


PREPARATION TEMPLATE




Country: CZ / Unit No.: _4__

QUALIROM

Name of author OR Abbreviation: ED		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): Romani crafts and occupations
Included Sub-themes: 1. Miro but'akero kurko; 2. Sar pes kerel...
Connected main themes in the CFR: Time, seasons and weather; Myself and my family

Working with the CFR – Learning objectives:		
Skill:	Relevant descriptors in the CFR's language grid & "I can" statements:	Pages:
	Can understand in detail a talk in the context of career guidance which describes occupations in which modern day Roma people have had particular success. I can understand a career guidance talk about possible areas of activity for me today.	43 46
	Can read and understand detailed descriptions of the traditional crafts and activities of Roma people in the past. I can read an account of the importance of a particular Roma craft or occupation to an area or region.	43 46

	Can engage with fluency in discussions of traditional Roma crafts and occupations. <i>I can discuss and present arguments about the importance and circumstances of a certain profession</i>	44
	Can give a talk, with appropriate descriptive detail and sequencing, about the activities of Roma people in the past with reference to the impact that crafts or activities made on their lives. I can give a detailed talk about the occupations of Roma people today.	44 46
	Can write an account, with appropriate detail, sequencing and contextualisation, of traditional Roma crafts and occupations either locally or on a more general basis. <i>I can describe the process of making a crafts' object.</i>	44

Working with the ELP:		
Which part (s) of the ELP will be used?		Pages:
Language passport:	Thinking about different cultural backgrounds: my parents occupation, traditions in my family/group My learning progress How do i learn new things	10 8-9 15
Language biography:	Relevant descriptors for the theme	
Dossier:	All material produced during the activities	

Main Vocabulary	
Active:	
Romani:	English:
o socialno odboris o buŕakero amtos e poradŕa	social department Job Office advisory bureau

e ubitovňa	dormitory
o družstvos	building society
e terenno but'i	field work
o terenno but'akero	field worker
o than nalačhe socialne štatutoha	socially excluded locality
o socialne lovore	social benefits
o archivos	archives
o kamišagos/o adošagos	debt
e e'lektrika	electricity
o plinos	gas
o kamišageskero kalendaris	repayment plan
e kontrola	checking
o rajonos	area
o kuratoris	probation officer
e špecialno škola	special school
o ukoli	homework
e socialno škola	social work school
o zaačhado/e zaačhađi	deputy head
o formularis	form
e porada	meeting
o sgej'ipen	get-together, meeting
o komunitno foreskero planos	municipal/town/community plan
e komisija pro khera	committee for flats
e valka	adobe
čik/ja'li čik	clay
e lo'li ceh'la	baked /red brick
o mochos	moss
e forma	form
o chulaj	farmer
te kerel pre peste o kamišagos	to make debts


te lel kečeň/kejčen	to take a loan, to borrow
te prithovel andre	to add
te cirdel avri	to pull out
te šuťol avri	to dry
te lel het	to take away
te uštarel	to stand up
te kikidel	to press
te šuťarel (avri)	to dry
te visarel	to turn
te ačhavel	to stand up
kisno	ready
sikhado	used to
churdes	shortly, briefly
dži akor, kim ...	until then, till then
Passive:	
Romani:	English:




MAIN GRAMMAR in this unit:	
Active:	Passive:



Description of classroom activities:

LISTENING

Activity No.:	Title of CA: Savi but'i kerav?	Duration: 5 min
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1	(Sub)topic:				
Description of activity:		Skill I	EJP	Mat./ Res.	Att.
1. The pupils listen to job descriptions. 2. Then the teacher asks which jobs were mentioned and how the pupils recognized them.			LB 26	Recording – part 1	1





Activity No. : 2	Title of CA : Le tereňakoskero diaris	Duration : 10 min			
	(Sub)topic :				
Description of activity :		Skill I	EJP	Mat. / Res	Att.
1. Listening to the second part of the recording. 2. The pupils receive a diary partly filled in. The task is to complete the regular activities of a field worker. 3. The pupils receive an audioscript and check the correct version.		  	LB 26	Recording - part – 2. Weekly diary partly filled in Audioscript	1 4 2

Activity No 3	Title of CA : Valki	Duration : 5 min			
	(Sub)topic :				
Description of activity :		Skill I	EJP	Mat. / Res.	Att.
1. Listening to the recording. 2. The teacher asks why the Roma made valki and if the pupils know any other traditional trades of the Roma. 3. The teacher asks if in the pupils' families there are jobs that are hereditary or if they will be inspired		 	LP 10	Recording	6



Activity No 3	Title of CA : Valki	Duration : 5 min			
	(Sub)topic :				
by a job of any family member and which job it is.					

READING

Activity No 4	Title of CA : So kerel o terenno but'akero?	Duration : 15 min			
	(Sub)topic :				
Description of activity :		Skil /	EJP	Mat. / Res.	Att.
1. The pupils receive a set of questions to read. 2. They listen to the recording and write notes to the questions. 3. In pairs, the pupils complete the correct answers, they take turns in asking (note that the questions are in 1st but they have to asked in 3rd person) 4. Checking in class – the teacher asks, the pairs answer on the basis of their notes and memory.			LB 26	Recording - part 1. Comprehensive questions	1
					3
					
					


Activity No .: 5	Title of CA : HWK check – E but'akeri burza	Duration : 20 min			
	(Sub)topic :				
Description of activity :		Skil /	EJP	Mat./ Res.	Att.
1. The pupils exhibit their completed diaries in a line one after the other. 2. One by one, they walk along the diaries, leaf through them. The first pupil writes the number in which order they are exhibited. 3. Each pupil writes notes – which job he/she thinks it is, and chooses three jobs he/she likes best. 4. The teacher presents each diary and asks which job it is about and who has got this job among their favourite ones			LB 26	Homework – Diaries filled in with names	
					
					
					




Activity No .: 5	Title of CA : HWK check – E but’akeri burza	Duration : 20 min		
	(Sub)topic :			
5. The teacher asks about the reason for the interest in a particular job. If the time is pressing, he/she makes notes which jobs were most popular and asks at the end of the activity.			of jobs of parents or dream jobs	


Activity No : 6	Title of CA : Valki – five-leaf clover	Duration : min			
	(Sub)topic :				
Description of activity :		Skill I	EJP	Mat./ Res.	Att.
1. The teacher hands out the text about the production of adobe, asks the pupils to read it and draw a line where they think the text is divided into two parts.		 	LB 26	Text Second shift p. 16	6
2. In pairs or groups of three, the pupils work according to the five-leaf clover method, each paragraph separately.					8
3. The teacher writes his/her two five-leaf clovers on board in such a way that the pupils do not see them and uncovers them only before the actual work..					
4. The teacher and pupils go through the first five-leaf clover. He/she asks all the groups which words are characteristic and why,. then does the same with the second paragraph.					
5. The teacher asks the pupils to compare both paragraphs.					





SPOKEN INTERACTION


Activity No : 7	Title of CA : So kerel o terrenno but'akero?	Duration : 15 min			
	(Sub)topic :				
Description of activity :		Skill	EJP	Mat. / Res.	Att.
5. The pupils receive a set of questions to read.			LB	Recording	1


Activity No : 7	Title of CA : So kerel o terenno but'akero?	Duration : 15 min			
	(Sub)topic :				
6. They listen to the recording and write notes to the questions. 7. In pairs, the pupils complete the correct answers, they take turns in asking (note that the questions are in 1st but they have to ask in 3rd person) 1. Checking in class – the teacher asks, the pairs answer on the basis of their notes and memory.		  	26	g - part 1. Compre hensive question s	3


Activity No : 8	Title of CA : Soske kampil e terenno but'i?	Duration : 10 min			
	(Sub)topic :				
Description of activity :		Skil I	EJP	Mat./ Res.	Att.
1. The teacher asks what else the pupils can see in the diary that was mentioned in the recording. 2. Discussion of why a job of a field worker is important, what he/she has to deal with, if the pupils wanted to do such a job, why yes/no. How long can someone do this job? If they know anybody who works as a field worker or works in a similar way with people?			LB 26	Weekly diary filled in FW	4

Activity No : 9	Title of CA : Savi but'i kamen te kerel tumen, so tumenge kampil te džanel?	Duration : 10 min			
	(Sub)topic :				
Description of activity :		Skil I	EJP	Mat./ Res.	Att.
1. The pupils write briefly which job they would like to do and what they need to know and have to do the job. 2. In pairs or groups, the pupils speak about their plans.		 	D		

 **SPOKEN PRODUCTION**


Activity No : 10	Title of CA : Pal soste vakerav?	Duration : 10 min			
	(Sub)topic :				
Description of activity :		Skil I	EJP	Mat. / Res.	Att.
1. The pupils play in twos or threes. 2. Each pupil chooses one object from their class and describes it: what it is made of (ablative), how and with what (instrumental) it is made, roughly how much it costs to make it, for how much it is sold, whether and where it is usually available to buy 3. The other pupils guess what it is, they search for it in class and are allowed to ask additional questions. The activity can be repeated if time allows.			LB 26		

Activity No : 11	Title of CA : Kames oda tiš te kerel?	Duration : 15 min			
	(Sub)topic :				
Description of activity :		Skil I	EJP	Mat. / Res.	Att.
1. Each pupil presents a weekly work routine of his/her parents and says which activities are most important, which he/she would like to do, which not and why. 2. Other pupils can ask or react (e.g. ask about a salary, hours of work, required education).			LP 10 d	HWK – Diary filled in	


Activity No : 12	Title of CA : Sar pes kerel...? II	Duration : 20 min			
	(Sub)topic :				
Description of activity :		Skil I	EJP	Mat. / Res.	Att.
1. The teacher collects homework, shuffles the descriptions and hands them out, exhibits the pictures on board in such a way that the pupils cannot see them. 2. In the meantime, each pupil reads the description of a product and tries to remember as much as possible. 3. The teacher stops the reading (should last no longer than two, three minutes) , uncovers the			D LB 26	HWK - descripti on of product	


Activity No : 12	Title of CA : Sar pes kerel...? II	Duration : 20 min			
	(Sub)topic :				
<p>pictures, the pupils turn the texts face down.</p> <p>4. Each pupil says in as many details as possible what he/she has remembered about the product. – but must not say what it is, what it looks like, only what it is made from and how it is made (the teacher checks according to the text).</p> <p>5. The other pupils choose from the pictures on board. He who knows, raises the hand and says his/her idea.</p> <p>6. In this way, all the descriptions are matched to the pictures again.</p>					

WRITING

Activity No : 13	Title of CA : HWK – Sar dičhol tira dakero tire dadeskero but'akero d'ives?	Duration : 15 min			
	(Sub)topic :				
Description of activity :		Skil I	EJP	Mat. / Res.	Att.
<p>1. The pupils describe a working day routine of their parents or of a job they like - they fill in the information, with the help of brief notes, into a blank diary (they use attachments from the previous lesson as a model)</p> <p>2. The pupils also ask their parents about some details – salary, required education, hours of work, responsibility..</p>		 D LP 10	Blank weekly diary	5	

Activity No .: 14	Title of CA : Sar pes keren o valki?	Duration 10 min			
	(Sub)topic				
Description of activity :		Skil	EJP	Mat. /	Att.




Activity No .: 14	Title of CA : Sar pes keren o valki?	Duration 10 min		
	(Sub)topic			
		I		Res.
1. The teacher hands out the outline and plays the recording again. 2. The pupils make notes of the production of adobe into the outline, also equipment and materials that are used. 3. Checking: The teacher prepares the outline on a large sheet of paper, the pupils write steps of the production one after another into it. If a picture is available, they stick it next to the text. 4. Pupils and the teacher discuss the place of adobe-making in the life of the Roma in the past. 5. The completed sheet with the description of the method of making adobe is exhibited in class.		 D	Recordin g Outline for valki producti on Pictures to illustrate making of adobe	6
				7
				8



Activity No 15	Title of CA : Dú – Sar pes kerel...?	Duration 15 min		
	(Sub)topic :			
Description of activity :		Skil I	EJP	Mat. / Res.
				Att.
1. The teacher offers the pupils a list of things (ideally they should be placed in the class or used regularly by the pupils), from which each chooses one thing whose method of production and possibly also a composition he/she knows. 2. Each pupil describes the selected item and adds a picture on a separate sheet of paper (it can also be a photo but large enough) 3. The pupils set up an exhibition from the descriptions and pictures.		 D		

SAMPLE LESSONS:

Sample lesson Nr. 1		Topic of LP: Miro but'akero kurko				Duration : 45 min	
CA Nu mbe r	Time	Sample lesson plan	Skill	ELP	Mat./ Res.	Att.	
1	5	Savi but'i kerav? 1. The pupils listen to job descriptions. 2. Then the teacher asks which jobs were mentioned and how the pupils recognized them .		LB 26	Recording - part 1	1	
2	15	So kerel o terenno but'akero? 1. The pupils receive a set of questions to read. 2. They listen to the recording and write notes to the questions. 3. In pairs, the pupils complete the correct answers, they take turns in asking (note that the questions are in 1st but they have to ask in 3rd person) 4. Checking in class – the teacher asks, the pairs answer on the basis of their notes and memory.	 	LB 26	Recording – part 1 Comprehens ive questions	1 3	
3	10	Le tereñakoskero diaris 1. Listening to the second part of the recording. 2. The pupils receive a diary partly filled in. The task is to complete the regular activities of a field worker. 3. The pupils receive an audioscript and check the correct version.	 	LB 26	Recording – part 2 Weekly diary partly filled in, Audioscript	1 4 2	
4	10	Soske kampil e terenno but'i? 1. The teacher asks what else the pupils can see in the diary that was mentioned in the recording. 2. Discussion: why the job of a field worker is important, what he/she has to deal with, if the pupils wanted to do such a job, why yes/no. How long can someone do this job? If they know anybody who works as a field worker or works in a similar way with people?		LB 26	Weekly diary filled in FW	4	
	5	Homework– Sar diñhol tira dakero tire dadeskero but'akero dives? 1. The pupils describe a working day routine of their parents or of a job they like - they fill in the information, with the help of brief notes, into a blank diary (they use attachments from the previous lesson as a model) 2. The pupils also ask their parents about some details – salary, required education, hours of work, responsibility..		D LP 10	Blank weekly diary	5	

Sample lesson Nr. 1		Topic of LP: Miro but'akero kurko					Duration : 45 min		
CA Nu mbe r	Time	Sample lesson plan				Skill	ELP	Mat./ Res.	Att.
Lesson aims:		→ to revise time vocabulary → to gain new, modern vocabulary → to practice the work with texts, reasoning							

Sample lesson Nr. 2		Topic of LP : Sar pes kerel...					Duration : 45 min	
CA Nu mbe r	Time	Sample lesson plan	Skill	ELP	Mat. / Res.	Att.		
1	15	Checking the homework– E but’akeri burza 1. The pupils exhibit their completed diaries in a line one after the other. 2. One by one, they walk along the diaries, leaf through them. The first pupils writes the number in which order they are exhibited. 3. Each pupil writes notes – which job he/she thinks it is, and chooses three jobs he/she likes best. 5 4. The teacher presents each diary and asks which job it is about and who has got this job among their favourite ones. 5. The teacher asks about the reason for the interest in a particular job. If the time is pressing, he/she makes notes which jobs are most popular and asks at the end of the activity.		LB 26	Homework – Diaries filled in with jobs of parents or dream jobs			
2	5	Valki 1. Listening to the recording. 2. The teacher asks why the Romani made valki and if the pupils know any other traditional trades of the Romani. 3. The teacher asks if in the pupils’ families there are jobs that are hereditary or if they will be inspired by a job of any family member and which job it is.		LP 10	Recording	6		
3	10	Sar pes keren o valki? 1. The teacher hands out the outline and plays the recording again.		D	Recording Outline for	6 7		

Sample lesson Nr. 2		Topic of LP : Sar pes kerel...					Duration : 45 min	
CA Nu mbe r	Time	Sample lesson plan	Skill	ELP	Mat. / Res.	Att.		
		2. The pupils make notes of the production of adobe into the outline, also equipment and materials that are used. 3. Checking: The teacher prepares the outline on a large sheet of paper, the pupils write the steps of production one after another into it. If a picture is available, they stick it next to the text. 4. The completed sheet with the description of the method of making valki is exhibited in class.			valki production Pictures to illustrate making of adobe	8		
4	5	Work with the portfolio: The pupils fill the chart on pages 8 a 9 „Which progress in learning I have made“ and the box“information“ on page 15 in the chart “How to learn new things“		LP 8, 15	Portfolio			
	5	Homework– Sar pes kerel...? 1. The teacher offers the pupils a list of items (ideally they should be placed in the class or used regularly by the pupils), from which each chooses one whose method of production, and possibly also a composition, he/she knows. 2. Each pupil describes the selected item and adds a picture on a separate sheet of paper (it can also be a photo but large enough) 3. The pupils set up an exhibition from the descriptions and pictures		D				
Lesson aims:		→ to revise traditional trades of the Romani → to revise cases (particularly ablative and instrumental) and prepositions → to use separable prefixes of verbs						