


## PREPARATION TEMPLATE





Country: CZ / Unit No.: \_1\_\_

### QUALIROM

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

<b>Main Theme (CFR):</b> My self and my family
<b>Included Sub-themes:</b> 1. How do they feel? ( <i>Sar-i lenge?</i> ) 2. Father of children ( <i>E šavourenge dad</i> )
<b>Connected main themes in the CFR:</b> Romani crafts and occupations; Festivals and celebrations

Working with the CFR – Learning objectives:		
Skill:	Relevant descriptors in the CFR's language grid & "I can" statements:	Pages:
	Can understand the main points in a conversation on a familiar topic between adult family members. I can understand some of the conversation between adults in my family.	26 28

	Can read and understand very short and simple texts with a high frequency of familiar words on topics such as Roma children, fairy stories, and Roma family and community life. I can read a children's story that I know already.	26 28
	Can reply with confidence to familiar questions about his/her name, age, number of brothers and sisters, etc. I can answer questions about the people in my family.	27 28
	Can use phrases and simple sentences to say how he/she feels (tired, upset, ill, etc.). I can explain how I feel about things in school or in my family.	27 28
	Can write short simple texts describing his/her family, daily routines, etc. <i>I can write short simple texts describing my family.</i>	28

<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>	Relevant descriptors	
<b>Dossier:</b>	All material created during the activities	












<b>MAIN VOCABULARY in this unit :</b>			
<b>Active:</b>			
<b>Romani:</b> angluno [e] apal áver [a] bárimango [e] bírij biš	<b>English:</b> first then other, second of the two proud, conceited manage, cope twenty	<b>Romani:</b> lekvára [a] lel sáma [l-] lešij mezij mír mozola [a]	<b>English:</b> jam notice wait look like why raisin

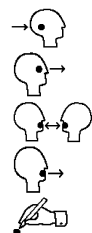

bokhálo [e] brígako [e] búti [a] cirde cukro [os] čáčes [e] čačimo [as] časó [os] čejza [a] čumidel daral [darajl-] dopaš dukhal [dukhand-] gav [es] guglo [e] inke kadej kamel kamimo [as] kárt'a [a] kerđol kiflo [os] kirado [e] kiratesko [e] korán detehára kuťin [a] kuzinka [a] lala [a] lažal pe [lažand-]	hungry sad work pull, dress, play music sugar really truth hour, watch mug, cup he/she kisses be afraid half hurt village sweet more so be happy, want, love, owe love card,, fate be born roll cooked from cheese, cottage cheese early in the morning a little bit cousin aunt be ashamed	nano [os] nasválo [e] pa pa dadeski rig paj dejaki rig pala paluno [e] páše pašťol pel draba [pil-] phírel po paluno Požono [os] resel rodel romňi [a] rovel [rún-] sar sej dúj sostar šejro [es] šindol šudrol tehára unočkiňa [a] unoko [os] vi voujako [e] xal pe [xál-] žejno [es]	uncle ill about from father's side from mother's side behind (place), in (time) last, back near lie take medicaments, drugs walk finally Bratislava fit in, walk , meet look for, earn Romany woman wife cry as, like both from what head break get colder tomorrow granddaughter grandson also (before an object) in a good mood argue person
<b>Romani:</b> ášu Dejevlesa Dejevlesa! pa dúje časón sar sal		<b>English:</b> Good bye Good bye after two hours how are you	

si ma varisoski búti te del o Dejl		I have to arrange something I wish/ the same to you	
<b>Passive:</b>			
<b>Romani:</b> aj akárkana ande/anda ášol avel opre [avil-] áver iž ávri darado [e] Báno [os] báro tlako [e os] bistošan bistošo [a] čak čang [a] či na de d'omra [a] fiškároši [es] ginel ávri guglo kiflo [e os] hát hibázij Janko [os]	<b>English:</b> yet whenever among, between stay, stop find out day before yesterday scared, frightened (male name) high blood pressure of course certainly yet koleno ani ne ale žaludek právník vyjmenovat loupák tedy chybí (mužské jméno)	<b>Romani:</b> Joško [os] landošo [a] lepij luma [a] malad'ol mourči [a] Mujálešti [en] murš [es] naj slobodo te Nanoš [es] pale parud'ol peske [e] rejteška [a] romeste [neskl.] Stromo [os] tlako [os] trobuj  umblavel pe (anda) xojajvel xojáriko [e]	<b>English:</b> (male name) lukewarm glue world meet skin (family name) male, man it is not allowed (male name) again change svoje závin vdaná (mužské jméno) tlak potřebovat, mělo by (modalita) mít hodně rád zlobit se naštvaný, rozzlobený
<b>Romani:</b> či aviloun mucisajlas naj ande peski mourči pa'k berš pa'andemas si les gindura tríne beršenca		<b>English:</b> he/they would not be, he/they would not come stop, not to feel not to feel well after a year, in a year I would believe be worried three years more	

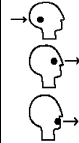
<b>MAIN GRAMMAR in this unit:</b>	
<b>Active:</b>	<b>Passive:</b>
Personal pronouns: dativ and ablative PFTV irregular comparative	Deminutives, plural Negative imperative

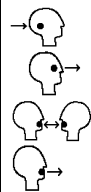
# SAMPLE LESSON PLANS

Number of sample lesson 1		Topic of LP How does he/she feel? (Sar-i lenge?)				Duration 45 min.	
Time (min)	Structure of lesson	JS	S F	ELP	Materials/ Resources	Att.	
10 min.	<div>1. Teacher briefly introduces the recording and hands out worksheets containing mistakes in the text.</div> <div>2. First/second listening: the task is to compare the text of the worksheet with the recording and write down the differences.</div> <div>3. Checking in class, reading in class (in chorus).</div>	<div>→ </div> <div>→</div> <div>↔</div> <div>→</div>	<div>IW</div> <div>P W</div>	D	CD player, board, colour chalks	<div>1</div> <div>16</div>	
15 min.	<div>1. Brainstorming the topic of feelings.</div> <div>2. Teacher hands out worksheets with pictures which depict common human feelings.</div> <div>3. The task is to interpret verbally the facial expressions,</div> <div>4. Teacher writes down all the answers of the pupils on the board.</div>	<div>→</div> <div>→</div>	IW	D		12	
20 min.	<div>1. Teacher hands out worksheets with questions and divides pupils into groups of three.</div> <div>2. The task is to react to the questions in their worksheets and answer in short all the questions by all the group members. The topic of the questions is the way we express feelings.</div> <div>3. Teacher checks the work on the task.</div> <div>4. Pupils choose a speaker for each group.</div> <div>5. Each group supplies their answer to different question. Other pupils answer the questions that have not been dealt with.</div>	<div>→</div> <div>↔</div> <div>→</div>	<div>G W</div>	D		11	
Lesson aims:		<div>→ To understand the main points of conversation on a common topic among the adults of the family.</div> <div>→ To be able to use phrases and simple sentences in order to express the feelings (feeling tired, sick, ill, etc)</div> <div>→ To be able to answer questions concerning one’s own family members.</div> <div>→ To be able to answer questions on how he/she feels.</div>					

Number of sample lesson 2		Topic of LP Children´s father (E šavourenko dad.)				Duration: 45 min.	
Time (min)	Structure of lesson	JS	S F	ELP	Materials/ Resources	Att	
25 min.	<ol style="list-style-type: none"><li>Teacher briefly introduces the recording: Mr Lakatoš is a father of eight. He is rather absent minded and does not remember when exactly his children were born. He always has to think hard.</li><li>First listening: the task is to catch the names of the children.</li><li>Checking in class.</li><li>Teacher hands out the worksheets. Second/third listening: pupils have to complete the text.</li><li>Checking in class, reading in class (in chorus).</li><li>Teacher divides pupils into pairs.</li><li>Pupils speak to each other and find out how old they are.</li><li>Teacher checks the work on the task .</li><li>Teacher writes the correct solution on the board.</li></ol>		IW P W	D	pencils	6	
20 min.	<ol style="list-style-type: none"><li>Teacher hands out worksheets with the text of a letter describing the family of a boy.</li><li>The task is to answer the letter in which they are asked to describe their own family.</li><li>Teacher places a large sheet of paper in the classroom.</li><li>Together they guess the author of the answer and the name written by the teacher on the card.</li><li>Pupils use Blue tac to attach their answers to the poster</li></ol>		IW	D	large sheet of paper, Blue tac, colour felt tip pens, cards	15	
Lesson aims :		<ul style="list-style-type: none"><li>→ To understand parts of conversation among their adult family members.</li><li>→ To be able to read and understand very short and simple texts with a high frequency of familiar words about Romany children and life in a Romany family and community.</li><li>→ To be able to answer the questions concerning one´s own family members</li><li>→ To be able to write short simple texts describing his/her family members.</li></ul>					


## ACTIVITIES

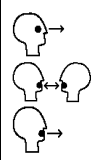
Classroom activity Nr: 1		Title of CA: <i>Má andej berš sam - II.</i> (Sub)theme: <i>I and My Family</i>							
Time	Description of activity				Skill	SF	EJP	Materials/ Resources	Att.
10 min.	1. Teacher briefly introduces the topic and writes questions on the board. 2. First/second listening: the task is to answer the first two questions. 3. Checking in class, reading in class (in chorus). 4. Third/fourth listening: the task is to answer the three remaining questions. 5. Checking in class, reading in class (in chorus).					IW	D	CD player, board, colour chalks	1 16
Activity aim:		→ He/she understands the main points of conversation on a common topic among the adults of the family.							

Classroom activity Nr 2		Title of CA : <i>Má andej berš sam - I.</i> (Sub)theme: <i>I and My Family</i>						
Time	Description of activity			Skill	SF	EJP	Materials/ Resources	Att.
15 min.	1. Teacher briefly introduces the recording and hands out worksheets containing mistakes in the text. 2. First/second listening: the task is to compare the text of the worksheet with the recording and write down the differences. 3. Checking in class, reading in class (in chorus). 4. Teacher divides pupils into pairs 5. The task is to practise the revised dialogue and pay attention to the correct pronunciation, intonation and rhythm. 10 Teacher checks the work on the task.				IW PW	D	CD player, pencils	2 16




<b>Activity aim :</b>	→ He/she understands the main points of conversation on a common topic among the adults of the family.
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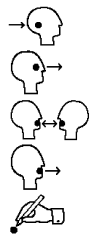
Classroom activity Nr 3		Title of CA : <i>Má andej berš sam - I.</i> (Sub)theme: <i>I and My Family</i> .								
Time	Description of activity					Skill	SF	EJP	Materials/ Resources	Att.
15 min.	<ol style="list-style-type: none"><li>1. Teacher briefly introduces the recording,</li><li>2. First listening: the task is to find out the names of the women from the recording.</li><li>3. Checking in class.</li><li>4. Teacher hands out the worksheets with the text of the dialogue and a set of statements</li><li>5. Second/third/fourth listening (if necessary): the task is to find out if the statements are true.</li><li>6. Pupils exchange their worksheets and check.</li><li>7. Checking in class: final listening.</li></ol>						IW	D	CD player, pencils	3 16
Activity aim		→ He/she understands the main points of conversation on a common topic among the adults of the family.								

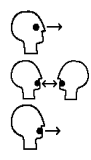
Classroom activity Nr 4		Title of CA: <i>So chan e rom detehára?</i> (Sub)theme: <i>I and My Family</i>					
Time	Description of activity	Skill	SF	EJP	Materials/ Resources	Att.	
15 min.	<div>1. Teacher hands out the worksheets with a short story with the topic of breakfast and pictures of foodstuffs.</div> <div>2. The task is to imagine they lay the table and decide who is going to eat what.</div> <div>3. Checking in class.</div> <div>4. Teacher divides pupils into pairs</div> <div>5. Pupils talk to each other and find out what the members of the family have had for breakfast.</div>		IW PW	D	pencils	4	

	6. In pairs, the pupils change the text of the dialogue so that they speak about themselves. 7. Presentation of the dialogue in class .					
<b>Activity aim</b>	→ He/she is able to read and understand very short and simple texts with a high frequency of familiar words such as fairy tales, or stories about Romani children and life in a Romani family and community.					

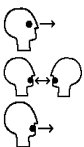
Classroom activity Nr 5		<b>Title of CA: <i>I rejteška.</i></b> <b>(Sub)theme: <i>I and My Family</i></b>				
<b>Time</b>	<b>Description of activity</b>	<b>Skill</b>	<b>SF</b>	<b>EJP</b>	<b>Materials/ Resources</b>	<b>Att.</b>
10 min.	1. Teacher hands out the worksheets with the recipe for a cake. Pupils do not know which and how many ingredients they will need to make an apple strudel. 2. Their task is to complement the recipe and change the order of the instructions according to the pictures. 3. Checking in class. Pupils exchange their worksheets and check. They read aloud the missing information.		IW	D	pencils	5
<b>Activity aim</b>	→ He/she is able to read and understand very short and simple texts with a high frequency of familiar words such as fairy tales, or stories about Romani children and life in a Romani family and community.					

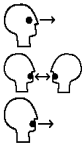
Classroom activity Nr 6		<b>Title of CA: <i>E šavoura</i></b> <b>(Sub)theme: <i>I and My Family</i></b>				
<b>Time</b>	<b>Description of activity</b>	<b>Skill</b>	<b>SF</b>	<b>EJP</b>	<b>Materials/ Resources</b>	<b>Att.</b>
25			IW	D	Att No.	6


min.	<ol style="list-style-type: none"> <li>Teacher briefly introduces the recording: Mr Lakatoš is a father of eight. He is rather absent minded and does not remember when exactly his children were born. He always has to think hard.</li> <li>First listening: the task is to catch the names of the children.</li> <li>Checking in class.</li> <li>Teacher hands out the worksheets. Second/third listening: pupils have to complete the text.</li> <li>Checking in class, reading in class (in chorus).</li> <li>Teacher divides pupils into pairs.</li> <li>Pupils speak to each other and find out how old they are.</li> <li>Teacher checks the work on the task .</li> <li>Teacher writes the correct solution on the board.</li> </ol>		PW		6, pencils, CD player	
<b>Activity aim</b>	→ He/she is able to read and understand very short and simple texts with a high frequency of familiar words such as fairy tales, or stories about Romani children and life in a Romani family and community.					

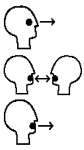
Classroom activity Nr 7		<b>Title of CA: Pala kas sal?</b> <b>(Sub)theme: I and My Family</b>				
Time	Description of activity	Skill	SF	EJP	Materials/ Resources	Att.
15 min.	<ol style="list-style-type: none"> <li>Teacher divides pupils into pairs .</li> <li>Pupils' task is to find out through the dialogue who from their family they take after. (Their hair, eyes, smile, teeth, etc.)</li> <li>Teacher writes key phrases/words of the topic on the board.</li> <li>Presentation of some dialogues in class .</li> </ol>		PW	D	Att No. 7, board, colour chalks	7
<b>Activity aim</b>	→ He/she is able to answer with certainty common questions concerning his/her name, age, number of siblings etc.					



Classroom activity Nr 8	<b>Title of CA: Muro nípo.</b> <b>(Sub)theme: I and My Family</b>
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<b>Time</b>	<b>Description of activity</b>	<b>Skill</b>	<b>SF</b>	<b>EJP</b>	<b>Materials/ Resources</b>	<b>Att.</b>
20 min.	<ol style="list-style-type: none"> <li>1. Teacher hands out blank sheets of paper.</li> <li>2. The task is to set up their family tree or update the existing one.</li> <li>3. Teacher divides pupils into pairs</li> <li>4. In dialogues, pupils find out the basic information concerning names, age, number of siblings, appearance, family status.</li> <li>5. Brainstorming the topic of family, dividing it under headings , criteria of which are suggested by pupils.</li> <li>6. Presentation of some dialogues in class</li> </ol>		IW PW	D	blank paper, colour felt tip pens, pencils	
<b>Activity aim</b>		→ He/she is able to answer with certainty common questions concerning his/her name, age, number of siblings etc				

<b>Classroom activity Nr 9</b>		<b>Title of CA: <i>Sar žan pala jejkhávres?</i> (Sub)theme: <i>I and My Family</i></b>				
<b>Time</b>	<b>Description of activity</b>	<b>Skill</b>	<b>SF</b>	<b>EJP</b>	<b>Materials/ Resources</b>	<b>Att.</b>
20 min.	<ol style="list-style-type: none"> <li>1. Teacher hands out the worksheets with the description of a family.</li> <li>2. Pupils work together to find out in which order the siblings are according to their age and height.</li> <li>3. Checking in class, reading in class (in chorus).</li> <li>4. Teacher divides the pupils into pairs and hands out the cards with the pictures of people from the text.</li> <li>5. In dialogues, pupils find out if the concrete person from the card is higher, smaller, older or younger than another person in the card.</li> <li>6. Presentation of some dialogues in class.</li> </ol>		IW PW	D	Att No. 9, cards	9
<b>Activity aim</b>		→ He/she is able to answer with certainty common questions concerning his/her name, age, number of siblings etc				


Classroom activity Nr 10		Title of CA: <i>So keren taj sar-i lenge?</i> Sub)theme: <i>I and My Family</i>				
Time	Description of activity	Skill	SF	EJP	Materials/ Resources	AttSkill
15 min.	1. Teacher hands out the worksheets with two pictures/photographs. 2. The task is to describe and compare what the people in the two pictures/photographs do and then say if they themselves have ever been in similar situations..The pupils also say how the people from the cards feel and where they are. 3. Brainstorming the topic of feelings. 4. Presentation of some dialogues in class .		IW	D		10
<b>Activity aim</b>		→ He/she is able to use phrases and simple sentences in order to express his/her feelings (feeling tired, sick, ill, etc)				


Classroom activity Nr 11		Title of CA: <i>Phen!</i> (Sub)theme: <i>I and My Family</i>				
Time	Description of activity	Skill	SF	EJP	Materials/ Resources	Att.
20 min.	6. Teacher hands out worksheets with questions and divides pupils into the groups of three. 7. The task is to react to the questions in their worksheets and answer in short all the questions by all the group members. The topic of the questions is the way we express feelings. 8. Teacher checks the work on the task. 9. Pupils choose a speaker for each group. 10. Each group supplies their answer to different questions. Other pupils answer the questions that have not been dealt with. 11.		GW	D		11
<b>Activity aim</b>		→ He/she is able to use phrases and simple sentences in order to express his/her feelings (feeling tired, sick, ill, etc)				

Classroom activity Nr 12		Title of CA: So les sáma? (Sub)theme: I and My Family							
Time	Description of activity				Skill	SF	EJP	Materia Is/ Resour ces	Att.
15 min.	5. Brainstorming the topic of feelings. 6. Teacher hands out worksheets with pictures which depict common human feelings. 7. The task is to interpret verbally the facial expressions, 8. Teacher writes down all the answers of the pupils on the board.				 	IW	D		12
Activity aim		→ He/she is able to use phrases and simple sentences in order to express his/her feelings (feeling tired, sick, ill, etc)							

Classroom activity Nr 13		Title of CA: <i>Muro nípo.</i> (Sub)theme: <i>I and My Family</i>					
Time	Description of activity	Skill	SF	EJP	Materials/ Resources	Att.	
20 min.	<div>1. Teacher introduces a model situation: There is a competition in literature in Romani with the topic My Family.</div> <div>2. The task is to describe one's family in a written text of minimally 10 lines.</div> <div>3. Teacher checks the work on the task.</div> <div>4. Pupils present their work in class.</div> <div>5. Teacher announces the winner.</div>	<div></div> <div></div>	IW	D	blank paper, pencils		
Activity aim		→ He/she is able to write short simple texts describing his/her family.					

Classroom activity Nr 14		<i>Title of CA: Dúj trín vorbi pa muro nípo.</i> Sub)theme: <i>I and My Family</i>					
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<b>Time</b>	<b>Description of activity</b>	<b>Skill</b>	<b>SF</b>	<b>EJP</b>	<b>Materials/ Resources</b>	<b>Att.</b>
15 min.	<ol style="list-style-type: none"> <li>1. Teacher hands out worksheets with key vocabulary of the topic Family.</li> <li>2. The task is to use the key words and write a simple text describing one's own family. Pupils work against time.</li> <li>3. Teacher collects the texts, checks and returns them to the pupils.</li> </ol>		IW	D	blank paper, pencils	14
<b>Activity aim</b>		→ He/she is able to write short simple texts describing his/her family				

<b>Classroom activity Nr 15</b>		<b>Title of CA: O lil.</b> <b>Sub)theme: I and My Family</b>				
<b>Time</b>	<b>Description of activity</b>	<b>Skill</b>	<b>SF</b>	<b>EJP</b>	<b>Materials/ Resources</b>	<b>Att.</b>
20 min.	<ol style="list-style-type: none"> <li>6. Teacher hands out worksheets with the text of a letter describing the family of a boy.</li> <li>7. The task is to answer the letter in which they are asked to describe their own family.</li> <li>8. Teacher places a large sheet of paper in the classroom.</li> <li>9. Pupils use Bleu tac to attach their answers to the poster.</li> <li>10. Together they guess the author of the answer and the name written by the teacher on the card.</li> </ol>		IW	D	large sheet of paper, Blue tac, colour felt tip pens, cards	15
<b>Activity aim</b>		→ He/she is able to write short simple texts describing his/her family				