



PREPARATION TEMPLATE




Country: CZ / Unit No.: ____

QUALIROM

Name of author OR Abbreviation: Margita a Peter Wagner		Romani variety: Lovari	
Level of education: secondary school / extracurricular	Age of learners: 11-16	Level of proficiency: A2	

Main Theme (CFR): My community
Included Sub-themes: 1. Sofia Taikon (<i>I Sofija Tajkon</i>) 2. Oslava. (<i>I páťiv.</i>)
Connected main themes in the CFR: Hobbies and the arts

Working with the CFR – Learning objectives:		
Skill:	Relevant descriptors in the CFR's language grid & "I can" statements:	Pages:
	Can understand the main points when he/she is told about the importance or value of an action or behaviour typical of Roma culture I can understand a simple story about important behaviour or activities in my community.	37 40
	Can read and understand simple stories/fairy stories with a high frequency of familiar vocabulary which reflect or relate to aspects of Roma lifestyle. I can read a simple story about daily life in my community.	37 40

	Can greet visitors appropriately and give answers to simple questions about his/her life and activities.	38
	I can ask and answer questions about what happens in different places in my town or community.	40
	Can use a series of phrases and simple sentences to talk about a well-known Roma person from the local area.	38
	I can talk about a famous or important person from my area.	40
	Can write simple sentences describing his/her favourite place in the area and explaining why he/she likes it.	39
	I can write briefly about places that I like or don't like.	40

Working with the ELP:		
Which part (s) of the ELP will be used?		Pages:
Language passport:		
Language biography:	Relevant descriptors	
Dossier:	All material created during the activities	


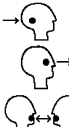

MAIN VOCABULARY in this unit :			
Active:			
Romani biknel [bikind-] bišavel čoural čurňa [a] ek frišen gombouci [es]	English sell send secretly plait one quickly round dumplings	Romani mejk mundárel paťiválo [e] peráťin [peráťa-] phabárel phagerdo [e] pháro [e]	English if he/she/it kills sincere burn broken heavy, difficult answer





gumako cukro [e os] ikrel [ikerd-] jag [a] jekhvar kerel ánde kharado [e] kharavel khatar khati khelel pe khonik [khanikas-] maj pálal	jelly sweet keep fire once shut, dirty invited invite where from, from nowhere play nobody later, further	phenel palpále vorba Polsko [os] rakhel rat [es] romimo [as] sast'árel sušenka [a] teksto [os] varisosko [e] vudar [es] xámo [as] xoxavel	Poland it is situated blood Romany culture and identity heal, repair biscuit text some door, gate row, argument lie, outwit
Romani aviloun či aviloun ame kamous Lášo-j tumáro d'ejs. line nás slobodo šaj den Ťa/tumára šukára páťivake! te avesas kecavo/-i sívešo te na		English would be, should be we should not I would like Good morning. they took it was not allowed they can give Cheers! If you were so kind not to be allowed	
Passive:			
Romani: bád'adij benusajvel bi [s gen.] dedrág [neskl.] del puške [d- neskl.] emberitime hásnalij hordouvo [os] ingrel [ingerd-] kárnálo bálo [e es]	English: faint be sorry without pleasure shoot honoured use, serve barrel carry hedgehog	Romani kešervešen kivančágo [os] Loulo Trušul [e a] magamba orvoši [es] pasolij pe pášol sokáši [es] transporto [os]	English from the bottom of one's heart wish Red Cross for oneself doctor suit, fit come near custom, habit transport

katana [es pl i]	soldier	vezetij pe	behave
Romani ášad'ilas bi texanesko šaj bešesas šaj phurdesas		English he was surprised without food you could sit you could play	

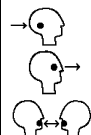
MAIN GRAMMAR in this unit:	
Active:	Passive:
imperfective perfective ablative	Impersonal structures with <i>pe</i>



SAMPLE LESSON PLANS


Number of sample lesson 1		Topic of LP Celebration (<i>I pářiv.</i>)				Duration: 45 min.	
Time (min)	Structure of lesson	JS	S F	ELP	Materials/ Resources	Att.	
15 min.	1. Teacher briefly introduces the video <i>Pářiv 50 o Churo anda Marouto</i> before playing it (http://www.youtube.com/watch?v=zkfNRDfQwvc) 2. The task is to guess which event in the life of a Romani community it is about. 3. Checking in class.		IW		Internet		
15 min.	1. Teacher briefly introduces the recording. 2. First listening: the task is to understand the main story line. 3. Checking in class 4. Teacher hands ou the worksheets. Second/third listening: the task is to decide about the order of the paragraphs of the story based on the recording. 5. Teacher checks the work . 6. Teacher writes three questions on the board. 7. Pupils’ task is to find the answers in the text. 8. Checking in class , the pupils read their answers one by one.		IW	D	Att. No. 1, Recording 16 , CD player	1, 16	
25 min.	1. Teacher divides the pupils into pairs and hands out the worksheets with a number of model situations. 2. Each pair has to choose one and prepare a dialogue based on the situation, 3. Presentation of the dialogues in class.		P W	D	Att. No. 3/8	8	
Lesson aims		→ To understand the main points of narration about the importance or value of behaviour typical of Romani culture. → To be able to read a simple story about the everyday life of a Romani community. → To be able to greet guests properly and answer their simple questions on their life and activities.					



Number of sample lesson 2		Topic of LP: Sofia Taikon				Duration 45 min.	
Time (min)	Structure of lesson	JS	S F	ELP	Materials/ Resources	Att.	
20 min.	<ol style="list-style-type: none">Before the lesson, the teacher prepares several portraits of Romani personalities and places them in the classroom.The task is to guess the personalities in the photographsTeacher writes up their names under their portraits.The pupils' task is to choose one of the personalities and introduces him/her to the others. The pupils take notes. They can use all the sources of information available.Presentation of the personalities in class.Teacher introduces another Romani personality - Sofia Taikon.	 	IW	D	large sheet of paper, Blue tac, colour felt tip pens	12	
25 min.	<ol style="list-style-type: none">Teacher hands out the worksheets with the incomplete story of a Roma girl Žofi Taikon - Z - 4515.The task is to read the story and try to continue it.They work against time.Teacher places a large sheet of paper in the classroom.Pupils stick their stories onto the poster..Reading in class (in chorus).Teacher uses the Blue tac to stick the first part of the story onto the poster: Žofi - Z - 4515.Reading in class (in chorus).Teacher passes around the book <i>Žofi - Z - 4515 (G. Lungren, S. Taikon, A. Eriksson)</i>.	 	IW	D	large sheet of paper, Blue tac, pencils	4	
Lesson aims		<ul style="list-style-type: none">→ To be able to read and understand simple stories/fairytales with a high number of familiar words expressing the aspects of Romani lifestyle.→ To be able to speak about a well-known Romani personality with the help of a set of phrases and simple sentences.→ To be able to practise vocabulary in a written form.					

ACTIVITIES



Classroom activity Nr: 1		Title of CA: <i>Kharado sim pi pá'tiv - I.</i> (Sub)theme: <i>My community</i>				
Time	Description of activity	Skill	SF	ELP	Mat. / Res.	Att.
15 min.	9. Teacher briefly introduces the recording. 10. First listening: the task is to understand the main story line. 11. Checking in class 12. Teacher hands out the worksheets. Second/third listening: the task is to decide about the order of the paragraphs of the story based on the recording. 13. Teacher checks the work . 14. Teacher writes three question on the board. 15. Pupils´task is to find the answers in the text. 1. Checking in class , the pupils read their answers one by one		IW	D	CD player	1 16
Activity aim:		→ He/she is able to understand the main ideas of narration about the importance or value of behaviour typical of Romani culture.				


Classroom activity Nr: 2		Title of CA: <i>Kharado sim pi páťiv - II.</i> (Sub)theme: <i>My community</i>				
Time	Description of activity	Skill	SF	ELP	Mat. / Res.	Att.
10 min.	<div>1. Teacher briefly introduces the recording</div> <div>2. First/second listening: the task is to complete the missing words into the text on the basis of the recording.</div> <div>3. Checking in class The pupils exchange their work and check. Final listening, final reading (in chorus).</div>	<div></div> <div></div>	IW	D	CD player, pencils	2 16
Activity aim :		→ He/she is able to understand the main ideas of narration about the importance or value of behaviour typical of Romani culture				




Classroom activity Nr: 3		Title of CA: <i>Kharado sim pi páťiv - III.</i> (Sub)theme: <i>My community</i>				
Time	Description of activity	Skill	SF	ELP	Mat. / Res.	Att.
10 min.	<ol style="list-style-type: none"> Teacher briefly introduces the recording and hands out key words. First/second listening: the task is to find the key words of the listening on the cards. Checking in class Third/fourth listening: the task is to write down important phrases from the recording. Teacher asks the pupils to write the phrases on the board and try to translate them freely into the language of the majority Teacher helps to specify the phrases and then asks the pupils to learn them. 		IW	D	CD player, cards/worksheets	3 16
Activity aim		→ He/she is able to understand the main ideas of narration about the importance or value of behaviour typical of Romani culture				

Classroom activity Nr: 4		Title of CA: <i>I Žofi Taikon.</i> (Sub)theme: <i>My community</i>				
Time	Description of activity	Skill	SF	EJP	Mat. / Res.	Att.
20 min.	<ol style="list-style-type: none"> Teacher hands out the worksheets with an incomplete story of a Romani girl Žofi Taikon - Z - 4515. The task is to read the story and try to continue it. They work against time. Teacher places a large sheet of paper in the classroom. Pupils stick their stories onto the poster.. Reading in class (in chorus). Teacher uses the Blue tac to stick the first part of the story onto the poster : Žofi - Z - 4515. Reading in class (in chorus). Teacher passes around the book <i>Žofi - Z - 4515 (G. Lungren, S. Taikon, A. Eriksson).</i> 	 	IW	D		4
Activity aim :		→ He/she is able to read and understand simple stories/fairytales with a high number of familiar words expressing aspects of Romani lifestyle				


Classroom activity Nr: 5		Title of CA: <i>Phen palpále vorba.</i> (Sub)theme: <i>My community</i>				
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Time	Description of activity	Skill	SF	EJP	Mat. / Res.	Att.
15 min.	<ol style="list-style-type: none"> Teacher hands out the worksheets with an incomplete story of a Romani girl Žofi Taikon - Z - 4515. The task is to read the text and answer the questions. Checking in class Final reading (in chorus). 	 	IW	D		5
Activity aim		→ He/she is able to read and understand simple stories/fairytales with a high number of familiar words expressing aspects of Romani lifestyle.				

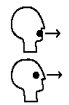
Classroom activity Nr: 6		Title of CA: <i>Sar te avel ?</i> (Sub)theme: <i>My community</i>				
Time	Description of activity	Skill	SF	EJP	Mat. / Res.	Att.
10 min.	<ol style="list-style-type: none"> Teacher divides the pupils into pairs and hands out an envelope with texts. Each pair has to read the sentences of the two texts that have been jumbled and sort them out into two stories. Teacher checks the work 		PW	D	Cards, envelopes	6
Activity aim		→ He/she is able to read and understand simple stories/fairytales with a high number of familiar words expressing aspects of Romani lifestyle.				


Classroom activity Nr: 7		Title of CA: <i>Khatar sal?</i> (Sub)theme: <i>My community</i>				
Time	Description of activity	Skill	SF	ELP	Mat. / Res.	Att.
15 min.	<ol style="list-style-type: none"> Teacher briefly introduces the recording First/second listening: the task is to write a number of people speaking on the recording . Third/fourth listening :The task is to find out where the dialogues take place. Teacher hands out the worksheets with the transcription of the recording and divides the pupils into pairs. Their task is to choose one dialogue and practise it. Teacher checks the work 	  	IW PW	D	Att. No.. 7, pencils, exercise books	7


Activity aim	→ He/she is able to greet the guests properly and answer simple questions about his/her life and activities					

Classroom activity Nr: 8		Title of CA: <i>Lášoj t'o d'ejs!</i> (Sub)theme: <i>My community</i>				
Time	Description of activity	Skill	SF	ELP	Mat. / Res.	Att.
20 min.	<ol style="list-style-type: none"> Teacher divides the pupils into pairs, describes model situations (writes down brief notes on the board). <ul style="list-style-type: none"> A husband and his wife step out of car, they head towards a shopping center. They need to buy food to for a baptism ceremony celebration. When returning, they meet another couple: small talk, invitation for the celebration. Two youngsters are heading into the center to pick a birthday cake from y shop. They meet an older woman who is on her way to visit her daughter and her family. The two youngsters know the family is not at home – they explain to the woman where she could find them at the moment and invite her for a family birthday party. A girl is heading to do food shopping. She meet her aunt and uncle on their way to visit her family. Small talk, they offer her to ride her home. Each pair has to choose one and prepare a dialogue based on the situation, Presentation of the dialogues in class. 		PW	D		
Activity aim	→ He/she is able to greet the guests properly and answer simple questions about his/her life and activities					


Classroom activity Nr: 9		Title of CA: <i>Sar te avel?</i> (Sub)theme: <i>My community</i>				
Time	Description of activity	Skill	SF	ELP	Mat. / Res.	Att.
10 min.	<ol style="list-style-type: none"> Teacher divides the pupils into pairs and hands out an envelope with a dialogue (the sentences are jumbled and written on cards.. 		PW	D	Att.No. 9, envelop	9


	2. The pupils' task is to sequence the sentences and correct the mistakes in dialogues. 3. Checking in class: presentation of the dialogues in class.				es. cards	
Activity aim	→ He/she is able to greet the guests properly and answer simple questions about his/her life and activities.					

Classroom activity Nr: 10		Title of CA: <i>E anglune Rom - I.</i> (Sub)theme: <i>My community</i>						
Time	Description of activity			Skill	SF	ELP	Mat. / Res.	Att.
20 min.	1. Teacher hands out the homework: Choose one Romani personality that you would like to present in class. 2. The task is to describe a Romani personality in a brief and simple way to their classmates.				IW	D	blank paper, pencils	
Activity aim		→ He/she is able to speak about a well-known Romani personality with the help of a set of phrases and simple sentences						


Classroom activity Nr: 11		Title of CA: <i>E anglune Rom - II.</i> (Sub)theme: <i>My community</i>						
Time	Description of activity			Skill	SF	ELP	Mat. / Res.	Att.
25 min.	1. Brainstorming the topic Romani personalities..On the board, teacher writes wider topics témat (1. <i>Sar bušol?</i> 2. <i>Ká bešel?</i> <i>Khatar-i?</i> 3. <i>So kerel?</i>) that pupils speak about. 2. They choose one Romani personality and present him/her to their classmates (without mentioning his/her name) . These guess who it is.				IW	D	board, colour chalks	
Activity aim		→ He/she is able to speak about a well-known Romani personality with the help of a set of phrases and simple sentences						


Classroom activity Nr: 12		Title of CA: <i>E anglune Rom - III.</i> (Sub)theme: <i>My community</i>				
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Time	Description of activity	Skill	SF	ELP	Mat. / Res.	Att.
20 min.	<ol style="list-style-type: none"> 1. Before the lesson, the teacher prepares several portraits of Romani personalities and places them in the classroom. 2. The task is to guess the personalities in the photographs 3. Teacher writes up their names under their portraits. 4. The pupils' task is to choose one of the personalities and introduces him/her to the others. The pupils take notes. They can use all the sources of information available. 5. Presentation of the personalities in class. 6. Teacher introduces another Romani personality - Sofia Taikon. 		IW	D	Pictures of Roma personalities, Blue tac, colour felt tip pens	12
Activity aim		→ He/she is able to speak about a well-known Romani personality with the help of a set of phrases and simple sentences.				

Classroom activity Nr: 13		Title of CA: <i>E thana - I.</i> (Sub)theme: <i>My community</i>				
Time	Description of activity	Skill	SF	ELP	Mat. / Res.	Att.
20 min.	<ol style="list-style-type: none"> 1. Teacher divides the pupils into three groups. Each will get a set of colour felt tip pens and a large sheet of paper. 2. Each group decides on one favourite place they are going to describe. They work against time. 3. Teacher collects the posters from all the groups and exhibits them in the classroom. 4. Teacher draws the order in which the groups present their favourite places. 5. Presentation in class. All the pupils should participate. 		GW		colour felt tip pens,, large sheets of paper,, Blue tac, board	
Activity aim		→ He/she is able to write simple sentences describing his/her favourite places in a given area and explain why he/she likes them				

Classroom activity Nr: 14	Title of CA: <i>E thana - II.</i>
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(Sub)theme: <i>My community</i>						
Time	Description of activity	Skill	SF	ELP	Mat. / Res.	Att.
20 min.	<ol style="list-style-type: none"> 1. Teacher hands out blank paper. 2. The task is to describe their favourite place and explain why they like the place. 3. Teacher checks the work. 4. Teacher places a large sheet of paper in the classroom. 5. Pupils attach their descriptions of places onto it. 6. Final reading (in chorus). 		IW	D	blank paper, pencils	
Activity aim		→ He/she is able to write simple sentences describing his/her favourite places in a given area and explain why he/she likes them				

Classroom activity Nr: 15		Title of CA: : <i>E thana - III.</i> (Sub)theme: <i>My community</i>				
Time	Description of activity	Skill	SF	ELP	Mat. / Res.	Att.
15 min.	<ol style="list-style-type: none"> 1. Teacher writes names of different places that are considerate popular on the board. 2. Pupils choose one of them as their favourite one and decribe it in a brief and simple way. 3. Teacher collects the pupils' descriptions, shuffles them and puts them into a basket. 4. The pupils' task is to read the descriptions one after another. Those listening try to guess the authors. 5. Teacher sticks the descriptions and the names onto the poster and places it in the classroom. 		IW	D	Att. No. 3/15, Blue tac, basket, pencils, large sheet of paper	3/15
Activity aim		→ He/she is able to write simple sentences describing his/her favourite places in a given area and explain why he/she likes them.				