PREPARATION TEMPLATE **Country:** CZ / **Unit No.:** __7__

QUALIROM

Name of author *OR* ***Abbreviation:***		***Romani variety:***
Eva Danišová		East Slovak
Level of education:	***Age of learners:***	***Level of proficiency:***
secondary school / extracurricular	11-16	A2

Main Theme (CFR): Transport and travel
Included Sub-themes: 1. Amaro drom palo svetos, 2. O Roma andro svetos
Connected main themes in the CFR: House/Caravan and its activities

Working with the CFR – Learning objectives:		
Skill:	***Relevant descriptors in the CFR's language grid & "I can" statements:***	**Pages:**
→	Can understand a talk about migration and the reason why Roma people move to live in other places.	58
→	Can understand an account or internet text about the mobility of Roma people today.	58
	Can discuss the best ways of researching and presenting a project or presentation about travelling.	59
	Can give a detailed presentation on a trip she/he has been to	

✍	Can say where she/he would like to go and why.	

Working with the ELP:		
Which part (s) of the ELP will be used?		***Pages:***
Language passport:	Thinking about different cultures – travel; my language and intercultural experiences	11, 12
Language biography:	Relevant descriptors	
Dossier:	All material created during the activities	

Main Vocabulary:

Active:

Romani:	**English:**
e Albanija	Albania
e Belorusiko/o Belorusko	Belarus
e Bulharčiko	Bulgaria
e Francija	France
e Italija	Italy
e Ungriko	Hungary
e Ňemciko	Germany
e Polčiko	Poland
o Portugalsko	Portugal
e Rumuňija	Romania
e Rusiko	Russia
o Grécko	Greece
e Slovensko	Slovakia
o Srbsko/e Serviko	Serbia
o Špaňělsko	Spain
e Ukrajina	Ukraine
e Bari Britanija	Great Britain
e Vilbacha	Bystrany, Slovak village with a large Romani settlement
o azilos	asylum
o komentaris	commentary
e tosarutňi rig Evropakeri	East Europe
e ratutňi rig Evropakeri	West Europe
o šelberš	century
e minoritno grupa	minority
e statistika	statistics
zmarde le kaštendar, bľachendar	nailed together from boards
te taťarel	to heat, burn
te stradkerel	to look for
te chibaľinel	to miss
frima	a little, a few

Passive:

Romani:	**Czech:**

MAIN GRAMMAR in this unit:	
Active:	***Passive:***
Present, past, future tenses conditional	

SAMPLE LESSONS:

Sample lesson Nr. 1	**Topic of LP: O Roma andro svetos**				**Duration:** 45 min
CA Number	***Time***	**Sample Lesson Plan**	***LS***	***ELP***	***Materials/ Resources***	***Attachments***
1	5	**Brainstorming I – means of transport and their chracteristics** 1. The teacher shows pictures of the means of transport. One pupil says its name and gives additional information (which way it moves, which fuel it uses, who drives it, what it is used for) 2. The teacher gives an example: *Oda hin o šifos, savo chasňaras, kana kamas vareso te hordinel, phirel palo paňi, voďinel les o kapitanos.* This is a ship which we use when we want to transport something. It moves on water and it has a captain at its head.		LB 32	Pictures	7
2.	20	**O Roma andre Evropa II** 1) Each pupil gets a card to read with information about one European country with Romani inhabitants. 2) The pupil makes a little card (representing a flag) and writes a number of the Roma living in his/her country on the card. 3) The pupils come to the map of Europe (it can be a blank map too) one by one and place their flags onto the map according to the alphabet, one below the other. The pupils reports the details from their cards and write the number of the Roma inhabitants clearly. 4) When all the flags have been placed, the teacher asks: Keci Roma andre Evropa šaj mulatinen Maškarthemutno ďives? 5) The teacher hands out all the information summed up on one sheet of paper for the pupils to read. 6) The teacher can ask additional questions: Kaj dživen buter Roma? Kaj andre Evropa sas o Roma peršo? Kaj dživen o Roma andal aver them, na kola perše? Dživen buter Roma pre tosarutňi rig Evropatar? Where do most of the Roma live? Where were they first? Where do not original Roma but those from other places live? Do more Roma live in the west or in the east? Etc.		LB 15	Map of the world, cards with information, lists of information	4
3.	15	**Vilbachatar dži andre Anglija II – Attitude Line** 1. The teacher plays the recording . After 1st listening he/she asks comprehensive questions then plays the recording again. After the 2nd listening he/she indicates an imaginary line in the classroom – from a window to the door):		LB 32	Recording	1

Sample lesson Nr. 1	Topic of LP: O Roma andro svetos				Duration: 45 min
CA Number	***Time***	**Sample Lesson Plan**	***LS***	***ELP***	***Materials/ Resources***	***Attachments***
		– ——————————————— 0 ——————————————— + definitely no don´t know, sometimes yes, sometimes no definitely yes **2.** The teacher reads out the prepared statements which are more general than the case from the recording. The pupils should stand up and indicate their attitude towards the statement on the imaginary line. **3.** The pupils express their attitude orally, especially those in the final positions. The pupils can change, correct their attitude and move to another place on the line. **4.** The teacher does not criticize the pupils´views , however it is acceptable if he/she expresses his/her own point of view too. The pupils can compare different opinions. A discussion can follow (source: Houdek, Stekla *Druha smena,* Prague 2012) Statements: *Le Romen nane buťi, vaš oda mušinen te rodel andre aver štati.* *Ňiko andre aver them na dikhel pre lende či hine kale či parne.* *O Roma kamenas te dživel feder, aľe pro Slovensko na džal. Sar odoj o gadže dikhen le Romes, ta leha aňi na vakeren.* *Pherdo Roma akanakes dživen feder, sar dživenas.* The Roma do not have work, that´s why they have to look for it abroad. Abroad, nobody bothers if they are dark or light skinned. The Roma want to live better but in Slovakia it is not possible. There, when gadje meet Roma, they do not speak to him/her. Many Romani people live better today than in the past.				
	5	**HW - So kamľomas te dikhel andro svetos** Homework: each pupil writes a text of A4 format: Which places in the world he/she would like to visit. It is insufficient to enumerate the places, first the pupils should read about them and present more detailed information. As an inspiration, the pupils use the magazines brought by the teacher, the Internet, books. They illustrate the text by their own picture or a cut-out.		D	Articles/magazines on travelling	
Aims of lessons:	→ repeating and enlarging vocabulary → oral interaction → work with texts					

Sample lesson Nr. 2	Topic of LP: Amaro drom pal o svetos I	Duration: 45 min

CA Number	*Time*	Sample Lesson Plan	*LS*[1]	*ELP*[2]	*Materials/Resources* [3]	*Attachments* [4]
1	45	**Amaro drom pal o svetos I** Ideally, this lesson should be a follow-up of the homework (What I would like to see in the world). The pupils divide themselves in such a way that each group will have representatives of different continents. If this activity is not a follow-up of the homework, the teacher hands out magazines on travelling to each group as an inspiration. However, the puils should basically use their own ides of what they would like to see in the world. 1. According to the size of class, the pupils work in groups of three to six. Each group should plan a journey around the world based on what the pupils want to see. 2. Each group gets an atlas or a map and cards with the following instructions: a) which way to go b) which means of transport o use c) where to stop d) what to see there e) what to taste and buy as a souvenier f) where and how to sleep g) what to také along h) how much to pay i) which language to use on the way 3) The outcome of the group work is an itinerary, a list of things to také with them, budget for transport, food and accommodation. The teacher monitors and announces the time. If the Internet is available, the pupils try to create a real plan and sum up how much money they need for how many days of the journey.		D	Homework, magazines on travelling	
Aims of lessons:		→ practising oral interaction and ability to negotiate →				

[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 navrhujete): JP (jazykový pas) + č. strany; JŽ (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.

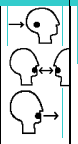
[4] **Číslo přílohy** - konkrétní pracovní listy (cvičení + klíč ke cvičení, popis hry, obrázky, atp. - jednotlivé přílohy číslujte, do tabulky uveďte číslo).

LISTENING

Classroom Activity Nr.: 1	Title of CA: Vilbachatar dži andre Anglija I – gap fill (Sub) topic:	Duration: 10 min			
	Description of classroom activity:	***LS***	***ELP***	***Materials /Resources***	***Attachments***
1. The pupils listen to the recording and fill in (either individually or in pairs) the missing sentences into the text. 2. They have only one attempt. After a moment for checking, the teacher asks a few pupils to read the text paragraph after paragraph.			LB 32	Recording, worksheets	1, 2

Classroom Activity Nr.: 2	Title of CA: O Roma andre Evropa I (Sub) topic:	Duration: 15 min			
	Description of classroom activity:	***LS***	***ELP***	***Materials /Resources***	***Attachments***
1. The pupils divide themselves into the groups A, B, C each letter representing one criterium: Kaj, keci, khatar avle (where, how many, where from). 2. The teacher reads short numbered news on the Roma from different countries of Europe. The pupils write down the above information in the order they followed. 3. The teacher calls the pupils from the group A. The task is to write the names of the countries in order of appearance on board. (Kaj andre Evropa dživen o Roma? Where in Europe do the Roma live?), the group B follows (*Keci Roma dživen odoj?* How many Roma live there?) and writes up the numbers. The group C is the last one (*Khatar hine o Roma*? Where do the Roma come from?). 4. The teacher hands out the information sheets, the class checks. 5. The teacher asks about additional details the class remembers and writes them up on board.			LB 15	Texts	4

Classroom	Title of CA: Vilbachatar dži andre Anglija II – Attitude Line	Duration: 15 min

Activity Nr.: 3	(Sub) topic:				
	Description of classroom activity:	***LS***	***ELP***	***Materials /Resources***	***Attachments***
	Vilbachatar dži andre Anglija II – Attitude Line 1. The teacher plays the recording . After 1st listening he/she asks comprehensive questions then plays the recording again. After the 2nd listening he/she indicates an imaginary line in the classroom – from a window to the door): **– ——————————————— 0 ——————————————— +** definitely no don´t know, sometimes yes, sometimes no definitely yes **2.** The teacher reads out the prepared statements which are more general than the case from the recording. The pupils should stand up and indicate their attitude towards the statement on the imaginary line. **3.** The pupils express their attitude orally, especially those in the final positions. The pupils can change, correct their attitude and move to another place on the line. **4.** The teacher does not criticize the pupils´views , however it is acceptable if he/she expresses his/her own point of view too. The pupils can compare different opinions. A discussion can follow (source: Houdek, Steklá *Druha smena, Praha 2012)*) Statements: *Le Romen nane buťi, vaš oda mušinen te rodel andre aver štati.* *Ňiko andre aver them na dikhel pre lende či hine kale či parne.* *O Roma kamenas te dživel feder, ale pro Slovensko na džal. Sar odoj o gadže dikhen le Romes, ta leha aňi na vakeren.* *Pherdo Roma akanakes dživen feder, sar dživenas.* The Roma do not have work, that´s why they have to look for it abroad. Abroad, nobody bothers if they are dark or light skinned. The Roma want to live better but in Slovakia it is not possible. There, when gadje meet Roma, they do not speak to him/her. Many Romani people live better today than in the past.		LB 32	Recording	1

READING

Classroom Activity Nr.: 4	Title of CA: Triple diary	Délka: 15 min			
	(Sub) topic:				
	Description of classroom activity:	***LS***	***ELP***	***Materials /Resources***	***Attachments***

Classroom Activity Nr.: 4	Title of CA: Triple diary (Sub) topic:	Délka: 15 min			
1. The pupils read the whole text. 2. In the meantime, the teacher hands out the worksheets – each pupil writes one or two thoughts he/she considers interesting into his/her chart. Next to it he/she adds his/ her commentary. Then he/she passes the chart on to a classmate. 3. The classmates return the charts with their added ideas and commentaries. A discussion can follow.			LP 11	Text treble diary	3, 5

Classroom Activity Nr.: 5	Title of CA: O Roma andre Evropa II (Sub) topic:	Duration: 20 min			
Description of classroom activity:		***LS***	***ELP***	***Materials /Resources***	***Attachments***
O Roma andre Evropa II 1) Each pupil gets a card to read with information about one European country with Romani inhabitants. 2) The pupil makes a little card (representing a flag) and writes a number of the Roma living there on the card. 3) The pupils come to the map of Europe (it can be a blank map too) one by one and place their flags onto the map according to the alphabet, one below the other. The pupils reports the details from their cards and write the number of the Roma inhabitants clearly. 4) When all the flags have been placed, the teacher asks: Keci Roma andre Evropa šaj mulatinen Maškarthemutno ďives? 5) The teacher hands out all the information summed up on one sheet of paper for the pupils to read. 6) The teacher can ask additional questions: Kaj dživen buter Roma? Kaj andre Evropa sas o Roma peršo? Kaj dživen o Roma andal aver them, na kola perše? Dživen buter Roma pre tosarutňi rig Evropatar? Where do most of the Roma live? Where were they first? Where do not original Roma but those from other places live? Do more Roma live in the west or in the east? Etc.			LB 15	Map of the world, cards with information lists of information	4

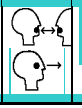
Classroom Activity Nr.: 6	Title of CA: Vilbachatar dži andre Anglija III (Sub) topic:	Duration: 10 min			
Description of classroom activity:		***LS***	***ELP***	***Materials /Resources***	***Attachments***

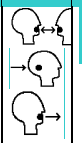
Classroom Activity Nr.: 6	Title of CA: Vilbachatar dži andre Anglija III (Sub) topic:	Duration: 10 min			
Vilbachatar dži andre Anglija III 1. The pupils work in groups of five. Each pupil has a part of a text with gaps for missing sentences. All the pupils look at cards with the missing sentences placed on the desks. 2. The pupils read their texts, try to fill in the gaps as quickly as possible. If they make a mistake, they must not put the cards back on the desk. 3. If a pupil chooses a card with a wrong sentence, or finds out a sentence is missing, he/she has to negotiate with the others how to get it or exchange it e.g. he/she says what his text is about and what he is looking for or he/she can offer the sentence mistakenly chosen by asking if anyone is looking for this particular sentence. 4. The winner is the fastest group who checks the first paragraph in class. Alternatively: The pupils take all the cards lying face down, place those they need and the rest exchange by negotiating.		LB 32	Worksheets	2

ORAL INTERACTION

Classroom Activity Nr.: 7	Title of CA: Amaro drom pal o svetos I (Sub) topic:	Duration: 45 min			
Description of classroom activity:		***LS***	***ELP***	***Materials /Resources***	***Attachments***
Amaro drom pal o svetos I Ideally, this lesson should be a follow-up of the homework (What I would like to see in the world). The pupils divide themselves in such a way that each group will have representatives of different continents. If this activity is not a follow-up of the homework, the teacher hands out magazines on travelling to each group as an inspiration. However, the pupils should basically use their own ides of what they would like to see in the world. 1. According to the size of class, the pupils work in groups of three to six. Each group should plan a journey around the world based on what the pupils want to see. 2. Each group gets an atlas or a map and cards with the following instructions: a) which way to go b) which means of transport to use c) where to stop d) what to see there			D	Homework, magazines on travelling	

Classroom Activity Nr.: 7	Title of CA: Amaro drom pal o svetos I (Sub) topic:	Duration: 45 min			
e) what to taste and buy as a souvenier f) where and how to sleep g) what to také along h) how much to pay i) which language to use on the way 3) The outcome of the groups is an itinerary, a list of things to také with them, budget for transport, food and accommodation. The teacher monitors and announces the time. If the Internet is available, the pupils try to create a real plan and sum up how much money they need for how many days of the journey.					

Classroom Activity Nr.: 8	Title of CA: Hin oda ča avka? (Sub) topic:	Délka: 15 min			
	Description of classroom activity:	***LS***	***ELP***	***Materials /Resources***	***Attachments***
Hin oda ča avka? 1. In pairs, the pupils discuss the statements on the means of transport. 2. Alternatively, they can walk and mingle in class and talk to different partners – each can be asked one question.			LB 32	Set of statements	8

Classroom Activity Nr.: 9	Title of CA: Vilbachatar dži andre Anglija IV - discussion (Sub) topic:	Duration: 10 min			
	Description of classroom activity:	***LS***	***ELP***	***Materials /Resources***	***Attachments***
a) If the class has done the activity No.4 – Trebel diary - the pupils present their thoughts and their classmate´s commentaries. b) If the activity No.4 has not been done yet, the pupils say what they were thinking of when they read the text, listened to the recording (the recording can be played again). The teacher writes down the ideas and topics for dicussion, the pupils raise thir hands when they hear a thought they			LB 32	(Treble diary completed)	

Classroom Activity Nr.: 9	Title of CA: Vilbachatar dži andre Anglija IV - discussion (Sub) topic:	Duration: 10 min			
were interested in most. Discussion in class.					

SPEAKING

Classroom Activity Nr.: 10	Title of CA: S'oda hin, s'oda nane? (Sub) topic:	Duration: 5 min			
Description of classroom activity:		***LS***	***ELP***	***Materials /Resources***	***Attachments***
1. The teacher says groups of words, mentions means of transport and shows pictures. The pupils write down as many as they can and guess which means of transport it is. 2. The teachers asks, the pupils answer: *Soske oda nane o aeroplanos? Bo odoj kampel o phaka*. Why is it not an aeoplane? Because an aeroplane needs wings.			LB 15	Pictures	6

Classroom Activity Nr.: 11	Title of CA: Amaro drom pal o svetos II – e prezentacija (Sub) topic:	Duration: 30 min			
Description of classroom activity:		***LS***	***ELP***	***Materials /Resources***	***Attachments***
Amaro drom pal o svetos II – e prezentacija 1. Each group presents their vision of the journey around the world, the others take notes. 2. The pupils discuss which journey was the longest, the fastest, the most expensive, the cheapest, the most ecological one etc. The teacher helps by asking questions.			D	Outcome of the activity No.7	

Classroom Activity Nr.: 12	Title of CA: Brainstorming I – means of transport and their chracteristics (Sub) topic:	Duration: 5 min			
Description of classroom activity:		***LS***	***ELP***	***Materials***	***Attachments***

Classroom Activity Nr.: 12	Title of CA: Brainstorming I – means of transport and their chracteristics (Sub) topic:	Duration: 5 min			
				/Resources	
Brainstorming I – means of transport and their chracteristics 1. The teacher shows pictures of the means of transport. One pupil says which it is and gives additional information (which way it moves, which fuel it uses, who drives it, what it is used for) 2. The teacher gives an example: *Oda hin o šifos, savo chasňaras, kana kamas vareso te hordinel, phirel palo paňi, voďinel les o kapitanos.* This is a ship which we use when we want to transport something. It moves on water and at its head is a captain.			LB 15	Pictures	7

WRITING

Classroom Activity Nr.: 13	Title of CA: Brainstorming – means of transport and purposes of travelling (Sub) topic:	Duration: 10 min			
	Description of classroom activity:	*LS*	*ELP*	*Materials /Resources*	*Attachments*
Brainstorming II – means of transport and purpose of travelling 1. The pupils´ task is to make up or look up the following words in a dictionary: personal, public, freight, sports, military, protective, collecting, recreational 2. The teacher hands out a set of pictures and worksheets with charts – the task is to name the means of transport and write the names into the chart on the basis of their use – some might appear in more than one categories. 3. In this way the pupils create a word map. They can work in pairs or fours and help each other.				Dictionaries,, worksheets, pictures	

Classroom Activity Nr.: 14	Title of CA: Essay (Sub) topic:	Duration: 30 min			
	Description of classroom activity:	*LS*	*ELP*	*Materials /Resources*	*Attachments*

Classroom Activity Nr.: 14	Title of CA: Essay (Sub) topic:	Duration: 30 min			
1. The pupils write an essay discussing the following questions: *Soske o manuša phirenas palo svetos čirla u soske phiren adaďives? Phirelas čirla palo svetos sako?* *So savoro amen del o phiraviben palo svetos?* *Prindžaras amaro them mištes, th'avka furt phiras palo cudze?* *S'oda hin vaš mange „ačhava mange pre dovolenka"?* What was the purpose of travelling in the past and why do we travel today? Does everybody travel? Why are we able to travel? Are we not more familiar with foreign countries than our own thanks to modern achievements? What is my idea when I hear the term "relaxing holidays"		D		

Classroom Activity Nr.: 15	Title of CA: So kamľomas te dikhel andro svetos (Sub) topic:	Duration: 45 min			
Description of classroom activity:		***LS***	***ELP***	***Materials /Resources***	***Attachments***
So kamľomas te dikhel andro svetos Homework: each pupil writes a text of A4 format: Which places in the world he/she would like to visit. It is insufficient to enumerate the places only, first the pupils should read about them and present more detailed information. As an inspiration, the pupils use the magazines brought by the teacher, the Internet, books. They illustrate the text by their own picture or a cut-out.			D	Articles/magazines on travelling	

Classroom Activity Nr.: 16	Title of CA: Portfolio (Sub) topic:	Duration: 10 min			
Description of classroom activity:		***LS***	***ELP***	***Materials /Resources***	***Attachments***
The pupils reflect and complete the Portfolio on the basis of the activities and new items they have done.			LB 15	ELP	