

# ENGLISH

GRADE 9

## Teacher's Instruction Manual



*Department of English  
Faculty of Languages, Humanities and Social Sciences  
National Institute of Education.  
2009*

**Teacher's Instructional Manual - English**

**Grade 9**

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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 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. Lal Perera**

Director General

National Institute of Education

# Preface -

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

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

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

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

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

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

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

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

This new learning culture, would produce students who could meet the challenges of the modern world.

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## **Introduction to the subject**

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

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

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

The syllabus of Grade Seven consists of eight main competencies and twenty-one competency levels under them. The recommended teaching learning methodology is included in the syllabus document of Grade 9 and the methodology suggested there will help the teachers to organize their teaching learning process in a more meaningful way.

This Teacher's Instructional Manual with a series of activity plans will be immensely helpful to you in developing more activities for the twenty competency levels along with the Grade 9 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 9**

## **English Language Syllabus for Grade 9**

### **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**

From No: 5 - 22 pages insert the syllabus

## **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 all the English teachers must be English trained teachers' and have a thorough knowledge of language teaching methods.

### **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 advised to participate in these workshops.

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

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

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

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

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

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

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

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

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

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

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

## 2 Classroom Techniques

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

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

## 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 learning/teaching 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 far the learner has progressed. able to perform relative to a fixed criterion based on an estimation of what is reasonable to demand from learners at the relevant point in their development during a particular stage of the course.

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

## Learning - Teaching Methodology

**In deciding the Learning – Teaching methodology of English, attention has been paid to develop student competencies through ‘Exploration’ by students, which would develop their competencies. In the 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 poor 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 interaction that later results in a dialogue. Through questioning the teacher leads the student from the known to the unknown, and from simple to complex.

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

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

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

- To gain 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 of the exploration the 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 groups to explore the problems from different angles. It is also important to direct the discussion and to engage students effectively in the activity using the resources available. When the students get used to this, they will develop self discipline, sincerity, listening to others, and gain the ability to work with others, helping each other, managing time, achieving qualitative outputs and skills that are essential to daily life.

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

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

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

It is the responsibility of the teacher that the learning – teaching process in the classroom occurs as expected. Assessment and ‘**Evaluation**’ should be used to achieve the above within the learning – teaching situation by the teacher. During the exploration stage the teacher assesses the students and during the explanation and elaboration stages the teacher could evaluate the students through observation. When the students engage in Step 3, the teacher can do an evaluation. Assessment and Evaluation are described separately at a later stage in this book.

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

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

## Proposed Term Plan - Grade 9

1 <sup>st</sup> Term	2 <sup>nd</sup> Term	3 <sup>rd</sup> Term
1.5	3.6	4.6
2.5	4.5	5.6
3.5	5.5	7.9
4.4	6.2	6.8
5.4	8.11	6.9
7.7	6.7	8.13
	7.8	
	8.12	

- ◆ Proposed number of competency levels for each term is given here for the teachers to plan their activities in the Teacher's Instructional Manual, an example of an activity plan is given for each competency level.
- ◆ Teachers are advised to prepare additional activity plans to develop the competency levels according to the proficiency level of the students, referring to the grade nine book.
- ◆ The number of periods allocated for each competency levels is given in the syllabus document. But it is not necessary to complete all the allocated periods at one go.
- ◆ Do all the competency levels suggested for the term alternatively so that the students will consolidate what has been taught.
- ◆ The extended assessment tools are based on the proposed competency levels, therefore the students' achievements will also be assessed accordingly.
- ◆ It is always beneficial for the learner to revise the completed competency levels regularly with more support activities if needed.

## General Instructions

- \* Read the Teacher's Instruction Manual (TIM) attentively.  
Exemplary activity plans based on the competency levels mentioned in the syllabus are given in the TIM.
- \* You are expected to prepare your own activity plans for the competency levels in the syllabus.  
Pay attention to the given time.
- \* You can make use of the activities given in the Pupils Text Book to develop the competency level of the pupils.
- \* You are free to select suitable activities and lessons from the TIM and the Text Book depending on the level of your pupils.

### Engagement -

- Make sure almost all the students are involved in the task.
- Arouse curiosity with regard to the new content
- Create interest.
- Make use of attractive visuals.
- Use simple and clear instructions.
- Avoid ambiguity.
- Let students to express their views about the topic /content first.(Elicits responses that uncover what students think or know)
- The first activity should be a guide for the activity in the exploration stage.

### Exploration -

#### *Task:*

- Let them involve in a task, which has an information gap among the groups.

#### *Task sheets:*

- At least two task sheets should be given to each group to get the maximum participation of the students
- Task sheets should be clear and simple for the students.

#### *Group work:*

- The maximum number of pupils in a group should be five.
- Let everyone to be a leader voluntarily (Rotate the leadership).
- Encourage them to use English language to the maximum.
- Let them involve in their learning and to be the produces of their learning.
- Get almost all the group members to engage in the task (equal participation).
- Do not allow one or two members to dominate.
- You are expected to help the students when and where necessary.

### Explanation -

- Each group should be given an opportunity to present their findings/ products.
- Get each member of the group to present. (Do not allow the same student to do the presentation)
- Note down the mistakes they do for the discussion in the elaboration stage Do not disturb them and show their mistakes during the presentation.
- When one group does the presentation, get other groups to listen attentively taking down important facts or points.

### Elaboration -

- The information which was not mentioned during the explanation stage should also be highlighted.
- Encourage students to apply and extend concepts and skills in new situations.

### Evaluation -

- This is an ongoing process.
- Can be done through out the lesson according to the selected criteria.
- Observe students when they apply new concepts.
- Let students to assess their own learning and group process skills.

## **Activity continuum**

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

**Competency Level 1.5.** : Constructs English sentences orally with proper articulation

**Activity 1.5 A** : Let's have fun with consonant clusters

**Time** : 40 minutes

**Quality Inputs** :

- A poster of the examples of tongue twisters given in annexe 1.5.A.1 and sentences given in annexe 1.5.A.2
- A poster and copies of the poem given in annexe 1.5.A.3
- A poster of the grid given in 1.5.A.4
- A poster of the song given in annexe 1.5.A.5
- Copies of the task sheet given in annexe 1.5.A.6
- Copies of annexe 1.5.A.7
- A mask (Prepared by students)

**Learning Teaching Process**  
**Step 1.5.A.1**

- :
- Display the poster given in annexe 1.5.A.1 and 1.5.A.2 on the board.
  - Wear the mask and act it out while reading aloud the tongue twister and the sentences.
  - Get the whole class to read.
  - Ask the students to identify the words which are difficult to pronounce in the text
  - Lead a discussion to highlight the following :

- Correct pronunciation is important in speaking English
- A consonant cluster is a combination of two or more consonants

school - /sku:l/      Sponge - /Spʌndʒ/  
street - /stri:t/      Squirrel - /Skwɪrəl/

smart - /sma:t/      Kettle - /ketl/  
desk - /desk/      fiddle - /fɪdl/

- In some words consonant clusters are in the initial position  
e.g. school , smart , sponge, skill, squirrel
- In some words consonant clusters are in the final position.  
e.g. desk , risk , rusk , kettle, bottle, fiddle, kindle
- Through a lot of practice we can learn better pronunciation.

Expected answers

desk , rusk , risk, mask, brisk

(10 minutes)

1/

**Step 1.5.A 2**

- :
- Put the students into five groups and name them as A ,B ,C, D ,E
  - Distribute a copy of the poem given in annexe 1.5.A.3 to each group.
  - Get each group to read the poem and underline the words with the consonant clusters in the initial position.
  - Get each group to present their findings
  - Display the posters in annexes 1.5.A3 and 1.5 A 4 on the board.
  - Let each group write their answers in the relevant columns of the grid given in annexe 1.5. A 4
  - Get other groups to comment on the answers
- ( 10 minutes )

**Step 1.5.A 3**

- :
- Display the the song given in annexe 1.5.A 5
  - Sing the song
  - Let the students practice the song in groups
  - Get each group to sing the song.
  - Remove the poster of the song given in annexe 1.5.A 5.
  - Distribute the task sheet given in 1.5.A.6
  - Get each group to complete the missing words in the song.
  - Get each group to present their completed songs.
  - Get other groups to comment on the answers.
  - **Lead a discussion to highlight the following**

- It is very important to learn the correct pronunciation of words with consonant clusters either in initial position or final position in meaningful contexts.
- Correct stress and intonational also should be used in speech.  
Stress - To pronounce a particular word or a part of a word (syllable) more loudly or with greater force than other words or syllables  
Intonation - The way in which your voice rises or falls when you speak
- The following contexts can be used for further practice  
e.g. dialogue , conversation, songs, announcements,

Expected answers for the annexe 1.5.A.3

smart	school	stripes
street	scrap	stars
clean	clothes	white

Expected answers for annexe 1.5.A 3.

- snow
- street
- spreading strips
- creeping
- desk

### Step 1.5. A .4

- Distribute the copies of the mini stories given in annexe 1.5. A 7.
- Get each member in the group to read the stories.
- Get others to comment on the pronunciation.

### Criteria for Assessment and Evaluation

- Identifies the pronunciation of consonant clusters.
- Accepts the importance of pronouncing consonant cluster properly.
- Pronounces the words with consonant clusters accurately
  - Gains confidence for better pronunciation
- Enjoys collaborative learning.

### Annexe 1.5.A1

#### *Tongue Twister*

Little Jack jumped on to the desk  
Wearing a mask  
The jump was brisk  
He knows it's not a risk  
Co'z he longs for the rusk  
On the rack

### Annexe 1.5. A 2

#### **Speak out the sentences given below:**

1. My grandmother uses a stick when she walks.
2. It is a risk to eat too much of sweets.
3. Please, bring me a glass of milk.
4. Remove your socks and wash them quickly.
5. Stick the skirt and put it on the rack.
6. Wear a mask when cleaning cobwebs.
7. Peel the husk and scrape the coconut.
8. Scrub your dirty knees twice a day.
9. Select the best shield for hardles
10. Post the parcel by express mail.

**Annexe 1.5. A 3**

\* Read the following rhyme and underline the words with consonant clusters in the final position.

Old king Cole was a merry old soul  
And a merry old soul was he  
And he called for his f  
He called for his bowl  
And he called for his fiddlers three  
Every fidder had a fine fiddle  
A very fine fiddle had he  
Two diddle diddle diddle  
Two diddle diddle diddle  
Two diddle diddle dee

**Annexe 1.5.A 4**

**The grid**

<b>Group A</b>	<b>Group B</b>	<b>Group C</b>	<b>Group D</b>	<b>Group E</b>
1				
2.				
3.				
4.				
5.				
6				
7				

## The Song

1. She 'll be coming through the snow, when she comes //  
She'll be coming through the snow ///  
When she comes.
  
2. She ' ll be coming along the street, when she comes //  
She'll be coming along the street ///  
When she comes.
  
3. She'll be spreading strips of papers when she comes //  
She'll be spreading strips of papers ///  
When she comes
  
4. She'll be creeping with a fiddle when she comes //  
She'll be creeping with a fiddle the desk ///  
When she comes
  
5. Yes, she knows it's a risk when she creeps //  
Yes she knows it's a risk ///  
When she creeps.

Chorus – singing ai ai hippy hippy ai.....

**Annexe 1.5. A 6**

**Complete the missing words in the following song.**

***The Song***

1. She 'll be coming through the ....., when she comes ///  
She'll be coming through the ..... ///
- When she comes.
  
2. She ' ll be coming along the ....., when she come //  
She'll be coming along the ..... ///
- When she comes.
  
3. She'll be ..... of papers when she comes  
She'll be ..... of papers ///
- When she comes
  
4. She'll be ..... with a ..... when she comes //  
She'll be ..... with a fiddle ///
- When she comes
  
5. Yes, she knows it's a ..... when she creeps //  
Yes she knows it's a ..... ///
- When she creeps.

Chorus – singing hi hi hippy hippy hi.....'

**Annexe 1.5. A 7**

- One day a teacher told her pupils that there was a 10 - foot snake in a box. One child stood up without any hesitation and said, “ You can't fool me teacher ..... snakes don't have feet.
  
- One day a girl was walking along the road wearing a tight skirt. She saw a bull coming towards. her and was scared. Although she tried to run she couldn't as her skirt was too tight . She fell down and screamed. The bull went away without paying any attention to her.

- Competency** : Identifies the sounds of the English Language.
- Competency Level 1.5.B** : Producess English sentences orally with proper articulation
- Activity 1.5B** : Let’s have fun with /t/ and /d/ / sounds.
- Time** : 40 minutes
- Quality Inputs** :
- A poster given in annexe 1.5.B.1 is put up on the board.
  - A copy of the game given in annexe 1.5.B.2 .
  - Copies of the task sheet given in annexe 1.5.B.3



**Learning Teaching Process  
Step 1.5.B.1**

- Display the poster given in annexe 1.5.B.1 is on the board.
- Read out the words.
- Let the students repeat the words.
- Play the game described in annexe 1.5.B.2
- Lead a discussion highlighting the following.

• Regular past tense verbs are pronounced differently according to the last sound of the verb to make in pronunciation easy.

E.g; /t/	/d/
liked	borrowed
scrapped	opened

**Learning Teaching Process :  
Step 1.5.1**

- Put the students into five groups.
- Distribute the task sheets in annexe 1.5.B.3
- Get the students to circle (  ) the words ending with / t/ sound.  
and draw a box (  ) encircling the words ending with (d) sound.

**Step 1.5.B. 3**

- Give a part of the text to each student.
- Get students to read out the text.

- **Lead a discussion to highlight the following**

- It is necessary to learn the different ways of pronouncing the regular past tense verbs accurately.
- If a verb ends in /p/, /k/, /f/, /s/, /sh ( ) / and /t / to form past tense with 'ed', the 'ed' should be pronounced as /t/
 

e.g.	/k/	/p/	/sh/	/t /
	worked	scraped	washed	watched
	linked	stopped	finished	marched
- If a verb ends in /w/, /v/, and /n/ and forms its past tense with 'ed', the 'ed' should be pronounced as /d/
 

e.g.	/w/	/v/	/n/
	borrowed	covered	opened
- For further information refer the phonetic dictionary.
- Answers for the activity in annexe 1.5.B.3
 

/t/	f	/d/
washed		borrowed
scraped		covered
worked		opened
liked		showed
asked		cleaned
mixed		
finished		

### Criteria for Assessment and Evaluation

- Identifies the correct pronunciation of regular past tense verbs.
- Accepts the importance of pronouncing regular past tense verbs appropriately.
- Pronouncing the regular past tense verbs accurately.
- Gains confidence for better pronunciation
- Enjoys collaborative learning.

### Annexe 1.5. B. 1

/t/	/d/
skipped	arranged
stopped	managed
looked	changed
cooked	gained
pushed	covered
reached	allowed

### Annexe 1.5.B. 2

#### Outdoor game

- Divide the class into two groups.
- Ask them to be in two lines.
- Keep two chairs 10 metres away from the students.
- Name the chairs as /t/ and /d/.
- Read out the words randomly.( words given in word list in annexe 1.5.B1
- The first two students in each line listen to the words attentively.
- The first student who runs to the correct chair, sits, and reads the word, will get one point.
- Continue this game until all the students get a chance.

### Annexe 1.5.B. 3

**Read the following passage and circle all the words that end with /t/ sound, and draw a box for all the words which end with the /d/ sound .**

Kumara decided to paint his living room. He borrowed a ladder and paint brushes from his neighbour, Mr. Perera. He bought a few cans of paint. First he cleaned the room, then he washed and scraped the walls. He covered all the furniture with sheets and opened the windows. He wanted to paint the walls blue. He mixed up a few shades of paint until he was happy with the colour. He painted the wall and liked the colour very much. He worked very hard and finished the job at 3.00a.m. Next day, he showed the living room to Mr. Perera who said it was very good. He asked Kumara to come and paint his son's house too.

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

**Competency Level 2.5** : Uses the exclamation mark appropriately

**Activity 2.5** : Let's show our feelings using an exclamation mark, appropriately.

**Time** : 40 minutes

**Quality Inputs** :

- Enlarged copies of the pictures given in annexe 2.5.1
- A set of expressions given in annexe 2.5.2
- Copies of the task sheet given in annexe 2.5.3
- Word cards given in annex 2.5.4

### Learning Teaching Process

**Step 2.5.1**

- Display the pictures given in annexe 2.5.1
- Keep the expressions given in annexe 2.5.2 face down on the teacher's table
- Get volunteers to take expression cards and paste them under the correct pictures.
- Get volunteers to act out the feelings using the expressions given under each picture.
- **Lead a discussion to highlight the following**

- An exclamation is a sound or word spoken to show surprise, pain, shock, greeting, sarcasm,
- Exclamation mark ( Br.E) exclamation point Am.E- a mark (!) written after the actual words that express very strong feelings

\* Br.E - British English  
Am.E - American English

Expected Answers to step 2.5.1

- Picture 1 : Happy New Year!
- Picture 2 : Wow ! You look beautiful!
- Picture 3 : You are very early today !
- Picture 4 : What a pleasant surprise!
- Picture 5 : Look out! A car is coming!
- Picture 6 : Get well soon!
- Picture 7 : Oh, no! Look at that car!
- Picture 8 : Ouch! My foot!

( 10 minutes)

### Step 2.5.2

- Put the students into five groups
  - Give each group the dialogue given in annexe 2.5.3
  - Get each group to read the dialogue and put the exclamation mark in the correct places.
  - Let two students from each group present the dialogue
- ( 10 minutes)

### Step 2.5.3

- Give each group a card with the words written on it - Annexe 2.5.4
  - Get them to write a short dialogue using the function words given in annexe 2.5.4
  
  - Get each group to present the dialogue.
- (10 minutes)

#### Lead a discussion to highlight the following

- The exclamation mark is considered an end punctuation.  
The sentence that follows should begin with a capital letter.  
e.g. **Ouch ! My foot**
  
- When the exclamation mark co-occurs at the end of a quotation,  
it comes within the quotation marks, and if more of the including sentences follows, no  
capital letter is used.  
e.g “ **How tall they are!**” he exclaimed in delight

#### Expected answers for step 2.5.3

*A group of students are watching an exhibition. Suddenly, they meet a friend.*

Nisal : Wow ! What a nice surprise to see you here

Gihan : Hello! Nisal! did you come all the way to Colombo to see this exhibition?

Nisal : Yes, of course! I've been eagerly waiting to see this exhibition.

Gihan : Shall we proceed then?

Nisal : Ouch! my foot! Somebody trampled my foot.

Gihan : Take it easy! You'll be all right.

Nisal : Look at that model of the solar system!

Gihan : How fantastic it is!

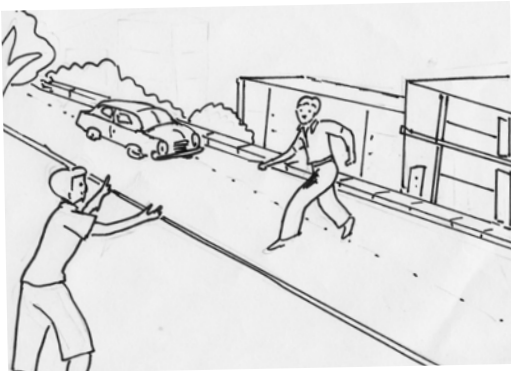
Nihal : I can't believe my eyes! See how cleverly they've made it.

#### Criteria for assessment and evaluation :

(10 minutes )

- Identifies the correct use of the exclamation mark.
- Accepts the importance of the use of the exclamation mark
- Uses the exclamation mark appropriately in writing.
- Gives constructive criticism.
- Works in pairs as well as in groups cooperatively.

Annexe 2.5.1



**Annexe 2.5.2**

Look out! A car is coming!

You are very early today!

Ouch! My foot!

Get well soon!

Wow, You look beautiful!

Oh, no! Look at that car!

What a pleasant surprise!

Happy new year!

**Annexe 2.5.3**

**Read the following dialogue carefully. Put the exclamation mark in the right places.**

*A group of students are watching an exhibition. Suddenly, they meet a friend.*

Nisal : Wow what a nice surprise to see you here.

Gihan : Hello Nisal did you come all the way to Colombo to see this exhibition ?

Nisal : Yes, of course, I've been eagerly waiting to see this exhibition.

Gihan : Shall we proceed then?

Nisal : Ouch my foot. Somebody trampled my foot.

Gihan : Take it easy. You'll be all right

Nisal : Look at that model of the solar system.

Gihan : How fantastic it is

Nisal : I can't believe my eyes see How cleverly they've made it.

**Annexe 2.5.4**

Shock

Admiration

Pain

Surprise

Greeting

Wish

Astonishment

Sarcasm

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

**Competency 3.5** : Listens to and transfers information into other forms.

**Activity 3.5** : Let's listen, mime and write

**Time** : 40 minutes

**Quality Inputs** : • A copy of a story in annexe 3.5.1  
• A copy of the song in annexe 3.5.2

**Learning Teaching Process** :

**Step 3.5.1**

- Tell the students that they are going to listen to a few instructions.
- Tell them some of them are going to be dragons others will be people, and a few others are trees.
- Ask them to decide who they want to be.
- Let dragons and people come from opposite directions.
- Instruct them to listen to the instructions and mime according to the characters.
- Check the movements and expressions
- **Lead a discussion to highlight the following**

Information could be transferred in many ways. Attentive listening is essential in any form of information transfer.

( 10 minutes)

- Step 3.5.2**
- Put the students into groups.
  - Get them to listen to the song in annexe 3.5.2 carefully and note down the important stages and facts in the song.
  - Ask them to write a story using the information collected from the song.

( 20 minutes )

- Step 3.5.3**
- Get each group to present their story. Let them act it out if possible.
  - Ask the other groups to comment.
  - Ask them to display their story to the class.
  - **Lead a discussion to highlight the following**

• When you listen attentively you can get information correctly. This information could be transferred into an action or a visual theme or it could also be transformed into another story.

( 10 minutes)

### Criteria for Assessment and Evaluation

- Agrees one should listen with a purpose.
- Transfers information into other form
- Gains confidence in transferring information
- Makes constructive comments.
- Works in groups co-operatively.

### Annexe 3.5.1

Think that you are dragons.

***Dragons: You are lying in the middle of the forest. You are not asleep but your eyes are closed. You are walking in the forest. You are walking between the trees. You are walking on soft ground. You don't want to make a noise. You stop for a moment. Look around you. Look up at the trees. Look up. Can you see the sky ? It is very quiet and it is a little dark, not very dark but slightly dark .You walk on, quietly, between the trees. You think there is something special in the forest today. You feel a little frightened, not very frightened but a little. You look at your friends but you don't speak.***

**Then you find magic wands on the ground. You think they are sticks but they aren't. They are magic wands. You pick them up. Suddenly you hear a noise! What can it be ? Dragons**

***Dragon! You hear a noise. You slowly open your eyes and you see some people! What do you think ? What do you feel ?***

## Annexe 3.5.2

### QUE SERA SERA

*When I was just a little girl  
I asked my mother  
" What will I be? Will I be pretty? Will I be rich?  
Here's what she said to me.*

*Chorus: " Que sera sera  
What ever will be, will be  
The future's not ours to see  
Que Sera Sera, what will be will be"*

*When I was just a child in school  
I asked my teacher  
What should I try?  
Should I paint pictures ? Should I sing songs?  
This was her quiet reply.*

*Chorus: Que Sera Sera.....*

*When I grew up and fell in love  
I asked my sweetheart  
" What lies ahead?  
Will we have rainbows, day after day?  
Here's what my sweetheart said.*

*Chorus: Que Sera Sera.....*

*Now I have children of my own  
They ask their mother.  
' What will I be?  
Will I be handsome? Will I be rich?  
I tell them tenderly:*

*Chorus: Que Sera Sera.....*

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

**Competency Level 3.6** :Listens to and reports information.

**Activity 3.6** : Let’s have fun in conveying messages.

**Time** : 40 minutes

**Quality Inputs**

- A set of sentence strips given in 3.6.1
- Copies of annexe given in 3.6.2

**Learning Teaching Process Step 3.6.1**

- Ask four volunteers to select a sentence strip kept on the teacher’s table and asks them to read each.
- Get the other students to form 4 circles
- Get the students to play the whispering game.
- Get the students who have the sentence strips to convey the message to one of the students in each group.
- Get them to convey the message to next student in a whisper.
- Gets the last student to say it could to the whole class.
- Let them have fun because the last message may be very different from the first message given by the teacher.
- **Lead a discussion to highlight the following.**

- Listening means understanding what is spoken.
- It is important to listen to a message attentively to be able to convey it to another person.
- The listener must select the information relevant for his purpose.

(10 minutes)

**Step 3.6.2**

- Group the students .
- Distribute copies of the listening text to each group.
- Get the group leaders to read out the listening text annexe 3.6.2
- Get the students to complete the task.

### Step 3.6.3

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

- Listening is an active process of perceiving and constructing meaning from a stream of sounds and responding to it appropriately.
- A shared knowledge of the real world, between the speaker and the listener is important for the total comprehension of the message.

Accepted answers for step 3.6.2

Text 1 - Grand mother we are not visiting you this week-end

Text 2 - Tharaka is not well. She won't be able to come.

Text 3 - There will be a book exhibition tomorrow.

Text 4 - The weather is stormy. Don't go fishing tomorrow. It's dangerous.

( 20 minutes )

### Criteria for assessment and evaluation

- Listens to various texts and conveys the message to another.
- Accepts the need to listen to various texts in day to day life.
- Conveys the information content orally to another.
- Practises listening skills to convey messages accurately.
- Provides constructive feedback.

### Annexe 3.6.1

1. Bring a sheaf of betel to celebrate Teacher's day.

2. Wash your white vest with washing powder.

3. Go to the garden to play a giggling game.

4. Put some potatoes in a plain plastic pot.

5. Sell gloves for gardeners and bags for golfers

6. Buy big black buttons for blue blouses

7. Blow brown balloons for the boys' band

## Annexe 3.6.2

### Listening Text 1

**Listen to the dialogue given below and convey the message to your grandmother.**

Mother	- Kasun, do you have something special during the weekend?
Kasun	- Yes mother, I'm having a Tree planting compaign at the weekend.
Mother	- Oh! we won't be able to visit grandmother.

### Listening Text 2

**Listen to the Telephone conversation and convey the message to your teacher.**

Tharaka	- Hello! Can I speak to Radhika ?
Radika	- Speaking.
Tharaka	- I'm Tharaka. I'm not well. Do we have drill practices?
Radika	- Yes. can you come?
Tharaka	- I'm sorry. I can't. Please inform the teacher.
Radika	- Sure. Bye.
Tharka	- Bye.

### Listening Text 3

**Listen to the announcement and convey the message to your friends.**

There will be a book exhibition at the main hall at 9.00 a.m. tomorrow.
---

### Listening Text 4

**Listen to the weather report and convey the message to your uncle who is going fishing.**

Due to the depression in the Bay of Bengal, tomorrow's weather will be variable across the country. The Northern peninsula will be cloudy with a little rain at times. The East coast will be clear and sunny, but high winds in the Southern coastal areas will make conditions dangerous for fishermen.
---

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

**Competency**

**Level 4.4** : Uses the dictionary and encyclopedia effectively.

**Activity 4.4 A** : Let's use the dictionary and encyclopedia.

**Time** : 80 minutes.

**Quality Inputs :**

- Copies of the dictionary page given in annexe 4.4.2 A
- Copies of annexe 4.4.3
- An enlarged copy of annexe 4.4.4
- Copies of the task sheet 4.4.5
- Copies of annexe 4.4.6
- Copies of annexe 4.4.7
- Pocket dictionaries.

**Learning Teaching Process.**

**Step 4.4.1**

- Write the four words given in annexe 4.4.1 on the board.
- Explain the game "Slap the board".
- Distribute copies of the dictionary page given in annexe 4.4.2
- Display the task given in annexe 4.4.3 on the board.
- Ask the students in the first row to come to the board.
- Instruct them to find the word class of the underlined words and slap it on the board.
- Continue the game with each row of students.
- **Conduct a brief discussion to highlight the following.**

- We use a dictionary to find the meanings of words. In addition, we can use it to find grammatical information and pronunciation.

e.g. : apple - n(noun) (c) - countable noun  
water -(noun) uncountable noun  
pretty - adj (adjective)

commemorate (v) verb  
happily - (adv) adverb

- When we look up a word in a dictionary it needs to be done quickly and it needs regular practice. Further, the word class of a word is given next to the word in abbreviated forms.

\* Encourage the students to use their own dictionaries.

**Slap the board** - The first person who finds the answer should run to the board and slap the word on the board.

Answers for 4.4.1  
answer, 10 marks is given to each correct answer

(a) verb (b) adjective (c) adjective (d) noun (e) adjective (f) verb (g) noun

**Step 4.4.2**

- Get the students into groups
- Distribute the copies of annexe 4.4.4 to each group.
- Get the students to copy the activity in their books  
(10 minutes)

**Step 4.4.3**

- Distribute the pocket dictionaries among the groups.
- Display an enlarged copy of annexe 4.4.5 on the board.
- Get the students to copy the activity in their books.
- Ask students to write different forms of words in the chart.  
(20 minutes)

**Step 4.4.4**

- Distribute the pocket dictionaries among the group.
- Distribute the copies of annexe 4.4.6 and annexe 4.4.7 among the groups.
- Get the group to complete the task  
(20 minutes)

**Step 4.4.5**

- Get each group to present their answers.
- **Conduct a discussion to highlight the following.**

- The use of the dictionary is important in language learning. Therefore, we have to use dictionaries in our day today life.
- We can also find the pronunciation of words in the dictionary.

Answers for step 4.4.2

<u>verbs</u>	<u>nouns</u>	<u>adjectives</u>	<u>adverbs</u>
smile	smile	brave	bravely
pollute	pollution	smiling	
bravery	polluted		

Answers for 4.4.2

beauty (n)		play (v)
beautiful (adj)		player (n)
beautifully(adv)		playful (adj)
beautify (v)		playfully (adv)
beautician (n)		

Answers for 4.4.3

differ (v)	difference (n)	different (adj)
differently (adv)		

rain (v)	rain (n)	rainy (adj)
----------	----------	-------------

important (adj)	importance (n)	importantly (adv)
-----------------	----------------	-------------------

**Answers for step 4.4.4**

Word	Word class	Meaning /Example
1. materials	noun	anything from which something is made
2. cocoon	noun	protective case of silky thread.
3. continuous	verb	go on over a long period of time.
4. discovered	verb	to find ( found)
5. obtain	verb	get
6. recently	adverb	not long ago
7. provide	verb	to get or use
8. soft	adjective	smooth, not hard
9. fine	adjective	beautiful and of high quality
10. details	noun	points or facts about something
11. fabric	noun	cloth made by threads woven -together
12. always	adverb	at all time.
13. secret	noun	something kept hidden
14. Spun	verb	to make thread by twisting ( past tense)
15. lizard	noun	a small creature with a rough skin, four, legs and a long tail.

(20 minutes)

**Criteria for Assessment and Evaluation**

- Identifies the different uses of the dictionary.
- Accepts that the use of the dictionary is very important in language learning.
- Uses the dictionary to find different information about words.
- Uses the dictionary whenever necessary.
- Enjoys using external resources in language learning .



### Annexe 4.4.3

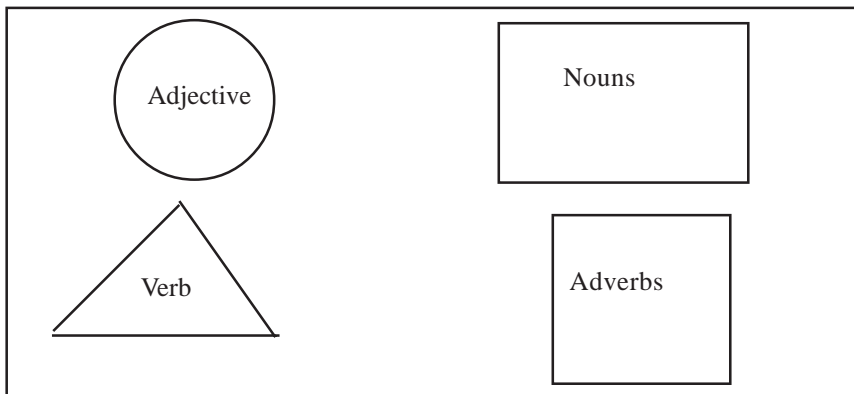
Refer the dictionary page given and find the word classes of the underlined words.

- 01 His excellency the President Mahinda Rajapakshe has (a) elevated the Sri Lankans' pride of their motherland.
- 02 Sanath Jayasooriya is an (b) electrifying batsman in the SriLankan cricket team.
03. Malani Fonseka is an (c) elegant woman who has become very popular because of her (d) elegance
- 04 Thomas Alwa Edison invented the (e) electric bulb.
- 05 Barack Obama was (f) elected as the president of the United States of America at the last (g) election.

**Annexe 4.4.4**

**Refer the dictionary and write the words inside the relevant geometrical shapes.**

- (1) Veera Puran Appu was a brave Sri Lankan hero who fought bravely for the independence of the motherland. As Srilankans we are grateful to him for his bravery.
- (2) A smile costs nothing. We can make the world we live in a better place for the entire human race if we smile . As children we love to look at smiling faces.
- (3) Environmental pollution is caused by various types of careless activities carried out by us. The polluted environment creates health problems. Therefore, we should not pollute the environment.



**Annexe4.4.5**

**Refer the dictionary and find three other forms of the following words. Put the abbreviation of the relevant word class next to the word.**

important (adjective) ----- ----- -----
--

beauty (n) ----- ----- -----
---------------------------------------

differ(v) ----- ----- -----
--------------------------------------

play (v) ----- ----- -----
-------------------------------------

rain (n) ----- ----- -----
-------------------------------------

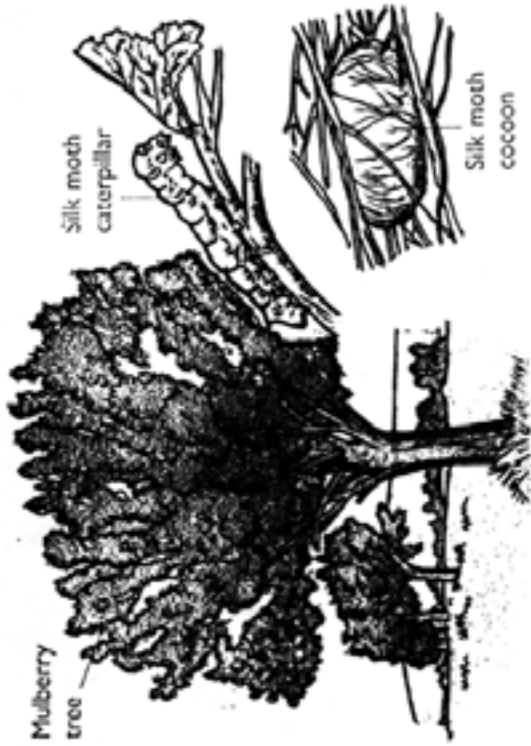
**Annexe 4.4.7**

**Refer to the text and fill in the grid.**

Word	Word class	Meaning /Example
1. materials		
2. cocoon		
3. continuous		
4. discovered		
5. obtain		
6. recently		
7. provide		
8. soft		
9. fine		
10. details		
11. fabric		
12. always		
13. secret		
14. spun		
15. shearing		

**NATURAL MATERIALS**

People have always used whatever materials are available in the areas where they have lived from both the animal and plant world, to make their clothes. Animal hides have been made into leather, and other materials, ranging from grasses to wool and silk, have been used to make clothes since time immemorial.



**Silk clothes**

Silk fabric is produced by the caterpillar of the silk moth, as it spins its cocoon. The silk is formed in a continuous thread, which can be over 1,000 metres long. The Chinese discovered how to obtain silk over 8,000 years ago, rearing the silkworms in orchards of mulberry trees. They kept their discovery a closely-guarded secret.

But, in AD 550, two Persian monks smuggled some silk moth eggs out of China and sold them to the Roman Emperor Justinian, along with details of how silk was made. The silkworm's cocoon has to be unravelled first, and then the thread can be spun into a yarn which can be woven into silk fabric. Silk is used to make a range of clothes.

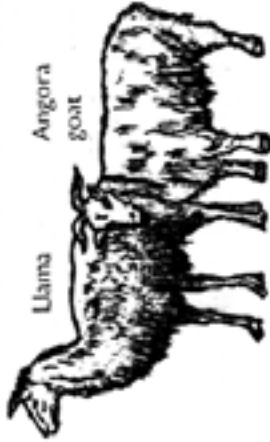


**Wool from sheep**

Sheep are the most important source of wool. The main breed of sheep kept for the quality of its wool is the merino. The wool is removed by shearing the fleece with special clippers.

**Special wools**

Goats like the angora and cashmere are highly valued for their wool. In South America, llamas and alpacas provide very fine, soft wool.



**Fabric from plants**

Cotton is spun from the soft white fibres that protect the seeds of the cotton plant when the seedheads ripen. Dried fibres of the flax plant are spun and woven into linen.



**HUNTED FOR FASHION**

The chinchilla was almost hunted to extinction for its fur. It has a very dense, soft coat to protect it from the cold in the mountains of South America where it lives. More recently, rather than hunting reptiles like lizards, snakes and crocodiles for their skins to make clothes and handbags, some of these animals have been bred in farms.



**Competency 4.4** : Builds up vocabulary using language appropriately and accurately to convey precise meaning.

**Competency Level 4.4** : Uses the dictionary and encyclopedia effectively

**Activity 4.4 B.** : Let's use the encyclopedia and the dictionary.

**Time** : 40 minutes

**Quality inputs** :

- An enlarged copy of Annexe 4.4.1 B
- Half sheets
- Sufficient copies of Encyclopedia pages given in annexe 4.4.2 B
- Sufficient copies of annexe 4.4.3

**Learning Teaching Process**

**Step 4.4.1**

- :
- Display the task given in annexe 4.4.1 B to the class
  - Get the students to read the phrases given in annexe 4.4.1
  - Ask the students to tick off in the relevant box.
  - **Conduct a discussion to highlight the following.**

- We refer to the dictionary to find information about words.
- Similarly we can refer to the encyclopedia to find facts about different subjects.
- The encyclopedia is a book or a set of books in which facts about different subjects or about one particular subject are arranged for reference.
- The encyclopedia presents information about on different subjects in detail.
- They words are arranged in alphabetical order.

**Answers for step 4.4.1**

- |                 |                  |
|-----------------|------------------|
| 1. dictionary   | 6. dictionary    |
| 2. encyclopedia | 7. encyclopedia  |
| 3. encyclopedia | 8. encyclopedia  |
| 4. dictionary   | 9. encyclopedia  |
| 5. dictionary   | 10. encyclopedia |

( 10 minutes)

**Step 4.4.B.2**

- Put the students into six groups.
- Distribute the copies of the page from an encyclopedia given in annexe 4.4.2 B
- Get the students to do the task given in annexe 4.4.3
- Get the groups to present their ideas.

• **Conduct a brief discussion to highlight the following**

- We use the dictionary to find information about words.
- We can use an encyclopedia to find facts on different subjects.
- Use of encyclopedia and a dictionary is very important in learning.

( 30 minutes )

**Criteria for Evaluation and Assessment**

- Uses of encyclopedia to extract necessary information
- Accepts the importance of using an encyclopedia in language learning.
- Extracts information from external resources when necessary.
- Enjoys working in groups.
- Enjoys learning through external resources

**Annexe 4.4.B.1**

**You need to find out the following information. Check whether you have to use an encyclopedia or a dictionary.**

		Dictionary	Encyclopedia
1.	Meaning of an unknown word.		
2.	Capital city of a country		
3.	Rivers in the Asian Continent.		
4.	Pronunciation of a word		
5.	Meaning of an idiom		
6.	Comparative and superlative forms of an adjective		
7.	National heroes of a country		
8.	How air crafts are manufactured		
9.	Scientists who invented medical equipment		
10.	Oceans in the world.		

\* It is better if the teacher can carry a dictionary and an encyclopedia to the class.

## Wonders of the world

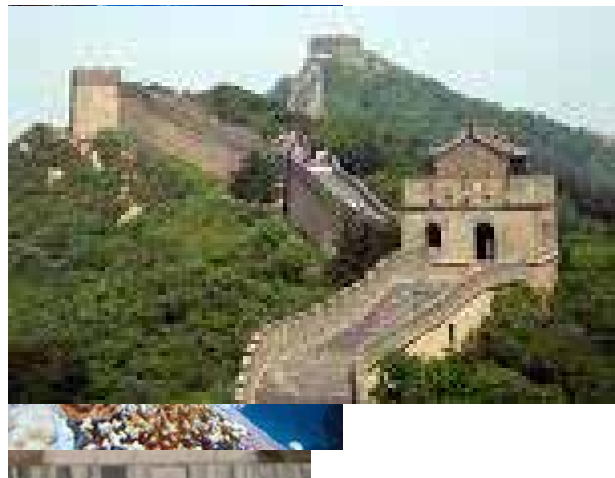


### *Sigiriya – (Lion's rock)*

Sigiriya is an ancient rock fortress situated in the Matale District of Sri Lanka. It is surrounded by the remains of an extensive network of gardens reservoirs, and other structures. It is a popular tourist destination famous for its ancient paintings (frescoes). Sigiriya was built during the reign of King Kassapa-1 (AD 477-495) and it is one of the seven World Heritage sites in Sri Lanka.

### *The Great Wall of China*

The Great Wall of China (220 B.C and 1368 -1644 A.D) was built to link existing fortifications into a united defense system. It is the largest man made monument ever to have been built. It is claimed that it is the only construction visible from space. Many thousands of people must have given their lives to build this colossal construction.



have  
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a big

### *Great Barrier Reef*

The Great Barrier Reef is the largest coral reef system composed of over 2900 individual reefs and 900 islands stretching for over 3000km. The reef is located in the Coral Sea, off the coast of Queensland in northeast Australia. It was selected as a world Heritage site in 1981.

### ***Niagara falls***

The Niagara Falls are waterfalls on the Niagara River which flows between the Canadian province of Ontario and the U.S. State of New York. The smaller Bridal Veil Falls are located on the American side, separated from the main falls by Luna Island. The Niagara Falls are admired both for their beauty and as a valuable source of hydro-electric power.



### ***Mount Fuji***

Mount Fuji is the highest volcanic mountain in Japan. Along with mount Tate and Mount Haku, it is one of the Japan's "Three holy Mountains". It is located near the Pacific coast of Central Honshu. Mount Fuji's exceptionally symmetrical cone is a well-known symbol of Japan. It is frequently depicted in art and photographs, as well as visited by sightseers and climbers. This volcano last erupted in 1707-08.



### ***Leaning Tower of Pisa***

The leaning Tower of Pisa is a medieval structure. Bonmanno Pisano, the engineer in charge of construction of the tower that leans in Pisa, sought to compensate for the lean by making the new stories slightly taller on the short side. Work was suspended several times, but finally finished in the 14<sup>th</sup> century. In modern times, the foundation has been strengthened by the injection of cement grounding, but it is still in danger of falling. Various steps have been taken to save it.

### **Annexe 4.4.3**

You are going to prepare a brochure to persuade the tourists to visit one of the wonders of the world. Refer to an encyclopedia (if available) or the page given and prepare a brochure including the following.

- The name of the place.
- A description of the place.
- Why you shouldn't miss this place ?

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

**Competency Level 4.5** : Uses contextual visual clues to derive meanings of words.

**Activity 4.5** : Let's have fun with prefixes

**Time** : 40 minutes

**Quality Inputs** :

- An enlarged copy of a poster given in annexe 4.5.1
- Enough copies of the task sheets given in annexe 4.5.2
- Enough copies of the task sheets given in annexe 4.5.3

**Learning Teaching Process**

- Step 4.5.1**
- Display the enlarged copy of a poster given in annexe 4.5.1 on the board
  - Get 10 volunteers.
  - Get two volunteers to read the captions one at a time, run to the board and slap the correct word in the triangle.
  - Circle the correct word.
  - Get the students to underline the added group of letters.
  - **Lead a discussion to highlight the following.**

```
graph TD; Affix --> Prefixes; Affix --> Suffixes; Prefixes --- un; Suffixes --- ness; un --- unhappiness; happy --- unhappiness; ness --- unhappiness;
```

- **Affix** - A letter or group of letters added to the beginning or end of a word to change its meaning or use.
- **Prefix** - a group of letters that is added at the beginning of a word to change its meaning and make a new word.  
e.g. happy- **un**happy
- **Suffix** - a letter or letters added to the end of a word to form a new word  
e.g. kind - kindness

**Expected answers for the task in annexe 4.5.1**  
**insufficient    unable    dislike    impossible    disconnected**

### Step 4.5.2

- Divide the class into five groups.
- Distribute copies of worksheets given in annexe 4.5.2
- Get the students to complete the task.

### Step 4.5.3

- Distribute copies of worksheet given in annexe 4.5.3
- Get the students to complete the task
- Ask the group leaders to present their findings.
- **Lead a discussion to highlight the following.**

- Certain words can be changed into negative or opposite in meaning using a prefix.
- Sometimes it denotes that the activity is repeated.  
e.g. correct - recorrect  
write - rewrite  
do - redo
- Prefix **un-, dis-, im-, in-** used to change the meaning of the word into negative or opposite.

e.g. happy - unhappy  
advantage - disadvantage  
possible - impossible  
like - dislike  
sufficient - insufficient

#### Prefixes and suffixes

friend	friendly	unfriendly	
forget	unforgettable	forgetful	
faith	faithful	unfaithful	faithfulness
possible	impossible	possibility	
act	actress	activate	actor action react
happy	unhappy	happiness	happily
kind	unkind	kindness	unkindness Kindly

Expected answers for annexe 4.5.3

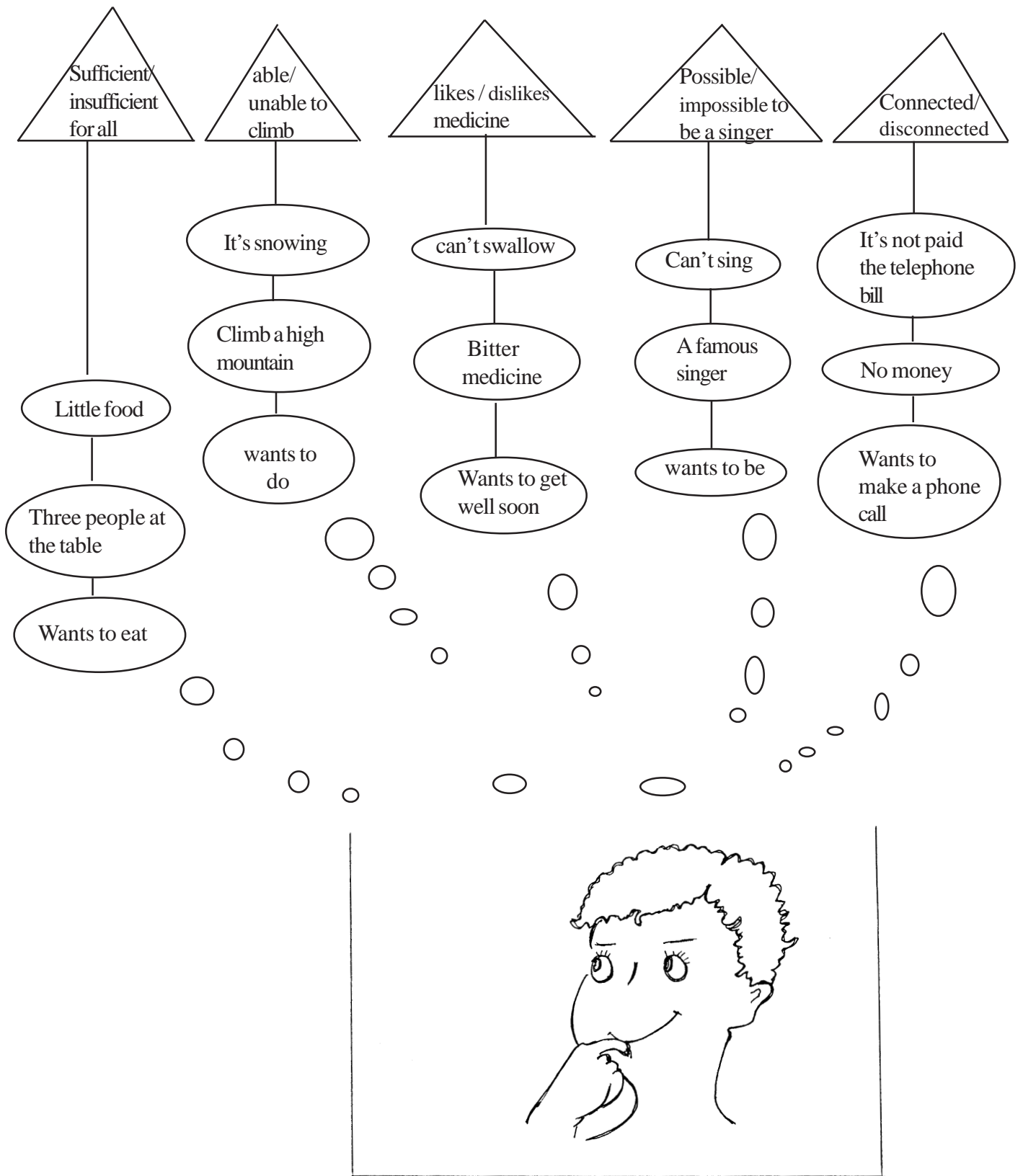
rearranged, unnecessary, neatly, quickly, unclean

( 30 minutes )

### Criteria for assessment and evaluation :

- Uses prefix correctly.
- Accepts that prefix changes the meaning of a word.
- Uses appropriate prefix in sentences.
- Shows confidence in using prefixes.
- Works co-operatively in groups.

Annexe 4.5.1



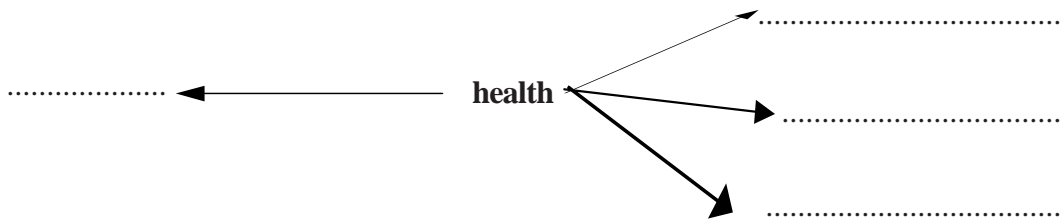
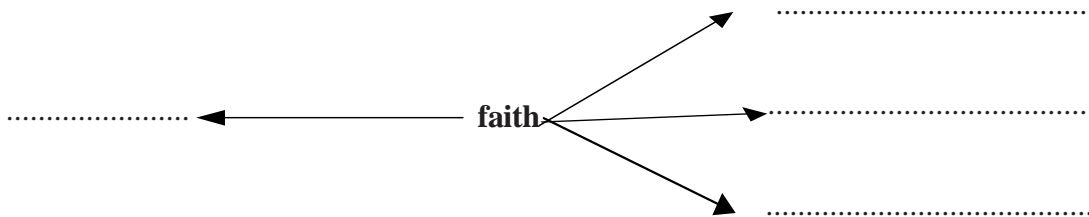
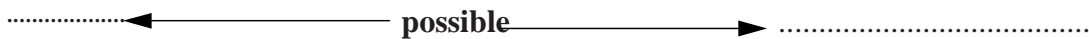
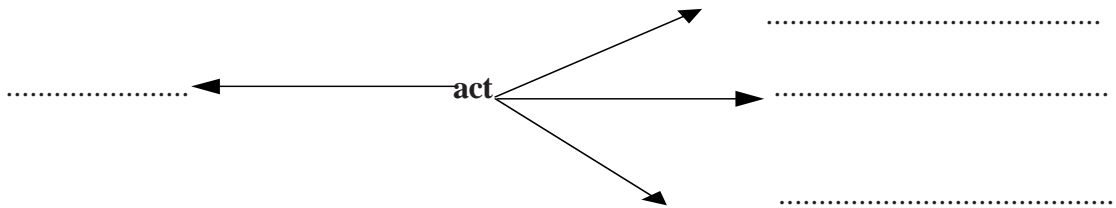
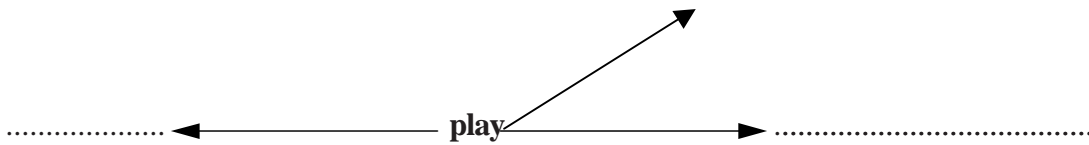
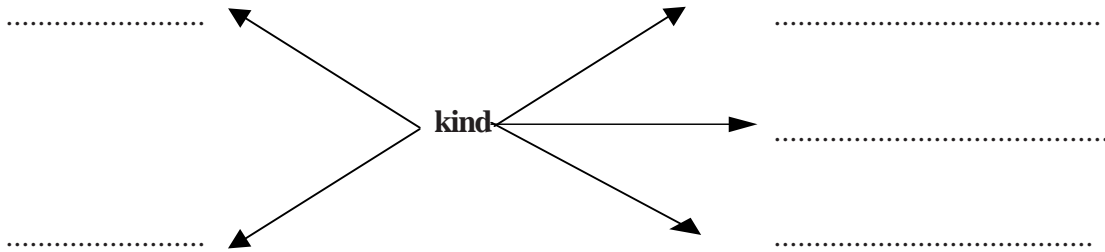
play

**Annexe 4.5.2**

**Write more words using prefixes and suffixes given in the box**

**Prefixes**

**Suffixes**



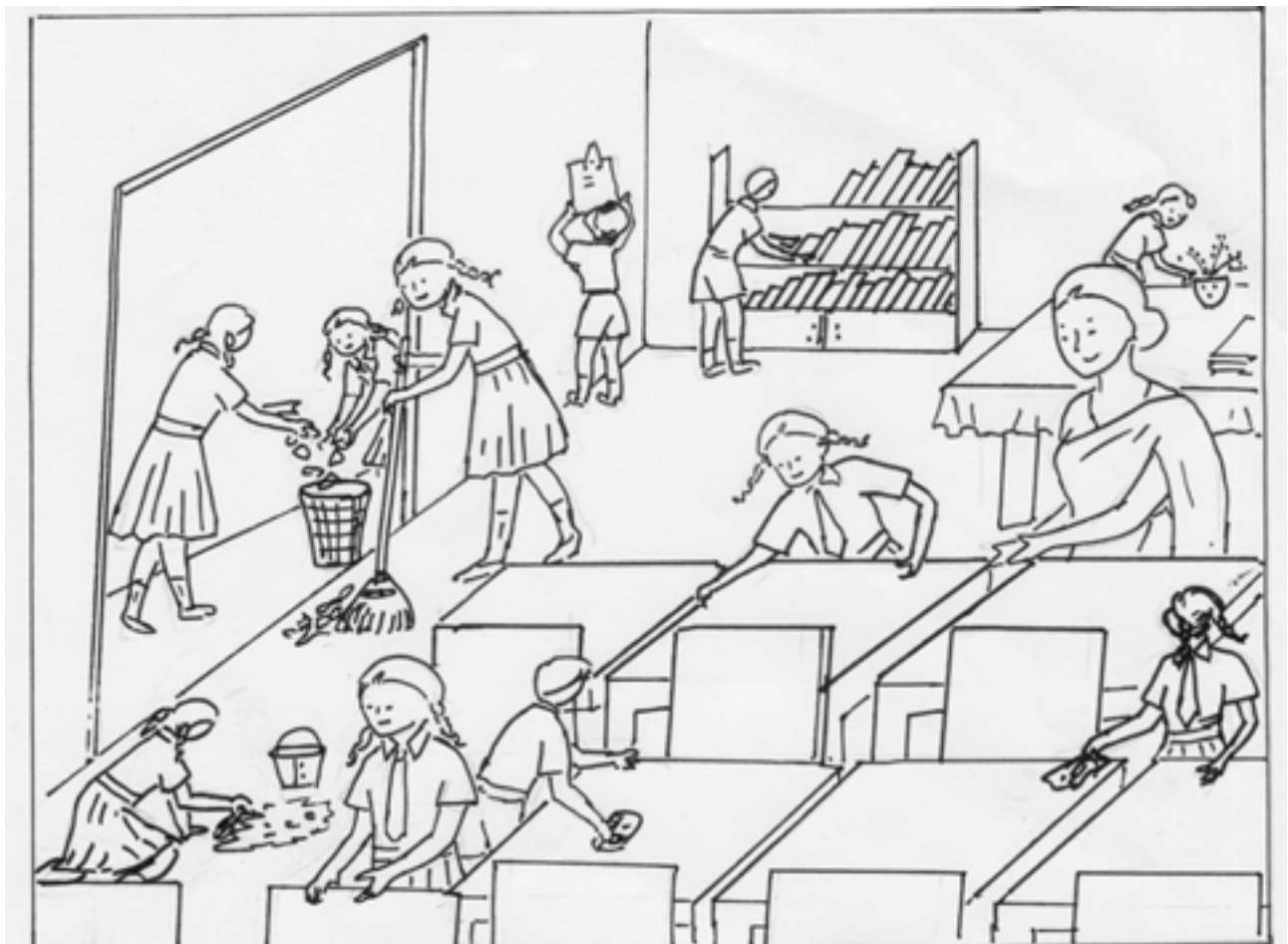
**im-, -ly, un-, re-, -ful, -ness, ill-, dis-, -ing, -or, -tion**

**Annexe 4.5.3**

**Write the correct word using the given affixes - (a group of letters) to complete the text.**

un-, re-, -ly

After the New Year vacation the students cleaned their classroom. They .....  
( arranged) the desks and chairs to give it a better look. Some students put all the.....  
( necessary) items into a bin. The monitor kept the books..... ( neat)  
on the shelf. Some of them washed the floor .....( quick ) because it looked  
..... ( clean) The class teacher praised the students for their good work.



**Competency 4** : Builds up vocabulary using language appropriately to convey precise meaning

**Competency Level 4.6** : Finds synonyms for given English words.

**Activity 4.6** : Let's find words similar in meaning.

**Time** : 40 minutes.

**Quality inputs** : • A copy of the set of words given in annexe 4.6.1 a  
• A copy of the set of words given in annexe 4.6.1b  
• Copies of the task sheet given in annexe 4.6.2  
• Copies of the task sheet given in annexe 4.6.3  
• Copies of the task sheet given in annexe 4.6.4

### Learning Teaching Process

**Step 4.6.1**

- Display / write the words given in annexe 4.6.1 a on the blackboard.
- Get 5 pairs of volunteers and let them stand in a row.
- Read out words given in annexe 4.6.1b one at a time.
- Let each pair listen to the teacher, run to the board and slap the word similar in meaning.
- **Lead a discussion highlighting the following.**

• Synonym is a word or a phrase that means the same or nearly the same as another word in the same language.

• They may be similar in meaning but rarely have an exactly the same meaning.  
For example, a girl may be happy if you say that she is slim or slender. She may not be pleased if you call her thin or skinny.

Answers for step 4.6.1

above	- over	abrupt	- sudden
commence	- begin	achieve	- obtain
active	- lively	abundant	- plentiful
afraid	- frightened	complete	- finish
assist	- help		
remember	- recall		

( 10 minutes )

**Step 4.6.2**

- Divide the class into six groups.
- Distribute the task sheet given in annexe 4.6.2 to the groups.
- Get the groups to do the task.

( 10 minutes )

**Step 4.6.3**

- Distribute the task sheet given in annexe 4.6.3, 4.6.4 and 4.6.5 to the groups.
- Get the groups to do the task .
- Get each group to present their answers.
- Let the other groups comment on them.
- **Lead a discussion highlighting the following.**

- Although synonyms often share a similar general meaning, they nearly always differ in one way or the other according to the context they occur.

Answers for step 4.6.2

**Cross**

- 1. accident - crash
- 3. frightened - scared
- 5. tiny - small
- 6. cost - price
- 7. keen - eager

**Down**

- 2. home - house
- 4. shouting - calling
- 5. hurry - rush

Answers for step 4.6.3

- 1. small 6. advice
- 2. home 7. found
- 3. keen 8. a little
- 4. frightened 9. recalled
- 5. said 10. discovered

Answers for step 4.6.4

- 1. calling 3. hurry 5. shouting
- 2. accident 4. tittle 6. rush

Answers for 4.6.5

- 1. similar 2. rarely 3. meaning
- 4. made 5. difference 6. puzzled
- 7. differs 8. careful

**Criteria for assessment and Evaluation**

- Uses synonyms appropriately to convey the precise meaning.
- Accepts that synonyms differ in meaning according to the context.
- Selects appropriate synonyms in different context.
- Enjoys using synonyms in different contexts.
- Work collaboratively in groups.



### Annexe 4.6.3

**Read the following paragraph and underline the suitable word.  
Find the potentials in you!**

I lived in the country when I was (1) (small, tiny). I left my (2) (house/ home) at sixteen to enter a school in a city. When I was at school, I was not (3) (keen/ eager) on learning English. My parents were (4) (frightened, scared) off how I would perform at the examination. Therefore my father took me to meet my English teacher. She (5) (said/ told) me and said “ You can’t control what is happening around you, but you can control the rest 90%.”. Mind you, If there is a will there is a way. I took her (6) (advice/ guidance) and I (7) (invented / found) some easy ways to study. Everyday. I used to study a (8) (tiny/ little) bit and (9) (Remembered/ recalled) what I had learnt. At the end of the year I (10) (explored/ discoverd) my potentials. Believe it or not, English is my favourite subject today

### Annexe 4.6.4

**Read the following conversation and find the suitable word.**

- Ravin : Nalin, what happened to you yesterday?  
I tried ( calling/ shouting) you last night but you weren’t at home.
- Nalin : Oh, my neighbour had an (accident, crash) at work and we had to take him to the hospital. In a ( hurry, rush) to leave, I forgot to take my phone.
- Ravin : How is he now ?
- Nalin : He’s a (small, little) bit better now.
- His brother Pavan calls him from the gardens
- Pavan : Nalin, Where are you?
- Nalin : There’s no need of ( shouting / calling ) I’m not deaf.
- Pavan : Have you completed the puzzle ?
- Nalin : Don’t ( rush/ hurry) me. This needs thinking about.

### Annexe 4.6.5

Underline the correct word

Synonyms are ( similar / resemble / alike ) in meaning.

Yet, they’re ( never, rarely, unusually ) exactly the same.

Note the ( definition, message, meaning )

Of the sentences you ( made, prepared, produced)

Notice the ( contract , disagreement, difference)

You are not ( puzzled, amazed, mixed up ) are you ?

Meaning ( differs, clash, disagree ) according to the context.

So be ( mindful , careful, aware ) synonyms can be dangerous!

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

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

**Activity 5.4** : Let's transfer information

**Time** : 40 minutes

**Quality inputs** :

- Set of strips with instructions given in annexe 5.4.1
- A set of picture cards given in annexe 5.4.2
- Copies of the task sheet given in annexe 5.4.3

**Learning Teaching Process** :

**Step 5.4.1**

- Display the instructions written on cards given in annexe 5.4.1 on the board.
- Distribute the picture cards given in annexe 5.4.2 among 10 students (volunteers)
- Get the students to read the instructions displayed on the board and help the volunteers to match them with the pictures.
- Ask the students to fix the relevant picture cards against the instructions.
- **Lead a discussion highlighting the following :**

- When some information is transferred into another form such as a picture a graph or a grid can be easily understood and can be clearly visualized .
- Facts in the original text cannot be changed or new facts cannot be added.

( 10 minutes )

**Step 5.4.2**

- Group the students
- Distribute all the texts given in annexe 5.4.3 to each group
- Get the students to read the texts and do the tasks assigned to their groups.
- Get others to comment on them
- Lead a discussion highlighting the following:
- Get others to comment on them
- We extract necessary information from a text to transfer it into another form such as a bar graph, a grid, a chart or a pie hart.

(30 minutes)

**Criteria for assessment and evaluation**

- Identifies how facts can be presented in a variety of texts.
- Accepts that some texts are easier to read and understand than others.
- Understands that the visual impact of a text is immediate and involves less time than a written text.
- Improves the skill of information transfer.
- Encourages others to transfer information into various forms.

**Annexe 5.4.1**

A	Put your litter into a bin.
---	-----------------------------

B	Don't sound your horn.
---	------------------------

C	Remove your shoes before entering.
---	------------------------------------

D	Switch off your mobile phones.
---	--------------------------------

E	Smoking is prohibited
---	-----------------------

F	Unguarded level crossing.
---	---------------------------

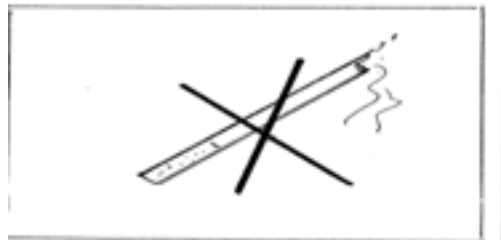
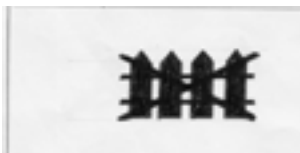
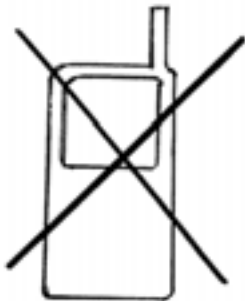
G	Don't iron .
---	--------------

H	Don't bathe here.
---	-------------------

I	Men at work
---	-------------

--	--

**Annexe 5.4.2**



**Annexe 5.4.3**  
**Group 1**

**Freshwater birds**

Freshwater lakes , ponds and rivers attract a huge variety of birds. There is plenty of food for them to eat. They nest and shelter on the banks. Some freshwater birds such as flamingoes and herons have long legs and necks and specially shaped beaks, so that they can catch their food as they wade in the water. Birds such as ducks, geese and swans have webbed feet that push them through the water.

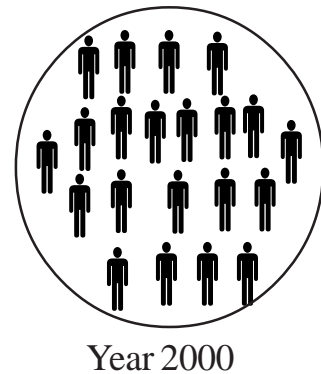
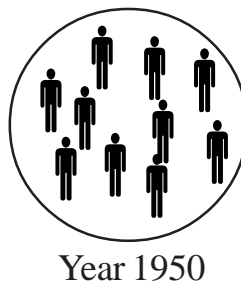
**Freshwater Birds**

Name of the birds	Where we can e them	Special features of their bodies.	The uses of these features
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

**Group 2**

This pictograph shows the growth of the world population from year 1600 to year 2008  
One human figure represents 250 million people

 = 250 million people  
**World Population**



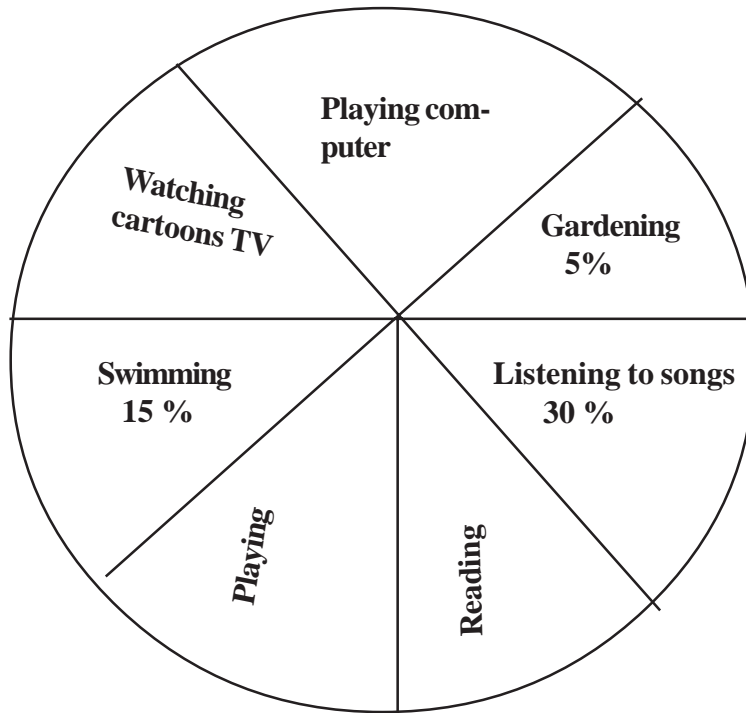
Look at the pictograph and do the task.

Year	No of human figures	population
-----	-----	-----
-----	1	-----
2000	2	-----
	-----	-----

**Annexe 5.4.3**

**Group 3**

The following pie graph given information about favourite leisure activities of some children in Grade 9



1. The number of leisure activities given in the pie chart
2. The most popular leisure activity.
3. The least popular leisure activity.
4. The favourite leisure activities that have an equal percentage.


**Group 4**

<b>RUPAVAHINI</b>	<b>ITN</b>
<b>5.00 p.m.</b> — News	<b>P.M.</b>
<b>5.05 p.m.</b> — Science for Schools (Sinhala)	<b>06.28</b> — Programme Parade
<b>5.30 p.m.</b> — The Scooby Doo Show — Cartoon Series	<b>06.29</b> — 3—2—1 Contact
<b>6.00 p.m.</b> — Documentary on Forest Conservation (Sinhala)	<b>07.00</b> — Vadya Vrudra
<b>6.30 p.m.</b> — News — Tamil	<b>07.30</b> — Musical Showcase
<b>6.55 p.m.</b> — 'Svara Ranga' — Musical Programme	<b>08.00</b> — Nanny & the Professor — <i>Starring</i> : Juliet Mills, Richard Long, David Doremus, Kin Richards, Trent Remon <i>Produced by</i> : Charles B. Fitz Simons
<b>7.25 p.m.</b> — Monkey — Adventure Series Based on the 16th Century Chinese novel HSI-YU-CHI	<b>08.30</b> — Rupees & Sense — A monthly programme covering major economic issues in the country
<b>8.00 p.m.</b> — News — Sinhala	<b>09.00</b> — George & Mildred — Series III — "I believe in yesterday" <i>Starring</i> : Yasouba Joyce, Brian Murphy, Norman Ashley, Sheila Fearn <i>Produced &amp; Directed by</i> : Peter Frazer-Johnes
<b>8.20 p.m.</b> — Monkey (Contd.)	<b>09.30</b> — News — English
<b>9.00 p.m.</b> — News — English	<b>09.50</b> — Programme Parade
<b>9.20 p.m.</b> — Flashback on World Cup and Count Down (Sinhala) 1	<b>09.51</b> — Mannix — Detective Series <i>Starring</i> : Mike Connors, Gail Fisher <i>Produced by</i> : Blue Geller
<b>9.35 p.m.</b> — Dateline — 'Feminism in South Asia'. Focus on Current Affairs	<b>10.15</b> — Close of Transmission.
<b>9.55 p.m.</b> — Weekend Movie — 'The Stranger' (Not suitable for children)	
<b>11.40 p.m.</b> — Close of Transmission.	

**Find the following information from this TV Programme guide.**

i) The name of a programme about

- Music

- Detectives

- Football

- Adventure

- Science

- Conservation

- Current affairs

ii) The time of these programmes:

Programme	Time
Cartoon Series	
A film about a professor	
News in Tamil on ITN	
“Musical Showcase”	
“Rupees and Sense”	

**Criteria for assessment and evaluation**

- Identifies how facts can be presented in a variety of texts.
- Accepts that some texts are easier to read and understand than others.
- Understands that the visual impact of a text is immediate and involves less time than a written text.

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

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

**Activity 5.5** : Let's understand the general idea.

**Time** : 40 minutes

**Quality Inputs** : • An enlarged copy of annexe 5.5.1  
• Copies of annexe 5.5.2

**Learning Teaching Process** : • Display the passage and activity given in annexe 5.5.1  
• Get the students to read the passage and underline the key words in the passage.  
• Get the students to identify the main idea of the passage from the three options given below.

• **Lead a discussion to highlight the**

**following :**

A text consists of several paragraphs. Each paragraph contains a general idea or topic. We should identify the key words in order to get the main idea of a text.  
Answers to step 5.5.1  
Key words  
risk factors  
heart attacks  
Risk factors for heart attacks.

( 10 minutes )

**Step 5.5.2** : • Divide the class into five groups.  
• Distribute the five paragraphs given in annexe 5.5.2 among the groups.  
• Get them to find the general ideas of the text given to them.

( 20 minutes )

**Step 5.5.3**

- Get one volunteer from the group to read the passage and read out the general idea of the text.
- **Lead a discussion to highlight the following.**

- In order to understand a text we have to get the general idea of it.
- Generally the topic or the general idea is usually given in the first sentence.
- It is important to identify the key words of the text to get the gist of it.

Answer for step 5.5.2

A - A vegan diet contains enough nutrients when it is rich in fruits , vegetable and whole grains

B - Water is good for one’s health and would help people to get over diseases

C - Obesity and the causes of obesity

D - Advantages of early rising

E - Pets bring pleasure and prevent pressure.

(10 minutes)

**Criteria for assessment and evaluation**

- Identifies how facts are organized
- Accepts that getting the general idea is important in reading.
- Writes the general idea of the text .
- Enjoys reading to find the general idea.
- Divide the class into five groups.
- Works cooperatively to complete a task.

**Annexe 5.5.1**

**Read the passage and underline the topic**

It is common knowledge among medical personnel that risk factors for heart attacks are smoking, high blood, pressure cholesterol, diabetes, hypertension, obesity, lack of exercise, family history of heart attacks and stress. In addition to the common risk factors mentioned above new research shows that neglected gums and teeth is another risk factor for heart attacks.

- General idea :**
- Topic 1. Risk factors for heart attacks.
  - 2. Neglected teeth is a risk factor for heart attacks.
  - 3. Obesity and family history of heart attacks results in heart attacks.

## Annexe 5.5.2

- A** Vegans are vegetarians who do not consume any type of animal products including milk and honey. If a vegan diet is rich in fruits, vegetables, whole grains and legumes it will provide plenty of proteins containing all essential amino - acids an abundance of vitamins and minerals to meet nutritional needs. You will find plenty of calcium in green leafy vegetables and legumes.
- B** Water therapy helps to cure many ailments including diabetes. Consuming a glass of water early morning before having a glass of milk is good for one's health. If a diabetic patient consumes plenty of water daily, their sugar level may go down and they are able to get over their problems together with other ailments.
- C** Obesity has become a serious social problem in the modern world. An inactive life style and the excessive intake of oily food are the main reasons for obesity. In addition to that the intake of too many sweets and carbohydrates also results in obesity. A programme of diet and life style activities is effective to reduce weight. People who dislike vigorous physical activity can lose their weight through an active life-style and diet control.
- D** Early to bed and early to rise is a good habit. Early risers have many advantages. In the morning our minds are fresh. There are less disturbances in the environment too. Therefore, we can concentrate on our studies and do more work. An early riser is a healthy person. They become active as they can enjoy breathing fresh air. They can also admire the beauty of nature, the sun rise, the blooming of flowers, and the chirping of birds.
- E** Pets bring a lot of pleasure to their owners. Bringing a pet into your life brings companionship and a desire to care for an animal and a true admiration for the beauty of the animal itself as a creature of nature. Pets fill our minds with love and makes our minds stress free. Therefore, keeping pets is a good passtime.

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

**Competency Level 5.6** : Reads and responds to simple poems/stories.

**Activity 5.6** : Let's enjoy a story

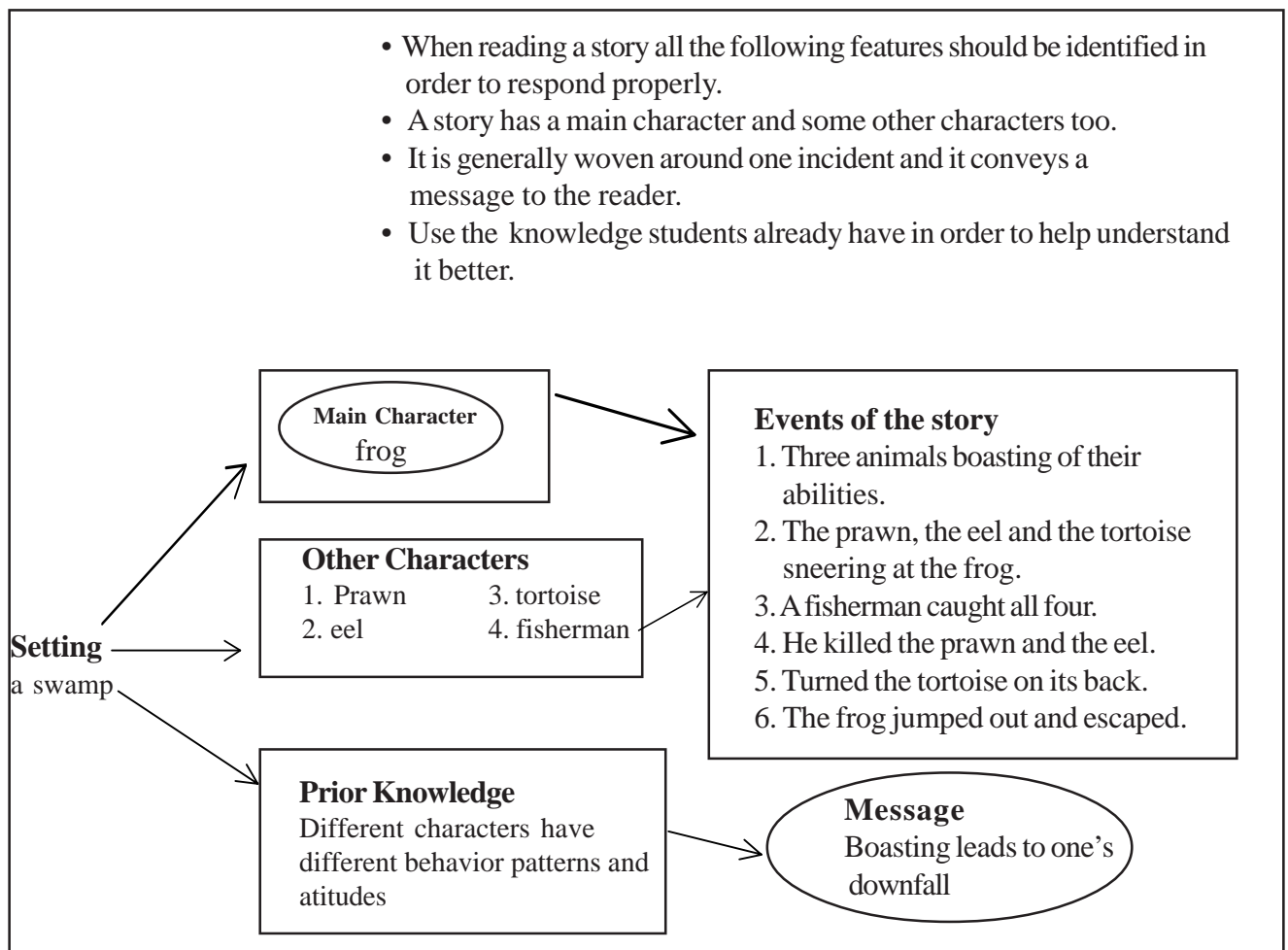
**Time** : 40 minutes

**Quality Inputs** : • Copies of the story given in annexe 5.6.1  
• An enlarged copy of the chart given in annexe 5.6.2  
• Copies of the story given in annexe 5.6.2  
• Copies of the task sheets given in annexe 5.6.4

**Learning Teaching Process**

**Step 5.6.1**

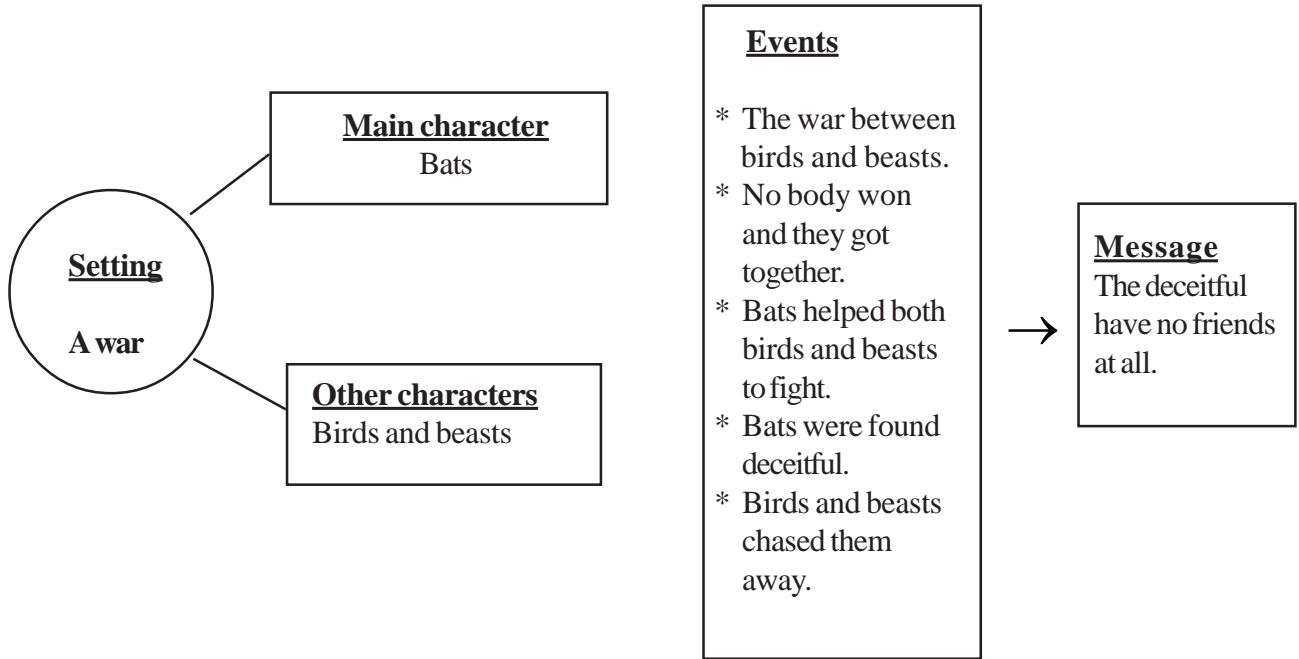
- Distribute copies of the story given in annexe 5.6.1 among the students
- Display the chart given in annexe 5.6.2
- Get the students to read the story
- Let volunteers fill the chart
- **Lead a discussion to highlight the following**



( 10 minutes)

Annexe 5.6.2

Read the story and complete the illustration given below.



### Step 5.6.2

- Divide the class into six groups.
- Give two copies of the story in annexe 5.6.3 to each group.
- Distribute the task sheet given in annexe 5.6.4 among the groups .(Assign one task to two groups)
- Get the students to do the task.

( 20 minutes)

### Step 5.6.3

- Get each group to present.
- Get others to comment.
- **Lead a discussion to highlight the following.**

- A story could be understood at different levels and responded to differently. In a piece of literature, we respond with our own feelings and attitudes.
- We should think deeply and we must get involved in it completely to respond appropriately.

#### **Task 1. a.**

- b.
- c.

#### **Task 2**

- a.
- b.
- c.

#### **Task 3**

- a.
- b.

( 10 minutes)

### Criteria for Assessment and Evaluation

- Identifies the important features of the story.
- Accepts the importance of getting involved in the story completely.
- Responds to the story critically.
- Enjoys reading stories
- Shares ideas with others.

### Annexe 5.6.1

#### **The birds, the beasts and the bat.**

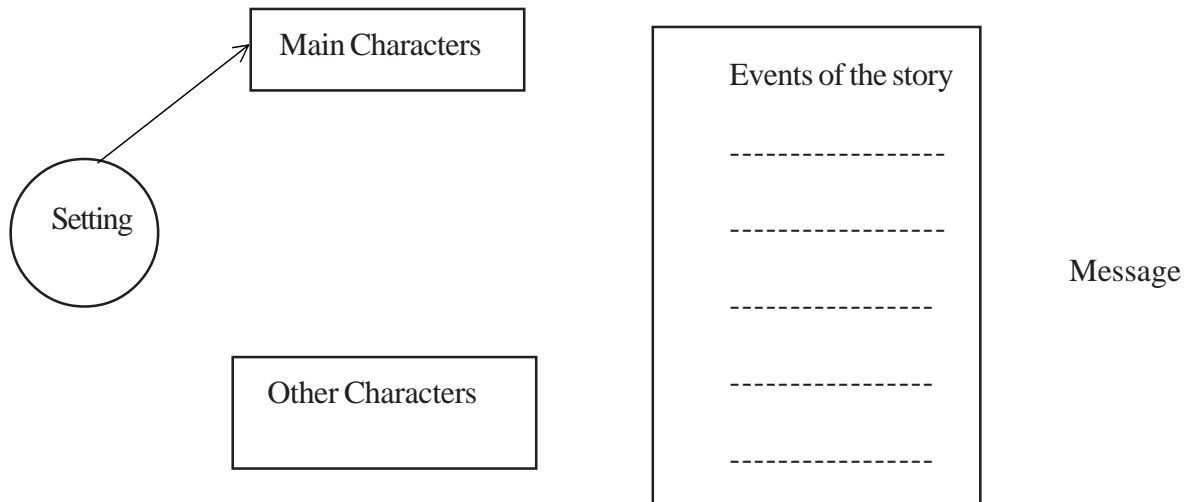
Once , a fierce war broke out between the birds and the beasts. The two sides could not compromise and they fought with all their might. On one side, the geese suffered a lot from the fox family. On the other, several birds regularly fed on various beasts. For instance the eagles often dined on the hare and the owls often dined on mice. The battle raged on, with each side having the upper hand now and then, Several birds and beasts died in this great war. The victor would always feast on the defeated.

The bat family proved to be very clever. It did not openly join either side in the war. When the birds were winning, the bat family would fight against the beasts. But when the beasts got the victory, the bats would begin fighting against the birds. At last the war ended, without any side winning. After the war was over, the animals and birds gathered to discuss the conduct of the bats. Such a deceit was unpardonable and the birds and the beast had a common cause to drive away the bats .

Ever since, the bats hide themselves in deserted ruins and dark towers, flying out only at night.

**Annexe 5.6.2**

**Read the story and complete the illustration given below**



**Annexe 5.6.3**

**The cat, the cock and the young mouse.**

There was once a very young mouse. He had seen nothing of the world. Once, he ventured out into the world and saw two strange creatures. On reaching home, the young mouse narrated his adventures to his mother. “ Mom, I was strolling along peacefully, when I came across two strange creatures. One of them had a kind and gracious look, but the other was the monster that you could imagine. This ferocious beast had the meanest, scariest pieces of red raw meat on top of his head and around his neck. He walked about restlessly, tearing up the ground with his deadly toes, and flapping his arms savagely. The young mouse continued “ If it had not been for the beast, I would have struck an acquaintance with the pretty creature, who seemed so good and gentle. He had a meek face, a modest look, bright eyes and thick white fur. He even smiled and waved his fine long tail at me.”

The mother mouse explained to the young mouse, “ My son, the monster you describe is a harmless cock. He will never harm you. But the gentle creature you talk about is actually a cat. He will eat you if he can get a chance. You are lucky to have escaped alive today.”

**Annexe 5.6.4**

**Task 1**

- a. List out the characters in the story.
- b. List out the qualities of each character.
- c. Describe each character using the above information and the incidents given in the text.

**Task 2**

- a. Mention the theme of the story.
- b. Find out the message given in the story.
- c. Explain your opinion about the message given.

**Task 3**

- a. List out the important events of the story.
- b. Write the story in the form of a role play.
- c. Practise it and act it out.

*Reference - Dhingara's 101  
Adapted from Grandma's Tales for Children  
Dhingra book house, Delhi, India*

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

**Competency 6.2 Level** : Analyses the grammatical relations within the sentences.

**Activity 6.2 B** : Let's have fun with "if type 2

**Quality Inputs** :

- An enlarged copy of annexe 6.2.1
- A copy of 6.2.2
- Copies of annexe 6.2.3
- Situational cards in annexe 6.2.4

**Learning Teaching Process**  
**Step 6.2.1**

- Display the picture in annexe 6.2.1
- Get students to read out the sentences in the speech bubbles.
- Tell the students that they are going to watch a TV programme "That's impossible"
- Get one student to be the presenter and give her/him a copy of annexe 6.2.2 and ask him/ her to perform as a presenter.
- Ask 6-8 volunteers to take part in the programme.
- Keep the situation cards in annexe 6.2.3 face down on the table and get each volunteer to pick a card.
- Get the presenter to start the programme.
- **Lead a discussion highlighting the following.**

The conditional has three types , type II in used to talk about imaginary situations or things that are unlikely to happen in the present/future.

( 10 minutes )

**Step 6.2.2**

- Group the students
- Give each group a situational card annexe 6.2.4.
- Ask them to prepare a mini drama to suit the given situation

(15 minutes)

**Step 6.2.3**

- Get the groups to present their mini dramas to the class.
- Encourage the students by providing constructive feedback.
- **Lead a discussion to highlight the following**

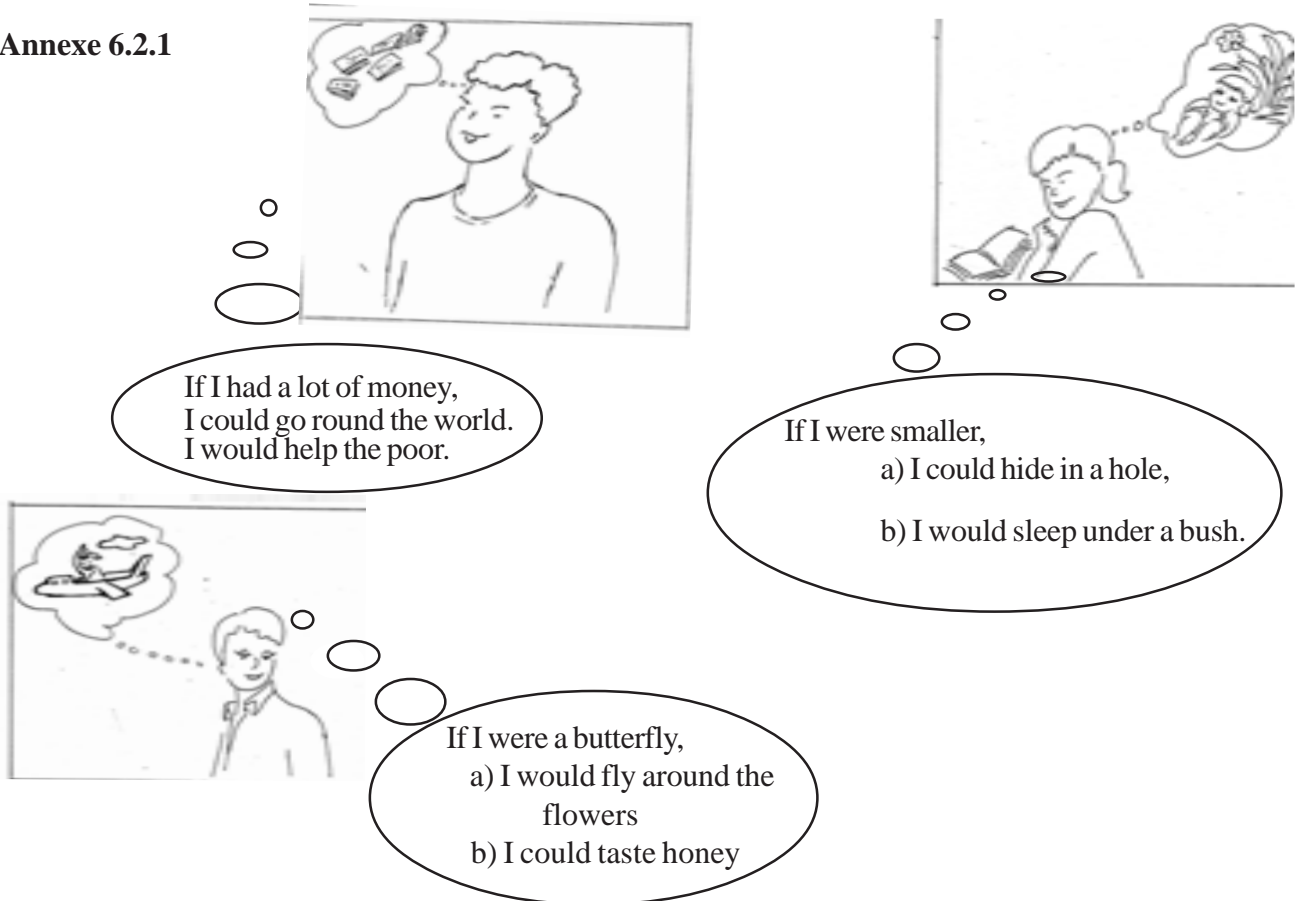
• Conditional sentences have two clauses. (a) if- clause (b) main - clause  
• In conditional type II, the verb of the if - clause is in the past tense.  
The auxiliaries verbs **would, could, should** and **might** are used in the mainclause.

(15 minutes )

**Criteria for Assessment and Evaluation**

- Identifies uses of Conditional type II
- Accepts that Conditional clauses are used to talk about imaginary or improbable situations.
- Make conditional sentences to suit the context.
- Enjoys the speaking activities done in the class
- Works co-operatively in groups.

### Annexe 6.2.1



### Annexe 6.2.2

Good evening, we welcome you to our programme “That’s impossible” Today, we have five/six friends. They will also tell us something imaginary or improbable. They are going to use their imagination. Enjoy yourself.

Now we have come to the end of our programme. We’ll be back at the same time next week. Have a pleasant evening.

### Annexe 6.2.3

- |                                      |                                    |
|--------------------------------------|------------------------------------|
| 1) If I became a superstar,          | 4) If I became an alien.....       |
| 2) If I landed first on the moon,    | 5) If I got lost in the night..... |
| 3) If I became the Minister of,..... | 6) If I met with an accident.....  |

### Annexe 6.2.4

Prepare a mini drama to suit the given situation using the conditional type II

- If your dancing group won the world Dancing competition “The Dancers of Tomorrow”
- If you happened to meet Bill Gates at the “Young Inventors Awards” and your group won the 1<sup>st</sup> prize as the most successful inventor of the world.
- If a group of friends got lost in the Sinharaja forest on a field trip.
- A group of friends imagine what they would do if they became the Prime Minister, the Minister of Sports, the Minister of Education etc.

- Competency 6** : Uses English grammar for the purpose of accurate and effective communication.
- Competency Level 6.7** : Uses simple, compound, and complex sentences in appropriate contexts.
- Activity 6.7** : Let's construct compound sentences.
- Time** : 40 minutes
- Quality Inputs** : • A set of pictures of objects, animals, people given in annexe 6.7.1.  
• A set of sentence strips given in annexe 6.7.2.  
• Copies of task sheets given in annexe 6.7.3

**Learning Teaching Process**  
**Step 6.7.1**

- Distribute the picture cards given in annexe 6.7.1 and the sentence strips given in annexe 6.7.2 among the students.
- Get them to read the sentences on the strips.
- Ask a student who has a picture card to stick it on the board.
- Get the students who have the sentence strips, to stick a relevant sentence below the pictures.
- **Lead a discussion highlighting the following**

A conjunction is a word that links two words, two phrases or two clauses. There are two types of coordinating conjunctions.

1. *They are Simple coordinating conjunctions*  
*like and but or*

2. *Correlative coordinating conjunctions*  
*like either or*  
*neither nor*  
*both..... and*  
*not only.....but also*

**Step 6.7.2**

- Put the students into groups
- Distribute the copies of the task sheet given in annexe 6.7.3
- Get students to do the activity.

( 20 minutes)

**Step 6.7.3**

- Get each group to present their findings to the class.
- Ask the other groups to comment on them.

- **Lead a discussion highlighting the following :**

- Through coordination, clauses, phrases or words can be joined to form a more complex-construction.
- When two or more clauses are coordinated we produce a compound sentence.

**Accepted answers for step 6.7.3**

- a. Father is growing a plant and the girl is watering the plants.
- b. I like to draw pictures or make paper boats.
- c. The policeman is controlling the traffic and the children are crossing the road.
- d. The boys are cleaning the ground but the girls are putting garbage into a bin.

( 10 minutes)

**Criteria for Assessment and Evaluation**

- Constructs compound sentences using corrective conjunctions
- Accepts the fact that we should construct compound sentences through the process of coordination.
- Uses compound sentences to write effectively
- Improves the knowledge of compound sentences.
- Works cooperatively to achieve the goal.

Annexe 6.7.1



**Annexe 6.7.2**

The fisherman is catching fish

My sister like to draw picatures

His brother is selling fish at the fair

My brother likes to draw pictures and my sister likes to paste them on the wall.

The fisherman is catching fish but his brother is selling them at the fair.

My brother likes to draw pictures and my sister likes to paste them on the wall

Sirimal is painting a vase.

An elephant eats leaves.

Bandara is weaving a cane basket.

A cat eats fish.

Bandara is weaving a basket and Bandara is painting a vase.

An elephant eats leaves but a cat eat fish.

My brother likes to draw pictures

**Group 3**

Do a group survey and fill the grid. Then form sentences using the model given.

What do you like to eat?

To get information you may use the given structure.....Do you like to eat.....?

Name of the Students	Sweets	Herbal Poridge	Fruits	Green leaves.

Both ..... and .....like to eat Herbal Pridge

Neither.....nor.....likes to eat fruits.

Annexe 6.7.3

Study the pictures given and make sentences using 'and' or 'but'



**Group 4**

Do a group survey and fill the grid. Then form sentences using the model given. what are the games that you like to play?

To get information you may use the given structure..... Do you like to play?

Name of the student	Elle	Volleyball	Netball	Cricket

Both.....and.....like to play.....

Neither.....nor.....likes to play netball.

**Group 5**

Do a group survey and fill the grid. Then form sentences using the model given.

What do you like to grow?

To get information you may use the given structure.

Do you like to grow.....?

Name of the Student	Araliya	Rose	Orchid	Sun flower.

Both.....and..... like to grow orehids.

Neither.....nor.....likes to grow Araliya.

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

**Competency Level 6.8** : Identifies passive sentences.

**Activity 6.8** : Let's identify passive sentences

**Time** : 40 minutes

**Quality Inputs** : • A set of cards given in annexe 6.8.1  
• A set of sentence strips given in annexe 6.8.2  
• Texts given in annexe 6.8.3

**Learning Teaching Process Step 6.8.1**

- Display the cards given in annexe 6.8.1 on the board.
- Distribute the sentence strips given in annexe 6.8.2 among the students.
- Get the students to read the phrases.
- Ask the students to fix the relevant sentence strips against each picture.
- **Lead a discussion highlighting the following:**

• We often use passive structures when we want to talk about an action, but who or what does/did it is not important  
Accepted answers for step 6.8.1

At the canteen      - Food is bought  
                             - Meals are served  
                             - Food items are sold

In the classroom   - The classroom is cleaned  
                             - The oil lamp is lit  
                             - The time table is hung.  
                             - The vase is kept on the table

In the library        - Books are borrowed  
                             - Books are lent  
                             - Newspapers are read

At the market        - Vegetables are sold  
                             - Fruits are bought  
                             - Food items are displayed  
                             - Price list is displayed

At the post office   - Telegram forms are filled  
                             - Stamps are sold  
                             - Telephone calls are taken  
                             - Letter are posted

Supermarket         - Credit cards are accepted  
                             - Telephone bill can be paid.

( 10 minutes )

**Step 6.8.2**

- Ask the students to take a sentence strip given in annexe 6.8.3 from the box on the teacher’s table.
- Gets them to read their sentences in smaller groups.
- Now get them to form into 2 groups “Active” and “Passive”
- **Leads a discussion highlighting the following :**

<ul style="list-style-type: none"><li>• In an active sentence, the subject performs the action.</li><li>• In a passive sentence, the subject is at the receiving end of the action.</li><li>• The passive can be used when the receiver of the action is more important than the doer.</li></ul> <p>e.g.</p> <p><u>Active form</u> The students swept the classroom.</p> <p><u>Passive form</u> The classroom was swept by the students.</p> <p><u>Active form</u> Somebody has stolen my purse.</p> <p><u>Passive form</u> My purse has been stolen.</p>
---

(15 minutes)

**Step 6.8.3**

- Group the students
- Distribute the texts given in annexe 6.8.4 to each group.
- Get them to do the task in groups.

**Step 6.8.4**

- Get each group to present their findings.
- **Lead a discussion to highlight the following.**

<ul style="list-style-type: none"><li>• We must be able to distinguish active from passive sentences.</li><li>• We must know that in an active sentence, the subject is the doer of the action.</li><li>• We must understand that the structure of an active sentence is different from a passive sentence.</li><li>• We must know the passive form is more appropriate in scientific writing describing processes, announcements, notices, writing minutes etc where the doer is not important but the action is important</li></ul>
---

(15 minutes)

**Criteria for assessment and evaluation**

- Identifies the passive sentence with the help of the verb form.
- Accepts the fact that the passive is used when we are interested in the ‘action’.
- Uses passive sentences accurately in writing.
- Engages in group work enthusiastically.
- Enjoys working collaboratively.

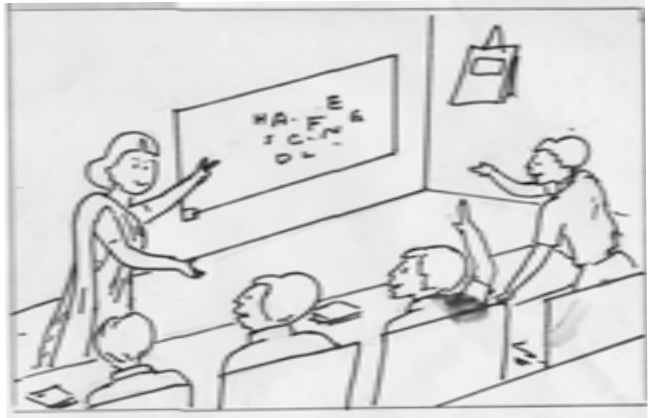
**Annexe 6.8.1**

List, what is usually done at each place

**at the canteen**



**in the classroom**



**at the market**



**at the library**



### Annexe 6.8.2

Food is bought

Meals are served

Food items are sold

The Classroom is cleaned

The Oil lamp is lit

A time table is hung on the wall

A vase is kept on the table

Books are lent

Newspapers are read

Vegetables are sold

Fruits are bought

Food items are displayed

A price list is displayed

Stamps are sold

Telephone calls are taken

Telegram forms are filled

Letters are posted

### Annexe 6.8.3

Students grow plants in front of the class.

The classroom is kept clean by the monitor.

The waiter served tea.

Vegetables are sold at the market.

A new fence has been built.

Children water the plants everyday.

We put garbage into a bin.

Tea was served by the waiter.

Pasindu cleaned the room.

The letter was typed by Asoka.

### Annexe 6.8.4.

Read the texts to find the passive voice sentences and write them.

#### A Chessboard

A chessboard is a square board used to play the game of chess. It is usually about 16<sup>11</sup> by 16<sup>11</sup> " in size. The board has 64 black and white squares alternating with each other. Two sets of sixteen pieces are used to play the game for players. The pieces are placed in particular squares on the board and each type can be moved in a different way on the board.

## Group 2

### **A Memorable Camp**

I was very lucky to be a member of the group from our state to join the week - long Inter State Junior Red Cross Study and Training Camp. When the local secretary of the Red Cross society informed 12 students of our school that we had been selected for the camp, we were very happy.

The camp was held at Taradevi ( Himachal Pradesh ) between October 12<sup>th</sup> and 19<sup>th</sup>. We were accompanied by two of our school teachers. About 42 teams consisting of 300 members from all over the country participated.

The scenic beauty of Taradevi enthralled us. It is a beautiful landscape in the shivalik ranges, very close to Shimla. On the first day the Secretary of the Red Cross Society gave us an introductory talk and we took the camp oath: "Health, Service and Friendship". Under the guidance of the camp director, we understood that the aim of the society is to protect life and health and also to ensure respect for human beings.

There were lectures by experienced doctors on various important topics such as firstaid, personal hygiene, communicable diseases and environment. Each team was engaged in a project.

Various sports and games were conducted. Cultural programmes were organized every night. We enjoyed ourselves thoroughly.

**Group 3**

Active Sentences	Passive Sentences

**A Burette**

A burette is a piece of laboratory apparatus used in chemical analysis to measure the volume of a liquid or gas. It consists of a glass tube with graduations marked on it. At one end of the tube, there is a stopcock, or tap. In a liquid burette the tap is at the bottom, in a gas burette, at the top. The gas burette is filled with liquid, and gas is filled by displacing of the liquid.

**Group 4**

**A Walking Stick**

A walking stick is a long pole usually made of wood used by old or injured people to help them to walk. It is about 3 feet long, thinner at the bottom and thicker in the upper half. The top end is curved or u- shaped so that it can be grasped firmly. The bottom end usually has a metal cap to prevent quick wear and tear.

Active Sentences	Passive Sentences

- Competency 6** : Uses English grammar for the purpose of accurate and effective communication.
- Competency Level 6.9** : Constructs passive sentences
- Activity 6.9** : Let's make passive sentences.
- Time** : 40 minutes
- Quality Inputs** : • A copy of the task sheet given in annexe 6.9.1a,b  
• Copies of the task sheet given in annexe 6.9.2
- Learning Teaching Process Step 6.9.1** : • Displays the questions given in annexe 6.9.1 a on the board.  
• Displays the questions given in annexe 6.9.1 a on the board.  
• Gets the answers from the students and also they write the answers on the board.  
• Display the phrases given in annexe 6.9.1 on the board  
• Get a volunteer to arrange the phrases to make a sentence and match with the correct active voice sentence.  
• Get the volunteers to turn the active voice sentences which into future passive and write them on the board.

( 10 minutes)

**Lead a discussion to highlight the following :**

- A verb is in the active voice when the person or thing denoted by the subject is the doer of the action.

e.g.

*Annexe 6.9.1a*

Srinath will bring the register

Champa will clean the classroom

Shiromi will bring flowers

Nuwan will arrange the teacher's table.

Himali will water the plants.

*Annexe 6.9.1.b*

**will be brought flowers by shiromi**

The future passive is formed by using will be + past participle

e.g Flowers will be brought by shiromi

The by phrase cannot be avoided where the agent is important to complete the sense.

*Annexe 6.9.1b*

- The register will be brought by Srinath.

- The class room will be cleaned by champa.

- The teacher's table will be arranged by Nuwan.

- The plants will be watered by Himali

Step 6.9.2

- Divide the class into five groups
- Distribute the task sheet given in annexe 6.9.2.
- Tell them that they are getting ready for the election campaign.
- Get them to select a candidate from each group.
- Candidates discuss the future plans with their group members  
( 15 minutes )

Step 6.9.3

vote to

- Each candidate presents their future plans to get the voters.
- Place a box on the teacher's table to put the votes.
- Except their own group members other three groups with give these the votes to the candidates.
- Let the other groups to comment on the plans and provide necessary correction.
- Finally one student counts the votes and announces the winning candidate and appoints him/her as the future may.....  
( 20 minutes )

**Lead a discussion to highlight the following.**

- The passive voice is used when we are not interested in or do not know, the doer of the action. Our main interest is in the action or the doer is obvious and does her need to be mentioned  
*Answers 6.9.2*
- Accept any suitable answer with will + Past Participle.  
e.g.
  - A new school will be built
  - Roads will be mended.
  - More houses will be constructed.
  - More jobs will be provided for young school leavers.
  - The main road in the town will be widened.
  - Old tanks will be renovated

**Criteria for Assessment and Evaluation**

- Identifies the structure of the passive.
- Accepts the importance of the use form.
- Speaking passive nice sentences of this correctly.
- Engages in group work with enthusiasm.
- Learns from each other.

### **Annexe 6.9.1 a**

The members will elect a new speaker

- Who will bring the register tomorrow?
- Who will clean the classroom tomorrow?
- Who will bring the flowers?
- Who will arrange the teacher's table?
- Who will water the plants tomorrow?

### **Annexe 6.9.1 b**

Will be brought

flowers

by Shiromi

### **Annexe 6.9.2**

- Imagine you want to be a politician give a speech incoming your promises
- One member of your group has to act as the candidate for the election campaign.
- Present your ideas and future plans using passive forms to get votes.

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

**Competency 7.7** : Uses a variety of vocabulary items in writing.

**Activity** : Let's use a variety of vocabulary items appropriately

**Time** : 40 minutes.

- Quality Inputs:**
- An enlarged copy of annexe 7.7.1
  - Copies of the task sheet given in annexe 7.7.2

**Learning teaching process :**  
**Step 7.7.1**

- Display an enlarged copy of the story given in annexe 7.7.1
- Get the students to read the words in the boxes sentences.
- Get the students to do the task

**Lead a discussion to highlight the following.**

- We use a variety of vocabulary items appropriately to convey precise meaning in writing.
- We have to be aware of the appropriacy of collocation.

e.g. *The boy was damaged.*

The second sentence is incorrect.

But

*The car was damaged.*

The car was injured .

The second sentences is incorrect

The verb 'injured' collocates with animate nouns whereas the verb "damaged" collocates with inanimate nouns.

**Answers for step 7.7.1**

- |              |               |
|--------------|---------------|
| (1) handsome | (6) commenced |
| (2) pretty   | (7) blank     |
| (3) dark     | (8) empty     |
| (4) gloomy   | (9) damaged   |
| (5) started  | (10) injured  |

( 10 minutes )

- Step 7.7.2**
- Divide the students into five groups.
  - Get the students to do the task in annexe 7.7.3

(20 minutes )

- Step 7.7.3**
- Get each group to present their answers.

### Lead a discussion to highlight the following

- When we write sentences, it is important to consider the appropriacy of collocation such as

Noun verb collocation  
Adjective noun collocation  
Adverb Adjective collocation

e.g. *Noun – Verb collocation*

The boy was injured.

The car was damaged.

*Adjective – noun collocation*

Sangakkara is a tall boy.

Piduruthalagala is a high mountain.

We do not eat stale food.

It is bad to consume addled eggs.

*Adverb Adjective – collocation*

My sister is severely ill.

The car was greatly damaged.

It is absolutely true.

He was painfully slow.

- When we select vocabulary items in writing we use meaningful words according to the context.

#### Answers for step 7.7.3

- (1) The girl was severely ill
- (2) The car was greatly damaged.
- (3) Coconut is a tall tree.
- (4) My house is on a high mountain.
- (5) Every one admired her elegance.
- (6) We admire the beauty of flowers.
- (7) Do not eat stale food.
- (8) Do not buy addled eggs.
- (9) He has a sound knowledge of English
- (10) He is good at singing.
- (11) Mr. Perera has an old car.
- (12) He loves antique furniture.

(10 minutes )

#### Criteria for assessment and evaluation

- Writes sentences using appropriate.
- Accepts that it is important to use words in proper context.
- Uses appropriate words in communication.
- Engages in group work with enthusiasm.
- Gives constructive criticism.

### **Annexe 7.7.1**

1. As today is a ..... day, my room is ..... ( dark, gloomy)
2. He put the ..... sheet of paper into an .....box. ( blank , empty)
3. The car was badly..... and the driver was severely ..... at the accident last night. ( damaged, injured)
4. All the students ..... running to the main hall because the meeting of the Environmental society..... ( commenced , started)
5. When I opened my packet of lunch, I got the bad smell of the ..... egg and the ..... food ( addled , stal

### **Annexe 7.7.2**

**Use the following words in meaningful sentences.**

- |             |             |
|-------------|-------------|
| 1. severely | 8. sound    |
| 2. greatly  | 9. good     |
| 3. tall     | 10. antique |
| 4. high     |             |
| 5. elegance |             |
| 6. beauty   |             |
| 7. addled   |             |

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

**Competency Level 7** : Expands and combines given sentences.

**Activity 7.8** : Let's enjoy expanding sentences.

**Time** : 40 minutes

**Quality Inputs** : • A copy of the task sheet given in annexe 7.8.1  
• A set of word cards given in annexe 7.8.2.  
• A copy of the tasks sheet given in annexe 7.8.3  
• Blue tac  
• A copy of the sentences given in annexe 7.8.4

**Learning Teaching Process Step 7.8.1** : • Display the task sheet given in annexe 7.8.1 on the board.  
• Distribute the word cards given in annexe 7.8.2 among the students.  
• Ask them to read the sentences on the board and the words on each card.  
• Get them expand the sentences given on the task sheet fixing the word cards.  
• Get them read the expanded sentence.  
• **Lead a discussion highlighting the following**

• When we want to give further information about some one or something mentioned in a sentence, we use a **Relative Clause**

• A clause which starts with a Relative Pronoun is a Relative clause.

Accepted answers for step 7.8.1

1) A	2) F	3) K	5) Q	6) T	7) u
B	G	L	R	S	x
C	H	M	S	V	y
D	I	4) N			
E	J	O			
		P			

( 10 minutes )

**Step 7.8.2** : • Divide the class into four groups  
• Give each group a task sheet given in annexe 7.8.3.  
• Get them to do the task

( 20 minutes )

**Step 7.8.3**

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

- Sentences can be combined in the following ways.
  1. Through the process of co-ordination using coordinating conjunctions or co-relative conjunctions.(**and, but, of**)  
( e.g. **Either or neither nor, both..... and** )
  2. Through the process of subordinating conjunctions.( e.g, **when, although,if**)
  3. Changing an independent clause to a relative clause.

e.g. a) The boy was taken to the hospital.

b) He was knocked down by a car.

The boy who was knocked down by a car was taken to the hospital.

In the above example the sentence “ He was knocked down by a car”, which is an independent clause, is changed into a “ Relative Clause’ by using the Relative Pronoun “who” instead of ‘he’ - who was knocked down by a car.

This Relative clause is used to post modify “The boy”

We can expand sentences by using Relative clauses.

Expected answers for the activity 7.8.2.

<b>Group</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Q 1</b>	<b>i</b>	<b>iii</b>	<b>iv</b>	<b>iii</b>
<b>U 2</b>	<b>i</b>	<b>i</b>	<b>v</b>	<b>v</b>
<b>E 3</b>	<b>v</b>	<b>iv</b>	<b>i</b>	<b>i</b>
<b>S 4</b>	<b>iii</b>	<b>i</b>	<b>iii</b>	<b>i</b>
<b>U 5</b>	<b>iv</b>	<b>v</b>	<b>i</b>	<b>iv</b>

( 10 minutes)

**Step 7.8.4**

- Divide the class into 2 groups.
- Give each group a set of sentences given in annexe 7.8.4.
- Get them to do the task as a competition.
- Ask one group to read a sentence while the others have to expand it using a suitable relative clause.
- Reward the winning group.

**Criteria for assessment and evaluation**

- Expands sentences using Relative Clauses
- Accepts the importance of expanding sentences
- Uses Relative clauses effectively to expand sentences
- Helps peers to use Relative Clauses
- Encourages them to expand sentences to enhance their writing.

**Annexe 7.8.1**

**Likes and dislikes**

1. I like people  
I like people who


2. I don't like (dislike) people  
I don't like people who


3. I like animals  
I like animals which


4. I don't like animals  
I don't like animals which


5. I like fruits  
I like fruits which


6. I like birds.  
I like birds which


7. I don't like birds  
I don't like birds which


## Annexe 7.8.2

<b>A</b>	<b>are very kind</b>	<b>K</b>	<b>have long tails</b>
<b>B</b>	<b>tell the truth</b>	<b>L</b>	<b>feed on leaves</b>
<b>C</b>	<b>are friendly</b>	<b>M</b>	<b>are harmless</b>
<b>D</b>	<b>help others</b>	<b>N</b>	<b>are fierce looking</b>
<b>E</b>	<b>protect wild life</b>	<b>O</b>	<b>have sharp horns</b>
<b>F</b>	<b>destroy forests</b>	<b>P</b>	<b>have long fur on their bodies</b>
<b>G</b>	<b>harm animals</b>	<b>Q</b>	<b>are juicy</b>
<b>H</b>	<b>tell lies</b>	<b>R</b>	<b>are sweet</b>
<b>I</b>	<b>are unkind to animals</b>	<b>S</b>	<b>have a soft skin</b>
<b>J</b>	<b>are not helpful</b>	<b>T</b>	<b>have colourful feathers</b>
		<b>U</b>	<b>have sharp beaks</b>
		<b>V</b>	<b>sings softly</b>
		<b>W</b>	<b>build their nest</b>
		<b>X</b>	<b>can't fly</b>
		<b>Y</b>	<b>have long beaks</b>

**Annexe 7.8.3**

**Group 1**

Expand the sentences given below using the clauses from the box

1. a The Cow is a domestic animal  
b The Cow  is a domestic animal



2. a The boy is my brother  
b The boy  is my brother



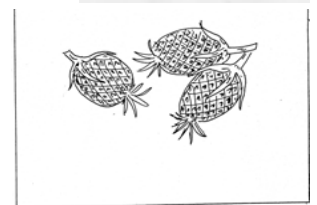
3. a I saw the girl  
b I saw the girl



4. a The penguin is a bird  
b The penguin is a bird



5. a The pineapples are tasty.  
b The pineapples  are tasty



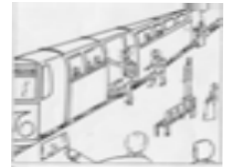
- i  who is riding the bicycle
- ii  which gives us milk
- iii  which cannot fly
- iv  which are picked from our home garden
- v  who is watering the plants

**Annexe 7.8.3**

**Group 2**

Expand the sentences using the clauses given in the box

- 1. a. I saw the fishermen.
- b. I saw the fishermen.....
- 2. a. Mother is watering the plants.
- b. Mother is watering the plants.....
- 3. a. My sister collected some feathers.
- b. My sister collected some feathers.....
- 4. a. They got into the train.
- b. They got into the train.....
- 5. a. We saw the boy.
- b. We saw the boy.....



- i Which were grown in the garden
- ii Which goes to Jaffna
- iii Who were drawing a fishing net
- iv Who was swimming in the river
- v Which were lying on the ground

**Annexe 7.8.3**

**Group 3**

Expand the sentences using the clauses given in the box.

1. a The bee is an insect.....



b The bee is an insect....

2. a I helped the boy.



b I helped the boy.....

3. a He sold the vegetables.



b He sold the vegetables.....

4. a I saw the boy.



b I saw the boy.....

5. a My brother took a photograph of a peacock.



b My brother took a photograph of a peacock.....

i **Which** had spreads its feathers

ii **Which** were grown in his home garden

iii **Who** was flying a kite

iv **Which** makes honey

v **Who** was repairing the bicycle

**Annexe 7.8.3**

**Group 4**

Expand the sentences using the clauses given in the box

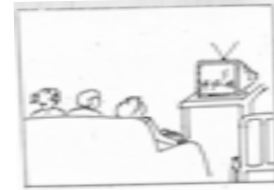
1. a Father repaired the fence.

b Father repaired the fence.....



2. a Children watched a TV programme

b Children watched a TV programme.....



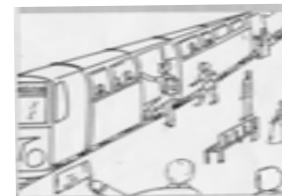
3. a I saw a picture of a Kangaro.

b I saw a picture of a Kangaro.



4. a We helped the boy

b We helped the boy.....



5. a I saw the children

b I saw the children.....



- i 

who has his leg broken
------------------------
- ii 

which was carrying the baby in its pouch
--
- iii 

which was built around the garden
-----------------------------------
- iv 

who were flying kites.
------------------------
- v 

which was about wild life.
----------------------------

**Annexe 7.8.4**

Expand sentences by using Relative Clauses.

**Group 1**

1. I met a girl.....
2. We ate fruit.....
3. My n .....
4. I saw .....
5. We n .....

**Group 2**

1. I like .....
2. We si .....
3. I drev .....
4. We a: .....
5. I tha: .....

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

**Competency 7.9** : Produce imaginative and interesting creative writing.

**Activity 7.9** : Let's write poems.

**Time** : 40 minutes

**Quality Inputs** : • A poster given in annexe 7.9.1  
• A poster given in annexe 7.9.2  
• Sentence strips given in annexe 7.9.3

**Learning Teaching Process**  
**Step 7.9.1**

- Display the poster given in annexe 7.9.1
- Get the students to read the poem
- Display the poster given in annexe 7.9.2
- Get the volunteers to fill in the blanks with imaginary answers.
- **Lead a discussion to highlight the following**

- A poem is a piece of writing arranged in patterns of lines and of sounds, expressing some thought, feeling or human experience in imaginative language.
- Lines in a poem can either be short or long.
- Words or lines in poetry may end with rhyming words.  
e.g. See : bee  
School : cool
- Accept any relevant answer which is meaningful in the given context.

(10 minutes)

**Step 7.9.2**

- Divide the class into 6 groups.
- Give one sentence strip given in annexe 7.9.3 to each group.
- Get the students to create a poem using the line given in the strip.
- **Lead a discussion highlighting the following**

- Imagination leads to creativity.
- Continuous practice helps effective creations.
- Accept any relevant answer

(30 Minutes)

**Criteria for assessment and evaluation:**

- Identifies the need to be creative and imaginative in writing poems.
- Appreciates poems
- Writes poems using their imagination.
- Enjoys writing poems.
- Shares ideas with others.

**Annexe 7.9.1**

**Elephants at school**

*I came across an elephant  
On the way to school  
His beak was very hot  
And his flippers very cool.  
I hid him in my desk  
So the teacher would not see,  
He stayed there very quietly  
Until frightened by a bee.*

**Annexe 7.9.2**

- (a) Now, try changing some of the words.....
- at school
- I came across a -----
- On the way to school
- His ----- was very-----
- And his----- very -----
- I hid him in my -----
- So that teacher would not see
- He staged there very quietly
- Untill----- by a -----
- b) Now compose something of your own.  
On your way .
- .....
- .....
- .....
- .....
- .....

**Annexe 7.9.3**

Read the line given to your group and create a poem accordingly.

- It was only a dream ( last line)
- I met an alien - 1<sup>st</sup> line
- When are you - 4<sup>th</sup> of each verse
- You are my sun shine - last line
- If only I were a .....1<sup>st</sup>
- In my dream.....

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

**Fompetency Level 8.11** : Makes suggestions and responds to them.

**Activity 8.11** : Let's enjoy making suggestions and responding appropriately.

**Time** : 40 minutes

- Quality Inputs** :
- Responses given in annexe 8.11.1
  - A copy of the suggestions given in annexe 8.11.2
  - The song given in annexe 8.11.4
  - Situations given in annexe 8.11.3
  - Task sheets given in annex 8.11.5

**Learning Teaching process  
Step 8.11.1**

- :
- Let one of the students be the clown.
  - Display the responses given in annexe 8.11.1
  - Get the whole class to read the responses given.
  - Give the list of suggestions given in annexe 8.11.2 to the clown.
  - Read out the different situations given in annexe 8.11.3 one by one.
  - Get the clown to make a suggestion in the given situation.
  - Ask any volunteer to come out with the relevant response by selecting from the given list.
  - Allow the whole class to repeat the suggestion and the relevant response.
  - Continue with all the suggestions and responses given in annexe 8.11.1 and 8,11.2
  - Display the song given in annex 8.11.4 on the board
  - Sing the song.
  - Get the students to sing the song with actions.
  - **Lead a discussion to highlight the following.**

- We use the following to make suggestions.

Let's	.....
Shall we	.....
How about	.....
What about	.....
Why don't you	.....
Don't you think	.....

- We use the following to make relevant responses.
- O.K                      • I totally agree.
- Sure                      • It's very thoughtful of you.
- Certainly                • I think .....
- Of course                • I don't agree with you
- That's fine                • No, I think it.....

### Step 8.11.2

- Divide the class into 5 groups as ABCDE.
- Distribute the task sheets given in annexe 8.11.3 to each group.
- Get the groups to do the relevant task only.
- Teacher corrects the group presentations.
- Ask them to practise the dialogue.
- Get each group to enact the dialogue
- **Lead a discussion to highlight the following.**

- We should learn how to make a suggestion and how to give a relevant response according to the situation.

E.g. agreeing  
disagreeing  
accepting /refusing

### Criteria for Assessments and Evaluation

- Identifies the importance of making suggestions and responses.
- Accepts the fact that we need to make suggestions and respond appropriately.
- Makes suggestions and responds appropriately.
- Gains confidence in making suggestions and responses.
- Enjoys collaborative learning.

### **Annexe 8.11.1**

#### **Responses**

- O.K.
- Sure
- Of course
- Certainly
- I agree with you
- Superb
- That's lovely
- It's very thoughtful of you
- I think .....
- I don't agree with you
- No, I think its .....

Teacher can have more responses according to the situations used.

### **Annexe 8.11 .2**

#### **Suggestions**

1. Let's go to the canteen
2. Let's buy ..... (some tofees)
3. Shall we .....(drink tea)
4. What about ..... (playing cricket)
5. How about ..... (going on a picnic)
6. Why don't you ..... (go to the library)

### **Annexe 8.11.3**

#### **Situations**

- at the canteen
- during the interval
- at the book shop
- during the weekend
- the English teacher is absent.
- Teacher can have more / different situations according to the level of the students.



**Competency 8** : Communicates clearly, fluently and confidently

**Competency Level 8.12** : Expresses opinions and gives reasons

**Activity 8.12** : Let's voice our thoughts

**Time** : 40 minutes

**Quality Inputs** :  
• Topics given in annexe 8.12.1  
• An enlarged copy of annexe 8.12.3  
• Copies of role cards given in annexe 8.12.4

**Teaching Learning Process :**  
**Step 8.12.1**

- Draw a horizontal line on the board or on the wall/ floor etc. as in annexe 8.12.1
- Write one of the topics given in annexe 8.12.1 above the line.
- Write two preference possibilities ( Yes, No ) at both ends of the line as given in annexe 8.12.2
- Display the phrases given in annexe 8.12.3
- Get the volunteers to come to the board wall /floor and stand along the line where they feel they belong to and give a reason using the given phrases.
- **Lead a discussion to highlight the following**

- We should learn to express opinions clearly and precisely supporting them with valid reasons.
- We should also learn to ask for opinions.
- Following are some phrases that could be used to express opinions.

I think that .....	In my opinion.....
What I feel is .....	I think I agree.....
I want to.....	I fully agree.....
I think that.....	
What about .....	
How about.....	
In my point of view.....	

e.g These are some of the phrases that can be used to ask for opinions.  
What do you think? , How do you feel ?.

( 10 minutes)

**Step 8.12.2**

- Put the students into groups of five.
- Distribute the role cards among students and explain the task as given in 8.12.4.
- Ask them to read the role cards and prepare to express opinions.

( 20 minutes )

### Step 8.12.3

- Get each group to do their role play.
- Encourage other groups to comment on each group's opinion.
- **Lead a discussion to highlight the following.**

- Express our opinions, polite and relevant expressions should be used
- Expressions used for giving opinions vary according to the context.  
Expected answers
- Comment on each role play . Appreciate their efforts.

(10 minutes)

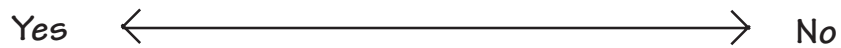
### Criteria for Assessment and Evaluation

- Expresses opinions giving reasons.
- Accepts that certain words and phrases should be used to express opinions precisely.
- Discusses ideas meaningfully.
- Suggests appropriate plans to the given situation clearly.
- Works co-operatively to achieve a goal.

**Annexe 8.12.1**

- Should students attend tuition classes ?
- Should students in grade 9 use mobile phones ?
- Every student must do sports.
- We must listen to our elders always.

**Annexe 8.12.2**



**Annexe 8.12.3**

- I think.....**
- I agree.....**
- In my opinion.....**
- As I feel.....**
- According to my point of view.....**
- As far as I'm concerned.....**
- What I feel is.....**
- I think I agree**
- I fully agree.....**
- In my point of view.....**

#### Annexe 8.12.4

- You are a member of a family. You are planning to go on a holiday.
- Study your role card and prepare for the discussion.
- Remember you have to come to a decision as to where you would go.

#### Role cards for

“ Where shall we go on holidays ?

**Father ( you have to initiate the discussion)**

Your idea of a holiday is something relaxing but short and cheap.  
suggest that you like to take a brother with you.  
You may start like this  
**I think we should..... as .....**  
**Let's..... because.....**

**Mother**

You want to visit ruined cities for two days  
**Let's ..... as .....**  
**How about..... because.....**

**14 year old daughter**

You want to go to the sea side you'd like if your uncle's daughter  
too joins you.  
**I'd like to go to.....**  
**Don't you think Nathasha..... because.....**

**16 year old Son**

You don't want to go with your family any where - but if you have to  
it should be a short trip and as near as possible  
**I don't want.....because**  
**I hate to ..... as**

**Youngest Son**

You have never travelled in a train and really would like to travel in a train.  
You like big cities where there are lots of interesting things to see and do  
**I have never.....so I would.....**  
**I'd like to.....because**

•

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

**Competent Level 8.13** : Makes simple announcements

**Activity 8.13** : Let's make announcements.

**Time** : 40 minutes

**Quality inputs** : • An enlarged copy of annexe 8.13.1  
• A copy of annexe 8.13.2  
• Copies of annexe 8.13.3  
• A paper microphone

### **Learning Teaching Process**

#### **Step 8.13.1**

- Display the announcements in annexe 8.13.1 on the wall in the class room.
- Make the announcement in annexe 8.13.1
- Let the students read any announcement displayed.
- Get them to practise the announcement.
- Allow volunteers to make the announcement using a paper cone as a microphone.
- **Lead a discussion highlighting the following.**

- |  |
|--|
| <ul style="list-style-type: none"><li>• When making an announcement you start by drawing the attention of the audience by using “Your attention please”, “May I have your attention please” etc.</li><li>• You need to be specific and precise.</li><li>• The language should be simple.</li></ul> |
|--|

(10 minutes)

#### **Step 8.13.2**

- Put the students into 5 groups.
- Give the task sheet in annexe 8.13.3 to each group.
- Assign one announcement to each group.
- Get each group to prepare the announcement.

#### **Step 8.13.3**

- Get students to make their announcements.
- Ask the other groups to guess what the announcement is about.
- Lead a discussion highlighting the following.
- When making an announcement, you need to be specific and precise.
- The language should be simple.
- You start the announcement by drawing the attention of the listeners using “Your attention please”, “May I have your attention now” “May I have your attention please” etc.

- Announcements give us information
- We have to pay attention when we hear an announcement

***Sample answers.***

**A)** Your attention please

A variety entertainment organized by the Students welfare society will be held on the 26<sup>th</sup> of November at 2.30 p.m in the school auditorium. Tickets are available at the main entrance.

Thank You.

**B)** May I have your attention please

The annual trip of the Grade 9 students to Dambadeniya, Panduwasnuwara and Yapahuwa will take place on the 25<sup>th</sup> March. All those who have paid the fee please come to the school at 5.15 a.m. The bus leaves at 5.30 a.m . Bring your break fast, lunch and drinking water

Thank You.

( 10 minutes)

**Criteria for assessment and evaluation**

- Students identify language used in simple announcements
- Accepts the fact that simple announcements are important in day to day life.
- Makes announcements.
- Share ideas with others.
- Works collaboratively.

**Annexe 8.13.1**

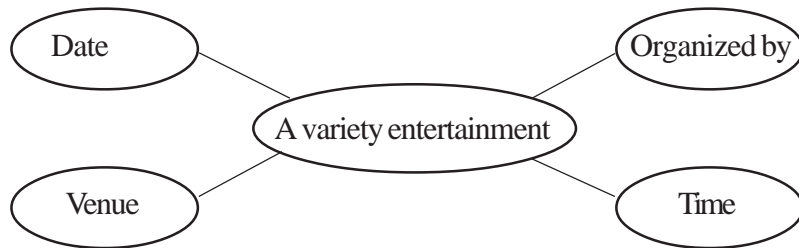
- 1) Your attention please.  
There'll be a book exhibition and a sale in the main hall tomorrow. A variety of books such as Past question paper, short stories and novels will be on sale.
- 2) Attention please  
A committee meeting of the English literary Society will be held on the 2<sup>nd</sup> of April. The purpose is to plan the English Day for this year.
- 3) Can I have your attention please  
The night camp organized by the Astronomical Society is cancelled due to the prevailing bad weather.
- 4) May I have your attention please  
A Wristwatch has been found at the counter of the canteen. Prove your ownership and get it from the Vice Principal.
- 5) May I have your attention please.  
The Science Day scheduled for next week is postponed to the next term.

**Annexe 8.13.2**

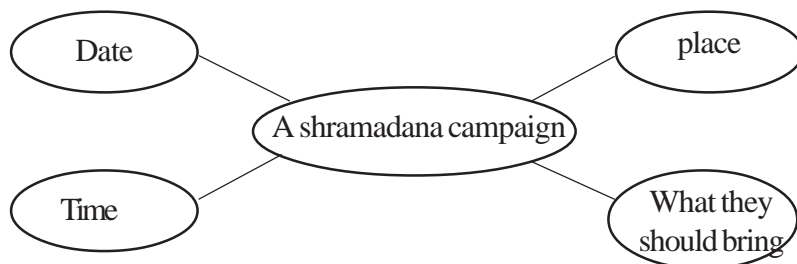
Your attention please!  
Please stand up, move upto the concept maps which are displayed,  
read them and tell us what they are about.

**Annexe 8.13.3**

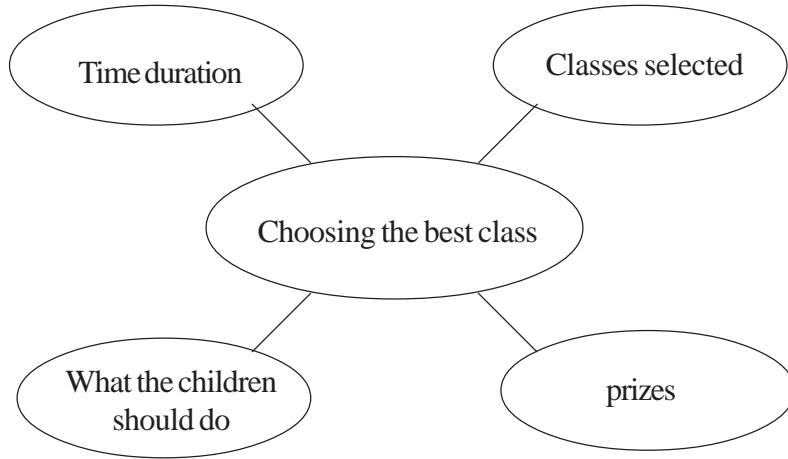
A)



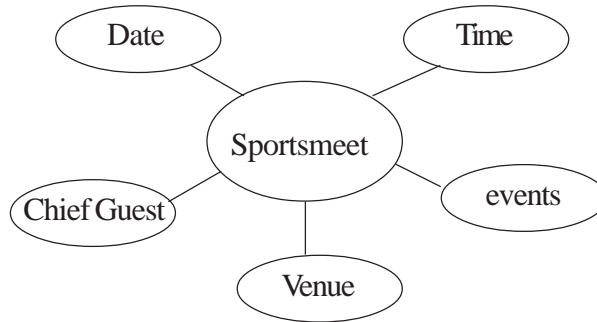
B)



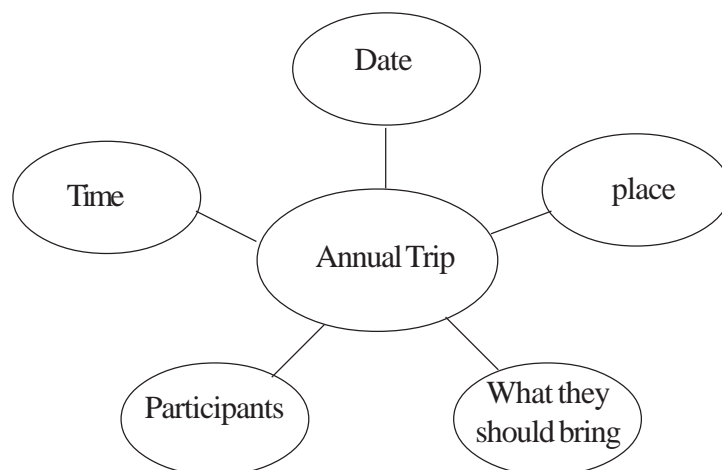
C)



D)



E)



# *Assessment and Evaluation*

## **Introduction**

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

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

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

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

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

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

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

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 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 opportunities and to introduce the tools used for extended teaching learning.

## **Learning Teaching Evaluation Tool for Learning Teaching Process.**

### **Tool -1**

**1. Period of Evaluation :** First Term

**2. Competency Levels Involved :** 1.5 , 3.5, 3.6, 7.7

**3. Relevant skills Involved :**

- |           |   |
|-----------|---|
| Listening | • Listens and takes down notes.   |
| Speaking  | • Makes oral presentations using correct, pronunciation, stress and intonation. |
| Reading   | • Transfers information into other forms.                                       |
| Writing   | • Writes main points appropriately in note form.                                |

**4. Nature of the Tool :** *Oral Presentation.*

**5. Objectives of the tool :**

To assess whether the students can ;

- Listen to news on TV/radio and reports them to others.
- Use the available resources to enhance their listening skill.
- Listen to a text and takes down necessary information.
- Write important points in note form.
- Report information orally with confidence.

**6. Instructions for the implementation of the Assessment tool:**

Preparation of the task :

- At the beginning of the first term make the students aware of the assessment tool.
- Group the students and ask them to select a topic.  
(weather, sports news, local news, foreign news)
- Get the students to listen to TV news (in English) for a whole week.
- Instruct students to note down necessary information in relation to the topic they selected.
- Get them to prepare the final news bulletin
- Inform of the date for their presentation.



<b>Criteria</b> 4 marks each <b>Criteria for Evaluation</b> <b>Name</b>	<b>Introduces          the topic          clearly</b>	<b>Uses          relevant          content and          language</b>	<b>Presents          information          orally with          correct          pronunciation          stress &amp;          intonation</b>	<b>Shows ability          to read news          with          confidence.</b>	<b>Completes          the task          creatively on          time.</b>	<b>T          o          t          a          l</b>

**Banding of marks**

Excellent	4
Good	3
Fair	2
Should be improved	1

# Learning Teaching Evaluation Tool for Learning Teaching Process.

## Tool - 2

1. **Period of Evaluation** : First Term

2. **Competency Levels involved** : 1.5, 3.5, 4.4, 5.4, 7.7

3. **Relevant skills involved** :

- |           |  |
|-----------|--|
| Listening | • Listens to the questions and responds appropriately.         |
| Reading   | • Extracts necessary information from various types of texts.  |
| Writing   | • Gives information appropriately. Writes questions correctly. |
| Speaking  | • Presents questions orally and answer them appropriately.     |

4. **Nature of the tool** : • A Quiz

5. **Objectives of the tool** :

- Collects necessary information from various texts.
- Writes questions in order to get specific answer.
- Listens to questions attentively and answers them.
- Presents questions orally with correct stress and intonation.

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

Instructions to the teacher for preparation of the task :

- At the beginning of the first term, make the students aware of the assessment tool.
- Group the students
- Get each group to select a topic (Games indoor/outdoor, Space, Great inventors, Traditional crafts in Sri Lanka and other countries, Wild life, World Organizations )
- Get the students to form 10 questions under the selected topic in groups.
- Instruct each group to prepare their quizzes before the deadline they been given.
- Collect the quizzes on the deadline and hold the quiz.

Instructions for students :

- Select a topic for the quiz and discuss it.
- Collect information from various sources.
- Prepare the quiz .
- Hold the quiz.

**Criteria for Evaluation**

<b>Criteria</b> <b>4 marks</b> <b>each</b> <b>Name</b>	<b>Forms the</b> <b>questions</b> <b>accurately</b>	<b>Uses</b> <b>relevant</b> <b>content and</b> <b>language.</b>	<b>Presents the</b> <b>questions</b> <b>clearly with</b> <b>correct</b> <b>stress and</b> <b>intonation.</b>	<b>Presents</b> <b>questions</b> <b>confidently.</b>	<b>Completes</b> <b>the task on</b> <b>time</b>	<b>Total</b>

**Banding of marks**

Excellent	4
Good	3
Fair	2
Should be improved	1

# Learning Teaching Evaluation Tool for Learning Teaching Process

## Tool - 3

1. **Period of Evaluation** : 2nd Term.

2. **Competency Levels involved** : 5.4, 7.7, 8.12

3. **Relevant skills involved** :

**Writing** • Writes relevant information about past experiences.

**Reading** • Extracts necessary information from different kinds of sources

**Grammar** • Uses English grammar accurately to write about past events.

4. **Nature of the tool** : *Field book*

5. **Objectives of the tool** : To assess whether the students can

- Use a fieldbook to note down important events, incidents. Descriptions etc.
- Write about important events, incidents and other information in note form.

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

Instructions to the teacher for preparation of the task:

- At the beginning of the term make the students aware of the tool.
- Inform the student of the deadline for the completion of the work.
- Instruct the students to maintain a booklet as their field book.
- Ask them to keep records of their visits to any place such as market, bus stand, railway station, pharmacy, a religious place, shop, bank, post office, internet cafe, communication centre etc. for two weeks .
- Get them include school events, and functions in the field book .
- Get them to use the grid given below to note down events /ideas about their visits
- Collect the field books on the date given.
- Distribute the questionnaire given and get them to complete it.

Instructions for the students :

- Collect the relevant information about your visits within two weeks to places like the market, dispensary, Hospital, Pharmacy , Park, Temple , Kovil , Church etc.
- Add the school events and functions.
- Fill the grid using the information gathered .
- Handover the completed grid to the teacher on or before the deadline.
- Complete the given form and hand it over to your teacher .

## Learning Teaching Evaluation Tool for Learning Teaching Process

### Tool - 3

1. **Period of Evaluation** : 2nd Term.

2. **Competency Levels involved** : 5.4, 7.7, 8.12

3. **Relevant skills involved** :

**Writing** • Writes relevant information about past experiences.

**Reading** • Extracts necessary information from different kinds of sources

**Grammar** • Uses English grammar accurately to write about past events.

4. **Nature of the tool** : *Field book*

5. **Objectives of the tool** : To assess whether the students can

- Use a fieldbook to note down important events, incidents. Descriptions etc.
- Write about important events, incidents and other information in note form.

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

Instructions to the teacher for preparation of the task:

- At the beginning of the term make the students aware of the tool.
- Inform the student of the deadline for the completion of the work.
- Instruct the students to maintain a booklet as their field book.
- Ask them to keep records of their visits to any place such as market, bus stand, railway station, pharmacy, a religious place, shop, bank, post office, internet cafe, communication centre etc. for two weeks.
- Get them include school events, and functions in the field book.
- Get them to use the grid given below to note down events /ideas about their visits
- Collect the field books on the date given.
- Distribute the questionnaire given and get them to complete it.

Instructions for the students :

- Collect the relevant information about your visits within two weeks to places like the market, dispensary, Hospital, Pharmacy, Park, Temple, Kovil, Church etc.
- Add the school events and functions.
- Fill the grid using the information gathered.
- Handover the completed grid to the teacher on or before the deadline.
- Complete the given form and hand it over to your teacher.

Criteria 4 marks each. Group No. Name	Gives relevant information.	Uses English grammar accurately	Constructs questions correctly.	Uses rel- evant vocabulary items.	Completes the task on time.	T o t a l

**Banding of marks.**

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

## Learning Teaching Evaluation Tool for Learning Teaching Process.

### Tool - 4

01. **Period of Evaluation** : 2nd Term

02. **Competency Levels involved** : 4.4,5.4,5.5, 7.7,7.8

03. **Relevant skills involved** :

Reading : Extracts, necessary information from various types of texts.

Writing : writes descriptions/Expands and combines sentences to write descriptions.

04. **Nature of the tool** : *Preparation of a scrap book.*

05. **Objectives of the tool** : To assess whether the students can

- find information from various sources such as Encyclopedia, newspapers, magazines, internet etc....
- organize the collected information properly.
- design a cover page attractively.

06. **Instruction for the implementation of the assessment tool** :

Instructions to the teacher for preparation of the task:

- At the beginning of the 2nd Term make the students aware of the assessment tool.
- Group the students.
- Get them to select a topic for their scrap book.  
(Birds of Sri Lanka, Herbal plants, Folk stories, Ancient Kings, Places of interest in Sri Lanka, Stage Plays, Transportation now and then.)
- Instruct them to collect information and pictures from different sources and write the relevant descriptions.
- Get them to prepare the scrap book attractively.
- Inform the students of the deadline to handover the book.
- Give each book a copy of the form given at the end.
- Ask them to prepare the scrapbook attractively by using realia.
- Inform the students of the deadline to hand over the books.

Instructions for the students :

- Appoint a leader for each group.
- Discuss the topic selected by the group.
- Assign work among the group members such as collecting pictures, gathering information designing the cover page, illustrations.

- Hand over the completed scrapbook on or before the deadline along with the form given below.

Topic of the scrap book .....	.....
Name of the group leader .....	.....
Names of the members .....	.....
.....	.....
.....	.....
.....	.....
.....	.....
Cover page done by .....	.....
.....	.....
Illustrations done by .....	.....
.....	.....
Hand writing/Type setting by .....	.....
.....	.....
Sources of information .....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
Date .....	..... Signature of the leader

• **Criteria for Evaluation**

<b>Criteria</b> <b>4 marks</b> <b>Name</b> <b>each</b>	<b>Uses various</b> <b>resources to</b> <b>collect</b> <b>information.</b>	<b>Writes</b> <b>relevent</b> <b>description</b> <b>accurately.</b>	<b>Uses</b> <b>relevant</b> <b>illustrations</b> <b>pictures,</b> <b>realia</b>	<b>Shows</b> <b>creativity</b> <b>and proper</b> <b>organization</b>	<b>Completion of</b> <b>the work</b> <b>within the</b> <b>given time.</b>	<b>T</b> <b>o</b> <b>t</b> <b>a</b> <b>l</b>

**Banding of Marks**

Excellent	4
Good	3
Fair	2
Should be improved	1

# Learning Teaching Evaluation Tool for Learning Teaching Process

## Tool 5

1. **Period of Evaluation :** 3rd Term

2. **Competency Levels involved :** 2.5, 4.4, 5.4, 6.7,6.9, 7.7, 7.8

3. **Relevant skills involved :**

**Reading** • Extract necessary information from various sources .

**Writing** • Construct grammatically correct sentences to make meaningful coherent paragraphs.

4. **Nature of the Tool** : *Preparing a magazine*

5. **Objectives of the Tool :** To assess whether the students can

- collect information from various types of sources.
- write grammatically correct sentences.
- organize facts meaningfully.
- use simple, compound and complex sentences in appropriate contexts.
- use a variety of vocabulary items to suit the topics.
- become aware of the special features of a magazine.

6. **Instructions for the implementation of the Assessment Tool:**

Instructions to the teacher for preparation of the task :

- Make the students aware of the assessment tool at the beginning of the term.
- Group the students and get them to collect items for their group magazine .
- Brief them on contents and the features of the magazine.
- Instruct the students to collect information from the textbook as well as from other resources available.
- Get the students to write articles and draw pictures /illustrations for the magazine.
- Guide them to select different topics.
- Make them aware of the minimum number of pages of a magazine.
- Collect the magazine on or before the deadline.

Instructions for the student :

- Select suitable topics, drawings, articles for your magazine.
- Divide the topics/drawings/articles among all the members of the group.
- Write compositions, stories, poems.
- Include pictures, drawings, illustrations etc. as many as possible.
- Use different colours to make it attractive.
- Collect articles, arrange them in order and compile the magazine.
- Give a name to your magazine.
- Handover the magazine to the teacher before the deadline.

**Criteria for evaluation**

Criteria 4 marks each Group No.	Content Uses relevant information	Uses grammar accurately and appropriately	Uses correct format, and punctuation.	Uses imagination and writes creatively.	Completion of the task within the given time	T o t a l

**Banding of marks.**

Excellent	4
Good	3
Fair	2
Should be improved	1

# Learning Teaching Evaluation Tool for Learning Process

## Tool 6

1. **Period of Evaluation :** 3rd Term.

2. **Competency Levels involved :** 1.5, 4.4, 5.6, 7.9, 8.11 ,8.12, 8.13

3. **Relevant skills involved :**

**Listening :-** Listens to questions attentively and responds appropriately.

**Speaking :-** Asks questions, explains and responds appropriately

**Reading :-** Extracts necessary information from various types of texts.

**Writing :-** Writes questions and facts appropriately and accurately

4. **Nature of the tool :** *Pannel discussion*

5. **Objectives of the tool :**

- Collects necessary information from various types of texts.
- Writes relevant questions.
- Listens to questions and responds appropriately.
- Has the ability to present his ideas effectively.
- Comments on the facts and attitudes constructively.
- Respects others' views.

6. **Insturctions for the implemetation of the assessment tool.**

Instructions to the teacher for preparation of the task.

- Make the students aware of the assessment tool at the begining of the term.
- Group the students and get them to select one of the topics given below.
- Time given is 2 weeks.

1. Tea Industry

- \* History
- \* Developments
- \* Impact on the economy
- \* Current issues and future prospects.
- \* Trends in marketing

2. Rubber Industry

- \* History
- \* Developments
- \* Impact on the economy
- \* Crurent Issues/trends
- \* Future prospect

3. Coconut Industry

- \* History
- \* Developments
- \* Impact on the economy
- \* Current Issues/trends

**Criteria For Evaluation**

<b>Criteria</b> 4 marks each <b>Name</b>	<b>Uses                      resources to                      collect                      information.</b>	<b>Presents                      relevant facts                      confidently</b>	<b>Uses                      relevant                      illustrations                      picutrs                      realia.</b>	<b>Shows                      creativity                      and proper                      organization.</b>	<b>Completes                      the work                      withing the                      given time.</b>	<b>T                      o                      t                      a                      l</b>

**Banding of marks**

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