



ENGLISH

Teachers' Guide
Grade

11



Department of English
National Institute of Education
Maharagama
Sri Lanka
www.nie.lk

English Language

Teachers' Guide

Grade 11

Department of English

Faculty of Languages Humanities and Social Sciences

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First Edition 2016

ISBN-

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Department of English

National Institute of Education

Maharagama

Printed by :

Message from the Director General

The first phase of the new competency based curriculum, with an 8 year curriculum cycle was introduced to secondary education in Sri Lanka in 2007 replacing the existing content based education system with the primary objective of developing the national level competencies recommended by the National Education Commission.

The second phase of the curriculum cycle to be introduced to grades 7 and 11 starts from 2016. For this purpose, the National Institute of Education has introduced a rationalization process and developed the syllabi for these grades making use of the research based outcomes and the suggestions made by concerned stakeholders.

In the rationalization process, vertical integration has been used to systematically develop the competency levels in all subjects from fundamentals to advanced levels using the bottom up approach. Horizontal integration is used to minimize the overlapping in subject content and to reduce content over loading in the subjects to produce a more student friendly and implementable curriculum.

This new Teachers' Guide has been introduced to the teachers with the aim of providing them with the required guidance in the areas of lesson planning, teaching, carrying out activities, measurement and evaluation. These guidelines will help the teachers to be more productive and effective in the classroom. The new Teachers' Guides provide the teachers with the freedom to select quality inputs and additional activities to develop the competencies of the students. These Teachers' Guides are not loaded with the subject content that is covered in the recommended textbooks. Therefore, it is essential for the teacher to use the new Teachers' Guides simultaneously with the relevant textbooks prepared by Education Publications Department to make the Teachers' Guides more effective.

The basic objectives of the rationalized syllabi, the new Teachers' Guides and the newly developed textbooks are to bring about a shift from the teacher centered education system to a student centered system -a more activity based education system in order to develop the competencies and skills of the student body so as to enable the system to produce the required human resources for the world of work.

I would like to take this opportunity to thank the members of Academic Affairs Board, the Council of the National Institute of Education and all resource persons who have contributed immensely to develop these new Teachers' Guides.

Director General

National Institute of Education

Message from Ven. Deputy Director General

Learning extends across a wide area. It makes life very complex and extremely simple. The human being is capable of reaching great heights with his skill of learning. A country, a society where human development is the central focus, uses learning as an instrument to do away with the unacceptable identified through the intellect, to create a better world through good practices.

With education should arise things worthwhile for learning, methods to facilitate learning, and facilities conducive for learning. That is how the curriculum, the syllabi, the Teachers' Guide, and facilitators join the field of learning.

Modern Sri Lanka possesses an independent education system which is a blend of global trends and hereditary traditions. This Teachers' Guide comes to you-a wealth of resources - as a result of the eight yearly updating of the syllabus done on the revisions based on the requirements of the time.

It is necessary to maintain the consistency of the objectives of the subject at the national level. Yet, the teaching techniques in the Teachers' Guide do not need to be followed to the letter. I categorically state that the facilitators are free to modify or adapt the learning teaching strategies innovatively to achieve the competencies and the competency levels of the syllabus. The Teachers' Guide prepared to support and help the teachers' role in raising the percentage of the competency levels of the student to a higher level can be made use of by student as well as parent. The teacher must be aware that the Teachers' Guide is only a guide to the relevant prescribed texts and to make use of both resources- The Teachers' Guide and the prescribed texts provided by the Education Publications Department.

Furthermore at the end of the lesson, the facilitators of the learning - teaching process along with the students should come to an understanding of the level of achievement reached in relation to the expectations of national level examiners evaluating the level of achievement in relation to the subject. I sincerely trust that this Teachers' Guide would be a canoe or a raft to reach a progressive and viable culture - built in unison with all stake holders.

Deputy Director General

Faculty of Languages, Humanities and Social Sciences

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Instructions Regarding the Teachers' Guide

Revised English Language syllabus for grade 11 which is to be implemented in 2016, has 72 competency levels to be achieved by the students of grade 11, but you will be happy to hear that, this time we are not going to introduce new competency levels for grade 11 to be achieved by the students of grade 11. Instead of that, the competency levels mentioned in the syllabi of grade 6,7,8,9 and 10 are included in the grade 11 new syllabus which is to be implemented from 2016 onwards. During the allocated time for English Language, teacher must help the students to do practice activities given in the grade 11 new Pupils' Text book or the practice activities given in the new Pupils' Text books of grade 6 onwards or any other practice activities that will be helpful for the students to achieve the Competency Levels and the learning outcomes mentioned in the syllabus, as all the students of grade 11 should be brought at least to the essential level.

Grade 11 course materials consist of Pupils' Text book, Pupils' Work Book, Teachers' Guide and Audio and Video Listening and Speaking materials.

According to the new Term Plan, teachers do not have to select activities or competency levels related to each term from the Pupils' Text book, as the activities that are needed to do to achieve each competency is given in an integrated, orderly manner. So by helping students to do the activities given in the Pupils' Text book and the Pupils' Work Book according to the given order in a creative manner will be helpful for the students to achieve the expected outcomes.

This Teachers' Guide consists of detailed syllabus of grade 11, instructions for lesson planning, instructions for assessment and evaluation, names of books for further reading for each competency and notes that are useful to understand and make the teacher familiar on that particular competency level.

Directors of English, In- Service Advisors, Principals and Teachers of English must encourage the students to hold English Literary Associations, once a month at classroom level, with the activities they have done in that particular month for their English lessons. For example: spelling games, story telling, loud reading, dramatizing role plays, reciting poems, singing, grammar games etc. Exposure to the language improves their confidence and speaking, listening and all other language skills.

Teachers have an opportunity to be creative and to prepare their own lesson plans and use methodology which is suitable, helpful and interesting to motivate students to learn and apply the language in their day to day lives.

Project Leade

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Introduction

Revised English Language syllabus for grade 11 is presented to the general education system of Sri Lanka based on the following considerations.

1. Retaining of the 8 key competencies introduced to the secondary English language curriculum in the year 2007.
2. Presenting 72 specific competencies / competency levels identified as relevant and suitable for grades 6-11. The distribution of these competencies is given in the grid below.

Competency	No. of C. levels
1	1.1, 1.2, 1.3, 1.4
2	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7
3	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8
4	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8
5	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8
6	6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11
7	7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8
8	8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10, 8.11, 8.12, 8.13, 8.14, 8.15, 8.16, 8.17, 8.18

3. Identification of learning outcomes expected at the end of the learning teaching process.
4. Presentation of basic guidelines and limits of the content for teachers and material developers.

In designing the grade eleven syllabus no particular ELT approach was specially considered and therefore, teachers, teacher educators and administrators are requested to be creative and independent to select the best possible methodology to achieve success in teaching and learning. Further, the teachers and material developers are requested to pay special attention to achieve national goals and competencies through teaching of English Language in Sri Lanka to ensure sustainable development within a peaceful and harmonious country.

National Goals

- (i) Nation building and the establishment of a Sri Lankan identity through the promotion of national cohesion, national integrity, national unity, harmony, and peace, and recognizing cultural diversity in Sri Lanka's plural society within a concept of respect for human dignity.
- (ii) Recognizing and conserving the best elements of the nation's heritage while responding to the challenges of a changing world.
- (iii) Creating and supporting an environment imbued with the norms of social justice and a democratic way of life that promotes respect for human rights, awareness of duties and obligations, and a deep and abiding concern for one another.
- (iv) Promoting the mental and physical well-being of individuals and a sustainable life style based on respect for human values.
- (v) Developing creativity, initiative, critical thinking, responsibility, accountability and other positive elements of a well-integrated and balanced personality.
- (vi) Human resource development by educating for productive work that enhances the quality of life of the individual and the nation and contributes to the economic development of Sri Lanka.

- (vii) Preparing individuals to adapt to and manage change, and to develop capacity to cope with complex and unforeseen situations in a rapidly changing world.
- (viii) Fostering attitudes and skills that will contribute to securing an honorable place in the international community, based on justice, equality and mutual respect.

Basic competencies

The following Basic Competencies developed through education will contribute to achieve the above National Goals:

(i) Competencies in Communication

Competencies in communication are based on four subsets: Literacy, Numeracy, Graphics and IT proficiency.

Literacy: Listen attentively, speak clearly, read for meaning, write accurately and lucidly and communicate ideas effectively.

Numeracy: Use numbers for things, space and time, count, calculate and measure systematically.

Graphics: Make sense of line and form, express and record details, instructions and ideas with line form and colour.

IT proficiency: Computer literacy and the use of information and communication technologies (ICT) in learning, in the work environment and in personal life.

(ii) Competencies relating to Personality Development

- Generic skills such as creativity, divergent thinking, initiative, decision making, problem solving, critical and analytical thinking, team work, inter – personal relations, discovering and exploring ;

- Values such as integrity, tolerance and respect for human dignity;
- Emotional intelligence.

(iii) Competencies relating to the Environment

These competencies relate to the environment: social, biological and physical.

Social Environment - Awareness of the national heritage, sensitivity and skills linked to being members of a plural society, concern for distributive justice, social relationships, personal conduct, general and legal conventions, rights, responsibilities, duties and obligations.

Biological Environment - Awareness, sensitivity and skills linked to the living world, people and the ecosystem, the trees, forests, seas, water, air and life – plant, animal and human life.

Physical Environment - Awareness, sensitivity and skills linked to space, energy, fuels, matter, materials and their links with human living , food, clothing, shelter, health, comfort, respiration, sleep, relaxation, rest, wastes and excretion.

Included here are skills in using tools and technologies for learning, working and living.

(iv) Competencies relating to preparation for the World of Work.

Employment related skills to maximize their potential and to enhance their capacity

- To contribute to economic development
- To discover their vocational interests and aptitudes
- To choose a job that suits their abilities, and
- To engage in a rewarding and sustainable livelihood

(v) Competencies in relation to Religion and Ethics

Assimilating and internalizing values, so that individuals may function in a manner consistent with the ethical, moral and religious modes of conduct in everyday living, selecting that which is most appropriate.

(vi) Competencies in Play and the Use of Leisure

Emotions of Pleasure, Joy, and such human experiences as expressed through aesthetics, literature, play, sports and athletics, leisure pursuits and other creative modes of living.

(vii) Competencies relating to ‘learning to learn’

Empowering individuals to learn independently and to be sensitive and successful in responding to and managing change through a transformative process, in a rapidly changing, complex and interdependent world.

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, that 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 Grade 11

Competency	Competency levels	Subject content	Learning outcomes	No. of periods
1. Identifies the sounds of English Language	<p>1.1 Pronounces English words properly.</p> <p>1.2 Reads aloud different types of texts accurately and meaningfully</p> <p>1.3 Pronounces English words and phrases properly</p> <p>1.4 Pronounces English words with different spellings properly</p> <p>1.5 Reads out English sentences properly.</p>	<p>Students are expected to have gained confidence in articulating the following types of words by now:</p> <ul style="list-style-type: none"> • Words with different spelling combinations to represent the same sound <ul style="list-style-type: none"> - National, fashion, crucial • Certain borrowings in English that show their origin and pronunciation <ul style="list-style-type: none"> - Pizza, brochure, psychology <p>They are also expected to identify the different types of words when they appear in sentences and to read them aloud smoothly to bring out the meaning of such sentences</p>	<ul style="list-style-type: none"> • Students will be able to properly articulate commonly used English words they have come across so far. • Students will be able to articulate English words with different spelling combinations. • Students will be able to recognize words when they appear in a sentence and read them out properly without difficulty 	12

Competency	Competency levels	Subject content	Learning outcomes	No. of periods
2.Uses Mechanics of Writing with Understanding	2.1 Uses capital and simple letters appropriately 2.2 Uses full stop appropriately 2.3 Uses question mark appropriately 2.4 Uses apostrophes appropriately 2.5 Uses inverted commas appropriately 2.6 Uses commas with understanding 2.7Uses Exclamation mark appropriately	Students should be given as much practical opportunities as possible to check their ability to: <ul style="list-style-type: none"> • Recognize various punctuation marks highlighted in the secondary syllabus, • Recall conventions of writing such as the using of capital and simple letters in sentences appropriately • Use mechanics of writing properly in their writing • Locate errors in the use of mechanics of writing • Correct the identified errors 	<ul style="list-style-type: none"> • Students will be able to write sentences using proper mechanics of writing conforming to the accepted standards in writing 	15

Competency	Competency levels	Subject content	Learning outcomes	No. of periods
3. Engages in active listening and responds appropriately	3.1 Responds to simple announcements 3.2 Listens and follows instructions 3.3 Listens and responds to different types of simple texts 3.4 Listens and transfers information to other forms 3.5 Identifies different intonation patterns and uses of word stress 3.6 Listens and reports information 3.7 Recognizes discourse markers 3.8 Takes notes from oral presentations	Students should be exposed to a variety of language spoken in our day to day life and to respond to such situations with confidence. By the end of grade 11 they are expected to: <ul style="list-style-type: none"> • Identify the intention of the speaker • Respond accordingly • Locate specific information in a listening text like dialogues; descriptions of people, places, and things; lectures; narratives; debates; news reading; announcements etc. • Transfer identified information in linear texts to non linear forms • Practice listening continuously in order to enhance their language ability 	<ul style="list-style-type: none"> • Students will be able to respond to spoken English language they listen to appropriately and accurately with confidence. 	25

Competency	Competency levels	Subject content	Learning outcomes	No. of periods
4. Building up vocabulary using words appropriately and accurately to convey precise meaning	<p>4.1 Uses masculine and feminine forms of nouns appropriately</p> <p>4.2 Uses terms referring to young ones of animals appropriately</p> <p>4.3 Finds synonyms and antonyms for given words</p> <p>4.4 Uses affixes to change the word class and the meaning of words</p> <p>4.5 Forms the plurals of nouns</p> <p>4.6 Identifies collective nouns and compound nouns</p> <p>4.7 Uses nouns, verbs,</p>	<p>Students should be given necessary support to expand their vocabulary gradually. The vocabulary is of two types; productive and receptive. In the language classroom they are expected to expand their vocabulary and to gradually transfer the items in the receptive vocabulary to the productive vocabulary through constant practice.</p> <p>At the end of grade 11 the students are expected to:</p> <ul style="list-style-type: none"> • Memorize the vocabulary items they have learned • Recall the vocabulary items they have previously learned when they are presented to them again orally or in writing • Recognize the vocabulary items in context when presented in either written or spoken form • Revise the vocabulary items they have learned in the previous grades through recurrent practice • Use the vocabulary items they have learned both in speaking and writing • Locate the errors when vocabulary items are used in the wrong manner 	<ul style="list-style-type: none"> • Students will be able to expand their vocabulary, both productive and receptive to use English language appropriately and accurately in any real life situation. 	25

	adjectives and adverbs appropriately 4.8 Uses collective nouns and compound nouns properly	<ul style="list-style-type: none"> Choose the right word to make the precise sense both in speaking and writing 		
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Competency	Competency levels	Subject content	Learning outcomes	No. of periods
5. Extracts necessary information from various types of texts	5.1 Uses visual clues to derive the meaning of texts 5.2 Extracts specific information from various types of simple texts 5.3 Transfers information into other forms 5.4 Reads and responds to simple poems 5.5 Reads and understands simple folk tales	This competency is mainly related to the developing of the reading ability of the secondary students and therefore, at the end of the grade 11 they are expected to: <ul style="list-style-type: none"> Locate specific and necessary information in a text appropriate to their grade level Interpret the information appearing in a text Distinguish the relevant information to perform a particular task Organize information identified in a text to perform a particular task Select the most relevant information and perform the task 	<ul style="list-style-type: none"> Students will be able to locate necessary information and process such information accurately and appropriately to comprehend a reading text 	25

	5.6 Extracts the general idea of a text			
	5.7 Infers implied information			
	5.8 Recognizes the organization of a text			

Competency	Competency levels	Subject content	Learning outcomes	No. of periods
6. Uses English grammar for the purpose of accurate and effective communication	6.1 Constructs simple sentences 6.2 Uses pronouns appropriately 6.3 Uses modals meaningfully 6.4 Uses determiners properly 6.5 Uses the contracted forms	<p>This competency can be considered as the one that provides the foundation to accurate use of the language.</p> <p>At the end of the grade 11 students are expected to:</p> <ul style="list-style-type: none"> • Memorize the most essential grammatical operations such as word order in simple sentences, question formation and negation • Locate errors in such grammatical operations when they read or listen to English language • Identify active and passive transformation • Apply basic grammatical operations they have learned so far accurately in their speaking and writing • `Select the most appropriate structures to suit the context and to serve the purpose in 	<ul style="list-style-type: none"> • Students will be able to construct grammatically correct simple sentence both in writing and orally to express precise meaning • Students will be able to use pronouns appropriately when producing language in different contexts • Students will be able to express ideas precisely using modals appropriately and 	25

	<p>6.6 Uses adjectives properly</p> <p>6.7 Uses prepositions appropriately</p> <p>6.8 Uses conjunctions appropriately</p> <p>6.9 Uses adverbs appropriately</p> <p>6.10 Uses the conditional clauses appropriately</p> <p>6.11 Uses reported speech accurately</p>	<p>both speaking and writing</p>	<p>accurately</p> <ul style="list-style-type: none"> • Students will be able to use determiners appropriately in pre modification • Students will be able to use the contracted forms accurately in proper contexts • Students will be able to comprehend the contracted forms when used in context both orally and in writing • Students will be able to identify the deference between adjectives and determiners • Students will be able to use adjectives accurately and appropriately using both attributive and predicative functions • Students will be able to 	
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			<p>use prepositions to bring out precise meaning conforming to the conventions of using prepositions</p> <ul style="list-style-type: none">• Students will be able to write and speak compound and complex sentences to express precise meaning• Students will be able to use adverbs accurately to convey precise meaning• Students will be able to express ideas logically and rationally• Students will be able to report what others say accurately	
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Competency	Competency levels	Subject content	Learning outcomes	No. of periods
7. Uses English creatively and innovatively in written communication	7.1 Writes descriptions of people, animals, places and things 7.2 Describes pictures 7.3 Writes for personal purposes 7.4 Writes instructions 7.5 Writes simple compositions on different types of topics 7.6 Writes poems and stories 7.7 Writes for official purposes 7.8 Writes compositions	This competency targets at improving the writing skill of the students as an essential skill tested at the national examination and therefore, they are expected to: <ul style="list-style-type: none"> • Recall what they have already learnt in order to improve their basic writing practices • Repeat such basic practices continuously • Discuss the problems they have in improving their writing • Demonstrate the ability of engage in a variety of writing tasks appropriate to their grade and age • Examine the features associated with different types of writing • Formulate an independent style of writing adequate to meet the demands of the national examination 	<ul style="list-style-type: none"> • Students will be able to engage in a variety of writing activities ranging from short descriptions to compositions to suit the age • Students will be able to face the writing tasks of the national level examination with confidence and understanding 	25

Competency	Competency levels	Subject content	Learning outcomes	No. of periods
8.Communicates clearly, fluently and concisely	8.1 Introduces self 8.2 Uses simple expressions appropriately in greeting, thanking, affirming, denying 8.3 Describes people, animals, and objects using simple sentence patterns 8.4 Speaks on familiar topics 8.5 Describes things in the immediate surrounding using adjectives 8.6 Uses simple structures to show ability and possibility 8.7 Asks and gets personal information from others 8.8 Describes the	This competency area targets the major objective of learning a language. At the end of the grade 11 students are expected to; <ul style="list-style-type: none"> • Identify basic requirements for effective communication • Apply what they have learned so far in effective communication without hesitation • Formulate an independent style of effective communication to suit the context and purpose 	<ul style="list-style-type: none"> • Students should be able to evaluate their own strengths and weaknesses in effective communication • Students will be able to demonstrate a better ability in communication using English as a second language. 	25

	<p>position of things accurately</p> <p>8.9 Describes pictures</p> <p>8.10 Speaks about daily actions</p> <p>8.11 Describes past events and actions properly</p> <p>8.12 Uses question words to get information</p> <p>8.13 Uses language in a variety of contexts</p> <p>8.14 Describes continuing actions</p> <p>8.15 Uses perfect tense appropriately</p> <p>8.16 Describes future events and actions appropriately</p> <p>8.17 Engages in telephone</p>			
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	conversations 8.18 Engages in debates			
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English Language Detailed Syllabus Grade 11

Competency	Competency levels	Subject content	Learning outcomes	No. of periods
1. Identifies the sounds of English Language	<p>All the competency levels mentioned in the syllabi from grade 6 to 10</p> <p>1.1 Pronounces English words properly.</p> <p>1.2 Reads aloud different types of texts accurately and meaningfully</p> <p>1.3 Pronounces English words and phrases properly</p> <p>1.4 Pronounces English words with different</p>	<p>(extracted from grade 6 to 10 syllabi) See Grade 06, 07, 08, 09 & 10 Syllabi for more details)</p> <p>Teacher should provide practice activities (from simple to complex) to help students to achieve the competency levels mentioned in the syllabi from grade 6 to 10</p> <p>Help students to</p> <ul style="list-style-type: none"> • identify the vowel and consonant sounds by showing them different types of vowel – consonant combinations • Practice the students to pronounce them correctly • improve their spellings • identify difference between s - sh, p-f sounds and short and long vowel sounds. • identify the pronunciation of the words with 	<p>Teacher should bring all the students to the essential level of the Learning outcomes mentioned in the syllabi from grade 6 to 10</p> <p>Students will be able to</p> <ul style="list-style-type: none"> • identify the long and short vowel sounds and consonant sounds. • pronounce words with consonant and long and short vowel sounds accurately • pronounce the words with s – sh, p-f sounds and short and long vowel sounds properly 	<p>Refer Grade 11 syllabus given in previous pages</p>

	<p>spellings properly</p> <p>1.5 Reads out English sentences properly.</p>	<p>silent letters.</p> <ul style="list-style-type: none"> • pronounce the words with silent letters correctly. Eg. a) talk, b) <u>know</u> c) <u>hour</u> • identify the pronunciation of the words ending with the letters ‘ew’. Eg. flew • pronounce the words ending with the letters ‘ew’ correctly. • identify the pronunciation of the words with the letters ‘a’ and ‘o’ in the middle. Eg. <u>walk</u> – <u>work</u>, • pronounce the words with the letters ‘a’ and ‘o’ in the middle correctly. • identify the sounds produced by different consonant clusters Eg. a) <u>stream</u>, • to pronounce English words with different spellings properly Eg. palm, boutique, grotesque, plait, • to pronounce – affirmatives, imperatives, interrogatives, negatives and question tags used in various situations E.g. The teacher is in the classroom. Please be silent! The teacher is not in the classroom. Is the teacher in the classroom? 	<ul style="list-style-type: none"> • identify the pronunciation of the words with silent letters. • pronounce the words with silent letters correctly. • identify the pronunciation of the words ending with the letters ‘ew’. • pronounce the words ending with the letters ‘ew’ correctly. • pronunciation of the words with the letters ‘a’ and ‘o’ in the middle. • pronounce the words with the letters ‘a’ and ‘o’ in the middle correctly. • identify the sound 	
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		<p>The teacher is in the classroom, isn't she/ he? The teacher is not in the classroom, is she/ he?</p> <ul style="list-style-type: none"> to read different types of texts accurately and meaningfully. <p>Text Types : words, word groups, phrases, sentences, rhymes, tongue twisters, announcements (obituaries, events, official announcements), dialogues / conversations, instructions, news, stories, poems, role plays, speeches, commentaries etc. and different types of texts given in the text books from grade 6 – 10.</p> <p>Activities – listen and read, listen and tick, listen and underline, listen and circle, listen and show, read aloud, matching, categorizing, games, act out</p>	<p>produced by consonant clusters.</p> <ul style="list-style-type: none"> pronounce the words beginning with consonant clusters correctly. pronounce – affirmatives, imperatives, interrogatives, negatives and question tags used in various situations read different types of texts accurately and meaning 	
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<p>2. Uses Mechanics of Writing with Understanding</p>	<p>2.1 Uses capital and simple letters appropriately</p> <p>2.2 Uses full stop appropriately</p> <p>2.3 Uses question mark appropriately</p> <p>2.4 Uses apostrophes appropriately</p> <p>2.5 Uses inverted commas appropriately</p> <p>2.6 Uses commas with understanding</p> <p>2.7 Uses Exclamation mark appropriately</p>	<ul style="list-style-type: none"> • Help students to identify the words that should be capitalized. Eg. First letter of a sentence, Pronoun 'I', Names of people and places • Help students to understand the importance of 'Full stop'. Eg. at the end of a sentence, with abbreviations. Eg. Mr. Mrs. Dr. Rs.10/- • Help students to understand the importance of 'Question mark'. • Help students to identify the places where the apostrophe is used. Eg. show ownership, omission Eg. Saman's book, I'm • Help students identify the places where the inverted comma is used. Main uses: to mark the beginning and end of direct speech (i.e. a speaker's words written down exactly as they were spoken) <p>Single inverted commas are generally more common in British English while American English tends to prefer double ones.</p> <p>Refer : Oxford Dictionary</p>	<ul style="list-style-type: none"> • Students will be able to use capital and simple letters in a sentence appropriately. • Students will be able to use full stop where necessary. • Students will be able to use question mark where necessary. • Students will be able to use apostrophe in a sentence appropriately. • Students will be able to use inverted comma in a sentence appropriately. • Students will be able to use comma in a sentence appropriately. (Not for testing) • Students will be able to use Exclamation mark in a sentence appropriately. 	
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		<ul style="list-style-type: none">• Help students identify the places where the comma is used.• Help students to identify the places to use exclamation mark appropriately. <p>Text Types - phrases, simple sentences, simple passages, simple dialogues, role plays, stories, poems etc.</p> <p>Activities - re-writing, underline the errors, correcting</p>	(Not for testing)	
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<p>3. Engages in active listening and responds appropriately</p>	<p>3.1 Responds to simple announcements</p> <p>3.2 Listens and follows instructions</p> <p>3.3 Listens and responds to different types of simple texts</p> <p>3.4 Listens and transfers information to other forms</p> <p>3.5 Identifies different intonation patterns and uses of word stress</p> <p>3.6 Listens and reports information</p> <p>3.7 Recognizes discourse markers</p> <p>3.8 Takes notes from oral presentations</p>	<ul style="list-style-type: none"> ● Get the students to practice listen to various types of simple announcements at school level. Eg. ‘Today grade six students do not have sports practice after school.’ ● Help students to understand the term ‘Instructions’ through different types of activities. ● Get the students to practice listen to various types of simple instructions and follow them. Eg. listen and draw Listen and colour Listen and trace the route Games like ‘Simon says’ ● Get the students to practice listen to various types of simple texts and to find specific information Eg. Names of persons, animals, places, dates, days, months, years, etc. <p>Text types - simple announcements at school level. Announcements (Interruption of water supply by Water Board, Interruption of electricity supply by</p>	<ul style="list-style-type: none"> ● Students will be able to respond to simple announcements appropriately. ● Students will be able to <ul style="list-style-type: none"> - Listen and draw - Listen and colour - Listen and trace route Listen and do/act - Listen and find ● Students will be able to listen to and find specific information such as names of persons, animals, places, dates, days, months, years, etc. ● Students will be able to follow instructions accurately to respond to various types of requests appropriately. ● Students will be able to 	
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		<p>Electricity Board, sermons, blood donation campaign, Auvrudu fair, musical shows, vaccination of dogs) simple instructions (vesak lantern, kite, recipes - preparing a tomato and egg salad, a cup of tea etc.), requests stories, descriptions of people/ places/ animals, processes (making a kite,</p> <ul style="list-style-type: none"> • fruit salad etc.) and events, advertisements, stories, songs, descriptions of pictures, notices, notes, letters- formal/informal minutes of English Literary Association <p>Activities – listen and draw, listen and colour, listen and trace, listen and do, listen and make (origami) listen and act, listen and find, listen and completing a picture, listen and fill, listen and find the correct order etc. matching, labeling a diagram, multiple choice, filling the blanks/ filling a grid (answers should be given to select), etc.</p> <ul style="list-style-type: none"> • Help students to identify different intonation patterns and uses of word stress. <p>Eg. Ayana played netball yesterday.</p> <p>Ayana played netball yesterday? Ayana played netball yesterday? Ayana played netball yesterday? Ayana played netball yesterday?</p>	<p>listen and transfers the given information to other forms.</p> <ul style="list-style-type: none"> • Students will be able to identify different intonation patterns and uses of word stress. • Students will be able to listen and report information orally or in written form. • Students will be able to recognize discourse markers. • Students will be able to guess the other part of the sentence or the text with the help of • students will be able to recognize discourse markers. • Students will be able to take notes from oral presentations. 	
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		<ul style="list-style-type: none"> • Help students to recognize discourse markers. <p>E.g.; However, nevertheless, therefore, but, in addition to, anyway, etc.</p> <p>Text Types : dialogues, conversations instructions, news, stories, poems, role plays, speeches</p> <p>Activities : listen and identify, guess the other part of the sentence (matching, filling blanks etc.)</p> <ul style="list-style-type: none"> • Help students to listen and report information. <p>Text types : notices, notes, letters (formal / informal), instructions, messages, descriptions of places, people, things, events and processes, articles, minutes, advertisements, stories, songs, telephone conversations, dialogues, speeches, news articles, announcements etc.</p> <p>Activities : complete a grid, filling blanks etc. (options should be given to select the correct answer.) and reports information orally or in written form.</p>		
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<p>4. Building up vocabulary using words appropriately</p>	<p>4.1 Uses masculine and feminine forms of nouns appropriately</p> <p>4.2 Uses terms referring to young ones of animals appropriately</p> <p>4.3 Finds synonyms and antonyms for given words</p> <p>4.4 Uses affixes to change the word class and the meaning of words</p> <p>4.5 Forms the plurals of nouns</p> <p>4.6 Identifies collective nouns and compound nouns</p> <p>4.7 Uses nouns, verbs, adjectives and adverbs appropriately</p> <p>4.8 Uses collective</p>	<ul style="list-style-type: none"> • Help students to learn and use masculine and feminine forms of nouns appropriately Eg. boy – girl, brother bridegroom – bride, hero – heroine, lion – lioness, • Help the students to learn and use of nouns – baby animals appropriately. Eg. bear – cub • Help the students to change the word class and the meaning of words using affixes - -un, -ful, -less, -dis, -ily, -ness, -fully, re- -tion, -ment, -ly, - -ance, -ous, -some, -er, -est <p>Adjective Noun Verb Noun bright - brightness judge – judgment Verb Noun Noun Adjective</p> <p>introduce – introduction trouble – troublesome Adjective Adverb</p> <p>immediate - immediately</p> <p>Adj. – Adj. (opposite) happy – unhappy honest – dishonest</p> <p>verb – verb (opposite) Verb – Adj. do – undo care – careless</p>	<ul style="list-style-type: none"> • Students will be able to use masculine and feminine forms of nouns appropriately • Students will be able to use terms referring to young ones of animals appropriately • Students will be able to find synonyms and antonyms for given words • Students will be able to use affixes to change the word class and the meaning of words • Students will be able to form the plurals of nouns • Students will be able to identify collective nouns and compound nouns • Students will be able to use nouns, verbs, 	
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	<p>nouns and compound nouns properly</p>	<p>Noun – Adj. beauty – beautiful</p> <p>Adj. – Adv. kind – kindly,</p> <ul style="list-style-type: none"> • Help students identify the collective nouns and compound nouns. slice of bread, pack of wolves, teapot, etc. • Help students use the collective nouns and compound nouns. • Help the students to form the plurals of nouns adding <ul style="list-style-type: none"> • s, -es, -en and vowel change <p>girl – girls</p> <ul style="list-style-type: none"> • es to the singular nouns ending in s, x, z, sh, ch, and ss Eg. bus – buses, box – boxes, topaz – topazes, brush – brushes, church – churches class – classes ox – oxen tooth – teeth, foot – feet, child – children man – men, woman – women • ies, -ves/s Eg. Baby – babies, leaf – leaves 	<p>Adj. – Noun kind – kindness</p> <p>Adj. – Adv careful – carefully</p>	<p>adjectives and adverbs appropriately</p> <ul style="list-style-type: none"> • Students will be able to use collective nouns and compound nouns properly 	
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		<ul style="list-style-type: none"> • Help the students to form the plurals of countable and uncountable nouns. • Help the students to form the plurals of compound and collective nouns adding – s/es <p>Countable Nouns (Count Nouns):</p> <p>A count noun is something we can count. It has a singular and a plural form.</p> <p>Eg.</p> <table border="0"> <tr> <td>Singular</td> <td>Plural</td> <td></td> <td></td> </tr> <tr> <td>book</td> <td>books</td> <td>flower</td> <td>flowers</td> </tr> </table> <p>Uncountable nouns (non-count nouns):</p> <p>A non-count noun is something we don't count. It has no plural form. We use quantifiers before non count noun</p> <table border="0"> <tr> <td>Singular</td> <td></td> <td>Plural</td> </tr> <tr> <td>water</td> <td>a glass of water</td> <td>two glasses of water</td> </tr> <tr> <td>milk</td> <td>a glass of milk</td> <td>glasses of milk</td> </tr> <tr> <td></td> <td>a bottle of milk</td> <td>bottles of</td> </tr> </table>	Singular	Plural			book	books	flower	flowers	Singular		Plural	water	a glass of water	two glasses of water	milk	a glass of milk	glasses of milk		a bottle of milk	bottles of		
Singular	Plural																							
book	books	flower	flowers																					
Singular		Plural																						
water	a glass of water	two glasses of water																						
milk	a glass of milk	glasses of milk																						
	a bottle of milk	bottles of																						

		<p>a packet of milk packets of ...</p> <p>bread - slice of bread, loaf of bread, piece of bread, crumb of bread</p> <p>cake – a slice of cake, a piece of cake</p> <p>paper – a sheet of paper, a piece of paper</p> <p>rice- bag of rice, kilo of rice, packet of rice, pot of rice</p> <p>Collective nouns - singular:</p> <p>a pile of cloths, a team of players</p> <p>Collective nouns – plural:</p> <p>piles of cloths, teams of players</p> <p>bedroom – bedrooms, teapot – teapots, son-in-law - sons –in-law</p> <ul style="list-style-type: none"> • Help students to identify the plural forms of these types of nouns <p>erratum – errata medium – media axis – axes curriculum – curricula criterion – criteria formula – formulae/ formulas index- indices/indexes syllabus – syllabi/ syllabuses spoonful – spoonfuls passer- by – passers- by by-way - by-ways guest-of-honour - guests-of-honour</p>		
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		<ul style="list-style-type: none"> • Help students to form comparative and superlative adjectives. • Help students to form comparative and superlative adjectives using – er, est <p>Adjs. – Comparative Adjs., Superlative Adjs.</p> <p>Eg. Clever – cleverer cleverest</p> <p>High - higher highest etc.</p> <ul style="list-style-type: none"> • Help the students identify synonyms and antonyms. • Make the students aware that the meanings of these words depend on the context. <p>Synonyms: enough – sufficient, correct - accurate</p> <p>huge – enormous</p> <p>Antonyms: local – foreign, simple – complex</p> <ul style="list-style-type: none"> • Help the students to understand the concepts of changing the word class and meaning of words <p>Adj. – Adj. (opposite)</p> <p>Kind - unkind</p>		
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		<p>verb – verb (opposite)</p> <p>treat – ill-treat</p> <p>Verb – Adj.</p> <p>help – helpful, help - helpless</p> <p>Noun – Adverb</p> <p>day– daily, hour – hourly</p> <ul style="list-style-type: none"> • Help students to use nouns, verbs, adjectives and adverbs appropriately in a sentence. <p>Eg.</p> <ol style="list-style-type: none"> 1. Close your eyes and <u>imagine</u> that you are in a forest. (v) 2. The child has done that work <u>imaginatively</u>. (Adv.) 3. He has got no <u>imagination</u>. (N) 4. It is an <u>imaginative</u> idea. (Adj.) 	<ul style="list-style-type: none"> • Students will be able to use visual clues to 	
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<p>5. Extracts necessary information from various types of texts</p>	<p>5.1 Uses visual clues to derive the meaning of texts</p> <p>5.2 Extracts specific information from various types of simple texts</p> <p>5.3 Transfers information into other forms</p> <p>5.4 Reads and responds to simple poems</p> <p>5.5 Reads and understands simple folk tales</p> <p>5.6 Extracts the general idea of a text</p> <p>5.7 Infers implied information</p> <p>5.8 Recognizes the organization of a text</p>	<ul style="list-style-type: none"> • Help students to use both context and picture clues to determine the meaning of words • Help the students to read the picture given in each text book to derive the meaning of that particular text. • Help students to determine the meaning of a new word by looking at a picture and reading the sentence that comes with the word. • Help students to use both context and picture clues to determine the meaning of new words. • Help students to find specific information from a text. (names, dates, days, places etc.- what, when, where, who, which Qs. • Help students to transfer the given information into other forms. • Help students to understand poetic language, techniques, structure and messages given. <ul style="list-style-type: none"> - visual imagery – colours/size - auditory imagery – sounds that can be heard metaphors- Eg. He is a lion/ My mother is a goddess - similes-Eg. He is like a lion/ My mother is 	<p>derive the meaning of texts</p> <ul style="list-style-type: none"> • Students will be able to extract specific information from various types of simple texts • Students will be able to transfer information into other forms • Students will be able to read and responds to simple poems • Students will be able to read and understands simple folk tales • Students will be able to extract the general idea of a text • Students will be able to infer implied information • Students will be able to recognize the 	
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		<p>like a goddess</p> <ul style="list-style-type: none"> - number of stanzas - number of lines - rhyming words <p>Text types: simple interesting poems on mother, father, brother, sister, grandmother, grandfather, country, pets, butterflies, birds, trees, rainbow, clouds, rain</p> <p>Activities: comprehensive questions on above poetic techniques and students' attitudes, drawing, matching, multiple choice qs, true/false qs, reciting</p> <ul style="list-style-type: none"> • Help students to read simple folk stories, find the characters, their dress, qualities, message expressed. <p>Text types: Andare's and Mahadanamutta's stories and children's folk tales from other countries (written in simple sentences in direct speech)</p> <p>Activities : simple comprehensive questions on characters, their dress, qualities, message expresses and students' attitudes, drawing, matching, multiple choice qs, true/false qs, acting</p> <ul style="list-style-type: none"> • Help students to infer elipted information in different types of texts. 	organization of a text	
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		<p>Eg. A: I play cricket B: So do I. (I too play cricket.)</p> <p>A: I am happy. B: So am I. (I am happy too.)</p> <p>A: Have you seen Kandy perahara? B: No, I haven't. (I haven't seen Kandy perahara.)</p> <p>Etc.</p> <ul style="list-style-type: none"> • Help students to infer implied information (mentioned below) in different types of texts. <p>E.g: beat about the bush – approach a matter in an indirect manner</p> <p>Behind the scene – privately Blow one's trumpet – boast Butter someone up – flatter etc.</p> <ul style="list-style-type: none"> • Helps students to understand the ways that authors, organize information in the text: beginning, middle, and end. <p>Text types- narrative, description, exposition and argument</p> <p>Activities- matching ,ordering</p>		
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<p>6. Uses English grammar for the purpose of accurate and effective communication</p>	<p>6.1 Constructs simple sentences</p> <p>6.2 Uses pronouns appropriately</p> <p>6.3 Uses modals meaningfully</p> <p>6.4 Uses determiners properly</p> <p>6.5 Uses the contracted forms</p> <p>6.6 Uses adjectives properly</p> <p>6.7 Uses prepositions appropriately</p> <p>6.8 Uses conjunctions appropriately</p> <p>6.9 Uses adverbs appropriately</p> <p>6.10 Uses the conditional clauses appropriately</p>	<p>Constructing simple sentences using - ‘Be’ verbs- Present tense- am, is, are Past tense – was, were Future Tense -will be /shall be</p> <p>1. Positive form; 2. Question form – 3. Negative form – 4. Negative Question form</p> <p>‘have’ as a full verb Present tense – has, have</p> <ul style="list-style-type: none"> • Help students to learn as shown in ‘Be’ verbs present tense. <p>There is/are Simple Present Tense</p> <ul style="list-style-type: none"> • Help students to express the everyday actions using simple present tense. <p>Positive - I eat rice. Negative - I do not eat rice. Positive Question - Do I eat rice? Negative Question - Don’t I eat rice? (I, We, You, They + Verb 1+ She, He, It+ Verb 1+s/es /ies</p> <p>(* Verb 1=eat ,verb 2= ate , verb3=eaten)</p>	<ul style="list-style-type: none"> • Students will be able to write sentences using ‘Be’ verbs – present tense - positive form • Students will be able to write sentences using ‘Be’ verbs Question form. • Students will be able to write sentences using ‘Be’ verbs Negative form. • Students will be able to write sentences using ‘Be’ verbs Negative Question form. • Students will be able to write sentences using • Be’ verbs – past tense - positive form. • Students will be able to write sentences using ‘Be’ verbs – past tense - Question form 	
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	<p>6.11 Uses reported speech accurately</p>	<p>Simple Past Tense</p> <ul style="list-style-type: none"> • Help students to express the past actions using simple past tense. <p>Simple Future Tense</p> <ul style="list-style-type: none"> • Help students to express the future actions using simple future tense. <p>Present continuous tense</p> <ul style="list-style-type: none"> • Help students to express the actions doing at the moment using present continuous tense. <p>Subject pronouns & Object pronouns I , me etc.</p> <p>E.g. <u>I</u> am looking at <u>you</u> <u>You</u> are looking at <u>me</u></p> <ul style="list-style-type: none"> • “May” and “Can” for permission and possibility. • “May” for all persons (I, we, you, he, she, it, they) in the present tense and future tense. • “Can” for all persons (I, we, you, he, she, it, and they) in the present tense and future tense. 	<ul style="list-style-type: none"> • Students will be able to write sentences using ‘Be’ verbs – past tense - Negative form • Students will be able to write sentences using ‘Be’ verbs – past tense - Negative Question form • Students will be able to write sentences using ‘Be’ verbs – future tense - positive form. • Students will be able to write sentences using ‘Be’ verbs –future tense - Question form. • Students will be able to write sentences using ‘Be’ verbs – future tense - Negative form • Students will be able to write sentences using ‘Be’ verbs – future tense - Negative Question form 	
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		<p>a, an, some, this, that, these, those, my, your, a pair of, one, two etc.</p> <p>Eg. A book, An ant, Some books, This is a book. These are books, That is a book, Those are books. One book, Two books, A pair of shoes</p> <p>Contracted form</p> <p>I am - I'm We are - We're You are - You're He is - He's She is - She's It is - It's</p> <ul style="list-style-type: none"> • Adjectives that formed under Competency level 4.4 <p>Colour (red, green, blue, etc.) Quality (good, bad, beautiful etc.) Size (big, small, tiny, large etc.) Origin (nationality- Sri Lankan, Japanese etc.) Number</p> <p>Eg. red pen, beautiful flower, small cat, Sri Lankan cricketer, two puppies etc,</p> <ul style="list-style-type: none"> • on, in, under, between, near, in front of, 	<ul style="list-style-type: none"> • Students will be able to write sentences using Has / have as a full verb • Students will be able to write sentences using - There is/are • Students will be able to write sentences on daily routine/ everyday actions using simple present tense. • Students will be able to write sentences on past actions / diary entries using simple past tense. • Students will be able to write sentences on future actions / using simple future tense. • Students will be able to write sentences using present continuous tense. • Students will be able to write sentences using 	
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		<p>behind</p> <ul style="list-style-type: none"> • Help students to use ‘and’ as a conjunction to join nouns, adjectives and sentences. • Help students to use adverbs to describe verbs. Adverbs that formed under C.L.4.4 • Help students to construct simple sentences using : ‘had’ as a full verb • Help students to construct simple sentences using : Past continuous form • Help students to construct simple sentences using : future continuous form • Help students to construct simple sentences using : Present perfect form • Help students to construct simple sentences using there was/were/will be • Help students to use possessive pronouns – my – mine, our – ours, your – yours, his– his, her – hers, its- its, their – theirs • Help students to use comparative adjectives in simple sentences. 	<p>subject and object pronouns correctly.</p> <ul style="list-style-type: none"> • Students will be able to use “may” and “can” to express possibility and get permission. • Students will be able to use determiners correctly. • Students will be able to use contracted form in speaking and writing. • Students will be able to use adjectives appropriately to describe nouns. • Students will be able to use prepositions to describe the position. • Students will be able to use the conjunction ‘and’ to join nouns, adjectives and sentences. • Students will be able to use adverbs 	
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		<p>Comparative Adj. Superlative Adj.</p> <p>Tall taller tallest big bigger biggest Beautiful more beautiful most beautiful Dangerous more dangerous most dangerous</p> <ul style="list-style-type: none"> • Help students to use superlative adjectives in simple sentences. • Help students to use the prepositions: At - at the bus stop, at the door at 8.00 o' clock, near, into, up, down, over, next to, below, above • Help students to use the conjunction given below to join simple sentences. - but, when, while, after, before, because, or • Help students to use adverbs to describe verbs. Adverbs that formed under C.L.4.4 • Help students to construct simple sentences using : 'Past Perfect form' • Help students identify regular and irregular forms of verbs (Present, Past and Past Participle) 	<p>appropriately to describe verbs.</p> <ul style="list-style-type: none"> • Students will be able to write sentences using had as a full verb. • Students will be able to construct simple sentences using Past continuous form • Students will be able to construct simple sentences using : future continuous form • Students will be able to construct simple sentences using : Present perfect form • Students will be able to construct simple sentences using there was/were/will be • Students will be able to 	
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		<ul style="list-style-type: none"> • Help students identify the difference between active voice and passive voice sentences. • Help students to construct – Present tense – Passive voice sentences. <p>Eg. I eat a mango A mango is eaten by me. I eat mangoes. Mangoes are eaten by me.</p> <p>Passive Voice – Past Tense</p> <p>Eg. I ate a mango. A mango was eaten by me. I ate mangoes. Mangoes were eaten by me.</p> <p>Passive Voice – Future Tense</p> <p>Eg. I will eat a mango. A mango will be eaten by me. I will eat mangoes. Mangoes will be eaten by me.</p> <ul style="list-style-type: none"> • Help students to use reflexive pronouns – myself, our selves, yourselves, himself, herself, itself, themselves 	<p>use possessive pronouns – my – mine, our – ours, your – yours, his– his, her – hers, its- its, their – theirs</p> <ul style="list-style-type: none"> • Students will be able to use the modals ‘must’ , ‘should’ ‘can’ and ‘would’ appropriately • Students will be able to use contracted form in speaking and writing • Students will be able to use comparative adjectives appropriately to compare noun • Students will be able to use superlative adjectives appropriately to compare nouns • Students will be able to 	
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		<ul style="list-style-type: none"> • Help students to use indefinite pronouns; all, any, most, none, some, • Help students to use the modals: must, have to • Help students to use comparative adjectives in simple sentences. <p>Comparative Adjs. And Superlative Adj.</p> <p>beautiful more beautiful most beautiful expensive more expensive most expensive dangerous more dangerous most dangerous etc.</p> <p>good better best bad worse worst etc. little less least much more most many more most etc.</p>	<p>use prepositions to describe the position</p> <ul style="list-style-type: none"> • Students will be able to use the conjunction ‘but, when, while, after, before, because, or’ to join sentences. • Students will be able to use adverbs appropriately to describe verbs. • Students will be able to write sentences using Past Perfect form • Students will be able to identify the difference between active voice and passive voice sentences. • Students will be able to construct sentences using Passive voice - present tense 	
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		<ul style="list-style-type: none"> • Help students to use adjectives formed by adding affixes (the adjectives that are formed under com. Level 4.4) <p>Eg. untidy</p> <p>Disabled</p> <p>Irregular</p> <p>Tall taller tallest big bigger biggest Beautiful more beautiful most beautiful Dangerous more dangerous most dangerous</p> <ul style="list-style-type: none"> • Help students to use superlative adjectives in simple sentences. • Help students to use the prepositions appropriately through, across about, with , without by, along, on (radio) • Help students to use the conjunction given below to join simple sentences using - as, since, so • Help students to use adverbs to describe verbs. Adverbs that formed under C.L.4.4 Proudly, Differently etc. 	<ul style="list-style-type: none"> • Students will be able to construct sentences using Passive voice - Past Tense • Students will be able to construct sentences using Passive voice - Future Tense • Students will be able to use reflexive pronouns – myself, our selves, yourselves, himself, herself, itself, themselves • Students will be able to use the modals ‘must and have to’ appropriately • Students will be able to use contracted form in speaking and writing. • Students will be able to use comparative 	
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		<ul style="list-style-type: none"> • Help students to use frequency adverbs Once, twice, always, usually, never, rarely, often, sometimes <p>Grade 10</p> <p>Active Voice - Perfect Continuous form</p> <p>1. Present Perfect Continuous form (Affirmative, Negative, Interrogative)</p> <p>E.g.</p> <p>I have been waiting. I have not been waiting. Have I been waiting? Etc.</p> <p>2. Past Perfect Continuous form (Affirmative, Negative, Interrogative)</p> <p>E.g.</p> <p>I had been waiting. I had not been waiting. Had I been waiting? Etc.</p> <p>Passive Voice - Continuous form</p> <p>1. Present Continuous tense (Affirmative, Negative, Interrogative)</p>	<p>adjectives appropriately to compare nouns</p> <ul style="list-style-type: none"> • Students will be able to use superlative adjectives appropriately to compare nouns • Students will be able to use prepositions to describe the position. • Students will be able to use the conjunction ‘ as, since, so to join sentences. • Students will be able to use adverbs : once, twice, always, usually, never, rarely, often, sometimes and the adverbs that formed under C.L.4.4 appropriately to describe verbs. • Students will be able to 	
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		<p>E.g.</p> <p>She is decorating the room. The room is being decorated. She is not decorating the room. The room is not being decorated.</p> <p>Is she decorating the room? Is the room being decorated?</p> <p>2. Past Continuous tense (Affirmative, Negative, Interrogative)</p> <p>E.g.</p> <p>She was decorating the room. The room was being decorated. She was not decorating the room. The room was not being decorated.</p> <p>Was she decorating the room? Was the room being decorated?</p> <p>3. Present Perfect tense (Affirmative, Negative, Interrogative)</p> <p>E.g.</p> <p>He has washed the car. The car has been washed by him.</p> <p>He has not washed the car.</p>	<p>construct simple sentences using Present Perfect Continuous tense. (Active Voice)</p> <ul style="list-style-type: none"> • Students will be able to construct simple sentences using Past Perfect Continuous tense. (Active Voice) • Students will be able to construct simple sentences using Past Present Continuous tense. (Passive Voice) • Students will be able to construct simple sentences using Past Continuous tense. (Passive Voice) • Students will be able to construct simple sentences using Present Perfect tense. (Passive Voice) 	
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		<p>The car has not been washed by him.</p> <p>Has he washed the car? Has the car been washed by him?</p> <p>4. Past Perfect tense (Affirmative, Negative, Interrogative)</p> <p>E.g. He had washed the car. The car had been washed by him. He had not washed the car. The car had not been washed by him.</p> <p>Had he washed the car? Had the car been washed by him?</p> <p>5. Future Perfect tense (Affirmative, Negative, Interrogative)</p> <p>E.g. He will have washed the car. The car will have been washed by him.</p> <p>He will not have washed the car. The car will have not been washed by him.</p> <p>Will he have washed the car? Will the car have been washed by him?</p> <ul style="list-style-type: none"> • Help students to use the pronouns (reciprocal) each other, one another 	<ul style="list-style-type: none"> • Students will be able to construct simple sentences using Past Perfect tense. (Passive Voice) • Students will be able to construct simple sentences using Future Perfect tense. (Passive Voice) • Students will be able to use pronouns: each other, one another in sentences appropriately. • Students will be able to use the modals; need and ought to in sentences appropriately. • Students will be able to use adjectives appropriately to describe nouns. • Students will be able to 	
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		<ul style="list-style-type: none"> • Help students to use the modals; need and ought to in sentences. • Help students to use adjectives appropriately in a sentence. (Using Adjectives that formed under Competency level 4.4) • Help students to use prepositions given below. till, towards, until, round, since, within, off, during, beyond, before, after, against, upon • Help students to use conjunctions (coordinating conjunctions) given below. Though, although, in spite of, even though, whenever, however, while • Help students to use adverbs appropriately in a sentence. (Using the Adverbs that formed under Competency level 4.4) • Help students to identify the differences between ‘If’ type 1, ‘If’ type2 and ‘If’ type 3. <p>E.g.</p> <p>Type 1: If I <u>have</u> time, I <u>will go</u> today. Type 2: If I <u>had</u> time, I <u>would go</u> today. Type 3: If <u>had had</u> time, I <u>would have gone</u> today. If you <u>had worked</u> hard, you <u>would have passed</u> the exam.</p>	<p>use prepositions appropriately</p> <ul style="list-style-type: none"> • Students will be able to use conjunctions appropriately. • Students will be able to use adverbs appropriately. • Students will be able to identify the differences between ‘If’ type 1, ‘If’ type2 and ‘If’ type 3 (not for testing) • Students will be able to use indirect speech properly 	
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<p>7. Uses English creatively and innovatively in</p>	<p>7.1 Writes descriptions of people, animals, places and things</p> <p>7.2 Describes pictures</p> <p>7.3 Writes for personal purposes</p> <p>7.4 Writes instructions</p> <p>7.5 Writes simple compositions on different types of topics</p>	<ul style="list-style-type: none"> • Help students to understand the differences between direct speech and indirect speech. • Help them to use indirect speech properly. <p>E.g.</p> <p>I said, ‘I don’t understand you.’ (direct speech) I said that I didn’t understand him. (indirect sp.)</p> <p>He said, ‘The sun rises in the east.’ He said that the sun rises in the east.</p> <p>(A fact that always true – tense remains unchanged)</p> <ul style="list-style-type: none"> • Help students to write descriptions of; Myself, my mother, my father, my friend, my teacher, my sister, my favourite person, cat, dog, elephant, parrot, butterfly, my pet etc., fruits, flowers, trees, objects in the classroom /home, school, my classroom, my home, my village/ town. <p>Text types : Model essays(simple paragraphs)</p> <p>Activities : Guided writing, parallel writing, free writing, completing</p>	<ul style="list-style-type: none"> • Students will be able to write descriptions of myself, my mother, my father, my friend, my teacher, my sister, my favourite person, cat, dog, elephant, parrot, butterfly, my pet etc., fruits, flowers, trees, objects in the classroom /home, my school, my classroom, my home, my village/ town using simple sentences. 	
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	<p>7.6 Writes poems and stories</p> <p>7.7 Writes for official purposes</p> <p>7.8 Writes compositions</p>	<ul style="list-style-type: none"> • Help students to describe photographs, village fair, super market, classroom, cartoon pictures, playground, beach <p>Text types : Pictures and model descriptions</p> <p>Activities: filling blanks, completing, guided writing, parallel writing and free writing.</p> <ul style="list-style-type: none"> • Help students to write - A letter to a pen friend , preparing an invitation for a birthday party, letter to a friend inviting for a spend the day / to see Kandy perahara (procession), a letter describing an experience had at different locations in Sri Lanka. <p>Text types : model letters and invitations</p> <p>Activities : Writing letters- Rearranging, completing, parallel writing, sort out and write, guided writing , free writing</p> <ul style="list-style-type: none"> • Help students to write instructions to - prepare a fruit salad, wash a frock/ shirt, make a kite, make a vesak lantern, make a mask (using paper plates) <p>Text types : Dialogues, role plays</p> <p>Activities : Rearranging, sort out and write,</p>	<ul style="list-style-type: none"> • Students will be able to describe photographs and the pictures of village fair, super market, classroom, cartoon pictures, playground, beach using simple sentences. • Students will be able to write a letter to a pen friend , preparing an invitation for a birthday party, letter to a friend inviting for a spend the day / to see Kandy Perahara (procession), a letter describing an experience had at different locations in Sri Lanka using simple sentences. • Students will be able to write instructions to; prepare a fruit salad, wash a frock/ shirt, make a kite, make a Vesak lantern, make a mask (using paper plates) 	
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		<p>completing, numbering</p> <ul style="list-style-type: none"> • Help students to write simple compositions on sports, food, Sri Lanka <p>Text types : model essays, dialogues, stories, poems</p> <p>Activities : Rearranging, completing, parallel writing, sort out and write, guided writing , free writing</p> <ul style="list-style-type: none"> • Help students to write simple poems on my pet, my mother/ father sister/brother/ grandmother/ grandfather <p>Text types : model poems</p> <p>Activities : completing, sort out and write, parallel writing, guided writing, free writing</p> <p>Grade 7</p> <ul style="list-style-type: none"> • Help students to write descriptions of; Sri Lanka, Adam’s Peak, Harbour-Trincomalee, ants, butterflies – life cycle, sunflower, lotus, snake gourd, green leaves, drumsticks, manioc, cashew nuts, olive, Kumaratunga Munidasa, Ananda Samarakoon, Ananda Coomaraswamy, Siddi Lebbe, young inventors in Sri Lanka 	<ul style="list-style-type: none"> • Students will be able to write simple compositions on sports, food and Sri Lanka • Students will be able to write simple poems on my pet, my mother/ father sister/brother/ grandmother/ grandfather • Students will be able to write descriptions of people, places and things • Students will be able to describe photographs and pictures of various types • Students will be able to convey the accurate meaning in writing according to their age and level. 	
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		<p>etc.</p> <p>Text types : Model essays(simple paragraphs)</p> <p>Activities: Completing, Re-arranging, parallel writing, Guided writing, free writing,</p> <ul style="list-style-type: none"> • Help students to describe photographs and pictures of vegetable stalls, fruit stalls, toy stalls, flower stalls, cartoon pictures and pictures with insects. <p>Text types: Pictures, photographs and model descriptions</p> <p>*vocabulary with pictures of fruits, vegetables, flowers, toys and insects should be included in the text book.</p> <p>Fruits – olive, grapes, avocado, pomegranate, tamarind, mandarin, water melon, sweet melon, woodapple, velvet tamarind, cashew nut, sweet jack, guava, star fruit, sour sap, shaddock etc.</p> <p>Vegetables – cucumber, ladies fingers (okra), spinach, drumstick, pumpkin, cabbage, brinjal, snake gourd, bottle gourd, bitter gourd, beans, ash plantain, ash pumpkin, green leaves, potato,</p>	<ul style="list-style-type: none"> • Students will be able to write instructions to suite the purpose. • Students will be able to write simple compositions on different types of topics using language appropriate to their age and level. • Students will be able to write simple poems and stories familiar topics • Students will be able to write descriptions of people, places things and animals • Students will be able to describe photographs and pictures of busy streets, botanical gardens, pictures at the post office school bank and birds, cloth • Students will be able to 	
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		<p>tomato, country beans, winged beans, manioc, sweet potatoes, yams, beetroot, carrot, leeks, capsicum, radish, nokhol, cauliflower, broccoli</p> <p>Flowers – lotus, jasmine, blue water lily, white water lily, marigold, sunflower, babaton, shoeflower, daisy, orchid, rose, cannas, queen of night, chrysanthemums, temple flower, anthuriums</p> <p>Insects – white ant, termite, fly, blue bottle fly, bee, bumble bee, wasp, spider, mud dauber, dragonfly, butterfly, cricket, locust, moth, cockroach, bug, mosquito, flea, ladybird, grasshopper, beetle,</p> <p>worm, earthworm, slug, snail, caterpillar, centipede, millipede, grub</p> <p>Activities: filling blanks, completing, parallel writing, guided writing, and free writing.</p> <ul style="list-style-type: none"> • Help students to write letters of excuse, a letter to a pen friend, note to a friend <p>Text types: model letters and notes</p> <p>Activities : Rearranging, completing, sort out and write, parallel writing, guided writing , free writing</p> <ul style="list-style-type: none"> • Help students to write instructions to (vesak lantern, kite, recipes - preparing a tomato 	<p>write letters of excuse, a letter to a pen friend, and note to a friend, a letter to a friend describing a holiday experience etc. according to their age and level.</p> <ul style="list-style-type: none"> • Students will be able to write instructions to suite the purpose. • Students will be able to write simple compositions on different types of topics using language appropriate to their age and level. • Students will be able to write simple poems and stories familiar topics • Students will be able to write descriptions of people, animals, places 	
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		<p>and egg salad, a cup of tea etc.</p> <ul style="list-style-type: none"> • Help students to write simple compositions on national festivals in Sri Lanka, religious festivals in Sri Lanka, historical places in Sri Lanka etc. (using 150 words) <p>Text types: model essays, dialogues,</p> <p>Activities : Rearranging, completing, parallel writing, sort out and write, guided writing , free writing</p> <ul style="list-style-type: none"> • Help students to write simple poems on things, people, places and insects mentioned under C.L. 5.2 and 7.1. <p>Text types : model poems</p> <p>Activities : completing, sort out and write, parallel, writing, guided writing, free writing</p> <p>Grade 8</p> <ul style="list-style-type: none"> • Help students to write descriptions of; People, Places thing and animals <p>Text types- notices, notes, letters formal/ informal, instructions, messages, descriptions of places, people, animals, things, events and process, articles, minutes, advertisements, stories, songs,</p>	<p>and things (their physical features, qualities etc.)</p> <ul style="list-style-type: none"> • Students will be able to describe photographs and pictures of historical and religious places, statues of Lord Buddha, Goddess Saraswathi, Jesus and other deities and kings, national and religious festivals, world famous places, cartoon pictures. • Students will be able to write invitations and other personals letters. • Students will be able to write instructions appropriately. • Students will be able to write simple poems on places, people and festivals. 	
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		<p>poems.</p> <p>Text Topics - historical places (Sigiriya), botanical gardens, mountains, rivers, etc. Birds- ostrich, eagle, jungle fowl, sparrow, parrot, etc</p> <p>Stories - Mahadanamutta's, Nasrudin's, etc. Madduma Bandara, Dr. C.W.W. Kannanngara, Sir Henry Steel Olcott, Madam Mary Museus, etc.</p> <p>Model essays(simple paragraphs)</p> <p>Activities : Completing, Re-arranging, parallel writing, Guided writing, free writing,</p> <ul style="list-style-type: none"> • Help students to write letters of excuse, a letter to a pen friend, note to a friend, a letter to a friend describing a holiday experience. <p>Text types : simple model letters and notes</p> <p>Activities : rearranging, completing, sort out and write, parallel writing, guided writing , free writing</p> <ul style="list-style-type: none"> • Help students to write instructions. (to make a ragged doll, to post a letter, making compost fertilizer, origami, suitable activities selected from the subject Practical Technological Skills etc.) • Help students to write simple compositions 	<ul style="list-style-type: none"> • Students will be able to write for official purposes. • Students will be able to write compositions on sports, books, food, music, etc. 	
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		<p>on Health Tips, Our Environment, Public</p> <ul style="list-style-type: none"> • properties, Newspapers, Transport, Independence Day etc. (using 100 words) <p>Text types : model essays, dialogues,</p> <p>Activities: Rearranging, completing, parallel writing, sort out and write, guided writing , free writing</p> <ul style="list-style-type: none"> • Help students to write simple poems on things, people, places and birds etc.. mentioned under C.L. 5.2 and 7.1. <p>Text types: model poems</p> <p>Activities – completing, sort out and write, parallel writing, guided writing, free writing</p> <ul style="list-style-type: none"> • Help students to write descriptions of peoples, animals, places and things (their physical features, qualities etc.) <p>Text types - Model essays (simple paragraphs)</p> <p>Activities - Guided writing, parallel writing, free writing, completing</p>		
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		<ul style="list-style-type: none"> • Help students to describe photographs and pictures of historical and religious places, statues of Lord Buddha, Goddess Saraswathi, Jesus and other deities and kings, national and religious festivals, world famous places, cartoon pictures etc. <p>Text Types - Pictures and model descriptions</p> <p>Activities – filling blanks, completing, guided writing, parallel writing and free writing.</p> <ul style="list-style-type: none"> • Help students to write - invitations and other personals letters. <p>Text types- model letters and invitations</p> <p>Activities -Writing letters- Rearranging, completing,</p> <p>parallel writing, sort out and write, guided writing , free writing</p> <ul style="list-style-type: none"> • Help students to write instructions on different type of situations, to do day to day activities etc. E.g. To write a letter, prepare curries, do a game etc. <p>Text types : Dialogues, role plays</p>		
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		<p>Activities: Rearranging, sort out and write, completing, numbering</p> <ul style="list-style-type: none"> • Help students to write simple poems on places, people and festivals <p>Text types : model poems</p> <p>Activities : completing, sort out and write, parallel writing, guided writing, free writing</p> <ul style="list-style-type: none"> • Help students to write for official purposes. E.g. Applications, letters of requesting, replying, ordering, apologizing, thanking, appreciating etc. <p>Text types : model letters</p> <p>Activities : completing, sort out and write, parallel writing, guided writing, free writing</p> <ul style="list-style-type: none"> • Help students to writes compositions on sports, books, food, music, etc. <p>Text types : model compositions</p> <p>Activities : completing, sort out and write, parallel writing, guided writing, free writing</p>		
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		<ul style="list-style-type: none"> • Help students to ; introduces with name, age, date of birth, hobbies, addresses, father's and mother's name, student's school, grade, best friend, number of sisters and brothers <p>Text types : model speeches</p> <p>Activities : complete a form with above information, make sentences on each, prepare a speech on 'Myself'</p> <ul style="list-style-type: none"> • Help students to uses these expressions in different situations accordingly. <p>Eg. at the Classroom, at the sports meet, at a birthday party, at an alms giving, at the dining table</p> <ul style="list-style-type: none"> • Help students to speak about : Myself, my mother, my father, my friend, my teacher, my sister, my favourite person, cat, dog, elephant, parrot, butterfly, my pet etc., fruits, flowers, trees, objects in the classroom /home, school, my classroom, my home, my village/ town. <p>Text types : Model essays(simple paragraphs)</p>	<ul style="list-style-type: none"> • Students will be able to speak on 'Myself' with 	
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<p>8. Communicates clearly, fluently and concisely</p>	<p>8.1 Introduces self</p> <p>8.2 Uses simple expressions appropriately in greeting, thanking, affirming, denying</p> <p>8.3 Describes people, animals, and objects using simple sentence patterns</p> <p>8.4 Speaks on familiar topics</p>	<ul style="list-style-type: none"> • Help students to speak on sports, food , Sri Lanka and any other interesting topics • Help students to speak on the things in the classroom, school • (lab, library, playground) Parts of home (bed room, living room and other rooms), home garden. • Help students to use “can”, “may” to show ability and possession by using - my, your, Saman’s, mother’s etc. in day to day activities. • Help students ask to get personal information (name, age, date of birth, address, hobbies, father’s and mother’s name, number of sisters and brothers, school, grade, etc.) from others. • Help students to use prepositions - on, in, under, between, near, in front of, behind • Help students to describe photographs, village fair, super market, classroom, cartoon pictures, playground, beach • Help students to describe one’s daily routine /actions. 	<p>the information name, age, date of birth, hobbies, addresses, father’s and mother’s name, student’s school, grade, best friend, number of sisters and brothers</p> <ul style="list-style-type: none"> • Students will be able to use simple expressions in greeting, thanking, affirming, denying in the situations of classroom, sports meet, birth day party, alms giving, at the dining table • Students will be able to speak about myself, my mother, my father, my friend, my teacher, my sister, my favourite person, cat, dog, elephant, parrot, butterfly, my pet etc., fruits, flowers, trees, objects in the classroom /home, my school, my classroom, my home, my village/ town using 	
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		<ul style="list-style-type: none"> • Help students to describe the things done yesterday, last week end etc. • Help students to use question words (what, when, where, how, why, who, which) to get information. • Help students to use language in following contexts -at the sports meet , in the class room, at school, at the village fair, in the kitchen, at the dining table, at supermarket, at a birthday party, at an alms giving, in the garden, at the New year festival <p>Grade 7</p> <ul style="list-style-type: none"> • Help students to speak about : Sri Lanka, Adam’s Peak, Harbour- Trincomalee, ants, butterflies – life cycle, sunflower, lotus, snake gourd, green leaves, drumsticks, manioc, cashew nuts, olive, toys, Kumaratunga Munidasa, Ananda Samarakoon, Ananda Coomaraswamy, Siddi Lebbe, a young inventor in Sri Lanka, Sleeping Beauty, Heensaraya, Naribana etc. <p>Text types : Model essays (simple paragraphs)</p> <ul style="list-style-type: none"> • Help students to speak about: national festivals in Sri Lanka, religious festivals in 	<p>simple sentences.</p> <ul style="list-style-type: none"> • Students will be able to speak on sports, food and Sri Lanka • Students will be able to speak on the things in the classroom, school (lab, library, playground) Parts of home (bed room, living room and other rooms), home garden. • Students will be able to use can and may in speaking. Students will be able to use possessive forms – my, your, mother’s etc. • Students will be able to ask to get personal information (name, age, date of birth, address, hobbies, father’s and mother’s name, number of sisters and brothers, school, grade, etc.) from others 	
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		<p>Sri Lanka, historical places in Sri Lanka</p> <ul style="list-style-type: none"> • Help students to use can, would, must and should appropriately in different situations <p>Eg. Can I help you? Would you like a cup of tea? I must come to school tomorrow. We should keep the class</p> <ul style="list-style-type: none"> • Help students to use the prepositions: At - at the bus stop, at the door at the new auditorium, <p>near, into, up, down, over, next to, below, above - appropriately in different situations. Help students to describe photographs and pictures of vegetable stalls, fruit stalls, toy stalls, flower stalls, cartoon pictures and pictures with insects</p> <ul style="list-style-type: none"> • Help students to use language in following contexts – talking about food and meals, ordering food, buying stationery <p>Text types: simple dialogues with simple language, simple descriptions (oral)</p> <ul style="list-style-type: none"> • Help students to use present, past and future continuous forms to describe continuing 	<ul style="list-style-type: none"> • Students will be able to use prepositions - on, in, under, between, near, in front of, behind to describe the position. • Students will be able to describe photographs and the pictures of village fair, super market, classroom, cartoon pictures, playground, beach using simple sentences. • Students will be able to describe one’s daily routine /actions. • Students will be able to describe the things done yesterday, last week end etc. • Students will be able to use question words (what, when, where, how, why, who, which) to get information. • Students will be able to 	
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		<p>actions.</p> <ul style="list-style-type: none"> • Help students to use Perfect tense appropriately in expressing personal experience, immediately completed actions, possessions and visible changes. <p>Eg.</p> <p>I have eaten dragon fruit. I have been to Jaffna. I have been to Colombo. I have just finished my lunch. He has just gone out. The classroom has become dirty. I have got two brothers. You have put on weight.</p> <p>Grade 8</p> <ul style="list-style-type: none"> • Help students to speak about the topics given under C.L. 7.1 <p>Text types</p> <p>Model essays (simple paragraphs)</p> <ul style="list-style-type: none"> • Help students to speak about topics given under C.L. 7.5. • Help students to use must, have to and should appropriately in different situations. 	<p>use the language appropriately in the given situation</p> <ul style="list-style-type: none"> • Students will be able to speak about people, places and things using language appropriate to their age and level. • Students will be able to speak on familiar topics using language appropriate to their level and age. • Students will be able to use can, would, must and should appropriately in different situations. • Students will be able to describe the position of something accurately using the correct preposition. • Students will be able to orally describe various 	
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		<p>Eg.</p> <p>I must come to school tomorrow. We should keep the classroom clean I have to do my homework etc</p> <ul style="list-style-type: none"> • Help students to use the prepositions: in, on, under, near, above, below, over, behind, in front of, next to etc. appropriately in different situations. • Help students to describe photographs and pictures of busy streets, botanical gardens, birds, clothes, pictures at the post office, school, bank, etc. • Help students to use language in following contexts – at the school, (classroom, library, canteen, lab, playground – language expressions that the students need to use) at a post office at bank, at an exhibition etc. <p>Text types : simple dialogues with simple language, simple descriptions (oral)</p> <p>Activity : acting out, role playing</p>	<p>types of photographs and pictures familiar to their lives and appealing to their interests.</p> <ul style="list-style-type: none"> • Students will be able to use language in familiar contexts • Students will be able to use present, past and future continuous forms to describe continuing actions. • Students will be able to use Perfect tense appropriately in expressing personal experience, immediately completed actions, possessions and visible changes. • Students will be able to speak about people, places things birds using language 	
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		<p>Grade 10</p> <ul style="list-style-type: none"> • Help students to describe objects, animals and people (their physical features, qualities etc.) • Help students to speak on familiar topics. E.g. sports, books, food, music, etc <p>Text types : Role plays</p> <ul style="list-style-type: none"> • Help students to describe photographs and pictures of historical and religious places, statues of Lord Buddha, Goddess Lakshmi, Jesus and other deities and kings, national and religious festivals, world famous places, cartoon pictures etc. <p>Text Types : Pictures and model descriptions</p> <p>Activities: filling blanks, completing, guided writing, parallel writing and free writing.</p> <ul style="list-style-type: none"> • Help students to describe past events and actions <p>Text types : Role play</p> <ul style="list-style-type: none"> • Help students to ask to get information using what, where, why, when, which, how many, how much, how often etc. 	<p>appropriate to their age and level.</p> <ul style="list-style-type: none"> • Students will be able to speak on familiar topics using language appropriate to their level and age. • Students will be able to use must, have to and should appropriately in different situations • Students will be able to describe the position of something accurately using the correct preposition. • Students will be able to orally describe (various types of photographs and pictures familiar to their lives and appealing to their interests). • Students will be able to use language in 	
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		<p>Text types : Role plays</p> <ul style="list-style-type: none"> • Help students to use language in different situations. E.g. At the canteen, at the library, at a hospital, at an exhibition <p>Text types : Role plays</p> <ul style="list-style-type: none"> • Help students to describe future events and actions <p>Text types : Role plays</p> <ul style="list-style-type: none"> • Help students to engage in telephone conversations using language appropriately <p>Text types : Role plays</p> <ul style="list-style-type: none"> • Help students to engage in debates on current topics using language appropriately. <p>E.g</p> <ul style="list-style-type: none"> - Vegetarian diet is healthier than non-vegetarian diet. - Face book should be banned. - Internet is a boon / a bane. - Television wastes time. - Should cell phones be allowed in schools? - Printed books do not have a future. <p>Text types : Role plays</p>	<p>familiar contexts</p> <ul style="list-style-type: none"> • Students will be able to describe objects, animals, people (their physical features, qualities etc.) • Students will be able to speak on familiar topics like sports, books, food, music, etc. • Students will be able to describe photographs and pictures of historical and religious places, statues of Lord Buddha, Goddess Lakshmi, Jesus and other deities and kings, national and religious festivals, world famous places, cartoon pictures etc. • Students will be able to describe past events and actions. 	
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			<ul style="list-style-type: none">• Students will be able to get information using what, where, why, when, which, how many, how much, how often etc• Students will be able to use language in different situations. E.g. At the canteen, at the library, at a hospital, at an exhibition appropriately.• Students will be able to describe future events and actions• Students will be able to engage in telephone conversations using language appropriately• Students will be able to engage in debates on current topics using language appropriately.	
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Competency 1

Identifies the sounds of English Language

Competency level :

1.1 Pronounces English words properly.

Learning outcome :

- Students will be able to properly articulate commonly used English words they have come across so far.

Competency level :

1.2 Reads aloud different types of texts accurately and meaningfully

Learning outcome :

- Students will be able to articulate English words with different spelling combinations

Competency level :

1.3 Pronounces English words and phrases properly

Learning outcome :

- Students will be able to articulate English words with different spelling combinations.

Competency level :

1.4 Pronounces English words with different spellings properly

Learning outcome :

- Students will be able to recognize words when they appear in a sentence and read them out properly without difficulty

No. of periods: 12

Instructions for Lesson planning

The first competency identified for the secondary English Language curriculum is aimed at helping the students to be familiar with one of the most important aspects of the language; pronunciation. When the students reach grade 11 it is expected that they have mastered all the competency levels mentioned above. Main purpose of including all the competency levels prescribed in the secondary curriculum (up to grade 11) is for the teachers to be sure of the level of achievement before the students finish grade 11 and take the first national examination that comes after 9 years of English language education. Since there are attempts to include speaking component in the national examination system it is essential that students are able to articulate English words, phrases and sentences properly. Even if speaking skill is not tested a child who finishes 11 years of general education must have developed essential English language skills that might help them to secure their place in the competitive global labour market.

In grade 11 when lessons are planned, it is more effective to incorporate this competency with the other competencies mainly focus on speaking listening and reading rather than planning separate lessons focusing on this competency alone. In other words, planning separate lessons for this competency at this level may kill the interest of both teachers and learners and therefore, you are requested to pay your attention to the following lesson plan suggestions.

- In your reading lessons make sure that you allocate some time for students to read the texts aloud. If this is practiced continuously during the reading lessons students' problems related to word recognition and pronunciation can be identified together in practical contexts.
- Plan your speaking lessons regularly so that students get ample opportunities for pronunciation practice in more authentic contexts.

Instructions for assessment and evaluation:

As mentioned in the above section if lessons are planned carefully paying attention to improving their pronunciation in line with the competency levels identified here assessment and evaluation process will be an integral part of the learning teaching process. In assessing your students, please pay your attention to the learning outcomes identified here. They are the guiding stars for

the assessment process. Paying attention to the action verbs given in the learning outcomes identified for each competency level will help you design your assessment tasks and to align them with learning teaching process. It is better if teachers can start the assessment procedures for this grade after a careful assessment of each and every student's essential learning levels or their entry levels to the new grade. These are the essential learning levels they should have achieved at the end of the previous grade. This entry level assessment helps teacher to determine the level of teaching he/she has to start in the new grade. This kind of assessment that happens at the very beginning of the grade 11 will give teachers a clear picture of the differences that exist in the class among students and to plan a very successful year ahead catering for the needs of each and every child in the classroom.

The following tips highlighted for all the grades can be helpful for the teacher in this grade too.

- a. Improving confidence of the students to use English orally.
- b. Training students to face oral examinations that might be introduced at national level examinations in future and other recognized language tests at the global level, if they intend to do so.
- c. To identify their progress during the process of learning (formative) and to determine whether they have achieved the expected learning outcomes at the end of a defined period (summative), that is at the end of a term or the year.
- d. Make sure you check their mastery of the items coming under this competency periodically in order to have a confident assessment of their performance.
- e. Making assessment an integral part of learning and teaching instead of considering it an outside process forced on teachers and students

In grade 11 also teachers are sincerely requested to maintain student progress records, and conduct remedial sessions to help students, who find difficulties in achieving these competency levels, as positive outcomes of their assessment and evaluation process. Progress profiles can be handed over to the students at the end of this grade so that they will have a sound description of their language ability, which in turn will help them plan their future language learning activities.

Assessment and evaluation process, if planned well, will invariably help teachers witness better results and student performance every year.

Suggestions for further reading

Dalton, C. and Barbara, S. (1994). *Pronunciation*. OUP

Taylor, T.C. (1993). *Pronunciation in action*. Prentice Hall

Competency 2.

Uses Mechanics of Writing with Understanding

Competency levels :

- 2.1 Uses capital and simple letters appropriately**
- 2.2 Uses full stop appropriately**
- 2.3 Uses question mark appropriately**
- 2.4 Uses apostrophes appropriately**
- 2.5 Uses inverted commas appropriately**
- 2.6 Uses commas with understanding**
- 2.7 Uses Exclamation mark appropriately**

Learning outcome :

- Students will be able to write sentences using proper mechanics of writing conforming to the accepted standards in writing.

No. of periods: 15

Instructions for lesson planning

In the secondary English language curriculum there are seven items highlighted under mechanics of writing, which students are expected to master when they finish grade 11. They are;

1. Use of capital and simple letters
2. Use of full stop
3. Use of question mark
4. Use of apostrophe
5. Use of inverted commas
6. Use of commas, and
7. Use of exclamation mark

A close look at these seven items shows that they are the most essential items that help them their writing skill to a level that is appropriate to their age, grade and level of language use. In

planning your lessons it is very important to create situations where they get enough opportunities to use these items meaningfully and at the same time there should be opportunities for them to discuss these items in the classroom. Mini projects and interesting competitions targeting the use of mechanics of writing can be motivating activities that can be incorporated in your teaching plans. Further, it is better to include error recognition and correction activities focusing on mechanics of writing so that students will be able to be familiar with them with a deep sense of understanding. For visual learners, please display examples of using these items regularly in the classroom.

Tips for the teacher

- Please provide your students with more opportunities to identify the correct use of the prescribed items up to grade 11 in the written sentences they encounter in day to day life.
- Make mechanics writing an important item in your assessment check list of essential learning competencies. (ELC)
- Please check whether they have mastered what is prescribed for each grade before you start practicing them in this grade.
- Use a variety of teaching learning techniques to help them master these items.
- Use visual aids as much as possible so that the students will conceptualize better the items prescribed.
- Activity based approaches like using the 5 E model will help you here.
- Encourage students maintain a check list for mechanics of writing whenever they are engaged in writing activities. In the long run the use of mechanics of writing will be a practice (Adopting behaviouristic techniques if they work well creates no harm)

Instructions for assessment and evaluation:

Assessment of your students' ability to use mechanics of writing prescribed for the secondary English language curriculum is a very vital task in this grade. It is a well known fact that

mechanics of writing is one of the areas where they can score marks for major writing tasks at the national examination. As a result it is strongly suggested that a well planned assessment process happens during this year so that the students will be confident in this area at the end of the year. In planning your assessment tasks please pay your attention to the learning outcomes identified for each of the competency levels identified here. Further, it is important to pay our attention to what they actually are expected to do in this area during the period of one year they spend in grade 11. The syllabus recommends that they should do the following;

- **Recognize** various punctuation marks highlighted in the secondary syllabus
- **Recall** conventions of writing such as the using of capital and simple letters in sentences appropriately
- **Use** mechanics of writing properly in their writing
- **Locate** errors in the use of mechanics of writing
- **Correct** the identified errors.

The action verbs highlighted above represent different cognitive levels. They are arranged in a logical way that it shows us the order in which students process the concept of ‘mechanics of writing’ in their mind starting with a lower order abilities like recognizing and recalling and ending up with higher order abilities such as locating errors and correcting them (when they are used incorrectly in a sentence) which happens after meaningful use of them in proper contexts. If your assessment plan can capture these abilities of the children methodically you will surely succeed in helping your students master this competency.

Competency 3.

Engages in active listening and responds appropriately

Competency level :

- 3.1 Responds to simple announcements**
- 3.2 Listens and follows instructions**
- 3.3 Listens and responds to different types of simple texts**
- 3.4 Listens and transfers information to other forms**
- 3.5 Identifies different intonation patterns and uses of word stress**
- 3.6 Listens and reports information**
- 3.7 Recognizes discourse markers**
- 3.8 Takes notes from oral presentations**

Learning outcomes :

- Students will be able to write sentences using proper mechanics of writing conforming to the accepted standards in writing

No. of periods: 25

Instructions for Lesson planning

Listening, though automatically neglected in most of the cases, is the most important skill that should be mastered in learning a language. Listening makes a learner aware of the sounds, words and how words are put together to communicate using the target language. Therefore, it is very important to provide students with more opportunities to listen to English Language.

The process of listening starts with “hearing the sounds” (Urr, 1984) and therefore, it is very important to understand the close relationship between the competency number 1 and competency number 3 in the syllabus. Particularly, the first learning outcome given under competency level 1.1(though it is linked to pronunciation) can be related to the identification of sounds through listening.

In planning your listening lessons please make sure that you use authentic materials as much as possible so that the students will be exposed to real life language samples. A common mistake many of the teachers of English make is using reading texts as listening texts. In this process a reading text is selected and it is converted to a listening activity deleting a number of words. When the reading text is read out loudly or when a recorded version of the text is played students are expected to fill in the blanks. Major weakness in such an activity is that nobody is going to listen to such texts in real life and therefore, the students do not find it interesting or important. To avoid this, what we can do is to first, list out the various situations where people listen to the target language (context) and to identify why people listen to English on such situations (purpose). Some of the situations where we listen to language in real life are given below with the purpose.

Context	Purpose
Listening to others when engaged in a dialogue or a conversation	To get various information; to understand others' opinions, point of view etc.
Listening to descriptions/directions	To understand how to get to a particular place, to understand the shape or nature of something, to understand how something or a person looks like.
Listening to others when calling over the telephone	To get information, to give information, to discuss events, people, places.
Listening to the radio	To get information regarding weather, current affairs, and for entertainment.
Listening to announcements	To get information regarding dates, time, procedures etc.
Listening to speeches	For knowledge, information.
Listening to lectures/lessons	For knowledge (specific information)

Though the list is not exhaustive, it is easy to understand the nature of listening that should happen in the language classroom. In grade 11 students are expected to listen to authentic texts like simple instructions, announcements, dialogues, lectures and stories etc and respond to them appropriately. One of the main purposes of including listening in the secondary curriculum is to help them acquire English better. Apart from that students are expected to practice listening to face the proposed listening test that will be introduced to the system soon. In this process teachers should not limit their scope only to the Sri Lankan variety of English. Teachers are expected to make arrangements for students to listen to other varieties as well, especially to the native speakers.

Instructions for assessment and evaluation:

Since Listening is a proposed area to be tested at the national examination in the near future, teachers are expected to plan their assessment procedures accordingly, so that the students will have a better idea about the test. It is, therefore, advisable to include a listening test at the term end examination, so that it becomes a part of the school evaluation culture. However, it is always good to remember that we listen to authentic spoken language in the real society and therefore in test situations too we have to make the texts as natural as possible.

Suggestions for further reading

Lee, W.R. (1979). *Language teaching games and contests*. OUP.

Urr, Penny (1984). *Teaching Listening comprehension*. CUP.

Competency 4.

Building up vocabulary using words appropriately and accurately to convey precise meaning

Competency level :

- 4.1 Uses masculine and feminine forms of nouns appropriately**
- 4.2 Uses terms referring to young ones of animals appropriately**
- 4.3 Finds synonyms and antonyms for given words**
- 4.4 Uses affixes to change the word class and the meaning of words**
- 4.5 Forms the plurals of nouns**
- 4.6 Identifies collective nouns and compound nouns**
- 4.7 Uses nouns, verbs, adjectives and adverbs appropriately**
- 4.8 Uses collective nouns and compound nouns properly**

Learning outcome :

- Students will be able to expand their vocabulary, both productive and receptive to use English language appropriately and accurately in any real life situation.

No. of periods : 25

Instructions for Lesson Planning

Considering the importance of vocabulary development involved in second language learning and teaching, this competency related to vocabulary spans for duration of 25 periods throughout the year.

Vocabulary section of the grade eleven syllabus is arranged based on two basic considerations.

- a. Providing opportunities for students to practice and consolidate the vocabulary items introduced in the primary grade.
- b. Supporting the students improve their Cognitive Academic Language Proficiency (CALP) in relation to vocabulary so as to enhance bilingual education.

Teachers can make use of the reading input coming in the students' text book published by the Department of Educational publications in order to help students to achieve the competency levels given in this section.

When planning lessons in grade 11 it is very important to pay attention to what the students are expected to do at the end of the grade when it comes to vocabulary. According to the syllabus what the students are expected to do ranges from memorizing and recalling the vocabulary items they have encountered throughout the process and to be able to locate vocabulary related errors and the correct them. This hierarchical order represents how the cognitive development happens in relation to vocabulary development in acquiring a second language.

Tips for the teachers

- Help students expand their vocabulary (both productive and receptive) gradually through exposure to a variety of vocabulary items.
- Make students aware of the importance of improving their vocabulary.
- Let them feel the joy of expanding their vocabulary through vocabulary games, dictionary games, competitions etc.
- Use a variety of teaching methods for better results.
- Implement innovative ideas like preparation of picture dictionaries, projects and so on.
- Make sure both Basic Interpersonal Communication and Cognitive Academic Language Processing are developed at the right pace.

Assessment and Evaluation

When assessing the vocabulary development of grade eleven students, it is very important to consider what they have brought from previous grades. While providing opportunities for them to revise and retain the vocabulary they have already acquired their vocabulary development process in grade 11 should be evaluated methodically.

Competency 5

Competency level :

- 5.1 Uses visual clues to derive the meaning of texts**
- 5.2 Extracts specific information from various types of simple texts**
- 5.3 Transfers information into other forms**
- 5.4 Reads and responds to simple poems**
- 5.5 Reads and understands simple folk tales**
- 5.6 Extracts the general idea of a text**
- 5.7 infers implied information**
- 5.8 Recognizes the organization of a text**

Learning outcome :

- Students will be able to locate necessary information and process such information accurately and appropriately to comprehend a reading text

No. of periods: 25

Instructions for Lesson Plans

This competency and the competency levels prescribed for the secondary level specifically make the students ready for reading of English Language. Reading is one of the most vital language skills that help developing of higher cognitive abilities of children. Reading is one of the crucial areas when it comes to higher education and students should be given training in reading English so that they will face future challenges of the knowledge based society with confident.

Learning teaching process that comes under this section is carefully structured in order to take the students through a smooth process from simple reading of visual clues to finding out specific information up to recognizing the organization of a text. Further, the students should be exposed to a variety of texts different in many ways: word density, subject matter, cognitive level etc. in this section. It is expected that the teachers and material developers will pay careful attention to the above aspects when they select reading texts in grade 11.

Tips for the teachers

- Encourage students to engage in carefully designed group and pair activities as well as individual assignments to achieve learning outcomes mentioned in the syllabus.
- Design as many activities as possible to improve their reading ability.
- Individual difference among students should be handled with utmost care in order to keep the motivation level up during lessons.
- Make full use of the reading inputs given in the pupils' text book in order to achieve the objectives of the grade seven syllabus. They make the teachers' work easier.
- Maintain records on your students' progress in reading methodically so that your lesson planning will be in line with students' progress.
- Three questions given by Daly (2003) can be helpful for you to understand well the concept of lesson planning in the second language classroom.
 - What can my pupils already do as readers?
 - What can help to develop my pupils as readers?
 - What do pupils need to know about this text?

Assessment and evaluation

Assessing reading ability of second language learners is a very dynamic process. Since reading happens silently within individuals it is vital to think of strong and realistic measures of assessing reading. At early stages of learning it is better if students can be individually assessed for loud reading occasionally for different aspects of reading like word recognition, comprehension and accuracy. Such practices may help teachers diagnose reading difficulties of students during formative years and teachers are advised to design their formative evaluation accordingly. Keeping records of the students' progress of reading identified as a result of formative evaluation may help teachers plan remedial measures as well as summative evaluation.

Competency 6

Uses English grammar for the purpose of accurate and effective communication

Competency level :

6.1 Constructs simple sentences

Learning outcome :

- Students will be able to construct grammatically correct simple sentence both in writing and orally to express precise meaning

Competency level :

6.2 Uses pronouns appropriately

Learning outcome :

- Students will be able to use pronouns appropriately when producing language in different contexts

Competency level :

6.3 Uses modals meaningfully

Learning outcome :

- Students will be able to express ideas precisely using modals appropriately and accurately

Competency level :

6.4 Uses determiners properly

Learning outcome :

- Students will be able to use determiners appropriately in pre modification

Competency level :

6.5 Uses the contracted form

Learning outcome :

- Students will be able to use the contracted forms accurately in proper contexts
- Students will be able to comprehend the contracted forms when used in context both orally and in writing

Competency level :

6.6 Uses adjectives properly

Learning outcome :

- Students will be able to identify the deference between adjectives and determiners
- Students will be able to use adjectives accurately and appropriately using both attributive and predicative functions

Competency level :

6.7 Uses prepositions appropriately

Learning outcome :

- Students will be able to use prepositions to bring out precise meaning conforming to the conventions of using prepositions

Competency level :

6.8 Uses conjunctions

Learning outcome :

- Students will be able to write and speak compound and complex sentences to express precise meaning

Competency level :

6.9 Uses adverbs appropriately

Learning outcome :

- Students will be able to use adverbs accurately to convey precise meaning

Competency level :

6.10 Uses the conditional clauses appropriately

Learning outcome :

- Students will be able to express ideas logically and rationally

Competency level :

6.11 Uses reported speech

Learning outcome :

- Students will be able to report what others say accurately

No. of periods: 25

Instructions for Lesson Plans

Grammar in the second language classroom is a very sensitive topic. While some practitioners argue for teaching grammar in the English Language classroom, there are others, who strongly speak against the idea of teaching grammar. Harmers' (1987) explanation on "acquisition and learning" provides a base for understanding the concept of grammar.

" All children seem to acquire language without being taught it. They gradually pick it up until they can use their native language efficiently. People who go and live in another country and pick up the language without actually going to language classes, presumably acquire their ability to use the language in the same way, to some extent. May be, then, we don't need to teach language at all. Provided that we expose students to a lot of language which they can understand the general meaning of (even though the language level is higher their own) acquisition will successfully take place"

This statement, at the first glance, shows how simple language teaching is. However, there is one condition given in this statement that shows the gravity of the problem. That is, "provided that we expose students to a lot of language". The question this condition brings up is whether in a second language learning and teaching situation we can provide our learners with 'a lot of

language’ as it happens in an environment where the particular language is spoken as the native tongue.

In this context it is advisable to teach a little amount of language (grammar) both in ‘Covert and Overt’ forms as suggested by Harmer (1987). The very terms used in the competency statement ‘accurate and effective communication’ signals the objectives of including grammar in the secondary curriculum. However, this does not mean at any cost the teachers should focus entirely on teaching grammar, forgetting the other aspects of language teaching. It is strongly suggested that students should be provided more opportunities to use the language through communicative activities while shaping their language with necessary support with essential grammar for precise communication.

Tips for the teacher

- Language items focused in grade eleven syllabus are not new to the students as they have already been exposed to them in the rest of the secondary classes. Hence the language items given can be included in your lessons using both covert and overt grammar teaching methods (Harmer, 1987) when and when necessary.
- Please consider that the main objective of including these grammatical items in the syllabus is to give time for students to practice basic sentence structures essential for them to communicate using English
- Teachers are expected to help students use the sentence structures and other grammatical elements here to engage in successful communication.
- Rather than presenting isolated sentences as examples always use the grammatical elements highlighted in the syllabus in familiar contexts as much as possible so that the students will easily get these items consolidated.
- You can use a range of innovative activities like role play, simulations, drama etc. to contextualize the language items highlighted here and such activities will help students make learning of grammar an enjoyable task.

- Please make your learners aware of the function of pre modification of nouns that happens with adjectives and determiners (articles, possessive pronouns, demonstratives, quantifiers and interrogatives)

Assessment and evaluation

It is recommended that a strong School Based Assessment system which does not make students feel they are evaluated is developed at school level in order to assess the student's ability to use English accurately. Make sure that fluency does not suffer the cost of accuracy in the end.

If a strong SBA system is developed in order to capture the actual progress of students in acquiring grammar, there is no need for specific efforts to think of summative evaluation. Their ability to use grammar will be displayed in all what they do using English and will be assessed indirectly.

Suggestions for further reading

Harmer, J. (1987). *Teaching and learning grammar*. Longman

Urr, Penny. (1988). *Grammar practice activities*. CUP

Competency 7.

Uses English creatively and innovatively in written communication

Competency levels :

7.1 Writes descriptions of people, animals, places and things

7.2 Describes pictures

7.3 Writes for personal purposes

7.4 Writes instructions

7.5 Writes simple compositions on different types of topics

7.6 Writes poems and stories

7.7 Writes for official purposes

7.8 Writes compositions

No. of periods : 25

Learning outcomes :

- Students will be able to engage in a variety of writing activities ranging from short descriptions to compositions to suit the age
- Students will be able to face the writing tasks of the national level examination with confidence and understanding

Instructions for Lesson Planning

Written communication, particularly being able to write creatively and innovatively using a second or a foreign language is a competency that a learner masters over time through constant practice. Therefore, it is of paramount importance to help students improve their writing ability at a very early stage. Then they will have ample time to develop an independent style of writing, which they might need for higher students and professional pursuits in the future.

Competency levels identified in the grade 11 syllabus under competency number 7 lay foundation for step by step development of their writing skill in the year to come. Competency levels identified for the grade 11, focus on expressing the students' thoughts about their immediate concrete environment, to a wide range of contexts going beyond the family and the classroom. This corresponds to the B2 level of the common European Framework of reference (CEFR) of Language Learning, Teaching and Assessment. Though this is the basic (essential) level identified for the grade eleven considering the average student performance expected in grade eleven there is enough scope in the syllabus to cater for the needs of the heterogeneity as well.

Tips for the teachers

- Have a better understanding of the entry level of your students in relation to their writing skill. This may vary depending on various factors like exposure to language; limited opportunities students have in their immediate environment etc.
- Select activities and text types to be used with your students considering the findings of your simple survey on the entry level of students as mentioned above.
- Writing is not a skill to be mastered hastily, it s a slow laborious process.
- Teachers have to be patient enough to give students enough time to understand the complicated, cognitively demanding features of the writing process.
- Make writing an opportunity for them to feel proud of their work. High self esteem can take them a long way.
- Always be ready to reward the little gains of your students.
- Never burden your students with writing activities. That might hinder their enthusiasm to learn the language.
- Start with guided activities that would provide them with satisfaction
- Start with very simple activities to build their confidence.

Assessment and evaluation

Since writing, is one of the major components tested at the national examinations it is very much suitable to maintain a good balance between School Based Assessment (formative) and summative assessment procedures.

Keeping student portfolios can be a very effective way of identifying their progress as well as their problems in developing writing. Such innovative methods can be used in order to make your formative evolution system a very successful and effective one.

Always keep records of the progress of your students so that you can make the next teacher aware of the abilities of your students.

Suggestions for further reading

Mason, H.& Mudd, S. (1994). *Beginning to write*. Scholastic Ltd., Warwickshire

Competency 8

Communicates clearly, fluently and concisely

Competency level :

- 8.1 Introduces self**
- 8.2 Uses simple expressions appropriately in greeting, thanking, affirming, denying**
- 8.3 Describes people, animals, and objects using simple sentence patterns**
- 8.4 Speaks on familiar topics**
- 8.5 Describes things in the immediate surrounding using adjectives**
- 8.6 Uses simple structures to show ability and possibility**
- 8.7 Asks and gets personal information from others**
- 8.8 Describes the position of things accurately**
- 8.9 Describes pictures**
- 8.10 Speaks about daily actions**
- 8.11 Describes past events and actions properly**
- 8.12 Uses question words to get information**
- 8.13 Uses language in a variety of contexts**
- 8.14 Describes continuing actions**
- 8.15 Uses perfect tense appropriately**
- 8.16 Describes future events and actions appropriately**
- 8.17 Engages in telephone conversations**
- 8.18 Engages in debates**

Learning outcome :

- Students should be able to evaluate their own strengths and weaknesses in effective communication.
- Students should be able to evaluate their own strengths and weaknesses in effective communication.

No. of periods: 25

Instructions for Lesson Planning

Communication; clear, precise, and fluent communication is the ultimate objective of learning any language. So, the competency number 8 in the secondary English language curriculum can be considered as the most important competency which a learner may achieve over time. This competency focuses more on oral communication skills and therefore, highlights language functions most of the time.

Activities planned under this particular competency are expected to give more opportunities to put what they have learned into practice. Therefore, this section of the syllabus can be more enjoyable and motivating for the learner as well as for the teacher. In this context it is very much important to plan the learning and teaching process keeping in mind the basic objective of learning a language; communication or rather using the language as a tool to get things done.

Tips for the teacher

- Plan your lessons adding variety to the classroom so that the motivation level will be very high.
- Give students as many opportunities as possible to engage in oral communication.
- Plan activities where they can interact with people who speak English other than the class teacher.

Eg. Field visits to government and corporate establishments in the area, inviting outstanding personalities in the area for interactive sessions, Debate competitions, conducting English Day, Media club, English speaking club.

Such innovative practices will help students improve their ability to communicate using English.

Assessment and Evaluation.

Since this is a very important area in the curriculum, special attention should be given to assessment of oral Skills. In assessing oral skills it had better to follow a descriptive scale (a tool)

in order to make the assessment as pragmatic as possible since there is a lot of subjectivity involved in assessing oral skills.

The nine point band scale give by Carroll (1980) can be used as a guide line to establish uniformity in assessing oral skills across the board.

General assessment scale

Band

9	Expert user. Communicates with authority, accuracy, and style. Completely at home in idiomatic and specialist English
8	Very good user. Presentation of subject clear and logical with fair style and appreciation of attitudinal markers. Often approaching bilingual competence.
7	Good user. Would cope in most situations in English
6	Competent user. Although coping well with most situations he is likely to meet, is somewhat deficient in fluency and accuracy and will have occasional misunderstandings or significant errors.
5	Modest user. Although he manages in general to communicate, often uses inaccurate or inappropriate language.
4	Marginal user. Lacking in style, fluency and accuracy, is not easy to communicate with, accent and usage cause misunderstandings. Generally can get by without serious breakdowns.
3	Extremely limited user. Does not have a working knowledge of the language for day to day purposes, but better than an absolute beginner. Neither productive nor receptive skills allow continuous communication.
2	Intermittent user. Performance will be below the level of a working day to day knowledge of the language. Communication occurs only sporadically.
1/0	Non – user. May not even recognize with certainty which language is being used.

Interview assessment scale

Band

9	Expert speaker. Speaks with authority on a variety of topics. Can initiate, expand and develop- a theme.
8	Very good non-native speaker. Maintains effectively his own part of a discussion. Initiates, maintains and elaborates as necessary. Reveals humour where needed and respond to attitudinal tones.
7	Good speaker. Presents case clearly and logically and can develop the dialogue coherently and constructively. Rather less flexible and fluent than Band 8 performer but can respond to main changes of tone or topic. Some hesitation and repetition due to a measure of language restriction but interacts effectively.
6	Competent speaker. Is able to maintain theme of dialogue, to follow topic switchers and to use and appreciate main attitude markers. Stumbles and hesitates at times but is reasonably fluent otherwise. Some errors and inappropriate language, but these will not impede exchange of views. Shows some independence with ability to initiate.
5	Modest speaker. Although gist of dialogue is relevant and can be basically understood, there are noticeable deficiencies in mastery of language patterns and style. Needs to ask for repetition or clarification and similarly to be asked for them. Lacks flexibility and initiative. The interviewer often has to speak rather deliberately. Copes but not with great style or interest.
4	Marginal speaker. Can maintain dialogue, but in a rather passive manner, rarely taking initiative or guiding the discussion. Has difficulty in following English at normal speed; lacks fluency and probably accuracy in speaking. The dialogue is therefore neither easy nor flowing. Nevertheless, gives the impression that he is in touch with the gist of the dialogue even if not wholly master of it. Marked L1 accent.
3	Extremely limited speaker. Dialogue is a drawn- out affair punctuated with hesitations and misunderstandings. Only catches part of normal speech and unable to produce continuous and accurate discourse. Basic merit is just hanging on to discussion gist, without making major contribution to it.
2	Intermittent speaker. No working facility; occasional, sporadic communication.
1/0	Non – speaker. Not able to understand and/ or speak.

Teachers are expected to use these guidelines to assess and train students to engage in accurate communication.

Further, the schools can start assessing oral skills at the term end examinations based on the guidelines issued by the Ministry of Education from 2015 onwards.

Suggestions for further reading

Carrol, Brendan J. (1980, p: 134, 135) *Testing communicative performance*. Pergamon

