



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 adaptability 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	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.	Self-produced, downloaded – possibly from ClipArt -, or commercially produced flashcards of places in town and types of accommodation. Photographs from holiday visits or	Present tense Coordinating conjunctions Interrogatives 2nd person formal and informal	Life in the town and rural life Directions Services Minimum core vocabulary from the	Communication is assessed in AO4 and AO2 Interpretation is assessed in all four skills AO1 AO2 AO3 and AO4	Communication – <i>dialogues, productive writing, pairwork</i> Collaboration <i>Pairwork</i> Interpersonal skills

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		Services Methods of native transports and current trends.	<p>Hangman can be played with the key vocabulary to learn spellings.</p> <p>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.</p> <p>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)</p> <p>Lesson idea 4:</p>	<p>family members to present a guess speech and or give first hand experiences.</p> <p>Clip Art/google images.Compare and contrast traditional (mythological)Vs trending modes of transports.What if games.</p> <p>Simple map of a town produced by the teacher containing key buildings on a whiteboard or other form of display</p> <p>Role play cards for the bank and the post office.How does Bank /postoffices function in native town to their palace of stay/birth. Discussions</p>	<p>Adjective endings when used to describe places in town</p> <p>Revision of prepositions used in directions, e.g. next to, after, between, before</p>	<p>specification for Topic A, sections 1, 2, 4</p> <p>Adjectives of size and distance and adjectives to describe places in town.</p>	<p>Adaptive learning is assessed in AO2</p> <p>Cooperation, team work and negotiation in pairwork. A04.</p>	<p>Interpretation</p> <p>Adaptive learning – <i>speaking work when giving map directions</i></p>



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			<p>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</p> <p>Lesson idea 5: Role play in a bank and post office. The cards can be written by the teacher or produced by pupils.</p> <p>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</p>	<p>Access to Government websites for Tamil materials, literary texts, participating in local cultural events, association with visits to native Tamil speaking countries.</p> <p>http://www.mapsofindia.com/maps/tamilnadu/tamilnaduroads.htm</p> <p>http://www.mapsofworld.com/sri-</p>				

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				lanka/sri-lanka-road-map.html https://www.theifsc.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				
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:	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	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	Communication is assessed in AO4 Productivity is assessed in AO2 Analysis and Critical thinking is assessed in AO1 and AO3	Communication <i>Dialogues, pairwork. Writing tasks</i> Self-presentation Productivity Analysis Critical thinking <i>Why is one holiday</i>



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			<p>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: <i>In our class Madurai/Thirukonamali is more popular. List of 5 best places in order of popularity-group work. We prefer to go Temple visits than to go hiking. why? if not ?</i></p> <p>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.</p> <p>Lesson idea 4:</p>	first hand information of thier family or thier own experiences and visits to and from the tamil speaking native places of visits.		<p>for Topic A, sections 2, 4 and Topic D 2</p> <p>Names of countries</p>		<p><i>destination better than another?</i></p> <p>Intellectual interest and curiosity Investigating other countries and their customs.</p> <p>Authneticity of information, practical applications of native practices in thier current lives and place of living.</p>

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			<p>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,</p> <p>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.</p>	<p>http://www.tn.gov.in/holiday/2017</p> <p>http://www.officeholidays.com/countries/sri_lanka/index.php</p> <p>Work in pairs or small groups-each writing a letter of concern/feedback in English and the other has to translate it to the native language.</p>				
8-9	Topic Area A- Home and Abroad	Everyday life Traditions Communities	<p>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.</p> <p>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</p>	<p>Pictures, video library of any recent local/native nation's celebration – disregard to religious stipulations.Children should be encouraged to know , discuss and learn all practices without imposing views and thoughts of any nature.</p> <p>Chithitaithiruvizha, perumpongal, Deepavali,</p>	<p>Word order</p> <p>Conjunctions</p> <p>Prepositions</p>	<p>Life in the town and rural life</p> <p>Everyday life, traditions and communities</p> <p>Vocabulary specific to festivals and traditions</p>	<p>Critical thinking is assessed in AO1 and AO3</p> <p>Self-presentation is assessed in AO4</p> <p>Creativity is assessed in AO2 and AO4</p>	<p>Critical thinking</p> <p>Self-presentation and translation activities.</p> <p>Self-direction</p> <p>Creativity – <i>production of poster</i></p> <p>Executive function</p>



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			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.	Karthigaideepam, Kiruthumas, muharam, Eid, and any other seasonal celebrations.				
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)	Self-produced, downloaded – possibly from ClipArt -, or commercially produced flashcards of school subjects. School uniform practices and their reasoning. A collection of classroom objects	Giving opinions Complex sentences using <i>before</i> and <i>after</i> as conjunctions and prepositions Modals present tense Telling the time	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	Critical thinking Creativity Problem solving Adaptive learning Ethics Communication

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?
			<p>Hangman can be played with the key vocabulary to learn spellings.</p> <p>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.</p> <p>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</p> <p>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.</p> <p>Lesson idea 5: Pair work cards – turn over a school rule and give an opinion, including using the word <i>because</i>.</p> <p>Lesson idea 6:</p>	<p>put together by the teacher.</p> <p>An internet website possibly of a twin school if available or any appropriate school in a</p> <p>https://en.wikipedia.org/wiki/Education_in_Tamil_Nadu</p> <p>http://www.moe.gov.lk/english/</p> <p>Self-produced or downloaded cards of school rules.</p> <p>Devise ways to listen and read numbers</p> <p>http://tamilcube.com/learn-tamil/tamil-numbers.aspx</p> <p>practise reading year in tamil -1976 been read as : <i>Aayirathi</i></p>	Numbers		Communication is assessed in AO4	



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			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.	<i>tholayirathi ezhuvatharu.</i> 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.				
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 successful 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.	Possible websites https://www.tripadvisor.co.uk/Attractions-g297674-Activities-Tamil_Nadu.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

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			<p>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.</p> <p>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.</p>	<p>https://www.ixigo.com/educational-places-in-tamil-nadu-lp-1273340</p> <p>http://www.schoolsworldwide.co.uk/holiday/sri_lanka_expedition.html</p>				Decision making
7-9 2 ½ weeks	Topic Area B: Education and Employment	<p>Work and careers</p> <p>Volunteering</p> <p>Future plans</p>	<p>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 the class all together give their opinions about jobs and make notes, followed by written work as above.</p>	<p>Self-produced, downloaded – possibly from ClipArt -, or commercially produced flashcards of some of the most common professions.</p> <p>Search the internet for short video</p>	<p>Relative pronouns</p> <p>Infinitive clauses</p> <p>Future tense with appropriate verbs.</p>	<p>Work, careers and volunteering Topic Area B 4</p> <p>Future plans Topic Area B 5</p>	<p>Critical thinking is assessed in AO1 and AO3</p> <p>Communication is assessed in AO4 and AO2</p>	<p>Critical thinking</p> <p>Communication</p> <p>Teamwork</p> <p>Collaboration</p> <p>Co-operation</p> <p>Responsibility</p>



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			<p>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.</p> <p>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 volunteering work experiences and initiatives they are or were part of.</p>	<p>presentations of professions in Tamil</p> <p>https://www.youtube.com/watch?v=B_o6gLYaLY8</p> <p>https://www.tes.com/lessons/hvDo9MnSTC7mfA/learn-tamil</p> <p>http://www.newburyparkschool.net/lan-gofmonth/tamil/player.html</p> <p>https://www.tes.com/resources/search/?q=employment%20in%20india%20resources</p>				Self-presentation

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Term 3								
1-4	Topic Area C - Personal life and relationships	House and home Daily routine Helping at home	<p>Lesson idea 1: Practise and learn the vocabulary of types of house and their position with flashcards using the question <i>Where do you live?</i> 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>I live in a terraced house on the edge of the town in Srilanka/Tamilnadu rural life</i> . This can be practised in groups and written up.</p> <p>Lesson idea 2: After practising with flashcards to learn the vocabulary, pupils design their own ideal house, draw it and write about <i>My Ideal House</i>.</p> <p>Lesson idea 3: Kim's Game with items in a room, e.g. bedroom.</p>	<p>Self-produced, downloaded – possibly from ClipArt -, or commercially produced flashcards of types of houses, places where houses are situated and rooms in a house.</p> <p>http://www.gotoquiz.com/how_indian_are_you_1</p> <p>(create own quiz based on research and learning on the town, countryside, the style and practices of living in their native nations.</p> <p>Collection of about 12 items found in a bedroom/ kitchen/ lounge. These could be real or on a slide shown to the class.</p>	<p>Adjectives and adjectival agreement</p> <p>Reflexive verbs</p> <p>Possessive adjectives</p> <p>Verbs to say what you must, should or could do.</p>	<p>House and home Topic area C 1</p> <p>Daily routine and helping at home Topic Area C 2</p>	<p>Critical thinking is assessed in AO1 and AO3</p> <p>Communication is assessed in AO4</p> <p>Executive function is assessed in AO2</p>	<p>Critical thinking</p> <p>Communication</p> <p>Ethics</p> <p>Executive function</p> <p>Cross curricular - Art</p>



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			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>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...</i> 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.					
5-6	Topic Area C - Personal life and relationships	Role models Imagery of resilient and successful role models without 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	Two pictures suitable for the speaking test which can be copied for the pupils. Internet text of a possible role model Possible websites:	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

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			<p>model and explain why s/he is a good influence.</p> <p>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.</p>	<p>http://www.everyculture.com/Sa-Th/Sri-Lanka.html</p> <p>https://www.youtube.com/watch?v=eZd4XgfSmgg</p> <p>http://www.thehindu.com/todays-paper/tp-national/tp-tamilnadu/role-model/article2544335.ece</p> <p>https://www.youtube.com/results?search_query=europeans+speaking+tamil</p>				<p>Problem solving</p> <p>Collaboration</p>
7-9	Topic Area C - Personal life and relationships	<p>Relationships with family and friends</p> <p>Childhood</p>	<p>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.</p> <p>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</p>	<p>A form to complete about 10 members of the class and their family.</p> <p>A problem page letter and a second copy with gaps.</p> <p>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.</p>	<p>Prepositions</p> <p>Possession: adjectives and pronouns</p> <p>Imperfect tense</p> <p>Verbs to describe what is allowed</p> <p>When?</p> <p>Values, customs and culture in each family. then and now</p>	<p>Relationships with family and friends Topic Area C 4</p> <p>Childhood Topic Area C 5</p> <p>Adjectives to describe character and to describe people</p>	<p>Critical thinking is assessed in AO 2</p> <p>Problem solving is assessed in all AOs</p> <p>Creativity is assessed in AO2 and AO4</p> <p>Empathy/perspective taking and Initiative are assessed in AO2 and AO4</p>	<p>Critical thinking</p> <p>Problem solving</p> <p>Creativity</p> <p>Ethics</p> <p>Empathy/perspective taking</p> <p>Values, customs and culture</p>



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			<p>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.</p> <p>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.</p>		Compare and contrast the chosen custom or value of each family. Discuss and comprehend main points and values of knowing such practices.			
Term 4								
1-3	Topic Area D - The world around us	Environmental issues	<p>Lesson idea 1: Create an information leaflet about environmental issues</p> <p>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.</p>	<p>Mflresources.org.uk may have suitable material on the environment</p> <p>Other websites: reference and example : http://tnenvs.nic.in/ http://www.ndtv.com/tamil-nadu-</p>	<p>Imperative - formal and informal</p> <p>Prepositions</p> <p>Alternatives to the future</p>	Environmental issues Topic Area D 1	<p>Adaptive learning is assessed in AO2</p> <p>Critical thinking is assessed in AO 2</p>	<p>Adaptive learning</p> <p>Critical thinking</p> <p>Communication</p> <p>Personal and social responsibility</p>

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			<p>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.</p> <p>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?</p>	<p>news/from-tamil-nadu-an-environmental-crisis-in-your-wardrobe-foreign-media-1213020</p> <p>http://www.thesundayleader.lk/2012/07/08/environmental-protection-and-sustainable-development-in-sri-lanka/</p> <p>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.</p>			<p>Communication is assessed in AO4</p> <p>Problem solving is assessed in all AOs</p>	<p>Intellectual interest and curiosity</p> <p>Ethics</p> <p>Integrity</p>
4-6	Topic Area D - The world around us	<p>Weather and climate</p> <p>Travel and transport</p>	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.	Self-produced, downloaded – possibly from ClipArt -, or commercially produced flashcards of types of weather and types of transport.	<p>Conditional</p> <p>Adjectives used as nouns</p>	<p>Weather and climate Topic Area D 2</p> <p>Travel and transport Topic Area D 3</p>	<p>Critical thinking is assessed in AO 2</p> <p>Communication is assessed in AO4</p>	<p>Critical thinking</p> <p>Communication</p> <p>Problem solving</p> <p>Responsibility</p> <p>Initiative</p>



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?
			<p>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 time this can be done using transport flashcards.</p> <p>Lesson idea 2: Listen to downloaded weather reports, complete a worksheet and then create one for this week</p> <p>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.</p> <p>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.</p>	<p>Clip Art</p> <p>http://www.accuweather.com/en/browse-locations/asi/in/tn.</p> <p>Worksheet based on the weather reports</p> <p>Simple railway timetable created by the teacher of the native places.</p> <p>https://www.selectiveasia.com/sri-lanka-holidays/weather</p>			<p>Problem solving is assessed in all AOs</p> <p>Initiative is assessed in AO2</p>	

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?
7-9	Topic Area D - The world around us	The media Information and communication technology	<p>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.</p> <p>Lesson idea 2: Read simple news reports taken from the internet and then complete a worksheet.</p> <p>Lesson idea 3: Write a simple review of a favourite television programme or film. Type of programme/film. The cast. The plot. Why enjoyable?</p> <p>Lesson idea 4: Debate the pros and cons of social media</p>	<p>Self-produced, downloaded – possibly from ClipArt -, or commercially produced flashcards of types of television programmes.</p> <p>Possible websites: http://www.rupavahini.lk/sri-lanka-rupavahini-live-tv-webcast.html https://en.wikipedia.org/wiki/List_of_Tamil-language_television_channels</p>	<p>The passive (recognition only)</p> <p>Word order</p> <p>Adverbial phrases</p>	<p>The media Topic Area D 4</p> <p>Information and communication technology Topic Area D 5</p> <p>Language of opinion, debate and discussion</p>	<p>Critical thinking is assessed in AO 2</p> <p>Communication is assessed in AO4</p> <p>Problem solving is assessed in all AOs</p> <p>Innovation is assessed in AO4</p> <p>Reasoning/argumentation is assessed in all AOs</p>	<p>Critical thinking</p> <p>Communication</p> <p>Problem solving</p> <p>Innovation</p> <p>Negotiation</p> <p>Leadership</p> <p>Ethics</p> <p>Reasoning/argumentation</p>



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?
Term 5								
1-3	Topic Area E - Social activities, fitness and health	Hobbies and interests Sports and exercise Special Occasions	<p>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</p> <p>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).</p> <p>Lesson idea 3: Read a text about a recent weekend either taken from the</p>	<p>Self-produced, downloaded – possibly from ClipArt -, or commercially produced flashcards of types of hobbies.</p> <p>Two pictures from the internet, magazines or media on sports , special native occasions. Translation/written activties based on varied intersts, hobbies, sports played and special occassions.</p>	<p>Revision of verbs in the imperfect, including the translation of should, could, was able, was allowed</p> <p>Demonstrative pronouns</p>	<p>Special occasions Topic Area E 1</p> <p>Hobbies, interests, sport and exercise Topic Area E 2</p>	<p>Critical thinking is assessed in AO 2</p> <p>Communication is assessed in AO4</p> <p>Problem solving is assessed in all AOs</p> <p>Initiative is assessed in AO2 and AO4</p>	<p>Critical thinking</p> <p>Communication</p> <p>Problem solving</p> <p>Co-operation</p> <p>Self-presentation</p> <p>Adaptability</p> <p>Initiative</p> <p>Self-regulation</p> <p>Translation</p>

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?
			<p>web or written by the teacher and then complete a gap fill exercise written by the teacher.</p> <p>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.</p> <p>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 translation tests.</p>	<p>A text about a weekend plus a gap fill exercise.</p> <p>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 </p> <p> 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 </p>				
4-6	Topic Area E - Social activities, fitness and health	Shopping and money matters	<p>Lesson idea 1: Conduct a class survey on pocket money and what is bought with it. Write this up as a blog. Account of traditional shopping habits to modern ones from any Tamil speaking native countries.</p> <p>Lesson idea 2:</p>	<p>Two pictures from the internet, magazines or websites/books to read for reading tests.</p>	<p>Qualifiers and intensifiers</p> <p>Impersonal verbs</p> <p>More complex verb constructions –</p>	<p>Shopping and money matters Topic area E 3</p> <p>Accidents, injuries, common</p>	<p>Critical thinking is assessed in AO 2</p> <p>Communication is assessed in AO4</p>	<p>Critical thinking</p> <p>Communication</p> <p>Problem solving and translation</p> <p>Self-direction</p>



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?
		Accidents, injuries, common ailments	<p>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.</p> <p>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.</p> <p>Lesson idea 3: Read a text about sport in a Tamil speaking country and complete a worksheet prepared by the teacher as a multiple choice exercise</p>	<p>Self-produced, downloaded – possibly from ClipArt -, or commercially produced flashcards of types of parts of the body.</p> <p>Watch and read material of varied nature to encourage reading , writing , comprehension and possible translation activities for the chosen topic.</p>	<p>pluperfect and conditional</p> <p>Revision of other tenses</p>	<p>ailments and health issues Topic Area E 4</p>	<p>Problem solving is assessed in all AOs</p> <p>Productivity is assessed in AO2</p> <p>Intellectual interest and curiosity is assessed in AO4</p> <p>Creativity is assessed in AO2 and AO4</p>	<p>Productivity</p> <p>Intellectual interest and curiosity</p> <p>Creativity</p>

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?
			Lesson idea 4: One lesson could be used to begin preparation for the speaking test by looking and discussing a couple of pictures.					
7-9	Topic Area E - Social activities, fitness and health	Healthy eating Food and drink	<p>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, their name, seasonal foods, foods served during festive times, marriages and any other thought provoking and historical culinary history behind food habits and preferences.</p> <p>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.</p> <p>Lesson idea 3: Prepare a shopping list of about 10 items and then</p>	<p>Self-produced, downloaded – possibly from ClipArt -, or commercially produced flashcards of types of food and drink.</p> <p>Create a paper "vazhaillai" and discuss the benefits and reasoning behind using Vazhaillai, Thailai 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</p> <p>https://en.wikipedia.org/wiki/Sri_Lankan_cuisine</p>	<p>Adjectives used as nouns</p> <p>Negative forms</p> <p>Revise prepositions</p>	<p>Food and drink Topic Area E 5</p> <p>Numbers for prices</p> <p>Colours</p>	<p>Critical thinking is assessed in AO 2</p> <p>Communication is assessed in AO4</p> <p>Problem solving is assessed in all AO3</p> <p>Self-presentation is assessed in AO4</p> <p>Adaptive learning is assessed in all AOs</p> <p>Productivity is assessed in AO2</p>	<p>Critical thinking</p> <p>Communication</p> <p>Problem solving</p> <p>Teamwork</p> <p>Collaboration</p> <p>Self-presentation</p> <p>Collaboration</p> <p>Ethics</p> <p>Adaptive learning</p> <p>Productivity</p>



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?
			<p>use a website from a supermarket to price the goods and prepare an order.</p> <p>Oral description of a restaurant or cafe scene with answers from other group members</p> <p>Lesson idea 4: Research vegetarianism from the countries and write a report</p> <p>Lesson idea 5: One lesson could be used to begin preparation for the speaking test by looking and discussing a couple of pictures.</p>	<p>http://snapcart.lk/blog/top-5-supermarkets-in-sri-lanka/</p> <p>https://www.startlocal.in/retail_-_general/supermarkets/tamil_nadu/</p> <p>http://www.ijptonline.com/wp-content/uploads/2017/01/22246-22253.pdf</p>				
Term 6 Revision								
As required	All topics - examination skills	Revision term before final examination - all Topic Areas	Listening, reading and writing with translation activities from Sample Assessment Materials and past papers.	<p>Use of past papers from the current specification</p> <p>Appropriate exercises prepared</p>		All vocabulary revised.		Self-monitoring/self-evaluation/self-reinforcement

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?
		Begin with the Reading assessment.	<p>Selection and preparation of picture for Section A of various units.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>by the teacher based on those in the SAMS</p> <p>A bank of possible pictures for the vocab and spelling tests to aid written and translation parts.</p> <p>The suggested questions for the parts of all sections in the paper.</p> <p>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.</p>				Continuous learning



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?
			<p>Internet, books and any other accredited sources. Questions with multiple choice answers, gap filling exercises and the completion of forms should all be practised.</p> <p>Similar work should be carried out with reading materials which will be available from the SAMS, old specification exams and other internet sources.</p> <p>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.</p> <p>Vocabulary tests are a good idea all the way through as it would strongly compliment all areas of testing.</p>					