

**AN ENGLISH COURSE
FOR
GRADE SIX**

[Lesson Units One to Seven]

SUGGESTIONS TO TEACHERS



1973

MINISTRY OF EDUCATION — SRI LANKA

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AN ENGLISH COURSE FOR GRADE SIX

(For use in Grade 6 Classes in and after January 1973)

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INTRODUCTION

An English Course for Grade 6 has been prepared as a beginning course for pupils who are starting their study of English as a Second Language in Grade 6. However, it can also be used by those who have done two or three years of English before entering Grade 6. The Reading Passages B and C have been prepared at two levels. Passage B is intended for pupils who may be starting their study of English in Grade 6. It has been written at an Elementary Level. Passage C is intended for those pupils who already know some English. The sentence patterns used in both passages are the same but Passage B contains more lexical items. The teacher will decide which passage to use with his/her class. This will obviously depend on the level of attainment of his/her pupils.

The Teacher's Guide for this Course contains suggestions for teaching and it is hoped that they will be useful in the classroom. It must be emphasized, however, that they are only suggestions and teachers should feel free to be creative and adopt other techniques of presentation and practice in the light of their experience.

Each Unit of this Course contains three sections:

A—Language Practice

B and C—Reading Comprehension (2 levels)

D—Language Exercises

Each of these sections will be dealt with in the notes for the Lesson Unit. Practical suggestions will be made for use in the classroom. The methods suggested for use in the classroom aim at the integrated teaching of the language skills—Listening, Speaking, Reading, and Writing.

All four skills are correlated in each lesson unit and pupils should be given the maximum practice in the language to be learnt. The Mother Tongue—Sinhala/Tamil—could be used for the following purposes: (1) Giving instructions, (2) Encouraging pupils, (3) Teaching difficult content words, (4) Preparing the background for the introduction of a grammatical pattern, that is, for describing the circumstances or the context in which an English grammatical construction is used.

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One last point. Young pupils should enjoy learning a language. The surest way to ensure this is to make effective use of pictures, games, songs, dialogue acting and dramatisation. In carrying out such essential and desirable enrichment work the teacher should be particularly careful to see that it ties up closely with the language material that has already been taught and learnt. The Teacher's Guide makes specific suggestions with regard to these activities.

Your attention is drawn to pages 1—7 of the 1972 Teacher's Handbook. (First Term)

HOW TO USE PART A—LANGUAGE PRACTICE

In this course a lot of emphasis is placed on learning the **grammatical patterns** of the language. Pupils will learn vocabulary fairly easily but if they want to master the language they will have to learn more than just vocabulary. They have to master the way words are put together and the correct forms of those words. Words correctly put together form the sentence frames of the language. For example in the sentences 'This is a /book/. It's my /book/. It's on the /desk/.' certain parts of the sentence are fixed while any number of substitutions can be made for the words in the slots or brackets. It is the teacher's job to extend the range of patterns which the children can handle, e.g. from 'This is a book,' children can go on to 'These are books,' 'Is this a book?' 'Are these books?' 'Are they on the desk?' These sentence patterns must be mastered orally as well as in their printed and written forms. They have to be taught in the affirmative, negative and interrogative forms. It is of utmost importance that they are taught thoroughly. These same grammatical constructions are used in the Reading Passages B and C. Each Reading Passage contains the constructions that are presented in the Language Practice section preceding it as well as some constructions learnt earlier. It has been found that in an average Grade 6 Class about 8 lesson periods are required for dealing effectively with all the material in the three sections of a lesson Unit. It is recommended that of these 8 lesson periods, 4 be used for the integrated teaching of Section A—Language Practice, 2 for Section B/C and 2 for Section D.

The following procedure should be observed when presenting grammatical constructions in the Language Practice section:

(1) The teacher will, initially, revise material taught earlier, if it has a direct bearing on the material to be presented. This should not take more than five to ten minutes.

(2) The Teacher presents the new grammatical item orally in a meaningful situation. He should repeat it a sufficient number of times so that the pupil hears it correctly. Pictures, blackboard sketches, objects, gestures and mime could be used as aids in the presentation. New grammatical items should be presented only through known vocabulary.

(3) The pupils next practise the new item; at first in chorus, then in small groups and finally as individuals. This should be immediately followed by reading and writing practice of the same item.

The words and grammatical constructions which have been presented and practised orally are put up on the board and the pupils read them. The printed word is a powerful aid to the sound image in facilitating the learning of new words and constructions. Wilga Rivers says "The optimum result is achieved if the material is presented in oral and written form at the same time; in other words, if the student receives visual support for what he hears. Withholding the written or printed form from the student in the early stages tends to put too much strain on his perceptive powers and may do more harm than good. The graphic symbol is a valuable visual aid."

(4) Lastly, the pupils will do writing practice of the forms. The simplest kind of such writing practice is straightforward transcription. Other types of writing practice are dictation, filling in blanks, re-arranging jumbled words to form sentences or jumbled letters to form words, copying out sentences from a substitution table, etc.

The teacher should provide opportunities to give the pupils the maximum amount of oral practice. He should initiate the drills and then let the pupils do most of the speaking. An oral drill should not last more than fifteen minutes. These oral drills should be immediately reinforced by means of reading and writing practice.

HOW TO USE PARTS B AND C—READING COMPREHENSION

Parts B and C of a lesson unit are designed for practice in reading comprehension. All the grammatical constructions appearing in the passages have been learned orally in the preceding section. New vocabulary items can be taught through the use of pictures, objects, gesture and mime. The mother tongue can be effectively used to teach difficult content words. Before getting on to the reading passage the teacher should ensure that he has taught all the grammatical constructions and the vocabulary items. The aim is to teach the child to read silently and efficiently. The following procedure is suggested:

(1) The teacher will begin by giving the general background which is necessary to understand the passage. If it is a narrative he may give the introduction to the story to excite the interest of the pupils in what follows. The introduction can be given in the mother tongue if your class is a weak one.

(2) The teacher will read the passage or part of it aloud as a model reading. Sometimes groups of children might read together after the teacher.

(3) Sections of the story or passage will be read silently by the pupils and they will look for answers to questions. If comprehension questions are provided pupils may be asked to read the first question silently and find out the answer to that question also by reading silently. When the pupil has found out the answer to the question he/she could put his/her hand up. The answer to the question can be read from the text and written on the board, and pupils made to read it. If comprehension questions are not found in the text the teacher could make up the questions and write them on the blackboard.

(4) Pupils may be asked to write the answers in their exercise books.

(5) A few good readers could be asked to read parts of the story or passage to the class. **On no account should reading around the class be done.** Sometimes when the reading piece is in the form of a dialogue it could be dramatized. Assign roles to the pupils—with a narrator for intervening description or comment. Reading aloud and dramatization can be done in groups so that many pupils participate in these activities.

(6) As a final step (a) the class may re-read the passage silently while the teacher reads it aloud.

(b) The class may listen, with books closed, to a re-reading of the story/passage by the teacher.

(c) The pupils may be encouraged to re-read the story/passage in a certain space of time to enable them to concentrate on the flow of the narrative.

HOW TO USE PART D—LANGUAGE EXERCISES

The Language Exercises in Part D are not meant to be used as tests. They aim to consolidate the grammatical constructions and vocabulary items learned through Speech and Reading.

There are two types of exercises—those dealing with grammatical constructions and the others dealing with vocabulary items. The former are more important and it is essential that they are done in the class. The following procedure is suggested:

(1) The teacher works out the exercises orally with the pupils. The answers are written on the blackboard.

(2) The blackboard is then covered or turned over. The pupils are then made to write down the answers from recall in their exercise books.

(3) The blackboard is then uncovered or turned over and the pupils correct their own exercise books. The teacher goes round the class helping the pupils with their corrections.

If the oral preparation has been thorough the pupils will make fewer mistakes. This will greatly ease the job of the teacher who will not have to go through piles of exercise books.

For more detailed suggestions you are referred to pages 1—7 of the 1972 Teacher's Handbook.

LESSON UNIT ONE

TEACHING ITEM 1

This/That is

Example: This is Padma. This is a pen. This is an egg.

These/Those are

Example: Those are pens.

Is this/that ? Yes, it is./No, it is not.

Example: Is this a pen ? Yes, it is./No, it is not.

Are these/those ? Yes, they are./No, they are not.

Example: Are those pens ? Yes, they are./No, they are not.

Is this/that A or B ? It is

Example: Is that Padma or Nimal ? It is Padma.

Is this/that a or a ? It is a

Example: Is this a pen or a pencil ? It is a pencil.

Are these/those or ? They are

Example: Are these pens or pencils ? They are pens.

TEACHING ITEM 2

All Personal Pronouns—singular/plural: I, You, He, She, It, We, They

Possessive Pronouns (all persons) singular/plural: My, Your, His, Her, Its, Our, Their.

Possessive Forms of Proper Nouns: This is Tissa's pen.

Question Words: Who, What, Where.

TEACHING ITEM 3

The Definite Article 'The'. e.g. This is the sun.

TEACHING ITEM 4

Prepositions: In front of, Behind, Near, Under, In.

TEACHING ITEM 5

Adjectives used in the attributive position: It is a **small** house.

TEACHING ITEM 6

Let's Let's look at the pictures.

TEACHING ITEM 7

And: Kamala and Nimala are friends.

TEACHING ITEM 8

The present simple forms of the verb 'be'—e.g. am, is, are.

Vocabulary (Language Practice)

Nouns: Table, chair, picture, ant, egg, ink-pot, owl, umbrella-monkey, cloud, sky, sun, sea, tree, beach, boat, house, river, car, girl, man, garage.

Adjectives: small, large, big, tall, wide, pretty, cold.

TEACHING ITEM 1—Presentation

For a detailed presentation of Teaching Item 1 refer to the 1972 Teacher's Handbook—Grade 6 English (First Term) pages 5—11.

(a) *Example:* **This is Padma. That is Tissa.**

Before you introduce this grammatical item you can tell your class something like this very briefly in Sinhala/Tamil:

"We sometimes use our language to identify persons and objects and point to them or touch them while doing so. Can you give me some examples? Today we are going to learn how to do such identification through English."

You will notice that you are using the Mother Tongue here to describe the circumstances in which a grammatical item in English is used.

When a person is close to us we can touch that person and say 'This is Padma.' The difference between **this** and **that** can be seen when the teacher touches Padma and says 'This is Padma,' and points to Tissa and says 'That is Tissa.' The distinction between **this** and **that** will correspond to the distinction between touching and pointing.

(b) **This is a pen. That is an umbrella.**

Students use **this** for near objects and **that** for those further away. Use objects of which there are several specimens available. If there is only one object it will not be suitable. Students first imitate the sentences and then learn to use them in appropriate situations.

(c) **These are pens. Those are pencils.**

This is the plural form of the contrast that the students have learnt in the singular. Care must be taken with the three different sounds used in the plurals—cats /s/, dogs /z/ and buses /iz/. Students imitate the sentences and repeat till they can produce the sentences by themselves.

(d) **Is this a pen ? Response sentences: Yes, it is./No, it is not.**

Students first learn to answer the questions and then learn to use the question forms themselves. Hold up an object (e.g. a pen) and ask the question—Is this a pen ? Answer the question yourself—“Yes, it is.” Having asked and answered questions with different objects each time, address your question to a child and get the answer. Point to other objects at a distance so that you ask the question “Is that a desk ?” To get the negative response “No, it is not,” hold up something which is **not** a pencil when you ask “Is this a pencil ?” Note the rising intonation of this pattern.

(e) **Are those pens ? Response sentences: Yes, they are./No they are not.**

This is the plural form of the last pattern taught—“Is this a pen ?” Students should now be able to produce regular plurals without separate teaching of each item.

(f) **Is this a pen or a pencil ?**

This is an extension of the former pattern. Students not only answer these questions; they learn to ask them.

TEACHING ITEM 2

For a detailed presentation of Teaching Item 2 refer to the 1972 Teacher's Handbook—Grade 6 English (First Term).

(a) Pronouns—pages 11—13

(b) Question Words—pages 13—14 and page 95

(c) Possessive Pronouns—pages 14—17

(d) Possessives of Proper Nouns—pages 17—18

TEACHING ITEM 3

The Definite Article: **This is the sky. This is the sun.**

The Definite Article **The** refers to the only person or thing we could be talking about in a particular context. When we say Mr. X is in **the** room we refer to the room he is in. He could not be in any other room—

the situation rules it out. Therefore the Definite Article can be taught by contrast with the Indefinite. Begin with things that are unique; of which there is only one in existence. Point to the picture on page 7 and say "This is a cloud. This is a cloud, too. This is the sun. This is a boat. This is a boat, too. This is the sea."

(For detailed presentation of the Definite Article refer to the 1972 Teacher's Handbook, pages 68—70).

TEACHING ITEM 4.

Prepositions: In front of, Behind, Near, Under, In.

For a detailed presentation of the following refer to the 1972 Teacher's Handbook (First Term).

In—Under—page 34

Behind—In front of—pages 34—35

Near—pages 36—37

TEACHING ITEM 5

Adjectives used before Nouns: It is a small house. It is a red book.

You shouldn't have much trouble with this construction. Begin by saying "This pen is black. That pen is red. This is a black pen. That is a red pen." Write the sentences on the blackboard showing the contrasting positions of the adjectives. Introduce questions beginning with 'Where.' "Where's the blue book"? "Where's the black pencil"? Questions requiring the answer Yes/No may also be used: "Is that a black bag?" "What's this?" may also be used; e.g. "What's this? It's a red book." Make use of pictures or coloured chalk to teach colours.

TEACHING ITEM 6

Let's—Let's go into the garden.

(Refer to 1972 Teacher's Handbook (First Term) pages 57—58)

TEACHING ITEM 7

And—Kamala and Nimala are friends.

(Refer to 1972 Teacher's Handbook (First Term) page 23)

Important—When you have done the oral practice, use the text in Section A for reading practice.

UNIT ONE B: READING—KAMALA'S ALBUM

New Vocabulary

Nouns: Friend, Album, Father, Mother, Brother, Animal, Zoo, Lion, Tiger, Elephant, Bird, Pigeon, Kangaroo, Zebra, Giraffe.

Adjectives: Furry, Dangerous, Beautiful.

Verbs: Look.

UNIT ONE C: READING—KAMALA'S HOUSE

New Vocabulary

Nouns: Paddy field, Garden.

Adjective: Busy.

Presentation

You should find no difficulty in presenting the new vocabulary items since most of them are illustrated in the text. Follow the detailed procedure recommended in the 1972 Teacher's Handbook (First Term) pages 24—25. Also refer to 'How to use Part B and C' in the Introduction in the present Handbook.

UNIT ONE D—LANGUAGE EXERCISES

1. Please give all the instructions in the Mother Tongue.
2. The class should do each exercise orally with the help of the teacher. Teach the following words as you do the exercise:

Flower, Insect, Class-room, Well.

3. Exercises 2, 3, 4, 6, 8, and 10 deal with the grammatical constructions taught in the lesson.

4. After these exercises are done orally with the teacher, the pupils can write them in their exercise books. The teacher should go round the class and help the children with the exercises.

(Refer to page 27 of the 1972 Teacher's Handbook (First Term).

Also refer to 'How to do Part D' in the Introduction.

E—LANGUAGE ACTIVITIES

You may try out some of the suggestions made here. This will depend on the time available and the circumstances in which you are teaching. But do try them out. Language learning should be fun for your pupils.



(1) Blind Man's Buff

You must have room to play this game. So take your class into the garden. A pupil is blind-folded, turned round and set to catch somebody. When he has done so he has to guess his captive's name. He will say "This is Tissa." If his guess is correct, the other pupils call out "Yes, that is Tissa." If it is incorrect they will say "No, that is Mohan." The captive whose name is correctly guessed changes places with the blind-folded person.

(2) All Cards on the Table

Make picture cards approximately 7" x 4" out of stiff paper or cardboard depicting common objects like a bag, a ball, a bed, a blackboard, a book, a table, a box, a boy, a bus, etc. Once the objects have been taught, use them for oral work with the class as a whole or with a group. Spread the cards face up on the table. Call a group up to your table. Point to one card and ask "What is this?" The first child picks it up and says "It is a ball." If he is right, he can keep the card. If he is wrong he must put it back on the table. Continue until all the cards have been taken. A child can later take your place and ask "What is this?"

Teach the game to the class as a whole. Divide the class into groups. Appoint a group leader and let the children play on their own.

Variation

When it is time for children to leave the classroom each one has to pick up a card and show it to you. You ask "What is this?" Each child must answer correctly before he leaves.

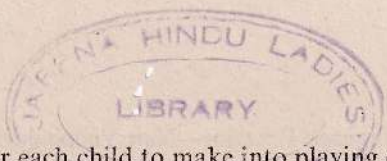
(3) Lucky Dip

Material: A large bag or sack. Something which belongs to each child.

This game is played with a small number of children. As you put each object into the bag, say "This is Tissa's pencil. This is Kamala's pen etc." Divide the class into teams. Ask the first child in the team to draw out the first object. Ask him "Whose book is this?" The answer may be "It is Mohan's book." If he does not know the answer ask a child in the next team.

(4) Team Game

Put several objects on the table. Divide the class into teams. Ask each team in turn "Is this a pen or a pencil etc." Award points for correct answers.



(5) Card Quiz

Material: A piece of paper for each child to make into playing cards.

The children draw several pictures on each card—e.g. buses on one, trains on another. Let them sit in pairs and ask each other “What are these ?” giving the answer “They are buses. They are trains etc.”

THINGS TO DO

(1) A Book of Plurals

Material: A large scrap book made from newspaper.

Each child or groups of children cut out pictures of several similar objects and paste them in the scrap book. Label each group of objects—“These are buses. Those are trains, etc.” When the book is finished sit down with the children and question them about the pictures.

(2) A Class Frieze

Material: A piece of paper for each child. A length of brown paper (3 feet by 2 feet or longer) for a background.

Each child draws himself on his piece of paper. He can colour the picture, too. Cut out the pictures and paste them on the background. Talk about the pictures on the frieze saying “This is Padma. This is Tissa etc.” and ask “Who is this ?” to which the children can reply “That is Padma ” or “ It is Tissa ” etc.

LESSON UNIT TWO

SECTION A—TEACHING ITEM 1

The **Present Progressive** form of the verb with pronouns in all three persons, singular and plural, to denote actions in the immediate present, *i.e. going on now.*

Sentence Patterns:

(a)	Subject	Verb	
<i>Example:</i>	He	is painting	
(b)	Subject	Verb	Object
<i>Example:</i>	He	is painting	a window
(c)	Subject	Verb	Adverbial Phrase
<i>Example:</i>	It	is sleeping	under a stool

For a detailed note on the presentation of the tense refer to the 1972 Teacher's Handbook (First Term) pages 28—32.

A—Language Practice—New Vocabulary

Nouns: Name, Window, Woman, Dress, Floor, Boy, Book, Dog, Cat, Stool, Box.

Verbs: Paint, Sew, Sweep, Read, Sleep, Hide, Work, Do, Stand, Sit.

Note:—When you have done the oral presentation of the Present, Progressive Tense as recommended in the notes, you could use section A for reading practice. This must be done **after** the oral presentation **not** before.

TEACHING ITEM 2. Preposition **On**

For a detailed note on the presentation of **on** refer to the 1972 Teacher's Handbook (First Term) pages 33—34.

UNIT TWO B—READING. KAMALA AND MOHAN

New Vocabulary

Nouns: Children, Sister, Deer.

Adjectives: English, Sinhala, Tamil.

Adverb of Place: There.

Numbers: Two.

C—READING. IN THEIR GARDEN

New Vocabulary

Nouns: Pet, Fun, Vegetable-Bed, Chillie Plants, Roof.

Verbs: Play, Mew, Bark, Laugh, Shout, Have, Watch, Enjoy, Water, Weed, Climb, Run, Flower.

Adjectives: Angry, Happy

Structural Words: Very

Make use of the pictures on pages 24 and 27 to present vocabulary to the class. Adopt the general procedure recommended in the 1972 Teacher's Handbook (First Term) pages 40—42.

D. LANGUAGE EXERCISES. A FAMILY AT WORK

Vocabulary

Nouns: Family, Home, Rice, Blackboard, Letter, Football, School, Teeth, Classroom, Day.

Verbs: Cook, Learn, Go, Write, Clean, Draw, Swim, Sing, Brush.

Adjectives: Bright, Blue.

Structural word: Too.

Teach the vocabulary as you do the exercises. The exercises deal with the following grammatical items: (1) 'Is' and 'Are' forms of the verb 'be'. (2) Transformation—from statements into questions. Note the change in the word order in the question form. (3) Change from Imperative (Command) into the Present Progressive Tense. (4) The Negative form of the sentence pattern: Subject x Verb. (5) Transformation from Singular into Plural. (6) Word Order.

Refer to 'How to use Part D' in the introduction.

Song: Teach the song to the tune of "Here we come gathering nuts in May."

LANGUAGE ACTIVITIES

(1) All Cards on the Table

Make picture cards approximately 7"×4" out of stiff paper or cardboard with figures depicting actions, like running, jumping, etc. Match-stick figures would do. Spread out the cards face down upon the floor. Get the children to sit round the cards on the floor. Point to a card, tell a child to pick it up and ask "What is he/she doing?" If the child answers correctly "He is running/She is jumping" he can keep the card.

(2) Action Picture Cards

Show the children how to draw match-stick men running, jumping, hopping, etc. Let the children draw ten cards, a boy or a girl in each one for five different actions. They can use these in pairs to practise asking. "What is he/she doing?"

(3) Miming Game

Let the children come out in front of the class and mime some of the actions taught in the lesson. Ask "What is he doing?" The children must guess in turn. "He is pointing at the window." "She is sweeping the floor." Help the children with their miming.

(4) Song

"WHAT AM I DOING?"

What am I doing ?
I'm washing my face,
Washing my face,
Washing my face.
What am I doing ?
I'm washing my face,
Early in the morning.

Substitute other actions for 'Washing my face.'



LESSON UNIT THREE

Section A

Teaching Items: (a) **There is/are.....**

e.g. There is a small girl in this picture.

(See 1972 Teacher's Handbook (First Term) pages 77—78)

(b) **Some. Any.**

e.g. There are some books in this picture.

(See 1972 Teacher's Handbook (First Term) pages 88—91)

(c) *Prepositions:* **Around, Along**

(d) *Numbers:* **Three, Four, Five**

(e) *Personal Pronoun:* **They** used in the object position—**Them.**

(f) **How many..... ?** *e.g.* How many trees are there in the picture ?

New Vocabulary

Nouns: Cupboard, Vase, Basket, Book-shelf, Mango, Coconut, Fence, Arecanut, Jak.

Verbs: Count.

Numbers: Three, Four, Five, Six.

How Many..... ?

Example: "How many trees are there in the picture?"
"There are five trees in the picture."

From 'There is.....' and 'There are.....' it is a natural transition to 'How many are there?' Ask and answer the question yourself and then ask the pupils to give the replies. Make use of the picture on page 39. Note that at this stage the only verb to be used in this construction is the verb 'to be.'

Numbers—Numbers may be taught together with 'Count' as a command: example—"Count the pencils on your table." You should also practise numbers with 'How many.....?' Example: "How many trees are there in the picture?" Count them. "Then say," One, two, three, four and five are numbers. Ten, eleven, and twelve are also numbers. What are six, seven, and eight?"

Hold up two pencils and say, "How many pencils are there in my hand?" "There are two." Write the figure 2 on the board saying as you do "I'm writing the number two." Point to the figure 2 and say "This is the number two." Continue this procedure till figure 6. Now ask pupils to come to the board and point to the numbers *e.g.* "Point to number five." Next point to groups of objects on the table and question the pupils about them.

Around

Example: 'There is a fence around the garden.'

"Around" here means 'on all sides of.' Teach it by referring to the picture on page 42. Give other examples.

Along

Example: 'The flowers are growing along the road.'

"Along" here means parallel to or following part of the length. This preposition, too, could be taught by referring to the picture on page 42. Give other examples.

Them

This form occurs as the object of a verb and after prepositions e.g. "Look at them." Teach the form by referring to a wall picture depicting actions being performed. "Look at them. What are they doing? They are jumping."

UNIT THREE B—READING

OUR GARDEN

New Vocabulary

Adjectives: Short.

UNIT THREE C—READING

OUR VILLAGE

New Vocabulary

Nouns: Village, Government, Building, Post-Office, Dispensary, Co-operative Shop, School, Teacher, Stamp, Provisions, Farmer, People, Field.

Verbs: Buy.

Determiners: No.

Follow the general procedure that has been recommended in the 1972 Teacher's Handbook (First Term) pages 40—42 for the teaching of Sections B and C. Make good use of the pictures to teach vocabulary. Also refer 'How to use Parts B and C' in the Introduction.

UNIT THREE D—LANGUAGE EXERCISES

Teach the following words as you do the exercises:

Nouns: Room, Pencil, Pen, Bag, Desk, Market, Child, Medicine, Library, Subject, Principal, Town.

Adjectives: Strong, Right, Wrong, Good, Bad, Sad, High.



Language Activities

(1) *Material Needed:* A collection of 7 or 8 familiar objects—a pen, a pencil, an orange, etc., placed on a table. Cover the objects with a large piece of paper or cloth.

Let the children look at the objects on the table for some time and make sure that they know the names of all the objects. Then cover up the objects and ask a pupil to tell you the names of the objects. Say ‘What is on the table?’ Get the pupil to say “There is a pen/an orange on the table.”

Or you could get a pupil to name an object only and play it as a class or team game.

(2) Make use of a picture of a kitchen or a room with furniture to revise the prepositions **in, on, under, behind, in front of**, with **There is.....** and **There are**

- Examples:* ‘What is under the table?’
 ‘There is a dog under the table.’
 ‘What is in the kitchen?’
 ‘There are pots and pans in the kitchen.’

LESSON UNIT FOUR

TEACHING ITEM 1

(a) Have/Has

Example: This is Sena.

He has a bicycle.

(b) Have/Haven't

Has/Hasn't

(c) How manydo } have ?
 does

(Refer to 1972 Teacher's Handbook (First Term) pages 46—50 and page 59).

TEACHING ITEM 2

About.

Example: There are about eight hundred children in the school.

TEACHING ITEM 3

A lot of.

(Refer to page 1 of 1972 Teacher's Handbook—Term Three).

TEACHING ITEM 4

One, Other.

TEACHING ITEM 5

All.

(Refer to page 67, 1972 Teacher's Handbook—Term Two)

(Refer to pages 13—14, 1972 Teacher's Handbook—Term Three)

SECTION A—LANGUAGE PRACTICE

New Vocabulary

Nouns: Bicycle, Salesman, Pupil, Science Laboratory, Member, Classroom, Playground, Store room, Sales room.

Adjectives: New, Mixed.

Numbers: Twenty-five, Forty, Thousand.

Item 1—Note that the question forms for 'Have' are 'Does he/she have?' or 'Do I/we/they have?' This form is used today for all meanings of **have**.

Item 2—**About** is used as an adverb of degree meaning 'a little more or a little less' contrasted with 'exactly', 'just.'

Examples: It is about 8 o'clock.

It costs about five rupees.

Note: Page 57, line 1: **Ajith** should be read as **Ajitha**.

TEACHING ITEM 4—One

One may be presented in the following way. It can be used with the possessives **mine** and **yours**. Touch or hold up a book and say 'This book is mine.' Point to another book belonging to a pupil and say 'That one is yours.' Follow a similar procedure with other objects.

'This pencil is mine. That one is yours.'

'This pen is mine. That one is yours.'

Other—Hold up two books and say 'This book is blue. The other is black. I'm holding up two books. One is blue. The other is black'. Repeat the same procedure with other objects—pens, pencils, etc.

Place two bags on the table and say 'There are two bags on the table. One is small. The other is large.'

UNIT FOUR B—READING

THALAHENA MAHA VIDYALAYA

New Vocabulary—Eight Hundred, Thirty Five.

C—READING

A CO-OPERATIVE SHOP

New Vocabulary

Nouns: Entrance, Counter, Sugar, Dhal, Dried Fish, Manager, Assistant, Cashier, Bill.

Verbs: Weigh, Help.

Adjectives: Long.

Adverb of Time: Now (Refer to 1972 Teacher's Handbook—Term two).

Miscellaneous—etc.

Refer to 'How to use Part B and C' in the Introduction.

D—LANGUAGE EXERCISES

Teach the following words as you do the exercises:

Nouns: Farm, Exercise book, Class—Library, Grade Six, Bill.

Numbers: Fifteen.

Refer to 'How to use Part D' in the Introduction.

E—LANGUAGE ACTIVITIES

A Class Shop

Collect as many items as you can of things which can be obtained from a shop, a market or a fair. *Example:* Fruit. Now using the class shop, practise the following dialogue:

Upali: "Do you have any mangoes?"

Sena: "Yes, I have."

Upali: "Do you have any pineapples?"

Sena: "No, I haven't. I have some plantains."

Divide the class into groups and practise the dialogue with them. Substitute other objects for mangoes, pineapples, etc.

A Guessing Game

Get the children to draw mangoes, plantains, oranges, pineapples, etc. on blank cards or pieces of paper. Each child must have a card with a picture. Let all the children exchange their cards. When they have done so the teacher goes round the class asking "Upali, do you have any plantains?" "Padma, do you have any mangoes?" The children answer, "Yes, I have," or "No, I haven't." If you have guessed correctly, and the child answers "Yes, I have" you can collect the card.

LESSON UNIT FIVE

TEACHING ITEM 1—Simple Past of the verb 'to be'—Was/Were.

Example: 'Thirty years ago our school was very small.'

'Thirty years ago there were only eighty pupils in the school.'

(Refer to 1972 Teacher's Handbook—Second Term, pages 30—33).

TEACHING ITEM 2—Adverbials of Time: Ago, Now, Then.

(Refer to 1972 Teacher's Handbook—Second Term, pages 33—34).

TEACHING ITEM 3—Only.

(Refer to 1972 Teacher's Handbook—Second Term, pages 34—35).

TEACHING ITEM 4—Here.

(Refer to 1972 Teacher's Handbook—Third Term, page—1).

TEACHING ITEM 5—Today.

(Refer to 1972 Teacher's Handbook—Third Term, page 27).

TEACHING ITEM 6—Can/Cannot.

Example: Ranjith is a small boy.

Can he lift the table ?

No, he cannot.

(Refer to 1972 Teacher's Handbook—First Term, pages 50—51 for note on Can/Cannot to denote physical capacity).

TEACHING ITEM 7—So.

Example: It has a large library now.

So all the children can borrow books.

TEACHING ITEM 8—No.

Example: We had no Government dispensary in our Village then.

Item 7—The conjunction **So** is used to introduce a sentence which indicates result. For example:

‘I was very hungry. So I had a good dinner.’

Use sequences to establish the meaning of the word. Refer to out of school activities. ‘There was heavy rain yesterday. So I was at home.’ Or refer to goods which are available at the market or shop:

‘There are a lot of mangoes in the market.

They are cheap.

So I can buy them.’

‘There are a lot of eggs in that shop.

They are expensive.

So I cannot buy them.’

Item 8—‘No’ is used here as a Noun modifier.

Example: ‘Ten years ago there were no buses on the roads.’

Begin with a number of objects of the same kind placed on your table (*e.g.* books) and ask ‘What’s on my table?’ Clear your table and ask ‘Are there any books on my table now?’ The children should answer ‘There aren’t any books on your table now.’ Ask ‘Were there any books on my table?’ When you get the correct answer say ‘There were some books on my table. There are no books there now’. Now take a tumbler containing water. Ask ‘What’s in this tumbler?’ Give the answer yourself. Pour out the water and ask ‘Is there any water in this tumbler?’ Answer yourself ‘There is no water in this tumbler now.’ Leave objects on various chairs and desks. Some chairs and desks shouldn’t have objects on them. Get the children to touch the desks with no objects on them and say ‘There are no pencils on this desk.’ ‘There are no books on this chair.’

Section A—New Vocabulary

Nouns: Year, Wings, Hospital, Treatment, Electricity, Industries, Radio, Music, Brick-kiln, Mason, Bus, Road.

Verbs: Lift, Fly, Get, Borrow, Start, Listen, Travel.

Adjectives: Heavy.

Numbers: Eighty, Sixty, Fifty.

Adverbs: Easily.

UNIT FIVE B—READING
OUR SCHOOL—THEN AND NOW

New Vocabulary

Verbs: Study.

Adjectives: Primary, Proud.

C—READING

MUDALIHAMY

New Vocabulary

Nouns: Grandfather, Carpenter, Workshop, Saw, Plane, Hammer, Chisel, Toy, Story Teller, Carpentry.

Verbs: Relate.

Adjectives: Young, Healthy, Useful, Hard, Feeble, Heavy, Fond.

Note that 'heavy work' means work that is physically tiring.

Refer to 'How to use Parts B & C' in the introduction.

D—LANGUAGE EXERCISES

Teach the following words as you do the exercises:

Nouns: Activity, Story, Clerk, Exhibition, Month, Office, Saturday, Hall, Rain, Kurakkan, Chena, Villager, Rations, Paddy, Mechanic, Son, Dress-maker.

Verbs: Grow, Repair.

Adjectives: Last, Narrow, Light, Ugly, Pre-vocational.

Refer to 'How to use Part D' in the introduction.

E—LANGUAGE ACTIVITIES

This activity can go on for some time. You can make use of the school sports activities. Probably the sports teacher will help you.

After practice in Long Jump or High Jump hold a competition to see how high or how far each child can jump. Record the results in two charts which you can use for oral practice.

	High Jump	Long Jump
Sena	4 feet	10 feet
Upali	3 feet	8 feet
Kamal	2 feet	7 feet

Ask each child, if necessary in the mother tongue,

‘How high can you jump?’

‘How far can you jump?’

‘How high can Sena jump?’

‘How far can Kamal jump?’

Get the answer

‘I can jump four feet.’

‘I can jump three feet.’

	Hop	Skip	Jump
Sena	/////		
Padma		////////	
Kamal	////////	////////	

WHO CAN JUMP CHART

Material: A large sheet of brown paper or drawing paper divided into squares.

In the squares across the top of the paper write **hop**, **skip**, and **jump**. In the squares down the left hand side write the children's names. **Sena**, **Upali**, **Padma**, etc. Shade the appropriate squares. Teach the children to make sentences from the chart: ‘Sena can hop. Padma can skip. Kamal can hop and skip.’

WHO CAN JUMP THE HIGHEST CHART

Organize a competition to see how high the children in your class can jump. Let each child measure the height of his jump. Record the highest jump made by each child on a chart. Ask in Sinhala/Tamil ‘How high can you jump, Sena?’ **Sena:** ‘I can jump two feet.’ Get the response in English.

Make a similar chart for long jump. Ask in Sinhala/Tamil ‘How far can you jump, Upali?’ **Upali:** ‘I can jump ten feet.’

LESSON UNIT SIX

TEACHING ITEM 1

The future form with 'going to.'

Example: 'What is Kamala going to do ?'
'She is going to paint the door.'

(Refer 1972 Teacher's Handbook, Grade 6, Second Term, pages 13—17)

TEACHING ITEM 2

The future simple of the verb 'to be' with "will."

Example: This year Rohan is in Grade VI.
Next year he will be in Grade VII.

(Refer to 1972 Teacher's Handbook, Grade 6, Third Term, pages 26—27).

TEACHING ITEM 3

The future simple of the full verb with "will."

Example: This year Kamala is in Grade IX.
Next year she will sit the G.C.E. (Ordinary Level) Examination.

(Refer 1972 Teacher's Handbook, Grade 6, Third Term, pages 27—30)

TEACHING ITEM 4

Few.

Example: 'We will have rain in a few minutes.'

(Refer to 1972 Teacher's Handbook, Grade 6, Second Term, pages 83—84.)

SECTION A

New Vocabulary

Nouns: Song, Doctor, Thermometer, Patient, Temperature, Aero-plane, Model, Paper-Pulp, Sea-Shell, G.C.E. (Ordinary Level) Examination, National Certificate of Education Examination, Week, Minute, Flood, Time, Half, Hour.

Verbs: Plough, Sow, Walk, Hold, Take, Collect, Press, Sit, Rise, Set, Leave.

Adjectives: Dark.

Adverb of Time: Soon.

B—READING

A SCHOOL EXHIBITION

New Vocabulary

Nouns: Section, Space-Ship, Train, Bus, Motor Car, Doll, Puppet, Coir, Rug, Household, Linen, Tea-cosies, Tray-cloth, Chair-back, Cushion cover, Sale, Wall Clock, Prize-Giving.

Adjectives: Separate, Useful.

C—READING

THE FARMERS OF THALAHENA

New Vocabulary

Nouns: Air, Night, Crop, Jungle, Bush, Branch, Shower, Gingelly, Pumpkin, Corn.

Verbs: Clear, Prepare, Gather, Keep, Put.

Adjectives: Dry, Hot, Cool, Different, Wild, First.

D—LANGUAGE EXERCISES

Teach the following new words as you do the exercises:

Nouns: Pilot, Sailor, Gram-seller, Gram, Gate, Picnic, Term, Show, Concert, Kite, Pots and Pans, Milk, Lesson, Poya day, December.

Verbs: See, Organize, Open, Wash.

Adjectives: Absent.

Question 10—Note that the answer to Question 10 will be free responses. The pupils will use the structures already learnt in different situations.

E—LANGUAGE ACTIVITIES

Drawing Game

A simple blackboard game can be played. For instance begin a match-stick drawing of a man and his hat, and say "This is a man. He is in his house. What is he going to do?" The children can make guesses: "He is going to put his hat on." "He is going to go to the market." Give points for each correct answer.

Picture Game

Draw a match-stick figure of a boy with a football. Call him Ranjith and ask the following questions: 'Who is this? What does he have? What is he going to do?' Let different children in turn answer the three questions: 'It is Ranjith. He has a football. He is going to kick the ball.' Repeat with other figures.

LESSON UNIT SEVEN

TEACHING ITEM 1—The Present Perfect Tense

Example: Ranjith is cleaning the blackboard.
Ranjith has cleaned the blackboard.
There are no words on it now.

(Refer 1972 Teacher's Handbook—Second Term, pages 22—24.)

TEACHING ITEM 2—Double Object

	Subject	Verb	Direct Object	Indirect Object
Pattern I ..	The teacher	is telling	a story	to the class.

	Subject	Verb	Indirect Object	Direct Object
Pattern II ..	The teacher	is telling	the class	a story.

Pattern I: Have a picture in your hand and say "I will show you a picture." The picture should show a teacher telling a story to a class. Ask the question 'What is the teacher doing?' and give the answer yourself, 'The teacher is telling a story to the class.' Now give other examples of sentences using the same pattern. Tell a pupil 'Sena, give these books to the boy in front of you. What is he doing? He is giving these books to the boy in front of him. What has he done? He has given these books to the boy in front of him.' Now question your pupils and get the answers from them. Practise with individuals and groups. Use verbs like give, show, bring, to present the pattern.

Pattern II: "Mrs. Perera is showing the children a picture." "Showing" is best demonstrated by displaying something. As in the presentation of the former pattern have a picture in your hand and say 'I will show you a picture.' The picture should show a teacher—call her Mrs. Perera—showing the children a picture. The children can be asked to show things to you and to each other by touching and pointing. Then they may be asked to 'describe' what people in the picture are doing. You may first ask and answer the questions yourself. "What is Mrs. Perera doing? She is showing a picture. She is showing the children a picture." Make up a story and go on to teach "Mrs. Perera is telling the children a story." You may then get on to telling the children the time.

SECTION A—LANGUAGE PRACTICE

Nouns: Clothes, Vesak, Lantern, Home-work, Bangles, Wife.

Verbs: Paint, Ride, Light, Tell.

B—READING

MANGOES AND ORANGES

New Vocabulary

Nouns: Irrigation, Engineer, Parcel, Seed.

Verbs: Eat.

This passage provides you with an opportunity to provide some dramatic activity in the class. Get different children to read the parts of Leela, Mother and Nimal. You could, then, get small groups to take the parts of the main characters and read in chorus. Finally the entire passage could be acted.

C—READING

A FAIR

New Vocabulary

Nouns: Fair, Things, Potter, Pot, Yams, Pineapples, Country, Sarong, Towel, Yard, Poplin, Jacket, Glass, Noise, Sherbet, Fishmonger.

Verbs: Bring, Sell.

Adjectives: Ripe, Sweet, White.

The children should be encouraged to draw and colour a picture of a Village Fair. They can label the main characters in the passage—Kirihamy, Malhamy, the sherbet seller, the fishmonger. Some dramatization could be attempted—for example acting the part of the fishmonger, the gram-seller and the sherbet seller.

D—LANGUAGE EXERCISES

Teach the following new words as you do the exercises:

Map, Give, Send.

Exercises 8 and 9 give practice in changing statements in the Present Tense into negatives and questions. Note that **has** is used only for the third person singular while **have** is used for all other persons.

E—LANGUAGE ACTIVITIES

1. Illustrate the following sentences in Section A:
 - (a) Asoka is making a Vesak Lantern.
He has made it now.
 - (b) Cassim is doing his home-work.
He has done his home-work.

Illustrate as many sentences as you can.

2. Nursery Rhyme

This nursery rhyme could be taught to the children. It should be repeated quickly and rhythmically after the teacher with the appropriate actions.

One, Two

One, Two,
Buckle my shoe.
Three, Four,
Knock on the door.
Five, Six,
Picking up sticks.
Seven, Eight,
Lay them straight.
Nine, Ten,
A big, fat hen.

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