

Teacher's Instructional Manual

# English

Grade 11



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

Teacher's Instructional Manual - English  
Grade 11

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# Foreword

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

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

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

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

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

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

**Prof. J. W. Wickramasinghe**

Director General

National Institute of Education

2007.10.02

According to the curriculum policy in Sri Lanka, school syllabi should be updated every eight years. Accordingly, this Syllabus and the Teacher's 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 Teacher's 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.

## *Preface -*

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

2007.10.02

## Syllabus Review Committee

Advisor -	-	Prof. J.W.Wickramasinghe Director General National Institute of Education
		Wimal Siyambalagoda Assistant Director General Languages, Humanities and Social Sciences National Institute of Education.
Direction	-	Sunil Atugoda Director, Department of English National Institute of Education.
Subject Leadership & Coordination	-	Darshana Samaraweera
Subject Committee (Internal )		Darshana Samaraweera Champa Perera Geethani Satharasinghe
Subject Committee (External)		Rasika Ranatunga Pushpa Senanayake Chandrika Peiris S.A.D.D.Vijayanthi Nilmini Mahanama Champa Kumarapperuma Champa Liyanagoda R.M.D.Rohan Chandana Ariyawansa Anura Edirimanna

M.D. Dissanayaka  
Enoka Pallewatta  
Amita Warnakulasuriya  
Nadeera Ibrahim  
N.D Karunarachchi  
Meryl Peiris  
Manjula Wijesinghe  
Ananda Bandara

Content and language editing    Dr. Dushyanthi Mendis  
Sujatha Bandara  
M.Suvaris  
C.R.C. Amarasekara  
Pushpa Gunatilaka

Proof Reading                      Himani Arumapperuma

Typesetting of Final Draft    -    Thilaka Ruhunuarachchi  
Dakshini Perera

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*English Language Syllabus Grade 11*

## 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 eleven consists of eight main competencies and nineteen competency levels under them. The recommended teaching learning methodology is included in the syllabus document of Grade 11 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 nineteen competency levels along with the Grade eleven 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 11

## Competencies Related to Subject

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

## Competency Levels Related to the Grade

11.6 Articulates English words and phrases confidently.

2.7 Uses the colon appropriately.

3.7 Takes notes from oral presentations.

3.8 Listens to more advanced texts and responds to them.

4.7 Identifies different word classes.

4.8 Infers figurative and connotative meanings of words and phrases.

4.9 Improves the vocabulary with the help of external resources.

5.13 Infers elipted information.

5.14 Infers implied information.

5.15 Thinks beyond a text producing various ideas and suggestions.

6.10 Constructs meaningful and logical passages integrating suitable grammatical . functions.

6.11 Identifies the functions and the places of different word classes in a sentence.

6.12 Analyses a complex sentence.

7.12 Writes for personal purposes.

7.13 Writes for official/business purposes.

7.14 Writes compositions using argumentative and expository writing.

7.15 Develops an accurate and independent style of writing.

8.17 Distinguishes various language functions.

8.18 Expresses ideas relevant to various fields using the appropriate jargon.

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

1.6 Articulates English words and phrases confidently.

### **Content and activities**

When it comes to this stage, students should exhibit confidence in articulating English words and sounds. Especially they should be able to use correct intonation patterns for different types of sentences. : imperative, interrogative, negative, affirmative and tag questions. They should be engaged in various activities like debates, news reading, prepared speeches announcements etc. in order to improve their pronunciation skills.

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

2.7 Uses the colon appropriately.

### **Content and activities**

At this stage the students are expected to use mechanics of writing with confidence. Apart from practicing what they have learnt from grade six they are expected to acquire the proper use of the colon in the process of exemplifying, explaining, clarifying. A wide variety of authentic reading and writing activities can be introduced to them at this stage.

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

3.7 Takes notes from oral presentations.

3.8 Listens to more advanced texts and responds to them.

### **Content and activities**

Advanced listening activities, which reflect authentic situations should be used to achieve the competency levels given here.

Eg. Various types of speeches, Presentations, news items, announcements, lectures, descriptions of processes etc.

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

4.7 Identifies different word classes.

4.8 Infers figurative and connotative meanings of words and phrases.

4.9 Improves the vocabulary with the help of external resources.

### **Content and activities**

Vocabulary level should encompass 4500 words at this stage (1200 words should be in their productive vocabulary). Students should be given opportunity to enrich their vocabulary through wide reading. Various types of supplementary reading materials could be used to improve this competency level.

### **Text types**

- Short stories
- Poems
- Children's Fiction
- Newspaper articles.
- Biographies/Autobiographies.
- Travel brochures
- Instructional manuals.
- Journals
- Magazines

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

5.13 Infers elipted information.

5.14 Infers implied information.

5.15 Thinks beyond a text producing various ideas and suggestions.

### **Content and activities**

In reading, students should be trained to go beyond what appears in a text and to infer the implied meanings too. Reading should be made an enjoyable experience and they should be made to feel how reading benefits their academic life.

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

- 6.10 Constructs meaningful and logical passages integrating suitable grammatical functions.
- 6.11 Identifies the functions and the places of different word classes in a sentence.
- 6.12 Analyses a complex sentence.

### **Content and activities**

At this level, the students are expected to master the grammar items they have learnt so far. They should, at this stage, get the skill to expand sentences through the processes of both coordination and subordination. They should be able to identify the tense of a sentence at this level. The following grammatical components should also be practised.

- Passive Voice
- Conditionals
- Reported speech
- Cleft sentences; It was Ravi who took the book.

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

- 7.12 Writes for personal purposes.
- 7.13 Writes for official/business purposes.
- 7.14 Writes compositions using argumentative and expository writing.
- 7.15 Develops an accurate and independent style of writing.

### **Content and activities**

A wide variety of authentic writing activities should be introduced and practiced at this stage. By now, they should have mastered the skills of process writing and should be able to write logically and coherently. These writing tasks should be challenging to them and they should reflect the needs of the community.

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

8.17 Distinguishes various language functions.

8.18 Expresses ideas relevant to various fields using appropriate jargon.

### **Content and activities**

They should be able to engage in a variety of communicative tasks both speaking and writing. Language functions such as giving directions, giving advice, making promises, warning etc. should be practised in order to improve their communicative abilities. Authentic and challenging activities like holding students' meetings, organizing school level and inter school debate competitions, organizing school media clubs could be possible suggestions to improve the competency levels here.

## **School Policies and Programmes:**

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

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

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

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

### **In Service Training.**

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

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

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

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

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

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

## Recommended Method of Teaching English as a Second Language

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

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

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

### 1 Teaching/Learning Process

- Every lesson should end with the learner feeling confident that he can do something in the target language which he could not do at the beginning, and whatever he has learnt is communicatively useful.
- The target language should be the language of the classroom. Mother tongue could be used sparingly where necessary to make meaning clear.
- All the four main language skills – listening, speaking, reading and writing should be taught systematically. Activities and tasks done in class should aim at integrating the four skills as far as possible.
- Special attention should be paid to teaching vocabulary and grammar.
- Pair work and group work should form an integral part of the classroom procedure. Cooperative and collaborative learning should be encouraged.
- An eclectic Approach should be used to teach grammar. The deductive method could be used to teach complex grammar points while the inductive method could be used to teach simpler grammatical items.
- The Process Approach to reading and writing is recommended.
- All activities and tasks used in the classroom should aim at engaging students in active communication. These activities and tasks should be based on the following principles:
  - a) Information gap principle
  - b) Information transfer principle
  - c) Task dependency principle
  - d) Jig-saw principle
- The main role of the language teacher should be to facilitate learning. The teacher should teach students how to learn so that at the end of their school career, learners will be independent users of the target language.

## 2 Classroom Techniques

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

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

## Assessment and Evaluation

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

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

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

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

## Learning - Teaching Methodology

In deciding the Learning – Teaching methodology of English, attention has been paid to developing 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 to 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; furthermore, 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 students involved in learning. This has been named as ‘Engagement’. Similar to the Transaction role, the teacher gets the children involved in learning by doing. This allows the students to explore and to get to know the previous knowledge and an indication of the competencies to be developed by them. The teacher has many tools to initiate this exchange of ideas. Presenting questions, pictures, paper advertisements, flash cards, problems, puzzles, dialogues, role plays, poems, songs, demonstrations, case studies audio or video cassettes are some of them.

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

- 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, capacity for listening to others, and also gain the ability to work with others, helping each other, managing time and achieving qualitative outputs and skills that are essential to daily life.

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

At the third step, each group can present its findings for the 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 to see 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 while allowing the teacher to engage in dialogue, discussions and brief lectures.

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

# **Activity continuum**

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

**Competency Level 1.6** : Articulates English words and phrases confidently.

**Activity 1.6** : Let's talk confidently.

**Time** : 40 minutes

**Quality Inputs**

- An enlarged copy of the situation cards given in annexe 1.6.1
- Four copies of the text in annexe 1.6.2

**Learning-Teaching Process**

**Step 1.6.1**

- Display the enlarged copy given in annexe 1.6.1
- Get the students to read it.
- Ask students to respond to the given situations using appropriate tone and intonation.
- Lead a discussion highlighting the following:

- In ordinary use of language, responding varies in different situations.
- We use imperatives, interrogatives, negatives, affirmatives, question tags etc. in various situations.
- The tone and the intonation vary according to the situation.

Expected answers for step 1.6.1.

Please be quiet.

What do you have now?

What are you doing?

Do you have an extra pen?

You are going to the canteen, aren't you?

(10 minutes)

**Step 1.6.2**

- Put the students into four groups.
- Distribute the copies of the news items given in annexe 1.6.2 among the groups.
- Read/play the news items.
- Get the students to study the news items focusing on pronunciation.
- Get them to discuss the pronunciation of new words.

(15 minutes)

### Step 1.6.3

- Get the students to present the news items.
- Let the students notice the variations in pronunciation, done by the other groups.
- Get the students to exchange their news item with another group.
- Get them to present the news item after studying it.
- Conduct a brief discussion highlighting the following:

Ample practice enhances accurate pronunciation.

(15 minutes)

### Criteria for assessment and evaluation :

- Identifies correct pronunciation of words and phrases.
- Accepts the importance of articulating words and phrases correctly.
- Articulates the words or phrases accurately.
- Works co-operatively in groups.
- Develops confidence in accurate pronunciation.

### Annexe 1.6.1

The classroom is too noisy. If you are the monitor,  
what would you say?

Now it is the IT period. Students are not ready to go to the  
computer room. What would the principal say to the class?

The students who don't have text books are chatting with each other.  
What would the teacher say?

A student's pen is not writing. He/she wants to know whether his/her  
friend has an extra pen. What would he/she say?

A student wants to know whether his/her friend is going to the canteen.  
What would he/she say? " You are going to the canteen, .....?"  
(Fill in the blank with the appropriate tag question.)

## Annexe 1.6.2

- (a) Presidential Advisor yesterday said an election would be held in the Eastern Province shortly to provide the opportunity to the people to elect a group of representatives.
- (b) The Indian Navy handed over 12 fishermen and two boats together with their fishing equipment to the Sri Lanka Navy at Kankesanthurai yesterday. The fishermen were taken into custody by the Indian Coast Guard three months ago after straying into Indian waters.
- (c) Increased public vigilance on suspicious elements in Colombo helped police to detect a 20 kg claymore mine transported to Colombo from Kilinochchi. It was hidden in the backyard of a house at Obeysekarapura, Rajagiriya yesterday.
- (d) Chaminda Vass and Prasanna Jayawardena notched maiden test centuries during second day's play against Bangladesh at the SSC. It was a thoroughly deserved century for Vass whose role as Sri Lanka's main strike bowler always overshadowed his batting feats.

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

**Competency Level 2.7** : Uses the colon appropriately.

**Activity 2.7** : Let's use the colon appropriately.

**Time** : 40 minutes

**Quality Inputs** :

- An enlarged copy of the task given in annexe 2.7.1
- Copies of the task sheet given in annexe 2.7.2. for each group.
- A set of cards given in annexe 2.7.3
- A set of cards given in annexe 2.7.4

**Learning-Teaching Process**

**Step 2.7.1**

- Put the task on the board/ enlarged poster given in annexe 2.7.1
- Get the students to combine the statements in column A with those in column B using the colon.
- Get volunteers to write the completed sentences using the colon on the board (all five sentences).
- Lead a discussion highlighting the following:

- The colon often indicates a strong break in a sentence.
- It is used to show that something more is to follow.
- We use the colon :
  - with lists, to introduce a list that appears at the end of a sentence.
  - with quoted material, to introduce a long quote.
  - with page specifications, to separate the pieces of a page specification.  
eg: Chapter 8: section 7
  - with ratios, to separate the numbers in a ratio.  
eg:- Combine the three chemical in a 3:5:1 ratio.
  - with time to separate the elements in time in writing  
eg: By Greenwich mean time, it is 22: 34
  - with explanations.

Answers for step 2.7.1

1. We had no way of contacting you : our telephone was out of order.
2. My friend Saman has three hobbies : photography, reading and cycling.
3. He looks very tired : he has been working in the garden all day.
4. There were five men in the garden: two in front and three at the back.
5. These are the ingredients : flour , eggs,sugar,milk and chocolate.

(10 minutes)

- Step 2.7.2** :
- Group the students.
  - Give each group a copy of the set of sentences given in annexe 2.7.2
  - Get the students to place the colon where appropriate in the given sentences.

(10 minutes)

- Step 2.7.3** :
- Get the groups to read out their answers.
  - Get other groups to comment.
  - Get the students to copy the task if necessary.

( 10 minutes )

- Step 2.7.4** :
- Distribute the cards given in annexe 2.7.3 and 2.7.4
  - Get the students to walk about to find the correct definition of each punctuation mark and pair up.
  - Get each pair to display their answers by holding up the card
  - Lead a discussion highlighting following:

- It is important to note that what comes after the colon begins with a simple letter ( except in the case of proper nouns and quotations)

Expected answers for step 2.7.2.

- My brother went to bed early last night : he was suffering from a headache.

- The miser is only interested in one thing: money.

- I have read two novels by Charls Dickens: OliverTwist and A Tale of Two Cities.

-My uncle can speak three languages: Sinhala , Tamil and English.

- Benjamin Franklin said: "Early to bed and early to rise makes a man healthy , wealthy and wise."

Expected answers for step 2.7.4

a- 6 , b-1 , c-3 , d- 4 , e- 2, f- 5

( 10 minutes)

**Criteria for assessment and evaluation :**

- Becomes aware of the correct use of the colon.
- Accepts the importance of the use of the colon.
- Uses the colon in writing.
- Works in groups and pairs cooperatively.
- Develops the ability to use the colon appropriately.

**Annexe 2.7.1**

<b>A</b>	<b>B</b>
<ul style="list-style-type: none"><li>• We had no way of contacting you.</li><li>• My friend Saman has three hobbies</li><li>• He looks very tired</li><li>• There were five men in the car</li><li>• These are the ingredients</li></ul>	two in front and three at the back. he has been working in the garden all day. flour, eggs, sugar, milk and chocolate. our telephone was out of order. photography, reading and cycling.

**Annexe 2.7.2**

<ul style="list-style-type: none"><li>• My brother went to bed early last night he was suffering from a headache.</li><li>• The miser is only interested in one thing money.</li><li>• I have read two novels by Charls Dickens Oliver Twist and A Tale of Two Cities.</li><li>• Benjamin Franklin said Early to bed and early to rise makes a man healthy , wealthy and wise.</li><li>• My uncle can speak three languages Sinhala, Tamil and English.</li></ul>
---

### Annexe 2.7.3

**a** I come at the end.  
I show surprise, pleasure and excitement.

**b** I come at the end and  
stop after what you say.  
A capital is used when beginning a sentence after me.

**c** I come at the beginning.  
and then at the end.  
My head turns down and straight up again  
when you quote someone.

**d** I seek information  
or  
signal some doubt.

**e** I give you a chance  
to pause and continue.

**f** I explain or give examples for what comes before me.

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

**Competency Level 3.7** : Takes notes from oral presentations.

**Activity 3.7** : Let's make our own notes.

**Time** : 40 minutes

- Quality Inputs** :
- A copy of the task given in annexe 3.7.1
  - A copy of the text given in annexe 3.7.2
  - A copy of the text given in annexe 3.7.3
  - Demy papers and marker pens.

**Learning-Teaching Procedure :**

- Step 3.7.1** :
- Put the task sheet given in annexe 3.7.1 on the blackboard.
  - Read out the task/ play the recorded text given in annexe 3.7.2
  - Ask the students to complete the chart while they are listening.
  - Read the text or play the tape again for students to check and complete the text.
  - Display the completed task if necessary.
  - Lead a discussion to highlight the following:

- We should pay attention to the key words/phrases while taking down notes.

It is advisable to use shortened forms when taking down notes.

**Answers**

**Desert Animals**

Drought resisters	Drought evaders
Survive when there's no rain	Die when there's no rain.
<ul style="list-style-type: none"> <li>- Desert is very hot.</li> <li>- Desert is very dry.</li> </ul>	

(10 minutes)

- Step 3.7.2** :
- Put the students into groups of four/five.
  - Read the text in annexe 3.7.3 /play the recorded text and ask students to take down notes / main points from the text while listening to it.

(20 minutes)

**Step 3.7.3**

- Distribute demy sheets for each group.
- Ask students to go through the notes taken by their group members and write the main points on the given demy paper.
- Get the students to present and comment on others' notes.
- Lead a discussion to highlight the following:

- We should listen attentively as no repetition is available in authentic situations.

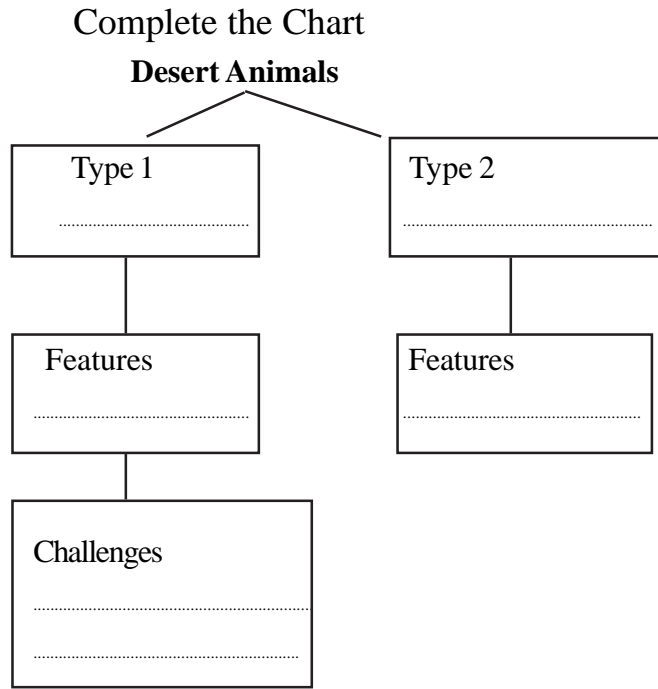
Possible points for step 3.7.2.

- Camels - drought resisters.
- No water in humps.
- Use fat in humps to make water.
- Can drink 100 litres.
- People can't understand how camels live in deserts.

**Criteria for assessment and evaluation :**

- Extracts necessary facts from a listening text.
- Accepts that attentive listening is very important.
- Takes down the necessary details.
- Creates a healthy relationship among peers.
- Develops the note-taking skill.

**Annexe 3.7.1**



## Annexe 3.7.2

### Desert Wildlife

Desert animals can be divided into two major types, drought resisters and drought evaders. Drought evaders are animals that die when there is no rain.

Drought resisters are animals that have found ways to survive during droughts. Drought resisters have two major challenges. The desert is very hot and very dry. This article explains how drought resisters survive in the hot, dry desert.

## Annexe 3.7.3

### How camels survive during droughts

In the desert in Oman, you can find both drought resisters and drought evaders. Camels are perhaps the best-known drought resisters. Many people wonder how camels are able to survive during droughts. In fact, people who do not live in deserts think that camels carry water in the humps on their backs. This is not true, but the hump is very important for camels. Camels can survive during droughts because they can make their own water. When there is no water to drink, a camel uses the fat in the hump on its back to make water. When it finds water again, it can drink more than 100 litres. Because it uses the fat in its hump to make water, the camel's hump changes size. When it has plenty of food to eat and water to drink, it is large. When it has little food to eat and no water to drink, its hump becomes much smaller.

*[Source : Our World Through English, Ministry of  
Education and Youth. Sultanate of Oman]*

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

**Competency Level 3.8:** Listens to more advanced texts and responds to them.

**Activity 3.8** : Let's listen and do.

**Time** : 40 minutes

**Quality Inputs**

- Enough copies of the task given in annexe 3.8.1 according to the number of students.
- An enlarged copy of the completed task given in annexe 3.8.2
- A copy of the listening text given in annexe 3.8.3 for the teacher.
- Enough number of copies of the task given in annexe 3.8.4 according to the number of groups.
- A copy of the listening text given in annexe 3.8.5 for the teacher.

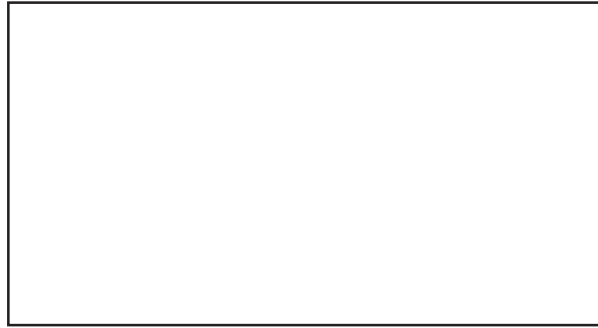
**Learning-Teaching Process :**

**Step 3.8.1** :

- Distribute the copies of the task given in annexe 3.8.1 among students.
- Tell the students that they are going to listen to the story of the Pied Piper and draw the route along which he led the rats to the river.
- Read the story given in annexe 3.8.3 while students draw the route on their maps.
- Read the story again for students to check their own maps.
- Display the enlarged copy of the completed map given in annexe 3.8.2 on the blackboard.
- Ask students to check and compare their maps with the displayed map on the blackboard.

- Lead a discussion to highlight the following:
- Listening is an important receptive skill that one should master through practice.
- We always listen with a purpose. Here, the purpose is created through the given task. So, we must be familiarized with the task before listening.

Completed task sheet for step 3.8.1.(An enlarged copy of it is given in annexe 3.8.2) contd;.....



(10 minutes)

**Step 3.8.2**

- :
- Put the students into five/six groups.
  - Distribute a copy of the task sheet given in annexe 3.8.4
  - Tell the students that they are going to listen to a letter dictated by Ms. Shani Kuruppu and fill in the blanks in the given task sheet.
  - Read the listening text given in annexe 3.8.5
  - Get the groups to listen and take down notes.
  - Get the students to complete the letter by providing each blank with the missing information.
  - Read the text again and ask the students to fill in any missing information.

(20 minutes)

**Step 3.8.3**

- :
- Get each group to present their duly completed letters.
  - Get the other groups to comment on the work done by their friends.
  - Lead a discussion to highlight the following:

- One should listen carefully to identify the necessary information from a listening text.
- The listener must be able to listen and write down notes quickly in order to complete a task sheet.
- Note taking is necessary in an authentic situation like listening to a lecture or when working in an office.

contd;.....

Completed task sheet for step 3.8.2

United PC Products Ltd.,  
No. 6/50, Kandy Road,  
Thihariya.  
(Date on which you do the task)  
The Sales Manager,  
T.C.K. Industries,  
Galle Rd.,  
Dehiwala.  
Dear Mr. Perera,

Ref: Complaint regarding computer

In reply to your letter of the 2<sup>nd</sup> March, 2007, we are surprised to hear that the P3 used computer you purchased from our shop is not functioning properly.

Normally, we check all used computers thoroughly before selling them to our customers. The computer you have purchased was in perfect condition when we sold it. It is possible that the monitor you are using is defective.

Please bring the defective computer to our shop and we will have our technicians look into it. Any inconvenience caused is highly regretted.

Yours sincerely,  
.....(Signature)

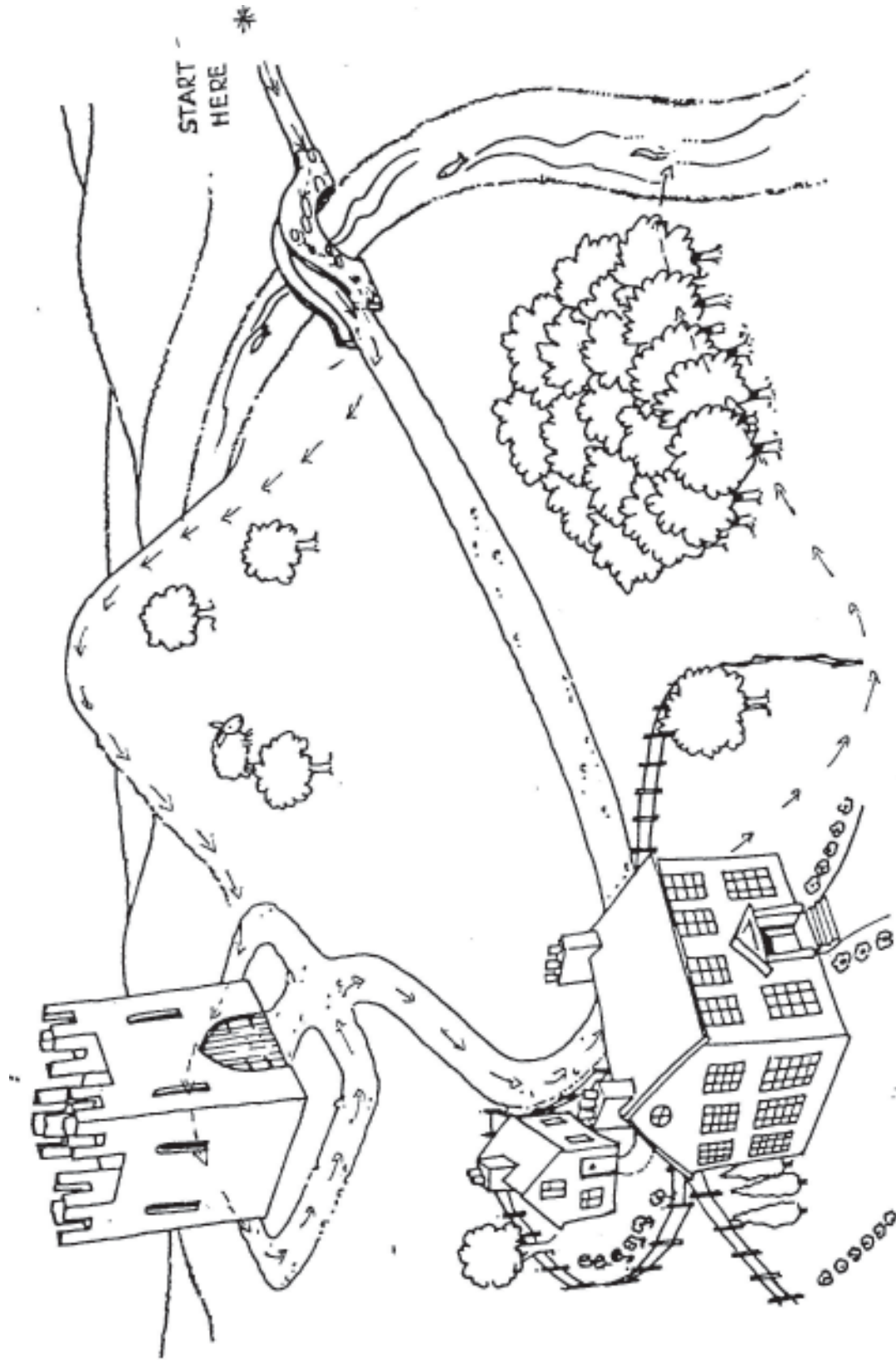
Shani Kuruppu  
Purchasing Manager.

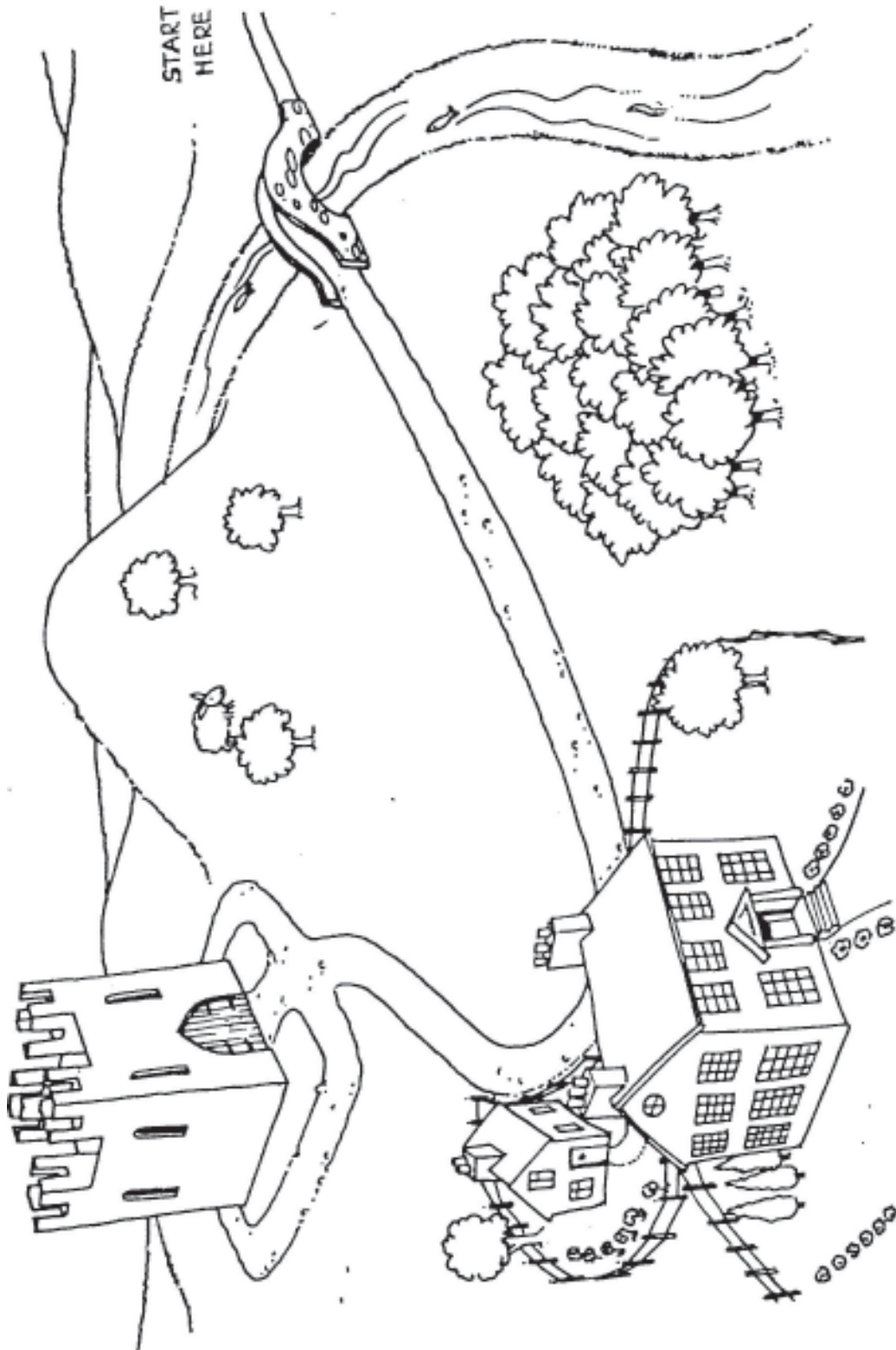
- Any letter with relevant information can be accepted.

(10minutes)

### Criteria for assessment and evaluation

- Draws a route on a map by listening to a text.
- Completes a given task with necessary information.
- Accepts that one should be attentive to grasp the necessary information from a given text.
- Practises listening attentively.
- Works collaboratively.





## Listening Text to be read by the teacher

### The Pied Piper

Once upon a time there was a town called Hamelin. The people in the town had a problem: the town was full of rats! There were rats in the street, in the houses, in the schools, in the shops, even in their beds.

"We must get rid of the rats!" the people said. But how?

Then, one day, a strange man came to the town. He wore a tall hat and had a flute. "I can get rid of the rats", he said. "What will you give me, if I take them all away?"

"Lots of money!" said the people. So the Pied Piper started to play his flute. Strange music came out of the flute, and soon rats came out of all the shops, houses and schools. The road was full of rats! They all followed the Pied Piper.

The Pied Piper led the rats:

Over the bridge,  
up the hill,  
down the hill,  
round the castle,  
along the road,  
past the little house,  
through the garden of the big house,  
into the woods.

Listen to the teacher and fill in the blanks

United PC Product Ltd.,  
No. 6/50, Kandy Road,  
Thihariya.

.....

The .....,  
.....,  
Galle Rd.,  
Dehiwala.

Dear Mr. ....,

Ref: Complaint.....

In reply ..... of the ....., we are surprised to hear that the ..... you ..... shop is not .....

As you know, ..... all used ..... thoroughly before ..... them ..... . The computer you ..... was in ..... when ..... it. It is possible that, ..... you are using is .....

Please ..... to ..... and we will have ..... look .....

Any inconvenience ..... is ..... regretted.

Yours sincerely,  
.....(Signature)  
Purchasing Manager.

### Listening Task

Dear Mr. Perera,

Let's see, what shall we tell this troublesome customer O.K. start. In reply to your letter of the 2nd March, we are sorry to hear that the P.3 used computer you purchased from our shop is not functioning properly. Actually Shani, it wasn't a brand new one, but we sold it at a very cheap price.

As you know, normally we check all used computers thoroughly before selling them to our customers. The computer you have purchased was in perfect condition when we sold it. Oh .. the phone. Just a minute.... I'm busy at the moment. I'll call you back. It is possible that the monitor you are using is defective. I don't know what this man is expecting for less than Rs. 10,000/-. Please bring the defective computer to our shop and we will have our technicians look into it. Well, post this letter today itself to the Sales Manager of the T.C.K Industries. Nimmi, we don't need to lose our regular customers, do we?

Any inconvenience caused is highly regretted.

Yours sincerely,

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

**Competency Level 4.7** Identifies different word classes.

**Activity 4.7** : Let's play with words.

**Time** : 40 minutes

- Quality Inputs** :
- A copy of the table given in annexe 4.7.1
  - A set of word cards(one card per students given in annexe 4.7.2)
  - Task sheet given in annexe 4.7.3(one sheet per student.)

**Learning-Teaching Process :**

- Step 4.7.1** :
- Assign a word card given in annexe 4.7.2 to each student.
  - Draw the grid in annexe 4.7.1 on the blackboard.
  - Ask each student to write the word he/she has in the relevant column.
  - Lead a discussion to highlight the following:

- Nouns, verbs, adjectives, adverbs, prepositions, pronouns, determiners are word classes.
- The same word can belong to several word classes according to its function in a sentence.

Possible Answers :

<i>Nouns</i>	<i>Verbs</i>	<i>Adjectives</i>	<i>Adverbs</i>
visit apple king nest x-ray zoo yellow cold drive ride fast	buy drive prepare ride visit x-ray fast long	cold good jealous long yellow lively fast	easily fast quickly long

<i>Prepositions</i>	<i>Pronouns</i>	<i>Determiners</i>
under on	they he we you	the some much a an

( 10 minutes)

**Step 4.7.2**

- Put students into five groups.
  - Provide each group with copies of the task sheet given in annexe 4.7.3
  - Ask each group to complete the given task.
- (15 minutes.)

**Step 4.7.3**

- Ask each group to read out their answers, while other groups give their comments and make necessary corrections.
- Conduct a brief discussion to highlight the following :

- We can use words more meaningfully and appropriately when we know the particular word class /es they belong to. (Allow students to copy down the task if necessary).  
Possible Answers

Missing Word	Word Class
<i>Eg :- Went</i>	<i>verb</i>
1. in	preposition
2. a	(article)determiner
3. I	pronoun
4. happily/peacefully	adverb
5. a	(article)determiner
6. wonderful/good/marvelous	adjective
7. expensive/luxurious/big	adjective
8. hotel/place	noun
9. he	pronoun
10. never	adverb

( 15 minutes)

### Criteria for assessment and evaluation

- Categorizes given words under nouns, verbs, adverbs and adjectives.
- Identifies seven different word classes.
- Engages in a challenging task enthusiastically.
- works cooperatively.

**Annexe 4.7.1**

<i>Nouns</i>	<i>Verbs</i>	<i>Adjectives</i>	<i>Adverbs</i>	<i>Pronouns</i>	<i>Determiners</i>

**Annexe 4.7.2**

### Word Cards

apple	buy	cold	easily	under
they	an	some	yellow	drive
king	prepare	good	we	on
lively	nest	fast	ride	a
visit	jealous	long	xray	zoo
quickly	he			

### Annexe 4.7.3

Some words are missing in this text. What could they be ?  
 And which word class do they belong to ? Look at the example first.

Last year I went to Kandy for my holiday. I spent the first week (1) .....  
 Kandy staying with a couple of friends and then I took (2)..... train to Nuwara  
 Eliya , where (3).....spent another ten days (4) ..... . It is (5).....  
 beautiful city and I had a (6) ..... time. I stayed in a very (7) .....hotel  
 right in the centre, but I didn't mind spending a lot of money because it is a wonderful  
 (8)..... and also very convenient. My brother was the person who rec-  
 ommended it (9)..... goes to Nuwara Eliya a lot and he (10).....stays  
 anywhere else.

<i>Missing Word</i>	<i>Word Class</i>
1.    went	verb
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

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

**Competency Level 4.8:** Infers figurative and connotative meanings of words and phrases.

**Activity 4.8 :** Let's understand connotations.

**Time :** 40 minutes

**Quality Inputs :**

- A copy of the task sheet given in annexe 4.8.1
- Copies of the task sheet given in annexe 4.8.2

**Learning-Teaching Process :**

- Step 4.8.1 :**
- Put the task given in annexe 4.8.1 on the blackboard.
  - Get the students to match the underlined phrases with their meaning by drawing lines.
  - Ask the students who have the relevant answer scripts to stand up and read.
  - Lead a discussion highlighting the following:
    - Sometimes people convey certain ideas by using figurative language, that is not in the normal literal meaning but in a way that makes a description more interesting or impressive.
    - It is easy to grasp the real meaning of such language if we know the suggested meaning of the words used figuratively.

e.g. He ran **like the wind**. This suggests that **he ran very fast**.

Expected answers to step 4.8.1

1) He ran <u>like the wind</u>	slowly
2) Sumali's fingers are moving <u>like bees</u> when she is knitting.	beautiful
3) She always walks <u>like a snail</u>	fast
4) The soldier fought <u>like a lion</u> in the battle	bravely
5) The lamb among the wolves looked <u>like a fish out of water</u> .	frightened
6) Small children are <u>like flowers</u> .	

(10 minutes)

- Step 4.8.2** : • Divide the class into five groups.  
 • Distribute the task sheets given in annexe 4.8.2.  
 • Get them to do the task .

( 20 minutes)

- Step 4.8.3** : • Ask each group to present their answers.  
 • Get the other groups to give their comments.  
 • Conduct a discussion to highlight the following.

- Ideas and feelings can be presented clearly, effectively and powerfully using figurative language.
- Figurative language adds colour to pieces of creative writing.

**Possible Answers to step 4.8.2**

- (i) A simple innocent person is compared with a very powerful individual.
- (ii) His craving/longing is limitless.
- (iii) Red man hates the urbanized life/Industrialization.
- (iv) The sound in cities is loud and hated.
- (v) How a lifeless train is more important than the living buffalo.

**Annexe 4.8.1**

- |  |            |
|--|------------|
| 1) He ran <u>like the wind</u>   | slowly     |
| 2) Sumali's fingers are moving<br><u>like bees</u> when she is knitting. | beautiful  |
| 3) She always works <u>like a snail</u>                                  | fast       |
| 4) The soldier fought <u>like a lion</u> in the                          | busily     |
| 5) The lamb among the wolves looked<br><u>like a fish out of water</u>   | bravely    |
| 6) Small children are <u>like flowers</u>                                | frightened |

## Annexe 4.8.2

### Read the following passage and answer the given questions

The red man has always retreated before the advancing white man, as the mist of the mountain runs before the morning sun.

White man treats his mother, the earth and his brother, the sky, as things to be bought, plundered, sold like sheep or bright beads. His appetite will devour the earth and leave behind only a desert. The sight of your cities pains the eyes of the red man. But perhaps it is because I am a savage and do not understand. The clatter only seems to insult the ears.

I have seen a thousand rotting buffalos on the prairie, left by the white man who shot them from a passing train. I am a savage and I do not understand how the smoking iron horse can be more important than the buffalo that we kill only to stay alive.

*Reference Anthology of English language  
literature G.C.E. O/L 1991*

What do you mean by the following phrases? Write in your own words.

- (i) As the mist of the mountain runs before the morning sun.
- (ii) His appetite will devour the earth.
- (iii) The sight of your cities pains the eyes of the red man.
- (iv) The clatter only seems to insult the ears.
- (v) How the smoking iron horse can be more important than the buffalo.

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

**Competency Level 4.9**: Improves the vocabulary with the help of external resources.

**Activity 4.9** : Let's improve our vocabulary.

**Time** : 40 minutes

**Quality Inputs** :

- Copies of word cards given in annexe 4.9.1
- A copy of the four headings given in annexe 4.9.2
- Copies of the newspaper advertisement given in annexe 4.9.3
- A copy of the set of definitions written on a poster given in annexe 4.9.4
- Copies of the task sheet given in annexe 4.9.5
- Copies of the task given in annexe 4.9.6
- Copies of the news item given in annexe 4.9.7
- Blue tack.

**Learning-Teaching Process** :

**Step 4.9.1** :

- Distribute the word cards given in annexe 4.9.1 among the students.
- Write the four headings given in annexe 4.9.2 on the board.
- Get the students to come to the board and fix the word cards under the appropriate heading.
- Lead a discussion highlighting the following:

- There are vocabulary items specific to different text types in newspapers such as sports, obituaries, marriage proposals and the TV Guide.
- Reading newspapers paying attention to these commonly used words will help everyone to improve their vocabulary.

***Expected answers for step 4.9.1***

<b><i>Sports</i></b>	<b><i>Obituaries</i></b>	<b><i>TV Guide</i></b>	<b><i>Marriage Proposals</i></b>
instructors	expired	continued	horoscope
exercising	cortege	transmission	dowry
tournament	burial	current affairs	groom
rugby	cremation	interview	respectable
coach	funeral	discussion	teetotaller
runners-up	cemetery	movie	non-smoker

- Step 4.9.2** :
- Put the students into five groups.
  - Give each group a copy of the newspaper advertisement given in annexe 4.9.3
  - Get the students to read the advertisement and pay attention to the underlined words.
  - Display the twelve definitions given in annexe 4.9.4 (Two extra definitions are included to make it more challenging).
  - Get the students to do the task in annexe 4.9.5
  - Get each group to display their completed task sheets.
  - Get students to comment.
  - Lead a discussion highlighting the following:

- There are specific words used in different types of advertisements.
- Most of the words selected in this task are common to job advertisements.

**Expected answers for step 4.9.2**

- |                 |   |
|-----------------|---|
| 1. complaints   | :Accusations made to express grief or discontent. |
| 2. candidates   | :Those who want to be chosen for a job.           |
| 3. remuneration | :Payments for work.                               |
| 4. recruit      | :To get the services of.                          |
| 5. investigate  | :To study closely and systematically.             |
| 6. submit       | :To offer for consideration.                      |
| 7. acknowledge  | :To state that something has been received.       |
| 8. eligible     | :Qualified to apply.                              |
| 9. equivalent   | :Equal.   |

(20 minutes)

- Step 4.9.3** :
- Give each group a copy of the task sheet given in annexe 4.9.6
  - Ask the students to do the task.
  - Get a volunteer from each group to read their completed task and the captions suggested.
  - Give each group a copy of the original picture and the caption.

- Get the students to compare their completed task with the original.
- Lead a discussion highlighting the following:

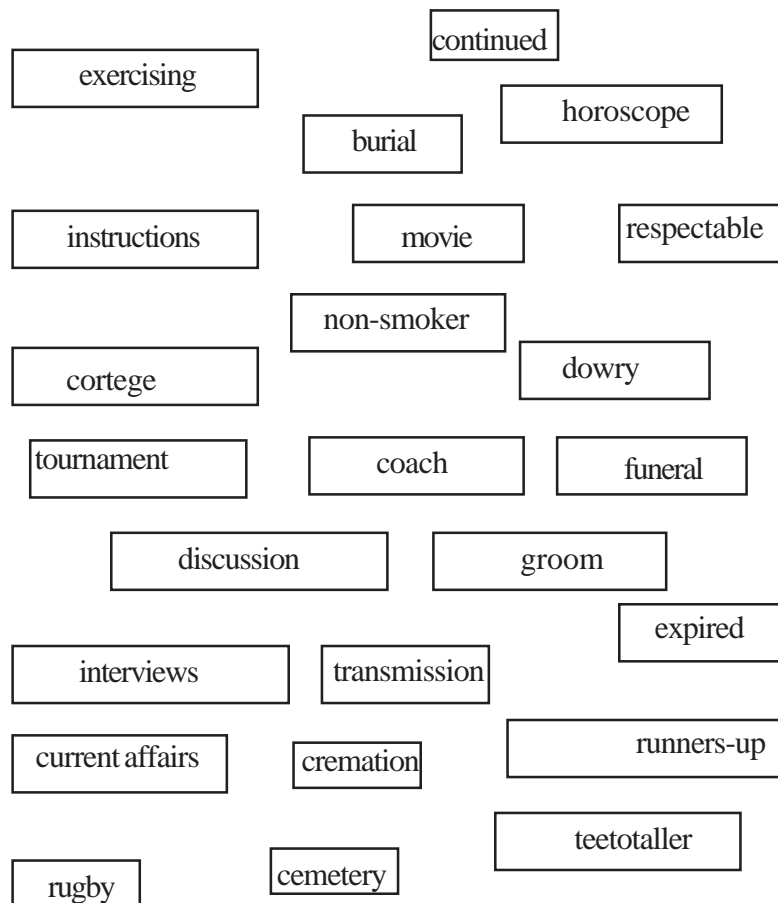
- We can enhance the meaning of our expressions by using proper adjectives.
- We must be familiar with proper word collocation.  
*Eg.* We say "gusty winds" but we do not normally say "heavy winds".


( 10 minutes)

**Criteria for assessment and evaluation :**

- Identifies the vocabulary commonly used in newspapers under different topics/headings.
- Accepts the importance of being aware of the commonly used vocabulary in different newspaper columns.
- Uses appropriate vocabulary specific to different topics.
- Helps peers understand and use vocabulary specific to different topics.
- Motivates oneself to read extensively and improve one's vocabulary.

**Annexe 4.9.1**



SportsObituariesTV GuideMarriage Proposals


**National Police Commission**  
**Vacancies**

Article 155G (2) of the Constitution mandates the National Police Commission to entertain and investigate public complaints against police officers and police service. The Commission wishes to recruit Coordinators and Investigating Officers who will be authorized to entertain, investigate and report on such complaints. Applications are invited for the following posts:

**Post of Coordinator**  
Retired public officers in Class I of the all island services or equivalent with minimum 10 years experience in coordination and investigation work will be eligible to apply.

**Post of Investigating Officer**  
Retired public officers in Class II Grade II or above of the all island services or equivalent with minimum 10 years experience in investigation / inquiry procedures will be eligible to apply.

Selected candidates should be prepared to serve in following districts; Colombo, Gampaha, Kandy, Galle, Matara, Kurunegala, Anuradhapura, Ratnapura, Badulla, Trincomalee / Batticaloa.

Recruitment will be on a contract for a period of one year and subject to renewal based on performance. Selected candidates will be paid a fixed remuneration.

Eligible candidates who are interested in taking up such assignments are requested to submit their Bio-data and experience to reach the undersigned at the address below on or before 30th June 2006. The left side of the envelope should be marked with words "Application for the Post of Coordinators / Investigating Officers". All applications will be acknowledged.

**Secretary**  
**National Police Commission**  
**Rotunda Tower, Level 3,**  
**No. 109, Galle Road,**  
**Colombo 3.**

#### Annexe 4.9.4

- a. those who worked in the armed forces.
- b. payments for work.
- c. qualified to apply.
- d. to state that something has been received.
- e. practice in doing something.
- f. to study closely and systematically.
- g. to get the services of.
- h. equal.
- i. accusations made to express grief or discontent.
- j. those who want to be chosen for a job.
- k. to offer for consideration.

#### Annexe 4.9.5

Read the eleven definitions displayed. Select and write a suitable definition for each of the following words according to the meaning they convey in the advertisement. There are two extras.

- 1. complaints : .....
- 2. candidate : .....
- 3. remuneration : .....
- 4. recruit : .....
- 5. investigate : .....
- 6. submit : .....
- 7. acknowledge : .....
- 8. eligible : .....
- 9. equivalent : .....

**Annexe 4.9.6**

- (a) Look at the picture and fill in the blanks with suitable words.
- (b) Suggest a suitable caption for the picture



There were ..... rains and ..... winds in Kalutara South Moor Street. Here, a tree has ..... on a van ..... the driver and causing ..... to the van.

**Annexe 4.9.7**



**GUSTY WINDS:** There were heavy rains and gusty winds in Kalutara South Moor Street. Here, a tree has fallen on a van injuring the driver and causing damage to the van.

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

**Competency 5.13** : Infers ellipted information.

**Activity 5.13** : Let's read and find ellipted information.

**Time** : 40 minutes

**Quality Inputs** : 

- A copy of the sentences given in annexe 5.13.1
  - Copies of the cue cards given in annexe 5.13.2
- Copies of the task sheet given in annexe 5.13.3
- Copies of the task sheet given in annexe 5.13.4
- Blue tack.

**Learning-Teaching Process :**

**Step 5.13.1** : 

- Display the sentence strips given in annexe 5.13.1 on the blackboard.
- Fix the cue cards given in annexe 5.13.2 on the blackboard.
- Ask a volunteer to read out one of the sentences given on the blackboard.
- Ask another student to read out the appropriate response from the cue cards displayed and paste it in front of the correct statement.
- Lead a discussion to highlight the following:

- In some sentences words are left out depending on the linguistic context.
- Omission of a word or words from speech or writing can be recovered by the hearer or reader from contextual clues.

**Answers for step 5.13.1**

I love chocolates.	So do I.
I never lie to my parents.	Neither do I.
I'm very thirsty.	So am I.
Saman is very clever.	So is his brother.
Sri Lanka is a South Asian country.	So is India.
I haven't got much money.	Neither have I.
Mala can dance well.	So can Prema.
I'd like to visit Japan some day.	So would I.
I didn't see the teacher coming.	Neither did I.
Salt dissolves in water.	So does sugar.

**Step 5.13.2**

- : • Put the students into four groups.
  - Distribute to each group a copy of the task sheet given in annexe 5.13.3
  - Get the students to complete the task sheet.
  - When the students have completed the task, get each group to present their answers.
  - Get the groups to compare the answers and provide comments.
- (15 minutes)

**Step 5.13.3**

- : • Provide each group with a copy of the task sheet given in annexe 5.13.4
- Get the students to find the word/words which are left out.
- Get the groups to present their findings to the class.
- Lead a discussion highlighting the following:

- In both speech and writing we should be able to infer information which is left out by ellipsis.

Saman : I think we are lost, Kamal.

Kamal : I don't think so.Let's look at the map.

Here, 'I don't think so' means "I don't think that we are lost."

***Answers for Step 5.13.2***

1. I don't think we are lost.
2. Mala will be late.
3. We (certainly) would like to go on a trip.
4. Yes, I went to the library yesterday.
5. i. I love dramas.  
ii. I'd love to go with you.

***Answers for Step 5.13.3***

1. She will sing tonight.
2. If you want me to buy the tickets.
3. But my brother hasn't seen the film.
4. If my mother allows me to come to the party.
5. I am happy if you are happy.

(15 minutes)

### Criteria for assessment and evaluation

- Identifies ellipted information.
- Accepts the necessity to infer ellipted information in a text.
- Uses ellipted forms appropriately to convey ideas.
- Gains confidence about ellipsis.
- Enjoys working in groups.

### Annexe 5.13.1

I love chocolates.  
I never lie to my parents.  
I'm very thirsty.  
Saman is very clever.  
Sri Lanka is a South Asian country.  
I haven't got much money.  
Mala can dance well.  
I'd like to visit Japan some day.  
I didn't see the teacher coming.  
Salt dissolves in water.

### Annexe 5.13.2

Neither do I  
So do I  
So is his brother  
So does sugar  
So is India  
Neither did I  
Neither have I  
So am I  
So would I  
So can Padmini

## Task Sheet

Read the following texts and write in full what the underlined parts of the sentences mean.

Saman :	I think we are lost, Kamal.
Kamal :	<u>I don't think so.</u> Let's look at the map.

1. Answer, .....

<p><b>Mother,</b></p> <p>I'll be late today. <u>So will Mala.</u></p> <p>Inform her mother.</p> <p style="text-align: right;">Rani</p>
--

2. Answer, .....

Teacher :	Would you like to go on a trip?
Pupils :	Yes, <u>we certainly would.</u>

3. Answer, .....

Kamal :	Did you go to the library yesterday?
Piyal :	Yes, <u>I did</u> , but didn't borrow any books.

4. Answer, .....

Kumudu :	Do you ever go to the theatre?
Wimali :	Oh, yes I love dramas.
Kumudu :	(1) <u>So do I.</u> Actually, I've got two tickets for a drama this evening.
Wimali :	Oh, have you?
Kumudu :	Would you like to go with me?
Wimali :	(2) <u>I'd love to</u>

5. Answer, 1) .....  
2) .....

### Annexe 5.13.4

Read the following sentences and in the space given complete the sentences with what the underlined words mean.

1. She might sing tonight but I don't think she will.  
.....
2. If you want I'll buy the tickets.  
.....
3. I have seen the film but my brother hasn't.  
.....
4. I'll come to the party, if my mother allows me to.  
.....
5. I am happy if you are.  
.....

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

**Competency Level 5.14:** Infers implied information.

**Activity 5.14 :** Let's guess the meaning.

**Time :** 40 minutes

- Quality Inputs :**
- An enlarged copy of the task sheet given in annexe 5.14.1
  - Copies of the poem given in annexe 5.14.2
  - Copies of the question card given in annexe 5.14.3

**Learning-Teaching Process :**

- Step 5.14.1 :**
- Display the task sheet given in annexe 5.14.1 on the board.
  - Get the students to read the utterances given under each situation.
  - Get them to discuss the implied meaning of the utterances.
  - Ask volunteers to select the correct meaning from the options given.
  - Lead a discussion to highlight the following :

- Cohesive link is generally maintained in communication.  
e.g. "Shall we go to see a film?"  
"Oh yes, let's try the matinee show" .
- Utterances in a particular context can be understood through implicature.  
In other words the implied meaning of an utterance may not be mentioned in the words used.  
e.g. " The phone is ringing"  
" I'm in the bathroom."  
When the second speaker says "I'm in the bathroom" what he implies is that he cannot come to the phone, and he wants the first speaker to answer the phone.
- The meaning of an utterance has to be understood in relation to the situation (context) in which the utterance is made.  
The answers for the step 5.14.1  
1- a 2.- b 3 - c 4- a

(10 minutes)

**Step 5.14.2**

- Put the students into six groups.
- Distribute the poem given in annexe 5.14.2 to each group.
- Get them to read the poem.
- Distribute the task sheet given in annexe 5.14.3
- Get the students to do the task.

(20 minutes)

**Step 5.14.2**

- Ask them to present their answers.
- Lead a discussion to highlight the following:

- The true meaning of a text is not always the surface meaning of the words. Specially in poetry, the true meaning is implied, i.e. not directly stated.
- When the poet says " If we want education then we must have some pain", the implication is that it should not be so.
- The poet discusses a very serious theme in a very funny way.

Answers for the step 5.14.2

1. ×    2. √    3. ×    4. ×    5. ×

( 10 minutes)

**Criteria for assessment and evaluation**

- Identifies implied meaning.
- Accepts the necessity to infer implied information in a text.
- Infers implied meaning.
- Reads different text types and finds the relevant information.
- Works cooperatively.

**Annexe 5.14.1**

**Situation - 1**

**It is a very hot day. All the windows are closed.**

**A says : " It's very warm in here. "**

What does the speaker mean?

- (a) The speaker wants / would like someone to open the windows.
- (b) The speaker is commenting on the weather.
- (c) The speaker says that the windows are closed.

**Situation - 2**

**Mr. Perera is having a bath. The phone rings.**

**His wife says : " The phone is ringing."**

**Mr. Perera says : " I'm in the bathroom."**

What does Mr. Perera mean?

- (a) He wants his wife to bring the phone to the bathroom.
- (b) He wants his wife to answer the phone.
- (c) He is saying that he is having a bath.

**Situation - 3**

**Some children are playing in the classroom.**

**Their monitor says : " Hey boys !The teacher's coming ."**

What does the mother mean?

- (a) He wants the students to welcome the teacher.
- (b) he says that the teacher is coming to play with the students.
- (c) He wants the students to stop playing.

**Situation - 4**

**Someone is knocking on the door. The sister asks her brother to open the door.**

**The brother says : " I'm watching the match."**

What does he mean?

- (a) He says he can't open the door.
- (b) He says that he is watching the TV.
- (c) He invites sister to watch the TV.

STANDARDS IN EDUCATIONS

Many people, especially adults, often complain that standards in education are getting lower, and that we should take drastic measures to get back to "the good old days". Peter Dixon does not necessarily agree but he writes as if he does. Try to decide what his point of view is as you read the poem.



OH BRING BACK HIGHER STANDARDS

Oh bring back higher standards —  
the pencil and the cane —  
if we want education then we must have some pain.  
Oh, bring us back all the gone days  
Yes, bring back all the past ...  
let's put them all in rows again — so we can see who's  
last.

Let's label all the good ones  
(the ones like you and me)  
and make them into prefects — like prefects used to  
be.

We'll put them on the honours board  
... as honours ought to be,  
and write their names in burnished script —  
for all the world to see.

We'll have them back in uniform,  
we'll have them doff their caps,  
and learn what manners really are  
... for decent kind of chaps!

... So let's label all the good ones,  
we'll call them "A's" and "B's" —  
and we'll parcel up the useless ones  
and call them "C's" and "D's".

... We'll even have an "E" lot!  
... an "F" or "G" maybe!!  
... so they can know they're useless,  
... and not as good as me.

For we've got to have the stupid —  
And we've got to have the poor  
Because —

if we don't have them ...  
well ... what are prefects for?



Peter Dixon

### Annexe 5.14.3

Read the following statements. Put a '√' or a '×' against a statement if it says what the poet says or a 'x' if it doesn't.

1. We should bring back the cane.
2. Students should not sit in rows.
3. Only good students should be made into prefects.
4. We should label students so that we know who the useless ones are.
5. Prefects are needed to keep control of the 'useless ones'.

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

**Competency Level 5.15:** Thinks beyond a text producing various ideas and suggestions.

**Activity 5.15** : Let's guess what they suggest.

**Time** : 40 minutes

**Quality Inputs** : 

- A copy of the question given in annexe 5.15.1
- A copy of the story given in 5.15.2
- Copies of the poem given in 5.15.3
- Demy paper, marker pens, blue tack.

**Learning - Teaching Process :**

**Step 5.15.1** : 

- Put the question given in annexe 5.15.1 on the blackboard.
- Read aloud the story given in annexe 5.15.2
- Get the students to answer the question on the blackboard.
- Tell the answer if it is not given by the students.
- Lead a discussion highlighting the following:

- It is necessary for us to think beyond a text to present our imagination  
- Individual imagination may differ according to their experience.  
Expected answer for step 5.15.1  
Because the grocer's hand is twice as big as the boy's.

(10 minutes)

**Step 5.15.2**

- Put the students in to groups.
- Distribute the poem given in annexe given in 5.15.3
- Get the students to answer the questions on the given Demy paper.

(15 minutes)

**Step 5.15.3**

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

• Implied meaning can be understood with the help of the clues given.

Suggested answers for step 5.15.2

1. Richard Cory was a man with a great personality
2. Those who are on the pavement / those who admire him.
3. He made others excited.
4. His human quality/ his friendliness/ his kindness.
5. From sole to crown  
and imperially slim  
richer than a king
6. Accept any logical reason like ; He might have been tired of life  
etc.
7. People would have been surprised/ shocked to hear that.

(15 minutes)

**Criteria for assessment and evaluation :**

- Uses the information given in a text for critical analysis through discussions, comments, etc.
- Accepts the importance of thinking beyond a text.
- Gives argumentative and logical suggestions.
- Engages in work as a team.
- Respects others' views.

**Annexe 5.15.1**

Why do you think the boy didn't take pea-nuts at once?

**Annexe 5.15.2**

One day Amal went shopping with his mother. While his mother was buying some fruit, Amal looked longingly at a box containing pea- nuts.

Help yourself to a handful , Amal " said the grocer, but Amal didn't move. So the grocer told Amal " I'm sure you like pea-nuts, don't you?"

Amal nodded his head quickly. Thinking that the boy was too shy grocer gave him a large handful of pea-nuts. Amal took them happily.

*Richard Cory*

Whenever Richard Cory went down town,  
We people on the pavement looked at him:  
He was a gentleman from sole to crown,  
Clean favored, and imperially slim.

And he was always quietly arrayed,  
And he was always human when he talked;  
But still he fluttered pulses when he said,  
" Good- morning", and he glittered when he walked.

And he was rich-yes, richer than a king-  
And admirably schooled in every grace:  
In fine, we thought that he was everything  
To make us wish that we were in his place.

So on we worked and waited for the light,  
And went without the meat and cursed the bread;  
And Richard Cory, one calm summer night,  
Went home and put a bullet through his head.

[ *Edwin Arlington Robinson ( 1869-1935)*

### **Annexe 5.15.3**

1. What kind of a person was Richard Cory according to the first stanza?
2. Who are the "we" in the poem?
3. What do they mean when they say " he fluttered pulses"?
4. What quality of Richard Cory is described in the second stanza?
5. What expressions does the poet use to suggest that Richard Cory possessed some kingly qualities?
6. Why did Richard Cory commit suicide ? Give your ideas.
7. What do you think people would have felt when they heard that Richard Cory had committed suicide?

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

**Competency Level 6.10** : Constructs meaningful and logical passages integrating suitable grammatical functions.

**Activity 6.10** : Let's write effectively.

**Time** : 40 minutes

**Quality Inputs**

- An enlarged copy of the grid given in annexe 6.10.1
- Enough number of copies of the text given in 6.10.2
- A copy of the topic given in annexe 6.10.3

**Learning Teaching Process**

**Step 6.10.1**

- Put the grid given in annexe 6.10.1 on the blackboard.
- Get the volunteers to complete the grid.
- Display the expected answers if necessary.
- Lead a discussion to highlight the following:

- We use connectives to write well-connected logical passages.
- Use of cohesive devices is a skill that we should practise in order to write effectively.  
Expected answers
  - Connectives  
while, when, whereas, but, so, because etc.
  - Sequence markers  
then, finally, first, after that, next etc.

(10 minutes)

**Step 6.10.2**

- Group the students.
- Distribute the task given in annexe 6.10.2
- Ask the students to highlight/underline the connectives
- Put the topic given in annexe 6.10.3 on the board.
- Get the students to write an article on the topic given using the connectives they learnt earlier

(20 minutes)

**Step 6.10.3**

- Get the students to present their articles
- Get the others to comment.
- Lead a discussion to highlight the following:

- Extensive reading makes us aware of the use of connectives.
- Practice enhances effective writing  
Answers for step 6.10.2  
though, otherwise, as, later, if  
Accept any well-connected paragraph as the answer for step 6.10.3

(10 minutes)

**Criteria for assessment and evaluation**

- Completes a grid with connectives and sequence markers.
- Accepts the fact that we should use connectives appropriately to write effectively.
- Uses connectives and cohesive devices to write effectively.
- Shares with others' knowledge.
- Works enthusiastically in groups.

**Annexe 6.10.1**

**Complete the grid**

Connectives	Sequence Markers
Although, but, since	First, Thus
-----	-----
-----	-----
-----	-----
-----	-----

# The custom of crying marriage

**AGE-OLD CUSTOM:** The custom of crying marriage existed a long time ago in many areas of South-west China's Sichuan Province, and remained in vogue until the end of the Qing Dynasty (1644-1911). Though not so popular as before, the custom is still observed by people in many places, especially Tujia people, who view it as a necessary marriage procedure.

It is very much the same in different places of the province. According to elderly people, every bride had to cry at the wedding. Otherwise, the bride's neighbours would look down upon her as a poorly cultivated girl and she would become the laughingstock of the village. In fact, there were cases in which the bride was beaten by her mother for not crying at the wedding ceremony.

## Historical records

During the Warring States Period (475-221BC), as historical records reveal, the princess of the Zhao State was married to the Yan State to be a queen. Her mother, on the point of her daughter's departure, cried at her feet and asked her to return home as soon as possible. Later, the story was alluded to as the origin of the "crying marriage" custom.

In west Sichuan Province, the custom is called "Zuo Tang (Sitting in the Hall)". Usually, the bride begins to cry a month before the wedding day. As the night falls, the bride walks inside the hall and weeps for about an hour. Ten days



later, her mother joins her, crying together with her.; Another ten days later, the grandmother joins the daughter and mother, to cry together with them. The sisters and aunts of the bride, if she has any, also have to join the crying.

[Daily News 14.09.07]

**Modern Technology**

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

**Competency Level 6.11:** Identifies the functions and the places of different word classes in a sentence.

**Activity 6.11** : Let's identify the use of different word classes.

**Time** : 40 minutes

**Quality Inputs** :  
• An enlarged copy of the task given in annexe 6.11.1  
• Copies of the task sheets given in annexe 6.11.2

**Learning-Teaching Process** :

**Step 6.11.1** :  
• Put the task given in annexe 6.11.1 on the board.  
• Ask students to complete the sentences, using the words given at the top of the task and write the word class using the words given below the grid.  
• Display the completed task if necessary.  
• Lead a discussion to highlight the following:

- Some words can fall into more than one word class.
- The word class of a word may change according to its function in the sentence.

**Answers :-**

- |     |      |             |
|-----|------|-------------|
| (1) | open | (verb)      |
| (2) | fire | (noun)      |
| (3) | free | (adjective) |
| (4) | fire | (verb)      |
| (5) | free | (verb)      |
| (6) | open | (adjective) |
| (7) | free | (adverb)    |

(10 minutes)

**Step 6.11.2** :  
• Put the students into five groups.  
• Distribute the task sheet given in annexe 6.11.2 to the groups.  
• Ask the students to read the sentences and study the underlined word in each sentence.  
• Get them to write the word class of each underlined word in the given boxes.

(15 minutes)

- Step 6.11.3** :
- Get each group to present their answers.
  - Ask the other groups to give constructive feedback.
  - Conduct a discussion to highlight the following:

- In a sentence the place of a word determines the word class it belongs to.

**Answers :-**

- |               |                |
|---------------|----------------|
| (1) adjective | (9) noun       |
| (2) noun      | (10) adjective |
| (3) verb      | (11) noun      |
| (4) noun      | (12) verb      |
| (5) verb      | (13) adverb    |
| (6) adjective | (14) noun      |
| (7) adverb    | (15) adjective |
| (8) verb      | (16) verb      |

(15 minutes)

**Criteria for assessment and evaluation :**

- Identifies how certain words change their word class according to their function in the sentence.
- Accepts that there are particular words that can fall into more than one word class.
- Categorizes given words under nouns, verbs, adverbs and adjectives.
- Shares knowledge with each other.
- Provides constructive feedback.

Complete the sentences using the words given below :

*fire open free*

<i>Sentences</i>	<i>Word class according to the function.</i>
(1) Please ..... the window.	
(2) The ..... had badly damaged the house.	
(3) If you have ..... time, please help me with this work.	
(4) The boss will ..... you if you are not punctual.	
(5) Why don't you ..... the parrot in the small cage?	
(6) The cat jumped through the ..... window.	
(7) This pass allows you to travel ..... for a month.	

*adjective , verb , adverb, noun*

Annexe 6.11.2

Write the word class of each underlined word in the box provided.

(1) She has bought a lot of stationery at the <u>book</u> shop.	<input type="text"/>
(2) My aunt always gives me a <u>book</u> on my birthday.	<input type="text"/>
(3) I'm going to <u>book</u> tickets for us for the latest movie.	<input type="text"/>
(4) My letter must have got lost in the <u>post</u> .	<input type="text"/>
(5) I must <u>post</u> a card to Rashmi today.	<input type="text"/>
(6) I met Samith at the <u>post</u> office yesterday.	<input type="text"/>
(7) Sh! The baby is <u>fast</u> asleep.	<input type="text"/>
(8) Muslims <u>fast</u> during Ramazan.	<input type="text"/>
(9) The two workers ended their <u>fast</u> after the management agreed to increase their salaries.	<input type="text"/>
(10) Did you watch the cricket match on TV <u>last</u> night.	<input type="text"/>
(11) A cobbler uses a <u>last</u> to repair shoes.	<input type="text"/>
(12) The ceasefire didn't <u>last</u> long.	<input type="text"/>
(13) When I <u>last</u> saw him, he was studying at the university.	<input type="text"/>
(14) We'll have to ask the <u>head</u> for permission.	<input type="text"/>
(15) Samantha has been appointed as the <u>head</u> prefect of the school.	<input type="text"/>
(16) In football, players can either kick the ball or <u>head</u> the ball.	<input type="text"/>

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

**Competency Level 6.12:** Analyses complex sentences.

**Activity 6.12** : Let's study complex sentences.

**Time** : 40 minutes

**Quality Inputs** : 

- Four sets of sentence strips given in annexe 6.12.1
- Copies of the task sheet given in annexe 6.12.2
- Copies of the task sheet given in annexe 6.12.3

**Learning-Teaching Process :**

**Step 6.12.1** : 

- Distribute a set of sentence strips given in annexe 6.12.1 to the students.
- Get the students to match sentence parts and make meaningful sentences.
- Get them to read aloud the completed sentences.
- Lead a discussion to highlight the following:

- A complex sentence consists of one independent clause and one or more dependent clauses.

**Answers for step 6.12.1**

- If he studies hard he will pass the examination.
- Some children believe that there is a rabbit in the moon.
- Saman didn't go to school yesterday because he had a headache.
- This is the dictionary that I bought yesterday.
- I'm happy that you all got through the examination.
- Is it possible that there is some form of life on Mars?
- If I were a bird, I would fly round the world.
- By the time we reached the cinema, the film had already started.
- When I went to the library yesterday, I met Saman.
- As most of the members had not turned up, the meeting was cancelled.

(10 minutes)

**Step 6.12.2** : • Distribute copies of the task sheet given in annexe 6.12.2 to the groups.

- Get the students to do the task.
- Get them to present their findings.

( 10 minutes)

**Step 6.12.3** : • Distribute copies of the task sheet given in annexe 6.12.3

- Get the students to complete the task using the sentences given in annexe 6.12.2

- Get the students to present their answers.
- Lead a discussion to highlight the following.

- When reading we should be able to understand the meaning of complex sentences in a text.
- Information about causes, reasons, conditions etc. is usually given in complex sentences.

Answers for step 6.12.2

- A. His organization is far from old fashioned. He has bought a computer, which he uses to work out orders, costs and profit. he has had business for nine months.
- B. The last bus leaves at 9.30 p.m. If I miss it, I will have to go home on foot.
- C. Kamal is not playing in today's football match. He injured his knee when he fell off his bicycle yesterday
- D. As sunlight enters the atmosphere, the surface of the earth gets warm. Some of this heat escapes back into space.
- E. Life was hard but they managed to survive. They continued like this until 30<sup>th</sup> December 1979 when disaster struck. The family went down with an awful disease which resembled Malaria.

Answers for step 6.12.3

Main Clause	Subordinate Clause
•He has bought a computer	which he uses to work out orders, costs and profits.
•I will have to go home on foot.	If I miss it.
•He injured his knee. .	when he fell off his bicycle yesterday.
•The surface of the earth gets warm.	As sunlight enters the atmosphere.
•They continued like this until 30 <sup>th</sup> December 1979.	when disaster struck.
•The family went down with an awful disease.	which resembled Malaria.

( 20 minutes)

### Criteria for assessment and evaluation :

- Identifies different types of complex sentences.
- Accepts the importance of identifying complex sentences.
- Separates a sentence into its main clause and subordinate clause(s).
- Works collaboratively.
- Improves comprehension of complex sentences.

### Annexe 6.12.1

#### Task Sheet

##### (A)

- If he studies hard
- that there is a rabbit in the moon.
- because he had a headache.
- that I bought yesterday.
- I'm happy that
- If I were a bird
- By the time we reached the cinema
- When I went to the library yesterday
- As most of the members had not turned up
- that there is some form of life on Mars?

##### (B)

- Some children believe
- This is the dictionary
- Saman didn't go to school yesterday
- Is it possible
- the film had already started.
- the meeting was cancelled.
- he will pass the examination
- you all got through the examination.
- I would fly round the world.
- I met Saman.

**Task Sheet**

Read the following text and underline the complex sentences.

- A. His organization is far from old fashioned. He has bought a computer, which he uses to work out orders, costs and profit. He has had business for nine months.
- B. The last bus leaves at 9.30 p.m. If I miss it, I will have to go home on foot.
- C. Kamal is not playing in today's football match. He injured his knee when he fell off his bicycle yesterday.
- D. As sunlight enters the atmosphere, the surface of the earth gets warm. Some of this heat escapes back into space.
- E. Life was hard but they managed to survive. They continued like this until 30th December 1979 when disaster struck. The family went down with an awful disease which resembled Malaria.

**Task Sheet**

Separate the sentences as main clause and subordinate clause.

<b>Main Clause</b>	<b>Subordinate Clause</b>

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

**Competency Level 7.12 :** Writes for personal purposes.

**Activity 7.12 :** Let's write letters.

**Time :** 40 minutes

- Quality Inputs :**
- Enlarged copies of the letters given in annexe 7.12.1
  - Copies of the topics given in annexe 7.12.2
  - Copies of the task given annexe 7.12.3

**Learning-Teaching Process**

- Step 7.12.1 :**
- Display the four letters given in annexe 7.12.1 in four different places of the classroom.
  - Distribute the copies of the four topics given in annexe 7.12.2
  - Ask students to group near the letters that match the topics they have in their hand.
  - Lead a discussion highlighting the following:

- We write personal letters for different purposes.
- There is a format to follow when we write personal letters.

(10 minutes)

- Step 7.12.2 :**
- Divide the class into four groups.
  - Distribute the task sheets given in annexe 7.12.3
  - Get the students to write letters under the given purpose.

(20minutes)

- Step 7.12.3**
- Get each group to read out their letters to the class.
  - Get others to comment on them.
  - Lead a discussion highlighting the following:

- Informal Language is used in personal letters.
- Abbreviations and contractions can be used in personal letters.

(10 Minutes)

**Criteria for assessment and evaluation :**

- Identifies different purposes of personal letters.
- Accepts the necessity of being polite in writing personal letters.
- Writes personal letters for different purposes.
- Works co-operatively to achieve a goal.
- Develops personal writing.

**Annexe 7.12.1**

**Letter A**

18th April 2007

Hi Dinithi,

How are you getting on? I received your invitation yesterday. I'm so sorry, I won't be able to come to your b'day party as I have a computer exam on the same day. Don't misunderstand me. I'll come to your place the week after next.

See you soon.

Ama.

**Letter B**

Home.

18<sup>th</sup> April 2007

Dear Kanishka,

How are you getting on? I'm O.K. How about your new school? I'm sorry I couldn't contact you as my mother was hospitalized. Please return my library book soon. The due date has already passed now. By the way, we've got a new phone. The number is 031-2225684.

God bless you,

Your loving friend,

Nadeetha

## Letter C

15<sup>th</sup> March 2007

Sajeewa,

How are you ? I hope that you are OK. I was extremely sorry to hear your sad news. I'll never forget how kindly your father treated me whenever I visited you. On the day of your father's funeral I had hurt my leg and I had to go to the doctor. That's why I couldn't come to the funeral. Please accept my deepest sympathies.

Your loving friend,  
Champika.

## Letter D

Monaraweve K.V.,  
Wanathavilluwa.  
1<sup>st</sup> May 2007

Dear parent,

Your child is very good in his studies as well as in extra curricular activities. However I wish to complain about a small problem. I'm told that he goes to the cinema after school saying that he is going for tuition. Please be vigilant on this matter.

-----  
Class teacher.

## Annexe 7.12.2

Letter of Apology

Letter of Reminding

Letter of Condolences

Letter of Complaint

## Annexe 7.12.3

### Situation for group A

Your cousin has got through the G.C.E. A/L with three 'A's. Write a letter congratulating him/her.

### Situation for group B

Some of your friends have sent you a birthday present. Write a letter thanking them for it.

### Situation for group C

You hope to celebrate your birthday on a grand scale. Write a letter to your best friend inviting him/her to your birthday party.

### Situation for group D

Your class teacher wants you to join a Shramadana campaign that will be held next week. Write a letter to your friend who was absent from the class, requesting him/her to bring the necessary items for the Shramadana.

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

**Competency Level 7.13** : Writes for official/business purposes.

**Activity 7.13.1** : Let's write a business letter.

**Time** : 40 minutes

**Quality Inputs** :

- An enlarged copy of the format given in annexe 7.13.1
- A copy of the parts of the letter given in annexe 7.13.2
- Five copies of the situational card given in 7.13.3
- An enlarged copy of the letter in annexe 7.13.

#### **Learning-Teaching Process**

**Step 7.13.1** :

- Display the enlarged copy of the format of a letter given in annexe 7.13.1
- Distribute the parts of the letter given in annexe 7.13.2 randomly among students.
- Get the students to fix the parts of the letter in the correct cages of the format.
- Display the correct letter given in annexe 7.13.4
- Lead a discussion highlighting the following:

- There is an accepted format in writing formal letters.
- We should stick to formal language when we write official/business letters.

Correctly arranged letter is given in annexe 7.13.4

( 15 minutes)

- Step 7.13.2** : • Divide the class into five groups.
- Give the copies of the situational card given in annexe 7.13.3.
  - Get them to write the formal letter.

( 15 minutes)

- Step 7.13.3**
- Get each group to display their letters.
  - Get other groups to comment on their writing.
  - Lead a discussion highlighting the following:

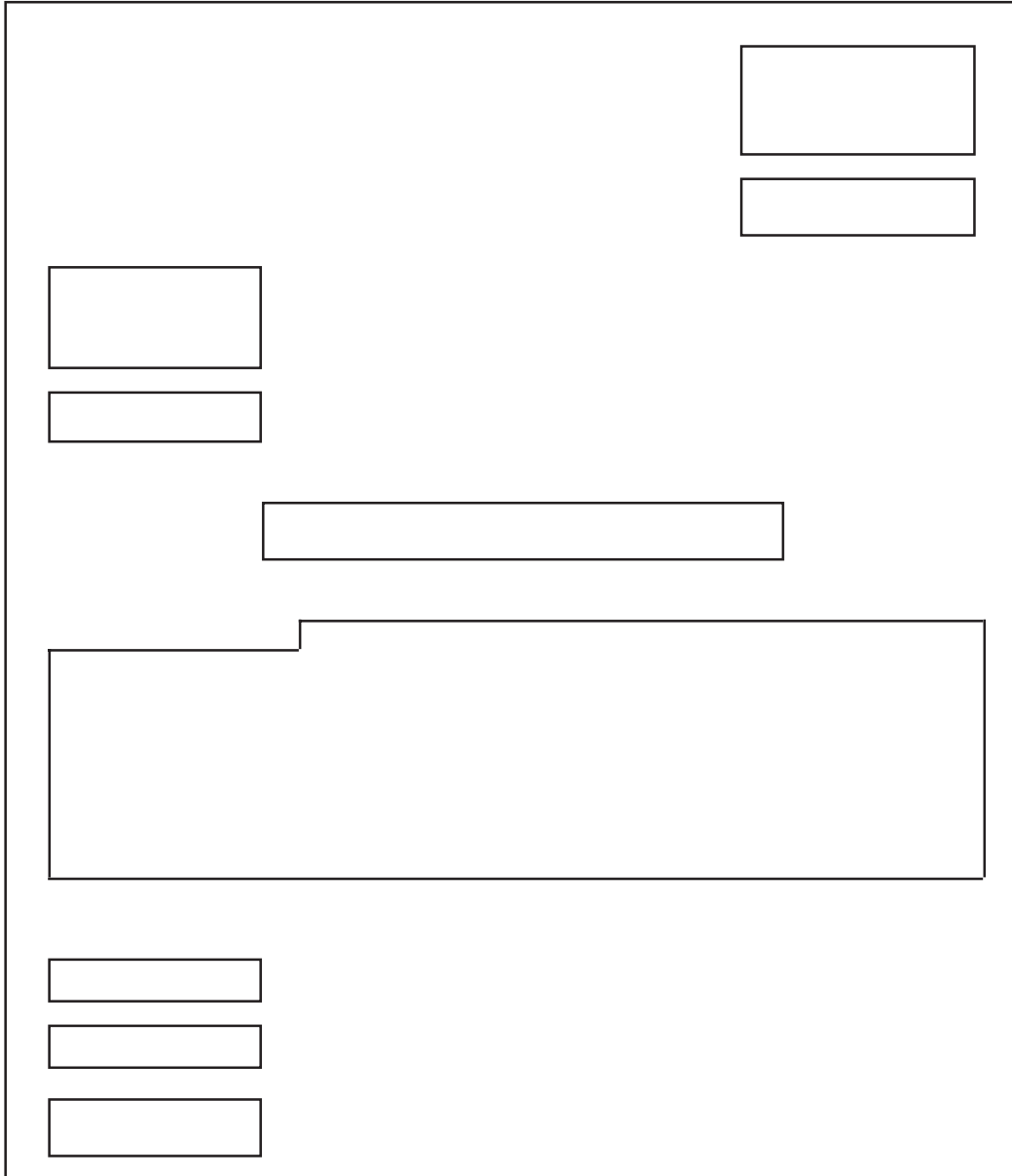
- We all have to write formal letters in professions for different purposes.
- We must learn the accepted format and the art of writing of formal letters.
- We must write precisely using legible handwriting.

(10 Minutes)

**Criteria for assessment and evaluation :**

- Identifies the specific parts of a formal letter.
- Accepts the need to use the correct format in writing formal letters.
- Uses the right format to write official letters.
- Writes official letters in day to day life.
- Enjoys working in groups.

Fix the relevant parts of the letter



**Annexe 7.13.2**

Yours sincerely,

Dear Sir/Madam

No. 48, Temple Road,  
Kurunegala.

K.N.S. Samaraweera

I would like to apply for the post of Trainee Computer Programmer advertised in the Sunday Observer on the 15<sup>th</sup> May 07.

I look forward to hearing from you.

I am 24 years old and got through the G.C.E. A/L in the Commerce stream.

15<sup>th</sup> May 2007.

Post of Trainee Computer Programmer

I enclose details of my previous work experience.

I have also followed a basic computer course at I.D.M. Kurunegala.

The Personnel Manager,  
ABC Company Limited,  
Galle Road,  
Colombo 03.

Signature

**Annexe 7.13.3**

Your school library lacks proper reading materials for the students. As the school librarian, write a letter to a welfare organization in your area requesting donations for the school library. Mention the type of books and magazines the students like to read and what they need in their studies.

No. 48, Temple Road,  
Kurunegala.

15<sup>th</sup> May 2007

The Personnel Manager,  
ABC Company Limited,  
Galle Road,  
Colombo 03.

Dear Sir/Madam,

**Post of Trainee Computer Programmer**

I would like to apply for the Post of Trainee Computer programmer advertised in the Sunday Observer on the 13<sup>th</sup> May 2007.

I am twenty four years old and got through the G.C.E.A/L in the Commerce Stream.

I have also followed a basic computer course at I.D.M. Kurunegala.

I enclose details of my previous work experience.

I look forward to hearing from you.

Yours sincerely,

.....  
Signature

K.N.S. Samaraweera

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

**Competency** : Writes compositions using argumentative and expository writing.

**Level 7.14**

**Activity 7.14** : Let's express our views strongly.

**Time** : 40 minutes

**Quality Inputs** : 

- An enlarged copy of the task given in annexe 7.14.1
- A topic given in annexe 7.14.2

**Learning-Teaching Process :**

**Step 7.14.1** : 

- Display the task given in annexe 7.14.1
- Get some volunteers to speak about the use of polythene using the phrases and the facts given in the task.
- Lead a discussion to highlight the following:

- When we want to support our idea we use phrases like.

I believe ..... , I strongly believe .....

In my opinion ..... , According to my point of view .....

And therefore ..... , As a result of .....

- When we want to negate an idea we use

but ..... , on the contrary .....etc.

Accept any possible answer for step 7.14.1

(10 minutes)

**Step 7.14.2** : 

- Put the students into four/five groups.
- Write the topic given in annexe 7.14.2 on the blackboard.
- Ask the students to list out the facts " for" and "against" the given topic.
- Get the students to write an article on "Should women go out to work ?" using the relevant phrases they learnt earlier and the facts

- Step 7.14.3** :
- Get them to display their articles.
  - Get the students to comment on others' work.
  - Lead a discussion to highlight the following:

- We should use the appropriate language expressions to convey our ideas clearly and strongly.  
(Allow students to copy down the task if necessary).  
Possible facts :-
  - I believe that women too can support family income.
  - I strongly believe that women can contribute a lot to the development of the country.
  - I don't think that they can cope up with the heavy work load of office and home.
  - I believe that children are neglected when women go out to work
  - I think women have to spend much money on domestic helpers, transport etc..... when they go out to work.

(15 minutes)

### **Criteria for assesement and evaluation**

- Uses language phrases to express personal views effectively.
- Accepts the fact that there are some phrases used for expressing views strongly.
- Writes a composition argumentatively.
- Works cooperatively.
- Develops creativity.

**USE OF POLYTHENE BAGS**

<ul style="list-style-type: none"> <li>- I believe .....</li> <li>- I strongly believe .....</li> <li>- In my opinion .....</li> <li>- According to my point of view ...</li> <li>- And therefore .....</li> <li>- As a result of .....</li> <li>- But .....</li> <li>- On the contrary .....</li> <li>- I think ....</li> </ul>	<ul style="list-style-type: none"> <li>- They are easy to use.</li> <li>- They are cheap.</li> <li>- They pollute the environment when they are disposed.</li> <li>- They clog the drainage lines and cause flood.</li> <li>- They never degrade.</li> <li>- They cause untimely deaths of animals when they happen to eat polythene.</li> <li>- They can be recycled.</li> <li>- They can be reused.</li> <li>- Carelessly thrown bags harm the beauty of the environment.</li> <li>- It is not easy to get rid of using polythene.</li> <li>- They make the soil unfertile</li> </ul>
<p><i>E.g.</i> I believe that polythene bags pollute the environment when they are disposed.</p>	

**Annexe 7.14.2**

<p>Should women go out to work?</p>
-------------------------------------

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

**Competency Level 7.15** : Develops an accurate and independent style of writing.

**Activity 7.15** : "Lets write using our own style".

**Time** : 40 minutes

**Quality Inputs** : • An enlarged copy of the text given in 7.15.1

**Learning-Teaching Process** :

- Step 7.15.1** :
- Display the text given in annexe 7.15.1
  - Get the students to read the texts and comment about each.
  - Discuss the differences of the writing styles of the texts.
  - Lead a discussion to highlight the following:

- Style of writing differs from person to person.
- One's exposure to a wide variety of reading materials may influence his/her style of writing.

Facts to be discussed for step 7.15.2

Text A

- Facts are directly stated.
- Scientific jargon is used.

Text B

- Language is simple.
- Gives only a discription.
- Writer's view is presented logically.

Text C

- Rich vocabulary is used.
- There's an easy flow in the language used.

( 10 minutes)

- Step 7.15.2** :
- Group the students
  - Write the topic 'My favourite person' on the blackboard.
  - Get the students to discuss the facts they are going to write in groups.
  - Get the students to write the description individually.

( 20 minutes )

### Step 7.15.3

- Get all the groups to display their writing.
- Ask each group to read and comment on each other's writing.
- Lead a discussion to highlight the following:

- Writings vary due to following reasons:-
  - Use of simple / advanced vocabulary.
  - Use of simple / compound / complex sentences.
  - Use of adjectives / adverbs / figurative language.
  - Use of short/long paragraphs.
  - Use of indirect/ direct speech.
- Use of the above features differs from person to person and develops one's own style of writing accordingly.

( 10 minutes )

### Criteria for assessment and evaluation

- Identifies different styles/types of writing.
- Appreciates others' writings.
- Writes creatively and accurately.
- Shares ideas with others.
- Works collaboratively in groups.

**Text A**

**Trees**

As vascular plants, trees are organized into three major organs: the roots, the stems, and the leaves. The leaves are the principal photosynthetic organs of most higher vascular system to the rest of the plant so that free exchange of nutrients, water, and end products of photosynthesis ( oxygen and carbohydrates in particular) can be carried to its various parts.

**Extracted from Encyclopedia Britanica**

**Text B**

**Trees - We need them**

Trees are very useful to us. Both man and animals get different kinds of foods from them. They also give us shade, oxygen, timber, firewood for cooking and valuable medicines. We need trees to stop soil erosion.

The timber from trees are used to make furniture, boats and to build houses.

It takes only an hour or two to cut down a big tree, but it is nature's gift to us, we should not cut a tree without planting another tree in its place.

**Extracted from Junior Observer**

**Text C**

**Plants are our life**

" If there are no plants on Earth, there will be no life," many say. Like water, plants too are important to human existence. Both plants and animals are 'living things', but plants provide mankind many valuable things.

Plants are the most abundant and precious living thing on Earth because they produce oxygen during the chemical process called photosynthesis. It is through this process that plants make food for their growth Oxygen is something all living creatures need to survive. So we can say plants are not only food factories, they are also air factories. People say humans are the greatest and animals are very important too. However, neither has the ability to produce their own food like plants. As a result, all living beings depend on plants.

Plants not only give us oxygen, we get medicine and even food from plants. Also, some parts of plants are used to make oils and perfumes.

Plants are our life. We need to protect them.

**Extracted from Junieur Observer**

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

**Competency Level 8.17 :** Distinguishes various language functions.

**Activity 8.17 :**

**Time :** 40 minutes

- Quality Inputs :**
- Table given in annexe 8.17.1 (a).
  - Sentence strips given in annexe 8.17.1 (b).
  - Task sheets given in annexe 8.17.2

**Learning-Teaching Process :**

- Step 8.17.1 :**
- Put the table given in annexe 8.17.1 (a) on the board.
  - Place the sentence strips given in annexe 8.17.1 (b) on the table.
  - Get volunteers to take turns to come, pick up a sentence strip and read it aloud to the class.
  - Ask the rest of the students to listen and then identify the function.
  - Get the volunteers to paste it against the relevant function given in the table on the board.
  - When all the sentences have been read out and their functions have been identified, conduct a discussion to highlight the following.

- We use polite expressions in communication in order to strengthen relationships.
- We must learn to use appropriate language expressions according to the situation.

**Possible Answers : for step 8.17.1:**

<b>Function</b>	<b>Language Expression</b>
Promising	* I promise I'll be there on time.
Polite refusal	* Sorry, I don't have any money today.
Asking for permission	* May I use your telephone please? * Do You mind if I leave now?
Introducing oneself	* Let me introduce myself. I'm Vimukthi Weerakoon.

<i>Function</i>	<i>Language Expression</i>
Polite offer	* Would you like a cool drink?
Suggestion	* May I suggest another solution? * Let's play some music.
Giving directions	* Walk straight ahead and turn left.
Giving advice	* If I were you, I would take the morning train.
Expressing pleasure	* Nice to meet you. * It was nice seeing you again. Good bye.
Warning	* Be careful. The road is slippery. * Will you stop teasing me?
Apologizing	* I'm sorry. I won't be able to come to the meeting.
Inviting	* Would you like to come to my birthday party?
Offering help	* Shall I help you with your homework?
Polite request	* Would you mind opening the window, please?

(10 minutes)

- Step 8.17.2** :
- Put the students into five groups of six.
  - Distribute a copy of the task sheet given in annexe 8.17.2
  - Ask the students to complete the task within 15 minutes.

(15 minutes)

- Step 8.17.3** :
- Get each group to present the completed dialogues to the class in the form of mini role plays.
  - Make sure that all the members in each group take part in the role play.
  - Encourage other groups to add suggestions and give constructive feedback.
  - Conduct a discussion highlighting the following.

- There are expressions that are more appropriate than others for specific situations and specific roles.
  - The polite expressions we use should be different according to our relationship with the speaker.
- Eg. We use more polite expressions when we speak to a superior person than when we speak to a colleague.  
(You may get the students to copy down the mini dialogues if necessary).*

**Possible Answers**

**Group A**

A :-	Could you lend me 50 rupees, please?	Function
B :-	No, I'm sorry I don't have any money today.	Polite refusal
C :-	May I introduce myself? I'm Malinga Dias	Function
D :-	Hello! Nice to meet you.	Expressing pleasure
E :-	Would you like me to help you clean the classroom.	Function
F :-	Oh! Thank you.	Expressing pleasure

**Group B**

A :-	Could you lend me your ruler?	Function
B :-	No, I'm sorry I can't. I'm using it now.	Polite request
C :-	Shall we go for a walk?	Function
D :-	A good idea. Let's go.	Suggestion
E :-	You forgot to return my science notes.	Function
F :-	I'm sorry. I will return them this evening.	Promising

**Group C**

A :-	Can you please tell me how to get to the bank?	Function
B :-	Go, along the main road, then turn left. It's the second building on your right.	Giving directions
C :-	I have a severe headache.	Function
D :-	Why don't you take two aspirins?	Suggestion
E :-	Mr. Ahangama, I would like to introduce my friend Alan Grant.	Function
F :-	Hello, Nice to meet you/ How do you do? / Glad to meet you/ It's a pleasure to meet you.	Expressing pleasure

Group D

A :- Would you like <u>a cup of tea</u> ?	Function
B :- <u>No, Thank you / No, Thanks. I've just had one.</u>	<u>offering</u>
	<u>Polite refusal</u>
-----	
C :- I got through my O/L exam with eight A's.	Function
D :- <u>Congratulations!</u>	<u>Expressing pleasure</u>
-----	
E :- Shall we go <u>to the canteen</u> ?	Function
F :- I'd like to <u>but, I can't. I have to finish this assignment.</u>	<u>Polite refusal</u>

Group E

A :- Madam, May I <u>go out</u> ?	Function
B :- Yes, you may.	<u>Asking for permission</u>
-----	
C :- My pet dog died yesterday.	Function
D :- I'm sorry <u>to hear that.</u>	<u>Expressing sorrow</u>
-----	
E :- Will you stop disturbing me?	Function
F :- I'm sorry, I <u>won't do it again.</u>	<u>Apologizing</u>

(15 Minutes)

**Criteria for Assessment and Evaluation :**

- Uses appropriate language functions in communication.
- Accepts the importance of using appropriate and polite language expressions in communication..
- Selects suitable language functions appropriate to the situation.
- Builds confidence to speak in front of a group.
- Uses polite expressions in speaking to others.

**Annexe 8.17.1 (a)**

<b>Function</b>	<b>Language Expression</b>
Promising	
Polite refusal	
Asking for permission	
Introducing oneself	
Polite offer	
Suggestion	
Giving directions	
Giving advice	
Expressing pleasure	
Warning	
Apologizing	
Inviting	
Offering help	
Polite request	

Annexe 8.17.1 (b)

Shall I help you with your homework?

Would you like a cool drink?

Nice to meet You.

Let's play some music.

Would you like to come to my birthday party?

May I suggest another solution?

May I use your telephone please?

Would you mind opening the window please?

It was nice seeing you again, Good bye!

I'm sorry, I won't be able to come to the meeting.

Will you stop teasing me?

Be careful! The road is slippery.

If I were you, I'd take the morning train.

I promise I'll be there on time.

Let me introduce myself, I'm Vimukthi Weerakoon.

Walk straight ahead and turn left.

Do you mind if I leave now?

Sorry, I don't have any money today.

**Task sheet for Group A**

Complete the three mini dialogues using appropriate questions or responses, and then write the function.

A :- Could you lend me 50 rupees, please?

Function

B :- No, .....

C :- May I introduce myself? I'm Malinga Dias

Function

D :- .....

E :- Would .....?

Function

F :- Oh! Thank you

**Task sheet for Group B**

Complete the three mini dialogues using appropriate questions or responses, and then write the function.

A :- .....

Function

B :- I'm sorry. I'm using it now.

C :- Shall we ..... ?

Function

D :- A good idea. Let's go.

E :- You forgot to return my science notes.

Function

F :- I'm sorry. I will .....

**Task sheet for Group C**

Complete the three mini dialogues using appropriate questions or responses, and then write the function.

A :- Can you please tell me how to get to the bank?

Function

B :- .....

C :- I have a severe headache.

Function

D :- Why don't you .....?

E :- Mr. Ahangama, I would like to introduce my friend Alan Grant.

Function

F :- .....

**Task sheet for Group D**

Complete the three mini dialogues using appropriate questions or responses, and then write the function.

A :- Would you like .....

Function

B :- .....

Function

C :- I got through my O/L exam with eight A's.

Function

D :- .....

E :- Shall we go to the canteen?

Function

F :- No, .....

**Task sheet for Group E**

Complete the three mini dialogues using appropriate questions or responses, and then write the function.

A :- Madam, May I .....

Function

B :- Yes, you may.

C :- My pet dog died yesterday .

Function

D :- I'm .....

E :- Will you stop disturbing me?

Function

F :- I'm sorry, .....

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

**Competency Level 8.18 :** Expresses ideas relevant to various fields using appropriate jargon.

**Activity 8.18 :** Let's discuss how to use appropriate jargon in various situations.

**Time :** 40 minutes

- Quality Inputs :**
- A copy of the set of cards given in annexe 8.18.1
  - A copy of the headings given in annexe 8.18.2
  - A copy of the task sheet given in 8.18.3

**Learning-Teaching Process :**

- Step 8.18.1 :**
- Distribute the word cards given in annexe 8.18.1
  - Write the 'headings' given in annexe 8.18.2
  - Get the students to read the words given and fix / paste them in the relevant column.
  - Lead a discussion to highlight the following:

- There are words and phrases which are specific to certain professions/ fields. These words have special meanings depending on the field.  
e.g. virus has different meanings in computer jargon and medical jargon.

We must learn to use them appropriately in order to convey the meaning across.

Answers

<b>computer- science</b>	<b>legal</b>	<b>medical</b>	<b>military</b>
mouse	bench	diagnose	platoon
firewall	verdict	sutures	mess
log on / log off	sentence	admit	combat
download	prosecute	bed hed ticket	operation
virus	complaint	OPD	ambush
browse	plead guilty	stethoscope	court martial
website			

( 10 minutes)

- Step 8.18.2**
- Put the students into group of four/ five.
  - Get each group a copy of task sheets given in annexe 8.18.3
  - Ask them to do the task.

( 15 minutes)

### Step 8.18.3

- Get each group to act out the completed dialogues.
- Lead a discussion highlighting the following:

- When we express ideas relevant to various fields we must use appropriate words and phrases in order to communicate effectively.

Answers

#### Dialogue 1 :

- a. clicking the mouse
- b. select the location
- c. press and hold the up arrow key
- d. left and right arrow keys to steer .

#### Dialogue 2

- a. access the internet
- b. browser is not working.
- c. logoff and restart the computer

#### Dialogue 3

- a. monitor working properly?
- b. the mouse and the key board.
- c. shutdown

( 15 minutes)

### Criteria for assessment and evaluation

- Expresses ideas relevant to a specific profession using appropriate jargon.
- Accepts the necessity to use words and phrases related to a particular subject
- Identifies words and phrases relevant to different fields / professions.
- Work cooperatively
- Builds up confidence in using appropriate jargon.

**Annexe 8.18.1**

mouse	ambush	virus	court martial	mess
bench	diagnose	verdict	platoon	plead guilty
sutures	sentence	prosecute	operation	O.P.D
complaint	admit	firewall	stethoscope	combat
download	website	log on/log off	bed head ticket	browse

**Annexe 8.18.2**

computer science	legal	medical	military
------------------	-------	---------	----------

**Annexe 8.18.3**

Complete the dialogue using the phrases given below

**Dialogue 1**

Two friends are talking about a computer game

Saman: Have you played 'Need for speed'?

Kamal: No, how do you play it?

Saman: First you select the car you like by (a).....

Then you have to (b)..... .After that you can start.

Kamal How do I increase the speed of the car?

Saman (c).....

Use the .....

Kamal O.K, thank you. I'll try.

select the location , left and right arrow keys to steer ,  
press and hold the up arrow key, clicking the mouse .

## Dialogue 2

You are in an internet cafe, but cannot access the internet.

- Nelum : I can't. (a).....  
Can you help me?  
Assistant : I think your (b).....  
Nelum : What should I do?  
Assistant : Why don't you. (c).....  
and try again.

browser is not working , access the internet ,  
log off and restart the computer.

## Dialogue 3

Your computer is not working properly and you call the dealer. The dealer wants you to explain the problem.

- Nalinda : My computer doesn't work when I switch it on.  
Dealer : Is your (a).....?  
Nalinda : I think so but I am not sure.  
Dealer : Do you hear any sound when you switch it on?  
Nalinda : Yes, but (b).....  
do not work. I can't (c).....the machine.  
Dealer : O.K, In that case we must check (d).....  
Can you bring the machine here?  
Nalinda : All right.

shutdown , monitor working properly ,  
the motherboard , the mouse and the keyboard.

## 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 in a certain grade.

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

It is necessary that the students should identify which competencies out of the competencies given in the course are achieved and to what extent 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 concerning 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 process 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 assessment type with instructions to the students and the teacher. The teacher is expected to introduce these tools at the beginning of each activity group. Some of the activity types that can be used to extend learning and teaching are given below.

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

The third part of the Instructional Manual is dedicated to extended learning teaching

## Extended Learning Teaching Tool

### Tool 01

01. Period of Evaluation :- 2<sup>nd</sup> Term
02. Competency levels involved :- 3.5,3.7,4.9,5.2,5.4,5.5,9.5,5.15,6.7,6.9,6.10, 8.8,8.9,8.18.
3. Relevant skills involved :-
- Listening
- Listens and transfers information to other forms.
  - Takes notes from oral presentations.
- Speaking
- Understands conveys short messages.
  - Gives and asks for information appropriately.
- Reading
- Updates the vocabulary with the help of external resources.
  - Extracts specific information from a text.
  - Reads for pleasure as well as for information.
  - Thinks beyond a text producing various ideas and suggestions.
- Writing
- Uses simple,compound,complex sentences in appropriate context.
  - Constructs passive sentences.
  - Constructs meaningful and logical passages integrating suitable grammatical functions.
04. Nature of the tool :- Preparing a booklet in Domestic Accidents.
05. Objectives of the tool :
- Explores external resources in order to extract necessary information.
  - Takes down notes on required information.
  - Writes logical paragraphs on given topics.
  - Prepares a booklet including necessary information
06. Instructions for the implementation of the assessment tool.

### Instructions to the teacher

Preparation for the task :

- At the beginning of the 2<sup>nd</sup> term make the students aware of the assessment tool.
- Put the students into groups and get them to appoint a leader for each group.
- Instruct each group to collect information about common domestic accidents, preventive measures and first aid. Encourage the students to extract information from various resources such as newspapers, internet, T.V, magazines etc. They may even interview peers, neighbours or anybody else they think necessary to gather information.
- Inform the students of the date to hand over the prepared booklets.

### Implementation of the task

Step	Task	Period
1	Extracting information on domestic accidents, preventive measures and first aid from various sources.	two weeks.
2	Preparing the booklet.	One week.
3	Exchanging the booklets among groups	One week.

### Instructions to the students

- Find as much information as possible from various resources( news papers, T.V, internet, magazines, news broadcasts etc.) about domestic accidents, preventive measurers and first aid. You may even talk to adults,peers and professionals and collect information.
- Select a leader for your group. The appointed leader should assign the following duties among the group members.

Duties assigned	Done by
<ul style="list-style-type: none"> <li>• Writing about demestic accidents, preventive measures and first aid</li> </ul>	All members
<ul style="list-style-type: none"> <li>• Cover page</li> </ul>	One members
<ul style="list-style-type: none"> <li>• Illustrations</li> </ul>	One members
<ul style="list-style-type: none"> <li>• Editing</li> </ul>	Two members
<ul style="list-style-type: none"> <li>• Writing the edited copy in neat handwriting or type setting</li> </ul>	One member

- Complete the booklet and submit it on or before the deadline.

07) Criteria for Marking

Criteria Name	Uses appropriate vocabulary and grammatically correct sentences	Uses correct pronunciation and spelling	Expresses ideas clearly and effectively	Prepares a book review including required information	Completes the task on time

Banding of marks

Excellent	4-5
Good	3
Fair	2
Should be improved	1

## Extended Learning Teaching Tool

### Tool 2

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

2. Competency levels involved : 2.2,2.3,2.4,4.8,5.13,5.14,5.15,6.10,7.14,7.15

3. Relevant skills involved :

Reading :

- Infers figurative and connotative meanings of words and phrases
- Infers elipted information
- Infers implied information
- Thinks beyond a text producing various ideas and suggestions.
- 

Writing :

- Uses the full stop and question mark appropriately.
- Uses apostrophes and inverted commas.
- Uses commas with understanding
- Constructs meaningful and logical passages intergrating suitable grammatical functions.
- Writes compositions using argumentative and expository writing.
- Develops an accurate and independent style of writing.

4. Nature of the tool :- Preparation of a booklet of biographies

5. Objectives of the tool

- Reads children's novels for pleasure
- Learns to appreciate a text.
- Expresses opinions convincingly
- Writes a book review including necessary information.

6. Instructions for the implementation of the assessment tool.

Instructions to the teacher

Preparation for the task :

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

Step	Task	Period
1	Distribute the task sheet/get students copy the task sheet.	Two weeks
2	Get students to read a novel of their choice individually	Two weeks
3	Ask students to prepare their book review including necessary information. Set a date for handing over the completed book reviews.	Two week

### Instructions to the students

Do the following task

<ul style="list-style-type: none"> <li>• Read any children's novel you like. ( You may choose abridged versions)</li> <li>• Take down notes under the following:-</li> </ul> <ol style="list-style-type: none"> <li>1) Details of the novel. <ul style="list-style-type: none"> <li>Title of the novel :-</li> <li>Name of the author:-</li> <li>Name of the publisher:-</li> <li>Year of publication:-</li> <li>Main theme of the novel :-</li> </ul> </li> <li>2) Description of your favourite character:-</li> <li>3) Reasons why you like him/her:-</li> <li>4) Your opinion of the novel :- <ul style="list-style-type: none"> <li>• Write a book review with the help of the notes you made.( Use about 1500 words.)</li> </ul> </li> </ol>
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- Handover the completed book review to the teacher on or before the deadline

Criteria for marking :

Criteria name	Uses appropriate vocabulary and grammatically correct sentences	Uses correct punctuation and spelling	Expresses ideas clearly and effectively	Prepares a book review including relevant information	Completes the task on time	Total

**Banding of marks**

Excellent	4-5
Good	3
Fair	2
Should be improved	1