

INNOVATED FRAMEWORK EDUCATION PROGRAMME FOR ROMANI LANGUAGE

LEVEL B2

(higher secondary education)



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Authors :

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

Professional consultants:

Mgr. Ingrid Lukáčová, Ing. Mgr. Gabriela Radičová,
Mgr. Iveta Bartošová

Slovak language proofreading :

Mgr. Božena Mizerová

Graphic layout :

Mgr. art. Barbora Kopnická, ArtD.

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Nansen Center for Peace and Dialogue, Lillehammer, Norway

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INTRODUCTION

Education standard of Romani language for complete secondary general education, level B2, includes a performance and content standard which is a basis of school education program for a respective subject and respective education stage. Content and performance standard of Romani language, level B2 – higher secondary education, is based on key capabilities including a complex of knowledge, capabilities and value attitudes allowing an individual to get to know, act effectively, assess, communicate, understand each other, engage in social relations and develop personally.

The purpose of the Content and performance standard of Romani language, level B2, is to define framework requirements for language competences of secondary school students (language level B2) in accordance with international recommendations of Council of Europe for teaching and foreign language learning and Framework education program of Romani language developed in collaboration with European Roma and Travelers Forum. (CFR 2008, available on webpage www.coe.int/lang).

Romani language teaching in 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;
- d) acquisition of prompt reactions in Romani language.

Romani language instruction involves three goals: communicative, informative and formative. Communicative goal is primary, i.e. acquisition of communicative competence in all main speech skills at the level B2.

In terms of informative goals pupils acquire both linguistic and non-linguistic knowledge which is necessary to obtain communicative goal, they acquire information from various areas of social and cultural life in the countries in which Roma live.

Romani language instruction helps to form qualities which are necessary for a successful inclusion of young people into social life: creativity in thoughts and speech, critical thinking, tolerance of opinions of other people, respect of values which were created by other nations and national minorities, including persistence, preciseness and diligence.

I Description of subject

Romani language has a specific position in education. It contributes to the development of language knowledge and cultural identity of pupils, mainly pupils from Romani communities. It supports a positive relationship and solidarity of pupils from majority to Romani national minority and vice versa. Thematic units reflect Romani history and culture as well, supporting, thus, intercultural and inclusive education. Their order is not binding, they may be interconnected and may overlap. The instruction should follow in form of conversation exercises, dialogues and interviews in which pupils learn how to use vocabulary and grammar in Romani language. Language system is based on codified Romani language (2008) which is used for communication by majority of Romani population living in Slovakia.

II Goals of subject

The goal of the subject Romani language, language level B2 – higher secondary education 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, skills and qualities which allow an individual to act” (CEFR, 2013, p. 12, 103).

The essence of education in Romani language is to enable pupils:

- 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 them their ideas and feelings;
- to be able to think critically 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 analyse facts and problems in connection with 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 art and cultural communication.

Pupil at level B2 has acquired general competences at level B1 and develops them further in order to:

- obtain new knowledge and skills in a targeted way;
- repeat acquired knowledge and supplement it;
- 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.;
- have knowledge about society and culture of the community in which target language is used (living conditions, cultural traditions, values and beliefs, social norms and conventions);
- perform the role of cultural mediator between one’s own and foreign culture;
- describe one’s aesthetic experiences from perception of works of arts;

- understand meaning of aesthetic factors, aesthetic activity in daily life;
- understand meaning of arts in life of individual and society;
- understand current artistic and cultural performances;
- communicate in a cultivated manner based on the rules of etiquette.

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 B2 level has acquired language competences at B1 level and develops them further in order to:

- explain and defend his/her opinions using a relevant explanation, arguments and comments;
- take active part in an informal discussion in known context;
- comment, express clearly his/her opinions;
- converse naturally, fluently and effectively;
- understand in detail what is said in standard spoken language;
- lead a common conversation with native speakers without the need to develop extraordinary effort from the side of any interaction participant;
- know grammar at a sufficient level. He/she does not make mistakes which would lead to misunderstanding and can correct most of his/her own mistakes;
- acquire a clear, natural pronunciation and intonation;
- form clearly understandable, coherent written text which follows a standard structure and division into paragraphs;
- acquire orthography and punctuation at a relatively precise level.

2 *Socio-linguistic competences*

Pupil at language level B2 has acquired general socio-linguistic competences at B1 level and develops them further in order to:

- react correctly in various social communication situations;
- express oneself with confidence, understandably and politely in formal and informal functional styles corresponding to the given situation and persons;
- take part in a discussion and contribute even though it concerns a fast and spoken speech;
- communicate with native speakers and behave in line with social and cultural conventions of a given language community (expressing respect towards elderly people);
- express oneself appropriately in a specific situation and avoid serious mistakes in formulations;
- adjust language expression to situation and communication partner;
- know common phrases, adverbs;
- become aware of most important differences in habits, common language practice, attitudes, values and beliefs which are dominant in the given community and typical for his/her language background.

(adapted CEFR, 2013, p.123)

3 *Pragmatic competences*

Learner at level B2 has acquired pragmatic competences at level B1 and develops them further in order to:

- use functionally language means to obtain information, express attitudes (agreement, disagreement) modality (obligation, ability), willingness (desires, intentions), emotions (joy, satisfaction, unwillingness, interest, surprise, disenchantment, fear), ethical principles (apology, regret, pity, agreement, disagreement, greeting, expression of respect, request, refusal);
- adjust one's expression, means of expression to situation and communication partner and to choose an appropriate degree of formality which corresponds to given circumstances;
- participate in a discussion on a known topic, while using an appropriate expression to take the floor;
- start, sustain and close communication with help of efficient interchange with partner;

- develop an understandable description, or narration whereby he/she develops main composition elements and supports them with adequate details and examples;
- use efficiently various linking words to express relation between individual thoughts;
- communicate fluently with native speakers to such an extent that communication is not a burden for any of the participating parties;
- provide detailed information in a reliable way. (adapted CEFR, 2013, p.125-132)

4 *Intercultural communicative competences*

The aim of this competence is to obtain knowledge about various ethnic, cultural and social groups living in European society and acceptance of people from other cultures with their different behaviour and values. Building of intercultural competence in school environment includes:

- ability to use basic politeness rules during communication (greet, say goodbye, thank, show respect towards elderly people...) and talk about intercultural differences;
- ability to use basic rules during shopping and point out to intercultural differences;
- ability to speak about interests and hobbies of young Roma and point out to intercultural differences in individual regions, towns and country;
- ability to define differences in other cultures in forms of expressing sensations and feelings (joy, happiness, sadness, pain...);
- ability to speak about livelihood of Roma in the past and present and know intercultural differences;
- ability to assess critically products of own culture as well as other cultures;
- ability to speak about customs and traditions of Roma at the occasion of holidays (Christmas, Easter) and important live events and compare them with other cultures;
- ability to speak about life of Roma in the past and present (living, eating, raising of children, position of father and mother in family...) and point to intercultural differences;
- ability to speak about possibilities of Roma education in past and present and talk about intercultural differences;
- ability to interpret events from own culture and other cultures;
- ability to understand, tolerate and show respect to various identities and cultural diversity;

- communicate with members of other sociocultural groups and in general improve relations between majority and minorities;
- use empathy when getting to know situation of people from other cultures;
- express solidarity with people living in other conditions;
- respect also other opinions and views of the surrounding world;
- assume responsibility for oneself in the environment in which one lives.

V Content standard

The content of the instruction includes a systematic forming, development and deepening of knowledge, skills and habits focused on the following areas: a) language and its sound and graphic aspect, vocabulary and grammar, b) speech as language functioning in communication process which involves receptive and productive speech skills, i.e. reading and reading comprehension, oral and written expression, c) learning skills, formulation skills which allow pupil to learn effectively, to obtain, process and store information from various areas and develop communication.

The topics included in basic thematic units are focused on achieving language competences at B2 level in the field of various live situations. The instruction should, therefore, be carried out in form of conversation exercises, dialogues and conversations. Focus is laid on listening comprehension, reading comprehension, oral interaction, independent oral expression and written expression.

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 Romani language and literature lessons. The order of thematic units and items in thematic units is not binding. Individual areas may be linked and may overlap.

Thematic units

Family and society

- Personal data
- Family – relationships in family
- Ethnic origin/nationality
- Common days and holidays in family circle
- Visit of guests, contacts with friends including written contact
- Relationships between people

Home and living

- Living in big cities, small towns and in the country
- Living in a house and flat – flat furnishing
- Home and its surroundings
- Town (place) in which we live
- Orientation in town, main buildings, best known cultural and historic sights
- My community – life in town and village in Romani community

Education and work

- School and its facilities
- School subjects
- Working activities and Romani professions in the past and today
- School system
- Lifelong learning
- Ideas about future job and workplace

Leisure time and its organization

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

Man and nature

- Animals/fauna
- Weather
- Plants/flora
- Climate
- Man and environment
- Nature around us – environmental protection
- Plants and animals which are important in Romani life

Travelling

- Means of transport, their advantages and disadvantages
- Behaviour in transportation situations
- Preparation for travelling
- Hiking and tourism
- Places we like to visit
- Places we would like to visit
- Travelling abroad and formalities related to travel abroad
- Travel experiences
- Traditional and modern ways of Romani travels

Clothing and fashion

- 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

- Human body
- Most frequent diseases, accidents and health difficulties
- Character qualities of person
- Healthy life style
- Hygiene and body care
- Hospital and clinics, pharmacy and medicines
- Medical treatment of Roma in the past

Health and nourishment

- Meat and meat products
- Fruits and vegetables
- Drinks
- Milk products
- Pasta and flour products
- Eating habits
- Food establishments
- Preparation of traditional Romani foods
- Dining culture
- Healthy nourishment
- Slovak and Romani cuisine

Multi-cultural society

- Foreign languages
- Family holidays – customs and traditions
- State and church holidays
- Rapprochement of cultures and respecting traditions

Culture and arts

- Types of arts
- Arts and personal development
- Culture and its forms
- Culture and its influence on humans
- Cultural life

Science and technology in the hands of mankind

- Technological inventions
- Scientific progress

Trade and services

- Shopping facilities
- Post and telecommunications
- Buying and payments

- Hotel and restaurant services
- Culture of buying and services

Sports

- Two types of sports: winter and summer, individual and collective
- Sport disciplines
- Importance of sports for personal development

Man and society

- Language as means of understanding
- Forms of communication
- Communication culture

Models and ideals

- Man, his models and ideals
- Positive and negative models
- Important personalities of Romani nationality

Romani as literary language

Returns to texts, covered partially at previous levels, now without selection of more accessible parts.

- Milena Hübschmannová, life and work (So hin teder, chevalo gad vaj kožuchos? Keci bandurki chaľa o Feričkus pro čučo jilo?)
- Elena Lacková, life and work (Romane paramisa)
- Tera Fabianová, life and work (extracts from works „Sar me phiravas andre škola“, Le Romeskero suno, Čavargoš, Eržika, Ačhiľom Romňi, So džalas o Miškas sune, Giľutne - Av manca čhajori, Raťate avľom, E bacht ke mande avel)
- Ilona Ferková, life and work (Mosardľa peske o dživipen anglo love, Pal o duj phrala, Sikhľardľi buťi – somnakuňi buťi, Čačikaňi paramisi, Sar ačhľa o suboris Amare neni, Šukar Vilijana, Denašľom kheral, O našado čhavo aviľa pale, Mošťovno dad, abo nalačhi daj?, Muľa anglo romipen, Trastune bengal)
- Margita Reiznerová, life and work (Kaľi, Kale ruži, Romano gendalos, Suno)
- Dezider Banga, life and work (Black Hair, Bricklayer and King, Rupp a Ruppuno)
- PhDr. Vladimír Oláh, life and work (Amari dukh the amaro kamiben, Paľikeriben)
- Arnošt Rusenko, life and work (Trin pheňa, Sar pes o Rom dovakerďa le kralľiha)
- Oľga Giňová, life and work (E daj na kamelas, Pal e Romňi Krivaňa, Miri daj tavel)
- Helena Demeterová, life and work (Pal o duj bibija)
- Gejza Horváth, life and work (Miro papus)

VI Performance standard

The language level B2 is defined as independent user. In the preparation of school education program for the subject Romani language at B2 level it is expected that pupils achieved lower communication levels in previous education.

Pupils at language level B2 are able to sustain a dialogue in various contexts.

In terms of listening pupils at language level B2 are able to understand more extensive sections of speech which contains complicated arguments.

In terms of reading they understand texts describing situations and events in the language with a high frequency of known words, they are also able to understand feelings and wishes expressed in personal letters.

In terms of oral interaction they engage in conversation with confidence and without preparation. Regular interaction with native speakers follows without major problems.

In terms of oral expression they can present a clear, detailed description, explain their opinion, summarize opinions of others and assess advantages and disadvantages. They are able to write a coherent letter on known topics or topics interesting to them. They can write a personal letter in which they can describe their experiences and impressions.

In terms of spontaneous use of language, pupils at level B2 have knowledge of sufficient scale of means of expression to present clear descriptions and to express their opinions and standpoints. They have a sufficient vocabulary allowing them to talk about very general topics, but also about their specialized interests. They have a relatively high level of grammar knowledge and are able to use a limited amount of means of cohesion to link statements into a clear and coherent expression. The mistakes they make do not have an impact on the quality of communication and they are often able to perform self-correction. (adapted CEFR, p.16,17)

1 *Listening comprehension – performance standard*

Learner at B2 level has developed skills at B1 level and improves them further.

Pupil at B2 level can:

- understand in detail a longer narrative about life, history and culture of Roma in which a comparison is made between past and present mentioning issues brought by modern times;
- understand a longer narration, text about importance of learning foreign languages;
- understand detailed information from history and traditions explaining aspects from life of Romani family;
- understand main points of conversation, or discussion, television program, text which mentions current relations between Roma and majority;
- understand in detail a text which mentions advantages and disadvantages of living in town and village;
- understand a text, narration about life of Roma in town and village in Romani communities;
- understand in detail almost whole sound or visual record of narrative about work of Roma (in the past or present);
- understand in detail narration about reasons for holidays, celebrations, or commemorative events;
- understand in detail a text mentioning possibilities and importance of education;
- understand in detail a text mentioning school system in Slovak republic and comparing it with school system in EU member states;
- understand in detail a narrative or a description of travelling including details about ways of travel and experiences;
- understand in detail main points of narrative about mobility of current Roma;
- understand a text about travelling abroad and related formalities;
- understand a discussion, or presentation about similarities and differences in attitudes to clothing and current fashion;
- understand in detail presentations, TV programs, text which mentions meals, drinks, foods and healthy nourishment;
- understand in detail a text, narration about eating possibilities and dining culture;

- understand in detail presentations, TV programs, text which contains mentions of Slovak and Romani cuisine;
- understand in detail TV programs, text about possibilities of spending leisure time;
- understand in detail a text which contains mentions about possibilities of shopping and services;
- understand in detail a text which contains mentions about hotel and restaurant services;
- understand in detail main points of dialogue or discussion containing many words related to time, changes of weather or season;
- understand in detail a text containing mentions of most frequent diseases, accidents, health difficulties and their prevention;
- understand in detail a text containing mentions of healthy way of life;
- understand in detail a text containing mentions of medical treatment of Roma in the past,
- understand main points of a text about scientific and technological achievements in daily life;
- understand in detail a text containing mentions of culture and its impact on humans;
- understand in detail stories and fairy tales of Romani authors;
- understand in detail a text, stories about positive and negative models;
- understand in detail main points of a story, or narration which contains mentions about relationships of Roma to nature and animals;
- understand in detail main points of a story, or narration about relationships of Roma to nature and animals;
- understand a text which contains mentions about importance of protection of nature and environment;
- understand a text, or narration about important personalities of Romani ethnic origin;
- understand a text in Olas dialect;
- understand a text in south-central (Hungarian) dialect;
- understand in detail a text containing mentions about importance of sports and stay in nature for health

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

2 Reading comprehension – performance standard

Learner at B2 level has developed skills at B1 level and improves them further.

Pupil at B2 level can:

- read and understand texts about family and challenges which minority groups face without any problems;
- read stories about life of children in various Romani groups, in the past and present and about their activities at home;
- read and understand various texts about advantages and disadvantages of living in the country and in town;
- read and understand various texts about shopping possibilities;
- read and understand various texts about different services (bank, post, restaurant, ...);
- read and understand various texts about different crafts and professions (stories, Internet texts, historic descriptions etc.);
- read and understand texts about important personalities of Romani ethnic origin;
- read articles about holidays and celebrations, understand background, context with past and traditions which are connected with them;
- read and understand texts about need of rapprochements of cultures and respecting traditions;
- read and understand an extensive article, or Internet text containing information about aspects of Romani life;
- read articles, presentations, or texts in newspapers related to school, or problems which pupils come across in school and understand expressed attitudes and opinions;
- read and understand texts about lifelong learning;
- read a description, story, legend, or historic text about travels of Roma in the past and present;
- read and obtain information from texts about travelling abroad and related formalities;
- read and understand texts about meals, drinks, foods, healthy nourishment;
- read and understand texts about eating habits;
- read and understand texts about Romani clothing in the past and present and about trends in fashion;

- read and understand texts in fashion magazines and about appropriate clothes for various occasions;
- read and understand texts about most frequent diseases, accidents, health difficulties and their prevention;
- read and understand texts about hygiene and body care;
- read and understand stories and fairy tales from Romani authors;
- read and obtain information from texts about importance of sports and stay in nature for health;
- read and understand a detailed descriptive text about sport disciplines;
- obtain information from texts about achievements of science and technology in daily life;
- read and understand in detail articles and news about weather or natural phenomena influenced by weather;
- read and understand a detailed descriptive, or narrative text in which world of nature is an important element;
- read and achieve information from texts about need of natural protection and environment;
- read and understand a detailed description or summary of sport or another leisure time activity;
- read and understand texts about activities of Roma including boxing competitions, artistic activity (e.g. singing, theatre, music, circus, etc.);
- read and understand a text about cultural communication of people in society;
- read and understand a text about verbal and non-verbal communication;
- read and understand a text about positive and negative models.

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

3 Oral expression – monologue – performance standard

Learner at B2 level has developed skills at B1 level and improves them further.

Pupil at B2 level can:

- speak about his/her home and important rules and activities in family;
- describe a common day in family;
- speak about meat and flour dishes, drinks in their home;
- present one's view of the right way of life and nourishment;
- describe advantages and disadvantages of living in town and in village;
- describe one's house/flat – furnishing, surrounding;
- speak about shopping possibilities and services (shopping facilities, Internet purchase, ...);
- speak about hotel and restaurant services;
- describe traditional Romani crafts and current Romani professions;
- describe most frequent types of employments, jobs, functions and activities;
- describe a well-known, or famous personality of Romani ethnic origin;
- speak about habits and traditions in his/her family;
- tell a story related to a specific event, celebration or memorial service;
- talk about how Roma received medical treatment in the past;
- speak briefly about current diseases and prevention;
- talk about character qualities of humans;
- describe one's school and name reasons why children should go to school;
- speak about school system in Slovakia and compare it with school system in EU member states;
- speak about technological achievements which we use in the household;
- describe one's travel experiences;
- describe traditional and current clothing of Roma and current fashion trends;
- describe one's favourite clothing;
- describe places which he/she likes to visit;
- describe places which he/she would like to visit;
- talk about culture and its impact on humans;
- talk about types of art;
- describe modern forms of communication;

- talk about the topic - models and ideals – describe one’s model;
- interpret stories and fairy tales from Romani authors;
- characterize current position of Roma in society (relationships between Roma and majority, living standard of Roma, ...);
- talk about some experience, or event, use appropriately description of time, season and weather;
- talk about importance of protecting nature and environment;
- present one’s own view of scientific and technological achievements in daily life;
- describe sport disciplines and importance of sports for health;
- describe one’s hobbies and leisure time activities;
- talk about possibilities how to spend leisure time (holidays);
- describe one’s favourite and not favourite activity;
- talk about daily personal program.
(adapted CFR, 2008, p. 30 - 93)

4 Oral expression – dialogue – performance standard

Learner at B2 level has developed skills at B1 level and improves them further.

Pupil at B2 level can:

- express himself/herself and react to feelings, including surprise, happiness, interest, lack of interest;
- ask and answer questions regarding a wide scale of known topics related to activities in family;
- ask and answer questions regarding a wide scale of known topics related to home and its surroundings;
- ask and answer questions regarding a wide scale of known topics related to eating, healthy life style and nourishment;
- discuss about advantages and disadvantages of living in town and village;
- ask and answer questions regarding buying and services;
- ask and answer questions regarding a wide scale of known topics related to diseases, treatment and prevention;
- ask and answer more complex questions about important historic aspects of various Romani crafts and professions;
- ask and answer more complicated questions about activities of Roma today;
- ask and answer questions regarding a wide scale of topics related to travelling;
- discuss traditional and current Roma clothing and current fashion trends;
- ask and answer questions regarding a wide scale of topics related to the position and life of Roma today;
- ask and answer more complicated questions about important persons of Romani ethnic origin;
- ask and answer questions concerning family, state and church holidays;
- ask and answer questions concerning a wide scale of known topics connected with communication;
- ask and answer questions concerning models and ideals;
- ask and answer detailed questions about school and experiences from school;
- ask and answer questions about activities in leisure time;
- ask and answer questions about TV and Internet use 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;
- ask and answer on the topic “Plants and animals important in life of Roma”.
(adapted CEFR, 2008, p. 30 - 93)

5 *Written expression – performance standard*

Learner at B2 level has developed skills at B1 level and improves them further.

Pupil at B2 level can:

- write a composition which is more comprehensive from linguistic and stylistic view (story, narration, description, essay, abstract);
- write a private and official letter which is more comprehensive from linguistic and stylistic view;
- write a CV;
- write a coherent text about life of Romani community and his/her feelings and reactions to events;
- write a description in which he/she describes a person (friend, family member etc.);
- write a short letter, e-mail, composition in which he/she describes his/her experiences and feelings, favourite activity;
- write a letter to a friend in which he/she describes his/her daily routines;
- write a composition (narration) about cultural life in his/her family;
- write a text about what crafts or professions are traditionally associated with respective Romani groups;
- write an essay on the topic: *Which profession do I consider to be the most important?*
- write a short text, letter, or e-mail including a 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 short text with a description of daily activities at school and parts of school life which he/she considers as pleasant;
- write an essay on the topic: *What is school good for?*
- describe briefly school system in Slovak republic;
- write a composition (narration) on the topic: *In the shop*;
- describe a journey he/she undertook;
- write a detailed recipe of a meal prepared in their home;
- write an abstract on the topic: *Healthy life style*;
- 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 (description) about Roma clothing in the past and presence;
- write an essay on the topic Fashion and clothing;
- write an abstract about current communication of young people;
- write a characteristics on the topic: *My model*;
- write a short text about importance of technical achievements for humans;
- 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 an essay on the topic: *Environment*;
- write a coherent description of leisure time/sports/ artistic activity.

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

VII Recommended selected lexis and communication competences

1 *Lexis*

Pupil obtains basic knowledge of semantic and stylistic side of Romani language (polysemy of 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><i>Family and society</i></p> <p>Personal data Family – relationships in family Ethnic origin/nationality Common days and holidays in family circle Visit from guests, contacts with friends including written contact Human relationships</p>	<p>e famil'ija/famel'ija, 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, ul'ipnaskero d'ives, ul'ipnaskero than, te del pačiv jekh avreske andre famil'ija/famel'ija, romaňi nacija, slovačiko themutňipen, sakod'iveseskero dživipen, cirdl'ipen maškar o manuša, lačo cirdl'ipen maškar o amala/barata, nalačo cirdl'ipen maškar o Roma the manuša andal e majorita, te dikhel tele le manušen, ...</p>
<p><i>House and living</i></p> <p>Living in large towns, small towns and in the country Living in house and flat – flat furnishing Home and its surroundings Town (place) in which we live Orientation in town, main buildings, best known cultural and historic sights My community – life in town and village in Romani community</p>	<p>o gav, o foros, famil'ijakero kher, blokos/panelakos, te bešel pro gav, te bešel andro foros, kher, soba, romaňi komunita, dujesobengero kher, trinesobengero kher, čhavorikaňi soba, sovibnaskeri soba, kuchňa (tavibnaskeri soba), bešibnaskeri soba, toaleta, land'ard'i (nand'ard'i), o skamind, o stolkos, o hačos, 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 pašal'ipen, e bota/sklepa, o botuno kher, o supermarketos, e pošta, o lil, te bičhavel lil, o parkos, o bankos, te phundravel o učtos, te chudel o poťiňiben pro učtos, poťibnaskeri karta, o hotelis, e reštauracija, e štacija, e khangeri, o kinos/mozi, o muzejumos, o teatros, e galerija, historikane khera, miri komunita, romaňi komunita, te dživel andro foros, te dživel andre romaňi komunita pro gav, ...</p>
<p><i>Education and work</i></p> <p>School and its facilities School subjects Work activities and Romani professions in the past and presence School system Lifelong learning Idea about future workplace and profession</p>	<p>sikhađi/škola, dakeri sikhađi, bazutňi sikhľard'i, maškarutňi sikhađi, uči sikhađi, univerzita, sikhaviben, sikhľuviben, sikhľardo, sikhľard'i, sikhľuvno, te sikhľol, sikhľuvibnaskere predmeti, e slovačiko čhib, e romaňi čhib, e angl'iciko čhib, e francuziko čhib, e ňemciko čhib, e matematika, e bijologija, e geografija, e informatika, e historija, o športos, o giľaviben, o čitrariben, sikhľuvno, sikhľuvibnaskero sistemas, te vakereľ, te ginel/te rachinel, te genel, te irinel/te lekhaveľ, te kresľinel/ čitrareľ, buťakero than, čirlatune romane buťa, charťiko buťi, charťas, 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, sasťipnaskeri phen, tavibnaskero/kucharis, buťi, pinciris/kelneris, doktorka, doktoris, lavutaris, inžinieris, e frizerka, e bičhađi, o bičhado, kamadune buťa, phari buťi, te kerel buťi pro kompjuteris, buťakero than, bibuťakero/-i, me kamav te kerel buťi sar...,</p>

<p><i>Man and nature</i></p> <p>Animals/fauna Weather Plants/flora Climate Man and his/her environment Nature around us – environmental protection Plants and animals important in Romani life</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, ñilaj, jesos, jevend, jerone o kham sitinel o luludá baron, ñilaje hin avri tates/kerades, jevende hin šil, jesone phurdel e balvaj, dživipnaskero pašalípen, draba/čara, e luludí, paña-veša, te bajinel pal o paña-veša, dživiri, kherutne dživiri, volnodživipnaskere dživi, e kachñi, o bašno, o balo/balíčo, e papin, o rikono/džukel, o graj, e gurumñi (e gurutñi), o bakro, e bakri, e buzñi, o šošoj, o sap, o ričh/medved'is, o ľevos, o tigríšis, o ruv, o čiriklo, miro kamaduno džviros, ...</p>
<p><i>Travelling</i></p> <p>Means of transport, their advantages and disadvantages Behaviour in transportation situations Preparation for travel and travelling Hiking and tourism Places we like to visit Places we would like to visit Travel abroad and related formalities Travelling experiences Traditional and modern ways of Roma travelling</p>	<p>te dromarel, dromaripen, te dromarel verdanenca, te dromarel andro aver thema, te dromarel andre bufi, te dromarel andre škola/sikhađi, te kisitinel pes pro dromaripen, e štacija, o busos, e mašina, o eroplanos, e motorka, e bicigla, e šifa, o trolejbuis, o vilañis, o motoris, e bicigla, o thana, kaj imar somas, o thana, kaj kamav te džal, o pasos/pasportos, o kufros, e turistika, te phirel andro veš, mire predžid'ipena le dromaripnaha, tradikano the moderno Romengero dromaripen, ...</p>
<p><i>Clothing and fashion</i></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 rokla le fodrenca, d'indard'i rokla skladimen, viraguñi rokla, viraguñi bluza, khosno, leketa, kaľi cholov, lolo gad, šargo gad, hosune ciracha, ancugos, somnakuno lancos, somnakune čeña, uravibnaskeri sklepa, o gad, o teluno gad, e charñi cholov, e d'indard'i cholov, o kamašľi, o viganos/šlaflogos, e rokla, e bluza, o khosno, o gerekos, o sveteris, o puloveris, e guba, e čapka, o tričkos, jevendutno uraviben, ñilajutno uraviben, uraviben pro bijav, pro parušagos, te uravel pes pal e moda, čhavorikano uraviben,...</p>
<p><i>Care for health</i></p> <p>Human body Most frequent diseases, accidents and health difficulties Character qualities of humans Healthy way of life Hygiene and care for body Hospital and clinics, pharmacy and medicines Medical treatment of Roma in the past</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 musí/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 nasval'ipen, o džungalo nasval'ipen, o gulo nasval'ipen, o tableti/ o praški, e špitaľa, e higijena, o bajišagos pal o teštos, e apatika, te sasťarel pes korkoro, te džal ko doktoris, te kidel o tableti/praški, te pijel tato tejos, te pašľol andro hađos, te sasťarel pes le drabenca, te chasňarel la dakero thud te varekas dukhal o kan, e jakh, te perel jakhendar, jagalo pañi, te chal sastes, ...</p>

<p><i>Nourishment and health</i></p> <p>Nourishment and health Meat and meat products Fruits and vegetables Drinks Milk products Pasta and flour products Eating habits Food establishments Preparation of traditional Romani dishes Dining culture Healthy nourishment Slovak and Romani cuisine</p>	<p>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, e mol, e lovina, o jandro, o mas, o aro, o žiros, o lon, o balevas, e zumin, o kompira/phuvale, o pašvare, o goja, e pherard'i armin, o rantimen mas, o peko mas, o bokeľa, gulo, šutlo, londo, o smakos, e paradiča, e paprika, e petruška, e armin, e purum, o repaňis, e phabaj, e ambrol, e čiľav, e dudum, o narančos, o bananos, phagerdo/čhingerdo chumer, haluški kompirenca, haluški ciraleha, haluški arminaha, pacale/držki, pišota kompirenca, pišota ciraleha, marikľi, balano mas, guruvano mas, kachňakero mas, pašvare, makhlo chaben, te lačharel o skamind, slovačika chabena, romane chabena, sasto chaben, nasasto chaben,...</p>
<p><i>Multicultural society</i></p> <p>Foreign languages Family holidays – customs and traditions State and church holidays Rapprochement of cultures and respecting traditions</p>	<p>muktikulturno socijeta, avračhibakero sikhľuviben, aver čhiba, angľiciko čhib, francuziko čhib, ňemciko čhib,...</p> <p>familijakere inepi, themutne inepi, o sikhľipena, o tradiciji, e Karačoňa, e Viľija, e Patrad'i, o ul'ipnaskero d'ives, o boňa, o bijav,...</p>
<p><i>Culture and art</i></p> <p>Art and personal development Culture and its forms Culture and its impact on humans Cultural life</p>	<p>e kultura, o džaniben, o filmes, o teatros, e galerija, o muzeumos, e gend'i, romaňi kultura, o romipen, romano bašaviben, romane giľa, romano folkloris, romano teatros, slovačiko folkloris, slovačiko teatros, romane sikhľipena the tradiciji, aver manušengeri kultura, kulturno dživipen, ...</p>
<p><i>Science and technology in the hands of mankind</i></p> <p>Technological achievements Scientific progress</p>	<p>džanibnaskero arakhľipen, e pračka, e televiza, e ľadnička, o telefonos, o mobilos, o kompjuteris, o visavačis, biglajzis/vašalos, e mikrovlnka, o fotoaparatos, o mikseris, o motoris, e energija, o antibijotikum,...</p>
<p><i>Trade and services</i></p> <p>Shopping facilities Post and telecommunications Buying and payments Hotel and restaurant services Culture of buying and services</p>	<p>e bota/e sklepa, botuno kher, supermarketos, o hotelis, e pošta, o bankos, e reštauracija, te cinkernel pro jekh than, te poťinel le lovenca, te poťinel la kartaha, ta chal andre reštauracija, chabnaskero ľil, te sovel andro hotelis, te bičhavel ľil, te chudel love, te bičhavel love,...</p>

<p>Sports</p> <p>Types of sport: winter and summer, individual and collective Sport disciplines Importance of sport for personal development</p>	<p>o športos, športoskere disciplini, ñilajutno športos, jevendutno športos, individualno športos, kolektivno športos, o fotbalis, o tenis, o bicigľišagos, o plivišagos, e turistika, o hokejis, te phirel pro liži, o boksos, e kulturistika, kamaduno športos, te kerel o športos aktivnones the profesijalnones, oda manuš savo športinel, hino sasteder, feder pes šunel,...</p>
<p>Man and society</p> <p>Language as a means of understanding Forms of communication Culture of communication</p>	<p>o manuš the e socijeta, te dovakerel pes, te dovakerel pes le lavenca, te vakerel pro telefonos, te vakerel pro skipos, te vakerel pro fejbukos te irinel emajlos, te irinel ľil, te dovakerel pes bijo lava, te dovakerel pes le vastenca, e mimika, e gestikulacija, ta vakerel šukares, te varekerel džungales,...</p>
<p>Models and ideals</p> <p>Man, his/her models and ideals Positive and negative models Important personalities of Romani ethnic origin</p>	<p>manuš, saves bečelĭnav, miro idealos, bare romaņa nacijakere manuša, pozitivna manušeskere ajsipena, negativna manušeskere ajsipena,...</p>

Selected recommended communication competences – **monologue**

Talk briefly about one's home and important rules and activities in family.

Talk about common day of his/her community and 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 čhaj bajinel pal o ternedera phrala-pheňa. O čhaja sikhľon te tavel, te pratinel, te rajbinel. O murša keren le dadeha kherutne buťa. O dad sikhavel le muršen te bašavel. Adadžives o čhaja the o murša sikhľon andro školi. O romane čhave bavinen kompjuteris, genen o gendă, ...

Talk briefly about dishes in their home, talk briefly about right life style 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 the 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, ...

Talk about advantages and disadvantages of living in town and village.

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 sklępa arakhas, rado jekhetane vakeras pal savoro, so kas hin nevo. Andro foros hin but bare sklępi u sako manuš peske šaj kidel avri, kaj džala te cinkernel. Hin adaj feder šajipena pro kulturno dživipen – kinos, teatros, reštavraciji, 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, ...

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, adoj 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, ...

Talk briefly about traditional Romani crafts and current professions of Roma.

Talk about most frequent types of employment, jobs, functions and activities.

Varekana andro dešušov šelberša o Roma dživenas pal o buša sar charťi the lavutara. 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 Roma dži akana kerenas buťi sar buťakere manuša pro stavbi, andro veša čhingerkernas o kašta u džuvľa andro bišto šelberš nekbuter pratinen andro školi vaj andro špitaľi. Maškar o Roma aľe hin the ajse manuša, save dophirde o maškarutne vaj uče školi. Hine advokata, doktora, sikhľarde vaj inžinera, ...

Talk about customs and traditions in his/her family.

Khabňi džuvľi na tromal te dikhel andre jag, pro džviri, pro kaľiki, pre muleste, mušinel pes te ľikerel avka, kaj la te avel sasto čhavoro. 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 thardľi, 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 žužaren 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, ...

Talk about medical treatment of Roma in the past. Talk briefly about current diseases and prevention.

Varekana o Roma na phirenas ko doktoris sar adadľives, 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.“ Adadľives o Roma phiren ko doktoris, sar the aver manuša. Mek the adadľives hin andre romane komuniti infekčno nasvaľipen – šargo nasvaľipen. Ada nasvaľipen hin le nažuže vastendar, ...

Talk about one's school and name reasons why children should go to school.

Talk about school system in Slovak republic.

Me phirav pre maškarutni škola/sikhađi... Me sikhľuvav oboris... Miri špeciјalizacija hin... Me kamav te kerel buđi sar... Kampel te sikhľol, kaj te avas gođaver u te chudas feder buđi. Andre dakeri sikhadđi phiren o čhave trine beršendar. Andre bazutni sikhadđi phiren o čhave šove beršendar. Andre bazutni sikhadđi phiren o sikhľuvne deš berš. Savore čhavage kempel te phirel andre bazutni škola/sikhađi. O sikhľuvne pal e bazutni sikhadđi šaj sikhľon dureder pro maškarutne sikhadđa. Pre maškarutni škola/sikhađi o sikhľuvne keren e maturita u palis šaj džan dureder te sikhľol pre uči škola/sikhađi, ...

Talk briefly about traditional and current clothing of Roma and about current fashion trends.

O Roma varekana ľikerenas peskere uravibnaskere tradiciji. Romane džuvľa phandenas pašal peste buter kotora pochtana. Nekbuter uravenas o romane džuvľa rokľija, bľuzi, khosne u o romane murša cholova, gada, kalapi. Varesave džuvľa hordinenas rokľi andral žebenca. Romano uraviben ľikerenas penge o vlachike Roma. Jon rado hordinenas uraviben le viragune the bľišťace pochtanendar. O džuvľa hordinenas viragune, d'indarde, rakimen the but fodrengere rokľi. Paš o rokľi urenas o bľuzi ipen ajse pochtanestar. Adad'ives pen o Roma uraven avka sar the aver manuša, ...

Talk about one's travel experiences.

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, rađi kerenas jagori u paše penge bašavenas the gilavenas. Me rado dromarav mašinaha. Elšinovar dromaravas eroplanoha andre Angľija ke phen. Sar man šunavas? Daravas, dukhanas man o kana, ...

Talk briefly about how guests and visitors 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 čhave. O Roma den pađiv le manušenge, save aven ke lende chabnaha the pijibnaha, he te hine čore, ...

Talk about some experience or event, use description of time, season and weather in appropriate manner.

Nekphareder beršeskero kotor perdal o Roma andre romaňi osada hin o jevend. Varekana o Roma pal o gava pen pro jevend ksitinenas. Sar avlas o jesos phirenas pal o kašta andro veš u rakinenas len kijo khera. O kašta učharenas, kaj te na cind'on. Jevende hin šil u del the baro jiv. Adad'ives 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 čhavore, ...

Talk briefly about importance of protecting nature and environment.

O manuša na bajinen pal o paña-veša. Oda, so mosarel o luftos hin ezera the ezera motora. Sako d'ives džan pro droma u mukhen avri andro luftos o plini, save keren smokos. The o but fabriki mukhen avri andro luftos nalače plini. Sako d'ives pes čhinen tele but kašta/rukha andro veša. Oda hin nalačes, bo sako manuš kamel te dichinel žužo luftos, kamel sastes te dživel. So šaj te kerel perdal feder džživipnaskero pašalipen? Le manušenge kempel te separinel o veci, save kamel te čhivel avri, bo varesavo materijalos sar o caklos, o papiris, o trast šaj džal dureder pre reciklacija.

Talk briefly about scientific and technological achievements in daily life.

Le manušengero džživipen federisa'ila le džžanibnaskere arakh'ipnenca. Talam savore manušen hin khere televiza, pračka, ľadnička, visavačis. The le terne romane čhaven hin mobilos. But Romen hin the kompjuteris, avka šaj vakeren pro skipos the pro fejbukos le familijenca andro aver thema. Te man hin voľno vacht/čiro, kerav mire kamadune buťa. Rado dikhav o filmi, šunav moderna giľa, but čiro bešav paš o kompjuteris, ...

Talk briefly about culture and its impact on humans.

O romipen hin oda, so amenge mukhle amare dada. Oda hin amari romaňi čhib, romane paramisa, romane godaver lava, romane garude lava, romane giľa, romano bašaviben, romane sikh'ipena. Pro Slovačiko dživen aver nacijakere manuša. Len hin pengeri kultura. Kempel te prindžarel the aver kultura, kaj pen o manuša feder te prindžaren the feder te dživen jekhetane, ...

Talk about modern forms of communication.

O manuša pen šaj dovakeren lavenca. Oda hin o dijalogos, o vakeriben pro telefonos, pro mobilos, o vakeriben pro skipos, o vakeriben pro fejbukos, o ľil, emajlos. O manuša pen šaj dovakeren the bijo lava, le vastenca. Bilavengeri komunikacija hin the mimika, gestikulacija. O vakeriben šaj avel phundrado perdal buter manuša sar e prezentacija, džžanibnaskero vakeriben the vakeriben andre familija, maškar o amala, ...

Talk about the topic models and ideals – describe one's model.

Miro idealos hin ...
 Me kamav te avel ajso, sar miro dad. Jov hino buťakero, lačhejileskero, paťivalo manuš.
 Me kamav te avel ajsi, sar miri daj. Joj hiňi godaver, lačhi chulaňi, mištes bajinel pal o čhave, ...

Selected recommended communication competences – **dialogue**

Express oneself and react to feelings including surprise, happiness, sadness, interest, lack of interest.

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

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 ...

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?,...

Express clearly one's opinions and reactions concerning resolution of problems or practical issues about where to go, what to do, how to organize a certain event.

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 šaj te kerel ...

Ask and answer questions about a wide scale of known topics (family, home, activities of parents, interests, etc.).

Sar dživen o Roma andre tumari komunita?
Soske o terne manuša na keren buťi?
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? Kaj bešen?
Phen pal tiro, kaj feder te bešel, pro gav, abo andro foros?,...

Ask and answer questions concerning a wide scale of known topics related to home and activities in family.

Discuss eating, meals in his/her family. Discuss right living and nourishment.

So kerel khere e daj? So kerel khere o dad?
Save kherutne buťa 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? Džanes te phenel vareso pal o saste chabena?,...

Ask and answer questions concerning buying 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?,...

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 nasval'ipen?
So kempel te kerel, kaj te na chudas infekčno nasval'ipen?
Save civilizačna nasval'ipena hin akana? So kempel te kerel, kaj te avas saste?,...

Ask and answer more complex questions about important historic aspects of various Romani crafts and professions.

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?,...

Ask and answer more complex questions about Roma activities today.

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?,...

Discuss traditional and modern ways of Roma travels.

Sar varekana dromarenas o Roma? Soske phirenas nekbuter pro pindre? Sar dromaren o Roma adad'ives? Kaj dromaren o Roma andre akanutno čiro u soske? Džanes tut te bicigľinel? Sar dromares andre škola/sikhad'i? Hin tumen motoris? Dromarehas varekana eroplanoha?,...

Discuss traditional and current clothing of Roma.

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?,...

Ask and answer more complex questions about important people of Romani origin.

Prindžares varesave bare romane manušen? So jon keren/kerde? Save romane lavutaren prindžares? Save romane lekhade/iroša prindžares? So jon lekhade/irinde?,...

Answer questions about what happens during holiday or celebration in his/her family/community.

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?,...

Ask and answer detailed questions about school life and experiences from school.

Soske kampil le romane čhavage te sikhľol? Rado phires andre sikhad'i/škola? So tut andre sikhad'i/ škola interesinel? Soske but romane čhave na phiren andre sikhad'i/ škola? Sikhľon the e romaňi čhib? Vaker pal o tire lače the nalače predžid'ipena andre sikhad'i/škola,...

Discuss and answer questions about leisure time activities.

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?,...

Discuss scientific and technological achievements in daily life.

Sar federisa'li'la le manušengero dživipen
le džanibnaskere arakhl'ipnenca?
Save džanibnaskere arakhl'ipena hin tumen khere?
Hin tut khere kompjutes?
Hin tut mobilos? Savi televiza tumen hin?,...

Discuss sport disciplines, favourite sport, athletes and importance of sports for health.

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

Discuss importance of protecting nature and environment.

Vaker pal tiro, savo cirdl'ipen hin le Romen kijo
paňa-veša? Soske kampil te arakhel o paňa-veša the
o džživipnaskero pašal'ipen? Sar tu arakhes o paňa-veša
the o džživipnaskero pašal'ipen?,...

Ask and answer questions concerning a wide scale of known topics related to culture and art.

Džanes, so hin o romipen? Soske kampil te l'ikerel
amari romaňi kultura? Salas imar andro romano
teatros Romathan? Save gi'la pes tuke pačisa'lon?
Rado dikhes e televiza? Gend'al imar varesi gend'i?,...

Ask and answer questions concerning a wide scale of known topics related to communication.

Sar šaj pen dovakeren o manuša? Džanes te phenel
vareso pal o moderna komunikačna formi?
Savi komunikacija hin bilavengeri? Hin tut mobilos?
Hin tut kompjuteris? Chasňares o fejbukos?, ...

2 Grammar and word classes

Pupil at language level B2 has acquired knowledge in grammar and word classes at B1 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 and non-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 charčas, o autobusis, o štacijonos*;
- 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*.

Pupil can form and use correctly:

- plural of nouns, e.g.: *o phral/o phrala, e phen/o pheňa, o raklo/o rakte, e džuvli/o džuvlja/džuvlija, o grofos/o grofa, e doktorka/o doktorki*.

Pupil can form words:

- by linking two or more words, e.g.: *ternochar, lačhejileskero*;
- by linking concrete nouns by hyphen, e.g.: *daj-dad, rom-romni, romni-čhave, phrala-pheňa, kachňa-papiňa, graja-gurumňa, roja-čhura, paňa-veša*;
- by derivation of words with help of diminutive suffix **-or** from oicoclictic nouns without endings, e.g.: *phral – phraloro, pheň – pheňori*;
- with help of affix (**-oro/i**) from oicoclictic terminal nouns, e.g.: *raklo – rakloro, rakli – raklori*;
- with help of affix **-ic** from xenoclictic nouns of both genders, e.g.: *lavutaris – lavutaricis, rokla – roklica*;
- by derivation of nouns by suffixes **-iben/-ipen, -pen/-ben, šagos/-išagos**, e.g.: *raj/rajipen, nasvalo/nasvalipen, khelel/kheliben, irinel – irišagos*.

Adjectives

Kijathode nava

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

- oicoclictic adjectives with nominative without ending – **šukar**;
- oicoclictic adjectives with nominative in singular with ending: in male gender **-o**, in female gender **-i**, for instance: *baro/bari, cikno/cikni, londo/londi, tato/tafi* (in female gender it comes to softening of consonants **d to d', l to l', n to ň, 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 suffix **-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.: *jekhšukareder/nekšukareder/lekšukareder/mekšukareder*;
- diminutive forms of oicoclictic and xenoclictic adjectives by suffix **or, (oro/ori)** *šukar – šukaroro/šukarori, šuko – šukoro, kedvešno – kedvešoro*.

Verbs

Kerutne

Pupil can distinguish:

- verbs of class 1, e.g.: *te kerel, te khelel, te rovel*;
- verbs of class 2, e.g.: *te asal, te chal, te prastal*;
- verbs of class 3, e.g.: *te sikh'lol, te paš'lol, te bokhal'ol*;

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

- verbs of class 1 in present, past tense – imperfect and perfect and in future tense, e.g.: *me kerav, me keravas, me kerd'om, me kerava*;
- verbs of class 2 in present, past tense – imperfect and perfect and in future tense, e.g.: *me chav, me chavas, me chal'om, me chava*;
- verbs of class 3 in present, past tense – imperfect and perfect and in future tense, e.g.: *me sikh'luvav, me sikh'luvavas, me sikh'l'ilom, me sikh'luvava*.

Pupil can derive verbs:

- multiple verbs from verbs of class 1, e.g.: *denaškerel, dikhelkerel/dikherkerel/dikhkerel;*
- multiple verbs from verbs of class 2, e.g.: *prastavkerel/prastalkereel/prastarkerel;*
- verbs of class 3:
 - a) from adjectives, e.g.: *nasva'ol, barol, cikňol;*
 - b) from participle of verbs of class 1, e.g.: *šundo - te šund'ol, mardo - te mard'ol;*
 - c) from base of verbs of class 2 by morpheme **-nd'**, e.g.: *dara-nd'-ol, asa-nd'-ol;*
 - d) from nouns, e.g.: *e rat - te raťol, o murš - te muršol;*
 - e) from borrowed word base by morpheme **-isal-**, before which consonants are softened.

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 1, 2 and 3, e.g.: *phenavas bi, asavas bi, sikh'lohas bi;*
- past conditional of verbs of class 1, 2, and 3, e.g.: *me kerdomas, me chalomas, me pašl'omas;*

Pupil can form and use correctly:

- imperative of verbs of class 1, 2, and 3, e.g.: *ker!, keren! (ma ker!, ma keren!), asa!, asan! (ma asa!, ma asan!), sikh'luv!, sikh'lon! (ma sikh'luv!, ma sikh'lon!).*

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 possessive 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 pandžselthešov;*
- ordinal numerals, e.g.: *jekhto/peršo/elšino, trito, sarandatheochtoto, dujto/aver;*
- indefinite numerals, e.g.: *but, ajci, keci, pherdo, frima/čino/čulo/čuno/čepo/sal'ig/sikra/bila/jekhnaj;*
- multiplicative numerals, e.g.: *dešvar, trival, buterval.*

Adverbs

Paškerutne

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

- adverbs of time and frequency e.g.: *adad'ives, raťi, 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, rendešnonones*;
- from the base of noun denoting speech of respective ethnic community by suffix **-ika**, e.g. *Ungros – ungrika, Čechos – čechika, Slovakos – slovačika*;
- 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 a 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*;
- other original prepositions – **andal, khatar, maškar, pal, paš, pašal, tel**.

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 dikh'lom*;
- conjunction **te** (*te namištes avla, av ke mande*);
- conjunction **hoj** (*phenel, hoj man na kamel*);
- borrowed conjunctions: **abo, ałe, aňi, bo, ľebo, že**.

Particles

Lavora

Pupil can correctly use in oral and written expression:

- negative particle **na** in connection with verb, e.g.: *na džav, na šund'om*;
- negative particle **na** in connection with nominal form, e.g.: *našundo, naachal'ipen*;
- 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 ajso lačho?*;
- particle **naš'fi**, expressing impossibilities, e.g.: *me vaš oda naš'fi, oda naš'fi jel!*;
- particle **mus(aj)**, expressing necessity, e.g.: *musaj te kerav*.

3 Syntax

Pupil can correctly use in oral and written expression:

- rules to form short additional questions – e.g.: *Jov nasvalo, na?*;
- rules to express negation – negation concerning full verbs and negation with help of substantive and adverbial expressions: *na, ňiko, ňikana/šoha etc...*;
- sentences to express order, ban, call and wish;
- sentences to express demand and stressing of order;
- way of forming questions concerning subject and other sentence elements;
- word order rules: in declarative, interrogative and negative clause in covered tenses;
- rules to form compound clauses: compound sentences, complex sentences;
- rules to use 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 accent, 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, kh-k a. o.;*
- c) how to use correct intonation in various interrogative sentences (inquiring, interrogative, disjunctive);
- d) differences in intonation in short questions;
- e) pupil should distinguish velar **ch** which is usual in north-central Romani language from a similar sound in Slovak.

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 **d', l', ň, ě**:
 1. before vowels **e, i**, e.g.: *legos, d'ives, bući, ňilaj, brađenca, chutel, ňerno;*
 2. before endings of female gender, e.g.: *bozuľa, braďi, bući, gil'i, džuvl'i;*
 3. in plural of original female nouns without ending, e.g.: *pheňa, meňa;*
 4. before endings of adjectives of female gender, e.g.: *kerado – kerad'i, tato – taťi, cikno – cikňi, gulo – gul'i;*
 5. before suffixes **-ipen/iben, -pen/ben** only in case of derived nouns, e.g.: *barval'ipen, nasval'ipen, koral'ipen, bikeňiben;*
 6. in past tense (perfektum), e.g.: *kerďom, kerďal, kerďa, kerďam, kerďan, suťom, muľas, chudňom;*
 7. before suffix **-ar** when deriving factitive verbs type *pherďarel, churďarel, tatařel;*
- d) principles of orthography of hard consonants **d, l, n, t**, e.g.: *dilos, dilino, dikhel, nipos, tiro;*
- e) principles of morphological orthography, e.g.: *gad, jakh, drab, ladž, dikh;*
- f) principles of etymological principle when writing words of foreign origin, e.g.: *Johann Wolfgang Goethe, Hviezdoslav, Mária, Xénia;*
- g) principles of inter-dialectic principle of orthography in sub-dialects in which original phonemes are merged **d'+dž** and **t'+č** slur, e.g.: *kerďa* (for pronunciation variants *kerďa/kerďža*), *phend'a* (for pronunciation variants *phend'a/phendža*), *raťi* (for pronunciation variants *raťi/rači*), *bući* (for pronunciation variants *bući/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 džanibnaskeri akademija/Slovak Academy os Sciences;*

- 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 – Žlňyová 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

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 Romani 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 Romani writers*, National institute for Education Bratislava, 2007

Other media: magazine, Internet, dictionaries, vocabulary, Romani language atlases.

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

Returns to texts partially covered at previous levels, now without selection more accessible parts.

Lacková, Elena: *Romani fairy tales (Romane paramisa)*, East- Slovak Publishing House for Cultural union of Romani ethnicity citizens in Slovakia, 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: Aperion, 1991

Fabiánová, Tera: *Romano džaniben 1-2, 3/2000*.

Hin man ajsi čhaj, so/Romani riddles, collected and translated by M. Hübschmannová, Prague: Fortuna 2030

Fabiánová, Tera: *Eržika, Ačhilom Romňi, So džalas o Miškas sune, Čalo voďi/ Antology of prosaic texts from Romani authors in Czech Republic*, Brno: Museum of Romani culture, 2007

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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, B2 level, with appropriately chosen study materials.

The acquisition of competences in the field of Romani language and literature is a demanding 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 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, language level B2. He/she consistently uses activating forms of work, stimulates pupils' speeches by visual, audio-visual and auditory aids and creation natural speaking situations.

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. Gradually, depending on pupils' skills, teacher includes more complex texts focused on Romani issues and studied subject. In terms of checking reading comprehension, translation into Slovak language should not be dominant.

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 heard speech etc. When preparing topics for writing teacher makes sure there is a variety of themes and they are in line with covered study material. A necessary pre-requisite for success in developing written expression of pupils is a high frequency of written home works and their speedy and careful correction.

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.

It is suitable to use records in the form of "I know"/ "I can" (European language portfolio, Language policy department, DG IV – Council of Europe, F-67075 Strasbourg Cedex. Available at decs-lang@coe.int – www.coe.int/lang) allowing to set study targets, monitor progress and assess results.

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