




PREPARATION TEMPLATE



Country: CZ / Unit No.: _3_

QUALIROM

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|--|----------------------------------|---|--|
| Name of author OR Abbreviation: SM | | Romani variety: Northern Central Romani (East Slovak) | |
| Level of education: secondary school / extracurricular | Age of learners: 11-16 | Level of proficiency: B2 | |

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| Main Theme (CFR): My Community |
| Included Sub-themes: 1. Ode kaj bešav; 2.sar akor has |
| Connected main themes in the CFR: |

| Working with the CFR – Learning objectives: | | |
|---|---|--------|
| Skill: | Relevant descriptors in the CFR's language grid & "I can" statements: | Pages: |
|  | Can understand in detail an extended talk or recording about important local people either in the past or in the present day. | 37 |
| | Can understand in detail a talk, recording or video presentation about a famous Roma person, whether local or international | 37 |
| | I can understand a public talk or film about an important person in the local area. | 40 |
|  | Can read and understand extended texts about the history of the local area. | 37 |
| | I can read a newspaper or internet article about the events, activities or situation relating to Roma people in my area. | 40 |
|  | Can talk in detail about the occupations and activities of the local area, expressing attitudes and opinions. | 38 |
| | Can respond in detail to questions about what is happening in the local area and community. | 38 |
| | I can discuss the activities of my local area, expressing the opinions and attitude of myself and others. | 40 |

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|---|---|----|
|  | Can give a detailed talk to the other members of the class about the local area, expressing attitudes and opinions there, or another place that he/she has visited. | 38 |
| | Can give an extended talk about the local area or a particular activity that takes place or has taken place there. | 40 |
|  | I can respond to questions about what is happening in the local area and community. | 39 |
| | I can write clear detailed text describing the area in which he/she lives and giving directions to a particular location in the area. | 40 |
| | I can write an account of the important structures in my local area or community. | 40 |

| Working with the ELP: | | |
|--|---|---------------|
| Which part (s) of the ELP will be used? | | Pages: |
| Language passport: | Thinking about different cultural backgrounds | 10 |
| Language biography: | How to I learn new things | 15 |
| | Relevant descriptors | 24 |
| Dossier: | Word map; Getting ready to narrate a story | 44; 43 |
| | All materials created during the activities | |






| MAIN VOCABULARY in this unit: | |
|---|---|
| Active: | |
| Romani: | English: |
| Ile peske čhavores andal o čhavorikano kher | They took (adopted) a child/boy from a children's home. |
| gejľa avri e plotňa | a CD was released |
| dine avri e plotňa | they released a CD |
| ačhiľa čerčeňake | she became a star /(famous) |
| nič les/la na čerind'a | nothing has changed him/her |
| te chudel pal o kana | get a clip around one's ears |
| Mange has šmišno | I found it funny. |
| te prisikhľol (peske) pre varekaste | get used to somebody |
| te jel (lače)jileskero | be good-hearted |
| e producentka, o producentos | producer |
| o rasismus | racism |
| zakamad'i gil'i | love song |
| o ku(j)dušis | beggar, poor man |


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|-----------------|------------------|
| avribikenkerdo | sold out |
| choc te | although, though |
| Passive: | |
| Romani: | English: |


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|-----------------------------------|-----------------|
| MAIN GRAMMAR in this unit: | |
| Active: | Passive: |
| | |


Description of classroom activities:

LISTENING


| Classroom activity Nr.: 1 | Title of CA: Věra Bílá (Sub) topic: | Duration: 30 min | | | |
|---|--|---|-----|---------------------------------------|---------------|
| Description of activity: | | LS | ELP | Materials/Resources | Attachment Nr |
| Listening to the recording – biography - respected Romani personalities. | |      | 44 | Recording Audioscript Worksheet | 2 3 4 |
| 1. The teacher plays the recording twice, the task is to write down the words the pupils do not understand/do not know. | | | | | |
| 2. The teacher hands out the audioscript. The pupils write the unknown words into a word map. | | | | | |
| 3. The teacher asks questions about the text (<i>Džanen la spevačka? Sar giľavel? Save aver romane lavutara prindžaren?</i>), then hands out the worksheet with questions to think about. | | | | | |
| 4. At first, the pupils discuss the questions, then each chooses one and writes a short text based on the question. | | | | | |
| 5. A more simple variation is a comprehension check: the pupils complete the worksheet and the teacher asks (pupils answer in whole sentences.). | | | | | |

| Classroom activity Nr.: 2 | Title of CA: Sar somas terňi... (Sub) topic: | Duration: 15 min | | | |
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| Description of activity: | | JD | EJP | Materials/Resources | Attachment Nr |
| 1. The teacher plays the recording twice – first without interruption, then stopping after each sentence. The pupils notice the pronunciation and intonation and write the unknown words into a word map on the wall. | |  | | Recording | 6 |


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| 2. The teacher hands out the audioscript divided into 5 paragraphs. Each paragraph contains one statement . The task is to match the right statement to the right paragraph. |  | | | Worksheet | 7 |
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| Classroom activity Nr.: 3 | Title of CA : So ela dureder? (Sub) topic : | Duration: 30 min | | | |
| Description of activity: | | LS | ELP | Materials/Resources | Attachment Nr |
| A Funny Text: 1. The teacher reads out a short funny story. The task is to think out the end. 2. The pupils hand in the written completed stories to the teacher who puts them into a hat. The pupils sit in a circle. One by one, the pupils draw a text and read it out. There is a variation - to assign this part of activity as homework and to leave the presentation, completed with interesting pictures, for the next lesson. | |  | | text | 9 |

READING

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|---|---|---|------------|----------------------------|----------------------|
| Classroom activity Nr.: 4 | Title of CA : E puraňi phurd (Sub) topic : | Duration: 15 min | | | |
| Description of activity: | | LS | ELP | Materials/Resources | Attachment Nr |
| 1. The teacher works with the text about the history of Charles Bridge (or writes a text about a local sight himself/herself) – taking out words or parts of sentences. 2. Teacher hands the texts with gaps to the pupils, their task is to fill in the missing words. 3. The pupils discuss the importance of sights in local, national and international contexts. | |  | | text | 5 |

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| Classroom activity Nr.: 5 | Title of CA : Sar oda mištes? (Sub) topic : | Duration: 10 min | | | |
| Description of activity: | | LS | ELP | Materials/Resources | Attachment Nr |
| (Worksheet: | |  | | Worksheet | 10 |


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| 1. Correction of mistakes. The pupils try to discover all the mistakes in all sentences. |  | | | | |
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| Classroom activity Nr.: 6 | Title of CA : Completing the text | Duration: 10 min | | | |
| | (Sub) topic : | | | | |
| Description of activity: | | LS | ELP | Materials/Resources | Attachment Nr |
| 1. The pupils work in pairs. They fill in the gaps in the text with correct words. Each has a part of the text (one pupil odd, the other even sentences) plus the words that the other pupil is missing. 2. The first pupil reads out a sentence and tries to find the missing word. The second pupil finds the correct word in his/her list and suggests some help (<i>avka, aver lav, baro paři, čeporo labol ...</i>). 3. When the correct word has been found, the pupil writes it down into the sentence and places the sentence under the previous one. In this way they gradually reconstruct the whole text. | |  | | Texts with missing words | 13 |



ORAL INTERACTION

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| Classroom activity Nr.: 7 | Title of CA : A Game: local personality/sight/place: | Duration: 10 min | | | |
| | (Sub) topic : | | | | |
| Description of activity: | | LS | ELP | Materials/Resources | Attachment Nr |
| 1. Each pupil thinks out a personality, historical/contemporary or a sight/ favourite place where he/she lives. 2. The pupils sit in groups (smaller children in a semi circle) and the pupil representing the personality/thing/place faces them. The pupils try to guess asking yes –no questions. All pupils take turns in representing. | |  | | | |

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| Classroom activity Nr.: 8 | Title of CA : So dikhes – so pes ačhila? | Duration: 10 min | | | |
| | (Sub) topic : | | | | |
| Description of activity: | | LS | ELP | Materials/Resources | Attachment Nr |
| 1. The pupils talk in pairs over the set of pictures (the teacher chooses some or uses all of them) showing different situations. 2. The task is to describe the situations in details and say what happened before and what will happen next. The aim is not always to agree. | |  | | Pictures | 8 |

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| Classroom activity Nr.: 9 | Title of CA : Tumen na džanen, savi but'i keren?! | Duration: 10 min | | | |
| | (Sub) topic : | | | | |

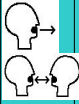
| Description of activity: | | LS | ELP | Materials/Resources | Attachment Nr |
|---|--|----|-----|---------------------|---------------|
| Dialogue: 1. The pupils work in pairs talking about jobs. The first one represents a newspaperman making an interview, the other is an interviewee. It is only the newspaperman who knows which job they are talking about. 2. The task of the newspaperman is to lead the interview in such a way that he/she will not mention the job directly but helps the interviewee to find it out. | | | | | |

SPOKEN PRODUCTION


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| Classroom activity Nr.: 10 | Title of CA : Amaro foros pro webos | | | Duration: 30 min | |
| | (Sub) topic : | | | | |
| Description of activity: | | LS | ELP | Materials/Resources | Attachment Nr |
| According to the size of the class, the pupils, either in one group or in more smaller ones, have to think out and suggest a website presenting their town/school/important sight: They have to talk about its content, design and they should prepare a spider web (structure of pages) all in Romani! If they work in groups, they can create more parallel websites or divide the work according to its sections (politics, culture, etc). After the preparatory work has been completed, the groups/class present their proposals in class and place them on the walls. | | | | Dictionaries Large sheets of paper/flipcharts Colour felt tip pens | |

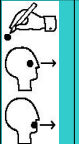
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| Classroom activity Nr.: 11 | Title of CA : Brainstorming | | | Duration: 7 min | |
| | (Sub) topic : | | | | |
| Description of activity: | | LS | ELP | Materials/Resources | Attachment Nr |
| 1. The teacher prepares various words and phrases with the topic of local communities (town, school, housing estate, region, etc). 2. There is a 5 minute limit in which the pupils should write at least 10 words/phrases/sentences to each. 3. The teacher collects the work and asks questions accordingly – <i>Savo hin amaro foros? Pre soste san adaj barikane? So šaj adaj keren? Kaj phiren?</i> etc. | | | 44 | Sheets of paper with key words (proposal) | 1 |


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| Classroom activity Nr.: 12 | Title of CA : HWk – Current news from our town | | | Duration: 30 min | |
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| (Sub) topic : | | | | | | |
| Description of activity: | | LS | | ELP | Materials/Resources | Attachment Nr |
| 1. The pupils are given sections (politics, culture, etc) or the whole issue of local newspaper. Their homework is to read and choose three most interesting events. 2. The selected events are retold in class in Romani. The pupils then can discuss or ask about the details. | |  | | | Local newspapers (a section or the whole issue for each pupil) | |

WRITING


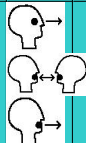
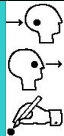

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| Classroom activity Nr.: 13 | Title of CA : E lušt'enka | | | | Duration: 5 min | |
| (Sub) topic : | | | | | | |
| Description of activity: | | LS | | ELP | Materials/Resources | Attachment Nr |
| The pupils finish the crossword puzzle, write it up correctly and write one sentence to explain the solution. | |  | | | | 11 |

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| Classroom activity Nr.: 14 | Title of CA : | | | | Duration: 20 min | |
| (Sub) topic : | | | | | | |
| Description of activity: | | LS | | ELP | Materials/Resources | Attachment Nr |
| Group work: 1. The teacher divides the pupils into 3 groups: All the groups are given the same key words which they have to use in their stories. They should write a text of A5 format and use the ELP, page 43. 2. The representatives of the groups read the stories. The most interesting story will be rewarded, all the stories will temporarily be displayed in class. | |  | | 43 | Key words | 12 |








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| Classroom activity Nr.: 15 | Title of CA : Joint sentence | | | | Duration: 8 min | |
| (Sub) topic : | | | | | | |
| Description of activity: | | LS | | ELP | Materials/Resources | Attachment Nr |
| 1. The teacher hands out a sheet of paper into the groups of 3 to 6 pupils..There is a question in the left hand margin of each sheet. 2. The first pupil writes an answer to the first question, folds the paper and passes it on to his/her neighbour. The neighbour does not fold it out but continues answering the second question, etc. When all the questions have | |  | | | Sheets of paper with questions | 15 |


ben answered, they fold out the paper and read out the result.
3. The pupils write the sentences on the board.

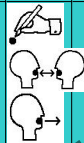
SAMPLE LESSONS:

| Sample lesson Nr. | | Topic of LP: Revision | | | | | Duration: 45 min | | | |
|-------------------|------|---|--|--|--|--|---|-----|---|-----------------|
| CA numb er | Time | Sample lesson plan | | | | | LS | ELP | Materials and recources | Attachmen ts |
| 1 | 7 | Brainstorming of words 1. The teacher prepares various words and phrases with the topic of local communities (town, school, housing estate, region, etc). 2. There is a 5 minute limit in which the pupils should write at least 10 words/phrases/sentences to each. 3. The teacher collects the work and asks questions accordingly – Savo hin amaro foros? Pre soste san adaj barikane? So šaj adaj keren? Kaj phiren? etc. | | | | |  | 44 | Sheets of paper with key words (proposal) | 1 |
| 2 | 15 | E purañi phurd 1. . The teacher hands out a text about the history of Charles Bridge (or writes a text about a local sight himself/herself). 2. The text contains gaps, the task is to fill in the misssing words. 3. The pupils discuss the importance of sights in local, national and international contexts. | | | | |  | | text | 5 |
| 3 | 15 | Listening: Sar somas terñi... 1. The teacher plays the recording twice – first without interruption, then stopping after each sentence. The pupils notice the pronunciation and intonation and write the unknown words into a word map on the wall. 2. The teacher hands out the audioscript divided into 5 paragraphs. Each paragraph contains one statement . The task is to match the right statement to the right paragraph. | | | | |  | | Recording Worksheet | 6 7 |
| 4 | 8 | Joint sentence 1. The teacher hands out a sheet of paper into the groups of 3 to 6 pupils..There is a question in the left hand margin of each sheet. 2. The first pupil writes an answer to the first question, folds the paper and passes it on to his/her neighbour. The neighbour does not fold the paper out but continues answering the second question, etc. When all the questions have been answered, the pupils fold out the paper and read out the result. 3. The pupils write the sentences on the board. | | | | |  | | Sheets of paper with questions | 15 |

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|---|--|---|---|----|-----|
| | | Homework: to work with ELP – How I learn new items |  | 15 | ELP |
| Lesson aims: → To revise vocabulary and context to the topics → To understand spoken Romani | | | | | |

| Sample lesson Nr. 2 | | Topic of LP: So gondolines? | | Duration: 45 min | | |
|--|------|---|---|------------------|---------------------------------------|-------------|
| CA number | Time | Sample lesson plan | LS | ELP | Materials/Resources | Attachments |
| 1 | 30 | Věra Bílá Listening to the recording – biography - respected Romani personalities. 1. The teacher plays the recording twice, the task is to write down words the pupils do not understand/do not know. 2. The teacher hands out the audioscript. The pupils write the unknown words into a word map. 3. The teacher asks questions about the text (<i>Džanen la spevačka? Sar gil'avel? Save aver romane lavutara prindžaren?</i>), then hands out the worksheet with questions to think about. 4. At first, the pupils discuss the questions, then each chooses one and writes a short text based on the question. 5. There is a more simple variation- to write a comprehension check: the pupils complete the worksheet and the teacher asks (pupils answer in whole sentences.). |      | 44 | Recording Audioscript Worksheet | 2 3 4 |
| 2 | 10 | Comparing pictures: 1. The pupils talk in pairs over the set of pictures (the teacher chooses some or uses all of them) showing different situations. 2. The task is to describe the situations in details and say what happened before and what will happen next. The aim is not always to agree. |   | | Pictures | 8 |
| Lesson aims: → To practise the ability to use arguments in oral interaction and writing → To practise grammar structures, particularly tenses | | | | | | |

| Sample lesson Nr. 3 | | Topic of LP: Amaro foros pro webos | | | | Duration: 45 min | |
|---------------------|------|---|---|-----|--------------------------------|------------------|--|
| CA number | Time | Sample lesson plan | LS | ELP | Materials/Resources | Attachments | |
| 1 | 15 | HW – Current news from our town 1. The pupils are given sections (politics, culture, etc) or the whole issue of local newspapers. Their homework is to read and choose three most interesting events. |  | | Local newspapers (a section or | | |

| | | | | | |
|--------------|----|---|---|--|---|
| | | 2. The selected events are retold in class in Romani. The pupils then can discuss or ask about the details. | | | the whole issue for each pupil) |
| 2 | 20 | <p>Amaro foros pro webos</p> <p>According to the size of the class, the pupils work either in one group or in smaller ones. They have to think out and suggest a website presenting their town/school/important sight: They have to talk about its content, design and they should prepare a spider web (structure of pages) all in Romani! If they work in groups, they can create more parallel websites or divide the work according to its sections (politics, culture, etc).</p> <p>After the preparatory work has been completed, the groups/class present their proposals in class and place them on the walls.</p> |  | | <p>Dictionaries</p> <p>Large sheets of paper/flipcharts</p> <p>Colour felt tip pens</p> |
| Lesson aims: | | <p>→ To practice speaking in public</p> <p>→ To practice discussion and co-operation in groups</p> <p>→ To be able to use information from a Czech text and retell the important points in Romani</p> | | | |