



# ENGLISH

## Grade 8

### Teacher's Instructional Manual



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







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Teacher's Instructional Manual - English  
Grade 8

First Print August 2008

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2009

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Singapore, Republic of Singapore

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## Foreword

While the new approaches to the teaching of subjects in Junior Secondary and Senior Secondary Grades have been introduced, by the National Institute of Education for Grade 8 in 2009, the present Teacher's Instructional Manual will provide excellent guidance to teachers on the teaching approaches they should adopt in teaching subjects. A significant change has been effected in the classroom Learning-Teaching activity through these teaching approaches introduced with respect to Grades 6 and 10 in 2007 and Grades 7 and 11 in 2008.

This Teacher's Instructional Manual is provided to you in order to provide you with guidance on how you should organize your classroom activities so that they are student-centered. The organization of the classroom Learning-Teaching process based on the student-centered approach is not a new experience to either the Sri Lankan classroom or to the teacher. Nevertheless, the student-centered Learning-Teaching Methodology has been provided a novel character through this new approach.

Not only does the present Teacher's Instructional Manual provide the direction necessary in planning lessons to ensure student participation but it also judiciously builds up the environment required for the purpose. The activities in this Teacher's Instructional Manual have been so organized as to provide directions to students on the setting up of new groups for each lesson, exploring new information and generating new knowledge.

The basis of the guidance inherent in the Teacher Guide is the philosophy that the teacher should be rather a Transformer of Knowledge than a mere Transmitter of Knowledge. As such, the activities here help transform the student into a learner who seeks knowledge and thereby generates new knowledge. Therefore, teachers are expected to direct and stimulate students to discover new knowledge through exploration.

It is believed that the underlying philosophy as well as the activities described in this Teacher's Instructional Manual will stimulate the teacher to break away from the shackles of traditional teaching methodologies and think. It is necessary that our teachers focus on new approaches and teaching methods. The new millennium has seen the birth and creation of an immense range of new knowledge. Therefore, there is need to break away from traditional methods and concentrate on planning new activities of one's own.

What is expected through the information included in a Teacher's Instructional Manual of this nature is to direct the teacher to higher approaches while providing him with the basic instructions that he/she could employ in his teaching tasks. It is expected that teachers will make a study of this Teacher Guide with that objective in view and utilize the know how in the classroom. As such, what is mainly expected through an endeavour of this nature is to raise the efficiency and quality of the classroom Learning-Teaching process.

I would like to thank the subject specialists of the National Institute of Education as well as the external resource persons who contributed of their time and expertise in the preparation of this Teacher's Instructional Manual.

**Prof. Lal Perera**  
Director General  
National Institute of Education.



## Preface

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

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

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

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

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

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

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

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

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

**Wimal Siyambalagoda**

Assistant Director General

Faculty of Languages, Humanities and Social Sciences

National Institute of Education



## **Message of the Commissioner General of Educational Publications**

The objective of making the teaching – learning process more meaningful is achieved through the provision of Teacher's Instructional Manuals to the subject teachers while providing textbooks to all school children under the Government's free textbook scheme.

The teacher is the pioneer who directs the students to achieve the competencies spelled out in the syllabus. Therefore you are entrusted with the responsibility of directing the students to make proper use of textbooks in order to develop the teaching-learning process as a fruitful exercise for which there will be necessary guidance in the Teacher's Instructional Manuals.

It is my earnest hope that teachers, engaged in the laborious task of directing a whole new generation to face the challenges of the present day will find these Manuals useful for making a qualitative improvement in the teaching environment.

**W. M. N. J. Pushpakumara**

Commissioner General of  
Educational Publications

Department of Educational Publications

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16. 09. 2008



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## Introduction to the subject

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

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

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

The syllabus of Grade eight consists of eight main competencies and seventeen competency levels under them. The recommended teaching learning methodology is included in the syllabus document of Grade 8 and the methodology suggested there will help the teachers to organize their teaching learning process in a more meaningful way.

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



## Objectives

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



English Language Syllabus for Grade 8																					
Competency	Competency levels related to the grade	Subject content	No.of periods																		
1.Identifies the sounds of English Language.	1.3 Pronounces English words properly.	<p>The students should be able to identify different sounds properly and differentiate between vowels and consonants.</p> <p>E.g.</p> <table><tr><td>sh</td><td>s</td><td>s</td><td>z</td></tr><tr><td>Sheet</td><td>Seat</td><td>Sip</td><td>zip</td></tr><tr><td>shame</td><td>same</td><td>sue</td><td>Zoo</td></tr></table> <table><tr><td>o</td><td></td></tr><tr><td>bowl</td><td>Ball</td></tr><tr><td>bold</td><td>bald</td></tr></table>	sh	s	s	z	Sheet	Seat	Sip	zip	shame	same	sue	Zoo	o		bowl	Ball	bold	bald	8
sh	s	s	z																		
Sheet	Seat	Sip	zip																		
shame	same	sue	Zoo																		
o																					
bowl	Ball																				
bold	bald																				

Competency	Competency levels related to the grade	Subject content	No. of periods
	1.4 Constructs English sentences orally minimizing the problems in articulation.	<p>The students should be able to differentiate between sounds, stress and intonation &amp; speak with appropriate rhythm &amp; stress within the flow of speech.</p> <p><u>Stress</u> The meaning can be changed according to the word that you stress. e.g I w'ant your pen. I want yo'ur pen. I want your pe'n.</p> <p><u>Intonation</u> Rising intonation for yes /no questions and to express surprise, disbelief etc. e.g Is she your mother? ^ Do you want some tea? ^</p> <p>Falling intonation for normal statements, commands and 'wh' questions. e.g A ticket to Kandy please? What's your name?</p>	8



Competency	Competency levels related to the grade	Subject content	No.of periods
2. Uses mechanics of writing with understanding.	2.4. Uses commas with understanding.	<p>Attention should be paid to the use of commas so as to enhance the effectiveness of writing and convey accurate meaning. Students should master basic punctuations such as comma, full stop, question mark and capitalization. The comma is the most flexible in the arrange of its uses.</p> <p>E.g.</p> <ol style="list-style-type: none"> <li>1. I had egg, sandwiches and orange juice for my breakfast.</li> <li>2. I had egg sandwiches, and orange juice for my breakfast.</li> </ol> <p>One dominant use of comma is to separate closely associated nouns and clauses within a sentence.</p> <p>E.g. 2 Ishanthi, Sithari, Bimba and Gayathri went on a trip.</p>	4

Competency	Competency levels related to the grade	Subject content	No. of periods
3. Engages in active listening and responds appropriately	3.5. Listens to and transfers information to other forms.	At this grade students should be able to transfer information into grids and tables while listening to descriptions of people, places and events. <ul style="list-style-type: none"> <li>• Announcements – railway, airport, bus stand, medical center</li> <li>• Advertisements – different types of radio announcements – soap, toothpaste, milk powder, paint etc..</li> </ul>	12
4. Builds up vocabulary using words appropriately and accurately to convey precise meaning	4.4. Uses English words in their proper contexts.	Vocabulary level should encompass 2500 words (400-450 words should be in their productive vocabulary) In addition to the knowledge of nouns, verbs, adjectives and prepositions the following items should be introduced to them. <ul style="list-style-type: none"> <li>• regular and irregular verbs</li> <li>• adjectives – predicative and attributive functions. <ul style="list-style-type: none"> <li>e.g She is <u>beautiful</u>. (predicative)</li> <li>She is a <u>beautiful</u> girl. (attributive)</li> </ul> </li> </ul>	10



Competency	Competency levels related to the grade	Subject content	No. of periods
	<p>4.5. Uses the dictionary and encyclopedia effectively.</p> <p>4.6. Uses contextual/visual clues to derive the meaning of words.</p>	<p>Introducing the encyclopedia and how one can use it should also be taught through practical sessions. The children should also be made aware of how to use a dictionary in learning and to use it on their own.</p> <p>Students should be able to</p> <ul style="list-style-type: none"> <li>• Identify the reference words and their relevance.</li> <li>• Relates reference words to referents. e.g Texas police said that <u>they</u> had arrested 91 year old man suspected of robbing a bank, possibly making <u>him</u> the oldest bank robber in U.S. history. <u>They</u> said they had no records to prove <u>it</u>.</li> </ul>	<p>10</p> <p>8</p>

Competency	Competency levels related to the grade	Subject content	No. of periods
5. Extracts necessary information from various types of texts	5.4. Transfers information into other forms.	<ul style="list-style-type: none"> <li>• Relates one part of a text to another and keeps meaning in mind</li> <li>• Interprets discourse markers.</li> <li>• Reads and understands notes - inviting - giving instructions - messages</li> <li>• Reads and understands labels and informal letters</li> </ul>	10
	5.5. Extracts the general idea of a text.	<ul style="list-style-type: none"> <li>• Identifies the main idea from a paragraph - narrative, descriptive, expository e.g Once upon a time..... (narrative) -I live in a house which has four bedrooms, a living room...(descriptive) -A crab is a marine animal living in water ... (expository)</li> </ul>	10



Competency	Competency levels related to the grade	Subject content	No. of periods
6. Uses English grammar for the purpose of accurate and effective communication.	6.2 Analyzes the grammatical relations within a sentence.	At this grade students are expected to engage in further practice of the grammatical items they acquired in the previous year. The ability to construct compound and complex sentences and understand the grammatical relations within a sentence.	12
	6.6 Constructs complex sentences through the process of subordination.	<b>-The following items should be introduced to them.</b> <ul style="list-style-type: none"> <li>• Present perfect continuous</li> <li>• Simple future</li> <li>• Transitive verbs</li> <li>• Ditransitive verbs</li> <li>• Conditional clause - If it rains we will cancel the trip.</li> </ul> Adverbial clauses of reason, time and concession	10
	6.7. Uses simple, compound, complex, sentences in appropriate context.		10

Competency	Competency levels related to the grade	Subject content	No.of periods
		<p>e.g We have been learning English for six years.( Present Perfect Continuous)</p> <p>-Chanuka will visit Colombo next Sunday ( Simple Future)</p> <p>-My mother made a cake (S.V.O) (Simple Past )</p> <p>-I'll buy you a sari next month. (S.V.O.O) (Ditransitive verbs)</p> <p>-I passed the examination because I worked hard. (Adverbial Clause of reason)</p> <p>- I used to eat Chapathi when I was in India. (Adverbial Clause of time)</p> <p>-Although it was raining the children played (Adverbial Clause of Concession)</p> <p>-This is the boy who gave me a pen (Complex sentence)</p> <p>-I like music but I don't like dancing (Compound sentence)</p>	



Competency	Competency levels related to the grade	Subject content	No. of periods
7. Uses English creatively and innovatively in written communication.	7.5. Writes short poems/ stories on his/her own.	At this grade, students should be encouraged to write poems and stories. Each can write at his or her own level of proficiency so that they feel pride in their work and want it to be read.	8
	7.6. Writes letters, brief notes, instructions and reports.	<p>The following items should be introduced to them.</p> <ul style="list-style-type: none"> <li>Writes informal letters – asking and giving information <ul style="list-style-type: none"> <li>– describing a place/thing</li> <li>– reporting an accident</li> </ul> </li> <li>Invites, thanks, regrets and apologizes orally and in writing.</li> <li>Writes instructions <ul style="list-style-type: none"> <li>– road safety</li> <li>– maintaining discipline in the classroom</li> <li>– recipes</li> </ul> </li> </ul>	10





## Proposed Term Plan

1 <sup>st</sup> Term	2 <sup>nd</sup> Term	3 <sup>rd</sup> Term
1.3	1.4	4.6
2.4	4.4	6.6
3.5	5.4	6.7
4.5	6.2	7.6
5.5	7.5	8.10
8.9	8.11	

Proposed number of competency levels for each term is given here for the teachers to plan their activities. In the Teacher's Instructional Manual, an example of an activity plan is given for each competency level. Teachers are advised to prepare additional activity plans to develop the competency levels according to the proficiency level of the students, referring to the grade eight text book. The number of periods allocated for each competency level is given in the syllabus document.

## School Policies and Programmes:

### Timetable:

- There are 154 periods to complete this syllabus. The number of periods has to be divided according to the number of competency levels assigned for each grade.
- Within these 154 periods, time should be allocated for continuous assessments and to complete the activities related to the achievement of mastery in competency levels.

### In- Service Training

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

### Guidelines to facilitate the instructional leadership:

The English teacher must make the principal aware of the following:

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



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

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

- Maintaining a wall magazine in English.
- Maintaining a notice board in English language
- English speaking society
- Watching English films and dramatized versions of novels using CDs and Videos
- One of the items to be presented in the morning assembly (Grade wise)
- Inter school debates
- English drama competitions
- Quiz programmes

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

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

According to Girard (1986) the eclectic teacher aims to achieve the maximum benefit from all the methods and techniques at his/her disposal, according to the special needs and resources of his/her pupils at any given time

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

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

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



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

## Classroom Techniques

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

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



## Assessment and Evaluation

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

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

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

- The **on-going assessment** should include the following modes of assessment:
  - **Teacher’s assessment** based on at least two classroom tests per term.
  - One **self-assessment** per term where the learners themselves evaluate their own performance, using clear criteria and a weighting system agreed upon beforehand. The teacher should check this. This type of assessment in addition to promoting learner independence will also make students aware of their weaknesses and strengths.
  - One **peer-assessment** per term of group work using criteria and a weighting system agreed upon beforehand. The teacher too should check this. This again promotes learner autonomy.
  - **Portfolio:** The student will be encouraged to maintain a collection of the work that he/she produces during the year – exercise books, essays, and newspaper cuttings etc- in a separate file. The contents of the portfolio are first assessed by the student and then by the teacher.
  - **Summative assessment** at the end of the year.

## Syllabus Revision Committee

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# Teacher's Instructional Manual

Activity Continuum

Only a few sample activities are given for the competency levels. The teacher has the freedom to construct many more similar items to be used in the classroom to facilitate learning & teaching.

## Activity Continuum

Only a few sample activities are given for the competency levels. The teacher has the freedom to construct many more similar items to be used in the classroom to facilitate learning & teaching.



## Learning - Teaching Methodology

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

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

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

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

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

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

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

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



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

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

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

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

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

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



**Competency 1** : Pronounces English words properly.

**Level 1.4** : Constructs English sentences orally minimizing the problems in articulation.

**Activity** : Let's pronounce words correctly.

**Time** : 40 minutes

**Quality Inputs**

- An enlarged copy of annexe 1.4.1
- Recorded dialogue given in annexe 1.4.2 or "Self access Audio Cassettes for Grade 10 and 11 Students" (Produced by Department of English, NIE) segment 18 task A
  - A cassette player
  - Copies of annexe 1.4.2

### Learning Teaching Process

#### Step 1.4.1

- Display the statements given in annexe 1.4.1 on the board.
- Ask the students to listen and underline the stressed word on the displayed statement.
- Read the statement stressing at different words.
- Repeat the same procedure changing the stress.
- Lead a discussion highlighting the following:

- English is a stressed type language.
- Meaning changes according to the place of stress.  
E.g. I want your pen  
Meaning - **only 'I' want, not anybody else.**  
I want your pen.  
Meaning - **I want your pen, not anybody else's.**  
I want your pen.  
Meaning - **I want your pen, not anything else.**

( 10 minutes)

#### Step 1.4.2

- Divide the class into 5/6 groups.
- Distribute the copies of annexe 1.4.2
- Get the students to listen to the recorder or the teacher and underline the stressed words.

( 15 minutes)

### Step 1.4.3

- Get the students to read out the dialogue placing the correct stress.
- Lead a discussion highlighting the following:

- Correct stress is important to convey the correct meaning to the listener.
- To identify the stress, we have to listen attentively.

Answers for the step 1.4.2

Stressed words

A) girl	A) dress	A) ribbon
B) my, too	B) jump, skirt	B) hair, hers
A) donkey	A) watch	
B) tricycle	B) isn't	
A) smiling	A) white socks	
B) too	B) any	

(15 minutes)

### Criteria for assessment and evaluation

- Identifies the stress to get the correct meaning of an utterance.
- Accepts the necessity of stress to convey the meaning properly.
- Stresses where it is necessary.
- Works cooperatively.
- Enhances correct pronunciation by practising.



### Annexe 1.4.1

I need your pen.  
Keep the bag on the table  
Come on Friday not on Tuesday  
Bring me a glass of water.  
Mother cooks rice and curry daily.  
We travelled to Kandy by train.  
I have seen it before.  
There's a boy at the gate.  
I like pop music not rock music.  
Wait at the station in the morning.

### Annexe 1.4.2

#### Arundathi and Nazeer are describing their pictures.

Listen and note how some of the words are stressed to convey the meaning. When we want to emphasize or show the importance of a word we say it louder than the other words (we stress that word.)

- A. There's a girl in my picture.
- B. There's a girl in my picture too.
- A. Mine's sitting on a donkey.
- B. Mine's sitting on a tricycle.
- A. Mine's smiling.
- B. Mine's smiling too.
- A. Mine's wearing a dress.
- B. Mine's wearing a jumper and a skirt.
- A. Mine's wearing a watch.
- B. Mine isn't wearing a watch.
- A. Mine's wearing white socks.
- B. Mine isn't wearing any socks.
- A. Mine's got a ribbon in her hair.
- B. Mine's got a hair clip in hers.

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

**Competency Level 2.4** : Uses commas with understanding.

**Activity 2.4** : Let's use commas correctly.

**Time** : 40 minutes

**Quality Inputs**

- A copy of of the text given in annexe 2.4.1
- Copies of the task sheet given in annexe 2.4.2 .a
- Copies of the task sheet given in annexe 2.4.2 .b

### Teaching Learning Process

#### Step 2.4.1.

- Display the task sheet given in annexe 2.4.1
- Get volunteers to put question marks, commas, inverted commas and Capitals appropriately on the poster.
- Conduct a brief discussion to highlight the following:

• A comma marks a short pause in a sentence. It is used to separate closely associated nouns and clauses within a sentence.

• In other words, commas are used to mark grammatical boundaries in a sentence, i.e. clauses.

• We use commas in lists, but we don't use a comma when only two things are listed.

• In listing, comma before the last item is optional, provided that this is preceded by and:

e.g. She bought eggs, butter, cheese, bread, rice (,) and coffee.

**Ref. Quirk et al. A Comprehensive Grammar of the English Language (1950) P. 1618**

#### Suggested answers for annexe 2.4.1

Savini and her mother were about to go to the market.

"We want potatoes, carrots, onions, and cabbage," said mother.

"Shall we buy beetroot too?" asked Savini.

"Yes," said mother.

Mother wrote down a list of all the things she wanted.

Vegetables, potatoes, carrots, onions, cabbage, beetroot, flour, sugar, and coffee. "Do you need all these now?" asked Savini.

"It would be easy to buy them today although we won't be using them just now", "replied mother.

( 10 minutes)



### Step 2.4.2

- Divide the class into groups.
- Distribute enough copies of the task given in annexe 2.4.2 .a and 2.4.2 .b
- Get each group to do both tasks.

( 20 minutes )

### Step 2.4.3

- Get them to present the completed tasks.
- Get others to comment on them.
- Lead a discussion highlighting the following :

- Use of commas in writing is useful. It makes a piece of writing more meaningful to the reader and avoids misunderstanding too.
- We use a comma before a coordinating conjunction that introduces an independent clause ( a clause that can stand alone as a complete sentence)

we use commas:

- after the salutation and complimentary close, in letters
- with addresses and dates.
- with direct quotations

#### **Ref. Elliot, Rebecca, Painless Grammar. (1984 )**

- Answers for step 2.4.2 ( Task given in annexe 2.4.2 .a)
  - 1) I had kurakkan roti, sandwiches, and tea for my breakfast.
  - 2) The film was long, but it was very interesting.
  - 3) I was afraid, and I didn't go alone.
  - 4) "Look, there is a big star in the sky," said the girl.
  - 5) "May I use your pen?" asked Saman.
  - 6) "What is that noise?" asked the teacher.
  - 7) "The ship is sinking!" shouted the captain.
  - 8) Dear Kamalesh,  
Thank you for the present you sent for my birthday.

Lots of love,

Hussain

- Answers for step 2.4.2 ( Task given in annexe 2.4.2. b)
  1. Shani worked hard, but she couldn't get through the examination.
  2. We study English, Sinhala, Maths, History, and Music.
  3. After eating, my cat hiccups.
  4. My sister's name is Miranda, and my brother's name is Austin.
  6. She lives at 225, Sation Road, Nawalapitiya .
  7. Saman, it's time to brush your teeth.
  8. I was born on Tuesday, October 1<sup>st</sup>, 1997 in Galle.

( 10 minutes)

### Criteria for assessment and evaluation

- Identifies the proper places where commas should be used.
- Accepts that commas help in comprehending a text.
- Uses commas in sentences and texts appropriately.
- Works co-operatively.
- Engages in healthy discussions.



### Annexe 2.4.1

Use full stops (.) questions marks(?) inverted commas (“ ”) and commas (,), capitals where necessary.

Savani and her mother were about to go to the market we want potatoes carrots onions and cabbage  
said mother shall we buy beetroot too asked savani yes said mother

mother wrote down a list of all the things she wanted vegetables potatoes carrots onions cabbage  
beetroot flour sugar and coffee do you need all these now asked savani It would be easy to buy them  
today although we wont be using them just now replied mother

### Annexe 2.4.2.a

Use commas where necessary.

1. I had kurakkan roti sandwiches and tea for my breakfast.
2. The film was long but it was very interesting.
3. I was afraid and I didn't go alone.
4. "Look there is a big star in the sky" said the girl.
5. "May I use your pen ?" asked Saman
6. "What is that noise?" asked the teacher.
7. "The ship is sinking !"shouted the captain.
8. Dear Kamallesh

Thank you for the present you sent for my birthday.

Lots of love

Hussain

### Annexe 2.4.2.b

Use commas where necessary.

- (1) Shani worked hard but she couldn't get through the examination.
- (2) We study English Sinhala Maths History and Music.
- (3) After eating my cat hiccups.
- (4) My sister's name is Miranda and my brother's name is Austin.
- (5) She lives at 225 Station Road Nawalapitiya.
- (6) Saman "it's time to brush your teeth."
- (7) I was born on Thursday October 1<sup>st</sup> 1997 in Galle.



- Competency 3** : Engages in active listening and responds appropriately.
- Competency Level 3.5** : Listens to and transfers information to other forms.
- Activity 3.5** : Let's listen and transfer information.
- Time** : 40 minutes
- Quality Inputs**
- Enough number of copies of the destination cards given in annexe 3.5.1.a
  - A copy of the announcements given in annexe 3.5.1.b ( for the teacher)
  - Enough copies of the tree chart given in annexe 3.5.2.a ( One per group)
  - A copy of the descriptions given in annexe 3.5.2.b ( for the teacher)

### Learning Teaching Process :

#### Step 3.5.1

- Distribute copies of destination cards given in annexe 3.5.1.a randomly among students ( One card per student) .
- Ask them to show the relevant destination card to the announcement they hear.
  - Read the announcement given in annexe 3.5.1.b
  - Check whether they have responded to the announcement appropriately.

- Lead a discussion to highlight the following.
  - Listening with a purpose will help in responding appropriately in day- to-day life.
- Answers for step 3.5.1  
 Announcement 1 - Railway station  
 Announcement 2 - Bus station  
 Announcement 3 - Medical centre  
 Announcement 4 - Airport

( 10 minutes)

#### Step 3.5.2

- Divide the students into groups of five.
- Give each group a copy of the tree chart given in annexe 3.5.2.a
- Ask them to listen to the descriptions and fill in the tree chart.
- Read the descriptions given in annexe 3.5.2.b
- Get each student to fill one branch of the tree chart.

(20 minutes)

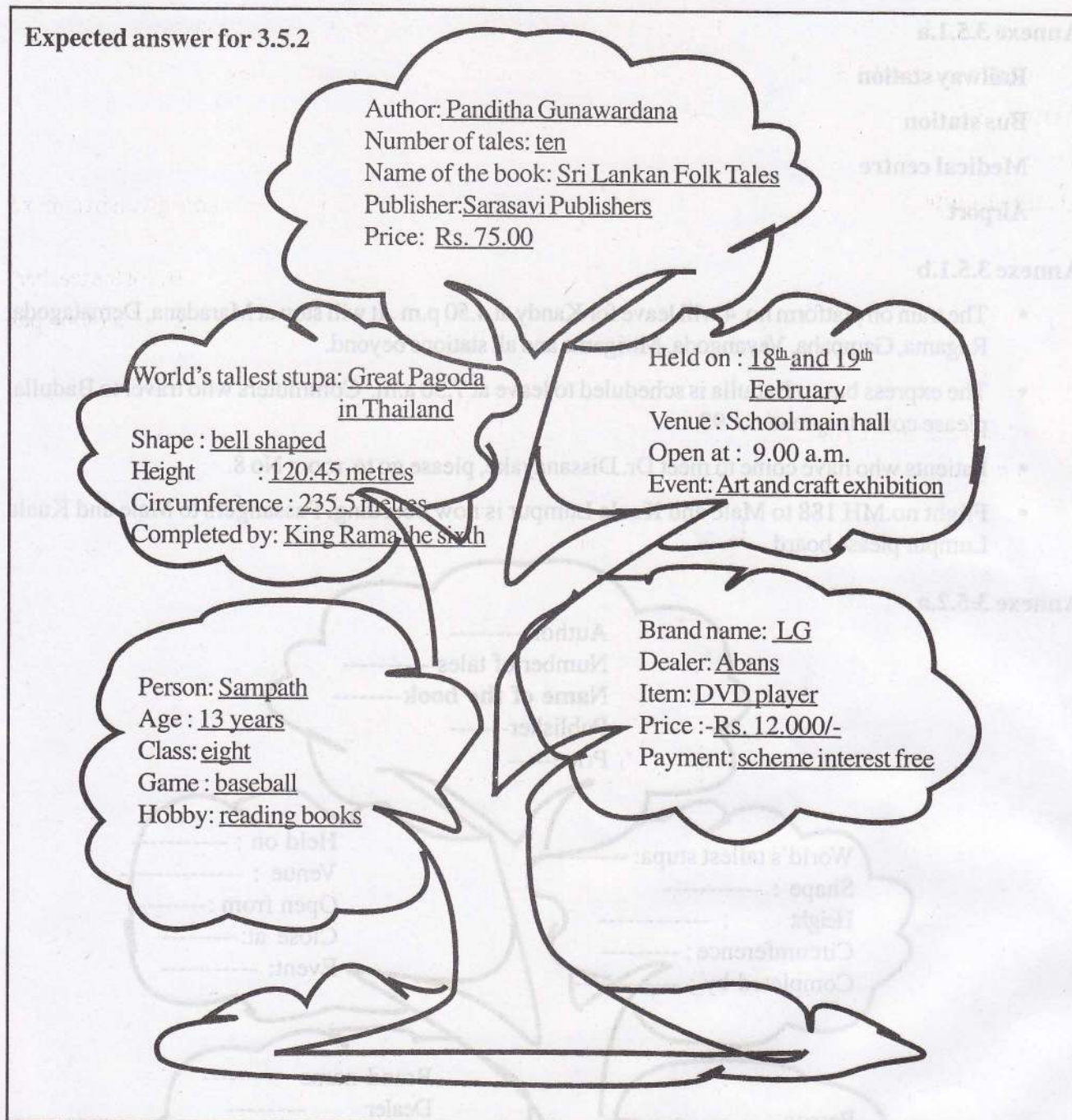
#### Step 3.5.3

- Get answers from groups.
- Get others to comment.
- Lead a discussion to highlight the following:

- It is important to listen attentively to transfer information.
- Expected answer for 3.5.2



**Expected answer for 3.5.2**



( 10 minutes)

**Criteria for assessment and evaluation :**

- Listens and responds accordingly.
- Accepts the need to be attentive when listening with a purpose.
- Fills a chart while listening to various descriptions.
- Works co-operatively in groups.
- Enjoys completing a task successfully.



### Annexe 3.5.1.a

Railway station

Bus station

Medical centre

Airport

### Annexe 3.5.1.b

- The train on platform no. 4 will leave for Kandy at 4.50 p.m. It will stop at Maradana, Dematagoda, Ragama, Gampaha, Veyangoda, Mirigama and all stations beyond.
- The express bus to Badulla is scheduled to leave at 7.30 a.m. Commuters who travel to Badulla, please come to queue no. 99.
- Patients who have come to meet Dr. Dissanayake, please go to room No 8.
- Flight no.MH 188 to Male and Kuala Lumpur is now boarding. Passangers to Male and Kuala Lumpur please board.

### Annexe 3.5.2.a

Author-----  
Number of tales -----  
**Name of the book**-----  
Publisher-----  
Price-----

World's tallest stupa: -----  
Shape : -----  
Height : -----  
Circumference : -----  
Completed by : -----

Held on : -----  
Venue : -----  
Open from : -----  
Close at: -----  
Event: -----

Person : -----  
Age : -----  
Class: -----  
Game : -----  
Hobby: -----

Brand name-----  
Dealer -----  
Price-----  
**Item** -----  
Payment scheme -----



### Annexe 3.5.2.b

- Sampath is a 13- year-old boy. He studies in grade eight- and is a member of the school baseball team. He likes reading books when he is free.
- “Sri Lankan Folk Tales” is an interesting story book written by Panditha Gunawardana. There are 10 nice folk tales. It was published by Sarasavi Publishers and the price of the book is only Rs. 75.00.
- The art and craft exhibition will be held on the 18<sup>th</sup> and 19<sup>th</sup> February in the school main hall. It will be open from 9.00 a.m to 4.00 p.m.
- It’s time to celebrate, because now you can buy the DVD player you always wanted. LG DVD player available, with all the Abans dealers islandwide. Only Rs 12 000/= . Available on interest free installment scheme.
- Great Pagoda in Thailand is the World’s tallest stupa. It is bell shaped. The height of the stupa from ground to the crown top is 120.45 metres and the circumference of the base is 235.5 metres. The present stupa was completed by king Rama the sixth.



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

**Competency level 4.4** : Uses English words in their proper contexts.

**Activity 4.4** : Let's use words appropriately.

**Time** : 40 minutes.

**Quality inputs**

- A copy of a work sheet given in annexe 4.4.1. a
- Word cards given in annexe 4.4.1. b
- Copies of the task sheet given in annexe 4.4.2

### Learning Teaching Process

#### Step 4.4.1

- Display the task sheet given in annexe 4.4.1.a on the board.
- Distribute the word cards given in annexe 4.4.1.b among the students.
- Ask them to read the word on each card.
- Get them to complete the sentences fixing the word cards.
- Lead a discussion highlighting the following:

- Words convey proper meaning only when they are in appropriate contexts.

Answers for step 4.4.1

You raise your hand.

The Minister is hoisting the flag.

Can I have a piece of cloth?

She is ironing her clothes.

I can't lift this heavy bag.

That tree is tall.

The mountain is high.

Look out! The bag is going to fall.

Be careful Don't drop the glass.

( 10 minutes )

#### Step 4.4.2

- Divide the class into groups.
- Give each group a task sheet given in annexe 4.4.2
- Get them to complete the text using the given words.

( 20 minutes )

#### Step 4.4.3

- Get them to present their answers.
- Get students to comment.
- Lead a discussion highlighting the following:

- Constant practice enhances one's ability to use language appropriately.
- We must be familiar with proper word collocation.





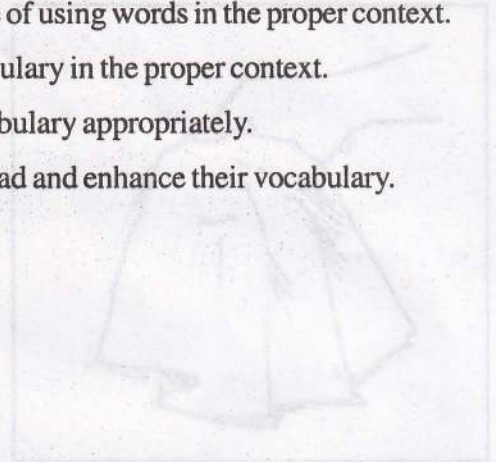
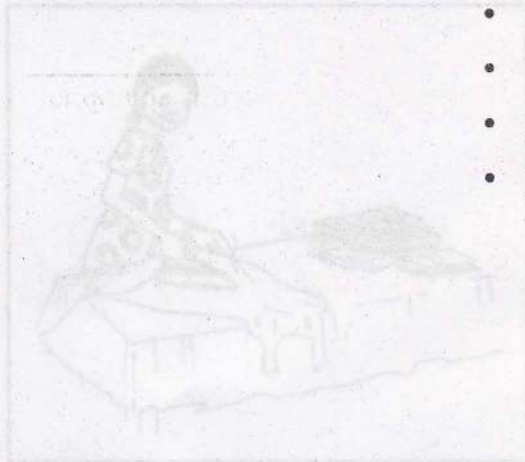
#### Expected answers for step 4.4.2

1. The thin boy is running along a narrow road.
2. Nuwan, take this bucket and bring some water.
3. I expect him to accept anything except money.
4. The injured boy is in the damaged car.
5. Look, it's a beautiful waterfall. Watch your step when you try to see that.
6. Don't stare, I can see that you are angry with me.

( 10 minutes)

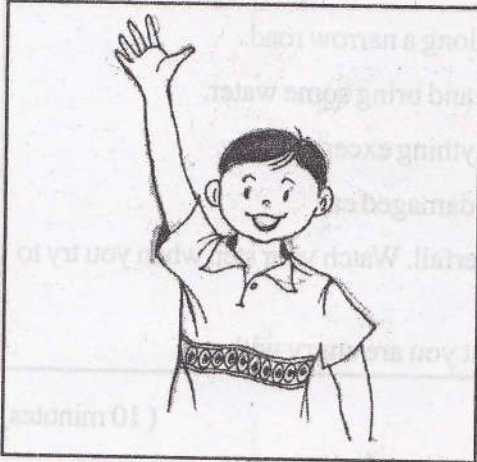
#### Criteria for assessment and evaluation

- Identifies words in context to convey appropriate meaning.
- Accepts the importance of using words in the proper context.
- Uses appropriate vocabulary in the proper context.
- Helps peers to use vocabulary appropriately.
- Encourages others to read and enhance their vocabulary.

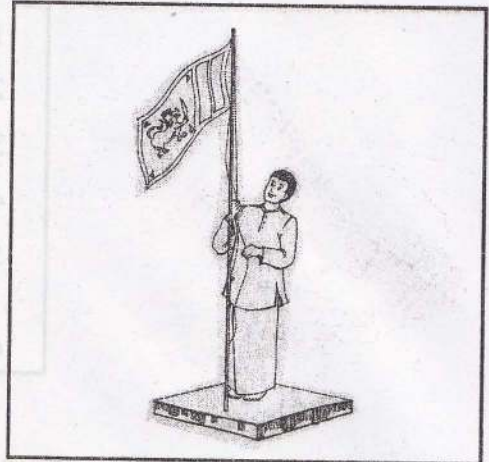




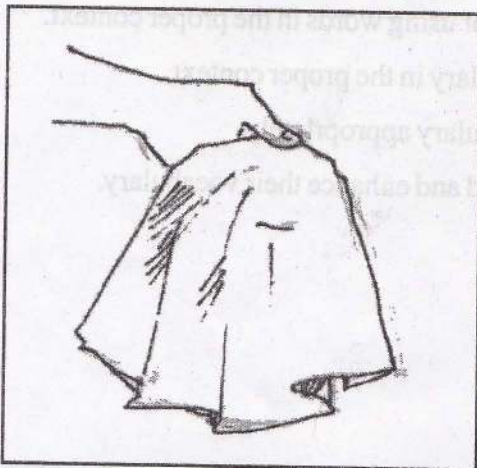
Annexe 4. 4. 1. a



You.....your hand.



The Minister.....the flag.



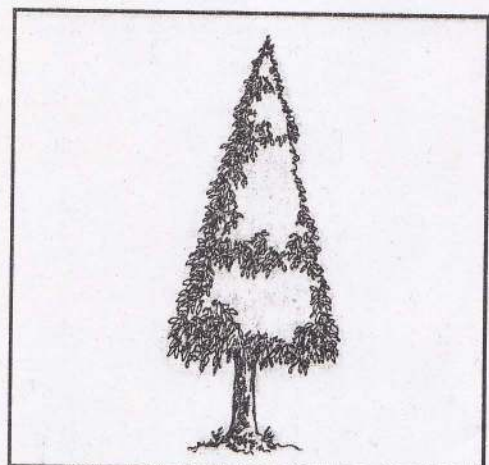
Can I have a piece of.....?



She is ironing her....



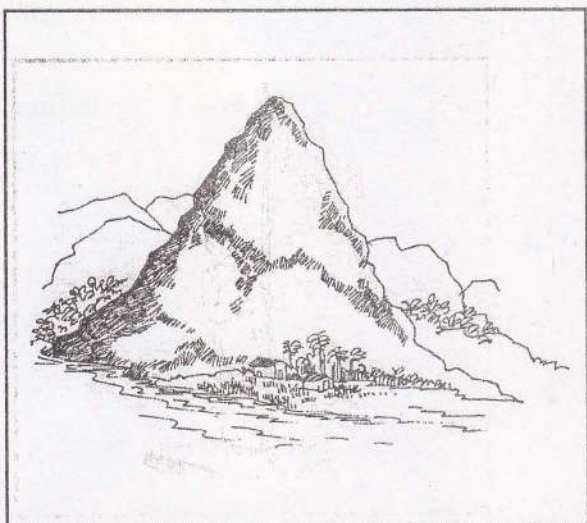
I can't.....this heavy bag.



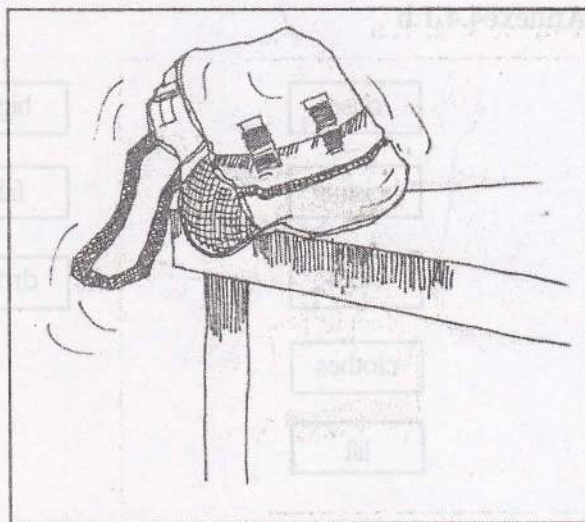
That tree is.....

contd; .....

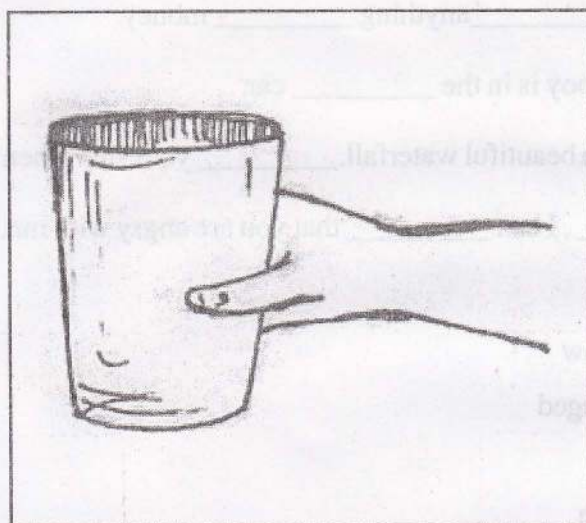




The mountain is.....

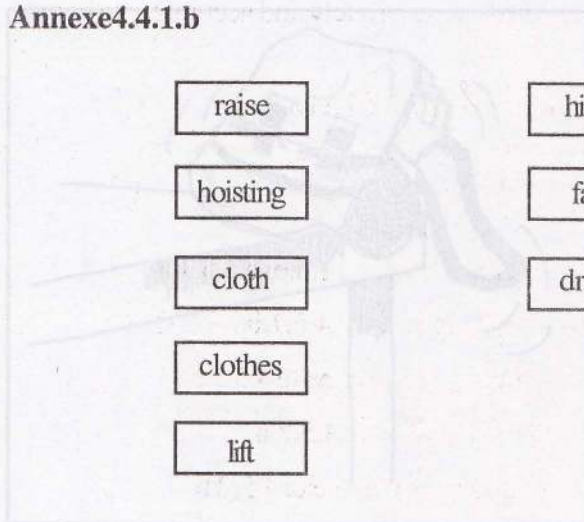


Look out! The bag is going to.....



Be careful. Don't.....the glass.

#### Annexe4.4.1.b



raise

high

hoisting

fall

cloth

drop

clothes

lift



#### Annexe 4.4.2

1. The \_\_\_\_\_ boy is running along a \_\_\_\_\_ road.
2. Nuwan, \_\_\_\_\_ this bucket and \_\_\_\_\_ some water.
3. I \_\_\_\_\_ him to \_\_\_\_\_ anything \_\_\_\_\_ money.
4. The \_\_\_\_\_ boy is in the \_\_\_\_\_ car.
5. \_\_\_\_\_, it's a beautiful waterfall. \_\_\_\_\_ your step when you try to see that.
6. Don't \_\_\_\_\_, I can \_\_\_\_\_ that you are angry with me.

stare - see

thin - narrow

injured - damaged

take - bring

look - watch

accept - except - expect



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

**Competency Level 4.5** : Uses the dictionary and encyclopaedia effectively.

**Activity 4.5** : Let's use the dictionary.

**Time** : 40 minutes

**Quality Inputs**

- Enlarged copies of the 5 pictures given in annexe 4.5.1 a
- Copies of sentence cards given in annexe 4.5.1.b
- Copies of dictionary meanings given in annexe 4.5.1.c
- Copies of the worksheet given in annexe 4.5.2.a
- Copies of the dictionary page given in annexe 4.5.2 b

### Learning Teaching Process

**Step 4.5.1**

- Display the pictures given in annexe 4.5.1.a
- Distribute the sentence cards given in annexe 4.5.1 b and the dictionary meanings given in annexe 4.5.1c among the students.
- Get the students who have sentence cards to paste them under the correct picture.
- Get the students who have the different dictionary meanings of the word 'spot' to paste them under the correct sentences.
- Lead a discussion highlighting the following:

- A word may have a number of meanings.
- We can find almost all the meanings of a word by referring to a dictionary.

Answer for step 4.5.1

Picture 1 : She is wearing a white blouse with red spots.  
a round area or shape on a surface (which often forms part of a pattern)

Picture 2 : There is a damp spot on the wall.  
a small dirty mark or patch of something.

Picture 3 : This insect's bites leave itching red spots on the skin.  
a small raised area or mark on a person's skin.

Picture 4 : It's a lovely spot for a picnic.  
a place that has a particular quality.

Picture 5 : I spot a boat on the horizon.  
notice something, often when it is difficult to do so.

( 10 minutes)



### Step 4.5.2

- Divide the class into five groups.
- Distribute the copies of the worksheet given in annexe 4.5.2.a and the dictionary page given in annexe 4.5.2. b
- Get the students to refer to the dictionary page and do the task in the worksheet.

(20 minutes)

### Step 4.5.3

- Get each group to present their answers.
- Lead a discussion to highlight the following:
  - A dictionary uses a number of abbreviations to indicate the different word classes/functions of words. We should know what these abbreviations are in order to be able to use a dictionary effectively.

eg: N	- noun	AUX	- Auxiliary
CONJ	- conjunction	PL	- plural
NEG	- Negative	V	- verb
ADV	- Adverb	SING	- Singular
ADJ	- Adjective	PHR . VB	- Phrasal Verb

#### Answers for Step 4.5.2

1. noon
2. a piece of rope that is tied into a circle
3. nor
4. normalize
5. normally
6. someone who comes from northern France
7. northerly, northern
8. accept any correct sentence
9. accept any correct sentence
10. blood comes out from inside someone's nose.

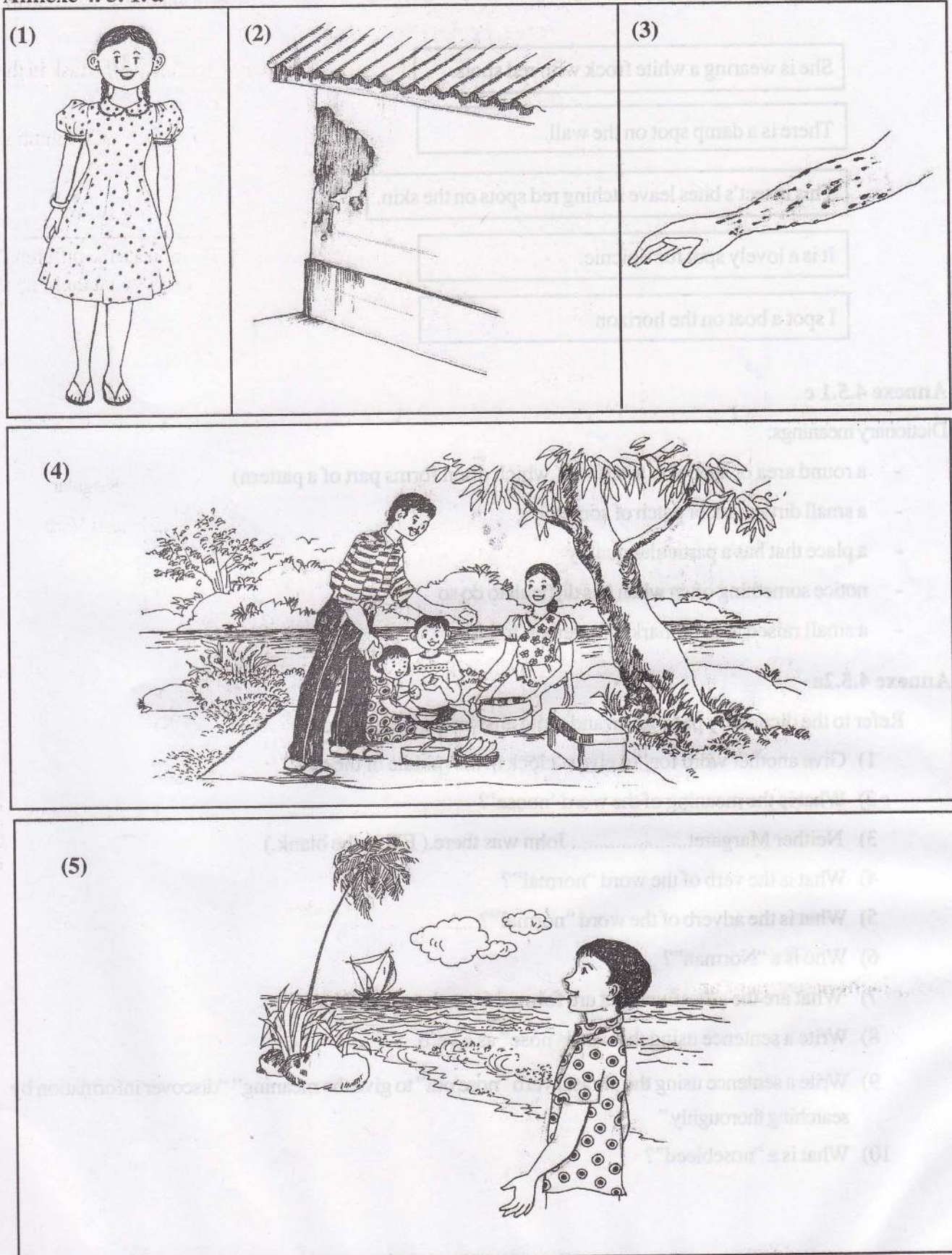
(10 minutes)

### Criteria for assessment and evaluation

- Identifies the functions and word classes of words as explained in dictionaries.
- Accepts the necessity of using a dictionary.
- Refers to dictionaries for appropriate meaning.
- Uses dictionaries efficiently.
- Engages in group activities enthusiastically.



Annexe 4. 5. 1. a





### Annexe 4.5.1 b

She is wearing a white frock with red spots.

There is a damp spot on the wall.

This insect's bites leave itching red spots on the skin.

It is a lovely spot for a picnic.

I spot a boat on the horizon.

### Annexe 4.5.1 c

Dictionary meanings:

- a round area or shape on a surface ( which often forms part of a pattern)
- a small dirty mark or patch of something
- a place that has a particular quality
- notice something often when it is difficult to do so
- a small raised area or mark on a person's skin

### Annexe 4.5.2a

Refer to the dictionary page given and write answers to the questions.

- 1) Give another word for "twelve o'clock in the middle of the day."
- 2) What is the meaning of the word 'noose'?
- 3) Neither Margaret..... John was there.( Fill in the blank.)
- 4) What is the verb of the word "normal"?
- 5) What is the adverb of the word "normal"?
- 6) Who is a "Norman"?
- 7) What are the adjectives that are formed from the word "North"?
- 8) Write a sentence using the word "nose" as a verb.
- 9) Write a sentence using the phrasal verb "nose out" to give the meaning "discover information by searching thoroughly."
- 10) What is a "nosebleed"?



**non-restrictive** /ˌnɒnˈrɪstɪktɪv/ *adj* technical a non-restrictive RELATIVE CLAUSE gives additional information about a particular person or thing rather than saying which person or thing is being mentioned, for example in the sentence 'Perry, who is 22, was arrested yesterday', the phrase 'who is 22' is a non-restrictive clause

**non-sense** /ˈnɒnsəns/ *n* [U]

1 ► **STUPID/UNTRUE** ◄ [U] ideas, opinions, statements etc that are untrue or stupid: *all this nonsense about health foods* ("She says she's 39." "Nonsense!") a load of nonsense (=a lot of nonsense) *if you ask me, these modern teaching methods are a load of nonsense*. | **talk nonsense**: *He was talking utter nonsense as usual*. | **be a nonsense**: *The whole idea's a complete nonsense*.

2 ► **WITHOUT MEANING** ◄ speech or writing that has no meaning or cannot be understood: *Computer programs look like complete nonsense to me*.

3 **nonsense poems/verse** poetry that is humorous because it does not have a normal sensible meaning

4 ► **ANNOYING BEHAVIOUR** ◄ behaviour that is stupid and annoying: *I wish they'd stop all this nonsense and be nice to each other for a change*. | **not stand any nonsense** (=be very strict) *She won't stand any nonsense from the kids in her class*.

5 **make (a) nonsense of** BrE to show that a previous action or idea was useless and had no meaning: *Having the army still in power makes a nonsense of last year's democratic elections*.

**non-sensical** /ˌnɒnˈsensɪkəl/ *adj* not reasonable or sensible: *nonsensical ideas* — **nonsensically** /ˌkli/ *adv*

**non sequitur** /ˌnɒnˈsekwi:tər/ *n* [C] a statement which does not seem to be connected in a reasonable or sensible way with what was said before

**non-shrink** /ˌnɒnˈʃrɪŋk/ *adj* non-shrink materials do not become smaller when they are washed

**non-smoker** /ˌnɒnˈsməʊkər/ *n* [C] someone who does not smoke

**non-smoking** /ˌnɒnˈsməʊkɪŋ/ *adj* a non-smoking area is one where you are not allowed to smoke

**non-standard** /ˌnɒnˈstændəd/ *adj* 1 not the usual size or type: *a non-standard disk size* 2 non-standard words, expressions, or pronunciations are not usually considered to be correct by educated speakers of a language, for example 'gotta' in the sentence 'I gotta go.'

**non-starter** /ˌnɒnˈstɑ:tər/ *n* [C] 1 [usually singular] informal a person, idea, or plan that has no chance of success: *The whole thing sounds like a nonstarter to me*. 2 a horse that is supposed to take part in a race but does not run

**non-stick** /ˌnɒnˈstɪk/ *adj* a non-stick cooking pan has a special inside surface which prevents food from sticking to it

**non-stop** /ˌnɒnˈstɒp/ *adj*, *adv* without stopping: *She talked nonstop for over an hour*. | *a non-stop flight to Los Angeles*

**non-such** /ˌnɒnsʌtʃ/ *n* [singular] another spelling of NONESUCH

**non-union** /ˌnɒnˈjuːnɪən/ *adj* [usually before noun] 1 not belonging to a TRADE UNION (=official organization for workers) *non-union members* 2 not officially accepting TRADE UNIONS, or not employing their members: *non-union factories* — **non-unionized** *adj*

**non-verbal** /ˌnɒnˈvɜ:bəl/ *adj* not using words: *non-verbal communication* — **nonverbally** *adv*

**non-violence** /ˌnɒnˈviələns/ *n* [U] political opposition without fighting, shown especially by not obeying laws or orders: *Gandhi's policy of non-violence and negotiation* — **non-violent** *adj*: *non-violent protests* — **non-violently** *adv*

**non-white** /ˌnɒnˈwaɪt/ *n* [C] especially SAfrE someone who does not belong to a white race — **non-white** /ˌnɒnˈwaɪt/ *adj*

**noodle** /ˈnuːdl/ *n* 1 **noodles** (plural) long thin pieces of food made from a mixture of flour, water, and eggs, usually cooked in soup or boiling water: *egg noodles*. 2 [C] old-fashioned a silly person 3 [C] AmE old-fashioned your head or brain: *Use your noodle!*

**nook** /nuːk/ *n* [C] 1 a small quiet place which is sheltered by a rock, a big tree etc: *a shady nook* 2 a small

space in a corner of a room: *a cozy little nook next to the fireplace* 3 **nook and cranny** every part of a place: *We searched every nook and cranny*.

**nook-ie** /ˈnuːki/ *n* [U] humorous the activity of having sex

**noon** /nuːn/ *n* [U] 12 o'clock in the daytime; MIDDAY: *We left home at noon*. | *He rarely gets up before noon*. — see also **morning, noon and night** (MORNING 1 (5))

**noon-day** /ˈnuːndeɪ/ *adj* literary happening or appearing at noon: *in the heat of the noonday sun*

**no one** /ˈnoʊn/ *pron* not anyone; NOBODY: *No one likes being criticized*. | *There's no-one else I really want to invite apart from you*. | *I see no one new has joined the department in my absence*. | *No one can say I didn't warn you*. — see BACH (USAGE)

**noose** /nuːs/ *n* 1 [C] a ring formed by the end of a piece of rope or string, which closes more tightly as it is pulled 2 the noose punishment by hanging: *The outlaws managed to escape the hangman's noose*.

**nope** /nəʊp/ *adv* spoken used to say 'no' when you answer someone: "Hungry?" "Nope, I just ate."

**no place** /ˈnoʊˌpleɪs/ *adv* informal, especially AmE nowhere: *There's no place left to hide*.

**nor** /nɔː/ *prefix* a prefix meaning 'north', used especially by sailors: *nor-east* | *nor-west*

**nor** /nɔː/ *conjunction* 1 neither... nor... used when two states, facts, actions etc are mentioned and both are not true or not possible: *He can neither read nor write*. | *Military was neither shocked nor surprised by the news*. 2 formal used after a negative statement to mean 'and not something else too': *I wasn't very impressed by his replies, nor his reasons*.

**nor** <sup>2</sup> *adv* 1 **nor can** / **nor does** John etc especially BrE used to add a negative statement to one that has just been mentioned: *She couldn't work out the answer, and nor could I*. 2 formal used to emphasize or add information to a negative statement: *I don't expect children to be rude, nor do I expect to be disobeyed*. | *I am not, nor have I ever been a wealthy man*. — see also NEITHER

**Nor-dic** /ˈnɔːdɪk/ *adj* from or connected with the Northern European countries of Denmark, Norway, Sweden, Iceland, and Finland: *Nordic beauty*

**norm** /nɔːm/ *n* [C] the usual or normal situation, way of doing something etc: *Joyce's style of writing was a striking departure from the literary norm*. | *be the norm* *Short term contracts are now the norm with some big companies*. 2 **norms** (plural) generally accepted standards of social behaviour: *terrorists who violate the norms of civilized society*

**normal** /ˈnɔːməl/ *adj* 1 not unusual in any way, but happening just as you would expect: *normal working hours* | *It is normal for sb to do sth in the West* | *it's becoming quite normal for couples to live together before they are married*. | *back to normal* *Train services are back to normal again after the strike*. | *above/below normal* *The rainfall has been below normal for this time of year*. 2 a normal person, especially a child, is physically and mentally healthy and does not behave strangely: *a normal healthy baby* | *perfectly normal* *He seems a perfectly normal little boy*. — compare ABNORMAL

**normal-ity** /ˈnɔːməli/ *n* [U] also **normal-cy** /ˈnɔːməlsi/ *n* [U] a situation in which things happen in the usual or expected way: *a return to normality*: *a comforting sense of normality*

**normal-ize** also **-ise** BrE /ˈnɔːməlaɪz/ *v* [L,T] if you normalize a situation, or if it normalizes, it becomes normal again: *normalize relations* (=start having a normal friendly relationship with a country again after a period of war or disagreement) — **normalization** /ˌnɔːməlaɪˈzeɪʃən/ *n* [U]

**normal-ly** /ˈnɔːməli/ *adv* 1 especially BrE usually, or under normal conditions: [sentence adverb] *Normally, I get home about 6 o'clock*. | *The illness normally lasts about a week or ten days*. 2 in a normal ordinary way: *The patient started breathing normally again*.

**Norman** /ˈnɔːmən/ *adj* 1 built in the style that was popular during the 11th and 12th centuries in Europe: *a Norman church* 2 connected with the Normans, the northern French people who took control of England in the 11th century

000, 000, 000 most frequent words in [S] spoken and [W] written English



## normative

964

**nor-ma-tive** /ˈnɔːmətɪv/ *nor-* *adj* formal describing or establishing a set of rules or standards of behaviour: *a normative social structure*

**Norse** /nɔːs/ *adj* connected with the people of ancient Scandinavia or their language: *Norse legends*

**Norse-man** /ˈnɔːsmən/ *nor-* *n* [C] literary a VIKING

**North** /nɔːθ/ *n* [singular, U] 1 the direction that is at the top of a map of the world, above the EQUATOR, and is on the left of a person facing the rising sun: *Which way is north?* | *from/towards the north* | *a strong wind was blowing from the north* | *to the north (of)* Cheshunt is a few miles to the north of London. | *in the north* A strange light appeared in the north. | *The wind is in the north.* (=is coming from the north) 2 the North a) the northern part of a country: *The North will be dry and bright.* | *in the north of England* b) the northeastern states of the US, which fought against the South in the American Civil War c) the richer countries of the world, especially Europe and N America

**north**<sup>2</sup> written abbreviation N *adj* 1 in the north or facing the north: *The north side of the building doesn't get much sun.* | *He lives in North Wales.* 2 a north wind comes from the north

**north**<sup>3</sup> written abbreviation N *adv* 1 towards the north: *The birds fly north in summer.* | *Chicago is four hours north of Indianapolis.* | *a north-facing window* 2 up north informal to or in the north of the country: *They've moved up north.*

**north-bound** /ˈnɔːθbaʊnd/ *nor-* *adj* travelling or leading towards the north: *a northbound bus* | *the north-bound lane of the A1*

**north-east**<sup>1</sup> /ˈnɔːθiːst/ *nor-* *n* [singular, U] 1 the direction that is exactly between north and east 2 the northeast the northeastern part of a country — *north-east adv*: *This road goes northeast.*

**northeast**<sup>2</sup> written abbreviation NE *adj* 1 a north-east wind comes from the northeast 2 in the northeast of a place: *the northeast outskirts of Las Vegas*

**north-east-er** /ˈnɔːθiːstə/ *nor-* *n* [C] a strong wind or storm coming from the northeast

**north-east-er-ly** /ˈnɔːθiːstəli/ *nor-* *adj* 1 towards or in the northeast: *They set off in a northeasterly direction.* 2 a northeasterly wind comes from the northeast

**north-east-ern** /ˈnɔːθiːstən/ *nor-* *adj* in or from the northeast part of a country or area: *the north-eastern states of the US*

**north-east-wards** /ˈnɔːθiːstwədz/ *nor-* *adv* towards the northeast — *north-eastward adj*

**nor-ther-ly** /ˈnɔːðəli/ *nor-* *adj* 1 towards or in the north: *a northerly direction* 2 a northerly wind comes from the north

**nor-thern** /ˈnɔːðən/ *nor-* *adj* in or from the north of a country or area: *a man with a northern accent* | *Northern Europe*

**nor-thern-er** /ˈnɔːðənə/ *nor-* *n* [C] someone who comes from the northern part of a country

**northern hem-is-phere** /ˈnɔːðən ˈhemɪsfiə/ *n* [singular] the half of the world that is north of the EQUATOR — see picture at EARTH

**Northern Lights** /ˈnɔːðən ˈlaɪts/ *n* [plural] bands of coloured light that are seen in the night sky in the most northern parts of the world: AURORA BOREALIS

**nor-thern-most** /ˈnɔːðən ˈməʊst/ *nor-* *adj* furthest north: *the northernmost tip of the island*

**North Pole** /ˈnɔːθ ˈpəʊl/ *n* [singular] the most northern point on the surface of the earth, or the area around it — see also SOUTH POLE — see picture at EARTH

**north-wards** /ˈnɔːθwədz/ *nor-* *adv* also *northward* — *adv* towards the north: *We sailed northward.* — *northward adj*

**northwest**<sup>1</sup> /ˈnɔːθwest/ *nor-* *n* [singular, U] 1 the direction that is exactly between north

and west 2 the northwest the northwestern part of a country — *northwest adv*: *The house faces northwest.*

**northwest**<sup>2</sup> written abbreviation NW *adj* 1 a north-west wind comes from the northwest 2 in the northwest of a place: *the northwest suburbs of the city*

**north-west-er** /ˈnɔːθwestə/ *nor-* *n* [C] a strong wind or storm coming from the northwest

**north-west-er-ly** /ˈnɔːθwestəli/ *nor-* *adj* 1 towards or in the northwest 2 a northwesterly wind comes from the northwest

**north-west-ern** /ˈnɔːθwestən/ *nor-* *adj* in or from the northwest part of a country or area: *northwestern Canada*

**north-west-wards** /ˈnɔːθwestwədz/ *nor-* *adv* towards the northwest — *northwestward adj*

**nos.** the written abbreviation of numbers: *nos. 17-38*

**nose**<sup>1</sup> /nəʊz/ *n*

1 ► **ON YOUR FACE** [C] the part of your face that you smell with and breathe through: *a broken nose* | *Marty punched him on the nose.* | *blow your nose* (=clear it by blowing strongly into a piece of cloth or soft paper) *Here, take this hanky and blow your nose.* — see picture at HEAD

2 red-nosed/long-nosed etc having a nose that is red, long etc

3 (right) under sb's nose so close to someone that they ought to notice, but they do not: *The drugs were smuggled in right under the noses of security guards.*

4 stick/poke your nose into to show too much interest in private matters that do not concern you: *She always has to stick her nose into everything, doesn't she?* — see also NOSY

5 keep your nose out (of) spoken to stop showing too much interest in private matters that do not concern you: *I'd prefer you to keep your nose right out of my business!*

6 turn your nose up (at) informal to refuse to accept something because you do not think it is good enough for you: *My children turn their noses up at home cooking.*

7 look down your nose at informal to behave as if you think someone or something is not good enough for you: *The Taggarts have always looked down their noses at their neighbours.*

8 with your nose in the air behaving as if you are more important than other people and not talking to them: *Maria frowned past with her nose in the air.*

9 have a nose round BrE spoken to look around a place or to look for something: *Let's have a nose round while there's no one here.*

10 have a (good) nose (for) a) to be naturally good at finding and recognizing something: [+ for] *a reporter with a nose for a story* b) to be good at recognizing smells: *a dog with a good nose*

11 get up sb's nose BrE spoken to annoy someone very much: *His manner really gets up my nose.*

12 follow your nose to keep going straight ahead: *Turn left at the post office and then just follow your nose.*

13 keep your nose clean spoken to make sure you do not get into trouble, or do anything wrong or illegal

14 on the nose AmE spoken exactly: *Guess how much I paid. That's right; \$50 on the nose!*

15 keep your nose to the grindstone informal to work very hard, without stopping to rest

16 have your nose in a book to be giving all your attention to what you are reading

17 by a nose if a horse wins a race by a nose, it only just wins

18 put sb's nose out of joint informal to annoy someone, especially by attracting everyone's attention away from them

19 nose to tail especially BrE cars, buses etc that are nose to tail are moving very slowly without much space between them: *Traffic was nose to tail for three miles.*

20 ► **PLANE** [C] the pointed front end of a plane, ROCKET etc — see picture at AIRCRAFT — see also HARD-NOSED, BROWN-NOSE, cut off your nose to spite your face (CUT<sup>1</sup> (8)), NOSE JOE<sup>1</sup>, pay through the nose (PAY<sup>1</sup> (13)), powder your nose (POWDER<sup>2</sup> (3)), thumb your nose at (THUMB<sup>2</sup> (2))



**Competency 4.6** : Builds up vocabulary using words appropriately and accurately to convey precise meaning.

**Competency Level 4.6** : Uses contextual / visual clues to derive the meaning of words

**Activity 4.6** : Let's guess the meanings of unfamiliar words

**Time** : 40 minutes

**Quality Inputs**

- An enlarged copy of the task given in annexe 4.6.1.
- Copies of Annexe 4.6.2 A and B

**Learning Teaching Process :**

**Step 4.6.1**

- Display the task given in annexe 4.6.1 on the board.
- Get the volunteers to underline the correct answer.
- Lead a discussion to highlight the following:

- We can guess the meanings of the unknown words with the help of other contextual clues.
- Answers for step 4.6.1
  1. He is gullible. So he gets deceived very often.
    - a) very tired
    - b) easy to be tricked
    - c) easy to make one angry
  2. He is always boasting about his wealthy relations.
    - a) talk too proudly
    - b) talk angrily
    - c) talk loudly
  3. Our library is very spacious. So many students can use it at the same time.
    - a) It has a lot of books
    - b) It has a lot of space
    - c) It is modern
  4. They all went to the orchard happily and bought fresh mangoes.
    - a) a place where vegetables are grown
    - b) a place where fruits are grown
    - c) a place where fruits are processed
  5. Mr. Perera is a vegan. He won't even wear a belt made of leather.
    - a) a person who doesn't use any animal product
    - b) a person who doesn't eat meat or eggs
    - c) a person who doesn't take any alcoholic drinks

(10 minutes)



#### Step 4.6.2

- Group the students.
- Distribute the paragraphs given in annexe 4.6.2 among groups
- Get the students to match the underlined words with the meanings given.

(20 minutes)

#### Step 4.6.3

- Get the students to present their answers.
- Get the other students to comment if necessary.
- Lead a discussion to highlight the following :

- We can use our world knowledge to guess the contextual meanings of the words.
- Answers for step 4.6.2

#### Answers

##### A

1. Scarce - less
2. threat - danger
3. smog - polluted
4. flood - overflow
5. estimated - calculated

##### B

1. current = Present
2. decline = decrease
3. severe = great
4. accelerating = increasing rapidly
5. encroach = occupy by force

(10 minutes)



### Annexe 4.6.1

Underline the most suitable phrase/word which gives the meaning of the underlined words.

1. He is gullible. So he gets deceived very often.
  - a) very tired
  - b) easy to be tricked
  - c) easy to make one angry
2. He is always boasting about his wealthy relations.
  - a) talk too proudly
  - b) talk angrily
  - c) talk loudly
3. Our library is very spacious. So many students can use it at the same time.
  - a) It has a lot of books
  - b) It has a lot of space
  - c) It is modern
4. They all went to the orchard happily and bought fresh mangoes.
  - a) a place where vegetables are grown
  - b) a place where fruits are grown
  - c) a place where fruites are processed
5. Mr. Perera is a vegan. He won't even wear a belt made of leather.
  - a) a person who doesn't use any animal product
  - b) a person who doesn't eat meat or eggs
  - c) a person who doesn't take any alcoholic drinks.

### Annexe 4.6.2

A. Match the words or the phrases given in the box with the underlined words.

Fresh air can be scarce. Breathing in New Delhi, which one local politician describes as a vast gas chamber, is comparable to smoking between 10 and 20 cigarettes a day. Auto exhaust, in particular, is a suffocating threat in the developing world, where millions of new cars have begun to flood streets and roads not built to hold so many vehicles. Clogged traffic increases smog-since cars in low gear release more pollution than fast-moving autos-and takes a toll on productivity. In Bangkok,

Where each driver spends the equivalent of 44 day per year in gridlock, delays are estimated to cost the local economy hundreds of millions of dollars a year in lost productivity.

1. scarce - .....
2. threat - .....
3. smog - .....
4. flood - .....
5. estimated - ..... (less/ polluted air/ calculated / danger / overflow)



B.

## BIODIVERSITY

**RHETORIC** : “The current decline in biodiversity is largely the result of human activity, and represents a severe threat to human development.”

**REALITY** : The loss of species is accelerating as humans encroach on habitats and carve up ecosystems into fragments. A Convention on Biological Diversity has been ratified by 161 countries ( but not by the U.S.)

1. current - .....
2. decline - .....
3. a severe - .....
4. accelerating - .....
5. encroach - .....
6. fragments - .....

(occupy by force / decrease/ increasingly rapid /great/ smaller sections /present.)



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

**Competency level 5.4** : Transfers information into other forms.

**Activity 5.4** : Let's present things differently.

**Time** : 40 minutes

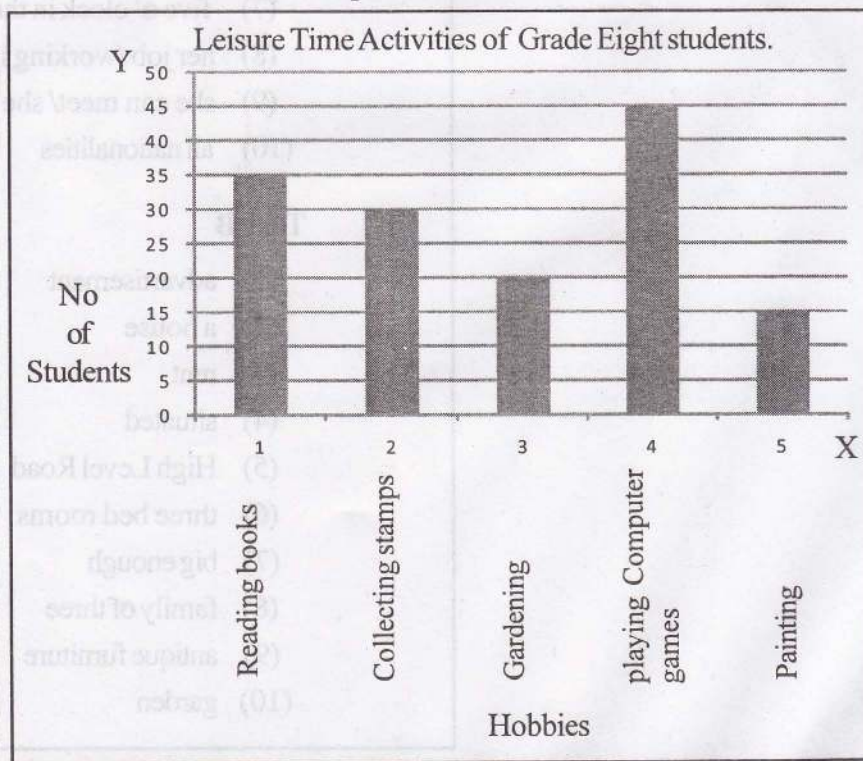
**Quality Inputs**

- Copies of the graph given in annexe 5.4.1.a
- A copy of the description given in annexe 5.4.1.b
- Copies of annexe 5.4.2

### Learning Teaching Process

#### Step 5.4.1

- Display the copies of the graph given in annexe 5.4.1.a at different places.
- Read the description given in annexe 5.4.1.b and get the volunteers to name the graphs accordingly.
  - Display the completed graph if necessary.
  - Lead a discussion highlighting the following.
    - There are different ways of presenting data
      - in the form of a dialogue, a graph, a report etc.
    - The way of presenting data is determined by the requirements of the situation. So that we must learn to interpret information in different forms.
  - Answers for step 5.4.1



( 10 minutes)



#### Step 5.4.2

- Group the students.
  - Distribute the texts given in annexe 5.4.2 among them.
  - Get the students to read the dialogues and complete the paragraphs.
- (15 minutes)

#### Step 5.4.3

- Get each group to read out their dialogues as well as the completed paragraph.
- Get the others to comment.
- Lead a discussion highlighting the following:

- When we transfer information into other forms, we must not miss the important facts.

- Answers for step 5.4.2

#### Text A

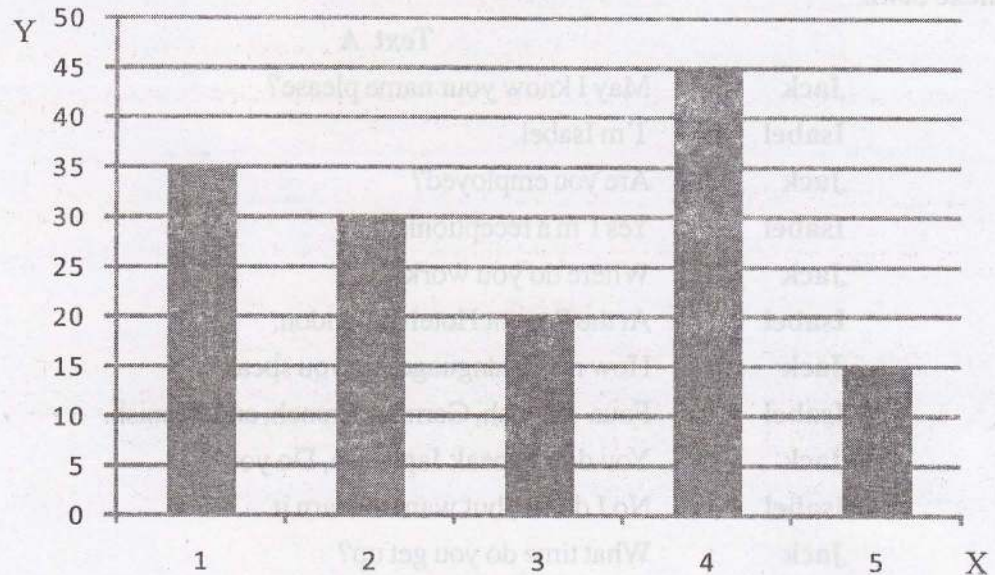
- (1) receptionist
- (2) Regent Hotel in London
- (3) four languages
- (4) English, German, French and Spanish
- (5) wants/likes/ wishes
- (6) Japanese
- (7) five o' clock in the morning
- (8) her job /working in the hotel
- (9) she can meet/ she meets
- (10) all nationalities

#### Text B

- (1) advertisement
- (2) a house
- (3) rent
- (4) situated
- (5) High Level Road
- (6) three bed rooms
- (7) big enough
- (8) family of three
- (9) antique furniture
- (10) garden



#### Annexe 5.4.1.a



#### Annexe 5.4.1.b

- The X axis (horizontal line ) represents hobbies .
- The Y axis (vertical line ) represents number of students.
- Thirty five students read books as their hobby.
- The majority play computer games when they are free.
- Thirty students like collecting stamps.
- The least number of students do painting.
- Twenty students do gardening as their hobby.
- This graph is about “ Leisure Time Activities of Grade Eight students”.



## Annexe 5.4.2

### Text A

**Jack** : May I know your name please?  
**Isabel** : I'm Isabel.  
**Jack** : Are you employed?  
**Isabel** : Yes I'm a receptionist.  
**Jack** : Where do you work?  
**Isabel** : At the Regent Hotel in London.  
**Jack** : How many languages do you speak?  
**Isabel** : Four. English, German, French, and Spanish.  
**Jack** : You don't speak Japanese, Do you ?  
**Isabel** : No I don't, but want to learn it.  
**Jack** : What time do you get up?  
**Isabel** : At five o' clock in the morning.  
**Jack** : Why do you like working in a hotel?  
**Isabel** : Because we meet people of all nationalities.

Isabel is a (1) \_\_\_\_\_ working at the (2) \_\_\_\_\_. She speaks (3) \_\_\_\_\_  
 English, (4) \_\_\_\_\_. She says that she (5) \_\_\_\_\_ to learn  
 (6) \_\_\_\_\_ too. She begins her day early, getting up at (7) \_\_\_\_\_. She  
 says that she likes (8) \_\_\_\_\_ because (9) \_\_\_\_\_ many people of  
 (10) \_\_\_\_\_.

## Annexe 5.4.2

### Text B

**Piyal** : What are you reading ?  
**Jenny** : I am reading an advertisement.  
**Priyal** : What is it about?  
**Jenny** : It is about a house for rent.  
**Priyal** : Where is it situated?  
**Jenny** : It's in the High Level Road, Nugegoda.  
**Priyal** : Is it big enough for a family of three?  
**Jenny** : Yes it is. It has three bed rooms.  
**Priyal** : What else is mentioned?  
**Jenny** : It has antique furniture and a beautiful garden. That's why I like it.

There is an (1) \_\_\_\_\_ in the (2) Sunday Observer about (3) \_\_\_\_\_ for (4) \_\_\_\_\_. The  
 house is (5) \_\_\_\_\_ in the (6) \_\_\_\_\_ Nugegoda. It consists of (7) \_\_\_\_\_  
 and is (8) \_\_\_\_\_ for a (9) \_\_\_\_\_. It has (10) \_\_\_\_\_  
 and there is a beautiful (11) \_\_\_\_\_ too.



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

**Competency level 5.5** : Extracts the general idea of a text.

**Activity 5.5** : Let's read and understand a descriptive text.

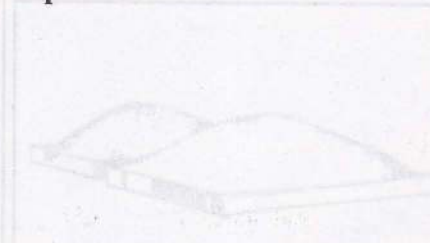
**Time** : 40 minutes.

**Quality input**

- A copy of the poster given in annexe 5.5.1.a
- Copies of the phrase cards given in annexe 5.5.1.b
- Copies of the descriptive passage in annexe 5.5.2.a
- Copies of the task sheet in annexe 5.5.2.b

### Learning Teaching Process :

#### Step 5.5.1



- Distribute picture cards in annexe 5.5.1.a and phrase cards in annexe 5.5.1.b at random.( Make sure that each student gets a picture card or a phrase card. Include only one picture in a card and one phrase in a phrase card.Prepare enough cards to match the no. of students)
- Get the children to walk around and find a partner with the picture or phrase.
- Get the students to come out with a title to the process ( found in the pictures.)
- Lead a discussion to highlight the following :

- We read a text quickly (skim) in order to get the main idea of it .
- When reading a text we can get the general idea by skimming through the text.
- To match a picture and a sentence we need to understand the relationship between the two.
- To suggest a topic for a text we need to understand the gist of it.

- Answers for step 5.5.1

Possible titles for step 5.5.1

- "Tea production"
- "Manufacturing tea"
- "From factory to the cup"



# Answers for step 5.5.1

(1)



Bud and the two leaves  
ready to be plucked

(2)



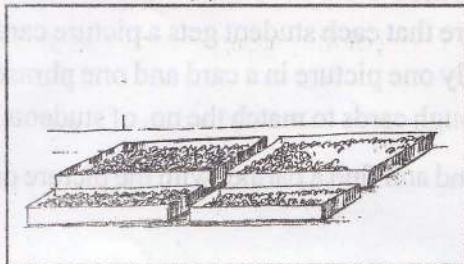
Plucking tea

(3)



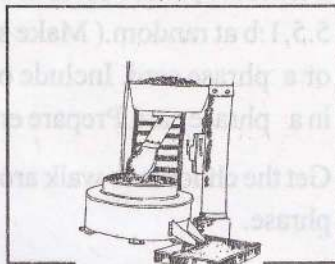
Taking to the factory

(4)



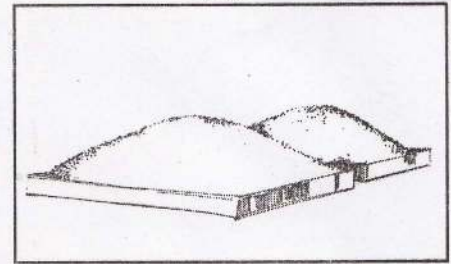
Keeping the leaves on racks

(5)



Pressing under rollers

(6)



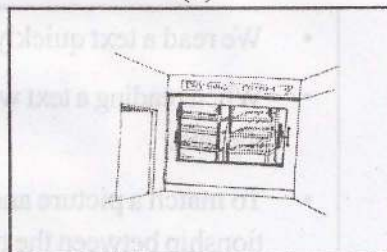
Left for fermentation.

(7)



Colour and the smell changes

(8)



Keeping them in hot rooms for  
drying

(9)



Tea is sifted into different grades  
(Dust, FBOP, BOP)

(10)



Enjoying a cup of Sri-Lankan tea

(10 minutes)



### Step 5.5.2

- Put students in groups.
- Distribute the passage in annex 5.5.2.a among the groups.
- Give them the task sheet in annex 5.5.2.b
- Get students to do the task.

( 10 minutes)

### Step 5.5.3

- Get them to present their findings.

Lead a discussion to highlight the following:

- The key words and the main idea in each paragraph.  
e.g. Paragraph 1 - Popular drink, Sri Lanka , India  
Paragraph 2 - 400 years, plants grown
- We should understand the meaning of the passage in order to write the title correctly.

Expected answers for step 5.5.2

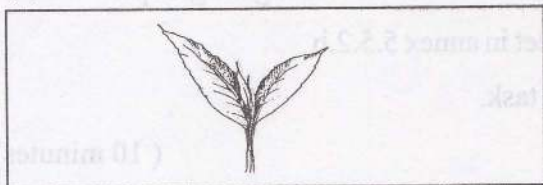
- a - 5
- b - 2
- c - 3
- d - 4
- e - 1

( 10 minutes)



# Annexe 5.5.1.a

(1)



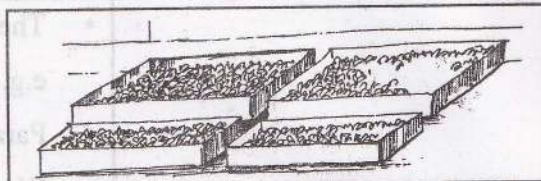
(2)



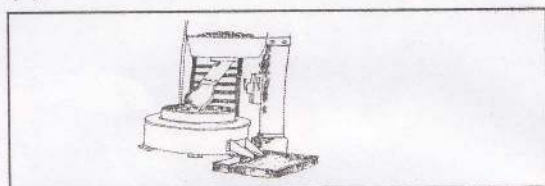
(3)



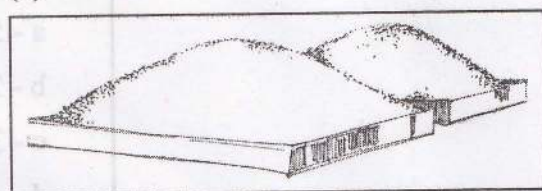
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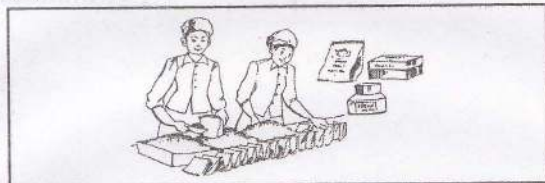
(5)



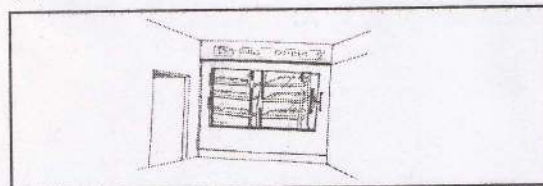
(6)



(7)



(8)



..... and .....

(9)



(10)



(Dust, FBOP, BOP)



### Annex 5.5.1.b

Match the following phrases with the pictures on the black board by writing down the number of the picture in front of the phrase.

- Keeping them in hot rooms for drying

- Pressing under rollers

- Taking to the factory

- Left for fermentation

- Bud and the two leaves ready to be plucked

- Tea is sifted into different grades

- Keeping the leaves on racks

- Plucking tea

- Enjoying a cup of Sri - Lankan tea

- Colour and the smell change



### Annex 5.5.2.a

01. Tea is a popular drink in Sri Lanka, India and also in many European countries like United Kingdom and France. Most of the people in the world start the day with a cup of tea.
02. The Chinese were the first to start drinking tea about 4000 years ago. Tea was introduced to Europe about 300 years ago. Then it spread throughout the world
03. Tea plants are grown in Sri Lanka, China and Burma. There are other countries such as Kenya, and India but everyone agrees that Sri Lanka's high grown tea is the best.
04. Tea is made from the leaves, or rather tender leaves of a plant grown in the form of bushes . Tea plucking starts when the plant is three years old. Preparation of tea is a complex process. Two tender leaves and the bud are plucked. Then the leaves are put in open vessels or racks for two days. Next, they are pressed under rollers and left for fermentation. At this stage the colour and the smell of the leaves change. Later, the 'tea' is heated up and put in hot rooms for drying. In the end, tea is sifted into different grades like FBOP, BOP, Fanning and Dust.
05. Two kinds of tea - the green tea and the black tea are produced from tea leaves. The black tea is produced in countries like Sri Lanka while the green tea is produced in China.

### Annexe 5.5.2.b

Select a topic from the given list. Match each paragraph by writing the number of the paragraph next to the topic.

#### Topics

- a) The varieties of tea
- b) The history of tea
- c) Where tea is produced
- d) How tea is produced
- e) Where tea is drunk



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

**Competency Level 6.2** : Analyzes the grammatical relations within a sentences.

**Activity 6.2** : Let's use adverbial clauses of time.

**Time** : 40 minutes

**Quality Inputs**

- A copy of a task sheet given in annexe 6.2.1.a
- Copies of the word cards given in annexe 6.2.1.b
- Copies of time indicators given in annexe 6.2.2

**Learning Teaching Process :**

**Step 6.2.1**

- Display the sentence parts given in annexe 6.2.1.a on the blackbord.
- Distribute the word cards given among the students ( annexe 6.2.1.b)
- Get them to complete the sentences on the black board by fixing the words.
- Get them to read the sentences.
- Lead a discussion to highlight the following:

- Adverbial clauses of time help to decide the tense of a sentence.
- We must learn the adverbial clauses of time used in different tenses.
- Expected answers for step 6.2.1
  - 1) last month
  - 2) everyday
  - 3) in 1996
  - 4) yesterday
  - 5) next September
  - 6) next month
  - 7) next week
  - 8) in the 1<sup>st</sup> period
  - 9) during the last vacation
  - 10) the day before yesterday
  - 11) on my last birthday
  - 12) last week.

( 10 minutes)

**Step 6.2.2**

- Group the students.
- Distribute the time indicators given in annexe 6.2.2 to each group.
- Get them to make sentences using the time indicators.

( 20 minutes)

**Step 6.2.3**

- Get them to read out their sentences.
- Get the students to comment.
- Lead a discussion to highlight the following:
  - There's a relationship between the verb and the adverbial clause of time used in a sentence.
  - We must identify this relationship in order to understand the relationship within the sentence.
  - Answers may vary. Accept any grammatically correct sentence.

( 10 minutes)

**Criteria for assessment and evaluation:**

- Identifies the Adverbial clauses of time used in sentences.
- Accepts the importance of adverbial clauses of time.
- Uses Adverbial clauses of time in sentences.
- Shares knowledge with group members.
- Enjoys completing a task successfully.



### Annexe 6.2.1.a

1. We visited Kandy .....
2. My mother cooks meals.....
3. The Sri Lanka cricket team won the world cup.....
4. Kaushi went home.....
5. My sister will be four.....
6. My friends will go on a trip.....
7. I will go to a new school.....
8. We had English .....
9. I was in Matara.....
10. We had a camp.....
11. I got many presents.....
12. All the Grade 8 students participated in the 'Health Camp' .....

### Annexe 6.2.1.b

everyday

next month

yesterday

in 1996

last month

the day before yesterday

during the last vacation

next week

in the 1<sup>st</sup> period

last week

on my last birthday

next September



## Annexe 6.2.2

tomorrow

every day

last month

next week

in 2006

today

in the future

yesterday

every month

last December

in 2009

last New Year day

in 2010

5 years ago

daily



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

**Competency Level 6.6** : Constructs complex sentences through the process of subordination.

**Activity 6.6** : Let's talk about possibilities.

**Time** : 40 minutes

**Quality Inputs**

- Copies of the sentence strips given in annexe 6.6.1
- Copies of the task sheets given in annexe 6.6.2
- Blue tack/Cellotape

### Learning - Teaching Process

#### Step 6.6.1

- Distribute the sentence strips given in annexe 6.6.1 among the students.
- Get the students who have the strips to come to the board and fix the sentence strips on the board.
- Get the other students to rearrange the sentence strips to form meaningful sentences.
- Lead a discussion highlighting the following:

Use a conditional clause (If clause) to talk about a possible situation/occurrence.

A conditional sentence consists of two clauses: a subordinate clause beginning with '*if*' and a main clause.

Answers for step 6.6.1

1. If I drop the vase, it will break.
2. If I eat too much sugar, my teeth will decay.
3. If we play well, we will win the match.
4. If it rains, we will get wet.
5. If I get up late, I will miss the school bus.

( 10 minutes)

#### Step 6.6.2

- Get each group to read out their sentences to the class.
- Get others to comment on them.
- Lead a discussion highlighting the following:

In the first type of conditional sentences the if-clause ( subordinate clause) contains a verb in the simple present tense while the verb in the main clause is in simple future tense/ present tense.

Answers may vary. Accept any grammatically correct sentence.

(10 minutes)



## Criteria for assessment and evaluation

- Identifies the interdependency between the main clause and the conditional clause.
- Accepts the importance of learning conditional sentences.
- Uses conditional clauses to express possibilities in day- to day life.
- Shares knowledge with each other.
- Provides constructive feedback.



### Annexe 6.6.1

If I drop the vase,.....
If I eat too much of sugar,.....
If we play well.....
If it rains,
If I get up late,.....
My teeth will decay.....
We will win the match.....
We will get wet.....
I will miss the school bus
It will break

### Annexe 6.6.2

#### Task sheet

#### Situations for groups

- Group 1 If I have a computer, I will.....
- Group 2 If I visit Sinharaja, I will.....
- Group 3 If I go to the park, I will
- Group 4 If I go to an Elder's Home, I will
- Group 5 If I go to the playground, I will
- Group 6 If I go to a supermarket, I will.....



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

**Competency. Level 6.7** : Uses simple, compound and complex sentences in appropriate context.

**Activity 6.7** : Let's construct complex sentences.

**Time** : 40 minutes.

**Quality Inputs** : • 2 sets of sentence strips given in annexe 6.7.1

• Blue tack/cellotape

• Copies of task sheets given in annexe 6.7.2.

**Step 6.7.1**

- Fix the first set of sentence strips given in annexe 6.7.1 on the board.
- Distribute the second set of sentence parts given in annexe 6.7.1 among the students.

• Get the students to fix them on the board to make meaningful sentences.

• Get volunteers to read the statements and comment.

• Lead a discussion highlighting the following points.

• When we express reasons we have to use an adverbial clause of reason.

• We use **because, since, as** to introduce an adverbial clause of reason.

• We must learn to construct complex sentences using adverbial clauses.

• Answers for step 6.6.1

i - j

v - a

ix - d

ii - f

vi - c

x - e

iii - b

vii - i

iv - h

viii - g

(10 minutes)

**Step 6.7.2**

- Divide the class into 5/6 groups.
- Give each group a task sheet given in annexe 6.7.2
- Get them make meaningful sentences.

(20 minutes)

**Step 6.7.3**

- Get them to present their sentences to the class.
- Get them to comment on them.
- Lead a discussion highlighting the following points.

• Adverbial clauses are important when constructing complex sentences.



- For the purpose of accurate and effective communication, we must learn to construct complex sentences.

Answers for step 6.7.2

#### Group 1

I learn English because { it is important.  
I can improve my knowledge.  
it is a link language.  
I need to play computer games.

#### Group 2

I keep pets since { they are innocent and obedient.  
I love them.  
they are playful.  
it is my hobby.

#### Group 3

We play games because { it is interesting.  
it gives us pleasure.  
it is a good exercise.

#### Group 4

I grow plants as { it is my hobby.  
it stops soil erosion.  
it protects the environment.  
it makes the air cool.

#### Group 5

I drink milk because { I love it.  
it is creamy.  
it is delicious.  
it is nutritious.

( 10 minutes)

#### Criteria for assessment & evaluation

- Identifies the adverbial clauses of reason when expressing a reason.
- Accepts that there are many conjunctions that can be used to introduce adverbial clauses of reason.
- Constructs complex sentences using adverbial clauses of reason.
- Works co-operatively to achieve a goal.
- Shares ideas with others.



## Annexe 6.7.1

1st set of sentence parts

2nd set of sentence parts

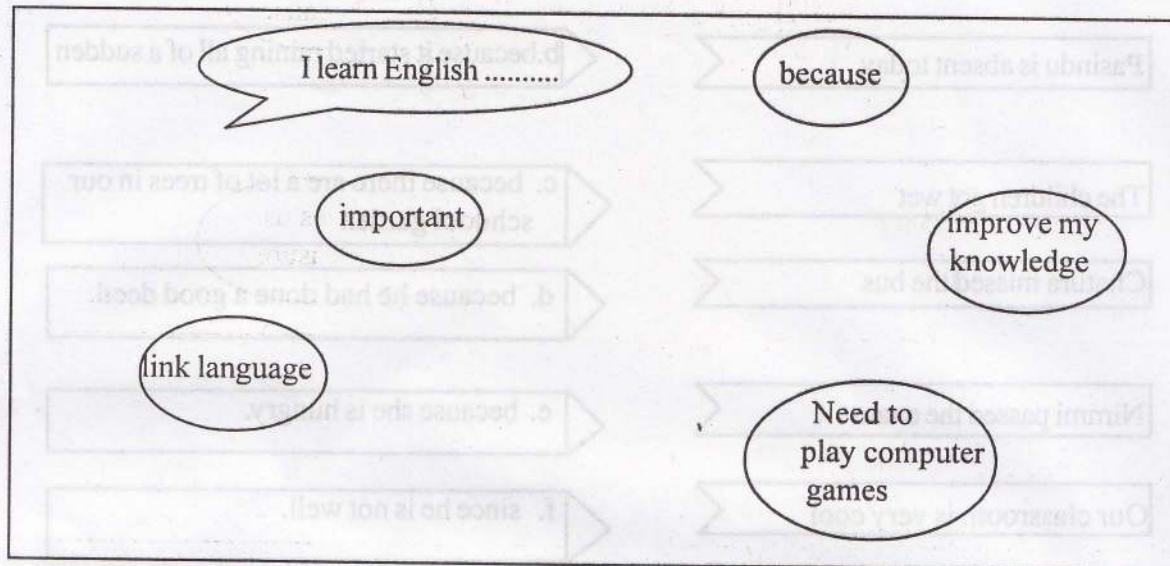
- |      |                               |  |
|------|-------------------------------|--|
| i    | We won the match.             | a. since she worked hard.                                |
| ii   | Pasindu is absent today       | b. because it started raining all of a sudden            |
| iii  | The children got wet          | c. because there are a lot of trees in our school garden |
| iv   | Chatura missed the bus        | d. because he had done a good deed.                      |
| v    | Nimmi passed the exam         | e. because she is hungry.                                |
| vi   | Our classroom is very cool    | f. since he is not well.                                 |
| vii  | Kavindu took off his shoes    | g. because she does not like                             |
| viii | Mother does not buy fish      | h. as he got up late.                                    |
| ix   | The principal praised the boy | i. because the road was slippery.                        |
| x    | My baby sister is crying      | j. as we had practised well.                             |



Annexe 6.7.2

Make meaningful sentences using the words or phrases given in Balloons.

Group 1



A rectangular box containing a speech bubble at the top left and several ovals with words or phrases. The speech bubble contains the text "I learn English .....". The ovals contain the following text: "because", "important", "link language", "improve my knowledge", and "Need to play computer games".

I learn English .....

because

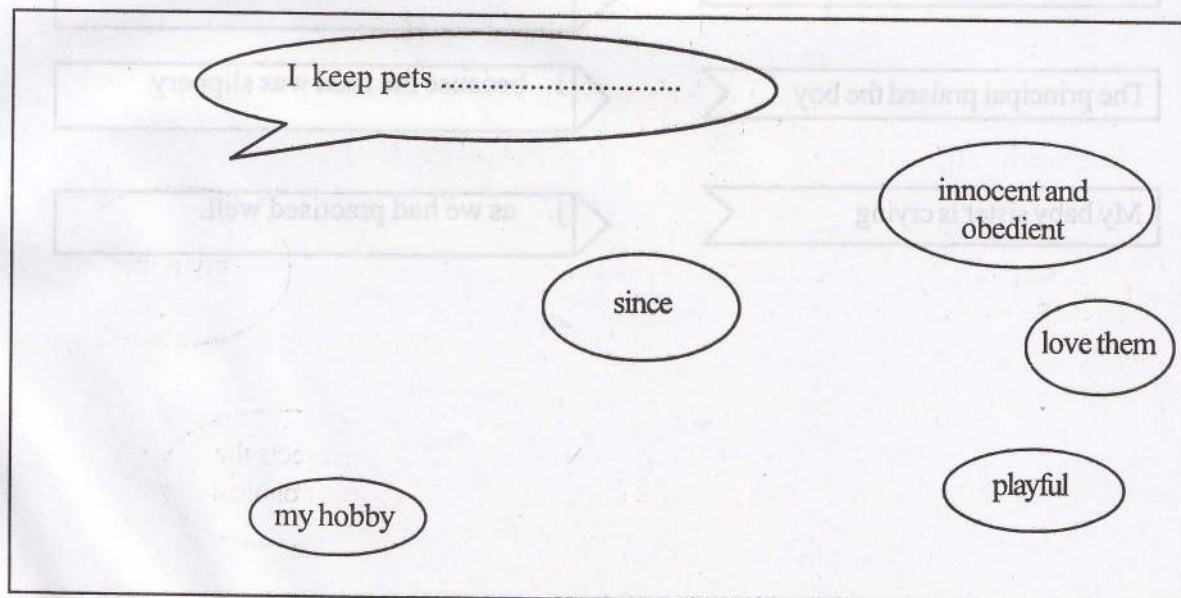
important

link language

improve my knowledge

Need to play computer games

Group 2



A rectangular box containing a speech bubble at the top left and several ovals with words or phrases. The speech bubble contains the text "I keep pets .....". The ovals contain the following text: "innocent and obedient", "love them", "playful", "since", and "my hobby".

I keep pets .....

innocent and obedient

love them

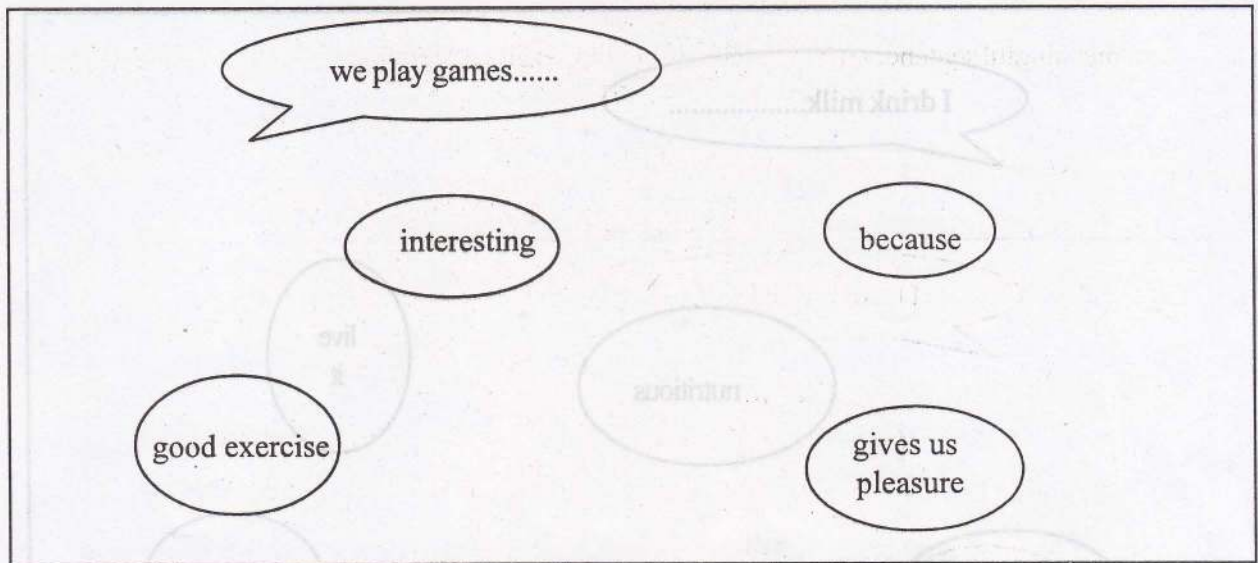
playful

since

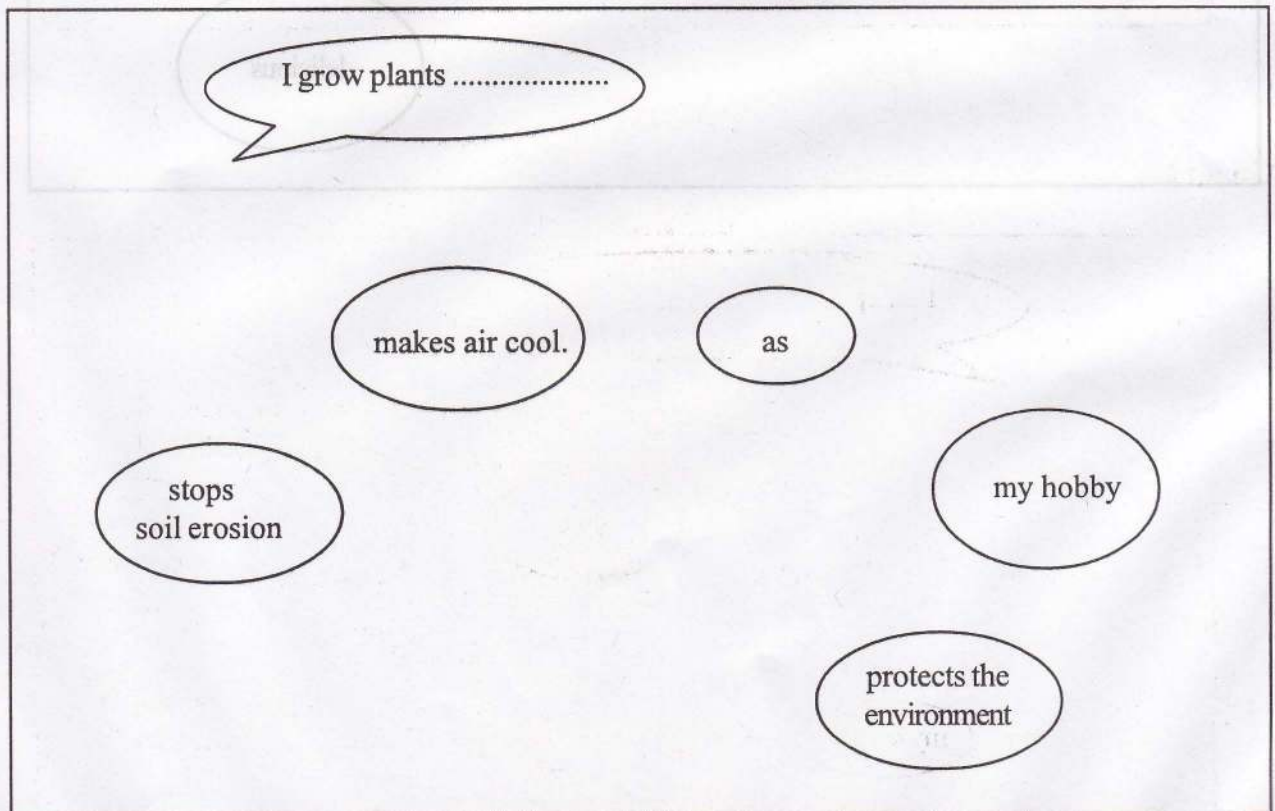
my hobby

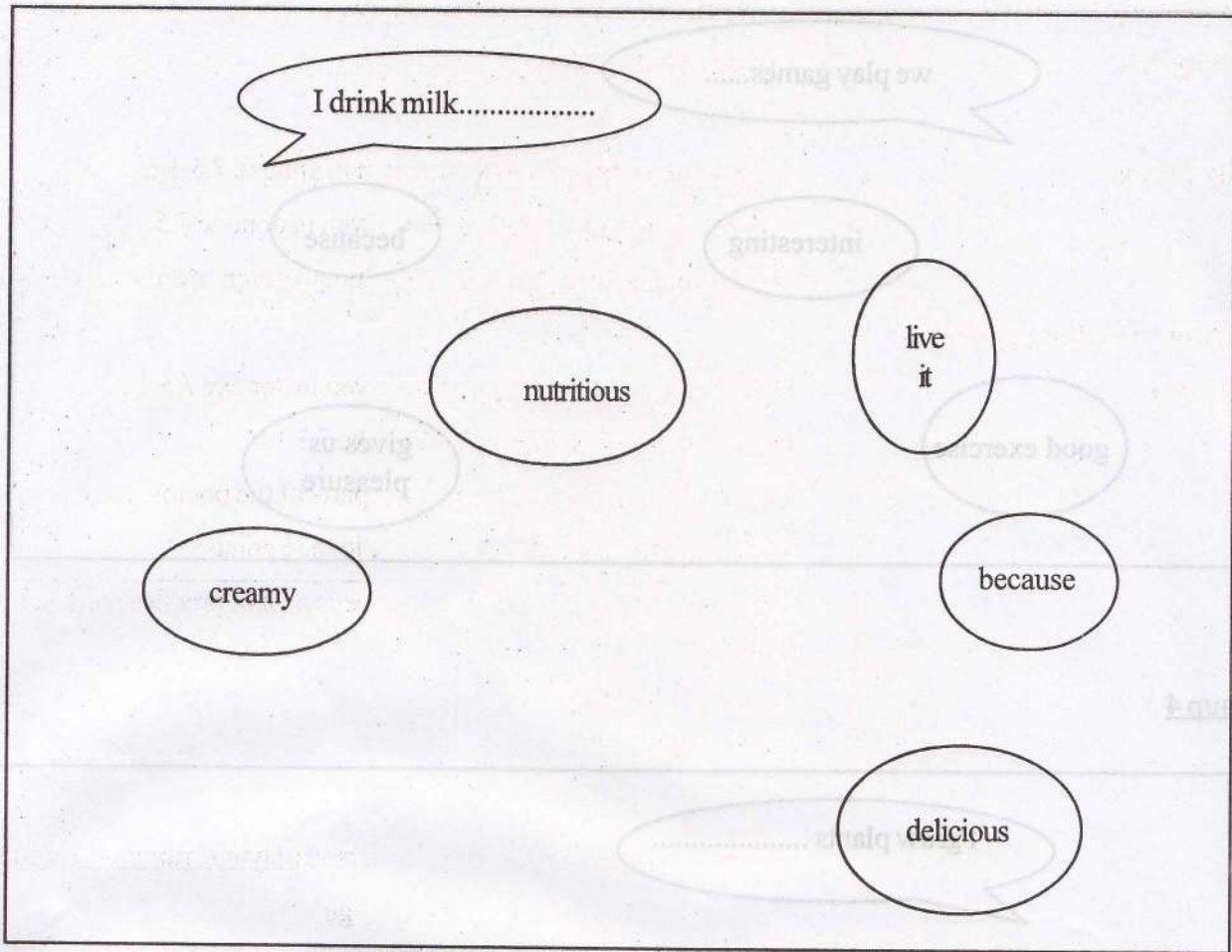


Group 3



Group 4







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

**Competency Level 7.5** : Writes short poems /stories on his/her own.

**Activity 7.5** : Let's write a short poem.

**Time** : 40 minutes

**Quality Inputs**

- An enlarged copy of the poem given in annexe 7.5.1.a
- A copy of the format of the poem given in annexe 7.5.1.b
- A copy of the correct format of the poem given in annexe 7.5.2

**Learning Teaching Process:**

**Step 7.5.1**

- Display the poster with the poem given in annexe 7.5.1.a
- Display the guidelines given in annexe 7.5.1.b
- Get volunteers to write the missing parts of the poem.
- Lead a discussion highlighting the following points:

- Writing Poems needs creativity. It needs a lot of practice and imagination too.
- Answers for step 7.5.1:
  - i. Who dislikes dirt
  - ii. Who loves to eat apple
  - iii. Three actions done by the person playing, running, singing
  - iv. Resident of the dwarfs' cottage
  - v. Who wants to take care of the dwarfs
  - vi. One complete sentence describing person She is such a good girl
  - vii. But above all who is very good
  - viii. Who needs a prince to save her.
  - ix. Who used to live in a castle.
  - x. Name of the person Snow White
  - xi. Relative of a wicked queen

(10 minutes)

**Step 7.5.2**

- Divide the class into groups of five.
- Display the guidelines given in annexe 7.5.3. for writing a poem
- Get them to write a poem about a wellknown person/ a person they admire, using the given guidelines

(20 minutes)

### Step 7.5.3

- Get each group to display their poems about a person they admire.
- Comment on each presentation.
- Lead a discussion highlighting the following:
  - Continuous practice helps effective creations. It helps to improve language too.
  - Answers may vary. Accept any suitable creation.

(10 minutes)

### Criteria for assessment and evaluation:

- Writes a poem using the given guidelines.
- Enjoys writing poems.
- Uses appropriate vocabulary to write a poem
- Appreciates poems.
- Exhibits creativity.



**Read this poem**

Snow White

Beautiful, beloved, lost

Playing, running, singing

Relative of a wicked queen

Who loves to eat apples

Who needs a prince to save her

Who wants to take care of the dwarfs

Who dislikes dirt

Who used to live in a castle

But above all, who is very good,

Resident of the dwarfs' cottage

She is such a good girl

The princess.

**Annexe 7.5.1.b**

Complete each line using the information given in the poem.

e.g.: Three adjectives that describe the person. Beautiful, beloved, lost

- i) Who dislikes.....
- ii) Who loves .....
- iii) Three actions done by the person.....
- iv) Resident of .....
- v) Who wants.....
- vi) One complete sentence describing the person.....
- vii) But above all who .....
- viii) Who needs.....
- ix) Who used to.....
- x) Name of the person .....
- xi) Relative of .....

## Annexe 7.5.2

Compose your poem according to the guidelines given

- Line one : Name of the person
- Line two : Three adjectives that describe that person
- Line three : Three 'ing' verbs that suit the person
- Line four : Relative of.....
- Line five : Who loves.....
- Line six : Who needs.....
- Line seven : who wants.....
- Line eight : who dislikes.....
- Line nine : Who used to.....
- Line ten : But above all, who.....
- Line eleven : Resident of.....
- Line twelve : One complete sentence describing the person



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

**Competency Level 7.6** : Writes letters, brief notes, instructions and reports.

**Activity 7.6** : Let's write some instructions.

**Time** : 40 minutes

**Quality Inputs**

- A copy of the jumbled instructions given in annexe 7.6.1.a
- A copy of each place given in annexe 7.6.1.b
- A copy of the each task given in annexe 7.6.2

### Learning/Teaching Process

#### Step 7.6.1

- Distribute the jumbled words and get the students to make meaningful instructions using them.
- Write the places given in annexe 7.6.1.b on the board.
- Get the students to write the arranged instructions under the relevant heading.
- Lead a discussion to highlight the following :

- We use instructions to inform people that they should observe certain rules of behaviour.
- Instructions are normally written using imperatives, but sometimes we use declarative sentences with a modal verb like *must* or *should* e.g. You should come to school before 7.30 a.m.

Expected answers for step 7.6.1

#### 1. Computer Lab

- Shut down the computer before you leave.
- Don't keep the doors open.
- No Internet access is allowed.

#### 2. Canteen

- Be in the queue.
- Don't take the bottles out.
- Check your change.

#### 3. Sports room

- Keep the sports equipment in proper place.
- Don't go to classes in sports kit.

#### 4. Library

- Don't make any noise.
- Return the books on due date.

(10 minutes)



### Step 7.6.2

- Put the students into groups.
- Assign a situation given in annexe 7.6.2 to each group.
- Get them to write as many instructions as possible.

(20 minutes)

### Step 7.6.3

- Get them to read out the instructions.
- Ask the others to comment on each other's instructions.
- Get each group to comment on the instructions that the others have read t.
- Lead a discussion highlighting the following:

- Instructions are usually short.
- When we write instructions we should use proper words to suit the context.

Expected answers for step 7.6.2

- 1) • Keep the school premises clean.
  - Don't pick flowers.
  - Say 'No' to polythene.
- 2) • Sweep the classrooms daily.
  - Arrange the desks and the chairs.
  - Put litter into the bin.
- 3) • Bring a letter of permission from your parents.
  - Bring breakfast and a bottle of water.
  - Come on time.
  - Don't be late.
  - Come in your uniform.
  - Wear clean shoes.
- 4) • Practise your items properly.
  - Remember to bring the necessary things.
  - Be silent when others perform.

(10 minutes)

### Criteria for assessment and evaluation

- Differentiates a statement and an instruction.
- Accepts the need to use imperatives in writing instructions.
- Writes instructions for given situations.
- Enriches vocabulary.
- Works cooperatively.



### Annexe 7.6.1.a

1. the / you / shut down / leave / computers / before
2. due / return / books / date / the / on /
3. take / don't / bottles / out / the
4. sports / don't / to / classes / go / kits / in
5. the / sports / equipment / proper / in / place / keep
6. keep / don't / the / open / doors
7. change / check / your
8. in / queue / be / the
9. no / allowed / internet / access / is
10. make / don't / noise / any

### Annexe 7.6.1.b

Canteen

Sports Room

Library

Computer Lab

### Annexe 7.6.2

#### Group A

1. You are a committee member of the Environmental Circle. Write a set of instructions to be displayed in your school.

#### Group B

2. You are a junior prefect. You are asked to give instructions to the primary students on how to keep the classrooms neat and tidy.

#### Group C

3. You are going on a trip. What instructions would you get from your teacher?

#### Group D

4. You are organizing an English camp in your school. What instructions would you give to other students?



- Competency 8** : Communicates clearly, fluently and concisely.
- Competency Level 8.9** : Gives and asks for information appropriately.
- Activity 8.9** : Let's give directions.
- Time** : 40 minutes
- Quality inputs**
- Copies of the picture cards and sentence strips given in annexe 8.9.1
  - 4 copies of the maps given in annexe 8.9.2.

### Learning Teaching Process

#### Step 8.9.1

- Distribute the picture cards and the sentence strips given in annexe 8.9.1 among the students.
- Get the students who have the picture cards to paste them on the board.
- Get the other students who have the correct directions to read them out to the class and fix them against the picture cards.
- Lead a discussion highlighting the following:

- We use imperatives to give directions.
- Prepositions play a vital role in giving directions.
- When giving directions we should speak clearly and concisely.
- Answer for step 8.9.1

1) A      2) B      3) C      4) D      5) E      6) F

(10 minutes)

#### Step 8.9.2

- Put the students into 4 groups.
- Distribute the maps given in annexe 8.9.2 among the groups.
- Get each group to study the map and write the correct directions selecting the phrases given.

(20 minutes)

#### Step 8.9.3

- Get each group to read out their directions showing their maps.
- Get others to comment.
- Lead a discussion highlighting the following :

- Directions should not be ambiguous.
- Giving directions and asking for directions are important in day to day life.

(10 minutes)

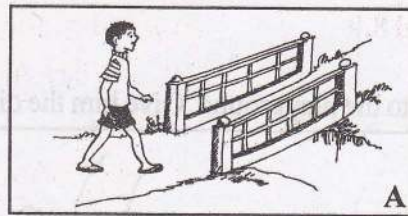
### Criteria for assessment and evaluation

- Identifies appropriate phrases in giving directions.
- Accepts the importance of giving correct directions.
- Communicates clearly and fluently in giving directions.
- Works co operatively.
- Develops confidence in giving directions.

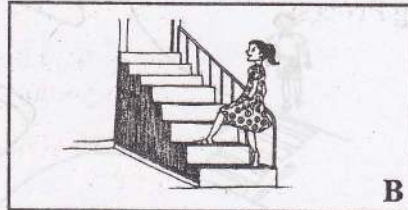


Annexe 8.9.1

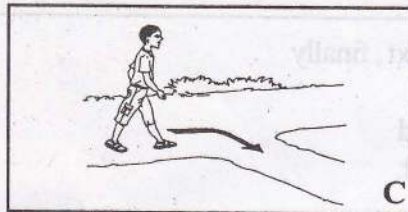
1. Go over the bridge



2. Climb the steps



3. Turn right



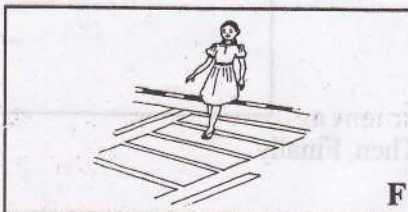
4 Turn left.



5 Go straight.



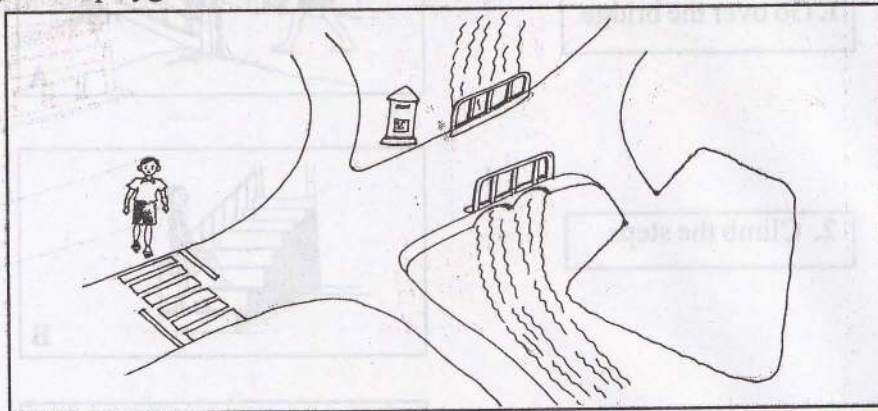
6. Cross the road



## Annexe 8.9.2

### Group 1

Nirmal wants to go to the playground. Give him the directions



First, then , next , finally

Cross the road

Turn right/ left.

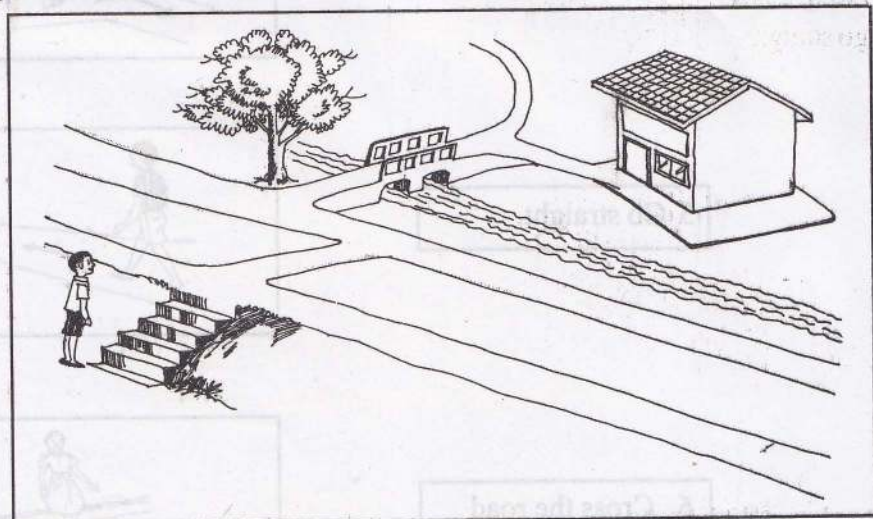
Cross

Pass

Walk

### Group 2

Nimal wants to go to the computer center. Give him the directions.



First, Next , Then, Finally

Pass

Climb

turn

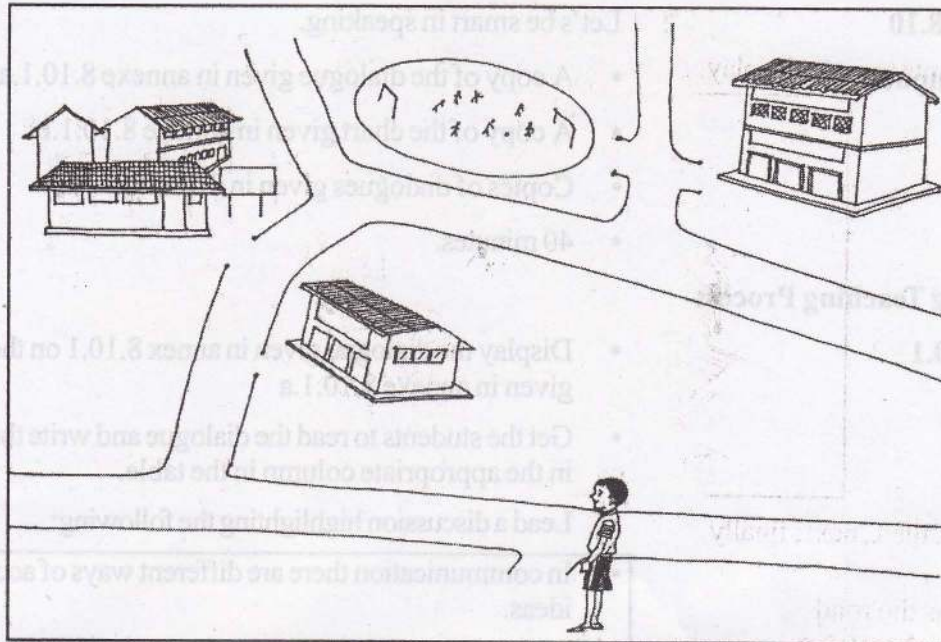
go straight

cross



### Group 3

Nimal wants to go to the library. Give him the directions.



First, Next, Then, Finally

Pass

climb up

turn

cross

go straight

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

**Competency Level 8.10** : Accepts, refutes and expresses disagreement properly.

**Activity 8.10** : Let's be smart in speaking.

**Quality input**

- A copy of the dialogue given in annexe 8.10.1.a
- A copy of the chart given in annexe 8.10.1.b
- Copies of dialogues given in 8.10.2

**Time**

- 40 minutes.

### Learning Teaching Process

**Step 8.10.1**

- Display the dialogue given in annex 8.10.1 on the board and the chart given in annexe 8.10.1.a
- Get the students to read the dialogue and write the underlined phrases in the appropriate column in the table.
- Lead a discussion highlighting the following:

- In communication there are different ways of accepting and refuting ideas.
- We must learn to use these phrases appropriately in speech.
- Expected answers for step 8.10.1

Phrases used to accept ideas	Phrases used to refute ideas
-Yes, we'd love to	- Excuse me teacher, we've been to Sigiriya many times.
- It's great, we'd love to go to Kandy	-Can't we go to the gardens first ?
	- Well,we could, but Dalada Maligava is the most important place.

( 10 minutes)

**Step 8.10.2**

- Put the students into groups.
- Give each group the dialogue given in annexe 8.10.2
- Ask them to put the underlined phrases in dialogues into the two columns as given in annexe 8.10.1.b
- Get them to practice the dialogue within the group.

( 20 minutes)

**Step 8.10.3**

- Ask them to present their answers.
- Get others to comment.
- Lead a discussion highlighting the following:

• In communication different phrases are used to accept and refute ideas. These phrases help to make the conversation more successful.
• Answers for step 8.10.2





### Annexe 8.10.1.a

- Teacher : I've got some good news for you?
- Children : What's it?
- Teacher : Would you like to go on a trip?
- Children : Yes, we would love to .
- Teacher : Where would you like to go?
- Rajan : I'd like to visit Sigiriya.
- Praveena : Excuse me, teacher we've been to Sigiriya many times . Let's go to Kandy.
- Randeera : Wow, it's great. We'd love to go to Kandy
- Teacher : What are the places you would like to visit?
- How about Dalada Maligawa?
- Randeera : Yes ,but can't we go to the Peradeniya Gardens first. ?
- Teacher : Well we could, but Dalada Maligawa is the most important place in Kandy. After that we can go to the Gardens and spend more time there.
- Rajan : Yes, we can have a nice time there.
- Randeera : Can't we play cricket?
- Teacher : Yes , We can but there are so many important places to visit that there will be no time for cricket.

### Annexe 8.10.1.b

Phrases used to accept ideas	Phrases used to refute ideas

### Annexe 8.10.2

- Shamendra : I've got a good novel.
- Kavindra : What is it?
- Shanendra : Oliver Twist. Have you read it ?
- Kavindra : Yes, I have but it's too long .
- Shamendra : So what ? Isn't it interesting ?
- Kavindra : Well it is boring for me.
- Shamendra : I don't think so. The story wouldn't be so popular if it was boring.



Naduni and Malmi are at the school canteen

- Naduni : Aunty can you give me two packets of milk ?  
Aunt : Ok. Do you like Vanilla flavour?  
Malmi : Aunt, haven't you got Chocolate flavour ?  
Aunt : Sorry, it's not available.  
Naduni : mm.... What about bottled milk?  
Aunt : Yes, We have it.  
Naduni : We'll have that, give us two bottles, please.  
Aunt : Sure.  
Isuri : What shall we do? Our English teacher is absent.  
Sanoori : Let's go to the library.  
Isuri : How about going to the playground instead ?  
Sanoori : No, we are not allowed to go alone.  
Isuri : I've got a good idea , We'll go to the computer room.  
Sanoori : Fine . Let's go and get permission from our class teacher.

- Competency 8** : Communicates clearly, fluently and concisely.
- Competency Level 8.11** : Makes suggestions and responds to them.
- Activity 8.11** : Let's talk using different expressions.
- Time** : 40 minutes
- Quality Inputs**

- An enlarged copy of the suggestions given in annexe 8.11.1.a
- Enough number of copies of the responses given in annexe 8.11.1.b (one response per student)
- Four / Five copies of the situations given in annexe 8.11.2

### Learning Teaching Process

#### Step 8.11.1

- Display the enlarged copy of the suggestions given in annexe 8.11.1.a
- Distribute the copies of the responses given in annexe 8.11.1.b among the students.
- Get a volunteer to utter a suggestion given on the board.
- Ask the students who have got the responses to utter the suitable response for the suggestions read out.
- Continue the same procedure with the other statements.
- Repeat the procedure if the correct response is not given.
- Lead a discussion to highlight the following:

- We can make suggestions using different phrases.  
e.g. Shall we .....  
Let's.....  
What / How about.....  
Why don't you.....
- These phrases depend on the context in which they are used.
  - Answers for step 8.11.1
    1. Wait, I'll switch on the fan.
    2. Sorry, I have some urgent work to attend to
    3. Thank you very much.
    4. It's closed today
    5. Good idea.

( 10 minutes)

#### Step 8.11.2

- Group the students.
- Distribute the situations given in annexe 8.11.2
- Get them to write as many suitable responses as possible.

( 15 minutes)



### Step 8.11.3

- Get each group to read out suggestions one by one while other groups give relevant responses
- Get the others to comment if necessary.
- Lead a discussion to highlight the following:

The use of the phrases practised here enhances fluency. So, we need to practise these phrases constantly in speaking

- Possible responses for step 8.11.2
  1. Let's start from the beginning?  
Shall we ask our maths teacher to have extra classes?
  2. Let's have a drink.  
Why don't you drink some water?
  3. Let's sweep it.  
It's better to mop it.
  4. Shall we meet our social studies teacher?  
Let's refer to an encyclopedia.
  5. Let's fix it using some glue.  
Let's hide the pieces.
  6. Why don't you tell the teacher?  
Let's check the bags.
  7. Why don't you get up a little early?  
Why don't you come early?
  8. Shall we call the fire brigade?  
Why don't we call the others?
  9. Will you write down this assignment?  
Let's go to the library.
  10. Shall we give her a Panadol?  
Why don't you tell the teacher?

( 15 minutes)

### Criteria for assessment and evaluation

- Identifies different ways of making suggestions.
- Accepts the need to use relevant phrases according to the situation.
- Uses different phrases to make suggestions.
- Exhibits confidence.
- Speaks politely.

### Annexe 8.11.1.a

1. Let's go out. It's so hot here.
2. Shall we play some computer games?
3. You may finish this activity at home, if you need more time.
4. Why don't you go to the library?
5. How about playing a game of chess after lunch?

### Annexe 8.11.1.b

Wait, I'll switch on the fan.

Sorry, I have some urgent work to attend to.

Thank you very much.

It's closed today.

Good idea.

### Annexe 8.11.2

What would you suggest, if ...

1. your friend is weak in mathematics
2. your friend is thirsty
3. your classroom is dirty
4. your friend needs to find some facts about a country
5. you have broken one of the new vases your mother bought recently
6. you have lost your pencil case
7. your friend always gets late
8. there is a fire in a neighbouring house
9. your teacher is absent today
10. one of your friends is sick



## Assessment and Evaluation

## Introduction

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

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

The third part of the Instructional Manual is dedicated to extended learning teaching opportunities and to introduce the tools used for extended teaching learning. It is necessary that the students should identify which competencies out of the competencies given in the course are achieved and to what extents the said competencies are achieved. Thus the teachers are expected to judge the mastery levels achieved by the students throughout the assessment process. Further, they should communicate with parents and other parties concerned on the progress of the students too.

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

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

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

- \* Concept maps
- \* Wall newspapers
- \* Quizzes
- \* Question and answer books
- \* Portofolioes
- \* Exhibitions
- \* Debates
- \* Panel discussions
- \* Seminars
- \* Impromptu speeches
- \* Role plays
- \* Presentation of literature reviews
- \* Field books/Nature diaries
- \* Practical tests.



## Learning Teaching Evaluation Tool for Learning Teaching Process

### Tool 01

01. Period of Evaluation : 1<sup>st</sup> Term  
02. Competency Levels Involved : 2.4, 4.5, 5.5  
03. Relevant Skills Involved :

**Reading** • Uses the dictionary and encyclopedia effectively.  
• Extracts the general idea of a text.

**Writing** • Uses commas with understanding.

**Grammar** • Identifies the grammar of a sentence.

04. Nature of the tool : Project

05. Objectives of the tool
- Reads and extracts necessary information from the dictionary and encyclopedia.
  - Uses commas appropriately in writing.
  - Constructs grammatically correct sentences.
  - Prepares a field book creatively.

06. Instructions for the implementation of the assessment tool.

- Make the students aware of the assessment tool at the beginning of the first term.

#### Instructions to the teacher :

##### Preparation for the task

- Distribute the copies of the task sheet or get students to copy the task sheet.
- Get students to visit one of the places suggested in the task sheet and collect necessary information.
- Discuss the information gathered and get the students to refer to the dictionary and encyclopedia for further information.
- Get the students to prepare the field book using the gathered information set a date for handing over the completed field book.

##### Instructions for the students:

- Visit one of the places given below
- a temple / kovil/ church/
- a museum/ planetarium /zoo
- a Botanical Garden / Singharaja/ Sripada
- a livestock farm/ chena/ farm



**Find the following information**

- The name of the place
- Whether it's a religious, cultural or any other place
- Which province does it belong to
- The location
- Special features you identified / noticed ( Plants, trees, animals, birds, structures , buildings you found)

Maintain a diary or a note book during your visit. Use the following format.

Date & Time	Place visited	Things observed / seen	Any other relevant information

- Find the relevant pictures or draw them. (animals, plants, structures etc.)
- Discuss the information you have found with your teacher.
- Refer to the dictionary or encyclopedia for further information.
- Prepare the project in groups.
- Include the diary page into your project.
- Hand over the project to your teacher on or before the deadline.

## Criteria for Evaluation

Criteria Name	Constructs grammatically correct sentence	Uses commas appropriately	Gives relevant information from the dictionary/encyclopedia	Prepares the project using the information appropriately	Completes the task creatively on time	Total
1.....						
2.....						
3.....						
4.....						
5.....						

## Banding of marks

Excellent	4
Good	3
Fair	2
Should be improved	1



## Learning Teaching Evaluation Tool for Learning Teaching Process

### Tool 2

1. **Period of Evaluation** : 1<sup>st</sup> Term

2. **Competency Levels involved** : 1.3, 2.4, 3.5, 5.5

3. **Relevant skills involved** :

#### **Listening**

- Listens and takes down note.

#### **Reading**

- Extracts necessary information and takes down notes.

#### **Speaking**

- Makes a speech using expected intonation, stress and pronunciation.

4. **Nature of tool**

5. **Objectives of the tool**

- A prepared speech
- Listens to speeches given by others in English (Principal of your school, chief guests etc.)
- Collects necessary information according to the selected topic.
- Writes the speech using expected content.
- Makes a speech with confidence.

6. **Instructions for the implementation of the assessment tool**

Instructions to the teacher for :

preparation of the task :

- At the beginning of the first term make the students aware of the assessment tool.
- Get the students to listen to speeches made at different functions in school or outside.
- Get them to read speeches made by important people and identify the important phrases needed for effective speech.
- Instruct each student to prepare a speech on a selected topic.
- Inform the students of the date to deliver the speech.

**Instructions for the students** :

- Decide on a topic and discuss it.
- Listen to speeches given at various functions by important people and make notes.
- Find relevant information for the selected topic and write the speech.
- Practise and make the speech on the given date.

## Criteria for Evaluation

Criteria Name	Introduces the topic clearly	Makes the speech with correct information, gesture, voice control	Uses relevant content and language	Shows creativity and proper organization	Completes the speech within the given time	Total

### Banding of marks

Excellent 4

Good 3

Fair 2

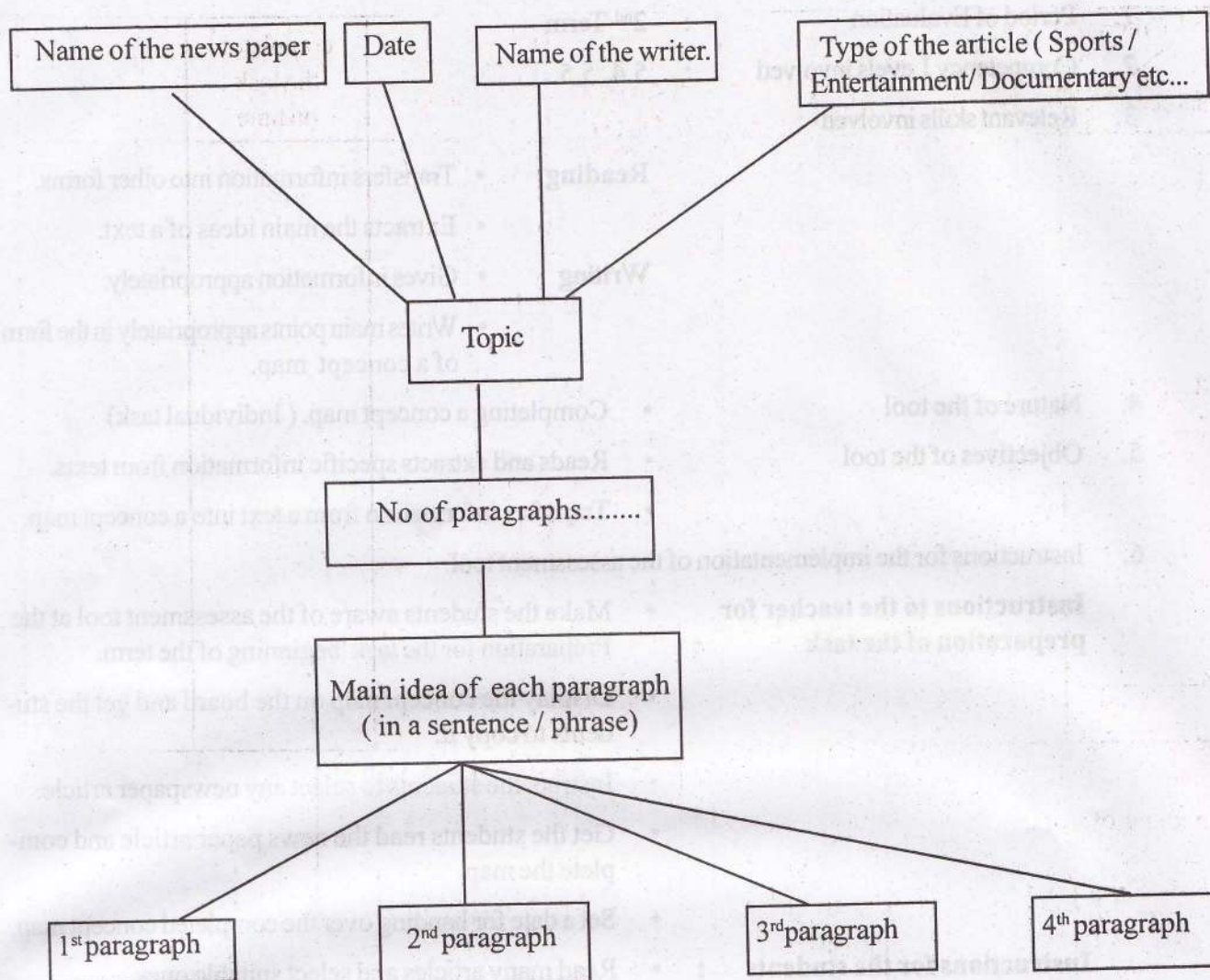
Should be improved 1



## Learning Teaching Evaluation Tool for Learning Process

### Tool 3

1. Period of Evaluation : 2<sup>nd</sup> Term
2. Competency Levels involved : 5.4, 5.5
3. Relevant skills involved
  - Reading**
    - Transfers information into other forms.
    - Extracts the main ideas of a text.
  - Writing**
    - Gives information appropriately.
    - Writes main points appropriately in the form of a concept map.
4. Nature of the tool
  - Completing a concept map. ( Individual task)
5. Objectives of the tool
  - Reads and extracts specific information from texts.
  - Transfers information from a text into a concept map.
6. Instructions for the implementation of the assessment tool.
  - Instructions to the teacher for preparation of the task** :
    - Make the students aware of the assessment tool at the Preparation for the task beginning of the term.
    - Display the concept map on the board and get the students to copy it.
    - Instruct the students to select any newspaper article.
    - Get the students read the news paper article and complete the map.
    - Set a date for handing over the completed concept map.
  - Instructions for the students** :
    - Read many articles and select suitable ones.
    - Transfer the information in the text into a concept map.
    - Complete the concept map.
    - Hand over the completed map/spidagram/mind map to the teacher with the relevant newspaper article.





## 07. Criteria for Evaluation

Criteria Name	Transfers information correctly	Finds specific information	Gives the main idea of the text.	completes the map	completes the task on time	Total
1-----						
2-----						
3-----						
4-----						
5-----						
6-----						

### Bandings of marks.

Excellent	-	4
Good	-	3
Fair	-	2
should be improved	-	1

## Learning Teaching Evaluation Tool for Learning Teaching Process

### Tool 04

- |   |   |
|---|---|
| 01. Period of Evaluation  | : 2 <sup>nd</sup> Term  |
| 02. Competency Levels involved                                  | : 4.4 ,6.2, 7.5   |
| 03. Relevant skills involved                                    | :<br><div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p><b>Writing</b></p> <p><b>Grammar</b></p> </div> <div style="width: 65%;"> <ul style="list-style-type: none"> <li>• Writes short poems/ stories on his/her own.</li> <li>• Constructs grammatically correct sentences.</li> <li>• Uses English words in their proper contexts.</li> </ul> </div> </div>   |
| 04. Nature of the tool  | : Preparing a wall newspaper  |
| 05. Objectives of the tool                                      | <ul style="list-style-type: none"> <li>• Writes short poems /stories/articles for wall papers.</li> <li>• Uses English words in their proper contexts.</li> </ul>   |
| 06. Instructions for the implementation of the assessment tool: |   |
| <b>Instructions to the teacher for preparation of the task</b>  | <ul style="list-style-type: none"> <li>• At the beginning of the 2<sup>nd</sup> term make the students aware of the tool.</li> <li>• Put the students into groups and get them to appoint a leader for each group.</li> <li>• Inform the students the date to hand over the prepared book-lets.</li> <li>• Distribute the topics among the groups.</li> <li>• Get students to find out information.</li> <li>• Get them to discuss about the topics and write poems /stories.</li> <li>• Get them to edit what they have written. If necessary help them.</li> <li>• Get them prepare the wall news paper.</li> </ul> |

#### Instructions for the students :

- Select a topic from the given task sheet.
- Find necessary information.
- Discuss the information in groups.
- Write the poem /story.
- Edit with the help of the teacher if necessary.
- Prepare and display the wall paper on or before the deadline.



# Task sheet

Select a topic and write a poem

Select a topic and write a poem				
Total	a	b	c	Criteria
	moon	Sun	rain	
	Shining	bright	drops	Name _____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____
	soft	powerful	fill with	
	right	hot	water	
	sky	strong	thunder	
	round	rise/set	lightening	
	yellow	East/west	wind	
		day/night	cool	
			new life to plant	
	d	e		
	sea	waterfall		
	blue	water		
	water	mist		
	big	spray		
	waves	falling		
	foam	cool		
	fish	beauty		
	boats	mountains/rocks		
	ship			
	horizon			
	beach			

## Write a story

Start

events

end

**Start**

once upon a time.....

One day.....

Long ago.....

**Events**

incidents happend one after the other

**End**

What happend finally.

### Criteria for Evaluation.

Criteria Name	Uses English words in their proper context	Constructs grammatically correct sentences with correct spelling	Writes creatively	Prepares the wallnews paper attractively	Completes the task on time	Total
1.....						
2.....						
3.....						
4.....						

### Bandings of marks :

Excellent	-	4
Good	-	3
Fair	-	2
Should be improved	-	1



## Learning Teaching Evaluation Tool for Learning Teaching Process.

### Tool 5

01. Period of Evaluation : - 3<sup>rd</sup> Term

02. Competency levels involved : 4.6, 6.6, 6.7, 8.10

03. Relevant skills involved :

#### Writing

- Writes letters brief notes, instructions and reports.

#### Reading

- Extracts necessary information from a text.

#### Grammar

- Constructs simple, compound and complex sentences.

03. Nature of the tool : Preparing a Portfolio

04. Objectives of the tool :

- Collects his/her own writings or creations.
- Analyses and categorises them under different headings/text types.
- Uses the portfolio to improve writing skill.

05. Instructions for the implementation of the assesment tool :

#### Instructions to the teacher for

#### preparation of the task :

- At the beginning of the 3<sup>rd</sup> term, make the students aware of the tool.
- Instruct them to make a collection of their writings for the portfolio under following text types:
  - notices, posters, invitations, puzzles, roleplays, instructions, riddles, recipies, informal letters.
- Instruct the students to file all these pieces methodically. Get them to select 10 best creations and prepare the portfolio.
- Inform the students that the portfolio of all students will be displayed in the class on a given date.

#### Instructions for the students :

- Collecting the creations, writings, models done by them.
- Selecting the best 6 and arranging them in a file.
- Preparing a portfolio.
- Displaying the port folios at the exhibition on the given data.

## Criteria for Evaluation

Criteria Name	Collects creations relevant to the subject	Collects the expected number	maintaining quality of the creations	Shows the progress in the students' collection of work	Organizes the port- folio methodically and presents it.

## Banding of Marks

Excellent	-	4
good	-	3
Fair	-	2
Should be improved	-	1



## Learning Te Tool for Learning Teaching Process

### Tool 06

01. Period of Evaluation : 3<sup>rd</sup> Term  
02. Competency levels involved : 6.6, 6.7, 7.6  
03. Relevant skills involved :

**Writing** : • Writes instructions properly.

**Grammar** : • Uses simple and compound sentences in appropriate context.

03. Nature of the tool : • Group Assignment.  
04. Objectives of the tool : • Writes instructions properly using language appropriate to various contexts.  
• Collects necessary information from various sources.  
• Transfers information into other forms.  
• Uses simple and compound sentences in appropriate context

05. Instructions for the implementation of the assesment tool :

#### Instructions to the teacher for

- preparation of the task** : • At the beginning of the 3<sup>rd</sup> term make the students aware of the assessment tool.  
• Put the students into 5 groups.  
• Assign each group with a place to write instructions to be displayed.  
• Instruct each group to visit these places observe, meet people and find out relevant information to write.  
• Get the students to discuss the information collected and write the instructions to be displayed in the class on a given date.

#### Instructions for the students :

- Select a place form the list below.
  - a) Canteen
  - b) Library
  - c) Main gate
  - d) Class room
  - e) IT room/ Dancing room/ Music room / Laboratory etc...
- Visit the place, observe, meet people there and collect relevant information to write instructions.
- Note down relevant information in the grid below.



Date	Place you visited	People met	Information/instructions you found.

Discuss the information collected and write instructions to be followed.

- Use relevant symbols against instructions where necessary.
- Hand over the instructions along with the grid you filled to the teacher on or before the deadline.

### Criteria for Evaluation

Criteria Name	Writes simple and compound sentences properly	Uses correct Spelling	Gives relevant information	Prepares instruction card creatively	Completes the task on time	Total
1-----						
2-----						
3-----						
4-----						
5-----						

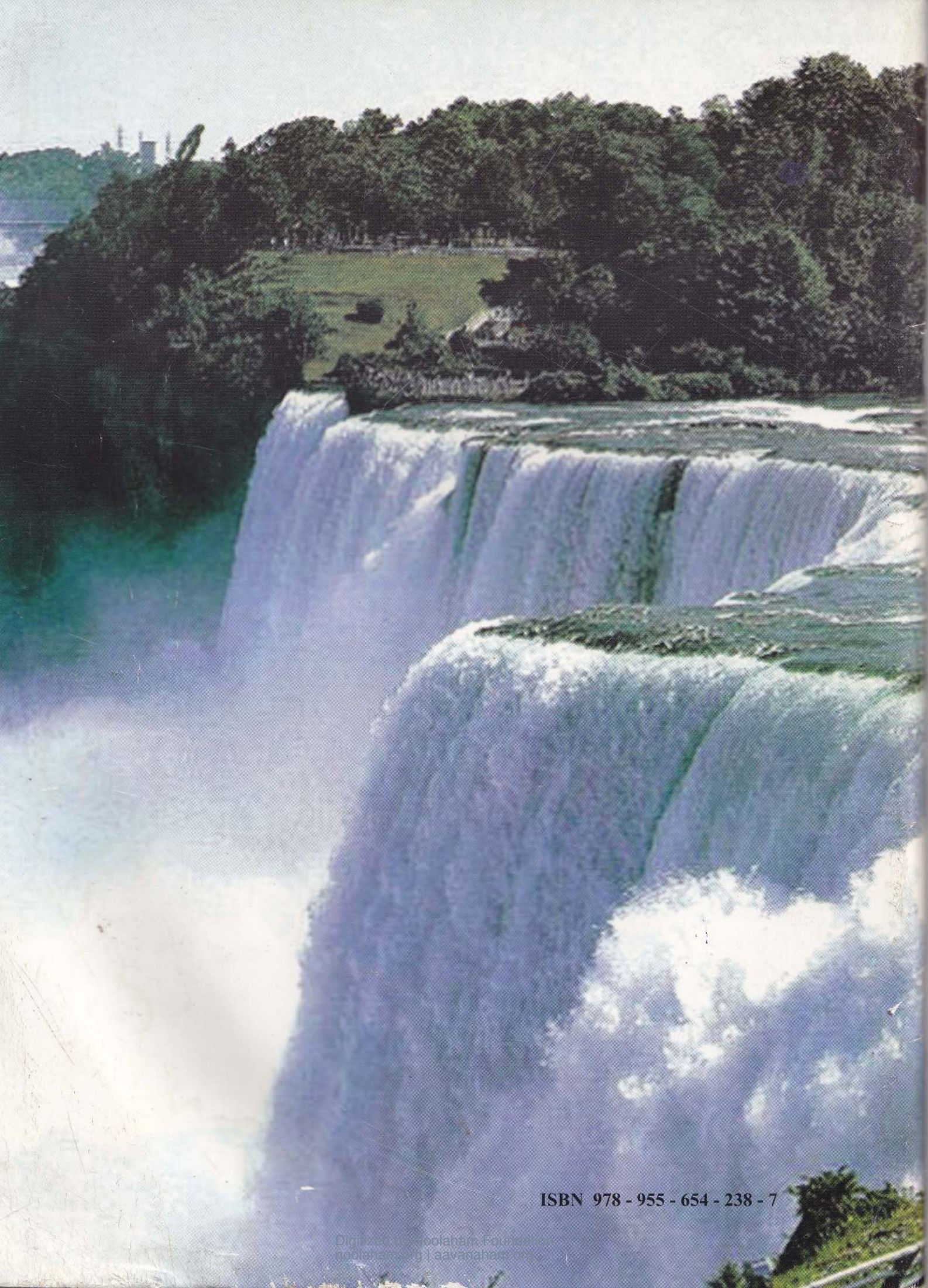
### Banding of Marks

Excellent	-	4
Good	-	3
Fair	-	2
Should be improved	-	1









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