






**QUALIROM**

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<b>Level of education:</b> Secondary	<b>Age of learners:</b> 10 to 15 years	<b>Level of proficiency:</b> A2	

<b>Main Theme (CFR):</b> HOBBIES AND THE ARTS	
<b>Included Sub-themes:</b>	1. O farbi the o keribena (Hobbies and activities)
<b>Connected main themes in the CFR:</b> Myself and my family	

<b>Working with the CFR – Learning objectives:</b>		
<b>Skill:</b>	<b>Relevant descriptors in the language grid (“can do”) OR “I can” statements:</b>	<b>Pages:</b>
	<p><u>Can recognize and understand the basic words for sports and other outdoor activities, personal hobbies and interests</u>, and activities such as drama, learning music and performing.</p> <p>Can recognize and understand the words for the music, songs and dances that are typical of Roma celebrations.</p> <p>Can recognize and understand the words for leisure activity of the home such as card games, telling riddles etc.</p> <p>Can recognize and understand the words for activities typical of the circus and other public performances.</p>	80
	<p><u>Can recognize and understand the words for sports, hobbies and other activities when they appear on flashcards, posters or in simple text.</u></p> <p>Can recognize and understand the words for songs and dances, typical leisure activities of the home, and performance activities when they appear on flashcards, posters or in simple text.</p> <p>Can recognize the words for sports that are relevant to his/her life (e.g. boxing, football, skating, etc.).</p>	80
	<p><u>Can use gestures, mime, key words and simple phrases/sentences to indicate likes and dislikes in hobbies or other activities.</u></p> <p>Can use key words and simple phrases/sentences to reply to questions about hobbies, competitions or other activities which he/she has experienced (e.g. sporting event, film, etc.).</p> <p><u>Can use gestures, mime, key words and simple phrases/sentences to indicate hobbies, competitions or other leisure activities in which he/she has participated.</u></p>	81



	Can name the activities that he/she enjoys outside school. Can name the activities in which he/she participates in the home or community.	81
	<u>Can copy or write the words for different hobbies and activities that take place in school or after school.</u> Can copy or write the words for different leisure activities of the home or activities which relate to performing.	82


<b>Working with the ELP:</b>		
<b>Which part(s) of the ELP will be used?</b>		<b>Pages:</b>
<b>Language passport:</b>		
<b>Language biography:</b>	Design Activity 15 page 39 Level A1 Language Portfolio	39
<b>Dossier:</b>	Filing Att. 2, 3, 5, 6, 8 Activities 3 and 14 page 48	41 44


<b>MAIN VOCABULARY – Sub-theme 1: O farbi the o keribena</b>	
<b>Active:</b>	
<b>Romani:</b> fodbal, baskedbal, hokej, videohri,... khelel  bašavel po balet andro/ando kinos, maľinel krešľinel plavinel, ňañarel pes giľavel o klaviris e harmuňika o saksafonos e gitara o bubni o klarinetos/e klarineta šunel muzika genel kňižki bavinel d'ivadlos po kupaľiskos, andre/ande plavarňa mek feder hobi mek feder kňižka mek buter mangel mangel, kamel na mangel na kamel mek šukareder mek feder andro/ando parkos o gol, o goli	<b>English:</b> to play football, basketball, hockey and video games to play (instrument) to the ballet to the cinema to paint to draw to swim to sing the piano the accordion the saxophone the guitar the drums the clarinet to listen to music to read books to act at the theatre at the swimming pool the favourite hobby the favourite book to like something best to like to not like something at all to not like even more beautiful even better at the park the gate(s), the goal(s) our


amare o folkloris focinel e hudobno škola, e muzikakeri škola bašavel pe/pre lavuta bavinel/khelel fodbal/fudbal e informatika e banda, o orchestros e bugova, e basa chudel mačhe chudel Save len hin hobi? miro/tiro hobi Savo hino miro/tiro hobi?	folklore to take photographs the music school to play the violin to play football computer science the group, the band the double bass to go fishing to catch What are their hobbies? My/your hobby is... What is my/your hobby?
<b>Passive:</b>	
<b>Romani:</b>	<b>English:</b>


<b>MAIN GRAMMAR in this unit:</b>	
<b>Active:</b>	<b>Passive:</b>
Article male/female o/e Simple questions (present tense) Simple word order: noun-verb-object Present tense Prepositions: "in", "to", "into" Singular – plural	

Classroom Activity No.: 1	Title of CA: Card game “Mire hobi the o keribena” 1				Duration: 35 min				
	Belongs to Sub-theme: Mire hobi the o keriben								
Description of activity:					Skill	SF	ELP	Mat. / Res.	Att.
<p><u>Preparation:</u> Print, laminate and cut out picture and word cards.</p> <p>1) The children sit on the floor in a circle.</p> <p>2) The teacher spreads out the picture cards on the floor. Each child is given a word card.</p> <p>3) The children try to put "their" word card next to the correct picture card.</p> <p>4) The teacher returns the correctly placed cards (both picture and word card) to the child who has found the correct answer.</p> <p>The incorrectly placed word cards are handed back to the children who then again try to find the correct place.</p> <p>6) This is repeated until all cards have been matched correctly.</p> <p>7) Steps 2 to 6 can be repeated several times until the children can match all cards correctly (= memorising).</p> <p>8) Then the teacher collects all the cards. The group is shown one picture card at a time, which the children have to name. If necessary, the teacher can say the words first and the children repeat the words in unison.</p>					 	IW		Picture and word cards Att. 1	Att. 1


Classroom Activity No.: 2	Title of CA: Card game “Mire hobi the o keribena” 2				Duration: 35 min				
	Belongs to Sub-theme: Mire hobi the o keribena								
Description of activity:					Skill	SF	ELP	Mat. / Res.	Att.
<p><u>Note:</u> Activity 2 is recommended to be subsequent to Activity 1.</p> <p>1) The children sit in a circle.</p> <p>2) The teacher spreads out the picture cards (Att. 1) on the floor.</p> <p>3) The teacher says: “<i>Miro hobi hino te plavinel.</i>” and points at the correct picture card.</p> <p>4) The teacher now asks one of the children: “<i>Savo tut hin hobi?</i>” or “<i>Savo hino tiro hobi?</i>”</p> <p>5) The child answers: “<i>Miro hobi hino te bašavel pe gitara, te džal andro kinos, etc.</i>” and points at the correct picture card. (If the child only responds with one word, then the teacher helps him/her to form a complete sentence).</p> <p>6) Now the teacher asks the next child: “<i>Savo tut hin hobi?</i>” or “<i>Savo hino tiro hobi?</i>”</p> <p>7) The child answers and points at the correct picture card.</p> <p>8) This is repeated until all children have had a turn.</p>						IW		Picture cards Att. 1	Att. 1


Classroom Activity No.: 3	Title of CA: Card game “Mire hobi the o keribena” 3				Duration: 35 min			
	Belongs to Sub-theme: Mire hobi the o keribena							
Description of activity:				Skill	SF	ELP	Mat. / Res.	Att.
<p><u>Note:</u> Activity 3 is recommended to be subsequent to Activity 1 or 2.</p> <p>1) The teacher hands out the picture cards (Att. 1) to the children and keeps the word cards.</p> <p>2) The teacher reads out the first card and displays it on the blackboard.</p> <p>3) The teacher asks the children who has the card corresponding to this word.</p> <p>4) The child who has the correct picture card attaches it next to the word card on the blackboard.</p> <p>5) The teacher reads out the second word card and also attaches it to the blackboard.</p> <p>6) This procedure is repeated until all word and picture cards have been matched.</p> <p>7) Finally the children add the new words to the Language Portfolio (p. 44).</p>					IW	p. 44	Picture and word cards Att. 1, magnets or sticky tape	Att. 1


Classroom Activity No.: 4	Title of CA: Reading comprehension “Save hine lengere hobi”				Duration: 20 min				
	Belongs to Sub-theme: Mire hobi the o keribena								
Description of activity:					Skill	SF	ELP	Mat. / Res.	Att.
1) The teacher hands out the reading comprehension "Save hine lengere hobija". 2) The teacher asks the children to read through the text quietly once. 3) Then the children read out one paragraph after the other. Together, they discuss the content. 4) The teacher asks the children to work in pairs and to highlight all hobbies/activities that occur in the text. 5) Then the children tell the teacher the words they have highlighted. The teacher writes the words on the blackboard to check them. 6) The text is added to the Dossier.						IW PW	Dossier	Reading comprehension Att. 2	Att. 2


Classroom Activity No.: 5	Title of CA: Pantomime “Mire hobi the o keribena”				Duration: 30 min				
	Belongs to Sub-theme: Mire hobi the o keribena								
Description of activity:					Skill	SF	ELP	Mat. / Res.	Att.
1) The children sit on the floor in a circle. 2) The teacher stands at the centre of the circle and mimes a hobby, for example swimming. 3) Then he/she asks the children: “Savo man hin hobi?” 4) The children reply – if they respond only with one word (“te plavinel”), then the teacher helps them to form complete sentence: “Tiro hobi hino te plavinel.”						IW GW			


Classroom Activity No.: 5	Title of CA: Pantomime “Mire hobi the o keribena”				Duration: 30 min				
	Belongs to Sub-theme: Mire hobi the o keribena								
5) Now one of the children steps into the centre, mimes a hobby and asks: “Savo man hin hobi?”. The child selects another child who then replies. 6) If the child's answer is correct (e.g. “Tiro hobi hino te bašavel po saksafonos, pe harmoņika, etc.”), then he/she is next to mime yet another hobby. 7) The game is continued until all children have had a turn.									

<b>Classroom Activity No.: 6</b>	<b>Title of CA: Gap fill exercise “Save hine lengere hobi”</b>	<b>Duration: 20 min</b>				
	<b>Belongs to Sub-theme: Mire hobi the o keribena</b>					
<b>Description of activity:</b>		<b>Skill</b>	<b>SF</b>	<b>ELP</b>	<b>Mat. / Res.</b>	<b>Att.</b>
1) The teacher hands out the gap fill exercise "Save hine lengere hobi". 2) One of the children reads out the task and explains it. 3) The children read the text by themselves and try to complete it. 4) Then the text is read aloud together. 5) The worksheet is added to the Dossier.			IW	Dossier	Worksheet Att. 3	Att. 3


<b>Classroom Activity No.: 7</b>	<b>Title of CA: Miro mek feder hobi</b>	<b>Duration: 20 min</b>				
	<b>Belongs to Sub-theme: Mire hobi the o keribena</b>					
<b>Description of activity:</b>		<b>Skill</b>	<b>SF</b>	<b>ELP</b>	<b>Mat. / Res.</b>	<b>Att.</b>
1) The children sit in a circle. 2) The teacher spreads out the picture cards (Att. 1) on the floor. 3) The teacher says: “ <i>Me mek buter mangav te plavinel</i> ”, and shows the corresponding picture card. 3) Then the teacher says: “ <i>Me na mangav te bašavel po klaviris!</i> ”, and again shows the corresponding picture card. 4) Then the teacher asks a child to say what he/she likes and what he/she does not like. 5) The child answers for instance: “ <i>Me mangav te khelel fodbal a/u na mangav te khelel hokej!</i> ”, and points at the corresponding picture cards. If the child only responds with one word, then the teacher helps him/her to form a complete sentence. 6) This is repeated until all children have had a turn.			IW		Picture cards Att. 1	Att. 1


Classroom Activity No.: 8	Title of CA: “Me mangav..., Me na mangav...”				Duration: 30 min				
	Belongs to Sub-theme: Mire hobi the o keribena								
Description of activity:					Skill	SF	ELP	Mat. / Res.	Att.
<p><u>Note:</u> Activity 8 is recommended to be subsequent to Activity 7.</p> <p>1) The teacher hands out the worksheet "Amare hobija" and asks a child to read out the heading and the task.</p> <p>2) The task is discussed together: portray your favourite hobby and one hobby that you do not like at all – either draw it, make a collage of photos taken from newspapers and magazines or simply describe them.</p> <p>3) After the children have completed their drawings, they take their worksheet and sit in a circle.</p> <p>4) The teacher asks one child after another to show his/her picture and to explain it, for example: “<i>Me mek buter mangav..., Me na mangav...</i>”</p> <p>5) Once all children have presented their pictures, the teacher asks them to attach the drawings to the wall.</p>						IW		Att. 4, newspapers, magazines, brochures, glue, scissors, colouring and felt-tip pens	Att. 4

Classroom Activity No.: 9	Title of CA: Dynamic memory “Mire hobi the o keribena”				Duration: 30 min				
	Belongs to Sub-theme: Mire hobi the o keribena								
Description of activity:					Skill	SF	ELP	Mat. / Res.	Att.
1) The teacher selects three children who play dynamic memory against each other. 2) The other children get word or picture cards (Att. 1 "Mire hobija the o keribena") attached to their backs. 3) The children with cards on their back move freely across the classroom, while the three "seekers" try to find pairs (matching word and picture cards). 4) If a "seeker" has found a pair, then the pair joins him/her (holding on to his/her t-shirt). 5) The game is over when all matching picture and word cards have been found. 6) Whoever has found the most pairs is the winner. 7) The game is repeated with other "seekers".						GW		Picture and word cards Att. 1	Att. 1


Classroom Activity No.: 10	Title of CA: Worksheet “Me mangav”				Duration: 30 min			
	Belongs to Sub-theme: Mire hobi the o keribena							
Description of activity:				Skill	SF	ELP	Mat. / Res.	Att.
1) The teacher hands out the worksheet "Me mangav". 2) The teacher asks one child to read out the heading and the task. 3) Together, the task is discussed: Complete the sentences. The first sentence is completed together.					IW PW	Dossier	Worksheet Att. 5	Att. 5


Classroom Activity No.: 10	Title of CA: Worksheet “Me mangav”				Duration: 30 min			
	Belongs to Sub-theme: Mire hobi the o keribena							
4) Then the children continue in pairs. 5) The results are compared. The children read out the sentences and the teacher writes the missing words on the blackboard. 6) The worksheet is added to the Dossier.								


Classroom Activity No.: 11	Title of CA: Worksheet “Me na mangav”				Duration: 30 min			
	Belongs to Sub-theme: Mire hobi the o keribena							
Description of activity:				Skill	SF	ELP	Mat. / Res.	Att.
1) The teacher hands out the worksheet "Me na mangav". 2) The task is discussed together: Complete the sentences. The first sentence is completed together. 3) Then the children continue on their own. 4) The results are compared. The children exchange their worksheets with the child sitting next to them. Their neighbour corrects the worksheet. The teacher writes the missing words on the blackboard. 5) The worksheet is added to the Dossier.					IW	Dossier	Att. 6	Att. 6



Classroom Activity No.: 12	Title of CA: Card game “(j)ov/(j)oj mangela... (j)ov/(j)oj na mangel...” 3				Duration: 30 min				
	Belongs to Sub-theme: Mire hobi the o keribena								
Description of activity:					Skill	SF	ELP	Mat. / Res.	Att.
<u>Note:</u> Activity 12 is recommended to be subsequent to Activity 8.  1) The teacher asks the children to take one of the drawings that is not theirs off the wall (see Activity 8 "Me mangava,... Me na mangava..."). 2) The children sit in a circle, the teacher explains the task: Introduce your classmate's drawing. 3) The teacher gives an example: She shows a drawing and says: "O Markus mek buter mangel te bavinel fodbal, jov na mangel te gil'avel." 4) One child after the other presents a picture.						IW			





Classroom Activity No.: 13	Title of CA: Listening comprehension “E Jarka”				Duration: 30 min				
	Belongs to Sub-theme: Mire hobi the o keribena								
Description of activity:					Skill	SF	ELP	Mat. / Res.	Att.
1) The teacher plays the listening comprehension "E Jarka" twice, the children listen. 2) Then the children discuss the content with the child sitting next to them. 3) The listening comprehension is played again. The children are asked to remember a word which they do not understand. 4) One child after the other tells the teacher their words. The teacher writes them on the blackboard and translates them. 5) The group discusses the content of the audio together with the teacher (focus on the activities). 6) Finally, the children listen to the dialogue once again.						IW PW		Listening comprehension Att. 7, CD-player	Att. 7

Classroom Activity No.: 14	Title of CA: Reading comprehension “E Jarka”				Duration: 20 min			
	Belongs to Sub-theme: Mire hobi the o keribena							
Description of activity:				Skill	SF	ELP	Mat. / Res.	Att.
<p><u>Note:</u> Activity 14 is recommended to be subsequent to Activity 13.</p> <p>1) The teacher hands out the reading comprehension "E Jarka".</p> <p>2) The teacher asks the children to read through the text quietly once.</p> <p>3) Then, the children work in pairs and highlight the activities in the text.</p> <p>4) Once everybody has finished, each group names a word or an activity that have been highlighted. The teacher writes the words on the blackboard. Together, the words are translated.</p> <p>5) Then the text is once again read aloud together.</p> <p>6) The children add the new words to the Language Portfolio (p. 44) and add the worksheet to the Dossier.</p>					IW	p. 44 Dossier	Reading comprehension Att. 8	Att. 8

Classroom Activity No.: 15	Title of CA: Language Biography “Hobbies and activities”				Duration: 30 min				
	Belongs to Sub-theme: Mire hobi the o keribena								
Description of activity:					Skill	SF	ELP	Mat. / Res.	Att.
<u>Preparation:</u> The teacher designs page 39 Level A1 of the Language Biography according to his/her preferences. 1) After completing Unit 11, the teacher hands out the self-designed checklists. 2) The group reads one point after the other. The children draw an asterisk or similar next to the description of the tasks they can complete (“I can...”). 3) The checklist is added to the Language Biography.						IW	p. 39	Page 39 Level A1 Language Portfolio	

Number of sample lesson plan: 1		Topic of LP: Our hobbies				Duration: 50 min	
CA- No.	Time	Sample Lesson Plan	Skill	SF	ELP	Mat. / Res.	Att.
5	30´	11) The children sit on the floor in a circle. 2) The teacher stands at the centre of the circle and mimes a hobby, for example swimming. 3) Then he/she asks the children: “Savo man hin hobi?” 4) The children reply – if they respond only with one word (“te plavinel”), then the teacher helps them to form complete sentence: “Tiro hobi hino te plavinel.” 5) Now one of the children steps into the centre, mimes a hobby and asks: “Savo man hin hobi?”. The child selects another child who then replies. 6) If the child's answer is correct (e.g. “Tiro hobi hino te bašavel po saksafonos, pe harmonika, etc.”), then he/she is next to mime yet another hobby. 7) The game is continued until all children have had a turn.		IW GW			
7	20´	1) The children sit in a circle. 2) The teacher spreads out the picture cards (Att. 1) on the floor. 3) The teacher says: “Me mek buter mangav te plavinel.” and shows the corresponding picture card. 3) Then the teacher says: “Me na mangav te bašavel po klaviris!”, and again shows the corresponding picture card. 4) Then the teacher asks a child to say what he/she likes and what he/she does not like. 5) The child answers for instance: “Me mangav te khelel fodbal a/u na mangav te khelel hokej!” and points at the corresponding picture cards. If the child only responds with one word, then the teacher helps him/her to form a complete sentence. 6) This is repeated until all children have had a turn.		IW		Picture cards Att. 1	Att. 1
Learning objectives:		→ Talking about hobbies I (do not) like → Getting to know the difference between “mine” and “yours”					

Number of sample lesson plan: 2		Topic of LP: "E Jarka"				Duration: 50 min	
CA-No.	Time	Sample Lesson Plan	Skill	SF	ELP	Mat. / Res.	Att.
13	30'	1) The teacher plays the listening comprehension "E Jarka" twice, the children listen. 2) Then the children discuss the content with the child sitting next to them. 3) The listening comprehension is played again. The children are asked to remember a word which they do not understand. 4) One child after the other tells the teacher their words. The teacher writes them on the blackboard and translates them. 5) The group discusses the content of the audio together with the teacher (focus on the activities). 6) Finally, the children listen to the dialogue once again.		IW PW		Listening comprehension Att. 7, CD-player	Att. 7
14	20'	<u>Note:</u> Activity 14 is recommended to be subsequent to Activity 13. 1) The teacher hands out the reading comprehension "E Jarka". 2) The teacher asks the children to read through the text quietly once. 3) Then, the children work in pairs and highlight the activities in the text. 4) Once everybody has finished, each group names a word or an activity that have been highlighted. The teacher writes the words on the blackboard. Together, the words are translated. 5) Then the text is once again read aloud together. 6) The children add the new words to the Language Portfolio (p. 44) and add the worksheet to the Dossier.		IW	p. 44 Dossier	Reading comprehension Att. 8	Att. 8
<b>Learning objectives:</b>		→ Understanding the content of a story → Directed reading/recognising key vocabulary in a story					

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