer questions about growing plants and vegetables, likes and dislikes in relation to animals, keeping a pet or other animals etc.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can name the animals that he/she is familiar with.</li> <li>✓ Can name the types of plants grown in different situations (e.g. flowers, trees, crops, vegetables, etc).</li> <li>✓ Can name the animals that are typically associated with Roma communities in different countries.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can copy or write appropriate labels on drawings of animals.</li> <li>✓ Can copy or write the names of animals that featured in Roma life.</li> </ul>
<b>Working with the ELP</b>	
Language passport: Activity 15	
Dossier: Worksheet 04–09, Activity 11, ELP p. 42	

Vocabulary   Sub-topic 01: <i>E khereske alatura</i>			
<b>Active</b>			
<i>e khereske alatura</i>	pets	<i>i muca</i>	the goose
<i>o bakro</i>	the sheep	<i>o balo</i>	the cat
<i>i raca</i>	the duck	<i>o bordjuko</i>	the pig
<i>i gurumni</i>	the cow	<i>i khajni</i>	the chicken
<i>o gras</i>	the horse	<i>o štalovo</i>	the stable
<i>o žukel</i>	the dog	<i>o alato</i>	the animal
<i>i buzni</i>	the goat	<i>savo, savi, save</i>	which
<i>o bašno</i>	the cockerel	<i>trajij</i>	to live
<i>o guruv</i>	the bull	<i>inke</i>	still
Vocabulary   Sub-topic 02: <i>Ando veš</i>			
<b>Active</b>			
<i>ando veš</i>	in the forest	<i>i čirikli</i>	the sparrow
<i>o vadno balo</i>	the wild boar	<i>o šošoj</i>	the rabbit
<i>i ezika</i>	the deer	<i>i medva</i>	the bear
<i>o čerbo</i>	the elk	<i>o borzo</i>	the hedgehog
<i>i čigabiga</i>	the snail	<i>o hirco</i>	the rat
<i>o ruv</i>	the wolf	<i>o šimijako</i>	the mouse
<i>i roka</i>	the fox		
Vocabulary   Sub-topic 03: <i>Ando paji</i>			
<b>Active</b>			
<i>ando paji</i>	in the water	<i>balna</i>	the whale
<i>o mašo</i>	the fish	<i>o polipo</i>	the octopus
<i>o rako</i>	the crayfish	<i>o sap</i>	the snake
<i>i tekenešo žamba</i>	the tortoise	<i>i žamba</i>	the frog
<i>i capa</i>	the shark	<i>o kermo</i>	the worm
Vocabulary   Sub-topic 04: <i>I natura</i>			
<b>Active</b>			
<i>i natura</i>	nature	<i>o fojovo, e fojovura</i>	the river(s)
<i>i kišaj, e kišaja</i>	the sand	<i>i phuv, e phuva</i>	the earth, the land
<i>i čik, e čika</i>	the sludge	<i>o kanro, e kanre</i>	the thorn(s)
<i>i patrin, e patra</i>	the leaf, the leaves	<i>o plaj, e plaja</i>	the mountain(s)
<i>i kranga, e krangi</i>	the branch(es)	<i>i stanka, e stanki</i>	the rock(s), the mountains
<i>o paji, e paja</i>	the water(s)	<i>o kaš, e kašta</i>	the tree(s)
<i>o bar, e bara</i>	the stone(s)	<i>i luludi, e luludja</i>	the flower(s)
<i>o tengeri, e tengerja</i>	the sea(s)	<i>i čar, e čarja</i>	the grass(es)
<i>i mal, e mala</i>	the field(s)	<i>kharel</i>	to name
<i>birij</i>	to can, to be able	<i>xutel</i>	to jump
<i>pišel</i>	to milk	<i>vojasa aminti lel</i>	he realized with joy
<i>frišo thud</i>	fresh milk	<i>varekana, arikana</i>	sometime, once
<i>o kiral</i>	the cheese	<i>o anro</i>	the egg
<i>o khil</i>	the butter	<i>korkori</i>	by oneself

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

Teaching activity 01   Sub-topic 01: E khereske alatura – Card game 1
Duration: 35 min   Skill:    SF*: I
Mat./Res.: Picture and word cards worksheet 01
<p>Preparation: Print, laminate and cut out picture and word cards (worksheet 01).</p> <ol style="list-style-type: none"> <li>01. The children sit on the floor in a circle.</li> <li>02. The teacher spreads out the picture cards on the floor. Each child is given a word card.</li> <li>03. The children try to put their word card next to the correct picture card.</li> <li>04. The teacher returns the correctly placed cards (both picture and word card) to the child who has found the correct answer.</li> <li>05. The incorrectly placed word cards are handed back to the children who then again try to find the correct place.</li> <li>06. This is repeated until all cards have been matched correctly.</li> <li>07. Steps 2 to 6 can be repeated several times until the children can match all cards correctly.</li> <li>08. Then the teacher collects all the cards. The group is shown one picture card at a time, which the children have to name. If necessary, he/she can say the words first and the children repeat the words in unison.</li> </ol>
Teaching activity 02   Sub-topic 01: E khereske alatura – Card game 2
Duration: 35 min   Skill:    SF: I
Mat./Res.: Picture cards worksheet 01
<p>Note: Activity 02 is recommended to be subsequent to activity 01.</p> <ol style="list-style-type: none"> <li>01. The children sit on the floor in a circle.</li> <li>02. The teacher spreads out the picture cards (worksheet 01) on the floor.</li> <li>03. The teacher says: <i>Paša o kher trajij o balo.</i>, and points at the corresponding picture card.</li> <li>04. The teacher now asks one of the children: <i>Savo alato trajij inke paša o kher?</i></li> <li>05. The child answers: <i>Paša o kher trajij inke (i muca, i khajni, ...)</i> and points at the correct picture card. (If the child only responds with one word, then the teacher helps him/her to form a complete sentence).</li> <li>06. Now the teacher asks the next child: <i>Savo alato trajij inke paša o kher?</i></li> <li>07. The child answers and points at the correct picture card.</li> <li>08. This is repeated until all children have had a turn.</li> </ol>

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



**Teaching activity 03 | Sub-topic 01: E khereske alatura – Worksheet E khereske alatura**Duration: 20 min | Skill:    | SF: I | ELP: Dossier

Mat./Res.: Worksheet 04

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

**Teaching activity 04 | Sub-topic 02: Ando veš – Card game E alatura ando veš 1**Duration: 35 min | Skill:   | SF: I

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

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

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

**Teaching activity 05 | Sub-topic 02: Ando veš – Card game E alatura ando veš 2**Duration: 35 min | Skill:    | SF: I

Mat./Res.: Worksheet 03

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

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

**Teaching activity 06 | Sub-topic 02: *Ando veš* – Worksheet *E alatura ando veš***Duration: 20 min | Skill:    | SF: I | ELP: Dossier

Mat./Res.: Worksheet 05

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

**Teaching activity 07 | Sub-topic 03: *Ando paji* – Card game *E alatura ando paji 1***Duration: 20 min | Skill:   | SF: I

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

Preparation: Print, laminate and cut out the cards.










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

**Teaching activity 08 | Sub-topic 02: *Ando paji* – Card game *E alatura ando paji 2***Duration: 35 min | Skill:    | SF: I

Mat./Res.: Picture cards worksheet 02

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

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

<b>Teaching activity 09   Sub-topic 02: <i>Ando paji</i> – Worksheet <i>E alatura ando paji</i></b>
Duration: 20 min   Skill:      SF: I   ELP: Dossier
Mat./Res.: Worksheet 06
<ol style="list-style-type: none"> <li>01. The teacher hands out the worksheet <i>E alatura ando paji</i>.</li> <li>02. The teacher asks a child to read the heading and the task. The task is discussed: Write the words below the correct picture.</li> <li>03. The children have about ten minutes to complete the worksheet.</li> <li>04. The results are compared: the children tell the teacher their answers and the teacher writes them on the blackboard.</li> <li>05. The worksheet is added to the Dossier.</li> </ol>
<b>Teaching activity 10   Sub-topic 01, 02, 03: Quiz <i>E alatura</i></b>
Duration: 20 min   Skill:     SF: G   ELP: Dossier
Mat./Res.: Picture cards worksheet 01, 02, 03
<ol style="list-style-type: none"> <li>01. The class is split into two equally large groups.</li> <li>02. The teacher draws two columns on the blackboard: Group 1 and Group 2.</li> <li>03. The teacher explains the game: The teacher shows a picture card and the children have to a) recognise and name the animal shown and b) say where this animal lives. Each group gets one point for each correct answer, i.e. a maximum of two points per picture card. The group that first reaches 20 points is the winner. The teacher writes the score on the blackboard.</li> <li>04. Let's start the game!</li> </ol>
<b>Teaching activity 11   Sub-topic 01: <i>E khereske alatura</i> – Reading comprehension <i>Amende ando štalovo</i></b>
Duration: 30 min   Skill:     SF: I   ELP: p. 42, Dossier
Mat./Res.: Worksheet 07
<ol style="list-style-type: none"> <li>01. The teacher hands out the text <i>Amende ando štalovo</i> and asks a child to read the first paragraph.</li> <li>02. Together, the content is discussed. The teacher writes unfamiliar words from the text on the blackboard and translates them.</li> <li>03. The same procedure is applied for other paragraphs until the story is finished and all words unfamiliar to the children are written on the blackboard [→ if the children do not mention them, the teacher focuses on the names of various animals].</li> <li>04. The children add the new words to the Language Portfolio (p. 42) and add the worksheet to the Dossier.</li> </ol>
<b>Teaching activity 12   Sub-topic 01: <i>E khereske alatura</i> – List of questions <i>Amende ando štalovo</i></b>
Duration: 20 min   Skill:     SF: I, P   ELP: Dossier
Mat./Res.: Worksheet 08
<p>Note: Activity 12 is recommended to be subsequent to activity 11.</p> <ol style="list-style-type: none"> <li>01. The children are given the list of questions <i>Amende ando štalovo</i> (worksheet 08). The teacher explains the task.</li> <li>02. In pairs, the children try to answer the questions. They can consult the text <i>Amende ando štalovo</i> (worksheet 07) from the Dossier.</li> <li>03. Then each pair reads out one question and the corresponding answer.</li> <li>04. The teacher writes the answers on the blackboard, the children compare the spelling.</li> <li>05. The worksheet is added to the Dossier.</li> </ol>

### Teaching activity 13 | Sub-topic 04: *I natura* – List of questions

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

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

Preparation: Poster design:

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

Print out and photocopy worksheet 09 for the children.

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

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

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

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

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

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







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





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

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

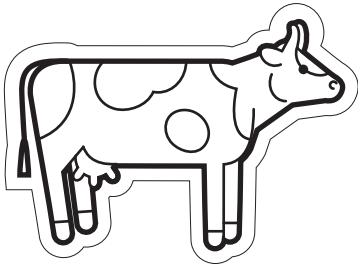
Preparation: The teacher designs page 34 Level A1 of the Language Biography according to his/her preferences.

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

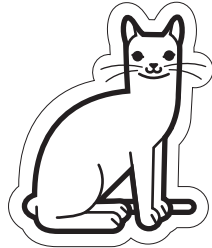
<b>Lesson plan 01   Topic: <i>E alatura ando paji</i></b>
TA-Nr.: 08   Learning objectives: Expansion and consolidation of vocabulary
Duration: 30 min   Skill:      SF: I
Mat./Res.: Worksheet 02
<p>Note: Activity 08 is recommended to be subsequent to activity 07.</p> <ol style="list-style-type: none">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

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

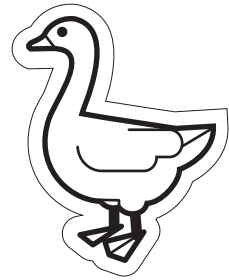
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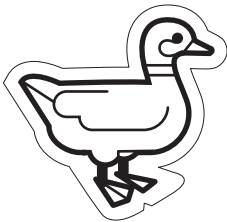
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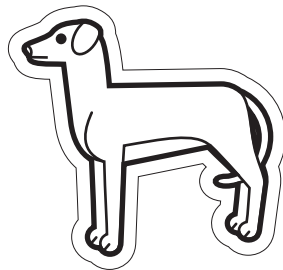
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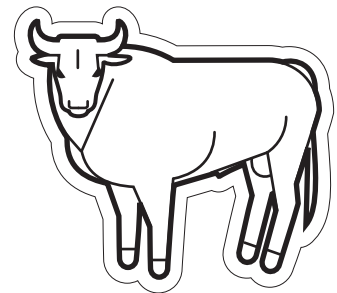
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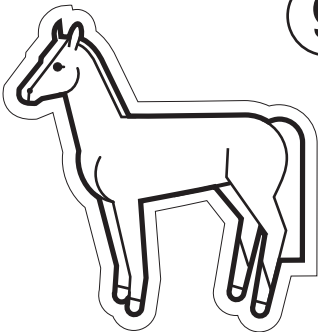
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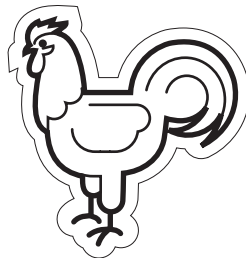
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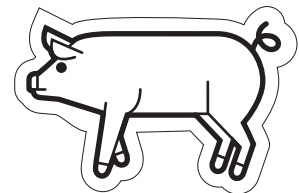
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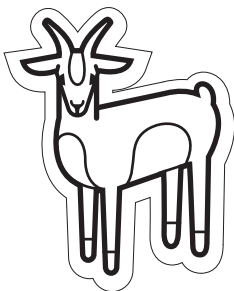
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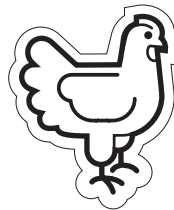
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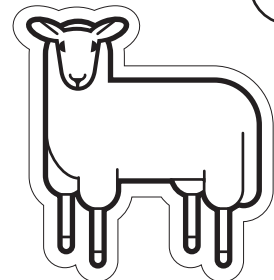
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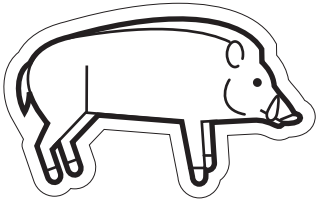
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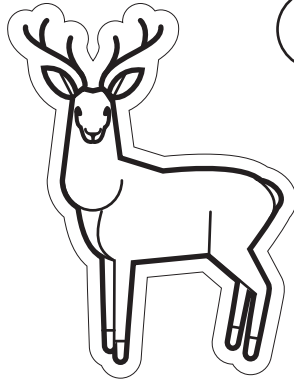
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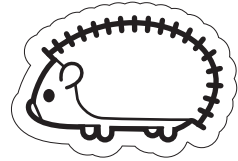
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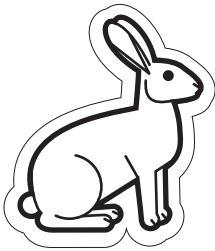
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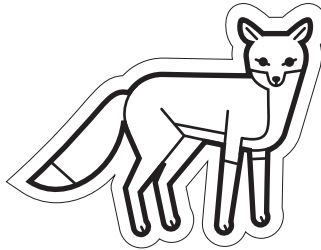
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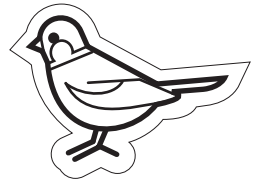
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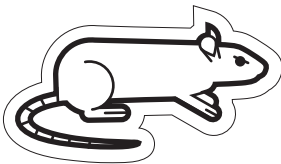
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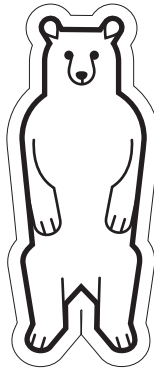
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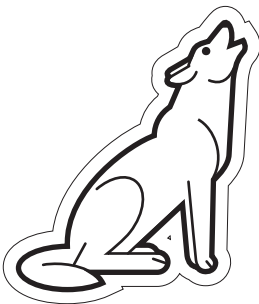
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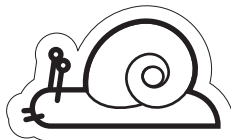
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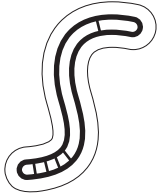
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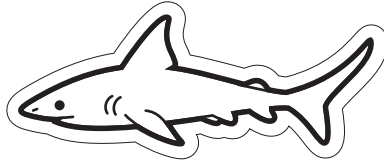
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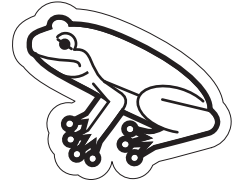
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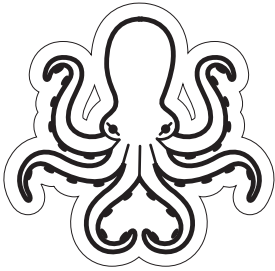
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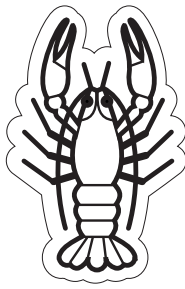
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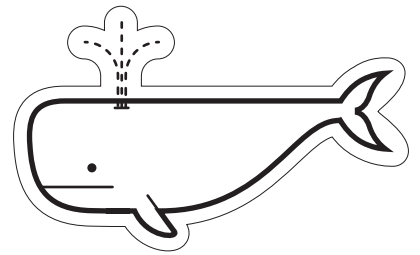
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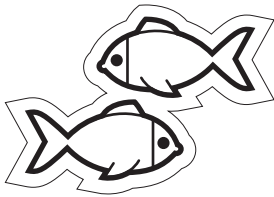
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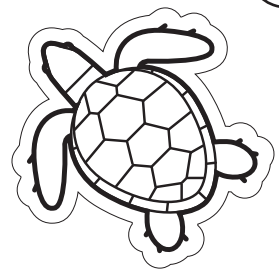
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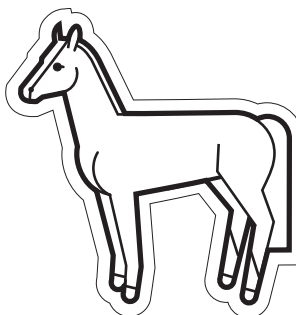
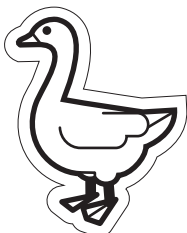
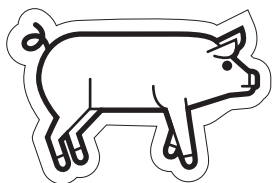
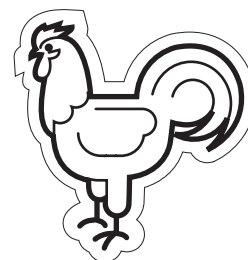
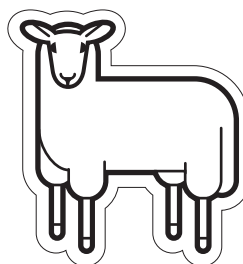
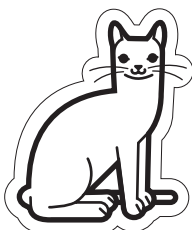
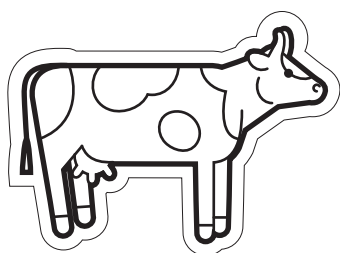
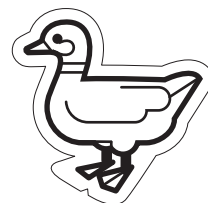
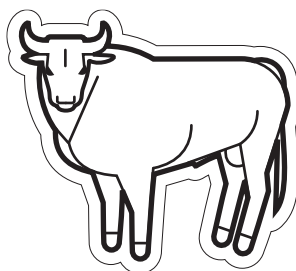
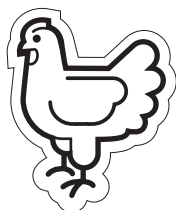
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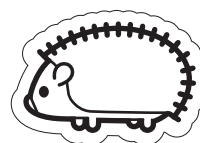
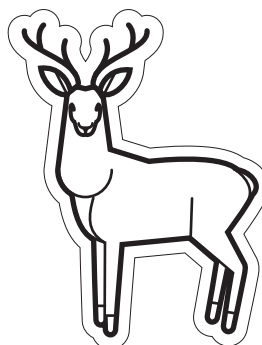
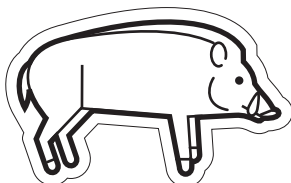
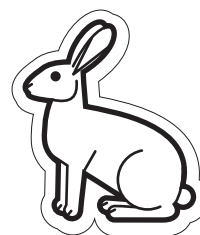
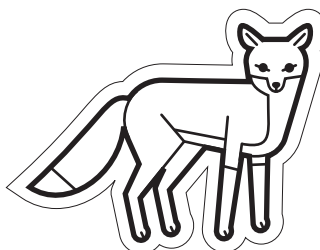
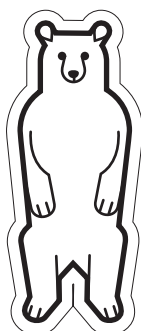
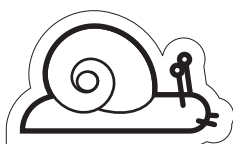
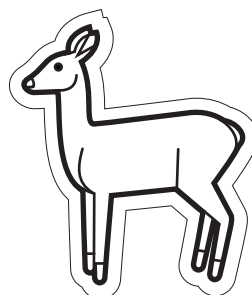
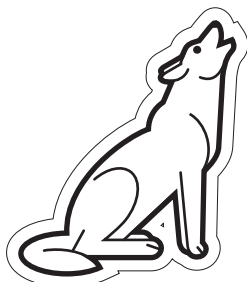
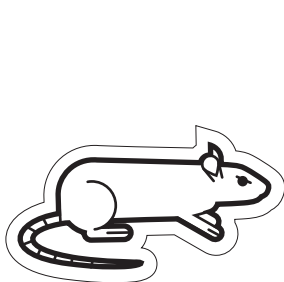
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## E khereseke alatura



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# E alatura ando veš

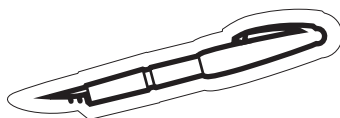
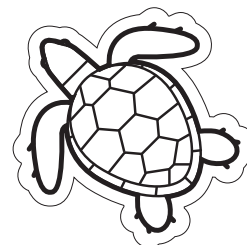
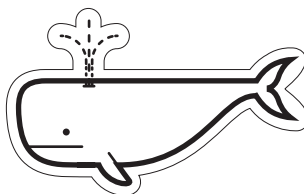
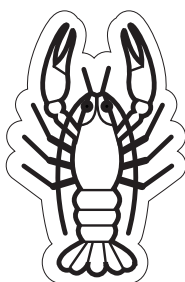
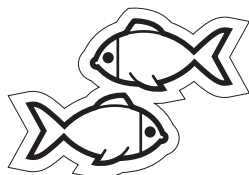
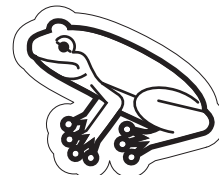
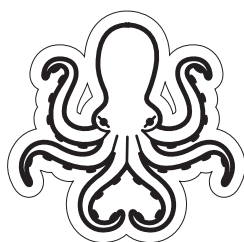


o hirco | i medva | o ruv | o čerbo | o šošoj | o šimijako  
i raca | i čirikli | i ezika | o borzo | i roka | o vadno balo

Muro anav \_\_\_\_\_

# E alatura ando paji

Iskirin e vorbi kote kaj pasolin!



i žamba | o sap | o polipo | i balna | i capa  
i tekenešo žamba | o rako | o mašo

# Amende ando štalovo

O Gusti baxtalo šavo-j. Šoha naj lo kokori kana avel-tar peske katar i škola khere.

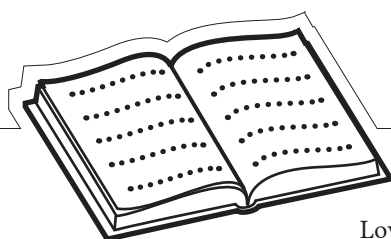
Si les duj žukela. Jek bušol Parno aj o aver bušol Kalo. Si les vi jek muca. O Gusti kharel la „Sovljardije“ ke i Sovljardi birij te sovel intrego djes.

Ando štalovo si les vi jek gurni. La kharen Milka. I dej pišel la du var ando djes. Anda kodo si len sako djes frišo thud. Katar o thud i dej kerel kiral thaj khil.

Pe tomna kerdjilas a Milkake jek cigno bordjuko kaj kharen les „Cineja“. Si len vi duj guruva thaj jek gras. Maj dur si le inke deš khajna. Sako djes kana avel-tar o Gusti katar i škola khere, žal vov te kidel sa e khanjange anre.

Si les inke jek bašno, saves kharen Opre-Tele. Varekana daralas o Gusti lestar. Numa o Opre-Tele šoha či xuklas pe manuša.

Vojasa lel o Gusti aminti pe alatura, ke si les kasa te khelel.





# Amende ando štalovo

De angle pe pušimata thaj iskirin ande e vorbi kote kaj trubun!

1) Sar bušol e muca?

I \_\_\_\_\_ bušol \_\_\_\_\_.

2) Sar bušol i gurunni?

I \_\_\_\_\_ bušol \_\_\_\_\_.

3) Sar bušol o bašno?

O \_\_\_\_\_ bušol \_\_\_\_\_.

4) Sar bušol a Milkako bordjuko?

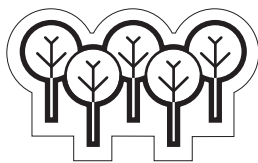
A Milkako \_\_\_\_\_ bušol \_\_\_\_\_.

5) Keći khanja si len?

Si len \_\_\_\_\_.

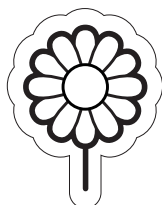


o veš



e veša

i luludi



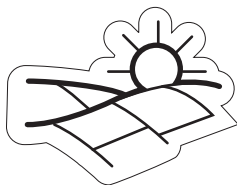
e luludja

i čar



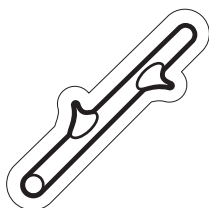
e čarja

i mal



e mala

o karno



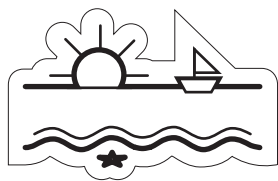
e kanre

o fojovo



e fojovura

o tengeri



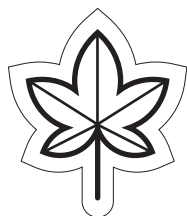
e tengerja

o bar



e bara

i patrin



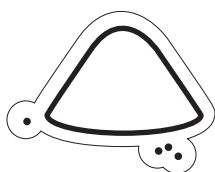
e patra

i čak



e čika

i kišaj



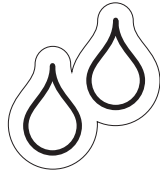
e kišaja

i kranga



e krangi

o paji



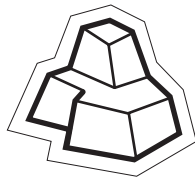
e paja

o plaj



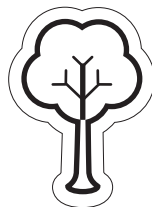
e plaja

i stanka



e stanki

o kaš








o kašta

i phuv



o phuvja




Lovara_Primary_A1_AT_eng_unit-11
<b>Topic (CFR): HOBBIES AND THE ARTS</b>
<b>Sub-topic 01: <i>Hobivura thaj aktivitetura</i> – Hobbies and activities</b>
<b>Connected main themes in the CFR: Myself and my family</b>

Working with the CFR – Learning objectives	
Skill	vant descriptors in the language grid (“can do”) OR “I can” statements:
	<ul style="list-style-type: none"> <li>✓ Can recognize and understand the basic words for sports and other outdoor activities, personal hobbies and interests, and activities such as drama, learning music and performing.</li> <li>✓ Can recognize and understand the words for the music, songs and dances that are typical of Roma celebrations.</li> <li>✓ Can recognize and understand the words for leisure activity of the home such as card games, telling riddles etc.</li> <li>✓ Can recognize and understand the words for activities typical of the circus and other public performances.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can recognize and understand the words for sports, hobbies and other activities when they appear on flashcards, posters or in simple text.</li> <li>✓ Can recognize and understand the words for songs and dances, typical leisure activities of the home, and performance activities when they appear on flashcards, posters or in simple text.</li> <li>✓ Can recognize the words for sports that are relevant to his/her life (e.g. boxing, football, skating, ...).</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can use gestures, mime, key words and simple phrases/sentences to indicate likes and dislikes in hobbies or other activities.</li> <li>✓ Can use key words and simple phrases/sentences to reply to questions about hobbies, competitions or other activities which he /she has experienced (e.g. sporting event, film, ...).</li> <li>✓ Can use gestures, mime, key words and simple phrases/sentences to indicate hobbies, competitions or other leisure activities in which he/she has participated.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can name the activities that he/she enjoys outside school.</li> <li>✓ Can name the activities in which he/she participates in the home or community.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can copy or write the words for different hobbies and activities that take place in school or after school.</li> <li>✓ Can copy or write the words for different leisure activities of the home or activities which relate to performing.</li> </ul>
Working with the ELP	
Language passport: Design Activity 15 page 34 Level A1 Language Portfolio	
Dossier: Worksheet 02 to 06, 08 Activities 03 and 14 page 42	

**Vocabulary | Sub-topic 01: Hobivura thaj aktivitetura**

Active			
<i>So-j muro/čo hobivo?</i>	What is my/your hobby?	<i>maj but kamel</i>	to like something best
<i>savoren si hobivura</i>	everybody has hobbies	<i>či kamel čisar</i>	to not like something at all
<i>muro/čo hobivo si</i>	My/your hobby is ...	<i>či kamel</i>	to not like
<i>khelel labda, košarlabda</i>	to play football, basketball,	<i>voj/voj kamel/kamel</i>	to like
<i>hoki, videojaticura</i>	hockey and video games	<i>inke maj šukar, inke maj feder</i>	even more beautiful, even better
<i>žalka baleto, žalandokino,</i>	zum Ballett, ins Kino,	<i>ando parko</i>	at the park
<i>žal te keglezij</i>	zum Kegeln gehen	<i>o golo</i>	the gate(s), the goal(s)
<i>rajzolij</i>	to draw	<i>amare</i>	our
<i>usij</i>	to swim	<i>o folkloro</i>	folklore
<i>gilabel</i>	to sing	<i>fenjkipesij</i>	to take photographs
<i>khelel</i>	to play (instrument)	<i>mužikaki škola</i>	the music school
<i>piano/klaviri</i>	the piano	<i>khelel/cirdel i hegeduva</i>	to play the violin
<i>i harmonika</i>	the accordion	<i>pej informatika</i>	about informatics
<i>o saksofono</i>	the saxophone	<i>i grupa</i>	the group, the band
<i>i gitara</i>	the guitar	<i>o kontrabaso</i>	the double bass
<i>cirdel</i>	play (string instrument)	<i>žal te xučilel maše</i>	to go fishing
<i>o dobalovo</i>	the drums	<i>xučilel</i>	to catch
<i>i klarineta</i>	the clarinet	<i>rugij</i>	to kick
<i>šunel mužika</i>	to listen to music	<i>rugij jek golo</i>	to kick a goal
<i>ginavel kenjvi</i>	to read books	<i>jokhar</i>	once
<i>khelel ando teatro</i>	to act at the theatre	<i>sako dujto djes</i>	every other day
<i>ando usijmasko bazeno</i>	at the swimming pool	<i>majnem</i>	almost
<i>o maj šukar hobivo</i>	the favourite hobby	<i>de</i>	but
<i>i maj šukar kenjva</i>	the favourite book		









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







<b>Teaching activity 01   Sub-topic 01: <i>Hobivura thaj aktivitetura</i> – Card game 1</b>
Duration: 35 min   Skill:    SF*: I
Mat./Res.: Picture and word cards worksheet 01
<p>Preparation: Print, laminate and cut out picture and word cards.</p> <ol style="list-style-type: none"> <li>01. The children sit on the floor in a circle.</li> <li>02. The teacher spreads out the picture cards on the floor. Each child is given a word card.</li> <li>03. The children try to put their word card next to the correct picture card.</li> <li>04. The teacher returns the correctly placed cards (both picture and word card) to the child who has found the correct answer.</li> <li>05. The incorrectly placed word cards are handed back to the children who then again try to find the correct place.</li> <li>06. This is repeated until all cards have been matched correctly.</li> <li>07. Steps 2 to 6 can be repeated several times until the children can match all cards correctly (= memorising).</li> <li>08. Then the teacher collects all the cards. The group is shown one picture card at a time, which the children have to name. If necessary, the teacher can say the words first and the children repeat the words in unison.</li> </ol>
<b>Teaching activity 02   Sub-topic 01: <i>Hobivura thaj aktivitetura</i> – Card game 2</b>
Duration: 35 min   Skill:    SF: I
Mat./Res.: Picture cards worksheet 01
<p>Note: Activity 02 is recommended to be subsequent to activity 01.</p> <ol style="list-style-type: none"> <li>01. The children sit on the floor in a circle.</li> <li>02. The teacher spreads out the picture cards (worksheet 01) on the floor.</li> <li>03. The teacher says: <i>Muro hobivo si te usijnav</i>, and points at the correct picture card.</li> <li>04. The teacher now asks one of the children: <i>So-j čo hobivo?</i></li> <li>05. The child answers: <i>Muro hobivo si te khelav gitara, te žav ando kino, ...</i> and points at the correct picture card (if the child only responds with one word, then the teacher helps him/her to form a complete sentence.).</li> <li>06. Now the teacher asks the next child: <i>So-j čo hobivo?</i></li> <li>07. The child answers and points at the correct picture card.</li> <li>08. This is repeated until all children have had a turn.</li> </ol>
<b>Teaching activity 03   Sub-topic 01: <i>Hobivura thaj aktivitetura</i> – Card game 3</b>
Duration: 35 min   Skill:    SF: I   ELP: p. 42
Mat./Res.: Picture and word cards worksheet 01, magnets or sticky tape
<p>Note: Activity 03 is recommended to be subsequent to activity 01 or 02.</p> <ol style="list-style-type: none"> <li>01. The teacher hands out the picture cards (worksheet 01) to the children and keeps the word cards.</li> <li>02. The teacher reads out the first card and displays it on the blackboard.</li> <li>03. The teacher asks the children who has the card corresponding to this word.</li> <li>04. The child who has the correct picture card attaches it next to the word card on the blackboard.</li> <li>05. The teacher reads out the second word card and also attaches it to the blackboard.</li> <li>06. This procedure is repeated until all word and picture cards have been matched.</li> <li>07. Finally the children add the new words to the Language Portfolio (p. 42).</li> </ol>



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




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



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

<b>Teaching activity 12   Sub-topic 01: <i>Hobivura thaj aktivitetura</i> – Card game: <i>Vov/Voj (či) kamel</i></b>
Duration: 30 min   Skill:    SF: I   ELP: Dossier
Mat./Res.: Worksheet 04
<p>Note: Activity 12 is recommended to be subsequent to activity 08.</p> <ol style="list-style-type: none"> <li>01. The teacher asks the children to take one of the drawings that is not theirs off the wall (see activity 08 <i>Me kamav ..., Me či kamav ...</i>).</li> <li>02. The children sit in a circle, the teacher explains the task: Introduce your classmate's drawing.</li> <li>03. The teacher gives an example: She shows a drawing and says: <i>O Marko kamel maj but te khelel labda, de vov či kamel te gilabel čisar.</i></li> <li>04. One child after the other presents a picture.</li> </ol>
<b>Teaching activity 13   Sub-topic 01: <i>Hobivura thaj aktivitetura</i> – Listening comprehension: <i>I Nuna</i></b>
Duration: 30 min   Skill:    SF: I, P
Mat./Res.: Listening comprehension worksheet 07, CD-player
<ol style="list-style-type: none"> <li>01. The teacher plays the listening comprehension <i>I Nuna</i> twice, the children listen.</li> <li>02. Then the children discuss the content with the child sitting next to them.</li> <li>03. The listening comprehension is played again. The children are asked to remember a word which they do not understand.</li> <li>04. One child after the other tells the teacher their words. The teacher writes them on the blackboard and translates them.</li> <li>05. The group discusses the content of the audio together with the teacher (focus on the activities).</li> <li>06. Finally, the children listen to the dialogue once again.</li> </ol>
<b>Teaching activity 14   Sub-topic 01: <i>Hobivura thaj aktivitetura</i> – Reading comprehension: <i>I Nuna</i></b>
Duration: 20 min   Skill:     SF: I, G   ELP: p. 42, Dossier
Mat./Res.: Reading comprehension worksheet 08
<p>Note: Activity 14 is recommended to be subsequent to activity 13.</p> <ol style="list-style-type: none"> <li>01. The teacher hands out the reading comprehension <i>I Nuna</i>.</li> <li>02. The teacher asks the children to read through the text quietly once.</li> <li>03. Then, the children work in pairs and highlight the activities in the text.</li> <li>04. Once everybody has finished, each group names a word or an activity that have been highlighted. The teacher writes the words on the blackboard. Together, the words are translated.</li> <li>05. Then the text is once again read aloud together.</li> <li>06. The children add the new words to the Language Portfolio (p. 42) and add the worksheet to the Dossier.</li> </ol>
<b>Teaching activity 15   Sub-topic 01: <i>Hobivura thaj aktivitetura</i>: Language Biography</b>
Duration: 30 min   Skill:     SF: I   ELP: p. 36
Mat./Res.: Page 36 Level A1 Language Portfolio
<p>Preparation: The teacher designs page 36 Level A1 of the Language Biography according to his/her preferences.</p> <ol style="list-style-type: none"> <li>01. After completing Unit 11, the teacher hands out the self-designed checklists.</li> <li>02. The group reads one point after the other. The children draw an asterisk or similar next to the description of the tasks they can complete (I can...).</li> <li>03. The checklist is added to the Language Biography.</li> </ol>

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

<b>Lesson plan 02   Topic: <i>I Nuna</i></b>
TA-Nr.: 13   Learning objectives: Understanding the content of a story
Duration: 30 min   Skill:    SF: I, P   ELP: S. 39, Dossier
Mat./Res.: Listening comprehension worksheet 07, CD-player
<ol style="list-style-type: none"> <li>01. The teacher plays the listening comprehension <i>I Nuna</i> twice, the children listen.</li> <li>02. Then the children discuss the content with the child sitting next to them.</li> <li>03. The listening comprehension is played again. The children are asked to remember a word which they do not understand.</li> <li>04. One child after the other tells the teacher their words. The teacher writes them on the blackboard and translates them.</li> <li>05. The group discusses the content of the audio together with the teacher (focus on the activities).</li> <li>06. Finally, the children listen to the dialogue once again.</li> </ol>
TA-Nr.: 14   Learning objectives: Directed reading/recognising key vocabulary in a story
Duration: 20 min   Skill:     SF: I, P   ELP: p. 42, Dossier
Mat./Res.: Reading comprehension worksheet 08
<ol style="list-style-type: none"> <li>01. The teacher hands out the reading comprehension <i>I Nuna</i>.</li> <li>02. The teacher asks the children to read through the text quietly once.</li> <li>03. Then, the children work in pairs and highlight the activities in the text.</li> <li>04. Once everybody has finished, each group names a word or an activity that they have highlighted. The teacher writes the words on the blackboard. Together, the words are translated.</li> <li>05. Then the text is once again read aloud together.</li> <li>06. The children add the new words to the Language Portfolio (p. 42) and add the worksheet to the Dossier.</li> </ol>

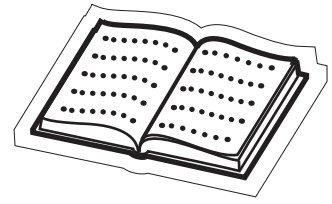
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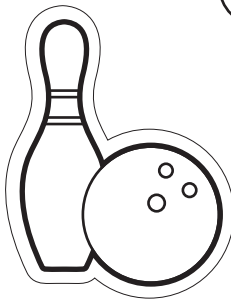
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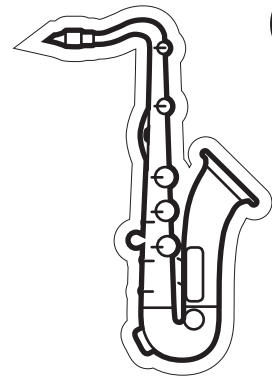
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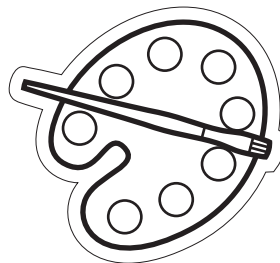
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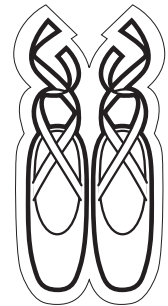
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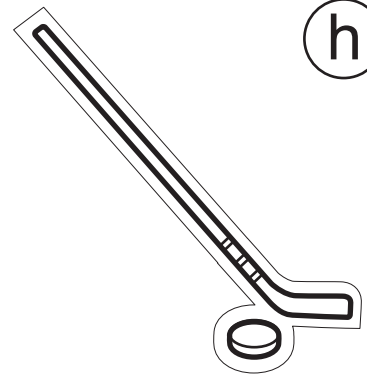
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videojatkura

k

te खेलav  
keglezij

s

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saksofono

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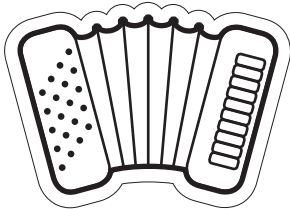
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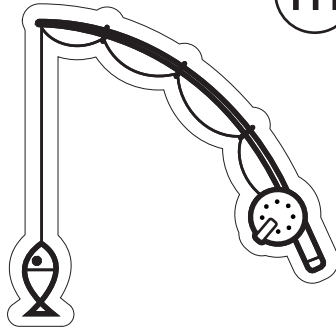
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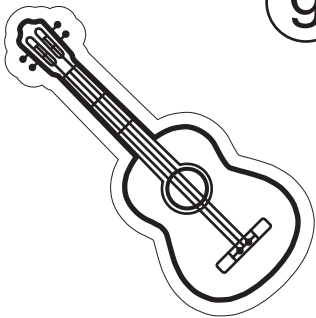
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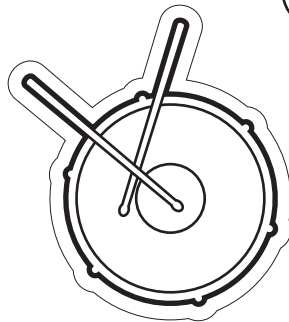
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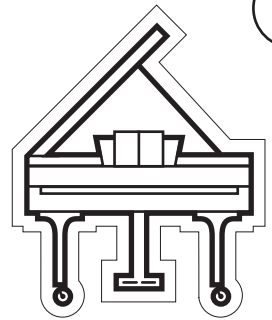
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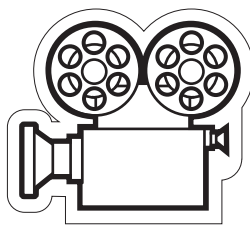
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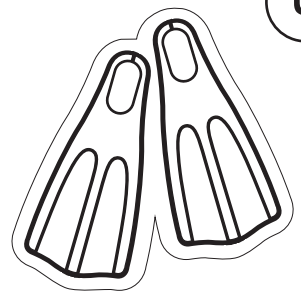
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h

te खेलav  
harmonika

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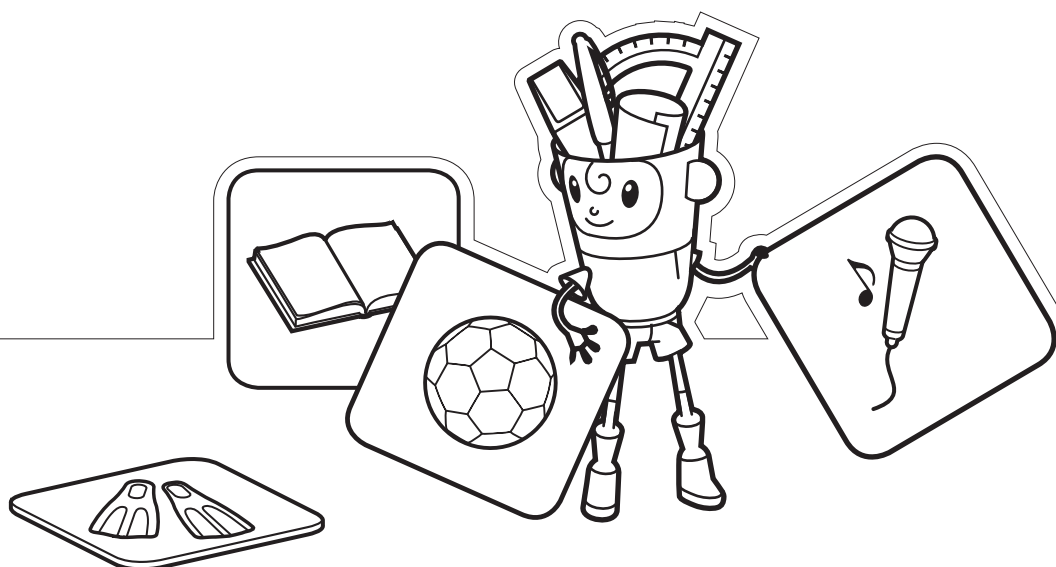
# Savoren si jek hobivo

Muro anav si **SUZI**. Me sim inja beršengi. Jokhar ando kurko žav mura klasasa ka usijmasko bazeno te usijnav. Kodo si muro maj šukar hobivo.

Muro anav si **MELISA**. Me sim oxto beršengi. Maj but kamav te gilabav. Misto kodo žav sako dujto djes mura dasa ka jek tanitovkinja, te sikhavel ma sar te gilabav inke maj šukar.

Muro anav si **JANO**. Me sim deše beršengo. Muro hobivo si te khelav labda. Sako djes žav ando parko. Kote khelav mure amalenca intrego djes labda. Arači rugindem štar golura.

Muro anav si **MORINKA**. Me sim inja beršengo. Muro hobivo si te ginavav kenjvi.



Muro anav \_\_\_\_\_

# Savoren si jek hobivo

Iskirin e vorbi kote kaj pasolin!

Muro anav si **SUZI**. Me sim inja beršengi. Jokhar ando kurko žav mura klasasa ka usijmasko bazeno te \_\_\_\_\_. Kodo si muro maj šukar hobivo.

Muro anav si **MELISA**. Me sim oxto beršengi. Maj but kamav te \_\_\_\_\_. Misto kodo žav sako dujto djes mura dasa ka jek tanitovkinja, te sikhavel ma sar te gilabav inke maj šukar.

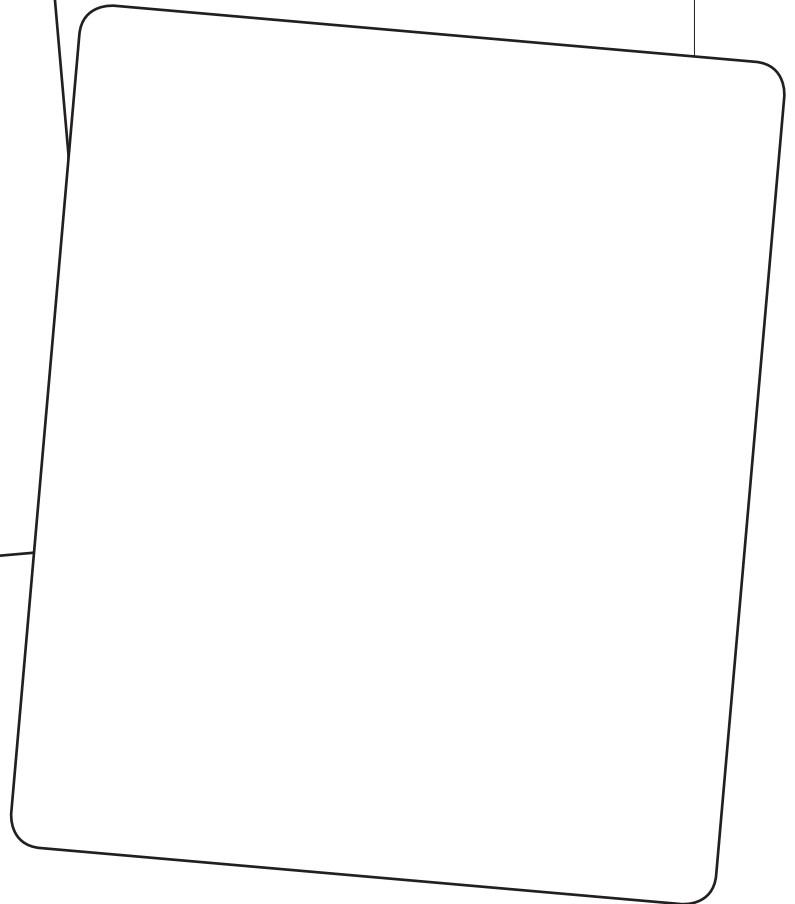
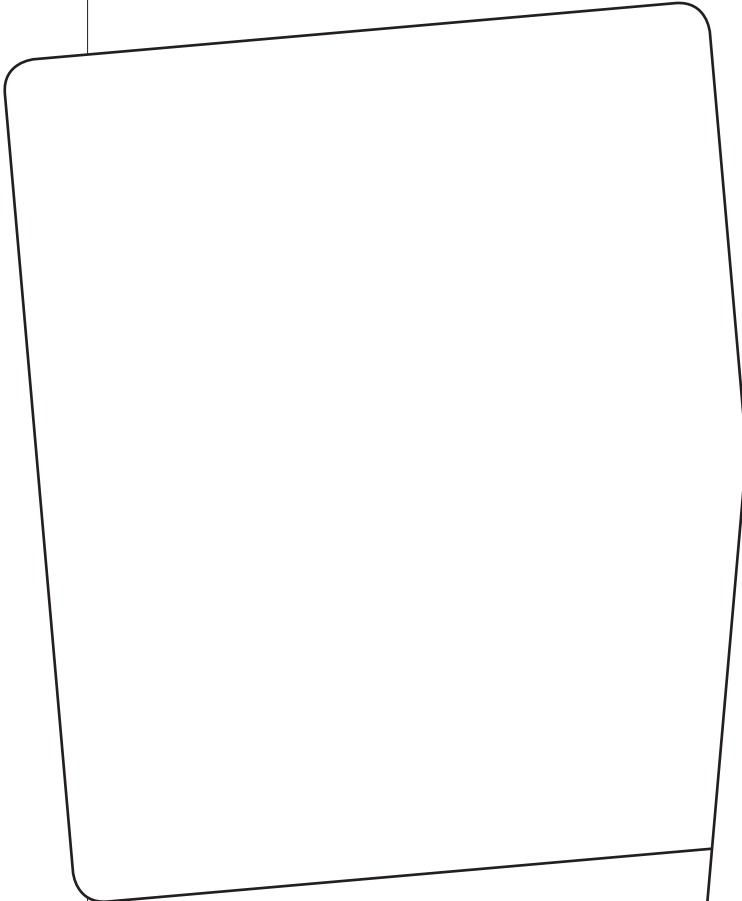
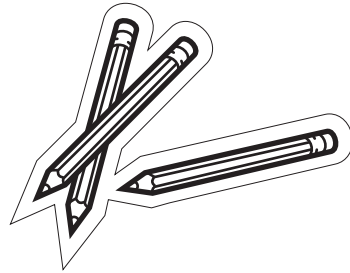
Muro anav si **JANO**. Me sim deše beršengo. Muro hobivo si te khelav \_\_\_\_\_. Sako djes žav ando parko. Kote khelav mure amalenca intrego djes labda. Arači rugindem štar golura.

Muro anav si **MORINKA**. Me sim inja beršengo. Muro hobivo si te \_\_\_\_\_ kenjvi.



Muro anav \_\_\_\_\_

# Amaro hobivo

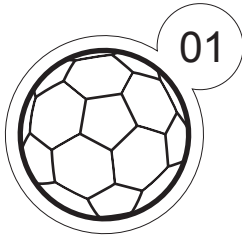


Rajzolin savo hobivo  
maj but kames!



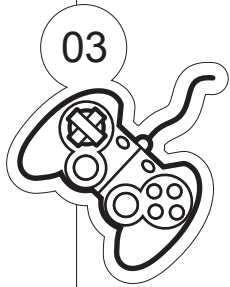
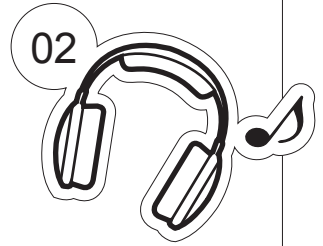
Rajzolin savo hobivo  
či kames čisar!

Muro anav \_\_\_\_\_

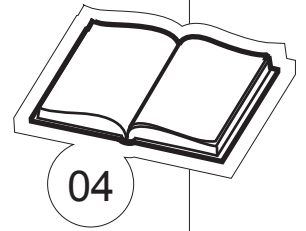


# Me kamav

Iskirin e vorbi save maladjon!



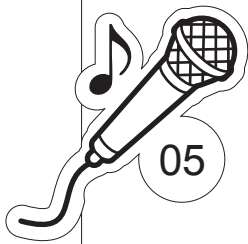
01) Me but kamav \_\_\_\_\_.



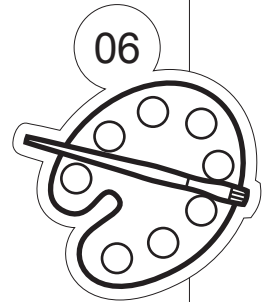
02) Me but kamav \_\_\_\_\_.

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

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



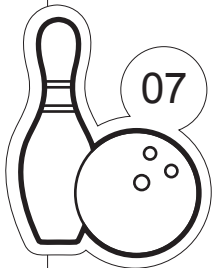
05) Me but kamav \_\_\_\_\_.



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

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

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

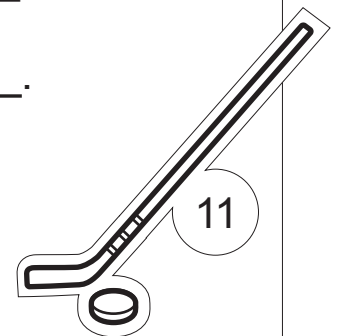
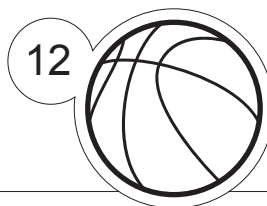
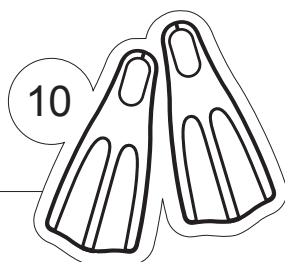
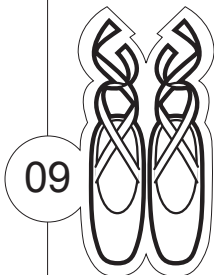
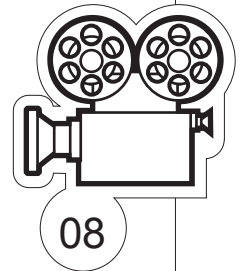


09) Me but kamav \_\_\_\_\_.

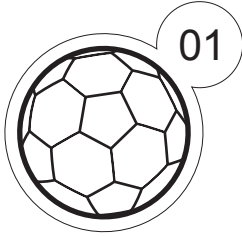
10) Me but kamav \_\_\_\_\_.

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

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

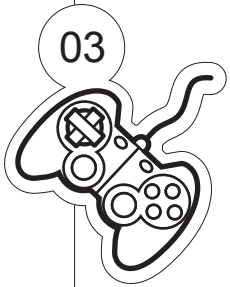
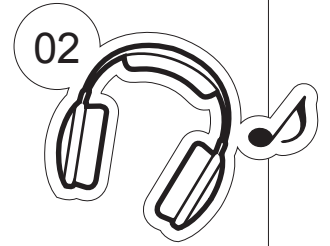


Muro anav \_\_\_\_\_



# Me či kamav

Iskirin e vorbi save maladjon!



01) Me či kamav čisar \_\_\_\_\_.

02) Me či kamav čisar \_\_\_\_\_.

03) Me či kamav čisar \_\_\_\_\_.

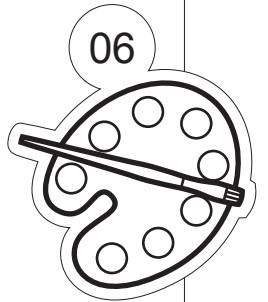


04) Me či kamav čisar \_\_\_\_\_.

05) Me či kamav čisar \_\_\_\_\_.

06) Me či kamav čisar \_\_\_\_\_.

07) Me či kamav čisar \_\_\_\_\_.



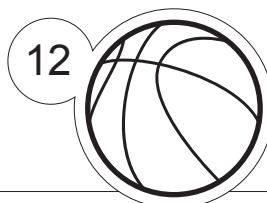
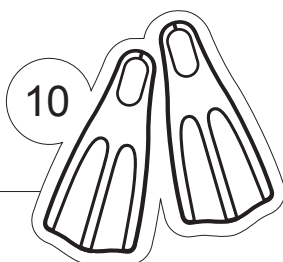
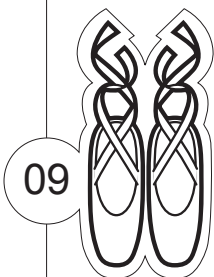
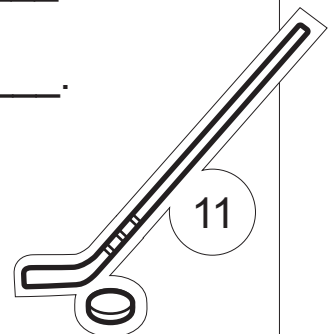
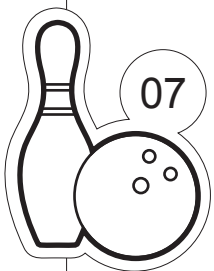
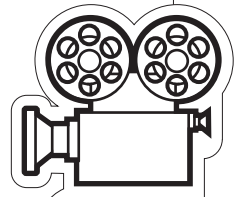
08) Me či kamav čisar \_\_\_\_\_.

09) Me či kamav čisar \_\_\_\_\_.

10) Me či kamav čisar \_\_\_\_\_.

11) Me či kamav čisar \_\_\_\_\_.

12) Me či kamav čisar \_\_\_\_\_.



# I Nuna

I Nuna žal ande trito klasa. Si la but amala. Kana von maladjon ando parko, athoska vorbin von pa kodo so kerde von o intrego kurko. I Nuna žal sako parastuji te khelel ando baleto taj sako savato žal te khelel folkloro.

Laki amalni, i Frima, but kamel te fenjkipezij aj sako tetradji žal ande mužikaki škola. Voj sićol te cirdel i hegeduva ke intrego laki familja cirdelas i hegeduva.

O Gusti khelel labda. Kana avel vo ando parko khanči aver či kamel, feri kamel te khelen leske amala lesa labda.

O Jani žal sako paraštujji pe informatika thaj vi khelel ande jek grupa o kontrabaso.

O Feri žal peske paposa te xućilen maše. Koki phenen leske leske amala. Univar bešen von majnem štar časura kote thaj či xućilen či jekhe mašes.

