

English

Primary Pirivena

Teacher's Guide

Grade 1

(Will be implemented from 2019)

Pirivena Education Branch
Ministry of Education
Sri Lanka

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Department of Sinhala Language
Faculty of Languages, Humanities and Social Sciences
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English

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Teacher's Guide

Grade 1

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Message of the Secretary to the Ministry of Education

The Buddhist clergy is the symbol of the Sri Lankan Buddhist identity. The national Piriven, which opened an educational pathway to the entire nation by centering the education of the clergy, has a long history. The Piriven education developed so smoothly under the leadership of the Buddhist clergy from the Anuradhapura era that the chronicles reveal that even foreigners came here to study.

We are happy to say that we are able to maintain the Piriven education institutes that are centred around temples by providing facilities similar to that of schools at present under the monitoring of the Ministry of Education while preserving the historical heritages.

It should be our firm objective to produce a suitable generation of learned and scholarly priests and a generation of learned and disciplined laymen to fulfill the contemporary needs by providing basic requirements of the Piriven education. While supporting this endeavour, we believe that this Teacher's Guide, which is offered to you under the 2018 curriculum reforms, will be a tool for the Piriven teacher to provide knowledge to the learners through new teaching methods. I firmly believe that it is the responsibility of the Piriven teachers to provide a clear understanding to the student community with the effective use of these teacher guides.

I would like to extend my thanks to the Piriven Education Branch, the National Institute of Education and the Educational Publications Department.

N.H.M. Chitrananda
Secretary to the Ministry of Education

Message from the Director General

This Teacher's Guide has been composed by the newly instituted Pirivena Education Unit in the National Institute of Education, in order to plan lessons so that the relevant competencies are fulfilled, consequent to the revision of the syllabus content produced by the Ministry of Education.

The decision taken by the Ministry of Education to provide teacher's guides in order to bring the teaching learning process to a higher level-same as it is done in the school system - is a commendable decision. Thereby it provides an opportunity for teachers to explore new approaches in teaching learning methodologies and plan one's lessons and to engage in a process of teaching and learning at a higher level.

The content of the Teacher's Guide falls into two main sections. They are the syllabus and the competencies involved, and the compendium of activities instrumental in fulfilling these competencies. The activities have been created in taking into consideration the time allocated for each of the activities, so that the level of competency relevant to each competency is covered. This leaves room for new activities to be evolved based on these activities.

My thanks go to the Pirivena Education Unit of the National Institute of Education for giving leadership to the composition of these teacher's guides for all the subjects in the Primary Pirivena curriculum, within a very short time, the subject specialists of the National Institute of Education, and the external resource persons.

Dr. (Mr.) Sunil Jayantha Nawarathna

Director General

National Institute of Education

Foreword

Pirivena is a centre of the Sri Lankan education system. The Buddhist clergy was able to produce a generation of clergy with religious knowledge and a patriotic community through the Pirivena by continuously bestowing the great Buddhist order, which was established in Sri Lanka to a students' generation amidst diverse obstacles through a number of years.

The service rendered by the Pirivena for the upliftment of the society of lay and clergy by preserving the traditional identity and by fulfilling the contemporary needs from the past is highly commendable. We would like to praise the effort made by the Piriven Education Branch of the Ministry of Education at present to provide the necessary knowledge through a new curriculum based on competencies by considering the needs of the student priests and lay students who follow Piriven education and by mixing the modern educational trends and traditional educational strategies of the Buddhist order while preserving the classical education. The Educational Publications Department too, being a strength to the above process, provides the necessary facilities by printing 54 textbooks annually for Basic Pirivena and by printing new syllabi for all the subjects.

The compilation of teacher guides for the new competency based curriculum for the first time for the Piriven education is a valuable process. It's a pleasure to offer you these teacher guides compiled by the National Institute of Education and the Piriven Education Branch and printed by the Educational Publications Department. I would like to bestow my sincere thanks on the advisers, members of the writing and editorial panels and on the staff of the Educational Publications Department who extended their contribution towards this endeavor. I wish for the success of the Piriven education.

P.N. Ilapperuma

Commissioner General of Educational Publications

Educational Publications Department

Isurupaya

Battaramulla

26.06.2020

Message from the Deputy Director General

I must state that this emergence of the Teacher's Guide in the field of the modern Sri Lankan Pirivena is a historic event. The combination of the National Institute of Education and the Pirivena Education Branch of the Ministry of Education being instrumental in compiling these Teacher's Guides provides the background for this happy emergence.

The only institute empowered by the Constitution to provide subject syllabi, Teacher's Guides, training of teachers, training of education managers, research in education is the National Institute of Education, instituted by the Act No 28 1985. However, till the year 2017, the National Institute of Education had not directly contributed to the Pirivenas - the centres of education of the Mahavihara tradition with a history of 2325 years.

We were often beleaguered by this question as to could there be a National Institute of Education which has no Pirivena Branch or Pirivena Department. We could contribute to obtain a solution on obtaining the full support and the blessings of the current His Excellency the President, the Honorable Minister of Education, the Secretary to the Ministry of Education in 2018, The Director of Pirivena Education at the time, the current Director General of the National Institute of Education, and the full support and blessings of the Council of the National Institute of Education.

Accordingly, on the decision taken by the Sinhala Buddhist Congress under the chairmanship of His Excellency the President and the decision of the Council of the National Institute of Education taken on 2017/3/16, 412/5/12 IM No. 5157 the Pirivena Education Unit was instituted, affiliated to the Department of Sinhala Language of the Faculty of Languages Humanities and Social Sciences of the National Institute of Education.

Consequently, the National Institute of Education could directly contribute to the training of the Pirivena teachers and the production of Teacher's Guides for the Pirivena teacher. This is a great boon that has enabled us to make use of the experience of teaching and learning, research, technology know - how that the National Institute of Education has in order to awaken the Pirivena classroom. It is a source of illimitable pleasure.

I respectfully beseech the teachers of the Pirivenas to make use of these Teacher's Guides to bring about a higher level of achievement to the Pirivena classroom in a friendly and an enjoyable way. I offer my heart felt respect to those who contributed to the compilation of these Teacher's Guides, the Director of the Sinhala Language Department, the Chief of the Pirivena Unit, and all experts.

Venerable Dr. Mabulgoda Sumanarathana Thero

Deputy Director General

National Institute of Education

Message from the Director of Education (Pirivena)

The Pirivena owns a special place among the excellent educational institutions in the Eastern world. It's not a secret that these institutions developed gradually to the level of international universities. The education provided by the Pirivena is able to uplift the identity of the Buddhist priests and traditional knowledge of the people from early times. The ancient Piriven education which was centred around the eight oriental institutes bestowed a generation with spiritual values and religious knowledge to this country.

The modern Piriven education is one of the special aspects of the national education stream. The main objective of the Piriven education is to bestow Buddhist priests on the nation for three fold upliftment of the Buddhist order including law of reason, principle and insight and to produce well-educated scholars.

It is a major responsibility of the Buddhist clergy to guide for the creation of a community with positive attitudes in this journey towards prosperity. Therefore, the Pirivena must act more powerfully to empower them with required knowledge.

It is a pleasure that we were able to take several steps forward with new curricula by updating the learning-teaching process. In the attempt to make the future Piriven education firm through different strategies, it is my firm belief that the new Teacher's Guide that is offered to you would be a powerful quality input to increase the student performance. I insist that it is your duty to take action to update the knowledge of Piriven teachers about the traditional and modern learning trends and strategies. I remind you to study the Teacher's Guide well and use it efficiently in your learning-teaching process.

It is a difficult task to prepare such a Teacher's Guide and offer it to you. I would like to extend my gratitude and thanks to the Assistant Directors of the Piriven Education Branch, the Director General of the National Institute of Education, Venerable Deputy Director, Venerable Head of the Piriven Education Branch and the Commissioner General of Educational Publications and the staff.

Venerable Watinapaha Somananda Thero
Director of Education (Piriven)
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National Goals

The national system of education should assist individuals and groups to achieve major national goals that are relevant to the individual and society.

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

Instructions Regarding the Teacher's Guide

The competency based English language syllabus of Primary Pirivena for Grade 01 which was implemented in 2017, has 47 competency levels to be achieved by the students of Grade 01.

The Grade 01 course materials consist of a Pupil's Textbook, Pupil's Workbook and a Teacher's Guide along with the syllabus formulated in an integrated and innovative manner. They will be useful for the students to achieve the expected learning outcomes.

This Teacher's Guide consists of the detailed syllabus of Grade 01, a comprehensive introduction to competencies and competency levels of each activity in the Pupil's Textbook, answers for the Pupil's Textbook and Workbook activities. In addition, an overall guidance of lesson planning (Tips for Teacher) along with testing and evaluation techniques for textbook activities are given at the end of each unit of the Teacher's Guide.

Students should be exposed to authentic situations copiously where they can acquire, practise and use language naturally. For example, language games, holding English Literary Associations, English Camps, English debating competitions and Inter Pirivena Competitions can be conducted. A variety of teaching techniques will encourage students to learn storytelling, loud reading, dramatizing, role plays, reciting poems, grammar games etc. Three facts, respectively, exposure, encouragement and opportunities improve their confidence and enrich their fluency in using English language.

According to the given guidance, the teacher has the opportunity to be creative and innovative in preparing their own lesson plans based on accepted lesson plan formats to teach their students.

Mr. R.D.S. Jayawardena

Assistant Director of Education (English)

Pirivena Education Branch

Ministry of Education

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Teacher's Guide - Grade One

Competency	Competency Level	Subject Content	Learning Outcome(s)	No. of Periods
1. Identifies the sounds of the English language	1.1 Identifies and pronounces short vowels (a, e, i, o, u)	<ul style="list-style-type: none"> ✓ Matches sounds with the corresponding letter and words (letter patterns) e.g. fat.pet, sit, pot, but) (e.g., fin, pin, vet, bet,tip,sip,rim,gum, net,met,lit,hit,win, e.g., bat, bag, dad) • Exposure to the words with silent consonant letters (e.g. hour, write, knife) 	<ul style="list-style-type: none"> ✓ Uses sound identification skills in the formation of words 	2
	1.2 Identifies and pronounces the following initial and final consonants(f, p, b, t, s, r, m, j, h, v, d, k, z, g, l, n, c, y, w)			2
2. Uses mechanics of writing with understanding	1.3 Identifies silent letters (e, h, k)	<ul style="list-style-type: none"> • Identifies and uses lowercase and uppercase letters in different contexts Use of upper case letters • use lowercase and upper case letters in different contexts • For beginning the first word of a sentence • Proper nouns (e.g.Anuradhapura, Kimbulwathapura, London, Queen Mahamaya, Thilini, George) • For the word I • Titles, nationalities, languages • Initials in names of people 	<ul style="list-style-type: none"> ✓ Applies the mechanics of writing in the formation of words/ sentences 	2
	2.1 Writes lowercase and uppercase letters of the English alphabet			3
	2.2 Constructs simple sentences using full stop and questioncase mark			4

<p>3. Engages in active listening and responds appropriately</p>	<p>3.1. Listens and shows attention 3.2. Shows appropriate responses while listening 3.3. Identifies key words and phrases in a text 3.4. Listens to a variety of spoken and audio texts 3.5. Follows instructions</p>	<ul style="list-style-type: none"> • Maintains appropriate posture, facial expressions and eye contact, nods in agreement or to show understanding • Provides back-channeling to show comprehension and engagement with speaker (e.g., er... mm., Yes..., I see..., that's true...) • Listens and responds to public announcements (e.g at a railway station, at a hospital, at an airport...etc) • Listens to conversations, poems, narratives (stories) • Listens and draws, does, writes and colours • Listens and orders information 	<ul style="list-style-type: none"> ✓ Demonstrates appropriate behaviour to show attention and understanding ✓ Uses the suitable strategies to understand the information in different texts 	<p>4 4 3 3 4</p>
<p>4. Builds up vocabulary using words appropriately and accurately to convey precise meaning</p>	<p>4.1 Forms the singular and plural(-s,-ies) 4.2 Forms simple opposites 4.3 Uses masculine/ feminine (simple) forms 4.4. Identifies simple synonyms</p>	<ul style="list-style-type: none"> • Forms singulars and plurals of regular nouns and verbs (e.g) cat-cats, monkey- monkeys baby- babies run – runs, play –plays, fly – flies • Forms simple opposites (e.g) up-down, good –bad, lay – clergy ...etc. • Uses feminine and masculine genders in suitable contexts (e.g. boy-girl, father-mother, Bhikku-Bhikkuni ,monk – nun...etc.) • Uses synonyms in suitable contexts (e.g. Stupa –Pagoda) 	<ul style="list-style-type: none"> ✓ Uses vocabulary in order to convey meaning accurately 	<p>4 4 3 3</p>

<p>5. Extracts necessary information from various types of texts</p>	<p>5.1. Recognizes and names the letters of the alphabet</p> <p>5.2. Stays in the correct line when reading</p> <p>5.3. Identifies the common terms associated with a book/ text</p> <p>5.4. Uses visual clues to derive meaning of a text</p> <p>5.5. Recognizes and reads words using a variety of clues (visual clues, word configurations, word endings)</p>	<ul style="list-style-type: none"> • Reads aloud the letters of the alphabet • Follows the lines of a simple text when reading aloud • Identifies the title page, author, front/back cover, table of contents • Uses pictures, diagrams, maps to understand the meaning of the text • Uses visual clues, word configurations, word endings • Uses sub headings, visuals, titles, familiar vocabulary, typographical and visual feature in notes, invitations to comprehend the given information ✓ Recalls information such as who, when, where, what, why and how 	<ul style="list-style-type: none"> ✓ Uses letter / word identification skills in reading different types of texts ✓ Uses different textual clues to decipher meaning of different texts 	<p>3</p> <p>3</p> <p>4</p> <p>4</p> <p>3</p> <p>4</p> <p>3</p>
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<p>6. Uses English grammar for the purpose of accurate and effective communication</p>	<p>6.1 Identifies proper nouns and common nouns</p> <p>6.2 Forms regular/irregular plurals, zero plural in nouns and identifies gender in nouns</p> <p>6.3 Expands nouns to noun phrases</p> <p>6.4 Uses main verbs and identifies and distinguishes verbs according to meaning</p> <p>6.5 Uses regular and irregular verbs</p>	<ul style="list-style-type: none"> • Uses the proper nouns and common nouns correctly (e.g., King Suddhodana, Kimbulwathpura) • Forms the singular and plural forms and identifies gender by their certain suffixes (e.g.:- book – books(regular) table –tables man –men (irregular) mouse – mice actor – actress (gender) tiger – tigress • Forms simple noun phrases e.g., The green book • e.g., action verbs (play), linking verbs (seem), sensing verbs (see), feeling verbs (sad), mental verbs (think), verbs of possession (own) ✓ The dog <u>barks</u> - The dogs <u>bark</u> e.g., bark – barked go – went 	<p>3</p> <p>6</p> <p>3</p> <p>3</p> <p>3</p>
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	<p>6.6 Constructs simple sentences using the correct subject verb agreement</p> <p>6.7. Uses the simple present & past tense (am, is, are/ was, / were)</p> <p>6.8. Identifies pronouns (subjective)</p> <p>6.9. Uses articles (a/an/ the)</p> <p>6.10. Identifies and uses modals can, could and may, must,</p> <p>6.11. Uses quantifiers to indicate / highlight quantity of nouns</p>	<ul style="list-style-type: none"> • Constructs sentences in the following structure Subject + Verb Subject + Verb + Object Subject + Verb + Compliment • Uses the present tense “Be” verbs where necessary (e.g. Mother <u>is</u> kind. Children <u>are</u> playful.) • Uses the subjective pronouns correctly (e.g. I am – we, you, they are/ he, she, it -is) • Uses indefinite articles correctly (e.g. a tree, an elephant, the book) • Uses the modals “can, could” and “may, must” in sentences and questions • Uses numerals (cardinal and ordinal numbers with nouns) 	<p style="text-align: center;">✓</p>	<p style="text-align: center;">4</p> <p style="text-align: center;">6</p> <p style="text-align: center;">4</p> <p style="text-align: center;">3</p> <p style="text-align: center;">3</p> <p style="text-align: center;">3</p>
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	<p>6.12. Use different adjectives in pre-modifying position</p> <p>6.13. Uses different types of determiners</p> <p>6.14. Uses simple prepositions of place and direction</p> <p>6.15 Uses demonstrative pronouns</p> <p>6.16 Interrogative pronouns 'who' and 'what'</p>	<ul style="list-style-type: none"> ✓ Uses adjectives of opinion (e.g., pretty), size (e.g., big), age (e.g., old), temperature (e.g., hot), shape (e.g., round), colour (e.g., green) origin (e.g., Sri Lankan), material (e.g., aluminum) ✓ Uses adjectives before a noun (e.g.) (yellow robe, tall tree) ✓ Quantifies to indicate and or highlight quantity of nouns e.g.:- I have some books. Have you got any money? ✓ Uses prepositions such as on, near, behind, in, to, into, over with noun phrases ✓ Uses demonstratives this/ that, these/ those ✓ e.g., Who are you? What are you doing? ✓ Uses demonstratives this/ that, these/ those ✓ e.g., Who are you? What are you doing? ✓ Where do you live? 	<p>3</p> <p>3</p> <p>4</p> <p>3</p> <p>3</p>
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	<p>6.17 Responds to Yes/No questions</p> <p>6.19 Uses question words 'who', 'what', 'where',</p> <p>6.20 Different types of sentences (Declarative, interrogative, Imperative, Existential, negative sentences, exclamatory</p>	<ul style="list-style-type: none"> • Are you hungry? Yes. • Who is your father? What is your father? Where do you live? • Today is Monday. (Declarative) What is your name? (Interrogative) I can't eat now. (Negative) What a wonderful day! (Exclamatory) Stand up (Imperative) There once lived a young monk. (Existential) 		<p>3</p> <p>2</p> <p>2</p>
<p>7. Uses English creatively and innovatively in written communication</p>	<p>7.1 Describes places /people</p>	<ul style="list-style-type: none"> • Engages in writing descriptions of people (family members, national heroes, well known personalities...etc) and places (places of historical and religious importance, geographical locations...etc) 	<p>Organizes ideas for various purposes in written communication</p>	<p>4</p>

	<p>7.2 Copy writing</p> <p>7.3 Writes simple paragraphs/ essays</p>	<ul style="list-style-type: none"> • Copies patterns of different texts • Uses key words/ phrases or clauses to introduce the main idea of a paragraph • Identifies and uses the main features of paragraphs / essays (beginning/ middle/end) 		<p>4</p> <p>4</p> <p>4</p> <p>3</p>
<p>8. Communicates clearly, fluently and concisely</p>	<p>8.1 Uses certain features of spoken language for communication</p> <p>8.2 Greets and responds appropriately</p>	<ul style="list-style-type: none"> • Uses formulaic expressions, ellipsis (How are you feeling now? in different speaking situations) <ul style="list-style-type: none"> ○ e.g., “How are you?”, “I’m fine thank you.” (formulaic expressions) ○ e.g., “How are you feeling, now?”, “Better.” (ellipsis; “Better” used instead of “I’m better”) • Greets and responds to lay devotees and the clergy (e.g) <ul style="list-style-type: none"> ○ Good morning sir, Good morning Ven. sir 	<p>✓ Demonstrates the appropriate use of spoken language in various situations</p>	<p>6</p> <p>4</p>

	<p>8.3 Uses polite language for different situations</p> <p>8.4 Introduces self and others</p> <p>8.5 Pays attention to the main aspects in the delivery of a short speech</p> <p>8.6. Explains a simple Pali stanza in English</p>	<ul style="list-style-type: none"> • Identifies and responds to different formal and informal situations that requires one to use polite language <ul style="list-style-type: none"> ○ e.g. Makes request, declines an offer, asking permission from a senior Bhikku, fellow Bhikku, class teacher ○ receiving alms, <i>Pirikara</i> • Introduces oneself and others in different formal and informal situations • Speaks with clarity at an appropriate volume, maintains appropriate posture, eye contact, uses verbal and non-verbal cues to convey meaning, uses appropriate register • Recites a Pali stanza and explains its meaning in English 	<p>6</p> <p>4</p> <p>4</p> <p>3</p>
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Unit 1- Let's Start

Activity 1&2

Competency : 8. Communicates clearly, fluently and concisely

Competency Level : 8.2 Greets and responds appropriately

No. of Periods : 04

Learning Outcome(s):

- Students will be able to recognize the letters in the English alphabet.
- Students will be able to use greetings according to different times of the day.

Instructions for Lesson Planning :

Task Outcome(s) : Students will be able to familiarize with the English alphabet and the greetings.

Lesson Development :

- First, use the picture given in the textbook to initiate a discussion. Teacher may ask the following questions.
 - 1) What time of the day could it be?
 - 2) Why do you say so?
 - 3) Where did this conversation take place?
- Next, read the text aloud and get the students to repeat after the teacher.
- Ask the students to read the conversation aloud.
- Elicit the meanings of difficult words from the students.
- Provide help using the blackboard where necessary.
- Sing the alphabet song with the students.
- Get the students to practise greetings and respond to them appropriately.

Answer Guide - N/A

Activity 3, 4, 5 & 6

Competency : 2. Uses mechanics of writing with understanding

Competency Levels : 2.1 Writes uppercase and lowercase letters of the English alphabet

No. of Periods : 04

Learning Outcome(s):

- Students will be able to identify lowercase and uppercase letters and write them correctly.
- Write the letters in the English alphabet in the correct order.

Instructions for Lesson Planning:

Task Outcome(s) :

- Students will be able to identify the letters in the alphabet.
- Students will be able to write the English alphabet in the correct order.
- Student will be able to write the English lowercase and uppercase letters properly.

Lesson Development :

- First, teachers may use a chart of the English alphabet and hang it on the wall or black board.
- Then, teachers may practise singing the song with the children.
- Next, read the letters aloud and get the learners repeat after the teacher.
- After that, show some flash cards and ask the learners to identify the letters shown on the card.
- Then, drill the letters several times.
- Finally, ask them to write the letters on sand trays and finally in their exercise books.

Activity 3a : N/A

b : A, B, C, D

V, U, X, Y

G, H, I, J

T, U, V, W

O, P, Q, R

E, F, G, H

Activity 4: A B C D E F G
H I J K L M N
O P Q R S T U
V W X Y Z

Activity 5: apple
ball
cup
dog
elephant

Activity 6: N/A

Activity 7

Competency : 1. identifies the sounds of English Language

Competency Level : 1.1 Identifies and pronounces short vowels (a, e, i, o, u)

No. of Periods : 01

Learning Outcome(s): Students will be able to pronounce the different vowel sounds.

Instructions for Lesson Planning:

Task Outcome(s): Students will be able to pronounce words with vowel sounds.

Lesson Development:

- Introduce the short vowel sounds.
- Read the words and get the students to repeat.
- Get the students to pronounce the words by themselves.

Answer Guide N/A

Activity 8

Competency : 5 Extracts necessary information from various types of text

Competency Level : 5.5. Recognizes and reads words using a variety of clues (visual clues, word configurations, word endings)

No. of Periods : 01

Learning Outcome(s): Students will be able to read words using visual clues.

Task Outcome(s) : Students will be able to read and match the words with the pictures.

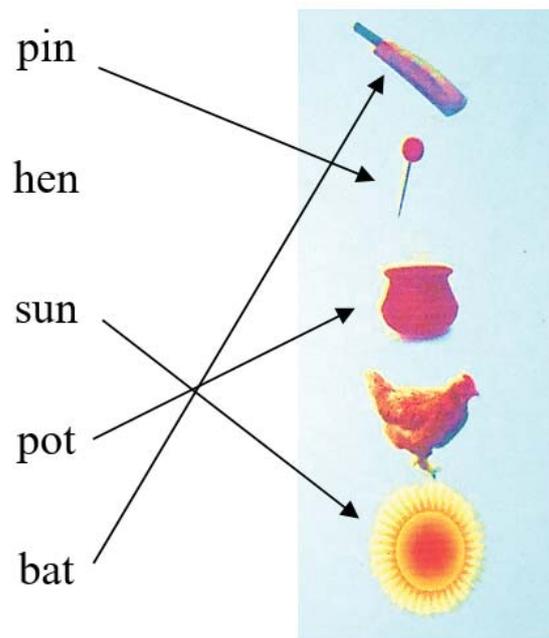
Instructions for Lesson Planning:

Lesson Development:

- Read the words and get the students to repeat.
- Get the students to match the words with the pictures.

Answer Guide

Activity 8



Activity 9

Competency : 5. Extracts necessary information from various types of text

Competency Level : 5.5. Recognizes and reads words using a variety of clues (visual clues, word configurations, word endings)

No. of Periods : 01

Learning Outcome(s): Students will be able to read words using visual clues.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to fill the missing letters in the words with the help of the pictures.

Lesson Development:

- Ask the students to study the pictures and guess the words.
- Get them to fill the missing letters in the words with the help of the pictures.

Answer Guide

Activity 9

bus

net

tin

pig

hat

mat

bed

jet

Activity 10

Competency : 5 Extracts necessary information from various types of text

Competency Level : 5.5. Recognizes and reads words using a variety of clues (visual clues, word configurations, word endings)

No. of Periods : 01

Learning Outcome(s):

- Students will be able to read words using visual clues.

Instructions for Lesson Planning:

Task Outcome(s) :

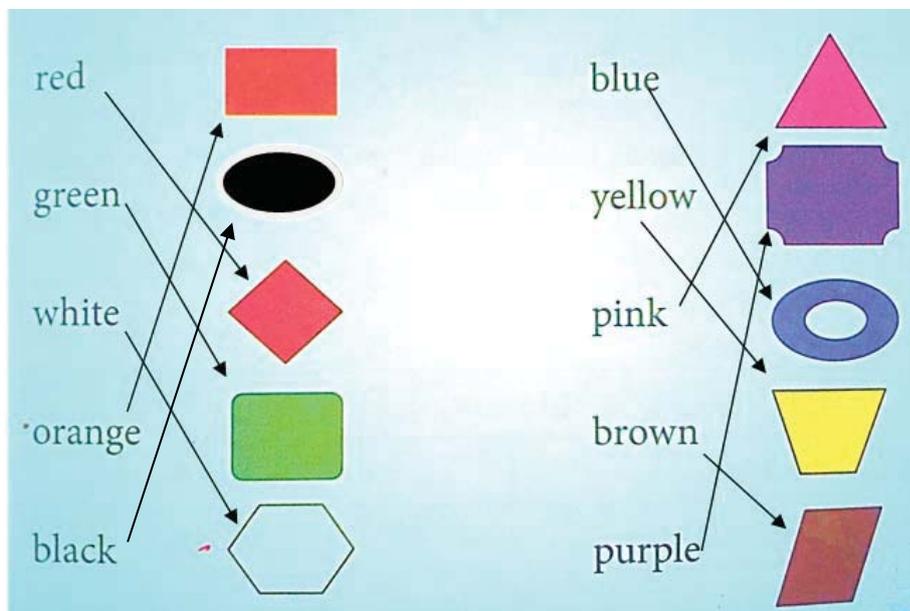
- Students will be able to match the colours with the words.

Lesson Development:

- Ask the students to study the colours and name them.
- Get them to match the colours with the words.

Answer Guide

Activity 10



Activity 11

Competency : 3. Engages in active listening and responds appropriately

Competency Level : 3.5 Follows instructions

No. of Periods : 01

Learning Outcome(s): Students will be able to listen and follow instructions.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to listen and underline the correct answer.

Lesson Development:

- Get the students to study the task sheet.
- Explain the meanings of the unfamiliar words.
- Read the listening text twice.
 - The first time- let the students listen.
 - The second time- Ask the students to answer the comprehension questions.

Listening Transcript:

This is Ashan`s little room.
There is a red bed sheet on the bed.
The pillow is white.
There is a yellow ball on the bed.
There is a blue toy car on the floor.
There is a bat under the bed. It is brown.

Answer Guide - Textbook

Activity 11

1. Ashan`s
2. red
3. white
4. yellow
5. blue
6. brown

Activity 12

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

Competency Level : 6.2 Forms regular/irregular plurals, zero plurals in nouns and identifies gender in nouns

No. of Periods : 01

Learning Outcome(s): Students will be able to form plurals.

Instructions for the Lesson Planning:

Task Outcome(s) : Students will be able to complete the given table.

Lesson Development :

- Encourage the students to read the given text aloud.
- Check whether the students are reading accurately by asking them to point at certain words while reading the text.
- Explain the rules of forming plural nouns using a few examples.
- Get the students to copy the table into their books and complete it.
- Discuss the answers.

Answer Guide- Textbook

Activity 12

Singular	Plural
lion	lions
tiger	tigers
elephant	elephants
leopard	leopards
rabbit	rabbits
monkey	monkeys
bird	birds
parrot	parrots
peacock	peacocks
pigeon	pigeons

Activity 13

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

Competency Level : 6.6 Constructs simple sentences using the correct subject verb agreement

No. of Periods : 02

Learning Outcome(s): Students will be able to construct sentences using the correct subject verb agreement.

Instructions for the Lesson Planning:

Task Outcome(s): Students will be able to identify the subject and predicate of a sentence.

Lesson Development:

- Explain the subject and predicate of a sentence using the given examples.
- Get the students to complete the task.
- Discuss the answers.

Answer Guide - Textbook

Activity 13

Subject	Predicate
Boys	play.
Teachers	teach.
Birds	fly.
Babies	cry.
Flowers	bloom.
The sun	rises.
Lions	roar.
We	learn English.
Dogs	bark.
Trees	have branches.

Tips for the Teacher

- The unit 'Let's Start' mainly focuses on familiarizing the English alphabet and short vowel sounds to the students.
- Teachers should encourage the students to maintain a separate book preferably a double rule book for copy writing.

Teachers can select a time for copy writing and different types of texts can be used for copy writing at this level e.g., sentence writing at the basic level and then move on to small passages, poems, etc.

- Get the students to practise many tongue twisters to improve their pronunciation ability.
- Please make students aware of,
tall letters – b,d,f,h,k,l,t
tail letters – g,j,p,q
ground letters – a,c,e,i,m,n,o,r,s,u,v,w,x,y,z
- Prepare many activities, games, songs, competitions ... etc to expand their knowledge in an enjoyable way.

Assessment and Evaluation

Student should be prepared by conducting monthly evaluation tests, terminal tests...etc to check whether they have achieved competencies and competency levels.

Students' progress of evaluation tests should be recorded and weaknesses should be considered for further supports to overcome their weaknesses.

Unit 2 – Now and Then

Activity 1

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

Competency Level : 6.7 Uses the simple present and the past tense (am/is/ are/ was/ were)

No. of Periods : 01

Learning Outcome(s): Students will be able to identify present and past forms of the ‘be’ verbs.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to select the correct ‘be’ verb to suit the situation.

Lesson Development:

- Use the given picture and ask questions before reading the conversation. Teacher may ask the following questions;
 - 1) Who is there in the picture?
 - 2) What are they doing?
 - 3) What do you see in the background of the picture?
- Read the text aloud and get the students to repeat.
- Read and practise the dialogue with the students. (T/S, S/T, S/S)
- Draw their attention towards the highlighted words.
- Get them to underline the correct ‘be’ verb to suit the situations.

Answer Guide

Activity 1b

1. are
2. is
3. Are
4. am
5. was
6. are

Activity 2

Competency : 5 Extracts necessary information from various types of texts

Competency Level : 5.2 Stays in the correct line when reading

No. of Periods : 02

Learning Outcome(s): Students will use word identification skills in reading a text.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to read the passage and answer the questions.

Lesson Development:

- While reading, the teacher checks the words and the line where the students read.
- Get the students to read the text silently.
- Draw their attention to the highlighted 'be' verbs and explain how they are used.
- Get the students to read again and find answers to the questions.
- Discuss the answers.

Answer Guide

Activity 2

1. in grade one
2. the Chief Incumbent
3. in Sumangala Pirivena
4. many friends

Activity 3

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

Competency Level : 6.7 Uses the simple present and past tenses (am/is/ are/ was/ were)

No. of Periods : 01

Learning Outcome(s): Students will be able to identify the present and past forms of the ‘be’ verb.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to read the sentences and identify how present and past form of ‘be’ verb is used.

Lesson Development:

- Make use of the examples given in the table to help students understand how ‘be’ verb is used.
- Get the students to read the sentences.
- Draw the attention of the students to the highlighted words.
- Explain the way correct form of the ‘be’ verb is used according to the tense.

Answer Guide N/A

Activity 4(a)

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

Competency Level : 6.8 Identifies pronouns (subjective)

No. of Periods : 01

Learning Outcome(s): Students will be able to use subjective pronouns to convey past and present experiences.

Instructions for the Lesson Planning:

Task Outcome(s) : Students will be able to underline the correct pronoun to suit the situation.

Lesson Development:

- Make use of the given table to introduce personal pronouns.
- Describe how these pronouns occur as the subject in a sentence.
- Get the students to fill in the blanks with the correct subject pronoun from the three given within brackets.
- Discuss the answers.

Answer Guide

Activity 4a

I

We

She

We

He

They

It

Activity 4(b)

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

Competency Level : 7.1 Describes people and places / people

No. of Periods : 01

Learning Outcome(s): Students will be able to write descriptions of people.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to complete information in a description about themselves.

Lesson Development:

- Draw a mind map on the board and write the word 'myself' in the middle.
- Lead a discussion highlighting the information one can write with regard to self.
e.g. :- name, age, name of pirivena, grade etc.
- Get the students to copy the mind map and fill it up with their own information.
- Get the students to complete the activity in the book.

Answer Guide

Activity 4b

Accept possible answers.

Activity 4(c)

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

Competency Level : 6.7. Uses the simple present & past tense (am/is/are, was/were)

No. of Periods : 01

Learning Outcome(s): Students will be able apply knowledge of the simple past tense of the 'be' verb in simple sentences.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to rewrite sentences in past tense.

Lesson Development:

- Recapitulate the previously learnt knowledge of present and past tenses of the 'be' verb.
- Get the students to come up with the past forms of the highlighted the 'be' verbs.
- Ask the students to get into pairs and rewrite the given sentences in the past tense.
- Discuss the answers.

Answer Guide

Activity 4c

- a. I was eleven years old.
- b. My Pirivena was Mangala Pirivena.
- c. My friends were very helpful.
- d. I was in grade one.
- e. Our principal was Venerable Suneetha.
- f. There were eight teachers in my pirivena.

Activity 5

Competency : 8. Communicates clearly, fluently and concisely

Competency Level : 8.4. Introduces self and others

No. of Periods : 01

Learning Outcome(s): Students will be able to make a speech about themselves.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to make a speech about themselves.

Lesson Development:

- Begin the lesson by speaking about yourself.
- Ask questions from the class so that the answers form the base of the student's speech.

e.g., What's your name? How old are you? In what grade are you?

- Ask students to make their speech in front of the class.
- Teacher may help with the introduction.

Useful phrases - Good morning dear sir /dear Venerable sir , dear friends. My name isetc.

Activity 6

Competency : 3. Engages in active listening and responds appropriately

Competency Level : 3.1. Listens and shows attention

No. of Periods : 01

Learning Outcome(s): Students will be able to listen and repeat.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to listen to the teacher and read months the of the year.

Lesson Development:

- Read the twelve months of the year one by one and get the students to repeat.
- Get the students to practise reading the dates in the calendar (Teacher may read aloud first and get the students to follow.)
- Teach the different endings of ordinal numbers.
e.g., 1st, 2nd, 3rd and 4th
- Get the students to copy the Activity (c) and fill in the blanks.
- Discuss the answers.
- Get the students to complete Activity (d).

Answer Guide

Activity 6 (c)

1. The **first** month is January.
2. The third month is March.
3. The tenth month is October.
4. The fourth month is April.
5. The fifth month is May.
6. The last month is December.

Activity 6 (d)

Check the answers.

Activity 7

Competency : 3. Engages in active listening and responds appropriately

Competency Level : 3.5 Follows instructions

No. of Periods : 01

Learning Outcome(s):

- Students will be able to follow instructions and draw pictures.

Instructions for Lesson Planning :

Task Outcome(s) : Students will be able to draw pictures according to the verbal instructions.

Lesson Development:

- Give the students some time to go through the task sheet.
- Give time for students to ask any questions that they may have regarding the activity.
- Read the listening text twice:
 - First time- the students will listen to the text.
 - Second time- the students will listen and complete the task.
- Discuss the answers.

Listening Text

1. Draw six cups in the **first** box.
2. Draw seven mangoes in the **second** box.
3. Draw ten balls in the **third** box.
4. Draw five balloons in the **fourth** box.
5. Draw three kites in the **fifth** box.
6. Draw number nine in the **sixth** box.

Activity 8

Competency : 2. Uses mechanics of writing with understanding

Competency Level : 2.1. Writes lower case and upper case letters of the English alphabet

No. of Periods : 01

Learning Outcome(s):

- Students will be able to write lowercase letters and uppercase letters of the English alphabet.

Instructions for Lesson Planning :

Task Outcome(s) : Students will be able to rewrite the sentences using capital letters.

Lesson Development:

- Explain the different usages of uppercase letters making use of the note given.
- Get the students to rewrite the sentences using capital letters where necessary.
- Discuss the answers.

Answer Guide

Activity 8 b

1. The bird is in the tree.
2. Rohana and Tharaka are good friends.
3. I bathe on Monday, Tuesday, Wednesday and Friday.
4. India is the closest country to Sri Lanka.
5. Sinhala, Tamil and Muslim people live together in peace.

Activity 9

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

Competency Level : 6.14 Uses simple prepositions place and directions

No. of Periods : 01

Learning Outcome(s):

- Students will be able to identify and use prepositions.

Instructions for Lesson planning:

Task Outcome(s) : Students will be able to construct sentences making use of the given prepositions.

Lesson Development:

- Introduce the prepositions using the examples and illustrations given.
- Make use of real objects in the classroom to explain the prepositions.
- Get the students to complete the task.
- Discuss the answers.

Answer Guide

Activity 9b

The bird is in the nest.

The teacher is in the class.

The vase is on the table.

The broom is behind the door.

The bird is near the door.

The teacher is near the table.

Accept possible answers.

Activity 10

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

Competency Level : 6.15 Uses demonstrative pronouns

No. of Periods : 01

Learning Outcome(s): Students will be able to use demonstrative pronouns, this –these and that-those to describe things.

Instructions for the Lesson Planning:

Task Outcome(s): Students will be able to show things and animals and build simple sentences.

Lesson Development:

- Explain the uses of this/ these and that/those.
- The teacher can take students outside and show things using the structures given below.

e.g. This is a tree. / These are leaves.

That is a fruit. / Those are flowers. ...etc.

Answer Guide

Activity 10b

Accept correct answers.

Activity 10 c

1. This / That is a tree.
2. This / That is a car.
3. This / That is a table.
4. This / That is a lion.
5. These / Those are cars.
6. These / Those are tables.
7. These / Those are trees.
8. These / Those are lions.

Activity 11

Competency : 1. Identifies the sounds of the English language

Competency Level : 1.1 Identifies and pronounces short vowels

No. of Periods : 01

Learning Outcome(s): Students will be able to pronounce short vowel sounds.

Instructions for lesson Planning:

Task Outcome(s) : Students will be able to recognize and underline the words that sound different.

Lesson Development:

- Read the words with the students so that they will identify the sounds easily.
- Read out the different words with short vowel sounds.
- Ask the students to complete the activity on their own.

Answer Guide

Activity 11

E.g.:- mat tap nod fat

1. bat cat top rat
2. den mug pen ten
3. tap pin tin win
4. dot gem pot top
5. bun bus rim sun

Tips for the Teacher

This unit consists of eleven activities including activities to distinguish the use of the 'be' verb in present and past situations.

There is opportunity for the students to practise introducing themselves as a speaking activity which then gives further practice to write a self introduction. Teachers can provide the students with sufficient opportunities to engage in speaking activities like introducing oneself in an enjoyable way.

When introducing cardinal and ordinal numbers, it is better to make use of authentic situations where the students need the use of numbers in practical situations in day to day life rather than doing it in an artificial way.

Teaching prepositions also should be done making use of authentic situations in the classroom.

Assessment and Evaluation

Students should be prepared by conducting monthly evaluation tests, terminal tests...etc to check whether they have achieved competencies and competency levels.

Students' progress of evaluation tests should be recorded and weaknesses should be considered for further supports to overcome their weaknesses.

Unit 3 – Happiness

Competency : 8. Communicates clearly, fluently and concisely

Competency Level : 8.2 Greets and responds appropriately
8.3 Uses polite language for different situations

No. of Periods : 01

Learning Outcome(s): Students will be able to demonstrate the appropriate use of spoken language in various situations.

Instructions for Lesson Planning :

Task Outcome(s) : Students will be able to greet others, asks for information and give information.

Lesson Development:

- First, use the picture given in the textbook to initiate a discussion. Teacher may ask the following questions.
 - What time of the day could it be?
 - Where did this conversation take place?
- Next, read the text aloud and get the students to repeat after the teacher.
- Ask the students to read the conversation aloud.
- Elicit the meanings of difficult words from the students.
- Provide help using the blackboard where necessary.
- Sing the alphabet song with the students.
- Get the students to practise greetings and responding to them appropriately.
- Introduce the language expressions used in asking for information such as the name and hometown.
- Get the students to practise the expressions.

Answer Guide - N/A

Activity 1

Competency : 2. Uses mechanics of writing with understanding

Competency Level : 2.2 Constructs simple sentences using full stop and question mark

No. of Periods : 01

Learning Outcome(s): Applies the mechanics of writing in the formation of words/ sentences.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to use the question mark and the full stop in appropriate places.

Lesson Development:

- Explain the use of the question mark and the full stop using a few examples.
- Get the students to do the task.
- Discuss the answers.

Answer Guide

Activity 1

1. He wants to be a monk.
2. I have three sons.
3. What is your name?
4. I can help you.
5. How can I help you?

Activity 2

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

Competency Level : 6.9. Uses articles (a/an/ the)

No. of Periods : 01

Learning Outcome(s): Students will apply grammatical use of articles to understand the meaning of a sentence.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to use a, an, the.

Lesson Development:

- Get the students to read the conversation once again.
- Get them to do the task.
- Discuss the answers.

Answer Guide

Activity 2

1. Wrong
2. Right
3. Right
4. Wrong

Activity 3

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

Competency Level : 6.19 Uses question words 'who', 'what', 'where'

No. of Periods : 01

Learning Outcome(s):

- Students will apply grammatical knowledge of 'Wh' question words at the sentence level.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to use question words such as 'Who', 'Why' 'What', 'When' 'Where' and 'How' and answer the questions correctly.

Lesson Development:

- Get the students to read the conversation once again.
- Get them to do the task.
- Discuss the answers.

Answer Guide

Activity 3

1. b
2. b
3. c
4. c
5. b

Activity 4

Competency : 2. Uses mechanics of writing with understanding

Competency Level : 2.2 Constructs simple sentences using full stop and question mark

No. of Periods : 01

Learning Outcome(s): Students will be able to apply the mechanics of writing in the formation of words/ sentences.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to use the question mark and the full stop in appropriate places.

Lesson Development:

- Explain the use of the question mark and the full stop using a few examples.
- Get the students to do the task.
- Discuss the answers.

Answer Guide

Activity 4

1) Malith : Where is the post office(?)

Kolitha: It's upstairs(.)

Malith : Yes, I see(.)

2) Sanuga: Where is the canteen(?)

Dasun :Mmmm... Ground floor(.)

Sanuga: Alright(.)

Activity 5

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

Competency Level : 6.9 Uses articles (a/an/ the)

No. of Periods : 01

Learning Outcome(s): Uses indefinite articles correctly.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to fill in the blanks with the correct article.

Lesson Development:

- Explain the following important points about using the article in a sentence or phrase:
 - 1) The indefinite article 'a' - before a consonant sound (not a consonant letter)
 - 2) The indefinite article 'an' - before a vowel sound (not a vowel letter)
 - 3) The definite article 'the' - for unique items
- Use realia (real objects) from the classroom or pictures/ flash cards etc.
- Get the students to do the activity.
- Discuss the answers.

Answer Guide

Activity 5

1. a
2. an
3. The
4. a
5. an

Activity 6

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

Competency Level : 6.9 Uses articles (a/an/ the)

No. of Periods : 01

Learning Outcome(s): Uses indefinite articles correctly.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to fill in the blanks with the correct article.

Lesson Development:

- Recapitulate the following important points about using the article in a sentence or phrase:
 - 1) The indefinite article 'a'- before a consonant sound (not a consonant letter)
 - 2) The indefinite article 'an'- before a vowel sound (not a vowel letter)
 - 3) The definite article 'the'- for unique items
- Get the students to read the short paragraph about Kandegama.
- Get the students to do the activity.
- Discuss the answers.

Answer Guide

Activity 6

1. the
2. a
3. an
4. an, the

Activity 7

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

Competency Level : 4.2 Forms simple opposites

No. of Periods : 01

Learning Outcome(s): Students will be able to form simple opposites.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to select the opposites from the given list.

Lesson Development:

- Use the illustration given on page 33 to introduce opposites.
- Get the students to come up with some more examples for opposites.
e.g: big-small
- Read the poem on page 34 aloud and get the students to follow you.
- Recite the poem again with the students.
- Get the students to point out opposites in the poem.
- Ask them to copy down the opposites.
- Get them to complete Activity 7 and discuss the answers.

Answer Guide

Activity 7

1. go
2. slowly
3. down
4. day
5. push
6. laugh
7. short
8. thin
9. black
10. open
11. new

Activity 8

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

Competency Level : 4.2. Forms simple opposites

No. of Periods : 01

Learning Outcome(s): Students will be able to form simple opposites.

Instructions for Lesson Planning:

Task Outcome(s) :

- Students will be able to use the opposite words in sentences.

Lesson Development:

- Recapitulate what the students have learnt in the previous lesson on opposites.
- Get them to complete Activity 8 and discuss the answers.

Answer Guide

Activity 8

2. I have a **big** dictionary.
3. Senuja has a **black** T- shirt.
4. This ruler is **short**.
5. The **boy** is crying
6. Disuru walks **fast**.
7. This tree is **short**.
8. He ran **down** the road.
9. It's **hot** here.
10. Please, **open** the door.

Activity 9

Competency : 5. Extracts necessary information from various types of texts
6. Uses English grammar for the purpose of accurate and effective communication

Competency Level : 5.2 Stays in the correct line when reading
6.12 Uses different adjectives in pre modifying position

No. of Periods : 01

Learning Outcome(s):

- Students will be able to follow the lines of a simple text when reading aloud.
- Students will be able to use adjectives before a noun.

Instructions for Lesson Planning:

Task Outcome(s):

- Students will be able to read a text aloud following the lines.
- Students will be able to find adjectives from the given text to modify the given nouns.

Lesson Development:

- Read the lesson aloud and get the students to follow the text.
- Read the text aloud again. Get the students to read after you.
- Get the students to read the text aloud as one group, in small groups and then in pairs.
- Get volunteers to read it to the class.
- Get the students to complete b) and c) parts of Activity 9 and discuss the answers.

Answer Guide

Activity 9b

First - Stupa

Second - Bo tree

Third - shrine room

Answer Guide

Activity 9c

b. big Stupa

c. sacred Bo tree

d. beautiful shrine room

Activity 10

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

Competency Level : 5.2 Stays in the correct line when reading

No. of Periods : 01

Learning Outcome(s): Students will be able to follow the lines of a simple text when reading aloud.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to read a text aloud following the lines.

Lesson Development:

- Get the students to sing the song aloud as one group, in small groups and then in pairs with suitable actions.
- Get volunteers to sing it in front of the class.

Answer Guide - N/A

Activity 11

Competency : 3. Engages in active listening and responds appropriately

Competency Level : 3.1 Listens and shows attention

No. of Periods : 01

Learning Outcome(s): Students will be able to listen to simple commands and respond accordingly.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to listen and follow commands.

Lesson Development:

- Get the students to listen to the commands with suitable actions.

Answer Guide - N/A

Tips for the Teacher

The Unit 3, Happiness provides learning experiences to develop all four skills of the students. As Grade 1 is the initial level, the students are exposed to the basic mechanics of writing such as the use of question mark and the full stop.

When introducing the articles, it is better to use several additional activities until the students can clearly distinguish the use of articles.

Teach opposites and adjectives with several examples and use additional teacher prepared activities wherever necessary.

Assessment and Evaluation

Prepare a checklist when assessing the students with regard to mechanics of writing so that it is easy for the teacher as well as the student to know the areas in which more help is needed. Teacher can plan remedial measures if the students need help in particular areas.



Unit 4 - Making Friends

Activity 1

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

Competency Level : 7.1. Describes places /people

No. of Periods : 01

Learning Outcome(s): Students will be able to organize ideas to describe people.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to fill in the grid using given information.

Lesson Development:

- Get the students read the dialogue aloud.
- Elicit the meanings of the difficult words in the dialogue.
- Ask questions on the text given in the textbook from the students.
- Get the students to do the activity and discuss the answers.

Answer Guide

Activity 1a

Name	Goes to	Celebrates	Speaks
Nadith	temple	Vesak	Sinhala
Ilham	mosque	Ramazan	Tamil
Mark	church	Christmas	English
Mahesh	kovil	Thaipongal	Tamil

Activity 2

Competency : 7. Uses English creatively and innovatively in written communication
2. Uses mechanics of writing with understanding

Competency Level : 7.1. Describe places / people
2.1 Writes lowercase and uppercase letters of the English alphabet

No. of Periods : 01

Learning Outcome(s): Students will be able to organize ideas for various purposes of written communication.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to construct grammatically correct sentences.

Lesson Development :

- Get the students to study the table.
- Discuss how to form simple sentences using the information given in the table.
- Ask the students to make sentences orally first.
- Get them to write down the sentences in their exercise book using uppercase letters and full stops where necessary.

Answer Guide

Activity 2b

Ilham

- Ilham goes to mosque.
- He celebrates Ramazan.
- He speaks Tamil.

Mark

- Mark goes to church.
- He celebrates Christmas.
- He speaks English.

Mahseh

- Mahesh goes to kovil.
- He celebrates Thaipongal.
- He speaks Tamil.

Activity 3

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

Competency Level : 7.1. Describes places / people

No. of Periods : 01

Learning Outcome(s): Students will be able to organize ideas for various purposes of written communication.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to fill in the blanks with the correct word and construct grammatically correct sentences.

Lesson Development:

- Get the students to study the sentences.
- Discuss how to form simple sentences using the information given in the boxes.
- Ask the students to make sentences orally first.
- Get them to write down the sentences.

Answer Guide

Activity 3

1. I am Nadith
I go to temple. I celebrate Vesak. I speak Sinhala.
2. I am Ilham
I go to mosque. I celebrate Ramazan. I speak Tamil.
3. I am Mark
I go to church. I celebrate Christmas. I speak English.
4. I am Mahesh
I go to kovil . I celebrate Thaipongal. I speak Tamil.

Activity 4a

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

Competency Level : 7.1. Describes places and/ people

No. of Periods : 01

Learning Outcome(s): Students will be able to organize ideas for various purposes of written communication.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to fill in the blanks with the correct word and construct grammatically correct sentences.

Lesson Development:

- Get the students to study the sentences.
- Ask the students to make sentences orally first.
- Get them to write down the sentences.

Answer Guide- N/A

Activity 4b

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

Competency Level : 5.4. Uses visual clues to derive meaning of a text

No. of Periods : 01

Learning Outcome(s): Students will be able to use pictures to derive the meaning of a text.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to match the texts with the pictures.

Lesson Development :

- Get the students to study the pictures.
- Get them to read the short texts given on animals.
- Get them to match the pictures with the texts.
- Discuss the answers.

Answer Guide

Activity 4b

1) 5

2) 3

3) 4

4) 1

5) 2

Activity 5a

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

Competency Level : 6.6 Constructs simple sentences using the correct subject verb agreement

No. of Periods : 01

Learning Outcome(s): Students will be able to construct grammatically correct sentences.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to fill in the blanks with the correct verb and construct grammatically correct sentences.

Lesson Development :

- Get the students to study the pictures and the sentences.
- Ask the students to fill in the blanks with the correct verb.
- Discuss the answers.

Answer Guide

Activity 5a

1. The lion runs.
2. The ship sails.
3. The girl plays.
4. The birds fly.

Activity 5b

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

Competency Level : 6.6. Constructs simple sentences using the correct subject verb agreement

No. of Periods : 01

Learning Outcome(s): Students will be able to construct grammatically correct sentences.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to underline the correct answer to construct grammatically correct sentences.

Lesson Development:

- Get the students to study the sentences.
- Get them to underline the correct verb to match the subject.
- Discuss the answers.

Answer Guide

Activity 5b

1. writes
2. read
3. eat
4. jumps
5. runs

Activity 5c & 5d

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

Competency Level : 6.6 Constructs simple sentences using the correct subject verb agreement

No. of Periods : 01

Learning Outcome(s): Students will be able to construct grammatically correct sentences.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to fill in the blanks with the correct verb to construct grammatically correct sentences.

Lesson Development:

- Teacher can show the pictures in the book or different cue cards of actions and animals.
- Ask the students to form simple sentences by looking at the cards.
- Help them to use 'do not' and 'does not' appropriately.
- Discuss the spelling rules of making simple present 'be' verbs (-s, -es, -ies or do+es=does, do not=don't, does not=doesn't).
- Ask many questions from the students so that they have to answer the questions using singular and plural verbs.

Get the students to do the tasks c & d of Activity 5.

Answer Guide

Activity 5c

1. does not
2. do not
3. do not
4. do not
5. does not

Activity 5d

1. Do
2. Does
3. Do
4. Does
5. Do

Activity 6

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

Competency Level : 7.1. Describes places / people

No. of Periods : 01

Learning Outcome(s): Students will be able to organize ideas for various purposes of written communication.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to fill in the blanks with the correct word and construct grammatically correct sentences.

Lesson Development:

- Get the students to study the sentences and the pictures.
- Get them to fill in the blanks with the words from those given in the box.
- Ask the students to make sentences orally first.
- Get them to write down the sentences.
- Get them to draw their favourite animal and write sentences about it.

Answer Guide

Activity 6

1) have
beautiful
legs
hands
I

2) bird
beautiful
red
fruits
nest

3) N/A

Activity 7

Competency : 8. Communicates clearly, fluently and concisely

Competency Level : 8.3. Uses polite language for different situations

No. of Periods : 01

Learning Outcome(s): Students will be able to demonstrate the appropriate use of spoken language in various situations.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to request for help, thank and respond appropriately.

Lesson Development:

- First, use the picture given in the textbook to initiate a discussion. Teacher may ask the following questions.
 - 1) Where did this conversation take place?
 - 2) Have you been to this place?
 - 3) Do you like this place?
 - 4) What do you usually do when you are there?
- Next, read the text aloud and get the students to repeat.
- Ask the students to read the conversation aloud.
- Elicit the meanings of difficult words from the students.
- Provide help using the blackboard where necessary.
- Get the students to practise asking for help, thanking and responding to them appropriately.
- Introduce the language expressions used in asking for information such as the name and hometown.
- Get the students to practise the expressions.

Answer Guide-N/A

Activity 8a

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

Competency Level : 6.10. Identifies and uses modals can, could and may, must

No. of Periods : 01

Learning Outcome(s): Students will be able to use modals ‘can’, ‘could’ and ‘may’, ‘must’ in sentences and questions.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to fill in the blanks with ‘can’ or ‘can’t’.

Lesson Development:

- Make use of the pictures and the notes in the textbook to introduce modals.
- Use authentic classroom situations for further practice of modals.
- Get the students to fill the blanks with ‘can’ or ‘can’t’.
- Discuss the answers.

Answer Guide

Activity 8a

1. can
2. can't
3. can't
4. Can
5. Can
6. Can't

Activity 8b

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

Competency Level : 6.10 Identifies and uses modals can, could and may, must

No. of Periods : 01

Learning Outcome(s): Students will be able to use modals ‘can’, ‘could’ and ‘may’, ‘must’ in sentences and questions.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to rearrange words to construct meaningful sentences.

Lesson Development:

- Help the students to recapitulate what they have learnt on modals.
- Explain that the modals are helping words which usually come before the main verb.
- Get the students to rearrange each set of words to construct meaningful sentences.
- Discuss the answers.

Answer Guide

Activity 8b

1. Manuka can read well.
2. Can you bring the record book?
3. Our Chief Incumbent can speak three languages.
4. We can't go out. It's raining.
5. Can you recite an English poem?

Activity 9

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

Competency Level : 6.10. Identifies and uses modals can, could and may, must

No. of Periods : 01

Learning Outcome(s): Students will be able to apply the grammatical knowledge of modals 'can', 'could', 'may', and 'must' to construct simple sentences.

Instructions for the Lesson Planning:

Task Outcome(s) : Learners will be able to fill in the blanks of the given sentences with could/ couldn't.

Lesson Development

- Discuss the use of could and couldn't using them in sentences.
- Ask the students to do the task individually.
- Discuss the answers.

Answer Guide

Activity 9

1. could
2. couldn't
3. Could
4. couldn't
5. Could
6. couldn't
7. couldn't
8. Could

Activity 10

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

Competency Level : 6.10. Identifies and uses modals can, could and may, must

No. of Periods : 01

Learning Outcome(s):

- Students will be able to apply the grammatical knowledge of modals ‘can’, ‘could’, ‘may’, and ‘must’ to construct simple sentences.

Instructions for the Lesson Planning:

Task Outcome(s) : Learners will be able to fill in the table with information of themselves using could / couldn’t.

Lesson Development:

- Discuss the use of could and couldn’t using them in sentences.
- Ask the students to do the task individually.
- Discuss the answers.

Answer Guide- N/A

Activity 11

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

Competency Level : 6.6. Constructs simple sentences using the correct subject verb agreement

No. of Periods : 01

Learning Outcome(s): Students will be able to apply grammatical knowledge of subject and verb to construct simple sentences.

Instructions for the Lesson Planning:

Task Outcome(s) : Students will be able to identify the subject and the verb in given sentences.

Lesson Development:

- Discuss the difference between good and bad behaviour with the students.
- Ask the students what to do and what not to do when they are in the class, at home and various other selected situations.
- Discuss what should be done and what shouldn't be done when listening to a sermon.
- Have the students do the task while listening.

Answer Guide

Activity 11

- 1) False
- 2) True
- 3) False
- 4) True
- 5) False
- 6) False
- 7) False
- 8) False
- 9) False
- 10) True

Tips for the Teachers

In Unit 4, the students are presented with the theme; Making Friends, which is quite appealing and interesting. Therefore, teachers can exploit their real life experiences to teach the unit in an enjoyable way.

In this unit, the students are provided with the opportunity of introducing themselves both orally and in writing. As it is a basic and an essential ability the students should acquire, it is better to devote sufficient time to help students how to introduce themselves.

In addition, the modals can, could, may and must are introduced in the lesson and the teacher can make use of additional activities apart from what is given in the textbook to teach them.

Assessment and Evaluation

As in the previous units, assessment should be done by conducting monthly evaluation tests, terminal tests etc. to check whether they have achieved competencies and competency levels.

Students' progress of evaluation tests should be recorded and weaknesses should be considered for further supports to overcome their weaknesses.

Unit 5 - We Are what We Think

Activity 1

Competency : 1. Identifies the sounds of the English language

Competency Level : 1.2 Identifies and pronounces the following initial and final consonants
(f, p, b, t, s, r, m, j, h, v, d, k, z, g, l, n, c, y, w)

No. of Periods : 01

Learning Outcome(s): Students will be able to pronounce words with the following consonants in the initial and final position - f, p, b, t, s, r, m, j, h, v, d, k, z, g, l, n, c, y, w.

Instructions for Lesson Planning:

Task Outcome(s):

- Students will be able to act out the given conversation.
- Students will be able to read the given paragraph aloud.

Lesson Development :

- Use the picture given to have a discussion before the conversation. Teacher may ask the following questions;
 - 1) Who are they?
 - 2) What are they doing?
- Read the text aloud and get the students to repeat after the teacher.
- Get the students to read the conversation aloud.
- Elicit the meanings of difficult words. If the students don't know the meanings of the words, write them on the blackboard and explain the meaning in context.
- The conversation can be practised in pairs, taking the roles in the conversation in turns.

Answer Guide- N/A

Activity 2

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

Competency Level : 5.4 Uses visual clues to derive meaning of a text

No. of Periods : 01

Learning Outcome(s): Students will be able to read and understand a given text using visual clues.

Instructions for Lesson Planning:

Task Outcome(s):

- Students will be able to fill in the blanks in the given sentences.
- Students will be able to answer 'wh' questions.
- Students will be able to draw an ant colony.

Lesson Development:

- Use the picture given to discuss information on ants.
- Teacher may ask the following questions;
 - 1) What can you see in the picture?
 - 2) What types of ants are there?
 - 3) Which ant is the biggest?
- Let the students act out/ read the conversation aloud.
- Elicit the meanings of difficult words. If the students don't know the meanings of the words, write them on the blackboard.
- Discuss the answers with the students orally.
- Ask them to write answers to the questions.

Answer Guide

Activity 2

- a. three
- b. colony
- c. drones
- d. female
- e. queen

- I. ant colony
- II. queen
- III. because her duty is to lay eggs.

Activity 3

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

8. Communicates clearly and fluently

Competency Level : 7.3. Writes simple paragraphs / essays

8.4 Introduces self and others

No. of Periods : 01

Learning Outcome(s): Students will be able to describe orally and in written form about an animal / pet of their choice.

Instructions for Lesson Planning:

Task Outcome(s) :

- Students will be able to identify the given picture and use the given words to complete the paragraph.
- Students will be able to use the table and speak about his/her favourite animal.

Lesson Development :

(a) Hold a general discussion about bees.

Teacher may ask the following questions;

- 1) What is this picture about?
- 2) What do you see in the picture?
- 3) Are they working as a team? etc.

- Teacher may read the key words and check if the students know the meanings of each word.
- Read the text aloud with students and let the students fill in each blank.

(b) Do a sample speech about a pet or any other animal.

- Ask the students to sketch their speech using the given table.
- Teacher can help them by correcting mistakes without hindering fluency.
- Let the students do their speeches on their favourite animal, in front of the class.

Answer Guide

Activity 3

(a) Bees are busy insects. They work in teams. Three kinds of bees live in a bee hive.

Female bees are also called worker bees. The male bees do not work. They are called drones.

The biggest is the queen bee. She does not go out to work. Her duty is to lay eggs.

Activity 4

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

Competency Level : 5.5 Recognizes and reads words using a variety of clues (visual clues, word configurations, and word endings)

No. of Periods : 02

Learning Outcome(s): Students will be able to understand the topic of a given text by understanding the content of a text.

Instructions for Lesson Planning :

Task Outcome(s) :

- Students will be able to understand the given paragraphs and select the topic accordingly.
- Students will be able to answer the given table by reading the notice.

Lesson Development:

(a)

- Discuss the given topics before reading the essays.
- Encourage the students to read aloud the given essays.
- Teacher can help students with pronunciation and new words.
- Get the students to match the topics with essays.

(b)

- Use the invitation given to have a discussion on the event.

Teacher may ask the following questions;

- 1) What is this? (Show them the invitation in the textbook)
- 2) What should be written in the blank?

- Let the students read the invitation aloud.
- Elicit the meanings of difficult words. If the students don't know the meanings of the words, write them on the black board.
- Discuss the answers orally.
- Let them answer the questions given in the textbook.

Answer Guide

Activity 4a

- A.** Myself
- B.** My Pirivena
- C.** My Hobby
- D.** My Village

Activity 4b

Event – Nethra Ceremony

Date - October 21st, 2018

Time - 7 a.m.

Organizer-The Board of Devotees of Sathbodi Temple

Activity 5

Competency : 1. Identifies the sounds of the English language

Competency Level : 1.3. Identifies the silent letters

No. of Periods : 02

Learning Outcome(s): Students will be able to read words with silent letters meaningfully.

Instructions for Lesson Planning :

Task Outcome(s):

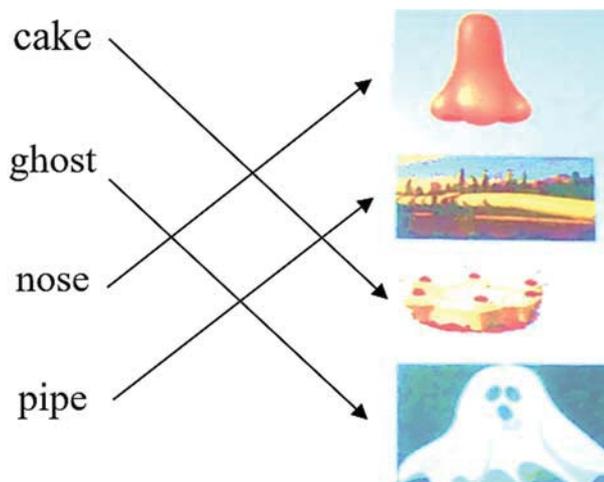
- Students will be able to recognize and read the words properly.
- Students will be able to recognize the pictures and match them with the words.

Lesson Development:

- Teach the students the following rules.
 - E.g.: - We don't pronounce 'e'
 - if 'e' comes at the end of a word
 - if 'e' comes right before the letter 'd' in simple past tense or past participle forms of verbs
 - E.g.: - We don't pronounce 'h'
 - when it comes before the letters 'e' and 'o', and when 'g', 'r' and 't' comes after the letter 'h'
 - E.g.: - hour, honest, ghost
 - We don't pronounce 'k' when it comes before the letter 'n'
 - E.g.: - know, knock, knife, knight
- Get the students to do the matching activity.
- Discuss the answers.

Answer Guide

Activity 5b



Activity 6

Competency : 1. Identifies the sounds of the English language

Competency Level : 1.3 Identifies the silent letters

Learning Outcome(s): Students will be able to read words with silent letters meaningfully.

No. of Periods : 01

Instructions for Lesson Planning:

Task Outcome(s):

- Students will be able to categorize words with silent letters.
- Students will be able to circle the silent letters in sentences.

Lesson Development:

- Get the students to pronounce the given set of words and identify the silent letters.
- Get them to copy the words in the correct column.
- Get them to read the given sentences and circle the silent letters.
- Discuss the answers.

Answer Guide

Activity 6a

Silent e

hope
knuckle
site
drive
write
grave

Silent k

knee
knot
knob
knowledge

Silent h

rhythm
honest
exhibition
honour
hour

Activity 6b

1. honour
2. knot
3. knock, knee
4. know

Activity 7

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

Competency Level : 5.5 Recognizes and reads words using a variety of clues (visual clues word configurations, word endings)

No. of Periods : 01

Learning Outcome(s): Students will be able to understand the topic of a given text by understanding the content and the visuals given.

Instructions for Lesson Planning:

Task Outcome(s): Students will be able to guess the meanings of the riddles and match them with the pictures.

Lesson Development:

- Explain what a riddle is.
- Get students to read the given riddles.
- Encourage loud reading.
- Ask students to guess the answers and write them.

Answer Guide

Activity 7

1. elephant
2. frog
3. dog
4. spider
5. butterfly

Activity 8

Competency : 3. Engages in active listening and responds appropriately

Competency Level : 3.4 Listens to a variety of spoken and audio texts

No. of Periods : 01

Learning Outcome(s): Students will be able to use suitable strategies to understand the information in different texts.

Instructions for Lesson Planning:

Task Outcome(s): Students will be able to listen and underline the answers correctly.

Lesson Development :

- Give the students some time to read the task sheet.
- Explain the unfamiliar/ difficult vocabulary items.
- Give time for the students to ask questions and have any of their doubts clarified.
- Read the listening text twice.
 - First time - Get the students listen to the text.
 - Second time - The students will do the activity.
- Discuss the answers.

Listening Transcript :

I wake up at four in the morning. Then I wash and study. After that, I worship the Buddha. I finish cleaning my room and the temple compound at six. Then, I have my breakfast at seven. After that I wash my clothes and have a bath. I go to pirivena at one in the afternoon. Pirivena closes at six in the evening. I do my homework and go to bed at ten in the night.

Answer Guide

Activity 8

Activity	Time
wake up	four
clean my room and temple	six
have breakfast	seven
go to pirivena	one
leavepirivena	six
go to bed	ten

Activity 9

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

Competency Level : 6.6 Constructs simple sentences using the correct subject verb agreement

No. of Periods : 02

Learning Outcome(s): Students will be able to construct grammatically correct meaningful sentences using the SVO structure.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to recognize and distinguish subject, verb and object of a given sentence.

Lesson Development:

- Teach students the SVO sentence pattern.
- Provide with more examples of your own so that the students will be familiar with the pattern.
- Let the students do the activity.
- Discuss the answers.

Answer Guide

Activity 9

Subject	Verb	Object
Cats	drink	milk
We	learn	English
A farmer	grows	paddy
I	sweep	the garden
Birds	build	nests
Uncle Senevi	drives	the car
He	finished	the work
Sehas	likes	puppies
Samitha	cooked	breakfast

Activity 10

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

Competency Level : 6.6 Constructs simple sentences using the correct subject verb agreement

No. of Periods : 01

Learning Outcome(s): Students will be able to construct grammatically correct meaningful sentences using the SVO structure.

Instructions for Lesson Planning:

Task Outcome(s): Students will be able to study the pictures and write sentences.

Lesson Development:

- Do a quick revision of SVO pattern with the help of some simple examples.
- Let the students do the activity.
- Discuss the answers.

Answer Guide

Activity 10

1. Venerable Samitha writes letters.
2. Damith washes hands.
3. Kusal flies a kite.
4. Mewan picks flowers.
5. Raja carries the casket.

Activity 11

Competency : 1. Identifies the sounds of the English language

Competency Level : 1.1 Identifies and pronounces short vowels

1.2 Identifies and pronounces the following initial and final consonants

f, p, b, t, s, r, m, j, h, v, d, k, z, g, l, n, c, y, w

No. of Periods : 01

Learning Outcome(s): Students will be able to pronounce words with short vowels and initial and final consonants accurately.

Instructions for Lesson Planning:

Task Outcome(s): Students will be able to recite the poem pronouncing short vowels and also final and initial consonants correctly.

Lesson Development:

- Initiate a discussion about the owl.
- Introduce and explain new words found in the poem.
- Practise reading the poem aloud.
- Let the students recite the poem meaningfully and with understanding.

Answer Guide - N/A

Tips for the Teacher

Unit 5 consists of eleven activities. Many activities are related to competency 1 and 5. Make students aware of sounds of the English language and make use of the given activities to teach pronunciation in an enjoyable way. Let them expand their vocabulary through various vocabulary games.

Assessment and Evaluation

Make use of formal assessment to assess the knowledge of grammar taught in the unit. Pronunciation can be assessed when the students are engaged in speaking activities without making it a very formal kind of assessment.

Unit 6 – Be Yourself

Activity 1a & b

- Competency** : 1. Identifies the sounds of the English language
5. Extracts necessary information from various types of texts
- Competency Level** : 1.2 Identifies and pronounces the following initial and final consonants
f, p, b, t, s, r, m, j, h, v, d, k, z, g, l, n, c, y, w
5.2 Stays in the correct line when reading a text
5.4 Uses visual clues to derive meaning of a text
- No. of Periods** : 02

Learning Outcome(s):

- Students will be able to use the knowledge of sounds in the formation of words.
- Students will be able to follow the lines of a simple text when reading aloud.
- Students will be able to use pictures, diagrams, maps to understand the meaning of different types of texts.

Instructions for Lesson Planning :

Task Outcome(s):

- Students will be able to act out a dialogue.
- Students will be able to fill in the blanks of given sentences correctly.

Lesson Development :

- Use the picture given in the text to have a discussion.
- Teacher may ask the following questions;
 1. What can you see in the picture?
 2. Where can this be?
- Let the students read the conversation aloud.
- Elicit the meanings of difficult words.
- Get the students to answer the questions.

Answer Guide

Activity 1b

1. Venerable Abhaya
2. decorations
3. Menuka
4. Menuka

Activity 2

- Competency** : 1. Identifies the sounds of the English language
: 5. Extracts necessary information from various types of texts
- Competency Level** : 1.2 Identifies and pronounces the following initial and final consonants
f, p, b, t, s, r, m, j, h, v, d, k, z, g, l, n, c, y, w
5.2 Stays in the correct line when reading
5.4 Uses visual clues to derive meaning of a text
- No. of Periods** : 02

Learning Outcome(s):

- Students will be able to use the knowledge of sounds to pronounce the words.
- Students will be able to use pictures to understand the content of a text.
- Students will be able to follow the lines of a simple text when reading aloud.

Instructions for Lesson Planning:

Task Outcome(s):

- Students will be able to read and understand about the Buddhist flag.
- Students will be able to answer the questions.

Lesson Development:

- Use the picture given to have a discussion about the Buddhist flag.
- Teacher may ask the following questions;
 1. What do you call this flag?
 2. Who designed it?
 3. Can you name the colours of the flag?
- Get the students to read the text aloud.
- Elicit the meanings of difficult words.
- Discuss the answers orally.
- Let the students answer the questions.
- Discuss the answers.

Answer Guide

Activity 2

- | | |
|-----|----------|
| (b) | 1. True |
| | 2. True |
| | 3. False |
| | 4. False |
| | 5. False |

- | | |
|-----|------|
| (c) | 1. 3 |
| | 2. 4 |
| | 3. 1 |
| | 4. 2 |
| | 5. 5 |

Activity 3

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

Competency Level : 6.12 Uses different adjectives in pre-modifying position

No. of Periods : 01

Learning Outcome(s): Students will be able to form new phrases by combining an adjective/ an article with a noun.

Instructions for Lesson Planning:

Task Outcome(s):

- Students will be able to use adjectives.
- Students will be able to identify adjectives in sentences.

Lesson Development:

- Explain how to form longer phrases by adding articles and adjectives.
- Provide a few examples.
- Let the students to do the activities.

Answer Guide

Activity 3

(a) 1. bag - a big bag 2. teacher - a kind teacher 3. man - a tall man 4. ball - a tennis ball 5. car - a white car 6. temple - an old temple 7. chair - a small chair 8. apple - a red apple 9. robe - a yellow robe 10. book - a workbook	(b) I. a <u>brown</u> robe II. the <u>yellow</u> house III. a <u>sweet</u> candy IV. an <u>interesting story</u> book V. <u>fat</u> cat VI. <u>small</u> insects VII. The <u>blue</u> water Lillie VIII. <u>Green</u> leaves IX. a <u>red haired</u> boy
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Activity 4

Competency : 3. Engages in active listening and responds appropriately

Competency Level : 3.3 Identifies key words and phrases in a text

3.4 Listens to a variety of spoken and audio texts

No. of Periods : 01

Learning Outcome(s): Students will be able to use suitable strategies to understand the given message while listening.

Instructions for Lesson Planning:

Task Outcome(s):

- Students will be able to listen to a text and mark the given sentences right or wrong.

Lesson Development:

- Give the students some time to read the task sheet.
- Explain difficult vocabulary items.
- If the students have any difficulties, give time for them to get them clarified.
- Read the listening text twice.
 - First time - Let the students listen.
 - Second time - Get the students to do the activity.

Listening Transcript:

Podimenike train on plat form no 2 will leave for Badulla at 5.55 am. It will stop at Ragama, Gampaha, Veyangoda, Polgahawela , Kadugannawa , Peradeniya, Kandy, Gampola, Thambiligala and will not stop at any other stations.

Answer Guide

Activity 4

1. ✓ 2. X 3. ✓ 4. ✓ 5. X

Activity 5

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

Competency Level : 5.2 Stays in the correct line when reading

5.5. Recognizes and reads words using a variety of clues (visual clues, word configurations, word endings)

No. of Periods : 02

Learning Outcome(s):

- Students will be able to follow the lines of a simple text when reading aloud.
- Students will be able to use different textual clues to understand the meaning of a given text.

Instructions for Lesson Planning:

Task Outcome(s):

- Students will be able to do loud reading with the teacher.
- Students will be able to recognize and read words with the use of pictures.
- Students will be able write short answers.

Lesson Development:

- Get the students to predict what the story is going to be.
- Read the story aloud and ask students to repeat after the teacher.
- Get volunteers to read the text aloud.
- Get them to answer the questions.
- Discuss the answers.

Answer Guide

Activity 5

1. in the morning
2. an alms bowl
3. to see whether there is any food to offer
4. a piece of bread
5. because she had only a small piece of bread

Activity 6

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

7. Uses English creatively and innovatively in written communication

Competency Level : 6.20 Writes different types of sentences

7.3 Write simple paragraphs/ essays

No. of Periods : 02

Learning Outcome(s):

- Students will be able to use key words, phrases or clauses to introduce main ideas of the given text.
- Students will be able to organize ideas and write a story with the given phrases.

Instructions for Lesson Planning:

Task Outcome(s):

- Students will be able to build up a paragraph by filling in the blanks with the proper words or phrases.
- Students will be able to read the story aloud.

Lesson Development:

- Make the students read the list of words / phrases given.
- Explain the new vocabulary.
- Help them complete the story.
- Let the students read aloud the story they have written.

Answer Guide

Activity 6

Once there lived a boy called Dinu. One fine morning, he was walking to school.

Suddenly he heard a cry. 'Who is that?' He wondered. 'Oh no! It's a small puppy. Where's your mother little one?' Dinu asked stroking the puppy's head. The puppy looked at Dinu and cried again. 'Why are you crying?' he asked. 'May be he is hungry.'

He searched if there was something to give it. 'Oh! I can't find anything. Wait' he said.

'I have my lunch box. May be I can give you this. Instead, I will drink a packet of milk.'

He took his breakfast out and fed the puppy.

Activity 7

Competency : 1. Identifies the sounds of the English language

Competency Level : 1.1 Identifies and pronounces short vowels

1.2 Identifies and pronounces the following initial and final consonants

f, p, b, t, s, r, m, j, h, v, d, k, z, g, l, n, c, y, w

No. of Periods : 01

Learning Outcome(s): Students will be able to use the knowledge of sounds to pronounce a given set of words.

Instructions for Lesson Planning:

Task Outcome(s): Students will be able to read/recite the poem/rhyme pronouncing final/initial consonants.

Lesson Development:

- Read through the poem to understand it.
- Read few lines to figure out the meter.
- Read out the poem aloud. Try to follow a rhythm.
- Explain the meaning of words if the students don't understand them.
- Re-read the poem and ask students to follow the teacher.
- Let the students recite the poem in groups and individually.

Answer Guide- N/A

Activity 8

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

Competency Level : 7.3 Writes simple paragraphs / essay

No. of Periods : 01

Learning Outcome(s): Students will be able to organize ideas and write a small essay.

Instructions for Lesson Planning:

Task Outcome(s): Students will be able to complete a paragraph, filling in the blanks by using the given words/phrases.

Lesson Development:

- Make the students read the list of words given.
- Explain the new vocabulary.
- Help them to write the paragraph.

Answer Guide

Activity 8

Woodpecker

Wood pecker is a bird. It is red, white and black in colour. It has a crest on its head. It eats insects and nuts. It has a strong long beak. It lives in a hole in a tree trunk.

Activity 9

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

Competency Level : 6.6 Constructs simple sentences using the correct subject verb agreement

No. of Periods : 02

Learning Outcome(s): Students will be able to form simple sentences using svc sentence pattern.

Instructions for Lesson Planning:

Task Outcome(s): Students will be able to recognize and distinguish subject, verb and complement of a given sentence.

Lesson Development:

- Teach the students the three parts of a sentence SVC.
- Provide few simple examples.
- Let the students make sentences of SVC pattern.
- When explaining grammar points, teachers are advised to be mindful of the level of the students.

Answer Guide

Activity 9a

Subject	Verb	complement
My robe	is	yellow
Ants	are	insects
Elephants	are	large
My baby brother	is	small
My hands	are	clean
My mother	is	a teacher
Supun	is	my best friend
My friend	is	very clever
We	are	Sri Lankans

Activity 9b

- (b)
1. My teacher is very kind.
 2. My friend is helpful.
 3. We are good students.
 4. Our temple is old.
 5. Rahal is smart.
 6. These mango trees are big.
 7. Jayana is happy.
 8. Dolphins are friendly.

Activity 10

Competency : 1. Identifies the sounds of the English language
5. Extracts necessary information from various types of texts
6. Uses English grammar for the purpose of accurate and effective communication

Competency Level : 1. Identifies and pronounces short vowels
1.2 identifies and pronounces the following initial and final consonants. f, p, b, t, s, r, m, j, h, v, d, k, z, g, l, n, c, y, w
5.2 Stays in the correct line when reading
6.6 Constructs simple sentences using the correct subject verb agreement

No. of Periods : 02

Learning Outcome(s):

- Students will be able to pronounce words with the knowledge of sounds they have learnt.
- Students will be able to follow the lines of a simple text when reading aloud.

Instructions for Lesson Planning:

Task Outcome(s):

- Students will be able to read/recite a given poem aloud.
- Students will be able to use SVC/SVO patterns and write sentences.

Lesson Development:

- Read the poem with the students and help them to understand what is being said.
- Read a few lines of the poem and help them to figure out the meter.
- Read the poem out loud. Try to follow the rhythm.
- Teach any words the students don't understand.
- Re-read the poem out loud and ask the students to follow.
- Have the students to recite the poem in groups and individually.
- Have the students answer the given questions in complete sentences.

Answer Guide

Activity 10b

1. The cat is on his mat.
2. The tan cat walks by the black cat.
3. He thinks the tan cat wants his mat.
4. The tan cat feels bad.

Tips for the Teacher

The Unit 6 consists of ten activities. Most of these activities are based on the competencies 1,5,6 and 7. As suggested by the activities, the teacher has to pay much attention to let the students practise sounds. The teacher also has to introduce grammar areas such as simple pre-modifying adjectives, articles and be verbs. In teaching them, the teacher can make use of additional activities to provide further practice. Basic sentence patterns of SVO and SVC can be introduced successfully with suitable simple examples followed by activities in the book.

Students should be motivated to read simple story books and write paragraphs/essays on simple topics.

Assessment and Evaluation

Since reading and writing skills are very important for a second language learner, a continuous assessment process has to be maintained to identify the weaknesses and strengths of the students. This identification can help the teachers to plan remedial work.

Unit 7 – Getting to Know People

Activity 1

Competency	: 1. Identifies the sounds of English language
Competency Level	: 1.1 Identifies and pronounces short vowels
No. of Periods	: 02
Learning Outcome(s)	: Students will be able to use sound identification skills in the word and letter patterns.

Instructions for Lesson Planning:

Task Outcome(s):

- Students will be able to pronounce words properly.
- Students will be able to mark whether the sentences are right or wrong.

Lesson Development:

- Use the picture given to initiate a discussion. Teacher may ask the following questions.
 - 1) What can you see in this picture?
 - 2) What are they doing?
 - 3) Where are they?
- Get the students to read the conversation aloud and show how stress falls on different expressions.
- Elicit the meanings of difficult words.
- Get the students to mark whether the given statements are right or wrong.

Answer Guide

Activity 1

-

01. (✓)

02. (x)

03. (✓)

04. (✓)

Activity 2

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

Competency Level : 6.1 Identifies common nouns and proper nouns

Learning Outcome(s): Students will be able to identify proper/common nouns in a given text.

No. of Periods : 02

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to categorize proper nouns and common nouns.

Lesson Development:

- Use a visual of a poster where there are familiar common nouns and proper nouns.
Ex: Saman Kumara- Boy/Geetha Kumari- Girl/Kandy- City
- Teach the students the difference between proper nouns and common nouns.
- Explain how a proper noun is written with a capital letter at the beginning.
- Get the students to complete the task.
- Discuss the answers.

Answer Guide

Activity 2a

Common nouns	Proper nouns
novice	Bodhi
monk	Canada
teacher	Vimalo
father	German
doctor	George
mother	Anne
nurse	
brother	
architect	
sister	
student	

- (b) 1. My house is near the Sunday fair.
2. Thamal played with his sister.
3. Sanuga goes to Paramadhamma Pirivena.
4. Please return the books on Friday.
5. My father works at Megha bookshop.
6. Piduruthalagala is the highest mountain in Sri Lanka.
7. Chamath went to India last week.
8. Damhiru and Nethula study in Dharmapala Vidyalaya.
9. My favourite novel is Harry Potter.
10. Malgudi Days is an Indian story.

Activity 3

- Competency** : 5. Extracts necessary information from various types of texts
- Competency Level** : 5.3 Identifies the common terms associated with the book/text
- No. of Periods** : 01
- Learning Outcome(s)** : Students will be able to identify the title page, back cover, front cover and table of contents of a given book.

Instructions for Lesson Planning:

- Task Outcome(s)** :
- Students will be able to identify and name cover page, content page and back page.
 - Students will be able to read and match the pictures with the words/ words with the descriptions.
 - Students will be able to draw the front cover of a story book.

Lesson Development :

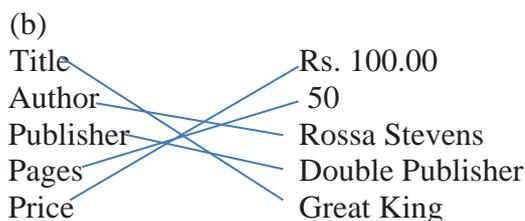
- The teacher provides the class with several familiar children’s story books.
- Teacher may ask the following questions.
 - 1) What is the name of the book?
 - 2) Who is the author?
 - 3) How many pages are there in the book?
 - 4) What is the price of the book?
- Get the students to answer the questions.
- Elicit the meanings of the difficult words.
- Let the students discuss.
- Let the students create their own front covers and back covers of books.

Answer Guide

Activity 3a

3/5/6	1 / 4	2
Cover page	Content page	Back page

Activity 3b



Activity 4

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

Competency Level : 4.3 Uses the masculine/feminine (simple) forms

No. of Periods : 02

Learning Outcome(s): Students will be able to use the knowledge of masculine and feminine forms to convey the meaning accurately.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to identify feminine and masculine forms.

Lesson Development:

- The teacher reads the text once for the students to get familiar with the text.
- The teacher reads with the students.
- Elicit the meanings of unfamiliar words.
- Let the students read the text individually.
- Discuss the differences of simple masculine and feminine words.
- Ask questions while students are reading the text.

Answer Guide- N/A

Activity 5

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

Competency Level : 4.3 Uses the masculine/feminine (simple) forms

No. of Periods : 03

Learning Outcome(s): Students will be able to use the knowledge of masculine and feminine forms to convey the meaning accurately.

Instructions for Lesson Planning:

Task Outcome(s):

- Students will be able to categorize masculine and feminine forms.
- Students will be able to write the feminine or masculine forms for given words.

Lesson Development:

- Get the students to read the list of words given.
- Ask them to categorize the words into the two columns.
- Discuss the answers.
- Get them to read the sentences and find masculine or feminine forms for the highlighted words.

Answer Guide

Activity 5a

Male / Masculine	Female / Feminine
Bhikkhu	Bhikkhuni
bull	cow
king	queen
boy	girl
son	daughter
rooster	hen
steward	stewardess
monk	nun
fox	vixen

Activity 5 b

1. The **boy** looks very much like **his father**.
2. The **son** gave a present to **his uncle**.
3. The **monk** is talking to my **grandfather**.
4. My **brother** is a **steward**.
5. The **bull** chased the **fox**.
6. The **actor** played the role of a **king**.

Activity 6a & b

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

Competency Level : 6.5 Uses regular and irregular verbs

No. of Periods : 04

Learning Outcome(s):

- Students will be able to use the grammatical knowledge of regular and irregular verbs to understand a text or to construct sentences properly.
- Students will be able to use the grammatical knowledge of verbs for effective communication.

Instructions for Lesson Planning:

Task Outcome(s):

- Students will be able to identify the past tense verbs.
- Students will be able to choose and use correct past tense form of the given words.

Lesson Development:

- Get the students to read the sentences given and underline the past tense verbs.
- Get them to fill the blanks with appropriate past tense verbs.
- Have a discussion highlighting regular and irregular past forms.
- Discuss the answers.

Answer Guide

Activity 6

- (a)
1. went
 2. wrote
 3. marked
 4. drank
 5. cleaned
 6. saw
 7. cut
 8. caught
 9. washed
 10. gave

- (b)
1. had
 2. painted
 3. helped
 4. wrote
 5. spoke
 6. made
 7. built
 8. sailed
 9. cut
 10. went

Activity 7

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

Competency Level : 6.5 Uses regular and irregular verbs

No. of Periods : 01

Learning Outcome(s):

- Students will be able to use the grammatical knowledge of regular and irregular verbs to understand a text or to construct sentences properly.
- Students will be able to use the grammatical knowledge verbs for effective communication.

Instructions for Lesson Planning:

Task Outcome(s): Students will be able to write past forms of given verbs.

Lesson Development:

- Get the students to read the verbs given.
- Ask them to write the past forms of the verbs.
- Discuss the answers.

Answer Guide

Activity 7

got up

brushed

washed

ate

studied

played

worshipped

slept

Activity 8

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

Competency Level : 6.1 Identifies proper nouns and common nouns

No. of Periods : 02

Learning Outcome(s):

- Students will be able to identify proper nouns and common nouns.

Instructions for Lesson Planning:

Task Outcome(s):

- Students will be able to identify common nouns and proper nouns.

Lesson Development:

- This activity is focused on common nouns and proper nouns.
- Show some examples of common nouns and proper nouns and let the students give more examples.
- Get the students to complete the activity.
- Discuss the answers.

Answer Guide

Activity 8

Countries	Boys	Kings	Temples	Rivers	Cities / Villages
India	Fazal	Valagamba	Ruwanweliseya	Kelani	Colombo
France	Suneth	Dutugemunu	Sithulpawwa	Walalwe	Kosgama
Japan	Kapila	Panduwasadeva	Somawatiya	Mahaweli	Kandy
Canada	Sanuga	Kawantissa	Lankatilaka	Nile	Ragama
China	Nimal	Vijayabahu	Abhayagiriya	Kalu	New York

Activity 9

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

Competency Level : 4.4 Identifies simple synonyms

No. of Periods : 01

Learning Outcome(s) : Students will be able to use the knowledge of synonyms to understand the text or to convey ideas accurately.

Instructions for Lesson Planning:

Task Outcome(s): Students will be able to identify and use simple synonyms for given words.

Lesson Development:

- This activity is based on similar adjectives. First elicit the meanings of the words using the pictures given in the text.
- Encourage the students to answer using the similar words.
- Let them complete the activity.
- Discuss the answers.

Answer Guide

Activity 9

1. chilly
2. ancient
3. modern
4. big
5. hot

Activity 10

Competency : 1. Identifies the sounds of the English language

Competency Level :1.2 Identifies and pronounces the following initial and final consonants
(f, p, b, t, s, r, m, j, h, v, d, k, z, g, l, n, c, y, w)

No. of Periods : 01

Learning Outcome(s): Students will be able to use the knowledge of sound identification in the formation of words.

Instructions for Lesson Planning:

Task Outcome(s): Students will be able to read three letter words with a prior knowledge of sound identification.

Lesson Development:

- Get the students to read the given words.
- Draw their attention to the initial and end sounds in the words.

Answer Guide- N/A

Activity 11

Competency : 1. Identifies the sounds of the English language

Competency Level : 1.2 Identifies and pronounces the following initial and final consonants
(f, p, b, t, s, r, m, j, h, v, d, k, z, g, l, n, c, y, w)

No. of Periods : 01

Learning Outcome(s): Students will be able to use the knowledge of sound identification in the formation of words.

Instructions for Lesson Planning:

Task Outcome(s): Students will be able to identify the initial and final sounds of three letter words.

Lesson Development:

- Get the students to read the given words first.
- Make them aware of the sounds of the initial and final consonants of the words.
- Get them to do the activity.

Answer Guide

Activity 11

d	- den	bed
k	- kid	ask
z	- zoo	fez
g	- gap	log
l	- lad	pal
n	- nap	pan
c	- cat	arc
y	- yes	
w	- way	

Activity 12

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

Competency Level : 6.10 Identifies and uses modals; can, could and may, must

No. of Periods : 02

Learning Outcome(s):

- Students will be able to use the grammatical knowledge of modals can, could and may, must at the word, phrase and sentence level.

Instructions for Lesson Planning:

Task Outcome(s):

- Students will be able to guess the modal looking at the picture and match.

Lesson Development:

- Create an authentic situation where expected modals can be used or use a poster with pictures in which pictures show the meanings of the modals or ask few simple questions which can familiarize the words or sentences.
- Elicit the meanings of unknown words.
- Discuss the rules of using modals.

E.g.: - **may/must/can/could + any subject / may /must /can /could + any root verb**

- Let the students do the task.
- Discuss the answers.

Answer Guide

Activity 12

1- 4

2- 1

3- 2

4- 3

Activity 13

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

Competency Level : 6.10 Identifies and uses modals; can, could and may, must

No. of Periods : 01

Learning Outcome(s):

- Students will be able to use the grammatical knowledge of modals can, could and may, must at the word, phrase and sentence level.

Instructions for Lesson Planning:

Task Outcome(s): Students will be able to use ‘can, could, may, must’, properly.

Lesson Development:

- Elicit the meanings of unknown words.
- Discuss what you should do or should not do as a pirivena student.
- Let the students do the task.

Answer Guide

Activity 13

1. (✓)
2. (✓)
3. (✓)
4. (✓)
5. (✓)
6. (✓)
7. (x)
8. (✓)
9. (✓)
10. (✓)

Tips for the Teacher

The Unit 7 consists of 13 activities. These activities are based on all the 8 competencies. Many grammar points like common nouns, proper nouns, masculine and feminine forms of nouns, simple sentence patterns of SVO and SVC and also irregular and regular verbs are discussed in this unit. Please make arrangements to use more authentic materials and visual aids to conceptualize these to the students.

Assessment and Evaluation

It is highly recommended that there should be a school based evaluation system to understand the strengths and weaknesses of students in relation to listening and speaking. Keeping continuous records on each and every student may be very helpful for the assessment and evaluation process.

Unit 8 – Great Personalities

Activity 1

Competency : 1. identifies the sounds of the English language

5. Extracts necessary information from various types of texts

Competency Level : 1.2 Identifies and pronounces the following initial and final consonants

f, p, b, t, s, r, m, j, h, v, d, k, z, g, l, n, c, y, w

5.2 Stays in the correct line when reading a text

5.4 Uses visual clues to derive meaning of a text

No. of Periods : 02

Learning Outcome(s):

- Students will be able to use the knowledge of sounds in the formation of words.
- Students will be able to follow the lines of a simple text when reading aloud.
- Students will be able to use pictures, diagrams, maps to understand the meaning of different types of texts

Instructions for Lesson Planning:

Task Outcome(s):

- Students will be able to act out a dialogue.
- Students will be able to select the correct answer from those given.

Lesson Development:

- Let the students read the conversation aloud.
- Elicit the meanings of difficult words.
- Get the students to answer the questions.

Answer Guide

Activity 1b

1 - b

2 - b

3 - a

Activity 2

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

Competency Level : 6.2 Forms regular/irregular plurals, zero plurals in nouns and identifies gender in nouns

No. of Periods : 02

Learning Outcome(s): Students will be able to apply the grammatical knowledge of regular/irregular plurals at the sentence level.

Instructions for Lesson Planning:

Task Outcome(s): Students will be able to make plural nouns.

Lesson Development:

- Make use of the learning point given in the textbook to teach formation of plurals.
- Explain that there are other ways of forming the plurals rather than adding 's' to the noun.
- Make the students practise forming the plurals with the help of several examples.
- Let the students do the activity.
- Discuss the answers.

Answer Guide

Activity 2

Singular	Plural
boy	boys
fox	foxes
class	classes
brush	brushes
bench	benches
mango	mangoes
hero	heroes
bush	bushes
beach	beaches
buzz	buzzes

Activity 3

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

Competency Level : 4.1 Forms singular and plurals

No. of Periods : 01

Learning Outcome(s): Students will be able to form and use different types of vocabulary to convey precise meaning.

Instructions for Lesson Planning:

Task Outcome(s): Students will be able to identify the plurals of given singular nouns and make sentences.

Lesson Development:

- Describe the rules of forming the plurals of nouns.
- Get the students to form the plurals of given nouns.
- Ask them to rewrite the sentences given as shown in the example.
- Discuss the answers.

Answer Guide

Activity 3

- 1). The children
- 2). The men
- 3). Women
- 4). The grandchildren/ the grandmothers.
- 5). Our fathers / some mangoes
- 6). Cats / mice
- 7). Women / the dishes
- 8). Tales / heroes

Activity 4

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

Competency Level : 7.2 Copy writing

No. of Periods : 02

Learning Outcome(s): Students will be able to rewrite the provided texts according to the instructions.

Instructions for Lesson Planning:

Task Outcome(s):

- Students will be able to read the given texts aloud.
- Students will be able to rewrite the provided texts using uppercase letters where necessary.

Lesson Development:

- Lead a discussion highlighting the places where uppercase letters are used.
- Get the students to read the 2nd paragraph and identify places where upper case letters are needed.
- Get them to rewrite the paragraph with uppercase letters correctly.

Answer Guide

Activity 4

(b)

This boy lived in the last Sri Lankan kingdom Senkadagala. Sri Wickrama Rajasinghe was the king at that time. He was a cruel king. Madduma Bandara's father, Ehelepola Mahaadhikaram went against the king. So, one day king brought the whole family to the palace. But, his father Ehelepola Nilame was not there.

Activity 5

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

Competency Level : 7.3 Writes simple paragraphs/essays

No. of Periods : 02

Learning Outcome(s): Students will be able to organize ideas for various purposes in written communication.

Instructions for Lesson Planning :

Task Outcome(s) :

- Students will be able to read a given paragraph.
- Students will be able to fill in each blank using the given words.
- Students will be able to write a short paragraph by using the given words or phrases.
- Students will be able to present the written paragraph to the class.

Lesson Development :

- Initiate a discussion using the pictures about the places given in the textbook.
- Get the students to fill in the blanks in the paragraph on Thissamaharama temple.
- Lead a discussion on Dambulla cave temple making use of the picture given.
- Get them to write a simple paragraph on Dambulla cave temple with the help of the given phrases.

Answer Guide

Activity 5

(b)

Thissamaharama temple is in Hambanthota district.

The Buddha and 500 Arahats have meditated some time here.

King Kavanthissa designed this place. The lake Thissawewa is near this temple. The great **king Dutugemunu** was born in this area.

(c)

Dambulla cave temple is in Matale district. There are lot of paintings and statues in the temple. King Valgamba built this temple. It is a world heritage site.

Activity 6

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

Competency Level : 4.3 Uses the masculine and feminine simple forms

No. of Periods : 02

Learning Outcome(s): Students will be able to use the masculine and feminine forms to convey meanings accurately.

Instructions for Lesson Planning:

Task Outcome(s):

- Students will be able to use given suffixes to make feminine forms by using masculine forms.
- Students will be able to match masculine forms with feminine forms.
- Students will be able to make simple sentences using masculine and feminine forms.

Lesson Development:

- Make the students aware of the suffix 'es' which convert masculine nouns into feminine.
- Take several examples to show the formation of feminine nouns.
- Let the students to do the task individually.

Answer Guide

Activity 6

(b)

Masculine	Feminine
author	authoress
count	countess
host	hostess
lion	lioness
actor	actress
emperor	empress
tiger	tigress
master	mistress
waiter	waitress

Activity 7

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

Competency Level : 6.7 Uses simple present tense and simple past tense (am/is/are/was/were)

No. of Periods : 01

Learning Outcome(s): Students will be able to apply the grammatical knowledge of 'be' at the sentence level.

Instructions for Lesson Planning:

Task Outcome(s):

- Students will be able to use the knowledge of 'be' (am/is/are/was/were).

Lesson Development:

- Uses a poster to describe the functions of 'be' verbs (am, is, are).
- Allow the students to create some sentences using the provided clue cards.
- Elicit the meanings of unfamiliar words in the given text.
- Let the students do the exercise.
- Discuss the answers.

Answer Guide

Activity 7

Madduma Bandara was a national hero in Sri Lanka. He was born in Kandy. His father was Ehelepola Maha Adhikaram. His mother was Ehelepola Kumarihamy. He had one brother. His brother was Loku Bandara. He died on 17th May 1814.

Activity 8

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

Competency Level : 7.1 Describes places/people

No. of Periods : 02

Learning Outcome(s): Students will be able to describe people (National Heroes) using proper words, phrases and sentence patterns.

Instructions for Lesson Planning:

Task Outcome(s): Students will be able to write a small paragraph using the given words or phrases.

Lesson Development:

- Do a brainstorming activity making use of a few questions about national heroes.
 - 1) Who wrote Madol Doowa?
 - 2) Where did he live?
 - 3) What is your favourite story book? etc.
- Let the students have a free discussion.
- Encourage them to use complete sentences when speaking.
- Elicit the meanings of difficult words.
- Set a few groups and ask them to write about each hero.

Answer Guide

Activity 8

Martin Wickramasinghe was born on 29th May 1890 in Koggala. Koggala is in Galle district. He was a writer and an author. He wrote Madoldoowa . His wife was K.B. Prema de Silva and had six children. The famous writer died on 23rd of July 1976 in Colombo.

C.W.W.Kannangara was born on 13th of October 1884 in Hikkaduwa. Hikkaduwa is in Galle district. He was a lawyer. He became the first Minister of Education in Sri Lanka. He introduced free education system. So he is called the father of education. His wife was Edith Kannangara. He had two children. This great person died on 23rd of September 1969 in Colombo.

Activity 9a & b

Competency : 2. Uses mechanics of writing with understanding

Competency Level : 2.1 Writes lowercase and uppercase letters of English alphabet

No. of Periods : 02

Learning Outcome(s): Students will be able to apply the knowledge of lowercase and uppercase letters in writing addresses properly.

Instructions for Lesson Planning:

Task Outcome(s):

- Students will be able to copy the addresses and write in the given boxes.
- Students will be able to write their own names and addresses on an envelope.

Lesson Development:

- Show a few envelopes with addresses to the students.
- Discuss where to use upper / lowercase letters when writing addresses.
- First let the students practise the method by copy writing the given addresses and then allow them to write their own address properly.

Answer Guide- N/A

Activity 10

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

Competency Level : 6.14 Uses simple prepositions of places and directions

No. of Periods : 02

Learning Outcome(s): Students will be able to apply the grammatical knowledge of prepositions like 'over, to, into' at the sentence level.

Instructions for Lesson Planning:

Task Outcome(s):

- Students will be able to identify the prepositions.
- Students will be able to read sentences and underline prepositions.
- Students will be able to make sentences using prepositions.

Lesson Development:

- Introduce the prepositions of direction with a few examples.
- Get the students to write sentences with the prepositions given.

Answer Guide

Activity 10b

- 1) Venerable Narada is in the class.
- 2) Pigeons are on the roof.
- 3) I sat near the Na tree.
- 4) The rat hid behind the cupboard.
- 5) Our puppy jumped over the bench.
- 6) I went to the shrine room.
- 7) The dog ran into the kennel.

Activity 11

Competency : 8. Communicates clearly, fluently and concisely

Competency Level : 8.6 Explains a simple Pali stanza in English

No. of Periods : 03

Learning Outcome(s): Students will be able to recite a given Pali stanza properly and explain its meaning in English and writes it.

Instructions for Lesson Planning:

Task Outcome(s):

- Students will be able to recite the given Pali stanza and its meaning.
- Students will be able to copy the stanza.
- Students will be able to explain the meaning.

Lesson Development:

- Read the stanza first, and get the students to repeat. Let the students read the stanza together as one group.
- Discuss the meaning of the stanza in English with the students.
- Let the students recite the stanza individually as to get the rhythm and the meaning.
- Let the students copy the stanza and its meaning.
- Ask the students to explain the meaning to the class.

Answer Guide - N/A

Tips for the Teacher

This unit consists of 11 activities. Teachers can help students learn language in useful contexts such as talking about great personalities. Use several activities to teach plurals of nouns and give enough examples to practise forming the plural of irregular plurals.

Assessment and Evaluation

In the case of second language learning, lowercase / uppercase letters, silent letters, punctuation marks, contracted forms and suffixes and prefixes etc... are the areas many children find difficult. Paying much attention to these areas and having continuous testing may be helpful to get rid of these weaknesses before they get fossilized.

English

Primary Pirivena

Teacher's Guide Grade 2

(Will be implemented from 2019)

Pirivena Education Branch
Ministry of Education
Sri Lanka

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Primary Pirivena

Teacher's Guide

Grade 2

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Message of the Secretary to the Ministry of Education

The Buddhist clergy is the symbol of the Sri Lankan Buddhist identity. The national Piriven, which opened an educational pathway to the entire nation by centering the education of the clergy, has a long history. The Piriven education developed so smoothly under the leadership of the Buddhist clergy from the Anuradhapura era that the chronicles reveal that even foreigners came here to study.

We are happy to say that we are able to maintain the Piriven education institutes that are centred around temples by providing facilities similar to that of schools at present under the monitoring of the Ministry of Education while preserving the historical heritages.

It should be our firm objective to produce a suitable generation of learned and scholarly priests and a generation of learned and disciplined laymen to fulfill the contemporary needs by providing basic requirements of the Piriven education. While supporting this endeavour, we believe that this Teacher's Guide, which is offered to you under the 2018 curriculum reforms, will be a tool for the Piriven teacher to provide knowledge to the learners through new teaching methods. I firmly believe that it is the responsibility of the Piriven teachers to provide a clear understanding to the student community with the effective use of these teacher's guides.

I would like to extend my thanks to the Piriven Education Branch, the National Institute of Education and the Educational Publications Department.

N.H.M. Chitrananda
Secretary to the Ministry of Education

Message from the Director General

This Teacher's Guide has been composed by the newly instituted Pirivena Education Unit in the National Institute of Education, in order to plan lessons so that the relevant competencies are fulfilled, consequent to the revision of the syllabus content produced by the Ministry of Education.

The decision taken by the Ministry of Education to provide teacher's guides in order to bring the teaching learning process to a higher level-same as it is done in the school system - is a commendable decision. Thereby it provides an opportunity for teachers to explore new approaches in teaching learning methodologies and plan one's lessons and to engage in a process of teaching and learning at a higher level.

The content of the Teacher's Guide falls into two main sections. They are the syllabus and the competencies involved, and the compendium of activities instrumental in fulfilling these competencies. The activities have been created in taking into consideration the time allocated for each of the activities, so that the level of competency relevant to each competency is covered. This leaves room for new activities to be evolved based on these activities.

My thanks go to the Pirivena Education Unit of the National Institute of Education for giving leadership to the composition of these teacher's guides for all the subjects in the Primary Pirivena curriculum, within a very short time, the subject specialists of the National Institute of Education, and the external resource persons.

Dr. (Mr.) Sunil Jayantha Nawarathna
Director General
National Institute of Education

Foreword

Pirivena is a centre of the Sri Lankan education system. The Buddhist clergy was able to produce a generation of clergy with religious knowledge and a patriotic community through the Pirivena by continuously bestowing the great Buddhist order, which was established in Sri Lanka to a students' generation amidst diverse obstacles through a number of years.

The service rendered by the Pirivena for the upliftment of the society of lay and clergy by preserving the traditional identity and by fulfilling the contemporary needs from the past is highly commendable. We would like to praise the effort made by the Piriven Education Branch of the Ministry of Education at present to provide the necessary knowledge through a new curriculum based on competencies by considering the needs of the student priests and lay students who follow Piriven education and by mixing the modern educational trends and traditional educational strategies of the Buddhist order while preserving the classical education. The Educational Publications Department too, being a strength to the above process, provides the necessary facilities by printing 54 textbooks annually for Basic Pirivena and by printing new syllabi for all the subjects.

The compilation of teacher guides for the new competency based curriculum for the first time for the Piriven education is a valuable process. It's a pleasure to offer you these teacher guides compiled by the National Institute of Education and the Piriven Education Branch and printed by the Educational Publications Department. I would like to bestow my sincere thanks on the advisers, members of the writing and editorial panels and on the staff of the Educational Publications Department who extended their contribution towards this endeavor. I wish for the success of the Piriven education.

P.N. Ilapperuma

Commissioner General of Educational Publications

Educational Publications Department

Isurupaya

Battaramulla

26.06.2020

Message from the Deputy Director General

I must state that this emergence of the Teacher's Guide in the field of the modern Sri Lankan Pirivena is a historic event. The combination of the National Institute of Education and the Pirivena Education Branch of the Ministry of Education being instrumental in compiling these Teacher's Guides provides the background for this happy emergence.

The only institute empowered by the Constitution to provide subject syllabi, Teacher's Guides, training of teachers, training of education managers, research in education is the National Institute of Education, instituted by the Act No 28 1985. However, till the year 2017, the National Institute of Education had not directly contributed to the Pirivenas - the centres of education of the Mahavihara tradition with a history of 2325 years.

We were often beleaguered by this question as to could there be a National Institute of Education which has no Pirivena Branch or Pirivena Department. We could contribute to obtain a solution on obtaining the full support and the blessings of the current His Excellency the President, the Honorable Minister of Education, the Secretary to the Ministry of Education in 2018, The Director of Pirivena Education at the time, the current Director General of the National Institute of Education, and the full support and blessings of the Council of the National Institute of Education.

Accordingly, on the decision taken by the Sinhala Buddhist Congress under the chairmanship of His Excellency the President and the decision of the Council of the National Institute of Education taken on 2017/3/16, 412/5/12 IM No.5157 the Pirivena Education Unit was instituted, affiliated to the Department of Sinhala Language of the Faculty of Languages Humanities and Social Sciences of the National Institute of Education.

Consequently, the National Institute of Education could directly contribute to the training of the Pirivena teachers and the production of Teacher's Guides for the Pirivena teacher. This is a great boon that has enabled us to make use of the experience of teaching and learning, research, technology know - how that the National Institute of Education has in order to awaken the Pirivena classroom. It is a source of illimitable pleasure.

I respectfully beseech the teachers of the Pirivenas to make use of these Teacher's Guides to bring about a higher level of achievement to the Pirivena classroom in a friendly and an enjoyable way. I offer my heart felt respect to those who contributed to the compilation of these Teacher's Guides, the Director of the Sinhala Language Department, the Chief of the Pirivena Unit, and all experts.

Venerable Dr. Mabulgoda Sumanarathana Thero
Deputy Director General
National Institute of Education

Message from the Director of Education (Pirivena)

The Pirivena owns a special place among the excellent educational institutions in the Eastern world. It's not a secret that these institutions developed gradually to the level of international universities. The education provided by the Pirivena is able to uplift the identity of the Buddhist priests and traditional knowledge of the people from early times. The ancient Piriven education which was centred around the eight oriental institutes bestowed a generation with spiritual values and religious knowledge to this country.

The modern Piriven education is one of the special aspects of the national education stream. The main objective of the Piriven education is to bestow Buddhist priests on the nation for three fold upliftment of the Buddhist order including law of reason, principle and insight and to produce well-educated scholars.

It is a major responsibility of the Buddhist clergy to guide for the creation of a community with positive attitudes in this journey towards prosperity. Therefore, the Pirivena must act more powerfully to empower them with required knowledge.

It is a pleasure that we were able to take several steps forward with new curricula by updating the learning-teaching process. In the attempt to make the future Piriven education firm through different strategies, it is my firm belief that the new Teacher's Guide that is offered to you would be a powerful quality input to increase the student performance. I insist that it is your duty to take action to update the knowledge of Piriven teachers about the traditional and modern learning trends and strategies. I remind you to study the Teacher's Guide well and use it efficiently in your learning-teaching process.

It is a difficult task to prepare such a Teacher's Guide and offer it to you. I would like to extend my gratitude and thanks to the Assistant Directors of the Piriven Education Branch, the Director General of the National Institute of Education, Venerable Deputy Director, Venerable Head of the Piriven Education Branch and the Commissioner General of Educational Publications and the staff.

Venerable Watinapaha Somananda Thero
Director of Education (Piriven)
Piriven Education Branch
Ministry of Education

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National Goals

The national system of education should assist individuals and groups to achieve major national goals that are relevant to the individual and society.

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

Instructions Regarding the Teacher's Guide

The competency based English language syllabus for grade 02 which was implemented in 2017, has 54 competency levels to be achieved by the students of grade 02.

The grade 02 course materials consist of a Pupil's Textbook, Pupil's Workbook and a Teacher's Guide along with the syllabus according to an integrated and innovative manner, will be useful for the students to achieve the expected learning outcomes.

This Teacher's Guide consists of the detailed syllabus of grade 02, comprehensive introduction to competencies and competency levels of each activity in Pupil's Textbook, answers for Pupil's Textbook and Workbook activities. In addition, an overall guidance of lesson plans (Tips for Teacher) along with testing and evaluation techniques for the textbook activities are given at the end of each unit of the Teacher's Guide.

Students should be exposed to authentic situations copiously where they can acquire, practise and use language naturally. For example, English language games, holding English Literary Associations, English Camps, English debating competitions and Inter-Pirivena Competitions. A variety of teaching techniques, will encourage students to learn storytelling, loud reading, dramatizing, role plays, reciting poems, grammar games etc. Three facts, respectively, exposure, encouragement and opportunities improve their confidence and enrich their fluency in using English language.

According to the given guidance, the teacher has the opportunity to be creative and innovative in preparing their own lesson plans based on accepted lesson plan formats to teach their students.

Mr. R.D.S. Jayawardena

Assistant Director of Education (English)

Pirivena Education Branch

Ministry of Education

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Teacher's Guide-Grade Two

Competency	Competency Level	Subject Content	Learning Outcomes	No. of periods
<p>1. Identifies the sounds of the English Language</p>	<p>1.1 Identifies and pronounces consonant digraphs in the initial position (e.g.: - th, sh, ch, wh)</p> <p>1.2 Identifies and pronounces the final -y as a vowel</p> <p>1.3 Identifies and pronounces vowel digraphs (e.g. :- oo, ee, ea, oa, aw ,ai, ay)</p> <p>1.4 Identifies and pronounces “i” diphthongs (ii, ei, ai, oi)</p> <p>1.5 Uses silent letters (c, d, h, g, l, w)</p>	<ul style="list-style-type: none"> • Identifies and pronounces words like – that, shirt, chin, when • Pronounces words e.g:- boy/ toy/ by • Pronounces words e.g:- book, bee, tea, roar, paw, rain, pay • Pronounces words e.g:- ii – lease, ai – rice ei – raise, oi – noise • Exposes to words with silent letters in the middle and end position e.g:- (c -scissors, muscles) (d-sandwich, handsome) (g-sign, high, reign, though) (h-high, what, whether) (l-calm, palm, calf, could, talk, salmon) (w – write, wrong, wrist) 	<p>✓ Identifies different letter/sound patterns of English to form words</p>	<p>4</p> <p>3</p> <p>3</p> <p>4</p> <p>4</p>

<p>2. Uses mechanics of writing with understanding</p>	<p>2.1 Writes sentences using commas, apostrophe and exclamation mark appropriately</p> <p>2.2 Applies spelling rules</p>	<ul style="list-style-type: none"> Writes simple sentences using commas, apostrophe and exclamation mark appropriately e.g:- commas He bought an apple, an orange, a pineapple and some grapes. e.g:- contracted forms I am –I'm He is – He's e.g:- possessive forms boy's bag teacher's manuals e.g:- exclamation mark Oh! Wonderful! May the Triple Gem bless you! Vowel and consonant patterns (consonant + y/ Vowel + y) Forms singular verb patterns by adding -ing to words Forms "ing"/ present by participle by adding "ing" to verb stems e.g:- make – making stop – stopping lie – lying Adding plurals to words that end with s, sh, ch, x, z and o Tense and plural markers e.g:- We are teachers (present plural) He was young and strong (past singular) 	<p>4</p> <p>4</p> <ul style="list-style-type: none"> Uses mechanics of writing appropriately
<p>3. Engages in active listening and responds appropriately</p>	<p>3.1 Seeks clarification and elaboration</p>	<ul style="list-style-type: none"> Listens to various types of simple texts and finds specific information (e.g:- names of people, animals, places, date, days...) 	<p>2</p>

	<p>3.2 Identifies sequence of events or ideas</p> <p>3.3 Categorizes and classifies information</p> <p>3.4 Identifies the speaker/ source/ purpose/ intent of the message/ detects the speaker's emotions/ attitudes</p>	<ul style="list-style-type: none"> • Text types – dialogues / stories / descriptions of people, places, animals... • Classifies different types of information • Listens to the dialogues, announcements, public speeches and responds appropriately 	<p>✓ Uses appropriate strategies to clarify, elaborate, categorize and identify information</p>	<p>4</p> <p>4</p> <p>2</p>
<p>4. Builds up vocabulary using words appropriately and accurately to convey precise meaning</p>	<p>4.1 Forms the singular and plural</p>	<ul style="list-style-type: none"> • Helps students to form singulars and plurals of nouns and verbs Nouns: mango – mangoes radio – radios bus – buses box – boxes glass – glasses calf - calves knife- knives roof - roofs safe - safes Verbs: catch – catches push – pushes fix – fixes pass – passes 	<p>✓ Forms and uses different types of vocabulary to convey precise meaning</p>	<p>6</p>

	<p>4.2 Uses similar words (synonyms)</p> <p>4.3 Forms words through affixation</p> <p>4.4 Uses hyponyms</p> <p>4.5 Uses useful terms in vocabulary</p>	<ul style="list-style-type: none"> • Helps students to identify the similar words • Forms new words using prefixes (in, un, re, dis) eg:- correct – incorrect, happy – unhappy, start – restart connect- disconnect • A word of more specific meaning than a general or superordinate term furniture – chair, clothes – shirt spoon- cutlery • Uses words-synonym, antonym, prefix, suffix, word cline (words arranging according to a particular order) e.g:- alphabetical order 		<p>4</p> <p>2</p> <p>2</p> <p>4</p> <p>2</p>
<p>5. Extracts necessary information from various types of texts</p>	<p>5.1 Uses contextual information to understand text (e.g. :- titles, sub-headings, familiar vocabulary)</p>	<ul style="list-style-type: none"> • Helps students to get the relevant answers by reading a simple text Highlights the “Wh” questions; why, who, where, when, what 		<p>4</p>

	<p>5.2 Reads aloud literary and non-literary texts appropriate for age group</p> <p>5.3 Makes predictions based on prior knowledge and contextual clues (e.g.: titles, headings, key words, pictures)</p> <p>5.4 Notes and recalls main ideas and key details</p> <p>5.5 Identifies the beginning, the middle and the end of a story</p> <p>5.6 Identifies the main simple elements of a story (main character, plot, setting, etc.)</p> <p>5.7 Sequences information</p>		<p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>2</p> <p>✓ Listens and extracts information from different types of texts</p>
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<p>6. Uses English grammar for the purpose of accurate and effective communication</p>	<p>6.1 Identifies and uses collective nouns, possessive nouns, abstract nouns</p> <p>6.2 Forms regular/irregular plurals, zero plural in nouns and identifies gender in nouns</p> <p>6.3 Uses zero articles with uncountable nouns</p> <p>6.4 Uses the following quantifiers; no, both, all, enough, not enough</p> <p>6.5 Uses possessive objective pronouns (mine, yours, his, hers, ours, theirs)</p>	<ul style="list-style-type: none"> • Collective nouns eg:- A group of students • Possessive nouns eg:- The monk's bag • Abstract nouns eg:- priesthood, education • Regular Irregular boy/ boys, child/ children, deer/ deer) • Masculine and feminine nouns (peacock – peahen / goose - gander) • Zero article e.g: - Milk is white. • With the definite article e.g :- The milk in the cup is stale. • With the indefinite article e.g:- A glass of milk keeps a day bit longer. • e.g. :- Both monks are from the same village. • e.g :- This book is his/ hers. 	<p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>✓ Uses grammar for effective and appropriate communication</p>
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6.6	Uses possessives as determiners		<ul style="list-style-type: none"> This is her/ his book. 		3
6.7	Uses predicative adjectives		<ul style="list-style-type: none"> My car is white. This is her/ his book. 		2
6.8	Uses regular/irregular comparatives and superlatives (-er, -est, more, most)		<ul style="list-style-type: none"> lovely-lovelier-loveliest (regular) good - better - best (irregular) beautiful - more beautiful - most beautiful 		2
6.9	Forms adjectives from nouns and verbs		<ul style="list-style-type: none"> great - grateful, hate - hateful 		4
6.10	Orders adjectives so that many adjectives could be used together		<ul style="list-style-type: none"> The small old green car. 		2
6.11	Uses verbs with “ing”, participle		<ul style="list-style-type: none"> The man is carrying a bag. 		2
6.12	infinitives and bare infinitives		<ul style="list-style-type: none"> I like to listen to a sermon. (to infinitive) I listen to a sermon. (bare infinitive) 		2

	<p>6.13 Uses modals will/ shall</p> <p>6.14 Uses the simple future tense</p> <p>6.15 Constructs sentences in the present and past continuous tense</p> <p>6.16 Uses modals would, should</p> <p>6.17 Uses adverbs of place, time, manner</p> <p>6.18 Uses the prepositions of direction (e.g: - towards), time (e.g:- during), Purpose and means (e.g:- for, with), accompaniment (with)</p> <p>6.19 Uses question words 'whose', 'which', 'when'</p> <p>6.20 Writes compound sentences</p>	<ul style="list-style-type: none"> • She will go to school tomorrow. • I shall meditate in the evening. • I am going to school. He was going to pirivena. • I would be late tomorrow. He should come to class early. • The book is over there. (place) She came home soon. (time) He walked down the road fast. (manner) • He was walking towards the temple. Come and meet me during the break. You have to write with a pencil. I went to the library with my friend. • Help students to identify and to use the following prepositions in sentences where necessary. eg:- behind, between, in front of opposite. 	<p>2</p> <p>2</p> <p>3</p> <p>4</p> <p>2</p> <p>4</p>
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<p>7. Uses English creatively and innovatively in written communication</p>	<p>7.1 Writes different types of notices</p> <p>7.2 Describes objects</p> <p>7.3 Designs posters /banners</p> <p>7.4 Uses text features in different types of texts</p> <p>7.5 Lists information using the accurate format</p>	<ul style="list-style-type: none"> • Whose book is this? Which one is yours? When are you coming? • Forms compound sentences using connectors for addition (e.g:- and), contrast (e.g:- but) • Writes different types of formal notices (e.g:- Annual Alms Giving, Pirith Chanting Ceremony, English Day, Prize Giving) • Writes descriptions of different types of objects (e.g:- stupas, statues, etc) • Designs posters /banners to create public awareness (e.g:- Drug prevention campaign, Katina Pinkama, Sil campaign, Bodhi Puja Programme • Uses titles/ headings, main headings, sub-headings, captions/ labels for visuals • Writes lists of things to do, etc. 	<p>✓ Demonstrates awareness of writing different types of texts for different purposes</p>	<p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p>
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<p>8. Communicates clearly, fluently and concisely</p>	<p>8.1 Describes people /places/objects</p> <p>8.2 Speaks on familiar topics</p> <p>8.3 Describes pictures</p> <p>8.4 Shows awareness of the features of spoken language (contractions, ellipsis, discourse markers)</p> <p>8.5 Recites and explain Pali stanzas</p>	<ul style="list-style-type: none"> • Speaks on following topics (my mother, Chief Incumbent, Prince Siddhartha) • Prince Sama, Queen Mahamaya , our temple, my village, Temple of Tooth Relic • Jaya Srimaha Bodhi, Stupa, Statues, relic casket, robes Vesak festival, Kandy Perahara, retelling a Jathaka story/ an incident • Speaks on different pictures e.g:- temple premises, classroom, describes a picture of prince Siddhartha’s birth, describes the paintings of the shrine room • Contractions – I’ll for I will Ellipsis – How are you? Fine Discourse markers – well, as, etc. • Recites and explains Pali stanzas (e.g:- Simple stanzas in Dhammapada) 	<p>✓ Speaks with clarity at an appropriate volume, maintain appropriate posture, eye contact, use verbal and non-verbal cues, use appropriate register to convey meaning</p> <p>✓ Recites and explains Pali stanzas meaningfully and correctly</p>	<p>2</p> <p>4</p> <p>4</p> <p>4</p> <p>3</p>
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Unit 1 – Right Way

Activity 1

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

Competency Level : 5.1 Uses contextual information to understand text (e.g.: - titles, sub-headings, familiar vocabulary)

5.2 Reads aloud literary and non-literary texts appropriate for age group

No. of Periods : 02

Learning Outcome :

- Students will be able to read and extract specific information.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to read aloud the given text meaningfully.

Lesson Development :

- Use the picture given to have a discussion about the conversation.

Teacher may ask the following questions;

- 1) How many people are there in the picture?
- 2) Where are they?
- 3) What are they doing?

- Elicit from the students what they do every morning.
- Get the students to read the conversation aloud.
- Read the whole text aloud.
- Depending on the ability level of the students, the teacher can read the text several times for students.
- Encourage the learners to take roles and read.
- Discuss the questions.
- Enable the learners to copy the answers to the exercise book.

Answer Guide – Textbook

Activity 1

1. Samitha sometimes sweeps the Bodhi compound.
2. Venerable Revatha

Answer Guide – Workbook

Activity 1

1. temple
2. bodhi
3. flowers
4. him
5. calm

Activity 2

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

Competency Level : 6.7 Uses predicative adjectives

No. of Periods : 01

Learning Outcome : Students will be able to use predicative adjectives correctly.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to identify and use predicative adjectives in sentences.

Lesson Development :

- Make the students aware that many sentences can be formed with the help of the given structures.
- Get the students to make sentences orally.
- Write several sentences on the board as a model.
- Get the students to do the activity in their exercise books.
- Help the students where necessary.

Answer Guide – Textbook

Activity 2

1. My books are new.
 2. My friend is kind. / My friend is good.
 3. My teachers are kind. / My teachers are good.
 4. The umbrella is new. / The umbrella is beautiful.
 5. Our classroom is new. / Our classroom is big. / Our classroom is beautiful.
 6. Her hair is long. / Her hair is beautiful.
- Accept the other possible answers as well.

Answer Guide – Workbook

Activity 2

1. Our pirivena is calm.
 2. Our robes are clean.
 3. Our library is neat.
 4. My friends are kind.
 5. My village is beautiful.
 6. Our teachers are helpful.
- Accept the other possible answers as well.

Activity 3

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

Competency Level : 5.1 Uses contextual information to understand text (e.g.: - titles, sub-headings, familiar vocabulary)

No. of Periods : 01

Learning Outcome :

- Students will be able to read and extract specific information.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to read the given text and answer the questions.

Lesson Development :

- Get the students to read aloud the text.
- Discuss the contents after eliciting the meanings of difficult words.
- Ask the students to find the answers to the given questions.

Answer Guide – Textbook

Activity 3

1. Venerable Sumana
2. Clean
3. He cleans the shrine room and sweeps the Bodhi compound.
4. He has his lunch before noon.
5. Podi Hamuduruwo

Answer Guide – Workbook : N/A

Activity 4 & 5

Competency : 5. Extracts necessary information from various types of texts
7. Uses English creatively and innovatively in written communication

Competency Level : 5.1 Uses contextual information to understand text (e.g.: - titles, sub-headings, familiar vocabulary)
5.2 Reads aloud literary and non-literary texts appropriate for age group
7.2 Describes objects

No. of Periods : 02

Learning Outcome

- Students will be able to read and extract specific information.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to read the given text aloud and find answers for the given questions.

Lesson Development :

- Ask the students to pay attention to the picture.
- Get them to describe the picture.
- Get the students to read aloud the text.
- Ask the students to do the textbook activity 5.

Answer Guide – Textbook

Activity 5

1. On the table and benches
2. There are books, pens and pencils.
3. There are three benches.
4. There are four small gift boxes.
5. mangoes, apples, bananas and oranges

Answer Guide – Workbook

Activity 4

- Go through the possible answers in accordance with the picture. You may guide the learners to use the given sentence structures. “There is.../ There are...”

Activity 6

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

Competency Level : 4.4 Uses hyponyms

No. of Periods : 01

Learning Outcome :

- Students will be able to identify and use hyponyms.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to categorize the hyponyms for suitable superordinate nouns.

Lesson Development :

- Read the words aloud and ask the students to follow.
- Encourage the students to use a dictionary.
- Ask the students to do the activity in pairs.

Answer Guide – Textbook

Activity 6

<u>Fruits</u>
oranges
bananas
pineapples
pomegranates
guava
grapes
papaya
mangoes

<u>Furniture</u>
benches
chairs
cupboards
tables
beds
stools
wardrobes
sofas

<u>Stationery</u>
books
pencils
marker pens
file tags
file covers
paper clips
note books
highlighters

Answer Guide – Workbook

Activity 5

<u>Stationery</u>
pens
books
pencils

<u>Furniture</u>
beds
cupboard
benches
tables
chairs

<u>Fruits</u>
pineapples
mangoes
papaya
oranges

<u>Vegetables</u>
cabbage
carrots
pumpkin

<u>Clothes</u>
shirts
sarongs
jeans
frocks

Activity 7

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

Competency Level : 6.2 Forms regular/ irregular plurals, zero plural in nouns and identifies gender in nouns

No. of Periods : 02

Learning Outcome : Students will be able to form regular/ irregular plurals, zero plural in nouns and identify gender in nouns.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to form plurals with correct spelling.

Lesson Development :

- Discuss the different ways of pluralizing nouns.
- Get the students to do the activity.
- Activity 7 (a) Discuss the answers.
- Activity 7 (b) Read the poem aloud once.
- Ask the pupils to read after the teacher.
- Get the pupils to recite in groups or individually depending on the ability level.

Answer Guide – Textbook

Activity 7a

tin – tins

fox – foxes

cake – cakes

kettle – kettles

bunch – bunches

bush – bushes

banana – bananas

orange – oranges

tomato – tomatoes

class – classes

hen – hens

radio – radios

Answer Guide – Textbook

Activity 7c

1. man – men
2. radio – radios
3. safe – safes
4. lock – locks
5. roof – roofs

6. knife – knives
7. half – halves
8. battery – batteries
9. axe – axes
10. witch – witches

Answer Guide – Workbook

Activity 3

books	cars	laptops	brushes
mangoes	tomatoes	foxes	bosses
buses	branches	toys	socks
baskets	cloths /es	bushes	clocks

Answer Guide – Workbook

Activity 6

There was a circus in town. There were so many things to see. Many 1) **men** (man) and 2) **women** (woman) with their 3) **children** (child) came to see it. There were three separate ticket 4) **counters** (counter) to buy 5) **tickets** (ticket). There were different types of 6) **animals** (animal) such as 7) **elephants** (elephant), 8) **chimpanzees** (chimpanzee), 9) and **birds** (bird) who performed different tricks. All the people were so interested to see it. The circus was so crowded that there was no room for the audience to keep their 10) **feet** (foot).

Activity 8

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

Competency Level : 6.2 Forms regular/ irregular plurals, zero plural in nouns and identifies gender in nouns

No. of Periods : 01

Learning Outcome :

- Students will be able to identify gender in nouns.

Instructions for Lesson Planning

Task Outcome :

- Students will be able to identify nouns related to gender.

Lesson Development :

- Lead a discussion showing the two pictures.
- Elicit meanings of the words given and help where necessary.
- Get the students to match and write answers.

Answer Guide – Textbook

Activity 8

Masculine (Male)	Feminine (Female)
peacock	peahen
father	mother
boy	girl
god	goddess
son	daughter
king	queen
prince	princess
uncle	aunt
man	woman
deer	doe
pig	sow

Answer Guide – Workbook

Activity 7

Masculine (Male)	Feminine (Female)
grandfather	grandmother
father	mother
king	queen
uncle	aunt
boy	girl
peacock	peahen
prince	princess
cock	hen
son	daughter
god	goddess
man	woman

Activity 9

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

Competency Levels : 4.5 Uses useful terms in the vocabulary

No. of Periods : 01

Learning Outcome :

- Students will be able to use vocabulary meaningfully in context.

Instructions for Lesson Planning :

Task Outcome:

- Students will be able to fill in the blanks using words and phrases given.

Lesson Development :

- Get the students to study the picture.
- Elicit the relevant vocabulary from the picture.
- Get the students to use them to fill in the blanks.

Answer Guide – Textbook

Activity 9

This picture shows a shrine room. There are three Buddha statues: a meditating Buddha statue, a reclining Buddha statue and a standing statue. The walls are painted in different designs and colours. There are statues of Arahāt Sariputta and Arahāt Moggallāna. There is a donation box and a table for offerings.

Answer Guide – Workbook : N/A

Activity 10

Competency : 8. Communicates clearly, fluently and concisely

Competency Level : 8.5 Recites and explains Pali stanzas

No. of Periods : 01

Learning Outcome :

- Students will be able to recite and explain Pali stanzas.

Instructions for Lesson Planning :

Task Outcome:

- Students will be able to recite a Pali stanza aloud with its English meaning.

Lesson Development :

- Get the learners to recite the verse aloud.
- Elicit the meaning.

Answer Guide – Textbook : N/A

Answer Guide – Workbook : N/A

Activity 11

Competency : 1. Identifies the sounds of the English language

Competency Level : 1.2 Identifies and pronounces the final “y” as a vowel

No. of Periods : 01

Learning Outcome :

- Students will be able to identify and pronounce the words with final “y” as a vowel.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to do the activities with an understanding of the final ‘y’ as a vowel in words.

Lesson Development :

Activity 11 (a)

- Read the words aloud.
- Get the students to follow.
- Get the students to pay attention to how the sound changes when the letter ‘y’ is used at the end position of a word.

Activity 11 (b)

- Get the students to enjoy the poem.
- Show them the occurrence of vowel sound and get them to pronounce the words several times.
- Draw the students’ attention to the words given and establish the idea further.

Activity 11 (c)

- Get the students to do the activity in pairs or in small groups.
- Encourage peer correction.

Answer Guide – Textbook : N / A

Answer Guide – Workbook

Activity 8

- a. city b. witty c. beauty d. property

Activity 12

Competency : 3. Engages in active listening and responds appropriately

Competency Level : 3.3 Categorizes and classifies information

No. of Periods : 01

Learning Outcome :

- Students will be able to categorize and classify information.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to listen attentively to match.

Lesson Development :

- Prepare students for listening.
- Give the necessary instructions for the listening activity.
- Read the listening transcript appeared in the Teacher's Guide.
- Read the text thrice.
 - 1st reading – Let them listen carefully.
 - 2nd reading – Let them do the activity.
 - 3rd reading – Check the answers.

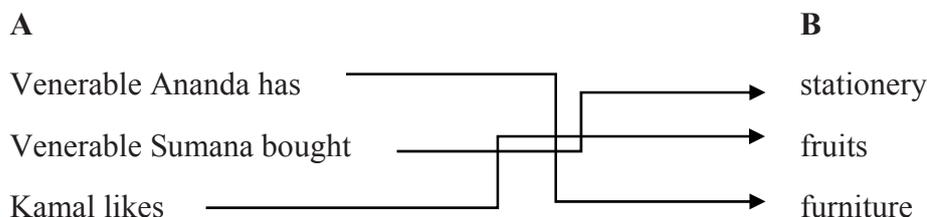
Listening Transcript – Textbook

Activity 12

01. Venerable Ananda has a bed, reading table and a cupboard.
02. Venerable Sumana bought a pencil case, note book and an eraser.
03. Kamal likes to eat apples, grapes and mangoes.

Answer Guide – Textbook

Activity 12



Answer Guide – Workbook : N/A

Tips for the Teacher

Teachers are expected to promote authentic and real-world learning experiences in a learner-centered classroom and pay attention to the following in helping students to achieve the expected learning outcomes in Unit 1 – The Right Way.

- This unit consists of activities related to all the eight competencies.
- Teachers can change the number of periods prescribed in the Teacher’s Guide by considering the ability level of their learners.
- The workbook contains additional activities for further practice of these competency levels. Links are provided in the textbook to guide the teacher where necessary.
- The listening transcription needed is available in the Teacher’s Guide.
- The teacher may begin any activity as a speaking activity where possible to encourage speaking.
- Use different teaching-learning techniques and strategies to make the learners conceptualize the related spelling rules that enhance the skill of mechanics of writing.

Assessment and Evaluation

It is recommended that all teachers are to adapt the formative evaluation system focusing on the competency levels practised in this unit. The teachers are also expected to use an informal continuous assessment process throughout to improve/ master their learners’ language ability.

Unit 2 – The English Day

Activity 1

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

Competency Level : 5.1 Uses contextual information to understand text

No. of Periods : 02

Learning Outcome :

- Students will be able to use contextual information to understand text.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to get the meaning of a text by looking at the context.

Lesson Development :

- Ask the learners about the English Day activities done in their pirivena.
- Use the picture given to have a discussion about the conversation.

Teacher may ask the following questions;

- 1) How many people are there in the picture?
- 2) Where are they?
- 3) What are they doing?

- Get the students to read the conversation aloud.
- Elicit the meanings of difficult words.
- Discuss the answers orally.
- Make them answer the questions.

Answer Guide – Textbook

Activity 1 (b)

- i. in grade 02
- ii. Students of Siri Nimala Pirivena
- iii. in the classroom
- iv. Venerable Suneetha
- v. during the interval

Answer Guide – Workbook

Activity 1

- i. Sir, our class is organizing an English day.
- ii. We are planning the programme now.

Activity 2

Competency : 5. Extracts necessary information from various types of texts
7. Uses English creatively and innovatively in written communication

Competency Levels : 5.1 Uses contextual information to understand text
7.3 Designs posters/ banners

No. of Periods : 02

Learning Outcomes :

- Students will be able to use contextual information to understand text.
- Students will be able to design posters.

Instructions for Lesson Planning :

Task Outcome:

- Students will be able to do activities related to designing posters.

Lesson Development :

- Use the poster appeared in textbook and ask some questions based on that.
- Get the attention to the poster given and ask the questions orally.
- Make the learners write answers in their writing books.
- Get the learners to do the Textbook Activity 2(b) and Workbook Activity 2.

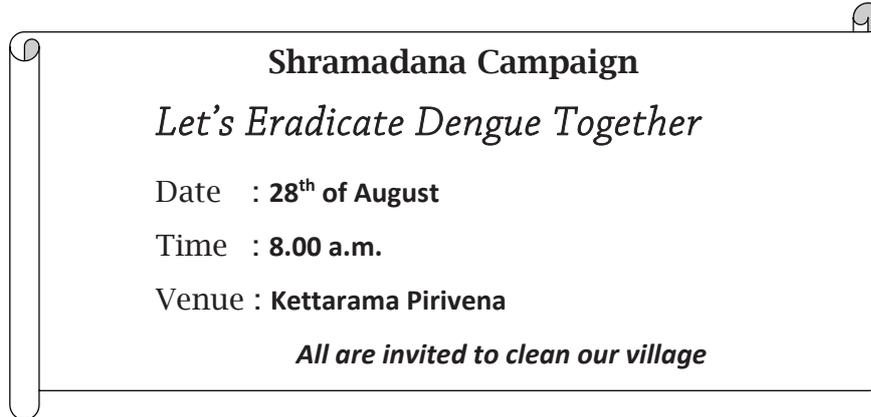
Answer Guide – Textbook

Activity 2 (a)

1. English Day programme
2. On 5th of March
3. At 2.30 p.m.
4. 5 events
5. A drama
6. The Most Venerable Pallegama Rathanasara

Answer Guide – Textbook

Activity 2 (b)



Shramadana Campaign
Let's Eradicate Dengue Together
Date : **28th of August**
Time : **8.00 a.m.**
Venue : **Kettarama Pirivena**
All are invited to clean our village

Answer Guide – Workbook

Activity 2

- Accept possible answers.

Activity 3

Competency : 2. Uses mechanics of writing with understanding

Competency Level : 2.1 Writes sentences using commas, apostrophe and exclamation mark appropriately

No. of Periods : 01

Learning Outcome :

- Students will be able to write sentences using commas appropriately.

Instructions for Lesson Planning :

Task Outcome:

- Students will be able to insert commas appropriately to separate items in sentences.

Lesson Development :

- Use the picture clues and make the learners understand the use of comma.
- Focus their attention to the Learning Point that appears in the textbook.
- Get the learners to do the activity.
- Give help where necessary.

Answer Guide – Textbook

Activity 3

1. Dinuka reads short story books, novels, magazines and newspapers.
2. Mr. Silva offered a robe, a decorated umbrella and a pair of slippers.
3. We can speak Pali, Sanskrit, Sinhala, Tamil and English.
4. I have a bag, new pencil box, pencil-sharpener and a bottle of water.
5. Venerable Damitha has a single lined robe, double lined robe and an under robe.
6. There are monks, nuns, men and women in the picture.
7. There are teachers, parents, students and past pupils in the auditorium.
8. There are elephants, tigers, bears, lions and kangaroos in the zoo.

Answer Guide – Workbook

Activity 3

- i. Farmers, doctors, teachers, carpenters, policemen, tailors are people who help us.
- ii. Red, orange, yellow, green, indigo, blue and purple are colours in the rainbow.
- iii. Apples, grapes, bananas, mangoes, oranges and peaches are fruits.
- iv. Books, pens, pencils, erasers, file tags and highlighters are stationery.
- v. Beans, carrots, leaks, cabbage, potatoes and drumsticks are vegetables.
- vi. Benches, sofas, tables, chairs, cupboards and stools are furniture.

Activity 4

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

Competency Level : 6.20 Writes compound sentences

No. of Periods : 01

Learning Outcome :

- Students will be able to write compound sentences using ‘and’ or ‘but’ meaningfully.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to connect ‘and’ or ‘but’ to make compound sentences.

Lesson Development :

- Take different situations to contextualize the contrast between ‘and’ and ‘but’.
- Give examples on the board.
- Get the learners to do the activity.

Answer Guide – Textbook

Activity 4 (b)

i.	Kamal and Nimal goes to school by bus.
ii.	Amal can speak English but he can’t speak Tamil.
iii.	Venerable Narada and Venerable Rahula are kind.
iv.	Namal can sing but he can’t dance.
v.	Nirmala and Achala are clever.

Answer Guide – Workbook

Activity 4 (b)

Venerable Nanda and Nilantha are in grade two.

Venerable Nanda and Nilantha can speak English.

Venerable Nanda can speak Sanskrit but Nilantha can’t speak Sanskrit.

Venerable Nanda and Nilantha work hard.

Venerable Nanda’s father is a farmer but Nilantha’s father is a carpenter.

Venerable Nanda’s mother is a teacher but Nilantha’s mother is a nurse.

Venerable Nanda has one brother but Nilantha has no brothers.

Venerable Nanda has two sisters but Nilantha has three sisters.

Venerable Nanda and Nilantha like fruits and vegetables.

Venerable Nanda and Nilantha want to be good citizens.

Activity 5

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

Competency Level : 4.1 Forms the singular and plural

No. of Periods : 01

Learning Outcome :

- Students will be able to form singular and plural form of the verbs.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to form singular and plural verb forms correctly.

Lesson Development :

- Focus the Learning Point in the textbook.
- Take ample examples to drill the patterns.
- Ask the learners to do the activities.

Answer Guide – Textbook

Activity 5 (a)

seek	seeks	apply	applies
do	does	speak	speaks
fizz	fizzes	wash	washes
say	says	pass	passes
mix	mixes	teach	teaches

Activity 5 (b)

1. Venerable Thapassi **speaks** English fluently.
2. The priest **blesses** his followers.
3. They **play** football.
4. Buddhist monks **preach** Dhamma sermons.
5. I **brush** my teeth twice a day.
6. He **flies** a beautiful kite.
7. They **buy** vegetables at the fair.
8. My father **goes** to work daily.
9. Suranga **guesses** the answers.
10. My mother **mixes** a fruit salad.

Answer Guide – Workbook

Activity 5

Accept possible answers.

Activity 6

Competency : 3. Engages in active listening and responds appropriately

Competency Level : 3.3 Categorizes and classifies information

No. of Periods : 01

Learning Outcome :

- Students will be able to categorize and classify the given information.

Instructions for Lesson Planning :

Task Outcome : Students will be able to complete a grid while listening to a list of words.

Lesson Development :

- Tell the learners, “There’s a word list”.
- The words match different categories.
- Read the word list in the listening transcript to the class.
- Ask the learners to listen and put the words under the correct column.

Activity 6

Listening Transcript

head, blue, nose, yellow, walls, green, mouth, doors, red, windows, legs, rooms

Answer Guide – Textbook

Activity 6

House	Colours	Parts of the body
walls	blue	head
doors	yellow	nose
windows	green	mouth
rooms	red	legs

Answer Guide – Workbook : N/A

Activity 7

Competency : 2. Uses mechanics of writing with understanding

Competency Level : 2.2 Applies spelling rules

No. of Periods : 01

Learning Outcome :

- Students will be able to apply spelling rules accurately.

Instructions for Lesson Planning :

Task Outcome : Students will be able to form correct present participles for the given verbs.

Lesson Development :

- Mime some actions and ask the learners to guess.
- Ask the learners to mime some action verbs given.
- Ask the learners to focus on the Learning Point.
- Ask ample questions to establish the spelling rules.
- Ask the learners to do the activity.

Answer Guide – Textbook

Activity 7

go	going
get	getting
come	coming
tie	tying
eat	eating
sit	sitting
smile	smiling
stay	staying
have	having
clap	clapping
have	having
say	saying

Answer Guide – Workbook : N/A

Activity 8 & 9

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

Competency Levels : 6.11 Uses verbs with 'ing' participle
6.15 Constructs sentences in the present and past continuous tense

No .of Periods : 02

Learning Outcome :

- Students will be able to use verbs with 'ing' participle.
- Students will be able to construct sentences in present and past continuous tense.

Instructions for Lesson Planning :

Task Outcome: Students will be able to do the activities related to present and past continuous tense.

Lesson Development :

- Ask the learners to focus on the Learning Point.
- Ask the learners to study the formation of the present and past continuous tense.
- Show ample examples on the board.
- Ask the learners to do the activity.

Answer Guide – Textbook

Activity 8

Present

I **am eating** a banana now.

They **are waiting** for a bus right now.

He is **running** at the moment.

It **is bathing** in the river.

Past

I **was eating** a banana this morning.

They **were waiting** for a bus yesterday.

He **was running** last evening.

It **was bathing** yesterday.

Activity 9

1. He **was** reading a book **this morning**.
2. Thisal **is** doing his homework **now**.
3. We **were** having our dinner **at that time**.
4. My friends **are** playing football **right now**.
5. I **am** having a bath **at this moment**.

Answer Guide – Workbook

Activity 6 (a)

- What is **Amal** eating now?
He is eating **apples**.
Is he eating **red apples** or **green apples**?
He isn't eating **red apples**. (**green apples**)
He is eating **green apples**. (**red apples**)
- What is **Ruwan** eating now?
He is eating **rice**.
Is he eating **milk rice** or **fried rice**?
He isn't eating **fried rice**. (**milk rice**)
He is eating **milk rice**. (**fried rice**)
- What is **Kapila** eating now?
He is eating **cakes**.
Is he eating **fruit cakes** or **chocolate cakes**?
He isn't eating **fruit cakes**. (**chocolate cakes**)
He is eating **chocolate cakes**. (**fruit cakes**)

Activity 6 (b) N/A

Accept possible answers.

Answer Guide – Workbook

Activity 7

- i. I **was** watching TV.
- ii. **Were** you reading a newspaper?
- iii. She **was** preparing a cake.
- iv. My father **wasn't** listening to the radio.
- v. They **were** watering the flower beds.
- vi. **Was** he eating curd?
- vii. We **were** playing badminton.
- viii. What **were** you doing?
- ix. He **was** not shouting in the class.
- x. They **were** standing near the bridge.

Activity 8

Accept possible answers.

Activity 10

Competency : 1. Identifies the sounds of the English language

Competency Level : 1.3 Identifies and pronounces vowel digraphs

No. of Periods : 01

Learning Outcome:

- Students will be able to identify and pronounce vowel digraphs.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to read aloud words with vowel digraphs.

Lesson Development :

- Ask the learners to read after the teacher.
- Ask the learners to point at the relevant word when pronouncing.
- Show the learners the difference of the different sounds.

Answer Guide – Textbook : N/A

Answer Guide – Workbook

Activity 9

Accept possible answers.

Activity 11

Competency : 8. Communicates clearly, fluently and concisely

Competency Levels : 8.2 Speaks on familiar topics

8.3 Describes pictures

No. of Periods : 02

Learning Outcome :

- Students will be able to speak on familiar topics.
- Students will be able to describe pictures using suitable words and phrases.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to speak of their own temples.

Lesson Development :

- Support your students to speak about “Our Temple” in accordance with the structure appeared in the Textbook.
- Help and motivate them where necessary.
- Try to get every learner to speak.

Answer Guide – Textbook : N/A

Answer Guide – Workbook

Activity 10

Accept possible answers.

Activity 12

Competency : 8. Communicates clearly, fluently and concisely

Competency Level : 8.4 Shows awareness of the features of spoken language

No. of Periods : 01

Learning Outcome :

- Students will be able to use the features of spoken language.

Instructions for Lesson Planning:

Task Outcome

- Students will be able to speak using the features of spoken language.

Lesson Development :

- First, read each sentence to the class.
- Lead a discussion to explain the features of spoken language.
- Ask the learners to practise.
- Practice can be done in pairs.

Answer Guide – Textbook : N/A

Answer Guide – Workbook : N/A

Activity 13 & 14

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

Competency Level : 6.18 Uses prepositions of direction, time, purpose, means and accompaniment

No. of Periods : 02

Learning Outcome :

- Students will be able to use prepositions accurately and effectively.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to identify and use prepositions appropriately.

Lesson Development :

- Act out different positions to show the meaning of prepositions.
- Provide ample examples.
- Ask them to do the Textbook Activity 14.

Answer Guide – Textbook

Activity 14

1. He came us. (**with**, during)
2. I go to temple my mother daily. (during, **with**)
3. He did his homework the interval. (between, **during**)
4. They are heading the finishing line. (with, **towards**)
5. The boy hid the door. (**behind**, opposite)
6. Nimal is standingKamal and Amal. (during, **between**)
7. Our class teacher isthe class now. (**in front of**, towards)
8. My school is.....the temple. (**opposite**, on)

Answer Guide – Workbook

Activity 11

- i. Our temple is **opposite** a lake.
- ii. We went to Gadaladeniya **during** the vacation.
- iii. I use a pen and a pencil to write notes but I like to write mostly **with** a pen.
- iv. I saw someone **in front of** the tree.
- v. My friend keeps his bag on the table but I hang my bag **behind** the cupboard.
- vi. Venerable Suneeta walks **towards** the shrine room slowly.
- vii. Ruwan sits **between** Nimal and Kamal everyday.

Tips for the Teacher

Teachers are expected to pay attention to the following in helping students to achieve the expected learning outcomes in Unit 2 – The English Day.

- This unit consists of activities related to all the eight competencies.
- There is one activity related to the reading skill in Unit 2 which will help the students to practise the competency level 5.1. Provide opportunities to the learners to do both loud reading and silent reading.
- The workbook contains additional activities for further practice of this competency level. Links are provided in the textbook to guide the teacher where necessary.
- There is one activity related to the writing skill in Unit 2. It helps the students to practise the competency level 7.2. These activities are designed on situations familiar to the Pirivena students. Use more familiar and authentic activities for further practice.
- There is only one activity related to the skill of listening in Unit 2. It helps the students to practise the competency level 3.3. The listening transcription is available in the Teacher's Guide. Read the listening transcript slowly and clearly for attentive listening. Discuss issues occurred at the end of each activity for better performance.
- Two speaking activities are provided in Unit 2 to help the students to practise the competency levels 8.2, 8.3 and 8.5. The teacher is free to adopt these speaking activities to suit the level of the students.
- The teacher may lead a discussion with the learners beforehand. Teachers can activate the prior knowledge by warming up through small talk.
- There are five activities related to grammar in Unit 2. These activities will help the students to practise the competency levels 6.11, 6.15, 6.18 and 6.20. They will help the students to achieve the related learning outcomes in a meaningful way.
- Support and encourage the learners to practise grammar communicatively in their day today lives so that will make them internalize the grammar functions more effectively and spontaneously.
- The activity related to vocabulary in Unit 2 will help the students to practise the competency level 4.1. Facilitate and encourage the learners to create and update their own dictionaries.
- There is only one activity related to pronunciation in Unit 2. It helps the students to practise the competency level 1.3.

- Pay special attention to the expected learning outcomes. Make sure the learners' ability level of identifying and pronouncing vowel digraphs with the help of loud reading.
- Use variety of techniques and strategies to master the competency levels 2.1 and 2.2 in Unit 2. Make the learners understand and value the importance of clear and legible writing.
- Facilitate the learners to improve their writing with correct punctuation and perfect spelling. Let the learners gradually internalize the concepts related to mechanics of writing skill in Unit 2. Conduct remedial sessions for the learners who are not capable of mastering these competency levels.

Assessment and Evaluation

It is highly recommended that a strong formative evaluation system which does not make students feel pressured by evaluation is developed at classroom level. Design simple exercises to assess the learning outcomes achieved regarding the area of grammar in Unit 2. Prepare a learner-centered activity to design a poster as a group work and assess writing skills. Teachers can circulate around the class when loud reading activities are conducted to assess the ability of pronunciation skills.

Unit 3 – Endless Friendship

Activity 1

Competency : 8 Communicates clearly, fluently and concisely

Competency Level : 8.4 Shows awareness of the features of spoken language

No. of Periods : 02

Learning Outcome :

- Students will be able to identify the features of spoken language appropriately.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to identify and use the contractions appropriately in a dialogue.

Lesson Development :

- Elicit the situation from the picture.
- Read aloud the dialogue stressing the contractions.
- Get the students to listen to the dialogue paying attention to the highlighted contractions in the dialogue.
- Get them to practise the dialogue by pronouncing the contractions correctly.
- Get them to use the contractions learnt in meaningful sentences.

Answer Guide – Textbook

Activity 1 (b)

1. Who visited the Thanthirimale RajamahaViharaya? **Thisal**
2. What are the names of the two boys? **Thisal and Hemal**
3. Where is the Nandana Pirivena? **in Medawachchiya**

Answer Guide – Workbook : N/A

Activity 2, 3 & 4

Competency : 2. Uses mechanics of writing with understanding

Competency Level : 2.1 Writes sentences using commas, apostrophe and exclamation mark appropriately

No. of Periods : 02

Learning Outcome : Students will be able to write sentences using apostrophe appropriately.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to use the apostrophe correctly to form contracted forms.

Lesson Development :

- Get the learners to study the Learning Point.
- Explain and discuss where necessary.
- Ask them to do the Activities 2, 3 and 4 in the textbook.

Answer Guide – Textbook

Activity 2

1.	I am	I'm	6.	let us	let's
2.	he is	he's	7.	she has	she's
3.	we are	we're	8.	here is	here's
4.	it is	it's	9.	there is	there's
5.	you are	you're	10.	you have	you've

Activity 3

e.g.	we will not	i. <i>we'll not</i>	ii. <i>we won't</i>
1.	you have not	you've not	you haven't
2.	we are not	we're not	we aren't
3.	he is not	he's not	he isn't
4.	you were not	you're not	you aren't
5.	she would not	she'd not	she wouldn't

Activity 4

- | | |
|-------------------------------------|--------------------------------|
| i. Who is your best friend? | Who's your best friend? |
| ii. Where is your bag? | Where's your bag? |
| iii. How is your father now? | How's your father now? |
| iv. How is my driving? | How's my driving? |
| v. What has happened? | What's happened? |

Answer Guide – Workbook

Activity 1 (a)

Monday

It's a sunny day. **It's** hot and bright. Farmers are working in the fields.

Tuesday

It's a cloudy day. **It's** dark. Children **aren't** playing today. **They're** at home.

Friday

It's a windy day. **It's** cool. Children are playing in the ground. **They're not/ they aren't** at home.

Saturday

It's a rainy day. **It's** cold. The farmers **aren't** working today.

Activity 1 (b)

Accept possible answers.

Activity 5 & 6

Competency : 1. Identifies the sounds of the English language

Competency Level : 1.4 Identifies and pronounces 'i' diphthongs

No. of Periods : 02

Learning Outcome :

- Students will be able to identify and pronounce /ɪ/ diphthongs.

Instructions for Lesson Planning :

Task Outcome : Students will be able to identify different sounds of 'i' and read them aloud with the correct pronunciation.

Lesson Development :

- Use an enlarged version of the table given in the textbook.
- Point each word and get the learners to pronounce and see the difference of the sounds.
- Ask them to do the Activity 6 in the textbook.

Answer Guide – Textbook

Activity 6

e.g. rice	/aɪ/
Lease	/ɪ./
Praise	/aɪ/
Meal	/ɪ./
Straight	/aɪ/
Lead	/ɪ./
Mice	/aɪ/
Voice	/ɔɪ/
Dice	/aɪ/
Noise	/ɔɪ/
Leave	/ɪ./

Answer Guide – Workbook

Activity 2(a)

v	k	r	e	a	t	x	f	y	h	m
l	e	a	f	b	j	o	i	n	o	p
k	m	i	n	e	b	p	n	t	i	r
d	i	n	s	t	l	w	e	q	s	i
h	c	d	c	h	a	i	n	p	t	c
j	e	f	d	m	i	l	z	y	g	e

Activity 2(b)

- | | | | | |
|----------|---------|---------|----------|-----------|
| 1. rain | 2. eat | 3. leaf | 4. join | 5. mine |
| 6. chain | 7. mice | 8. fine | 9. hoist | 10. price |

Activity 2(c)

/ɪ/	/eɪ/	/aɪ/	/ɔɪ/
eat	rain	mine	join
leaf	chain	mice	hoist
		price	
		fine	

Activity 7

Competency : 3. Engages in active listening and responds appropriately

Competency Level : 3.2 Identifies sequences of events or ideas

No. of Periods : 01

Learning Outcome :

- Students will be able to identify sequence of events or ideas.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to identify the words related to the sequence of events or ideas.

Lesson Development :

- Elicit the meaning of the words given in the activity.
- Read the listening transcript that appears in the Teacher's Guide.
- Ask the learners to listen and do the activity.
- Ask them to talk about their daily routines using words related to sequence.
- Ask them to do the Workbook Activity 3.

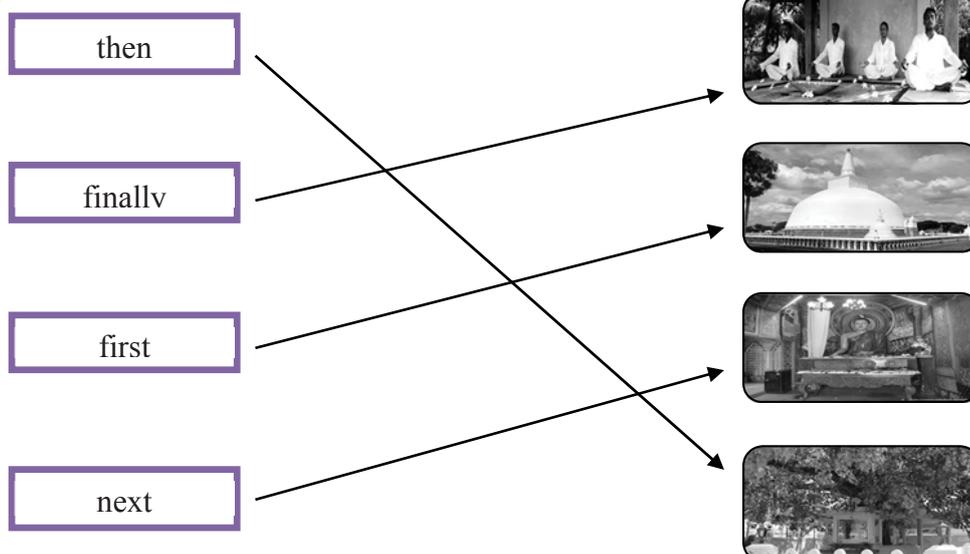
Listening Transcript – Textbook

Activity 7

I go to temple with my parents every poya day. First, we worship the stupa. Then, we worship the Bo tree. Next, we go to the shrine room. Finally, we meditate for some time and return home.

Answer Guide – Textbook

Activity 7



Listening Transcript – Workbook

Activity 3

First, boil some water. **Then**, put a tea bag into a cup. **Next**, pour the hot water into the cup. **Finally**, take the tea bag out and add some sugar.

Answer Guide – Workbook

Activity 3

Then, put a tea bag into a cup.

First, boil some water.

Finally, take the tea bag out and add some sugar.

Next, pour the hot water into the cup.

Activity 8 & 9

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

Competency Level : 4.2 Uses similar words

No. of Periods : 02

Learning Outcome :

- Students will be able to use similar words (synonyms) appropriately.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to identify and use synonyms correctly.

Lesson Development :

- Give some examples to illustrate the meanings of words given.
E.g.:- a large garden, a big house, a pretty girl, a beautiful frock
- Explain that the two words are used in a different context though they are similar in meaning.
- The teacher is free to use more activities for further practice.

Answer Guide – Textbook

Activity 9

1. I have a **little** toy car. (**small**, long, short)
2. Mother brought a **big** jackfruit. (fat, thin, **large**)
3. This salad is **delicious**. (sour, bitter, **tasty**)
4. I can draw a **beautiful** flower. (**pretty**, ugly, dirty)
5. That's a **new** building. (deep, wide, **modern**)

Activity 4 (a) wealthy	=	rich
big	=	large
famous	=	popular
start	=	begin
weary	=	tired
glad	=	happy
fast	=	quick
simple	=	easy
present	=	gift
loud	=	noisy

Answer Guide – Workbook

Activity4 (b)

- i. Nelson Mandela is a **popular** person.
- ii. We can **begin** it now.
- iii. My father brought me a **present**.
- iv. I'm **glad** to see you again.
- v. He is a **wealthy** farmer.

Activity 10

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

Competency Level : 5.5 Identifies the beginning, the middle and the end of a story

No. of Periods : 01

Learning Outcome :

- Students will be able identify the beginning, the middle and the end of a story.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to read and understand the sequence of a story.

Lesson Development :

- Ask the students to look at the picture and identify the crow, pigeon and nest close to the kitchen etc.
- Ask them to read the story and discuss the meaning of the new words.
- Ask them to find the words, phrases and sentences that tell the beginning, the middle and the end of the story (Once upon a time, one day, finally etc.)
- Discuss the beginning, middle and the end of the story.

Answer Guide – Textbook

Activity10 (b)

1. The greedy crow is the topic of the story. ✓
2. The pigeon lived close to a jungle. ✗
3. The crow wanted to be friendly with the pigeon. ✓
4. The pigeon often got bread from the cook. ✗
5. Finally, the cook caught the crow. ✓

Answer Guide – Workbook

Activity 5

Bingo

- i. The topic is (a) **Bingo**
- ii. Bingo is a (c) **dog**
- iii. It likes to play with the (b) **ball**
- iv. It can (a) **run**
- v. It can (a) **jump high**

The Smart Deer

- | | | |
|------|------------------------------------|------------------------------|
| i. | The topic of the story is | (a) The Smart Deer |
| ii. | The main character in the story is | (a) a deer |
| iii. | It was | (a) playful and smart |
| iv. | It lived in | (a) a jungle |
| v. | There was a beautiful | (b) waterfall |
| vi. | It lived | (a) happily |

Activity 11

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

Competency Level : 6.9 Forms adjectives from nouns and verbs

No. of Periods : 01

Learning Outcome :

- Students will be able to form adjectives from nouns and verbs.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to form adjectives from the given words.

Lesson Development :

- Discuss how to form adjectives from nouns and verbs using the grid given.
- Explain how suffixes are used in each example.
- Get them to do the Activity 11.
- Discuss the answers and get them to find adjectives with the suffixes given.

Answer Guide – Textbook

Activity 11

Adjectives from nouns[-ful / -ly / -y]		Adjectives from verbs[-able / -ent / -ive]	
e.g. beauty	beautiful	attract	attractive
hand	handful	agree	agreeable
friend	friendly	depend	dependent
greed	greedy	create	creative
month	monthly	select	selective
skill	skilful	urge	urgent

Answer Guide – Workbook

Activity 6

- i. Dunhinda is a **beautiful** waterfall.
- ii. The **greedy** crow is a short story.
- iii. Our grandfather was a **skilful** farmer.
- iv. Today we answered the **monthly** test paper.
- v. My friend has very **creative** ideas.

Activity 12

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

Competency Level : 6.3 Uses zero articles with uncountable nouns

No. of Periods : 01

Learning Outcome : Students will be able to use zero articles with uncountable nouns.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to use articles with uncountable nouns.

Lesson Development :

- Ask the learners to study how to use articles with uncountable nouns as in the Learning Point.
- Show some examples and lead a discussion.
- Get them to do the activities.

Answer Guide – Textbook

Activity 12 (a)

- The snow** is white. [✓]
The milk is in a cup. [✓]
The sugar in the bowl is brown. [✗]
I spent all **the money** in my pocket. [✓]
Thisal drank all **the water** in his bottle. [✓]

Answer Guide – Textbook

Activity 12 (b)

e.g.	glass – water	a glass of water
1.	piece – advice	a piece of advice
2.	sheet – paper	a sheet of paper
3.	drop – water	a drop of water
4.	pot – milk	a pot of milk
5.	pane – glass	a pane of glass

Answer Guide – Workbook

Activity 7

- xi. We drink () water.
- xii. **The** flour in the bottle is not good.
- xiii. Would you prefer **a** glass of milk?
- xiv. **The** oil in that can is expensive.
- xv. There is () grain on the table.

Activity 13

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

Competency Level : 6.8 Uses regular/ irregular comparatives and superlatives

No. of Periods : 04

Learning Outcome :

- Students will be able to use regular/ irregular comparatives and superlatives.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to identify and use comparatives and superlatives.

Lesson Development :

- Use pictures and show the difference. E.g.:- three different sizes of balls to show 'big', 'bigger' and 'biggest'
- Then, show how comparison of adjectives change.
- Give examples to show how comparative and superlative forms of adjectives are used.
- Ask them to do the activities in the textbook and the workbook.
- Discuss the answers.

Answer Guide – Textbook

Activity 13 (b)

Positive	Comparative	Superlative
big	bigger	biggest
dangerous	more dangerous	most dangerous
high	higher	highest
clever	cleverer	cleverest
bad	worse	worst
useful	more useful	most useful
educated	more educated	most educated
great	greater	greatest
clever	cleverer	cleverest
fast	faster	fastest

Answer Guide – Workbook

Activity 8

- i. I have a fast car. Sunimal's car is **faster** than my car. Amal has the **fastest** car.
- ii. The first story is interesting. Next story is **more interesting** than the first. The last story is the **most interesting** story in the book for me.
- iii. My house in the city is good. My parents' house by the sea is **better** than that. My brother's house in the mountain is the **best** house I have.
- iv. Venerable Upali is 12 years old. Venerable Nanda is 6 years **elder** than Venerable Upali. Venerable Subodha is 70 years old. He is the **eldest** in the temple.

Activity 14

Competency : 8. Communicates clearly, fluently and concisely

Competency Level : 8.1 Describes people/ places/ objects

No. of Periods : 02

Learning Outcome :

- Students will be able to describe people.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to describe the appearance of two family members using the adjectives given.

Lesson Development :

- Give the necessary support to describe the appearance.
- Get each student to describe.
- Ask them to do the related activities.

Answer Guide – Textbook

Activity 14 (c)

Accept possible answers.

Answer Guide – Workbook

Activity 10

Accept possible answers.

Tips for the Teacher

Teachers are expected to pay attention to the following in helping students to achieve the expected learning outcomes in Unit 3 – Endless Friendship.

- This unit consists of 14 activities related to seven competencies.
- The two activities related to the reading skill in Unit 3 will help the students to master the competency levels 5.1 and 5.5. Provide opportunities to the learners taken randomly to do both loud reading and silent reading to cover all the learners in the classroom.
- The workbook contains additional activities for further practice of this competency level. Links are provided in the textbook to guide the teacher where necessary.
- Encourage and facilitate learners to improve their reading ability by providing more reading activities. Handle the reading activities with care to keep the motivation level up.
- There is only one activity related to the skill of listening in Unit 3. It helps the students to practise the competency level 3.2. The listening transcription is available in the Teacher's Guide. Read the listening transcription slowly and clearly for attentive listening. Discuss issues occurred at the end of each activity for better performance.
- The speaking activity in Unit 3 will help the students to practise the competency level 8.1. Promoting communicative language teaching in a learner-centered classroom with appropriate techniques/ strategies is greatly appreciated to make the learners achieve the expected learning outcome in Unit 3.
- Encourage the learners to use the language in the classroom and pay less attention to mistakes they make in speaking as they practise a new language.
- There are three activities related to grammar in Unit 3. These activities will help the students to practise the competency levels 6.3, 6.8 and 6.9. They will help the students to achieve the related learning outcomes in a meaningful way.
- Support and encourage the learners to practise grammar communicatively in their day-to-day lives so that will make them internalize the grammar functions more effectively and spontaneously.
- The two activities related to vocabulary in Unit 3 will help the students to practise the competency level 4.2. Make the learners aware of the importance of improving their vocabulary by employing different activities such as cloze exercises, dictionary games and vocabulary games.

- There are two activities related to pronunciation in Unit 3 which will help the students to practise the competency level 1.4.
- Pay special attention to the expected learning outcome. Make sure the learners' ability level of identifying and pronouncing /I/ diphthongs with the help of loud reading.
- Use a variety of techniques and strategies to master the competency level 2.1 in Unit 3. Make the learners understand and value the importance of using apostrophe in writing. Let the learners gradually internalize the concepts related to mechanics of writing skill in Unit 3.
- Conduct remedial sessions for learners who cannot achieve the related learning outcome.

Assessment and Evaluation

It is highly recommended that a strong formative evaluation system which does not make students feel pressured by evaluation is developed at the classroom level. Design simple exercises to assess the learning outcomes achieved regarding the area of grammar in Unit 3. Since there is no writing activity in Unit 3, teachers are expected to prepare a writing activity based on the speaking activity 14 in the textbook to assess and evaluate the learners' progress. Teachers can circulate around the class when loud reading activities are conducted to assess the ability of pronunciation skills. Teachers can use some workbook activities as tools to assess the skill of mechanics of writing.

Unit 4 – Our Family

Activity 1

Competency : 1. Identifies the sounds of the English language
5. Extracts necessary information from various types of texts

Competency Levels : 1.1 Identifies and pronounces consonant digraphs in the initial position
5.1 Uses contextual information to understand text

No. of Periods : 02

Learning Outcome :

- Students will be able to identify and pronounce consonant digraphs in the initial position.
- Students will be able to use contextual information to understand the text.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to read and act out the dialogue with understanding.

Lesson Development :

- Use the picture given to have a discussion about the conversation.
- The teacher may ask the following questions;
 - 1) How many people are there in the picture?
 - 2) Where are they?
 - 3) What are they doing?
- Model the conversation.
- Discuss the meanings of difficult words and get answers to the questions given orally.
- Ask the students to practise the dialogue in pairs and present it to the class.

Answer Guide – Textbook

Activity 1 (b)

01. What is on the chair? **a bag/ a new bag**
02. Who is the new friend? **Nirmal**
03. When did he join the class? **last Friday/ on Friday**
04. Where is he from? **from Katana**
05. Venerable Suseema was absent because ... **(C) he had to go for an almsgiving.**

Answer Guide – Workbook: N/A

Activity 2

Competency : 1. Identifies the sounds of the English language

Competency Level : 1.1 Identifies and pronounces consonant digraphs in the initial position

No. of Periods : 01

Learning Outcome :

- Students will be able to pronounce consonant digraphs in the initial position.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to identify consonant digraphs and pronounce the given words correctly.

Lesson Development :

- Ask the students to look at the highlighted words in the dialogue and practise pronouncing them.
- Lead a discussion to show different sounds produced using the same digraph in the initial position.
- Get the students to read the words aloud in Activity 2 (a) and do the Activity 2(c).

Answer Guide – Textbook

Activity 2 (b)

ship throne
 chair wheel shark

Activity 2 (c)

chin	shirt	that	when
chair	shell	then	wheel
charity	shy	this	why
chant	shall	their	white
check	shark	there	where
chest	she	them	whip

Answer Guide – Workbook

Activity 1

01	chin, chant, catch , chair, check, chest
02	shirt, shell, shy, steal , she, shark
03	that, then, this, their, them, team
04	when, water , wheel, why, white, where

Activity 3, 4 & 5

Competency : 2. Uses mechanics of writing with understanding
6. Uses English grammar for the purpose of accurate and effective communication

Competency Levels : 2.1 Writes sentences using commas, apostrophe and exclamation mark appropriately
6.1 Identifies and uses collective nouns, possessive nouns, and abstract nouns

No. of Periods : 02

Learning Outcome :

- Students will be able to use the apostrophe in possessive nouns.
- Students will be able to use the apostrophe to form possessive nouns.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to form possessive nouns correctly.

Lesson Development :

- Discuss how to form the possessive form of singular nouns with some examples.
- Ask the students to engage in practising the forming of possessive nouns.
- Ask the students to do Activity 3.
- Discuss how to form possessive forms of regular and irregular nouns.
- Get them to do Activity 4 and 5.

Answer Guide – Textbook

Activity 3

Pahandi's bag

sister's doll

brother's ball

father's car

mother's book

Activity 4

mouse's	mice's
fisherman's	fishermen's
woman's	<u>women's</u>
man's	men's
child's	children's

Activity 5

Students have white shirts.

Monkeys have long tails.

Teachers have a room near the refectory.

Rabbits have cute eyes.

Patients have comfortable beds.

The students' shirts are white.

The monkeys' tails are long.

The teachers' room is near the refectory.

The rabbits' eyes are cute.

The patients' beds are comfortable.

Answer Guide – Workbook

Activity 2

Singular	Plural	Singular	Plural
student's book	boys' shirts	policeman's whistle	policemen's bikes
mother's love	monks' robes	woman's clothes	women's restroom
friend's car	teachers' words	goose's feathers	geese's illness
sun's rays	fathers' vehicles	child's cot	children's park

Activity 6

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

Competency Levels : 6.5 Uses possessive objective pronouns

6.6 Uses possessives as determiners

No. of Periods : 02

Learning Outcomes :

- Students will be able to use possessive objectives effectively.
- Students will be able to use possessives as determiners effectively.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to use possessive adjectives and pronouns accurately in sentences.

Lesson Development :

- Explain the table appeared in the textbook on possessive adjectives and pronouns.
- Show some examples.
- Get them to do the activity.
- Use teacher prepared activities for further practice.

Answer Guide – Textbook

Activity 6

This is **my** bag.

This bag is **mine**.

That is **her** doll.

That doll is **hers**.

That is **your** umbrella.

That umbrella is **yours**.

That is **their** car.

That car is **theirs**.

This is **his** pet.

This pet is **his**.

This is **our** country.

This country is **ours**.

Answer Guide – Workbook

Activity 3

01. This is **our** temple. (our, ours)
02. This book is **mine**. (my, mine)
03. That bike is **yours**. (your, yours)
04. This is **their** house. (their, theirs)
05. That is **her** pet. (her, hers)

Activity 4

- 01 This is **my** bag.
- 02 They are **your** things.
- 03 That cap is **mine**.
- 04 These pens are **theirs**.
- 05 It is **your** umbrella.

Activity 7

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

Competency Level : 4.3 Forms words through affixation

No. of Periods : 02

Learning Outcome :

- Students will be able to form words through affixation.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to use prefixes **in-** and **un-** to form words.

Lesson Development :

- Introduce prefixes **in-** and **un-** through examples.
- Show how the meaning can be changed using prefixes.
- Show some other examples.
- Get the learners to do the activity.

Answer Guide – Textbook

Activity 7

<i>(un-)= not</i>	<i>(in-)= not</i>
<u>un</u>kind (not kind)	<u>in</u>active (not active)
<u>un</u>happy	<u>in</u>correct
<u>un</u>common	<u>in</u>secure
<u>un</u>comfortable	<u>in</u>complete
<u>un</u>fair	<u>in</u>efficient

Answer Guide – Workbook

Activity 5

- | | | |
|-------------------|--|---------------------------|
| 01. not active | | <u>in</u>active |
| 02. not kind | | <u>un</u>kind |
| 03. not correct | | <u>in</u>correct |
| 04. not happy | | <u>un</u>happy |
| 05. not important | | <u>un</u>important |

Activity 8

Competency : 3. Engages in active listening and responds appropriately

Competency Level : 3.4 Identifies the speaker/ source/ purpose/ intent of the message/ detects the speakers' emotions/ attitudes

No. of Periods : 01

Learning Outcome :

- Students will be able to identify purpose and intent of the message.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to listen attentively and mark ✓ or ✗ in the grid provided.

Lesson Development :

- Refer to the tips for listening task appeared in the Teacher's Guide in Unit 1.

Listening Transcript – Textbook

Activity 8

This is to inform you that there will be a special Bodhi Pooja at 6.30 p.m. on Sunday the 12th of December. It will be conducted by Venerable Akuresse Dhammadassi. All the devotees are requested to be present on time at the preaching hall of Bodhirukkarama temple. Thank you.

Answer Guide – Textbook

Activity 8

Event	: A Buddha Pooja	✗
Time	: 6.30 p.m.	✓
Day	: Sunday	✓
Date	: 13 th of December	✗
Conducted by	: Venerable AkuresseDhammadassi	✓
Venue	: Viwekarama Temple	✗

Listening Transcript – Workbook

Activity 6

Hello, Good morning. Can I speak to Venerable Katagamuwe Vipassi, please? May I know who is speaking there, please? This is Amaraweera. Venerable Vipassi is my brother. Hold the line please, Mr. Amaraweera. I'll see if he is in.

Answer Guide – Workbook

Activity 6

- A : Hello, Good (**morning**, evening).
- B : Can I (weak, **speak**) to Venerable Katagamuwe Vipassi, please?
- A : May I know who (**is**, this) speaking (where, **there**) please?
- B : This is Amaraweera. Venerable Vipassi is my (mother, **brother**).
- A : Hold the line please. I'll see if he (this, **is**) in.

Activity 9 & 10

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

Competency Level : 7.1 Writes different types of notices

No. of Periods : 01

Learning Outcome :

- Students will be able to write different types of notices.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to write a notice using the information given.
- Students will be able to write a notice informing about the Dhamma Sermon.

Lesson Development :

- Ask the students to read the given notice in Activity 9 (a).
- Lead a discussion to explain the important parts and the format of a notice.
- Ask the students to do the Activity 9 (c) and Activity 10 in the textbook.
- Workbook activities can be given as follow up activity.

Answer Guide – Textbook

Activity 9 (b)

NOTICE

All the devotees are kindly requested to be present for the

Pirith Chanting ceremony

of

Sirinivasa Pirivena

in **Kegalle**.

It will be **organized by** Venerable Piyananda with grade 02 students.

Date : **31st of December 2018**

Time : **9.30 p.m**

Venue : **Preaching Hall**

Secretary,

Buddhist Association

20th Dec. 2018

Activity 10

NOTICE

All the devotees are kindly requested to be present for

The Dhamma Sermon

of

(Name of the mentioned pirivena) Pirivena

In (Name of the area).

It will be **conducted by Venerable Aranayaka Vishuddhi**.

Date : *(proposed date)*

Time : *(proposed time)*

Venue : *(place)*

Secretary

(Date)

(Person of the organization)

Answer Guide – Workbook

Activity 7 & 8

Accept possible answers with correct format.

Activity 11

Competency : 8. Communicates clearly, fluently and concisely

Competency Level : 8.3 Describes pictures

No. of Periods : 01

Learning Outcome :

- Students will be able to describe pictures.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to complete a description correctly by looking at the picture given.

Lesson Development :

- Get the students to describe the picture given.
- Get them to describe orally.
- Help them where necessary.
- Get them to do the activity.
- Use teacher prepared activities for further practice.

Answer Guide – Textbook

Activity 11

This is a picture of a **classroom**.

There is a **teacher**.

There are **students**.

There is a **blackboard**.

There are **chairs**.

The students are **sitting**.

Answer Guide – Workbook

Activity 9

This picture depicts the birth of **Prince Siddhartha**.

There are seven **lotus flowers**.

Queen **Mahamaya** is near the Prince.

There is a big **Sal tree** with flowers.

The Prince walks on Lotus **flowers**.

It happened on **Vesak** full moon day.

Activity 12

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

Competency Level : 5.3 Make predictions based on prior knowledge and contextual clues

No. of Periods : 01

Learning Outcomes :

- Students will be able to make predictions based on prior knowledge and contextual clues.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to find the names of different places correctly in temple premises.

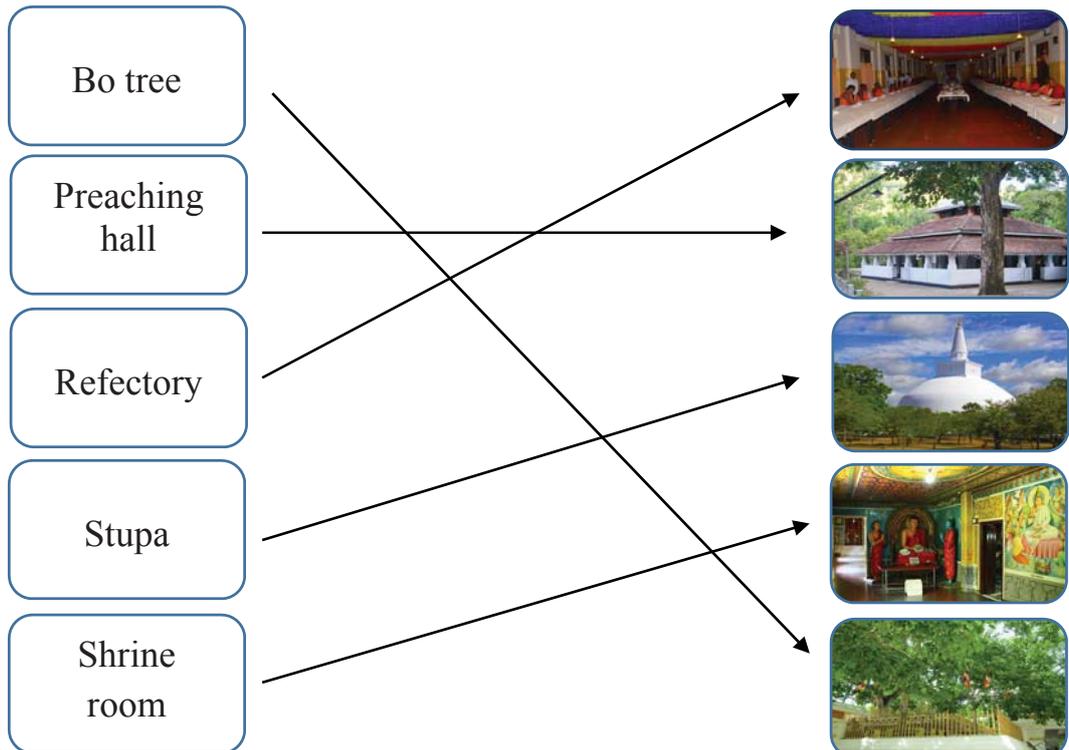
Lesson Development :

- Show the students pictures in the textbook.
- Point to pictures one by one and get their names orally.
- Provide them clues to identify.
- Ask them to find all the names in pairs.
- The words in the activity can be given as dictation.

Answer Guide – Textbook: N/A

Answer Guide – Workbook

Activity 10



Tips for the Teacher

Teachers are expected to pay attention to the following in helping students to achieve the expected learning outcomes in Unit 4 – Our Family.

- This unit consists of 12 activities related to the eight competencies.
- The two activities related to the reading skill in Unit 4 will help the students to master the competency levels 5.1 and 5.3. Provide opportunities to the learners at random to do both loud reading and silent reading to cover all the learners in the classroom.
- The workbook contains additional activities for further practice of this competency level. Links are provided in the textbook to guide the teacher where necessary.
- Handle the reading activities with care to keep the motivation level up.
- There are two activities related to the writing skill in Unit 4. It helps the students to practise the competency level 7.1. Prepare more authentic activities to enhance the skill of writing notices and you may encourage the learners to write different notices to be put up on the Pirivena notice board.
- There is only one activity related to the skill of listening in Unit 4. It helps the students to practise the competency level 3.2. The listening transcription is available in the Teacher's Guide. Read the listening transcript clearly at the right speed for attentive listening. Discuss issues occurred at the end of each activity for better performance.
- The two speaking activities in Unit 4 will help the students to practise the competency level 8.3. Promoting communicative language teaching in a learner-centred classroom with appropriate techniques/ strategies is greatly appreciated to make the learners achieve the expected learning outcomes in Unit 4.
- There are four activities related to grammar in Unit 4. These activities will help the students to practise the competency levels 6.1, 6.5, 6.6 and 6.7. They will help the students to achieve the related learning outcomes in a meaningful way.
- Support and encourage the learners to practise grammar communicatively in their day-to-day lives which could make them internalize the grammar functions more effectively.
- The activity related to vocabulary in Unit 4 will help the students to practise the competency level 4.3. The teachers are free to use different activities such as word sorts, word walls, crossword puzzles, bingo and vocabulary notebooks.

- There are two activities related to pronunciation in Unit 4 which will help the students to practise the competency level 1.1.
- Pay special attention to the expected learning outcome. Master the learners' ability level of identifying and pronouncing consonant digraphs in the initial position. Use teacher prepared activities well-planned with different techniques for further practice.
- Make the learners understand and value the importance of using the apostrophe to form possessive nouns in writing.
- Conduct remedial sessions for learners who cannot achieve the related learning outcomes.

Assessment and Evaluation

It is highly recommended that a strong formative evaluation system is developed at the classroom level. Teachers can circulate around the class when loud reading activities are conducted to assess the ability of pronunciation skills. Design simple exercises to assess the learning outcomes achieved regarding the area of grammar in Unit 4. The listening activity can be assessed during the teaching-learning process. Teachers can use some workbook activities to assess the skill of mechanics of writing.

Unit 5 – Working Together

Activity 1

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

Competency Level : 5.2 Reads aloud literary and non-literary texts appropriate for the age group

No. of Periods : 02

Learning Outcome :

- Students will be able to read aloud literary and non-literary texts appropriately.
- Students will be able to use “wh” questions to get information in short exchanges.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to read out the dialogue meaningfully.

Lesson Development :

- Engage in a conversation asking about societies and clubs and kind of sermons such societies organize.
- Get them to read the questions given and listen to the dialogue to find the answers.
- Discuss the answers.
- Ask the students to practise the dialogue in groups and present them to the class.
- Get the students in pairs and ask them to use “wh” questions learned to get information in similar situations.

Answer Guide – Textbook

Activity 1

1. Samitha, Vidath, and Kolitha
2. Daham Mithuro Society
3. To celebrate the first anniversary of the society
4. At 8.00 a.m.
5. About a.m.

Answer Guide – Workbook

Activity 1

Isuru: Good morning Pasan.

Pasan: *Good morning Isuru*. Am I late?

Isuru: *No, you aren't*.

Pasan: What's the time now?

Isuru: It's six forty-five.

Pasan: *At what time will the bus arrive?*

Isuru: It's at seven-fifteen. By the way, did you buy the season ticket?

Pasan: *No, I didn't have time to buy it*.

Isuru: I didn't buy it either. We'll buy it this evening, shall we?

Pasan: Yes, good idea. *Here comes the bus*.

Isuru: OK, let's get in.

Activity 2

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

Competency Levels : 5.1 Uses contextual information to understand the text
5.2 Read aloud literary and non-literary texts appropriate for the age group

No. of Periods : 02

Learning Outcome :

- Students will be able to use contextual information to understand the text.
- Students will be able to read aloud literary and non-literary texts appropriately.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to read aloud the text and use contextual clues.

Lesson Development :

- Get the learners to count from 1 to 12.
- Get the attention of the learners to the wall clock shown.
- If a clock is available in the class show it.
- Elicit each part of the clock while making them count.
- Get the learners to read the text aloud.
- Discuss the questions and answers.
- Use a clock face and get the learners to read time.
- Elicit the greeting by drawing their attention to the table given.
- Get the learners to engage in reading the given conversation.
- Discuss the learning point given.
- Show some more examples.

Answer Guide – Textbook

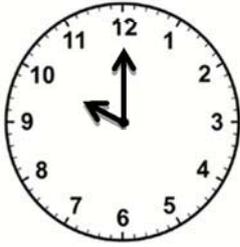
Activity 2

B – It's one thirty. / It's half past one.

C – It's six o' clock.

Answer Guide – Workbook

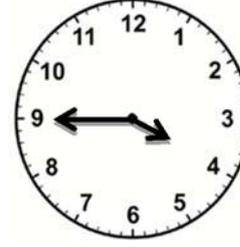
Activity 2



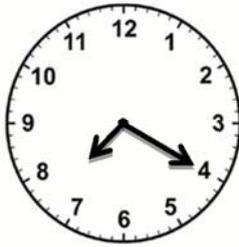
It's ten o'clock



It's half past two



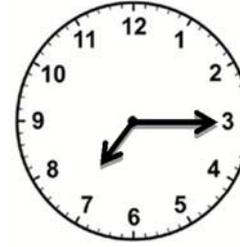
It's quarter to four



It's twenty past seven



It's ten to six



It's quarter past seven

Activity 3

It's two o'clock.

It's four o'clock.

It's four fifteen. / It's quarter past four.

It's six o'clock.

It's nine o'clock.

It's nine thirty. / It's half past nine.

Activity 4

Situation

- Around 7.00 a.m. you meet your teacher.
- A friend visits you during the lunch break.
- Just after the evening news bulletin on TV.
- Two friends meet at the bus stop around 6.00 p.m.

Greeting

Good morning!
Good afternoon!
Good night!
Good evening!

Activity 3

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

Competency Level : 6.12 Uses to infinitives and bare infinitives

No. of Periods : 02

Learning Outcome :

- Students will be able to use infinitives and bare infinitives.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to use the infinitive form and the bare infinitive form of the verbs.

Lesson Development :

- Ask the learners to read aloud the text.
- Make the learners understand the Learning Point.
- Discuss the contents.
- Get the learners to match the two halves of the sentences to make meaningful sentences.

Answer Guide – Textbook

Activity 3

1. He's going to the pharmacy to buy some medicine.
2. He's making a lantern to decorate his house for Vesak.
3. He went to Anuradhapura to worship sacred places.
4. They were at the cinema to watch a comedy film.
5. He called his friend to ask for help with his homework.
6. They go to the temple every Sunday to attend Dhamma School.

Answer Guide – Workbook

Activity 5

1. We go to the temple to worship the Buddha.
2. People go to see doctors to take treatments.
3. I attend the pirivena to learn lessons.
4. We go to library to read books.
5. Usually, people go to the market to buy vegetables.
6. We usually go to the bank to deposit or withdraw money.

Activity 4

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

Competency Levels : 5.2 Reads aloud literary and non-literary texts appropriate for age group
5.7 Sequences information

No. of Periods : 02

Learning Outcome :

- Students will be able to read aloud literary and non-literary texts appropriately.
- Students will be able to sequence information.

Instructions for Lesson Planning:

Task Outcome :

Students will be able to read aloud the text with understanding to sequence information.

Lesson Development :

- Ask the learners to read after the teacher.
- Ask the learners to read aloud the sermon individually.
- Elicit the main events of delivering a sermon.
- Ask the learners to find the order of the sermon in activity 4 (b) in the textbook.

Answer Guide – Textbook

Activity 4 (b)

1. Asking the audience to say Namō Tassa three times to observe the five precepts.
2. The reason for conducting the sermon
3. Thematic stanza
4. Why the stanza was selected
5. Examples of associating good friends
6. How Ghateekara acted as a good friend
7. Transferring merits to gods and relatives
8. Offerings for the Samanera Sugatha at the end

Answer Guide – Workbook

Activity 6

1. Venerable Sugatha
2. Daham Mithuro Society
3. to mark the 1st anniversary of the society
4. Asevana ca balanam,
Panditananca Sevana,
Puja ca Pujaniyanam,
Etam mangalamuttamam
5. Jothipala
6. You should only associate good and wise friends.

Activity 5

Competency : 1. Identifies the sounds of the English language

Competency Level : 1.5 Uses silent letters

No. of Periods : 02

Learning Outcome :

- Students will be able to identify and use silent letters.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to identify the silent letters c, d, and g correctly in words given.

Lesson Development :

- Write a familiar word with a silent letter.
- Get them to pronounce the word several times and ask them to find the silent letter.
- Get the learners' attention to the Learning Point.
- Get the learners to read aloud the words after the teacher.
- Show the highlighted silent letters and discuss.
- Get the learners to do Activity 5 in the textbook.

Answer Guide – Textbook

Activity 5

design science Wednesday scent badge
foreigner scythe align handkerchief fascinate
acquire

Answer Guide – Workbook

Activity 7

- a) g
- b) d
- c) d
- d) c
- e) g
- f) c

Activity 6

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

Competency Level : 7.3 Designs posters/ banners

No. of Periods : 02

Learning Outcome :

- Students will be able to design posters according to the function.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to design a poster creatively.

Lesson Development :

- Show the features of the poster.
- Put the students into groups and get each group to design a poster.
- Let each group display their posters.
- Get all the students to read all the posters and make comments.
- Teacher prepared activities can be used for further practice.

Answer Guide – Textbook

Activity 6

Accept possible answers.

Answer Guide – Workbook: N/A

Activity 7

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

Competency Level : 5.2 Reads aloud literary and non-literary texts appropriate for age group

No. of Periods : 02

Learning Outcome :

- Students will be able to read aloud a story meaningfully.
- Students will be able to identify adjectives and their meanings.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to read aloud the text with understanding.

Lesson Development :

- Draw the learners' attention to the two pictures given.
- Ask if there is anyone who knows the story.
- If so encourage the learners to relate it to the class.
- Put some pre-questions and read the text aloud.
- Discuss the answers.
- Put the students into groups and get them to read aloud the story.
- Discuss the adjectives.

Answer Guide – Textbook: N/A

Answer Guide – Workbook: N/A

Activity 8

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

Competency Level : 6.10 Orders adjectives so that many adjectives could be used together

No. of Periods : 02

Learning Outcome :

- Students will be able to order many adjectives accurately.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to understand the order of adjectives according to the acronym NOSASCOMP.

Lesson Development :

- Get the students to identify the order of adjectives through some examples.
- Help the learners to get the idea properly.
- Provide and discuss ample examples.
- Get the learners to follow the examples and write the adjectives for the given nouns.
- Discuss the answers.

Answer Guide – Textbook

Activity 8

Accept possible answers.

Answer Guide – Workbook

Activity 8

Accept possible answers.

Activity 9

Competency : 2. Uses mechanics of writing with understanding

Competency Level : 2.1 Writes sentences using commas, apostrophe, and exclamation mark appropriately

No. of Periods : 02

Learning Outcome :

- Students will be able to write sentences using the apostrophe appropriately.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to use the apostrophe to form contracted forms in sentences.

Lesson Development :

- Show different examples to introduce contracted forms.
- Get the learners to do the activity.

Answer Guide – Textbook

Activity 9

01. It **won't** rain in the evening.
02. **You're** working so happily.
03. **That's** a monkey!
04. You **shouldn't** be here.
05. My mother **doesn't** get late today.
06. I **didn't** see you.
07. They **weren't** here last night.
08. They **can't** help you.
09. **I'll** meet my brother today.
10. **You'd** better start your homework now.

Answer Guide – Workbook: N/A

Activity 10

Competency : 3. Engages in active listening and responds appropriately

Competency Level : 3.3 Categorizes and classifies information

No. of Periods : 02

Learning Outcome :

- Students will be able to categorize and classify information.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to listen attentively to number the answers in order.

Lesson Development :

- Give the necessary instructions for the listening activity.
- Arrange the classroom environment suitable for listening.
- Read the listening transcript that appears in the Teacher's Guide.
- Ask them to put numbers from 1 to 4 while listening.

Listening Transcript – Textbook

Activity 10

- | |
|----------------------------|
| 1. What's your name? |
| 2. How old are you? |
| 3. In which grade are you? |
| 4. Where are you from? |

Answer Guide – Textbook

Activity 10

- a. I'm in grade two.
- b. I'm from Mahawewa.
- c. I'm Venerable Suneetha.
- d. I'm twelve years old.

3
4
1
2

Tips for the Teacher

Teachers are expected to pay attention to the following in helping students to achieve the expected learning outcomes in Unit 5 – Working Together.

- This unit consists of 10 activities related to six competencies.
- There are four activities related to the reading skill in Unit 5 which will help the students to practise the competency levels 5.1, 5.2 and 5.7. The teacher is free to adapt these reading activities to suit the level of the students.
- There is one activity related to writing skills in Unit 5. It helps the students to practise the competency level 7.3. Encourage the learners to design new posters as pairs or groups. The teacher can use more activities for further practice. Consider your learners' ability levels, needs, and interests before designing activities.
- There is only one activity related to the skill of listening in Unit 5. It helps the students to practise the competency level 3.3. The teacher is free to adapt this listening activity to suit the level of the students. The listening transcription is available in the Teacher's Guide.
- There are two activities related to grammar in Unit 5. These activities will help the students to practise the competency levels 6.10 and 6.12. They will help the students to achieve the related learning outcomes in a meaningful way. Use teacher prepared activities to consolidate what the students have learnt when and where the further practice is needed.
- Depending on the ability level of the learners, employ communicative activities such as role-play, simulations and drama to make the experience real life situations in grammar lessons.
- There is only one activity related to pronunciation in Unit 5. It helps the students to practise the competency level 1.5. Group work or pair work can be adapted effectively and communicatively for this activity. However, the teachers are free to plan their lessons considering their learners' ability levels, interests, and needs.
- Use different teaching-learning techniques and strategies to make the learners conceptualize the related spelling rules that enhance the skill of mechanics of writing through the competency level 2.1 in Unit 5.
- No specific vocabulary and speaking activities are in Unit 5. Therefore, the teachers are expected to use teacher prepared activities to enhance these skills in this unit. Try to prepare skill-integrated lessons, activities or exercises that could strengthen student learning in the area of vocabulary and speaking.

Assessment and Evaluation

It is recommended that all teachers are to adapt a formative evaluation system throughout the year. In Unit 5, assess and evaluate the learning outcome regarding the competency level 2.1 based on relevant criteria. Teachers can circulate around the class when loud reading activities are conducted to assess the ability of pronunciation skills. Design simple exercises to assess the learning outcomes achieved regarding the area of grammar in Unit 5.

Unit 6 – Temple Roster

Activity 1 & 2

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

Competency Level : 5.2 Read aloud literary and non-literary texts appropriate for age group

No. of Periods : 01

Learning Outcome :

- Students will be able to read aloud the dialogue meaningfully.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to read aloud the dialogue meaningfully.

Lesson Development :

- Ask a few picture-based questions to make the learners ready.
- Model the text and elicit the meanings of difficult words.
- Get them to do Activity 2.
- Put them into groups and let them practise the dialogue.

Answer Guide – Textbook

Activity 2

1. Venerable Nanda checked the roster in the morning.
2. Venerable Sobitha changes the roster weekly.
3. Venerable Nanda is the Chief Monk of the temple.

False
True
False

Answer Guide – Workbook

Activity 1 (a)

Accept any two sentences with *would* and *should*.

Answer Guide – Workbook

Activity 1 (b)

1. didn't
2. it's
3. that's

Activity 3

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

Competency Level : 6.16 Uses modals would, should

No. of Periods : 02

Learning Outcome :

- Students will be able to use ‘would’ and ‘should’.

Instructions for Lesson Planning:

Task Outcome:

- Students will be able to use ‘would’ and ‘should’ appropriately in sentences.

Lesson Development :

- Write two sentences on the board to help the learners identify the difference between ‘would’ and ‘should’.
- Get the attention of the learners to the Learning Point and get them to do the activity.

Answer Guide – Textbook

Activity 3

1. **Would** you hold my bag, please?
2. You **should** brush your teeth twice a day.
3. **Would** you like ice-cream?
4. Everybody **should** walk on the right side.
5. **Would** you like some coffee?
6. You **should** wear school uniforms for the field trip.
7. **Would** you help me to move the box?
8. You **should** try to lose your weight.
9. I **should** follow the roster.
10. **Would** you like a cup of tea?

Answer Guide – Workbook

Activity 2

- a) We should obey our teachers. (✓)
- b) We should wear uniforms at home. (x)
- c) We should speak loudly in the preaching hall. (x)
- d) We should not wash hands before eating. (x)
- e) We should respect the elders. (✓)
- f) We should run fast in the Bodhi compound. (x)
- g) We should do our homework. (✓)
- h) We should not remove slippers in a Buddhist temple. (x)
- i) We should help the needy. (✓)
- j) We should practise good habits. (✓)

Answer Guide – Workbook

Activity 3

- A. **Would you** help me to clean the refectory, please?
- B. **Would you** close the door, please?
- C. **Would you** pass me the eraser, please?
- D. **Would you** switch on the radio, please?
- E. **Would you** speak slower, please?
- F. **Would you** open the gate, please?
- G. **Would you** answer the phone, please?
- H. **Would you** empty the dustbin, please?
- I. **Would you** like a cup of tea?
- J. **Would you** like hoppers?

Activity 4 & 5

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

Competency Level : 5.1 Uses contextual information to understand a text

No. of Periods : 02

Learning Outcome :

- Students will be able to use contextual information to understand a text.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to understand a text with the given context.

Lesson Development :

- Get the students to study the roster.
- Ask questions based on the text.
 - 1) Who should sweep the compound on Monday?
 - 2) When would Venerable Vipassi water the flower plants?
 - 3) Elicit the meanings of question words.
 - 4) Encourage them to ask questions.
 - 5) Get them to do Activity 5.

Answer Guide – Textbook

Activity 5

Who should sweep the compound on Monday?	Thisal
What would Nimesh do at 6.30 on Friday?	Watering the plants
Where would Ajith work at 6.35 on Sunday?	Near the flower plants
When does Thisal clean the washrooms?	8.00 to 8.30 on Sunday

Answer Guide – Workbook

Activity 4

Accept possible answers.

Activity 5

Where is your pen?	on the table
Who is your best friend?	Thisal
When do you go there?	next Monday
How do you go to pirivena?	by bus
What is your favourite subject?	English

Activity 6

Competency : 3. Engages in active listening and responds appropriately

Competency Level : 3.3 Categorize and classifies information

No. of Periods : 01

Learning Outcome :

- Students will be able to categorize and classify information.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to listen attentively to identify specific information.

Lesson Development :

- Make the students familiar with the task.
- Tell the students that they will hear the text thrice.
- In the first reading, ask them to listen to the text carefully.
- Get them to attempt the task. Discuss any problems they have encountered while attempting the task.
- Read the listening text as required.
- Discuss the answers and ask them about their roster.

Listening Transcript – Textbook

Activity 6

I am Venerable Sumedha. I get up at 4.00 o'clock every day. Next I wash and get my bed tea. After that I study my lessons until 5.30. I start working from 5.30 a.m. according to the temple roster. On Sundays, I **clean and sweep the shrine room**. Then on Mondays, I **water the flower plants**. On Tuesdays I **arrange the alms hall**. On Wednesdays, I **empty the dust bins**. I **clean the preaching hall** on Thursdays. I **sweep the compound** on Fridays. I **clean the wash rooms** on Saturdays.

Answer Guide – Textbook

Activity 6

Sunday	→ sweeping the shrine room
Saturday	→ cleaning the wash rooms
Wednesday	→ emptying the dustbins
Friday	→ sweeping the compound
Tuesday	→ arranging the alms hall
Thursday	→ cleaning the preaching hall
Monday	→ watering the flower plants

Answer Guide – Workbook

Activity 6 (a), (b), (c)

These activities have been designed for building up vocabulary in students. After the listening task is done, the teacher can guide the students to do these activities.

Activity 6 (a)

- 1) Northern
- 2) Eastern
- 3) Western
- 4) Southern

Activity 6 (b)

- 9 provinces

Activity 6 (c)

Accept possible answers.

Activity 7

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

Competency Level : 7.2 Describes objects

No. of Periods : 01

Learning Outcome :

- Students will be able to describe objects.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to complete a description of robes correctly with words/phrases.

Lesson Development :

- Show the picture in the textbook and check the meanings of the words given in the box.
- Ask the students to get into pairs and read the text with blanks.
- Get them to fill in the blanks.
- Check the answers.

Answer Guide – Textbook

Activity 7

Buddhist monks and nuns wear robes. They are mostly saffron and maroon **in colour**. There are **three types of** robes. They are the **single-lined robe**, the **double-lined robe** and the under robe. During the rainy retreat, a special robe called **'Kathina robe'** is offered to the Bhikkhus in the temple. In the past and sometimes even today, the monks sew and dye their robes in their temples.

Answer Guide – Workbook

Activity 7

This is an **alms bowl**. We call *pattan* **in Pali** and *patran* in Sanksrit. It is a very important object for the **Bhikkhus**. They accept alms of the **lay devotees** into this bowl.

Activity 8 & 9

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

Competency Level : 4.3 Forms words through affixation

No. of Periods : 02

Learning Outcome :

- Students will be able to form words through affixation.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to make new words using the prefixes **dis-** and **re-**.

Lesson Development :

- Explain the two pictures given.
- Make the students understand the two prefixes.
- Give some examples and discuss the formation.
- Get the learners to do the activity.
- Ask them to find more words and make a list.

Answer Guide – Textbook

Activity 8

<i>(dis-)= not</i>	<i>(re-)= again</i>
<u>dis</u>connect	<u>re</u>write
<u>dis</u>courage	<u>re</u>arrange
<u>dis</u>honest	<u>re</u>fresh
<u>dis</u>appear	<u>re</u>assure
<u>dis</u>agree	<u>re</u>organize

Activity 9

- | | |
|--------------|--------------|
| 1. obedient | disobedient |
| 2. open | reopen |
| 3. like | dislike |
| 4. advantage | disadvantage |
| 5. new | renew |

Answer Guide – Workbook

Activity 8

- | | |
|----------------|----------------|
| not agreed | – disagree |
| write again | – rewrite |
| not honest | – dishonest |
| organize again | – reorganize |
| not connected | – disconnected |
| arrange again | – rearrange |
| not appeared | – disappeared |

Activity 10

Competency : 1. Identifies the sounds of the English language

Competency Level : 1.3 Identifies and pronounces vowel digraphs

No. of Periods : 01

Learning Outcome :

- Students will be able to identify and pronounce vowel digraphs.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to identify and pronounce the different words with vowel digraphs.

Lesson Development :

- Get the students to read the words given.
- Help them to read the words with correct pronunciation.
- Get them to read and identify different sounds produced by different digraphs.
- Give some more words to pronounce.
- Get the learners to do the activity.

Answer Guide – Textbook

Activity 10

- I. shoot, hoot, **luck**, root
- II. see, need, **near**, breed
- III. **put**, speak, read, beach
- IV. soap, **mouth**, throat, float
- V. dawn, pawn, yawn, **slow**
- VI. tail, **see**, sail, mail
- VII. stay, play, **fly**, pray

Answer Guide – Workbook : N/A

Activity 11

Competency : 2 Uses mechanics of writing with understanding

Competency Level : 2.1 Writes sentences using commas, apostrophe, and exclamation mark appropriately

No. of Periods : 01

Learning Outcome :

- Students will be able to identify where to use exclamation mark.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to read and identify the different uses of exclamation mark.

Lesson Development :

- Get the students to look at the heading and identify the exclamation mark.
- Discuss different meanings given using some examples.
- Get the learners to read the dialogue and find other places where the exclamation mark is used.

Answer Guide – Textbook : N/A

Answer Guide – Workbook : N/A

Activity 12

Competency : 2. Uses mechanics of writing with understanding

Competency Level : 2.1 Writes sentences using commas, apostrophe and exclamation mark appropriately

No. of Periods : 01

Learning Outcome :

- Students will be able to write sentences using the exclamation mark appropriately.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to use exclamation marks meaningfully in sentences.

Lesson Development :

- Explain the usage of exclamation mark.
- Use sentences with exclamation mark which appeared in the dialogue in Activity 11 in the textbook as examples.
- Discuss more examples.
- Get the learners to do the activity.

Answer Guide – Textbook

Activity 12

It was a very hot day.	What a hot day!
He sings very well.	How well he sings!
That was very interesting.	How interesting!
It was a nice evening.	What a nice evening!
Her mother is very kind.	How kind her mother is!
He is very generous.	How generous he is!

Answer Guide – Workbook

Activity 9

1. How lucky you are!
2. How happy he is!
3. How well she danced!
4. How courageous they are!
5. What a fine day!
6. Oh, that's very bad!
7. What a lovely evening!
8. You did a great job!
9. We won the first place!
10. How wonderful this is!

Activity 13

Competency : 8. Communicates clearly, fluently and concisely

Competency Level : 8.5 Recites and explains Pali stanzas

No. of Periods : 02

Learning Outcome :

- Students will be able to recite and explain Pali stanzas.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to recite a Pali stanza aloud and explain the meaning.

Lesson Development :

- Recite the verse aloud.
- Elicit the meaning.
- Get the students to recite the verse aloud.
- Give students time to practise.
- Get the students to present it to the class and comment on their performance.

Answer Guide – Textbook : N/A

Answer Guide – Workbook

Activity 10

These activities have been designed for building up the vocabulary.

teacher	school
doctor	hospital
farmer	field
postman	post office

Activity 11

Hatred is never ceased by hatred,
it is only ceased by love
in this world
this is an eternal law.

Tips for the Teacher

Teachers are expected to pay attention to the following in helping students to achieve the expected learning outcomes in Unit 6 – Temple Roster.

- This unit consists of 13 activities related to all the eight competencies.
- There are five activities related to the reading skill in Unit 6 which will help the students to practise the competency levels 5.1 and 5.7. The teacher is free to adapt these reading activities to suit the level of the students.
- There is one activity related to writing skills in Unit 6. It helps the students to practise the competency level 7.3. Encourage the learners to design new posters as pairs or groups. The teacher can use more activities for further practice. Consider your learners' ability levels, needs, and interests before designing activities.
- The two activities related to vocabulary in Unit 6 will help the learners to master the competency level 4.3. There is only one activity related to the skill of listening in Unit 6. It helps the students to practise the competency level 3.3. The teacher is free to adapt this listening activity to suit the level of the students. The listening transcription is available in the Teacher's Guide.
- The workbook contains additional workbook activities for further practice. Support the learners to internalize word analysis which will help the beginners to read with understanding.
- There are three activities related to grammar in Unit 6. These activities will help the students to practise the competency level 6.16. They will help the students to achieve the related learning outcomes in a meaningful way. Use teacher prepared activities to consolidate what the students have learned when and where the further practice is needed.
- Use communicative activities such as role-plays, simulations and drama to get them to experience real life situations through grammar lessons.
- There is only one activity related to pronunciation in Unit 6. It helps the students to practise the competency level 1.3. Group work or pair work can be adapted effectively and communicatively for this activity.
- Use different teaching-learning techniques and strategies to make the learners conceptualize the related spelling rules that enhance the skill of mechanics of writing through the competency level 2.1 in Unit 6.
- There is one speaking activity in Unit 6 that helps the learners to master the competency level 8.5. Pay special attention to plan your lessons more effectively for speaking activities.

Recitation will help the learners to memorize the Dhammapada stanzas without much effort. Direct the learners to memorize the meaning as well. Encourage the learners to explain these stanzas at meetings.

Assessment and Evaluation

It is recommended that all teachers are expected to adapt a formative evaluation system throughout the year. Design simple exercises to assess the learning outcomes achieved, regarding the area of grammar in Unit 6. Assess and evaluate the learning outcome regarding the competency level 8.5 based on appropriate criteria. Teachers can walk around the class when loud reading activities are conducted to assess the ability of pronunciation skills.

Unit 7 – True Friends

Activity 1

Competency : 8. Communicates clearly, fluently and concisely

Competency Level : 8.1 Describes people/ places/ objects

No. of Periods : 01

Learning Outcome :

- Students will be able to introduce themselves using the given structure.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to introduce themselves.

Lesson Development :

- Use the picture given to have a discussion about the conversation.
- Teacher may ask the following as pre-reading questions;
 - 1) How many people are there in the picture?
 - 2) Where are they?
 - 3) What are they doing?
- Get the students to read the given questions and be ready to listen to the teacher.
- Read the dialogue with two other students and check the answers to establish the meaning of the dialogue.
- Put the students into groups and practise the dialogue.
- Elicit the meanings of difficult words.
- Discuss how the teacher introduces himself.
- Get them to practise how to introduce themselves using the structures given below.
 - **I am/ I'm from**
 - **I am/ I'm I am/ I'm from**
 - **My name is / My name's My home town is.....**
- Let all students introduce themselves to the class.
- Get them to do the workbook activity.

Answer Guide – Textbook

Activity 1 (a)

1. Kamal Herath
2. He teaches English.
3. He is from Galle.
4. Samitha's village is Ragama.
5. Daham is from Kegalle.

Activity 1 (b)

Accept correct answers.

Answer Guide – Workbook

Activity 1(a)

1. English
2. Yes
3. Teacher, Samitha, Venerable Soratha, Daham
4. The teacher lives in Galle.
5. Daham

Activity 1(b)

1. Venerable Sarada comes from Ragama.
2. Venerable Narada comes from Aluthgama.
3. Kavindu comes from Kalutara.
4. Venerable Suseema comes from Jaffna.

Activity 2

Competency : 3. Engages in active listening and responds appropriately

Competency Level : 3.1 Seeks clarification and elaboration

No. of Periods : 01

Learning Outcome :

- Students will be able to seek specific information.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to listen attentively to seek specific information.

Lesson Development :

- Give necessary instructions for the listening activity.
- Tell the students, that the teacher will read the text as required.
- Ask the students to read the activity and be ready to listen to the teacher.
- Read the listening transcript in the Teacher's Guide and get the learners to do the activity.
- Discuss the answers.

Listening Transcript – Textbook

Activity 2

Saman speaks about his friend.

My best friend is Daham. He's ten years old. He's in grade two. Daham is a tall boy. He likes to read books. His favourite subject is English. He can compose and recite poems well. He goes to pirivena with me. He is a very kind boy.

Answer Guide – Textbook

Activity 2

1. My best friend is b) Daham	2. He is b) ten years old	3. He is in b) grade two.
4. Daham is a) tall	5. His favourite subject is a) English	

Answer Guide – Workbook : N / A

Activity 3 & 4

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

Competency Level : 5.6 Identifies the main simple elements of a story

No. of Periods : 02

Learning Outcome :

- Students will be able to identify the main simple elements of a story.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to transfer specific information from the text to a grid.

Lesson Development :

- Get the learners to read the paragraph.
- Give random reading to cover all the students in the class.
- Elicit meanings where necessary and help them to understand the given text.
- Get the learners to do Activity 4 (a) in the textbook and Activity 3 in the workbook.
- In accordance with the reading text 'My friend' in Activity 3 in the textbook, display the structure below on the board to speak on 'My Best Friend'.
 - *My best friend is*
 - *He lives in*
 - *He is years old.*
 - *He lives in*
 - *He is in grade*
 - *His hobby is*
- The teacher is free to expand the above structure according to the ability level of the learners.
- Encourage the learners to speak on the topic.
- Help them where necessary.
- Ask them to do Activity 4 & 5 in the workbook.

Answer Guide – Textbook

Activity 4 (a)

Name	Isuru
Age	10 years old
School / pirivena	Gangarama Pirivena
Class	Grade 2
Hobby	playing cricket
Pet	Brownie
Village	Galle
Ambition	to be a teacher

Activity 4 (b)

Accept possible answers.

Answer Guide – Workbook

Activity 3

Hello, I (**am**, is, are) Venerable Narada. I (is, **am**, are) from Matara. My temple (are, am, **is**) Sri Gangaramaya. My Chief Incumbent (**is**, are, am) the most Venerable Kiridigama Piyaratana. I (has, **have**) two brothers and three sisters. My father and mother (**are**, am, is) Mr. Kamal Disanayaka and Mrs. Ramya Disanayaka.

Activity 4

Accept possible answers.

Activity 5

- This passage says about ...
 - a doctor.
 - a farmer.**
 - a teacher.
- According to the passage, they live ...
 - in a city.
 - in a desert.
 - in a village.**
- The passage says that Piyal's father has ...
 - a small garden.**
 - a garage.
 - a factory.
- During the rainy season, they can easily get water from ...
 - the well.
 - the tank.**
 - the river.
- Their harvest is always good. That's because ...
 - they do not work.
 - it's a natural thing.
 - they work hard.**

Activity 5 & 6

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

Competency Level : 4.1 Forms the singular and plural (s - ies)

No. of Periods : 01

Learning Outcome :

- Students will be able to apply spelling rules to form singular verbs.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to form singular verbs with correct spelling.

Lesson Development :

- Write some examples of verbs which end with **vowel + y** and **consonants + y**.
- Get them to identify how to form singular form.
- Focus the learners' attention to the Learning Point in the textbook.
- Show some examples and lead a discussion.
- Get the learners to do related activities in their exercise books.
- Ask them to do Activity 6 in the workbook.

Answer Guide – Textbook

Activity 5

<u>Base Form</u>	<u>Singular Form</u>
copy	copies
reply	replies
worry	worries
marry	marries
dry	dries

Activity 6

1. **The farmer carries** the harvest.
2. **The boy flies** kites in the evening.
3. **The child replies** to the questions.
4. **The baby cries.**

Answer Guide – Workbook

Activity 6

1. He **goes** to the Pirivena early.
2. We **visit** Anuradhapura every year.
3. Chamara **does** his homework.
4. We **obey** our teachers.
5. She **offers** flowers to the Buddha.

Activity 7

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

Competency Level : 5.1 Uses contextual information to understand text

No. of Periods : 01

Learning Outcome :

- Students will be able to extract specific information.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to read the text with understanding.

Lesson Development :

- Read the dialogue to the class first.
- Get the learners to read the conversation aloud.
- Elicit the meanings of difficult words.
- Discuss the answers orally.
- Get them to answer the questions.

Answer Guide – Textbook

Activity 7 (b)

1. in the evening
2. hard and patiently
3. neatly and well
4. Pathum's mother

Answer Guide – Workbook : N / A

Activity 8

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

Competency Level : 6.17 Uses adverbs of place, time and manner

No. of Periods : 02

Learning Outcome :

- Students will be able to form and use adverbs of place, time and manner.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to form adverbs from adjectives by adding 'ly'.

Lesson Development :

Activity 8 (a) and (b)

- Focus the students' attention to the Learning Point in the textbook.
- Give explanations for proper understanding.
- Get the students to read the words aloud in the table given in Activity 7(c).
- Provide ample examples and discuss.
- Get them to do Activity 8 (a) and activity 8 (b) in the textbook.

Activity 8 (c)

- First read the conversation to the class.
- Get the students to read aloud.
- Encourage students to practise the conversation in pairs.
- Help them to speak without hesitation.
- Motivate them and correct their mistakes.

Answer Guide – Textbook

Activity 8 (a)

<u>Adjective</u>	<u>Adverb</u>
correct	correctly
loud	loudly
bad	badly
sad	sadly
clear	clearly
deep	deeply

Activity 8 (b)

1. Saman is careful. He drives **carefully**.
2. The tortoise is slow. It walks **slowly**.
3. Venerable Soratha's English is perfect. He speaks English **perfectly**.
4. Ruwan is active. He works **actively**.
5. This lesson is easy. I did it **easily**.

Answer Guide – Workbook

Activity 7

Last week, we went on a trip to Nuwara Eliya. We saw some beautiful waterfalls on our way to Nuwara Eliya. They are (love / **lovely**) gifts of nature. Along the Ratnapura road, we saw the Rawana Ella falling down (**beautifully** / beautiful) in three levels. We walked (slow / **slowly**) towards the bus.

On the following day, we were fortunate to see (**very** / verily) important places. We could reach Nuwara Eliya (safe / **safely**) at about 4.30 in the evening.

Activity 9

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

Competency Level : 6.17 Uses adverbs of place, time and manner

No. of Periods : 01

Learning Outcome :

- Students will be able to use adverbs of place, time and manner.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to identify adverbs of place, time and manner.

Lesson Development :

- First, read the paragraph in the textbook.
- Give random reading to cover all the students in the class.
- Help them to identify adverbs of time in the text.
- Give a brief introduction about adverbs of place, time and manner.
- Provide ample examples and discuss.
- Get them to do Activity 9 (a) and Activity 9 (b).

Answer Guide – Textbook

Activity 9 (a)

Adverbs of manner	Adverbs of place	Adverbs of time
kindly	there	early
bravely	here	now
patiently	above	tomorrow

Activity 9 (b)

1. She dresses **beautifully.**
2. You can sit **here.**
3. He walks **quickly.**
4. Hasara is playing cricket **now.**
5. He speaks **fast.**

Answer Guide – Workbook : N / A

Activity 10

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

Competency Level : 6.19 Uses question words ‘whose’, ‘which’, ‘when’

No. of Periods : 02

Learning Outcome :

- Students will be able to use question words ‘whose’, ‘which’ and ‘when’.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to practise question words ‘whose’, ‘which’ and ‘when’ in pairs.

Lesson Development :

- Read the conversation to the class in Activity 10 (a) in the textbook.
- Encourage learners to practise the conversation in pairs.
- Get them to do Activity 10 (b) in the textbook.
- Get them to do peer correction.
- Make the learners understand the question words ‘whose’, ‘which’ and ‘when’.
- Provide examples.
- Get the learners to practise Activity 10 (c) in pairs.
- Help them to speak by correcting their mistakes.
- Get them to do the Activity 8 in the workbook.
- Get them to do peer correction.

Answer Guide – Textbook

Activity 10 (b)

1. true
2. true
3. true

Answer Guide – Workbook

Activity 8

1. **Which** pen is the cheapest?
2. **When** is your birthday?
3. **Whose** book is this?
4. **When** do you go to Colombo?
5. **Whose** shoes are these?
6. **Which** car is your father’s?

Activity 11

- Competency** : 5. Extracts necessary information from various types of texts
- Competency Level** : 5.3 Makes predictions based on prior knowledge and contextual clues
- No. of Periods** : 01
- Learning Outcome** :

- Students will be able to use contextual clues to complete the paragraph.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to complete the paragraph using appropriate words/ phrases.

Lesson Development :

- Get the students to talk about the given picture and elicit vocabulary.
- Get them to use contextual clues to guess the answers.
- Get them to do the activity.

Answer Guide – Textbook

Activity 11

Jaya Sri Maha Bodhi

The sacred Jaya Sri Maha Bodhi is in Anuradhapura. Arahath Sangamitta theri brought the Bodhi sapling. King Dewanampiyatissa planted the Bodhi sapling in Mahameuna Park. The Buddhists consider it as the oldest sacred tree in the world. Let's worship our Jaya Sri Maha Bodhi.

Answer Guide – Workbook

Activity 9

Mihintale

Mihintalaya is a mountain peak in Anuradapura district. It is a sacred place of worship for the Buddhists in Sri Lanka. King Dewanampiyatissa met Arahat Mahinda at Missakapauwa. He became a Buddhist after listening to the Dhamma. Every year many pilgrims go to worship Mihintalaya on Posen full moon Poya day.

Activity 12

Competency : 1. Identifies the sounds of the English language

Competency Level : 1.1 Identifies and pronounces consonant digraphs in the initial position

No. of Periods : 01

Learning Outcome :

- Students will be able to identify and pronounce consonant digraphs; ‘th’, ‘sh’, ‘ch’ and ‘wh’ in words.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to read the words with correct pronunciation.

Lesson Development :

- Get the students to read after the teacher.
- Ask them to point at the words when they are pronounced.
- Recall the memory of consonant digraphs in the initial position.
- Get them to do the activity.

Answer Guide – Textbook

Activity 12

then	<u>shall</u>	<u>chair</u>	<u>white</u>
<u>them</u>	shell	<u>chant</u>	<u>wheel</u>
<u>that</u>	<u>shirt</u>	check	<u>where</u>
<u>there</u>	<u>sheep</u>	<u>chest</u>	when

Answer Guide – Workbook : N / A

Activity 13

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

Competency Level : 5.1 Uses contextual information to understand text

No. of Periods : 01

Learning Outcome :

- Students will be able to extract directly stated information.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to transfer information from a notice to a grid.

Lesson Development :

- Read the notice to the class.
- Elicit the meaning if necessary.
- Get the learners to read the notice silently.
- Ask them to do the activity.

Answer Guide – Textbook

Activity 13

What is this notice about?	A Book Exhibition
Date	1st July 2017
Time	at 8 a. m to 6 p. m
Venue	at Sumangala Pirivena Main Hall
Organized by	Grade two students

Answer Guide- Workbook

Activity 10

<p style="text-align: center;">NOTICE</p> <p style="text-align: center;">The Annual Alms Giving ceremony of Sri Gangaramaya. will be held at the pirivena Main Hall on 27th of October 2018 at 11.30 a.m All are welcome</p> <p>Organizing Committee</p>
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Activity 14

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

Competency Level : 4.5 Uses useful terms in vocabulary

No. of Periods : 01

Learning Outcome :

- Students will be able to use useful terms in vocabulary.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to identify opposite words.

Lesson Development :

- Get the students to read the given sentences.
- Lead a discussion to explain opposite words (antonyms).
- Teacher can give the words as dictation.
- Get them to do the activity.
- The teacher is free to use teacher prepared activities for further practice.

Answer Guide – Textbook

Activity 14 (b)

e.g.	hot	-	sun	<u>cold</u>	old	far
1.	old	-	empty	easy	<u>new</u>	short
2.	beautiful	-	clean	big	absent	<u>ugly</u>
3.	rich	-	happy	glad	<u>poor</u>	difficult
4.	early	-	blank	silent	<u>late</u>	disadvantages
5.	thin	-	pot	wet	slow	<u>fat</u>

Answer Guide – Workbook

Activity11

short	long
old	new
easy	difficult
small	big
open	close
right	wrong
beautiful	ugly
natural	artificial
happy	unhappy
empty	full

Tips for the Teacher

Teachers are expected to pay attention to the following in helping students to achieve the expected learning outcomes in Unit 7 – True Friends.

- This unit consists of 14 activities related to all eight competencies.
- There are five activities related to the reading skill in Unit 7 which will help the students to practise the competency levels 5.1 and 5.6. The teacher is free to adapt these reading activities to suit the level of the students.
- There is only one activity related to the skill of listening in Unit 7. It helps the students to practise the competency level 3.1. The teacher is free to adapt this listening activity to suit the level of the students. The listening transcription is available in the Teacher’s Guide.
- There is one activity related to vocabulary in Unit 7 and it will help the learners to master the competency level 4.3 in a meaningful way. The workbook contains additional workbook activities for further practice. Promote word analysis as a strategy which will help the beginner students to read with understanding.
- There are three activities related to grammar in Unit 7. These activities will help the students to practise the competency levels 6.17 and 6.19. They will help the students to achieve the related learning outcomes in a meaningful way. Use teacher prepared activities to consolidate what the students have learnt when and where further practice is needed.
- Prepare communicative lesson plans in a collaborative learning classroom when teaching grammar.
- There is only one activity related to pronunciation in Unit 7. It helps the students to practise the competency level 1.1. Group work or pair work can be adapted effectively and communicatively for this activity.
- The two activities related to vocabulary in Unit 7 will help the students to practise the competency level 4.5. Make the learners aware of the importance of improving their vocabulary by employing different activities such as cloze exercises, dictionary games and vocabulary games.
- Use variety of teaching learning techniques and strategies to make the learners conceptualize the related spelling rules that enhance the skill of mechanics of writing through the competency level 2.2 in Unit 7.
- Two activities are designed in Unit 7 to help the learners master the competency levels 8.1 and 8.3. Depending on the ability level of the learners, plan your lessons to make the learners experience authentic situations in the classroom.

Assessment and Evaluation

It is highly recommended that a strong formative evaluation system which does not make students feel pressured by evaluation is developed at classroom level. Design simple exercises to assess the progress of grammar in Unit 7. Since there is no writing activity in Unit 7, teachers are expected to prepare a writing activity based on the speaking Activity 11 in the textbook to assess and evaluate the learners' progress. Teachers can use some workbook activities as tools to assess the skill of mechanics of writing.

Unit 8 – The Buddha

Activity 1

Competency : 1. Identifies the sounds of English Language

Competency Level : 1.5 Uses silent letters

No. of Periods : 01

Learning Outcome :

- Students will be able to pronounce the silent letters correctly in the dialogue.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to speak out words with silent letters correctly in the dialogue.

Lesson Development :

- Use the picture given and have a discussion before the conversation.
- Teacher may ask the following questions;
 1. **Who is in the picture?**
 2. **What day was it?**
 3. **Where is he?**
- vi. Read the text aloud and get the students to identify the words with silent letters.
- vii. Get the students to read the conversation aloud by pronouncing silent letters properly.
- viii. Elicit the meanings of difficult words.
- ix. Get the learners to write answers in their exercise books.

Answer Guide – Textbook

Activity 1 (b)

01. to the shrine room
02. recite some stanzas from the Dhammapada
03. as/ because he has to go for an alms giving

Answer Guide – Workbook : N / A

Activity 2

Competency : 1. Identifies the sounds of the English language

Competency Level : 1.5 Uses silent letters

No. of Periods : 01

Learning Outcome :

- Students will be able to identify and use silent letters.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to identify the silent letters ‘h’, ‘l’ and ‘w’ in the given words.

Lesson Development :

- This activity is focused on the silent letters ‘h’, ‘l’ and ‘w’.
- Read the words aloud and get the learners to identify the silent letter in each word.
- Show some more examples and get them to identify the silent letters in words.
- Drill the words several times.
- Get them to do the activity.
- The workbook activity can be given as a follow up activity.

Answer Guide – Textbook : N/A

Answer Guide – Workbook

Activity 1

01.	muscle	➤	m u s <u>c</u> l e
02.	sandwich	➤	s a n <u>d</u> w i c h
03.	sign	➤	s i <u>g</u> n
04.	hour	➤	<u>h</u> o u r
05.	alms	➤	a <u>l</u> m s
06.	write	➤	<u>w</u> r i t e
07.	scissors	➤	s <u>c</u> i s s o r s
08.	handsome	➤	h a n <u>d</u> s o m e
09.	high	➤	h i g <u>h</u>
10.	honest	➤	<u>h</u> o n e s t
12.	wrong	➤	<u>w</u> r o n g
14.	salmon	➤	s a <u>l</u> m o n
15.	align	➤	a l i <u>g</u> n

Activity 3

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

Competency Level : 6.1 Identifies and uses collective nouns, possessive nouns and abstract nouns

No. of Periods : 01

Learning Outcome :

- Students will be able to identify and use collective nouns.

Instructions for Lesson Planning

Task Outcome :

- Students will be able to write correct collective noun for the given visuals.

Lesson Development :

- Focus the students' attention to the Learning Point in the textbook.
- Use the pictures and make them aware of collective nouns.
- Elicit the meanings of difficult words.
- Get the students to do the activity and help them where necessary.
- Difficult words can be given as dictation.
- You may ask them to do the activity in the workbook as homework.

Answer Guide – Textbook

Activity 3

an army of soldiers	a swarm of bees	a bouquet of flowers
a crowd of people	a team of ducks	a bowl of rice
a crew of sailors	a herd of goats	a bunch of keys
an army of ants	a murder of crows	a fleet of ships

Answer Guide – Workbook

Activity 2

a hedge of bushes 🌿	I	a pair of shoes	D
a bunch of grapes	H	an album of stamps	F
a herd of deer	E	a galaxy of stars	G
a pack of cards	C	a group of islands	B
a pride of lions	A		

Activity 4

Competencies : 5. Extracts necessary information from various types of texts

Competency Levels : 5.1 Uses contextual information to understand text

No. of Periods : 01

Learning Outcome :

- Students will be able to identify contextual information to understand the text.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to read the texts with understanding to find suitable titles.

Lesson Development :

- Get the students to read the paragraphs and identify the key words.
- Tell them that they are going to find titles for the given texts.
- Get the students to read silently and do the activity.
- Help them to read and understand the texts.

Answer Guide – Textbook

Activity 4

Vesak	Dunhinda
Sigiriya	Water

Answer Guide – Workbook

Activity 3

The Buddha	- B
The Dhamma	- A
The Sangha	- C

Activity 5 & 6

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

Competency Levels : 6.13 Uses modals will/ shall
6.14 Uses the simple future tense

No. of Periods : 02

Learning Outcome:

- Students will use modals 'will' and 'shall' accurately.
- Students will be able to use the simple future tense in effective communication.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to use modals 'will' and 'shall' in the future simple sentences.

Lesson Development :

- Focus the students' attention to the Learning Point in the textbook.
- Show some examples on the board.
- Explain the structure of simple future tense.
- First, get the students to make sentences orally.
- Get the learners to write answers in their exercise books.
- Proceed to the workbook activities.

Answer Guide – Textbook

Activity 5

Accept possible answers.

Activity 6 (a)

01. My mother will come next Sunday.
02. Our principal will address the meeting.
03. Venerable Nanda will conduct the Bodhi Pooja.
04. We shall help him.
05. I shall meditate in the evening.

Answer Guide – Workbook

Activity 4 (a)

1. Will you help your friends?
2. Shall we play cricket tomorrow?
3. Won't he come again?
4. Shall I go home next week?
5. Will they not eat curd?

Activity 4 (b)

Accept possible answers.

Activity 4 (c)

Accept possible answers.

Activity 7

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

Competency Level : 6.4 Uses the following quantifiers; no, both, all, enough, not enough

No. of Periods : 01

Learning Outcome :

- Students will be able to identify the usage of quantifiers.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to use quantifiers with singular, plural and uncountable nouns.

Lesson Development :

- Get the students to look at the table in the textbook and explain it.
- Get the students to read the sentences under each picture.
- Elicit the meaning where necessary.
- Get them do Activity 5 in the workbook.
- Teacher is expected to use teacher prepared activities for further practice.

Answer Guide – Textbook : N / A

Answer Guide – Workbook

Activity 5

1. both
2. no
3. enough
4. All
5. enough

Activity 8

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

Competency Level : 5.1 Uses contextual information to understand text

No. of Periods : 01

Learning Outcome :

- Students will be able to describe pictures.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to guess the word using appropriate words/ phrases.

Lesson Development :

- Ask the students to look at the picture.
- Help them to find the relevant answers.
- Show sentence structures and appropriate words/ phrases where necessary.
- Get them to do the activity.

Answer Guide – Textbook

Activity 8

This picture depicts the **Enlightenment** of prince Siddhartha.

He attained the Buddhahood under the **Sacred Bo Tree**.

It was on a Vesak **full moon day**.

This happened in **Buddhagaya** in India.

This information is valuable to all **Buddhists**.

Answer Guide – Workbook

Activity 6

There was a monkey called Jack.	1
The farmer sold the monkey to a circus company.	8
His friends told him, “don’t go.” But he went.	3
Jack went into the kennel. The dog started barking.	6
He asked the dog “Shall I go in?”, “Why not?” the dog said.	5
Then the farmer came and caught Jack.	7
He met a dog in the village. He saw the dog’s kennel.	4
One day, he told his friends, “I will go to the village.”	2

Activity 9

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

Competency Level : 4.5 Uses useful terms in vocabulary

No. of Periods : 02

Learning Outcome :

- Students will be able to use useful terms in vocabulary.

Instructions for Lesson Planning:

Task Outcome :

- Students will identify word cline and arrange the words accordingly.

Lesson Development :

- Explain the students about the alphabetical order.
- Show some examples by arranging words in the alphabetical order.
- Get the students' support to arrange the words on the board. Allow volunteers.
- Get them to do Activity 9 in the textbook.
- Discuss the answers.
- Focus the students' attention to the Learning Point on word cline.
- Make the students aware of arranging words according to a particular order.
- Show word clines of 'speed' and 'temperature' as examples.
- Get them to do Activity 9 in the workbook.
- Discuss the answers and the importance of word cline for building up vocabulary faster.

Answer Guide – Textbook

Activity 9

library, office, pirivena, stupa, temple

Answer Guide – Workbook

Activity 9

Students might arrange the words in either way. (smallest – largest/ largest - smallest, top - bottom / bottom-top)

microscopic, tiny, small, big, huge, gigantic

always	– 100%
frequently	– 90%
usually	– 80%
often	– 70%
sometimes	– 50%
occasionally	– 40%
seldom	– 20%
rarely	– 10%
never	– 0%

Activity 10

Competency : 4. Builds up vocabulary using words appropriately and accurately to convey precise meaning
6. Uses English grammar for the purpose of accurate and effective communication

Competency Levels : 4.5 Uses useful terms in vocabulary
6.1 Identifies and uses collective nouns, possessive nouns and abstract nouns

No. of Periods : 01

Learning Outcome :

- Students will be able to use useful terms in vocabulary.
- Students will be able to identify and use abstract nouns.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to use useful terms in vocabulary to identify abstract nouns.

Lesson Development :

- Get the students to read the explanation on abstract nouns.
- Make the learners aware of abstract nouns.
- Help them to identify **-hood** and **-tion** in abstract nouns.
- Get them to do Activity 10 (ii) in the textbook.
- Discuss answers and ask them to do the activity 7 in the workbook.
- Self-Learning Activity – Activity 8 in the workbook.

Answer Guide – Textbook

Activity 10 (I)

- A. Buddhahood, childhood, education, motherhood, situation
B. Attention, brotherhood, information, priesthood, question

Answer Guide – Textbook

Activity 10 (II)

-hood	-tion
<i>buddhahood</i>	<i>information</i>
childhood	education
motherhood	situation
brotherhood	attention
priesthood	question

Answer Guide – Workbook

Activity 7

<i>M</i>	<i>E</i>	<i>D</i>	<i>U</i>	<i>C</i>	<i>A</i>	<i>T</i>	<i>I</i>	<i>O</i>	<i>N</i>	
<i>O</i>				<i>H</i>			<i>N</i>			
<i>T</i>				<i>I</i>			<i>F</i>			
<i>H</i>				<i>L</i>			<i>O</i>			
<i>E</i>				<i>D</i>			<i>R</i>			
<i>R</i>				<i>H</i>			<i>M</i>			
<i>H</i>				<i>O</i>			<i>A</i>			
<i>O</i>				<i>O</i>			<i>T</i>			
<i>O</i>				<i>D</i>			<i>I</i>			
<i>D</i>							<i>O</i>			
<i>Q</i>	<i>U</i>	<i>E</i>	<i>S</i>	<i>T</i>	<i>I</i>	<i>O</i>	<i>N</i>			

Activity 8

Accept possible answers.

Activity 11

Competency : 2. Uses mechanics of writing with understanding

Competency Level : 2.1 Applies spelling rules

No. of Periods : 01

Learning Outcome :

- Students will be able to use different forms of the verb 'be'.

Instructions for Lesson Planning:

Task Outcome:

- Students will be able to rewrite given sentences correctly.

Lesson Development :

- Recall the memory of the following words.

I	am	was			
We	are	were	He	is	was
You			She		
They			It		

- Drill the words – I am, we are, you are.../ I was, we were, you were, etc.
- Get the students to do Activity 11.
- Discuss the answers.
- Peer correction can be adapted.
- Use teacher prepared activities for further practice.

Answer Guide – Textbook

Activity 11

01. I **am** working hard.
02. She **is** playing badminton.
03. He **is** eating a mango now.
04. They **aren't** reading books.
05. We **weren't** making kites.

Answer Guide – Workbook : N / A

Activity 12

Competency : 3. Engages in active listening and responses appropriately

Competency Level : 3.2 Identifies sequences of events or ideas

No. of Periods : 01

Learning Outcome :

- Students will be able to identify sequence of events/ ideas.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to listen attentively to find the correct order.

Lesson Development :

- Give necessary instructions for the listening activity. Tell the students that the teacher will read the text thrice.
 - 1) 1st reading – Let them listen carefully.
 - 2) 2nd reading - Let them do the activity and complete.
 - 3) 3rd reading – Check answers.
- Arrange the environment for listening.
- Read the listening transcript in the Teacher’s Guide.
- An additional activity is available in the workbook.

Listening Transcript – Textbook

Activity 12

Sunimal wanted to watch “Dhaham Ama”, a programme on the Buddhist channel. He went to the living room and plugged the TV set. Then, he switched on the TV. After that, he selected the TV channel. Next, he turned the volume on. Finally, he sat on the chair and watched the programme very happily.

Answer Guide – Textbook

Activity 12

- Switched on the TV set.
- Select the TV channel.
- Plugged the TV.
- Sat and enjoyed the programme.
- Went to the living room.
- Turned on the volume.

3
4
2
6
1
5

Listening Transcript – Workbook

Activity 11

The Jack tree is a tall tree. It has a strong trunk. Its fruits are very tasty. Its leaves are green.
It's a very useful tree in Sri Lanka.

Answer Guide – Workbook

Activity 11

tall

strong

tasty

green

useful

Activity 13

Competency : 8. Communicates clearly, fluently and concisely

Competency Level : 8.5 Recites and explains Pali stanzas

Learning Outcome :

- Students will be able to recite and explain Pali stanzas.

No. of Periods : 01

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to explain the meaning in English of the given Pali stanzas.

Lesson Development :

- Recite the verse aloud.
- Elicit the meaning.
- Get the students to recite the verse aloud.
- Give words as dictation referring to the workbook activity.
- Get the students to do the workbook activity next day.

Answer Guide – Textbook : N / A

Answer Guide – Workbook

Activity 10

Refer to the English meaning of the Pali Stanza given in Activity 13 in the textbook to get the answers.

Tips for the Teacher

Teachers are expected to pay attention to the following in helping students to achieve the expected learning outcomes in Unit 8 – The Buddha.

- This unit consists of 13 activities related to all the eight competencies.
- There are two activities related to the reading skill in Unit 8 which will help the students to practise the competency level 5.1. The teacher is free to adapt these reading activities to suit the level of the students.
- There are two activities related to the writing skill in Unit 8. It helps the students to practise the competency level 7.4. Additional activities are provided in the workbook. Considering your learners' ability levels, needs and interests, design more activities if necessary.
- There is only one activity related to the skill of listening in Unit 8. It helps the students to practise the competency level 3.2. The teacher is free to adapt this listening activity to suit the level of the students. The listening transcription is available in the Teacher's Guide.
- The five grammar activities in Unit 8 will help the students to practise the competency levels 6.1, 6.4, 6.13 and 6.14. They will help the students to achieve the related learning outcomes in a meaningful way. Use teacher prepared activities to consolidate what the students have learnt when and where further practice is needed.
- The two activities related to vocabulary in Unit 8 will help the students to practise the competency level 4.5. Make the learners aware of the importance of improving their vocabulary with abstract nouns by employing different activities such as word analysis, word sorts, cloze exercises and dictionary games.
- There is only one activity related to pronunciation in Unit 8. It helps the students to practise the competency level 1.5. Group work or pair work can be adapted effectively and communicatively for this activity. However, the teachers are free to plan their lessons considering their learners' ability levels, interests and needs.
- Use different teaching learning techniques and strategies to make the learners enhance the skill of mechanics of writing through the competency level 2.2 in Unit 8.
- The two speaking activities in Unit 8 will help the students to practise the competency levels 8.3 and 8.5. Promoting Communicative Language Teaching in a learner-centered classroom with appropriate techniques/ strategies will help the learners to achieve the expected learning outcomes effectively in Unit 8.

Assessment and Evaluation

It is recommended that all teachers are expected to adapt a formative evaluation system throughout the year. In Unit 8, assess and evaluate the learning outcome regarding the competency level 2.2 based on a relevant criterion. Teachers should stand in front of the class when loud reading and listening activities are conducted to assess the progress on the relevant areas. Design simple exercises to assess the learning outcomes achieved regarding the area of grammar in Unit 8.

English

Primary Pirivena

Teacher's Guide

Grade 3

(Will be implemented from 2019)

Pirivena Education Branch
Ministry of Education
Sri Lanka

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Faculty of Languages, Humanities and Social Sciences
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English

Primary Pirivena

Teacher's Guide

Grade 3

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Message of the Secretary to the Ministry of Education

The Buddhist clergy is the symbol of the Sri Lankan Buddhist identity. The national Piriven, which opened an educational pathway to the entire nation by centering the education of the clergy, has a long history. The Piriven education developed so smoothly under the leadership of the Buddhist clergy from Anuradhapura era and the chronicles reveal that even the foreigners came here to study.

We are happy to say that we are able to maintain the Piriven education institutes that are centred around temples by providing facilities similar to that of schools at present under the monitoring of the Ministry of Education while preserving the historical heritages.

It should be our firm objective to produce a suitable generation of learned and scholarly priests and a generation of learned and disciplined laymen to fulfill the contemporary needs by providing basic requirements of the Piriven education. While supporting this endeavor, we believe that this Teacher's Guide, which is offered to you under the 2018 curriculum reforms, will be a tool for the Piriven teacher to provide knowledge to the learners through new teaching methods. I firmly believe that it is the responsibility of the Piriven teachers to provide a clear understanding to the student community with the effective use of these teacher guides.

I would like to extend my thanks to the Piriven Education Branch, the National Institute of Education and the Educational Publications Department.

N.H.M. Chitrananda
Secretary to the Ministry of Education

Message of the Director General

This Teacher's Guide has been composed by the newly instituted Pirivena Education unit in the National Institute of Education, in order to plan lessons so that the relevant competencies are fulfilled, consequent to the revision of the syllabus content produced by The Ministry of Education.

The decision taken by The Ministry of Education to provide for Teacher's guides in order to bring the teaching learning process to a higher level-same as it is done in the school system - is a commendable decision. Thereby, it provides an opportunity for teachers to explore new approaches in teaching learning methodologies and plan one's lessons and to engage in a process of teaching and learning at a higher level.

The content of the Teacher's Guide falls into two main sections. They are the syllabus and the competencies involved, and the compendium of activities instrumental in fulfilling these competencies. The activities have been created in taking into consideration the time allocated for each of the activities, so that the level of competency relevant to each competency is covered. This leaves room for new activities to be evolved based on these activities.

My thanks go to the Primary Education Unit of the National Institute of Education for giving leadership to the composition of these Teacher's Guides for all the subjects in the Primary Pirivena Curriculum, within a very short time, the subject specialists of the National Institute of Education, and the External Resource Persons.

Dr. (Mrs) Jayanthi Gunasekara
Director General
National Institute of Education

Foreword

Pirivena is a centre of the Sri Lankan education system. The Buddhist clergy was able to produce a generation of clergy with religious knowledge and a patriotic community through the Pirivena by continuously bestowing the great Buddhist order, which was established in Sri Lanka to a students' generation amidst diverse obstacles through a number of years.

The service rendered by the Pirivena for the upliftment of the society of lay and clergy by preserving the traditional identity and by fulfilling the contemporary needs from the past was immeasurable. We would like to praise the effort made by the Piriven Education Branch of the Ministry of Education at present to provide the necessary knowledge through a new curriculum based on competencies by considering the needs of the student priests and lay students who follow Piriven education and by mixing the modern educational trends and traditional educational strategies of the Buddhist order while preserving the classical education. The Educational Publications Department too, being a strength to the above process, provides the necessary facilities by printing 54 textbooks annually for Basic Pirivena and by printing new syllabi for all the subjects.

The compilation of teacher guides for the new competency based curriculum for the first time for the Piriven education is a valuable process. It's a pleasure to offer you these teacher guides compiled by the National Institute of Education and the Piriven Education Branch and printed by the Educational Publications Department. I would like to bestow my sincere thanks on the advisers, members of the writing and editorial panels and on the staff of the Educational Publications Department who extended their contribution towards this endeavor. I wish for the success of the Piriven education.

P.N. Ilapperuma

Commissioner General of Educational Publications

Educational Publications Department

Isurupaya

Battaramulla

2020.06.26

Message of the Deputy Director General

I must state that this emergence of the Teacher's Guide in the field of the modern Sri Lankan Pirivena is a historic event. The combination of the National Institute of Education and the Pirivena branch of the Ministry of Education being instrumental in compiling these Teacher's Guides provide the background for this happy emergence.

The only Institute empowered by the Constitution to provide subject syllabuses, Teacher's Guides, training of teachers, training of education Managers, research in education is the National Institute of Education, instituted by Act No28, 1985. However, till the year 2017, the National Institute of Education had not-directly contributed to the Pirivenas - the centers of Education of the Mahavihara tradition with a history of 2325 years.

We were often beleaguered by this question could there be a National Institute of Education which has no Pirivena Branch or Pirivena Department. We could contribute to obtain a solution on obtaining the full support and blessings of the current His Excellency the President, the Honorable Minister of Education, the Secretary to the Ministry of Education in 2018, The Director of Pirivena Education at the time, the current Director General of the National Institute of Education, and the full support and blessings of the Council of the National Institute of Education.

Accordingly, on the decision taken by the Sinhala Buddhist Congress under the Chairmanship of His Excellency the President and the decision of the Council of the National Institute of Education taken on 2017/3/16, 412/5/12 IM No.5157 the Pirivena Education unit was instituted, affiliated to the Department of Sinhala Language of the Faculty of Languages Humanities and Social Sciences of the National Institute of Education.

Consequently, the National Institute of Education could directly contribute to the training of the Pirivena teacher and the production of Teacher's Guides for the Pirivena teacher. This is a great boon that has enabled us to make use of the experience of teaching and learning, research, technology know - how that the National Institute has - in order to awaken the Pirivena classroom. It is a source of illimitable pleasure.

I respectfully beseech the teachers of the Pirivenas to make use of these Teacher's Guides to bring about a higher level of achievement to the Pirivena classroom in a friendly enjoyable way. I offer my heart felt respect to those who contributed to the compilation of these Teacher's Guides, the Director of the Sinhala Language Department, the Chief of the Pirivena unit, and all experts.

Venerable Dr. Mabulgoda Sumanarathna Thero
Deputy Director General
Faculty of Languages, Humanities and Social Sciences
National Institute of Education

Message of the Director of Education (Piriven)

The Pirivena owns a special place among the excellent educational institutions in the Eastern world. It's not a secret that these institutions developed gradually to the level of international universities. The education provided by the Pirivena is able to uplift the identity of the Buddhist priests and traditional knowledge of the people from early times. The ancient Piriven education which was centred around the eight oriental institutes bestowed a generation with spiritual values and religious knowledge to this country.

The modern Piriven education is one of the special aspects of the national education stream. The main objective of the Piriven education is to bestow Buddhist priests on the nation for three fold upliftment of the Buddhist order including law of reason, principle and insight and to produce well-educated scholars.

It is a major responsibility of the Buddhist clergy to guide for the creation of a community with positive attitudes in this journey towards prosperity. Therefore, the Pirivena must act more powerfully to empower them with required knowledge.

It is a pleasure that we were able to take several steps forward with new curricula by updating the learning-teaching process. In the attempt to make the future Piriven education firm through different strategies, it is my firm belief that the new Teacher's Guide that is offered to you would be a powerful quality input to increase the student performance. I insist that it is your duty to take action to update the knowledge of Piriven teachers about the traditional and modern learning trends and strategies. I remind you to study the Teacher's Guide well and use it efficiently in your learning-teaching process.

It is a difficult task to prepare such a Teacher's Guide and offer it to you. I would like to extend my gratitude and thanks to the Assistant Directors of the Piriven Education Branch, the Director General of the National Institute of Education, Venerable Deputy Director, Venerable Head of the Piriven Education Branch and the Commissioner General of Educational Publications and the staff.

Venerable Watinapaha Somananda Thero

Director of Education (Piriven)

Piriven Education Branch

Ministry of Education

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National Goals

The national system of education should assist individuals and groups to achieve major national goals that are relevant to the individual and society.

- i. Nation building and the establishment of a Sri Lankan identity through the promotion of national cohesion, national integrity, national unity, harmony, and peace, and recognising cultural diversity in Sri Lanka's plural society within a concept of respect for human dignity.
- ii. Recognising and conserving the best elements of the nation's heritage while responding to the challenges of a changing world.
- iii. Creating and supporting an environment imbued with the norms of social justice and a democratic way of life that promotes respect for human rights, awareness of duties and obligations, and a deep and abiding concern for one another.
- iv. Promoting the mental and physical well-being of individuals and a sustainable life style based on respect for human values.
- v. Developing creativity, initiative, critical thinking, responsibility, accountability and other positive elements of a well-integrated and balanced personality.
- vi. Human resource development by educating for productive work that enhances the quality of life of the individual and the nation and contribute to the economic development of Sri Lanka.
- vii. Preparing individuals to adapt to and manage change, and to develop capacity to cope with complex and unforeseen situation in a rapidly changing world.
- viii. Fostering attitudes and skills that will contribute to securing an honorable place in the international community, based on justice, equality and mutual respect.

Instructions Regarding the Teacher's Guide

The competency based English language syllabus of Grade 03 of Primary Pirivena which was implemented in 2017, has 47 competency levels to be achieved by the students of grade 03.

The grade 03 course materials consist of a Pupils' Textbook, Pupil's Workbook and a Teacher's Guide along with the syllabus formulated in an integrated and innovative manner. They will be useful for the students to achieve the expected learning outcomes.

This Teacher's Guide consists of the detailed syllabus of grade 03, a comprehensive introduction to competencies and competency levels of each activity in the Pupils' Textbook, answers for the Pupils' Textbook and Workbook activities. In addition, an overall guidance for lesson planning (Tips for Teacher) along with testing and evaluation techniques for the Textbook activities are given at the end of each unit of the Teacher's Guide.

The students should be exposed to authentic situations copiously where they can acquire, practise and use language naturally. For example, language games, holding English Literary Associations, English camps, English debating competitions and Inter Pirivena Competitions. A variety of teaching techniques will encourage students to learn storytelling, loud reading, dramatizing, role plays, reciting poems, grammar games, etc. Three facts, respectively, exposure, encouragement and opportunities improve their confidence and enrich their fluency in using English language.

According to the given guidance, the teacher has the opportunity to be creative and innovative in preparing their own lesson plans based on accepted lesson plan formats to teach their students.

Mr. R.D.S. Jayawardena

Assistant Director of Education (English)

Pirivena Education Branch

Ministry of Education

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Teacher’s Guide - Grade Three

Competency	Competency Level	Subject Content	Learning Outcome	No. of Periods
1. Identifies the sounds of English Language	1.1 Identifies and uses initial consonant blends (clusters) (sw, sn, sk, bl, br, ch, cl, cr, dr, fl, gl, ph, pl, pr, sh, sl, sm, sp, st, th, tr, tw, wh, qu)	<ul style="list-style-type: none"> • Uses words like swan, snake, sky, blend, branch, church, clear, crow, draw, flag, glow, photo, please price, show, slice, small, spoon, thin, tree, two, what, queen. 	<ul style="list-style-type: none"> ✓ Uses sounds to form words in English 	4
	1.2 Initial clusters with spl/str/ sqw/	<ul style="list-style-type: none"> • Uses words like splash, streets, square 	<ul style="list-style-type: none"> ✓ Uses word stress to denote different meanings of words 	4
	1.3 Uses w long diphthongs (aw, ew, oow)	<ul style="list-style-type: none"> • Uses words like mouth, goat, goose 		2
	1.4 Uses word stress appropriately	Uses word stress with prefixes, suffixes, compounds, phrasal verbs, reflexive pronouns		4
2. Uses mechanics of writing with understanding	1.1.1. Uses the colon, hyphen, dash, slash and inverted commas	<ul style="list-style-type: none"> • Identifies and uses the following punctuation marks in the sentences appropriately e.g.: colon- The places I visited: Anuradhapura, Sigiriya, . . . etc. hyphen- passer-by, bus- stand Slash- I bought a pen/pencils/ an eraser and some books. Dash – You must come with your mother-sister-father. Inverted comma- He said, “I am hungry”. 	<ul style="list-style-type: none"> ✓ Students will be able to identify and use the colon, hyphen, dash, slash and inverted commas in sentences appropriately. 	4

<p>3. Engages in active listening and responds appropriately</p>	<p>3.1 Identifies the choice of words used to influence emotions</p> <p>3.2 Compares and contrasts information</p> <p>3.3 Distinguishes between cause and effect</p> <p>3.4 Identifies word stress in context</p>	<ul style="list-style-type: none"> • Words/ expressions that denote anger/ happiness/ sorrow etc. • Analyses texts with contrastive information • Identifies the difference between cause and effect • Identifies the impact of word stress on meaning 	<p>✓ Listens to identify the different organizational patterns that effect meaning</p>	<p>4</p> <p>4</p> <p>4</p> <p>4</p>
<p>4. Building up vocabulary using words accurately and to convey precise meaning</p>	<p>4.1 Uses meronyms</p> <p>4.2 Uses words which are homonyms (spelt and/ or pronounced alike but have different meanings)</p> <p>4.3 Learns the vocabulary of fixed expressions and what they mean</p> <p>4.4 Recognizes how words are formed</p>	<ul style="list-style-type: none"> • A term which denotes part of something e.g.:eyes – a part of the face • e.g.:court vs coat • Phrasal verbs (e.g.:blow up) Collocation • Compounding • Affixation (prefixes – anti/ dis/ re/ in & suffixes – able/ ible/ al/ ial/ en/ er/ est/ less/ ment/ ness/ ious/ eous/ ous) 	<p>✓ Forms and identifies new words to denote different meanings</p>	<p>3</p> <p>3</p> <p>4</p> <p>4</p>

<p>5. Extracts necessary information from various types of texts</p>	<p>5.1 Identifies referents</p> <p>5.3 Reads to understand meaning of words</p> <p>5.3 Identifies the main idea of a text</p> <p>5.4 Reads and understands a simple poem</p> <p>5.5 Makes inferences based on prior knowledge, visual clues, contextual clues</p> <p>5.6 Distinguishes between cause and effect and compare and contrast</p> <p>5.7 Recalls details</p> <p>5.8 Identifies and studies characters and their actions</p> <p>5.9 Identifies the speaker of a poem or story</p>	<ul style="list-style-type: none"> • Identifies and uses referents (e.g.: use reference words to show the connection between ideas) • Reads to understand meaning of words (e.g.: using context clues to understand the word meaning) • Identifies the main idea of a text (e.g.: Keywords {noun and verb} help to find main idea of a text) • Reads and understands a simple poem (e.g.: by considering the subject and form / tries to decipher the figurative meaning) • Reads and understands the information conveyed by inferring through visual & contextual clues • Compares and contrasts two or more ideas, concepts, topics in a text • Uses wh- question how & why to recall details • Reads and identifies characters and their actions such as character types, draw conclusions about them etc. • Identifies if the speaker is first person, third person etc 	<p>✓ Identifies referents to extract information from various texts.</p> <p>✓ Reads and understands the contents of different types of texts</p>	<p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>3</p> <p>4</p>
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<p>6. Uses mechanics of writing with understanding</p>	<p>6.1 Uses gerunds</p> <p>6.2 Uses quantifiers some, few, little, many, much</p> <p>6.3 Uses interrogative pronouns ‘whose’ and ‘whom’</p> <p>6.4 Uses reflexive pronouns</p> <p>6.5 Uses the –en participle of the verb</p> <p>6.6 Uses imperative verb forms</p> <p>6.7 Uses transitive, intransitive and ditransitive verbs</p> <p>6.8 Uses present perfect and past perfect tense</p>	<ul style="list-style-type: none"> • e.g.: Walking is good for your health. • e.g.: Some monks are in the classroom. Few books are on the table. Little mistakes you make go a long way. Many children were in the playground. • Whose bag is this? • Whom did you tell? • Uses reflexive pronouns such as myself/ herself/ himself/ itself/ themselves/ ourselves. • took – taken (e.g.: The umbrella was taken by the monk.) • stand up , sit down • Identifies and uses transitive and intransitive sentences (e.g.: transitive- I baked some cookies.) (intransitive- The sun sets.) (intransitive-She gave me a letter.) • Identifies and uses perfect tense (e.g.: She has to go to the office. /I have to change my vehicle./Upul had to find a job./We will have to pass the exam.) 	<p>2</p> <p>3</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>4</p> <p>✓ Uses grammar appropriately for effective communication</p>
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	<p>6.9 Uses prepositions</p> <p>6.10 Uses connectors</p> <p>6.11 Uses question words ‘why’ and ‘how’</p> <p>6.12 Changing sentences from active to passive and passive to active</p> <p>6.13 Uses adverbs of frequency, duration, degree, reason</p> <p>6.14 Expands adverbs to adverb phrases</p> <p>6.15 Uses question tags</p>	<ul style="list-style-type: none"> • Identifies and uses prepositions of comparison (e.g.:than), support or opposition (e.g.:for, against, with) • For sequence (e.g.:then, while, before), for reason (because, as, for), cause and effect (e.g.:so that, therefore, since) • e.g.:Why are you late? How did you come? • Identifies Active and Passive voice (e.g.:Active-President addressed the meeting.) (Passive – The meeting was addressed by president.) • Identifies and uses adverbs- place/frequency/manner/time (e.g.:place-everywhere/somewhere) (manner – cleverly/expertly) (time- yesterday/tomorrow) (frequency – always/often) • Identifies and uses tag questions (e.g.: When did you return home? / How far is it?) (e.g.: Who is meditating? The young monk is meditating. 	<p>4</p> <p>6</p> <p>4</p> <p>6</p> <p>3</p> <p>6</p> <p>4</p>
		<p>✓ Uses grammar appropriately for effective communication</p>	

<p>7. Uses English creatively and innovatively in written communication</p>	<p>7.1 Writes personal recounts describing and reflecting on oneself, one's past experiences or events</p> <p>7.2 Writes notes (short messages) informally</p> <p>7.3 Designs a brochure</p> <p>7.4 Ensures coherence in a text by selecting organizational patterns necessary for purpose, audience, context and culture</p>	<ul style="list-style-type: none"> • Writes diary entries/ journals e.g.: I got up early. I met my old friend. • Writes notes to close friends for various purposes e.g.: Inviting to a friend to join for a trip e.g.: Informing mother about being late for few hours • Designs a brochure including descriptions of various objects e.g.: a brochure of the interesting places of Sri Lanka a brochure of the people in different countries • Sequences information in chronological order • Categories and classify information • Sequences in order of priority 	<p>✓ Uses language to communicate effectively and appropriately in written communication</p>	<p>4</p> <p>4</p> <p>4</p> <p>6</p>
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<p>8. Communicates clearly, fluently and concisely</p>	<p>8.1 Explains the five precepts in English</p> <p>8.2 Identifies the purpose and the audience</p> <p>8.3 Uses effective introductions and conclusions</p> <p>8.4 Presents ideas, opinions, experiences and arguments with confidence</p> <p>8.5 Uses language to produce spontaneous and planned spoken texts, and convey them in multimodal ways</p>	<ul style="list-style-type: none"> • Explains the five precepts in English (e.g.:Pansil) • Tells a short story (e.g.:Sasa Jathaka story) • Delivers a Dhammachintha (e.g.:good habits/thoughts of the day) • Speaks on literary and informational topics • Elaborates topics (e.g.:people, places, time), paraphrase information for clarification, <p>Engages in conversations (explain give information, participate in a discussion), narratives (retells a story), personal recounts (share oral anecdotes, elaborate on hobbies, likes/dislikes)</p>	<p>✓ Students will speak with clarity at an appropriate volume, maintain appropriate posture, eye contact, use verbal and non-verbal cues to convey meaning, use appropriate register</p>	<p>4</p> <p>4</p> <p>4</p> <p>4</p>
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Unit 1 – Simple Living

Activity 1

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

Competency Level : 5.7 Recalls details.

No. of periods : 02

Learning Outcome :

- Students will be able to recall and extract specific information from a dialogue.

Instructions for Lesson Planning :

Task Outcomes :

- Students will be able to answer ‘wh’ questions.
- Students will be able to match the expressions with relevant emotions.

Lesson Development :

- Use the picture given to have a discussion on the conversation.

Teacher may ask the following questions:

How many people are there in the picture?

Where are they?

What are they doing?

- Explain unfamiliar vocabulary.
- Get the students to read the conversation aloud.
- Get the students to enact it.
- Get them to write short answers to the questions. When discussing question 5 show how emotions can be conveyed using different expressions.
e.g.: happiness - so fantastic/ love to hear it

Answer Guide – Textbook

Activity 1

1. At the temple
2. Shehan’s new bicycle
3. Yes. He has seen the bicycle.
4. Because his bicycle is so old.

5. Happiness- so fantastic/ love to hear it
dislike- I hate it
regret- I wish I had a bicycle like that/ I'm sorry

Answer Guide – Workbook : N / A

Activity 2

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

Competency Level : 5.7 Recalls details.

No. of periods : 01

Learning Outcome :

- Students will be able to recall and extract necessary information.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to read and match suitable utterances to situations.

Lesson Development :

- Get the students to read the situations given.
- Ask them to read the utterances and match them with the situations.

Answer Guide – Textbook

Activity 2

1. E
2. D
3. A
4. C
5. B

Answer Guide – Workbook : N/A

Activity 3

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

Competency Level : 3.1 Identifies the choice of words used to evoke emotions.

No. of periods : 01

Learning Outcome :

- Students will be able to listen and identify words used to express emotions.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to listen and identify words.

Lesson Development :

- This is a listening activity. Instruct students to turn to activity 1 in Unit 1 of their Workbook .
- Give the students some time to read the task sheet.
- Explain unfamiliar vocabulary items.
- Let the students get their doubts clarified.
- Provide the context of the listening text and prepare the students for listening.
- Read the listening text three times.
 - First time- Let the students listen.
 - Second time- Let the students attempt the task.
 - Third time- Discuss the answers.

Listening Transcript

You are going to listen to a conversation between Banuka and Sumudu. They are at the canteen.

Banuka : Hello Sumudu, why were you absent last few days? **I missed you.**
Sumudu : Hello Banuka. I was down with fever. The doctor asked me to rest for a few days.
Banuka : **Oh, I'm sorry.** How do you feel now?
Sumudu : Now I'm feeling better. Did I miss a lot of school work?
Banuka : Not that much. We were getting ready for the English day.
Sumudu : By the way, I met our English teacher just now. Guess what? I am the first in the creative writing competition we had last week.
Banuka : **What a lovely surprise!** Congratulations! **I'm really happy.**
Sumudu : Thanks Banuka. I'm going to have a cup of tea. What will you have?
Banuka : I will have a sandwich. Oh, this place is untidy. There is rubbish everywhere.
Sumudu : Yes, why do people put rubbish everywhere? **I hate it.**
Banuka : Me too. Come, let's sit here and have our tea.

Answer Guide – Workbook

Activity 1

1. B
2. B
3. A
4. A
5. C

Activity 4

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

Competency Level : 5.3 Identifies the main idea of a text.

No. of periods : 01

Learning Outcome :

- Students will be able to identify the main idea of a text.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to rearrange the pictures to match a story.

Lesson Development :

- Get the students to read the story and get the main idea.
- Tell them to study the pictures and reorder them by writing the correct number in the given space.

Answer Guide – Textbook

Activity 4

- 1) 3
- 2) 1
- 3) 6
- 4) 2
- 5) 5
- 6) 4

Answer Guide – Workbook : N/A

Activity 5

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

Competency Levels : 5.7 Recalls details.

: 5.1 Identifies referents.

No. of periods : 01

Learning Outcomes :

- Students will be able to recall and extract specific information from a story.
- Students will be able to identify referents.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to find the answers for the given questions.

Lesson Development :

- Get the students to read the story ‘The Deer and the Honey Grass.’
- Get them to write short answers to the questions.
- Help to find referents to the words given in question 6.

Answer Guide – Textbook

Activity 5

1. the gardener
2. a deer
3. to catch the animal/ deer.
4. to develop a craving in the deer/ to make the deer eat it
5. in the palace
6. a. animals coming to the garden
b. the gardener
c. the deer
7. Yes, the gardener is intelligent because he used a clever method of smearing honey on grass to catch the deer.
8. Yes, the king is kind because he didn’t want to harm the deer/ he released the deer.
9. b
10. There was a king/ He had.../The king asked... etc.

Answer Guide – Workbook : N/A

Activity 6

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

Competency Level : 1.1 Identifies and uses initial consonant blends.

No. of periods : 01

Learning Outcomes :

- Students will be able to identify and pronounce words with initial consonant blends.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to pronounce initial consonant blends and categorize them.

Lesson Development :

- Act as a model and help the students to pronounce the four words given.
- Ask them to copy the table into their exercise books and complete it.
- Next, get them to complete activity 2 & 3 in Unit 1 of the Workbook .

Answer Guide – Textbook

Activity 6 (Possible Answers)

close	slow	place	bliss	glass	flag
cloud	sling	plate	blank	glue	flash
clown	sleek	plan	black	glade	float
cling	sleep	plot	blue	glance	flask
clash	slim	pleat	blink	glisten	fleet

Answer Guide – Workbook : Activity 2- N/A

Answer Guide – Workbook

Activity 3

1. blouse
2. sleep
3. gloves
4. flow
5. class

Activity 7

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

Competency Level : 6.1 Uses gerunds.

No. of periods: 01

Learning Outcome :

- Students will be able to use gerunds appropriately for effective communication.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to identify sentences with gerunds.

Lesson Development :

- Make use of the instructions and the guidelines given in the textbook to teach gerunds.
- Get the students to copy the sentences with gerunds into their books.
- Get them to identify whether the gerunds are used as subjects or objects.
- Next, get them to complete Activity 4 in Unit 1 of their Workbook .

Answer Guide – Textbook

Activity 7

1. Reading is my hobby. (subject)
2. They were listening to the chanting of Pirith.
3. The monks enjoy learning. (object)
4. Meditating is a very good way to calm yourself. (subject)
5. Craving is not a good thing. (subject)
6. Most of the students have finished writing. (object)
7. Early rising is a good habit. (subject)
8. I like reading Jataka stories. (object)

Answer Guide – Workbook

Activity 4 N/A

Students can write their own sentences using gerunds as subjects/ objects.

Activity 8

Competency : 8. Communicates clearly, fluently and concisely.

Competency Level : 8.2 Identifies the purpose and the audience.

No. of periods : 01

Learning Outcome :

- Students will be able to speak with clarity to suit the purpose and the audience.

Instructions for Lesson Planning :

Task Outcome:

- Students will be able to relate a story in groups.

Lesson Development :

- Form mixed ability groups.
- Guide them as instructed in the Textbook to relate the story.
- Adapt the story or make use of a simpler story if the given one is too difficult.
- Guide the students to use appropriate facial expressions and gestures when relating the story.
- Make story telling an interesting experience to the class.

Answer Guide – Textbook : N/A

Answer Guide – Workbook : N/A

Activity 9

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

Competency Level : 5.7 Recalls details.

No. of periods : 01

Learning Outcome :

- Students will be able to extract necessary information from a given text.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to extract specific information from diary entries.

Lesson Development :

- Discuss the uses of keeping a diary and the language used in dairies using the diary page given.
- Get the students to read the diary page and give short answers to the questions.
- Discuss the answers.

Answer Guide – Textbook

Activity 9

1. Not to be late
2. On Wednesday
3. He had fever/ was having fever
4. Lasith and Namal
5. Participated in an alms giving

Answer Guide – Workbook : N/A

Activity10

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

Competency Level : 7.1 Writes personal recounts describing and reflecting on oneself, one's past experiences or events.

No. of periods : 01

Learning Outcome :

- Students will be able to write personal recounts describing and reflecting on oneself, one's past experiences or events.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to write sentences describing their past actions.

Lesson Development :

- Guide the students to construct simple sentences (SVO pattern) in past tense using a few examples.
- Ask the students to say five things they did the week before.
- Ask the students to write five things they did the week before using past tense accurately following the example given in the Textbook.
- Get the students to complete the diary page given in Unit 1 activity 5 of their Workbook .

Answer Guide – Textbook : N/A

Answer Guide – Workbook : N / A

Activity11

Competency : 8. Communicates clearly, fluently and concisely.

Competency Level : 8.5 Uses language to produce spontaneous and planned spoken texts and convey them in multi- modal ways.

No. of periods : 01

Learning Outcome : Students will be able to use language to produce spontaneous and planned spoken texts and convey them in multi- modal ways.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to ask and answer questions in past tense.

Lesson Development :

- Get the students to work in pairs.
- Ask them to think of five things they did the day before.
- Get them to write them on a piece of paper.
- Ask the partners to guess what their friends did.
- Follow the example given in the Textbook.

Answer Guide – Textbook : N/A

Answer Guide – Workbook : N/A

Activity 12

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

Competency Level : 6.9 Uses prepositions.

No. of periods : 02

Learning Outcome :

- Students will be able to use prepositions accurately.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to construct sentences with the prepositions given.

Lesson Development :

- Teach prepositions to the students using the instructions and guidelines in the Textbook.
- Ask the students to complete activity 6 in Unit 1 of the Workbook after completing activity 1.2.

Answer Guide – Textbook

Activity 12 – Vocabulary-(Possible sentences)

1. Lasith is leaning against the wall.
2. The teacher praised the student for getting good marks.
3. Saman is taller than Manuja.
4. The Chief Monk is having a discussion with the members of the *Dayakasaba*.
5. Homemade food is better than fast food.

Answer Guide – Workbook

Activity 6

1. Venerable Nanda was with Lasith and Namal during the morning break.
2. Many people are for the idea of a cleaner environment.
3. Our new classroom is larger than the previous one.
4. Sirimal shared the ripe mango with his sister.
5. Some people are difficult to work with.
6. Sudaraka is leaning against the fence.

Activity13

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

Competency Level : 4.1 Uses meronyms.

No. of periods : 01

Learning Outcome : Students will be able to identify and use meronyms.

Instructions for Lesson Planning :

Task Outcome : Students will be able to name parts of a Cetiya.

Lesson Development :

- Introduce the term ‘meronyms’ to the students with a few examples.
- Ask students to name the parts of Cetiya orally.

Answer Guide – Textbook :

Activity 1

1. Pinnacle
2. Pinnacle or spire rings
3. The rings of deity images
4. The square chamber
5. Dome
6. Basal rings

Answer Guide – Workbook : N / A

Activity14

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

Competency Level : 4.1 Uses meronyms.

No. of periods : 01

Learning Outcome : Students will be able to identify and use meronyms.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to write meronyms of the given items.

Lesson Development :

- Get the students to copy the table into their books and fill it in.
- Next, do activity 7 of the Workbook Unit 1.

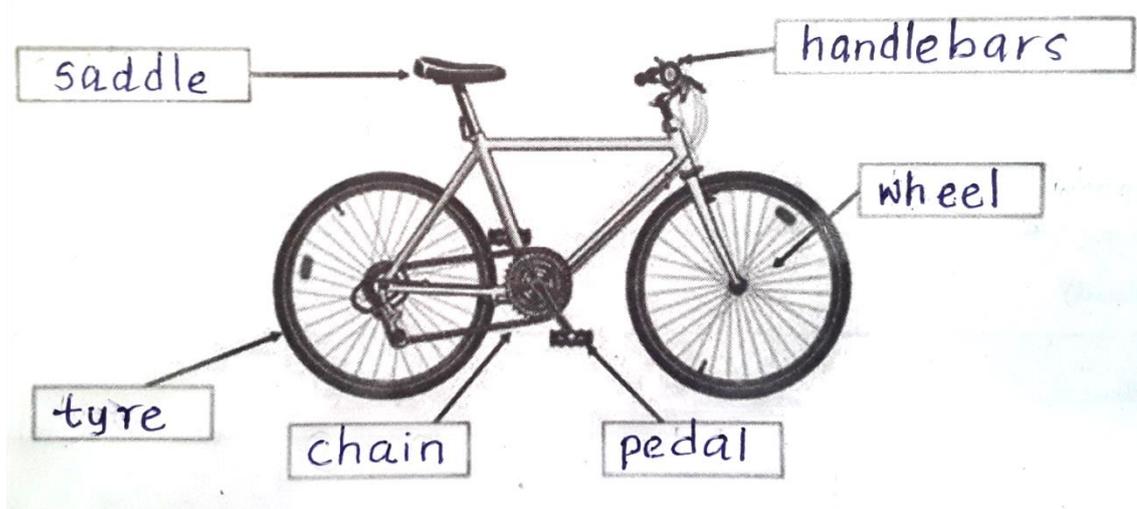
Answer Guide – Textbook

Activity 14

Face	eyes nose mouth forehead
Bicycle	saddle pedal chain wheel handlebars
Computer	monitor mouse keyboard CPU

Answer Guide – Workbook

Activity 7



Activity15

Competency : 2. Uses mechanics of writing with understanding.

Competency Level : 2.1 Uses the colon, hyphen, dash, slash, and inverted commas.

No. of periods : 01

Learning Outcome : Students will be able to use the colon, hyphen, dash, slash, and inverted commas.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to use capitals and correct punctuation.

Lesson Development :

- Get the students to rewrite the sentences with correct punctuation.
- Discuss the answers.
- Get the students to do Workbook activity 8 & 9 after that.

Answer Guide – Textbook

Activity 15

1. Yesterday when mother went to the store she bought the following items: milk, sugar, rice, and dhal.
2. Please write your a/c number correctly.
3. He was driving the car at a speed of 40km/h.

Answer Guide – Workbook

Activity 8

1. He wrote the A/C number in the space provided.
2. This is a boys' school. My brother studies here.
3. We bought many things: apples, eggs, sugar, tea and flower.
4. Mr. Perera gave us banana to eat.
5. Who's coming to play with me?

Activity 9

Menaka is a good boy. He studies in Gurukula Maha Vidyalaya. I think that he is very kind. I like him. We play together every evening.

Tips for the teacher

The Unit 'Simple Living' is written for the students to understand the value of leading a simple life while providing many opportunities for language development. The Unit consists of 15 activities related to the eight competencies.

- When talking about emotions, try to relate to the real life experiences as far as possible. Have discussions on the situations where they have felt thankful, surprised etc. when doing activity 1, 2 & 3.
- Encourage students to talk about stories which provide advice about simple living other than the ones given.
- When practising pronunciation, it is better to let the students do that in groups before moving on to individual practise activities.
- Encourage students to maintain their diaries to improve their writing.
- Teachers can provide authentic experience when discussing meronyms such as parts of a Cetiya.
- Provide exposure to day to day situations where the students can see the use of punctuation meaningfully.

Assessment and evaluation

It is highly recommended that a strong formative assessment system which does not make students feel pressured by evaluation is developed at classroom level. Listening and speaking can be assessed while the students are engaged in activities like story telling so that the students will not be inhibited unnecessarily. Teachers can use simple exercises to assess the knowledge of grammar points such as gerunds and prepositions.

Unit 2 – Buddhist Customs and Traditions

Activity 1

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

Competency Level : 5.7 Recalls details.

No. of periods : 01

Learning Outcome : Students will be able to recall and extract specific information from various types of texts.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to extract necessary information from the given text and answer ‘wh’ questions.

Lesson Development :

- Use the picture given to have a discussion on the conversation.
Teacher may ask the following questions;
 - a) What is this picture about?
 - b) Where are they?
 - c) Who is the man sitting by the Buddha?
- Get the students to read the text aloud.
- Get them to write short answers to the questions. When discussing question 6,ask them to write the answers using their own words.
e.g.:VenerableAnanda should not be worried as he knows the path and he has to follow the instructions of the Buddha without doubt.

Answer Guide – Textbook

Activity 1

1. An earth rumble
2. Venerable Ananda
3. At Chāpāla Cetiya
4. The compassionate One, The Fully Enlightened One
5. Three times
6. His deliverance is in his own hands

Activity 2

Competency : 8. Communicates clearly, fluently and concisely.

Competency Level : 8.5 Use language to produce spontaneous and planned spoken texts and convey them in multi-modal ways.

No. of periods : 01

Learning Outcome :

- Students will be able to speak with clarity.
- Students will be able to maintain appropriate posture, eye contact, and use verbal and non- verbal cues to convey meaning.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to write a conversation.

Lesson Development :

- Group the students (mixed ability groups).
- Guide them as instructed in the Textbook to write a dialogue.
- Help them with appropriate register and colloquial expressions if necessary.
- Guide the students to use appropriate facial expressions and gestures when acting out.
- Make the presentation of the dialogue an interesting experience to the class.

Answer Guide – Textbook : N/A

Activity 3

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

Competency Level : 7.4 Ensures coherence in a text by selecting organizational patterns necessary for purpose, audience, context and culture.

No. of periods : 01

Learning Outcome : Students will be able to write an article coherently.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to write an article sequencing information in chronological order and in order of priority selecting appropriate organizational pattern.

Lesson Development :

- Use authentic material: “Maha Parinibbana Sutta” and extract the exact information according to the given concept map.
- Discuss and arrange the information according to chronological order and in order of priority.
- Get the students to write their articles in groups.

Answer Guide – Textbook : N/A

Activity 4

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

Competency Level : 6.6 Uses imperative verb forms.

No. of periods : 02

Learning Outcome :

- Students will be able to use grammar appropriately for effective communication.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to use commands and requests incidentally.

Lesson Development :

- Get the students to read the given situations.
- Help students with new words.
- Write the letter of relevant imperative in the given box.

Answer Guide – Textbook :

- 1) C
- 2) E
- 3) F
- 4) G
- 5) A
- 6) H
- 7) D
- 8) B

Answer Guide– Workbook

Activity 1

1. Flush the toilets twice after use.
2. Turn off the fans and lights when you leave.
3. Do not feed stray dogs in the temple premises.
4. Do not fish in the temple tank.
5. Ring the bell at the main the dwelling to meet Bhikkhus.

Activity 5

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

Competency Level : 6.6 Uses imperative verb forms.

No. of periods : 01

Learning Outcomes : Students will be able to use imperative verb forms.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to listen and act according to the given command.

Lesson Development :

- Ask each student to take out a card from the card pack.
- Ask the students to turn over the chosen card and read the written imperatives on it.
- Ask students to read the expression aloud to the class and act it out in front of the class.

Answer Guide – Textbook : N/A

Activity 6

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

Competency Level : 4.1Uses meronyms.

No. of periods :01

Learning Outcome : Students will be able to use meronyms appropriately.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to name the items of a set of eight requisites using the given meronyms.

Lesson Development :

- Ask the students to number the uppermost textbox as number one and continue numbering text boxes clockwise.
- Ask students to put the numbers on their writing books from one to eight.
- Ask the students to write the name of each item against the correct number.
- Answer Guide

(beginning from top item to clockwise)

No	Item Name
1.	Double lined robe
2.	Under robe
3.	belt
4.	razor
5.	strainer
6.	Needle and thread
7.	bowl
8.	Single lined robe

Activity 7

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

Competency Level : 4.6 Uses meronyms.

No. of periods : 02

Learning Outcome : Students will be able to use meronyms appropriately.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to match the different uses of worn-out robes with their names.

Lesson Development :

- Ask the students to copy down the table into their writing books and match the number with pictures.

Answer Guide – Textbook

Activity 7

No	Item Name
1.	pillow cases
2.	bed sheets , mattress covers
3.	dusting clothes
4.	door carpets
5.	clay wall plastering

Activity 8

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

Competency Level : 7.4 Ensures coherence in a text by selecting organizational patterns necessary for purpose, audience context and culture.

No. of periods : 02

Learning Outcome :

- Students will be able to write texts ensuring coherence, organizational pattern necessary for purpose, audience, context and culture.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to write a speech on a given topic using the information given in activity 7.

Lesson Development :

- Discuss the sequence of information to be presented in the speech with the help of a mind map.
- Guide the students to organize them in chronological order and order of priority.
- Guide them to write an appropriate ending for the speech.

Answer Guide – Textbook : N/A

Activity 9.1

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

Competency Level : 6.14 Expands adverbs to adverb phrases.

No. of periods : 02

Learning Outcome : Students will be able to expand adverbs to adverb phrases.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to construct adverb phrases matching the adverbs given in the box.

Lesson Development :

- Define the terms “verb”, “adverb phrase” and “head word” in an adverb phrase.
- Teach the expanding of adverb phrases by adding pre and post modifying phrases to the adverbs using the given examples.
- Ask students to match words in text box appropriately to construct adverb phrases in activity 9.1.

Answer Guide – Textbook

Activity 9.1

- a. really well
- b. right here
- c. too fast
- d. quite fluently
- e. very often

Activity 9.2

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

Competency Level : 6.14 Expands adverbs to adverb phrases.

No. of periods : 02

Learning Outcome : Students will be able to expand adverbs to adverb phrases.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to fill in the blanks with adverb phrases matching the sentences given.

Lesson Development :

- Ask students to read the given sentences.
- Ask them to fill in the blanks with appropriate adverb phrases formed in activity 9.1.

Answer Guide – Textbook

Activity 9.2

1. He did his examination really well.
2. I saw your purse lying right here.
3. The thief ran too fast for the policeman to catch him.
4. She speaks English quite fluently.
5. My uncle visits our house very often.

Activity 9.3

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

Competency Level : 6.14 Expands adverbs to adverb phrases.

No. of periods : 01

Learning Outcome : Students will be able to expand adverbs to adverb phrases.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to match adverbs in 'A' and post modifiers in 'B' and make adverb phrases.

Lesson Development

- Ask students to copy down the activity into their writing books.
- Ask them to get into pairs and match adverbs in 'A' with post modifiers in 'B'.

Answer Guide – Textbook

Activity 9.3

1. cheaper than we bought
2. harder than we expected
3. comfortably to take some rest
4. beautifully on the stage
5. never in my life
6. early in the morning

Activity 9.4

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

Competency Level : 6.14 Expands adverbs to adverb phrases.

No. of periods : 01

Learning Outcome :

- Students will be able to expand adverbs to adverb phrases.

Instructions for Lesson Planning

Task Outcome :

- Students will be able to choose the correct adverbial phrase made at activity 9.3 and fill in the blanks in activity 9.4 with them.

Lesson Development :

- Ask students to copy down the sentences given in the activity into their writing books.
- Ask them to get into pairs and fill in the blanks in the given sentences.

Answer Guide – Textbook

Activity 9.4

1. He had bought the same pen cheaper than we bought.
2. Students worked harder than we expected.
3. The cat lay on the sofa comfortably to take some rest.
4. She sang her song beautifully on stage.
5. I have never seen him in my life.
6. He will meet me early in the morning tomorrow.

Answer Guide - Workbook:

Activity 2

1. seriously
2. easily
3. interestingly
4. harshly
5. attentively

Activity 10

Competency : 2. Uses mechanics of writing with understanding.

Competency Level : 2.1 Uses the colon, hyphen, dash, slash, and inverted commas.

No. of periods : 01

Learning Outcome : Students will be able to use the colon, hyphen, dash, slash, and inverted commas accurately.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to match the correct phrases and join them into meaningful utterances.

Lesson Development :

- Discuss the use of dash in sentences.
- Guide the students to read the sentences/ utterances from authentic material.
- Get the students to find different places where dash is used.

Answer Guide – Textbook

Activity 10

1. There are two choices at this time—run away or fight.
2. Would you please—oh, never mind!
3. He wanted to see three cities in Italy—Rome, Florence and Venice
4. “If you need something, call my friend— call Venerable Athula and he’ll help you. “
5. Don’t forget to take a pencil, an eraser, two pens and the ID to the exam hall— that’s all you want.

Answer Guide – Workbook

Activity 3

1. There are three basic needs for every human -food, shelter and clothing.
2. There will be 20 -25 students in the classroom.
3. The rule is simple – do not talk in the shrine room.
4. “All compounded things are doomed to decay”- The Buddha
5. I was going to buy a gift – what did you say she wanted for her birthday?

6. "Dinner is at 6:30- not 6:29 or 6:31."
7. I talked to Mrs.Gunadasa – my son's science teacher at the parents' meeting.
8. My sister loves chocolate ice cream – my brother loves vanilla ice cream.
9. These are my favourite colours - purple, turquoise, pink and yellow.
10. My mother went to buy four things – butter, milk, flour and bread.

Activity 11

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

Competency Level : 5.7 Recalls details.

Learning Outcome : Students will be able to recall and extract specific information from a text.

No. of periods : 02

Task Outcome :

- Students will be able to extract necessary information from the given text and answer ‘Wh’ questions.

Lesson Development :

- Use the picture given to have a discussion on the place and its importance.
Teacher may ask the following questions;
 - What are the two buildings?
 - What are the differences and similarities you see?
- Now get them to answer the questions given.

Answer Guide – Textbook

Activity 11

1. in Kandy
2. in a golden casket
3. cloud wall
4. it has a golden coloured roof

Activity 12

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

Competency Level : 5.7 Recalls details.

No. of periods : 01

Learning Outcome : Students will be able to recall and extract specific information from a text.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to extract necessary information from the given text and complete the table.

Lesson Development :

- Get the students into pairs and ask them to copy down the given table into their writing book and find the answers together.

Answer Guide – Textbook

Activity 12

Item	Then	Now
buildings	several	many
statues	no statues	statue of Madduma Bandara
roof of the relic chamber	red	golden
street lamps	no lamps	electric lamps
fence	no fence	iron fence

--

Items - not changed
1. Cloud wall
2. Ancient tiled roof pavilion - Pattirippuwa
3. Buddhists and non-Buddhists visit the temple all the time

Activity 13

Competency : 3. Engages in active listening and responses appropriately.

Competency Level : 3.2 Compares and contrasts information.

No. of periods : 01

Learning Outcome :

- Students will be able to compare and contrast information.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to listen and underline the correct answer.

Lesson Development :

- Give the students some time to read the activity.
- Explain unfamiliar vocabulary items.
- Let the students get their doubts clarified.
- Provide the context of the listening text and prepare the students for listening.
- Read the listening text three times.
 - First time- Let the students listen.
 - Second time - Let the students attempt.
 - Third time- Teacher and students discuss the answers.

Listening Transcript

Our School

Our school was very small ten years ago. It had only one- storeyed building then. But, it has a two -storeyed building now. There were classes from grade one to five then. However, it has classes from grade one to grade thirteen now. Even though there was a library then, there wasn't a science laboratory then. There were about five hundred students in our school and now we have close to a thousand. There had always been a playground in our school.

Answer Guide – Textbook :

Activity 13

- a
- c
- b
- c
- a
- b
- a

Activity 14

Competency : 1. Identifies and uses initial sounds of the English Language.

Competency Levels : 1.1 Identifies and uses initial consonant blends (ch, ph, sh, th, wh).
: 1.2 Identifies initial clusters (spl /str /squ).

No. of periods : 01

Learning Outcomes :

- Students will be able to identify and use initial consonant blends (ch, ph, sh, th, wh).
- Students will be able to identify initial clusters (spl /str /squ).

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to pronounce the consonant blends and clusters accurately, fluently and clearly while reading the tongue twisters.

Lesson Development :

- Get the whole class to practise the given tongue twisters after teacher reads them aloud to the class.
- Get the students into groups and let them read aloud the tongue twisters.
- Make the reading aloud of tongue twisters an interesting experience to the class.

Answer Guide – Textbook : N/A

Activity 15

Competency : 1. Identifies and uses initial sounds of the English language.

Competency Levels : 1.1 Identifies and uses initial consonant blends (ch, ph, sh, th, wh).

: 1.2 Identifies initial clusters (spl /str /squ).

No. of periods : 02

Learning Outcomes :

- Students will be able to identify and use initial consonant blends (ch, ph, sh, th, wh).
- Students will be able to identify initial clusters (spl /str /squ).

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to write the words with consonant clusters that match each category.

Lesson Development :

- Ask students to copy down the given table into writing books.
- Get them into pairs and let them pronounce the tongue twisters and fill the columns in the table selecting the words from the tongue twisters given in activity 14.

Answer Guide – Textbook

Activity 15

ch	Sh	Th	wh	spl	str	squ
e.g.:- church	she	thousand	which	splenetic	straight	squaw
Charlie	shore	thrillingly		split	strait	squeezed
chat	shells			splint	strange	squeal
chancy	sheet				stride, struggle	

Activity 16

Competency : 1. Identifies and uses initial sounds of the English Language.

Competency Levels : 1.1 Identifies and uses initial consonant blends (ch, ph, sh, th, wh).
1.2 Identifies initial clusters (spl /str /squ).

No. of periods : 02

Learning Outcomes :

- Students will be able to identify and use initial consonant blends (ch, ph, sh, th, wh).
- Students will be able to identify initial clusters (spl /str /squ).

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to listen and fill in the blanks with the initial consonant blends and initial clusters.

Lesson Development :

- Ask the students to copy down the given table correctly into their writing books.
- Read the vocabulary items three times.
 - First time- Let the students listen.
 - Second time- Let the students attempt.
 - Third time- Let the students check the answers with each other while teacher reads them.

Answer Guide – Textbook

Activity 16

i. <u>ch</u> art	ii. <u>sh</u> ape
iii. <u>th</u> ick	iv. <u>w</u> hite
v. <u>spl</u> een	vi. <u>str</u> ike
vii. <u>spl</u> ash	viii. <u>ch</u> arm
ix. <u>sh</u> ame	x. <u>th</u> ink
xi. <u>w</u> hy	xii. <u>spl</u> int
xiii. <u>squ</u> ash	xiv. <u>str</u> ide

Tips for the teacher

The unit, 'Buddhist Customs and Traditions' is written with a view to enrich the novice monks with specific terminology which is essential in expressing Buddhist culture. The unit consists of 16 activities related to the eight competencies.

- Assist the students to develop concept maps to organize their facts combining their own innovative ideas and given facts. Encourage the students to use authentic materials whenever possible. For example, in activity 3, ask them to take the Sutra Pitaka and get necessary information. Teacher can take a set of eight requisites –Ata Pirikara when teaching meronyms.
- When practising pronunciation, it is better to let the students do it in groups before moving on to individual practise activities.
- As students do much of learning by memorizing, they will retain most of what they learn if a learning environment is prepared with lot of auditory activities whenever possible.
- Teacher should provide the students as much exposure as possible to day to day situations where the students can listen to the correct pronunciation and stress patterns meaningfully.

Assessment and evaluation

In the case of strengthening students' ability in speaking and listening, it is recommended to employ a more informal continuing assessment process which does not make students feel stressed. Listening and speaking can be assessed while the students are engaged in non-formal activities like morning assembly speeches and classroom level speaking practise sessions. The grammar points treated in this unit should be introduced formally in the classroom lessons along with the mother tongue cognates which will help them to perceive them effortlessly.

Unit 3 – Kind Deeds

Activity 1

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

Competency Levels : 5.7 Recalls details.

No. of periods : 02

Learning Outcome :

- Students will be able to recall and extract specific information from the conversation.

Instructions for Lesson Planning :

Task Outcomes

- Students will be able to write the answers for ‘Wh’ questions in the activity.

Lesson Development :

- Use the picture given to have a discussion on the conversation.

Teacher may ask the following questions;

How many people are there in the picture?

Where are they?

What are they doing?

- Get the students to read the conversation aloud.

Answer Guide – Textbook

Activity 1

1. The king
2. A place to spend the night
3. Giving a place to stay and dinner
4. In the old woman’s house
5. To offer a gift to the woman

Answer Guide – Workbook

Activity 1

1. A monk of higher ordination
2. After he worships the Buddha he goes for begging alms
3. Early in the morning
4. in Sanskrit
5. Ven. Sumedha

Activity 2

Competency : 1. Identifies the sounds of the English language.

Competency Level : 1.3 Uses 'w' long diphthongs (aw, ew, oow).

No. of periods : 02

Learning Outcome :

- Students will be able to pronounce 'aw, ew, oow' long diphthongs.

Instructions for Lesson Planning :

Task Outcomes :

- Students will be able to pronounce the words accurately.

Lesson Development :

- Get the students to pronounce the words given.
- Help students to pronounce unfamiliar words correctly.
- Guided pronunciation should be done if necessary.
- Get the students to copy the table from the textbook into their books.
- Ask them to fill it with the words given in the circle.

Answer Guide – Textbook : N/A

Activity 3

Competency : 1. Identifies the sounds of the English language.

Competency Level : 1.3 Uses 'w' long diphthongs (aw, ew, oow).

No. of periods : 02

Learning Outcome :

- Students will be able to pronounce the words accurately.

Instructions for Lesson Planning :

Task Outcomes :

- Students will be able to match the words according to pronunciation.

Lesson Development :

- Get the students to copy the table from the textbook into their exercise books.
- Ask them to fill it in with the words given in the circle.

Answer Guide – Textbook

Activity 3

aw	ew	oow
town	pole	cool
clown	whole	nook
frown	stove	tool

Activity 4

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

Competency Level : 5.1 Identifies referents.

Learning Outcome : Students will be able to identify the referents.

No. of periods : 02

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to fill in the table with correct utterances that match the function given.

Lesson Development :

- Ask the students to read the given dialogues.
- Help them with unfamiliar words.
- Ask them to find the correct response that suits the given topic.

Answer Guide – Textbook :

Activity 4

Expressing surprise	Wishing or blessing	Offering and accepting	Expressing condolence
6	2,5,4	3	1

Activity 5

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

Competency Level : 4.4 Recognizes how words are formed.

No. of periods : 02

Learning Outcome :

- Students will be able to form and identify new words to denote different meanings.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to categorize the given words under correct prefixes given in the grid.

Lesson Development :

- Teach suffixes using the example in the textbook.
- Get them to copy the table into their books and fill it in.

Answer Guide – Textbook

Activity 5

Re	Dis	In	Anti
restart	disagree	indirect	anti-climax
reconnect	disconnect	intransitive	anti-nuclear
replay	discomfort	inattentive	anti-venom
refresh	disappear	inability	
rebuild	disbelieve	invisible	
		incorrect	

Answer Guide – Workbook

Activity 3

1. dislike
2. rebuild
3. disability
4. anticlimax
5. reunion

Activity 6

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

Competency level : 5.4 Reads and understands a simple poem.

No. of periods : 02

Learning Outcome : Students will be able to read and understand a simple poem.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to write answers for 'Wh' questions.

Lesson Development :

- To teach the poem or to be more precise- to create an environment for enjoying the poem one must have a clear understanding of the following.

What is a poem?

What are the various aspects of a poem?

How do the various aspects come together to create meaning?

How does one respond to a poem?

- Get the students to read the poem.
- Guide them to get the meaning with the help of the teacher.
- Ask them to answer the questions given.
- Discuss the answers.

Answer Guide – Textbook

Activity 6 (Possible Answers)

1. Kindness
2. Two
3. Try not to judge, pick on or tease
4. Treat each other fairly
5. Try to understand the inner thoughts of the people

Activity 7

Competency : 8. Communicates clearly, fluently and concisely.

Competency Level : 8.3 Uses effective introductions and conclusions.

No. of periods : 02

Learning Outcome Students will be able to make effective introductions and conclusions.

Instructions for Lesson Planning

Task Outcome :

- Students will be able to prepare a speech using an appropriate introduction and conclusion.

Lesson Development :

- Use the tables given in the textbook relevant to explain the beginning and ending of a speech.
- Guide the students to prepare their own speech and present it to the class.

Answer Guide – Textbook : N/A

Activity 8

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

Competency Level : 7.3 Designs a brochure.

No. of periods : 02

Learning Outcome :

- Students will be able to use language to communicate effectively and appropriately in written communication.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to prepare a brochure about their temple following the given guidelines.

Lesson Development :

- Use authentic material and talk about brochures.
- Discuss the uses of brochures.
- Help the students to design a brochure.

Answer Guide – Textbook : N/A

Answer Guide – Workbook : N/A

Activity 9

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

Competency Level : 3.3 Distinguishes between cause and effect.

No. of periods : 01

Learning Outcome : Students will be able to identify the difference between cause and effect according to the correct order.

Instructions for Lesson Planning :

Task Outcome :

Students will be able to listen to the texts and number them.

Lesson Development :

- Read the listening text three times.
 - First time
 - Second time
 - Third time
 - Let the students listen.
 - Let the students attempt the task.
 - Discuss the answers.
- The listening text is in order. When reading change the order.

Listening Text

1. Time is wasted by chatting with friends after having addicted to the use of this. Watching movies, playing games and spending time on other activities which are not very useful.
2. Such places may become ideal breeding grounds for mosquitoes to spread dangerous diseases and make the soil infertile. Specially, soil layers loosened on slopes in these areas are washed away causing landslides.
3. Poor health, lack of concentration, lethargy, obesity, behavioural problems can be seen. They can't keep their weight under control and correct blood cholesterol and glucose levels.
4. You can make your muscles stronger and increase your blood circulation by strengthening and supplying more oxygen to your body. It also maintains a healthy body.
5. It always adds some new experience for man to enrich his life and subjects like history, geography and social studies can be better learnt.

Activity 10

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

Competency Level : 6.3 Uses interrogative pronouns 'whose' and 'whom'.

No. of periods : 02

Learning Outcome :

- Students will be able to use correct interrogative pronoun in forming questions.

Instructions for Lesson Planning

Task Outcome :

- Students will be able to select correct interrogative pronoun within brackets to make meaningful questions.

Lesson Development :

- Get the students to make the questions meaningfully with the help of question words.
- Discuss the answers.

Answer Guide – Textbook

Activity 10

1. Whom
2. Whose
3. Whom
4. Whose
5. Whose
6. Whom

Activity 11

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

Competency Level : 6.3 Uses interrogative pronouns 'whose' and 'whom'.

No. of periods : 02

Learning Outcome :

- Students will be able to use interrogative pronouns 'whose' and 'whom'.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to construct questions using whose and whom.

Lesson Development :

- Get the students to make the questions to suit the given answers.
- Discuss the answers.

Answer Guide – Textbook :

Activity 11

1. Whose book is this?
2. Whom do you want to meet?
3. Whom did he inform it?
4. Whose bag is this?
5. Whom did they select for the contest?

Answer Guide – Workbook

Activity 4

1. Whose pen is this?
2. Whom did you see?
3. Whom did you select for the post?
4. Whose bicycle is this?
5. Whom did you select for this contest?

Tips for the teacher

The unit, 'Kind Deeds' is written mainly to develop the affective domain along with knowledge and skills in novice monks. Activities like appreciation of poetry and preparing a brochure will expose the students to develop their imagination along with values of life. Provide students with many opportunities to practise day to day life communication in different types of channels; written or spoken.

- Elicit from the students answers to the questions based on reading text before getting them to write answers.
- Before preparing a brochure, giving some real authentic materials to refer will be helpful to students to be familiar with a typical format of a brochure.
- Preparing a booklet of simple speeches that can be presented in the morning assembly will be helpful to students and this task can be done as a class level assignment.

Assessment and evaluation

It is highly recommended that a continuous class based assessment system is developed in order to capture the actual progress of students in acquiring basic four skills. Since this unit focuses on basically two aspects of grammar: prefixes and interrogative pronouns, the assessing of grammar inductively will be useful. Their ability to use grammar will be displayed in all what they do using English.

Unit 4 – Sil Programme

Activity 1

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

Competency Level : 5.7 Recalls details.

No. of periods : 02

Learning Outcome : Students will be able to recall and extract specific information from a conversation.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to answer the questions.

Lesson Development :

- Use the picture given to have a discussion on the conversation.

Teacher may ask the following questions;

- How many people are there in the picture?
 - Where are they?
 - What are they doing?
- Get the students to read the conversation aloud.
 - Get them to write short answers to the questions.

Answer Guide – Textbook :

Activity 1

1. At the preaching hall
2. They are listening to a sermon.
3. About meditation
4. It's the process of developing the mind.
5. First focus your mind on what you do in your daily life.

Activity 2

Competency : 1. Identifies the sounds of English language.

Competency Level : 1.1 Identifies and uses initial consonant blends (sw,sn,sk,sp,st).

No. of periods : 02

Learning Outcome : Students will be able to identify the initial consonant blends.

Instructions for Lesson Planning

Task Outcome :

- Students will be able to categorize the given words under correct consonant blends in the grid.

Lesson Development :

- Get the students to do a guided pronunciation practice of given consonant blends.
- Get them into pairs and ask them to pronounce the list of words given in the textbook.
- Get the students to complete the activity in the workbook after completing activity given in the textbook.

Answer Guide – Textbook

Activity 2

speak	start	sweep	snack
sparrow	stars	swiftly	snow
sport		swallow	snake
spout		swim	snag
		sweet	

Answer Guide – Workbook Activity 1

t	r	e	s	s	p	e	a	k	m
s	t	a	t	s	w	i	m	f	e
p	s	s	a	d	s	n	o	r	e
o	n	t	g	s	n	a	p	s	b
r	a	r	e	h	s	k	i	m	u
t	c	o	d	s	n	a	c	k	y
e	k	n	o	b	s	t	a	r	e
k	a	g	s	p	a	r	r	o	w

Activity 3

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

Competency Level : 5.7 Recalls details.

No. of periods : 01

Learning Outcome :

- Students will be able to read and extract necessary information.

Instructions for Lesson Planning :

Task Outcome

- Students will be able to extract necessary information from the text and fill in the table.

Lesson Development :

- Get the students into several groups and ask them to find answers from the reading text given.
- Discuss the answers.

Answer Guide – Textbook

Activity 3

1	Vesak, Poson, Esala
2	dates back to the era of the Buddha
3	It is open to every person in society
4	rice, noodles, biscuits, ice-coffee and cool drinks
5	for poor people

Activity 4

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

Competency Level : 5.3 Identifies the main idea of a text.

No. of periods : 01

Learning Outcome :

- Students will be able to get the general idea of a text.

Instructions for Lesson Planning :

Task Outcome :

- Student will be able to state 'right' or 'wrong'.

Lesson Development :

- Get the students to read the sentences.
- Get them to make them as 'true' or 'false'.
- Discuss the answers.

Answer Guide – Textbook

Activity 4

False	True	True	False	True
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Activity 5

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

Competency Level : 5.3 Identifies the main idea of a text.

No. of periods : 02

Learning Outcome :

- Students will be able to get the main idea of a text.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to fill in the grid with necessary information.

Lesson Development :

- Ask the students to get into small groups.
- Get them to read the text in Activity 3 again.
- Ask them to discuss the changes they see in modern almsgiving stalls.
- Get them to fill in the table.
- Give time for each group to present their findings.

Answer Guide – Textbook

Activity 5

1. Open to every person.
2. Very high participation of young generation.
3. Different food items are served.
4. Ideal place to promote harmony and equality.

Activity 6

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

Competency Level : 5.7 Recalls details.

No. of periods : 01

Learning Outcome : Students will be able to extract necessary information.

Instructions for lesson planning :

Task Outcome

- Students will be able to fill in the grid with necessary information.

Lesson Development :

- Get the students to go through the dialogue.
- Ask them to complete the table with information given in the dialogue.
- Discuss the answers.

Answer Guide – Textbook

Activity 6

Time	Programme
6.30 am	Beginning of the Sil programme
8.30 am	Dhamma discussion
9.30 am	Reading Jathaka story

Activity 7

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

Competency Level : 6.4 Uses reflexive pronouns.

No. of periods : 02

Learning Outcome : Students will be able to use reflexive pronouns meaningfully in sentences.

Instructions for lesson planning :

Task Outcome :

- Students will be able to distinguish reflexive pronouns and personal pronouns.

Lesson Development :

- Explain reflexive pronouns by making use of the learning point given in the textbook.
- Get them to do the activity.
- Discuss the answers.

Answer Guide – Textbook

Activity 7

Reflexive	Personal
Itself, yourself, ourselves, herself, themselves, myself	I , it, she , he, they, we ,you,

Activity 8

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

Competency Level : 6.4 Uses reflexive pronouns.

No. of periods : 02

Learning Outcome : Students will be able to identify reflexive pronouns.

Instructions for lesson planning :

Task Outcome :

- Students will be able to identify sentences with reflexive pronouns.

Lesson Development :

- Remind them again what they have learnt in related to reflexive pronouns.
- Get them to copy down the sentences with reflexive pronouns.
- Ask them to underline the reflexive pronouns.
- Discuss the answers.

Answer Guide – Textbook

Activity 8

1	3	6	8
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Answer Guide – Workbook

Activity 2

1. herself
2. yourself
3. myself
4. themselves
5. ourselves
6. myself
7. myself
8. themselves

Activity 3

1. Udara made a sonnet about nature himself.
2. I repaired my car myself.
3. The elephant bathed in the river itself.
4. Can you answer the questions by yourself now?
5. Children made sand castles by themselves.

Activity 9

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

Competency Level : 6.4 Uses reflexive pronouns.

No. of periods : 02

Learning Outcome : Students will be able to use reflexive pronouns.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to use appropriate reflexive pronouns in given sentences.

Lesson Development :

- Get the students to complete the sentences.
- Discuss the answers.

Answer guide – Textbook

Activity 9

1. yourself
2. myself
3. yourselves
4. himself
5. ourselves
6. themselves
7. myself
8. yourself

Activity 10

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

Competency Level : 7.4 Ensures coherence in a text by selecting organizational patterns necessary for purpose, audience, context and culture.

No. of periods : 02

Learning Outcomes :

- Students will be able to use language to communicate effectively and appropriately in written communication.
- Students will be able to write a story using reflexive pronouns and present it.

Instructions for Lesson Planning :

Task Outcome :

Students will be able to present a personal experience to class using reflexive pronouns appropriately.

Lesson Development :

- Give time for the students to think of an experience they would like to tell the class.
- Get them to use reflexive pronouns in the story.
- Get them to write down their story with a proper start and an ending.
- Ask them to present their stories one by one to the class.

Answer Guide – Textbook : N/A

Activity 11

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

Competency Level : 7.4 Ensures coherence in a text by selecting organizational patterns necessary for purpose, audience, context and culture.

No. of periods : 01

Learning Outcome :

- Students will be able to understand the organization of a text.

Instructions for Lesson Planning :

Task Outcome :

Students will be able to reorder the story and write it in chronological order.

Lesson Development :

- Get the students to read the paragraph and reorder them.
- Get the students to rewrite the paragraph to make a meaningful story.

Answer Guide – Textbook

Activity 11

(1) C (2) B (3) A (4) D

Activity 12

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

Competency Level : 3.4 Identifies word stress in context.

No. of periods : 01

Learning Outcome :

- Students will be able to identify stressed words in sentences.

Instructions for Lesson Planning :

Task outcome :

- Student will be able to list down stressed words.

Lesson Development :

- Give the students some time to read the task sheet.
- Explain unfamiliar vocabulary items and let the students to get their doubts clarified.
- Provide the context of the listening text and prepare the students for listening.
- Read the listening text three times.
 - First time - Let the students listen.
 - Second time - Let the students to attempt.
 - Third time - Discuss the answers.

Answer Guide – Textbook

Activity 12

1.come 2. remove 3. coloured 4. bring 5. noises 6.caps 7. mats 8. carefully 9. hall 10. break

Listening script

1. You must come early.
2. Please remove your foot ware.
3. Don't wear coloured dresses to the temple.
4. Please bring flowers.
5. Don't make noises in the temple.
6. Put off your caps before you enter the temple.
7. Please bring mats to sit during the rituals.
8. Listen to the instructions carefully.
9. Clean the hall before the programme.
10. You can't go out until the break for tea.

Activity 13

Competency : 3.Engages in active listening and responses appropriately.

Competency Level : 3.4 Identifies word stress in context.

No. of periods : 01

Learning Outcome :

- Students will be able to identify stressed words in sentences.

Instructions for Lesson Planning :

Task Outcome :

- Student will underline the correct stressed words correctly.

Lesson Development :

- Give the students some time to read the task sheet.
- Explain unfamiliar vocabulary items.
- Let the students get their doubts clarified.
- Provide the context of the listening text and prepare the students for listening.
- Read the listening text three times.
 - First time - Let the students listen.
 - Second time - Let the students to attempt.
 - Third time - Discuss the answers.

Answer Guide – Textbook

Activity 13

Listening transcript

1. I **came** yesterday evening.
I came **yesterday** evening.
2. She **saw** him going home.
She saw **him** going home.
3. They did not **tell** any lie.
They did not tell any **lie**.
4. My **father** bought a car at the auction.
My father **bought** a car at the auction.
5. Do **you** have any other idea?
Do you **have** any other idea?

Activity 14

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

Competency Level : 6.11 Uses question words.

No. of periods : 02

Learning Outcome :

Students will be able to construct appropriate 'Wh' questions.

Task Outcome :

- Students will be able to construct appropriate 'Wh' questions for given answers.

Lesson Development

- Get the students to read the paragraph.
- Ask them to construct appropriate questions matching the given answers.
- Discuss the written questions.

Answer Guide – Textbook

Activity 14

1. Who declared open the newly built shrine room?
2. How did devotees listen to the sermon?
3. Who delivered the sermon?
4. Where did the monks deliver the demon?
5. What was placed inside the shrine room?

Activity 15

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

Competency Level : 6.12 Changes sentences from active to passive and passive to active.

No. of periods : 02

Learning Outcome :

Students will be able to use grammar active and passive voice.

Task Outcome :

- Students will be able to distinguish between active and passive sentences.

Lesson Development

- Make use of the instructions and the guidelines given in the textbook to teach passive voice.
- Get the students to copy the sentences into their books.
- Get them to identify whether the sentences are given in active voice or passive voice.

Answer Guide – Textbook

Activity 15

Active Voice	Passive Voice
2	1
4	3
	5

Answer Guide – Workbook

Activity 4

Passive
1. The preaching hall was cleaned by students.
2. Flowers were arranged for Bodhi pooja by Vimuka nad Vinuji.
3. The oil lamp was lit to start the cultural show by the chairman.
4. Many questions were asked to get the attention of the listeners by the preachers.
5. Sil was observed on the Poya day by the devotees.

Activity 5

Active
1. Most Venerable Veedagama Thero wrote “Buduguna Alankaraya”.
2. The Bosath Society organized a Shramadana campaign to clean children’s home.
3. A clever artist designed several cover pages for the Buddhist magazine.
4. Venerable Gunananda distributed dry rations to poor people.
5. The students offered flowers at the shrine room.

Activity 16

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

Competency Level : 5.3 Identifies the main idea of a text.

No. of periods : 02

Learning Outcome :

- Students will be able to identify the main idea of a text.

Instruction for Lesson Planning :

Task Outcome :

- Students will be able to be write correct number of the text against the topic.

Lesson Development :

- Get the students to read the given texts.
- Ask them to find the relevant text that suits the given topic.
- Discuss the answers.

Answer Guide – Textbook :

Activity 16

Topic	Text No.
a	4
b	3
c	1
d	2

Answer Guide – Workbook :

Activity 9

1. To the temple
2. To observe Ata Sil, the eight precepts, to listen sermons and flowers to the Buddha.
3. Incense and flowers
4. The light of oil lamps illuminates the temple ground.
5. There is close relationship between the temple and the people of area.

Tips for the teacher

The unit 'Sil programme' is written for the students to understand the common Buddhist practices and customs in Sri Lanka while providing many opportunities for language development. The unit consists of 16 activities related to the eight competencies.

- When talking about the Sil Programme, try to relate to real life experiences as far as possible. Have discussions about the situations where they have participated in certain situations like Dansala etc.
- Teachers can provide authentic experiences when discussing Sil programme and mediation programmes.
- When practising pronunciation, it is better to let the students do that in groups before moving on to individual practise activities.
- Provide exposure to day to day situations where the students can see the use of punctuation meaningfully.

Assessment and evaluation

It is highly recommended that a strong formative assessment system which does not make students feel pressured by evaluation is developed at classroom level. Listening and speaking can be assessed while the students are engaged in activities like story telling so that the students will not be inhibited unnecessarily. Teachers can use simple exercises to assess the knowledge of grammar points such as use of reflexive pronouns and passive voice.

Unit 5 – We Are Friends

Activity 1

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

Competency Level : 5.7 Recalls details.

No. of periods : 02

Learning Outcome :

- Students will be able to recall and extract information from various texts.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to extract required information from a conversation.

Lesson Development :

- Use the picture given to have a discussion on the conversation.

Teacher may ask the following questions;

- a. How many people are there in the picture?
 - b. Where are they?
 - c. What are they doing?
- Get the students to read the conversation aloud.
 - Get the students to fill in the table with the required information.
 - Get them to complete Activity I in Unit 5 of their Workbook after that.

Answer Guide – Textbook

Activity 1

Nanda Thero	- Chanting pirith and preaching bana
Sumudu	- reciting verses beautifully
Lasith	- miming
Namal	- can draw well

Answer Guide – Workbook : N / A

Activity 2

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

Competency Level : 5.7 Recalls details.

No. of periods : 01

Learning Outcome :

- Students will be able to recall and extract specific information from a conversation.

Task Outcome :

Students will be able to give short answers to given questions.

Lesson Development :

- Get the students to read the conversation again.
- Ask them to write answers to given questions.

Answer Guide –Textbook

1. Sumudu
2. He thinks he can't do many things others can do.
3. Nanda Thera
4. Flying a kite
5. Lasith

Answer Guide – Workbook : N / A

Activity 3

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

Competency Level : 6.13 Uses adverbs of frequency, duration, degree, reason.

No. of periods : 02

Learning Outcome : Students will be able to use adverbs appropriately for effective communication.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to place adverbs correctly in a sentence.

Lesson Development :

- Use the instructions and the guidelines given in the textbook to teach adverbs of frequency to the students.
- Point out how frequency adverbs are placed before the verb using the examples given.
- Make use of the illustration to teach different frequency adverbs.
- Introduce adverbs of duration and adverbs of reason using the given information in the textbook.
- Ask the students to do activity 3 in their writing books.
- Ask them to complete activity 2 in Unit 5 of their workbook after that.

Answer Guide – Textbook Activity 3

1. Good children never tell lies.
2. I sometimes sweep the alms hall in the morning.
3. I always worship the Buddha in the evening.
4. My sister usually helps my mother in the kitchen.
5. We rarely watch TV in the afternoon.

Answer Guide – Workbook

Activity 2

1. He often listens to the radio at the weekends.
2. They sometimes read books in the afternoon.
3. Dehami is usually very friendly.
4. Our pet dog is often hungry.
5. My grandmother always goes for a walk in the evening.

Activity 4

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

Competency Level : 5.3 Identifies the main idea of a text.

No. of periods : 01

Learning Outcome : Students will be able to get the general idea of a text.

Task Outcome

- Students will be able to get the general idea of a given text.

Instructions for Lesson Planning :

Lesson Development :

- Ask the students to read the story.
- Draw their attention to the pictures which would be helpful to understand the story.
- Discuss the moral of the story.
- Ask the students to read the story and indicate whether the given statements are true or false.

Answer Guide – Textbook Activity 4

1. False
2. True
3. False
4. False
5. True

Answer Guide – Workbook : N/A

Activity 5

Competency : 8. Communicates clearly, fluently and concisely.

Competency Level : 8.5. Uses language to produce spontaneous and planned spoken texts to convey them in multi-modal ways.

No. of periods : 02

Learning Outcome : Students will be able to re-tell a story.

Task Outcome :

- Students will be able to tell the story in their own words.

Instructions for Lesson Planning :

Lesson Development :

- Get the students to read the story ‘Be Thankful for What You have’ again.
- Once the students are familiar with the story, let them re-tell the story or a part of it to their friends.

Answer Guide – Textbook : N/A

Answer Guide – Workbook : N/A

Activity 6

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

Competency Level : 1.1 Identifies and uses initial consonant blends.

No. of periods : 02

Learning Outcome :

- Students will be able to identify words with initial consonant blends.
- Students will be able to pronounce initial consonant blends.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to identify the words with given consonant clusters and write them appropriately in the relevant column in the grid.

Lesson Development :

- Introduce the consonant blends ‘tw’ and ‘qu’ to the students with examples taken from the story.
- Help the students to practise pronouncing the words with two consonant blends.
- Ask the students to copy the table into their exercise books and categorize the words under the two headings.
- Next, ask the students to complete activity 3 in Unit 5 of their textbook.

Answer Guide – Textbook

Activity 6

Twelve	quietly
twenty	quick
twig	quarter
twins	quail
twist	quarrel
twilight	queen

Answer Guide – Workbook : N/A

Activity 7

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

Competency Level : 4.4 Recognizes how words are formed.

Learning Outcome :

- Students will be able to form compound nouns.

No. of periods : 02

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to build up compound nouns using nouns denoted by corresponding pictures.

Lesson Development :

- Use the instructions and guidelines given in the textbook to teach compound nouns to the students.
- Help the students to use the pictures given to form compound nouns.

Answer Guide – Textbook

Activity 7

handbag

toothbrush

raincoat

timetable

basketball

sunlight

starfish

horseshoe

Answer Guide – Workbook :N/A

Activity 8

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

Competency Level : 4.4 Recognizes how words are formed.

No. of periods : 02

Learning Outcome :

- Students will be able to form compound nouns.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to read the given list of words and match them to make meaningful compound nouns.

Lesson Development :

- Use the instructions and guidelines given in the textbook to teach compound nouns to the students.
- Help the students to form compound nouns.

Answer Guide – Textbook

Activity 8

textbook
football
blackboard
homework
housewife
postman
roomboy
childhood
headphones

Answer Guide – Workbook

Activity 4

birthday
raindrop
playground
firefly
catfish
daybreak

Activity 9

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

Competency Level : 5.7 Recalls details.

No. of periods : 02

Learning Outcome :

- Students will be able to recall and extracts specific information from a text.

Task Outcome

- Students will be able to be answer questions based on a text.

Instructions for Lesson Planning :

Lesson Development :

- Get the students to read Navindu's experience. Draw the attention of the students to the pictures so that they can easily understand what is being said.
- Discuss the event described and get the students to relate similar experiences.
- Ask the students to give short answers to the questions.

Answer Guide – Textbook

Activity 9

1. An alms giving to a home for the differently abled
2. Dulina's family
3. Around 10 am
4. A hand written note
5. Because his mother had fallen ill
6. By helping with the cleaning and entertaining the inmates

Answer Guide – Workbook : N/A

Activity 10

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

Competency Level : 7.1. Writes personal recounts describing and reflecting on oneself, one's past experiences or events.

No. of periods : 01

Learning Outcome :

- Students will be able to use language to communicate effectively and appropriately in written communication.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to write a paragraph.

Lesson Development :

- Draw the students' attention to the mind map given in the textbook.
- Draw a similar map on the board and fill in the information after a discussion. (You may get the information from one of the students for this purpose.)
- Guide the students to write a paragraph using the mind map.
- You may draw attention of the students to the past tense verbs in the text about Navindu's experience to help the students with the writing.
- Ask the students to complete the activity 5 in Unit 5 in their workbook.

Answer Guide – Textbook : N/A

Answer Guide – Workbook : N/A

Activity 11

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

Competency Level : 7.2. Writes notes on oneself, one's past experiences or events.

No. of periods : 02

Learning Outcomes :

- Students will be able to use language to communicate effectively and appropriately in written communication.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to write a note.

Lesson Development :

- Talk about the Katina ceremonies and the usual periods in which they are held.
- Discuss the format of a note with a sketch on the board.
- Guide the students to write a note inviting a friend to come to the Katina ceremony in the temple.

Answer Guide – Textbook

Activity 11

Sample Note

20th Nov. 20...

Dear Tharin,

I'm writing this note to invite you to the retreat ceremony in our village temple. It is the most important religious event in the temple and I want you to be there. This time it is organized by my grandmother and other relatives. There will be a perahera and other events which will be a novel experience to you. Come with your parents.

Manuka

Answer Guide – Workbook : N/A

Activity 12

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

Competency Level : 6.5 Uses the –‘en’ participle of the verb.

No. of periods : 02

Learning Outcome : Students will be able to use the ‘en’ participle appropriately.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to fill in the blanks using the ‘en’ participle form of the verb.

Lesson Development :

- Draw attention of the students to the past tense and past participle verbs highlighted in Navindu’s experience.
- Get them to study the table with past tense and past participle form of the verbs.
- Get the students to add more verbs to the columns verbally.
- Help the students to identify the uses of the past participle form of the verb using the learning point given in the textbook.
- Get the students to complete activity 12.
- Next, get them to do activity 6 in Unit 5 of their workbook.

Answer Guide – Textbook

Activity 12

1. eaten
2. given
3. written
4. chosen
5. proven

Answer Guide – Workbook

Activity 6

1. finished
2. showed
3. completed
4. decided
5. given

Activity 13

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

Competency Level : 6.8. Uses present perfect and past perfect tenses.

Learning Outcome :

- Students will be able to use present perfect and past perfect appropriately.

No. of periods : 02

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to write present and past perfect sentences using the given grid.

Lesson Development :

- Get the students to study the table and construct sentences using the words and phrases orally.
- Ask them to write the sentences in their exercise book.

Answer Guide – Textbook

Activity 13(Possible sentences)

1. The chief patron of the temple has gone on a pilgrimage yesterday.
2. The chief patron of the temple has swept the compound before worshipping the Buddha.
3. The chief patron of the temple has organized a Shramadana to clean the premises.
4. Most of the children have gathered here today to listen to the sermon.
5. Most of the children have gone on a pilgrimage yesterday.
6. Nihindu has gone on a pilgrimage yesterday.
7. Nihindu has organized a Shramadana to clean the premises.
8. Nihindu has fallen from his bicycle. We must help him.
9. Venerable Nanda has gone on a pilgrimage yesterday.
10. Venerable Nanda has swept the compound before worshipping the Buddha.
11. Venerable Nanda has organized a Shramadana to clean the premises.
12. They have gone on a pilgrimage yesterday.
13. They have organized a Shramadana to clean the premises.

Answer Guide – Workbook : N / A

Activity 14

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

Competency Level : 3.4 Identifies word stress in context.

No. of periods : 02

Learning Outcome : Students will be able to identify stressed words in sentences.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to listen and underline the stressed words.

Lesson Development :

- This is a listening activity.
- First get the students to copy the given sentences into their exercise books.
- Get them to read the sentences and the instructions carefully.
- Prepare them to do the listening activity.
- Read the sentences stressing the underlined words clearly.
- Now get the students to match the underlined sentences with the meanings.

Listening Transcript

Read the following sentence stressing the underlined word each time.

1. I think we must clean the house today.
2. I think we must clean the house today.
3. I think we must clean the house today.
4. I think we must clean the house today.
5. I think we must clean the house today.

Answer Guide – Textbook

Activity 14

1. I think we must clean the house today. - B
2. I think we must clean the house today. - D
3. I think we must clean the house today. - C
4. I think we must clean the house today. -E
5. I think we must clean the house today. -A

Answer Guide – Workbook : N / A

Activity 15

Competency : 2. Uses mechanics of writing with understanding.

Competency Level : 2.1 Uses the colon, hyphen, dash, slash, and inverted commas.

No. of periods : 02

Learning Outcome :

- Students will be able to use colon, hyphen, dash, slash, and inverted commas correctly.

Instructions for Lesson Planning :

Task Outcome

- Students will be able to use inverted commas appropriately in the sentences.

Lesson Development :

- Get the students to copy the sentences into their writing books.
- Then get them to put in quotations marks where necessary.
- Next, get the students to complete activity 7 in Unit 5 of their workbook.

Answer Guide – Textbook

Activity 15

1. “Venerable Nanda is not feeling well”, the Chief Incumbent said.
2. “Yes”, Sumudu said, “I can sing well”.
3. “Namal is working hard this term”, said the teacher.
4. Yesterday sister said, “I need some pictures of animals”.
5. She asked, “Do you read the Sunday newspaper?”

Answer Guide – Workbook

Activity 7

1. Ekmali said, “I have completed my work”.
2. The teacher asked, “Where are your notebooks”?
3. They said, “Go home and rest”.
4. Nisali said, “Let’s pluck the flowers now”.
5. Inura said, “I will join you”.

Tips for the teacher

The unit 'We Are Friends' is written for the students to understand the value of friendship while providing many opportunities for language development. The unit consists of 15 activities related to the eight competencies.

- Make the students familiar with the concept of mind maps as a pre writing activity.
- Make use of retelling stories as an enjoyable activity in the classroom. Start with very simple stories and then move on to more advanced ones.
- Avoid unnecessary correcting when the students are engaged in storytelling.
- When practising pronunciation, it is better to let the students do it in groups before moving on to individual practise activities.

Assessment and evaluation

It is highly recommended that a strong formative assessment system which does not make students feel pressured by evaluation is developed at classroom level. Listening and speaking can be assessed while the students are engaged in activities like storytelling so that the students will not be inhibited unnecessarily. Teachers can use simple exercises to assess the knowledge of grammar points such as participle form of the verbs and perfect tenses.

Unit 6 – Good Conduct

Activity 1

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

Competency Level : 5.7 Recalls details.

No. of periods : 02

Learning Outcome:

- Students will be able to recall and extract necessary information.

Instructions for Lesson Planning :

Task Outcomes :

- Students will be able to answer 'wh' questions.
- Students will be able match the expressions with relevant emotions.
- Students will be able to extract specific information from a conversation.

Lesson Development :

- Use the picture given to have a discussion on the conversation.

Teacher may ask the following questions;

- What kind of situation is this?
- How many people are there in the dialogue?
- Where are they?
- Get the students to read the conversation aloud.
- Get them to write short answers to the questions.

Answer Guide – Textbook

Activity 1

1. Buddhist Thoughts
2. Five Precepts
3. I do not take anybody's life.
I do not take what belongs to others.
I do not commit sexual misconduct.
I do not tell any lies.
I do not use any intoxicants.

4. Taking anybody's life intentionally

Taking what belongs to others

Committing sexual misconduct

Telling any lies

Using intoxicants

Activity 2

Competency : 8. Communicates clearly, fluently and concisely.

Competency Level : 8.1 Explain the five precepts in English.

No. of periods : 02

Learning Outcomes :

- Students will be able to explain the five precepts.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to read and match the five precepts with situations where they are not violated.

Lesson Development :

- Ask the students to read the situations given.
- Get them to match the five precepts with the situations.
- Discuss the answers.

Answer Guide – Textbook :

Activity 2

1. C
2. A
3. E
4. D
5. B

Activity 3

Competency : 8. Communicates clearly, fluently and concisely.

Competency Level : 8.5 Uses language to produce spontaneous and planned spoken text and convey them in multi modal ways.

No. of periods : 02

Learning Outcome :

- Students will be able to speak with clarity at an appropriate volume, maintain appropriate posture, eye contact, use verbal and non- verbal cues to convey meaning, appropriate register.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to prepare a speech and present it to class on “**Five Precepts**”.

Lesson Development :

- Divide the students into five groups.
- Ask them to read the given concept map in thinking bubble.
- Ask them to develop their speech on given sub topics. Help them with syntax and new vocabulary items.
- Ask them to write their speeches and present them to class.
- After the presentation of each speech, discuss how to improve their speeches.
- Asks students to rewrite the edited speeches and copy them to their exercise books.

Answer Guide – Textbook : N/A

Activity 4

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

Competency Level : 7.4 Ensures coherence in a text by selecting organizational patterns necessary for purpose, audience, context and culture.

No. of periods : 02

Learning Outcome :

- Students will be able to understand the organizational pattern of a text.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to fill in the given grid with necessary information correctly.

Lesson Development :

- Get the students to read the Jathaka story book. Note down the stories that reflect the importance of the five precepts.
- Ask them to organize the information after a discussion with teacher.

(can be done as an assignment in two phases – phase 1-collection of information, phase 2 – discussion and organization)

Answer Guide – Textbook : N/A

Activity 5

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

Competency Level : 6.8 Uses present perfect and the past perfect tense.

No. of periods : 02

Learning Outcome :

- Students will be able to use the present perfect tense.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to use present perfect verb phrases appropriately in blanks of the given dialogue.

Lesson Development :

- Read the dialogue between Angulimala and the Buddha with the students.
- Get the students to fill in the blanks of the dialogue between Srimal and Ven. Tissa using the present perfect form of the verbs given.
- Discuss the answers.

Answer Guide – Textbook

Activity 5

Srimal and Venerable Tissa are decorating the Pirivena Hall for the English Day celebrations. Fill in the blanks in the given dialogue using words in the brackets.

Srimal : How is decorating going on? Have you finished it? (You / finish)

Venerable Tissa : No, I haven't. Decorating the oil lamp is really difficult, you know.

Srimal : Let me help you. Have you finished making the garland?

Venerable Tissa : I have almost finished the half of it.

Srimal : Venerable Tissa, have you brought a pair of scissors? I asked you to bring one.

Venerable Tissa : I'm sorry, I forgot it. I'll send someone to bring it now. By the way, did you drink some tea?

Srimal : Yes, we have had some tea just now. Thank you for your kindness!

Answer Guide – Workbook

Activity 1

1. have organized
2. have asked
3. have started
4. have not participated
5. booked
6. has listed up
7. has phoned
8. have not confirmed
9. Have you ever been
10. have never visited
11. have just changed
12. have invited

Activity 6

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

Competency Level : 5.7 Recalls details.

No. of periods : 02

Learning Outcome :

- Students will be able to recall and extract specific information from various texts.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to answer 'Wh' questions.

Lesson Development :

- Read the dialogue with the students.
- Ask the following questions after reading the dialogue;
 - What kind of situation is this?
 - How many people are there in the dialogue?
 - Where are they?
- Get them to write short answers to the questions.

Answer Guide – Textbook

Activity 6

1. Srimal and his mother
2. Venerable Amitha may not be in the temple.
3. For past 10 years
4. Srimal grandmother's 89th birthday falls on this day.
5. 90 years' old
6. Chocolate ice-cream

Activity 7

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

Competency Level : 3.2 Compare and contrast information.

No. of periods : 01

Learning Outcome :

- Students will be able to listen, compare and contrast information.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to listen and select the correct answer to fill the gap from given options.

Lesson Development :

- Get the students to read the situations given.
- Ask them to read the utterances and match them with the situations.
- Give the students some time to read the task sheet.
- Explain unfamiliar vocabulary items.
- Let the students get their doubts clarified.
- Provide the context of the listening text and prepare the students for listening.
- Read the listening text three times.
 - First time- Let the students listen.
 - Second time- Let the students attempt.
 - Third time- Discuss the answers.

Listening Transcript

Alms Giving

Srimal' mother was very busy with preparing food for alms giving. On that day, she got up very early in the morning. She prepared rice and cereal curries. She asked Srimal to peel some onions. Then, he helped her mother by peeling some potatoes. He had almost finished peeling them both when their father came from shopping. Mother was happy with her son's helpfulness. Srimal was anxious to find out what father had brought. He was thinking about his favourite chocolate ice cream. He was so happy with the ice cream he had brought. Mother just then remembered the fruit salad. It had been totally forgotten for everyone. She was worried as she would be unable to prepare it. But, father and Srimal helped her to make it.

Answer Guide – Textbook

Activity 7

1. C
2. A
3. A
4. A
5. B

Activity 8

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

Competency Level : 4.4 Recognize how words are formed.

No. of periods : 02

Learning Outcome :

- Students will be able to categorize the given words.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to fill in the grid choosing correct vocabulary items from the given word bank.

Lesson Development :

- Using the given examples, explain the use of hyphen.
- Analyze given examples into parts of the speech.
 - E.g.: ice-cream (noun+ noun)
- Ask to copy down the given grid and categorize words under given columns.

Answer Guide – Textbook

Activity 8

noun + adjective	noun + (-ing) form	noun + past Participle	Adjective + (ing) form
sugar-free ozone-friendly case-sensitive camera-ready carbon-neutral skin-deep sport-mad	window-shopping habit-forming good-looking quick-thinking dry-cleaning	computer-aided user-energated power-driven custom-built	free-thinking peace-loving all-knowing
adjective +past participle	prefix-word	Preposition in middle	Preposition at end
well-known well-dressed fair-haired muddle-headed ready-mixed bad-tempered old-fashioned left-handed	ex-mayor post-colonial anti-nuclear non-smoker co-operate re-echo	state-of-the-art son-in-law up-to-date ready-to-wear free-for-all	check-in run-down lift-off love-in passer-by turn-up turn-on

Answer Guide – Workbook : N/A

Activity 9

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

Competency Level : 1.4 Uses word stress appropriately.

No. of periods : 02

Learning Outcome :

- Students will be able to identify word stress appropriately.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to select the word with correctly stressed syllable.

Lesson Development :

- Act as a model and help the students to pronounce the words given.
- Ask them to write the letter of the correct word against the question number.

Answer Guide – Textbook :

Activity 9

1. Modern refrigerators are ozone-friendly.

b.FRIENDly

2. Education is a habit-forming process.

a.HABit

3. Most probably quality of a good may poorer if it is custom built.

a.CUStom

4. Quick thinking to take right decision in driving save many lives.

b.THINKing

Activity10

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

Competency Level : 6.10 Uses connectors.

No. of periods : 02

Learning Outcome :

- Students will be able to use connectors.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to select best connectors to join simple sentences into compound sentences logically.

Lesson Development :

- Make use of the instructions and the guidelines given in the textbook to teach connectors.
- Get the students to write sample sentences using the grid given in the text.

Answer Guide – Textbook

Activity 10

1. so
2. as
3. before
4. so
5. after
6. while
7. before
8. so

Activity11

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

Competency Level : 7.4 Ensure coherence in a text by selecting organizational patterns necessary for purpose, audience, context and culture.

No. of periods : 02

Learning Outcome :

- Students will be able to understand the organization patterns of a text.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to sequence the incidents of the given story according to chronological order.

Lesson Development :

- Ask students to read all the incidents two times.
- Get the students to summarize each descriptive incident into one sentence.
- Ask the students to sequence them into chronological order.
- Discuss the answers.

Answer Guide – Textbook :

Activity11

➤	Once there lived two parrots with their parents in a nest of a large tree in the jungle.	1
➤	One day, their parents flew out in search of food for them.	2
➤	There came a storm. Two birds were afraid of falling off their tree. Their wings were not strong enough for them to fly out.	3
➤	Their tree too began to shake horribly because of the strong wind.	4
➤	They were thrown out of the tree and fell into two different places.	5
➤	One was blown away to a land where a gang of robbers lived. The robbers caught the parrot and named it Sattikumba. He used to live with robbers and learnt to use harsh and bad language that the robbers spoke.	6
➤	The other parrot was blown away to a land where there was a cottage of a hermit. He fell on to an altar of flowers that was outside the cottage and was named Pushpaka. He used to live with a hermit who used kind words. Pushpaka learnt to speak kind words.	7
➤	One day, the king of the county happened to pass the lodge of the robbers and heard the harsh words of the parrot- “catch him, tie up, kill him”. Thinking that there might be a	8

	danger, the king went away quickly.	
➤	Then he heard the kind words of the parrot who said, “Please come, have some rest here”, from a cottage nearby. Soon he came to know that a hermit was living there.	9
➤	The king asked the hermit, “I heard the words of two different parrots; one spoke harsh words and the other spoke kind words. Why is that?” the hermit replied one parrot lived with thieves. So, he used the language that the robbers spoke. The other one lived with me. So, he spoke kind words.	10

Activity12

Competency : 8. Communicates clearly, fluently and concisely.

Competency Level : 8.5 Use language to produce spontaneous and planned spoken texts and convey them in multi-modal ways.

No. of periods : 02

Learning Outcome :

- Students will be able to relate the Jathaka story using connectors meaningfully.

Instructions for Lesson Planning

Task Outcome :

- Students will be able to present a speech on a given Jathaka story.

Lesson Development :

- Put the students into group and prepare their speech.
- Get them to present their story to the class.

Answer Guide – Textbook : N/A

Answer Guide – Workbook : N/A

Activity13

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

Competency Level : 5.7 Recalls details.

No. of periods : 02

Learning Outcome :

- Students will be able to extract specific information from a conversation.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to answer 'Wh' questions.

Lesson Development :

- Teacher may ask the following questions;
 - What kind of situation is this?
 - How many people are there in the dialogue?
 - Where are they?
- Get the students to read the conversation aloud.
- Get them to write short answers to the questions.
- Discuss the answers.

Answer Guide – Textbook

Activity 13

1. Venerable Nada and Venerable Rahula
2. Doing home work
3. No
4. Venerable Nanda
5. *"I did only a few. I have many more to do"*

Activity14

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

Competency Level : 6.2 Uses quantifiers, some, few, little, many, much.

No. of periods : 02

Learning Outcome :

- Students will be able to identify the use of given quantifiers.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to tick “√” after matching if they are applicable.

Lesson Development :

- Ask students to read the dialogue carefully and underline the words with quantifiers.
- Ask them to list them down in their writing books.
- Discuss how they have been used as countable or uncountable.
- Ask the students to copy down the table and tick under correct column.

Answer Guide – Textbook :

Activity14

Quantifier	Countable nouns	Uncountable nouns
some	√	√
a few	√	
few	√	
a little		√
little		√
many	√	
much		√

Activity 15

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

Competency Level : 6.2 Uses quantifiers, some, few, little, many, much.

No. of periods : 02

Learning Outcome :

- Students will be able to underline the correct quantifier given in brackets.

Instructions for Lesson Planning :

Lesson Development :

- Ask students to read the given sentences carefully.
- Help them with unfamiliar words they come across.
- Underline correct / most suitable quantifier to the given sentence.

Answer Guide – Textbook

Activity 15

1. Few
2. little
3. many, few
4. few
5. A little

Activity 16

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

Competency Level : 6.2 Uses quantifiers, some, few, little, many, much.

No. of periods : 02

Learning Outcome :

- Students will be able to use quantifier correctly.

Instructions for Lesson Planning:

Task Outcome:

- Students will be able to fill in the blanks with correct quantifier.

Lesson Development :

- Ask the students to read the given sentences carefully.
- Help them with new words they come across.
- Underline correct / most suitable quantifier in the given sentence.

Answer Guide - Workbook

Activity 3

1. There were only a few people in the bus halt when I went there.
2. She has a few friends from different parts of the island.
3. Can you please give me some water? I am very thirsty.
4. The little money I have is not enough for my bus fare.
5. *Many* people like to travel by train as it takes a very little time to come its destinations.
6. We can get much information very quickly by surfing the net.
7. I have read many Sinhalese books but I read only a few English books.
8. Once a week, we visit our grandmother's place with a few/ many beautiful roses.

Activity 17

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

Competency Level : 4.2 Uses words which are homonyms (split and / or pronounced alike but have different meanings).

No. of periods : 02

Learning Outcome :

- Students will be able to write correct spellings of the homonyms to bring out the meaning appropriate to the given picture.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to label the pictures.

Lesson Development :

- Get the students to look at the pictures and label them.
- Give the words on the board for them to select if they find it difficult to label the pictures.
- Teach them that there are words with similar pronunciation but different meaning (homonyms).

Answer Guide: Textbook

sun	son
hare	hair
mail	male
pear	pair

Activity 18

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

Competency Level : 4.2 Uses words which are homonyms (spelt and / or pronounced alike but have different meanings).

No. of periods : 02

Learning Outcome:

- Students will be able to identify homonyms.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to fill in blanks choosing correct vocabulary items from the given pair of words.

Lesson Development :

- Get the students to copy the sentences into their books and fill in the blanks.
- Discuss the answers.

Answer Guide: Textbook

1. flour
2. hear
3. stairs
4. sun
5. grown
6. here
7. flower
8. son
9. groan
10. pair

Activity 19

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

Competency Level : 4.2 Uses words which are homonyms (spelt and / or pronounced alike but have different meanings).

No. of periods : 02

Learning Outcome : Students will be able to form and identify new words to denote different meanings.

Instructions for Lesson Planning

Task Outcome :

- Students will be able to underline correct vocabulary items from the given pair of words in brackets.

Lesson Development :

- Ask to copy down the given paragraph into writing books and underline the correct meaning.
- Discuss the answers.

Answer Guide: Textbook

Activity 19

Last (knight,night) when I looked up, the sky was very dark (blue,blew). I (knew,new) I (wood,would) (sea,see) stars but (I,eye) was surprised (buy,by) (there,their) brightness. Who had (made,maid) them so beautiful? I was sure they had been (maid,made) millions of (years,ears) ago. I wanted to (stair,stare) at them forever. What a beautiful (sight,site)? The moon is peeping through the clouds.

Activity 20

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

Competency Level : 5.5 Makes inferences based on prior knowledge, visual clues and contextual clues.

No. of periods : 02

Learning Outcome : Students will be able to infer the meaning of a word based on prior knowledge and contextual clues.

Instructions for Lesson Planning:

Task Outcome :

- Students will be able to guess the word from the context and replace the dummy word with the correct word.

Lesson Development :

- Help students to reveal the correct word by using the contextual clues to find out a lexical or semantic relationship to the unknown vocabulary item or concept.
- Teacher may ask following questions to orient the students to elicit words.
 - a. What is the colour mentioned in the text? blue
 - b. What is the substance/ thing that can cover almost one third of the globe?
clouds/ water / air
 - c. What can get different shapes in different climatic conditions? water / air
 - d. Why it is not a living thing? Is there any reason? Cannot change the shape
 - e. What are the lexically related vocabulary items? (flood, frozen, falls...etc)
 - f. Why we should use it thriftily? Is it wasting out? Is it limited? Yes
- Ask students to read the text carefully several times.
- Ask them to substitute a word and check why it is / is not fitting in the paragraph.

Answer Guide – Textbook :

- 1) Water
- 2) Solid, liquid, vapour
- 3) In the sea, lakes, ...ect
- 4) Hydro-electricity
- 5) It threatens the living beings in the world.

Tips for the teacher

The unit ‘Good Conduct’ discusses the values and ideology of Buddhist culture while providing many opportunities with variety for language development. The unit consists of twenty activities related to the eight competencies. Most of the activities are based on Buddhist customs and religious practices. They are interesting since they are much relevant to the day to day activities of the students.

- Since a unique competency level has been devoted over five precepts, teacher should motivate students to develop the ability to talk on five precepts concisely.
- Preparing a summary of Jataka stories would be helpful in the day to day life of the monks as it gives an opportunity to learn the language effortlessly.
- When introducing Present Perfect Continues tense, draw the students’ attention to syntax while giving a significant emphasis on the ‘aspect’ of the tense.
- When doing activity 20, teacher should arouse the curiosity of the students while providing much help to identify the expected words using contextual clues systematically.

Assessment and evaluation

This unit is more specific than the other units since it introduces basic Buddhist religious practices and culture. In this context, new low frequency but useful vocabulary is introduced. When assessing the vocabulary, it is better if teachers can check them in context, not in isolation. Intra and inter vocabulary contests and mini projects can be used as assessment tools. Reading and speaking can be assessed in monthly literary meetings and conducting of mock Dhamma preaching and alms giving admonitions.

Unit 7 – Sources of Information

Activity 1

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

Competency Level : 5.7 Recalls details.

No. of periods : 02

Learning Outcome : Students will be able to recall and extract specific information from conversation.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to answer ‘Wh’ questions.

Lesson Development :

- Use the picture given to have a discussion on the conversation.
- Get the students to read the conversation aloud.
- Get them to write short answers to the questions.

Answer Guide – Textbook

Activity 1

1. Sudesh
2. a dictionary
3. ‘alms’
4. in the alphabetical order
5. words meaning/spellings/pronunciation

Activity 2

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

Competency Level : 5.3 Identifies the main idea of a text.

No. of periods : 02

Learning Outcome :

- Students will be able to read and understand the contents of different types of texts.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to match the various types of reading material with the relevant descriptions given in the grid.

Lesson Development :

- Get the students into several groups and ask them to find correct phrases in column 'B' for the words given in column 'A'.
- After completing the activity, ask the group leaders to express what they have found in column 'B' for the words given in column 'A'.

Answer Guide – Textbook :

Activity 2

4
3
2
1
5

Activity 3

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

Competency Level : 5.3 Identifies the main idea of a text.

No. of periods : 02

Learning Outcome :

- Students will be able to speak with clarity at an appropriate volume.

Instructions for Lesson Planning :

Task Outcome

- Students will be able to identify the key facts of the book “Robin Hood”.

Lesson Development :

- Lead a discussion about the books the students have read.
- Get them to look at the picture of the cover page and talk about the book ‘Robin Hood’.
- Ask them to read the information given in the table and find more facts about the book.

Answer Guide – Textbook : N/A

Activity 4

Competency : 8. Communicates clearly, fluently and concisely.

Competency Level : 8.5 Uses language to produce spontaneous and planned spoken texts and convey them in multi modal ways.

No. of periods : 02

Learning Outcome :

- Students will be able to speak with clarity on a given topic.

Instructions for Lesson Planning :

Task Outcome

Students will be able to talk about the book “Madol Doowa” under the given sub topics.

Lesson Development :

- Get the students to draw a similar table like the one given for ‘Robin Hood’ and fill in the information about ‘Modol Doowa’.
- Ask them to practise the speech about the book.
- Get them to talk about the book to the class.

Answer Guide – Textbook : N/A

Activity 5

Competency : 8. Communicates clearly, fluently and concisely.

Competency Level : 8.5 Uses language to produce spontaneous and planned spoken texts and convey them in multi modal ways.

No. of periods : 02

Learning Outcome :

- Students will be able to speak with clarity at an appropriate volume.

Instructions for Lesson Planning

Task Outcome :

- Students will be able to present their views on a given topic.

Lesson Development :

- Get the students to present ideas relevant to the topic.
- Concept maps can be used to collect facts to the topic.
- Give them a clear idea about novels and films about children.
- Help the students to collect ideas as a group.
- Get the students to present facts logically.

Answer Guide – Textbook : N/A

Activity 6

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

Competency Level : 5.3 Identifies the main idea of a text.

No. of periods : 02

Learning Outcome:

- Students will be able to read and understand the contents of different types of texts.

Instructions for Lesson Planning :

Task Outcome

- Students will be able to understand information given in the text and answer the questions.

Lesson Development :

- Get the students to read the topics of the grid.
- Ask students to get into groups and read the given texts.
- Provide help to understand unfamiliar words.
- Ask students to fill in the blanks with correct information.
- Get the students into several groups and ask them to find the correct caption to fill in the table with given information.
- After completing the activity, ask the group leaders to write a short summary each for the given captions. (Minimum 03 sentences each.)

Answer Guide – Textbook

Activity 6

1	2	3	4
Extract number	What the text is about?	Three verbs from each text	Three nouns from each text
1	my father	works/sails/needs	father/people/heroes
2	Planet Earth	rotates/revolves/divides	human/trees/plants
3	water	need/pollute/protect	seas/rivers/streams

Answer Guide – Workbook

Activity 1

What is the text is about	Four verbs from the text	Four nouns from the text
Food	eat	nutrients
	give	vitamins
	help	cereals
	stay away	diseases

Activity 7

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

Competency Level : 3.3 Distinguishes between cause and effect.

Learning Outcome : Students will be able to identify the different organizational patterns that affect meaning.

No. of periods : 02

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to listen and select the correct answers out of given options.

Lesson Development :

- This is a listening activity. Instruct students to copy activity 7 in Unit 7 of their textbook.
- Give the students some time to read the task sheet.
- Once the teacher reads the text, students listen carefully and fill in the blanks.
- At the second reading, students check the answers and fill in the gaps.
- Change the books and correct the answers.

Listening text – Activity 7

Once our country, ancient Ceylon was ruled by a powerful king named Valagamba. His father was also a very powerful king named King Vasamba. He had one brother and his wife was Queen Somadevi. Abhayagiriya was one of the greatest stupas he constructed in his reign. The symbolic turn of the Buddhist history in this island happened in Aluwiharaya in Matale. For the first time ever, the Buddhist doctrine was written in the Temple Aluwiharaya.

Answer Guide

Activity 7

- a. King Vasbha
- b. One
- c. Queen Somadevi
- d. Abhayagiri Stupa
- e. Aluwiharaya temple

Activity 8

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

Competency Level : 5.2 Reads to understand the meaning of words.

No. of periods : 02

Learning Outcome :

- Students will read and understand the contents of different types of texts.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to use a dictionary to extract necessary information.

Lesson Development :

- Get students to work in pairs and ask to find the meanings for the given words in the dictionary page.
- Ask them to find correct spelling for words using the dictionary page.

Answer Guide – Textbook

Activity 8

1. Pneumonia
2. Poacher
3. PO
4. Plumber
5. Poacher
6. a / b / d / f / h

Activity 9

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

Competency Level : 4.3 Learns the vocabulary of fixed expressions and what they mean.

No. of periods : 02

Learning Outcome :

- Students will be able to identify phrasal verbs and their meanings.

Instructions for Lesson Planning :

Task Outcome :

- Students will form phrasal verbs to denote different meanings to suit the texts in the sentences.

Lesson Development :

- Before you ask to do the exercise, use the given learning point in the textbook to make students aware of verb phrases.
- Help them to find the correct verb and the correct preposition to make a meaningful verb phrase.
- Complete workbook activity 3 of Unit 7 as pair work.

Answer Guide – Textbook

Activity 9

1. believes in
2. take off
3. switch on
4. get on
5. put out
6. look for
7. go through
8. throw away
9. take in
10. try out

Answer Guide – Workbook

Activity 3

1. gave away
2. got through
3. turn off
4. kept on
5. come round

Activity10

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

Competency Level : 6.15 Uses question tags.

Learning Outcome :

- Students will use tag questions appropriately.

No. of periods : 02

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to select the correct tag questions out of the given options.

Lesson Development :

- Use the learning point given in the textbook to introduce tag questions.
- Get the students to complete the given activity in the textbook activity 10 as a group work.
- Ask them to complete the workbook activity 4 of Unit 7 as an individual task.

Answer Guide – Textbook

Activity 10

1. c	2. c	3. a	4. b	5. b	6.a
------	------	------	------	------	-----

Answer Guide – Workbook

Activity 4

1. Weren't there?
2. Aren't they?
3. Shall we?
4. Are they?
5. Would you?
6. Haven't you?
7. Would you?
8. Isn't it?

Activity 11

Competency : 1. Identifies the sounds of the English language.

Competency Level : 1.1 Uses the silent letters.

No. of periods : 02

Learning Outcome : Students will identify the silent letters (m,n,o,p,s,t,u,w).

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to pronounce the words with silent letters correctly.

Lesson Development :

- Get the students to play the game.
- Ask them to pronounce the words correctly. If not support them.

Answer Guide – Textbook - N/A

Activity 12

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

Competency Level : 6.7 Uses transitive, intransitive and ditransitive verbs.

No. of periods : 02

Learning Outcome

- Students will use transitive, intransitive and ditransitive verbs.

Instructions for Lesson Planning

Task Outcome :

- Students will be able to fill in the given grid with transitive, intransitive and ditransitive sentences.

Lesson Development :

- Use the learning point given in the textbook to teach transitive, intransitive and ditransitive verb.
- Get the students to complete the given activity in the textbook activity 12 as a group work.

Answer Guide – Textbook

Activity 12

Transitive	Intransitive	Di-transitive
1	4	2
3		6
5		9
7		
8		
10		

Answer Guide – Workbook

Activity 5 of Unit 7

Transitive	Intransitive	Di-transitive
1	4	5
2	6	
3		
7		
8		
9		
10		

Tips for the teacher

This unit 'Sources of Information' has been written for the students with a view to introduce the numerous sources of information in the modern society. Using the available authentic materials in day today life will provide the students with an enriched teaching learning environment.

- When talking about different sources of information, it is better to bring authentic materials to the class.
- When students are doing activities 3 & 4, teacher can provide them with a few books which are popular among students to familiarize them with different information that a typical story book consists of.
- When introducing phrasal verbs, teacher can present them in meaningful contexts where students can be asked to guess the meaning from the context.
- When talking about using dictionaries put students into groups and ask them to find meanings of few randomly given words in the dictionaries.

Assessment and evaluation

As positive outcomes of the assessment and evaluation process, teachers are requested to maintain students' progress records and conduct remedial sessions to help students who find difficulties in achieving these competency levels. Since Pirivena generally consists of low numbers of students in almost every class, individual informal assessment also can be effective.

Unit 8 – Modern Technology

Activity 1

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

Competency Level : 5.7 Recalls details.

No. of periods : 02

Learning Outcome :

- Students will be able to recall and extract specific information from a dialogue.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to answer ‘Wh’ questions correctly.

Lesson Development :

- Use the picture given to have a discussion on the conversation.
- Get the students to read the conversation aloud.
- Get them to write short answers to the questions.

Answer Guide – Textbook

Activity 1

- (a) Charles Babbage
- (b) Mathematical activities
- (c) Google and Yahoo
- (d) A system that connects millions of computers together, inventor - not given
- (e) It is a system that we use to send messages through Internet.

Activity 2

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

Competency Level : 6.8 Uses past perfect tense.

No. of periods : 01

Learning Outcome :

- Students will be able to use past perfect tense appropriately.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to make sentences using past perfect tense.

Lesson Development :

- Teach past perfect to the students using the instructions and guidelines in the textbook.
- Get the students to complete the activity in the textbook.
- Get them into pairs and ask them to make sentences in past perfect tense with the help of given examples.

Answer Guide – Textbook

Activity 2 (Possible answers)

1. I had taken my lunch before 2.00pm.
2. He had started the class early on that day.
3. Mother had observed Sil on Poya day.
4. My brother had visited his teacher to get instructions.
5. After the rain had ceased, people went home.

Activity 3

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

Competency Level : 6.8 Uses past perfect tense.

No. of periods : 01

Learning Outcome : Students will be able to form past participle form and use them accurately.

Instructions for Lesson Planning :

Task Outcomes :

Students will be able to identify and circle past participle forms given in the box.

Students will be able to form and use the past participle forms accurately in the given sentences.

Lesson Development :

- Get the students into pairs and elicit the past participle form of the given verbs. (alternatively, teacher can ask the students to find the past participle forms directly in the table so that they would match them with the stem of the verb form which is deductive learning of form)
- Ask students to find the past participle forms in the table and circle them.
- Get them into pairs and ask them to make sentences in past perfect tense with the help of the given examples in the textbook.

Answer Guide - Workbook

Activity 1

t	h	u	i	k	n	e	w	m	e
a	s	f	n	h	e	l	d	i	a
k	m	o	v	s	t	o	o	d	t
e	a	u	e	n	p	a	b	r	e
n	p	n	n	s	e	n	t	n	n
v	l	d	t	f	o	u	n	t	d
a	k	v	e	u	s	e	d	u	f
w	r	i	d	t	e	n	s	s	o
w	r	i	t	t	e	n	i	b	s

Answer Guide - Workbook

Activity 2

1. had invented
2. had been offered
3. had created
4. had prepared
5. had won
6. had lived
7. had searched
8. had made
9. had not postponed

Activity 4

Competency : 1. Identifies the sounds of English language.

Competency Level : 1.4. Uses word stress appropriately.

No. of periods : 01

Learning Outcome :

- Students will be able to pronounce words correctly.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to pronounce the words correctly stressing the given syllables of them.

Lesson Development :

- Get the students to pronounce the given words correctly with the teacher.
- Let them pronounce the words correctly stressing the initial consonant blends.
- Now get them to do the activities 3 & 10 of unit 8 of the Workbook.

Answer Guide - Workbook

Activity 3

Word with one syllable	Word with 2 syllables	Word with 3 syllables
man	mango	conversation
cow	baby	advisor
book	table	illnesses
monk	window	properly
pen	country	
robe	ourselves	
tin	temple	
hen	subject	
	water	

Answer Guide - Workbook

Activity 10

preacher	considerable	helpless	commitment	waken
planter		hopeless	argument	taken
reader	miserable	homeless	agreement	
	contentment			
	admirable			
	manageable			

Activity 5

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

Competency Level : 5.3 Identifies the main idea of a text.

Learning Outcome : Students will be able to identify the main idea of a text.

No. of periods : 01

Instructions for Lesson Planning

Task Outcome :

- Students will be able to match the correct terms / topics for definitions.

Lesson Development :

- Get the students to read the given definitions.
- Ask them to match given terms/ topics with the definitions.

Answer Guide – Textbook

Activity 5

Topic	Definitions
E-mail	
Twitter	
Internet	
E-books	
Search engines	

Activity 6

Competency : 8. Communicate clearly, fluently and concisely.

Competency Level : 8.4 Presents ideas, opinions, experiences, and arguments with confidence.

No. of periods : 01

Learning Outcome :

- Students will be able to speak with clarity.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to organize a speech according to the information given in the diagram.

Lesson Development :

- Use the diagram given in the textbook relevant to information technology to simplify your explanation.
- Ask them to say similar sentences of what they know about information technology.
- Help them to collect ideas as a group work.
- Get them to write their speeches.

Answer Guide – Textbook – N/A

Activity 7

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

Competency Level : 1.1 Identifies and uses initial consonant blends.

No. of periods : 01

Learning Outcome :

- Students will be able to identify words with initial consonant blends.
- Students will be able to pronounce initial consonant blends.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to sort out and write given initial consonant blends into appropriate column and pronounce them.

Lesson Development

- Act as a model and help the students to pronounce the four words given.
- Ask them to copy the table into their exercise books and complete it.
- Now get them to do the activity 5 of Unit 8 of the workbook.

Answer Guide – Textbook :

Activity 7

Sn	St	Sk	Sw	Sp
snack	start	sky	sweet	speak
snag	stand	ski	swim	speed
snow	stair		swam	speech
	stamp			spark
	stop			

Answer Guide – Workbook

Activity 5

Sn	Sk	Sw
snow	sky	swimming

Activity 8

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

Competency Level : 4.4 Uses suffixes.

No. of periods : 01

Learning Outcome :

- Students will be able to identify new words to denote different meanings.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to identify the base and the suffix of given derived forms.

Lesson Development :

- Teach suffixes using the learning point in the textbook.
- Get them to copy the table into their books and fill it in.
- Now get them to do the activities 9 & 4 of Unit 8 of the Workbook.

Answer Guide – Textbook

Activity 8

Base form	Derived form	Suffix
help		less
agree		able
comfort		able
excite		ment
brother		hood
transfer		able
end		less
listen		er
brighter		er
kind		ness

Answer Guide – Workbook

Activity 4

d	ness	ful	ly
heard abled tied	kindness happiness calmness	mindful	calmly kindly hardly friendly sincerely

Answer Guide – Workbook

Activity 9

1. The Earth day celebration
2. 22nd April
3. School children of some countries
4. Thousand of British families
5. Making a human chain about 500 miles long

Activity 9

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

Competency Level : 7.4 Sequence in order of priority.

No. of periods : 01

Learning Outcome :

- Students will be able to sequence the steps of a set of instructions.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to number the sequence to create an e-mail account.

Lesson Development :

- Lead a discussion on creating an e-mail account.
- Ask the students to come up with what they know about creating and using e-mail account.
- Get them to arrange the steps in the correct order.
- Discuss the answers.

Answer Guide – Textbook

Activity 9

4	1	2	5	3
---	---	---	---	---

Answer Guide – Workbook

Activity 6

2
7
4
5
1
3
6

Activity 10

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

Competency Level : 7.2 Writes notes informally.

No. of periods : 01

Learning Outcome

- Students will be able to write short messages.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to write short messages for daily purposes (situations).

Lesson Development :

- Discuss how to write short messages using the model in textbook.
- Identify the features of a short message.
- Guide the students to use simple sentences (SVO pattern) and to convey the message briefly.

Answer Guide – Textbook – N/A

Answer Guide – Workbook – N/A

Activity 11

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

Competency Level : 6.16 Answers informative questions.

No. of periods : 01

Learning Outcome :

- Students will be able to use 'Wh' questions appropriately.

Instructions for Lesson Planning :

Task Outcome :

- Students will be able to fill in the grid correctly with 'Wh' question words.

Lesson Development :

- Get the students to identify the question words for the given situations in the textbook.
- Discuss the answers.

Answer Guide – Textbook :

What	When	Where	Which	Who	How
------	------	-------	-------	-----	-----

Answer Guide – Workbook

Activity 8

1. Who invented the computer?
2. How far does Srimal walk to Pirivena every day?
3. When will you get a transfer?
4. What was his ambition?
5. From where can you borrow an encyclopedia?
6. What was the main event in the last meeting?

Tips for the teacher

Modern technology has brought a new dimension to education. This unit ‘Modern Technology’ was written to encourage students to learn how to use modern technology and also to make them necessarily aware of the rational use of technology. This unit consists of 11 activities that are designed to develop all the competencies.

- Prior to introducing ‘word stress in English’ teacher should make sure the students are familiar with terms such as ‘syllable’ and their importance in English.
- When introducing perfect tenses, especially the aspect and use must be emphasized in meaningful contexts.
- When introducing eliciting information/ questioning, teacher should attempt to introduce them inductively. Games like ‘Banana’ (for every question raised one fixed answer is given – ‘what is your name? banana, where do you live? - banana) can be deployed to motivate pupils to form questions.

Assessment and evaluation

Assessing the competencies of this unit can be summative as the whole set of competencies prescribed for grade three will have been introduced by the end of this unit. However, it is recommended that a strong assessment which does not make students feel they are evaluated is developed at classroom level in order to assess the student’s ability to use English accurately. When assessing speaking make sure that fluency does not suffer over the cost of accuracy in the end.

English

Primary Pirivena

Teacher's Guide

Grade 4

(Will be implemented from 2019)

Pirivena Education Branch

Ministry of Education

Sri Lanka

Pirivena Education Unit

Department of Sinhala Language

Faculty of Languages, Humanities and Social Sciences

National Institute of Education

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English

Primary Pirivena

Teacher's Guide

Grade 4

First Print: 2019

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Pirivena Education Branch

Ministry of Education

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Message from the Secretary of Education

The Buddhist clergy is the symbol of the Sri Lankan Buddhist identity. The national Piriven, which opened an educational pathway to the entire nation by centering the education of the clergy, has a long history. The Piriven education developed so smoothly under the leadership of the Buddhist clergy from the Anuradhapura era that the chronicles reveal that even foreigners came here to study.

We are happy to say that we are able to maintain the Piriven education institutes that are centred around temples by providing facilities similar to that of schools at present under the monitoring of the Ministry of Education while preserving the historical heritages.

It should be our firm objective to produce a suitable generation of learned and scholarly priests and a generation of learned and disciplined laymen to fulfill the contemporary needs by providing basic requirements of the Piriven education. While supporting this endeavor, we believe that this Teacher's Guide, which is offered to you under the 2018 curriculum reforms, will be a tool for the Piriven teacher to provide knowledge to the learners through new teaching methods. I view that it is your responsibility as the Piriven teachers to provide a clear understanding to the student community by using this efficiently.

I would like to extend my thanks to the Piriven Education Branch, the National Institute of Education and the Educational Publications Department.

N.H.M. Chitrananda
Secretary to the Ministry of Education

Message from the Director General of National Institute of Education

This Teacher's Guide has been composed by the newly instituted Pirivena Education Unit in the National Institute of Education, in order to plan lessons so that the relevant competencies are fulfilled, consequent to the revision of the syllabus content produced by the Ministry of Education.

The decision taken by the Ministry of Education to provide teacher's guides in order to bring the teaching learning process to a higher level-same as it is done in the school system - is a commendable decision. Thereby it provides an opportunity for teachers to explore new approaches in teaching learning methodologies and plan one's lessons and to engage in a process of teaching and learning at a higher level.

The content of the Teachers' Guide falls into two main sections. They are the syllabus and the competencies involved, and the compendium of activities instrumental in fulfilling these competencies. The activities have been created in taking into consideration the time allocated for each of the activities, so that the level of competency relevant to each competency is covered. This leaves room for new activities to be evolved based on these activities.

My thanks go to the Piriven Education Unit of the National Institute of Education for giving leadership to the composition of these Teachers' Guides for all the subjects in the Primary Pirivena Curriculum, within a very short time, the subject specialists of the National Institute of Education, and the external resource persons.

Dr.(Mrs) T.A.R.J. Gunasekara
Director General
National Institute of Education

Message from the Commissioner General of Educational Publications

Pirivena is a centre of the Sri Lankan education system. The Buddhist clergy was able to produce a generation of clergy with religious knowledge and a patriotic community through the Pirivena by continuously bestowing the great Buddhist order, which was established in Sri Lanka to a students' generation amidst diverse obstacles through a number of years.

The service rendered by the Pirivena for the upliftment of the society of lay and clergy by preserving the traditional identity and by fulfilling the contemporary needs from the past, was immeasurable. We would like to praise the effort made by the Piriven Education Branch of the Ministry of Education at present to provide the necessary knowledge through a new curriculum based on competencies by considering the needs of the student priests and lay students who follow Piriven education and by mixing the modern educational trends and traditional educational strategies of the Buddhist order while preserving the classical education. The Educational Publications Department too, being a strength to the above process, provides the necessary facilities by printing 54 textbooks annually for Basic Pirivena and by printing new syllabi for all the subjects.

The compilation of teacher's guides for the new competency based curriculum for the first time for the Piriven education is a valuable process. It's a pleasure to offer you these teacher's guides compiled by the National Institute of Education and the Piriven Education Branch and printed by the Educational Publications Department. I would like to bestow my sincere thanks on the advisers, members of the writing and editorial panels and on the staff of the Educational Publications Department who extended their contribution towards this endeavor. I wish for the success of the Piriven education.

W.M. Jayantha Wickramanayake
Commissioner General of Educational Publications
Educational Publications Department
Isurupaya
Battaramulla
2019.04.10

Message from the Deputy Director General of National Institute of Education

I must state that this emergence of the Teacher's Guides in the field of the modern Sri Lankan Pirivena is a historic event. The combination of the National Institute of Education and the Pirivena Branch of the Ministry of Education being instrumental in compiling these Teacher's Guides provide the background for this happy emergence.

The only institute empowered by the Constitution to provide subject syllabi, Teacher's Guides, training of teachers, training of education managers, research in education is the National Institute of Education, instituted by Act No28 1985. However till the year 2017, the National Institute of Education had not-directly contributed to the Pirivenas - the centers of Education of the Mahavihara tradition with a history of 2325 years.

We were often beleaguered by this question could there be a National Institute of Education which has no Pirivena Branch or Pirivena Department. We could contribute to obtain a solution on obtaining the full support and blessings of the current His Excellency the President, the Honorable Minister of Education, the Secretary to the Ministry of Education in 2018, The Director of Pirivena Education at the time, the current Director General of the National Institute of Education, and the full support and blessings of the Council of the National Institute of Education.

Accordingly on the decision taken by the Sinhala Buddhist Congress under the Chairmanship of His Excellency the President and the decision of the Council of the National Institute of Education taken on 2017/3/16, 412/5/12 IM No.5157 the Pirivena Education Unit was instituted, affiliated to the Department of Sinhala Language of the Faculty of Languages Humanities and Social Sciences of the National Institute of Education.

Consequently, the National Institute of Education could directly contribute to the training of the Pirivena teacher and the production of Teacher's Guides for the Pirivena teacher. This is a great boon that has enabled us to make use of the experience of teaching and learning, research, technology know - how that the National Institute of Education has - in order to awaken the Pirivena classroom. It is a source of illimitable pleasure.

I respectfully beseech the teachers of the Pirivenas to make use of these Teacher's Guides to bring about a higher level of achievement to the Pirivena classroom in a friendly enjoyable way. I offer my heartfelt respects to those who contributed to the compilation of these Teacher's Guides, the Director of the Sinhala Language Department, the Chief of the Pirivena Unit, and all the experts.

Ven. Dr.Mabulgoda Sumanarathana Thero

Deputy Director General

Faculty of Languages, Humanities and Social Sciences

National Institute of Education

Message from the Director of Education (Pirivena)

The Pirivena owns a special place among the excellent educational institutions in the Eastern world. It's not a secret that these institutions developed gradually to the level of international universities. The education provided by the Pirivena is able to uplift the identity of the Buddhist priests and traditional knowledge of the people from early times. The ancient Piriven education which was centred around the eight oriental institutes bestowed a generation with spiritual values and religious knowledge to this country.

The modern Piriven education is one of the special aspects of the national education stream. The main objective of the Piriven education is to bestow Buddhist priests on the nation for three fold upliftment of the Buddhist order including law of reason, principle and insight and to produce well-educated scholars.

It is a major responsibility of the Buddhist clergy to guide for the creation of a community with positive attitudes in this journey towards prosperity. Therefore, the Pirivena must act more powerfully to empower them with required knowledge.

It is a pleasure that we were able to take several steps forward with new curricula by updating the learning-teaching process. In the attempt to make the future Piriven education firm through different strategies, it is my firm belief that the new Teacher's Guide that is offered to you would be a powerful quality input to increase the student performance. I insist that it is your duty to take action to update the knowledge of Piriven teachers about the traditional and modern learning trends and strategies. I remind you to study the Teacher's Guide well and use it efficiently in your learning-teaching process.

It is a difficult task to prepare such a Teacher's Guide and offer it to you. I would like to extend my gratitude and thanks to the Assistant Directors of the Piriven Education Branch, the Director General of the National Institute of Education, Venerable Deputy Director, Venerable Head of the Piriven Education Branch and the Commissioner General of the Educational Publications and the staff.

Venerable Watinapaha Somananda Thero
Director of Education (Piriven)
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Ministry of Education

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National Goals

The national system of education should assist individuals and groups to achieve major national goals that are relevant to the individual and society.

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

Instructions regarding the Teacher’s Guide

The competency based Primary Pirivena English language syllabus for grade 04 which was implemented in 2017, has 47 competency levels to be achieved by the students of Grade 04.

Grade 04 course materials consist of a Pupil’s Textbook, Pupil’s Workbook, and a Teacher’s Guide along with the syllabus designed and integrated in an innovative manner which will be useful for the students to achieve the expected learning outcomes.

This Teacher’s Guide consists of the detailed syllabus of Grade 04, which includes a comprehensive introduction to competencies and competency levels and a detailed lesson plan for each activity in Pupil’s Textbook and answers. Also, the overall guidance of lesson planning (Tips for Teacher) along with testing and evaluation techniques are included at the end of each unit for easy reference.

Students should be exposed to authentic situations copiously where they can acquire, practice, and use language naturally. For example, English language games, holding English Literary Associations, English Camps, English debating competitions, and Inter Pirivena Competitions will provide ample opportunities for students to use the language. A variety of teaching techniques will encourage students to learn different text types such as storytelling, loud reading, dramatizing, role plays, reciting poems, grammar games, etc. Exposure to the language will build up the confidence and motivate the students to use the language.

According to the given guidance, the teacher has the opportunity to be creative and innovative in preparing their lesson plans based on the accepted format to teach their students.

Mr. R.D.S. Jayawardena

Assistant Director of Education (English)

Pirivena Education Branch

Ministry of Education

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Teacher's Guide - Grade Four

Competency	Competency Levels	Subject Content	Learning outcomes	No. of Periods
<p>1. Identifies the sounds of English Language</p>	<p>1.1 Uses the silent letters (m,n,o,p,s,t,u,w)</p> <p>1.2 Uses consonant clusters at the end position</p> <p>1.3 Identifies the syllabic patterns in word formation</p> <p>1.4 1.4 Uses r liaison vowels</p>	<ul style="list-style-type: none"> • Exposure to the words with silent letters in initial and mid positions e.g:- mnemonic n - autumn/hymn o - oesophagus p - receipt/psychology s - island/aisle t - listen/often u - touch/guess/guilt w -answer/sword • e.g:- lb – bulb rv – nerve,vs – loves, rts – heart, idz – builds, sks – asks, mpt – tempt mpts – tempts, ksts – texts, ltst – waltzed • Identifies the syllabic patterns in word formation e.g:- fa/mous, sim/ple, lo/cal car/pen/ter, im/por/tant 	<p>✓ Uses and identifies sounds in the formation of words</p>	<p>4</p> <p>4</p> <p>4</p> <p>4</p>

<p>2. Uses mechanics of writing with understanding</p>	<p>2.1 Identifies and uses numbers, numerals and fraction</p> <p>2.2 Identifies and uses the discourse markers</p> <p>2.3 Identifies different spelling conventions</p>	<ul style="list-style-type: none"> Identifies and uses numbers, numerals, and fractions e.g:- numbers-one, two numerals-first, second fractions –half, quarter Identifies and uses the discourse markers in sentences correctly e.g:- therefore, then, after that Uses spelling conventions in American English and British English 	<p>✓ Uses the mechanics of writing to communicate effectively</p>	<p>4</p> <p>4</p> <p>4</p>
<p>3. Engages in active listening and responds appropriately</p>	<p>3.1 Makes predictions (about subsequent activities/ actions) by using prior knowledge, phonological cues, and contextual clues</p> <p>3.2 Makes inferences by using prior knowledge, phonological cues and contextual clues</p> <p>3.3 Draws conclusions from main ideas, key details, and specific examples from the text, prior knowledge, and contextual clues</p>	<ul style="list-style-type: none"> Responds to different types of texts to predict, infer information and draw conclusions 	<p>✓ Listens and responds to different types of texts</p>	<p>4</p> <p>4</p> <p>4</p>

<p>4. Building up vocabulary using words appropriately and accurately to convey precise meaning</p>	<p>4.1 Deduces meaning of words from how they are used in the context</p> <p>4.2 Identifies proverbs</p> <p>4.3 Recognizes the playful use of words in spoken and written language</p>	<ul style="list-style-type: none"> • Uses contextual clues to understand the meaning of words • Identifies the word class the words belong to • Identifies proverbs • Uses jokes, riddles, and puns 	<p>✓ Builds and uses the vocabulary for effective communication</p>	<p>4</p> <p>4</p> <p>4</p>
<p>5. Extracts necessary information from various types of texts</p>	<p>5.1 Identifies the main idea and the supporting ideas.</p> <p>5.2 Reads to respond to a story</p> <p>5.3. Identifies sequencing patterns</p>	<ul style="list-style-type: none"> • Identifies the main idea and supporting ideas in a text e.g.:- uses the 'wh' question tags such as who or what the text is about. / looks for the keywords that are used repeatedly. • Reads to respond to a story. (e.g:- extracts from Buddha's life story /Dhammapada/ fables /Jathaka stories) • Identifies sequencing patterns e.g. writing information organized in steps or a process is explained in order 	<p>✓ Engages in active reading to extract important information and to decipher organizational patterns</p>	<p>4</p> <p>4</p> <p>4</p>

	<p>5.4 Interprets and integrates ideas from a variety of sources</p> <p>5.5 Paraphrases information or ideas</p> <p>5.6 Understands how a writer's style can impact the reader's interpretation of the text</p>	<ul style="list-style-type: none"> • Uses maps, diagrams, and graphs to interpret information • Uses own words, synonyms/ antonyms to paraphrase information • Reads and interprets texts in terms of its purpose, audience, context, and culture through the choice of words, writing techniques, use of literary language, use of sentences 	<p>4</p> <p>4</p> <p>6</p>
<p>6. Uses English grammar for accurate and effective communication</p>	<p>6.1 Uses quantifiers 'not many', 'not much', 'too many', 'too much', each/ every, fewer, less, more</p> <p>6.2 Uses reciprocal pronouns (e.g., each other, one another)</p>	<ul style="list-style-type: none"> • I have too many books in my hand. • Fewer students are in class today. • There are more students in class today than yesterday • They helped each other. 	<p>4</p> <p>3</p>

	<p>6.3 Identifies nouns that behave like adjectives and identifies adjectives that behave as nouns</p> <p>6.4 Modifies adjectives using adverbs</p> <p>6.5 Forms phrasal verbs</p> <p>6.6 Uses models could, would, might and should for reported speech</p> <p>6.7 Uses models used to/ have to/ ought to / need to</p> <p>6.8 Uses and identifies adjectives that function as adverbs</p>	<ul style="list-style-type: none"> • e.g:- The cricket bat is broken. (Nouns behave as adjectives) The rich should help the poor. (Adjectives behave as nouns) • e.g:- It's a very fast car. • e.g:- plan out, breakdown, catch up • e.g:- She said that she could do all the work. He said that he would come tomorrow. They said that they might stay in Kandy during the weekend. The teacher said that we should come to class every day. • e.g:- I used to read only two pages a day but now I read more. • I have to complete the work on time. • We ought to be silent because we might disturb others. • I need to go to the temple now. • e.g:- The man ran fast. (adjective as an adverb) 	<p>✓ Uses key aspects of grammar to communicate accurately and effectively</p>	<p>3</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p>
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	<p>6.9 Uses adverbs that connect clauses/ sentences (e.g., perhaps, naturally)</p> <p>6.10 Uses adverbs that indicate the speaker's attitude</p> <p>6.11 Uses prepositions for exception (e.g., except), concession (e.g., despite)</p> <p>6.12 Combines prepositions to form complex prepositions (e.g., in front of, because of)</p> <p>6.13 Recognizes how prepositions collate with other words</p> <p>6.14 Forms prepositional phrases</p> <p>6.15 Forms complex sentences with a main clause and subordinate clause</p> <p>6.16 Uses direct and reported speech</p>	<ul style="list-style-type: none"> ● e.g:-Perhaps, they must be on their way now since they left home early. ● e.g:- Would you like a cup of tea? I've had one already. ● e.g:-Despite, the bad weather, they all came to school today. ● e.g:- They all stood in front of the teacher. ● e.g:- I went to the library in search of a book in English. ● e.g:-The building was constructed with difficulty. ● I like pineapple more than papaya. (comparison clause) ● He is looking for the book which he lost. (relative clause) ● The people were working as they were told. (adverbial clause) ● He said, " I will walk back to the temple. (Direct Speech) ● He said that he would walk back to the temple (Reported Speech) 	<p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>3</p> <p>4</p> <p>6</p> <p>6</p>
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<p>7. Communicates clearly, fluently and concisely</p>	<p>7.1 Develops characterization in a story using literary techniques 7.2 Uses effective cohesive devices 7.3 Retells experiences or past events by describing certain factual details, the setting, etc.</p>	<ul style="list-style-type: none"> • Uses direct speech to give information about a character • Joins sentences together to make ideas more understandable to the reader 	<p>✓ Uses English to communicate effectively</p>	<p>4</p> <p>4</p> <p>4</p>
<p>8. Communicates clearly, fluently and concisely</p>	<p>8.1 Organizes and participates in a debate 8.2 Delivers impromptu speech 8.3 Conducts a meeting in the literary association 8.4 Describes objects 8.5 Presents simple religious activities 8.6 Uses cohesive devices to enable others to understand what is being said</p>	<ul style="list-style-type: none"> • Prepares to organize and participate in a debate (e.g. advantages and disadvantages of tourism) • Delivers impromptu speech (e.g. Dhamma school education/Importance of English) • Conducts a meeting (e.g. reads the agenda/reads the minutes/makes proposals/discussions) • Describes objects (e.g. Dragon gate/main entrance to the temple (Vahalkada)) • Presents simple religious activities (e.g. Bodhi puja/Dhamma discussion) • Uses cohesive devices to denote the sequence of what is being said 	<p>✓ Uses aspects of spoken language to communicate effectively and accurately</p>	<p>4</p> <p>4</p> <p>6</p> <p>3</p> <p>4</p> <p>4</p>

Unit 1 – Love Nature

Activity 1

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

Competency Level/s : 5.1 Identifies the main idea and the supporting ideas

No. of Periods : 1

Learning Outcome/s : Students will be able to identify the main idea and the supportive ideas of the dialogue.

Instructions for Lesson Planning :

Task Outcome/s : Students will be able to read the dialogue and find the main idea and answer the questions.

Lesson Development :

- Use the picture given in the textbook to discuss the theme/content of the text. This discussion can be used to introduce difficult / new words. The teacher may ask the following questions.
 - What is the tree shown in the picture?
 - What do you generally feel when you stand/sit beneath this tree?
 - Why is this tree important to the Buddhists?
- Put some pre-reading questions on the board.

e.g:- Name the trees previous Buddhas had used for shelter.
- Get the students to read the dialogue and find the answers.
- Get the students to find the main idea and supporting details.
- Discuss how to find the main idea by going through the whole text.
- Get them to read the text and answer the questions.

Answer Guide:

Textbook:

Activity 1

Main idea: Discussing the agenda of the English Literary Association

1. Some grade 4 students of Subodha Maha Pirivena; Venerable Palitha, Venerable Samitha, Venerable Sarada and Venerable Kashyapa
2. To prepare the agenda for the English Literary Association
3. Inviting the Chief Incumbent to the head table for religious observances

4. When Bodhisatwa attains enlightenment beneath a particular tree, that tree becomes the Bodhi or Bo tree.
5. Na, Bamboo, and Banyan

Answer Guide:

Workbook:

Activity 1

1. speeches, recitation of poems and chanting stanzas
2. Wednesday 21st June
3. by Venerable Sumangala
4. none
5. the secretary
6. no

Activity 2

Competency	: 5. Extracts necessary information from various types of texts
Competency Level/s	: 5.3 Identifies sequencing patterns
No. of Periods	: 1
Learning Outcome/s	: Students will be able to use sequential words to identify the order of the agenda.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to read the text and list the items correctly on the agenda.
Lesson Development	:
	<ul style="list-style-type: none">• Form groups.• Discuss the words that help to find the sequential order.• Ask students to copy the task given on page 3 into their writing books.• Get them to read the conversation again to find the items on the agenda.• Ask the students to write the items in order.

Answer Guide:

Textbook:

Activity2

1. Inviting the Chief Incumbent to the head table
2. Welcome speech
3. Reading the minutes of the previous meeting
4. Confirmation of the minutes

Workbook:

Activity 4

Ven. Palitha	-	4
Ven. Samitha	-	3
Ven. Kasyapa	-	2
Ven. Saradha	-	1
Ven. Palitha	-	9
Ven. Samitha	-	5

Ven. Saradha	-	8
Ven. Kashyapa	-	7
Ven. Palitha	-	6

Workbook:

Activity 5

1. Agenda
2. Name of the pirivena (eg:- Ke / Gali /Vidyasagara Pirivena)
3. Date
4. Pirivena Hall
- 5 Reading of the minutes
6. Matters arising from the minutes
7. Confirmation of the minutes
8. Main items of the agenda
9. Speech by the teacher-in-charge
- 10.Speech by the head table
- 11.Vote of thanks by the secretary

Activity 8

First, Next, Then, After that, Finally

Activity 3

Competency : 3. Engages in active listening and responds appropriately

Competency Level/s : 3.1 Makes predictions (about subsequent activities/actions) by using prior knowledge, phonological cues and contextual clues

No. of Periods : 1

Learning Outcome/s : Students will be able to conclude from main ideas, key details, and specific examples from the text, prior knowledge and contextual clues.

Instructions for Lesson Planning :

Task Outcome/s : Students will be able to listen to a description and tick the relevant picture based on the information given.

Lesson Development :

- Get the students to be familiar with the pictures given and lead a discussion focusing on the words in the listening text.
- Explain the activity.
- Get them to copy the following grid.

1.	a	b ...
2.	a	b ...
3.	a.....	b....
4.	a.....	b....
5.	a.....	b....
- Ask the students to listen to the teacher and tick (✓) on the right space against a or b.
- Get the students to write the answers and re-read the text as required.
- Discuss the answers and the problems they encountered.
- Do a post-listening activity where they talk about a picture given.

Listening Transcript

Textbook

Activity 3

1. It's a busy Monday morning. The students of Sarasvathi Maha Pirivena have arranged their classroom nicely. Now they are walking in a line. What do you think will happen next?
2. The assembly has just started and Venerable Sumedha Thero is administering *pansil*. What will be the next item of the assembly?
3. A group of grade 4 students have come forward and arranged themselves in a semi-circle in front of the gathering. What are they going to do next?
4. Next, the principal addressed the assembly. After that, he invited the English teacher to announce the winners of the English Day competition. Now the teacher is announcing the names. What is happening here?
5. At the end of the assembly, the principal greeted the students. They have come back to their classes. What are they doing in the class now?

Answer Guide:

Textbook:

Activity 3

1. b
2. b
3. a
4. a
5. b

Workbook:

Activity 9

1. offer flowers
2. address the gathering
3. will do exercises
4. will be given a present
5. will stand up

Activity 4

Competency	: 8. Communicates, fluently and concisely
Competency Level/s	: 8.3 Conducts a literary association meeting
No. of Periods	: 1
Learning Outcome/s	: Students will be able to conduct a literary association meeting.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to hold a literary association meeting using the appropriate language.
Lesson Development	:
	<ul style="list-style-type: none">• Discuss the usual/general procedure for conducting a meeting.• Help the students to use the given expressions.• Ask the students to propose and second names for the posts of secretary and president.• Ask the president to continue the meeting.• Help the students with language expressions where necessary.

Workbook:

Activity 6

1. I would like to welcome you all.
2. I cordially invite our principal to address the gathering.
3. Would anyone like to propose anything else?
4. Thank you for attending the meeting.
5. Could anyone second it, please?

Activity 5

- Competency** : 5. Extracts necessary information from various types of texts
- Competency Level/s** : 5.6 Understands how the writer's style can impact the reader's interpretation of the text
- No. of Periods** : 1
- Learning Outcome/s** : Students will be able to understand how the writer's style can impact the reader's interpretation of the text.
- Instructions for Lesson Planning** :
- Task Outcome/s** : Students will be able to complete the sentences with the given words or phrases and answer questions.
- Lesson Development** :
- Lead a discussion on the topic and the picture given highlighting the bond between man and nature.
 - Pre-teach the vocabulary - ancestors, quench, thirst, plunder, devour.
 - Get the students to read the first and second paragraphs and find answers to the questions in 5 A.
 - Discuss the answers.
 - Group the students and ask them to find answers to the other questions in 5 B.
 - Help the students to find answers.

Answer Guide:

Textbook:

Activity 5

(A) 1. belong to 2. voice of 3. our land 4. our thirst 5. behind

(B) 1. (a) the perfumed flowers are our sisters, the deer, the horses, and the great eagle are our brothers.

(b) the rocky crests, the juices in meadows, the body heat of the pony, and man

(c) the blood of our ancestors

..

2. that it is sacred

3. the one who wants to buy the land (the white man)

4. They quench our thirst, carry our canoes, feed our children.

5. Accept suitable answers.

Activity 6

Competency	: 6. uses English grammar for accurate communication
Competency Level/s	: 6.3 Identifies nouns that behave like adjectives and identifies adjectives that behave as nouns
No. of Periods	: 1
Learning Outcome/s	: Students will be able to identify nouns that behave like adjectives and adjectives that behave like nouns.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to find words that describe nouns.
Lesson Development	:
	<ul style="list-style-type: none">• Get the students to identify the adjectives for the given nouns.• Get them to identify their word-class and their function.• The teacher is free to adapt teacher-prepared activities for further practice to master the expected learning outcome.

Answer Guide:

Textbook:

Activity 6

A. 1. perfumed 2. rocky 3. shining 4. ghostly 5. bright

B. 1. sell - sold
2. teach – taught
3. carry - carried
4. feed – fed
5. give – gave
6. devour – devoured

Workbook

Activity 7

- a. I bought an orange from the market. (noun)
 - b. My favorite colour is orange. (adjective)
- a. Rose is a beautiful flower. (noun)
 - b. My sister was the flower girl at my aunt’s wedding. (adjective)
- a. I was suffering from cold. (noun)
 - b. Winter is a cold season. (adjective)

5.
 - a. The worker fought for his right. (noun)
 - b. The soldier lost his right hand at the war. (adjective)

The above sentences are only example sentences.

Activity 7

- Competency** : 7. Uses English creatively and innovatively in written communication
- Competency Level/s** : 7.2 Uses effective cohesive devices
- No. of Periods** : 1
- Learning Outcome/s** : Students will be able to use effective cohesive devices to write a meaningful paragraph.
- Instructions for Lesson Planning** :
- Task Outcome/s** : Students will be able to write a paragraph using the given points.
- Lesson Development** :
- Group the students.
 - Get the students to read each point and identify the phrase that can be developed as the topic sentence.
 - Ask each group to decide on the supportive and concluding sentences.
 - Lead a discussion.
 - Get them to draft the paragraph using the cohesive devices.
 - Check the drafted paragraphs and get them to rewrite them.

Activity 8

Competency	: 7. Uses English creatively and innovatively in written communication
Competency Level/s	: 7.3 Retells experiences or past events by describing certain factual details, the setting, etc.
No. of Periods	: 1
Learning Outcome/s	: Students will be able to develop factual details into a meaningful paragraph.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to write a paragraph on ‘Trees are our friends’ .
Lesson Development	:
	<ul style="list-style-type: none">• Get the students to read the paragraph on “Water for Life” on page 9 in the textbook.• Get them to identify the topic sentence, supporting sentences, and concluding sentences.• Get them to write a topic sentence on “Trees are our friends” and select good sentences for a topic sentence.• Brainstorm and prepare a mind map to write words phrases that would help them to write the paragraph.• Get the students to organize the ideas to a paragraph.• Get them to read their paragraphs and lead a discussion on common errors.

Activity 9

Competency	: 4. Builds up vocabulary using words appropriately and accurately to convey precise meaning
Competency Level/s	: 4.1 Deduces meaning of words from how they are used in context
No. of Periods	: 1
Learning Outcome/s	: Students will be able to deduce the meaning of words from how they are used in context.
Instructions for Lesson Planning	:
Task Outcome/s	: <ul style="list-style-type: none">• Students will be able to find rhyming words for the given words.• Students will be able to find antonyms for the given words.• Students will be able to select a suitable word class for the given words.
Lesson Development	: <ul style="list-style-type: none">• Get the students to listen to the poem.• Divide the class into four groups.• Give each group to read a stanza.• Help the students to find rhyming words of the first stanza and get them to find rhyming words in other stanzas.• Ask them to read them aloud.• Get them to attempt Activity 9 (a).• Discuss the answers.• Give some examples for antonyms. eg:- big/small, good/bad, happy/unhappy• Then get them to find antonyms for the given words.• Discuss the answers.• Introduce nouns, verbs, adjectives, and adverbs and get them to do the Activity 9 (c).

Answer Guide:

Textbook:

Activity 9

- a) 1. know 2. die/by/cry 3. late 4. much 5. why
- b) 1.cry 2. die 3.hate 4.low 5.less
- c) Nouns Adjectives Verbs Adverbs
- things late see softly

Activity 10

Competency	: 5. Extracts necessary information from various types of texts
Competency Level/s	: 5.5. Paraphrase information or ideas
No. of Periods	: 1
Learning Outcome/s	: Students will be able to find the paraphrased ideas from each stanza.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to match the stanzas that describe the sentences best.
Lesson Development	:
	<ul style="list-style-type: none">• Get the students to read the sentences in Activity 10 and write them in their writing books.• Get them to read the poem and select the stanzas relevant to each sentence.• Ask them to write the stanza number of the poem in the given spaces.• Lead a discussion.

Answer Guide:

Textbook:

Activity 10

- a. 3
- b. 4
- c. 1
- d. 2

Activity 11

Competency	: 5.Extracts necessary information from various types of texts 7. Uses English creatively and innovatively in written communication
Competency Level/s	: 5.6. Understands how a writer's style can impact the reader's interpretation of the text 7.2 Uses effective cohesive devices
No. of Periods	: 1
Learning Outcome/s	: Students will be able to write a description interpreting information in the poem.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to use their own words to bring out the meaning of the poem.
Lesson Development	: <ul style="list-style-type: none">• Get the students read the poem silently once more.• Discuss the meaning of the 1st stanza with the students.• Form an answer for the 1st stanza with the help of the students.• Divide the class into 3 groups and give each group one stanza to write in their own words.• Discuss the answers with the whole class and make adjustments where necessary.

Tips for the teacher:

Each unit covers the competency levels that are related to both productive and receptive skills and corresponding grammar points and vocabulary. The teacher is expected to make the maximum use of the material provided to achieve the expected learning outcomes.

Lesson plan for each activity is suggested but teachers have the freedom to make improvements according to the different ability levels of the students.

Teachers are expected to pay more attention on listening and speaking related activities to improve their pronunciation and fluency. The following procedure will help the teacher to handle a listening activity effectively.

Pre-listening

Lead the discussion regarding the topic.

Discuss new words.

Get the students to read the instructions and be ready with the task.

While Listening

Get the students to listen carefully during the 1st reading.

Let them attempt the given task.

Read the text again and again when necessary.

Post reading

Get the students to discuss the answers.

Discuss the problems they encountered while listening.

Get them to do a small task based on the listening text.

Assessment and Evaluation

Informal evaluation methods are encouraged so that the students will not be pressured unnecessarily. Listening and speaking can be assessed while the students are engaged in activities in order to minimize inhibition.

Unit 2 – Buddhist Customs and Traditions

Activity 1

Competency	: 5. Extracts necessary information from various types of texts
Competency Level/s	: 5.1 Identifies the main idea and supporting ideas 5.4 Interprets and integrates ideas from a variety of sources
Learning Outcome/s	: Students will be able to interpret and integrate ideas to find wanted information.
No. of Periods	: 2
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to answer the ‘Wh’ questions and say whether the given statements are true or false.

Lesson Development :

- Get the students to read the notice given in page 12 of the textbook.
- Lead a discussion on what is in the notice board asking questions such as,
 - What is the notice about ?
 - Who conducts the Dhamma sermon?
- Get the students to read out the dialogue in pairs and find the following information.
- number of Dhamma discussions in the programme, things brought by Vijitha and Saman for the Bodhi Pooja
- Ask the students to answer the questions given and read out the relevant parts from the dialogue.
- Then get them to attempt the questions given.

Answer Guide:

Textbook:

Activity 1

A

- i. The Poya day Programme
- ii. Vijitha and Saman
- iii. Some flowers, incense sticks , oil and wicks
- iv. The Dhamma discussion

v. Their mothers

B.

1. False
2. False
3. False
4. False
5. True

Activity 2

- Competency** : 3. Engages in active listening and responds appropriately
- Competency Level/s** : 3.1 Makes predictions by using prior knowledge, phonological cues and contextual clues
- No. of Periods** : 1
- Learning Outcome/s** : Students will be able to listen and use prior knowledge and contextual clues to find information.
- Instructions for Lesson Planning** :
- Task Outcome/s** : Students will be able to listen to the teacher and write numbers in the correct order.
- Lesson Development** :
- Students are asked to write letters a-h vertically in their writing books.
 - Don't allow the students to open their textbooks.
 - Read the eight precepts for the first time and ask the students to listen.
 - Get the students to write the numbers 1 – 8 according to the correct order while listening to the teacher's second reading.
 - Get them to turn to page no. 14 in the textbook and discuss the answers.

Answer Guide:

Textbook:

Activity2

2

6

5

7

4

3

8

1

Activity 3

Competency	: 5. Extracts necessary information from various types of texts
Competency Level/s	: 5.5 Paraphrases information or ideas
Learning Outcome/s	: Students will be able to paraphrase and select responses.
No. of Periods	: 1
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to select the suitable answers from the given list.
Lesson Development	:
	<ul style="list-style-type: none">• Get the students in pairs and practise the questions and answers given.• Get them to speak out and check the answers.• Ask students to copy the five questions and relevant answers into their books .

Answer Guide:

Textbook:

Activity3

1 – 3

2 – 4

3 – 5

4 – 2

5 - 1

Activity 4

Competency	: 5. Extracts necessary information from various types of texts
Competency Level/s	: 5.3 Identifies sequencing patterns
No. of Periods	: 1
Learning Outcome/s	: Students will be able to select necessary information following the sequential order.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to find steps of conducting a Bodhi Pooja.
Lesson Development	:
	<ul style="list-style-type: none">• Lead a discussion on how to conduct a Bodhi Pooja.• Get the students to read the first paragraph and find words, phrases and sentences that describe necessary preparations done.• Discuss the answers.• Help with the meanings of the new words.• Get them to read the next paragraph and find the sentence that describes the order of activities done and words that help them to find the order.• Write them on the board and show how they indicate the order.• Ask them to write the steps of conducting a Bodhi Pooja with sequencing words.

Answer Guide:

Textbook:

Activity 4

How to conduct a Bodhi Pooja

- 1) First, clean yourself.
- 2) Next, collect fresh water in to a pitcher.
- 3) Then, sweep the premises around the Bodhi tree murmuring the nine qualities of the Buddha and pour water to the roots of the tree.
- 4) Then, offer flowers to the Bodhi tree, light lamps and incense sticks.
- 5) After that, sit by the Bodhi tree and chant verses to venerate the Bodhi tree.
- 6) Next, engage in meditation.
- 7) Finally, transfer merit to the departed ones and deities.

Workbook:

Activity 4 A

- Then, you must collect fresh clean water into a pitcher.
- Therefore, you must strain water into the pitch.
- After that, it is better if you could chant sutras.
- Before you start the Bodhi pooja, you have to sweep the premises.
- After you offer flowers to the Bodhi tree, you can go to the shrine room.

There may be other possible answers.

Answer Guide:

Workbook:

Activity 5 B

- Drinking impure water causes many diseases.
- Butterflies are attracted by fragrant flowers.
- Monks are the most suitable advisers in the society.
- We should select useful leisure time activities.
- There was a large gathering to listen to Dhamma sermons yesterday.
- Let's keep our class room clean.
- We should be kind to all living beings.
- Our principal used minimum power to control the situation.
- There is a maximum price to sell any item.
- Good students never copy in exams.

There may be other possible answers.

Workbook:

Activity 2

Nouns

pitcher

Buddhists

sticks

Adjectives

common

clean

useful

Verbs

show

perform

transfer

Adverbs

appropriately

respectfully

next

Activity 7

1. Before
2. Then
3. Next
4. After that
5. Finally

Activity 5

Competency	: 5. Extracts necessary information from various types of texts
Competency Level/s	: 5.1 Identifies the main idea and the supportive ideas
No. of Periods	: 1
Learning Outcome/s	: Students will be able to identify specific information.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to read the text and answer the questions.
Lesson Development	:
	<ul style="list-style-type: none">• Get the students to read the text again and answer the questions.• Discuss the answers with the students.

Answer Guide:

Textbook:

Activity 5

1. clean around the Bodhi tree
2. near the Bodhi tree
3. white or light coloured appropriate clothing
4. Karaniyametta, Rathana, MahaMangala, Dhammachakkapawaththana etc.
5. Murmuring the nine qualities of the Buddha and pour water to the roots of the tree.

Activity 6

Competency	: 4. Builds up vocabulary using words appropriately and accurately to convey precise meaning
Competency Level/s	: 4.1 Deduces meaning of words from how they are used in context
No. of Periods	:1
Learning Outcome/s	: Students will be able identify the word class of the underlined words.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to place the words under the relevant word class.
Lesson Development	:
	<ul style="list-style-type: none">• Revise word classes and get them to identify them in the text using different set of words.• Have a short discussion on how to identify the word class of a given word in context.• Help the students to identify the word classes of the first three words.• Get the students to complete the grid.• Help the students where necessary.• Discuss the answers.

Answer Guide:

Textbook:

Activity 6

Nouns	Adjectives	Verbs	Adverbs
meditation	fresh	respect	appropriately
jasmine	light-coloured	perform	respectfully
relaxation	incense	choose	
Buddha	clean	prepare	
verses	fragrant	wear	
sutras	white	offer	
blessings		chant	
occasion		light	

oil

qualities

stanzas

transfer

engage

pour

venerate

Activity 7

Competency	:5. Extracts necessary information from various types of texts
Competency Level/s	: 5.5 Paraphrases information or ideas
No. of Periods	: 1
Learning Outcome/s	: Students will be able to find opposites of the given words.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to read and find antonyms from the passage.
Lesson Development	:
	<ul style="list-style-type: none">• Put the students into pairs and get them to read the words and try to understand the meanings and help them where necessary.• Then get them to go through the passage and find antonyms for the given words.• Help them when and where necessary.• Discuss answers.

Answer Guide:

Textbook:

Activity 7

- i. common
- ii. wear
- iii. good
- iv. clean
- v. white
- vi. begin
- vii. before
- viii. sit
- ix. better
- x. useful

Activity 8

Competency	: 5. Extracts necessary information from various types of texts
Competency Level/s	: 5.5 Paraphrases information or ideas
No. of Periods	: 1
Learning Outcome/s	: Students will be able to read and find synonyms for the given words.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to find synonyms from the text given.
Lesson Development	:
	<ul style="list-style-type: none">• Discuss the meanings of the given words and ask them to read through the text and find similar words to the given words.• Do one or two examples with the students.• Discuss the answers and write the correct answers on the board.

Answer Guide:

Textbook:

Activity 8

1. appropriate – suitable
2. walk – tread
3. pure – clean
4. want – need
5. begin – start
6. worship - venerate
7. whispering – murmuring
8. finish – end
9. give – offer
10. fragrant – perfumed

Activity 9

Competency	: 5. Extracts necessary information from various types of text
Competency Level/s	: 5.1 Identifies the main idea and supportive ideas
No. of Periods	: 1
Learning Outcome/s	: Students will be able to get the main idea and supportive ideas.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to read the poem and answer the questions.
Lesson Development	:
	<ul style="list-style-type: none">• Get the students to scan the poem by asking questions.<ul style="list-style-type: none">○ How many times do you find the word “better” in the poem?○ How many stanzas are there in the poem?○ What are the numbers you find in this poem?• Recite the poem.• Divide the class into 3 groups and ask each group to recite one stanza.• Get the students to answer the questions.• Discusses the answers with them.

Answer Guide:

Textbook:

Activity 9

1. Better than...
2. Good words
3. No
4. To conquer oneself
5. Use good words and try to conquer oneself.

Activity 10

Competency	: 5 Extracts necessary information from various types of texts
Competency Level/s	: 5.4 Interprets and integrates ideas from a variety of sources
No. of Periods	: 1
Learning Outcome/s	: Students will be able to read and interpret the ideas in the text matching language clues with the pictures.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to match the symbols with the given descriptions.
Lesson Development	:
	<ul style="list-style-type: none">• Have a discussion on Mudras with the students.• Ask them to examine the pictures given.• Put the students into pairs and get them to read each description and find the relevant symbol.• Discuss the words and phrases that helped them to find the answers.

Answer Guide:

Textbook:

A – 4

B – 6

C – 7

D – 5

E – 1

F – 3

G – 2

H - 8

Workbook:

Activity 3

1	2	3
<u>positive</u>	<u>comparative</u>	<u>superlative</u>
1. sweet	<u>sweeter</u>	sweetest
2. <u>good</u>	better	<u>best</u>
3. white	<u>whiter</u>	<u>whitest</u>
4. small	<u>smaller</u>	smallest
5. simple	<u>simpler</u>	<u>simplest</u>
6. <u>virtuous</u>	more virtuous	<u>most virtuous</u>
7. little	<u>less</u>	<u>least</u>
8. calm	<u>calmer</u>	<u>calmest</u>

Activity 5

- i. in front of / behind / next to
- ii. due to
- iii. after
- iv. on behalf of
- v. for

Activity 6

- i. accept
- ii. cleaned
- iii. compassionate
- iv. harm
- v. practice

Activity 8

1. The most Venerable Welivita Saranankara formed the Buddhist Association.
2. Ven. Upali conducted the ceremony of Higher Ordination.
3. Venerable Welivita Saranankara Sangharaja did the renovation of the Ridivihara.
4. The king made the arrangements for the almsgiving.
5. The Chief Incumbent will give away the certificates.

Activity 9

1. Kavantissa asked Gemunu “Wait for some more time.”
2. Swarnamali told Gemunu “I am the goddess of the tree.”
3. The Chief Incumbent told the student monks “Study hard.”
4. King Dutugemunu promised “The great stupa will be named Swarnamali.”
5. A villager asked the Buddha “Do not take this road.”

Activity 10

- a. He told me that I had not cleaned the temple yard.
- b. He told me that that temple was very old.
- c. He told me that it was not difficult to learn English.
- d. He told me that there weren't many people in the temple that day.
- e. He told me that his name was Chandrasena.

Tips for the teacher

The unit “Buddhist Customs and Traditions” aims to provide language in relation to the theme Buddhist customs and traditions and also to inculcate attitudes to make them aware of the necessity to adhere to them. The unit consists of 10 activities related to most of the competency levels introduced in the syllabus.

Since the students are exposed to many new vocabulary based on the theme it is expected to recycle the words through different activities such as puzzles, word games etc. Students should be encouraged to use them in day today life while engaging in such activities (Boodhi Pooja).

Assessment and Evaluation

It is recommended to use formative assessment procedures where students are expected to engage in practical activities. English literary association can be a regular activity and make use of it to assess specially speaking skills.

Unit 3 – Our Heritage

Activity 1

Competency : Extracts necessary information from various types of texts

Competency Level/s : 5.1 Identifies the main idea and supportive ideas

No. of Periods : 2

Learning Outcome/s : Students will be able to identify the main idea and supportive ideas of the given text.

Instructions for Lesson Planning :

Task Outcome/s : Students will be able to read the dialogue and answer the questions.

Lesson Development :

- Introduce the theme ‘Our Heritage’ showing students different pictures of famous temples.
- Show the picture and elicit the following information.
 1. Have you visited this place?
 2. What’s it ?
 3. What district is it in?
- Get them to listen to the dialogues (book closed) and find the name of the mountain that they hear and where they can find more information from.
- Practise the dialogue in groups.
- Get them to answer the questions.

Answer Guide:

Textbook:

Activity 1

1. A booklet on Cultural Triangle
2. Venerable Dunukewatte Rathana
3. At Aluvihara temple
4. Knuckles mountain
5. a. attractive b. picturesque c. resides d. annual

Workbook:

Activity 4

1. Why is it held annually?
2. Where is the sacred Tooth Relic housed?
3. What does the procession consist of?
4. How does the festival end with?
5. Where is it held?

Workbook:

Activity 7

- a. Native land
- b. -
- c. rich, rare, fresh, fair, dear
- d. Her men are braver than others.

Activity 2

Competency	: 2. Uses mechanics of writing with understanding
Competency Level/s	: 2.2 Identifies and uses discourse markers
No. of Periods	: 1
Learning Outcome/s	: Students will be able to identify and use the discourse markers in sentences correctly.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to fill in the blanks of the passage using the given discourse markers.
Lesson Development	:
	<ul style="list-style-type: none">• Get the students to read the text in Activity 3 and identify the discourse markers and discuss their function.• Write example sentences for each discourse marker to show how to use them in sentences.• Get the students to copy the Activity 2 in page no. 23 and fill in the blanks.

Answer Guide:

Textbook:

Activity 2

1. Therefore
2. Then
3. After that

Activity 3

Competency	: 5. Extracts necessary information from various types of texts
Competency Level/s	: 5.1 Identifies the main idea and supportive ideas
No. of Periods	: 1
Learning Outcome/s	: Students will be able to identify the main idea and supportive ideas.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to identify the main idea and supportive ideas.
Lesson Development	:
	<ul style="list-style-type: none">• Introduce new words; famine, invasion, invader, defeat and rebellion to the class.• Divide the class into groups and give each group a paragraph/s to read.• Stop at each paragraph to ask questions on it to make them understand the paragraph.• Make use of the questions given for comprehension and get the students to answer the questions.• Let students exchange the books and discuss the answers with the students and get them marked.

Answer Guide:

Textbook:

Activity 3

1. Sri Lanka underwent a famine.
2. King Valagamba
3. He was overthrown by a rebellion.
4. to India
5. The king regained the throne by defeating the invaders.
6. They decided to transcribe the *Thripitaka* for the use of future generations.
7. At Aluvihara temple in Matale as the most suitable and secure place to carry out this task
8. books made of Ola leaves / using a metal stylus

Workbook:

Activity 8

- Across 1. new year 2. bargain 3. forest
Down 1. flood 2. decorate

Activity 1(a)

1. sorrow, walk, untouched
2. better, one, brings
3. light, else, path
4. anger, hot, anyone

Activity 1(b)

No. of the saying	generosity	anger	determination	calm & peacefulness
1			✓	
2				✓
3	✓			
4		✓		

Activity 3 (b)

Competency	: 8. Communicates clearly, fluently and concisely
Competency level/s	: 8.2 Delivers impromptu speech
No. of Periods	: 1
Learning Outcome/s	: Students will be able to deliver impromptu speech.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to make a speech on “Transcription of the Dhamma”.

Lesson Development :

- Form some groups.
- Lead a discussion with the students to make a mind map for the topic “Transcription of the Dhamma”
- Get the students to extract information relevant to this topic and fill in the mind map.
- Ask them to develop these ideas into small paragraphs.
- Ask them to use the given discourse markers at the beginning of paragraphs meaningfully.
- Take a student from each group to make the speech.

Activity 4 & 5

Competency	: 6. Uses English grammar for the purpose of accurate and effective communication
Competency Level/s	: 6.15 Forms complex sentences with main clause and subordinate clause
No. of Periods	: 1
Learning Outcome/s	: Students will be able to use relative pronouns who, which, that to form sentences.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to form complex sentences using the given relative pronouns.
Lesson Development	:

- Write three sentences on the board using the relative pronouns “who”, “which” and “that”.
- Explain how these pronouns are used with persons, animals and things.
 - who → persons
 - which → animals / things
 - that → persons / animals / things
- Write some examples and show them how they are used.
- Get the students to answer the questions in Activity 4 orally.
- Ask them to write the answers in their writing books.
- Ask the students to do the Activity 5 on their own.
- Discuss the answers.

Answer Guide:

Textbook:

Activity 4

1. King Walagamba who was the ruler of Sri Lanka was overthrown for a short period of time by a rebellion.
2. This is an Arch of Dragon which is found at the entrance to the shrine room.

Activity 5

1. I met a woman who can speak six languages.
2. Binara was wearing a hat which was too big for him.
3. An elephant is an animal that is used to carry heavy logs.

Activity 6

- Competency** : 3. Engages in active listening and responds appropriately
- Competency Level/s** : 3.3 Draws conclusions from main ideas, key details, and specific examples from the text, prior knowledge, and contextual clues
- No. of Periods** : 1
- Learning Outcome/s** : Students will be able to listen and find specific words or phrases to label the parts of the moonstone.
- Instructions for Lesson Planning** :
- Task Outcome/s** : Students will be able to listen and label the different parts of the moon stone.
- Lesson Development** :
- Each student is provided with a copy of the task.
 - Lead a discussion with the students about the picture.
 - Make students familiar with the words which are helpful to understand the oncoming listening task.
 - Read the text for the first time and ask the students to listen to it attentively without writing anything.
 - Read the text for the second time and ask the students to write the names for each number while listening.
 - Get the students exchange their books and mark the answers while teacher reads the text for the third time highlighting the answers.

Listening Transcript

Activity 6

The Moonstone of the Anuradhapura Period

The first moon stone was created during the latter stage of the ancient Anuradhapura Kingdom. They were only placed at entrances to Buddhist temples during this period.

The carvings of the semi-circular stone slab were the same in every moon stone. A half lotus was carved in the centre, which was enclosed by several concentric bands. The first band from the half lotus is decorated with a procession of swans, followed by a band with an intricate foliage design known as *liyavel*. The third band has carvings of four animals; elephants, lions, horses, and bulls. These four animals follow each other in a procession

symbolizing the four stages in life: growth, energy, power and forbearance. The fourth and outermost band contains a carving of flames.

Answer Guide:

Textbook:

Activity 6

1. animals
2. swans
3. foliage
4. half lotus
5. half lotus

Activity 7

- Competency** : 2. Uses mechanics of writing with understanding
- Competency Level/s** : 2.1 Identifies and uses numbers, numerals and fraction
- No. of Periods** : 1
- Learning Outcome/s** : Students will be able to identify and use cardinal and ordinal numbers and fractions appropriately.
- Instructions for Lesson Planning** :
- Task Outcome/s** : Students will be able to fill in the blanks of the given passage with the given words.
- Lesson Development** :
- Ask the students to write numbers from 1 – 5 in their writing books.
 - Get them go through the passage and predict the words that might come into the blanks.
 - Ask them to write the answers for each blank in their writing books.
 - Read the passage again with the answers for the students to mark.
 - Explain the students how picture clues help them and the ordinal cardinal numbers and fractions are used.

Answer Guide:

Textbook:

Activity 7

1. half 2. first 3. third 4. four 5. fourth

Activity 8

Competency	: 4. Builds up vocabulary using words appropriately and accurately to convey precise meaning
Competency Level/s	: 4.1 Deduces meaning of words from how they are used in context
No. of Periods	: 1
Learning Outcome/s	: Students will be able to use vocabulary for effective communication.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to match the words with their definitions.
Lesson Development	:
	<ul style="list-style-type: none">• Draw shapes /pictures to show the meaning of the words given in column A.• Get them to match the meanings given in column B.• Discuss the answers with the students.

Answer Guide:

Textbook:

Activity 8

1	b
2	d
3	a
4	e
5	c

Activity 9

Competency	: 5. Extracts necessary information from various types of texts
Competency Level/s	: 5.1. Identifies the main ideas and supportive ideas
No. of Periods	: 1
Learning Outcome/s	: Students will be able to identify the main ideas and supportive ideas.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to match the body parts of animals.
Lesson Development	:
	<ul style="list-style-type: none">• Get the students to look at the picture and identify the parts of the animals.• Get the students to match the parts with the animals.• Discuss the answers.

Answer Guide:

Textbook:

Activity 9

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

Activity 10 A & B

- Competency** : 5. Extracts necessary information from various types of texts
- Competency Level/s** : 5.5 Paraphrases information or ideas
- No. of Periods** : 1
- Learning Outcome/s** : Students will be able to find the vocabulary given.
- Instructions for Lesson Planning** :
- Task Outcome/s** : Students will be able to find similar words from the word search.
- Lesson Development** :
- Get the students into groups of three.
 - Announce them that they are going to do a game.
 - Ask them to find as many words as possible from the word search and list them out within five minutes.
 - One can be the writer and others can search for words.
 - Signal them the ending of time and ask to count the number of words they have written.
 - Ask each group to present their list to the class.
 - Get them to do Activity B.
 - Discuss the answers with the students.

Answer Guide:

Textbook:

Activity 10 (A)

rent	boy
Buddha	room
homage	nest
let	steel
robe	break
fast	monk
frescoes	breakfast

Activity 10 (B)

i. monk ii. frescoes iii. homage iv. breakfast

Activity 11

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

Competency Level/s : 6.7 Uses modals used to /have to /ought to /need to

No. of Periods : 1

Learning Outcome/s : Students will be able to use the modal verb 'used to' to describe the actions regularly happened in the past which do not happen in the present.

Instructions for Lesson Planning :

Task Outcome/s : Students will be able to complete the sentences with 'used to'.

Lesson Development :

- Write the following sentence on the board and have a discussion with the students.
 - I used to eat a lot of chocolates when I was at home.
- You may ask the following questions.
 - Is it a present action or a past action? How do you know?
 - Does the speaker eat a lot of chocolate now?
 - Did he eat a lot of chocolates in the past?
- Give the structure of the sentence to the students.
- Get the students to come up with example sentences and write them on the board.
- Ask them to copy the sentences into their writing books.
- Get the students to do Activity 11.
- Discuss the answers.

Answer Guide:

Textbook:

Activity 11

1. used to have
2. used to read
3. used to play
4. used to have

Activity 12

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

Competency Level/s : 6.7 Uses modals used to/have to/ought to/need to

No. of Periods : 1

Learning Outcome/s : Students will be able to use the modal 'have to' to describe actions that indicate necessity or obligation.

Instructions for Lesson Planning :

Task Outcome/s : Students will be able to complete the sentences with 'has to' or 'have to'.

Lesson Development :

- Write two sentences and show the difference between 'has to' and 'have to'.
- Get them to copy the following chart and explain.

I have to	He has to
We have to	She has to
You have to	It has to
They have to	My teacher has to
Teachers have to	

- Get the students to do the Activity 12.
- Discuss the answers.

Answer Guide:

Textbook:

Activity 12

1. have to wear
2. have to face
3. has to read
4. have to teach
5. has to travel

Workbook:

Activity 3

1. He asked them whether anyone had drunk water.
2. They said that they had followed his instructions.
3. He told the 80000 monkeys that pond was possessed by a water demon and not to step into it.
4. He asked why they were just sitting around.
5. He said that he would not let them eat him or a single one of his followers.

Activity 5

lotus paddy

Activity 6

a. 2 / 1 / 3 / 3 / 5

b. Line 1 - 10

Line 2 - 9

Line 3 - 7

Line 4 - 7

Line 5 - 10

Tips for the teacher

Unit 3 “Our Heritage” focuses on historical places and monuments in our country. This unit consists of 12 activities based on five different competencies. These activities cover all four skills, vocabulary and grammar.

Assessment and Evaluation

Assessing students while they are engaging in activities is highly recommended as it makes students feel relaxed. Prepare simple assessments to test what you teach.

Activity 1

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

Competency Level/s : 6.2. Uses reciprocal pronouns (each other, one another)

No. of Periods : 1

Learning Outcome/s : Students will be able to use reciprocal pronouns appropriately and accurately.

Instructions for Lesson Planning :

Task Outcome/s : Students will be able to use “each other “ and “one another” in meaningful sentences.

Lesson Development :

- Write the following two sentences on the board.
 - Our teachers advise us to help each other.
 - Our teachers advise us to help one another.
- Tell them that we can use both reciprocal pronouns interchangeably.
- Ask the students to come up with their own sentences and write them on the board.
- Help them where necessary.
- Get them to copy the sentences.

Answer Guide:

Textbook:

Activity 1

a.1. We should help one another.

2. We should help each other.

b.1. Children shared food one another during the interval.

2. Children shared food each other during the interval.

Activity 2 & 3

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

Competency Level/s : 5.1 Identifies the main ideas and supportive ideas

No. of Periods : 1

Learning Outcome/s : Students will be able to identify the main ideas and supportive ideas.

Instructions for Lesson Planning :

Task Outcome/s :

1. Students will be able to read the article and answer the questions given.
2. Students will be able to match the subtitles with the paragraph.

Lesson Development :

- Get the students to read each paragraph and find the main idea discussed.
- Help the students to find the main idea.
- Explain difficult words.
- Get the students into five groups and read each paragraph and do Activity 3.
- Help them with pronunciation difficulties.
- Get them to answer Activity 2.
- Discuss the answers.

Answer Guide:

Textbook:

Activity 2

1. In 1907
2. At the Vidyalankara Pirivena
3. The Washington Vihara
4. “What the Buddha taught”
“History of Buddhism in Ceylon”
“Heritage of the Bhikku”

Activity 3

i.

a 3

b 4

c 5

d 1

e 2

ii.

a. western

b. first

c. a few

d. highest

Activity 4 & 5

Competency	: 8. Communicates clearly, fluently and concisely
Competency Level/s	:8.2 Delivers impromptu speech
No. of Periods	: 1
Learning Outcome/s	: Students will be able to use aspects of spoken language to communicate effectively and accurately.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to present an impromptu speech on the given topic using given structures.
Lesson Development	:
	<ul style="list-style-type: none">• Discuss the steps the students should follow.<ul style="list-style-type: none">○ Introduction -1 minute• Greeting, asking for permission and the title.<ul style="list-style-type: none">○ First section - 1 minute• Who is Venerable Narada?<ul style="list-style-type: none">○ Second section - 1 minute• His service to the country<ul style="list-style-type: none">○ Third section - 1 minute• His works and social recognition<ul style="list-style-type: none">○ Conclusion - 1 minute• What we can learn from him

Activity 6

Competency	: 4. Builds up vocabulary using words appropriately and accurately to convey precise meaning
Competency Level/s	: 4.3 Recognizes the playful use of words in spoken and written language
No. of Periods	: 1
Learning Outcome/s	: Students will be able to recognize the playful use of words.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to match A with B to solve the puns.
Lesson Development	:
	<ul style="list-style-type: none">• Start a discussion using a sentence with a pun such as,<ul style="list-style-type: none">○ What is the coldest letter in the English alphabet?• If they fail to answer help them with some clues.• Let them understand that “B” is cold as it is between A and C (AC).• Divide the students into groups and make them do the Activity 6.• Discuss the answers and get them marked.• Help the students who have failed to understand the puns.

Answer Guide:

Textbook:

Activity 6

1	b
2	c
3	a
4	h
5	f
6	g
7	e
8	d

Activity 7

Competency	: 3.Engages in active listening and responds appropriately
Competency Level/s	: 3.3 Draws conclusions from main ideas key details and specific examples from the text, prior knowledge and contextual clues
No. of Periods	: 1
Learning Outcome/s	: Students will be able to listen and find specific information.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to listen and fill in the blanks of the given sentences.
Lesson Development	: <ul style="list-style-type: none">• Get the students to copy the questions into their writing books.• Ask them to read the questions one more time.• Discuss any new word that hinder the comprehension.• Get them to underline the answers as the teacher reads the text.• Discuss the answers and the problems they encountered while listening.

Listening Transcript

Sri Lankan Buddhist Temples in the World

Washington D.C. Buddhist Vihara

The Washington D.C. Buddhist temple was founded in 1965 by the Most Venerable Madihe Pannasiha Mahanayaka Thero. This is the first Theravada Buddhist monastery in the United States. The current Chief Incumbent of the temple is Venerable Maharagama Dhammasiri. Many meditation and dhamma discussions are held regularly at this temple for the benefit of Sri Lankans as well as non- Sri Lankans in Washington. In 2016, the temple celebrated its Golden Jubilee and the Mayor of the District of Columbia declared May 01 as ‘the Washington Buddhist Vihara Day’. (Source: www.washingtonbuddhavihara.org)

Answer Guide:

Textbook:

Activity 7

1. 1965
2. Venerable Madihe Pannasiha
3. first, United States
4. meditation and dhamma discussions
5. in 2016

Activity 8

Competency	: 7. Uses English creatively and innovatively in written communication
Competency Level/s	: 7.2 Uses effective cohesive devices
No. of Periods	: 1
Learning Outcome/s	: Students will be able to write a description using cohesive devices.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to write a description on a temple using the given information.
Lesson Development	:
	<ul style="list-style-type: none">• Do the first description as an example on the board.• Discuss how to construct sentences using relative pronouns ‘which’, ‘where’ etc.• Divide the class into two groups and give the three topics.• Get each group to write a description on the topics given.• Check the answers of each group and correct the mistakes.• Get everybody to copy the corrected sentences.

Activity 9 & 10

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

Competency Level/s : 6.16 Uses direct and reported speech

No. of Periods : 1

Learning Outcome/s : Students will be able to use direct and reported speech accurately and effectively.

Instructions for Lesson Planning :

Task Outcome/s : Students will be able to turn the given sentences into indirect speech.

Lesson Development :

- Lead a discussion paying attention to the learning points in the textbook.
e.g. “I will visit the Washington Buddhist Vihara”
- Venerable Rewatha told his students that he would visit the Washington Buddhist Vihara.
 - Reported word - ‘told’
 - Pronoun change - I - he
 - Verb change - will – would
- Write the sentences in Activity 9 on the board.
- Get each student to come to the board and turn a sentence into reported speech.
- Help them where necessary.
- Get the students to do Activity 9.
- Discuss the errors students have done.

Answer Guide:

Textbook

Activity 9

b. Sahas said that he usually got up before 5.30 a.m.

c. Kavindu said that he could run very fast.

d. Kasun said that he would discuss that problem with his parents.

Activity 10

1. Ven. Samitha said that he was very interested in Social Studies.
2. The monks said that they would clean the classroom next day.
3. Kavindu said that he cleaned the alms hall every day.
4. Our teacher said that we had to study hard.
5. Ven. Sugatharathana said that he could return that book to the library on that day.

Workbook:**Activity 01**

1. whether , well
2. I was very well.
3. he had come to buy
4. I had come to the post office.
5. I wanted to send that card.
6. His father had passed away three months before.

Activity 03

- a. Ven. Khemananda said that his ambition was to be an educated monk.
- b. The teacher said to the students that they had to keep the class tidy.
- c. The doctor said that his blood pressure level was too high.
- d. The salesman said that he did not sell low quality goods.
- e. The Chief Incumbent said that he would prepare a sermon next day.

Activity 11

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

Competency Level/s : 6.5 Forms phrasal verbs

No. of Periods : 1

Learning Outcome/s : Students will be able to identify and use phrasal verbs.

Instructions for Lesson Planning :

Task Outcome/s : Students will be able to fill in the blanks of sentences with the given phrasal verbs.

Lesson Development :

- Have a discussion on phrasal verbs paying attention to the pictures given in the textbook.
- Discuss the meaning of each phrasal verb.
- Ask students to come up with such phrasal verbs and write the list on the board.
- Give them a list of commonly used phrasal verbs.
- Get the students to write the list in their writing books.
- Get them to do Activity 11. Give the meanings of the given phrasal verbs.
e.g. put off – postpone
- Discuss the answers.

Answer Guide:

Textbook:

Activity 11

(a) 1. take off 2. fall down 3. ran away 4. put off 5. went on

(b) 1. broke out 2. called off 3. came across 4. look after 5. carried on

Workbook:

Activity 07

1. looks after

2. give away

3. got through

4. looking forward

5. set off

Activity 12

- Competency** : 4. Communicates clearly, fluently and concisely
- Competency Level/s** : 4.3. Recognizes the playful use of words in spoken and written language
- No. of Periods** : 1
- Learning Outcome/s** : Students will be able to recognize the playful use of words.
- Instructions for Lesson Planning** :
- Task Outcome/s** : Students will be able to solve the riddles by matching the two parts; A and B.
- Lesson Development** :
- Start a discussion introducing what a riddle is.
 - Show some examples and continue the discussion.
 - Ask the students to come up with their own riddles.
 - Help them to understand the difficult words in the activity.
 - Divide the students into groups and make them do Activity 12.
 - Discuss the answers – Peer correction can be done.
 - Get the feedback and help the slow learners appropriately.

Answer Guide:

Textbook:

Activity 12

- | | | | | | | | | | |
|----|---|----|---|----|---|----|---|-----|---|
| 1. | j | 2. | e | 3. | a | 4. | b | 5. | c |
| 6. | d | 7. | f | 8. | g | 9. | h | 10. | i |

Activity 13

- Competency** : 1. Identifies the sounds of the English language
- Competency Level/s** : 1.2 Uses consonant clusters at the end position
- No. of Periods** : 1
- Learning Outcome/s** : Students will be able to identify sounds in the formation of words.
- Instructions for Lesson Planning** :
- Task Outcome/s** : Students will be able to read a poem and find the words that end with consonant clusters.
- Lesson Development** :
- Write some words on the board with consonant clusters in the end position.
 - Introduce them what a consonant cluster is.
 - Underline the consonant clusters with the help of the students.
 - Get the students to write the words with consonant clusters from the poem and underline them.
 - Discuss the answers.
 - Get them to write more words with the consonant clusters in the answers.

Answer Guide:

Textbook:

Activity 12

1. hearts
2. autumn
3. wind
4. first
5. thoughts
6. birds
7. booklets
8. and

Activity 14

Competency	: 7. Uses English creatively and innovatively in written communication
Competency Level/s	: 7.3 Retells experience or past events by describing certain factual details
No. of Periods	: 1
Learning Outcome/s	: Students will be able to use English to communicate effectively.
Instructions for Lesson Planning	:
Task Outcome/s	: <ul style="list-style-type: none">• Students will be able to re-arrange the pictures to build a story.• Students will be able to re-arrange the words and phrases to make meaningful sentences to build a story.
Lesson Development	: <ul style="list-style-type: none">• Ask the students about the stories they have heard/read.• Get them to look at the picture story.• Ask some questions to make them familiar with the story.<ul style="list-style-type: none">-How many children are there?-How many men are there?-What is the fruit tree you see in the picture?-What have they used to climb the tree?• Get the students to guess the story.• Get them to re-order the pictures in Activity 14 (a) in groups.• Discuss the answers.• Get them to do Activity 14 (b).• Write the corrected sentences in a paragraph.• Help them with cohesive devices such as then, afterthat,therefore.• Get one student to read the story.

Answer Guide:

Textbook:

Activity 14 (a)

1. – G
2. – H
3. – B
4. – D
5. – F
6. – C
7. – E
8. – A

Activity 14 (b)

2. There was a caretaker in the garden.
3. One of the boys jumped into the garden over the wall.
4. He climbed on to the tree and began to pluck mangoes.
5. The caretaker caught the boys.
6. He gave them two mango saplings.
7. The boys planted them in their garden.
8. As time passed mango trees grew and bore fruits.

Workbook:

Activity 2

1. 3rd
2. 31st
3. 10th
4. 9th
5. 7th
6. 2nd
7. 21st
8. 23rd
9. 1st
10. 16th
11. 12th

12. 6th

13. 4th

14. 22nd

15. 10.15

16. 2.30

17. 3.45

18. 4 o' clock

19. 9.15

Tips for the teacher

“Dispassionate Bliss” is the unit focused on selflessness. This unit consists of 14 activities related to the eight competencies. While focusing on developing language skills, encourage students to find stories related to dispassionate bliss to inculcate correct attitudes.

Encourage students to make speeches at the assembly about famous monks as the theme deals with such examples.

Assessment and Evaluation

It is recommended to have formative assessment procedures to identify the learning difficulties and help them throughout the teaching learning process apart from the summative evaluation process.

Unit 5 - National Heroes and Scholars

Activity 1 (a)

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

Competency Level/s : 4.2 Identifies proverbs

No. of Periods : 1

Learning Outcome/s : Students will be able to identify proverbs.

Instructions for Lesson Planning:

Task Outcome/s : Students will be able to match the given parts to make proverbs.

Lesson Development :

- Lead a discussion with the students to elicit proverbs they know.
- Get them to listen to the dialogue and identify the proverbs.
- Get the students into pairs and practise the dialogue .
- Ask them to identify the proverbs in the dialogue and discuss the meanings.
- Ask the students to complete the proverbs orally in Activity 1(a).
- Ask them to write the completed proverbs in their writing books.

Answer Guide:

Textbook:

Activity 1(a)

1. United we stand divided we fall.
2. Reading makes a full man.
3. Every cloud has a silver lining.
4. Don't judge a book by its cover.

Activity 1 (b) & (c)

Competency	: 4. Builds up vocabulary using words appropriately and accurately to convey precise meaning
Competency Level/s	: 4.2 Identifies proverbs
No. of Periods	: 1
Learning Outcome/s	: Students will be able to identify the correct proverb according to the situation.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to guess the correct proverb.
Lesson Development	:
	<ul style="list-style-type: none">• Get the students read the proverbs in Activity (b) and understand the meaning as given.• Have a discussion to help the students to understand the meaning of each proverb.• Get the students to be in pairs and do the activity given.• Discuss the answers.

Answer Guide:

Textbook:

Activity 1 (c)

1. c
2. b
3. d
4. a
5. f

Activity 2

Competency	: 5. Extracts necessary information from various types of texts
Competency Level/s	: 5.4 Interprets and integrates ideas from variety of sources
No. of Periods	: 1
Learning Outcome/s	: Students will be able to interpret the picture clues to identify different personalities.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to match the names of the national heroes with the pictures.
Lesson Development	:
	<ul style="list-style-type: none">• Have a discussion with the students on our national heroes.• Let them come up with different names before opening the textbook.• Open the book and ask them to name the heroes in each picture.• Ask students to write a-i in their writing books and write the names of each national hero.

Answer Guide:

Textbook:

Activity 2

- Venerable AnandaMaithreya
- Venerable HikkaduweSumangala
- Venerable Kudapola
- Venerable WariyapolaSumangala.
- AnagarikaDharmapala
- King Parakramabahu 6th
- Dr.C.W.W. Kannangara
- T.B.Jaya
- PonnablamRamanathan.

Activity 3 & 4

- Competency** : 5.1 Extracts necessary information from various types of texts
- Competency Level/s** : 5.1 Identifies the main ideas and supportive ideas
- No. of Periods** : 1
- Learning Outcome/s** : Students will be able to extract specific information.
- Instructions for Lesson Planning** :
- Task Outcome/s** : Students will be able to find examples for given language functions.
- Lesson Development** :
- Have a discussion with the students on how to make a speech.
 - You may ask questions such as;
 - How do you greet the students?
 - How do you get permission from the audience?
 - How do you present the title?
 - How do you end your speech?
 - Get one student to make the speech and elicit the above information from the students.
 - Get the students in pairs and ask them to read the speech again and do Activities 3 and 4.
 - Discuss the answers.

Answer Guide:

Textbook:

Activity 3

- a. Good morning !
 - b. Let me speak a few words on
 - c. Venerable Ananda Maithreya
 - d. Now let me move on
 - e. Thank you very much for being such a lovely audience.

Activity 4

1. Venerable Ananda Maithreya
2. Kirindigala, Balangoda
3. 23rd August 1896
4. Kumara Vidyalaya, Balangoda
5. Vidyodaya University / University of Sri Jayawardanapura
6. Agga Maha Panditha

Activity 5

Competency	: 6. Uses English grammar for the purpose of accurate and effective communication
Competency Level/s	: 6.3. Identifies nouns that behave like adjectives and adjectives that behave like nouns
No. of Periods	: 1
Learning Outcome/s	: Students will be able to identify nouns that behave like adjectives and adjectives that behave like nouns.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to describe the given nouns using the adjectives from the speech.
Lesson Development	:
	<ul style="list-style-type: none">• Get the students to read the speech again.• Ask them to find adjectives describing the given nouns.• Ask the students to copy the Activity 5 in their writing books and answer.

Answer Guide:

Textbook:

Activity 5

1. Buddhist
2. higher
3. spiritual
4. modest
5. valuable

Activity 6

Competency	: 1. Identifies the sounds of the English language
Competency Level/s	: 1.2 Uses consonant clusters at the end position
No. of Periods	: 1
Learning Outcome/s	: Students will be able to identify the consonant clusters at the end position.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to find words with the given consonant clusters from the speech.
Lesson Development	:
	<ul style="list-style-type: none">• Get the students to read the speech paying attention to the consonant clusters in Activity 6.• Ask the students to write down the words with consonant clusters found in the text in their writing books.• Get the students to pronounce the words correctly.• Discuss the answers.

Answer Guide:

Textbook

Activity 6

1. highest
2. such
3. equivalent
4. spiritual
5. government
6. monk
7. involvement
8. faculty
9. valuable
10. Maitreya

Activity 7

Competency : 3. Engages in active listening and responds appropriately

Competency Level/s : 3.3 Draws conclusions from main ideas, key details and specific examples from the text, prior knowledge and contextual clues

No. of Periods : 1

Learning Outcome/s : Students will be able to listen and extract specific information.

Instructions for Lesson Planning :

Task Outcome/s : Students will be able to listen and complete the grid.

Lesson Development :

- Lead a discussion about Migettuwatte Gunanada Thero highlighting the important words e.g:- difference between born on, born in / scholar, debate etc.
- Ask the students to copy the grid in page 54 and be familiar with the task.
- Read the listening transcript and ask the students to listen to the text but not to write answers.
- Read the listening transcript for the second time and ask students to answer while listening.
- Read the listening transcript for the third time for the students to mark the answers.
- Discuss the problems the students encountered while listening.

Listening Transcript

Migettuwatte Gunananda Thero was born on February 9, 1823 in Balapitiya. He was a Sri Lankan Buddhist orator. He is known for leading the Buddhist side in debates that occurred between the Buddhists and the Christians in Baddegama, Udanwita, Waragoda, Liyanagemulla, Gampola and in the most famous of the debates in Panadura. As a result of the debates Buddhism in Sri Lanka saw a revival. After reading a pamphlet on the debates published in the United States, Henry Steel Olcott arrived in Sri Lanka in 1880.

Name of the scholar	Migettuwatte Gunananda Thero
Born on	February 9, 1823
Born in	Balapitiya
Most Famous Debate was in	Panadura
Henry Steel Olcott arrived in	1880

Activity 8 (a)

Competency	: 7. Uses English creatively and innovatively in written communication
Competency Level/s	: 7.3 Retells experiences or past events by describing certain factual details, the setting etc.
No. of Periods	: 1
Learning Outcome/s	: Students will be able to construct sentences to make a speech using the guidelines.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to write a speech about Anagarika Dharmapala using the guidelines given.
Lesson Development	:
	<ul style="list-style-type: none">• Teacher can lead a discussion on Anagarika Dharmapala asking questions based on the details. e.g. When was Anagarika Dharmapala born? Where was he born?• Ask students to give answers in full sentences.• Ask them to expand the information given in point form into meaningful completed sentences.• Help the students with suitable cohesive devices.• Ask students to make the speech on Venerable Ananda Maithreya and write suitable greeting, way of getting permission.

Activity 8 (b)

Competency	: 8.Communicates clearly, fluently and concisely
Competency Level/s	: 8.2 delivers impromptu speech
No. of Periods	: 1
Learning Outcome/s	: Students will be able to deliver an impromptu speech on the given topic.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to make a speech on one of the given topics.
Lesson Development	:
	<ul style="list-style-type: none">• Ask students to select a topic.• Give them some time to be ready with their speeches.• Help them where necessary.• Decide the duration according to their ability levels. (1 or 2 minutes)• Give each student time to present their speech.• Take down their errors while listening to them.• Once the speeches are presented, correct the errors made during the presentation in a common discussion.

Activity 9

- Competency** : 5. Extracts necessary information from various types of texts
- Competency Level/s** : 5.4 Interprets and integrates ideas from a variety of sources
- Learning Outcome/s** : Students will be able to read and extract specific information from a poem.
- No. of Periods** : 1
- Instructions for Lesson Planning** :
- Task Outcome/s** : Students will be able to find rhyming words from the poem.
- Lesson Development** :
- Recite the poem to the class and ask what it is about.
 - Then, form seven groups and ask each group to recite the stanza and get them to identify the rhyming words through some examples.
 - Next, ask them to pronounce them and listen to the same sound at the end of each pair.
 - After that, ask them to find rhyming words for the given words in Activity 9 (a) in the textbook.
 - Finally, discuss the answers.

Answer Guide:

Textbook:

Activity 9 (a)

will – uphill
high – sigh
bit – quit
turns – learns
slow – blow
up – cup
down – crown

Activity 9 (b)

- Competency** : 1. Identifies the sounds of the English language
- Competency Level/s** : 1.1. Uses the silent letters
- No. of Periods** : 1
- Learning Outcome/s** : Students will be able to identify the silent letters in initial and mid position.
- Instructions for Lesson Planning** :
- Task Outcome/s** : Students will be able to underline the silent letters of the given verbs.
- Lesson Development** :
- Write some words with silent letters and get them to identify silent letters.
 - Ask them to listen to the first stanza of the poem while the teacher recites it and identify the words with silent letters.
 - Tell spelling of each word and ask students to pronounce.
 - Ask them to underline the silent letters while listening to the words/by pronouncing the words.

Answer Guide:

Textbook:

Activity 9 (b)

1. debt 2. wrong 3. trudging 4. high 5. often 6. doubt

Activity 10

- Competency** : 5. Extracts necessary information from various types of texts
- Competency Level/s** : 5.4 Interprets and integrates ideas from a variety of sources
- No. of Periods** : 1
- Learning Outcomes** : Students will be able to interpret and integrate ideas given and find necessary information.
- Instructions for Lesson Planning** :
- Task Outcome/s** : Students will be able to read the given description and select the particular hero or scholar.
- Lesson Development** :
- Lead a discussion on national heroes paying attention to S. Mahinda Thero, D.S. Senanayake, King Parakramabahu, Wariyapola Sumangala Thero.
 - Try to elicit these names.
 - Get the students in pairs and read the descriptions given and find the name of the scholar.
 - Discuss the answers.

Answer Guide:

Textbook:

Activity 10

- i. d ii. e iii. b iv. c v. a

Workbook:

Activity 1

1. a 2. b 3. a 4. b 5. b

Activity 11

Competency	: 5. Extracts necessary information from various types of texts
Competency Level/s	: 5.1 Identifies the main idea and supportive ideas
No. of Periods	: 1
Learning Outcome/s	: Students will be able to identify the main idea and supportive ideas of the text given.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to read the text and answer the given questions.
Lesson Development	:
	<ul style="list-style-type: none">• Get the students to look at the picture and identify the king and discuss the things they know about the king.• Write new words and phrases on the board.• Ask the students to read the passage silently.• Ask the students to answer orally what “he”, “his” and “this” refer to.• Let them read the passage aloud.• Help them with their pronunciation difficulties.

Answer Guide:

Textbook:

Activity 11

- i. King Parakramabahu the Great
- ii. Around 1153 AD
- iii. 33 years /1153 AD to 1186 AD
- iv. The Parakrama Samudra
- v. a. King Parakramabahu's
b. King Parakramabahu
c. The power of the entire country /kingship

Activity 12

Competency	: 6. Uses English grammar for the purpose of accurate and effective communication
Competency Level/s	: 6.14 Forms prepositional phrases
No. of Periods	: 1
Learning Outcome/s	: Students will be able to form prepositional phrases.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to find prepositions from the text to form prepositional phrases.
Lesson Development	:
	<ul style="list-style-type: none">• First, discuss the structure of a prepositional phrase.• Then, ask the students to go through the passage again and identify the prepositional phrases.• Next, ask them to fill in the blanks with suitable prepositions given in the text.• Get them do Activity 6 in the workbook.

Answer Guide:

Textbook:

Activity 12

i. of ii. of iii. over iv. against v. to vi. with vii. for

Workbook:

Activity 6

1. in 2. in 3. at 4. under 5. by 6. of
7. on 8. of 9. of 10. in 11. by 12. in
13. through

Activity 13

Competency	: 6. Uses English grammar for the purpose of accurate and effective communication
Competency Level/s	: 6.14 Forms prepositional phrases
No. of Periods	: 1
Learning Outcome/s	: Students will be able to form prepositional phrases.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to use prepositional phrases in sentences meaningfully.
Lesson Development	:
	<ul style="list-style-type: none">• Write some sentences with prepositional phrases and get them to identify the prepositional phrases.• Group the students.• Ask them to make five sentences using any 5 prepositional phrases they like.• Ask each group to present their sentences to the class.• Lead a discussion highlighting the errors they have made.• Get students to copy the corrected sentences into their writing books.

The teacher is expected to use workbook activity 2 and activity 6 as revision.

Answer Guide:

Workbook:

Activity 2

1. Ashan said that he was reading a book on national heroes.
2. Dushan asked what I was reading.
3. Ashan said that he felt very proud of their national heroes.
4. Deshan said that we had won our independence together.
5. Ashan said that I couldn't judge people by their race, religion or appearance.

Activity 4

2. The most Venerable Ananda Maithreya went to study at Ananda College where he became a teacher in 1922.
3. Before he was ordained, he studied at Kumara Vidyalaya, Balangoda.
4. I couldn't understand why they refused to help me.
5. After attending the religious programme, we realized some mistakes we do in day to day life.

Activity 5

- Rest but do not quit
- Don't give up
- Stick to the fight

Activity 8

Aspect Time	Simple	Continuous	Perfect	Perfect Continuous
Present	play/plays	is/ am /are + playing	has / have + played	has / have been +playing
Past	played	was/ were + playing	had played	had been playing
Future	will play	will be playing	will have played	will have been playing

Tips for the teacher

This unit covers the competency levels related to all four skills. It's important to get the students to practise the given situations outside the classroom. The teacher should encourage the students to make speeches about national heroes and religious leaders at the assembly. Students can display their pieces of writing about different topics in a wall paper. Encourage students to maintain portfolios so that they can see the progress of their writing.

Assessment and Evaluation

Highly productive system of assessment which does not embarrass students is recommended. All the skills are expected to be assessed not in isolation but in meaningful contexts. Classroom assessments to minimize complexity and inhibition will support the teaching learning process positively.

Unit 6 - The Sangha

Activity 1

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

Competency Level/s : 5.1 Identifies the main idea and supportive ideas

No. of Periods : 1

Learning Outcome/s : Students will be able to identify the main idea and supportive ideas in the dialogue.

Instructions for Lesson Planning :

Task Outcome/s : Students will be able to read the dialogue and answer the “wh” questions.

Lesson Development :

- Write the following words and their meanings on the board .
 1. Tripple Gem
 - a. aim
 - b. happiness
 - c. valuable thing
 - d. devoted
 - e. Buddha, Dhamma, Sangha
 2. treasure
 3. dedicated
 4. wellbeing
 5. purpose
- Ask some volunteers to come and match word with its meaning (help them if necessary).
- Get them listen to the dialogue and identify how they are used in context.
- Pair the students and get them to practise the dialogue and find the answers to the questions given.
- Get each pair to enact the dialogue.
- Discuss the answers and get them to do Activity 2 in the workbook.
- Talk about the main idea of the text.

Answer Guide:

Textbook:

Activity 1

1. Siri Sangabo
2. Venerable Sumana
3. a picture of a Buddhist monk
4. about most Venerable Rerukane Chandawimala Nayaka Thero

Activity 2

- Competency** : 1. Identifies the sounds of the English language
- Competency Level/s** : 1.4 Uses 'r' liaison vowels
- No. of Periods** : 1
- Learning Outcome/s** : Students will be able to identify and use 'r' liaison vowels.
- Instructions for Lesson Planning** :
- Task Outcome/s** : Students will be able to find the words with 'ar', 'ur', 'ir' from the dialogue.
- Lesson Development** :
- Write a set of words with 'r' liaison vowels - hear, picture, curse, mere, nurse, hearse, bar, burst, star, sheer, car, here, near, hard.
 - Pronounce them and get the students to repeat.
 - Ask them to sort the above words under the three columns.

ar	ir	ur
hard	hear	picture
car	mere	nurse
bar	sheer	curse
star	here	hearse
	near	burst

Answer Guide:

Textbook:

Activity 2

a. ar – heard

b. ir - near

c. ur – purpose / sir

Workbook:

Activity 2

1. picture
2. heard
3. popular
4. bear
5. leisure

Activity 3

Competency	: 5. Extracts necessary information from various types of texts
Competency Level/s	: 5.1. Identifies the main idea and supportive ideas
No. of Periods	: 1
Learning Outcome/s	: Students will be able to identify the main idea and supportive ideas in the given text.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to read the article on “Most venerable Rerukane Chandawimala” and find the main idea in each paragraph and answer the questions.

Lesson Development:

- Display the picture of Venerable Rerukane Chandawimala Thero.
- Lead a discussion on the reverend with the students.
- Get the students to find the main idea of each paragraph.
- Get the students to scan for the following information.
 - What is the century mentioned?
 - When was he born ?
 - When did he pass away?
- Get the students to answer the questions in Activity 3 orally.
- Get them to write the answers in their writing books.

Answer Guide:

Textbook:

Activity 3

1. As an author
2. In Rerukana in Kalutara
3. Rubel Gunawardana
4. On the 8th of January 1906
5. In Burma

Activity 4

- Competency** : 5. Extracts necessary information from various types of texts
- Competency Level/s** : 5.1. Identifies the main idea and supportive ideas
- No. of Periods** : 1
- Learning Outcome/s** : Students will be able to identify the main idea and supportive ideas.
- Instructions for Lesson Planning** :
- Task Outcome/s** : Students will be able to read the text and complete the table given.
- Lesson Development** :
- Get the students to copy the grid into their writing books and check whether they know the meaning of the headings given.
 - Get the students into groups of five.
 - Ask them to complete the grid discussing among the group members.
 - Get each group to read their answers to the whole class.
 - Pay their attention to the use of capital letters.

Answer Guide:

Textbook:

Activity 4

School attended	Name of the Teacher	Positions Held	Books Written	Passed Away
VeEDIYagoda Maha Vidyalaya	Venerable Vinayalankara	Professor of Abhidharma Chief prelate of Swegin Chapter	Buddha Neethi Sangrahaya Patichcha Samuppadaya UbhayaPrathimokshaya	On 4 th July 1897

Activity 5

Competency	: 5. Extracts necessary information from various types of texts
Competency Level/s	: 5.4 Interprets and integrates ideas from a variety of sources
No. of Periods	: 1
Learning Outcome/s	: Students will be able to interpret and integrate ideas from the text and make meaningful sentences.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to match the group of words to make meaningful sentences.
Lesson Development	:
	<ul style="list-style-type: none">• Get the students to match the phrases without looking at the text.• Get them to go through the text and check whether they are right.• Ask them to write the correct sentences in their books.

Answer Guide:

Textbook:

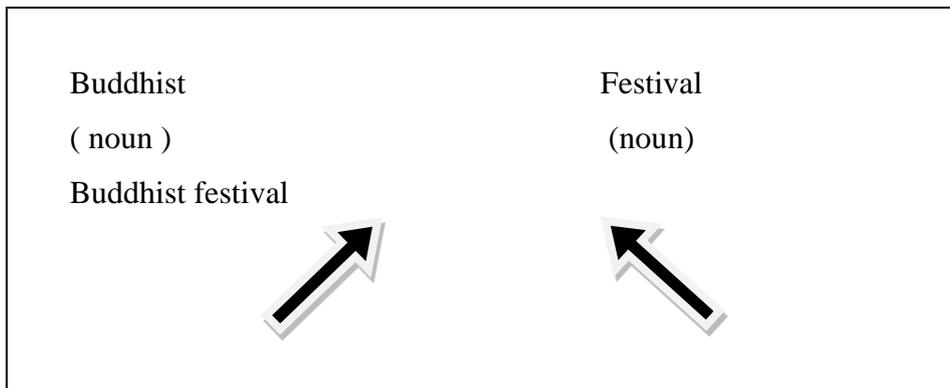
Activity 5

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

Activity 6

- Competency** : 6. Uses English grammar for the purpose of accurate and effective communication
- Competency Level/s** : 6.3 Identifies nouns that behave as adjectives and adjectives that behave as nouns
- No. of Periods** : 1
- Learning Outcome/s** : Students will be able to identify nouns that behave as adjectives and adjectives that behave as nouns.
- Instructions for Lesson Planning** :
- Task Outcome/s** : Students will be able to find words from the text that describe nouns given in the table.
- Lesson Development** :

- Learning point



- Get the students to write down the grid.
- Ask them to find the describing words from the text.
- Discuss the answers with the students.

Answer Guide:

Textbook:

Activity 6

buddhist monk
higher ordination
primary education
well-known author
meditation trainer

Workbook:

Activity 4

primary education

novice buddhist

buddhist monk

well-disciplined meditation

former chief

textbooks

Activity 7

Competency	: 6. Uses English grammar for the purpose of accurate and effective communication
Competency Level/s	: 6.8 Uses and identifies adjectives that function also as adverbs
No. of Periods	: 1
Learning Outcome/s	: Students will be able to identify and use adjectives that can be used as adverbs.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to find words that function both as adjectives and adverbs.
Lesson Development	:
	<ul style="list-style-type: none">• Write the two examples given on the board. e.g:- Kasun is a <u>fast</u> runner. (adjective) Kasun runs <u>fast</u>. (adverb)• Explain the difference in the use of the word 'fast' in the two sentences.• Get the students into groups and ask them to list such words.• Ask each group to present their answers.• Get the students to write down the answers in their books.

Activity 8

- Competency** : 4. Builds up vocabulary using words appropriately and accurately to convey precise meaning
- Competency Level/s** : 4.1 Deduces meaning of words from how they are used in context
- No. of Periods** : 1
- Learning Outcome/s** : Students will be able to build and use vocabulary for effective communication.
- Instructions for Lesson Planning** :
- Task Outcome/s** : Students will be able to match words with the meaning as they appear in the text.
- Lesson Development** :
- Get the students to read the passage on “A Buddhist Monk” paying attention to the phrases under column A.
 - Get them to decide the meanings of each phrase according to the context.
 - Discuss the answers with the students.
 - Get them to read the completed sentences aloud.

Answer Guide:

Textbook:

Activity 8

- (a) 1 d
2 c
3 b
4 a
- (b) 1 falls on
2 take care of
3 depend on
4 bear in mind

Activity 9

Competency	: 5. Extracts necessary information from various types of texts
Competency level/s	: 5.5 Paraphrases information or ideas
No. of Periods	: 1
Learning Outcome/s	: Students will be able to identify paraphrased ideas.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to read the paragraphs and match them with the paraphrased ideas given.
Lesson Development	:
	<ul style="list-style-type: none">• Put the students into groups.• Get them to read each paragraph silently and tell its meaning on their own.• Get them to do the activity in pairs.• Lead a discussion paying attention to the main words and phrases in the paragraph which help them to select the answers.

Answer Guide:

Textbook:

Activity 9

- 2
- 4
- 1
- 5
- 3

Activity 10

Competency	: 6. Uses English grammar for the purpose for accurate and effective communication
Competency Level/s	: 6.7 Uses modals - used to, have to, ought to, need to
No. of Periods	: 1
Learning Outcome/s	: Students will be able to use the modal - used to, have to, ought to, need to.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to write meaningful sentences with “need to”.
Lesson Development	:
	<ul style="list-style-type: none">• Get the students to read the first paragraph on most Venerable Narada Thero in the page 67 paying attention to “need to”.• Write some other examples on the board. (You may use the Answer Guide)• Elicit sentences using “need to” from the students.• Write their sentences on the board as they say.• Correct the sentences where you find mistakes.• Get the students to read the corrected sentences.• Get them to copy down the sentences in their writing books.

Answer Guide:

Textbook:

Activity 10 – Model Answers

1. Children need to obey their parents.
2. They need to understand the situation of the country.
3. Pilgrims need to carry their offerings to the temple.
4. We need to protect the environment for the future generation.
5. The students need to keep their classrooms clean.

Workbook:

Activity 5

- | | |
|---------------|--------------|
| i. have to | iv. ought to |
| ii. have to | v. used to |
| iii. ought to | |

Activity 11

- Competency** : 1. Identifies the sounds of the English language
- Competency Level/s** : 1.3 Identifies the syllabic patterns in word formation
- No. of Periods** : 1
- Learning Outcome/s** : Students will be able to identify syllabic patterns in words.
- Instructions for Lesson Planning** :
- Task Outcome/s** : Students will be able to find words with different syllabic pattern from the diagram and complete the grid.
- Lesson Development** :
- Explain that a syllable is a unit of a word consisting a vowel sound usually with one or more consonants.
 - Write some words on the board and show them how the word is divided into syllables.
 - Give some words and ask the students find out the number of syllables in each word.
 - Get them to copy the grid in Activity 11 in their writing books and complete it with the help of the diagram on the qualities of the Sangha.
 - Discuss the answers with the students.

Answer Guide:

Textbook:

Activity 10

One syllabic			Two syllabic	Three syllabic	Four syllabic
to	brought	of	wisdom	righteousness	morality
will	through	set	offerings	existence	concentration
their	way	being	sangha	receiving	reverential
fruit	best	guests	future	practicing	salutation
for	field		merit	aside	veneration
the	plant		worthy	afar	
			Nibbana		

Workbook:

Activity 1

1. righteous
2. merit
3. morality
4. veneration
5. worthy

Activity 3

Four syllables	Three syllables	Two syllables	One syllable
encourages psychology realization	introduce familiar popular appreciate	better carefully	as to him deep

Activity 6

1. according to
2. filled with
3. full of
4. famliar with
5. interested in
6. similar to
7. die of

Activity 8

1. It is the laity who takes care of Bhikku's needs.
2. A Bhikku lives only on which is given to him.
3. The Bhikku is happy with what is necessary.
4. Bhikku must keep in his mind that he always depends on laity.
5. He is content with what is offered.

Activity 9

Proper nouns	Common nouns	Verbs	Pronouns
e.g:- Sumana	teacher	tell	you
Chamil	monk	bought	they
Chandrawimala	picture	bless	that
The Buddha	students	know	him
The Dhamma	lesson	tell	he
The Sangha	hand	dedicated	his
		teach	

Activity 10

1. Venerable Rerukane Chandawimala Thero entered the order as a novice Buddhist monk on 08th January 1906.
2. Venerable Rerukane Chandawimala Thero received his higher ordination in Burma on 26th October 1917.
3. He passed away on 4th July 1987.

Activity 12

Subjective Pronoun	Objective Pronoun	Possessive Adjective	Possessive Pronoun	Reflexive Pronoun
i	me	my	mine	myself
he	him	his	his	himself

Activity 13

1. livelived.....
2. fallfell.....
3. taketook.....
4. conductconducted....
5. teachtaught.....
6. helphelped.....
7. dependdepended....
8. bringbrought.....
9. protectprotected...
10. studystudied.....

Tips for the teacher

Unit 6 “The Sangha” has been designed to make students understand the value of the Sangha as well as to determine them to be good monks. This unit further expects the students to understand their duties to the society as monks and their qualities to be maintained. The unit consists of 11 activities related to eight competencies.

- When talking about qualities of the Sangha highlight the special qualities we can see in the characters such as the most venerable Rerukane Chandawimala and most Venerable Narada Thero.
- Encourage students to understand their relationship with the society and maintain it.
- Make them understand how the society respect a real son of the Buddha.
- Encourage the students to make a collection of articles on the monks who have led meritorious lives while giving their best to the society.
- Be a good model to the students in pronouncing words with liaison vowels.
- As there are many new words that are useful to them, organize word quizzes so that the new words can be practised.
- Loud reading also should be encouraged as it helps improving pronunciation and meaningful reading.

Assessment and Evaluation

Assessment and evaluation should not be a tension to the students. Assessment should be a part of teaching and learning process. So make use of the teaching time to identify learning difficulties of the students. Deviate from paper pencil tests, give group work where they have to explore things as assignments.

Unit 7 - The Greatest Teacher

Activity 1

- Competency** : 5. Extracts necessary information from various types of texts
- Competency Level/s** : 5.1 Identifies the main idea and supportive ideas
- No. of Periods** : 1
- Learning Outcome/s** : Students will be able to identify the main idea and supportive ideas.
- Instructions for Lesson Planning** :
- Task Outcome/s** : Students will be able to complete the sentences selecting the correct words from the given list.
- Lesson Development** :
- Get the students into pairs.
 - Get them to listen to the dialogue and elicit functions such as greeting, asking for information, offering, inquiring.
 - Get them to find examples for each function and practise them.
 - Ask them to copy Activity 1 into their writing books.
 - Get them to scan for the words suitable to fill in the blanks.
 - Discuss the answers with the students.

Answer Guide:

Textbook:

Activity 1

1. have
2. brings
3. selected
4. collecting
5. give
6. return
7. get

Activity 2

Competency	: 5.Extracts necessary information from various types of texts
Competency Level/s	: 5.1.Identifies the main idea and supportive ideas
No. of Periods	: 1
Learning Outcome/s	: Students will be able to identify the main idea and supportive ideas.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to answer the “wh” questions orally and then write them.
Lesson Development	:
	<ul style="list-style-type: none">• Select the words you think might be difficult for the students and write them on the board. (reality of Dhamma, doctrine of the Buddha, treatise etc.)• Help them with pronunciation.• Get the students to read the passage aloud.• Put them into pairs and get them to do Activity 2.• Discuss the answers.

Answer Guide:

Textbook:

Activity 2

1. scholars
2. to clear the mind
3. Sir Henry Steel Olcott
4. the prominent modern scientist
5. The Deep Sea

Activity 3

- Competency** : 4. Builds up vocabulary using words appropriately and accurately to convey precise meaning
- Competency Level/s** : 4.1 Deduces meaning of words from how they are used in context
- No. of Periods** : 1
- Learning Outcome/s** : Students will be able to use vocabulary to make meaningful sentences.
- Instructions for Lesson Planning** :
- Task Outcome/s** : Students will be able to fill in the blanks with the words given.
- Lesson Development** :
- Discuss the meaning, word classes, vocabulary given for the activity.
 - Get them to do Activity 3.
 - Get them to go through the passage and see whether they have selected the correct answers.
 - Ask them to make necessary changes.

Answer Guide:

Textbook:

Activity 3

1. scholars
2. psychologists
3. purity, millionaires
4. proud of, island

Activity 4

Competency	: 5. Extracts necessary information from various types of texts
Competency Level/s	: 5.1 Identifies the main idea and supportive ideas
No. of Periods	: 1
Learning Outcome/s	: Students will be able to identify the main idea and supportive ideas.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to match the groups of words to make meaningful sentences.
Lesson Development	:
	<ul style="list-style-type: none">• Get the students to read the sentence parts given.• Ask them to match the suitable phrases to make meaningful sentences.• Discuss the word order of a sentence.• Discuss the answers with the students.• Get them to copy the sentences into their books.

Answer Guide:

Textbook:

Activity 4

1. Buddhism will be the only religion that remains in the world by 2050.
2. The doctrine of the Buddha may help man to clear his mind.
3. Many psychologists believe that meditation is the most suitable way to calm the mind.

Activity 5

Competency	: 5. Extracts necessary information from various types of texts
Competency Level/s	: 5.1 Identifies the main idea and supportive ideas
No. of Periods	: 1
Learning Outcome/s	: Students will be able to extract specific information from the text.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to answer the “wh” questions orally and then write them.
Lesson Development	:
	<ul style="list-style-type: none">• Get the students into pairs.• Spell some randomly selected words and ask the students to pronounce them.• Help them with mispronounced words.• Get them to practise the dialogue in pairs.• Let each pair come forward and enact the dialogue.• List the mistakes as they do.• Correct their mistakes in a common discussion.• Get them to find answers to the questions given.• Get the answers orally and ask them to write answers.• Check their answers.

Answer Guide:

Textbook:

Activity 5

1. Martin
2. under his arm
3. a parcel
4. no
5. to put on the coat
6. yes
7. no

Activity 6

- Competency** : 4. Builds up vocabulary using words appropriately and accurately to convey precise meaning
- Competency Level/s** : 4.1 Deduces meaning of words from how they are used in context
- No. of Periods** : 1
- Learning Outcome/s** : Students will be able to deduce meaning of words from how they are used in context.
- Instructions for Lesson Planning** :
- Task Outcome/s** : Students will be able to write the meaning of the given words.
- Lesson Development** :
- Get the students to read the words underlined and try to guess their meaning with a partner.
 - Discuss the meanings and ask them to match the underlined word with a word similar in meaning from the words given.
 - Get the students to write the answers.

Answer Guide:

Textbook:

Activity 6

- | | | |
|--------------|---|-------------|
| 1. man | - | person |
| 2. came | - | arrived |
| 3. courtyard | - | compound |
| 4. urgent | - | important |
| 5. talk | - | speak |
| 6. valuable | - | precious |
| 7. good | - | nice |
| 8. ancestors | - | forefathers |
| 9. put on | - | wear |
| 10. security | - | defense |

Activity 7

Competency	: 7. Uses English creatively and innovatively in written communication
Competency Level/s	: 7.2. Uses effective cohesive devices
No. of Periods	: 01
Learning Outcome/s	: Students will be able to construct simple sentences and write a paragraph using cohesive devices.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to make meaningful sentences using the given table.

Lesson Development:

- Divide the class into groups of three.
- Get them to make meaningful sentences using the words in the grid.
- Instructs students to develop these sentences into a meaningful paragraph using the information given in the text.
- Help them with some cohesive devices such as “and, then, after that, next, finally”.
- Get the students to present each answer to the class.
- Discuss and correct mistakes.
- Get them to write the paragraph in their writing books.

Answer Guide:

Textbook:

Activity 7

- a. One day a man came to meet Walawwe Hamu.
- b. He was known to Walawwe Hamu.
- c. He respectfully called to Walawwe Hamu.
- d. There is something to talk with you.
- e. I brought it to give you and get something.
- f. Martin, you put on the coat.

Activity 8

Competency	: 5. Extracts necessary information from various types of texts
Competency Level/s	: 5.2 Reads to respond to a story
No. of Periods	: 1
Learning Outcome/s	: Students will be able to read and respond to a story.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to respond to the story and answer the questions given.
Lesson Development	:

- Get the students to come up with their ideas of the picture given on page 76.
- Introduce the words that might be difficult as you handle the discussion.
e.g.:- merchandise, educated, charioteer, slate
- Get them to read the story and discuss the qualities of the leader.
- Ask them how would they react in such a situation.
- Let them discuss with their partners and answer the questions given.
- Discuss the answers with the students.

Answer Guide:

Textbook:

Activity 8

1. crossing a desert / in a desert
2. at the far end of the eastern sky
3. fell into a sleep
4. No, they did not have even a small pail of water.
5. a bush of panic grass
6. a slate of granite

Activity 9

- Competency** : 6. Uses English grammar for the purpose for accurate and effective communication
- Competency Level/s** : 6.15 Forms complex sentences with main clause and subordinate clause
- No. of Periods** : 1
- Learning Outcome/s** : Students will be able to identify the main clause and the subordinate clause.
- Instructions for Lesson Planning** :
- Task Outcome/s** : Students will be able to separate the subordinate clause and main clause of the given sentences.
- Lesson Development** :
- Write a complex sentence on the board paying attention to the learning point.
 - Show them two different clauses in the sentence.
 - Let them understand that the subordinate clause starts with a conjunction.
 - Write several complex sentences on the board and get them to identify the main clause and the subordinate clause.
 - Get them to do the Activity 9 in their writing book.
 - Discuss the answers.

Answer Guide:

Textbook:

Activity 9

Main Clause	Subordinate Clause
1. They had come back to the very same place	where they had spent the previous day.
2. The bulls without guidance had returned to the same place	as the front charioteer fell asleep.
3. The leader of the merchant began to find a way to overcome the danger	having understood the gravity of the oncoming problem.
4. Water sprang out of the hole	as soon as he broke the slate.
5. He began to walk here and there in the desert	despite the tiredness and the bad weather.
6. He found a slate of granite	after digging the place.

Activity 10

Competency	: 7. Uses English creatively and innovatively in written communication
Competency Level/s	: Retells experiences or past events by describing certain factual details, the setting etc.
No. of Periods	: 1
Learning Outcome/s	: Students will be able to use English to communicate effectively.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to write a story using their own words and correct sequencing words.
Lesson Development	: <ul style="list-style-type: none">• Divide students into groups of three.• Get them to read the story (thefarsighted leader).• Get them to write seven important incidents in point form covering the whole story.• Ask them develop the points into meaningful sentences.• Get them to use the sequence markers - first, next, then, after that, finally• Ask each group to present their answers to the class.

Activity 11

- Competency** : 4. Builds up vocabulary using words appropriately and accurately to convey precise meaning
- Competency Level/s** : 4.1 Deduces meaning of words from how they are used in context
- No. of Periods** : 1
- Learning Outcome/s** : Students will be able to deduce meaning of words from how they are used in context.
- Instructions for Lesson Planning** :
- Task Outcome/s** : Students will be able to refer to a dictionary and find the meanings of the given words.
- Lesson Development** :
- Divide the class in to groups of three.
 - Get them to guess suitable meanings for each by reading the text “Farsighted Leader”.
 - Get them to refer to the dictionary and check whether they are right.
 - Get them to write the dictionary meaning of each word.

Answer Guide:

Textbook:

Activity 11

1. unloaded - emptied	6. good - proper
2. western - situated in west	7. near sighted - short sighted
3. expected - hoped	8. evening - last part of the day
4. near - close	9. fortunately - luckily
5. invisible - unnoticeable	10. before - previous

Answer Guide:

Workbook:

Activity 2

1. We attend lessons regularly because our exams will be held soon.

As our exams will be held soon we attend lessons regularly.

We attend lessons regularly as our exams will be held soon.

2. I brought an umbrella because it was raining heavily.

As it was raining heavily I brought an umbrella.

I brought an umbrella as it was raining heavily.

3. We went to temple because it was a poya day.

As it was a poya day we went to temple.

We went to temple as it was a poya day.

Activity 3

- | | | |
|----|----------------|-----------|
| 1. | tired - | exhausted |
| 2. | oxen - | bulls |
| 3. | unexpectedly - | suddenly |
| 4. | captain - | leader |
| 5. | last day - | yesterday |
| 6. | trader - | seller |

Activity 5

1. Information
2. philosophy
3. university
4. Germany
5. have

Activity 6

- a) valuable
- b) useless
- c) bad
- d) repay
- e) outside

Tips for the teacher

The unit “The Greatest Teacher” gives opportunities for the students to explore the greatness of the Buddha while providing activities based on four skills and some grammar points. This unit consists of eleven activities..

- Encourage them to read as many Jathaka stories as possible.
- Give opportunities for all students to practise dialogues.
- Encourage students to use an English – English dictionary to find the meaning of words.
- Use process writing when doing writing activities.
- Get the students to copy the questions into their exercise books.

Assessment and Evaluation

Teachers are expected to prepare highly productive system of assessment at the beginning of the year. Students should be assessed for all skills according to the prepared evaluation criteria. Classroom level assessments should be done minimizing the pressure of the students. Prepare simple grammar exercises to assess grammar knowledge. Use remedies to avoid weaknesses.

Unit 8 - Be Innovative!

Activity 1

Competency	: 5. Extracts necessary information from various types of texts
Competency Level/s	: 5.1 Identifies the main idea and supportive ideas
No. of Periods	: 1
Learning Outcome/s	: Students will be able to identify the main idea and supportive ideas.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to answer the questions based on the dialogue.
Lesson Development	:
	<ul style="list-style-type: none">• Get the students to look at the picture and guess what they are doing.• Get the students to listen to the dialogue and guess what they are talking about.• Discuss the main idea and supporting details.• Get the students to enact the dialogue.

Answer Guide:

Textbook:

Activity 1

1. A computer and an internet connection
2. From one of Sumithra's cousins
3. No. But you have to be careful when you are looking for any information on the web because some information that's available online could be unreliable.
4. a) Internet connection/ Access to internet
b) Members of the Inventor's Club/ Sumithra and his friends
5. Yes/ No with the reasons to support the answer. Highlight the use of 'because/ as/since in giving reasons, If type one, etc.

Activity 2

Competency	: 8. Communicates clearly, fluently and concisely
Competency Level/s	: 8.1 Organizes and participates in a debate
No. of Periods	: 1
Learning Outcome/s	: Students will be able to organize and participate in a debate.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to organize a debate on “The computer and the internet are essential for students or not.”
Lesson Development	:
	<ul style="list-style-type: none">• Let the students discuss the topic in groups and jot down the topics for and against.• Encourage them to list out at least phrases taken from the conversation and workbook Activity 1.• Let the students practise making sentences using the given phrases.• Highlight the difference between the language use in a speech and a debate.• Form teams and give them time and more phrases to get ready for the debate.• Explain them the marking criteria.• Conduct the debate.• Let them experience how a debate is conducted.

Activity 3

- Competency** : 1. Identifies the sounds of the English language
- Competency Level/s** : 1.1 Uses silent letters
- No. of Periods** : 1
- Learning Outcome/s** : Students will identify and pronounce words with silent letters accurately.
- Instructions for Lesson Planning** :
- Task Outcome/s** : Students will be able to pick the odd words considering the pronunciation.
- Lesson Development** :
- First, get the students to do the task individually.
 - Then, get them to discuss their answers in groups and edit their answers if necessary.
 - Get the whole class to read the words aloud.
 - Lead a class discussion.

Answer Guide:

Textbook:

Activity 3

- | | | |
|--------------|-------------|-----------|
| 1. computer | 2. mnemonic | 3. maroon |
| 4. wonderful | 5. metal | |

Activity 4

Competency	: 6. Uses English grammar for the purpose of accurate and effective communication
Competency Level/s	: 6.15 Forms complex sentences with main clause and subordinate clause
No. of Periods	: 1
Learning Outcome/s	: Students will be able to form complex sentences with main clause and subordinate clause.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to pick the complex sentences from the conversation.
Lesson Development	:
	<ul style="list-style-type: none">• Explain how a complex sentence is formed with examples.• Get the students go through the conversation and pick out complex sentences.• Get them to underline the subordinate clauses of each complex sentence.• Write these sentences on the board and have a whole class discussion.

Answer Guide:

Textbook:

Activity4

1. When we connect to the internet, we can access a lot of information from all corners of the world with just a simple click.
2. You have to be careful when you are looking for any information on the web.

Activity 5 & 6

Competency	: 6. Uses English grammar for the purpose of accurate and effective communication
Competency Level/s	: 6.15 Forms complex sentences with main clause and subordinate clause
No. of Periods	: 1
Learning Outcome/s	: Students will be able to form complex sentences using “who” and “which”.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to join sentences using connectives to form complex sentences.
Lesson Development	:
	<ul style="list-style-type: none">• Get the students to go through the examples in the book and discuss them.• Put the students into groups, get them to make sentences and read them to the class.• Note down the mistakes and discuss them writing them on the board.• Get the students to write the answers.

Answer Guide:

Textbook:

Activity 5

1. That is a portrait of Alexander Graham Bell who invented the telephone.
2. A dictionary is the book which gives a lot of information about words.
3. Surendra is a brilliant boy who has won the praise of the teachers.
4. Venerable Sumanatissa who was a great preacher is famous all over the world for his inspiring sermons.
5. All his inventions which have already won medals are displayed in the exhibition.

Activity 6

1. All the members were present at the meeting although they were busy.
2. While I was waiting at the bus stop, three buses went by in the opposite direction.
Three buses went by in the opposite direction while I was waiting at the bus stop.
3. He was not selected for the post because he lacked necessary qualifications.
4. Computers have come long way since they first came on market.
5. He had just started reading the book when the bell rang.
When the bell rang, he had just started reading the book.

Activity 7

- Competency** : 5. Extracts necessary information from various types of texts
- Competency Level/s** : 5.1 Identifies the main idea and supportive ideas
- No. of Periods** : 1
- Learning Outcome/s** : Students will be able to identify the main idea and supportive ideas.
- Instructions for Lesson Planning** :
- Task Outcome/s** : Students will be able to read the presentation and answer the questions given.
- Lesson Development** :
- Write the three sayings given in the text in one column and the names of the great personality in the other column. (Get the students do this without opening their books.)
 - Get the students to open their books and find features of a presentation.
 - Get them to scan through the presentation to answer some questions asked by the teacher.
 - Form groups of three to find the answers to the questions given in the textbook.
 - Discuss the answers.

Answer Guide:

Textbook:

Activity 7

1. About the importance of inventions / any suitable answer
2. Global Innovative Index
3. b
4. - Aluth Aluth De Nothanana Jathiya Lowa Nonagi, which means that if we don't invent new things we will not develop as a nation. - Cumarathunga Munidasa
 - Imagination is everything. It is the preview of life's coming attractions - Albert Einstein
 - I never did anything by accident, nor did any of my inventions come by accident; they came by work. - Thomas Alwa Edison
 - Mind is everything. What we think, we become - The Buddha
5.
 - a) scholar
 - b) progress
 - c) eventually
 - d) consumers

6. Explain the students that the same word can belong to many word classes. Help them to find the word class by referring to the use of the word in the sentence. Help students to pick more words from the conversation.

Noun	Adjective	Verb	Adverb
imagination	glory	topped	already
innovative			

Activity 8

Competency	: 6. Uses English grammar for the purpose of accurate and effective communication
Competency Level/s	: 6.8 Identifies and uses adjectives that function as adverbs
No. of Periods	: 1
Learning Outcome/s	: Students will be able to identify and use adjectives that function as adverbs.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to read the sentences and identify the function of the words in italic as adjectives or adverbs.
Lesson Development	: <ul style="list-style-type: none">• Let the students refer to a dictionary for the word class of the list of words given in the box in the textbook.• Lead a discussion highlighting the use of above words - as an adjective and an adverb.• Use the words in sentence.• Encourage students to do the activity individually and then discuss in groups/pairs.• Lead a whole class discussion.

Answer Guide:

Textbook:

Activity 8

1. fast - adverb
2. fast - adjective
3. well - adjective
4. well - adverb
5. late - adjective
6. late - adverb
7. early - adjective
8. early - adverb
9. hard - adverb
10. hard - adjective

Activity 9

Competency	: 7. Uses English creatively and innovatively in written communication
Competency Level/s	: 7.1 Develops characterization in a story using literary techniques
No. of Periods	: 1
Learning Outcome/s	: Students will be able to develop characterization in a story using literary techniques.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to build up a story using the cartoon script in the presentation.
Lesson Development	:
	<ul style="list-style-type: none">• Lead a discussion based on the picture story given in the text (presentation) - elicit vocabulary and ideas orally.• Let the students build up a story in groups using the cartoon strip and the words given in the box.• Instruct them to exchange the stories with another group and edit.• Let the groups narrate the stories after correcting them.• If possible, teacher can distribute big sheets of paper and instruct the students to write their stories on them. Then the papers can be displayed and lead a discussion.

Activity 10 & 11

Competency	: 4. Building up vocabulary using words appropriately and accurately to convey precise meaning
Competency Level/s	: 4.3. Recognizes the playful use of words in spoken and written language
No. of Periods	: 2
Learning Outcome/s	: Students will be able to recognize the playful use of words in spoken and written language.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to match the idioms.
Lesson Development	:
	<ul style="list-style-type: none">• Recall the previous knowledge of idioms.• Encourage students to guess the meanings and do the task.• Let them refer to the dictionary and correct their answers.• Lead a whole class discussion and correct the answers.

Answer Guide:

Textbook:

Activity 10

1. reinvent the wheel	-To waste time trying to create something that already exists and works well
2. chance one's arm	-To take a risk although there is little hope of success
3. think out of the box	-To think about something differently/imaginatively
4. at the drop of a hat	-immediately, without hesitating
5. cross that bridge when you come to it	-not to worry about a problem before it actually happens

Activity 11

1. at the drop of a hat
2. think out of the box
3. reinventing the wheel
4. cross that bridge when you come to it
5. chance his arm

The possessive word “one’s” in the idiom should be changed according to the subject of the sentence as his / her / my / your / their / its).

Activity 12

Competency	: 3. Engages in active listening and responds appropriately
Competency Level/s	: 3.3 Draws conclusions from main ideas, key details and specific examples from the text
No. of Periods	: 1
Learning Outcome/s	: Students will be able to listen and respond to different kind of texts.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to listen to the teacher and underline the correct answer.
Lesson Development	:
	<ul style="list-style-type: none">• Do a pre-listening task according to the level of the students in order to familiarize the task and to facilitate listening.• Get the students to read the task sheet.• Get them to write question numbers in their writing book and get ready to write answers.• Instruct them to write the number of the answer.• Read the transcript for students to complete the task.

Listening Transcript

You are going to listen to short descriptions about four great inventions. Listen and write the number of the correct answer in your writing book.

Braille is a universally accepted system of writing used by and for blind persons. Braille characters are embossed in lines on paper and read by passing the fingers lightly over the characters. Louis Braille who was blinded at the age of three later invented the system in 1824 while being a student in a Paris institution.

The invention of the wheel is another great step of human civilization. It is believed to be invented first in Mesopotamia around 3500 BC as a wooden disk and was used in chariots but later spokes were used by Egyptians in the wheels of their chariots. After passing many steps of its evolution, the wheel today has become an essential part of human life.

The magnetic compass is another significant invention done by Chinese probably during 206 BC. By today it has been developed into an instrument for finding direction, with a needle that always pointing to the north.

Paper which brought about a great change in the world was first invented in China around AD 105. With the advancement of the process of paper making, gradually, it became popular and spread to the other parts of the world. Later in the 19th century, wood- based paper making process was started in the western world.

Answer Guide:

Textbook:

Activity 12

- (a) 3) 1824
- (b) 3) student
- (c) 1) wood
- (d) 3) Chinese
- (e) 2) the 19th century

Activity 13

- Competency** : 5. Extracts necessary information from various types of texts
- Competency Level/s** : 5.6 Understands how a writer's style can impact the readers' interpretation of the text
- No. of Periods** : 1
- Learning Outcome/s** : Students will be able to engage in active listening in order to extract important information and to decipher organizational patterns.
- Instructions for Lesson Planning** :
- Task Outcome/s** : Students will be able to read the poem and answer the given questions.
- Lesson Development** :
- Let the students read the poem aloud.
 - Encourage students to infer meaning in context and also refer to a dictionary when necessary.
 - Discuss the message conveyed.
 - Discuss about the style used by the writer to convey the message.

Answer Guide:

Textbook:

Activity 13

1. e.g. : low - high
smile - sigh
success - failure
near - far
2. Pick rhyming words from the poem.
 - a) will - uphill
 - b) high - sigh
 - c) bit - quit
 - d) out - doubt
 - e) are - far
 - f) hit - quit

3. Accept any correct complex sentence.
4. Never
5. Accept any suitable answer.
6. don't quit / must not quit

Answer Guide:

Workbook:

Activity 1

Advantages	Disadvantages
1. can access a lot of information from all corners of the world	1. some information could be unreliable
2. can exchange ideas and materials	
3. can access many e-reading materials	

Accept any relevant answer including the points given above which are from the dialogue in the textbook.

Activity 2

Connected to world	strengths
Cause of health problems due to excessive use such as inactiveness	threats
Waste of time and money	threats
Can learn with the help of learning applications	strengths
Navigation through GPS technology (GPS technology allows you to get information of your location which is useful in traveling.)	strengths
Issues concerning security of data	threats
Many utilities such as calendar, calculator, built-in torch	strengths
Possibility of arising legal issues due to misuse of the phone by someone else	threats
Make our day today life easier: alarm notes, reminders, etc.	strengths
Disturbs studies due to addiction to the phone	threats
Can store data	strengths
Lack of contact with people around	threats

Activity 4

1. Please check the cupboard for the psychology book.
2. Following are some useful knots. Do you know them?
Square knot Slip knot Sheet Bend
3. The nurse's care cured the patient.
4. The movie starts with a hymn.
5. The calm surrounding heals the minds.

Activity 5

1. was invented
2. is held
3. will be organized
4. was written
5. will be announced .
- 6 are made
7. was swept
8. are imported / are exported
9. is telecast
10. will be renovated

Activity 6

1 C			3U		6C			10 D
O			N		R			O
M			R		E			U
P		4 D	E	B	A	T	E	B
A	2 B		L		T			T
S	U		7I	D	I	O	M	8 S
5 S	L		A		V			A
	B		B		I			M
			L		T		9 W	E T
5 C	U	R	E		Y			

Activity 7

1. The Challenge
2. Dr. Heartsill Wilson
3. a) little men - people without courage to face challenges (accept any relevant answer)
b) will – determination / courage
4. a) goals
b) will
c) dare
d) content
5. Lucky men are those who have targets in life and spend each day with a plan.

Tips for the teacher

“ Be innovative” is the unit that focuses on enhancing the creativity of students through 13 different activities related to the eight competencies.

- Be a good role model for the students pronouncing the new words accurately.
- Make your students aware of the meaning of new words before listening activities.
- Encourage students to be innovative in each and every moment of life to be successful.
- Create opportunities in the classroom for the students to try out their creativity.
- Pair work and group work break the monotony of the classroom.
- Use the poem as the language text not as a literary text.
- Short answers are sufficient for reading activities xcept they are asked to write full sentences.

Assessment and Evaluation

Simple classroom based assessment tools need to be designed to make evaluation an enjoyable learning event. In addition, a system of assessment plan which helps to assess students individually without making them embarrassed is highly recommended.

Unit 9 - Harmonious Living

Activity 1 & 2

Competency	: 5. Extracts necessary information from various types of texts
Competency Level/s	: 5.4 Interprets and integrates ideas from a variety of sources 5.1 Identifies the main idea and supportive ideas
No. of Periods	: 1
Learning Outcome/s	: Students will be able to extract important information and find the main idea.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to answer the questions based on the text.
Lesson Development	: <ul style="list-style-type: none">• Ask few pre-reading questions. e.g:- How many children will be there? / What may they be discussing? etc.• Let the students read the dialogue aloud taking roles.• Get them to describe what the children are talking about at Nethmina's place.• Instruct them to do Activity 2 individually.• Discuss the answers.• Lead a whole-class discussion highlighting the phrases used in the dialogue such as 'by the way', 'you see'.• Show them the difference in language use taking examples from the dialogue and the sermon.

Answer Guide:

Textbook:

Activity 2

1. Rohini river
2. Sharing water in a river
3. Shakya and Koliya
4. No
5. Life of a human being
6. The value of harmonious life

Workbook:

Activity 1

- (1) at home
- (2) watching a video
- (3) Nethmina's cousin in California
- (4) No.
- (5) Yes

Activity 2

- | | | |
|------------------|---------------|-----------------|
| (1) quality | (2) qualities | (3) number |
| (4) selflessness | (5) sharing | (6) helpfulness |
| (7) kindness | (8) patience | |

Activity 3

Competency	: 7. Uses English creatively and innovatively in written communication 8. Communicates clearly, fluently and concisely
Competency Level/s	: 7.3 Retells experiences or past events by describing certain factual details, the setting, etc. 8.5 Presents simple religious activities
No. of Periods	:1
Learning Outcome/s	: Students will be able to use aspects of spoken language to communicate effectively and accurately.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to write a short sermon based on the given verse.
Lesson Development	: <ul style="list-style-type: none">• Recall the language used in the sermon given in Activity 2.• Give necessary phrases when and where necessary and encourage the students to list out necessary words/phrases before start writing.• Provide necessary vocabulary if needed.• Brainstorming techniques such as mind map, word ladder can be used to help them with vocabulary.• Edit writing in groups.• Get them to present the sermons to the class.

Activity 4

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

Competency Level/s: : 4.1 Deduces meaning of words from how they are used in the context

No. of Periods : 1

Learning Outcome/s : Students will be able to deduce the meaning of words from how they are used in the context.

Instructions for Lesson Planning :

Task Outcome/s : Students will be able to select the correct word classes.

Lesson Development :

- Get the students to do the pre-reading task. Provide them with dictionaries.
- Lead a discussion on the use of dictionaries and also how to deduce the meaning of words in context.
- Get them to do the reading task individually.
- Have a whole-class discussion on the task.
- Get the students to do the pre-reading task. Provide them with dictionaries.
- Lead a discussion on the use of dictionaries and also how to deduce the meaning of words in context.
- Get them to do the reading task individually.
- Whole class discussion on the task

Answer Guide:

Textbook:

Activity 4

Pre-reading task :

harmony	- noun
harmonize	- verb
harmonious	- adjective
harmoniously	- adverb

Activity 5

Competency	: 2. Uses mechanics of writing with understanding
Competency Level/s	: 2.3 Identifies different spelling conventions
No. of Periods	: 1
Learning Outcome/s	: Students will be able to identify and use different spelling conventions.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to rewrite the given American English words in British English.
Lesson Development	:

- Before doing this activity, assign the students a task to find out different varieties of English used in the world and their differences.
e.g:- British English, American English, Australian English, etc.
- Pay their attention to different spelling conventions, different pronunciation, etc.
- Get the students to refer to a dictionary and do the task in groups.
- Get them to present their answers.
- Get the students to do the pre-reading task. Provide them with dictionaries.
- Lead a discussion on the use of dictionaries and also how to deduce the meaning of words in context.
- Get them to do the reading task individually.
- Whole class discussion on the task.

Answer Guide:

Textbook:

Activity 5

1. catalogue
2. centre
3. colour
4. favourite
5. travelling
6. humour
7. honourable
8. theatre

Activity 6

Competency	: 4. Builds up vocabulary using words appropriately and accurately to convey precise meaning
Competency Level/s	: 4.1 Deduces meaning of words from how they are used in the context
No. of Periods	: 1
Learning Outcome/s	: Students will be able to build and use vocabulary for effective communication.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to replace the given British English words with American English words.
Lesson Development	:
	<ul style="list-style-type: none">• Recall the findings of the assignment done for Activity 5 - Differences between British English and American English.• Get the students to do the task first individually and then discuss it in groups.• Discuss the answers.• Let the students be in pairs and read the sentences taking turns one using BrE and the other AmE.

Answer Guide:

Textbook:

Activity 6

1. resume
2. elevator
3. first floor
4. airplane
5. cell phone
6. closet
7. line
8. subway

Activity 7

Competency	: 5. Extracts necessary information from various types of texts
Competency Level/s	: 5.4 Interprets and integrates ideas from a variety of sources
No. of Periods	: 1
Learning Outcome/s	: Students will be able to interpret and integrate ideas from a variety of sources.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to answer the questions based on the text.
Lesson Development	:
	<ul style="list-style-type: none">• Encourage students to read the text and answer the questions.• Discuss the answers.• Get the students to read the text for the use of words in bold.• Lead a discussion on the use of words in bold type.

Answer Guide:

Textbook:

Activity 7

1. To protect the environment and other living beings
2. through pollution and deforestation
3. droughts, landslides, floods, etc.
4. By planting at least one tree a year

Activity 8 & 9

Competency	: 6. Uses English grammar for the purpose of accurate and effective communication
Competency Level/s	: 6.9 Uses adverbs that connect clauses / sentences
No. of Periods	: 1
Learning Outcome/s	: Students will be able to use adverbs accurately to make meaningful sentences.
Instructions for Lesson Planning	:
Task Outcome/s	: Students will be able to complete the blanks with the given adverbs join pairs of sentences using suitable adverbs.
Lesson Development	:
	<ul style="list-style-type: none">• Lead a discussion on the words given in the box.• If necessary use sentences on your own to make it easier to understand the word.• Get them to do the task.

Answer Guide:

Textbook:

Activity 8

1. however 2. Honestly 3. otherwise 4. therefore 5. hopefully

Activity 9

1. He was lazy to study, therefore he got low marks.
2. It started raining. Luckily Nath had an umbrella.
3. We practised well, therefore I think we will win.
4. You had better study hard, otherwise, you will fail the exam.

Workbook:

Activity 3

- Explain the task to students, tell them that they are going to listen to four announcements.
- Get the students to do pre-listening tasks before starting the listening task.
 - First, individually.
 - Then, discuss with their group members/ in pairs.
 - Finally, whole-class discussion.
 - Make them ready to do the listening task at the discussion by eliciting the necessary vocabulary.
- Familiarize the terms given in the pre-listening part [B].

[A]

- (1) ✓
- (2)
- (3) ✓
- (4)
- (5) ✓

[B]

- _____3_____ Go through immigration
- _____6_____ The plane takes off
- _____5_____ Board the plane
- _____1_____ Arrive at the air port
- _____4_____ Wait at the boarding gate
- _____2_____ Go to the checking- in desk

Listening Text

- Instruct students to read the task sheet and get ready to listen to the announcements.
- Read or play the audio recorded announcements for three times for the students to complete the task individually.

Listening Transcript for Travelling Abroad

A.

Attention, please! This is an announcement for all passengers travelling on the 13:45 flight JK 2234 to India. This flight is delayed by four hours due to bad weather.

B.

Would all passengers travelling to Rome on flight TOR5821, please have your boarding passes and passports ready for boarding. Flight TOR5821 now boarding at gate 11.

C.

This is the final boarding call for passengers Mr. K. Karunathilake and Ms. Gayathri flying to Australia on flight AS8363. Your flight is ready to leave. Please go to gate 22 immediately. The doors of the plane will close in five minutes. Final boarding call for passengers Karunathilaka and Gayathri.

D.

Good Afternoon, ladies and gentlemen. We have landed at BFL airport in California where the local time is 13:46 and the temperature is 74°F. We hope you have enjoyed your flight with USA Airlines.

(Adapted from British Council listening activities)

Answers

1. four/ 4
2. eleven/ 11
3. AS8363
4. 22
5. 74

Activity 4

British English -re	American English -er	British English -ll-	American English -l-
1) centre	center	11) traveller-	traveler-
2) litre	liter	12) ce (nouns)	se (nouns)
3) fibre	fiber	13) defence	defense
4) -our	-or	14) licence	license
5) colour	color	15) -gue	-g
6) humour	humor	16) analogue	analog
7) neighbour	neighbor	17) dialogue	dialog
8) -yse	-yze	18) ae/ oe -	-e-
9) analyse	analyze	19) leukaemia	leukemia
10) paralyse	paralyze	20) paediatric	pediatric

Activity 7

- 1) First 2) Second 3) Furthermore 4) Finally 5) Possibly
 6) actually 7) In my view 8) What 9) How 10) How

Tips for the teacher

- This unit consists of 9 activities related to different competency levels.
- Try to relate real life experiences as far as possible when talking about emotions.
- Encourage students to role play sermons.
- Allow the students to refer to the English Dictionary and help them where necessary.
- Prepare some interesting activities to make students refer to the dictionary.
- Encourage students to make a list of commonly used American English words. Help them to differentiate the spelling between American English words and British English words.

Assessment and Evaluation

Make it a point to plan your assessment for the students to feel free and relaxed to engage with them. Speaking and writing can be assessed while engaged in group or pair work. Use suitable activities to the level of the students to enhance grammar knowledge.

English

Primary Pirivena

Teacher's Guide

Grade 5

(Will be implemented from 2019)

Pirivena Education Branch
Ministry of Education
Sri Lanka

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English

Primary Pirivena

Teacher's Guide

Grade 5

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Message from the Hon. Secretary of Education

The Buddhist clergy is the symbol of the Sri Lankan Buddhist identity. The national Piriven, which opened an educational pathway to the entire nation by centering the education of the clergy, has a long history. The Piriven education developed so smoothly under the leadership of the Buddhist clergy from the Anuradhapura era that the chronicles reveal that even foreigners came here to study.

We are happy to say that we are able to maintain the Piriven education institutes that are centred around temples by providing facilities similar to that of schools at present under the monitoring of the Ministry of Education while preserving the historical heritages.

It should be our firm objective to produce a suitable generation of learned and scholarly priests and a generation of learned and disciplined laymen to fulfill the contemporary needs by providing basic requirements of the Piriven education. While supporting this endeavor, we believe that this Teacher's Guide, which is offered to you under the 2018 curriculum reforms, will be a tool for the Piriven teacher to provide knowledge to the learners through new teaching methods. I view that it is your responsibility as the Piriven teachers to provide a clear understanding to the student community by using this efficiently.

I would like to extend my thanks to the Piriven Education Branch, the National Institute of Education and the Educational Publications Department.

N.H.M. Chitrananda
Secretary to the Ministry of Education

Message from the Director General (NIE)

This Teacher's Guide has been composed by the newly instituted Pirivena Education Unit in the National Institute of Education, in order to plan lessons so that the relevant competencies are fulfilled, consequent to the revision of the syllabus content produced by the Ministry of Education.

The decision taken by the Ministry of Education to provide teacher's guides in order to bring the teaching learning process to a higher level-same as it is done in the school system - is a commendable decision. Thereby it provides an opportunity for teachers to explore new approaches in teaching learning methodologies and plan one's lessons and to engage in a process of teaching and learning at a higher level.

The content of the Teachers' Guide falls into two main sections. They are the syllabus and the competencies involved, and the compendium of activities instrumental in fulfilling these competencies. The activities have been created in taking into consideration the time allocated for each of the activities, so that the level of competency relevant to each competency is covered. This leaves room for new activities to be evolved based on these activities.

My thanks go to the Piriven Education Unit of the National Institute of Education for giving leadership to the composition of these Teachers' Guides for all the subjects in the Primary Pirivena Curriculum, within a very short time, the subject specialists of the National Institute of Education, and the external resource persons.

Dr.(Mrs) T.A.R.J. Gunasekara

Director General

National Institute of Education

Message from the Commissioner General of Educational Publications

Pirivena is a centre of the Sri Lankan education system. The Buddhist clergy was able to produce a generation of clergy with religious knowledge and a patriotic community through the Pirivena by continuously bestowing the great Buddhist order, which was established in Sri Lanka to a students' generation amidst diverse obstacles through a number of years.

The service rendered by the Pirivena for the upliftment of the society of lay and clergy by preserving the traditional identity and by fulfilling the contemporary needs from the past, was immeasurable. We would like to praise the effort made by the Piriven Education Branch of the Ministry of Education at present to provide the necessary knowledge through a new curriculum based on competencies by considering the needs of the student priests and lay students who follow Piriven education and by mixing the modern educational trends and traditional educational strategies of the Buddhist order while preserving the classical education. The Educational Publications Department too, being a strength to the above process, provides the necessary facilities by printing 54 textbooks annually for Basic Pirivena and by printing new syllabi for all the subjects.

The compilation of teacher's guides for the new competency based curriculum for the first time for the Piriven education is a valuable process. It's a pleasure to offer you these teacher's guides compiled by the National Institute of Education and the Piriven Education Branch and printed by the Educational Publications Department. I would like to bestow my sincere thanks on the advisers, members of the writing and editorial panels and on the staff of the Educational Publications Department who extended their contribution towards this endeavor. I wish for the success of the Piriven education.

W.M. Jayantha Wickramanayake
Commissioner General of Educational Publications
Educational Publications Department
Isurupaya
Battaramulla
2019.04.10

Message from the Deputy Director General of National Institute of Education

I must state that this emergence of the Teacher's Guides in the field of the modern Sri Lankan Pirivena is a historic event. The combination of the National Institute of Education and the Pirivena Branch of the Ministry of Education being instrumental in compiling these Teacher's Guides provide the background for this happy emergence.

The only institute empowered by the Constitution to provide subject syllabi, Teacher's Guides, training of teachers, training of education managers, research in education is the National Institute of Education, instituted by Act No28 1985. However till the year 2017, the National Institute of Education had not-directly contributed to the Pirivenas - the centers of Education of the Mahavihara tradition with a history of 2325 years.

We were often beleaguered by this question could there be a National Institute of Education which has no Pirivena Branch or Pirivena Department. We could contribute to obtain a solution on obtaining the full support and blessings of the current His Excellency the President, the Honorable Minister of Education, the Secretary to the Ministry of Education in 2018, The Director of Pirivena Education at the time, the current Director General of the National Institute of Education, and the full support and blessings of the Council of the National Institute of Education.

Accordingly on the decision taken by the Sinhala Buddhist Congress under the Chairmanship of His Excellency the President and the decision of the Council of the National Institute of Education taken on 2017/3/16, 412/5/12 IM No.5157 the Pirivena Education Unit was instituted, affiliated to the Department of Sinhala Language of the Faculty of Languages Humanities and Social Sciences of the National Institute of Education.

Consequently, the National Institute of Education could directly contribute to the training of the Pirivena teacher and the production of Teacher's Guides for the Pirivena teacher. This is a great boon that has enabled us to make use of the experience of teaching and learning, research, technology know - how that the National Institute of Education has - in order to awaken the Pirivena classroom. It is a source of illimitable pleasure.

I respectfully beseech the teachers of the Pirivenas to make use of these Teacher's Guides to bring about a higher level of achievement to the Pirivena classroom in a friendly enjoyable way. I offer my heartfelt respects to those who contributed to the compilation of these Teacher's Guides, the Director of the Sinhala Language Department, the Chief of the Pirivena Unit, and all the experts.

Ven. Dr.Mabulgoda Sumanarathana Thero

Deputy Director General

Faculty of Languages, Humanities and Social Sciences

National Institute of Education

Message from the Director of Education (Pirivena)

The Pirivena owns a special place among the excellent educational institutions in the Eastern world. It's not a secret that these institutions developed gradually to the level of international universities. The education provided by the Pirivena is able to uplift the identity of the Buddhist priests and traditional knowledge of the people from early times. The ancient Piriven education which was centred around the eight oriental institutes bestowed a generation with spiritual values and religious knowledge to this country.

The modern Piriven education is one of the special aspects of the national education stream. The main objective of the Piriven education is to bestow Buddhist priests on the nation for three fold upliftment of the Buddhist order including law of reason, principle and insight and to produce well-educated scholars.

It is a major responsibility of the Buddhist clergy to guide for the creation of a community with positive attitudes in this journey towards prosperity. Therefore, the Pirivena must act more powerfully to empower them with required knowledge.

It is a pleasure that we were able to take several steps forward with new curricula by updating the learning-teaching process. In the attempt to make the future Piriven education firm through different strategies, it is my firm belief that the new Teacher's Guide that is offered to you would be a powerful quality input to increase the student performance. I insist that it is your duty to take action to update the knowledge of Piriven teachers about the traditional and modern learning trends and strategies. I remind you to study the Teacher's Guide well and use it efficiently in your learning-teaching process.

It is a difficult task to prepare such a Teacher's Guide and offer it to you. I would like to extend my gratitude and thanks to the Assistant Directors of the Piriven Education Branch, the Director General of the National Institute of Education, Venerable Deputy Director, Venerable Head of the Piriven Education Branch and the Commissioner General of the Educational Publications and the staff.

Venerable Watinapaha Somananda Thero
Director of Education (Piriven)
Piriven Education Branch
Ministry of Education

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National Goals

The national system of education should assist individuals and groups to achieve major national goals that are relevant to the individual and society.

- i. Nation building and the establishment of a Sri Lankan identity through the promotion of national cohesion, national integrity, national unity, harmony, and peace, and recognising cultural diversity in Sri Lanka's plural society within a concept of respect for human dignity.
- ii. Recognizing and conserving the best elements of the nation's heritage while responding to the challenges of a changing world.
- iii. Creating and supporting an environment imbued with the norms of social justice and a democratic way of life that promotes respect for human rights, awareness of duties and obligations, and a deep and abiding concern for one another.
- iv. Promoting the mental and physical well-being of individuals and a sustainable life style based on respect for human values.
- v. Developing creativity, initiative, critical thinking, responsibility, accountability and other positive elements of a well-integrated and balanced personality.
- vi. Human resource development by educating for productive work that enhances the quality of life of the individual and the nation and contributes to the economic development of Sri Lanka.
- vii. Preparing individuals to adapt to and manage change, and to develop capacity to cope with complex and unforeseen situation in a rapidly changing world.
- viii. Fostering attitudes and skills that will contribute to securing an honorable place in the international community, based on justice, equality and mutual respect.

Instructions Regarding the Teacher's Guide

The competency based English language syllabus of Primary Pirivena for Grade 5 which was implemented in 2017, has 27 competency levels to be achieved by the students of grade 5.

Grade 5 course materials consist of a Pupil's Textbook, Pupil's Workbook and a Teacher's Guide along with the syllabus designed according to an integrated and innovative manner. They will be useful for the students to achieve the expected learning outcomes.

This Teacher's Guide consists of the detailed syllabus of grade 5, comprehensive introduction to competencies and competency levels of each activity in Pupils' in the textbook, answers for the Pupil's Textbook and Workbook activities. In addition, an overall guidance of lesson planning (Tips for Teacher) along with testing and evaluation techniques for textbook activities are given at the end of each unit of the Teacher's Guide.

Students should be exposed to authentic situations copiously where they can acquire, practise and use language naturally. For example: English language games, holding English Literary Associations, English Camps, English debating competitions and Inter Pirivena Competitions can be conducted. A variety of teaching techniques will encourage students to learn English. Such as storytelling, loud reading, dramatizing, role plays, reciting poems, grammar games etc. Three facts, respectively, exposure, encouragement and opportunities improve their confidence and enrich their fluency in using English language.

According to the given guidance, the teacher has the opportunity to be creative and innovative in preparing their own lessons plans based on accepted lesson plan formats to teach their students.

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Ministry of Education

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Teacher's Guide - Grade Five

Competency	Competency Level	Subject Content	Learning Outcome	No. of Periods
1. Identifies the sounds of English language	1.1 Identifies the sentence stress and intonation.	<ul style="list-style-type: none"> Identifies and uses the sentence stress and intonation in the mid and end position. e.g. intonation – Is she your mother? What's your name? Stress- I w/ant your pen. That'(s) mine. 		6
	1.2 Pronounces clearly and accurately consonants, vowels, consonant clusters and vowel combinations discussed in the previous grades	<ul style="list-style-type: none"> Uses primary, j diphthongs, w- long diphthongs r- liaison vowels, initial and end consonant clusters and silent letters in different contexts (‘diphthongs you /ju:,year /jz) ‘w’long diphthongs –mouth, goat ‘r’ liaison vowels - port 	<ul style="list-style-type: none"> Applies the rules of sounds in word formation to communicate accurately and precisely 	6
2. Uses mechanics of writing with understanding	2.1 Identifies and uses the idiomatic phrases	<ul style="list-style-type: none"> Identifies and uses the idiomatic phrases in sentences correctly I met you once in a blue moon. 		6
	2.2 Identifies and uses the proverbs	<ul style="list-style-type: none"> Identifies and uses the proverbs in sentences correctly e.g. Rolling stone gathers no moss. Unity is strength. 		
	2.3 Review and revise drafts to enhance relevance, focus and clarity to achieve the expected meaning	<ul style="list-style-type: none"> Identifies language and content (facts, ideas, details and points of view) relevant to the audience and context Replaces, adds, deletes and/ or reorders (words/ phrases and/or sentences, facts and ideas, details, point of view, visual resources) Improves the sequencing progression and coherence of facts, ideas and/or details within and/or between paragraphs 	<ul style="list-style-type: none"> Uses the mechanics of writing to communicate 	8
				6

	2.4 Proof read and edit drafts	<ul style="list-style-type: none"> • Corrects language features (spelling, punctuation, grammar and expressions errors) for grammatical accuracy and clarity in meaning • Improves the layout of the text for easy reading (adjust length of sentence and paragraph, add bullets and numbering, heading, sub headings where appropriate) 		8 6
<p>3. Engages in active listening and responds appropriately</p>	<p>3.1 Identifies and use stress and intonation to denote meaning</p> <p>3.2 Identifies and retain large chunks of information</p> <p>3.3 The ability to distinguish between fact and opinion</p> <p>3.4 Identify the problem-solution relationship in a text</p> <p>3.5 Identify different points of view</p>	<ul style="list-style-type: none"> • Identifies and uses the stress and intonation to denote meaning appropriately e.g. I don't think, he should get the job. I don't think, he should get the job. • Identifies and retains large chunks of information correctly e.g. organizes and classifies large amount of information e.g. You know What I mean? Yes, I know what you are saying. • Listens to different types of texts to distinguish between fact and opinion • Identifies problems and relevant solutions in selected texts • Examines different points of view relating to different texts 	<ul style="list-style-type: none"> • Uses appropriate strategies to evaluate texts 	6 6 6

<p>4. Builds up vocabulary using words appropriately and accurately to convey precise meaning</p>	<p>4.1 Recognizes how words are formed</p> <p>4.2 Uses words appropriate for audience context and culture</p> <p>4.3 Uses vocabulary appropriate to different contexts</p> <p>4.4 Recognizes literary languages</p>	<ul style="list-style-type: none"> • Forms acronyms (SAARC – South Asian Association for Regional Cooperation) • Forms clippings – e.g., Television – T.V. • Forms blends – e.g., breakfast + lunch = brunch • Uses appropriate words in different types of texts (e.g., explanation, technical words), medium (spoken/ written), register (formal/ informal), context (euphemism), culture (taboo words), region (British vs American English) • Uses collocation, idioms, proverbs and phrasal verbs appropriately • Recognizes similes, metaphors, imagery, personification, hyperbole 	<p>✓ Uses and recognizes vocabulary that are supportive of developing, reading, writing and speaking skills</p>	<p>6</p> <p>6</p> <p>6</p> <p>6</p>
<p>5. Extracts necessary information from various types of texts</p>	<p>5.1 Reads to infer meaning</p> <p>5.2 Understands the organizational patterns of different texts</p> <p>5.3 Make predictions of a text</p> <p>5.4 Restate the gist and the main idea of a text</p>	<ul style="list-style-type: none"> • Reads to infer meaning in a text (e.g. finds meaning embedded in the words and phrases.) • Understands the organizational patterns of different texts (e.g. explains the meaning of new words and phrases. /An essay will most likely use many different patterns.) • Makes predictions on the content of a text using prior knowledge, typographical and visual features, text features, organizational patterns, organizational structure • Summaries a given text precisely and grammatically accurately 	<p>✓ Uses organizational patterns to comprehend the information contained in different texts</p>	<p>6</p> <p>6</p> <p>6</p> <p>6</p>

	5.5 Reads and responds to different types of texts	Reads and responds to poetry, personal recounts (diary entries, biographies, memoirs), narratives, Factual recounts (travelogues, news bulletins) Information reports (project reports), procedures (experiments, instructional materials)	6
<p>6. Uses English grammar for the purpose of accurate and effective communication</p> <p>6.1 Revises knowledge of grammatical rules at the word, phrase and sentence levels</p> <p>6.2 Uses cohesive devices to create links across different clauses, sentences and paragraphs</p>	<ul style="list-style-type: none"> • Identifies and defines errors and explains the rule • Reference (Back and Forward) • (Referring Back - use of personal pronouns, use of quantifiers, use of demonstratives, Referring forward – use of demonstratives, certain adjectives) • Substitution (Use of so, not, one, do/did and lexical substitution) • Ellipsis (have, be, do) • Conjunction • Additive – again, also, as well, moreover, in addition, furthermore • Contrastive – but, however, nonetheless, nevertheless, on the contrary • Time – then, previously, later • Listing – first, then, next, finally • Regulative – since, consequently, therefore • Concessive – nonetheless, anyhow, anyway, however • Inference – otherwise, then, in that case • Summative – altogether, overall 	<p>Shows understanding of how different structures leads to accurate meaning of a text</p> <p>✓</p> <p>10</p>	8

<p>7. Uses English creatively and innovatively in written communication</p>	<p>7.1 Engages in producing various personal, academic and functional texts</p>	<ul style="list-style-type: none"> • Provides information, explains an issue/ situation and/ or express and justify a point of view. (elaborate/ explain the key points, address the counter arguments, apply a suitable format, use appropriate text features) • Write factual recounts (news articles, eye-witness accounts) • Records the particulars of an incident and explain how and why it happened (Describe the background information/ facts regarding the persons involved, Describing, elaborating on and/or supporting/ explaining key points and events, reflecting in a commentary how and why the incident happened, using appropriate text features. • Information reports • Explanations • Expositions 	<p>✓ Produces texts for personal, academic and functional purposes</p>	<p>10</p>
<p>8. Communicates clearly, fluently and concisely</p>	<p>8.1 Delivers a sermon</p> <p>8.2 Explains the history and importance of certain religious places</p> <p>8.3 Talks about other religions and beliefs</p> <p>8.4 Announces at religious events</p>	<ul style="list-style-type: none"> • Delivers a sermon e.g. short Dhamma speech • Explains the history and the importance of certain religious places (e.g. Anuradhapura/ Jaya Sri Maha Bodhi) • Talks about other religions and beliefs comparatively (e.g. Christmas/Ramazan) • Announces at religious events (e.g. alms giving / Katina Pinkama) 	<p>✓ Produces planned spoken texts accurately and concisely</p>	<p>6</p> <p>6</p> <p>6</p> <p>4</p>

Unit 1 – The Closest Bond

Activity 1

Competency : 1. Identifies the sounds of the English language

Competency Level : 1.2 pronounces clearly and accurately consonants, vowels, consonant clusters and vowel combinations discussed in the previous grades

No. of Periods : 01

Learning Outcome : Students will be able to read and act out a dialogue.

Instructions for Lesson Planning :

Task Outcome(s) : Students will be able to read aloud/act the conversation and the announcement.

Lesson Development:

- Teacher may set the scene by engaging in a conversation about Poya day programmes held in temples and getting the students to talk about the announcements they hear in a temple on such a day.
- Use the picture given to have a discussion about the conversation.
- Read the text aloud and get the students to repeat after the teacher if necessary.
- Elicit the meanings of difficult words.
- Get the students to read the conversation aloud.

Answer Guide Textbook N/A

Workbook:

Activity 2

Your attention please! There will be a power cut tomorrow from 8 **am** to 6 **pm** in **Kamburugamuwa** and **Vijayagama** areas due to repairs. We are sorry for the inconvenience.

Activity 2

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

Competency Level: 5.5 Reads and responds to different types of texts

No. of Periods : 01

Learning Outcome : Students will be able to extract necessary information from the given text.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to read the announcement and the accompanying conversation and complete the Poya day programme.

Lesson Development :

- Help students to read the programme and the announcement.
- Get the students to complete the activity.
- For an extended activity teacher could prepare a group activity where students can refer to a text and complete a programme.

Answer Guide Textbook

Activity 2

2 P.M. - Dhamma discussion

6.30 P.M. – Evening devotional service

8 P.M. – Dhamma sermon

Activity 3 & 4

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

Competency Level : 6.1 Revises knowledge of grammatical rules at the word, phrase and sentence levels

No. of Periods : 01

Learning Outcome : Students will be able to apply previously learnt grammatical knowledge to identify the word classes.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to convert the given word to its verb, noun, adjectival or adverbial form.

Lesson Development :

- These activities revise word classes learnt in previous grades.
- Teacher could use some more preliminary activities to revise what students have previously learnt if necessary.

Answer Guide Textbook

Activity 3

announcer/announcement – announce

discussion - discuss

meditation - meditate

devotion/devotee -devote

delivery –deliver

information - inform

celebration - celebrate

Activity 4

special - specially

unfortunate - unfortunately

devoted - devotedly

annual - annually

necessary - necessarily

Workbook Activity 4

1. apply/application
2. teacher/teaches
3. observing/observe
4. generator/generates
5. replace/replacements

Activity 5

1. angry/angrily
2. easily/easy
3. happy/happily
4. brilliantly/brilliant
5. brave/bravely

Activity 7

1. The plant is growing nicely. Let's **plant** a tree.
2. The smell of the flowers fills the shrine room. The flowers **smell** nice.
3. Plants need water. Please **water** the plant regularly.
4. Did you **milk** the cow? Fresh milk is good for you.
5. The fence is need of repair. Please **repair** the fence immediately.

Activity 8

1. The boy runs **fast**. He is a remarkably fast runner.
2. Saman is a **friendly** person. He treats everybody in a friendly manner.
3. I always get up **early**. We caught the early morning train.
4. He is a hard worker. He always works **hard**.
5. He visits his uncle **daily**. A visit to his uncle is part of his daily routine.

Circle the words highlighted.

Activity 5

Competency :3. Engages in active listening and responds appropriately

Competency Level : 3.2 Identifies and retains large chunks of information

No. of Periods : 01

Learning Outcome : Students will be able to listen to a moderately lengthy listening text and retain information.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to listen to an announcement about a Shramadhana programme and select correct answers.

Lesson Development :

- Prepare the students for the listening text by providing the context and handle any difficult or new vocabulary.
- Read the listening text twice. Get the students to listen during the first reading and attempt the task during the second reading.

Listening Text:

This is a special announcement for all the devotees. There will be a Shramadhana campaign at 9 a.m. on 29th of April at Budhuraja Vehera Temple to clean the temple premises. Please bring the necessary tools for this purpose. Tea and the mid-day meal will be provided for all participants.

We hope all the devotees will participate in this meritorious deed.

Answer Guide

Textbook

Activity 5

e.g. Programme: Shramadhana campaign

1. Date: 29th of April
2. Time: 9 a.m.
3. Place: Buduraja Vehera Temple
4. Cleaning tools: necessary
5. Meals: will be provided

Activity 6

Competency : 7. Uses English creatively and innovatively in written communication
8. Communicates clearly, fluently and concisely

Competency Level : 7.1 Engages in producing various personal, academic and functional texts
8.4 Announces at religious events

No. of Periods : 01

Learning Outcome : Students will be able to prepare and present an announcement appropriately.

Instructions for Lesson Planning :

Task Outcome(s) : Students will be able to prepare an announcement using the given guidelines/facts and announce it to an audience.

Lesson Development :

- Read the announcement and discuss its components. (Purpose of the message, date, time, place, etc.)
- Get the students to read the announcement aloud as if they are making a real announcement.
- Read the given events with the students and highlight the important facts to be included in the events.
- Group the students and assign/let them select an event and prepare the announcement.
- Give each group the opportunity to make the announcement. Provide a microphone if possible.

Answer Guide

Textbook - N/A

Workbook- N/A

Activity 7

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

1. Identifies the sounds of the English language

Competency Level : 5.5 Reads and responds to different types of texts

1.2 Pronounces clearly and accurately consonants, vowels, consonant clusters and vowel combinations discussed in the previous grades

No of Periods : 01

Learning Outcome : Students will be able to read and extract required information from a text.
Identify silent letters in words.

Instructions for Lesson Planning :

Task Outcome(s) : Students will be able to write answers to the comprehension questions based on the notice.

Students will be able to find words from the text in which the given letters are silent.

Lesson Development :

- Read the notice with the students.
- Discuss what it is about.
- Teacher could briefly elicit what students know about the life of the Buddha and the given Buddhist texts.
- Get the students to write answers to the questions given for Activity 3 of the workbook.

Answer Guide

Workbook

Activity 3

- I. A weekly Dhamma discussion programme
- II. For young adults
- III. Developing Ourselves – The life of the Buddha
Auspices in Life - Maha Mangala Sutta
Loving Kindness – Karaneeyametta Sutta
The Buddhist Path to Success – The Singalowada Sutta
- IV. Every Sunday from 2.00 p.m. to 4.00 p.m.
- V. One hour
- VI. Accept correct answers.

Activity 8

Competency : 1. Identifies the sounds of the English language

Competency Level : 1.2 pronounces clearly and accurately consonants, vowels, consonant clusters and vowel combinations discussed in the previous grades

No. of Periods : 01

Learning Outcome : Students will be able to apply previously acquired knowledge to identify words with silent letters.

Instructions for Lesson Planning :

Task Outcome(s) : Students will be able to find and write words that contain silent letters.

Lesson Development :

- Elicit what students have in their schema.
- Display a list of words with various silent letters and get the students to read aloud and identify silent letters.
- Encourage students to read stories, essays etc. and find words with silent letters and fill in the table.

Answer Guide

Textbook

Activity 8

Examples:

Silent /k/	Silent /h/	Silent /e/
knack, knock, knuckle, knot, knit, knot, knee, knapsack, knife	ghost, vehicle, ghastly, rhyme, rhythm, hour, rhinoceros, exhibition	home, hope, come, note, fame, gone, late, state

Answer Guide-Workbook

Activity 1

1. knight
2. kneel
3. heightn
4. honest
5. knife
6. wifen
7. lightn
8. wasten
9. mightn
10. noblen

Activity 9

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

Competency Level : 5.5 Reads and responds to different types of texts

No. of Periods :01

Learning Outcome : Students will be able to read a story and do the required task.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to read the text and write answers to comprehension questions.

Lesson Development :

- Read and discuss the text with students.
- This text can be used for reading aloud.
- Ask the students to role play the text.
- Discuss the questions and answers with the students.
- Get the students to write answers.

Answer Guide

Textbook

Activity 9

1. Because it was the day on which Buddhism was introduced to Sri Lanka.
2. 236 years after the passing away of the Buddha
3. Arahata Mahinda Thero
4. In Mihintale
5. To know if the king was intelligent enough to comprehend the Dhamma

Activity 10

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

Competency Level : 7.1 engages in producing various personal, academic and functional texts

No. of Periods : 1

Learning Outcome : Students will be able to produce a descriptive text using the given guidelines.

Instructions for Lesson Planning :

Task Outcome(s) : Students will be able to write a short description about Arahata Mahinda Thero using the given facts.

Lesson Development:

- At first, get the students to produce sentences orally using the given facts. Help them with sentence formation.
- Help students to organize facts.
- Get the students to write the description.

Answer Guide Textbook: N/A

Workbook: N/A

Activity 11

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

Competency Level : 6.2 uses cohesive devices to create links across different clauses, sentences and paragraphs

No. of Periods :01

Learning Outcome : Students will be able to use pronouns for back and forward reference.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to identify what the given pronouns refer to in sentences.

Lesson Development :

- Explain back and forward reference using the given examples in the learning point.
- Get the students attempt the activity and discuss answers.
- This activity focuses on identification of back and forward reference. Depending on the standard of the students, teacher can create an activity where students must use pronouns for reference.

E.g.-: My grandfather observes Sil every Poya day. (He) has been doing it for a long time.

Answer Guide

Textbook

Activity 11

1. she - grandmother
2. he - Naradha
3. It – meditation

Tips for the Teacher:

Thematically, this unit focuses on the unshakable bond between the temple and the Buddhist community since the arrival of Arahata Mahinda Thero. The unit consists 11 activities related to 7 competencies.

Through this unit teachers can help students to acquire language structures and vocabulary related to announcements, notices and programmes. Encourage students to prepare simple announcements and present them to the class.

Give students opportunities to engage in pair and group work.

Encourage students to engage in oral communication. Familiarize students with aspects of spoken language.

Assessment and Evaluation:

Prepare a consistent formative assessment system which enables the teacher to keep track of the progress of the students. Along with reading and writing, special attention should be given to the assessment of oral skills.

Unit 2 – Our Friendly Environment

Activity 1

Competency : 1. Identifies the sounds of English language

Competency Level :1.2 Pronounces clearly and accurately consonants, vowels, consonant clusters and vowel combinations discussed in the previous grades

No. of Periods :01

Learning Outcome : Students will be able to pronounce the consonant clusters used in the text.
Identify the use of ellipsis.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to practise the conversation pronouncing the words with consonant clusters correctly.

Students will be able to identify the elliptical sentences used in the conversation and what they stand for.

Lesson Development :

- Read the conversation aloud and explain the new/difficult vocabulary. Draw students' attention to the consonant clusters and elliptical sentences while doing so.
- Get the students to act out the conversation.

Answer Guide Textbook N/A

Workbook N/A

Activity 2

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

Competency Level : 5.5 Reads and responds to different types of texts

No. of Periods :01

Learning Outcome : Students will be able to read a conversation and answer the comprehension questions.

Task Outcome : Students will be able to read the conversation and write answers to the questions.

Instructions for Lesson Planning:

Lesson Development :

- Get the students to read the questions aloud and elicit the answers orally.
- After completing the activity, the teacher may write the answers on the blackboard so the students can do self-correction.

Answer Guide

Textbook:

Activity 2

1. Grade 5 students in Sri Isipathana Pirivena/ Grade 5 students in Sri Isipathana Pirivena including Venerable Chandima, Rohitha and Udaya
2. It was hot. / Weather was hot.
3. The natural environment and animals/ an elephant, a giant squirrel, a stream etc.
4. Rohitha
5. Venerable Sobhitha
6. Accept correct answers.

Activity 3

Competency : 1. Identifies the sounds of the English language

Competency Level : 1.2 Pronounces clearly and accurately consonants, vowels, consonant clusters and vowel combinations discussed in the previous grades

No. of Periods : 01

Learning Outcome : Students will be able to pronounce the consonant clusters.

Task Outcome : Students will be able to complete the words using the correct consonant clusters.

Instructions for Lesson Planning :

Lesson Development :

- Ask the students to read the sentences and help them with the vocabulary if necessary.
- Ask the students to pronounce the sound produced by the consonant clusters aloud.
- Read the sentences aloud by completing words using the clusters randomly and ask students to say *yes/no*.

e.g. My sister saw a snake and let out a spleam? no, squeam / no, scream/ yes.

- Encourage the students to read out the sentences once they complete the activity.

Answer Guide Textbook:

Activity 3

(scr) (str) (squ) (squ) (spl)

Activity 4

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

Competency Level : 6.2 Uses cohesive devices to create links across different clauses, sentences and paragraphs

No. of Periods : 01

Learning Outcome : Students will be able to use ellipsis correctly.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to shorten the given sentences to form elliptical sentences.

Lesson Development :

- Take examples from the conversation and introduce ellipsis.
- Go through the learning point with the students.
- Use more examples relevant to students and elicit answers in elliptic form.

e.g. Are you a teacher? Are you a student? Have you ever swum in the sea? Have you climbed the mountain Piduruthalagala?

- Let the students attempt the activity.

Answer Guide Textbook:

Activity 4

1. Yes, it is.
2. No, I'm not.
3. No, I haven't.
4. Yes, he does.
5. Yes, they do.

Workbook Activity 1

1. Yes, I did. 2. Of course, it was. 3. Yes, we did. 4. one 5. Yes, I have. 6. ones

Activity 4

1. Yes, they do.
2. Yes, there are.
3. No, they don't.
4. No, there aren't.
5. Yes, I have. / No, I haven't.

Activity 5

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

Competency Level :6.2 Uses cohesive devices to create links across different clauses, sentences and paragraphs

No. of Periods :01

Learning Outcome : Students will be able to use/apply substitution correctly.

Instructions for Lesson Planning:

Task Outcome : Students will be able to select and use the word that can be substituted for the given word correctly in the sentences.

Lesson Development :

- Take examples from the conversation and introduce substitution.
- Go through the learning point with the students.
- Teachers can use more examples.

E.g.:- Would you like to buy a shirt? Yes, I like the blue one.

- Let the students attempt the activity.

Answer Guide

Textbook

Activity 5

I. any II. some III. one IV. ones

Workbook:

1. any 2. any 3. some 4. one 5. one

Activity 6

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

Competency Level : 4.2 Uses words appropriate for audience context and culture

No of Periods :01

Learning Outcome : Students will be able to use appropriate words in different types of texts.

Instructions for Lesson Planning:

Task Outcome : Students will be able to match the given words with their meanings.

Lesson Development :

- This is a pre-reading activity. The aim of the activity is to familiarize students with the vocabulary used in the reading text that follows.
- First, teacher can divide the students into groups and do a guessing game. Write a word out of the list on the blackboard and each group can guess and read out a definition. Once the students have guessed all the answers either the teacher can discuss the answers or get the students to refer to a dictionary. Award a smile for each correct answer. The group that gets the most number of smiles wins the game.

Answer Guide Textbook:

Activity 6

- | | |
|----------------|--|
| 1. sanctuary | found only in a particular country or region |
| 2. endemic | an area where wild birds or animals are protected |
| 3. destination | the natural environment where an animal or plant lives |
| 4. habitat | place that someone is going to |
| 5. endangered | move about freely |
| 6. roam | needing great energy and effort |
| 7. strenuous | in danger of being hurt or destroyed |

Activity 7

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

Competency Level : 5.5 Reads and responds to different types of texts

No. of Periods : 01

Learning Outcome : Students will be able to read the given text and respond appropriately.

Instructions for Lesson Planning:

Task Outcome : Students will be able to read the given text and answer the questions correctly.

Lesson Development :

- Teacher and/or students can read the text aloud.
- Discuss the reading text.
- Show students how the words they learned in the pre-reading activity are used in sentences.
- Write some questions and answers based on the text on paper strips and distribute them randomly among students.
- Ask them to match the questions and answers.
- Get the students to write answers to the questions given in Activity 7.

Answer Guide

Textbook

Activity 7

1. Yala
2. about 378 square miles
3. Elephants, leopards, sloth bears, spotted deer, sambars, jackals, crocodiles and peacocks
Sri Lankan leopard (*Panthera pardus kotiya*)
4. in 1938
5. Visitors should abide by the rules and not invade the privacy of the wild animals.

Activity 8

Competency : 3. Engages in active listening and responds appropriately

Competency Level : 3.2 Identifies and retains large chunks of information

No. of Periods : 01

Learning Outcome : Students will be able to listen to a text and retain the required information.

Instructions for Lesson Planning:

Task Outcome : Students will be able to listen to the announcement and number the given pictures in the correct order.

Lesson Development :

- Explain the context of the listening text.
- Help students if they need help understanding the given pictures.
- Read the listening text twice.

Listening Text

Ladies and gentlemen, welcome to Gingama National Park. We hope you will enjoy your visit to this wonderful home of animals. Before entering the national park, please spare a moment to listen to this important message.

Please note that smoking is prohibited inside the park. You are also not allowed to carry items such as boxes of matches, polythene bags, plastic bottles or anything else that can harm the environment. Leave such items at the front office counter and obtain a token.

Use electronic devices with care. Put your mobile phones to “silent” mode and please turn the flash off when taking photographs. They could startle the animals and provoke them to attack.

Refrain from feeding the animals. Feeding them would attract unwanted attention to yourself.

Please be informed that weapons are strictly prohibited inside the park. Persons carrying weapons will be punished by law. Please do not, I repeat DO NOT throw any trash inside the park. Take your litter with you.

Hope you'll have an exciting and memorable day ahead. Have a pleasant day. Thank you!

Answer Guide Textbook

Activity 8



4



6



1



2



3



5

Activity 9

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

Competency Level : 7.1 Engages in producing various personal, academic and functional texts

No. of Periods : 01

Learning Outcome : Students will be able to produce a text explaining an issue or situation.

Task Outcome : Students will be able to write sentences comparing two different situations.

Instructions for Lesson Planning :

Lesson Development :

- Encourage students to look at the pictures and tell you what they see and feel.
- Help students with necessary vocabulary and get them to orally make simple sentences separately about the two pictures.
- Help students to combine two (ideas) sentences using *while*, *whereas*, *but* etc.
- Get the students to speak comparing the two pictures.
- Get the students to write the sentences in their exercise book.

Answer Guide

Pupil's Book - N/A

Workbook - N/A

Activity 10

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

5. Reads and responds to different types of texts

Competency Levels : 4.4 Recognizes literary languages

5.1 Reads to infer meaning

5.5 Reads and responds to different types of texts

No. of Periods : 01

Learning Outcome : Students will be able to respond to poems.

Instructions for Lesson Planning:

Task Outcome : Students will be able to read and respond to poems.

Students will be able to understand inferred meanings.

Students will be able to recognize literary devices.

Lesson Development :

- First, the teacher or a student who can read well may read the poem aloud. Ask others to listen carefully,
- Ask questions and elicit what they have grasped.
- Discuss the poem. {Message, language, any literary devices used (Line 11- exaggeration-hyperbole – to say the trees in the forests are very tall)}
- Get the students to write answers to the questions.
- Extended activity- students can draw a picture titled *nature* and display it in the classroom.

Answer Guide Textbook

Activity 10

1. Nature
2. Birds
3. Flowers of many colours with sweet scents
4. Through rivers, lakes, seas and oceans
5. Forests. The poet means that the trees in the forests are very tall.
6. Air
7. We must protect nature as it's a beautiful gift.

Workbook Activity 3

1. Leaves
2. They danced, whirled, floated, scampered, circled and flew along.
3. The man in the moon
4. The leaves
5. They will make a warm quilt for the ground.
6. delightful-wonderful twirl – whirl
7. Simile - like a small brown bird

Personification – they danced.... They whirled, and they floated and scampered, they circled and flew along

Activity 11

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

Competency Level : 7.1 Engages in producing various personal, academic and functional texts

No. of Periods : 01

Learning Outcome : Students will be able to produce an academic text.

Instructions for Lesson Planning :

Task Outcome(s) : Students will be able to produce an information report using the given facts.

Lesson Development :

- Familiarize students on how to write an information report.
- Start with a short general description of the topic.
- Each paragraph should start with a topic sentence and discuss one feature of the subject.
- Examples can be added at the end of each paragraph.
- You can add pictures, illustrations etc. to clarify your facts.
- The concluding paragraph summarizes the topic.

Answer Guide

Pupil's Book - N/A

Workbook - N/A

Activity 12

Competency : 8. Communicates clearly, fluently and concisely

Competency Level : 8.1 Delivers a sermon

No. of Periods : 01

Learning Outcome : Students will be able to deliver a sermon on a given theme.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to deliver a sermon about the Buddha's teachings on protecting the environment using the given facts.

Lesson Development:

- Connect the things the students have learnt in the unit to Buddhist teachings.
- Revise what students have learnt in previous grades about how to deliver a sermon.
- Help students to convert the given points to a sermon.

Answer Guide

Pupil's Book - N/A

Workbook - N/A

Tips for the Teacher

Through the theme of this unit teachers can promote Buddhist teachings about protecting the environment and being compassionate towards all living beings.

Get students to respond to poetry independently and help them to understand poetic language.

Simplify the writing activities if necessary. For example, teacher can start with activities such as rearranging jumble sentences or ordering sentences and then proceed to actual writing.

Assessment and Evaluation

Through this unit teachers can familiarize students with the assessment criteria of the writing tests in Piriven examinations by getting students write simple compositions.

Unit 3 – Buddha’s Disciples

Activity 1

Competency : 1. Identifies the sounds of system of English language

Competency Level : 1.2 Pronounces clearly and accurately consonants, vowels consonant clusters and vowel combination discussed in the previous grades

No. of Periods : 02

Learning Outcome : Students will be able to read the conversation carefully with the help of the teacher and identify the meanings of the difficult words in the text.

Inductions for Lesson Planning:

Task Outcome(s) : Students will be able to read the conversation carefully with the help of the teacher.

Students will be able to identify the meanings of the difficult words in the text.

Lesson Development:

- Use the picture given to have a discussion about the conversation.
- Teacher may ask the following questions:
 - Where can this be?
 - What else can you in this picture?
 - What type of a place is this?
- Explain unfamiliar vocabulary.
- Get the students to read the conversation aloud.
- Get the students to enact the dialogue.

Answer Guide

Textbook : N/A

Workbook : N/A

Activity 2

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

Competency Level : 5.5 Reads and responds to different types of texts

No. of Periods : 01

Learning Outcome : Students will be able to read the conversation and answer the given questions.

Instructions for Lesson Planning:

Task Outcome : Students will be able to read the conversation and get the relevant answers to the questions.

Lesson Development :

- Ask the students to read the dialogue again.
- Make the students familiar with the question words.
- Let the students read and understand the questions.
- Get the students to do the activity.

Answer Guide Textbook

Activity 2

1. Mahanama Pirivena
2. To Trincomalee
3. Thiriyaya Stupa
4. Tapassue Balluka
5. The Buddha's hair relic

Answer Guide

Workbook – N/A

Activity 3

Competency : 3. Engages in active listening and responses appropriately

Competency Level : 3.1 Identifies and uses stress and intonation to denote meaning

No. of Periods : 01

Learning Outcome : Students will underline the correct answer while listening.

Instructions for Lesson Planning:

Task Outcome : Students will be able to underline the correct answer while listening.

Lesson Development :

- This is a listening activity. Instruct students to turn to Activity 3 in Unit 3 of their textbook.
- Give the students some time to read the task sheet.
- Explain unfamiliar vocabulary items.
- Let the students get their doubts clarified.
- Provide the context of the listening text and prepare the students for listening.
- Read the listening text two times.

First time- let the students listen.

Second time - let the students attempt.

Third time - discuss the answers.

Listening Transcript

1. This is the first Dagaba built in Sri Lanka.
2. Have you visited Sigiriya?
3. Have you visited Sigiriya?
4. We went to Anuradhapura by train.
5. We went to Anuradhapura by train.

Activity 4 & 5

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

Competency Level : 4.1 Recognizes how words are formed

No. of Periods : 02

Learning Outcome : Students will be able to identify the abbreviations and acronyms.
Students will be able to use abbreviations and acronyms in relevant occasions appropriately and accurately.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to identify the abbreviations and acronyms.
Students will be able to use abbreviations and acronyms in relevant occasions appropriately and accurately.

Lesson Development:

- Introduce the words with abbreviations and acronyms.
- Give them some more examples.

Answer Guide Textbook:

- **Activity 5**

USA	-United State of America
BC	-Before Christ
ATM	-Automated Teller Machine
SAARC	-South Asian Association for Regional Cooperation
YMBA	-Young Men Buddhist Association
VIP	-Very Important Person
IQ	-Intelligent Quotients
PTO	-Please Turn Over
WWW	-World Wide Web
UFO	-Unidentified Flying Object

Answer Guide Workbook:

Activity 4

VAT	-Value Added Tax
BBC	-British Broadcasting Corporation
OHP	-Over Head Projector
NSB	-National Savings Bank
CEO	-Chief Executive Officer
NATO	-North Atlantic Treaty Organization
ROM	-Read Only Memory Road
RDA	-Development Authority
SLS	-Sri Lanka Standards
NVQ	-National Vocational Qualification

Activity 6

Competency : 1. Identifies the sounds of system of English language

Competency Level : 1.2 Pronounces clearly and accurately consonants, vowels consonant clusters and vowel combination discussed in the previous grades

No. of Periods : 02

Learning Outcome : Students will be able to identify the consonant clusters and pronounce them.

Instructions for Lesson Planning:

Task Outcome : Students will be able to read the conversation carefully with the help of the teacher.

Lesson Development:

- Ask the students to find the words with consonant clusters used in the mid position of the relevant words given in the dialogue.

Answer Guide Textbook

Activity 6

watching

teachings

something

everything

Answer Guide

Workbook - N/A

Activity 7

Competency : 5. Extract necessary information from various types of texts

Competency Level : 5.5 Reads and responds to different types of texts

No. of Periods : 02

Learning Outcome : Students will be able to read, understand and comprehend the paragraph.
Students will be able to infer the meanings of unfamiliar words using the contextual clues.
Students will be able to find specific information from text to answer the questions.

Instructions for Lesson Planning :

Task Outcome(s) : Students will be able to infer the meanings of unfamiliar words using the contextual clues.
Students will be able to find specific information from text to answer the questions.

Lesson Development:

- Get the students to answer the pre-reading questions.
 - How many people are in this picture?
 - What are they doing?
- Elicit the meaning of unfamiliar words.
- Make students familiar with the phrases of the dialogue.
- Ask the students to answer the questions.

Answer Guide Textbook

Activity 7

01. The son of the headman of the village “Kolita”.
02. The son of the headman of the village “Upatissa”.
03. To an ascetic called Sanjaya.
04. No, they weren’t.
05. Assaji thero
06. He noticed that the ascetic had an extremely peaceful and serene look.
07. To Veluvanaramaya
08. Sariputta thero and Moggallana thero

Answer Guide Workbook - N/A

Activity 8

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

Competency Level : 6.2 Uses cohesive devices to create links across different clauses, sentences and paragraphs

No. of Periods :02

Learning Outcome : Students will be able to use linking words correctly.

Task Outcome(s) : Students will be able to use linking words correctly.

Students will be able to join the sentences with correct linking word.

Instructions for Lesson Planning:

Lesson Development:

- Ask the students to read the linking words given in the box.
- Help the students to identify the use of the linking words.
- Ask them to use the correct linking words and join the sentences.

Answer Guide Textbook

Activity 8

1. Since he was sick, he didn't go to school.
2. I will wait till you come.
3. Wash your hands before you take your meal.
4. Although we went there on time, they had already left.
5. Saman didn't pass the examination because he didn't work hard.

Answer Guide Workbook

Activity 6

1. Although it rained in the morning, we went to Pirivena.
2. You should wash your hands before you take your meal.
3. The young monk studied hard because he was determined to be a scholar.
4. I waited till my father returned from the office.
5. Don't buy a product unless it gives a warranty period.
6. When I reached the station, the train had already left.
7. While he was playing football while, he injured his foot.

Activity 7

- i. We usually dress in white when we go to temple.
- ii. She plucks tea while her husband works in a tea factory.
- iii. She failed the exam though she studied hard.
- iv. She has been using a walking stick since she had an accident.
- v. My sister gets high marks in term tests since she is very hardworking.
- vi. There were some mangoes on the table yesterday but I can find none now.
- vii. The match went ahead in spite of the bad weather.
- viii. We managed to find a table although the restaurant was crowded.
- ix. The staff are working during the weekends in order to complete the project on time.

Activity 9

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

Competency Level : 7.1 Engages in producing various personal, academic and functional texts

No. of Periods : 02

Learning Outcome : Students will be able to write a story.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to create a meaningful story with the help of given phrases.

Students will be able to add more information to their own.

Lesson Development:

- Ask the students to complete the sentences and develop the story.

Answer Guide Textbook

Activity 9

Angulimala was the son of Bhaggawa and Manthani. His real name was Ahinsaka. He was sent to Thakxila to study. He was loyal to his teacher. Once his teacher asked him to bring him a garland of a thousand of fingers. Then he began to cut the fingers of the people. Later he was known as “Angulimala”. Meanwhile his mother heard about his actions and she went to the jungle in search of him. By that time, Angulimala had collected 999 fingers was looking for a victim to collect the last finger and to fulfill his promise to his teacher. On that day, Buddha wanted to find out to whom he could be of help the most. The Buddha saw that Angulimala could commit matricide (one of five unredeemable sins in Buddhism) The Buddha saw this destruction in his divine eye. The Buddha stopped Angulimala killing his mother. He threw his sword away and knelt down opposite Buddha. The Buddha blessed him not to do such sins. After listening to the sermon of Buddha, Angulimala attained the state of Arahath.

Answer Guide

Workbook - N/A

Activity 10

Competency : 8. Communicates clearly, fluently and concisely

Competency Level : 8.2 Explains the history and the importance of certain religious places

No. of Periods : 02

Instructions for Lesson Planning:

Learning Outcome : Students will be able to talk about the importance of the given places.

Task Outcome : Students will be able to talk about the given places and their importance for uplifting the education of Buddhist monks by using the given phrases.

Lesson Development:

- Divide the class into two groups and ask them to discuss the important points in each places.
- Help the students to exchange their ideas using the given clues.
- Let them use the given clues to make a meaningful speech of the two places in the grid.

Answer Guide Textbook

Activity 10

Model Answer: Anuradhapura Maha Viharaya

It was a Buddhist monastery. It was established by Arhath Mahinda Thero in 236 B.C. during the reign of king Devanampiyatissa. It was situated in Mahamevuna Park in Anuradhapura. It was a centre of Theravada Buddhism. Maha Viharaya initiated the Buddhist traditions and rituals in Pirith chanting and wearing robes under the Mahavihara tradition. It was one of the prominent pirivenas in Southern or Eastern Asia in the 5th century. The famous scholar Buddhaghosa Thero resided here and wrote Visuddhimagga and translated Tripitaka from Sinhala to Pali.

Model Answer: Nalanda Buddhist Monastery

It was situated in Maghadha Kingdom in India. It was founded in the 5th century BC. It was a Buddhist Centre of learning. It consisted of a library with many volumes of Buddhist literature. Buddhist scholars from Asian countries such as Tibet, Laos, China visited and studied in this university. They were taught the subjects such as Management, Astrology and languages. It provided practical education. It reached its peak in the 7th century AD. More than 10000 students were housed in that monastery.

Answer Guide Workbook - N/A

Activity 11

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

Competency Level : 5.5 Reads and responds to different types of texts

No. of Periods : 01

Learning Outcome : Students will be able to read and understand a poem.

Task Outcome : Students will be able to read the poem and get the relevant answers to the given questions.

Students will be able to read, understand and enjoy the poem.

Students will be able to find specific information from the poem to answer the questions.

Instructions for Lesson Planning :

Lesson Development :

- Teacher recites the poem to the class.
- Ask them to infer the meanings of the unfamiliar words in the poem.
- Ask the students to read the poem again and answer the questions.
- Explain the definitions of the figures of speech given with examples.

Answer Guide Textbook

Activity 11

01. From an antique land.

02. Two vast/huge trunkless legs of stone and a shattered face.

03. It is a very commanding face / a stern face.

04. It says that the sculptor was person.

05. My name is Ozymandias, King of Kings.

06. Nothing but sand / only sand.

07. The impermanence of all things.

08. land-sand, read-fed, things-kings

09. i.) Alliteration-lone and level

-boundless and bare

ii) Irony-look on my works, ye Mighty, and despair, nothing beside remains

iii)Hyperbole-King of Kings

Answer Guide Workbook

Activity 3

1. He lives in a town.
2. It's a crowded place with traffic and people. It's a noisy place with many houses and air pollution
3. No, he doesn't like the place he lives. Because there are no meadows and green wood.
4. Street, traffic, feet, buses, motors, trams, houses, smoke, noises
5. i. It's a village.
 - ii. meadows, lambs, woods
6. street- feet
trams- lambs
row- go
hear- near

Answer Guide Workbook

Activity 2

1. The two friends decided to meet Sanjaya to get advice.
 2. They associate good friends.
 3. They became the chief disciples of the Buddha.
- Their two sons were also called Upatissa and Kolitha.

Tips for the teacher

The unit Buddha's Disciples is written for the students to understand the value of learning about different values of Buddha's Disciples while providing many learning opportunities for language development. The unit consists of 11 activities related to the eight competencies.

- Make students aware of the importance of improving their vocabulary.
- Encourage students to talk about other stories which provide advice about Buddha's Disciples.
- When practising pronunciation, it is better to let the students do that in groups before moving on to individual practice activities.
- Design as many activities as possible to improve their reading ability.
- Encourage students to collect information about different personalities to improve their writing.
- Teachers can provide authentic experience when discussing acronyms and abbreviations such as NAITA...etc.
- Provide exposure to day to day situations where the students can see the use of punctuation meaningfully.

Assessment and Evaluation

It is highly recommended that there should be a strong formative assessment system which does not make students feel pressured by evaluation. It is suitable to maintain a good balance between formative and summative assessment procedures. Teachers can use simple exercises to assess the knowledge of grammar points such as conjunctions.

Unit 4 – Buddhism and the World

Activity 1

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

Competency Level : 4.2 Uses words appropriate for audience and culture

No. of Periods : 01

Learning Outcome : Students will be able to recognize differences in regional variations in English language.

Instructions for Lesson Planning :

Task Outcome : Students will be able to identify some differences between British and American English.

Lesson Development :

- Teacher may set the scene by leading a discussion about the importance of Buddhist principles in the modern world and the role of the Buddhist monk.
- Highlight the role of English language in this respect and introduce the differences between British and American English using common examples such as color, center etc.
- Help students with the difficult or new vocabulary.
- Get the students to act out the dialogue.

Answer Guide

Textbook - N/A

Workbook N/A

Activity 2

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

Competency Level: 5.5 Reads and responds to different types of texts

No. of Periods : 01

Learning Outcome : Students will be able to extract information from a dialogue.

Instructions for Lesson Planning:

Task Outcome : Complete the short paragraph based on the conversation given in Activity
Answer questions based on the conversation.

Lesson Development :

- Get the students to read the conversation and get the gist of it.
- Teacher may can read the paragraph aloud and get the students to say the words for the blanks.
- Do a brief introduction on idiomatic phrases before handling question 2.

Answer Guide Textbook

Activity 2

Paragraph - met, visa extension section, ground floor, differences, American

1. i. the first floor ii. sidewalk iii. elevator iv. baggage
2. I. discourage you from doing something
3. learn how to do/use something

Activity 3 & 4

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

Competency Level: 4.2 Uses words appropriate for audience, context and culture

No. of periods : 01

Learning Outcome : Students will be able to use words with regard to regional differences in English.

Instructions for Lesson Planning:

Task Outcome : Students will be able to find and write American English terms for the given British English terms.

Students will be able to find and write the words written in American English spellings to the words written in British English.

Lesson Development :

- Teacher should be equipped with a basic knowledge of British and American differences in vocabulary and spelling before handling the activities.
- Highlight the spelling differences. (-our/-or, -re/-er, -ae.-oe/-e, -ise/ ize)

Answer Guide Textbook

Activity 3

candy line apartment soccer drapes

Activity 4

color, neighbor, harbor, favorite

theater, center, meter

encyclopedia, pediatric

organize, analyze

Workbook Activity 1

British English

American English

rubbish	stove
cooker	garbage
timetable	diaper
nappy	subway
underground	schedule
torch	flashlight

Activity 5

Competency : 1. Identifies the sounds of the English language

Competency Level: 1.2 Pronounces clearly and accurately consonants, vowels, consonant clusters and vowel combinations discussed in the previous grades

No. of Periods : 01

Learning Outcome : Students will be applying the rules of sounds in word formation to pronounce words accurately.

Task Outcome : Students will be able to identify the difference between in British and American English pronunciation when pronouncing the /r/ sound before a vowel.

Instructions for Lesson Planning :

Lesson Development :

- It is best if the teacher can play an audio consisting British and American pronunciation of words containing the letter r before a vowel.
- Get the students to listen and identify the difference.
- Explain the rule.
- Get the students to read the words aloud.

Answer Guide Textbook – N/A

Workbook

Activity 2

- a. The door is closed.
- b. My sister has many dolls.
- c. His hair is short.
- d. My sister is tall.
- e. Her eyes are blue.
- f. I painted the door yellow.
- g. My mother is beautiful.
- h. The car sped fast.

Activity 6

Competency : 1. Identifies the sounds of the English language

Competency Level: 1.2 Pronounces clearly and accurately consonants, vowels, consonant clusters and vowel combinations discussed in the previous grades

No. of Periods : 01

Learning Outcome : Students will be able to apply the rules of sounds in word formation to pronounce words accurately.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to identify the correct British way of pronouncing the letters *r/re* in words when these words come before a vowel.

Lesson Development:

- It is best if the teacher can play an audio consisting phrases with words with *r/re* coming before a vowel in the next word. (e.g. far away)
- Get the students to listen and identify the difference.
- Explain the rule.
- Get the students to read the words aloud.
- Let the students to attempt the activity.

Answer Guide Textbook

Activity 6

Phrases that should be underlined (where *r/re* is pronounced slightly)

After all, here are, better off, for instance, four eggs, more or less, far and wide, as a matter of fact, here and there, a number of

Activity 7 & 8

Competency : 2. Uses mechanics of writing with understanding

Competency Level: 2.1 Identifies and uses idiomatic phrases

No. of Periods : 01

Learning Outcome : Students will be able to identify the meanings of idiomatic expressions and use them appropriately in sentences.

Task Outcome : Students will be able to identify the meanings of the idiomatic expressions
Students will be able to use idiomatic phrases meaningfully to complete the sentences.

Instructions for Lesson Planning:

Lesson Development :

- After handling the learning point, teacher could may further familiarize students with idiomatic expressions using sentences(s)stories with idiomatic expressions.
- Group the students.
- Get the students to guess the answers to Activity 7.
- After students completed the task, discuss answers.
- At this point teacher could use the idiomatic expressions in example sentences to make it clearer to the students.
- Get the students to complete Activity 8.

Answer Guide Textbook

Activity 7

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

Activity 8

1-piece of cake 2-throw in the towel 3. cost an arm and leg 4. once in a blue moon

Workbook Activity 3

I - e

II - b

III - d

IV - c

V - a

Activity 9

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

Competency Level : 5.5 Reads and responds to different types of texts

No. of Periods : 01

Learning Outcome : Students will be able to read and grasp the kind of language used in various types of texts.

Students will be able to read a text aloud.

Task Outcome :

Students will be able to grasp a basic idea about the type of language used and the layout of a sermon.

Students will be able to read a sermon aloud with suitable voice modulation.

Instructions for Lesson Planning:

Lesson Development :

- The teacher may read the sermon aloud and help students with the new/difficult vocabulary.
- Get the students to read the sermon aloud.
- Use this activity as a scaffolding to Activity 10 in which students have to prepare and deliver a sermon.

Answer Guide Textbook - N/A

Workbook - N/A

Activity 10

Competency : 8. Communicates clearly, fluently and concisely

Competency Level : 8.1 Delivers a sermon

No. of Periods : 01

Learning Outcome : Students will be able to prepare and deliver a sermon.

Task Outcome : Students will be able to prepare and deliver a sermon on the topic “What is Buddhism” using the given facts.

Instructions for Lesson Planning:

Lesson Development :

- Group the students. (preferably in mixed ability groups)
- Get all the students in the group to contribute by assigning tasks (collecting facts, organizing, writing etc.).
- Make students aware of the characteristics of spoken language. (fillers, contracted forms etc.)
- Get the students to take turns and deliver the sermon.

Answer Guide Textbook – N/A

Workbook – N/A

Activity 11

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

Competency Level : 7.1 Engages in various personal academic and functional texts

No. of Periods : 1

Learning Outcome : Students will be able to produce an academic text on a given topic.

Instructions for Lesson Planning:

Task Outcome : Students will be able to write a simple magazine/newspaper article on the topic “What is Buddhism” using the facts used in then above activity.

Lesson Development :

- The teacher can introduce the key features of a newspaper article – heading, by-line (by whom), introduction, body, quotes etc.
- This activity can be done as group activity.
- Assign different tasks to the members. (collecting data, organizing, writing etc.)
- Encourage students to display their articles in the classroom.

Activity 12

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

Competency Level : 5.3 Makes predictions of a text

No. of Periods : 01

Learning Outcome : Students will be able to make predictions of the content of the text using the title, pictures etc.

Instructions for Lesson Planning:

Task Outcome : Students will be able to make predictions on the Jataka story with the help of the pictures and titles.

Lesson Development:

- Ask the students not to read the story yet.
- Get the students to read the title of the story and study the pictures.
- Ask the pre-reading questions and elicit answers.
- Lead a conversation about how to make predictions on a text by looking at titles, sub headings, pictures, organizational patterns etc.
- Go through the story with the students and get the students to check their answers.

Answer Guide

Textbook - N/A

Workbook - N/A

Activity 12 b

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

Competency Level : 5.5 Reads and responds to different types of texts

No. of Periods : 01

Learning Outcome : Students will be able to read the Jataka story and respond accordingly.

Instructions for Lesson Planning:

Task Outcome : Students will be able to read the Jataka story and answer questions based on the content and language.

Lesson Development :

- Discuss the story using the visual clues.
- While explaining the story, draw the attention of students to the cohesive devices used in the story.
- Handle new and difficult vocabulary.
- Get the students to read the story taking turns.
- Get the students to write answers.
- Discuss the answers (write answers on the blackboard if necessary) and let students to do peer corrections.

Answer Guide Textbook

Activity 12 b

- I. Because the bhikkhus asked the Buddha if there was any good in offering sacrifices of animals to the dead.
- II. To kill it and make a sacrifice to the dead
- III. The goat began to laugh and cry.
- IV. That no good ever comes from taking life of a another living being.
- V. As you sow, so shall you reap.
- VI. Accept correct answers.

Workbook

Activity 4

1. The fire flies are glowing in the dark. (gl, fl)
2. The train from Galle is arriving soon. (fr, tr)
3. Take the ice-cream out of the freezer. (fr, cr)
4. The dress is inside the brown bag. (br, dr)
5. Twinkle twinkle little star. (st, tw)

Activity 13

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

Competency Level : 6.2 Uses cohesive devices to create links across different clauses, sentences and paragraphs

No. of Periods : 01

Learning Outcome : Uses cohesive devices accurately and meaningfully to contrast ideas.

Task Outcome : Students will be able to contrast ideas(s) sentences using the correct cohesive devices.

Instructions for Lesson Planning:

Lesson Development :

- Write the cohesive devices on the blackboard and get the students to find sentences with those from the story *Mathakabhatta Jathaka*.
- Explain the use of cohesive devices. Make use of the examples given in the learning point.
- Make students aware that some of these cohesive devices are interchangeable.
- Encourage students to construct sentences orally using cohesive devices if they are capable of it.
- Let the students to attempt the activity and discuss answers.

Answer Guide Textbook

Activity 13

I. but/however II. but/however III. on the contrary IV. Nevertheless

Workbook

Activity 5

Yesterday, I wanted to get to school early because my friend Naradha said he would help me with some difficult math problems. **Therefore**, I set my alarm to one hour earlier. **However**, the alarm did not go off as planned and I woke up half an hour later than the expected time. I knew it was too late. **Nevertheless**, I got ready and rushed to the bus station. I expected to wait for a long time, **but** I didn't have to. There was an express bus waiting there. It took me only about 15 minutes to get to school and I was not late at all. In fact, I was waiting for Naradha when he arrived at school.

Activity 14

Competency : 3. Engages in active listening and responses appropriately

Competency Level(s): 3.4 Identifies the problem-solution relationship in a text

No. of Periods : 01

Learning Outcome(s) : Students will be able to listen and identify the problems and the corresponding solutions discussed in the listening text.

Instructions for Lesson Planning:

Task Outcome : Students will be able to listen to passage and select the correct solution to the issue discussed.

Lesson Development :

- Give the students some time to read the task sheet.
- Provide the context of the listening text and prepare the students for listening.
- Explain unfamiliar vocabulary items.
- Read the listening text two times.
 - First time- let the students listen
 - Second time- let the students attempt
- Discuss the answers.

Answer Guide Textbook

Activity 14 a.-1 b. -2 c. -1 d. -1

Listening text

Venerable Nanda: The weather forecast says that it could rain next week. We might have to rearrange our schedule.

Venerable Rahula: Yes. We won't be able to hold the meditation session outside if it rains.

Venerable Nanda: Of course. Perhaps we can move it to the preaching hall.

Venerable Rahula: That's a good idea. But how about the Jataka story reading for the children?

Venerable Nanda: Can't we have it in the shrine room?

Venerable Rahula: I think we could. They'll enjoy it amidst the fragrance of the flowers.

Venerable Nanda: Good. Oh! What are we going to do about the Bodhi Pooja? It is usually conducted near the *Bo* tree.

Venerable Rahula: Yes. We'll have to postpone it if it rains.

Venerable Nanda: We must inform the devotees about the changes.

Venerable Rahula: Yes. Let's put up a notice about it on the notice board.

Tips for the teacher

This unit attempts empowering the Buddhist Bikkhus for their role as the ambassadors of Buddhism in the international arena. Teachers can help students realize the importance of possessing a good command of the international language in order to spread the word of the Buddha in the modern world. This unit contains 14 activities.

Promote active listening in the classroom by introducing simple, authentic listening texts. Guide students to listen with a purpose.

Train students to give short sermons. Getting students to explain the meaning of simple sutra is a good way to start.

Introduce stories with simple idiomatic expressions.

Assessment and Evaluation

Have a continuous assessment system and keep records of marks so that it is easy for the teacher to monitor the progress of the students.

Unit 5- Health is Wealth

Activity 1

Competency : 1. identifies the sounds of English language

Competency Level : 1.2 Pronounces clearly and accurately consonants, vowels, consonant clusters and vowel combinations discussed in the previous grades

No. of Periods : 01

Learning Outcome : Students will be able to read a dialogue properly.

Instructions for Lesson Planning:

Task Outcome : Students will be able to act out the conversation.

Lesson Development :

- The teacher can read the conversation aloud and explain the difficult or new vocabulary.
- Emphasize on the importance of leading a healthy lifestyle.
- At first students can repeat after the teacher if necessary.
- Students can take roles and read the conversation aloud.

Answer Guide

Textbook - N/A

Workbook - N/A

Activity 2

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

Competency Level : 5.5 Reads and responds to different types of texts

No. of Periods : 01

Learning Outcome : Students will be able to read a conversation and respond accordingly.

Instructions for Lesson Planning:

Task Outcome : Students will be able to read the conversation and write answers for the comprehension questions.

Lesson Development :

- Get the students to read the questions.
- Elicit answers orally.
- Get the students to write answers to the questions.

Answer Guide Textbook

Activity 2

1. Gayan, Sanju and Janith
2. About an article which discusses the health risks of being overweight.
3. When your body cannot hold your weight, your heart and other organs will have a hard time working properly. So you'll have illnesses like diabetes and strokes.
4. *Arogya Parama Labha*
5. Health excels all gain.

Activity 3

Competency : 3. Engages in active listening and responds appropriately

Competency Level : 3.1 Identifies and uses stress and intonation to denote meaning

No. of Periods : 01

Learning Outcome : Students will be able to identify the stressed syllables in words.

Instructions for Lesson Planning:

Task Outcome : Students will be able to listen to the word and identify the number of stressed syllables in it.

Lesson Development :

- The objective of this activity is to get the students to identify the number of syllables in a word.
- Read out the words clearly.

Answer Guide Textbook

Activity 3

Word	No. of Syllables	Stressed Syllable
reception	3	re- <u>cep</u> -tion
comparison	4	com- <u>par</u> -i-son
potato	3	po- <u>ta</u> -to
bedroom	2	<u>bed</u> -room
fourteen	2	<u>four</u> -teen
forty	2	<u>for</u> -ty
delicious	3	de- <u>li</u> -cious
playful	2	<u>play</u> -ful

Workbook

Activity 1

Word	No. of Syllables	Stressed Syllable
pretension	3	pre –ten-sion
information	4	in-for-ma-tion
tomato	3	to-ma-to
teapot	2	tea-pot
fifteen	2	fif-teen twen-ty
twenty	2	pre-cious
precious	2	hand-ful
handful	2	pre –ten-sion

Activity 4

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

Competency Level : 6.2 Uses cohesive devices to create links across different clauses, sentences and paragraphs

No. of Periods :01

Learning Outcome : Students will be able to link the given sentences using cohesive devices used for inference.

Instructions for Lesson Planning :

Task Outcome : Students will be able to use the cohesive devices “otherwise, then” and “in that case” where necessary to complete the sentences.

Lesson Development :

- Go through the learning point with students.
- Explain the grammar point using more examples if necessary.
- Make students understand that some cohesive devices can be used interchangeably.
- E.g. then/in that case
- Get the students to complete the blanks using the correct cohesive devices.

Answer Guide Textbook

Activity 4

1. Please hurry up; **otherwise** we will miss the bus.
2. First I went to the bank and **then** I went to the market.
3. A: Tomorrow is Monday. Traffic will be heavy.
a. B: **In that case / Then** we should leave early.
4. First peel the potatoes and **then** cut them into strips.
5. Bhatiya was ill, **otherwise** he would have attended the meeting.
6. Read the instruction in the manual carefully. **Then** you won't have any problems.
7. You must study well, **otherwise** the money you spent is useless.

Workbook Activity 2

1. Otherwise 2. Then 3. In that case 4. Then 5. Otherwise 6. Then

Activity 5

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

Competency Level : 5.5 Reads and responds to different types of texts

No. of Periods : 01

Learning Outcome : Students will be able to read a passage and respond to it accordingly.

Instructions for Lesson Planning:

Task Outcome : Students will be able to read the given passage and answer the questions correctly.

Lesson Development :

- Read and discuss the text with students.
- Encourage students to comment on the topic expressing their views.
- Get the students to read aloud the text. (One student can read at least one sentence.)
- Write these four headings on the blackboard.
 - *What is obesity*
 - *What causes obesity*
 - *Risks of being obese*
 - *How to prevent obesity*
- Ask the students go through the passage and find answers.
- Elicit answers orally.
- Ask the students to read the questions given for Activity 5.
- Get them to write answers.

Answer Guide Textbook

Activity 5

1. Obesity is a medical condition a person's bodyweight is at least 20% higher than it should be.
2. Body Mass Index (BMI)
3. heart disease, diabetes and obstructive sleep apnea
4. Binge eating, frequent intake of sugary and fatty foods, fast food, abnormal eating patterns, lack of exercise, sedentary lifestyle, hereditary factors and effects of illness or drugs
5. Through a combination of social changes and personal choices like people should train themselves to control their desire for food. Parents can set up a good eating example for children to follow. Schools can also avoid selling high calorie foods in canteens and supply healthy lunches without too much meat or oily food.

Activity 6

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

Competency Level : 5.4 Restates the gist and the main idea of a text

No. periods : 01

Learning Outcome : Students will be able to summarize the given text into 1/3rd of its length.

Instructions for Lesson Planning:

Task Outcome : Students will be able summarize the given text.

Lesson Development :

- Go through the learning point with the students.
- Explain the learning point through the summary of the text “obesity.”
- If necessary, prepare simpler texts for students to summarize before attempting Activity 6.
- Go through the text given for summarizing and help students to pick the main ideas and the gist discarding unnecessary details.

Activity 7

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

Competency Level: 4.1 Recognizes how words are formed

No. of Periods : 01

Learning Outcome : Students will be able to recognize how words are formed under the process of blending.

Instructions for Lesson Planning:

Task Outcome : Students will be able to form words using the process of blending.

Lesson Development :

- Write a few blends on the blackboard and ask students to guess the meaning. E.g. brunch, smog
- Discuss about the process of blending eliciting what students know.
- Ask the students to do the activity and find the meaning of the blends.

Answer Guide Textbook

Activity 7

motor + hotel	motel
electric + execute	electrocute
smoke + fog	smog
car + hijacking	carjacking
camera + recorder	camcorder
work + alcoholic	workaholic

Activity 8

Competency : 3. Engages in active listening and responses appropriately

Competency Level(s): 3.4 Identifies the problem-solution relationship in a text

No. of Periods :01

Learning Outcome : Students will be able to listen to a text and identify the suggested solutions to the problems.

Task Outcome : Students will be able to identify the solutions for the given problems.

Instructions for Lesson Planning :

Lesson Development :

- Give the students time to read the task sheet.
- Provide the context of the listening text and prepare the students for listening.
- Explain unfamiliar vocabulary items.
- Read the listening text two times.
 - First time- Let the students listen.
 - Second time- Let the students attempt the questions.
- Discuss answers.

Listening Text

- | |
|--|
| 1. A: I'm worried. I've put on some weight.
B: Why don't you go on a diet? It helps to reduce weight. |
| 2. A: Most fruit and vegetables are full of pesticides. It's bad for our health.
B: We should start growing vegetables in our home gardens. |
| 3. A: Waste disposal is a huge problem today.
B: We shouldn't produce a lot of waste. We should reuse things as much as possible. |
| 4. A: You have a cold. Have you taken any medicine?
B: No. I'm going to have some herbal medicinal drink like <i>pas panguwa</i> . |

Answer Guide Textbook

Activity 8

- i. going on a diet
- ii. grow fruit and vegetables in our home gardens
- iii. We should reuse things.
- iv. He is going to drink an herbal medicinal drink like *pas panguwa*.

Activity 9

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

Competency Level : 5.2 Understands the organizational patterns of different texts

No. of Periods : 01

Learning Outcome : Students will be able to identify the organizational pattern of a formal letter.

Task Outcome : Students will be able to read and arrange the parts of a formal letter in the correct order.

Instructions for Lesson Planning :

Lesson Development :

- Discuss the parts of a formal letter using the given format.
- Get the students to read the parts of the letter.
- Help students if there are any new or difficult vocabulary.
- Ask the students to arrange the parts of the letter in the correct order.

Answer Guide Textbook

Activity 9

Return address and the date -2

Recipient's address – 1

The salutation – 3

Subject – 4

Body – 5

Complimentary clause – 7

Signature, name and the designation of the sender – 6

Activity 10

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

Competency Level : 6.1 Revises knowledge of grammatical rules at the word, phrase and sentence levels

No. of Periods : 01

Learning Outcome : Students will be able to apply the previously acquired knowledge to identify and correct errors.

Instructions for Lesson Planning:

Task Outcome : Students will be able to identify and correct the grammatical errors in the text.

Lesson Development :

- Get the students to read the paragraph paying attention to underlined errors.
- Let the students to attempt the task.
- Discuss the rules while correcting the errors.
- Do a revision on word classes and tenses if necessary.

Answer Guide Textbook

Activity 10

mental becomes engaging how to accept become lethargic interested

Activity 11 & 12

Competency : 7. Uses English creatively and innovatively in written communication
8. Communicates clearly, fluently and concisely

Competency Level : 7.1 Engages in producing various personal, academic and functional texts
8.1 Delivers a sermon

No. of Periods : 01

Learning Outcomes : Students will be able to produce an academic text on a given topic.
Students will be able to deliver a sermon on a given topic.

Instructions for Lesson Planning:

Task Outcomes : Students will be able to write an essay about how to achieve physical and mental well-being through Buddhism.
Students will be able to deliver a sermon on the above topic.

Lesson Development:

- Get students to do research and find out Buddhist views on achieving physical and mental well-being.
- Help them to organize the facts to an essay and a sermon.
- Both these activities can be done as group activities.

Answer Guide Textbook - N/A

Answer Guide Workbook

Activity 4

1. When did Venerable Ananda go to visit his Chief Incumbent?
2. How many monks were there in the class?
3. What did Nishanth buy yesterday?
4. Who preached the Dhamma to the devotees?
5. Where did the Chief Incumbent conduct a Bodhi Pooja?

Activity 6

1. A food fair
2. In the main hall
3. The students of Saranankara Pirivena
4. At 7.30 a.m.
5. Traditional and organic food items

Activity 7

Sri Narada Primary Pirivena,

Hambanthota.

22nd December 2017

The Principal,

Sri Mahanaga Pirivena,

Ambalanthota.

Venerable Sir,

Invitation to the Annual Alms-giving Ceremony

I am writing this letter to invite you to the annual alms-giving ceremony of H(s)ri Narada Pirivena.

It will be held on 1st January 2018 with the participation of 100 monks. All the monks of your Pirivena are kindly invited to this meritorious event.

Yours Faithfully

The Chief Incumbent

Sri Narada Pirivena

Tips for the teacher

Teachers can use this unit to stress the value of healthy living and highlight how the Buddhist teaching of living in moderation helps us to lead a healthy life.

Train students to write short summaries. Use simpler texts first if necessary.

Explain how the organization of different texts differ from each other. Activity 9 can also be used to teach letter writing to students.

Assessment and Evaluation

Teachers can use error-correction activities for testing spelling, grammar and vocabulary.

Unit 6 – Festivals

Activity 1

Competency : 1. Identifies the sounds of the English language

Competency Level: 1.2 Pronounces clearly and accurately consonants, vowels, consonant clusters and vowel combinations discussed in the previous grades

No. of Periods : 10

Learning Outcome : Students will be able to pronounce words and phrases accurately.

Instructions for Lesson Planning:

Task Outcome : Students will be able to read and act out the dialogue.

Lesson Development :

- Teacher can begin discussing about the foreigners who visit Sri Lanka for different purposes and the need to have the ability to interact and communicate with them when necessary.
- Get the students to act out the conversation in the class.

Answer Guide

Textbook - N/A

Workbook - N/A

Activity 2

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

Competency Level : 5.5 Reads and responds to various types of texts

No of Periods : 01

Learning Outcome : Students will be able to read a conversation and respond to it appropriately.

Task Outcome : Students will be able to read the conversation and complete the sentences based on it.

Instructions for Lesson Planning:

Lesson Development:

- Summarize the conversation with the students.
- Get the students to complete the sentences orally.
- Get the students to write complete sentences in their exercise books.

Answer Guide Textbook

Activity 2

1. a. New Zealand
b. a month
c. birth, enlightenment, passing away (*parinibbana*)
d. religious rituals
e. the events and experiences connected with the Buddha's past lives
2. I. isn't it? II. Would you?

Activity 3

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

Competency Level: 6.1 Revises knowledge of grammatical rules at the word, phrase and sentence levels

No. of Periods : 01

Learning Outcome : Students will be able to apply the previously acquired grammatical knowledge practically.

Instructions for Lesson Planning:

Task Outcome : Students will be able to write correct question tags to the given sentences.

Lesson Development :

- Elicit what students know about tag questions they have studied in Grade 3.
- Revise the rules in brief.
- Ask them to write the correct tag questions.

Answer Guide Textbook

Activity 3

a. haven't you? b. did you? c. isn't it? d. do they? e. isn't it? f. would you?

Workbook

Activity 1

a. have you? b. were you? c. would you? d. have you? e. shall we? F. won't he?

Activity 4

Competency : 3.Engages in active listening and responds appropriately

Competency Level : 3.3 The ability to distinguish between fact and opinion

No. of Periods : 01

Learning Outcome : Students will be able to distinguish between fact and opinion.

Task Outcome : Students will be able to identify the given news extracts correctly as fact or opinion.

Instructions for Lesson Planning:

Lesson Development :

- Before doing the listening activity help students to identify the difference between a fact and an opinion.
- Highlight these facts.
 - A fact is a statement that can be proven with evidence. Introduce verbs that can be used in sentences to express a fact. E.g. celebrated, took place, joined, scored etc.
 - An opinion is what a person feels or believes. An opinion cannot be proven true or false, may not be the truth. Sentences expressing opinions contain words like, feel, believe, think, and/or adjectives, comparatives, superlatives like good, better, best, bad, worse, worst.

Answer Guide Textbook

Activity 4

	Fact	Opinion
I	√	
II		√
III	√	
IV		√
V	√	

Listening Text

Sri Lanka celebrated the 2500th anniversary of the passing away of Buddha known as the Buddha Jayanthi in 1957.

- Many viewers said that they thought this year's Kandy Esala Perahera was more spectacular than ever before.
- Sri Lanka celebrated its 60th Independence Day at the Galle Face Green in Colombo today.
- Many foreign tourists believe Sri Lanka is a great place to spend a vacation.
- The Sacred Tooth Relic was brought to Sri Lanka by Princess Hemamala and Prince Dantha.

Activity 5 I

Competency : 1. Identifies the sounds of the English language

Competency Level : 1.2 Pronounces clearly and accurately consonants, vowels, consonant clusters and vowel combinations discussed in the previous grades

No. of Periods : 02

Learning Outcome : Students will be able to practise a given speech.

Instructions for Lesson Planning:

Task Outcome : Students will be able to practise the given speech about Sinhala and Hindu New Year.

Lesson Development :

- Make students aware that this speech describes Sinhala and Hindu New Year through the eyes of an outsider.
- First, the teacher may read and discuss the text.
- Next get the students to read aloud.

Answer Guide

Textbook - N/A

Workbook - N/A

Activity 5 II

Competency : 8. Communicates clearly, fluently and concisely

Competency Level : 8.3 Speaks about other religions and beliefs

No. of Periods : 01

Learning Outcome : Students will be able to deliver a short speech about other regions and beliefs.

Instructions for Lesson Planning:

Task Outcome : Students will be able to speak about one of the festivals using the given facts.

Lesson Development :

- Lead a discussion about other religions and festivals and clarify the given facts.
- Make students aware of the importance of eye contact, posture, gestures, vocal variety, etc. when giving a speech.
- Depending on the number of students, the activity can be done as an individual, pair, or group activity.

Answer Guide:

Textbook - N/A

Workbook - N/A

Activity 6

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

Competency Level : 7.1 Engages in producing various personal, academic and functional texts

No. of Periods : 01

Learning Outcome : Students will be able to produce an academic text on a given topic.

Instructions for Lesson Planning :

Task Outcome : Students will be able to write a news article about Vesak festival.

Lesson Development :

- Get the students to collect information about national Vesak festival.
- Lead a discussion about the festivals and help the students with the facts and the layout of the article. (heading - e.g. national Vesak festival celebrated in ... /Vesak; a cross section of Buddhist culture. the opening statement– e.g. Buddhists all over the world celebrate Vesak festival today.)
- Ask them to write the article.

Answer Guide:

Textbook - N/A

Workbook - N/A

Activity 7

Competency : 1. Identifies the sounds of the English language

Competency Level : 1.2 Pronounces clearly and accurately consonants, vowels, consonant clusters and vowel combinations discussed in the previous grades

No. of Periods : 01

Learning Outcome : Students will be able to identify and pronounce words with silent letters in different contexts.

Instructions for Lesson Planning :

Task Outcome : Students will be able to read and categorize the given words with silent letters in the correct column.

Lesson Development :

- Take examples from Activity 5 (Christmas, hymns, honour, alms) and revise the pronunciation of words with silent letters.
- Get the students to read the words given in Activity 7 aloud and attempt the activity.

Answer Guide Textbook

Activity 7

Silent s	Silent t	Silent n
isle island debris aisle	fasten whistle mortgage Christmas apostle ballet debut depot castle listen	solemn condemn column hymn

Workbook

Activity 2

knife foregn psychology pneumonia assign bristle
autumn knock wrist wrong climb Christmas
crumb Wednesday heir when scissors

Activity 8

Competency : 2. Uses mechanics of writing with understanding

Competency Level : 2.4 Proof reads and edits drafts

No. of Periods : 01

Learning Outcome : Students will be able to edit and improve the layout of a given text.

Instructions for Lesson Planning:

Task Outcome : Students will be able to edit and improve the layout of the given poster for easy reading.

Lesson Development :

- Ask the students to read the notice and find its shortcomings.
- Encourage students to give their suggestions on how to improve it.
- Display a notice prepared according to proper layout and let the students to compare it with the notice.
- The activity can be done as an individual, pair or group activity depending on the number of students in the class.

Answer Guide Textbook

Activity 8

Sinhala and Hindu New Year Celebration

“Bakmaha Senakeliya”

will be held on Sunday, 20th April

from 9 a.m. to 5 p.m.

at the Municipal grounds.

- *Raban* playing
- Climbing the greasy pole
- Tug-of-war
- Pillow fighting
- Marking the eye on the elephant
- Bicycle race

and many more games and events

ALL ARE WELCOME!

Secretary,

Sandagama Young Buddhists' Association

Activity 9

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

Competency Level : 5.5 Reads and responds to different types of texts

No. of Periods :01

Learning Outcome : Students will be able to read a descriptive text and respond accordingly.

Instructions for Lesson Planning :

Task Outcome : Students will be able to write answers to the questions based on a text about the Vesak festival.

Lesson Development :

- Teacher(s) students can read the text aloud.
- This text discusses Vesak festival in a cultural perspective as well as the spiritual.
- Discuss the text in both aspects.
- Draw students' attention to the cohesive devices while discussing the text.
- Test students' comprehension by asking questions.
- Let the students write answers to the questions.

Answer Guide Textbook

Activity 9

1. in May
2. Because it marks three important events in the life of the Buddha, the Birth, the Enlightenment and the Passing Away or the *Parinibbana*.
3. Spiritual activities and cultural activities
4. In 1999
5. Spiritual activities-go to temples and worship, offer alms to the Bhikkhus and the needy, observe sil, practise meditation
Cultural activities – lighting oil lamps, lighting Vesak lanterns, singing devotional songs, putting up pandals, exchanging Vesak cards, writing devotional verse, enacting plays depicting Jataka stories, etc.

Activity 10

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

Competency Level : 4.2 Uses words appropriate for audience context and culture

No. of Periods : 01

Learning Outcome : Students will be able to use words appropriate to a particular context.

Task Outcome : Students will be able to match the definitions to the words associated with Buddhist literature and culture.

Instructions for Lesson Planning:

Lesson Development :

- These vocabulary terms are closely related to Buddhist literature.
- Pay attention to these words while discussing the reading text.
- This activity can be utilized as a dictionary activity.
- Get the students to refer to a dictionary and find meanings.

Answer Guide Textbook

Activity 10

dedicate -	devote time or effort to a particular purpose
enlightenment -	the attaining of insight in Buddhism that frees a person from the cycle of rebirth
spiritual -	relating to the human spirit or soul as opposed to material or physical things
elimination-	the complete removal of something
desire -	a strong feeling of wanting something
precepts -	rules for behavior
disciplining -	controlling one's behaviour
purify -	to make (something) pure

Activity 11

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

Competency Level : 6.2 Uses cohesive devices to create links across different clauses, sentences and paragraphs

No. of Periods : 01

Learning Outcome : Students will be able to use cohesive devices meaningfully.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to link the given sentences using appropriate cohesive devices.

Lesson Development:

- The given cohesive devices are used for addition.
- Use examples from the reading text “Vesak Festival” and introduce the cohesive devices used for addition.
- Go through the learning point with the students.
- Encourage students to produce sentences using cohesive devices.
- Please make students understand that some cohesive devices can be used interchangeably.
- Get the students to attempt the activity.

Answer Guide Textbook

Activity 11

- Flowers add beauty to the environment. They also help pollination. / They help pollination as well.
- I will attend the seminar. I will go sightseeing as well. / I will also go sightseeing.
- Recycling helps to conserve resources. Moreover, it reduces problems related to garbage disposal.
- Sigiriya is a major tourist attraction. In addition, it is a world heritage site. / It is a world heritage site as well.

Activity 12

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

Competency Level : 5.4 Restates the gist and the main idea of a text

No. of Periods : 01

Learning Outcome : Students will be able to summarize a given text.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to summarize the given text to 1/3rd of its length.

Lesson Development :

- Briefly revise the points given in Unit 5 about summarizing a text.
- Help students to identify the main idea and the important facts.
- Simplify the text while discussing it so that it will be easy for the students to write it in their own words.

Activity 13

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

Competency Level : 7.1 Engages in producing various personal, academic and functional texts

No. of Periods : 01

Learning Outcome : Students will be able to produce a personal text (factual recount) on an experience.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to write an eye witness account (factual recount) on Kandy Esala Perahera.

Lesson Development:

- Get students to share their experiences of watching Esala Perahera. (even on TV)
- Help students with vocabulary. (whip crackers, stilt walkers, fire-dances, adorned elephants, tusker carrying the golden casket consisting sacred relics, flag bearers, etc.)
- Help students with organization. (facts and the experience)

Answer Guide Workbook

Activity 5

Jayasena was a hardworking man. He always put a lot of energy and enthusiasm to everything he did. He was also patient and persevering. He believed that success cannot be achieved instantly. For him, every obstacle was a good thing that seemed bad at first. No matter how hard things came to be, Jayasena would never quit. He would calm down and attempt the same challenging action after failure.

Activity 6

Thai Pongal

Thai Pongal is a festival celebrated by the Tamils. It is a harvest festival and a thanksgiving ceremony. Farmers celebrate this festival to thank nature, sun and the farm animals who help them to reap a good harvest. People prepare for this festival by cleaning and decorating their houses and preparing sweet meats. A special dish called *pongal soru* or pongal rice is prepared for Thai Pongal. It contains rice, milk, sugar, cashew nuts, raisins etc. People also share food with their friends and relatives. On Thai Pongal farmers show their gratitude to cattle for helping them in farming. They bath bulls and cows, paint their horns and adorn them with garlands.

Tips for the Teacher

This unit contains lessons about different religious festivals celebrated in Sri Lanka. These lessons aim to provide the students with an opportunity to get a basic idea about other religions. They can also be used to develop speaking skills of the students by getting them to speak a few sentences about simple topics. The lesson also focuses on cohesive devices that help developing writing abilities of the students. In addition, the unit contains revision activities of some language areas the students have learnt in the previous grades.

Assessment and Evaluation

The revision activities given in the unit can be used to assess students' grasp of the previously learnt language areas.

Listening activities are used to help students to identify and distinguish between fact and opinion.

Unit 7 – Trade and Commerce

Activity 1

Competency(s) : 1. Identifies the sounds of the English Language

Competency Level : 1.2 Pronounces clearly and accurately consonants, vowels, consonant clusters and vowel combinations discussed in the previous grades

No. of Periods : 02

Learning Outcome : Students will be able to read the conversation carefully with the help of the teacher and identify the meanings of the difficult words in the text.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to read the conversation carefully with the help of the teacher.

Students will be able to identify the meanings of the difficult words in the text.

Lesson Development:

- Use the picture given to have a discussion before the conversation.
- Read the text aloud and get the students to repeat after the teacher if necessary.
- Get the students to read the conversation aloud.
- Elicit the meanings of difficult words.

Answer Guide

Textbook - N/A

Workbook - N/A

Activity 2

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

Competency Level : 5.5 Reads and responds to different types of text

No. of Periods : 02

Learning Outcome : Students will be able to extract specific information from various types of simple texts.

Instructions for Lesson Planning:

Task Outcome : Students will be able to answer the given questions.

Lesson Development:

- Help the students to understand the meaning of the questions.
- Ask the students to read the dialogue again.
- Help the students to extract the specific information from the dialogue.

Answer Guide Textbook

Activity 2

1. To get information about the services provided by the bank for an article to be published in their monthly magazine.
2. It's a financial institute.
3. Give security for deposits, pay an interest on your savings, provide loan mortgage facilities
4. To withdraw money, to save time, to avoid long queues, etc.
5. Well, now we have tele-banking and internet banking, so I think that in the future, technology will make greater changes in banking.

Activity 3

Competency : 1. Identifies the sounds of the English language

Competency Level : 1.2 Pronounces clearly and accurately consonants, vowels, consonant clusters and vowel combinations discussed in the previous grades

No. of Periods : 02

Learning Outcome : Students will be able to identify the consonant clusters and pronounce them correctly.

Task Outcome : Students will be able to identify the consonant clusters correctly and group them accordingly.

Instructions for Lesson Planning :

Lesson Development :

- Explain the meaning of diphthongs and how they are formed with examples.
- Get them to pronounce words with diphthongs.
- Ask the students to complete the given chart with the correct words in each column.

eɪ	aɪ	aʊ	ɔɪ	əʊ
face	time	out	oil	home
days	ice	now	boil	
		how		

face, out, now, time, oil, home, days,
ice, boil, how

Activity 4

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

Competency Level : 7.1 Engages in producing various personal, academic and functional texts

No. of Periods : 01

Learning Outcome : Students will be able to construct a paragraph using sequence markers.

Instructions for Lesson Planning:

Task Outcome : Students will be able to use sequence markers and write a paragraph on how to use an ATM machine.

Lesson Development :

- Explain the use of sequence markers with examples.
- The teacher can use a simple process as an example to explain the use of sequence markers.
- Ask the students to write the steps correctly using the given sequence markers.

Answer Guide Textbook

Activity 4

How to withdraw money from an ATM

1. First insert your ATM card into the ATM.
2. Secondly, select the language you prefer.
3. Then, enter your pin number.
4. Next, a number of options such as “withdrawal, deposit, balance enquiry and bill payment” will appear. Select the “withdrawal” option.
5. After that, select your account type (savings or current).
6. Thereafter, choose the amount of money you want to withdraw.
7. Now, press the “correct” option if the amount is right.
8. Then, collect your money from the cash dispenser machine.
9. After that, eject the card from the ATM.
10. Finally, print a receipt of your transaction, if necessary.

Activity 5

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

Competency Level : 5.5 Reads and responds to different types of texts

No. of Periods : 01

Learning Outcome : Students will be able to find specific information from a text.

Task Outcome : Students will be able to list information taken from the given text.

Instructions for Lesson Planning:

Lesson Development :

- Get the students to read out the text.
- Explain difficult or new vocabulary.
- Ask the students to list the advantages of E-banking.

Answer Guide Textbook

Activity 5

1. It's a safe, fast, easy and efficient computerized system.
2. It functions 24 hours a day and 7 days a week.
3. You can save time.
4. You can carry out your transactions from any place.

Activity 6

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

Competency Level : 7.1 Engages in producing various personal, academic and functional texts

No. of Periods : 01

Learning Outcome : Students will be able to make meaningful sentences.
Students will be able to use sequence markers correctly.

Instructions for Lesson Planning:

Task Outcome : Students will be able to put phrases in order to make a meaningful sentence.

Students will be able to use sequence markers properly to explain a process step by step.

Lesson Development :

- Revise the knowledge of students on sentence structures.
- Discuss how a sentence, a question and an imperative sentence is constructed.
- Ask the students to put the jumbled sentences in order.
- Then, revise the use of sequence markers.
- Ask the students to write the process step by step using appropriate sequence markers.

Answer Guide:

Textbook:

Activity 6

1. First, choose the on screen option for deposits.
2. Next, choose the type of account that you wish to deposit your money into.
3. Then, enter your account number.
4. After that, insert cash into the ATM.
5. Now, collect the receipt for your transaction.
6. Finally, confirm that your session has ended and that your account is no longer accessible.

Activity 7

Competency : 5. Extracts necessary information from varies types of texts

Competency Level : 5.5 Reads and responds to different types of texts

No. of Periods : 01

Learning Outcome : Students will be able to understand and complete a paragraph.

Instructions for Lesson Planning:

Task Outcome : Students will be able to read, understand and complete a paragraph with given words.

Lesson Development :

- Ask the students to read the paragraph for the main idea.
- Explain difficult or new vocabulary.
- Ask them to complete the paragraph with the given words.

Answer Guide Textbook

Activity 7

given / conduct / or / latest / customers / transactions / mobile

Workbook

Activity 3

1. currency
2. government
3. domestic
4. foreign
5. outflows
6. money
7. rates
8. simply
9. treasury
10. bank

Activity 5

then / Next / After that / Then / Afterward / Then / Next / Finally

Activity 8

Competency : 3. Engages in active listening and responds appropriately

Competency Level : 3.1 Identifies and uses stress and intonation to denote meaning

No. of Periods : 01

Learning Outcome : Students will be able to identify the stressed words.

Task Outcome : Students will be able to identify and write the stressed word.

Instructions for Lesson Planning :

Lesson Development:

- Ask the students to listen to the sentences being read.
- Read the sentences again.
- Ask them to identify and write the stressed word in the sentences.

Answer Guide Textbook

Activity 8

1. I came to explain how important the saving is.
2. Record your expenses.
3. Make a budget.
4. Plan on saving money.
5. Choose something to save money for future.
6. Decide on your priorities.
7. Make saving automatic.
8. Watch your saving grow.
9. Monitor your progress.
10. Limit your withdrawing.

Activity 9

Competency : 3. Engages in active listening and responses appropriately

Competency Level : 3.2 Identifies and retains large chunks of information

No. of Periods : 01

Learning Outcome : Students will be able to identify the large chunks of information.

Task Outcome : Students will be able to identify true and false sentences.

Instructions for Lesson Planning:

Lesson Development :

- Read the dialogue twice.
- First, ask the students to listen.
- During the second reading, ask them to find the correct answer.

Answer Guide Textbook

Activity 9

1. Mr. Gunasekara is arranging the pilgrimage.	False
2. The Chief Incumbent hopes to go to India.	False
3. Mr. Gunasekara does not have all the necessary documents.	False
4. He wants to get an all country passport.	True
5. All country normal day service costs ten thousand Sri Lankan rupees.	True

Listening Text:

Immigration Officer	: Good Morning, can I help you, sir?
Mr. Gunasekara	: Yes, certainly. I need to apply for a passport for our Chief Incumbent.
Immigration Officer	: Sure Sir. Do you know about the documents that you need?
Mr. Gunasekara	: Oh yes.... I think so.... and I've already collected the documents which I was told to bring during my previous visit to this place.
Immigration Officer	: Here is the check list. Please go through it again and make sure that the required documents are ready.
Mr. Gunasekara	: Okay. I have the Birth Certificate, National Identity Card and Bhikkhu ID of the Chief Incumbent. I've also brought the photos for the passport.
Immigration Officer	: Photos? No, you don't need them. You have to bring only the receipt from the government-recommended studio. They will send the photos to us directly.
Mr. Gunasekara:	Ok. How much should I pay for the passport?
Immigration Officer	: Does the Chief Incumbent need an all country passport or the other type?
Mr. Gunasekara	: Actually, he has been invited to deliver sermons in Thailand and Burma. And I think he needs to obtain an all country passport. How much does it cost?
Immigration Officer	: All country normal day service costs ten thousand Sri Lankan rupees. Is there anything else you want to know?
Mr. Gunasekara	: Well, that's all.
Immigration Officer	: Let me see. Yes, everything is in order. Please submit these documents to the next counter.
Mr. Gunasekara	: Thanks for your help.
Immigration Officer	: You're welcome, sir.

Activity 10

Competency : 5. Extracts necessary information from varies types of texts

Competency Level : 5.5 Reads and responds to different types of texts

No. of Periods : 01

Learning Outcome : Students will be able to complete sentences.

Task Outcome : Students will be able to pick the words from the text which are suitable to the blanks.

Instructions for Lesson Planning:

Lesson Development :

- Ask the students to read the dialogue.
- Let them find similar words from the text which are suitable to the given blanks.

Answer Guide Textbook

Activity 10

1. Good morning! Shan Hotels, how may I assist you, sir?
2. Could you tell me if I could reserve a room for the 1st of December?
3. We could arrange an herbal beverage in the evening.

Activity 11

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

Competency Level : 4.3 Uses vocabulary appropriate to different contexts

No. of Periods : 01

Learning Outcome : Students will be able to complete sentences with suitable words.

Instructions for Lesson Planning:

Task Outcome : Students will be able to complete sentences with suitable words.

Lesson Development :

- Ask the students to read the words in the two columns.
- Explain one set with examples to make them understand the context to use each word.
- Now, get them to complete the sentences with the correct word appropriate for the context.

Answer Guide Textbook

Activity 11

- Hey, Nimal, can I help you with that heavy bag?
- The customer relations officer is always ready to assist you in anything.
- The meeting commences at 9 a.m.
- A: What's the problem?
B: Well, the car doesn't start.
- Are you hungry? Do you need something to eat?
- I'm so thirsty. I need a cool drink.
- I kindly request you to grant me permission to use the library.
- The board will inform you about their decision.
- Sahan, I'll tell you a secret. Please don't tell anyone.

Activity 12

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

Competency Level : 5.1 Reads to infer meaning

No. of Periods : 01

Learning Outcome : Students will be able to find the meaning of the given words.

Task Outcome : Students will be able to match the words with their meanings.

Instructions for Lesson Planning:

Lesson Development:

- Ask the students to read the lesson.
- Ask them to match the words with their meanings.

Answer Guide Textbook

Activity 12

A	B
self-sufficient	-able to supply one's own or its own needs without external assistance
import	-bring (goods or services) into a country from abroad for sale
produce	-manufacture
traders	-people who engage in business
archeological	-relating to the scientific study of human history and prehistory using artifacts and other physical remains
export	-send (goods or services) to another country for sale
consumer	-one who purchases goods and services for personal use
construction	-the action of building something, typically a large structure

Workbook Activity 4

- additional – extra
- decrease – reduce
- establish – found
- equal – similar
- blank – empty
- contain – include
- collect – gather
- income – revenue
- inspect – examine
- meeting – conference

Activity 6

- i. Name: Namal Gunarathne
- ii. Address: 223, Gothami Mawatha, Gampaha
- iii. Date of Birth: 16th January 1996
- iv. Age: 22 years
- v. Nationality: Sri Lankan
- vi. Gender: Male
- vii. Educational Qualifications: Passed G.C.E. (A/L) Examination, obtained six distinctions at the Pirivena Final Examination
- viii. School attended: Meththananda Pirivena, Gampaha
- ix. Extra-Curricular Activities: Captain of the Pirivena Debate Team
 - a. President of the Pirivena Computer Club
- x. Working Experience: Computer Operator at ABC Company
 1. Assistant Purchasing Manager at Supersoft Garments

Activity 13

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

Competency Level : 5.1 Reads to infer meaning

No. of Periods : 01

Learning Outcome : Students will be able to complete a sentence with a given word.

Instructions for Lesson Planning:

Task Outcome : Students will be able to complete the given sentences with given words.

Lesson Development :

- Ask the students to read the sentences.
- Ask the students to fill in the blanks with the correct words.

Answer Guide Textbook

Activity 13

- Sri Lanka was self-sufficient in ancient times and rice was exported to foreign countries.
- Sri Lanka exports tea to many countries.
- The company has just produced a luxury version of aircraft.
- Asians are the largest consumer of rice.
- Tapassu and Bhalluka were famous traders.
- We import cars from Japan and Korea.

Answer Guide Workbook

Activity 1

- transaction
- bank
- revenue
- specialisation
- asset
- expenditure
- department
- commerce
- money
- organization

Activity 2

- 298 ii. 8926 iii. 20155 iv. 156500 v. 2635000

Tips for the Teacher

This unit contains lessons about the daily activities connected to trade and commerce in Sri Lanka as well as overseas. These lessons aim to provide the students with an opportunity to get a basic idea about daily banking and monetary activities. They can also be used to develop speaking skills of the students by getting them to speak a few sentences about simple topics. The lesson also focuses on cohesive devices that help developing writing abilities of the students. In addition, the unit contains revision activities of some language areas the students have learnt in the previous grades.

Assessment and Evaluation

The revision activities given in the unit can be used to assess students' grasp of the previously learnt language areas.

Listening activities are used to help students to identify and distinguish between fact and opinion.

Unit 8 – Food and Nutrition

Activity 1

Competency :1. Identifies the sounds of the English Language

Competency Level :1.2 Pronounces clearly and accurately consonants, vowels, consonant clusters and vowel combinations discussed in the previous grades

No. of Periods :01

Learning Outcome : Students will be able to read the dialogue meaningfully.

Instructions for Lesson Planning :

Task Outcome : Students will be able to read or role play the dialogue.

Lesson Development :

- Get the students to listen to the pre-reading questions
 - Where are they?
 - Who are there in the conversation?
 - What are they going to do?
- Role play the dialogue highlighting expressions (greetings/ pillars/ intonation patterns)
- Get the students to repeat after the teacher if necessary.
- Get the students to read out the dialogue aloud.
- Elicit the meanings of unfamiliar words.
- Make students familiar with the phrases of the dialogue.
- Get them to practise the dialogue in groups / pairs.
- Ask the students to do the activities given in the text.

Answer Guide

Textbook - N/A

Workbook - N/A

Activity 2

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

Competency Level : 5.5 Reads and responds to different types of texts

No. of Periods : 01

Learning Outcome : Students will be able to read and extract necessary information.

Task Outcome : Students will be able to find specific information to answer the questions.

Instructions for Lesson Planning :

Lesson Development :

- Ask the students to read the dialogue again.
- Ask the students to find the answers to the questions given in the text.

Answer Guide Textbook

Activity 2

1. A. Chief Incumbent an Mr. Dharmadasa

B. He is at the village temple.

C. He is there to invite the bhikkus for an alms-giving to commemorate the 2nd death anniversary of his mother.

D. It is on 24th of this month.

E. Because he was down with flu.

F. He prefers a simple meal.

2.

I. themselves

II. myself

Workbook

Activity 1

1. Students of Mihirigama Maha Vidyalaya

2. It was on food.

3. Kamal

4. Under the banana trees

5. Because he doesn't have space for it.

6. Sunil

7. When our gardens have many kinds of vegetables.

Activity 3

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

Competency Level :6.2 Uses cohesive devices to create links across different clauses, sentences and paragraphs.

No. of Periods :01

Learning Outcome : Students will be able to use the reflexive pronouns correctly.

Task Outcome : Students will be able to fill in the blanks of the given sentences with the correct reflexive pronoun.

Instructions for Lesson Planning:

Lesson Development:

- Lead a discussion to revise the lesson on the reflexive pronouns.
- Ask the students to fill in the blanks with the correct reflexive pronouns.

Answer Guide Textbook

Activity 3

1. himself
2. herself
3. ourselves
4. yourself
5. myself
6. himself
7. itself
8. ourselves
9. themselves
10. itself

Workbook:

Activity 2

- 1) myself
- 2) himself
- 3) itself
- 4) herself
- 5) itself
- 6) himself
- 7) themselves
- 8) ourselves
- 9) myself
- 10) yourself

Activity 4

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

Competency Level : 4.1 Recognizes how words are formed

No. of periods : 01

Learning Outcome : Students will be able to identify the clipping words and form new words by shortening the words.

Instructions for Lesson Planning:

Task Outcome : Students will be able to use the clipping words appropriately.

Lesson Development :

- Teachers should introduce the words that can be shortened.
- Teachers can show them the clippings for those words.

Answer Guide Textbook

Activity 4

advertisement	- add
refrigerator	- fridge
laboratory	- lab
spectacles	- specs
facsimile	- fax
application	- app
examination	- exam
mathematics	- maths

Workbook

Activity 3

1. gator
2. gas
3. gym
4. flu
5. memo
6. photo
7. pub
8. coon
9. rep
10. sitcom
11. phone

Activity 5

Competency : 2. Uses mechanics of writing with understanding

Competency Level : 2.2 Identifies and uses the proverbs

No. of Periods : 01

Learning Outcome : Students will be able to read and identify the proverbs.
Students will be able to get the meanings of the proverbs.

Instructions for lesson Planning:

Task Outcome : Students will be able to match the proverbs with the meanings.

Lesson Development :

- Explain what proverbs are with examples.
- Ask the students to match the proverbs with their meanings.

Answer Guide Textbook

Activity 5

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

Workbook

Activity 4

1. e
2. c
3. a
4. f
5. b
6. d
7. j
8. k
9. h
10. i
11. g

Activity 6

Competency : 5. Extracts necessary information from various types of texts
7. Uses English creatively in written communication

Competency Level : 5.2 Understands the organizational patterns of different texts
7.1 engages in producing various personal academic and functional text

No. of Periods :02

Learning Outcome : Students will be able to write an information report using the information given in the note form.

Instructions for Lesson Planning

Task Outcome : Students will be able to write an information report by using information.

Lesson Development :

- Ask the students to read the chart about carbohydrates.
- Ask the students read the information report on carbohydrates and identify the way of inserting the facts mentioned in the chart.
- Then ask the students to read the chart of proteins and write similar information report about proteins / vitamins using the model.

Answer Guide Textbook

Activity 6

Proteins are one of the basic food groups. They are our main source of energy and should be included in a balanced diet.

Proteins are found in many foods. They are mainly found in milk, cheese nut, dhal, gram, whole grains, fish and meat.

Proteins are very important to a healthy life. Proteins provide nutrients to build the body, repair the damaged cells and regulate the body and the lack of it may cause lethargy, fatigue, loss of muscle mass, decreased immunity and changes in skin pigment.

On the other hand, excessive intake of may lead *to* increase blood sugar level, fueling cancer cell growth and remove more nitrogen Therefore, proteins are essential for our nutrition provided that you take them with care.

Workbook

Activity 5

Fats are one of the basic food groups. They are our main source of energy and should be included in a balanced diet.

Fats are found in many foods. They are mainly found in butter, vegetable oil, nuts and soya, Meat and some fish are also rich in Fats.

Fats are very important to a healthy life. Fats provide our bodies with energy and heat we want and the lack of it may cause obesity, cardiovascular and types of cancer.

On the other hand, excessive intake of fats may lead to poor brain functions, compromised heart health, hormone imbalances and weight gain and overeating.

Therefore, fats are essential for our nutrition provided that you take them with care.

Activity 7

Competency : 3. Engages in active listening and responses appropriately

Competency Level : 3.5 Identifies different points of view

No. of Periods :01

Learning Outcome : Students will be able to listen attentively and responds appropriately.

Instructions for Lesson Planning :

Task Outcome : Students will be able to write the name of the speakers who express the opinion.

Lesson Development :

- Give the students some time to read the task sheet.
 - Explain unfamiliar vocabulary items.
 - Let the students get their doubts clarified.
 - Provide the context of the listening text and prepare the students for listening.
 - Read the listening text two times.
- First time- Let the students listen.
- Second time- Let the students attempt.

Listening Text:

Amal: I'm a vegetarian. I like being a vegetarian because of its health benefits. Eating fruit and vegetables provides you with vitamins. Vitamins are good for your hair and skin. They also boost your immunity. Vegetarian don't consume animal fats. Therefore, I believe their cholesterol levels should be generally low and they may be less liable to heart diseases.

Raveen: I'm a vegetarian. I like vegetarianism because I care a lot about animals. I don't like animals being killed for our food. I believe it's a cruel thing. They too have a right live like humans. We should take care of them, not kill them.

Sachindra: I'd like to be a vegetarian but I think it's difficult. It's impractical, especially when the other members of your family are not vegetarians. Your mother will have to cook vegetarian food for you separately. There is also the risk of not getting enough proteins when you don't eat meat or fish.

Answer Guide:

Textbook:

Activity 7

1. Amal
2. Raveen

3. Sachindra
4. Amal
5. Sachindra

Workbook:

Activity 6

1. Ruwan
2. Ruwan
3. Teacher
4. Teacher
5. Geetha
6. Teacher
7. Mihiri
8. Teacher
9. Teacher

Listening Text

Class question box

After yesterday's talk about Home Gardens you put some questions in to the class question box. I'm going to take up three of them. The first one is from Ruwan. He will read it out.

Question 1

Yesterday's speaker talked about green leaves. Mother wants to plant green leaves in our garden. But we have very little space. Why should we plant them in our small home gardens? Can't we buy them easily in the market?

Ruwan

Answer

Your question is about planting green leaves in our small gardens. The green leaves in our gardens are quite clean. But the green leaves we buy can come from anywhere. We really don't know where they grow. And don't forget fertilizers. We use only natural fertilizers. Those green leaves in our home gardens are quite safe to eat.

Question 2 – Here is the second question it's from Geetha. She will read it out

Our mother always wants us to eat our food at the right time. Can you tell us why?

Geetha

Answer

Yes, of course. It is very necessary our meals at regular times. Some of you eat all sorts of things between meals. They may be very tasty. But do you know that this habit is very bad for your health? This delays your main meal. Sometimes you not eat it at all.

Question 3 – Here is the last question. It's from Mihiri.

Is it only homemade food that is good for us ? What about the people sell outside, in shops and out on the road ? What's wrong with them?

Mihiri

Answer

The answer is very Clear. Some of the food you see in shops certainly looks very nice. But we do not know what they are made of Some of these foods may not be suitable for us. The home – made foods may not look nice but they are clean. We know what they really are.

Activity 8

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

Competency Level : 7.1 Engages in producing various personal, academic and functional texts

No. of Periods : 1

Learning Outcome : Students will be able to write a paragraph interpreting information given in a bar chart.

Task Outcome : Students will be able to describe a bar chart.

Instructions for Lesson Planning :

Lesson Development :

- Introduce the facts represented in the bar chart.
- Explain the horizontal and vertical axes and what they represent.
- Ask the students to complete the sentences with the relevant facts.
- Ask them to write a paragraph using the sentences they have completed.

Answer Guide:

Textbook:

Activity 8

1. a group of students who consume food products for their breakfast.
2. the food items.
3. the number of students.
4. string hoppers.
5. 12 children.
6. bread and pastries.
7. children who eat bread and pastries.

Workbook:

Activity 10 – Model Answers

- 1) The most popular leisure time activity is Volley Ball.
- 2) The least popular leisure time activity is Tennis.
- 3) Cricket is more popular than Hockey.
- 4) Very few of Kamal's friends like Tennis.
- 5) Food ball is less popular than hockey.

Activity 9

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

Competency Level : 5.5 Reads and responds to different types of texts

No. of Periods : 01

Learning Outcome : Students will be able to find the specific information from the text.

Students will be able to use the cohesive devices properly.

Task Outcome : Students will be able to find specific information from the text to answer the questions.

Instructions for Lesson Planning:

Lesson Development :

- Ask the students to read the text.
- Help the students to practise the sentences with cohesive devices.
- Introduce the different cohesive devices such as moreover, however, and, so, until, such, in brief, etc.
- Ask the students to read the text again and find the answers to the given questions.
- Help the students to get the relevant answers to the questions.

Answer Guide Textbook

Activity 9

- 1) Food borne illnesses
- 2) Nausea, vomiting, diarrhea. Abdominal cramps, loss of appetite, mild fever, weakness, and headaches
- 3) Bacteria, parasites and viruses
- 4) Anyone
- 5) At home
- 6) Saltine crackers, gelatin, bananas, rice, chicken broth, boiled vegetables, toast, and sports drinks
- 7) Handle your food safely and avoid any food during cooking
- 8) as well as / and / until / so / however/ in brief
- 9) - and
- as well as
- until
- However

Workbook:

Activity 7

1. Food helps children to grow.
2. Food is valuable to plants to grow.
3. Food
4. They are proteins, carbohydrates, fats, minerals and vitamins.
5. It should contain all these five nutrients.
6. which / not only / but also / therefore / so

Activity 10

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

Competency Level : 6.2 Uses cohesive devices to create links across different clauses

No. of Periods : 1

Learning Outcome : Students will be able to use the linking words correctly.

Students will be able to use the adverbs properly.

Instructions for Lesson Planning:

Task Outcome : Students will be able to use the cohesive devices and adverbs appropriately.

Lesson Development :

- Ask the students to read the linking words given in the box.
- Help the students to identify the use of the linking words.
- Let them to use the correct linking words in the given brackets.
- Ask the students to identify the adverbs mentioned in the text.
- Ask the students to fill in the blanks with the relevant adverbs.

Answer Guide Textbook

Activity 10

1. therefore
2. whatever
3. while
4. since
5. though
6. as a result
7. even if
8. so that
9. immediately
10. because

- **The list of the adverbs.**

- ❖ commonly
- ❖ statistically
- ❖ nearly
- ❖ usually
- ❖ gradually
- ❖ safely
- ❖ properly

1. usually
2. always
3. well
4. carefully

Workbook

Activity 8

- 1) Not only/but also
- 2) neither/nor
- 3) apart from
- 4) Although
- 5) however
- 6) whereas
- 7) No matter
- 8) that
- 9) Regardless
- 10) where

Activity 11

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

Competency Level : 6.1 Revises knowledge of grammatical rules at the word phrases and sentence levels

No. of Periods :01

Learning Outcome : Students will be able to use the adverbs properly.

Instructions for Lesson Planning:

Task Outcome : Students will be able to use the adverbs properly.

Lesson Development :

- Lead a discussion how to form adverbs using adjectives.
- Use the following sample questions.
- Look at these two words. quiet – quietly.
- What is the word class of the word “quiet”? – It is an adjective.
- How do you form the word “quietly” – By adding - ly to the word quiet.
- Ask the students to fill in the blanks with the suitable adverbs.

Answer Guide Textbook

Activity 11

1. noisily
2. patiently
3. beautifully
4. deeply
5. shortly
6. hard
7. friendlily
8. greedily
9. bitterly
10. warmly

Answer Guide Workbook

Activity 9

1. kindly
2. quickly
3. rudely

4. happily
5. gracefully
6. tightly
7. safely
8. thoroughly
9. slowly
10. heavily

Tips for the teacher

Help the students to expand their vocabulary through exposure to a variety of vocabulary items. Reading activities prepared should cater to the existing levels of the students. Teachers should reduce the text according to the ability levels of the students. Design many reading activities to improve the reading ability of the students. Use pre-reading techniques. Use reading support techniques. Teachers should help the students to use sentence structures and other grammatical elements to engage in communication. Teachers should give sufficient time to understand the completed, cognitively demanding features of the writing process. Provide writing opportunities for them to feel proud of their work. Give students many opportunities to engage in oral communication. Provide students with model speeches with appropriate vocabulary.

Assessment and Evaluation

Since these eight competencies tested at the national examinations, it is highly recommended that the teacher maintains a good balance between formative and summative assessment procedures. Keeping the student portfolios can be a very effective way of identifying and monitoring the student progress. Such methods can be used to make your formative evaluation system successful and effective. Always keep records of the progress of your students so that you can make their next teacher aware of the language abilities and level.

Unit 9 - Exploring Sri Lanka

Activity 1

Competency :1. Identifies the sounds of the English Language

Competency Level :1.2 Pronounces clearly and accurately consonants, vowels, consonant clusters and vowel combinations discussed in the previous grades

No. of Periods :01

Learning Outcome : Students will be able to read a conversation meaningfully.

Instructions for Lesson Planning:

Task Outcome : Students will be able to read the given conversation meaningfully.

Lesson Development :

- Teacher should talk about the holiday plans with students.
- Ask pre-reading questions as follows.
 - Have you got any plans to go on pilgrimage or a trip?
 - Where would you like to go?
 - Why do you like to go there?
 - What is the importance of the place you plan to visit?
- Display the following questions.
 - Where are the students planning to go?
 - What are the places they hope to visit?
- Get the students to read the dialogue and find answers to the above questions.
- Explain the following phrases (what a coincidence, sounds interesting) and explain how to use them in day to day conversations.
- The teacher may use mother tongue to explain them.
- Discuss the answers.
- Get the students to act out the conversation.
- Teacher also can take a role in the conversation.

Answer Guide

Textbook - N/A

Workbook - N/A

Activity 2

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

Competency Level : 5.5 Reads and responds to different types of texts

No. of Periods : 1

Learning Outcome : Students will be able to respond to a dialogue.

Instructions for Lesson Planning:

Task Outcome : Students will be able to answer the given questions on the text.

Lesson Development :

- Group the students and assign each group two questions given in the textbook.
- Get the answers orally.
- Get them to write the answers.

Answer Guide Textbook

Activity 2

1. Venerable Suseema Thero, Pasan, Ramesh
2. At the Pirivena gate
3. Because they've got the holidays.
4. To Anuradhapura and Polonnaruwa
5. Because a cutting from the Bodhi Tree under which the Buddha attained Enlightenment was brought there.
6. The eight major places, monasteries and monuments
7. Check for correct answers.

Workbook

Activity 1

- 1) In August
- 2) The statue of God Kataragama
- 3) during the season
- 4) with *Kawadi* on their shoulders
- 5) "harohara"

Activity 3

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

Competency Level : 5.5 Reads and responds to different types of texts

No. of Periods : 1

Learning Outcome : Students will be able to extract specific information from various types of simple texts.

Instructions for Lesson Planning :

Task Outcome : Students will be able to extract specific information after reading the text.

Lesson Development :

- Ask the students to read the text with the help of the teacher.
- Help the students to understand the meaning of the questions.
- Help the students to extract the specific information from the dialogue.

Answer Guide Textbook

Activity 3

1. At Sudewa's home
2. Going on a trip
3. As it can be chilly there.
4. Because her feet will get sore.
5. To bring his luggage

Workbook - N/A

Activity 4

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

Competency Level : 7.1 Engages in producing various personal, academic and functional texts

No. of Periods :01

Learning Outcome : Students will be able to write an article using information from the grid.

Instructions for Lesson Planning:

Task Outcome : Students will be able to write an article for the clas magazine using the given information.

Lesson Development :

- Read the following itinerary for the four days Pilgrimage to Anuradhapura with the students.
- Use the information of it to write the article.

Answer Guide

Textbook – N/A

Workbook – N/A

Activity 5

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

Competency Level : 5.5 Reads and responds to different types of texts

No. of Periods : 01

Learning Outcome : Students will be able to complete the article by selecting relevant information from the grid.

Instructions for Lesson Planning :

Task Outcome : Students will be able to extract the information from a grid to complete the blanks of the article.

Lesson Development :

- Ask the students to read the itinerary for the four days Pilgrimage to Anuradhapura again.
- Ask the students to find the relevant information from the grid to fill the article given in Activity 5.

Answer Guide Textbook

Activity 5

- Hotel Araliya
- the Botanical Gardens at Peradeniya and the Kandyan dancers.
- the ancient city of Polonnaruwa
- Rest house
- the shrines and the ruins
- the ancient city of Anuradhapura
- Miridiya Hotel
- returned to Matara

Workbook

Activity 2

- Pilgrims' Rest near the lake
- the Temple of the Tooth, Devalas and shrines, to watch the Thevawa ceremony and to listen to a sermon
- Anuradhapura.
- Ruwanwali Pilgrims' Rest
- the shrines and temples
- Polonnaruwa
- Sisila Rest House
- returned home

Activity 6

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

Competency Level : 7.1 Engages in producing various personal, academic and functional texts

No. of Periods : 01

Learning Outcome : Students will be able to recognize the features of an informal letter.

Task Outcome(s) : Students will be able to recognize the features of the informal letter.

Instructions for Lesson Planning:

Lesson Development :

- Let the students identify the features of an informal letter.
- Ask them to copy the grid in the textbook into their writing book.
- Help them to write the information in the relevant box.

Answer Guide Textbook

Activity 6

1. 28/A, Thilai Junction, Jaffna Road, Jaffna.
2. 15th December 2017
3. Dear Kamal,
4. How are you?etc.
5. I hope to visit you again. Please give my regards to your parents. God bless you!
6. With love, Upendra.

Workbook

Activity 3

1.	To who	All the students of Sri Deegawalukarama Pirivena
2.	Event	ANNUAL EXCURSION
3.	Date	15 th February 2018
4.	Time	3.30 a.m.
5.	Venue	From the school premises
6.	By who	Chamara Perera, Secretary, The Organizing Committee

Activity 7

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

Competency Level: 5.5 Reads and responds to different types of texts

No. of Periods : 01

Learning Outcome : Students will be able to transfer information to other forms.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to fill in the grid by taking information from the given letter.

Lesson Development :

- Ask the students to read the letter again.
- Let the students copy the grid into their writing book.
- Ask them to find the relevant information and complete the grid.

Answer Guide Textbook

Activity 7

What Upendra saw	Where he saw them	Other places of similar features
Ruins	Anuradhapura, Polonnaruwa and Sigiriya	Yapahuwa, Kandy, Somawathiya
Wild life	Yala National Park	Udawalawa National Park, Kumana sanctuary
Corals	corals at Hikkaduwa	Rumassala in Galle, Passikudah in Batticaloa
Scenic beauty	the Haggala Gardens in Nuwara Eliya	Peradeniya Botanical Garden

Activity 8

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

Competency Level: 5.5 Reads and responds to different types of texts

No. of Periods :01

Learning Outcome : Students will be able to transfer information to other forms.

Instructions for Lesson Planning:

Task Outcome(s) : Students will be able to fill in the grid by taking information from the given text.

Lesson Development :

- Ask the students to read the descriptions of the different ancient places in Sri Lanka provided in the text.
- Let them copy the grid into their writing book.
- Ask them to find the relevant information and complete the table.

Answer Guide Textbook

Activity 8

Name of the place	Where it is situated	Who built it	When it was built	Special features
Aukana Buddha Statue	about 50 km south of Anuradhapura	King Dhatusena	5 th century	13 meter- high statue carved out of solid granite droplets of water falling off the tip of the statue's nose hitting the ground exactly between the toes
Ruwanveliseya	Anuradhapura	by the great King Dutugemunu	in the 2 nd century B.C.	the perfect water bubble shape
The Sacred Quadrangle "Vatadage"				a raised platform surrounded by a wall a circular relic house typical of its kind four entrances all lead to a central stupa which consists of four Buddha statues.
Rankot Vihara	in Polonnaruwa	King Nissanka Malla	(1187-1196)	54 meters in height the largest stupa in Polonnaruwa
Isurumuniya Lovers			in the 3 rd century B.C.	its rock carvings.

Activity 9

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

Competency Level : 5.1 Reads to infer meaning

No. of Periods :01

Learning Outcome : Students will be able to pick the word phrases from the text which are similar in meaning to the given words.

Task Outcome : Students will be able to match the words with their meanings.

Instructions for Lesson Planning :

Lesson Development :

- Ask the students to read the text in Activity 8 again.
- Let them pick phrases or words from the text which are similar in meaning to those in column B.

Ask the students to write them in column A.

Answer Guide Textbook

Activity 9

- 1) carvings
- 2) ancient
- 3) ruins
- 4) maiden
- 5) entrances
- 6) statue
- 7) precincts
- 8) reign
- 9) century
- 10) solid

Workbook

Activity 5

- a) famous - well-known
- b) lawyer - attorney
- c) important - vital
- d) energy - power
- e) plenty - a lot of
- f) avoid - stay away from
- g) foreign - not national
- h) respect - honour

Activity 10

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

Competency Level : 4.3 Uses vocabulary appropriate to different contexts

No. of Periods : 01

Learning Outcome : Students will be able to use vocabulary appropriate to different contexts.

Instructions for Lesson Planning:

Task Outcome : Students will be able to use the vocabulary to fill in the blanks appropriately.

Lesson Development :

- Ask the students to copy down the passage into their writing book.
- Ask them to fill in the blanks with the correct words given in the brackets.

Answer Guide Textbook

Activity 10

- 1) peak
- 2) for
- 3) visit
- 4) full
- 5) There
- 6) ruins
- 7) cave
- 8) stupas

Activity 11

Competency : 3. Engages in active listening and responds appropriately

Competency Level : 3.2 Identifies and retains large chunks of information

No. of Periods : 01

Learning Outcome : Students will be able to identify and remember large chunks of information

Instructions for Lesson Planning:

Task Outcome : Students will be able to identify and remember large chunks of information to complete the sentences.

Lesson Development :

- Read the listening transcript twice.
- Ask the students to listen to the teacher during the first reading.
- Ask the students to underline the correct answer to complete the sentences during the second reading.

Answer Guide Textbook:

Activity 11

- 1) A gateway to the Yala National Park
- 2) in the third century B.C.
- 3) the capital of Kingdom of Ruhunu
- 4) a haven for bird watchers
- 5) for agricultural purposes
- 6) the classical Sinhalese architectural style

Listening text

The ancient city – Tissamaharama

Tissamaharama is a town in Sri Lanka. It is more famous for being a gateway to the Yala National Park and the historical city of Kataragama. But even Tissamaharama has an interesting history and back in the third century B.C. It even served as the capital of the Kingdom of Ruhunu. Though not many signs of its glorious past visible now. One attractive place here is Tissa Weva. This lake was built for irrigation purposes hundreds of years before and still serves the same purpose. It is also a haven for bird watchers as a number of delightful birds can be seen in this area. Also to be seen are the Santagiri Stupas that too were built in the third century B.C. and have been built in the classical Sinhalese architectural style. Tissamaharama is easily accessible by road. A number of buses go on the route and hired cars are also an option.

Activity 12

Competency : 8. Communicates clearly, fluently and concisely

Competency Level : 8.2 Explains the history and the importance of certain religious places

No. of Periods : 01

Learning Outcome : Students will be able to explain the history and the importance of certain religious places.

Instructions for Lesson Planning:

Task Outcome : Students will be able to explain the history and the importance of an ancient place.

Lesson Development :

- Ask the students to write an essay on an ancient place in their writing book.
- Then ask them to give a speech about it.

Activity 13

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

Competency Level : 6.1 Revises knowledge of grammatical rules at the word, phrase and sentence level

No. of Periods :01

Learning Outcome : Students will be able to use the subjective and objective pronouns properly.

Task Outcome : Students will be able to use the pronouns appropriately.

Instructions for Lesson Planning:

Lesson Development :

- Revise the use of pronouns with examples.
- Ask the students to fill in the blanks with the correct pronouns.

Answer Guide Textbook

Activity 13

1. She
2. her
3. him
4. He
5. It
6. It
7. them
8. us
9. She
10. him

Workbook

Activity 7

- 1) I
- 2) me
- 3) He
- 4) it
- 5) She
- 6) us
- 7) We
- 8) them
- 9) you
- 10) him

Activity 14

Competency : 1. Identifies the sounds of English language

Competency Level : 1.2 Pronounces clearly and accurately consonants, vowels, consonant clusters and vowel combinations discussed in the previous grades

No. of Periods : 01

Learning Outcome : Students will be able to identify the consonant clusters and pronounce them.

Instructions for Lesson Planning :

Task Outcome : Students will be able to identify the consonant clusters, pronounce them and group them correctly.

Lesson Development :

- Get the students to revise consonant clusters with examples.
- Group the students and ask them to find all the consonant clusters in the final unit.
- Ask them to fill in the table with the words beginning and ending with consonant clusters.

Answer Guide Workbook

Activity 6

Begins with “wh” sound.	Begins with “sh” sound	Begins with “gl” sound	Begins with “ch” sound	Begins with “th” sound
wheeze	shake	glory	cheap	thoroughly
whale	shade	gloomy	chilly	throw
when	ship	glow	chest	these
what	shadow	glee	check	thinner
wheat	sheep	glossy	child	three
white	shy	glue	chair	thunder
wheel	sheaf	glass	chin	thus
whirlpool	shall	glide	chalk	thank
whole	shock	glad	chain	thumb
whip	shame			Thursday
				thyroid
				through
				their

Activity 4

Listening Text

The amazing Great Wall

The Great Wall of China is the world's longest wall and the biggest ancient architecture. Its winding path over rugged country and steep mountain takes in some great scenery. The official length of the Great Wall is 21,196 km. The Great Wall is more than 2,300 years old. The average height of the Great Wall at Badaling and Juyong pass is 7.88 meters high. Today nearly 1/3 of the Great Wall has disappeared without trace. It cannot be seen from space by the human eye without aid.

The first Emperor of Qin was not the first to build the Great Wall. He linked the northern walls of the states he conquered. The Great Wall reconstruction and protection began with Badaling in 1957. The Great Wall was placed on the World Heritage list by UNESCO in December 1987.

Tips for the teachers

Help the students to expand their vocabulary through exposure to a variety of vocabulary items. Reading activities prepared should cater to the existing levels of the students. Teachers should reduce the text according to the ability levels of the students. Design many reading activities to improve the reading ability of the students. Use pre-reading techniques. Use reading support techniques. Teachers should help the students to use sentence structures and other grammatical elements to engage in communication. Teachers should give sufficient time to understand the completed, cognitively demanding features of the writing process. Provide writing opportunities for them to feel proud of their work. Give students many opportunities to engage in oral communication. Provide students with model speeches with appropriate vocabulary.

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