

Miro lav avel pro agor

Sar vakeraha

Oda dženo, so pregenlas leskero citatos, korkoro vičinel avri o džene, so kamen te vakerel. Na chu'el lenge andre duma, na del pre peste nič te šunel, užarel, kana savore, so kamen te vakerel, phende, so kamle. Kana imar ņiko na kamel te vakerel, genel lav lavestar, so peske korkoro/i pisind'a tele paš o citatos. Imar na phenel nič buter. Leskero/lakero lav kerel la diskuzijake agor.

Sar pes mek te l'ikerel:

- Kana vakerav pal oda, soske duminav, hoj pes o dženo kidl'a avri peskero citatos, vakerav prijam kije leste/late, dikhav leske/late andro jakha - avka: „Pa'u, me gondol'inav, hoj kada citatos kidnal avri, bo...“ ; na avka: „Me gondol'inav, hoj kada citatos peske o Pa'us kidna avri, bo...“
- Vakerav avka, kaj te n'anav ņikas pro asaben.
- Na phenav, so duminav pal o citatos, či šukar, lačhes kidno avri sojegaver, al'e vakerav ča pal oda, soske duminav, hoj peske kidl'a o dženo, so les pregend'a.

[for the teacher]

The last word is mine

Useful rules for pupils' behaviour:

The pupil who has read his/her quotation calls out other pupils who want to speak. However, he/ she does not react on their comments either verbally or with gestures but waits until all the comments have been given. Only when nobody else wants to speak, he/ she reads out his /her report verbatim, does not add any details or comments. Other rules are the following:

- When I am commenting on why my classmate has chosen a concrete quotation, I speak to him directly, looking into his /her eyes. „*Paul, I think you have chosen this quotation because.....*“ And not: „*I think Paul has chosen this because.....*“
- I do not ridicule anybody's choice by making comments..
- I do not express my opinions of the quotation, but try to find reasons why my classmate could have made such a choice.
- While going through these rules with pupils, ask them why they think it is good to observe them.