






PREPARATION TEMPLATE

Country: CZ / Unit No.: __10__

QUALIROM

Name of author OR Abbreviation: DT		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): Nature and animals
Included Sub-themes:
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 a detailed and extended talk in which the natural world is an important element.	75
	Can read and understand a detailed descriptive or narrative text in which the natural world is an important element.	75
	Can discuss his/her relation to nature	
	Can present a longer detailed speech on the theme of nature.	
	Can write a clear, detailed account of the types of animals typically found in his/her country.	77



Working with the ELP:		
Which part (s) of the ELP will be used?		Pages:
Language passport:		
Language biography:	Relevant descriptors	
Dossier:	All material created during the activities	

Vocabulary:
Active:



Romani: o plajis e morči o pastiris o paňale e papirošno rentica o piskocis o sadzi o thuvalo e kapura	Czech: hill, mountain animal skin shepherd gherkins paper napkin little muzzle soot chimney gate
te pasinel te cholisaľol te strihinel te dochudel pes te pošľiskinel te mňáčkinel te morel tele te chud(ker)el	To graze to get angry to cut to get (somewhere) to sprain to miaow to wash off to hunt
la bara cholatar rovľard'ones	angrily tearfully, sadly
e poľovačka o poľovňikos o nelegalno poľovňikos e/o Safari o deratizatoris o vešeskero o entomologos	hunting hunter poacher Safari rat exterminator hunter entomologist
o kapros o elefantos, o burňuvos	carp shark elephant rhino songbird wild boar stag beetle butterfly mouse rat antelope zebra
Passive:	
Romsky:	Česky:

MAIN GRAMMAR in this unit:	
Active:	Passive:
	Derivation of adjectives and verbs


Sample lesson Nr. 1		Topic of LP : Animals and people			Duration: 45 min	
CA Num ber	Time	Sample Lesson Plan	LS	ELP	Materials/Reso urces	Atta chm ents
1	20	Kaštuņi gūrumņi 1. The teacher plays the recording, the task is to write down every word that describes a place, animal, weather or nature. (kaštuņi gūrumņi, gavoro, džvira, plajis, maļa, karčma, cintiris, balvaj) 2. The teacher plays it again. The pupils check while the teacher is writing the correct words on board – either next to each other or loosely on the board. 3. The pupils are asked to add other connecting words to those on board, the teacher writes them down.			Recording	1
2	15	Building a story from given words 1. The pupils' task is to choose one of the words from the recording Kaštuņi gūrumņi and the associations are added later. They work in pairs and build up their own story of 12 sentences minimally. 2. The pairs retell their stories aloud, both pupils taking part. 3. The texts of the stories are placed in the classroom for everybody to read.				
3	10	Game – Hunters and Animals 1. The class is divided into two halves – animals and hunters. 2. The teacher hands out the cards with instructions - who is who in each group. 3. Each pupil should understand who he/she is. If need be, he/she asks the teacher so that nobody else would hear. 4. Both groups mingle: the Animals must not show any movements or sounds, they have to present themselves in words but not reveal directly who they are. The Hunters look for their prey, ask the Animals for additional information. When they find the animal they look for, they take it aside. 5. So, the number of Animals and Hunters is slowly getting smaller until they are all in pairs.			Cards with animals, cards with hunters	3 4
Lesson aims:		→ Revision and development of the vocabulary of the topic → Practising writing skills				

Sample lesson Nr. 2		Topic of LP : Nature, environment and people					Duration: 45 min	
CA Number	Time	Sample Lesson Plan	LS		ELP	Materials/Resources	Attachments	
1	10	Čhavorikane tabora 1. The teacher talks with the pupils about children`s camps:	 					



Sample lesson Nr. 2		Topic of LP : Nature, environment and people				Duration: 45 min	
CA Num ber	Time	Sample Lesson Plan	LS		ELP	Materials/Reso urces	Atta chm ents
		<p>Phirenas pro čhavorikane tabora? Kaj phirenas?</p> <p>Sar odoj has? So ode kerenas? Has odoj varesave džvira? Sar odoj bešenar? Sikhlonas odoj vareso? Soske o čhave phiren pre kajse tabora? So kamenas te kerel pro idealno čhavorikano taboris?</p> <p>(Did you use to go to children´s camps? Where did you go? What was it like? What did you do there? Were there any animals? What was the accommodation like? Did you learn anything new there? Why do children go to such camps? What would you like to do in an ideal children´s camp?)</p> <p>2. The teacher writes down important phrases on board, the pupils write into their exercise books.</p> <p>3. The pupils write a letter to a friend from an ideal camp – either during the lesson or at home.</p>					
2	15	<p>Ekologicko experimentos</p> <p>(If the teacher cannot arrange this himself/herself, he/she will ask the pupils to bring paper napkins and preservation jars for the lesson.)</p> <p>1. Each pupil gets the instructions how to carry out the experiment. To be successful, the pupils have to understand the instructions fully.</p>				Paper napkins, preservation jars, colour felt tip pens, experiment instructions	5
3	20	<p>Dživas andre priroda abo la prirodatar?</p> <p>1. The teacher tells the pupils how, when he was a child, they protected the nature (collecting paper, collecting horse chestnuts or acorns, sorting out the waste) and how it is protected today.</p> <p>2. The teacher asks the pupils what can be done for the nature protection and what they themselves do. In class they formulate the phrases in Romani, the teacher writes them down on board.</p> <p>3. The teacher asks: Existinel o globalno tat'avipen? Hin oda mistes abo namištes, hoj chas o mas, o thud, o jandre, hoj hordinas o gada la cipatar? Soha hin nekfeder te tat'arel andro kher? Hin pro svetos but motora? A free topic (the pupils can suggest it during the lesson)</p>					




Sample lesson Nr. 2		Topic of LP : Nature, environment and people					Duration: 45 min	
CA Number	Time	Sample Lesson Plan	LS		ELP	Materials/Resources	Attachments	
		(Does the global warming exist? What is it? Is it right that we eat meat, milk, eggs and that we wear leather clothes? What is the best fuel to use at home? Are there many cars in the world? What are the advantages and disadvantages of personal and public transport?)						
		Dživas andre priroda abo la prirodatar? II 1. The pupils write an essay on one of the the topics from the activity Dživas andre priroda abo la prirodatar I? (30 minutes)						
		[Checking the homework in the following lesson - 15 min] Dživas andre priroda abo la prirodatar? III 1. The teacher gradually opens the topics. The pupils who wrote about the particular topic comment on it and say what their conclusion was.						
Lesson aims:		→ Revision and development of the vocabulary of the topic → Improving the ability to discuss, argue and write → Practising the conditional						

Description of classroom activities:¹




Classroom Activity Nr.: 1	Title of CA: Kaštuņi gurmņi					Duration: 20 min	
	(Sub) topic:						
Description of classroom activity:			LS		ELP	Materials/Resources	Attachments
Kaštuņi gurmņi 1. The teacher plays the recording, the task is to write down every word that describes a place, animal, weather or nature. (kaštuņi gurmņi, gavoro, džvira, plajis, ma'a, karčma, cintiris, balvaj) 2. The teacher plays it again. The pupils check while the teacher is writing the correct words on board – either next to each other or loosely on the board. 3. The pupils are asked to add other connecting words to those on board, the teacher writes them down.						Recording	1


¹ Vykopirujte z navrhovaného plánu hodiny, vyberte pouze klíčové aktivity.



Classroom Activity Nr.: 2	Title of CA: Dživas andre priroda abo la prirodatar?				Duration: 20 min			
	(Sub) topic:							
Description of classroom activity:					LS	ELP	Materials/Resources	Attachments
Dživas andre priroda abo la prirodatar? 1. The teacher tells the pupils how, when he was a child, they protected the nature (collecting paper, collecting horse chestnuts or acorns, sorting out the waste) and how it is protected today. 2. The teacher asks the pupils what can be done for the nature protection and what they themselves do. In class they formulate the phrases in Romani, the teacher writes them down on board. 3. The teacher asks: Existinel o globalno ta'avipen? Hin oda mîstes abo namiştes, hoj chas o mas, o thud, o jandre, hoj hordinas o gada la cipatar? Soha hin nekfeder te ta'arel andro kher? Hin pro svetos but motora? A free topic (the pupils can suggest it during the lesson) (Does the global warming exist? What is it? Is it correct that we eat meat, milk, eggs and that we wear leather clothes? What is the best fuel to use at home? Are there many cars in the world? What are the advantages and disadvantages of personal and public transport?)					 			

Classroom Activity Nr.: 3	Title of CA:					Délka: 10 min				
	(Sub) topic:									
Description of classroom activity:						LS		ELP	Materials/Resources	Attachments
Gulo čar - Lačo paňi http://www.youtube.com/watch?v=WTy4QVCdyG4 1. The teacher plays the song Lačo paňi – first as a whole, then in short chunks – the pupils write down the lyrics. 2. The teachers plays it again – in class they sing while checking the lyrics.						  			Song	


Classroom Activity Nr.: 4	Title of CA: Kaštuňi gurumňi - Phundrado agor I				Duration: 10 min	
	(Sub) topic:					

Classroom Activity Nr.: 4	Title of CA: Kaštuņi gurumņi - Phundrado agor I				Duration: 10 min				
	(Sub) topic:								
Description of classroom activity:					LS	ELP	Materials/Resources	Attachments	
Kaštuņi gurumņi - Phundrado agor I					  			Text with an open end	2
1. The pupils are given a fairytale with an open end.									
2. They read the text, in class discuss and predict how the story could continue – together they will make up one good and one bad ending.									
3. The pupils finish the fairytale in writing according to their own fantasy – either during the lesson or as their homework.									


Classroom Activity Nr.: 5	Title of CA: Ekologicko experimentos				Duration: 15 min				
	(Sub) topic:								
Description of classroom activity:					LS		ELP	Materials/Resources	Attachments
Ekologicko experimentos (If the teacher cannot arrange this himself/herself, he/she will ask the pupils to bring paper napkins and preservation jars for the lesson.) 1. Each pupil gets the instructions how to carry out the experiment. To be successful, the pupils have to understand the instructions fully.								Paper napkins, preservation jars, colour felt tip pens, experiment instructions	5


Classroom Activity Nr.: 6	Title of CA:				Délka: 10 min				
	(Sub) topic:								
Description of classroom activity:					LS		ELP	Materials/Resources	Attachments
Pal o duj mačkici I 1) The pupils read the text and say shortly its content – if they fail to understand its hidden meaning, the teacher helps them. 2) The teacher leads the pupils to think about the text from different aspects – what form it is, who should read it,					 			Text	6

Classroom Activity Nr.: 6	Title of CA:	Délka: 10 min				
	(Sub) topic:					
what a child/an adult would understand it.						




Classroom Activity Nr.: 7	Title of CA: Čhavorikane tabora	Duration: 10 min				
	(Sub) topic:					
Description of classroom activity:		LS		ELP	Materials/Resources	Attachments
Čhavorikane tabora 1. The teacher talks with the pupils about children's camps: Phirenas pro čhavorikane tabora? Kaj phirenas? Sar odoj has? So ode kerenas? Has odoj varesave džvira? Sar odoj bešenás? Sikhfonas odoj vareso? Soske o čhave phiren pre kajse tabora? So kamenas te kerel pro idealno čhavorikano taboris? (Did you use to go to children's camps? Where did you go? What was it like? What did you do there? Were there any animals? What was the accommodation like? Did you learn anything new there? Why do children go to such camps? What would you like to do in an ideal children's camp?) 2. The teacher writes down important phrases on board, the pupils write into their exercise books. 3. The pupils write a letter to a friend from an ideal camp – either during the lesson or at home.						




Classroom Activity Nr.: 8	Title of CA: Game – Hunters and Animals	Duration: 10 min				
	(Sub) topic:					
Description of classroom activity:		LS		ELP	Materials/Resources	Attachments

Classroom Activity Nr.: 8	Title of CA: Game – Hunters and Animals	Duration: 10 min				
	(Sub) topic:					
Game – Hunters and Animals 1. The class is divided into two halves – Animals and Hunters. 2. The teacher hands out the cards with instructions - who is who in each group. 3. Each pupil should understand who he/she is. If need be, he/she asks the teacher so that nobody else would hear. 4. Both groups mingle: the Animals must not show any movements or sounds, they have to present themselves in words but not reveal directly who they are. The Hunters look for their prey, they ask the Animals for additional information. When they find the animal they look for, they take it aside. 5. So, the number of Animals and Hunters is slowly getting smaller until they are all in pairs.					Cards with animals, cards with hunters 3 4	


Classroom Activity Nr.: 9	Title of CA: Pal o duj mačkici II	Duration: 20_min				
	(Sub) topic:					
Description of classroom activity:		LS		ELP	Materials/Resources	Attachments
Pal o duj mačkici II The teacher asks and tries to start a discussion over the topic : We all have been created by nature in some way – what does this mean for our lives? Did the pussycats distinguish their colours? Would they understand why the woman wanted one and did not want the other? Do other creatures make differences between themselves? If so, on which grounds? Do we, being humans, have an advantage or disadvantage that we can think about this? Do we learn from the text what the two women looked like or were like? What if they themselves were ugly, stupid or evil? Do the pupils remember any story or fable with a similar message? Etc.						

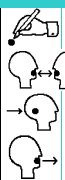
Classroom Activity Nr.: 10	Title of CA: Kaštuni gurumñi - Phundrado agor II - checking	Duration: 30 min				
	(Sub) topic:					
Description of classroom activity:		LS		ELP	Materials/Resources	Attachments

Classroom Activity Nr.: 10	Title of CA: Kaštuni gurumňi - Phundrado agor II - checking	Duration: 30 min				
	(Sub) topic:					
Kaštuni gurumňi - Phundrado agor II - checking					Recording	1
1. The pupils retell their version of the fairytale. 2. The teacher pays the recording and the class talks about who was nearest the actual ending of the story, which ending was most realistic, craziest, etc.						
						

Classroom Activity Nr.: 11	Title of CA: Game – The Animal Kingdom	Duration: 15 min				
	(Sub) topic:					
Description of classroom activity:		LS		ELP	Materials/Resources	Attachments
Game – The Animal Kingdom					Outline of the map of the world, envelopes, pictures of animals	3
1. The teacher brings blank maps of the world and envelopes with the pictures of animals (as many maps and envelopes as there are pupils). Each pupil chooses one envelope. 2. The pupils mingle and present their animal – not by movements but in words, e.g. Som bokhalo, cha'om e antilopa. (I am hungry, I would eat an antelope). His/her partner can ask e.g. U o thud pifal? (And would you like some milk?) 3. The pupils note down the animals they have guessed well into the map of the world together with the names of the respective classmates. 4. In the meantime, the teacher hangs up a large map of the world on the board. 5. When the time limit is over (5 minutes), the teacher asks: Ko dživel andre Afrika? The pupils representing African animals will stand in front of Africa, European animals in front of Europe, etc. Then each pupil introduces himself/herself and give additional information – what he/she eats, when he/she sleeps, how he/she moves, how he/she lives, etc.						
						

Classroom Activity Nr.: 12	Title of CA: [Checking the homework] Dživas andre priroda abo la prirodata? III	Duration: 15 min				
	(Sub) topic:					
Description of classroom activity:		LS		ELP	Materials/Resources	Attachments

Classroom Activity Nr.: 12	Title of CA: [Checking the homework] Dživas andre priroda abo la prirodatar? III				Duration: 15 min	
	(Sub) topic:					
[Checking the homework] Dživas andre priroda abo la prirodatar? III 1. The teacher gradually opens the topics. The pupils who wrote about the particular topic comment on it and say what their conclusion was.						

Classroom Activity Nr.: 13	Title of CA: Building a story from given words				Duration: 15 min	
	(Sub) topic:					
Description of classroom activity:				LS	ELP	Materials/Resources
Building a story from given words 1. The pupils' task is to choose one of the words from the recording Kaštuņi gurmņi and the associations are added later. They work in pairs and build up their own story of 12 sentences minimally. 2. The pairs retell their stories aloud, both pupils taking part. 3. The texts of the stories are placed in the classroom for everybody to read.						

Classroom Activity Nr.: 14	Title of CA: Dživas andre priroda abo la prirodatar? II				Duration: 30 min	
	(Sub) topic:					
Description of classroom activity:				LS	ELP	Materials/Resources
Dživas andre priroda abo la prirodatar? II 1. The pupils write an essay on one of the the topics from the activity Dživas andre priroda abo la prirodatar I?						

Classroom Activity Nr.: 15	Title of CA: Pal o duj mačkici III				Duration: 30 min	
	(Sub) topic:					

