



ENGLISH

Teachers' Guide

Grade

6



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



English Language

Teachers' Guide

Grade 06

(To be implemented from 2015)

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Message from the Director General

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

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

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

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

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

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

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

Director General
National Institute of Education

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Message from Ven. Deputy Director General

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

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

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

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

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

Deputy Director General

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Instructions Regarding the Teachers' Guide

Revised English Language syllabus for grade 06 which is to be implemented in 2015, has 47 competency levels to be achieved by the students of grade 06.

Grade 06 course materials consist of Pupils' Text book, Pupils' Work Book, Teachers' Guide and Audio and Video Listening and Speaking materials.

According to the new Term Plan, teachers do not have to select activities or competency levels related to each term from the Pupils' Text book, as the activities that are needed to do to achieve each competency is given in an integrated, orderly manner. So by helping students to do the activities given in the Pupils' Text book and the Pupils' Work Book according to the given order in a creative manner will be helpful for the students to achieve the expected outcomes. Audio and Video Listening and Speaking materials will be helpful for both teachers as well as students to get further information on competency 1, 3 and 8.

This Teachers' Guide consists of detailed syllabus of grade 06, instructions for lesson planning, instructions for assessment and evaluation, names of books for further reading for each competency and notes that are useful to understand and make the teacher familiar on that particular competency level.

Directors of English, In- Service Advisors, Principals and Teachers of English must encourage the students to hold English Literary Associations, once a month at classroom level, with the activities they have done in that particular month for their English lessons. For example: spelling games, story telling, loud reading, dramatizing role plays, reciting poems, singing, grammar games etc. Exposure to the language improves their confidence and speaking, listening and all other language skills.

Teachers have an opportunity to be creative and to prepare their own lesson plans and use methodology which is suitable, helpful and interesting to motivate students to learn and apply the language in their day to day lives.

Project Leader

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i. Introduction

Revised English Language syllabus for grade 6 is presented to the general education system of Sri Lanka based on the following considerations.

1. Retaining of the 8 key competencies introduced to the secondary English language curriculum in the year 2007.
2. Presenting 47 specific competencies / competency levels identified as relevant and suitable for grade six. The distribution of these competencies is given in the grid below.

Competency	No. of C. levels
1	1.1, 1.2
2	2.1, 2.2, 2.3
3	3.1, 3.2, 3.3
4	4.1, 4.2, 4.3, 4.4, 4.5
5	5.1, 5.2, 5.3, 5.4, 5.5, 5.6
6	6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9
7	7.1, 7.2, 7.3, 7.4, 7.5, 7.6
8	8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10, 8.11, 8.12, 8.13

3. Identification of learning outcomes expected at the end of the learning teaching process.
4. Presentation of basic guidelines and limits of the content for teachers and material developers.

In designing the grade six syllabus no particular ELT approach was specially considered and therefore, teachers, teacher educators and administrators are requested to be creative and independent to select the best possible methodology to achieve success in teaching and learning. Further, the teachers and material developers are requested to pay special attention to achieve national goals and competencies through teaching of English Language in Sri Lanka to ensure sustainable development within a peaceful and harmonious country.

National Goals

- (i) Nation building and the establishment of a Sri Lankan identity through the promotion of national cohesion, national integrity, national unity, harmony, and peace, and recognizing cultural diversity in Sri Lanka's plural society within a concept of respect for human dignity.
- (ii) Recognizing and conserving the best elements of the nation's heritage while responding to the challenges of a changing world.
- (iii) Creating and supporting an environment imbued with the norms of social justice and a democratic way of life that promotes respect for human rights, awareness of duties and obligations, and a deep and abiding concern for one another.
- (iv) Promoting the mental and physical well-being of individuals and a sustainable life style based on respect for human values.
- (v) Developing creativity, initiative, critical thinking, responsibility, accountability and other positive elements of a well-integrated and balanced personality.
- (vi) Human resource development by educating for productive work that enhances the quality of life of the individual and the nation and contributes to the economic development of Sri Lanka.
- (vii) Preparing individuals to adapt to and manage change, and to develop capacity to cope with complex and unforeseen situations in a rapidly changing world.
- (viii) Fostering attitudes and skills that will contribute to securing an honorable place in the international community, based on justice, equality and mutual respect.

Basic competencies

The following Basic Competencies developed through education will contribute to achieve the above National Goals:

(i) Competencies in Communication

Competencies in communication are based on four subsets: Literacy, Numeracy, Graphics and IT proficiency.

- Literacy: Listen attentively, speak clearly, read for meaning, write accurately and lucidly and communicate ideas effectively.
- Numeracy: Use numbers for things, space and time, count, calculate and measure systematically.
- Graphics: Make sense of line and form, express and record details, instructions and ideas with line form and colour.
- IT proficiency: Computer literacy and the use of information and communication technologies (ICT) in learning, in the work environment and in personal life.

(ii) Competencies relating to Personality Development

- Generic skills such as creativity, divergent thinking, initiative, decision making, problem solving, critical and analytical thinking, team work, inter – personal relations, discovering and exploring ;
- Values such as integrity, tolerance and respect for human dignity;
- Emotional intelligence.

(iii) Competencies relating to the Environment

These competencies relate to the environment: social, biological and physical.

Social Environment - Awareness of the national heritage, sensitivity and skills linked to being members of a plural society, concern for distributive justice, social relationships, personal conduct, general and legal conventions, rights, responsibilities, duties and obligations.

Biological Environment - Awareness, sensitivity and skills linked to the living world, people and the ecosystem, the trees, forests, seas, water, air and life – plant, animal and human life.

Physical Environment - Awareness, sensitivity and skills linked to space, energy, fuels, matter, materials and their links with human living , food, clothing, shelter, health, comfort, respiration, sleep, relaxation, rest, wastes and excretion.

Included here are skills in using tools and technologies for learning, working and living.

(iv) Competencies relating to preparation for the World of Work.

Employment related skills to maximize their potential and to enhance their capacity

- To contribute to economic development
- To discover their vocational interests and aptitudes
- To choose a job that suits their abilities, and
- To engage in a rewarding and sustainable livelihood

(v) Competencies in relation to Religion and Ethics

Assimilating and internalizing values, so that individuals may function in a manner consistent with the ethical, moral and religious modes of conduct in everyday living, selecting that which is most appropriate.

(vi) Competencies in Play and the Use of Leisure

Emotions of Pleasure, Joy, and such human experiences as expressed through aesthetics, literature, play, sports and athletics, leisure pursuits and other creative modes of living.

(vii) Competencies relating to ‘ learning to learn’

Empowering individuals to learn independently and to be sensitive and successful in responding to and managing change through a transformative process, in a rapidly changing, complex and interdependent world.

Objectives

- Creating the need to learn English as a Second Language in a multilingual society
- Creating opportunities for the Sri Lankan child to achieve the competencies in a link language
- Creating facilities to learn a language, that can be used to build ethnic harmony
- Enabling the students to learn an International language which could be made use of in their later life for employment purposes
- Empowering the learner to communicate confidently, fluently and effectively in the English Language.

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>	3

		<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) do – undo Verb – Adj. tie – untie care – careless 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>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> <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>		
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

5.4 Reads and responds to simple poems	<ul style="list-style-type: none"> • Help students to understand poetic language, techniques, structure and messages given. - visual imagery – 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>	4
5.5 Reads and understands simple folk stories	<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>	4

		<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: 5px 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 (subject pronouns+ verbs)</p> <p>Simple Past Tense</p> <ul style="list-style-type: none"> • Help students to express the past actions using simple past tense. <p>Positive - I ate rice. Negative – I did not eat rice. Positive Question - Did I eat rice? Negative Question – Didn't I eat rice?</p> <p>(* Verb 1=eat ,verb 2= ate , verb3=eaten) Text types –simple sentences, simple passages, poems, stories, role plays</p> <p>Activities –Filling blanks, making sentences using given table, multiple choice questions, matching</p> <p>Simple Future Tense</p> <ul style="list-style-type: none"> • Help students to express the future actions using simple future tense. <p>Positive - I shall/will eat rice. Negative – I shall not/will not eat rice. Positive Question – Shall/ Will I eat rice? Negative Question – Shan't/ Won't I eat rice?</p> <p>Text types –simple sentences, simple passages, poems, stories, role plays, diary entries</p>	<p>Students will be able to write sentences on past actions / diary entries using simple past tense.</p> <p>Students will be able to write sentences on future actions / using simple future 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>		
	6.3 Uses modals meaningfully	<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? 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>	Students will be able to use “may” and “can” to express possibility and get permission.	4

	<p>6.4 Uses determiners</p>	<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>	<p>Students will be able to use determiners correctly.</p>	<p>2</p>
	<p>6.5 Uses contracted form</p>	<p>I am- I'm We are- We're You are-You're He is- He's She is-She's It is-It's</p> <p>Text types –simple sentences, simple passages, poems, stories, role plays, dialogues</p> <p>Activities – identify the contracted forms, re- writing, matching,</p>	<p>Students will be able to use contracted form in speaking and writing.</p>	<p>4</p>

		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	

Competency 1

Identifies the sounds of English Language

Competency level 1.1 : Pronounces English words properly

Number of periods : 3

Expected learning outcomes

- Students will be able to identify the long and short vowel sounds and consonant sounds.
- Students will be able to pronounce two letter, three letter, four letter, five letter and six letter simple words with consonant and long and short vowel sounds accurately.

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

Number of periods : 3

Expected learning outcome

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

Instructions for Lesson planning

The first competency identified for the secondary English Language curriculum is aimed at helping the students to be familiar with one of the most important aspects of the language; pronunciation. A grade six student is expected, after three years of learning English, to bring certain amount of familiarity of the sounds of English to the new grade. The two competency levels prescribed for grade six focuses on three major learning outcomes related to pronunciation as given above. These learning outcomes specifically highlight the ability of pronouncing long and short vowels in English words up to six letter words. Reading aloud given in competency 1.2 can be considered as one way of providing students' opportunities to enhance their pronunciation. Though reading aloud is not very much appreciated as a classroom technique by the practitioners of communicative language teaching it is believed to be a very effective way of assessing many student abilities such as pronunciation, word recognition and basic comprehension.

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

- Though only 06 periods are allocated for this in principle, please pay attention to their ability to pronounce English words up to six letters throughout the year.
- Study the pupils' text published by the Educational Publications Department well, so that you will be able to find texts and activities that lead to the mastery of the competency levels given here.
- Help students improve their pronunciation according to standard Sri Lankan variety of English while paying more attention to specific sounds such as /p/ and /f/ which might be complicating to certain students.
- On such occasions help students paying attention to individual differences.
- The DVD accompanied by this Teachers' Guide can be used when and where necessary in order to provide students with more support.
- Use a variety of activities like group and pair work, tongue twisters, recitation sessions to add colour to your teaching.

Instructions for assessment and evaluation:

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

- a. Improving confidence of the students to use English orally.
- b. Training students to face oral examinations that might be introduced at national level examinations in future and other recognized language tests at the global level, if they intend to do so.
- c. To identify their progress during the process of learning (formative) and to determine whether they have achieved the expected learning outcomes at the end of a defined period (summative), that is at the end of a term or the year.

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

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

Suggestions for further reading

Dalton, C. and Barbara, S. (1994). *Pronunciation*. OUP

Taylor, T.C. (1993). *Pronunciation in action*. Prentice Hall

Competency 2

Uses mechanics of writing with understanding.

Competency level 2.1 : Uses capital and simple letters appropriately

Number of periods : 3

Expected Learning outcomes

- Students will be able to use capital and simple letters in a sentence appropriately.

Competency level 2.2 : Uses full stop appropriately

Number of periods : 3

Expected Learning outcomes

- Students will be able to use full stop where necessary.

Competency level 2.3 : Uses question mark appropriately

Number of periods : 3

Expected Learning outcomes

- Students will be able to use question mark where necessary.

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Instructions for lesson planning

Mechanics of writing is a special area to pay attention to in learning and teaching of English. Under this section there are three main items identified for grade six; using capital and simple letters appropriately, using the full stop and the question mark.

Using capital and simple letters

Using capital and simple letters, if not properly trained during the formative years, is an area, where many second language learners of English demonstrate problems even after many years of exposure to English language. Such mistakes when continued unattended become fossilized errors and hinder the ability to engage in effective written communication.

It is, therefore, highly recommended that the teachers should pay special attention to this particular area. Though only 03 periods are specifically allocated here for using capital and simple letters appropriately, it should be a high priority area in a teacher’s checklist of items to be prioritized.

Using the full stop

Full stop is the most frequently used item that comes under mechanics of writing. It marks the end of a sentence and therefore, at this age students should be able to use the full stop properly to construct meaningful sentences in written communication. Apart from using the full stop to mark the end of a sentence, the grade six syllabus highlights the use of the full stop with abbreviations and titles too.

Titles

Mr., Mrs., Ms., Dr., Prof., Rev.

Abbreviation

U.S.A., N.I.E., M.B.B.S.

Acronyms

UNESCO, UNICEF, ESCAP,

Question mark

The third punctuation mark that comes in the grade six syllabus is the question mark. Teachers are expected to make their students familiar with the concept of a question and one of the major ways to understand what a question is in writing is the question mark.

Tips for the teacher

- Please provide your students with more opportunities to identify these punctuation marks in the written sentences they encounter in day to day life.
- Make these competency levels important items in your assessment check list of essential learning competencies. (ELC)
- Don’t overload your students with so many punctuation marks. Let them master what is prescribed for the grade. They will gradually be familiar with other items.
- Use a variety of teaching learning techniques to help them master these items.
- Use visual aids as much as possible so that the students will conceptualize better the items prescribed.
- Activity based approaches like using the 5 E model will help you here.

- Encourage students maintain a check list for mechanics of writing whenever they are engaged in writing activities. In the long run the use of mechanics of writing will be a practice (Adopting behaviouristic techniques if they work well creates no harm)

Assessment and Evaluation

In the case of strengthening students ability to use punctuation marks it is very appropriate to employ a more informal continuing assessment process throughout the year. This kind of a formative evaluation system will help teachers identify mistakes and correct them before they get fossilized.

Competency 3

Engages in active listening and responds appropriately.

Competency levels 3.1 : Responds to simple announcements

Number of periods : 2

Expected Learning outcomes

- Students will be able to respond to simple announcements appropriately.

Competency levels 3.2 : Listens and follows instructions and responds to requests

Number of periods : 3

Expected Learning outcomes

- Students will be able to
 - Listen and draw
 - Listen and colour
 - Listen and trace the route
 - Listen and do/act
 - Listen and find

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

Number of periods : 3

Expected Learning outcomes

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

Instructions for lesson planning

Listening, though automatically neglected in most of the cases, is the most important skill that should be mastered in learning a language. Listening makes a learner aware of the sounds, words

and how words are put together in order to communicate using the target language. therefore, it is very important to provide students with more opportunities to listen to English Language.

The process of listening starts with “hearing the sounds” (Urr, 1984) and therefore, it is very important to understand the close relationship between the competency number 1 and competency number 3 in the syllabus. Particularly the first learning outcome given under competency level 1.1(though it is linked to pronunciation) can be related to the identification of sounds through listening.

Competency levels identified for grade six under the competency number 3 are based more on text types.

Students are expected to listen to simple instructions, announcements, dialogues, stories etc and respond to them appropriately. Main focus of listening in grade 6 is to develop their ability to find out specific information in a simple listening text and to respond to the text by way of very simple activities like ticking, underlining etc. So that reading and writing do not hinder their ability to listen to English.

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

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

Instructions for assessment and evaluation

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

Further, it is highly recommended that there should be a School Based Evaluation system to understand the strengths and weaknesses of students in relation to listening.

Suggestions for further reading

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

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

Competency 4

Builds up vocabulary using words appropriately and accurately to convey precise meaning.

Competency level 4.1 : Uses masculine and feminine forms of nouns appropriately

Number of periods : 3 periods

Expected Learning outcomes

- Students will be able to identify the forms of masculine and feminine nouns.
- Students will be able to use masculine and feminine forms of nouns in sentences appropriately.

Competency level 4.2 : Uses words of baby animals appropriately

Number of periods : 3 periods

Expected Learning outcomes

- Students will be able to identify the words used for baby animals.
- Students will be able to use them in sentences appropriately.

Competency level 4.3 : Finds synonyms and antonyms for given words

Number of periods : 4 periods

Expected Learning outcomes

- Students will be able to find synonyms and antonyms for given words

Competency level 4.4 : Uses affixes to change the word class and the meaning of words (nouns, adjectives adverbs and verbs)

Number of periods : 4 periods

Expected Learning outcomes

- 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.

Competency levels 4.5 : Forms the plurals of nouns

Number of periods :- 4 periods

Expected Learning outcomes

- Students will be able to form the plurals of nouns adding –s, -es, -en and vowel change.

Instructions for Lesson Plans

Considering the importance of vocabulary development involved in second language learning and teaching, this competency related to vocabulary spans for duration of 18 periods throughout the year.

Vocabulary section of the grade six syllabus is arranged based on two basic considerations.

- a. Providing opportunities for students to practice and consolidate the vocabulary items introduced in the primary grade.
- b. Supporting the students improve their Cognitive Academic Language Proficiency (CALP) in relation to vocabulary so as to enhance bilingual education.

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

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

1. Identification and proper use of masculine and feminine forms of nouns.
2. Identification and proper use of special words used to refer to young animals
3. Understanding of synonyms and antonyms
4. Use of affixes

Tips for the teachers

- Help students expand their vocabulary (both productive and receptive) gradually through exposure to a variety of vocabulary items.
- Make students aware of the importance of improving their vocabulary.

- Let them feel the joy of expanding their vocabulary through vocabulary games, dictionary games, competitions etc.
- Use a variety of teaching methods for better results.
- Implement innovative ideas like preparation of picture dictionaries, projects and so on.

Assessment and Evaluation

When assessing the vocabulary development of grade six students, it is very important to consider what they have brought from three years of formal English Education in the primary section. While providing opportunities for them to revise and retain the vocabulary they have already acquired their vocabulary development process in the secondary level should be evaluated methodically.

In evaluating the vocabulary building process of grade six students, it is better, if teachers can maintain a basic word list in two sections; words they should have already acquired as a result of exposure to English language in the primary section and the minimum number of words they are expected to learn in grade six.

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

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

Competency 5

5. Extracts necessary information from various types of texts

Competency Level 5.1 : Uses visual clues to derive the meaning of the text

Number of periods : 04

Learning outcomes

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

Competency Level 5.2 : Extracts specific information from various types of simple
Texts

Number of periods : 04

Learning outcomes

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

Competency Level 5.3 : Transfers information into other forms

Number of periods : 04

Learning outcomes

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

Competency Level 5.4 : Reads and responds to simple poems

Number of periods : 04

Learning outcomes

- Students will be able to identify the simple poetic techniques mentioned.
- Students will be able to express their ideas, feelings, emotions in simple sentences.

Competency Level 5.5 : Reads and understands simple folk stories

Number of periods : 04

Learning outcomes

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

Competency Level 5.6 : Extract the general idea of a text

Number of periods : 03

Learning outcomes

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

Instructions for Lesson Plans

This competency and the competency levels prescribed for grade six specifically makes the students ready for reading of English Language. Reading is one of the most vital language skills that help developing of higher cognitive abilities of children. Reading is one of the crucial areas when it comes to higher education and students should be given training in reading English so that they will face future challenges of the knowledge based society with confident.

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

Tips for the teachers

- Encourage students in group and pair activities as well as individual assignments to achieve learning outcomes mentioned in the syllabus.
- Design as many activities as possible to improve their reading ability.
- Individual difference among students should be handled with utmost care in order to keep the motivation level up during lessons.
- Make full use of the reading inputs given in the pupils' text book in order to achive the objectives of the grade six syllabus. They make the teachers' work easier.

- Maintain records on your students' progress in reading methodically so that your lesson planning will be in line with students' progress.
- Three questions given by Daly (2003) can be helpful for you to understand well the concept of lesson planning in the second language classroom.
 - What can my pupils already do as readers?
 - What can help to develop my pupils as readers?
 - What do pupils need to know about this text?

Assessment and evaluation

Assessing reading ability of second language learners is a very dynamic process. Since reading happens silently within individuals it is vital to think of strong and realistic measures of assessing reading. At early stages of learning it is better if students can be individually assessed for loud reading occasionally for different aspects of reading like word recognition, comprehension and accuracy. Such practices may help teachers diagnose reading difficulties of students during formative years and teachers are advised to design their formative evaluation accordingly. Keeping records of the students' progress of reading identified as a result of formative evaluation may help teachers plan remedial measures as well as summative evaluation.

Suggestions for further reading

Daly, C. (2003). Reading in Davison, J Dowson,

J.(2003). Learning to teach in the secondary school RoutledgeFalmer: London.

Competency 6

Uses English grammar for the purpose of accurate and effective communication

Competency Level 6.1 : Constructs simple sentences

Number of periods : 18

Learning outcomes

- Students will be able to write sentences using 'Be' verbs Negative Question form.
- Students will be able to write sentences using 'Be' verbs – past tense - positive form.
- Students will be able to write sentences using 'Be' verbs – past tense - Question form
- Students will be able to write sentences using 'Be' verbs – past tense - Negative form
- Students will be able to write sentences using 'Be' verbs – past tense - Negative Question form
- Students will be able to write sentences using 'Be' verbs – future tense - positive form.
- Students will be able to write sentences using 'Be' verbs –future tense - Question form.
- Students will be able to write sentences using 'Be' verbs – future tense - Negative form
- Students will be able to write sentences using 'Be' verbs – future tense - Negative Question form
- Students will be able to write sentences using Has / have as a full verb
- Students will be able to write sentences using - There is/are
- Students will be able to write sentences on daily routine/ everyday actions using simple present tense.
- Students will be able to write sentences on past actions / diary entries using simple past tense.
- Students will be able to write sentences on future actions / using simple future tense.
- Students will be able to write sentences using present continuous tense.

Competency Level 6.2 : Uses pronouns appropriately

Number of periods : 03

Learning outcomes

- Students will be able to write sentences using subject and object pronouns correctly.

Competency Level 6.3 : Uses modals meaningfully

Number of periods : 03

Learning outcomes

- Students will be able to use “may” and “can” to express possibility and get permission

Competency Level 6.4 : Uses determiners

Number of periods : 04

Learning outcomes

- Students will be able to use determiners correctly.

Competency Level 6.5 : Uses contracted form

Number of periods : 02

Learning outcomes

- Students will be able to use contracted form in speaking and writing.

Competency Level 6.6 : Uses adjectives

Number of periods : 04

Learning outcomes

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

Competency Level 6.7 : Uses prepositions appropriately

Number of periods : 04

Learning outcomes

- Students will be able to use prepositions to describe the position.

Competency Level 6.8 : Uses conjunctions

Number of periods : 03

Learning outcomes

- Students will be able to use the conjunction ‘and’ to join nouns, adjectives and sentences.

Competency Level 6.9 : Uses adverbs appropriately

Number of periods : 03

Learning outcomes

- Students will be able to use adverbs appropriately to describe verbs.

Instructions for Lesson Plans

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

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

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

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

activities while shaping their language with necessary support with essential grammar for precise communication.

Tips for the teacher

- Language items focused in grade syllabus are not new to the students as they have already been exposed to them in the primary classes. Hence the language items given can be included in your lessons using both covert and overt grammar teaching methods (Harmer, 1987) when and when necessary.
- Please consider that the main objective of including these grammatical items in the syllabus is to give time for students to practice basic sentence structures using ‘by’ verb has/have as full verbs, simple and essential action verbs, and essential prepositions.
- Teachers are expected to help students use the sentence structures and other grammatical elements here to engage in successful communication.
- Rather than presenting isolated sentences as examples always use the grammatical elements highlighted in the syllabus in familiar contexts as much as possible so that the students will easily get these items consolidated.
- You can use a range of innovative activities like role play, simulations, drama etc. to contextualize the language items highlighted here and such activities will help students make learning of grammar an enjoyable task.

Assessment and evaluation

It is recommended that a strong School Based Assessment system which does not make students feel they are evaluated is developed at school level in order to assess the student’s ability to use English accurately. Make sure that fluency does not suffer the cost of accuracy in the end.

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

Suggestions for further reading

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

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

Competency 7

Uses English creatively and innovatively in written communication

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

Number of periods : 08

Learning outcomes

- 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.

Competency Level 7.2 : Describes pictures

Number of periods : 04

Learning outcomes

- Students will be able to describe photographs and the pictures of village fair, super market, classroom, cartoon pictures, playground, beach using simple sentences.

Competency Level 7.3 : Writes for personal purposes

Number of periods : 04

Learning outcomes

- 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.

Competency Level 7.4 : Writes instructions

Number of periods : 03

Learning outcomes

- 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 plates)

Competency Level 7.5 : Writes simple compositions on different types of topics

Number of periods : 03

Learning outcomes

- Students will be able to write simple compositions on sports, food and Sri Lanka

Competency Level 7.6 : Writes poems and stories

Number of periods : 03

Learning outcomes

- Students will be able to write simple poems on my pet, my mother/ father sister/brother/ grandmother/ grandfather

Instructions for Lesson Plans

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

Competency level identified in the grade six syllabus under competency number 7 lay foundation for developing their writing skill in the year to come. Most of the competency levels identified for grade six are focused on expressing the students' thoughts about their immediate concrete environment, like myself, My mother, My school etc. This corresponds to the AL level of the common European Framework of reference (CEFR) of slanguage Learning, Teaching and Assessment. Though this is the basic (essential) level identified for the grade six considering the average student expected in grade 6 there is enough scope in the syllabus to cater for the needs of the heterogeneity as well.

- Have a better understanding of the entry level of your students to relation to their writing skill. This way varies depending on various factors like exposure to language; limited opportunities students have in their immediate environment etc.
- Select activities and text types to be used with your students considering the findings of your simple survey on the entry level of students as mentioned above.
- Writing is not a skill to be mastered hastily, it s a slow laborious process.

- Teachers have to be patient enough to give their enough time to understand the completed, cognitively demanding features of the writing process.
- Make writing opportunity for them to feel proud of their work. High self esteem can take them a long way.
- Always be ready to reward the little gains of your students.
- Never burden your students with writing activities. That might hinder their enthusiasm to learn the language.
- Start with guided activities that would provide them with
- Start with very simple activities to build their confidence.

Assessment and evaluation

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

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

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

Suggestions for further reading

Mason, H.& Mudd, S. (1994). *Beginning to write*. Scholastic Ltd., Warwickshire

Competency 8

8. Communicates clearly, fluently and concisely

Competency Level 8.1 : Introduces oneself to others

Number of periods : 03

Learning outcomes

- 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 and brothers

Competency Level 8.2 : Uses simple expressions in greeting, thanking, affirming,
Denying

Number of periods : 03

Learning outcomes

- 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

Competency Level 8.3 : Describes objects, animals, people using simple sentence
Patterns

Number of periods : 04

Learning outcomes

- Students will be able to describe photographs and the pictures of village fair, super market, classroom, cartoon pictures, playground, beach using simple sentences.

Competency Level 8.4 : Speaks on familiar topics

Number of periods : 04

Learning outcomes

- Students will be able to speak on sports, food and Sri Lanka

Competency Level 8.5 : Describes things in the immediate surrounding using adjectives

Number of periods : 04

Learning outcomes

- 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.

Competency Level 8.6 : Uses simple structures to show ability and possession

Number of periods : 03

Learning outcomes

- Students will be able to use possessive forms – my, your, mother’s etc.

Competency Level 8.7 : Asks and gets personal information from others.

Number of periods : 03

Learning outcomes

- 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

Competency Level 8.8 : Describes the position of things

Number of periods : 03

Learning outcomes

- Students will be able to use prepositions - on, in, under, between, near, in front of, behind to describe the position.

Competency Level 8.9 : Describes pictures

Number of periods : 03

Learning outcomes

- Students will be able to describe photographs and the pictures of village fair, super market, classroom, cartoon pictures, playground, beach using simple sentences.

Competency Level 8.10 : Speaks about daily actions

Number of periods : 03

Learning outcomes

- Students will be able to describe one's daily routine /actions.

Competency Level 8.11 : Describes past events and actions

Number of periods : 03

Learning outcomes

- Students will be able to describe the things done yesterday, last week end etc.

Competency Level 8.12 : Uses question words to get information

Number of periods : 03

Learning outcomes

- Students will be able to use question words (what, when, where, how, why, who, which) to get information

Competency Level 8.13 : Uses language in variety of contexts

Number of periods : 03

Learning outcomes

- Students will be able to use the language appropriately in the given situation

Instructions for Lesson Planning

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

Activities planned under this particular competency is expected to give more opportunities to put what they have learned into practice. Therefore, this section of the syllabus can be more enjoyable and motivating for the learner as well as the teacher. In this context it is very much important to plan the learning and teaching process have keeping the basic objective of learning a language; communication or rather using the language as a tool to get things done.

Tips for the teacher

- Plan your lessons adding variety to the classroom so that the motivation level will be very high.
- Give students as many opportunities as possible for students to engage in oral communication.
- Plan activities where they can interact with other people who speak English than the class teacher.

Eg. Field visits to government and corporate establishments in the area. Inviting outstanding personalities in the area for interactive sessions Debate competitions conducting and English Day , Media club, English speaking club.

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

Assessment and Evaluation.

Since this is a very important area in the curriculum very special attention should be given to assessment of oral Skills. In assessing oral skills it had better to follow a descriptive scale (a tool) in order to make the assessment as pragmatic as possible since there is a lot of subjectivity involved in assessing oral skills.

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

General assessment scale

Band

9	Expert user. Communicates with authority, accuracy, and style. Completely at home in idiomatic and specialist English
8	Very good user. Presentation of subject clear and logical with fair style and appreciation of attitudinal markers. Often approaching bilingual competence.
7	Good user. Would cope in most situations in English
6	Competent user. Although coping well with most situations he is likely to meet, is somewhat deficient in fluency and accuracy and will have occasional misunderstandings or significant errors.
5	Modest user. Although he manages in general to communicate, often uses inaccurate or inappropriate language.
4	Marginal user. Lacking in style, fluency and accuracy, is not easy to communicate with, accent and usage cause misunderstandings. Generally can get by without serious breakdowns.

3	Extremely limited user. Does not have a working knowledge of the language for day to day purposes, but better than an absolute beginner. Neither productive nor receptive skills allow continuous communication.
2	Intermittent user. Performance will be below the level of a working day to day knowledge of the language. Communication occurs only sporadically.
1/0	Non – user. May not even recognize with certainty which language is being used.

Interview assessment scale

Band

9	Expert speaker. Speaks with authority on a variety of topics. Can initiate, expand and develop- a theme.
8	Very good non-native speaker. Maintains effectively his own part of a discussion. Initiates, maintains and elaborates as necessary. Reveals humour where needed and respond to attitudinal tones.
7	Good speaker. Presents case clearly and logically and can develop the dialogue coherently and constructively. Rather less flexible and fluent than Band 8 performer but can respond to main changes of tone or topic. Some hesitation and repetition due to a measure of language restriction but interacts effectively.
6	Competent speaker. Is able to maintain theme of dialogue, to follow topic switchers and to use and appreciate main attitude markers. Stumbles and hesitates at times but is reasonably fluent otherwise. Some errors and inappropriate language, but these will not impede exchange of views. Shows some independence with ability to initiate.
5	Modest speaker. Although gist of dialogue is relevant and can be basically understood, there are noticeable deficiencies in mastery of language patterns and style. Needs to ask for repetition or clarification and similarly to be asked for them. Lacks flexibility and initiative. The interviewer often has to speak rather deliberately. Copes but not with great style or interest.
4	Marginal speaker. Can maintain dialogue, but in a rather passive manner, rarely taking initiative or guiding the discussion. Has difficulty in following English at normal speed; lacks fluency and probably accuracy in speaking. The dialogue is therefore neither easy nor flowing. Nevertheless, gives the impression that he is in touch with the gist of the dialogue even if not wholly master of it. Marked L1 accent.
3	Extremely limited speaker. Dialogue is a drawn- out affair punctuated with hesitations and misunderstandings. Only catches part of normal speech and unable to produce continuous and accurate discourse. Basic merit is just hanging on to discussion gist, without making major contribution to it.
2	Intermittent speaker. No working facility; occasional, sporadic communication.
1/0	Non – speaker. Not able to understand and/ or speak.

Teachers are expected to use these guidelines to assess and train students to engage in accurate communication.

Further, the schools can start assessing oral skills at the term end examinations based on the guidelines issued by the Ministry of Education from 2015 onwards.

Suggestions for further reading

Carrol , berdon J.(1980, p: 134, 135) *Testing communicative performance*. pergomon