

Grade 6 syllabus

Competency	Competency Level	Subject Content	Learning Outcomes	No. of periods
1. Identifies the sounds of English Language	1.1 Pronounces English words properly.	<ul style="list-style-type: none"> • Help students to identify the vowel and consonant sounds by showing them different types of vowel –consonant combinations as shown below. • Get students to practice the pronunciation of them correctly • Help students to improve their spellings <p>Long and short vowel sounds and consonant sounds (two letter, three letter, four letter, five letter and six letter words)</p> <p>an at bat has mat ten leg web jet hen in it if pig sit on top hot job rod up us bun jug cup</p> <p>wax box fox six mix car jar bar far tar</p> <p>fir sir fur her less mess toss loss hiss kiss</p> <p>cuff puff muff off bell fell well fill bill till dull gull doll fast last past best nest test fist list dust just</p> <p>stem step stop star still</p>	<p>Students will be able to identify the long and short vowel sounds and consonant sounds.</p> <p>Students will be able to pronounce two letter, three letter, four letter, five letter and six letter words with a mixture of consonants and vowel sounds (long and short) accurately.</p>	<p style="text-align: center;">3</p>

		<p>back pack sack deck neck peck pick lick sick cock lock mock dash bash rash dish fish wish gush hush shall shell ship shop</p> <p>hand land sand pond fond bend send lend bent sent lent tent went</p> <p>ding king ring wing dong song long hung rung sung bank tank sank pink wink sink there where hair fair their wear hare fare etc</p> <p>Different situations – words, word groups, phrases, sentences, rhymes, tongue twisters Eg. Hat mat rat Ham hat Cat on a mat Cat sat on a mat, a top in a pot, etc.</p> <p>Activities – listen and read, listen and tick, listen and underline, listen and tick, listen and circle, listen and show, read aloud, matching, categorizing, games.</p>		
	<p>1.2 Reads aloud different types of texts accurately and meaningfully</p>	<ul style="list-style-type: none"> • Help students to read different types of texts (given in the text book) accurately and meaningfully. (with short pause (,) and long pause(.)). <p>Text types-tongue twisters, announcements, dialogues / conversations,</p>	<p>Students will be able to read different types of texts accurately</p>	<p>3</p>

		instructions, news, stories, poems, role plays, speeches Activities– loud reading, acting out etc.	and meaningfully.	
2.Uses Mechanics of Writing with Understanding	2.1 Uses capital and simple letters Appropriately	<ul style="list-style-type: none"> • Help students to identify the words that should be capitalized. <ul style="list-style-type: none"> - First letter of a sentence - Pronoun ‘I’ - Names of people and places (Nimal, Maharagama, London, Sri Lanka) <p>Text types- simple sentences, simple passages, simple dialogues, poems, simple letters, notes etc on familiar topics.</p> <p>Activities - re-writing, underline the errors, correcting etc.</p>	Students will be able to use capital and simple letters in a sentence appropriately.	3
	2.2 Uses full stop appropriately	<ul style="list-style-type: none"> • Help students to understand the importance of ‘Full stop’. • Get the students to practice the use of full stop at the end of a sentence. • Get the students to practice the use of full stop with abbreviations. Eg. Mr. Mrs. Dr. Rs.10/- <p>Text types- simple sentences, simple passages, simple dialogues</p> <p>Activities – Re – writing, correcting etc.</p>	Students will be able to use full stop where necessary.	3
	2.3 Uses question mark appropriately	<ul style="list-style-type: none"> • Help students to understand the importance of ‘Question mark’. • Get the students to practice the use of question mark <p>Text types- Simple passages, simple dialogues etc. with questions</p> <p>Activities – give questions and statements to classify, put question mark or full stop, put the full stop/question mark in the given circles in the passage, identify the place to put full stop/question mark and draw circles, put full stop/question mark in the circle.</p>	Students will be able to use question mark where necessary.	3

3. Engages in active listening and responds appropriately	3.1 Responds to simple announcements	<ul style="list-style-type: none"> ● Help students to understand the term ‘announcements’ ● Get the students to practice listening to various types of simple announcements at school level. Eg. ‘Today grade six students do not have sports practise after school.’ ● Text types - simple announcements at school level. ● Activities – Listen and respond to various types of announcements 	Students will be able to respond to simple announcements appropriately.	2
	3.2 Listens and follows instructions and responds to requests	<ul style="list-style-type: none"> ● Help students to understand the term ‘Instructions’ through different types of activities. ● Get the students to practice listening to various types of simple instructions and follow them. ● Eg. listen and draw Listen and colour Listen and trace the route Games like ‘Simon says’ ● Text types – simple instructions, requests ● Activities – listen and draw, listen and colour, listen and trace, listen and do, listen and act, listen and find, listen and completing a picture, listen and fill, listen and find the correct order etc. 	Students will be able: - to follow instructions accurately - to respond to various types of requests appropriately.	3
	3.3 Listens to a simple text for specific information	<ul style="list-style-type: none"> ● Get the students to practice listening to various types of simple texts and to find specific information ● Eg. Names of persons, animals, places, dates, days, months, years, etc. ● Text types – simple dialogues, stories, descriptions of people/ places/ animals, processes (making a kite, fruit salad etc.) and events, songs, minutes of English Literary Association 	Students will be able to listen to and find specific information such as names of persons, animals, places, dates, days, months, years, etc.	3

		<ul style="list-style-type: none"> Activities - matching, labeling a diagram, multiple choice, filling the blanks/ filling a grid (answers should be given to select), etc. 		
<p>4. Building up vocabulary using words appropriately and accurately to convey precise meaning</p>	<p>4.1 Uses masculine and feminine forms of nouns appropriately</p>	<ul style="list-style-type: none"> Help students to learn and use masculine and feminine forms of nouns appropriately boy – girl, brother – sister, father – mother, grandfather – grandmother, grandson – granddaughter, king – queen, lad – lass, husband – wife, son – daughter, uncle – aunt, wizard – witch, man – woman, postman – postwoman, policeman – policewoman, <p>actor – actress, hunter – huntress, host – hostess, poet – poetess, emperor – empress, god – goddess, prince – princess, steward – stewardess, priest – priestess, giant – giantess, Sheppard – sheppardess, master – mistress, tailor – tailoress, traitor – traitoress, waiter – waitress, gentleman – lady, husband – wife, monk – nun, bridegroom – bride, hero – heroine</p> <p>lion – lioness, tiger – tigress, he bear – she bear, tom cat – she cat, dog – she dog</p> <p style="text-align: center;"><u>male</u> <u>female</u></p> <p>camel - bull – cow buffalo - bull – cow crocodile - bull – cow dolphin - bull – cow elephant - bull – cow</p> <p>hero – heroine, horse – mare, mule – mare, deer – buck/doe, cock – hen, peacock – peahen, sheep – ewe, duck – drake, fox - vixen, goose - gander</p>	<p>Students will be able to identify the forms of masculine and feminine nouns.</p> <p>Students will be able to use masculine and feminine forms of nouns in sentences appropriately.</p>	<p>3</p>

		<ul style="list-style-type: none"> • Text Types- simple folk tales, dialogues, playlets, announcements, speeches, poems with animal characters, passages with above words etc. • Activities – matching, categorizing, puzzles, multiple choices, filling blanks, games etc. 		
	4.2 Uses terms referring to young ones of animals appropriately	<ul style="list-style-type: none"> • Help the students to learn and use terms referring to young ones of animals appropriately. <p>bear – cub, lion – cub, panda – cub, tiger – cub, fox – cub leopard – cub, buffalo – calf, elephant – calf, camel – calf deer – calf, hippopotamus – calf, giraffe – calf, dolphin - calf</p> <p>duck – duckling, cod – codling, goose – gosling, fish– fingerling, crocodile – hatchling, ostrich – hatchling,</p> <p>cockroach – nymph, grasshopper – nymph, dragonfly – nymph louse – nymph, pig – piglet, eagle – eaglet, frog – froglet, hedgehog – hoglet,</p> <p>cat – kitten, dog – puppy, fox – cub / pup, horse – foal/ colt, donkey – foal, human – child/ boy/ girl, goat – kid monkey- infant, kangaroo – flyer.</p> <p>Text Types- simple folk tales, fairytales, play lets, speeches (animal characters) poems, songs, passages with above words etc.</p> <p>Activities – matching, categorizing, completing (sentences/ stories, paragraphs with picture clues) multiple choices, filling the blanks, games, any suitable listening, speaking, reading or writing activities.</p>	<p>Students will be able to identify the words used to refer to young ones of animals.</p> <p>Students will be able to use such terms in sentences appropriately.</p>	3

	<p>4.3 Finds synonyms and antonyms for given words</p>	<ul style="list-style-type: none"> • Help the students to identify synonyms and antonyms <p>fat – thin, thick – thin, long – short, tall – short, big – small, large – small, happy – sad, beautiful – ugly, rich – poor hot – cold , top – bottom, broad – narrow , Rright – wrong high – low, fast – slow, wild – tame, domestic – wild, good – bad, full – empty, rough – smooth, clean – dirty etc. See Teachers Guide Grade 6</p> <p>begin – start, end – finish, arrive – come, large – big, small – tiny, pretty – beautiful, hard – difficult, shut – close happy – glad, fast - quick etc. See Teachers Guide Grade 6.</p> <ul style="list-style-type: none"> • Text Types- dialogues, role plays, simple folk stories, poems, passages with synonyms and antonyms etc. • Activities – matching, categorizing, multiple choices, finding, filling the blanks etc 	<p>Students will be able to find synonyms and antonyms for given words</p>	<p>4</p>
	<p>4.4 Uses affixes to change the word class and the meaning of words (nouns, adjectives adverbs and verbs)</p>	<p>Help the students to understand the concepts of changing the word class and meaning of words using affixes - -un, -ful, -less, -dis, -ily, -ness , -fully, re-</p> <p>Adj. – Adj. (opposite) happy – unhappy honest – dishonest kind – unkind like – dislike common – uncommon obey – disobey lucky – unlucky connect – disconnect</p> <p>verb – verb (opposite) Verb – Adj. do – undo care – careless tie – untie harm – harmless</p>	<p>Students will be able to use affixes -un, -ful, -less, -dis, -ily, -ness , -fully, re- to change the word class and the meaning of words.</p>	<p>4</p>

		<p>button – unbutton</p> <p>Noun – Adj. beauty – beautiful mean – meaningful</p> <p>Adj. – Adv. kind – kindly, happy – happily sad – sadly neat – neatly cheerful – cheerfully lucky – luckily</p> <p>Text Types- dialogues, role plays, simple folk tales, fairytales, poems, songs, passages with words that can be added--un, -ful, -less, -dis, -ily, -ness , -fully, re-</p> <p>Activities – matching, categorizing, multiple choices, finding, filling blanks, filling a grid etc</p>	<p>cheer – cheerful colour – colourful</p> <p>Adj. – Noun kind – kindness happy – happiness sad – sadness quick – quickness neat – neatness</p> <p>careful – carefully careless – carelessly beautiful – beautifully meaningful – meaningfully quick – quickly</p>	
4.5 Forms the plurals of nouns		<ul style="list-style-type: none"> Help the students to form the plurals of nouns adding –s, -es, -en and vowel change <p>Adding –s to the singular noun girl – girls boy – boys etc.</p>	Students will be able to form the plurals of nouns adding –s, -es, -en and vowel change	4

		<p>Adding –es to the singular nouns ending in s, x, z, sh, ch, and ss bus -buses box – boxes topaz – topazes brush – brushes church – churches class – classes</p> <p>Adding -en ox – oxen child – children</p> <p>Vowel change – tooth – teeth, foot – feet, man – men, woman - women</p> <p>Text types – sentences, passages etc. with the nouns that can be pluralized by adding –s, -es,- en and vowel change.</p> <p>Activities – matching, completing, pluralizing the sentences with be verbs. *Rules related to ‘y’ will be formally dealt with in grade 7.</p>		
<p>5. Extracts necessary information from various types of texts</p>	<p>5.1 Uses visual clues to derive the meaning of the text</p>	<ul style="list-style-type: none"> • Help the students to study the pictures given in the text book to derive the meaning of that particular text. <p>Text type – pictures related to each text, stories, passages, advertisements, with pictures which help students to comprehend the meaning of unfamiliar words.</p> <p>Activities – Asking ‘wh’ questions related to the given picture which help to derive the meaning of the text (orally), stories and passages with pictures to complete them using words.</p> <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 	<p>Students will be able to study the picture given in each text book to derive the meaning of that particular text.</p>	<p>4</p>

		<p>the word.</p> <ul style="list-style-type: none"> • Help students to use both context and picture clues to determine the meaning of new words. 		
	5.2 Extracts specific information from various types of simple texts	<ul style="list-style-type: none"> • Help students to find specific information from a text. (names, dates, days, places etc. responding to questions with ‘Wh’ question words, what, when, where, who, which. <p>Text types- notices, notes, letters- formal/informal, instructions, messages, descriptions of places, people, things, events and process, articles, minutes, advertisements.</p> <p>Activities – comprehensive Qs, filling blanks, completing sentences and simple passages, MCQ, true/false, matching, grid filling.</p>	<p>Students will be able to find specific information (names, dates, days, places etc) from various types of texts.</p> <p>Students will be able to read and transfer the needed information into other forms.</p>	4
	5.3 Transfers information into other forms	<ul style="list-style-type: none"> • Help students to transfer the given information into other forms. <p>Text types – pictures, notices, notes, letters- formal/informal, instructions, messages, descriptions of places, peoples, things, events and process, articles, minutes, advertisements, stories, songs.</p> <p>Activities – Drawing pictures to a written text, transferring information to a grid, descriptions into pictures, marking maps, (read the picture and write about it, read the description and draw etc.</p>	<p>Students will be able to transfer the given information into a grid, descriptions into pictures, marking maps, (read the picture and write about it, read the description and draw etc.</p>	4

<p>5.4 Reads and responds to simple poems</p>	<ul style="list-style-type: none"> • Help students to understand poetic language, techniques, structure and messages given. - visual imagery – colours/size - auditory imagery – sounds that can be heard - metaphors- Eg. He is a lion/ My mother is a goddess - similes-Eg. He is like a lion/ My mother is like a goddess - number of stanzas - number of lines - rhyming words <p>Text types- simple interesting poems on mother, father, brother, sister, grandmother, grandfather, country, pets, butterflies, birds, trees, rainbow, clouds, rain</p> <p>Activities- comprehensive questions on above poetic techniques and students’ attitudes, drawing, matching, multiple choice qs, true/false qs, reciting</p>	<p>Students will be able to identify the simple poetic techniques mentioned.</p> <p>Students will be able to express their ideas, feelings, emotions in simple sentences.</p>	<p>4</p>
<p>5.5 Reads and understands simple folk stories</p>	<ul style="list-style-type: none"> • Help students to read simple folk stories, find the characters, their dress, qualities, message expressed. <p>Text types – Andare’s and Mahadanamutta’s stories and children’s folk tales from other countries (written in simple sentences in direct speech</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</p>	<p>Students will be able to identify the characters, their dress, qualities, message expresses</p> <p>Students will be able to express their ideas, feelings and emotions in simple sentences.</p>	<p>4</p>

	5.6. Extract the general idea of a text	<p>Text types- notices, notes, letters- formal/informal, instructions, messages, descriptions of places, people, things, events and process, articles, minutes, advertisements.</p> <p>Activities – matching headings, matching sub headings Eg. Myself – family, hobbies, school My country – provinces, people, festivals</p>	Students will be able to extract the general idea of a text.	3
<p>6. Uses English grammar for the purpose of accurate and effective communication</p>	6.1 Constructs simple sentences	<p>Constructing simple sentences using - ‘Be’ verbs- Present tense- am, is, are</p> <p>1.Positive form;</p> <p style="padding-left: 40px;">singular plural</p> <p>1st person- I am a student. –We are students.</p> <p>2nd You are a student. –You are students.</p> <p>3rd He is a student.-They are students.</p> <p style="padding-left: 40px;">She is a student.-They are students.</p> <p style="padding-left: 40px;">It is a cat. –They are cats.</p> <p>Help students to learn as shown above.</p> <p>2.Question form – Am I a student?</p> <p>3. Negative form – I am not a student.</p>	<p>Students will be able to write sentences using ‘Be’ verbs – present tense - positive form</p> <p>Students will be able to write sentences using ‘Be’ verbs Question form.</p> <p>Students will be able to write sentences using ‘Be’ verbs Negative form.</p>	18



		<p>4. Negative Question form Am I not a student?</p> <p>Past tense – was, were</p> <p>1. Positive - I was a student.</p> <p>2. Question - Was I a student?</p> <p>3. Negative - I was not a student.</p> <p>4. Negative Question – Was I not a student?</p>	<p>Students will be able to write sentences using 'Be' verbs Negative Question form.</p> <p>Students will be able to write sentences using 'Be' verbs – past tense - positive form.</p> <p>Students will be able to write sentences using 'Be' verbs – past tense - Question form</p> <p>Students will be able to write sentences using 'Be' verbs – past tense - Negative form</p> <p>Students will be able to write sentences using 'Be' verbs – past tense - Negative Question form</p>	
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		<p>Future Tense will be /shall be</p> <p>1. Positive - I will be a student.</p> <p>2. Question - Will I be a student?</p> <p>3. Negative - I will not be a student.</p> <p>4. Negative Question – Will I not be a student?</p>	<p>Students will be able to write sentences using ‘Be’ verbs – future tense - positive form.</p> <p>Students will be able to write sentences using ‘Be’ verbs –future tense - Question form.</p> <p>Students will be able to write sentences using ‘Be’ verbs – future tense - Negative form</p> <p>Students will be able to write sentences using ‘Be’ verbs – future tense - Negative Question form</p>	
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	<p>'have' as a full verb Present tense – has, have</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>I, You, We, They + have</p> <p>He, She, It + has</p> </div> <p>Help students to learn as shown in 'Be' verbs present tense.</p> <p>I have a book. etc</p> <p>There is/are</p> <p>Simple Present Tense</p> <ul style="list-style-type: none"> • Help students to express the everyday actions using simple present tense. <p>Positive - I eat rice. Negative – I do not eat rice. Positive Question - Do I eat rice? Negative Question – Don't I eat rice? (I, We, You, They + Verb 1+ She, He, It+ Verb 1+s/es /ies</p> <p>(* Verb 1=eat ,verb 2= ate , verb3=eaten)</p> <p>Text types –simple sentences, simple passages, poems, stories, role plays</p>	<p>Students will be able to write sentences using Has / have as a full verb</p> <p>Students will be able to write sentences using - There is/are</p> <p>Students will be able to write sentences on daily routine/ everyday actions using simple present tense.</p>	
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		<p>Activities –Filling blanks, making sentences using given table, multiple choice questions, matching</p> <p>Present continuous tense</p> <ul style="list-style-type: none"> • Help students to express the actions doing at the moment using present continuous tense. <p>Positive-I am eating rice Negative –I am not eating rice Positive Questions-Am I eating rice? Negative Questions-Am I not eating rice?</p> <p>(I+am+verb1 +ing He/she/it+is+ verb1+ing You/We /They +are+verb1 +ing)</p> <p>Text types –simple sentences, simple passages, poems, stories, role plays, picture descriptions</p> <p>Activities –Filling blanks, making sentences using given table, multiple choice questions, matching , describing pictures etc.</p>	<p>Students will be able to write sentences using present continuous tense.</p>	<p>3</p>														
	<p>6.2. Uses pronouns appropriately</p>	<p>Subject pronouns & Object pronouns</p> <table border="0"> <tr> <td>I</td> <td>me</td> </tr> <tr> <td>We</td> <td>us</td> </tr> <tr> <td>You</td> <td>you</td> </tr> <tr> <td>He</td> <td>him</td> </tr> <tr> <td>She</td> <td>her</td> </tr> <tr> <td>It</td> <td>it</td> </tr> <tr> <td>They</td> <td>them</td> </tr> </table>	I	me	We	us	You	you	He	him	She	her	It	it	They	them	<p>Students will be able to write sentences using subject and object pronouns correctly.</p>	<p>4</p>
I	me																	
We	us																	
You	you																	
He	him																	
She	her																	
It	it																	
They	them																	

		<p>E.g. <u>I</u> am looking at <u>you</u> <u>You</u> are looking at <u>me</u></p> <p>Text type Role play, Simple sentences, Stories, Poems</p> <p>Activities Filling blanks/grids , making sentences using given table, multiple choice questions, matching</p>		
	<p>6.3 Uses modals meaningfully</p>	<ul style="list-style-type: none"> • “May” and “Can” for permission and possibility. • “May” for all persons (I, we, you, he, she, it, they) in the present tense and future tense. • “Can” for all persons (I, we, you, he, she, it, and they) in the present tense and future tense. <p>Can Positive -I can come. Negative – I can’t come. (can’t -cannot) Positive Question- Can I come? Negative Question-Can’t I come?</p> <p>May Positive -I may go. Negative – I may not go. Positive Question-May I go?</p> <p>Text type Role play, Simple sentences, Stories, Poems</p> <p>Activities Filling blanks/grids , making sentences using given table, multiple choice questions, matching</p>	<p>Students will be able to use “may” and “can” to express possibility and get permission.</p>	<p>4</p>

	6.4 Uses determiners	<ul style="list-style-type: none"> • a, an, some, this, that, these, those, my, your, a pair of, one, two etc. <p>Eg. A book, An ant Some books This is a book. These are books. That is a book.  Those are books.  One book Two books A pair of shoes</p> <p>Text types –simple sentences, simple passages, poems, stories, role plays, dialogues</p> <p>Activities –Filling blanks, making sentences using given table, multiple choice questions, matching, looking at the picture and writing sentences.</p>	Students will be able to use determiners correctly.	2
	6.5 Uses contracted form	I am- I'm We are- We're You are-You're He is- He's She is-She's It is-It's Text types –simple sentences, simple passages, poems, stories, role plays, dialogues Activities – identify the contracted forms, re- writing, matching,	Students will be able to use contracted form in speaking and writing.	4

		filling grids, oral activities		
	6.6 Uses adjectives	<ul style="list-style-type: none"> Adjectives that formed under Competency level 4.4 Colour(red, green, blue, etc.) Quality (good, bad, beautiful etc.) Size (big, small, tiny, large etc.) Origin (nationality- Sri Lankan, Japanese etc.) Number Eg. red pen, beautiful flower, small cat, Sri Lankan cricketer, two puppies etc, Text types –simple sentences, simple passages, poems, stories, role plays, dialogues Activities –Filling blanks, making sentences using given table, multiple choice questions, matching, looking at the picture and writing sentences	Students will be able to use adjectives appropriately to describe nouns.	4
	6.7 Uses prepositions appropriately	<ul style="list-style-type: none"> on, in, under, between, near, in front of, behind Text types –simple sentences, simple passages, poems, stories, role plays, dialogues Activities –Filling blanks, making sentences using given table, multiple choice questions, matching, looking at the picture and writing	Students will be able to use prepositions to describe the position.	3

		sentences		
	6.8 Uses conjunctions	<ul style="list-style-type: none"> Help students to use ‘and’ as a conjunction to join nouns, adjectives and sentences. <p>Eg: She is tall. She is fat. She is tall and fat.</p> <p>Ayesha is a good child. Rizvi is a good child. Ayesha and Rizvi are good children.</p> <p>I went to the canteen. I ate a bun. I went to the canteen and ate a bun.</p> <p>Text types –simple sentences, simple passages, poems, stories, role plays, dialogues</p> <p>Activities – match, join adjectives, nouns, simple sentences using ‘and’</p>	Students will be able to use the conjunction ‘and’ to join nouns, adjectives and sentences.	3
	6.9 Uses adverbs appropriately	<ul style="list-style-type: none"> Help students to use adverbs to describe verbs. <p>Adverbs that formed under C.L.4.4</p> <p>Text types –simple sentences, simple passages, poems, stories, role plays, dialogues</p> <p>Activities –Filling blanks, making sentences using given table, multiple choice questions, matching, looking at the picture and writing sentences</p>	Students will be able to use adverbs appropriately to describe verbs.	8

		Eg. Ama sings beautifully. Kuma runs fast.		
7.Uses English creatively and innovatively in written communication	7.1 Writes descriptions of people, animals, places and things.	<ul style="list-style-type: none"> Help students to write descriptions of; Myself, my mother, my father, my friend, my teacher, my sister, my favourite person, cat, dog, elephant, parrot, butterfly, my pet etc., fruits, flowers, trees, objects in the classroom /home, school, my classroom, my home, my village/ town. <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 myself, my mother, my father, my friend, my teacher, my sister, my favourite person, cat, dog, elephant, parrot, butterfly, my pet etc., fruits, flowers, trees, objects in the classroom /home, my school, my classroom, my home, my village/ town using simple sentences.	4
	7.2 Describes pictures	<ul style="list-style-type: none"> Help students to describe photographs, village fair, super market, classroom, cartoon pictures, playground, beach <p>Text types- Pictures and model descriptions</p> <p>Activities – filling blanks, completing, guided writing, parallel writing</p>	Students will be able to describe photographs and the pictures of village fair, super market, classroom, cartoon pictures,	4

		and free writing.	playground, beach using simple sentences.	
	7.3 Writes for personal purposes	<ul style="list-style-type: none"> Help students to write - A letter to a pen friend , preparing an invitation for a birthday party, letter to a friend inviting for a spend the day / to see Kandy perahara (procession), a letter describing an experience had at different locations in Sri Lanka. <p>Text types- model letters and invitations</p> <p>Activities -Writing letters- Rearranging, completing, parallel writing, sort out and write, guided writing , free writing</p>	Students will be able to write a letter to a pen friend , preparing an invitation for a birthday party, letter to a friend inviting for a spend the day / to see Kandy Perahara (procession), a letter describing an experience had at different locations in Sri Lanka using simple sentences.	3
	7.4 Writes instructions	<ul style="list-style-type: none"> Help students to write instructions to - prepare a fruit salad, wash a frock/ shirt, make a kite, make a vesak lantern, make a mask (using paper plates) <p>Text types -Dialogues, role plays</p> <p>Activities- Rearranging, sort out and write, completing, numbering</p>	Students will be able to write instructions to; prepare a fruit salad, wash a frock/ shirt, make a kite, make a Vesak lantern, make a mask (using paper	3

			plates)	
	7.5 Writes simple compositions on different types of topics	<ul style="list-style-type: none"> • Help students to write simple compositions on sports, food, Sri Lanka Text types- model essays, dialogues, stories, poems Activities - Rearranging, completing, parallel writing, sort out and write, guided writing , free writing	Students will be able to write simple compositions on sports, food and Sri Lanka	3
	7.6 Writes poems and stories	<ul style="list-style-type: none"> • Help students to write simple poems on my pet, my mother/ father sister/brother/ grandmother/ grandfather Text types – model poems Activities – completing, sort out and write, parallel writing, guided writing, free writing	Students will be able to write simple poems on my pet, my mother/ father sister/brother/ grandmother/ grandfather	3
8.Communicates clearly, fluently and concisely	8.1 Introduces oneself to others	Help students to ; introduces with name, age, date of birth, hobbies, addresses, father’s and mother’s name, student’s school, grade, best friend, number of sisters and brothers Text types – model speeches Activities – complete a form with above information, make sentences on each, prepare a speech on ‘Myself’	Students will be able to speak on ‘Myself’ with the information name, age, date of birth, hobbies, addresses, father’s and mother’s name, student’s school, grade, best friend, number of sisters	3

	<p>8.2 Uses simple expressions in greeting, thanking, affirming, denying</p>	<ul style="list-style-type: none"> • Help students to uses these expressions in different situations accordingly. Eg. at the Classroom, at the sports meet, at a birthday party, at an alms giving, at the dining table 	<p>and brothers</p> <p>Students will be able to use simple expressions in greeting, thanking, affirming, denying in the situations of classroom, sports meet, birth day party, alms giving, at the dining table</p>	<p>4</p>
	<p>8.3 Describes people , animals and objects using simple sentence patterns</p>	<ul style="list-style-type: none"> • Help students to speak about : Myself, my mother, my father, my friend, my teacher, my sister, my favourite person, cat, dog, elephant, parrot, butterfly, my pet etc., fruits, flowers, trees, objects in the classroom /home, school, my classroom, my home, my village/ town. <p>Text types Model essays(simple paragraphs)</p>	<p>Students will be able to speak about myself, my mother, my father, my friend, my teacher, my sister, my favourite person, cat, dog, elephant, parrot, butterfly, my pet etc., fruits, flowers, trees, objects in the classroom /home, my school, my</p>	<p>4</p>

			classroom, my home, my village/ town using simple sentences.	
	8.4 Speaks on familiar topics	<ul style="list-style-type: none"> • Help students to speak on sports, food , Sri Lanka and any other interesting topics. 	Students will be able to speak on sports, food and Sri Lanka	3
	8.5 Describes things in the immediate surrounding using adjectives	<ul style="list-style-type: none"> • Help students to speak on the things in the classroom, school • (lab, library, playground) Parts of home (bed room, living room and other rooms), home garden. 	Students will be able to speak on the things in the classroom, school (lab, library, playground) Parts of home (bed room, living room and other rooms), home garden.	3
	8.6 Uses simple structures to show ability and possession	<ul style="list-style-type: none"> • Help students to use “can”, “may” to show ability and possession by using - my, your, Saman’s, mother’s etc. in day to day activities. 	Students will be able to use can and may in speaking. Students will be able to use possessive forms –	

			my, your, mother's etc.	3
	8.7 Asks and gets personal information from others.	<ul style="list-style-type: none"> Help students ask to get personal information (name, age, date of birth, address, hobbies, father's and mother's name, number of sisters and brothers, school, grade, etc.) from others. 	Students will be able to ask to get personal information (name, age, date of birth, address, hobbies, father's and mother's name, number of sisters and brothers, school, grade, etc.) from others	3
	8.8 Describes the position of things	<ul style="list-style-type: none"> Help students to use prepositions - on, in, under, between, near, in front of, behind 	Students will be able to use prepositions - on, in, under, between, near, in front of, behind to describe the position.	3
	8.9 Describes pictures	<ul style="list-style-type: none"> Help students to describe photographs, village fair, super market, classroom, cartoon pictures, playground, beach 	Students will be able to describe photographs and the pictures of village fair, super	3

			market, classroom, cartoon pictures, playground, beach using simple sentences.	
	8.10 Speaks about daily actions	<ul style="list-style-type: none"> Help students to describe one's daily routine /actions. 	Students will be able to describe one's daily routine /actions.	3
	8.11 Describes past events and actions	<ul style="list-style-type: none"> Help students to describe the things done yesterday, last week end etc. 	Students will be able to describe the things done yesterday, last week end etc.	3
	8.12 Uses question words to get information	<ul style="list-style-type: none"> Help students to use question words (what, when, where, how, why, who, which) to get information. 	Students will be able to use question words (what, when, where, how, why, who, which) to get information.	
	8.13 Uses language in variety of contexts	<ul style="list-style-type: none"> Help students to use language in following contexts -at the sports meet , in the class room, at school, at the village fair, in the kitchen, at the dining table, at supermarket, at a birthday party, at an alms giving, in the garden, at the New year festival 	Students will be able to use the language appropriately in the given situation	