



Quality Education in Romani for Europe

ROMANI TEACHING MATERIALS	
Lovara_Secondary_A2_AT_eng	
<b>Romani variety:</b>	<b>Lovara Romani</b>
<b>learner level:</b>	<b>Secondary</b>
<b>proficiency level:</b>	<b>A2</b>
<b>language versions:</b>	<b>Romani, English</b>
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<p>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.</p>	






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# Lovara\_Secondary\_A2\_AT\_eng

<b>Unit 01</b>	<b>Topic (CFR):</b> MYSELF AND MY FAMILY <b>Sub-topic 1:</b> Myself and my family <b>Sub-topic 2:</b> Myself and my friends <b>Sub-topic 3:</b> Myself and my surroundings	↓ p. 3
<b>Unit 02</b>	<b>Topic (CFR):</b> THE HOUSE/CARAVAN AND ITS ACTIVITIES <b>Sub-topic 1:</b> Myself and my activities <b>Sub-topic 2:</b> Activities at home	↓ p. 23
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<b>Unit 04</b>	<b>Topic (CFR):</b> ROMA CRAFTS AND OCCUPATIONS <b>Sub-topic 1:</b> Roma-crafts and occupations	↓ p. 59
<b>Unit 05</b>	<b>Topic (CFR):</b> FESTIVALS AND CELEBRATIONS <b>Sub-topic 1:</b> Festivals and celebrations	↓ p. 74
<b>Unit 06</b>	<b>Topic (CFR):</b> AT SCHOOL <b>Sub-topic 1:</b> At school <b>Sub-topic 2:</b> After school	↓ p. 90
<b>Unit 07</b>	<b>Topic (CFR):</b> TRANSPORT AND TRAVEL <b>Sub-topic 1:</b> Transport <b>Sub-topic 2:</b> Travel	↓ p. 105
<b>Unit 08</b>	<b>Topic (CFR):</b> FOOD AND CLOTHING <b>Sub-topic 1:</b> Groceries and dishes	↓ p. 124
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<b>Lovara_Secondary_A2_AT_eng_unit-01</b>
<b>Topic (CFR): MYSELF AND MY FAMILY</b>
<b>Sub-topic 01: Myself and my family</b> <b>Sub-topic 02: Myself and my friends</b> <b>Sub-topic 03: Myself and my surroundings</b>
<b>Connected main themes in the CFR: Hobbies and Arts, At school</b>

**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 follow basic instructions or advice by a teacher or an adult at school or schoolrelated places.</li> <li>✓ Can understand the basic facts in a conversation between two adult family members about a familiar topic.</li> <li>✓ Can follow a conversation between two other children at play.</li> <li>✓ Can basically understand an adult person blessing a child.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can use the alphabet for finding his/her name on a list at school.</li> <li>✓ Can read and understand age appropriate stories about children und their life in different surroundings (e.g. country, city, abroad).</li> <li>✓ Can read and understand very short and simple texts with common and familiar words about topics like Roma-children, fairytales and life of the Roma in family or community.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can confidently answer familiar questions about his/her name, age, number of siblings etc.</li> <li>✓ Can initiate conversations about a familiar topic (e.g. what he/she has done over the weekend)</li> <li>✓ Can confidently answer familiar questions of community- or family-members about his/her name, age, number of siblings, etc.</li> <li>✓ Can use phrases of greeting or leave-taking naturally and appropriately.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can use a number of phrases and basic sentences for talking about his/her interests, hobbies, daily routines or family life in age-appropriate manner.</li> <li>✓ Can use phrases and basic sentences to talk about his/her feelings (tired, angry, sick, etc.).</li> <li>✓ Can describe his family, everyday-life, plans (e.g. holidays), preferences and dislikes to a family- or community member by using a number of phrases and basic sentences.</li> <li>✓ Can use a number of phrases and basic sentences to describe his/her attitude towards different topics (e.g. family values, ethical or religious differences) in ageappropriate manner.</li> <li>✓ Can express feelings in family or community by using a number of phrases and basic sentences.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Can write short and simple texts about his/her family, everyday life e.g.</li> <li>✓ Can write short and simple texts about personal interests, preferences and dislikes (e.g. food, TV).</li> <li>✓ Can write short and simple, age-appropriate descriptions of important events or personal experiences (e.g. new baby in the family, journeys, celebrations, helping the parents).</li> <li>✓ Can write a short and simple letter to a family member in which he/she describes an important family event (e.g. christianing, wedding, birth of a child) in ageappropriate manner.</li> </ul>

**Working with the ELP**

Language passport: Teaching activity 06
Language biography: Teaching activity 15
Dossier: Worksheets 02–05, 08, 10, 11 Classroom Activity 02

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

Active			
<i>i šej, e šejora</i>	the girl, the girls	<i>so?</i>	what?
<i>avel</i>	to come	<i>save?</i>	which?
<i>i škola, e školi</i>	the school, the schools	<i>o datumo</i>	the date
<i>xal</i>	to eat	<i>kerdjilo, kerdjili</i>	born
<i>iskirij</i>	to write	<i>o berš, e berš(a)</i>	the year, the years
<i>i lecka, e lecki</i>	the homework, the homeworks	<i>o šon, e šon</i>	the month, the months
<i>ašol</i>	to stay	<i>o djes, e djes</i>	the day, the days
<i>phenel</i>	to say	<i>e bal (pl.)</i>	the hair
<i>i mami</i>	the grandmother	<i>i jakh, e jakha</i>	the eye, the eyes
<i>žanel, či žanel</i>	to know, to not know	<i>i adresa</i>	the address
<i>kana?</i>	when?	<i>o them, e thema</i>	the country, the countries
<i>katar?</i>	from where?	<i>i dej, e deja</i>	the mother, the mothers
<i>šukar</i>	good	<i>o dad, e dada</i>	the father, the fathers
<i>kamel</i>	to like	<i>o phral, e phral</i>	the brother, the brothers
<i>či kamel</i>	to dislike	<i>i phen, e phen(j)a</i>	the sister, the sisters
<i>sar</i>	how?	<i>adjesutno, adjesutni</i>	of today
<i>ketji?</i>	how much?	<i>i signature, e signaturi</i>	the signature, the signatures
<i>si</i>	to be	<i>o štampili, e štampilura</i>	the stamp, the stamps
Passive			
<i>o hiro, e hirura</i>	the message (SMS), the messages	<i>bokhalo, bokhali, bokhale</i>	hungry
<i>i butji, e butja</i>	the work, the works	<i>o hiril</i>	the peas
<i>amende</i>	to us	<i>kerel</i>	to do
<i>vorta</i>	right	<i>kodo</i>	the, this, that
<i>meldij</i>	to call	<i>resel</i>	to arrive
<i>palal, maj palal</i>	later	<i>kinel</i>	to buy
<i>akak, akanik</i>	now		






**Vocabulary | Sub-topic 02: Myself and my friends**

Active			
<i>muri, mi</i>	my	<i>katar?</i>	from where?
<i>i amalin, e amalina</i>	the friend, the friends	<i>o gav, e gava</i>	the village
<i>o čalado</i>	the family	<i>lako</i>	hers
<i>o strejino them</i>	foreign country	<i>o hobi</i>	the hobby
<i>o foro, e forura</i>	the city, the cities	<i>o baleto</i>	the ballet
<i>bešel</i>	to live, reside	<i>žal</i>	to go
<i>o dujto anav</i>	the last name	<i>kado</i>	the, this
Passive			
<i>nevo, nevi</i>		new	
<i>adjes</i>		today	
<i>lošal</i>		to rejoice	

**Vocabulary | Sub-topic 03: Me and my surroundings**

Active			
<i>i šejori, e šejora</i>	the girl, the girls	<i>phenel</i>	to say
<i>o šavoro, e šavora</i>	the boy, the boys	<i>variso, vareso</i>	something
<i>vorbij</i>	to speak	<i>šudel</i>	to throw away
<i>tumaro, i</i>	your	<i>o gonuj</i>	the garbage
<i>i direktorkinja, e direktorkinji</i>	the headmaster, the headmasters	<i>prastal</i>	to run
<i>si</i>	there are	<i>perel</i>	to fall
<i>tumenge</i>	for you	<i>o Beči</i>	Vienna
<i>i informacija</i>	the information	<i>angluno, angluni</i>	(the) first
<i>e informaciji</i>	the informations	<i>paša</i>	near, beside
<i>panaskodij pe</i>	to complain	<i>vi</i>	also, too
<i>i žuvli kon khosel</i>	the cleaning woman	<i>feri</i>	only
<i>e žuvlja kon khosen</i>	the cleaning women	<i>lošal, lošajlem</i>	be glad, be happy, rejoice, i was glad
<i>slobodo</i>	allowed	<i>aba</i>	but, however
<i>naj slobodo</i>	not being allowed	<i>hodj</i>	that, so that
<i>o foljošovo, e foljošovura</i>	the hallway, the hallways	<i>kingo, kingi, kinge</i>	wet
Passive			
<i>anda kodo; ke</i>	because	<i>khetane, kethane</i>	together
<i>del godji</i>	to remind	<i>mišto (Adv.)</i>	good, well, alright
<i>karingodi</i>	everywhere	<i>nadjon</i>	very
<i>inke</i>	still	<i>kado, kadi</i>	this
<i>sal</i>	(you) are	<i>inja</i>	nine
<i>drago</i>	dear	<i>sas</i>	was, were
<i>kerdjol</i>	be born, become	<i>kenjen</i>	lightly, slightly, easily
<i>o sino, e sinura</i>	the colour, the colours	<i>i bradji, e bradja</i>	the pail, bucket, the pails, buckets
<i>fontošo</i>	important	<i>azir</i>	therefore
<i>i žuvl(j)i, e žuvlja</i>	the woman, the women	<i>pe sako foljošovo</i>	in any corridor
<i>khosel</i>	to wipe	<i>čusošo</i>	slippery
<i>izenij</i>	to wish	<i>grižij</i>	take care of, look after
<i>najis</i>	Thank you!	<i>sidjarel</i>	to hurry
<i>lel aminti</i>	to pay attention, to take care	<i>Sar nakhlan?</i>	How have you been?
<i>pe, pre</i>	above, up	<i>mangel</i>	love, want, ask for
<i>del anglal, del angle</i>	to answer	<i>sigo</i>	fast
<i>o hiro, e hirura</i>	the news	<i>o them, e thema</i>	the country, the countries
<i>anda</i>	from	<i>tela deše percon</i>	in ten minutes
<i>anda ma</i>	because of me		

Grammar	
Active	Passive
Vocabulary extension Syntax, Forming clauses	Simple interrogative clauses

<b>Teaching activity 01   Sub-topic 02: Myself and my friends – Listening comprehension <i>Muri nevi amalin</i></b>
Duration: 20 min   Skill: 
Mat./Res.: Listening worksheet 01 + Audio device
<ol style="list-style-type: none"> <li>Children hear the listening comprehension <i>Muri nevi amalin</i> (worksheet 01) twice.</li> <li>Children talk about the content with the child sitting next to them.</li> <li>The listening comprehension is played again. Children are to keep one word that they don't understand in mind.</li> <li>Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them.</li> <li>Teacher and children talk about the content of the text.</li> <li>Finally they listen to the text once again.</li> </ol>
<b>Teaching activity 02   Sub-topic 02: Myself and my friends – Reading <i>Muri nevi amalin</i></b>
Duration: 30 min   Skill:    ELP: Dossier p. 43
Mat./Res.: Reading worksheet 02
<ol style="list-style-type: none"> <li>Teacher hands out the reading text <i>Muri nevi amalin</i> and tells one child to read the first section.</li> <li>Teacher and children talk about the content of the first section; Teacher writes unknown words of the text to the blackboard and translates them.</li> <li>Same procedure for the following sections, until the whole story is told and all the words which are unknown to the children are on the blackboard.</li> <li>Subsequently the children underline words that give information about both girls in the story (Focus on the words: <i>strejino them, foro, dujto anav, inja, berš, Beč, gav, hobi, baleto</i>).</li> <li>Children copy newly acquired terms to their ELP (p. 43).</li> </ol>
<b>Teaching activity 03   Sub-topic 02: Myself and my friends – Gap fill text <i>Muri nevi amalin</i></b>
Duration: 15 min   Skill:    ELP: Dossier
Mat./Res.: Gap fill text worksheet 03
<p>Note: This activity can only be done subsequently to activity 02.</p> <ol style="list-style-type: none"> <li>Children get the gap fill text <i>Muri nevi amalin</i> (worksheet 03); Teacher explains the task.</li> <li>Children are to fill out the text in 10–15 mins.</li> <li>Subsequently every child reads one sentence and repeats the word in the gap additionally once again.</li> <li>Worksheet is added to the Dossier.</li> </ol>
<b>Teaching activity 04   Sub-topic 01: Myself and my family – TV-Monolog “I present myself”</b>
Duration: 40 min   Skill:     Dossier
Mat./Res.: Cards worksheet 04, lined paper
<p>Preparation: Cutting out and laminating cards of worksheet 04.</p> <ol style="list-style-type: none"> <li>Teacher puts up the question-cards one below the other on the blackboard and hands out one lined paper to each child.</li> <li>Teacher explains the task: Write at least 5 sentences about yourself as an introduction using the questions on the blackboard. (Teacher can write one or two sentences as examples to the blackboard to help the children.)</li> <li>Subsequently the children read their sentences aloud; Teacher can check their spelling.</li> <li>Worksheet is added to the Dossier.</li> </ol>

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

Duration: 50 min | Skill: 

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

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

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

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

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

Mat./Res.: Worksheet 05

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

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

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

Duration: 15 min | Skill: 

Mat./Res.: Pictures worksheet 06






Preparation: Print and laminate pictures of worksheet 06.

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








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





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

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

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



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

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

## Muri nevi amalin

Me thaj muro čalado sam neve ande strejino them.  
Amen trajis ando foro Beči. Adjes sas muro angluno  
djes ande nevi škola.

Me bešlem paša i Frima. Lako dujto anav -i Lakatos.  
Voj si 9 beršengi haj vi voj si anda o Ungro sar vi  
me. Feri me bešav ando foro Beči aj voj bešel ando  
gav Purkersdorf.

But lošajlem kana voj phendas mange hodj vi lako  
hobi si, te žal ando baletu, ke vi me žav ando baletu.



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

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

## Muri nevi amalin

Me thaj muro čalado sam neve ande \_\_\_\_\_.

Amen trajis \_\_\_\_\_ Beči. Adjes sas muro angluno  
djes ande nevi škola. Me bešlem paša i Frima.

Lako \_\_\_\_\_ Lakatos. Voj si 9 beršengi haj vi  
voj \_\_\_\_\_ sar vi me. Feri me bešav bešav ando  
foro Beči, aj voj bešel ando \_\_\_\_\_ Purkersdorf.

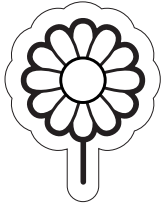
But lošajlem kana voj phendas mange kaj vi lako  
\_\_\_\_\_ si, te žal ando \_\_\_\_\_, ke vi me žav aba ando  
baleto.



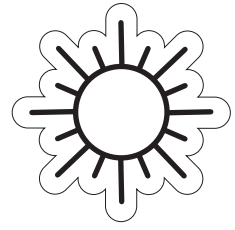
Sar-i tjo anav?  
Ketji beršengi/beršengo sal?

Katar sal?  
So-j tuke drago?

So naj tuke drago?  
Save si tjire hobija?



# Amen sam jek



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

Muro dujto anav: \_\_\_\_\_

Datumo kana kerdjilem:

berš \_\_\_\_\_ šon \_\_\_\_\_ djes \_\_\_\_\_

Mure balengo sino: \_\_\_\_\_

Mure jakhengo sino: \_\_\_\_\_

Kaj žav:

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

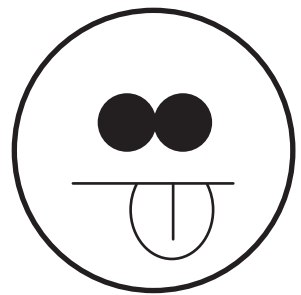
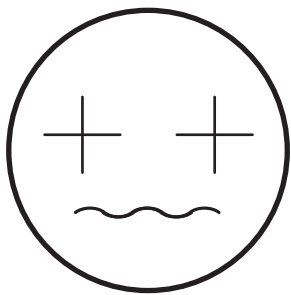
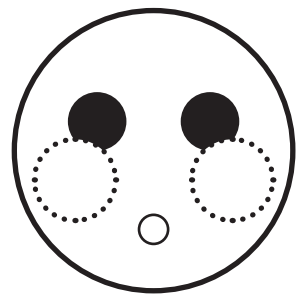
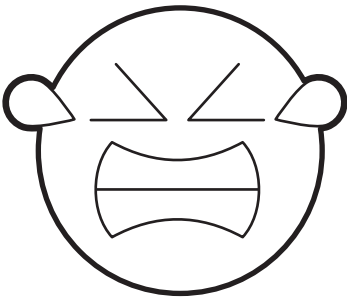
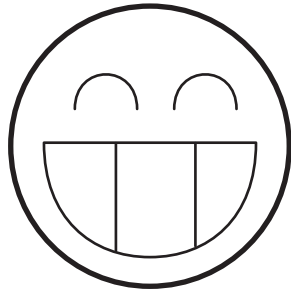
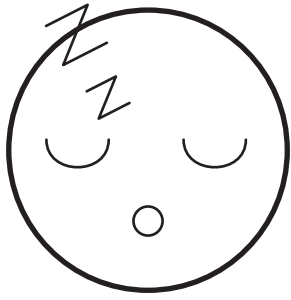
Aver žene:

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

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

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

Adjesutno datumo \_\_\_\_\_ Muri signatura \_\_\_\_\_



# I direktorkinja

Šavale thaj šejale! Katka vorbij tumari direktorkinja. Si te dav tume jek but fontošo informacija: I žuvli kon khosel amari škola panaskodindas pe, azir si te dav tumen godji, ke naj slobodo te prastan paj foljošovura, vorta kana si le kinge thaj čusoša, aba kenjen šaj peren. Haj si te phenav tumenge inke variso: Naj slobodo te šuden o gonuj karingodi! Pe sako foljošovo si tume po duj gonujenge bradja te šuden o gonuj. De akak izenij tumenge inke jek šukar školako djes. Najis tumenge!

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



# I direktorkinja

Ginav o teksto thaj de angle!

Šavale thaj šejale! Katka vorbij tumari direktorkinja. Si te dav tume jek but fontošo informacija: I žuvli kon khosel a školake sobi panaskodindas pe, azir si te dav tumen godji, ke naj slobodo te prastan paj foljošovura, vorta kana si le kinge thaj čusoša, aba kenjen šaj peren. Haj si te phenav tumenge inke variso: Naj slobodo te šuden o gonuj karingodi! Pe sako foljošovo si tume po duj gonujenge bradja te šuden o gonuj. De, akak izenij tumenge inke jek šukar školako djes. Najis tumenge!

1) Kon panaskodindas pe ka i direktorkinja?

\_\_\_\_\_

2) So naj slobodo te keren e šavora?

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

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

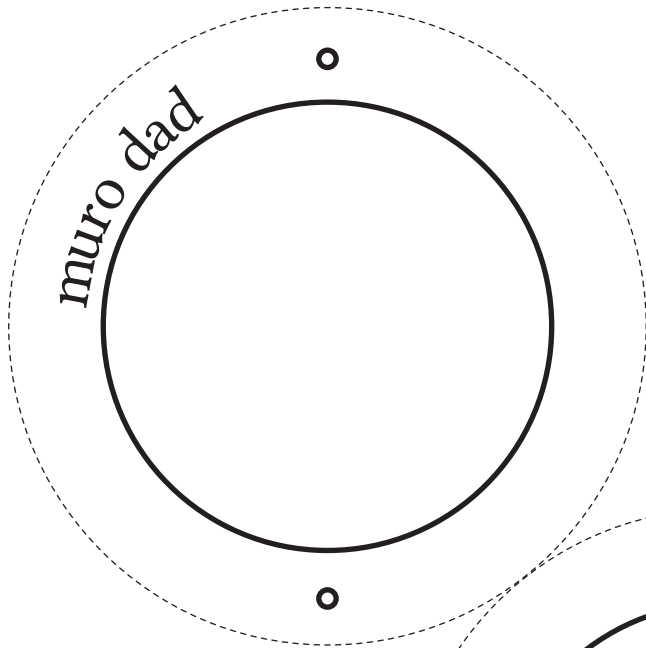
3) Soste e šavorenge naj slobodo te prastan?

\_\_\_\_\_

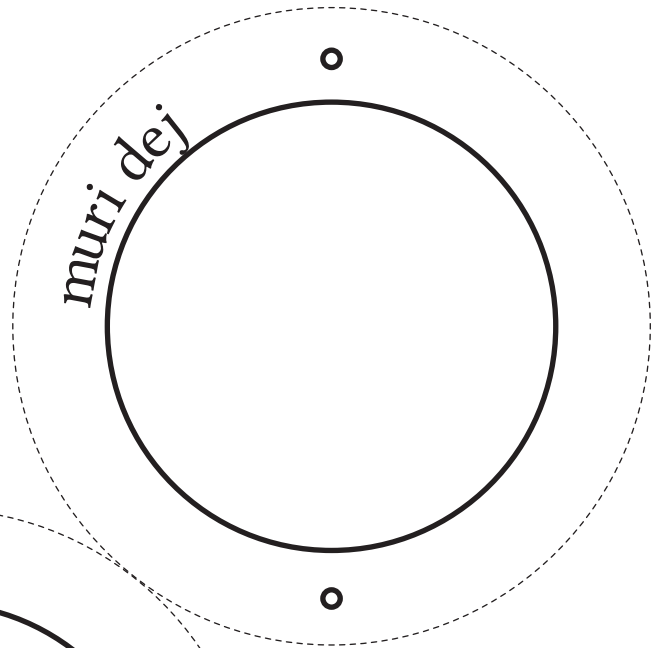


*„Katka vorbij  
tumari  
direktorkinja.“*

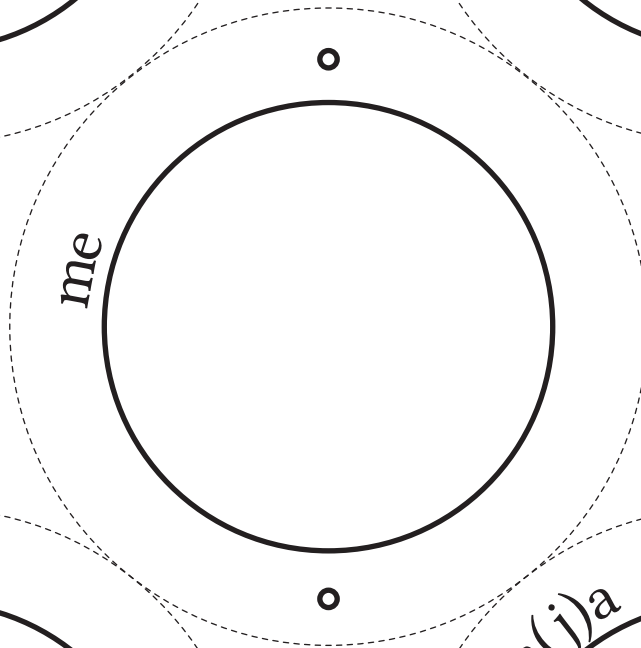
# Muro čalado



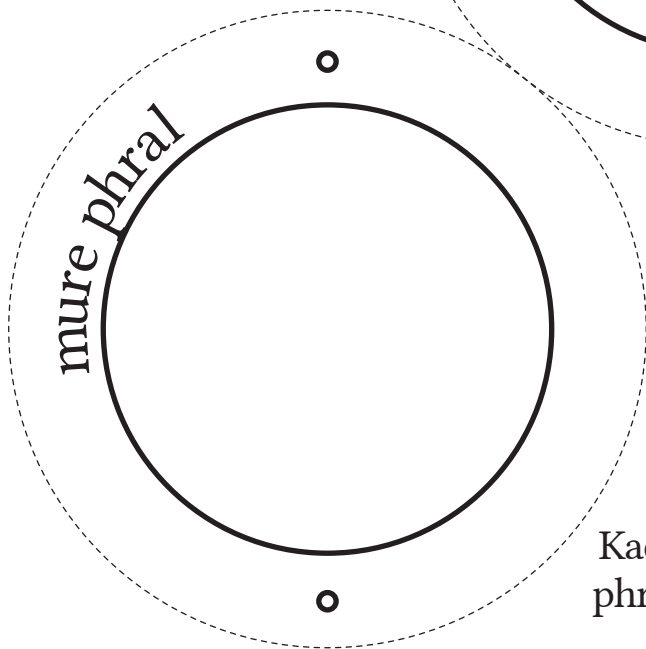
Kado si muro dad



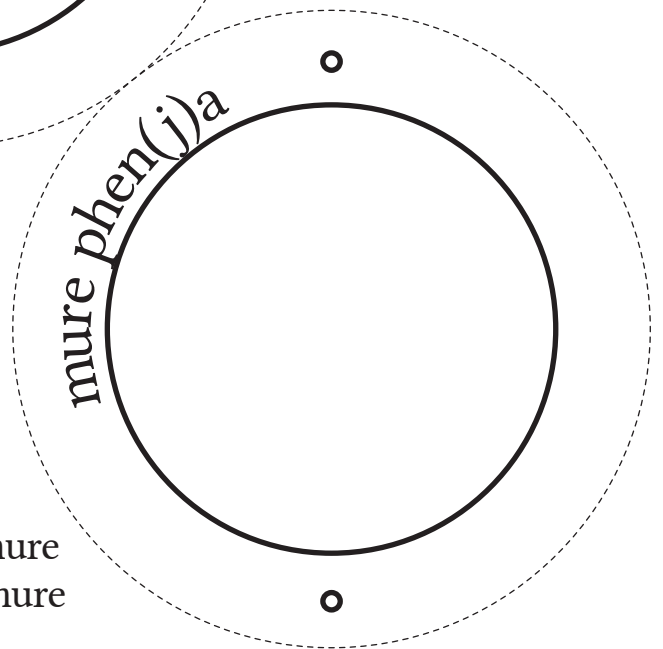
Kadi si muri dej.



Kado/  
kadi



Kadala si mure  
phral thaj mure



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

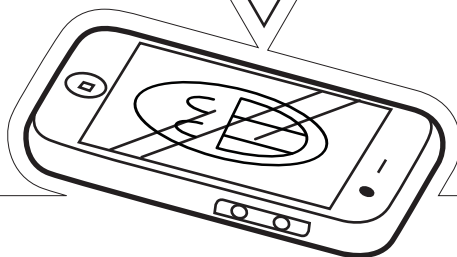
# O hiro

Ginav o hiro aj dikh so mangel tji dej!

Muri šejori,

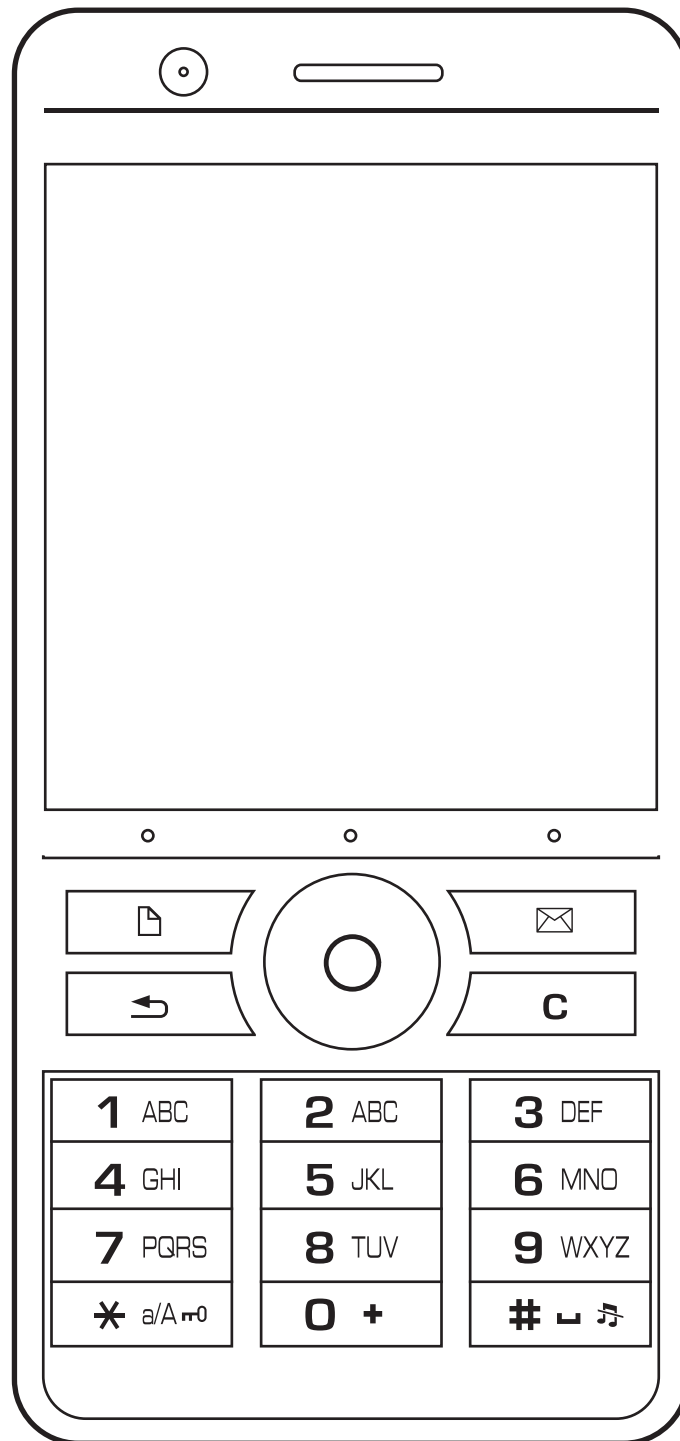
kana aves anda i škola, xa marno thaj  
iskirin tjiri lecka. Me si te ašav inke  
duj časura ande butji. Phendem tja  
mamijake te avel amende, feri či žanav  
vorta kana resel opre. Meldija ma tuke  
inke maj palal.

Le aminti pre tu, Mama!



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

# De angal po hiro



# De angal po hiro

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

## example 1:

Halo mammo,

Mišto-j, me lo mange te xav. I lecka iskirino kana avla i mami. Na grižin anda ma!

## example 2:

Halo mammo,

Me či sim bokhali/o. Šaj xas o xabe khetane kana tu avesa. I lecka iskirino a mamjasa. Na grižin, me mišto sim!

# I mami

M: Halo muri šejori! So keres?

Š: Halo mamijo! Ake akanik avilem anda i škola!

Š: Mišto nakhlem mamijo, feri nadjon bokhali sim.

Muri dej kiradas hiril, de či xal pe mange hiril.

M: De, tela deše percon reso ži tute.






Te mangesa, me kino tuke variso katar o McDonalds!

Š: Super mamijo! Tu žanes aba so me kamav!

Av-tar sigo!

M: Mištoj muri šejori, sidjarav!

<b>Lovara_Secondary_A2_AT_eng_unit-02</b>
<b>Topic (CFR): THE HOUSE/CARAVAN AND ITS ACTIVITIES</b>
<b>Sub-topic 01: Myself and my activities</b> <b>Sub-topic 02: Activities at home</b>
<b>Connected main themes in the CFR: Hobbies and Arts</b>

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

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

Active			
<i>khelel labda</i>	to play soccer	<i>usij, usindem</i>	to swim, I swam
<i>kheldem labda</i>	I played soccer	<i>khelel ando teatro</i>	to do acting
<i>khelel košarlabda</i>	to play basketball	<i>kheldem ando teatro</i>	I did acting
<i>kheldem košarlabda</i>	I played basketball	<i>gilabel, gilabadem</i>	to sing, I sang
<i>khelel videojatkura</i>	to play video-games	<i>khelel jek instrumento</i>	to play an instrument
<i>kheldem videojatkura</i>	I played video-games	<i>kheldem jek instrumento</i>	I played an instrument
<i>khelel hoki</i>	to play hockey	<i>khelel piano</i>	to play the piano
<i>kheldem hoki</i>	I played hockey	<i>kheldem piano</i>	I played the piano
<i>keglezij</i>	to go bowling	<i>khelel, phurdel saksafono</i>	to play the saxophone
<i>keglezindem</i>	I went bowling	<i>kheldem, phurdem saksafono</i>	I played the saxophone
<i>žal ando kino</i>	to go to the cinema	<i>khelel harmonika</i>	to play the accordion
<i>gelem ando kino</i>	I went to the cinema	<i>kheldem harmonika</i>	I played the accordion
<i>žal po baletu</i>	to go ballet dancing	<i>khelel dobalovo</i>	to play drums
<i>gelem po baletu</i>	I went ballet dancing	<i>kheldem dobalovo</i>	I played drums
<i>rajzolib, rajzolibdem</i>	to draw, I drew	<i>khelel gitara</i>	to play the guitar
<i>šunel, šundem</i>	to listen, I listened	<i>kheldem gitara</i>	I played the guitar
<i>i mužika</i>	the music	<i>khelel, phurdel klarineta</i>	to play the clarinet
<i>ginavel, ginadem</i>	to read, I read	<i>kheldem, phurdem klarineta</i>	I played the clarinet
<i>i kenjva, e kenjvi</i>	the book, the books		



**Vocabulary | Sub-topic 02: Activities at home**






Active			
<i>uštel, uštilas</i>	to stand up, he/she stood up	<i>kiravel</i>	to cook
<i>pel, pela</i>	to drink, he/she will drink	<i>kiravela</i>	he/she will cook
<i>del, dela</i>	to give, he/she will give	<i>palaj tehara</i>	for tomorrow
<i>kerel, kerela</i>	to do, he/she will do	<i>e šavora, e šave</i>	the children
<i>xal, xala</i>	to eat, he/she will eat	<i>ginavel, ginavela</i>	read, he/she will read
<i>žal, žala</i>	to go, he/she will go	<i>i soba, e sobi</i>	the room, the rooms
<i>a deteharinako xabe</i>	the breakfast	<i>xalavel</i>	to do the dishes
<i>kinel, kinela</i>	to buy, he/she will buy	<i>xalavela</i>	he/she will do the dishes
<i>meldij pe</i>	to call	<i>e čare (pl.)</i>	the dishes
<i>meldija pe</i>	he/she will call	<i>muri dej</i>	my mother
<i>kharel, kharela</i>	to invite, he/she will invite	<i>muro dad</i>	my father
<i>e mizmeresko xabe</i>	the lunch		







Passive			
<i>i kaveja</i>	the coffee	<i>lende</i>	with them
<i>adjes</i>	today	<i>si te, musaj</i>	must
<i>i bolta, e bolti</i>	the store	<i>o cajtungo, e cajtungura</i>	the newspaper, the newspapers
<i>Xav tjo iloro!</i>	Please! (lit. I eat your little heart!)	<i>tehara</i>	tomorrow
<i>De hat ...</i>	So then ...	<i>khanči</i>	nothing
<i>Ašta!</i>	Wait!	<i>grižij</i>	to clean, to take care of
<i>eksemiko</i>	a little	<i>mek grižin</i>	they should clean
<i>anglal</i>	first, before, previously	<i>pala</i>	after, behind
<i>o xabe</i>	the food, the meal	<i>ke</i>	because
<i>marel sirma</i>	to call	<i>feštij, feštindem</i>	to paint, I painted
<i>trubuj, trobuj</i>	to must	<i>o kipo, e kipura</i>	the picture, the pictures

Grammar
<b>Active</b>
Forming Future tense 3rd Pers. SG, Forming Perfect 1st Pers. SG, Recognizing verbs, Clause position

Teaching activity 01   Sub-topic 02: Activities at home – Listening comprehension <i>O dad a dejasa</i>
Duration: 20 min   Skill: 
Mat./Res.: Listening worksheet 01, audio device
<ol style="list-style-type: none"> <li>Children hear the listening comprehension <i>O dad a dejasa</i> (worksheet 01) twice.</li> <li>Children talk about the content with the child sitting next to them.</li> <li>The listening comprehension is played again. Children are to keep one word that they don't understand in mind.</li> <li>Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them.</li> <li>Teacher and children talk about the content of the text.</li> <li>Finally they listen to the text once again.</li> </ol>
Teaching activity 02   Sub-topic 02: Activities at home – Dialogue <i>O dad a dejasa</i> – Textual reading
Duration: 30 min   Skill:    ELP: Dossier p. 43
Mat./Res.: Dialogue worksheet 02
<p>Note: This activity can only be done subsequently to activity 01.</p> <ol style="list-style-type: none"> <li>Teacher hands out the reading text <i>O dad a dejasa</i> and asks two of the children to alternately read the dialogue.</li> <li>Teacher and children talk about the content of the text; Teacher writes unknown words of the text to the blackboard and translates them.</li> <li>Children copy newly acquired terms to their ELP (p. 43) and add the text to the Dossier.</li> </ol>

<b>Teaching activity 03   Sub-topic 02: Dialogue <i>O dad a dejasa</i> – Grammatical reading</b>
Duration: 30 min   Skill:    ELP: Dossier p. 43
Mat./Res.: Dialogue worksheet 02
<p>Note: This activity can only be done subsequently to activity 02.</p> <ol style="list-style-type: none"> <li>Children take the reading text <i>O dad a dejasa</i> out of the Dossier.</li> <li>Teacher asks the children to read the text and underline all verbs red.</li> <li>Teacher divides the blackboard in two columns and asks the children to tell him/her the words they underlined.</li> <li>Teacher writes the verbs into the second column on the blackboard.</li> <li>Now he/she asks the children to underline all words before verbs green (focus on particle <i>a</i> (=will) for future tense formation) and tell him/her these as well.</li> <li>Teacher writes them into the first column on the blackboard beside the fitting verbs and then underlines the verbs that have the particle <i>a</i>.</li> <li>Now the children can try to find a grammatical rule for these words.</li> <li>Teacher writes the rule on the blackboard: Future tense is formed with particle <i>a</i> + verb, exceptional case is 1st Pers. SG - which ends with -o.</li> <li>Children copy that from the blackboard (eventually hand out blank sheets of paper) and add it to the Dossier.</li> </ol>
<b>Teaching activity 04   Sub-topic 02: Activities at home –Recording the dialogue <i>O dad a dejasa</i></b>
Duration: 50 min   Skill: 
Mat./Res.: Dialogue worksheet 02, audio-recording device
<p>Note: This activity can only be done subsequently to activity 06.</p> <ol style="list-style-type: none"> <li>Children practice reading the dialogue <i>O dad a dejasa</i> (worksheet 02) in pairs. For that they get about 10 mins time.</li> <li>Subsequently the teacher records every couple while the other children listen or, if spatially possible, continue practicing their dialogues.</li> <li>Teacher and children listen to the recordings.</li> </ol>
<b>Teaching activity 05   Sub-topic 02: Activities at home – Gap text <i>O dad a dejasa</i></b>
Duration: 30 min   Skill:    ELP: Dossier
Mat./Res.: Gap text worksheet 03
<p>Note: This activity can only be done subsequently to activity 03.</p> <ol style="list-style-type: none"> <li>Teacher hands out the gap text <i>O dad a dejasa</i> (worksheet 03) and explains the task.</li> <li>Children are to fill out the text in 10–15 mins.</li> <li>Subsequently every child reads one sentence and repeats the word in the gap additionally once again.</li> <li>Teacher writes these words on the blackboard so the children can compare their results.</li> <li>Worksheet is added to the Dossier.</li> </ol>
<b>Teaching activity 06   Sub-topic 02: Activities at home – Lingua Puzzle <i>O dad a dejasa</i></b>
Duration: 20 min   Skill:  
Mat./Res.: Worksheet 04, envelopes
<p>Note: This activity can only be done subsequently to activity 05.</p> <p>Preparation: Print worksheet 04 and cut out one dialogue for each couple and put it into an envelope.</p> <ol style="list-style-type: none"> <li>Children form couples; every couple gets an envelope.</li> <li>They get 10 min to put the dialogue together.</li> <li>Subsequently every couple reads the dialogue they put together.</li> <li>Teacher collects the dialogues again.</li> </ol>

<b>Teaching activity 07   Sub-topic 02: Activities at home – Theater play <i>O dad a dejasa</i></b>
Duration: 50 min   Skill: 
Mat./Res.: evt. Dialogue worksheet 02, camera, evt. TV-device, costumes and requisites
<p>Note: This activity can only be done subsequently to activity 06.</p> <ol style="list-style-type: none"> <li>Children get 10 min to prepare a theater play on the topic <i>O dad a dejasa</i> in couples. (They are allowed to use the dialogue worksheet <i>O dad a dejasa</i> for their preparations.)</li> <li>Teacher provides costumes and requisites.</li> <li>Every couple plays a scene; teacher records it with a camera.</li> <li>Subsequently they watch the recordings together (to show the children’s progress several recordings can be made).</li> </ol>
<b>Teaching activity 08   Sub-topic 02: Activities at home – Questionnaire <i>O dad a dejasa</i></b>
Duration: 20 min   Skill:    ELP: Dossier
Mat./Res.: Worksheet 05
<p>Note: This activity can only be done subsequently to at least activity 01.</p> <ol style="list-style-type: none"> <li>Teacher hands out the questionnaire <i>O dad a dejasa</i> (worksheet 05).</li> <li>Children get about 5 min to answer the questions.</li> <li>Subsequently the answers are compared in group and the teacher writes down missing words on the blackboard as a check.</li> <li>Worksheet is added to the Dossier.</li> </ol>
<b>Teaching activity 09   Sub-topic 02: Activities at home – <i>So kerel i dej/o dad?</i></b>
Duration: 40 min   Skill:    ELP: Dossier
Mat./Res.: Worksheet 06, laminating-device
<p>Preparation: Laminate and cut out worksheet 06.</p> <ol style="list-style-type: none"> <li>Teacher puts the pictures on the blackboard and asks the children to tell the class about activities of their father/mother in every-day life.</li> <li>While the children talk about their parents the teacher writes the appropriate verbs either below the picture of the mother or the father.</li> <li>Children copy the verbs into their Dossier p. 43.</li> </ol>
<b>Teaching activity 10   Sub-topic 01: Me and my activities – Morning-circle <i>So kerdal irjat</i></b>
Duration: 30 min   Skill: 
Mat./Res.: Picture- and wordcards worksheet 07, laminating-device
<p>Preparation: Laminate worksheet 07 picture- and word-cards.</p> <ol style="list-style-type: none"> <li>Children sit in a circle.</li> <li>Teacher arranges the cards in the middle of the circle.</li> <li>He/She says: <i>So kerdal tu irjat?</i> and asks the children to answer one after the other.</li> <li>Children take a card that shows the activity they talk about and tell the others what they did.</li> </ol>

**Teaching activity 11 | Sub-topic 01: Me and my activities – So kerde e šave irjat?**Duration: 30 min | Skill:   | ELP: Dossier p. 43

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

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

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

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

Mat./Res.: Worksheet 09

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

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

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

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

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

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

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

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

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

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

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

**Lesson plan 01 | Sub-topic 02: *O dad a dejasa* – Textual comprehension**

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

Duration: 20 min | Skill: 

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



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

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

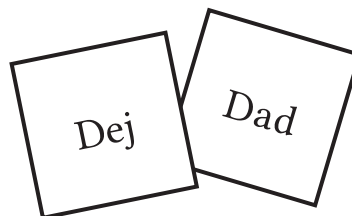
Duration: 30 min | Skill:  | ELP: Dossier p. 53

Mat./Res.: Dialogue worksheet 02

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

<b>Lesson plan 02   Sub-topic 02: Grammatical processing of a familiar text</b>
TA-Nr.: 03   Learning objectives: Answering simple questions about me and my family.
Duration: 30 min   Skill:    ELP: Dossier
Mat./Res.: Dialogue worksheet 02
<p>Note: This activity can only be done subsequently to activity 02.</p> <ol style="list-style-type: none"> <li>01. Children take the reading text <i>O dad a dejasa</i> out of the Dossier.</li> <li>02. Teacher asks the children to read the text and underline all verbs red.</li> <li>03. Teacher divides the blackboard in two columns and asks the children to tell him/her the words they underlined.</li> <li>04. Teacher writes the verbs into the second column on the blackboard.</li> <li>05. Now he/she asks the children to underline all words before verbs green (focus on particle <i>a</i> (= will) for future tense formation) and tell him/her these as well.</li> <li>06. Teacher writes them into the first column on the blackboard beside the fitting verbs and then underlines the verbs that have the particle <i>a</i>.</li> <li>07. Now the children can try to find a grammatical rule for these words.</li> <li>08. Teacher writes the rule on the blackboard: Future tense is formed with particle <i>a</i> + verb, exceptional case is 1st Pers. SG - which ends with <i>-a</i>.</li> <li>09. Children copy that from the blackboard (eventually hand out blank sheets of paper) and add it to the Dossier.</li> </ol>
TA-Nr.: 05   Learning objectives: Answering simple questions about me and my family.
Duration: 20 min   Skill:    ELP: Dossier
Mat./Res.: Gap text worksheet 03
<p>Note: This activity can only be done subsequently to activity 03.</p> <ol style="list-style-type: none"> <li>01. Teacher hands out the gap text <i>O dad a dejasa</i> (worksheet 03) and explains the task.</li> <li>02. Children are to fill out the text in 10–15 mins.</li> <li>03. Subsequently every child reads one sentence and repeats the word in the gap additionally once again.</li> <li>04. Teacher writes these words on the blackboard so the children can compare their results.</li> <li>05. Worksheet is added to the Dossier.</li> </ol>

# O Dad a dejasa



Dad: Uštilal?

Dej: Uštilem!

Dad: Kames te pes kaveja?

Dej: Šaj, ker-ta, xav tjo ilorro!

Dad: Mišto-j! Ake-ta tjiri kaveja, romnije!

De hat, so keresa adjes?

Dej: Ašta eksemiko, anglal te xas amaro xabe pala kodo žas-tar amenge ande bolta, te kinas vareso pala mizmeresko xabe.

Dad: Žanes so? Muri dej mardas sirma aj kharel ame po xabe. Te žas?

Dej: Sar te na! Žasa-tar. Či trubuj me te kiravav. De musaj pale te žas ande bolta, te kinas vareso xamaske, ke palaj tehara naj ame khanči khere!

Dad: De mišto-j! Tu ker a deteharinako xabe aj e šave mek grižin penge sobi.

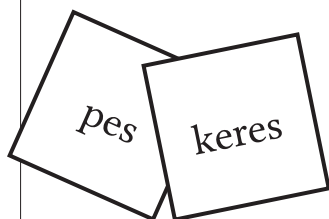
Av-tar akanik te žas!

Dej: Aj so keresa tu palal?

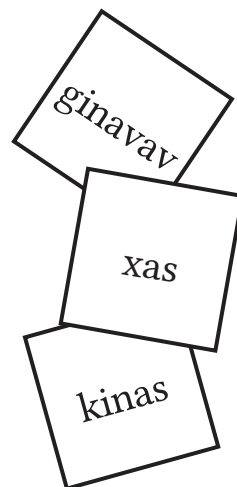
Dad: Me? Xalavo e čare pala deteharinako xabe.

De, akak aba kamav te ginavav mure cajtungura!





## O dad a dejasa



Dad: Uštilal?

Daj: Uštilem!

Dad: Kames te \_\_\_\_\_ kaveja?

Daj: Šaj, ker-ta, xav tjo ilorro!

Dad: Mišto-j! Ake-ta tjiri kaveja, romnije! De hat, so \_\_\_\_\_ adjes?

Daj: Ašta eksemiko anglal te \_\_\_\_\_ amaro xabe, pala

kodo žas-tar amenge ande bolta te \_\_\_\_\_ vareso pala

mizmeresko xabe!

Dad: Žanes so? Muri dej mardas sirma aj kharel ame po xabe.

Te \_\_\_\_\_?

Daj: Sar te na! Žasa-tar! Či trubuj me te \_\_\_\_\_!

De musaj pale te žas ande bolta, te kinas vareso xamaske, ke palaj tehara naj ame khanči khere .

Dad: De mišto-j! Tu ker a deteharinako xabe aj e šave mek \_\_\_ penge sobi. Av-tar akanik te žas!

Daj: Aj so \_\_\_\_\_ tu palal?

Dad: Me \_\_\_\_\_ e čare pala deteharinako xabe.

De, akak aba kamav te \_\_\_\_\_ mure cajtungura!





# O dad a dejasa

Dad: Uštilal?

Daj: Uštilem!

Dad: Kames te pes kaveja?

Daj: Šaj, ker-ta, xav tjo ilorro!

Dad: Mišto-j! Ake-ta tjiri kaveja, romnije!  
De hat, so keresa adjes?

Daj: Ašta eksemiko, anglal te xas amaro xabe, pala kodo žas-tar  
amenge ande bolta, te kinas vareso pala mizmeresko xabe!

Dad: Žanes so? Muri dej mardas sirma aj kharel ame po xabe.  
Te žas?

Daj: Sar te na! Žasa-tar! Či trubuj me te kiravav. De musaj pale te  
žas ande bolta, te kinas vareso xamaske, ke palaj tehara naj  
ame khanči khere.

Dad: De mišto-j! Tu ker a deteharinako xabe aj e šave mek grižin  
penge sobi. Av-tar akanik te žas!

Daj: Aj so keresa tu palal?

Dad: Me? Xalavo e čare pala xabe. De, akak aba kamav  
te ginavav mure cajtungura.

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

# O dad a dejasa

Des tu godji?

Kon kerdas i kaveja?

I kafeja kerdas \_\_\_\_\_

Kon trubuj te kerel a deteharinako xabe?

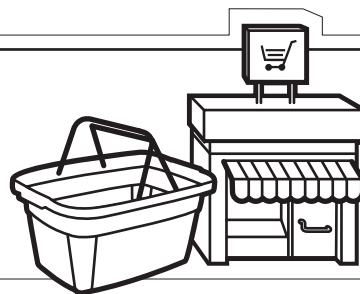
A deteharinako xabe trubuj te kerel \_\_\_\_\_.

Kon trubuj te grižij e šavenge sobi?

E šavorenge sobi trubuj te grižin \_\_\_\_\_.

Kon kamel te ginavel e cajtungura?

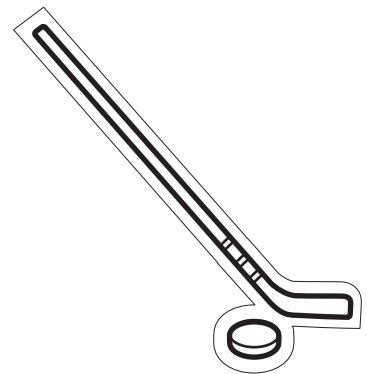
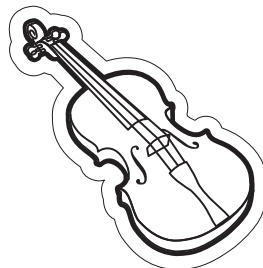
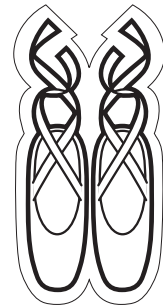
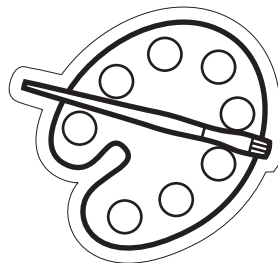
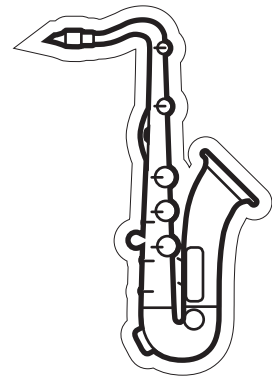
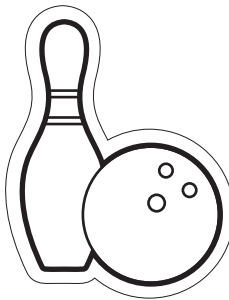
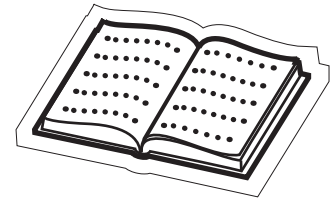
E cajtungura kamel te ginavel \_\_\_\_\_.



*„De musaj pale te  
žas ande bolta, te kinas  
vareso xamaske.“*

Muri dej

Muro dad



te khelav  
labda

te šunav  
mužika

te ginavav  
kenjvi

te khelav  
videojatikura

te khelav  
keglezij

te khelav  
saksofono

te  
gilabav

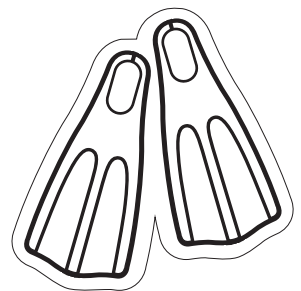
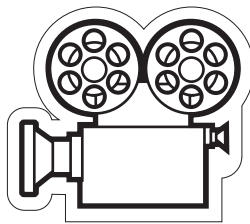
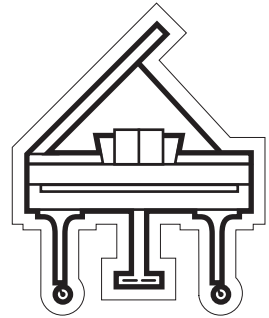
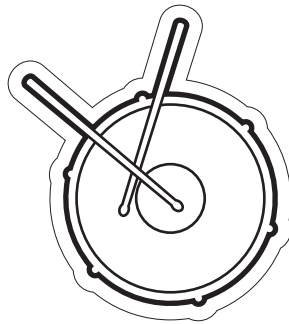
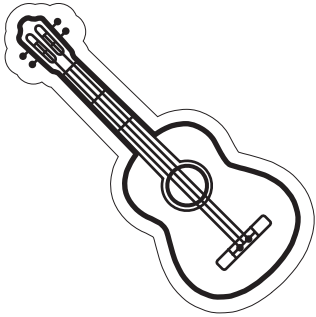
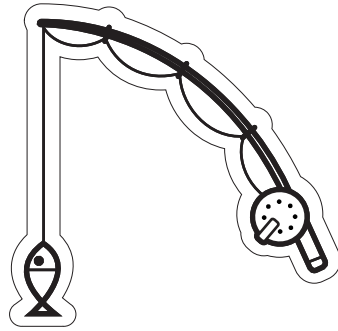
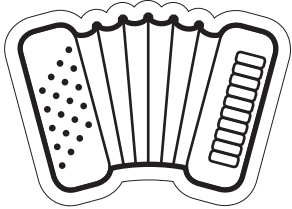
te  
rajzolinav

te žav po  
baleto

te khelav  
klarineta

te bašalav  
violina

te khelav  
hoki



te khelav  
harmonika

džala palo  
mače

te khelav  
ando teatro

te khelav  
gitara

te khelav  
dabolovo

te khelav  
piano

te khelav  
košarlabda

te žav ando  
kino

te  
usij

## So kerde e šave irjat?

Janko

„Me kheldem labda po parko.“

Mirko

„Me kheldem košarlabda mure dadesa.“

Suzi

„Me keglezindem mura familjasa.“

Demo

„Me feštindem duj kipura.“

Marijo

„Me kheldem videojatikura mure phralesa.“

Kavin

„Me šundem romani mužika.“

Anita

Me gelem po baleto mura dejasa.“

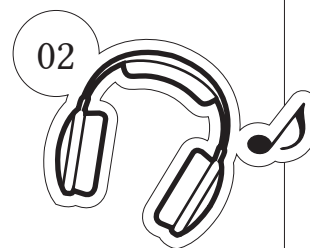
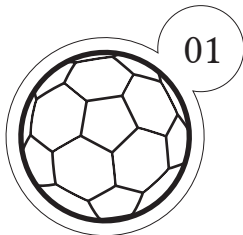
Zorika

„Me ginadem jek kenjva.“

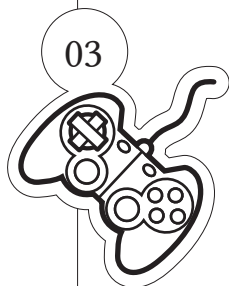
Sofia

„Me gelem ando kino mura amalinasa.“

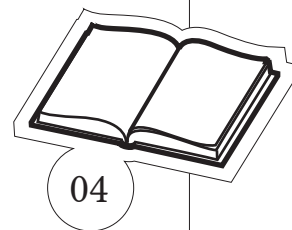




# So kerdal irjat?

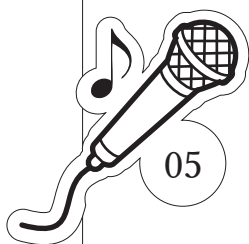


01) Me kheldem labda irjat.



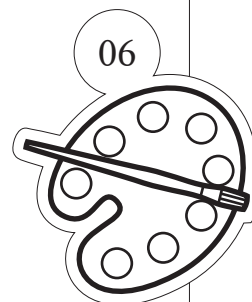
02) Me kheldem \_\_\_\_\_.

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



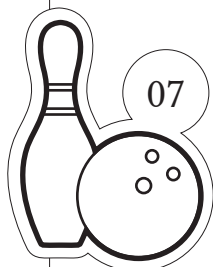
04) \_\_\_\_\_.

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



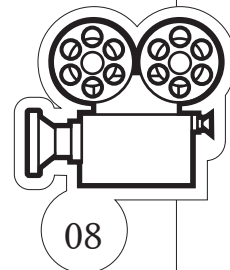
06) \_\_\_\_\_.

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



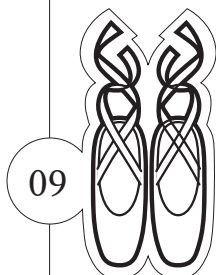
08) \_\_\_\_\_.

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

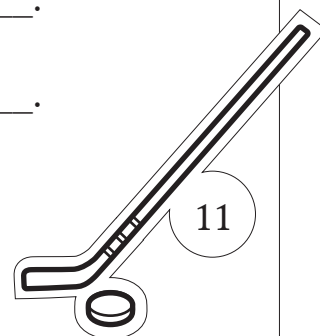
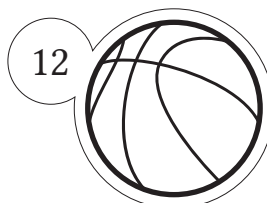
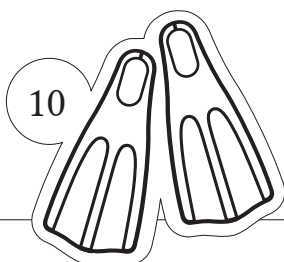


10) \_\_\_\_\_.






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



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



<b>Lovara_Secondary_A2_AT_eng_unit-03</b>
<b>Topic (CFR): MY COMMUNITY</b>
<b>Sub-topic 01: Public places and buildings</b> <b>Sub-topic 02: My surroundings</b>

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




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





Active			
<i>i biblioteka</i>	the library	<i>lendar</i>	by them
<i>i adresa; o cimo</i>	the address	<i>o rajzo, e rajzura</i>	the drawings
<i>o anav, e anava</i>	the name	<i>puterdo, puterdi, puterde</i>	open
<i>I tanitovkinja</i>	the teacher	<i>savo?, savi?</i>	which?
<i>i škola, e školi</i>	the school	<i>kacij, akacij</i>	to hang up
<i>i klasa, e klasi</i>	the class	<i>ketji?</i>	how much?
<i>o šavoro, e šavora</i>	the child, the children	<i>o manuš, e manuš(a)</i>	the person, the persons
<i>i paramičá, e paramiči</i>	the story, the fairytale	<i>sas</i>	was
<i>dikhel</i>	to see, to look	<i>o, i maj šukar</i>	the best
<i>ginavel</i>	to read	<i>ka, kaj</i>	in, into, to, on
<i>del pe godji</i>	to remember	<i>o muzejumo, e muzejumura</i>	the gallery, the galleries
<i>o maj fontošo</i>	the most important thing	<i>angluni var</i>	the first
<i>i butji, e butja</i>	the thing, the things,	<i>tjo, tji</i>	your, yours
<i>i butji, e butja</i>	the work, the works	<i>o, i maj šukar</i>	the most beautiful
<i>i matematika</i>	the mathematics	<i>o than</i>	the place
<i>samolij</i>	to calculate	<i>kote, kothe</i>	there
<i>o tanulo, i tanulovkinja</i>	the pupil, the pupils	<i>si</i>	there is
<i>rajzolib</i>	to draw	<i>naj</i>	there isn't
<i>mindig</i>	always	<i>o plakato, e plakatura</i>	the poster, the posters





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







Active			
<i>o hirešo manuš</i>	the famous person	<i>i hodina</i>	the vacation, holiday
<i>e hireša manuš(a)</i>	the famous persons	<i>i ordinacija</i>	the doctor's office
<i>o idolo</i>	the idol	<i>phanli/-o</i>	closed
<i>Ketji beršengo, beršengi sal?</i>	How old are you?	<i>lake</i>	her, their
<i>Ketji beršengo-j, beršengi-j?</i>	How old is he, she?	<i>zamenini</i>	to substitute
<i>sar?</i>	how?	<i>o telefoni</i>	the telephone
<i>so?</i>	what?	<i>o januari</i>	the january
<i>katar?</i>	where from?	<i>pale</i>	again
<i>sostar?</i>	why?	<i>čerela buti</i>	to work
<i>i informacija</i>	the information	<i>sar stalno</i>	as usual
<i>e informaciji</i>	the informations	<i>o tolongaši</i>	again
<i>katar ... ži ka(j) ...</i>	from ... to ...	<i>sako</i>	each
<i>i luja</i>	the monday	<i>o falo, e falura</i>	the wall, the walls
<i>i paraštuji</i>	the friday	<i>opre</i>	above, up
<i>de</i>	but	<i>sitjol</i>	to learn




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

Teaching activity 01   Sub-topic 01: Public places and buildings – Listening comprehension <i>I tanitovkinja</i>
Duration: 20 min   Skill:    ELP: p. 53
Mat./Res.: Listening worksheet 02, audio-device
01. Children hear the listening comprehension <i>I tanitovkinja</i> (worksheet 02) twice. 02. Children talk about the content with the child sitting next to them. 03. The listening comprehension is played again. Children are to keep one word that they don't understand in mind. 04. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them. 05. Teacher and children talk about the content of the text and children copy the new vocabulary to their language portfolio p. 53. 06. Finally they listen to the text once again.
Teaching activity 02   Sub-topic 01: Public places and buildings – Reading text <i>I tanitovkinja</i>
Duration: 20 min   Skill:    ELP: Dossier
Mat./Res.: Reading worksheet 03
01. Children sit in a circle. 02. Teacher hands out the reading text <i>I tanitovkinja</i> (worksheet 03) and asks one child to read the first section to the others. 03. They discuss the gist of the first section. 04. Teacher asks another child to read the second section. 05. They discuss the gist of the second section, etc. 06. Worksheet is added to the Dossier.
Teaching activity 03   Sub-topic 01: Public places and buildings – Questionnaire <i>I tanitovkinja</i>
Duration: 30 min   Skill:    ELP: Dossier
Mat./Res.: Questionnaire worksheet 04
Note: This activity can only be done subsequently to activity 01 or 02. 01. Teacher hands out worksheet 04 Questionnaire <i>I tanitovkinja</i> . 02. Children get about 5 min to answer the questions together with the child sitting next to them. 03. Subsequently the answers are compared and the teacher writes the correct sentences on the blackboard as a check. 04. Worksheet is added to the Dossier.

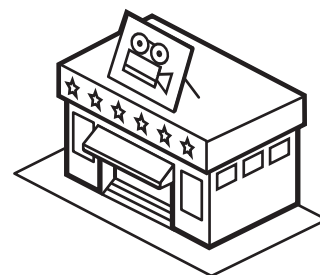
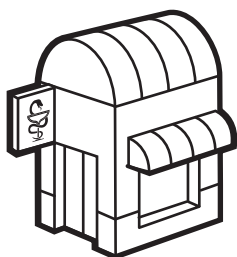
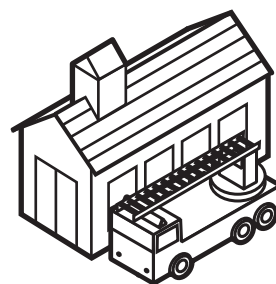
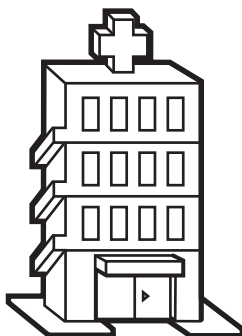
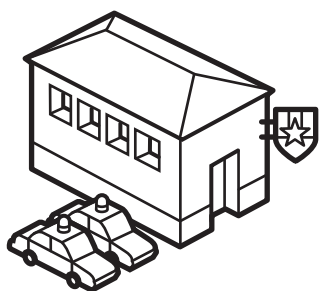
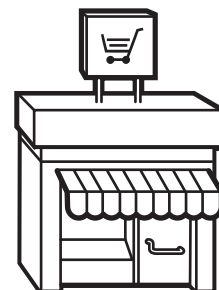
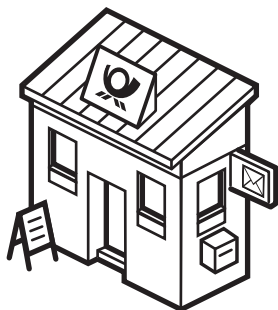
<b>Teaching activity 04   Sub-topic 01: Public places and buildings – Puzzle <i>I tanitovkinja</i></b>
Duration: 30 min   Skill: 
Mat./Res.: Puzzle-Text worksheet 05
<p>Note: This activity can only be done subsequently to activity 03. Preparation: Print worksheet 05 and for each couple cut up the text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

<b>Teaching activity 08   Sub-topic 02: My surroundings – Presentation <i>Hireša manuš(a) /Mure idolura</i></b>
Duration: 20 min   Skill: 
Note: This activity can only be done subsequently to activity 07. 01. The group inspects the posters the groups have made before. 02. Teacher asks every group to talk about their poster (at least three sentences; Why did we choose this person? What does he/she do?, What made him/her famous?)
<b>Teaching activity 09   Sub-topic 02: My surroundings – <i>Hireša manuš(a)</i></b>
Duration: 40 min   Skill:    ELP: Dossier
Mat./Res.: Worksheet 06
01. Teacher hands out worksheet 06 <i>Hireša manuš(a)</i> . 02. The group reads through the task and the questions together. 03. Subsequently the children write at least three sentences about a famous person of their own choice. 04. Then every child reads his sentences to the class. 05. Worksheet is added to the Dossier.
<b>Teaching activity 10   Sub-topic 02: My surroundings – Game “Who am I?”</b>
Duration: 30 min   Skill: 
01. Teacher asks one child to leave the classroom. 02. In the meantime the rest of the class chooses one famous person. Teacher writes the name of this person onto a post-it. 03. The child waiting outside is asked into the classroom again. 04. Teacher sticks the post-it onto the child’s forehead, so that the child can’t see what’s written on it. 05. The child asks the other children questions that can only be answered with “yes” or “no” about himself/herself in order to find out who he/she is (e.g. “Am I a man?”, “Am I a singer?”, “Am I old, young, big, slim, blonde, etc.?”, “Do I sing pop, jazz, classical music, etc.?”, “Am I an actor?”). 06. The group only answers with “yes” or “no”. 07. When the child has found out who he/she is, he/she can choose somebody else to leave the classroom and the game starts again.
<b>Teaching activity 11   Sub-topic 02: My surroundings – Reading text <i>Dr. Šerifi</i></b>
Duration: 20 min   Skill:    ELP: Dossier
Mat./Res.: Reading worksheet 07
01. Teacher hands out the reading text <i>Dr. Šerifi</i> (worksheet 07) and asks the children to read the text quietly once. 02. Subsequently the text is read loudly section after section and its content is discussed by children and teacher. 03. Teacher writes new vocabulary onto the blackboard. 04. Worksheet is added to the Dossier.

<b>Teaching activity 12   Sub-topic 01: Public places and buildings – Visiting the gallery or library</b>
Duration: about 4 hrs.   Skill:     ELP: Dossier
Mat./Res.: Worksheet 08 or worksheet 09
<ol style="list-style-type: none"> <li>01. The group makes a trip to a nearby gallery or library.</li> <li>02. Teacher hands out worksheet 08 or worksheet 09, depending on the location, and asks the children to listen closely at the guided tour, because after it they have to answer questions about it (ideally the tour would be in Romani; if not possible it would be held in the local language and the questions would be answered in Romani).</li> <li>03. After the tour the children form groups of three and try to answer their questions, asking people in the building to help them if necessary.</li> <li>04. After that the group meets again and discusses their answers.</li> <li>05. Worksheet is added to the Dossier.</li> </ol>
<b>Teaching activity 13   Sub-topic 01: Public places and buildings – Short story <i>Ando muzejumo</i> or <i>Ande biblioteka</i></b>
Duration: 30 min   Skill:    ELP: Dossier
<p>Note: This activity can only be done subsequently to activity 12.</p> <ol style="list-style-type: none"> <li>01. The task for the children is to write at least five sentences on the topic <i>Ando muzejumo</i> or <i>Ande biblioteka</i>.</li> <li>02. Teacher can write various questions on the blackboard that might help (When have you been there?, Who was with you?, What did you do there? Etc.).</li> <li>03. Children read their short stories to the class and add them to the Dossier.</li> </ol>
<b>Teaching activity 14   Sub-topic 02: My surroundings – <i>Muro maj drago than</i></b>
Duration: 50 min   Skill: 
Mat./Res.: Worksheet 10
<ol style="list-style-type: none"> <li>01. Teacher hands out worksheet 10 <i>Muro maj drago than</i>.</li> <li>02. Teacher asks one child to read the task and together the group discusses it.</li> <li>03. Children fill out the worksheet and return it to the teacher for correction.</li> <li>04. Teacher corrects the sentences and subsequently the sheets are presented somewhere in the classroom.</li> </ol>
<b>Teaching activity 15   Sub-topic 01, 02: Language-Portfolio</b>
Duration: 10 min   Skill:     ELP: p. 26, 27
Mat./Res.: Language-portfolio p. 26, 27/Level A2
<p>Preparation: Teacher structures the checklist in the language-biography (p. 26, 27/Level A2) as he/she prefers.</p> <ol style="list-style-type: none"> <li>05. After finishing unit 03 the teacher hands out his/her checklists.</li> <li>06. Teacher and children discuss the list point by point. Children draw a star or anything similar beside a point if they meet the requirements of it (“I can ...”).</li> <li>07. The checklists are added to the ELP (“Language biography”).</li> </ol>

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





i pošta

i kinder-  
garten

i bolta

o renderšego

i špita

o tizolto-  
šago

i patika

i škola

o kino

# I tanitovkinja

Muro anav-i Rupa. Me kerav butji ande škola sar tanitovkinja. Ande muri klasa si 23 šavora. Sako djes ginavav lenge po jek paramiča thaj dikhav sar birin von te den pe godji paj maj fontoša butja.

Sako djes si ame vi matematika. Akak sitjuvas te ginas „minus“. De, mure tanulovura maj but kamen te rajzolin aj mindig kapij lendar nadjon šukar rajzura. Sa lenge rajzura kacindem ande klasa opre po falo.





# I tanitovkinja

Des tu godi?

Kaj kerel i Rupa butji?

---

Ketji šavora si ande laki klasa?

---

So keren sako djes?

---

So sitjon akanik?

---

So kamen e šavora maj but te keren?

# I tanitovkinja

Muro anav-i Rupa.

Me kerav butji ande škola sar tanitovkinja.

Ande muri klasa si 23 šavora.

Sako djes ginavav lenge po jek paramiča thaj dikhav,

sar birin von te den pe godji paj maj fontoša butja.

Sako djes si ame vi matematika.

Akana sitjuvas te ginas „minus“.

De, mure tanulovura maj but kamen te rajzolin aj mindig kapij lendar nadjon šukar rajzura.

Sa lenge rajzura kacindem ande klasa opre po falo.

# Hireša manuša

Ketji var biris te des anglal ekhe mondatosa?

Sar bušol tjo idolo?

Ketji beršengo lo?

Ketji beršengi li?

So kerel tjo idolo?

Katar- i tjo idolo?

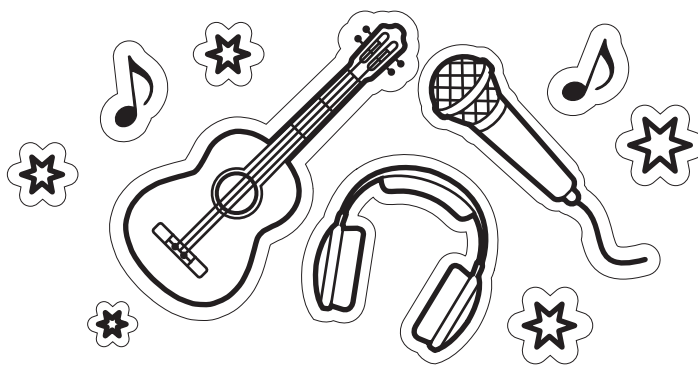
Sostar-i tuke drago?

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

INFORMACIJA

Gsp. Dr. Katharina Šerifi

Tel: 01/11 33 456

Katar i

luja, 13. januari 2012 ži ka

paraštuji, 17. januari 2012

sim pe hodina aj i ordinacija avla phandadi.

Pe kadi vrama paruvela ma o

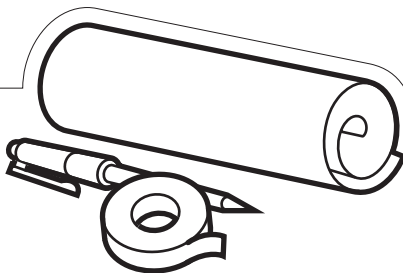
Dr. Aladar Bihari. Lesko telefono si:

01/48 28 335

Katar i luja, 20. januari 2012

avla muri ordinacija pale puterdi.

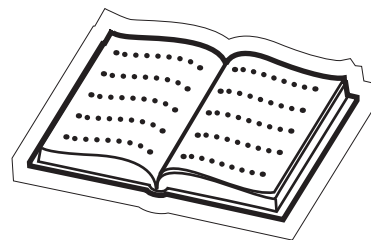
Dr. Šerifi



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

# Ande biblioteka

Šaj des anglal?



Savi adresa-i a bibliotekaki?

---

Kana purterdjilas angluni var i biblioteka?

---

Ketji manuša keren butji ande biblioteka?

---

So sas tuke maj šukar ande biblioteka?

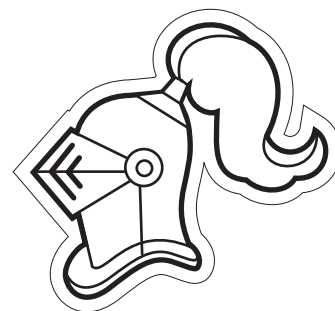
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Muro anav \_\_\_\_\_

# Ando muzejum

Šaj des anglal?



Savi adresa-i e muzejumoski?

---

Kana purterdjilas angluni var o muzejumo?

---

Ketji manuša keren ando muzejumo butji?

---

So sas tuke maj drago ando muzejumo?

---



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

# Muro maj drago than

1) Rajzolin tjiro maj drago than!

2) Iskirin legalab 4 mondataura paj tema „Muro maj drago than“

(Sostar si mange drago, so kerav kote, so-j kote, so naj, ...)!






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<b>Lovara_Secondary_A2_AT_eng_unit-04</b>
<b>Topic (CFR): ROMA-CRAFTS AND OCCUPATIONS</b>
<b>Sub-topic 01: Roma-Crafts and occupations</b>

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

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

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

Active			
<i>o Kelderaši, i Kelderaškinja, e Kelderaša</i>		the tinker, the tinker (f), the tinkers	
<i>o kovači, i kovačkinja, e kovača</i>		the blacksmith, the blacksmith (f), the blacksmiths	
<i>o mužikaši, i mužikaškinja, e mužikaša</i>		the musician, the musician (f), the musicians	
<i>o šusteri, i šusterkinja, e šustera</i>		the shoemaker, the shoemaker (f), the shoemakers	
<i>o drabarno, i drabarni, e drabarne</i>		the fortuneteller, the fortuneteller (f), the fortunetellers	
<i>o košaroši, košaroškinja, e košaroša</i>		the basket maker, the basket maker (f), the basket makers	
<i>o teglajigetevo, i teglajigetevkinja, e teglajigetevura</i>		the brickmaker, the brickmaker (f), the brickmakers	
<i>o kereške devo, i kereške devkinja, e kereške devura</i>		the merchant, the merchant (f), the merchants	
<i>e grastengo kereške devo, e grastengi kereške vkinja, e grastenge kereške devura</i>		the horse dealer, the horse dealer (f), the horse dealers	
<i>o gilabaitori, i gilabaitorkinja, e gilabaitora</i>		the singer, the singer (f), the singers	
<i>khelitori, khelitorka, khelitora</i>		the dancer, the dancer (f), the dancers	
<i>e luludjengo kereške devo, e luludjengi kereške vkinja, e luludjenge kereške devura</i>		the flower seller, the flower seller (f), the flower sellers	
<i>o manuš kon kucij e šura, e manušni kon kucij e šura, e manuša kon kucin e šura</i>		the knife sharpener, the knife sharpener (f), the knife sharpeners	
<i>o sumnakajari, i sumnakajarkinja, e sumnakajara</i>		the goldsmith, the goldsmith (f), the goldsmiths	
<i>so?</i>	<i>what?</i>	<i>jek</i>	<i>one</i>
<i>kerel</i>	<i>to do, to work</i>	<i>but</i>	<i>many, several</i>
<i>vov-i, voj-i, von-i</i>	<i>he/she is, they are</i>	<i>khelel</i>	<i>to play (music)</i>
<i>trubuj</i>	<i>to need</i>	<i>biknel</i>	<i>to sell, to deal</i>
<i>lenge</i>	<i>them, for them</i>	<i>o colo, e colura</i>	<i>the carpet, the carpets</i>
<i>i butji; palaj butji</i>	<i>the work; for the work</i>	<i>o gras(t), e gras(t)</i>	<i>the horse, the horses</i>
<i>i gereblija, e gerebliji</i>	<i>the hack, the hacks</i>	<i>i piri, e pira</i>	<i>the pot, the pots</i>
<i>o xanro, e xanre</i>	<i>the sword, the swords</i>	<i>o čaro, e čare</i>	<i>the plate, the plates</i>
<i>o tover, e tovera</i>	<i>the axe, the axes</i>	<i>khuvel košnici</i>	<i>to weave baskets</i>
<i>i šuri, e šura</i>	<i>the knife, the knives</i>	<i>lašarel</i>	<i>to repair</i>
<i>o čokano, e čokanura</i>	<i>the hammer, the hammers</i>	<i>o anjago, e anjagura</i>	<i>the material, the materials</i>
<i>o instrumento, e instrumentura</i>	<i>the instrument, the instruments</i>	<i>o sersamo, e sersamura</i>	<i>the tool, the tools</i>
<i>i papuča, e papučiči</i>	<i>the shoe, the shoes</i>	<i>i sakma, e sakmi</i>	<i>the job, the jobs</i>
<i>i dekoracija, i bižuterija</i>	<i>the jewellery</i>	<i>i butji, e butja</i>	<i>the thing, the things</i>
<i>o Rom, e Rom</i>	<i>the roma, the romas</i>	<i>kon?</i>	<i>who?</i>
<i>i jag, e jaga</i>	<i>the fire</i>	<i>šaj</i>	<i>it goes</i>
<i>patjarel</i>	<i>to wrap</i>		
Passive			
<i>e Romengo than</i>	<i>the square of the Roma</i>	<i>maj anglal</i>	<i>formerly</i>
<i>paša</i>	<i>beside</i>	<i>maj dur</i>	<i>further</i>
<i>i paramiča, e paramičiči</i>	<i>the story, the fairytale</i>	<i>o gav, e gava</i>	<i>the village</i>
<i>avral</i>	<i>from outside</i>	<i>aver</i>	<i>other</i>
<i>nadur katar...</i>	<i>near</i>		

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

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

Mat./Res.: Cards worksheet 01

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

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

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

Duration: 40 min | Skill:  

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

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

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

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

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

Duration: 30 min | Skill:  | ELP: Dossier





Mat./Res.: Cards worksheet 01






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

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





01. Children sit in a circle.
02. Teacher divides the blackboard in three columns: into the first column he/she puts the picture cards one below the other; into the second column he/she writes *jek* as heading and into the third column he/she writes *maj but*.
03. Teacher hands out the word cards to the children and asks them to put them next to the matching picture and into the appropriate column on the blackboard.
04. Subsequently they check if all the cards are in correct order.
05. Children copy the new vocabulary (plurals) into the Dossier p. 53.

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

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

<b>Teaching activity 12   Sub-topic 01: Roma-crafts and -occupations – Job-announcement on TV</b>
Duration: 50 min   Skill: 
Mat./Res.: Camera, TV-device, costumes, requisites
<ol style="list-style-type: none"> <li>01. Teacher explains the task: You are the boss of a company and search for an employee via TV-advertisement. Pick a traditional occupation, that you present in your TV-spot.</li> <li>02. Every child has about 5–10 minutes to prepare their TV-spot (teacher provides costumes and requisites).</li> <li>03. Subsequently every child is filmed when performing their spot.</li> <li>04. Together the group watches the recordings</li> </ol>
<b>Teaching activity 13   Sub-topic 01: Roma-crafts and -occupations – Trip “Roma-Occupations”</b>
Duration: about 4 hrs.   Skill:    ELP: Dossier
<ol style="list-style-type: none"> <li>01. The group makes a trip to a workplace for a traditional Roma-occupation (merchant, musician, shoemaker, blacksmith, etc.) or the teacher shows a short film about one of the occupations.</li> <li>02. Subsequently they discuss what they’ve seen (what working-materials, how long until the product is finished, what’s positive about the occupation, what’s negative, ...).</li> </ol>
<b>Teaching activity 14   Sub-topic 01: Roma-crafts and -occupations – Questionnaire about the trip</b>
Duration: 30 min   Skill: 
Mat./Res.: Questionnaire worksheet 06
<p>Note: This activity can only be done subsequently to activity 13.</p> <ol style="list-style-type: none"> <li>01. Teacher hands out the questionnaire worksheet 06 <i>Roma-occupations</i>.</li> <li>02. Children try to answer the questions with the child sitting next to them.</li> <li>03. Subsequently the answers are compared by the children reading their results to the others.</li> <li>04. Worksheet is added to the Dossier.</li> </ol>
<b>Teaching activity 15   Sub-topic 01: Roma-crafts and -occupations – Language-Portfolio</b>
Duration: 10 min   Skill:     ELP: p. 29
Mat./Res.: Language-portfolio p. 29/Level A2
<p>Preparation: Teacher structures the checklist in the language-biography (p. 29/Level A2) as he/she prefers.</p> <ol style="list-style-type: none"> <li>01. After finishing unit 04 the teacher hands out his/her checklists.</li> <li>02. Teacher and children discuss the list point by point. Children draw a star or anything similar beside a point if they meet the requirements of it (“I can ...”).</li> <li>03. The checklists are added to the ELP (“Language biography”).</li> </ol>

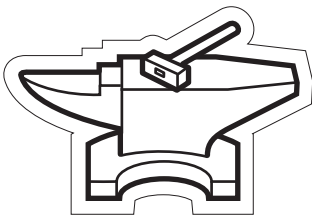


<b>Lesson plan 01   Sub-topic 01: Roma-crafts and -occupations</b>
TA-Nr.: 01   Learning objectives: Introduction to traditional Roma-occupations. Recognizing the new vocabulary and textual understanding of a short text.
Duration: 30 min   Skill:     ELP: p. 53
Mat./Res.: Cards worksheet 01
<p>Preparation: Laminate and cut out Cards worksheet 01 (prepare word cards with plurals for later; could be too much for the children at first)</p> <ol style="list-style-type: none"> <li>01. Children sit in a circle.</li> <li>02. Teacher spreads out picture cards of worksheet 01 on the floor and announces the new topic “Roma- crafts and occupations” to the children.</li> <li>03. Teacher hands out the word cards (words in singular) to the children.</li> <li>04. Children try to find the matching picture card to their word cards and put their card there.</li> <li>05. The group brings in order the word cards that are in the wrong place.</li> <li>06. Teacher reads the words and children repeat collectively.</li> <li>07. Subsequently the new words are written to the Dossier p. 53.</li> </ol>
TA-Nr.: 09   Learning objectives: Introduction to traditional Roma-occupations. Recognizing the new vocabulary and textual understanding of a short text.
Duration: 20 min   Skill: 
Mat./Res.: Listening worksheet 04
<ol style="list-style-type: none"> <li>01. Children hear the listening comprehension <i>Paša i phabelin</i> twice.</li> <li>02. Children talk about the content with the child sitting next to them.</li> <li>03. The listening comprehension is played again. Children are to keep one word that they don't understand in mind.</li> <li>04. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them.</li> <li>05. Finally they listen to the text once again and discuss its content.</li> </ol>
<b>Lesson plan 02   Sub-topic 01: Job-announcement on TV</b>
TA-Nr.: 12   Learning objectives: Free speaking and describing of a Roma-occupation.
Duration: 50 min   Skill: 
Mat./Res.: Camera, TV-device, costumes, requisites
<ol style="list-style-type: none"> <li>01. Teacher explains the task: You are the boss of a company and search for an employee via TV-advertisement. Pick a traditional occupation, that you present in your TV-spot.</li> <li>02. Every child has about 5–10 minutes to prepare their TV-spot (teacher provides costumes and requisites).</li> <li>03. Subsequently every child is filmed when performing their spot.</li> <li>04. Together the group watches the recordings.</li> </ol>



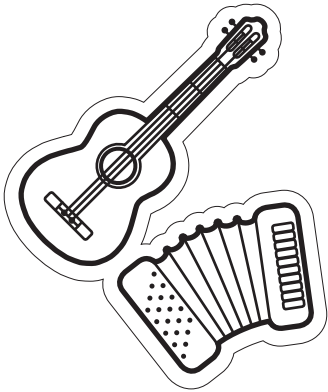
o Kelderaši  
e Kelderaškinja

e Kelderaša



o kovači  
i kovačkinja

e kovača



o mužikaši  
i mužikaškinja

e mužikaša



o šusteri  
i šusterkinja

o šustera



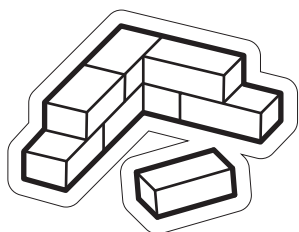
o zlataria  
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e zlatarija



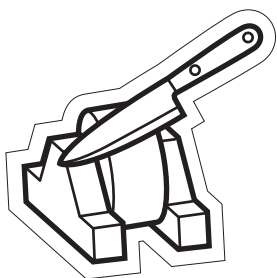
o košaroši  
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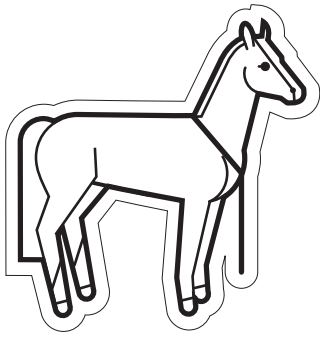
o Rom /  
i Romni kon  
kerel tegla

e Rom  
kon  
keren tegle



o Rom /  
i Romni  
kon kucij  
e šura

e Rom  
kon kucin  
e šura



o lovašovo  
i lovašovkinja

e lovašovura



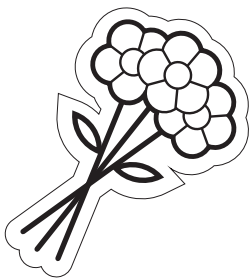
o gilabaitori  
i gilabaitorkinja  
/  
o khelitori  
i khelitorkinja

e gilabaitora /  
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o kereške devo  
e kereške-  
devinkinja

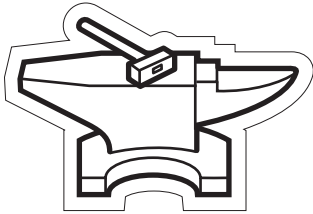
e kereške-  
devura



o Rom /  
i Romni  
kon biknel  
luludja

e Rom  
kon biken  
luludja

## So keren e Rom?



So-j von?

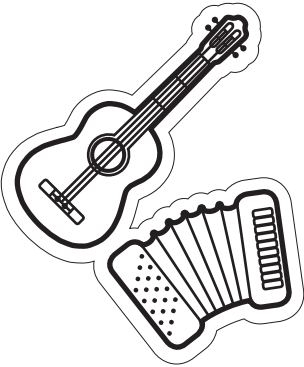
Von-i kovača.

So keren von?

Von keren gerebliji, xarne, šura, tovera.

So trubuj len pala kodi butji?

Trubuj len čokano.



So-j von?

Von-i \_\_\_\_\_.

So keren von?

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

So trubuj len pala kodi butji?

Trubuj len \_\_\_\_\_.



So-j von?

Von-i \_\_\_\_\_.

So keren von?

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

So trubuj len pala kodi butji?

Trubuj len \_\_\_\_\_.



So-j von?

Von-i \_\_\_\_\_.

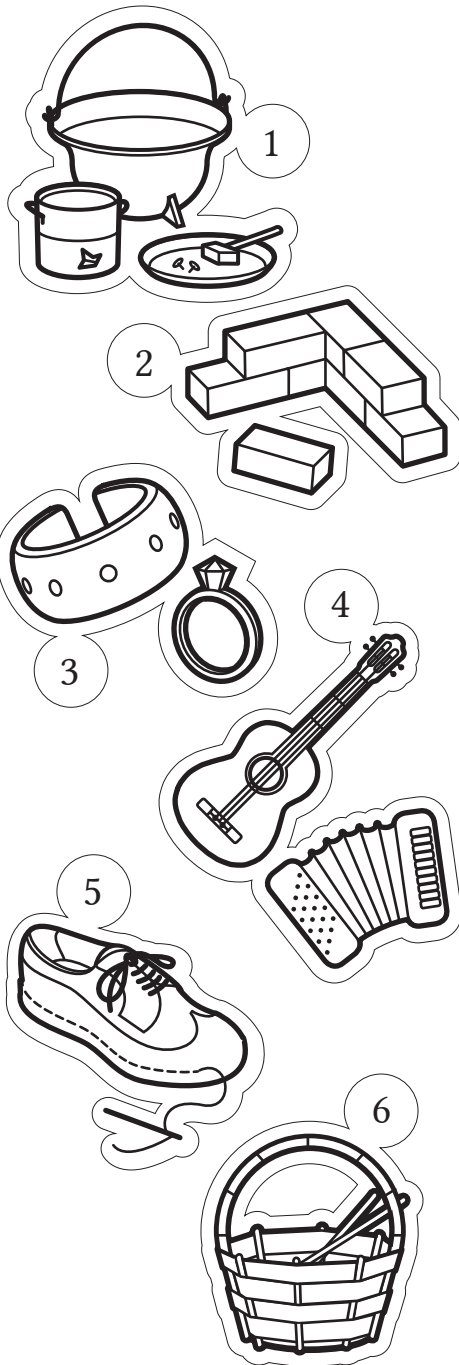
So keren von?

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

So trubuj len pala kodi butji?

Trubuj len \_\_\_\_\_.

# So-j e Rom?



1. Jek Rom-i kelderaši.

But Rom-i kelderaša.

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

\_\_\_\_\_ .

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

\_\_\_\_\_ .

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

\_\_\_\_\_ .

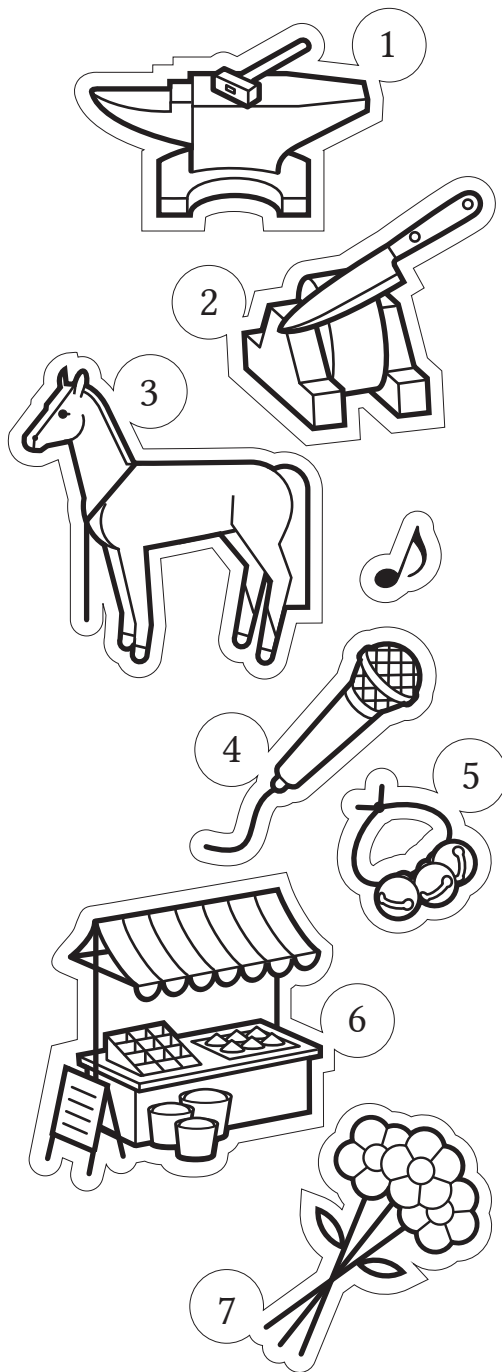
5. \_\_\_\_\_ .

\_\_\_\_\_ .

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

\_\_\_\_\_ .

# So-j e Rom?



1. Jek Rom-i kovači.  
But Rom-i kovača.

- 2. \_\_\_\_\_ .
- \_\_\_\_\_ .
- 3. \_\_\_\_\_ .
- \_\_\_\_\_ .
- 4. \_\_\_\_\_ .
- \_\_\_\_\_ .
- 5. \_\_\_\_\_ .
- \_\_\_\_\_ .
- 6. \_\_\_\_\_ .
- \_\_\_\_\_ .
- 7. \_\_\_\_\_ .
- \_\_\_\_\_ .

# Paša i phabelin

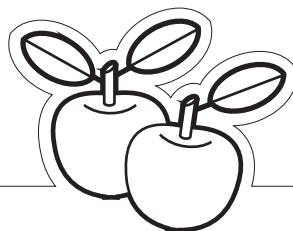
Nadur katar o veš, po plaj paša i phabelin, sas le Romengo than. Kana perelas i rat, kerenas von penge jag.

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

Nadur a jagatar, sas lenge grastenge vurdona. Avral šukares ditjolas lengo trajo de e Romen sas varikana but pharo trajo. Phirenat than thanestar palaj butji. E mužikaša phirenat te cirden e barvale gaženge. Pale aver Rom biknenat šura, biknenat vi colura, grasten, čare thaj pira.

E kovača kerenas e gaženge gerebliji. Aver khuvenat košnici. E šustera lašarenat e papučiči

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





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

# Romane sakmi

Savi sakma/Save sakmi dikhlal?

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Kon šaj kerel kadi butji?

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So trubuj pala sa kodola butja  
(anjagura, sersamura, mašini, ...)?

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So sas lašo?

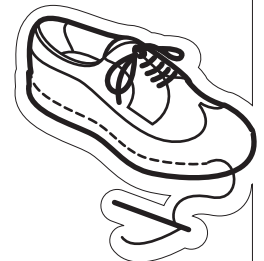
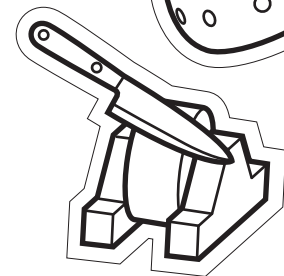
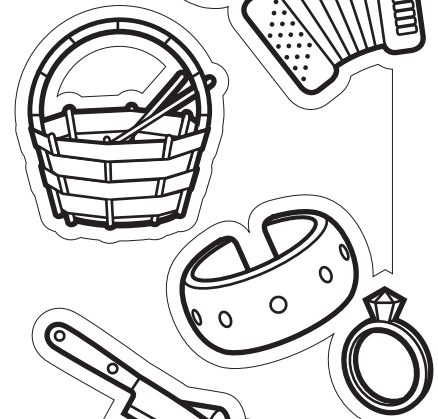
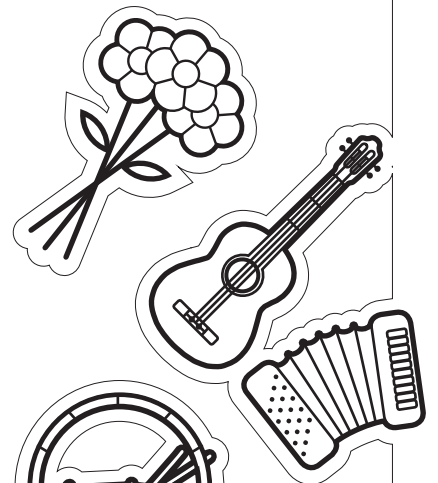
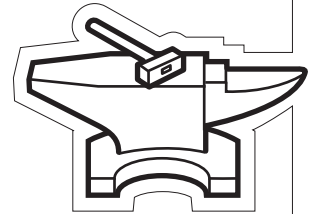
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So nas lašo?

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<b>Lovara_Secondary_A2_AT_eng_unit-05</b>
<b>Topic (CFR): FESTIVALS AND CELEBRATIONS</b>
<b>Sub-topic 01: Festivals and celebrations</b>

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

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

<i>o ajandiko, e ajandikura</i>	the present	<i>e čare (pl.)</i>	the dishes
<i>o mužiikaši, e mužiikaša</i>	the musician, the musicians	<i>o xabe</i>	the food
<i>o vendigo, e vendigura</i>	the guest, the guests	<i>hurjavel pe</i>	to dress up
<i>i bori, e bora</i>	the bride, the brides	<i>i čerhaj, e čerhaja</i>	the star, the stars
<i>i khangeri, e khangera</i>	the church, the churches	<i>i rjat, e ratja</i>	the night, the nights
<i>i memelji, e memelja</i>	the candle, the candles	<i>bešel</i>	to sit
<i>o telapovo</i>	the Santa Claus	<i>anglal</i>	in front (of)
<i>i parti</i>	the party	<i>i fe(l)jastara, e feljestri</i>	the window
<i>i bonbonjera</i>	the chocolates	<i>del o iv</i>	to snow
<i>i torta, e torti</i>	the cake, the cakes	<i>brigako, brigaki, brigake</i>	sad
<i>i liludji, e luludja</i>	the flower, the flowers	<i>perel</i>	to fall
<i>i mečeta, e mečeti</i>	the mosque, the mosques	<i>del pe godji</i>	to remember
<i>e sineša arne</i>	the colored eggs	<i>phenel</i>	to say
<i>e neve beršesko koncerto</i>	the New Year Concert	<i>rudjij</i>	to pray
<i>o romano festivalo</i>	the Roma-Festival	<i>o drago Del</i>	the God
<i>e kivanimaski kartja</i>	the greeting card	<i>pherel</i>	to fulfill
<i>i himna</i>	the hymn	<i>o kivanšago, e kivanšagura</i>	the wish
<i>o kirvo, e kirve</i>	the godfathers	<i>khetane, kethane</i>	together
<i>e krečunosko kašt</i>	the Christmas tree	<i>sovel</i>	to sleep
<i>e petarde</i>	the fireworks	<i>deteharinako</i>	in the morning
<i>e kharimaski kartja</i>	the invitation card	<i>sigate</i>	quick
<i>e hurjavimaski butja (pl.)</i>	the clothes	<i>prastal</i>	to run
<i>i dekoracija, e dekoracije</i>	the decoration, the decorations	<i>xutel</i>	to jump
<i>o xabe</i>	the food	<i>o pato, e patura</i>	the bed, the beds
<i>sigjarel</i>	to hurry	<i>žal</i>	to walk
<i>lašarel</i>	to repair	<i>lungo</i>	long
<i>o skamin, e skamina</i>	the chair, the chairs	<i>maladjol</i>	to meet
<i>i mesalja, e mesalji</i>	the desk, the desks	<i>baxtalo, baxtali, baxtale</i>	happy
<i>i salveta, e salveti</i>	the napkin, the napkins	<i>Romale!</i>	Roma-adults
<i>pakjarel</i>	to wrap	<i>Šavale!</i>	Roma-children, Roma-adolescents
<i>i roj, e roja</i>	the spoon, the spoons, the cutlery	<i>o šavoro, e šavora</i>	Roma-children
<i>servirij</i>	to serve	<i>ekhelimaski gili, ekhelimaskegila</i>	the ballad
<i>o pimo, e pimata</i>	the beverage, the beverages	<i>mukel</i>	to let
<i>o stereo</i>	the stereo	<i>akak, akanik</i>	now
<i>i pinca, e pinci</i>	the basement	<i>šol</i>	to put
<i>o hangsorovo, e hangsorovura</i>	the loudspeaker, the loudspeakers	<i>thaj, taj, aj</i>	and
<i>o čardaš</i>	the belly dance	<i>aba</i>	but, however

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

Active			
<i>gata</i>	ready	<i>but felitiko</i>	various, diverse
<i>vi</i>	also, too	<i>o guglimo, e guglimata</i>	the sweets
<i>žutij</i>	to help	<i>hangošo</i>	loud
<i>bušol</i>	to be called	<i>o vonungo, e vonungura</i>	the flat
<i>lašarel</i>	to arrange, repair	<i>kodo, kodi</i>	that
<i>nadjon</i>	very	<i>kapij</i>	to take, to get
<i>o krečuno</i>	the Christmas	<i>o mulačago</i>	the festivity, celebration
<i>i patradji</i>	the Easter	<i>o kivanšago, e kivanšagura</i>	the wish
<i>e rusalja (pl.)</i>	the Pentecost	<i>koran detehara</i>	early in the morning
<i>pecij pe</i>	to happen	<i>o arno, e arne</i>	the egg
<i>i lala, e lali</i>	the aunt	<i>čumidel</i>	to kiss
<i>o nano, e nanura</i>	the uncle	<i>o ilorro, e ilorre</i>	honey, sweetie
<i>o unoko, e unokura</i>	the grandson	<i>de</i>	but, however
<i>o papo, e papura</i>	the grandfather	<i>inke</i>	still, yet, even
<i>i mami, e mamja</i>	the grandmother	<i>mišto (adv.)</i>	good, well, alright
<i>le kerdjimasko djes</i>	the birthday	<i>lel aminti</i>	to be careful
<i>i mečeta, e mečeti</i>	the mosque	<i>o čeri</i>	the sky, the heaven
<i>i kirčima, e kirčimi</i>	the inn, tavern, pub	<i>atunči</i>	then, afterwards
<i>vorta</i>	straight, directly	<i>o Del</i>	the God
<i>o inepo, e inepura</i>	the holiday, the holidays	<i>hodj</i>	that
<i>o baro djes</i>	the feast, holiday	<i>o rudjimo, e rudjimata</i>	the prayer, the request
<i>inepelij</i>	to celebrate	<i>del pe tele</i>	to couch, to lie down
<i>drago</i>	dear	<i>variso, vareso</i>	something, anything
<i>intrego</i>	whole, entire, all	<i>Xav tjo rjat!</i>	I beg you!
Passive			
<i>mudarel</i>	to kill	<i>i Indija</i>	India
<i>šinel</i>	to cut, to slaughter	<i>o čalado</i>	the family
<i>maškar lende</i>	among them	<i>o nipo, e nipura</i>	the family, relatives, people, clan
<i>katar?</i>	where from?	<i>o biav, e biava</i>	the wedding, the weddings


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

**Teaching activity 01 | Sub-topic 01: Festivals and celebrations – Morning circle “Celebrating festivals”**Duration: 30 min | Skill:  | ELP: Dossier

Mat./Res.: Picture cards worksheet 01

Preparation: Laminate and cut out picture cards worksheet 01.

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


**Teaching activity 02 | Sub-topic 01: Festivals and celebrations – Picture story about a festival**Duration: 40 min | Skill:  | ELP: Dossier

Mat./Res.: Picture cards worksheet 01

Preparation: Laminate and cut out picture cards worksheet 01.





Note: This activity can only be done subsequently to activity 01. For children that can already read and write (3rd or 4th grade primary).





01. Teacher pins the picture cards *o akharimo, i parti, e vendigura, i torta, e ajandikura* of worksheet 01 to the blackboard.
02. He/She asks the children to write a story based on these pictures (Time: 15–20 minutes, 5–8 sentences).
03. Subsequently the children read their stories to the class.
04. Teacher collects the stories to check the spelling.
05. When the children get their corrected stories back in the following teaching unit, they add it to the Dossier.






**Teaching activity 03 | Sub-topic 01: Festivals and celebrations – Listening comprehension *E vendigura aven***Duration: 30 min | Skill: 

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




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

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

<b>Teaching activity 08   Sub-topic 01: Festivals and celebrations – Textual Reading <i>E Ambroleski čerhaj</i></b>
Duration: 20 min   Skill:    ELP: Dossier p. 43
Mat./Res.: Reading worksheet 05
<p>Note: This activity can only be done subsequently to activity 07.</p> <ol style="list-style-type: none"> <li>01. Teacher hands out the worksheet 05 <i>E Ambroleski čerhaj</i> and the children read it quietly.</li> <li>02. Children talk about the content with the child sitting next to them.</li> <li>03. Children read the text again and talk about the content with another child (What is the gist? What is the text about?).</li> <li>04. The couples are to tell one word that they don't understand to the teacher.</li> <li>05. Teacher writes the words on the blackboard and translates them.</li> <li>06. Children finally read the text once again for better understanding.</li> </ol>
<b>Teaching activity 09   Sub-topic 01: Festivals and celebrations – Questionnaire <i>E Ambroleski čerhaj</i></b>
Duration: 20 min   Skill: 
Mat./Res.: Questionnaire worksheet 06
<p>Note: This activity can only be done subsequently to activity 07 or 08.</p> <ol style="list-style-type: none"> <li>01. Teacher hands out questionnaire worksheet 06 <i>E Ambroleski čerhaj</i>.</li> <li>02. Children try to answer the questions with the child sitting next to them.</li> <li>03. Subsequently the children compare their answers by reading them to the group.</li> <li>04. Worksheet is added to the Dossier.</li> </ol>
<b>Teaching activity 10   Sub-topic 01: Festivals and celebrations – Circle <i>I Romani himna</i></b>
Duration: 30 min   Skill: 
Mat./Res.: Audio-device
<p>Preparation: Choosing a version of the song <i>Gelem, gelem</i> (there are many versions).</p> <ol style="list-style-type: none"> <li>01. Children sit in a circle.</li> <li>02. Teacher tells the children about Roma-Day (What is it? Why is it celebrated? Is there a hymn? Etc.).</li> <li>03. Teacher presents the hymn of the Roma and the children listen to it once.</li> <li>04. Teacher and children talk about the content.</li> </ol>
<b>Teaching activity 11   Sub-topic 01: Festivals and celebrations – Reading <i>Gelem, gelem</i></b>
Duration: 30 min   Skill:    ELP: Dossier p. 53
Mat./Res.: Reading worksheet 07
<p>Note: This activity can only be done subsequently to activity 10.</p> <ol style="list-style-type: none"> <li>01. Teacher hands out the worksheet 07 <i>Gelem, gelem</i> and the children read it quietly.</li> <li>02. Children talk about the content with the child sitting next to them.</li> <li>03. Children read the text again and talk about the content with another child (What is the gist? What is the text about?).</li> <li>04. Couples are to tell one word that they don't understand to the teacher.</li> <li>05. Teacher writes the words on the blackboard and translates them.</li> <li>06. Children finally read the text once again for better understanding.</li> <li>07. Subsequently the new words are copied to the Dossier p. 53 and the sheets added to the Dossier.</li> </ol>

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



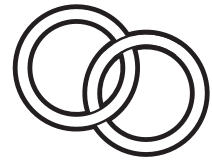
<b>Lesson plan 16   Sub-topic 01: Festivals and celebrations</b>
TA-Nr.: 07   Learning objectives: Understanding the content of a story, extension of vocabulary
Duration: 30 min   Skill: 
Mat./Res.: Listening worksheet 04, Audio-device
<ol style="list-style-type: none"> <li>01. Children hear the listening comprehension <i>E Ambroleski čerhaj</i> twice.</li> <li>02. Children talk about the content with the child sitting next to them.</li> <li>03. The listening comprehension is played again. Children are to keep one word that they don't understand in mind.</li> <li>04. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them.</li> <li>05. Finally they listen to the text once again and discuss its content.</li> </ol>
TA-Nr.: 08   Learning objectives: Understanding the content of a story, extension of vocabulary.
Duration: 20 min   Skill:    ELP: p. 53
Mat./Res.: Reading worksheet 05
<ol style="list-style-type: none"> <li>01. Teacher hands out the worksheet 05 <i>E Ambroleski čerhaj</i> and the children read it quietly.</li> <li>02. Children talk about the content with the child sitting next to them.</li> <li>03. Children read the text again and talk about the content with another child (What is the gist? What is the text about?).</li> <li>04. Pairs are to tell one word that they don't understand to the teacher.</li> <li>05. Teacher writes the words on the blackboard and translates them.</li> <li>06. Children finally read the text once again for better understanding.</li> <li>07. Subsequently the new words are copied to the Dossier p. 53 and the sheets added to the Dossier.</li> </ol>
<b>Lesson plan 17   Sub-topic 01: Festivals and celebrations</b>
TA-Nr.: 13   Learning objectives: Speaking coherently and free (without corrections).
Duration: 50 min   Skill: 
Mat./Res.: Worksheet 09, ev. camera
<ol style="list-style-type: none"> <li>01. Children choose a partner.</li> <li>02. Teacher hands out worksheet 09 <i>Sar slavinena tumen</i> and asks the children to read through the questions.</li> <li>03. Together they talk about the content of the questions and the teacher explains the game: One child plays the reporter and asks his/her partner the questions of the worksheet. The second child answers the questions. (Children can use the worksheet as their help.)</li> <li>04. Then they change the roles and the game starts again. They can play this game a couple of times.</li> <li>05. Teacher can record the children with a camera.</li> <li>06. Worksheet is added to the Dossier.</li> </ol>



e mužikaša



e vendigura



i bori



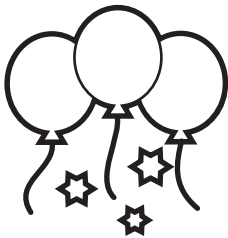
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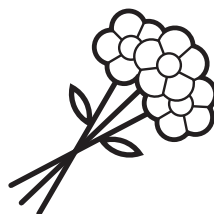
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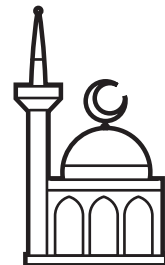
i bonbonjera



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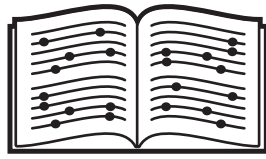
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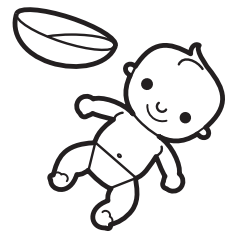
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e kivanimaski  
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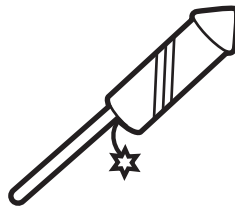
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e kirve



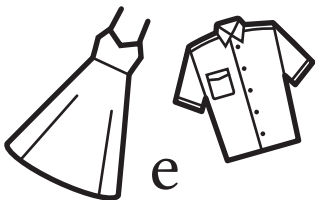
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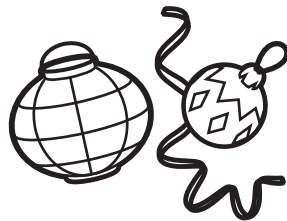
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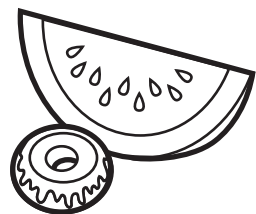
e khari-  
masko lil



hurjajimaske  
butja



i dekoracija



o xabe

## E vendigura aven

Dad: Šavorale sigjaren, inke cerra haj avna amare  
vedigura!

Dej: Ambrol, čumidav tjo iloro, lašar e skamina aj tu  
Ružam, xav tjo rat, ža, le e salveti thaj pakjar lenca  
e roja, de šukares, aj me lašaro palal e čare.

Lajči: Mamo, ake-ta tuke so manglal te kinav.  
Trubuj te žutij tu inke variso?

Dej: Ža-de mo šavo, an-ta o stereo thaj ža ande pinca  
an-ta v' e hangsorovura!

Lajči: Mindjar žav mamo, aj muko tuke jek šukar  
khelimaski gili.

Dad: Romnije, sa lašardem. Tu šuv akak e čare thaj o  
xabe, aj me žav te hurjavav ma.

Dej: Mišto-j, sa-j aba gata. Akak žan vi tumen šavorale  
thaj hurjaven tume! Sigo resena e vendigura!





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

## E Ambroleski čerhaj

Sas kaj nas, sas jek cikno šavoro. Ambrol bušolas. I rjat angla krečuno bešlas vo anglaj feljastra thaj dikhelas peske sar del o iv. Nadjon brigako sas, ke lesko dad musaj sas te žal vorta krečune pe butji.

Sar dikhelas paj feljastra, las aminti sar perel jek čerhaj pa čeri. Jokhatar avilas leske ande godji, so phendas leske lesko papu: „Muro šavo, te dikhesa jek čerhaj sar perel pa čeri, atunči rudjin tu e suntone Devles haj vov kam pherela tuke jek kivanšago.“

Pe kodo phandadas o Ambrol peske jakha thaj rudjindas e dragone Devles, hodj krečune te del but iv, te šaj avel khetane peske dadesa. Kodole rudjimasa gelas-tar thaj das pe tele.

Kana uštilas deteharin, mindjar dikhlas vo pe feljastra. Avri sas nadjon but iv. Sigo prastandas vov ži ka peska daki thaj peske dadeski soba. Kana dikhel vov kote peske dades, nadjon lošal. Vo xutel ande lengo pato, cipij: „Juiiii, i čerhaj pherdas mange muro baro kivanšago. Krečune savora avasa khetane!“

# E Ambroleski čerhaj

Des tu godji?

1) So kerdas o Ambrol i rjat angla o krečuno?

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2) So pecisajlas kodi rjat?

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3) So phendas leske lesko papu?

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4) Savo kivanšago sas e Ambroles?

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5) So pecisajlas koran detehara?

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# Gelem, gelem

## 1. Štrofa:

Gelem, gelem lungone dromenca,  
maladjilem baxtale Romenca.

Gelem, gelem lungone dromenca,  
maladjilem baxtale Romenca.

## Refreni:

Ahaj Romale, ahaj šavale.

Ahaj Romale ahaj šavale.

## 2. Štrofa:

Sas vi man bari familija.

mudardas la i kali legija.

Savoren šindas, vi Romen vi Romnjan,

maškar lende vi cikne šavoren.

## Refreni:

Ahaj Romale, ahaj šavale.

Ahaj Romale ahaj šavale.

## 3. Štrofa:

Ahaj Romale, katar tume aven?

Katar aven Romale, šavale?

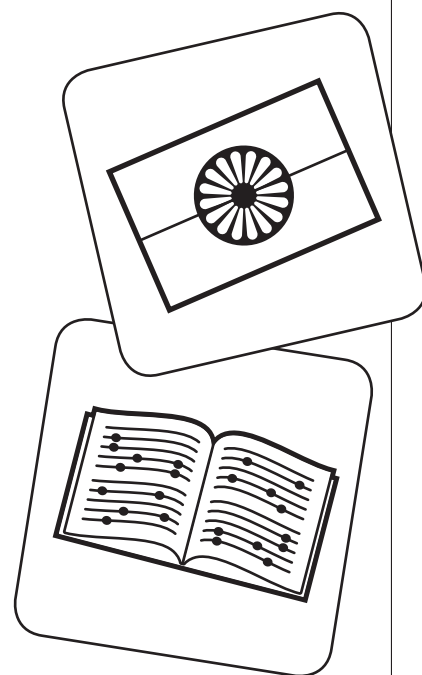
Amen avilam katar i Indija.

Sa e Roma, sam bari familija

## Refreni:

Ahaj Romale, ahaj šavale.

Ahaj Romale ahaj šavale.



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

# Muro mai drago inepo

- Biav
- Krečuno
- Romano djes
- Baro djes
- Kerdijmasko djes
- Patriddji

xabe	bori
mužika	ajandikur
čalado	mulačgo
memelji	bakro
torta	huraimas ke butja

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## Sar inepelin tume?

1. Inepelis tu e bare djesa taj inepura?  
Me inepelij. Me či inepelij.
2. Save bare djesa taj inepura inepelij tji familija thaj tu?  
Ame inepelinas o krečuno, e patradji, e rusalja,  
biava, o nevo berš, ...
3. Savo-j tuke tjo maj drago inepo vaj tjo  
maj drago baro djes?  
Maj but kamav te inepelij muro kerdjimasko  
djes, o krečuno, o nevo berš, ...
4. Sostar si kado tjo maj drago baro djes?  
Anda kodo, ke lav ajandikura, e intrego  
familija kidel pe, but felitiko xabe taj  
guglimo-j, hurjavav ma šukares,  
hangošo šaj šunav mužika, šaj khelav, ...
5. Sar inepelin tume kodo inepo,  
inepelin tume kodo baro djes khere?  
Amen inepelinas amende ando vonungo, ka i mami/ka  
o papu, ande kirčima, ande sala, ...  
Muri dej kerel o xabe thaj torte, Maj anglal žas-tar ande  
khangeri, ande mečeta, ande sinagoga, ...  
Palal aven e vendigura (i mami, o papu, i lala, o nano,  
e unokura, e amala, ...)  
Mukas mužika, gilabas, khelas, kapinas ajandikura, ...







*„Inepelis tu e  
bare djesa taj  
inepura?“*






<b>Lovara_Secondary_A2_AT_eng_unit-06</b>
<b>Topic (CFR): AT SCHOOL</b>
<b>Sub-topic 01: At school</b> <b>Sub-topic 02: After school</b>





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

Vocabulary   Sub-topic 01: At school			
Active			
<i>vorbij</i>	to speak	<i>purano, purani</i>	old
<i>del godji</i>	to remember	<i>o bov, e bova</i>	the oven
<i>i konferencija, e konferencije</i>	the conference	<i>tatjol</i>	to warm up, to heat
<i>kerel gata</i>	to quit	<i>o kaš(t), e kaš(t)</i>	the wood; the tree, the trees
<i>o tanitošago</i>	the lesson	<i>o fiteši</i>	the heating
<i>adjes</i>	today	<i>adjes</i>	today
<i>bistrel</i>	to forget	<i>sako djes</i>	every day
<i>kezdij</i>	to start	<i>kiravel</i>	to cook
<i>i škola, e školi</i>	the school	<i>anel</i>	to bring
<i>muri škola</i>	my school	<i>felitiko, felitika (pl.)</i>	various
<i>anglal</i>	before	<i>o tejo</i>	the tea
<i>del andre</i>	to walk in	<i>paruvel</i>	to swap
<i>andre</i>	inside	<i>o gav, e gava</i>	the village
<i>i trapta, e trapti</i>	the step, the steps	<i>muri klasa</i>	my class
<i>i stungo rig</i>	left	<i>o amal, e amala</i>	the friend
<i>i čaci rig</i>	right	<i>i amalin, e amalina</i>	the friend (f)
<i>i kapuva, e kapuvi</i>	the gate	<i>o lil, e lila</i>	the letter
<i>o (v)udar, e (v)udara</i>	the door	<i>maj anglal</i>	formerly
<i>i luludji, e luludja</i>	the flower, the flowers	<i>pušel</i>	to ask
<i>kana</i>	if, when	<i>del perdal</i>	to deliver
<i>o lavabo, e lavabura</i>	the sink	<i>i lecka, e lecki</i>	the lesson
		<i>o jeletiši</i>	the report
Vocabulary   Sub-topic 02: After school			
Active			
<i>palaj škola</i>		after school	
<i>i televizija</i>		the TV	
<i>khere</i>		at home	

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

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

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


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

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

Mat./Res.: Worksheet 09

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

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

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





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

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

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

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

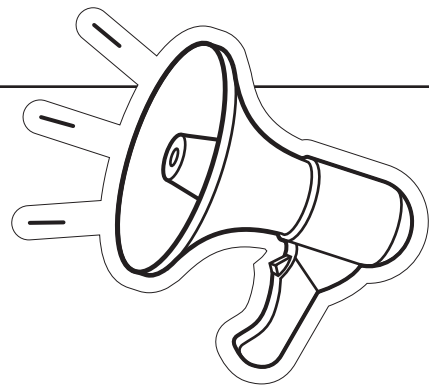
01. After finishing unit 06 the teacher hands out his/her checklists.
02. Teacher and children discuss the list point by point. Children draw a star or anything similar beside a point if they meet the requirements of it (“I can ...”).
03. The checklists are added to the ELP (“Language biography”).

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



## Adjes keras gata o tanitošago maj

“Šejale thaj šavale! Katka vorbij tumaro direktori.  
Mangav te dav tume godji, ke adjes si ame konferencija.  
Anda kodo keras gata adjes o tanitošago dešudujengo.  
Na bistren, tehara kezdi j amaro tanitošago injango aj na oxtongo!  
Najis tumenge.”



Šaj des anglal?

1) Kon vorbij?

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2) Kana kerel pe gata o tanitošago?

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3) Sostar kerel pe gata o tanitošago maj anglal?

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4) Kana kezdi ja tehara lengo tanitošago?

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# Muri škola ando gav

Muri škola sas ando gav. Anglaj školaki kapuva sas 3 vaj 4 trapti. Pe stungo rig thaj pe čači rig a kapuvaki sas luludja. Kana desas ande muri klasa, vorta pe stungo rig sas o lavabo thaj jek purano bov. Ivende tatjuvasas pe kašta. Nas ame fiteši sar so si adjes ande školi. Sako djes kiravasas amenge pe purano bov tejo. Sa e tanulovura anenas but felitika tejura thaj me paruvkeros lenca. Šoha či bistro muri cikni škola ando gav.

# My school in the village

My school was in the village. Before you came in, there were 3 or 4 stairs. Left and right to the door there were flowers. Entering my class, there was far left the sink and an old oven. In the winter, there was heated with wood. We had no heating as it exists today in schools. Every day we cooked on the old oven tea. All students participated with a variety of teas and we exchanged them with each other. I will never forget my little school in the village.

# Muri škola ando gav

Muri škola sas ando gav. Anglaj školaki kapuva sas 3 vaj 4 trapti. Pe stungo rig thaj pe čači rig a kapuvaki sas luludja.

Kana desas ande muri klasa, vorta pe stungo rig sas o lavabo thaj jek purano bov. Ivende tatjuvasas pe kašta. Nas ame fiteši sar so si adjes ande školi.

Sako djes kiravasas amenge pe purano bov tejo. Sa e tanulovura anenas but felitika tejura thaj me paruvkeros lenca. Šoha či bistro muri cikni škola ando gav.



*„Šoha či bistro muri cikni škola ando gav.“*

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

# Muri škola ando gav

Šaj des anglal?

1) Kaj sas i škola?

\_\_\_\_\_

2) So sas pe stungo rig thaj so sas pe čači rig a kapuvaki?

\_\_\_\_\_

3) So sas ande klasa vorta pe stungo rig?

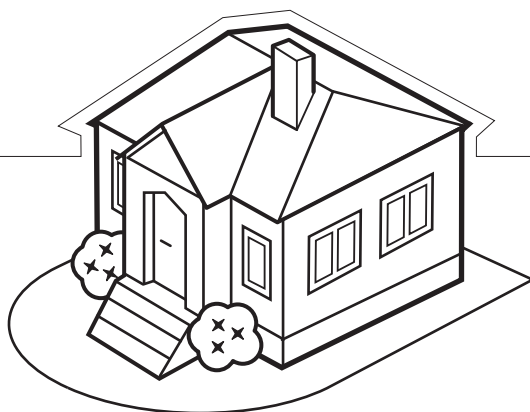
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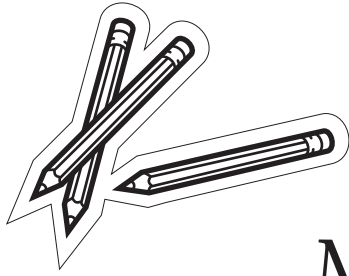
4) Sar tatjonas ivende?

\_\_\_\_\_

5) So kerenas sako djes?

\_\_\_\_\_





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

# Muri klasa

1) Rajzolin tjiri klasa!

1) Šaj iskiris sar dikhel avri tjiri klasa?

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

# Muro amal/muri amalin

Iskirin tja mamijake thaj tje paposke lil.

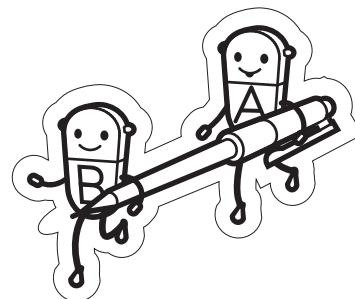
Iskirin pa tjo maj lašo amal thaj pa tji maj laši amalin!



me &

muro amal

# I škola maj anglal



- 1) Iskirin so žanes pa tje dadeski  
thaj pa tja daki škola.

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- 2) Puš tjire dadestar thaj tjira dejatar pa lengi škola  
(Kaj sas i škola, sas lengi škola dur, sar sas  
e tanitovura, so sas lašo, so nas lašo, ...?)  
thaj iskirin so žanes akak pa lengi škola.

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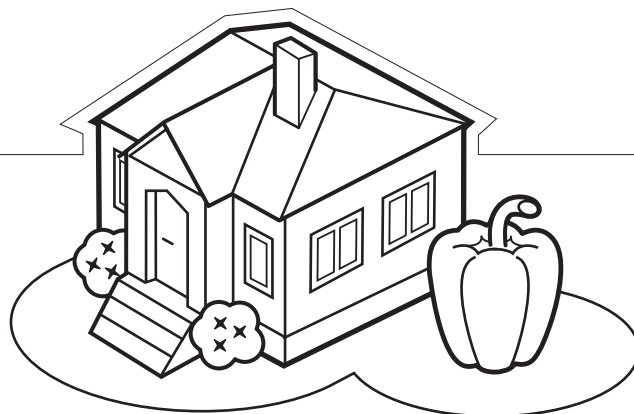
# Muri škola ando gav

## Ginav o jelentiši taj arakh e doša!

Muri škola sas ando foro . Anglaj školaki kapuva sas 3 vaj 4 kopača. Pe stungo rig thaj pe čači rig a kapuvaki sas papriki.






Kana desas ande muri klasa, vorta pe stungo rig sas o lavabo thaj jek purano sekrini. Ivende tatjuvasas pe kašta. Nas ame fiteši sar so si adjes po bazeno.

Sako djes kiravasas amenge pe purano bov fusuj. Sa e tanulovura anenas felitika tejura thaj me paruvkeros lenca. Šoha či bistro muri cikni škola ando foro.






<b>Lovara_Secondary_A2_AT_eng_unit-07</b>
<b>Topic (CFR): TRANSPORT AND TRAVEL</b>
<b>Sub-topic 01: Transport</b> <b>Sub-topic 02: Travel</b>

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

Vocabulary   Sub-topic 01: Transport			
<b>Active</b>			
<i>i hintova, e hintovi</i>	the carriage	<i>o piloto, e pilotura</i>	the pilot
<i>o vurdon, e vurdon</i>	the car	<i>o helikopteri, e helikoptura</i>	the helicopter
<i>o repilevo, e repilovura</i>	the plane	<i>žal</i>	to go
<i>o vonato, e vonatura</i>	the train	<i>ande škola</i>	at school
<i>o motori, e motora</i>	the motorcycle	<i>angluni, angluno</i>	first
<i>o tramvajo, o vilamoši</i>	the tram	<i>phujatar</i>	by foot
<i>tramvajosa</i>	by tram	<i>ži, ži ka, ži kaj</i>	until
<i>o metro</i>	the metro	<i>palal, pala kodo</i>	then, after that
<i>metrosa</i>	by metro	<i>ketji?</i>	how much?
<i>i bicikla, e bicikli</i>	the bike	<i>o štaciovo, e štaciovura</i>	the station, the stations
<i>o buso, e busura</i>	the bus	<i>huljel</i>	get off
<i>busosa</i>	by bus	<i>e kurkesko jedjo, e šonesko jedjo</i>	the (weekly-, monthly-) ticket
<i>o kampingo, e kampingura</i>	the caravan	<i>savi, savo</i>	which?
<i>o hiro, e hirura</i>	the news	<i>dur</i>	far
<i>i redakcija</i>	the editorial team	<i>žal maj dur</i>	to keep going, to extend
<i>irtešitij</i>	to warn	<i>i vrama</i>	the time, the weather
<i>o ŝoferi, e ŝoferura</i>	the driver	<i>Ketji vrama?</i>	how much time?, how long?
<i>lel aminti</i>	to watch out	<i>trubuj</i>	to need
<i>o drom, e droma</i>	the path, the street	<i>Baxtalo sal!</i>	Lucky you!
<i>o drom karing</i>	the path, the street to	<i>mange</i>	me
<i>o kilometeri</i>	the kilometer	<i>o dopaŝ ĉaso</i>	half an hour
<i>o anhengeri, e anhenger</i>	the trailer	<i>o perco, e percura</i>	to arrive
<i>o kamiono, e kamionura</i>	the truck	<i>iskirij</i>	to write
<i>i phabaj, e phabaja</i>	the apple, the apples		
Vocabulary   Sub-topic 02: Travel			
<b>Active</b>			
<i>paŝa</i>	next to	<i>ĉi trubuj</i>	to not need
<i>beŝel</i>	to sit	<i>Ostrako</i>	Austria
<i>o gav, e gava</i>	the village	<i>njamcicko</i>	german
<i>o foro, die Städte</i>	the city	<i>intrego</i>	whole, entire, all
<i>sikavel</i>	to show	<i>inke</i>	still, yet, even
<i>o Beĉi</i>	Vienna	<i>o jedjo, e jedjura</i>	the ticket
<i>ĉi žanel</i>	to not know	<i>izenij</i>	to wish
<i>puŝel</i>	to ask	<i>jek, jekh, ek, jeg</i>	one
<b>Passive</b>			
<i>o dujto anav</i>	the last name	<i>o baleto</i>	the ballet
<i>vorbij</i>	to speak	<i>o hobi</i>	the hobby
<i>loŝal</i>	to be glad		

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


**Teaching activity 01 | Sub-topic 01: Transport – Listening comprehension *Hirura anda radiovo***

Duration: 20 min | Skill:  | ELP: Dossier p. 53

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

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


**Teaching activity 02 | Sub-topic 01: Transport – Reading *Hirura anda radiovo***

Duration: 30 min | Skill:  | ELP: Dossier

Mat./Res.: Reading worksheet 04





- Note: This activity can only be done subsequently to activity 01.
01. Teacher hands out the text *Hirura anda radiovo* (worksheet 04) and asks one child to read the first section.
  02. Together they discuss the content of the first section; Teacher writes new words on the blackboard and translates them.
  03. Same procedure for the following sections of the text until the whole text is read and all new words are on the blackboard.
  04. Worksheet is added to the Dossier.






**Teaching activity 03 | Sub-topic 01: Transport – Gap text *Hirura anda radiovo***






Duration: 20 min | Skill:  | ELP: Dossier






Mat./Res.: Gap text worksheet 05

- Note: This activity can only be done subsequently to activity 02.
01. Teacher hands out the gap text *Hirura anda radiovo* (worksheet 05) and explains the task.
  02. Children have 10–15 min to fill out the gap text.
  03. Subsequently every child reads one sentence and says the word in the gap additionally once again.
  04. Teacher writes the gap words on the blackboard, so the children can compare their results.
  05. Worksheet is added to the Dossier.

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

<b>Teaching activity 08   Sub-topic 01: Transport – Listening comprehension <i>Žas ande škola</i></b>
Duration: 20 min   Skill: 
Mat./Res.: Listening worksheet 08, audio-device
<ol style="list-style-type: none"> <li>Children hear the listening comprehension <i>Žas ande škola</i> (worksheet 08) twice.</li> <li>Children talk about the content with the child sitting next to them.</li> <li>The listening comprehension is played again. Children are to keep one word that they don't understand in mind.</li> <li>Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them.</li> <li>Teacher and children discuss the content of the story.</li> <li>Finally they listen to the text once again.</li> </ol>
<b>Teaching activity 09   Sub-topic 01: Transport – Dialogue <i>Žas ande škola</i></b>
Duration: 30 min   Skill:     ELP: Dossier p. 53
Mat./Res.: Dialogue worksheet 09
<p>Note: This activity can only be done subsequently to activity 08.</p> <ol style="list-style-type: none"> <li>Teacher hands out the text <i>Žas ande škola</i> (worksheet 09) and asks one child to read the first sentence.</li> <li>Together they discuss the content of the first sentence; Teacher writes new words on the blackboard and translates them.</li> <li>Same procedure for the following sentences of the text until the whole text is read and all new words are on the blackboard.</li> <li>Children copy all the new words in their Language-portfolio (p. 53) and add the sheet to the Dossier.</li> </ol>
<b>Teaching activity 10   Sub-topic 01: Transport – Gap text <i>Žas ande škola</i></b>
Duration: 20 min   Skill:    ELP: Dossier
Mat./Res.: Worksheet 10
<p>Note: This activity can only be done subsequently to activity 09.</p> <ol style="list-style-type: none"> <li>Teacher hands out the gap text <i>Žas ande škola</i> (worksheet 10) and explains the task.</li> <li>Children have 10–15 min to fill out the gap text.</li> <li>Subsequently every child reads one sentence and says the word in the gap additionally once again.</li> <li>Teacher writes the gap words on the blackboard, so the children can compare their results.</li> <li>Worksheet is added to the Dossier.</li> </ol>
<b>Teaching activity 11   Sub-topic 01: Transport – Puzzle <i>Žas ande škola</i></b>
Duration: 20 min   Skill: 
Mat./Res.: Puzzle worksheet 11
<p>Note: This activity can only be done subsequently to activity 10.</p> <p>Preparation: Print worksheet 11 and cut out one dialogue for each couple and put it into an envelope.</p> <ol style="list-style-type: none"> <li>Children form couples; every couple gets an envelope.</li> <li>The children have about 10 min to solve the text puzzle.</li> <li>Subsequently, as a check, one of the couples reads the text they put together to the class.</li> <li>Teacher collects the envelopes again.</li> </ol>

<b>Teaching activity 12   Sub-topic 01: Transport – Card game “Transport”</b>
Duration: 30 min   Skill: 
Mat./Res.: Picture cards worksheet 01
<p>Note: This activity can only be done subsequently to activity 08–12. Preparation: Laminate and cut out picture- and word cards (worksheet 01).</p> <ol style="list-style-type: none"> <li>01. Children sit in a circle.</li> <li>02. Teacher spreads out the picture cards on the floor and explains the game: Take a card from the floor, name the transport vehicle (e.g. car), say two to three describing sentences about it (<i>Ka vurdon si 4 gume, jek motori, ...</i>).</li> <li>03. Teacher asks the children to pick a transport vehicle, to name it and to describe it.</li> <li>04. Teacher can correct the children in spelling and clause formation. He/She writes new vocabulary on the blackboard.</li> <li>05. Children copy new vocabulary to the Dossier p. 53.</li> </ol>
<b>Teaching activity 13   Sub-topic 01: Transport – Morning circle <i>Sar žas ande škola</i></b>
Duration: 30 min   Skill: 
<p>Note: This activity can only be done subsequently to activity 11 or 12.</p> <ol style="list-style-type: none"> <li>01. Children sit in a circle.</li> <li>02. Teacher presents the topic “My way to school”, by talking about his/her way to school (means of transport, duration, changes, number of stations, tickets, etc.).</li> <li>03. Subsequently he/she asks the children about their way to school (Focus on: means of transport and connected things like routes, time and duration, stations, tickets, changes, etc.).</li> <li>04. Children try to answer in short sentences and phrases (form oriented speaking; teacher corrects and supports if necessary).</li> </ol>
<b>Teaching activity 14   Sub-topic 02: Transport – Worksheet <i>Muro drom ande škola</i></b>
Duration: 30 min   Skill: 
<p>Note: This activity can only be done subsequently to activity 10 or 11.</p> <ol style="list-style-type: none"> <li>01. Children get the worksheet <i>Muro drom ande škola</i> (worksheet 12); teacher explains the task.</li> <li>02. Children have 10–15 min to describe their way to school in five sentences.</li> <li>03. Subsequently every child reads his/her sentences to the class.</li> <li>04. Teacher can subsequently check the spelling of the texts.</li> <li>05. Worksheet is added to the Dossier.</li> </ol>
<b>Teaching activity 15   Sub-topic: all – Language-portfolio</b>
Duration: 10 min   Skill:     ELP: p. 35
Mat./Res.: Language-portfolio p. 35/Level A2
<p>Preparation: Teacher structures the checklist in the language-biography (p. 35/Level A2) as he/she prefers.</p> <ol style="list-style-type: none"> <li>01. After finishing Unit 07 the teacher hands out his/her checklists.</li> <li>02. Teacher and children discuss the list point by point. Children draw a star or anything similar beside a point if they meet the requirements of it (“I can ...”).</li> <li>03. The checklists are added to the ELP (“Language biography”).</li> </ol>

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

i hintova

o vurdon

o repilevo

o tramvajo

o motori

o metro

i bicikla

o buso

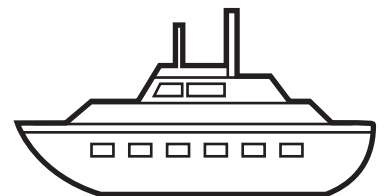
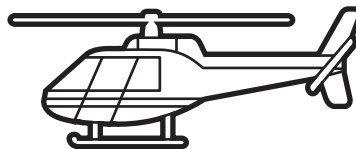
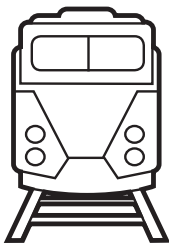
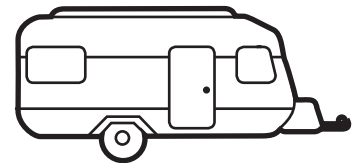
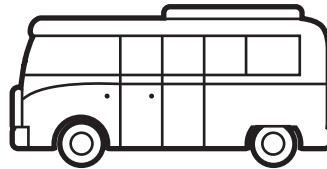
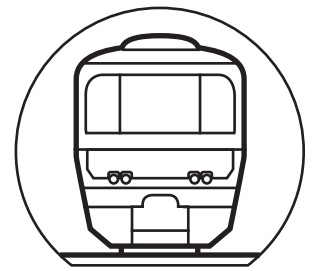
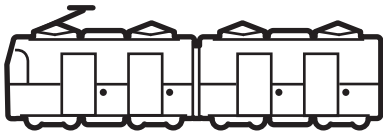
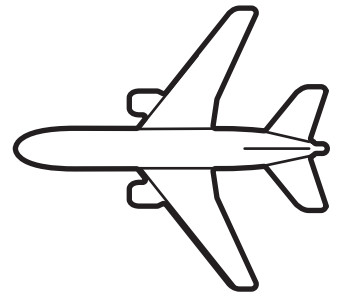
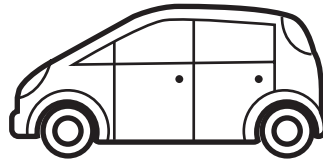
o kampingo

o vonato

o heli-  
kopteri

o  
hajovo





## Muri nevi amalin

Me thaj muri familija sam neve ande strejino them.  
Ame trajis ando foro Beči. O Beči si o šerutno foro katar o  
Ostrako. Katka vorbij pe njamcicko. Adjes sas muro angluno  
djes ande nevi škola. Me bešlem paša i Rupa. Lako dujto  
anav-i Stojka. Voj si inja beršengi, voj avel katar o Čexo sar  
vi me. Feri me bešos ando foro Brno aj voj avilas katar o maj  
cikno gav, so bošol Stonařov.

I Rupa sikadas mange ande pauza i intrego škola. Anda kodo  
ke inke či žanav te vorbij njamcicko šaj pušav la sa haj voj  
nakhavel mange sa ande romani šib.

But lošajlem kana phendas mange, ke vi lako hobi si,  
te žal ka baleto, ke vi me žav ka baleto.



## Hirura anda radiovo

Amari redakcija irtešitij, savora žene kon si vurdonesa po drom, but te len aminti po drom karing o Brno. Ka o kilometari 35 puterdilas o anhengeri jekhe kamionosko. Po drom si phabaja! Len aminti! Najisaras e Parnoske thaj e Mongoske, amare duje helikopteroske pilotonge, pala kadi fontošo informacija. I redakcija katar tumaro „Radio Romano“ izenij tumenge, kon san po drom, „Baxtalo te avel tumaro drom!“

## News on the radio

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

## Hirura anda radiovo

Amari redakcija irtešitij savora žene kon si vurdonesa po drom, but te len aminti po drom karing o Brno. Ko kilometari 35 puterdilas o anhengeri jekhe kamionosko. Po drom si phabaja! Len aminti!

Najisaras e Parnoske thaj e Mongoske, amare duje helikopteroske pilotonge, pala kadi fontošo informacija. I redakcija katar tumaro „Radio Romano“ izenij tumenge, kon san po drom, „Baxtalo te avel tumaro drom!“



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

# Hirura anda radiovo

Amari redakcija \_\_\_\_\_ savora žene kon si vurdonesa po \_\_\_\_\_,  
but te len aminti po drom karing o Brno.

Ko kilometari 35 puterdilas o \_\_\_\_\_ jekhe kamionosko.

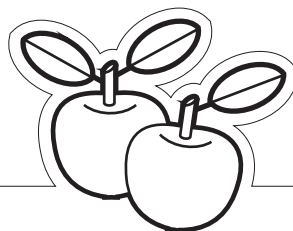
Po drom si phabaja! Len aminti!

drum	pilotonge	anhengeri	Baxtalo avel	irtešitij
------	-----------	-----------	--------------	-----------

Najisaras e Parnoske thaj e Mongoske, amare duje

helikopteroske \_\_\_\_\_, pala kadi fontošo informacija.

I redakcija katar tumaro „Radio Romano“ izenij tumenge kon  
san po drom, „\_\_\_\_\_ tumaro drom!“



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

# Hirura anda radiovo

Des tu godji?

Kas irtešitij i redakcija?

---

So pecisajlas po drom karing o Brno?

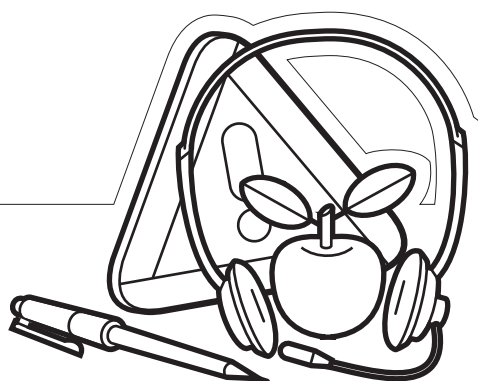
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So sas ando anhengeri?

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So-j o Parno thaj o Mongo?

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

## Muri nevi amalin

Me thaj muri familija sam neve ando \_\_\_\_\_ them. Ame trajis ando foro Beči. O Beči si o šerutno foro katar o Ostrako. Katka vorbij pe \_\_\_\_\_.

Adjes sas muro angluno djes ande nevi škola. Me bešlem \_\_\_\_\_ i Rupa. Lako dujto anav-i Stojka. Voj si inja beršengi, voj avel \_\_\_\_\_ o Čexo sar vi me. Feri me bešos ando foro Brno aj voj avilas katar o maj cikno gav so bušol Stonařov.

I Rupa sikadas mange ande pauza i intrego škola. Anda kodo ke inke či žanav te vorbij njamcicko, šaj \_\_\_\_\_ la sa haj voj nakhavel mange sa ande romani šib.

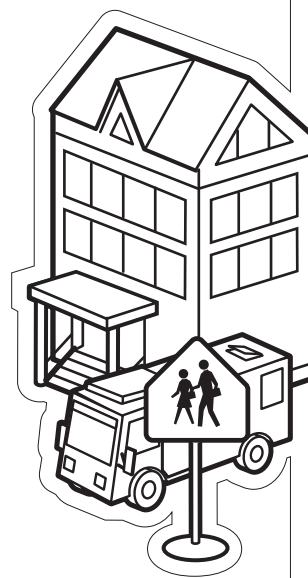
But lošajlem kana phendas mange, ke vi lako hobi si, te žal ka baleto, ke vi me žav ka baleto.

pušav	strejino them	katar	paša	njamcicko
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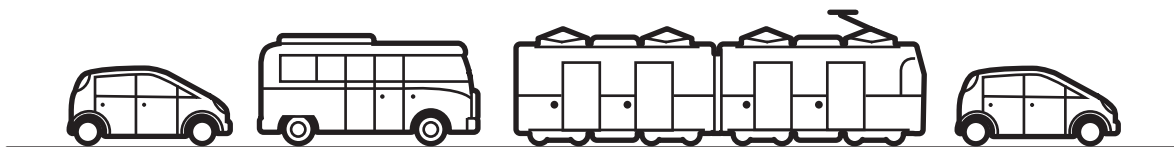
## Žas ande škola

- A: Nanoš, sar žas ande škola?
- N: Angal žav phujatar ži ka busosko štaciovo haj palal žav e busosa.
- A: Ketji štaciovura žas e busosa?
- N: Me huljav pe štarto štaciovo.
- A: Savo jedjo si tu?
- N: Man si ma šonesko jedjo, aj tu Ambrol? Sar žas tu ande škola?
- A: Mange i škola-j but dur. Anglal žav tramvajosa panž štaciovura haj palal žav e metrosa inke oxto štaciovura.
- N: Aj savo jedjo si tu?
- A: Me kinav kurkesko jedjo. Ketji vrama kerel tjo drom ži ande škola?
- N: O drom ži ande škola kerel karing deš percura.
- A: Baxto sal, muro drom ži ande škola kerel jeg dopaš čas.





# Žas ande škola



A: Nanoš, sar žas ande škola?

N: Angal žav phujatar ži ka busosko štaciovo haj palal žav e busosa.

A: Ketji štaciovura žas e busosa?

N: Me huljav pe štarto štaciovo.

A: Savo jedjo si tu?

N: Man si ma šonesko jedjo, a tu Ambrol? Sar žas tu ande škola?

A: Mange i škola-j but dur. Anglal žav tramvajosa panž štaciovura haj palal žav e metrosa inke oxta štaciovura.

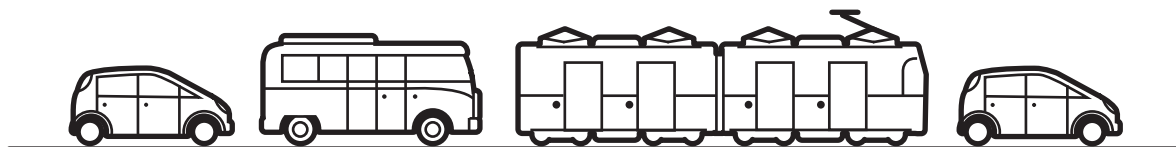
N: Aj savo jedjo si tu?

A: Me kinav kurkesko jedjo. Ketji vrama kerel tjo drom ži ande škola?

N: O drom ži ande škola kerel karing deš percura.

A: Baxto sal, muro drom ži ande škola kerel jeg dopaš časo.

# Žas ande škola



A: Nanoš, \_\_\_\_\_ žas ande škola?

N: Angal žav \_\_\_\_\_ ži ka busosko štaciovo haj palal žav e busosa.

A: Ketji \_\_\_\_\_ žas e busosa?

N: Me \_\_\_\_\_ pe štarto štaciovo.

A: Savo jedjo si tu?

N: Man si ma šonesko \_\_\_\_\_, aj tu Ambrol? Sar žas tu ande škola?

A: Mange i škola-j but \_\_\_\_\_. Anglal žav tramvajosa panž štaciovura haj palal žav e metrosa inke oxta štaciovura.

N: Aj savo \_\_\_\_\_ si tu?

A: Me kinav kurkesko jedjo. \_\_\_\_\_ vrama kerel tjo drom ži ande škola?

N: O drom ži ande škola kerel karing deš percura.

A: Baxto sal, muro drom ži ande škola \_\_\_\_\_ jeg dopaš časo.

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

# Muro drom ži ande škola

Sikav tjo drom ži ande škola (busosa, vilamošesa, metrosa, ...).

Šaj iskiris 5 mondatura?

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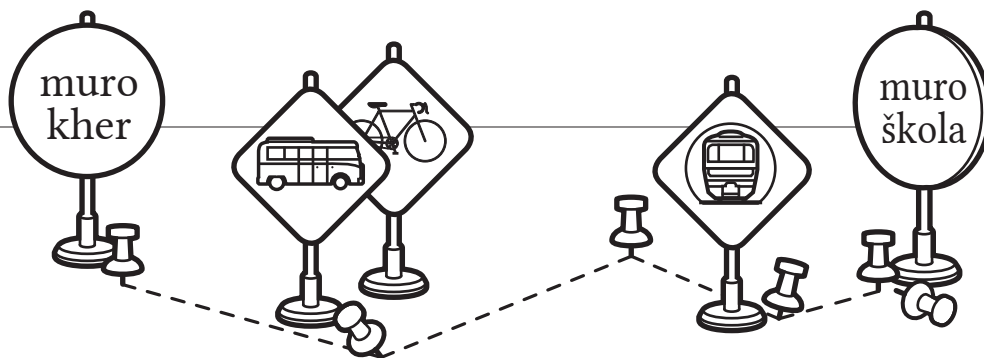
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<b>Lovara_Secondary_A2_AT_eng_unit-08</b>
<b>Topic (CFR): FOOD AND CLOTHING</b>
<b>Sub-topic 01: Groceries and dishes</b>
<b>Connected main themes in the CFR: Festivals and celebrations</b>

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

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

Active			
<i>i purum, e puruma</i>	the onion, the onions	<i>o/i/e maj šukar</i>	the most beautiful
<i>o lolo morkoj, e lole morkoja</i>	the carrot, the carrots	<i>londo, londi, londe</i>	salty
<i>i paradiĉoma, e paradiĉomi</i>	the tomato, the tomatoes	<i>khamutno, khamutni, khamutne</i>	sunny
<i>i paprika, e papriki</i>	the paprika, the paprikas	<i>kherutno, kherutni, kherutne</i>	local
<i>o kukurizo</i>	the corn	<i>o restorano, e restoranur</i>	the restaurant
<i>o hiril</i>	the pea, the peas	<i>i zumi, e zumja</i>	the soup
<i>i sir, e sira</i>	the garlic	<i>i gomboca, e gomboci</i>	the dumpling, the dumplings
<i>i krumpla, e krumpli</i>	the potato, the potatoes	<i>gombocenca</i>	with dumplings
<i>i zeleno ŝelata</i>	the green salad, the green salads	<i>i khajni, e khajna</i>	the chicken, the chickens
<i>o fusuj, o fosuj</i>	the bean, the beans	<i>a khajnako, khajnaki, khajnake</i>	of chicken
<i>i buraca, e buraci</i>	the mushroom, the mushrooms	<i>o lolo ŝax</i>	the red cabbage
<i>i buborka, e buborki</i>	the cucumber, the cucumbers	<i>i raca, e raci</i>	the duck
<i>i phabaj, e phabaja</i>	the apple, the apples	<i>o kiral</i>	the cheese
<i>i banana, e banane</i>	the banana, the bananas	<i>i teceja, e teceji</i>	the noodles
<i>i kireŝa, e kireŝi</i>	the cherry, the cherries	<i>a phabajengo safto</i>	the apple juice
<i>o ambrol, e ambrola</i>	the pear, the pears	<i>o marno, e marne</i>	the bread
<i>i citroma, e citromi</i>	the lemon, the lemons	<i>i margarina</i>	the butter, the margarine
<i>i pruna, e pruni</i>	the plum, the plums	<i>i goj, e goja</i>	the sausage
<i>i loli dinja, e lole dinji</i>	the watermelon, the watermelons	<i>i kivi, e kivi</i>	the kiwi, the kiwis
<i>i drakh, e drakha</i>	the grape, the grapes	<i>i bolta, e bolti</i>	the shop, the shops
<i>o ananaso, e ananasura</i>	the pineapple, the pineapples	<i>kedveŝo (sg.), kedveŝa (pl.)</i>	dear, friendly, polite
<i>i mura, e muri</i>	the strawberry, the strawberries	<i>feri</i>	only, just
<i>i naranĉa, e naranĉi</i>	the orange, the oranges	<i>nadjon</i>	very
<i>i mandarina, e mandarini</i>	the clementine, the clementines	<i>o akciovo, e akciovura</i>	the sale, the special offer
<i>o vaŝarlovo, e vaŝarlovura</i>	the customer, the customers	<i>normaliŝo</i>	ordinary
<i>palaj vaŝarlovura</i>	for the customers	<i>i ahor</i>	the price
<i>adjes</i>	today	<i>normaliŝan (adv.)</i>	ordinary
<i>tumenge</i>	for you (p)	<i>o partneri, e partnera</i>	the partner
<i>i kila, o kilo</i>	the kilogram	<i>zurales (adv.)</i>	strongly, very much
<i>kerel</i>	to cost	<i>aver</i>	other, another, different
<i>guglo, gugli, gugle</i>	sweet	<i>jek aver akciovo</i>	another special offer
<i>o mago, e magura</i>	the seed, the seeds (also: pumpkin seeds)	<i>lezno</i>	cheap, inexpensive
<i>bi magongo</i>	seedless	<i>maj lezno</i>	cheaper, more inexpensive
<i>amaro, amari, amare</i>	our	<i>o djimeĉo</i>	the fruits
<i>i Ŝpanija</i>	Spain	<i>i doŝ, e doŝa</i>	the fault(s), the mistake(s)
<i>valastij</i>	to choose	<i>khajnaki zumi</i>	the chicken soup
<i>paŝa kodo</i>	next to it	<i>zumi gombocenca</i>	the soup with dumplings
<i>jito, jiti (pl.)</i>	sharp	<i>o perkelto</i>	the goulash
<i>i familija, e familije</i>	the family	<i>peki raca lole ŝaxesa</i>	the roast duck with red cabbage
<i>a familijake, palaj familija</i>	for the family	<i>zeleno fusuj</i>	the green bean
<i>kerno, kerni, kerne</i>	rotten	<i>i palaĉinta, e palaĉinti</i>	the pancake, the pancakes
<i>ŝuklo, ŝukli, ŝukle</i>	sour	<i>e akhorengi reteŝka</i>	the nut strudel

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



Teaching activity 01   Sub-topic 01: Groceries and dishes – Card game “Fruits and Vegetables”	
Duration: 30 min   Skill: 	
Mat./Res.: Cards worksheet 02, lamination-device	
<p>Preparation: Laminate and cut out cards.</p> <ol style="list-style-type: none"> <li>01. Children sit in a circle.</li> <li>02. Teacher spreads out the picture cards on the floor and hands out the word cards to the children.</li> <li>03. Children put their word cards beside the matching picture cards.</li> <li>04. Teacher collects word cards that are in the wrong place and hands them out to the children again.</li> <li>05. Children try to put the word cards in the right place once again.</li> <li>06. Together they discuss the vocabulary and singular/plural forms of the words (e.g. What’s “tomato” in Romani? Is <i>paradičoma</i> a singular or a plural form? Etc.).</li> </ol>	
Teaching activity 02   Sub-topic 01: Groceries and dishes – Discussion <i>Me kamav/či kamav ...</i>	
Duration: 20 min   Skill: 	
Mat./Res.: Picture cards worksheet 02	
<p>Preparation: Laminate and cut out cards.</p> <ol style="list-style-type: none"> <li>01. Children sit in a circle.</li> <li>02. Teacher spreads out the picture cards on the floor and starts the discussion: <i>Me kamav te xav banane. Me či kamav te xav papriki.</i> (I like to eat bananas. I don’t like to eat paprika.) and shows the matching picture cards.</li> <li>03. Teacher asks a child: <i>So kames te xas aj so či kames?</i> (What do you like to eat and what don’t you like to eat?)</li> <li>04. Child answers and shows the matching picture cards.</li> <li>05. Teacher asks the other children one after the other.</li> <li>06. Teacher corrects spelling and clause positions if necessary.</li> </ol>	
Teaching activity 03   Sub-topic 01: Groceries and dishes – Listening comprehension <i>Ande bolta</i>	
Duration: 30 min   Skill:    ELP: Dossier p. 53	
Mat./Res.: Listening worksheet 03, audio-device	
<ol style="list-style-type: none"> <li>01. Children hear the listening comprehension <i>Ande bolta</i> (worksheet 03) twice.</li> <li>02. Children talk about the content with the child sitting next to them.</li> <li>03. The listening comprehension is played again. Children are to keep one word that they don’t understand in mind.</li> <li>04. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them.</li> <li>05. Teacher and children discuss the content of the story.</li> <li>06. Finally they listen to the text once again. New vocabulary is copied from blackboard to Dossier p. 53.</li> </ol>	

**Teaching activity 04 | Sub-topic 01: Groceries and dishes – Reading *Ande bolta***Duration: 20 min | Skill:  | ELP: Dossier

Mat./Res.: Reading worksheet 04

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



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

**Teaching activity 05 | Sub-topic 01: Groceries and dishes – Error text *Ande bolta***Duration: 25 min | Skill:   | ELP: Dossier

Mat./Res.: Error text worksheet 05

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

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

**Teaching activity 06 | Sub-topic 01: Groceries and dishes – Advertisement Brochure**Duration: 25 min | Skill:   | ELP: Dossier

Mat./Res.: Worksheet 06

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

01. Teacher hands out the worksheet 06 *Reklama* and asks one child to read the text under the first picture.
02. The group discusses the content of the text.
03. Subsequently an other child reads the text under the second picture.
04. The group discusses the content again.
05. Teacher asks the children to cut out a picture of a product from a brochure, to glue it onto a sheet of paper and to write a short advertising slogan below it as a homework.
06. Worksheet is added to the Dossier.

**Teaching activity 07 | Sub-topic 01: Groceries and dishes – Reading “Menu”**Duration: 30 min | Skill:  | ELP: Dossier p. 53

Mat./Res.: Reading worksheet 07

01. Teacher hands out the text *Restorano Kaj phuri dej* (worksheet 07).
02. Children read the text silently once.
03. Subsequently the children talk about the content with the child sitting next to them (What is this? What is offered?).
04. Every couple searches for one word that they don't understand and tells it to the teacher.
05. Teacher writes the words on the blackboard and translates them.
06. Now the text is read aloud (one child reads the soups, an other child reads the main dishes, etc.) and discussed in group (teacher explains the dishes if the children don't know them).
07. Children copy the new vocabulary to the Dossier p. 53.
08. Worksheet is added to the Dossier.


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

Mat./Res.: Worksheet 07

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

Preparation: Print and laminate worksheet 07.

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

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

01. Children sit in a circle.
02. Teacher tells the children about his/her favorite dish: *Me maj but kamav te xav teceji kiralesa. But kamav kana si le šukares kirade thaj kana si but kiral andre.* (My favorite dish is macaroni and cheese. I like it a lot, if it's cooked well and if there's a lot of cheese inside.). Subsequently the teacher asks every child: *So kames tu te xas maj but?* (What is your favorite dish?).
03. Children talk about their favorite dishes. Teacher corrects spelling and clause positions if necessary.
04. Teacher can write new vocabulary or vocabulary the children need for their descriptions on the blackboard.





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


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

Mat./Res.: Lined paper

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

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

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

Duration: 30 min | Skill: 

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


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

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

Print pictures of activity 11 and 12.

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







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

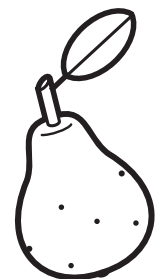
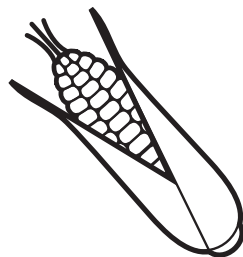
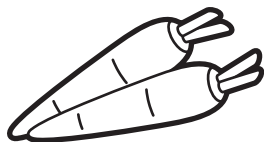
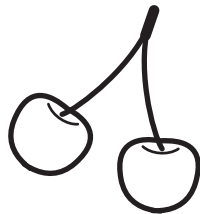
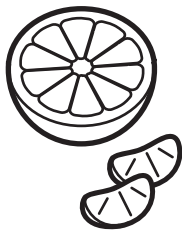
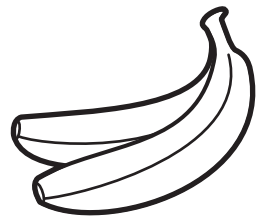
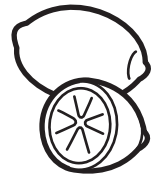
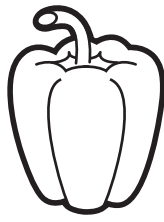
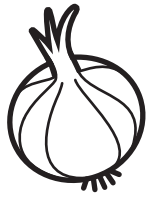
Duration: 20 min | Skill: 

Mat./Res.: Poster “Our snack”

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

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

<b>Lesson plan 01   Sub-topic 01: <i>Ande bolta</i> – Textual Understanding</b>
TA-Nr.: 03   Learning objectives: Textual listening and understanding of a common text. Extension of vocabulary
Duration: 30 min   Skill:    ELP: p. 53
Mat./Res.: Listening worksheet 03, audio-device
<ol style="list-style-type: none"> <li>01. Children hear the listening comprehension <i>Ande bolta</i> (worksheet 03) twice.</li> <li>02. Children talk about the content with the child sitting next to them.</li> <li>03. The listening comprehension is played again. Children are to keep one word that they don't understand in mind.</li> <li>04. Children tell the teacher their words one after the other. Teacher writes them on the blackboard and translates them.</li> <li>05. Teacher and children discuss the content of the story.</li> <li>06. Finally they listen to the text once again. New vocabulary is copied from blackboard to Dossier p. 53.</li> </ol>
TA-Nr.: 04   Learning objectives: Textual listening and understanding of a common text. Extension of vocabulary
Duration: 20 min   Skill:    ELP: Dossier
Mat./Res.: Reading worksheet 04
<ol style="list-style-type: none"> <li>01. Teacher hands out the text <i>Ande bolta</i> (worksheet 04) and asks one child to read the first section.</li> <li>02. Together they discuss the content of the first section; Teacher writes new words on the blackboard and translates them.</li> <li>03. Same procedure for the following sections of the text until the whole text is read and all new words are on the blackboard.</li> <li>04. Worksheet is added to the Dossier.</li> </ol>
<b>Lesson plan 02   Sub-topic 01: <i>Ande bolta</i> – Form-orientated Reading and Understanding</b>
TA-Nr.: 05   Learning objectives: Form-orientated Reading and Understanding of a familiar text Deepening of vocabulary
Duration: 25 min   Skill:     ELP: Dossier
Mat./Res.: Error text worksheet 05
<ol style="list-style-type: none"> <li>01. Teacher hands out the error text <i>Ande bolta</i> (worksheet 05).</li> <li>02. Teacher asks one child to read the task and subsequently explains it once again.</li> <li>03. Children have about 10 min to find the errors in the text together with the child sitting next to them.</li> <li>04. Subsequently the children say the wrong words; Teacher writes them on the blackboard.</li> <li>05. Together they discuss how the text could be put right; Children write the right words above the wrong ones in the text.</li> <li>06. Worksheet is added to the Dossier.</li> </ol>
TA-Nr.: 06   Learning objectives: Form-orientated Reading and Understanding of a familiar text Deepening of vocabulary
Duration: 25 min   Skill:     ELP: Dossier
Mat./Res.: Worksheet 06
<ol style="list-style-type: none"> <li>01. Teacher hands out the worksheet 06 <i>Reklama</i> and asks one child to read the text under the first picture.</li> <li>02. The group discusses the content of the text.</li> <li>03. Subsequently an other child reads the text under the second picture.</li> <li>04. The group discusses the content again.</li> <li>05. Teacher asks the children to cut out a picture of a product from a leaflet, to glue it onto a sheet of paper and to write a short advertising slogan below it as a homework.</li> <li>06. Worksheet is added to the Dossier.</li> </ol>



i purum  
e puruma

i parika  
e papriki

i citroma  
e citromi

i paradičoma  
e paradićomi

i sir  
e sirja

i banana  
e banane

i narandja  
e narandji

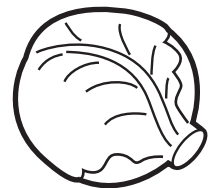
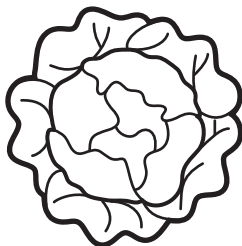
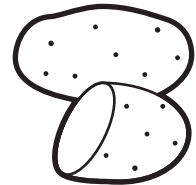
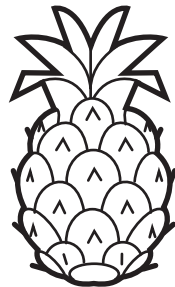
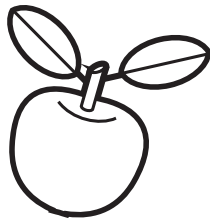
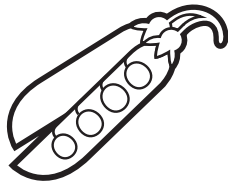
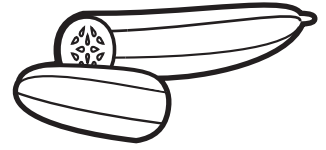
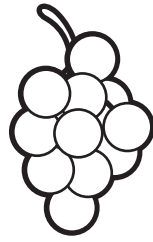
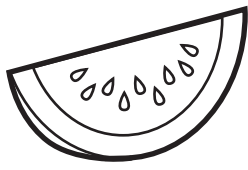
i kireša  
e kireši

i buraca  
e buraci

o lolo ropaj  
e lole ropaja

o kukurizo

o ambrol  
e ambrola



i loli dinja  
e lole dinji

i drakh  
e drakha

i buborka  
e buborki

o hiril

i mura  
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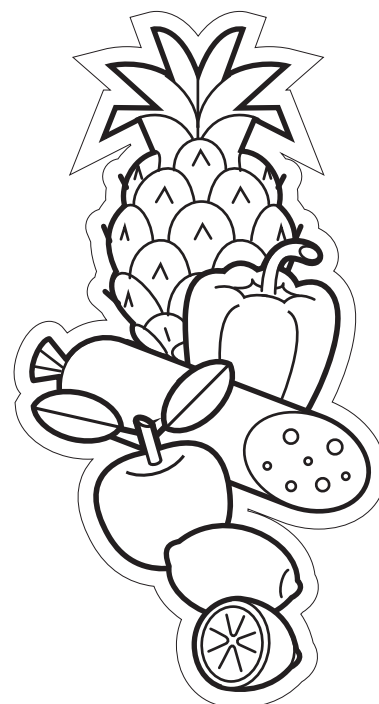
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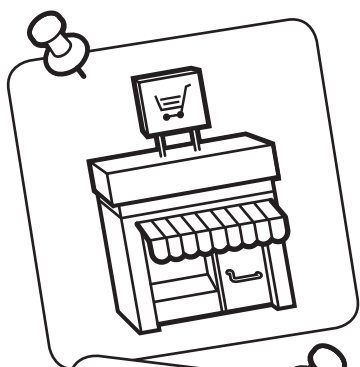
## So trubuj te kinav:

1)	2 marne
2)	1 margarina
3)	½ kila goja
4)	½ kila kiral
5)	1 buborka
6)	4 paradičomi
7)	3 papriki
8)	3 phabaja
9)	5 banane
10)	½ kila muri
11)	3 ambrola
12)	1 ananaso
13)	4 kivi
14)	1 citromo
15)	5 paklivura „vanilla sugar“



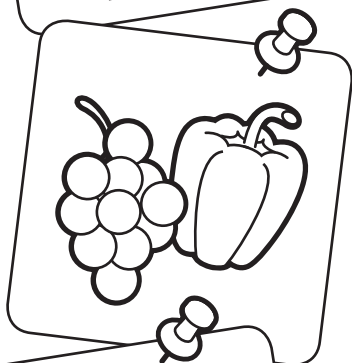


## Ande bolta



Pala amare kedveša vašarlovura si ame, aj kodo feri adjes, jek nadjon lašo akciovo pe drakh. Feri adjes thaj feri pala tume das jek kila drakh po jek 1 € aj na pe 2 € sar normališan.

\_\_\_\_\_



Amari drakh si bi magongo thaj nadjon gugli. Amare partnera ande Španija zurales line aminti thaj valastinde pala amare vašarlovura feri i maj šukar drakh.

\_\_\_\_\_



Paša kodo si amen adjes inke jek aver akciovo. E jiti papriki biknas adjes jekhe evrovosa maj lezno. Jek kila so kerel normališan 3 € das adjes pe 2 €.

# Ande bolta

Šaj rakhes sa e panž doša?

Pala amari kedvešo familija si feri adjes maj bari ahor palaj drakha. Feri adjes thaj feri pala tume kerel jek kila drakh 1 € aj na 2€.

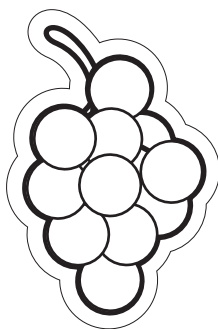
Amari drakh si bi magongo thaj nadjon šukli. Amare partnera ande Španija zurales line aminti thaj valastinde pala amare vašarlovura feri i maj kerni drakh.

Paša kodo si amen adjes inke jek aver akciovo. E londe papriki biknas adjes jekhe evrovosa maj lezno. Jek kila so kerel normališan 3 € das adjes pe 2 €.



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

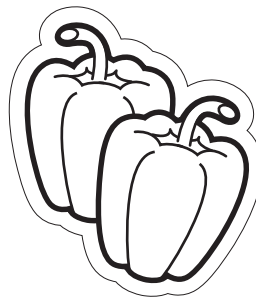
# REKLAMA



Zeleni drakha  
„Sultaninos“ bi  
magongo. Katar i  
khamutni Španija.

I normališo ahor-i: € 2,--/kilo  
Feri adjes

**€ 1,--/kila**



Kherutne  
jiti  
papriki,  
sorta  
„Bengale“

I normališo ahor: € 3,--/ kila  
Feri adjes

**€ 1,--/kila**

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

RESTORANTO

# Kaj phuri dej

Supa knedlencar  
Khanjakiri supa  
Patlidžanengiri supa

—  
Perkelto






Peki raca lole šaxesa  
Zeleno fusuj

—  
Palačinti  
Akhorengi reteška

Djimečo

—  
Kaveja  
Phabajengo safto  
Parne thaj lole ostrakicka mola  
Frečo, Bera

<b>Lovara_Secondary_A2_AT_eng_unit-09</b>
<b>Topic (CFR): TIME, SEASONS AND WEATHER</b>
<b>Sub-topic 01: Weather</b> <b>Sub-topic 02: Time</b> <b>Sub-topic 03: Seasons</b>
<b>Connected main themes in the CFR: Food and Clothing</b>

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

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

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

Active			
<i>i vrama</i>	the weather, the time	<i>e radiosvosko štaciovo</i>	the radio station
<i>a vramaki prognoza</i>	the weather report	<i>avel</i>	to become, we will become
<i>avel</i>	to follow	<i>o cajtungo, e cajtungura</i>	the newspaper
<i>akak</i>	now	<i>perel, peren</i>	to fall
<i>šukar</i>	fine, nice, beautiful	<i>i luja</i>	the monday
<i>a meteorologijako štaciovo</i>	the weather station	<i>i tetradji</i>	the wednesday
<i>i informacija</i>	the information	<i>o savato</i>	the saturday
<i>pahoj</i>	to freeze	<i>o kurko</i>	the sunday
<i>šaj</i>	it goes, it can, maybe	<i>e beršesko reso</i>	the season
<i>i vulica, e vulici</i>	the street	<i>ko(n)?</i>	who?
<i>anda kodo</i>	because	<i>so?</i>	what?
<i>i temperatura</i>	the temperature	<i>sar?</i>	how?
<i>maj but</i>	more	<i>katar</i>	where from?
<i>o grado, e gradura pe celšiuš-škala</i>	the degree Celsius, the degrees Celsius	<i>savo, savi</i>	which?
<i>savora</i>	all	<i>ketji?</i>	how much?
<i>katka</i>	here, in this place	<i>kaj</i>	where? where to?
<i>aminti lel</i>	to watch out	<i>adjes</i>	today
<i>tradel</i>	to drive	<i>iv del</i>	to snow
<i>del informacija</i>	to inform	<i>miškij pe</i>	to move
<i>tume(n) (Akk.)</i>	you (p)	<i>ratjate</i>	in the evening
<i>ži pe ratjate</i>	until the night, until the evening	<i>i r(j)at</i>	over night
<i>legalab</i>	at least	<i>djese</i>	over the day
<i>o centimeter, e centimera</i>	the centimeter, the centimeters	<i>tato, tati, tate</i>	warm
<i>avel maj nasul</i>	to get worse	<i>o tatimo</i>	the warmth
<i>i situacija, e situacije</i>	the situation, the condition	<i>avri birij</i>	to stand (sth.)
<i>o drom, e droma</i>	the path	<i>o brišind</i>	the rain
<i>o iv</i>	the snow	<i>i natura</i>	the nature
<i>najis</i>	Thank you! (s), Thank you! (p)	<i>lošal</i>	to be happy
<i>kodoleske, kodolake, kodolenge</i>	the one, the ones	<i>i balval, e balvala</i>	the wind
<i>lošal</i>	to enjoy	<i>i balval phurdel</i>	the wind blows
<i>kado, kadi</i>	this	<i>o nordo</i>	the north
<i>šudro, šudri, šudre</i>	cold	<i>žal avri</i>	to go outside
<i>bušol</i>	to be called, to mean	<i>bistrel</i>	to forget
<i>kapij</i>	to get	<i>i brišindalji, i karapija</i>	the umbrella
<i>del</i>	to give	<i>o aldaši</i>	the discount
<i>o moderatori, e moderatura</i>	the presenter		

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

Active			
<i>e beršesko reso</i>	the season	<i>i detharin, I deteharin</i>	the morning
<i>e beršeske resura</i>	the seasons	<i>khamutno, khamutni, khamutne</i>	sunny
<i>e gada (pl.)</i>	the piece(s) of clothing	<i>usij</i>	to swim
<i>e tate gada</i>	the warm clothing	<i>brišindalo, brišindali, brišindale</i>	rainy
<i>o milaj</i>	the summer	<i>o jegšporto</i>	the ice sports
<i>milaje</i>	in summer	<i>i jegpalota</i>	the ice palace
<i>o ivend</i>	the winter	<i>krujij ande</i>	to encircle
<i>ivende</i>	in winter	<i>phirel</i>	to walk
<i>o tavasi</i>	the spring	<i>i celšiuš-škala</i>	the celsius scale
<i>po tavasi</i>	in spring	<i>fontošo</i>	important
<i>i tomna, o eso</i>	the autumn	<i>lezno</i>	cheap
<i>tomnako, pe tomna</i>	in autumn	<i>rudjij</i>	to beg, to ask for sth.
<i>iv del</i>	to snow	<i>jokhar</i>	once
<i>brišind del</i>	to rain	<i>nasul</i>	bad
<i>pahoj</i>	to freeze	<i>o hiro, e hirura</i>	the news
<i>kezdij</i>	to begin	<i>halgatij</i>	to listen
<i>izenij</i>	to wish	<i>resel</i>	to arrive, to reach
<i>ginavel</i>	to read	<i>o firdeši</i>	the bath
<i>o cajtungo, cajtungura</i>	the newspaper		

**Grammar**

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

**Teaching activity 01 | Sub-topic 01: Weather – Listening comprehension A vramaki prognoza anda radiovo**

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

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



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

**Teaching activity 02 | Sub-topic 01: Weather – Textual Reading *A vramaki prognoza anda radiovo***Duration: 20 min | Skill:  | ELP: Dossier

Mat./Res.: Reading worksheet 02

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



01. Children sit in a circle.
02. Teacher hands out the text *A vramaki prognoza anda radiovo* (worksheet 02) and asks a child to read the first section.
03. Together they discuss the content of the first section.
04. Teacher asks an other child to read the second section.
05. Together they discuss the content of the second section; this procedure goes on until the whole text is read and all new words are on the blackboard.
06. Worksheet is added to the Dossier.

**Teaching activity 03 | Sub-topic 01: Weather – Grammatical Reading *A vramaki prognoza anda radiovo***Duration: 30 min | Skill:   | ELP: Dossier p. 53

Mat./Res.: Worksheet 03

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

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






**Teaching activity 04 | Sub-topic 01: Weather – Error Text *A vramaki prognoza anda radiovo***Duration: 20 min | Skill:   | ELP: Dossier




Mat./Res.: Error text worksheet 04

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

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



<b>Teaching activity 05   Sub-topic 01: Weather – Questionnaire <i>A vramaki prognoza anda radiovo</i></b>
Duration: 30 min   Skill:    ELP: Dossier
Mat./Res.: Questionnaire worksheet 05
<p>Note: This activity can only be done subsequently to activity 02, 03 or 04.</p> <ol style="list-style-type: none"> <li>Teacher hands out the questionnaire worksheet 05 <i>A vramaki prognoza anda radiovo</i>.</li> <li>Children have about 10 min to answer the questions together with the child sitting next to them.</li> <li>Subsequently the answers are compared and the teacher writes the sentences on the blackboard as a check.</li> <li>Worksheet is added to the Dossier.</li> </ol>
<b>Teaching activity 06   Sub-topic 01: Weather – Textual Reading <i>E beršeske resura thaj i vrama</i></b>
Duration: 25 min   Skill:     ELP: Dossier p. 53
Mat./Res.: Reading worksheet 06
<ol style="list-style-type: none"> <li>Teacher hands out the text <i>E beršeske resura thaj i vrama</i> (worksheet 06).</li> <li>Children read the text silently once.</li> <li>Subsequently the children talk about the content with the child sitting next to them (What is this? What's the content of the text? Etc.).</li> <li>Every couple searches for one word that they don't understand and tells it to the teacher.</li> <li>Teacher writes the words on the blackboard and translates them.</li> <li>Now the text is read aloud and discussed in group.</li> <li>Children copy the new vocabulary to the Dossier p. 53.</li> <li>As a homework the children are to read the text again and assign it to the right season.</li> <li>Worksheet is added to the Dossier.</li> </ol>
<b>Teaching activity 07   Sub-topic 01: Weather – Discussion <i>Sar-i i vrama?</i></b>
Duration: 30 min   Skill: 
<ol style="list-style-type: none"> <li>Children sit in a circle.</li> <li>Teacher starts by describing the current weather conditions: e.g. <i>I detharin phende anda radiovo ke adjes avla baro šil. Me hurjadem tate gada te na pahoj mange. Kana dem avri las te del o iv.</i> (In today's weather forecast in the morning they said it would be very cold today. I put on warm clothing so I wouldn't freeze. When I went outside it started to snow.) Subsequently he/she asks the children to describe the current weather conditions (<i>Sar-i i vrama akana?</i>; What is the weather like now?).</li> <li>Children describe the weather conditions one after the other. Teacher corrects spelling and clause positions if necessary.</li> <li>Teacher can write new vocabulary or words the children want to know on the blackboard.</li> </ol>
<b>Teaching activity 08   Sub-topic 02: Time – Poster <i>Muro sapačago</i></b>
Duration: 50 min   Skill: 
Mat./Res.: Posters, pens, brochures, newspapers, glue, scissors
<p>Preparation: Find newspapers, brochures, pictures, etc., and provide them for the children.</p> <ol style="list-style-type: none"> <li>Teacher hands out a poster to every child and explains the task: Design a poster with the heading "My holidays".</li> <li>Children design, draw, glue, paint and write on their poster as they prefer.</li> <li>Posters are put on the wall in the classroom.</li> </ol>

<b>Teaching activity 09   Sub-topic 02: Time – Presentation <i>Muro sapačago</i></b>
Duration: 30 min   Skill: 
Mat./Res.: Poster <i>Muro sapačago</i>
<p>Note: This activity can only be done subsequently to activity 08.</p> <ol style="list-style-type: none"> <li>01. The class takes a look at the posters the children made.</li> <li>02. Teacher asks every child to talk about his/her poster (When was that? Who was there? Where was that? What did you like best about it? What didn't you like about it? Etc.).</li> <li>03. Children talk about their posters; teacher and classmates can ask questions.</li> </ol>
<b>Teaching activity 10   Sub-topic 01: Weather – Discussion <i>So urjavesa?</i></b>
Duration: 30 min   Skill: 
Mat./Res.: Worksheet 06
<ol style="list-style-type: none"> <li>01. Children sit in a circle.</li> <li>02. Teacher reads the weather forecast worksheet 06 <i>I vrama</i> to the children.</li> <li>03. They discuss the content of the forecast and subsequently the teacher asks the children what they would put on if they heard this forecast.</li> <li>04. Children answer one after the other.</li> <li>05. Teacher sometimes interrupts them with questions to encourage them, e.g. What kind of shoes would you wear? Why would you put on trousers and not a skirt? Etc.</li> <li>06. Teacher writes words that the children don't know yet or words they need for their descriptions on the blackboard.</li> </ol>
<b>Teaching activity 11   Sub-topic 01: Weather – TV weather forecast</b>
Duration: 50 min
Mat./Res.: Camera, large map
<p>Note: This activity can only be done subsequently to activity 07. Preparation: Attach map to the blackboard.</p> <ol style="list-style-type: none"> <li>01. Teacher explains the task: You are a weather forecast presenter on TV. Prepare a weather report in order to present it later on.</li> <li>02. Children prepare their weather forecasts (teacher helps them with writing it down and corrects it if necessary).</li> <li>03. Subsequently the teacher films the presentations of the children. They sit in front of the large map.</li> </ol>
<b>Teaching activity 12   Sub-topic 03: Seasons – Discussion <i>E štar beršeske resura</i></b>
Duration: 30 min   Skill: 
Mat./Res.: Picture cards worksheet 07, lamination-device
<p>Preparation: Print and laminate picture cards worksheet 07.</p> <ol style="list-style-type: none"> <li>01. Children sit in a circle.</li> <li>02. Teacher shows a picture card with a season on it (e.g. summer) and asks the children to describe the weather of that season.</li> <li>03. Together they discuss the weather of that season (e.g. summer: sunny, warm, very hot, ...).</li> <li>04. Subsequently the teacher asks what kind of clothing is appropriate in that season.</li> <li>05. Together they discuss the appropriate kind of clothing for that season.</li> <li>06. All four seasons (weather and clothing) are discussed by reference to the picture cards.</li> </ol>

**Teaching activity 13 | Sub-topic 03: Seasons – Worksheet *E štar beršeske resura 1***Duration: 30 min | Skill: 

Mat./Res.: Worksheet 08

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

01. Teacher hands out worksheet *E štar beršeske resura* (worksheet 08).
02. He/She asks a child to read the task to the class and subsequently they discuss it.
03. Children can write the sentences about the weather of the four seasons together with a partner (teacher can support them).
04. Teacher can finally check the spelling and clause positions.
05. Worksheet is added to the Dossier.

**Teaching activity 14 | Sub-topic 03: Seasons – Worksheet *E štar beršeske resura 2***Duration: 30 min | Skill: 

Mat./Res.: Worksheet 09

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



01. Teacher hands out worksheet *E štar beršeske resura* (worksheet 09).
02. He/She asks a child to read the task to the class and subsequently they discuss it.
03. Children can write the sentences about the appropriate clothing in the four seasons together with a partner (teacher can support them).
04. Teacher can finally check the spelling and clause positions.
05. Worksheet is added to the Dossier.





**Teaching activity 15 | Sub-topic 01, 02, 03: Language-portfolio**Duration: 10 min | Skill:   | ELP: p. 41

Mat./Res.: Language-portfolio p. 41/Level A2

Preparation: Teacher structures the checklist in the language-biography (p. 41/Level A2) as he/she prefers.

01. After finishing unit 09 the teacher hands out his/her checklists.
02. Teacher and children discuss the list point by point. Children draw a star or anything similar beside a point if they meet the requirements of it (“I can ...”).
03. The checklists are added to the ELP (“Language biography”).

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

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

# A vramaki prognoza anda radiovo

Akak sunas a vramaki prognoza, katar o Kraja:  
Phralale thaj phenale, izenij tumenge jek šukar  
ivendeski deteharin, sajek ke i vrama naj igen šukar.  
Katar a meteorologiako štaciovo reslas ame i maj  
nevi informacija, ke but droma avena pahome thaj  
i temperatura či na nakhela perdal  $-1^{\circ}$  pe  
celšiuš-škala. Rudjinas tume zurales, kon tradel  
vurdonesa, traden feri lokhes haj len aminti po drom.  
Das tume vi i informacija ke ži pe ratjate dela inke  
karing 5 centimtera iv aj e situacija pe droma šaj  
avel inke maj nasul.

Najis tumenge kaj halgatin amaro radiovo.  
Rudjinas tumen inke jokhar, te len aminti sar traden.  
De, savorenge, kon lošan kodole šudre ivendeske djeseske,  
si ame vi jeg lašo hiro, ke adjes avela i jedjongi ahor pala  
jegšporto ande jegpalota ži pe dopaš maj lezno.



# A vramaki prognoza anda radiovo

Ginav jek mondato pala aver. Pala sako mondato puš:

Kon vaj so? Krujin ande kadala vorbi.

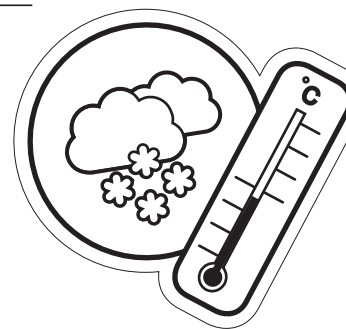
## Eksempla

Ginav o angluno mondato.

Puš: Kon vaj so šunas akak?

De anglal: A vramaki prognoza šunas akak!

Krujin ande: A vramaki prognoza.



Akana sledini i vremensko prognoza e Fatimaja:

Mangava tumenge jek šužo jevendesoro sabaji, mada I vrama nane te ovel baš šužo. Kotar i meterološko stanica dobindjam i najnevi informacija kaj šaj te zaledinen pe o ulice pošto i temperatura nane te ukljel poviše kotar o -1 stepeni ki celzievo skala. Ko akava than upozorinaja sa e vozačen te pazinen sar vozinena. Panda mangaja te informirina tumen kaj dji ki rat ka den najhari 5 santimija iv, so šaj te pogoršini i situacija ko drumija.

Ov sasti Fatimo. A sa okolenge, so šaj te uživinen ko akava šužo jevendesoro dive, mangava te phenav kaj isi popusti ko klizalište ko Centar.

# A vramaki prognoza anda radiovo

Šaj te rakhes sa e panž doša?

Akak šunas a vramaki prognoza katar o Kraja:

Phralale thaj phenale, izenij tumenge jek šukar milaski deteharin, sajek-i ke i vrama naj pra šukar. Katar e radiovosko štaciovo reslas ame i maj nevi informacija, ke but droma avna pahome thaj i temperatura či na nakhela perdal  $-1^{\circ}$  pe celšiuš-škala. Rudjinas tume zurales, kon tradel vurdonesa, traden feri lokhes haj len aminti po drom. Das tume vi i informacija ke ži pe ratjate dela inke karing 5 centimentera brišind aj e situacija pe droma šaj avel inke maj nasul.

Najis tumenge kaj halgatin amaro radiovo. Rudjinas tume inke jokhar, te len aminti sar traden. De, savorenge, kon lošan kodole tate ivendeske djeseske, si ame vi jeg lašo hiro, ke adjes avela i jedjongi ahor pala jegšporto ando firdevo ži pe dopaš maj lezno.



*„Das tume vi i  
informacija ke ži pe  
ratjate dela inke karing  
5 centimentera brišind.“*



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

# A vramaki prognoza anda radiovo

Des tu godji?

Sar bušol o moderatori ande radiovosko štaciovo?

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Katar kapindas o moderatori i informacija?

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Save duj fontoša informacije das ame o Kraja?

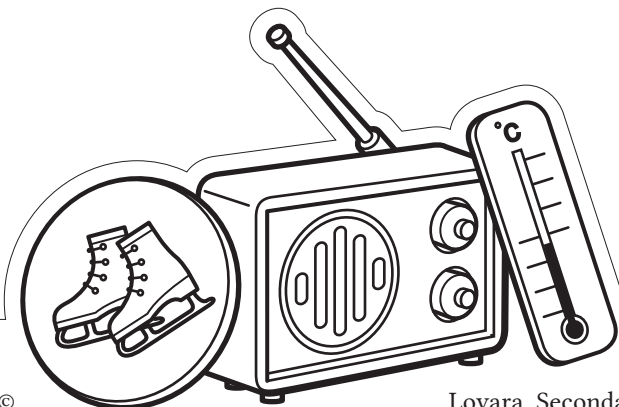
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Sar-i i temperatura adjes pe celšiuš-škala?

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Pe savo than den maj lezni jedjura te šaj nakhas lošasa kado  
šudro djes?

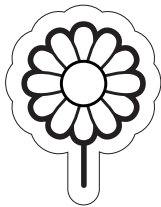
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# E beršeske štar resura thai i vrama

1) Ginav a vramake prognozi katar e purane cajtungura!

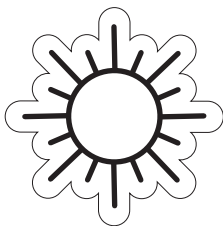
2) Ande save beršeske resura peren kadala prognozi?



Luja, 23. Decemberi - Vramaki prognoza:

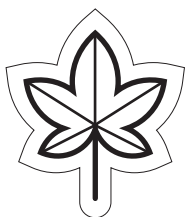
Adjes dela iv. I temperatura avla katar 3 gradura i tetharin ži pe -8 gradura pe ratjate.

Djese šaj pahon e droma.



Kurko, 26. juliuši - Vramaki prognoza:

Adjes avla i vrama tati thaj o kham pekela. I teperatura avla katar 23 gradura i detharin ži pe 37 gradura djese. Kon či birij avri kodo baro tatimo te žan te usin!



Savato: 4. apriluši - Vramaki prognoza:

Adjes avla o djes brišindalo. I temperatura avla katar 3 gradura i detharin ži ka 14 gradura djese.

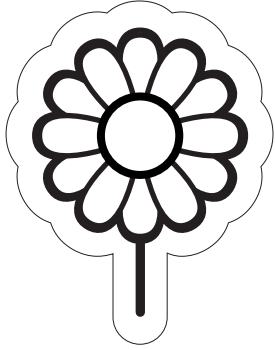
A phuvake avla o brišind baro aldaši.



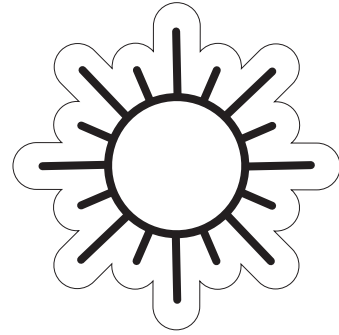
Tetradji, 7. oktoberi - Vramaki prognoza:

Adjes dela brišind thaj phurdela zurali balval katar o nordo.

I temperatura avla katar e 5 gradura e detharin ži ka 10 gradura djese. Kon si te phirel avri te na bistrel i karapija.



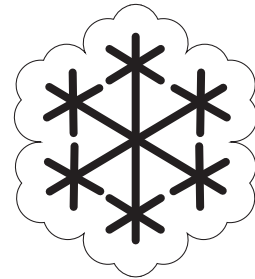
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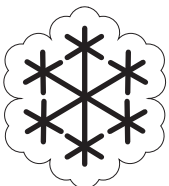
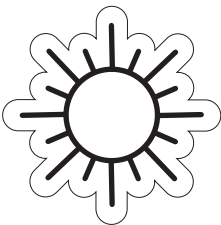
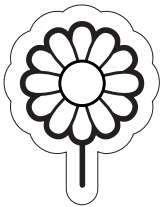
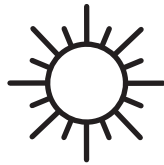


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Muro anav \_\_\_\_\_

# E beršesere štar resura

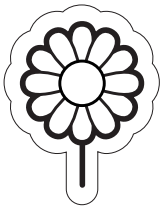
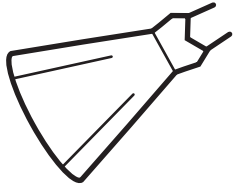
Iskirin i vrama katar e štar beršeske resura!

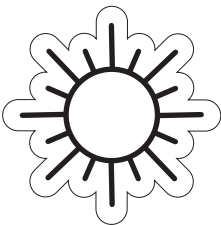


Muro anav \_\_\_\_\_

# E beršesere štar resura

Iskirin save gada trubuj te hurjaves pe beršeske falitika resura!


















<b>Lovara_Secondary_A2_AT_eng_unit-10</b>
<b>Topic (CFR): NATURE AND ANIMALS</b>
<b>Sub-topic 01: Animals</b>





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

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

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

Active			
<i>sunto</i>	holy	<i>len</i>	they
<i>adjes</i>	today	<i>o majmo, e majmura</i>	the monkey, the monkeys
<i>žal</i>	to go	<i>o ketreco, e kretectura</i>	the cage
<i>e alatongi bar</i>	the zoo	<i>kerno, kerni, kerne</i>	rotten (m, f, pl.)
<i>dikhel</i>	to see, to look	<i>e gumivoski hinta</i>	the rubber swing
<i>but felitika</i>	various, different	<i>hintalij</i>	to swing
<i>o alato, e alatura</i>	the animal, the animals	<i>o maj cikno</i>	the smallest
<i>o maj drago alato</i>	the favorite animal	<i>i phabaj, e phabaja</i>	the apple
<i>e kheresko alato, e khereske alatura</i>	the pet	<i>i banana, banane</i>	the banana
<i>o sap, e sapa</i>	the snake	<i>o kher, e khera</i>	the house
<i>o kenguru</i>	the kangaroo	<i>o renderi, e rendera</i>	the police officer
<i>o elefanto, e elefantura</i>	the elephant	<i>o oroslani, e oroslana</i>	the lion
<i>i žirafa, e žirafi</i>	the giraffe	<i>i biblioteka, e biblioteki</i>	the library
<i>o gras(t), e gras(t)</i>	the horse	<i>katar</i>	where from?, from, of
<i>i kamila, e kamili</i>	the camel	<i>kodo, kodi, kodola</i>	this, these
<i>xal</i>	to eat	<i>trajij</i>	to live
<i>o dand, e dand(a)</i>	the tooth, the teeth	<i>dikhel avri</i>	to look like
<i>o direktori, e direktora</i>	the director	<i>e rezusosko majmo, e rezoske majmura</i>	the rhesus monkey
<i>sikavel</i>	to explain	<i>i Indija</i>	India
<i>pherasutno, pherasutni, pherasutne</i>	funny	<i>i Australija</i>	Australia
<i>lengo</i>	her		

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

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



**Teaching activity 05 | Sub-topic 01: Animals – Error text *E sunci majmura***Duration: 20 min | Skill:   | ELP: Dossier

Mat./Res.: Error text worksheet 05

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

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

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

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

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

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

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

Mat./Res.: Worksheet 06

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

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

**Teaching activity 08 | Sub-topic 01: Animals – Discussion *Mure kheresko alato***Duration: 30 min | Skill: 


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

**Teaching activity 09 | Sub-topic 01: Animals – Worksheet *Mure kheresko alato***Duration: 30 min | Skill:  | ELP: Dossier

Mat./Res.: Worksheet 07

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

01. Teacher hands out worksheet *Mure kheresko alato* (worksheet 07).
02. He/She asks a child to read the task to the class and subsequently they discuss it (Describe your pet. What does it eat? Where does it live? How does it look like? Etc.).
03. Children can write the sentences together with a partner (teacher can support them).
04. Teacher can finally check the spelling and clause positions.
05. Worksheet is added to the Dossier.
06. As a homework the children are to bring pictures of their pets. If they don't have a pet, they are to cut out pictures of their favorite animal from newspapers and brochures and bring them.


**Teaching activity 10 | Sub-topic 01: Animals – Poster *Mure kheresko alato***Duration: 50 min | Skill: 

Mat./Res.: Posters, pens, brochures, newspapers, glue, scissors

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

Preparation: Find newspapers, brochures, pictures, etc., and provide them for the children.

01. Teacher hands out a poster to every child and explains the task: Design a poster with the heading "My pet".
02. Children design, draw, glue, paint and write on their poster as they prefer. They can also use pictures of their pets.
03. Posters are put on the wall in the classroom.

**Teaching activity 11 | Sub-topic 01: Animals – Presentation *Mure kheresko alato***Duration: 30 min | Skill: Mat./Res.: Poster *Mure kheresko alato*

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

01. The class takes a look at the posters the children made.
02. Teacher asks every child to talk about his/her poster (What's the name of your pet?, How long do you have it already?, How old is it?, What sex is it?, What does it eat? Etc.).
03. Children talk about their posters; teacher and classmates can ask questions.

**Teaching activity 12 | Sub-topic 01: Animals –Game “Who am I?”**Duration: 30 min | Skill: 

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

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

Duration: 30 min

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

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





Duration: 20 min

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

**Teaching activity 15 | Sub-topic 01: Language-portfolio**Duration: 10 min | Skill:   | ELP: p. 44

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

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

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

# E sunci majmura

Adjes gelem mura školasa ande alatongi bar. Kothe dikhlam but felitika alaton. Dikhlam sapen, kengurun, elefanton, žirafen, grasten, kamilen thaj majmon.

Muro maj drago alato si o majmo. E majmura si nadjon pherasutne alatura. Kana dikhlam len ande lengo ketreco xanas von banane thaj phabaja.

O maj cikno majmo hintalindas pe `k gumivoski hinta thaj sikadas mange peske kerne dand. O direktori katar e alatongi bar phendas amenge hodj kodala majmura sarmozin katar i Indija. Von bušon rezusoske majmura. Ande Indija dikhen le suntone alatonge.



*„E majmura si nadjon pherasutne alatura.“*

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

## E sunci majmura

sunci | Indija | ketreco | direktori | rezusoske  
majmo | hinta | suntone

Adjes gelem mura školasa ande alatongi bar.

Kothe dikhlam but felitika\_\_\_\_\_.

Dikhlam sapen, kenguren, elefanton, žirafen,

grasten, kamilen majmon. Muro maj drago

alato si o \_\_\_\_\_. E majmura si nadjon

pherasutne alatura. Kana dikhlam len ande

lengo \_\_\_\_\_ xanas von banane thaj phabaja.

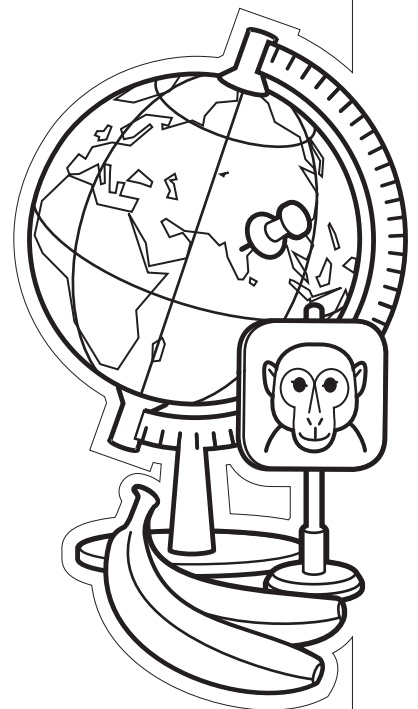
O maj cikno majmo hintalindas pe `k

gumivoski \_\_\_\_\_ thaj sikadas mange peske

kerne dand. O \_\_\_\_\_ katar e alatongi bar phendas

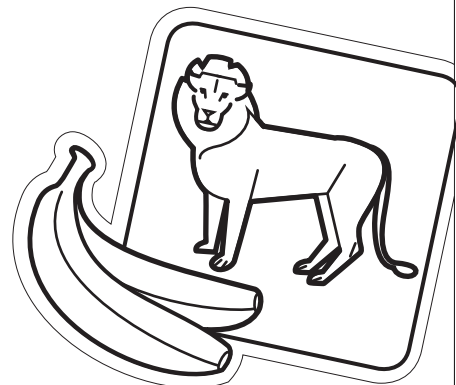
amenge hodj kodala majmura sarmozin katar i \_\_\_\_\_.

Von bušon \_\_\_\_\_majmura. Ande Indija dikhen le \_\_\_ alatonge.



# E sunci majmura

Des tu godji?



1) Kaj gelas i šejori a školasa?

-----

2) Save alaton dikhle kothe?

-----

3) Savo alato si lake maj drago?

-----

4) So kerenas e majmura?

-----

5) So kerelas o maj cikno majmo?

-----

6) Sar bušon e majmura katar i Indija?

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7) Save alatura si ande Indija?

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

# E sunci majmura

Šaj rakhes sa e šov doša?

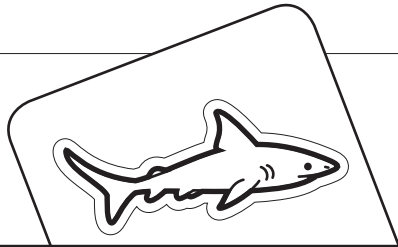
Adjes gelem mura školasa andi biblioteka.  
Kothe dikhlam but feltika alaton.  
Dikhlam sapen, kengurun, elefanton,  
žirafen, grasten, kamilen thaj majmon.  
Muro maj drago alato si o oroslani.

E majmura si nadjon brigake alatura.  
Kana dikhlam len ande lengo kher xanas  
von banane thaj phabaja. O maj cikno majmo  
hintalindas pe 'k gumivoski hinta thaj sikadas  
mange peske kerne danda.

O renderi katar e altongi bar phendas amenge hodj  
kodola majmura sarmozin katar i Australija. Von bušon  
rezusoske majmura. Ande Indija dikhen le suntone  
alatonge.



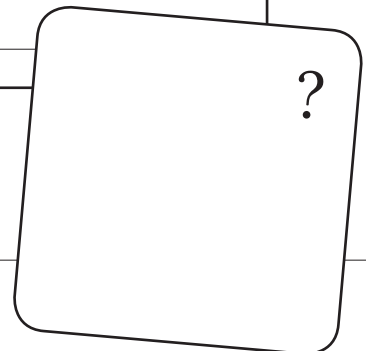
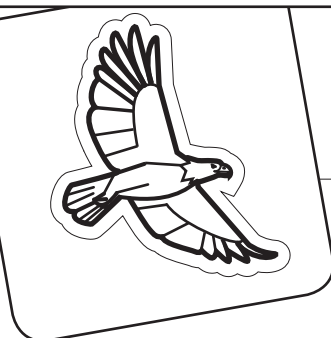
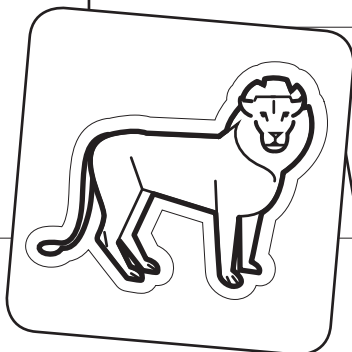
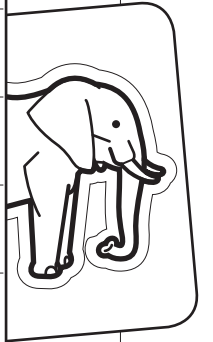
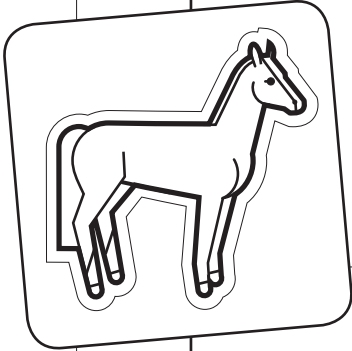


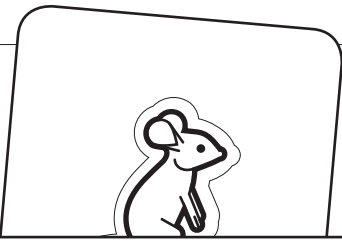


Muro anav \_\_\_\_\_

# Muro maj drago alato

Iskirin pa tjiro maj drago alato  
(So xal, kaj trajij, sar dikhel avri, ...)!

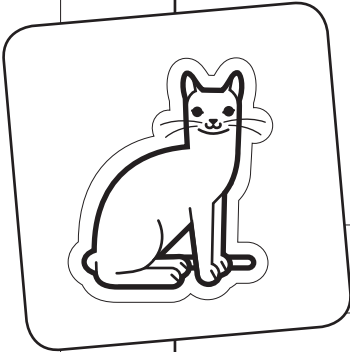




Muro anav \_\_\_\_\_

# Mure kheresko alato

Iskirin pa tjire kheresko alato  
(So xal, kaj trajij, sar dikhel avri, ...)!




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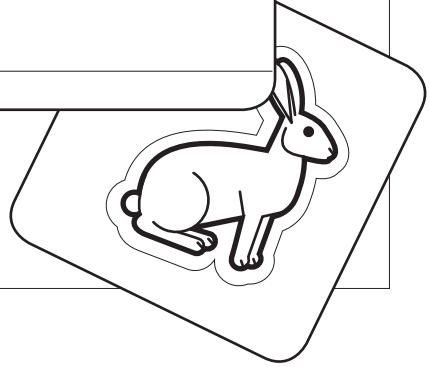
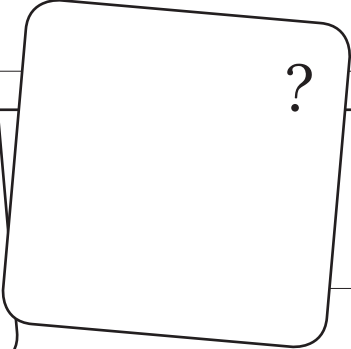
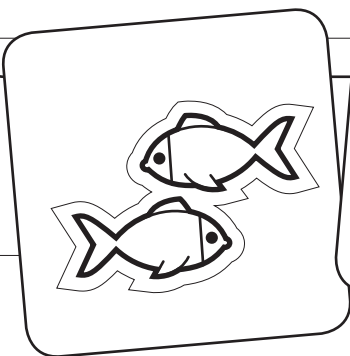
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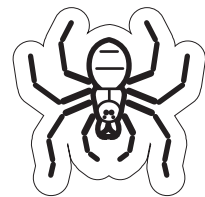
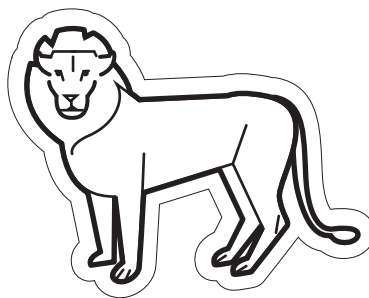
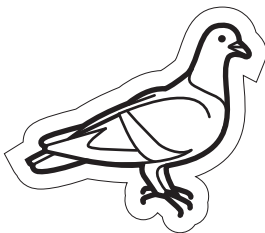
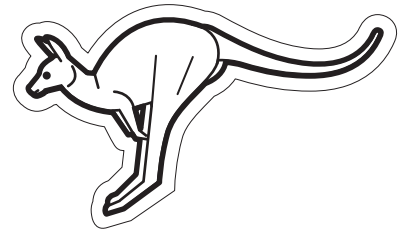
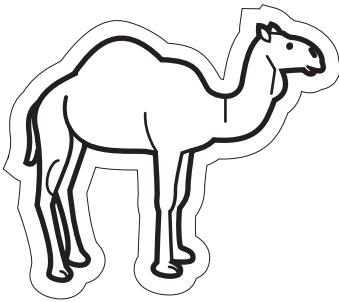
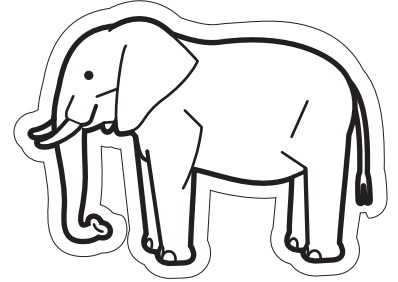


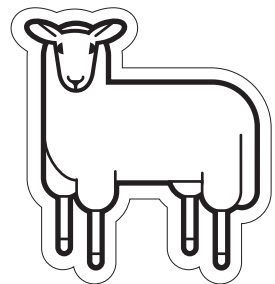
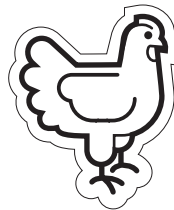
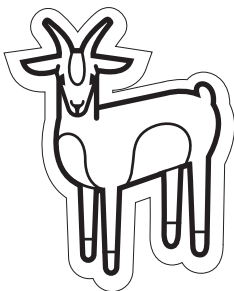
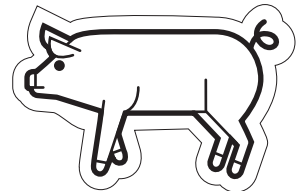
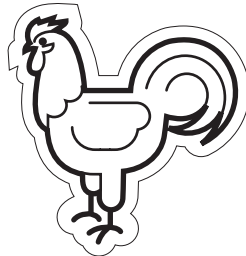
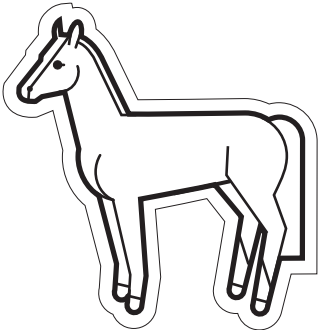
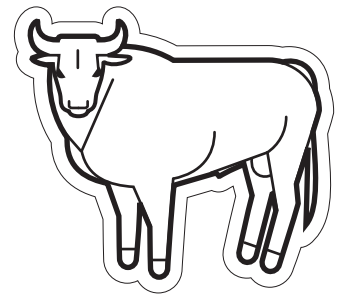
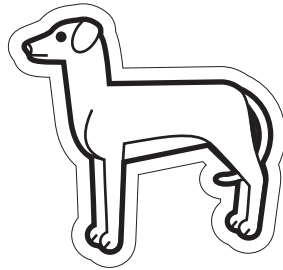
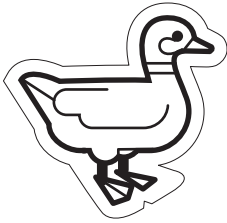
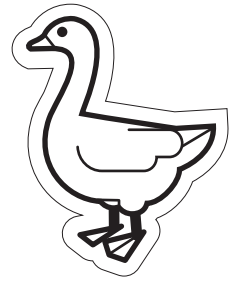
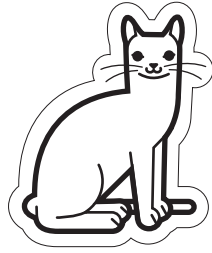
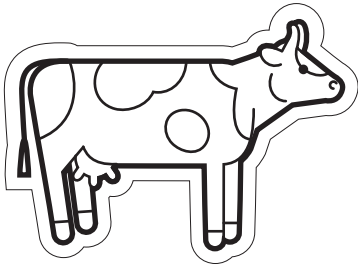
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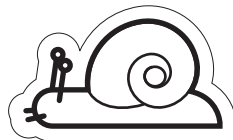
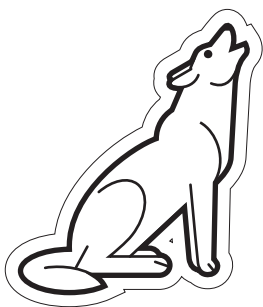
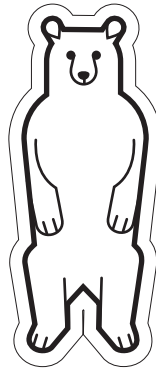
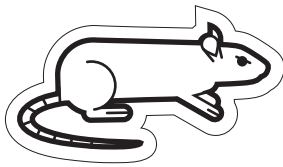
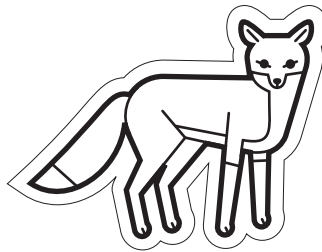
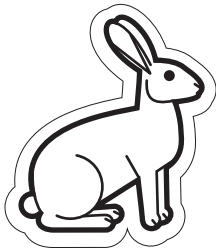
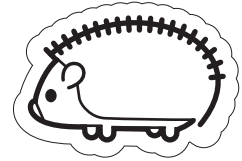
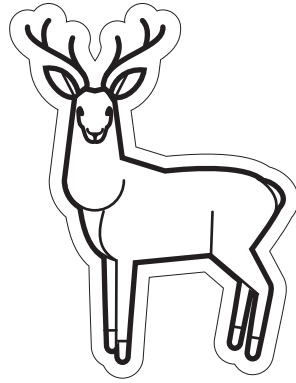
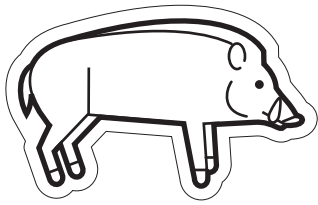


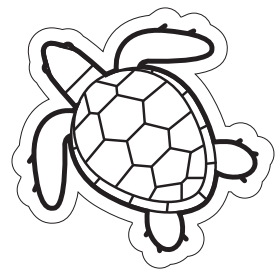
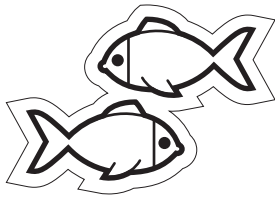
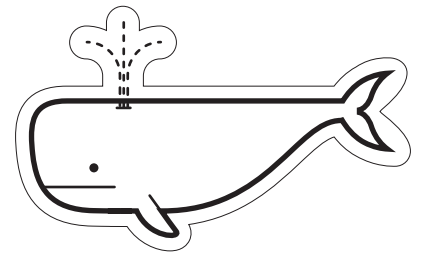
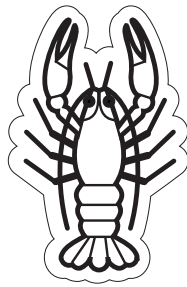
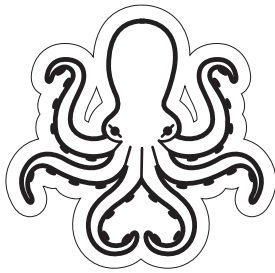
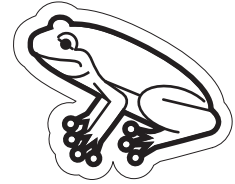
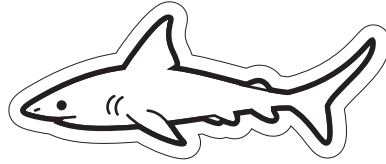
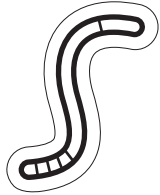
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<b>Lovara_Secondary_A2_AT_eng_unit-11</b>
<b>Topic (CFR): HOBBIES AND ART</b>
<b>Sub-topic 01: Hobbies</b>

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

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






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








Active			
<i>So keres?</i>	What are you doing?	<i>kamel</i>	to want, to like
<i>khanči</i>	nothing	<i>aver kurko</i>	next week
<i>Sar sal?</i>	How are you?	<i>žanel</i>	to know
<i>mišto (Adv.)</i>	good, fine	<i>o koreografo</i>	the choreographer
<i>nevo, nevi, neve</i>	new (s, p)	<i>sikavel</i>	to show, to teach
<i>tute</i>	at your place	<i>mukel ma</i>	he, she leaves me
<i>i dej, e dja</i>	the mother	<i>i klasa, e klasi</i>	the class
<i>iskirij pa</i>	describe	<i>nakhel</i>	to pass by
<i>o romano folkloro</i>	the Romani folklore	<i>i pauza, e pauzi</i>	the break
<i>irjat(e), aratji</i>	yesterday	<i>o hobi</i>	the hobby
<i>simas</i>	I was	<i>o papo, o papura</i>	the grandfather
<i>i proba, e probi</i>	the rehearsal, the training	<i>e paposa</i>	with the grandfather
<i>feri</i>	only	<i>Te aves sasto, sasti!</i>	Hello!
<i>trubuj</i>	to need, to must	<i>Iskirin!</i>	to write
<i>kinel peske</i>	to buy	<i>kado, kadi, kadala</i>	this
<i>inke</i>	still	<i>o lil, lila</i>	the letter
<i>i coxa, e coxi</i>	the skirt, the dress	<i>phenel</i>	to say
<i>šukar</i>	pretty, beautiful	<i>i košarlabda</i>	the basketball game
<i>e khelimaske papuči</i>	the dancing shoes	<i>ing(e)rel</i>	to wear
<i>sitjol</i>	to learn	<i>o treningo</i>	the training
<i>khelel</i>	to dance	<i>i amalin, e amalina</i>	the friend
<i>i lok(h)i gili, e lok(h)e gila</i>	the slow song	<i>kerel treningo, trenigozij</i>	to train
<i>e khelimaski gili, e khelimaske gila</i>	the dance song	<i>xal fadjlalto</i>	to eat ice-cream
<i>o ženo, e žene</i>	the persons, the people	<i>kamav tu, kamav tume</i>	I love you (s, p)
<i>kaj?</i>	where?	<i>e športoski kalca, e športoske kalci</i>	the trackies
<i>so?</i>	what?	<i>i kher, e khera</i>	the boot, the boots
<i>ketji?</i>	how much?	<i>nasules (Adv.)</i>	bad
<i>kutka</i>	there	<i>anglunes</i>	previously, before, first
<i>ame(n)</i>	we	<i>hodj</i>	that
<i>i šej, e šeja</i>	the Roma-girls	<i>o fadjlalto</i>	the ice cream
<i>o šavo, e šave</i>	the Roma-boys	<i>hat</i>	therefore

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

\* a traditional Roma-costume \*\* a traditional Roma-dance in the Balkanregion




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

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

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

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

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

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

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

Mat./Res.: Worksheet 07

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

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

Mat./Res.: Gap text worksheet 08

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

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

**Teaching activity 13 | Sub-topic 01: Hobbies – Letter *Muro hobi***Duration: 40 min | Skill:  | ELP: Dossier

Mat./Res.: Worksheet 09

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

01. Teacher hands out the worksheet *Muro hobi* (worksheet 09).
02. He/She asks one child to read the task and together they discuss it: Write a letter to any person you like. Describe your hobby.
03. Children have 15–20 min to write the letter.
04. Subsequently they read their letters to the class. Teacher corrects them if necessary.
05. Worksheet is added to the Dossier.

**Teaching activity 14 | Sub-topic 01: Hobbies – Dialogue Recording *O romano folkloro***Duration: 50 min | Skill: 

Mat./Res.: Worksheet 02, Audiorecording-device

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




01. Children have about 10 min to practice reading the dialogue *O romano folkloro* (worksheet 02).
02. Subsequently every couple is recorded by the teacher.
03. Together they listen to all the recordings.

**Teaching activity 15 | Sub-topic 01: Language-portfolio**Duration: 10 min | Skill:   | ELP: p. 47, 58

Mat./Res.: Language-portfolio p. 47, 58/Level A2

Preparation: Teacher structures the checklist in the language-biography (p. 47, 58/Level A2) as he/she prefers.

01. After finishing unit 11 the teacher hands out his/her checklists.
02. Teacher and children discuss the list point by point. Children draw a star or anything similar beside a point if they meet the requirements of it (“I can ...”).
03. The checklists are added to the ELP (Language biography).

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

## O romano folkloro



Papin: So keres phene? Sar sal?

Rupa: De, aba khanči či kerav!  
Sar sal tu phene?

Papin: Mišto sim! So-j nevo tute?

Rupa: Muri dej iskirindas ma ande ka romano folkloro.  
Vorta iż irjat simas pe proba.

Papin: Mamo, kodo-j igen šukar na?! Aj sar sas?

Rupa: De, furčavo sas. Feri si te kinav mange inke coxa  
thaj khelimaske papuči.

Papin: Aj so sitjilan irjat?

Rupa: Anglunes sitjilam te gilabas jek loki gili aj irjat sitjilam  
te khelas palaj khelimaske gila!

Papin: Ketji žene san tume kothe?

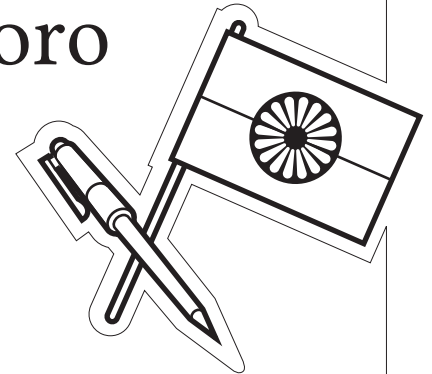
Rupa: Hat ame sam šov šeja thaj efa šave. Te kamesa, šaj  
aves vi tu aver kurko, ke trubuj ame inke jek šej.

Papin: Hat me či žanav Rupam, te birij vi me te khelav sar tu.

Rupa: Na dara Papin, amaro koreografo sikavla tuke sa.

Papin: De mišto-j, adjes pušo mura dejatar, te mukela ma vaj  
na. Av-tar akak, te žas ande klasa, ke amari pauza  
nakhlas aba.

## O romano folkloro



Papin: So keres phene? Sar sal?

Rupa: De, aba khanči či kerav!  
Sar sal tu phene?

Papin: Mišto sim! So-j nevo tute?

Rupa: Muri dej iskirindas ma ande ka romano \_\_\_\_\_.  
Vorta iž irjat simas pe \_\_\_\_\_.

Papin: Mamo, kodo-j igen šukar na? Aj sar sas?

Rupa: De, furčavo sas. Feri si te kinav mange inke  
\_\_\_\_\_ thaj khelimaske papučiči.

Papin: Aj so \_\_\_\_\_ irjat?

Rupa: Anglunes sitjilam te gilabas jek loki \_\_\_\_\_ aj irjat \_\_\_\_\_  
te khelas palaj khelimaske gila .

Papin: Ketji žene san tume kothe?

Rupa: Hat ame sam šov \_\_\_\_\_ thaj efa šave. Te kamesa,  
šaj aves vi tu aver kurko ke trubuj ame inke jek šej.

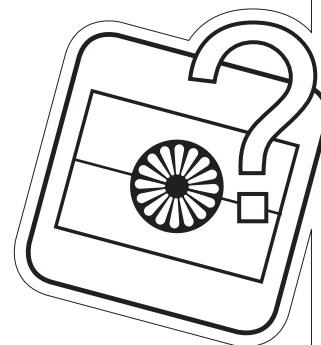
Papin: Hat me či žanav Rupam, te birij vi me te khelav sar tu.

Rupa: Na dara Papin, amaro koreografo sikavla tuke sa.

Papin: De mišto-j, adjes pušo mura dejatar, te mukela ma  
vaj na. Av-tar akak te žas ande klasa, ke nakhlas aba  
amari pauza.

# O romano folkloro

Šaj li te arakhe sa o šov greške?



Fatima: So čereja Rabije? Sar hijan?

Rabija: Ake ništo, sar ijan tu?

Fatima: Lošno ijum, so isi nevo tute?

Rabija: Mi daj upišindja man ko makedonsko folklori.  
Baš irati hijum hine ki proba.

Fatima: Ej, super! Hem sar hine?

Rabija: Fino hine. Samo valjani te činav mange panda  
trenerke hem dajek šuže čhelibasere patike.

Fatima: Hem so sikljiljen irati?

Rabija: Pa prvo puti sikljiljam te čhela jek purano horo a irati  
sikljiljam te čhela fudbali.

Fatima: Kozom djene hijen uduri?

Rabija: Pa amen hijam 6 čhaja hem 7 čhave. Te mangljan,  
šaj hem tu te ave javer kurko pošto valjani amenge  
panda jek čaj.

Fatima: Pa na djanava Rabije dali me uopšte djanava te  
čhelav sar tu so djaneja.

Rabija: Ma dara Fatimo, amaro profesori ka sikavi tut.

Fatima: Šukar, avdije ka pučav me daja dali ka mukhel man.  
Hajde te dja ko oddelenie, pošto nakhli amari pauza.



# O romano folkloro

## Des tu godji?

1) Kaj iskirindas ande a Rupaki dej a Rupa?

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2) So trubuj i Rupa te kinel peske?

---

3) So sitjile anglunes pe proba?

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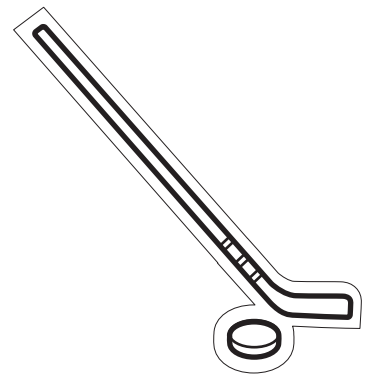
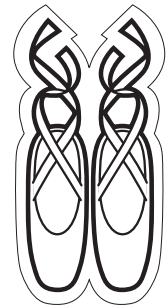
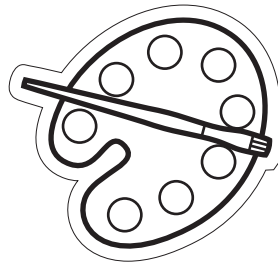
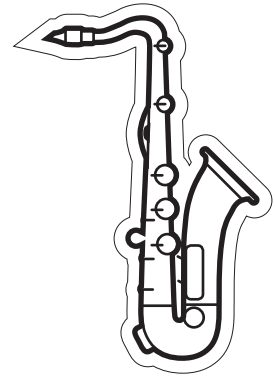
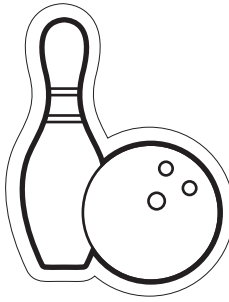
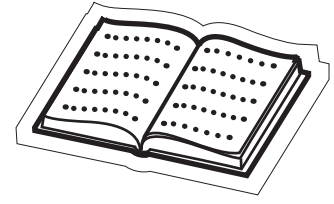
4) So sitjile irjat te khelen?

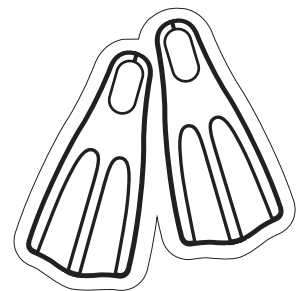
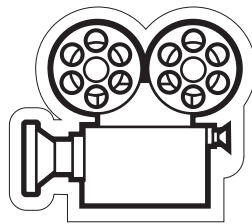
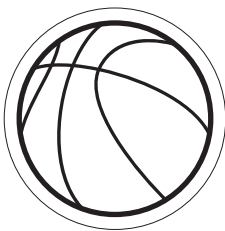
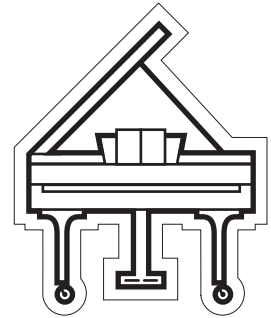
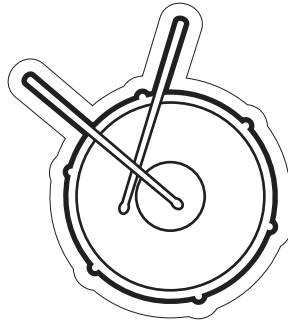
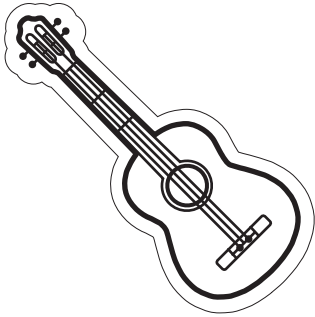
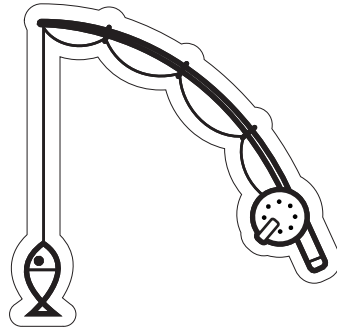
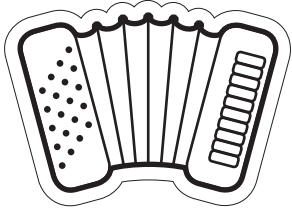
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5) Ketji žene-j ando folkloro?

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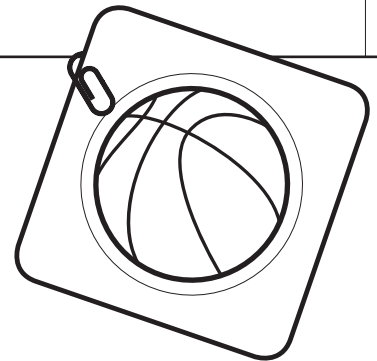
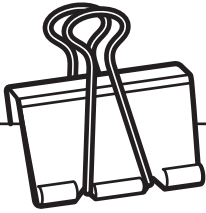


Muro anav \_\_\_\_\_

# Muro nevo hobi

I mami Hela kapindas aratji jek lil.

Kethane e paposa Kraja ginade les.



Te aves sasti  
thaj baxtali mamije!

Sar sal? Me sim mišto! Sar-i o papu? Iskirinav tuke kodo lil, ke kamav te phenav tuke hodj si ma jek nevo hobi. Me žav akak te khelav košarlabda! Irjat ingerdas ma muro dad ka o treningo. Kutka sas vi muri amalin i Papin. Duj časura kerdam kethane treningo aj pala kodo gelam te xas amenge fadjlalto. O treneri phendas mange hodj si te kinav mange športoske papuči de o trikovo das ma vov.

Mamije, but kamav tume!

Tumari unoka i

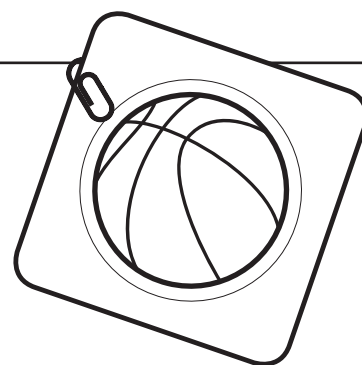
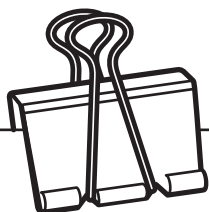
Melisa

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

## Muro nevo hobi

I mami Hela kapindas aratji jek lil.

Kethane e paposi e Krajsa ginade les.



Te aves sasti  
thaj baxtali mamije!

Sar \_\_\_\_\_? Me sim mišto! Sar-i o papu? Iskirinav tuke kodo lil, ke kamav te phenav tuke hodj si ma jek nevo \_\_\_\_\_. Me žav akak te khelav \_\_\_\_\_. Irjat ingerdas ma muro dad ka o \_\_\_\_\_. Kutka sas vi muri amalin i Papin. Duj časura kerdam kethane treningo aj pala kodo gelam te xas amenge \_\_\_\_\_. O treneri phendas mange hodj si te kinav mange \_\_\_\_\_ de o trikovo das ma vov.

Mamije, but kamav tume!

Tumari unoka i

Melisa

