

PREPARATION TEMPLATE

Country: CZ / Unit No.: __1__

QUALIROM

Name of author OR Abbreviation: MM		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): Myself and my family
Included Sub-themes:
Connected main themes in the CFR: My community, Festivals and celebrations

Working with the CFR – Learning objectives:		
Skill:	Relevant descriptors in the CFR's language grid & "I can" statements:	Pages:
	Can understand most of a <i>narration</i> on the topics of youth culture, family life, family traditions or personal areas of interest when the delivery is clear and is in a familiar language variety	26
	Can read without difficulty detailed historical accounts of childhood and family life and understand the viewpoints expressed by writers.	26
	Can read and understand texts about the challenges facing young members of the Roma community and distinguish different viewpoints and attitudes.	26
	Can understand and participate fully in conversations about everyday life, family activities, interests, current issues, expressing clearly his/her own views and opinions.	27
	Can explain a personal feeling or viewpoint on a current or topical issue, specifying the advantages and disadvantages of different options.	27
	Can write clear and detailed text (accounts, letters, e-mail etc.) on subjects related to his/her daily life, school life, interests or hobbies, experiences, etc.	28

Working with the ELP:	
Which part (s) of the ELP will be used?	Pages:

Which part (s) of the ELP will be used?	Pages	10; 5
Language passport:		
Language biography:	Relevant descriptors	20
Dossier:	All worksheets and other material produced during the class	


MAIN VOCABULARY	
Active:	
Romani:	English:
<i>e dzeka</i>	mood
<i>e gil'utñi</i>	poem
<i>o gondol'išaogos</i>	idea
<i>e chasna</i>	use
<i>e linka</i>	line
<i>e luma</i>	world
<i>o novinki</i>	newspaper
<i>o patavo</i>	cloth
<i>e priphend'i</i>	short story
<i>o rušiben</i>	argument, row
<i>o sombat kurko</i>	weekend
<i>čačuno</i>	real, right
<i>cho'amen</i>	angry
<i>pojekh</i>	some
<i>(s)phandlo</i>	tied
<i>te acha'ol varesoske</i>	to understand
<i>te avel lošalo</i>	to be happy
<i>te čhivel tele</i>	to throw away
<i>te dokerel pes</i>	to argue
<i>te gravčinel</i>	to shout
<i>te ispidel</i>	to push
<i>te nasva'ol</i>	to fall ill
<i>te naš'ol</i>	to get lost
<i>te odmukel</i>	to forgive
<i>te phandel andre</i>	to shut, close
<i>te phutersa'ol</i>	to open up









agnomis	for the last time
jekhtane	together
zorales	aloud
sojegaver	and so on
kajča	but, however
angle	against
Passive:	
Romani:	English:
<i>e bertena</i>	prison
<i>o džanlo</i>	scientist
<i>e chan'li</i>	hoe
<i>o svakos, e svakiña, o svaki</i>	parents of a married couple
<i>te adinel</i>	to bless
<i>te avel pharo vakrekaske</i>	to regret, to feel sorry
<i>te čerinel</i>	to change
<i>te di'liña'ol</i>	to be crazy
<i>te perel pro jilo</i>	to attract, to like
<i>te presikhavel</i>	to prove
<i>te phosavel</i>	to prick, to prick in
<i>te stradel</i>	to manage to get
<i>te vičinel avri</i>	to call out
<i>te zaphandel</i>	to shut, close

MAIN GRAMMAR in this unit





Active	Passive
past perfect, past imperfect, cases	Verbs with adverbial modifiers

SAMPLE LESSONS:

Sample lesson Nr. 1		Topic of LP : Sar pes zdžal e famel'ija					Duration : 45 min	
CA Num ber	Time	Sample Lesson Plan	LS	ELP	Materials/Rec ources	Attachmen ts		
13	10	So hin tuke...? – Family relationships...?		D	Worksheet	1		

		<p>1. The teacher asks the pupils to enumerate all the terms in Romani depicting family members they know. The pupils write the names on the board and group them logically.</p> <p>2. The teacher hands out the worksheets. The pupils write the answers to the questions.</p> <p>3. Correction of the work in class.</p>					
7	13	<p>Miri famel'ija</p> <p>1. The teacher asks the pupils to imagine their (larger) family and its individual members, his/her relationship to them and to express this in a diagram (concentric circles, tree, human figure, house, flower etc.)</p> <p>2. The pupils draw a diagrammatic picture for their family based on their imagination. They place the names of their family members into the picture.</p> <p>3. In pairs, the pupils talk about their pictures: They want to find out how many members the family has and explain the way they portrayed their family.</p> <p>Discussion:</p> <p><i>Kana sanas agnomis jekhtane tumara calona famel'ijatar – keci džene odoj has? So kenas?</i></p> <p><i>Keci džene tumara famel'ijatar dikh'an oka sombat kurko? Kana len dikh'an, so kenas?</i></p> <p><i>Kas imar but na dikh'an? Kas bi kamenas te džal te dikhel?</i></p>	 	D LB 20			
1	22	<p>Margita Reiznerová: Peršo karačoňa Prahate (Romano džaniben 1/1995, s. 18-20) – reading with prediction; written after N. Rutova - http://www.respektneboli.eu/pedagogove/archiv-metod</p> <p>1. The teacher hands out a worksheet with a chart for the pupils to write their notes and informs the class about the procedure: (the teacher reads the text part by part, after each part the pupils write down their prediction of the next part of the story and why it is so).</p> <p>2. The teacher reads the story by parts (see the story itself for the division into parts). The pupils work in pairs and write down the notes. They present their predictions.</p> <p>3. With the last extract, the teacher opens a debate: <i>Imar varekas mangelas, kaj tumenge te od mukhel? Mang'la tumen vareko, kaj leske te od mukhen? Soske sas e daj ajsi lošali?</i></p> <p>4. The teacher hands out the text of the story. The pupils read through it in class and explain what is not obvious.</p>	   	D LB 20	Chart	2	
					text of the short story	3	
14		<p>HW Jekh d'ives mira famel'ijaha</p> <p>The pupils write a story about their happiest moment in meeting their family.</p>		D LB 20			
<p>Lesson aims:</p> <ul style="list-style-type: none"> → Practicing writing skills and using arguments in Romani → Revising and enlarging vocabulary for the topic of family and more complex grammar structures → Revising and enlarging the knowledge of Christmas celebrations in Romani families (compared to the present day, other cultural environment) 							





Sample lesson Nr. 2		Topic of LP : E romaňi čhib				Duration : 45 min	
CA	Time	Sample Lesson Plan			LS	ELP	Materials/Rec Attachmen




Num ber					ources	ts
12	10	Romaňi čhib The teacher with pupils create a mental map for the topic of „romaňi čhib“.using a large sheet of paper.They discuss possible views and attitudes				
2	25	Andrej Giňa: Sar vakeras – arakhl'i giľutňi (after N. Rutova, http://www.respektneboli.eu/pedagogove/archiv-metod) 1. The teacher hands out the text by A. Giňa to be read in class. 2. The pupils work individually with the text creating the so-called “found poem” – the rules are handed out and discussed. 3. Presentation of poems in class. The pupils place the poems into their Portfolios, the teacher can display their copies in the classroom.		D LB 20	Text of A. Giňa Instructions for writing the poem	9 10
9	10	Soske te sikhavel andre škola e romaňi čhib? I T- diagram (after N. Rutova, http://www.respektneboli.eu/pedagogove/archiv-metod) 1. Pair work. The teacher asks the pupils to think of their own possible arguments (based on their own personal experiences and the reading) for and against activities to keep up the Romani language. This is not only a language activity but also the one in which the pupils are to think deeper, to empathize with the counter- arguments and prepare for a factual debate. 2.The pupils write down their arguments for and against into the chart in the worksheet.		D LB 20	Worksheet with the chart of T-diagram	11
16		HW - Soske te sikhavel andre škola e romaňi čhib? II Argumentative essay (after N. Rutova, http://www.respektneboli.eu/pedagogove/archiv-metod) The teacher asks the pupils to write an argumentative essay on the topic of the Romani language based on the previous activities. Prior to the writing, the teacher explains a structure of the essay (see the worksheet).		D LB 20	Structure of an essay	12
Lesson aims: <ul style="list-style-type: none"> → Learning how to build arguments and use them in a debate → Learning more about the position of the Romani language → Practising writing skills in Romani (creative, argumentative way of writing) 						




LISTENING

Classroom Activity Nr.: 1	Title of CA : Margita Reiznerová: Peršo karačoňa Prahate	Duration: 22 min			
	(Sub) topic:				
Description of activity:		LS	ELP	Materials	Attachments

Margita Reiznerová: Peršo karačoňa Prahate (Romano džaniben 1/1995, s. 18-20) – reading with prediciton; written after N. Rutova - http://www.respektneboli.eu/pedagogove/archiv-metod 1. The teacher hands out a worksheet with a chart for the pupils to write their notes and informs the class about the procedure: (the teacher reads the text part by part, after each part the pupils write down their prediction of the next part of the story and why it is so). 2. The teacher reads the story by parts (see the story itself for the division into parts). The pupils work in pairs and write down the notes. They present their predictions. 3. With the last extract, the teacher opens a debate: <i>Imar varekas mangelas, kaj tumenge te odmukhel? Mang la tumen vareko, kaj leske te odmukhen? Soske sas e daj ajsi lošali?</i> 4. The teacher hands out the text of the story. The pupils read through it in class and explain what is not obvious.	   	D LB 20	Chart	2
			text of the short story	3

Classroom Activity Nr.: 2	Title of CA : Andrej Giňa: Sar vakeras – arakhl'i gil'utňi (Sub) topic:	Duration : 25 min			
Description of activity:		LS	ELP	Materials /Resources	Attachments
Andrej Giňa: Sar vakeras – arakhl'i gil'utňi (after N. Rutova, http://www.respektneboli.eu/pedagogove/archiv-metod) 1. The teacher hands out the text by A. Giňa to be read in class. 2. The pupils work individually with the text creating the so-called “found poem” – the rules are handed out and discussed. 3. Presentation of poems in class. The pupils place the poems into their Portfolios, the teacher can display their copies in the classroom.		  	D LB 20	Text of A. Giňa	9
				Instructions for writing the poem	10

Classroom Activity Nr.: 3	Title of CA : O Bertin Demeter leperel pre Karačoňa II (Sub) topic:	Duration : 15 min			
Description of activity:		LS	ELP	Materials /Resources	Attachments
O Bertin Demeter leperel pre Karačoňa II				Text	7




(Romano džaniben 1/1995, s. 18-20)



1. The teacher reads a part of the text (the first four paragraphs). The pupils try to understand singular words, write them down. A discussion over their meaning follows in class– the teacher writes down the words of the pupils, corrects, explains but it is preferred if the pupils find out the correct meaning and write it down themselves.
2. The teacher puts questions.
Is Christmas a festival of plentitude, modesty or both? To explain.
Is Christmas a festival when you are feeling happy, or sad and why?
Is Christmas a festival which you spend at home with your closest family or do you meet up with lots of people?
Why, at Christmas, are we not allowed some kind of food and we eat what we do not eat other times?
Other questions possibly generate from a discussion.
3. The pupils finish reading the text during the lesson or at home.



READING

Classroom Activity Nr.: 4	Title of CA : Sar dživen adad'ives terne manuša u save len hin problemi		Duration : 45 min			
	(Sub) topic:		LS	ELP	Materials /Recourses	Attachments
	<i>Description of activity:</i>					
	Sar dživen adad'ives terne manuša u save len hin problemi (double diary: after N. Rutova, http://www.respektneboli.eu/pedagogove/archiv-metod) 1. The teacher hands out three different texts to be read. Each pupil gets only one. The texts are distributed in such a way that each text is read by about the same number of pupils. 2. Individual work: the pupils read their texts with the help of a double diary: they write down passages they like and find interesting and briefly comment on them. 3. Group work: The teacher divides the pupils into groups according to the texts. Together they should prepare a sketch based on the text for the others in which they represent its basic notions. First they have to discuss the basic points which are to be presented and the way how the text is to be dramatized. 4. Group presentations followed by debates after each presentation: <i>Pal save problemi adaj džal?</i> (the pupils name the problems and write them down on the board.) <i>Sar len o džene rozginen? Džanenas bi feder? Sar šunenar, so pes ačhel, avle tumenge pre god'i mek aver problemi, pal save pes adaj na vakerel? Prindžaren varekas, kas hin/sas ajsa problemas? So oleha kerel/as?</i>		 	D LB 20	Texts of the narration	4


Classroom Activity Nr.: 5	Title of CA : O Jankus – Miro lav avel pro agor (Sub) topic:	Duration : 30 min			
Description of activity:		LS	ELP	Materials /Recourses	Attachments
O Jankus – Miro lav avel pro agor (written after N. Rutova - http://www.respektneboli.eu/pedagogove/archiv-metod) 1. The teacher hands out the text from the worksheet to study.. 2. Individual work: The pupils read their own texts with the help of their double diary: They write down some parts they found interesting and add their brief comments. 3. The teacher hands out the worksheets with the rules of a debate that is to follow. They go through the rules in class and explain. With every rule the teacher asks - what is the rule good for? 4. Discussion. i. A pupil announces which text (paragraph, line) the quote comes from and then reads out only the quote. ii The others guess why the pupil has chosen this particular quote and try to find the most probable reason. They do not address the whole class but directly the classmate. The teacher makes sure that the classmates do not ridicule anyone, do not divert from the topic etc. iii. At the end of the discussion, the pupil who has chosen the quote reads out his/her notes/comments to the others. This is the concluding part of the discussion. The last word belongs to the pupil who in the introductory part reads his/her note from the text. Nobody else makes any more comments then.		  	D LB 20	Text to be read Rules, discussion	5 6


Classroom Activity Nr.: 6	Title of CA : O Bertin Demeter leperel pre Karačoňa (Sub) topic:	Duration : 15 min			
Description of activity:		LS	ELP	Materials /Recourses	Attachments
O Bertin Demeter leperel pre Karačoňa (Romano džaniben 1/1995, s. 13-16). The teacher asks the pupils to read the text using the double diary method (after N. Rutova, http://www.respektneboli.eu/pedagogove/archiv-metod). 1. The teacher hands out the text and the chart of the double diary. 2. On the left hand side, the pupils write words, sentences, whole ideas, extracts which they found interesting (including the number of the line). On the right hand side they write their comments.		 	D LB 20	Text of the narration chart of the double diary	7 8




ORAL INTERACTION

Classroom Activity Nr.: 7	Title of CA : Miri famel'ija	Duration : 13 min			
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(Sub) topic:					
Description of activity:		LS	ELP	Materials /Recourses	Attachments
Miri famel'ija 1. The teacher asks the pupils to imagine their (larger) family and its individual members, his/her relationship to them and to express this in a diagram (concentric circles, tree, human figure, house, flower etc.) 2. The pupils draw a diagrammatic picture for their family based on their imagination. They place the names of their family members into the picture. 3. In pairs, the pupils talk about their pictures: They want to find out how many members the family has and explain the way they portrayed their family. Discussion: <i>Kana sanas agnomis jekhtane tumara calona famel'ijatar – keci džene odoj has? So krenas?</i> <i>Keci džene tumara famel'ijatar dikhl'an oka sombat kurko? Kana len dikhl'an, so krenas?</i> <i>Kas imar but na dikhl'an? Kas bi kamenas te džal te dikhel?</i>			D LB 20		

Classroom Activity Nr.: 8	Title of CA : E Karačoňa čirla the akana I (Sub) topic:	Duration : 10 min			
Description of activity:		LS	ELP	Materials /Recourses	Attachments
E Karačoňa čirla the akana I In pairs, the pupils speak about their comments. Discussion: what did you learn about the way the Roma celebrated Christmas in the past? The pupils talk about what new information they have learned /what they found interesting in the text and make comments on the basis of the previous knowledge / update in the context of festival celebrations in their own family.			D LB 20	Completed chart of the double diary	

Classroom Activity Nr.: 9	Title of CA : Soske te sikhavel andre škola e romaňi čhib? I (Sub) topic:	Duration : 10 min			
Description of activity:		LS	ELP	Materials /Recourses	Attachments
Soske te sikhavel andre škola e romaňi čhib? I T- diagram (after N. Rutova, http://www.respektneboli.eu/pedagogove/archiv-metod) 1. Pair work. The teacher asks the pupils to think of their own possible arguments (based on their own personal experiences) for and against activities to keep up the Romani language. This is not only a language activity but also the one in which the pupils are to think deeper, to empathize with the counter- arguments and prepare for			D LB 20	Worksheet with the chart of T-diagram	11

a factual debate.

2.The pupils write down their arguments for and against into the chart in the worksheet.



SPEAKING

Classroom Activity Nr.: 10	Title of CA : Sar dživen o terne manuša (Sub) topic:	Duration : 15 min			
Description of activity:		LS	ELP	Materials /Recourses	Attachments
Sar dživen o terne manuša Brainstorming – the teacher encourages the pupils to talk about both positive and negative aspects of the life of young people and give concrete examples. They write their ideas on the board thus creating a mental map.			D		






Classroom Activity Nr.: 11	Title of CA : Te pes phenel Karačoňa (Sub) topic:	Duration : 10 min			
Description of activity:		LS	ELP	Materials /Recourses	Attachments
Te pes phenel Karačoňa Teacher with pupils create a mental map on the board for the topic of Christmas (the pupils write the same onto a loose sheet of paper). They should not forget to revise which specific Romani customs the pupils know – from reading and their own families.			D		


Classroom Activity Nr.: 12	Title of CA : Romaňi čhib (Sub) topic:	Duration : 10 min			
Description of activity:		LS	ELP	Materials /Recourses	Attachments
Romaňi čhib The teacher with pupils create a mental map for the topic of „romaňi čhib“ using a large sheet of paper. They					

discuss possible views and attitudes.



WRITING

Classroom Activity Nr.: 13	Title of CA : So hin tuke...? – Who is this person? (Sub) topic:	Duration : 10 min			
Description of activity:		LS	ELP	Materials /Recourses	Attachments
So hin tuke...? – Who is this person? 1. The teacher asks the pupils to enumerate all the terms in Romani depicting family members they know. The pupils write the names on the board and group them logically. 2. The teacher hands out the worksheets. The pupils write the answers to the questions. 3. Correction of the work in class.		  	D	Worksheet	1
Classroom Activity Nr.: 14	Title of CA : HWK Jekh d'ives mira famel'ijaha (Sub) topic:	Duration : 30 min			
Description of activity:		LS	ELP	Materials /Recourses	Attachments
HWK Jekh d'ives mira famel'ijaha The pupils write about the happiest moment in meeting their family.			D LB 20		
Classroom Activity Nr.: 15	Title of CA : HWK - E Karačoňa čirla the akana II (Sub) topic:	Duration : 30 min			
Description of activity:		LS	ELP	Materials /Recourses	Attachments
HWK - E Karačoňa čirla the akana II Based on their work in the lesson, the pupils write an essay in which they compare old Romani customs and the way they celebrate Christmas in their own family. They also add how older members of the family recollect Christmas customs of the past.			D LB 20	Worksheet for the homework	

Classroom Activity Nr.: 16	Title of CA : HWK - Soske te sikhavel andre škola e romaňi čhib? II	Duration : 45 min			
	(Sub) topic:				
Description of activity:		LS	ELP	Materials /Recourses	Attachments
HWK - Soske te sikhavel andre škola e romaňi čhib? II Argumentative essay (after N. Rutova, http://www.respektneboli.eu/pedagogove/archiv-metod) The teacher asks the pupils to write an argumentative essay on the topic of the Romani language based on the previous activities. Prior to the writing, the teacher explains a structure of the essay (see the worksheet).			D LB 20	Structure of an essay	12