

# INNOVATED FRAMEWORK EDUCATION PROGRAMME FOR ROMANI LANGUAGE

**LEVEL B1**

**(higher secondary education)**



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## INTRODUCTION

Innovated Framework education programme in Romani language (hereinafter “IFEP”), level B1 (secondary higher education) includes a performance and content standard which is a starting point for development of school education program for the respective subject and given level of education. Performance standard represents a comprehensive system of generally worded performances at cognitive levels. Teachers may specify these performances in more detail and develop them in form of further learning goals, tasks, questions, or test items with a view to current cognitive skills of pupils. Content standard will be allocated to defined performances in which learning material is structured according to individual thematic units. It also includes recommended parts which contribute to an overall picture of use and command of language at level B1.

IFEP from Romani language, level B1 determines basic target requirements. These requirements are worded as competences which contain knowledge, skills, attitudes and values in the context of defined scope of education. They are developed in a way that teachers should not just present complete knowledge to pupils, but they should create appropriate conditions for active acquisition of knowledge.

The document is drafted in line with international recommendations of Council of Europe and Framework education programme of Romani language which was developed in collaboration with European Forum of Roma and Travellers (CFR, 2008). Teachers may modify defined study content in a creative way within school education program according to individual class.

## I Description of subject

The instruction of the subject Romani language and literature ensures a productive and receptive language acquisition at level B1 for secondary school students which allows them to improve their language skills further and to use them for their general cultural development and successful engagement in social and public life. The instruction of Romani language and literature at secondary schools contributes to:

- a) acquisition of language and cultural competences at required level,
- b) improvement of conversation skills in Romani language,
- c) deepening of vocabulary.

Content and performance standard of Romani language, level B1 – secondary higher education is based on key competences which include a complex of knowledge, competences and value attitudes allowing an individual to get to know, act effectively, assess, understand, communicate, engage in social relations and develop personally.

## II Goals of subject

The purpose of the Content and performance standard at level B1 – secondary higher education - is to set framework requirements for language competences of secondary school students (language level B 1, B2) in accordance with international recommendations of Council of Europe for teaching and learning of foreign languages and Framework education programme for Romani language developed in cooperation with European Roma and Travellers Forum. (CFR 2008, available on [www.coe.int/lang](http://www.coe.int/lang)).

In terms of goals of subject the focus is laid on activity-based approach – to fulfil communication tasks pupils have to engage into communication activities and have command of communication strategies.

The goal of the subject Romani language is for pupils to learn how:

- to use efficiently general competences which are not characteristic for language, but are necessary for various activities, including language activities;

- to use communication language competences in a way that communication intention is carried out in a determined way;
- to process spoken or written text as a listener or reader in receptive language activities and strategies (listening comprehensions, reading comprehension);
- to create an oral or written text in productive and interactive language activities and strategies (oral presentation, written presentation);
- to use spoken and written texts in communication situations for specific functional goals.

### III General competences

“Competences are a set of knowledge, skill and qualities which allow an individual to act” (CEFR, 2013, p. 12, 103). The essence of education in Romani language is to enable children:

- to be able to resolve everyday life situations;
- to exchange information and ideas with young people and adults who speak the given language and present their ideas and feelings;
- to be able to think critically to be able to find and choose information by means of various skills and critical approach;
- to be able to think creatively, to find new ways of connecting facts in the process of problem resolution;
- to be able to analyze facts and problems in connection with the needs of others and the society as a whole.

General competences are competences which are not characteristic for language, but necessary for various activities, including language skills. (CEFR, 2013, p. 12). Within general competences pupils will acquire **specific knowledge in the field of social affairs – social exclusion and inclusion, importance of lifelong learning, in the field of general biology – composition of human organism, impact of environment on people, health sciences – health care, prevention from infectious diseases, hygiene, healthy diet.**

Pupil at level B1 has acquired general competences at level A2 and develops them further in order to:

- obtain new knowledge and skills in a targeted way;
- repeat acquired knowledge and supplement it,
- understand given assignment;

- actively and frequently use the language acquired so far;
- supplement knowledge and develop speaking skills, connect them with existing knowledge, systematize them and use them for their further development and real life;
- critically assess one’s own progress, accept feedback and be aware of possibilities of its development;
- use accessible materials for independent study etc.;
- be open to cultural and ethnic diversity;
- speak about current life of Roma in segregated Roma communities and name reasons;
- name possibilities of improving the current situation of Roma in segregated Roma communities (education, qualification, labour and housing, ...);
- speak about composition of human organism, reasons of diseases which currently occur in segregated Roma communities (hepatitis, infectious skin disease, ...);
- speak about prevention against infectious, but also common diseases (rules of hygiene – washing of hands, body, medical examinations, regular vaccination of children, healthy diet ...).

### IV Communication and language competences

Communication language competences are competences which allow pupils to use specific language tools in communication. Communication competences include the following elements:

- language competences;
- socio-linguistic competences;
- pragmatic competences;
- intercultural communication competences.

#### 1 Language competences

Learner at level B1 has acquired language competences at A2 level and develops them further in order to use:

- vocabulary including phraseology in the scope of standard communicative situations and thematic areas (lexical competence);
- morphological forms and syntactic models (grammar competence);

- word formation and functions of grammar phenomena (semantic competence);
- use sound and graphic means of language (phonological competence: orthoepic and orthographic).

Pupil can:

- speak and express oneself while using a sufficient vocabulary on given topics;
- have a sufficient command of language to describe unforeseeable situations;
- communicate appropriately in known contexts;
- use correctly frequently used grammar means and sentence structures in easily predictable situations;
- create a coherent text which is generally understandable;
- use orthography, punctuation and logical division of text;
- describe unforeseeable situations, explain main points;
- express ideas concerning abstract and cultural issues;
- have a good general command of grammar;
- tell a narrative or description in a fluent manner;
- express clearly main points of an idea of an issue;
- express essence of an idea in an understandable way.

## **2 Socio-linguistic competences**

Pupil at language level B1 has acquired general socio-linguistic competences at A2 level and develops them further order to:

- communicate in the right way in common social communication situations;
- use a wide array of language functions during expression of his/her ideas including for instance: exchange of information, request, simple expression of one's own opinions and attitudes, invitation, apology etc.;
- know common phraseological expressions, proverbs, sayings;
- know differences between formal and informal expression;
- maintain and develop basic social conversation through simple common expressions;
- be able to engage in brief social conversations and use daily used politeness forms of greetings and addresses.

## **3 Pragmatic competences**

Learner at level B1 has acquired pragmatic competences at level A2 and develops them further in order to:

- start, sustain and close a simple, short and direct conversation concerning common topics, or personal interests;
- participate in a discussion on a known topic, while using an appropriate expression to take the floor in line with communication habits of Roma society;
- use conventional communication styles corresponding to communication situation deeper than on A2 level.

## **4 Intercultural communicative competences**

Learner at B1 level has acquired intercultural communicative competences at A2 level and develops and deepens them further in order to:

- communicate with representatives of other cultures and develop, thus, their intercultural competences;
- communicate with representatives of other sociocultural groups and in general improve relations between majority and minorities;
- use empathy to get to know situations of people from other cultures;
- understand situations of people living in difficult living conditions and get to know reasons causing these situations;
- form one's own opinion based mainly on own experience with foreigners;
- show solidarity with people living in other conditions;
- respect different opinions and views of the outside world;
- assume responsibility for oneself in the environment in which one lives.

## V Content standard

IFEP specifies basic thematic areas including sub-themes specifying in more detail thematic areas. Specific vocabulary related to the respective thematic area, possibly subthemes are specific for each language. Lower level always forms a basis for increasing lexis at higher level. Specified thematic areas and vocabulary are recommended, not mandatory.

It is the teacher himself/herself who decides on the scope of vocabulary with regard to respective thematic areas, as well as speed of work at Roma language and literature lessons. The order of thematic areas and items in thematic areas is not binding. Individual areas may be linked and may overlap.

### Thematic areas

#### *Me and my family*

- Family members and basic family relations
- Description and characteristic of person
- Basic personal data (age, status, address)
- External character qualities
- Employment, job, hobbies, family traditions and celebrations
- Common days and holidays in family circle
- Visit of guests, contacts with friends including written contact

#### *Home and housing*

- Living in big cities, small towns and in the country
- Living in a house and flat – flat furnishing
- Our environment
- Town (place) in which we live
- Orientation in town, main buildings, best known cultural and historic sights
- Shopping and services
- Cultural life in our town
- My community – life in town and village in Roma community
- Significant Roma personalities in my community

#### *Work and employment*

- Traditional Roma crafts and current Roma professions
- Crafts, professions of members of my family
- Most common types of professions, functions and activities
- Study field and related issues
- Ideas about future job and workplace

#### *Leisure time and its organization*

- Artistic activities performed by Roma in the past and in presence
- Possibilities how to spend leisure time (holidays)
- Sports, reading, theatre and film
- Favourite and not favourite activities of pupils
- Organization of work and meaningful spending of leisure time
- Daily and weekly personal program

#### *Nature*

- Time, weather and weather forecasts
- Days, months, seasons
- Names of cardinal directions and basic geographic terms
- Description of nature and natural beauties
- Most common names of plants and animals
- Plants and animals important in Roma tradition or life
- Superstitions related to birds, or other animals
- Animals in Roma fairy tales and stories
- Animals which were a part of lives and activities of Roma
- Hiking, relationship to nature and its protection

#### *Travelling*

- Traditional and modern ways of Roma travelling
- Means of transport, their advantages and disadvantages
- Behaviour in transportation situations
- Places we like to visit
- Places we would like to visit
- Travelling abroad and formalities related to travel abroad
- Experience from travels, experiences

#### *Clothing*

- Clothing of Roma in the past and presence
- Basic parts of clothes and their purchase
- Appropriate clothing for various occasions
- Taste in clothing and current fashion

#### *Care for health*

- Basic parts of human body
- Most frequent diseases, accidents and health difficulties
- Medical treatment of Roma in the past
- Healthy life style, nourishment
- Eating (restaurants, cafeterias etc.)
- Names of most frequent dishes, drinks and foods
- Body and mental hygiene
- Importance of sports and stay in nature for health

### **Arts, science and technology**

- Favourite music, visual arts, architecture
- Most important representatives of arts, science and technology
- Scientific and technological achievements in daily life with emphasis on chosen field of study

### **Education**

- Our school, school subjects, my classmates
- School system in Slovakia and its comparison with school system in EU countries
- Romani language study and its use in chosen study field
- Possibilities and issues related to education in the given study field
- Roma media

### **Romani as literary language**

- Milena Hübschmannová, life and work (Roma proverbs, riddles, stories)
- Elena Lacková, life and work (Roma fairy tales Romane paramisa, bilingual book)
- Tera Fabianová, life and work (samples from books „Sar me phiravas andre škola“, Le Romeskero suno, Čavargoš, Eržika, Ačhiľom Romňi, So džalas o Miškas sune, Gilutne - Av manca čhajori, Raťate avľom, E bacht ke mande avel)
- Ilona Ferková, life and work (Mosardã peske o dživipen anglo love, Pal o duj phrala, Sikhľardĩ buťi – somnakuňi buťi, Čáčikaňi paramisi, Sar ačhľa o suboris, Amare neni, Šukar Vilijana, Denášľom kheral, O našado čhavo aviľa pale, Moštovno dad, abo nalačhi daj?, Muľa anglo romipen, Trastune bengal)
- Margita Reiznerová, life and work (Kaľi, Kale ruži, Romano gendalos, Suno)

## **VI Performance standard**

Pupil at level B1 is able to sustain a conversation in various contexts. Pupil at this level is able to follow main points of discussion under the condition that the speaker articulates clearly. Pupil can express himself/herself, or ask about personal opinions during an informal discussion with friends, use flexibly a wide range of simple language to express the biggest part of what he/she wants to say, to sustain conversation, or to participate in discussion. Pupil can lead a conversation about known topics without preparation, complain, show initiative during interviews/consultations (e.g. bring up a new subject in conversation)

In terms of listening pupils at level B1 are able to understand main points of understandable standard speech not differing significantly from a standardized language form, covering everyday topics known to them.

In terms of reading he/she understands text describing situations and events in the language with a high frequency of known words, he/she is also able to understand feelings and wishes expressed in personal letters.

In terms of oral interaction he/she can engage in conversation with confidence and without preparation under the condition he/she knows topics of conversation well and they are personally interesting for him/her, or important; he/she can also handle most situations which may occur during interaction with a native speaker.

In terms of oral expression he/she can connect individual phrases in a simple fashion and tell a story or present a description, describe briefly his/her opinions and plans. He/she is able to write a consistent text on known topics. He/she can write a personal letter in which he/she can describe his/her experiences and impressions.

In terms of spontaneous use of language pupil at level B1 has knowledge of sufficient means of expression and vocabulary allowing him/her to perform daily routine transactions and communicate known situations and topics. He/she uses repertoire of frequently known expressions and models with reasonable preciseness, he/she can connect series of separate elements into continuous sentences.

## **1 Listening comprehension – performance standard**

Learner at B1 level has developed skills at A2 level and improves them further.

Pupil at B1 level can:

- understand main ideas expressed in standard language on known topics which he/she regularly encounters at work, school, in leisure time etc. including short narratives;
- follow in principle all main ideas in a longer discussion which he/she is following under the condition that the speech is clearly articulated and in dialects close to taught standard;
- understand the text as a whole, topic and main idea;
- understand what is said by adults and peers in a typical and known context without the need of frequent repetition, or strong accompanying gestures;
- understand specific information and capture logical structure of text, distinguish important information from unimportant information;
- understand main orientation instructions, instructions at school, at home, etc.;
- understand a story, or a short narrative about daily life of Roma in the past and presence;
- understand and identify differences between way of life of Roma and members of other nationalities nowadays;
- understand a text on current life of Roma in segregated Roma communities and name reasons;
- understand a text on composition of human body, reasons of diseases which currently occur in Roma communities (hepatitis, infectious skin diseases,...);
- understand a text which talks about advantages and disadvantages of living in the country and in the city;
- understand a text which talks about possibilities of shopping and services;
- understand main points of narration about an important Roma personality of local, or regional importance;
- understand a text which mentions possibilities and importance of education;
- understand a text which mentions school system in SR and compares it with school system in EU member states;
- understand almost all sound or visual records of narration about work of Roma (in past or presence);
- understand main points of description of holidays and celebrations celebrated by Roma communities and other communities;
- understand narration, stories about traditions connected with politeness and hospitality at home;
- understand main points of story/fairy tale which mentions importance of politeness and good behaviour;
- understand main points of live or broadcasted narration describing travelling/way;
- understand main points of narrative about mobility of current Roma;
- understand text about travelling abroad and related formalities;
- understand text about dishes, foods, drinks, healthy way of life, nourishment;
- understand text about Roma clothing in the past and presence;
- understand main points of conversation, or discussion containing many words related to time, weather changes, or season;
- understand text which mentions most frequent diseases, accidents, health issues and their prevention;
- understand main points about achievements of science and technology in daily life;
- understand main points of story or narration which mentions relationship of Roma towards nature and animals;
- understand text which mentions importance of protection of nature and environment;
- understand text which mentions importance of sports and stay in nature for health;
- understand texts which deal with correlation between convictions/superstitions of Roma in an understandable way.

(adapted CFR, 2008, p. 30 - 93)

## **2 Reading comprehension – performance standard**

Learner at B1 level has developed skills at A2 level and improves them further.

Pupil at B1 level can:

- read and understand texts about family and challenges which national minority groups face;
- read stories about life of children in various Roma groups, in the past and present and about their activities at home;
- understand main points of a short text about Roma life, or activities, e.g. news article in which known vocabulary is used with high frequency;
- read and understand various texts about advantages and disadvantages of living in the country and in town;
- read and understand various texts about shopping and services;
- read and understand various texts about different crafts and professions (stories, Internet texts, historic descriptions etc.). Read and understand texts about important personalities of Roma origin;
- read and understand main points of a text describing a holiday or celebration typical for a Roma family or community life;
- read stories of children which experienced pressure caused by their distinctness at school;
- obtain information from simple texts about school system in SR and its comparison with school system in EU member states;
- understand main points of a story, narration or historic text about Roma travels;
- read and understand main points of narration and mobility of current Roma;
- obtain information from simpler texts about travel abroad and related formalities;
- read and understand texts about foods, drinks, healthy life style, nourishment;
- read and understand texts about Romani clothing in the past and present;
- obtain information from simple texts about most frequent illnesses, accidents, health difficulties and their preventions;
- obtain information from simple texts about importance of sports and stay in nature for health;
- obtain information from simple texts about achievements of science and technology in daily life;

- read a story or another written text in which Roma perception of seasons or weather plays an important role;
- read and understand main points of text (e. g. fairy tale) in which nature plays an important role;
- obtain information from simple texts about the need to protect nature and environment;
- read and understand texts about Roma activities including competition in box, artistic activity (e.g. singing, theatre, music, circus, etc.) under the condition that he/she will learn unknown words in advance.  
(adapted CFR, 2008, p. 30 - 93)

## **3 Oral expression – monologue – performance standard**

Learner at B1 level has developed skills at A2 level and improves them further.

Pupil at B1 level can:

- speak briefly about his/her home and important rules and activities in his/her family;
- speak about a common day in life of his/her community and explain briefly unknown points;
- speak briefly about dishes in his/her home;
- speak briefly about healthy life style and nourishment;
- speak about current life of Roma in segregated Roma communities and name reasons;
- speak about reasons of diseases which currently occur in segregated Roma communities (hepatitis, infectious skin diseases,...);
- speak about advantages and disadvantages of living in town and in village;
- speak about shopping possibilities;
- speak briefly about traditional Roma crafts and current Roma professions;
- speak about most frequent types of employment, jobs, functions and activities;
- link simply sentences and speak briefly about a well-known, or famous personality of Roma nationality;
- speak about habits and traditions in his/her family;
- describe an exceptional event, or celebration at home (e.g. religious holiday, birth of child etc.);
- tell a story related to a specific event, celebration or memorial service;

- talk about how Roma received treatment in the past;
- speak briefly about current diseases and prevention;
- speak about one's school and name reasons why children should go to school;
- speak about school system in SR;
- speak about one's own experiences from travels;
- speak briefly about traditional and current Roma clothes and current fashion trends;
- speak briefly about how guests and visitors are welcome in his/her home;
- speak about some experience or event, use appropriately description of time, season and weather;
- speak briefly about importance of protection of nature and environment;
- speak briefly about achievements of science and technology in daily life;
- speak about sport disciplines and importance of sports for health;
- speak about one's hobbies and leisure time activities.

(adapted CFR, 2008, p. 30 - 93)

#### **4 Oral expression – dialogue – performance standard**

Learner at B1 level has developed skills at A2 level and improves them further.

Pupil at B1 level can:

- engage without preparation into conversation about known topics;
- start, sustain and close a simple direct conversation on the topics which are known to him/her, or which are subject of his/her personal interest;
- express himself/herself and react to feelings, including surprise, happiness, interest, lack of interest;
- express politely conviction, opinion, agreement, disagreement;
- ask someone to explain, or clarify what he/she has just said;
- express one's opinions and reactions concerning solving of problems, or practical questions about where to go, what to do, how to organize some event in an understandable way;
- ask and answer questions about a wide array of known topics (family, home, activities of parents, interests, etc.);

- ask and answer questions concerning a wide array of known topics related to home and activities in family;
- discuss about eating, meals in his/her family;
- discuss healthy way of life and nourishment;
- ask and answer questions concerning shopping and services;
- discuss about how Roma received medical treatments in the past, current diseases and prevention;
- discuss experiences from his/her community, express personal opinions and reactions;
- ask and answer more complicated questions about important historic aspects of various Roma crafts and professions;
- ask and answer more complex questions about current activities of Roma;
- discuss traditional and modern ways of Roma travels;
- discuss traditional and current Roma clothes;
- ask and answer more complicated questions about important persons of Roma nationality;
- answer questions about what happens during holiday, celebration in his/her family/ community;
- ask and answer detailed questions about school and experiences from school;
- discuss and answer questions about activities in leisure time;
- discuss achievements of science and technology in daily life;
- discuss sports disciplines, favourite sports, athletes and importance of sports for health;
- discuss importance of protection of nature and environment.

(adapted CFR, 2008, s. 30 - 93)

## 5 *Written expression – performance standard*

Learner at B1 level has developed skills at A2 level and improves them further.

Pupil at B1 level can:

- write main points of idea, or information from heard or read text;
- write a simple and consistent text (story, narrative) about life of Roma community and his/her feelings and reactions to events;
- write a CV;
- write a short notice, announcement, message, apology;
- write a simple, coherent text, in which he/she describes a person/friend, family member etc.);
- write a short letter, or e-mail, in which he/she describes his/her experiences and feelings, favourite activity;
- write a simple, coherent, age-relevant text (letter, e-mail etc.), in which he/she describes his/her family life, daily routines;
- write a simple, age-relevant text (letter, e-mail etc.) in which he describes his/her family life, daily routine;
- write a short, coherent text in which he/she describes the place in which he/she lives;
- write a short, coherent text, in which he/she describes the house in which he/she lives;
- write briefly about life of a known Roma personality;
- briefly write about what crafts, or professions are traditionally connected with individual Roma groups;
- write a short text, letter, or e-mail with description of celebration, or event which he/she experienced in family, or community;
- write a short text about habits and traditions in his/her family;
- write a letter, e-mail or a short description of daily activities at school and parts of school life which he/she considers pleasant;
- describe briefly school system in SR;
- write a short text about shopping possibilities;
- describe a journey he/she undertook;
- write a detailed recipe concerning food prepared in their home;
- write a short text about the need of right way of life and nourishment;
- write a short text about medical treatment of Roma in the past;

- write a short text about current diseases, feelings when suffering from disease;
  - write a short text about Roma clothing in the past and presence;
  - describe in what way guests and visits are welcome in their home, or in community;
  - describe a situation, or event in family, or community in which weather or season played an important role (e.g. impact of weather on travelling);
  - write a short text about importance of protection of nature and environment;
  - write a simple, coherent description of leisure time/sports/ artistic activity;
  - write a simple, coherent description of some aspect of Roma art.
- (adapted CFR, 2008, p. 30 - 93)

## VII Recommended selected lexis and communication competences

Language is a tool for thinking and understanding of people and vocabulary is therefore the most important part of the language. Teaching of Romani language requires to pay due attention to its selection and acquisition. The vocabulary is related to some specific themes which overlap in a number of communication topics, mainly in relation to less specific, general lexis.

### 1 *Lexis*

Pupil actively acquires about 1500 lexical units (i.e. ca 5 lexical units per lesson) including basic phraseology of common and social contacts and 50 – 100 expressions from a specific terminology of a given studied subject. He/she will acquire receptively additional 300 -500 lexical units.

Pupil also obtains basic knowledge of semantic and stylistic side of Romani language (polysemic words, principles of word linking, basic ways of expressing various semantic relations, synonyms, antonyms, homonyms and internationalisms). Pupil acquires receptively most frequent productive ways of word formation, he/she will get to know most frequent ways of conversion.

<p><b><i>Me and my family</i></b></p> <p>Family members and basic family relations                  Description and characteristic of person                  Basic personal data (age, status, address)                  External character qualities                  Roma customs and traditions (holidays, celebrations, important life events – birth of child, wedding, death)                  Common days and holidays in family circle                  Visit of guests, contacts with friends including written contact</p>	<p>e familija/famelija, e fajta, o dad, e daj, o phral, e phen, o papus/phuro dad, e baba/phuri daj, e bibi/nena, o kak/bačis, daj-dad, phrala-pheña, e strično phen, o strično phral, o sastro, e sasuj, e bori, o džamutro, o kirvo, e kirvi,</p> <p>lačhejleskero, gođaver, dilino, buřakero, nabuřakero, hamišno, sčiro, šukar, džungalo, parno, kalo, učo, cikno, parnebalengero, kalebalengero, phuro, terno, hino korkoro, hino veraduno, hiři veraduři,</p> <p>romane sikhľipena, ulipnaskero dřives, o bolipen, o boňa, o kirvo, e kirvi, te bolel andre khangeri, o mangavipen, o bijav, e vera, te solacharel, e Karačoňa, o jezulankos, te šukařarel o jezulankos, e Vilija, e Patrađi,</p> <p>te šukařarel o jandre, te merel, o meriben, o mochto, o vartišagos, o parušagos, te rovel, o amal/o baratos, te kerel hosřina/mulatšagos, ...</p>
<p><b><i>Home and living</i></b></p> <p>Living in large towns, in small towns and in the country                  Living in house and flat –flat furnishing                  Our environment                  Town (place) in which we live                  Orientation in town, main buildings, best known historic sights                  Shopping and services                  Cultural life in our town                  My community – life in town and village in Roma community                  Significant Roma personalities in my community</p>	<p>o gav, o foros, familijakero kher, blokos/panelakos, te bešel pro gav, te bešel andro foros, kher, soba, e len, romaři komunita, dujesobengero kher, trinesobengero kher, čhavorikaři soba, sovibnaskeri soba, kuchňa (tavibnaskeri soba), bešibnaskeri soba, toaleta, landardři (nandardři), o skamind, o stolkos, o hađos, e televiza, o gaučos, o fotelis, o šifonos, o gendalos, o pokrovcos, o čitro, e duchna (paplonos), e perňica, o taňiris, e čhuri, e roj, e piri, dživipnaskero pašalipen, te cinel, te cinkernel, e bota/sklepa, o botuno kher, o supermarketos, e pošta, o ľil, te bičhavel ľil, e reštauracija, e štacija, o parkos, o kinos/mozi, o muzejumos, o teatros, e galerija, historikane khera, o bankos, te phundravel o učtos, te chudel o pořiňiben pro učtos, pořiňbaskeri karta, miri komunita, bare romane manuša, ...</p>
<p><b><i>Work and employment</i></b></p> <p>Traditional Roma crafts and current Roma professions                  Crafts, professions of my family members                  Most frequent types of professions, functions and activities                  Study field and related issues                  Idea about future workplace and profession</p>	<p>buřakero than, čirlatune romane buřa, charřiko buři, charřas, khuvalo, te khuvel košara, drotaris, koritaris, cehľaris, drabarka, te drabarel le vastestar, te drabarel le kartendar, te bašavel, lavutaris, draba, muraris, asistentos andre škola, komunitno asistentos, sasřipnaskeri phen, sikhľardři, sikhľardo, tavibnaskero/kucharis, buři, pinciris/kelneris, doktorka, doktoris, lavutaris, inžiňeris, e frizerka, e bičhadři, o bičhado, kamadune buřa, ...</p> <p>phari buři, te kerel buři pro kompjuteris, buřakero than, kamaduři buři, me kamav te kerel buři sar, ...</p>

<p><b>Leisure time and its organization</b></p> <p>Artistic activities which Roma performed in past and in presence                  Possibilities of spending leisure time (vacations, holidays)                  Sports, reading, theatre and film                  One's own favourite and not favourite activities                  Organization of work and meaningful leisure time activities                  Daily and weekly personal program</p>	<p>voľno vacht/čiro, artikaňi buři, prazdňini, te dikhel e televiza, te phirel andro kinos/mozi, te genel e gend'i, te phirel ko moros, te kerel o športos, te bavinel fotbalis, te bašavel pre lavuta, te phirel andro teatros, te bavinel bavišagi pro kompjuteris, te šunel moderno bašaviben, mire kamadune buša, mire nakamadune buša, miro d'ivesutno programos, miro kurkeskero programos, ...</p>
<p><b>Nature</b></p> <p>Time, weather and forecasts                  Days, months, seasons                  Names of cardinal directions and basic geographical terms                  Description of nature and natural beauties                  Most frequent names of plants and animals                  Plants and animals which are important in Roma tradition, or life                  Superstitions related to birds, or other animals                  Animals in Romani fairy tales and stories                  Animals which were part of Romani life and activities                  Hiking, relationship to nature and its protection</p>	<p>o idejos, del brišind, del jiv, avri tates, avri šil, sitinel o kham, phurdel e balvaj, avri kerades, avri fađinel, džungalo idejos, šukar idejos, del baro brišind, o perumi maren, jaros/jara, űilaj, jesos, jevend, jarone o kham sitinel, o luluda baron, űilaje o Roma bešen avri pro lavkici, jevende hin šil, o Roma andro kaštune khera fađinen, jesone phurdel e balvaj, draba/čara, e lulud'i, paňa-veša, te dikhel pro paňa-veša, džviri, kherutne džviri, voľnodživipnaskere džviri, e kachňi, o bašno, o balo/baličo, e papin, o rikono/džukel, o graj, e gurumňi/e guruvňi, o bakro, e bakri, e buzňi, o šošoj, o sap, o ričh (o medved'is), o ľevos, o tigrišis, o ruv, o čiriklo, o draba, miro kamaduno džviro, e daj sovel le čhavoreha dži o bolipen, te pařal pro mule, te vartinel le mules, te parunel le mules, o čiriklo demavel andre blaka, avela o meriben, te pokerel varekas, ...</p>
<p><b>Travel</b></p> <p>Traditional and modern ways of Roma travelling                  Means of transport, their advantages and disadvantages                  Behaviour in transportation situations                  Places we like to visit                  Places we would like to visit                  Travel abroad and related formalities                  Travel experiences</p>	<p>te dromarel, dromaripen, te dromarel verdanenca, te dromarel andro aver thema, te dromarel andre buři, te dromarel andre škola/sikhađi, e řtacija, o busos, e mařina, o eroplanos, e motorka, e bicigľa, e řifa, o trolejbusis, o vilaňis, o motoris, e bicigľa, o thana, kaj imar somas, o thana, kaj kamav te džal, o pasos, o kufros, mire predžiđipena le dromaripnaha, ...</p>
<p><b>Clothing</b></p> <p>Clothing of Roma in the past and presence                  Basic parts of clothes and their purchase                  Appropriate clothing for various occasions                  Taste in clothing and current fashion</p>	<p>d'indard'i rokľa le fodrenca, d'indard'i rokľa skladimen, viraguňi rokľa, viraguňi bluza, khosno, leketa, kaľi cholov, lolo gad, řargo gad, hosune ciracha, ancugos, somnakuno lancos, somnakune čeňa, chabnaskeri sklepa, uravibnaskeri sklepa, zelovoca, maseskeri sklepa, o uraviben, o gad, o teluno gad, e charňi cholov, e d'indard'i cholov, o kamařli, o viganos/řlaflogos, e rokľa, e bluza, o khosno, o gerekos, o sveteris, o puloveris, e guba, e čapka, o tričkos, jevendutno uraviben, űilajutno uraviben, uraviben pro bijav, pro paruřagos, te uravel pes pal e moda, čhavorikano uraviben, ...</p>

<p><b>Care for health</b></p> <p>Basic parts of human body                  Most frequent diseases, accidents and health problems                  Medical treatment of Roma in the past                  Right way of life, nourishment                  Eating (restaurants, canteens a. o.)                  Names of most common dishes, drinks and foodstuffs                  Physical and mental hygiene                  Importance of sports and outdoor activities in nature for health</p>	<p>o sasťipen, te bajinel pal o sasťipen, o teštos, o šero, o bal/o bala, o muj, e jakh/o jakha, o nakh, o kan/o kana, o dand/o danda, o vušt/o vušta, e čhib, e men, o kirlo, o jilo, o buke, e đombra, o per, o vast/ o vasta, e musi/o musa, e čang/o čanga, o pindro/o pindre, te dukhal, dukhal man o šero/o dand, o per, ... te sasťarel pes, e angina, e chripka, o šargo nasvaľipen, o džungalo nasvaľipen, o gulo nasvaľipen, o tableti/o praški, te sasťarel pes korkoro, te džal ko doktoris, te kidel o tableti/praški, te pijel tato tejos, te pašľol andro haďos, te saťarel pes le drabenca, te chasňarel la dakero thud te varekas dukhal o kan, e jakh, te perel jakhendar, jagalo paňi, te chal sastes, te chal khere, te chal andre reštauracija, o chaben, o pijiben, te chal, te pijel, o maro, o čhil, o thud, o paňi, e limonada, o jandro, o mas, o aro, o žiros, o lon, e zumin, o kompira/phuvale, o pašvare, o goja, e pherard'i armin, o rantimen mas, o peko mas, o bokeľa, gulo, šutlo, londono, smakos, e paradiča, e paprika, e petruška, e armin, e purum, o repaňis, e phabaj, e ambrol, e čhiľav, e dudum, o narančos, phagerdo/čhingerdo chumer, haluški kompirenca, ciraleha, arminaha, pacale (držki), pišota kompirenca, ciraleha, marikli, goja, balano mas, guruvano mas, kachňakero mas, pašvare, ...</p>
<p><b>Arts, science and technology</b></p> <p>Favourite music, visual arts, architecture                  Most important representatives of arts, science and technology                  Scientific and technological achievements in daily life with focus on chosen field of study</p>	<p>kamaduno bašaviben, čitrariben, artikaňi bufi, džaniben, džanlo manuš, giľošis, romaňi giľi, romaňi phurikaňi giľi, romaňi banda, halgatos/halgatovos, lavutaris, romano khel'iben, romano bašaviben, bare romane lavutara, e pračka, e televiza, e ľadnička, o telefonos, o mobilos, o kompjuteris, ...</p>
<p><b>Education</b></p> <p>Our school, school subjects, my classmates                  School system in SR and its comparison with school system in EU member states                  Romani language study and its utilization in the given profession                  Possibilities of education in the given profession                  Roma media</p>	<p>škola/sikhaďi, dakeri škola/sikhaďi, bazutňi škola/sikhaďi, maškarutňi škola/sikhaďi, uči škola/sikhaďi, te sikhľol, sikhľuvibnaskere predmeti, e slovačiko čhib, e romaňi čhib, e angľiciko čhib, e francuziko čhib, e němcciko čhib, e matematika, e bijologija, e geografija, e informatika, e historija, o športos, o giľaviben, o čitrariben, sikhľuvno, sikhľuvibnaskero sistemas, te sikhľol, te vakereľ, te ginel/te rachinel, te genel, te irinel/te lekhavel, te kresľinel/čitrarel, Romano džaniben, Romano nevo ľil, ...</p>

Selected recommended communication competences – **monologue**

*To speak briefly about one's home and important rules and activities of the family.*

*To speak about a common day in his/her community and to explain briefly unknown points.*

Me bešav pro gav andro familijakero kher. Amen hin baro kher/cikno kheroro. Me bešav andro foros blokoste. Me bešav andre romaňi komunita (osada). E daj tavel. O dad le muršenca kerel buťi pašal o kher. Nekphureder čaj bajinel pal o terneder phrala-pheňa. O čaja sikhľon te tavel, te pratinel, te rajbinel. O murša keren le dadeha kherutne buťa. O dad sikhavel le muršen te bašavel. Adadžives o čaja the o murša sikhľon andro školi, o romane čhave bavinen kompjuteris, genen o gendă,...

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*To speak briefly about dishes in their home, to speak briefly about right way of life and nourishment.*

Tosara chav maro čhileha the pijav paše tejos. Miri phen rado pijel thud. E daj tavel duj chabena. O dad rado chal zumin the mas. Miri daj tavel buterval haluški ciraleha, arminaha. E baba tavel lače goja. Miri phen e Margita rado chal pišota. O phral rado chal marikľa. E daj cinkernel ovoca the želeňina, bo len hin but vitamini. Me rado chav phaba the ambrola. La želeňinatar rado chav paradiči the ugorki, ...

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*To speak about advantages and disadvantages of living in town and in the country.*

Pro gav hin šukareder paňa-veša, žužeder luftos. No nane adaj ňisavo kulturno dživipen, le manušen nane buťi. Andro gav pes savore prindžaras u avka, te pes andre sklepa arakhas, rado jekhetane vakeras pal savoro, so kas hin nevo. Andro foros hin but bare sklepi u sako manuš peske šaj kidel avri, kaj džala te cinkernel. Hin adaj feder šajipena pro kulturno dživipen – kinos, teatros, reštauraciji, muzeuma, galeriji. Andro foros hin the buter šajipena perdal e buťi. No andro foros hin mosardo luftos – o smokos keren but motora the o fabriki, ...

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*To talk about shopping possibilities.*

Andro foros hin but sklepi, bare botune khera, supermarketi. Odoj pre jekh than šaj cinen o manuša savoro, so lenge kempel. Pro gav nane ajci boti, odoj hin ča cikne sklepi. Andre chabnaskeri sklepa cinkeras maro, thud, čhil, aro, ... Andre zelovoca cinkeras phuvale, želeňina the ovoca – paradiči, paprika, ugorki, armin, purum, ... Andre maseskeri sklepa cinkeras balano mas, guruvano mas, kachňakero mas, balevas, kolbasi, ... Andre uravibnaskeri sklepa cinkeras uraviben – gada, cholova, čhavorikano uraviben, ... Andre sklepa la elektronikaha šaj cinas televiza, mobilos, kompjuteris, ...

***To speak briefly about traditional Roma crafts and current Roma professions, speak about most common types of employment, jobs, functions and activities.***

Varekana andro dešušovto šelberš, dži bišto šelberš, o Roma dživenas pal o buťa sar charťa the lavutara. Varesave Roma khuvenas košara, opalki, krenas 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, krenas pal o stavbi, kidenas lon andal o londune chara. O Roma dži akana krenas buťi sar buťakere manuša pro stavbi, andro veša čhingerkernas o kašta u o džuvľa andro bišto šelberš nekbuter pratinenas andro školi vaj andro špitali. Maškar o Roma aľe hin the ajse, so dophirde o maškarutne, vaj uče školi. Hine advokata, doktora, sikhľarde, inžinera, ...

***To speak about habits and traditions in his/her family.***

Khabňi džuvľi na tromal te dikhel andre jag, pro džviri, pro kaliki, pre muleste, mušinel pes te ľikerel avka, kaj la te avel sasto čavoro. O bijav pes kerel pal o mangavipen. O meriben del te džanel anglal, hoj avela (o rikono rovel, o čiriklo marel andre blaka). Kana manuš merel, zaučharel pes o gendalos, zaačhavel pes e ora. Andro mochtu thoven le muleske, so sas leskero: e pipa, cigaretľi, caklocis thard'i, sojegaver. Andro vast leske thoven trastune love. Te le mules parunen, bašaven leske o lavutara leskere giľa. Angle Karačoňa o rušade Roma lačhonas avri. Jekh kurko angle Karačoňa žužarenas penge o Roma avri o kher. O Roma paňan pre oda, hoj te avel pre Viľija andro kher cudzo džuvľi, anela lenge andro kher bibacht. The te phivľi džuvľi avel andro kher hin oda bibacht, ...

***To talk about what medical treatment Roma received in the past.***

***To talk briefly about current diseases and prevention.***

Varekana o Roma na phirenas ko doktoris sar adadives, vašoda kaj sas igen čore u le doktoriske kampelas but te poťinel. Sasťarenas pen korkore, abo vičinenas la phura romňa, so džanelas te sasťarel le drabenca. O Roma chasňaren la dakero thud te varekas dukhal o kan, e jakh. O Roma paňan, hoj sakone manušeske šaj „perel jakhendar“. Ajse manušeske pes kerel „jagalo paňi“. Adadives o Roma phiren ko doktoris, sar the aver manuša. Mek the adadives hin andre romane komuniti infekčno nasvalipen – šargo nasvalipen. Ada nasvalipen hin le našuže vastendar, ...

***To talk about one's school and to name reasons why children should go to school.***

***To talk about school system in SR.***

Me phirav pre maškarutni škola ...  
Me sikhľuvav oboris ... Miri špeciјalizacija hin ...  
Me kamav te kerel bufi sar ...  
Kampel te sikhľol, kaj te avas godaver u te chudas feder bufi. Andre dakeri sikhadfi phiren o chave trine beršendar. Andre bazutni sikhadfi phiren o chave šove beršendar. Andre bazutni sikhadfi phiren o sikhľuvne deš berš. Savore chavenge kampel te phirel andre bazutni škola. O sikhľuvne pal e bazutni sikhadfi šaj sikhľon dureder pro maškarutne školi/sikhada.  
Pre maškarutni sikhadfi o sikhľuvne keren e maturita u palis šaj džan dureder te sikhľol pre uči sikhadfi, ...

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***To speak briefly about traditional and current Roma clothes and current fashion trends.***

O Roma varekana likerenas pengere uravibnaskere tradiciji. Romane džuvľa phandenas pašal peste buter kotora pochtana. Nekbuter uravenas o romane džuvľa roklja, bluzi, khosne u o romane murša cholova, gada, kalapi. Varesave džuvľa hordinenas rokli andral žebenca. Romano uraviben likerenas penge o vlachika Roma. Jon rado hordinenas uraviben le viragune the blišťaće pochtanendar. O džuvľa hordinenas viragune, dindarde, rakimen the but fodrengere rokli.  
Paš o rokli urenas o bluzi ipen ajse pochtanestar.  
Adađives pen o Roma uraven sar the aver manuša, ...

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***To speak about one's own experiences from travels.***

Roma phirenas pro pindre gav gavestar, foros forostar. Akana o Roma dromaren avka, sar the aver manuša: le motorenca, le busoha, la mašinaha, le vilaňiha, le trolejbusoha. Andro aver thema dromaren eroplanoha. Čirla o phirdune Roma, sar phirenas gav gavestar, raťi kerenas jagori u paše penge bašavenas the gilavenas. Me rado dromarav mašinaha. Elšinovar dromaravas eroplanoha Angľijate ke phen. Sar man šunavas? Daravas, dukhanas man o kana, ...

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***To speak briefly about how guests and visits are welcome in their home.***

Te ke amande vareko avel, e daj thovel pro skamind o chaben the pijiben. Palis savore bešen, vakeren so hin ke lende nevo, sar dživen. Vakeren pal pengere chave. O Roma den paťiv le manušenge, save aven ke lende chabnaha the pijibnaha, he te hine čore, ...

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***To speak about some experience, or event, to use appropriately description of time, season and weather.***

Nekphareder beršeskero kotor perdal o Roma andre romaňi osada hin o jevend. Varekana o Roma pal o gava pen pro jevend kisininenas. Sar avlas o jesos phirenas pal o kašta andro veš u rakinenas len kijo khera. O kašta učarenas, kaj te na cindon. Jevende hin šil u del the baro jiv. Adađives o Roma našťi phiren pro kašta andro veš. Kampel lenge o kašta te cinel. No but Roma pen mukhen pro jevend bijo kašta, bo nane len love u avka jevende fađinen. Nekbuter cerpinen o cikne chavore, ...

***To speak briefly about importance of protection of nature and environment.***

Ezera the ezera motora sako d'ives džan pro droma u mukhen avri andro luftos o plini (o oksidi siratar the dusikostar) save mosaren o luftos – keren smokos, savo o manuša dichinen u savoro lenge ačhel pro buke. 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 pa'is pre phuv pen dochuden ultrafijalova thavune, save nasva'aren le manušen. Hin lendar džungale nasva'ipena, mek the rakovina.

E phuv hin arakhad'i atmosferaha, joj l'ikerel pre phuv ta'ipen. Kada procesis pes vičinel sklenikovo efektos u hino ačharutno. But džanle manuša phenen, hoj e phuv pes igen ta'arel oleha, kaj furt buter plini pen dochuden andro luftos. Maškar ala plini peren o oksidi freoni the metan. U jon šegitinen la atmosferake zoraleder te l'ikerel o ta'ipen. No te o ta'ipen pre phuv džala upre, ta visarena pen o klimaticka kondiciji, o legos pes rozmukhela, učeder avela o moros u šaj užaras o bare paňa, ...

***To talk briefly about scientific and technical achievements in daily life.***

Le manušengero dživipen federisa'ila le džanibnaskere arakh'ipnenca. Talam savore manušen hin khere televiza, pračka, ladnička, visavačis. The le terne romane čhaven hin mobilos. But Romen hin the kompjuteris, avka šaj vakeren pro skajpos the pro fejbukos le fami'ijenca andro aver thema, ...

***To talk about hobbies and leisure time activities.***

Te man hin vo'no vacht/čiro, kerav mire kamadune buňa. Rado dikhav o filmi, šnav moderna giľa, but čiro bešav paš o kompjuteris, ...

***To talk about sport disciplines and importance of sports for health.***

Pre Slovačiko hin kamaduno o fotbalis the o hokejis. O romane čhave nekbuter bavinen fotbalis. Varesave športoskere disciplini keren andre škola. Buter keren nilajutno športos. Rado landon, phiren pre bicigľa. Miro kamaduno športos hin o p'ivišagos the o tenis. Varesave manuša keren o športos aktivnones the profesijalnones. O Roma nekbuter keren o boksos the e kulturistika. Čačipen hin, hoj oda manuš savo športinel, hino sasteder, feder pes šunel, ...

Selected recommended communication competences – **dialogue**

***To express oneself and react to feelings including surprise, happiness, sadness, interest and disinterest.***

Čáčeste, ada keďa? Me na džanľom, hoj ada joj phend'a. Me som lošalo, hoj chudľal bući. Man hin pharipen, ...  
Vaker, man ada igen interesinel. Ma ruš, ada man na interesinel, ...

***To express politely conviction, opinion, agreement and disagreement.***

He, the me ada phenav. Som vaš tiro čačipen. Kaleha tuha na džav. Priačhav pre ada.  
Pal miro ...,  
Me gondol'nav, hoj ...

***To ask somebody to explain, or clarify what he/she has just said.***

Jertisaren, šaj mange phenen, pal soste vakerenas? Na achaľilom, phenena mange, so vakerenas mek jekhvar? Mangav tumen, phenena mange pal soste vakerenas? ...

***To express one's opinions and reactions concerning problem resolutions, or practical questions about where to go, what to do, how to organize an event in an understandable way.***

Sar oda kerďan? Soske na phučľan, sar kempel te kerel? Kaj šaj džas? So kamel te kerel, kaj ...,  
Pal miro, našťi oda avka vakeres. Pheneha mange, sar ...

***To ask and answer questions about a wide array of known topics (family, home, activities of parents, interests, etc.***

Sar dživen o Roma andre tumari komunita?  
Soske o terne manuša na keren bući?  
So kerel tiro dad? So kerel tiri daj?  
Sar bajinen o romane daja pal o čhave. So hin lačo u so nalačo andre tumari komunita? ...

***To ask and answer questions concerning a wide range of known topics related to home and activities in family, discuss about eating, meals in his/her family. To discuss a healthy way of life and nourishment.***

So kerel khere e daj? So kerel khere o dad?  
Save kherutne buća keren o čhave?  
Save chabena tavel e daj? So rado chas? So narado chas? Soske kempel te chal but želeňina the ovoca?  
Savi ovoca rado chas? Rado chas paradiči? ...

***To ask and answer questions concerning shopping and services.***

Kaj phiren te cinkernel? Kaj chudel o dad o poťiňiben?  
Hin le dades phundrado učtos andro bankos? Poťinel e daj andre sklepa the la poťibnaskera kartaha?  
Kaj pes del te cinel savoro, so amenge kempel tel jekh dachos? ...

***To discuss about what medical treatment Roma received in the past, current diseases and prevention.***

Phirenas varekana o Roma ko doktoris?  
Sar pen sasťarenas? Phiren akana o Roma ko doktoris?  
Soske mek the adad'ives hin andro romane osadi šargo nasvaľipen? So kempel te kerel, kaj te na chudas infekčno nasvaľipen? Save civilizačna nasvaľipena hin akana? So kempel te kerel, kaj te avas saste? ...

<b><i>To ask and answer more complex questions about important historic aspects of various Roma crafts and professions.</i></b>	Save čirlatune buťa kerenas o Roma? Kaj sikhľile te kerel e charťiko buťi? Save aver buťa kerenas? Prindžares varesave Romen, so mek keren čirlatuňi romaňi buťi? Save buťa keren o Roma adad'ives? Save bare romane manušen prindžares? Dživel andre tumari komunita ajso manuš? ...
<b><i>To ask and answer more complex questions about Roma activities in presence.</i></b>	Save buťa keren o Roma adad'ives? Soske buter Romen nane buťi? Kaj dromaren o Roma te rodel buťi the feder dživipen? Phen pal tiro, soske o Roma pro Slovačiko phares dochuden buťi? Hin oda vašoda, hoj hine Roma? ...
<b><i>To discuss traditional and modern ways of Roma travels.</i></b>	Sar varekana dromarenas o Roma? Soske phirenas nekbuter pro pindre? Sar dromaren o Roma adad'ives? Kaj dromaren o Roma akana u soske? Džanes tut te bicigľinel? Sar dromares andre škola/sikhad'i? Hin tumen motoris? Dromarehas varekana eroplanoha? ...
<b><i>To discuss traditional and current clothing of Roma.</i></b>	Sar pen varekana uravenas o romane džuvľa the o romane murša? Kaj šaj dikhas mek ajso uraviben? Sar pen uraven o Roma akana? Sar pen uraven o terne Roma? ...
<b><i>To ask and answer more complex questions about important personalities of Roma origin.</i></b>	Prindžares varesave bare romane manušen? So jon keren/kerde? Save romane lavutaren prindžares? ...
<b><i>To answer questions about what happens during holiday, or celebration in his/her family/ community.</i></b>	Sar andre tumari famil'ija ľikeren e Karačoňa, e Patrad'i? Save romane sikhľipena ľikeren pro inepi, pro bijav, pro bol'ipen? Salas varekana pro romano bijav? Ko bašavelas pro bijav? Sar odoj sas? Kana tuke o ul'ipnaskero d'ives? Vaker, so akor keres? ...
<b><i>To ask and answer detailed questions about life at school and experiences from school.</i></b>	Soske kampil le romane čhavage te sikhľol? Rado phires andre škola/sikhad'i? So tut andre škola/sikhad'i interesinel? Soske but romane čhave na phiren andre škola? Sikhľon the e romaňi čhib? ...
<b><i>To discuss and answer questions about activities in leisure time.</i></b>	So rado keres andro voľno vacht/čiro? Kana tut hin voľno vacht/čiro? Rado genes? Save hine tire kamadune buťa? So rado kerel tiro dad? So rado kerel tiri daj? So rado keren tire phrala-pheňa?...
<b><i>To discuss about technical and scientific achievements in daily life.</i></b>	Sar federisaľiľa le Romengero dživipen le džanibnaskere arakhľipnenca? Save džanibnaskere arakhľipena hin tumen khere? Hin tut khere kompjutes? Hin tut mobilos? Savi televiza tumen hin? ...

***To discuss about sport disciplines, favourite sports, athletes and importance of sports for health.***

Savo športos rado keres?  
Džanes pes te ližinel?  
Hin tut varesavo kamaduno športos?  
Vaker pal tiro, sar dikhen o Roma o športos?  
Soske pes phenel, hoj o športos hin lačo perdal  
manušeskero sasťipen?...

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***To discuss about importance of protecting nature and environment.***

Vaker pal tiro, savo cirdľipen hin le Romen kijo paňa-veša? Soske kampil te arakhel o paňa-veša the o dživipnaskero pašalipen? Sar tu arakhes o paňa-veša the o dživipnaskero pašalipen? ...

## 2 Grammar and word classes

Pupil at language level B1 has acquired knowledge in grammar and word classes at A2 level and improves them further.

### Nouns

#### Šerutne/Bare nava

*Pupil can decline and use correctly in oral and written expression:*

- living and non-living oicoclictic nouns of male and female gender without ending in singular and plural, e.g.: *o dad, o kher, e phen, e suv*;
- living and non-living oicoclictic nouns of male gender with ending **-o**, e.g.: *o raklo, o khosno*;
- living xenoclictic nouns of male gender with endings **-is, -os, -us, -as** in singular and plural, e.g.: *o lavutaris, o grofos, o papus, o chartas*;
- living and non-living oicoclictic nouns of female gender with ending **-i** in singular and plural, e.g.: *e džuvli, e piri*;
- living and non-living xenoclictic nouns of female gender with ending **-a** in singular and plural, e.g.: *e doktorka, e rokla*.

### Adjectives

#### Kijathode nava

*Pupil can decline and use correctly in oral and written expression:*

- oicoclictic adjectives with nominativ without ending – *šukar*;
- oicoclictic adjectives with nominative in singular with ending: in male gender **-o**, v female gender **-i**, for instance: *baro/bari, cikno/cikni, londo/londi, tato/tati* (in female gender it comes to softening of consonants **d** to **d'**, **l** to **l'**, **n** to **ñ**, **t** to **t'**);
- xenoclictic adjectives with nominative in both genders **-o**, e.g.: *intelligentno*.

*Pupil can create and use correctly in oral and written expression:*

- comparative which is formed by suffeifx **-eder**, e.g.: *šukareder, bareder, cikneder*;
- superlative which is formed as variants by affixes **jekh-, nek-, lek-, mek-** which are linked to comparative e.g.: *jekšukareder/nekšukareder/lekšukareder/mekšukareder*;

- diminutive forms of oicoclictic and xenoclictic adjectives by suffix **-or, (oro/ori)**, e.g.: *šukar – šukaroro/šukarori, šuko – šukoro, kedvešno – kedvešnoro*.

### Verbs

#### Kerutne

*Pupil can distinguish:*

- verbs of class I, e.g.: *te kerel, te khelel, te rovel*;
- verbs of class II, e.g.: *te asal, te chal, te prastal*;
- verbs of class III, e.g.: *te sikhlol, te pašlol, te bokhalol*.

*Pupil can conjugate in all persons in singular and plural and he/she can use correctly in oral and written expression:*

- verbs of class I in present, past tense – imperfect and perfect and in future tense, e.g.: *me kerav, me keravas, me kerdom, me kerava*;
- verbs of class II in present, past tense – imperfect and perfect and in future tense, e.g.: *me chav, me chavas, me chalom, me chava*;
- verbs of class III in present, past tense – imperfect and perfect and in future tense, e.g.: *me sikhluvav, me sikhluvavas, me sikhliom, me sikhluvava*.

*Pupil can conjugate in all persons in singular and plural and can use correctly in oral and written expression:*

- imperative, e.g.: *ma ker, ma ladžas (amen), ma sikhlon*;
- conditional realis i irealis, e.g.: *keravas (bi), sikhlohas (bi), prastalas (bi), kerdamas, ladžand'ilanas, sikhli'lehas*.

*Pupil can derive verbs:*

- multiple verbs from verbs of class I, e.g.: *denaškerel, dikhelkerel/dikherkerel/dikhkerel*;
- multiple verbs from verbs of class II, e.g.: *prastavkerel/prastalkerel/prastarkerel*;
- verbs of class III:
  - a) from adjectives, e.g.: *nasvalol, barol, cikñol*;
  - b) from participle of verbs of class I, e.g.: *šundo – šundol, mardo – te mardol*;
  - c) from base of verbs of class II by morpheme **-nd'**, e.g.: *dara-nd'-ol, asa-nd'-ol*;
  - e) from nouns, e.g.: *e rat – te ratol, o murš – te muršo*;
  - f) from borrowed word base by morpheme **-isal-**, before which consonants are softened d, t, n, l, e.g.: *chasñ-isal'-ol*.

*Pupil can form and use correctly:*

- present conditional of verb „te jel“, e.g.: *me avavas (avás), tu avehas, amen avahas (avás)*;
- past conditional of verb „te jel“, e.g.: *me ulomas, tu ulahas, amen ulamas*;
- present conditional of verbs class I., II., III., e.g.: *phenavas bi, asavas bi, sikhlohas bi*;
- past conditional of verbs of class I., II., III., e.g.: *me kerdomas, me chalomas, me pašlilomas*.

*Pupil can form and use correctly:*

- imperative of verbs of class I., II., III., e.g.: *ker!, keren! (ma ker!, ma keren!), asa!, asan! (ma asa!, ma asan!), sikhluv!, sikhlon! (ma sikhluv!, ma sikhlon!)*.

## **Pronouns** Vašonava

*Pupil can correctly use and decline in oral and written expression:*

- personal pronouns – *me, tu, jov, joj, amen, tumen, jon*;
- possessive – attributive pronouns – *miro/i/e, tiro/i/e, leskro/i/e, amaro/i/e, tumaro/i/e, lengro/i/e*;
- reflexive pronouns – *pes, peskero/i/e, pen, pengero/i/e*;
- neutral demonstrative pronouns and their most frequent connections – *(k)oda – (k)odi – (k)oja*;
- demonstrative pronouns expressing distance – *(k)ada, (k)oda, oka, oka d'ives, oka kurko, oka berš*;
- interrogative pronouns – *ko, so, savo, kaj*;
- indefinite pronouns – *vareko, vareso, varekana, vare(k)haj, kokamel, sokamel, kanakamel, kajkamel*;
- negative pronouns – *ňiko, ňi(k)haj, ňisar, ňisavo*;
- relative pronouns – *so, savo*, expression of relativity by pronominal adverb **kaj**.

## **Numerals**

### Ginutne

*Pupil can correctly use in oral and written expression:*

- cardinal numerals until 1 000 000, e.g.: *trandathepandž, eňavardeš, duj ezera pandžšelthešov*;
- ordinal numerals, e.g.: *jekhto/peršo/elšino, trito, sarandatheochtoto, dujto/aver*;
- indefinite numerals, e.g.: *but, ajci, keci, pherdo, frima/čino/čulo/čuno/čepo/salig/sikra/biľa/jekhnaj*;
- multiplicative numerals, e.g.: *dešvar, trival, buterval*.

## **Adverbs**

### Paškerutne

*Pupil can forms and use correctly in oral and written expression:*

- adverbs of time and frequency e.g.: *adad'ives, raři, idž, tajsja, imar, akana, palis*;
- adverbs of place e.g.: *adaj, odoj, avri, andre, khere*;
- adverbs of manner and degree e.g.: *lačhes, šukares, lokes*;
- non-derived adverbs, e.g.: *čirla, sig, dur, avri, but*;
- adverbs derived from prepositions and nouns by suffix **-e** (responding to questions *kaj?* –where, *kana?* – when?), e.g.: *tele, vaše, paše, jevende, khere*;
- adverbs responding to question *khatar?* with suffix **-al**, e.g.: *telal, pindral, šeral, opral*;
- adverbs derived from original adjectives by suffix **-es**, e.g.: *phares, čores*;
- adverbs derived from borrowed adjectives with suffix **-ones**, e.g.: *modernones, rendešnones*;
- adverbs derived from borrowed adjectives marking nationality with suffix **-a**, e.g.: *servika, čečhika, ungrika*;
- adverbs derived from nouns and adjectives with affix **bi-**, **na-**, e.g.: *bibachtales, bižužes, nalačhes, namištes*.

## Prepositions

### Anglonava

*Pupil can correctly use in oral and written expression:*

- prepositions ending with **-e** – **andre, angle, ke, bije, pre, preke**, if they are followed by noun determined by article, e.g.: *andro kher (andre o kher), andre bar (andre e bar), ko phrala (ke o phrala)*;
- prepositions ending with other vowels: **kija, bi** also in connection with article (*kijo/kije, bi o, bi e*);
- prepositions ending with consonants: **tel, paš, vaš, ...**;
- dative connection of preposition **vaš** with undetermined word, e.g.: *vaš tuke, vaš leske, vaš soske*;
- genitive connection of preposition **bi** with undetermined word, e.g.: *bi miro, (ma dža odoj bi miro), bi tiro (bi tiro na kerav)*;
- local connection of other prepositions with undetermined word, e.g.: *ke mande, pal late*;
- nominative connection of all prepositions with determined word, e.g.: *andre sikhad'i, kij`odi sikhad'i, paš amari sikhad'i, bi e sikhad'i*.

## Conjunctions

### Phandune

*Pupil can correctly use in oral and written expression:*

- connecting conjunction **u**, e.g.: *del brišind u pašoda pekel o kham*;
- connecting conjunction **the/t(h)aj**, e.g.: *phrala the o pheña*;
- subordinate conjunction **kaj**, e.g.: *joj sas ajsi šukar, kaj šukaredera mek pro svetos na dikhľom*.

## Particles

### Lavora

*Pupil can correctly use in oral and written expression:*

- negative particle **na** in connection with verb, e.g.: *na džav, na šundľom*;
- negative particle **na** in connection with nominal form, e.g.: *našundo, naachalipen*,
- negative particle **ma** in imperative, e.g.: *ma ker!, ma keren!*;
- particles **te, mi**, e.g.: *ča mi avel, mi tut avel bacht!*;
- particle **šaj**, expressing possibilities, e.g.: *so šaj kerav?, šaj aves ajsi lačho?*;

- particle **našti**, expressing impossibilities, e.g.: *me vaš oda našti, oda našti jel!*;
- particle **mus(aj)**, expressing necessity, e.g.: *musaj te kerav*.

## 3 Syntax

*Pupil can correctly use in oral and written expression:*

- position of adverbial in sentence – time, manner and place;
- sentences to express order, ban, call and wish;
- sentences to express demand and stressing of order – *Av ča arde!*
- way of forming questions in terms of intonation;
- way of forming questions concerning subject and other sentence elements;
- way of forming short additional questions – e.g.: *Jov nasvalo, na?*;
- rules to express negation – negation concerning full verbs and negation with help of name and adverbial expressions: *na, űiko, űikana/šoha a pod.*;
- rules to form compound clauses: relative, time, purpose and concessive clauses; conditional clauses;
- rules of using direct and indirect speech.

## 4 Orthoepy

Accent in Romani language does not distinguish meaning of words.

*Pupil can correctly use in oral expression:*

- Shortened forms of 1st person singular of future and past tense where accent and length are marked by dash, e.g.: *me džá, me kerás*;
- Words in which final vowel is moved (if there are two words next to each other of which first word ends in vowel and second word starts with vowel, final vowel in the first word is moved, usually replaced by apostrophe and both words are pronounced as a whole), e.g. *so oda hin – s'oda hin, ke amende – k'amende*;
- Voiceless aspirates: čh, kh, ph, th (are pronounced with a light aspirate, aspirate distinguishes meaning of words, e.g.: *khoro – koro, čhorel – čorel, pherel – perel*).

*Pupils know:*

- a) differences in pronunciation of individual varieties, different pronunciation of final sound **v**: gav/f/u.
- b) correct pronunciation of voiced and aspirated sounds at the end of words: e.g. pronunciation g –k, d –t,
- c) how to use correct intonation in various interrogative sentences (inquiring, interrogative, disjunctive);
- d) differences in intonation in short questions.

## 5 Orthography

*Pupil can correctly use in written expression:*

- a) writing international words (expressions) of female gender which end in Slovak with **-ia**, **-ie**, **-iu**, e.g.: *populacija, tendencija, higijena, gimnazijum*;
- b) writing words of Greek and Latin origin and words with affix **ex-**, e.g.: *o keksos, o indeksos, o ekzekutoris*;
- c) principles concerning writing consonants **ď**, **ľ**, **ň**, **ť**:
  1. before vowels **e**, **i**, e.g.: *ľegos, ďives, buťi, ňlaj, brađenca, chuťel, ňerno*;
  2. before endings of female gender, e.g.: *bozula, braďi, buťi, gili, džuvli*;
  3. in plural of original female nouns without ending, e.g.: *pheňa, meňa*;
  4. before endings of adjectives of female gender, e.g.: *kerado – keradi, tato – taťi, cikno – cikni, gulo – guli*;
  5. before suffixes **-ipen/iben**, **-pen/ben** only in case of derived nouns, e.g.: *barvalipen, nasvalipen, koralipen, bikeňiben*;
  6. in past tense (perfektum), e.g.: *kerďom, kerďal, kerďa, kerďam, kerďan, suťom, mulas, chudňom*;
  7. before suffix **-ar** when deriving factitive verbs, type: *pherďarel, churďarel, taťarel*;
- d) principles of orthography of hard consonants **d**, **l**, **n**, **t**, e.g.: *dilos, dilino, dikhel, nijos, tiro*;
- e) principles of morphological orthography, e.g.: *gad, jakh, drab, ladž, dikh*;
- f) principles of etymological principle when writing words of foreign origine, e.g.: *Johann Wolfgang Goethe, Hviezdoslav, Mária, Xénia*;

- g) principles of inter-dialectic principle of orthography in sub-dialects in which original fonems are merged **ď+dž** and **ť+č** slur, e.g.: *kerďa* (for pronunciation variants *kerďa/kerďža*), *phendă* (for pronunciation variants *phendă/phendža*), *raťi* (for pronunciation variants *raťi/rači*), *buťi* (for pronunciation variants *buťi/buči*);
- h) principles of writing capitals, e.g.: *e Kaša, o Maškarphuvakero darjav/moros, e Karačoňa, o Slovačiko upreušťiben, o Jupiter, o Nevo berš*;
- i) principles of alternative writing with Slovak version, e.g. *Berlinos/Berlín, Pešta/Budapešť, Bartva/Bardejov, Šukar ulica/drom/Pekná ulica, Slovačiko džañibnaskeri akademija/Slovenská akadémia vied*);
- j) principles of writing words separately and together, e.g.: *trandathejekh, dešudujto, trinesobengero, paltajsaste, kijatosara, andrephandlo, avridikhlo, namištes, bibachtalo, na kerav, na phirena*;
- k) principles of writing punctuation marks.

## VIII Study resources

- Šebková, Hana - Žlnayová, Edita: *Romaňi čhib*, Fortuna, 2001
- Gašparová, Eva - Koptová, Anna - Lukáčová, Ingrid: *Romaňi čhib*, National institute for Education Bratislava, 2007
- Gašparová, Eva - Lukáčová, Ingrid: *Amari romaňi čhib* National institute for Education Bratislava, 2016
- Gašparová, Eva: *Amari romaňi čhib – pracovný zošit*, National institute for Education Bratislava, 2016
- Hübschmannová, Milena - Šebková, Hana - Žigová, Anna: *Romani-Czech and Czech-Romani pocket dictionary*, Fortuna, 2001
- Collective of authors: *Rules of Romani orthography*, National institute for Education Bratislava, 2006
- Adamová, Irena: *Antology of Roma crafts*, National institute for Education Bratislava, 2007
- Lukáčová, Ingrid: *Supplementary study texts to subject Romani language*, National institute for Education Bratislava, 2007
- Zeman, Viliam: *Antology of Roma writers*, National institute for Education Bratislava, 2007
- Other media: magazine, dictonaries, Internet, vocabulary, Romani language atlases.

## Recommended literary texts to develop reading and interpretation skills of pupils:

- Lacková, Elena: Roma fairy talesy (Romane paramisa), Východoslovenské vydavateľstvo pre Kultúrny zväz občanov rómskej národnosti na Slovensku, 1992
- Fabiánová, Tera 1992. Sar me phiravas andre škola/ HOW I used to go to school. České Budějovice /Brno: ÚDO and Association of Roma in Moravia
- Fabiánová, Tera - Hübschmannová, Milena: Čavargoš, Praha: Apeiron, 1991
- Fabiánová, Tera: Romano džaniben 1-2, 3/2000.
- Ferková, Ilona: Mosardá peske o dživipen, Romaňi čhib, Praha 1992
- Reiznerová, Margita: Kalí (romaňi paramisi) 1. extended edition Prague: Romaňi čhib, 1992
- Reiznerová, Margita: Kalí (paramisa /fairy tales) 2. extended edition Prague: Romaňi čhib, 1994
- Rusenko, Arnošt: Trin pheňa, Prague: Romaňi čhib, 1992
- Ravasz, József: Jileskero kheroro, Bratislava: Romani kultúra a Mikromex – konzorcium, 1992
- Horváthová, Agnesa: Pal e bari Rama the aver paramisa, Praha: Signeta, 2003
- Haluška, Vladislav: Pal le Devleskero Sidorkus /O božím Sidorkovi. Praha: Signeta, 2003
- Banga, Dezider: Coloured Romani and Reading book, Bratislava: Ľuľudí, 2004
- Banga, Dezider: Le Khamoreskere čhavora / sun kids deti Bratislava: Ľuľudí, 2012
- Cina, Emil: O školara /School children. Ústí nad Labem /Prague?: Společnost Horymíra Zelenky a Ibra Ibrahimovič: 2005 + jednotlivé básne pre deti z pozostalosti
- Giňa, Andrej: Bijav - Svatba. Praha: Apeiron, 1991
- Haluška, Vladislav: Pal le Devleskero Sidorkus /O božím Sidorkovi. Praha: Signeta, 2003
- Oláh, Vlado: Khamori ľudí /Slunečnice. Praha: MMM (2. vydanie)
- Oláh, Vlado: Le khameskere čhave / Children of sun. Prague: Matice romská, 2003.
- Horváth, Jan: Tumenge. Brno: Petrov, 1999
- Horváth, Jan: O verdan le grajenca džal/Vúz tažený koňmi jede dál. Praha: Daj romaňi (Matice romská), 2007
- Rusenko, Arnošt: Trin pheňa. Praha: Romaňi čhib, 1992.
- Demeter, Gejza 1992: O mule maškar amende. Praha: Romani čhib

## CONCLUSION

The quality of education process is mainly influenced by the teacher who guides the instruction on the basis of a creative work with Content and performance standard of Romani language and literature for higher secondary education with chosen study materials.

The acquisition of competences in the field of Romani language and literature is a challenging process, in which a lot depends on motivation, strong will and perseverance of pupils. It is necessary for Romani language and literature teacher to approach pupils with understanding and measure, to be consistent and guide teaching activities in such a way that every pupil feels success and inner satisfaction from achieved progress.

In course of initial lessons the teacher of Romani language and literature should find out the prevalent level of Romani language knowledge among pupils. According to school's possibilities and valid rules concerning divisions of classrooms it is possible to form specific groups from these pupils for which study materials and speaking skills requirements would be adjusted to ensure a continuous improvement of their communicative competence in the respective language. It may include adjustments in thematic focus of speaking skills development (inclusion of new topics and subtopics including job-related themes, deepening of original thematic areas) and inclusion of new, more demanding partial language skills, e.g. in the field of oral and written expression, as well as extension of scale of used language instruments and their active acquisition at high level. The teacher will adapt distribution of study units, which he/she will follow, to this situation, possibly he/she will choose additional study materials. The teacher raises intentionally demands on pupils in terms of their respective language skills.

In the practice of **listening comprehension** teacher uses appropriate recordings spoken by native speakers which contain well-known language material from the beginning. Teacher gradually increases the length of coherent speeches including his/her own, he/she increases number of unknown terms with care, by which he/she develops in pupils the ability of estimation and in various forms he/she tries to find out if pupils have understood heard texts.

**The practice of reading comprehension** is based on reading aloud of oral texts with known language material. The principle of oral anticipation is gradually abandoned, texts contain unknown words, reading aloud is gradually replaced by silent reading which later becomes more dominant. We develop systematically in pupils the skill of orientation, informative and study reading of reasonable Romani texts and we teach them how to work with various types of dictionaries and other information sources. From third year teacher includes simple sentences focused on Romani issues and profession-related issues. In terms of checking reading comprehension, translation into Slovak language should not be dominant.

**In the practice of oral expression** teacher ensures preciseness of expression and readiness of pupils, develops continuously the ability of pupils to ask questions, lead a dialogue, request more detailed information etc. Managed expression is appropriately combined with free oral expression of pupils, the scope of which extends in line with the demands of Content and Performance Standard of Romani language and literature for higher secondary education. He/she consistently uses activating forms of work, stimulates pupils' speeches by visual, audiovisual and auditory aids and creation of natural speaking situation.

**The practice of written expression**, which is time demanding, forms mainly part of domestic preparation of pupils. It should be, however, present at every lesson, to include visual and graphomotoric receptor in Romani language acquisition process. In terms of developing written expression teacher mainly takes into account its functional focus. The practice therefore includes practical things used in daily life, e.g. writing of greetings, congratulations, various notices and written messages, telegrams, invitations, letters, simple description, narration, noting information from a heard speech etc. A necessary pre-requisite for success in developing written expression of pupils is a high frequency of written homework and their speedy and careful correction.

We do not consider language means as the aim of instruction. It is necessary to deepen continuously right pronunciation practice, mainly: čh, kh, th, ph in forms which differ in comparison with Slovak language when writing hiccup in d'í, tí, ňí, lí and correct mistakes immediately. The procedure for introducing grammar phenomena has to be adjusted to the structure of the used textbook, or a set of teaching aids and to the degree of pupils' advancement. It is, therefore, not possible to specify their distribution in individual years, it is only possible to specify target requirements. The selection of vocabulary is gradually adjusted to students' study field. In the selection we take into account potential situations in which Roma language students will probably use the language, as well as the content of specific texts.

Diagnostic methods and assessment of results of education process must be in line with didactic procedures. The teacher mainly monitors progress in skills, concerning mainly oral communication. Written works, which are usually assigned twice a year, play a less important role within overall evaluation. When preparing topics and written essays the teacher makes sure they are varied and correspond with covered study materials.

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