The Curriculum guides for community languages provide a flexible outline for planning the design and delivery of language courses in mainstream and complementary schools. The series draws on recent policy developments in language teaching, including the Key Stage 2 Framework for Languages, the Key Stage 3 National Strategy and the Languages Ladder, and interprets them in a practical way for teachers.

The framework charts plot a clear path of linguistic progression across topics, suggesting a wide variety of activities that will help the development of both oracy and literacy in the target language.

Throughout the guides there is a major focus on intercultural awareness and creativity, alongside support for assessment, grammar and the development of learner independence.

Up-to-date resources and information supporting the guides can be found at http://community.gold.ac.uk.

'These guides offer a real opportunity to bring community languages into the mainstream of education where they belong, and to value the long unrecognised achievements of children who use them every day.'

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Preface

I am delighted to have been asked to write a few words of welcome to this series of curriculum guides. Those responsible have for many years been devoted advocates for the languages of the communities living in our country, whether in the formal educational system, in supplementary schools, or more generally in civil society. I am pleased also that CILT, the National Centre for Languages, with which I have had such a long association, has played its part in offering this support to an under-resourced area of educational provision.

The publication of these guides marks an important further step in such advocacy and support. As the authors are gracious enough to point out in their introduction, such support for community languages is given a new and hopefully more propitious context by the existence of the National Languages Strategy. Inevitably the Strategy has a great deal to say about the teaching and learning of languages traditionally taught in mainstream schools and of the need to address the limitations of monolingualism. It is, however, important to understand that the Strategy is a ‘languages’ strategy and that our interpretation of languages is an inclusive one, which seeks to promote multilingualism in all its forms as a central objective for citizens in the 21st century. Such promotion is given further, and more practical, representation in the strategy’s Key Stage 2 Framework for Languages, which supports community languages in two quite specific ways. Firstly it recognises the eligibility (hence equality) of all languages – our definition of the primary languages ‘entitlement’ is inclusive not restrictive. Secondly it encourages the valuing of all languages and in particular the languages spoken in local communities through its ‘intercultural understanding’ strand.

This new context may recognise the equal status of languages. That is of course not at all the same thing as saying that all languages (and their learners) need the same kind of support. This too is recognised by the authors of these guides. The learners of community languages in particular are likely to have a very wide range of linguistic backgrounds and learning needs and in many cases these will be different from the needs of learners of languages traditionally taught in schools – the so called ‘Modern Foreign’ Languages such as French, German and Spanish. There are also very important shared needs (for example in the sphere of methodology) as well as areas where ‘community’ language teachers and Modern Foreign Language teachers can support and learn from each other.

What seems to me important about the new context is that it should provide a framework – let us call it the ‘framework of equal status’, within which teachers, educators, parents and learners should be able to negotiate appropriate kinds of support and to exchange both expertise and resources - mutual support rather than homogeneity. There is a parallel here with the ongoing consideration of a better and more mutually beneficial relationship between mainstream and supplementary schools. How do we best support such a wide range of language needs? How do we ensure that the very rich linguistic resources of our society are properly supported and developed? I very much hope that over the coming years such questions will be taken further to enable us to develop a truly comprehensive policy for languages education in this country.

In this process publications such as the Curriculum Guides will make an important contribution. Most immediately they will support an under-resourced group of teachers and enhance the learning and achievement of many thousands of learners. More long-term I am convinced that such practical guidance will make its contribution to the policy discussion and debate about languages in the 21st Century.

Dr. Lid King (National Director of Languages, DfES)
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We are very grateful to the Department of Educational Studies at Goldsmiths, to CILT, the National Centre for Languages and to the Nuffield Foundation for supporting this project.

In creating the guides we have drawn ideas from various sources, in particular the Key Stage 2 Framework for Languages (DfES, 2005) and the Framework for teaching Modern Foreign Languages: Years 7,8 and 9 (DfES, 2003).

We have also enjoyed valuable collaboration with colleagues in the Asset Languages team which has allowed us to make links to their assessment framework.

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Part 1 The Context and Aims
1.1 Rationale and links to government policy

In the knowledge society of the 21st Century, language competence and intercultural understanding are not optional extras, they are an essential part of being a citizen. Language skills are also vital in improving understanding between people here and in the wider world, and in supporting global citizenship by breaking down barriers of ignorance and suspicion between nations.

Learning other languages gives us insight into the people, culture and traditions of other countries, and helps us to understand our own language and culture. Drawing on the skills and expertise of those who speak community languages will promote citizenship and complement the Government’s broader work on the promotion of social cohesion.


Rationale

The vision for language learning proposed in the National Languages Strategy is one which recognises the importance in the modern world of thinking beyond traditional boundaries and of understanding how we are now more globally connected than ever before. It is a vision which looks outwards beyond Europe, but at the same time inwards so that the potential of the linguistic and cultural resources present in our own communities are seen as something to be valued and supported. It is hoped that this curriculum guide will contribute to providing such support.

An ongoing issue in relation to community languages has been the need to define an appropriate pedagogical approach which takes account of the bilingual and bicultural background of the majority of learners studying them. Within the National Curriculum, community languages fall under the umbrella of Modern Foreign Languages, where the assumption is that the language and culture represent something new and unfamiliar. Clearly this an inappropriate starting point for bilingual learners.

On the other hand the idea that the majority of such learners have high levels of competence with regard both to oracy and literacy in the community language and that they should therefore be regarded as mother tongue learners is not appropriate either. Exposure to the language in the home is in fact often limited especially where parents have been educated in this country. Moreover, the exposure generally relates more to the spoken rather than the written form of the language and this is especially significant where, as in the case of Tamil, a non-Latin script is involved. In creating this curriculum guide, we have recognised that learners of community languages cover a very wide spectrum, but that, even amongst students from a ‘bilingual’ background, English is often the dominant language and competence in the community language may be restricted to a few specific domains of use.

Given this background and the need to work within the national frameworks for the teaching and assessment of Modern Foreign Languages, we have created a structure built around the broad topic areas which feature in government schemes of work and examination specifications for MFL (see Topic overview on p25). However, within this, we have highlighted opportunities for cross-cultural comparison and for making links to other areas of the curriculum, such as Art, Geography, Citizenship and PSHE. The Office for Standards in Education (OFSTED) has emphasised the importance of building more meaningful content into language courses and reported favourably on initiatives taking place in some schools where subjects, or modules within subjects, such as Geography, Science and Citizenship are taught through another language. This approach, known as Content and Language Integrated Learning (CLIL) is one which we believe community languages could lend themselves to particularly well. It may in fact represent a bridge between the conflicting ‘foreign language’ and ‘mother tongue’ models of language teaching referred to above. Whilst the framework proposed here is not focussed on subject teaching through Tamil it does support teachers in introducing strategies which enable students to access a more content focussed language curriculum.

A wide range of activities are suggested for the development of oracy and literacy skills leading from contextualised practice to meaningful use. They are intended to promote active engagement of students in the learning process by encouraging, for example, collaborative group work and problem-solving. The need to
support students in learning a new script means that literacy activities are less ambitious at the lower levels. Here too though the emphasis is on reading and writing for a purpose. It is assumed that the majority of students of community languages begin formal study at primary level, mainly in the complementary school. Thus language focus and activities may need to be adapted to some extent where older age groups are involved.

Teachers of community languages need to be particularly aware of a range of strategies to enable differentiation in their classrooms. This relates in part to knowing the stage students are at in their learning and providing appropriate levels of challenge to help move them on, but it is about far more than this. Most fundamentally it involves creating a learning environment which values and draws upon students' background and interests, which supports different learning styles, builds confidence and encourages independence. Activities suggested in the framework charts seek to assist teachers in establishing and maintaining such an environment.

Throughout the framework charts in this guide we have encouraged the use of stories and other texts in the target language. Work around stories can provide a more stimulating, if less controlled, way to cover the vocabulary and grammar of topics and to build up fluency and sophistication in language use more naturally. They can also provide an excellent context for developing insights into culture as well as higher order thinking skills such as analysis, comparison and interpretation.

Mapped onto the charts are points at which particular grammar points might be addressed naturally within context. It is important, however, that teachers also help students to apply their developing knowledge of grammar in different situations as the need arises. Similarly, points are identified where it may be appropriate to focus with students on certain learner strategies, such as skimming and scanning texts, using mnemonics to assist recall or identifying common errors in written work and developing a checking system to identify and correct them.

We see the range of ICT tools as having a valuable role to play in teaching and learning community languages. This is because they represent an up-to-date and increasingly versatile resource and are central to way young people learn, play and most of all communicate with each other. Hitherto, there have been technical and other difficulties in use of non-Latin fonts on computers, but these have now largely been overcome. There is detailed advice for teachers of community languages relating to technical and pedagogical matters on the Languages ICT and BECTA websites. Whilst we appreciate that access to computers is an issue for many community languages teachers, especially those working in the complementary sector, we have felt it important to signal in the framework charts where use of ICT could enhance teaching and learning.

A central concern in creating this guide has been to support recognition of students' achievement. This is why a progression pathway across levels is clearly mapped out which corresponds broadly both to Attainment Levels identified in the National Curriculum and to stages in the new Asset Languages framework (see below). This transparency is important, because it facilitates effective communication between complementary and mainstream schools and at transfer from primary to secondary phases. Unless children's achievements in their language learning are valued and encouraged in school in the same ways as other achievements, there is a real danger that motivation and self-confidence may be negatively affected.

To sum up then, this guide aims to provide practical support for teachers of Tamil in planning and delivering coherent and stimulating courses for their students. It is not a scheme of work, but is intended to support colleagues in creating their own scheme, tailored to their own teaching context and the needs of their pupils. Colleagues should read carefully the Introduction to the framework charts (pp23–8) as well as the advice on creating a scheme of work based on the guide (pp85–7).

Please note that this curriculum guide is available to download via the CILT and Goldsmiths College websites http://community.gold.ac.uk and www.cilt.org.uk. This includes a generic version of the guide in English for interested parties who may not speak the language. Additional resources linked to the guide can also be found on the Goldsmiths website.
Links to government policy

In developing this guide, we have drawn upon a number of government initiatives aimed at supporting language learning in the UK. The most important of these are:

The National Curriculum for Modern Foreign Languages

Introduced in 1992 the National Curriculum document sets out both how languages should be taught (programme of study) and how performance should be measured (attainment targets). Although designed for foreign language teaching with European languages (French, German, Spanish) primarily in mind, the document applies to the teaching of all languages.

The National Languages Strategy

Three key measures emerge from the Strategy, all of which have implications for community languages:

1 Primary entitlement to language learning.

By 2010 it is expected that the opportunity to learn another language will be provided in all primary schools. It is up to the school to decide what language(s) it wishes to offer and some are choosing to offer community languages. In complementary schools, language classes for primary age pupils are well established. Please note that the framework in this guide is based on courses beginning in the primary phase. For courses beginning in the secondary phase some adaptation would be required at the lower levels to take account of the greater maturity of learners.

2 Expansion in the number of specialist Language Colleges.

These are mainstream secondary schools, which are given additional funding to specialise in languages. A wider range of languages are generally taught in such schools and they have a remit to engage in outreach work in the local community. Some language colleges provide facilities for complementary school classes as well as professional development opportunities for teachers of community languages. The importance of closer collaboration between mainstream and complementary sectors is widely recognised and this guide can provide a useful focus for opening up a dialogue.

3 The Languages Ladder and Asset Languages qualifications

Asset Languages is a voluntary assessment scheme, which supports the National Languages Strategy by providing recognition of achievement and associated accreditation options, against the DfES Languages Ladder. The scheme allows pupils to develop unique languages profiles, by separately assessing the four skill areas: listening, speaking, reading and writing. It is built around an adaptable combination of teacher assessment and external assessment, offering classroom-based ‘assessment for learning’ and demand-led external testing, throughout the year. Asset languages qualifications are available for over twenty languages, including Tamil, and can be used by learners of all ages and attainment levels. The levels of progression upon which the framework in this guide is based correspond broadly to those set within Asset Languages and links are made in the assessment pages which follow Levels 3, 6 and 9.*

The Key Stage 2 and 3 Frameworks for Modern Foreign Languages

The aim of the frameworks is to support teachers and managers in planning and teaching languages at the two key stages. Objectives are identified for each year in relation to oracy and literacy development, knowledge about language and intercultural understanding. A focus on the development of language learning strategies to support effective learning and enable students to operate more independently in their studies is also included. Whilst these frameworks were developed with European languages in mind (and include exemplification for French, German and Spanish), they contain much that is useful for language teaching generally. Thus, in creating this guide for Tamil, it has been possible to draw on or adapt some ideas from the Framework documents.

Literacy and Learning

Strategies to support literacy development across the curriculum have been developed over a number of years by the government. These have focussed in part on ensuring that pupils gain a better understanding of grammar and grammatical terminology, but have also covered group talk, active reading and writing strategies linked to an awareness of genre and the development of research skills (including those involving use of the Internet). These strategies are now very much part of a pedagogical approach embedded across the curriculum which recognises the interdependency of thought and language and the importance of students’ active involvement in learning.

*References to both Can Do statements and the nature of Asset Languages tasks are accurate at the time of going to press, but may be subject to future amendments. When using the Languages Ladder and/or Asset Language material you are advised to check the latest versions with DfES and OCR respectively.
in the learning process. It is an approach which has clear relevance to the teaching of community languages and is reflected strongly in activities and teaching strategies suggested in our framework.

**Assessment for Learning (AfL)**
This initiative is aimed at encouraging teachers to integrate assessment fully into the teaching and learning cycle by helping students to understand where they are in their learning, what the next goals should be and how they can make progress towards achieving them. It involves making expectations explicit as well as including activities such as peer assessment which can stimulate valuable reflection and help students understand relationships between different areas of their learning. Within the framework proposed in this guide the importance of ongoing informal assessment is fully recognised and activities suggested in the pages devoted to this are consistent with the principles underlying AfL.

**The European Languages Portfolio (junior version)**
This takes the form of a portfolio in a ring binder which belongs to the student and where a record is kept of achievements and progress relating to the range of languages, European and non-European, which make up that individual’s language repertoire. It contains samples of work, reports from teachers and copies of any certificates achieved. The document can be particularly useful as a means of informing mainstream teachers of children’s achievements in the complementary school and enabling those achievements to be recognised and celebrated.

### 1.2 Key findings from research into bilingualism and implications for policy-makers, teachers and families

Whilst there is growing recognition that Britain’s linguistic and cultural diversity represents a valuable resource, the way in which bilingualism impacts on children’s intellectual, cultural and social development is not always well understood. Fortunately, there is now a large body of research from the UK and many other countries which can help educators and parents make informed decisions on these matters. Some key points from this research are summarised here. However, there are many factors which can affect bilingual development and, for a fuller understanding, further reading is recommended in the reference section.

Contrary to popular belief, we know that when young children develop confidence in using one language in the home, and especially when this includes learning to read and write in that language, they are quickly able to acquire another language in the school context. This can be explained in part by the strong support and encouragement from parents and teachers as well as the powerful social need to interact and form friendships with peers. However, there are other factors which contribute significantly. Most importantly, we know that when children start to learn the second language, it is not as though they are returning to point zero. They have already gained important insights into the nature of language and the way it works as a tool of communication. They know, albeit unconsciously, that language serves important functions such as asking and answering questions, giving commands, expressing opinions, relating events.

Moreover, the development of language has at every stage been interwoven with broader conceptual understanding and the development of important cognitive skills such as categorisation and comparison. As children learn to communicate in the second language, therefore, there are many valuable insights and skills already gained that they can draw upon.

> Bilinguals are not two monolinguals inside one person. They own a unique combination of two languages that are both separate and integrated within the thinking system. While the two languages are visible in production (e.g. speaking), in the thinking quarters of the brain, one feeds the other. One language helps the other to grow.

Baker 2000: 33
The effect of this transfer is nowhere more evident than in the area of literacy. Progress in learning to read in a second language, even in one which uses a different script, is greatly accelerated if there is a foundation of reading and writing skills in the first language. In other words, contrary to the ‘common sense’ view that exposure to the first language should be limited in favour of English, it is in fact by extending its use into more abstract and sophisticated domains including literacy, that the basis for rapid acquisition of the second language and for meeting the cognitive demands of school learning in that language is established.

We should remember also that contrasting and experimenting with different languages is something that young children do naturally. They enjoy playing with different sounds and symbols and, as they explore and develop confidence in using two languages, so they gain both in their awareness of language and in the flexibility of their thinking.

The research findings show clearly that, where there is encouragement and a supportive environment for children to use and develop both their languages, their educational achievement is at least as good as and frequently better than monolingual children. The findings also show that in addition to the benefits of being able to communicate in two languages, bilinguals are at a significant advantage when it comes to learning other languages.

Beyond the linguistic and cognitive benefits associated with bilingualism there are other important factors to be considered. Language cannot be separated from culture and a sense of identity. There is wide agreement that a sound foundation in the language(s) of the home increases children’s self-esteem and confidence in their own ethnicity. Moreover, use of the home language can be important in supporting relationships within the family and in the wider community. There is, incidentally, no evidence to support the view that speaking languages other than English in the home is socially divisive or that it is incompatible with a British identity. Rather the evidence would suggest that bilingualism promotes a respect for diversity and an ability to navigate different cultural realities.

A point not always recognised is that the ability to communicate in two languages can extend vocational and life options. The forces of globalisation and the increasingly diverse nature of our own society have created a demand for people with skills in a wide range of languages in fields ranging from business and media to social services. Bilinguals are well placed to take advantage of such opportunities both because of their language skills and because of their sensitivity to cultural difference which can be crucial in relating to people from different backgrounds.

_Bilinguals bring considerable linguistic and cultural ‘capital’ with them to the job market. In addition to the opportunities in international business, they have a growing edge in the domestic market in areas such as tourism, social services and education._

_Edwards 2004: 86_

There are, then, good reasons, based on a solid body of research, for believing that bilingualism can bring significant benefits both for the individual and for society. What is also clear from the research, however, is that language is not learnt in a vacuum and that its development depends crucially on the creation of a supportive environment in the home, at school and in the wider community. Such support requires the active involvement and collaboration of policy makers and educators at all levels as well as parents and, drawing again on research findings, we turn now to look at implications for each of these.

_There is a need to recognise the particular benefits which competence in community languages represents for the children themselves, for their communities and for wider British society, and to identify ways in which their potential as linguists can best be realised._

_CILT, the National Centre for Languages (2005) Language Trends 2005: Community language learning in England, Wales and Scotland_

Local and regional government levels

Figure 1 below identifies the key players involved in providing for and supporting community languages and highlights potential ways in which partnerships might be developed between schools, across sectors (mainstream/ complementary) and across phases (primary/secondary). Partnerships are needed to enable
mutual understanding, joint planning, sharing of resources and training opportunities as well as coherence between provision in different settings.

Figure 1. Building coherent, flexible and inclusive provision for language learning through local partnerships.

The diagram reflects the situation in a local community with a particular linguistic profile. At the centre of the diagram are the schools, some of which (Primary Pathfinders, Secondary Specialist Language Colleges) have an enhanced role in relation to the promotion of language learning and ensuring coherence in provision. Encompassing the schools themselves is the local authority which can play an important part in facilitating dialogue and developing a shared policy. Such joined-up thinking in relation to the teaching of languages in mainstream and complementary sectors is, in fact, essential to the success of the government’s recent Every Child Matters initiative and the policy on Extended Schools. Finally the outer circle of the diagram reflects the potential for government supported agencies, independent associations and exam boards to contribute to the building of partnerships and the development of inclusive and flexible provision for language learning.

Worth pointing out here also is the importance of making information about bilingualism available in the community through libraries, community centres, etc. In Wales, where many children grow up speaking Welsh and English, the Welsh Language Board is active in promoting bilingualism. Much of the advice provided on its Twf website (see References and further reading) is relevant to parents of whatever background wishing to bring their children up bilingually.
... complementary schools are an important site where the ‘different worlds’ of the children can be brought together, and different languages can be juxtaposed, not only to create learning opportunities, but to signal and construct identities.

Bhatt, Bhojani, Creese and Martin 2004: 5

Successful schools reach out to their communities. They often make premises available for community use, which builds bridges and can develop dialogue. Many people have benefited greatly from out-of-school-hours learning in community-run initiatives such as complementary schools. Some complementary schools focus on the curriculum, others on cultural, mother tongue or religious faith instruction. Attendance can enhance pupils’ self respect, promote self-discipline and inspire pupils to have high aspirations to succeed.

DfES 2003: 26

School level
At the school level similar strategic thinking needs to take place to ensure that the importance of community languages is reflected in school policies and management structures.

Successful provision for community language learning requires the full support of the school’s senior management team to create an environment where teachers and students recognise and celebrate cultural and linguistic diversity.

QCA 2005: 2

Language policy
This should make clear:
- The benefit to all of recognising and exploring language diversity;
- The school’s commitment to supporting bilingual learners in developing first language as well as English;
- Ways in which the policy can be put into practice, including through parental involvement.

... by encouraging the use of community languages, teachers are sending powerful messages about the value which they attach to other languages to all the children in the class: they are also enhancing the status of bilingual children. Monolingual children, for their part, are able to increase their knowledge of and sensitivity towards other languages and cultures.

Edwards 1998: 5

Bilingual children perform better in school when the school effectively teaches the mother tongue and, where appropriate, develops literacy in that language. By contrast, when children are encouraged to reject their mother tongue and, consequently, its development stagnates, their personal and conceptual foundation for learning is undermined.

Cummins 2003: 62

Positive school ethos
This will reveal itself in a number of ways including:
- First language development is strongly encouraged in policies on language/inclusion and clearly communicated to parents;
- The school prospectus makes clear not just what languages it is possible to study at the school, but also what support there is for other languages through clubs, library and ICT resources, opportunities to sit for exams, etc.;
- Home language discussed at initial interview (if necessary through an interpreter) and information obtained about level of competence in oracy and literacy, whether the child is attending a complementary school, whether the child has friends who share the same home language, whether the family still has links to country of origin, etc.;
- An annual language audit providing accurate information about the language profile of the school;
- Staff aware of and showing that they value the languages spoken by pupils in the school;
- Pupils feeling comfortable about using the home language in school;
- Different languages and cultures reflected in the physical environment of the school;
• Holidays and festivals celebrated and all pupils encouraged to take part regardless of their religion or background;
• Competitions organised such as Teach a Friend a Language;
• Opportunities provided for pupils to make use of their language skills (e.g. on work experience or through projects such as story-telling with younger children);
• Achievement in community languages recognised in the same way as in other areas, e.g. through displays, assemblies, newsletters to parents, school award ceremonies;
• Links formed with local complementary schools which may involve exchanging information about pupils and sharing expertise, resources and training opportunities;
• Parents and complementary school colleagues invited into the school to take part in international days and other events;
• Use of the European Languages Portfolio as a means of recognising and celebrating pupils’ achievement across all languages (and as a possible channel of communication between complementary and mainstream schools);
• Library resources reflecting the multilingual, multicultural nature of the school community/British society.

Clear location of community languages within the school curriculum and management structures
Community languages at secondary level should be a part of the Modern Languages Department. This allows community languages staff to become full members of the departmental team, sharing ideas and resources and contributing to curriculum planning and development. It also gives them greater opportunities for professional development.

(In section covering good practice)
The (community languages) teachers are integrated into the modern languages departments and some have positions of responsibility. There is good cross-language coordination and they attend departmental meetings regularly, take part in training sessions and share best practice with their colleagues. Lesson observation of different languages is also encouraged. In the main the classes are mixed ability with a very wide spread of ability and the teachers have developed strategies for effective differentiation. Some of the schools benefit from the growing number of PGCE courses for community languages and offer placements to PGCE students. This gives community language teachers the experience of acting as mentors and provides the schools with the opportunity to recruit NQTs.

QCA 2005: pp5–6

Although part of the Modern Languages Department, it is important that community languages teachers should work in close cooperation with colleagues supporting pupils with EAL. The opportunity for pupils to use their home language at certain times in lessons and for homework can be a major support both in accessing the curriculum and in developing competence in English.

In some schools courses are offered in one or more community languages either on the main timetable or as an enrichment activity after school. Sometimes classes are set up not just for pupils attending a particular school, but also for children at other local schools.

Other support
A way to provide encouragement and support for learning a wide range of languages can be through a languages club, which a member of the Modern Languages Department takes responsibility for running, sometimes with the help of a bilingual classroom assistant or foreign language assistant. Such clubs can offer a variety of activities ranging from creating a multilingual page for the school newspaper using ICT to planning a school assembly on a cultural theme. They can also be a place where pupils go to get advice and support when wishing to enter for an exam in a language not taught at the school. It is useful to build up a range of resources such as exam specifications and specimen papers, pupil guides and other support materials.

Bilingualism in the home
The key players in supporting children’s bilingual development are the parents. However, parents are sometimes uncertain about how much they should encourage their children in using the ‘first’ language.
... community languages may suffer from the same negative attitudes among pupils as European languages, when young people fail to recognise the relevance and value of language learning. Parents may share these attitudes and may have little or no awareness that maintaining competence in their first language can help their children to learn another language. These language skills can also have a positive effect on overall cognitive development and academic achievement.

QCA 2005:2

In a context which may not always be favourable to language learning and where English is seen to be all important, it requires a strong commitment on the part of parents to bring their child(ren) up bilingually. Most importantly an environment needs to be created in which using the first language is felt to be a natural and positive experience. This means using the first language consistently as a means of communication in the home in as wide a variety of ways as possible.

To support this, families try to ensure that the culture associated with the language is reflected in everyday family life, for example at meal times, as well as in the physical environment through pictures, photographs, games, ornaments, etc. Radio and television are important means of bringing language and culture into the home and many families access satellite channels.

The cultural context and a strong emotional relationship to the language can be further supported through teaching traditional nursery rhymes and songs. Sharing stories is another very valuable way of helping children to develop their language skills and gain important cultural insights at the same time. This should be an interactive process with questions prompting associations with children's lives and experience and helping them to develop their understanding of characters and plot.

*When parents and other caregivers (e.g. grandparents) are able to spend time with their children and tell stories or discuss issues with them in a way that develops their mother tongue vocabulary and concepts, children come to school well prepared to learn the school language and succeed educationally.*

Cummins 2003: 62

It is also important for parents to create as many opportunities for children to come into contact with the language outside the home as possible, Typically this happens by getting together with family members and friends who speak the same language. However, it can also occur through attending cultural and other events organised in the community.

To support children in achieving a strong foundation in the first language, it can be very beneficial for them to attend a community school, usually run at weekends. Such schools perform a valuable role in helping children to develop their language skills particularly in the area of literacy, but often also provide other classes with a cultural or religious focus.
Part 2 The Framework
2.1 Introduction to the framework charts

Format and structure of the charts

The following is a summary of key features to be aware of:

Flexibility within a nine level structure

The framework is built around nine levels, corresponding broadly to National Curriculum Attainment Levels for Modern Foreign Languages and to the first three stages in the Asset Languages scheme (Breakthrough, Preliminary and Intermediate). Progression across the levels is based both on content and on the range and complexity of language involved. However, it is recognised that there needs to be flexibility to take account of significant differences in pupils’ backgrounds, abilities and learning styles. It is also recognised that learning does not generally take place in neat, linear fashion, that pupils progress at different rates and tend to perform better in some skill areas than others. This applies particularly to languages which use a different script, where it is likely to take some time before pupils are able to communicate as effectively in literacy as in oracy related tasks. Thus whilst the nine level structure provides a useful means for mapping overall progression and setting long-term goals, it is not suggested that the content and activities set out at each level represent an exact fit. Clearly many of the activities and texts can be worked on at different levels in relation both to cognitive challenge and linguistic complexity.

It must also be emphasised here that the charts should not be seen as offering detailed lesson plans. Teachers are not expected to follow the language models to the letter or to systematically work through every activity. The charts simply offer a starting point for teachers in devising schemes of work and lesson plans for their particular classes. Teachers should select what is useful for them in their teaching situation, adapting and adding ideas as appropriate. It is also for teachers to decide how much time and emphasis to devote to different topics and texts suggested in the charts. As in the Asset Languages assessment scheme, there is no prescribed time for each level to be completed. However, it would generally be expected that children who have a background in the language and culture and exposure to the language at home should be able to make more rapid progress than those studying it ab initio.

A range of themes, topics and texts

There is systematic coverage of the range of topic areas identified in the National Curriculum Programme of Study and GCSE Specifications with opportunities for review and extension as pupils progress from the lower to higher levels (The Topic Overview, which follows this section, demonstrates how this works). Where appropriate, topics are linked to broader cultural or cross-curricular themes as well as to short stories and other imaginative works. It is recognised that work based around broad themes (such as celebrations or health) or imaginative works (stories, dramas, songs) can provide a different way into topics. Importantly they also provide stimulating learning contexts and encourage transfer of understandings and skills across different topic areas.

Clear linguistic objectives

Key structures and vocabulary are identified in relation to each topic. When creating schemes of work colleagues may find it useful to distinguish within the lists between core language that all pupils are expected to know by the end of any particular unit and extension language intended for higher attainers (see pp85–7 on schemes of work). Opportunities to focus on particular areas of grammar are highlighted in the ‘Key structures and vocabulary’ column.

It should be noted that there are a range of different spoken varieties of Tamil in South India and Sri Lanka. Whilst, in their teaching, colleagues will want to focus on standard forms, as used in the media and other public communications, they should avoid giving students the impression that the variety they may speak is incorrect. Moreover, it is important for students to appreciate that use of different varieties is appropriate in different contexts.
Challenging activities which promote learner engagement
A range of activities are offered to support the development of oracy and literacy. Some activities aim to support pupils in acquiring and practising language, others are focussed on enabling pupils to use the language in meaningful ways. Many of the activities can be adapted for different topics and different levels.

Identification of key language learning strategies
Some suggestions to assist pupils in developing language learning strategies to suit their own learning style are included in the Oracy and Literacy columns. There is evidence that explicit teaching of strategies can help learners take greater control of their learning and lead to improvements in performance. A checklist of learning strategies to support pupils across the levels follows on pages 26–27.

Suggestions for resources including ICT
Attractive, up-to-date resources enhance teaching and learning and improve motivation. In the framework charts reference is made to a range of published material including textbooks, stories, magazines, etc. Where resources are referred to in the charts, they are identified by title. Full details are provided in the Resource List at the end of the guide. A list of useful websites is also provided in this section. Some activities involve use of special equipment such as mini-whiteboards or sets of dice. Opportunities are highlighted for drawing on ICT and there is general advice on use of ICT on page 28. Readers should note that a range of resources to support activities suggested in the framework can be downloaded from the Goldsmiths College http://community.gold.ac.uk website.

Integrated assessment advice
Following Levels 3, 6 and 9 there are assessment sections, focussing both on informal and formal aspects. A page within each of the assessment sections is devoted to the Asset Languages scheme. This includes the Can Do statements for each level, broad profiles of performance at each stage and information on the types of task included in tests.

Topic overview
See next page.
## Topic overview showing progression across the levels.

<table>
<thead>
<tr>
<th>Level</th>
<th>1</th>
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<th>6</th>
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<td><strong>Topic</strong></td>
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<tr>
<td><strong>Self and others:</strong> myself, family and friends</td>
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<td><strong>Home life and daily routine</strong></td>
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<td><strong>Health and welfare:</strong> food and drink</td>
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<td><strong>Free time</strong></td>
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<td><strong>Dress and fashion</strong></td>
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<td><strong>Environment:</strong> local area</td>
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<td><strong>Travel and tourism:</strong> shopping</td>
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<td><strong>World of work:</strong> types of jobs, job preferences</td>
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<td><strong>Media/arts:</strong> painting, crafts, sculpture, music, film, literature</td>
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<td><strong>Customs and traditions</strong></td>
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<td><strong>Social issues:</strong> bullying and antisocial behaviour</td>
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<td><strong>Social issues:</strong> Equality and Gender, smoking, drug addiction, alcoholism, current affairs</td>
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<td><strong>Social issues:</strong> law and order, racism, current affairs</td>
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<td><strong>Customs and traditions:</strong> rites of passage</td>
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Curriculum guide for Tamil
Language learning strategies checklist

Systematically supporting pupils in making use of strategies for their language learning is a valuable means of involving them in the learning process and of encouraging greater independence. Hence strategy instruction often begins by raising awareness of the strategies they or their peers already use. It is important to remember that the strategies that are most useful for any individual will depend to some extent on their preferred learning style and the stage they are at in their learning. The statements below, although not exhaustive, can be used as a checklist both for the teacher, in terms of new strategies to model, and for the pupil as an aide-memoire to review their progress in strategy use. They draw on research into learning strategies including by Vee Harris (Department of Educational Studies, Goldsmiths College).

It should be noted that for children who are exposed to the target language and culture at home (and in the local community) there are greatly enhanced opportunities to develop linguistic and cultural understanding. Strategies for such children would include: listening and participating in conversation with family and friends both face to face and over the telephone; listening to radio programmes, music and songs; reading letters, leaflets, comics, magazines, stories, newspapers with family members and friends; reading letters, leaflets, comics, magazines, stories, newspapers with family members and friends; watching TV programmes, music videos, DVDs with family members and friends; watching TV programmes, music videos, DVDs with family members and friends; and if I do not know the word for something

1. I listen to the radio/tape cassettes and repeat out loud useful expressions I hear.
2. I think about what I would like to say and look up any words I don't know in the dictionary.
3. Before speaking
4. I think about what I want to say.
5. I remind myself of words and expressions that I already know and put them into sentences.
6. While speaking
7. I use 'hesitation' expressions like 'er' to give myself time to think.
8. I listen out for words and expressions that I have just heard the teacher say and try to use them myself.
9. If I am really stuck, I avoid topics that I don't have enough language for.
10. I use opposites like 'not married' for 'single'.
11. I use a word that has roughly the same meaning like 'boat' instead of 'ship'.
12. I write down words or grammar rules that I did not know and I look them up in the dictionary.
13. After listening
14. I check back to see if my first guesses were right and still make sense.
15. I think about why some of the strategies I used did not work and what I could do next time.
16. I use a word that has roughly the same meaning like 'boat' instead of 'ship'.
17. I describe it, e.g. what it looks like, what you can use it for, whether you wear, eat or drink it.
18. I use dictionary entries like 'describe' to give myself time to think.
19. I check that I understand the task I have to do.
20. I look carefully at the title and any pictures to see if I can guess what it will be about.
21. I try to remember as many words as I can do with this topic.
22. I work out if it is a conversation, an advert, a news bulletin etc.
Writing strategies

Before writing
1. I think about what the task requires and brainstorm some ideas that I want to express.
2. I gather more information by reading, talking to others, remembering relevant words or phrases that I have previously learned.
3. I decide how to organise and communicate my ideas; if the task requires describing, sequencing, explaining or justifying.
4. I write a rough plan to show the order in which I will put my ideas.

While writing
1. (Beginners) When forming shape of letters I write clockwise (m), or top to bottom (n).
2. If I do not know a word or phrase that I need, I look it up or think of an easier way of saying it.
3. I add ideas as I write.
4. I try to include as much detail as possible, for example using lots of adjectives when I am describing something or someone.
5. I use clear ‘markers’ like ‘first… then…’ or ‘on the one hand, on the other hand’.

After writing
1. I write a first draft, correct it using strategies for ‘checking my written work’ and then write a second draft.
2. I ask a friend / the teacher to read it.
3. I write a final draft.
4. I think about why some of the strategies I used did not work and what I could do next time.

Strategies for checking written work
1. I read the text all the way through to see if it makes sense.
2. I check that I have put dots in the correct place.
3. I check that I am writing similar letters correctly: e.g. W – U, h – s, H – e.
4. I read each word separately to see if the spelling ‘looks right’.
5. I say each sentence to myself to see if it ‘sounds right’.
6. I read the text over again, paying attention to the grammatical mistakes I usually make: e.g. word order.
7. I make sure that the style is appropriate and I use good ‘linking’ words.
8. I try to spot what I am still not sure of.
9. I leave it for a day and then come back to read it ‘with fresh eyes’.

Strategies for memorising vocabulary

While reading
1. I try to predict all the words and information that I might find in the text.
2. I try to spot words that I do understand from when we learned them in class.
3. I try to associate the sound of the words with their meanings, e.g. in class, see level 5 (p54).
4. I make up sentences in my head with the word in.
5. I associate the word with one that looks or sounds the same in English.
6. I use look-cover-test-check.
7. I get my friend or my parents to test me.
8. I teach the new words to my parents/brother/sister.

After reading
1. I check back to see if my first guesses were right and still make sense.
2. I think about why some of the strategies I used did not work and what I could do next time.
3. I try to visualise the way the letter is formed in my mind.
4. I make two sets of cards, one with the words on and the other with translations or pictures. Then I play games with them (e.g. Hide n’ seek, see level 5 (p54)).
5. I use my index finger to follow the words.
6. I break the word or sentence up into bits that I may recognise.
7. I get my friend or my parents to test me.
8. I teach the new words to my parents/brother/sister.
Using ICT effectively

Use of ICT has become integral to teaching and learning across the curriculum. From a young age children are being encouraged to develop ICT skills and to apply them in a variety of ways to support their learning. As far as language learning is concerned, it is clear that ICT can:

• provide a stimulating, interactive multimedia environment which caters for different learning styles (visual, auditory, kinaesthetic);
• provide access to a wide range of up-to-date, authentic material (world wide web);
• increase opportunities for genuine communication in the target language, offering new audiences for pupils' speaking and writing (email, video conferencing with partner school);
• facilitate differentiation (pupils working on different activities, at their own pace and receiving instant feedback);
• assist pupils in facing the challenge of writing in a second language, especially one involving a non-Roman script (drafting and redrafting on the word processor);
• encourage pupils to take greater responsibility for their learning (working at own pace, collaborating with others);
• stimulate creativity and risk-taking (e.g. in multimedia projects);
• support collaborative learning (e.g. in preparing joint presentations to an audience);
• support learning outside as well as in the classroom (at home, in after-school clubs, etc);
• make learning fun.

A range of opportunities for using ICT are highlighted within the framework charts in this guide. Their effectiveness, however, will depend on how well they are integrated into long, medium and short-term planning and how well technical and organisational issues have been taken into account. At the most basic level, reasonable access to computers, data projectors and appropriate technical support are essential. As well as school provision, good ICT facilities may be available through City Learning Centres and other community organisations. Fortunately, many of the issues associated with use of non-Roman fonts have now been resolved and clear advice for teachers and network managers is contained in booklets which can be downloaded free of charge from the Languages ICT website from CILT and the Association for Language Learning. (See References and Further Reading).

Increasingly classrooms are equipped with data projectors and interactive whiteboards. Language teachers are taking advantage of the possibilities they offer both for developing language skills and for bringing the target culture into the classroom (DfES, 2004). Teaching material is shared easily between colleagues in school and more widely on the web (See Useful Websites on Resource List).

With regard to pupil use of ICT, there are a range of factors to be considered. Learning to word process in a new, non-Roman script, for example, can become a frustrating and time-consuming activity unless thought is given to how the range of skills involved can best be supported within a staged programme. Equally, there are important issues to be considered in use of the Internet: what degree of control should teachers exercise in the choice of websites?; what kinds of sites are suitable for pupils at different stages of their literacy development?; how can pupils be taught to develop a critical stance towards information provided on websites? In many schools pupils are being encouraged to use ICT to make multimedia presentations to their class or other audiences and even to create their own web pages or digital films. Such activities can provide valuable learning experiences as well as motivating pupils, but clear structures need to be established to ensure that all pupils are involved and benefit from the experience (See Atkinson, 2001; Dugard and Hewer, 2003).

There is much useful information and practical advice about these matters on the Languages ICT website and the Webwatch Languages section of the site provides links to key resource hubs worldwide. Through its Schools Network website the Specialist Schools and Academies Trust is also supporting the sharing of information and resources. This site is linked to CILT's Community Languages Forum (See CILT website) which supports networking and provides information about training opportunities. Further information and case studies illustrating effective use of ICT with community languages are available on the Becta website.
2.2 The Framework Charts
<table>
<thead>
<tr>
<th>Themes, topics, texts</th>
<th>Key structures and vocabulary</th>
<th>Oracy</th>
<th>Literacy</th>
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</thead>
<tbody>
<tr>
<td>Greetings</td>
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<tr>
<td>Greetings</td>
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<tr>
<td>Grammar focus</td>
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<tr>
<td>Object of sentence is placed before verb</td>
<td>Question words go to end of sentence</td>
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<tr>
<td>Circle game: teacher throws a soft toy to different pupils and says a greeting. Pupils echo and throw the toy back to the teacher. Teacher compares appropriate way of greeting (language, gestures) in Tamil and British culture emphasising politeness/respect. Pupils act out (with puppets/finger puppets).</td>
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<tr>
<td>Note</td>
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<tr>
<td>As the script is introduced, links should be made wherever possible to language pupils are familiar with orally and which is relevant to them.</td>
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<tr>
<td>A good starting point is to get pupils to recognise how their own name is written and to compare with names of classmates. Activity for beginning of lesson can then be to pick out own name card/tag.</td>
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<tr>
<td>Large (laminated) labels for classroom objects are another good way to gradually familiarise pupils with script. Activity can be for pupils to stick labels on to appropriate objects (with blu-tack).</td>
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<td>Character shapes: in pairs, look at the alphabet/characters of the target language. What do the characters look like? Lines, curves, etc.</td>
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<tr>
<td>Punctuation: find which symbols are used for punctuation. Are they the same? Do they help with the meaning of the text?</td>
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<tr>
<td>Ensure information/advice is available for parents about developing first language literacy in the home. Suggest simple stories and let them know what stories you are reading in school. (See p19 and resources on <a href="http://community.gold.ac.uk">http://community.gold.ac.uk</a>)</td>
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<td>Name</td>
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<td>Age Numbers 0–10</td>
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<td>Grammar focus</td>
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<tr>
<td>Pass it on: pupils form three lines, the pupil at the front starts 'My name is X. What's your name?' turning to their neighbour. Each passes on the answer and then the question.</td>
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<tr>
<td>Note</td>
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<tr>
<td>All pupils standing up. Teacher/pupil calls 'Get into groups of (e.g.) five.' etc.</td>
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<tr>
<td>Circle activity: Teacher calls, 'Change seats if your number is (five),' etc.</td>
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<tr>
<td>Simon says: pupils obey teacher's command only if teacher begins by saying 'Simon (the teacher) says... (e.g.) shake your head, clap your hands, click your fingers.'</td>
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<tr>
<td>Song: parts of the body. See <a href="http://community.gold.ac.uk">http://community.gold.ac.uk</a></td>
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## Level 1

<table>
<thead>
<tr>
<th>Themes, topics, texts</th>
<th>Key structures and vocabulary</th>
<th>Oracy</th>
<th>Literacy</th>
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<tbody>
<tr>
<td><strong>Immediate family members</strong></td>
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<td><strong>Grammar focus</strong></td>
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<tr>
<td>My family, My family members</td>
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<td>• Possessive pronouns: my, your</td>
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<tr>
<td>Immediate family members</td>
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<tr>
<td>Pets</td>
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<tr>
<td>What is it?</td>
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<td><strong>Grammar focus</strong></td>
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<td>• Singular/plural nouns</td>
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<td>Pets</td>
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<td>Simple descriptions</td>
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<tr>
<td>What does s/he/it look like?</td>
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<td><strong>Grammar focus</strong></td>
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<td></td>
<td></td>
<td>• Adjectives: big, small, beautiful, ugly</td>
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</table>

### Themes, topics, texts

- **Immediate family members**
- **Pets**
- **Simple descriptions**

### Key structures and vocabulary

- **Immediate family members**
  - My family
  - My family members

- **Pets**
  - Pets
  - What is it?

### Oracy

- **Immediate family members**
  - Possessive pronouns: my, your

- **Pets**
  - Singular/plural nouns

- **Simple descriptions**
  - Adjectives: big, small, beautiful, ugly

### Literacy

- **Immediate family members**
  - Introduce letters for 12 vowels
  - Introduce short words beginning with each of the 12 vowels

- **Pets**
  - Guessing game: cover up drawings/photos of animals on overhead projector (OHP)/interactive whiteboard.
  - Picture bingo: pupils select/draw three animals. Teacher calls out animals at random. Pupils tick off their animals as they are called out.

- **Simple descriptions**
  - Describe the picture: use photographs of people/cartoon characters to elicit descriptions from the pupils.

- **Reading**
  - Read aloud to pupils: give out sets of pictures to pupils. Pupils have to hold up picture of person/animal being described.

- **Writing**
  - Write individual words: Picture bingo.
<table>
<thead>
<tr>
<th>Themes, topics, texts</th>
<th>Key structures and vocabulary</th>
<th>Oracy</th>
<th>Literacy</th>
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</thead>
<tbody>
<tr>
<td>My home</td>
<td>My home</td>
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<tr>
<td>Rooms in the house</td>
<td>Rooms in the house</td>
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<tr>
<td>Where’s the cat?</td>
<td>Where’s the cat?</td>
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<tr>
<td>Grammar focus</td>
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<tr>
<td>Simple dictation</td>
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<td>Guessing game:</td>
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<td>Listening activity</td>
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<tr>
<td>Prepositions (shown by ending on noun in Tamil)</td>
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<tr>
<td>Possessive pronouns:</td>
<td>Possessive pronouns:</td>
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<tr>
<td>Question form: word order</td>
<td>Question form: word order</td>
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</table>

*The mini-whiteboard can be an effective and motivating tool for language learning and is particularly useful in developing literacy skills. There are a wide range of activities involving the mini-whiteboard and it can be used well at different stages in the lesson. Often a competitive element is introduced and this focuses pupils’ attention on getting the right answer (spell accurately) as quickly as possible. A particular advantage of the whiteboard is that it allows the teacher very quickly and easily to assess how well pupils have learnt particular points and to provide immediate feedback. A list of suggested activities for use with the mini-whiteboard is posted on http://community.gold.ac.uk/*.
## Level 1

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<thead>
<tr>
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<th>Key structures and vocabulary</th>
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<th>Literacy</th>
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<tbody>
<tr>
<td>My classroom</td>
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<tr>
<td>Classroom objects</td>
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<tr>
<td>Furniture, equipment</td>
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<tr>
<td>Classroom language</td>
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</tbody>
</table>

### Themes, topics, texts
- **My classroom**
  - What is this?
  - What are these?
  - What's in the box?
- **Classroom objects**
  - Furniture, equipment
- **Classroom language**
  - Routines, simple instructions, requests, expressing thanks, giving praise

### Key structures and vocabulary
- **Grammar focus**
  - **Colours**
    - Singular/plural forms
    - Demonstrative adjectives: this, that, these, those
  - **Grammar focus**
    - **Grammar focus**
      - I mperative

### Oracy
- **Oracy**
  - Simple questions/guessing game: ask and answer simple questions using real objects, cards and games: e.g. guessing game, “What’s in the box?”

### Literacy
- **Literacy**
  - Pelmanism/pairs: this involves matching Tamil words to pictures or Tamil to English. Pupils play the game in groups of 3–4. A set of cards is placed face down on the table. Pupil A turns over two cards. If they make a pair, pupil A keeps them and has another go. If they do not make a pair, pupil A turns them face downwards again and it is pupil B’s turn. Aim is to collect as many pairs as possible.
  - Place in correct order: pupils in pairs/groups have to order vowels in sequence as quickly as possible. Fastest pair/group wins.
  - Mini-whiteboard activities.
<table>
<thead>
<tr>
<th>Themes, topics, texts</th>
<th>Key structures and vocabulary</th>
<th>Oracy</th>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Diwali</strong></td>
<td>Diwali: how it is celebrated. See <a href="http://community.gold.ac.uk">http://community.gold.ac.uk</a></td>
<td>Use Diwali frieze (MantraLingua) and other visual resources to talk about celebration and its origins. See Resource list for sites related to Diwali</td>
<td>Diwali greeting cards.</td>
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<tr>
<td><strong>Diwali frieze</strong></td>
<td>See Resource list: MantraLingua</td>
<td><strong>Puppets.</strong></td>
<td><strong>Diwali song/poem.</strong> See Resource list: Tamil weblinks, Shri Swaminarayan Mandir, London</td>
</tr>
</tbody>
</table>
| **Creativity**        | Suggested procedure for using stories in the classroom:  
  - Introduce story (visuals/key words or phrases).  
  - Tell story (visuals/gesture/expression).  
  - Work on story (content and language, e.g. through role-play, active reading and writing strategies such as classifying, sequencing).  
  - Create around story (illustrating a scene in story, making up own story).  
  Key words/phrase to teach before telling story:  
  രാജാം (രാജാ) പെരുത്തുകൾ (പെരുത്തുകൾ)  
  ആദ്യം (ആദ്യം) ആരംഭിക്കുക (ആരംഭിക്കുക)  
  മാത്രം (മാത്രം) കുറിച്ച് (കുറിച്ച്)  
  പ്രത്യേകിച്ച് (പ്രത്യേകിച്ച്)  
  മാത്രം പുഴയുടെ (പുഴയുടെ)  
  വെള്ളാർ പുഴയുടെ (പുഴയുടെ)  
  വെള്ളാർ (വെള്ളാർ)  | Finger rhymes: learn and perform simple finger rhymes related to topics covered. |  
<p>| <strong>Story: What's my Name?</strong> (Story about a fly that has forgotten its name) | See <a href="http://community.gold.ac.uk">http://community.gold.ac.uk</a> | Talking puppets: use (finger) puppets to hold short conversations. |<br />
| <strong>Resources</strong>         | See <a href="http://community.gold.ac.uk">http://community.gold.ac.uk</a> | <strong>Listen and respond:</strong> to focus attention while listening to stories, songs and poems, get pupils to join in with repeated phrases or respond to key words or phrases by dancing, moving or miming. |<br />
|                       |                               | <strong>Listen and clap:</strong> to support pronunciation and develop awareness of particular sound patterns, emphasise rhyming features of words, e.g. by getting pupils to clap each time they hear a word which rhymes with a chosen word. |<br />
|                       |                               | <strong>Listen and mime/show:</strong> as teacher reads story or sings song pupils perform mimes or hold up cards when they hear particular sounds or words. |<br />
|                       |                               | <strong>Retelling story (using visual prompts).</strong> |<br />
|                       |                               | <strong>Sequencing pictures:</strong> to show the meaning of a story, poem or song. |<br />
|                       |                               | <strong>Acting out:</strong> acting out a story as it is narrated; joining in with the telling and acting out of a story. |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Familiar foods and drinks</strong></td>
<td>What is it?: using visuals (real objects, flashcards, OHP, interactive whiteboard). Is it apple or a banana? Is it apple or orange juice?</td>
<td>&quot;What's inside?&quot; What can you feel in the bag?</td>
<td>Keep making links to words that relate in some way to pupils’ experience, e.g. words that they might recognise because they see them in their local environment, e.g. at the temple/church, on cards for special occasions, in shops, or words that are cognates of English words, e.g. – ‘computer’, ‘telephone’.</td>
</tr>
<tr>
<td><strong>Asking for food and drinks</strong></td>
<td>Identifying: teacher says word, pupil point to/holds up item.</td>
<td>Identifying: teacher says word, pupil says or writes down number or letter beside it.</td>
<td>Introductions to the 18 consonants</td>
</tr>
<tr>
<td><strong>Describing foods and drinks</strong></td>
<td>Expressing opinions about foods and drinks</td>
<td>Asking for food and drinks</td>
<td>Grammar focus</td>
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<tr>
<td><strong>Likes and dislikes</strong></td>
<td>Presenting: teacher asks pupils to give reasons why they like/dislike food</td>
<td>Preparing one or more food items related to celebration.</td>
<td>Grammar focus</td>
</tr>
<tr>
<td><strong>Food for special occasions birthdays</strong></td>
<td>Introduction to the 18 consonants</td>
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</tr>
<tr>
<td><strong>Pongal festival</strong></td>
<td>Sound-letter relationships: teacher says sound of letter, pupil(s) point to written form or hold up card with written form.</td>
<td>Guessing game: letter hidden on OHP/interactive whiteboard. Teacher gradually reveals. Pupils have to identify letter.</td>
<td>Letter and sound identification: teacher selects one of the hard letter sounds and tells pupils to concentrate on that sound. She then calls out words and pupils have to put up hand when they hear word which contains the sound.</td>
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<tr>
<td></td>
<td>Guessing game: what is it? It’s big, long and yellow.</td>
<td>Preferences: classify foods into likes and dislikes/list in order of preference.</td>
<td>Writing in the air.</td>
</tr>
<tr>
<td>Themes, topics, texts</td>
<td>Key structures and vocabulary</td>
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<tr>
<td>Daily routine</td>
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<td><strong>Numbers</strong> (11–30)</td>
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<tr>
<td>Numbers 11–30</td>
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<td><strong>Days, parts of day</strong></td>
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<tr>
<td>Days, parts of day</td>
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<tr>
<td><strong>The Very Hungry Parrot story</strong></td>
<td>See p39</td>
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<tr>
<td><strong>Daily activities</strong></td>
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</table>

**Grammar focus**
- Verbs: present tense
- Question forms
- Conjunctions

**Introduction to the line letters**

**Introduction to the 18 consonants**

(1) 18 consonants

(2) 6 soft sounds

**Sound-letter relationships**

- Guessing ages: show pictures of famous people aged up to 30 (to link to Level 1 work on ages).

**Writing in the air.**

**Consonants**
- 18 consonants
- 6 soft sounds
- 6, 6, 6

**Simple dictation**

- Consonants
- Introduction to the line letters

**Daily activities**

- Circle activity: pupils say number or two numbers in turn. Time how long it takes to go round circle.
- Bingo: pupils write in secret any three numbers from a given list (on mini whiteboard). Teacher calls out the numbers at random. The first person to hear and tick their three chosen numbers calls ‘Bingo’.
- Simple arithmetic: 10+6?
- Chant/song to practise days of week.
- Guessing ages: show pictures of (famous) people aged up to 30 (to link to Level 1 work on ages).

**Telling the time**

On the hour

- Telling time: on large clock face (for whole class) on small clock faces (for individual/pair work), pupils move hands, to show time called out by teacher.
- Telling time: pupils stand facing each other in concentric circles. On instruction the inner circle rotates and holds up time cards small clock faces for changing partners to answer the question, ‘What time is it?’

**蒂ሎோன்:**

- Writing in the air.
- Tracing on the backs of partners.

**Consonants**

- 18 consonants
- 6 soft sounds
- 6, 6, 6

See http://community.gold.ac.uk
Level 2

Themes, topics, texts

<table>
<thead>
<tr>
<th>Common activities</th>
<th>Places for activities</th>
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</thead>
<tbody>
<tr>
<td>Themes, topics, texts</td>
<td>Likes and dislikes</td>
</tr>
</tbody>
</table>

Key structures and vocabulary

- Verbs: present tense
- Question forms
- Negatives

Grammar focus

- Propositions (shown by ending on noun in Tamil: in, at)
- Question forms (adverb adjectives)
- Singular/plural

Miming presentations: guess the activities that different pupils mime.

Sound-letter relationships: teacher says sound of letter, pupil(s) point to written form or hold up card with written form.

Letter sound identification: teacher selects one of the middle letter sounds and tells pupils to concentrate on that sound. S/he then calls out words and pupils have to put up hand when they hear word which has the sound in it.

Listen and note: pupils listen to recording of young people saying where they do activities e.g. at home, at the leisure centre, in the park. They complete grid to demonstrate understanding.

Pass it on: circle activity to practise questions and answers based on this topic and previous topics. Teacher/pupil asks question and then throws soft toy to pupil in group who answers. This pupil then asks a question and throws soft toy to another pupil (and so on).

Introduction to the 18 consonants

(3) 6 middle sounds

Likes and dislikes

- Give physical response to show understanding of an opinion, e.g. thumbs down for dislikes and thumbs up for likes.

Preferences: classify activities into likes and dislikes in order of preference.
## Level 2

<table>
<thead>
<tr>
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<td>வேறைகள் மற்றும் வேறுபாடுகள்</td>
<td>இரண்டு பொங்கல் பாடல்கள். See <a href="http://community.gold.ac.uk">http://community.gold.ac.uk</a></td>
<td>Learning correct order of 18 consonants according to alphabet chart.</td>
</tr>
<tr>
<td>பொங்கல் பெட்டியா</td>
<td>கூற்றுக்கள் மற்றும் பிற கூற்றுக்களைக் கூறி விளக்குவதற்கான கூற்றுக்கள்</td>
<td>இரண்டு பொங்கல் பாடல்கள். See <a href="http://community.gold.ac.uk">http://community.gold.ac.uk</a></td>
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<td>பொங்கல் நிகழ்வுகள் Make up a picture story illustrating the celebration (background/how celebrated).</td>
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</tr>
</tbody>
</table>

### Learning strategies

By focusing on learner strategies at appropriate points, teachers can help pupils take greater control of their learning and become aware of what approaches best suit their particular learning style. Checklists of ideas are provided on pp26–7. In relation to learning a new script, useful strategies to encourage might include:

- **Closing eyes and visualising the form of the letter/character/word (visual learners).**
- **Tracing the shape of the letter/character/word in the air (kinesthetic learners).**
- **Hearing or saying the word as it is being written (auditory learners).**

Worth noting is the key role that families and friends can play in providing opportunities for pupils to practise the language they are learning outside the classroom and clearly pupils from homes where the language is spoken are at a great advantage here.
Themes, topics, texts

Key structures and vocabulary

Level 2

Oracy

Suggested procedure for using stories in the classroom.

The Very Hungry Parrot

Each day a parrot eats all the things eaten the day before, plus something new, the list growing longer day by day. A nice way to integrate days of week with food items.

See [http://community.gold.ac.uk](http://community.gold.ac.uk)

Poem

L.L. (6)

Retelling story using visual prompts.

Listening for words: count how many times a particular word or phrase is heard in a song or poem and respond with physical movement or by piling up counters.

Listening to a story and pointing at pictures or objects when they hear them described in the story.

Identifying an object or picture by its description.

Identifying: listening to a story and pointing at pictures or objects when they hear them described in the story.

Each day a parrot eats all the things eaten the day before, plus something new, the list growing longer day by day. A nice way to integrate days of week with food items.

Listen and count: count how often a type of word appears, e.g. colours, animals, numbers, times, places; respond by circling pictures, numbers.

Identifying: identify an object or picture by its description.

Listening for words: count how many times a particular word or phrase is heard in a song or poem and respond with physical movement or by piling up counters.

Focused listening: to focus attention while listening to stories, songs and poems, get pupils to join in with repeated phrases or respond to key words or phrases by dancing, moving or miming.

Listen and clap: to support pronunciation and develop awareness of particular sound patterns, emphasise rhyming features of words, e.g. by getting pupils to clap each time they hear a word which rhymes with a chosen word.

Listen and draw: draw a picture to show understanding of an aspect of the story.

Resources

Tamil/English picture dictionary

See [http://community.gold.ac.uk](http://community.gold.ac.uk)
### Themes, topics, texts

- Describing what clothes people are wearing

### Key structures and vocabulary

#### Grammar focus

- Singular/plural nouns
  - Identify and say:
    - Teacher puts number beside items on board and asks either for the number of an item or for the name of an item with a particular number.
    - Guessing game: teacher selects one picture out of set without letting pupils see. Pupils have to guess which one has been selected. Pupil who guesses correctly wins the card.
    - Picture dictation: pupils draw what the teacher describes.
    - Listen and identify: teacher displays set of pictures showing people wearing different clothes. S/he then describes one of the people and pupils have to identify who it is.
    - Identifying plural form: listening out for plurals and give a physical response such as standing up, sitting down or putting up their hand when a plural idea is heard.
    - Dice/card game in pairs/groups of three: set of cards with pictures on, in this case clothes items, turned face down. Pupils roll dice in turn. The one who is sitting in the correct chair facing the cards gets to keep the card. Aim is to collect as many cards as possible.

- Adjectives
  - 'Da' letters
    - Sort objects into categories by the sound of the first or last letter.
    - Sorting words alphabetically.
    - Dominoes (words-pictures).

- 'Viy pit' letters
  - Jumbled letters, syllables or words.

- 'Viy pit' letters
  - Role-play: two friends can't decide what to wear for a party. Or argument between parents and child about what they should wear.

### Literacy

#### Oracy

- Role-play, buying new clothes for a special occasion.

- Sizes
  - Identifying written form: choose text cards as teacher calls out words and phrases.
  - Word/sentence building: pupils work in groups of three. Teacher gives out envelope/bag containing mixture of letters/characters/words and pupils have to see how many words they can build within a given time.
## Level 3

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<tbody>
<tr>
<td><strong>Local area</strong></td>
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<td><strong>Landscape</strong></td>
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<td><strong>Location</strong></td>
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<td><strong>Amenities</strong></td>
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<tr>
<td><strong>Grammar focus</strong></td>
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<tr>
<td>Prepositions (shown by ending on noun in Tamil)</td>
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<td>Question forms</td>
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<tr>
<td>Conjunctions:</td>
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<td>False feminine nouns (పడి)</td>
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<td>Comparatives</td>
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<td>Subject pronouns:</td>
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<tr>
<td><strong>Oracy</strong></td>
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<tr>
<td><strong>Literacy</strong></td>
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</tbody>
</table>

### Grammar focus
- Prepositions (shown by ending on noun in Tamil)
- Question forms
- Conjunctions:
  - False feminine nouns (పడి)
  - Comparatives
- Subject pronouns:
  - False feminine nouns (పడి)

### Oracy
- **Identify and say.**
  - See p40
- **Guessing game.**
  - See p40
- **Dice games:**
  - Talking dice. See Resource list

### Literacy
- **Pass the word parcel:**
  - Pass the word parcel: listening to authentic music or songs, the pupils pass round the circle a bag containing familiar text cards. Each time the music stops, the pupil holding the bag takes out one word card and reads it aloud. The other pupils echo the word (and the teacher corrects the pronunciation if necessary). The word card is placed in the middle of the circle and the music re-starts. Follow-up activities:
  - When all the cards are out of the bag and in the circle the pupils sort them into dictionary order.
  - The pupils sort the words into categories, e.g. nouns, verbs, adjectives.
<table>
<thead>
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<td>Tamil</td>
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<tr>
<td>Level 3</td>
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<tr>
<td><strong>Grammar focus</strong></td>
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<tr>
<td>Question forms</td>
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<tr>
<td>Negative</td>
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<tr>
<td>Conjunction: because</td>
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<tr>
<td><strong>Subjects</strong></td>
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</tr>
<tr>
<td>Likes and dislikes</td>
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<td></td>
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<tr>
<td>Preferences: classify foods into likes and dislikes and/or list in order of preference.</td>
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<tr>
<td><strong>Grammar focus</strong></td>
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<tr>
<td>Question forms</td>
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<td>Negative</td>
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<tr>
<td>Conjunction: because</td>
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<tr>
<td><strong>School timetable</strong></td>
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<tr>
<td>Link to parts of day and telling the time</td>
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<tr>
<td><strong>Grammar focus</strong></td>
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<tr>
<td>Conjunctions: before, after</td>
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<td>Level 3</td>
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<tr>
<td><strong>Themes, topics, texts</strong></td>
<td><strong>Key structures and vocabulary</strong></td>
<td><strong>Oracy</strong></td>
<td><strong>Literacy</strong></td>
</tr>
<tr>
<td>Attracting attention</td>
<td>Circle activity: wheel of fortune. Resources needed are: (a) Set of A4 cards with prompts/questions* on one side and numbers (written large) on back. (b) Wheel of fortune made of card and divided into as many sectors as there are question cards with spinner made from card and a brass paper fastener. Students sit in one large circle. Cards are spread face down with numbers clearly visible. Volunteer spins wheel, reads number where the spinner stops and picks up card with that number. S/he responds to prompt or question. If s/he answers correctly, then card is placed back on the floor face up. That number is now void. If s/he answers incorrectly, card is placed back face down for someone else to try. The wheel passes to next person. Gradually more and more cards are turned face up. When pupil spins a void number, the wheel is simply passed to next person and s/he is off the hook. This activity can be adapted for different topics at different levels.</td>
<td>Stick poster with classroom language phrases on the wall.</td>
<td>Pupils also note in their exercise books.</td>
</tr>
<tr>
<td>Apologising</td>
<td>Grammar focus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expressing problems</td>
<td></td>
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<tr>
<td>Asking for help</td>
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<tr>
<td>Asking permission</td>
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<td></td>
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<tr>
<td>Completing a task</td>
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<td></td>
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<tr>
<td>Celebrating a win</td>
<td></td>
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</tbody>
</table>

* Words or phrases to translate, questions to answer or pictures to describe.
<table>
<thead>
<tr>
<th>Themes, topics, texts</th>
<th>Key structures and vocabulary</th>
<th>Oracy</th>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Celebrations</td>
<td>Key words/phrase to teach before telling story:</td>
<td>Prepare one or more items related to celebration.</td>
<td>Use ICT to produce a greetings card with a message.</td>
</tr>
<tr>
<td>Tamil-Singhala New Year: 13, 14, 15 April</td>
<td></td>
<td>Prepare art posters and murals with captions relating to the theme.</td>
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</tr>
<tr>
<td>Make up picture story illustrating celebration (background/how celebrated).</td>
<td>View video showing celebration in India and Sri Lanka.</td>
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<tr>
<td>National Games</td>
<td></td>
<td>Listen to an authentic song linked to celebrations and learn a few key phrases.</td>
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<tr>
<td>Breaking the coconut</td>
<td></td>
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<tr>
<td>Temple blessing</td>
<td></td>
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<tr>
<td>'My village' Description of a village in Sri Lanka</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>See <a href="http://community.gold.ac.uk">http://community.gold.ac.uk</a></td>
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<td></td>
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<tr>
<td>The Very Hungry Parrot Long version</td>
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<tr>
<td>See <a href="http://community.gold.ac.uk">http://community.gold.ac.uk</a></td>
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<tr>
<td>Resources</td>
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<tr>
<td>(long version)</td>
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</tbody>
</table>

### Creativity

- Picture dictation: pupils have a number of individual pictures corresponding to a story. The story is read aloud, and as they listen, pupils have to put the pictures into the right sequence.
- Prediction: students watch video of Tamil fable or folk tale. Play part of the video. Ask pupils to guess what the story is about and to predict what might happen next. Continue playing the video to confirm predictions. This could lead on to dramatising the story/illustrating the story.
- Follow words of story, poem, song as it is read out or as recording is played.

### Role play

- Focused listening: to focus attention while listening to stories, songs and poems, get pupils to join in with repeated phrases or respond to key words or phrases by dancing, moving or miming.
- Sequencing pictures to show the meaning of a story.
- Retelling story using visual prompts.
- Acting out a story as it is narrated, joining in with the telling and acting out of a story.
- Role play: practising role-play in the style of a character (e.g. as if you were Cinderella), or by conveying an emotion (e.g. happy, sad, shy, embarrassed, angry).
Assessment at Levels 1–3

This section is divided into two parts:
1 Ongoing informal assessment
2 Formally accredited assessment

Ongoing informal assessment

Teachers draw on a range of evidence (responses to questions, observation of pair/group activities, marking of work) to make judgements about the degree to which:

In oracy pupils are able to:
• Respond to simple requests and instructions;
• Listen and respond with ease and confidence;
• Use visual cues;
• Use appropriate forms of address for teacher and peers;
• Repeat modelled phrases independently with correct pronunciation;
• Identify particular sounds;
• Draw on non-verbal communication to convey meaning (facial expression, gesture, mime);
• Engage in classroom routines;
• Participate in role-plays;
• Memorise new words;
• Apply what they have learnt to new situations;
• Correct themselves (e.g. if they mispronounce or forget).

In literacy pupils are able to:
• Place letters in correct order;
• Match the sound of letters and simple words to the written form;
• Recognise simple words in written form (e.g. their name, words for classroom objects);
• Match objects and images to spoken or written words;
• Form an increasing number of recognisable letters/characters and numbers;
• Pick out key points from short, simple texts;
• Make logical predictions based on the context/situation and their prior knowledge;
• Memorise spellings.

In intercultural understanding/creativity pupils are able to:
• Match/sequence pictures to spoken or written text;
• Retell and/or act out a story (with support of visual prompts);
• Make predictions based upon what they know about stories and other genres;
• Follow the rules of a game;
• Perform rhymes, songs, short dialogues;
• Reflect key features of the culture through creating stories, posters, cards, murals;
• Compare and contrast aspects of different cultures through, e.g. Venn diagrams showing common and unique features, picture charts comparing different cultures.

It is important to be aware that, at this stage, pupils’ comprehension will be greater than their expressive ability, so opportunities to demonstrate understanding in various ways should be included.
In self- and peer-assessment pupils are able to:

- Think, pair, share. Pupils think individually about a question or set of questions and record response. They then discuss ideas with a partner and record what they have shared. Finally ideas are shared with whole group or with another pair. This process, which is useful at different levels, encourages pupils to think about their learning and achieve greater clarity about their own strengths and weaknesses. It also provides valuable information for the teacher about how pupils are progressing;
- Self-assess by ticking list of things they can do;
- Identify daily/weekly/monthly goals which are reviewed.
- Teachers may provide sample goal statements in target language, e.g.:
  - I am going to talk to _____ about ______;
  - I am going to speak at least _____ times in lessons;
  - I am going to use two new words today: _____ and _____;
  - I am going to write a message about _____ to _____;
- Assess work created by peers using clear criteria (e.g. quality of content, quality of language, quality of presentation).

Formally accredited assessment
Asset Languages (Breakthrough Stage)

<table>
<thead>
<tr>
<th>LL*</th>
<th>Can Do statements</th>
<th>Examples of teacher assessed tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>These statements are intended to reflect the likely observable outcomes of achievement at each level. They are not definitions of proficiency in themselves.</td>
<td>There is some scope for teachers to adapt material to suit their own programme of study.</td>
</tr>
<tr>
<td>1</td>
<td>L</td>
<td>I can understand a few familiar spoken words and phrases.</td>
</tr>
<tr>
<td></td>
<td>S</td>
<td>I can say/repeat a few words and short simple phrases.</td>
</tr>
<tr>
<td></td>
<td>R</td>
<td>I can recognise and read out a few familiar words and phrases.</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>I can write or copy simple words or symbols.</td>
</tr>
<tr>
<td>2</td>
<td>L</td>
<td>I can understand a range of familiar spoken phrases.</td>
</tr>
<tr>
<td></td>
<td>S</td>
<td>I can answer simple questions and give basic information.</td>
</tr>
<tr>
<td></td>
<td>R</td>
<td>I can understand familiar written phrases.</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>I can write one or two short sentences to a model and fill in the words on a simple form.</td>
</tr>
</tbody>
</table>

*LL = Languages Ladder
The external assessment for Breakthrough assesses aspects of grades 1–3. It should be noted that candidates can choose to take only teacher assessment, only external assessment or both. Tasks set for external assessment are similar in type to those set for teacher assessment. External assessment is a formally accredited qualification. For teacher assessment learners receive a Grade Award endorsed by OCR.

Performance descriptors for Breakthrough

<table>
<thead>
<tr>
<th>3</th>
<th>L</th>
<th>I can understand the main point(s) from a short spoken passage.</th>
<th>The learner hears six short dialogues which link the name of a person with something else (e.g. a place, an activity, a day of the week).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>S</td>
<td>I can ask and answer simple questions and talk about my interests.</td>
<td>Presentation (four sentences) based on personal item, picture, toy, souvenir, book, etc.</td>
</tr>
<tr>
<td></td>
<td>R</td>
<td>I can understand the main point(s) from a short written passage in clear printed script.</td>
<td>Identifying which person the information given in short texts relates to.</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>I can write a few short sentences with support using expressions which I have already learned.</td>
<td>Translating three simple sentences.</td>
</tr>
</tbody>
</table>

For full information visit the Asset Languages website (www.assetlanguages.org.uk). Here you can view and download the Tamil Language specification for this level which includes sections on:

- Language purposes and functions
- Grammatical areas
- Vocabulary areas
- Script acquisition

References to both Can Do statements and the nature of Asset Languages tasks are accurate at the time of going to press, but may be subject to future amendments. When using the Languages Ladder and/or Asset Languages materials you are advised to check the latest versions with DfES and OCR respectively.
<table>
<thead>
<tr>
<th>Themes, topics, texts</th>
<th>Key structures and vocabulary</th>
<th>Oracy</th>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel and transport</td>
<td></td>
<td></td>
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<tr>
<td>Preferred forms of travel</td>
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<tr>
<td>Planning a trip (to Sri Lanka)</td>
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</table>

**Grammar focus**
- Preposition 'by' shown by ending on word in Tamil (e.g. by car = வாகனத்தில்)
- Connectives: firstly, then, after that
- Past tense: They had arrived, etc.

**New sets of letters introduced at Level 4 are:**
- 'Gnana' letters
- 'Naa' letters
- 'Maas' letters
- 'Yaa' letters
- 'Tha' letters
- 'Naa' letters

**Reading short texts describing journeys to school and completing table to show understanding.** These texts then become the model for pupils to compose their own short texts about their journeys to school.
<table>
<thead>
<tr>
<th>Level 4</th>
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</thead>
<tbody>
<tr>
<td><strong>Themes, topics, texts</strong></td>
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<tr>
<td><strong>Key structures and vocabulary</strong></td>
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<tr>
<td><strong>Oracy</strong></td>
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<tr>
<td><strong>Literacy</strong></td>
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<tr>
<td><strong>Themes, topics, texts</strong></td>
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<tr>
<td><strong>Key structures and vocabulary</strong></td>
</tr>
<tr>
<td><strong>Oracy</strong></td>
</tr>
<tr>
<td><strong>Literacy</strong></td>
</tr>
</tbody>
</table>

**Themes, topics, texts**

- **Travel and tourism**
- **Holidays**
  - Real or imaginary
- **Weather**
- **Meals/refreshments**
  - Things to see and do
  - **Grammar focus**
    - **Past tense** (பொறியம்)
    - **Question words** (தீவியல், சேருக்கும்...)
  - **Presenting ideas to an audience** (போட்டுக்கடற்று வரும் நூற்றாண்டு விளக்கம்)

**Key structures and vocabulary**

- **Grammar focus**
  - **Past tense** (பொறியம்)
  - **Question words** (தீவியல், சேருக்கும்...)

**Oracy**

- **Question and answer practice** (செதுக்கல் விளக்கம்)
  - Using table, introduce four characters with different holiday details for each one. Practise asking and answering questions in past tense (third person) with whole class and then as pairwork activity. Pupils can then be asked to play the part of one of the characters to practise first person.

**Literacy**

- **Letter, word and sentence levels**
  - **Building** (வட்டாட்சிக்குரிய வரும் நூற்றாண்டு)
  - **Oracy** (மேனையாற்றிய வரும் நூற்றாண்டு)

**Resources**

- www.britishcouncil.org/flasonline-lessons-keystage3.htm
<table>
<thead>
<tr>
<th>Themes, topics, texts</th>
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<th>Oracy</th>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel and tourism</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Asking directions</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Buying presents</td>
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<td></td>
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<tr>
<td>Money/numbers</td>
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</tbody>
</table>

**Level 4**

### Themes, topics, texts
- Travel and tourism
- Asking directions
- Buying presents
- Money/numbers

### Key structures and vocabulary
- Prepositions
  - next to, near
- Question words
  - who, where, what, when
- Numbers
  - 1–100

### Oracy
- Role-play:
  - Act out shopping scene where there is an argument over price.
  - Act out scene where shopkeeper keeps trying to sell things the customer doesn't want to buy.
  - Act out scene as a person with particular character, e.g., someone shy and someone bossy (using finger puppets).
  - Act a celebrity going shopping, e.g., Nupah.
  - Act as a spy asking for directions, e.g., James Bond

### Literacy
- Letter, word and sentence levels
- Sorting words alphabetically
- Matching words to pictures
- Labelling pictures or diagrams
- Categorising word cards

### Grammar focus
- Prepositions: next to, near
- Question words: who, where, what, when
- Numbers: 1–100

### Resources
- Picture dictionary
- Shared reading/writing
- Guided writing (e.g., dialogue based on model)
<table>
<thead>
<tr>
<th>Themes, topics, texts</th>
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<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Names of jobs</strong></td>
<td></td>
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<td></td>
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<tr>
<td><strong>Where people work</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Jobs done by family/friends</strong></td>
<td></td>
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<tr>
<td><strong>Job preferences</strong></td>
<td></td>
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<tr>
<td><strong>Grammar focus</strong></td>
<td>Prepositions shown by ending on word in Tamil (e.g. near the temple)</td>
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<tr>
<td><strong>Identify and say.</strong></td>
<td>See p40</td>
<td></td>
<td>Letter, word and sentence levels</td>
</tr>
<tr>
<td><strong>Guessing game.</strong></td>
<td>See p40</td>
<td></td>
<td>Sorting words alphabetically.</td>
</tr>
<tr>
<td><strong>Question and answer practice:</strong></td>
<td>this might be based around class survey to find out most/least popular jobs in group.</td>
<td></td>
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<tr>
<td><strong>Listening and noting:</strong></td>
<td>listening to recordings of interviews with different people about their jobs. Pupils note key points including what are considered best and worst aspects of job.</td>
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<tr>
<td><strong>Spotlight:</strong></td>
<td>A pupil volunteers to come to front of class and stand 'in the spotlight' (e.g. standing on a special spot, wearing a special scarf). Other pupils note numbers 1–10 on sheet of paper ready to respond to questions. The teacher asks ten questions to the spotlight volunteer about the topic covered and the pupil answers questions. After each response the rest of class put a tick if they think the answer was correct, a cross if they think it was wrong and a question mark if they are not sure. Following applause for 'spotlight' pupil, teacher goes over responses. For each question the teacher asks how many people gave which response. This gives valuable feedback both for the teacher and for pupils on what they need to work on further. A variation of this is where pupils hold up 'calling cards' to give their responses. Each pupil has a set of three cards, one green one to signal 'correct', one red one to signal 'wrong' and one amber one to signal 'not sure'. This gives an immediate visual impression of who understands what.</td>
<td></td>
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<tr>
<td><strong>Prepared/improvised dialogue:</strong></td>
<td>use imagination to create interesting conversations using familiar language, e.g. role-play in pairs of radio/TV interview with (famous) person about their job.</td>
<td></td>
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</tr>
<tr>
<td><strong>Matching words to pictures, English words to Tamil words, sentence halves, questions and answers.</strong></td>
<td>See p41.</td>
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<tr>
<td><strong>Labelling pictures or diagrams.</strong></td>
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<tr>
<td><strong>Categorising word cards.</strong></td>
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<tr>
<td><strong>Sequencing (dialogues).</strong></td>
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<tr>
<td><strong>Gap-filling (dialogues).</strong></td>
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<tr>
<td><strong>(Running) Dictation.</strong></td>
<td>See p49</td>
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<tr>
<td><strong>Shared reading/writing.</strong></td>
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<tr>
<td><strong>Guided writing:</strong></td>
<td>e.g. 'Day in the life of...' based on model.</td>
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<tr>
<td><strong>Beginning to use some reference materials (picture dictionary, verb tables).</strong></td>
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</tbody>
</table>
## Level 4

<table>
<thead>
<tr>
<th>Themes, topics, texts</th>
<th>Key structures and vocabulary</th>
<th>Oracy</th>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom language</td>
<td></td>
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<tr>
<td><strong>Instructions</strong></td>
<td></td>
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<tr>
<td>Comments</td>
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<tr>
<td><strong>Themes</strong></td>
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<tr>
<td><strong>Core concepts</strong></td>
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<tr>
<td><strong>Language</strong></td>
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<tr>
<td><strong>Intercultural</strong></td>
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<tr>
<td><strong>Understanding</strong></td>
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<td></td>
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<tr>
<td><strong>Key words/phrases</strong></td>
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<tr>
<td><strong>Grammar focus</strong></td>
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<tr>
<td><strong>Writing</strong></td>
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### Classroom language

<table>
<thead>
<tr>
<th><strong>Classroom language</strong></th>
<th><strong>Instruction</strong></th>
<th><strong>Comments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Build up use of target language for classroom routines:</strong></td>
<td>Use consistently.</td>
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<tr>
<td><strong>Simon says:</strong> Teacher, then pupil gives commands.</td>
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<tr>
<td>By this stage pupils should recognise basic written instructions in textbooks, on worksheets, etc. They should also be able to understand basic written comments made by the teacher on their work. Teachers should support pupils initially in familiarising themselves with this language. It should then be used consistently and gradually extended.</td>
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</table>

### Intercultural understanding

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<tr>
<th><strong>Intercultural understanding</strong></th>
<th><strong>Instruction</strong></th>
<th><strong>Comments</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Key words/phrases to teach as information is presented with supporting visuals:</strong></td>
<td></td>
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<tr>
<td><strong>Nallur-temple Sivanolipatha malai</strong></td>
<td></td>
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<tr>
<td><strong>Sigiriya (Art paintings)</strong></td>
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<tr>
<td><strong>Perideniya (Botanical gardens)</strong></td>
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<tr>
<td><strong>Kandy-Thalatha Palace</strong></td>
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<tr>
<td><strong>Trincomalai-Historical place</strong></td>
<td></td>
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<tr>
<td><strong>Responding to artwork:</strong> Bring in pictures or examples of art that students might see during a trip to Sri Lanka/India (e.g. architecture, paintings, sculpture). Arrange these around the room and allow pupils to examine them. Pupils can use a simple grid format with pictures to record the feelings or responses that each picture evokes. They can do this activity in groups and later share the information. Also invite them to look for what makes the pieces distinctive and what they have in common. Have them work in groups to classify the articles.</td>
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<tr>
<td><strong>Discussing artwork:</strong> Have pupils locate and bring to class examples of typical Indian/Sri Lankan art with an explanation of what they think makes the art typical.</td>
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<tr>
<td><strong>Matching cards with simple information to pictures and then completing extra card(s) of their own.</strong></td>
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<tr>
<td><strong>Find the missing words:</strong> Looking at a familiar written poem with all the rhyming words removed and written on word cards, pupils re-build the poem correctly, then read it aloud. They then jumble up the rhyming words and re-read the nonsense poem aloud.</td>
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</table>

### Creativity

<table>
<thead>
<tr>
<th><strong>Creativity</strong></th>
<th><strong>Instruction</strong></th>
<th><strong>Comments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stories and songs</strong></td>
<td>See <a href="http://community.gold.ac.uk">http://community.gold.ac.uk</a></td>
<td></td>
</tr>
<tr>
<td><strong>Keywords/phrases to teach before telling the story:</strong></td>
<td>See above</td>
<td></td>
</tr>
<tr>
<td><strong>Writing a story:</strong> Ask pupils as a group to compose a story about one of the works they have seen by making suggestions and comments that the teacher can record. Invite each student to make one comment for inclusion. The story can be used for further writing and reading practice.</td>
<td></td>
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<tr>
<td><strong>Compare traditional stories from Tamil and British cultures (as well as other cultures).</strong></td>
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</tbody>
</table>
### Level 5

<table>
<thead>
<tr>
<th>Themes, topics, texts</th>
<th>Key structures and vocabulary</th>
<th>Oracy</th>
<th>Literacy</th>
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</thead>
<tbody>
<tr>
<td><strong>Meeting people</strong></td>
<td></td>
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<tr>
<td>(appropriate modes of address)</td>
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<tr>
<td><strong>Character descriptions</strong></td>
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<tr>
<td><strong>Set and others</strong></td>
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</table>

#### Language of negotiation (Diamond ranking activity)

As pupils progress through the levels, there is some recycling of topics. Whilst it may well be important to re-activate previously learnt vocabulary and structures (typically through brainstorming), the teacher should be aiming rapidly to extend the topic in terms both of content and sophistication of language as well as providing the opportunity for the development of higher order thinking skills (e.g. comparing, explaining, justifying). It is essential that teachers do not view topics as self-contained units, but are making links between the different areas they are covering.

Indeed there are increased opportunities for cross-curricular work and work around different text types at this level. With regard to grammar, pupils are expected to be able to use a range of tenses and to construct longer, more complex sentences. They should also be increasingly aware of strategies for extracting meaning from spoken and written texts, drawing on contextual and other clues, e.g. non-verbal signals. (See Language learning strategies checklist pp26–7)

#### Grammar focus

- Adjectives (e.g. big, small, cool, important, etc.)
- Agreement (gender and number, e.g. a book)
- Comparative and superlatives (e.g. longer, worst)
- Verbs:
  - Future tense (e.g. will)
  - Conditional tense (e.g. if)

#### Resources

- [www.ccat.sas.upenn.edu/plc/tamilweb/software/](http://www.ccat.sas.upenn.edu/plc/tamilweb/software/)
- [tamizamuthu.com](http://tamizamuthu.com)

* Diamond ranking is a group activity intended to stimulate thinking and encourage discussion. Each group is given nine cards, on each of which a point related to the topic is written (in this case a personal quality). The pupils have to discuss and agree on a rank order for the cards, placing them in order of importance in the shape of a diamond. To help pupils engage in discussion, the teacher should reveal/introduce language of negotiation and/or provide prompt sheet with key phrases. (See Key structures and vocabulary opposite)
<table>
<thead>
<tr>
<th>Themes, topics, texts</th>
<th>Key structures and vocabulary</th>
<th>Oracy</th>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Themes</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Famous people</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Famous people</td>
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<tr>
<td>Profession</td>
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<tr>
<td>Physical description</td>
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<tr>
<td>Family</td>
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<tr>
<td>Achievement</td>
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<tr>
<td>Character</td>
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<td></td>
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<tr>
<td>Future prospects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal opinion</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Some famous people:</td>
<td></td>
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</tbody>
</table>

**Grammar focus**

- Connectives:
  - also
  - firstly, secondly, thirdly, finally
  - then
  - so,
  - but
  - fortunately, unfortunately
- Present, past and future tenses
- Relative clauses – who/whose

**Listening**

- Listening and noting: listening to longer passages of familiar language and identifying specific details, e.g. name, date and place of birth, description, achievements, etc.
- Putting more open-ended questions to pupils and encouraging longer responses, including use of connectives, relative clauses, etc.

**Presenting ideas to an audience:**

- Giving a short prepared talk on a chosen topic, expressing simple opinions and answering questions about it.

**Spotlight activity.**

- Twenty questions: one pupil (in hot seat) is given card with name of famous person. Rest of class ask questions to try to work out who s/he is.
- Question setting around a picture: pupils in groups decide on and note questions they would like to ask the person/people in the picture. This can then lead on to a piece of written work.

**Researching (from articles, books, Internet) and then, using a word processor, drafting and redrafting piece of writing on a famous person (with or without the support of a writing frame).**

- **Guess who it is:** pupils read short descriptions of people in the school, class or famous people and identify who they are. Include e.g. likes, dislikes, hair colour, age, where they live.

- **Twenty questions:** pieces of information about four famous people (two male, two female) are provided on cards. Pupils have to sort cards by famous person, then sequence them chronologically.

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<th>Key structures and vocabulary</th>
<th>Oracy</th>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Homes and gardens (traditional and modern) in UK and Sri Lanka/India</strong></td>
<td>Cultural comparison: using visuals to introduce key vocabulary and differences/similarities between homes: UK/India/Sri Lanka, old/new, rich/poor, building up Venn diagram.</td>
<td>Listening and noting: listening to people talking about their home and noting details: location, building materials, number of floors, method of heating, furniture, decoration, special features.</td>
<td>Using visuals compare a kitchen/living room a hundred years ago with one today.</td>
</tr>
<tr>
<td><strong>Effects of location/climate</strong></td>
<td>Presenting ideas to an audience: preparing group presentation on the ideal home or to select from given choice. Internet as resource and presentation using PowerPoint.</td>
<td>Answering more open-ended questions, as well as questions requiring yes/no answers.</td>
<td>Gap-filling writing frame to support pupils in writing article/letter to describe ideal home.</td>
</tr>
<tr>
<td><strong>Design features (buildings, furniture)</strong></td>
<td>Using visuals compare a kitchen/living room a hundred years ago with one today.</td>
<td>Presenting ideas to an audience: preparing group presentation on the ideal home or to select from given choice. Internet as resource and presentation using PowerPoint.</td>
<td>Matching people with particular requirements to advertisements for different properties.</td>
</tr>
<tr>
<td><strong>Differences between rich and poor</strong></td>
<td>Differences between rich and poor (household chores) in UK and India/Sri Lanka.</td>
<td>Using visuals compare a kitchen/living room a hundred years ago with one today.</td>
<td>Using visuals compare a kitchen/living room a hundred years ago with one today.</td>
</tr>
<tr>
<td><strong>Roles and responsibilities in the home</strong></td>
<td>Listening and noting: listening to parents complaining about what the children should have done to help in the house and children making excuses (forgot, on the phone, doing homework, not well, etc.). Note complaint and excuse.</td>
<td>Role-play: argument between parent(s) and child(ren) about, e.g. who should tidy up after party or about one child being expected to do more than another. This could be done with finger puppets.</td>
<td>Sequencing (dialogue).</td>
</tr>
<tr>
<td><strong>Grammar focus</strong></td>
<td>* Adverbs/adverbial phrases (frequency) an organism: a week/month/year... listening to different people talking about what household chores they do at home. Pupils complete grid to identify who does what.</td>
<td>Pupils complete grid to identify who does what.</td>
<td>Gap-filling (dialogue).</td>
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<td></td>
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<td></td>
<td>Running Dictation. <strong>See p49</strong></td>
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<tr>
<td></td>
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<td>Text marking.</td>
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<td></td>
<td>Guided writing.</td>
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*Curriculum guide for Tamil*
<table>
<thead>
<tr>
<th>Themes, topics, texts</th>
<th>Key structures and vocabulary</th>
<th>Oracy</th>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dress/fashion</td>
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<tr>
<td>Describing people</td>
<td></td>
<td></td>
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<tr>
<td>Clothes, jewellery</td>
<td></td>
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<tr>
<td>Describing school</td>
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<tr>
<td>uniform, party clothes</td>
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<td></td>
<td></td>
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<tr>
<td>festival clothes</td>
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<tr>
<td>Comparing styles</td>
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<tr>
<td>East/West, traditional</td>
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<tr>
<td>modern, male/female</td>
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<tr>
<td>Dress, etc. at Asian/</td>
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<tr>
<td>Western weddings</td>
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</tbody>
</table>

Grammar focus
- Developing pupils awareness of different genres (advertisement, review, interview).

Listening and noting: listening to recordings of interviews with different people about clothes/jewellery/fashion. Pupils note key points including preferences with regard to design, fabrics, comfort.

Brainstorming to revise and extend clothes vocabulary: this can be done as whole class activity or initially in pairs with the support of a dictionary.

Open ended questioning: putting more open-ended questions to pupils and encouraging longer responses, including use of connectives, relative clauses, etc.

Survey: pupils interview classmates, family and friends to find out opinions regarding past and present fashion and Asian/Western fashion. Data is analysed and presented in the form of bar charts/pie charts (using spreadsheet software).

Creating PowerPoint presentation/fashion magazine in groups: After initial whole class brainstorm, pupils work in groups to plan, research and then draft and redraft pages/screens combining text with images, sound effects, etc.

Developing pupils' awareness of different genres (advertisement, review, interview).

Resources
- www.languages-ict.org.uk
- Languages-ICT, Developing pupils awareness of different genres (advertisement, review, interview).

Mini whiteboard activities:
- Write the synonym/antonym for ...
- Write three adjectives describing size.
- Odd one out (pupils choose odd one out of four words and then justify their decision).
- Anagram game: teacher writes word on board and students write down as many words as they can from it.
- Making a sentence of six, eight or ten words including a grammatical feature, e.g. a connective, a tense, OR a negative sentence OR a question.

Describing people
- Clothes vocabulary: this can be done as whole class activity or initially in pairs with the support of a dictionary.

Describing school uniform, party clothes, festival clothes

Comparing styles
- East/West, traditional/modern, male/female

Dress, etc. at Asian/Western weddings

Grammar focus
- Developing pupils' awareness of different genres (advertisement, review, interview).

Interview: fair trade fashion: (imaginary) interview with factory worker, company director, shop owner (Citizenship link).

Interview about latest fashion.

Fashion show in which some pupils model clothes and other provide commentary.

Developing pupils' awareness of different genres (advertisement, review, interview).

Researching and presenting the process of clothes manufacturing from the growing and picking of the cotton to sale in a department store in the UK (Citizenship link).

Persuasive writing: designing a piece of jewellery and writing a paragraph promoting it.

Developing reference skills, including use of bilingual dictionary.
<table>
<thead>
<tr>
<th>Themes, topics, texts</th>
<th>Key structures and vocabulary</th>
<th>Oracy</th>
<th>Literacy</th>
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</thead>
<tbody>
<tr>
<td>Brainstorming to identify different types of media: this can be done as whole class activity or initially in pairs with the support of a dictionary.</td>
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<tr>
<td>Survey to discover most/least popular media in class, school, across generations.</td>
<td>Brainstorming to identify different types of media: this can be done as whole class activity or initially in pairs with the support of a dictionary.</td>
<td>Brainstorming to identify different types of media: this can be done as whole class activity or initially in pairs with the support of a dictionary.</td>
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<tr>
<td>Picking the best TV advertisement: pupils shown three advertisements. In groups they then discuss which they like best and why. Opinions are then presented to the whole class. This activity could also be done with magazine advertisements.</td>
<td>Brainstorming to identify different types of media: this can be done as whole class activity or initially in pairs with the support of a dictionary.</td>
<td>Brainstorming to identify different types of media: this can be done as whole class activity or initially in pairs with the support of a dictionary.</td>
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</tr>
<tr>
<td>Analysing authentic text: browse through magazines, newspapers and Internet texts and recognise text components, e.g. title, contents page, headline and the features of different text genres, e.g. a weather forecast, a recipe, a letter, an advertisement, a news story.</td>
<td>Brainstorming to identify different types of media: this can be done as whole class activity or initially in pairs with the support of a dictionary.</td>
<td>Brainstorming to identify different types of media: this can be done as whole class activity or initially in pairs with the support of a dictionary.</td>
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<td>Preferences</td>
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<td>Media</td>
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<td>Preferences</td>
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<tr>
<td>Frequency of use</td>
<td>Frequency of use</td>
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</tr>
</tbody>
</table>

**Curriculum guide for Tamil**

- Note taking: scanning events pages in magazine or on Internet for key information.
- Sequence: think aloud. From film information identifying three you might like to see and explain reason for your choice.
- Sequencing dialogue.

**Preferences**

- Invitation
- Location
- Time

- Making arrangements

- Listening and noting: listening to recordings of people making arrangements and noting details.
- Role-play
  - Act out scene (on phone) where two friends disagree on what film they should go and see.
  - Act out scene as a person with particular character, e.g. someone very optimistic, someone very pessimistic (using finger puppets).
  - Act a spy (on the phone) arranging to meet another spy in a certain row at the cinema to pass on secret information, e.g. James Bond.

**Reading and Writing**

- Mini-whiteboard activities. (See previous page)
  - Text marking.
  - Sequencing (dialogue).
  - Gap-filling (dialogue).
  - (Running) Dictation (running).
  - See p49
  - Guided writing.
### Level 6

#### Themes, topics, texts

<table>
<thead>
<tr>
<th>Injuries</th>
<th>Illnesses</th>
<th>Treatments</th>
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</thead>
</table>
| Brainstorming to identify different parts of the body and illnesses: this can be done as whole class activity or initially in pairs with the support of a dictionary. Teachers should be ready to take advantage of opportunities that arise naturally in lessons to support this. Activities based on texts (both written and spoken) can be used as a stimulus for language investigation. Examples would include:  
- **Word definitions:** match word to definition; synonyms and antonyms: matching or table completion; 
- **Different word forms depending on grammatical function,** (noun, verb, adjective, adverb) using table completion; 
- **Different verb forms depending on tense using table completion.**  

#### Key structures and vocabulary

**Oracy**

- **Modal verbs:** should, must

#### Literacy

At this level it is important for pupils to extend their range of expression and develop their awareness of word origins and relationships. Teachers should be ready to take advantage of opportunities that arise naturally in lessons to support this. Activities based on texts (both written and spoken) can be used as a stimulus for language investigation. Examples would include:  
- **Word definitions:** match word to definition; synonyms and antonyms: matching or table completion; 
- **Different word forms depending on grammatical function,** (noun, verb, adjective, adverb) using table completion; 
- **Different verb forms depending on tense using table completion.**  

#### Consulting a doctor, dentist or chemist

- Improvisation doctors and nurses
- Blockbusters: like the television game, there are two teams and the aim is to join hexagons across the board (left to right or top to bottom). A hexagon is won by naming it correctly. If team cannot name it, the other team has the chance to go. Can be adapted for different levels.

#### Health and fitness

- **Role-play**
  - Act out scene (on phone) where friend has serious injury, but refuses to see doctor or go to hospital.
  - Act out scene between child and parent, where child is making up excuses for not being able to go to school (because doesn't want to do test/exam)
  - Act out scene as a person with particular character, e.g. someone who exaggerates problems ('drama queen') and someone who always thinks things will turn out for the best (using finger puppets).

- **Grammar focus**
  - **Modal verbs:** should, must

- **SEQ Activity:** Sequencing dialogue.

- **Persuasive writing:** designing a poster to advertise a product. This could become a class competition judged by another teacher or sixth forms.
Level 6

<table>
<thead>
<tr>
<th>Themes, topics, texts</th>
<th>Key structures and vocabulary</th>
<th>Oracy</th>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthy living, Diet, exercise, environment</td>
<td>Brainstorm to identify features of healthy and unhealthy lifestyles: this can be done as whole class activity or initially in pairs with the support of a dictionary.</td>
<td>Survey: pupils interview classmates, family and friends to find out about lifestyle.</td>
<td>Writing a good resolutions page including present and future tenses using ICT (desktop-publishing software).</td>
</tr>
<tr>
<td>Diet, exercise, environment</td>
<td>Dictionary.</td>
<td>Presenting to an audience: pupils make a presentation of products which are 'good for your health' and those which are 'bad for your health'.</td>
<td>Mini whiteboard activities: mini whiteboard activities: multiple choice magazine style quiz which revises present tense and frequency phrases in contexts such as food, drink, sport.</td>
</tr>
<tr>
<td>Diet, exercise, environment</td>
<td>Sequencing activity.</td>
<td>Battleships game: fun way to practise grammar, e.g. verb manipulation.</td>
<td>Presented to an audience: pupils make a presentation of products which are ‘good for your health’ and those which are ‘bad for your health’.</td>
</tr>
<tr>
<td>Diet, exercise, environment</td>
<td>Gap-filling.</td>
<td>Presenting favourite recipe to rest of class (using presentation software).</td>
<td>Writing a ‘good resolutions’ page including present and future tenses using ICT (desktop-publishing software).</td>
</tr>
<tr>
<td>Diet, exercise, environment</td>
<td>Creating class magazine of favourite recipes and comparing with partner school.</td>
<td>Pupils exchange information with partner school in Sri Lanka/India about aspects of lifestyle (possible use of ICT via email) and write a comparison summary (with support of writing frame).</td>
<td>Pupils exchange information with partner school in Sri Lanka/India about aspects of lifestyle (possible use of ICT via email) and write a comparison summary (with support of writing frame).</td>
</tr>
<tr>
<td>Diet, exercise, environment</td>
<td>Sequencing: listening to instructions and sequencing pictures to show understanding.</td>
<td>Presenting a ‘good resolutions’ page including present and future tenses using ICT (desktop-publishing software).</td>
<td>Pupils write an advice leaflet or fact sheet for a particular person, e.g. someone confined to a wheelchair, a small pupil, a teenager (with support of writing frame).</td>
</tr>
<tr>
<td>Diet, exercise, environment</td>
<td>Presenting to an audience: pupils present their advertisement using ICT (presentation software).</td>
<td>Battleships game: fun way to practise grammar, e.g. verb manipulation.</td>
<td>Pupils write an advice leaflet or fact sheet for a particular person, e.g. someone confined to a wheelchair, a small pupil, a teenager (with support of writing frame).</td>
</tr>
<tr>
<td>Diet, exercise, environment</td>
<td>Video recording: take a video of advertisements compiled and presented by pupils or invite pupils to present their advertisement using ICT (presentation software).</td>
<td>Survey: pupils interview classmates, family and friends to find out about school meals.</td>
<td>Battleships game: fun way to practise grammar, e.g. verb manipulation.</td>
</tr>
<tr>
<td>Diet, exercise, environment</td>
<td>Presenting favourite recipe to rest of class (using presentation software).</td>
<td>Presenting to an audience: pupils make a presentation of products which are ‘good for your health’ and those which are ‘bad for your health’.</td>
<td>Presenting to an audience: pupils make a presentation of products which are ‘good for your health’ and those which are ‘bad for your health’.</td>
</tr>
</tbody>
</table>

Diamond ranking: best (or worst) ways to keep healthy. See p53

Recipe for a healthy Sri Lankan/Indian dish

Pupils write an advice leaflet or fact sheet for a particular person, e.g. someone confined to a wheelchair, a small pupil, a teenager (with support of writing frame).

Pupils exchange information with partner school in Sri Lanka/India about aspects of lifestyle (possible use of ICT via email) and write a comparison summary (with support of writing frame).
## Level 6

### Themes, topics, texts

<table>
<thead>
<tr>
<th>Teachers and the headteacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>School day</td>
</tr>
<tr>
<td>Breaks, lunch and homework</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Subjects</td>
</tr>
<tr>
<td>English</td>
</tr>
<tr>
<td>Tamil</td>
</tr>
</tbody>
</table>

### Key structures and vocabulary

<table>
<thead>
<tr>
<th>Language of negotiation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tamil</td>
</tr>
<tr>
<td>English</td>
</tr>
</tbody>
</table>

### Oracy

<table>
<thead>
<tr>
<th>Tamil</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
</tr>
</tbody>
</table>

### Literacy

<table>
<thead>
<tr>
<th>Tamil</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
</tr>
</tbody>
</table>

---

**Listening and noting:** listening to young people in UK and Sri Lanka/India; pupils note information / good and bad points by completing grid. Differentiate by adding column for extra details.

**Putting more open-ended questions to pupils and encouraging longer responses, drawing on previously learnt language and including use of connectives, relative clauses, etc.**

**Dictation.**

**Translation (from and into target language).**

**Comparing:** pupils compare their school with one in target country. Where there is link with partner school, this can become a collaborative project with pupils working on information out of the project. Outcomes of the project could be presented in the form of a newspaper/magazine or on the school website.

**Responding to letter on problem page of a teenage magazine.**

**Rewriting a text from the standpoint of one of the characters/people referred to.**

---

**School type (mixed/single sex, age range)**

<table>
<thead>
<tr>
<th>Tamil</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
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</tbody>
</table>

**Comparing: pupils compare their school with one in target country. Where there is link with partner school, this can become a collaborative project with pupils working on information out of the project. Outcomes of the project could be presented in the form of a newspaper/magazine or on the school website.**

---

**Presenting ideas to an audience (either individually, in small groups or with the class) using prepared material, visuals, gesture and expression.**

---

**Survey:** pupils interview classmates.

**Write a page in diary of a pupil in Sri Lanka/India describing what happened at school.**

---

**Mini whiteboard activities:**

- **Anagram game.** Teacher writes word on board and students write down as many words as they can from it. Making a sentence of six, eight or ten words including a grammatical feature, e.g. a connective, a tense, a negative sentence or a question.

---

**Wheel of fortune.**

---

**Dice games (taking dice) to reinforce vocabulary, practise sentence construction, etc.**

### Tamil

- **School life in Sri Lanka/India compared to UK**
  - Listening and noting: listening to young people in UK and Sri Lanka/India; pupils note information / good and bad points by completing grid. Differentiate by adding column for extra details.
  - Putting more open-ended questions to pupils and encouraging longer responses, drawing on previously learnt language and including use of connectives, relative clauses, etc.
  - Dictation.
  - Translation (from and into target language).

- **Comparing:** pupils compare their school with one in target country. Where there is link with partner school, this can become a collaborative project with pupils working on information out of the project. Outcomes of the project could be presented in the form of a newspaper/magazine or on the school website.

- **Responding to letter on problem page of a teenage magazine.**

- **Rewriting a text from the standpoint of one of the characters/people referred to.**

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**Comparing: pupils compare their school with one in target country. Where there is link with partner school, this can become a collaborative project with pupils working on information out of the project. Outcomes of the project could be presented in the form of a newspaper/magazine or on the school website.**

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**Presenting ideas to an audience (either individually, in small groups or with the class) using prepared material, visuals, gesture and expression.**

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**Survey:** pupils interview classmates.

**Write a page in diary of a pupil in Sri Lanka/India describing what happened at school.**
## Level 6

### Themes, topics, texts

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<tr>
<th><strong>Free time</strong></th>
<th><strong>Activities people do/like doing in their free time and how often</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Brainstorm and extend vocabulary introduced in Level 2. Possibly categorise into likes and dislikes.</em></td>
<td></td>
</tr>
<tr>
<td><em>Listening to people talking about how they spend their free time and noting details: e.g. activities, how often they do them, why they like them (grid completion).</em></td>
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<tr>
<td><em>Putting more open-ended questions to pupils and encouraging longer responses, drawing on previously learnt language and including use of connectives, relative clauses, etc.</em></td>
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<td><em>Role-play interview with sporting, music or film personality about what they do in their free time.</em></td>
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<td><em>Group presentation on favourite hobby or leisure activities in local area. Internet as resource and presentation using PowerPoint.</em></td>
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<tr>
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### Literacy

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<tr>
<td><em>Translation.</em></td>
<td></td>
</tr>
</tbody>
</table>
### Level 6

<table>
<thead>
<tr>
<th>Themes, topics, texts</th>
<th>Key structures and vocabulary</th>
<th>Oracy</th>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tamil Media</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Media</td>
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<td></td>
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<tr>
<td>Describing and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>expressing opinions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>about programmes,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>films, songs, computer games</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources</td>
<td><a href="http://community.gold.ac.uk">http://community.gold.ac.uk</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar focus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Relative clauses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Adverbs: adverbial phrases</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sequencing events in a story or film. Teacher pauses tape and different points and asks pupils to predict what happens next.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>What happens next: watching film clips/advertisements. Teacher pauses tape and different points and asks pupils to predict what happens next.</td>
<td></td>
<td></td>
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<tr>
<td>Describing and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>expressing opinions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>about a film, song, book. This could take the form of a class debate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Memorising and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>performing a poem, song, story or sketch.</td>
<td></td>
<td></td>
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<tr>
<td>Interviewing partner about a film s/he has seen, book s/he has read, song s/he has heard.</td>
<td></td>
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</tr>
<tr>
<td>Hotseating: teacher or pupil takes on identity of character in film or story. Rest of class put questions.</td>
<td></td>
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</tr>
<tr>
<td>A multimedia presentation: sketch, e.g. scene from soap opera / interview / school news broadcast / fashion show/ weather forecast. Pupils storyboard and then make their own digital video. See p57</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bring two or three samples of traditional and contemporary Tamil music for pupils to listen to. Ask pupils to express opinions about the music (whether they like it or not, and their reasons. Present information about the music (e.g. date, era, purpose, performer, composer). Follow up by asking pupils to bring to class a piece of music they like. They should be prepared to do a two-minute presentation (e.g. including composer and performer, date, theme, reason for preference).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selected short articles from magazines/newspapers/Internet used as stimulus for spoken or written response</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Wheel of fortune. See p43</td>
<td></td>
<td></td>
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<tr>
<td>Spotlight activity. See p51</td>
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</tbody>
</table>
Assessment at Levels 4–6

This section is divided into two parts:
1. Ongoing informal assessment
2. Formally accredited assessment

Ongoing informal assessment

Teachers draw on a range of evidence (responses to questions, observation of pair/group activities, marking of work) to make judgements about the degree to which:

In literacy pupils are able to:
- Make logical predictions based on the context/situation and their prior knowledge;
- Use clues to work out meaning;
- Demonstrate comprehension of a range of short texts;
- Identify and summarise relevant information when carrying out research (including on the Internet);
- Organise work and make it easy to follow;
- Memorise spellings;
- Make work interesting by including details or using a variety of language structures;

Possible criteria for assessing written work (including emails, letters, diary pages, etc) might include extent to which:
- Meaning is clear;
- Interesting, relevant details are included;
- Appropriate conventions are followed;
- A range of vocabulary is used;
- Risks are taken in using language not practised in class.

In oracy pupils are able to:
- Understand and respond to questions, including those which are more open-ended and involve expressing and justifying opinions;
- Participate in role-plays. It is important to discuss assessment criteria with pupils before they present dialogues, sketches, etc. These might include extent to which pupils:
  - Convey an understandable message;
  - Use appropriate titles and forms of address;
  - Include relevant and interesting details or features;
  - Find ways to keep the conversation going;
  - Use a variety of vocabulary and language structures.

Possible criteria for assessing written work (including emails, letters, diary pages, etc) might include extent to which:
- Meaning is clear;
- Interesting, relevant details are included;
- Appropriate conventions are followed;
- A range of vocabulary is used;
- Risks are taken in using language not practised in class.

In intercultural understanding/creativity pupils are able to:
- Perform songs/sketches;
- Take into account different viewpoints, e.g. by writing a page in the diary of someone living in another country, scripting an (imaginary) interview with a famous person or a character in a story, painting or sculpture;
- Compare and contrast aspects of different cultures through carrying out (Internet) research, exchanging information with partner school via email, oral presentations, creating posters/displays.

Possible criteria for evaluating collaborative (multimedia) stories/drama scripts include:
- The story begins with a problem to be solved;
- The story is easy to understand and follow;
- The relationships of the characters to each other are clear;
- Events follow a logical sequence;
- The ending resolves the story problem.

Possible criteria for evaluating short poems/pieces of creative writing:
- Offer personal feelings or viewpoints;
- Provide clear themes or messages;
- Draw on features of the poetry and prose they have read and heard.
In self- and peer-assessment pupils are able to:
- Self-assess by ticking list of things they can do;
- Identify daily/weekly/monthly goals which are reviewed;
- Pupils assess piece of work created by peers using clear criteria (e.g. quality of content, quality of language, quality of presentation).

Discuss with pupils criteria for carrying out presentations:
- Meaning is clear and comprehensible;
- Delivery is fluid;
- Vocabulary and structures are varied and appropriate for the purpose and context;
- Content interesting and informative (clear message/ideas, awareness of audience);
- There is risk taking (in relation to expression of ideas, use of language).

To prompt reflection and self-assessment, have students keep a log of their reading, viewing, and listening activities, both in and outside of school. They should include:
- Title and author, artist, actor, or musician;
- Context, genre or form (e.g. film on videotape, CD I bought, magazine in the library);
- A short description;
- A brief account or symbol that shows their opinion of the work.

When students create artwork, have them develop a short, simple assessment form (in target language) that their classmates, teacher and family members can fill out. For example, they might pose two questions: what is one thing you liked? What is one thing we could improve?

Formally accredited assessment

Asset Languages (Preliminary Stage)

<table>
<thead>
<tr>
<th>LL*</th>
<th>Can Do statements</th>
<th>Examples of teacher assessed tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>These statements are intended to reflect the likely observable outcomes of achievement at each level. They are not definitions of proficiency in themselves.</td>
<td>There is some scope for teachers to adapt material to suit their own programme of study.</td>
</tr>
<tr>
<td>4</td>
<td>L I can understand the main points and some of the detail from a short spoken passage.</td>
<td>Three item multiple choice exercise.</td>
</tr>
<tr>
<td>S</td>
<td>I can take part in a simple conversation and I can express my opinions.</td>
<td>Learners ask questions to identify a favourite sport.</td>
</tr>
<tr>
<td>R</td>
<td>I can understand the main points and some of the detail from a short written text.</td>
<td>Three item multiple choice exercise.</td>
</tr>
<tr>
<td>W</td>
<td>I can write a short passage on a familiar topic, adapting language which I have already learned.</td>
<td>Learners arrange phrases in the target language to match English sentences.</td>
</tr>
<tr>
<td>5</td>
<td>L I can understand the main points and simple opinions (e.g. likes and dislikes) of a longer spoken passage.</td>
<td>True or false based on statements.</td>
</tr>
<tr>
<td>S</td>
<td>I can give a short prepared talk, on a topic of my choice, including expressing my opinions.</td>
<td>In pairs, learners discuss favourite TV programmes.</td>
</tr>
<tr>
<td>R</td>
<td>I can understand the main points and simple opinions (e.g. likes and dislikes) of a longer written text.</td>
<td>True or false sentences based on a text.</td>
</tr>
<tr>
<td>W</td>
<td>I can write a short passage on a range of familiar topics.</td>
<td>Learners write an informative article of five sentences.</td>
</tr>
</tbody>
</table>

*LL = Languages Ladder
The external assessment for Preliminary assesses aspects of grades 4–6. It should be noted that candidates can choose to take only teacher assessment, only external assessment or both. Tasks set for external assessment are similar in type to those set for teacher assessment. External assessment is a formally accredited qualification. For teacher assessment learners receive a Grade Award endorsed by OCR.

### Performance descriptors for Preliminary

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>L</td>
<td>On completing this stage, you should be able to understand standard speech relating to a range of predictable everyday matters, providing that it is spoken clearly and directly. You should be able to recognise the difference between past, present and future events and be familiar with simple forms of the verb tenses.</td>
</tr>
<tr>
<td>S</td>
<td>On completing this stage, you should be able to use and adapt learned language relating to a range of predictable everyday matters. Your pronunciation should be clear and you should be able to maintain a simple conversation using strategies such as asking for clarification or repetition. You should be able to recognise the difference between past, present and future events and be familiar with simple forms of the verb tenses.</td>
</tr>
<tr>
<td>R</td>
<td>On completing this stage, you should be able to understand standard language relating to a range of predictable everyday matters. You should be able to read clear handwritten text. You should be able to recognise the difference between past, present and future events and be familiar with simple forms of the verb tenses.</td>
</tr>
<tr>
<td>W</td>
<td>On completing this stage, you should be able to use and adapt learned language relating to a range of predictable everyday matters. You should be able to write simple texts, with spelling that is generally accurate. You should be able to recognise the difference between past, present and future events and be familiar with simple forms of the verb tenses.</td>
</tr>
</tbody>
</table>

For full information visit the Asset Languages website ([www.assetlanguages.org.uk](http://www.assetlanguages.org.uk)). Here you can view and download the Tamil Language specification for this level which includes sections on:

- Language purposes and functions
- Grammatical areas
- Vocabulary areas
- Script acquisition

References to both Can Do statements and the nature of Asset Languages tasks are accurate at the time of going to press, but may be subject to future amendments. When using the Languages Ladder and/or Asset Languages materials you are advised to check the latest versions with DfES and OCR respectively.
Other Qualifications in Tamil

There is no GCSE available for Tamil. Edexcel and Cambridge Assessment offer traditional GCE O level examinations in Tamil, testing literacy skills. These exams are mainly intended for centres overseas and do not reflect the language teaching philosophy favoured in the UK, where equal weighting is given to the four skills and emphasis is placed on practical communication. Thus the alternative now provided by Asset Languages represents a major development for the teaching Tamil in the UK, enabling it to fit into the common structure of other languages. It allows children to gain recognition for their language achievements from a young age and supports motivation through step-by-step progression across all the levels.

For information on the Edexcel examination, visit: [www.edexcel.org.uk](http://www.edexcel.org.uk).

For information on the Cambridge Assessment examination, visit: [www.cambridgeassessment.org.uk](http://www.cambridgeassessment.org.uk).
## Level 7

<table>
<thead>
<tr>
<th>Themes, topics, texts</th>
<th>Key structures and vocabulary</th>
<th>Oracy</th>
<th>Literacy</th>
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<tbody>
<tr>
<td>Tamil speaking countries</td>
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<tr>
<td>Brainstorming to revise and extend vocabulary introduced in Level 3. Possibly categorise into wild/human-made environment. Variation of this could be based on visual stimulus. Teacher shows image(s) for five seconds. Pupils have to note on mini-whiteboards words for 6–10 things shown in the picture. Results are then fed back.</td>
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<td>Grammar focus</td>
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<td>Listening and completing word frequency grids: pupils are given a list of words/phrases which occur a number of times during an audio/video recording. They have to identify how often each word/phrase occurs.</td>
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<tr>
<td>Listening to longer passages of familiar language and making notes under headings. Then writing summary in own words.</td>
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<tr>
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<tr>
<td>Guided research involving one or more of the following:</td>
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</tr>
<tr>
<td>Categorisation of information: table completion e.g. natural resources, etc. in different regions. Reformulation of information (summarising/producing an illustrated fact sheet).</td>
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<td>Presentation of information to an audience.</td>
<td>Presentation of information to an audience.</td>
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</table>

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<table>
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<tr>
<td>History</td>
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<tr>
<td>Tamil speaking countries</td>
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<tr>
<td>Major festivals</td>
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</tbody>
</table>

**Level 7**

**Themes, topics, texts**

- Tamil speaking countries
- People
- History
- Religion

**Key structures and vocabulary**

- Grammar focus

**Oracy**

- Listening and sequencing: pupils are given jumbled list of phrases from audio/video recording. They have to number them in the order they hear them during recording. (Selection of words/phrases may be based on: lexical relevance, e.g. words to do with landscape; functional relevance, e.g. words expressing liking or disliking; grammatical relevance, e.g. questions, use of adjectives, etc).

**Literacy**

- Completing KWL chart: pupils note what they know about a topic, under W what they want to know and under L what they have learnt. Useful in helping pupils identify prior knowledge and experience as bridge to a new topic or concept.

**Resources**

- [www.languages-ict.org.uk](http://www.languages-ict.org.uk)
### Themes, topics, texts

<table>
<thead>
<tr>
<th>Tamil</th>
<th>English</th>
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<tbody>
<tr>
<td>Booking accommodation</td>
<td>At the train station</td>
</tr>
<tr>
<td>Travel and tourism</td>
<td>Buying a train ticket</td>
</tr>
</tbody>
</table>

### Key structures and vocabulary

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</tbody>
</table>

### Oracy

- **Listening for specific information, e.g.**
  - Receptionist describes several rooms available in hotel. Pupils have to identify which, if any, fit particular requirements relating to price, facilities, etc.
  - Pupils asked to imagine they have been sent to tourist office by parents to find out about possible accommodation. Receptionist suggests three hotels and gives details.
  - Pupils make notes under specific headings (and are encouraged to add further details if they can).

- **Role-play:** Booking accommodation by phone, including conventions for speaking on the phone.

- **Role-play:** (scripted or improvised) in the style of an action film, a soap opera, a chat show, a western, a musical.

- **Role-play:** (scripted or improvised). Before acting out role-play pupils select card with word on it describing their character/mood (e.g. silly, angry, forgetful, happy, superior, nervous, chatty, bossy). They then act out role play and observers have to guess their character/mood.

### Literacy

- **Mini whiteboard activities:**
  - Categorising, e.g. healthy/unhealthy.
  - Odd one out.
  - Anagram game. Teacher writes word on board and students write down as many words as they can from it.
  - Making a sentence of six, eight or ten words including a grammatical feature, e.g. a connective OR a negative sentence OR a question.

- **Matching labels to signs and notices.**

- **Sequencing:** Lines of a dialogue are cut up on strips of paper/card. Pupils working in pairs have to sequence lines in correct order. An ICT opportunity if pupils presented with Word file containing jumbled sentences.

- **Writing script/storyboarding scene at hotel or train station:** preparation for pupils making their own digital video. See p57

- **Letter writing (on word processor):** to book accommodation using writing frame. Focus on conventions for writing formal letters.

- **Odd one out:** pupils are given sets of four or five words and have to decide which word is the odd one out and why. It may be that there is more than one correct answer depending, for example, on whether the focus is on meaning or form. Getting pupils to make up sets of ‘odd one out’ items for classmates to try to work out can also be a valuable activity.

### Grammar focus

- **Listening for specific words/ phrases:** pupils are given copy of tapescript with every fifth or tenth word or key words/phrases blanked out. As they listen pupils have to try to fill in missing words. This can be made easier by providing jumbled list from which pupils select.

- **Sequencing:** pupils are given jumbled set of words/phrases and asked to list them in the order that they hear them.

- **Listening with focus on register:** pupils asked to identify different ways of requesting, apologising, complaining, thanking and to explain which are more/less formal and why.

- **Role-play:** acting as an interpreter for someone who doesn’t speak the language.
## Level 7

<table>
<thead>
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<tr>
<td>Careers and future plans</td>
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<td>Job preferences</td>
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<td>Work experience</td>
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<td>Personal qualities</td>
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<td>Applying for jobs</td>
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<td>Issue of unemployment</td>
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<td>Grammar focus</td>
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<td>Use of Grantham consonants</td>
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### Job preferences
- Brainstorming the pros and cons of different jobs.
- Listening to taped conversation with, e.g a famous person and then writing their CV.
- Making notes on phone messages left by clients.
- Role-play: (scripted/improvised) in the style of an action film, a soap opera, a chat show.
- Role-play/simulation of job interview: this could be done as a 'listening triad': one student is the interviewer asking questions, another is the candidate answering and the third observes and takes notes which can be used to help give feedback to the other two. Students then change roles to have a turn at each.
- Diamond ranking: pupils working in groups are given a set of nine statements on separate pieces of card about what makes jobs more or less attractive (e.g., earning a lot of money, working in the open air, having opportunity to travel, helping other people, interesting work, having job security, having a lot of responsibility, good promotion prospects).
- Carry out a class survey to find out what jobs people would most like to do and why. See p53
- Prepare a one-minute speech entitled My Job.
- Write a work experience diary.
- Write a reply to an email you’ve received to arrange a meeting.
- Write a summary in English of an email sent from a client in Colombo.
- Gender debate: pupils are given list of jobs and asked to identify whether the job would more likely be done by a man or a woman (in UK and Sri Lanka/India). Why is this? Is it fair? Class debate.

### Work experience
- Brainstorming the pros and cons of different jobs.
- Listening to taped conversation with, e.g a famous person and then writing their CV.
- Making notes on phone messages left by clients.
- Role-play: (scripted/improvised) in the style of an action film, a soap opera, a chat show.
- Role-play/simulation of job interview: this could be done as a 'listening triad': one student is the interviewer asking questions, another is the candidate answering and the third observes and takes notes which can be used to help give feedback to the other two. Students then change roles to have a turn at each.
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- Gender debate: pupils are given list of jobs and asked to identify whether the job would more likely be done by a man or a woman (in UK and Sri Lanka/India). Why is this? Is it fair? Class debate.

### Personal qualities
- Brainstorming the pros and cons of different jobs.
- Listening to taped conversation with, e.g a famous person and then writing their CV.
- Making notes on phone messages left by clients.
- Role-play: (scripted/improvised) in the style of an action film, a soap opera, a chat show.
- Role-play/simulation of job interview: this could be done as a 'listening triad': one student is the interviewer asking questions, another is the candidate answering and the third observes and takes notes which can be used to help give feedback to the other two. Students then change roles to have a turn at each.
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- Write a summary in English of an email sent from a client in Colombo.
- Gender debate: pupils are given list of jobs and asked to identify whether the job would more likely be done by a man or a woman (in UK and Sri Lanka/India). Why is this? Is it fair? Class debate.

### Applying for jobs
- Brainstorming the pros and cons of different jobs.
- Listening to taped conversation with, e.g a famous person and then writing their CV.
- Making notes on phone messages left by clients.
- Role-play: (scripted/improvised) in the style of an action film, a soap opera, a chat show.
- Role-play/simulation of job interview: this could be done as a 'listening triad': one student is the interviewer asking questions, another is the candidate answering and the third observes and takes notes which can be used to help give feedback to the other two. Students then change roles to have a turn at each.
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- Prepare a one-minute speech entitled My Job.
- Write a work experience diary.
- Write a reply to an email you’ve received to arrange a meeting.
- Write a summary in English of an email sent from a client in Colombo.
- Gender debate: pupils are given list of jobs and asked to identify whether the job would more likely be done by a man or a woman (in UK and Sri Lanka/India). Why is this? Is it fair? Class debate.

### Issue of unemployment
- Brainstorming the pros and cons of different jobs.
- Listening to taped conversation with, e.g a famous person and then writing their CV.
- Making notes on phone messages left by clients.
- Role-play: (scripted/improvised) in the style of an action film, a soap opera, a chat show.
- Role-play/simulation of job interview: this could be done as a 'listening triad': one student is the interviewer asking questions, another is the candidate answering and the third observes and takes notes which can be used to help give feedback to the other two. Students then change roles to have a turn at each.
- Diamond ranking: pupils working in groups are given a set of nine statements on separate pieces of card about what makes jobs more or less attractive (e.g., earning a lot of money, working in the open air, having opportunity to travel, helping other people, interesting work, having job security, having a lot of responsibility, good promotion prospects).
- Carry out a class survey to find out what jobs people would most like to do and why. See p53
- Prepare a one-minute speech entitled My Job.
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- Gender debate: pupils are given list of jobs and asked to identify whether the job would more likely be done by a man or a woman (in UK and Sri Lanka/India). Why is this? Is it fair? Class debate.
## Themes, topics, texts

- **Social issue:** Bullying
  - Different types of bullying
  - How bullying affects people
  - How to deal with bullying

### Grammar focus
- Brainstorming: identify different types of bullying, why people bully and whose responsibility it is to prevent it. This can be done as whole class activity or initially in pairs with the support of a dictionary.

### Open-ended questions
- More open-ended questions to pupils and encouraging longer responses, drawing on previously learnt language and including use of connectives, relative clauses, etc.

### Listening
- Longer passages of familiar language and identifying specific details, e.g. type of bullying, feelings, consequences, solutions.

### Statements activity
- Groups discuss each statement in set to decide on which ones they agree with and which they disagree with. Representative from group feeds back to class giving reasons for decision.

### Work on this topic
- Could be based around a related short story.

### Reading and responding
- To problem page letters from magazine.

### Poster
- Design anti-bullying poster. The poster should include statement about why issue is important and what could be done about it. A slogan should also be included. (Down with …!)

### Writing
- An advice sheet for younger children about bullying.

### Responding to letter
- On problem page of a magazine.

### Rewriting
- A text in a different person (third instead of first person) or tense (past instead of present).

- From the standpoint of one of the characters/people referred to.

### Writing a day in the diary
- Of a bully/victim.

### Translation
- Of one paragraph from text being studied into English or re-translation from English back into target language (finally comparing to original).

### Developing reference skills
- Including use of bilingual dictionary.

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## Key structures and vocabulary

**Brainstorming:** identify different types of bullying, why people bully and whose responsibility it is to prevent it. This can be done as whole class activity or initially in pairs with the support of a dictionary.

### Open-ended questions
- More open-ended questions to pupils and encouraging longer responses, drawing on previously learnt language and including use of connectives, relative clauses, etc.

### Listening
- Longer passages of familiar language and identifying specific details, e.g. type of bullying, feelings, consequences, solutions.

### Statements activity
- Groups discuss each statement in set to decide on which ones they agree with and which they disagree with. Representative from group feeds back to class giving reasons for decision.

### Work on this topic
- Could be based around a related short story.

### Reading and responding
- To problem page letters from magazine.

### Poster
- Design anti-bullying poster. The poster should include statement about why issue is important and what could be done about it. A slogan should also be included. (Down with …!)

### Writing
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- A text in a different person (third instead of first person) or tense (past instead of present).

- From the standpoint of one of the characters/people referred to.

### Writing a day in the diary
- Of a bully/victim.

### Translation
- Of one paragraph from text being studied into English or re-translation from English back into target language (finally comparing to original).

### Developing reference skills
- Including use of bilingual dictionary.
## Level 8

### Themes, topics, texts

<table>
<thead>
<tr>
<th>Environment (UK-Sri Lanka, India)</th>
<th>Environment (UK-Sri Lanka, India)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major environmental problems in the UK/Sri Lanka, India</td>
<td>Environment (UK-Sri Lanka, India)</td>
</tr>
<tr>
<td>Government actions</td>
<td>Environment (UK-Sri Lanka, India)</td>
</tr>
<tr>
<td>Individual actions</td>
<td>Environment (UK-Sri Lanka, India)</td>
</tr>
</tbody>
</table>

### Key structures and vocabulary

- **Grammar focus**
  - Comparative and superlative forms
  - Modal verbs

### Oracy

- Brainstorming: using spidergram (and with visual support), brainstorm ideas/information related to environment to ensure maximum involvement and help trigger ideas, teacher can provide list of related term/ideas which pupils working in pairs are asked to classify (e.g. positive/negative) and then add to. This can be followed by whole class feedback.

### Literacy

- Guided research involving one or more of the following:
  - Identification of information: text marking.
  - Categorisation of information: table completion (natural resources, etc. in different regions).
  - Reformulation of information: summarising/producing an illustrated fact sheet.
  - Presentation of information to an audience.

### Resources

- [http://www.wwf.org.uk/core/wildlife/fs_0000000038.asp](http://www.wwf.org.uk/core/wildlife/fs_0000000038.asp)

### Activities

- **Brainstorming**: using spidergram (and with visual support), brainstorm ideas/information related to environment to ensure maximum involvement and help trigger ideas, teacher can provide list of related term/ideas which pupils working in pairs are asked to classify (e.g. positive/negative) and then add to. This can be followed by whole class feedback.

- **Viewing video/DVD recordings** (clips or whole programmes, drama or documentary) can be effective way to input ideas and familiarise pupils with relevant language. It is generally useful:
  - To introduce key theme(s) before viewing (appropriate visual(s) can assist here).
  - To present the programme in sections and possibly allow pupils to view more than once.
  - To give pupils an activity, e.g. true/false or table completion, to focus their attention while viewing.

- **Diamond ranking**: pupils working in groups are given a set of nine proposals on separate pieces of card suggesting what steps the government should take to protect the environment. They are asked to rank the proposals in order of priority by forming the nine cards into the shape of a diamond. Groups then present their rankings for the class to reach a consensus through discussion and debate.

- **Presenting ideas to an audience** (either individually, in small groups or with the class) using prepared material, visuals, gesture and expression. This might be a ‘live’ talk, a multimedia presentation, a sketch, a poem, a song or a video. See p49

- **Survey to find out who in group recycles what.**

- **Preparing a one-minute speech.**

- **Guided research involving one or more of the following:**
  - Identification of information: text marking.
  - Categorisation of information: table completion (natural resources, etc. in different regions).
  - Reformulation of information: summarising/producing an illustrated fact sheet.
  - Presentation of information to an audience.

- **Poster** asking pupils to select environmental issue they are concerned about and design a poster telling people about it. The poster should include statement about why issue is important and what could be done about it. A slogan should also be included (Down with …! Protect …! Save …!)

- **Comparing** pupils compare environmental issues and steps taken to address them in their own local area/country with situation in target country. Outcomes of the project could be presented in the form of a newspaper/magazine or on the school website.

- **Sequencing activity** the life cycle of a Coke can/newspaper. Pupils working in pairs/groups decide on correct order for sentences cut up on card. Visual support in the form of a set of pictures may be provided.

- **Dictionary activity** to explore word relationships (noun, adjective, verb, adverb, synonyms, antonyms) e.g. completing a table.
## Level 8

<table>
<thead>
<tr>
<th>Themes, topics, texts</th>
<th>Key structures and vocabulary</th>
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<th>Literacy</th>
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</thead>
</table>
| Smoking, drug addiction, alcoholism | Reasons why young people smoke, take drugs, drink alcohol | Work on this topic could be based around a related short story. | **Oracy**

**Listening**
- For specific words/phrases: pupils are given copy of tapescript with every fifth/tenth word or key words/phrases blanked out. As they listen pupils have to try to fill in missing words. This can be made easier by providing jumbled list from which pupils select.
- Viewing video/DVD recordings (clips or whole programmes, drama or documentary) can be effective way to input ideas and familiarise pupils with relevant language.

**Speaking activity**: pupils working in pairs/groups are given set of statements and are asked to classify each statement according to whether they agree or disagree with it (or whether they think it is true or false). Decisions and justifications are then fed back to the whole class.

**Writing activity**: pupils working in groups are given a set of nine proposals on separate pieces of card suggesting what steps the government... shape of a diamond. Groups then present their rankings for the class to reach a consensus through discussion and debate.

See **Listening** and **Speaking strategies**, pp26–7

| **Composing a letter to a magazine responding to an article (drafting and redrafting on word processor).** | **Responding to letter on problem page of a teenage magazine.** | See **Reading and Writing strategies** including strategies for checking written work, pp26–7 |

## Grammar focus

- **verbs:**

<table>
<thead>
<tr>
<th><strong>Grammar focus</strong></th>
<th><strong>oracy</strong></th>
<th><strong>literacy</strong></th>
</tr>
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<tbody>
<tr>
<td><strong>topics</strong></td>
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<td><strong>texts</strong></td>
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<td><strong>Key structures</strong></td>
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<td><strong>vocabulary</strong></td>
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<td><strong>Listening</strong></td>
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<td><strong>Speaking</strong></td>
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<td><strong>Writing</strong></td>
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</tbody>
</table>

Work on this topic could be based around a related short story.
## Level 8

### Themes, topics, texts

<table>
<thead>
<tr>
<th>Equality in the home and at work</th>
<th>Cultural differences</th>
<th>Equality in the past and present</th>
</tr>
</thead>
</table>

### Key structures and vocabulary

- Equality in the home and at work
- Cultural differences
- Equality in the past and present

### Oracy

- Listening for specific words/phrases: pupils are given copy of tapescript with every fifth/tenth word or key words/phrases blanked out. As they listen pupils have to try to fill in missing words. This can be made easier by providing jumbled list from which pupils select.

### Literacy

- Organising and presenting an International Women's Day (8th March) event. Useful ideas and information for teachers can be found at the Birmingham Grid for Learning and Teachernet websites (See Resources list).

### Resources

- Bunbury, 2001
- Brocklesbury and Chaudhuri, 1998

### Guided research involving one or more of the following:

- Identification of information: text marking.
- Categorisation of information: table completion (natural resources, etc. in different regions).
- Reformulation of information (summarising) producing an illustrated fact sheet.
- Presentation of information to an audience.

### Writing strategies

- Responding to letter on problem page of a teenage magazine.

### Translation

- Comparing: pupils compare gender issues and steps taken to address them in their own local area/country with situation in target country.

### Reading and Writing strategies including strategies for checking written work, p26–27
### Level 8

<table>
<thead>
<tr>
<th>Themes, topics, texts</th>
<th>Key structures and vocabulary</th>
<th>Oracy</th>
<th>Literacy</th>
</tr>
</thead>
</table>
| Birth                 |                                |       | Guided research involving one or more of the following:  
| Rites of passage: birth, marriage, death |                                 |       |  
|                       |                                |       |  
| Marriage              |                                |       |  
|                       |                                |       |  
| Death                 |                                |       |  
|                       |                                |       |  
| *Comparison between Sri Lanka/India and UK* |       |       |  

| Grammar focus          | | | |
|------------------------|| | |
| *Utterances* - *Mudhaluttam* | | | |
| *Questions* - *Vittum* | | | |
| *Comparisons* - *Vaalum* | | | |
| *Pauses* - *Pazham* | | | |
| *Emphasis* - *Thatakkum* | | | |

| Brainstorming what pupils know about customs in UK and India/Sri Lanka; a Venn diagram could be used to build up picture of what is different and what two cultures have in common. |   |   | |
| Listening to longer passages of familiar language and making notes under headings. Then writing summary in own words. |   |   | |
| Statements activity: pupils working in pairs/groups are given set of statements and are asked to classify each statement according to whether they agree or disagree with it (or whether they think it is true or false). Decisions and justifications are then fed back to the whole class. |   |   | |
| Diamond ranking: pupils working in groups are given a set of nine girls'/boys' names with information about the origin of the names. They have to negotiate order of preference. Decisions are then fed back to whole class with justifications. See p53 |   |   | |
| Presenting ideas to an audience (either individually, in small groups or with the class) using prepared material, visuals, gesture and expression. This might be a 'live' talk, a multimedia presentation, a sketch, a poem, a song or a video. |   |   | |
| A multimedia presentation: sketch, e.g. scene from soap opera, interview, school news broadcast, fashion show, weather forecast, etc. Pupils storyboard (see p57) and then make their own digital video. |   |   | |

**Resources**

- **www.languages-itc.org.uk**
- See Reading and Writing strategies including strategies for checking written work, p26–27
- See http://community.gold.ac.uk
<table>
<thead>
<tr>
<th>Themes, topics, texts</th>
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<td>Science, environment</td>
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<td>Weather</td>
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<td>Topical items selected as appropriate</td>
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<tr>
<td>Politics</td>
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<tr>
<td>Current affairs</td>
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</tr>
</tbody>
</table>

**Themes:**
- Politics
- Science, environment
- Social issues
- Health and fitness
- Film, television, music
- Sports
- Weather

**Key structures and vocabulary:**
- Reading for specific words/phrases:
  - Pupils are given copy of tapescript with every fifth/tenth word or key words/phrases blanked out. As they listen pupils have to try to fill in missing words. This can be made easier by providing jumbled list from which pupils select.
- Listening to longer passages of familiar language and making notes under headings. Then writing summary in own words.
- Re-translation: pupils are given a number of targets phrases in English. They listen to audio/video recording and note down target language version when they hear it.
- Listening to reading of passages from familiar language:
  - Writing summary in own words.
- Listening to viewing of audio or video clips (including from UK based radio and TV stations and the Internet) for key information:
  -教师可录制简化新闻播送.

**Oracy:**
- Re-translation: pupils are given a number of targets phrases in English. They listen to audio/video recording and note down target language version when they hear it.
- Listening to reading of passages from familiar language:
  - Writing summary in own words.
- Listening to viewing of audio or video clips (including from UK based radio and TV stations and the Internet) for key information:
  - Teacher could record simplified news broadcast.

**Literacy:**
- Reading selected articles, etc from newspapers or websites (including those which are UK based).
- Identifying key information, then moving on to more challenging tasks, e.g., writing summary in own words, writing an email in response, making up set of questions based on text for other pupils to answer. Active reading and writing strategies, such as text marking, matching headings to paragraphs and sequencing should be used to help pupils access text, identify key ideas and develop awareness of how texts are organised.
- When selecting texts teachers should also be alert to opportunities for focusing on particular areas of grammar or vocabulary. Possible activities here would include text marking, categorising and table completion.
- Rewriting a text in a different person (third instead of first person) or tense (past instead of present).
- Creating news sheet.

**Creativity:**
- Short stories, poems, songs, plays
  - This may include work created by other pupils
  - See [http://community.gold.ac.uk](http://community.gold.ac.uk)
  - British Council, Poetry workshop
    - [www.britishcouncil.org/](http://www.britishcouncil.org/)
      - flasonline-lessons-keystage3.htm
### Level 9

<table>
<thead>
<tr>
<th>Themes, topics, texts</th>
<th>Key structures and vocabulary</th>
<th>Oracy</th>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describing crimes</td>
<td>Using spidergram (and with visual support), brainstorm ideas/information related to crime.</td>
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</tr>
<tr>
<td>Social issue: Law and order</td>
<td>Viewing video/DVD recordings. See p72</td>
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</tr>
<tr>
<td>Sequence of events</td>
<td>Listening to longer passages of familiar language and making notes under headings. Then writing summary in own words.</td>
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</tr>
<tr>
<td>Motives</td>
<td>Re-translation: pupils are given a number of target phrases in English. They listen to audio/video recording and note down target language version when they hear it.</td>
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</tr>
<tr>
<td>Police investigations</td>
<td>Statements activity. See p71</td>
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<tr>
<td>Punishments</td>
<td>Question setting around a picture. See p68</td>
<td></td>
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</tr>
<tr>
<td>Grammar focus</td>
<td>Diamond ranking: pupils working in groups are given a set of nine proposals on separate pieces of card suggesting what steps the government should take to reduce crime. They are asked to rank the proposals in order of priority by forming the nine cards into the shape of a diamond. Groups then present their rankings for the class to reach a consensus through discussion and debate.</td>
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<td>Interview: script and act out an interview between detective and someone who has witnessed a crime.</td>
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<td>Preparing a commentary for a film clip or a series of photos depicting a crime and present to class.</td>
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<td></td>
<td>Spotlight activity. See p51</td>
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</tbody>
</table>

Reports on crimes in the press can be used for a range of active reading and writing activities. See pp48–9

Sequencing activities: often very appropriate, since reports generally refer to events in chronological order.

Text marking: to identify e.g. who, what, when, where, why.

Text marking: to identify crime related vocabulary or examples of grammatical features.

Matching paragraph headings to paragraphs.

Note-taking.

Summarising in own words.

(Running) Dictation. See p49

Guided writing: e.g. description of events from perspective of culprit or victim.

Rewriting a text in a different person (third instead of first person) or tense (past instead of present).

Rewriting a text from the standpoint of one of the characters/people referred to.

Translation from and into target language: e.g. translation of one paragraph from text being studied into English or re-translation from English back into target language, finally comparing to original.

Writing a day in the diary of detective (Hercule Poirot) or criminal.

See Reading and Writing Strategies, including strategies for checking written work, pp26–7)

See [http://community.gold.ac.uk](http://community.gold.ac.uk)
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<tbody>
<tr>
<td>Social issue: Racism</td>
<td>Commission for Racial Equality (CRE) diversity poster could be used a starting point for discussion about diversity and the make up of British society. What makes the people different, what do they share? Why do conflicts arise? What are typical prejudices/misunderstandings? How can better understanding be developed?</td>
<td>Listening to audio/video recording and making notes under headings. Then writing summary in own words.</td>
<td>Reading selected articles, etc from newspapers or websites (including those which are UK based). Identifying key information, then moving on to more challenging tasks.</td>
</tr>
<tr>
<td>Racism then and now</td>
<td>Organising and presenting an anti-racist event: useful ideas and information for teachers can be found at the irespect and redhotcurry websites. (See <a href="http://community.gold.ac.uk">http://community.gold.ac.uk</a>)</td>
<td>Statements activity: pupils working in pairs/groups are given set of statements and are asked to classify each statement according to whether they agree or disagree with it (or whether they think it is true or false). Decisions and justifications are then fed back to the whole class.</td>
<td>Guided writing: e.g. description of events from perspective of culprit or victim.</td>
</tr>
<tr>
<td>Causes of racism</td>
<td>Role-play argument: between parent and child. Child has friend of different ethnic background. Parent disapproves and would like child to associate only with children of same background.</td>
<td>Presenting ideas to an audience (either individually, in small groups or with the class) using prepared material, visuals, gesture and expression. This might be a ‘live’ talk, a multimedia presentation, a sketch, a poem, a song or a video. See p49</td>
<td>Translation from and into target language: e.g. translation of one paragraph from text being studied into English or re-translation from English back into target language, finally comparing to original.</td>
</tr>
<tr>
<td>Preventing racism</td>
<td>Guided research: e.g. into discrimination, involving one or more of the following:</td>
<td>Reading/translating/reviewing a poem related to racism. Then writing own poem.</td>
<td>Creating PowerPoint presentation/magazine: after initial whole class brainstorm, pupils work in groups to plan, research (on Internet) and then draft and redraft (on word processor) pages/screens combining text with images, sound effects, etc.</td>
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</table>
### Level 9

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<tr>
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Topical items selected as appropriate

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**Listening for specific words/phrases:** Pupils are given copy of tapescript with every fifth/tenth word or key words/phrases blanked out. As they listen pupils have to try to fill in missing words. This can be made easier by providing jumbled list from which pupils select.

**Listening to longer passages of familiar language and making notes under headings.** Then writing summary in own words.

**Re-translation:** Pupils are given a number of targets phrases in English. They listen to audio/video recording and note down target language version when they hear it.

**Translation from and into target language:** For example translation of one paragraph from text being studied into English or re-translation from English back into target language (finally comparing to original).

**Creating newssheet.**

**Running dictation.** See p49

---

**Themes, topics, texts**

- **Current affairs**
- **Politics**
- **Science, environment**
- **Social issues**
- **Health and fitness**
- **Film, television, music**
- **Sports**
- **Weather**

Topical items selected as appropriate

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**Key structures and vocabulary**

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Topical items selected as appropriate

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**Oracy**

- Reading selected articles, etc from newspapers or websites (including those which are UK based). Identifying key information, then moving on to more challenging tasks, e.g. writing summary in own words, writing an email in response, making up set of questions based on text for other pupils to answer. Active reading and writing strategies, such as text marking, matching headings to paragraphs and sequencing should be used to help pupils access text, identify key ideas and develop awareness of how texts are organised. When selecting texts teachers should also be alert to opportunities for focusing on particular areas of grammar or vocabulary. Possible activities here would include text marking, categorising and table completion.

**Literacy**

- Running dictation. See p49
### Level 9

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<tbody>
<tr>
<td>Curricula, combinations, creativity</td>
<td>ஐதாவது, குழுக்கள் வரும் - மீத்தோன்ற,</td>
<td>மேல்பாற்றும் குறிப்பிட்டு வந்துட்புறு</td>
<td>Making a labelled plan or diagram of the setting of part of the story.</td>
</tr>
<tr>
<td>See <a href="http://community.gold.ac.uk">http://community.gold.ac.uk</a></td>
<td>நூலின் தொகுப்புகள்</td>
<td>மற்றும் வேறுபட்டுள்ள வடிவக் குறிப்பிட்டெடுக்கும்</td>
<td>Writing a summary.</td>
</tr>
<tr>
<td>Short stories, poems, songs, plays</td>
<td>செட்டிகள், பாடல்கள், பொறுப்புகள்</td>
<td>விளக்கம் குறுக்கும் வேறுப்புறு</td>
<td>Writing a review.</td>
</tr>
<tr>
<td>This may include work created by other pupils</td>
<td>இது கூறிய வேற்றுச் செயல்களுையும் கூறியுறு</td>
<td>மேல்பாற்றும் குறிப்பிட்டு வந்துட்புறு</td>
<td>Writing in a different tense.</td>
</tr>
<tr>
<td>Resources</td>
<td>குறிப்பிட்டு வந்துட்புறு</td>
<td>மேல்பாற்றும் குறிப்பிட்டு வந்துட்புறு</td>
<td>Composing simple poems.</td>
</tr>
</tbody>
</table>

**Themes, topics, texts**

- Short stories, poems, songs, plays
- This may include work created by other pupils

**Key structures and vocabulary**

- ஐதாவது, குழுக்கள் வரும் - மீத்தோன்ற
- See http://community.gold.ac.uk
- Short stories, poems, songs, plays
- This may include work created by other pupils

**Oracy**

- மேல்பாற்றும் குறிப்பிட்டு வந்துட்புறு
- மேல்பாற்றும் குறிப்பிட்டு வந்துட்புறு
- மேல்பாற்றும் குறிப்பிட்டு வந்துட்புறு

**Literacy**

- மேல்பாற்றும் குறிப்பிட்டு வந்துட்புறு
- மேல்பாற்றும் குறிப்பிட்டு வந்துட்புறு

**Resources**

- British Council, Poetry workshop, KS3
  - www.britishcouncil.org/flasonline-lessons-keystage3.htm
Assessment at Levels 7–9

Whilst teaching at levels 7–9 should not be dominated by examination requirements, colleagues will wish to ensure that pupils are familiar with the types of task commonly used by examination boards. Past papers can be a useful source of teaching material.

This section is divided into two parts:
1. Ongoing informal assessment
2. Formally accredited assessment

Ongoing informal assessment

Teachers draw on a range of evidence (responses to questions, observation of pair/group activities, marking of work) to make judgements about the degree to which:

In oracy pupils are able to:
- Describe people, places, feelings, moods in some detail (use of adjectives and adverbs, relative clauses, qualifiers);
- Express and justify opinions (by presenting arguments, giving illustrations – use of subordinate clauses);
- Report a sequence of events (crime or news event) using appropriate tenses, link words, conventions for direct and indirect speech, etc.;
- Speculate about people and events (use of conditional sentences);
- Deal with elements of unpredictability in everyday transactions;
- Deliver a short prepared presentation fluently and with good pronunciation (using voice and gesture effectively to enhance expression) and respond to follow up questions. Show awareness of audience;
- Apply what they have learnt to new situations;
- Use stalling strategies (fillers) to assist in maintaining flow of conversation.

In intercultural understanding/creativity pupils are able to:
- Analyse/interpret short literary works/film (clips) by commenting on setting, plot, character, message (reviews);
- Perform songs and sketches;
- Compare and contrast aspects of different cultures through carrying out (Internet) research, exchanging information with partner school via email,oral presentations, creating posters/displays;
- Take into account different viewpoints, e.g. by writing a page in the diary of someone living in another country, scripting an (imaginary) interview with a famous person or a character in a story, painting or sculpture;
- Carry out a project/compose text with a particular audience in mind (e.g. class in a partner school abroad);
- Compare the presentation of ideas, attitudes and feelings in contrasting texts;
- Recognise bias and objectivity, distinguishing facts from hypotheses, theories and opinions.

In literacy pupils are able to:
- Understand and respond to a range of text types, factual and imaginative (letters, articles, brochures, emails, web pages, radio interviews, films, stories, poems);
- Understand texts which include some complex sentences and unfamiliar language;
- Identify and summarise relevant information when carrying out research (including on the Internet);
- Express information/ideas contained in texts clearly and concisely in their own words;
- Draft and redraft text (using a word processor) to improve content, organisation of ideas, accuracy and presentation;
- Understand and respond to texts in formal as well as informal registers (e.g. job advertisements and applications, formal letters);
- Synthesise information from various sources;
- Use a dictionary and other reference materials to improve accuracy, precision and variety of expression;
- Identify relationships between words and use this both to support memorisation and to deepen understanding of how the language system works;
- Make intelligent guesses based on knowledge of the world;
- Use clues to work out meaning (pictures, headings, layout, lexical and syntactic features).

In intercultural understanding/creativity pupils are able to:
- Analyse/interpret short literary works/film (clips) by commenting on setting, plot, character, message (reviews);
- Perform songs and sketches;
- Compare and contrast aspects of different cultures through carrying out (Internet) research, exchanging information with partner school via email,oral presentations, creating posters/displays;
- Take into account different viewpoints, e.g. by writing a page in the diary of someone living in another country, scripting an (imaginary) interview with a famous person or a character in a story, painting or sculpture;
- Carry out a project/compose text with a particular audience in mind (e.g. class in a partner school abroad);
- Compare the presentation of ideas, attitudes and feelings in contrasting texts;
- Recognise bias and objectivity, distinguishing facts from hypotheses, theories and opinions.
In self- and peer assessment pupils are able to:
- Identify and explain mistakes in their own work and that of other pupils;
- Self-assess in relation to clear (GCSE/AS) criteria;
- Identify daily/weekly/monthly goals which are reviewed;
- Assess piece of work created by peers using clear criteria (e.g. quality of content, quality of language, quality of presentation)
- Keep a log of their reading, viewing, and listening activities, both in and outside of school. They should include:
  - Title and author, artist, actor, or musician;
  - Context, genre or form (e.g. film on videotape, CD I bought, magazine in the library);
  - A short description.
- Build up a portfolio based on projects, different types of written text composed over the year;
- Assess piece of work created by peers using clear criteria (e.g. quality of content, quality of language, quality of presentation).

Formally accredited assessment

Asset Languages (Intermediate Stage)

<table>
<thead>
<tr>
<th>LL*</th>
<th>Can Do statements</th>
<th>Examples of teacher assessed tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>These statements are intended to reflect the likely observable outcomes of achievement at each level. They are not definitions of proficiency in themselves.</td>
<td>There is some scope for teachers to adapt material to suit their own programme of study.</td>
</tr>
<tr>
<td>7</td>
<td>L I can understand longer passages and recognise people’s points of view.</td>
<td>Learners hear a radio interview and answer three-option multiple choice questions.</td>
</tr>
<tr>
<td></td>
<td>S I can answer simple unprepared questions in a conversation or following a presentation.</td>
<td>Learners play a guessing game in a group, asking and answering questions.</td>
</tr>
<tr>
<td></td>
<td>R I can understand longer texts and recognise people’s points of view.</td>
<td>Three-option multiple choice based on a text.</td>
</tr>
<tr>
<td></td>
<td>W I can write a text (e.g. a report or a letter) conveying simple opinions and/or points of view.</td>
<td>Transfer of meaning based on personal information.</td>
</tr>
<tr>
<td>8</td>
<td>L I can understand passages including some unfamiliar material from which I can recognise attitudes and emotions.</td>
<td>Learners match English sentences to short spoken extracts.</td>
</tr>
<tr>
<td></td>
<td>S I can tell a story or relate the plot of a book or film and give my opinions about it.</td>
<td>Learners make a presentation about a news item of their choice.</td>
</tr>
<tr>
<td></td>
<td>R I can understand texts including some unfamiliar material from which I can recognise attitudes and emotions.</td>
<td>Identifying five correct English sentences from a list of ten about a text.</td>
</tr>
<tr>
<td></td>
<td>W I can produce formal and informal texts in an appropriate style on familiar topics.</td>
<td>Writing a poster to advertise a charity event.</td>
</tr>
</tbody>
</table>

*LL = Languages Ladder
9 L | I can understand the gist of a range of authentic passages in familiar contexts. | Learners correct an error in English sentences about a recorded interview.  
S | I can take part in a discussion, giving and justifying my opinions and ideas. | In groups of three, learners discuss holiday options.  
R | I can understand a wide range of authentic texts in familiar contexts. | Matching English summaries with short paragraphs on a theme e.g. career plans.  
W | I can communicate ideas accurately and in an appropriate style over a range of familiar topics. | Transfer of meaning detailing instructions.  

The External Assessment for Intermediate assesses aspects of grades 7–9. It should be noted that candidates can choose to take only Teacher Assessment, only External Assessment or both. Tasks set for External Assessment are similar in type to those set for Teacher Assessment. External Assessment is a formally accredited qualification. For Teacher Assessment learners receive a Grade Award endorsed by OCR.

### Performance descriptors for Intermediate

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>L</td>
<td>You should now be comfortable with a range of tenses, and should be able to understand authentic passages on familiar matters. On completing this stage, you should be able to follow much of what is said at near normal speed on familiar matters or in predictable situations. You should be able to give an oral or written summary of what you have heard.</td>
</tr>
<tr>
<td>S</td>
<td>You should now be comfortable with a range of tenses, and should be able to use language relating to a range of familiar matters. On completing this stage, you should be using and adapting language for new purposes. Your pronunciation should be generally accurate. You should be able to maintain a conversation on familiar matters or in predictable situations, using a range of simple language.</td>
</tr>
<tr>
<td>R</td>
<td>You should now be comfortable with a range of tenses, and should be able to understand authentic texts on familiar matters. On completing this stage, you should be able to follow much of what you read on familiar matters or in predictable situations. You should be able to give an oral/written summary or translation of what you have read.</td>
</tr>
<tr>
<td>W</td>
<td>You should now be comfortable with a range of tenses, and should be able to use language relating to a range of familiar matters. On completing this stage, you should be using and adapting language for new purposes. Your spelling should be generally accurate. You should be able to write on familiar matters or in predictable situations, using a range of simple language.</td>
</tr>
</tbody>
</table>

For full information visit the Asset Languages website ([www.assetlanguages.org.uk](http://www.assetlanguages.org.uk)). Here you can view and download the Tamil Language specification for this level which includes sections on:
- Language purposes and functions
- Grammatical areas
- Vocabulary areas
- Script acquisition

References to both Can Do statements and the nature of Asset Languages tasks are accurate at the time of going to press, but may be subject to future amendments. When using the Languages Ladder and/or Asset Languages materials you are advised to check the latest versions with DfES and OCR respectively.
Other Qualifications in Tamil

There is no GCSE available for Tamil. Edexcel and Cambridge Assessment offer traditional GCE O level examinations in Tamil, testing literacy skills. These exams are mainly intended for centres overseas and do not reflect the language teaching philosophy favoured in the UK, where equal weighting is given to the four skills and emphasis is placed on practical communication. Thus the alternative now provided by Asset Languages represents a major development for the teaching Tamil in the UK enabling it to fit into the common structure of other languages. It allows children to gain recognition for their language achievements from a young age and supports motivation through step by step progression across all the levels.

For information on the Edexcel examination, visit: www.edexcel.org.uk.

For information on the Cambridge Assessment examination, visit: www.cambridgeassessment.org.uk.
2.3 Creating a scheme of work based on the guide

The scheme of work (SoW) sets out the teaching programme, year by year, for each course being taught. It includes the content that needs to be covered, the learning objectives involved at each stage, the main activities and resources which will enable these to be achieved and the ways in which they will be assessed. Typically the scheme for each year is broken down into six units of work each lasting half a term.

The scheme should:
- Reflect the agreed teaching philosophy of the department using it;
- Be clear, concise and realistic, i.e. focussed on the practical and do-able;
- Provide breadth and balance across all aspects;
- Take account of learner differences (background/aptitudes/learning styles);
- Support teachers in their short-term planning;
- Be seen as a working document to be reviewed and updated each year.

As has been pointed out previously, the framework charts in this curriculum guide are not, in themselves, a scheme of work. Rather they should be seen as offering a structured bank of material, based on sound pedagogical principles and related to the main national assessment frameworks. They thus provide substantial support for colleagues in developing an up-to-date scheme of work suited to their own context and to the needs of their pupils. It should be noted that the guides are available in electronic form on the CILT and Goldsmiths College [http://community.gold.ac.uk/](http://community.gold.ac.uk/) websites. Additional resources linked to the guide can also be found on the Goldsmiths website.

You may also find it helpful to refer to government schemes of work for teaching Modern Foreign Languages (French, German and Spanish) at key stages 2 and 3 (QCA/DfES, 2000). In addition there is general guidance on medium and long term planning for language teaching in the government’s Key Stage 2 and 3 Framework documents (DFES, 2003 and 2005).

If you are producing a scheme of work for the first time, you may find the following step by step approach useful:

1. **Getting an overview:**
   - On one side of A4 create rough outline and headings for (6) units of work to be taught over the year.
   - (Refer to exam specifications, textbooks and other documents including this guide.)

2. **Deciding on format:**
   - Usually schemes of work are set out in the form of a grid as in the framework charts in this document (See possible template on p87). This makes it easy to refer across and see how the elements fit together. An alternative is to simply list information under headings. Your department or school may, of course, have its own established format that everyone is expected to follow.
   - Create abbreviations for main resources you will be referring to, e.g. TN1(Ex B) for Textbook Name, Book 1, Exercise B. Use code consistently in SoW.

3. **Creating a unit:**
   - Break unit down into sections and specify main contexts and learning objectives.
   - Decide how many lessons/weeks should be devoted to each.
   - Specify for each National Curriculum Attainment Target (Listening, Speaking, Reading, Writing) the level or range of levels aimed at within the unit. You might also find it useful here to note targets in relation to the Asset Languages scheme.
   - Identify key structures and vocabulary bearing in mind range of levels within class and highlighting points which may require particular attention. It is useful to indicate what language is ‘core’ and what is ‘extension’ material for higher attainers (e.g. by using italics).
   - Map on activities from textbooks and other sources, which are relevant and useful, as well as material you have produced, bearing in mind importance of:
     - Catering for range of attainment levels and for different learning styles;
     - Balancing teacher and pupil centred work;
     - Linking to previous units to support development of knowledge and skills;
     - Progressing from activities aimed at practising language to ones where the focus is on using the language for a real purpose, e.g. presenting or performing to an audience;
     - Integrating and achieving balance between the four skills (although opportunity to do this is limited in early stages of acquiring new script);
– Providing stimulating cultural content drawing on up-to-date, authentic material (where
appropriate) and making links to other curriculum areas;
– Drawing on imaginative works (stories, plays, poems, songs, paintings) as stimulus for cultural
understanding as well as language development;
– Developing awareness of language learning strategies (including effective use of reference
material);
– Building in use of ICT where appropriate.

• Add homework activities (or identify possible homeworks amongst activities already selected).
• Identify or add main assessment activities (informal and formal).
• Cross check against National Curriculum Programme of Study, KS2/3 Framework, exam board
specifications and, if necessary, revise activities as appropriate.
• Review list of key structures and vocabulary and, if necessary, revise as appropriate (It may be that
activity or text you have chosen requires teaching of language points not already specified).
• Add any resources not already mentioned including websites and reference material.

4 Developing and reviewing the scheme of work:

• Move on to create further units bearing in mind that developing a scheme of work is an ongoing
process. Aim to get the basics in place and then flesh it out gradually.
• Keep the scheme of work in a ring binder. This makes it easy to slip in extra pages or reminders
about changes/additions to be made.
• Once a unit or scheme has been created, aim to review it every one to two years.

A word of encouragement

Although creating a good scheme of work requires thought and effort, it will save you time in the long run and
give you confidence in your teaching!
**Possible template for a scheme of work**

<table>
<thead>
<tr>
<th>Week</th>
<th>Context(s) and learning objectives</th>
<th>Vocabulary and structures (core and extension)</th>
<th>Activities, including homeworks (differentiation features, relevant language learning strategies and informal assessment opportunities indicated as appropriate)</th>
<th>Resources (including ICT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
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<td>2</td>
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<td>3</td>
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<td>5</td>
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<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td>End of unit assessment</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- Following this format it should be possible to cover 1-2 weeks per page.
- It may be clearest to provide just a summary of language in the table, but to add full verbal and written outcomes at the end of the unit.

**Abbreviations:**
- NC  National Curriculum
- PoS  Programme of Study
- AT  Attainment Target
- ICT  Information and Communications Technology
Resource list for the teaching of Tamil

Level 1
- Tamil/English picture dictionary, MantraLingua 1 (Jaya Bakti)
- Tamil/English picture dictionary, MantraLingua 11 (Rasi Nilayam)

Level 2
- Tamil/English picture dictionary, MantraLingua 4 (Aishda Luxmi Press)
- Tamil/English picture dictionary, MantraLingua 2–3 (Sasikala Industries)

Level 3
- Tamil/English picture dictionary, MantraLingua 5 (Sri Lanka Book Shop)
- Tamil/English picture dictionary, MantraLingua 5 (Sujikal Industries)

Level 4
- Tamil/English picture dictionary, MantraLingua 6 (Aishda Luxmi Press)
- Tamil/English picture dictionary, MantraLingua 6 (Sri Ram Industries)

Level 5
- Tamil/English picture dictionary, MantraLingua 6 (Aishda Luxmi Press)
- Tamil/English picture dictionary, MantraLingua 6 (Star Enterprise)

Level 6
- Tamil/English picture dictionary, MantraLingua 6 (Aishda Luxmi Press)
- Tamil/English picture dictionary, MantraLingua 6 (Star Enterprise)

Level 7
- Tamil/English picture dictionary, MantraLingua 6 (Aishda Luxmi Press)
- Tamil/English picture dictionary, MantraLingua 6 (Star Enterprise)

Level 8
- Tamil/English picture dictionary, MantraLingua 6 (Subramaniam Bookshop)
Level 9

Suppliers

Aishda Luxmi Press
320 Chettiar Street, Colombo 11, Sri Lanka.

Jaya Bakti
28 & 30 Wisma Jaya Bakti, Jalan Cenderuh 2, Batu4, Jalan Ipoh, 51200, Kuala Lumpur

Jeya Pakthy Pathippagam
28-29 Wisma Jaya Bakti, Jalan Cenderuh 2, Batu4, Jalan Lpoh, 51200 Kuala Lumpur

Kausalya Hart
Tamil for Beginners, Part II: Grammar. Berkeley: Univ. of California

KV Printers
58 Green Lane, Colombo 13. Sri Lanka

Lanka Book Shop
F1-14 Dais Place, Kunasinga Puram, Colombo 12. Sri Lanka

LIFCO

Mantra Lingua Ltd
Global House, 303 Ballards Lane, London N12 8N
http://www.mantralingua.com

Minarva Publications
No. 6, 1St Floor, Pyeros Road. Triplicane, Chennai 6000 005, India

Sri Lanka Bookshop
234 KKS Road, Jaffna, Sri Lanka

Sri Ram Industries
46 South St Sennaikkadai St Madurai 625001, India

Star Enterprise
20 Jalan 12/10, Taman Koperasi Pollis (Fasa-1)

Sujikala Industrials
104/6 Shoping Complex. Chettiyar St. Colombo 11, Sri Lanka

Subramaniam Bookshop
235 KKS Road Jaffna, Sri Lanka

Tamilnool
http://tamilnool.com/tamilnool@touchtelindia.net
Curriculum guide for Tamil

Varthaman Pathipagam
A R R Valagam, 141 N.Usman Rd, T Nagar, Chennai 600 017, India

Other recommended texts
Kausalya Hart, Tamil for Beginners, Part II: Grammar Berkeley: Univ. of California.
Kerslake, P.C. and Narayanaswami Aiyar C.R. Tamil Course for European Schools (4 volume set). Berkeley: Univ. of California.
Paramasivam, K. and Lindholm, J. A. Basic Tamil Reader and Grammar. Rasi Nilaya 17/7B Kodikarathadi, Errayapuram, Chennai 013.

Audio-visual resources

Kuva Kuva Vaaththu Tamil Kalvi Software. Available from: www.kalvi.com
Kuralamuthu Tamil Kalvi Software. Available from: www.kalvi.com

Cemmozhi. www.letuslearntamil.com/tableofcontent.asp

Mini-whiteboards/Dice
A4 ‘show-me’ boards (plain/with lines/with squares) and A3 map boards and accessories available from: Compass Educational Supplies, Waveney Drive, Lowestoft, NR33 OYX. Tel: 01502-500444

A4 whiteboards and (noiseless) dice available from: Synergy Learning. Tel: 01243 779967
http://www.synergy-group.co.uk/learnhome.html
Talking Dice
Dice covering wide range of topics + activity ideas.
http://www.talkingdice.co.uk

Tamil weblinks
AsiaSource Language Resources
A resource of the Asia Society
www.duke.edu/~skc9/tamilclass/PDF/tamilvu.pdf

Learn to write in Tamil Lesson 1
www.geocities.com/Athens/Acropolis/4715/wlesson1.html

Learn Tamil through English: Tamil Lessons in PDF format
www. languageresourceonline.com/ languages/learn_tamil.htm

Learn how to speak Tamil
www.chennaibest.com/discoverchennai/learntamil/index.asp

Learning Tamil through English
www.child.ambalam.com/english/introduction.html

Learn to speak
http://talktamil.4t.com/Ilakanam.htm
Learn Tamil through English
www.learntamil.com

Modern Tamil Grammar
Lessons will be taught stage by stage

Resources For Learning Tamil Language
www.geocities.com/Athens/5180/tlearn.html

Tamil Language Learning Resources
www.call.gov/resource/language/tamilr000.htm

thamizham.net
This site gives Tamil lessons which are free to download and a step by step guide. Lessons are created with multimedia effect.
http://www.thamizamuthu.com

Tamil Lessons for Second Generation Tamils.
www.duke.edu/~skc9/tamilclass/lessons.htm

Tamil Language centres
Tamil lessons outside curriculum time at the Tamil Language centres. Govt. Singapore

Thamil Paadanool – Learn Tamil
www.unc.edu/~echeran/paadanool

Tamil Virtual University
www.tamilvu.org

Video Tamil Lessons at Tamil Language in Context
http://www.tamilnation.org/literature/learning.htm

Web Assisted Learning and Teaching
www.southasia.upenn.edu/tamil

Web Assisted Learning and Teaching of Tamil (WALTT)
Dr Vasu Renganathan and Harold Schiffman
www.southasia.upenn.edu/tamil

Website of Siva Pillai, Director of Tamil Academy Language and Arts (TALA) based in Lewisham, London.
www.homepages.gold.ac.uk/siva/tamilsyllabus

ukindia.com
These few lessons will help one to read Tamil script.
www.ukindia.com/zip/ztm.htm
References and further reading


CILT, the National Centre for Languages (2006) Positively Plurilingual: The contribution of community languages to UK education and society. London: CILT


**Useful websites**

**Association for Language Learning**

[www.all-languages.org.uk](http://www.all-languages.org.uk)

**AfL (Assessment for Learning)**

[www.qca.org.uk/7659.html](http://www.qca.org.uk/7659.html)

**Asset Languages**

[www.assetlanguages.org.uk](http://www.assetlanguages.org.uk)

**Becta (British Educational Communications and Technology Agency)**

ESOL and community languages

[www.becta.org.uk](http://www.becta.org.uk)

**Birmingham Grid for Learning**

International Women's Day

[www.bgfl.org/services/women/home.htm](http://www.bgfl.org/services/women/home.htm)
Curriculum guide for Tamil

www.britishcouncil.org/learning-ie-school-partnerships.htm

British Council: Foreign Language Assistants on-line (FLA online)
Provides a wealth of ideas for activities, e.g. 'Running dictation', 'Grammar Auction' with detailed explanation.
www.britishcouncil.org

CILT, the National Centre for Languages
www.cilt.org.uk

Commission for Racial Equality
www.cre.gov.uk
For posters reflecting diversity in Britain, London and Southampton www.cre.gov.uk/pubs/cat_posters.html

Community Languages Network
Supported by the Specialist Schools and Academies Trust)
www.schoolsnetwork.org.uk/commlang

DfES Languages
www.dfes.gov.uk/languages/index.cfm

Goldsmiths College 'community.gold' website.
http://community.gold.ac.uk

Hounslow Language Services
Resources in a variety of media designed for teaching a range of community languages.
www.hvec.org.uk/HvecMain/index.asp

LanguagesICT
www.languages-ict.org.uk

The Literacy Trust
Early bilingual communication
www.literacytrust.org.uk/talktoyourbaby/Bilingual.html

MediaEd
Film-making in the classroom (advice on film language, getting started with digital video, equipment, classroom practice and training).
www.mediaed.org.uk/index.php

Modern Foreign Languages Environment, Learning and Teaching Scotland
www.ltscotland.org.uk/mfle

NACELL The National Advisory Centre on Early Language Learning (NACELL)
www.nacell.org.uk/home/what_is.htm

NALDIC (National Association for Language Development in the Curriculum)
www.naldic.org.uk

NRC (National Resource Centre for Supplementary Education)
www.continyou.org.uk/content.php?CategoryId=631

Practical Support Pack (DfES)
www.teachernet.gov.uk/supportpack/index.aspx
Talking Dice
For information on resource that can be used with any language
www.talkingdice.co.uk/home.asp

Teachernet
International Women's Day
www.teachernet.gov.uk/teachingandlearning/assemblies/index.cfm?mode=searchdisplay&id=62&history=keyword

Welsh Language Board 'Twf' website
Information and advice on raising children bilingually. Leaflet 'Raising Children Bilingually - Advice for Parents' (Welsh Language Board, 2004) can be downloaded from the site
www.twfcymru.com
The Curriculum guides for community languages provide a flexible outline for planning the design and delivery of language courses in mainstream and complementary schools. The series draws on recent policy developments in language teaching, including the Key Stage 2 Framework for Languages, the Key Stage 3 National Strategy and the Languages Ladder, and interprets them in a practical way for teachers.

The framework charts plot a clear path of linguistic progression across topics, suggesting a wide variety of activities that will help the development of both oracy and literacy in the target language.

Throughout the guides there is a major focus on intercultural awareness and creativity, alongside support for assessment, grammar and the development of learner independence.

Up-to-date resources and information supporting the guides can be found at [http://community.gold.ac.uk](http://community.gold.ac.uk).

'Ve these guides offer a real opportunity to bring community languages into the mainstream of education where they belong, and to value the long unrecognised achievements of children who use them every day.'

Dr Terry Lamb, Director, Initial Teacher Education, University of Sheffield

Dr Jim Anderson is Lecturer in Modern Languages in Education in the Department of Educational Studies at Goldsmiths College, University of London. He has many years’ experience working in London comprehensive schools where a wide range of languages has been taught. His research interests lie in the field of bilingualism and new media literacies. Jim is co-ordinator of the Flexible PGCE in Community Languages (Arabic, Mandarin Chinese, Panjabi and Urdu) at Goldsmiths and is a member of the National Community Languages Advisory Group.

Siva Pillai is Computer Officer in the Department of Educational Studies at Goldsmiths College, University of London and a lecturer in ICT at Southwark College, London. He is Director of the Lewisham-based Tamil Academy of Language and Arts (TALA) and Director of the Tamil Information Centre (ICT section), London. He is an examiner for Tamil with Cambridge Assessment (Asset Languages) and Chief Examiner for Tamil with Edexcel. He regularly speaks at conferences in the UK and overseas aimed at raising awareness of new opportunities created by ICT.

Kristhuraja Nithiya taught Tamil and Humanities in secondary schools in Sri Lanka for thirteen years before moving to the UK. She is now a teacher of Tamil at Downderry Primary School in Bromley.