

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. <p>Eg. knee, know, honourable, honest, calm, palm, boutique, grotesque, plait, pseudonym psychology, bouquet, campaign, foreign, queue, ect. See Grade 10 Teacher’s Guide</p> <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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		poems, passages with synonyms and antonyms etc. Activities – matching, categorizing, multiple choice questions, finding, filling the blanks etc.		
	4.4 Uses affixes to change the word class and the meaning of words	<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 dark – darkness great – greatness ready – readiness</p> <p>judge – judgment advertise – advertisement develop – development content - contentment</p> <p>Verb Noun Noun Adjective</p> <p>introduce – introduction create – creation invite – invitation</p> <p>trouble – troublesome quarrel – quarrelsome 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>	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.	3

		<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

		<p>verbs, adjectives and adverbs as shown above.</p> <p>Activities – matching, categorizing, multiple choice, finding, filling blanks, filling a grid etc</p>		
	<p>4.8 Uses collective nouns and compound nouns</p>	<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>	<p>Students will be able to use collective nouns and compound nouns appropriately in a sentence.</p>	2
<p>5. Extracts necessary information from various types of texts</p>	<p>5.1 Uses visual and contextual clues to derive the meaning of the text</p>	<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>	<p>Students will be able to study the picture given in each text book to derive the meaning of that particular text.</p>	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 Eyre, 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. Type 2: If I <u>had</u> time, I <u>would go</u> today. 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>