Pearson Edexcel International GCSE Tamil Scheme of Work

How to use the scheme of work

This scheme of work (SoW) has been made available as a word document rather than PDF, allowing you to edit the document in a way that suits your teaching style and student needs.

International GCSEs have 120-140 guided learning hours.

**Guidance provided within the course planners, schemes of work and lesson plans are suggested approaches that centres can adapt to suit their particular context.**

The following SoW is based on 9 weeks of three lessons per week. All three Assessment Objectives (writing, reading, translation) should be covered when teaching each Topic Area.

The sections (in the order presented across the Scheme of Work) include:

* Topic Area A – Home and abroad (9 weeks)
* Topic Area B- Education and employment (9 weeks)
* Topic Area C- Personal life and relationships (9 weeks)
* Topic Area D- The world around us (9 weeks)
* Topic Area E- Social activities, fitness and health (9 weeks)
* Revision- 1 term

The columns in this lesson plan indicate:

* an overview of the time allocated to lessons broken down into 120 one-hour sessions (timing should be adjusted for shorter or longer lesson times)
* which content area this lesson (or group of lessons) relates to
* the learning outcomes of those lessons
* transferable skills support (more information on this can be found below).

**Why transferable skills?**

In recent years, higher education institutions and global employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work. To support the design of our qualifications, we have mapped them to a transferable skills framework. The framework includes cognitive, intrapersonal skills and interpersonal skills and each skill has been interpreted for each specification to ensure they are appropriate for the subject.  Further information on transferable skills is available on the website.  Pearson materials, including this scheme of work, will support you in identifying and developing these skills in students.

In the final two columns of this scheme of work we have indicated which transferable skills are explicitly assessed, and also where there are opportunities for them to be developed through teaching. Our intention is that teachers can use these columns to increase opportunities for transferable skills development in students. All the above act as a guidance and adapatability to suit various types of learners, teaching styles and learning types centres are recommended and encouraged.

AO1 Understand and respond, in writing, to spoken language

AO2 Communicate in writing, using a register appropriate to the situation, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification, and using them accurately

AO3 Understand and respond, in writing, to written language

AO4 Translation, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification, and using them accurately to translate and rewrite from English to Tamil.

Scheme of Work

| Weeks | Topic Area | | Topic Area Coverage | Exemplar classroom activities | Resources | Grammar Skills | Vocabulary | | Which transferable skills are explicitly assessed through examination? | Which transferable skills could also be acquired through teaching and delivery? |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1-3 | Topic Area A- Home and Abroad | | Life in the town and rural life  Directions  Services  Methods of native transports and current trends. | Lesson Idea 1:  Introduction of key vocabulary via flashcard work. Teacher introduces vocabulary from the front of the class, then pupils try to ‘win’ the card by guessing it as teacher hides it.  Pupils then play a type of charades to guess the place.  Teacher mimes the word and pupils have to guess what it is.  Hangman can be played with the key vocabulary to learn spellings.  Lesson idea 2:  Pupils work with the teacher on where places are on a map. They then work in pairs asking and responding to the question Where is…  This can then be extended to ask How do I get to… following the sequence above.  Pupils can then produce their own maps which can be exploited with pair work and in writing too.  Lesson idea 3:  Answer questions in both speaking and writing on where you live. After working together with flashcards and/or suggestions from pupils, the class should then work in groups to improve and practise. They could then work in a sort of speed dating set up to practise quickly. They can ultimately write a paragraph and /or translate about where they live – the type of house, where it is and how to get there. (In pairs taking turns when one to write in English and the other translating the paragraph Vice Versa)  Lesson idea 4:  Listen to directions from a map prepared by each pupil and then in pairs suggest the place which has been reached. The pupils could pick cards with the places on to which they have to give directions. These can be produced by the teacher or pupils and be either words or pictures. and find place on map  Lesson idea 5:  Role play in a bank and post office. The cards can be written by the teacher or produced by pupils.  ``  Lesson idea 6:  Research information about possible places for tourists to visit in their town and area. This could be done using websites such as Trip Advisor or Wikipedia. They then write their own leaflet about attractions in their own area | Self-produced, downloaded – possibly from ClipArt -, or commercially produced flashcards of places in town and types of accommodation.Photographs from holiday visits or family members to pressnt a guess speech and or give first hand experiences.  Clip Art/google images.Compare and contrast traditional (mythyological )Vs trending modes of transports.What if games.  Simple map of a town produced by the teacher containing key buildings on a whiteboard or other form of display  Role play cards for the bank and the post office.How does Bank /postoffices function in native town to their palce of stay/birth.  Discussions  Acess to Government websites for Tamil materials, literary texts,participating in local cultural events, association with visits to native Tamil speaking countries.  <http://www.mapsofindia.com/maps/tamilnadu/tamilnaduroads.htm>  <http://www.mapsofworld.com/sri-lanka/sri-lanka-road-map.html>  <https://www.theifsccode.com/state/tamil-nadu>  <http://www.cbsl.gov.lk/>  <http://www.tamilnadutourism.org/>  http://translate.google.com/translate?client=tmpg&hl=en&langpair=en|sv&u=http://srilanka.travel/index.php?route=common/home | Present tense  Coordinating conjunctions  Interrogatives  2nd person formal and informal  Adjective endings when used to describe places in town  Revision of prepositions used in directions, e.g. next to, after, between, before | Life in the town and rural life  Directions  Services  Minimum core vocabulary from the specification for Topic A, sections 1, 2, 4  Adjectives of size and distance and adjectives to describe places in town. | | Communication is assessed in AO4 and A02  Interpretation is assessed in all four skills AO1 A02 A03 and AO4  Adaptive learning is assessed in AO2  Cooperation, team work and negotiation in pairwork.  A04. | Communication *– dialogues, productive writing, pairwork*  Collaboration  *Pairwork*  Interpersonal skills  Interpretation  Adaptive learning – *speaking work when giving map directions* |
| 4-7 | Topic Area A- Home and Abroad | | Holidays  Tourist information  Customs | Lesson idea 1:  Introduction of key countries via flashcard work. Teacher introduces vocabulary from the front of the class, then pupils try to ‘win’ the card by guessing it as teacher hides it.  Pupils then play a type of charades to guess the place.  Teacher mimes the word and pupils have to guess what it is.  Hangman can be played with the key vocabulary to learn spellings.  Lesson idea 2:  Pupils conduct a class survey to establish the most and the least popular holiday  destinations and activities and at the same time make notes. This can then be written up as a graph or as a poster. Sentences could include: *In our class Madurai/Thirukonamali is more popular.List of 5 best places in order of popoularity-group work.We prefer to go Temple visits than to go hiking.why?*  *if not ?*  Lesson idea 3:  Following up from this could be an extended writing activity such as a holiday postcard or, once the appropriate grammar has been covered, writing about a past holiday. The vocabulary of places in town can be revised here.  Lesson idea 4:  Using the internet research customs in one of the TL countries and then produce a poster with statements about the country. This may include things such as:Thaipongal, republic day in TN,  Lesson Idea 5:  Brainstorm possible problems on holiday and collect them together. Pairs could then try to add to the list. Produce a dialogue between a customer and a holiday maker. Write a letter of complaint to a hotel. | Self-produced, downloaded – possibly from ClipArt -, or commercially produced flashcards of countries.  The internet to research customs in TL countries.  Pupils and teachers to bring and share travel, custom and historical heritage first hand information of thier family or thier own experiences and visits to and from the tamil speaking native places of visits.  http://www.tn.gov.in/holiday/2017  <http://www.officeholidays.com/countries/sri_lanka/index.php>  Work in pairs or small groups-each writing a letter of conern/feedback in English and the other has to translate it to the native language. | Adjective endings  Perfect tense with those verbs needed to describe a holiday  Word order  Comparative of adjectives used to describe holiday destinations | Holidays, tourist information  Key weather vocabulary, e.g. sunny, wet, rainy  Customs  Minimum core vocabulary from the specification for Topic A, sections 2, 4 and Topic D 2  Names of countries | | Communication is assessed in AO4  Productivity is assessed in AO2  Analysis and Critical thinking is assessed in AO1 and AO3 | Communication  *Dialogues, pairwork. Writing tasks*  Self-presentation  Productivity  Analysis  Critical thinking  *Why is one holiday destination better than another?*  Intellectual interest and curiosity  Investigating other countries and their customs.  Authneticity of information, practical applications of native practices in thier current lives and place of living. |
| 8-9 | Topic Area A- Home and Abroad | | Everyday life  Traditions Communities | Lesson idea 1: Prepare a poster on 5 various customs and celebrations;national and local celebration from each country using the internet for information working in pairs or groups.  Lesson idea 2:  Research and deliver a power-point presentation on a famous/heritage festival for Tamils.  News coverage on Yearthazhuvudhal ; Reoport style reserch poster on the history and current status of many wading cultures.  Lesson idea 3:  Write an account of a visit to a festival in a Tamil speaking community local and international after research on the internet. | Pictures, video library of any recent local/native nation’s celebration –disregard to religious stipulations.Children should be encourged to know , discuss and learn all practices without imposing views and thoughts of any nature.  Chithitaithiruvizha, perumpongal, Deepavali, Karthigaideepam,Kiruthumas, muharam, Eid, and any other seasonal celebrations. | Word order  Conjunctions  Prepositions | Life in the town and rural life  Everyday life, traditions and communities  Vocabulary specific to festivals and traditions | | Critical thinking is assessed in AO1 and AO3  Self-presentation is assessed in AO4  Creativity is assessed in AO2 and AO4 | Critical thinking  Self-presentation  and translation activities.  Self-direction  Creativity – *production of poster*  Executive function |
|  | | **Term 2** | | | | | | | | |
| 1-4 | Topic Area B - Education and Employment | | School life and routine  School rules  Pressures at school | Lesson idea 1:  Introduction of key school subjects via flashcard work. Teacher introduces vocabulary from the front of the class, then pupils try to ‘win’ the card by guessing it as teacher hides it.  Kim’s Game using all the classroom objects collected by the teacher.( <http://www.wikihow.com/Play-Kims-Game>)  Hangman can be played with the key vocabulary to learn spellings.  Lesson idea 2:  Listen to and read about daily routine in a school in a tamil speaking country and make notes, using a school website in a TL country. This will enable pupils to learn about school life in those countries and then produce similar spoken or written work about their own school.  Lesson idea 3:  Produce a poster of school rules in the TL list of school rules.Compare and contrast school rules and expectaions of local to  international schools  Lesson idea 4:  Create a dialogue between student and counsellor about problems at school, for example concerning lack of facilities, a need for better food, more sports and fewer rules. Local believes and traditional practices.  Lesson idea 5:  Pair work cards – turn over a school rule and give an opinion, including using the word *because*.  Lesson idea 6:  Create and play a old time class game to practise numbers.(teachers experience to be drawn from thier own childhood experiences) The class count in Tamil and all numbers ending in a particular number its and multiples. | Self-produced, downloaded – possibly from ClipArt -, or commercially produced flashcards of school subjects.  School uniform prctices and their reasoning.  A collection of classroom objects put together by the teacher.  An internet website possibly of a twin school if available or any appropriate school in a  <https://en.wikipedia.org/wiki/Education_in_Tamil_Nadu>  <http://www.moe.gov.lk/english/>  Self-produced or downloaded cards of school rules.  Devise ways to isten and read numbers  <http://tamilcube.com/learn-tamil/tamil-numbers.aspx>  practise reading year in tamil -1976  been read as : *Aayirathi tholayirathi ezhuvathaaru*.  <http://tamilcalendar.hosuronline.com/Tamil-Sixty-Year-Cycle.asp>  (this is not required to be taught;however will provide a good insight into the depth of how listing of timeline in tamil is done. | Giving opinions  Complex sentences using *before* and *after* as conjunctions and prepositions  Modals present tense  Telling the time  Numbers | School life and routine  Topic Area B 1  School rules and pressures  Topic area B 2  Colours (school uniform) | | Critical thinking is assessed in AO1 and AO3  Creativity is assessed in AO2  Problem solving is assessed in all AO3  Communication is assessed in AO4 | Critical thinking  Creativity  Problem solving  Adaptive learning  Ethics  Communication |
| 5-6/7  2 ½ weeks | Topic Area B - Education and Employment | | School trips  School events  School exchanges | Lesson idea 1:  Write a blog of a disastrous and or succcessful school trip. It could include missing the train, a dirty or uncomfortable coach, a museum which is less than interesting, poor food, getting stuck in bad weather, someone being ill , best memoroies , impact and message taken etc.  Lesson idea 2:  Using the internet for information, produce in pairs or in groups an oral presentation of about 5 minutes about a day at an international school or college in Tamilnadu/Sri Lanka. Include information about the school day, subjects, any uniform, meals, homework, extracurricular activities.  Lesson idea:  Listen and read accounts of a couple of school exchange programmes. In pairs ,select the better one and discuss the reasons. Give reasons using because as much as possible.  Role play school exchange programmes in groups using a chosen scenario. | Possible websites    <https://www.tripadvisor.co.uk/Attractions-g297674-Activities-Tamil_Nadu.html>  <https://www.ixigo.com/educational-places-in-tamil-nadu-lp-1273340>  <http://www.schoolsworldwide.co.uk/holiday/sri_lanka_expedition.html> | Superlative | School trips, events and exchanges  Topic Area B 3 | | Communication is assessed in AO4  Interpretation and problem solving are assessed in AO1 and AO3 | Personal and social responsibility  Communication  Interpretation  Problem solving  Decision making |
| 7-9  2 ½ weeks | Topic Area B: Education and Employment | | Work and careers  Volunteering  Future plans | Lesson idea 1:  Conduct a class survey to see which careers are popular and then produce a graph, as well as some written work either as simple sentences or in a paragraph. Alternatively he class all together give their opinions about jobs and make notes, followed by written work as above.  Lesson idea 2:  Use the internet to practise the vocabulary and structures required to talk about work experience. If one has already been undertaken, write about the work experience. If not, write about their ideal work experience. This can then be revisited later on in the course.  Lesson idea 3:  Brainstorm places where volunteering can take place and put them in a list. Survey the class about where they would hope to volunteer and why to practise further giving opinions.  Interview, friends, families and neighbours (EAL) to find more about their unique voluteneering workexperiences and inititaives they are or were part of. | Self-produced, downloaded – possibly from ClipArt -, or commercially produced flashcards of some of the most common professions.  Search the internet for short video presentations of professions in Tamil  <https://www.youtube.com/watch?v=B_o6gLYaLY8>  <https://www.tes.com/lessons/hvDo9MnSTC7mfA/learn-tamil>  <http://www.newburyparkschool.net/langofmonth/tamil/player.html>  <https://www.tes.com/resources/search/?q=employment%20in%20india%20resources> | Relative pronouns  Infinitive clauses  Future tense with appropriate verbs. | Work, careers and volunteering  Topic Area B 4  Future plans  Topic Area B 5 | | Critical thinking is assessed in AO1 and AO3  Communication is assessed in AO4 and A02 | Critical thinking  Communication  Teamwork  Collaboration  Co-operation  Responsibility  Self-presentation |
|  | | **Term 3** | | | | | | | | |
| 1-4 | Topic Area C - Personal life and relationships | | House and home  Daily routine  Helping at home | Lesson idea 1:  Practise and learn the vocabulary of types of house and their position with flashcards using the question *Where do you live?* Pupils respond according to the flashcard and then the actual answer. Then add the position, e.g. in the town centre, in a village, in the countryside, on the edge of the town, on the coast, in the mountains and finally the country. Pupils should then be able to say something like *I live in a terraced house on the edge of the town in Srilanka/Tamilnadu rural life .*  This can be practised in groups and written up.  Lesson idea 2:  After practising with flashcards to learn the vocabulary, pupils design their own ideal house, draw it and write about *My Ideal House.*  Lesson idea 3:  Kim’s Game with items in a room, e.g. bedroom.  Lesson idea 4:  Quizlet.com will give lots of help with things to do to help at home. Play a game in pairs adding to a list, e.g. *I wash the dishes, I wash the dishes and I make my bed, I wash the dishes, make my bed and I lay the table…* The loser is the one who first makes a mistake. Then write a review of how teenagers should help at home. This could also be a poster. | Self-produced, downloaded – possibly from ClipArt -, or commercially produced flashcards of types of houses, places where houses are situated and rooms in a house.  <http://www.gotoquiz.com/how_indian_are_you_1>  (create own quiz based on reseaarch and learning on the town, countrside,the style and practices of living in thier native nations.  Collection of about 12 items found in a bedroom/ kitchen/ lounge. These could be real or on a slide shown to the class. | Adjectives and adjectival agreement  Reflexive verbs  Possessive adjectives  Verbs to say what you must, should or could do. | House and home  Topic area C 1  Daily routine and helping at home  Topic Area C 2 | Critical thinking is assessed in AO1 and AO3  Communication is assessed in AO4  Executive function is assessed in AO2 | | Critical thinking  Communication  Ethics  Executive function  Cross curricular - Art |
| 5-6 | Topic Area C - Personal life and relationships | | Role models  Imagery of resialiant and successful role models withour gender bias from any of the topics areas covered. | Lesson idea 1:  Research a role model online and create a CV. Only TL sites allowed.  Lesson idea 2:  Brainstorm a list of adjectives which are positive about role models and some which are negative. Discuss possible role models and not so good ones. Write an appreciation of a role model and explain why s/he is a good influence.  Lesson idea 3:  In preparation for the translation section, the teacher should choose a theme and material which would be appropriate for the translation test which can be shown to the whole class. Brainstorm what is on the picture, what is happening on the picture, what the people on the picture are doing, might do later and just have been doing. Then choose a second picture for the class to work on in pairs. | Two pictures suitable for the speaking test which can be copied for the pupils.  Internet text of a possible role model  Possible websites:  http://www.everyculture.com/Sa-Th/Sri-Lanka.html  <https://www.youtube.com/watch?v=ezd4XgfSmgg>  http://www.thehindu.com/todays-paper/tp-national/tp-tamilnadu/role-model/article2544335.ece  https://www.youtube.com/results?search\_query=europeans+speaking+tamil | Adverbial phrases of time  Alternatives to the future e.g. hope, intend, would like | Role models  Topic Area C 3  Adjectives to describe character | Empathy/perspective and taking the initiative are assessed in AO2 and AO4  Critical thinking is assessed in AO 2  Problem solving is assessed in all AOs | | Initiative  Critical thinking  Empathy/perspective taking  Adaptive learning  Interpersonal skills  Problem solving  Collaboration |
| 7-9 | Topic Area C - Personal life and relationships | | Relationships with family and friends  Childhood | Lesson idea 1:  Describe your own family to a partner whilst he or she draws a simple family tree. Use adjectives learnt in the previous part of the course to describe them. Listen to accounts of relationships within the family from other members of the class and complete a form prepared by the teacher.  Lesson idea 2:  Read a problem page letter with the group and discuss, practising and noting new vocabulary. Then get the class to complete a second copy with the words from memory and /or to replace the gaps with other appropriate words. Then do the same thing with a response. The class then produce their own letter and response.  Lesson idea 3:  Listen to a recording of an older person’s life now compared with their life as a child. Make notes in the TL of the advantages and disadvantages of the life as a child. | A form to complete about 10 members of the class and their family.  A problem page letter and a second copy with gaps.  A recording of an older person talking about childhood. The teacher could write it and perhaps a colleague or friend who speaks the TL could read it. | Prepositions  Possession: adjectives and pronouns  Imperfect tense  Verbs to describe what is allowed  When?  Valuess, customs and culture in each family.then and now  Compare and contrast the chosen custom or value of each family.Discuss and comprehend main points and values of knowing such practices. | Relationships with family and friends  Topic Area C 4  Childhood  Topic Area C 5  Adjectives to describe character and to describe people | Critical thinking is assessed in AO 2  Problem solving is assessed in all AOs  Creativity is assessed in AO2 and AO4  Empathy/perspective taking and Initiative are assessed in AO2 and AO4 | | Critical thinking  Problem solving  Creativity  Ethics  Empathy/perspective taking  Valuess, customs and culture |
|  | | **Term 4** | | | | | | | | |
| 1-3 | Topic Area D - The world around us | | Environmental issues | Lesson idea 1:  Create an information leaflet about environmental issues  Lesson idea 2:  Read reports about alternative energy sources and complete worksheets. These could be written as questions similar to those used in the examination.  Lesson idea 3:  Brainstorm what the individual can do to protect the environment and then do a survey in the class. Write this up as a poster or a short paragraph.  Lesson idea 4:  Using the materials from previous lessons. Write a personal account of commitment to the environment in the future. What will the pupils do to protect the environment? | Mflresources.org.uk may have suitable material on the environment  Other websites:reference and example :  <http://tnenvis.nic.in/>  <http://www.ndtv.com/tamil-nadu-news/from-tamil-nadu-an-environmental-crisis-in-your-wardrobe-foreign-media-1213020>  <http://www.thesundayleader.lk/2012/07/08/environmental-protection-and-sustainable-development-in-sri-lanka/>  Worksheets based on the websites on any impactfull recent occurances throughtout the world and its response in comparison to any such events in the TL native countries/places. | Imperative - formal and informal  Prepositions  Alternatives to the future | Environmental issues  Topic Area D 1 | | Adaptive learning is assessed in AO2  Critical thinking is assessed in AO 2  Communication is assessed in AO4  Problem solving is assessed in all AOs | Adaptive learning  Critical thinking  Communication  Personal and social responsibility  Intellectual interest and curiosity  Ethics  Integrity |
| 4-6 | Topic Area D - The world around us | | Weather and climate  Travel and transport | Lesson idea 1:  Introduction of key weather phrases via flashcard work. Teacher introduces vocabulary from the front of the class, then pupils try to ‘win’ the card by guessing it as teacher hides it.  Pupils then play a type of charades to guess the weather.  Teacher mimes the word and pupils have to guess what it is.  Hangman can be played with the key vocabulary to learn spellings. A further lesson lime this can be done using transport flashcards.  Lesson idea 2:  Listen to downloaded weather reports, complete a worksheet and then create one for this week    Lesson idea 3:Role play:  Produce simple dialogues in pairs buying tickets and making enquiries at a railway station after first working on this together.  Lesson idea 4:  Write a letter of complaint about a disastrous train journey. Late? Dirty train? Noisy passengers? No toilets?, impact of any latest changes or thoughts and ideas to put forth for a positive change. | Self-produced, downloaded – possibly from ClipArt -, or commercially produced flashcards of types of weather and types of transport.  Clip Art  http://www.accuweather.com/en/browse-locations/asi/in/tn.  Worksheet based on the weather reports  Simple railway timetable created by the teacher  of the naitve places.  https://www.selectiveasia.com/sri-lanka-holidays/weather | Conditional  Adjectives used as nouns | Weather and climate Topic Area D 2  Travel and transport  Topic Area D 3 | | Critical thinking is assessed in AO 2  Communication is assessed in AO4  Problem solving is assessed in all AOs  Initiative is assessed in AO2 | Critical thinking  Communication  Problem solving  Responsibility  Initiative |
| 7-9 | Topic Area D - The world around us | | The media  Information and communication technology | Lesson idea 1:  Introduction of key types of television programmes via flashcard work. Teacher introduces vocabulary from the front of the class, then pupils try to ‘win’ the card by guessing it as teacher hides it.  Pupils then play a type of charades to guess the place.  Teacher mimes the word and pupils have to guess what it is.  Hangman can be played with the key vocabulary to learn spellings.  Lesson idea 2:  Read simple news reports taken from the internet and then complete a worksheet.  Lesson idea 3:  Write a simple review of a favourite television programme or film.  Type of programme/film. The cast. The plot. Why enjoyable?  Lesson idea 4:  Debate the pros and cons of social media | Self-produced, downloaded – possibly from ClipArt -, or commercially produced flashcards of types of television programmes.  Possible websites:  <http://www.rupavahini.lk/sri-lanka-rupavahini-live-tv-webcast.html>  https://en.wikipedia.org/wiki/List\_of\_Tamil-language\_television\_channels | The passive (recognition only)  Word order  Adverbial phrases | The media  Topic Area D 4  Information and communication technology Topic Area D 5  Language of opinion, debate and discussion | | Critical thinking is assessed in AO 2  Communication is assessed in AO4  Problem solving is assessed in all AOs  Innovation is assessed in AO4  Reasoning/argumentation is assessed in all AOs | Critical thinking  Communication  Problem solving  Innovation  Negotiation  Leadership  Ethics  Reasoning/argumentation |
|  | | **Term 5** | | | | | | | | |
| 1-3 | Topic Area E - Social activities, fitness and health | | Hobbies and interests  Sports and exercise  Special Occasions | Lesson idea 1:  In pairs discuss the preparation for a birthday party. use phrases like we could, we ought to, we must, we need etc. who will be invited? Where will it be? What music do we need  Lesson idea 2:  “Taboo“ – team game. Pick a card which gives you a sport to describe but bans the use of  certain words.(Words and phrases should be chosen and delivered with extreme care and caution keeping in mind not to any on or all particular sector of people and thier practices).  Lesson idea 3:  Read a text about a recent weekend either taken from the web or written by the teacher and then complete a gap fill exercise written by the teacher.  Lesson idea 4:  Write a blog about your hobbies and interests. How often do you play a sport? What music do you enjoy? What do you do at the weekend? With whom do you enjoy your hobbies?  The class could also prepare a similar oral presentation about their favourite hobbies.    Lesson idea 5:  One lesson could be used to look at and discuss a picture of a birthday or a wedding for the written and transaltion tests. | Self-produced, downloaded – possibly from ClipArt -, or commercially produced flashcards of types of hobbies.  Two pictures from the internet, magazines or media on sports , special native occassions.  Translation/written activties based on varied intersts, hobbies, sports played and special occassions.  A text about a weekend plus a gap fill exercise.  Possible websites:  <https://en.wikipedia.org/wiki/Sports_in_Tamil_Nadu>  <http://www.sdat.tn.gov.in/>  <http://indiacollegefinder.org/courses/engineering/tamilnadu_engineering_admission_TNEA/sports_quota.php>  <https://en.wikipedia.org/wiki/Sport_in_Sri_Lanka>  http://www.island.lk/index.php?page\_cat=article-details&page=article-details&code\_title=34318 | Revision of verbs in the imperfect, including the translation of should, could, was able, was allowed  Demonstrative pronouns | Special occasions  Topic Area E 1  Hobbies, interests, sport and exercise  Topic Area E 2 | | Critical thinking is assessed in AO 2  Communication is assessed in AO4  Problem solving is assessed in all AOs  Initiative is assessed in AO2 and AO4 | Critical thinking  Communication  Problem solving  Co-operation  Self- presentation  Adaptability  Initiative  Self-regulation  Translation |
| 4-6 | Topic Area E - Social activities, fitness and health | | Shopping and money matters  Accidents, injuries, common ailments | Lesson idea 1:  Conduct a class survey on pocket money and what is bought with it. Write this up as a blog.  Account o traditional shopping habits to modern ones from any Tamil speaking native countries.  Lesson idea 2:  Introduction of key parts of the body via flashcard work. Teacher introduces vocabulary from the front of the class, then pupils try to ‘win’ the card by guessing it as teacher hides it.  Pupils then play a type of charades to guess the body part.  Teacher mimes the word and pupils have to guess what it is.  Hangman can be played with the key vocabulary to learn spellings.  Lesson idea 2:  Write a short blog about an imaginary accident or other sports injury based on the national sports and any other daring sports of the native origin e.g: Yaer thazhuvudha, malyudham.  Lesson idea 3:  Read a text about sport in a Tamil speaking country and complete a worksheet prepared by the eacher as a multiple choice exercise  Lesson idea 4:  One lesson could be used to begin preparation for the speaking test by looking and discussing a couple of pictures. | Two pictures from the internet, magazines or websites/books to read for reading tests.  Self-produced, downloaded – possibly from ClipArt -, or commercially produced flashcards of types of parts of the body.  Watch and read material of varied nature to encourage reading , writing , comprehension and pssible translation activities for the chosen topic. | Qualifiers and intensifiers  Impersonal verbs  More complex verb constructions – pluperfect and conditional  Revision of other tenses | Shopping and money matters  Topic area E 3  Accidents, injuries, common ailments and health issues  Topic Area E 4 | | Critical thinking is assessed in AO 2  Communication is assessed in AO4  Problem solving is assessed in all AOs  Productivity is assessed in AO2  Intellectual interest and curiosity is assessed in AO4  Creativity is assessed in AO2 and AO4 | Critical thinking  Communication  Problem solving and translation  Self-direction  Productivity  Intellectual interest and curiosity  Creativity |
| 7-9 | Topic Area E - Social activities, fitness and health | | Healthy eating  Food and drink | Lesson idea 1:  Conduct a class survey of dietary habits and then produce a graph, chart or poster to see how healthy the class’s dietary habits are.  List of traditional food practices, thier name,seasonal foods, foods served during festive times, marriages and any other thought provoking and historical culinary history behind food habits and preferences.  Lesson idea 2:  Introduction of key types of food and drink via flashcard work. Teacher introduces vocabulary from the front of the class, then pupils try to ‘win’ the card by guessing it as teacher hides it.  Pupils then play a type of charades to guess the food or drink.  Teacher mimes the word and pupils have to guess what it is.  Hangman can be played with the key vocabulary to learn spellings.  Lesson idea 3: Prepare a shopping list of about 10 items and then use a website from a supermarket to price the goods and prepare an order.  Oral description of a restaurant or cafe scene with answers from other group members  Lesson idea 4:  Research vegetarianism from the countries and write a report  Lesson idea 5:  One lesson could be used to begin preparation for the speaking test by looking and discussing a couple of pictures. | Self-produced, downloaded – possibly from ClipArt -, or commercially produced flashcards of types of food and drink.  Create a paper “vazhaillai” and discuss the benefits and reasoning behind using Vazhaillai, Thaiillai for traditional days and for any other practices .  Two pictures from the internet, magazines or websites such as <https://en.wikipedia.org/wiki/Tamil_cuisine> to discuss  <https://en.wikipedia.org/wiki/Sri_Lankan_cuisine>  <http://snapcart.lk/blog/top-5-supermarkets-in-sri-lanka/>  https://www.startlocal.in/retail\_-\_general/supermarkets/tamil\_nadu/  <http://www.ijptonline.com/wp-content/uploads/2017/01/22246-22253.pdf> | Adjectives used as nouns  Negative forms  Revise prepositions | Food and drink  Topic Area E 5  Numbers for prices  Colours | | Critical thinking is assessed in AO 2  Communication is assessed in AO4  Problem solving is assessed in all AO3  Self-presentation is assessed in AO4  Adaptive learning is assessed in all AOs  Productivity is assessed in AO2 | Critical thinking  Communication  Problem solving  Teamwork  Collaboration  Self-presentation  Collaboration  Ethics  Adaptive learning  Productivity |
|  | | **Term 6 Revision** | | | | | | | | |
| As required | All topics - examination skills | | Revision term before final examination - all Topic Areas  Begin with the Reading assessment. | Listening, reading and writing with translation activities from Sample Assessment Materials and past papers.  Selection and preparation of picture for Section A of various units.  Produce a bank of possible extracts for the reading and translation which can be done by the teacher as well as the class.  Choose a couple of unsuitable pictures too.  In class discuss the pros and cons of the pictures and brainstorm possible questions appropriate to the specification. This can also be done in pairs or groups with pictures chosen by the pupils.  Pupils should also choose the picture they wish to use for the writing bolgs, articles and can write in English and then translate in TL.  In class and in pairs work on the Section B including specimen answers and further development.  Pairwork should be organised so as to encourage pupils to develop answers as much as possible.  Practise various required an transferrable skills using the SAMS and old papers from the previous specification as guidance materials. Similar materials may be available commercially and teachers can also produce their own materials with help from the Internet, books and any other accredicated sources. Questions with multiple choice answers, gap filling exercises and the completion of forms should all be practised.  Similar work should be carried out with reading materials which will be available from the SAMS, old specification exams and other internet sources.  In writing practise both shorter passages of 50 words as well as longer emails , letters or blogs based on the SAMS, old specification exams and other internet sources.  Vocabulary tests are a good idea all the way through as it would strongly compliment all areas of testing. | Use of past papers from the current specification  Appropriate exercises prepared by the teacher based on those in the SAMS  A bank of possible pictures for the vocab and spelling tests to aid written and translation parts.  The suggested questions for the parts of all sections in the paper.  The internet will provide many possible questions and interviews to watch on vaious tpoic ideas to get more indepth and first hand knowldege of the issues regarding tamil speaking countires. |  | All vocabulary revised. | |  | Self-monitoring/self-evaluation/self-reinforcement  Continuous learning |