

Competency Based Syllabus

Primary Pirivena

Grades 01 – 05

ENGLISH

2017 (Onwards)

Pirivena Educational Branch

Ministry of Education, Isurupaya, Battaramulla

ENGLISH

Grades 01 - 05

Competency Based Syllabus

Primary Pirivena

First Edition 2016

Pirivena Educational Branch

Ministry of Education

Isurupaya, Battaramulla.

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Message from the Director General NayakaThero (Pirivena)

The process of revising the existing syllabi or introducing new syllabi from time to time to meet the changing education objectives is a common phenomenon in many developed and developing countries in the world. This paves the way to make the necessary changes to the content of the current syllabus in order to accommodate the changing trends as well as to facilitate new models that would make both teaching and learning efficient and productive.

In the 1990s, the national syllabus was revised with the intention of accomplishing nine national goals and five common competencies. It is safe to say that the competency based system has been introduced to the present syllabi in the school education within this millennia and has been implemented in the school education system for a number of years. Therefore, it is our intention to introduce this new competency based system to our pirivena education system too.

A well-known definition of the competency based system is given below.

A Competency can be defined as one's ability to practically apply a combination of subject related knowledge, principles and techniques. (Educational encyclopedia)

In brief, a competency is a process of life-long learning that is built by combining knowledge, attitudes, skills and talents and interpersonal relationships. One of the key aims of a competency based syllabus is to build a positive attitude to life among the learners. A clear, accurate syllabus is always beneficial to both teachers and students since a teacher's role is to lead the learners according to the directions given in the syllabus. This journey should only end with the learner achieving the intended learning outcomes which will in return make the teacher as well as the student happy.

Many years ago, the pirivena education system had its unique syllabus; however, later this syllabus had been integrated with the school syllabus. Consequently, the objectives and attitudes of the lay-students were inevitably inherited by the monk-students. Therefore, monk students were found to be following the objectives of an education system designed for lay-students. It should be noted that even though a subject that is offered for lay-students under the school system, when teaching it to the monk students, it must be adapted to suit the monk students in order to improve their skills and attitudes so as to facilitate the formation of their own identity within a syllabus that is designed specifically for pirivenas.

Thus far, educational goals were designed to foster the materialistic development of an individual. As a result, most developed countries have begun to feel the repercussion of such an education system. Therefore, the present educational goals are being planned to foster the physical as well as the spiritual development of an individual and our aim is to achieve this goal through the pirivena education syllabi.

Professor Ven. Nabirittankadawara Gnanaratana

Director of Education (Pirivena)

14.12.2016

Message from the Commissioner General of Educational Publications

Construction of temples and monasteries commenced in Sri Lanka with the establishment of Buddhism in the country. It was the beginning of the athenaeum called 'Pirivena' which centered on the principal temples of the island. Pirivena was the centre which distributed for both lay and clergy the knowledge of arts and crafts of various religions and the ethical education that was necessary for an amiable and just society. The duties rendered by the Pirivena to carry on the task of building a benevolent society while protecting its traditional identity and fulfilling the timely needs cannot be taken lightly.

It is a great pleasure to be able to print and provide the new syllabi which are to be implemented from 2017, in order to make the learning process of both lay and clergy students who are obtaining Pirivena Education more effective and to develop the teaching process of the Pirivena teachers qualitatively.

I.M.K.B. Ilangasinghe

Commissioner General of Educational Publications

Educational Publications Department

Isurupaya

Battaramulla

14.12.2016

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Subject Learning Objectives

1. Will read and comprehend the contents of various types of literary and non-literary texts using appropriate strategies as and when necessary.
2. Will compose various types of texts focusing on the different organizational patterns, rhetorical styles, and mechanics of writing as well as aspects of culture, register and authorial purpose.
3. Will produce mutually intelligible, coherent, grammatically accurate content in diverse contexts and cultural situations.
4. Will listen and decipher the purpose and content of different types of utterances focusing on issues of register, point of view, culture and context.
5. Will use and comprehend the conventions of standard grammar and vocabulary in order to communicate accurately and effectively.
6. Will use to read and comprehend various texts in Buddhist literature written in English.
7. Will demonstrate the confidence to engage in diplomatic relations with different countries in the world.
8. Will engage in the propagation of Buddhism worldwide and inspire world communities to seek solace in sublime Dhamma.

INTRODUCTION TO THE SUBJECT:

From ancient times human societies communicated with each other using sign languages, which have developed today into highly complex language systems. Everybody would agree that, learning one's native language is a natural and effortless task, carried out with great speed and ease. Today, considering the fact that societies are multinational, multilingual and multi religious and increasingly mobile, the necessity of learning an international language has become very important in order to create a harmonious society. Therefore, despite certain criticisms; bilingualism/multilingualism has become very popular.

Thus, it is not a secret that there is a growing need for English in the Sri Lankan society. Although the country's official languages are Sinhala and Tamil. Most Sri Lankans use one of these as a first language and understand the importance of learning English as a common or link language to access the latest developments in technology and for the purpose international communication in this globalized world.

In order to fulfill the above needs a competency based approach has been introduced under the new reforms. The main purpose of learning language is to use the language practically in day- to-day situations. Therefore, in preparing the new syllabus, a greater focus has been given to the practical aspects of learning English. Furthermore, in order to keep up with the developments in ELT in other parts of the world, references have been made to similar syllabi in other countries too. For example, certain sections of this syllabus have been taken from the English Language Syllabus 2010: Primary & Secondary (Express/Normal/Academic) Curriculum Planning & Development Unit, Ministry of Education, Singapore.

The syllabi of grade 1, 2, 3, 4 and 5 consist of eight main competencies and competency levels along with the learning outcomes under them. It is expected that the syllabi of grade 1, 2, 3, 4 and 5 with the series of activities will be immensely helpful for the teachers to develop the expected competency levels of the Pirivena students.

R.D. Sugath Jayawardena
Instructor of English Subject
Pirivena Educational Branch
Isurupaya,
Battaramulla.
14.12.2016

English Language Syllabus Grade 01

Competency	Competency Levels	Subject Content	Learning Out come	No. of Periods
1. Identifies the sounds of the English Language	1.1 Identifies and pronounces short vowels (a, e, i, o, u) 1.2 Identifies and pronounces the following initial and final consonants (f, p, b, t, s, r, m, j, h, v, d, k, z, g, l, n, c, y, w) 1.3 Identifies silent letters (e, h, k,)	<ul style="list-style-type: none"> • Match sounds with the corresponding letter and words (letter patterns) (e.g. fat, pet, sit, pot, but) (e.g. fin, pin, vet, bet, tip, sip, rim, gum, net, met, lit, hit, win, e.g. bat, bag, dad) • Exposure to the words with silent consonant letters (e.g. hour, write, knife) 	<p style="text-align: center;">✓</p> <p style="text-align: center;">Will use sound identification skills in the formation of words</p>	2

English Language Syllabus Grade 01

<p>2. Uses Mechanics of writing with Understanding</p>	<p>2.1 Writes lower case and upper case letters of the English alphabet</p> <p>2.2 Constructs simple sentences using full stop and question mark.</p>	<ul style="list-style-type: none"> • Identify and use lower case and upper case letters in different contexts <p>Use of upper case letters</p> <ul style="list-style-type: none"> • For beginning the first word of a sentence • Proper nouns (e.g. Anuradhapura, Kimbulwathpura, London Queen Mahamaya, Thilini, George) • For the word I • Titles, nationalities, languages • Initials in names of people 	<p style="text-align: center;">3</p>
		<ul style="list-style-type: none"> ✓ Will apply the mechanics of writing in the formation of words/ sentences 	<p style="text-align: center;">4</p>

English Language Syllabus Grade 01

<p>3 Engages in active listening and responds appropriately</p>	<p>3.1. Listens and shows attention</p> <p>3.2. Shows appropriate responses while listening</p> <p>3.3. Identifies key words and phrases in a text.</p> <p>3.4. Listens to a variety of spoken and audio texts.</p> <p>3.5. Follows instructions</p>	<ul style="list-style-type: none"> • Maintain appropriate posture, facial expressions and eye contact, nods in agreement or to show understanding • Provide back-channeling to show comprehension and engagement with speaker (e.g. er... mm... Yes., I see., that's true...) • Listen and respond to public announcements (e.g. at a railway station, at a hospital, at an airport...etc.) • Listen to conversations, poems, narratives (stories) • Listen and draw, do, write and colour, • Listen and order information 	<p>✓ Will demonstrate appropriate behaviour to show attention and understanding</p> <p>✓ Will Use the suitable strategies to understand the information in different texts</p>	<p>4</p> <p>4</p> <p>3</p> <p>3</p> <p>4</p>
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English Language Syllabus Grade 01

<p>4 Building up vocabulary using words appropriately and accurately to convey precise meaning</p>	<p>4.1 Forms the singular and plural(-s,-ies)</p> <p>4.2 Forms simple opposite</p> <p>4.3 Uses the masculine/ feminine (simple) forms</p> <p>4.4. Identifies simple synonyms</p>	<ul style="list-style-type: none"> • Form singular and plural of regular nouns and verbs (e.g.) cat-cats monkey- monkeys baby- babies run – runs play –plays fly – flies • Form simple opposites (e.g.) up-down good –bad lay – clergy ..etc.) • Use feminine and masculine genders in suitable contexts (e.g. boy-girl, father-mother, Bhikku-Bhikkuni ,monk – nun ..etc.) • Use synonyms in suitable contexts (e.g. Stupa – Pagoda) 	<p style="text-align: center;">4</p> <p style="text-align: center;">4</p> <p style="text-align: center;">3</p> <p style="text-align: center;">3</p> <p style="text-align: center;">✓ Will use vocabulary in order to convey meaning accurately</p>
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English Language Syllabus Grade 01

<p>5 Extracts necessary information from various types of texts</p>	<p>5.1. Recognizes and names the letters of the alphabet</p> <p>5.2. Stays in the correct line when reading</p> <p>5.3. Identifies the common terms associated with a book/ text</p> <p>5.4. Uses visual clues to derive meaning of a text</p> <p>5.5. Recognizes and reads words using a variety of visual clues, word configurations, word endings)</p>	<ul style="list-style-type: none"> • Read aloud the letters of the alphabet • Follow the lines of a simple text when reading aloud • Identify the title page, author, front/back cover, table of contents • Use pictures, diagrams, maps to understand the meaning of the text • Use visual clues, word configurations, word endings • Use sub headings, visuals, titles, familiar vocabulary, typographical and visual feature in notes, invitations to comprehend the given information • Recall information such as who, when, where, what, why and how 	<p style="text-align: center;">3</p> <p style="text-align: center;">3</p> <p style="text-align: center;">4</p> <p style="text-align: center;">4</p> <p style="text-align: center;">3</p> <p style="text-align: center;">4</p> <p style="text-align: center;">3</p>
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<p>6 Uses English grammar for the purpose of accurate and effective communication</p>	<p>6.1. Identifies proper nouns, common nouns</p> <p>6.2 Forms regular/irregular plurals, zero plural in nouns and identifies gender in nouns</p> <p>6.3 Expands nouns to noun phrases</p> <p>6.4 Uses main verbs and identifies and distinguishes verbs according to meaning</p> <p>6.5 Uses regular and irregular verbs</p>	<ul style="list-style-type: none"> • Use the proper nouns and common nouns correctly (e.g. King Suddhodana, Kimbulwathpura) • Form the singular and plural forms and identify gender by their certain suffixes (e.g. Book – books(regular) Table –tables Man –men (irregular) Mouse – mice Actor – <u>actress</u> (gender) Tiger – tigress) • Form simple noun phrases e.g. The green book • e.g. action verbs (play), linking verbs (seem), sensing verbs (see), feeling verbs (sad), mental verbs (think), verbs of possession (own) <p>The dog barks - The dogs bark e.g. bark – barked go – went</p>	<p style="text-align: center;">3</p> <p style="text-align: center;">6</p> <p style="text-align: center;">3</p> <p style="text-align: center;">3</p> <p style="text-align: center;">3</p>
		<ul style="list-style-type: none"> • Will apply grammatical knowledge at the word/phrase and sentence level 	

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	<p>6.6 Constructs simple sentences using the correct subject verb agreement</p> <p>6.7. Uses simple present & past tense (am, is, are/ was, were)</p> <p>6.8. Identifies pronouns (subjective)</p> <p>6.9. Uses articles (a/an/ the)</p> <p>6.10. Identifies and uses modals Can, Could and May, Must</p> <p>6.11. Uses quantifiers to indicate/ highlight quantity of nouns</p>	<ul style="list-style-type: none"> • Construct sentences in the following structures Subject + Verb Subject + Verb + Object Subject + Verb + complement • Use the present tense “Be” verbs where necessary (e.g. Mother is kind. Children are playful) • Use the subjective pronouns correctly (e.g. I am – we, you, they are/ he , she , it -is) • Use indefinite articles correctly. (e.g. a tree, an elephant, the book) • Use the modals “Can, Could” and “May, Must” in sentences and questions. • Use numerals (cardinal and ordinal numbers with nouns) 	<p style="text-align: center;">4</p> <p style="text-align: center;">6</p> <p style="text-align: center;">4</p> <p style="text-align: center;">3</p> <p style="text-align: center;">3</p> <p style="text-align: center;">3</p>
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	<p>6.12. Uses different adjectives in pre-modifying position</p>	<ul style="list-style-type: none"> • Use adjectives of opinion (e.g. pretty), size (e.g. big), age (e.g. old), temperature (e.g. hot), shape (e.g. round), colour (e.g. green) origin (e.g. Sri Lankan), and material (e.g. aluminum) 		3
	<p>6.13. Uses different types of determiners</p>	<ul style="list-style-type: none"> • Use adjectives before a noun (e.g. yellow robe tall tree) 		3
	<p>6.14. Uses simple prepositions of place and direction</p>	<ul style="list-style-type: none"> • Quantify to indicate and or highlight quantity of nouns e.g. I have some books. Have you got any money? 		4
	<p>6.15 Uses demonstrative pronouns</p>	<ul style="list-style-type: none"> • Use prepositions such as on, near, behind, in, to, into, over with noun phrases 		3
	<p>6.16 Uses Interrogative pronouns 'who' and 'what'</p>	<ul style="list-style-type: none"> • Use demonstratives this, that / these, those • e.g. Who are you? What are you doing? Where do you live? 		3

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	<p>6.17 Responds to Yes/ No questions</p> <p>6.19 Uses question words 'who', 'what', 'where', 'where' do you live?</p> <p>6.20 Writes Different types of sentences (Declarative, Interrogative, Imperative, Existential, Negative sentences, Exclamatory)</p>	<ul style="list-style-type: none"> • Are you hungry? Yes. • Who is your father? What is your father? Where do you live? • Today is Monday. (Declarative) What is your name? (Interrogative) I can't eat now. (Negative) What a wonderful day! (Exclamatory) Stand up (Imperative) There once lived a young monk (Existential) 		<p>3</p> <p>2</p> <p>2</p> <p>2</p>
<p>7. Uses English creatively and innovatively in written communication</p>	<p>7.1 Describes places/people</p>	<ul style="list-style-type: none"> • Engage in writing descriptions of people (family members, national heroes, well known personalities...etc) and places (places of historical and religious importance, geographical locations...etc) 	<ul style="list-style-type: none"> • Will organize ideas for various purposes in written communication 	<p>4</p>

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

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	<p>8.3 Uses polite language for different situations</p>	<ul style="list-style-type: none"> Identify and respond to different formal and informal situations that require one to use polite language e.g. Make request, Decline an offer, Asking permission from a senior Bhikku, fellow Bhikku, class teacher receiving alms, <i>Pirikara</i> 		6
	<p>8.4 Introduces self and others</p>	<ul style="list-style-type: none"> Introduce oneself and others in different formal and informal situations. 		4
	<p>8.5 Pays attention to the main aspects in the delivery of a short speech</p>	<ul style="list-style-type: none"> Speak with clarity at an appropriate volume, maintain appropriate posture, eye contact, use verbal and non-verbal cues to convey meaning, use appropriate register 		4
	<p>8.6. Explains a simple Pali stanza in English</p>	<ul style="list-style-type: none"> Recite a Pali stanza and explain its meaning in English 		3

English Language Syllabus Grade 02

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

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<p>2. Uses mechanics of writing with understanding</p>	<p>2.1 Writes sentences using commas, apostrophe and exclamation mark appropriately.</p>	<ul style="list-style-type: none"> • Write simple sentences using commas, apostrophe exclamation mark appropriately. e.g. Commas He bought an apple, an orange, a pineapple and some grapes (e.g. Contracted forms I am – I’m He is – He’s e.g. Possessive forms boy’s bag teachers’ manuals e.g. Exclamation mark Oh!, Wonderful! May the Triple Gem bless you!) 	<p style="text-align: center;">✓ Will use mechanics of writing appropriately</p>	<p style="text-align: center;">4</p>
	<p>2.2 Applies spelling rules</p>	<ul style="list-style-type: none"> • Vowel and consonant patterns (consonant + y/ vowel + y), Form singular verb patterns (adding -‘ing’ to words) • Form “ing”/present participle adding “ing” to verb stems (e.g. make - making Stop – stopping Lie - lying 		<p style="text-align: center;">4</p>

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		<ul style="list-style-type: none"> • Adding plurals to words that end in s, sh, ch, x, z and o • Tense and plural markers e.g. We are teachers (present plural) He was young and strong (past singular) 		3
3. Engages in active listening and responses appropriately	<p>3.1 Seeks clarification and elaboration</p> <p>3.2 identifies sequence of events or ideas</p> <p>3.3 Categorizes and classifies information</p> <p>3.4 Identifies the speaker/ source/purpose/intent of the message/ detects the speakers emotions/ attitudes</p>	<ul style="list-style-type: none"> • Listen to various types of simple texts and to find specific information. (e.g. names of people, animals, places, dates, days...) • Text types – dialogues / stories/ descriptions of people, places, animals... • Classifies different types of information • Listen to the dialogues, announcements, public speeches and respond appropriately 	<p>2</p> <p style="text-align: center;">✓ Will use appropriate strategies to clarify, elaborate, categorize and identify information.</p> <p style="text-align: center;">4</p> <p style="text-align: center;">4</p> <p style="text-align: center;">2</p>	

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<p>4. Building up vocabulary using words appropriately and accurately to convey precise meaning</p>	<p>4.1 Forms singular and plural</p> <p>4.2 Uses similar words (synonyms)</p> <p>4.3 Forms words through affixation</p>	<ul style="list-style-type: none"> • Help students to form singular and plural forms of nouns and verbs e.g. • Nouns: <ul style="list-style-type: none"> mango – mangoes radio – radios bus – buses box – boxes glass – glasses calf - calves knife- knives roof - roofs safe - safes <i>Verbs:</i> <ul style="list-style-type: none"> catch – catches push – pushes fix – fixes pass – passes • Help students to identify the similar words • Form new words using prefixes (in, un, re, dis) <ul style="list-style-type: none"> correct – incorrect happy – unhappy start – restart Connect- disconnect) 	<p>✓ Will form and use different types of vocabulary to convey precise meaning</p>	<p>6</p> <p>4</p> <p>2</p>
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English Language Syllabus Grade 02

	<p>5.5 Identifies the beginning, the middle and the end of a story</p> <p>5.6 Identifies the main simple elements of a story (main character, plot and setting etc.)</p> <p>5.7 Sequences information</p>			<p>4</p> <p>4</p> <p>2</p>
<p>6. Uses English grammar for the purpose of accurate and effective communication</p>	<p>6.1 Identifies and uses collective nouns, possessive nouns, abstract nouns</p> <p>6.2 Forms regular/irregular plurals, zero plural in nouns and identifies gender in nouns</p> <p>6.3 Uses zero articles with uncountable nouns</p>	<ul style="list-style-type: none"> • Collective nouns A group of students • Possessive nouns The monk's bag • Abstract nouns priesthood, education • Regular Irregular (Boy-boys/child-children/ deer-deer) • Masculine and feminine nouns(peacock-peahen/ goose-gander) • Zero article e.g. Milk is white. • With the definite article e.g. The milk in the cup is stale. 	<p>✓ Will use grammar for effective and appropriate communication</p>	<p>2</p> <p>2</p> <p>2</p>

English Language Syllabus Grade 02

	<p>6.4 Uses the following quantifiers; no, both, all, enough, not enough</p> <p>6.5 Uses possessive objective pronouns (mine, yours, his, hers, ours, theirs)</p> <p>6.6 Uses possessives as determiners</p> <p>6.7 Uses predicative adjectives</p> <p>6.8 Uses regular/ irregular comparatives and superlatives (-er, -est, more, most)</p> <p>6.9 Forms adjectives from nouns and verbs</p>	<ul style="list-style-type: none"> • With the indefinite article e.g. A glass of milk keeps a day bit longer. • e.g. Both monks are from the same village • e.g. This book is his/ hers • This is her/ his book. • My car is white. • Lovely - Lovelier Loveliest (Regular) Good – Better – Best (Irregular) • Beautiful –more beautiful - most beautiful • Great – grateful , hate – hateful 	<p style="text-align: center;">2</p> <p style="text-align: center;">2</p> <p style="text-align: center;">3</p> <p style="text-align: center;">2</p> <p style="text-align: center;">2</p> <p style="text-align: center;">4</p>
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English Language Syllabus Grade 02

	<p>6.10 Orders adjectives so that many adjectives could be used together</p> <p>6.11 Uses verbs with “ing”, participle</p> <p>6.12 Uses to infinitives and bare infinitives</p> <p>6.13 Uses modals will/ shall</p> <p>6.14 Uses the simple future tense</p> <p>6.15 Constructs sentences in the present and past continuous tense</p> <p>6.16 Uses modals would, should</p> <p>6.17 Uses adverbs of place, time, manner</p>	<ul style="list-style-type: none"> • The small old green car. • The man is carrying a bag. • I like to listen to a sermon. (to-infinitive) • I listen to a sermon. (bare infinitive) • She will go to school tomorrow. • I shall meditate in the evening. • I am going to school • He was going to the pirivena • I would be late tomorrow. • He should come to class early. • The book is over there. (Place) She came home soon. (Time) He walked down the road fast. (Manner) 	<p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>3</p> <p>4</p> <p>2</p>
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English Language Syllabus Grade 02

	<p>6.18 Uses prepositions of direction (e.g., towards), time (e.g., during), purpose and means (e.g., for, with), accompaniment (with)</p>	<ul style="list-style-type: none"> • He was walking towards the temple. Come and meet me during the break You have to write with a pencil. I went to the library with my friend. • Help Students to identify and to use the following prepositions in sentences where necessary. e.g. behind, between, in front of, opposite) • Whose book is this? Which one is yours? When are you coming? • Form compound sentences using connectors for addition (e.g. and), contrast (e.g. but) 	4
	<p>6.19 Uses question words 'whose', 'which', 'when'.</p> <p>6.20 Writes compound sentences</p>		4
			4

English Language Syllabus Grade 02

<p>7. Uses English creatively and innovatively in written communication</p>	<p>7.1 Writes different types of notices.</p> <p>7.2 Describes objects</p> <p>7.3 Designs posters /banners</p> <p>7.4 Uses text features in different types of texts</p> <p>7.5 Lists information using the accurate format</p>	<ul style="list-style-type: none"> • Write different types of formal notices (e.g. Annual Alms Giving, Pirith Chanting Ceremony, English Day ,Prize Giving) • Write descriptions of different types of objects (e.g. stupas, statues...etc) • Design posters /banners to create public awareness. (e.g. Drug prevention campaign. <i>Katina Pinkama, Sil campaign, Bodi puja Programme</i>) • Use titles/ headings, main headings, sub-headings, captions/ labels for visuals. • Write lists of things to do etc. 	<p>✓ Will demonstrate awareness of writing different types of texts for different purposes</p>	<p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p>
<p>8. Communicates clearly, fluently and concisely</p>	<p>8.1 Describes people / places/objects</p>	<ul style="list-style-type: none"> • Speak on following topics. My mother, Chief incumbent, Prince Siddhartha, 		<p>2</p>

English Language Syllabus Grade 02

	<p>8.2 Speaks on familiar topics</p> <p>8.3 Describes pictures</p>	<ul style="list-style-type: none"> • Prince Sama, Queen Mahamaya , Our temple, My village, Temple of the Tooth Relic • Jaya Sri maha Bodhi, Stupa, Statues, Relic casket, Robes <p>Vesak festival, Kandy Perahara, relating a Jathaka story/an incident,</p> <p>speak on different pictures e.g. temple premises, class room, describe a picture of Prince Siddhartha's Birth, describes the paintings of the shrine room.)</p> <ul style="list-style-type: none"> • Contractions – I'll for I will Ellipsis – How are you? Fine! Discourse markers – well, as etc. • Recite and explain Pali stanzas (e.g. Simple stanzas in Dhammapada.) 	<p>✓ Will speak with clarity at an appropriate volume, maintain appropriate posture, eye contact, use verbal and non-verbal cues</p> <p>use appropriate register to convey meaning</p> <p>✓ Will recite and explain Pali stanzas meaningfully and correctly.</p>	<p>4</p> <p>4</p> <p>4</p> <p>3</p>
<p>8.4 Uses the features of spoken language. (contractions, ellipsis, discourse markers)</p> <p>8.5 Recites and explains Pali stanzas</p>				

English Language Syllabus Grade 03

Competency	Competency Levels	Subject Content	Learning Out come	No. of. Periods
<p>1. Identifies the sounds of the English Language</p>	<p>1.1 Identifies and uses initial consonant blends (clusters) (sw, sn, sk, bl, br, ch, cl, cr, dr, fl, gl, ph, pl, pr, sh, sl, sm, sp, st, th, tr, tw, wh, qu)</p> <p>1.2 Initial clusters with spl/str/ skw</p> <p>1.3 Uses “w” long diphthongs (aw, ew, oow)</p> <p>1.4 Uses word stress appropriately</p>	<ul style="list-style-type: none"> • Use words like swan, snake, sky, blend, branch, church, clear, crow, draw, flag, glow, photo, please price, show, slice, small, spoon, thin, tree, two, what, queen. • Use words like splash, streets, square • Use words like mouth, goat, goose • Use words stress with prefixes, suffixes, compounds, phrasal verbs, reflexive pronouns 	<p>✓ Will use sounds to form words in English</p> <p>✓ Will use word stress to denote different meanings of words</p>	<p>4</p> <p>4</p> <p>2</p> <p>4</p>
<p>2. Uses mechanics of writing with understanding</p>	<p>1.1.1. Uses the colon, hyphen, dash, slash and inverted commas.</p>	<ul style="list-style-type: none"> • Identify and use the following punctuation marks in sentences appropriately. e.g colon- The places I visited : Anuradhapura, Sigiriya,...etc. hyphen- Passer-by, bus- stand Slash- I bought a pen/pencils/a eraser and some books. Dash – Things have changed a lot in the last year- mainly for the better. Inverted commas- He said, “I am hungry”. 	<p>✓ Will identify and use the colon, hyphen, dash, slash and inverted commas in sentences appropriately.</p>	<p>4</p>

English Language Syllabus Grade 03

<p>3. Engages in active listening and responses appropriately</p>	<p>3.1 Identifies the choice of words used to influence emotions</p> <p>3.2 Compares and contrasts information</p> <p>3.3 Distinguishes between cause and effect</p> <p>3.4 Identifies word stress in context</p>	<ul style="list-style-type: none"> • Use words/ expressions that denote anger/ happiness/ sorrow etc. e.g. anger : I hate it. Please don't do it. happiness : What a lovely surprise sorrow : I missed you. I'm sorry for my actions. • Analyse texts with contrastive information • Identify the difference between cause and effect • Identify the impact of word stress on meaning 	<p>✓ Will listens to identify the different organizational patterns that affect meaning.</p>	<p>4</p> <p>4</p> <p>4</p> <p>4</p>
<p>4. Building up vocabulary using words accurately to convey precise meaning</p>	<p>4.1 Uses meronyms</p> <p>4.2 Uses words which are homonyms (spelt and/ or pronounced alike but have different meanings)</p> <p>4.3 Learns the vocabulary of fixed expressions and what they mean</p> <p>4.4 Recognizes how words are formed</p>	<ul style="list-style-type: none"> • A term which denotes part of something e.g. eyes – a part of the face • e.g. court vs coat • Phrasal verbs (e.g. blow up) Collocation • Compounding • Affixation (prefixes – anti/dis/re/in & (suffixes – able/ ible/al/ial/en/er/est/less/ment/ness/iou/s/eous/ous) 	<p>✓ Will form and identify new words to denote different meanings.</p>	<p>3</p> <p>3</p> <p>4</p> <p>4</p>

English Language Syllabus Grade 03

<p>5. Extracts necessary information from various types of texts</p>	<p>5.1 Identifies referents.</p> <p>5.2 Reads to understand the meaning of words.</p> <p>5.3 Identifies main idea of a text.</p> <p>5.4 Reads and understands a simple poem.</p> <p>5.5 Makes inferences based on prior knowledge, visual clues, contextual clues</p> <p>5.6 Distinguishes between cause and effect and compares and contrasts</p> <p>5.7 Recalls details</p>	<ul style="list-style-type: none"> • Identify and use referents (e.g. use reference words to show the connection between ideas.) • Read to understand the meaning of words. (e.g. using context clues to understand the word meaning.) • Identify main idea of a text. (e.g. Key words{noun and verb} to find main idea of a text.) • Read and understand a simple poem. (e.g. by considering the subject and form. / tries to decipher the figurative meaning.) • Read and understand the information conveyed by inferring through visual & contextual clues • Compare and contrast two or more ideas, concepts, topics in a text • Use “wh” question how & why to recall details 	<p>✓ Will identify referents to extract information from various texts.</p> <p>✓ Will read and understand the contents of different types of texts</p>	<p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>3</p>
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English Language Syllabus Grade 03

6. Uses English grammar for the purpose of accurate and effective communication	<p>5.8 Identifies and studies characters and their actions</p> <p>5.9 Identifies the speaker of a poem or story</p>	<ul style="list-style-type: none"> Read and identify characters and their actions such as character types, draw conclusions about them etc. Identify if the speaker is the first person /the third person etc. 		4
<p>6.1 Uses gerunds</p> <p>6.2 Uses quantifiers some, few, little, many, much</p> <p>6.3 Uses interrogative pronouns 'whose' and 'whom'</p> <p>6.4 Uses reflexive pronouns</p> <p>6.5 Uses the –“en” participle of the verb</p> <p>6.6 Uses imperative verb forms</p> <p>6.7 Uses transitive, intransitive and ditransitive verbs</p>	<ul style="list-style-type: none"> e.g. Walking is good for your health e.g. Some monks are in the classroom <p>Few books are on the table Little mistakes you make go a long way. Many children were in the playground</p> <ul style="list-style-type: none"> Whose bag is this? Whom did you tell? Use reflexive pronouns such as myself/ herself/ himself/ itself/ themselves/ ourselves. Took – taken (e.g. The umbrella was taken by the monk.) Stand up , sit down Identify and use transitive and intransitive sentences. (e.g. transitive-I baked some cookies.) (intransitive- The sun sets) (ditransitive- she gave me a letter) 	<ul style="list-style-type: none"> e.g. Walking is good for your health e.g. Some monks are in the classroom <p>Few books are on the table Little mistakes you make go a long way. Many children were in the playground</p> <ul style="list-style-type: none"> Whose bag is this? Whom did you tell? Use reflexive pronouns such as myself/ herself/ himself/ itself/ themselves/ ourselves. Took – taken (e.g. The umbrella was taken by the monk.) Stand up , sit down Identify and use transitive and intransitive sentences. (e.g. transitive-I baked some cookies.) (intransitive- The sun sets) (ditransitive- she gave me a letter) 	<p>✓ Will use grammar appropriately for effective communication</p>	<p>2</p> <p>3</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>4</p>

English Language Syllabus Grade 03

6.8	Uses present perfect and past perfect tense	<ul style="list-style-type: none"> Identify and use perfect tense. (e.g. She has gone to the office./I have changed my vehicle./Upul had found a job./We will have passed the exam.) 	6
6.9	Uses prepositions	<ul style="list-style-type: none"> Identify and use prepositions of comparison (e.g. than), support or opposition (e.g. for, against, with) 	4
6.10	Uses connectors	<ul style="list-style-type: none"> For sequence (e.g. then, while, before) for reason (because, as, for), for cause and effect (e.g. so that, therefore, since) 	6
6.11	Uses question words 'why' and 'how'	<ul style="list-style-type: none"> e.g. Why are you late? How did you come? 	3
6.12	Changes sentences from active to passive and passive to active	<ul style="list-style-type: none"> Identifies Active and Passive voice. (e.g. Active- The President addressed the meeting.) (Passive – The meeting was addressed by the president.) 	6
6.13	Uses adverbs of frequency, duration, degree, reason,	<ul style="list-style-type: none"> Identify and use adverbs- place/frequency/ manner /time. (e.g. place-everywhere/somewhere) (manner – cleverly/expertly) (time- yesterday/tomorrow) (frequency – always/often) 	4
6.14	Expands adverbs to adverb phrases	<ul style="list-style-type: none"> He was sitting at the back seat of the bus. 	3

English Language Syllabus Grade 03

	<p>6.15 Uses question tags</p> <p>6.16 Answers informative questions.</p>	<ul style="list-style-type: none"> • Identify and use tag questions. (e.g. you are late, aren't you? Don't you eat rice, do you?) • (e.g. Who is meditating? The young monk is meditating.) 		4
<p>7. Uses English creatively and innovatively in written communication</p>	<p>7.1 Writes personal recounts describing and reflecting on oneself, one's past experiences or events</p> <p>7.2 Writes notes (short messages) informally.</p> <p>7.3 Designs a brochure.</p> <p>7.4 Ensures coherence in a text by selecting organizational patterns necessary for purpose, audience, context and culture</p>	<ul style="list-style-type: none"> • Write diary entries/ journals. (e.g. I got up early. I met my old friend.) • Write notes to close friends for various purposes. (e.g. Inviting a friend to join on a trip.) • Design a brochure including descriptions of various objects (e.g. a brochure on interesting places of Sri Lanka. a brochure on people in different countries.) • Sequence information in chronological order • Categorise and classify information • Sequence in order of priority. 	<p>✓ Will use language to communicate effectively and appropriately in written communication</p>	4 4 4 6

English Language Syllabus Grade 03

8. Communicates clearly, fluently and concisely	8.1 Explains the five Precepts in English.	<ul style="list-style-type: none"> • Explain the five precepts in English. (e.g. Pansil) 	4
	8.2 Identifies the purpose and the audience.	<ul style="list-style-type: none"> • Tell a short story. (e.g. Sasa Jathaka story.) 	4
	8.3 Uses effective introductions and conclusions	<ul style="list-style-type: none"> • Deliver a Dhammachintha. (e.g. good habits/thoughts of the day.) 	4
	8.4 Presents ideas, opinions, experiences and arguments with confidence	<ul style="list-style-type: none"> • Will speak on literary and informational topics • Elaborate on topics (e.g. people, places, time), paraphrase information for clarification, 	4
	8.5 Uses language to produce spontaneous and planned spoken texts and convey them in multi-modal ways	<ul style="list-style-type: none"> • Engage in conversations (explain given information, participate in a discussion), narratives (retells a story), personal recounts (share oral anecdotes, elaborate on hobbies, likes/ dislikes) 	4

English Language Syllabus Grade 04

Competency	Competency Levels	Subject Content	Learning Out come	No. of. Periods
1. Identifies the sounds of the English Language	1.1 Uses the silent letters (m, n, o, p, s, t, u, w)	<ul style="list-style-type: none"> • Exposure to the words with silent letters in initial and mid positions. (e.g. m-mnemonic n -autumn/hymn o- esophagus p -receipt/psychology s- Island/debris t- ballet/listen/often u- touch/guess/guilt w-answer/sword 		4
	1.2 Uses consonant clusters at the end position	<ul style="list-style-type: none"> • (e.g. lb – bulb rv – nerve, vs – loves, rts – heart, idz – builds, sks – asks, mpt – tempt mpts – tempts, ksts – texts, ltst – waltzed) 	<ul style="list-style-type: none"> • Will use and identify sounds in the formation of words. 	4
	1.3 Identifies the syllabic patterns in word formation	<ul style="list-style-type: none"> • Identify the syllabic patterns in word formation. (e.g. -fa/mous, sim/ple, lo/cal, car/pen/ter, im/por/tant) 		4
	1.4 Uses 'r' liaison vowels	<ul style="list-style-type: none"> • ir – hear, er – square, ar – start, or – north, ur – pure, ur - nurse 		4

English Language Syllabus Grade 04

<p>2. Uses Mechanics of writing with Understanding</p>	<p>2.1 Identifies and uses numbers, numerals and fraction</p> <p>2.2 Identifies and uses the discourse markers.</p> <p>2.3 Identifies different spelling conventions</p>	<ul style="list-style-type: none"> • Identify and use numbers, numerals and fractions. (e.g. numbers-one,two, numerals-first,second fractions –half, quarter) • Identify and use the discourse markers in sentences correctly. (e.g. Therefore, Then, Afterthat) • Use spelling conventions in American English and British English 	<ul style="list-style-type: none"> • Will use mechanics of writing to communicate effectively. 	<p style="text-align: center;">4</p> <p style="text-align: center;">4</p> <p style="text-align: center;">4</p>
<p>3 Engages in active listening and responses appropriately</p>	<p>3.1 Makes predictions (about subsequent activities/ actions) by using prior knowledge, phonological cues, and contextual clues.</p> <p>3.2 Makes inferences by using prior knowledge, phonological cues, contextual clues</p> <p>3.3 Draws conclusions from main ideas, key details and specific examples from the text, prior knowledge, and contextual clues.</p>	<ul style="list-style-type: none"> • Respond to different types of texts to predict, infer information and draw conclusions 	<ul style="list-style-type: none"> • Will listen and respond to different types of texts 	<p style="text-align: center;">4</p> <p style="text-align: center;">4</p> <p style="text-align: center;">4</p>

English Language Syllabus Grade 04

<p>4 Building up vocabulary using words appropriately and accurately to convey precise meaning</p>	<p>4.1 Deduces meaning of words from how they are used in context</p> <p>4.2 Identifies proverbs</p> <p>4.3 Recognizes the playful use of words in spoken and written language</p>	<ul style="list-style-type: none"> • Use of contextual clues to understand the meaning of words • Identify the word class the words belong to • Identify proverbs • Use of jokes, riddles and puns 	<ul style="list-style-type: none"> • Will build and use vocabulary for effective communication. 	<p style="text-align: center;">4</p>
<p>5 Extracts necessary information from various types of texts</p>	<p>5.1 Identifies the main idea and supportive ideas.</p> <p>5.2 Reads to responds to a story.</p> <p>5.3. Identifies sequencing patterns.</p>	<ul style="list-style-type: none"> • Identify the main idea and supportive ideas in a text. (e.g. uses the 'wh' question tags such as who or what the text about. / look for the key words that are used repeatedly.) • Reads to respond to a story. (e.g. extracts from Buddha's life story/Dhammapada/fables/corresponding stories/Jathaka stories) • Identify sequencing patterns. (e.g. writing information is organized in steps or a process is explained in the order.) 	<ul style="list-style-type: none"> • Will engage in active listening in order to extract important information and to decipher organizational patterns. 	<p style="text-align: center;">4</p>

English Language Syllabus Grade 04

	<p>5.4 Interprets and integrates ideas from a variety of sources</p> <p>5.5 Paraphrases information or ideas</p> <p>5.6 Understands how a writer's style can impact the readers interpretation of the text</p>	<ul style="list-style-type: none"> • Use maps, diagrams and graphs to interpret information • Use own words, synonyms/ antonyms to paraphrase information • Read and interpret texts in terms of its purpose, audience, context and culture through choice of words, writing techniques, use of literary language, use of sentences 		<p style="text-align: center;">4</p> <p style="text-align: center;">4</p> <p style="text-align: center;">6</p>
<p>6 Uses English grammar for the purpose of accurate and effective communication</p>	<p>6.1 Uses quantifiers 'not many', 'not much', 'too many', 'too much', each every, fewer, less, more.</p> <p>6.2 Uses reciprocal pronouns (e.g., each other, one another)</p> <p>6.3 Identifies nouns that behave like adjectives and identifies adjectives that behave as nouns</p>	<ul style="list-style-type: none"> • I have too many books in my hand. • Fewer students are in class today. • There are more students in class today than yesterday • They helped each other. • e.g. The cricket bat is broken. (Nouns behave as adjectives) The rich should help the poor. (Adjectives behave as nouns) 	<p style="text-align: center;">4</p> <p style="text-align: center;">3</p> <p style="text-align: center;">3</p> <p>✓ Will use key aspects of grammar to communicate accurately and effectively.</p>	

English Language Syllabus Grade 04

	<p>6.4 Modifies adjectives using adverbs</p> <p>6.5 Forms phrasal verbs</p> <p>6.6 Uses modals could, would, might and should in reported speech</p> <p>6.7 Uses modals used to/ have to/ ought to/ need to</p> <p>6.8 Uses and identifies adjectives that function also adverbs</p>	<ul style="list-style-type: none"> • e.g. It's a very fast car. • e.g. plan out, break down, catch up. • e.g. She said that she could do all the work. • He said that he would come tomorrow. • They said that they might stay in Kandy for the weekend. • The teacher said that we should come to class every day. • e.g. I used to read only two pages a day but now I read more. • I have to complete the work on time. • We ought to be silent because we might not disturb others. • I need to go to the temple now. • e.g. The man ran fast. (adjective as adverb) 	<p style="text-align: center;">4</p> <p style="text-align: center;">4</p> <p style="text-align: center;">4</p> <p style="text-align: center;">4</p> <p style="text-align: center;">4</p> <p style="text-align: center;">4</p>
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English Language Syllabus Grade 04

	<p>6.9 Uses adverbs that connect clauses/ sentences (e.g. perhaps, naturally,)</p> <p>6.10 Uses adverbs that indicate the speaker’s attitude.</p> <p>6.11 Uses prepositions for exception (e.g. except), concession (e.g. despite)</p> <p>6.12 Combines prepositions to form complex preposition (e.g. in front of, because of)</p> <p>6.13 Recognizes how prepositions collate with other words</p> <p>6.14 Forms prepositional phrases</p> <p>6.15 Forms complex sentences with main clause and subordinate clause</p>	<ul style="list-style-type: none"> • Perhaps, they must be on their way now since they left home early. • Would you like a cup of tea? Actually, I’ve had one already. • Despite, the bad weather, they all came to school today. • e.g. They all stood in front of the teacher. • e.g. I went to the library in search of a book on English. • The building was constructed with difficulty. • I like pineapple more than papaya (Comparison clause) • He is looking for the book which he lost. (Relative clause) • The people were working as they were told. (Adverbial clause) 	<p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>3</p> <p>4</p> <p>6</p>
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English Language Syllabus Grade 04

	6.16 Uses direct and reported speech	<ul style="list-style-type: none"> • He said, "I will walk back to the temple." (Direct Speech) He said that he would walk back to the temple (Reported speech) 		6
7 Uses English creatively and innovatively in written communication	7.1 Develops characterization in a story using literary techniques 7.2 Uses effective cohesive devices 7.3 Retells experiences or past events by describing certain factual details, the setting etc.	<ul style="list-style-type: none"> • Use direct speech to give information about a character • Join sentences together to make ideas more understandable to the reader 	<ul style="list-style-type: none"> • Will use English to communicate effectively. 	4 4 4
8 Communicates clearly, fluently and concisely	8.1 Organizes and participates in a debate 8.2 Delivers impromptu speech 8.3 Conducts a literary association meeting	<ul style="list-style-type: none"> • Prepare to organize and participate in a debate (e.g. advantages and disadvantages of tourism) • Deliver impromptu speech. (e.g. Dhamma school education/Importance of English) • Conduct a meeting. (e.g. reads the agenda/read the minutes/make proposals/discussions) 	<ul style="list-style-type: none"> • Will use aspects of spoken language to communicate effectively and accurately. 	4 4 6

English Language Syllabus Grade 04

	<p>8.4 Describes objects</p>	<ul style="list-style-type: none"> • Describe objects. (e.g. Dragon gate/main entrance to the temple (<i>Vahalkada</i>)) 		3
	<p>8.5 Presents simple religious activities</p>	<ul style="list-style-type: none"> • Present simple religious activities. (e.g. Bodhi Puja/Dhamma discussion) 		4
	<p>8.6 Uses cohesive devices to enable others to understand what is being said</p>	<ul style="list-style-type: none"> • Use cohesive devices to denote the sequence of what is being said 		4

English Language Syllabus Grade 05

Competency	Competency Levels	Subject Content	Learning Out come	No. of. Periods
<p>1. Identifies the sounds of the English Language</p>	<p>1.1 Identifies sentence stress and intonation.</p> <p>1.2 Pronounces clearly and accurately consonants, vowels, consonant clusters and vowel combinations discussed in the previous grades</p>	<ul style="list-style-type: none"> • Identify and use sentence stress and intonation in the mid and end position. e.g. intonation – Is she your mother? What's your name? Stress- I w/ant your pen. That'/s my pen. • Use primary, “j” diphthongs, “w”- long diphthongs r- liaison vowels, initial and end consonant clusters and silent letters in different contexts. e.g. (“j” diphthongs - you/ju.; year/jz) ‘w’ long diphthongs – mouth, goat ‘r’ liaison vowels - port 	<p>✓ Will apply the rules of sounds in word formation to communicate accurately and precisely.</p> <p style="text-align: right;">6</p>	<p style="text-align: center;">6</p>
<p>2. Uses Mechanics of writing with Understanding</p>	<p>2.1 Identifies and uses idiomatic phrases.</p> <p>2.2 Identifies and uses the proverbs.</p> <p>2.3 Reviews and revises drafts to enhance relevance, focus and clarity to achieve the expected meaning.</p>	<ul style="list-style-type: none"> • Identify and uses the idiomatic phrases in sentences correctly. I met you once in a blue moon. • Identify and use the proverbs in sentences correctly. e.g. Rolling stone gathers no moss. Unity is strength. • Identify language and content (facts, ideas, details and points of view) relevant to the audience and context 	<p>✓ Will use the mechanics of writing to communicate</p> <p style="text-align: right;">6</p>	<p style="text-align: center;">6</p>

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	<p>2.4 Proof reads and edits drafts</p>	<ul style="list-style-type: none"> • replace, add, delete and/ or reorder (words/ phrases and/or sentences, facts and ideas, details, point of view, visual resources) • Improve the sequencing progression and coherence of facts, ideas and/or details within and/or between paragraphs. • Correct language features (spelling, punctuation, grammar and expressions errors) for grammatical accuracy and clarity in meaning. • Improve the layout of the text for easy reading. (adjust length of sentence and paragraph, add bullets and numbering, heading, sub headings where appropriate 		6
<p>3 Engages in active listening and responds appropriately</p>	<p>3.1 Identifies and uses stress and intonation to denote meaning.</p> <p>3.2 Identifies and retains large chunks of information.</p>	<ul style="list-style-type: none"> • Identify and use stress and intonation to denote meaning appropriately. e.g. I don't think, he should get the job. I don't think, he should get the job. • Identify and retain large chunks of information correctly. e.g. organize and classify large amount of information e.g. You know what I mean? Yes, I know what you are saying. • Listen to different types of texts to 	<p style="text-align: center;">✓ Will use appropriate strategies to evaluate texts.</p>	6

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<p>4 Building up vocabulary using words appropriately and accurately to convey precise meaning</p>	<p>3.3 The ability to distinguish between fact and opinion</p> <p>3.4 Identifies the problem-solution relationship in a text</p> <p>3.5 Identifies different points of view</p>	<p>distinguish between fact and opinion</p> <ul style="list-style-type: none"> • Identify problems and relevant solutions in selected texts. • Examine different points of view relating to different texts. 	<p>6</p> <p>6</p> <p>8</p>	
	<p>4.1 Recognizes how words are formed</p> <p>4.2 Uses words appropriate for audience context and culture</p>	<ul style="list-style-type: none"> • Form acronyms (SAARC – South Asian Association for Regional Cooperation) • Form clippings – e.g. Television – T.V. • Form blends – e.g. breakfast + Lunch = Brunch • Use appropriate words in different types of texts (e.g. explanation, technical words), medium (spoken/ written), register (formal/ informal), context (euphemism), culture (taboo words), region (British vs American English) 	<ul style="list-style-type: none"> ✓ Will use and recognizes vocabulary that are supportive of developing, reading, writing and speaking skills. 	<p>6</p> <p>6</p>
	<p>4.3 Uses vocabulary appropriate to different contexts</p>	<ul style="list-style-type: none"> • Use collocation, idioms, proverbs and phrasal verbs appropriately commence, start – e.g. commence the meeting, start the car. 		<p>6</p>
	<p>4.4 Recognizes literary languages</p>	<ul style="list-style-type: none"> • Recognizing similes, metaphors, imagery, personification, hyperbole 		<p>6</p>

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<p>5 Extracts necessary information from various types of texts</p>	<p>5.1 Reads to infer meaning.</p> <p>5.2 Understands the organizational patterns of different texts.</p> <p>5.3 Makes predictions of a text</p> <p>5.4 Restates the gist and the main idea of a text</p> <p>5.5 Reads and responds to different types of texts</p>	<ul style="list-style-type: none"> • Read to infer meaning in a text. (e.g. find the meaning embedded in words and phrases.) • Understand the organizational patterns of different texts. (e.g. explain the meaning of new words and phrases.) • Make predictions on the content of a text using prior knowledge, typographical and visual features, text features, organizational patterns, organizational structure • Summarize a given text up to 1/3 precisely and grammatically accurately • Read and respond to poetry, personal recounts (diary entries, biographies, memories), narratives, Factual recounts (travelogues, news bulletins) Information reports(project reports), Procedures (experiments, instructional materials) 	<p>✓ Will use organizational patterns to comprehend the information contained in different texts.</p>	<p>6</p> <p>6</p> <p>6</p> <p>6</p> <p>6</p>
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<p>6 Uses English grammar for the purpose of accurate and effective communication</p>	<p>6.1 Revises knowledge of grammatical rules at the word, phrase and sentence levels.</p> <p>6.2 Uses cohesive devices to create links across different clauses, sentences and paragraphs.</p>	<ul style="list-style-type: none"> • Identify and define errors and explain the rule • Reference (Back and Forward) (Referring Back - use of personal pronouns, use of quantifiers, use of demonstratives, Referring forward – use of demonstratives, certain adjectives) • Substitution (Use of so, not, one, do/did and lexical substitution) • Ellipsis (have, be, do) • Conjunction • Additive – again, also, as well, moreover, in addition, furthermore • Contrastive – but, however, nonetheless, nevertheless, on the contrary • Time – then, previously, later • Listing – first, then, next, finally • Resultative – since, consequently, therefore 	<p style="text-align: right;">8</p> <p style="text-align: right;">10</p> <p>✓ Will show understanding of how different structures leads to accurate meaning of a text.</p>
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		<ul style="list-style-type: none"> • Concessive – nonetheless, anyhow, anyway, however • Inference – otherwise, then, in that case • Summative – altogether, overall 		
<p>7 Uses English creatively and innovatively in written communication</p>	<p>7.1 Engages in producing various personal, academic and functional texts</p>	<ul style="list-style-type: none"> • Provide information, explain an issue/ situation and/ or express and justify a point of view. (elaborate/ explain the key points, address the counter arguments, apply a suitable format, use appropriate text features) • Write factual recounts (news articles, eye-witness accounts) • Record the particulars of an incident and explain how and why it happened (describe the background information/ facts regarding the persons involved, describing, elaborating on and/ or supporting/ explaining key points and events, reflecting in a commentary how and why the incident happened, using appropriate text features.) • Information reports • Explanations • Expositions 	<p>✓ Will produce texts for personal, academic and functional purposes</p>	<p>10</p>

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<p>8 Communicates clearly, fluently and concisely</p>	<p>8.1 Delivers a sermon</p> <p>8.2 Explains the history and the importance of certain religious places.</p> <p>8.3 Talks about other religions and beliefs.</p> <p>8.4 Announces at religious events</p>	<ul style="list-style-type: none"> • Deliver sermons. e.g. short Dhamma speech. • Explain the history and the importance of certain religious places. (e.g. Anuradhapura/ Jaya Sri Maha Bodhi) • Talk about other religions and beliefs comparatively. (e.g. Christmas/Ramazan) • Announce at religious events. (e.g. alms giving / Katina Pinkama) 	<p>✓ Will produce planned spoken texts accurately and concisely.</p>	<p>6</p> <p>6</p> <p>6</p> <p>4</p>
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