



# ENGLISH

## Teachers' Guide Grade 7



Department of English  
National Institute of Education  
Maharagama  
Sri Lanka  
[www.nie.lk](http://www.nie.lk)

# English Language

## Teachers' Guide

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Teachers' Guide

**Grade 07**

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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 7 and 11 starts from 2016. 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**

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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**

**Faculty of Languages, Humanities and Social Sciences**

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## **Instructions Regarding the Teachers' Guide**

Revised English Language syllabus for grade 07 which is to be implemented in 2016 has 38 competency levels to be achieved by the students of grade 07.

Grade 07 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.

This Teachers' Guide consists of detailed syllabus of grade 07, 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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## **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 difference between s – sh, p-f sounds and short and long vowel sounds.  
Eg. Pill - fill  
Sip – sheep  
Shop – soap  
Fill – feel  
etc.
- Students will be able to pronounce the words with s – sh, p-f sounds and short and long vowel sound properly.

**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 seven student is expected, after four years of learning English, to bring certain amount of familiarity of the sounds of English to the new grade; especially as a result of what they have started practicing in grade six under the new curriculum rationalization. The two competency levels prescribed for grade seven focus 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 and the ability to differentiate /P/, /f/ and /s/, /□/ sounds. 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. So, it is expected that the teachers will pay their special attention to this particular competency in grade seven as well as they did in grade six. Continuous practice in these areas during the first few years of the secondary level will help students develop a sustainable enthusiasm towards learning of English

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

- Though only a limited number of periods are allocated for this in principle, please pay attention to their ability to pronounce English words 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 and at the same time these texts provide you with ample resources to plan activities. Please consider that any text appearing in the text book could be used to develop this competency.
- 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.
- d. Making assessment an integral part of learning and teaching instead of considering it an outside process forced on teachers and students

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 2.4** : Uses apostrophe appropriately

**Number of periods** : 3

### **Expected Learning outcomes**

- Students will be able to use the apostrophe appropriately.

### **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 one main item identified for grade seven; uses apostrophe appropriately, using the full stop and the question mark. In grade seven there is another very important item identified that should be introduced to students early, the apostrophe.

### **Using the apostrophe**

Using the apostrophe, 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. Examples for very commonly made mistakes in this area can be identified as follows:

Confusion between “it’s (it is)” and ‘its (possessive form

Teacher’s (singular) and teachers’ (plural)

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 the apostrophe appropriately, it should be a high priority area in a teacher’s checklist of items to be prioritized.

### **Tips for the teacher**

- Please provide your students with more opportunities to identify the correct use of the apostrophe in the written sentences they encounter in day to day life.
- Make this an important item 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 while practicing and revising what they have already learnt. 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 follow instructions accurately to respond to various types of requests appropriately

**Competency level 3.3** : Listens and responds to different types of simple texts

**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 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 seven under the competency number 3 are based more on authentic 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 seven 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.
- A simple listening activity will be a very motivating activity to start your lessons with.
- Be attentive to capture their specific problems related to listening like difficulties in hearing etc.
- Spare some time to discuss their problems in listening and to take remedial measures regularly
- Keep records of the listening performance of your students. This will provide you and your students with extra motivation to make listening practice a sustainable activity.

### **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 4.3** : 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 level 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.

**Competency level 4.6** : Identifies collective nouns and compound nouns

**Number of periods** : 04

### **Expected Learning outcomes**

- Students will be able to identify the collective nouns and compound nouns when used in context

## **Instructions for Lesson Planning**

Considering the importance of vocabulary development involved in second language learning and teaching, this competency related to vocabulary spans for duration of 16 periods throughout the year.

Vocabulary section of the grade seven 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 seven under the vocabulary section are;

- 1.
2. Finding synonyms and antonyms.
3. Using affixes to change the meaning and word class of words
4. pluralization
5. Identification of collective and compound nouns

## **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 seven 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 seven 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 seven.

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.

### **For further Reading**

[http://www.everythingsl.net/in-services/bics\\_calp.php](http://www.everythingsl.net/in-services/bics_calp.php)

<http://esl.fis.edu/teachers/support/cummin.htm>

## **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 seven 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 achieve the objectives of the grade seven 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., Dawson, J. (2003). *Learning to teach in the secondary school*. Routledge Falmer: 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 had as a full verb
- Students will be able to construct simple sentences using **Past continuous form**
- Students will be able to construct simple sentences using : **future continuous form**
- Students will be able to construct simple sentences using : **Present perfect form**
- Students will be able to construct simple sentences using “**there was/were/will be**”

**Competency Level 6.2** : Uses pronouns appropriately

**Number of periods** : 03

### Learning outcomes

- Students will be able to use possessive pronouns – my – mine, our – ours, your – yours, his – his, her – hers, its- its, their – theirs

**Competency Level 6.3** : Uses modals meaningfully

**Number of periods** : 03

### Learning outcomes

- Students will be able to use the modals ‘must’ , ‘should’ ‘can’ and ‘would’ appropriately

**Competency Level 6.4** : Uses determiners appropriately

**Number of periods** : 04

### Learning outcomes

- Students will be able to use determiners appropriately in writing and speaking.

**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 appropriately

**Number of periods** : 04

**Learning outcomes**

- Students will be able to use comparative forms of adjectives appropriately to compare 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 appropriately

**Number of periods** : 03

**Learning outcomes**

- Students will be able to use the conjunction ‘but, when, while, after, before, because, or’ to join 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. Harmer's (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 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 seven 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 people, places and things

**Competency Level 7.2** : Describes pictures

**Number of periods** : 04

#### **Learning outcomes**

- Students will be able to describe photographs and the pictures of various types

**Competency Level 7.3** : Writes for personal purposes

**Number of periods** : 04

#### **Learning outcomes**

- Students will be able to convey the accurate meaning in writing according to their age and level.

**Competency Level 7.4** : Writes instructions

**Number of periods** : 03

#### **Learning outcomes**

- Students will be able to write instructions to suite the purpose.

**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 different types of topics using language appropriate to their age and level.

**Competency Level 7.6** : Writes poems and stories

**Number of periods** : 03

**Learning outcomes**

- Students will be able to write simple poems and stories familiar topics

**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 seven 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 seven are focused on expressing the students' thoughts about their immediate concrete environment, like myself, My mother, My school etc. This corresponds to the A1 level of the common European Framework of Reference (CEFR) of Language Learning, Teaching and Assessment. Though this is the basic (essential) level identified for the grade seven considering the average student expected in grade seven 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**

### **Communicates clearly, fluently and concisely**

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

**Number of periods** : 04

#### **Learning outcomes**

- Students will be able to speak about people, places and things using language appropriate to their age and level.

**Competency Level 8.4** : Speaks on familiar topics

**Number of periods** : 04

#### **Learning outcomes**

- Students will be able to speak on familiar topics using language appropriate to their level and age.

**Competency Level 8.6** : Uses modals can, would, must and should

**Number of periods** : 03

#### **Learning outcomes**

- Students will be able to use can, would, must and should appropriately in different situations.

**Competency Level 8.8** : Describes the position of things

**Number of periods** : 03

#### **Learning outcomes**

- Students will be able to describe the position of something accurately using the correct preposition.

**Competency Level 8.9** : Describes pictures

**Number of periods** : 03

**Learning outcomes**

- Students will be able to orally describe various types of photographs and pictures familiar to their lives and appealing to their interests.

**Competency Level 8.13** : Uses language in variety of contexts

**Number of periods** : 03

**Learning outcomes**

- Students will be able to use language in familiar contexts

**Competency Level 8.17** : Describes continuing actions

**Number of periods** : 03

**Learning outcomes**

- Students will be able to use present, past and future continuous forms to describe continuing actions.

**Competency Level 8.18** : Uses language in variety of contexts

**Number of periods** : 03

**Learning outcomes**

- Students will be able to use perfect tense appropriately in expressing personal experience, immediately completed actions, possessions and visible changes

**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 are 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 keeping in mind 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 an 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	<b>Expert user.</b> Communicates with authority, accuracy, and style. Completely at home in idiomatic and specialist English
8	<b>Very good user.</b> Presentation of subject clear and logical with fair style and appreciation of attitudinal markers. Often approaching bilingual competence.
7	<b>Good user.</b> Would cope in most situations in English
6	<b>Competent user.</b> 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	<b>Modest user.</b> Although he manages in general to communicate, often uses inaccurate or inappropriate language.
4	<b>Marginal user.</b> 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	<b>Extremely limited user.</b> 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	<b>Intermittent user.</b> Performance will be below the level of a working day to day knowledge of the language. Communication occurs only sporadically.
1/0	<b>Non – user.</b> May not even recognize with certainty which language is being used.

## Interview assessment scale

### Band

9	<b>Expert speaker.</b> Speaks with authority on a variety of topics. Can initiate, expand and develop- a theme.
8	<b>Very good non-native speaker.</b> Maintains effectively his own part of a discussion. Initiates, maintains and elaborates as necessary. Reveals humour where needed and respond to attitudinal tones.
7	<b>Good speaker.</b> 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	<b>Competent speaker.</b> 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	<b>Modest speaker.</b> 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	<b>Marginal speaker.</b> 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	<b>Extremely limited speaker.</b> 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	<b>Intermittent speaker.</b> No working facility; occasional, sporadic communication.
1/0	<b>Non – speaker.</b> 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**

Carroll, Brendon J. (1980, p: 134, 135) *Testing communicative performance*. Pergomon

# **Listening Texts**

## **Unit 01 – What You See?**

### **Activity 2 – Pg 2**

To do this you will need a glass and a piece of cardboard. First, fill the glass right to the top with water. Next, put the cardboard over the mouth of the glass. Hold on the cardboard tightly. Make sure that no air bubbles enter the glass. Then, turn the glass upside down. After that, take away your hand holding the cardboard. If the magic is done properly the water stays in place even when glass of water is upside down. The air pressure manages to hold the cardboard in place.

## **Unit 02 – Friends Indeed**

### **Activity 8 – Pg 20**

This is Thamal's garden. As you enter the garden there are five oval shaped cement steps that lead to the house. His house is in the middle of the garden. To the left of the entrance to the house, there is a square shaped pond. On the same side, there is a garden bench a few meters away from it. On the opposite side of the house, there is a well. At the backend of the house, there is a rectangular shaped flowerbed with two mango trees right beside it.

## **Unit 03 – Pleasure**

### **Activity 7 – Pg 28**

This is a picture of a playground. There are some boys playing a game of volleyball in the middle of the playground. On the right end of the playground, a couple of children are flying kites. A group of people are watching the volleyball game. They are in the bottom end of the playground. There are a dozen of water bottles near them. On the right corner of the playground, there are a group of people doing their physical exercises.

## Activity 16 – Pg 38

Welcome to the Marvels Carnival and Exhibition! This year, the Carnival and the Exhibition will provide you a wonderful experience that you have never seen before. Let me introduce you to the stalls we have on the Exhibition grounds. As you enter the Exhibition Hall, You will see our Information Desk where you can obtain any information on the Carnival and the Exhibition. There is a flight of stairs on the right side of the Information Desk. When you climb up to the first floor, you will find the Auditorium right in front of you. The Craft Stall is right next to the Auditorium. The Plant Stall is located opposite to the Craft Stall. When you pass through the Plant Stall, you can go to the Magic world. You have to be careful because you may in for some surprises. Opposite to the Auditorium, there is a Food Stall. You can refresh yourself before going into the Auditorium to watch the circus. In the ground floor, you can visit the Horror Houses and the Ocean World. Horror House is on the opposite side of the Education Stall. Right next to the Horror House, on the same side is the Ocean World.

## Unit 04 – A Busy Day

### Activity 10 – Pg 46

This is the cleaning chart of Grade 7 B. The teacher has made some changes in it. Listen to your English teacher and change the names according to her.

Monday	Tuesday	Wednesday	Thursday	Friday
English	English	English	English	English
Aesthetic std.	Science	Religion	Sinhala	Science
Religion	P.T.S	Science	P.T.S	Sinhala
History	Sinhala	Health	Tamil	Geography
<b>INTERVAL</b>				
Mathematics	Tamil	P.T	Mathematics	Aesthetic std.
Geography	Mathematics	Sinhala	History	Aesthetic std.
Science	Citizenship Ed.	Mathematics	Science	Mathematics
Sinhala	Health	Library	P.T.S	Citizenship Ed.

There is a change in your time table. You are requested to make these changes in it. The third period on Monday should be changed as science and the seventh period as religion. There's no change for Tuesday. On Wednesday the third period should be Sinhala and the fifth period should be changed as science. On Thursday, you will get double periods for P.T.S. That means you have PTS in the third and fourth periods and Tamil in the last period. Time table for Friday remains the same.

## **Unit 05 – Once upon a Time**

### **Activity 9 – Pg 53**

#### **FIREWORKS**

Gunpowder was invented in China, Probably about 2000 Years ago. The Chinese used gunpowder to make fireworks.

#### **FERRIS WHEEL**

The Ferris Wheel is a large amusement – park ride that is made of a big, vertical wheel that slowly turns around. The Ferris Wheel was invented by George Washington Ferris Jr. in 1893.

#### **KALEIDOSCOPE**

A Kaleidoscope is a tube you look into that makes beautiful, colorful patterns using mirrors. The kaleidoscope was invented by the Scottish physicist Sri David Brewster in 1816.

#### **Dolls**

Dolls are considered as the oldest known toy. Dolls have been found in Egyptian tombs in 21<sup>st</sup> century B.C

#### **CROSSWORD PUZZLE**

The crossword puzzle is a word game. It was invented by Arthur Wynne in 1913. The first crossword puzzle by Wynne was published in a U.S. newspaper called the New York World on December 21, 1913.

## **Unit 06 – Better Safe Than Sorry**

### **Activity 5 – Pg 59**

- Fresh green leaves are crisp and green in colour. Avoid limp yellowish leaves,
- When placed in a pot of cold water, fresh eggs sink to the bottom.
- Fresh fruits always smell delicious. They are smooth and only slightly soft.
- Fresh vegetables are firm and crisp looking. Their colour is healthy too.

### **Activity 12 – Pg 67**

Rabies is a deadly disease. Please get your dog immunized.

Your attention please! M.O.H. Office, Teldeniya will hold a free rabies vaccination clinic for dogs aged three months or older. This clinic will be held on Saturday, the 3<sup>rd</sup> of October from 9 a.m. to 11 a.m. at the office premises.

## **Unit 07 – Around the Country**

### **Activity 13 – Pg 81**

Tin Tan's house is in an island. You can go there by boat or helicopter. His house is very big. There are 20 bedrooms and 15 other rooms. Video screens are everywhere on the walls in all the rooms. There is a big kitchen with modern items. There's also a beautiful library with lots of interesting books and maps. You can read many adventurous stories if you visit there. It has a large dining room and about 800 people can sit together. It has an underground garage to park many vehicles. Tin Tan lives here with his dog called Broowy.

There are very old and huge trees in the garden. They are full of fruits and flowers. You can play many games among trees if you visit there. There are lots of animals and birds roaming freely in the garden.

The mountain behind the house is a beautiful sight. There is a nice balcony to enjoy the beauty of the surrounding.

It is a beautiful place!

Do you like to visit?

## **Unit 09- Our Beautiful World**

### **Activity 15 – pg 105**

- Mihiri , Ruvini and Samadhi are friends . Mihiri is the tallest. Both and Samadhi have long hair . Samadhi's hair is longer than Mihiri's .
- There are three bags on the table. Manjula's bag is big with short shoulder straps . Athula's bag is smaller than Manjula's and has longer shoulder straps . Razvi's bag is the biggest.

## **Unit 10 – Future**

### **Activity 9 - pg 115**

- A) This animal is the largest species in the cat family. Its length is about 3 metres and it has a large tail .It is Carnivorous. It is the national animal of Bangladesh, India, Vietnam, Malaysia and South Korea. This is an endangered species.
- B) It is a reptile. It lives in or around water. It has a shell .It colour may vary. It can walk and swim . It moves very slowly.
- C) This is another endangered species It has a thick wool coat . It is a bear native to China. It's black and white. There are black patches around its eyes . It eats bamboo.
- D) It is the largest mammal. It is threatened by environmental change . It lives in the ocean. Its weight is about 200 tons.

## Listening Texts – Work Book

### Unit 03 – Pleasure

#### Activity 14 – Pg 27

Vihanga lives in Vijayagama. It is a small town. Write ‘Vijayagama’ on top of the box given. There is a town hall in the middle of the town. The temple is on the left hand side of it. It is numbered as ‘3’. Write ‘temple’ there. There is a clock tower opposite the town hall. It is a circle. Write the two letters ‘C’ and ‘T’ inside it. The small circle closer to it is a mosque. Draw a crescent inside the small circle. The rectangles shown closer to the clock tower are houses. Put ‘H’ inside all of them. There is a common well. The rectangle with number 1 is a park. Write ‘Park’ inside it. The other rectangle closer to the well is a house. Put ‘H’ inside it. There are some houses opposite the well too. Put ‘H’ inside all those rectangles. Find 4 and write ‘post office’ in it. Write ‘school’ in the rectangle numbered as 2. The small rectangle closer to ‘5’ is a shop. Write ‘Shop’ in it. The biggest rectangle given is the river. Write ‘river’ inside it. The rectangle next to 4 is a kovil. Write ‘kovil’ in it. The square given in between the town hall and 6 is a church. Write ‘church’ in it.

### Unit 05- Once Upon a Time

#### Activity 4- pg 37, 38

Tyrannosaurus rex was a large dinosaur. It was a meat-eater that walked on two legs. It had a huge head, a strong body and a powerful tail. Its legs were strong with bird-like feet and three toes. Its arms were short and tiny. There were two fingers in each hand. It was a fierce hunter who used his sharp teeth and claws to catch its prey.

#### Activity 8 – pg 40

- Draw a square in the middle of the page.
- Draw two rectangles in each side of the square their sides should touch the square. The rectangles should be same height as the square.
- Draw a triangle on the top of the square.



- Draw two smaller triangles on the two rectangles.
- Draw a flag on the top of the big triangle.
- Draw the sun and some clouds in the sky above the picture.
- Draw some flying below the clouds.
- Draw a big tree near the picture you have drawn.
- Draw a horse next to the tree.
- Write the words “My Castle” on the dotted line.