

PREPARATION TEMPLATE






Country: CZ / Unit No.: _11__

QUALIROM

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

Main Theme (CFR): Hobbies and Arts
Included Sub-themes: 1. Romaňi čhib, romaňi literatura (Romani language and literature); 2. Bare Roma (Romani personalities)
Connected main themes in the CFR: My community; Festival and celebrations

Working with the CFR – Learning objectives:
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Skill:	Relevant descriptors in the CFR's language grid & "I can" statements:	Pages:
	Can understand in detail a talk about sport, film, theatre or other hobby or leisure activity. I can understand a talk about a person's interest in sporting or cultural activities and the influence that this has had on his/her life.	80 84
	Can read detailed biographical text about a famous sportsperson, artist, film star, musician etc. of Roma origin. I can read a biography of a person whose life involved sporting or cultural activity.	80 84
	Can participate spontaneously and fluently in a discussion about the merits of different activities and what may be learnt through participation in them. I can discuss and prioritise information on the topic of sports and cultural activities in preparing a project or presentation.	81 84
	Can give a detailed account of a Roma person who became famous through a particular activity (e.g. music, film, art, circus etc.) I can give a detailed account of the activities that I enjoy with explanations about how I prepare, practice etc. and what the benefits are for me.	81 84
	Can write a clear, detailed account of personal experience of a hobby or other activity. I can write about a Roma person or a person of Roma origin who has become famous in a sporting, artistic, or performance area.	82 84

Working with the ELP:		
Which part (s) of the ELP will be used?		Pages:
Language passport:		
Language biography:	What I would like to do in the future Learn new things	14 15

	Relevant descriptors	40
Dossier:	All materials produced during the activities	

Vocabulary:	
Active:	
Romani:	English:
Andro šero mange bonda'lonas e god'i	A thought was ringing in my head ...
tade chabena peke gul'ipena sakod'iveseskere nalačhibena	cooked meals sweet pastry (baked) everyday problems/worries
Hin man aver god'i. Hin man pre dzeka	I have a different opinion. I enjoy / I feel happy about.
te predživkerel te chal bida te barval'arel	to live through, to experience to worry about to enrich
Passive:	
Romani:	English:
o thavora o obrusa o klavesi o recepis darade l'ila	knitting needles tablecloth, table mats key boards – electric piano recipe threatening letters
te l'idžal peskere дума ke aver temi	to stray one's thoughts to different subjects
phučindos probalin	ask to make sure
te rovel upral	to cry, to be sad about

te štrikel	to knit, to crochet
Evangelicko akademija Prahate o medialno kurzos e literamo suťaža o žurnalis Amaro lav o media	Protestant (Evangelical) Academy in Prague course in media competition in literature magazine the Romani magazine of the 1990s media

Hlavní gramatické jevy:	
Aktivní:	Pasivní:
Past tense (perfect, imperfect) conditional noun declention	

SAMPLE LESSONS:



Sample lesson No. 1		Topic of LP: Romaŋi čhib, romaŋi literatura						Duration: 45 min		
CA Num ber	Time	Sample lesson plan					LS ¹	ELP ²	Materials / Resource s ³	Attachme nts ⁴



¹ **JD (jazyková dovednost)** - Označte jazykovou dovednost, která se procvičuje v dané části hodiny (poslech - **Po**, čtení - **Čt**, ústní interakce - **UI**, ústní projev - **UP**, psaní - **Ps**)


² **EJP (Evropské jazykové portfolio)** - Označte, se kterou částí EJP daná aktivita pracuje (ne nutně u všech aktivit, které v hodině navrhuje): JP (jazykový pas) + č. strany; JŽ (jazykový životopis) + č. strany; S (soubor prací a vysvědčení)

³ **Soupis materiálů**, které jsou potřeba pro realizaci aktivity, např. text, hádanky, obrázky, pracovní papír se cvičeními, nůžky, lepenka atp.

⁴ **Číslo přílohy** - konkrétní pracovní listy (cvičení + klíč ke cvičení, popis hry, obrázky, atp. - jednotlivé přílohy číslujte, do tabulky uveďte číslo).

Sample lesson No.		Topic of LP: Romañi čhib, romañi literatura				Duration: 45 min																			
CA Number	Time	Sample lesson plan				LS ¹	ELP ²	Materials / Resources ³	Attachments ⁴																
2	10	Mire hobi 1. The teacher plays a recording describing three hobbies. 2. The task is to write key words for each hobby (the teacher either draws a chart on board or hands it out printed): <table border="1"><tr><td>o nav vaš e hobi</td><td>1.</td><td>2.</td><td>3.</td></tr><tr><td>so kerel – o kerd'ipen</td><td></td><td></td><td></td></tr><tr><td>kana kerel</td><td></td><td></td><td></td></tr><tr><td>keci kerel</td><td></td><td></td><td></td></tr></table>				o nav vaš e hobi	1.	2.	3.	so kerel – o kerd'ipen				kana kerel				keci kerel					LB 40	Recording , chart	1 2
o nav vaš e hobi	1.	2.	3.																						
so kerel – o kerd'ipen																									
kana kerel																									
keci kerel																									
1	10	Eva Danišová 1. The pupils listen to the Czech Romani writer talking about why she writes. They take notes while listening. 2. The teacher asks then: <i>Kanastar u soske e Eva Danišová pisinel?</i> <i>Šunelas vareso kije literatura imar čirla?</i> <i>Save gend'a genelas? Andre savi čhib?</i> <i>Pal soste ačhila te pisinel, pal soste pisinel ada d'ives?</i> <i>So mek kerel?</i> <i>Hin la varesavi škola, kaj te džanel, sar te pisinel?</i> <i>So šunel, te pisinel?</i> Since when and why has Eva Danišová been writing? Was she attracted to literature before she started to write? Which books did she read? How were they written? What did she write and does she write about? What else does she do? Has she studied in order to know how to write? How does she feel when writing?					LB 40	Story	3																






Sample lesson No.		Topic of LP: Romaŋi čhib, romaŋi literatura				Duration: 45 min	
1							
CA Number	Time	Sample lesson plan	LS ¹	ELP ²	Materials / Resource s ³	Attachments ⁴	
4	15	Soske pisinav 1. The pupils read the text by the Czech Romani writer about why she writes and keep it/hide it. 2. The teacher hands out the biography of Eva Danišová. The pupils complete the missing information using the previous text. 3. Checking in class.		LB40	Story, biography	3 4	
14	10	HW - Peršo literatos The pupils write an essay in an A4 format at least. Imagine that there are no books or magazines written in your native tongue and that you are used to speaking but not writing in this language. You will make a decision to become the first writer in your language - what kind of problems you are likely to encounter? Which other resulting steps, apart from books for fun, your decision will make possible?		D			
Lesson ams:		→ To revise vocabulary for the topic of hobbies → To practise comprehension → To practise writing					


Sample lesson No.		Topic of LP : Romani presonalities					Duration: 45 min	
2								
CA Number	Time	Sample lesson plan	LS ⁵	ELP ⁶	Materials / Resources ⁷	Attachments		
10	15	Bare Roma / Romani personalities I 1. Preparation: The teacher brings photographs of different Romani personalities. He/she places		LB 39-40	List of Romani			

⁵ **JD (jazyková dovednost)** - Označte jazykovou dovednost, která se procvičuje v dané části hodiny (poslech - **Po**, čtení - **Čt**, ústní interakce - **UI**, ústní projev - **UP**, psaní - **Ps**)


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⁷ **Soupis materiálů**, které jsou potřeba pro realizaci aktivity, např. text, hádanky, obrázky, pracovní papír se cvičeními, nůžky, lepenka atp.




Sample lesson No. 2		Topic of LP : Romani personalities				Duration: 45 min	
CA Number	Time	Sample lesson plan	LS ⁵	ELP ⁶	Materials / Resources ⁷	Attachments	
		them on the board or alternatively writes only the names of Romani personalities and covers them not to be seen (Elena Lacková, Andrej Giňa, Tera Fabiánová; Emil Ščuka, Karel Holomek, Miroslav Holomek, Ján Cibul'a; Cinka Panna, János Biháry, Věra Bílá, Rinaldo Oláh; Jana Horváthová, Bartoloměj Daniel; Richard Samko, Iveta Demeterová; and others) 2. Brainstorming: which Romani personalities do you know? The pupils work in pairs – they use a sheet of paper to write the names of the Romani personalities they know and what they do, or any other information they can add (where they come from, when they lived, etc) 3. The teacher uncovers the names on board. The pairs name the personalities whose names they wrote down, add the information concerning them. If their names are identical with the names on board, the teacher underlines the name and adds the basic information. He/she also writes new names and relevant information on board. Discussion in class.			personalities		
12	15	Bare Roma / Romani personalities II (activity 8 to be continued). The pupils work in pairs. They make their own list of at least 10 Romani personalities they admire and the information they know about . They will create a mind map from the names- they divide the names into groups according to their own criteria (activities/work they do, time period/place they lived, how much they know about them. etc). 2. Presentation of the mind maps.	 	LB 39-40 S			
5	15	Dživnaskeri gil'utňi written after N. Rutova - http://www.respektneboli.eu/pedagogove/archiv-metod 1. The teacher asks the pupils to write the so-called lifepoem (www.kritickemysleni.cz) based on the information about important (Romani) personalities (see activities 8, 9, 13, 15) or on the texts and debates about the pupils' interests (see activities 5, 10). The pupils choose if they want to write a poem about themselves or if they try to picture some (Romani) personality they admire. 3. The teacher reads and writes on board the openings of each verse and always waits until everybody has completed the line. 4. The pupils volunteer to present their poem in class.	 	LB 15	Instructions for writing a lifepoem	8	

Sample lesson No. 2		Topic of LP : Romani presonalities				Duration: 45 min	
CA Number	Time	Sample lesson plan	LS ⁵	ELP ⁶	Materials / Resources ⁷	Attachments	
15		HW: On the basis of the information the pupils already know, they will prepare questions for a fictitious dialogue with the given Romani presonality.					
Lesson ams:		→ To gain and work with the information on Romani personalities → To make one’s own reflection on arts and hobbies → To communicate with the others about the topic					

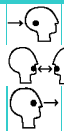
LISTENING

Classroom activity No. 1	Title of CA: Eva Danišová		Duration: 10 min			
	(Sub)topic:					
Description of activity:			LS	ELP	Materials / Resources	Attachments
1. The pupils listen to the Czech Romani writer talking about why she writes. They take notes while listening. 2. The teacher asks then: <i>Kanastar u soske e Eva Danišová pisinel?</i> <i>Šunelas vareso kije literatura imar čirla?</i> <i>Save gend'a genelas? Andre savi čhib?</i> <i>Pal soste ačhila te pisinel, pal soste pisinel ada d'ives?</i> <i>So mek kerel?</i> <i>Hin la varesavi škola, kaj te džanel, sar te pisinel?</i> <i>So šunel, te pisinel?</i> Since when and why has Eva Danišová been writing? Was she attracted to literature before she started to write? Which books did she read? How were they written? What did she write and does she write about?				LB 40	Story	3

Classroom activity No. 1	Title of CA: Eva Danišová	Duration: 10 min			
	(Sub)topic:				
What else does she do? Has she studied in order to know how to write? How does she feel when writing?					

Classroom activity No. 2	Title of CA : Mire hobi			Duration: 10 min																			
	(Sub)topic:																						
Description of activity:				LS	ELP	Materials / Resources	Attachments																
Mire hobi 1. The teacher plays a recording describing three hobbies. 2. The task is to write key words for each hobby (the teacher either draws a chart on board or hands it out printed): <table><tr><td>o nav vaš e hobi</td><td>1.</td><td>2.</td><td>3.</td></tr><tr><td>so kerel – o kerd'ipen</td><td></td><td></td><td></td></tr><tr><td>kana kerel</td><td></td><td></td><td></td></tr><tr><td>keci kerel</td><td></td><td></td><td></td></tr></table>				o nav vaš e hobi	1.	2.	3.	so kerel – o kerd'ipen				kana kerel				keci kerel				  	LB 40	Recording, chart	1 2
o nav vaš e hobi	1.	2.	3.																				
so kerel – o kerd'ipen																							
kana kerel																							
keci kerel																							


Classroom activity No. 3	Title of CA : Kerav me mište? I	Duration: 30 min			
	(Sub)topic:				
Description of activity:		LS	ELP	Materials / Resources	Attachments

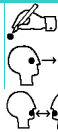
Classroom activity No. 3	Title of CA : Kerav me mište? I	Duration: 30 min			
	(Sub)topic:				
Kerav me mište? I A short story by I. Ferkova Kerav me mište? [from the series Vakeriben andal e Anglija (Čalo vod'i, MRK, Brno 2007, pp. 381-2)] reading in class 1. The teacher brings cards with several words written on them (autobusis, brišind, phandle, apsa, škola, fiľa, announces the title of the story (Kerav me mište?) and asks the pupils to try to predict what the story might be about. Discussion in class. 2. The teacher reads out the story, part by part. After each part, there is a short debate over the following questions: i) [1] Have you ever set out on a trip worried? What did you worry about? Where, do you think, the woman from the story is going? How long will she probably stay there? What is she afraid of? ii) [2] Why do you think the woman set out on a trip? Do you know anybody who also decided to emigrate? iii) [3] Recapitulate how you understand what happened to the woman at home (retell her story from the beginning). What would you do if you were her? iv) [4] Which are the possible reasons the woman contemplates staying at home? v) [5] There is only one last sentence. How would you formulate it? 3. The teacher hands out the text of the story. Together they read it through to see what the pupils did not understand. 4. In class they repeat the information on Ilona Ferkova or add some more. They write it on board, the pupils also into/next to the story. 5. The pupils place the text of the story into their Portfolio.			D	Text of the story with indicated parts	10




READING

Classroom activity No. 4	Title of CA : Soske pisinav	Duration: 15 min			
	(Sub)topic:				
Description of activity:		LS	ELP	Materials	Attachments

Classroom activity No. 4	Title of CA : Soske pisinav	Duration: 15 min			
	(Sub)topic:				
				/ Resources	
Soske pisinav 1. The pupils read the text by the Czech Romani writer about why she writes and keep it/hide it. 2. The teacher hands out the biography of Eva Danišová. The pupils complete the missing information using the previous text. 3. Checking in class.			LB40	Story, biography	34


Classroom activity No. 5	Title of CA : Dživnaskeri giľutňi	Duration: 15 min			
	(Sub)topic:				
Description of activity:		LS	ELP	Materials / Resources	Attachments
Dživnaskeri giľutňi written after N. Rutova - http://www.respektneboli.eu/pedagogove/archiv-metod 1. The teacher asks the pupils to write the so-called lifepoem (www.kritickemysleni.cz) based on the information about important (Romani) personalities (see activities 8, 9, 13, 15) or on the texts and debates about the pupils' interests (see activities 5, 10). 2. The pupils choose if they want to write a poem about themselves or if they try to picture some (Romani) personality they admire. 3. The teacher reads and writes on board the openings of each verse and always waits until everybody has completed the line. 4. The pupils volunteer to present their poem in class.			LB15	Instructions for writing the lifepoem	8


Classroom activity No. 6	Title of CA : So imar džanas B – Play for time	Duration: 10 min			
	(Sub)topic:				
Description of activity:			ELP	Materials / Resources	Attachments
<p>So imar džanas B – Play for time</p> <p>On the basis of the previous lessons in Romani, the teacher prepares cards with different tasks (on factual knowledge, language, movement). To set up the task he/she can also use a list of statements / <i>can/understand/am able to</i> from the Portfolio; the tasks are in forms of questions, complementing exercises, riddles, etc). As an alternative, the tasks can be prepared together with the pupils.</p> <p>Play for time:</p> <ol style="list-style-type: none"> 1. The pupils play in two or three pairs: the pairs and the players in the pairs alternate in completing the tasks. 2. On the table, there are cards with tasks and three cards of different colours - each colour indicates different time limit for fulfilling the task. The shorter the limit, the more points the pairs get. 3. The pair decides about the time limit. They place the particular card in the centre. One of the pupils draws the card with the task, reads it out and the second pupil fulfills the task. 4. At the moment when the pupil is drawing the card with the task, another pair switches on the stopwatch. So, there is a time limit within which the pair has to read and fulfill the task. <p>If the task has been fulfilled correctly, another pair writes down the number of points gained into the score record. If it was incorrect, they gain 0 points. Each round is recorded onto one line.</p> <ol style="list-style-type: none"> 5. The game is finished when the teacher decides. The teams count the points. If the score is even, the teacher draws one more card for all the pairs who work at the same time. The first pair to finish is the winner. <p>Alternative: The class can play all at the same time if the group is not too large. The teacher thinks up other tasks then.</p>			LB 15	Stop watch, playing cards, paper for keeping the score record	5 6







SPOKEN INTERACTION

Classroom activity No. 7	Title of CA : So imar džanas A	Duration: 25 min			
	(Sub)topic:				
Description of activity:		LS	ELP	Materials /	Attachments

Classroom activity No. 7	Title of CA : So imar džanas A	Duration: 25 min			
	(Sub)topic:				
				Resources	
So imar džanas A The teacher asks the pupils to help to prepare a game they will play later. 1. He/she hands out the cards on which the pupils write tasks they will have to fulfill later. 2. With the help of the Portfolio, they together go through the previous topics and the teacher assigns the types of tasks the pupils should think of. E.g. trades: it is a task focusing on the vocabulary revision (for example complete the given words with another word); a factual knowledge task (name at least five trades the Romani used to do in Slovakia); a language task (correct mistakes /transfer into the Past Tense, write a story using the given words, etc) 3. The pupils work in pairs. They think up independently their tasks, the teacher moderates and helps. He/she checks if they know the correct answer. 4. The teacher collects the completed tasks.		 LB 14, 19- 40	Cards to write tasks on Felt tip pens, or magazines with pictures		

Classroom activity No. 8	Title of CA : Miro baro Rom / Miri bari Romňi	Duration: 30 min			
	(Sub)topic:				
Description of activity:		LS	ELP	Materials / Resources	Attachments
Miro baro Rom / Miri bari Romňi 1. The pupils work in groups creating a portrait of a Romani personality they chose. Based on previous lessons, they decide whose portrait they want to work on. There are the Internet and printed materials available (Kale ruži / Černé růže. Hradec Králové, Krajské kulturní středisko 1990; Chad Wyatt Evans, Roma rising / Romské obrození, Argo, 2005; Druhá směna. Jak využívat literaturu a dějiny Romů ve výuce na 2. stupni ZŠ, Romea, Praha, 2012; Čalo vod'i / Sytá duše. MRK, Brno, 2007; Sbírky MRK – Výtvarné umění, Brno, MRK, 2007; http://romani.uni-graz.at/rombase/index.html ; www.kher.cz ; www.romea.cz ; the magazines <i>Romano džaniben</i> and <i>Romano vod'i</i>).		 LB 39- 40 D			


Classroom activity No. 8	Title of CA : Miro baro Rom / Miri bari Romňi	Duration: 30 min			
	(Sub)topic:				
2. The pupils work in groups, the teacher helps. They start with a debate on which type of information they need to have and how the task will be divided. They gradually create a portrait of their personality on a flip chart.					
3. Presentation of the completed work in class.					

Classroom activity No. 9	Title of CA : So (bi) rado kerav(as) II - diskuzija	Duration: 20 min			
	(Sub)topic:				
Description of activity:		LS	ELP	Materials / Resources	Attachments
So (bi) rado kerav(as) II – diskuzija written after N. Rutova - http://www.respektneboli.eu/pedagogove/archiv-metod 1. The pupils discuss the topic of the homework in groups. The basic topic: the advantages and experience you can gain by taking part in different activities. The basic questions: <i>So keres andre tiro dživipen ajso, so tut kerel bachtalo? So ajso zadžid'il'al paš tire hobija, so tut vareso sikhad'a, so tut barval'ard'a, so tuke pomožind'a varekaj avrether?</i> 2. The teacher divides the pupils into the groups of three, each is given a letter – A,B or C). He/she announces the time for the debate. The pupils in groups decide how much time they devote to the work and how they are going to do the checking. 3. The teacher hands out the worksheet with the rules for the debate, in class they read and explain it. 4. The pupil A speaks about what was interesting for him/her (answers the question/questions), the pupil B asks about the details, the pupil C writes down the key answers of the pupil A and in the end concludes the most important information. 5. The pupil B speaks about what was interesting for him/her (answers the question/questions), the pupil C		   	LB 14, 39- 40	Rules and a topic of a discussion	9




Classroom activity No. 9	Title of CA : So (bi) rado kerav(as) II - diskuzija	Duration: 20 min			
	(Sub)topic:				
<p>asks about the details, the pupil A writes down the key answers of the pupil B and in the end concludes the most important information.</p> <p>6. The pupil C speaks about what was interesting for him/her (answers the question/questions), the pupil A asks about the details, the pupil B writes down the key answers of the pupil C and in the end concludes the most important information.</p> <p>7. Presentation in class: with the help of the written notes from the debate, the pupils make a conclusion of what they found interesting and what they discussed in the group.</p>					






SPOKEN PRODUCTION


Classroom activity No. 10	Title of CA : Bare Roma / Romské osobnosti I	Duration: 15 min			
	(Sub)topic:				
Description of activity:		LS	ELP	Materials / Resources	Attachments
<p>Bare Roma / Romani personalities I</p> <p>1. Preparation: The teacher brings photographs of different Romani personalities. He/she places them on the board or alternatively writes only the names of Romani personalities and covers them not to be seen (Elena Lacková, Andrej Giňa, Tera Fabiánová; Emil Ščuka, Karel Holomek, Miroslav Holomek, Ján Cibuľa; Cinka Panna, Jánóš Biháry, Věra Bílá, Rinaldo Oláh; Jana Horváthová, Bartoloměj Daniel; Richard Samko, Iveta Demeterová; and others)</p> <p>2. Brainstorming: which Romani personalities do you know? The pupils work in pairs – they use a sheet of paper to write the names of the Romani personalities they know and what they do, or any other information they can add (where they come from, when they lived, etc)</p> <p>3. The teacher uncovers the names on board. The pairs name the personalities whose names they wrote</p>			LB 39-40	List of Romani personalities	


Classroom activity No. 10	Title of CA : Bare Roma / Romské osobnosti I	Duration: 15 min			
	(Sub)topic:				
down, add the information concerning them. If their names are identical with the names on board, the teacher underlines the name and adds the basic information. He/she also writes new names and relevant information on board. Discussion in class.					

Classroom activity No. 11	Title of CA : Kerav me mište? II – Pandžl'engero	Duration: 10 min			
	(Sub)topic:				
Description of activity:		LS	ELP	Materials / Resources	Attachments
Kerav me mište? II – Pandžl'engero written after N. Rutova - http://www.respektneboli.eu/pedagogove/archiv-metod 1. The teacher asks the pupils to summarize their feelings from reading in a form of a five- leaf work. He/she gives instructions on how to form the five leaf- work. 2. The first line: topic = the basic theme you think that represents the story (1 word, preferably a noun). 3. The second line: a description of the topic and its fundamental characteristics, as you see them (the answer to the question – what the theme is). (2 words, preferably adjectives). 4. The thirdline: plots that depict the topic (3 words, preferably verbs) 5. The fourth line: a sentence of four words related to the topic. A verb can be omitted. 6. The fifth line: a synonym that sums up the core of the theme. (1 word, not necessarily a noun). 7. The teacher asks the pupils to volunteer to present their five- leaf work. 8. The work together with the story is placed into the pupils' Portfolio.		  	D		

Classroom activity No. 12	Title of CA : Bare Roma / Romani personalities II	Duration: 15 min			
	(Sub)topic:				
Description of activity:		LS	ELP	Materials / Resources	Attachments
Bare Roma / Romani personalities II (activity 8 to be continued). The pupils work in pairs. They make their own list of at least 10 Romani personalities they admire and the information they know about . They will create a mind map from the names- they divide the names into groups according to their own criteria (activities/work they do, time period/place they lived, how much they know about them. etc). 2. Presentation of the mind maps.		  	LB 39-40 D		

WRITING

Classroom activity No. 13	Title of CA : So (bi) rado kerav(as) I	Duration: 20 min			
	(Sub)topic:				
Description of activity:		LS	ELP	Materials / Resources	Attachments
HW – So (bi) rado kerav(as) I The pupils' task is to write a text about their hobbies/activities – which they actually do and they would like to do. With the ones they do now, they write 1/ how they became interested and how long they have been pursuing their hobby. 2/ what is the attitude of their family, friends, classmates to this hobby. 3/If and how they are improving in this particular hobby ; 4/ how this hobby enriches them. With the hobbies they would like to do, the pupils write: 1/ why they would like to pursue this hobby - who has inspired them to do so; 2/ what prevents them from doing it; 3/ which steps they have to take in order to start pursuing the hobby.			LB 14	HW	7

Classroom activity No. 14	Title of CA : Peršo literatos	Duration: 30 min			
	(Sub)topic:				
<i>Description of activity:</i>		LS	ELP	Materials / Resources	Attachments
Peršo literatos The pupils write an essay in an A4 format at least. Imagine that there are no books or magazines written in your native tongue and that you are used to speaking but not writing in this language. You will make a decision to become the first writer in your language - what kind of problems you are likely to encounter? Which other resulting steps, apart from books for fun, your decision will make possible?			D		

Classroom activity No. 15	Title of CA : Questions for Romani presonaliies	Duration: 10 min			
	(Sub)topic:				
<i>Description of activity:</i>		LS	ELP	Materials / Resources	Attachments
HW: On the basis of the information the pupils already know, they will prepare questions for a fictitious dialogue with the given Romani presonality.		