

*Teacher's Instructional Manual*  
*English*

*Grade 7*



*Department of English*  
*Faculty of Languages, Humanities and*  
*Social Sciences*  
*National Institute of Education*  
*Maharagama*  
*2007*

Teacher's Instructional Manual - English  
Grade 7  
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## *Foreword*

The first curriculum revision in the new millennium is implemented to address certain issues prevalent in the school system. This curriculum revision has been designed in order to overcome certain problems faced by the younger generation in the weakening of thinking, social and personal skills.

When compared to the education systems in Asia, the education system in our country was in the forefront earlier. But at present, those countries have surged ahead leaving Sri Lanka behind. Reasons for this drawback can be seen as to teaching what has been decided upon and in presenting what is there as it is without any innovative thinking.

To overcome these, the officers of the National Institute of Education have made an attempt to revise the curriculum with a clear vision. The aims of the new curriculum are set up with a view to developing the skills and competencies of the student population through what is already known, exploring new ideas and to building up for the future. To achieve this, a drastic change in the role of the teacher is very much needed. A student-centred, competency based and activity oriented approach is expected from the teachers in place of the teacher-centred approach prevalent now. They would have to be prepared to face the challenge.

We strongly believe that this Teacher's Instructional manual would be helpful for the teacher to adapt to such a role. By following the instructions given, it may enable you to become an effective teacher. It will help you with the teaching as well as evaluation work. Instruction with regard to exploration and quality inputs are presented as help for the students, which would also help the Principals in time-tabling, allocation of scarce resources and internal supervision.

However, our expectation is that the teachers would be innovative and make their own activities in teaching the children, because what is given in this Teacher's Instructional Manual is only a sample also because there can be regional variations which only the practicing teachers would know best.

My thanks are due to all those who were instrumental in the preparation of this manual, which would also be of help to the educators, In-Service Advisors and officers who are involved in external supervision and monitoring.

**Prof. J. W. Wickramasinghe**

Director General

8National Institute of Education

# *Preface*

According to the curriculum policy in Sri Lanka, school syllabi should be updated every eight years. Accordingly, this Syllabus and the Teachers' Instructional Manual are introduced under the Curriculum Reforms programme.

The current syllabi consist mainly of subject content under content areas. This has resulted in having a student population who knew the subject content more than anything else.

Under the new curriculum reforms, the syllabus of each subject specifies the competencies students should achieve. This would result in having students who are practically oriented and the teachers who use the syllabus should make a note of this fact.

In the Teachers' Instructional Manual (TIM), a new approach is introduced to the classroom. Under this, approach, students should be encouraged to use the library, to read books, gather facts from resource persons, engage in peer learning, describe things to peers or use the Internet whenever possible, all of which can be shown as possible avenues to enhance learning.

The teacher in the classroom could use the textbooks published by the Educational Publications Department as a resource material in the classroom. The teacher is expected to organize learning situations so that the students can grasp the content easily. Thus, the role of the teacher has to be changed to one enriched with new knowledge. This should attract the students more towards learning and subsequently the creation of a suitable learning atmosphere.

The TIM is only a guide, which would facilitate the teacher to develop more activities and lessons by using what is given them as models. This also would facilitate in turning out a creative teacher who would attract the students to learning.

In this new learning - teaching situation, the students are always active. It will also bring out the best in children, which should be appreciated to encourage them more. It will also bring out difficulties that have to be solved by the teacher. Encourage the students to help their friends. The assessment process that goes along with the lessons would lead to a better learning situation.

The assignments and exercises given in this TIM will strengthen what the students have learned. Take this as a good opportunity to assess the children. Also pay attention to give more exercises to strengthen what the students have learnt.

This new learning culture, I hope would help to produce a student population who could meet the challenges of the modern world.

**Wimal Siyambalagoda**

Assistant Director General

Faculty of Languages, Humanities and Social Sciences

National Institute of Education

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## **Introduction to the subject**

From ancient times, human societies communicated with each other using sign languages, which have developed into highly complex language systems. At the very first encounter anybody would say, learning one's native language is a natural and effortless task, carried out with great speed and ease, but it was clearly understood that one language (monolingualism) served the purpose of isolated societies only. Today, considering the fact that societies are multinational, multilingual and multi religious and increasingly mobile, the necessity of learning a world language has become very important to have a harmonious society. Therefore, bilingualism and multilingualism have become very popular to meet the increasing needs of the new millennium.

Thus, it is not a secret that there is a growing need for English in the Sri Lankan society. The country's official languages being Sinhala and Tamil, most Sri Lankans use one of these as the first language while understanding the importance of learning English as a common or link language. Furthermore, English is important to access technology and also as the international language of communication in the globalized world.

In order to fulfil the above needs, a competency-based approach has been introduced under the new curriculum reforms. The main purpose of learning a language is to use the language practically in day-to-day situations. Therefore, in preparing the new syllabus, the practical aspect was considered to be more important than the theoretical aspect. Thus, special attention has been paid to develop the competencies of using the language.

The syllabus of Grade Seven consists of eight main competencies and twenty-one competency levels under them. The recommended teaching learning methodology is included in the syllabus document of Grade 7 and the methodology suggested there will help the teachers to organize their teaching learning process in a more meaningful way.

This Teacher's Instructional Manual with a series of activity plans will be immensely helpful to you in developing more activities for the twenty-one competency levels along with the Grade Seven text book.



## **Objectives**

- Creating the need to learn English as a Second Language in a Multilingual Society
- Creating opportunities for the Sri Lankan child to achieve the competencies in a link language
- Creating facilities to learn a language which can be used to build ethnic harmony
- Enabling the students to learn an International Language which could be made use of in their later life for employment purposes
- Empowering the learner to communicate confidently, fluently and effectively in the English Language

*English language*

*Syllabus*

*for*

*grade 7*

# English Language Syllabus for Grade 7

## Competencies Related to Subject

- 1. Identifies the sounds of the English language.**
- 2. Uses mechanics of writing with understanding.**
- 3. Engages in active listening and responds appropriately.**
- 4. Builds up vocabulary using words appropriately and accurately to convey precise meaning.**
- 5. Extracts necessary information from various types of texts.**
- 6. Uses English grammar for the purpose of accurate and effective communication.**
- 7. Uses English creatively and innovatively in written communication.**
- 8. Communicates clearly, fluently and concisely.**

## Competency Levels Related to the Grade

- 1.2 Identifies the properties of different sounds.
- 1.3 Pronounces English words properly.
- 2.3 Uses apostrophes and inverted commas.
- 3.3 Listens and follows instructions.
- 3.4 Asks and answers questions after listening to a text.
- 4.1 Uses English words accurately and appropriately.
- 4.2 Infers meaning of unfamiliar words.
- 4.3 Uses English words in their proper contexts.
- 5.2 Extracts specific information from a text.
- 5.3 Selects relevant information from a dialogue.
- 6.1 Identifies the agreement between subject and verb/ referent and reference word.
- 6.2 Analyses grammatical relations within a sentence.
- 6.3 Constructs simple sentences.
- 6.4 Participates in conversations using language appropriately and accurately.
- 6.5 Constructs compound sentences.
- 7.3 Rewrites the main events of a story or a short passage using one's own words.
- 7.4 Writes short poems /stories based on given guidelines.
- 8.6 Describes places and people using proper adjectives.
- 8.7 Expresses likes and dislikes with reasons.
- 8.8 Understands and conveys short messages.
- 8.9 Gives and asks for information appropriately.

## **Competency 1. Identifies the sounds of the English language.**

1.2 Identifies the properties of different sounds.

1.3 Pronounces English words properly.

### **Content and activities**

Students should be able to identify different sounds properly. They should now be able to differentiate between vowels and consonants, and how vowel consonant combinations help to pronounce words.

Eg. Combinations like words starting with ‘q’ which students find it difficult to pronounce should be treated especially here – ‘question, quiet, quite, quarrel’

## **Competency 2. Uses mechanics of writing with understanding.**

2.3 Uses apostrophes and inverted commas accurately.

### **Content and activities**

Students should be able to use the apostrophe correctly. They should be exposed to the shortened forms as well as possessive forms.

Shortened forms

E.g.

It’s – It is

He’s- He is

Possessive forms

E.g.

Saman’s

Students’

“The use of inverted comma to indicate direct speech in writing should also be introduced through simple texts. Students should be exposed to a variety of texts where the above are used and they should be given ample time to practise apostrophes and inverted commas.

## **Competency 3. Engages in active listening and responds appropriately.**

3.3 Listens and follows instructions.

3.4 Asks and answers questions after listening to a text.

### **Content and activities**

Students should be exposed to a variety of active listening tasks where they have to listen to and follow various types of instructions. Further they should be able to listen to a text, remember important information found in a text and retrieve such information when answering questions. Here, they are expected to answer different types of questions (e.g. convergent and divergent questions). Students are expected to produce language as much as possible.

## **Competency 4. Builds up vocabulary using words appropriately and accurately to convey precise meaning.**

- 4.1. Uses English words accurately and appropriately.
- 4.2. Infers meaning of unfamiliar words.
- 4.3. Uses English words in their proper contexts.

### **Content and activities**

Vocabulary level should encompass 2000 words at this stage (350 words should be in their productive vocabulary). In addition to further practice in nouns and verbs, adjectives and prepositions should be introduced at this stage. Inferring the meaning of unfamiliar terms with the help of contextual clues should also be practised at this stage. Spelling the words accurately and the use of the correct form of the word are also important here. It is recommended that a standard dictionary should be introduced at this stage. A variety of activities should be used to make students familiar with the use of a dictionary.

## **Competency 5. Extracts necessary information from various types of texts.**

- 5.2. Extracts specific information from a text.
- 5.3. Selects relevant information from a dialogue.

### **Content and activities**

Here the students are expected to read and to listen to various types of texts in order to extract specific information and relevant information as well. They should be given enough practice to find specific information quickly. Listening to others for relevant information in order to perform various tasks should also be practised properly.

Different text types:

- Advertisements
- Announcements
- Schedules
- Processes
- Simple narratives
- Informal letters
- Notes

## **Competency 6. Uses English grammar for the purpose of accurate and effective communication.**

- 6.1. Identifies the agreement between subject and verb/ referent and reference word.
- 6.2. Identifies the grammar of a sentence.
- 6.3. Constructs simple sentences.
- 6.4. Participates in conversations using language appropriately and accurately.
- 6.5. Constructs compound sentences.

### **Content and activities**

At this stage students are expected to engage in further practice of the grammatical items they acquired in the previous year, especially in producing the structures they were exposed to in the previous year.

The following items should be introduced to them :

- The Present Perfect and Past Perfect Tenses
- Modals: ought to, may , might, should, must
- Sentences with conjunctions of reason and result: because, since, so
- Adjectives to modify nouns
- Determiners: articles, demonstrative pronouns, and possessive forms
- Simple phrasal verbs: give up, come across, set off, etc.

### **Competency 7. Uses English creatively and innovatively in written communication.**

- 7.3. Rewrites the main events of a story or a short passage using one's own words.
- 7.4. Writes short poems /stories based on given guidelines.

### **Content and activities**

At this stage students should be guided to write both logically and creatively. Process writing should be encouraged in order to identify the importance of writing paragraphs logically. Guided writing activities to give students the understanding that writing is a process should be utilized. Writing should be made an enjoyable experience for them.

### **Competency 8. Communicates clearly, fluently and concisely.**

- 8.6. Describes places and people using proper adjectives
- 8.7. Expresses likes and dislikes with reasons
- 8.8. Understands and conveys short messages
- 8.9. Gives and asks for information appropriately and accurately

### **Content and activities**

Students should be exposed to various types of effective communication tasks at this stage. The use of adjectives to accurately describe people and places should be dealt with here. Students should be able to give reasons using words like 'because', 'since', 'as' etc. Information should be asked for and given using appropriate politeness markers including modals 'can', 'would', 'could' etc.

## **School Policies and Programmes:**

### **E.1 Time table:**

- There are 154 periods to complete this syllabus. The number of periods has to be divided according to the number of units in the Pupil's Text.
- Within these 154 periods, time should be allocated for continuous assessments and to complete the activities in the workbook.

### **2 Qualifications expected of the English teachers:**

- To teach English Language as a second language the minimum qualification for a teacher of English should be the English trained teachers certificate and at the same time they should have a thorough knowledge of language teaching methods and the language as well.

#### **In Service Training.**

- English teachers should participate in the workshops which are conducted by the Provincial Departments and Zonal Education authorities (ISA's, RESC's and Teacher Educators) in order to upgrade themselves both in Language and methodology.
- In some special situations, the National Institute of Education conducts workshops to enhance the teachers' knowledge of new trends. Teachers are welcome to participate in these workshops.

### **3 Guidelines to facilitate instructional leadership:**

- Initiate the necessary steps to create an English-speaking environment within the school so that students are motivated to use English.
- Take necessary actions to train some English news readers within the school premises. News including special activities of the day has to be announced in English in the morning every day.
- The guidance, support and the supervision of the Principal is essential for the English Language Teachers to accomplish the following activities in terms of improving English language skills of the students:
  - School English Day
  - Computer assisted English Language Teaching
  - Inter school English competitions
  - English Literary Associations
  - Establish some ground rules to lend and read one English book per week
  - Availability of children's newspapers in the library
  - School exhibitions
  - Maintaining a language lab
  - Presenting activities using visual and print media
  - Conducting surveys and projects in English

## **4 Co-curricular activities:**

Learning English should be a very enjoyable activity and it should not be limited only to the classroom teaching and learning process. If the students are engaged in more meaningful co-curricular activities, which help them to uplift their English language skills, it may bring about an immense advancement in English language learning. Further, they will develop their learn to learn ability while they are given opportunities to participate in the following activities:

- Maintaining a wall newspaper in English
- Maintaining a notice board in English
- English speaking society
- Watching English films and dramatised versions of novels using CDs and videos
- Presenting an item in English in the morning assembly (Gradewise)
- Inter school debates
- English drama competitions
- Quiz programmes

## **Recommended Method of Teaching English as a Second Language**

An eclectic approach to English language teaching based on the following underlying principles is recommended.

According to Girard (1986) the eclectic teacher's aim is to achieve the maximum benefits from all the methods and techniques depending on the needs of his students and the resources available at a particular time.

An eclectic teacher should be flexible and adaptable in order to be able to select from among a variety of approaches, methods and techniques, those elements that are appropriate to the needs of a given group of students at a given time. However, teachers should be warned that 'eclectic' is a convenient term but it is also vague. So one should not blindly adopt techniques and teaching procedures from various methods without a clear understanding of the theoretical principles underlying them. Details of the eclectic approach are given below with a view to helping the teachers use this approach successfully in their classrooms.

### **1 Teaching/Learning Process**

- Every lesson should end with the learner feeling confident that he can do something in the target language which he could not do at the beginning, and whatever he has learnt is communicatively useful.
- The target language should be the language of the classroom. Mother tongue could be used sparingly where necessary to make meaning clear.
- All the four main language skills-listening, speaking, reading and writing should be taught systematically. As far as possible activities and tasks done in class should aim at integrating the four skills.
- Special attention should be paid to teaching vocabulary and grammar.
- Pair work and group work should form an integral part of the classroom procedure. Cooperative and collaborative learning should be encouraged.
- An eclectic approach should be used to teach grammar. The deductive method could be used to teach complex grammar points while the inductive method could be used to teach simpler grammatical items.



- The Process approach to reading and writing is recommended.
- All activities and tasks used in the classroom should aim at engaging students in active communication. These activities and tasks should be based on the following principles:
  - a) Information gap principle
  - b) Information transfer principle
  - c) Task dependency principle
  - d) Jig-saw principle
- The main role of the language teacher should be to facilitate learning. The teacher should teach students how to learn so that at the end of their school career learners will be independent users of the target language.

## **2 Classroom Techniques**

The following classroom techniques are recommended in the classroom while providing opportunities for the teachers to think of their own techniques to suit the level of the students.

- Repetition with understanding
- Meaningful drills
- Role-play
- Dialogues
- Language games
- Communicative activities
- Problem-solving activities
- Decision-making activities
- Jig-saw activities
- Sharing information to complete tasks
- Simulation
- Summarizing
- Dictation
- Gap-filling tasks
- Sequencing
- Controlled composition
- Guided composition
- Free composition
- Picture composition
- Discussion
- Mini-presentations
- Impromptu speeches
- Prepared speeches
- Memorization (with understanding)
- Dramatization
- Group singing
- Recitation (Poetry)

## Assessment and Evaluation

**On-going assessment** (OA) should be an integral part of the curriculum. OA provides the teacher and the learner continual feedback on the teaching/learning process.

- Tests should be primarily **criterion-referenced** “as they have the benefit of providing teachers and students with the kind of qualitative information meaningful for the future use.” (JALT Testing and Evaluation N-SIG Newsletter Vol. 3 No. 1)

A **criterion-referenced** assessment aims at finding out how well the learner is able to perform relative to a fixed criterion based on an estimation of what is reasonable to demand from learners at the relevant point in their development during a particular stage of the course.

- The **on-going assessment** should include the following modes of assessment:
  - **Teacher’s assessment** based on at least two classroom tests per term.
  - One **self-assessment** per term where the learners themselves evaluate their own performance, using clear criteria and a weighting system agreed upon beforehand. The teacher should check this. This type of assessment in addition to promoting learner independence will also make students aware of their weaknesses and strengths.
  - One **peer-assessment** per term of group work using criteria and a weighting system agreed upon beforehand. The teacher too should check this. This again promotes learner autonomy.
  - **Portfolio:** The learner collects a set of assignments, book reviews, and journal writing done throughout the year in a file. The contents of the portfolio are first assessed by the student and then by the teacher.
  - **Summative assessment** at the end of the year.

## Learning - Teaching Methodology

**In deciding the Learning – Teaching methodology of English, attention has been paid to develop student competencies through ‘Exploration’ by students, which would develop their competencies. In implementation of competency based education a remarkable change in the role of the teacher is also expected.**

The traditional ‘Transmission’ and the ‘Transaction’ roles are still prevalent in the classroom. Due to the adverse standard of the school leavers a sharp realization of the need to develop the learning - teaching process is felt.

In the ‘Transaction’ role, the dialogue that the teacher starts with the students is the initial stage. Thereafter ideas from the teacher to the class and from the class to the teacher flow. This is followed by student - student introduction that later results in a dialogue. Through questioning the teacher leads the student from the known to unknown, and from simple to complex.

In the competency-based education, the main focus is on student activities and the teacher becomes a Resource Person who makes an effort to get the children reach at least the near competency level of a certain competency. The teacher should closely observe the children learning; identifying students’ activities, disabilities, providing feedback, and developing the learning capacities of the students. Further more, in the transformation role of the teacher one unique feature is that the teacher should facilitate and extend the learning -teaching process outside the class .

The first part of this guide is the syllabus and the activities in the activity continuum consist of at least three steps. In the first step of the activities it is expected to get the involvement of the students to learning. This has been named as ‘Engagement’ . Similar to the Transaction role, the teacher gets the children involved in learning by dialogue. This allows the students to explore and to get to know the previous knowledge and an indication of the competencies to be developed by them. The teacher has many tools to initiate this exchange of ideas. Presenting questions, pictures, paper advertisements, flash cards, problems, puzzles, dialogues, role plays, poems, songs, demonstrations, case studies audio or video cassettes are some of them.

The first step of the activity is to achieve the following objectives –

- To win the attention of the class.
- Provide opportunities for the students to recall prior knowledge that is necessary to proceed with the next stage of learning; exploration.
- Introduce the children to the basics in exploration which is to be introduced to them under the second step.

The second step of the activities is designed to give an opportunity for the pupils for ‘Exploration’ . They will do this based on a special instructional sheet. The teacher will have to organize teams to explore the problems from different angles. It is also important to direct the discussion and to engage students effectively in the activity using the resources available. When the students get used to this, they will develop self discipline, sincerity, listening to others, and gain the ability to work with others, helping each other, managing time, achieving qualitative outputs and skills that are essential to daily life.

In exploration activities, the teacher should not appoint leaders but let leadership emerge from within the group itself.

At the third step, each group can present its findings for information of the others. The teacher should encourage the children to make presentations. In this, the teacher should direct all students to take some responsibility. In this step ‘ Explanation’ , it is important that the students are given prominence to speak rather than the teacher taking the major role.

What has been explored in the third step can now be taken for 'Elaboration' as the fourth step. Once all the groups have finished their presentations, the members of the group followed by the students in the other groups should be allowed to make constructive proposals. However, the final summarization has to be done by the teacher. In this summarization, the teacher should give the students an accurate understanding about the concepts and theories regarding 'Exploration' that the students were involved in.

It is the responsibility of the teacher that the learning – teaching process in the classroom occurs as expected. Assessment and 'Evaluation' should be used to achieve the above within the learning – teaching situation by the teacher. When the students engage in Step 3, the teacher can do an evaluation. Assessment and Evaluation are described separately at a later stage in this book.

The learning – teaching methodology described allows group exploration and allows the teacher to engage in dialogue, discussions and brief lectures.

This curriculum, which is the first curriculum revision in the new millennium, should consolidate the 'Transformation' role in the learning – teaching methodology. A remarkable aspect in this, methodology is that salient aspect of the 'Transmission' and 'Transaction roles could be made use of to enhance the teaching process.



*Teacher's Instructional  
Manual*

# **Activity continuum**

**Competency 1** : Identifies the sounds of the English language.

**Competency level 1. 2:** Identifies the properties of different sounds.

**Activity 1.2** : Let's have fun with sounds.

**Time** : 40 minutes

- Quality Inputs**
- A copy of the poster of the words given in annexe 1.2.1.
  - A copy of the set of word cards in annexe 1.2.2.
  - An enlarged copy of the task sheet in annexe 1.2.3.
  - Five copies of the task sheet in annexe 1.2.3.
  - Five copies of the task sheet in annexe 1.2.4.

### Learning Teaching Process

#### Step 1.2.1

- Display the poster given in annexe 1.2.1 on the board.
- Get the whole class to read aloud the words on the poster.
- Get volunteers to read each set of words on the poster again to see how each set differs in pronunciation.
- Lead a discussion to highlight the following:

- Correct pronunciation is important to make the meaning of a word clear.
- A lot of practice is needed for better pronunciation.

The sounds that we focus on in each group of words in the poster are given below.

Step I	1) /i/	2) /e/	3) /æ/	4) /ʌ/ \
	5) p	6) /u	7) /i:/	8) /a:/
	9) /c:/	10) p:		

( 10 minutes)

- Step 1.2.2** :
- Put the students into five groups.
  - Give each group a set of word cards given in annexe 1.2.2 and the task sheet given in annexe 1.2.3.
  - Get each group to read out the set of words given in the word card that is given to them.
  - Get them to write the words in correct columns in the task sheet, according to their sounds within ten minutes.
  - Display the enlarged copy of annexe 1.2.3 on the board.
  - Get each group to write their words on the displayed task sheet.

#### Step 1.2.3 :

- Give each group the set of sentences in annexe 1.2.4.
- Get the groups to select the correct word that rhymes with the words underlined in each sentence.
- Get each group to read the sentences with the selected words.



- Lead a discussion highlighting why they have not selected the remaining words:

- The words with the same sounds at the end are called rhyming words
- Reading aloud helps us to identify rhyming words.

Completed task for step 1.2.2.

big	bed	bat	bug	cot
pit	pen	rat	skull	pot
skip	send	bat	bun	got
dig	bend	sand	cut	top
sick	bet	stand	grunt	clock
sit	hen	stamp	jug	cod
<b>Put</b>	<b>keep</b>	<b>hard</b>	<b>curd</b>	<b>short</b>
foot	sheep	barn	fur	caught
hood	teeth	harm	bird	port.
hook	heat	farm	germ	sort
should	feel	guard	term	ward
stood	beat			

Answers for the task in annexe 1.2.4.

1) bin	2) park	3) brother	4) cat , fin	5) silk
6) cap	7) strap	8) ridge	9) jug	10) bad

( 10 minutes)

### Criteria for assessment and evaluation :

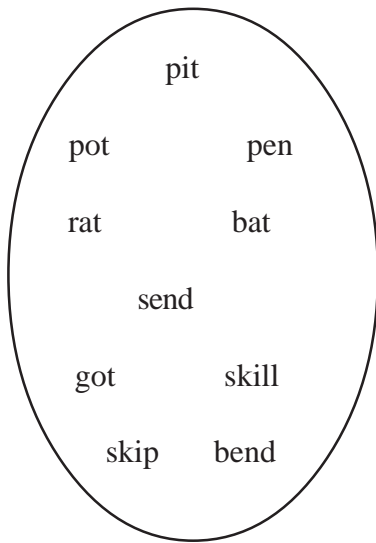
- Differentiates between sounds.
- Accepts the importance of pronouncing words correctly to give correct meaning.
- Selects words with similar sounds from a set of words given.
- Gives constructive remarks.
- Shows confidence in speaking in front of a group.

### Annexe 1.2.1

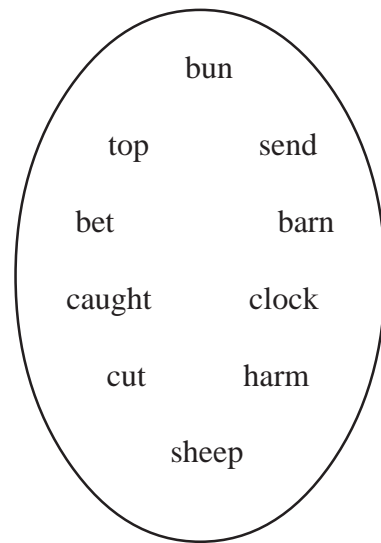
(1)	(2)	(3)	(4)	(5)
pit	pen	mat	bun	cod
kit	hen	cat	fun	pod
sit	ten	rat	rug	rod
hit	den	fat	bug	mod
fit	men	hat	hug	tod
(6)	(7)	(8)	(9)	(10)
took	peel	balm	burn	cork
cook	feel	calm	fim	fork
look	heel	charm	learn	talk
book	meal	farm	turn	walk
nook	deal	palm	earn	hawk

**Annex 1.2.2**

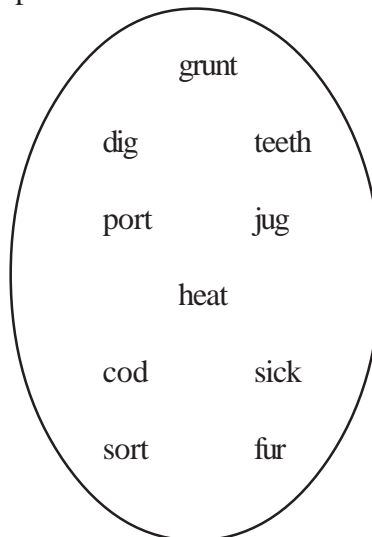
Group I



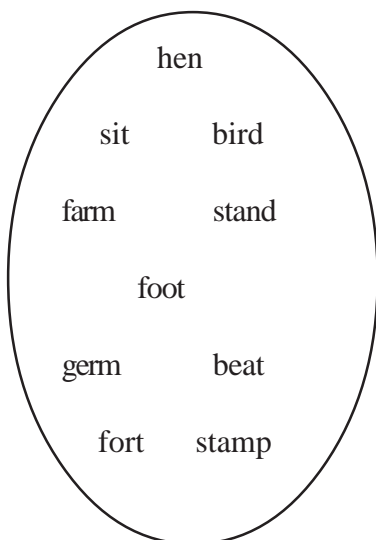
Group II



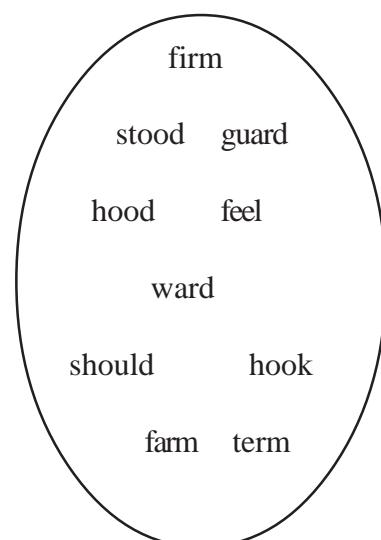
Group III



Group IV



Group V



### Annexe 1.2.3

big	bed	bat	bug	cot	put	keep	hard	curd	short

### Annexe 1.2.4

- 1) Pat saw a **tin** at a shop. ( bin , ply , sat )
- 2) A frog sat on a log in the **dark** .( sand , park , truck )
- 3) My **mother** mends socks. ( uncle , baby , brother )
- 4) The clock struck two and the **rat** ran with the **pin**. ( pig , cat , fox )  
( top , fin , pad )
- 5) Sarala is fond of **milk**.( silk , shop , cod )
- 6) Sahan drew a **map** in the book. ( cap , ship , mug )
- 7) The rat is caught in a **trap**.( strap , hole , bag)
- 8) The toy truck went over the **bridge** and fell onto a rock. ( road , house , ridge )
- 9) The cook threw the hot **mug** of tea out of the window. ( pan , jug , pot )
- 10) The **mad** man hit the poor dog. ( bad , young , cruel )

**Competency 1** : Identifies the sounds of the English language.

**Competency Level 1.3** : Pronounces English words properly .

**Activity 1.3** : Let's have fun with words.

**Quality Inputs**

- Copies of the set of word cards given in annexe 1.3.1.
- A copy of the sentences given in annexe 1.3.2.
- Copies of the task sheet given in 1.3.3.
- Five copies of the task sheet given in 1.3.4.

**Time** : 40 minutes

### **Learning Teaching Process**

**Step 1.3.1**

- Distribute the word cards in annexe 1.3.1 among the students.
- Read the sentences given in annexe 1.3.2.
- Ask the students to show the particular word card when they hear the particular words in the sentences that the teacher reads.
- Lead a discussion highlighting the following:

<ul style="list-style-type: none"><li>• The combination of the same consonant and same vowel produces different sounds. e.g. <u>w</u>oke, <u>w</u>ork , <u>b</u>usy , <u>b</u>ush</li></ul>
---

( 10 minutes )

**Step 1.3.2**

- Put the students into five groups.
- Distribute the task sheets in annexe 1.3.3 and 1.3.4.
- Get the students to read the words given.
- Ask the students to categorize the words according to the different vowel sounds highlighted (as shown in the example in annexe 1.3.4).

( 20 minutes )

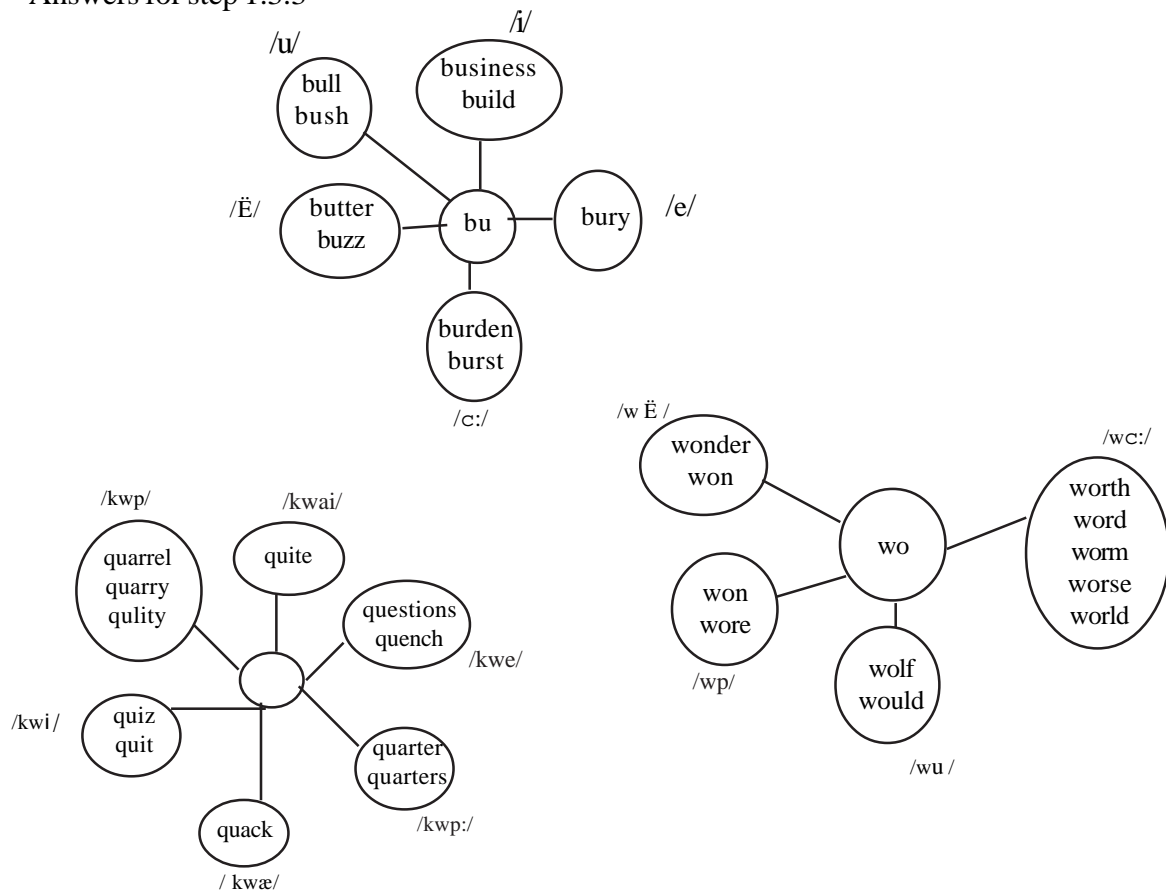
**Step 1.3.3**

- Get each group to present their answers.
- Ask others to give their comments.

- Lead a discussion to highlight the following:

- Though the same letter is used, the pronunciation may differ at times.  
e.g. quack , bury (You may not find many examples for some categories.)

Answers for step 1.3.3



( 10 minutes )

### Criteria for assessment and evaluation

- Articulates words, phrases and sentences correctly.
- Accepts the importance of pronouncing the words properly.
- Differentiates the varied sounds represented by the same consonant and vowel.
- Shows confidence in speaking in front of groups.
- Give s constructive criticism.

### Annexe 1.3.1

queen	quiet	businessman	woke
quietly	buried	butter	work
queue	busy	bush	
quite	bun	woman	

### Annexe 1.3.2

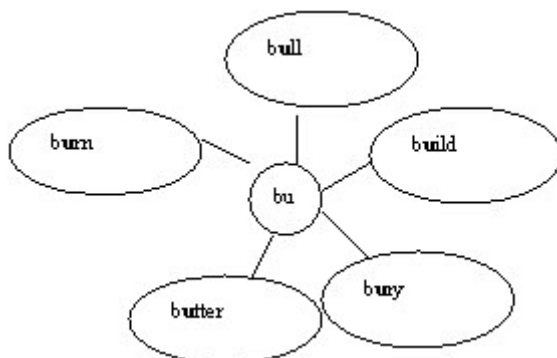
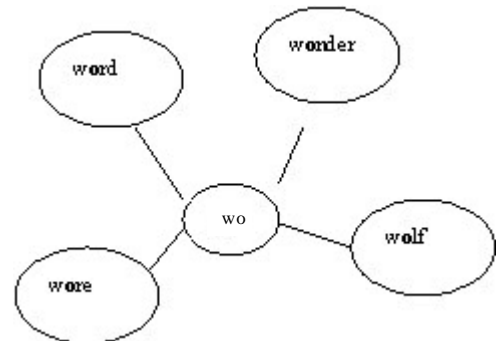
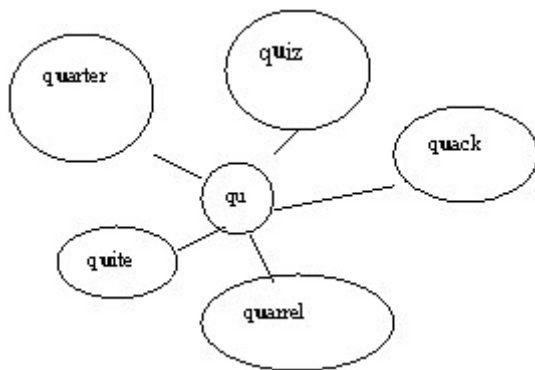
- The queen quietly joined the queue.
- The quiet boy is quite clever.
- The busy businessman asked for some butter.
- The woman woke up and went to work.
- The dog buried the bun behind the bush.

### Annexe 1.3.3

Task sheet

business	bury	buzz	wore	quarter
question	word	worse	quite	bush
worm	burden	bitter	butter	quarrel
build	bull	quarry	wolf	world
would	won	burn	wonder	quit
quiz	quack	worth	quench	bulk

### Annexe 1.3.4



**Competency 2** : Uses mechanics of writing with understanding.

**Competency 2.3** : Uses apostrophes and inverted commas.

**Activity 2.3** : Let's use apostrophes and inverted commas.

**Time** : 40 minutes.

**Quality Inputs**

- An enlarged copy of the dialogue given in annexe 2.3.1.
- Enough copies of the story given in annexe 2.3.2 for the number of groups.

### Learning Teaching Process

**Step**                    **2.3.1**

- Display the dialogue given in annexe 2.3.1 on the blackboard.
- Get the whole class to read it aloud.
- Ask a few volunteers to come to the board and insert inverted commas where necessary.
- Get the students to underline the contractions (words with apostrophes) in the text.
- Lead a discussion to highlight the following:

- Inverted commas are sometimes called 'speech marks'.
- When we want to insert the exact words spoken by a person, we use inverted commas ( “ ” )
- Inverted commas tell us when a person starts an utterance and finishes it.
- The apostrophe ( ' ) is used to reduce words by leaving out some letters e.g. do + not = don't
- The apostrophe stands for the letters that have been left out.
- An apostrophe and 's' ( 's ) is used with a noun to express possession. e.g. The king's palace - the palace of the king.
- The adjectival form of the pronoun *it* does not carry an apostrophe. e.g Its tail is long.

#### **Expected answers for step 2.3.1**

You were the mother last time.

“You were the mother last time.

It's my turn today,” Mali said.

“It's my turn,” said Nimalka.

“No, my turn,” replied Mali.

“All right then, I won't play,” Nimalka disagreed.

“Oh, go ahead then, be the mother.

It's not fair. But I don't care.” said Mali.

( 10 minutes )

- Step 2.3.2**
- Divide the class into groups of four/five.
  - Distribute enough copies of the story given in annexe 2.3.2 for the number of groups.
  - Get each group to insert apostrophes and inverted commas where necessary.
- ( 15 minutes )

- Step 2.3.3**
- Get each group to display their own copy on the blackboard.
  - Ask other groups to compare the one on the blackboard with the one's they have done. Encourage them to give their comments.
  - Conduct a discussion to highlight the following:

- The punctuation marks, **apostrophes** and **inverted commas** make a text comprehensible.
- The inverted commas show how the direct statements differ from a narration, especially in a story.
- When an inverted comma is closed, there should be a full stop, a comma or a question mark.

**Expected answer for step 2.3.2.**

**Home, sweet home!**

For some time Andare's wife had been displeased with him. There were two reasons for this: one was due to an incident in the palace in front of the queen ; the other was because he always came home late.

On this occasion too, he came home at midnight.

"Hamine," Andare called out. "Open the door!"

Andare's wife thought this was a good time to teach him a lesson. She pretended not to hear him and stayed in bed.

"I won't open the door today," she thought to herself. "Let him stay outside in the dew till morning."

Andare pleaded with her to open the door. He spoke lovingly to her.

But no, she would not open the door. He knew that he would have to stay outside till morning and wondered what he should do.

"My wife doesn't love me", he screamed. "There's no use in living! I'm going to jump into the well!" and taking up a huge stone he threw it into the well which made a loud splash.

Andare's wife heard the splash, and was frightened that Andare had jumped into the well, ran towards it shouting:

"Oh, god, Andare had jumped into the well!"

Andare was hiding behind a bush hidden by the wall. When his wife ran towards the well, he slowly slipped inside the house, locked the door and went to sleep.

His wife and the neighbours kept looking for Andare in the well but they could not find him there.

It was some time later Andare's wife realized that she had lost to Andare and had been caught in his trap!

(15 minutes)



## Criteria for assessment and evaluation

- Inserts apostrophes and inverted commas in a text appropriately.
- Identifies the proper places where apostrophes and inverted commas should be inserted.
- Accepts that apostrophes and inverted commas are punctuation marks, which make the text comprehensible.
- Works co-operatively.
- Makes constructive criticism.

### Annexe 2.3.1.

Mali : You were the mother last time.It's my turn today.

Nimalka : It's my turn.

Mali : No, my turn

Nimalka : All right then. I won't play.

Mali : Oh, go ahead then, be the mother. It's not fair. But I don't care.

Read the dialogue given above and then place the apostrophes and inverted commas where appropriate in the following text.

You were the mother last time.It's my turn today. Mali said.

It's my turn. said Nimalka.No my turn, replied Mali. All right then, I won't play. Nimalka disagreed.Oh, go ahead then, be the mother.It's not fair. But I don't care.Said Mali.

### Annexe 2.3.2

## Home, sweet home!

For some time Andares wife had been displeased with him.There were two reasons for this: one was due to an incident in the palace in front of the queen ; the other was he always came home late.

On this occasion too, he came home at midnight.

Hamine, Andare called out. Open the door!

Andares wife thought this was a good time to teach him a lesson.She pretended not to hear him and stayed in bed.

I won't open the door today, she thought to herself. Let him stay outside in the dew till morning.

Andare pleaded with her to open the door. He spoke lovingly to her.

But no, she would not open the door. He knew that he would have to stay outside till morning and wondered what he should do.

My wife doesnt love me , he screamed. Theres no use in living! Im going to jump into the well! and taking up a huge stone he threw it into the well which made a loud splash.

Andares wife heard the splash, and was frightened that Andare had jumped into the well, ran towards it shouting:

Oh, god, Andare had jumped into the well!

Andare was hiding behind a bush hidden by the wall. When his wife ran towards the well, he slowly slipped inside the house, locked the door and went to sleep.

His wife and the neighbours kept looking for Andare in the well but they could not find him there.

It was some time later Andares wife realized that she had lost to Andare and had been caught in his trap!

**Competency 3** : Engages in active listening and responds appropriately.

**Competency Level 3.3** : Listens and follows instructions.

**Activity 3.3** : Let's listen and follow instructions.

**Time** : 40 minutes

- Quality Inputs**
- Five cue cards given in annexe3.3.1.
  - Copies of role cards given in annexe 3.3.2.
  - The announcements given in annexe 3.3.3.
  - A copy of the instructions given in annexe 3.3.4.
  - Blank sheets , blue tack.

### **Learning Teaching Process**

- Step 3.3.1**
- Display the places given in annexe 3.3.1 in five places in the classroom.
  - Distribute the role cards given in annexe 3.3.2.
  - Get them to read the role cards.
  - Get the students to listen to the announcements and go to the relevant places.
  - Read the announcements given in annexe 3.3.3.
  - Check whether they have responded to the announcement appropriately.
  - Lead a discussion to highlight the following:

- |  |
|--|
| <ul style="list-style-type: none"><li>• Listening is a skill that you must develop in day to day life.</li><li>• When you follow instructions, you need to listen attentively.</li></ul> |
|--|

(10 minutes )

- Step 3.3.2**
- Put the students into groups of six.
  - Give each group member a blank sheet.
  - Read instructions as in annexe 3.3.4.
  - Get the students to listen to the instructions and draw the sketch.
  - Get the students to compare their sketches with others in the group.

(15 minutes)

**Step 3.3.3**

- Get each group to display a task sheet on the board.
- Get the students to compare all the task sheets and give necessary feedback.
- Conduct a discussion to highlight the following:

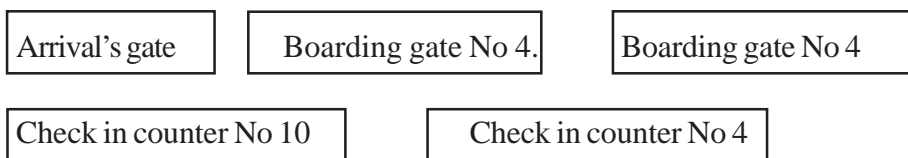


( 15 minutes )

**Criteria for assessment and evaluation**

- Listens and follows instructions accordingly.
- Accepts the need to be attentive when following instructions.
- Draws a picture according to given instructions.
- Works co-operatively in groups.
- Enjoys working collaboratively.

**Annexe 3.3.1**



### **Annexe 3.3.2**

1. You are waiting for a friend coming from Male.
2. Your mother is arriving from Kuala Lumpur.
3. You are leaving for Japan on a Sri Lankan Airline flight.
4. You are leaving for Sydney on Quantas Air Line QF 112.
5. You are going to Dubai.

### **Annexe 3.3.3**

- Passengers leaving for Japan by Sri Lankan Airlines UL 215 , please proceed to boarding gate No 4.
- Sri Lankan Airlines UL 203 from Kuala Lumpur has just arrived.
- Passengers leaving for Chennai, Dubai and London on Singapore Airline's SQ 118, please check in.
- Counter No 4 is open now. Airlines M.H. 188 from Male has just arrived.
- The counter No 10 is open. The passengers who are leaving for Sydney on Quantas AirLine QS 112, please check in.

### **Annexe 3.3.4**

Listen to the teacher and draw the picture in your groups.

- The house is in the middle of the paper.
- To the left of the house, draw two cocount trees.
- There is a well behind the house.
- There is a pond in front of the house.
- To the right of the garage, there are four flower pots with flowers.

**Competency 3** : Engages in active listening and responds appropriately.

**Competency 3.4** : Asks and answers questions after listening to a text.

**Activity 3.4** : Let's listen to a text.

**Time** : 40 minutes

- Quality Inputs**
- Cards with the names of 5 provinces given in annexe 3.4.1.
  - 3 sets of cards with the phrases given in annexe 3.4.2.
  - Listening texts given in annexe 3.4.3, 3.4.4 and 3.4.8.
  - A copy of tasks given in annexe 3.4.5.
  - An enlarged sketch given in annexe 3.4.6.
  - A copy of pictures given in annexe 3.4.7 for each group.

### **Learning Teaching Process**

- Step 3.4.1**
- Paste the names of the 5 provinces given in annexe 3.4.1 in 5 corners of the class.
  - Distribute the 5 cards with the phrases in annexe 3.4.2.
  - Ask the students to listen to the weather forecast given in annexe 3.4.3.
  - Read the weather forecast given in annexe 3.4.3.
  - Get the students to paste the phrases under the relevant province.
  - Lead a discussion to highlight the following:

- In listening , concentration is very important.
  - We must listen carefully to the instructions when doing a task
- Answers.
- Western Province - Warm and sunny
- Central Province - Cold in the morning and windy in the afternoon.
- Northern Province - Warm and sunny
- Southern Province - There will be heavy rain all day
- Eastern Province - Cloudy and rainy

(10 minutes )

### Step 3.4.2

- Put the students into 4 groups.
- Give each group a copy of the task sheet in annexe 3.4.5.
- Get the students to listen to the teacher and complete the task.
- Read the text given in annexe 3.4.4.
- Get answers from groups randomly.
- Lead a discussion to highlight the following:

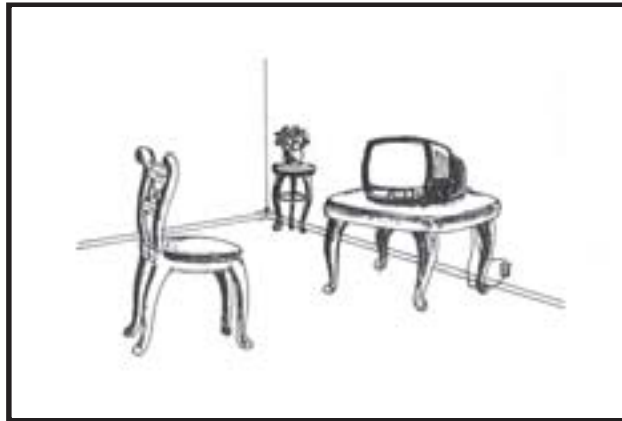
- Listening becomes meaningful when you listen with a purpose.
- Answers
- Task A
1. Matara
  2. Platform no 3
  3. 3 p.m.
  4. Panadura, Kalutara, Aluthgama, Hikkaduwa, Galle and Matara.
- Task B
1. Private Hospital/ Nursing Home
  2. Dr. Gunaratne.
  3. 5
- Task C
1. Sports meet/ sports competitions
  2. 400 meter race.
  3. Starting Point
- Task D
1. Jagath/ Jagath De Silva
  2. 12
  3. evening
  4. 5 feet / 5ft

( 20 minutes )

### Step 3.4.3

- Display the tasksheet given in the annexe 3.4.6/ Draw it on the board.
- Get them to draw a sketch of the living room given in the annexe 3.4.6.
- Distribute the pictures in annexe 3.4.7 to each group / Ask them to draw.
- Read the description given in annexe in 3.4.8.
- Get the students to listen to the teacher and place the things given in annexe 3.4.7 / draw the objects in Mala's living room.
- Lead a discussion to highlight the following:

- Listening with a purpose will help in responding appropriately in day to day life.



( 10 minutes )

### Criteria for assessment and evaluation

- Listens to various texts and responds accordingly.
- Responds to different kinds of texts.
- Accepts the need to listen to various texts in day today life.
- Shows the ability to understand given instructions.
- Works co-operatively in groups.

### Annexe 3.4.1

Western Province  
 Central Province  
 Northern Province  
 Southern Province  
 Eastern Province

### Annexe 3.4.2

Warm and sunny	Warm and sunny
Cold in the morning and windy in the afternoon	
There will be heavy rain all day	Cloudy and rainy

### Annexe 3.4.3

Listening text

Today the north of the island will be warm and sunny. In the Central Province it will be much cooler in the morning and windy in the afternoon .

There will be heavy rains all day in the Southern Province. In the east of the island it will be cloudy and rainy. In the west of the island it will be warm and sunny.

### Annexe 3.4.4

Listening text

Text A

The train on platform No.3 will leave for Matara at 3.p.m. It will stop at Panadura,Kalutara, Aluthgama,Hikkaduwa,Galle and Matara.

Text B

Good evening. Patients who have come to meet Dr. Gunaratne please go to room No.5

Text C

Competitors who are going to participate in the 400 meter race please report to the starter point now.

Text D

Jagath de Silva,a young boy of 12 years with short,black hair is missing since last evening . He is about 5ft. tall and fair in complexion. He was last seen wearing a white shirt and a blue pair of shorts.

### Annexe 3.4.5

**Task A**

1. The train goes to \_\_\_\_\_.
2. Now, the train is on \_\_\_\_\_.
3. It will leave at \_\_\_\_\_.
4. It will stop at \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

**Task B**

1. This is an announcement at a \_\_\_\_\_.
2. The name of the doctor is \_\_\_\_\_.
3. Patients have to go to room number \_\_\_\_\_.



### Task C

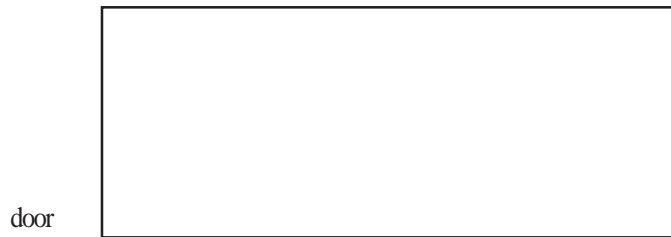
1. This is an announcement at a \_\_\_\_\_.
2. The event that is being announced is \_\_\_\_\_.
3. Competitors are asked to come to the \_\_\_\_\_.

### Task D

1. \_\_\_\_\_ is missing.
2. He is \_\_\_\_\_ years old.
3. Jagath has been missing since last \_\_\_\_\_.
4. He is \_\_\_\_\_ tall.

### Annexe 3.4.6

The sketch of Mala's living room.



### Annexe 3.4.8.

#### Listening text

Mala's living room looks nice. There is a table in the middle of the room.  
The 24 inch colour television is on the table.  
There is a stool to the left of the table.  
Mala watches television everyday. Her chair is in front of the television. She has a beautiful vase on the stool.

Annexe 3.4.7.



**Competency 4** : Builds up vocabulary using words appropriately and accurately to convey precise meaning.

**Competency Level 4.1** : Uses English words accurately and appropriately.

**Activity 4.1** : Let's have fun with words.

**Time** : 40 minutes

**Quality Inputs**

- An enlarged copy of the sentences given in annexe 4.1.1
- A set of word cards given in annexe 4.1.2
- Four /five copies of the story given in annexe 4.1.3

### Learning Teaching Process

**Step 4.1.1**

- Display the sentences given in annexe 4.1.1
- Distribute the word cards given in annexe 4.1.2 randomly among the students.
- Get the students to complete the sentences using the words given.
- Display the completed sentences if necessary.
- Lead a discussion to highlight the following:

- We must use words appropriately.
- When using English there are some words that are incorrectly pronounced because they sound very similar.

Answers for step 4.1.1

- |          |         |
|----------|---------|
| a) sheet | f) pan  |
| b) seat  | g) sip  |
| c) badge | h) ship |
| d) batch | i) fit  |
| e) fan   | j) pit  |

( 10 minutes )

**Step 4.1.2**

- Divide the class into five groups.
- Provide each group with a copy of the task sheet given in annexe 4.1.3
- Ask the students to do the activity.

( 20 minutes )

**Step 4.1.3**

- Get them to exchange their completed stories.
- Encourage peer correction.
- Conduct a brief discussion to highlight the following:

- When selecting appropriate words we must consider the word class, meaning of the words and the context in which the words occur.
- We must practise the habit of reading a text several times to be familiar with the new words used.

Answers for step 4.1.2

- |         |          |          |           |
|---------|----------|----------|-----------|
| 1) farm | 5) their | 9) bald  | 13) hole  |
| 2) weak | 6) saved | 10) palm | 14) find  |
| 3) fair | 7) pair  | 11) son  | 15) whole |
| 4) sell | 8) meet  | 12) sun  | 16) found |

( 10 minutes )

### Criteria for assessment and evaluation

- Uses vocabulary appropriately.
- Accepts that words should be used appropriately.
- Selects the appropriate words to complete a text.
- Works enthusiastically in groups.
- Enriches vocabulary.

### Annex 4.1.1

- Give me a ..... of paper to write a letter.
- I was lucky enough to get a..... in the bus.
- Leela lost her Prefect..... .
- Most of the students in our..... have got good results.
- I switched off the ..... to save electricity.
- Mother cooked rice in a..... .
- I was thirsty, so I took a .....of water.
- We would love to go sailing in a ..... .
- I am going to return these shoes because they don't ..... me.
- The elephant was taken out from the ..... .

### Annex 4.1.2.

badge	pan	pit
fan	sheet	seat
fit	batch	ship
sip		

### Annexe 4.1.3

Underline the appropriate word given within brackets.

#### A Cunning Astrologer

There was a child who lived on a (1) (palm, farm) with his mother. His mother's eyesight was (2) (weak, week). Every weekend the boy went to the (3) (fair, fare) to (4) (sell, sail) (5) (their, there) products. He spent some money to buy provisions and (6) (shaved, saved) the rest to buy a (7) (pear, pair) of spectacles for his mother. One day he went to (8) (meet, meat) an optician with the money.

On the way he met a (9) (bold, bald) headed man in a robe, an astrologer. The boy went to him and held out his (10) (farm, palm) and said "Please tell me something about my future."

"Yes my (11) (son, sun) you're a lucky boy and you'll soon be very rich."

"How can that be true? This is all that I have."

"Don't worry. It's as sure as the (12) (son, sun) rises. All you have to do is to dig a (13) (hall, hole) under the tallest tree in your garden and put your money there.

Next day you'll (14) (find, fine) your money doubled.

"Thank you," said the boy and went back home. He did as he was told. He spent the (15) (hole, whole) night dreaming of becoming rich. At dawn he ran into the garden and (16) (found, pound) all his money gone.

**Competency 4** : Builds up vocabulary using words appropriately and accurately to convey precise meaning.

**Competency Level 4.2** : Infers meaning of unfamiliar words.

**Activity 4.2** : Let's guess the meaning of words.

**Time** : 40 minutes

**Quality Inputs**

- A poster/Over Head Transparency (OHT) of the text given in annexe 4.2.1
- Copies of the text and the task given in annexe 4.2.2

### Learning Teaching Process

**Step 4.2.1**

- Display the text given in annexe 4.2.1 on the board.
- Ask the students to read the text and try to guess the meaning of underlined words.
- Get volunteers to find the word that describes the meaning of each underlined word from the words given within brackets.
- Conduct a brief discussion to highlight the following:

- There are many clues in a text that help us to understand unfamiliar words.

Answers for step 4.2.1

normal = ordinary

fascinating = very interesting

leisure = free time

explores = searches

millennium = a period of 1000 years

ambition = determination

( 10 minutes )

**Step 4.2.2.**

- Divide the class into five groups.
- Distribute copies of the text and the task sheet given in annexe 4.2.2 to each group.
- Ask the students to complete the activities using the words given in the box.

( 20 minutes )

**Step 4.2.3**

- Get each group to present their answers.
- Ask the students to compare the answers with each other and provide necessary corrections.
- Conduct a discussion to highlight the following:

- Using the information given in a text, we can guess the meaning of unfamiliar words.
- When we learn a new word, we must use it meaningfully in a sentence.  
( Allow students to copy down the task if necessary.)

Answers for step 4.2.2

- |            |            |            |            |              |
|------------|------------|------------|------------|--------------|
| 1. mixture | 2. flavour | 3. company | 4. bubbles | 5. chew      |
| 6. sweeten | 7. boring  | 8. soft    | 9. chicle  | 10. softener |

( 10 minuets )

### Criteria for assessment and evaluation

- Reads a text with understanding.
- Accepts that the meanings of unfamiliar words can be guessed from the context.
- Guesses the meanings of unfamiliar words in a text.
- Improves vocabulary.
- Provides constructive feedback.

### Annexe 4.2.1

Find the word that gives the closest meaning of the underlined word in each sentence below.

The People's Biography looks at the daily lives of normal ( unusual , ordinary , clever ) people from different countries. It is a fascinating ( very strange , very boring , very interesting ) story of normal families , their jobs, the food they eat and their leisure ( busy period , free time, hobby ) activities.

The People's Biography explores ( examines, travels, gives ) the excitement and difficulties of life in the new millennium ( a period of 100 years, a period of 1000 years). It also looks at the hopes and ambitions ( thoughts, determinations , wishes) people have for the future.

## Annexe 4.2.2

(i) Read the following passage .

In groups discuss the meanings of the underlined words.

### *CHEWING GUM*

Why do people like to chew gum ? Some people say they like the taste. Others say they can think better when they chew gum. Some people chew it when they have some boring work to do. Others chew gum when they are nervous.

Gum is a mixture of several things. For many years gum companies made gum from chicle. Chicle is a natural gum from a tree in Mexico and central America. Now companies use plastic and rubber made from petroleum instead of chicle.

Gum must be soft so you can chew it. A softener keeps it soft. The gum company adds the flavour and sugar to sweeten it .

Thomas Adams made the first gum from chicle in 1836. However, chewing gum was not new. The Greeks chewed gum from a tree over 2000 years ago. Mayan Indians in Maxico chewed chicle. Indians in the north eastern United States taught Europeans to chew gum from a tree there.

People first made bubble gum in 1928. Children like to blow bubbles with bubble gum. Some adults do too.

### Task sheet

Complete the following sentences using the words given in the box.

sweeten      bubbles      chew      mixture  
chicle      flavour      boring      company  
softener      soft

1. Hot chocolate is a ----- of chocolate , sugar and milk.
2. Chocolate is one ----- of ice cream.
3. Dinidu works for a large ----- in Colombo city.
4. Children like to blow soap ----- .
5. When you eat food, you----- it.
6. We put sugar in coffee to ----- it.
7. It is ----- to memorize vocabulary.
8. A cat has ----- hair on its body.
9. ----- comes from different kinds of trees.
10. Some people use fabric ----- when they wash clothes.



**Competency 4** : Builds up vocabulary using words appropriately and accurately to convey precise meaning.

**Competency level 4.3** : Uses English words in their proper context.

**Activity 4.3** : Let's use words appropriately.

**Time** : 40 minutes

**Quality Inputs**

- An enlarged copy of annexe 4.3.1
- Enough copies of task sheets given in annexe 4.3.2 for the number of groups.

### Learning Teaching Process

**Step 4.3.1**

- Display the task sheet given in annexe 4.3.1
- Get the whole class to select the appropriate word for the blank after reading the sentences.
- Conduct a brief discussion to highlight the following:

• Though some words seem to be similar in meaning they have to be used in the appropriate context.

Answers for step 4.3.1

a) get up            b) watch    c) see            d) look            e) stand up

(10 minutes)

**Step 4.3.2**

- Divide the class into five groups.
- Distribute copies of the task sheets in annexe 4.3.2 to each group.
- Ask the students to complete the sentences using the words given.
- Get each group to present their answers.

(15 minutes)

**Step 4.3.3**

- Ask other groups to comment and provide the correct answers if there are any incorrect answers.
- Conduct a discussion to highlight the following:

• We must know the exact usage of some English words, if we want to use them appropriately.

• We can learn the proper use through practice.

Answers for the task given in annexe 4.3.2

a) question , problem            d) give ,offer  
b) present , award            e) came across ,met  
c) answer , solve            f) friends, colleagues  
g) home , house

Allow students to copy down the task if necessary.

( 15 minutes)

### Criteria for assessment and evaluation

- Selects appropriate words according to the context in order to complete a sentence.
- Accepts that certain words denote different meanings in different contexts.
- Explores various meanings of words.
- Uses English words in their proper context.
- Provides constructive feedback.

#### Annexe 4.3.1

Fill in the blanks using the words given in the box.

- Sahan : Mohan,(a) ..... it's 9.30 now. You're still in bed. Have you forgotten, we have a class at 10.00 ?
- Mohan : Oh, I'm so sleepy. I was awake till 4.30 in the morning. Didn't you (b).....the cricket match.
- Sahan : Yes, I did. Did you (c) ..... the spectacular six by Sanath.
- Mohan : Wow ! That was superb.
- Sahan : (d)..... at the time ! Hurry up Mohan. We're going to be late for the class.
- Mohan : I can't even (e) ..... straight. I'm sure I'll fall asleep in class.

get up	see	
watch	look	stand up

#### Annexe 4.3.2

Read each dialogue carefully. Then choose the appropriate word from the words given in the box to complete the dialogue.

##### Dialogue A:

question , problem

- Teacher : Did you answer the first..... in the exercise.
- Student : No, madam. I have a ..... with it.

##### Dialogue B:

present, award

- Hiruni : What a lovely alarm clock!Where did you get it?
- Chethika : It's a ..... from my grandmother.
- Hiruni : And what is this?
- Chethika : It's the ..... I recieved for being the best actress in the Drama competition last year.

**Dialogue C:**

solve , answer

Isuri : Did you .....the questions on page 4 ?

Sanuri : Yes.I did. But I could not..... the puzzle on page 5.

**Dialogue D:**

offer , give

Grandmother : On Vesak poya day I want to .....alms to the poor.

Aravind : And in the evening we'll go to the temple and ..... flowers.

**Dialogue E:**

came across , met

Mother : In my old photo album I .....a photograph of all my classmates.

Medhavi : Really. Can you still remember their names, Amma? I'm sure you haven't ..... many of them since you left school.

**Dialogue F:**

colleagues , friends

Mother : Look at this photograph.They all are my best ..... .

Medhavi : And who is in this photograph wearing a saree?

Mother : She is one of my ..... . We worked together at the university.

**Dialogue G:**

house , home

Vidura : It's getting dark.Let's go .....

Adithya : Where's your .....?Is it near by ?

**Competency 5** : Extracts necessary information from various types of texts.

**Competency Level 5.2** : Extracts specific information from a text.

**Activity 5.2.** : Let's find out specific information.

**Time** : 40 minutes

**Quality Inputs** :

- A copy of the poem given in annexe 5.2.1
- A copy of the phrases given in annexe 5.2.2
- Copies of the task sheet given in annexe 5.2.3
- Copies of the text given in 5.2.4

### **Learning Teaching Process**

**Step 5.2.1.**

- Write the poem in annexe 5.2.1 on the blackboard.
- Read it aloud and get the students to join in reading aloud.
- Erase the words “gloves, paws , mother, watching TV, tea.” in the poem.
- Read the phrases given in annexe 5.2.2 to make the task easier for students.
- Get the students to come to the board and fill in the blanks.
- Conduct a discussion highlighting the following:

- When reading , it is necessary to focus on important words paying attention to contextual meaning.

Answers for step 5.2.1

My gloves are woollen paws.

My mother knitted for me

While we were watching TV .

After tea.

(10 minutes)

**Step 5.2.2**

- Divide the class into five groups.
- Distribute copies of the worksheet given in annexe 5.2.3 and text in the annexe 5.2.4
- Get students to read the text and fill in the blanks.

(15 minutes)

**Step 5.2.3**

- Get each group to present their answers.
- Lead a discussion to highlight the following:

- It is important to develop the skill of scanning to extract information from a text.
- The skill of scanning is important in our day to day activities.

Answers for step 5.2.2

1. Africa or South America
2. wood and more farm land
3. a lot of plants and animals
4. Crops
5. Climate
6. forests

( 15 minutes )

### **Criteria for assessment and evaluation**

- Extracts specific information quickly.
- Accepts the need to improve the scanning skill.
- Identifies the necessary information.
- Engages in speedy reading.
- Works co-operatively in groups.

### **Annexe 5.2.1**

#### **Paws**

My gloves are woollen paws

My mother knitted for me

While we were watching TV

After tea.

### **Annexe 5.2.2**

Phrases for step 5.2.1

- an item of clothing
- a part of an animal's body
- the person who loves us most
- a leisure time activity
- a tasty drink

### **Annexe 5.2.3**

Fill in the blanks to complete the sentences.

1. You can see vast forests if you travel over..... .
2. People cut down trees because they need..... .
3. When people cut down trees , we lose..... .
4. ....will not grow in the new farm lands.
5. The ..... will be very dangerous for everyone.
6. We should protect our ..... .

### **Annexe 5.2.4.**

1. If you travel by air across the center of Africa or South America, you fly over forests for thousands of kilometres. These great forests are like oceans of trees. They are full of thousands and thousands of different kinds of plants and animals.
2. However, the world's forests are getting smaller all the time. We are cutting down the trees because we need wood, and because we need more farm land. Some people say that there will not be any forests like these in 20 or 30 years' time. What will happen if they disappear?
3. If we cut down our forests, a lot of plants and animals will disappear from the world. In a lot of places the new farm land will soon look like the old deserts. Crops will not grow there. It will not rain very often, and the weather will get very hot. Perhaps the climate of the world will change. This will be dangerous for everyone in the world. That is why we must take care of our forests.

**Competency 5** : Extracts necessary information from various types of texts.

**Competency Level 5.3** : Selects relevant information from a dialogue.

**Activity 5.3** : Let's read and find what we need.

**Time** : 40 minutes

**Quality inputs**

- An enlarged copy of the label given in annexe 5.3.1 or a poster containing similar information.
- Enough copies of the task sheet given in annexe 5.3.2
- Demy papers and markers.
- Five copies of the worksheet along with the dialogue given in annexe 5.3.3

### Learning Teaching Process

**Step 5.3.1**

- Display the poster given in annexe 5.3.1
- Put the dialogue given in annexe 5.3.2 on the blackboard.
- Get the students to find information to complete the dialogue.
- Ask a few volunteers to come to the board and fill in the blanks.
- Conduct a discussion to highlight the following:

- |   |
|---|
| <ul style="list-style-type: none"><li>• We must learn to scan a text quickly to extract specific information.</li></ul> <p>Expected answers for the task in annexe 5.3.2</p> <ul style="list-style-type: none"><li>a) Green Tea</li><li>b) twenty five (25) tea bags in sachets</li><li>c) Rs 125/=</li><li>d) a cool and dry place</li><li>e) 15.02.2008</li></ul> |
|---|

( 10 minutes )

**Step 5.3.2**

- Divide the class into five groups.
- Distribute copies of worksheets with the dialogue given in annexe 5.3.3 to groups.
- Get the students to complete the task.

( 10 minutes )

**Step 5.3.3**

- Get each group to present their answers.
- Ask other students to give their comments.
- Lead a discussion to highlight the following:

- Scanning is an important reading skill that is improved through practice.
- In order to extract relevant information we do not have to read the text completely .

Expected answers for step 5.3.2

- a) Language Improvement course
- b) Students of Grade 7
- c) Auditorium
- d) Three months
- e) Mrs. Nalini Perera
- f) Free of charge
- g) End of this month.

Any notice with the correct format should be accepted for step 5.3.3

(20 minutes)

### Criteria for assessment and evaluation

- Selects necessary information from a dialogue.
- Accepts that scanning is an important reading skill.
- Writes a notice with the available information.
- Engages in a creative task enthusiastically.
- Works collaboratively in groups.

### Annexe 5.3.1





### Annexe 5.3.2

Amila : Amma, did you buy tea for us today ?  
 Mother : Yes, there is a packet of (a) ----- in my marketing bag.  
 Amila : How much tea did you buy ?  
 Mother : I bought tea bags this time . There are (b) ----- in the packet.  
 Amila : Wow, how much is it ? Is it expensive ?  
 Mother : No, just (c)-----.  
           Amila dear, keep it in a (d)----- place.  
 Amila : Amma make sure you use it before the date of expiry .  
 Mother : Don't worry dear, it expires on (e) -----.

### Annexe 5.3.3

Read the dialogue and complete the grid given below.

Rumesh : There is a new notice on the notice board for students. Have you seen it, Wathsala?  
 Wathsala : No, I haven't. What's it about?  
 Rumesh : It's about a new language improvement course.  
 Wathsala : Can we apply for it?  
 Rumesh : Yes. It's specially for Grade 7 students.  
 Wathsala : How long is the course?  
 Rumesh : Three months.  
 Wathsala : When does it start?  
 Rumesh : On 22<sup>nd</sup> of September.  
 Wathsala : Can we still apply for it?  
 Rumesh : Yes, the closing date is at the end of this month.  
 Wathsala : Where will the classes be held?  
 Rumesh : At the school auditorium. Classes will be conducted by our teacher, Mrs. Nalani Perera and you know, the course is free for us.  
 Wathsala : That's great. How about joining it, Rumesh?  
 Rumesh : Yes. Let's hurry up and hand over our applications today.

(a) Type of course	
(b) For whom	
(c) Venue	
(d) Duration	
(e) Conducted by whom	
(f) Course fee	
(g) Closing date for applications	

**Competency 6** : Uses English grammar for the purpose of accurate and effective communication.

**Competency level 6.1** : Identifies the referent and reference word.

**Activity 6.1** : Let's identify the reference words.

**Time** : 40 minutes

**Quality Inputs**

- A copy of the instruction strips given in annexe 6.1.1 and 6.1.2
- Copies of the text given in annexe 6.1.3
- Enough copies of the task sheet given in annexe 6.1.4

### **Learning Teaching Process**

**Step 6.1.1**

- Divide the blackboard into two columns.
- Distribute the instruction strips given in annexe 6.1.1 among 5 volunteers.
- Ask them to read the instructions and do the actions, if they can understand them.
- Get them to paste the instruction strips in the left hand column of the blackboard.
- Distribute the instruction strips in annexe 6.1.2 randomly among the students.
- Ask them to read them and act accordingly.
- Get them to paste the instruction strips in the right hand column of the blackboard.
- Lead a discussion to highlight the following:

- |   |
|---|
| <ul style="list-style-type: none"><li>• We use referents ( pronouns ) instead of repeating words or phrases in speech or writing.</li><li>• Referents refer back to a previously mentioned word or phrase they anticipate to be mentioned.</li><li>• In the set of sentences in annexe 6.1.1 the referents cannot be understood as the words or phrases they refer to are not given.<br/>e.g “ put <u>it</u> on the table”<br/>In the above sentence, there is no word or phrase that the pronoun “it” refers to.</li></ul> |
|---|

( 10 minutes )

**Step 6.1.2**

- Put the students into five groups.
- Distribute copies of the text and task sheets given in annexe 6.1.3 and 6.1.4.
- Ask the students to read the text and complete the grid in the task sheets.

(20 minutes)

### Step 6.1.3

- Get each group to present their answers.
- Ask other students to give their comments.
- Lead a discussion to highlight the following:

- In the following passage, in order to understand to whom the word **he** in the second sentence refers to, we need to read the previous sentence.
- Therefore, in order to understand a passage or a sentence we need to know how reference words are used.

Expected answers to 6.1.4

- |                           |                                     |
|---------------------------|-------------------------------------|
| 1) Sir Arthur Conan Doyle | 8) Sir Arthur Conan Doyle           |
| 2) Sir Arthur Conan Doyle | 9) Detective stories                |
| 3) Edinburgh University   | 10) Holmes'                         |
| 4) Sir Arthur Conan Doyle | 11) Dr. Watson                      |
| 5) Sir Arthur Conan Doyle | 12) Holmes and Watson's             |
| 6) Detective Stories      | 13) Death of Sir Arthur Conan Doyle |
| 7) Sir Arthur Conan Doyle | 14) Sir Arthur Conan Doyle's        |

( 10 minutes)

### Criteria for assessment and evaluation

- Identifies the referent words and what they refer to in a sentence or text.
- Accepts the importance of identifying reference words.
- Finds the reference markers and what they refer to in a sentence or text.
- Shows confidence in using language.
- Works cooperatively in groups.

### Annexe 6.1.1

Put it on the table.

Ask him/her to stand up.

Take it to the teacher.

Ask their names and write them down.

### Annexe 6.1.2

Take your bottle and put it on the table.

Go to your best friend and ask him/ her to stand up.

Talk to your classmates and ask their names and write them down.

Find the register and take it to the teacher.

### Annexe 6.1.3

Read the text and identify the reference word for each word in bold type to complete the grid in the task sheet. ( annexe 6.1.4 )

**Sir Arthur Conan Doyle**  
**Creator of**  
**Sherlock Holmes**

#### Paragraph 1

Sir Arthur Conan Doyle is famous as the writer of the Sherlock Holmes stories 1) **He** was born in Scotland in 1859.2) **He** went to Edinburgh University and studied medicine 3) **there**. 4) **He** worked as a doctor for several years , but later became a full-time writer. 5) **He** wrote many detective stories and 6) **they** made7) **him** famous. 8) **He** wrote fifty or more of 9) **them** in the next twenty years.

#### Paragraph 2

Sherlock Holmes lived in Baker Street, London with 10) **his** friend , Doctor Watson. 11) **He** was Holmes' assistant, too .12) **Their** enemy in many stories is a man called Moriarty. Sir Arthur Conan Doyle died in 1930 aged seventy one. 13) **It** made all 14) **his** fans feel very sad.

### Annexe 6.1.4

	Word in bold type	What it refers to
Paragraph 1	1) He	-----
	2) He	-----
	3) There	-----
	4) He	-----
	5) He	-----
	6) They	-----
	7) Him	-----
	8) He	-----
	9) Them	-----
Paragraph 2	10) his	-----
	11) he	-----
	12) their	-----
	13) it	-----
	14) his	-----

**Competency 6** : Uses English grammar for the purpose of accurate and effective communication.

**Competency Level 6.2** : Analyses grammatical relations within a sentence.

**Activity 6.2** : Let's use adjectives appropriately.

**Time** : 40 minutes

**Quality Inputs**

- A copy of the sentences given in annexe 6.2.1
- Five demy sheets.
- Task sheet given in annexe 6.2.2

### Learning Teaching Process

**Step 6.2.1**

- Put the sentences given in annexe 6.2.1 on the blackboard.
- Get the students to underline the words, which describe the nouns in the given sentences.
- Ask volunteers to replace the underlined adjectives with some other suitable adjectives.
- Lead a discussion to highlight the following:

- The words which are used to describe nouns are called "adjectives"  
e.g Lazy, crazy etc...
- They can be used before a noun or at the end of the sentences.  
e.g . Our teacher brings a small hand bag.  
Our teacher's bag is small.

Answers for step. 6.2.1

1. lazy, crazy
2. three, green, four, small
3. red, big
4. small ,beautiful
5. dark, checked, younger
6. clever, difficult, weaker
7. spacious, beautiful
- 8 . tall,old,stooped
9. lovely, tight, black, denim
10. impatient, lazy

(10 minutes)

**Step 6.2.2**

- Group the students .
- Display the task sheet given in annexe 6.2.2
- Get the students to complete the task.

(10 minutes)

### Step 6.2.3

- Ask each group to present the completed task.
- Get the students to display their production.
- Lead a discussion to highlight the following:

- To describe nouns we use specific adjectives.  
e.g. We say “tall building” but we do not say “high building.”  
We say “high mountain” but we do not say “tall mountain.”

Expected answers for step 6.2.2

- |           |          |
|-----------|----------|
| 1. bright | 6. tired |
| 2. clear  | 7. large |
| 3. blue   | 8. red   |
| 4. soft   | 9. cold  |
| 5. wet    |          |

( 10 minutes)

### Criteria for assessment and evaluation

- Uses adjectives accurately.
- Accepts that precise meaning can be conveyed using adjectives.
- Writes sentences using appropriate adjectives.
- Displays creativity.
- Works co-operatively in groups.

### Annexe 6.2.1

1. Lazy Daisy has a crazy goat.
2. It has got three green eyes and four small ears.
3. His red hat is very big.
4. The small girl had a beautiful doll.
5. The dark boy who is wearing a checked shirt is my younger brother.
6. The clever students explained the difficult task to the weaker students.
7. The spacious room has got a beautiful view.
8. The tall old man has stooped shoulders.
9. The lovely girl bought a tight black denim skirt.
10. The impatient man shouted at the lazy girl.

### Annexe 6.2.2

Fill in the blanks with the most suitable adjectives given below.

The 1) .....sun shone out of the 2) ..... 3)..... sky. We played on the 4)....., 5) ..... sand. Our 6) ..... father went to sleep under the 7) ..... , 8) ..... umbrella. Father didn't like the 9) ..... water, but it did wake him up.

( wet , tired, bright, red, cold, soft, blue, clear, large)

**Competency 6** : Uses English grammar for the purpose of accurate and effective communication.

**Competency Level 6.3** : Constructs simple sentences.

**Activity 6.3** : Let's enjoy making sentences.

**Time** : 40 minutes

**Quality Inputs**

- A copy of the set of pictures given in annexe 6.3.1.
- A copy of the pictures given in annexe 6.3.2.
- Demy sheets, markers, blue tack.

### Learning Teaching Process

**Step 6.3.1**

- Distribute the pictures given in annexe 6.3.1 among the students randomly.
- Get them to act out the actions given.
- Ask other students to guess the action.
- Get a volunteer to write the action on the blackboard.
- Lead a discussion to highlight the following:

- Momentary actions are expressed using the present continuous tense.  
e.g. He is running in the playground.  
They are playing football.
- The present continuous tense is formed as follows:

is
Subject + are + stem + ing
am

Answers in complete sentences for step 6.3.1

- He/ She is reading a book.
- They are cleaning the classroom.
- He/ she is writing on the blackboard.
- A doctor is treating a patient.
- He is drawing a picture on the blackboard.
- They are flying kites.
- She /He is driving a car.
- She / He is brushing her/his teeth.
- He is watering the plants.

(10 minutes)

**Step 6.3.2**

- Form four/ five groups.
- Distribute the pictures given in annexe 6.3.2 and the demy sheets among the groups.
- Get the students to write sentences about the given picture on the demy sheet.

(20 minutes)

**Step 6.3.3**

- Ask each group to display the sentences written on the demy sheets.
- Get all the students to read the sentences and comment on them.
- Lead a discussion to highlihgt the following.

- We usually add 'ing' to the base form of the verb to form the ' continuous' tense.
- For verbs that end in 'e' we leave out the 'e' and then add 'ing' , unless the verbs end in 'ee'.  
e.g. write - writing , see- seeing
- For verbs that end in a single vowel and single consonant, we double the consonant before adding 'ing'.  
hit - hitting  
beg- begging  
dig - digging
- Accept any suitable answer. If the students find it difficult to do the task, guide them with a set of questions.

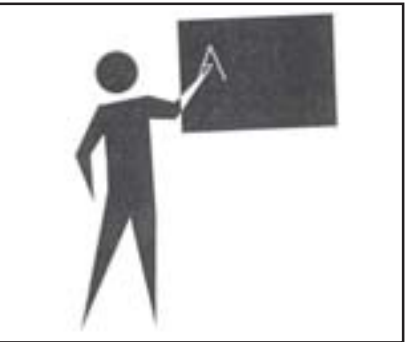
( 10 minutes )

**Criteria for assessment and evaluation**

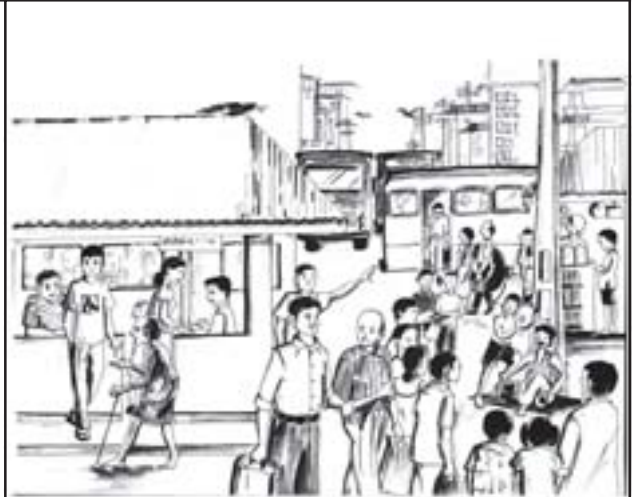
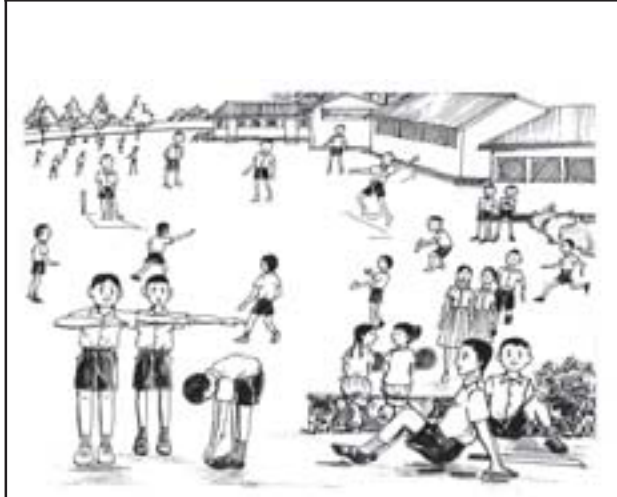
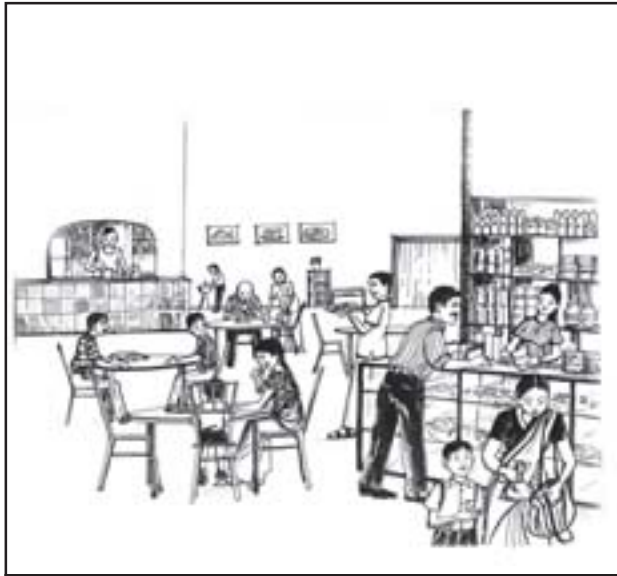
- Identifies the correct verb formation of the present continuous tense.
- Accepts the fact that we should use the present continuous form to express actions happening at the moment of speaking.
- Uses the present continuous tense to describe actions happening at the moment of speaking.
- Engages in group work enthusiastically.
- Gives constructive criticism.



Annex 6.3.1



Annexe 6.3.2



- Competency 6** : Uses English grammar for the purpose of accurate and effective communication.
- Competency Level 6.4** : Participates in conversations using language appropriately and accurately.
- Activity 6.4** : Let's use modals.
- Time** : 40minutes
- Quality Input**
- An enlarged copy of the statements given in annexe 6.4.1
  - Four copies of the task sheet given in annexe 6.4.2
  - A copy of the situations given in annexe 6.4.3
  - An enlarged copy of the annexe 6.4.4
  - Pictures of animals and birds collected from students.

### Learning Teaching Process

- Step 6.4.1**
- Display the enlarged copy of the statements given in annexe 6.4.1
  - Shuffle the pictures collected from students and distribute them.
  - Ask the students to write similar sentences about the pictures they have been given.
  - Get some volunteers to speak out their statements and let the others guess what that animal / bird could be.
  - Lead a discussion to highlight the following:

- Modal verbs are a small group of verbs which are used with other verbs to change their meaning in some way.
  - Modal verbs are followed by the stem of the verb.
- e.g. “*Can*” is used to express **ability**  
as in - She can sing beautifully.
- “*Can*” is used to give **permission**.  
as in - You can answer the questions now.
- “*Can*” is used to express **possibility**.  
as in - You can go there by bus.

#### Possible Answers

I can slither but I can't walk  
You're a snake.

I can hop and run fast but I can't fly.  
You're a rabbit.

I can jump and swim but I can't fly .  
You're a frog.

( 10 minutes )

### Step 6.4.2

- Put the students into four groups.
- Distribute the task given in annexe 6.4.2
- Get the students to select the correct modal.
- Get each group to present three/ four answers.
- Lead a discussion to highlight the following:

- There are some other modals such as **may , might , should , must** .....etc.
- We use a verb stem after all the modals.  
e.g. :- You may come.  
          You should listen.
- We use **may** or **might** to express **probability**.
- We use **must** and **should** to express **compulsion** and **obligation**.

Answers for step 6.4.2

- |          |           |           |           |
|----------|-----------|-----------|-----------|
| 1. can't | 2. may    | 3. can    | 4. might  |
| 5. might | 6. must   | 7. must   | 8. can't  |
| 9. might | 10. might | 11. must  | 12. can't |
| 13. can  | 14. may   | 15. might |           |

( 15 minutes)

### Step 6.4.3

- Distribute a situation given in annexe 6.4.3 to each group.
- Display the enlarged copy of annexe 6.4.4
- Get the students to look at it.
- Get the students to write a dialogue using the modals they learnt.
- Get them to enact their dialogues.
- Encourage constructive criticism.

( 15 minutes)

### Criteria for assessment and evaluation

- Selects the correct modal according to the context.
- Accepts the fact that modals can be used for different purposes.
- Uses modals accurately in conversations.
- Gives constructive criticism.
- Speaks confidently.

### Annexe 6.4.1

I can swim, but I can't live without water. Who am I ?  
I'm a fish.

I'm a bird. I can run very fast, but I can't fly. Can you guess who I am ?  
I'm an ostrich.

I'm an animal.  
I can carry my baby in my pouch. I can jump, but I can't walk or run.  
Who am I ?  
I'm a kangaroo.

### Annexe 6.4.2

Study each of the following sentences and underline the correct modal in the second sentence given on the right.

1. The library is closed. I can / can't return my book.
2. There are some dark clouds in the sky. It may / can't rain in the afternoon.
3. It's not raining now. We can / can't go out.
4. Sarala has got low marks for her term test. She should / might fail the final examination.
5. There is a huge traffic jam. I must / might not be able to go on time.
6. Elderly people like to be with their family members. We might / must spend some time with them.
7. We are setting off tomorrow at 6.00 p.m. You must / may be here before 6.00 p.m
8. This blouse is too tight for me. I can / can't wear it.
9. The teacher has sent an assignment as she has to attend a meeting. She will / won't come to the class today.
10. Mr. Perera is not well today. He's still not awake. He might / can go to the office.
11. Your hands are dirty. You must / may wash them before eating.
12. The letters are so small. I can / can't read them.
13. My work is over. I can / can't go home now.
14. Don't eat too much. You may / must get fat.
15. The team is not very strong. They might / must win.

### Annexe 6.4.3

A. You are late today. So your mother is angry.
B. You go to a shop to buy a present for your friend.
C. A parent wants to know where a teacher is, to speak to him / her.
D. You want to get permission from your parents to attend an evening party.

### Annexe 6.4.4

**Situation** : You want to speak to the principal. He is busy.

#### Dialogue

Student : Excuse me, can I speak to the principal?

Clerk : I'm sorry, he's busy. I think he will be free in fifteen minutes, though. Can you wait?

Student : Alright

**Competency 6** : Uses English grammar for the purpose of accurate and effective communication.

**Competency Level 6.5** : Constructs compound sentences.

**Activity 6.5** : Let's join sentences.

**Time** : 40 minutes

**Quality Inputs**

- An enlarged copy of the task given in annexe 6.5.1
- Five copies of the pictures given in annexe 6.5.2
- Five copies of the task given in 6.5.3

### **Learning Teaching Process**

**Step 6.5.1**

- Display the task sheet given in annexe 6.5.1
- Get the students to combine the sentences in column A and B with the words given to make meaningful statements.
- Get the students to write the sentences on the blackboard.
- Lead a discussion to highlight the following:

- Coordinating conjunctions are the words such as “ and ,but,or” .They connect two or more independent clauses.
- They help to make compound sentences.
- In a compound sentence, if the subject is the same in both clauses we can replace the subject of the second clause with a suitable pronoun or omit it.

Expected answers for step 6.5.1

- I didn't go to school today but I studied at home.
- I didn't have a bath yesterday but I had a wash.
- You may go by trishaw or you may hire a cab.
- The cat was greedy and ate all the meat.
- He referred to the dictionary and found the meaning of the word.

( 10 minutes )

**Step 6.5.2**

- Divide the class into five groups.
- Distribute the copies of the pictures and the task sheet given in annexe 6.5.2
- Get the students to write compound sentences using “and , but”.

( 20 minutes )

**Step 6.5.3**

- Get each group to present their sentences.
- Get the other students to comment.
- Lead a discussion to highlight the following:

- Compound sentences contain two or more independent clauses.

Possible answers for step 6.5.2

1. The boy is happy but the neighbour is angry.
2. The spider is coming down and Saman is screaming.
3. Ravi is pulling the toy and Chamara is crying.
4. The parents are talking but the baby is sleeping.
5. Raja wants to drink the tea but the tea is very hot
6. Grand parents are watching a funny programme on television and they are laughing.

(10 minutes)

### Criteria for assessment and evaluation

- Uses “and , but, or” to make compound sentences.
- Accepts the necessity of the correct usage of conjunctions.
- Connects the sentences with conjunctions accurately.
- Practises creative thinking.
- Provides constructive feedback.

### Annexe 6.5.1

Use the following words to make compound sentences, using the sentences given in A and B.

**and, but ,or**

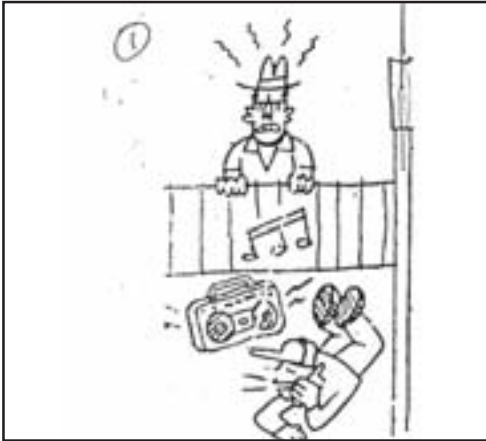
<u>A</u>	<u>B</u>
• I didn't go to school.	He found the meaning of the word.
• He referred to the dictionary	I had a wash.
• I didn't have a bath yesterday.	I studied at home.
• You may go by trishaw.	It ate all the meat.
• The cat was greedy.	You may hire a cab.

## Annexe 6.5.2

Study the pictures and the phrases. Make compound sentences using “and,but”.

Look at the example.

e.g. Raja wants to drink tea but it is very hot.



( neighbour , angry ) ( boy , happy )



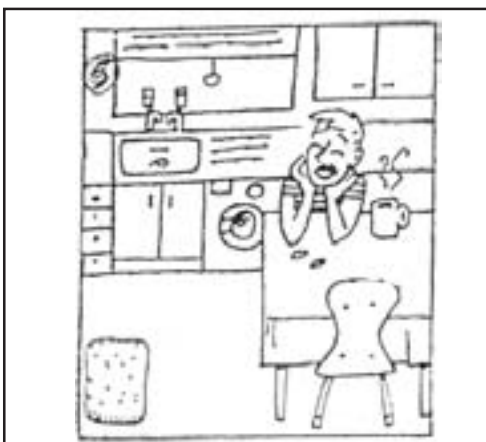
( spider, coming down ) ( Saman , screaming )



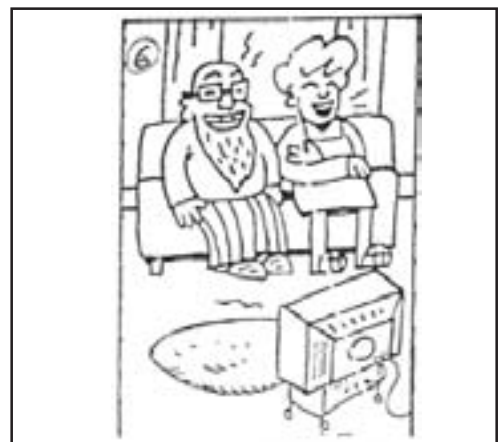
( Ravi, pulling ) ( Chamara, crying )



( parents, talking ) ( baby, sleeping )



( Raja , want ) ( tea , very hot )



( grand parents, laughing )  
( grand parents, watching , funny programme )



- Competency 7** : Uses English creatively and innovatively in written communication.
- Competency Level 7.3** : Rewrites the main events of a story or a short passage using one's own words.
- Activity** : Let's write a story.
- Time** : 40 minutes
- Quality Inputs**
- A copy of display of the annexe 7.3.1
  - A copy of the story given in annexe 7.3.2
  - A copy of the picture clues given in annexe 7.3.3

**Learning Teaching Proces**

- Step 7.3.1**
- Distribute the sentence strips given in annexe 7.3.1 randomly among students.
  - Get the students to display the sentence strips in the correct order to build up a story.
  - Lead a discussion to highlight the following:

- There is a logical order of events in a story.
- There are hidden clues in a story that help us to understand the order of events.

Answers

1. c 2. d 3. b 4. e 5. a

( 10 minutes)

- Step 7.3.2**
- Put the students into groups.
  - Display the story given in annexe 7.3.2.
  - Get the students to read it.
  - Remove the story.
  - Display the picture clues and the words given in annexe 7.3.3
  - Ask them to rewrite the story using the picture clues and the words.

(20 minutes)

- Step 7.3.3**
- Get the students to read the stories they have written.
  - Ask other groups to give their comments.
  - Lead a discussion highlighting the following:

- A story consists of many additional details which do not belong to the main story line but make the story more interesting.
- We must identify the main events of a story to rewrite it
- We must use sequence markers to bring out the logical order of the story.

( 10 minutes)

### Criteria for assessment and evaluation

- Writes the main events of the story .
- Accepts that there are main events in a story.
- Arranges the events to build up a story.
- Develops creative writing.
- Works co-operatively.

### Annexe 7.3.1

a) During the rainy season, the ant relaxed and stayed indoors, while the grasshopper had no shelter and no food.

b) The lazy grasshopper laughed at the ant and asked him to relax and enjoy the sunny weather.

c) Once upon a time there lived a busy ant and a lazy grasshopper.

d) During the sunny days the ant worked very hard and stored food.

e) But the ant ignored him and went on working.

### Annexe 7.3.2

#### Stone soup

Once upon a time there was an old lady. One day the old lady was hungry.

She went to the cupboard, but found nothing there.

It was a Sunday and the shops were closed. But the old lady was very clever and she had many friends in the town. She went to the square and said “Hello everybody I have a wonderful idea. Let’s make stone soup for lunch.”

“Stone soup ? What’s that ?”

“Oh, stone soup is very easy and it’s very cheap. Let’s go into your kitchen.

Give me a pot and some water. Light the fire. Pour water into the pot. Now, put the pot on the fire. When it’s hot put in the stone and we can have stone soup. It’s lovely.” So they lit the fire. They put the pot on fire. The water was hot. They put the stone in the water. Then the old lady said,

“I’ve an idea ! Let’s give the stone soup a better taste ! Let’s put in a carrot. ”

The old lady’s friend gave her a carrot for the soup.

After a while the old lady said that it would be better if they put in some cabbage,beans and a little piece of meat. Her friends gave her what she asked for. After a while the old lady again asked for some salt and pepper and they put them into the soup too.

The old lady said “ Now the soup is ready. Let’s taste it.” Everybody sat down to taste the soup. It was delicious,and the clever old lady was not hungry anymore.

Annexe 7.3.3



old lady, kitchen, hungry, went



shops , closed



met , town, friends



stone soup , make



put ,stone , fire ,pot



cabbage , carrot, taste, put in



taste ,ready, sat down

**Competency 7** : Uses English creatively and innovatively in written communication.

**Competency Level 7.4** : Writes short poems/stories based on given guidelines.

**Activity** : Let's be creative.

**Time** : 40 minutes.

**Quality Inputs**

- An enlarged copy of the poems given in annexe 7.4.1
- Copies of the task sheet given in annexe 7.4.2

### **Learning Teaching Process**

**Step 7.4.1**

- Display the poems given in annexe 7.4.1
- Get the students to recite the given poems at least twice.
- Lead a discussion highlighting the following:

- |  |
|--|
| <ul style="list-style-type: none"><li>• When poems are recited, pay attention to the rhyme scheme.</li><li>• When writing poems, the accepted word order could be changed.</li></ul> |
|--|

( 7 minutes )

**Step 7.4.2**

- Put the students into groups.
- Give each group one topic with the associated words given in annexe 7.4.2 and ask them to write a poem.
- Get them to draw a suitable picture.

( 20 minutes )

**Step 7.4.3**

- Ask each group to present their poem.
- Get others to comment on each poem.
- Ask them to recite the poems.
- Lead a discussion to highlight the following:

- |   |
|---|
| <ul style="list-style-type: none"><li>• Writing poems enhances creativity.</li><li>• A poem can be interpreted in different ways by different people.<br/>(Allow the students to copy down the poems if necessary )</li></ul> |
|---|

( 13 minutes )

### **Criteria for assessment and evaluation**

- Writes a poem using the given words.
- Enjoys reading and writing poetry.
- Uses appropriate vocabulary to write a poem.
- Appreciates poems.
- Exhibits creativity.

## Annexe 7.4.1

### Charity Chadder

Charity Chadder

Borrowed a **ladder**

Leaned against the **moon**

Climbed to the top

Without a stop

On the 31<sup>st</sup> of **June**

### **Cats**

Cats sleep

Anywhere,

Any chair,

Top of piano,

window - ledge

in the middle

on the edge

open drawer

Empty shoe

Anybody's

Lap will do

Fitted in a

Cardboard box

In the cupboard

With your frocks

Anywhere !

They don't care !

Cats sleep

Anywhere.

## Annexe 7.4.1 (continued)

### **My sister Laura**

My sister Laura's bigger than me

And lifts me up quite easily

I can't lift her, I've tried and tried;

She must have something heavy inside

### **Mud**

I like mud

I like it on my clothes

I like it on my fingers

I like it on my toes

## The Aeroplane

Aeroplane !  
Humming through the sky  
Like a giant insect  
How I wish that I  
could fly too

### Annexe 7.4.2

#### The Moon

right,light  
shines,round  
big,hides  
clouds,silver  
sky,looks  
floats

#### The Rain

cold,dark  
drop,doubble  
gloomy,wet  
splash,puddles  
brings,happy  
lazy,feels  
makes,fresh

#### The Tree

greeny,tall  
short,gives  
bears,fruits  
flowers,makes  
food,herbs  
shady,bushy

#### The teacher

kind,good  
nice,street  
smiles,helps  
smart,beautiful  
feels,happy

- Competency 8** : Communicates clearly, fluently and concisely.
- Competency Level 8.6** : Describes places and people using suitable adjectives.
- Activity 8.6** : Let's describe places and people using proper adjectives.
- Time** : 80 minutes
- Quality Inputs** :
- A poster with questions given in annexe 8.6.1
  - Ten strips of papers with answers given in annexe 8.6.2
  - Five cue cards given in annexe 8.6.3
  - A copy of the text in annexe 8.6.4
  - A copy of the picture in annexe 8.6.4
  - Word cards given in annexe 8.6.5
  - A picture card as shown in annexe 8.6.6

### **Learning Teaching Process**

- Step 8.6.1**
- Put the poster with questions given in annexe 8.6.1 on the board.
  - Distribute the strips of papers with answers among the students.
  - Get the students to match the answers and the questions.
  - Get the students to fix the answers on the poster.
  - Lead a discussion to highlight the following:

- Adjectives help us to describe places.
  - We have to use suitable adjectives when we describe a place.
- Answers for step 8.6.1 and 8.6.2
- 1) I went to see Bopath Ella.
  - 2) It is in the Rathnapura District.
  - 3) It is a waterfall .
  - 4) It has the shape of a Bo leaf.
  - 5) It is nearly 100 km away from Colombo.
  - 6) The weather was warm.
  - 7) Because of its natural beauty.
  - 8) I saw the scenic beauty of the waterfall.
  - 9) I stayed at a circuit bungalow in Ratnapura.
  - 10) I stayed there for three days.

( 10 minutes )

- Step 8.6.2** :
- Divide the class into 5 groups.
  - Provide each group with a cue card given in annexe 8.6.3
  - Get them to prepare a dialogue for the given situation using the language expressions in the task sheet in annexe 8.6.1 and 8.6.2

( 20 minutes )



### Step 8.6.3

- Get each group to role-play their dialogues.
- Get others to provide constructive comments.
- Conduct a brief discussion to highlight the following.

• Adjectives help the listener or reader to get a better and clearer idea of the place.

( 10 minutes)

### Step 8.6.4

- Display the text and the picture given in annexe 8.6.4
- Distribute the word cards given in annex 8.6.5 among the students randomly.
- Get the students to fix the word cards on the text appropriately .
- Lead a discussion to highlight the following:

• When we describe a person we should use appropriate adjectives in proper order.

Completed text of step 8.6.4

Mihiri is a **pretty, little** girl.

She is **medium** built.

She has **long, curly** hair.

She wears her hair in **two** plaits.

She has a **fair** skin.

Her face is **round** and **beautiful**.

Her eyes are **small** and **black**.

She has **ruby** lips.

Mihiri is wearing a **dotted** skirt and a **short sleeved** T shirt.

She is **happy**.

( 10 minutes )

### Step 8.6.5

- Put the students in to six groups.
- Provide copies of the picture cards given in annexe 8.6.6 to the groups.
- Ask each group to write a description of each person using the model given in annexe 8.6.4

( 15 minutes)

### Step 8.6.6

- Ask each group to present their descriptions.
- Ask other groups to make constructive comments.
- Conclude the activity by highlighting the following.

• Adjectives help us to get a better picture ( visual image) of a person.

• Using appropriate adjectives in the proper order is important.  
e.g. She has **small, blue** eyes.

(15 minutes)

### Criteria for assessment and evaluation:

- Describes a place / person using appropriate adjectives.
- Writes a description of a place/ person.
- Accepts the need to use proper adjectives in the proper order to describe a place /person.
- Works co-operatively in groups.
- Shows confidence in speaking and writing.

### Annexe 8.6.1

- 1) Where did you go on holiday?
- 2) Where is it?
- 3) What is it?
- 4) What is its shape?
- 5) How far is it from Colombo?
- 6) What was the weather like?
- 7) Why did you choose that place for a holiday?
- 8) What did you see there?
- 9) Where did you stay?
- 10) How long did you stay there?

### Annexe 8.6.2

I went to see the Bopath Ella.

It is in the Ratnapura District.

It is a waterfall.

It has the shape of a Bo-leaf.

It is nearly 100 km away from Colombo.

The weather was warm.

Because of its natural beauty.

I saw the scenic beauty of the waterfall.

I stayed at a circuit bungalow in Rathnapura.

I stayed there for three days.

**Annexe 8.6.3**

**CUE CARDS**

<b>Group A</b>	<b>Group B</b>
1) Yala National Park Il Ruhuna National Park	1) Nilawali Beach
2) Hambantota	2) Trincomalee
3) It is a game reserve	3) A holiday Resort
4) -	4) -
5) 350Km	5) 170 km
6) Hot ,sunny	6) Warm
7) The best place to see animals	7) A beautiful beach,lagoon
8) Elephants, bears ,leopards, spotted, deer,stag, monkeys, peacocks, porcupines, wildboar,crocodiles, jungle fowls and migratory birds	8) Birds , fishing boats, tourists
9) Circuit bungalow	9) Nilawali Beach Hotel
10) 2 days	10) Three days

<b>Group C</b>	<b>Group D</b>
1) Sigiriya	1) Galle Fort
2) Matale District	2) Galle
3) Rock Fortress / citadel	3) Dutch Fort
4) -	4) -
5) 169 km	5) 115 km
6) hot	6) Sunny ,hot
7) Scenic beauty and historical value	7) Scenic,beauty.historical value
8) Sigiriya frescoes	8) Old Dutch buildings , Fort surrounded by ramparts , Marine museum
9) Sigiriya village hotel	9) Unawatuna Beach Hotel
10) two days	10) 3 days

<b>Group E</b>
1) Kandy
2) In the Central Province
3) An ancient capital of Sri Lanka
4) -
5) 72 miles
6) Sunny , cool
7) Scenic beauty , historical value.
8) The Botanical Gardens ,the Dalada Maligawa and the Victoria Dam
9) Peradeniya Rest House
10) 2 days

### Annexe 8.6.4

Mihiri is a   girl.

She is  built.

She has   hair.

She wears her hair in  plaits.

She has a  skin.

Her face is  and

Her eyes are  and

She has  lips.

Mihiri is wearing a  skirt and a  T shirt.

She is



### Annexe 8.6.5

happy	pretty	medium
little	dotted	ruby
long	fair	two
round	beautiful	black
curly	short sleeved	small

Annexe 8.6.6



Saman



Mrs. Samaranayaka



Kumuduni



Mr. Samaranayaka

**Competency 8** : Communicates clearly, fluently and concisely.

**Competency Level 8.7** : Expresses likes and dislikes with reasons.

**Activity 8.7** : Let's talk about our likes and dislikes.

**Quality Inputs**

- An enlarged copy of the task given in annex 8.7.1
- A copy of the tasks given in annexe 8.7.2

**Time** : 40 minutes

### **Learning Teaching Process**

**Step 8.7.1**

- Display the task given in annexe 8.7.1
- Get volunteers to speak about their likes and dislikes following the models given.
- Lead a discussion to highlight the following:

- |  |
|--|
| <ul style="list-style-type: none"><li>• There are a variety of phrases used to express likes and dislikes.<br/>e.g. I love music.<br/>I hate travelling by bus.</li></ul> <p>The following could be used to express reasons.<br/>because , since , as<br/>e.g. I don't like bitter gourd because it is bitter.</p> |
|--|

( 10 minutes)

**Step 8.7.2**

- Put the students into four groups.
- Distribute the task sheets given in annexe 8.7.2
- Get the students to complete the task with the information obtained from their group members.

(15 minutes)

**Step 8.7.3**

- Get the groups to present their findings.
- Encourage peer correction.
- Lead a discussion to highlight the following:

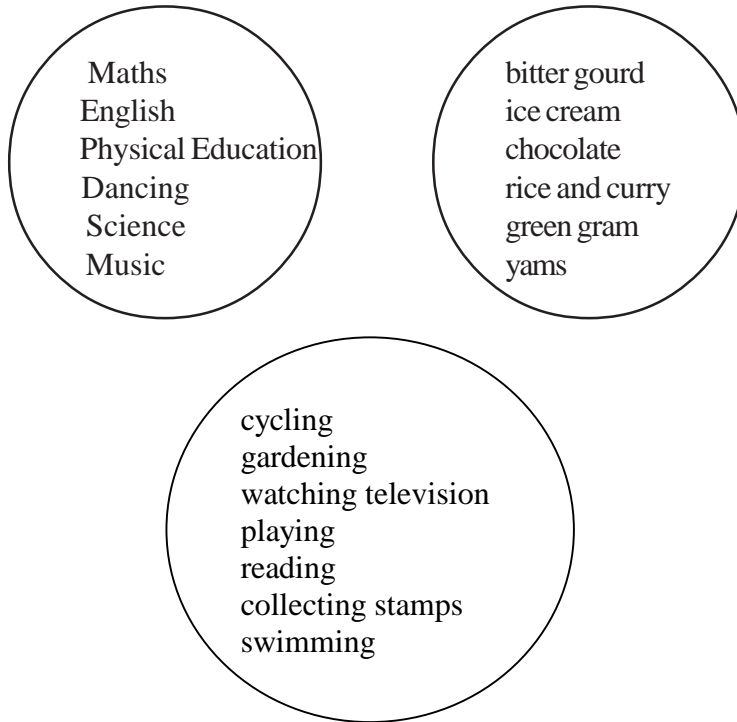
- |   |
|---|
| <ul style="list-style-type: none"><li>• Sometimes “since”/“as” is used to express reasons for likes and dislikes.<br/>e.g. I like gardening since I can get fresh fruits and vegetables.<br/>I like gardening as I can get fresh fruits and vegetables.</li></ul> |
|---|

( 15 minutes )

### **Criteria for assessment and evaluation :**

- Speaks about likes and dislikes .
- Accepts the fact that they should work cooperatively.
- Uses different phrases to express likes and dislikes.
- Speaks confidently and concisely.
- Works enthusiastically.

**Annexe 8.7.1**



**A** Do you like dancing ?  
 Yes, I do.  
 Why do you like it ?  
 Because it's a good exercise.

**B** Do you like dancing ?  
 No, I don't.  
 Why don't you like it?  
 Because I can't dance.

**Annexe 8.7.2**

**Group A**

Item	Name	Likes	Dislikes	Reason
e.g. playing football	Rizvi	√		because it's challenging.
	Christine	√		because it's a boys' game.
1. mangoes				
2. playing chess				
3. Science				
4. running				
5. dancing				
6. playing badminton				
7. collecting stamps				
8. bottle gourd				
9. cats				
10. Social Studies				

### Group B

Item	Name	Likes	Dislikes	Reason
e.g. pumpkin 1. apples 2. playing volleyball 3. history 4. swimming 5. playing carrom 6. drawing 7. beans 8. fish 9. hot curries 10. sewing	Ayesha Raja	√	√	because it's nutritious. because it's not tasty.

### Group C

Item	Name	Likes	Dislike	Reason
squirrels 1. picnics 2. cakes 3. playing tennis 4. cooking 5. singing 6. playing video 7. sweets 8. cabbage 9. parrots 10. pets	Samadi Kasun	√ √		because they are innocent because they are noisy.

### Group D

Items	Name	Likes	Dislikes	Reason
e.g. travelling by bus 1. chocolate 2. cricket 3. Maths 4. cycling 5. netball 6. gardening 7. Music 8. bitter gourd 9. dogs 10. English	Rizvi Shankari	√	√	because it's fun. because buses are crowded.



**Competency 8** : Communicates clearly, fluently and concisely.

**Competency 8.8** : Understands and conveys short messages.

**Activity 8.8** : Let's respond to short messages.

**Time** : 40 minutes

**Quality Inputs** :

- Copies of five labels given in annexe 8.8.1 A.
- Copies of five announcements given in annexe 8.8.1 B.
- Copies of four tasks given in annexe 8.8.2.

**Learning Teaching Process**

**Step 8.8.1** :

- Display the labels given in annexe 8.8.1 A in different places.
- Distribute the announcements given in annexe 8.8.1 B randomly among the students.
- Get the students who have got the announcements to read them out and the others to respond accordingly.
- Lead a discussion to highlight the following:

- Listening is very important in communication.
- All the necessary information should be included in an announcement.

(10 minutes)

**Step 8.8.2** :

- Group the students into four groups.
- Give each group a task given in annexe 8.8.2 and one of the announcements read out earlier.
- Get them to write the messages correctly following the model given in annexe 8.8.1B.

(15 minutes)

**Step 8.8.3** :

- Get them to read out their messages.
- Get the other groups to respond.
- Get the students to repeat the messages if necessary.
- Lead a discussion to highlight the following.

- We should pay attention to the main points given in the message.
  - We should speak clearly and meaningfully when conveying a message.
- Possible answers for step 8.8.2**
- Students who wish to see the drama should go to the canteen to buy tickets .
  - Students who have brought the exhibits should hand them over to Ms. Nawarathne.
  - Students who wish to get library membership should hand over the application on or before next Monday.
  - Students who play basketball should attend practices on Wednesday at 2.00 p.m.

(15 minutes)

### Criteria for assessment and evaluation

- Uses necessary information to convey a message.
- Accepts that messages should be clear and brief.
- Conveys short messages fluently and concisely.
- Responds appropriately.
- Works co-operatively.

#### Annexe 8.8.1 A

Labels

Computer Lab

Library

Playground

Main Hall

Activity Room

#### Annexe 8.8.1 B

Announcements

- The students who come to school by bus should gather in the Main Hall to obtain their season tickets.
- The students who were born between January and April are asked to go to the Computer Lab to meet the IT teacher.
- The students who wish to become members of the school library should go to the library to meet the librarian.
- All the subject leaders should assemble in the Activity Room to hand over their prepared charts.
- The students who like to participate in the drill display should go to the playground.

#### Annexe 8.8.2

For Group A

Write an announcement to include the following information.

Tickets for the Drama available at the canteen.

For Group B

Write an announcement to include the following information.

Hand over exhibits for the Science Day Exhibition to Mrs. J .Navaratne.

For Group C

Write an announcement to include the following information.

Applications for library membership on or before next Monday.

For Group D

Write an announcement to include the following information.

Basketball practice held on Wednesday at 2.p.m.

**Competency 8** : Communicates clearly fluently and concisely.

**Competency level 8.9** : Gives and asks for information appropriately.

**Time** : 40 minutes

**Quality Inputs** :

- An enlarged copy of the label and words given in annexe 8.9.1
- Four copies of the task given in annexe 8.9.2

**Learning Teaching Process**

**Step 8.9.1** :

- Display the label and the words given in annexe 8.9.1A and 8.9.1B on the blackboard.
- Get volunteers to ask questions about the label using the clues given.
- Get the others to answer.
- Lead a discussion to highlight the following:

- We should give relevant information for the questions asked.
- We use the present simple tense when asking questions to elicit available information  
E.g. labels, cartons
- Possible questions and answers for step 8.9.1
  - What's the expiry date of the product?  
It's July 20<sup>th</sup> 2008.
  - What's the brand of the product?  
It's Motherland Milk
  - What's the name of the company?  
It's Pure Milky Pvt Ltd.
  - How much is a packet of milk?  
It's Rs.250.00
  - What's the date of manufacture?  
It's June 20<sup>th</sup> 2007

(10 minutes)

**Step 8.9.2** :

- Put students into four groups.
- Distribute the task sheets given in the annexe 8.9.2.
- Get the students to arrange the sentences to form a meaningful dialogue.

(15 minutes)

**Step 8.9.3** :

- Get the students to present the dialogues.
- Get the other students to comment.
- Lead a discussion to highlight the following:

- We should use the same tense in both the question and answer.  
E.g. Where do you live?  
I live in Kiribathgoda (correct)  
I'm living in Kiribathgoda (incorrect)

Answers for step 8.9.2

Group A

A - 3 , B.- 8 , C.- 4 , D.- 1 , E.- 2 , F.- 7 , G. - 5, H.- 6

Group B

A. - 3 , B.- 5 , C.- 7, D - 1, E.- 6, F.-. 4 , G.- 2

Group C

A -3, B -5, C -2, D -1, E -6, F -4, G -7

Group D

A -4, B -5, C -1, D -6 ,E -7, F - 2, G -8, H - 3,I - G

(15 minutes)

### Criteria for assessment and evaluation:

- Gives and asks for information.
- Accepts the importance of providing relevant information.
- Uses polite expressions in conversation.
- Shows confidence in speaking.
- Works co-operatively in groups.

### Annexe : 8.9.1 A

**Motherland**

**Milk**

Mfd. Date : 20/06/2007

**Exp. Date : 20/07/2008**

Net weight : 110g

**Max. Retail price : 225 /=**

**Pure Milky Pvt. Ltd.**

**Chilaw**

Tp. No. 032 2265713

### Annexe : 8.9.1 B

- Brand/name of the product
- Date of manufacture
- Expiry date
- Net weight
- Name of the company
- Location
- Retail price
- Telephone number

**Annexe 8.9.2**

**Group A.**

- |                   |   |                          |
|-------------------|---|--------------------------|
| A. Vice Principal | - Who is your Science teacher?                            | <input type="checkbox"/> |
| B. Student        | - Thank you madam.  | <input type="checkbox"/> |
| C. St.            | - Madam Ranasinghe.                                       | <input type="checkbox"/> |
| D. V.P            | - What are you doing here?                                | <input type="checkbox"/> |
| E. St.            | - Good morning madam. Has our Science teacher come today? | <input type="checkbox"/> |
| F. V.P            | - No, Mrs. Perera will come to your class soon.           | <input type="checkbox"/> |
| G. V.P            | - Let me see. She's absent today.                         | <input type="checkbox"/> |
| H. St             | - May we go to the library?                               | <input type="checkbox"/> |

**Group B.**

- |                   |   |                          |
|-------------------|---|--------------------------|
| A. Passenger      | - Is it a slow train or an express one? | <input type="checkbox"/> |
| B. Passenger      | - Does it stop at Kadugannawa?          | <input type="checkbox"/> |
| C. Passenger      | - Thank you.                            | <input type="checkbox"/> |
| D. Passenger      | - Is there a train to Kandy now?        | <input type="checkbox"/> |
| E. Station Master | - Yes, it does.                         | <input type="checkbox"/> |
| F. Station Master | - It's an express train.                | <input type="checkbox"/> |
| G. Station Master | - Yes, it's at 8.10.                    | <input type="checkbox"/> |

**Group C.**

- |             |  |                          |
|-------------|--|--------------------------|
| A. Salesman | - What would you like; cotton or nylon?                | <input type="checkbox"/> |
| B. Salesman | - Rs. 100/=  | <input type="checkbox"/> |
| C. Customer | - I want to buy a pair of socks.                       | <input type="checkbox"/> |
| D. Salesman | - Can I help you?                                      | <input type="checkbox"/> |
| E. Salesman | - Anything else?                                       | <input type="checkbox"/> |
| F. Customer | - I'd prefer cotton socks. Anyway, how much is a pair? | <input type="checkbox"/> |
| G. Customer | - No, that's all.                                      | <input type="checkbox"/> |

**Group D.**

- |              |  |                          |
|--------------|--|--------------------------|
| A. Librarian | - Then you should take volume 3.                                 | <input type="checkbox"/> |
| B. Student   | - Can I take it out?   | <input type="checkbox"/> |
| C. Student   | - Where can I find encyclopedias?                                | <input type="checkbox"/> |
| D. Librarian | - Sorry, it's not allowed. They are for reference only.          | <input type="checkbox"/> |
| E. Student   | - Can I bring my notebook here now?                              | <input type="checkbox"/> |
| F. Librarian | - It's over there in the corner shelf. What do you want to find? | <input type="checkbox"/> |
| G. Librarian | - Yes, you can.  | <input type="checkbox"/> |
| H. Student   | - I want to find some facts about our ancient tanks.             | <input type="checkbox"/> |
| I. Student   | - Thank you.   | <input type="checkbox"/> |

## Assessment and Evaluation

### Introduction

Assessment and evaluation can be introduced as two interrelated programmes that can be implemented easily in the classroom to ensure the achievement of learning outcomes expected of the learning teaching process and to identify the mastery levels achieved by the students. If the assessment is done properly it is not difficult to achieve at least the near mastery related to the competencies particular to students.

Teachers engaged in assessment can provide guidance to their students in two ways, which is generally known as feed back and feed forward. It is the teacher's responsibility to give feedback when the weaknesses of the students are identified and to give feed forward when the strengths of the students are identified

It is necessary that the students should identify which competencies out of the competencies given in the course are achieved and to what extents the said competencies are achieved. Thus the teachers are expected to judge the mastery levels achieved by the students throughout the assessment process. Further, they should communicate with parents and other parties concerned on the progress of the students too.

The syllabus presented to you is based on a student- centred, activity oriented and competency based approach. Learning by doing in order to make the life meaningful, is the essence of the transformation role of the teacher.

This syllabus , operating along with a pre developed activity continuum tries to integrate learning and teaching with assessment and evaluation. The teacher is able to assess the students when they are engaged in the exploration in the second step of each activity and to evaluate the students when they are in the explanation and elaboration stages in each activity. What is expected of the teacher is to be among the students observing them during the exploration stage and give guidance to solve the problems the students face within the classroom.

Five criteria are suggested in order that the assessment and evaluation are done conveniently. The first three criteria among them are based on the knowledge, attitudes and skills combined to build up the particular competency. The last two criteria give a helping hand for the students to master two skills relevant to their lives.

The teacher should try to identify the five behavioral changes related to these criteria when the students engage in activities in the classroom. Further, they should ensure the establishing of such behaviors under the assesment and to quantiy thus established behaiours under evaluation.

Learning and teaching porcess can be widened with the improvement of the assessment and evaluation programme. To extend the learning and teaching, first, the activities in the continuum should be grouped. Then a variety of activity types that could enhance the learning and teaching should be identified. The next step is to prepare the extended learning teaching tool based on an assesment type with instructions to the students and teacher. The teacher is expected to introduce these tools at the begining of each activity group. Some of the activity types that can be used to extend learning and teaching are given below.

- \* Concept maps
- \* Wall newspapers
- \* Quizzes
- \* Question and answer books
- \* Portofolioes
- \* Exhibitions

- \* Debates
- \* Panel discussions
- \* Seminars
- \* Impromptu speeches
- \* Role plays
- \* Presentation of literature reviews
- \* Field books/Nature diaries
- \* Practical tests.

The third part of the Instructional Manual is dedicated to extended learning teaching opportunities and to introduce the tools used for extended teaching learning.

## Extended Assessment Tool for Learning Teaching Process

### Tool 01

01. Period of Evaluation :- 1<sup>st</sup> Term
02. Competency levels involved :- 2.1 , 4.1 , 4.3, 5.2, 8.6, 8.9
03. Relevant skills involved :-
  - Reading
    - Infers meaning of unfamiliar words.
    - Extracts specific information from texts.
  - Writing
    - Writes capital and simple letters properly.
    - Uses English words accurately and appropriately.
    - Uses English words in their proper contexts.
    - Gives information appropriately.
  - Grammar
    - Describes places and people using proper adjectives.
04. Nature of the tool: - Preparing a picture dictionary
05. Objectives of the tool :
  - Reads and extracts information from texts.
  - Uses appropriate adjectives to describe people and places.
  - Writes capital and simple letters properly.
  - Prepares a picture dictionary creatively.
06. Instructions for the implementation of the assessment tool.


### Instructions to the teacher

Preparation for the task :

- At the beginning of the first term, make the students aware of the assessment tool.



Implementation of the task

<p>1</p>	<p>Distribute the copies of the task sheet or get students to copy the task sheet.</p>	<p>One Week</p>
<p>2</p>	<p>Get students to find information and pictures (or draw the pictures) relevant to the above task</p>	
<p>3</p>	<p>Discuss the answers and ask the students to prepare the picture dictionary using the relevant pictures and the definitions given in the task sheet. e.g.</p>  <p style="text-align: center;">Thuparamaya The first stupa in Sri Lanka</p> <p>Set a date for handing over the completed picture dictionaries.</p>	<p>Two weeks</p>

### Expected answers to the task sheet given to students.

- |                    |                                 |                         |
|--------------------|---------------------------------|-------------------------|
| 1) Thuparamaya     | 6) Sigiriya                     | 11) Sripada             |
| 2) Bambarakanda    | 7) Na                           | 12) Kumana              |
| 3) Jungle fowl     | 8) King Dutugemunu              | 13) Parakrama Samudraya |
| 4) Blue water lily | 9) Peradeniya Botanical Gardens | 14) Galle Dutch Fort    |
| 5) Koneshwaram     | 10) Pinnawala                   | 15) Mahaweli            |

### Instructions for the students

- Do the following task

#### Find the following information

- 1) The first stupa in Sri Lanka-
- 2) The highest water fall in Sri Lanka -
- 3) The national bird of Sri Lanka -
- 4) The national flower of Sri Lanka -
- 5) The famous Hindu Kovil in Trincomalee –
- 6) The world famous rock fortress in Sri Lanka –
- 7) The national tree of Sri Lanka –
- 8) The king who built Ruwanweliseya –
- 9) A Botanical garden in the Kandy District –
- 10) A famous elephant orphanage in the Kegalle District-
- 11) A sacred mountain in Sri Lanka –
- 12) A famous birds paradise –
- 13) The largest tank in Sri Lanka –
- 14) An old fort in the Southern Province of Sri Lanka –
- 15) The longest river in Sri Lanka -

- Find the relevant pictures or draw them.
- Discuss the information you have found with your teacher.
- Prepare a picture dictionary using the information and pictures you have found and the definitions given in the task sheet.
- Hand over the complete picture dictionary to your teacher on or before the deadline.

07 ) Criteria for Marking

Criteria Name	Writes simple and capital letters Properly	Uses correct spelling	Gives relevant information	Prepares a picture dictionary neatly	Completes the task on time and creatively	Total
1.-----						
2.-----						
3.-----						
4.-----						
5.-----						
6.-----						

Banding of marks

Excellent	4
Good	3
Fair	2
Should be improved	1

## Extended Assessment Tool for Learning Teaching Process

### Tool 2

1. Period of Evaluation : 3<sup>rd</sup> Term
2. Competency levels involved : 2.3 , 4.1, 5.2, 6.1,6.3,7.4,8.6
3. Relevant skills involved :
  - Writing :
    - Uses apostrophes and inverted commas.
    - Uses English words accurately and appropriately.
    - Writes life stories based on given guideline.
    - Describes people using proper adjectives.
  - Reading :
    - Extracts specific information from a text.
  - Grammar :
    - Identifies the agreement between subject and verb/ referent and reference word.
    - Constructs simple and compound sentences.
4. Nature of the tool
  - Preparation of a booklet of biographies
5. Objectives of the tool
  - Reads biographies of famous people.
  - Collects necessary information from texts.
  - Keeps a record of each famous person.
  - Writes a passage of 150-200 words using grammatically correct sentences, appropriate vocabulary and correct punctuation
6. Instructions for the implementation of the assessment tool.

### Instructions to the teacher

Preparation for the task :

- At the beginning of the 3<sup>rd</sup> term make the students aware of the assessment tool.
- Put the students into groups and get them to appoint a leader for each group
- Get the group leader to assign duties among group members.
- Instruct each group to collect information of great personalities such as a religious leader, a national hero, an ancient king, a famous scientist, a sportsman, sports woman, an artist etc.
- Inform the students the date to hand over the prepared booklets.

## Implementation of the task

<b>Step</b>	<b>Task</b>	<b>Period</b>
<b>1</b>	Reading biographies of the famous people whom the groups have chosen and completing the given record sheet	Two weeks
<b>2</b>	Writing descriptions of the famous personalities and preparing the booklet	Two weeks
<b>3</b>	Reading the booklet of another group and completing the given summary sheet	One week

- Read biographies of famous people and keep a record of the information you have collected.

### Sample Record sheet

		person 1	person 2	person 3	person 4
<b>Introduction</b>	name of the person				
	appearance				
	Personal qualities				
	importance				
<b>Childhood details</b>	date of birth				
	nationality				
	family members				
	schooling				
	higher education				
<b>Achievements Services</b>					
<b>Later life</b>					

- Submit the completed record sheet to the teacher for necessary corrections.
- Start writing the descriptions using 150-200 words based on the information in the corrected record sheets.
- The appointed leader should assign the following duties among the group members.

Duties assigned	Done by
<ul style="list-style-type: none"> <li>• Writing descriptions of five famous personalities using 150-200 words and completing the summary sheets</li> </ul>	all members
<ul style="list-style-type: none"> <li>• Cover page</li> </ul>	one member
<ul style="list-style-type: none"> <li>• Illustrations</li> </ul>	one member
<ul style="list-style-type: none"> <li>• Editing</li> </ul>	two members
<ul style="list-style-type: none"> <li>• Writing the edited copy in neat handwriting or typesetting</li> </ul>	one member

- When you have completed the booklet exchange it with another group and complete the summary sheet.

Name of the person	Date of Birth	Birth place	Nationality	Importance

Criteria for marking :

Group No/ name	Includes necessary information in the passage	Uses appropriate vocabulary and grammatically correct sentences	Uses correct punctuation and spelling	Produces a neat , correct and well - organized booklet	Completes the task within the given time	Total

Banding of marks

Excellent	4
Good	3
Fair	2
Should be improved	1