

# TEACHER'S HANDBOOK

## How to Use Innovated Language Portfolio – Romani Language Learning



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**Authors :**

Mgr. Eva Gašparová, PhDr. Jozef Facuna, PhD.

**Professional consultants:**

Mgr. Ingrid Lukáčová, Mgr. Slavomír Klempár

**Slovak language proofreading :**

Mgr. Božena Mizerová

**Graphic layout :**

Mgr. art. Barbora Kopnická, ArtD.

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Charles University, Faculty of Arts, Romani Studies Seminar,  
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## INTRODUCTION

Teacher's handbook How to use innovated language portfolio – Romani language learning (hereinafter Teacher's handbook) was developed within international project **ERASMUS+ named "Innovation of Romani language didactics for inclusive education of pupils from a disadvantaged environment"**.

It is designed for teachers and future teachers of Romani language. The purpose of the Handbook is to provide Romani language teachers with a common basis for preparing school educational program, thematic educational plans, preparation of Romani language lessons, textbooks and other didactic tools. The Handbook contains a general description of Innovated framework educational program of Romani language according to language levels A1, A2, B1, B2. Other chapters are based on experience and knowledge obtained by schools during Romani language instruction and implementation of Innovated framework educational programs in school year 2017/2018. The Handbook offers proposals of activities which can be modified by the teacher at Romani language lessons, proposals of exercises to practice grammar and lexis, proposals of texts to practice oral skills – reading, proposals how to work with text, proposals of preparations for lessons and proposals to develop thematic educational plans according to Framework educational program of Romani language study. Proposed teaching material can be freely used during Romani language lessons. Thematic educational plans for Romani language are adjusted by teacher according to the number of language lessons per week and according to achieved language level of pupils.

We believe that Teacher's handbook will be useful and will help primarily beginning teachers to prepare necessary study and pedagogical materials for Romani language instruction in primary and secondary schools.

## I. Description of innovated framework educational programs of Romani language

Innovated framework educational program is a pedagogical document which specifies a framework scope of education in Romani language. The program determines general objectives and key competences at which education in Romani language should aim. Program objectives are set in a way to ensure a balanced development of pupil's personality. It contains requirements for Romani language teaching of pupils who do not speak Romani language at home, pupils who do not speak Romani language fluently, but hear it from their parents or grandparents and pupils who speak Romani language fluently, but need to develop their skills to use the language as an instrument of formal education. Innovated framework educational programs for individual language levels A1, A2, B1, B2 have the same structure.

1. **Goals of subject** for respective level of education
2. **Description of subject** for respective level of education
3. **General competences**
4. **Communication and language competences** which consist of the following elements:
  - language competences;
  - sociolinguistic competences;
  - pragmatic competences;
  - intercultural communicative competences.
5. **Content standard** includes recommended thematic units and subthemes. The order of thematic units is not binding. Teacher may also modify subthemes within thematic units according to the nature of the given group of pupils and chosen study material.
6. **Performance standard determines requirements related to communication language activities and strategies:**

Listening comprehension, reading comprehension, oral expression – monologue, oral expression – dialogue, written expression which should be achieved by pupils at the end of the respective level of education.
7. **Selected recommended lexis and communication competences** give a good picture of what pupil should master in terms of lexis and grammar at the end of respective level of education.

## 1 **Innovated framework educational program of Romani language for primary education, level A1**

Main goals:

- to raise interest in Romani language and to develop a relationship with the language as one of the languages forming part of common European cultural and linguistic heritage;
- to acquire basic rules of orthography in Romani language, skill and habit, to use them correctly in written expression;
- to support and develop expression skills of pupils;
- to contribute to overall development of pupil's personality.

**In terms of general competences** pupils should acquire effective learning strategies, focus on reception, acquisition and sorting of information; repeat acquired knowledge and supplement it.

**In terms of language competences** pupils should master basic vocabulary within specified thematic units, know pronunciation of Romani sounds which do not exist in Slovak (aspirants čh, kh, ph, th).

**In terms of sociolinguistic competences** pupils should be able to establish a basic social conversation using most simple ways how to express politeness: to greet, to answer a greeting, to say goodbye, to introduce oneself, to thank, to apologize etc.; to ask questions including: *What's your name?/Sar tut vičines?, Where do you come from?/Khatar sal?, How are you?/Sar sal?, Sar san?, Where do you live?/Kaj bešes?, Kaj bešen?, What's new?/So hin tut nevo?, So hin tumen nevo?*

**In terms of pragmatic competences** pupils can connect letters, words, or groups of words with help of linking words, e.g. „the/u“, „abo/vaj“, „hoj/kaj“.

## Primary education (1<sup>st</sup> stage primary school)

**Educational content includes 11 thematic units:**

Me/my family  
House, flat/activities  
My community  
Romani crafts and professions  
Holidays and celebrations  
In school/in classroom  
Travel and transport  
Food and clothing  
Time, seasons and weather  
Nature and animals  
Leisure time, hobbies

## Performance standard

### Listening comprehension

Pupil can recognize and understand known words and most basic phrases which concern his/her personal situation and immediate specific surroundings.

### Reading comprehension

Pupil can recognize and understand known words and simple sentences with the same limited scope as for listening. He/she can communicate orally in simple fashion.

### Oral expression – monologue

Pupil at language level A1 can describe people he/she knows using simple phrases, as well as the place in which he/she lives.

### Oral expression – dialogue

Pupil at language level A1 can make himself/herself understood in a simple way, if his/her partner is willing to repeat his/her statement more slowly, or to reformulate it. He/she can ask simple questions and answer similar questions concerning his/her basic needs.

### Written expression

Pupil can write a simple, short text (a short postcard or explanation to picture) and fill out a form containing personal data. In case it concerns children at early school age, writing is limited to copying of words and phrases from blackboard and naming subjects in pictures.

## **2 *Innovated framework educational program of Romani language for lower secondary education, language level A2***

### **Main goals:**

- to support a more open approach to people, increase of inter-ethnic acceptance and tolerance;
- to support a more open approach to the need and necessity to maintain and study Romani language with the aim to preserve Romani identity;
- to process a spoken or written text as a listener or reader in receptive language activities (listening comprehension, reading comprehension);
- to create an oral or written text within productive and interactive language activities and strategies (oral expression, written expression).

### **In terms of general competences pupil can:**

- exchange information and ideas with young people and adults and express his/her ideas and feelings to them;
- successfully handle various life (personal, work, social) situations;
- to react adequately in a certain situation and to activate appropriate activity, to give a reasonable opinion.

### **In terms of language competences pupil can:**

- use basic sentence models and communicate using learned phrases and groups of some specific Romani words and expressions on topics concerning own person and other people, their activities, places and things they own etc.;
- distinguish synonyms in various dialects;
- use vocabulary to his/her their way in various actions related to known situations and topics.

### **In terms of sociolinguistic competences pupil can:**

- communicate in common social situations;
- express oneself in a simple fashion with help of basic language functions, including for instance exchange of information, request, simple expression of one's own opinions and attitudes, invitation, apology etc.;
- sustain and develop basic social conversation using simple common expressions.

### **In terms of pragmatic competences pupil can:**

- use simple means of expression to start, sustain and close a short conversation;
- formulate his/her ideas in line with requested strategy (intention, topic, logical sequence);
- use basic functions of language with the aim to provide and search information, express and detect attitude, express conviction, establish contact with people;
- use most frequent linking words to link simple sentences necessary to tell or describe a story in a logical time sequence;
- use functionally basic language tools to obtain information, to express simple rejection, desire, intention, satisfaction, interest, surprise, disenchantment, fear.

### **In terms of intercultural communicative competences pupil can:**

- get to know differences in way of life of Roma living in Slovakia (rumungri – Slovak Roma, Hungarian Roma, Olas Roma) through Romani language, know basic differences in Romani dialects, but also differences in their cultural traditions;
- speak about livelihood of Roma in the past and present and know intercultural differences;
- assess critically products of one's own culture and other cultures;
- speak about Roma habits and traditions at the occasion of holidays Christmas, Easter and important life events and compare them with other cultures.

## **Lower secondary education (2<sup>nd</sup> stage primary school)**

### **Educational content consists of 11 thematic units**

Family and society

Our home

Human body, care for health

Man on travels

Education

Romani crafts and professions

Man and nature

Leisure time, hobbies

Nourishment and health

Holidays and celebrations

Clothing and fashion



## Performance standard

### Listening comprehension

Pupil is able to understand more and more common phrases and words with a high frequency, mainly if they have an immediate personal meaning to him/her. He/she is able to understand main points of narration, stories, legends within covered thematic units, e.g. daily household activities, way of Roma travelling in the past, traditional Romani crafts, Romani habits and traditions related to holidays etc.

### Reading comprehension

Pupil can read and understand short, simple texts, stories and also more extensive texts within covered thematic units, for instance more extensive texts from the life of Romani children, from life of Romani family and community; a simple text which describes daily activities in household, simple text which describes crafts, or activities of Roma in the past, simple text about Roma clothing in the past etc.

### Oral expression – monologue

Pupil is able to use phrases and sentences to provide a simple description of his/her family and other people, domicile, school and his/her favourite hobbies. He/she can talk about diseases and their prevention using simple sentences, he/she can describe school system in Slovakia, describe favourite weather, season, animals which he/she likes, describes sport disciplines; describe a special celebration at home, describe favourite clothing.

### Oral expression – dialogue

Pupil is able to perform simple and routine tasks which include a direct exchange of information and can engage into a very short social conversation. Within thematic units he/she can ask and answer simple questions about family, home, its surroundings and flat/house furnishing. He/she can give simple answers to questions about holidays, or opportunities which are important for his/her family, or community etc.

### Written expression

Pupil can write short simple announcements and a simple personal letter. Within thematic units he/she can describe family and daily activities in the family, write a short text about healthy life style, individual types of transport, school which he/she visits, favourite animal etc.

## 3 *Innovated framework educational program of Romani language for higher secondary education, language level B1*

Main goals:

- to use communication language competences to implement communication purpose in a defined manner;
- to process spoken or written text as a listener, or reader in receptive language activities and strategies (listening comprehension, reading comprehension);
- to create an oral or written text in productive and interactive language activities and strategies;
- to use spoken and written texts in communication situations for specific functional goals.

**General competences include the following pupils' skills:**

- to resolve daily life situations;
- to exchange information and ideas with young people and adults who speak the given language and describe their thoughts and feelings to them;
- to think critically – to find and select information while using various skills and critical approach;
- to think creatively – to find new ways of connecting facts in the process of problem resolution;
- to analyse facts and problems in connection with needs of others and society as a whole.

**Language competences include the following pupils' skills:**

- to use basic sentence models and communicate via learned phrases and groups of some specific Romani words and expressions on topics concerning one's own person and other people, their activities, places and things they possess etc.;
- to distinguish various dialectic synonyms;
- to use vocabulary to cope with daily actions concerning known situations and issues.

### **Sociolinguistic competences include the following pupils' skills:**

- to react correctly in various common social communication situations;
- to express a wide scale of language functions in communication including for instance exchange of information, request, simple expression of one's own opinions and attitudes, invitation, apology etc.;
- to know common phraseological expressions, sayings and proverbs;
- to know differences between formal and informal expression;
- to sustain and develop basic social conversation using simple common expressions.

### **Pragmatic competences include the following pupils' skills:**

- to start, maintain and close a simple, personal and direct conversation concerning common topics, or personal interests;
- to participate in a discussion on a known topic, using appropriate expressions, to take the floor in line with communication habits of Romani society;
- to use conventional communication styles more deeply than at language level A2 in line with corresponding communication situation.

### **Intercultural communication competences include the following pupils' skills:**

- to communicate with representatives of other cultures, developing, thus, one's intercultural competences;
- to communicate with representatives of other socio-cultural groups and to improve relations between majority and minorities from an overall perspective;
- to use empathy when getting to know situation of people from other cultures;
- to understand situations of people living in difficult life conditions and to get to know causes of these situations;
- to form one's own opinion mainly on the basis of own experience with foreigners;
- to show solidarity to people living in other conditions;
- to assume responsibility for oneself in the areas in which one lives.

### **Higher secondary education (vocational schools and grammar schools)**

#### **Educational content consists of 11 thematic units**

Me and my family  
 Home and housing  
 Work and employment  
 Leisure time and its organization  
 Nature  
 Travelling  
 Clothing  
 Care for health  
 Arts, science and technology  
 Education  
 Romani language as a literary language

#### **Performance standard**

##### **Listening comprehension**

Pupil can understand main ideas expressed in standard language on known topics which he/she regularly encounters at work, at school, in free time etc. He/she can understand main ideas articulated in standard language on known topics he/she regularly encounters at home, at school, in leisure time etc. He/she can understand specific information and capture a logical structure of text, distinguish important from unimportant information. He/she can understand a story or a short narration about daily life of Roma in the past and presence. He/she can understand texts within thematic units, e.g. about shopping possibilities, services, advantages and disadvantages of living in town and in the country, school system in Slovakia etc.

##### **Reading comprehension**

Pupil can read and understand more extensive texts, stories, fairy tales within thematic units, e.g. about family and challenges faced by national minorities, significant personalities of Roma origin, Roma travels, dishes, drinks, foods, healthy lifestyle and nourishment, Roma clothing in the past and presence, most frequent diseases, accidents, health problems and their prevention etc.



**Oral expression – monologue**

Within thematic units pupil can for instance speak briefly about its home and important rules and activities of family, speak briefly about foods at home, to speak about reasons of diseases which currently occur in segregated Roma communities, speak about traditional Roma crafts and current professions of Roma, tell a story related to a specific event, celebration or commemorative celebration, describe how guests and visitors are received in their home etc.

**Oral expression – dialogue**

Pupil can engage in a conversation on known topics without preparation. He/she can start, sustain and close a simple direct conversation on topics which are known to him/her, or which are of specific interest to him/her. He/she can express himself/herself and react to feelings, such as surprise, happiness, sadness, interest, lack of interest and express conviction, agreement and disagreement in a polite way. He/she can clearly express his/her opinions and reactions concerning resolution of problems or practical issues about where to go, what to do, how to organize a certain event. He/she can ask questions and give answers to questions concerning a wide variety of known topics (family, home, parents' activities, interests, school, nature etc.).

**Written expression**

Pupil can write main ideas or information from a heard or read text. He/she can write a coherent text (story, narration, description) about life of Roma community. He/she can write a CV, short announcement, notice, message, apology, a simple coherent text, in which he/she describes a person (friend, family member etc.). Within thematic units he/she can write a short coherent text, in which he/she describes a place in which he/she lives, favourite activity, life of a known Roma personality, traditions and habits in family, importance of protection of nature and environment etc.

## **4 *Innovated framework educational program of Romani language for higher secondary education, language level B2***

Main goals:

- to use efficiently general competences which are not characteristic for language, but necessary for various activities including language activities;
- to use communication language competences to implement communication purpose in a defined manner;
- to process spoken or written text as a listener, or reader in receptive language activities and strategies (listening comprehension, reading comprehension);
- to create an oral or written text in productive and interactive language activities and strategies;
- to use spoken and written texts in communication situations for specific functional goals.

**General competences include the following pupils' skills:**

- to resolve daily life situations;
- to exchange information and ideas with young people and adults who speak the given language and describe their thoughts and feelings to them;
- to think critically – to find and select information while using various skills and critical approach;
- to think creatively – to find new ways of connecting facts in the process of problem resolution;
- to analyse facts and problems in connection with the needs of others and society as a whole.

**Language competences include the following pupils' skills:**

- to explain and defend one's opinions in a discussion while using a relevant explanation, arguments and comments;
- to participate actively in an informal discussion in a known context;
- to comment, formulate clearly one's opinions;
- to converse naturally, fluently and efficiently;
- to lead a common conversation with native speakers without increased efforts from the side of any participant in the interaction;
- a relatively good command of grammar. He/she does not make mistakes which would lead to misunderstandings and he/she can correct most of his/her mistakes;
- to create a clear, understandable coherent written text which follows a standard structure and division into paragraphs.

**Sociolinguistic competences include the following pupils' skills:**

- to react correctly in various common social communication situations;
- to express oneself with confidence, understandably and politely in formal and informal functional styles which correspond given situation and persons;
- to communicate with native speakers and to behave in line with social and cultural conventions of the given language community (showing respect to elderly persons);
- to express oneself appropriately in a specific situation and to avoid serious mistakes in formulations;
- to adjust one's language expression to situation and recipient of information;
- to become aware of most significant differences in habits, common language practice, attitudes, values and convictions which are dominant in the given community and typical for his/her language background.

**Pragmatic competences include the following pupils' skills:**

- to use functionally language tools to gain information, to express attitudes (agreement, disagreement), modality (obligation, ability), will (desire, intention), emotions (joy, satisfaction, unwillingness, interest, surprise, disenchantment, fear), ethical principles (apology, regret, pity, agreement, disagreement, greeting, expression of respect, request, rejection);
- to adjust one's expression, means of expression to situation and recipient and to choose an appropriate level of formality which corresponds to the given circumstances;
- to engage in a discussion on a known topic, while he/she uses appropriate expressions to take the floor;
- to start, maintain and close communication with help of effective interchange with partner;
- to use effectively various linking words to express relations between individual thoughts;
- to communicate fluently with native speakers to such an extent that communication is not a burden for any of the party.

**Intercultural communication competences include the following pupils' skills:**

- to communicate with representatives of other cultures, developing, thus, one's intercultural competences;
- to communicate with representatives of other socio-cultural groups and to improve relations between majority and minorities from an overall perspective;
- to use empathy when getting to know situations of people from other cultures;
- to understand situations of people living in difficult life conditions and to get to know causes of these situations;
- to form one's own opinion mainly on the basis of own experience with foreigners;
- to show solidarity to people living in other conditions;
- to assume responsibility for oneself in the areas in which one lives.

**Higher secondary education  
(vocational schools and grammar schools)****Education content consists of 17 thematic units**

Family and society  
 Home and housing  
 Education and work  
 Leisure time and its organization  
 Man and nature  
 Travelling  
 Clothing and fashion  
 Care for health  
 Nourishment and health  
 Multicultural society  
 Arts and culture  
 Science and technology in service of mankind  
 Trade and services  
 Sports  
 Man and society  
 Models and ideals  
 Romani language as a literary language

## Performance standard

Language level B2 is described as independent user. When it comes to drafting of school educational program of Romani language at the level B2, it is expected that pupils achieved lower communication levels in previous education.

Pupils at the level B2 are able to sustain conversation in various contexts.

### Listening comprehension

Pupil at the level B2 is able to understand more extensive parts of speech which contain complicated arguments.

### Reading comprehension

He/she can read and understand texts describing situations and events in language with a high frequency of known words.

### Oral expression – monologue

During oral expression he/she can make a clear, detailed description, express his/her opinion, summarize opinions of others and assess advantages and disadvantages. Pupil at language level B2 possesses a sufficient scale of language means to provide clear descriptions and express his/her attitudes and opinions. He/she has a sufficient vocabulary which will allow him/her to talk about very general topics, but also about his/her own specialized interests.

### Oral expression – dialogue

Pupil engages with confidence in conversation without preparation. Regular interaction with native speakers occurs without major problems.

### Written expression

Pupil can write main ideas or information from a heard or read text. He/she can write a coherent text (story, narration, description) about life of Roma community. He/she can write a CV, short announcement, notice, message, apology, a simple coherent text, in which he/she describes a person (friend, family member etc.). Within thematic units he/she can write a short coherent text, in which he/she describes a place in which he/she lives, favourite activity, life of a known Roma personality, traditions and habits in family, importance of protection of nature and environment etc.

## II. How to work with Innovated framework educational program of Romani language

The purpose of the Innovated framework educational program of Romani language is to provide Romani language teachers with a common basis for preparation of school educational programs, thematic educational plans, for preparation of Romani language lessons, textbooks and other didactic tools.

Prior to the preparation of school educational program it is necessary to identify target group – know age and sociolinguistic context. We also need to take into account institutional limitations which will be related to the instruction of Romani language – number of lessons per week, number of school years. In the beginning we determine the level of language proficiency of pupils which we want to achieve at the end of respective stage of education.

School education programs should define realistic and achievable goals. For instance, in a program designed for children at an early school age, reading and writing will only play a minor role. On the other side, if our goal is to develop pupils' skills related to Romani language use as education tool, we shall rather focus on highlighting productive activities – speaking and writing.

We can further come to thematic units and topics which can help us to define in more detail the content of school educational program. If we prepare a school educational program which will run from the beginning until completion of primary school education and pupils had no other contact with Romani language before, we can decide to use all eleven thematic units. It is our objective that pupils acquire such a language proficiency which will be in close contact with Roma culture. However, we must not forget that writing and reading will not play such a central role as listening and oral expression in early stages. If we create school educational program focused on pupils who use Romani language at home, but need to deepen their communication skills in relation to education process, we may decide to use only some thematic units and focus more or less exclusively on using Romani language in education process.

With a view to pupils' age, areas and thematic units of the program we can specify vocabulary and grammar which pupils need to master to be able to achieve defined communication goals. In selection and preparation of materials and lessons we can use check lists in language portfolios which are accompanying documents to Innovated framework educational programs of Romani language developed according to language levels A1, A2, B1, B2 (adapted CFR, 2008, p. 12 – 13).

## 1 *Proposed working methods for Romani language lessons*

Modern teaching methods include for instance audio-linguistic, audio-visual, situational, communication, group methods and other methods. **Audio-linguistic method** is based on learning the structure of the language on the basis of analogy when listening to the teacher. The aim is to use this structure in communication with native speakers. Pupil is passive, he/she learns while listening to various dialogues. The aim of **audio-visual method** is to react fast to various communication situations with focus on oral expression. Teacher uses various visual materials: pictures, films or presentations. **Situational teaching method** also emphasizes oral expression, pupil is, however, more active, creating own dialogues on the basis of examples. The aim of **communication method** is to manage communication with native speakers while developing all four speaking skills, pupil is active and his/her participation in communication is required. **Group method** is based on social relations between pupils, they learn what is subject of their interest. Teacher acts as an assistant during translation, everything else depends on the pupils.

It is important to activate pupils in teaching process, which means to guide pupils to active participation in teaching process so that the pupil is not just an object of instruction, but becomes its subject. Tools of pupils' activation include for instance problem method when introducing grammar element, situational method during conversation, using visual, auditory aids and subjects, collective forms of work (group narrations, group work, or work in pairs), language games and competitions.

Many language exercises can be done in form of games or playful activities which draw from competitive nature of pupils. Pupils are, thus, fully activated and motivated during the works.

**Language game** is based on the principle of didactic game. Methodological preparation of the game includes first of all setting out of goals, diagnosis of pupils' preparedness, afterwards it is necessary to clarify rules of the game, to determine way of assessment. Moreover, it is necessary to find an appropriate place, to prepare aids and materials, to determine time limit and consider further modifications and adjustments of the game. Games increase interest in learning, acquired knowledge is more permanent, pupils deepen their communication skills, develop fantasy and creativeness. During games focus is laid on activity and autonomy of pupils. Language game can focus on different areas in terms of Romani language teaching (e.g. vocabulary, independent oral expression etc.).

## 2 *Description of key competences*

It is necessary to create an appropriate environment and conditions for effective development of key competences that means active instruction when pupils perform most of the work. The teaching process should contain three learning phases. The first phase is **evocation** in which pupils evoke what they know about the topic, the second phase is awareness of meaning when pupils change the scheme of their knowledge (supplement new information) and the third phase is **reflexion** when pupils realize what they have learned. The phase **reflexion** is often omitted in instruction even though this phase seems to be most important with regard to realization of development of the given competence.

If pupil does not reflect new things he/she has learned, there is no conscious development of any competence. The reflection phase should, therefore, be a part of Romani language instruction.

The main goal of **learning competences** is to guide pupils to develop further their skills, to acquire new knowledge through self-learning etc. also after completion of mandatory school attendance. In order to do that pupil needs to know to choose what to learn, to plan the learning activity and, subsequently, to check whether the goal has been achieved. During instruction it is therefore good to guide pupils to assume responsibility for what they learn and to be able to assess their own performance.

An appropriate method is to manage pupils' portfolio in which pupil would summarize all his/her works (work letters, written papers etc.), and after some time period (e.g. after covering one unit) he/she would assess

what he/she was good at in the given lesson, where he/she made mistakes and what has to be done in the future.

**Social and personal competence mainly** concerns life in society and life with oneself. Pupil should be capable of reasonable acceptance of oneself, to form good human relationships, express empathy etc. This competence can be formed only during instruction which allows communication between pupils. All forms of group teaching are appropriate. Pupil should try different positions in a working group. This competence can be interconnected within Romani language with various themes (appearance and character of person, health, values, leisure time etc.). Within this competence teacher should also support healthy self-assessment of pupils.

### 3 *Means of language and their practice*

The basis for Romani language teaching is to develop all four language skills. In order to fulfil this goal it is necessary that pupils acquire respective language means, that means practicing of phonetic, graphic and orthographic, lexical and grammar phenomena. Language competence (includes language understanding and related knowledge), speech competence (includes habits and skills which serve to ensure the right assembly of speech according to certain rules) and communicative competence which is reflected in communication with others and includes speaking skills.

The instruction should ensure that pupil has a command of both language and speech competence to communicate with others in Romani language in the right way.

### 4 *Graphic tools and their practice*

Graphics and orthography are expressed in written form of communication. They are, thus, important mainly for writing. Graphics can be described as a set of graphic signs and shapes thanks to which we can transfer oral speech into writing, or as a system of relationships between signs of alphabet and sounds. It is important that pupils distinguish between two types of writing from the view of pronunciation – phonetic and non-phonetic way. In order to learn **phonetic way** it is important that pupil can mark the sound with the right letter which means he/she has to be able to set apart and analyse individual sounds in the word. If the pupil knows this way very well there is no need to learn all rules of orthography in a complicated manner.

**Non-phonetic way** includes such words in which way of transcript is based on morphological principle, a word is therefore written differently than read. Such words cannot be written as they are heard by pupils, it is necessary to remember certain rules. Teacher should include various types of dictations, at which pupil will practice acquired rules. Verification process is important and should be performed not only by teacher, but also by pupil. He/she should be aware where he/she did a mistake and how should the word be written.

### 5 *Lexis practice*

Vocabulary is a set of words of the given language. Vocabulary is a key language tool for practical use of Romani language. Mistakes in vocabulary usually make communication much more difficult than other mistakes.

We can define active vocabulary as words used by pupil without any problems during communication, passive vocabulary includes words understood by pupil during reproduction of text, but not used actively by pupil.

There is a whole series of lexical exercises which focus on repetition of vocabulary, for instance naming objects on pictures, supplementing words or exercises using antonyms. It is useful to use various games, riddles, crossword puzzles to repeat vocabulary.

### 6 *Grammar practice*

Traditionally, grammar involves morphology and syntax. New grammar phenomena are usually shown in the text which allows to show the function of the given grammar phenomena in speech. It is recommended to start with initial exercises when pupils get to know the new grammar rule and gradually become aware of it and generalize it. When explaining new material teacher may proceed both inductively and deductively, while both these ways can be combined (from examples to the rule and from the rule to examples). It is also recommended to use visual aids and to support autonomous work of pupils. Deepening of new material follows on the basis of filling various tasks and exercises. The exercises are structured from initial practice to final deepening.



We distinguish three main groups of exercises. The first group includes receptive exercises which focus on recognition, separation and differentiation of grammatical phenomenon. These exercises are connected with reading and listening. The second group includes reproductive exercises in which pupil repeats material which he/she has read or heard before. The last group includes productive exercises in which pupil uses new grammatical phenomenon in his/her own speech (in written or spoken form). This group includes various exercises – removing of brackets, answers to questions, translations etc. An important moment is repetition of acquired knowledge. It can be done in an open or hidden form. The repetition should be on a long-term basis, so that pupils do not forget acquired material.

## 7 *Speech skills and their practice*

### Listening

The term listening describes a type of receptive speech activity which essentially consists of perception and understanding (in perception with understanding) of spoken text in Romani. Listening takes part in communication process as a complementary element in dialogue and in form of a separate type of speech activity (e.g. listening to lecture). We speak about direct listening and mediated, synthetic listening and analytical listening. Direct listening is characterized by a direct contact between persons. Mediated (indirect) listening is characterized as listening in which communication process parties are not in direct contact. It is therefore necessary to use technical devices to ensure such listening (CD recorder, TV, interactive board etc.).

An overall goal should be a skill to understand the speech of fast speaking native speakers and the ability to perceive unknown not adapted texts. In order to build this skill with pupils it is necessary to train partial skills including perception of Romani by ear, know language specific features of Romani through texts spoken by native speakers.

### Reading

Reading is a speech skill which includes passive knowledge of language means and understanding of graphic text. Reading is described as the easiest skill, since it occurs in favourable conditions (reader determines the pace, he/she can return to information, text is well visible and can be perceived clearly and without mistakes).

The purpose of reading is to detect meaning in read text. In order to achieve that it is necessary to develop reading and understanding technique. Reading also helps to remember better various phenomena (vocabulary, orthography, grammar constructions), it is, therefore, an appropriate tool during instruction.

The texts designed for reading must fulfil a number of criteria. First of all, they must be interesting for pupils in terms of their aesthetic, emotional and ethical aspects and they should allow to perform various communication tasks. In terms of language, texts should enrich pupils by new knowledge in terms of grammar or vocabulary. We can divide texts in terms of character (e.g. specific, artistic), content (descriptive narrative texts), forms (dialogues, monologues) and in terms of their function, texts are divided into artificially drafted, original adapted and original (authentic).

Correct reading means that pupil reads without mistakes in form and content, he/she understands what he/she reads. It is necessary to follow a number of methodological rules in development of this skill. First of all, it is necessary to train both loud and silent reading. Pupils need to learn how to deal with unknown words in text. The following procedure can be applied. In the first step we try to guess the meaning. If it is not possible, pupils try to understand the meaning without this word and if it is not possible, they find the word in a dictionary. It is further recommended that pupils try all types of reading and gradually guide them to master silent reading at which they could identify the meaning of the text without translation. Pupils should also learn to interpret various texts and teacher should motivate them to read outside of the classroom as well (for instance Roma fairy tales, Roma stories).

**Reading** skill can be developed with help of various exercises. Preparatory exercises help to develop reading technique, understanding, ability to guess meaning of words, or work with a dictionary. After reading of text it is appropriate to include exercises in which pupils work with obtained information enabling, thus, teacher to verify whether they understand the text. According to the nature of the text and determined goal reader is able to interpret communication purpose of the author of the text and can process information obtained by reading.



## Oral expression

Oral expression is a speech skill which serves to express thoughts in communication process with help of means of language in form of sound. It concerns, thus, a speech production, or productive skill. It is the most difficult speech skill. Pupil can use only those means of language which he/she actively acquired. He/she faces high demands (fluency and reasonable speed) and conditions at which oral expression is performed are also difficult. A necessary condition for development of oral expression is an active acquisition of a sufficient repertoire of language means. The use of language means must achieve a certain degree of autonomy. It is, therefore, necessary that pupils purposefully develop their oral expression with help of a developed system of various exercises. The success of this active mastery depends on individuality of each pupil which can be linked to the age and situation and topic which determine the nature of communication. Oral expression is done in various forms.

**Monologue** is described as an uninterrupted and gradual (logical) and coherent oral expression. **Dialogue** is the most frequent form of oral communication, it is spontaneous and not prepared in advance, participants are in direct contact and a typical feature of dialogue is its situational nature (dialogue takes place in specific time and space).

In order to communicate in dialogue, it is necessary to teach pupils to react adequately to partner's impulses, to sustain dialogue and to make it relevant to the given situation. In order to achieve this aim, teacher can use dialogical texts in the textbook, or texts drafted by teacher and pupils could be also motivated to prepare dialogues by themselves.

To ensure development of oral expression it is necessary for pupils to acquire a basic repertoire of language means (vocabulary and grammar). Moreover, it is necessary to give pupils sufficient space for own expression, to develop monologue as well as dialogue, change various communication situations in instruction. It is also necessary to proceed from less complicated to more complex activities, that means to start with reproduction of learned text, to move gradually to half-productive expression and finally to autonomous oral expression. Various communication games, mainly scenic plays are an appropriate tool for training of expression in dialogue.

## Written expression

**Written expression** represents an indirect contact between participants of communication process, written expression is furthermore characterized by level of detail and completeness of expressed thoughts, fluency and logical completeness. The process of written expression drafting is similar to speaking, there are, however, differences, mainly in the speed of production and awareness (in written expression learner has to focus not only on content but also on language form). In terms of writing expression skill development it is important to follow consistently assignment and task and gradually guide learners to natural expression in Romani language. It is necessary to distinguish between written exercises (when learner fills out an exercise in writing) and exercises which focus on expressing own ideas and opinions.

### III. Innovated language portfolio – Romani language learning

Along with Innovated framework educational program of Romani language, portfolios in Romani language were developed according to language levels A1, A2, B1, B2. The levels specified in language portfolio correspond to the levels of Common European Framework of Reference for Languages: Learning, teaching and assessment (CEFR) – “Common scale of reference levels” introduced by Council of Europe. Basic language user is at language level A1, A2. Independent user is at language level B1, B2.

Innovated language portfolio is a document of Council of Europe which is considered as a personal tool of learner (pupil). The document should serve for development of plurilinguism and learner's intercultural competences who can note in it details of his/her communication language competences, intercultural experience, monitor their development, whether he/she acquires them at school, or elsewhere. Innovated language portfolio reflects Council of Europe objectives to deepen mutual understanding, to develop linguistic and cultural diversity, to develop interest in language learning and to support coherence and transparency in language teaching. Innovated language portfolio consists of three parts.

- Language passport
- Language biography
- Dossier

**Language passport** summarizes language identity of owner and his/her experience with learning and language use. It offers space for its owner for regular recording of his/her proficiency assessment in the language which is based on the principle of CERR self-assessment scale.

**Language biography** accompanies ongoing learning processes and language use and contact with cultural aspects which are connected with these languages. In order to identify education goals and to assess learning results learners can use checklists from communication tasks in form of descriptors in the form “I can”. Descriptors are scaled according to CEFR communication levels (A1, A2, B1, B2) and structured according to communication activity (listening, reading, oral expression – monologue, oral expression – dialogue and written expression). Language CV also supports own considerations of learning styles, strategies and intercultural experience.

**Dossier** is an unlimited part of Innovated language portfolio in which learners can put and store their works. Pages with activities are also available, however, the main content of dossier develops in course of study and so each learner has a real file including his/her works. Based on need teachers can freely add new activities, worksheets or other study and published sources into the dossier.

Innovated language portfolio has two main functions:

- Pedagogical function – language learning process is transparent for learners, learner's autonomy is developed;
- Informative function – it means specific recording of communication language activities and strategies of pupil (learner) along with his/her intercultural competences.

#### Use of Innovated language portfolio

Each statement in Innovated language portfolio envisages a study activity (activity connected with learning). Time in which pupils must achieve knowledge at any level will differ significantly. Some pupils will proceed fast in respective skills or topics which are interesting for them. On the other side they may be slower in the field of other skills or various thematic units. Innovated language portfolio is usually used at the end of covered thematic unit. In general, it is recommended to go through the pages of innovated language portfolios every two to four weeks. Teacher can freely move forwards or backwards in pages to use topics, statements (claims) and activities which best fit into the rhythm and focus of instruction.

## IV. Proposal of activities for Romani language lessons

### 1. THEMATIC UNIT: Me/My family Me/Miri famil'ija

**Topic:** Introduction. Family members.

**Goal:** To learn to say something about oneself and members of one's family using short sentences.

To know how to ask questions and give answers expressing age of persons.

**Language level:** A1

#### Work methodology:

1. Introducing the topic of the lesson to pupils.
2. Teacher hangs pictures of family members on blackboard – parents, siblings, grandparents and questions, e.g.:  
Ko hin pro čitro?/*Who is in the picture?*  
So dikhen pro čitro?/*What do you see in the picture?*  
Sar pes vičinel...?/*What is his name?*  
Keci leske/lake berš?/*How old is he/she?*
3. Work with text. The level of understanding of text is found with help of questions.
4. Pupils read text loudly according to parts and put down expressions they did not understand.
5. Teacher explains new words to pupils and pupils write them down into their glossary.
6. Pupils individually present new study material. The talk about members of their family. Teacher helps pupils with additional questions.

#### Kristinka vakerel pal peskeri famil'ija.

Andre miri famil'ija sam pandž džene. O dad pes vičinel Jaroslav. Leske hin trandatheštar berš. E daj pes vičinel Marika. The lake hin trandatheštar berš. Mire phrala pen vičinen Tomis the Jožkus. O Tomis hino mandar štar berš phureder. Leske hin dešupandž berš. O Jožkus hino mandar trin berš terneder. Leske hin očno berš. Sikh'ol te bašavel pre lavuta. Me man vičinov Kristina. Mange hin dešujekh berš. Me phirav pre bazutni sikhad'i. Amen dživas Belgijate imar štar berš.

#### Reading comprehension questions

1. Keci džene hin andre la Kristinkareri famil'ija?
2. Sar pes vičinel lakero dad?
3. Keci leske berš?
4. Sar pes vičinel lakeri daj?
5. Keci lake berš?
6. Sar pen vičinen lakere phrala?
7. Keci berš hin le Tomiske?
8. Keci berš hin le Jožkuske?
9. Keci berš hin la Kristinkake?
10. Kaj dživel e Kristinka la famil'ijaha?

#### Vocabulary:

o dad/father, e daj/mother, e čhaj/daughter, Roma girl, o čhavo/son, Roma boy, o phral/brother, e phen/sister, o strično phral/cousin (boy), e strično phen/cousin (girl), e bori/daughter-in-law, o džamutro/son-in-law, e phuri daj, baba/grandmother, o phuro dad, papus/grandfather, e sasuj/mother-in-law, o sastro/father-in-law, e bibi/aunt, o kak/uncle

**Questions for individual presentation of new material:**

1. Sar tut vičines?
2. Keci tuke berš?
3. Kaj sikh'os?
4. Keci džene hin andre tiri famil'ija?
5. Sar pes vičinel tiro dad?
6. Keci leske berš?
7. Sar pes vičinel tiri daj?
8. Keci lake berš?
9. Keci phrala-pheña tut hin?
10. Ko hin tumendar nekphureder?
11. So keren tire phrala-pheña?
12. Hin tut phuri daj the phuro dad?
13. Kaj bešen?
14. Keci lenge berš?

## 2. THEMATIC UNIT: **House, flat /activities** Kher/Kherutne buća

**Topic:** Objects and furniture in the house.

**Goal:** To learn words denoting objects, or furniture in the household.

To develop language competences of pupils in Romani language (written and oral expression).

Develop fine motor skills of hands by drawing.

**Language level:** A1

### Work methodology:

1. Introducing the topic of the lesson to pupils.
2. Teacher asks pupils to try to remember all words denoting objects or furniture in the household they already know. Pupils can also use pictures showing objects and furniture in the household. Helping questions:  
*Džanel vareko tumendar te phenel, save predmeti the butora tumen hin khere?/Sar pes vičinel o predmetos/butoris pro čitro?*
3. Pupils draw a plan of their house. They mark rooms or parts of house. They supplement furniture and other objects and mark them. Pupils mark places or objects which are located in their home.
4. Pupils present individually their works. They talk about furniture and objects located in individual rooms. Teacher can help pupils with helping questions:  
*Kaj ačhel o šifonos?/Where is the wardrobe?*  
*Kaj hino o skamind?/Where is the table?*  
*Andre savi soba hin e televiza?/In which room is your TV?*  
*Andre savi soba soven daj-dad?/In which room do your parents sleep?*  
*Savo butoris tumen hin andre čavorikañi soba?/What furniture do you have in your children´s room?*  
*Savo butoris tumen hin andre bešibnaskeri soba?/What furniture do you have in your living room?*  
*Hin tumen khere kompjueteris?/Do you have a computer at home?*
5. Teacher and pupils assess verbally the lesson using questions:  
*Pal soste adađives vakerahas?/ What have we talked about today?*  
*Save neve lava sikhliřlam?/What new words have we learned?*  
*Sar pes phenel romanes...?/How do you say in Romani...?*  
*So pes tumenge pre ora pačisařolas?/What did you like about today´s lesson?*

### Vocabulary:

o kher/house, o blokos/bloc of flats, o foros/town, o romano taboris/Romani settlement, o butoris/furniture, o skamind/table, o stolkos/chair, o šifonos/wardrobe, o hađos/bed, o čitro/picture, e lampa/lamp, e ora/clock, e televiza/TV set, o gaučos/sofa, o fotelřis/armchair, o kompjueteris/computer, o gendalos/mirror, o pokrovcos/carpet, e tavibnaskeri/kitchen, e soba/room, e čavorikañi soba/children´s room, e sovibnaskeri soba/bedroom, e bešibnaskeri soba/living room, e thovibnaskeri soba (e landřardi)/bathroom, e toaleta/toilet, o čilaris/chandelier

### 3. THEMATIC UNIT: Nature and animals Paňa-veša the o džviri

**Topic:** Domestic, economic, free living animals.

**Goal:** To learn names of animals and recognize them in written form.

**Language level:** A1

#### Work methodology:

1. Introducing the topic of the lesson to pupils in form of motivational discussion about what animals they breed at home.
2. Say together all names of animals which pupils know and write them on blackboard.
3. Divide pupils into groups, e.g. domestic, economic, free living animals.
4. Show pupils cards with pictures and ask them to find words on the blackboard.
5. Play pexeso (pick a pair) game with pupils. Put cards on the table with pictures and words face down – cards with pictures on one side, cards with words on the other side. Ask pupils to come to the table. Pupils turn one card on each side. If they find a word which answers the question, they take both cards and put them next to each other face up.  
If the word does not correspond to the picture, pupil turns the cards back and next pupil will take his/her turn.

#### Helping questions:

1. Pupils, what animals do you know?/*Sikhľuvne, save džviri prindžaren?*
2. Name them and write them on the blackboard/*Phenen lengere nava u lekhaven len pre tabuľa.*
3. Which animals are domestic, economic and which are free living animals?/*Save džviri hine kherutne, save hine chulajengere u save hine dzive džviri?*
4. Name an animal which you see in the picture and find its correct name on the blackboard /*Dikhen pro čitro u phenen savo džvirov hin pro čitro. Arakhen lačo nav pre tabuľa.*

#### Vocabulary:

nature/paňa-veša, animals/o džvirov, cat/e dog, pes/o rikono, parrot/o papagajis, goat/ e buzňi, bird/o čiriklo, horse/o graj, hen/e kachňi, cock/o bašno, goose/e papin, cow/e gurumňi, duck/e kačka, fish/o mačo, pig/o baličo, monkey/e nalpa, snake/o sap, rabbit/o šošoj, tiger/o tigrišis, lion/o ľevos, elephant/o elefantos, bear/o ričh



## 4. THEMATIC UNIT: **Man and nature** Manuš the o paña-veša

**Topic:** Weather in individual seasons.

**Goal:** To learn vocabulary concerning different types of weather.

**Language level:** A1

### Work methodology:

1. Introducing the topic of the lesson to pupils.
2. Work with text – we find the level of understanding of text with help of questions.
3. Create a table containing days of the week on which pupils are at school.
4. Print out weather symbols (available on Internet) which depict sunny weather, rain, snow a.o.
5. At the beginning of each lesson one pupil is designated to choose a symbol, name a day and month, to describe type of weather and to glue the given symbol into the right place in the table.

### Work with text

La Ilonakero kamaduno beršeskero kotor hin jaros. La hin cikni barori paš o kher. Imar andro aprilis sadzinel andre bar o luluđa, sikra želeňina, phuvale, ogurki, paradiči. E Eva ñilaje phirel pre dovolenka la familijaha kijo moros. Lakere čhave radisaľon, jon rado plivinen. Jesone avri imar nane igen tates, buterval phurdel e balvaj the del o brišind. Jevende hin šil, del jiv u o manuša pen tateder uraven.

### Reading comprehension questions:

1. Savo hin la Ilonakero kamaduno beršeskero kotor?
2. So joj andro aprilis sadzinel andre bar?
3. Kaj phirel e Eva ñilaje la familijaha pre dovolenka?
4. Savo idejos hin jesone?
5. Savo idejos hin jevende?

### Vocabulary:

del brišind/it is raining, del jiv/it is snowing, avri tates/it is warm outside, avri šil/it is cold outside, sitinel o kham/sun is shining, phurdel e balvaj/wind is blowing, avri kerades/it is hot outside, avri faďinel/it is freezing outside, džungalo idejos/bad weather, šukar idejos/nice weather, del baro brišind/strong, heavy rain, o perumi maren/hrmí, jivuňi čerčeň/snow flake

## 5. THEMATIC UNIT: Man and society E familija the e socijeta

**Topic:** Description of person.

**Goal:** To learn to write description of person, know how to say positive and negative qualities.

**Language level:** A2

### Work methodology:

1. Introducing the purpose of the lesson to pupils, tell them what description of person should contain.
2. Informing pupils about qualities which physical description of person contains.
3. Informing pupils about qualities which character description of person contains.
4. Give text to pupils – Characteristics of person.
5. Pupils read the text individually.
6. After reading the text they write answers to questions.
7. Pupils will write personal qualities which they will use in the process of essay writing – Characteristics of person (positive and negative qualities).
8. Homework assignment – to write an essay **Characteristics of person** (friend, family member etc.)

### Miro nekfeder amal!

Kamav te vakerel pal miro strično phral. Jov hino perdal mande na ča nekfeder amal, aĽe hino the sar miro phral. Leskero nav hin Ondrej. Hin leske dešefta berš u sikhĽol dujto berš pro konzervatorijum Kašate. SikhĽol te bašavel pre lavuta. The leskero dad, miro bačis, hino lavutaris. Hin les učo, športovo štaltoš the ovalno muj le uče čekateha. Leskere šukar, bare jakha hine pherde radišagoha. Leskere kale bale hine modernones strihimen, so leske bares priačhel. O nakh les hin cikneder u sal asal, dičhon leske šukar parne danda. Miro strično phral hino lačhejileskero, rado šegitinel le manušenge u vašoda les o terne manuša rado dikhen. Hin les but amala. Leskere kamadune buča hin o kompjuteris the mek rado bavinel futbalis, no nekbuter idejos dĽiveseste bašavel pre lavuta. Rado the khelel. Urael pes modernones, leskere kamadune farbi hine kaĽi the parni. Jov hino asangutno, simpaticko manuš bara charizmaha. Našči bisterav te phenel, savo hino lačhejileskero the bučakero. NiĽaje phirel pro brigadi te kerel buči, kaj te zarodel varesave lovore. Varekana les the leskere dades vičinel e romaĽi banda te bašavel bijava the romane bali. Rado šunel romane moderna giĽa.

### Reading comprehension questions:

1. What are Andrew's physical descriptions?/*Save avrune karakteristikane ajsipena hin le Ondrej?*
2. What are Andrew's character qualities?/*Save andrune karakteristikane ajsinepa hin le Ondrej?*

### Vocabulary:

cikno, cikni/small, parno, parni/white, thulo, thuli/fat, džungalo, džungali /ugly, kalo, kaĽi/black, šukar/pretty, šuko, šuki/slim, baro, bari/big, učo, uči/tall, terno, terni/young, phuro, phuri/old, godaver/wise, dilino, diliĽi/stupid, bučakero, bučakeri/diligent, nabučakero, nabučakeri/lazy, lačo, lači/good, nalačo, nalači/bad, lačhejileskero, lačhejileskeri/kind, sčiro/generous, hamišno/mean, pherasuno, pherasuĽi/funny, choĽamen/angry

## 6. THEMATIC UNIT: Time, seasons and weather

### Čiro/vacht, beršeskere kotora, idejos

**Topic:** Seasons, months in year and weather.

**Goal:** To learn vocabulary related to months of the year and seasons.

**Language level:** A1 – A2

#### Work methodology:

1. Introducing the topic of the lesson to pupils in form of motivational discussion about seasons.
2. Hanging pictures on blackboard illustrating nicely respective season, e.g. flowers, sun, rain, snow flake, snow man, autumn leaves etc.
3. Explaining new words to pupils – naming months of the year and seasons.
4. Talking about things which are characteristic for various seasons – weather, holidays, a.o..
5. Give text to pupils – Seasons.
5. Pupils read text individually.
6. To find out reading comprehension with help of questions.

#### Beršeskere kotora

Jarone sitinel o kham. O luluđa baron, e čar želeňisaľol. The o veša pre jara šukares želeňisaľon. Pre želeňi čar sikhaven peskere šerore elšine šarge luluđa. Buterval del o brišind. Jarone ľikeras e Patraďi. Jaroskere čhona hine o marcos, o aprilis, o majos. Me rado dikhav o ñilaj. Ada beršeskero kotor rado dikhen savore manuša. Ñilaje calo d'ives sitinel o khamoro. Avri hin tates, varekana kerades. O manuša phiren pre dovolenka ko moros, le čhavan hin bare ñilajutne prazdňini. Ñilajutne čhona hine o junos, o julos o augustos. Pal o ñilaj avel o jesos. Avri hin šileder, buterval phurdel e balvaj. O prajta pro rukha hine lole, narančune, šarge u peren tele pre phuv. Avri hin šileder, buterval phurdel e balvaj. O d'ivesa hine charneder. Jesoskere čhona hine o septembros, o oktobros, o novembros. Jevende del o jiv, faďinel. E phuv, o veša hine učharde le jiveha. Le jiveha hine učharde the o khera. O čhavore ačhavan jivune manušes. Jevendutne čhona hine o decembor, o januaris, o februaris. Jevende ľikeras the o nekšukareder inepos andro berš e Karačoňa.

#### Reading comprehension questions:

1. Phen, savo idejos hin jarone?
2. Save čhona hine jaroskere?
3. Savo inepos ľikeras jarone?
4. Phen, savo idejos hin ñilaje?
5. Save čhona hine ñilajutne?
6. So keren o manuša ñilaje?
7. Phen, savo idejos hin jesone?
8. Save čhona hine jesoskere?
9. Phen, savo idejos hin jevende?
10. Save čhona hine jevendutne?
11. Savo inepos ľikeras jevende?

#### Vocabulary:

beršeskere kotora/seasons, o jaros, e jara/spring, o ñilaj/summer, o jesos/autumn, o jevend/winter, jarone/in spring, jevende/in winter, jesone/in autumn, ñilaje/in summer, o januaris/January, o februaris/February, o marcos/March, o aprilis/April, o majos/May, o junos/June, o julos/July, o augustos/August, o septembros/September, o oktobros/October, o novembros/November, o decembros/December, o čiro, o vacht/time, o idejos/weather

## 7. THEMATIC UNIT: Romani crafts and professions

### Romane buća the profesiji

**Topic:** Traditional Romani crafts and current Romani professions.

**Goal:** To learn names of crafts performed by Roma in the past and naming of professions they perform today.

**Language level:** A2

#### Work methodology:

1. Introducing the topic of the lesson in form of motivational conversation about traditional Roma crafts.
2. Teacher hangs pictures of various Roma crafts and professions on blackboard and explains new words to pupils.
3. Teacher gives out cards with names of Roma crafts to pupils which they attach to the pictures on the blackboard.

#### Helping questions:

1. Sikhľuvne, šund'an pal oda, save buća kerenas varena o Roma?
2. Varekana o Roma kerenas sar...
3. Save buća keren o Roma adad'ives?
4. Adad'ives o Roma keren sar...

#### Vocabulary:

o lavutaris/musician, o charčas/blacksmith, o khuvalo/basket maker, o drotaris/tinker, o koritaris/wash-tub maker, o cehľaris/brick maker, o munkašis/worker, o handľaris/trader, o ričhkaris/bear trainer, o drabaris/healer, o bičhado/local councillor, o inžineris/engineer, o giľošis/singer, e frizerka/hairdresser, e sikhľard'i/teacher, e sastipnaskeri phen/nurse, socijalno bućakero/social worker, pedagogicko asistentos/pedagogical assistant

## 8. THEMATIC UNIT: **Housing** **Bešiben**

**Topic:** Advantages and disadvantages of living in town and country.

**Goal:** To know to speak about living possibilities.

**Language level:** B1- B2

### Work methodology:

1. To introduce the purpose of the lesson to pupils, talk about current living possibilities.
2. To ask some pupils to tell where they live.
3. To give pupils a text about housing.
4. To assign task to pupils – to read individually text.
5. Pupils read text and write unknown words.
6. After reading of text to explain pupils unknown words which they wrote down.

### **O manuša šaj bešen andro foros the pro gav.**

Andro foros bešen o manuša andro bloki the andro khera. Andro foros bešen vašoda, kaj ode penge šaj lokeder roden bući. Andro foros hin but skłepi, mozi, teatros, muzejuma, reštauraciji the aver bare službi, save pro gav na arakhena. No andro foros ezera the ezera motora sako d'ives džan pro droma u mukhen avri andro luftos o plini, save mosaren o luftos – keren smokos, savo o manuša díchinen u savoro lenge ačhel pro buke. Pro gav bešen o manuša andro pengere famil'ijakere khere. Pal o drom na phiren but motora, vašoda hin odoj feder, frišneder luftos. The o paña-veša hin odoj šukareder. Pro gav pen o manuša feder prindžaren. Pro gav hin le manušen bara, kaj penge bararen želeńina the makarso aver. Pro gav hin spokojneder dživipen.

No odoj nane ajse šajipena te dochudel bući. Nane odoj ańi šajipena perdal o kulturno dživipen, nane ańi ajci skłepi, bare botune khera, kaj o manuš šaj cinel savoro, so leske kempel tel jekh dachos.

### Reading comprehension questions

1. Irin andal o tekstos lačhipena le bešibnaske andro foros.
2. Irin avri o nalačhipena le bešibnaske andro foros.
3. Irin andal o tekstos lačhipena le bešibnaske pro gav.
4. Irin avri o nalačhipena le bešibnaske pro gav.

### Vocabulary:

te bešel pro gav/live in the village, te bešel andro foros/live in the city, o famil'ijakero kher/family house, o lačhipen/advantage, o nalačhipen/disadvantage, te mosarel o luftos/to pollute air, paña-veša/nature, makarso/anything, o šajipen/possibility, o botune khera/department stores, tel jekh dachos/under one roof

## 9. THEMATIC UNIT: Man and nature

### Manuš the o paña-veša

**Topic:** Environmental pollution.

**Goal:** To know to talk about current environmental issues.

**Language level:** B1 – B2

#### Work methodology:

1. To introduce the purpose of the lesson to pupils, to talk about current environmental issues.
2. To ask some pupils to say what they do for protection of environment.
3. To give pupils a text about environmental pollution and impact of pollution on the mankind.
4. To assign task to pupils – to read individually text.
5. Pupils read text and write unknown words.
6. After reading of text to explain pupils unknown words which they wrote down.

#### So mosarel amaro dživipnaskero maškarutņipen

Savoro, so mosarel o luftos. Ezera the ezera motora sako d'ives džan pro droma u mukhen avri andro luftos o plini, save mosaren o luftos – keren smokos, savo o manuša dichinen u savoro lenge ačhel pro buke. Ala plini keren o luftos šutleske buter u buter. E balvaj ala plini buchl'arel u paļis le brišindeha pes ada džungipen chudel andro paņi, andre phuv, andro savoro, so barol pro maļi. Kampel te phenel, hoj o šutle brišinda rozmaren o purane čirlatune khera u o veša Europate the Amerikate merađon. Oda, so šaj domarel tele le nipos hin ozonoskere cheva. Ozonos amen arakhel angle nalače khameskere thavune. O chemikaliji, so len vičinas freona, keren andro ozonos cheva u paļis pre phuv pen dochuden ultrafijalova thavune, save nasvaļaren le manušen. Hin lendar džungale nasvaļipena, mek the rakovina.

E phuv hin arakhađi atmosferaha, joj likerel pre phuv taťipen. Kada procesis pes vičinel sklenikovo efektos u hino ačharutno. But džanle manuša phenen, hoj e Phuv pes igen taťarel oleha, kaj furt buter plini pen dochuden andro luftos. Maškar ala plini peren o oksidi, freoni the metan. U jon ažutinen la atmosferake zoraleder te likerel o taťipen. No te o taťipen pre phuv džala upre, ta visarena pen o klimaticka kondiciji, o ľegos pes rozmukhela, ućeder avela o moros u šaj uźaras o bare paña.

Andro čore thema sako berš merel bišupandž milijoni džene ča vašoda, bo nane len žužo paņi u aver milijoni hine nasvale pre malarija the aver infekčna nasvaļipena.

No the andro thema, kaj pes šaj phenel, hoj hin len žužo paņi, hine o leña mosarde le chemikalijenca the aver odpadoha. Maškar oda, so mosarel amaro dživipnaskero maškarutņipen hin the o radijoaktivno odpados, savo ačhel paš e jadrovo reakcija. Te kada radijoaktivno plinos pes dochudel andro luftos, vaj andre phuv, o manuša chuden rakovina, uļon ajse našukar nasvale čhave (kaļiki), aļe ada mosard'ipen anel le manušenge the meriben.

#### Reading comprehension questions:

1. So mosarel amaro luftos?
2. So keren o oksidi siratar the dusikostar le luftoha the le paña-vešenca?
3. So šaj domarel tele le nipos?
4. So kerel andro ozonos cheva?
5. Sar oda doperel pro manuša?
6. Soske pes e Phuv igen taťarel?
7. So pes ačhela, te o taťipen pre phuv džala igen upre?
8. So mek mosarel amaro dživipnaskero maškarutņipen?
9. So šaj kerel o radijoaktivno odpados le niposke?



**Slovná zásoba:**

dživipnaskero maškarutņipen/environment , te mosarel o luftos/to pollute environment,  
o šutle brišinda/acid rains, o veša meradon/dying forests, ozonoskere cheva/ozone holes,  
te domarel tele le nipos/destroy mankind, te arakhel/to protect, nalače khameskere thavune/harmful sunrays,  
e phuv hin arakhad'i atmosferaha/earth is protected by atmosphere, džanle manuša/scientists,  
o bare paňa/floods, ačharutno/natural

## 10. THEMATIC UNIT: Care for health

### Bajišagos pal o sasťipen

**Topic:** Treatment of Roma in the past.

**Goal:** Know how to speak about Romani treatment in the past.

**Language level:** B1 – B2

#### Work methodology:

1. Introducing the topic of the lesson to pupils.
2. Work with text, to find out level of understanding of text with help of questions.
3. Pupils read text loudly part by part and note down expressions they have not understood.
4. Explain pupils new words and pupils write them down into the glossary.
5. Pupils present individually new material. They say how they feel when they are sick and what civilization diseases they know. Teacher helps pupils with helping questions.

#### Sar pen sasťarenas o Roma čirła.

Te le Romestar phučena, so hin nekbareder andro dživipen, phenela: „Sasťipen“. Pro inepi, pro berša, le ternenge te len vera, mangel o Roma: „Bacht, sasťipen! Kaj sasto te aves, the tiri romňi, the tire čhave! Kaj tut o Del sasťipen te del!“ Jekh romano godaver lav vakerel:  
 „O Rom peske doktoris korkoro!“ Varekana o Roma na phirenas ko doktoris sar adadives vašoda, kaj sas igen čore u le doktoriske kampelas but te počinel. Sasťarenas pen korkore, abo vičinenas la phura romňa, so džanelas te sasťarel. Phenenas: „Phuri romňi hin feder sar doktoris“ Andro dojekh gav sas jekh vaj duj phure romňija, save prindžarenas o draba. Lenca the mek aver keribnenca sasťarenas le manušen. Džanas, hoj o Roma avle andal e Indija u ande peha varesave tradiciji, sar te sasťarel. Phenenas, o Roma chasňaren la dakero thud te varekas dukhal o kan, e jakh. The andre Indija pes mek dži adadives chasňarel la dakero thud. O phure romňa džanen te sasťarel bandurkaha – randen jaľi bandurka, thoven pro bukloματος, kana pes kerđol. O bukloματος palis na kidel pes upre. Tađi taťi bandurka cirdel avri o phumba, kana o bukloματος imar fest opre kidlo. Te o nasvalipen na sas le Devlestar, sasťonas avri. Te le manušen na džanenas te sasťarel, phenenas: „O Del les mardas, arakhľa les e vera, oda hin pokeriben.“ O Roma paťan, hoj sakone manušeske šaj „perel jakhendar,“ no neksigeder la šukara džuvľake abo šukare čhavoreske, te pre leste dikhen o gadže. Akor hin le manušeske phujes, dukhal les o šero u šaj pre ada the merel. Ajse manušeske pes kerel „jagalo paňi.“

#### Reading comprehension questions:

1. Soske o Roma varekana na phirenas ko doktoris?
2. Sar pen sasťarenas?
3. So chasňaren o Roma mek dži adadives te varekas dukhal o kan, e jakh?“
4. Kana pes kerel „jagalo paňi“?
5. Sar pes šunes, te sal nasvalo?
6. So kampel te kerel, te sal nasvalo?
7. Save nasvalipena prindžaras?

#### Vocabulary:

o nasvalipen/disease, o sasťipen/health, te bajinel pal o sasťipen/take care of health, o teštos/body, te dukhal/feel pain, dukhal man o šero/I have a headache, te sasťarel pes/get treatment, e angina/tonsillitis, e chripka/flew, o šargo nasvalipen/hepatitis, o džungalo nasvalipen/cancer, o gulo nasvalipen/diabetes, o tableti (o praški)/medicine, te sasťarel pes korkoro/self-treatment, te džal ko doktoris/to the doctor, te kidel o tableti/take medicine, te saťarel pes le drabenca/treat oneself by herbs, la dakero thud/breast milk, o phumb/hnis, o pokeriben/ill wish, o draba/healing herbs

## 11. THEMATIC UNIT: **Family and society** E Famil'ija the e socijeta

**Topic:** Family portrait – preparation of family chronicle.

**Goal:** To become aware of social and cultural role of family in various societies and cultures.  
To understand that each family has its roots in a number of places, it has its history, traditions and cultural heritage.

**Language level:** B1 – B2

**Teaching aids:** coloured papers, family member photos, twine, file punch, pen, crayons or markers, spiral notepad.

### Work methodology:

1. Explain how to develop a family chronicle. Pupils can make a „chronicle“, either from coloured papers – they make a book, or they use writing pad/exercise book which they will call Family chronicle.
2. Pupils collect and stick family photos into the chronicle. They add a written note about history and culture of the family.
3. The family portrait should contain these areas:
  - Where the family comes from;
  - What language was/is spoken in the family;
  - What first names and surnames occur/occurred in the family;
  - How many members your family has, how many siblings;
  - Find an interesting personality in your family which you introduce others;
  - Find out whether your family includes persons from another ethnicity;
  - Find out whether a certain religious faith is dominant in your family;
  - Are there any family members who lived or live abroad (short-term or permanently);
  - Do your family members live more in town or in the country;
  - Write some favourite family dish, describe family habits and holidays.
4. Remind pupils that they present their family chronicles and stories on a voluntary basis.
5. Ask pupils to try to find common and distinct features of their families in groups.

### Questions for discussion

1. Who has the most numerous family?
2. How many members/generations live in your household?
3. When do you see others?
4. What non-traditional names do you find in your family?
5. Are there more generations living together in your family?
6. What is the role of grandparents?
7. What are the customs and traditions in your family?
8. What holidays do you celebrate in your family?
9. Where and how do you spend weekends?

## V. Proposals of exercises to practice grammar and lexis

### Nouns

#### Šerutne nava

#### 1. Lekhav o šerutne lava andro dativ

De o love la (daj). Mira (phen) hin mek ča jekh berš. Le (papus) l'ídža chaben. Le (čhave) kempel te phirel andre škola. E daj cinel le (phral) nevo gad. Phen le (dad), hoj džav adro foros. Paťiv kempel te del (sako manuš). Adad'ives pes (o Roma) phares dživel. Našći (o amal) ada kerav. (E bibi) kempel te šigitinel. (O nasvale manuša) kempel te džal ko doktoris.

#### 2. Phen andro akuzativ

miro čhavo, o baro čhavo, miro baro čhavo, miro lolo gad, miri daj, miri lačhi dajori, leskeri daj the leskero dad, kadi puraňi lavuta, o terne manuša, kodi šukar čaj, lengero kher, o bare raja, miro phral, amare zorale graja, lačho drom, leskeri terňi romňi, lengeri phuri daj, koda baro raklo, amaro kalo rikono, oda god'aver manuš, chev'ardí piri, somnakune čeňa

#### 3. Phen o lava andro barora romanes u lekhav o phend'a

Me phirav (on the bike). Jarone baron (flowers). Miro phral bavinel (football). Jesone phurdel (wind). Miro dad rado phirel (to the forest). Ńilaje sitinel (sun). Hin tut khere (dog)? Jevende del (snow). Me džav (to mother). Amen dromaras (to the family).

#### 4. Phen o šerutne nava andro inštrumental

e bori, o džamutro, o raklo, e raklí, o kher, o phral, o pheňa, e piri, o rikone, e Sara, o dad, e daj, o sastro, e sasuj, o foros, o chulaj, e chulaňi, o čhon, o raj, e raňi, o manuša, o čhavo

#### 5. Lekhav o šerutne nava andro buterutno gin

e daj, o dad, o phral, e phen, e bibi, o kak, o papus, e baba, e džuvlí, o raklo, e čaj, e familija, o sastro, e sasuj, e bori, o džamutro, o kirvo, e kirvi, o gav, o foros, o kher

#### 6. Ker le šerutne navendar cikne lavora u lekhav len

nalpa, graj, žirafa, veš, paňi, daj, dad, čaj, phral, phen, buťi, gad, kan, čhave, gav, kher, bar, rikono, kotor, čiriklo, kham, drom, jilo, jiv, čerčeň, maro, dukh, pindro, jag, balvaj, brišind

#### 7. Phen o šerutne nava andro ablativ

e bori, o džamutro, o raklo, e raklí, o kher, o phral, o pheňa, e piri, o rikone, e Sara, o dad, e daj, o sastro, e sasuj, o foros, o chulaj, e chulaňi, o čhon, o raj, e raňi, o manuša, o čhavo

#### 8. Ker le šerutne navendar kerutne u lekhav len

bešiben, džaniben, keriben, bašaviben, nasval'ipen, sast'ipen, vakeriben, pijiben, chaben, šuňiben, phiriben, khel'iben, cirdl'ipen, kamiben, sikh'uviben, pheňiben, rodipen, džaniben

#### 9. Phen o šerutne lava andre lačhi forma

O vasta thovav le (sapuňis). O bala uchanav la (kanglí). Me phirav ko doktoris le (jakha). Le (rikono) phirav avri. E daj pek'la bokel' le (phaba). Me džava khere le (amal). O jevend avel le (jiv). Džavas suno le (dad). Me našći džav tuha, bo džav le (phral). Pro fejbukos vakerav le (amala). O romipen džal le (romano bašaviben the romane gil'a).

## Adjectives

### Kijathode nava

#### 1. Lekhav o lavora andro barora romanes

Miro dad hino god'aver, aľe o papus sas (the wisest). O Miřkus hino cikno, aľe miri phen hiņi (smaller). Amen hin baro kher, aľe len hin (smaller). Tu sal mandar duj berř (older). Amari daj hiņi laĉhi, aľe e baba hiņi (the best). Joj hiņi řukar, no miri ĉhaj hiņi (nicer).

#### 2. Phen o lavora andro barora romanes

Ko nane god'aver, hino (stupid). So nane d'ind'ardo, hino (short). Ko nane ĉoro, hino (rich). Ko nane sasto, hino (sick). So nane řužo, hino (dirty). Ko nane cikno, hino (big). Ko nane terno, hino (old). Ko nane řukar, hino (ugly).

#### 3. Lekhav o phend'a romanes

My mother is kind-hearted. His sister is very pretty. She has long, black hair. We have a new and big house. Grandpa is old and ill. Grannie's cookies were delicious. She always made a hot tea for us and sweetened it by honey. My kids are still small. This man is very wise. Roma have a hard life, they are unemployed.

#### 4. Phen o kijathode nava andro akuzativ

řukar, cikņi, bare, phuro, god'aver, terne, sasto, ĉoro, kaľi, buřakero, barvalo, pharo purano, barikane, nalaĉhi, bachtalo, bibachtalo, bokhalo, pherasuņi, uĉo, ĉarņi

#### 5. Ker pařkerutne le kijathode navendar

pharo, baro, cikno, řukar, džungalo, loko, sasto, nasvalo, ĉoro, bokhalo, bachtalo, tato, god'aver, dilino, terno, phuro, barvalo, tuņo, řužo, melalo, uĉo, pherasuno, laĉho, nalaĉho

#### 6. Phen laĉhes

cikņ – ĉhaj, uĉ – manuř, phur – romņi, džungal – rikono, laĉ – dad, ĉor – Rom, kerad' – zumin, parņ – rakľi, ter – džamutro, nalaĉ – ĉaben, ĉarņ – cholov, barval – gore, d'nd'ard' – rokľa, nev – kher, sast – ĉhave, zoral – graj, řilal – paņi, kaľ – rat, phur – dad, phur – daj, puran – gad, nasval' – daj

#### 7. Phen slovaĉika

e phuri daj, o cikno phral, o kale bala, o laĉho rom, e ĉori manuřņi, o zoralo muřř, e terņi bori, e laĉhi god'i, o uĉo raklo, o god'aver phuro dad, e řukar ĉhaj, o nevo kher, o řilalo paņi, o barvale Roma, o džanlo manuř, e nasval'i daj, o phago p'indro, e loľi phabaj, e cikņi phen

#### 8. Lekhav laĉhes o kijathode nava

Džav andro foros (laĉho) amaloha. Beřav andro gav (barvalo) Romenca. Vakeravas ola (terņi) ĉhaha. Rado řunav (miro phuro) dades. Le (ĉoro) manuřenge ņiko na řegitinel. Jov phirel (purano) motorih. Aĉaľuvav mange (miro) romeha. Lengeri ĉhaj phirel (raklo).

## Verbs

### Kerutne

#### 1. Lekhav o kerutne nava andro perfektum

bešas, šunen, džanav, chudes, kerav, pl'ivinav, phiras, khelav, džal, bavinel, kamav, sikhľuvav, sikhavel, chav, vakeren, asav, čumidel, giľavas, cinas, dikhav, ašarav, čorel, urav, sovel, kidel, del, pačas, hazdel, arakhel, taves, uchanav man, phundraves, phučen, siđarav, likereren

#### 2. Lekhav o phend'a andro imperfektum

Phirav andre bazutňi sikhad'i. Sikhľuvav mištes. Dukhan man o angušťa. Nane amen bući. Sikhľuvav e bući pro kompjuteris. E Janka phirel pre maškarutňi sikhad'i. O phral bašavel pre lavuta. Ada berš kerav e maturita. Genav e gend'i. Na som andre sikhad'i, som nasval'i.

#### 3. Lekhav o phend'a andro avelutno čiro

Sar tu džas ke baba? Te vareso na džanes, phuč le manušendar. Kurke man morav, urav the džav andro foros. Sar leha džives buter, dikhes, savo hino manuš. Na džungľares tut pal mande te pijel? Na daras tut korkoro te sovel? Amen džas ke baba pro gav.

#### 4. Phen lačhes o kerutne andro barora

Adađives (te džal) andro foros, aľe na (te avel) odoy but. Raći savore Roma (te giľave) šukar romane giľa u o terne čhaja (te khelel). Adađives o čhavore na (te ačhel) khere, bo avri tates. Jon (te kerel) bući u (te zarodel) but love. E daj (te tavel) zumin, te o dad andro veš (te kidel) chundruľa. Tajsa (te uštel) upre u (te džal) andre sikhad'i. Imar me (te na chal) guruvano mas.

#### 5. Phen slovačika

Paš o skamind bešen duj rakle: jekh genel, aver pisinel. O čhavore na soven, ča vičinen. Me na džanav nič, bo űikhaj na phirav. Kaj bešes? So ľikeres andro vast? Akanakes na perel jiv, ča del brišind. Džanes romanesh Khatar sal? So adaj keres? Rodav mange bući.

#### 6. Lekhav romanesh

When I am big, I will go to school. I shall learn well and I shall become a teacher. When will you come to me? I shall come on Saturday. Well, I shall wait. It is late, will you be still working? Will you tell him about it? I won't, because it is not true. Will you study at the university? I do not think only of myself, but also of others. Mum is sick, so we had to go to see her. You cannot be always lucky.

#### 7. Phen o andrephandle lava romanesh

Adađives dživen o manuša (hardly), aľe o bibuťakere manuša dživen mek (worse). Jov džanel (well) the vakereľ romanesh. (Easily) pes phenel, aľe (worse) pes kerel. Me bešav (close) tumendar. (Lower) bešel miro phral. Pro Slovačiko hin (more) Roma sar pro Čechi. Miri daj nasval'i, lake hin (badly). (The worst) hin te ačhel manuš korkoro. (Did you do) andre bući tosarastar? (Did you learn) pre maškarutňi sikhad'i? Miro kamaduno predmetos (was) e historija. E phen (she used to go) pre uči sikhad'i. Jon penge (were singing). O romane čhave šukares (were dancing).

#### 8. Lekhav andro barora lačho vašonav

jon (...) dokeren, amen (...) thovas, tumen (...) vesekeďinen?, sar (...) vičines?, jon (...) kamen, na dikhav (...) mištes, sar (...) phenel, na džanes (...) te ľikerel?, rado (...) ašaren, ma ispide (...) kodoj, amen (...) rado dikhas, me (...) ladžav, sar (...) šunes?, ma maren (...)!

## Adverbs

### Paškerutne

#### 1. Irin lačhes o andrephandle lava

Me som (pharo) nasvalo. (Nalačo) phenes. But Roma dživen (čorikano). Joj džanel te vakerel (romano). (Jevend) hin baro šil. (Ňilaj) hin tates. Varekana sovenas o čhave (pindro). Ada sikhado avri Rom vakerel (godáver). O romane čhaja giľavenas (šukar).

#### 2. Ker le paškerutnendar kijathode nava

phares, bares, šukares, bachtates, tates, nasvales, phures, godáverones, ternes, lačhes, nalačhes, dilines, čores, bokhales, charnes, džungales, učes, pherasunes, sastes, modernones, slovačika, ungrika, romanes, lokes, smutnones, barikanes, barvales

#### 3. Ker paškerutne le kijathode navendar

pharo, baro, šukar, bachtalo, tato, nasvalo, sasto, phuro, godáver, terno, lačo, nalačo, dilino, čoro, bokhalo, charno, džungalo, pherasuno, terno, romano, bango, koro

#### 4. Pherďar o phendá

(In summer) hin tates, le sikhľuvnen hin bare prazňini.

(In the spring) hin šukares, le manušen hin but bufi andre bar.

(In winter) hin šil, del o jiv. (In autumn) peren pal o kašta o prajta, phurdel e balvaj.

(During the day) som andre bufi. (In the evening) dikhav e televiza, vaj šunav o giľa.

(In the morning) sig uščav, bo džav andre bufi. (Yesterday) somas andro foros. (Sunday) džaha ke tumende.

#### 5. Phen lačhes o lav andre barora u o phendá lekhav slovačika

Sar sal? (lačo). Me dživav (šukar), aľe but Roma (čorikano) dživen.

Miro dad džanel te vakerel the (romano) the (ungriko). Jon avle (dur), kamen adaj te bešel. (Jevend) baro šil, del o jiv. (Ňilaj) avri (tato), phiras ke len. Ke lende soven o cikne čhave pre jekh haďos (pindro). Soske vakeres (džungalo) anglo čhave, na ladžal tut? E daj hiňi (pharo) nasvaľi. Šunel pes (phuj).

#### 6. Phen slovačika

Andro amaro gav bešen but Roma. Užar čeporo, avava sig. Imar musaj te džal, bo bešas dur. Našti aves nasig! M`av but avri, bo avri šil. Šaj aves tajsa ke amende? Čirla na sas lavutara ča jekh o Roma. Džanenas šukares te bašavel. O terne čhave pen uraven modernones. Mištes vakeres, ča namištes keres. Idž samas ke bibi, sas lake o berša.

#### 7. Lekhav o phendá romanes

My mother speaks Romani well. We live happily and nicely. What´s wrong with you, you look badly.

We are all at home on Sunday. You speak well and wisely. Many people live poorly.

He is severelly ill, just lying in bed. He is very old and still look young. She was singing nicely.

It is nice and warm in summer. It is cold in winter, we need to dress up warmly.

He cannot speak Romani well. My father can speak Hungarian very well.

I don´t feel well, I might be sick. We were all at home yesterday, it was raining outside.

#### 8. Phen pale pro phučibena

Sar sal? Sar tut šunes, te sal nasvalo? Sar vakeres khere? Sar jov giľavel? Sar vakerel ada sikhado avri Rom? Sar pen uraven o terne Roma? Sar dživen mek the adadžives o Roma andro romane komuniti? Kana džaha ke daj? Kana avena savore khere? Kana phiren pre dovolenka? Kana phiren o manuša andro veš pro chundruľa?



## Pronouns

### Vašonava

#### 1. Phen o lava andro barora romanes u lekhav o phendá

(We have) but čhave. (She needs) vareso te tavel. (To you) dava savoro. (He) kampel te pijel pañi. O čhave ke (amen) šaj aven. (He) našti phirel pal o foros korkoro. Ńiko (them cannot) marel.

#### 2. Lekhav o lava andro barora andro inštrumental

Me (joj) phirav andre sikhad'i calo berš. Džaha (me) ñilaje pre dovolenka? Me našti džav tuha, bo džav le (phral). Džavas suno le (dad). Na vaker (jon)! Jon (amen) rušen imar calo berš. Me vakerav (sako). Našti rušes (e daj the o dad). Amare (čhave) vakeras romanes.

#### 3. Phen o lava andro barora romanes u lekhav o phendá

(My mother) hiñi lačhejileskeri. O Jožkus hino (your brother)? (our father) hino buřakero. Kaj bešel (your family)? (Your kids) hine imar bare? Oda hin (her sister)? (That house) hino amaro.

#### 4. Lekhav romanes

My mother is good. That house is big. Who is at home? Nobody is at home, everybody is outside. That is her aunt? What is it? Why did you not say anything? She is my sister. His father does not work now. Somebody came, open the door! I want to tell you something. Our kids are still small.

#### 5. Phen slovačika

Ko hin adaj? Adaj nane ñiko. Na sal nasvalo? Tira pheñake diñom ľil. Kodi phuri romñi čorel, so dikhel. Peskere phrales rado dikhav. Lakero khosno hino lolo, miro hino kalo. So hin odoj? Me dikhav tire rikones. Sikhaven mange tumaro kher. Hino tiro phral cikno? Hin man žužo khosnoro. Diña mange peskro vast. La da hin parne bala, man hin kale bala. Amari bori hiñi šukar čhaj.

#### 6. Phen andro akuzativ

miro čhavo, miri daj, leskero dad, kodi čhaj, amare čhave, koda raklo, lengero kher, tumaro rikono, leskeri romñi, miro amal, lakeri rokľa, amaro gav, leskero čitro, tiro kak, lengeri bibi

#### 7. Thov o vašonava andro lokativ u pherdar o phendá

Pal (me) na užaren. Kurke džaha ke (tumen). Amen na rušas pre (tumen). Kana avena ke (amen). Hin (joj) mire love? Na rušav pre (jon). Na, o love hin (jov). Soske vakeren pal (me). So hin (tu), ñič na vakeres? Džava pal (tu) andro foros. Sidar pal (jov). Phen mange (čačo) so kerđal adađives. Čirla o Roma sle bares čore, dživenas bokh (bokh).

#### 8. Phand lačhes o vašonava

me	lakero, lakeri, lakere
tu	amaro, amari, amare
jov	tumaro, tumari, tumare
joj	lengero, lengeri, lengere
amen	miro, miri, mire
tumen	tiro, tiri, tire
jon	leskero, leskeri, leskere

## Prepositions

### Anglonava

#### 1. Lekhav o phendá romanes

I have four rooms in my house. I have a garden in front of my house. Pictures hang on walls.  
There is a vase with flowers on the table. A black cat crossed the street. I've got a gift for you.  
There is a good relationship between us. I am sitting at the window. She was talking about her life.  
He came back from town. I am pretty after my mother. There is a car in front of the house.  
I go to school by bus.

#### 2. Lekhav slovačika

pal o dad, andro čaro, paš o kamind, pre fala, pal o kher, maškar o Roma, pre čar,  
ko phral, andro foros, perdal tute, prekal o drom, tel o bar, tel o mariben, pro gav, pro agor,  
pro šero, andal o gav, pašal o kher, tel jekh čhon, vaš tuke, bi e buči, ko doktoris

#### 3. Phen romanes

in the town, at the table, to the doctor, round the house, on the wall, for you, about life, for food,  
on earth, across water, on the chair, under the stone, between kids, on the grass, without father,  
in one month, across the street, in front of school, without money, in the garden, without work,  
under the tree, on the meadow, in the tram

#### 4. Lekhav o phendá romanes

In our village Roma have nice hoses. There is a garden in front of each house.  
Father and mother are working in the garden. Our house is big and nice. There is a forest behind our house.  
We have six rooms in our house. In summer we sit on a bank in front of our house.  
We live well in our house. My brother lives in town in a block of flats. He has a large 2 bedroom flat.  
In the living room he has a big sofa, armchair, TV set and a nice carpet on the floor.

#### 5. Lekhav o phendá slovačika

Bešav andro foros. Anglo kher man hin bar. Maškar amende hin lačo cirdlípen. Pro skamind o chaben.  
Bešav paš e blaka. Vakerelas pal o dživípen. Oda hin perdal tute. O čitro hino pre fala.  
Nasvači som, džav ko doktoris. E Ildiko hiňi sikhľadí andre bazutňi sikhadí.  
Joj phirelas pre maškarutňi sikhadí. Amen sam pal o Slovačiko. Maškar o Roma pes bisterel o romípen.

#### 6. Pherďar lačhes e agorutňi

andr- kher, k- phuri daj, pr- skamind, pr- fala, bij- čhave, andr- bar, k- phral, pr- Slovačiko  
pr- phuv, bij- daj, angl- kher, bij- love, k- doktoris, bij- buči, k- amari familija, pr- drom,  
andr- hados, pr- gav, andr- bala, pr- muj, k- amende, andr- čaro, pr- blaka, bij- familija

#### 7. O lava andro barora phen romanes

Našči džav (to) buči, nasvači som. Kampil mange te džal (to) doktoris.  
Dukhal man o šero, čulal mange (from) o nakh. Kampil mange te pašlol (in) hados.  
Vičinava la phura da (to) amende khere. Joj bešel (on) gav. Džala (after) late o dad le motoriha.  
Ačhela (at) amende duj kurke. (In the village) bešen but Roma. La baba hin (in) bar šukar luluđa.  
(In) kher bešel le papuha. (To) baba the (to) papus phiras (for) prazdnini. Jon (to) amende aven (on) inepi.

#### 8. Lekhav lačo anglonav andro barora

Tu bešes (...) o skamind. Me pašlúvav (...) hados. O gada hine (...) šifonos. Jov dikhel (...) televiza.  
E orica figinel (...) fala. Amen cindam nevo butoris (...) sovibnaskeri soba. O pokrovcos hino (...) phuv.  
E gendí hiňi (...) phral. (...) o manuša hin nalačo cirdlípen. Nekbuter čiro amen bešas (...) o kompjuteris the internetos. Aven (...) tavibnaskeri soba te chal. O dad (...) o chaben pijel lovina. (...) e sikhadí džav khere.

## Numerals

### Ginutne

#### 1. Keci hin? Phen le lavenca:

$100 - 40 =$      $20 + 10 =$      $67 - 27 =$   
 $77 - 38 =$      $25 + 15 =$      $71 + 9 =$   
 $90 - 50 =$      $14 + 44 =$      $89 - 9 =$   
 $55 - 14 =$      $16 + 8 =$      $58 - 13 =$   
 $43 - 13 =$      $36 + 17 =$      $16 - 5 =$

#### 2. Keci hin tuke berš?

Mire dadeske hin...(52) berš. Mira dake hin...(45) berš. Miri phen imar bari, lake hin...(19) berš.  
 Miro phral hino mek cikno, leske hin...(7) berš. Amari baba hiñi imar phuri, lake...(81) berš.  
 Mira phureder mandar pheñake ela...(40) berš. Mire phrales hin mek cikne čhave, lenge hin... (3 and 2 ) berš.  
 Mire papuske pal la dakeri sera mek ča...(63) berš.

#### 3. Lekhav o ginde le lavenca

Mange o berša andro (11.) novembros. Tuke o berša andro (5.) augustos. Leske o berša andro (26.) majos.  
 Lake o berša andro (14.) februaris. La Kristinkake o berša andro (2.) marcos.  
 Le laciske o berša andro (17.) aprilis. La dake o berša andro (21.) septembos.

#### 4. Phen slovačika

Miro nav hin Milan. Me ulilom andro dešeftato aprilis ezeros eña šel ochtavardešthetrito berš.  
 Miro dad uliła andro eftato februaris ezeros eña šel pendathešovto berš.  
 Miri daj uliła andro dešuštarto novembros ezeros eña šel pendatheštarto berš.  
 Hin man duj pheña. E Eva uliła andro dešutrito julos ezeros eña šel eftavardeštheeñato berš.  
 E Marika uliła andro dešeñato augustos ezeros eña šel ochtavardešto berš.

#### 5. Irin le lavenca

14, 29, 32, 66,85, 146, 270, 958, 559, 1232, 3., 21., 18., 64., 30., 99., 1971., 2018.

#### 6. Pherdar lačhes o phend'a

(dujto, dešto, eftato, dešudujto)

Joj hiñi \_\_\_\_\_ čaj andre famil'ija.

Imar \_\_\_\_\_ berš dživav andre Angl'ija.

O julos hino \_\_\_\_\_ čhon andro berš.

O decembros hino \_\_\_\_\_ čhon andro berš.

#### 7. Phen romanes

12 months, 32 teeth, 4 seasons, 365 days in year, 25 years, 8 kids, 1550 eur, many old houses, 60 minutes, a few wise words, 17 pupils, little money, some people

#### 8. Rachin avri

duvar ochto hin \_\_\_\_\_

trival štar hin \_\_\_\_\_

pandžvar duj hin \_\_\_\_\_

štarval pandž hin \_\_\_\_\_

dešvar deš hin \_\_\_\_\_

dešupandžvar duj hin \_\_\_\_\_

## VI. Proposals of texts to practice speech skill – listening

### TOPIC: My family Miri famil'ija

Man hin bari famil'ija. Amen sam khere eфта džene: me, o dad, e daj, o phral, e phen, o papus the e baba. O dad phirel motorihа sako d'ives andre bući. Jov lavutaris, bašavel andro orchestros. Jov hino avrisikhado, les hin maškarutñi the ući bašavibnaskeri sikhad'i. Vašoda jov kerel bući maškar o bare lavutara. Jov amenge pro baripen.

E daj bikenel andre skłepa – supermarketos. Jov phenel, kaj nekphareder bući hin bući le manušenca. Jekh kamel ada, dujto aver. U the te andre skłepa hin but so te cinel, manuša na sakovar aven pre peskero. Miro phral hino phureder mandar. Imar phirel ande bući. Kerel sar asistentos andre bazutñi sikhad'i. Jov kamel te avel sikhłardo, vašoda mek sikhłol pre univerzita, kerel peske pedagogicko sikhad'i. E phen, terneder mandar, phirel andre bazutñi sikhad'i u šaj phenav, kaj joj hiñi igen lačhi sikhłuvñi. Rado sikhłol, andal e sikhad'i hordinel lačhe znamki. Phenel, kaj latar avela doktorka, kamel te sasčarel le manušen. Miro papus imar phuroro. Varekana jov has igen šukar manuš, the o barvale čhaja pal leste merenas, no jov peske iła amara baba. Jov has čori, ča jileskeri the igen šukar. E baba hiñi amaro khamoro. Jov hiñi igen lačhi manušñi. Ńikaha pes na vesekedinel, pre Ńikaste na rušel, kaj šaj, odaj le manušenge šigitinel u mek paš ada sakovar hiñi asangutñi, savorenca kerel jileskere cikne pherasa. Savore la kamen, bo paš late o čiro denašel sar balvaj u o manuša paš late bisteren pro peskero pharipen. U so me? Phirav pre maškarutñi sikhad'i u gindinav, kaj jekhvar mandar avela džanlo manuš.

Gašparová, Eva (own text)

#### Thov kerekate lačho phend'ipen

- Keci dženerengi famil'ija hin le sikhłuvnes?**  
a) pandž džene b) eфта džene
- So kerel leskero dad?**  
a) hino sikhłardo b) hino lavutaris
- Kaj kerel leskeri daj?**  
a) bikenel andro supermarketos  
b) asistentka andre sikhad'i
- So kerel leskero phral?**  
a) asistentos andre bazutñi sikhad'i b) doktoris
- Kaj sikhłol leskeri phen?**  
a) andre maškarutñi sikhad'i  
b) andre bazutñi sikhad'i
- So kamel andre peskero dživipen te kerel?**  
a) doktorka b) sasčipnaskeri phen
- Savo hino leskero papus?**  
a) imar phuro manuš b) mek terno manuš
- Savi hiñi leskeri baba?**  
a) nalačhi manušñi b) lačhi manušñi
- Kaj sikhłol o sikhłuvno?**  
a) pre ući sikhad'i b) pre maškarutñi sikhad'i

#### Phučibena

- Keci dženerengi famil'ija hin tut?
- So kerel tiro dad?
- So kerel tiri daj?
- Keci phrala-pheña tut hin?
- Hin tut mek papus the baba?

## TOPIC: Shopping

### Cinkeriben

#### E Ilonka the e Maña vakeren

- M** Sar sal, Ilonko?
- I** Mištes, Maño. Kaj džas?
- M** Džav andre zelovoca te cinel phuvale. U tu?
- I** Mange kampil te cinel aro the balevas. Kamav te tavel haluški arminaha. Idž cindom phuvale the armin, aŕe imar man nane khere aro u džanes, pro haluški kampil the balevas.
- M** Sem he, me mirenge tađom palidžeskero haluški ciraleha. Mire čhave na rado chan haluški arminaha. Adadžives lenge tavav rantimen mas the peke phuvale. So na aves tuke varekana pre kaveja?
- I** Džanes, Maño, phirav akana andre bući u na džanav so sigeder khere te kerel. Nane man aňi sikra idejos. Varekana sombat tuke vičinava, ta šajjel chuřava ke tute. Šundom, hoj cindal nevo butoris andre bešibnaskeri.
- M** He, mek oda čhon. Mištes Ilonko, av tuke varekana ke mande. Kampil pes varekana te ačhavel, sem e bući tuke na denařela.

Gařparová, Eva (own text)

#### Thov kerekate lačo phend'ipen

- Kaj džan e Maña the e Ilonka?**  
a) andre bući b) andre sklępa
- So kampil te cinel la Ilonkake?**  
a) phuvale b) aro the balevas
- So kampil te cinel la Maňake?**  
a) mas b) phuvale
- So kamel te tavel e Ilonka?**  
a) piřota b) haluški arminaha
- So kamel te tavel e Maña?**  
a) rantimen mas the peke phuvale  
b) haluški ciraleha
- Ko phirel andre bući?**  
a) e Maña b) e Ilonka
- Ko kas vičind'a ke peste khere?**  
a) e Ilonka la Maña b) e Maña la Ilonka

#### Phučibena

- Ko andre tiri famil'ija phirel te cinkereľ?
- Phires the tu varekana andre sklępa?
- So šaj cinen o manuša andre zelevoca?
- So šaj cinen o manuša andre chabnaskeri sklępa?
- So šaj cinen o manuša andre maseskeri sklępa?
- Kaj šaj cinen o manuša savoro so lenge kampil teljekh dachos?

## TOPIC: Roma culture in the past and today

### Romaňi kultura varekana the adadžives

E romaňi kultura, oda hin amari romaňi čhib, romane giľa, bašaviben, romane paramisa, godăver lava, garude lava, romane pherasa, romane tradiciji. Čirla sas pro Slovačiko lavutaris, ča o Rom jekh. Forutne romane lavutara sle barvale, bašavenas bijava, boňa, gavutne zabavi, bali. Th'ó gavutne lavutara dživenas feder sar aver Roma. O romane paramisa hin amaro barval'ipen. Ajsi paramisi, oda nane ča šukar lava pal o somnakune princezni, pal o bare kraľi, pal o bare vitejzi the pal o šukariben. Oda hin the amari romaňi zor the pařaben, hoj o čačipen, o baro kamiben the o lačhipen hin zolareder sar savore benga, šarkaňi, bosorki, sar o chochade lava the o nalačhipen.

Varekana o Roma ľikerenas pengeri kultura feder sar adadžives. Te merelas Rom, arakhenas pen but Roma pro vartiřagos u vakerenas romane paramisa, pherasa. O terne Roma imar na ľikeren but amare romane tradiciji. Na džanav, či varesavo terno Rom prindžarel varesave romane paramisa, godăver lava vaj garude lava. Mek varesar prindžaren phurikane romane giľa, aľe buter řunen o moderna giľa. The romanes na vakeren avka sar o phure Roma. Bisterde but romane lava u vařoda andre akanutno čiro e romaňi inteligencija kerel savoro, kaj e romaňi čhib te sikhľon o sikhľuvne andro řkoli. Avka sikhľona feder te vakereľ the te irinel romanes.

Gařparovă, Eva (own text)

#### Thov kerekate lačo phend'ipen

1. **So hin le Romengero barval'ipen?**  
a) romane paramisa b) romano chaben
2. **So hin andre romaňi paramisi bareder?**  
a) o kamiben the lačhiben  
b) o chochaviben the o nalačhiben
3. **Kaj bašavenas o romane lavuta?**  
a) khera b) pro bijava, boňa, bali
4. **Sar ľikerenas o Roma o romipen varekana?**  
a) ľikernas feder b) na ľikerenas
5. **Kaj pen varekana arakhenas but Roma?**  
a) pre Karačoňa b) pro vartiřagos
6. **Sar vakeren romanes o terne Roma?**  
a) avka sar o phure Roma  
b) bisterde but romane lava
7. **Save giľa řunen o terne Roma?**  
a) klasikane giľa b) moderna giľa
8. **So savoro kerel e romaňi inteligencija?**  
a) kaj e romaňi čhib te sikhľon o čhave andro řkoli  
b) na keren nič
9. **Soske kampil le romane čhavage te sikhľol e romaňi čhib?**  
a) te vakeren the te irinen feder romanes  
b) te chuden lači buti

#### Phučibena

1. Phen, so hin o romipen.
2. Vakeres khere romanes?
3. Prindžares varesave godăver lava?
4. Gendal, vaj řundal varesavi romaňi paramisi?
5. Phen, so tu nevo sikhľiľal pal e romaňi čhib.
6. Prindžares o romane simbola?



## TOPIC: My friend

### Miro amal

Vičinar man Erik u kamav te vakerel pal miro strično phral. Jov hino perdal mande na ča nekfeder amal, aľe hino the sar miro phral. Leskero nav hin Ondrej. Hin leske dešefta berš u sikhľol dujto berš pro konzervatorijum Kašate. Sikhľol te bašavel pre lavuta. The leskero dad, miro bačis, hino lavutaris.

Hin les učo, športovo štalto the ovalno muj le uče čekateha. Leskere šukar, bare jakha hine pherde radišagoha. Leskere kale bale hine modernones strihimen, so leske bares priačhel. O nakh les hin cikneder u sal asal, dičhon leske šukar parne danda.

Miro strično phral hino lačhejileskero, rado šegitinel le manušenge u vašoda les o terne manuša rado dikhen, hin les but amala. Leskere kamadune buča hin o kompjuteris the mek rado bavinel futbalis, no nekbuter idejos d'iveseste bašavel pre lavuta. Rado the khelel. Urael pes modernones, leskere kamadune farbi hine kal'i the parňi. Jov hino asangutno, simpaticko manuš bara charizmaha.

Našči bisterav te phenel savo hino lačhejileskero the bučakero. Ńilaje phirel pro brigadi te kerel buči, kaj te zarodel varesave lovore. Varekana les the leskere dades vičinel e romaňi banda te bašavel bijava the romane bal'i. Rado šunel romane moderna giľa.

Gašparová, Eva (own text)

### Thov kerekate lačo phend'ipen

1. **Sar pes vičinel o sikhľuvno andro vakeriben?**  
a) o Lacis b) o Erik
2. **Pal kaste jov vakerel?**  
a) pal peskero phral b) pal o strično phral
3. **Sar pes vičinel leskero strično phral?**  
a) o Feris b) o Ondrej
4. **Keci hin leske berš?**  
a) dešefta berš b) dešochto berš
5. **Kaj jov sikhľol?**  
a) pre uči sikhad'i b) pro konzervatorijum
6. **Pre savi bašad'i sikhľol te bašavel?**  
a) pre gitara b) pre lavuta
7. **Ko mek andre famil'ija bašavel pre lavuta?**  
a) leskero papus b) leskero dad
8. **Save ajsipena les hin?**  
a) hino lačhejileskero b) hino hamišno
9. **So kerel nekbuter idejos d'iveseste?**  
a) bešel paš o kompjuteris  
b) bašavel pre lavuta
10. **Save giľa jov rado šunel?**  
a) romane moderna giľa  
b) phurikane romane giľa
11. **Kaj zarodel varesave lovore?**  
a) Ńilaje kerel buči b) na zarodel Ńisave love

### Phučibena

1. Hin the tut ajsio amal?
2. Sar pes vičinel?
3. Keci leske berš?
4. Sar jov dičhol avri?
5. Save ajsipena les hin?
6. So jov rado kerel?

## TOPIC: Living in the village

### Bešiben pro gav

#### Miro gav

Miro gav andro lila pes leperel beršestar 1270 (ezeros duj šel eftavardešto) u hino ulado pro trin seri: Maloveska, Tepličaňa the Koscelaňa. Me bešav Maloveskate. Odoj bariľom avri mire phralenca the pheňenca. Miro gav pašľol paš e Kašakeri kotľina. Hino le forostar so ča čhives bareha. Pašal miro gav hin bare veša the bare parti. Jekha seraha džal e len Hornad džı ko Ungriko. O veša hine bare, šukar, barile kerekate sar vencos. Te me kamav te dikhel, savo hino miro gav baro the šukar, džav pre jekh baro partos, so pes vičinel Lisa. Akor dikhav o gav sar pre mire burňika. Ča odarig šaj dikhav, savo šukar hino miro gav. Pre Lisa phirav mire čhavenca, odoj šaj penge denaškeren, bo hin odoj the ritocıs, kaj pen varekana pasinenas the o guruvňa. Ńılaje phiras te landol andre leňori. Adaj šaj the chudkeras mačhen. Paš o paňi mek dikhav le papiňen, sar peske plivinel, sar o cikne papiňora džan pal peskeri dajori. Te džanenas, sar oda šukar te dikhel, kana jekh pal avrate plivinel. Paš miro gav hin mek ajse thana, kaj me rado phirav, bo džanav, hoj man odoj ņıko narakhela u šaj odoj mange gondolınav pal oda, so te kerel, kaj te džıvav me the miri famelıja feder. Ko kamel te dikhel, savo hino šukar miro gav, ta mi avel ke mande u me leha phirava pal savore thana, hoj te dikhel, sar hin odoj mištes te džıvel. Del pes te phenel, hoj miro gav hino nekšukareder pro kada Slovačiko. Phenel pes: sakaj mištes, ča khere hin nekfeder u me som khere Maloveskate. Sar chudel o ņılaj, baron pro riti luluđa, urňalon o lepetki the o berveľa. Akor man mištes šunav, bo džanav, hoj šaj phirav andro veš te kidel chundruľa the aver vešune mogi.

Daňko, Marián (pupil, own text)

#### Thov kerekate lačo phendıpen

- Sar pes vičinel o gav, kaj bešel o Marijan?**  
a) Tepličaňa b) Maloveska
- Kaj pašľol oda gav?**  
a) paš o Uče Tatri b) paš e Kašakeri kotľina
- So hin pašal leskero gav?**  
a) bare veša the bare parti b) romaňi osada
- Sar pes vičinel o partos, kaj phirel o Marijan le čhavenca?**  
a) Brezina b) Lisa
- So keren odoj o čhave?**  
a) bavinen pes b) denaškeren
- Save kherutne džviren dikhel o Marijan te plivinel pro paňi?**  
a) le kačken b) le papiňen
- So phenel o Marijan pal peskero gav?**  
a) hino nekšukareder pro Slovačiko  
b) hino nekbareder pro Slovačiko
- Kaj jov phirel ņılaje?**  
a) andro foros b) andro veš
- So jov kidel andro veš?**  
a) chundruľa the aver vešune mogi b) kašta

#### Phučibena

- Kaj tu bešes?
- Vaker pal tiro bešibnaskero than.
- Phen pal peskero, kaj hin feder bešiben pro gav, vaj andro foros?
- Salas varekana andre romaňi osada?
- Phen, sar odoj džıven o Roma?

## TOPIC: Services

### Službi

#### Dijalogos

- K** Servus, Margit! Kaj džas?
- M** Servus, Kveto! Džav ko bankomatos te dikhel, či imar chudľom o love pro učtos.
- K** Kana hin ke tumende andre bući poťibnaskero d'ives?
- M** Andro dešudujto d'ives čhoneste, aľe varekana aven o love sigeder pro učtos.
- K** Amenge den o love andre bući pro vast. Man nane űikhaj phundrado učtos.
- M** Oda nane mištes. Mange pal o učtos cirden tele savore poťiňibena u kavke mange na kampil te phirel le šekenca pre pošta.
- K** Oda hin čačipen, aľe the andro bankos kampil te poťinel vaš savore službi u oda hin mek buter sar vaš o šeki.
- M** Džanes, adađives but manušen hin poťibnaskere karti. Šaj lenca andro boti te poťinel u oda feder sar te hordinel peha o love. Našći tutar čoren o love u e karta hiňi pro kodos.
- K** Dikhes, kada mange na avľa pre gođi. Oda čhon o rom našađa le lovengeri taca u andre les sas penda evri. Stredone džava andro bankos te kerel peske poťibnaskeri karta. Ačh Devleha!
- M** Dža Devleha!

Gašparová, Eva (own text)

#### Thov kerekate lačho phend'ipen

- Kaj džalas e Margita?***  
a) andre skl'epa b) ko bankomatos
- Kana chudel e Margita o poťiňiben andal e bući?***  
a) andro dešupandžto čhoneste  
b) andro dešudujto čhoneste
- Chudel e Margita varekana sigeder o love pro učtos?***  
a) na, na chudel  
b) he, varekana chudel sigeder o love
- Sar chudel e Margita o love?***  
a) pro učtos b) pro vast
- Hin la Kvetu phundrado učtos andro bankos?***  
a) he hin b) nane la űikhaj phundrado učtos
- Kas hin poťibnaskeri karta?***  
a) la Kvetu b) la Margita
- Sar poťinel e Margita andro skl'epi?***  
a) le lovenca b) la poťibnaskera kartaha
- Ko našađa e taca le lovenca?***  
a) la Margitakero rom b) la Kvetakero rom
- Kana peske kerela the e Kvetu poťibnaskeri karta?***  
a) hetvine b) stredone

#### Phučibena

- Hin the tire dades, vaj tira da poťibnaskeri karta?
- Phen, so šaj te kerel la poťibnaskera kartaha?
- So šaj keras andro bankos?
- So šaj keras pre pošta?
- Vaker pal aver službi perdal o manuša.

## TOPIC: It is necessary to show mutual respect

### Kampel te dikhel jekh avres

Miro nav hin Monika. Mange 17 (dešefa) berš u phirav andre dujto klasa pre maškarutni sikhad'i Kašate. Andre klasa sam savore Roma u me man odoj mištes šunav. Ciknovarbatar kamavas te avel sikhľad'i. Me rado sikhľuvav the but genav.

Našti bisterav pro školačike berša andre bazutni škola. Odoj man na šunavas mištes vašoda, kaj andre klasa na samas ča duj Roma. Me the mek jekh romano čhavo o Lacis. Sar samas andre pandžto klasa, o Lacis geľa la famel'ijaha avrether te bešel u andre klasa ačhilom korkori romaňi. Oda na sas loko perdal mande. Sas man ča jekh rakli baratkiňa, vičinelas pes Lucka. Aver čhave manca na vakerenas vašoda, kaj somas romaňi.

Nekphareder berš perdal mande sas e ochtoto klasa, kana avle andre klasa duj neve rakle.

Jekh raklo sas andal o lange šere „skinheads“. Elšines kada na džanavas. Te mange čhivkerkernas, me keravas, kaj nič na šunav. Daravas lenge vareso te phenel, bo džanavas, kaj andre klasa ča jekh abo duj rakle thovena pes vaš mange. Na džanav, či adadžives hin andro klasi, kaj nane buter Roma feder? Gondol'nav, kaj na. U soske oda avka hin, soske o Roma hine tele marde? Ńiko mange pre ada na džanel te phenel pale. Ko džanel, šaj jel varekana ela savoro feder.

Gáborová, Monika (pupil, own text)

#### Thov kerekate lačo phend'ipen

1. **Kaj sikhľol e Monika?**  
a) pre bazutni sikhad'i b) pre maškarutni sikhad'i
2. **Savi buti kamel te kerel?**  
a) doktorka b) sikhľad'i
3. **Pre soste našti e Monika bisterel?**  
a) pre bazutni škola b) pre dar
4. **Sar pes šunelas andre bazutni sikhad'i?**  
a) igen lačhes b) namištes
5. **Ko mek laha odoj phirelas?**  
a) but romane čhave b) jekh romano čhavo
6. **Soske ačhila korkori romaňi andre pandžto klasa?**  
a) o Lacis geľa andre aver škola  
b) o Lacis geľa la famel'ijaha avrether te bešel
7. **Sas la odoj amala?**  
a) jekh rakli b) na sas la amala
8. **Savi klasa sas perdal late nekphareder?**  
a) šovto klasa b) ochtoto klasa
9. **Kastar e Monika daralas?**  
a) savorendar andre klasa b) duje neve raklendar
10. **So joj kerelas, te lake čhivkerkernas?**  
a) vesekedinelas pes lenca  
b) kerelas, kaj nič na šunel
11. **Sar pes joj akana šunel pre maškarutni sikhad'i?**  
a) lačhes, bo andre klasa hine savore Roma  
b) nalačhes

#### Phučibena

1. Phen pal peskero, hin feder te andre jekh klasa sikhľon ča o Roma?
2. Phen pal peskero, so kampel te kerel, kaj anglunes o terne Slovaka te dikhen pro Roma avre jakhenca, na ča sar pro namanuša?
3. Vaker pal o sikhľuvne andre tiri klasa sar aven jekhetane avri, so pes tuke andre sikhad'i pačisaľol u so na.

## TOPIC: Roma treatment in the past

### Sar pen varekana sasčarenas o Roma

Te le Romestar phučena, so hin nekbareder andro dživipen, phenela: „Sasčipen“. Pro inepi, pro berša, le ternenge te len vera, mangen o Roma: „Bacht, sasčipen! Kaj sasto te aves, the tiri romňi, the tire čhave! Kaj tut o Del sasčipen te del!“ Jekh romano godaver lav vakerel:

„O Rom peske doktoris korkoro! “ Varekana o Roma na phirenas ko doktoris sar adadžives vašoda, kaj sas igen čore u le doktoriske kampelas but te počinel. Sasčarenas pen korkore, abo vičinenas la phura romňa, so džanelas te sasčarel. Phenenas: „Phuri romňi hin feder sar doktoris.“ Andro dojekh gav sas jekh, vaj duj phure romňija, save prindžarenas o draba. Lenca the mek aver keribnenca sasčarenas le manušen. Džanas, hoj o Roma avle andal e Indija u ande peha varesave tradiciji, sar te sasčarel. Phenenas, o Roma chasňaren la dakero thud te varekas dukhal o kan, e jakh. The andre Indija pes mek dži adadžives chasňarel la dakero thud. O phure romňa džanen te sasčarel bandurkaha – randen jaľi bandurka, thoven pro bukloματος, kana pes kerđol. O bukloματος palis pes na kidel upre. Tađi tađi bandurka cirdel avri o phumba, kana o bukloματος imar fest opre kidlo. Te o nasvačipen na sas le Devlestar, sasčonas avri. Te le manušen na džanenas te sasčarel, phenenas: „O Del les marđas, arakhľa les e vera, oda hin pokeriben.“ O Roma pačan, hoj sakone manušenke šaj „perel jakhendar,“ no neksigeder la šukara džuvľake abo šukare čhavoreske, te pre leste dikhen o gore. Akor hin le manušenke phujes, dukhal les o šero u šaj pre ada the merel. Ajse manušenke pes kerel „jagalo paňi.“

Gašparová, Eva (adapted, Romaňi čhib, ŠPÚ Bratislava, 2007, p. 47)

#### Thov kerekate lačo phendčipen

1. **Soske o Roma varekana na phirenas ko doktoris?**  
a) na sas len love b) daranas le doktorendar
2. **Sar pen sasčarenas?**  
a) vičinenas la phura romňa, so džanelas te sasčarel  
b) na kerenas nič
3. **So chasňaren o Roma mek dži adadžives te varekas dukhal o kan, e jakh?“**  
a) tejos b) dakero thud
4. **Sar džanenas o phure romňa te sasčarel o bukloματος?**  
a) le žiroha b) la jaľa bandurkaha
5. **Kana pes kerel „jagalo paňi“?**  
a) sar chasas b) sar perel amenge jakhendar

#### Phučibena

1. Sar pes šunes, te sal nasvalo?
2. So kempel te kerel te sal nasvalo?
3. Save nasvačipena prindžaras?
4. Džanes te phenel vareso pal o civilizačna nasvačipena?
5. So džanes pal e prevencija, kaj te na avas nasvale?
6. Vaker pal peskero, soske mek the adadžives hin andro romane osadi epidemiji, sar šargo nasvačipen the ger?

## TOPIC: Travelling Dromaripen

O dromaripen hin le Romenca zorales phandlo jekhetane. Hino thodo andre romaňi historija. Kerelas pes buterval zoraha, savi pro Roma domukhenas aver manuša, the avke penge o Roma rodenas peskero than pre luma. O Roma pen dochudle andro but thema, kaj ačhile te dživel the dživen odoj but šel berša. No o dromaripen nane ča akor, kana tumen tradel vareko jekhe thanestar pro aver. Adadžives dromaren o manuša pal o feder dživipen, pal e bući, pal o sikhadžipen, pal o sasčipen, vaj ča avke, kaj šukares te predživen o voľno čiro. Pro Slovačiko imar čirla o Roma na dromaren sar varekana. No but Roma dromarenas, kana geľa amaro them andre Evropakeri unija, vaj kana peľa tele o socijalisticko režimos. O them phundriľa the ko kamelas, šaj džalas ode, kaj duminelas, hoj arakhela feder dživipen. But Roma adađives dživen andre Angľija, vaj andre Belgija, no the andre Kanada. Le Romen arakhaha andre dojekh evropakero them. Šukar hin, kaj pes o Roma dovakeren peskera romaňa čhibaha the achalon penge.

Varekana o Roma dromarenas le verdanenca the le grajenca. Adadžives dromaren avka, sar the aver manuša le motoriha, busoha, šifaha, eroplanoha, mašinaha. Avke šaj predžas buter thema tel o charno čiro. Ńilaje dromaras ko baro paňi, kaj te kidas zor le khamestar the le paňestar. Dromaras pal e familija, sava kamas te dikhel, vaj pal o amala, vaj oda hin bućakere droma.

Adadživesutno čiro hin ajsa, kaj bi o dromaripen ča phares džidľamas. O manuša dromarenas furt čirla the akana. Pal dojekh rodenas the roden feder than perdal peskero dživipen. But romane familiji oda avke kerde, buterval mukhle le papen, le baben, okla familija u gele adarig. No aven adaj aver manuša andal aver thema, save kamen pro Slovačiko te kerel bući. E Evropa hiňi phundrađi sakoneske u oda hin mištes.

Vaňová, Jarmila (own text)

### Thov kerekate lačo phendipen

- Sar domarenas varekana o Roma**  
a) verdanenca the grajenca b) mašinaha
- Soske dromaren o Roma?**  
a) pal feder dživipen the bući  
b) te dikhel aver thema
- Sar dromaren adađives o Roma?**  
a) avka sar the aver manuša b) avka sar čirla
- Kaj akana dživen but Roma pal e Slovačko?**  
a) andre Indija b) andre Angľija, Belgija, Kanada
- Dromaren o Roma the ko baro paňi pre dovolenka?**  
a) he dromaren b) na dromaren
- Sar pen dovakeren o Roma andro aver thema?**  
a) themutňa čhibaha b) romaňa čhibaha
- Aven the pro Slovačiko manuša andal aver thema te kerel bući?**  
a) na, na kamen pro Slovačiko te kerel bući  
b) he, aven

### Phučibena

- Sar tu dromares andre sikhadži?
- Hin tumen motoris?
- Kaj dromaren Ńilaje?
- Dromarehas imar le eroplanoha?
- Vaker pal tiro predžidipen le dromaripnaha.



## TOPIC: Home and housing

### Kherutno than the bešiben

Vičinav man Jarmila. Bešav la famil'ijaha pro gav. Amen hin cikno kher andre savo hin štar sobi. Khere sam pandž džene. Hin amen jekh tavibnaskeri soba, jekh bari soba the duj sovibnaskere sobi. Andre kuchña amen hin jekh skamind the šov stolki. E daj hiñi andre kuchña furt. Odoj amenge tavel lačo chaben. Andre šparheta amenge e daj pekel lače bokela.

Andre bari soba amen hin baro hađos. Pre phuv amen hin šukar lolo pokrovcos. Savore džene khere bešen pro hađos u dikhen pre televiza. Ča e daj šunel andre tavibnakseri soba o radijos. E daj rado dikhel lulud'a, vašoda ke amende arakhena o lulud'a andre dojekh soba.

Andre sovibnaskeri soba hin amen duj hađi, kaj sovas. Pro hađi amen hin duj duchni the perñici. Paš e blaka amen hin trin šifoñera, kaj thovas amare gada. Amaro kher nane baro, no perdal amende hino nekšukareder, bo hino amaro kherutno than, andre savo rado avas andal e bući, vaj sikhad'i. Amare Romen nane barikane khera, sigeder čoreder. Varekas hin ča čorikano kheroro, jekh vaj dujesobengero. Arakhen pes the ajse Roma, saven hin the bare khera, štokovci. Pal miro, hin feder te dživel pro gav, sar andro foros. Andro foros o manuša bešen andro bloki. Hin len odoj savoro. Tato pañi, jevende o taťipen andro khera, pašes lenge savoro, so kempel ko dživipen. Pro gava oda hin phareder, no ode hin le manušen šukar paña-veša the o manuša penge hine pašeder. Buter peha den дума the feder pen prindžaren.

Adađives hin phares te dochudel peske lačo bešiben. Kempel pre oda but love. Kas nane, ačhel te dživel paš o dad, the paš e daj, no buter manuša džan te dživel the andro aver thema. Dojekh manuš kamel peskero lačo bešiben.

Vaňová, Jarmila (own text)

#### Thov kerekate lačo phend'ipen

1. **Kaj bešel e Jarmila?**  
a) andro foros b) pro gav
2. **Kaha joj odoj bešel?**  
a) la daha b) la famil'ijaha
3. **Savo kher len hin?**  
a) cikno štaresobengero  
b) baro pandžsobengero
3. **Keci džene bešen odoj?**  
a) ehta džene b) pandž džene
4. **So len hin andre tavibnaskeri soba (kuchña)?**  
a) jekh skamind the šov stolki  
b) jekh skamind the fotelis
5. **Ko ke lende rado dikhel lulud'a?**  
a) lakeri phen b) lakeri daj
6. **Andre savi soba dikhen e televiza?**  
a) andre sovibnaskeri soba  
b) andre bari (bešibnaskeri) soba
7. **Sar dikhel e Jarmila o bešiben pro gav the andro foros?**  
a) feder hin te bešel pro gav  
b) feder hin te bešel andro foros

#### Phučibena

1. Kaj tu bešes?
2. Vaker pal tumaro kher
3. Kaj šaj bešen o manuša?

## TOPIC: Nature

### Paña-veša

Dojekh manušeske kempel ko dživipen o paña-veša. Bijal kada našti dživas pre amari planeta. Le paña-vešenca sam zorales phandle. O paña-veša amenge keren o kislikos, savo dichinas, den amen but, ke oda, kaj šaj predživas the den amen but šukariben, savo tařarel amare jile, the e vodi.

But mangavne hine le vešengere rukha. Šukar želeno čar, o prajta, save čenginen andre balvajori. Pre planeta hin but paña. Bare londe paña, the cikne leňora, no the o gule paña pro pijiben. Kana amen na ulahas paňi pro pijiben našti džidilamas pre luma.

Varekana čirla sas o manuš buter phandlo le paña-vešenca, no adadžives hin bari tehnika u o manuša but chasňaras avri oda, so amenge kempel te arakhel. Buterval na duminas pre oda, kaj te merkinas pro paña-veša, kaj te mukhas ada šukariben the aver generacijenge. O manuša berš so berš buter džungľaren o paña, mukhen andre o chemikaliji the čhivkeren andre o džungipena. Čhingeren avri o rukha andro veša, save amenge keren o kislikos. Len avka o kherutno than but džvirenge, save po sikra našľol pal e luma. Eзера the ezera motora sako džives džan pro droma u mukhen avri andro luftos o plini, save mosaren o luftos – keren smokos, savo o manuša dichinen u savoro lenge ačhel pro buke. Ala plini keren o luftos šutleske buter u buter. E balvaj ala plini buchľarel u palis le brišindeha pes ada džungipen chudel andro paňi, andre phuv, andro savoro, so barol pro mal'i. Pro Slovačiko hin but ajse džviri, čara the lulud'a, save o themutno zakonos arakhel. Hin adaj igen šukar thana. Bares barikane hine o Slovaka pro hed'i sar o Uče Tatri, Cikňi Fatra, Bari Fatra, Muransko planina, Slovačiko krasos, Slovačiko rajos the aver.

Le manušenge kempel te džanel, hoj te na ľikerena la phuvakero čačipen, šaj aven našade.

Vaňová, Jarmila, Gašparová, Eva (own text)

#### Thov kerekate lačo phendipen

- Phen, kempel amenge te dikhel pro paña-veša?**
  - he, bi o paña-veša našti dživas
  - na, na kempel
- Phen, so nekbuter mosarel o luftos.**
  - o motora b) o džanibnaskere arakhľipena
- Phen, so džungľarel o paña.**
  - o chemikaliji andal o fabriki b) o nalače plini
- Phen, soske o džviri našaven kherutno than andro veša?**
  - o manuša kidel o chundruľa
  - o manuša čhingeren avri o rukha
- Hin pro Slovačiko zakonos, savo varesave džviri, čara the lulud'a arakhel?**
  - he hin ajso zakonos b) nane ajso zakonos
- So pes šaj ačhel le manušenca te na ľikerena o phuvakero čačipen?**
  - šaj aven našade b) nič pes na ačhela

#### Phučibena

- Phen, save šukar thana hin pro Slovačiko.
- So našti keras, kaj te na mosaras o paña-veša?
- Vaker pal o paña-veša paš tiro bešibnaskero pašalipen.

## TOPIC: Arts, science and technology

### Džaniben the technika

O džaniben the technika amen, le manušen, l'ídžal anglal. Domukhel amenge but lačhipena, federisarel amaro dživipen, del amen but informaciji. Varekana dičhol, kaj nane agor le džanibnaske the la teknikake, kaj o manuš kerel ajse buča, pal save anglo vajkeci deš berša na džalas aňi suno. Savoro džal siđara anglal, so sas čačo idž, imar tajsa na musaj oda avke te avel. O manuš pes dochudla imar the andro kozmos, dromarel eroplanoha, kerel pro kompjuteris, surfinel pro internetos. Hin amen inteligentna the but godaver žutipnaskere mašini andre amare khera the džanibnaskere arakhl'ipena sar hin o radijos, televiza, pračka, mikrovlnka the aver. Jon amenge lokisaren e buči, keren feder o d'ives, varesave amen the bavinen. Buter buča andro fabriki imar keren o mašini, mechanicka linki, o manuš buterval ča pre savoro dodikhel, kaj sa mi džal avke, sar kempel. Vičinas peske telefonenca, mobilenca, andro savo ča kamas aver them. Vakeras peha prekal o internetos, dikhas pes, kaj he te avaha pestar dur, sako pre aver kotor la lumake. Siđara pes dodžanas, so pes kaj ačhiľa, bo o informaciji džan siđara ko manuša. Imar cikne čhave džanen te kerel la teknikaha, sikhlon oda andro sikhada, no the khere.

Kada savoro amenge lokisarel o dživipen. The avke mištes džanas, kaj e technika amen na dela oda, so džanel te del manuš, manušeske. Vašoda kempel amenge kada savoro te chasňarel godaha the te džanel, kaj na e technika hiňi angluňi, aľe o manuš, leskero dživipen hino angluno. Paťiv, lače cirdl'ipena maškar o manuša, šegitišagos jekh avreske, ada hin nekbareder barval'ipen savo prindžaras.

Vaňová, Jarmila (own text)

#### Thov kerekate lačo phend'ipen

1. **Savi chasna hin le manušen le džanibnaskere arakhl'ipendar?**
  - a) lokisaren lenge e buči khere
  - b) keren vaš lenge e buči
2. **Savo teknikakero arakhl'ipen amenge domukhen te vakerel le manušenca andro aver thema the te dikhel len?**
  - a) internetos, mobilno telefonos b) televizoris
3. **Keren o manuša andro fabriki mek avka, sar kernas čirla?**
  - a) na, hin len machanicka linki, jon ča pre savoro dodikhel
  - b) he, savoro keren ča o manuša
4. **So hin nekbareder andro manušengero dživipen?**
  - a) paťiv, šegitišagos jekh avreske
  - b) chaben the pijiben

#### Phučibena

1. Hin tut khere kompjuteris?
2. Chasňares les paš o sikhluviben?
3. Hin tut mobilno telefonos?
4. Phen pal peskero, soha hin feder o mobilno felefonos.
5. Phen, save džanibnaskere arakhl'ipena hin tumen khere.
6. Save programi rado dikhes pre televiza?
7. Hin tira famil'ija vareko, ko dživel andro aver them, sar lenca vakeren?

## TOPIC: Romani as a literary language

### Romaňi čhib sar literarno čhib

#### E bibi Šivo

Te mange leperav, kana somas cikno, našti bisterav pre miri bibi, e Šivo. Joj sas phureder phen mira datar. Joj dživelas biromeskero, lakere duj čhave imar sas bare, sas len pengere čhave u bešenas avrether. E bibi Šivo buter sas k'amende, sar ke peskere čhave. Joj rodela love pro košara, save penge mangenas o gadže. Khuvelas len le raňendar. Nekbuter khuvelas o košara pro phuvale. Phirkeravas laha konarengi, abo raňa te kidel andro vešoro. Pal'is khuvelas košara andr'amaro kher u pašaloda vakerelas amenge šukar paramisa. Kajča pal calo kher sas rozcircle charne kaštora, cipa pal o koreňi, šťambi, jekhe laveha baro džungipen. Na sas aňi kaj o pindro te thovel. O dad narado dikhelas oda nažužipen, vesekedinelas pes la daha bijoda. Sar andre leste avelas e chol'i, sphandelas la bibake o raňa, bičhavelas la te kerel bordelis ke lakere čhave. E bibi rušelas, na sikhavelas pes maj calo berš. Te avelas e Karačoňa, dovakerelas e daj le dadeske, kaj te vičinel la biba pro inepi, hoj hiňi korkori, hoj o Roma hine avka sikhade te odmukhel penge dži o Štefanos savoro, so sas maškar lende nalačo. Ta o dad la biba vičind'a pr'ola inepi u e Šivo amenca likerelas e Karačoňa jekhetane. Takoj pal o inepi and'a o raňa u maškar oda džungipen chudľa pes pale andre buti.

Žiga, Berty, Romano džaniben, 1995. ISSN 1210-8545

#### Thov kerekate lačo phend'ipen

1. **Sas la biba Šivo rom?**
  - a) he, joj dživelas romeha
  - b) na, joj dživelas biromeskero
2. **Sas la čhave?**
  - a) la na sas čhave
  - b) he, sas la duj čhave
3. **So kerelas e bibi Šivo?**
  - a) khuvelas o košara
  - b) drabarelas le kartendar
4. **So lake kampla, kaj te kerel adi buti?**
  - a) karti
  - b) konara the raňa
5. **Soske rušelas o dad pre bibi?**
  - a) khuvelas o košara andro kher
  - b) kerelas baro bordel'is
6. **So džanelas e bibi Šivo šukares te vakerel?**
  - a) romane garude lava
  - b) romane paramisa
7. **Sar andro dad avelas chol'i, so kerelas la bibaha?**
  - a) čhivelas la avri andal o kher
  - b) rušelas pre late
8. **Vičinenas la biba Šivo sako berš pre Karačoňa?**
  - a) he, sako berš likerenas e Karačoňa jekhetane
  - b) na, sako berš sas e bibi Šivo pre Karačoňa korkori
9. **So phenelas e daj, savo sikh'ipen sas le Romen pre Karačoňa?**
  - a) o rušade Roma lačhonas avri
  - b) na phirenas ke pende

## TOPIC: Leisure time

### Voľno vacht

Sakone manuŝes hin peskere interesa. Varesave manuŝa keren o ŝportos, varesave manuŝen interesinel o artikañiben. O ŝportos hin lačo perdal amaro sasñipen. Hin but jevendutne the ñilajutne ŝportoskere disciplini. Varekas interesil individualno ŝportos u varekas kolektivno ŝportos. O manuŝa ñilaje rado phiren ko moros te plivinel, rado phiren pro bicigľi, keren turistika, phiren andro veŝ. Jevende but manuŝa džan pro thana, kaj ŝaj phiren pro liži. But manuŝen hin the aver interesa. Rado dikhen o filmi, o serijali pre televiza, genen o gend'a, ŝunen o giľa, baŝaven pre varesavi baŝad'i. Adad'ives but terne manuŝa nekbuter voľno vacht bešen paš o kompjueteris, internetos. Hin the ajse manuŝa, save andro voľno vacht keren kulturna aktiviti – džan andre mozi, teatros, galerija, muzeumos. Me man vičinov Milan, hin mange deŝeta berŝ. Sikhľuvav pro konzervatorijum te baŝavel pre lavuta. Nane man but voľno vacht pro mire interesa, no rado bavinov ŝachi. Ada ŝportos pes bavinel god'aha, na zoraha. Khere bavinov o ŝachi le dadeha.

Gaŝparová, Eva (own text)

#### Thov kerekate lačo phend'ipen

1. ***So keren o manuŝa andro voľno vacht?***  
a) peskere interesa b) na keren nič
2. ***Savo hino o manuŝ te kerel o ŝportos?***  
a) hino nasvalo b) hino sasto
3. ***Save ŝportoskere disciplini prindžaras?***  
a) jevendutne the ñilajutne b) o pliviŝagos
4. ***Savo ŝportos ŝaj keren o manuŝa jevende?***  
a) ŝaj phiren andro veŝ b) ŝaj phiren pro liži
5. ***Kaj rado phiren o manuŝa ñilaje?***  
a) ko moros b) ke famil'ija
6. ***So keren adad'ives nekbuter o terne manuŝa?***  
a) soven  
b) bešen paš o kompjueteris the internetos
7. ***Keren varesave manuŝa andro voľno vacht the kulturna aktiviti?***  
a) na keren  
b) he, džan andre mozi, teatros, galerija, muzeumos
8. ***Pre savi baŝad'i sikhľol o Milan?***  
a) pre brugova b) pre lavuta
9. ***So kerel o Milan andro voľno vacht?***  
a) bavinel ŝachi b) genel o gend'a
10. ***Kaha bavinel o Milan ŝachi?***  
a) khere le dadeha b) andre sikhad'i le amaloha
11. ***Sar pes bavinel ada ŝportos?***  
a) god'aha b) zoraha

#### Phučibena

1. Vaker pal tire aktiviti andro voľno vacht.
2. Phen, save interesa hin le dženen andre tiri famil'ija.

## TOPIC: Romani as literary language

### Romaňi čhib sar literarno čhib

#### Miro papus (authentic text)

Sig tosara, sar mek savore Roma sovnas, le čiriklen, le kachñen a le papiñen šundžolas pro pľacos, podzekaj šundžolas te bašol rukones, e muchľi pes cirdelas pal o paňi pal o luki upral o veš, andro paňi pes čhivkernas o mače, o papus uščelas, thovlas jag andro bov. E ora marlas štar ori tosara. Paš e oblaka bešelas pal o skamind, žužarlas o duhanos le koreñendar, aňi les na šundžolas. Daralas, te na amen uštavel. Labarlas e pipa u kerlas andro kher baro khandipen. Sar čuchinlas burňik burňikatar, ta šundžolas dži andro kher, kaj sovahas, bo has les bare zorale mozoli le čokanostar, le silavistar, le kerade trastestar, la phara bučatar. Aľe te amen pohladzinlas, ta avka sar te pororeha.

O baja pro gad has les furt kasimen, pro pindre has les zorale boganči, kalí cholov, podzekaj has les the labardži le umblavendar, so chučkernas le kerade trastestar, kalo brušľikos, pro šero staďi.

O khamoro mek na has avri, jov imar kerlas jag andre šmikňa. O pišot cirdelas korkoro. Sidžarlas la bučaha, bo tosara avnas o gadže vaš o petala, vaš o lanci, kereki pro verdan, vaš o vidli, pluhi, brani, lopati, krumpača, kosi he aver trastuňi buči. Phirnas ke leste o gadže pal o štar pandž gava, bo aver kovačis na has.

Dzekana šnavas, sar o papus kerlas bida, hoj hin les but buči. Phenlas: „Ta s´oda kada hin? Jon man kamen te thovel andre phuv, či so?“ E baba leske phenlas: „Sem av rado, hoj hin tut buči! Dikh, keci čhave hin! Kampel te chal!“ O papus lake: „Nane mange aňi ko te demavel pre kat.“ U vičinlas la baba: „Av het, av mange te demavel!“ E baba džanelas igen te marel. O čokanos mukhelas rovno pre kat, pekelaš jekhvar, duvar – o trast has prečhindo.

Buči has pherdo, o pluhi, o brani has vřadzik, na has kaj pes te rušinel. O papus lelas vaš jekh pluhos pandžšel koruni. Te has bareder, ta he buter. Varekana oda has bare love. Šaj cindžas palal calone bales.

Sar has e buči kišňi, ta bičhavlas o papus la baba pal o gadžo, kaj te avel andre šmikňa. „Dža imar, bo phendžas, kaj dela chaben!“ E baba anelas andre zajda balevas, mas, maro, jaro, grulí, žiros. Jekhevaste haľikerlas e zajda, andre aver vast has lake o kangľikos le thudeha. Ledva doavla khere. Dural vičinlas pro papus: „Muleja, ta kaj sal? Sem av mangete pomožinel!“ Mukhelas savoro a prastalas, lelas latar e zajda. „Ta kaj tu kada šaj doľidžas! Sem oda hin baro pharipen! Na mušindžal te lel savoro jekhvar!“

O gadžo avlas pal o papus a mangelas pes, kaj leske te kerel e buči. „Ja nemam čas. Nemam kedy, mam veľo roboty.“ O gadžo: „Jaj, Lisu, ta dze puždzem? Až do Levoči? Preboha ce pytam, sprav mi to!“ – a anglal delas balevas, ľitra paľenka. O papus aňi na dikhelas oja sera. O gadžo lelas avri o love a delas. O papus phenlas: „No dobre,“ thovlas les kijo pišot te phurdel, mek leske marlas pro kat le čokanoha a kerlas leha buči. Calo džives.

Le papus has andro kher chaben, love, savorestar dost.

Aľe sar na has buči, ta phenlas: „Kaj ole gadže? Soven či so? Ňiko na avel, ta s´oda?“ E baba phenlas: „Sar tut nane buči, keres bida. Hin tut buči, tiš keres bida. Ta so kames? Beš tele, sem avena!“ O papus labarlas e pipa u šunlas o radios paš o skamind. O radios has ajso baro, hoj na has kaj te thovel taňiris.

Has baro bučakro a igen chirno kovačis. So kampelas trastestar te kerel, ta kerlas. Kerdžahas he suv.

Džanelas he te vrasarel o trast jekhetane kija peste. Kerlas oda mek feder sar adadžives autogenoha, bo has baro fifikos. Lelas andal e fala, andal o muros šuki čik, pal e phuv prachos pre bľachica. O trast rozlabarlas, has calkom lolo he kovlo, lelas e čikori, o prachocis a čhivlas andre jag pro trast. Savoro pes zlejinas dokupi, sar te oda kerdžahas o del. Paľis lelas avri o trast andal e jag a imar ča randelas le riňineha e troska palal tele. Ňiko na prindžarlas, hoj oda has duj kotera, a Ňiko na džanel, sar mro papus kija kada avľas.

Le Romenge kerlas tiš, so kampelas: či lancos pro vudar, či petľica, či čopos, o tover pocirdelas, romane karfina kerlas. A tiš džanelas te petalunel le guruven – ča pro jepaš petalos pre avruňi sera. Sa o gadže phirnas kija leste, bo oda džanelas te kerel ča jov.

Džanelas tiš te strihinel. Savore gadže phirnas kija leste. Terdžonas tel e fala abo bešenas pre phuv, užarnas pre šora – a khandenas. O papus sidžarlas te strihinel, bo has but džene. Save has strihimen, ta has lenge o šere sar kľončki. Na džanas pašal o papus jekhetane, aľe pal peste sar papiňa. O Roma lendar počoral asanas, o papus tiš, aľe strihinlas dureder. Varesave gadže počinenas lovenca, varesave pes strihinenas pro pačaben, aver anenas paľenka, čhil, maro, balevas. O bavelas na has kaj te rakinel, ta e baba figinlas pro pados pro šuňuris.



Le gadžen has le papustar bari chasna. Džanelas he te bašavel pre lavuta. Has les banda peskere čhavendar he le Romendar. Phirlas te bašavel le gadženge. Sar les dikhenas, ta phenenas: „Jaj, vitaj, Lisu.“ Has bare rade, sar šunenas les te bašavel. Bašavlas lenge kovaľsko gil'i a marlas pal e lavuta andro tempos, hoj šundžolas, sar te mardžahas čokanoha pal e kovinca. Imar has pal o gadže.

Všadzik, kaj avelas, denas les bari pačiv. Sar muľa, ta avle pro pohrebos but Roma, but gadže, hoj na dičholas pro paluno agor. O gadže andal o gav has savore, o Roma tiš. Jekh jakh n'achľa šuki. Rovnas savore.

Te phirdžahas momelaha agor svetos, ta kajse kovačis ňikaj n'arakhľahas. Chibinlas amenge. A le gadženge tiš. Andro gav les leperen dži do adadžives.

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Gejza Horváth, Romano džaniben, 2001. ISSN 1210-8545

### Phučibena

1. Savi bući kerelas o papus?
2. Save chartike keribena kerelas o papus?
3. Sas o papus lačo chartas?
4. Kerelas chartikane keribena the perdal o Roma?
5. Savi chartiko bući džanelas te kerel ča jekh jov?
6. Savi bući mek kerelas o papus?
7. Džanelas o papus the te bašavel pre varesavi bašad'i?
8. Kaske bašavelas the save gil'a?
9. Sas o papus pherasuno manuš?
10. Phen pal peskero, soske o gadže denas les bari pačiv?

## VII. Proposal of texts to practice speech skill – reading

### TOPIC: Work and employment

#### Bući the profesija

Anglo but šel berša sas angļuñi Romengeri bući charćikañi. O romane charći na kerenas ačhingos, sar o charći evropakere. Kerenas avka, sar mek kerenas andre Indija, bešingos. Nekbuter kerenas o karfina, save sle duje ešerenga, vašoda pes lenge phenelas romane karfina, lanci, šingli the aver buća. Petalunenas le grajen, le gurunñen. O charći sle varesave barvaleder, varesave frimeder, džalas pal oda, savi lači bući džanelas te kerel. The andro romane paramisa hine leperde o lače charći. Andre jekh ajsi paramisi pes vakerel pal o charćas, savo pes vičinelas Bram. Les sas čhavo ajsi zoralo, kaj o dad les diña nav Trastunovast. Kerelas jekhetanes le dadeha. The čačeste oda sas avka, kaj o dad sikhavelas peskere čhaven u jon lidžanas la familijakeri bućakeri tradicija dureder.

Dujto ajsi profesija, savi kerenas ča jekh o Roma sas o bašaviben. Andre amari historija hin but lače anglune lavutarengi nava sar o Jožkus Pičo, Michal Barna, saves vičinenas Ungriko Orfeus, Panna Cinkova, sava vičinenas Cinka Panna, vaj o Rinaldo Olah the aver džene. O barvale bare raja, grofi, no the thagara, len vičinenas te bašavkerel. O manuša phenenas, kaj le Romen hin o bašaviben andro rat. Dži adadives prindžaras mek ajse Romen, save hine profesionalna lavutara u lidžan dureder peskeri familijakeri lavutariko tradicija. Averipen hin akana imar the andro romano bašaviben. O romane čhave sikhlon oboris o bašaviben pre varesavi bašadi pro konzervatorijum. Sar adi sikhadi agorinen, šaj aven sikhlarde pre bazutno artikañi sikhadi, vaj šaj džan dureder te sikhlol pre uči bašavibnakeri sikhadi. Ajsi bares džanlo manuš andro bašaviben hin akana o Roman Patkolo, saves prindžeren the udžanen pre calo luma sar genijalnonas the nekfeder lumakere bugošis. Leskero dad o Ernest Patkolo bašavelas pre lavuta, sas baro virtuozi. Kerelas bući sar pedagogos the koncertno majstros andro Kuvajt, Irakos the andro Istanbul. Mućas andro duj ezera dešupandžo berš. Leskero phral o Ernest Patkolo hino tiš but džanlo manuš andro bašaviben. Jov bašavel pre lavuta.

E luma džal furt anglal, the o Roma imar adadives na kerena oda, so varekana čirila. O Romane čhave save sikhlon, kamen te ačhavkerel o khera, o čhajora kamen te sivkerel, vaj te bikenkerel andre bota. Hin amen romane sikhlarde andre dakere, bazutne the maškarutne sikhada. Romane sasčaribnaskere pheña kerena bući andro špitaľi. Varesave kerena bući pro uradi sar socijalna bućakere, vaj paš e administracija. Hin amen the romane doktora, vaj doktorki, the advokata. Šaj phenas, kaj amen hin the romane rašaja. Našti aľe phenas, kaj imar sam but sikhade avri manuša, bo mek but romane čhavore na džan niķhaj te sikhlol u avke paľis phareder chuden bući. Andre kada čiro hin phares la bućaha the perdal o sikhade avri Roma. Na sako pro Slovačko del šajipen le Romen, no po sikra pes the kada imar visarel.

Vaňová, Jarmila (own text)

### Phučibena

1. Savi bući kerenas o Roma anglo but šel berša?
2. Kaj akana sikhlon o romane čhave te bašavel pro bašada?
3. Ko hino o Roman Patkolo?
4. Keren o Roma mek varesave čirlatune buća?
5. Hin amen the sikhade avri romane manuša u save buća jon kerena?

## TOPIC: Romani as literary language

### Romaňi čhib sar literarno čhib

#### So hin tateder, chevalo gad vaj kožuchos?

Tu phenes, hoj kožuchos hin tateder sar chevalo gad. Ma paťa. O Bertis le Sidorendar tuke phenela, sar oda hin.

Esas jevend, baro šil. O Rom Janči džal dromeha, pre leste ča chevalo gad. Giľavel peske, khelel, kaj les te jel tateder. Angle leste avel o grofos pre koča. Kožuchos, tate ciracha, šala, taťi čapka, mek the avka izdral andro šil. Dikhel, dikhel, kada Cigan nango pindrango, ča chevalo gadoro pre leste u mek peske khelel.

„Sar oda, more, hoj tut nane šil?“ phučel o grofos le Romestar.

„Bo pre mande urđom chevalo gad, grofona,“ phenel o Janči.

„Ma vaker diliňipen! T’oda mek goreder šil andro chevalo gad, na!“ phenel o grofos.

„Ta kaj!“ phenel o Janči – b’oda sas baro špekulantos! – „oda hin avka: o šil avel jekha chevaha andre, avra chevaha džal avri. Tumenca o šila maren, bo pes ľikeren tel o kožuchos, nane len khatar avri te džal.“

„Sluchaj tu, Cigan, na dehas man tiro chevalo gad?“ phenel o grofos.

„Dás les tumen, grofona, dás les tumen le jilestar, aľe našťi.“

„Soske?“

„Šaj me phirav bi gadeskero? Nango? Sem oda ladž.“

„Džanes so, me tut dava miro kožuchos, tu man deha tiro gad.“

„Ta te avka,“ phenel o Rom, „mi jel.“ Čiďa pal peste tele peskero chevalo gad, diňa les le grofoske, iľa pre peste le grofoskero kožuchos – denaš! Denašel khere, kaj les te n’avel šil andre le grofoskero kožuchos.

Sar oda dopejľa le grofoha? Šaj hadinen.

Taken over from: Romaňi čhib, ŠPÚ 2007, p. 88

#### Phučibena

1. Pal savo beršeskero kotor pes vakerel andro tekstos?
2. So sas urdo pro Jančis u so kerlas, sar džalas pal o drom?
3. Soske peske o Jančis giľavelas?
4. Ko džalas angle leste?
5. Sar sas urdo o grofos?
6. Phen pal peskero, sar o Rom Janči diliňarďa avri le grofos.
7. Ko sas e Milena Hübschmannová?
8. Soske la interesinelas e romaňi čhib?
9. So joj savoro kerďa perdal e romaňi čhib?
10. Džanes te phenel, so mek lekhaďa e Milena Hübschmannová?
11. Arakh andro tekstos phundrado vakeriben. Sar oda prindžares?

## TOPIC: Clothing Uraviben

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Dojekh nacija hin peskere tradiciji the andro uraviben. The oda but phenel pal e nacija. Kana džal pal o Roma, sas oda avka, kaj o murša urenas gada the cholov. Pro gad lajbikos, vaj gerekos, pro šero stad'i. Pro pindre urenas ciracha, vaj kamaš'li. O džuv'la urenas d'indarde rok'li, bluzi u pašal peste phandenas pochtan, vaj bare khosne. O phureder džuv'la na phandenas o khosno tel e brada, aľe palal šereste. Le Romegero uraviben na sas jekh, buterval džalas avri olestar, so len denas o gadže. Gada len denas vaš e bući so ke lende kerenas, vaj akor, kana lenge imar o purane gada na kampelas. No the avke pes o Roma rado barikaňarenas. O džuv'la rado thovenas andro bala čati, the andro meňa mirikle, vaj brezleti pro vasta. Varesave džuv'la hordinenas rok'li andral žebenca. Andro žebi thovenas oda, so mangenas avri le gadžendar, abo so chudenas vaš e bući ko gadže. Ajsi rok'la pes vičinelas „romaňi/ciganska.“ Romane lavutara bašavenas bare barvale gadženge andro khera the andro bišto šelberš andro kavehazi u lengero uraviben sas aver. Uravenas pen avka, sar o barvale gadže. Romano uraviben ľikerenas penge o vlachike Roma. Jon rado hordinenas uraviben le viragune the bl'iščace pochtanendar. O džuv'la hordinenas viragune, d'indarde, rakimen the but fodrengere rok'li. Paš o rok'li urenas o bluzi ipen ajse pochtanestar. O vlachike murša urenas cholova the gada. Andro lengero uraviben sas lolo, želeno abo šargo sinos. O pochtan sas the tuňeder the kučeder pal oda, sar savo Rom dživelas. O džuv'la hordinenas bare somnakune čeňa, angrušta, lanci andre men. The o murša hordinenas thule somnakune lanci andre men, angrušta, vareko the čeňa. Akana šaj dikhas ajso romano uraviben pro džuv'la the pro murša ča andro romano khel'ibnaskero suboris.

Adad'ives pen o Roma uraven avka, sar the aver manuša. O terne manuša pen uraven modernones. O terne čhaja pen imar na ladžan te sikhavel o pindre, vaj aver teštostkere kotora. Uren pre pende charne vigana, rok'li the cholova. Rado uren uče kamaš'li, pulovera, bluzi. O murša uren d'indarde the charne cholova, gada, ancugi, trički, svetera, športiko uraviben, kamaš'li. Jevende pre pende uras tate gada, gubi the tate kamaš'li, vaj tate ciracha. Ńilaje pre pende uras frimeder gada, loke, na thule. O Roma avka sar the aver manuša pen uraven pal oda, kaj džan. Khere len hin aver uraviben sar andre bući. Šukares pen uren pro inepi, pro bijav the pro aver dživipnaskere šajipena. O gada penge o Roma cinkeren. Šaj peske cinas savoro, so pes amenge pačisaľol kučeder, vaj tuňeder uraviben.

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Gašparová, Eva (adapted, Romaňi čhib, ŠPÚ Bratislava, 2007, p. 40)

### Phučibena

1. Vaker, sar pen varekana uravenas o romane džuv'la the o murša.
2. Savi rok'la pes vičinelas „romaňi/ciganska.“
3. Save Roma nekbuter ľikerenas o romane tradiciji andro uraviben?
4. Uraven pen mek avka o Roma the adad'ives?
5. Kaj mek šaj dikhas čirlatuno romano uraviben?
6. Sar pen uraven o terne Roma?
7. Phen, so tu rado ures, savi farba hiňi tiri kamaduňi.
8. Phen pal peskero, sar dikhes akanutňi moda?

## TOPIC: Romani as literary language

### Romaňi čhib sar literarno čhib

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#### Romane giľutne

##### AV MANCA ČHAJORI

Av manca, čhajori, odoj, kaj miri daj bešel,  
 k´amende o Roma sako rat paramisa phenen.  
 Av manca, ma dara, me tut na mukhava,  
 Bibacht aňi ladž tuke na kerava.  
 Sar o Roma dikhena, hoj me tut anav,  
 takoj o lavuti lačharena.  
 Amen na sam čore, te nane kaj te sovel,  
 pre dvora hin phuri pendeč – o prajta želene,  
 odoj tuke than kerava, sar avla rupuňi rat,  
 tel tute lačharava miro jekhfeder gad.  
 A te tut ela šil, vičinav o ňebos,  
 kaj tut te zaučharel.  
 Ko rašaj na džaha – jekhetan´amen dela  
 amaro gulo Del.  
 Te manca aveha, te manca dživeha,  
 kamaha pes amen  
 sar odí kaľi phuv le kale mareha.

##### E BACHT KE MANDE AVEL

E bacht ke mande avel  
 ča perdal le čhavorengere vastora.  
 O čoripen ke mande khere  
 - so man užarel?  
 Diňom le Devleske, so leskero hin.  
 Mek kamav le bengeske vareso?  
 Upral mro šero o chmari denašen,  
 me ke phuv kija phandľi som  
 sar bango kašt...  
 Th´o bango kašt del učhaj.

##### KAMÁS TE DŽAL KHERE

Kamav te džal khere pal miri daj,  
 kamav, kaj mek t´avel šukar ňilaj.  
 Pre phuv mange bešá, dikhá,  
 sar mro dad le phraleha, uštaren čik pro  
 pro valki.  
 Miri daj andro kher bokel’a pekel,  
 khosel o vasta andre leketa,  
 avri dikhel perdal e blaka,  
 so kerel o dad.

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Fabiánová, Tera, Romano džaniben, 2000. ISSN 1210-8545

#### Phučibena

1. Gen o giľutne u phen peskere lavanca pal soste irind’a/lekhađa e Tera Fabiánová.
2. Phen vareso pal lakero dživipen.
3. Phen, so mek lekhađa e Tera Fabiánová.

## TOPIC: Romani as literary language

### Romaňi čhib sar literarno čhib

Sas kaj na, sas jekh šukar kraľovstvos. Andre koda kraľovstvos rajarelas jekh kraľis, igen lačo.

Sar phirenas o Roma le svetoha, ta doavle dži ke koda kraľis. Andre koda kraľostvos Romen na prindžarenas, na džanenas, ko hine. Duminde, kaj o Roma pen avle le kraľiha te marel. Kada hiros pes dol'igenda dži ko kraľis. O kraľis pes te marel na kamelas, so te kerel? Vičinda ke peste le slugađen u phenda: „Džan ko Roma, anen ke mande lengere barederes, me man leha dovakerava, kaj mariben te na avel“. O slugađa beše pro graja, gele pal o Roma. O Roma sar dikhle le slugađen, darane.

„Imar amen o kraľis zamurdarla!“ Vičinde jekhe godaverone Romes, mi džal pes le kraľiha te dovakerel, kaj te na avel mariben. O Rom il'a andre žeba kotor maro the purum u geľa le slugađenca ko kraľis. Kajča o kraľis na džanelas romanes o Rom na džanelas čechika. Sar pes te dovakerel? Ča le vastenca. Mišto, o kraľis sikhada pro Rom jekhe angušteha u phenda: „Me na kamav mariben!“

O Rom na užarda, sikhada pro kraľis duje anguštenca. „Mišto phenel peske o kraľis“, ta tumen duvar ajci na kamen mariben. „Miro jilo hino phuterdo tumenge!“

Thoda peskero vast pro jilo. O Rom thoda o vast andre burňik, tiš thoda pro jilo.

„Ta the tumaro jilo hin phuterdo mange!“ Radisaliľa o kraľis.

„Ta me tumen dava jepaš miro kraľovstvos!“ Il'a andal e žeba phabaj, prephagľa la pre jepaš, jepaš kamľa te del le Romeske. Aľe o Rom cirdňa andal e žeba o maro la purumaha u chudňa tiš te chal.

„Ta tumen jepaš miro kraľovstvos na kamen? The avka mištes,“ phenda peske o kraľis. „Šaj dživen le Devleha andre miri phuv,“ u chaľa e phabaj korkoro.

Avke le Romes premukhľa.

Rusenko, Arnošt: Trin pheňa, Praha: Romaňi čhib, 1992

### Phučibena

1. Soske o kraľis vičinda ke peste jekhe godaverone Romes?
2. So peske thoda o Rom andre žeba?
3. Soske pes na džanelas o kraľis le Romeha te dovakerel?
4. Phen, sar jon pen pal'is dovakerde u sar agorinda o vakeriben?
5. Vaker, save komunikacijakere formi prindžares?
6. Phen, savi komunikacija hiňi lavengeri?
7. Phen, savi komunikacija hiňi bilavengeri?
8. Phen, sar pen o manuša adađives dovakeren?
9. Vaker pal e komunikacija maškar o terne manuša.
10. Phen, so mek lekhađa o Arnošt Rusenko?

## TOPIC: Romani as literary language

### Romaŋi čhib sar literarno čhib

#### O suno avľa avri pro čačipen (authentic text)

Esas kaľi rat, imar sovenas – dab, dab, dab andro vudar! „Phudraven! Me džanav, hoj kaja cigansko bosorka hin andre! Na merava, džikim la na murdarava!“ diňa pes anglal le phure kraľiskero choľardo hlasos.

O Somnakuno Jilo iľa o charo. „Murdarava les!“

„Mro rom, tire dades našči murdares! Ela tut baro binos!“

Le kraľiskere slugadža demade andre andro kher. O Somnakuno Jilo činelas pašal peste chareha, murdarkedľa dešen, šelen, aľe so, te o kraľis andľa pre leste ezera slugadžen!

Sa andre rat pejľa o Somnakuno Jilo la Sidorake kijo pindre. Megľisaľiľa. Ča kada lav phendľa: „Kamav tut, Sidoro.“

„Lidžan mire čhas andre špitaľa, la bosorka phanden šele šelenca! Andre jag!“

„Me na som bosorka, kraľina. Tiro čho man kamelas le jilestar, avka sar me kamavas les.“

Aľe le kraľiskero jilo sas zoraleder sar bar. „Me korkoro la andre jag čhivava!“ vičinlas sar bije godi.

Devlestar sas odoj koda lačho slugadžis, so imar jekhvar ratinďa le princos. La Sidora na sas hodno te ratinel, bo la phandle o slugadža šele šelenca, čhide la andre jag. Avľa bari balvaj, jepaše slugadžen čhidľa andro moros. O kraľis ačhiľa te dživel, bo mek n'avľa leskero časos. Sem les o Del marela, sar korkoro kamela.

O lačho slugadžis chudňa le ciknores, le Somnakune Sidoris, garudľa les tel o mantlos, čoral leha denašelas andro veš, kaj len ňiko te na dikhel. Denašelas leha jekh rat, jekh d'ives. Avľa pre jekh luka, kaj o juhašis pasinelas le bakren. O slugadžicis sas strapimen, bokhalo, trušalo, o čhavoro andre leskeri angaľi sar bije vod'i.

„Lačho d'ives, pastirina, na dehas man kotor maroro vaš mange the vaš kada čoro čhavoro?“

O pastiris dikhelas pro Somnakuno Sidoris porade jakhenca. „Kaskero kada čhavoro?“ Sune gejlom, hoj amenge ajse somnakune čhavores andľa o Del! The me, the miri romňi – jekh suno dikhlam dujdžene! Deš berš imar dživas, čhave amen nane. Na sal tu le Devleskero bičhado? Amenge tu andal kale somnakune čhavores?“

„Čačo tut hin, pastirina, o čhavoro pes vičinel Somnakuno Sidoris. Kale naveha les vičin, le Devleha les barar avri.“

Demeter, František, Romano džaniben, 2003. ISSN 1210-8545

#### Phučibena

1. Soske o kraľis na kamelas peskere čhas le Somnakune Sidoris?
2. Sar pes vičinelas le Somnakune Sidoriskeri romňi.
3. Sar lake phenlas o kraľis?
4. Kaj thodľa peskere čhas?
5. So pes ačhiľa, sar le kraľiskere slugadža phandle la Sidora šele šelenca u čhide la andre jag?
6. Kaj denašľa o lačho slugadžis le Somnakune Sidorih?
7. Kas arakhľa o slugadžis u so paľis kerďa?



## TOPIC: Romani as literary language

### Romaňi čhib sar literarno čhib

#### O Sapale Jakha (autentický text)

Le kraľiskero phuro papus ačhiľa džido. Vičinenas les Sapale Jakha. O Sapale Jakha džanelas oda, so čirła džanenas savore Roma: o sapa les sikhade te chal ajse draba, so učaren manušeskeri parsuna avka, hoj les ňiko nasti dikhel.

O Sapale Jakha učardo le slugadžengere jakhendar, dikhelas dukhade jileha, so ola benga keren. Raťi, kana o slugadža sovenas, počoral stradňa jekhetane savore Romen, so mek ačhile džide: „Romale, čhavale, adaj našťi ačhuvas. Vaj amen o bibachtale murdarena, vaj meraha bokhate, vaj amen kerena dasenge. Len tumenge, so amenge kampela pro drom. Kas hin somnakaj, len somnakaj, bo hin kuč u nane pharo, del pes šukares te hordinel. Ko džanel te bašavel, len tumenca tumare bašađa. Savore manuša pro svetos kamen te šunel bašaviben. Oleha šaj rodas maro. Ko džanel charťiko buťi te kerel, len tumare svirinda – charťiko buťi sajekh manušenge kempel. Sig, siđaras adari – e phuv amari, imar nane amari. O Del dela, hoj varesar ela.“

Sar o Sapale Jakha phendľa, avka kerde. Sako pes cirdelas sar sap kij ıda, so ačhiľa leskere kherestar, lelas, so reselas. Lokores, kaj te na uštaven le slugadžen, avenas o Roma pale kijo Sapale Jakha. Avka pen mukhle pro baro drom.

O Roma džan, bokh pes pal lende cirdel phares, giľaven – romaňi giľi, tu dukhado jilo sasťares! Sar avel rat, o jaga thoven, kaj pes del, keren penge than, sar o kham avel avri, pro drom pen mukhen, džan, džan, džan.

Putinen, vandrinen, soča o cerhi rozthoven, imar o šingune aven: „Kadaj nane tumari phuv!“ Traden le Romes, sar te na ulahas manuš, sar te ulahas ruv.

O Roma džanas dur, dur, džanas pal o kham. O Sapale Jakha imar čirła muľas, bo leske sas buter sar šel berš. Aľe o Roma ľikerenas leskere godaver lava andro jilo. Čačo les sas, hoj bašavibnaha the charťikona buťaha rodenas penge choča ajci maro, hoj na merenas bokhatar.

Dromeha arakhenas sojegaver manušen. Sako pes uravelas pal aver moda, sako vakerelas aver čhib.

Pal o but berš avle o Roma maškar ajse manuša, so sas parne. Dikhenas pre lende porade jakhenca, o parne, so pre lende o Roma thode nav „gadže“ – dikhenas porade jakhenca pro kale Roma. Daranas lendar, paťanas, hoj hine le Tatarengere štarejakhengere. Lenas le Romen palal, tradenas len avri andal pengere fori.

O Roma leperenas sajekh, so len o Sapale Jakha delas godi. „Džan vešenca, čhavale, ma džan andro foros, o šingune tumen marna, murdarna.“

Kana o Sapale Jakha muľa, ľidžalas le Romen o phuro Sidoris. Jekhvar ke leste avle prastandos štar ternechara, phurdenas sar pišot. „Vajdo, amen dikhlam baro foros. Rajkaňi diz! Bizo odoj bešel o kraľis. Avas odoj, džas te dikhel!“

„Čhavale, na džanen tumen, so amenge phenelas so Sapale Jakha? Kaj te na džan andro fori!“

O čhave mukhle tele o jakha. Kempel kan te del, so o phuro phenel. O phure chale buter maro.

„Bešaha amenge tel o veš,“ phendľa o Sidoris. „O Romňa phirena pal o churde gava, bikenena o charťika buťa. Te dela o Del, vareko avela amen te pojedňinel, kaj leske te bašavas.“

Mukhle pen te džal vešaha. Džanas ta džanas, jekhvar avle kijo than, kaj sas kerekate o kašta peravkerde. Maškaral o nango than sas kedvešno bazenos. Andral sas murimen avri kuč barenca, o paňi andre sas žužo sar apsa. O terne kamenas odoj te ačhel, bo o than sas prekedvešno. O phure phende: „Na avas, džas dureder, ko džanel, kaskero oda bazenos hin.“

Džanas dureder. O Sidoris le Romen ačhadľa pro thanoro, kaj džalas šukar, žuži leňori. „Adaj ačhuvaha paru d'ivesa, bo savore sam strapinen, khiňuvaha amenge čino avri.“

Demeter, František, Romano džaniben, 2003. ISSN 1210-8545

## Phučibena

1. Ko sas o Sapale Jakha?
2. Sar achali'lal e phend'i, phen slovacika:  
„o sapa les sikhade te chal ajse draba, so učharen manušeskeri parsuna avka, hoj les ņiko nasti dikhel.“
3. Soske le Romenge kamp'la te džal andal peskeri phuv?
4. Sar achali'lal e phend'i, phen slovacika: „Vaj amen o bibachtale murdarena, vaj meraha bokhate, vaj amen kerena dasenge.“
5. Soske lenge phend'a o Sapalele Jakha, kaj pro drom penge te len o bašad'a?
6. Soske lenge phend'a o Sapalele Jakha, kaj pro drom penge te len o svirinda?
7. So mek lenge phend'a o Sapalele Jakha, kaj penge te len?
8. Kerde avka o Roma?
9. Lidžalas le Romen pro baro drom o Sapale Jakha?
10. Ko lidžalas le Romen pal o droma, kana o Sapale Jakha mu'la?
11. Savo nav dine o Roma le parne manušenge?
12. Sar dikhenas pro Roma „o gadže?“
13. Soske na phirenas o Roma andro fori?
14. Kaj rozthovenas peskere cerhi?
15. Prindžares mek varesavo ajso lekhado vakeriben pal le Romengero dromaripen andal e Indija?
16. Save nava denas le Romenge o „gadže“ čirila?
17. Phen pal peskero, sar pes dživelas le Romenge but šelberša kanastar odgele andal e Indija?
18. Phen pal peskero, soske mek the adad'ives dromaren o Roma andro aver thema.

## TOPIC: Romani as literary language

### Romaňi čhib sar literarno čhib

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#### Romane giľutne

##### KAMAV

Kamav, o kham te asal,  
 Kamav le čhoneha te khelel,  
 Kamav le čercheňendar te phučel,  
 so le Romen užarel.  
 Kamav – balvaj avka šukares te phurel,  
 kaj o Roma paš late te pobešen,  
 giľaha, khel'ibnaha  
 taj asabnaha peskere dromenca te džan.  
 Kamav le Devlestar na but:  
 mi phundravel le parnenge o jakha,  
 chocte na o jilo.  
 Kamav, kaj te dikhen, save sam,  
 kaj manuša sam sar the jon,  
 dukhade the lošade jileha  
 džaha lenca kijo sunto Del  
 sar manuš manušeha.  
 Oda kamav.

##### KALI RUŽA

Kal'i ruža bariľa, ňiko la na sadzindľa,  
 ňiko la na vičindľa, kaske kampiľa?  
 Kale jakha, kale jakha, soske jon roven?  
 Ňiko pre kal'i ruža paňi na čhivel,  
 lačho lav na phenel.  
 Dikhen ake! Mek dživel.  
 Kale jakha, kale jakha, soske jon roven?  
 O šil, e bokh, o mariben,  
 andro jilo o phariben –  
 savoro chalas e kal'i ruža, mek adaj barol.  
 Kale jakha, kale jakha, soske jon asan?  
 Koja kal'i ruža imar nane korkori,  
 hin la parňi pheňori, savi zor, savo šukariben,  
 te hine jekh paš aver!  
 Savoreha pen ulaven, jekh paš aver chudela,  
 kamiben, paťiv dela, te merel la na dela.

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Horváth, Ján, Romano džaniben, 1999. ISSN 1210-8545

#### Phučibena

1. Gen o giľutne u phen peskere lavenca pal soste irindľa/lekhaďa o Ján Horváth.
2. Phen vareso pal leskero dživipen.
3. Phen, so jov mek lekhaďa.

## TOPIC: Romani as literary language

### Romaňi čhib sar literarno čhib

#### E BETA (authentic text)

Sar somas mek terňi čhajori, phiravas man te sikhavel Přelučiste u arakhl'om man pro foros jekha Romňaha, Beta pes vičinlas. E Beta man iľa khere andre peskero kher. Me ke Beta rado phiravas, bo mange vakerlas paramisa. Varekana mange phendá šukar paramisi, varekana ajse paramisa, hoj latar daravas.

Vakerlas mange tiš, sar bešelas Cholťicate andro veš u sar čorikanes dživenas. Rado pal late odoj phirenas o Roma, aľe the o gadže. Jekhvar pal late avľa e učitelka – sikhľard'i, so sikhavelas lakera čha. Narado phirelas e čhaj andre škola.

E Beta pekelas pre mašina marikľa, aľe sar dikhľa la učitelka, but pes ladžalas, hoj andre ladž na kamelas e marikľi te visarel. E sikhľard'i ňisostar nič geľa ke mašina u e marikľi visardá. E Beta radisaľiľa u nukindás la te lel marikľi. E sikhľard'i na džungľiľa u chaľa e marikľi. No u palis e Beta rado bičhavelas peskera čha andre škola.

Šunen, so mange e Beta vakerlas mek, talam the sikra darana.

Sas duj prala. O phureder phral peske iľa lača romňa, žuža, džanelas mištes te tavel, te ušanel, te pratinel. Aľe o terneder phral peske iľa – no našťi phenav, hoj sas meľal'i, oda na, aľe kerelas buťi, kana pes lake kamelas. Lakero rom lake phenlas. „Dikh pre šougorkiňa! Kanakam džav ko phral, hin leskera romňake o kher pratimen u the tado chaben. Dikh, tu ča bešes khere u o naja lagines!“

Oda lake phenlas the lakeri sasuj. E terňi bori chalas bari chol'i pre peskeri šougorkiňa – he la pokerďas. Pokerďas la, kaj te na dikhel. Nič na dikhelas, našťi pratinlas, našťi tavlas. Savore pre late rovenas. Geľa laha e sasuj ko doktoris a o doktoris lake phendá: „*S tou vaší nemocí se nedá nic dělat. Stává se někdy, že člověk z ničeho nic najednou oslepne. Někdy natrvalo, někdy nevidí jen nějaký čas.*“

Sar kada šundá e sasuj, geľa ko vraštos u sa phendá leske, so pes ačhiľa.

O vraštos lake phendás: „Phuč la terňa boratar, so kerďa la phura borake. U oda, so kerďa, mi previsarel.“

Soča e sasuj avľa khere, phučel la ternederatar, so kerďa la phurederake. E terňi bori but rovelas u sa la sasake čačipen phendás: hoj iľa džidona žamba u zasiďa lake o jakha. Vaš oda lakeri šougorkiňa akana na dikhel. (Phendomas me tumenge, savo mek džungal'ipen adi romňi kerďa, aľe ada me mukhav kija ma. Na hoj tumenge, nipale, te avel pre god'i ajse džungale veci te kerel! Oda pes amare Devleske na pačinel! Ma bisteren, hoj o Del phendás: 'Kam avre manušes avka sar korkores tut.')

E sasuj phučel, kaj e žamba. E bori phenel: „Denašťa mange andal o caklos u me akana na džanav, so te kerel.“

E sasuj phenel: „Musaj te chudes aver žamba, musaj lake te zasives o jakha u palis lake o jakha polokores te phundraves.“

Avke oda e terňi bori kerďas u e phureder bori imar dikhelas. Mek e terňi bori geľa ke peskeri šougorkiňa u the pes lake šukares mangelas. Iľa vera, hoj imar ňigda šoha ňikaske nič džungalo na kerela. E phureder šougorkiňa lake odmukľa u šukares jekh avreha savore dživenas.

Hoffmannová, Magda, Romano džaniben, 2002. ISSN 1210-8545

#### Phučibena

1. So džanelas e Beta šukares te vakerel?
2. Phen peskere lavenca e paramisi, pal o duj phrala the lengere romňa.

## TOPIC: Romani as literary language

### Romaňi čhib sar literarno čhib

#### Miro čhavorikano dživipen (authentic text)

Miro čhavorino dživipen pregejla sar o paňi tele le hed'oha. Peršo, so mange avel pre godi, hiňi miri somnakuňi baba the o papus. Dživavas lenca ciknoestar. Mek mange na has trin berš, sar e daj ila avre romes, bo mire dadeha na dživelas. E baba man imar laha na mukhla, bo daralas, hoj man lakero rom na kamela. E baba, sar has manca e daj phari, man imar andro per vičinelas chrapunko.

E baba the o papus man igen kamenas the na has nič, so predal mande na kerdehas. E baba man hordinelas andre zajda pro dumo the akor, sar somas bareder. No somas varesavi šukori abo nasvali, somas ľolečhamengeri čhajori, sar phenelas e baba – chrapunka. Na džanav soske, e baba has pre mande igen barikaňi.

Has la duj čhave, e daj the miro bačis, o Barovčakos. Le papus tiš vičinenas Barovčak. Le bačis e baba igen kamelas u la da na kamelas, bo marelas pro papus. Man kamenas soduj džene avka, hoj pen predal mande halasinenas. Jekhvar mange cinelas vareso e baba, palis o papus.

Ta dživavas paš lende the has man igen lačo dživipen. Bešahas andro cikno forocis maškar o gadže, dikhavas ciknoestar soduj kulturi, bo o gadže man lenas ke pende, bavinenas pen manca, hordinenas mange o čački, o uraviben, bo samas čore. O papus chudelas varesavo cikno dvochodkos, bo has nasvalo pro buke, the paš oda phirelas pal o gava the cinkkerelas avri o morča pal o džvirini. Varekana anelas khere zajacos/šošojis, jekhvar amen has the buzňi. E baba phirelas andre bufi, pro stavbi, pratinelas pal o murara, o blaki, o vudara, has la but phari bufi. Phirelas le podňikoha upre tele pal calo okresis, bo jekhvar kerenas andre kada foros, jekhvar andre aver.

U me baruvavas, bavinavas man le čhavorenca pre ulica, phiravas lenca andre školka the palis andre škola. Gadžikane čhavore man lenas maškar pende. Samas savore ajse čoreder. Vareko anelas purano bicigľos u phirahas pre leste savore. Sar samas bareder, ta phirahas pro kupaliskos. Peršo džahas andro veš pro borovki. Ha ha, akor molas o kupaliskos duj koruni.

Avahas khere kijaratate sako d'ives. Melali, ľimali, no spokojno. Romano dživipen dikhavas akor, sar džavas la babaha pal o bačis. Bešelas amendar dur andro foros pre Morava. Has les efa čhave u andro foros bešelas leskera romňakeri famelija. Odoj dikhavas ciknoestar romane bijava, boňa, Karačoňa. But rado odoy phiravas, kamavas la biba, has igen šukar the lachi. O bačis čoro muľa, sar leske has penda berš, the e bibi achiľa dži akana korkori. Pačisaľolas pes mange, sar bajinelas pal o čhavore, te ke late avavas khere, ta dikhavas ča o žužipen. Paš oda mek e bibi asalas, šukares gilavelas, has igen lachi džuvľi. Vičinenas la Puľa.

E baba le papuha palis imar na dživelas, bo o papus phirelas pal o džuvľija. Has les varesavi džuvľi andro aver gav, ta gejlá pal late. Amen la babaha achiľam korkore. Akor mange has vaj ochto berš. E baba man delas andre družina the sar avelas andal e bufi, ta man lelas u džalas manca khere. Pal o drom mange andro bufetos cinelas zumin, khere mange makhelas o maro u džahas te sovel, bo lake kampelas sig tosara te džal pale andre bufi. Čorikano dživipen. Čorikano, aľe andro kamiben.

Sar man has o prazdnini, ta furt vareso špekulinavas. Jekha rakľoraha amenge phendám, hoj amenge džaha te kerel o piknikos. Thoďám amenge andro taški o gruľi, o švabľiki, varesavo maro, lepeda the pal o dilos gejlám le autobusiha andro gav, kaj bešelas miri daj. Phirahas pal o veš, rodahas amenge lačo than, rodahas o kozara. Akana šundám varesave motora. Gejlám te dikhel the dikhas, hoj pal o drom džan but motora, o tanki, upre le vešeha džan o slugadža. Darand'ilám, gejlám amen te garuvel. O motora džanas prosto le dromeha, kaj bešelas miri daj. Imar has čeporo šišitno, ta daravas pal oda drom te džal khere. Na džanahas, so te kerel. Soduj džeha rovahas, samas garude tel e smerčina. Palis avľám odarig avri the terďuvahas paš ajso baro stromos. Ňisostar nič amen vareko chudel le phikendar: „Holky jedny nezbedný, co tady děláte?“ Chudľám la rakľoraha te kerel ajsi vika, hoj amen dukhalas andro kirlo. Palis me phenav: „My tady stanujeme.“

„Co vás to napadlo? Tohle je okupace, jsou to ruský vojáci.“ Ta akorestar džanav, s'oda hine okupacija.

E baba the la rakľorakeri daj amen imar rodenas. Gejle ko šingune the phende lenge, hoj amem pes našadám. Akor mek na has o telefoni sar akana, ta ņiko lenge našti vičinelas. La babake avľa pre godi, či na gejlám ke miri daj. O hajňikos amenca imar džalas andal o veš the paš la dakero kher imar terďonas o šingune le motorihá. Thode amen andro motoris the ľigende amen khere.

E rakłori prosto ko ŝingune pre bul. Lakeri daj pre late igen ruŝelas, rakinelas, mardá la. The miri baba, sar man díkhla, ta ča phenel: „Evičko miri, s´oda tu paratines?“

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Danišová, Eva, Romano džaniben, 2017. ISSN 1210-8545

## Phučibena

1. Soske dživelas e Eva la babaha the le papuha?
2. Keci berš lake sas, sar la iła e baba the o papus ke peste?
3. Sar lake phenelas e baba?
4. Kaj bešelas e baba le papuha?
5. Bavinas pes la Evaha o gadžikane čhave?
6. Savi bući kerelas o papus u savi bući kerelas e baba?
7. Keci čhave sas la baba le papuha?
8. Sar pes vičinelas la Evakero bačis?
9. Kaj jov bešelas peskera familijaha?
10. Kana odoj phirelas e Eva la babaha the le papuha?
11. Keci berš sas le bačiske, sar muła?
12. Soske e Eva palis dživelas ča la babaha?
13. Vaker pal oda, so kerđa jekhvar e Eva jekha rakloraha pro prazdnini.
14. Phen, sar oda agorinda.
15. Phires the tu ke tiri baba the papus? Vaker, save jon hine.

## TOPIC: Romani as literary language

### Romaňi čhib sar literarno čhib

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#### Romaňi giľutňi

##### SUBORI, SAR MEK SAS

Subori, sar mek sas,  
 šukar berša oda sas,  
 o subori sar mek sas.  
 Khamoro jekh pes vičinelas,  
 o Bertis le Sidorendan šeralo odoj sas.  
 Perumos aver sas, o Lađa Rusenko,  
 lačo Rom, kodoj sas.  
 Šukar berša oda sas,  
 o Roma pes šukares bavinenas,  
 o lavuti, e cimbalma tel o pindre bašavenas,  
 miri daj šukar giľa giľavelas.  
 Mek sas terňi, šukar romňi esas miri daj,  
 ko la džanelas, Friška la vičinelas.  
 But Roma la tiš sar Sidorka prindžarenas,  
 bo le Bertiskeri phureder pheňori esas.  
 Šukar romňi mri daj sas, sar Khamoro asalas,  
 sar Perumos khelelas, peskera pheňaha, la Herminaha,  
 andro romane subori phirelas.  
 Lakero čhavo lake pre cimbalma bašavlas,  
 leskero nav Františkus sas.  
 Savore Roma rado phirenas te dikhel,  
 savo barvaľipen diňa le Romen o gulo Del,  
 sar džanen te khelel, te giľavel, la lavutaha,  
 la cimbalma o jile te kovľarel.  
 So pes ačhiľa? O subori pes rozpejle,  
 o Sidora, o Rusenkovci pal o svetos pes rozgejle  
 te rodel feder dživipen.  
 Miri daj, le Bertiskeri phen?  
 Jekhvar, sar bašavahas ko phral khere, khelelas e daj asalas, paľis peske bešťa tele.  
 Mre phraleske o šero pro phiko thođa – lakero voďi kijo Del kheldľa.  
 O Frantas, amaro jekhphureder phral?  
 Adale beršestar, ñilastar, tranda junijušistar,  
 la dake bašavel pre cimbalma odoj upre.  
 Andre Belgija muľas, andro berš duj ezera the trin.  
 Esas leske penda the pandž berš.

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Haluška, Vlastislav, Romano džaniben, 2003. ISSN 1210-8545

#### Phučibena

1. Gen e giľutňi u phen peskere lavanca pal soste irinda/lekhađa o Vlastislav Haluška.



## VIII. Proposals to work with text

### Work with text

#### E Žaneta (authentic text)

Jekhe d'iveseha ke amende khere avla terñi čhaj. Amen samas rado, bo pes dodžanlam, hoj hiñi amari pheñ, e Žaneta, bo amen la na dikhlam dešupandž berš. Ačhiła pes avka: kana sas cikñori čhajori, ta sas but nasvali a sas buter pal o špitałi. Amen samas but džene andro cikno kher e Žaneta sas igen nasvali. Ada pes ačhiła paš o komunisti. Sar gejl'a amari daj andre špitał'a pal e Žaneta, o dochtora lake phende, hoj la e daj našti dikhel, bo hiñi igen nasvali.

Ale joj imar andre špitał'a na sas, bo sas andro d'etsko domovos. Phende la dake, hoj lake bičhavena telegramos, kana peske pal e Žaneta majinel te avel. E daj, o dad užarenas duj čhon, midik aviła l'il, hoj la Žanetka adoptovinde. E daj, o dad la rodenas, ale ñikaj aňi pal o viboris pes na dodžanlam, kaj amari pheñ hiñi.

No a jekhvar pal o dilos vareko durkinel pro vudar. Ta gejl'am te phuterel a andro vudar terdon duj čhaja. Odi jekh pes phučel, či adaj bešel famel'ija Mirgova. Amari daj pes phučla, so hin za jekh a oj phend'a, hoj pes vičinel Mirgovo Žaneta. Amen savore ačhiłam sar kašta a miri daj meng'isałiła, sar šund'a, hoj oda hiñi lakeri cikñi čhajori, e Žanetka. Savore samas igen rado a barikane a sas amenge mištes pro jilo, hoj amari pheñ amen arakhla. Odale d'ivesestar amenca dživel a jekhetane savore pes rado dikhas.

Čajkovská, Helena Romano džaniben, 2017. ISSN 1210-8545

#### Phučibena

1. Soske sas e Žaneta buter čiro andre špitał'a?
2. Phen pal peskero, soske la Žaneta na dine la dake khere?
3. Kaj la o manuša pal e socijalka thode?
4. Savo l'il chudla nasigeder a daj?
5. Pal keci berš arakhla e Žaneta peskera famil'ija?

#### 1. Lekhav andal o tekstos savore kerutne andro čirlatuno čiro

#### 2. Phen aver lavenca

d'etsko domovos, vibor, midik, o dochtora, te phuterel, so hin za jekh, odale d'ivesestar

#### 3. Phen romanos

Many parents are not able to take care of their children, they do not go to school, they are hungry and for that reason they are placed into children's homes by social workers. Some children, especially children of early age, are put up for adoption. They live in other families and they often do not know their biological parents at all.

## Work with text

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### Miri dajori (authentic text)

Miri daj hiňi korkori. Mira dajora hin eňa čhave. Amari daj amen korkori bararel. Me mira dajora sajina, bo hiňi pre savoreste korkori. Me lake savoreha pomožina. Miro dadoro amen mukhľa, akana sam amara dajoraha korkore. Amara dajora nane tiš ňiko. Mira dajora hin dajori, aľe odi dajori la na kamel. Igen čores miri daj bariľa. Amari dajori hiňi igen lači. Pre savoreste stačinel. Kana amenca mek dživlas amaro dad, samas cikne čhave, sas amenge mištes. Mištes peske dživahas. Akana ačiľam amara dajoraha korkore pro svetos. Aľe tumen, Romale, aňi na džanen, soske amen pre kada svetos ačiľam amara dajoraha korkore. Sar me avava bari, kamav te pomožinel le čhavoreng, so hine postžižimen, bo me kajse čhavoren sajina. Jon vaš oda našti. Oda ča le Devlestar. Me pačav le Devles. E Karačoňa na sas amen aňi čori, aňi barvali. Sas amen so te chal, amari daj amenge pekľa bokela. Sas amen he šalat he riskici, obložimen marore. Me la dake pomožinas tiš te tavel. E dajori diňa amen čore darkici, aľe kerdža len amenge korkori. Sar chaľam, paľis peske la daha mukhľam o radijos a khelahas mire phralorenca the mire pheñorenca. Mira dajorake mangav le Devlestar, hoj te avel sastori, hoj amen te ľikerel avri, sem imar amen nane pre kada svetocis ča amari dajori. Igen la rado dikhav.

Gurecká, I., Romano džaniben, 2017. ISSN 1210-8545

### 1. Phen romanes

My mother raises nine children by herself. Our father left us. My mother does not have a family, she grew up in poverty, too. She is very good. She always bakes cookies for Christmas. We live in poverty, but we all love each other.

### 2. Lekhav aver romane lavenca

pre savoreste stačinel\_\_\_\_\_

pre kada svetos\_\_\_\_\_

te pomožinel le čhavoreng\_\_\_\_\_

postžižimen čhave\_\_\_\_\_

pačav de Devles\_\_\_\_\_

šalat he riskici\_\_\_\_\_

kerdža darkici\_\_\_\_\_

obložimen marore\_\_\_\_\_

### 3. Lekhav andal o tekstos cikne lavora

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### 4. Savi hiňi tiri daj? Phen lakere ajsipena.

5. Phen, sar achaliľal o god'aver lav: „Te merel dad, rovel e vod'i, te merel daj, rovel o jilo.“

## Work with text

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### Miri familija (authentic text)

Vičinar man Jirka the maj mange javla eňa berš. Hin man bari bacht, dživav andre bari familija. Hin man daj, dad, duj phrala the jekh pheň. Hine phureder mandar. Aľe oda jekh, dzekana mange pomožinen, kana mange vareso kempel, či man vareso dukhal. Andre miri familija hin tiš e baba, o papus the e bibi Jitka. Joj nane miri dočacuňi bibi, aľe hiňi manca ciknovarbstar. Hin oda najfeder kamaratka mira dajorakri. Dikhav la but rado.

Našči bisterav pre miro rikono, o jezevčikos Dašenka. The joj patrinel andre familija. Dživipen bi e Dašenka bi na avelas dživipen. Hiňi manca, kana som nasvalo, javel ke ma the smutnones pre ma dikhel.

Ciknovarbstar som nasvalo. Hin man vareso le ledvinenca, the e astma the o Del džanel so. Hoj som nasvalo, na phirav but andre škola, the hin mange smutnones. Buterval somas andre špitala. Esas manca kodoj miri daj. Nigda man na omukľas. Kerel peske chvilka pre ma. Sikhľarel man sa, del manca duma, bavinel pes manca. Me mištes džanav, hoj palis rači na sovel, the sa, so na birindas perdal o džives, kerel rači, kana amen sovas. Sar javava baro, miri daj na kerla nič, savoreha lake pomožinava. Kamavas bi, kaj pes te sovel avri. Starinel pes cala familijatar, phirel andre buči, sikhľarel le čhavoren, mire kamaraten, the ke koda mek phirel pre bari škola.

Le dadeha man tiš bavinar. Bavinas amen la stavebničaha, vareso lepinas, mukas le draken. Hin leha pheras. Hin mištes, hoj mire phrala the e pheň hine phureder. Savore phiren pro gimplos. Kana hin mange phujes, sa khatar mande keren. Tiš pes manca bavinen.

Miri familija hiňi but bari. Na chudav bare darki sar aver čhavore, aľe hin amenge jekhetanes mištes. Maj man avena naroženini. Nejbuter bi kamavas jekh darkos. Džanav mištes, hoj les chudava. Kamavas bi aspoň čino te jel sasto, the miri familija.

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Hellebrand, J., Romano džaniben, 2017. ISSN 1210-8545

### 1. Lekhav aver romane lavenca

maj mange javla eňa berš \_\_\_\_\_

dzekana mange pomožinen \_\_\_\_\_

dočacuňi bibi \_\_\_\_\_

najfeder kamaratka \_\_\_\_\_

the joj patrinel andre familija \_\_\_\_\_

kerel peske chvilka pre ma \_\_\_\_\_

rači na sovel \_\_\_\_\_

perdal o džives \_\_\_\_\_

sar javava baro \_\_\_\_\_

phirel andre buči \_\_\_\_\_

phiren pro gimplos \_\_\_\_\_

man avena naroženini \_\_\_\_\_

mukas le draken \_\_\_\_\_

## Work with text

### Romano suno (autentický text)

Sar somas cikni čhajori, ta miri daj mire dadeha pes furt halasinenas. Miri phureder pheň, sar dikhelas, hoj pes e daj le dadeha halasinen, ta man lelas lendar het, kaj te na dikhav o mariben. O dad but pijelas, avelas khere mato. E daj sas pre savoreste korkori. Sam eфта čhavore a o phrala the o pheňa, so sle phureder, la da na kamenas te šunel. Na kamenas te phirel andre škola. Avka chudľas miro dživipen. Miro suno sas te dokereľ e škola a mi jel man buři. Aľe oda sas ča suno. Adadřives som andro vichovno ustavos Černovice. Hin oda o ustavos, kaj šaj aven o čhavore la daha. Hin man cikni čhajori. Vičinel pes Evelinka. Hin lake eфта čhon. Miro rom man mukľas. Paľis man došundom, hoj bešel. Ta oda sas imar but. E daj peske arakľas avre romes. Miro dad chudľas buter te pijel. Ačhiľom la čhajoraha korkori andro ustavos. Bije řnikaste. Bije řnisoste. Akana mange ela dešochto, ta kamavas ča te phenel, že o dživipen nane lačho, oda, so pes amenca kerel. Na ačhiľas pes mange miro suno, aľe hin man dareso feder sar o suno, so mange e daj na dožičindľas. Hin man miri čhajori. Som rado, hoj hiři zdravo a šukar. Řnič buter mange na kempel. Som rado, že hin man oj. Miri daj dži doadařives pal ma na bajinel, aři miro dad. Čhavoripnastar mange řidžava, hoj ke amende řnikas na sas dživipen loko. Akana som korkori daj the ačaliľom, so perdal amende kamelas amari daj. Me kada isto kamav perdal mři čhaj. Koleha, so tumenge čeporo pisindľom, kamavas te phenel, hoj the te amenge amare sune na džan avri, the ačhel pes dareso nalačho, hin furt pal amende kotor lačhipen. Žičinav tumenge, kaj pes tumaro suno te ačhel!

Siváková, S., Romano džaniben, 2017. ISSN 1210-8545

### Phučibena

1. Vaker, savi familřija sas la romaňa čha?
2. Kaj joj akana dživel?
3. Keci lake berš?
3. Hin la čhave?
4. Dživel romeha?
5. Bajinel pal late e daj, vaj o dad?
6. Phen pal peskero, soske but romane čhave hine andro řelenci.

### 1. Lekhav romane varijanti

halasinenas\_\_\_\_\_

škola\_\_\_\_\_

isto\_\_\_\_\_

že\_\_\_\_\_

pisindľom\_\_\_\_\_

vychovno ustavos\_\_\_\_\_

doadařives\_\_\_\_\_

učitelřka\_\_\_\_\_

zdravo\_\_\_\_\_

## Work with text

### O Frantas mange and'a gitara

Mange sas pandž berš, o Frantas sas imar baro čhavo. Imar dživelas romňaha. Akor mek na bašavelas pre cimbalma, aľe pre gitara. Me somas nasvalo, pašľuvás andre špitaľa. Le Frantaske, mre phraleske, has man pharo. Andre špitaľa aviľa, and'a mange cikňi gitarica.

„Le, bašav le sestričkenge!“ Me na džanavas, ta mange o Frantas sikhavlas, kaj te thovel o angušta. Me bašavavas, bašavavas, avka sikhľuvavas. O sestrički vičinenas: „Aven, aven, ča šunen, sar oda romano čhavo bašavel!“ Andre miro jilo sas baro baripen. Pre gitara bašavavas, mire phrales, le Frantas, leperavas – sig sastilom avri.

Haluška, Vlastislav, Romano džaniben, 2003. ISSN 1210-8545

### Phučibena

1. So and'a o Frantas le phraleske andre špitaľa?
2. Soske ada kerďa?
3. Džanelas le Frantaskero phral te bašavel pre gitara?
4. Ko les sikhad'a te bašavel pre gitara?
5. Sar leske ada šegitindža?
6. Bašavelas mek o Frantas the pre aver bašad'i?
7. Džanes tu te bašavel pre varesavi bašad'i?
8. Savo cirdľipen sas maškar o phrala?

### 1. Rode andro tekstos o kerutne andro čirlatuno čiro

### 2. Phen slovačika

- a) Imar dživelas romňaha.
- b) Le Frantaske, mre phraleske, has man pharo.
- c) Andre miro jilo sas baro baripen.

### 3. Lekhav o phend'a andre akanutno čiro

- a) Me somas nasvalo. \_\_\_\_\_
- b) Me pašľuvás andre špitaľa \_\_\_\_\_
- c) Me na džanavas. \_\_\_\_\_
- d) O sestrički vičinenas. \_\_\_\_\_
- e) Me bašavavas, bašavavas, avka sikhľuvavas. \_\_\_\_\_
- f) Sig sastilom avri. \_\_\_\_\_
- g) Andre miro jilo sas baro baripen \_\_\_\_\_

## Work with text

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### PAŤAV LE DEVLESKE, HOJ POMOŽINELA AMENGE (authentic text)

Hin man daj he dad, sam trin čhave. Ole trine čhavendar som me e čhaj, vičinav man Markéta. Hin man mek duj phrala. Igen phares pes mange pisinel pal amaro pharo dživipen.

E daj pes amareha dadeha rozgejlas. Hin amen bari bacht, šaj palíkeras le Devleske, hoj hin amen lači baba the lačo papus, hoj na mukhle amen, hoj te džas andro ustavos. Palíkeras la babake the le papuske, hoj na mukhle amen. Miro phral, o phureder, na kamelas te šunel, palís gejlas andro ustavos. Hin amenge vaš leske pharo, aľe so šaj keras? Na kamavas bi te bešel varekhaj avrether, som rado hoj bešav paš e baba the papus. Ča kamav kajci, hoj te džal mange andre škola, hoj man te sikhľuvav avri, hoj t´avel mandar vareso. Rado phirav andre škola, bo pačisaľol pes mange odoj.

Dživen savore Devleha!

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Horváthová, Markéta, Romano džaniben, 2002. ISSN 1210-8545

### Phučibena

1. Keci phrala hin la Marketa?
2. Soske dživenas paš e baba the paš o papus?
3. Ko na kamelas te šunel la baba the le papus u kaj palís geľa?

#### 1. Phen slovačika

Hin amen bari bacht.

Hin amen lači baba the lačo papus, hoj na mukhle amen.

Na kamavas bi te bešel varekhaj avrether.

Rado phirav andre škola, bo pačisaľol pes mange odoj.

#### 2. Lekhav andal o tekstos o šerutne nava

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#### 3. Lekhav varijanti

pisinel\_\_\_\_\_

rozgejlas\_\_\_\_\_

škola\_\_\_\_\_

pomožinela\_\_\_\_\_

baba\_\_\_\_\_

papus\_\_\_\_\_

#### 4. Phen romanes

I've got a good grandma and grandpa. When my parents divorced, my grandma and grandpa took care of us and raised us. I like school, I like learning. I want to achieve something in my life and live better. I want for my children to be happy and to live in a loving family.

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## **Supplement A**

### **Proposals of preparations for lessons**

## THEMATIC UNIT: **Me/My family** Me/Miri famil'ija

**Topic:** Introduction. Talk about one's family.

**Language level:** A1

**Age category:** 6 – 11

**Year:** fourth (primary education)

**Drafted by:** Darina Tokoliová

### Goals:

#### Education goals:

- to support and develop pupils' speaking skills;
- to provide basic knowledge in Romani language (family);
- to contribute to overall development of pupil's personal development (cognitive, social, emotional development).

#### Educational goals:

- learn to say something about oneself and one's family using short sentences;
- know to name members of family, form questions and answers to express age of people;
- develop language competences of pupils in Romani language (written and oral expression).

### Methods and forms:

- motivational interview;
- collective work;
- autonomous work;
- work with text;
- work with picture material.

### Teaching aids:

- study texts, picture material;
- text – Gen, so vakerel e Kristinka pal peskeri famil'ija (Gašparová E. – Lukáčová, I. Amari romaňi čhib, NIE Bratislava, 2016, 28 – 32 s., adapted).

## Methodology:

Greeting/*Lačo d'ives*.

Introducing the topic of the lesson to pupils.

Sikhľuvne adaďives sikhľuvaha pal oda, ko hine o džene andre amari famil'ija, keci lenge berš the so keren./*Pupils, today, we shall learn how to name members of family, their age and what they do.*

## Main part

### Phase 1 – motivation:

Teacher hangs pictures of family members on blackboard – parents, siblings, grandparents and questions, e.g.:

1. Ko hin pro čitro?/*Who is in the picture?*
2. So dikhen pro čitro?/*What do you see in the picture?*
3. Sar pes vičinel...?/*What is the name of...?*
4. Keci leske/lake berš?/*How old is (he/she)?*

### Phase 2 – exposition:

The topic of today's lesson is to learn how to name family members, to determine their age, to learn to say what they do, to use questions to ask about family members, their age and what they do.

**1. Work with text: (specified in textbooks: Amari romaňi čhib/Our Romani language)**

**Gen, so vakerel e Kristinka pal peskeri famil'ija.**/Read what little Cristina says about her family.

Pupils read text aloud after parts and write down words which they have not understood. After reading of text they search for unknown words in dictionary in final part of lesson 1.

**Kristínka vakerel pal peskeri famil'ija.**

Andre miri famil'ija sam pandž džene. O dad pes vičinel Jaroslav. Leske hin trandatheštar berš. E daj pes vičinel Marika. The lake hin trandatheštar berš. Mire phrala pen vičinen Tomis the Jožkus. O Tomis hino mandar štar berš phureder. Leske hin dešupandž berš. O Jožkus hino mandar trin berš terneder. Leske hin očno berš. Sikh'ol te bašavel pre lavuta. Me man vičinov Kristina. Mange hin dešujekh berš. Me phirav pre bazutňi sikhad'i. Amen dživas Belgijate imar štar berš.

**2. To explain new words to pupils and pupils write them into their glossary.****Vocabulary:**

e famil'ija/family, e phuri daj, e baba/grandmother, babka, o phuro dad, o papus/grandfather, e daj/mother, o dad/father, e bibi/aunt, o čhavo/son, e čhaj/daughter, e romňi/wife, o rom/husband, o kak, o bačis/uncle, o phral/brother, e phen/sister, daj-dad/parents, phral-pheňa/siblings, phureder/older, nekphureder/oldest, terneder/younger, nekterdeder/youngest, o berš/year, Keci?/How much?, Sar?/How?, So?/What?, mandar/from me, bibuťakero/unemployed

**Reading comprehension questions:**

1. Keci džene hin andre Kristinkareri famil'ija?/How many members are there in Cristina's family?
2. Sar pes vičinel lakero dad?/What is her father's name?
3. Keci leske berš?/How old is he?
4. Sar pes vičinel lakeri daj?/What is her mother's name?
5. Keci lake berš?/How old is she?
6. Sar pen vičinen lakere phrala?/What are her brothers' names?
7. Keci berš hin le Tomiske?/How old is Thomas?
8. Keci berš hin le Jožkuske?/How old is little Joseph?
9. Keci berš hin la Kristinkake?/How old is little Cristina?
10. Kaj dživel e Kristinka la famil'ijaha?/Where does little Cristina with her family live?

**Phase 3 – fixation:**

Pupils present new material individually. They speak about members of their family. Teacher helps pupils with helping questions:

1. Keci džene hin andre tiri famil'ija?/How many members does your family have?
2. Sar pes vičinel tiro dad?/What is your father's name?
3. Keci leske berš?/How old is he?
4. Sar pes vičinel tiri daj?/What is your mother's name?
5. Keci lake berš?/How old is she?
6. Keci phrala/pheňa tut hin?/How many siblings do you have?
7. Ko hin tumendar nekphureder?/Which of you is the oldest one?
8. Hin tut phuri daj the phuro dad?/Do you have grandparents?
9. Keci tuke berš?/How old are you?

**Phase 4 – diagnostics:**

Teacher makes a verbal assessment of the lesson with pupils and assigns homework.

**Auxiliary questions:**

1. Pal soste adašives vakerahas?/What have we talked about today?
2. Save neve lava sikh'li'am?/What new words have we learned?
3. Sar pes phenel romanes...?/How do you say in Romani...?
4. So pes tumenge pre ora pačisa'olas?/What did you like at today's lesson?
5. Khere sikh'lon savore neve lava./At home you repeat all new words and learn them.

## THEMATIC UNIT: Nature and animals

### Paňa-veša the o džviri

**Topic:** Naming domestic and free living animals

**Language level:** A1

**Age category:** 6 – 11

**Year:** second (primary education)

**Drafted by:** Eva Gašparová

#### Goals:

##### Education goals:

- acquire knowledge about care and protection of animals;
- develop a positive relationship with nature among pupils.

##### Educational goals:

- know how to name some domestic and free living animals;
- acquire knowledge from history, to know of the importance of nature in Roma culture and close relationship of Roma life with nature and animals in the past;
- learn a little dance, find orientation in space.

#### Methods and forms:

- motivational interview;
- collective work;
- song;
- pexeso (find pairs) game.

#### Teaching aids:

- cards with names of animals and cards with their pictures.

## Methodology:

Greeting/*Lačo d'ives*.

Introducing the topic of the lesson to pupils.

Sikhľuvne, adadžives sikhľuvaha sar pen vičinen varesave džviri, save ľikeras khere, save ľikeren o chulaja the sar pen vičinen o voľno dživipnaskere džviri./*Pupils, today we shall learn names of some domestic, economic and free living animals.*

## Main part

### Phase 1 – motivation:

Teacher starts a motivational interview with pupils about animals which they breed at home.

Teacher asks pupils whether they know a well-known Roma song *Odi kaľi mačkica* and asks pupils to form a circle and take hands. Pupils sing a song ***Odi kaľi mačkica*** and at the same time they dance on the circumference.

#### Auxiliary questions:

1. Sikhľuvne, hin khere varekas varesavo džvirov?/*Pupils, does anybody have a pet at home?*
2. Sar pes vičnel?/*What is its name?*
3. So džanes pal leste te phenel?/*What can you tell about it?*
4. Prindžaren e giľi ***Odi kaľi mačkica***?/*Do you know the song That black little cat?*
5. Savo džvirov pes andre giľi leperel?/*What animal is mentioned in the song?*
6. Keren jekhetane kereka u chuden pen vastendar./*Make a circle and take your hands.*
7. Giľavas penge e giľi u paše probaľinas the te khelel./*Let us sing the song and let us try to dance.*

**Phase 2 – exposition:**

Say together all names of animals which children know and write them on the blackboard. Divide them into groups e.g. domestic, economic, free living animals etc.

Show pupils cards with pictures and ask them to find words on the blackboard.

Make sure pupils know pronunciation of all words.

**Auxiliary questions:**

1. Sikhľuvne, save džviri prindžaren?/*Pupils, what animals do you know?*
2. Phenen lengere nava u lekhaven len pre tabuľa./*Name them and write them on the blackboard.*
3. Save džviri hine kherutne, save hine chulajengere u save hine voľno džživpnaskere džviri?/*Which animals are domestic, economic and which are free living animals?*
4. Dikhen pro čitro u phenen savo džvirov hin pro čitro. Arakhen lačo nav pre tabuľa./*Name the animal which you see in the picture and find the right name on the blackboard.*

**Vocabulary:**

o paňa-veša/nature, o džvirov/animal, e mačka/cat, o rikono/dog, o papagajis/parrot, e buzňi/goat, o čiriklo/bird, o graj/horse, e kachňi/hen o bašno/cock, e papin/goose, e gurumňi/cow, e kačka/duck, o mačo/fish, o baličo/pig, e nalpa/monkey, o sap/ snake, o šošoj/rabbit, o tigrišis/tiger, o ľevos/lion, o elefantos/elephant, o ričh/bear

**Phase 3 – fixation:**

Play pexeso (pick a pair) game with pupils. Put cards on the table with pictures and words face down – cards with pictures on one side, cards with words on the other side. Ask pupils to come to the table. Pupils turn one card on each side. If they find a word which answers the question, they take both cards and put them next to each other face up.

If the word does not correspond to the picture, pupil turns the cards back and next pupil will take his/her turn.

**Bavinaha peksešo/Let us play pexeso**

Ke kartici le džvirovskere čitroha rodna e kartica le džvirovskere naveha./*Find a card with correct name of animal along with cards with pictures of animals.*

**Phase 4 – diagnostics:**

Teacher makes a verbal assessment of the lesson with pupils and assigns homework.

*Homework* – pupils copy text of rhyme from the blackboard and learn it at home.

**Helping questions:**

1. Pal soste adaďives vakerahas?/*What have we talked about today?*
2. Save neve lava sikhľiľam?/*What new words have we learned today?*
3. Sar pes phenel romanes...?/*How do you say in Romani...?*
4. So pes tumenge pre ora pačisaľolas?/*What did you like at today's lesson?*
5. Lekhaven tumenge e gilutňi pal e tabuľa u khere sikhľona o lava./*Copy text of the rhyme from blackboard and learn the rhyme at home.*

**Rhyme:**

O Bobis hino amaro cikno rikonoro,

so merkinel pre amaro kheroro.

Kas jov mištes na prindžarel, andre dvora na mukhel.

## THEMATIC UNIT: Roma crafts and professions

### Romane buća the profesiji

**Topic:** Traditional and current Roma crafts

**Language level:** A2

**Age category:** 11 – 16

**Year:** eight (lower secondary education)

**Drafted by:** Eva Gašparová

#### Goals:

##### Education goals:

- get to know way of livelihood of Roma in past and presence;
- understand life of Roma and their relationship to craft works;
- become aware of the importance of education and acquisition of specific qualification as a main condition for future employment.

##### Educational goals:

- learn names of traditional crafts and current professions;
- deepen rules of grammar on nouns (declension of nouns);
- develop language competences of pupils in Roma language (written and oral expression).

#### Methods and forms:

- motivational interview;
- collective work;
- individual work;
- work with text;
- work with picture material.

#### Teaching aids:

- picture material – traditional Roma crafts and current professions;
- cards with names of various Roma crafts and professions;
- text *Čirlatune the akanutne Romengere buća* (Gašparová, E. – Lukáčová, I. Amari romaňičhib, NIE Bratislava, 2016, 28 – 32 s., adapted)

### Methodology:

Greeting/*Lačo d'ives*.

Introducing the topic of the lesson to pupils.

Pupils, today we shall learn names of crafts which were performed by Roma in past and names of employments which are performed today/*Sikhľuvne, adad'ives sikhľuvaha pal oda, save buća kenas o Roma čirła u save buća kenas adad'ives*.

### Main part

#### Phase 1 – motivation:

Teacher hangs pictures of various crafts and professions which Roma performed in past and perform today on the blackboard. Afterwards he starts a motivational interview with pupils and with help of pictures he/she informs pupils about traditional Roma crafts and current professions.

## Phase 2 – exposition:

The topic of today's lesson is traditional Roma crafts and current professions.

### 1. Work with text

To give pupils text **Čirlatune the akanutne Romengere buťa**

Genen pal oda, save buťa kerenas o Roma varekana the adadives u lekhaven avri savore buťa leperde andro teks-tos./Read about what works Roma performed in past and what works they perform in presence. Write names of all crafts and works which were mentioned in the text.

#### Čirlatune the akanutne Romengere buťa

Varekana andro dešušov šelberša o Roma dživenas pal o buťa sar charťi the lavutara. Andro dešocho šelberš o Roma pes imar zabešle u chudle te kerel buťi pro maľi. Imar akor džanenas te labarel o vapnos the kaštendar o an-gara. Varesave Roma khuvenas košara, opalki, kerenas metli, labarenas cehli, marenas valki, phirenas pal o purane patave, pal o trasta the pal o cipi, phagerenas o bara pro droma, chanenas avri o chaňiga, handľinenas, kerenas pal o stavbi, kidenas lon andal o londune chara. O lon ananas andro zajdi u phirenas pal o gadže te bikenkerel. Varesave Romňa the drabarenas, heklĭnenas, khuvenas vaj avrisivkernas. Romane džuvľa dživenas the olestar, hoj khuvenas o šelo u kerenas kefi le grajengere balendar. Phirenas pal o gava le zajdenca. Ko gadže šulavenas o dvori, makhe-nas avri o bova, parňarenas o khera. O gadžija len denas vaš e buťi phuvale, ciral, šutlo thud. Ada sa hordinenas o Romňa pro dumo andre zajda. E lepeda pes čhivelas pale pro dumo, o agora pes phandenas anglal. Vašoda, hoj o Roma kerenas perdal o gadže ajse buťa, rado len dikhenas, achoľonas peske jekhetane, ačhelas pes the oda, hoj o gadže džanas te bolel le romengere čhavoren. O romane čhavore phirenas andro veš u kidenas chundruľa, maľini, jahodi u o daja len paľis bikenenas.

O Romane lavutara bašavenas bijava, boňa, bali. Bašavenas le bare rajenge. Čirla na sas lavutara, ča jekh o Roma. Vašoda but forutne romane lavutara sle barvale, barvaleder sar aver Roma the feder dživenas. Maškar o Roma ara-khena the čačikane majstren. Peskere vastenca keren bašalne. O Vlachike Roma handľinenas the bikenkernas le grajen. O romňija drabarenas pal o karti u the pal o vast. Sas len pharo dživipen, vašoda varesave mušinenas the te čorel, nič aver lenge na ačhelas. Rumuňike balaňara sle čačikane majsri, save kerenas na ča roja the kaštuňa, aľe the čarore u nekbuter balaňa the bare the cikne.

#### Save buťa keren o Roma adadives?/What works are currently performed by Roma?

O Roma dži akana kerenas buťi sar buťakere manuša pro stavbi sar murara, andro veša čhingerkernas o kašta u o džuvľa andro bišto šelberš nekbuter pratinen andro školi, vaj andro špitali. Maškar o Roma aľe hin the ajse, so dophirde o maškarutne, vaj uče školi. Hine advokata, doktora, sikhľarde, inžinera, asistenta andro školi, tavibnaskere/kuchara, pincira/kelnera, sasťipnaskere pheňa, frizerki. Čačipen hin, hoj but Roma hine adadives bibuťakere, nane len avrisikhado ľil u na džanen penge te rodel buťakero than.

### 2. Explain pupils new words and they write them into their glossary.

#### Vocabulary:

te labarel cehli/ make burnt bricks, te marel valki/make unburnt brick,  
te phirel pal o purane patave/collect old rags, te phirel pal o trasta/collect iron, te phirel pal o cipi/collect leather,  
te phagerel o bara pro droma/break stones on roads, te labarel o vapnos/burn lime,  
te makhel avri o bova/clear bread ovens, te chanel avri o chaňiga/dig wells, te khuvel o šelo/make rope,  
te kerel kefi le grajengere balendar/make brushes from horsehair, te handľinel le grajenca/trade with horses,  
te kidel chundruľa, maľini, jahodi/collect mushrooms, raspberries, strawberries, o buťakero than/job position,  
o charťas/blacksmith, o khuvalo/basket-maker, te khuvel košara/to knit baskets, o drotaris/tinker,  
o koritaris/ was-tub maker, o cehľaris/brick-maker, e drabarkiňa/fortuneteller, te drabarel pal o vast/palm  
reading, te drabarel pal o karti/fortune telling from cards, te bašavel/play, o lavutaris/musician,  
o muraris/bricklayer, o asistentos andre sikhad'i/school assistant, e sasťipnaskeri phen/nurse,  
e sikhľard'i/teacher, o sikhľardo/teacher, o tavibnaskero/cook, o pinciris/kelneris/waiter, e doctor/doctor,  
o doktoris/doctor, o inžiniris/engineer, e frizerka/hairdresser, o bibuťakero/unemployed,  
o čačikane majstri/real masters

### 3. To give pupils cards with names of various Roma crafts and professions.

Pupils' task is to stick cards correctly on the blackboard.



**Phase 3 – fixation:**

During this phase we shall together repeat and deepen study material using questions, we shall verify acquired knowledge of Roma crafts in past and professions and jobs performed by Roma in presence. We give questions for repetition to randomly selected pupils.

**Questions to repeat and strengthen studied material**

1. Pal soste adad'ives vakerahas?/*What have we talked about today?*
2. Save buća kerenas o Roma varekana?/*What crafts were performed by Roma in past?*
3. So kerenas o romane džuvľa?/*What did Roma women do?*
4. So kerenas o romane čhave?/*What did Roma children do?*
5. So chudenas o Roma le gadžendar vaš peskeri bući vaj bućakere keribena?/*What did Roma get from farmers for their work or products?*
6. Kaj bašavenas o romane lavutara the sar jon dživenas?/*Where did Roma musicians perform and how did they live?*
7. Save buća kerenas o vlahike Roma?/*What works did Olas Roma perform?*
8. So kerenas o vlahike džuvľa?/*What did Olas women do?*
9. Pre kaste phenenas, hoj hine čačikane majstri?/*Who was said to be real master?*
10. Save buća keren o Roma akana?/*What works do Roma perform today?*
11. Soske but Romen nane bući?/*Why are many Roma without work?*

**Phase 4 – diagnostics:**

Teacher makes a verbal assessment of the lesson with pupils and assigns homework.

1. Te sikhľol o neve lava andal e tema – Čirlatune the akanutne Romengere buća./*Acquire vocabulary from the topic – Artistic activities which were performed by Roma in past and today.*
2. Te rodel o informaciji pal o čirlatune romane buća pro internetos, vaj te phučel pal lende le phure dadendar u te irinel vajkeci phendľa. /*Find information about traditional Roma crafts on Internet or at home from grandparents and write a few sentences about them.*

**THEMATIC UNIT: Man and nature**  
 O manuš the o paňa-veša

**Topic:** Environmental pollution

**Language level:** B1 – B2

**Age category:** 11 – 16

**Year:** fourth (higher secondary education)

**Drafted by:** Eva Gašparová

**Goals:**

**Education goals:**

- to perceive sensitively and assess actions of people in relation to environment;
- educate pupils towards intentional protection of nature.

**Educational goals:**

- to provide knowledge, skills and habits which are necessary for daily actions and attitudes of people towards environment;
- acquire adequate knowledge of nature, its protection, acquisition of skills and natural protection habits;
- to know how to assess objectiveness and seriousness of information on status of environment and communicate about them, to defend them rationally and justify one's opinions and standpoints;
- to develop language competences of pupils in Romani language (written and oral expression).

**Methods and forms:**

- motivational interview;
- collective work;
- individual work;
- work with text.

**Teaching aids:**

- obrázkový materiál – znečisťovanie životného prostredia;
- text *So mosarel amaro dživipnaskero maškarutņipen*

**Methodology:**

Greeting/*Lačo d'ives*.

Introducing the topic of the lesson to pupils.

Sikhľuvne, adađivesutņi tema hin e ekologija, so mosarel amaro dživipnaskero maškarutņipen. Phenaha penge pal o ekologicka problemi, pal o mosardo dživipnaskero maškarutņipen u sar oda doperel pro manušengero sasťipen./ *Pupils, today's topic is environment, environmental protection. We shall also talk about current environmental problems, pollution of air and its impact on human health.*

**Main part**

**Phase 1 – motivation:**

Teacher hangs on pictures of polluted environment blackboard. Afterwards he/she establishes motivational interview with pupils and with help of pictures he/she informs pupils about environmental pollution – water, air, soil.

**Phase 2 – exposition:**

Today's topic of the lesson is environment – environmental pollution.

**1. Work with text**

Give pupils text **So mosarel amaro dživipnaskero maškarutņipen.**

Genen pal oda, so mosarel amaro dživipnaskero maškarutņipen u lekhaven avri savore naachaľarde lava andro tekstos./Read about what pollutes our environment and write from the text expressions which you did not understand.

**So mosarel amaro dživipnaskero maškarutņipen**

Savoro, so mosarel o luftos. Ezera the ezera motora sako đives džan pro droma u mukhen avri andro luftos o plini, save mosaren o luftos – keren smokos, savo o manuša dichinen u savore lenge ačhel pro buke. Ala plini keren o luftos šutleske buter u buter. E balvaj ala plini buchľarel u paľis le brišindeha pes ada džungipen dochudel andro paňi, andre phuv, andro savoro, so barol pro maľi. Kampel te phenel, hoj o šutle brišinda rozmaren o purane čirlatune khera u o veša Evropate the Amerikate meradon.

Oda, so šaj domarel tele le nipos hin ozonoskere cheva. Ozonos amen arakhel angle nalačhe khameskere thavune. O chemikaliji, so len vičinas freona, keren andro ozonos cheva u paľis pre phuv pen dochuden ultrafijalova thavune, save nasvaľaren le manušen. Hin lendar džungale nasvaľipena, mek the rakovina.

E phuv hin arakhad'i atmosferaha, joj ľikerel pre phuv taťipen. Kada procesis pes vičinel sklenikovo efektos u hino ačharutno. But džanle manuša phenen, hoj e Phuv pes igen taťarel oleha, kaj furt buter plini pen dochuden andro luftos.

Maškar ala plini peren o oxidi freoni the metan. U jon ažutinen la atmosferake zoraleder te ľikerel o taťipen.

No te o taťipen pre phuv džala upre, ta visarena pen o klimaticka kondiciji, o ľegos pes rozmukhela, učeder avela o moros u šaj užaras o bare paňa.

Andro čore thema sako berš merel bišupandž milijoni džene ča vašoda, bo nane len žužo paňi u aver milijoni hine nasvale pre malarija the aver infekčna nasvaľipena.

No the andro thema, kaj pes šaj phenel, hoj hin len žužo paňi, hine o leňa mosarde le chemikalijenca the aver odpadoha.

Maškar oda, so mosarel amaro dživipnaskero maškarutņipen hin the o radioaktivno odpados, savo ačhel paš e jadrovo reakcija. Te kada radioaktivno plinos pes dochudel andro luftos, vaj andre phuv, o manuša chuden rakovina, uľon ajse našukar nasvale čhave (kaliki), aľe ada mosard'ipen anel le manušenge the meriben.

**2. Explain pupils new words and pupils write them into glossary.****Vocabulary:**

te mosarel o luftos/pollute air, o šutle brišinda/acid rains, o veša meradon/forests zomierajú, ozonoskere cheva/ozone holes, te domarel tele le nipos/destroy mankind, te arakhel/protect, nalačhe khameskere thavune/bad sunrays, e phuv hin arakhad'i atmosferaha/earth is protected by atmosphere, džanle manuša/scientists, o bare paňa/floods, dživipnaskero maškarutņipen/environment, ačharutno/natural

**Phase 3 – fixation:**

During this phase we shall repeat and deepen study material together, we shall verify acquired knowledge of environmental pollution through asked questions. We give questions for repetition to randomly selected pupils.

**Questions for repeating and strengthening studied material:**

1. So mosarel amaro luftos?/What pollutes our air?
2. So keren o oxidi siratar the dusikostar le luftoha the le paňa-vešenca?/What do oxides of sulphur and nitrogen cause in air and nature?
3. So šaj domarel tele le nipos?/What can destroy mankind?
4. So kerel andro ozonos cheva?/What do ozone holes cause?
5. Sar oda doperel pro manuša?/What is the impact on mankind?
6. Soske pes e Phuv igen taťarel?/Why does earth warm up so much?
7. So pes ačhela, te o taťipen pre phuv džala igen upre?/What happens if average earth temperature continues to rise?
8. So mek mosarel amaro dživipnaskero maškarutņipen?/What else pollutes our environment?

#### **Phase 4 – diagnostics:**

Teacher makes a verbal assessment of the lesson with pupils and assigns homework.

1. Te sikhľol o neve lava andal e tema **So mosarel amaro dživipnaskero maškarutňipen.**/*To acquire vocabulary concerning the topic- Environmental pollution.*
2. Te irinel pal oda, sar tu arakhes amaro dživipnaskero maškarutňipen./*To write how you contribute to protection of environment.*

**Supplement B  
Proposals of Thematic Educational Plans according  
to Innovated Framework Educational Program  
of Romani Language**

## Thematic educational plan of Romani language

Education level: A1

Year: 1.

Number of lessons per week: 1 lesson /33 lessons

Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
IX.	Me – My family	4	Greetings Address Introduction Asking for a name Personal pronouns <b>me – you</b> Conjugation of verb te jel (to be) Family members	Greetings Introducing oneself and others Personal pronouns <b>me – you</b> Conjugation of verb te jel (to be) Simple sentence formation My family Numerals 1 – 5	Greet teacher, schoolmates, adults in the right way. Introduce oneself and say something about oneself. Use forms of verb te jel in singular. Ask question: Sar tut vičines? And answer it. Name family members (o dad, e daj, e phen, o phral, o papus e baba). Count until 5.
X.	House, flat/ activities	4	Our house My room Basic colours Adjectives	Our house My room Basic colours Adjectives	Describe one's house, flat, objects in household (skamind, stolkos, had'os, šifonos, televiza) using simple sentences. Name basic colours (lo'li, belavo, ka'li, par'ni, želeno). Use adjectives (cikno, baro, šukar, nevo, purano). Ask question: Kaj bešes? And answer it.
XI.	My community Romani crafts and professions	3	My community Traditional Romani crafts	My community Traditional Romani crafts Work with text	Understand main points of narration or story from the life of Roma in the past. Understand a short narration about way of Roma livelihood in past.
XII.	Holiday and celebrations	3	Christmas Easter Birthday	Christmas Easter Birthday – vocabulary	He/she is informed about traditions in Romani families during Easter and Christmas holidays. To make a Christmas greeting with help of teacher. To make a simple wish for Christmas and New Year (Bachta'li Karačoňa the Nevo berš). To react to the question: Keci tuke berš?

Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
I.	<b>In school/ in classroom</b>	3	To school My classroom Forming simple questions and answers Instructions in classroom Numerals 5 – 10	To school My classroom Forming simple questions and answers Instructions in classroom Numerals 5 – 10	Understand basic rules and daily activities at school (te sikh'ol, te genel, te irinel, te ginel, te ma'inel). To react rightly to instruction in classroom (ačh opre!, beš tele! irin!, gen!, gin! phen!).
II.	<b>Travelling and transport</b>	3	Means of transport How we behave on road	Means of transport How we behave on road Work with picture material	Understand basic words which mark ways which mark ways of transport (busos, motoris, bicig'la, eroplanos, mašina, vilañis, semaforis, šifa). To name means of transport according to pictures. To react to simple questions related to transport.
III.	<b>Food and clothing</b>	3	Basic foods Fruits and vegetables Favourite dish Clothing	Basic foods Fruits and vegetables Favourite dish Clothing	Name basic foodstuffs (maro, thud, teja, čhil, jandro, marik'li, phuvale, mas). Understand keywords denoting foods and dishes they eat in Roma families. Name some kinds of fruits and vegetables. Express what he/she likes (Me rado chav maro čhileha) using key words. Name parts of clothes (cholov, gad, rok'la, sveteris, šlafrogos, kamaš'li). Name clothes with colour.
IV.	<b>Time, seasons and weather</b>	3	Seasons Weather respective seasons Days of the week Time	Seasons Weather during seasons Work with picture material Days of the week Time	Identify key information about weather with help of pictures (kham, balvaj, brišind, jiv, šil, tates). Name days of the week. Determine time – full hours.



Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
V.	Nature and animals	4	Pets My favourite pet	Pets My favourite pet Work with picture material Formation of simple sentences	Name pets according to pictures (rikono, mačka, gurvňi, graj, kachňi, balo, bakro). Describe one´s favourite pet using simple sentences.
VI.	Leisure time, hobbies Repetition of learned material	3	Leisure time activities Sport disciplines – summer, winter	Leisure time activities Sport disciplines – summer, winter Work with picture material Formation of simple sentences	Recognize activities throughout the day according to pictures. Name some types of sports. Say what he/she does during day using key words.

## Thematic educational plan of Romani language

Education level: A1

Year: 2.

Number of lessons per week: 1 lesson /33 lessons

Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
IX.	Me – My family	4	Greetings Parts of day Introductions Family members Description of individual members Personal pronouns Definite article o, e Possessive pronouns my – your	Greetings Parts of day Introductions Family members Description of individual members Personal pronouns Definite article o, e Possessive pronouns my – your	Greet and distinguish parts of day. Use definite article (o dad, e daj). Name family members according to a picture or photo. He/she knows family relations. Assign people with the help of the pronoun my – your (miro dad, tiro dad, miri daj, tiri dad).
X.	House, flat/ activities	4	Rooms in a house Room furnishing Prepositions <b>in, on, under</b> Conjugation of verb te jel (to be)	Rooms in a house Room furnishing Prepositions <b>in, on, under</b> Conjugation of verb te jel (to be)	Describe one's house, room. Assign furnishing to the room, its size, colour and number. Find orientation in space with help of prepositions. Use the verb te jel (to be) in simple sentences.
XI.	My community Romani crafts and professions	3	Romani symbols – Romani anthem, flag Description of town, village Buildings in town Numerals 10 – 30	Romani symbols – Romani anthem, flag Description of town, village Buildings in town Numerals 10 – 30	Describe Romani flag. Name main buildings in the town and know purpose of buildings. Count simple math problems from 10 to 30.
XII.	Holiday and celebrations	3	Christmas Easter Birthday	Christmas Easter Birthday – extension	Talk about customs and traditions in the family using simple sentences. Make Christmas greeting with help of teacher.

Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
I.	In school/ in classroom	3	School subjects Instructions in classroom Formation of simple question Plural of nouns	School subjects Instructions in classroom Formation of simple question Plural of nouns	Name school subjects and assign competences to them. Ask simple questions. Distinguish plural of nouns. React to simple instructions in classroom.
II.	Travelling and transport	3	Means of transport How we behave on road Work with picture material – traffic signs	Means of transport How we behave on road Work with picture material – traffic signs	Understand basic words which denote ways of transport. Name means of transport according to pictures. React to simple questions related to transport.
III.	Food and clothing	4	Naming foods and drinks Expressing feeling of hunger and thirst Enriching vocabulary by foods and drinks Expressing relationship – I like – I dislike Naming other kinds of fruits and vegetables	Naming foods and drinks Expressing feeling of hunger and thirst Expressing relation – I like – I dislike Fruits and vegetables	Name some kinds of foods and drinks. Talk about favourite food and drink. Name kinds of fruits and vegetables. Express what I like and what I dislike.
IV.	Time, seasons and weather	3	Seasons Weather Months of the year	Seasons Weather Months of the year	Name seasons and say what is related to respective seasons (weather, day/night). Name months of the year. Rewrite and copy words related to weather and seasons.
V.	Nature and animals	3	Domestic animals Free living animals Plants	Domestic animals Free living animals Plants	Name some domestic and free living animals according to pictures. Name some types of plants according to pictures.
VI.	Leisure time, hobbies Repetition of learned material	3	Leisure time activities Daily routines Favourite toys	Leisure time activities Daily routines Favourite toys	Describe activities during day using simple sentences (te uštel upre, te morel pes, te urel pes, te uchanel pes, te chal, te sikh'ol, te bavinel pes, te sovel). Describe activities according to pictures. Answer questions concerning favourite toys using key words, simple sentences.

## Thematic educational plan of Romani language

Education level: A1

Year: 3.

Number of lessons per week: 1 lesson /33 lessons

Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
IX.	Me – My family	4	Basic information about oneself (age, characteristics, appearance) Family members Parts of body Linking verb <i>hin/o, hiñi, hine</i> Adjectives	Basic information about oneself (age, qualities, appearance) Family members Parts of body Linking verb <i>hin/o, hiñi, hine</i> Adjectives	Describe oneself using simple sentences. Describe family members using simple sentences. Name body parts. Use the verb <i>hin/o, hiñi, hine</i> correctly. Distinguish male and female gender of adjectives.
X.	House, flat/ activities	4	Domicile, housing Different types of flats, houses Objects and furnishing in the house, places in which they are located Important daily activities in household Adverbs of place Present tense of verbs of class 1, 2, 3	Domicile, housing Different types of flats, houses Objects and furnishing in the house, places in which they are located Important daily activities in household Adverbs of place Present tense of verbs of class 1, 2, 3	Talk about one's home. Name furnishing in the house/flat and its placement. Name important daily activities in household (e daj tavel, o dad bajinel pal o čhave, e phen pratinel). Use present tense of verbs of class 1, 2, 3. Use adverbs of place (adaj, odoj, avri, andre, khere).
XI.	My community Romani crafts and professions	3	Romani symbols – Romani anthem, flag Description of town, municipality Buildings in town Professions of family members Numerals 1 – 100	Romani symbols – Romani anthem, flag Description of town, municipality Buildings in town Professions of family members Numerals 1 – 100	Describe his/her community with help of key words and simple phrases. Describe Romani flag. Name main buildings in town and know the purpose of the buildings. Talk about crafts or professions of family members using simple sentences. Name and write numerals 1 – 100.

Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
<b>XII.</b>	<b>Holiday and celebrations</b>	3	Christmas Easter When is your birthday? How old are you? How do you celebrate birthday? Express wishes Greet somebody Invite someone home	Christmas Easter Birthday	Recognize and understand words denoting holidays, celebrations and exceptional events. Answer asked questions using simple sentences. Speak about one's wishes using simple sentences. Use the words thank you and you are welcome, I wish etc. Understand basic terms for music, songs and dances which are typical for Roma celebrations.
<b>I.</b>	<b>In school/ in classroom</b>	3	Activities in school School aids Instructions in classroom and following of instructions School subjects Favourite subject	Activities in school School aids Instructions in classroom School subjects Favourite subject	Describe daily activities in school using simple phrases /sentences. Name school aids and say what we need them for. Understand instructions in the classroom and follow them. Name school subjects and say what is his/her favourite subject.
<b>II.</b>	<b>Travelling and transport</b>	3	Means of transport We travel to school Travelling of Roma in the past	Means of transport We travel to school Travelling of Roma in the past	Describe ways by which people usually travel. Describe one's way to school using simple sentences. Describe travelling of Roma using simple sentences.
<b>III.</b>	<b>Food and clothing</b>	3	Lay the table. Various tastes of foods ( <i>sweet, salty, sour, spicy,...</i> ) Fruits and vegetables Healthy and unhealthy foods Roma dishes	Lay the table. Various tastes of foods ( <i>sweet, salty, sour, spicy,...</i> ) Fruits and vegetables Healthy and unhealthy foods Roma dishes	Name key words denoting names of meals, basic procedures and instructions during cooking and preparation of meals which are eaten in Roma households and during celebrations. Name foods which are healthy and unhealthy. Name other types of fruits and vegetables.
<b>IV.</b>	<b>Time, seasons and weather</b>	3	Seasons – weather Activities in respective seasons Time data	Seasons – weather Activities in respective seasons Time data	Speak about activities which can be done in spring, summer, autumn, winter (sports, works in garden, works at home) using simple sentences. Name parts of the day, days of the week, month of the year.

Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
V.	Nature and animals	4	Domestic animals Free living animals – where we can see them Plants Favourite animal	Domestic animals Free living animals Plants Favourite animal Work with picture material	Answer questions about how animals are bred, where they live, about one's favourite animal using simple phrases. Answer questions how and where plants and vegetables are grown using simple phrases. Name animals and plants in the pictures. Find words in the text denoting the most common animals.
VI.	Leisure time, hobbies Repetition of learned material	3	Description of leisure time activities Hobbies Favourite sport Favourite toys	Description of leisure time activities Hobbies Favourite sport Favourite toys	Indicate at what competitions, or leisure time activities he/she has participated what hobbies he/she has using a gesture, key words and simple phrases/sentences. Talk about favourite toys and favourite sport.

## Thematic educational plan of Romani language

Education level: A1

Year: 4.

Number of lessons per week: 1 lesson /33 lessons

Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
IX.	Me – My family	4	Basic information about oneself (name, address, school, classroom, siblings, parents, hobbies) Hobbies and experiences Name body parts – and know to express place of pain Inform about family members Singular and plural of nouns Oicoclictic nouns of male and female gender	Basic information about oneself Hobbies and experiences Body parts Description of family members Singular and plural of nouns Oicoclictic nouns of male and female gender	Read age-relevant stories, stories from the life of Romani family and community. Say something about oneself using short sentences, describe one's appearance, talk about one's experiences, daily activities, about family. Start, sustain and close a simple conversation. Distinguish singular and plural of nouns. Use oicoclictic nouns.
X.	House, flat/ activities	4	Description of flat/house Furnishing in flat (furniture) Distinguish different types of flats Daily activities in the household Describe daily routines Position and activities of children and younger members of family Comparison of adjectives (regular and irregular comparison)	Description of flat/house – furniture Daily activities in the household Daily routines Process of learning from parents or older family members Comparison of adjectives (regular and irregular comparison)	Answer basic questions about home. Write a short text with description of one's house/flat. Describe common day activities. Ask parents or elder family members about clothes, meals eaten in the past. Make comparison of some adjectives.



Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
XI.	<b>My community Romani crafts and professions</b>	3	Life in town, village, Roma community Buildings in the town (store, bank, post office ...) Data on direction and place visited by pupils Most favourite place in the place of domicile Traditional Romani crafts Products of various crafts Current professions and activities of Roma	Life in town, village, Roma community Buildings in town Data on direction and place visited by pupils Most favourite place in the place of domicile Traditional Roma crafts Current professions and activities of Roma	Answer simple questions about places visited by pupil. Understand key words about activities of Roma community. Speak about Roma crafts using simple sentences.
XII.	<b>Holiday and celebrations</b>	3	Preparation of celebrations – birthday, Christmas and Easter holidays Occasions at which individual Roma communities meet Important celebrations in my life Use present tense of verbs of class 1, 2, 3	Congratulation to birthday Christmas, Easter – customs Important celebrations in my life Present tense of verbs of class 1, 2, 3	Congratulate to birthday, say a birthday wish, describe birthday party. Understand key words in text about Roma traditions and customs. Use words of class 1, 2, 3, in present tense.
I.	<b>In school/ in classroom</b>	3	What is to be found in school, in classroom School aids and objects My favourite subject Activities in school Know how to ask for something, to apologize Use basic prepositions (andre, ke, kije, paš) Numerals 1 – 100 (repetition)	School/classroom – furnishing School aids and subjects My favourite subject Activities in school Use basic prepositions (andre, ke, kije, paš) Numerals 1 – 100 (repetition)	Read a short text about school. Recognize indications or basic tools in the classroom. Ask for permission, ask for known subjects, describe situation in the classroom. Write a short text with description of classroom and other pupils in the classroom. Name numerals 1 – 100.

Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
II.	<b>Travelling and transport</b>	3	Various types of transport How I like to travel Travel experiences Where I would like to travel in the future Traditional and modern ways of Roma travelling Word order in declarative sentence	Various types of transport Travel experiences Traditional and modern ways of Roma travelling Word order in declarative sentence	Read simple texts about travelling or transport. Answer questions how he/she likes to travel. Name and briefly describe means of transport. Write a short text about individual types of transport. Form declarative sentences in the right way.
III.	<b>Food and clothing</b>	4	Foods/meal Name different tastes of foods ( <i>sweet, salty, sour, spicy,...</i> ). Name kinds of fruits and vegetables Favourite meal, drink Clothes – summer, winter Phrases connected with hospitality Importance of hospitality in Roma community	Foods/meal Fruits and vegetables Favourite meal, drink Clothes – summer, winter Phrases connected with hospitality Importance of hospitality in Roma community	Understand instructions concerning hygiene in preparation of meals and cleanness in clothing. Answer questions about food and clothing using one word or simple sentences. Name some kinds of fruits and vegetables. Write short texts in which he/she describes his/her favourite clothes and food.
IV.	<b>Time, seasons and weather</b>	3	Features of individual seasons Activities in individual seasons Celebration and holidays in individual seasons Favourite season, favourite day	Features of individual seasons Activities in individual seasons Celebration and holidays in individual seasons Favourite season, favourite day	Identify words related to weather or seasons. Ask and answer questions about weather. Describe favourite day, weather, seasons, using simple sentences.

Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
V.	Nature and animals	3	Domestic animals Free living animals – where they live, where we can see them Types of plants which are grown for various purposes Animals in Romani fairy tales and stories My favourite animal	Domestic and wild animals Types of plants which are grown for various purposes Animals in Romani fairy tales and stories My favourite animal	Read and understand a short text about animals and nature. Answer questions about breeding of animals, plant growing. Talk about favourite animal using simple sentences. Write simple sentences about domestic and wild animals.
VI.	Leisure time, hobbies Repetition of learned material	3	Name sport disciplines (winter, summer) Talk about favourite sport Activities we do in leisure time Spending free time together Repetition of learned material	Sport disciplines (winter, summer) Favourite sport Activities in leisure time Repetition of learned material	Talk about hobbies, competitions and other activities. Name some winter and summer types of sport. Write a short text about hobbies, favourite sport and free time activities.

## Thematic educational plan of Romani language

Education level: A2

Year: 5.

Number of lessons per week: 2 lessons /66 lessons

Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
IX.	Family and society	8	Personal characteristics Name, address, birth date, gender, status Family – parents, siblings, grandparents, other family Description of person, qualities, appearance, education, plans and wishes Pronouns – personal, possessive, demonstrative Nouns – declension, Adjectives– declension, comparison	Personal characteristics Name, address, birth date, gender, status Family – parents, siblings, grandparents, other family Description of person, qualities, appearance, education, Plans and wishes Pronouns – personal, possessive, demonstrative Nouns – declension, Adjectives– declension, comparison	Greet both orally and in writing in everyday situations, reply to a greeting and say goodbye. Express one’s plans for near future. Fill out a simple form (personal questionnaire), specify name, birthday data, nationality, address, gender. Decline nouns and adjectives. Compare adjectives.
X.	Our home	8	Our flat (house) My room Birth town/village Life in town and in the country Verbs – present tense verbs of class 1 and 2 Sentences to express order, ban, call and wish Way of forming questions in terms of intonation Prepositions with meaning <b>andre, ke, kije, paš</b> Conjunctions – <b>the, u ta</b>	Our flat (house) My room Birth town/village Life in town and in the country Verbs – present tense verbs of class 1 and 2 Sentences to express order, ban, call and wish Way of forming questions in terms of intonation Prepositions with meaning <b>andre, ke, kije, paš</b> Conjunctions – <b>the, u ta</b>	Describe furnishing in a house in a simple fashion, describe activities of family members. Establish a short dialogue, ask simple questions on the given topic. Describe and talk about the place where he/she lives in a simple fashion. Understand main points of conversation or text about advantages and disadvantages of living in the country and in town. Write a short text with description of his/her house/flat.

Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
XI.	Leisure time, hobbies	6	Daily routines My working time Activities in the afternoon How I spend evening My weekend Leisure time activities, music, favourite TV program, film Magazines and books Verbs – perfect tense of verbs of class 1 and 2	Daily routines My working time Leisure time activities Magazines and books Verbs – perfect tense of verbs of class 1 and 2	Talk about activities during the day. Understand main ideas of recordings and texts which are known to him/her and contain a minimum number of unknown words. With help of simple phrases and sentences to describe one's leisure time activities. Conjugate verbs of class 1 and 2 in perfect tense.
XII.	Education Romani crafts and professions	6	Our class My favourite (non-favourite subject) My future profession School system Verbs – future tense of verbs of class 1 and 2	Our class. My favourite (non-favourite subject) My future profession School system Verbs – future tense of verbs of class 1 and 2	Describe his/her classroom and school. Outline his/her plans for the future, talk about professions performed by Roma in the past and today. Describe school system in Slovakia using simple sentences. Conjugate verbs in future tense.
I.	Man on travels	6	Means of transport Slovakia Countries I have visited Verbs of class 3 Adverbs	Means of transport Slovakia Countries I have visited Verbs of class 3 Adverbs	Talk about countries and towns I have visited in a simple manner. Talk about country in which he/she lives – write a short text about Slovakia. Write simple sentences about travelling of Roma in the past. Conjugate verbs of class 3. Form adverbs.
II.	Man and nature Time and weather	6	Animals/fauna Weather Plants/flora	Animals/fauna Weather Plants/flora Work with picture material	Describe favourite weather, season using simple sentences. Describe animals he/she likes using simple sentences. Write a short text about favourite animal. Name plants in pictures. Clothing of Roma in the past.

Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
III.	<b>Human body, care for health</b>	8	Human body Physical characteristics Character qualities Diseases and accidents Numerals 1 – 1000	Human body Physical characteristics Character qualities Diseases and accidents Numerals 1 – 1000	Name parts of human body. Describe oneself, schoolmate, parent etc. Talk about diseases and their prevention using simple sentences. Describe healthy way of life using simple sentences. Write simple sentences about diseases and their prevention. Write simple sentences about treatment of Roma in the past. Name numerals 1 – 1000.
IV.	<b>Nourishment and health</b>	6	Vegetables and fruits Drinks Eating habits Food establishments Healthy diet	Vegetables and fruits Drinks Eating habits Food establishments Healthy diet	Name types of fruits and vegetables. Talk about eating habits using simple sentences (breakfast, lunch, dinner). Ask and answer basic questions about food /drinks which he/she likes or dislikes. Answer simple questions about healthy diet. Answer simple questions about food establishments.
V.	<b>Holidays and celebrations</b>	6	Family holidays State and church holidays Roma customs and traditions related to holidays	Family holidays State and church holidays Roma customs and traditions related to holidays	Name state and church holidays. Read and understand text or story about Roma habits and traditions related to holidays. Give a simple answer to questions about holidays or occasions which are important for his/her family or community.
VI.	<b>Clothing and fashion Repetition of learned material</b>	6	Basic types of clothes Selection of clothing for various occasions Clothing of young people Clothing of Roma in the past	Basic types of clothes Selection of clothing for various occasions Clothing of young people Clothing of Roma in the past	Talk about clothing for various occasions (school, wedding, holidays etc.) using simple sentences. Ask and answer simple questions about clothing of Roma in the past. Ask and answer simple questions about clothing of young people.

## Thematic educational plan of Romani language

Education level: A2

Year: 6.

Number of lessons per week: 2 lessons /66 lessons

Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
IX.	<b>Family and society</b>	6	Family relations Communication with family members and people from community Member	Family relations Communication with family members and people from community Member	Describe relationships in the family using simple sentences. How respect (pařiv) is shown towards elderly members of family or community. Use articles with nouns correctly, distinguish male and female gender and plural.
X.	<b>Our home</b>	8	Flat furnishing Home and its surrounding Work with s text	Flat furnishing Home and its surrounding Work with s text – reading comprehension	Describe his/her house/flat, its surroundings and furnishing using simple sentences. Ask and answer simple questions about home, its surroundings and house/flat furnishing. Read and understand a simple text describing daily activities in household.
XI.	<b>Human body, care for health</b>	7	Human character qualities Diseases and accidents Hygiene and care for body Pronouns Adjectives	Human character qualities Diseases and accidents Hygiene and care for body Pronouns – personal, possessive, demonstrative Adjectives	Name human qualities and use them in communication. Talk about diseases and their prevention using phrases or sentences. Talk about hygiene and care for body using phrases or sentences. Use adjectives in male and female gender (řuko/-i, cikno/-ňi, ućo/-i, hamiřno/-ňi, bućakero/-i and others).
XII.	<b>Man on travels</b>	6	Means of transport Travelling possibilities Travelling abroad Verbs	Means of transport Travelling possibilities Travelling abroad Verbs – te dromarel	Describe how he/she goes to school every day using phrases or sentences. Say briefly where and how people travel. Use the verb te dromarel in present, past and future tense.



Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
I.	Education	6	School subjects My favourite (non-favourite) subject Work with text Verbs Nouns	School subjects My favourite (non-favourite) subject Work with text – reading comprehension Verbs - te sikhľol, te vakerel, te ginel/rachinel, te genel, te irinel/lekhavel, te kresľinel/čitrarel	Describe favourite or non-favourite school subject using simple sentences. Read and understand a short text about school with a high frequency of words which pupils had already known, or learned recently. Use verbs <b>te sikhľol, te vakerel, te ginel/rachinel, te genel, te irinel/lekhavel, te kresľinel/čitrarel</b> in present, past and future tense.
II.	Romani crafts and professions	6	Traditional Romani crafts Current Roma professions Work with text	Traditional Romani crafts Current Roma professions Work with text – listening comprehension	Understand information about traditional Romani crafts. Ask simple questions about typical Romani crafts in the past and their current professions.
III.	Man and nature	8	Weather Climate Man and environment Adverbs Verbs	Weather Climate Man and environment Adverbs of time and manner Verbs – te del, te sitinel, te phurdel, te fad'inel	Describe spring, summer, autumn and winter weather. Explain the term “climate” and say what is the climate in Slovakia. Form adverbs of time and manner (šukares, tates, šil, džungales, adad'ives, idž, raťi). Use verbs <b>te del, te sitinel, te phurdel, te fad'inel</b> in present, past and future tense.
IV.	Leisure time, hobbies	6	Hobbies Literature, theatre and film Verbs	Hobbies Literature, theatre and film Verbs – te dikhel, te bavinel, te šunel	Understand information about important Romani writers. Write a short text in which they describe their favourite leisure time activities and hobbies using known vocabulary. Use verbs <b>te dikhel, te bavinel, te šunel</b> in present, past and future tense.

Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
V.	<b>Diet and health Holidays and celebrations</b>	7	Eating habits Slovak and Roma cuisine Roma customs and traditions related to holidays Work with text Verbs	Eating habits Slovak and Roma cuisine Roma customs and traditions related to holidays Work with text – listening comprehension Verbs – <i>te tavel, te chal, te pijel</i>	Name foods and drinks. Say what he/she eats for breakfast, lunch and dinner. Understand main points of simple narration about Roma and Slovak cuisine. Say what food is healthy and what food is unhealthy using simple sentences. Use verbs <b>te tavel, te chal, te pijel</b> in present, past and future tense.
VI.	<b>Clothing and fashion</b>	6	Basic types of clothing Selection of clothes for various occasions Clothing of Roma in the past Work with text	Basic types of clothing Selection of clothes for various occasions Clothing of Roma in the past Work with text – reading comprehension	Name basic parts of clothing. Understand main points of simple narration about clothing of Roma in the past.

## Thematic educational plan of Romani language

Education level: A2

Year: 7.

Number of lessons per week: 2 lesson /66 lessons

Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
IX.	Family and society	6	My family – vocabulary and language skills development Family relations – vocabulary and language skills development Friends – vocabulary and language skills development	My family – vocabulary and language skills development Family relations – vocabulary and language skills development Friends – vocabulary and language skills development	Describe family and daily activities in the family using simple sentences. Talk briefly about family relations, showing respect towards elderly family members. Describe life of children in Roma communities using simple sentences.
X.	Our home	8	Living in town and in the country Living in Romani communities Verbs – conjugation of verbs of class 1, 2, 3 in present tense Work with text – listening comprehension	Living in town and in the country Living in Romani communities Verbs – conjugation of verbs of class 1, 2, 3 in present tense Work with text – listening comprehension	Talk about differences of living in town and village using simple sentences. Ask and answer simple questions about home, its surroundings and house/flat furnishing. Understand text about living in segregated settlement. Write a short text about living in town and in village.
XI.	Human body, care for health	7	Diseases and accidents Nouns – general, own living and non-living Declension of <i>oicoclictic</i> and <i>xenoclictic</i> nouns	Diseases and accidents Nouns – general, own living and non-living Declension of <i>oicoclictic</i> and <i>xenoclictic</i> nouns Work with text – reading comprehension	Name civilization diseases. Talk about common diseases, what to do when symptoms occur using simple sentences. Understand a text about prevention against diseases. Use correctly <i>oicoclictic</i> and <i>xenoclictic</i> nouns in communication and written expression.

Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
<b>XII.</b>	<b>Man on travels</b>	6	Transport – vocabulary and language skills development Transport in our country – writing Travel experiences Personal transport Functions of cases – nominative, vocative, accusative, dative, locale, ablative, instrumentale, genitive Indirect case	Transport– vocabulary and language skills development Transport in our country – writing Travel experiences Personal transport Functions of cases – nominative, vocative, accusative, dative, locale, ablative, instrumentale, genitive Indirect case	Talk about means of transport and their function. Describe a travel experience. Use and understand functions of individual cases.
<b>I.</b>	<b>Education</b>	6	Education of Roma today – possibilities Importance of education Work with vocabulary – original Romani words Ordinal numerals	Education of Roma today – possibilities Importance of education in terms of labour market Work with vocabulary – original Romani words Work with text – listening comprehension Work with text – reading comprehension	Understand a text about possibilities of education of Roma today. Read and understand a text about causes of high Romani unemployment and need to get training. Use common Romani expressions. Form ordinal numerals.
<b>II.</b>	<b>Romani crafts and professions</b>	6	Way of Roma livelihood in the past and today Verbs – conjugation of verbs of class 1, 2, 3 in future tense	Way of Roma livelihood in the past and today Verbs – conjugation of verbs of class 1, 2, 3 in future tense	Understand narration about work of Roma in the past and today. Use forms of verbs in future tense correctly.
<b>III.</b>	<b>Man and nature</b>	8	Man and environment Nature around us – protection of environment	Man and environment Nature around us – protection of environment	Understand a text about importance of environmental protection.

Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
IV.	<b>Leisure time, hobbies</b>	6	Leisure time activities Fun TV programs, theatre – vocabulary and language skills development Adjectives and adverbs – sentence formation Sports – types of sports, what I like, dislike Summary of learned material – past tense of verbs Affirmation and negation – formation of questions and answers	Leisure time activities Fun TV programs, theatre – vocabulary and language skills development Adjectives and adverbs – sentence formation Sports – types of sports, favourite, non-favourite sports Summary of learned material – past tense of verbs Affirmation and negation – formation of questions and answers	Talk about possibilities of spending leisure time. Talk about relationship with film (films about Roma) and theatre (Romathan theatre in Košice). Name individual and collective sports. Name favourite interests and sport. Form affirmative and negative sentences. Use past tense of verbs, forms of adjectives and adverbs in sentences correctly.
V.	<b>Nourishment and health Holidays and celebrations</b>	7	Slovak and Romani cuisine Preparation of meals Favourite foods and drinks Romani customs and traditions related to holidays and important events in the family Pronouns	Slovak and Roma cuisine Preparation of meals Favourite foods and drinks Roma customs and traditions related to holidays and important events in the family Pronouns	Name meals and talk about favourite meal using simple sentences. Develop procedure in preparation of some favourite meal. Ask and answer basic questions about meals and drinks. Understand narration about Romani habits and traditions related to holidays and important events in the family.
VI.	<b>Clothing and fashion</b>	6	Clothing accessories Answers to simple questions about clothing of young people	Clothing accessories Answers to simple questions about clothing of young people	Name respective parts of clothing. Name one's favourite clothing using simple sentences. Ask and answer questions about clothing of young people.

## Thematic educational plan of Romani language

Education level: A2

Year: 8.

Number of lessons per week: 2 hodiny/66 hodín

Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
IX.	Family and society	6	Ethnic origin/Nationality Work with text – reading comprehension Living and non-living oicoclictic nouns of male and female gender without ending in singular and plural (o dad, o kher, e phen, e suv) Living and non-living oicoclictic nouns of male gender with ending <b>-o</b> (o raklo, o khosno) Verb – te jel	Ethnic origin and nationality Work with text – reading. Living and non-living oicoclictic nouns of male and female gender without ending in singular and plural (o dad, o kher, e phen, e suv) Living and non-living oicoclictic nouns of male gender with ending <b>-o</b> (o raklo, o khosno)	Say what nationalities live in Slovakia using simple sentences. Distinguish between ethnic origin and nationality. Decline and correctly use in oral and written expression living and non-living <i>oicoclictic nouns of male and female gender without ending in singular and plural</i> . Decline and correctly use in oral and written expression living and non-living <i>oicoclictic nouns of male gender with ending -o</i> .
X.	Our home	8	Home and its surroundings Important daily activities in the household Verbs – linking verb hin/o, hiňi, hine	Home and its surroundings Important daily activities in the household Verbs – linking verb hin/o, hiňi, hine	Ask and answer simple questions about home, its surroundings and house/flat furnishing. Talk briefly about activities performed by family members at home. Correctly use linking verb hin/o, hiňi, hine.
XI.	Human body, care for health	7	Hygiene and care for body – cleanness of body, cleanness of clothes Healthy way of life – good diet Adverbs derived from borrowed adjectives denoting nationality (slovačika, čechika)	Hygiene and care for body – cleanness of body, cleanness of clothes Healthy way of life – good diet Adverbs derived from borrowed adjectives denoting nationality (slovačika, čechika)	Answer questions about hygiene and care for body using simple sentences. Form simple sentences on the topic healthy diet. Form adverbs from borrowed adjectives denoting nationality.

Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
<b>XII.</b>	<b>Man on travels</b>	6	Travel preparations Roma travels today Formation of dialogues about travelling Past tense of verbs of class 1, 2 and 3	Travel preparations Roma travels today Formation of dialogues about travelling Past tense of verbs of class 1, 2 and 3	Talk about travel preparations using simple sentences. Form simple dialogues about the topic. Use verbs in past tense correctly.
<b>I.</b>	<b>Education</b>	6	Lifelong learning Description of school subjects Work activities and professions Future tense of verbs of class 1, 2 and 3 – exercises	Lifelong learning Description of school subjects Work activities and professions Future tense of verbs of class 1, 2 and 3 – exercises	Talk briefly about importance of lifelong learning. Use future tense of verbs correctly. Ask and answer simple questions about favourite and not favourite subjects.
<b>II.</b>	<b>Romani crafts and professions</b>	6	Current Romani professions Important Roma in social life and culture Past tense of verbs of class 1, 2 and 3 – grammar exercises	Current Roma professions Important Roma in social life and culture Past tense of verbs of class 1, 2 and 3 – grammar exercises	Talk about current professions of family members. Talk about educated Roma in culture and social life. Use past tense of verbs of all verb classes correctly.
<b>III.</b>	<b>Man and nature</b>	8	Man and environment Verb te jel Modal verbs šaj, našti, musaj Formation of adverbs from prepositions and nouns (tele, jevende, pindral, rați,...)	Man and environment Verb te jel Modal verbs šaj, našti, musaj Formation of adverbs from prepositions and nouns (tele, jevende, pindral, rați,...)	Understand what is the impact of air, water, soil, waste on humans. Ask and answer simple questions. Use verbs in sentences, communication and grammar exercises. Form adverbs from prepositions and nouns.



Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
IV.	<b>Leisure time, hobbies</b>	6	Leisure time activities Types of sport: winter and summer, individual and collective Sport disciplines Formation of adverbs of manner from adjectives (lačas, šukares, lokes)	Leisure time activities Types of sport: winter and summer, individual and collective Sport disciplines Formation of adverbs of manner from adjectives (lačas, šukares, lokes)	Ask and answer simple questions about sport disciplines. Ask and answer simple questions about hobbies. Form adverbs of manner from adjectives.
V.	<b>Nourishment and health Holidays and celebrations</b>	7	Dining culture Roma proverbs Roma customs connected with important events in life (birth of child, baptism, wedding)	Dining culture Roma proverbs Roma customs connected with important events in life (birth of child, baptism, wedding)	Understand what is dining culture and related issues. Ask and answer using simple sentences about how we dine. Read aloud and clarify meaning of proverbs. Talk about Romani customs and traditions using simple sentences (ul'ipen, bol'ipen, mangavipen, bijav).
VI.	<b>Clothing and fashion</b>	6	Selection of clothing for various occasions Indirect subject in sentence Adverb of manner, place and time in the sentence Formation of questions in terms of intonation	Selection of clothing for various occasions Indirect subject in sentence Adverb of manner, place and time in the sentence Formation of questions in terms of intonation	Ask and answer about selection of clothing for various occasions (party, wedding, sports) using simple sentences. Correctly use adverb of manner, place and time in oral and written expression. Form questions about the topic.

## Thematic educational plan of Romani language

Education level: A2

Year: 9.

Number of lessons per week: 2 hodiny/66 hodín

Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
IX.	Family and society	6	Human relations Syntax Basic rules of forming compound clauses: relative, temporal, purpose, concessive Differences in other cultures in form of expressing feelings (joy, happiness, sadness, pain,...) Direct and indirect speech	Human relations Differences in other cultures in form of expressing feelings (joy, happiness, sadness, pain,...) Syntax Basic rules of forming compound clauses: relative, temporal, purpose, concessive Direct and indirect speech	Ask and answer about human relations using simple sentences. How was it in the past, presence, connections in family. Define differences in other cultures in form of expressing feelings (joy, happiness, sadness, pain,...). Form and acquire material concerning formation of compound clauses, concessive clauses and direct and indirect speech use.
X.	Our home	8	Place and time – days, months, holidays, seasons – vocabulary development Home and its surroundings Living in town, village and in Roma community Parts of town – vocabulary development and language skills Work with text Forming of dialogues	Place and time – days, months, holidays, seasons – vocabulary development Home and its surroundings Living in town, village and in Roma community Parts of town – vocabulary development and language skills Work with text Forming of dialogues – work in pairs on the topic housing possibilities in the future	Talk about advantages and disadvantages of living at various places. Read text and choose main points of text. Describe historic buildings in the town. Answer simple questions about life of Roma in Roma communities. Forming of dialogues – work in pairs on the topic housing possibilities in the future. Start, maintain and close a short dialogue about housing possibilities in the future.

Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
<b>XI.</b>	<b>Human body, care for health</b>	7	My body – repetition of vocabulary from past years, development of vocabulary and language skills Grammar exercises – declension of nouns (repetition)	My body – repetition of vocabulary from past years, development of vocabulary and language skills Work with text – reading comprehension	Use vocabulary from thematic unit – human body, care for health. Read and understand a more extensive text about healthy way of life.
<b>XII.</b>	<b>Man on travels</b>	6	How do you go to school? How do you like to travel? Selection of means of transport and its justification Travel preparation Communication games and dialogues Grammar exercises – conjugation of verbs in present, past and future tense (repetition)	How do you go to school? How do you like to travel? Selection of means of transport and its justification Travel preparation Communication games and dialogues Grammar exercises – conjugation of verbs in present, past and future tense (repetition)	Ask for way and answer similar questions. Describe his/her way to school. Indicate distance and time. Describe travel preparation. Conjugate verbs of class 1, 2, 3, in present, past and future tense.
<b>I.</b>	<b>Education</b>	6	School aids and materials – work with dictionary Roma education in the past and presence Plural of nouns – repetition My school day Indication of time Lifelong learning	School aids and materials – work with dictionary Roma education in the past and presence Plural of nouns – repetition My school day Indication of time Work with text	Use vocabulary from thematic unit – school. Use plural of nouns. Indicate time. Tell one’s daily program. Talk about possibilities of Roma education in the past and presence. Read and understand short, simple texts about lifelong learning.

Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
II.	<b>Romani crafts and professions</b>	6	Current Romani professions Lifelong learning Future tense of verbs Comparison of adjectives	Employment – vocabulary and language skills development My future profession Work with text – reading comprehension Comparison of adjectives – repetition, formation of sentences Future tense of verbs of class 1, 2, 3 – repetition, formation of sentences	Read a text and select main points and ideas from text. Name and define some jobs and professions. Talk and write about one’s future profession. Compare adjectives and use them in sentences. Use forms of verbs in future tense in sentences.
III.	<b>Man and nature</b>	8	Our environment Climate change– vocabulary and language skills development Care for environment – vocabulary and language skills development – listening, reading Formation of nouns from verbs and adjectives and otherwise Possessive pronouns – formation of sentences	Our environment Climate change– vocabulary and language skills development Care for environment – vocabulary and language skills development – listening, reading Formation of nouns from verbs and adjectives and otherwise Possessive pronouns – formation of sentences	Work with word classes, know how to search in dictionary. Talk about environmental problems in global world. Write about problems and how it is possible to help environment.
IV.	<b>Leisure time, hobbies</b>	6	Leisure time, hobbies – vocabulary and language skills development Importance of sport for personal development Work with text Grammar exercises – formation of adverbs	Leisure time, hobbies – vocabulary and language skills development Importance of sport for personal development Work with text Grammar exercises – formation of adverbs	Understand main points of simple narration and explanation in the classroom including stories about interests or leisure activities. Read and understand a short text about importance of sport for personal development. Use and form adverbs.

Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
V.	<b>Nourishment and health Holidays and celebrations</b>	7	Food establishments Preparation of meals Dining culture Roma customs related to death Rapprochement of cultures and respect of traditions	Food establishments Preparation of meals Dining culture Roma customs related to death Rapprochement of cultures and respect of traditions. Work with text - reading comprehension	Rozprávať o možnostiach stravovania (reštaurácia, hotel, školská jedáleň). Vyhľadať v texte kľúčové slová v jednoduchom opise jedla. Sledom fráz a viet opísať zvyky Rómov súvisiace s úmrtím. Prečítať a rozumieť textu o zvykoch a tradíciách súvisiacich so sviatkami iných národov.
VI.	<b>Clothing and fashion</b>	6	Clothing accessories Selection of clothes for various occasions What will you dress up for a party? Description of clothes Work with text	Clothing accessories Selection of clothes for various occasions What will you dress up for a party? Description of clothes Work with text-listening comprehension	Talk about eating possibilities (restaurant, hotel, school canteen). Find key words in text in a simple description of food. Describe Romani customs related to death using a sequence of phrases and sentences. Read and understand text about customs and traditions related to holidays of other nations.

## Thematic educational plan of Romani language

Education level: B1

Year: 1.

Number of lessons per week: 3 hodiny/99 hodín

Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
IX.	Me and my family	10	Family members and basic family relations Vocabulary on the topic Declension of nouns Adjectives, pronouns, numerals Everyday life in family Important rules and activities in family Characteristics of person – positive and negative qualities	Family members and basic family relations Vocabulary on the topic Declension of nouns Adjectives, pronouns, numerals Everyday life in family Important rules and activities in family Characteristics of person – positive and negative qualities	Talk about one's family and important rules and activities of family. Introduce oneself. Give one's own description. Write one's own CV. Understand a story or short narrative about daily lives of Roma in the past and presence. Decline nouns. Use nouns, pronouns and numerals correctly.
X.	Home and living	11	Living possibilities Advantages and disadvantages of living in town and in village Vocabulary on the topics Conjugation of verbs Adverbs Description of house/flat, flat furnishing Milena Hübschmannová, life and work Roma proverbs	Living possibilities Advantages and disadvantages of living in town and in village Vocabulary on the topics Conjugation of verbs Adverbs Description of house /flat, flat furnishing Milena Hübschmannová, life and work Roma proverbs	Talk about advantages and disadvantages of living in town and in the country. Describe briefly a house/flat in which the pupil lives. Write a simple, consistent text on the topic – Ideal living. Talk about life of M. Hübschmannová and her contributions to Romani language. Understand Romani proverbs.

Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
XI.	<b>Work and employment</b>	11	Employment, job of family members Most common types of professions, jobs, functions and activities Roma artistic activities in the past and presence Conjugation of verbs in the past tense Life and literary work of E. Lackova	Employment, job of family members Most common types of professions, jobs, functions and activities Roma artistic activities in the past and presence Conjugation of verbs in the past tense Life and literary work of E. Lackova	Read and understand various texts about different crafts and professions (stories, internet texts, historic descriptions etc.). Talk briefly about artistic activities performed by Roma in the past and presence. Talk about life and literary work of E. Lackova. Conjugate verbs in present tense.
XII.	<b>Leisure time and its organization</b>	9	Possibilities of spending leisure time Favourite leisure time activities Free time /sport/artistic activities Books and reading Radio, television and Internet Conjugation of verbs in past tense	Possibilities of spending leisure time Favourite free time activities Free time /sport/artistic activities Books and reading Radio, television and Internet Conjugation of verbs in past tense	Talk about activities in leisure time. Write a simple, consistent text about favourite leisure time activity. Talk about book he/she has read. Talk about Internet use. Talk about favourite TV program.
I.	<b>Nature</b>	9	Time, weather and its forecasts Impact of weather on human health Vocabulary on the topic Favourite season, month, day Vocabulary on the topic Favourite season Milena Hübschmannová – Romani stories	Time, weather and its forecasts Impact of weather on human health Vocabulary on the topic Favourite season, month, day Vocabulary on the topic Favourite season Milena Hübschmannová – Roma stories	Talk about some experience or event, appropriate use of description of time, season and weather. Talk about favourite season. Understand main points of story or narration which contains mentions of Romani relationship with nature and animals. Write a short text about favourite season. Talk briefly about read story.

Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
II.	Travelling	9	Traditional and modern ways of travelling of Roma Vocabulary on the topic Travel preparation – travelling Vocabulary on the topic Work with text Adverbs Elena Lacková – Romani fairy tales	Traditional and modern ways of travelling of Roma Vocabulary on the topic Travel preparation – travelling Vocabulary on the topic Work with text Adverbs Elena Lacková – Roma fairy tales	Ask for the way and describe the way. Work with specific text. Determine adverbs in sentence. Talk briefly about advantages and disadvantages of travelling by means of transport. Talk briefly about traditional and modern ways of travelling. Talk about some experience from travels. Talk briefly about read fairy tale.
III.	Clothing	11	Basic parts of clothes Traditional and current Roma clothing, current fashion trends Vocabulary on the topic My favourite clothes Clothing for various occasions Tera Fabianová, life and work Extract from work „Sar me phiravas andre škola/How I used to go to school“	Basic parts of clothes Traditional and current Roma clothing, current fashion trends Vocabulary on the topic My favourite clothes Clothing for various occasions Tera Fabianová, life and work Extract from work „Sar me phiravas andre škola/How I used to go to school“	Talk about traditional Romani clothing. Talk about current clothing of Roma and about fashion trends. Talk briefly about favourite clothing. Talk about clothing for various occasions. Talk about life and literary work of T. Fabianova.
IV.	Care for health; nourishment	9	Basic parts of human body Care for body and health, personal hygiene Vocabulary on the topic Healthy way of life Pharmacy and medicines, insurance Declension of adjectives	Basic parts of human body Care for body and health, personal hygiene Vocabulary on the topic Healthy way of life Pharmacy and medicines, insurance Declension of adjectives	Talk about how Roma were treated in the past. Talk briefly about current diseases and prevention. Say how we feel when we are sick and how other people feel. Name body parts, some diseases. Give advice, recommendations how to live healthy. Ask required medicine in a pharmacy. Decline adjectives.



Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
V.	<b>Art, science and technology</b>	11	Types of art Characteristics of current Romani music Important representatives of Romani music, visual arts, Scientific and technological achievements in daily life Favourite music, singer, group Ilona Ferková – life and work	Types of art Characteristics of current Roma music Important representatives of Roma music Scientific and technological achievements in daily life Favourite music, singer, group Ilona Ferková – life and work	Ask and answer more complex questions about important personalities of Romani nationality in the field of music, art. Talk briefly about scientific and technical achievements. Talk about favourite music, group, singer. Talk about life and literary work of I. Ferkova.
VI.	<b>Education</b>	9	School system in Slovakia Importance of education Work with specific text Vocabulary on the topic Favourite school subjects My school T. Fabianová – extracts from works „Le Romeskeró suno, Čavargoš, Eržika, Ačhiľom Romňi“	School system in Slovakia Importance of education Work with specific text Vocabulary on the topic Favourite school subjects My school T. Fabianová – extracts from works „Le Romeskeró suno, Čavargoš, Eržika, Ačhiľom Romňi“	Talk briefly about school system in Slovakia. Talk about life at school and experiences from school. Talk about favourite and non-favourite subject. Describe extracts from work of T. Fabianová.

## Thematic educational plan of Romani language

Education level: B1

Year: 2.

Number of lessons per week: 3 lessons /99 lessons

Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
IX.	Me and my family	10	Own characteristics Inner and outer characteristics Vocabulary on the topic Holidays in family circle Everyday life in family circle Conjunctions – way of forming compound clauses Formation of dialogues	Own characteristics Inner and outer characteristics Vocabulary on the topic Holidays in family circle Everyday life in family circle Conjunctions – way of forming compound clauses Formation of dialogues	Say one´s own short characteristics. Write a short text about customs and traditions during holidays (Christmas, Easter) in his/her family. Describe everyday life in family circle. Form simple compound clauses. Ask questions and answer questions.
X.	Home and living	11	Description of town (place) where I live Vocabulary on the topic Orientation in town Main buildings, best known historic and cultural sights Cultural life in our town Various parts of culture Main artistic styles Literary work of I. Ferková	Description of town (place) where I live Vocabulary on the topic Orientation in town Main buildings, best known historic and cultural sights Cultural life in our town Various parts of culture Main artistic styles Literary work of I. Ferková	Talk about town (place) where he/she lives. Say what can be seen in his/her place of domicile. Name main buildings, best known historic and cultural sights and say where in the town they are located. Talk about cultural possibilities in the place of their domicile. Talk about his/her cultural experience. Describe one´s aesthetic experiences from perception of works of art. Characterize read short stories of I. Ferková.

Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
XI.	<b>Work and employment</b>	11	Most common types of professions, jobs, functions and activities Artistic activities performed by Roma in the past and presence Conjugation of verbs in the future tense Sentences to express order, ban, call and wish Tera Fabianová – „So džalas o Miškus sune“	Most common types of professions, jobs, functions and activities Artistic activities performed by Roma in the past and presence Conjugation of verbs in the future tense Sentences to express order, ban, call and wish Tera Fabianová – „So džalas o Miškus sune“	Talk briefly about artistic activities performed by Roma in the past and presence. Talk briefly about one´s future profession. Form sentences to express order, ban, call and wish. Conjugate verbs in future tense. Analyse read short story „So džalas o Miškus sune“
XII.	<b>Leisure time and its organization</b>	9	Possibilities how to spend leisure time – holidays Favourite leisure time activities Vocabulary on the topic Ilona Ferková – „Valkos“ Books for reading Original words (oicoclictic words), borrowed words (xenoclictic) and neologism (newly formed words)	Possibilities how to spend leisure time – holidays Favourite leisure time activities Books and reading Radio, television and Internet Literary work of I. Ferkova Oicoclictic words, xenoclictic words and neologisms	Talk about leisure time activities. Write a simple, consistent text about one´s favourite leisure time activity. Talk about read book. Characterize read short stories from I. Ferková. Distinguish oicoclictic, xenoclictic words and neologisms.
I.	<b>Nature</b>	9	Names of cardinal directions and basic geographic terms Naming countries in the world, determining location Vocabulary on the topic Animals in Roma fairy tales and stories Work with text Importance of animals in the life of Roma Zlatica Kalejová – „O dilino“ Diminutives in Romani	Names of cardinal directions and basic geographic terms Naming countries in the world, determining location Vocabulary on the topic Importance of animals in the life of Roma Zlatica Kalejová – „O dilino“ Diminutives in Romani	Name cardinal directions and understand geographic terms. Name some countries in the world. Understand main points of story or narration which contains mentions of Roma relation with nature and animals. Analysis of short story „O dilino“. Form diminutives.

Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
II.	Travelling	9	Behaviour in means of transport Travelling by public means of transport (train, bus, tram, metro) Travelling abroad (plane) Formalities connected with travelling abroad Following safety rules and social etiquette in means of transport Ilona Ferková – „Vakeriben andal e Angl'ija“ Places I like to visit	Behaviour in means of transport Travelling by public means of transport (train, bus, tram, metro) Travelling abroad (plane) Formalities connected with travelling abroad Following safety rules in means of transport Following social etiquette Vocabulary on the topic Ilona Ferková – „Vakeriben andal e Angl'ija“ Places I like to visit	Talk briefly about possibilities to travel by means of transport. Talk about safety rules and social etiquette in means of transport. Talk about foreign trip. Write a short text about a place I like to visit. Analysis of short story „Vakeriben andal e Angl'ija“.
III.	Clothing	11	Parts of clothes Possibilities for buying clothes Clothes for various occasions Vocabulary on the topic Current fashion trend Declension and comparison of adjectives Clothing of Roma in the past Punctuation in Romani	Parts of clothes Possibilities for buying clothes Clothes for various occasions Vocabulary on the topic Current fashion trend Declension and comparison of adjectives Clothing of Roma in the past Punctuation in Romani	Talk briefly about traditional and current clothing of Roma and current fashion trends. Talk about clothing for various occasions – wedding, visit of theatre, funeral etc. Decline and compare adjectives. Use punctuation marks in written expression correctly.
IV.	Care for health	9	Ways of Roma treatment in the past Treatment of Roma today Civilization diseases – prevention from diseases Healthy lifestyle and diet Healthy way of life Importance of sports for human health	Ways of Roma treatment in the past Treatment of Roma today Civilization diseases Prevention from diseases Healthy lifestyle and diet Healthy way of life Healthy and unhealthy diet Importance of sports for human health	Talk briefly about ways of Roma treatment in the past and presence. Talk about civilisation diseases and prevention from diseases. Talk briefly about healthy diet and unhealthy diet. Talk why sport is important for human health.

Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
V.	<b>Art, science and technology</b>	11	Art types Science and technology achievements Important Romani artists Theatre and film genres Personal relationship with theatre and film Theatre Romathan Margita Reiznerová – „Čoripen giľenca, Paľus“ Margita Reiznerová – life and literary work Derivation of nouns by suffixes -iben/-ipen, -pen/-ben, šagos/-išagos	Art types Science and technology achievements Important Romani artists Theatre and film genres Personal relationship with theatre and film Theatre Romathan Margita Reiznerová – life and literary work Derivation of nouns by suffixes -iben/-ipen, -pen/-ben, šagos/-išagos	Talk briefly about science and technology achievements in everyday life – appliances, technology. Write a simple, consistent description of some aspect of Romani art. Talk about favourite theatre play and favourite movie. Talk about activities of professional Roma theatre Romathan. Talk briefly about life and literary work of M. Reiznerová. Form nouns by suffixes -iben/-ipen, -pen/-ben, šagos/-išagos.
VI.	<b>Education</b>	9	School system in SR and its comparison with school system in some EU member states (e.g. Germany, Belgium, France) Vocabulary on the topic The school I visit Importance of education ICT use in education Writing of words separately and together Grammar exercises – repetition of grammar material Questions and answers – repetition of conversation topics	School system in SR and its comparison with school system in some EU member states (e.g. Germany, Belgium, France) Vocabulary on the topic The school I visit Importance of education ICT use in education Writing of words separately and together	Talk briefly about school system in SR. Talk briefly about school system in some European country. Talk about his/her school and name reasons why children should go to school. Talk briefly about possibilities of using ICT in education. Write words separately and together correctly.

## Thematic educational plan of Romani language

Education level: B1

Year: 3.

Number of lessons per week: 3 lessons /99 lessons

Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
IX.	Me and my family	10	Relationships in the family Relationships between people in my community Ethnic origin/nationality Behaviour of young and elderly people Respect (pařiv) between Roma in the past and today Nouns – functions of cases Work with text – Old Roma remember/Phure Roma leperen (Romano džaniben 3/1994)	Relationships in the family Relationships between people in my community Ethnic origin/nationality Behaviour of young and elderly people Respect (pařiv) between Roma in the past and today Nouns – functions of cases Work with text – Old Roma remember/Phure Roma leperen (Romano džaniben 3/1994)	Talk briefly about relationships in the family, about behaviour of young people towards elderly. Talk about respect between Roma in the past and today. Get knowledge about function of cases. Tell a brief content of read text.
X.	Home and living	11	Home and its surroundings Flat/house furnishing Living in Roma community Pollution of environment Protection of environment Possibilities of shopping and services for people in the place of domicile Participle of verbs of class 1 and 2 M. Hübschmannová – Romani proverbs	Home and its surroundings Flat/house furnishing Living in Roma community Pollution of environment Protection of environment Possibilities of shopping and services for people in the place of domicile Participle of verbs of class 1 and 2 M. Hübschmannová – Romani proverbs	Describe one´s house and surrounding. Describe current life in Romani community. Talk briefly about importance of protection of nature and environment. Talk briefly about pollution of environment. Talk briefly about possibilities of shopping and services for people in the place of domicile. Form participle of verbs of class 1 and 2. Clarify meaning of Romani proverbs.

Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
XI.	<b>Work and employment</b>	11	Important historic aspects of various Romani crafts and professions Idea about future job and workplace Current Romani professions Unemployment Vocabulary on the topic Forming questions and answers Participle of borrowed verbs	Important historic aspects of various Romani crafts and professions Idea about future job and workplace Current Romani professions Unemployment Vocabulary on the topic Forming questions and answers Participle of borrowed verbs	Talk briefly about historic meaning of crafts performed by Roma in the past. Characterize current jobs/professions of Roma. Highlight causes of high unemployment of Roma. Form participle of borrowed verbs.
XII.	<b>Leisure time and its organization</b>	9	Organization of work and good use of leisure time Leisure time hobbies and activities Types of sports: winter and summer, individual and collective M. Reiznerová – Vianoce/ Karačoňa Christmas customs and traditions	Organization of work and good use of leisure time Leisure time hobbies and activities Types of sports: winter and summer, individual and collective M. Reiznerová – Vianoce/ Karačoňa Christmas customs and traditions	Talk briefly about organization of work and good use of leisure time. Talk about one's hobbies and activities. Name types of sport. Talk about customs and traditions in his/her family and during Christmas.
I.	<b>Nature</b>	9	Nature around us Relationship of Roma with nature Nature during different seasons Most common names of plants and animals Superstitions related to births or other animals Past conditional of verbs of class 1, 2 and 3	Nature around us Relationship of Roma with nature Nature in respective seasons Most common names of plants and animals Superstitions related to births or other animals Past conditional of verbs of class 1, 2 and 3	Describe beauties of nature. Characterize relationship of Roma with nature. Describe nature in respective seasons. Name most common plants and animals. Explain superstitions related to births or other animals. Form past conditional of verbs of class 1, 2 and 3.

Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
II.	Travelling	9	Countries I visited Countries I would like to visit Hiking and tourism Travel experiences Vlado Oláh – life and work Vlado Oláh – „Pal o Krivakos, Phuro Rom“ Vocabulary on the topic Numerals – ordinal, multiple, indefinite	Countries I visited Countries I would like to visit Hiking and tourism Travel experiences Vlado Oláh – „Pal o Krivakos, Phuro Rom“ Vocabulary on the topic Numerals – ordinal, multiple, indefinite	Talk about his/her experiences from visits of countries. Explain why he/she wants to visit some country. Talk briefly about life and literary work of V. Oláh. Describe some towns and places in Slovakia good for tourism. Tell a brief content of read stories from V. Oláh. Determine numerals.
III.	Clothing	11	Basic types of clothes Parts of Romani clothes in the past Clothing of Roma today Clothing accessories Selection of clothes for various occasions Past tense of borrowed verbs Forming of questions and answers Work with text Determining pronouns	Basic types of clothes Parts of Roma clothes in the past Clothing of Roma today Clothing accessories Selection of clothes for various occasions Past tense of borrowed verbs Forming of questions and answers Work with text Determining pronouns	Talk briefly about Roma clothing in the past and today. Talk about current fashion and clothing accessories. Describe clothing for various occasions-wedding, funeral, theatre visit etc. Form past tense of borrowed verbs. Form of questions and answers to questions. Say a brief content of read text. Determine pronouns.
IV.	Care for health	9	Healthy way of life Eating at home and in food establishments – advantages and disadvantages Most common meals, drinks and foods Traditional Romani dishes Recipes Hygiene and care for body Olga Giňová – „Edaj na kamelas“	Healthy way of life Eating at home and in food establishments – advantages and disadvantages Most common meals, drinks and foods Traditional Romani dishes Recipes Hygiene and care for body Olga Giňová – „Edaj na kamelas“	Talk briefly about eating possibilities. Talk briefly about eating habits in the family. Describe traditional Romani dishes. Write a detailed recipe for food prepared in their home. Talk about importance of personal hygiene. Say a brief content of read text.



Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
V.	<b>Arts, science and technology</b>	11	Scientific and technological achievements in the services of man Important scientists Culture and its influence on humans Arts and personal development Important Romani artists Vocabulary on the topic Derivation of adverbs Andrej Pešta – „E Roza“	Scientific and technological achievements in the services of man Important scientists Culture and its influence on humans Arts and personal development Important Romani artists Vocabulary on the topic Derivation of adverbs Andrej Pešta – „E Roza“	Talk briefly about scientific and technological achievements in everyday life, how they influenced life of people – electricity, TV, Internet, washing machine, vacuum cleaner etc. Talk about important scientists. Talk about important Romani artists. Talk about importance of culture for humans. Derive adverbs. Say a brief content of read story.
VI.	<b>Education</b>	9	Possibilities of Romani language study and its utilization in chosen field of study Language as a tool for understanding Forms of communication Lifelong learning Grammar exercises – repetition of grammar material Questions and answers – repetition of conversation topics	Possibilities of Romani language study and its utilization in chosen field of study Language as a tool for understanding Forms of communication Lifelong learning Grammar exercises – repetition of grammar material Questions and answers – repetition of conversation topics	Talk about possibilities of Romani language study and its utilization in chosen field of study. Characterize forms of communication. Explain importance of lifelong learning.

## Thematic educational plan of Romani language

Education level: B1

Year: 4.

Number of lessons per week: 3 lessons /90 lessons (until May)

Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
IX.	Me and my family	10	Daily life in family Important rules and activities in family Holidays and celebrations in family circle Visits of guests, contacts with friends including written communication Forms of indirect case, formation of plural of nouns Ethnic origin/nationality Margita Reiznerová – collection of poems (Suno)	Daily life in family Important rules and activities in family Holidays and celebrations in family circle Visits of guests, contacts with friends including written communication Forms of indirect case, formation of plural of nouns Ethnic origin/nationality Margita Reiznerová – collection of poems (Suno)	Understand a story or a short narrative about everyday life of Roma in the past and today. Understand main points of a short text about Roma life or activities. Write a short text about holiday or celebration in the family. Talk briefly about how guest and visits are received in their homes. Know his/her ethnic origin and nationality. Analyse collection of poems Sen (Suno).
X.	Home and living Multicultural society	12	Life in town and village in Romani community Important Romani personalities in my community Personal contacts with other cultures, tolerance Rapprochement of cultures – contacts in the past and today Customs and traditions in various countries Forming of new words by affixes, suffixes, compositions, derivation, present conditional Arnošt Rusenko – „Sar pes o Rom dovakerďa le kral'iha“	Life in town and village in Roma community Important Roma personalities in my community Personal contacts with other cultures, tolerance Rapprochement of cultures – contacts in the past and today Customs and traditions in various countries Forming of new words by affixes, suffixes, compositions, derivation, present conditional Arnošt Rusenko – „Sar pes o Rom dovakerďa le kral'iha“	Describe current life in Romani community. Understand main points of narration about important Romani personality. Speak briefly about tolerance and rapprochement of cultures. Talk briefly about customs and traditions in other countries. Form words by affixes, suffixes, composition, derivation. Form present conditional. Retell the content of a read short story.

Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
XI.	<b>Work and employment</b>	10	Idea about future job and workplace Working activities and professions Life in the past and today Vocabulary on the topic Forming simple sentences and compound clauses Sentences to express order, ban, call and wish M. Hübschmannová – Roma stories	Idea about future job and workplace Working activities and professions Life in the past and today Vocabulary on the topic Forming simple sentences and compound clauses Sentences to express order, ban, call and wish M. Hübschmannová – Roma stories	Write an essay on the topic My future profession. Describe briefly current working activities and professions. Characterize life of Roma in the past and today. Form simple sentences and compound clauses. Form sentences to express order, ban, call and wish. Read and tell a brief content of read stories.
XII.	<b>Leisure time and its organization Man and society; communication</b>	10	Favourite and non-favourite activities Communication in public and private Communication between elderly people, between young and older Synonyms, antonyms, homonyms and polysemous words in Romani language Past conditional M. Hübschmannová – Roma riddles	Own favourite and non-favourite activities Communication in public and private Communication between young people, between young and elderly people Synonyms, antonyms, homonyms and polysemous words in Romani language Past conditional M. Hübschmannová – Roma riddles	Talk briefly about favourite and non-favourite leisure time activities. Describe behaviour and communication between young and older people. Distinguish synonyms, antonyms, homonyms and polysemous words. Form past conditional. Read and explain some Roma riddles.
I.	<b>Nature</b>	12	Animals which were part of life and activities of Roma Weather Climate Environmental problems – air pollution Nature around us – protection of environment Forming compound clauses Olga Giňová „Pal e Romňi Krivaňa“	Animals which were part of life and activities of Roma Weather Climate Environmental problems – air pollution Nature around us – protection of environment Forming compound clauses Olga Giňová „Pal e Romňi Krivaňa“	Understand main points of conversation or discussion containing many words related to time, weather changes, or season. Talk briefly about importance of protection of nature and environment. Talk briefly about environmental problems. Form compound sentences. Tell brief content of read story „Pal e Romňi Krivaňa“

Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
II.	<b>Travelling Sport</b>	10	Travel experiences Personal transport Hiking and tourism Sport disciplines Importance of sport for personal development Favourite sport, athletes Grammar exercises Elena Lacková – „O primášovi Barovi“	Travel experiences Personal transport Hiking and tourism Sport disciplines Importance of sport for personal development Favourite sport, athletes Grammar exercises Elena Lacková – „O primášovi Barovi“	Understand main points of life or broadcasted narration describing travel/way. Talk about one's experiences from travels. Talk about importance of tourism and good places for tourism. Name sport disciplines. Speak briefly about importance of sports for personal development. Talk about favourite sport. Tell a brief content of a short story.
III.	<b>Clothing Trade and services</b>	10	Taste in clothing and current fashion Parts of Roma clothing in the past Clothing of Roma today Shopping facilities Purchase and payments Post and telecommunications Hotel and restaurant services Correct pronunciation of voiced sounds at the end of words	Taste in clothing and current fashion Parts of Roma clothing in the past Clothing of Roma today Shopping facilities Purchase and payments Post and telecommunications Hotel and restaurant services Correct pronunciation of voiced sounds at the end of words	Talk briefly about Roma clothing in the past and today. Talk about current fashion and clothing accessories. Talk about shopping possibilities and payment possibilities. Talk about use of services. Practice right pronunciation at the end of words.
IV.	<b>Care for health; nourishment</b>	8	Diseases and accidents Physical and mental hygiene Milk products Drinks Pasta and flour products Eating habits Food establishments Favourite food, drink Eating of Roma in the past and today	Diseases and accidents Physical and mental hygiene Milk products Drinks Pasta and flour products Eating habits Food establishments Favourite food, drink Eating of Roma in the past and today	Understand text which mentions most frequent diseases, accidents, health difficulties and their prevention. Name flour products, drinks and some flour dishes and products. Talk briefly about healthy diet, eating habits and eating possibilities in food establishments. Talk about eating of Roma in the past and today. Talk about favourite food and drink.

Month	Thematic unit	Number of lessons	Topic	Content standard	Performance standard Pupil can
V.	<b>Arts, science and technology Education</b>	8	Romani music – important representatives Important representatives of Romani literature Roma and school system Romani media Jana Hejkrliková – „Kampel mange ajsi škola“ Grammar and exercises Questions and answers	Romani music – important representatives Important representatives of Romani literature Roma and school system Roma media Jana Hejkrliková – „Kampel mange ajsi škola“ Grammar and exercises Questions and answers	Talk briefly about important representatives of Romani music. Speak briefly about important representatives of Romani literature. Describe Roma relationship with school. Obtain knowledge about current Romani media. Analyse a read story. Practice and deepen grammar. Practice and deepen vocabulary within conversation topics.



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