




## PREPARATION TEMPLATE



Country: CZ / Unit No.: \_2\_\_

### QUALIROM

<b>Name of author OR Abbreviation:</b> Margita and 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> House/caravan and its activities
<b>Included Sub-themes:</b> 1. Co všechno dělají? (So sa keren?) 2. Dopis. (O lil.)
<b>Connected main themes in the CFR:</b>

<b>Working with the CFR – Learning objectives:</b>		
<b>Skill:</b>	<b>Relevant descriptors in the CFR's language grid &amp; "I can" statements:</b>	<b>Pages:</b>
	Can understand the main points of an account of daily activities when familiar words are used. I can understand a story about the daily activities of a child.	32 34
	Can read a simple text describing the activities or daily routines of a home. I can understand a story about the daily activities of a child.	32 34
	Can sustain a simple conversation with the teacher or another pupil about his/her daily routine	33

	and the daily activities of different family members. I can answer questions about what I do in my home. I can answer questions about what other people in my family do in our home.	34 34
	Can use a series of phrases or sentences to give an account of what he/she does in a typical day, did yesterday, does after school, etc. I can talk about what I usually do during the day. I can talk about what happens in my home in the morning and when I go home from school.	33 34 34
	Can write a short letter describing 'My day',, 'My home' or 'My family'. I can write a card or short letter describing my home. I can write a letter about what I do in my home.	34 34 34

<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> anda ašta  azír bušol cipij	<b>English:</b> between, among from moment, wait let me that's why be called shout	<b>Romani:</b> mind'ár mindík motora [a] muj [es] mulatšágo [os] nášel	<b>English:</b> immediatelly yet car face celebration run



čexicko [a] d'ili [a] d'ivadlo [os] feder gajži [a]  ingrel [ingerd-] ká khejre khelel khetáne khote kiravel kísno [a] kñihovna [a] koñha [a] korkouri [a] kurke lel unžule [l-] lujine luma [a] makhel ávri marcine	Czech song theatre rather non Romany woman (waitress, shop assistant, neighbour) carry, take, bring that's why at home, home dance together there cook ready library kitchen alone on Sunday borrow on Monday world paint on Tuesday, in March	pa kodo palpále paraštune pát'iv [a] perát'a perel [pejl-] phušel pinžárel rát'i savatone siťárel tetrád'ine texan [es] trínésobengo [e] uñivar uravel ušťel [ušťil-] variso [varisos-] žal-tar [gejl-] žal-tar amenge [gejl-] žamutro [es] ži žojine žutij	for that, about that back on Friday respect, feast evening fall ask know at night on Saturday he/she teaches on Wednesday food three year old sometimes dress he/she gets up something leave, go away stay son-in-law up to, till on Thursday he/she helps
<b>Passive:</b>			
<b>Romani:</b> barárel báro ráj, bári ráji [e es, e a] čoro [e] fojouvo [os] gindo pe (pe) háburúvo [os] igen karink	<b>English:</b> bring up, keep important man, woman  poor, bad stream, brook remember war very which way, this way	<b>Romani:</b> majnem paťárel phabajesko [e] phírel ávri pihenij Plzňa [a] ráj [es] ráji [a]	<b>English:</b> at least change nappies from apples graduate have a rest Pilsen man, office worker woman, office worker get dark,

kerel andá pe khátar khoutar kiňeškedi kirajimo [as] kopáči [es]	change clothes around here around there caress cooking tree	ráťol rendeletto [os] rešno [a] vašálij xuťel opre [xuťild-]	order lazy do the shopping jump up
<b>Romani:</b> gindosajlas kamlalas te pasolindoun		<b>English:</b> he thought would you like to they would come in handy	


<b>Hlavní mluvnické jevy: (téma č. 2)</b>	
<b>Aktivní:</b>	<b>Pasivní:</b>
Personal pronouns: locative instrumental Verb class -in	Sentences with <i>te</i> and <i>ká</i> Demonstratives: oblique, nom. pl.


# SAMPLE LESSON PLANS

Number of sample lesson 1		Topic of LP What are they doing? (So sa keren?)				Duration 45 min	
Time (min)	Structure of lesson	JS	S F	ELP	Materials/ Resources	Att.	
15 min.	<div>1. Teacher briefly introduces the topic.</div> <div>2. First listening: the task is to write down all the people they hear in the recording.</div> <div>3. Checking in class.</div> <div>4. Teacher hands out the worksheets with an incomplete transcription of the recording. Second/third listening: the task is to complete the text in the worksheet.</div> <div>5. Pupils exchange the worksheets and check.</div> <div>6. Checking in class, final listening.</div>	<div></div>	IW	D	Att. No. 1, Recording 13, CD player, pencils	<div>1</div> <div>13</div>	
15 min.	<div>1. Teacher hands out the worksheets with a set of questions concerning the text.</div> <div>2. The task is to choose the correct answer (A, B, C).</div> <div>3. Pupils exchange their worksheets and check.</div> <div>4. Checking in class, reading in class (in chorus).</div>	<div></div>	IW	D	Att. No.4, pencils	<div>4</div>	
15 min.	<div>1. Teacher divides the pupils into pairs and hands out the worksheets with the daily routine of two girls.</div> <div>2. The task is to talk in pairs and find out what these girls do and when.</div> <div>3. Presentation of the dialogues in class. Each pair presents at least one day they choose.</div>	<div></div>	P W	D	Att. No. 8	<div>8</div>	
Lesson aims		<div>→ To understand the basic points when somebody speaks of everyday activities if he/she uses familiar words.</div> <div>→ To be able to read a simple text describing activites or daily routines in a household.</div> <div>→ To be able to have a simple conversation about the daily routines and activities of different family members.</div> <div>→ Be able to use sets of phrases or sentences in order to speak about activities of a workday, yesterday, after school, etc.</div>					

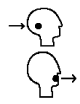
Number of sample lesson 2		Topic of LP Letter. (O lil.)				Duration 45 min.				
Time (min)	Structure of lesson					JS	S F	ELP	Materials/ Resources	Att.
45 min.	<div><div>1. Teacher presents a model situation: a school newspaper will focus its next edition on the contributions of pupils. The main topic will be <i>My day, my home</i>.</div><div>2. Brainstorming the topic of everyday activities of a person, his/her home, et.</div><div>3. Teacher hands out blank paper.</div><div>4. The task is to write a short newspaper contribution in a form of a letter: The topic is <i>My day, my home</i>.</div><div>5. Teacher places a large sheet of paper in the classroom.</div><div>6. Pupils attach their contributions onto the paper.</div><div>7. Reading in class (in chorus). Discussion on which three contributions are the most interesting.</div><div>8. Selection of the contributions for the school newspaper.</div></div>					<div></div> <div></div>	IW	D	blank paper, Blue tac, large sheet of paper, pencils	
Lesson aims		<div>→ To understand a story about someone’s everyday activities.</div> <div>→ To be able to read a simple text describing activities or daily routines of a household.</div> <div>→ To be able to write a short letter with the topic <i>My day, my home</i>..</div>								


## ACTIVITIES

Classroom activity Nr 1		Title of CA: <i>Korán detehára amende khejre - II.</i> (Sub)theme: <i>House/caravan and life in it</i>								
Time	Description of activity					Skill	SF	EJP	Mat. / Res.	Att.
15 min.	1. Teacher briefly introduces the topic. 2. First listening: the task is to write down all the people they hear in the recording. 3. Checking in class. 4. Teacher hands out the worksheets with an incomplete transcription of the recording. Second/third listening: the task is to complete the text in the worksheet. 5. Pupils exchange the worksheets and check. 6. Checking in class, final listening.						IW	D	CD player. pencils	1 13
Activity aim :		→ He/she understands the basic points when somebody speaks of everyday activities if he/she uses familiar words								


Classroom activity Nr 2		Title of CA: <i>Korán detehára amende khejre - I.</i> (Sub)theme: <i>House/caravan and life in it</i>					
Time	Description of activity	Skill	SF	EJP	Mat. / Res.	Att.	
20 min.	<ol style="list-style-type: none"><li>Teacher briefly introduces the topic.</li><li>First listening: the task is to write down all the people they hear in the recording.</li><li>Checking in class</li><li>Second/third listening: the task is to catch maximum names of activities from the recording.</li><li>Checking in class .</li><li>Teacher divides the pupils into groups of six and hands out the envelopes with role cards.</li><li>Each pupil draws his/her role from the envelope. Pupils mime the story they heard or respectively add some new details to the mime.</li><li>Brainstorming the topic of everyday activities in life of a person.</li><li>Presentation of groups in class . The other pupils try to guess the name of the new activity they have</li></ol>		IW  GW	D	pencils, envelopes, cards, CD player	2 13	


	played.					
<b>Activity aim</b>	→ He/she understands the basic points when somebody speaks of everyday activities if he/she uses familiar words					

Classroom activity Nr 3		Title of CA: <i>Korán detehára amende khejre - III.</i> (Sub)theme: <i>House/caravan and life in it</i>				
Time	Description of activity	Skill	SF	EJP	Mat. / Res.	Att.
15 min.	<ol style="list-style-type: none"> <li>Teacher briefly introduces the recording</li> <li>First/second listening: The task is to write down all the key words they do not know.</li> <li>Checking in class</li> <li>Third/fourth listening Teacher plays the recording in which all sentences are incomplete. The task is to repeat each sentence and complete them.</li> <li></li> </ol>		IW	D	exercise books, pencils, CD player	3 13
<b>Activity aim :</b>	→ He/she understands the basic points when somebody speaks of everyday activities if he/she uses familiar words					


Classroom activity Nr 4		Title of CA: <i>Sar mezij o d'ejs?</i> (Sub)theme: <i>House/caravan and life in it</i>				
Time	Description of activity	Skill	SF	EJP	Mat. / Res.	Att.
15 min.	<ol style="list-style-type: none"> <li>Teacher hands out the worksheets with a set of questions concerning the text.</li> <li>The task is to choose the correct answer (A, B, C).</li> <li>Pupils exchange their worksheets and check.</li> <li>Checking in class, reading in class (in chorus).</li> <li></li> </ol>		IW	D	pencils	4
<b>Activity aim</b>	→ He/she is able to read a simple text describing activities or the daily routine of a household					





Classroom activity Nr 5		Title of CA: <i>Šu e kárt'i pašaj vorbi.</i> (Sub)theme: <i>House/caravan and life in it</i>				
Time	Description of activity	Skill	SF	EJP	Mat. / Res.	Att.
10 min.	<ol style="list-style-type: none"> <li>Teacher hands out the worksheets with a description and the cards with household activities.</li> <li>The task is to match the cards and the text.</li> <li>Checking in class, reading in class (in chorus).</li> <li>Each pupil should read at least one sentence.</li> </ol>		IW	D		5
<b>Activity aim</b>		→ He/she is able to read a simple text describing activities or the daily routine of a household				


Classroom activity Nr 6		Title of CA: <i>O khandino taj i šej.</i> (Sub)theme: <i>House/caravan and life in it</i>				
Time	Description of activity	Skill	SF	EJP	Mat. / Res.	Att.
20 min.	<ol style="list-style-type: none"> <li>Teacher divides the pupils into groups and hands out different envelopes with incomplete related to household activities.</li> <li>The task is to complete sentences out of the cut out words. They work against time.</li> <li>Teacher claps his/her hands and the pupils form one large group.</li> <li>Their task is to work together and set up a complete text from the paragraphs, Then they stick it onto a large sheet of paper.</li> <li>Teacher places the poster in the classroom and divides the pupils into pairs.</li> <li>Their task is to make questions about the text.</li> <li>Teacher checks the work.</li> </ol>		GW PW	D	Worksh eet, glue Envelop es with words	6
<b>Activity aim</b>		→ He/she is able to read a simple text describing activities or the daily routine of a household.				

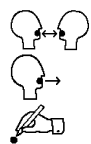
Classroom activity Nr 7		Title of CA: <i>So kerel i/o/e .....?</i> (Sub)theme: <i>House/caravan and life in it</i>				
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<i>Time</i>	<i>Description of activity</i>	<i>SkillJS</i>	<i>SF</i>	<i>EJP</i>	<i>Mat. / Res.</i>	<i>Att.</i>
20 min.	<ol style="list-style-type: none"> <li>1. Brainstorming the topic everyday activities of different family members.</li> <li>2. Teacher divides the pupils into pairs and hands out the worksheets with pictures of different activities of family members.</li> <li>3. Pupils work together to find out what different members of the family do during an ordinary day.</li> <li>4. Presentation of dialogues in class.</li> </ol>		IW PW	D	board, colour chalks	7
<b>Activity aim</b>		→ He/she is able to have a short conversation with a teacher or a classmate about his/her daily routine and the everyday activities of their family members				


Classroom activity Nr 8		Title of CA: <i>E dúj šeja</i> (Sub)theme: <i>House/caravan and life in it</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>
20 min.	<ol style="list-style-type: none"> <li>4. Teacher divides the pupils into pairs and hands out the worksheets with the daily routine of two girls.</li> <li>5. The task is to talk in pairs and find out what these girls do and when.</li> <li>6. Presentation of the dialogues in class. Each pair presents at least one day they choose.</li> </ol>		PW	D		8
<b>Activity aim</b>		→ He/she is able to have a short conversation with a teacher or a classmate about his/her daily routine and the everyday activities of their family members				

Classroom activity Nr 9		Title of CA: <i>E Rom</i> (Sub)theme: <i>House/caravan and life in it</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>
30 min.	<ol style="list-style-type: none"> <li>1. Teacher briefly introduces a model situation: A TV programme is being prepared and your task is to introduce one of the three personalities of your choice.- Ceija Stojka, Mamuko or</li> </ol>		GW PW	D		9



	<p>Helena Rafaelova.</p> <ol style="list-style-type: none"> <li>Teacher briefly presents the personalities and hands out the worksheets with incomplete set of questions.</li> <li>Pupils's task is to think what they would like to ask the personalities and complete the five missing questions according to the model. The questions relate to home and everyday activities.</li> <li>Teacher divides the pupils into groups.</li> <li>Their task is to discuss the questions and choose five final ones that are then put to one of the guests.</li> <li>Teacher claps his/her hands and the pupils return to their seats.</li> <li>Teacher divides the pupils into pairs.</li> <li>Their task is to choose the roles (a fictitious personality, moderator), talk and answer the ten questions.</li> <li>Presentation of dialogues in class</li> </ol>					
<b>Activity aim</b>	→ He/she is able to have a short conversation with a teacher or a classmate about his/her daily routine and the everyday activities of their family members.					



Classroom activity Nr 10		<b>Title of CA: So kérés .....?</b> <b>(Sub)theme: House/caravan and life in it</b>				
Time	Description of activity	Skill	SF	EJP	Mat. / Res.	Att.
20 min.	<ol style="list-style-type: none"> <li>Brainstorming the topic of everyday activities in the life of a man.</li> <li>Teacher hands out blank paper.</li> <li>The pupils' task is to add their everyday activities to the days of a week.</li> <li>Teacher divides the pupils into pairs.</li> <li>In their conversation the pupils should find out what they do in weekdays.</li> <li>Teacher checks their work.</li> </ol>		IW PW	D	blank paper, pencils	
<b>Activity aim :</b>	→ He/she is able to use a set of phrases or sentences to talk about what he/she does on a weekday, yesterday, after school, etc.					

Classroom activity Nr 11		Title of CA: <i>So keres .....? So kerdal ..... ?</i> (Sub)theme: <i>House/caravan and life in it</i>				
Time	Description of activity	SkillJS	SF	EJP	Mat. / Res.	Att.
10 min.	<ol style="list-style-type: none"> <li>Before the lesson, teacher prepares a set of cards. Each card has a question related to everyday activities and he/she puts the cards into a basket.</li> <li>Teacher asks the pupils to sit in a circle and places the basket into the middle.</li> <li>Teacher throws a paper ball to one of the pupils. They then continue throwing the paper ball.</li> <li>When a pupil catches it, he/she draws a question from the basket, reads it out and answers.</li> </ol>		IW	D	cards, colour felt tip pens, basket	11
<b>Activity aim</b>		→ He/she is able to use a set of phrases or sentences to talk about what he/she does on a weekday, yesterday, after school, etc.				



Classroom activity Nr 12		Title of CA: <i>O dotazníko.</i> (Sub)theme: <i>House/caravan and life in it</i>				
Time	Description of activity	Skill	SF	EJP	Mat. / Res.	Att.
20 min.	<ol style="list-style-type: none"> <li>Teacher hands out the worksheets with a questionnaire.</li> <li>Pupils' task is to think out two more questions related to everyday activities they would like to ask the classmates. They write the questions down. Teacher checks.</li> <li>Teacher writes key phrases/vocabulary on the board.</li> <li>Pupils move about the classroom, ask and write down the answers.</li> <li>Questionnaire feedback. Presentation in class</li> </ol>		IW	D	pencils, board, colour chalks	12
<b>Activity aim</b>		→ He/she is able to use a set of phrases or sentences to talk about what he/she does on a weekday, yesterday, after school, etc.				

Classroom activity Nr 13		Title of CA: <i>O lil - I.</i> (Sub)theme: <i>House/caravan and life in it</i>				
Time	Description of activity	Skill	SF	EJP	Mat. /	Att.

					<b>Res.</b>	
20 min.	9. Teacher presents a model situation: a school newspaper will focus its next edition on the contributions of pupils. The main topic will be <i>My day, my home</i> . 10. Brainstorming the topic of everyday activities of a person, his/her home, et. 11. Teacher hands out blank paper. 12. The task is to write a short newspaper contribution in a form of a letter: The topic is <i>My day, my home</i> . 13. Teacher places a large sheet of paper in the classroom. 14. Pupils attach their contributions onto the paper. 15. Reading in class (in chorus). Discussion on which three contributions are the most interesting. 16. Selection of three contributions for the school newspaper.	 	IW	D	blank paper, Blue tac, large sheet of paper, pencils	
<b>Activity aim</b>		→ He/she is able to write a short letter on My Day, My Home, or My Family.				

<b>Classroom activity Nr 14</b>		<b>Title of CA: O lil - II.</b> <b>(Sub)theme: House/caravan and life in it</b>				
<b>Time</b>	<b>Description of activity</b>	<b>Skill</b>	<b>SF</b>	<b>EJP</b>	<b>Mat. / Res.</b>	<b>Att.</b>
20 min.	1. Teacher hands out the writing paper. 2. The task is to write a short letter with a description of their day or of a day as they would like it to be. 3. Teacher collects the letters (without signatures) and puts them into a basket. He/she then asks the pupils to sit in a circle. 4. Each pupil draws one letter and reads it. The other guess the author.	 	IW	D	writing paper, basket, pencils	
<b>Activity aim</b>		→ He/she is able to write a short letter on My Day, My Home, or My Family.				

<b>Classroom activity Nr 15</b>		<b>Title of CA: O lil - III.</b> <b>(Sub)theme: House/caravan and life in it</b>				
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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"> <li>1. Brainstorming the topic of everyday activities in a life of a person, home. Pupils write key words into their exercise books.</li> <li>2. Teacher sets the homework of two topics: 1/ My Day,,2/ My Home.</li> <li>3. Pupils choose one of the topics and write the homework to be collected next lesson.</li> </ol>	 	IW	D	blank paper, pencils, board, colour chalks	
<b>Activity aim</b>	→ He/she is able to write a short letter on My Day, My Home, or My Family.					