



ENGLISH

Teachers' Guide

Grade

10



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



English Language

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Grade 10

(To be implemented from 2015)

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Message from the Director General

The first phase of the new competency based curriculum, with 8 years curriculum cycle was introduced to secondary education in Sri Lanka in 2007 replacing the existed content based education system with basic objective of developing the national level competencies recommended by the National Education Commission.

The second phase of the curriculum cycle to be introduced to grades 6, and 10 starts from 2015. For this purpose, National Institute of Education has introduced a rationalization process and developed rationalized syllabi for these grades using research based outcomes and various suggestions made by different stakeholders.

In the rationalization process, vertical integration has been used to systematically develop the competency levels in all subjects from fundamentals to advanced levels using the bottom up approach. Horizontal integration is used to minimize the overlapping in the subject content and to reduce the content over loading in the subjects to produce more students friendly and implementable curricular.

A new format has been introduced to the teachers' guide with the aim of providing the teachers with the required guidance in the areas of lesson planning, teaching, carrying out activities and measurement and evaluation. These guidelines will help the teachers to be more productive and effective in the classroom.

The new teachers' guides provide freedom to the teachers in selecting quality inputs and additional activities to develop the competencies of the students. The new teachers' guides are not loaded with subject content that is covered in the recommended textbooks. Therefore, it is essential for the teacher to use the new teachers' guides simultaneously with the relevant textbooks prepared by Education Publication Department as reference guides to be more aware of the syllabi.

The basic objectives of the rationalized syllabi and the new format of teachers' guide and newly developed textbooks are to bring a shift from the teacher centered education system into a student centered and more activity based education system in order to develop the competencies and skills of the school leavers and to enable the system to produce suitable human resource to the world of work.

I would like to take this opportunity to thank the members of Academic Affairs Board and Council of National Institute of Education and all the resource persons who have immensely contributed in developing these new teacher guides.

Director General

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Message from Ven. Deputy Director General

Learning expands into a wider scope. It makes life enormous and extremely simple. The human being is naturally excellent in the skill of learning. A country when human development is considered the main focus uses learning as a tool to do away with malpractices identified with intellect and to create a better world through good practices.

It is essential to create valuable things for learning and learning methods and facilities within the sphere of education. That is how the curriculum, syllabi, teachers' guides and facilitators join the learning system.

Modern Sri Lanka has possessed a self-directed education system which is a blend of global trends as well as ancient heritage.

It is necessary to maintain the consistency of the objectives of the subject at the national level. However, facilitators are free to modify or adapt learning teaching strategies creatively to achieve the learning outcomes, competency and competency level via the subject content prescribed in the syllabus. Therefore, this Teachers' Guide has been prepared to promote the teachers' role and to support the students as well as the parents.

Furthermore, at the end of a lesson, the facilitators of the learning-teaching process along with the students should come to a verification of the achievement level on par with ones expected exam by a national level examiner, who evaluates the achievement levels of subjects expected. I sincerely wish to create such a self-progressive, motivational culture in the learning-teaching process. Blended with that verification, this Teachers' Guide would definitely be a canoe or a raft in this endeavor.

Deputy Director General

Faculty of Languages, Humanities and Social Sciences

Syllabus Committee

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Instructions Regarding the Teachers' Guide

Revised English Language syllabus for grade 10 which is to be implemented in 2015, has 49 competency levels to be achieved by the students of grade 10.

Grade 10 course materials consist of Pupils' Text book, Pupils' Work Book, Teachers' Guide and Audio and Video Listening and Speaking materials.

According to the new term plan, teachers do not have to select the 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' Work Book according to the given order in a creative manner will be helpful for the students to achieve the expected outcomes. Audio and Video Listening and Speaking materials will be helpful for both teachers as well as students to get further information on competency 1, 3 and 8.

This Teachers' Guide consists of detailed syllabus of grade 10, instructions for lesson planning, 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

Content	Pg.
1. Message from the Director General	iii
2. Message from the Deputy Director General	iv
3. Syllabus Committee	v
4. Instructions Regarding the Teachers' Guide	vi
5. Content of the syllabus	ix
6. Instructions for the Learning Teaching process.	1 - 29
Competency 1	1-2
Competency 2	3-5
Competency 3	6-9
Competency 4	10 -12
Competency 5	13 -16
Competency 6	17 -20
Competency 7	21 -24
Competency 8	25 -29

Introduction

Revised English Language syllabus for grade 10 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 49 specific competencies / competency levels identified as relevant and suitable for grade ten. The distribution of these competencies is given in the grid below.

Competency	No. of C. levels
1	1.2,1.4,1.5
2	2.7
3	3.3, 3.4, 3.5, 3.6, 3.7, 3.8
4	4.3, 4.4, 4.5, 4.7, 4.8
5	5.1, 5.2, 5.3, 5.4, 5.5, 5.6,5.7,5.8,5.9
6	6.1, 6.2, 6.3, 6.6, 6.7, 6.8, 6.9, 6.10,6.11
7	7.1, 7.2, 7.3, 7.4, 7.6,7.7, 7.9
8	8.3, 8.4, 8.9, 8.11, 8.12, 8.13, 8.14,8.15,8.16

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 ten 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 honorable 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.

Competency	Competency level	Content	Learning Outcome/s	No. of Periods
1. Identifies the sounds of English Language	1.2 Reads aloud different types of texts accurately and meaningfully	<ul style="list-style-type: none"> • Help students to read aloud different types of texts (given in the text book) accurately and meaningfully. <p>Text types- Tongue Twisters, announcements (obituaries, events, official announcements), dialogues / conversations, instructions, news, stories, poems, role plays, speeches, commentaries etc.</p> <p>Activities – Loud reading, acting out</p>	Students will be able to read aloud different types of texts accurately and meaningfully.	2
	1.4 Pronounces English words with different spelling combinations properly	<ul style="list-style-type: none"> • Help students to pronounce English words with different spelling combinations properly. • Help students to improve their spellings. Eg. knee, know, honourable, honest, calm, palm, boutique, grotesque, plait, pseudonym psychology, bouquet, campaign, foreign, queue, ect. See Grade 10 Teacher’s Guide <p>Text Types – words, word groups, phrases, sentences, dialogues, role plays, stories, poems etc. with different spellings.</p> <p>Activities – listen and read, listen and tick, listen and underline, listen and circle, listen and show, read aloud, categorizing, dictation with games, games etc.</p>	Students will be able to pronounce English words with different spelling combinations properly	2

	1.5 Pronounces English sentences properly.	<ul style="list-style-type: none"> • Help students to pronounce – affirmatives, imperatives, interrogatives, negatives and question tags used in various situations. <p>E.g. The teacher is in the classroom. Please be silent! The teacher is not in the classroom. Is the teacher in the classroom? The teacher is in the classroom. Isn't she/ he? The teacher is not in the classroom. Is she/ he?</p> <p>Text Types –phrases, sentences, dialogues, role plays, stories, poems etc.</p> <p>Activities – listen and read, listen and tick, listen and underline, listen and circle, listen and show, read aloud, categorizing, games etc</p>	Students will be able to pronounce – affirmatives, imperatives, interrogatives, negatives and question tags used in various situations.	3
2.Uses mechanics of writing with understanding	2.7 Uses exclamation mark appropriately	<ul style="list-style-type: none"> • Help students to identify the places to use exclamation mark appropriately. <p>Text Types - phrases, simple sentences, simple passages, simple dialogues, role plays, stories, poems etc.</p> <p>Activities - re-writing, underline the errors, correcting</p>	Students will be able to identify the places to use exclamation mark appropriately. Students will be able to use exclamation mark appropriately.	2
3. Engages in active listening and responds	3.3 Listens to a simple text for specific information	<ul style="list-style-type: none"> • Get the students to listen to various types of texts and to find specific information. • E.g. Names of persons, animals, places, dates, days, months, years and other important 	Students will be able to listen to various types of texts and find specific information	3

appropriately		<p>information.</p> <ul style="list-style-type: none"> • Text types – dialogues, stories, descriptions of people/ places/ animals, processes (e.g. recipes) and events, songs, minutes of English Literary Association <p>Activities - matching, labeling a diagram, multiple choice, filling the blanks/ filling a grid etc. (options should be given to select the correct answer.)</p>	such as names of persons, animals, places, dates, days, months, years and other important information.	
	3.4 Listens to and transfers information to other forms	<ul style="list-style-type: none"> • Help students to listen to and transfer the given information to other forms. <p>Text types – descriptions of pictures, notices, notes, letters- formal/informal, instructions, messages, descriptions of places/ people/ things/ events and processes, articles, minutes, advertisements, stories, songs.</p> <p>Activities – Listen to texts and draw pictures/charts, complete a flow chart, filling blanks etc. (options should be given to select the correct answer.)</p>	Students will be able to listen to and transfer the needed information into other forms.	4
	3.5 Identifies different intonation patterns and uses of word stress.	<ul style="list-style-type: none"> • Help students to identify different intonation patterns and uses of word stress. Eg. Ayana played netball yesterday. <p>Ayana played netball yesterday? Ayana played netball yesterday? Ayana played netball yesterday? Ayana played netball yesterday?</p> <p>Text Types – phrases, sentences, dialogues, role plays, stories, poems etc.</p> <p>Activities – listen and read, , listen and tick, listen and underline, listen and circle, listen and show, read aloud,</p>	Students will be able to identify different intonation patterns and uses of word stress.	2

		categorizing, games etc.		
	3.6 Listens to and reports information	<ul style="list-style-type: none"> • Help students to listen to and report information. <p>Text types – notices, notes, letters (formal / informal), instructions, messages, descriptions of places, people, things, events and processes, articles, minutes, advertisements, stories, songs, telephone conversations, dialogues, speeches, news articles, announcements etc.</p> <p>Activities - complete a grid, filling blanks etc. (options should be given to select the correct answer.) and reports information orally or in written form.</p>	Students will be able to listen to and report information orally or in written form.	2
	3.7 Recognizes discourse markers	<ul style="list-style-type: none"> • Help students to recognize discourse markers. <p>E.g.; However, nevertheless, therefore, but, in addition to, anyway, etc.</p> <p>Text Types – dialogues, conversations instructions, news, stories, poems, role plays, speeches</p> <p>Activities – listen and identify, guess the other part of the sentence (matching, filling blanks etc.)</p>	<p>Students will be able to recognize discourse markers.</p> <p>Students will be able to guess the other part of the sentence or the text with the help of discourse markers.</p>	2
	3.8 Takes notes from oral presentations	<ul style="list-style-type: none"> • Help students to take notes from oral presentations <p>Text types – notices, notes, letters (formal/informal), instructions, messages, descriptions of places, people, things, events and process, articles, minutes, advertisements, stories, songs, recipes, etc.</p> <p>Activities – note taking</p>	Students will be able to take notes from oral presentations.	2

<p>4. Building up vocabulary using words appropriately and accurately to convey precise meaning</p>	<p>4.3 Finds synonyms and antonyms for given words</p>	<ul style="list-style-type: none"> • Help students to identify synonyms and antonyms <p>Synonyms</p> <p>afraid- frightened, scared, alarmed achieve – accomplish, acquire, attain astonish – amaze, surprise bad – evil, naughty, wicked, worthless begin – commence, originate, start big – enormous, gigantic, great, huge, immense, large, vast brave – courageous, daring, fearless bright – intelligent, clever calamity – adversity, catastrophe, disaster, misfortune cause- motive, purpose, reason choose – differentiate, discriminate, select clever – skillful, smart collect – accumulate, assemble, gather dangerous – perilous, risky, hazardous dishonest – deceitful, fraudulent, unfair, unjust, unscrupulous famous – celebrated, distinguished, eminent, renowned</p> <p>Antonyms</p> <p>abundant – scarce accept – refuse advance – retreat agree – contradict amateur – professional appear – vanish appoint – dismiss ancestor – descendant conceal – reveal confusion – orderliness eager – reluctant emigrant – immigrant inferior – superior exact – approximate premature – overdue extravagant – thrifty</p> <p>Text Types- dialogues, role plays, simple folk stories,</p>	<p>Students will be able to find synonyms and antonyms for given words.</p>	<p>4</p>
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		<p>poems, passages with synonyms and antonyms etc.</p> <p>Activities – matching, categorizing, multiple choice questions, finding, filling the blanks etc.</p>		
	<p>4.4 Uses affixes to change the word class and the meaning of words</p>	<ul style="list-style-type: none"> • Help students to change the word class and the meaning of words using affixes –ly, -fully, – ness, -tion, -sion, -ment, -ance, - ous, -some <p>Adjective Noun Verb Noun</p> <p>bright - brightness judge – judgment dark – darkness advertise – advertisement great – greatness develop – development ready – readiness content - contentment</p> <p>Verb Noun Noun Adjective</p> <p>introduce – introduction trouble – troublesome create – creation quarrel – quarrelsome invite – invitation mystery- mysterious etc.</p> <p>Adjective Adverb</p> <p>immediate - immediately extreme - extremely thoughtful - thoughtfully truthful - truthfully</p> <p>Text Types - dialogues, role plays, simple folk tales,</p>	<p>Students will be able to use affixes –ly, -fully, - ness, -tion, -sion, -ment, -ance - ous, - some to change the word class and the meaning of words.</p>	<p>3</p>

		<p>fairytale, poems, songs, passages with words that can be added –ly, -fully, –ness, -tion, -sion, -ment, -ance, -ous, -some</p> <p>Activities – matching, categorizing, multiple choices, finding, filling blanks, filling a grid etc.</p>		
	4.5 Forms the plurals of nouns.	<ul style="list-style-type: none"> Help students to identify the plural forms of these types of nouns <p>erratum – errata medium – media axis – axes curriculum – curricula criterion – criteria formula – formulae/ formulas index- indices/indexes syllabus – syllabi/ syllabuses spoonful – spoonfuls passer- by – passers- by by-way - by-ways guest-of-honour - guests-of-honour</p> <p>Text types – sentences, passages etc. with the nouns as given above</p> <p>Activities – matching, completing, and pluralizing the sentences.</p>	Students will be able to identify the plural forms of nouns	2
	4.7 Uses nouns, verbs, adjectives and adverbs appropriately.	<ul style="list-style-type: none"> Help students to use nouns, verbs, adjectives and adverbs appropriately in a sentence. <p>Eg. 1. Close your eyes and <u>imagine</u> that you are in a forest. (v) 2. The child has done that work <u>imaginatively</u>. (Adv.) 3. He has got no <u>imagination</u>. (N) 4. It is an <u>imaginative</u> idea. (Adj.)</p> <p>Text Types- sentences, dialogues, role plays, simple folk tales, fairytales, poems, songs, passages with nouns,</p>	Students will be able to use nouns, verbs, adjectives and adverbs appropriately in a sentence	3

		verbs, adjectives and adverbs as shown above. Activities – matching, categorizing, multiple choice, finding, filling blanks, filling a grid etc		
	4.8 Uses collective nouns and compound nouns	<ul style="list-style-type: none"> • Help students to use collective nouns and compound nouns appropriately in a sentence. <p>E.g. Company of actors, host of angels, sheaf/quiver of arrows, peal of bells, brood of chicks, board of directors, bench of magistrates, troupe of dancers, crowd of spectators, congregation of worshippers, etc.</p> <p>Text Types- sentences, dialogues, role plays, simple folk tales, fairytales, poems, songs, passages with above nouns.</p> <p>Activities – matching, categorizing, multiple choices, finding, filling blanks, filling a grid etc.</p>	Students will be able to use collective nouns and compound nouns appropriately in a sentence.	2
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 students to study the pictures given in each text book to derive the meaning of that particular text. <p>Text types –stories, passages, poems and 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 helps to derive the meaning of the text (orally). Stories and passages with pictures to complete</p>	Students will be able to study the picture given in each text book to derive the meaning of that particular text.	2

		them, using words.		
	5.2 Extracts specific information from various types of simple texts	<ul style="list-style-type: none"> • 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 and picture clues to determine the meaning of new words • Help students to find specific information from a text. (names, dates, days, places etc. - what, when, where, who, which questions. <p>Text types - notices, notes, letters (formal/informal), instructions, messages, descriptions of places, people, things (E.g. statues of Lord Buddha, Goddess Saraswathi, Jesus and other deities and kings, national heroes and heroines, scientists, Adam’s peak, national and religious festivals, world famous places etc.) events and process, articles, minutes and advertisements.</p> <p>Activities – comprehensive questions, filling blanks, completing sentences and simple passages, multiple choice questions, true/false, matching, grid filling.</p>	Students should be able to find specific information (names, dates, days, places etc. - what, when, where, who, which Qs from various types of texts.	4
	5.3 Transfers information into other forms	<ul style="list-style-type: none"> • Help students to transfer the given information to other forms. <p>Text types – pictures, notices, notes, letters- formal/informal, instructions, messages, descriptions of places, peoples, things, events and process, articles,</p>	Students will be able to read and transfer the needed information into other forms.	4

		minutes, advertisements, stories, songs. Activities – Drawing pictures or graphs 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.		
	5.4 Reads and responds to simple poems.	<ul style="list-style-type: none"> • Help students to understand poetic language, techniques, structure and messages given. - visual imagery – colour/size - auditory imagery – sounds that can be heard - metaphors- E.g. He is a lion/ My mother is a goddess - Similes-E.g. He is like a lion/ My mother is like a goddess - number of stanzas - number of lines - rhyming words <p>Text types- interesting poems on nature, society, life and death</p> <p>Activities- comprehensive questions on above poetic techniques and students’ attitudes, drawing, matching, multiple choice questions, true/false questions, recitation</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>	4
	5.5 Reads and respond to simple folk stories.	<ul style="list-style-type: none"> • Help students to read simple folk stories and other extracts and find the characters, their dress, qualities and message expressed. 	Students will be able to identify the characters, their dress, qualities,	8

		<p>Text types – famous folk stories and extracts from Jane Eyer, Oliver Twist, Madoldoowa, Little Women, Ambayahaluwo, David Copperfield, Robinson Cruiso Swiss Family, Tales from Shakespeare etc.</p> <p>Activities – simple comprehensive questions on characters, their dress, qualities, message expresses and students’ attitudes, drawing, matching, multiple choice qs, true/false qs, acting out etc.</p> <ul style="list-style-type: none"> • Encourage students to read those story books. 	<p>message expresse.</p> <p>Students will be able to express their ideas, feelings and emotions in simple sentences.</p>	
	5.6 Extracts the general ideal of a text	<ul style="list-style-type: none"> • Help students to extract the general idea of a text. <p>Text types- notices, notes, letters- formal/informal, instructions, messages, descriptions of places, peoples, things (Eg. statues of Lord Buddha, Goddess Saraswathi, Jesus and other deities and kings, national heroes and heroines, scientists, Adam’s peak, national and religious festivals, world famous places etc.) events and process, articles, minutes and advertisements.</p> <p>Activities – matching headings, matching sub headings</p>	<p>Students will be able to extracts the general idea of a text.</p>	5
	5.7 Infers elipted information	<p>Help students to infer elipted information in different types of texts.</p> <p>Eg. A: I play cricket. B: So do I. (I too play cricket.)</p> <p>A: I am happy.</p>	<p>Students will be able to infer elipted information in different types of texts.</p>	5

		<p>B: So am I. (I am happy too.)</p> <p>A: Have you seen Kandy perahara? B: No, I haven't. (I haven't seen Kandy perahara.)</p> <p>Etc.</p> <p>Text Types - sentences, dialogues, role plays, folk tales, fairytales, poems, songs, stories, passages, etc. 5.8 Infers implied information</p> <p>Activities – comprehensive questions filling blanks, completing sentences and simple passages, true/false, matching, grid filling. Multiple choice questions (MCQs)</p>		
	5.8 Infers implied information	<ul style="list-style-type: none"> • Help students to infer implied information (mentioned below) in different types of texts. <p>E.g. beat about the bush – approach a matter in an indirect manner</p> <p>Behind the scene – privately Blow one's trumpet – boast Butter someone up – flatter etc.</p> <p>Text Types - sentences, dialogues, role plays, folk tales, fairytales, poems, songs, stories, passages, etc.</p>	Students will be able to infer given implied information in different types of texts.	5

		Activities – comprehensive Qs, filling blanks, completing sentences and simple passages, MCQ, true/false, matching, grid filling.		
	5.9 Recognizes the organization of a text	<ul style="list-style-type: none"> • Helps students to understand the ways that authors, organize information in the text: beginning, middle, and end. <p>Text types- narrative, description, exposition and argument</p> <p>Activities- matching ,ordering</p>	Students will be able to recognize the organization of a text.	4

6. Uses English grammar for the purpose of accurate and effective communication	6.1 Constructs simple sentences	Active Voice - Perfect Continuous form 1. Present Perfect Continuous form (Affirmative, Negative, Interrogative) E.g. I have been waiting. I have not been waiting. Have I been waiting? Etc.	Students will be able to construct simple sentences using Present Perfect Continuous tense. (Active Voice)	3
		2. Past Perfect Continuous form (Affirmative, Negative, Interrogative) E.g. I had been waiting. I had not been waiting. Had I been waiting? Etc.	Students will be able to construct simple sentences using Past Perfect Continuous tense. (Active Voice)	3
		Passive Voice - Continuous form 1. Present Continuous tense (Affirmative, Negative, Interrogative) E.g. She is decorating the room. The room is being decorated. She is not decorating the room. The room is not being decorated. Is she decorating the room?	Students will be able to construct simple sentences using Past Present Continuous tense. (Passive Voice)	3

		<p>Is the room being decorated?</p> <p>2. Past Continuous tense (Affirmative, Negative, Interrogative)</p> <p>E.g.</p> <p>She was decorating the room. The room was being decorated. She was not decorating the room. The room was not being decorated.</p> <p>Was she decorating the room? Was the room being decorated?</p> <p>3. Present Perfect tense (Affirmative, Negative, Interrogative)</p> <p>E.g.</p> <p>He has washed the car. The car has been washed by him.</p> <p>He has not washed the car. The car has not been washed by him.</p> <p>Has he washed the car? Has the car been washed by him?</p> <p>4. Past Perfect tense (Affirmative, Negative, Interrogative)</p> <p>E.g.</p> <p>He had washed the car. The car had been washed by him.</p>	<p>Students will be able to construct simple sentences using Past Continuous tense. (Passive Voice)</p> <p>Students will be able to construct simple sentences using Present Perfect tense. (Passive Voice)</p> <p>Students will be able to construct simple</p>	<p>3</p> <p>3</p>
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	<p>6.3 Uses modals meaningfully</p>	<ul style="list-style-type: none"> • Help students to use the modals; need and ought to in sentences. <p>Text Types- sentences, dialogues, role plays, simple folk tales, fairytales, poems, songs, passages, etc.</p> <p>Activities –multiple choices, filling blanks, etc.</p>	<p>Students will be able to use the modals; need and ought to in sentences appropriately.</p>	<p>2</p>
	<p>6.6 Uses adjectives appropriately</p>	<ul style="list-style-type: none"> • Help students to use adjectives appropriately in a sentence. (Using Adjectives that formed under Competency level 4.4) <p>Text Types- sentences, dialogues, role plays, simple folk tales, fairytales, poems, songs, passages, etc.</p> <p>Activities – matching, categorizing, multiple choices, finding, filling blanks, filling a grid etc</p>	<p>Students will be able to use adjectives appropriately to describe nouns.</p>	<p>2</p>
	<p>6.7 Uses prepositions appropriately</p>	<ul style="list-style-type: none"> • Help students to use prepositions given below. till, towards, until, round, since, within, off, during, beyond, before, after, against, upon <p>Text Types- sentences, dialogues, role plays, simple folk tales, fairytales, poems, songs, passages, etc.</p> <p>Activities – matching, categorizing, multiple choices, finding, filling blanks, filling a grid etc</p>	<p>Students will be able to use prepositions appropriately.</p>	<p>2</p>
	<p>6.8 Uses conjunctions appropriately</p>	<ul style="list-style-type: none"> • Help students to use conjunctions given below. <p>Though, although, in spite of, even though, whenever, however, while</p>	<p>Students will be able to use conjunctions.. though, although, in spite of, even though</p>	<p>4</p>

			whenever, however, while	
	6.9 Uses adverbs appropriately	<ul style="list-style-type: none"> • Help students to use adverbs appropriately in a sentence. (Using the Adverbs that formed under Competency level 4.4) <p>Text Types - sentences, dialogues, role plays, simple folk tales, fairytales, poems, songs, passages, etc.</p> <p>Activities – matching, categorizing, multiple choices, finding, filling blanks, filling a grid etc</p>	to use adverbs appropriately.	2
	6.10 Identifies ‘If’ type 3	<ul style="list-style-type: none"> • Help students to identify the differences between ‘If’ type 1, ‘If’ type2 and ‘If’ type 3. <p>E.g.</p> <p>Type 1: If I <u>have</u> time, I <u>will go</u> today.</p> <p>Type 2: If I <u>had</u> time, I <u>would go</u> today.</p> <p>Type 3: If <u>had had</u> time, I <u>would have gone</u> today. If you <u>had worked</u> hard, you <u>would have passed</u> the exam.</p>	Students will be able to identify the differences between ‘If’ type 1, ‘If’ type2 and ‘If’ type 3	2
	6.11 Uses Reported Speech	<ul style="list-style-type: none"> • Help students to understand the differences between direct speech and indirect speech. • Help them to use indirect speech properly. <p>E.g.</p> <p>I said, ‘I don’t understand you.’ (direct speech) I said that I didn’t understand him. (indirect sp.)</p>	Students will be able to use indirect speech properly.	3

		<p>He said, ‘The sun rises in the east.’ He said that the sun rises in the east.</p> <p>(A fact that always true – tense remains unchanged)</p>		
7. Uses English creatively and innovatively in written communication	7.1 Writes descriptions of peoples, animals, places and things	<ul style="list-style-type: none"> • Help students to write descriptions of peoples, animals, places and things (their physical features, qualities etc.) <p>Text types - Model essays (simple paragraphs)</p> <p>Activities - Guided writing, parallel writing, free writing, completing</p>	Students will be able to write descriptions of people, animals, places and things (their physical features, qualities etc.)	3
	7.2 Describes pictures	<ul style="list-style-type: none"> • Help students to describe photographs and pictures of historical and religious places, statues of Lord Buddha, Goddess Saraswathi, Jesus and other deities and kings, national and religious festivals, world famous places, cartoon pictures etc. <p>Text Types - Pictures and model descriptions</p> <p>Activities – filling blanks, completing, guided writing, parallel writing and free writing.</p>	Students will be able to describe photographs and pictures of historical and religious places, statues of Lord Buddha, Goddess Saraswathi, Jesus and other deities and kings, national and religious festivals, world famous places, cartoon pictures.	3
	7.3 Writes for personal purposes	<ul style="list-style-type: none"> • Help students to write - invitations and other personal letters. <p>Text types- model letters and invitations</p> <p>Activities - Writing letters- Rearranging, completing,</p>	Students will be able to write invitations and other personal	3

		parallel writing, sort out and write, guided writing , free writing	letters.	
	7.4 Writes instructions	<ul style="list-style-type: none"> • Help students to write instructions on different type of situations, to do day to day activities etc. E.g. To write a letter, prepare curries, do a game etc. <p>Text types - Dialogues, role plays</p> <p>Activities- Rearranging, sort out and write, completing, numbering</p>	Students will be able to write instructions appropriately.	2
	7.6 Writes poems and stories	<ul style="list-style-type: none"> • Help students to write simple poems on places, people and festivals <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 on places, people and festivals.	3
	7.7 Writes for official purposes	<ul style="list-style-type: none"> • Help students to write for official purposes. E.g. Applications, letters of requesting, replying, ordering, apologizing, thanking, appreciating etc. <p>Text types – model letters</p> <p>Activities – completing, sort out and write, parallel writing, guided writing, free writing</p>	Students will be able to write for official purposes.	5
	7.9 Writes compositions	<ul style="list-style-type: none"> • Help students to writes compositions on sports, books, food, music, etc. 	Students will be able to write compositions on sports, books, food,	5

		<p>Text types – model compositions</p> <p>Activities – completing, sort out and write, parallel writing, guided writing, free writing</p>	music, etc.	
8. Communicates clearly, fluently and concisely	8.3 Describes objects, animals and people using simple sentence patterns	<ul style="list-style-type: none"> • Help students to describe objects, animals and people (their physical features, qualities etc.) 	Students will be able to describe objects, animals, people (their physical features, qualities etc.)	5
	8.4 Speaks on familiar topics	<ul style="list-style-type: none"> • Help students to speak on familiar topics. E.g. sports, books, food, music, etc <p>Text types – Role plays</p>	Students will be able to speak on familiar topics like sports, books, food, music, etc.	5
	8.9 Describes pictures	<ul style="list-style-type: none"> • Help students to describe photographs and pictures of historical and religious places, statues of Lord Buddha, Goddess Lakshmi, Jesus and other deities and kings, national and religious festivals, world famous places, cartoon pictures etc. <p>Text Types - Pictures and model descriptions</p> <p>Activities – filling blanks, completing, guided writing, parallel writing and free writing.</p>	Students will be able to describe photographs and pictures of historical and religious places, statues of Lord Buddha, Goddess Lakshmi, Jesus and other deities and kings, national and religious festivals, world famous places,	5

			cartoon pictures etc.	
	8.11 Describes past events and actions	<ul style="list-style-type: none"> • Help students to describe past events and actions <p>Text types – Role play</p>	Students will be able to describe past events and actions.	3
	8.12 Uses question words to get information	<ul style="list-style-type: none"> • Help students to ask to get information using what, where, why, when, which, how many, how much, how often etc. <p>Text types – Role plays</p>	Students will be able to get information using what, where, why, when, which, how many, how much, how often etc	3
	8.13 Uses language in a variety of contexts	<ul style="list-style-type: none"> • Help students to use language in different situations. E.g. At the canteen, at the library, at a hospital, at an exhibition <p>Text types – Role plays</p>	Students will be able to use language in different situations. E.g. At the canteen, at the library, at a hospital, at an exhibition appropriately.	3
	8.14 Describes future events and actions	<ul style="list-style-type: none"> • Help students to describe future events and actions <p>Text types – Role plays</p>	Students will be able to describe future events and actions	2

<p>8.15 Engages in Telephone conversations</p>	<ul style="list-style-type: none"> • Help students to engage in telephone conversations using language appropriately <p>Text types – Role plays</p>	<p>Students will be able to engage in telephone conversations using language appropriately</p>	<p>2</p>
<p>8.16 Engages in debates</p>	<ul style="list-style-type: none"> • Help students to engage in debates on current topics using language appropriately. <p>E.g</p> <ul style="list-style-type: none"> - Vegetarian diet is healthier than non- vegetarian diet. - Face book should be banned. - Internet is a boon / a bane. - Television wastes time. - Should cell phones be allowed in schools? - Printed books do not have a future. <p>Text types – Role plays</p>	<p>Students will be able to engage in debates on current topics using language appropriately.</p>	<p>4</p>

Competency 1

Identifies the sounds of English Language

Competency level 1.2 : Reads aloud different types of texts accurately and meaningfully

Number of Periods : 2 periods

Expected learning outcomes

- Students will be able to read aloud different types of texts accurately and meaningfully.

Competency level 1.4 : Pronounces English words with different spellings

Number of Periods : 2 periods

Expected learning outcomes

- Students will be able to pronounce properly English words with different spellings.

Competency level 1.5 : Pronounces English sentences properly.

Number of Periods : 3 periods

Expected learning outcomes

- Students will be able to pronounce – affirmatives, imperatives, interrogatives, negatives and question tags used in various situations.

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. The three competency levels prescribed for grade ten focuses on three major learning outcomes related to pronunciation as given above. Reading aloud given in competency 1.2 can be considered as one way of providing opportunities to students to enhance their pronunciation. Though reading aloud is not very much appreciated as a classroom technique by the practitioners of communicative language teaching it is believed to be a very effective way of assessing many student abilities such as pronunciation, word recognition and basic comprehension. Help students to differentiate the affirmatives, imperatives, interrogatives and negatives and to pronounce them accordingly when reading those texts given in the Pupils' Text Book.

Tips for the teacher

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

- Though only 07 periods are allocated for this in principle, please pay your attention to their ability to pronounce English words, sentences and different text types throughout the year.
- Study the pupils' text published by the Educational Publications Department thoroughly, so that you will be able to find texts and activities that lead to the mastery of the competency levels given here.
- Help students improve their pronunciation according to the Standard Sri Lankan variety of English while paying more attention to specific sounds such as /p/, /f/ /s/, /sh/ which might be complicating to certain students.
- On such occasions help students by paying attention to individual differences.
- The DVD accompanied by this Teachers' Guide can be used when and where necessary in order to provide students with more support.
- Use a variety of activities like group and pair work, tongue twisters, recitation and dramatization sessions to add colour to your teaching.

Instructions for assessment and evaluation

Assessment and evaluation process here should be organized considering the following.

- a. Improving confidence of the students to use English orally.
- b. Training students to face oral examinations that might happen at national level examinations in future and other recognized language tests at the global level, if they intend to do so.
- c. To identify their 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.

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

Assessment and evaluation process, if planned well, will invariably help teachers witness better results and student performance every year.

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 2.7 : Uses exclamation mark appropriately

Number of Periods : 2 periods

Expected Learning outcomes

- Students will be able to identify the places to use exclamation mark appropriately.
- Students will be able to use exclamation mark appropriately.

Instructions for lesson planning

Mechanics of writing is a special area to pay attention to in learning and teaching of English. Under this section there is one main item identified for grade ten; using of exclamation mark appropriately.

Use of exclamation mark

The exclamation mark is placed at the end of a sentence to signal that Exclamation marked sentence is a forceful utterance, like the question mark, it has dual purpose, since it also marks the end of a sentence. It is used for certain kinds of utterances, typically in personal letters between intimates, informal notices, and representations of dialogues.

Functions of Exclamation Marks:

1. Exclamatory sentences introduced by how or what

- What an appropriate introduction to San Francisco!
- How lovely to be writing to you again!
- How boring!

2. Exclamatory questions

- Aren't things different now!

3. Expressions of surprise or shock

- You can only have showers on week-days after supper, and you have to pay 5 Francs each time-I couldn't believe it!

4. Conventional form of wishes and curses

- Good luck to Shani for the exams!

- Happy Birthday!
- Congratulations!
- Damn the Belgian refugees!

5. Urgent warnings or alarms

- Look, Benjamin!
- Shoot him! Shoot him!
- The wheelchair woman cried, ‘Not like that!’

6. Interjections

- Oh dear!
- Hi again!
- Oh no!

Here are some other examples:

- I miss you!
- I’ve not had a permanent job for almost two years now!
- You spendthrift!

Exclamation marks are occasionally used within sentences. They are also occasionally used in parentheses in informal writing to indicate that what appears in an immediately preceding part of the sentence is surprising.

Eg: There are about 50 other girls, most appear to be younger than me (!) and are very unfriendly.

In informal writing we occasionally find combinations of two or more exclamation marks or combinations of question marks with exclamation marks.

Eg: Has he mended the door yet?!

For further reading

Greenbaum Sidney (2009) *Oxford English Grammar* OUP

Tips for the teacher

- Please provide your students with more opportunities to identify these punctuation marks in the written sentences they encounter in day to day life.
- Don't overload your students with so many punctuation marks. Let them master what is prescribed for the grade. They will gradually be familiar with other items.
- Use a variety of teaching learning methods to help them master these items.
- Use visual aids as much as possible so that the students will conceptualize the items prescribed better.
- Encourage students maintain a check list for mechanics of writing whenever they engage in writing activities. This will help them to be more attentive in using mechanics of writing. In the long run the use of mechanics of writing will be a practice.

Assessment and Evaluation

In the case of strengthening students ability to use punctuation marks, it is very much 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 before they get fossilized.

Competency 3

Engages in active listening and responds appropriately

Competency levels 3.3 : Listens to a simple text for specific information

Number of Periods : 3 periods

Expected Learning outcomes

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

Competency levels 3.4 : Listens and transfers the needed information into other forms

Number of Periods : 4 periods

Expected Learning outcomes

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

Competency levels 3.5 : Identifies different intonation patterns and uses of word stress

Number of Periods : 2 periods

Expected Learning outcomes

- Students will be able to identify different intonation patterns and uses of word stress.

Competency levels 3.6 : Listens and reports information

Number of Periods : 2 periods

Expected Learning outcomes

- Students will be able to listen and report information orally or in written form.

Competency levels 3.7 : Recognizes discourse markers

Number of Periods : 2 periods

Expected Learning outcomes

- Students will be able to recognize discourse markers.

- Students will be able to guess the other part of the sentence or the text with the help of discourse markers.

Competency levels 3.8 : Takes notes from oral presentations

Number of Periods : 2 periods

Expected Learning outcomes

- Students will be able to take notes from oral presentations.

Instructions for lesson planning

Listening, though automatically neglected in most of the cases, is the most important skill that should be mastered in learning a language. Listening makes a learner aware of the sounds, words and how words are put together in order to communicate, using the target language. So, it is very important to provide students with more opportunities to listen to English Language.

The process of listening starts with “hearing the sounds” (Urr, 1984) and therefore, it is very important to understand the close relationship between the competency number 1 and competency number 3 in the syllabus. Competency levels identified for grade 10 under competency number 3 are based more on text types.

Students are expected to listen to simple instructions, announcements, dialogues, stories etc. and to respond to them appropriately. Main focus of listening in grade 10 is to develop their ability to identify the features of a listening text that help to understand the text other than finding out specific information and reporting information in a simple listening text and to respond to texts by way of very simple activities like ticking, underlining etc. so that reading and writing do not hinder their ability to listen to English. Competency levels 3.4, 3.5, 3.6, and 3.7 help to achieve the competency level 3.8, takes notes from oral presentations.

Note-taking

Dictation is possible even when pupils do not fully understand what the passage is actually about. As the children get older you will continue to give some dictation, but you will also make sure that the pupils are listening for the meaning. In this way the dictation exercise gradually gives way to **aural comprehension**.

As the pupils become adept at aural comprehension you will encourage them to make their own notes. Note taking is a valuable skill.

This is how you move dictation to note-taking. In the early classes you tell the pupils that they are going to answer questions on the passage. You can let them know the questions before they listen, but it is more common to read the passage once before the questions are revealed, then once or twice again after the questions have been seen.

The questions can be designed to make the pupils listen very carefully indeed. You can ask the pupils to listen to a particular piece of information, or to answer a question, or to fill in a table. Later you start asking questions which cannot be answered word for word from the passage but which require some understanding or some deduction, For instance, the pupil may hear:

‘After her husband died, Maria started to work as a secretary. Her daughter Paulo was able to stay at school.’

The question may be - ‘Who is a widow?’

Or, the pupil may hear:

‘Peter and Paul are twins. They go to different schools, Paul, who is six years old, goes to Katala Primary’.

The question may be: ‘How old is Peter?’

This leads naturally to teaching the pupils to make their own notes before they know what the question will be. This is a difficult job but, as we have mentioned above, it is a very valuable skill which will be of great use to them in later life.

(Barry Sesnan Pg. 114)

Intonation

Each syllable has a pitch in relation to other syllables. Pitch is the musical tone of a sound. The pitch of a syllable may vary according to the meaning of the sentence or according to the emotion of the speaker; the pitch can also be fitted into a song.

The relationship between pitches in a sentence is called the **intonation** of the sentence. English has four major sentence intonations:

1. The statement: ‘Induwara and his mother arrived in Jaffna yesterday.’
2. The simple question: ‘Did Induwara and his mother arrive in Jaffna yesterday?’
3. The question with a question word: ‘When did Induwara and his mother arrive in Jaffna?’
‘Who went to Jaffna?’
4. The list: ‘Josai has a cow, two pigs, three sheep, and a goat’.

Children do not usually have many problems with these intonations. The commonest problem which arises is to assume that you can always change a sentence into a question simply by applying the question intonation.

‘Henry has come?’

Oshadi is with his mother?

This is not wrong, but it must not be over used.’Has Henry come? And ‘Is Oshadi with his mother?’ are always better English.

(Barry Sesnan Pg. 45 How to teach English)

Tips for the Teacher

Please pay your attention to the following points in organizing your listening tasks.

- Selection of texts.
 - Pay your attention to factors like age and cognitive level of the listening materials to be used, language of the texts and the activities to be included.
 - Try to select subject matter related to their immediate environment.
 - Please avoid confusing and unclear pronunciation standards in listening text.
 - Vocabulary level and complexity should also be suitable to the level of students.
- Make listening a regular practice in your language classroom.
- Be attentive to capture their specific problems related to listening like difficulties in hearing etc.

Instructions for assessment and evaluation

Since Listening is a proposed area to be tested at the national examination in the near future teachers are expected to plan their assessment procedures accordingly, so that the students will have a better idea about the test. It is therefore advisable to include a listening test at the term end examination so that, it becomes a part of the school evaluation culture.

Further, 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.

Suggestion for further reading

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

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

Barry Sesnan (1997) *How to Teach English* OUP

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

Number of Periods : 4 periods

Expected Learning outcomes

- 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

Number of Periods : 3 periods

Expected Learning outcomes

- Students will be able to use affixes –ly, -fully, -ness, -tion, -sion, -ment, -ance -ous, -some to change the word class and the meaning of words.

Competency level 4.5 : Forms the plurals of nouns

Number of Periods : 2 periods

Expected Learning outcomes

- Students will be able to identify the plural forms of nouns

Competency level 4.7 : Uses nouns, verbs, adjectives and adverbs appropriately

Number of Periods : 3 periods

Expected Learning outcomes

- Students will be able to use nouns, verbs, adjectives and adverbs appropriately in a sentence

Competency level 4.8 : Uses collective nouns and compound nouns

Number of Periods : 2 periods

Expected Learning outcomes

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

Instructions for Lesson Plans

Considering the importance of vocabulary development involved in second language learning and teaching. This competency related to vocabulary, spans for a duration of 14 periods throughout the year..

Teachers can make use of the reading input coming in the students’ text book published by the department of Educational Publications in order to help students achieve the competency levels given in this section.

Major areas focused in grade ten under the vocabulary section are;

1. Understanding of synonyms and antonyms
2. Use of affixes
3. Identification and proper use of plural and singular forms of nouns.
4. Use of nouns, verbs, adjectives and adverbs appropriately
5. Use of collective nouns and compound nouns appropriately

Tips for the teachers

- Help students expand their vocabulary (both productive and receptive) gradually through exposure to a variety of vocabulary items.
- Make students aware of the importance of improving their vocabulary.
- Let them feel the joy of expanding their vocabulary through vocabulary games, dictionary games, competitions etc.
- Uses a variety of teaching methods for better results.
- Implement innovative ideas like preparation of picture dictionaries, dictionaries and projects.

Assessment and Evaluation

When assessing the vocabulary development of grade 10 students, it is very important to consider what they have brought from the other grades. While providing opportunities for them to revise and retain the vocabulary they have already acquired, their vocabulary development process in the secondary level should be evaluated methodically.

In evaluating the vocabulary building process of grade ten 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 the other grades and the minimum number of words they are expected to learn in grade 10.

Innovative measures such as inter and intra class vocabulary contests, mini projects can be used as school Based Assessment learning and not a burden to the students.

A profile of student assessment can be handed over to the next teacher every time students are promoted from one grade to another so that the new teacher gets an opportunity to understand the vocabulary level of the students in advance.

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

Number of Periods : 2 periods

Expected Learning outcomes

- Students will be able to read the picture given in each text book to derive the meaning of that particular text.

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

Number of Periods : 4 periods

Expected Learning outcomes

- Students should be able to find specific information (names, dates, days, places etc. - what, when, where, who, which Qs from various types of texts.

Competency levels 5.3 : Transfers information into other forms

Number of Periods : 4 periods

Expected Learning outcomes

- Students will be able to read and transfer the needed information into other forms.

Competency levels 5.4 : Reads and responds to simple poems.

Number of Periods : 4 periods

Expected 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 levels 5.5 : Reads and respond to simple folk stories.

Number of Periods : 8 periods

Expected Learning outcomes

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

Competency levels 5.6 : Extracts the general ideal of a text

Number of Periods : 5 periods

Expected Learning outcomes

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

Competency levels 5.7 : Infers elipted information

Number of Periods : 5 periods

Expected Learning outcomes

- Students will be able to infer elipted information in different types of texts.

Competency levels 5.8 : Infers implied information

Number of Periods : 5 periods

Expected Learning outcomes

- Students will be able to infer given implied information in different types of texts.

Competency levels 5.9 : Recognizes the organization of a text

Number of Periods : 4 periods

Expected Learning outcomes

- Students will be able to recognize the organization of a text.

Instructions for Lesson Plans

This competency and the competency levels prescribed for grade 10 specifically makes the students ready for reading of English Language. Reading is one of the most vital language skills that help developing 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 face future challenges of the knowledge based society with confidence.

Learning teaching process that comes under this section is carefully structured in order to take the students through a smooth process from simple reading of visual clues to finding out specific information and transferring of information. Further, in the section, the students are exposed to simple poems, folk stories and extracts from world famous children’s novels. Though poems, folk tales and children’s novels are not new to them, when they read such text in English, teachers and material producers are expected to be as simple as possible in deciding their inputs.

Notes on recognizing the organization of a text (C.L.5.9)

There are four main ways of communicating

1. **Narrative** - A narrative is a sequence of events recounted either in the order in which they happened, or in an order chosen to emphasize certain aspects of the story.
2. **Description** - Descriptive writing deals with appearances: how things look, sound, feel, taste, or smell. Observation and selection are key skills in effective descriptive writing.
3. **Exposition** - Exposition involves explanations; it may require the description of patterns, accounting for how things work, how processes take place, or a more theoretical analysis of a situation.
4. **Argument** - Argument requires the expression of one or more points of view, often to persuade or influence others. It usually requires the writer or speaker to give an explicit or implicit explanation for the views expressed, based on evidence and /or reasoning.

It is often the case that a written text or a piece of speech will involve a mixture of two or more of these **modes of discourse**.

Much of what we say or write is composed of four building blocks known traditionally as modes of discourse.

Mode	example
Narrative	telling a story
Description	saying what something looks like
Exposition	explaining how something works
Argument	expressing an opinion and giving the reasons for it

Tips for the teachers

- 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 their reading ability.
- Individual difference among students should be handled with utmost care in order to keep the motivation level up during lessons.
- Make full use of the reading inputs given in the pupils' text book in order to achieve the objectives of the grade 10 syllabus. They make the teachers' work easier.
- Maintain methodical records on your students' progress in reading 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 well the concept of lesson planning in the second language classroom.
 - 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?

Assessment and evaluation

Assessing reading ability of second language learners is a very 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 loud reading occasionally for different aspects of reading like word recognition, comprehension and accuracy. Such practices may help teachers diagnose reading difficulties of students during formative years and teachers are advised to design their formative evaluation 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 Dowson,
Learning to teach in the secondary school RoutledgeFalmer: London.

Competency 6

Uses English grammar for the purpose of accurate and effective communication

Competency level 6.1 : Constructs simple sentences

Number of Periods : 3 periods

Expected Learning outcomes

- Students will be able to construct simple sentences using Present Perfect Continuous. (Active Voice)
- Students will be able to construct simple sentences using Past Perfect Continuous. (Active Voice)
- Students will be able to construct simple sentences using Present Continuous.(Passive Voice)
- Students will be able to construct simple sentences using Past Continuous. (Passive Voice)
- Students will be able to construct simple sentences using Present Perfect. (Passive Voice)
- Students will be able to construct simple sentences using Past Perfect. (Passive Voice)
- Students will be able to construct simple sentences using Future Perfect. (Passive Voice)

Competency level 6.2 : Uses pronouns appropriately

Number of Periods : 2 periods

Expected Learning outcomes

- Students will be able to use pronouns: each other, one another in sentences appropriately.

Competency level 6.3 : Uses modals meaningfully

Number of Periods : 2 periods

Expected Learning outcomes

- Students will be able to use the modals; need and ought to in sentences appropriately.

Competency level 6.6 : Uses adjectives appropriately

Number of Periods : 2 periods

Expected Learning outcomes

- Students will be able to use adjectives appropriately to describe nouns.

Competency level 6.8 : Uses prepositions appropriately

Number of Periods : 2 periods

Expected Learning outcomes

- Students will be able to use prepositions appropriately.

Competency level 6.9 : Uses conjunctions appropriately

Number of Periods : 4 periods

Expected Learning outcomes

- Students will be able to use conjunctions (co-ordinating conjunctions) appropriately.

Competency level 6.10 : Uses adverbs appropriately

Number of Periods : 2 periods

Expected Learning outcomes

- Students will be able to use adverbs appropriately.

Competency level 6.11 : Identifies 'If' type 3

Number of Periods : 2 periods

Expected Learning outcomes

- Students will be able to identify the differences between 'If' type 1, 'If' type2 and 'If' type 3

Competency level 6.12 : Uses Reported Speech

Number of Periods : 3 periods

Expected Learning outcomes

- Students will be able to use indirect speech properly.

Instructions for Lesson Plans

Grammar in the second language classroom is a very sensitive topic. While some practitioners argue for teaching grammar in the English Language classroom, there are others who strongly speak against the idea of teaching grammar. Harmer (1987) explanation on “acquisition and learning” provides a base for understanding the concept of grammar.

“ All children seem to acquire language without being taught it. They gradually pick it up until they can use their native language efficiently. People who go and live in another country and pick up the language without actually going to language classes, presumably acquire their ability to use the language in the same way, to some extent. May be, then, we don't need to teach language at all. Provided that we expose students to a lot of language which they can understand the general meaning of (even though the language level is higher their own) acquisition will successfully take place”

This statement shows at the first glance, how simple, language teaching is. However, there is one condition given in this statement that shows the gravity of the problem. That is, “Provided that we expose students to a lot of language. The question is whether in a second language learning and teaching situation we can provide our learners with ‘a lot of language’ as it happens in an environment where the particular language is spoken as the native tongue.

In this context it seems advisable to teach a little amount of language (grammar) both in ‘Covert and Overt’ forms as suggested by Harmer (1987). The very terms used in the competency statement ‘accurate and effective communication’ signals the objectives of including grammar in the secondary curriculum. However, this does not mean at any cost the teachers should focus entirely on teaching grammar forgetting the other aspects of language teaching. It is strongly suggested that students should be provided with more opportunities to use the language through communicative activities while shaping their language with necessary support with essential grammar for precise communication.

Tips for the teacher

- Language items focused in grade 10 syllabus are not new to the students as they have already been exposed to them in the primary classes. Hence, the language items given can be included in your lessons using both covert and overt grammar teaching methods (Harmer, 1987) when and when necessary.
- Please consider that the main objective of including these grammatical items in the syllabus is to give time for students to practice the sentence structures of present and past perfect continuous form and present and past continuous, present, past and future perfect passive voice form, essential prepositions, pronouns, modals and basic reported speech.
- Teachers are expected to help students use the sentence structures and other grammatical elements here to engage in successful communication.

- Rather than presenting isolated sentences as examples always use the grammatical elements highlighted in the syllabus in familiar contexts as much as possible so that the students will easily get these items consolidated.
- You can use a range of innovative activities like role play, simulations, drama etc. to contextualize the language items highlighted here and such activities will help students make learning of grammar an enjoyable task.

Assessment and evaluation

It is recommended that a strong School Based Assessment system, which does not make students feel they are evaluated, is developed at school level in order to assess the student's ability to use English accurately.

If a strong SBA system is developed in order to capture the actual progress of students in acquiring grammar, there is no need for specific efforts to think of summative evaluation. Their ability to use grammar will be displayed in all what they do using English.

Suggestions for further reading

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

Urr, Penny. (1988). *Grammar practice activities*. CUP

Competency 7

Uses English creatively and innovatively in written communication

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

Number of Periods : 3 periods

Expected Learning outcomes

- Students will be able to write descriptions of people, animals, places and things (their physical features, qualities etc.)

Competency level 7.2 : Describes pictures

Number of Periods : 3 periods

Expected Learning outcomes

- Students will be able to describe photographs and pictures of historical and religious places, statues of Buddha, Goddess Saraswathi, Jesus and other deities and kings, national and religious festivals, world famous places, cartoon pictures.

Competency level 7.3 : Writes for personal purposes

Number of Periods : 2 periods

Expected Learning outcomes

- Students will be able to write invitations and other personal letters.

Competency level 7.4 : Writes instructions

Number of Periods : 2 periods

Expected Learning outcomes

- Students will be able to write instructions appropriately.

Competency level 7.6 : Writes poems and stories

Number of Periods : 3 periods

Expected Learning outcomes

- Students will be able to write simple poems on places, people and festivals.

Competency level 7.7 : Writes for official purposes

Number of Periods : 5 periods

Expected Learning outcomes

- Students will be able to write for official purposes.

Competency level 7.9 : Writes compositions

Number of Periods : 5 periods

Expected Learning outcomes

- Students will be able to write compositions on sports, books, food, music, etc.

Instructions for Lesson Plans

Written communication, particularly being able to write creatively and innovatively using a second or a foreign language is a competency that a learner masters over time through constant practice. Therefore, it is important to help students improve their writing ability at a very early stage. Then they will have ample time to develop an independent style of writing, which they might need for higher students and professional pursuits in the future.

Most of the competency levels identified for grade 10 are focused on expressing the students' thoughts about their immediate concrete environment. This corresponds to the AL 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 ten considering the average student expected in grade ten there is enough scope in the syllabus to cater for the needs of the heterogeneity as well.

Notes on Writing for Official Purposes (C.L. 7.7)

1. Before you begin writing an official letter , define clearly your purpose in writing. Make sure that you have a clear idea of;

- The events that have led to your writing the letter
- Your maximum aims (the most you can hope to achieve)
- Your realistic aims (what you expect to achieve)
- The information you need to explain in this letter
- The arguments you need to deploy

2. The first paragraph of the letter should introduce the subject matter and either state or imply your purpose in writing.
3. The body of the letter should consist of one or more paragraphs. It should develop clearly and logically the argument and facts of the case. If there is more than one paragraph, each paragraph should focus on a separate aspect of the subject matter and there should be clear links between the paragraphs.
4. The final paragraph should leave the reader in no doubt about your attitude towards the subject of the letter. It may, for example, spell out what you would like to see happen. It should be positive and unambiguous.
5. Although the reader of your letter may be unknown to you, it is important to achieve a suitable tone in your writing. So, as far as possible avoid:
 - jargon
 - too many long sentences
 - letting your feelings get the better of you
 - trying to be too clever
 - being too blunt
6. Adopt a letter layout that is clear and consistent.
7. If you are writing to someone whose name and title you do not know, use the greeting 'Dear Sir or Madam,' and the ending 'Yours faithfully,' signing yourself with your initials and surname.
8. If you are writing to a named person, address them as Dear Mr/ Mrs/ Miss/ Ms/... and end 'Yours sincerely,' followed by your first name and surname.
9. If you have met them or spoken to them by phone, or otherwise feel that you have some acquaintance with them, address them by their first name and sign yourself 'Yours sincerely,' using your first name.

(John Seely – *Oxford Writing and Speaking* Pg. 18)

Notes on writing compositions:

Essays also called compositions are actually an artificial kind of writing. One reason why we use them in school is because we want to give pupils an opportunity to use continuous language so that we can correct it.

Essays should not be given early in the language learning process. It is far better to follow the logical sequence: that is, get sentences right first, then work on short paragraphs, and only later write essays. Even then, the first essays should be guided essays, where the writer uses notes or answers.

Structure of an essay:- The simplest structure is:

- introduction
- main body
- conclusion

(Barry Sesnan - How to teach English – Oxford University Press Pg. 136)

Tips for the teacher

- Have a better understanding of the entry level of your students in relation to their writing skill. These vary depending on various factors like exposure to language; limited opportunities students have in their immediate environment etc.
- Select activities and text types to be used with your students considering the findings of your simple survey on the entry level of students as mentioned above.
- Writing is not a skill to be mastered hastily, it is a slow laborious process (.....)
- Teachers have to be patient enough to give them enough time to understand the completed, cognitively demanding features of the writing process.
- Make writing an opportunity for them to feel proud of their work. High self esteem can take them a long way.
- Always be ready to reward the little gains of your students.
- Never burden your students with writing activities. That might hinder their enthusiasm to learn the language.
- Start with guided activities that would provide them with useful hints.
- Start with very simple activities to build their confidence.

Assessment and evaluation

Since writing, is one of the major components tested at the national examinations it is very much suitable to maintain a good balance between School Based Assessment (formative) and summative assessment procedures.

Keeping student portfolios can be a very effective way of identifying their progress as well as their problems in developing writing. Such innovative methods can be used in order to make your formative evolution system a very successful and effective one.

Always keep records of the progress of your students, so that you can make the next teacher aware of the abilities of your students.

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 and people using simple sentence patterns

Number of Periods : 5 periods

Expected Learning outcomes

- Students will be able to describe objects, animals, people (their physical features, qualities etc.)

Competency level 8.4 : Speaks on familiar topics

Number of Periods : 5 periods

Expected Learning outcomes

- Students will be able to speak on familiar topics like sports, books, food, music, etc.

Competency level 8.9 : Describes pictures

Number of Periods : 5 periods

Expected Learning outcomes

- Students will be able to describe photographs and pictures of historical and religious places, statues of Buddha, Goddess Lakshmi, Jesus and other deities and kings, national and religious festivals, world famous places, cartoon pictures etc.

Competency level 8.11 : Describes past events and actions

Number of Periods : 3 periods

Expected Learning outcomes

- Students will be able to describe past events and actions.

Competency level 8.12 : Uses question words to get information

Number of Periods : 3 periods

Expected Learning outcomes

- Students will be able to get information using what, where, why, when, which, how many, how much, how often etc.

Competency level 8.13 : Uses language in a variety of contexts

Number of Periods : 3 periods

Expected Learning outcomes

- Students will be able to use appropriate language in different situations. E.g. At the canteen, at the library, at a hospital, at an exhibition appropriately.

Competency level 8.14 : Describes future events and actions

Number of Periods : 2 periods

Expected Learning outcomes

- Students will be able to describe future events and actions

Competency level 8.15 : Engages in Telephone conversations

Number of Periods : 2 periods

Expected Learning outcomes

- Students will be able to engage in telephone conversations using language appropriately

Competency level 8.16 : Engages in debates

Number of Periods : 2 periods

Expected Learning outcomes

- Students will be able to engage in debates on current topics using language appropriately.

Instructions for Lesson Plans

Communication; clear, precise and fluent communication is the ultimate objective of learning any language. So, the competency number 8 in the secondary English language curriculum can be considered as the most important competency which a learner may achieve over time. This competency focuses more on oral communication skills and therefore, highlights language functions most of the time.

Activities planned under this particular competency are expected, to give more opportunities to put what they have learned into practice. Therefore, this section of the syllabus can be more enjoyable

and motivating for the learner as well as the teacher. In this context it is very much important to plan the learning and teaching process have keeping the basic objective of learning a language in focus; communication or rather using the language as a tool to get things done.

Instructions for Lesson Planning

Communication; clear, precise and fluent communication is the ultimate objective of learning any language. So, the competency number 8 in the secondary English language curriculum can be considered as the most important competency which a learner may achieve over time. This competency focuses more on oral communication skills and therefore, highlights language functions most of the time.

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Tips for the teacher

- Plan your lessons adding variety to the classroom so that the motivation level will be very high.
- Give students as many opportunities as possible for students to engage in oral communication.
- Plan activities where they can interact with other people who speak English.
Eg. Field visits to government and corporate establishments in the area. Inviting outstanding personalities in the area for interactive sessions Debate competitions, conducting and English Day , Media club, English speaking club.

Such innovative practices will help students improve their ability to communicate using English.

Assessment and Evaluation.

Since this is a very important area in the curriculum very 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, since there is a lot of subjectivity involved in assessing oral skills.

The nine point band scale given by Carroll (1980), can be used as a guide line to establish uniformity in assessing oral skills across the board.

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 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

Carroll, Berdon J.(1980, p: 134, 135) *Testing communicative performance*. Pergamon