

ROMANI ROMANES

TEACHING MATERIALS

FOR NORTH CENTRAL ROMANI

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The teaching videos and audio recordings for the individual lessons can be found online here:
<https://blogg.sh.se/romstuduni/northcentral-romani/>

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ROMANI ROMANES

LESSON 1

SAR SAL?

GRAMMAR

textbook Šebková – Žlnayová: Romaňi čhib, lesson 2 (alphabet and spelling), lessons 3 and 4 (nominal gender, copular verb, plural, adjectives), lesson 7 (informal and formal modes of address)

Note on the video *Servus, sar sal?*

The video focuses on basic conversation, but it contains at least two cultural “curiosities“. One is that in the traditional community it is not the custom for an unaccompanied adult male to visit a woman who is alone, especially one who is not a relative. It is also not customary to not give food to a visitor, even when he mentions he is hungry. We also show this in another lesson (see the video “Sar pes tavel o haluški?“) However, it is also not generally considered polite when visiting to indicate that you are hungry.

EXTENSIONS, ADDITIONS AND CORRECTIONS TO THE TEXTBOOK:

1. Alphabet and spelling (lesson 2)

The notation of certain dialect variations in consonants is governed in North Central Romani by the interdialectal spelling principle. The rules recommend that notation should follow the main, that means phonological principle, but applied to the whole of North Central Romani.

1) Consonants that differentiate meaning are notated, but their local variants are not.

Example: It is not usually recommended that the aspirated *th* be written in words such as *maṭhi* (fly). Majority variants such as *mačhi* are recommended.

2) The interdialectal element can be seen more distinctly in adherence to writing the counterparts *d/dž* and *t/č*. This traditionally exists in Romani, and is commonly used in a sizeable part of Slovakia (and thus also by many Roma in the Czech Republic).

Examples: *dives* (day), *džives* (you live), *buṭi* (work), *čučo* (empty)

On the other hand there is a fairly large area (the eastern Slovak areas of Spiš and Šariš), in which a large number of Roma traditionally live, where these counterparts merge. Roma from this area thus say both *džives* = day and *džives* = you live, *buči* = work and *čučo* = empty. By contrast, in the area of northern Záhorie in western Slovakia the consonant *dž* has died out and people there say *gađo* (= farmer, non-Rom) and *đav* (I go). It may thus happen that Romani speakers whose families come from these areas will not, according to this principle, write exactly as they speak.

Examples: A Rom who says *kerđom bari buči* will, according to the rule, write *kerđom bari buči* and a Rom who says *đav ko gađe* will write *džav ko gadže*.

N.B. This principle is often misunderstood to mean that one should also speak according to the rule, in other words that it represents a more correct, formal type of Romani. The codification does not go this far, however, and Milena Hübschmannová, the chief author and promoter of the rules, always used to add that every Rom would read this notation in accordance with his or her own dialect – and that this is entirely correct.

We will not, however, pretend that the rule is entirely self-evident:

above all, for someone who is unused to distinguishing between *d'* and *dž* it is fairly difficult to learn when to write *d'* and when *dž*. As a result, the interdialectal rule is a frequent source of departure from spelling norms, and also a source of repeated suggestions that it be rescinded.

In the most recent edition of the spelling rules of North Central Romani, issued in Bratislava in 2006, and in accompanying publications leading to the official declaration of standardisation, the interdialectal rule is, however, fully observed, and it is even thus called for the first time in the spelling declaration. However, the question remains as to where the boundary of this rule lies. It is gradually being confirmed on the basis of the above-mentioned counterparts *d'/dž* and *č/č*, although it also aspires to the variants *d'ives* instead of the minority *gjives*, *pora* instead of the minority *poura* and so on. It is, of course, possible that in these cases the minority variants are not written above all because their minority nature means no current speakers of these dialects are transferring them into written Romani.

2. The copular verb (lesson 3)

hin is unmarked (because it does not distinguish gender) and is used in cases where we cannot ascertain the gender from a statement in the position of the theme. We thus tend to use an unmarked copula after the indefinite demonstrative pronoun *oda*, for example *oda hin kher*, this is a house.

hin-o/hiň-i are marked, and can only be used if we know in advance (from the previous context or the theme) what the gender is (e.g. *oj hiňi šukar*). In most cases the marked copula with gender ending appears with an animate noun.

The copula can only be left out in eastern varieties of North Central Romani (as it is in local Slovak dialects) and not, for example, in western Slovakia.

(following lesson 4, p. 39)

The gender endings of the copular have adjectival form. This means that the plural is *hine* for both genders, just as in the adjectives *parne*, *bare* etc.

3.A1. Adjectives (lesson 3, p. 24)

To the adjectives needs to be added the word *phuj*, bad. It is fairly widespread variant of the word *nalačho*.

4. Formal and informal “you” (lesson 7)

(p. 56) The main thing to remember here concerns the reciprocity of formal and informal “you”. In the traditional model, still in use among Roma, an older, unfamiliar person will address a younger person using informal “you” and the younger person will address them back using the formal “you”. In modern, for example Czech, society people tend to use either informal or formal “you” to each other. Note also that with the formal “you” the verb is in the plural, but adjectives normally are not (*Aven ajsi lačhi*).

EXERCISES

Exercise 1.

Watch the video recording “Servus, sar sal?” and 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, using whole sentences, the following questions relating to the dialogue “Servus, sar sal?”

- 1) Kaj hin leskeri romňi?
- 2) Hin lakero rom khere?
- 3) Kaj hino lakero rom?
- 4) Savo hin lakero rom?
- 5) Savi hiňi leskeri romňi?
- 6) Savi hiňi leskeri sasuj?
- 7) Save hine leskere čhave?
- 8) Save hine lakere čhaja?
- 9) Hin leskere čhaja saste?
- 10) Soske džal o Rom imar khere?

Exercise 3.

Complete in accordance with the video recording or transcript:

- 1) E Romňi phučel, „sar sal“ u o Rom odphenel, hoj _____
- 2) Lakero rom akana _____ khere. Jov _____ het.
- 3) Lakero _____ lačho, buťakro.
- 4) E Marča akana hiňi _____ e Vjerka hiňi _____
- 5) Leskeri romňi _____ aľe e sasuj _____
- 6) The leskero baro čhavo, the o terno hine _____
- 7) Jekh lakero čhaj _____ imar bari, u _____ igen šukar.
- 8) Leskere čhaja _____ šukar sar _____

9) Adadžives hin igen _____ džives.

10) O Rom imar _____, ta _____ het.

Exercise 4.

Ask a classmate questions in Romani. He or she should answer using whole sentences where possible (these do not need to be true):

- 1) How are you?
- 2) How many brothers and sisters do you have?
- 3) What is your father like?
- 4) Where is your grandmother?
- 5) Where is your mother?
- 6) What is your mother like?
- 7) What is his (her) mother like? (You ask a third classmate, who answers on the basis of the second classmate's answer).
- 8) What am I like? (The classmate has to answer that you are clever).
- 9) Is your mother pretty?
- 10) Is your father strong?

TRANSCRIPT OF VIDEO DIALOGUE

Servus, sar sal?

Rom: Servus, čhaje, sar sal?

Romňi: Servus! Ta, mištes. A tu, sar sal?

Rom: Tiž mištes.

Romňi: U kaj hiňi tiri romňi?

Rom: Miri romňi khere. A tiro rom, kaj hino?

Romňi: Ta miro rom akana nane khere. Jov hino het.

Rom: A savo hino tro rom?

Romňi: Ta, miro rom hino lačo, buťakro. U savi hiňi tiri romňi?

Rom: E romňi igen lačhi, aľe e sasuj phuj.

Romňi: U so tire čhave?

Rom: Miro baro čhavo hin imar baro a hino igen zoralo. O terno čhavo hin mek cikno, he tiž igen zoralo. A so tire čhaja?

Romňi: Jekh hiňi imar bari, u hiňi igen šukar. Aver nane ajsi šukar, aľe hiňi goďaver. U tire čhaja?

Rom: Jaaj, jekh akana hiňi nasvaľi, e Marča. Aľe aver, e Vjerka, hiňi sastı.

Romňi: Hin tire čhaja šukar?

Rom: Hine šukar, sar miri romňi.

Romňi: Adadıves šukar đıves, na?

Rom: He, igen šukar. No, som imar bokhalo, ta ačh Devleha!

Romňi: He tu dža Devleha!

Rom: Paľikerav.

Notes on video

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LESSON 2

KAJ DŽAS, DAVID?

GRAMMAR

textbook Šebková – Žlnayová: Romaňi čhib, lesson 13 (accusative), lesson 14 (phrase meaning “have”), lesson 16 (future tense)

Explanations of some of the more difficult forms from the video “Kaj džas, David?“, which a student on the level of this lesson would not yet understand:

Hradcoste = in Hradec Králové (locative case)

geľas = went, left (perfective past tense)

Notes on grammar

EXERCISES

Exercise 1.

Watch the video “Kaj džas, David?” and then read in pairs the transcript of the dialogue at the end of the lesson (this time without translating it). Then answer the following questions using whole sentences:

- 1) Kaj džal o David?
- 2) Bešel o David andro foros vaj andro gav?
- 3) Kaj bešel e Iveta?
- 4) So kerel lakero rom?
- 5) Keci hin le Davidos čhave?
- 6) Keci čhave hin la Iveta?
- 7) Hin la Iveta cikne čhavore?
- 8) So tavel e Iveta adadžives?
- 9) Savi bući kerel o David?
- 10) Soske o David imar džala khere?

Exercise 2.

Watch the video again. The teacher will stop it after each part (ideally after the question and answer). Try, in pairs, to repeat the speech as precisely as possible. Then read the dialogue from the transcript at the end of the lesson and translate it sentence by sentence. The teacher will correct you and explain any difficult parts.

Exercise 3.

Translate into Romani:

- 1) I have six children.
- 2) My mother has five children: three boys and two girls.
- 3) When I am big, I will have two cars.
- 4) Tomorrow I will go shopping.
- 5) My brother has a lot of money.
- 6) Will you come tomorrow?
- 7) I'll come if I have enough money for the journey.
- 8) Won't you be afraid?
- 9) The old Rom has only three children. He has one son and two daughters.
- 10) Tomorrow all my brothers will come.

Exercise 4.

Put into the future tense:

- 1) Me som šefos.
- 2) Tu džas khere?
- 3) So taves?
- 4) Tut hin šukar čhave.
- 5) Mira da hin čepo love.
- 6) Miri phen (pes) igen ladžal.
- 7) Savore leskere čhave pristan het.
- 8) Mire dades hin kuč lači lavuta.
- 9) Me kamav la Jolana.
- 10) Soske na džas khere?

TRANSCRIPT OF VIDEO DIALOGUE

Kaj džas, David?

Iveta: Kaj džas, David?

David: Džav khere.

Iveta: A kaj akana bešes?

David: Kadej. Andro gav.

Iveta: Me bešav akana Hradcoste, oda dureder.

David: He? Mišto.

Iveta: Sar tiri romňi?

David: Lačhes hiňi. A tro rom?

Iveta: Ta, mro rom lačhes. Phirel andre buťi, zarodel lovore, lačhes, sa.

David: Lačhes. Ta mišto akor.

Iveta: Keci hin tut, Dajo, čhave?

David: Trin man hin.

Iveta: He man hin trin čhave. Imar bare hine a imar baba som.

A hin man imar pandž vnučata.

David: Aha.

Iveta: So tavel tri romňi?

David: Goja. A tu so taves?

Iveta: Me adađives tavav zumin the holubki kerav.

David: Lačhes, lačhes. He me oda rado chav.

Iveta: A tu keres buťi akana?

David: He. Kerav buťi kade, na dur, kadej andro sklados.

Iveta: A džal tuke e buťi?

David: Džal mištes. Maj avava šefos... A so adej keres?

Iveta: Ta me kadaj bešav, me užarav pre miro rom. Gelas veraso

te cinel. No a sar avla, ta džava leha palis khere.

David: He me mušinav khere te džal, bo e romňi man užarel.

Ta džav khere, no...

Iveta: No, ta akor lačhes. Ta dža Devleha.

David: Tak ačh Devleha, pheňe!

Notes on the video

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LESSON 3

SAR PES TAVEL O HALUŠKI?

GRAMMAR

textbook Šebková – Žlnayová: Romaňi čhib, lesson 17 (imperfect), lesson 25 (perfective past), lesson 32 (the instrumental case).

EXTENSIONS, ADDITIONS AND CORRECTIONS TO THE TEXTBOOK:

1. Imperfective past tense (lesson 17)

(pp. 125 and 126): instead of the concept “the verb *te jel*” it is better to say “the copular verb”.

(p. 126, on the dialectological note): forms with *-áhi* are in fact South Central Romani, in other words another dialect, so we note them here only as a point of interest. However, the forms *te ovel/te avel* are distinguished not only in this dialect, but also in western Slovakia (and thus also in Moravia), which is North Central dialect.

2. Perfective past tense (lesson 25)

(from p. 182) The term “perfective” is now preferred to “perfect” in contemporary Romani linguistics.

(p. 182): For verbs in the second category there is a variant perfective ending *-ilom, -ilal* etc., such as *darand'ilom*, which is (out of interest) sometimes rather the perfective of the relevant category 3 verb (e.g. *daral/darandol*). Similarly (see p. 183) there are parallels for category 1 and 3 verbs: however, *ačhilom* may also be from the category 3 verb *ačhol*. From *kampel/kampol* we then have *kampila(s)*, from *uštel* the perfective form *uštilom*, and as well as *dživel* central Slovakia also has the verb *židol*, and from it the perfective *žid'ilom*. And *predžid'ilom* is a form also used in eastern Slovakia.

(p. 183): The formulation “the perfect of borrowed verbs” you will no doubt translate to yourself as “the perfective of xenoclitic verbs”. It is not in this case, however, a morphologically-separate category. *Pisindom* is the same as *cindomi, phendom* and so on.

(p. 183) The perfective of the copular verb is described, but it is questionable whether in the indicative mood it is widely used. A native speaker might add his or her personal linguistic experience at this point in the lesson.

(p. 184): A more suitable expression than “the perfect of iterative verbs” would be the formulation “the perfective of quantifying verbs”. What is referred to as the iterative in Romani does not always refer to repetition over time, but sometimes also to the quantity of an action. For example *markerel* may mean “to beat a lot” and not always “to beat repeatedly”.

(p. 184): The contrast between the imperfect and the perfective is not always described clearly. It might also be said that the imperfect expresses what went on and the perfective what happened. In other words, the basic contrast lies in action being uncompleted, ongoing etc. in the case of the imperfect and completion in the case of the perfective.

3. The instrumental case (lesson 32)

(p. 237): By way of interest and comparison, the ending of the instrumental is from the original *-sa*. This is preserved, for example, in the Vlax dialects (*phralesa* as opposed to the North Central *phraleha*).

Explanation of some of the more difficult forms from the video “Sar pes tavel o haluški?” that a pupil on this level would not yet understand:

The expressions *tadol* and *peťol* are category 3 verbs, with passive meaning, and belong to the verbs *tavel* and *pekel*. In other words *mukav (hoj te) tadol* means “I’m leaving it to boil”, “I’m leaving them to boil” etc. Similarly *mukav te peťol* “I’m leaving it to bake” and so on.

EXERCISES

Exercise 1.

Watch the video “Sar pes tavel o haluški?” Notice, among other things, the new grammar in it, and then read the transcript of the dialogue at the end of the lesson. Now write down all the newly-explained grammatical forms from the dialogue and translate them:

- 1) All the imperfect past forms.
- 2) All the perfective past forms.
- 3) All the instrumental forms.

Exercise 2

Write down or read from the interview all the expressions related to cooking. Put them in their elementary forms and translate them.

Exercise 3.

Put into the perfective past and write correctly according to the rules of Romani spelling:

- 1) Me kerav bari bući.
- 2) Miri romñi tavel lačhe haluški.
- 3) Mire čhaja taven zumin the masoro.
- 4) E Gizka chal ke daj.
- 5) Me šoha na marav mire čhaven.
- 6) Soske dikhes pre kaja čhaj?
- 7) Amen nič na phenas.
- 8) Me darav pes te marel.
- 9) So keren, Romale?
- 10) Ola terne Roma keren diliñipen.

Exercise 4.

Translate:

- 1) Čirla o Romñija but tavenas haluški ciraleha vaj jarminaha, akana buter udzimen maseha.
- 2) Sar terno me phiravas mira romñaha the mire šougoriha andre škola.
- 3) O gadže kenas bući pro maļi le grajenca.

4) Soske pijehas sako d'ives lovina?

5) Amaro šefos sako paraščovin phirelas amenca andre karčma.

6) O Roma šegetinenas le gadženge vaš o chaben.

7) Me phiravas mire phraleha andro aver gav pal duj pheña.

8) Sako kurko phirlas te bašavel jekh phuro lavutaris peskere čhavenca.

9) Pre kadi brigada nič na kerahas, ča pijahas the bavinahas karti le gadženca.

10) Pre zabava has but čhaja, čhavale, soske lenca na khelenas?

TRANSCRIPT OF VIDEO DIALOGUE

Sar pes tavel o haluški?

Iveta: No av andre, av andre! Av andre, beš tele!
Gizka: No, avlom tut te dikhel, ča...
Iveta: Lačhes, beš tele!
Gizka: No.
Iveta: Kaj salas?
Gizka: Ta somas ke mri daj.
Iveta: Ta so, lačhes?
Gizka: Lačhes.
Iveta: Kava pijes abo čajocis tuke kerav, abo pañi?
Gizka: Na kamav nič. Ma.
Iveta: Hem ara, čhaje. Kerav tuke čajocis, užar, maj anav tuke.
Gizka: Hem pijlom ke mri daj.
Iveta: Hem oda jekh, na bešeha pro čučes. Le ake. Imar cukros tuke čhidom andre.
Gizka: Savoro?
Iveta: Hej. Sa hin andre.
Gizka: Ta lačhes.
Iveta: Pij. He kidav tuke te chal?
Gizka: Na kamav, ma, ma de man. Čhalom ke mri daj.
Iveta: Čhavale, joj ñigda šoha na kamel te chal, sar avel.
Gizka: Ta džanes...
Iveta: Hem kidav tuke. Užar.
Gizka: Ta dikh, savi som thulí.
Iveta: Ałe thulí sal...
Gizka: Hem furt chav.
Iveta: Rajkañi džuvlí sal. Užar, užar, kerav tuke.
Gizka: Hem savore mange phenen.
Iveta: Dikh, so tađom. Haluški siroha. No ča koštin či lačhe.
Gizka: Joj Ivet, ma ruš, ałe me na chav ajse.
Iveta: Save chas?
Gizka: Me kamav jarminaha.
Iveta: Ta kerđom le romeske ekstra, udzimen mas andre andre čhidom, jarmin... Užar, kerav tuke aver, užar.
Gizka: Lačhes.
Iveta: Mro rom rado chal kavka, dikhes, jarminaha. Užar, kidav tuke, le!
Gizka: Ta garuves, no.
Iveta: Ałe garuvav, hi, tiro šero. Užar, kidav tuke kavka grulí, no.
Gizka: He masoro mange thov.
Iveta: Hem ma dara, thovava tuke, le, cha.
Gizka: No, čhavale.
Iveta: No ake le, cha.
Gizka: Savo šukar tañiricis.
Iveta: Mri daj man diñas.
Gizka: Hm. He grulí thoves?
Iveta: Hej. Gruľenca kerav. A tu sar keres? Sar keres haluški?

Gizka: Ta me na thovav grulí.
Iveta: A so, thoves bije, bije grulí, hi. Jaj? Ta me kavka kerav.
Gizka: No.
Iveta: Čhingerav... Šun, sar kerav: Čhivav mange olejicis, čhingerav mange cibula, čhivav andre, biľarav, mukav te peťol...
Gizka: Fajne.
Iveta: Paľis čhivav upral jarmin. Mukav, hoj te tađol, thovav se-
raha, thovav mange bareder piri...
Gizka: A e jarmin le pañeha, vaj... thoves?
Iveta: Na, phenav tuke, hoj ekstra mange thovav.
Gizka: Sar ekstra?
Iveta: Andre aver piri thovav.
Gizka: No.
Iveta: Te tađol. A paľis mange thovav bareder piri, randav tele o grulí, thovav andre, peršo o grulí mukav te tađol, čhivav lon, paľis, šun: Hinke andro aver čaroro randav tele o grulí, čuchinav, čhivav andre jaro, polohrubo, čhivav, niž...
Gizka: Me thovav hladko.
Iveta: Hladko? Me polohrubo. Šun: mukav te tađol, hoj te aven kovle o grulí, sar imar fejs vraco o pañi, sar kovle o grulí, ta kola čuchimen grulí so hin čhivav andre jaro, mišinav, lav mange kajso cikno loparis, thovav upre, kavka, kavka pro koterora čhingerav, čhivav andro pañi, dzekana mange rozľičhon*.
Gizka: No, hem...
Iveta: Hem oda nane lačhes, ałe oda jekh imar. Muk avka.
Gizka: He kala tuke roz...
Iveta: Hem džanav. Rozgele, no a so, hin lačhe, cha imar.
Gizka: Me chav.
Iveta: Čhiv tuke lon, te kames.
Gizka: Chav, no.
Iveta: Mukav te tađol...
Gizka: Ta igen lačhe hine.
Iveta: Ałe šun: mukav te tađol, imar sar paľis aven upre kola haluškici, he o grulí kovle, lav tele pal e bľacha, thovav pre sera, lav kajso so pes avri kidel koleha o haluški...
Gizka: No džanav, so mišľines.
Iveta: Kajso sar te bi sietkos, no, lav, lav avri, kisitinav mange aver čaroro, lav avri, a mek...
Gizka: Čhavale...
Iveta: ... upral mukav...
Gizka: ... ta ajci grati!
Iveta: No ta! Mušines, na?! Čhivav tele o pañi, čhivav andro koda čaro. A paľis koja jarmin kole maseha lav he čhivav andro kola haluški, mišinav imar, čhivav lonoro, hotovo! Lačhe hine?!
Gizka: Lačhe, fajne.
Iveta: Ta cha!
Gizka: Hem imar chaľom.

*they'll cook for too long, fall apart

ROMANI ROMANES

LESSON 4

PEĽAS MANGE JAKHENDAR

GRAMMAR

textbook Šebková – Žlnayová: Romaňi čhib, lesson 29 (ablative case)

EXTENSIONS, ADDITIONS AND CORRECTIONS TO THE TEXTBOOK:

The use of the ablative case is somewhat reminiscent of the use of the locative case. While the names of towns and villages with the meaning “in the town” and “to the town” are always (with the exception of some subdialects) in the locative (*Prahate* = in Prague, *Kašate* = in Košice, *Ustende* = in Ústí nad Labem), common nouns such as those shown in the textbook in lesson 26 (*angalate* – in the embrace, *karčmicate* = in the pub) are only exceptionally found in the locative! In the great majority of cases, a prepositional phrase is used (*andre angali*, *andre karčmica*).

It is similar with the ablative, although the difference is not as stark. The ablative is used more with the names of towns (e.g. *Prahatar* = from Prague, *Kašatar* = from Košice, *Ustendar* = from Ústí nad Labem) while with common nouns prepositional phrases are more usual (e.g. *pal o gav*, *andal o gav* = from the village). It is not as clear-cut as with the locative, however, since you will hear forms such as *gavestar* more often. **N.B.** While with the names of towns we use the ablative, with the names of countries we always use a prepositional phrase. For example, we say *Me som Kašatar*, *pal e Slovensko* (I’m from Košice, from Slovakia).

With regard to the example on p. 216, *nasvalipen pes latar na chudelas* is not so much a shift in meaning as that “to catch/take hold of something” is commonly expressed in Romani using the ablative.

For those interested, and above all teachers, there follows more explanation of the formation of the ablative and Romani cases in general:

Languages can be divided by the way in which they crea-

te grammatical meanings (in other words typologically) into **synthetic** languages, in which grammatical meanings are expressed in the word itself (in the word *udělám*, for example, Czech expresses the first person singular and the future tense) and **analytic** languages, which separate off meanings into another word (for example English in I will do).

Broadly speaking, we can then divide synthetic languages into **fusional** languages (typically Czech) which express several grammatical categories in one cumulative morpheme, and **agglutinative** languages (such as Turkish) which agglomerate several separative morphemes, each of which carries a single grammatical meaning. Although no language is typologically pure, Romani is relatively balanced in combining the fusional and agglutinative approach. One example is the Romani future tense: to the fusionally-created present tense (*ker-av*, *ker-es*, *ker-as* etc.) where a single ending expresses both person and number, we add the separative morpheme *-a*, which indicates only the future tense and combines with all types of fusional endings. It is similar with Romani cases, which we can see if we look at the ablative:

The fusional oblique stem (*Rom-ES*, *Rom-EN*) is a cumulative morpheme, which cumulates grammatical meanings (masculine gender, singular number, oblique stem). There then follows agglutination (*Rom-es-TAR*, *Rom-en-DAR*) with the aid of a separative morpheme in which a single grammatical meaning (the ablative) is separated off. It might seem that the variants *tar/dar* differ because they express singular and plural, but this is not so. They really do express only the ablative, and the use of the consonant *t/d* is governed by the letter that comes before it. An *n* is followed by *d*, and an *s* or an *a* is followed by *t*. We thus have *Romňatar*, *Romestar*, but also *Romendar*, and also (in the singular!) *mandar*.

EXERCISES:

Exercise 1.

Translate:

- 1) My brother has come to visit us from Ústí nad Labem.
- 2) I took the girl by the hand.
- 3) Ask your mother if the uncle from Slovakia has come.
- 4) Don't be scared of Zdeněk, he's a good person.
- 5) I didn't know about that.
- 6) I will only eat a little of the soup.
- 7) Romani women like cooking meat dishes.
- 8) One of us did a stupid thing.
- 9) Roma used to go from village to village selling their products.
- 10) I remember the film word for word.

- 4) Me som bareder (miro phral).
- 5) O phuro Gejzas man vičinlas u chudňas man (vast).
- 6) (Lava) na čaloħa.
- 7) Savore Roma (o cikno rukono) asanas.
- 8) Mri čhaj hin pařivali, ladžal pes (o murša).
- 9) O ruv les danderďas (pindro).
- 10) Hin mange phujes, šaj avel, hoj mange peľas (jakħa).

Exercise 2.

Watch the video "Peľas mange jakhendar". The second time round the teacher should show it bit by bit, and the students should reply to the questions using whole sentences (do not use, for now, the transcript of the dialogue at the end of the lesson):

- 1) Kana peľas la Šukake jakhendar?
- 2) Džanel e Šuki, kastar lake peľas jakhendar?
- 3) Prindžardas e Maňa, kastar peľas la Šukake jakhendar?
- 4) Kastar sikhliľas e Maňa te kerel jakhendar?
- 5) Soħa kerlas la Šukakeri baba jakhendar?
- 6) Dži keci rachinel e Maňa?
- 7) Sar pes kerel jakhendar šablíkenca?
- 8) So pes kerel ole paňeha, so laħa keren jakhendar?
- 9) Šegetindas e Maňa la Šukake?
- 10) So phenel e Šuki opre?

Exercise 3.

Put the expressions in brackets into the correct case.

- 1) O Štefis chudňas (peskero phral) nevi čhuri.
- 2) Paš o automati gejlom avri (o love).
- 3) La pheňake peľas (jakħa), no na džanel (ko).

Exercise 4.

From the transcript of the dialogue "Peľas mange jakhendar" at the end of the lesson choose at least 5 words that are completely new or little known to you, or at least different from the forms that you know. Make sentences using them.

TRANSCRIPT OF VIDEO DIALOGUE

Pełas mange jakhendar

Šuki: Jooj, avka nalačhes mange!

Maña: Ta so hin tute, čhaje?

Šuki: Pełas mange jakhendar.

Maña: Ta kaj salas? So kerehas, čhaje?

Šuki: Somas andre karčma, te chal.

Maña: Jaaaj, ta imar džanav, jakhendar tuke.

Šuki: Jakhendar, hem phenav tuke.

Maña: An kerav tuke! Kerav tuke jakhendar.

Šuki: No ča ker mange!

Maña: Kerav tuke jakhendar, maj dikheha, maj tut predžala!

Šuki: No ča, ker mange!

Maña: An o vast, he dikh.

Šuki: Jooj.

Maña: Dikh, mri sasuj, joj man kada sikhadaš, sar pes kerel jakhendar.

Šuki: E baba kerlas šablíkenca.

Maña: Šablíkenca kerelas?

Šuki: No.

Maña: Džanav, no ałe me tuke sikhavava, sar man sikhadaš miri sasuj, e ņeboško.

Šuki: No ča ker imar!

Maña: He dikh! Užar dikhav či tuke...hiii, jakhendar tuke, imar čujinav – aňi jekh, aňi duj, aňi trin, aňi štar, aňi pandž, aňi šov, aňi ehta, aňi ochto, aňi eňa, aňi jekh, aňi duj, aňi trin, aňi štar, aňi pandž, aňi šov, aňi ehta, kavka cirdav tuke avri. An o dujto vas - aňi jekh, hiii, hin tuke jakhendar, aňi duj, aňi trin, aňi štar, aňi pandž, aňi šov, aňi ehta, aňi ochto, aňi eňa - aňi jekh, aňi duj, aňi trin, aňi štar, aňi pandž, aňi šov, aňi ehta, aňi ochto, aňi eňa. Maj tuke predžala, maj dikheha. Nooo, oda so chahas, pre tute

dikhenas.

Šuki: Nalačhes mange, dilostar.

Maña: Užar, aňi jekh, aňi duj, aňi trin, aňi štar, aňi pandž...

Šuki: He praškos chalom.

Maña: ...aňi šov, aňi ehta, aňi ochto, aňi eňa... Kada nalačhipen pal tute tele lav, sa het! Devla thov pre late o vastoro, hoj te avel lake feder. No imar, maj dikheha, maj tut predžala, feder tuke avla.

Šuki: Jooj, paľikerav tuke!

Maña: Bo, sar mange kavka kerelas kavka mri sasuj, mindar pro than somas. Deš minuti, mindar. Avla tuke feder, ma dara!

Šuki: No, čirla mange ņiko na kerdaš kavka.

Maña: Jakhendar?

Šuki: Jakhendar, no!

Maña: He dikh, hin kajse džene, so keren kavka pro vasta jakhendar a hin kajse džene, so keren šablíkenca, hoj labaren o šablíka he ginen tiš. Mušinel te avel eňa.

Šuki: Eňa šablíki labarde.

Maña: Hi, he čhivkeren andro paňi, andre kuči paňi, he vareko kavka lel, keci perel tele abo keci avel upre o šablíka, ajcivar hin tuke jakhendar. Ta kavka keren a me kada na kerav. Me, me džanav te kerel kavka pro vasta, le vastenca, sar man sikhadaš mri sasuj.

Šuki: A o paňi, koda paňi palis čhiven avri?

Maña: He koda paňi, ņiko na šmejinel olestar te pijel.

Šuki: ...pijel.

Maña: Mušinel pes te čhivel avri.

Šuki: No, dikhes? Imar feder mange!

Maña: No, dikhes, hoj pregełas tut.

Šuki: No, lačhes, no paľikerav tuke.

Maña: Nane vaš soske.

Notes on the video

ROMANI ROMANES

LESSON 5

SO BI KERĎOMAS...

GRAMMAR

textbook Šebková – Žlnayová: Romaňi čhib, lesson 33 (past conditional)

EXTENSIONS, ADDITIONS AND CORRECTIONS TO THE TEXTBOOK

(p. 244 and the whole lesson): A more precise name for the form in question is the unreal conditional, since it relates more to the unreal condition than to the past tense.

(p. 245) : Another reminder that we now prefer to call the verb that is given as *te jel* a “copular verb”.

Notes on grammar

EXERCISES:

Exercise 1.

Put the following sentences into the unreal conditional, in other words express a condition in the past or another unrealisable condition:

- 1) Me bi niĝda ŝoha na maravas džuvľa.
- 2) Te bi avavas barvalo, davas tuke miro motoris.
- 3) Te kerava pohovoris, lena man andre bufi.
- 4) Miro dad ŝoha na čorela aňi koruňica.
- 5) Te bi khelavas avri milionos, davas bi jepaš la dake.
- 6) Te na ela mariben (vojna), phirena savore amare čhave andre škola.
- 7) Te na keraha űisavo diľniňipen, na phenena amenge aňi jekh phuj lavoro.
- 8) Jon pre tute ŝoha na bisteren.
- 9) Jov hin ajso ladžangutno murš, hoj bi pes ladžalas the angle phuri džuvľi.
- 10) Te mandar phučena, phenava savoro.

Exercise 2.

Find in the dialogue (the transcript is at the end of the lesson, if you need it) as many as possible (at least 5) borrowings from Czech or Slovak that you are able to replace with more Romani expressions. These may be established words, relatively newly-created words with a Romani base, words that you have created in this way yourself, or existing but less obvious borrowings. You may also try to make these replacements in the video dialogues from other lessons.

Exercise 3.

Watch the video “So bi kerđomas...” and try to retell it, taking turns and adding to what the other says. Do not try to avoid the unreal conditional and to replace it with simpler forms.

Exercise 4.

Listen again carefully to the dialogue in the video “So bi kerđomas...” and complete the following sentences. You should ideally refer as little as possible to the transcript of the dialogue at the end of the lesson.

- 1) Bo dživav čores, peršo mange kerđomas _____
- 2) So _____, _____ mek kajse čoren vareso.
- 3) O David bi _____ karčma u le Ivaňis bi kerđahas _____
- 4) _____ mange letenka andre _____
- 5) Miri _____ uľahas rado, kerđahas baripen, že _____
- 6) _____ andro kher kajso _____, hoj te na fađinas.
- 7) Le Ivaňiske igen kempel _____, bo leske upral _____ andro kher.
- 8) A te imar upre kerđahas _____, ta peske diňahas the _____
- 9) _____ tuke he rukonoren, _____, kachňen, sa?
- 10) So _____, diňomas la Marketake, _____ cinel peske atelieris.

TRANSCRIPT OF VIDEO DIALOGUE

So bi kerđomas...

David: Ivan, so kerđalas, te ňerindđalas milionos?

Ivan: So kerđomas? Šun, so kerđomas... Bo dživav čores, peršo mange kerđomas kher. Zaradzindđomas mange po mište. No a zbitkos, so ačhiľahas, diňomas mek kajse čoren vareso. No a... abo te na, ta kerđomas kada, ta kerđomas ajso centrum perdal o čore manuša, diňomas te kerel, so na džanen te genel, te pisinel. A ode len te sikhaven varesave asistenta te pisinel, te genel, hoj te džanen andro svetos hoj sar pes džal... A tu so bi kerehas, te bi vikheľahas milionos?

David: So bi kerđomas? Karčma phundrađomas avri mangle! Bari reštauracija perdal o manuša.

Ivan: Oda lačhes hin, keres kavka.

David: Aviľalas tu ode šefkucharis, tu džanes mišto te tavel. A palis peske cindđomas lačhe topanki.

Ivan: He me mange cindđomas lačhe botaskici, bo nane man ča oda šlapkici.

David: No dikhes. A palis, palis geľomas mek andre škola, cindđomas peske leťenka andre Afrika. Geľomas...A so bi phendđahas tiri romňi pr`oda, te bi vihrajindđalas milionos euros?

Ivan: Na džanav tuke *v skutočnosti* so te phenel, aľe te bi phenđahas vareso kavka mange, že...

David: Jaj, miro rom, koňečňe vikheldđal odi športka?

Ivan: Uľahas rado, kerđahas baripen, že vikheldđom. Že feder

džidilľamas. Pre kada svetos.

David: He, he. Aspoň na phirdđanas kaštenge. Cindđalas tuke kašta, diňalas tuke plinos.

Ivan: Hlavňe kada, že bi diňomas andro kher kaj te jel man topenie kajso, hoj te na fađinas.

David: Zachodocis.

Ivan: Zachodos.

David: Kupelkica.

Ivan: Kupelkica mange diňomas...

David: Strecha nevi.

Ivan: No a hlavňe strecha, bo strecha man nane lačhi, čuľal mange.

David: He kominos nevo.

Ivan: Kominos bi mange diňomas, tiž. No a...

David: Cindđalas tuke he rukonoren, papiňen, kachňen, sa?

Ivan: O zbitkos...

David: Balen?

Ivan: No ta cindđomas...

David: Guruvňen?

Ivan: No aľe o zbitkos, so ačhiľahas.

David: ... diňalas mange?

Ivan: Na, diňomas la Marketake, hoj te kerel... te cinel peske atelieris varesavo.

Notes on the video

ROMANI ROMANES

LESSON 6 KASKERO HINO, KASKERI HIŇI?

GRAMMAR

textbook Šebková – Žlnayová: RomaŇi čhib, lesson 33 (genitive)

EXTENSIONS, ADDITIONS AND CORRECTIONS TO THE TEXTBOOK:

1. The use of the genitive after a preposition

In Czech and Slovak, in other words contact languages for the Romani dialect in question, grammatical meaning is expressed by a combination of preposition and case (*stůl – na stůl /na stole – o stůl /o stole*). In Romani, however, the bearer of grammatical significance is either the case alone, or the preposition alone. The case form that follows a preposition is decided by a grammatical rule without a special meaning: the case is, as it were, just a filler. This is shown by the fact, for example, that with a determinant (such as an article or pronoun) a preposition is followed by the nominative, whereas without a determinant it is followed by the locative (or after the preposition *vaš*, the dative, and after the preposition *bi*, the genitive). Meanwhile the meaning is practically the same: compare *bi o phral*, *bi miro phral*, *bi phraleskero*. When a case is used without a preposition, it is logically the case itself that is the bearer of grammatical meaning: for example *le phraleskero*.

In the textbook, on page 255, no distinction is drawn between the grammatical-combinatorial function of the case (after the preposition *bi*) and the grammatical-semantic function, which is when the case in a prepositionless phrase is truly the bearer of grammatical meaning.

2. The dual nature of the Romani genitive

With regard to page 251 of the textbook the dual nature of the

Romani genitive should be stressed. It is on one hand the genitive of the noun in question, and on the other it is in its way an adjective. As a result, the genitive is part of a double paradigm: For example, the form *le phralengero* is on one hand a case of the noun *o phral*, in other words it forms a scheme with the forms *le phrales*, *le phraleske*, *phraleja!* etc., and on the other hand it is also a possessive adjective, which means it forms a scheme not only with the forms *le phraleskeri*, *le phraleskere* etc., but can also be further declined: in an independent position for example *le phraleskerenca* etc. This then enables a chain of genitives that mutually agree at the end of one and the beginning of another: for example *le phraleskera romňakere čhavendar* - there is grammatical agreement between *le* and *phral*, then between *-era* and *romň-* and then between *-ere* and *čhave*. In one form of the word, therefore, we find a double morphologically-identifiable form. Possessive pronouns function in a similar way: on one hand they are genitives of personal pronouns (which is why they are also used after the preposition *bi*) and on the other hand they are possessive pronouns and as such are further declined.

EXERCISES:

Exercise 1.

Answer using whole sentences, and according to the context either as yourself or as one of the figures from the partial family tree in the diagram on the next page. In your answers please do not use general expressions such as *bačis*, *papus*, but express the whole relationship, for example *le dadeskero dad* etc.

- 1) Micak, kaskra čha i'lal romňake?
- 2) So hin e Maňa le Gejzaske?
- 3) So hin o Feris la Maňake?
- 4) Kaskera čhakeri čhaj hin le Arturiskeri romňi?
- 5) Artur! Phen, kaskra čha i'lal romňake!
- 6) So hin o Cikno la Korajkhake?
- 7) Keci čhave hin la Micakuskera angluňa čha?
- 8) Keci čhaja hin le Gejzaskere bare čhas?
- 9) Kaskere čhaja hine e Andreja the e Maňa?
- 10) Šun, Bugoš! Kaskro sal?
- 11) Haňo! So hin tuke e Manuela?
- 12) Korijakh! Ko hin o Parno?
- 13) Filku! Tu sal le Gejzaskero čhavo?
- 14) Andrejo! O Baro Dand hin tuke famelija?
- 15) Kaskre oda čhave, o Cikno the e Kal'i, Marčo?

Exercise 2.

Doplňte dle částečného rodokmenu na diagramu:

- 1) O Piťus hin le Štefis _____ dad _____ phral.
- 2) E Manuela hin l _____ Artur _____ čhaj the l _____ Micak _____ čha _____ čhaj.
- 3) O Gejzas hin l _____ Kal' _____ prapapus, jov hino la _____ da _____ da _____ dad.
- 4) O Parno hin la Andrejake bratňakos: jov hin la _____ da _____ phral _____ čhav _____
- 5) E Marča hin l _____ Kor _____ da _____ da _____
- 6) Filku! Ko tuke o Bugošis? Ta mi _____ da _____ phral _____
- 7) Hin o Micak l _____ Marča _____ čha? Na, jov hino la _____ čha _____ rom _____

- 8) So hin e Manuela la Jarkake? Ta joj hiňi la... rom... pheň _____ čha _____ čha _____
- 9) O Baro Dand, o Feris the o Piťus hin l _____ Štefis _____ bača. Jon hine les _____ dad _____ phral _____
- 10) O Cikno hin l _____ Maňa... čha..., la Šuk... vnukos the l _____ Marča _____ pravnukos. Sar pravnukos? Ta jov hin la _____ čha _____ čha _____ čha _____
- 11) O Dilino hin l _____ Štefis _____ dad _____ pheň _____ čha _____
- 12) E Kori Jakh the e Haňa hine bibija la Andrejakere. Jon hine la _____ da _____ pheň _____
- 13) O Bugošis hin le Cikn _____ bačis, jov hin les _____ da _____ phral _____
- 14) Šun, Cikno! Ko tuke o Gejzas? Ta jov hin mir _____ da _____ da _____ dad _____
- 15) E Kal'i hin l _____ Marč _____ čha _____ čha _____ čha _____

Exercise 3.

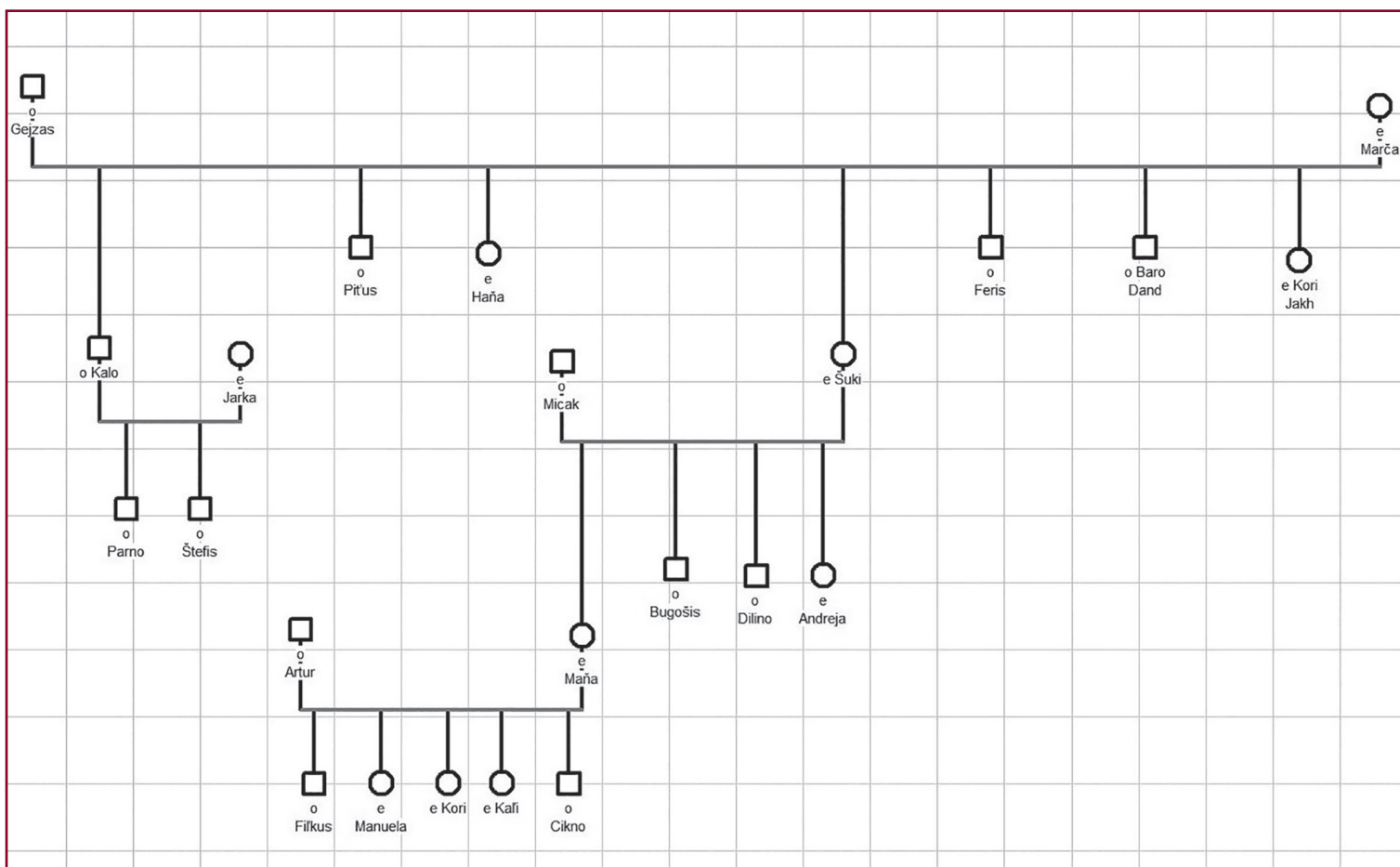
Dut the expressions in brackets into the correct form:

- 1) Me som nasvalo, ta jon džan te bavinel futbal'is bi (me).
- 2) Oda hin (amen) škola.
- 3) Bi (tu) na džas, tu sal (amen) phral!
- 4) Kada sa hine (o Ferkus) čhave?
- 5) O Jožkus has čhavo (o primašis).
- 6) Jov hiňi barikaňi, bo hiňi čhaj (o profesoris), (joj) dad hin čačes profesoris.
- 7) Oda Romoro hin (miro phral) čhavo.
- 8) Oda hin (tumen) motoris? Na, nane (amen), hin (mro phral).
- 9) Kada Rom pre fotka hin (miri čhaj) rom u paš leste hine (jon) čhave.
- 10) Kaj (tu) piraňi? Ke (joj) daj.
- 11) Miro baratos hin (e učitel'ka) čhavo.
- 12) (Jon) škola hin dur.
- 13) Jon na aven, imar hin nasig, ta džas bi (jon).
- 14) Amen savore sam (o lavutara) čhave.
- 15) Ola čhave hine (joj) phrala, ča o cikno hin (joj) bratňakos.

EXERCISES:

Exercise 4.

Watch the video recording “Kaskero hino / Kaskeri hiñi”, and then gradually read and translate the transcript of the dialogue at the end of the lesson. The teacher will comment on each genitive form (including possessive pronouns) and explain how it is formed. From approximately the middle of the text (approximately from the sentence *Ake kada dikh, save muja kerel*) the genitives should be analysed by the students. At the end watch the video recording again, bit by bit, and repeat the parts of the dialogue after the speakers.



TRANSCRIPT OF VIDEO DIALOGUE

Kaskero hino, kaskeri hiňi?

Pheň 1: Dikh, pametines kaja fotka?

Pheň 2: Kaja fotka pametina.

Pheň 1: A džanes, k'oda, kada?

Pheň 2: Hem oda amaro dad.

Pheň 1: Dikhes, ake kadaj leskeri pheň, e Pača, ake...

Pheň 2: Ta pre kaste sikhaves, kadaj hiňi!

Pheň 1: Hem – hem kadaj sikhavav.

Pheň 2: No, no.

Pheň 1: A kadaj hiňi oda – la Pačakri čaj, kaja...

Pheň 2: Nane.

Pheň 1: Hem oda lakeri pheň... mmm... čaj! Lakri čaj.

Pheň 2: Ta me na džanav.

Pheň 1: Hi! A kaja – k'oda? Imar pobisterdžom.

Pheň 2: Oda e gadži, so lenca kerna... mmm... so kerlas le čhavorenca, na?!

Pheň 1: Hi, a sar pes vičinelas? Me imar pobisterdžom.

Pheň 2: Všetěčková.

Pheň 1: Všetěčková. Jaj. Ake...

Pheň 2: A kada lakro rom has.

Pheň 1: Jaj, kada gadžo. A dikh ake, kada mre dadeskro kamaratos... A kaja, kaja hin leskere phraleskri čaj... Ake kala, dikhes? A kada, so kadej bešel, kada ciknoro, oda kaleskero čajvo. A ake kaja romňi.

Pheň 2: A tu savoro pametines!

Pheň 1: Hem me pametina, me džanav, somas čajori, ađe džanav, pametina man... He dikh ake kaja, dikhes? Ta imar... imar bari hiňi, imar akana phuri hiňi. A lakra čakri čaj, oda sar te bi lakri vnučka, akana phirel pre sredno škola, kadej Praha. Me la prindžarav. Džanes ko? E Ema, e Dana Ema – kaja!

Pheň 2: Čhavale!

Pheň 1: `khes, cikňorori. Imar...

Pheň 2: Imar dikhes pre kaja?

Pheň 1: Heej,

Pheň 2: Hmm.

Pheň 1: Ake kada dikh, save muja kerel. Kales prindžares, na? Oda kaskero čajvo, kada?

Pheň 2: Užar, sikhav mange. A oda kada tiš leskro phral, kaleskro.

Pheň 1: Hej.

Pheň 2: Hej.

Pheň 1: Keci has leske kadej, mišlines?

Pheň 2: Dvanact' roki.

Pheň 1: Dešuduj... Jaj, phendžomas bi buter, hoj leske... Kaja... A ke kada k'oda, ko bašavel pre kaja harmoňika?

Pheň 2: O Jorgis.

Pheň 1: O Jorgis.

Pheň 2: Oda Smižaňatar o Rom.

Pheň 1: Hej, me les prindžarav. Me džanav, ko. Lačhes phenes... Ake kales na prindžarav... Ale kavka te pes les, ta savore peske andre familija sar te bi perenas.

Pheň 2: Hem no imar akana hi, bo savore... has len čajvo, na, ta...

Pheň 1: Hi, lačhes phenes, ake kalakri čaj iľas... sar te bi geľas romeste ake...

Pheň 2: ...kaleske andre familija.

Pheň 1: ...andre... hi, lenge andre familija. Bo leskro čajvo iľas...

Pheň 2: ...lakra čha.

Pheň 1: Lakra čha, hi.

Pheň 2: No.

Pheň 1: Lačhes phenes... Ake dikh kada... kada hin mre čajskro čajvo, o Stankus, ake, ake kada dikhes, akadaj.

Pheň 2: Jaaaj, dikh savo šukaroro, sar rakloro.

Pheň 1: He dikh akana: la čakri čaj, kaja, e cikňi.

Pheň 2: Hm, oda blondina, čajje!

Pheň 1: No imar kala fotki imar savore sa, imar man buteder nane, no.

Pheň 2: Jooo...

PNotes on the video

ROMANI ROMANES

LESSON 7

KARAČOŇ

USEFUL LINKS:

Authentic bilingual reminiscences by several Roma on the subject of Christmas:

<https://www.dzaniben.cz/files/d7ab0782305ed2fb413a1b68b2f5b160.pdf>

Note on name:

Both variants of the word for Christmas are widespread: *Karačoň* and *Karačoňa*, as our excerpts show. There are also variant forms for Christmas Eve: *Vilija* and *Vel'ija*.

Notes on the subject of Romani Christmas:

EXERCISES

Exercise 1.

Listen to the audio recording "Karačoňa-audio". Then read the following instructions and, listening to the recording once again, complete exercises 1a and 1b in accordance with the Romani instructions:

1a:

Kiden avri najfeder, najčačeder pheniben u keren paš leste kerestocis:

1. O Roma líkeren Karačoňa:

- korkore pestar
- bo hin kada krestãnsko svatkos
- bo o gadže pes poscinen
- o Rom so kada vakerel na džanel soske

2. E Luca sas:

- leskeri romňi
- leskeri baba
- varessavi figura, so laha daravnas le čhavoren
- e Romňi, so bešelasa paš lende

3. O čhavore angle Velija chanas:

- thulo mas the peke bandurki
- bandurki vaj mačhoren
- ňič, bo pes poscinenas
- thud

4. Tatarštiko (tatarštíkone) arestar pes pre Karačoňa kerlas:

- pišot
- pohanka
- marore
- masoro

1b:

Phenen pale charnones (najbuter efa lavenca!):

- Pal soste sas kada vakeriben (savi sas najbareder tema)?
- Soske o Roma akor na chanas?
- Ko kerlas o stromikos?

Exercise 2.

PListen to the audio recording again (bit by bit if necessary) and complete the following sentences:

- E baba čhivelas pal o kher _____
- Amen o čhave _____ kaj te na zavadzinas.
- Amen o čhave kidahas pal o stromikos _____
- Te iłamas ča o cukrikos, ta _____
- Thud šaj pijlam _____
- E baba _____ tavenas te chan.
- Tavenas kolocimen fasuła _____
- O kalo tatarštiko aro pes thovel ko _____
- O masoro sas _____ o gadžo delas.
- A kada pes kavka kerlas _____

Exercise 3.

Watch the video "Karačon" from this lesson. Then, with the aid of the transcript of the dialogues, answer the questions using developed sentences:

- Kaj džalasa o Rom pre Karačoň peršo?
- Sar pes pherasestar urelas?
- Has terneder vaj phureder sar leskere phrala pheňa?
- So andre famelija tradičnones chanas?
- So denas te pijel le čhavorenge?
- Džanelas leskero dad te bašavel?
- Pre soste bašavlas do Rom, so vakerel?
- So len denas, sar bašade paru giła?
- Kaj len dine ča kukurica?
- So peske pre Karačoň vinšinenas? (Na mušinen te phenel savoro.)

Exercise 4.

Retell the Romani stories on the video, trying to capture the most amusing parts. The teacher will add sentences and ask supplementary questions. State briefly how the Christmas described in the audio recording differs from that in the video.

TRANSCRIPT OF VIDEO DIALOGUE

Karačoň

Dežis: Sar ke tumende sas pre Karačoň, sar kernas e Karačoň?

Štefis: Joj, more, na džanav sar ke varekaste, afe amen džanas šukar(es) te bavinel. Ame keras kavka, afe...

Dežis: Sar? No, phen!

Štefis: Amen keras kavka.

Dežis: Šunav tut.

Štefis: No ta mek sar dživlas mange e daj, o dad, ta džahas peršo ko dad, ke daj. Bešahas odoj činoro, pobavinahas pes. Kerahas pherasa. No, sar dživlas mange mek o phral, o phu-reder, palis džahas ke kada phral, ode pes pobavinahas činoro, kerahas pherasa. Uravas mange o viganos, uravas topanki džuvlíkane, keravas mange bala, že somas phari...

Dežis: Avkes kerehas, he?

Štefis: Avkes keravas.

Dežis: Ajse pherasa.

Štefis: Kerahas pherasa. No a me somas nekterneder. Palis džahas ke pheň. Odej pobešahas. No a me somas nekterneder, palis avenas ke mande. No odoj bešahas dokonca ži tosara.

Dežis: Aha.

Štefis: No ode palis mar me len bavinavas, uravas man o roklí, keravas mange bala, malínavas man. Topanki mange uravas...

Dežis: A šukar salas, hej, čaj, akor?

Štefis: Ta, vičinenas man Isabela.

Dežis: Isabela tut vičinenas dokonce?

Štefis: He. No, a ta kerahas...

Dežis: A so koda, a so tavnas kajso?

Štefis: No, ta... Amen hin kajsi tradicija, pre Karačoň, že harmin musaj te jel, b'oda harmin, Karačoň, oda mušinel te avel.

Dežis: He, he.

Štefis: No, harmin, tradicija amen has harmin, kerahas e... šalatos, kerahas vajičkovo, mišinahas, gruľengero mišinahas, ko kamelas vajičkovo, ko kamelas zemiakovo... abo gruľengero, sar pes phenel romanes.

Dežis: A s'oda hin armin?

Štefis: No, harmin. Les, cines harmin, oda hiňi...

Dežis: Šutlí alebo gulí?

Štefis: No tak, mek... Amari tradicija, amen keras kavka, že las jepaš šutlí armin, jepaš kajsi armin, hlavkovo lahas, no a lahas, mišinahas, a kerahas andre, čivahas andre kolienka, kolbasi domaca, marchva, kajso, zelenina, papriki, kajso čivkerahas andre. No, ta-đolas, mišinahas, no, thovkerahas po taniara, chalas pes. No a le čhavage, o čhavore, kajse, so has cikne, tak lenge cinahas đetska šampaňske. Sar has nevo berš. Užarahas, no ta pijahas. No imar sar chibilas minuta, oda minuta, džahas savore avri peske. Oda andro

kher našti aves, bo mušines avri te džal. No ta džahas peske avri, čerkinahas peske, dahas peske o vasta, čumidahas pes. No a pes proste bavinahas, sar pes patrinel. No ta na džanav, sar aver.

Dežis: No a he bašavnas, na? Tiro dad džanelas te bašavel, na?

Štefis: No, o dad avlas, leskeri partija, o murša bašavkernas het! No a me lenge giľavavas, a me lenca bašavavas tiž pro bubna. Me lenca bašavás pro bubna. Me phirkeravas le dadeha pal o gadže pro hostíni, te bašavlas o hostíni, džahas ko gadže. Zabašavahas duj trin giľora, denas amen love, dva sto, tri sto korun, zakuski, denas amen. Phaba.

Dežis: Ta pre Karačoň, na, ode sar džahas, vinšinehas u denas tut.

Štefis: Či Karačoň, či has kajse b'oda khere kajsi tradicija hin, že sar hin hostína... No ta afe vareko, šun kadaj so kerđa, so mange ačhiľa mekh jekh pripados. Že has Jarovňicate hostína, me na džanav, či džanes, s'oda hostína?

Dežis: Džanav, džanav, džanav, s'oda hostína. Ta džanes...

Štefis: Ta ačhiľa mange pripados, a me mišlindom, že geľom... geľam ke jekh Rom te bašavel, no tak mišlindom, že amen dela kolbasi, kajso te chal, že kavka, harmin abo so.

Dežis: A so diňa tumen?

Štefis: A jov pre hostína, more, kukurica diňa amen te chal!

Dežis: Mišto! Ta he odi lačhi!

Štefis: Kukurica. No aj tak chaľom e kukurica, afe palis man o per dukhalas. No imar iľom vera, že imar kukurica na chava.

Dežis: Akorestar na chas kukurica.

Štefis: Akorestar na chav.

Dežis: No ta sem he, kavkes mišto.

Štefis: Afe romano tradično chaben hin, Romengero, haluški gruľenca, haluški ciraleha, oda hino, so amen phenas, amen phenas, so amen... amare Roma phenas, po gruľenca phenas, oda hin... Abo gruľenca, abo ciraleha, oda jekh, amen phenas, betonos.

Dežis: Betonos...

Štefis: Tak oda imar amari tradicija, chaben, haluški.

Dežis: A džanes te vinšinel?

Štefis: Džanav. Me tuke šaj zavinišnav.

Dežis: No ta vinšin, no, mange, dava tuke vareso.

Štefis: Takže, te hin Karačoň, no ta pes phenel kavkes: del pes o vas...

Dežis: Dav tuke, bachtalo t'aves.

Štefis: A phenel pes: Me tuke vinišnav te aves sasto, bachtalo, la romňaha, le čhavenca, hoj but love tut te avel, hlavňe o sastipen, nič tuke andro kher te na chibinel, sar pes phenel, mek aňi kropka lon, šťastie, hlavňe šťastie, kaj džaha, pre dojekh krokos šťastie, bachtalipen te avel tut, a ňigda, ňigda v živoce kaj te na aves nasvalo, aňi tu, aňi tri romňi, aňi tire čhave. A andro kher furt te jel bach a sastipen. *Pochválen Ježíš Kristus.*

Dežis: Na veki... Palíkerav tuke, Roma.

ROMANI ROMANES

LESSON 8

ANDRO PARKOS

EXERCISES:

Exercise 1.

Translate the sentences with combinations of more difficult grammatical categories:

I would have been afraid of them, but I still would not have wanted her sister's children to have problems.

When I am big, I don't want to be fat.

You need to smoke and drink beer. No I don't, thank God.

I need to have my wits about me.

I would have wanted them not to have children, but the aunt of the brother of my dear mother would still never have enchanted them.

Exercise 2.

Find 6 mistakes or problematic places in the video. You may use the dialogue transcript at the end of the lesson.

Exercise 3.

Form 8 sentences relating to the video recording, using the unreal conditional to express alternatives to the story.

Example: If the woman had not lost her purse, they would not have met.

Exercise 4.

Read the following text and complete the test below in accordance with it:

Andre India sas le Romengere dadengeri pašes familija

o **sapvale**. O sapvale hin jekh phurikañi džati (kasta), so dživenas andre India mek angl'oda, sar odoj 1 500 berš anglo Kr. demade andre o arijska Indoevropana. O sapvale dživen andre India dži adađives. Chuden bare, bare sapen andro džungli, sikhaven len „te khelel“, o nipos pr'oda dikhel u čhiven lenge churdore lovore. O Evropaña len vičinen „fakiri“ - ađe kada nav hin chochado, o sapvale les na chasñaren.

Kajča o sapvale na keren ča tijatros le sapenca. Bareder hin oda, hoj on džanen perfekt te sastarel sapeskero danderipen. Te varekas danderel sap - andre India pes kada ačhel but - oda dženo na džal andre špitaľa, džal pal varesavo sapvalo (te bešel pašes) u jov les arakhel meribnastar. Añi o bare sikhade doktora na džanen te sastarel sapeskero danderipen avka sar o sapvale. Sar oda? Bo o sapvale keren le sapenca ezera, ezera berša.

Paščačipnaste avle o **sapvale** andal e India dži andre Bizancia. Mi džanas le slugadženca, mi džanas le bikenadeskere karavanenca, ta the kalenge the kalenge kampelas vareko, ko bi džanelas te sastarel sapeskero danderipen. The kada lačhes perlas sar le slugadženge sar le bikenadenge, te lenge vareko sikhavelas tijatros, mijel sapenca. Akor televiza na has! U sakoneske kempel relaksacija. (O slugadža the o karavani džanas pro pindre, džanas bare čhona, mušinde te khiňol avri, ačhelas pes, hoj pre jekh than ačhonas the jekh čhon. So sas te kerel? Talam lenas penca ajsedženen - lavutaren, artisten - so lenge kerenas dzeka, kaj lenge o đives sigeder te predžal).

Andre Bizancia mek paru dešberša o Athingani (Roma?) le sapen sikhavenas, vaj the kerenas sapeskere višeha, so kampelas - ađe andre Bizancia ajse sapa sar andre India na dživen, neve sapen na sas kaj te chudel, ta kodi phurikañi profesija beršenca našliľa.

EXERCISES

Kiden avri najfeder, najčačeder pheniben u keren paš leste kerestocis

1. O sapvale hin džene, so...

- a) chan sapen
- b) sikhaven sapen vaš o love
- c) uren gada sapuňa cipatar
- d) bikenen sapuňa

2. Ten hin vareko andre India danderdo sapestar, džal...

- a) andre špitaľa
- b) pal o šingune
- c) pal o sapvalo
- d) pal o rašaj

3. O Athingani preačhile te sikhavel sapen, bo

- a) lenge andre Bizancia dost na potinenas
- b) na has odoj ajse sapa so bi kampelas
- c) akor na has televiza
- d) chudle feder te sikhavel rukonen

4. O sapvale avle andre Indija

- a) pal e Bizancia
- b) le arijskone Indoevropaňenca
- c) dživenas odoj čirleder sar o Arijci
- d) pro sapa

5. Le bikenadenge le sapvalendar kampelas

- a) džuvľa
- b) saštariben the zabava
- c) love
- d) Devleskero kultos

Exercise 5.

Listen to the audio recording, then read the following instructions and, while listening to it again, complete exercises 5a and 5b in accordance with the Romani instructions:

5a: Kiden avri najfeder, najčačeder pheniben u keren paš leste kerestocis

1. Le Romeske hin:

- a) 65 berš
- b) 66 berš
- c) 47 berš
- d) 56 berš

2. Jov vakerele najbuter pal:

- a) peskero avutňipen
- b) peskero barvalipen
- c) peskero čhavoripen
- d) peskero phuripen

3. Leskero papus bikenlas:

- a) mačanka
- b) grajen gurumňen
- c) kozara
- d) mas

4. Paš e Dukla sas:

- a) baro mariben maškar o Roma
- b) baro mariben maškar o Roma the gadže
- c) baro frontos
- d) bari bokh

5. Le Romeskeri daj:

- a) le dades takoj kamelas
- b) na kamelas peskere dades
- c) kamelas mas
- d) kamelas peskere dades

5b: Phenen pale charnones (najbuter eŧta lavenca!)

- 6. Kana o Rom uliľas?
- 7. Sar pes vičinlas o paňi so džalas telal lende?
- 8. Andre savo kher dživlas sar has cikno?
- 9. Savi buťi kerlas le Romeskero dad?
- 10. Soske pes o Roma evakuinde?
- 11. Soske le Romeskeri daj ačhiľas le dadeha?

EXERCISES:

Exercise 6.

Translate, with emphasis on the correct use of the article:

- 1) I like halušky.
- 2) Roma can play very well.
- 3) Dilino and Gizela and their children Baro, Pepi, and Ilonka were there with me.
- 4) Dilino's daughter isn't called Ilonka, she's called Olinka!
- 5) She's called Ilonka! It's written Olga, but the Roma call her Ilonka.
- 6) I must know. Olinka was here yesterday with Dilino and Gizela.
- 7) You're right, only it wasn't Olinka, but Ilonka!
- 8) It was Olinka, and you're Dilinka!
- 9) If it was Olinka, then I don't like halušky!
- 10) If it was Ilonka, then Roma can't play well!
- 11) If it was Olinka, then it was Ilonka all the same!
- 12) If that's how it is, hand me an axe!
- 13) Hey, Roma, he wants to kill me!
- 14) I don't want to kill you, but it will be winter before we agree. So I'm going to chop wood, you Olinka!

Notes

TRANSCRIPT OF VIDEO DIALOGUE

Andro parkos

Murš: Prebačinen, pełas tumenge o bukełaris.

Džuvli: Jaaaj, pałikerav tumenge, ajso lačhore san.

Murš: Kaj sid'aren?

Džuvli: Andre bufi sidarav.

Murš: Hi? Tumen keren bufi kadaj Prahate?

Džuvli: Kadaj kerav bufi, ałe na bešav kadaj.

Murš: Khatar san?

Džuvli: Me som Hradcostar. A tumen khatar san?

Murš: Me som Holičistar.

Džuvli: Jaaaj, ta kada foros na prindžarav.

Murš: Oda foros pro Slovensko.

Džuvli: Jaaaj. Na mušinav tumenge te dvojinel?

Murš: Naa.

Džuvli: Na? Me som e Iveta.

Murš: Me som o Martin.

Džuvli: Som rado, hoj prindžarav tut.

Murš: Keci tuke berš?

Džuvli: Ta mange hin štarvaldeš he šov berš. A tuke keci?

Murš: Mange hin tranda the jekh.

Džuvli: Jaaaj, ta oda ternoro, lačhes.

Murš: Terneder sar tu.

Džuvli: Kada čačo. Hin tut romŋi?.

Murš: Nane man romŋi. Tut... Hin tut rom?

Džuvli: Man hin rom, hi.

Murš: Hin tut čhavore?

Džuvli: Hin man trin čhavore. A tut?

Murš: Man nane čhavore, ałe kamłomas bi.

Džuvli: Jaj, ta me del tuke o Del. Lačhes.

Murš: Ta me mušinav imar te džal.

Džuvli: He me, he me sidarav andre bufi. Rado tut prindžardom.

Murš: Te aves bachtali the sasti.

Džuvli: He tu, he tu. O Del tut me adinel, but bacht he sastipen.

Notes on the video
