



PREPARATION TEMPLATE




Country: CZ / Unit No.: _9_

QUALIROM

Name of author OR Abbreviation: JD		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): Time, seasons and weather
Included Sub-themes: 1., 2.
Connected main themes in the CFR: Roma crafts and professions; Animals and nature

Working with the CFR – Learning objectives:		
Skill:	Relevant descriptors in the CFR's language grid & "I can" statements:	Pages:
	Can understand in detail a television or radio broadcast about weather (e.g. providing a bad weather warning, travel advice etc.)	69
	I can understand in detail a talk or presentation when weather or the seasons is an important element.	73
	Can read an article or other written text about the impact of different seasons or weather conditions on Roma life.	69
	I can identify when weather or the season is a significant factor in a novel or poem.	73

	Can discuss particular actions or activities and explain in detail why they occur at specific times of the day or year.	70
	I can discuss with others, including native speakers, plans and ideas for a particular season of the year.	73
	Can present a clear, detailed account or description of an event or activity that is specifically related to seasonal or weather conditions. <i>I can present an action or event in which weather played an important part.</i>	70
	Can write a story or description in which the time of year or the weather play a significant role.	71
	I can write a short story in which weather conditions are important.	73

Working with the ELP:		
Which part (s) of the ELP will be used?		Pages:
Language passport:	What I have done / what I would like to do in the future	14
Language biography:	Relevant descriptors	36
Dossier:	All material created during the activities	







Main Vocabulary:	
Active:	
Romani:	English:
Stupňi celzija m/s – metri tel o sekunda o faktoris – o kremos bare faktoriha o manušengero pharipen	Grades Celsius m/s – meters a second sun protection grade – suncream with a high sun protection grade so called organic load (weather influence on humans)
o devel čučo devel	sky clear sky

pherdo devel le chmarenca/čilagenca o perumos	cloudy, overcast lightning
sakodivesutno	everyday
te diliňaľuvel te kaľol, skaľol	To suntan, to sunburn
Pasivní:	
Romsky:	Česky:

Main grammar in this unit:	
Active:	Passive:
Future tense; imperative Numerals, prepositions Cases: esp. locative	

SAMPLE LESSONS:

Sample lesson Nr.	Topic of LP: A journey through seasons.	Duration: 45 min
1		




CA Number	Time	Sample lesson plan	LS ¹	ELP ²	Materials / Resources ³	Attachments ⁴
11	10	Brainstorming I: 1. The pupils' task is to divide the words into logical groups. The teacher writes on board what the pupils suggest.			List of words	5
1	10	Prediction with pictograms 1. The pupils work in pairs. 2. Each pair is given a set of pictograms with different types of weather and weather features. 3. The teacher plays the first part of the recording, the pupils choose the right pictograms and sequence them according to the recording. After a while, the teacher plays the second part of the recording. The pupils should work with the remaining pictograms. 4. The teacher plays the recording as a whole, the pupils show their pictograms.		LB 36	Audio recording, Pictograms	1 2
10	20	Game: Radio Moderators 1. In groups of four, the pupils are given a set of pictograms, blank sheets of paper and simple instructions. The task is to create a continuous weather forecast (up to 2.5 minutes) for a given number of days. They should not forget to add an introduction and conclusion. The text in the activity 1 can serve as a model. 2. Each group presents the forecast in class: they change their roles: one speaks, the others assist showing pictures, items of clothing etc.	  	LB 36	Instructions, pictograms, map of the CR/world	3 2
14	5	HW – E prirodno katastrofa, o ekstremno d'ives Each pupil is given a home assignment – to find information about a natural catastrophe or weather extremes - within the history of mankind – and to write a short newspaper report.		D		
Lesson aims:		→ To revise and enlarge the vocabulary with the topic of weather and seasons → To develop the ability to gain information and transfer it in an interesting and natural way				

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; LB (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 Nr. 2		Topic of LP: Čas a životní události v něm	Duration : 45 min			
CA Num ber	Time	Sample lesson plan	LS	ELP	Materials / Resources	Attachme nts
7	10	Brainstorming II: 1. The pupils have a limit of 3 minutes in which they have to divide a calendar year into as many time units as possible and write them down (e.g. A year has got four seasons, twelve months, fifty-two weeks, every month has four weeks etc.) 2. The teacher and class work together – the teacher writes down the list of time units on board, the pupils sequence them according to their length: <i>r hin sthodo jekh berš? Keci sekundi hin andre jek hora? Keci d'ivesa hin andro aprilis?</i> What does a year consist of? How many seconds are there in an hour? How many days are there in April? etc.		LB 36		
8	20	Life line: 1. The task for the pupils is to think of their lives and how long they would like to live – they draw a life line and mark fictitious limits and events – they create their history and “plan of their lives“. They clearly mark the division between these and contemporary events. They create a plan for the following calendar year 2. The pupils talk in pairs about their life lines. The aim is to use different vocabulary with the topic of time. E.g.: <i>So kerelas, te sas šov berš? So kereha aver berš majoste? Soske kames te džal andre Australia, kana aveha 40?</i> (What did you do when you were six? What will you be doing in May next year? Why do you want to go to Australia at the age of forty?)		LB 14	Portfolio as a model, blank sheets of paper	
6	15	Sar predžidil'om ekstremno d'ives I 1. The teacher collects the homework: short texts about natural catastrophies and extreme weather conditions. He/she shuffles them and redistributes. 2. Each pupil reads the text and on the basis of this (either during the lesson or at home) he/she writes a concrete story of a person who has survived – what he/she did when it happened, how he/she behaved, how long he/she had to stay without food, etc. 3. The teacher also writes his/her version of the story..		D		
Lesson aims:		→ To revise basic time vocabulary → To practise the ability to speak about the past and the plans for the future				



Sample lesson Nr. 3		Topic of LP: Roční období, sezóny	Duration : 45 min			
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CA Number	Time	Sample lesson plan	LS	ELP	Materials / Resources	Attachments
9	20	Kana andro berš amen hin nekbuter but'i 1. The teacher hands out the "time circles". Each pair draws a name of one job. 2. In pairs, the pupils create a year concerning their job and write the key activities under the respective months. Jobs: a farmer, huntsman, road worker, owner of a restaurant, ski lift operator, accountant, shop assistant, fashion designer, somebody working in advertising, baker. 3. The class discusses the differences among the jobs. The teacher asks when the main season for each job is and why, what it is like, when the person has a rest etc.		LB 36	Cards with names of jobs	7
5	25	Phen, ker, sikhav, pisin 1. The pupils play a board game in fours, clockwise. 2. Each player throws a die and moves his/her piece forward according to the number on the die. According to the colour of the field he/she arrives at, he/she draws a card of the same colour. 3. The pupil reads what the card says, and places the card so that everybody can read it (there are also cards which say not to show what is written on them). 4. The classmates check if the task has been completed well – if yes, the pupil keeps the card. If not, he/she puts it back at the bottom of the pile. 5. The game is finished when the first pupil reaches the end on the board or when the teacher says so. 6. The pupils count their points – red card is 4, green 3 and yellow 2 points: the winner is the pupil with highest number of points.		LB 36	Plan of the game, cards, die, pieces	8 9
Lesson aims:		→ To revise different language skills– to read quickly and correctly → To discuss the links between weather, seasons and work				


LISTENING

Classroom activity Nr.: 1	Title of CA: Prediction with pictograms	Duration : 10 min			
	(Sub) topic:				
Description of classroom activity:		LS	ELP	Materials / Resources	Attachments

Classroom activity Nr.: 1	Title of CA: Prediction with pictograms	Duration : 10 min			
	(Sub) topic:				
Prediction with pictograms 1. The pupils work in pairs. 2. Each pair is given a set of pictograms with different types of weather and weather features. 3. The teacher plays the first part of the recording, the pupils choose the right pictograms and sequence them according to the recording. After a while, the teacher plays the second part of the recording. The pupils should work with the remaining pictograms. 4. The teacher plays the recording as a whole, the pupils show their pictograms.			LB 36	Audio recording , Pictograms	1 2



Classroom activity Nr.: 2	Title of CA: Som mištes urdo?	Duration : 15 min			
	(Sub) topic:				
Description of classroom activity:		LS	ELP	Materials / Resources	Attachments
Som mištes urdo? 1. The teacher plays the first part of the recording. 2. Then he/she says where he is going to go after the lesson and asks the pupils: <i>Som mištes urdo?</i> <i>Makhav man varesoha?</i> <i>Lava mange e ambrela?</i> <i>Ela šukares abo rosnes?</i> <i>Šaj džas paš o pañi?</i> Am I dressed well? Should I use some cream? Shall I take an umbrella? Is it going to be nice weather or rainy? Can we go swimming? Then he/she asks a few pupils to exchange some pieces of clothing/equipment with him/her. 3. The teacher plays the second part of the recording. The pupils continue to work in fours. They give each		 	LB 36	Audio recording	1

Classroom activity Nr.: 2	Title of CA: Som mištes urdo?	Duration : 15 min			
	(Sub) topic:				
other advice what they should wear or exchange with whom.					





Classroom activity Nr.: 3	Title of CA: Kontrola DÚ - Sar predžid'il'om jekh extremno d'ives II	Duration : 20 min			
	(Sub) topic:				
Description of classroom activity:		LS	ELP	Materials / Resources	Attachments
Checking the HW - Sar predžid'il'om jekh extremno d'ives II 1. The teacher tells a fictitious story of an existing person who survived a natural catastrophe or extreme weather conditions. 2. Then the pupils can tell/read their own stories.			D	Homework	






READING


Classroom activity Nr.: 4	Title of CA: O Drilkus	Duration : 20 min			
	(Sub) topic:				
Description of classroom activity:		LS	ELP	Materials / Resources	Attachments
O Drilkus The pupils read a story (or only the beginnig, the rest at home) by Gejza Horváth <i>O Drilkus</i> and each of the pupils speaks about ar day with the most extreme weather conditions they have experienced.		 	LB 36	Texts	4

Classroom activity Nr.: 5	Title of CA: Phen, ker, sikhav, pisin	Délka: 25 min			
	(Sub) topic:				


Classroom activity Nr.: 5	Title of CA: Phen, ker, sikhav, pisin	Délka: 25 min			
	(Sub) topic:				
Description of classroom activity:		LS	ELP	Materials / Resources	Attachments
Phen, ker, sikhav, pisin 1. The pupils play a board game in fours, clockwise. 2. Each player throws a die and moves his/her piece forward according to the number on the die. According to the colour of the field he/she arrives at, he/she draws a card of the same colour. 3. The pupil reads what the card says, and places the card so that everybody can read it (there are also cards which say not to show what is written on them). 4. The classmates check if the task has been completed well – if yes, the pupil keeps the card. If not, he/she puts it back at the bottom of the pile. 5. The game is finished when the first pupil reaches the end on the board or when the teacher says so. 6. The pupils count their points – red card is 4, green 3 and yellow 2 points: the winner is the pupil with highest number of points.		   	LB 36	Plan of the game, cards, die, pieces	8 9

Classroom activity Nr.: 6	Title of CA: Sar predžid'il'om ekstremno d'ives I	Duration : 30 min			
	(Sub) topic:				
Description of classroom activity:		LS	ELP	Materials / Resources	Attachments
Sar predžid'il'om ekstremno d'ives I 1. The teacher collects the homework: short texts about natural catastrophies and extreme weather conditions. He/she shuffles them and redistributes. 2. Each pupil reads the text and on the basis of this (either during the lesson or at home) he/she writes a concrete story of a person who has survived – what he/she did when it happened, how he/she behaved, how long he/she had to stay without food, etc. 3. The teacher also writes his/her version of the story..		 	D		

Classroom activity Nr.: 7	Title of CA: Brainstorming II:	Duration : 10 min			
	(Sub) topic:				
Description of classroom activity:		LS	ELP	Materials / Resources	Attachments
Brainstorming II: 1. The pupils have a limit of 3 minutes in which they have to divide a calendar year into as many time units as possible and write them down (e.g. A year has got four seasons, twelve months, fifty-two weeks, every month has four weeks etc.) 2. The teacher and class work together – the teacher writes down the list of time units on board, the pupils sequence them according to their length: <i>Sostar hin sthodo jekh berš? Keci sekundi hin andre jek hora? Keci d'ivesa hin andro aprilis?</i> What does a year consist of? How many seconds are there in an hour? How many days are there in April? etc.			LB 36		

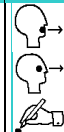
Classroom activity Nr.: 8	Title of CA: Osa života	Duration : 20 min			
	(Sub) topic:				
Description of classroom activity:		LS	ELP	Materials / Resources	Attachments
Life line: 1. The task for the pupils is to think of their lives and how long they would like to live – they draw a life line and mark fictitious limits and events – they create their history and “plan of their lives”. They clearly mark the division between these and contemporary events. They create a plan for the following calendar year 2. The pupils talk in pairs about their life lines. The aim is to use different vocabulary with the topic of time. E.g.: <i>So kerelas, te sas šov berš? So kereha aver berš majoste? Soske kames te džal andre Australia, kana aveha 40?</i> (What did you do when you were six? What will you be doing in May next year? Why do you want to go to Australia at the age of forty?)			LB 14	Portfolio as a model, blank sheets of paper	

Classroom activity Nr.: 9	Title of CA: Kana andro berš amen hin nekbuter but'i	Duration : 20 min			
	(Sub) topic:				


Classroom activity Nr.: 9	Title of CA: Kana andro berš amen hin nekbuter but'i	Duration : 20 min			
	(Sub) topic:				
Description of classroom activity:		LS	ELP	Materials / Resources	Attachments
Kana andro berš amen hin nekbuter but'i 1. The teacher hands out the "time circles". Each pair draws a name of one job. 2. In pairs, the pupils create a year concerning their job and write the key activities under the respective months. Jobs: a farmer, huntsman, road worker, owner of a restaurant, ski lift operator, accountant, shop assistant, fashion designer, somebody working in advertising, baker. 3. The class discusses the differences among the jobs. The teacher asks when the main season for each job is and why, what it is like, when the person has a rest etc..			LB 36	Cards with names of jobs	7




SPOKEN PRODUCTION

Classroom activity Nr.: 10	Title of CA: Game: Radio Moderators	Duration : 20 min			
	(Sub) topic:				
Description of classroom activity:		LS	ELP	Materials / Resources	Attachments
Game: Radio Moderators 1. In groups of four, the pupils are given a set of pictograms, blank sheets of paper and simple instructions. The task is to create a continuous weather forecast (up to 2,5 minutes) for a given number of days. They should not forget to add an introduction and conclusion. The text in the activity 1 can serve as a model. 2. Each group presents the forecast in class: they change their roles: one speaks, the others assist showing pictures, items of clothing etc.			LB 36	Instructions, pictograms, map of the CR/world	32



Classroom	Title of CA: Brainstorming I:	Duration : 10 min
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activity Nr.: č.: 11	(Sub) topic:				
Description of classroom activity:		LS	ELP	Materials / Resources	Attachments
Brainstorming I: 1. The pupils' task is to divide the words into logical groups. The teacher writes on board what the pupils suggest.				List of words	5

Classroom activity Nr.: 12	Title of CA: So kerav, te hin tates/šil/te del jiv...	Duration : 15 min			
	(Sub) topic:				
Description of classroom activity:		LS	ELP	Materials / Resources	Attachments
So kerav, te hin tates/šil/te del jiv... 1. The pupils work in groups of four. 2. Each pupil draws a card with a type of weather. He/she chooses an activity that he/she does most often in such weather and describes it in detail – the whole process from the moment of leaving the house until the return. E.g. the pupil draws a card with the word “freezing” – he decides to go skating: “I dress warmly. Pack my skates, warm socks, a flask with hot tea, go out of the house and walk towards the pond. There I change into skates, put on the warm socks not to have cold feet, I skate carefully first because I haven't done so for some time, then faster and in the end I play ice hockey with boys. After the game, I take off my skates and socks, put on the shoes and walk home. At home I have to dry my clothes because they are wet.” 3. The teacher can start with his/her own story. When the pupils talk he/she walks about the classroom, monitors, asks questions if necessary (if the pupils use too many details).			LB 36	Cards with types of weather	6



WRITING

Classroom	Title of CA: Competition – Double transfer of the forecast	Duration : 15 min			
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activity Nr.: 13	(Sub) topic:				
Description of classroom activity:		LS	ELP	Materials / Resources	Attachments
Competition – Double transfer of the forecast 1. The pupils work in threes and change the roles – there are two cards of different colours - one pupil writes the forecasts using the first colour, another reports through pictures and mime what is on the card to the third pupil who writes the report onto the differently coloured card. 2. There is a time limit within which the pupils transfer as many forecasts as possible (the limit is set by the teacher, 5 minutes minimally). 3. After the time limit, the pupils compare the first and the final forecasts. For each that is identical, they get a point. The group that has most points announces the weather and decides what the class is going to do.		 	LB 36	Cards of two colours, pictograms	2

Classroom activity Nr.: 14	Title of CA: DÚ – E prirodno katastrofa, o ekstremno d'ives	Duration : 30 min			
	(Sub) topic:				
Description of classroom activity:		LS	ELP	Materials / Resources	Attachments
HW – E prirodno katastrofa, o ekstremno d'ives Each pupil is given a home assignment – to find information about a natural catastrophe or weather extremes - within the history of mankind – and to write a short newspaper report.			D		

Classroom activity Nr.: 15	Title of CA: Katastroficko films	Duration : 45 min			
	(Sub) topic:				
Description of classroom activity:		LS	ELP	Materials / Resources	Attachments

Classroom activity Nr.: 15	Title of CA: Katastroficko films	Duration : 45 min			
	(Sub) topic:				
Katastroficko films 1. The pupils think of a film with the topic of a natural catastrophe or in which weather plays an important role. They describe the film/scene in a short way and say what they like about it. 2. Then the teacher asks complementing questions.. <i>So hin kole filmenge jekhetanes? Dičhol mindik čačutnes, so pes odoj ačhol? So andre filmi kerel, hoj šunen buter emociji? Sar džal o časos andre filmi? Sar džal o časos, te san andre phari situacija?</i> What do these films have in common? Do they always depict reality or do they sometimes exaggerate? What helps a film to increase the level of emotions? How does time run in films? How does it run in a crisis situation? 3. The pupils think these questions over and write an essay of ½ A4 page minimally as their home assingment.		 D			
Classroom activity Nr.: 16	Title of CA: E paramisi	Duration : 45 min			
	(Sub) topic:				
Description of classroom activity:		LS	EJP	Materials / Resources	Attachments
E paramisi 1. The pupils write a fairytale with supernatural elements in the main roles. E.g. Earth, Wind, Fire and Water ruling the Nature. Trees, Rocks, Animals etc. are their subjects. The story and ist plot id entirely pupils' responsibility. They can work in groups, too. 2. The texts are placed on the classroom walls, the pupils read them and choose the best story.		 D			