



ENGLISH

Teachers' Guide
Grade

8



Department of English
National Institute of Education
Maharagama
Sri Lanka
www.nie.lk

English Language

Teachers' Guide

Grade 08

Department of English

Faculty of Languages Humanities and Social Sciences

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Director General's Message

With the primary objective of realizing the National Educational Goals recommended by the National Education Commission, the then prevalent content based curriculum was modernized, and the first phase of the new competency based curriculum was introduced to the eight year curriculum cycle of the primary and secondary education in Sri Lanka in the year 2007

The second phase of the curriculum cycle thus initiated was introduced to the education system in the year 2015 as a result of a curriculum rationalization process based on research findings and various proposals made by stake holders.

Within this rationalization process the concepts of vertical and horizontal integration have been employed in order to build up competencies of students, from foundation level to higher levels, and to avoid repetition of subject content in various subjects respectively and furthermore, to develop a curriculum that is implementable and student friendly.

The new Teachers' Guides have been introduced with the aim of providing the teachers with necessary guidance for planning lessons, engaging students effectively in the learning teaching process, and to make Teachers' Guides will help teachers to be more effective within the classroom. Further, the present Teachers' Guides have given the necessary freedom for the teachers to select quality inputs and activities in order to improve student competencies. Since the Teachers' Guides do not place greater emphasis on the subject content prescribed for the relevant grades, it is very much necessary to use these guides along with the text books compiled by the Educational Publications Department if, Guides are to be made more effective.

The primary objective of this rationalized new curriculum, the new Teachers' Guides, and the new prescribed texts is to transform the student population into a human resource replete with the skills and competencies required for the world of work, through embarking upon a pattern of education which is more student centered and activity based.

I wish to make use of this opportunity to thank and express my appreciation to the members of the Council and the Academic Affairs Board of the NIE the resource persons who contributed to the compiling of these Teachers' Guides and other parties for their dedication in this matter.

Dr. (Mrs.) Jayanthi Gunasekara
Director General
National Institute of Education
Maharagama

Message from Ven. Deputy Director General

Learning extends across a wide area. It makes life very complex and extremely simple. The human being is capable of reaching great heights with his skill of learning. A country, a society where human development is the central focus, uses learning as an instrument to do away with the unacceptable identified malpractices through the intellect, to create a better world through good practices.

With education should arise things worthwhile for learning, methods to facilitate learning, and facilities conducive for learning. That is how the curriculum, the syllabi, the Teachers' Guide, and facilitators join the field of learning.

Modern Sri Lanka possesses an independent education system which is a blend of global trends and hereditary traditions. This Teachers' Guide comes to you-a wealth of resources - as a result of the eight yearly updating of the syllabus done on the revisions based on the requirements of the time.

It is necessary to maintain the consistency of the objectives of the subject at the national level. Yet, the teaching techniques in the Teachers' Guide do not need to be followed to the letter. I categorically state that the facilitators are free to modify or adapt the learning teaching strategies innovatively to achieve the competencies and the competency levels of the syllabus. The Teachers' Guide prepared to support and help the teachers' role in raising the percentage of the competency levels of the student to a higher level can be made use of by student as well as parent. The teacher must be aware that the Teachers' Guide is only a guide to the relevant prescribed texts and to make use of both resources- the Teachers' Guide and the prescribed texts provided by the Education Publications Department.

Furthermore at the end of the lesson, the facilitators of the learning - teaching process along with the students should come to an understanding of the level of achievement reached in relation to the expectations of national level examiners evaluating the level of achievement in relation to the subject. I sincerely trust that this Teachers' Guide would be a canoe or a raft to reach a progressive and viable culture - built in unison with all stakeholders.

Deputy Director General

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Instructions Regarding the Teachers' Guide

Revised English Language syllabus for grade 08 which is to be implemented in 2017, has 36 competency levels to be achieved by the students of grade 08.

Grade 08 course materials consist of Pupils' Text book, Pupils' Workbook and Teachers' Guide.

According to the new Term Plan, teachers do not have to select activities or competency levels related to each term from the Pupils' Text book, as the activities that are needed to do to achieve each competency is given in an integrated, orderly manner. So by helping students to do the activities given in the Pupils' Text book and the Pupils' Workbook according to the given order in a creative manner will be helpful for the students to achieve the expected outcomes.

This Teachers' Guide consists of detailed syllabus of grade 08, instructions for assessment and evaluation, names of books for further reading for each competency and notes that are useful to understand and make the teacher familiar on that particular competency level.

Directors of English, In- Service Advisors, Principals and Teachers of English must encourage the students to hold English Literary Associations, once a month at classroom level, with the activities they have done in that particular month for their English lessons. For example: spelling games, story telling, loud reading, dramatizing role plays, reciting poems, singing, grammar games etc. Exposure to the language improves their confidence and speaking, listening and all other language skills.

Teachers have an opportunity to be creative and to prepare their own lesson plans and use methodology which is suitable, helpful and interesting to motivate students to learn and apply the language in their day to day lives.

Project Leader

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Introduction

Revised English Language syllabus for grade 8 is presented to the general education system of Sri Lanka based on the following considerations.

1. Retaining of the 8 key competencies introduced to the secondary English language curriculum in the year 2007.
2. Presenting 36 specific competencies / competency levels identified as relevant and suitable for grade eight. The distribution of these competencies is given in the grid below.

Competency	No. of Competency levels
1	1.1, 1.2
2	2.5
3	3.2, 3.3, 3.4
4	4.3, 4.4, 4.5, 4.7
5	5.1, 5.2, 5.3, 5.4, 5.5, 5.6
6	6.1, 6.2, 6.3, 6.5, 6.6, 6.7, 6.8, 6.9
7	7.1, 7.2, 7.3, 7.4, 7.5, 7.6
8	8.3, 8.4, 8.6, 8.8, 8.9, 8.13

3. Identification of learning outcomes expected at the end of the learning teaching process.
4. Presentation of basic guidelines and limits of the content for teachers and material developers.

In designing the grade eight syllabus no particular ELT approach was specially considered and therefore, teachers, teacher educators and administrators are requested to be creative and independent to select the best possible methodology to achieve success in teaching and learning. Further, the teachers and material developers are requested to pay special attention to achieve national goals and competencies through teaching of English Language in Sri Lanka to ensure sustainable development within a peaceful and harmonious country.

National Goals

- (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 honourable place in the international community, based on justice, equality and mutual respect.

Basic competencies

The following Basic Competencies developed through education will contribute to achieve the above National Goals:

(i) Competencies in Communication

Competencies in communication are based on four subsets: Literacy, Numeracy, Graphics and IT proficiency.

Literacy: Listen attentively, speak clearly, read for meaning, write accurately and lucidly and communicate ideas effectively.

Numeracy: Use numbers for things, space and time, count, calculate and measure systematically.

Graphics: Make sense of line and form, express and record details, instructions and ideas with line form and colour.

IT proficiency: Computer literacy and the use of information and communication technologies (ICT) in learning, in the work environment and in personal life.

(ii) Competencies relating to Personality Development

- Generic skills such as creativity, divergent thinking, initiative, decision making, problem solving, critical and analytical thinking, team work, inter – personal relations, discovering and exploring ;
- Values such as integrity, tolerance and respect for human dignity;
- Emotional intelligence.

(iii) Competencies relating to the Environment

These competencies relate to the environment: social, biological and physical.

Social Environment - Awareness of the national heritage, sensitivity and skills linked to being members of a plural society, concern for distributive justice, social relationships, personal conduct, general and legal conventions, rights, responsibilities, duties and obligations.

Biological Environment - Awareness, sensitivity and skills linked to the living world, people and the ecosystem, the trees, forests, seas, water, air and life – plant, animal and human life.

Physical Environment - Awareness, sensitivity and skills linked to space, energy, fuels, matter, materials and their links with human living, food, clothing, shelter, health, comfort, respiration, sleep, relaxation, rest, wastes and excretion.

Included here are skills in using tools and technologies for learning, working and living.

(iv) Competencies relating to preparation for the World of Work.

Employment related skills to maximize their potential and to enhance their capacity

- To contribute to economic development
- To discover their vocational interests and aptitudes
- To choose a job that suits their abilities, and
- To engage in a rewarding and sustainable livelihood

(v) Competencies in relation to Religion and Ethics

Assimilating and internalizing values, so that individuals may function in a manner consistent with the ethical, moral and religious modes of conduct in everyday living, selecting that which is most appropriate.

(vi) Competencies in Play and the Use of Leisure

Emotions of pleasure, joy, and such human experiences as expressed through aesthetics, literature, play, sports and athletics, leisure pursuits and other creative modes of living.

(vii) Competencies relating to ‘learning to learn’

Empowering individuals to learn independently and to be sensitive and successful in responding to and managing change through a transformative process, in a rapidly changing, complex and interdependent world.

Objectives

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

Grade 8 Syllabus

Competency	Competency Level	Subject Content	Learning Outcomes	No. of periods
1. Identifies the sounds of English Language	1.1 Pronounces English words properly.	<ul style="list-style-type: none"> • Help students to identify the pronunciation of the words with silent letters. <ul style="list-style-type: none"> a) talk, chalk, folk, walk etc. b) know, knew, knee c) honest, honour, hour • Help students to identify the pronunciation of the words ending with 'ew'. <ul style="list-style-type: none"> a) flew, blew, drew, crew, chew etc. • Help students to identify the pronunciation difference between 'a' and 'o'. <ul style="list-style-type: none"> Eg. walk – work, warm – worm, wander – wonder, ward – word etc. 	<p>Students will be able to identify the pronunciation of the words with silent letters.</p> <p>Students will be able to pronounce the words with silent letters correctly.</p> <p>Students will be able to identify the pronunciation of the words ending with the letters 'ew'.</p> <p>Students will be able to pronounce the words ending with the letters 'ew' correctly.</p> <p>Students will be able to identify the pronunciation of the words with the letters 'a' and 'o' in the middle.</p> <p>Students will be able to pronounce the words with the letters 'a' and 'o' in the middle correctly.</p>	03

		<ul style="list-style-type: none"> Help students to identify the sounds produced by different consonant clusters as shown below. <p>a) <u>s</u>tream, <u>sch</u>ool, <u>scr</u>een, <u>sn</u>ow, <u>sp</u>ring, <u>sm</u>all</p> <p>b) <u>g</u>row, <u>gr</u>ind, <u>gr</u>ound, <u>gl</u>ass, <u>gl</u>ad, <u>gl</u>ue, <u>bl</u>ue, <u>tr</u>ue</p> <p>c) <u>p</u>lay, <u>pr</u>ize, <u>pr</u>ice, <u>pr</u>ess, <u>pr</u>etty, <u>pr</u>incipal, <u>pr</u>oud</p> <p>d) <u>b</u>rown, <u>bl</u>ack, <u>bl</u>ank, <u>bl</u>ast, <u>br</u>anch, <u>br</u>ead, <u>br</u>ick, <u>br</u>ead</p> <p>e) <u>c</u>ream, <u>cr</u>owd, <u>cl</u>ass, <u>cl</u>ay, <u>cl</u>oud</p> <ul style="list-style-type: none"> Help students to improve their spellings. <p>Text Types – words, word groups, phrases, sentences, rhymes, tongue twisters, poems, songs etc.</p> <p>Activities – listen and read, listen and tick, listen and underline, listen and circle, listen and show, read aloud, matching, categorizing, games.</p>	<p>Students will be able to identify the sound produced by consonant clusters.</p> <p>Students will be able to pronounce the words beginning with consonant clusters correctly.</p>	
	1.2 Reads aloud different types of texts accurately and meaningfully	<ul style="list-style-type: none"> Help students to read different types of texts (given in the text book) accurately and meaningfully. 	Students will be able to read different types of texts accurately and meaningfully.	05

		Text types -tongue twisters, announcements, dialogues, conversations, poems, songs		
2.Uses Mechanics of Writing with Understanding	2.5 Uses inverted commas appropriately	<ul style="list-style-type: none"> • Help students to identify the places where the inverted comma is used. <p>*Inverted commas can be single or double. 'x' - or "x".</p> <p>Main uses Inverted commas are mainly used to mark the beginning and end of direct speech (i.e. a speaker's words written down exactly as they were spoken)</p> <p>Single inverted commas are generally more common in British English while American English tends to prefer double ones.</p> <p>Eg. 'Good morning, Dineth,' said Supun. or "Good morning, Dineth,"said Supun.</p> <p>For speech within speech: Dineth recalled, 'Supun said, "Good morning, Dineth."'</p> <p>(if you've been using single inverted commas, put any further quoted material within double ones and vice versa.)</p> <p>- Refer : Oxford Dictionary</p>	Students will be able to use inverted comma in a sentence appropriately.	02

		<p>Text types- simple sentences, simple passages, simple dialogues, poems, simple letters, notes etc. on familiar topics.</p> <p>Activities - re-writing, underlining the errors, correcting etc.</p>		
3. Engages in active listening and responds appropriately	3.2 Listens and follows instructions and respond to requests.	<ul style="list-style-type: none"> • Get the students to practise listening to various types of simple instructions and follow them. • Help students to understand the term ‘instructions’ through different types of activities. <p>Text types – simple instructions, games, requests and directions.</p> <p>Activities – Listen and trace, listen and do, listen and act, listen and find listen and make (origami).</p>	<p>Students will be able to follow instructions accurately to respond to various types of requests appropriately.</p> <p>Students will be able to follow instructions accurately to respond to various types of requests appropriately.</p>	03
	3.3 Listens and responds to different types of simple texts	<ul style="list-style-type: none"> • Get the students to practise listening to various types of simple texts and to find specific information • Get the students listen to various types of simple texts and find specific information. <p>Eg. Names of persons, animals, places, dates, days, time, months, years, etc.</p> <p>Text types –</p>	<p>Students will be able to listen to and find specific information such as names of persons, animals, places, dates, days, months, years, etc.</p>	03

		<p>simple dialogues, stories, descriptions of people/ places/ animals, processes (processes of making jam) and events, songs, minutes of English Literary Association</p> <p>Activities - matching, labeling a diagram, multiple choice, fill in the blanks, completing a grid (answers should be given to select) etc.</p>		
	3.4 Listens and transfers information to other forms.	<ul style="list-style-type: none"> • Help the student to listen and transfers the given information to other forms. <p>Text types: stories, descriptions of pictures, notices, notes, letters (informal letters) instructions, songs, poems, processes, announcements etc.</p> <p>Activities: Listen to texts and complete a flow chart/ grid. Fill in blanks, draw graphs/ charts, listen and draw, listen and mark a map etc.</p>	Students will be able to listen and transfers the given information to other forms.	04
4. Building up vocabulary using words appropriately and accurately to convey precise meaning	4.3 Finds synonyms and antonyms for given words	<ul style="list-style-type: none"> • Help the students to identify synonyms and antonyms. • Make the students aware that the meanings of these words depend on the context. <p>Synonyms: enough – sufficient correct - accurate huge – enormous</p>	Students will be able to find synonyms and antonyms for given words.	03

		<p>lazy – lethargic weak – feeble faithful – loyal house - dwelling</p> <p>Antonyms: local – foreign simple – complex modern – ancient major – minor majority – minority ascend – descend victory – defeat most – least rural – urban minimum – maximum import – export construct – demolish etc.</p> <p>Text Types- dialogues, role plays, simple folk stories, poems, passages with synonyms and antonyms etc.</p> <p>Activities – matching, categorizing, multiple choices, finding, fill in the blanks etc.</p>		
	4.4 Uses affixes to change the word class and the meaning of words	<ul style="list-style-type: none"> Help the students to understand the concepts of changing the word class and the meaning of words using affixes – un-, dis-, im-, -ful, -less, -ily, -ness, -fully, -er, -est, -tion, -ment 	Students will be able to use affixes -un, -ful, -less, -dis, -ily, -ness, -fully, er, -est to change the word class and the meaning of words	03

		<p>Adj. – Adj. (opposite)</p> <p>patient – impatient regular – irregular cooked – uncooked legal –illegal polite – impolite fortunate – unfortunate possible – impossible etc.</p> <ul style="list-style-type: none"> • Help students to form comparative and superlative adjectives using – er, est <p>Adjs. – Comparative Adjs., Superlative Adjs. Eg. Clever – cleverer cleverest High - higher highest etc.</p> <p>verb – verb (opposite) treat – ill-treat load – unload do – undo button – unbutton tie – untie etc.</p> <p>Verb – Adj. help – helpful help - helpless rest – restless stop – stoppable play –playful etc.</p> <p>Noun – Adverb day– daily</p>	<p>Students will be able to form comparative and superlative adjectives</p>	
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		<p>hour – hourly week – weekly fortnight - fortnightly month – monthly year - yearly quarter – quarterly etc.</p> <p>Text Types- dialogues, role plays, simple folk tales, fairytales, poems, songs, passages with words that can be added un-, dis-, im-, -ful, -less, , -ily, -ness , -fully, -ment, er, est</p> <p>Activities – matching, categorizing, multiple choices, finding, fill in the blanks, completing a grid etc</p>												
	4.5 Forms the plurals of nouns	<ul style="list-style-type: none"> • Help the students to form the plurals of countable and uncountable nouns. • Help the students to form the plurals of compound and collective nouns adding – s/es <p>Countable Nouns (Count Nouns): A count noun is something we can count. It has a singular and a plural form. Eg.</p> <table> <thead> <tr> <th>Singular</th> <th>Plural</th> </tr> </thead> <tbody> <tr> <td>book</td> <td>books</td> </tr> <tr> <td>flower</td> <td>flowers</td> </tr> <tr> <td>bus</td> <td>buses</td> </tr> <tr> <td>mango</td> <td>mangoes etc</td> </tr> </tbody> </table>	Singular	Plural	book	books	flower	flowers	bus	buses	mango	mangoes etc	<p>Students will be able to form the plurals of compound and collective nouns adding – s/es</p> <p>Students will be able to form the plurals of countable and uncountable nouns.</p>	03
Singular	Plural													
book	books													
flower	flowers													
bus	buses													
mango	mangoes etc													

		<p>Uncountable nouns (non-count nouns): A non-count noun is something we don't count. It has no plural form. We use quantifiers before non-count nouns.</p> <table border="0"> <thead> <tr> <th data-bbox="958 347 1079 379">Singular</th> <th data-bbox="1294 347 1393 379">Plural</th> </tr> </thead> <tbody> <tr> <td data-bbox="958 386 1272 418">water a glass of water</td> <td data-bbox="1294 386 1482 450">two glasses of water</td> </tr> <tr> <td data-bbox="958 497 1272 593">milk a glass of milk a bottle of milk a packet of milk</td> <td data-bbox="1294 497 1482 593">glasses of milk bottles of ... packets of ...</td> </tr> </tbody> </table> <p>bread - slice of bread, loaf of bread, piece of bread, crumb of bread cake – a slice of cake, a piece of cake paper – a sheet of paper, a piece of paper rice- bag of rice, kilo of rice, packet of rice, pot of rice</p> <p>Collective nouns - singular: a pile of cloths a team of players a school of fish a herd of elephants a swarm of bees a heap of stones a bunch of flowers a comb of plantains a fleet of ships</p> <p>Collective nouns – plural: piles of cloths teams of players</p>	Singular	Plural	water a glass of water	two glasses of water	milk a glass of milk a bottle of milk a packet of milk	glasses of milk bottles of ... packets of ...		
Singular	Plural									
water a glass of water	two glasses of water									
milk a glass of milk a bottle of milk a packet of milk	glasses of milk bottles of ... packets of ...									

		<p>schools of fish herds of elephants swarms of bees heaps of stones bunches of flowers combs of plantains fleets of fish boxes of matches packets of tea lines of clothes bars of chocolates strings of beads bedroom - bedrooms teapot – teapots timetable – timetables keyboard – keyboards blackboard – blackboards haircut – haircuts rainfall – rainfalls a tube of toothpaste – tubes of toothpaste son-in-law - sons –in-law sister-in-law - sisters-in-law passer-by - passers-by</p> <p>Text types – words, phrases, sentences, passages, poems, stories etc.</p> <p>Activities – matching, completing, pluralizing the sentences with be verbs.</p>		
	4.7 Uses collective nouns and compound nouns	<ul style="list-style-type: none"> • Help students use the collective nouns and compound nouns. <p>Collective nouns: a pile of cloths a team of players a school of fish</p>	Students will be able to use the collective nouns and compound nouns in sentences appropriately.	04

		<p>a herd of elephants a swarm of bees a heap of stones a bunch of flowers a comb of plantains a fleet of fish a box of matches a packet of tea a line of clothes a bar of chocolates a string of beads</p> <p>Compound nouns: bedroom - bedrooms teapot – teapots timetable – timetables keyboard – keyboards blackboard – blackboards haircut – haircuts rainfall – rainfalls a tube of toothpaste – tubes of toothpaste son-in-law - sons –in-law sister-in-law - sisters-in-law passer-by - passers-by</p>		
5. Extracts necessary information from various types of texts	5.1 Uses visual and contextual clues to derive the meaning of the text	<ul style="list-style-type: none"> • Help the students to study the pictures given in the text book to derive the meaning of that particular text. • Help students to determine the meaning of a new word by looking at a picture and reading the sentence that comes with the word. • Help students to use both context 	Students will be able to study the picture given in the text in the text book to derive the meaning of that particular text.	04

		<p>and picture clues to determine the meaning of new words.</p> <p>Text type – pictures related to each text, stories, passages, advertisements, with pictures which help students to comprehend the meaning of unfamiliar words.</p> <p>Activities – Asking ‘wh’ questions related to the given picture which help to derive the meaning of the text (orally), stories and passages with pictures to re-write them using the words instead of the picture.</p>		
	5.2 Extracts specific information from various types of simple texts	<ul style="list-style-type: none"> • Help students to find specific information from a text. (names, dates, days, places etc. responding to questions with ‘Wh’ question words, what, when, where, who, which. <p>Text types- notices, notes, letters formal/informal, instructions, messages, descriptions of places, people, animals, things, events and process, articles, minutes, advertisements, stories, songs, poems, newspaper articles, news telecast, dictionary pages etc.</p> <p>Text Topics - Text Topics – historical places (Sigiriya), botanical gardens, mountains, rivers, etc.</p> <p>Birds- ostrich, eagle, jungle fowl, sparrow, parrot, etc</p>	Students will be able to find specific information (names, dates, days, places etc) from various types of texts.	04

		<p>Stories - Mahadanamutta's, Nasrudin's, etc. Madduma Bandara, Dr. C.W.W. Kannanagara, Sir Henry Steel Olcott, Madam Mary Museus, etc. Newspapers, transport, hobbies, scientists etc. (texts written using 15 – 20 simple sentences)</p> <p>Activities – comprehensive questions, fill in the blanks, completing sentences and simple passages, MCQ, true/false, matching, grid filling</p>		
	5.3 Transfers information into other forms	<ul style="list-style-type: none"> • Help students to transfer the given information into other forms. <p>Text types – pictures, notices, notes, letters- formal/informal, instructions, messages, descriptions of places, people, things, events and processes, articles, minutes, advertisements, stories, songs, simple graphs etc.</p> <p>Text topics – topics mentioned under CL.5.2</p> <p>Activities – Drawing pictures to a written text, transferring information to a grid, descriptions into pictures, marking maps, (read the picture and write about it, read the description and draw) etc.</p>	<p>Students will be able to read and transfer the needed information into other forms.</p> <p>Students will be able to transfer the given information into a grid, descriptions into pictures, marking maps, (read the picture and write about it, read the description and draw etc.)</p>	03

	<p>5.4 Reads and responds to simple poems</p>	<ul style="list-style-type: none"> • Help students to understand the poetic language, techniques, structure and messages given. <ul style="list-style-type: none"> - visual imagery – colours/size - auditory imagery – sounds that can be heard - metaphors- Eg. He is a lion/ My mother is a goddess - similes-Eg. He is like a lion/ My mother is like a goddess - number of stanzas - number of lines - rhyming words <p>Text types- simple interesting poems on birds, rivers, mountains, great persons, transport etc.</p> <p>Activities- comprehensive questions on above poetic techniques and students’ attitudes, drawing, matching, multiple choice questions, true/false questions, reciting</p>	<p>Students will be able to identify the simple poetic Techniques mentioned.</p> <p>Students will be able to express their ideas, feelings, emotions in simple sentences.</p>	<p>03</p>
	<p>5.5 Reads and responds to simple folk stories /stories</p>	<ul style="list-style-type: none"> • Help students to read simple folk stories, stories and find the characters, their dress, qualities, message expressed. <p>Text types : Folk/ stories (Cultural diversity, gender equity, suitability to the level of the students etc should be considered in selecting texts) Eg. Mahadanamutha’s, Nasrudin’s</p> <p>Activities – simple comprehensive questions on characters, their dress,</p>	<p>Students will be able to identify the characters, their dress, qualities, message expressed</p> <p>Students will be able to express their ideas, feelings and emotions in simple sentences.</p>	<p>03</p>

		qualities, message expresses and students' attitudes, drawing, matching, multiple choice questions, true/false questions, acting		
	5.6 Extracts the general idea of a text	<ul style="list-style-type: none"> • Help students to find the general idea of a text. <p>Text types- notices, notes, letters-formal/ informal, instructions, messages, descriptions of places, people, things, events and process, articles, minutes, advertisements.</p> <p>Text topics – topics mentioned under CL.5.2</p> <p>Activities – matching headings, matching sub headings</p>	Students will be able to extract the general idea of a text.	02
6. Uses English grammar for the purpose of accurate and effective communication	6.1 Constructs simple sentences – using 'Past Perfect' form	<ul style="list-style-type: none"> • Help students to construct simple sentences using : 'Past Perfect' form • Help students to identify regular and irregular forms of verb (Present, Past and Past Participle) 	Students will be able to write sentences using 'Past Perfect' form	06

	<p style="text-align: center;">Passive voice – Present Tense</p>	<p>Past Perfect Tense Eg: Positive Form – I had read a book. Negative Form I had not read a book. Positive Question – Had I read a book? Negative Question – Hadn't I read a book?</p> <p>Positive Form – I had done my homework. Negative Form - I had not done my home work. Positive Question – Had I done my home work? Negative Question – Had I not done my home work? / Hadn't I done my home work? I had eaten dragon fruit. I had been to Jaffna. I had been to Colombo.</p> <p>Regular and irregular forms of verbs:</p> <table border="0"> <thead> <tr> <th style="text-align: left;">Present</th> <th style="text-align: left;">Past</th> <th style="text-align: left;">Past Participle</th> </tr> </thead> <tbody> <tr> <td>cut</td> <td>cut</td> <td>cut</td> </tr> <tr> <td>put</td> <td>put</td> <td>put</td> </tr> <tr> <td>play</td> <td>played</td> <td>played</td> </tr> <tr> <td>look</td> <td>looked</td> <td>looked</td> </tr> </tbody> </table>	Present	Past	Past Participle	cut	cut	cut	put	put	put	play	played	played	look	looked	looked		
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	<p>Passive Voice – Present Tense</p>	<table border="0"> <tr> <td>make</td> <td>made</td> <td>made</td> <td></td> </tr> <tr> <td>sell</td> <td>sold</td> <td>sold</td> <td></td> </tr> <tr> <td>send</td> <td>sent</td> <td>sent</td> <td></td> </tr> <tr> <td>bend</td> <td>bent</td> <td>bent</td> <td></td> </tr> <tr> <td>run</td> <td>ran</td> <td>run</td> <td></td> </tr> <tr> <td>come</td> <td>came</td> <td>come</td> <td></td> </tr> <tr> <td>drink</td> <td>drank</td> <td>drunk</td> <td></td> </tr> <tr> <td>sing</td> <td>sang</td> <td>sung</td> <td></td> </tr> <tr> <td>eat</td> <td>ate</td> <td>eaten</td> <td></td> </tr> <tr> <td>take</td> <td>took</td> <td>taken</td> <td></td> </tr> <tr> <td>give</td> <td>gave</td> <td>given</td> <td></td> </tr> <tr> <td>grow</td> <td>grew</td> <td>grown</td> <td></td> </tr> <tr> <td>fly</td> <td>flew</td> <td>flown</td> <td></td> </tr> <tr> <td>draw</td> <td>drew</td> <td>drawn</td> <td></td> </tr> <tr> <td>do</td> <td>did</td> <td>done</td> <td>etc.</td> </tr> </table> <ul style="list-style-type: none"> • Help students to identify the difference between active voice and passive voice sentences. • Help students to construct – Present tense – Passive voice sentences. <p>Eg. I eat a mango A mango is eaten by me.</p>	make	made	made		sell	sold	sold		send	sent	sent		bend	bent	bent		run	ran	run		come	came	come		drink	drank	drunk		sing	sang	sung		eat	ate	eaten		take	took	taken		give	gave	given		grow	grew	grown		fly	flew	flown		draw	drew	drawn		do	did	done	etc.	<p>Students will be able to identify the difference between active voice Passive voice sentences.</p> <p>Students will be able to construct sentences using Passive voice - Present tense</p>	
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		<p>I eat mangoes. Mangoes are eaten by me.</p> <p>Passive Voice – Past Tense Eg. I ate a mango. A mango was eaten by me.</p> <p>I ate mangoes. Mangoes were eaten by me.</p> <p>Passive Voice – Future Tense Eg. I will eat a mango. A mango will be eaten by me.</p> <p>I will eat mangoes. Mangoes will be eaten by me.</p> <p>Text types –simple sentences, simple passages, poems, stories, role plays, processes, recipes</p> <p>Activities –Fill in the blanks, making sentences using given table, multiple choice questions, matching</p>	<p>Students will be able to construct sentences using Passive voice - Past Tense</p> <p>Students will be able to construct sentences using Passive voice - Future Tense</p>	
	6.2Uses pronouns appropriately	<ul style="list-style-type: none"> Help students to use reflexive pronouns – myself, our selves, yourselves, himself, herself, itself, themselves 	Students will be able to use reflexive pronouns – myself, our selves, yourselves, himself, herself, itself, themselves	03

		<ul style="list-style-type: none"> Help students to use indefinite pronouns; all, any, most, none, some, <p>Text types – simple sentences, simple passages, poems, stories, role plays</p> <p>Activities –Fill in the blanks, making sentences using given table, multiple choice questions,</p>		
	6. 3 Uses modals meaningfully	<ul style="list-style-type: none"> Help students to use the modals: must, have to <p>Text types – simple sentences, simple passages, poems, stories, role plays</p> <p>Activities – Fill in the blanks, making sentences using given table, multiple choice questions, matching</p>	Students will be able to use the modals ‘must and have to’ appropriately	02
	6.5 Uses contracted form	<p>is not – isn’t, was not – wasn’t, will not – won’t has not – hasn’t, have not – haven’t , had not – hadn’t, I’ll, we’ll, she’ll, I’ve, they’re, she’s, he’s, he’d, I’d,..... Etc</p> <p>Text types –simple sentences, simple passages, poems, stories, role plays, dialogues</p>	Students will be able to use contracted form in speaking and writing.	02

		Activities – identify the contracted forms, re- writing, matching, filling grids, oral activities		
	6.6 Uses adjectives appropriately	<ul style="list-style-type: none"> Help students to use comparative adjectives in simple sentences. <p>Comparative Adjs. And Superlative Adj. beautiful – more beautiful – most beautiful expensive – more expensive – most expensive dangerous – more dangerous – most dangerous etc.</p> <p>good – better – best bad – worse – worst etc.</p> <p>little – less – least much – more – most many – more – most etc.</p> <ul style="list-style-type: none"> Help students to use adjectives formed by adding affixes (the adjectives that are formed under com. Level 4.4) Eg. untidy disabled irregular 	<p>Students will be able to use comparative adjectives appropriately to compare nouns</p> <p>Students will be able to use superlative adjectives appropriately to compare nouns</p>	03

		<p>tall – taller tallest big – bigger biggest beautiful – more beautiful – most beautiful dangerous – more dangerous - most dangerous Eg: Piduruthalagala is higher than Samanala kanda. etc.</p> <ul style="list-style-type: none"> • Help students to use superlative adjectives in simple sentences. Eg. Piduruthalagala is the highest mountain in Sri Lanka. <p>Text types –pictures, simple sentences, simple passages, poems, stories, role plays, dialogues</p> <p>Activities –Fill in the blanks, making sentences using given table, multiple choice questions, matching, looking at the picture and writing sentences</p>		
	6.7 Uses prepositions appropriately	<ul style="list-style-type: none"> • Help students to use the prepositions appropriately through, across, about, with , without, by, along, on (radio) <p>Text types –simple sentences, simple passages, poems, stories, role plays, dialogues</p>	Students will be able to use prepositions to describe the position.	02

		<p>Activities –Fill in the blanks, making sentences using given table, multiple choice questions, matching, looking at the picture and writing sentences</p>		
	6.8 Uses conjunctions appropriately	<ul style="list-style-type: none"> • Help students to use the conjunction given below to join simple sentences using - as, since, so <p>Text types –simple sentences, simple passages, poems, stories, role plays, dialogues</p> <p>Activities – Fill in the blanks, making sentences using given table, multiple choice questions, matching, looking at the picture and writing sentences, joining sentences using given words, multiple choice question matching</p>	<p>Students will be able to use the conjunction ‘ as, since, so to join sentences.</p>	03
	6.9 Uses adverbs appropriately	<ul style="list-style-type: none"> • Help students to use adverbs to describe verbs. Adverbs that formed under C.L.4.4 Proudly, Differently etc. • Help students to use frequency adverbs Once, twice, always, usually, never, rarely, often, sometimes 	<p>Students will be able to use adverbs : once, twice, always, usually, never, rarely, often, sometimes and the adverbs that formed under C.L.4.4 appropriately to describe verbs.</p>	03

		<p>Text types –simple sentences, simple passages, poems, stories, role plays, dialogues</p> <p>Activities –Fill in the blanks, making sentences using given table, multiple choice questions, matching, looking at the picture and writing sentences</p>		
<p>7.Uses English creatively and innovatively in written communication</p>	<p>7.1 Writes descriptions of things, places and people</p>	<ul style="list-style-type: none"> • Help students to write descriptions of; People, Places thing and animals <p>Text types- notices, notes, letters formal/ informal, instructions, messages, descriptions of places, people, animals, things, events and process, articles, minutes, advertisements, stories, songs, poems.</p> <p>Text Topics - historical places (Sigiriya), botanical gardens, mountains, rivers, etc. Birds- ostrich, eagle, jungle fowl, sparrow, parrot, etc Stories - Mahadanamutta’s, Nasrudin’s, etc. Madduma Bandara, Dr. C.W.W. Kannan ngara, Sir Henry Steel Olcott, Madam Mary Museus, etc.</p> <p>Model essays(simple paragraphs)</p>	<p>Students will be able to write descriptions of people, places things and animals</p>	<p>05</p>

		<p>Activities Completing, rearranging, parallel writing, guided writing, free writing,</p>		
	7.2 Describes pictures	<ul style="list-style-type: none"> • Help students to describe photographs and pictures of busy streets, botanical gardens, pictures ; at the post office, school, bank, birds, clothes <p>Text types- Pictures, photographs and model descriptions *vocabulary with pictures of birds, clothes, food items arranged on a table (Sinhalese, Muslims and Tamils)</p> <p>should be included in the text book.</p> <p>Birds-ostrich, eagle, sparrow, parrot, magpie, owl, crow, babble, peacock, bulbul, woodpecker, cokoo bird, kingfisher, snipe, heron, stalk, golden oriole, mynah, weaver bird, pelican, duck, swallow, goose, grackle, swan, jungle fowl</p> <p>Clothes – traditional dress of Sri Lankans (Sinhalese, Muslims and Tamils)</p>	Students will be able to describe photographs and pictures of busy streets, botanical gardens, pictures; at the post office school bank and birds, cloth	05

		<p>Traditional Food items arranged on a table (Sinhalese, Muslims and Tamils)</p> <p>Activities – fill in the blanks, completing, parallel writing, guided writing, and free writing.</p>		
	7.3 Writes for personal purposes	<ul style="list-style-type: none"> • Help students to write letters of excuse, a letter to a pen friend, note to a friend, a letter to a friend describing a holiday experience. <p>Text types- simple model letters and notes</p> <p>Activities - rearranging, completing, sort out and write, parallel writing, guided writing , free writing</p>	Students will be able to write letters of excuse, a letter to a pen friend, and note to a friend, a letter to a friend describing a holiday experience etc. According to their age and level.	05
	7.4 Writes instructions	<ul style="list-style-type: none"> • Help students to write instructions. (to make a ragged doll, to post a letter, making compost fertilizer, origami, suitable activities selected from the subject Practical Technological Skills etc.) 	Students will be able to write instructions to suite the purpose.	02
	7.5 Writes simple compositions on different types of topics	<ul style="list-style-type: none"> • Help students to write simple compositions on Health Tips, 	Students will be able to write simple compositions on different	05

		<p>Our Environment, Public properties, Newspapers, Transport, Independence Day etc. (using 100 words)</p> <p>Text types- model essays, dialogues,</p> <p>Activities - Rearranging, completing, parallel writing, sort out and write, guided writing , free writing</p>	types of topics using language appropriate to their age and level.	
	7.6 Writes poems and stories	<ul style="list-style-type: none"> • Help students to write simple poems on things, people, places and birds etc. mentioned under C.L. 5.2 and 7.1. <p>Text types – model poems</p> <p>Activities – completing, sort out and write, parallel writing, guided writing, free writing</p>	Students will be able to write simple poems and stories familiar topics	05
8. Communicates clearly, fluently and concisely	8.3 Describes objects, animals, people using simple sentence patterns	<ul style="list-style-type: none"> • Help students to speak about the topics given under C.L. 7.1. <p>Text types Model essays (simple paragraphs)</p>	Students will be able to speak about people, places things birds using language appropriate to their age and level.	05
	8.4 Speaks on familiar topics	<ul style="list-style-type: none"> • Help students to speak about topics given under C.L. 7.5. 	Students will be able to speak on familiar topics using language appropriate to their level and age.	05

	8.6 Uses modals must, should and have to	<ul style="list-style-type: none"> Help students to use must, have to and should appropriately in different situations. <p>Eg. I must come to school tomorrow. We should keep the classroom clean. I have to do my homework etc.</p>	Students will be able to use must, have to and should appropriately in different situations.	05
	8.8 Describes the position	<ul style="list-style-type: none"> Help students to use the prepositions: in, on, under, near, above, below, over, behind, in front of, next to etc. appropriately in different situations. 	Students will be able to describe the position of something accurately using the correct preposition.	05
	8.9 Describes pictures	<ul style="list-style-type: none"> Help students to describe photographs and pictures of busy streets, botanical gardens, birds, clothes, pictures ;at the post office, school, bank, etc. 	Students will be able to orally describe photographs and pictures of busy streets, botanical gardens, birds, clothes, pictures; at the post office, school, bank, etc.	05
	8.13 Uses language in a variety of contexts	<ul style="list-style-type: none"> Help students to use language in following contexts – at the school, (classroom, library, canteen, lab, playground – language expressions that the students need to use) at a post office ,at bank, at an exhibition etc. <p>Text types – simple dialogues with simple language, simple descriptions (oral) Activity : acting out, role playing</p>	Students will be able to use language in familiar contexts	05

Competency 1

Identifies the sounds of English Language

Competency level : 1.1 Pronounces English words properly.

No. of periods : 3

Learning outcome :

- Students will be able to identify and pronounce words with silent letters.

Eg.

- a) talk, chalk, folk, walk (/l/ is silent)
- b) know, knew, knee (/k/ is silent)
- c) honest, honour, hour (/h/ is silent)

- Students will be able to identify and pronounce words ending with the letters 'ew'. (/u:/)

Eg. flew, blew, drew, crew, chew etc

- Students will be able to identify different pronunciations of the letters 'a' and 'o' as in the following words:

Eg walk - /'wɔ:k/ – work - /'wɜ:k/ warm - /'wɔ:m/ – worm - /'wɜ:m/,
Wander - /'wɔ:ndə(r)/ – wonder - /'wʌndə/
ward - /'wɔ:d/ – word - /'wɜ:d/ etc.

- Students will be able to identify and pronounce sounds produced by consonant clusters in the initial position.

Eg. a) stream, school, screen, snow, spring, small

- b) grow, grind, ground, glass, glad,
- c) play, price, press, pretty, principal, proud
- d) brown, black, blank, blast, branch, break, brick, bread
- e) cream, crowd, class, clay, cloud

- Competency level** : 1.2 Reads aloud different types of texts accurately and meaningfully.
- No. of periods** : 5
- Learning outcome** : Students will be able to read different types of texts accurately and meaningfully

Instructions for Lesson planning

The first competency identified for the secondary English Language curriculum is aimed at helping the students to be familiar with one of the most important aspects of the language: pronunciation. A grade eight student is expected, after five years of learning English, to bring a certain amount of familiarity with the sounds of English to the new grade; especially as a result of what they have learnt in grade seven under the new curriculum rationalization. The two competency levels prescribed for grade eight focus on nine major learning outcomes related to pronunciation. These learning outcomes specifically highlight the ability to identify words with silent letters and pronounce them correctly, the ability to identify words ending with ‘ew’ and pronounce them correctly, the ability to identify the pronunciation of words with the letters ‘a’ and ‘o’ in the middle and pronounce them correctly, and the ability to identify the sounds produced by consonant clusters and pronounce words beginning with consonant clusters correctly.

Reading aloud given in competency 1.2 can be considered an effective way of providing students with opportunities to enhance their pronunciation. Reading aloud is believed to be a very effective way of assessing many students’ abilities, such as pronunciation, word recognition and basic comprehension. Continuous practice in these areas during the first few years of the secondary level will help students develop a sustainable enthusiasm and achieve success in the practice of reading.

Tips for the teacher

Teachers are expected to pay attention to the following in helping students to achieve the competency.

- Use texts and activities in the pupils' text in relation to the mastery of the competency levels given here; these texts provide you with ample resources to plan activities. Any appropriate text could be used to develop this competency.
- Help students improve their pronunciation according to the standard Sri Lankan variety of English.
- Use word lists with silent letters in the classroom to facilitate extensive practice.
- Get the students to collect words with consonant clusters in the initial position and display them in the classroom.
- Use a variety of activities in the classroom to consolidate and add interest to your teaching.

Eg. recitation, storytelling, drama, tongue twisters, dialogues, reading instructions, questioning, making announcements.

Instructions for assessment and evaluation:

Assessment and evaluation processes should consider the following.

- a) Improving students' confidence to use English orally.
- b) Training students to face oral examinations that might be introduced at the national level examinations in the future and other recognized language tests at the global level, if they intend to do.
- c) To identify student progress during the process of learning (formative) and to determine whether they have achieved the expected learning outcomes at the end of a defined period (summative), that is at the end of a term or the year.
- d) Making assessment an integral part of learning and teaching instead of considering it an outside process forced on teachers and students.

As positive outcomes of their assessment and evaluation process, teachers are requested to maintain student progress records, conduct remedial sessions to help students who find difficulties in achieving these competency levels. Progress profiles can be handed over to the next teacher in order to plan the language input, which is to be provided to the new class.

A well-planned assessment and evaluation process will help teachers witness better results and better student performance.

Suggestions for further reading

Dalton, C. and Barbara, S. (1994). *Pronunciation*. OUP

Taylor, T.C. (1993). *Pronunciation in action*. Prentice Hall

Competency 2

Uses mechanics of writing with understanding

Competency level : 2.5 Uses inverted commas appropriately

No. of periods : 2

Learning outcome :

- Students will be able to use inverted commas in a sentence appropriately

Instructions for Lesson planning

The ‘mechanics of writing’ is a significant area to pay attention to, in the learning and teaching of English. The ‘inverted comma’ is the punctuation mark introduced in grade eight.

Using inverted commas

Inverted commas can be single - ‘...’ - or double - “...”. They are also known as quotation marks, speech marks, or quotes.

Main uses

Inverted commas are mainly used in the following cases:

- to mark the beginning and end of direct speech (i.e. a speaker’s words written down exactly as they were spoken):
‘What time will he arrive?’ she asked
- to mark off a word or phrase that is being discussed, or that is being directly quoted from somewhere else:
He called this phenomenon ‘the memory of water’.
What does ‘integrated circuit’ mean?
- to draw attention to an unusual, ironic, or arguably inaccurate word or phrase. (also known as **scare quotes**)

Eg. Thank you for that unhelpful ‘advice’.

His ‘car’ was hardly road-worthy at all.

Single or double quotes?

- There is no rule about which to use but you should stay consistent throughout a piece of writing. Single inverted commas are generally more common in British English while American English tend to prefer double ones.
- If you have been using single inverted commas in a document, put any further quoted material within double ones and vice versa.

Suggestions for further reading:

<http://www.oxforddictionaries.com>

Tips for the teacher

- Provide your students with opportunities to identify the correct use of the inverted commas in the written sentences they encounter in day to day life. For example students may be asked to write a letter or a note to a friend using appropriate punctuation.
- Do not overload your students with new punctuation at any time. Revise what has been taught in previous years and teach new content slowly and explicitly. They will gradually be familiar with new items.
- Use a variety of teaching learning techniques to help them master the competency level.
- Use visual aids as much as possible so that the students will conceptualize better the items prescribed. Show students the correct use in authentic exemplars.
- Activity based approaches will help you here.
- Encourage students to maintain a check list for mechanics of writing whenever they are engaged in writing activities. After practice and correction the ‘mechanics of writing’ will become automatic.
- Help the students to incorporate mechanics of writing in their writing activities.

Instructions for assessment and evaluation:

- To strengthen a student’s ability to use punctuation marks, it is appropriate to employ a more informal continuing assessment process throughout the year. This kind of a formative evaluation system will help teachers identify mistakes and correct them.
- Assess and evaluate the mechanics of writing based on appropriate criteria.

Competency 3

Engages in active listening and responds appropriately

Competency level : 3.2 Listens and follows instructions and responds to requests.

No. of periods : 3

Learning outcome :

- Students will be able to follow instructions accurately to respond to various types of requests appropriately.

Competency level : 3.3 Listens and responds to different types of simple texts

No. of periods : 3

Learning outcome :

- Students will be able to listen and find specific information such as names of persons, animals, places, dates, days, months, years, etc.

Competency level : 3.4 Listens and transfers information to other forms.

No. of periods : 4

Learning outcome :

- Students will be able to listen and transfer the given information to other forms.

Instructions for Lesson planning

Listening makes a learner aware of the sounds of words and how words are put together to communicate using the target language. Therefore, it is very important to provide students with more opportunities to *listen* to English language.

The process of listening starts with “hearing the sound” (Ur,1984). It is very important to understand the close relationship between the competency number 1 and competency number 3 in the syllabus. Particularly, the first learning outcome given under competency level 1.1(linked to pronunciation) can be related to the identification of sounds through listening.

Competency levels identified for grade eight under competency number 3 are based on authentic text types, as in other grades.

Students are expected to listen to stories, descriptions of pictures, notices, notes, instructions, songs, poems, processes, announcements etc. and respond to them appropriately. The main focus

of listening in grade eight is to develop their ability to find out specific information in a given listening text and to respond to the text by way of simple activities like matching, labeling a diagram, multiple choice, filling the blanks/ filling a grid etc. (answers should be given to select) etc.

Tips for the Teacher

- Selection of texts.
 - The text types used in grade 7 and grade 8 are the same. But the difficulty level and the length of the texts should be appropriate for grade 8 students.
 - Pay attention to factors like age and cognitive level of the students when selecting listening materials.
 - Try to select subject matters related to their immediate and familiar environment.
 - Vocabulary level and complexity should also be suitable to the level of the students.
- Avoid confusing and unclear pronunciation standards in listening texts. Use standard Sri Lankan pronunciation.
- Make listening tasks a regular practice in your language classroom.
- A well - planned pre- listening activity will motivate the students to do the while – listening tasks.
- Be attentive to listening difficulties such as hearing impairments.
- Take time to discuss issues of the students regarding listening and to take remedial measures regularly.

Instructions for assessment and evaluation:

It is advisable to include a listening test at the term end examination, so that it becomes a part of the school evaluation culture.

Use listening activities in School Based Assessments.

Suggestions for further reading:

Lee, W.R. (1979). *Language teaching games and contests*. OUP.

Ur, Penny (1984). *Teaching Listening comprehension*. CUP.

Competency 4

Building up vocabulary using words appropriately and accurately to convey precise meaning

Competency level : 4.3 Finds synonyms and antonyms for given words

No. of periods : 3

Learning outcome :

- Students will be able to find synonyms and antonyms for given words.

Competency level : 4.4 Uses affixes to change the word class and the meaning of words

No. of periods : 3

Learning outcomes :

- Students will be able to use given prefixes to change the meaning.
- Students will be able to use given suffixes to change the word class.

Competency level : 4.5 Forms the plurals of nouns

No. of periods : 3

Learning outcomes :

- Students will be able to form the plurals of countable and uncountable nouns
- Students will be able to form the plurals of compound and collective nouns adding-s/es

Competency level : 4.8 Uses collective nouns and compound nouns

No. of periods : 4

Learning outcome :

- Students will be able to use collective nouns and compound nouns in sentences appropriately.

Instructions for Lesson planning

The vocabulary section of the grade eight syllabus is designed based on two basic considerations.

a. Providing opportunities for students to practice and consolidate the previously introduced vocabulary items.

b. Supporting the students to improve their Cognitive Academic Language Proficiency (CALP) in relation to vocabulary so as to enhance bilingual education.

Major areas focused in grade eight under competency 4 are;

- a. Finding synonyms and antonyms.
- b. Using affixes to change the meaning and word class of words.
- c. Forming the plurals of countable, uncountable, collective and compound nouns.
- d. Using collective and compound nouns

Tips for the teachers

- Make students aware of the importance of improving their vocabulary.
- Provide exposure to the students to expand their vocabulary (both productive and receptive)

Words introduced at the early grades should be reviewed and recycled through a variety of activities, (vocabulary games, dictionary games, competitions etc) together with the new vocabulary.

- Use a variety of teaching techniques. (preparation of picture dictionaries, posters, projects etc)
- Use *visuals* to introduce new vocabulary.
- If possible present vocabulary in *groups* so that students can link them to a context (this helps with memory).
- Use cloze exercises to practise the new words.
- Look for ‘patterns’ in the words with students to help them with pronunciation and spelling. (posters, of ‘blend’ words (blew, flew), frequency adverbs, words you may read in a fairy tale).
- Use games to support memory and comprehension i.e. bingo / memory matching cards.
- Encourage your students to write *lists* of new words – they can then be used for reviewing and for reference.
- Use audio materials such as poems and songs to teach new words – This will facilitate the auditory learners.
- Use flashcards which are useful for spelling patterns and pronunciation.

- Use pairings of words if possible (black and white, mother and father) for easy memorization.
- Equip students with lists of new words. Give them time to retain and learn.
- Use the combined knowledge of the class to create a ‘class description’ of a new word

For example –

<i>New word</i>	<i>Description</i>	<i>Class description</i>
<i>Wildlife</i>	<i>animals that have not been tamed and are living in a natural environment.</i>	<i>elephants and leopards in Sri Lanka are wildlife</i>

Assessment and Evaluation

When assessing the vocabulary development of grade eight students, it is very important to consider what they have brought from their previous learning experience. Teacher should provide opportunities for students to revise and retain the vocabulary they have already acquired. The student vocabulary development at secondary level should be evaluated methodically.

In evaluating the vocabulary of grade eight students, it is better, if teachers can maintain a basic word list in two sections; words they should have already acquired as a result of exposure to English language in previous grades and the minimum number of words they are expected to learn in grade eight. Inter and intra class vocabulary contests and mini projects can be used as School Based Assessment.

Suggestions for further reading:

http://www.everythingsl.net/in-services/bics_calp.php

<http://esl.fis.edu/teachers/support/cummin.htm>

Competency 5

Extracts necessary information from various types of texts

Competency level : 5.1 Uses visual and contextual clues to derive the meaning of the text

No. of periods : 4

Learning outcome :

- Students will be able to study the pictures and the contextual clues given in the text to derive the meaning of that particular text.

Competency level : 5.2 Extracts specific information from various types of simple texts

No. of periods : 4

Learning outcome :

- Students will be able to find specific information (names, dates, days, places etc) from various types of texts.

Competency level : 5.3 Transfers information into other forms

No. of periods : 3

Learning outcome :

- Students will be able to read and transfer the needed information into other forms such as grids, pictures, maps etc.

Competency level : 5.4 Reads and responds to simple poems

No. of periods : 3

Learning outcomes :

- Students will be able to identify the simple poetic techniques mentioned.
- Students will be able to express their ideas, feelings, emotions in simple sentences.

Competency level : 5.5 Reads and responds to simple folk stories /stories

No. of periods : 3

Learning outcomes :

- Students will be able to identify the characters, their appearance , qualities and the message expressed
- Students will be able to express their ideas, feelings and emotions in simple sentences.

Competency level : 5.6 Extracts the general idea of a text

No. of periods : 2

Learning outcome :

- Students will be able to extract the general idea of a text.

Instructions for Lesson Planning

Reading is one of the most vital language skills that support the development of higher cognitive abilities of children. Reading is one of the crucial areas when it comes to higher education and students should be given training in reading English so that they will be able to face future challenges of the knowledge based society with confidence.

The learning teaching process that comes under competency 5 is carefully structured in order to take the students through a smooth process from simple reading of visual and contextual clues to finding out specific information and transferring of information. Further, the students are exposed to simple poems and folk stories to which the students are expected to respond.

Tips for the teachers

- Reading activities prepared should cater to the existing levels of students' comprehension.
- Teachers have the discretion to reduce the text to a manageable one according to the ability levels of the students.
- Encourage students in group and pair activities as well as individual assignments to achieve learning outcomes mentioned in the syllabus.

- Design as many activities as possible to improve the reading ability of the students.
- Individual differences among students should be handled with care in order to keep the motivation level up during lessons.
- Make full use of the reading input given in the pupils' text book in order to achieve the objectives of the grade eight syllabus.
- Maintain methodical records on your students' reading progress so that your lesson planning will be in line with students' progress.
- Three questions given by Daly (2003) can be helpful for you to understand the concept of planning a reading lesson.

What can my pupils already do as readers?

What can help to develop my pupils as readers?

What do pupils need to know about this text?

- Use **pre -reading techniques**. For example –
 - Show students pictures, the front cover, the text title - ask them to predict what the topic / theme may be
 - Share background knowledge of the topic e.g. through a mind map
 - What type of words would they expect to read in the text? (Predicting)
 - Get the students to spend time looking at the layout of the text – look at the headings, photos and pictures ,captions.
 - Get the students to identify the purpose of the text – who wrote it and why?
- Use **reading support** techniques. For example –
 - Guide the students to identify information such as who, where, when, why
 - Create the text visually if possible - draw a flow chart of a story plot, write important key words on the board.
 - Spend time reading aloud to your class – it improves comprehension.
 - Encourage students to look at key words in the text to derive meanings of unfamiliar or new words.

Assessment and evaluation

Assessing reading ability of second language learners is a dynamic process. Since reading happens silently within individuals it is vital to think of strong and realistic measures of assessing reading. At early stages of learning it is better if students can be individually assessed for reading out loud occasionally. Such practices may help teachers diagnose reading difficulties of students during formative years and teachers are advised to plan their teaching accordingly. Keeping records of the students' progress of reading identified as a result of formative evaluation may help teachers plan remedial measures as well as summative evaluation.

Suggestions for further reading:

Daly, C. (2003). Reading in Davison, J., Dawson, J. (2003). Learning to teach in the secondary school. Routledge Falmer: London.

Competency 6

Uses English grammar for the purpose of accurate and effective communication

Competency level : 6.1 Constructs simple sentences.

No. of periods : 6

Learning outcomes :

- Students will be able to write sentences using the **Past Perfect** form.
- Students will be able to identify the difference between **active voice and passive voice sentences**
- Students will be able to construct sentences using **Passive voice - Present tense**
- Students will be able to construct sentences using **Passive voice - Past Tense**
- Students will be able to construct sentences using **Passive voice - Future Tense**

Competency level : 6.2 Uses pronouns appropriately

No. of periods : 3

Learning outcome :

- Students will be able to use reflexive pronouns – myself, ourselves, yourselves, himself, herself, yourself, itself, themselves

Competency level : 6.3 Uses modals meaningfully

No. of periods : 2

Learning outcomes :

- Pronunciation and intonation.
- Students will be able to use the modals ‘must’ and ‘have to’ appropriately

Competency level : 6.5 Uses contracted forms

No. of periods : 2

Learning outcome :

- Students will be able to use contracted forms in speaking and writing.

Competency level : 6.6 Uses adjectives appropriately

No. of periods : 3

Learning outcomes :

- Students will be able to use the comparative form of adjectives appropriately to compare nouns
- Students will be able to use the superlative form of adjectives appropriately to compare nouns

Competency level : 6.7 Uses prepositions appropriately

No. of periods : 2

Learning outcome :

- Students will be able to use prepositions to describe the position.

Competency level : 6.8 Uses conjunctions appropriately

No. of periods : 3

Learning outcome :

- Students will be able to use the conjunctions: *as*, *since* and *so* to join sentences.

Competency level : 6.9 Uses adverbs appropriately

No. of periods : 3

Learning outcomes :

- Students will be able to use adverbs of manner appropriately.
- Students will be able to use adverbs of frequency appropriately.

Instructions for Lesson Planning

The teaching of explicit grammar in the second language classroom is a debatable topic. Current research advocates the teaching of grammar through authentic texts.

The terms used in the competency statement ‘accurate and effective communication’ signals the objectives of including the teaching of explicit grammar in the secondary curriculum. However, this does not mean teachers should focus entirely on teaching grammar forgetting the other

aspects of language teaching. It is strongly suggested that students should be provided with opportunities to use the language through communicative activities.

Tips for the teacher

- Use the grammatical elements highlighted in the syllabus in familiar contexts as much as possible rather than presenting isolated sentences as examples. Then students will be able to use language in authentic situations.
- You can use a range of communicative activities like role play, simulations, drama etc. to contextualize the language items highlighted here.

Assessment and evaluation

It is recommended that a strong School Based Assessment system which does not make students feel pressured by evaluation is developed at school level in order to assess the student's ability to use English accurately. Make sure that fluency in the language does not suffer at the cost of accuracy.

If a strong SBA system is developed to capture the actual *progress* of students in acquiring grammar, then the need for more strenuous summative assessment is reduced. Students' increased ability to use grammar effectively should be demonstrated in all classroom tasks across the school year.

Suggestions for further reading

Harmer, J. (1987). Teaching and learning grammar. Longman

Ur, Penny. (1988). Grammar practice activities. CUP

Competency 7

Uses English creatively and innovatively in written communication

Competency level : 7.1 Writes descriptions of things, places and people

No. of periods : 5

Learning outcome :

- Students will be able to write descriptions of things, places and people.

Competency level : 7.2 Describes pictures

No. of periods : 5

Learning outcome :

- Students will be able to describe photographs and pictures using relevant structures and vocabulary.

Competency level : 7.3 Writes for personal purposes

No. of periods : 5

Learning outcome :

- Students will be able to write letters, notes, emails etc to convey personal information.

Competency level : 7.4 Writes instructions

No. of periods : 2

Learning outcome :

- Students will be able to write instructions to the given situation.

Competency level : 7.5 Writes simple compositions on different types of topics

No. of periods : 5

Learning outcome :

- Students will be able to write simple compositions using appropriate structures and vocabulary.

Competency level : 7.6 Writes poems and stories

No. of periods : 5

Learning outcome :

- Students will be able to write simple poems and stories on familiar topics

Instructions for Lesson Planning

Written communication, particularly being able to write creatively and innovatively using a second language, is a competency that a learner masters over time through constant practice and supervision. In fact, it is of paramount importance to help students improve their writing skills beginning from the very early stage.

Most of the competency levels related to writing are focused on expressing the students' thoughts about their immediate concrete environment. This corresponds to the A₁ Level of the Common European Framework of Reference (CEFR) of Language Learning, Teaching and Assessment. Though this is the basic (essential) level identified for the grade eight, there is enough scope in the syllabus to cater to the learning needs of the students.

Tips for the teacher

- Have a thorough understanding of the entry level of your students in relation to their writing skill.
- This varies depending on factors such as exposure to language, limited opportunities students have in their immediate environment etc.
- Select activities to cater to the needs of the students, their ability levels and interests.
- As writing is a higher order skill that needs time, constant practice and effective teaching, a simple survey is needed at the entry level as mentioned above.
- Make writing activities more appealing and interesting.
- Constantly reward the progress of your students.
- Never burden your students with excessive writing activities that might hinder their enthusiasm to learn English.
- Start with guided and structured activities and later move on to free writing.
- Start with simple activities to build confidence.
- Begin new writing tasks with a *brainstorm* to determine what the students already know.
- Use mind maps to put the brainstormed ideas to organize the writing.
- Handle the *key vocabulary* and the structures that are needed.
- Use examples (exemplars) to show the different types of writing.

- Use the topics given in the syllabus to write descriptions.
- Focus should be given to adjectives that are needed to write descriptions.
- Use clear photographs and pictures in picture descriptions.
- Pay attention to the language structures needed and give constant practice in the classroom.
- Make use of the situations given in the syllabus to convey personal information.
- Guide the students to use imperatives when writing instructions.
- Use the same topics introduced in competency levels 5.2 and 7.1 to write poems and stories.

Assessment and evaluation

Since writing is one of the major components tested at the national examinations, it is highly recommended that the teacher should pay attention to summative as well as formative assessment procedures. Keeping student portfolios can be a very effective way of monitoring student progress. Such a method can be used to make your formative evaluation successful and effective.

Always keep records of the progress of your students so that you can make their teacher of the next grade aware of their language abilities and performance level.

Suggestions for further reading:

Mason, H.& Mudd, S. (1994). Beginning to write. Scholastic Ltd., Warwickshire

Competency 8

Communicates clearly, fluently and concisely

Competency level : 8.3 Describes objects, animals, people using simple sentence patterns

No. of periods : 5

Learning outcome :

- Students will be able to speak about objects, animals and people using language appropriate to their age and level.

Competency level : 8.4 Speaks on familiar topics

No. of periods : 5

Learning outcome :

- Students will be able to speak on familiar topics using language appropriate to their level and age.

Competency level : 8.6 Uses modals must, should, have to

No. of periods : 5

Learning outcome :

- Students will be able to use must, have to and should appropriately in different situations.

Competency level : 8.8 Describes the position

No. of periods : 5

Learning outcome :

- Students will be able to describe the position of something accurately using the correct prepositions.

Competency level : 8.9 Describes pictures

No. of periods : 5

Learning outcome :

- Students will be able to describe (orally) various types of photographs and pictures familiar to their lives and appealing to their interests

Competency level : 8.13 Uses language in a variety of contexts

No. of periods : 5

Learning outcome :

- Students will be able to use language in familiar contexts

Instructions for Lesson Planning

The ultimate objective of learning any language is clear, precise and fluent communication. Competency 8 focuses on oral communication skills and essentially highlights language functions.

Activities designed under this particular competency are expected to create opportunities to put what the students have learned into practice.

Tips for the teacher

- Give students as many opportunities as possible to engage in oral communication.
- Provide students with model speeches.
- Show students the difference between a written text and a spoken text.
- Use ‘cue cards’ that include key words and main points, to encourage students to speak.
- Provide appropriate situations to practise modals. Eg. simulations - cookery demonstrations, school rules etc
- Plan activities where the students can interact with people other than the teacher. E.g. Field visits to the government and corporate establishments in the area. Inviting guest speakers for interactive sessions, debates, pair improvisations, competitions, English Day, Media club and English speaking club.
- Provide students with opportunities to describe familiar and authentic places. Eg. their classroom, giving directions, map reading
- Provide exposure to the students to use language required for various contexts – for example ‘the degree of formality / informality’ required for a specific situation and the appropriate language i.e. friend and friend, mother and child, student and principal.
- Encourage students to use the language in classroom situations .

- Learning to speak a new language means students might make mistakes - allow them to 'talk' in small groups or pairs first, so they can practise before they speak in front of the whole class.
- Provide opportunities for students to express opinions and ideas in *guided discussions* as they can be an effective way to practice new language.
- Make opportunities for students to give impromptu speeches. Eg. *Talk For a Minute!*
- Give props for reluctant speakers (i.e. visuals, flow charts) to support the 'talk'.
- Give *time* for the students to respond to questions. This is beneficial as the listener has less time to think and plan a response unlike in the process of reading, where the reader has time to consider or look up a word,

Assessment and Evaluation

Special attention should be given to assessment of oral skills. In assessing oral skills it is better to follow a descriptive scale (a tool) in order to make the assessment as pragmatic as possible and to avoid excessive subjectivity.

The nine point band scale given by Carroll (1980) can be used as a guideline to establish uniformity in assessing oral skills.

General assessment scale

Band

9	Expert user. Communicates with authority, accuracy, and style. Completely at home in idiomatic and specialist English
8	Very good user. Presentation of subject clear and logical with fair style and appreciation of attitudinal markers. Often approaching bilingual competence.
7	Good user. Would cope with most situations in English
6	Competent user. Although coping well with most situations he is likely to meet, is somewhat deficient in fluency and accuracy and will have occasional misunderstandings or significant errors.
5	Modest user. Although he manages in general to communicate, often uses inaccurate or inappropriate language.
4	Marginal user. Lacking in style, fluency and accuracy, is not easy to communicate with, accent and usage cause misunderstandings. Generally can get by without serious breakdowns.
3	Extremely limited user. Does not have a working knowledge of the language for day to day purposes, but better than an absolute beginner. Neither productive nor receptive skills allow continuous communication.
2	Intermittent user. Performance will below the level of a working day to day knowledge of the language. Communication occurs only sporadically.
1/0	Non – user. May not even recognize with certainty which language is being used.

Interview assessment scale

Band

9	Expert speaker. Speaks with authority on a variety of topics. Can initiate, expand and
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	develop- a theme.
8	Very good non-native speaker. Maintains effectively his own part of a discussion. Initiates, maintains and elaborates as necessary. Reveals humour where needed and respond to attitudinal tones.
7	Good speaker. Presents case clearly and logically and can develop the dialogue coherently and constructively. Rather less flexible and fluent than Band 8 performer but can respond to main changes of tone or topic. Some hesitation and repetition due to a measure of language restriction but interacts effectively.
6	Competent speaker. Is able to maintain theme of dialogue, to follow topic switchers and to use and appreciate main attitude markers. Stumbles and hesitates at times but is reasonably fluent otherwise. Some errors and inappropriate language, but these will not impede exchange of views. Shows some independence with ability to initiate.
5	Modest speaker. Although gist of dialogue is relevant and can be basically understood, there are noticeable deficiencies in mastery of language patterns and style. Needs to ask for repetition or clarification and similarly to be asked for them. Lacks flexibility and initiative. The interviewer often has to speak rather deliberately. Copes but not with great style or interest.
4	Marginal speaker. Can maintain dialogue, but in a rather passive manner, rarely taking initiative or guiding the discussion. Has difficulty in following English at normal speed; lacks fluency and probably accuracy in speaking. The dialogue is therefore neither easy nor flowing. Nevertheless, gives the impression that he is in touch with the gist of the dialogue even if not wholly master of it. Marked L1 accent.
3	Extremely limited speaker. Dialogue is a drawn- out affair punctuated with hesitations and misunderstandings. Only catches part of normal speech and unable to produce continuous and accurate discourse. Basic merit is just hanging on to discussion gist, without making major contribution to it.
2	Intermittent speaker. No working facility; occasional, sporadic communication.
1/0	Non – speaker. Not able to understand and/ or speak.

Teachers are expected to use these guidelines to assess and train students to engage in accurate communication.

Further, the schools can start assessing oral skills at the term end examinations based on the guidelines issued by the Ministry of Education from 2015 onwards.

Suggestions for further reading

Carrol , Berdon J.(1980, p: 134, 135) *Testing communicative performance.* pergomon

