

# PREPARATION TEMPLATE

Country: CZ / Unit No.: 2

## QUALIROM

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

<b>Main Theme (CFR):</b> House/Caravan and its activities
<b>Included Sub-themes:</b> 1. Roma settlements, living in a city
<b>Connected main themes in the CFR:</b> Myself and my family, Nature and Animals

<b>Working with the CFR – Learning objectives:</b>		
<b>Skill:</b>	<b>Relevant descriptors in the CFR's language grid &amp; "I can" statements:</b>	<b>Pages:</b>
	Can understand in detail a talk about family life in the past in the local region or country that draws comparisons with modern life.	32
	I can understand a detailed talk about family life in the past.	36
	Can read detailed accounts, internet text, stories and history about the lives of children and young people.	32
	I can understand longer stories, internet articles and historical texts about the homes and lives of people in the present and past.	36
	Can participate in detailed discussions of family life, identifying similarities and differences.	33
	I can take part in detailed discussions of family life and traditions and compare my home life with that of other pupils.	36
	Can give a detailed, extended talk about family life indicating his/her activities and responsibilities in the home.	33
	I can give a detailed talk about typical home life today, explaining how it is different to home life in the past.	36
	Can write clear, detailed text describing his/her home life with appropriate detail.	34
	I can write in detail about my home life.	36

<b>Working with the ELP:</b>		
<b>Which part (s) of the ELP will be used?</b>		<b>Pages:</b>
<b>Language passport:</b>	My language; Intercultural experiences	12
<b>Language biography:</b>	Relevant descriptors	22
<b>Dossier:</b>	All materials created in the activities	




<b>MAIN VOCABULARY in this unit:</b>	
<b>Active:</b>	
<b>Romani:</b>	<b>English:</b>
o butoris	furniture
o moderatoris, e moderatoroka	moderator
o averipen	difference
e politika	politics

<b>Romani:</b> o butoris o moderatoris, e moderatorka o averipen e politika o paragrafos o školňikos o eskymakos o indianos o hotelijeris	paragraph school caretaker Inuit Native American hotel owner
manušikane čačipena papi pre papende	human rights one generation after another
te chal dukh te čhivel tele te rajarel	to suffer to knock down, demolish to govern, reign
<b>Passive:</b>	

<b>MAIN GRAMMAR in this unit</b>	
<b>Active:</b>	<b>Passive:</b>
Cases: ablative, locative Present and past tenses, conditional	

# SAMPLE LESSONS:

Sample lesson Nr. 1		Topic of LP : Butoris			Duration: 45 min	
CA Number	Time	Sample Lesson Plan	LS	ELP	Materials/Resources	Attachments
12	5	<b>Describe a picture</b> 1. The pupils work in pairs or groups. Each pupil gets a photograph of a house or its interior. The task is to describe the photo to the classmates. 2. The classmates draw a picture according to the description, then show it. Older pupils can only look for the right picture.			Pictures with types of houses	6
10	15	<b>So laha amenca?</b> 1. The pupils are divided into groups of four up to six. They are given a list of objects (pictures). 2. Each group is about to travel in a caravan but to a different place (e.g. to Croatia, Alaska, South Bohemia, Grand Canyon, Rome, Hawaii). They have to choose which items from those on offer they will take with them. If the pupils lack a Romani expression, they will look it up in a dictionary. 3. They have to discuss in Romani what they take and what not, why and why not. They should reach a compromise, respectively a consensus. 3. The pupils list the selected items according to their priorities. 4. The groups compare their lists and justify their decisions.			List of pictures with objects, dictionaries	3
9	15	<b>Playing a reporter: Housing Fair</b> 1. The pupils work in pairs, one is a reporter from a magazine on housing, the other is a visitor to the Housing Fair (he/she is given a role he represents: a person from the North, from the South, Roma, from Africa, etc.). 2. The reporter should recognize where the visitor comes from. He/she should not ask directly but about his/her needs and interests concerning the housing (beach umbrellas, insulation, carpets, blinds, big/small windows, kitchen utensils, etc).  If time allows, the pupils exchange their roles.				10
2	10	<b>Kaj terd'ol o šifoñeris?</b> 1. The teacher draws a frame on the board. This represents a room. To make the task more clear, he/she can divide it into three lines and three columns. He/she has a photograph in the hand and calls out the pupils and tells them what is in the picture. 2. The pupils come up to the board and draw/write their item on the right place in the frame. (To demonstrate the teacher can place one item into the frame too). 3. To make the activity easier, it is possible to show the picture briefly to the pupils first. alternative: 1. The pupils bring a photograph of their own room, flat, house or other space they feel attached to. 2. The teacher shuffles the photographs and redistributes them. Each pupil describes his/her photograph, the pupils put up their hands if they think this is their space.		LB22	Picture/photograph of a room	5
<b>Lesson aims:</b> <ul style="list-style-type: none"> <li>→ revising the vocabulary</li> <li>→ practising oral interaction – making questions correctly</li> <li>→ practising prepositions</li> </ul>						

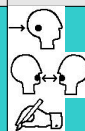
Sample lesson Nr. 2		Topic of LP : Sar bešen as čirla o Roma, sar bešen akana			Duration: 45 min	
CA Number	Time	Sample Lesson Plan	LS	ELP	Materials/Resources	Attachments
1	30	<b>Interview on the radio:</b> 1. The teacher plays the second part of the recording (without the very opening when a guest is introduced and the conclusion). He then asks the pupils who the interviewed person could be. 2. The pupils guess – as the person is knowledgeable about Romani history, they could mention a historian, Romani linguist, ethnologist, etc. 3. The teacher plays the whole recording and asks again. When the identity of the interviewee is clear, he/she ask additional questions: <i>Kana has bare averipena andro dživipen le Romengero?</i> <i>Soske?</i> <i>Kana chudne te rajarel o komunisti?</i> <i>Keci hin pro Čechi romane koloňiji?</i> <i>So pes ačhiľas andro dešušovto šelberš?</i> <i>So pes ačhiľas andro berš 1965?</i> <i>Andre save khera bešen o čore Roma?</i> <i>Andre save khera bešen o barvale Roma?</i> If necessary, the teacher can play the recording in parts, with interruptions.			Recording audioscript	1 2
11	10	<b>Conversation in a circle: Sar pes bešel andre romaňi kolonija</b> 1. The teacher asks: <i>Salas varekana andre romaňi koloňija? Sar odoj has? So pes tuke pačisaľolas? So pes tuke na pačisaľolas?</i> <i>Kames odoj te džal? Soske?</i> <i>Vakerelas tuke vareko tira famel'ijatar pal o romane koloňiji? So?</i> <i>Salas andro ghettos andro varesavo foros? Phen amenge so dikhľal? (So gondolľines, ...) Sar pes odoj d živel?</i> <i>Sar dičhol tumaro kher?</i> <i>So hin andro tumaro kher aver?</i> <i>So hin andro tumaro kher isto?</i> <i>Sar bi kamehas te bešel tu? So predal oda mušines te kerel?</i> <i>Sar bi na kamehas te bešel? Soske?</i>				
15	5	<b>Essay</b> 1. The pupils choose one of the topics and write a short essay either at home or during the lesson. a) What is or is not necessary to have at home? (it is meant in a broader context – furnishing, people, animals, mood, activities, etc.) b) To what extent can I /should I do what I want at home? c) What would be my criteria for choosing a place where to live? 2. All the topics then will be discussed in class. Everybody will take part.				
<b>Lesson aims:</b>		→ practicing listening comprehension (higher level culture and historic information) and speaking → ability of independent thinking and expressing it in a written form → enlarging the vocabulary				

## Description of classroom activities:








Classroom Activity Nr.: 1	Title of CA: Andre radijos (Sub) topic:	Duration: 30 min			
Description of classroom activity:		LS	ELP	Materials/Resources	Attachments
<b>Interview on the radio:</b> 1. The teacher plays the second part of the recording (without the very opening when a guest is introduced and the conclusion). He then asks the pupils who the interviewed person could be. 2. The pupils guess – as the person is knowledgeable about Romani history, they could mention a historian, Romani linguist, ethnologist, etc. 3. The teacher plays the whole recording and asks again. When the identity of the interviewee is clear, he/she ask additional questions: <i>Kana has bare averipena andro dživipen le Romengero?</i> <i>Soske?</i> <i>Kana chudne te rajarel o komunisti?</i> <i>Keci hin pro Čechi romane koloňiji?</i> <i>So pes ačhiľas andro dešušovto šelbers?</i> <i>So pes ačhiľas andro berš 1965?</i> <i>Andre save khera bešen o čore Roma?</i> <i>Andre save khera bešen o barvale Roma?</i> If necessary, the teacher can play the recording in parts, with interruptions.				Recording, audioscript	1 2

Classroom Activity Nr.: 2	Title of CA: Kaj terd'ol o šifoňeris? (Sub) topic:	Duration : 10 min			
Description of classroom activity:		LS	ELP	Materials/Resources	Attachments
<b>Kaj terd'ol o šifoňeris?</b> 1. The teacher draws a frame on the board. This represents a room. To make the task more clear, he/she can divide it into three lines and three columns. He/she has a photograph in the hand and calls out the pupils and tells them what is in the picture. 2. The pupils come up to the board and draw/write their item on the right place in the frame. (To demonstrate the teacher can place one item into the frame too). 3. To make the activity easier, it is possible to show the picture briefly to the pupils first. Alternative: 1. The pupils bring a photograph of their own room, flat, house or other space they feel attached to. 2. The teacher shuffles the photographs and redistributes them. 3. Each pupil describes his/her photograph, the pupils put up their hands if they think this is their space.		 	LB22	Picture/photograph of a room	5

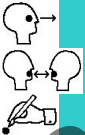
Classroom Activity Nr.: 3	Title of CA: Sar bešen o romane študenti I (Sub) topic:				Duration : 5 min			
Description of classroom activity:					LS	ELP	Materials/Resources	Attachments
1) The class listens to the recording. 2) The task is to think of a title for the dialogue. 3) The teacher moderates the discussion: <i>Sar oda dičhol avri, te bešen o študenti la daha le dadeha u sar te bešen andre aver kher abo gav?</i> <i>So hin pre oda lačhes u so nalačhes, te o študenti bešen jekhetanes?</i> <i>Prindžaren varekas, ko bešel pro internatos abo pre koleji? U prindžaren varekas, ko bešel aver študentenca andro po tindo kher? Hin len varesave problemi?</i> What is it like if the students live with their parents or at home or in a different town? What are advantages and disadvantages of living as a student? Do you know anybody who lives in a boarding school or students' hostel? Or anyone who lives in a rented place with other students? Do they have any problems?						LP12	Audio recording	8




Classroom Activity Nr.: 4	Title of CA: Sar o Roma dživen/as andro romane koloñiji II (Sub) topic:				Duration : 10 min			
Description of classroom activity:					LS	ELP	Materials/Resources	Attachments only
<b>Sar o Roma dživen/as andro romane koloñiji?</b> work with text 1. The pupils read the dialogue and underline the key events of the Roma. 2. The task is to create a timeline onto which they indicate a year/period/events from the text. 3. The pupils also write down new vocabulary, set phrases and phrases. They work out a word map. 4. The pupils place the texts face down and the class checks the timeline – the teacher draws it on board and asks the pupil to dictate years and events.					  	LP22	Transcription of the audio recording, word map	2

Classroom Activity Nr.: 5	Title of CA: Kaj terd'ol o šifoñeris? (Sub) topic:	Duration : 10 min			
Description of classroom activity:		LS	ELP	Materials/Resources	Attachments
<b>Kaj terd'ol o šifoñeris?</b> A game with placing objects in a flat 1. The teacher hands out a frame representing a room and coordinates. 1. The pupils read the coordinates and draw/write the names of the items into the frame. 2. After the time limit, the teacher shows the complete picture. To make the activity easier, the teacher shows the picture briefly first.  For example: <i>Anglal tute hin kalosegno s'ena, Upral e s'ena hin trin obraza, maškarutno hin ovalno u hin pre leste e Manja le cikneha, pre čačutñi sera hin obrazis le fotkendar u pre aver sera hin jekh baro obrazis ča jekh bara</i>		 	LB22	Picture/photograph of a room	4

fotkaha....

Classroom Activity Nr.: 6	Title of CA: Sar bešen o romane študenti II (Sub) topic:	Duration: 25 min			
Description of classroom activity:		LS	ELP	Materials/Resources	Attachments
<p>1. The pupils work in pairs. They read the dialogue and think of what else they would be interested in.</p> <p>2. The pupils think of a title for the dialogue, they use their fantasy.</p> <p>4. Class discussion (if time allows).</p> <p>a) The pupils write the title on a sheet of paper in large letters. The teacher collects and places them on board. He/she points at them and moderates a discussion on how appropriate/exact they are. Their authors present the complementing questions/answers and explain why they decided for them. The discussion should also lead to thinking about how serious the title or the text is – if it belongs more to a serious or popular type of media.</p> <p>b) The pupils write the title to the dialogue and exchange it with another pair. The pairs read the texts and discuss the titles (see above).</p> <p>c) The pupils write the title to the dialogue, the teacher collects and places them in the classroom. The pupils read the dialogues.</p>			D	text	9



Classroom Activity Nr.: 7	Title of CA: To play the planners (Sub) topic :	Duration : 30 min			
Description of classroom activity:		LS	ELP	Materials/Resources	Attachments
<p><b>To play the planners :</b></p> <p>1. The pupils are divided into groups of at least 7 in which they choose the roles of a buyer, architect, shop assistant, builder, gardener, furniture maker, a family of a buyer. They have to discuss first how to build and furnish a house with a garden.</p> <p>2. The buyer has a limited budget, but can bargain about the price with the others.</p> <p>3. If a teacher wants to make the beginning easier, he/she can give each buyer a picture of the house that is being built.</p> <p>4. The family of a buyer joins in the discussion, puts through its interests and notes down the prices.</p> <p>5. Finally, each group presents what they have managed to arrange at what price.</p>			D		


Classroom Activity Nr.: 8	Title of CA: Draw a house (Sub) topic:	Duration: 20 min			
Description of classroom activity:		LS	ELP	Materials/Resources	Attachments
<p><b>Draw a house</b></p> <p>1. The pupils should draw a house of a rich Roma living in Romani settlements. The teacher asks:</p>					




Keci len hin khera?


Save?

After the drawing has been finished, the pupils talk about the house and answer the given questions.

Classroom Activity Nr.: 9	Title of CA: Housing Fair (Sub) topic:	Délka: ____ min			
Description of classroom activity:		LS	ELP	Materials/Resources	Attachments
<b>Playing a reporter: Housing Fair</b> 1. The pupils work in pairs, one is a reporter from a magazine on housing, the other is a visitor to the Housing Fair (he/she is given a role he represents: a person from the North, from the South, Roma, from Africa, etc.). 2. The reporter should recognize where the visitor comes from. He/she should not ask directly but about his/her needs and interests concerning the housing (beach umbrellas, insulation, carpets, blinds, big/small windows, kitchen utensils, etc).  If time allows, the pupils exchange their roles.					10




Classroom Activity Nr.: 10	Title of CA: So laha amenca? (Sub) topic:	Duration: 15 min			
Description of classroom activity:		LS	ELP	Materials/Resources	Č. p řilohy
<b>So laha amenca?</b> 1. The pupils are divided into groups of four up to six. They are given a list of objects (pictures). 2. Each group is about to travel in a caravan but to a different place (e.g. to Croatia, Alaska, South Bohemia, Grand Canyon, Rome, Hawaii). They have to choose which items from those on offer they will take with them. If the pupils lack a Romani expression, they will look it up in a dictionary. 3. They have to discuss in Romani what they take and what not, why and why not and reach a consensus. 3. The pupils list the selected items according to their priorities. 4. The groups compare their lists and justify their decisions.				List of pictures with objects, dictionaries	3



Classroom Activity Nr.: 11	Title of CA: Sar pes bešel andre romaňi kolonija (Sub) topic:	Duration: 10 min			
Description of classroom activity:		LS	ELP	Materials/Resources	Attachments
<b>Conversation in a circle: Sar pes bešel andre romaňi kolonija</b> 1. The teacher asks: <i>Salas varekana andre romaňi koloňija? Sar odoj has? So pes tuke pačisa'olas? So pes tuke na pačisa'olas? Kames odoj te džal? Soske?</i>					





Vakerelas tuke vareko tira famel'ijatar pal o romane koloñiji? So?				
Salas andro ghettos andro varesavo foros? Phen amenge so dikh'al? (So gondol'ines, ...) Sar pes odoj dživel?				
Sar dičhol tumaro kher?				
So hin andro tumaro kher aver?				
So hin andro tumaro kher isto?				
Sar bi kamehas te bešel tu? So predal oda mušines te kerel?				
Sar bi na kamehas te bešel? Soske?				

<b>Classroom Activity Nr.: 12</b>	<b>Title of CA: Describe a picture</b>	<b>Duration: 5 min</b>		
<b>(Sub) topic:</b>		<b>Description of classroom activity:</b>	<b>LS</b>	<b>ELP</b>
			<b>Materials/Resources</b>	<b>Attachments</b>
		1. The pupils work in pairs or groups. Each pupil gets a photograph of a house or its interior. The task is to describe the photo to the classmates. 2. The classmates draw a picture according to the description, then show it. Older pupils can only look for the right picture.		Pictures with types of houses 6



<b>Classroom Activity Nr.: 13</b>	<b>Title of CA: Ačhil'as pes andro jekh kher</b>	<b>Duration: 15 min</b>		
<b>(Sub) topic:</b>		<b>Description of classroom activity:</b>	<b>LS</b>	<b>ELP</b>
			<b>Materials/Resources</b>	<b>Attachments</b>
		1. The teacher hands out four different photographs. Each pupil's task is to think up a story related to the photograph. The time limit is two minutes. 2. The teacher asks the pupils with the same photograph to tell their stories. He/she continues to do so with all the photographs. 3. Homework: the pupils write their stories in more detail.	 	D photograph 5

<b>Classroom Activity Nr.: 14</b>	<b>Title of CA: Sar dičhol tumaro kher?</b>	<b>Duration: _10 min</b>		
<b>(Sub) topic:</b>		<b>Description of classroom activity:</b>	<b>LS</b>	<b>ELP</b>
			<b>Materials/Resources</b>	<b>Attachments</b>
		<b>Sar dičhol tumaro kher?</b> 1. The teacher gives the pupils the questions, each being written on a separate piece of paper. 2. Whenever the teacher claps his/her hands, the pupils take one piece of paper, read the question and write as many words they can think of.	 	  7

<b>Classroom Activity Nr.: 15</b>	<b>Title of CA: Essay</b>	<b>Duration: 30_min</b>		
-----------------------------------	---------------------------	-------------------------	--	--

(Sub) topic:				
Description of classroom activity:		LS	ELP	Materials/Resources
<p>1. The pupils choose one of the topics and write a short essay either at home or during the lesson.</p> <p>a) What is or is not necessary to have at home? (it is meant in a broader context – furnishing, people, animals, mood, activities, etc.)</p> <p>b) To what extent can I /should I do what I want at home?</p> <p>c) What would be my criteria for choosing a place where to live?</p> <p>2. All the topics then will be discussed in class. Everybody will take part.</p>		