

# ROMANI ROMANES

**TEACHING MATERIALS**

**FOR LOVARI ROMANI**

**Markéta Hajská, Jan Červenka**

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Teaching videos for each lesson are available online here:

<https://blogg.sh.se/romstuduni/lovari-romani/>

Dialogues by Markéta Hajská, Iveta Kokyová, Dana Hrušková and Žaneta Šusterová

Graphic design: Daniela Kramerová

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# ROMANI ROMANES

## LESSON 1

## BACHTÁLI PERÁŤA, ŠEJ!

### PRONUNCIATION AND NOTATION

In Lovari Romani length is indicated (*báro, šávo, phírel*).

Lovari Romani may distinguish between three types of the consonant *r*: *r* – *rr* – *í* (*kerel* – *rrom* – *áníe*). In this material we have decided not to use these different notations for the consonant *r*.

Adjectives of comparison: unlike in North Central Romani, the words are written separately (*maj feder X*, not *majfeder*)

The negative *čí* is written separately (*čí kerav X* not *čikerav*).

Double (geminate) consonants are written as double consonants (*tejja, dillo, ketťi*).

The consonant *i* in Lovari Romani is always written as *i*, never as *y*.

In this material we have decided to write some consonants with a hook (*č, š, ž*), although other variants of writing also appear internationally.

Example:

*č* (*či, čerhaj* – existing variants of writing are *csi, chi, cí, tschi*)

*š* (*šej* – other variants are *šej, schej, shej...*)

*ž* (*žanav* – other variants are *zhanav, žanav, žanav* atp.)

Although the laryngeal „kh“ is often transcribed as „x“ in the international linguistic materials, we use Czech and Slovak digraph „ch“ for it as it is usual in Czech and Slovak Romani texts (example: *chochavel*, often written as *xoxavel*).

### INFORMAL AND FORMAL “YOU”

Lovari Romani does not distinguish between informal and formal “you”. The second person singular of the verb and the pronoun *tu* are used to address everyone.

### BRIEF GRAMMATICAL OVERVIEW (not only for this lesson)

#### Articles

o – masculine singular

*o šávo, o Rom*

i – feminine singular

*i šej, i Romňi*

le/e – feminine and masculine plural

*le šáve (e šáve), le šeja (e šeja)*

#### Personal pronouns

me                      ame

tu                        tume

vou (voj /vov)      voun (von)

(pe)                    (pe)

#### Possessive pronouns

muro                    amáro

ťíro (ťo)                tumáro

lako                     lengo

lesko                    lengo

(pesko)                (pengo)

## Personal pronouns in the accusative case

### a) before the verb

man	amen
tut	tumen
les/la	len
pe(s)	pen

Example: *Tut kamav. Les akharav.*

### b) after the verb

ma	ame
tu	tume
le/la	le
pe	pe

Example: *Kamav tu. Akharav le.*

## Copular verb (“to be”)

*si* is unmarked (because it does not distinguish gender) and is combined with a marked demonstrative pronoun (e.g. *kodo /kodi*) or noun.

*Kodo si muro.* That is mine.

*Kodo kher si báro.* The house is big.

*Zápor – naj* (also unmarked)

*Vou naj zurálo.* He is not strong.

*O šávo naj khejre.* The son is not at home.

*O kher naj báro.* The house is not big.

The copula is often contracted in speech. In the 3rd person singular it is more common to use **-j** (after a vowel) or **-i** (after a consonant) rather than the copula **si**.

### Examples of contraction:

*Vou si gážo.* → *Vou gážo-j.*

*I šej si láši.* → *I šej láši-j.*

*Khejre si.* → *Khejre-j.*

*Sar si ti dej?* → *Sar-i ti dej?*

### Conjugation of copular verb (“to be”)

me sim	ame sam
tu sal/san	tume san
vou(j) si	voun si

### Interrogative pronouns

### EXAMPLES

### Translation

### Further equivalents

Interrogative pronouns	EXAMPLES	Translation	Further equivalents
<i>ko, kon</i> WHO	<i>Kon-i kodo?</i>	Who is it?	
<i>so</i> WHAT	<i>So-j kodo?</i>	What is it?	
<i>sar</i> HOW	<i>Sar sal/san?</i>	How are you?	
<i>sostar</i> WHY	<i>Sostar phušes?</i>	Why do you ask?	<i>mír, mínek, anda sos</i>
<i>sosko</i> WHAT	<i>Sosko-lo?</i>	What is he like?	
<i>soski</i> ...LIKE	<i>Soski-li?</i>	What is she like?	
<i>če</i> WHAT KIND OF	<i>Če manuša bešen khate?</i>	What kind of people live here?	
<i>savo</i> WHICH	<i>Savo manuš anda</i>	Which guy do you like?	
<i>ká/káj</i> WHERE	<i>Ká-li? f Ká-lo? m</i>	Where is she? Where is she?	
<i>ketti</i> HOW MUCH	<i>Ketti kouštálij?</i>	How much does it cost?	<i>keči, kenti</i>

## EXERCISES:

### Exercise 1

Watch the video recording *Bachtáli peráťa, šej!* Then, bit by bit, read and translate the transcript of the dialogue at the end of the lesson. There may be words that you do not understand very well, whose formation is not clear to you, which you would expect to be different given your previous knowledge of Romani, or which you need explaining for other reasons. Find these words and ask the teacher to explain them. At the end, watch the recording again bit by bit, and repeat the sections of dialogue after the speakers.

### Exercise 2

Answer the questions using whole sentences. First answer the questions about the first woman in the video (Piroš) and then about the second (Grófká).

#### I Piroš

- 1) Sar-i lake?
- 2) Si lako rom khejre?
- 3) Soski si laki šej?
- 4) Soski si laki áver šej?
- 5) Lake šėja šukára-j?

#### I Grófká

- 1) Ká si lako rom?
- 2) Sosko-j lako rom?
- 3) Soske-j lake šáve?
- 4) Mír žal má khejre i Grófká?
- 5) Sosko-j o d'ejš ad'ejš?

### Exercise 3

Complete according to the video recording:

#### I Piroš

- 1) I Grófká phušel: „Sar \_\_\_\_\_“ taj i Piroš phenel palpá-le, hod' \_\_\_\_\_
- 2) Lako rom akánik \_\_\_\_\_ khejre.
- 3) Lako rom \_\_\_\_\_
- 4) Lake šėja \_\_\_\_\_
- 5) Jejkh laki šej si \_\_\_\_\_
- 6) Áver šej naj \_\_\_\_\_, de si \_\_\_\_\_

#### I Grófká

- 1) Lako rom \_\_\_\_\_ khejre.
- 2) Lako maj phúro šávo si \_\_\_\_\_ taj

- 3) Áver šávo si \_\_\_\_\_, de vi vou \_\_\_\_\_
- 4) Laki šej i Boja si \_\_\_\_\_
- 5) Laki šej i Sedra si \_\_\_\_\_
- ž) I Grófká phendas: „Má bokháli \_\_\_\_\_, si te žav \_\_\_\_\_“.

### Exercise 4

Find all the greetings, wishes and words of thanks in the text. Conversations in Lovari Romani often contain a large number of them. Write down their meaning.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

### Exercise 5

Practise shortening the copula. Follow the example: Khejre si → Khejre-j.

- 1) Ťo rom khejre si?
- 2) I šej naďon šukár si.
- 3) O šávo si má báro.
- 4) O áver si inke cigno.
- 5) Muro rom si naďon zurálo.
- 6) Sar si tuke?
- 7) I šej god'aver si.
- 8) I Boja si nasváli akánik.
- 9) I Sedra si sasti.
- 10) Ad'ejš si naďon šukár d'ejš.

### Exercise 6

Add the correct form of the copular verb.

- 1) Me \_\_\_\_\_ i Piroš.
- 2) Tu \_\_\_\_\_ i Grófká?
- 3) Le šėja \_\_\_\_\_ nasvále.
- 4) O šávo \_\_\_\_\_ báro.
- 5) Tume \_\_\_\_\_ khejre.
- 6) Ame \_\_\_\_\_ god'aver.

## TRANSCRIPT OF VIDEO DIALOGUE:

### Bachtáli peráta, šej!

**Grófka:** Bachtáli peráta!

**Piroš:** Vi tuke!

**Grófka:** Šej, sar sal?

**Piroš:** Mišto-j. Aj tu, sar sal?

**Grófka:** Vi me mišto-j. Ká-lo, to rom?

**Piroš:** Muro rom naj akánik khejre. Gejto tar. Aj to rom, ká si?

**Grófka:** Muro rom khejre-j.

**Piroš:** Naj sosko-j to rom?

**Grófka:** Já, de muro rom nađon lášo-j.

**Piroš:** Taj te šáve? Sar si?

**Grófka:** Muro maj phúro šávo má báro-j. Taj nađon zurálo-j.

O áver šávo inke cigno, ká čak vi vou nađon zurálo-j. Sar te šeja?

**Piroš:** Mure šeja... Mišto-j. Kuki jejkh nađon šukár si. De kuki áver naj kecavi šukár. De nađon godáver si. Aj te šeja?

**Grófka:** Já, I Boja nasváli akánik. I Sedra sasti-j.

**Piroš:** Taj te šeja šukára-j?

**Grófka:** Šukára-j mure šeja. Vorta sar muro rom.

**Piroš:** Te aven tuke bachtále!

**Grófka:** Najisárav tuke.

**Piroš:** Ađejs nađon šukár d'ej-s-i, uđi?

**Grófka:** Ouva, nađon šukár.

**Grófka:** Má bokháli sim, si te žav khejre. Áš Dejvlesa, šej!

**Piroš:** Dejvlesa!

#### Vocabulary

ađejs <i>adv.</i>	today
akánik <i>adv.</i>	now
áver <i>adj.</i>	other, different, further
bachtálo <i>adj.</i>	happy
báro <i>adj.</i>	big
bešel <i>verb</i>	to sit, live
bokhálo <i>adj.</i>	hungry
cigno <i>adj.</i>	small
d'ej-s <i>noun, m.</i>	day
godáver <i>adj.</i>	clever
inke <i>adv.</i>	still, yet
jejkh <i>num.</i>	one
ká <i>adv.</i>	where
kecavo <i>pron.</i>	such
khejre <i>adv.</i>	at home
kuko <i>pron.</i>	that
lášo <i>adj.</i>	good
má <i>adv.</i>	already
maj phúro <i>adj.</i>	eldest, elder
mišto <i>adj.</i>	good
muro <i>pron.</i>	my
nađon <i>adv.</i>	very
najisárel <i>verb</i>	to thank
nasválo <i>adj.</i>	sick
ouva <i>part.</i>	yes
sar <i>pron.</i>	how
sasto <i>adj.</i>	healthy

sosko *adj.*

šávo *noun, m.*

šej *noun, f*

šukár *adj.*

taj *conj.*

ťiro/to *pron.*

tordol *verb*

tu *pron.*

uđi *part.*

vi *conj.*

vorta *adv.*

vou *pron.*

zurálo *adj.*

what...like

son, boy

girl, daughter

nice, beautiful

and

your

to stand

you

isn't it? etc.

also

exactly

he/she

strong

#### Basic phrases:

Lášo d'ej-s (ev. Lášo-j to d'ej-s)!

Najis(árav) tuke.

Naj pa sos.

Te del o Dej! vi tuke.

Te aven tuke bachtále!

Ká si? Ká-lo/Ká-li?

Sosko-j? /Soski-j?

Sar sal/san?

Mišto-j.

Gejto tar.

Žav khejre.

Áš Dejvlesa!

Dejvlesa!

Good day, hello!

Thank you.

You are welcome.

May God grant it to you too.

May they be happy! (lit.)

Where is he/she?

What is he/she like?

How are you?

Well.

He's gone away.

I'm going home. Jdu domů.

Goodbye (lit. Abide with

God).

Goodbye.

# ROMANI ROMANES

## LESSON 2 I VORBA LA HÍREŠOŇA ROMŇASA

### I vorba la hírešoňa romňasa

Šejinka and Ivetka each speak a slightly different dialect of Lovari Romani. Šejinka comes from the east of Slovakia, while Ivetka has roots in south west Slovakia."

This can be heard in their differing pronunciation of consonants (in each case we give first the east Slovak and then the south west Slovak variants):

- é/-ej (Dél /Dej, khére /khejre)
- â/-aj (gáži /gajži)
- ou/-ó (lóve / louve/, bóri /bouri)
- č/-ť (čiro /ťiro, hačarel /haťarel)

Some words are also different. Examples in the text include:

- kemňa /keňva
- skirij /iskirij
- akanak /akânik
- haj /taj

### VERB TENSES

#### Present tense

Regularly formed, with endings added to the verb root.

	<i>phen-el</i> „to say“	<i>asa-al</i> „to laugh“	<i>tord'-ol</i> „to stand“	<i>traj-ij</i> „to live“
<b>1st p. sing.</b>	phen- <b>av</b>	asa- <b>v</b>	tord'- <b>uv-av</b>	traj- <b>ij /-inav</b>
<b>2nd p. sing.</b>	phen- <b>es</b>	asa- <b>s</b>	tord'- <b>os</b>	traj- <b>is</b>
<b>3rd p. sing.</b>	phen- <b>el</b>	asa- <b>l</b>	tord'- <b>ol</b>	traj- <b>ij</b>
<b>1st p. pl.</b>	phen- <b>as</b>	asa- <b>s</b>	tord'- <b>uv-as</b>	traj- <b>in-as</b>
<b>2nd p. pl.</b>	phen- <b>en</b>	asa- <b>n</b>	tord'- <b>on</b>	traj- <b>in</b>
<b>3rd p. pl.</b>	phen- <b>en</b>	asa- <b>n</b>	tord'- <b>on</b>	traj- <b>in</b>

**Note:** The *-i-* class (as *traj-ij*) is used for borrowed verbs (from Romanian, Hungarian, Slovak or Czech).

Negation in the indicative mood:

The negative *či* is added: *Me či phenav. Tu či asas.*

#### Imperative mood

	<i>phen-el</i> „to say“	<i>asa-al</i> „to laugh“	<i>tord'-ol</i> „to stand“	<i>traj-ij</i> „to live“
<b>2nd p. sing.</b>	phen- <b>!</b>	asa- <b>!</b>	tord'- <b>uv!</b>	traj- <b>in!</b>
<b>1st p. pl.</b>	phen- <b>as!</b>	asa- <b>s!</b>	tord'- <b>uv-as!</b>	traj- <b>in-as!</b>
<b>2nd p. pl.</b>	phen- <b>en!</b>	asa- <b>n!</b>	tord'- <b>on!</b>	traj- <b>in-en!</b>

## Negation in the imperative mood

The negative *na* is added: *Na ker! Na keras! Na keren!*

## Past imperfect tense

Regularly formed by adding **-as** to the present tense forms.

Only in the 1st person singular has the flective-agglutinative form *-av-as* become shortened to *-ous*.

	<i>phen-el</i> „to say“	<i>as-al</i> „to laugh“	<i>tord'ol</i> „to stand“	<i>traj-ij</i> „to live“
<b>1st p. sing.</b>	phen- <b>ous</b>	as- <b>ous</b>	tord'- <b>uv-ous</b>	traj- <b>in-ous</b>
<b>2nd p. sing.</b>	phen- <b>es-as</b>	asa- <b>s-as</b>	tord'- <b>os-as</b>	traj- <b>is-as</b>
<b>3rd p. sing.</b>	phen- <b>el-as</b>	asa- <b>l-as</b>	tord'- <b>ol-as</b>	traj- <b>ij-as</b>
<b>1st p. pl.</b>	phen- <b>as-as</b>	asa- <b>s-as</b>	tord'- <b>uv-as-as</b>	traj- <b>in-as-as</b>
<b>2nd p. pl.</b>	phen- <b>en-as</b>	asa- <b>n-as</b>	tord'- <b>on-as</b>	traj- <b>in-as</b>
<b>3rd p. pl.</b>	phen- <b>en-as</b>	asa- <b>n-as</b>	tord'- <b>on-as</b>	traj- <b>in-as</b>

## Past perfect tense

Formed by adding a regular ending to the perfective root.

Perfective roots are created in various different ways.

	<i>phen-el</i> „to say“	<i>as-al</i> „to laugh“	<i>tord'ol</i> „to stand“	<i>traj-ij</i> „to live“
<b>1st p. sing.</b>	phen- <b>d-em</b>	asa- <b>nd-em</b>	tord'- <b>il-em</b>	traj- <b>in-d-em</b>
<b>2nd p. sing.</b>	phen- <b>d-al/-an</b>	asa- <b>nd-al/-an</b>	tord'- <b>il-al/-an</b>	traj- <b>in-d-al/-an</b>
<b>3rd p. sing.</b>	phen- <b>d-as</b>	asa- <b>nd-as</b>	tord'- <b>il-as</b>	traj- <b>in-d-as</b>
<b>1st p. pl.</b>	phen- <b>d-am</b>	asa- <b>nd-am</b>	tord'- <b>il-am</b>	traj- <b>in-d-am</b>
<b>2nd p. pl.</b>	phen- <b>d-an</b>	asa- <b>nd-an</b>	tord'- <b>il-an</b>	traj- <b>in-d-an</b>
<b>3rd p. pl.</b>	phen- <b>d-e</b>	asa- <b>nd-e</b>	tord'- <b>il-ine/-e</b>	traj- <b>in-d-e</b>

### Exceptions to the formation of the perfective:

There are gender-distinguishing variants in the 3rd person singular:

instead of *-las* → *-li /-lo*

for example:

*gejlas* → *gejli /gejlo* (above all in the phrase *gejli tar /gejlo tar*)

*mátilas* → *mátili /mátilo*

*avilas* → *avili /avilo*

## FORMATION OF THE PERFECTIVE ROOT AND EXCEPTIONS

**For Class (-e-) (example *phenel*):**

**There are two groups, which differ in the third person plural:**

**a) longer form – perfective root plus ending *-ine***

*del* → voun **dine**

**Similarly:**

*trádel* → *trádine*; *lel* → voun *line*; *čorel* → *čourdine*; *šudel* → *šudine*; *čufilel* → *chutildine*; *šorel* → *šordine*

**b) shorter form – perfective root plus ending *-e***

*čumidel* → voun *čumide*; *kerel* → voun *kerde*

## Perfective roots:

### Verbs whose roots end in *l, n, r* → a *-d-* is inserted

kerel → kerdem  
khelel → kheldem  
phenel → phendem  
phírel → phírdem

### Verbs whose roots end in *g, k, kh, m, s, ś* → an *-l-* is inserted

dikhel → dikhlas  
phagel → phaglas  
kamel → kamlas

### Verbs ending in *-ajv* → an *-l-* is inserted, but the *-v-* disappears

bokhajvel → bokhajlem  
cholajvel → cholajlem

### Verbs ending in *-v* → the consonant *-d-* is added as part of the stem, and the *-v-* disappears

thovel → thodem  
kiravel → kiradem

## Exceptions /irregular changes to the root

avel → avilem  
bistrel → bisterdem  
d'ilabel → d'ilabandem  
chuřel → chuklem (chuřilem)  
ingrel → ingerdem  
merel → múlem  
pel → pillem  
perel → pejlem  
rovel → rúnem  
sovel → sútem  
suvel → súdem  
uřfel → uřtilem  
žanel → žanglem

## Exceptions in Class (-a-) (example *asal*)

daral → darajlem  
chal → chálem  
pařal → pařajlem/ pařandem  
prasal → prasajlem  
žal → gejjem

## Exceptions in Class (-uv-) (example *tord'ol*)

bunuj → bunusajlem  
gindoř → gindosajlem



## Exceptions in Class (-i-) (example *trajij*)

šol → šuttem

## Future tense

Formed regularly: present tense forms plus **-a**

In the 1st person singular the original **-av** has once again been shortened to **-ou**

	<i>phen-el</i> „to say“	<i>as-al</i> „to laugh“	<i>tord-ol</i> „to stand“	<i>traj-ij</i> „to live“
<b>1st p. sing.</b>	phen- <b>ou</b>	as- <b>ou</b>	tord'- <b>uv-ou</b>	vorb- <b>in-ou</b>
<b>2nd p. sing.</b>	phen- <b>es-a</b>	as- <b>as-a</b>	tord'- <b>os-a</b>	vorb- <b>is-a</b>
<b>3rd p. sing.</b>	phen- <b>el-a</b>	as- <b>al-a</b>	tord'- <b>ol-a</b>	vorb- <b>ij-a</b>
<b>2nd p. pl.</b>	phen- <b>as-a</b>	as- <b>as-a</b>	tord'- <b>uv-as-a</b>	vorb- <b>in-as-a</b>
<b>2nd p. pl.</b>	phen- <b>en-a</b>	as- <b>an-a</b>	tord'- <b>on-a</b>	vorb- <b>in-a</b>
<b>3rd p. pl.</b>	phen- <b>en-a</b>	as- <b>an-a</b>	tord'- <b>on-a</b>	vorb- <b>in-a</b>

## Notes

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## EXERCISES

### Exercise 1

Complete the missing words:

**I vorba la hírešoňa romňasa**

Šejinka: T' \_\_\_\_\_ bachtáli, but berš te \_\_\_\_\_! Sar \_\_\_\_\_?

Ivetka: Vi tu te aves bachtáli! But berš te \_\_\_\_\_!

Šejinka: Te del o Dél! Sar \_\_\_\_\_?

Ivetka: Me bušuvav Iveta Kokyová.

Šejinka: Aha. Aba \_\_\_\_\_ prá tute. Šundem, hoj tu \_\_\_\_\_ igen hírešo spisovaťelka.

Ivetka: \_\_\_\_\_ tuke.

Šejinka: Le manuš aven te \_\_\_\_\_ číre kemňi, so \_\_\_\_\_

Ivetka: Akánik lošárdal ma! De so iskirij: \_\_\_\_\_ pa muro trajo, pa muro čaládo, pa muro nípo taj kadej. No. Keťívar si, hod' \_\_\_\_\_ kadej paj školi, taj le gáže \_\_\_\_\_ ma.

Šejinka: Aj \_\_\_\_\_ vi aver šiba?

Ivetka: Ouva, \_\_\_\_\_ žanav polcicka, rusicka, gažikanes taj romanes.

Šejinka: Mange \_\_\_\_\_ číre kemňi. Vi ávrenge, šundem, tecon igen šukáres číre kemňi, so \_\_\_\_\_ Taj me kamous te \_\_\_\_\_ jekh kemňa, pa Rom, sar varekana trajinas, so skirinas pa Rom, sar \_\_\_\_\_ le grastenca, šundem, taj kodo sa téle \_\_\_\_\_

Ivetka: Me mindik \_\_\_\_\_ mange le keňvi pa história Romengi, katka. Te \_\_\_\_\_ šaj \_\_\_\_\_ tuke. Le tuke.

Šejinka: \_\_\_\_\_ mange haj ginou. Haj aven vi áver gáže te \_\_\_\_\_ číre kemňi? Te \_\_\_\_\_ peske le kemňi? Pa Rom, sar sas?

Ivetka: Kadej, kana si, hod' \_\_\_\_\_, aven vi but gáže, taj vi le Rom \_\_\_\_\_

Šejinka: Haj sičáres len vareso pa Rom? Napríklad le gáženge \_\_\_\_\_ Pa Rom, sar sas? Ke si vi kase gáže, so \_\_\_\_\_ vi le Romenca te \_\_\_\_\_ pe. Vi Romňa.

Ivetka: Aj ouva.

Šejinka: Aba akanak kadej.

Ivetka: Kadej si. No, \_\_\_\_\_ le, \_\_\_\_\_ le gážen romání šib. Akánik ando marco phutrela pe ávri pi škola, hod' \_\_\_\_\_ ávri inke jekha gážasa romání šib.

### Exercise 2

Answer the questions on the text:

- 1) Kon-i i Ivetka?
- 2) Soske šiba žanel i Ivetka?
- 3) Pa sos iskirij?
- 4) Kasa siťol i romání šib?
- 5) Kas siťol i Ivetka?
- 6) Soski keňva rodelas i Šejinka?

### Exercise 3

Underline all the verbs in the text and decide what tense they are. Work independently. Consult your teacher if any forms are unclear.

### Exercise 4

Give the past tenses of the verbs in brackets.

Detehára (ušťel).

(thovel) pesko muj taj peske dand.

(kerel) ávri peski káveja, (makhel) o marno čhilesa.

(pel) i káveja taj (chal) o marno.

(kiravel) láši zumi peske čaládoske.

Pala mizmejri (ginel) jekha keňva, taj (siťol) ekh cera i matematika.

Ratí (dikhel) pi televíza.

Pala kodo(žal) te sovel.

### Exercise 5

Return to exercise 4. Now try to give the future tense of the verbs in brackets. Answer the question: So kerela i Šejinka tehára?

## Exercise 6

Put the words in the following dialogues into the correct form:

1)

Me (dikhel) tu. Tu khate (sovel)?

Níči, me či (sovel), fere (pašlol).

2)

Tume so (kerel)?

Ame fere (bešel), či (kerel) búfi akánik.

3)

Me tut (kamel).

De tu či (kamel) ma.

4)

Sar (bušol) kodo Rom?

Me či (žanel). Tu les či (pinžárel)?

Jo, me (pinžárel) le, vou ando Požono (bešel).

Ame (pinžárel) jejkh ávres but berš. Ame varikana (bešel)

khetánes. Sar šavoura (ame - phírel) khetánes andi škola.

## Notes

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## TRANSCRIPT OF VIDEO DIALOGUE:

### I vorba la hírešoňa romňasa

**Šejinka:** T'aves bachtáli, but berš te trajis! Sar bušos?

**Ivetka:** Vi tu te aves bachtáli! But berš te trajis!

**Šejinka:** Te del o Dél! Sar bušos?

**Ivetka:** Me bušuvav Iveta Kokyová.

**Šejinka:** Aha. Aba šundem prá tute. Šundem, hoj tu san igen hírešo spisovaťelka.

**Ivetka:** Najis tuke.

**Šejinka:** Le manuš aven te dikhen číre kemňi, so skiris.

**Ivetka:** Akánik lošárdal ma! De so iskirij: iskirij pa muro trajo, pa muro čaládo, pa muro nípo taj kadej. No. Keťivar si, hod' phírav kadej paj školi, taj le gáže kharaven ma...

**Šejinka:** Aj žanes vi aver šiba?

**Ivetka:** Ouva, žanav. Žanav polcicka, rusicka, gažikanes taj romanes.

**Šejinka:** Mange tecoj číre kemňi. Vi ávrenge, šundem, tecon

igen šukáres číre kemňi, so skiris. Taj me kamous te rodav jekh

kemňa, pa Rom, sar varekana trajinas, so skirinas pa Rom, sar trajinas le grastenca, šundem, taj kodo sa téle skirinas.

**Ivetka:** Me mindik garađuvav mange le keňvi pa história Romengi, katka. Te kames, šaj les tuke. Le tuke.

**Šejinka:** Lou mange haj ginou. Haj aven vi áver gáže te dikhen číre kemňi? Te ginen peske le kemňi? Pa Rom, sar sas?

**Ivetka:** Kadej, kana si, hod' ginav, aven vi but gáže, taj vi le Rom aven.

**Šejinka:** Haj sičáres len vareso pa Rom? Napríklad le gáženge... Pa Rom, sar sas? Ke si vi kase gáže, so kamen vi le Romenca te inkren pe. Vi Romňa.

**Ivetka:** Aj ouva.

**Šejinka:** Aba akanak kadej.

**Ivetka:** Kadej si. No, siťaras le, siťaras le gážen románi šib. Akánik ando marco phutrela pe ávri pi škola, hod' siťarasa ávri inke jejkha gajžasa románi šib.

### Vocabulary:

bušol <i>verb</i>	to be called	keťivar <i>num.</i>	(how) many times
čaládo <i>noun, m.</i>	(nuclear) family	kharavel <i>verb</i>	to invite, call
de <i>conj.</i>	but	lošárel <i>verb</i>	to please, make someone happy
garađol <i>verb</i>	to cover, hide	nípo <i>noun, m.</i>	(extended) family
hírešo <i>adj.</i>	famous, well-known	pa, prá <i>prep.</i>	about
inkrel (likrel, ikrel) <i>verb</i>	to respect, hold someone	phutrel pe ávri <i>verb</i>	to open
	in regard, hold	siťarel <i>verb</i>	to teach
katka <i>adv.</i>	here	trajij <i>verb</i>	to live
keňva (kemňa) <i>noun, f.</i>	book	trajo <i>noun, m.</i>	life
		tecoj <i>verb</i>	be pleasing to someone

### VBasic phrases:

Haťares ma? Haťardal ma?	Do you understand? Did you understand?
Ouva/jo, haťárov. Níči/na, či haťárov.	Yes, I understand. No, I don't understand.
Sar bušos?	What's your name?
Me bušuvav....	I'm called... / My name is...
Ká bešes?	Where do you live?
Ká sal/ ká san?	Where are you?
Khatar sal/san?	Where are you from?
Khatar sármozis?	Where do you come from?
Khátar. Andaj Praha. Pa Touco.	From here. From Prague. From Slovakia.
Pa Čecho.	From Bohemia.
So keres? Sávi butí?	What do you do? What job?
Ko vorbij?	Who's talking?