


PREPARATION TEMPLATE




Country: CZ / Unit No.: __8__

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): Food and clothes
Included Sub-themes: 1. Fashion among the Roma (<i>Paj mouda andej Rom.</i>) 2. Bloomberg's plans in New York (<i>So kamel te kerel o mujálo anda New York o Bloomberg?</i>)
Connected main themes in the CFR: Festivals and celebrations

Working with the CFR – Learning objectives:		
Skill:	Relevant descriptors in the CFR's language grid & "I can" statements:	Pages:
	Can understand basic information about the advantages and disadvantages of particular foods (e.g. food that is good or bad for us. I can understand information about types of foods and which are good or bad for me.	63 65
	Can read and understand simple descriptions of food or clothing that occur in a story. I can read and understand when food or clothing is part of a story.	63 65

	Can ask and answer questions about Roma clothing and likes and dislikes in relation to clothes. I can ask and answer questions about favourite food and drinks. I can ask and answer questions about the clothes worn on particular occasions.	64 65 65
	Can use a series of phrases and sentences to describe the type of meal that he/she likes best. I can write a short description of my favourite meal.	64 65
	Can write a short text describing an event in which food plays a central role (e.g., a family, religious or ethnic celebration). I can write a short description of an event where I had a special meal.	65 65

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: ákhör [es] baxuja [a] bistrel [bisterd-] brile [neskl.] buborkengo [e] celeri [es]	English: nut stick forget glasses cucumber celery	Romani mangel maškar [es] mukel musáardo [e] nasul [a]	English: ask, beg, want. order spine leave bad, rotten evil, naughty (modal particle, can' t, isn t

čájol	eat, be full	nášťik	possible, mustn' t)
čaládo [os]	family		white
čišjol	slim	párno [e]	bracelet
dičol ávri	look like	pereco [os]	burn, shine
galbeno [i]	yellow	phabol	wear, carry
guglo páji [e es]	lemonade	phiravel	breathe, blow
horučka [a]	fever	phurdel	silver
ílij	suit	rupuno [e]	salmonellosis
ízivo [a]	tasty	salmonela [a]	cut, picked
karfijouno [os]	cauliflower	šingerdo [e]	pawn
kasna [a]	wardrobe	šol ánde [šut-]	swell
kher [a]	shoes	šuvjol (opre)	warmth
kočak [a]	button	tařimo [as]	vest
kouvlo [e]	weak	vesta [a]	blue
lánco [os]	chain	vineto [i]	short
loulo [e]	red	xurdo [e]	green
loulo ropaj [e es]	carrot	zeleno [i]	earrings
mámi [a]	granny	zlág [a]	woman, female
		žuvli [a]	

Romani:

šun čak

Česky:

listen




Passive:






Romani:	English:	Romani:	English:
ávri thurjárdo [e]	obese	rakij	put on
azíte	so long	randel [rangl-]	scrape
bud'ogako [e]	from the trousers	senuj	be sorry
cifrázime [neskl.]	dressed up	síno [os]	colour
del vrast [d- neskl.]	start cooking	suvavel	have it sewn
halem	but	šankerel	vomit
ineplejšo [i]	festive	šol pe [šut-]	get ready
ízlij	cause allergy	štádijouno [os]	stadium
jišterco [os]	mashed potatoes	tasol	suffocate
lulud'ášo [i]	flowery	toaleta [a]	toilet
maškaricko [a]	vest	tord'árel	ban, stop
míte	since the time that	urajimo [as]	clothes

mujálo [es]	mayor	užárdo [e]	peeled
nasvalkerdo [e]	(chronically) ill	xanžol	itch
párno ropaj [e es]	parsley (root)	žal andej louve [gejl-]	it costs a lot of money
phárnuno [e]	silky	želo [os]	cashmere
puculime [neskl.]	clean, gutted		
Romani: Site žas-tar!		English: (introduces surprise – that's something!)	




MAIN GRAMMAR in this unit:	
Active:	Passive:
Modal particle <i>našt'ik</i> verb class <i>uv</i>	Past participle wordderivation: genitiv causative: -av-





SAMPLE LESSON PLANS






Number of sample lesson 1		Topic of LP Fashion among the Roma (Paj mouda andej Rom.)				Duration 45 min.	
Time (min)	Structure of lesson	JS	SF	ELP	Materials/ Resources	Att.	
15 min.	<div><div>1. Teacher hands out the worksheets with a text about the clothing style of the Roma and divides the pupils into pairs.</div><div>2. The task is to read the text and complete the columns with the correct expressions.</div><div>3. Teacher checks the work/</div><div>4. Checking in class. Reading in class (in chorus).</div></div>		IW	D	pencils	6	
25 min.	<div><div>1. Teacher briefly introduces the following activity and hands out the worksheets with a questionnaire about clothing style.</div><div>2. The task is to read the questions and possibly add one more which they want to ask their classmates.</div><div>1. Teacher checks the work and if necessary, offers help in methodology.</div><div>2. The pupils mingle; ask and write down the answers. When the teacher claps; they return to their seats.</div><div>3. Evaluation of the questionnaires; presentation in class.</div></div>	<div><div></div><div></div><div></div></div>	IW	D	pencils	7	
5 min.	<div><div>1. Teacher hands out a miniquestionnaire for feedback.</div><div>2. The task is to write feedback for the activities that have been done in class.</div></div>					16	
Lesson aims		<div><div>→ To be able to read simple texts about clothing and understand them.</div><div>→ To be able to ask and answer the questions about the clothing style of the Roma and about which clothes he/she likes/dislikes.</div><div>To be able to copy Romani expressions related to clothing..</div></div>					



Number of sample lesson 2		Topic of LP What is the plan of Mr Bloomberg, the Mayor of New York?(So kamel te kerel o mujálo anda New York o Bloomberg?)				Duration 45 min.	
Time (min)	Structure of lesson	JS	SF	ELP	Materials/ Resources	Att.	
40 min.	<div>1. Teacher briefly introduces the recording.</div> <div>2. First/second listening. The task is to find out what the main idea of the dialogues is.</div> <div>3. Checking in class .</div> <div>4. Teacher hands out the first part of the worksheet with the pictures of the dialogues.</div> <div>5. Third/fourth listening: The task is to match the pictures and the dialogues.</div> <div>6. Checking in class .</div> <div>7. Teacher hands out the second part of the worksheet with questions related to the recording. Fifth/sixth listening: the task is to read the questions first, then listen and answer .</div> <div>8. Checking in class : the pupils read the questions and answer. Final listening.</div> <div>9. Teacher hands out blank paper and divides the pupils into two groups A and B. Seventh/eighth, ninth (if necessary) listening: The pupils from group A have to write down the dialogue No.1, the pupils from group B the dialogue No.2.</div> <div>10. Checking in class : presentation of the dialogues in class. Each pupil reads at least one sentence. Final listening .</div>	<div></div> <div></div> <div></div> <div></div> <div></div>	IW	D	CD player, pencils	<div>2</div> <div>3</div>	
5 min.	<div>1. Teacher hands out a miniquestionnaire for feedback .</div> <div>2. The task is to write feedback for the activities that have been done in class.</div>					16	
Lesson aims		<div>→ To be able to understand the information about the type of food that is harmful to health.</div> <div>→ To be able to read a text about food and understand it.</div> <div>→ To be able to answer the questions related to the text.</div> <div>→ To be able to copy the dialogue from the recording.</div>					

ACTIVITIES


Classroom activity Nr: 1		Title of CA: : <i>Sostar šaj o manuš nasvajvel, te</i> (Sub)theme: <i>Food and Clothing</i>								
Time	Description of activity					Skill	SF	EJP	Mat. / Res	Att.
10 min.	1. Teacher briefly introduces the recording 2. First/second listening. The task is to find out the names of the people in the recording. 3. Checking in class . 4. Teacher hands out the worksheets with an incomplete table. (What health problems can a person have when...). Third/fourth listening : The task is to complete the table. 5. The pupils exchange the table and check. 6. Checking in class :The pupils answer the questions based on the table. Final listening.					  	IW	D	CD player, pencils	1
Activity aim		→ He/she is able to understand the basic information about the advantages/disadvantages of eating certain food or meals (e.g.which food is/is not suitable to eat).								


Classroom activity Nr: 2		Title of CA: <i>Pa savo fenkípo vorbij pe?</i> (Sub)theme: <i>Food and Clothing</i>								
Time	Description of activity					Skill	SF	EJP	Mat. / Res	Att.
15 min.	1. Teacher briefly introduces the recording. 2. First/second listening. The task is to find out what the main idea of the dialogues is. 3. Checking in class . 4. Teacher hands out the first part of the worksheet with the pictures of the dialogues. 5. Third/fourth listening: The task is to match the pictures and the dialogues. 6. Checking in class The pupils ask and answer the questions. Final listening.					   	IW	D	CD player, pencils	2
Activity aim		→ → He/she is able to understand the basic information about the advantages/disadvantages of eating certain food or meals (e.g.which food is/is not suitable to eat).								


Classroom activity Nr: 3		Title of CA: <i>Pa sos vorbin e žejne?</i> (Sub)theme: <i>Food and Clothing</i>				
Time	Description of activity	Skill	SF	EJP	Mat. / Res	Att.
20 min.	<ol style="list-style-type: none"> Teacher briefly introduces the recording. First/second listening. The task is to find out what the main idea of the dialogues is. Checking in class Teacher hands out blank paper and divides the pupils into two groups A and B. Seventh/eighth, ninth (if necessary) listening: The pupils from group A have to write down the dialogue No.1, the pupils from group B the dialogue No.2. Checking in class : presentation of the dialogues in class. Each pupil reads at least one sentence. Final listening . 	    	IW GW	D	CD player; pencils	3
Activity aim		→ → He/she is able to undersand the basic information about the advantages/disadvantages of eating certain food or meals (e.g.which food is/is not suitable to eat).				


Classroom activity Nr: 4		Title of CA: <i>So si tejle skirime?</i> (Sub)theme: <i>Food and Clothing</i>				
Time	Description of activity	Skill	SF	EJP	Mat. / Res	Att.
15 min.	<ol style="list-style-type: none"> Teacher hands out the worksheets with a story describing a simple dish and clothing. The task is to use a chain of words written without a pause and make sentences out of them Then to answer the questions: Which dish did the mother make?What was the youngest son wearing? The pupils exchange the work and check . Teacher checks the work . Checking in class The pupils read out the sentences and answer the questions.. 	 	IW	D	pencils	4
Activity aim		→ He/she is able to read simple descriptions of dishes or clothes in a story and understand them.				




Classroom activity Nr: 5		Title of CA: <i>Pa sos skirij pe?</i> (Sub)theme: <i>Food and Clothing</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>
10 min	<ol style="list-style-type: none"> 1. Teacher hands out the worksheets with a story about the clothes that a boy had when he went to see his granny and what the granny offered him to eat.. 2. Teacher divides the pupils into pairs or groups according to the size of class.. 3. The task is to choose the pictures of dishes or clothes from the story. 4. Checking in class: The teacher checks the work in pairs or groups. 		IW	D	pencils	5
Activity aim	→ He/she is able to read simple descriptions of dishes or clothes in a story and understand them .					


Classroom activity Nr: 6		Title of CA: <i>Paj mouda andej Rom.</i> (Sub)theme: <i>Food and Clothing</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"> 1. Teacher hands out the worksheets with a text about the clothing style of the Roma and divides the pupils into pairs. 2. The task is to read the text and complete the columns with the correct expressions. 3. Teacher checks the work/ 4. Checking in class. Reading in class (in chorus). 		IW	D	pencils	6
Activity aim	→ He/she is able to read simple descriptions of dishes or clothes in a story and understand them.					

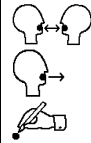
Classroom activity Nr: 7		Title of CA: <i>O dotazníko.</i> (Sub)theme: <i>Food and Clothing</i>				
<i>Time</i>	<i>Description of activity</i>	<i>Skill</i>	<i>SF</i>	<i>EJP</i>	<i>Mat. / Res</i>	<i>Att.</i>
20 min.	<ol style="list-style-type: none"> 4. Teacher briefly introduces the following activity and hands out the worksheets with a questionnaire about clothing style. 5. The task is to read the questions and possibly add one more which they want to ask their classmates. 		IW	D	pencils	7

	3. Teacher checks the work and if necessary, offers help in methodology. 4. The pupils mingle; ask and write down the answers. When the teacher claps; they return to their seats. 5. Evaluation of the questionnaires; presentation in class.					
Activity aim	→ He/she is able to ask and answer the questions about the clothing style of the Roma and about which clothes he/she likes/dislikes.					

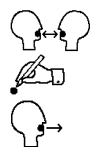
Classroom activity Nr: 8		Title of CA: <i>Andi bolta</i> (Sub)theme: <i>Food and Clothing</i>				
Time	Description of activity	Skill	SF	EJP	Mat. / Res	Att.
20 min	1. Teacher divides the pupils into pairs or groups and hands out the worksheets with model situations of dialogues. i) Mother and daughter: the daughter want fo get a new dress for a celebration. She does not know if the buy it or have it sewn. She wants to consult fashion magazines. ii) husband and wife- the wife is getting dressed for a family occasion – she asks her husband about the choice iii) son and his parents – a discussion about a wedding dress for the son 2. Each pair can choose which model situation they want to deal with. 3. The pupils divide the roles, prepare the dialogues and play them in class. They can take notes. 4. Teacher checks the work and if necessary, offers help in methodology 5. Presentation of the dialogues in class.	  	IW	D	pencils	8
Activity aim	→ He/she is able to ask and answer the questions about the clothing style of the Roma and about which clothes he/she likes/dislikes					

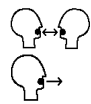
Classroom activity Nr: 9		Title of CA: <i>So kamav te phiravav maj feder?</i> (Sub)theme: <i>Food and Clothing</i>				
Time	Description of activity	Skill	SF	EJP	Mat. / Res	Att.
30 min.	1. Teacher hands out crayons, cards, felt tip pens and if necessary also magazines. 2. The pupils' task is to draw/stick pieces of clothing and describe their favourite ones.		IW	D	pencils, crayons	

	6. Teacher checks the work and if necessary, offers help in methodology 3. 4. Teacher collects the cards and shuffles them. Then he/she divides the pupils into pairs. 5. The task is to draw one card and in pairs to speak and find out what the people in the cards like to wear. 6. Teacher checks the work . 7. Teacher places a large sheet of paper in class. 8. Pupils attach their cards onto the poster.. 9. Presentation of the dialogues in class .		PW			, colour felt tip pens; cards; fashion magazines, large sheet of paper, Blue tac, glues	
Activity aim	→ He/she is able to ask and answer the questions about the clothing style of the Roma and about which clothes he/she likes/dislikes .						


Classroom activity Nr: 10		Title of CA: <i>Sosko texan kamav te xav maj feder? - I.</i> (Sub)theme: <i>Food and Clothing</i>						
Time	Description of activity			Skill	SF	EJP	Mat. / Res	Att.
10 min.	1. Teacher hands out cards. 2. The task is to write down as many types of food the pupils like in ten minutes. 3. Teacher divides the pupils into pairs . 4. The task is to speak in pairs and describe their favourite dish. The other pupil has to guess which dish is being described. 7. Teacher checks the work and if necessary, offers help in methodology				IW PW	D	cards, pencils	
Activity aim		→ He/she is able to use a set of phrases and sentences to describe the dish he/she likes most.						


Classroom activity Nr: 11		Title of CA: <i>Sosko texan kamav te xav maj feder? - II.</i> (Sub)theme: <i>Food and Clothing</i>							
Time	Description of activity				Skill	SF	EJP	Mat. /	Att.


					Res	
30 min.	<ol style="list-style-type: none"> Teacher hands out crayons, cards, felt tip pens and if necessary also magazines . The pupils' task is to draw/stick their favourite dish describe it. Teacher checks the work and if necessary, offers help in methodology Teacher collects the cards and shuffles them. Then he/she divides the pupils into pairs. The task is to draw one card and in pairs to speak and find out what the people in the cards like to eat Teacher checks the work . Teacher places a large sheet of paper in class Pupils attach their cards onto the poster.. Presentation of the dialogues in class 		IW PW	D	pencils; crayons , cards, colour felt tip pens, fashion magazi nes, Blue tac, large sheet of paper, glues	
Activity aim		→ He/she is able to use a set of phrases and sentences to describe the dish he/she likes most .				

Classroom activity Nr: 12		Title of CA: <i>Sosko techan kamav te chav ? - III.</i> (Sub)theme: <i>Food and Clothing</i>				
Time	Description of activity	Skill	SF	EJP	Mat. / Res	Att.
20 min.	<ol style="list-style-type: none"> Teacher divides the pupils into pairs . The task is to speak in pairs and find out the most favourite dish of each other when eating at home, at school or in town. Teacher checks the work . Presentation of the dialogues in class . 		IW PW	D		
Activity aim		→ He/she is able to use a set of phrases and sentences to describe the dish he/she likes most .				

Classroom activity Nr: 13	Title of CA: <i>I kirčima.</i>
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(Sub)theme: Food and Clothing						
Time	Description of activity	Skill	SF	EJP	Mat. / Res	Att.
20 min.	<ol style="list-style-type: none"> Teacher introduces a model situation.: Choose one Romani restaurant or imagine/make up such a place. Write up an internet order for a family celebration. It should contain who is writing the order, what type of a celebration it is, how many guests are expected, the idea of drinks and food. Everything that such an order should have. The task is to describe the internet order for a family celebration including the booking of a place, and ordering foods and drinks. Teacher checks the work and if necessary, offers help in methodology Teacher places a large sheet of paper in class Pupils attach the bookings onto the poster. Reading in class. 		IW	D	paper; pencils colour felt tip pens, large sheet of paper, Blue tac	
Activity aim		→ He/she is able to describe an event in which food plays a crucial role (e.g; a family celebration, religious or ethnic festival).				

Classroom activity Nr: 14 Title of CA: Dúj trín vorbi pa (Sub)theme: Food and Clothing						
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 list of topics. The task is to choose one topic and write a short text about it. Teacher checks the work and if necessary, offers help in methodology Teacher places a large sheet of paper in class Pupils attach the descriptions of the events onto the poster. Reading in class 		IW	D	paper, pencils, colour felt tip pens, large sheet of paper; Blue tac	14
Activity aim		→ He/she is able to describe an event in which food plays a crucial role (e.g; a family celebration, religious or ethnic festival).				

Classroom activity Nr: 15		Title of CA: <i>O pekseso.</i> (Sub)theme: <i>Food and Clothing</i>							
Time	Description of activity				Skill	SF	EJP	Mat. / Res	Att.
20 min.	1. Teacher hands out the cards in a square shape. 2. Each pupil makes a few sets of pairs for the card game Memory: in one card he/she draws a picture of an event in which food plays a crucial role. In the second card he/she describes the event. 3. Teacher divides the pupils into groups. They play the Memory game. 4. Teacher collects the cards and keeps them for further use.					GW IW	D	cards, colour felt tip pens,cr ayons, pencils	
Activity aim		→ He/she is able to describe an event in which food plays a crucial role (e;g; a family celebration, religious or ethnic festival).							