

Education des enfants roms en Europe
Education of Roma children in Europe



COUNCIL
OF EUROPE CONSEIL
DE L'EUROPE

Language Policy Division
Division des Politiques linguistiques



Evropakoro Forumo e Romengoro thaj e Phirutnengo
European Roma and Travellers Forum
Forum européen des Roms et des Gens du voyage

Learning the Romani language



My European Language Portfolio

My name _____

Primary

For learners 6 - 11 years

The generous support of Finland for this project is gratefully acknowledged

Language Policy Division – www.coe.int/lang
Council of Europe, Strasbourg

The Council of Europe and the European Language Portfolio

The Council of Europe is a family of 47 states stretching all the way from Iceland to Azerbaijan. The millions of young people who live in those countries share many experiences and interests, but also have different languages, cultures and histories.

The Council of Europe aims to help you to understand and respect other people and the things that make them different. Your European Language Portfolio is designed to help you learn new languages and understand new cultures.

The ELP allows you

- to record what you can do in different languages
- to understand what you need to learn so that you can join in all your Romani classes and activities
- to record what you have learnt well and what you need to study more
- to organize your work so that you can use it to remind yourself about what you have already learnt
- to tell your teacher what you are able to do in Romani
- if you change your school, to show your new teachers what you can already do in Romani

The ELP allows your teachers

- to see what Romani language you already know
- to help you plan what you need to learn

The ELP allows your parents

- to see how you are progressing in learning Romani

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My picture



My name is: _____

I live in: _____

My eyes are: _____

My hair is: _____

My favourite colour: _____

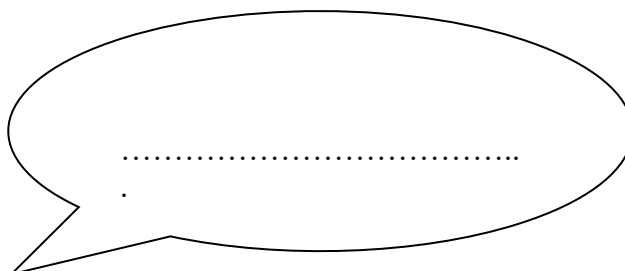
My favourite food: _____

My favourite activity: _____

Other things about me: _____

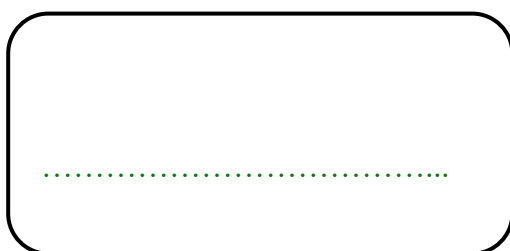
My languages

In my home I speak

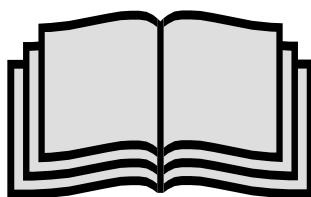


I sometimes hear people speaking in _____

I speak



in school.





I can read in _____


I can write in _____





My progress in learning – Listening and Reading (see Curriculum Framework for Romani © for more detail)




		A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD	B2 VANTAGE
U N D E R S T A N D I N G	Listening 	I can understand words and phrases about myself, my family, daily life and things I do. I can understand simple questions and instructions.	I can understand most instructions given in school. I can follow topics covered in the class, and can understand a simple or familiar story.	I can understand detailed instructions given in school, the main points of topics presented and stories read aloud in the classroom, and films about things I am familiar with. I can follow most conversations between other students without difficulty.	I can understand films, recordings or talks on familiar topics.
	Reading 	I can recognize the letters of the alphabet and can find my name in a list. I can understand words on labels or posters in the classroom and some of the words and phrases in a new piece of text.	I can understand short texts on familiar subjects and can use the alphabet to find items in lists.	I can understand descriptions of events, feelings and wishes and can use comprehension questions to find specific answers in a piece of text. I can also use key words, diagrams and illustrations to help me understand texts I am reading. I can follow written instructions for carrying out classroom activities.	I can understand articles and reports in newspapers, magazines or on the internet. I can understand when attitudes, beliefs or concerns are expressed in texts.




Example:

	A1			A2		
	With a lot of help	With a little help	With no help	With a lot of help	With a little help	With no help
Listening 	15/9/20__	17/10/20__	14/11/20__	18/12/20__	15/2/20__	20/4/20__

	A1			A2			B1			B2		
	With a lot of help *	With a little help **	With no help ***	With a lot of help *	With a little help **	With no help ***	With a lot of help *	With a little help **	With no help ***	With a lot of help *	With a little help **	With no help ***
Listening 												
Reading 												

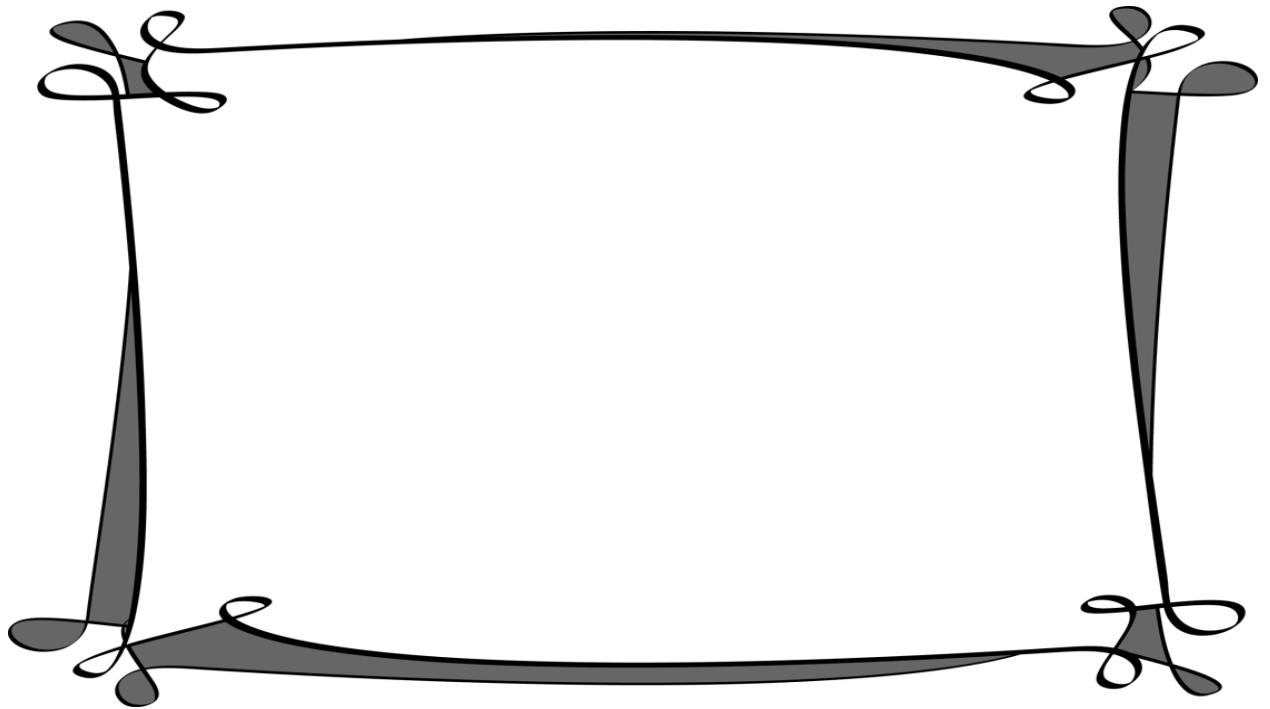
My progress in learning – Speaking and Writing (see Curriculum Framework for Romani© for more detail)

		A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD	B2 VANTAGE
S P E A K I N G	Spoken Interaction 	I can say <i>hello</i> and <i>goodbye</i> , <i>please</i> and <i>thank you</i> in the correct way. I can ask and answer simple questions.	I can answer questions about my family, friends, school work, hobbies and holidays. I can keep up a conversation with other people. I can express my concerns and how I am feeling.	I can talk fluently about school, my family, my daily routine and my likes and dislikes. I can hold conversations and discuss things that interest me with other people. I can repeat what has been said and pass the information on to another person.	I can take part in a conversation or discussion and can understand and respond to native speakers. I can make my point clearly and explain it, if necessary.
	Spoken Production 	I can give a simple description of where I live and the people I know, especially members of my family.	I can describe my family, my daily routines and activities, I can describe something I like doing. I can describe my plans for the immediate or more distant future.	I can retell a story that I have heard or the plot of a film I have seen or a book I have read. I can describe a special family event (celebration, festival, new baby, etc.) and can explain my opinions and plans.	I can give a clear, detailed description of an experience or event, explaining its importance to me or other people. I can explain my personal view and give my opinion with clear explanation of my reasons.
W R I T I N G	Writing 	I can write my name and address I can write labels on pictures and copy short sentences from the board. I can write some simple sentences.	I can write new words in my European Language Portfolio and can write short texts on familiar topics (e.g., what I like to do when I'm at home). I can write a short message (e.g., a postcard or short e-mail) to a friend.	I can write a short letter or e-mail, a summary of a book or film, an account of my feelings about an event or situation, and a description of my experiences.	I can write text on many different subjects, particularly things of interest to me and things that affect my life. I can give my opinion and provide clear descriptions.

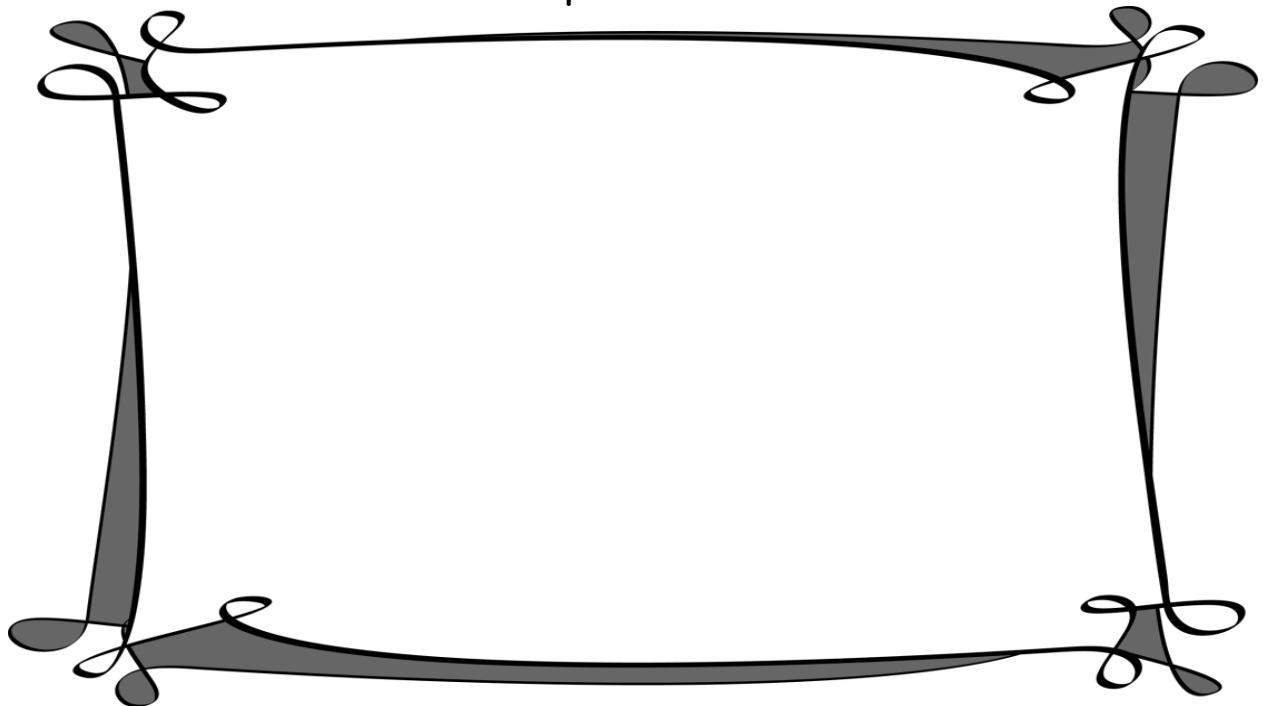
	A1			A2			B1			B2		
	With a lot of help *	With a little help **	With no help ***	With a lot of help *	With a little help **	With no help ***	With a lot of help *	With a little help **	With no help ***	With a lot of help *	With a little help **	With no help ***
Spoken Interaction 												
Spoken Production 												
Writing 												

Intercultural experiences

Things I have learnt about other people and other places

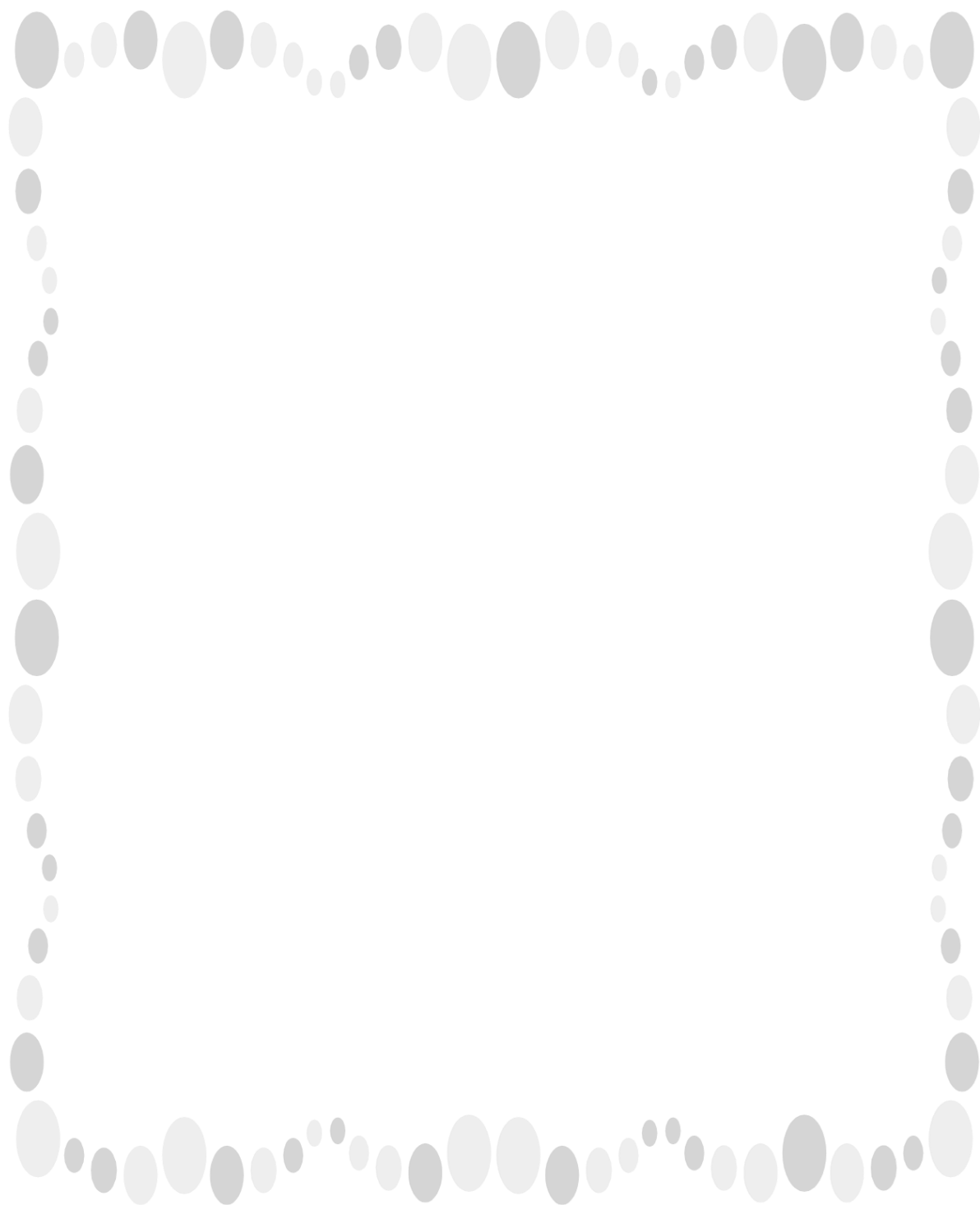


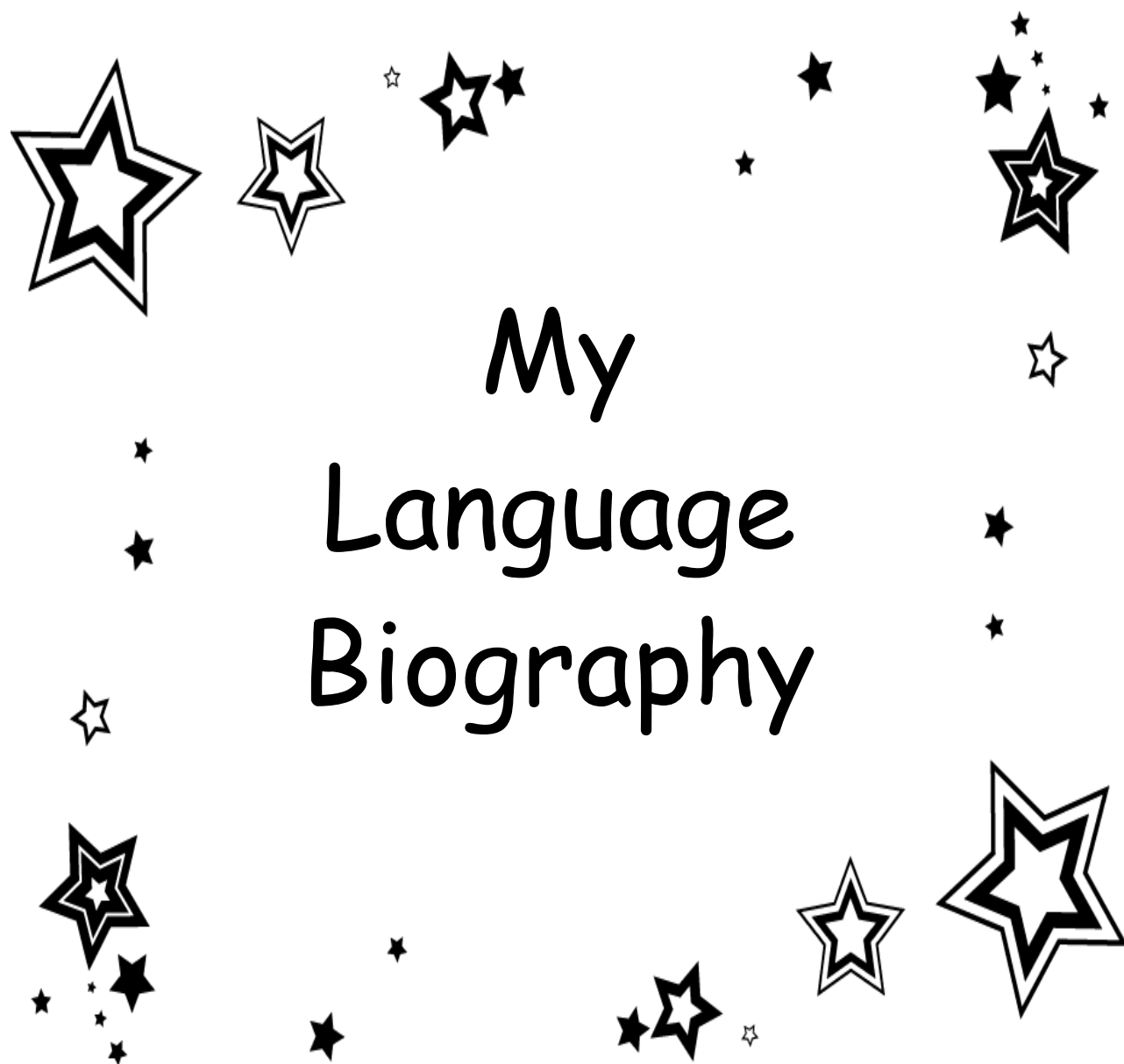
Things I would like to learn about other people and
other places



My culture

Things I would like to tell other people about my
culture and my way of life





All about learning


These are the things I have
learnt

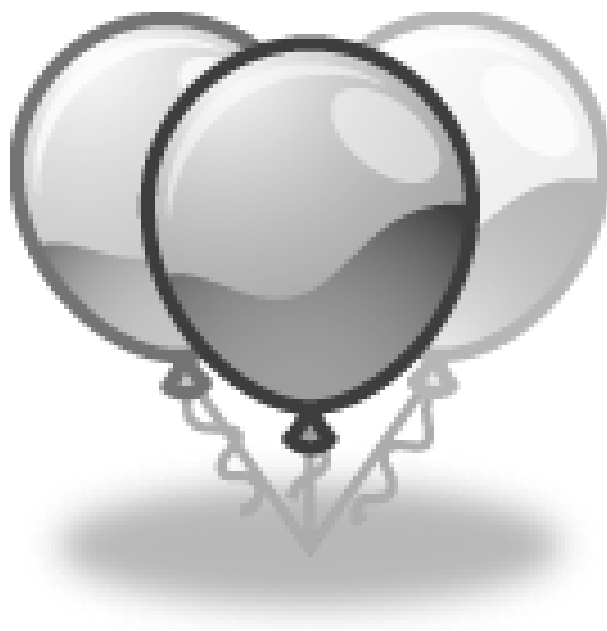
These are the things I have **enjoyed**
learning

These are the things I found **easy**
to learn

These are the things I found
difficult to learn


These are the things I would like to learn in
Romani

A large, empty rectangular box with a thick black border, intended for writing the things one would like to learn in Romani. The box is centered on the page and occupies most of the lower half of the document.



Now I am going to learn Romani.

In these pages I will see all the different
things I can learn.

When I learn something new I will colour
the star  to show that I know it. My
teacher will help me to do this.

Myself and my family

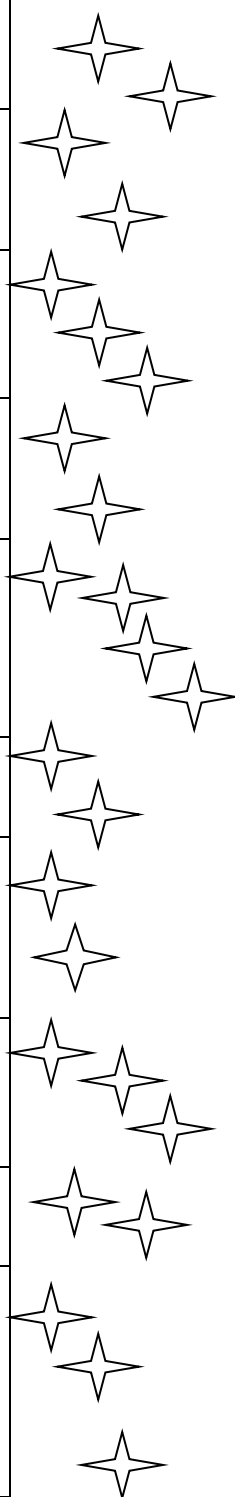
	I can understand when the teacher asks me my name or my age.
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A1	I can understand when the teacher or another person tells me to do something. I can understand when somebody is blessing me
	I can find my name on a list. I can find the names of other people in my family.
	I can tell my name and age when asked for this information. I can answer questions about what I like and don't like. I can say hello and goodbye to other people.
	I can say something about my family. I can describe myself.
	I can write my name, address and the name of my school. I can write the name of the place where I live.
A2	I can understand when my teacher tells me something new. I can understand some of the words in a blessing.
	I can read a children's story that I know already. I can read a Roma fairy story that I know already.
	I can answer questions about what I did yesterday. I can say hello and goodbye to different people in different places. I can tell the teacher or another adult if I am worried or feeling ill I can ask a question if I don't understand something.
	I can tell people about myself, my height, the colour of my eyes and my hair. I can talk about what I do every day and the things I like doing. I can talk about the things we do in my home. I can explain how I feel about things in school or in my family.
	I can write about what I do every day and the things I enjoy. I can write about something I did or saw.



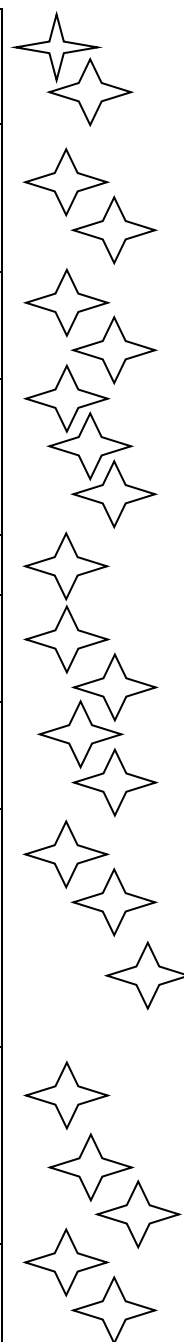
Myself and my family

B1	I can understand what other people are talking about. I can understand what adults are saying at home. I can understand all the words in a blessing
	I can read about the things that other people do every day and about how people live in other places. I can read about Roma life today.
	I can tell the teacher about what I did outside school. I can tell my parents about what I did in school and what I enjoyed. I can answer questions about my daily life and the life of my family.
	I can give a short talk about what I do every day or about the important events in my life. I can talk about what I learn in my home
	I can write about the differences between life now and in the past. I can write a letter or e-mail describing an event in my family. I can compare my life now with my life when I was younger. I can write about how I feel.
	I can understand a film, radio broadcast or conversation I can understand things about Roma life and activities
	I can read about children in the past and about family life in different places. I can read about the lives and experiences of Roma children in the past and present.
B2	I can talk about things that are worrying me. I can discuss many things related to my daily life and my family. I can ask other people about their daily lives or their opinions.
	I can give my personal opinions. I can explain about the difficulties facing young people.
	I can write a letter or e-mail which describes and explains my experiences or interests in some detail. I can write about a topic related to my life or my interests. I can express and explain my opinion of particular situations or events.



The house/caravan and its activities

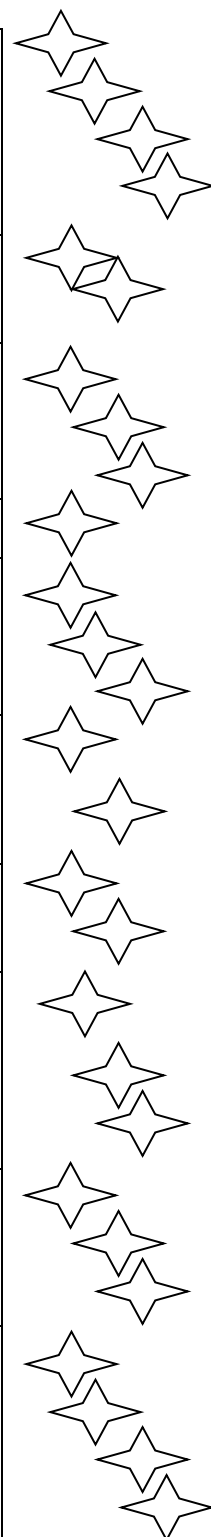
A1	I can understand the words for furniture and objects in my home. I can understand the words for the activities in my home.
	I can recognise the words for the rooms, areas, furniture and objects in my home. I can recognise the numbers on a street or in an address.
	I can answer some questions about my home. I can say a telephone number.
	I can say something about my home. I can say what I like and don't like doing at home. I can say what my parents ask me to do at home.
	I can write words for furniture and different parts of my home.
A2	I can understand a story about a family and their home. I can understand a story about the daily activities of a child.
	I can read a story about another person's daily life. I can read a story about a Roma family and their daily life.
	I can answer questions about what I do in my home. I can answer questions about what other people in my family do in our home. I can answer questions about what I like and don't like doing in my home.
	I can talk about what I usually do during the day. I can talk about what happens in my home in the morning and when I go home from school. I can talk about what my family do every day.
	I can write a card or short letter describing my home. I can write a letter about what I do in my home.



The house/caravan and its activities	
B1	I can understand a story or account of daily life in my own or another country. I can understand a story about daily life in the past. I can understand an account of the difference between daily life in the past and the present.
	I can read stories about children and their lives. I can read stories about the lives and homes of Roma children. I can read about the daily lifestyles of other people.
	I can answer questions about what my family members did at the weekend. I can describe what I am expected to do in my home. I can describe the traditions in my home.
	I can describe a family activity that is important or special to me. I can tell a simple story that I have heard in my home.
	I can write a short text about the activities of my home. I can write an e-mail or letter describing an event in my family. I can write a short text about the important traditions in my family.
B2	I can understand a detailed talk about family life in the past. I can understand information about Roma life and traditions.
	I can understand histories, internet articles and texts about the lives of people in the present and past.
	I can talk about family life and traditions. I can talk about the importance of family values. I can talk about the importance of learning at school and at home.
	I can give a talk about typical home life today. I can give a detailed talk about the routines and traditions of my home.
	I can write in detail about my home life.

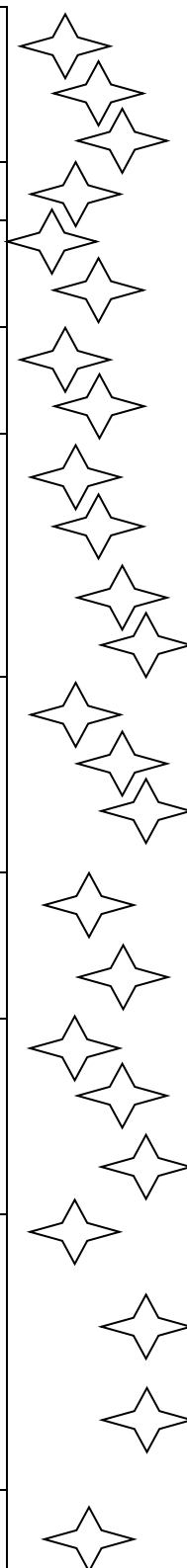
My community

A1	<p>I can understand the names for people in my community.</p> <p>I can point out on a map where different people work.</p> <p>I can understand when older people tell me what to do.</p> <p>I can understand the rules of my home or community.</p>
	<p>I can read the names and signs where I live.</p> <p>I can read the words for the rules about living in my community.</p>
	<p>I can say "hello", "goodbye", "please" and "thank you" .</p> <p>I can answer some questions about places in my area.</p> <p>I can answer some questions about what I do in different places.</p>
	<p>I can say something about my community and my favourite place.</p>
	<p>I can write the names of places in my area.</p> <p>I can write some sentences about what happens in my local area.</p> <p>I can write some sentences about what I do in different places.</p>
A2	<p>I can understand simple stories about what people do.</p> <p>I can understand a simple story about important behaviour or activities in my community.</p>
	<p>I can read a notice about what is happening in my community.</p> <p>I can read a simple story about daily life in my community.</p>
	<p>I can ask and answer questions about what happens in places in my town or community.</p> <p>I can explain why I like particular places or activities.</p> <p>I can talk about what I like to do in my local area.</p>
	<p>I can talk about my favourite place.</p> <p>I can talk about a place I don't like.</p> <p>I can talk about a famous or important person from my area.</p>
	<p>I can write briefly about places that I like or don't like.</p> <p>I can write briefly about a place that I have visited.</p> <p>I can write briefly about what people do in my community.</p> <p>I can write briefly about something that happened in my local area or community.</p>



My community

B1	I can understand when the teacher talks about local events. I can understand a film or recording about a local event. I can understand when I am told how to behave.
	I can understand a leaflet or newspaper article about my local area.
	I can talk about places that I have visited in my local area. I can talk about what people do in different types of work.
	I can give a short talk about a place that I have visited. I can give a short talk about a typical day in my community.
	I can write a letter or e-mail about something I did in my home place. I can write about the work of particular people in my area. I can write a post card about a place that I have visited. I can write a brief description of the Roma community.
B2	I can understand a talk about the local area or community. I can understand an explanation of the Roma community structure. I can understand a public talk or film about an important person in the local area.
	I can read books and articles about the history of the local area. I can read a newspaper or internet article about the events, activities or situation relating to Roma people in my area.
	I can talk about the activities of my local area. I can prepare a poster or project about my local area. I can talk about the activities of my local community and explain about the Roma people there.
	I can give a talk about the local area and the important people. I can give a talk about a visit I made to an interesting or important place. I can give a talk about the life of people in a Roma community and indicate the important cultural differences between Roma and gadže.
	I can write a letter giving directions to a place in my area.



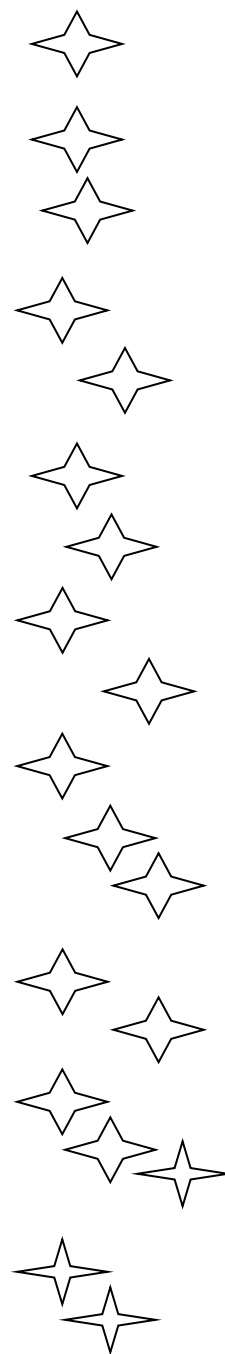
Roma crafts and occupations

A1	I can understand the words for different crafts and occupations. I can understand the words for the things that are made by different craftspeople.
	I can recognise the words for different crafts and occupations. I can recognise the words for the things made by different craftspeople.
	I can ask and answer very simple questions about the work that people do nowadays.
	I can name the crafts and occupations of people in my local area in the past and present.
	I can write the words for the crafts and occupations of Roma people in past and present and some sentences about these crafts.
A2	I can understand a simple story about Roma craftspeople.
	I can read a simple story that describes what Roma people did in their daily lives.
	I can have a simple conversation about the activities of particular craftspeople.
	I can answer simple questions about different Roma craftspeople and their activities.
	I can answer simple questions about the activities of Roma people in my community today.
	I can give a short description of a particular craft or occupation that I am interested in. I can give a short description of a craftsperson at work.
	I can write a short letter or text describing the crafts and occupations of Roma people in my area in the past. I can write a short description of the crafts and occupations of Roma people in different areas.



Roma crafts and occupations

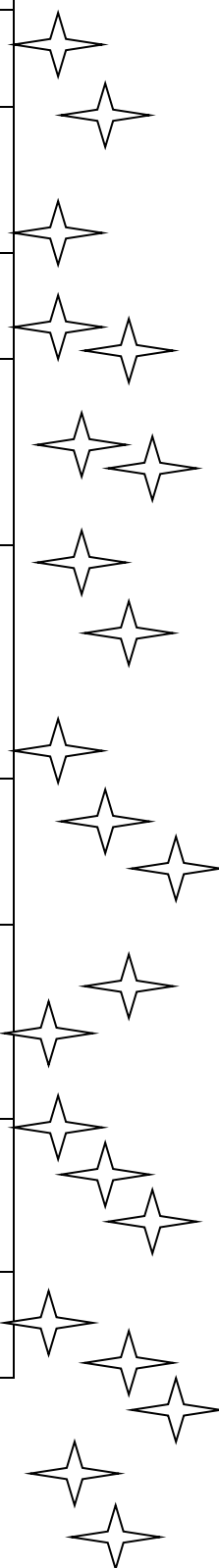
B1	I can understand a talk, film or broadcast about Roma traditional crafts.
	I can read a story about a typical Roma craft past or present. I can read about a Roma person who became famous for a particular craft or activity.
	I can ask and answer questions about the principal crafts and occupations of Roma people past and present. I can ask and answer questions about the importance of Roma crafts and occupations.
	I can give a short talk about a famous Roma person. I can give a short talk about the different crafts and occupations of different Roma groups.
	I can write about the lifestyle of different Roma craftspeople.
	I can understand a detailed talk about Roma crafts and lifestyles.
B2	I can read detailed accounts of Roma crafts and activities in the past. I can read about the importance of a particular Roma craft or occupation to an area or region. I can read a biography of an important Roma craftsman.
	I can talk about Roma crafts and occupations to prepare a project. I can ask questions about Roma crafts and occupations.
	I can give a talk about the occupations of Roma people. I can give a talk about life in the past for Roma craftspeople. I can give a talk about a famous Roma person.
	I can write an account of Roma craft traditions and their importance. I can write about the importance of the Roma crafts.



Festivals and celebrations

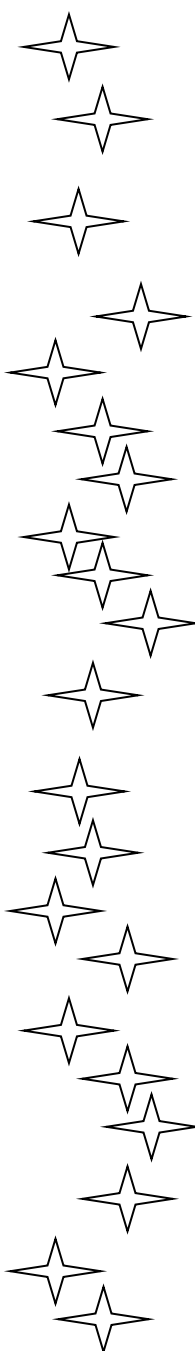
	I can understand the words for important festivals and celebrations in my local area.
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A1	I can understand the words for festivals and celebrations in my family or community.
	I can recognise the words for important festivals or celebrations when I see them on a chart, calendar or poster.
	I can ask and answer questions about the main festivals in my area. I can ask and answer simple questions about the important events in my family or community.
	I can name the main festivals during the school year. I can name the main celebrations that are important in my family.
	I can copy or write the names for the important festivals or celebrations in my area. I can copy or write some sentences about the important events in my area or in my family and community.
	I can recognise when an important festival is part of a story. I can recognise when the teacher talks about a particular festival, celebration or event. I can understand simple instructions for the preparation of an important event.
	I can read a simple story about an important festival or celebration. I can read a simple text about how a family prepares for an important celebration.
A2	I can ask and answer questions about festivals in stories. I can ask my friends about how they celebrate in their homes. I can ask about a festival that is very important to my family or community.
	I can give a simple account of a festival or celebration in my home. I can give a simple account of the important parts of a celebration. I can give a description of a special event that I experienced.
	I can write some sentences about a celebration that I experienced. I can write some sentences about a particular celebration.



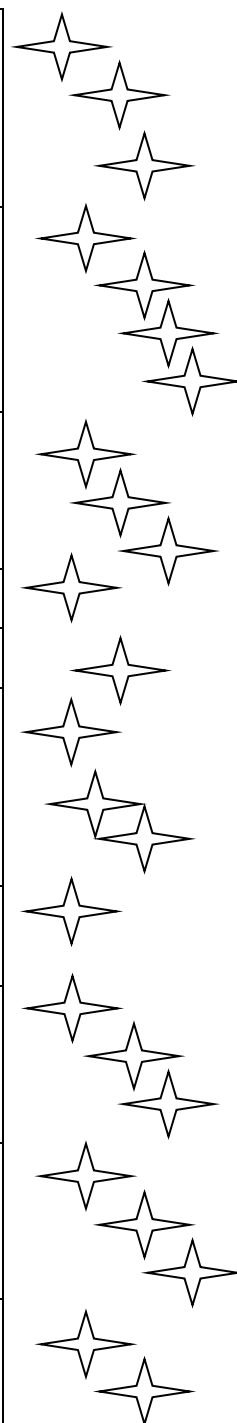
Festivals and celebrations

B1	I can understand information about the preparation for a festival or celebration. I can understand the main points of a story or song about a particular festival, celebration or commemoration.
	I can read and understand a description of a celebration. I can understand the main points of a newspaper or internet article about a festival.
	I can talk about how we celebrate in our communities and families. I can ask questions about celebrations in other places. I can explain how an event is celebrated in my own home.
	I can describe an experience I had in a festival or event. I can describe what happened during a celebration. I can tell a story related to a particular event.
	I can write a letter describing a festival or celebration in my family or area.
B2	I can understand a talk about the history of a celebration. I can read about festivals.
	I can talk about attending festivals or celebrations. I can talk about the plans for a festival or celebration.
	I can give a talk about a festival and its history. I can give a talk about the importance of celebrations in our lives. I can recite the words of a song for a particular celebration or commemoration. I can tell a story that is told at a celebration or commemoration.
	I can write about an important festival or celebration. I can write a comparison between typical festivals and celebrations.



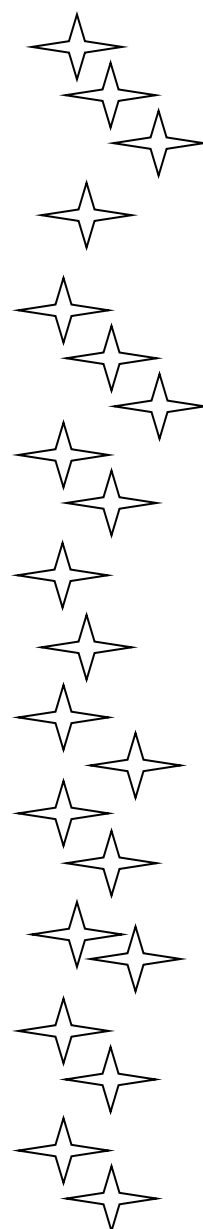
At school

A1	I can understand the rules of my school and classroom. I can understand the names for the different things in my classroom. I can understand when the teacher tells us to do something.
	I can read the labels on posters or in my books. I can read notices and signs and my school timetable. I can find my name on a class list. I can read the days of the week and months of the year.
	I can ask for permission and help in the classroom. I can answer a question with "yes", "no" or a few words. I can ask for things in the classroom.
	I can describe something that I am doing in class
	I can copy or write words and phrases.
A2	I can understand instructions given by the teacher. I can understand information about the school. I can understand some of the information about a topic we are learning.
	I can read about things we are studying in class when I have learnt the words in advance.
	I can give a message to the teacher. I can talk to another pupil about an activity in class. I can explain a problem to the teacher.
	I can say what I did for my homework. I can talk about a television programme or film that I have seen. I can describe the things that I do at home.
	I can write a short essay about my school, the classroom or what I am doing in class. I can a few sentences about what we are studying in class.



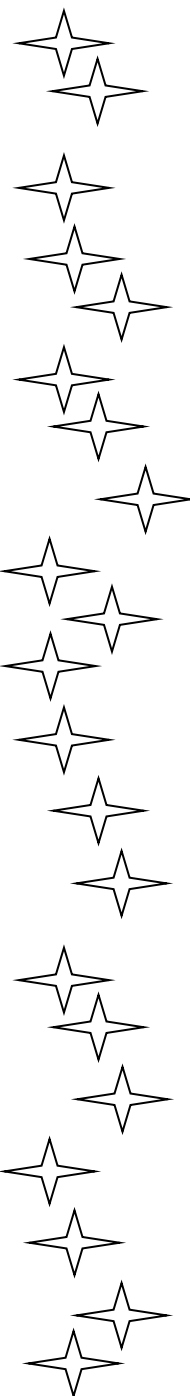
At school

B1	I can understand instructions given in the class or in school. I can understand a presentation given by another person. I can understand a film on a particular subject that is familiar to me.
	I can read and understand school texts or stories when I study the difficult words advance.
	I can talk to other pupils in the class about what we are doing. I talk to my parents about what we do in school. I can answer questions asked by the teacher or my parents.
	I can explain my ideas for an activity or project. I can give a short talk about something that I am learning or doing.
	I can write a short essay, letter or e-mail about my daily routine in school, giving details of the different activities. I can write a letter or e-mail about people that I know.
	I can understand a talk about school. I can understand a film or radio broadcast about school.
	I can read an article or report about school. I can read an article about young people during their years in school.
	I can talk about things to do with school life and my experiences. I can participate in school discussions.
B2	I can talk about familiar activities in school. I can give a talk about an event or activity in school.
	I can write about a classroom or other school activity. I can write an essay about something that interests me.



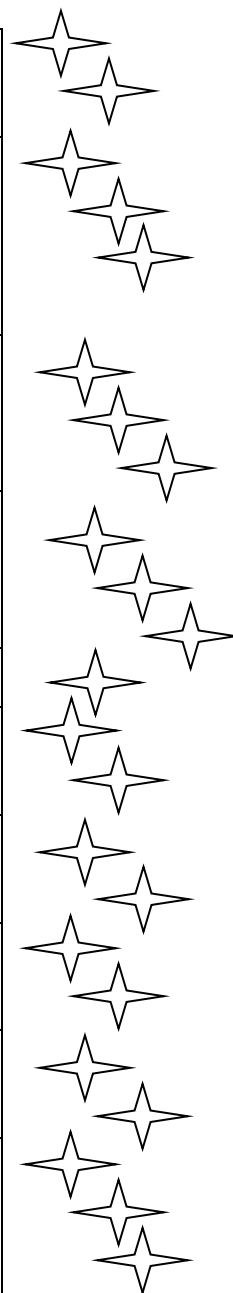
Transport and travel

A1	I can understand the words for different forms of transport. I can understand the main words related to travelling.
	I can recognise words for different types of transport on a poster or in a book.
	I can answer simple questions about how I came to school today. I can answer simple questions about how my family travels.
	I can name different ways of travelling. I can say how we travel to different places (e.g. train, aeroplane etc.) I can say how different people travel when I see pictures.
	I can write the words for how we travel. I can write the words for how people travelled in the past.
A2	I can understand when travelling is part of a story.
	I can read the main points in a short story about travelling. I can read the main points in a short story about people moving to live in another place. I can read the main points in a story about people who must travel in order to work.
	I can say how I like to travel. I can answer questions about an experience I had when travelling. I can ask other people about where they have travelled and their experiences.
	I can describe how I come to school every day. I can describe how Roma people travel now and travelled in the past. I can talk about where I would like to travel in the future.
	I can write a post card about a journey that I made.



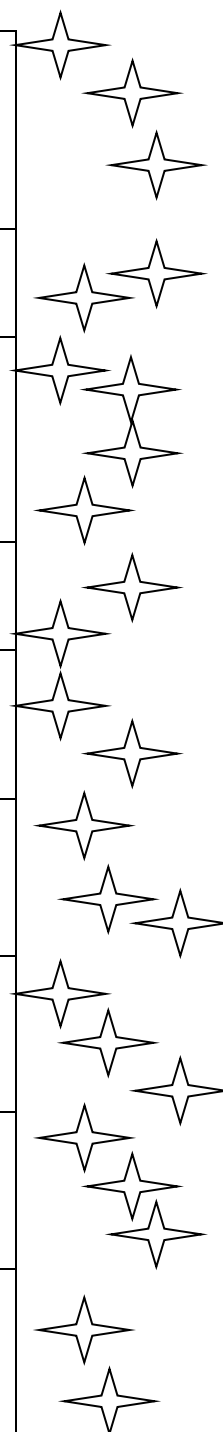
Transport and travel

B1	I can understand the main points in a story about a journey. I can understand the main points in films about travel.
	I can read about a journey using maps or diagrams. I can use key words to find information about people travelling. I can use key words to understand a text about Roma people travelling.
	I can talk about what I like and don't like when I'm travelling. I can talk about travelling now and in the past. I can find out about other people when they were travelling.
	I can give a short talk about travelling. I can give a short talk about a journey I made. I can give a short talk about Roma people travelling in the past.
	I can write a letter about travelling.
B2	I can understand a talk about travelling. I can understand a talk about Roma people travelling.
	I can read a story about a journey. I can read a text about travelling in the past.
	I can talk about a project about travelling. I can ask questions for a poster or project about travelling
	I can give a talk about when I was travelling. I can give a talk about the Roma traditions associated with travel.
	I can write about travelling in the local area. I can write a detailed letter about travelling. I can write about travelling in Roma history and tradition.



Food and clothes

A1	<p>I can understand the words for different items of clothing.</p> <p>I can understand the words for the food that I eat.</p> <p>I can understand if the teacher says something about food or clothes.</p>
	<p>I can read the words for different types of food.</p> <p>I can read the words for different items of clothing.</p>
	<p>I can ask for items of food or drink.</p> <p>I can ask for an item of clothing and how much it costs.</p> <p>I can say if I like or don't like a particular type of food.</p> <p>I can say which colour I like best in an item of clothing.</p>
	<p>I can write lists of different types of foods.</p> <p>I can write lists of clothing used for different reasons.</p>
	<p>I can understand information about the clothes we need for a school outing or sports.</p> <p>I can understand information about types of foods.</p>
A2	<p>I can read the names of foods that we see in a shop or market.</p> <p>I can read the names of clothes that we see in a shop or market.</p> <p>I can read and understand when food or clothing is part of a story.</p>
	<p>I can ask people about the food or drink that they like.</p> <p>I can talk about the clothes I like best.</p> <p>I can talk about the clothes we wear on special occasions.</p>
	<p>I can describe my favourite food and my favourite meal.</p> <p>I can describe a special meal or celebration in my family.</p> <p>I can describe what I, or other people, wear for a special occasion.</p>
	<p>I can write a short description of an event where I had a special meal.</p> <p>I can write a short description of my favourite clothes or clothes that I wear for a special occasion.</p>



Food and clothes

	<p>I can understand when people talk about particular foods.</p> <p>I can understand when people talk about clothing.</p>
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B1	I can understand a story about politeness and hospitality.
	I can read about healthy eating and the foods we need to eat.
	I can read about clothes or styles and fashions.
	I can understand the description of what a person is wearing.
	I can repeat an instruction given by the teacher about clothes.
	I can pass on detailed information about food.
	I can talk about the clothes we need for a special occasion.
	I can describe how to make a particular meal.
B2	I can tell a friend what clothes are necessary for something.
	I can talk about the clothing that has importance in my family.
	I can write a clear description of food and clothes.
	I can write about my personal likes and dislikes of foods.
	I can understand television or radio programmes about food.
	I can understand television or radio programmes about clothes.
	I can understand stories or fairy tales about the importance of politeness and hospitality.
	I can read about clothing.
	I can read articles and leaflets about food and fashion.
	I can discuss food or the plans for a meal.
	I can give a talk about the clothes that are important to my family.
	I can give a talk about the foods for celebration.
	I can write about the foods and clothes for a particular occasion.



Time, seasons and weather

	I can understand the words for the different types of weather.
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A1	I can understand the words for the months of the year and seasons. I can understand when somebody tells the time.
	I can recognise words about weather on a chart or in a text. I can recognise words about the seasons or times of the year. I can read the time on a clock or in a story
	I can answer questions about the heat, cold, sun, month or seasons. I can say if I like or do not like the weather or the time of year. I can say what the weather is like at different times of year.
	I can say what the weather is like outside. I can say what season or month it is. I can say what time it is.
	I can write the words for the months, seasons and the time. I can write the words for different types of weather.
A2	I can understand the main words about weather and seasons in class. I can understand when the season or the weather is part of a story.
	I can understand the information about weather on a chart or in a book. I can find words about weather and seasons in a piece of text. I can read a short story about things we do at particular times of the year.
	I can answer simple questions about the weather and the seasons. I can ask and answer questions about important events at different times of the year. I can ask some questions about weather or festivals that occur at particular times of the year.
	I can describe the weather outside. I can describe what happens during the school holidays. I can describe my favourite time of the year.
	I can write sentences about the different times of the year. I can write sentences about the weather now and at other times. I can write sentences about my favourite day or time of year.

Time, seasons and weather

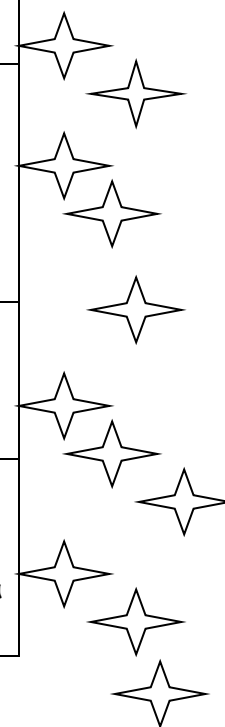
	I can understand the main points of the weather forecast. I can understand talk about the time of year or season.
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B1	I can read and understand a story about the weather. I can understand when weather is important in a story.
	I can ask and answer questions about weather. I can talk about what happens in my home during good or bad weather. I can discuss what I will do in the school holidays.
	I can give a short talk about something that happened. I can describe what I do outside school at different times. I can describe the weather when I am talking about something.
	I can write a short letter describing the weather. I can write about what people do at different times of the year.
B2	I can understand a talk or presentation that includes weather or the seasons. I can understand a television programme about weather.
	I can read about problems created by weather.
	I can talk about the problems of bad weather.
	I can give a talk about what I did at a particular time. I can give a talk about my holidays or a festival or event.
	I can write a letter describing something that happened in bad weather.



Nature and animals

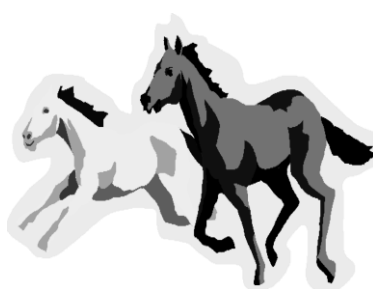
A1	I can recognize and understand the words for different animals and plants.
	I can read the words for different animals and plants on a chart or in a book.
	I can answer some simple questions about animals. I can answer some simple questions about different plants.
	I can tell the names of the animals that I have seen. I can tell the names of animals that I see in a storybook. I can tell the names of the animals that Roma people worked with in the past.
	I can write the names of animals that I know. I can write the names of animals that are in stories.
A2	I can understand when animals or plants are part of a story. can understand when a person talks about a pet.
	I can read short stories about animals. I can read about animals in a fairy story.
	I can ask and answer questions about the animals that I have seen. I can ask and answer questions about the animals that are kept by my family.
	I can ask and answer questions about the animals that were kept by Roma people in the past.
	I can talk about how to take care of an animal. I can talk about wild animals and where they live. I can talk about how Roma people worked with animals.
	I can write some sentences about keeping a pet. I can write some sentences about the animals on a farm. I can write some sentences about the animals that were part of Roma life.



Nature and animals

	I can understand the main points in a film about animals.
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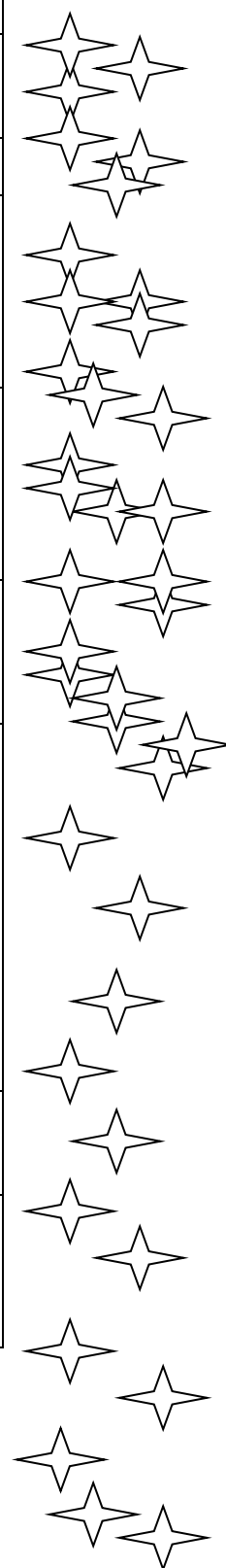
B1	I can understand the main points in a story about crafts in which animals play an important role.
	I can ask and answer questions to prepare a project on animals.
	I can ask questions about Roma occupations related to animals.
	I can ask and answer questions about beliefs associated with animals.
	I can give a talk about nature.
B2	I can give a talk about the importance of animals for Roma people.
	I can tell a story about animals.
	I can write a story about animals.
	I can understand a story about nature.
	I can understand a talk about respect for nature.
	I can understand a talk about the Roma traditions and crafts relating to animals and the natural world.
	I can read a story in which the natural world plays an important part.
	I can understand a story about beliefs about animals.
	I can ask questions about the Roma people and animals.
	I can talk about respect for nature.
	I can give a talk about the natural world.
	I can give a talk about animals in Roma history and tradition.
	I can describe some of the Roma crafts associated with animals.
	I can write about nature in my country.



Hobbies and the arts

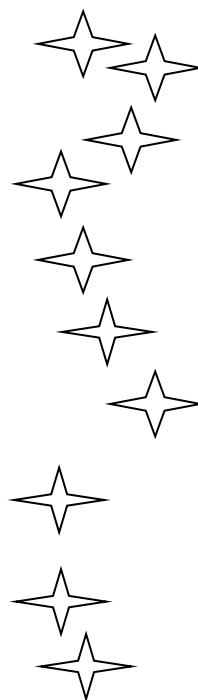
	I can recognise the words for hobbies and activities.
	I can recognise the words for Roma music, songs, and dances.
	I can read and recognise the words for sports and hobbies.

A1	I can recognise the words for music, drama, singing, dancing, art and performance on a chart or poster.
	I can say which sports or hobbies I like and don't like.
	I can answer simple questions about leisure activities in my home.
	I can name the different activities I do in and outside school.
	I can write the words for different sports and hobbies. I can write the words for music, singing, dancing and other types of performing. I can write the words for the sports and hobbies that I do.
A2	I can understand the main points in a simple story about sport, performing or leisure activities. I can understand simple instructions for a game or performance. I can understand simple instructions for a physical activity.
	I can read a short text about the games that children used to play. I can read a story about a Roma child whose family was involved in performing.
	I can ask and answer simple questions about what happens at a game or performance. I can ask and answer simple questions about a film that I have seen. I can ask and answer simple questions about what I like to do outside school. I can answer questions about my family's leisure activities. I can ask and answer simple questions about the traditional activities of Roma children.
	I can describe my favourite hobby or sport. I can describe the leisure activities that I have learned in my home.
	I can write a post card about a sporting event or performance. I can write some sentences about what I like to do after school. I can write some sentences about my favourite hobby at home.



Hobbies and the arts

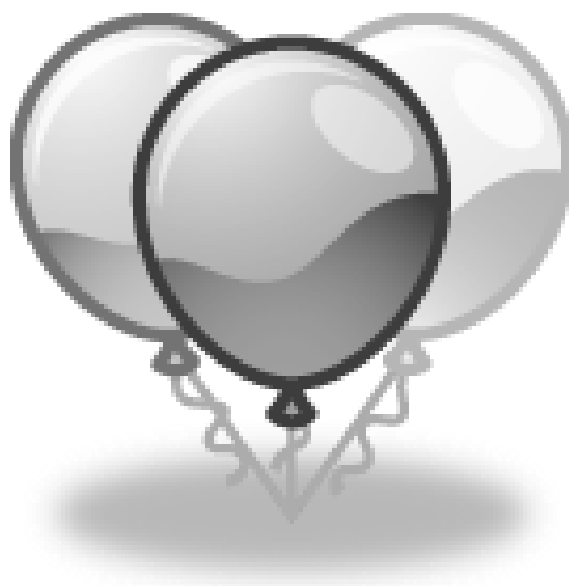
B1	I can understand the main points in a talk or film about sports or the arts. I can understand the main points in a talk about Roma children in the past when they were learning sports or performing.
	I can read about a sporting or cultural event. I can read about the life of a famous Roma person or performer.
	I can talk about my interests or hobbies. I can answer questions about my interests or hobbies.
	I can talk about preparing for a school event or performance. I can give a talk about my hobby or my activities outside school.
	I can write a letter about my hobbies. I can write a description of a sporting or cultural event that I saw.
	I can understand a talk about a particular sport or cultural activity. I can understand a talk given by a sports person or performer. I can understand a talk about the life of a famous person.
	I can read about a person involved in sporting or cultural activity. I can read a story based on sporting or cultural life.
B2	I can talk about different activities such as sport, music, drama I can answer questions about Roma sports and performance.
	I can talk about the activities that I enjoy. I can describe how Roma children develop skills in sports and performing. I can talk about a Roma person famous for sporting or cultural activity.
	I can write about a sport or leisure activity that I enjoy. I can write about a typical or traditional Roma cultural or sporting activity. I can write about a Roma person or a person of Roma origin who has become famous in a sporting, artistic, or performance area.





I can keep many different things in my dossier to help me learn Romani. For example, I can keep:

- ✧ My new words**
- ✧ Ideas for stories**
- ✧ Plans for writing**
- ✧ Work that I do in class**
- ✧ A post card from another country**
- ✧ A story that I like**
- ✧ A riddle**
- ✧ A poem or rhyme**
- ✧ A certificate**
- ✧ An e-mail**



Contents of my Dossier

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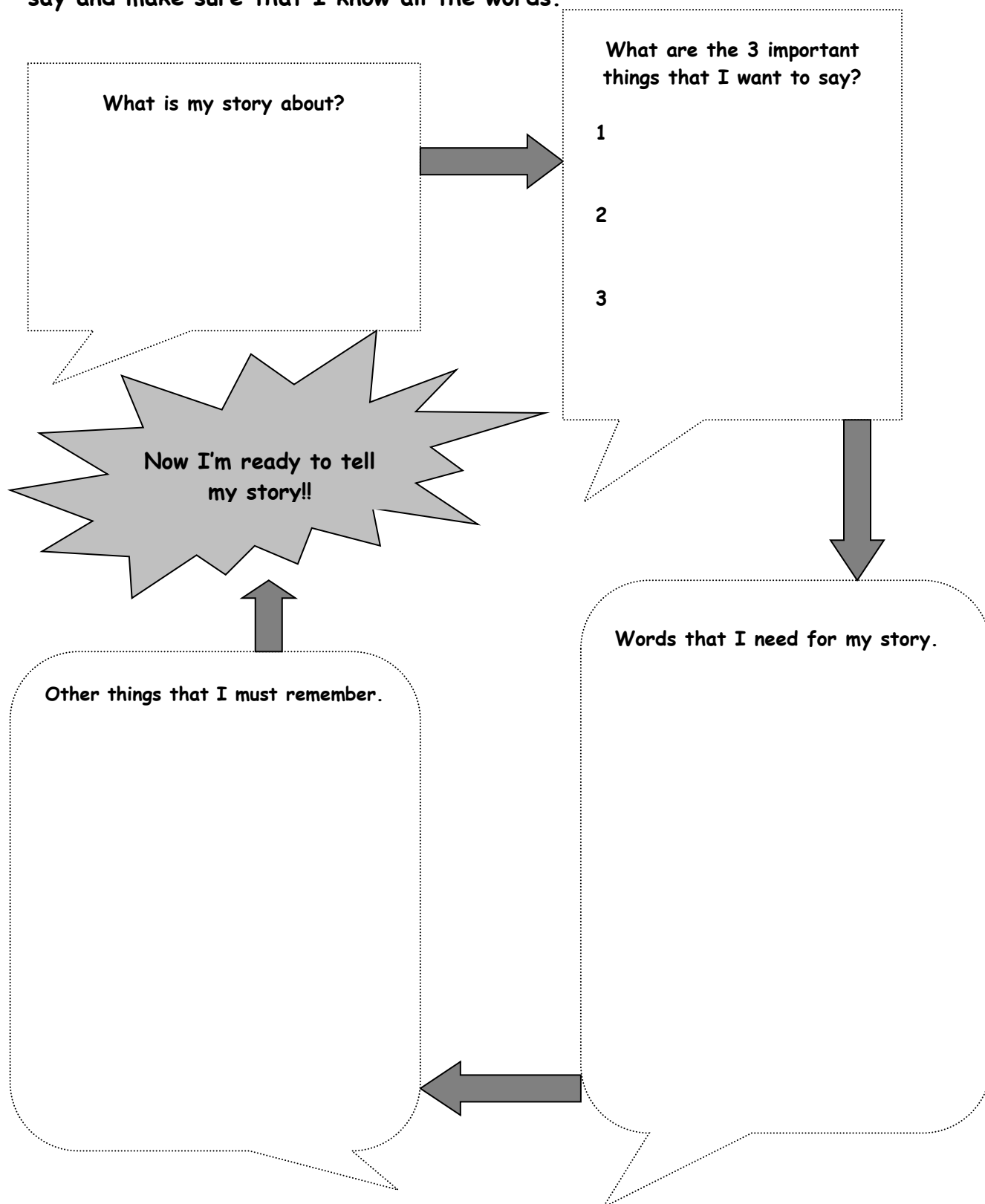
My favourite thing in the Dossier is:

These are new words I learnt when I was studying:

Put your new words in the word wall.

Telling a story or giving a talk

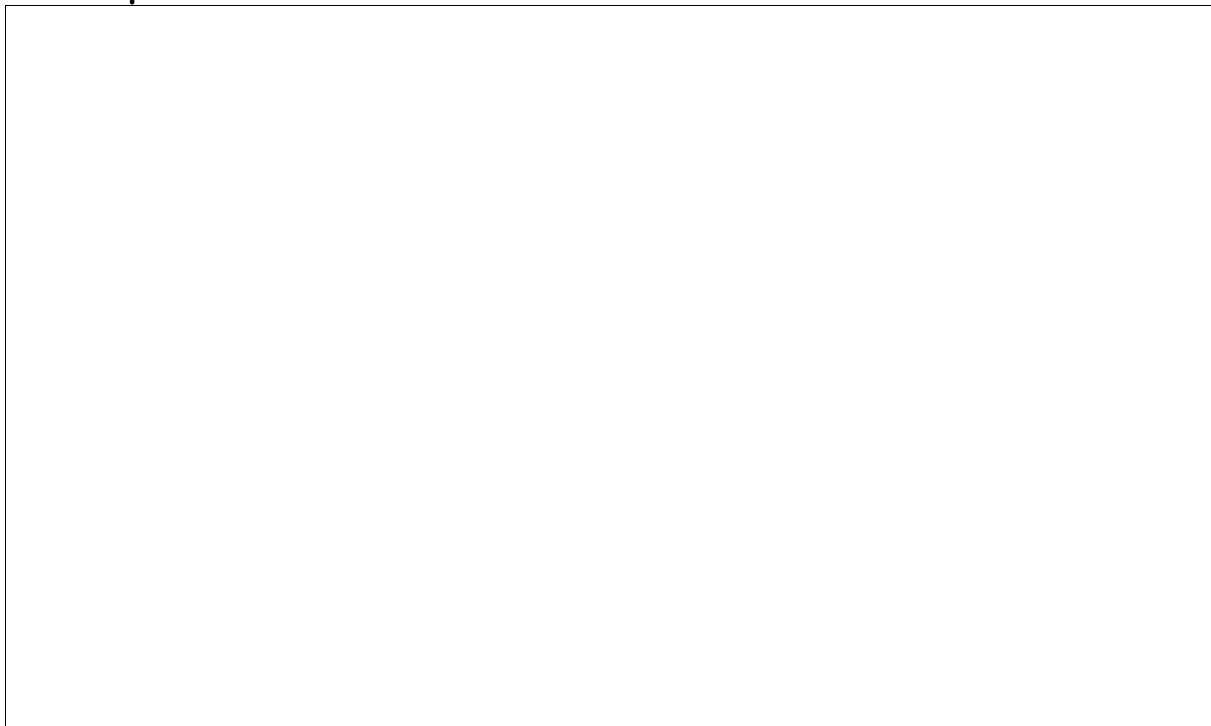
Before I tell a story or give a talk I have to plan what I am going to say and make sure that I know all the words.



Now I can talk about

.....

Draw a picture here



My new words

_____	_____
_____	_____
_____	_____
_____	_____

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided. I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in areas where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers.	I can take part effortlessly in any conversation of discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

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