

English Language

Teachers' Guide

Grade 09

Department of English

Faculty of Languages Humanities and Social Sciences

National Institute of Education

Maharagama

Sri Lanka

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Teachers' Guide

Grade 09

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Director General's Message

With the primary objective of realizing the National Educational Goals recommended by the National Education Commission, the then prevalent content based curriculum was modernized, and the first phase of the new competency based curriculum was introduced to the eight year curriculum cycle of the primary and secondary education in Sri Lanka in the year 2007

The second phase of the curriculum cycle thus initiated was introduced to the education system in the year 2015 as a result of a curriculum rationalization process based on research findings and various proposals made by stakeholders.

Within this rationalization process the concepts of vertical and horizontal integration have been employed in order to build up competencies of students, from foundation level to higher levels, and to avoid repetition of subject content in various subjects respectively and furthermore, to develop a curriculum that is implementable and student friendly.

The new Teachers' Guides have been introduced with the aim of providing the teachers with necessary guidance for planning lessons, engaging students effectively in the learning teaching process, and to make Teachers' Guides will help teachers to be more effective within the classroom. Further, the present Teachers' Guides have given the necessary freedom for the teachers to select quality inputs and activities in order to improve student competencies. Since the Teachers' Guides do not place greater emphasis on the subject content prescribed for the relevant grades, it is very much necessary to use these guides along with the text books compiled by the Educational Publications Department if, Guides are to be made more effective.

The primary objective of this rationalized new curriculum, the new Teachers' Guides and the new prescribed texts is to transform the student population into a human resource replete with the skills and competencies required for the world of work, through embarking upon a pattern of education which is more student centered and activity based.

I wish to make use of this opportunity to thank and express my appreciation to the members of the Council and the Academic Affairs Board of the NIE, the resource persons who contributed to the compiling of these Teachers' Guides and other parties for their dedication in this matter.

Dr. (Mrs.) Jayanthi Gunasekara
Director General
National Institute of Education
Maharagama

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 adhere of education. That is how the curriculum, syllabi, teachers' guides and facilitations 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.

Ven. Dr. Mabulgoda Sumanarathana Thero
Deputy Director General
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Instructions Regarding the Teachers' Guide

Revised English Language syllabus for grade 09 which is to be implemented in 2018, has 45 competency levels to be achieved by the students of grade 09.

Grade 09 course materials consist of Pupils' Text book, Pupils' Workbook and Teachers' Guide.

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' Workbook 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 09, 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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Introduction

Revised English Language syllabus for grade 09 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 45 specific competency levels identified as relevant and suitable for grade 09. The distribution of these competencies is given in the grid below.

Competency	No. of Competency levels
1	1.1, 1.2, 1.3
2	2.6
3	3.3, 3.4, 3.5
4	4.3, 4.4, 4.5, 4.7, 4.8
5	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9
6	6.1, 6.2, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11
7	7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7
8	8.3, 8.4, 8.8, 8.9, 8.11, 8.12, 8.13, 8.14, 8.15

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 nine 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 09

Competency	Competency level	Content	Learning outcomes	No. of periods
<p>1. Identifies the sounds of English Language</p>	<p>1.1 Pronounces English words properly.</p>	<ul style="list-style-type: none"> • Help students to identify short & long vowel sounds properly put /u/ boot /u:/ again /ə/ turn / ə: / cut /ʌ/ calm /ɑ:/ • Help students to pronounce English words properly Past tense morpheme - ed- /t/, /d//id/ Walked, looked, jumped - /t/ Begged, played - /d/ Wanted, painted - /id/ • Plural morphemes /s/ , /z/, /iz/ Bun – buns /s/ Dog - dogs /z/ Rose – roses /iz/ For more information refer to the Teacher’s Guide of Grade 9. <p>Text types - words, word groups, rhymes, tongue twisters</p> <p>Activities - listen and repeat, listen and tick, listen and underline, listen and circle, read aloud, read and match, read and categorize, games</p>	<p>Students will be able to pronounce short and long vowels properly.</p> <p>Students will be able to identify the different ways of pronouncing regular past tense words.</p> <p>Students will be able to pronounce the plural morpheme properly.</p>	<p>3</p>
	<p>1.2 Reads aloud different types of texts accurately and</p>	<ul style="list-style-type: none"> • Help students to read different types of texts meaningfully. 	<p>Students will be able to read aloud different types of texts accurately and</p>	<p>3</p>

	meaningfully	(Refer to Competency Level 2.6 and Teachers' Guide for explanation) Text types - announcements, conversations, instructions, news, poems, stories and commentaries with relevant punctuation. Activities - loud reading, acting out, reciting	meaningfully.	
	1.3 Pronounces English words and phrases properly	<ul style="list-style-type: none"> • Help students to comprehend and produce different spelling representations of the sounds /ʃ/ and /f/ <p>E.g.</p> <ul style="list-style-type: none"> - national, fashion, crucial /ʃ/ - enough, elephant, off, laugh /f/ <p>Students are expected to identify words with different spelling combinations that represent the same sound when they appear in sentences and to read them aloud smoothly to bring out the meaning of the sentences.</p> <p>Text types - word groups, phrases, sentences, dialogues, role plays, stories, poems etc. with words which contain different spelling combinations to represent the same sound.</p> <p>Activities - loud reading, acting out, reciting, games</p>	<p>Students will be able to comprehend and produce different spelling combinations which produce the sounds /ʃ/ and /f/ in words .</p> <p>Students will be able to pronounce English words and phrases meaningfully.</p>	3
2.Uses Mechanics of Writing with Understanding	2.6 Uses commas with understanding	<ul style="list-style-type: none"> • Help students to use commas in different writing texts. (For more information refer to the 	Students will be able to use commas with understanding	3

		Teacher's Guide of Grade 9) Text types - variety of texts ranging from simple to complex. Activities - identify the mistakes and circle or underline, editing and re-writing etc.		
3. Engages in active listening and responds appropriately	3.3 Listens to a simple text for specific information	<ul style="list-style-type: none"> Provide opportunities for students to listen to various types of texts and extract specific information. <p>E.g. names of people, places, animals, dates and days, months, years etc.</p> <p>Text types - dialogues; descriptions of people, places and things, lectures, narratives, debates, news reading, announcements, speeches, songs, advertisements, etc.</p> <p>Activities - matching, labeling, multiple choices, filling blanks, etc. (Options should be given to select the correct answer.)</p>	Students will be able to listen to various types of texts and find specific information.	3
	3.4 Listens and transfers information to other forms	<ul style="list-style-type: none"> Help students to listen to and transfer given information to other forms. <p>Text types - pictures, notices, notes, letters, instructions, messages, descriptions (people, places, things, events), processes, articles, minutes, advertisements, songs, stories, etc.</p>	Students will be able to listen and transfer information to other forms.	4

		Activities - listen and draw, listen and complete (flow charts, graphs, blank, etc.)		
	3.5 Identifies different intonation patterns and uses of word stress	<ul style="list-style-type: none"> Help students to identify how intonation patterns and word stress vary according to the intention of the speaker and respond accordingly. <p>Statements – The meeting has started.</p> <p>Questions – Has the meeting started?</p> <p>(For more information refer to the Teacher’s Guide of Grade 9)</p> <p>Text types - utterances, dialogues, role plays</p> <p>Activities - drilling, acting out, role play, etc.</p>	Students will be able to identify different intonation patterns and uses of word stress.	2
4. Building up vocabulary using words appropriately and accurately to convey precise meaning	4.3 Finds synonyms and antonyms for given words	<ul style="list-style-type: none"> Help students to identify and use synonyms and antonyms for words that are commonly used or found in different situations that they are exposed to. <p>Text types - variety of texts</p> <p>Activities - filling blanks, matching, multiple choice questions, puzzles, games, etc.</p>	Students will be able to identify/ use synonyms and antonyms for words that are commonly used/ found in different situations.	4
	4.4 Uses affixes to change the word class and the meaning of words	<ul style="list-style-type: none"> Help students to change the word class and meaning of words using affixes <p>E.g. un-, dis-, im-, -ful, -less, -ly, -ness, -fully, -tion, -ment, -able</p>	Students will be able to use affixes to change the word class and the meaning of words	3

		<p>Change the word class</p> <p>Verb → Adjective count – countable measure – measurable suit – suitable</p> <p>Change the Meaning happy - unhappy possible – impossible qualify – disqualify</p> <p>(For more information refer to the Teacher’s Guide of Grade 9)</p> <p>Text types - variety of texts given in textbook</p> <p>Activities - filling blanks, matching, multiple choice questions, puzzles, games, etc.</p>		
	4.5 Forms the plurals of nouns	<ul style="list-style-type: none"> • Help the students to form the plurals of countable and uncountable nouns E.g. a bag of rice, three pieces of furniture, two boxes of matches, a packet of toffees • Help students to differentiate between plural nouns and nouns that appear to be plural in form but are singular. E.g. physics, statistics, news, mathematics etc 	<p>Students will be able to form the plurals of countable and uncountable nouns.</p> <p>Students will be able to identify singular nouns that do not have plural forms.</p>	2

		<ul style="list-style-type: none"> Help students to identify nouns that do not have plural forms. E.g. jewellery, information, furniture, baggage <p>Text types - variety of texts</p> <p>Activities - matching, completing, changing sentences into plurals etc.</p>		
	4.7 Uses nouns, verbs, adjectives and adverbs appropriately	<ul style="list-style-type: none"> Help students to use nouns appropriately in a sentence. E.g. Classification of nouns Help students to identify that the same word falls into different word classes depending on the context. (For more information refer to the Teacher's Guide of Grade 9) <p>E.g. Give me a glass of water. (Noun) I water the plants. (Verb) Children love to play with water bubbles. (Adjective)</p> <p>(For more information refer to the Teacher's Guide of Grade 9)</p> <p>Text types - variety of texts given in the textbook.</p> <p>Activities - multiple choice, filling blanks, etc.</p>	<p>Students will be able to use nouns appropriately</p> <p>Students will be able to identify the different word classes of the same word in different contexts.</p>	3

	<p>4.8 Uses collective nouns and compound nouns properly</p>	<ul style="list-style-type: none"> • Help students to use collective nouns and compound nouns appropriately in a sentence. • Help students to understand correct subject- verb agreement when using a collective or compound noun in sentences. <p>E.g. army, audience, committee, crew, crowd, flock, herd, public, staff, team</p> <p>These nouns take a singular verb when we think of the group as an entity:</p> <ul style="list-style-type: none"> ▪ The audience was enthusiastic. <p>We can use a plural verb if we think of them as members of a group acting individually:</p> <ul style="list-style-type: none"> ▪ The audience were clapping their hands. <p>Text types - variety of texts given in the textbook.</p> <p>Activities - multiple choices, filling blanks, editing, etc.</p>	<p>Students will be able to use collective nouns and compound nouns appropriately in a sentence.</p>	<p>3</p>
<p>5. Extracts necessary information from various types of texts</p>	<p>5.1 Uses visual clues to derive the meaning of texts</p>	<ul style="list-style-type: none"> • Help students to determine the meanings of unfamiliar words using visual clues. 	<p>Students will be able to determine the meaning of an unfamiliar word using visual clues.</p>	<p>2</p>

		<ul style="list-style-type: none"> • Help students to use visual clues in selective texts to identify the intention / message communicated through the visuals. • Help students to use graphs, tables, charts to derive meaning and trends (focus words/terms: most, least, equal, more than, less than, increase, decrease, upward movement, downward movement etc.) <p>Text types - pictures related to each text, stories, passages, advertisements with pictures which help students to comprehend the meaning of unfamiliar words, photos, graphs, charts, and tables.</p> <p>Activities - asking ‘wh’ questions related to the given pictures which help to derive the meaning of the text (orally), reading picture stories.</p>	<p>Students will be able to use visual clues to identify the intention / message communicated through the visuals. Students will be able to use graphs, tables and charts to derive meaning of graphically stated information.</p>	
	<p>5.2 Extracts specific information from various types of simple texts</p>	<ul style="list-style-type: none"> • Help students to find specific information from a text (names, dates, days, places, etc) Responding to ‘wh’ question words; what, where, when, who, which) <p>Text types and Topics - notices, notes, email, letters (informal and formal), minutes, messages, descriptions of places, people, things, events and processes (English Literary Association), festivals, newspaper</p>	<p>Students will be able to extract specific information from various types of simple texts</p>	<p>4</p>

	<p>articles, advertisements, recipes, classifieds, dictionary pages, travel brochures, leaflets, invitations, posters</p> <p>Activities - comprehension questions, filling blanks, completing sentences, MCQ, true / false, matching, grid filling, etc.</p>		
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, instructions (verbal- visual), messages, descriptions of places, people, things, events and processes, articles etc. Text Topics- topics mentioned under Competency Level 5.2</p> <p>Activities - transferring information to a grid, marking maps, drawing graphs from a written text etc.</p>	Students will be able to transfer information into other forms	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. <ul style="list-style-type: none"> - visual, auditory imagery - metaphors and similes - number of stanzas - rhyming words - themes <p>Text types - poems suitable to the level and interest of Grade nine students.</p>	<p>Students will be able to read and respond to simple poems</p> <p>Students will be able to express their ideas, feelings, and emotions in simple sentences.</p>	4

	<p>Activities - comprehension questions on above poetic techniques and students' attitudes, matching, multiple choice questions, true/false questions</p>		
<p>5.5 Reads and responds to simple folk tales</p>	<ul style="list-style-type: none"> • Help students to read simple folk tales reflecting social and cultural diversity and explore the characters and their qualities. • Help students to identify the message expressed . <p>Text types - folk stories (Cultural diversity, gender equity, suitability to the level of the students should be considered in selecting texts.)</p> <p>Activities - simple comprehension questions on characters, their qualities, message expressed and students' attitudes, matching, multiple choice questions, true/false questions, acting and dramatizing.</p>	<p>Students will be able to identify the characters, their qualities and message expressed.</p> <p>Students will be able to express their ideas, feelings and emotions in simple sentences.</p>	<p>6</p>
<p>5.6 Extracts the general idea of a text</p>	<ul style="list-style-type: none"> • Help students to find the general idea of a text. <p>Text types - descriptions of people, places, things, events and processes, different types of newspaper articles, minutes, advertisements, prefaces, blurbs, reviews. (Topics mentioned under CL 5.2 will be appropriate)</p> <p>Activities - matching headings, matching sub headings, etc.</p>	<p>Students will be able to extract the general idea of a text</p>	<p>5</p>

	<p>5.7 Infers ellipted information</p>	<ul style="list-style-type: none"> • Help students to infer ellipted information in different types of texts. <p>E.g. A: Kumari likes to play badminton. B: So do I. (I too like to play badminton.)</p> <p>Text types - sentences, dialogues, role plays, folk tales, fairy tales, poems, songs, stories, passages etc.</p> <p>Activities - comprehension questions, filling blanks, completing sentences and completing simple passages, true/false, matching, grid filling, multiple choice questions.</p>	<p>Students will be able to infer ellipted information in different types of texts.</p>	<p>5</p>
	<p>5.8 Infers implied information</p>	<ul style="list-style-type: none"> • Help students to infer implied information in literary and nonliterary texts according to the context. <p>E.g. A: Let's go to the playground. B: I have to finish my home work (inability to join)</p> <p>Text types - sentences, dialogues, role plays, literary texts (extracts), poems, songs, stories, passages etc.</p> <p>Activities - comprehension questions, filling blanks, completing sentences and simple passages, true/false, matching, grid filling, multiple choice questions.</p>	<p>Students will be able to infer implied information in different types of texts.</p>	<p>5</p>

	<p>5.9 Recognizes the organization of a text</p>	<ul style="list-style-type: none"> • Help students to understand the ways that authors organize information in the text: beginning, middle, and end. <p>Text types - narratives, descriptions, arguments and expository writing, reports, simple summaries. (Topics mentioned under CL 5.2 will be appropriate.)</p> <p>Activities - matching, ordering, completion</p>	<p>Students will be able to recognize the organization of a text</p>	<p>4</p>
<p>6. Uses English grammar for the purpose of accurate and effective communication</p>	<p>6.1 Constructs simple sentences</p>	<p><u>Active voice</u> 1.Future perfect tense</p> <p>Construct simple sentences using future perfect form (Affirmative, Negative, Interrogative)</p> <p>E.g. He will have left <u>by the time you go to see him</u>. He will not have left <u>by the time you go to see him</u>. Will he have left <u>by the time you go to see him</u>?</p> <p><u>Passive Voice</u> 1. Past tense (Affirmative, Negative, Interrogative) E.g. The door was closed by Ruwan. The door was not closed by Ruwan. Was the door closed? Was the door closed by Ruwan?</p>	<p>Students will be able to construct simple sentences using future perfect form. (Active Voice)</p> <p>Students will be able to construct sentences using Past Tense. (Passive voice)</p>	<p>3</p> <p>3</p> <p>3</p>

		<p>2. Future tense (Affirmative, Negative, Interrogative) E.g. The room will be cleaned by him. The room will not be cleaned by him. Will the room be cleaned by him?</p> <p>(For more information refer to the Teachers’ Guide of Grade 9)</p> <p>Text types - simple sentences, simple passages, , stories, role plays, processes</p> <p>Activities - filling blanks, making sentences using a given table, multiple choice questions, matching.</p>	<p>Students will be able to construct sentences using Future Tense. (Passive voice)</p>	
	<p>6.2 Uses pronouns appropriately</p>	<ul style="list-style-type: none"> • Help students to use relative pronouns There are only a few relative pronouns in the English language. The most common are which, that, whose, who, and whom. In some situations, the words what, relative pronouns. <p>E.g. The person who phoned me last night is my teacher. Mrs. Perera, whom I like very much, is my teacher. This is Kavindi, whose brother went to school with me. I’d like to take you to a restaurant which serves excellent meals. Don’t take money that doesn’t belong to you.</p>	<p>Students will be able to use relative pronouns appropriately</p>	<p>3</p>

		<p>(For more information refer to the Teachers' Guide of Grade 9)</p> <p>Text Types - simple sentences, simple passages, poems, stories, role plays</p> <p>Activities - Filling blanks, making sentences using the information given in a table, multiple choice questions, matching parts of a sentence etc.</p>		
	6.6 Uses adjectives properly	<ul style="list-style-type: none"> • Help students to use adjectives appropriately in different contexts. <p>Text types – Different types of literary and nonliterary texts</p> <p>Activities - matching, categorizing, multiple choices, filling blanks, filling grids</p>	Students will be able to use adjectives properly in different contexts.	2
	6.7 Uses prepositions appropriately	<ul style="list-style-type: none"> • Help students to use prepositions appropriately. E. g. from, of, for, to, among, beside, beneath, underneath <p>Text types Different types of literary and nonliterary texts</p> <p>Activities - filling blanks, making sentences using a given table, multiple choice questions, matching, constructing sentences based on pictures</p>	Students will be able to use prepositions appropriately	2

	<p>6.8 Uses conjunctions appropriately</p>	<ul style="list-style-type: none"> • Help students to use the conjunctions. Appropriately to join a sentence or an utterance <p>not only..... but also, both either.....or, neithernor</p> <p>(For more information refer to the Teachers' Guide of Grade 9)</p> <p>Text types - appropriate sentences that appear in variety of text types, pictures, information presented in grids, Venn diagrams, etc.</p> <p>Activities - filling blanks, making sentences using given table, multiple choice questions, matching parts of a sentence, constructing sentences based on a pictures, Venn diagrams, etc.</p>	<p>Students will be able to use conjunctions appropriately.</p>	<p>4</p>
	<p>6.9 Uses adverbs appropriately</p>	<ul style="list-style-type: none"> • Help students to use adverbs to describe verbs. <p>Text types - Different types of literary and nonliterary texts, simple sentences, simple passages, poems, stories, role plays, dialogues</p> <p>Activities - filling blanks, making sentences using the given table, multiple choice questions, matching, constructing sentences based on pictures</p>	<p>Students will be able to use adverbs appropriately</p>	<p>2</p>

	<p>6.10 Uses the conditional clauses appropriately</p>	<ul style="list-style-type: none"> • Help students to identify the tenses of the main clause and the subordinate clause in conditional sentences. (Types 1 and 2) • Help students to identify the grammatical relations in conditional sentences. <p>E.g. Subject/ Verb agreement in the main clause and the subordinate clause (For more information refer to the Teachers’ Guide of Grade 9)</p> <p>Text types - Different types of literary and nonliterary texts</p> <p>Activities - filling blanks, making sentences using given table, multiple choice questions, matching,</p>	<p>Students will be able to use conditional clauses appropriately</p>	<p>3</p>
	<p>6.11 Uses reported speech accurately</p>	<ul style="list-style-type: none"> • Help students to identify the changes that occur when transforming direct speech into indirect speech. statements questions imperatives <p>(For more information refer to the Teacher’s Guide of grade 9)</p> <p>Text types - Different types of literary and nonliterary texts</p> <p>Activities –Transforming utterances, matching</p>	<p>Students will be able to use reported speech accurately</p>	<p>3</p>

<p>7. Uses English creatively and innovatively in written communication</p>	<p>7.1 Writes descriptions of people, animals, places and things</p>	<ul style="list-style-type: none"> • Help students to write descriptions of people, places, things and animals <p>Text types - model paragraphs, essays, articles, on people, animals and things, notices (lost and found), events and process, articles, minutes, biographical sketches, etc</p> <p>Text Topics - Should be selected from the topics given under Competency Level 5.2</p> <p>Activities - Guided writing, parallel writing, free writing, completing, etc.</p>	<p>Students will be able to write descriptions of people, animals, places and things</p>	<p>3</p>
	<p>7.2 Describes pictures</p>	<ul style="list-style-type: none"> • Help students to describe pictures and photographs of people, things, events, process, public and familiar places etc. <p>Text types - pictures, photographs and model descriptions Related to the topics mentioned under competency level 5.2</p> <p>Activities - filling blanks, completing, parallel writing, guided writing and free writing</p>	<p>Students will be able to describe a given picture.</p>	<p>4</p>
	<p>7.3 Writes for personal purposes</p>	<ul style="list-style-type: none"> • Help students to identify the format and organization of informal letters. • Help students to write notes, emails and letters to friends and relatives to invite, to ask for information, to give information, to refuse or accept an invitation, etc. 	<p>Students will be able to write for personal purposes</p>	<p>4</p>

	<p>Text Types- notes, emails, letters, etc.</p> <p>Activities – guided writing, free writing</p>		
7.4 Writes instructions	<ul style="list-style-type: none"> • Help students to write instructions (to maintain a healthy life, prevent diseases, for safety at home, at school, on transport etc.) <p>Text types – sentences, model notes, letters ,dialogues, role plays</p> <p>Activities – guided writing</p>	Students will be able to write a set of instructions appropriately	2
7.5 Writes simple compositions on different types of topics	<ul style="list-style-type: none"> • Help students to write simple compositions. The topics given under competency level 5.2 and 7.4 will be appropriate <p>Text types - model paragraphs, model essays, articles</p> <p>Activities - guided writing, parallel writing, free writing, etc.</p>	Students will be able to write simple compositions on different types of topics.	5
7.6 Writes poems and stories	<ul style="list-style-type: none"> • Help students to write simple poems and stories on people, places, things , personal experiences, nature attitudes, general observations, values etc. <p>Text types - model poems, simple stories (suitable to their level) pictures and other prompts</p>	Students will be able to write poems and stories.	4

		Activities - completing, sort out and write, parallel writing, guided writing, free writing		
	7.7 Writes for official purposes	<ul style="list-style-type: none"> • Help students to identify the differences between formal and informal letters • Help students to identify features associated with formal letter writing • Help students to write formal letters • Help students to write notices and reports <p>Text types - model letters (formal), notices, reports</p> <p>Activities - completing, parallel writing, rearranging, guided writing, free writing</p>	<p>Students will be able to identify the differences between a formal and an informal letter.</p> <p>Students will be able to identify the features of official letters.</p> <p>Students will be able to write for official purposes.</p>	5
8.Communicates clearly, fluently and concisely	8.3 Describes people, animals, and objects using simple sentence patterns	<ul style="list-style-type: none"> • Help students to speak about the topics given under Competency Level 5.2 <p>Text types - model speeches, essays, simple paragraphs, concept maps, etc.</p> <p>Activities - describing, presentations, delivering prepared speeches</p>	Students will be able to speak about people, animals, and objects using language appropriately.	5
	8.4 Speaks on familiar topics	<ul style="list-style-type: none"> • Help students to speak about the topics given under Competency Level 5.2, 7.4 <p>Text types - Model speeches, essays, simple paragraphs, concept maps, etc.</p>	Students will be able to speak on familiar topics using language appropriately.	5

		Activities - presentations, delivering prepared and impromptu speeches at different occasions		
	8.8 Describes the position of things accurately	<ul style="list-style-type: none"> Help students to tell the position of people and things and the correct location of places using prepositions appropriately. <p>Text types - model conversations, dialogues, maps, descriptions, etc.</p> <p>Activities - drilling activities, role plays, pair work, picture descriptions, games, etc.</p>	Students will be able to tell the position of people, things and the correct location of places accurately using prepositions.	5
	8.9 Describes pictures	<ul style="list-style-type: none"> Help students to describe a picture or a photograph. E.g. things mentioned under Competency Level 7.2 <p>Text types – pictures, photographs, model descriptions</p> <p>Activities - drilling activities, role plays, pair work, picture descriptions, games.</p>	Students will be able to orally describe a picture or a photograph using language appropriate for their age and level.	5
	8.11 Describes past events and actions properly	<ul style="list-style-type: none"> Help students to describe past events and actions related to their day-to-day <p>Text types - model descriptions, role plays, dialogues, agendas, itineraries, etc.</p> <p>Activities - drilling activities, telephone conversatios, role plays, pair work, information gap activities etc.</p>	Students will be able to describe past events and actions properly	3

	<p>8.12 Uses question words to get information</p>	<ul style="list-style-type: none"> • Help students to get information about things related to their day-to-day life and the topics mentioned under Competency Level 5.2. <p>Text types - model dialogues, conversations, news reports, etc.</p> <p>Activities - information gap activities, drilling activities, telephone conversations, role plays, pair work, etc.</p>	<p>Students will be able to use question words to get information.</p>	<p>3</p>
	<p>8.13 Uses language in a variety of contexts</p>	<ul style="list-style-type: none"> • Help students to use language in different contexts <p>E.g. at a grocery, at a textile shop, at a hospital, at the library, at the railway station, at the super market etc.</p> <p>Text types - drilling activities, simple model dialogues, conversations, etc.</p> <p>Activities - drilling activities, role plays, pair improvisations, etc.</p>	<p>Students will be able to use language orally in familiar contexts.</p>	<p>3</p>
	<p>8.14 Describes future events</p>	<ul style="list-style-type: none"> • Help students to describe future events • Help students to describe future events and actions. <p>Text types – dialogues, drama, speeches, etc.</p> <p>Activities – role plays, describing an itinerary, telephone conversations</p>	<p>Students will be able to describe future events.</p>	<p>3</p>

	<p>8.15 Engages in telephone conversations</p>	<ul style="list-style-type: none"> • Help students to engage in telephone conversations for personal and official purposes. <p>Text types – dialogues</p> <p>Activities – role plays, pair work.</p>	<p>Students will be able to engage in telephone conversations using language appropriately</p>	<p>2</p>
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Competency 1

Identifies the sounds of English Language

Competency level : 1.1 Pronounces English words properly.

No. of periods : 3 periods

Learning outcomes :

- Students will be able to pronounce long and short vowels properly.
Eg. put /u/ boot /u:/
again /ə/ turn /ə:/
cut /ʌ/ calm /ɑ:/
- Students will be able to identify the different ways of pronouncing regular past tense words.
Eg. ed- /t/, /d//id/
walked, looked, jumped - /t/
begged, played - /d/
wanted, painted - /id/
- Students will be able to pronounce the plural morpheme properly.
Eg. /s/ , /z/, /iz/
bun – buns /s/
dog - dogs /z/
rose – roses /iz/

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

No. of periods : 3 periods

Learning outcome :

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

Competency level : 1.3 Pronounces English words and phrases properly.

No. of periods : 3 periods

Learning outcomes :

- Students will be able to comprehend and produce different spelling combinations which produce the sounds /ʃ/ and /f/ in words.
 - Eg. national, fashion, crucial /ʃ/
 - enough, elephant, off, laugh /f/
- Students will be able to pronounce English words and phrases meaningfully.

Instructions for Lesson planning

The first competency identified for the secondary English Language curriculum is aimed at helping the students be familiar with one of the most important aspects of the language; pronunciation. A grade nine student is expected, after six years of learning English, to bring a certain amount of familiarity of the sounds of English to the new grade; especially as a result of what they have learnt in grade eight under the new curriculum rationalization. The three competency levels prescribed for grade nine focus on six major learning outcomes related to pronunciation. These learning outcomes specifically highlight; the ability to identify long and short vowel sounds and pronounce them correctly, the ability to identify the different ways of pronouncing regular past tense words and pronounce them correctly, the ability to identify and pronounce the plural morpheme properly.

Reading aloud given in competency Level 1.2 can be considered an effective way of providing students opportunities to enhance their pronunciation. Reading aloud is believed to be a very effective way of assessing many student abilities, such as pronunciation, word recognition and basic comprehension. Continuous practice in these areas during the first few years of the secondary level will help students develop a sustainable enthusiasm and success in the practice of reading.

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, pay attention to their ability to pronounce English words.
- Study the pupils' text so that you will be able to find texts and activities that lead to the mastery of the competency levels given here. 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 to differentiate between the pronunciation of long and short vowels with ample examples.
- Knowledge of past tense and plural allomorphs will help the teacher to guide the students in pronouncing the said morphemes properly.
- Help students improve their pronunciation according to standard Sri Lankan variety of English while paying more attention to specific sounds such as /ʃ/ and /f/ which might be complicated to some students.
- Use a variety of activities like group and pair work, tongue twisters and recitation sessions to add interest to your teaching.

Some areas that may be problematic are further explained below.

Long and short vowels in English

The twelve vowel sounds in the English language can be divided as short vowels and long vowels. This difference is mainly due to the position and the shape of the tongue and the lip rounding when the vowel sounds are produced.

To differentiate the long vowel sounds from the short vowel sounds the length mark is placed at the end of the long vowel sound.

Eg. root /u:/

Plural Morpheme and Past Tense Morpheme

The English noun plural morpheme has three common allomorphs /-z/, -s, -iz/ which are phonologically conditioned. We may say that after a voiced sound it becomes voiced /-z/; after /s,z/ a voiced /i/ is inserted and, as the vowel is voiced the morpheme becomes /-iz/.

We would say that after a voiceless phoneme, it becomes voiceless /s/.

Eg. /-z/ - cubs, bees

/-s/ - cups, bats

/-iz/ - glasses, witches

Similarly, verbs also have a set of phonologically conditioned allomorphs /-d/, -t, -id/ in forming past tense. After a voiced sound it becomes voiced /-d/; after a voiceless sound it becomes voiceless /-t/ and /-id/ occurs after the sounds /t,d/.

Eg. /-d/ - rubbed

/-t/ - stepped

/-id/ - seated

Instructions for assessment and evaluation:

Assessment and evaluation processes should consider 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 student 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 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 is to be provided to the new class. Well planned assessment and evaluation process will help teachers witness better results and student performance.

Suggestions for further reading:

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

Gleason Jr. H. A. (1961) *An Introduction to Descriptive Linguistics*, Rinehart and Winston

Roach, P. (2009). *English Phonetics and Phonology, A Practical Course*. CUP

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

Competency 2

Uses mechanics of writing with understanding

Competency level : 2.6 Uses commas with understanding.

No. of periods : 3 periods

Learning outcome :

- Students will be able to use commas with understanding.

Instructions for Lesson planning

The mechanics of writing is a significant area to pay attention to in the learning and teaching of English. Under this section there is one competency level identified for Grade 9; using commas appropriately.

Using the Comma

The comma separates items in lists; coordinates clauses and a vocative (of, relating to, making the one addressed) from the rest of sentence.

Eg:

The farmer owned sheep, cattle, pigs, and poultry. (lists)

The lecture was good, but few people were present. (coordinating clauses)

John, do you know Mary's address? (vocatives)

Use of the comma in loud reading

A comma in loud reading allows to reader to pause in the right place at the right time.

A pause in the right place at the right time gives a reader:

- time to breathe
- time to consider what he is going to say next
- control over the pace of your speech
- the means to convey emotion, emphasize or announce important information
- give time to the audience to interpret what you're going to say next, or have just said

Tips for the teacher

- Provide your students with opportunities to identify the correct use of the comma in the written texts they encounter in day to day life. For example students may be asked to write a letter or a note to a friend using the appropriate punctuation.
- Make the use of punctuation an important item in your assessment check list of essential learning competencies (ELC).
- Do not overload your students with new punctuation at one particular time. Revise what has been taught in previous years and teach new content slowly and explicitly. They will gradually be familiar with new items.
- Use a variety of teaching learning techniques to help them master punctuation.
- Use authentic material as much as possible so that the students will conceptualize better the items prescribed.
- Activity based approaches will help you here.
- Encourage students to maintain a check list for mechanics of writing whenever they are engaged in writing activities. The learner will use the ‘mechanics of writing’ automatically after ample practice and correction.

Instructions for assessment and evaluation:

To strengthen a student’s ability to use punctuation marks, it is 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 become fossilized.

Suggestions for further reading

Quirk, R. and Greenbaum, S. (2006). *A University Grammar of English*. Pearson

<http://www.oxforddictionaries.com>

Competency 3

Engages in active listening and responds appropriately

Competency level : 3.3 Listens to a simple text for specific information.

No. of periods : 3 periods

Learning outcome :

- Students will be able to listen to various types of texts and find specific information.

Competency level : 3.4 Listens and transfers information to other forms.

No. of periods : 4 periods

Learning outcome :

- Students will be able to listen and transfer information to other forms.

Competency level : 3.5 Identifies different intonation patterns and uses of word stress.

No. of periods : 2 periods

Learning outcome :

- Students will be able to identify different intonation patterns and uses of word stress.

Instructions for Lesson planning

Listening is an important skill to teach to Grade 9 students. Listening makes a learner aware of the sounds of 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 sound” (Ur,1984) 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 nine under competency number 3 are based more on authentic text types.

Students are expected to listen to stories, descriptions of pictures, notices, notes, instructions, songs, poems, processes, announcements etc. and respond to them appropriately. The main focus of listening in grade nine is to develop their ability to find specific information in a

given listening text, transfer information into other forms and identifying different intonation patterns and word stress. Simple activities like matching, labeling a diagram, multiple choice, filling the blanks/filling a grid (selecting from options given) etc. can be used to achieve the learning outcomes.

In this way a student's ability to read and write does not hinder his or her ability to listen to English.

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

- Selection of texts.
 - Pay attention to factors like age and cognitive level of the learners before selecting listening materials.
 - Vocabulary level and complexity should also be suitable to the level of students.
 - Try to select subject matter related to their immediate and familiar environment.
 - Avoid confusing and unclear pronunciation standards when reading listening texts.
- Make listening a regular practice in your language classroom.
- A simple listening activity will be a very motivating activity to start your lessons.
- Be attentive to listening difficulties such as hearing impairments.
- Take time to discuss issues faced while listening and 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 a sustainable activity.
- Use the supplementary material provided by the National Institute of Education to facilitate listening in the classroom.

Some areas that may be problematic are further explained below.

Intonation

Intonation is about *how* we say things, rather than *what* we say, the way the voice rises and falls when speaking.

Intonation enables us to express emotions and attitudes as we speak, and this adds a special kind of meaning to spoken language.

It also helps to produce the effect of prominence on syllables that need to be perceived as stressed.

The following two sentences contain the same words. But there is a difference in their meanings.

1) “She came yesterday.”

2) “She came yesterday?”

In these two simple sentences, the **focus word** of the sentence—the word that gets **the most emphasis**—is “yesterday”.

But what happened **with the sound** of the focus word?

In sentence one, the intonation went **DOWN** to indicate the **completion** of the thought.

1) “She came yesterday.” (↘)

In sentence two, the intonation went way **UP**, to indicate **surprise**.

2) “She came yesterday?” (↗)

There are two basic patterns of intonation in English: falling intonation and rising intonation.

A downward arrow (↘) indicates a fall in intonation and an upward arrow (↗) indicates a rise in intonation.

Falling Intonation (↘)

(The pitch of the voice falls at the end of the sentence.)

Falling intonation is the most common intonation pattern in English.

It is commonly found in statements, commands, wh-questions (information questions), confirmatory question tags and exclamations.

- **Statements**
 - I'm going for a walk in the ↘park.
- **Commands**
 - Put your books on the ↘table.
- **Wh- questions** (requesting information.)
(questions beginning with 'who', 'what', 'why', 'where', 'when', 'which', and 'how')
 - Where do you ↘work?

- **Questions Tags that are statements requesting confirmation rather than questions.**

Not all tag questions are really questions. Some of them merely ask for confirmation or invite agreement, in which case we use a falling tone at the end.

- I failed the test because I didn't revise, did ↘ I?

- **Exclamations**

- How nice of ↘ you!

Rising Intonation (↗)

(The pitch of the voice rises at the end of a sentence.)

Rising intonation invites the speaker to continue talking. It is normally used with yes/no questions, and question tags that are real questions.

- **Yes/no Questions**

(Questions that can be answered by 'yes' or 'no')

- May I borrow your ↗ dictionary?

Tips for Teachers

The text types used for listening and responding to different types of simple texts and transferring information into other forms in grade 8 and grade 9 are the same. Extend grade 9 students with more advanced texts.

Use the examples given to help students practise different intonation patterns and word stress.

Instructions for assessment and evaluation:

It is 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 listening should be assessed as a part of School Based Assessment system.

Suggestions for further reading:

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

Sesnan, Barry (1997). *How to Teach English*. OUP

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

Competency 4

Building up vocabulary using words appropriately and accurately to convey precise meaning

Competency level : 4.3 Finds synonyms and antonyms for given words

No. of periods : 4 periods

Learning outcome :

- Students will be able to identify/use synonyms and antonyms for words that are commonly used /found in different situations.

Competency level : 4.4 Uses affixes to change the word class and the meaning of words

No. of periods : 3 periods

Learning outcome :

- Students will be able to use affixes to change the word class and the meaning of words
Eg. un-, dis- im-, -ful, -less, -ly, -ness, -fully, -tion, , -ment, -able

Competency level : 4.5 Forms the plurals of nouns

No. of periods : 2 periods

Learning outcome :

- Students will be able to form the plurals of countable and uncountable nouns
Eg. A bag of rice, three pieces of furniture, two boxes of matches, a packet of toffees
- Students will be able to identify singular nouns that do not have plural forms.
 - a) Nouns that appear to be plural in form but are singular:
Eg. Physics statistics, news, mathematics etc.
 - b) Nouns that do not have plural forms:
Eg. Jewellery, information, furniture, baggage

Competency level : 4.7 Uses nouns, verbs, adjectives and adverbs appropriately.

No. of periods : 3 periods

Learning outcomes :

- Students will be able to use the nouns appropriately.
Eg. Classification of nouns.
- Students will be able to identify the different word classes of the same word in different contexts.
Eg. Give me a glass of **water**. (noun)
I **water** the plants. (verb)
Children love to play with **water** bubbles.(adjective)

Competency level : 4.8 Uses collective nouns and compound nouns properly.

No. of periods : 3 periods

Learning outcome :

- Students will be able to use collective nouns and compound nouns appropriately in a sentence.
Eg. Army, audience, committee, crew, crowd, flock, herd, public, staff, team

Instructions for Lesson planning

The vocabulary section of the grade nine syllabus is arranged on two basic considerations.

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

Teachers can make use of the text book in order to help students achieve the competency levels given in this section.

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

- synonyms and antonyms.
- affixes to change the meaning and word class of words

- plurals
- open word classes
- collective and compound nouns

Some areas that may be problematic are further explained below.

Affixation

Affix is a letter or sound, or group of letters or sounds, which is added to a word, and which changes the meaning or function of the word.

Affixes are BOUND FORMS that can be added:

(a) To the beginning of a word (= a **prefix**).

Eg. English *un-* which usually changes the meaning of a word to its opposite: *kind-unkind*

(b) To the end of a word (= a **suffix**).

Eg. English *-ness* which usually changes an adjective into a noun: *kind- kindness*

Affixes help to form or derive a word from existing word or root.

All English words formed by this derivational process use either prefixes or suffixes or both. Thus *mislead* has a prefix, *disrespectful* has both a prefix and a suffix, and *foolishness* has two suffixes.

Invariable nouns ending in -s

Note the following classes which take singular verb, except where otherwise mentioned:

News- The news is bad today.

Some diseases- measles, mumps (some speakers also accept a plural verb).

Subject names in -ics (usually with singular verb): classics, linguistics, mathematics, phonetics, etc.

Some games: billiards, dominoes

Some proper nouns: Athens, Brussels, Naples, Wales; the United Nations and the United States have a singular verb when considered as units.

Common uncount nouns

There are some common nouns in English, like accommodation, which are uncount nouns even though they have plurals in other languages:

Eg.

advice	baggage	equipment	furniture	homework	information
knowledge	luggage	machinery	money	news	traffic

If we want to make these things countable, we use expressions like:

a piece of... pieces of... a bit of... bits of... an item of... items of...

Let me give you a piece of advice.

That's a useful piece of equipment.

We bought a few bits of furniture for the new apartment.

She had six separate items of luggage.

Classification of Nouns

Nouns typically refer to physical things: people (students), objects (book), places (city), substances (gold), etc.

These nouns are called concrete nouns; but there are also abstract nouns referring to events, states, activities, processes, times, occasions, etc.: birth, happiness, refinement, revival, birthday, meeting.

Members of such a large word class of words as nouns will obviously not all behave in the same way. We distinguish these subclasses in terms of form, function and meaning:

1. **COUNT/MASS NOUNS:** Count nouns (e.g. table, dog, idea, mile) refer to things that can be counted, and so can have a plural form (tables, etc.). Mass nouns, on the other hand, refer to substances, qualities, etc. that we do not think of as coming in countable 'lumps'; such nouns normally have no plural (*golds, *goodnesses). Notice, however, that the same noun may belong to both categories: in *Her hair is brown*, *hair* is a mass noun, but in *I found a hair in my soup*, it is a count noun. A/An is termed the

INDEFINITE ARTICLE , and, like the numbers one, two, three, etc., is a good indicator of count nouns a hair and two hairs make good sense, but not *a sunshine, *two sunshines

2. PROPER/COMMON NOUNS: Proper nouns denote an individual person, place, etc., whereas common nouns classify things into types. A proper nouns normally begins with a capital letter: *John, Goldilocks, London, Africa*, etc. It generally has no plural form (**Johns, *Africas*), and cannot generally occur after *the* or *a/an*: (**a John, *an Africa*). Common nouns, on the other hand, can occur after *the*. So all the count and mass nouns discussed in 1 are common nouns. (Sometimes, however, proper nouns are treated like common nouns: *There's a London in Ontario; I know several Johns; etc.*)

3. COLLECTIVE NOUNS: These are generally count nouns, but even in the singular they refer to groups of people, animals or things: *family, government, committee, team*. Grammatically, the thing to notice about collective nouns is their ability, sometimes, to go with plural verbs even when they themselves are singular.

Subject-Verb Agreement- Collective Nouns

Collective nouns are usually used with singular verbs: the family is on holiday; General Motors is mounting a big sales campaign. In British usage, however, plural verbs are sometimes employed in this context, especially when reference is being made to a collection of individual objects or people rather than to the group as a unit: the family are all on holiday. Care should be taken that the same collective noun is not treated as both singular and plural in the same sentence: the family is well and sends its best wishes or the family are all well and send their best wishes, but not the family is well and send their best wishes

Collective nouns differ from other nouns in taking as substitutes either singular (it) or plural (they) without change in the number in the noun (the army – if/they; cf: the armies –the,): Consequently, the verb may be in the plural after a singular noun (though less commonly in AmE than in BrE)

The committee { $\left. \begin{array}{l} \text{has} \\ \text{have} \end{array} \right\}$ met and { $\left. \begin{array}{l} \text{it has} \\ \text{they have} \end{array} \right\}$ rejected the proposal.

Singular collective nouns may be notionally plural. In BrE the verb may be either singular or plural:

Eg. The audience *were* enjoying every minute of it.

The public *are* tired of demonstration.

England *have* won the cup.

Our Planning Committee *have* considered your request.

The choice between singular or plural verbs depends in BrE on whether the group is being considered as a single undivided body, or as a collection of individuals.

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.
Words introduced at the early grades should be reviewed and recycled through a variety of activities, together with the new synonyms and antonyms.
- Review and revise 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.
- Use *visuals* such as pictures and photos when teaching new words
- Brainstorm on the board words students already know about the topic
- Use a mind map to share the student's ideas on the board.
- Make posters of new vocabulary for the classroom walls – if possible put them into groups so that students can link them to a context and will memorise them easily

Eg.

‘blend’ words

frequency adverbs

words you may come across in a fairy tale.

- Make cloze exercises to teach the new words
 - Look for ‘patterns’ in the words with students to help them with pronunciation and spelling
 - Play games to support memory and comprehension i.e. bingo / memory matching cards
 - Encourage the students to write lists of new words – they can then be used for reviewing and for reference
 - Use poems and songs to learn new words
 - Use flashcards to introduce spelling patterns and pronunciation
 - Use pairings of words if possible (black and white, mother and father) which aids memory
 - Send students home with a list of new words
 - Use the combined knowledge of the class to create a ‘class description’ of a new word
- For example –

<i>New word</i>	<i>Description</i>	<i>Class description</i>
<i>Wildlife</i>	<i>animals that have not been tamed and are living in a natural environment</i>	<i>elephants and leopards in Sri Lanka are wildlife</i>

Assessment and Evaluation

When assessing the vocabulary development of grade nine students, it is very important to consider what they have brought from their years of formal English Education in the primary section. Teacher should provide opportunities for students to revise and retain the vocabulary they have already acquired. The student vocabulary development process at secondary level should be evaluated methodically.

In evaluating the vocabulary building process of grade nine 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 previous grades and the minimum number of words they are expected to learn in grade nine. Measures such as inter and intra class vocabulary contests and mini projects can be used as School Based Assessment.

A report showing student assessment and progress should be prepared every time students are promoted to the next grade so the new teacher has the opportunity to know the vocabulary level of the students in advance.

For further Reading

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<https://learnenglish.britishcouncil.org/en/english-grammar/nouns/uncount-nouns>

Competency 5

Extracts necessary information from various types of texts

Competency level : 5.1 Uses visual clues to derive the meaning of texts

No. of periods : 2 periods

Learning outcomes :

- Students will be able to determine the meaning of an unfamiliar word using visual clues.
- Students will be able to use visual clues to identify the intention/ message communicated through the visuals.
- Students will be able to use graphs, tables and charts to derive meaning of graphically stated information.

Competency level : 5.2 Extracts specific information from various types of simple texts

No. of periods : 4 periods

Learning outcome :

- Students will be able to extract specific information from various types of simple texts

Competency level : 5.3 Transfers information into other forms

No. of periods : 4 periods

Learning outcome :

- Students will be able to transfer information into other forms

Competency level : 5.4 Reads and responds to simple poems

No. of periods : 4 periods

Learning outcomes :

- Students will be able to read and respond to simple poems
- Students will be able to express their ideas, feelings, emotions in simple sentences.

Competency level : 5.5 Reads and responds to simple folk tales

No. of periods : 6 periods

Learning outcomes :

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

Competency level : 5.6 Extracts the general idea of a text

No. of periods : 5 periods

Learning outcome :

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

Competency level : 5.7 Infers ellipted information

No. of periods : 5 periods

Learning outcome :

- Students will be able to infer ellipted information in different types of texts.

E.g.

A: Kumari likes to play badminton.

B: So do I. (I too like to play badminton.)

Competency level : 5.8 Infers implied information

No. of periods : 5 periods

Learning outcome :

- Students will be able to infer implied information in different types of texts.

Competency level : 5.9 Recognizes the organization of a text.

No. of periods : 4 periods

Learning outcome :

- Students will be able to recognize the organization of a text.

Instructions for Lesson Planning

Reading is one of the most vital language skills that support the development of higher cognitive abilities of children. It plays a crucial role when it comes to higher education. Therefore, students should be given training in reading so that they will be able to face future challenges of the knowledge based society with confidence.

The learning teaching process that comes under competency 5 is carefully structured in order to take the students through a smooth process from simple reading of visual and contextual clues to finding out specific information and transferring of information. Further, the students are exposed to simple poems and folk stories to which the students are expected to respond.

In addition to that, the three new competency levels: 5.7, 5.8 and 5.9, get the learners exposed to advanced reading skills such as inferring ellipted information, implied information and recognizing the organization of a text.

Some areas that may be problematic are further explained below.

Using Visual Clues

We live in a world where visual images are becoming important as most information is presented as a combination of words and images.

Reading comprehension using visual strategies means understanding the text through the use of pictures, imagery and graphic organizers. This means the readers connect their thoughts into visual representations to better understand literature.

There is an old saying that ‘a picture is worth a thousand words’. When it comes to comprehension, this saying might be paraphrased, ‘ a visual display helps reader understand, organize and remember some of those thousand words’.

Duke & Pearson 2002

Responding to Poems

Responding to poems does not simply mean reading and comprehending them. It is a deep understanding of poems with the help of different types of imagery, comparisons, the structure and the message expressed.

Eg. Imagery

- *It was dark and dim in the forest.* – The words “dark” and “dim” are visual images.
- *The children were screaming and shouting in the fields.* – “Screaming” and “shouting” appeal to our sense of hearing or auditory sense.

Metaphor is a figure of speech which makes an implicit, implied or hidden comparison between two things that are unrelated but share some common characteristics. In other words, a resemblance of two contradictory or different objects is made based on a single or some common characteristics.

“He is the black sheep of the family” is a metaphor because he is not a sheep and is not even black. However, we can use this comparison to describe an association of a black sheep with that person. A black sheep is an unusual animal and typically stays away from the herd, and the person you are describing shares similar characteristics.

A simile is a figure of speech that makes a comparison, showing similarities between two different things. Unlike a metaphor, a simile draws resemblance with the help of the words “like” or “as”.

- Our soldiers are as brave as lions.
- Her cheeks are red like a rose.
- He is as funny as a monkey.
- He is as cunning as a fox.

The lines ending in similar sounds are pleasant to hear and give musical effect to the poem or song. This is called the end rhyme.

“Tyger Tyger, burning **bright**,
In the forests of the **night**,”

(“*The Tyger*” by Willaim Blake)

Finding the Main Idea of a Text

The main idea of a paragraph is the *point of the passage, minus all the details*.

The main idea of a passage is the core of the material, the particular point the author is trying to convey. The main idea of a passage can be stated in one sentence that condenses specific ideas or details in the passage into a general, all-inclusive statement of the author’s message.

Determining the main idea(s) in a text is not always a clear, straightforward process. Some or all of the following strategies can help the students:

- Activate prior knowledge to help students connect to the information in the text.
- Note the type of text and its typical audience and purpose (e.g., to persuade, to explain, to illustrate).
- Set a clear purpose for the text so that students have common ground for finding the main idea.
 - Main ideas are often found in first sentences or last sentences in a paragraph, or first and last paragraphs in a chapter.
 - The reader constructs meaning, deciding on what is most important based on prior knowledge and experience.

Implied Information in Literary and Non Literary Texts

Inference is a mental process by which we reach a conclusion based on specific evidence in order to find the implied information in both literary and non literary texts.

Eg. A woman walks into a store soaking wet and it is raining. It can be inferred that she does not have an umbrella.

An inference is the ability to connect what is in the text with what is in the mind to create an educated guess. (Beers, 2003)

Making inferences from words that are read or spoken is a key comprehension skill. Students may miss vital information if they fail to make appropriate inferences.

Explicit details appear right in the text (for example, names, dates, descriptive details, facts).

- Implicit details are implied by clues in the text. Readers are more likely to recognize implicit details if they relate to prior knowledge and experiences.
- Inferences are conclusions drawn from evidence in the text or reasoning about the text. “Readers transact with the text, constructing meaning from the information that the author provides in the text and the information they bring to the text.” – Beers, 2003

Literary works are those that have significantly complex and detailed literary devices particularly in metaphor and symbolism. Metaphor and symbolism are significant and distinguish literary from non literary because deeper meanings are embedded in the text

through these techniques. A text rich in metaphor and symbolism will impart both literal and figurative meanings and will accommodate deeper and more layered themes.

Literary texts (such as stories, descriptions, essays, biographies, dialogues, novels, scripts, and poems) are written to entertain, provide insights, or communicate a writer's ideas and viewpoints. Literary texts are sometimes incorporated into informational text forms. Providing students with an approach to reading this type of text can help them to become effective readers in other contexts as well.

Literary texts come in a wide range of fiction and non-fiction, with many forms and genres. Each uses language and literary elements in particular ways to communicate something significant.

Some of the elements of fiction are characters, plot, setting, theme (big idea), perspective (point of-view taken by the narrator), style, language, and structure. Dramas (scripts and dialogues) use many of the same elements as novels and short stories, but may include special features such as stage directions, acts and scenes, and notations. Poems use elements such as structure, rhythm, rhyme, imagery and figurative language to communicate an idea, feeling or image.

In contrast, non literary refers to texts that are thin on metaphor and symbolism. Non-fiction literary texts include biographies and essays. Biographies often tell the story of their subject through narrative elements. Essays might be persuasive, personal, or descriptive but often use the same elements to communicate a significant idea or viewpoint. These elements include thesis, introduction, body, conclusion, arguments, and evidence.

Organization of a Text

Information can be grouped and ordered in different ways – for example: sequentially (as in a procedure), by order of importance (as in a persuasive argument), or by classification (as in a periodic table). The way information is organized in a text is a cue to help the reader understand the ideas and make meaningful connections.

Many texts combine several organizational patterns, depending upon the topic, content, purpose and audience.

Graphic organizers (such as timelines, flow charts, and mind maps) can help readers to “see” the relationship(s) among ideas more clearly.

Informational text forms (such as explanations, reports, news articles, magazine articles and instructions) are written to communicate information about a specific subject, topic, event or process. These texts use vocabulary, special design elements, and organizational patterns to express ideas clearly and make them easier to read. Providing students with an approach to reading informational texts helps them to become effective readers.

Some of the features of informational texts are headings, subheadings, questions, introductions, summaries, overviews, and illustrations. These work together to draw readers into the text at different levels. For example, in a magazine article, a heading is meant to grab your attention and give you an idea of what the article is about, while the accompanying photographs and captions might add information not included in the body of the article.

Many informational texts are divided into sections or chapters, and are organized internally in ways that add meaning for example, by sequence, chronology, cause/effect, comparison/contrast, classification, description, or definition. For example, news articles use a special organizational pattern called the inverted pyramid to answer the 5 WH questions (Who, What, When, Where, Why and How), and present the facts and supporting details in order of importance.

Many informational texts use visual elements (such as typeface, size of type, colour, margin notes, photographs and diagrams) to emphasize important words and concepts. Different texts use these features in different ways to effectively present information.

Words such as then, next, while, beside, and following are often used to indicate a time or spatial relationship.

Tips for the teachers

- Reading activities prepared should cater to the existing levels of the students
- Teachers should have the discretion to reduce the text to a manageable one according to the ability levels of the students.
- 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 the reading ability of the students.
- Individual differences among students should be handled with care in order to maintain the student motivation during lessons.
- Make full use of the reading input given in the pupils' text book in order to achieve the objectives of the grade nine syllabus.
- Maintain methodical records on your students' reading progress so that your lesson planning will be in line with it.
- Three questions given by Daly (2003) can be helpful for you to understand the concept of planning a reading lesson.

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?

- Use **pre -reading techniques**. For example –
 - Show students pictures, the front cover, the text title - ask them to predict what the topic / theme may be
 - Share background knowledge of the topic e.g. through a mind map
 - Discuss the type of words they expect to read in the text (Predicting)
 - Get the students to spend time looking at the layout of the text – headings, photos and pictures ,captions.
 - Get the students to identify the purpose of the text – who wrote it and why?
- Use **reading support techniques**. For example –
 - Guide the students to identify information such as who, where, when, why
 - Create the text visually if possible - draw a flow chart of a story plot, write important key words on the board.
 - Spend time reading aloud to your class to improve comprehension.
 - Encourage students to look at key words in the text to derive meanings of unfamiliar words.

Assessment and evaluation

Assessing reading ability of second language learners is a 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 reading out loud occasionally. Such practices may help teachers diagnose reading difficulties of students during formative years and teachers are advised to plan their

teaching 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:

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Reading Strategies, grade 7-12

Competency 6

Uses English grammar for the purpose of accurate and effective communication

Competency level : 6.1 Constructs simple sentences

No. of periods : 3 periods

Learning outcome :

- Students will be able to construct simple sentences using **Future Perfect** form.
(Active Voice)

Eg. He will have left by the time you go to see him.(affirmative)

He will not have left by the time you go to see him.(negative)

Will he have left by the time you go to see him?(interrogative)

- Students will be able to construct sentences using **past tense**. (Passive Voice)

Eg. The door was closed by Ruwan.(affirmative)

The door was not closed by Ruwan. (negative)

Was the door closed?



(interrogative)

Was the door closed by Ruwan?

- Students will be able to construct sentences using **Future tense**. (**Passive voice**)

Eg. The room will be cleaned by him. (affirmative)

The room will not be cleaned by him. (negative)

Will the room be cleaned by him? (interrogative)

Competency level : 6.2 Uses pronouns appropriately.

No. of periods : 3 periods

Learning outcome :

- Students will be able to use relative pronouns appropriately.

Eg. The person **who** phoned me last night is my teacher.

Mrs. Perera, **whom** I like very much, is my teacher.

This is Kavindi, **whose** brother went to school with me.

I'd like to take you to a restaurant **which** serves excellent meals.

Don't take money **that** doesn't belong to you.

Competency level : 6.6 Uses adjectives properly.

No. of periods : 2 periods

Learning outcome :

- Students will be able to use adjectives properly in different contexts.

Competency level : 6.7 Uses prepositions appropriately

No. of periods : 2 periods

Learning outcome :

- Students will be able to use prepositions appropriately.
Eg. from, of, for, to, among, beside, beneath, underneath

Competency level : 6.8 Uses conjunctions appropriately

No. of periods : 4 periods

Learning outcome :

- Students will be able to use conjunctions appropriately.

Eg. not only...but also
both
either...or
neither...nor

Competency level : 6.9 Uses adverbs appropriately

No. of periods : 2 periods

Learning outcome :

- Students will be able to use adverbs appropriately.

Competency level : 6.10 Uses the conditional clauses appropriately

No. of periods : 3 periods

Learning outcome :

- Students will be able to use conditional clauses appropriately.

Competency level : 6.11 Uses reported speech accurately.

No. of periods : 3 periods

Learning outcome :

- Students will be able to use reported speech accurately.

Instructions for Lesson Planning

The teaching of explicit grammar in the second language classroom is a debatable topic. Current research advocates the teaching of grammar through authentic texts.

The terms used in the competency statement ‘accurate and effective communication’ signals the objectives of including the teaching of explicit grammar in the secondary curriculum. However, this does not mean teachers should focus entirely on teaching grammar forgetting the other aspects of language teaching. It is strongly suggested that students should be provided opportunities to use the language through communicative activities.

Some areas that may be problematic are further explained below.

Future Perfect Tense – Active

The future perfect tense refers to a completed action in the future. When we use this tense we are projecting ourselves forward into the future and looking back at an action that will be completed sometime later than now. It is often used with a time expression.

Eg. By the time you read this I will have left.

You will have finished your report by this time next week.

The future perfect is composed of two elements

Subject will have + past participle of the main verb

He will have finished.

I will have finished.

Passive Voice- Past Tense, Future Tense

Passive voice is used when the focus is on the action. It is not important or not known, however, who or what is performing the action.

Eg. My purse was stolen.

The book will be sold.

In the example above, the focus is on the fact that my purse was stolen. I do not know, however, who did it.

Sometimes a statement in passive is more polite than active voice, as the following example shows:

Eg. A mistake was made.

In this case, I focus on the fact that a mistake was made, but I do not blame anyone (e.g. You have made a mistake.).

Forming the Passive

Subject + verb *to be* + Past Participle (3rd column of irregular verbs)

Example: A letter was written.

When rewriting active sentences in passive voice, note the following:

- the object of the active sentence becomes the subject of the passive sentence
- the finite form of the verb is changed (*to be* + past participle)
- the subject of the active sentence becomes the object of the passive sentence (or is dropped)

Relative Pronouns

The **Wh- relative pronouns** are *who*, *whom*, *whose* and *which*. They reflect the personal / non-personal gender of the antecedent.

Who, whom for personal:

There's a MAN outside **who wants to see you**.

Which for non-personal:

I want a WATCH **which is absolutely waterproof**.

But this distinction does not exist with **whose**. If a pronoun is in a genitive relation to a noun head, the pronoun can have the form *whose* for both personal and non-personal antecedent.

My FRIEND **whose car we borrowed** is Danish.

They came to an old BUILDING **whose walls were made of rocks**.

That is used with both personal and non-personal reference.

That as subject cannot be left out:

THE POLICE OFFICER **that caught the thief** received a commendation for bravery.

But *that* as object or prepositional complement can be left out.

The MAN (**that**) **he caught** received a jail sentence.

This is the kind of PROBLEM (**that**) **I can live with**.

Correlative Conjunctions

Correlative conjunctions work in pairs to join elements together: both ... and, either ... or, neither ... nor, not only...but also, whether ...or

Sometimes the coordination of two structures is made more emphatic by the addition of a word at the beginning of the first structure: both X and Y, either X or Y, neither X nor Y, etc.

This is called correlative coordination:

The proposal produced strong reactions of **both** approval **and** disapproval.

The audience last night did not respond with **either** applause **or** boos.

The anti-trust laws are **neither** effective **nor** rational.

If the subject closest to the verb is singular, the verb takes the singular form:

Either your cat or my cat has to move out of this house.

If the subject closest to the verb is plural, the verb takes the plural form:

Neither the dog nor the horses like thunderstorms.

The correlative conjunction *both...and* always takes the plural form:

Both you and I are fond of music.

Conditional Clauses

Type 1 conditional clauses

Type 1 conditional sentences are used to talk about real and possible situations. Here we use **simple present tense** in the **if-clause** and **will / can / may + infinitive** in the result clause.

Type 1 conditional clauses refer to the future. An action in the future will only happen if a certain condition is fulfilled by that time. We don't know whether the condition actually will be fulfilled or not, but the condition seems rather realistic- so we think it is likely to happen.

Study the sentences given below.

If I **am** hungry, I **will get** something to eat.

If you **are** hungry, you **can eat** an apple.

If it **rains** we **may get** wet.

Type 2 conditional clauses

Type 2 conditional clauses refer to an unlikely or hypothetical condition and its probable result. These sentences are not based on the actual situation. In type 2 conditional sentences, the time is **now or any time** and the situation is **hypothetical**. Here we use **simple past tense** in the **if clause** and **would+ infinitive** in the result clause.

Study the sentences given below:

If she **were** taller, she **would buy** this dress.

If I **were** 20, I **would travel** the world.

If I **were** you, I **would give up** smoking.

Were instead of was

In If clause type 2 we usually use 'were' even if the pronoun is *I, he, she* or *it*.

If he were here, he would not let this happen.

Reported Speech

In narrative, the reporting verb is usually in the past tense. In this case, certain changes are normally made in converting from direct speech to indirect speech.

1. Change present tense verbs into the past tense (to match the reporting verb).
2. Change first and second person pronouns into the third person.
3. (Sometimes) change pointer words: e.g. change *this* into *that*, *now* into *then*, *here* into *there*, *tomorrow* into *the next day*, and *ago* into *before*.

The rules for indirect speech apply not only to indirect statements but also to indirect questions. The only difference is that for indirect questions, a *wh*- clause is used instead of a *that*- clause:

Eg. **Do you live here?** She asked him if (or whether) he **lived** there.

Which chair **shall I sit** in? He wondered which chair he **should sit** in.

Indirect *yes-no* questions are introduced by *if* or *whether*. Indirect *wh*- questions are introduced by the *wh*- word which begins the question in indirect speech.

In indirect speech, put the command in the form of a to-infinitive clause.

Eg. They **were told /ordered /instructed** to put on their space-suits.

Tips for the teacher

- Teachers are expected to help students use sentence structures and other grammatical elements to engage in successful communication.
- Rather than presenting isolated sentences as examples, use the grammatical elements highlighted in the syllabus in familiar contexts as much as possible, so that students will be able to use the language in authentic situations.
- You can use a range of communicative activities like role play, simulations, drama etc. to contextualize the language items highlighted here.

Assessment and evaluation

It is recommended that a strong School Based Assessment system which does not make students feel pressured by evaluation is developed at school level in order to assess the student's ability to use English accurately. Make sure that fluency of the language does not suffer at the cost of accuracy.

If a strong SBA system is developed to capture the actual *progress* of students in acquiring grammar, then the need for more strenuous summative assessment will be reduced. Students increased ability to use grammar effectively should be demonstrated in all classroom tasks across the school year.

Suggestions for further reading

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

Leech, G, Svartvik, J (2004). A Communicative Grammar of English. Pearson

Ur, 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

No. of periods : 3 periods

Learning outcome :

- Students will be able to write descriptions of people, animals, places and things

Competency level : 7.2 Describes pictures

No. of periods : 4 periods

Learning outcome :

- Students will be able to describe a given picture.

Competency level : 7.3 Writes for personal purposes

No. of periods : 4 periods

Learning outcome :

- Students will be able to write for personal purposes.

Competency level : 7.4 Writes instructions

No. of periods : 2 periods

Learning outcome :

- Students will be able to write a set of instructions appropriately.

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

No. of periods : 5 periods

Learning outcome :

- Students will be able to write simple compositions on different types of topics.

Competency level : 7.6 Writes poems and stories

No. of periods : 4 periods

Learning outcome :

- Students will be able to write poems and stories

Competency level : 7.7 Writes for official purposes.

No. of periods : 5 periods

Learning outcome :

- Students will be able to identify the differences between a formal and an informal letter.
- Students will be able to identify the features of official letters.
- Students will be able to write for official purposes.

Instructions for Lesson Planning

Written communication, particularly being able to write creatively and innovatively using a second language, is a competency that a learner masters over time through constant practice and supervision of the learning. Therefore, it is of paramount importance to help students improve their writing ability at a very early stage. Then they will have time to develop an independent style of writing.

Most of the competency levels identified for grade nine are focused on expressing the students' thoughts about their immediate concrete environment. This corresponds to the A/1 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 nine there is enough scope in the syllabus to cater for the learning needs of all students.

Features of Formal Letters

Block format

Block format features all elements of the letter aligned to the left margin of the page. It has a neat and simple appearance. Paragraphs are separated by a double line space.

Sender's Address

.....
.....
.....

Date

Receiver's Address

.....
.....

Salutation

Underlined Topic

Body of the letter

Paragraph 1

.....
.....

Paragraph 2

.....
.....

Paragraph 3

.....
.....

Complementary Close

Signature

Full name

Position

Semi Block Style

A semi-block style letter is a less formal version of a block or a full-block letter with the differences being the sender's address, date, reference or attention line and complimentary

closing. In addition, the signature lines are located direct center or slightly right of center, along with indented paragraphs.

	Sender's Address
	Date
Receiver's Address	
Salutation	
<u>Underlined Topic</u>	
Body of the letter	
Paragraph 1	
Paragraph 2	
Paragraph 3	
	Complementary Close Signature Full name Position

Tips for Formal Letter Writing

- It's important to use the right type of language, the right 'register'. Most letters you write will need to be formal, but not overly so. In fact, you should use similar language to that which you use in your academic writing. This means you should:-
- Avoid every day, colloquial language; slang or jargon
- Avoid contractions (I'm; it's etc)
- Avoid emotive, subjective language (terrible, rubbish etc)
- Avoid vague words such as nice, good, get etc
- Always be polite and respectful, even if complaining. One way of doing this in English, which is common in formal letter writing, is to use 'modal verbs' such as would, could and should. Instead of simply writing Please send me, you could express this more formally as "I would be grateful if you could send me ..."

Tips for the teacher

- Have a thorough understanding of the entry level of your students in relation to their writing skill. These vary depending on factors such as 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 as a skill takes time, practice and effective teaching.
- Teachers have to give sufficient time to understand the completed, cognitively demanding features of the writing process.
- Provide writing opportunity for them to feel proud of their work and progress.
- Reward the progress of your students.
- Never burden your students with excessive writing activities that might hinder their enthusiasm to learn English.
- Start with guided and structured activities that will provide the students with skills to develop their writing gradually.
- Start with simple activities to build confidence.

- Begin new writing tasks with a *brainstorm* to determine what the students already know – then you already have them thinking about the topic and the words they may need in their writing.
- Use mind maps to put the brainstormed ideas on the board
- Build up the *key vocabulary* the students will need before writing using the above activities.
- Present models using authentic materials.

Assessment and evaluation

Since writing is one of the major components tested at the national examinations it is highly recommended that the teacher maintains a good balance between School Based Assessment (formative) and summative assessment procedures.

Keeping student portfolios can be a very effective way of identifying and monitoring student progress. Such methods can be used to make your formative evaluation system successful and effective.

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

Suggestions for further reading

Mason, H.&Mudd, S. (1994). *Beginning to write*. Scholastic Ltd., Warwickshire
library.bcu.ac.uk/learner/writingguides/1.06.htm

Competency 8

Communicates clearly, fluently and concisely

Competency level : 8.3 Describes people, animals and objects using simple sentence patterns

No. of periods : 5 periods

Learning outcome :

- Students will be able to speak about people, animals and objects using language appropriately.

Competency level : 8.4 Speaks on familiar topics

No. of periods : 5 periods

Learning outcome :

- Students will be able to speak on familiar topics using language appropriately.

Competency level : 8.8 Describes the position of things accurately.

No. of periods : 5 periods

Learning outcome :

- Students will be able to tell the position of people, things and the correct location of places accurately using prepositions.

Competency level : 8.9 Describes pictures

No. of periods : 5 periods

Learning outcome :

- Students will be able to orally describe a picture or a photograph using language appropriate for their age and level

Competency level : 8.11 Describes past events and actions properly

No. of periods : 3 periods

Learning outcome :

- Students will be able to describe past events and actions properly

Competency level : 8.12 Uses question words to get information

No. of periods : 3 periods

Learning outcome :

- Students will be able to use question words to get information

Competency level : 8.13 Uses language in a variety of contexts

No. of periods : 3 periods

Learning outcome :

- Students will be able to use language orally in familiar contexts

Competency level : 8.14 Describes future events

No. of periods : 3 periods

Learning outcome :

- Students will be able to describe future events

Competency level : 8.15 Engages in telephone conversations

No. of periods : 2 periods

Learning outcome :

- Students will be able to engage in telephone conversations using language appropriately.

Instructions for Lesson Planning

Clear, precise and fluent communication is the ultimate objective of learning any language. So, competency 8 in the secondary English language curriculum can be considered very important. This competency focuses more on oral communication skills and therefore, highlights language functions.

Activities planned under this particular competency are expected to give 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 important to plan the learning and teaching process, keeping in mind the basic objective of learning a language; communication and using the language as a tool to get things done.

Tips for the teacher

- Give students as many opportunities as possible to engage in oral communication.
- Provide students with model speeches with appropriate vocabulary.
- Show students the difference between a written text and a spoken text by teaching presentation skills and language that is used in ‘speeches’.
- Encourage students to use ‘cue cards’ that include key words and main points.
- Plan activities where students can interact with people who speak English.
E.g. Field visits to government and corporate establishments in the area.
Inviting guest speakers for interactive sessions, debates, pair improvisations competitions, English Day, Media club, English speaking club.
Such practices will help students improve their ability to communicate using English.
- Provide students with opportunities to describe familiar and authentic situations.
- Teachers should expose students to language required for various contexts – for example ‘the degree of formality / informality’ required for a specific situation and the appropriate language ie friend and friend, mother and child, student and principal.
- Support students by providing the vocabulary for describing. Encourage students to use the language in classroom situations
Speaking supports *writing* so include structured and planned talk in each lesson.
- Learning to speak a new language means students will make mistakes - allow them to ‘talk’ in small groups or pairs first so they can practice before they speak in front of the whole class.
- *Guided discussions* can be an effective way to practice new language and give opportunities for students to express opinions and ideas.
- Make opportunities for students to give impromptu speeches – *Talk For a Minute!*
- The best group tasks are those that require, not just encourage talk.
- Give reluctant speakers support using props (i.e. visuals, flow charts) to support the ‘talk’.
- Allow students time to respond to questions – unlike the process of reading, where the reader has time to consider or look up a word, the listener has less time to think and plan a response.

Assessment and Evaluation

Since speaking is a very important area in the curriculum very special attention should be given to assessment of oral skills. In assessing oral skills it is better to follow a descriptive scale (a tool) in order to make the assessment as pragmatic as possible and to avoid excessive subjectivity.

The nine point band scale given by Carroll (1980) can be used as a guideline to establish uniformity in assessing oral skills.

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.

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

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