

## Grade 8 Syllabus

Competency	Competency Level	Subject Content	Learning Outcomes	No. of periods
<b>1. Identifies the sounds of English Language</b>	1.1 Pronounces English words properly.	<ul style="list-style-type: none"> <li>• Help students to identify the pronunciation of the words with silent letters.               <ul style="list-style-type: none"> <li>a) t<u>a</u>lk, ch<u>a</u>lk, f<u>o</u>lk, w<u>a</u>lk etc.</li> <li>b) <u>k</u>now, <u>k</u>new, <u>k</u>nee</li> <li>c) <u>h</u>onest, <u>h</u>onour, <u>h</u>our</li> </ul> </li> <li>• Help students to identify the pronunciation of the words ending with 'ew'.               <ul style="list-style-type: none"> <li>a) flew, blew, drew, crew, chew etc.</li> </ul> </li> <li>• Help students to identify the pronunciation difference between 'a' and 'o'.               <ul style="list-style-type: none"> <li>Eg. w<u>a</u>lk – w<u>o</u>rk, w<u>a</u>rm – w<u>o</u>rm, w<u>a</u>nder – w<u>o</u>nder, w<u>a</u>rd – w<u>o</u>rd etc.</li> </ul> </li> </ul>	<p>Students will be able to identify the pronunciation of the words with silent letters.</p> <p>Students will be able to pronounce the words with silent letters correctly.</p> <p>Students will be able to identify the pronunciation of the words ending with the letters 'ew'.</p> <p>Students will be able to pronounce the words ending with the letters 'ew' correctly.</p> <p>Students will be able to identify the pronunciation of the words with the letters 'a' and 'o' in the middle.</p> <p>Students will be able to pronounce the words with the letters 'a' and 'o' in the middle correctly.</p>	03

		<ul style="list-style-type: none"> <li>Help students to identify the sounds produced by different consonant clusters as shown below.</li> </ul> <p>a) <u>s</u>tream, <u>s</u>chool, <u>s</u>creen, <u>s</u>now, <u>s</u>pring, <u>s</u>mall</p> <p>b) <u>g</u>row, <u>g</u>rind, <u>g</u>round, <u>g</u>lass, <u>g</u>lad, <u>g</u>lue, <u>b</u>lue, <u>t</u>rue</p> <p>c) <u>p</u>lay, <u>p</u>rize, <u>p</u>rice, <u>p</u>ress, <u>p</u>retty, <u>p</u>rincipal, <u>p</u>roud</p> <p>d) <u>b</u>rown, <u>b</u>lack, <u>b</u>lank, <u>b</u>last, <u>b</u>ranch, <u>b</u>reak, <u>b</u>rick, <u>b</u>read</p> <p>e) <u>c</u>ream, <u>c</u>rowd, <u>c</u>lass, <u>c</u>lay, <u>c</u>loud</p> <ul style="list-style-type: none"> <li>Help students to improve their spellings.</li> </ul> <p><b>Text Types</b> – words, word groups, phrases, sentences, rhymes, tongue twisters, poems, songs etc.</p> <p><b>Activities</b> – listen and read, listen and tick, listen and underline, listen and circle, listen and show, read aloud, matching, categorizing, games.</p>	<p>Students will be able to identify the sound produced by consonant clusters.</p> <p>Students will be able to pronounce the words beginning with consonant clusters correctly.</p>	
	1.2 Reads aloud different types of texts accurately and meaningfully	<ul style="list-style-type: none"> <li>Help students to read different types of texts (given in the text book) accurately and meaningfully.</li> </ul>	Students will be able to read different types of texts accurately and meaningfully.	05

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

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

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

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

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



		<p><b>Uncountable nouns (non-count nouns):</b>  A non-count noun is something we don't count. It has no plural form. We use quantifiers before non-count nouns.</p> <table border="0"> <tr> <td><b>Singular</b></td> <td></td> <td><b>Plural</b></td> </tr> <tr> <td>water</td> <td>a glass of water</td> <td>two glasses of water</td> </tr> <tr> <td>milk</td> <td>a glass of milk a bottle of milk a packet of milk</td> <td>glasses of milk bottles of ... packets of ...</td> </tr> </table> <p>bread - slice of bread, loaf of bread, piece of bread, crumb of bread  cake – a slice of cake, a piece of cake  paper – a sheet of paper, a piece of paper  rice- bag of rice, kilo of rice, packet of rice, pot of rice</p> <p><b>Collective nouns - singular:</b>  a pile of cloths  a team of players  a school of fish  a herd of elephants  a swarm of bees  a heap of stones  a bunch of flowers  a comb of plantains  a fleet of ships</p> <p><b>Collective nouns – plural:</b>  piles of cloths  teams of players</p>	<b>Singular</b>		<b>Plural</b>	water	a glass of water	two glasses of water	milk	a glass of milk a bottle of milk a packet of milk	glasses of milk bottles of ... packets of ...		
<b>Singular</b>		<b>Plural</b>											
water	a glass of water	two glasses of water											
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		<p>schools of fish  herds of elephants  swarms of bees  heaps of stones  bunches of flowers  combs of plantains  fleets of fish  boxes of matches  packets of tea  lines of clothes  bars of chocolates  strings of beads  bedroom - bedrooms  teapot – teapots  timetable – timetables  keyboard – keyboards  blackboard – blackboards  haircut – haircuts  rainfall – rainfalls  a tube of toothpaste – tubes of toothpaste  son-in-law - sons –in-law  sister-in-law - sisters-in-law  passer-by - passers-by</p> <p><b>Text types</b> – words, phrases, sentences, passages, poems, stories etc.</p> <p><b>Activities</b> – matching, completing, pluralizing the sentences with be verbs.</p>		
	4.7 Uses collective nouns and compound nouns	<ul style="list-style-type: none"> <li>• Help students use the collective nouns and compound nouns.</li> </ul> <p><b>Collective nouns:</b>  a pile of cloths  a team of players  a school of fish</p>	Students will be able to use the collective nouns and compound nouns in sentences appropriately.	04

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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