

Support Material

GCE Modern Foreign Languages

OCR Advanced Subsidiary GCE in Gujarati: H194

Unit: F883

This Support Material booklet is designed to accompany the OCR Advanced Subsidiary GCE specification in Gujarati for teaching from September 2008.

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Introduction

Background

A new structure of assessment for A Level has been introduced, for first teaching from September 2008. Some of the changes include:

- The introduction of stretch and challenge (including the new A* grade at A2) – to ensure that every young person has the opportunity to reach their full potential
- The reduction or removal of coursework components for many qualifications – to lessen the volume of marking for teachers
- A reduction in the number of units for many qualifications – to lessen the amount of assessment for learners
- Amendments to the content of specifications – to ensure that content is up-to-date and relevant.

OCR has produced an overview document, which summarises the changes to Gujarati. This can be found at www.ocr.org.uk, along with the new specification.

In order to help you plan effectively for the implementation of the new specification we have produced this Scheme of Work and Sample Lesson Plans for Gujarati. These Support Materials are designed for guidance only and play a secondary role to the Specification.

Our Ethos

All our Support Materials were produced 'by teachers for teachers' in order to capture real life current teaching practices and they are based around OCR's revised specifications. The aim is for the support materials to inspire teachers and facilitate different ideas and teaching practices.

Each Scheme of Work and set of sample Lesson Plans is provided in:

- PDF format – for immediate use
- Word format – so that you can use it as a foundation to build upon and amend the content to suit your teaching style and students' needs.

The Scheme of Work and sample Lesson plans provide examples of how to teach this unit and the teaching hours are suggestions only. Some or all of it may be applicable to your teaching.

The Specification is the document on which assessment is based and specifies what content and skills need to be covered in delivering the course. At all times, therefore, this Support Material booklet should be read in conjunction with the Specification. If clarification on a particular point is sought then that clarification should be found in the Specification itself.

A Guided Tour through the Scheme of Work



= Innovative Teaching Idea

All the teaching ideas contained in the SOW are innovative, but the icon is used to Highlight exceptionally innovative ideas.



= Stretch & Challenge Activity

This icon is added at the end of text when there is an explicit opportunity to offer Stretch and Challenge.



= ICT Opportunity

This icon is used to illustrate when an activity could be taught using ICT facilities.

Gujarati H194: Listening Reading and Writing 1: F883

Suggested teaching time	8 hours	Topic	Aspects of daily life
Topic outline	Suggested teaching and homework activities		Suggested resources
<p>The family: structure and relationships; living conditions.</p> <p>Skills: Listening.</p>	<ul style="list-style-type: none"> Listening text (1), lasting up to 2 minutes, on <i>distinctive relations among members in a Gujarati family</i> – non-verbal response in English. Listening text (2), lasting up to 2 minutes, on <i>nuclear family and extended family in Gujarati community</i> – with answers with one word response in Gujarati. Listening text (3), lasting up to 2 minutes, on <i>how living together as an extended family serves as a family security/insurance</i> – gist and detailed comprehension and answers in Gujarati. Listening text (4), lasting up to 2 minutes, on <i>living conditions of a Gujarati family</i> - gist and detailed comprehension and answers in English. 		<ul style="list-style-type: none"> Radio/TV/news paper items. Listening text prepared by the teacher. Gujarati weekly: 'Gujarat samachar'; 'Garavi Gujarat'. Radio/TV/news paper items.
			Points to note
			<ul style="list-style-type: none"> Students note down key words for this topic in their folder/vocabulary book. 'Jyoti' (Gujarati) DVDs/videos volume 1, 2 and 3, (produced by Bollywood Gujarati actress and Producer Director, Asha Parekh) may be used as a stimulus. Students may watch these DVDs/videos - 'Jyoti' (Gujarati) - in a group or independently to develop their understanding of Gujarati community/families and also to develop their listening /speaking skills. Students may watch these DVD videos - 'Jyoti' (Gujarati) at home.



= Innovative teaching idea





= Stretch and challenge opportunity



= ICT opportunity

Gujarati H194: Listening Reading and Writing 1: F883

Suggested teaching time	8 hours	Topic	Aspects of daily life
Topic outline	Suggested teaching and homework activities		Suggested resources
<p>The family: structure and relationships; living conditions.</p> <p>Skills: Speaking.</p>	<ul style="list-style-type: none"> Group discussion/pair work on advantages and disadvantages of an extended family and a nuclear family – discussion in Gujarati. News item on how to avoid tension in a family. Classroom quiz on vocabulary associated with unique words used to address a range of relatives, with a particular word used for each relationship, (i.e. kaka, mama) in a Gujarati family. Role play – two members of a family talk about making necessary changes to accommodate a future/new member of the family. Discussion – living conditions of Gujarati families in Britain. 		<ul style="list-style-type: none"> Gujarati weekly/magazine news article used as a stimulus. News paper, magazine article. Role play cards/radio/TV item. Cue cards.
			Points to note
			<ul style="list-style-type: none"> Teacher notes down discussion points on the board and students note down points in their note-book, folder.  Students note down key words for this topic in their folder/vocabulary book. 



= Innovative teaching idea




= Stretch and challenge opportunity



= ICT opportunity

Gujarati H194: Listening Reading and Writing 1: F883

Suggested teaching time	8 hours	Topic	Aspects of daily life
Topic outline	Suggested teaching and homework activities		Suggested resources
<p>The family: structure and relationships; living conditions.</p> <p>Skills: Reading.</p>	<ul style="list-style-type: none"> • Extract (1) on nuclear family and extended family in Gujarati community - gist and detailed comprehension with short answers in Gujarati. • Extract (2) on general living condition of a Gujarati family - for transfer of meaning in Gujarati. • Extract (3) on the state of the institution of marriage in Gujarati community – with response in Gujarati. • Independent research: opportunity to set as home work/a library and/or internet session – gather items/articles (in English and/or Gujarati) related to achievements of Gujarati families living in India and abroad.  		<ul style="list-style-type: none"> • Gujarati weekly/magazine news article/internet. • Reading text prepared by the teacher. • Gujarati weekly: ‘Gujarat samachar’; ‘Garavi Gujarat’, Gujarati monthly magazine ‘Opinion’.
			Points to note
			<ul style="list-style-type: none"> • Students note down key words for this topic in their folder/vocabulary book.



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= Stretch and challenge opportunity



= ICT opportunity

Gujarati H194: Listening Reading and Writing 1: F883

Suggested teaching time	8 hours	Topic	Aspects of daily life
Topic outline	Suggested teaching and homework activities		Suggested resources
<p>The family: structure and relationships; living conditions.</p> <p>Skills: Writing.</p> <p>Consolidation.</p>	<ul style="list-style-type: none"> Write a short article in Gujarati on common living condition of Gujarati families in Britain. Write an article on how an increase in homes for Gujarati elderly people, would benefit Gujarati families (could be for debating activity to develop speaking skills). For home work: write a mini-article in Gujarati on Gujarati families. On two of the following topics: <ul style="list-style-type: none"> family life in old days; change in family life; common approach to marriage; values of family life; living conditions in the old days and at present. Explore previous exam questions on this topic. 		<ul style="list-style-type: none"> Previous knowledge. Notes made in the classroom. TV/news paper/magazine items. Gujarati weekly: 'Gujarat samachar'; 'Garavi Gujarat'. Gujarati monthly magazine 'Opinion'. Past Exam papers.
Food, drink, health and addictions.	<ul style="list-style-type: none"> Listening text (1), lasting up to 2 minutes, on varieties of Gujarati food and drink – non-verbal responses in English. 	<ul style="list-style-type: none"> Radio/TV items. 	<ul style="list-style-type: none"> Students make use of key words for this topic from their folder/vocabulary book. Students note down key words for this topic in their folder/vocabulary book.



= Innovative teaching idea




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Gujarati H194: Listening Reading and Writing 1: F883

Suggested teaching time	8 hours	Topic	Aspects of daily life	
Topic outline	Suggested teaching and homework activities		Suggested resources	Points to note
Skills: Listening.	<ul style="list-style-type: none"> Listening text (2), lasting up to 2 minutes, on health awareness in the Gujarati community - gist and detailed comprehension with answers in Gujarati. Listening text (3) on addictions and its effects on Gujarati families – gist and detailed comprehension and answers in Gujarati. A dialogue: comparing and giving opinions about Gujarati dishes and English dishes - gist and detailed comprehension with answers in Gujarati. 	<ul style="list-style-type: none"> Gujarati weekly: 'Garavi Gujarat'. 'Gujarat samachar' / listening text prepared by the teacher. A Gujarati visiting speaker. Gujarati weekly: 'Gujarat samachar'; 'Garavi Gujarat' / listening text prepared by the teacher. 	<ul style="list-style-type: none"> Use of tobacco, betel leaf (paan), alcohol, (including excessive use of fat, sugar and salt in Indian sweetmeats and spicy savouries) may be included within this text. 	
Food, drink, health and addictions. Skills: Speaking.	<ul style="list-style-type: none"> Group discussion/ pair work on health problems in the Gujarati community in Britain – discussion in Gujarati. Role play (1) – conversation between a doctor and a patient about a health issue. 	<ul style="list-style-type: none"> Role play cards/Cue cards. Gujarati weekly/magazine news article used as a stimulus. 	<ul style="list-style-type: none"> Teacher notes down points on the board and students note down points in their note-book, folder.  Students note down key words for this topic in their folder/vocabulary book. 	



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Gujarati H194: Listening Reading and Writing 1: F883

Suggested teaching time	8 hours	Topic	Aspects of daily life	
Topic outline		Suggested teaching and homework activities	Suggested resources	Points to note
		<ul style="list-style-type: none"> • Role play (2) – conversation between a shop-keeper and a customer about Gujarati food and drinks. • Presentation: health issues related to addictions like smoking and drinking, presenting ideas to stop smoking and excessive drinking habits. 		<ul style="list-style-type: none"> • Use of tobacco, alcohol, betel leaf (paan) and excessive use of spices, fat, salt and sugar may be included. 
<p>Food, drink, health and addictions.</p> <p>Skills: Reading.</p>	<ul style="list-style-type: none"> • Extract (1) on general eating and drinking habits of Gujarati families – gist and detailed comprehension with some short/ one word responses in Gujarati. • Short sections or extracts on common addictions in the Gujarati community – comprehension with answers in Gujarati. • Independent research using the library/internet: opportunity to set as homework – gather items /articles (in English and Gujarati) related to health issues prevailing in the Gujarati community. 	<ul style="list-style-type: none"> • Gujarati weekly/magazine news article /reading text prepared by the teacher. • Gujarati weekly/magazine news article, internet items. • ICT, magazines, books. 	<ul style="list-style-type: none"> • Students note down new key words for this topic in their folder/vocabulary book. • An opportunity to use Internet/ICT skills. 	

Gujarati H194: Listening Reading and Writing 1: F883

Suggested teaching time	8 hours	Topic	Aspects of daily life
Topic outline	Suggested teaching and homework activities		Suggested resources
<p>Food, drink, health and addictions.</p> <p>Skills: Writing.</p> <p>Consolidation.</p>	<ul style="list-style-type: none"> Write a short article in Gujarati on <i>glimpse of the Gujarati community</i>: either: <i>their food and drinks</i> or: <i>their health issues</i>. Write a short article on either <i>addiction (use of tobacco, alcohol) or excessive use of fat, salt, sugar and spices and its effects on the Gujarati community in Britain</i>. Brochures and leaflets <i>on healthy life style</i> may be produced and used for display in the class room. Explore previous exam questions on this topic. 		<ul style="list-style-type: none"> Previous knowledge. Internet/books/magazines. Notes made in the classroom. Students' own observation / experience / notes made in the classroom. Newspaper, magazine articles, Internet items. Past Exam papers.
			<p>Points to note</p> <ul style="list-style-type: none"> Students make use of key words for this topic from their folder/vocabulary book. An opportunity to use ICT PowerPoint. 



= Innovative teaching idea



= Stretch and challenge opportunity



= ICT opportunity

Gujarati H194: Listening Reading and Writing 1: F883

Suggested teaching time	8 hours	Topic	Aspects of daily life	
Topic outline		Suggested teaching and homework activities	Suggested resources	Points to note
Transport. Skills: Listening.	<ul style="list-style-type: none"> Listening text (1), lasting up to 2 minutes, an interview between a teacher and a student on various ways of travelling in Gujarat in the past – non-verbal responses in English. Listening text (2), lasting up to 2 minutes, on conversation between a ticket master and a passenger at a railway station in Gujarat - gist and detailed comprehension with answers in Gujarati. A Gujarati speaking visitor shares his experiences of travelling by public transport in Gujarat – gist and detailed comprehension and answers in Gujarati. A dialogue: comparing and giving opinions about old and modern types of transport - answers in Gujarati. 	<ul style="list-style-type: none"> Radio/TV items. Gujarati weekly: 'Garavi Gujarat', 'Gujarat samachar'. Listening text prepared by the teacher. A Gujarati visitor. Listening text prepared by the teacher. 	<ul style="list-style-type: none"> Students note down key words for this topic in their folder / vocabulary book. Students prepare their questions in advance. 	
Transport. Skills: Speaking.	<ul style="list-style-type: none"> Group discussion/ pair work on travelling by old types of transport and modern types of transport – discussion in Gujarati. 	<ul style="list-style-type: none"> Gujarati weekly: 'Gujarat samachar'; 'Garavi Gujarat'. 	<ul style="list-style-type: none"> Teacher writes discussion points on the board. Students note down main points from the board and key words for this topic in their folder/vocabulary book. 	



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Suggested teaching time	8 hours	Topic	Aspects of daily life	
Topic outline		Suggested teaching and homework activities	Suggested resources	Points to note
		<ul style="list-style-type: none"> • Role play (1) – conversation between two passengers on a bus in Gujarat. • Role play (2) – conversation between a Transport Minister and a TV presenter on desirable use of public transport. • Presentation: the best way of travelling for an individual, health and the environment - presenting ideas to care for the health and to reduce congestion, emissions, etc. 	<ul style="list-style-type: none"> • Role play cards/Cue cards. • Gujarati weekly/magazine news article used as a stimulus. 	<ul style="list-style-type: none"> • An opportunity to use internet/ICT skills.
<p>Transport.</p> <p>Skills: Reading.</p>  = Innovative teaching idea	<ul style="list-style-type: none"> • Extract (1) an article about popular means of transport and of public interest - gist and detailed comprehension with non – verbal answers in Gujarati.  = Stretch and challenge opportunity	<ul style="list-style-type: none"> • Newspaper, magazine article. 	<ul style="list-style-type: none"> • Students note down key words for this topic in their folder / vocabulary book. • An opportunity to  = ICT opportunity skills. 	

Gujarati H194: Listening Reading and Writing 1: F883

Suggested teaching time	8 hours	Topic	Aspects of daily life	
Topic outline		Suggested teaching and homework activities	Suggested resources	Points to note
		<p>in Gujarati and English.</p> <ul style="list-style-type: none"> Extract (2) an article on transport and government's objectives to protect the environment, to improve safety for all travellers, to promote accessibility to everyday facilities for all, especially those without a car – gist and detailed comprehension with answer in Gujarati.  	<ul style="list-style-type: none"> News paper, internet items in Gujarati and English. 	
<p>Transport.</p> <p>Skills: Writing.</p>  = Innovative teaching idea	<ul style="list-style-type: none"> Write your opinion about how modern transport facilities have made the world a global village. A dialogue between two friends about antages and disadvantages of m sport system.  Students produce brochures and leaflets on public transport system in India and in Britain. 	<ul style="list-style-type: none"> Internet items / magazines / previous knowledge. A dialogue written and recorded by the internet, = Stretch and challenge opportunity Internet items / magazines / books. 	<ul style="list-style-type: none"> Students make use of key words for this topic from their folder / vocabulary book. The text can be used for a role play.  = ICT opportunity Use of ICT.  	

Gujarati H194: Listening Reading and Writing 1: F883

Suggested teaching time	8 hours	Topic	Aspects of daily life
Topic outline	Suggested teaching and homework activities		Suggested resources
Consolidation.	<ul style="list-style-type: none"> Write a short article on <i>use of transport and public health.</i> Explore previous exam question papers on this topic. 	<ul style="list-style-type: none"> Internet / magazines / previous knowledge. Past papers. 	<ul style="list-style-type: none"> Use of ICT.



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Sample Lesson Plan: Gujarati H194

Listening, Reading and Writing 1: F883

The family: structure / types of family

OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this lesson plan is offered as a possible approach but will be subject to modifications by the individual teacher.

Lesson length is assumed to be **one and a half hours**.

Learning objectives for the lesson

Objective 1	Students will be able to understand the difference between a nuclear family and an extended family in the Gujarati community.
Objective 2	Students will be able to distinguish for themselves the advantages and disadvantages of a nuclear family and an extended family.
Objective 3	Students will be able to respond in writing to written language.
Objective 4	Students will be able to show their knowledge of, and apply accurately, the grammar and syntax.

Recap of previous experience and prior knowledge

- Set a quick test. Students to answer the following questions in Gujarati: name distinctive family relationships between family members, i.e. between siblings, children and parents, children and grand-parents, parents and grand-parents, etc.

Content

Time	Content
5 minutes	Warm up exercise for the group to assess prior knowledge. Teacher to ask questions about family relationships between members of a family in the Gujarati community. Teacher to introduce the topic for the lesson and clarify the types of family, i.e. nuclear family and extended family.
15 minutes	The group will be divided into two small groups. Both groups to use Gujarati. <u>Group 1</u> to discuss advantages of a nuclear family and disadvantages of an extended family. <u>Group 2</u> to discuss disadvantages of a nuclear family and advantages of an extended family. One pupil from each group to act as a scribe and note down the discussion points that are agreed by the group. Teacher to monitor the discussion of both groups and support them.
15 minutes	Each group to feedback on their own list of points for the whole group, one by one. The teacher to write the points on the board. Students to note down any new points from the board that are not in their list.
5 minutes	Teacher to go through all points and add any points to the list if they were not included by the group.

Time	Content
10 minutes	The group will be given an extract (a hand-out in Gujarati) on Nuclear family and Extended family . Students read the extract one by one; others should listen and at the same time underline difficult words if there are any in the extract being read by them. Teacher to monitor the reading of each student and correct their pronunciations if there is a need.
10 minutes	First, students use dictionaries to find the meaning of difficult words. Then, the teacher may give the meaning of words if it is necessary. Teacher asks questions to check students' understanding of the passage and supports them if there are any difficulties in understanding the passage.
15 minutes	Students to answer questions given below the passage, independently. The teacher to monitor the working group and support students who may need help in writing answers. Teacher collects students' answers for marking at the end of the given time.

Consolidation

Time	Content
5 – 10 minutes	Teacher tells students again what was covered in the lesson, i. e. family relationships between members of a family in the Gujarati community; the types of family, (i.e. nuclear family and extended family) advantages and disadvantages of both a nuclear family and an extended family. The teacher emphasises key points and significant questions raised by the students. For home-work, the teacher asks students to write an essay (200 words) in Gujarati on either: (1) types of family with advantages and disadvantages of each type, or (2) using the library/internet independently, research and gather information/points related to Achievements of the Gujarati community living in India and abroad.

Other forms of Support

In order to help you implement the new specifications effectively, OCR offers a comprehensive package of support. This includes:

OCR Training

Get Ready...introducing the new specifications

A series of FREE half-day training events are being run during Autumn 2007, to give you an overview of the new specifications.

Get Started...towards successful delivery of the new specifications

These full-day events will run from Spring 2008 and will look at the new specifications in more depth, with emphasis on first delivery.

Visit www.ocr.org.uk for more details.

Mill Wharf Training

Additional events are also available through our partner, Mill Wharf Training. It offers a range of courses on innovative teaching practice and whole-school issues - www.mill-wharf-training.co.uk.

e-Communities

Over 70 e-Communities offer you a fast, dynamic communication channel to make contact with other subject specialists. Our online mailing list covers a wide range of subjects and enables you to share knowledge and views via email.

Visit <https://community.ocr.org.uk>, choose your community and join the discussion!

Interchange

OCR Interchange has been developed to help you to carry out day to day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate a free access to candidate information at you convenience. Sign up at <https://interchange.ocr.org.uk>

Published Resources

Published Resources

OCR offers centres a wealth of quality published support with a fantastic choice of 'Official Publisher Partner' and 'Approved Publication' resources, all endorsed by OCR for use with OCR specifications.

Publisher partners

OCR works in close collaboration with three Publisher Partners; Hodder, Heinemann and Oxford University Press (OUP) to ensure centres have access to:

- Better published support, available when you need it, tailored to OCR specifications
- Quality resources produced in consultation with OCR subject teams, which are linked to OCR's teacher support materials
- More resources for specifications with lower candidate entries
- Materials that are subject to a thorough quality assurance process to achieve endorsement

Oxford University Press (OUP) is the publisher partner for OCR GCE Modern Foreign Languages

Approved publications

OCR still endorses other publisher materials, which undergo a thorough quality assurance process to achieve endorsement. By offering a choice of endorsed materials, centres can be assured of quality support for all OCR qualifications.

Endorsement

OCR endorses a range of publisher materials to provide quality support for centres delivering its qualifications. You can be confident that materials branded with OCR's "Official Publishing Partner" or "Approved publication" logos have undergone a thorough quality assurance process to achieve endorsement. All responsibility for the content of the publisher's materials rests with the publisher.

These endorsements do not mean that the materials are the only suitable resources available or necessary to achieve an OCR qualification. Any resource lists which are produced by OCR shall include a range of appropriate texts.