



PREPARATION TEMPLATE




Country: CZ / Unit No.: __6__

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): At school
Included Sub-themes: 1. Rómské zrcadlo. (<i>Románi glinda.</i>) 2. Webové stránky (<i>I prezentácija po internetu.</i>)
Connected main themes in the CFR:

Working with the CFR – Learning objectives:		
Skill:	Relevant descriptors in the CFR's language grid & "I can" statements:	Pages:
	Can understand at a general level topics dealt with in the class when they are introduced and explained clearly. I can understand some of the information about a topic we are learning.	53 55
	Can read and understand texts about school that use a high frequency of words already familiar or recently learnt. I can read about things we are studying in class when I have learnt the words in advance.	53 55

	Can describe to parents, at a simple level, events or situations that occurred in school. I can talk to another pupil about an activity in class.	54 55
	Can use a series of phrases and sentences to describe what he/she watches on television, how he/she likes to do homework after school, and what he/she does at home. I can talk about a television programme or film that I have seen. I can describe the things that I do at home.	54 55
	Can write very short texts describing the classroom or other pupils in the class. I can write a short essay about my school, the classroom or what I am doing in class.	55 55

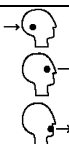
Working with the ELP:		
Which part (s) of the ELP will be used?		Pages:
Language passport:		
Language biography:	Relevant descriptors	
Dossier:	All material created during the activities	

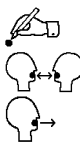
MAIN VOCABULARY in this unit :			
Active:			
Romani: anglunes ášol bajo [os] barim dopašaraťako fontošo [i] Indija [a] kidel opre	English: first stay, stop problem at least at midnight important India collect	Romani: legenda [a] lel ánde [l-] merel [múl-] mindejfejlék phad'ol puráno [e] them [es] víleto [os]	English: legend receive die wherever break old country, abroad trip

Romani: musaj sas te žal-tar šunen mišto, so phenou tumenge		Česky: he had to leave this world and now concentrate	
Passive:			
Romani: akárká anakelej anel ánde asavel Bogo [os] dentij dotazníko [os] glinda [a] Grófo [os] Jivo [os] Karola [a]	English: wherever once introduce make laugh (male name) solve, deal with questionnaire mirror (male name) (male name) (female name)	Romani: khelimo [as] khiňol kraj [es] legenda ando puranimo [a] lejtra [a] lel pe opre [l-] Pinura [a] puranimo [as] šol khetáne [šut-] veluj	English: game, play get tired king legends about the origin ladder set off/out (female name) age compose packm wrap
Romani: te avel vi tivo vi ágor		English: so that it would make sense	

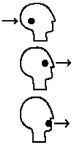
MAIN GRAMMAR in this unit:	
Active:	Passive:
Futurum Genitive with names	Subjunctive after futurum

SAMPLE LESSON PLANS

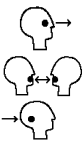
Number of sample lesson 1		Topic of LP Romani mirror. (Románi glinda.)				Duration 45 min.	
Time (min)	Structure of lesson		JS	S F	EJP	Materials/ Resources	Att.
45 min.	<ol style="list-style-type: none">Teacher introduces the term <i>legend</i> and with the pupils defines what is and what is not a legend.Teacher briefly introduces the recording and hands out the worksheets with a Romani legend- <i>Le Rromengi glinda</i> by Margita Reiznerova.First/second listening: the task is to focus on the meaning of the text.Checking in class.Third/fourth listening: the task is to write down the expressions the pupils do not understand.Checking in class : Teacher with the pupils work on the more difficult vocabulary.Teacher hands out the second part of the worksheet with the visual story of the legend without the captions.The task is to retell the Romani legend in a short way.Checking in class: Pupils retell the legend one by one. They can add the details to their classmates' versions.Teacher asks the pupils to think of a possible continuation of the legend.Pupils discuss it in their majority language.Teacher places a large sheet of paper in the classroom and asks the pupils to write their suggestions onto the poster.Reading in class (in chorus).Teacher tells the pupils to wait until the next lesson to hear the next part of the legend.			IW	D	CD player, colour felt tip pens, large sheet of paper, Blue tac	1 2 15
Lesson aims		<ul style="list-style-type: none">→ To understand the content of a Romani legend.→ To be able to read a text about Romani legend.→ To retell a Romani legend in a short way.→ To motivate pupils to look forward to school.					


Number of sample lesson 2		Topic of LP Web pages (I prezentacija po internetu.)				Duration 45 min.	
Time (min)	Structure of lesson	JS	S F	EJP	Materials/ Resources	Att.	
45 min.	<ol style="list-style-type: none">Teacher introduces a model situation: the head of our school has asked us to take part in creating web pages of our school. Our task is to describe our classroom and each pupil. At first, it is necessary to make a decision which of you is going to describe the classmates and which the classroom.Pupils divide into groups: one deals with the description of the classmates, the other with the classroom.Teacher discusses the task with the pupils. They formulate and specify the questions they will have to deal with as a group or individually. They must specify a final result, and who is responsible for which task and who does what and how.(for example the pupils search for information, collect the material, link visuals and text, use photographs and make interviews,) The pupils must be assured that at any phase of the project they are offered advice and also help in methodology.Teacher places the finalized plan as a poster in the classroom.Teacher announces the deadline for the project. /The pupils should have at least 14 days to work on it). They are also asked to prepare its presentation including the feedback of how they worked on the project.		G W	D	large sheet of paper, colour felt tip pens, computer, Internet, photographs of pupils, camera		
Lesson aims		<ul style="list-style-type: none">→ To support organizational skills (planning, organizing, checking and evaluating one's own work.)→ To support the skills related to co-operation and application.→ To develop creative skills.→ To involve pupils into making school web pages→ To be able to write a very short description of a classroom or one's classmates.					

ACTIVITIES

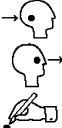
Classroom activity Nr: 1		Title of CA: <i>Le Romengi glinda - I.</i> (Sub)theme: <i>At school</i>				
Time	Description of activity	Skill	SF	EJP	Mat. / Res	Att.
45 min.	<ol style="list-style-type: none"> Teacher introduces the term <i>legend</i> and with the pupils defines what is and what is not a legend. Teacher briefly introduces the recording and hands out the worksheets with a Romani legend- <i>Le Rromengi glinda</i> by Margita Reiznerova. First/second listening: the task is to focus on the meaning of the text. Checking in class. Third/fourth listening: the task is to write down the expressions the pupils do not understand. Checking in class : Teacher with the pupils work on the more difficult vocabulary. Teacher hands out the second part of the worksheet with the visual story of the legend without the captions. The task is to shortly retell the Romani legend. Checking in class: Pupils retell the legend one by one. They can add the details to their classmates' versions. Teacher asks the pupils to think of a possible continuation of the legend. Pupils discuss it in their majority language. Teacher places a large sheet of paper in the classroom and asks the pupils to write their suggestions onto the poster. Reading in class (in chorus). Teacher tells the pupils to wait until the next lesson to hear the next part of the legend. 		IW	D	CD player, colour felt tip pens, large sheet of paper, Blue tac	1, 2, 15
Lesson aim		→ He/she is able to have a general understanding of a subject matter if it is delivered and explained in an accessible way by a teacher.				


Classroom activity Nr: 2		Title of CA: <i>Le Rromengi glinda - II.</i> (Sub)theme: <i>At school</i>				
Time	Description of activity	Skill	SF	EJP	Mat. / Res	Att.


20 min.	<ol style="list-style-type: none"> 1. Teacher asks the pupils if they know any Romani legend. 2. Pupils talk freely and give examples. 3. Teacher hands out the worksheets with the visual story of the legend. 4. First/second listening: the task is to underline unknown expressions. 5. Checking in class : Teacher with pupils explains the more difficult vocabulary. 6. Teacher hands out the second part of the worksheet cut out into paragraphs. 7. Teacher checks the work. 8. The task is to sequence the order of the paragraphs according to the recording. 9. Checking in class The pupils exchange their work and check. Final listening. 		IW	D	CD player, scissors ,colour felt tip pens	3 4 15
Lesson aim	→ He/she is able to have a general understanding of a subject matter if it is delivered and explained in an accessible way by a teacher.					

Classroom activity Nr: 3		Title of CA: <i>O Bogo taj o Jivo</i> (Sub)theme: <i>At school</i>				
Time	Description of activity	Skill	SF	EJP	Mat. / Res	Att.
30 min.	<ol style="list-style-type: none"> 1. Teacher and pupils discuss the importance of legends in history in general and the importance of the knowledge of Romani history, including legends, for the Roma. 2. Teacher asks the pupils to try to find out a Romani legend for the next lesson from their families or other sources available and write it down. Later they will all be given the Book containing all their work . 3. Teacher briefly introduces the recording and hands out the worksheets with the incomplete text (legend of two families by Peter Stojka) . 4. The task is to complete, on the basis of the recording, the missing expressions into the text. 5. Checking in class : The pupils exchange their work and check Pupils read out the complete sentences. 		IW	D	CD player, pencils	5 6
Lesson aim	→ He/she is able to have a general understanding of a subject matter if it is delivered and explained in an accessible way by a teacher.					


Classroom activity Nr: 4		Title of CA: <i>Andi škola.</i> (Sub)theme: <i>At school</i>				
Time	Description of activity	Skill	SF	EJP	Mat. /	Att.



					Res	
10 min.	<ol style="list-style-type: none"> 1. Teacher briefly introduces the recording 2. First/second listening: the task is to find out what they have learned at school today. 3. Checking in class . 4. Teacher hands out the cut out sentences from the worksheets. Third/fourth listening: The task is to sequence the sentences according to the recording. 5. Checking in class : Reading in class (in chorus)., final listening. 		IW	D	CD player, pencils, scissors	7 8
Lesson aim		→ He/she is able to read texts about school with a high frequency of vocabulary he/she already knows or has learned recently and understand them.				

Classroom activity Nr: 5		Title of CA: <i>Kon-i o Július Lakatoš?</i> (pod)Téma: 6. Ve škole				
Time	Description of activity	Skill	SF	EJP	Mat. / Res	Att.
5 min.	<ol style="list-style-type: none"> 1. Teacher hands out the worksheets with a few portraits of the Romani people including ministories. 2. The task is to find out who is Julius Lakatos. 3. Checking in class : Pupils say in which picture is Julius Lakatos. 		IW	D		9
Lesson aim		→ He/she is able to read texts about school with a high frequency of vocabulary he/she already knows or has learned recently and understand them .				

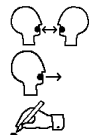
Classroom activity Nr: 6		Title of CA: <i>O domino.</i> (Sub)theme: <i>At school</i>				
Time	Description of activity	Skill	SF	EJP	Mat. / Res	Att.
15 min.	<ol style="list-style-type: none"> 1. Teacher hands out a set of cards ina shape of an oblong that are divided into two fields and divides the pupils into groups. 2. The task is to match the sentences according to their meaning and correct grammar.. (for example: Wheredo you live? 3. The groups check the correct versions of the sentence chains. 		GW, IW	D		10


Lesson aim	→ He/she is able to read texts about school with a high frequency of vocabulary he/she already knows or has learned recently and understand them .
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Classroom activity Nr: 7		Title of CA: <i>E sap taj e lejtri.</i> (Sub)theme: <i>At school</i>				
Time	Description of activity	Skill	SF	EJP	Mat. / Res	Att.
20 min.	<ol style="list-style-type: none"> 1. Teacher distributes empty paper cards and asks the pupils to write on each of the cards a question. Teachers takes back the cards from teh pupils and mixes them 2. Teacher divides the pupils into groups and hands out a package fo cards and the playing sheet. 3. The class discusses the rule of teh game the teacher explains to them. Then the pupils play the game. 4. Teacher checks the work 		GW	D	Dice, cards	11
Lesson aim	→ He/she is able to describe an event or situation from a school environment in a simple way.					

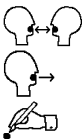
Classroom activity Nr: 8		Title of CA: : <i>Andi škola.</i> (Sub)theme: <i>At school</i>				
Time	Description of activity	Skill	SF	EJP	Mat. / Res	Att.
20 min.	<ol style="list-style-type: none"> 1. Teacher divides the pupils into pairs and hands out the workshets with the topics for dialogues. 2. The task is to choose the topic and describe in a simple dialogue an event or situation that happened at school. 3. Teacher checks the work . If asked, he/she gives help in methodology. 4. Presentation of the dialogues in class . 	 	PW	D		12
Lesson aim	→ He/she is able to describe an event or situation from a school environment in a simple way.					


Classroom activity Nr: 9		Title of CA: : <i>Žasa po vīleto.</i> (Sub)theme: <i>At school</i>				
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<i>Time</i>	<i>Description of activity</i>	<i>Skill</i>	<i>SF</i>	<i>EJP</i>	<i>Mat. / Res</i>	<i>Att.</i>
20 min.	<ol style="list-style-type: none"> Teacher introduces a model situation: Class 7B is going for a school trip to the Beskydy Mountains. The teacher asks a pupil XY to find out which pupils will go or not go and why and what they should take with them,... Teacher divides the pupils into pairs and hands out the worksheets with an incomplete table. The task is to complete the information in the table. One pupil has the information, the other fills in the table. Later, they exchange their roles. Teacher checks their work. If asked, he/she gives help in methodology. Presentation of the dialogues in class 		PW	D		13
Lesson aim		→ He/she is able to describe an event or situation from a school environment in a simple way.				


Classroom activity Nr: 10		Title of CA: : <i>E kárt'i</i> (Sub)theme: <i>At school</i>				
<i>Time</i>	<i>Description of activity</i>	<i>Skill</i>	<i>SF</i>	<i>EJP</i>	<i>Mat. / Res</i>	<i>Att.</i>
15 min.	<ol style="list-style-type: none"> Each pupil makes a few pairs of cards on which he/she draws/sticks pictures of a TV programme he/she likes to watch or what he/she does after coming home from school. Teacher collects the cards, shuffles them and divides the pupils into groups The groups place the cards face down on their desks. The pupils turn the cards one by one and describe what the person is watching on TV, or what he/she does after coming home from school. Teacher checks the work. If asked, he/she gives help in methodology. 		IW	D	cards, crayons, colour felt tip pens, magazines, glue	
Lesson aim		→ He/she is able to use a set of phrases and sentences to describe what he/she likes to watch on TV, how he/she does homework and what he/she does after coming home from school.				

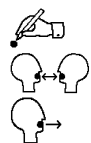
Classroom activity Nr: 11		Title of CA: <i>O dotazníko.</i> (Sub)theme: <i>At school</i>				
<i>Time</i>	<i>Description of activity</i>	<i>Skill</i>	<i>SF</i>	<i>EJP</i>	<i>Mat. /</i>	<i>Att.</i>



					Res	
25 min.	<ol style="list-style-type: none"> Teacher hands out blank paper.. The task is to make a questionnaire with the names of classmates and find out which TV programmes they watch, if they do their homework alone or with parents/friends/siblings and what he/she does after coming home from school. Each pupil thinks out one more question related to school. The questions are written down. Teacher checks the work. If asked, he/she gives help in methodology. Pupils mingle, ask and answer. When the teacher claps his/her hands, they return to their seats.. Evaluation of the questionnaires. Presentation in class . 		IW	D	blank paper, pencils, colour felt tip pens	
Lesson aim		→ He/she is able to use a set of phrases and sentences to describe what he/she likes to watch on TV, how he/she does homework and what he/she does after coming home from school.				

Classroom activity Nr: 12		Title of CA: <i>Ko so kere! taj pe sos dikhen?</i> (Sub)theme: <i>At school</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 a picture of a cross section of a large house and film projection rooms and divides the pupils into pairs. The task is to describe to each other what concrete persons in the first picture do when they come home or which film genre in the second picture people are watching in the cinema. The second pupil has to guess which picture is being described. Teacher checks the work in groups. If asked, he/she gives help in methodology. Presentation of the conversation results in class and looking for the descriptions of activities of people or events. 		PW	D		14 16
Lesson aim		→ He/she is able to use a set of phrases and sentences to describe what he/she likes to watch on TV, how he/she does homework and what he/she does after coming home from school.				

Classroom activity Nr: 13		Title of CA: <i>I si'arimaski soba taj e si'arde. - I.</i> (Sub)theme: <i>At school</i>				
Time	Description of activity	Skill	SF	EJP	Mat. / Res	Att.

15 min.	<ol style="list-style-type: none"> Before the lesson, teacher prepares cards with the names of pupils and puts them into a basket. Pupils' task is to pick one card and describe the pupil whose name is on it. Teacher hands out blank cards. The pupils have to describe a concrete pupil. Teacher attaches a large sheet of paper in the classroom and checks the work. If asked, he/she gives help in methodology. Teacher collects the cards with the descriptions and places them on the poster with a Blue tac. The pupils' task is to read the cards and match them with the names of their classmates. 		IW	D	cards, colour felt tip pens, large sheet of paper, Blue tac	
Lesson aim	→ He/she is able to write a very short description of a classroom or his/her classmates					

Classroom activity Nr: 14		Title of CA: <i>I prezentacija po internetu.</i> (Sub)theme: <i>At school</i>				
Time	Description of activity	Skill	SF	EJP	Mat. / Res	Att.
45 min.	<ol style="list-style-type: none"> Teacher introduces a model situation: the head of our school has asked us to take part in creating web pages for our school. Our task is to describe our classroom and each pupil. At first, it is necessary to make a decision which of you is going to describe the classmates and which the classroom. Pupils divide into groups: one deals with the description of the classmates, the other with the classroom. Teacher discusses the task with the pupils. They formulate and specify the questions they will have to deal with as a group or individually. They must specify a final result, and who is responsible for which task and who does what and how. (for example the pupils search for information, collect the material, link visuals and text, use photographs and make interviews.) The pupils must be assured that at any phase of the project they are offered advice and also help in methodology. Teacher places the finalized plan as a poster in the classroom. Teacher gives the pupils the deadline for the project. (The pupils should have at least 14 days to work on it). They are also asked to prepare its presentation including the feedback of how they worked on the project. 		GW	D	large sheet of paper, colour felt tip pens, computer, Internet, photographs of pupils, camera	
Lesson aim	→ He/she is able to write a very short description of a classroom or his/her classmates					

Classroom activity Nr: 15		Title of CA: : <i>I siťárimaski soba taj e siťárde. - II.</i> (Sub)theme: <i>At school</i>				
Time	Description of activity	Skill	SF	EJP	Mat. / Res	Att.
30 min.	<ol style="list-style-type: none"> 1. Teacher divides the pupils into three groups. Each group receives a set of colour felt tip pens and a large sheet of paper. 2. The task is to decide in their groups if they describe a classroom or their classmates. They work against time. 3. Teacher collects the posters from the groups and places them in the classroom. 4. Teacher draws the order in which the groups do their presentations. 5. Presentation of the groups in class. All the pupils should take part in the presentation. 	 	GW	D	Colour felt tip pens, large sheet of paper, Blue tac	
Lesson aim:		→ He/she is able to write a very short description of a classroom or his/her classmates.				