

Topic/ theme	Content	Skill & Language focus	objective	Teaching aid	Methodology/ techniques	Activity	Procedure
Meeting and greeting 2 hours	Greetings Introducing oneself	Speaking Listening Simple present tense	To be able to introduce oneself and greet appropriately	Ball Marker pens	Simple speaking activities Language games	Warmer	The teacher introduces herself with the appropriate greetings and inquiries from another passing a ball as follows. • Good morning! • I'm • I work at • What about you?
 ඉස්කෝලීව ඉස්කෝලීව පද්ධතිය... iskolee.com සූර්යා මහා විදුලි තැපෑල සේවයෙන් FOF අදාළ ගුවන්ගමන් සේවාවේදී ඉඩම් හරවා.	Greetings	Speaking, Listening Reading Writing	To be able to use every day greetings appropriately	Pictures / Annex 1 Work sheet 1& 2	Simple speaking activities	Greeting	• Elicits common everyday greetings (Good morning /good afternoon/good evening/good night/good bye) • Introduce special greetings using pictures. (Annex 1) • Introduce the correct ways of responding each greeting • Get the participant to mingle and practice the greetings • Get them to do work sheet 1& work sheet 2
	Introducing oneself	Speaking Listening reading writing Simple present tense	To enable the learner to introduce him / herself	Annex 2	Guided speaking / writing	Self- introduction	• Elicit and brainstorm the key words • Provide a simple text on oneself (myself) Annex 2 • Ask the participants to use their own information to speak about “oneself” (myself) using the guided text. • The participants write a simple paragraph about themselves.
	Introducing others	Speaking listening Simple present tense Wh questions	To enable the learner to ask and answer questions to inquire about somebody and introduce.	Work sheet (a quarter on an A4 sheet)	Question and answer		• Display the following questions What is your favourite colour? Where do you live? What is your hobby? What is your favourite food? Who is your favourite actor/singer/player etc. • Get the participants to write one word answers accordingly on the provided papers. (quarter of an A4) • Fold and collect the papers and place them in a box. • Get the participants to select a paper

							randomly and find the owner of the paper by asking questions. Get them to write the names and introduce the friend.
Inquiring 2 hours	Asking and getting information	Listening Speaking Question forms Fillers	To be able to inquire about each other using relevant questions	Cut ups	Group work	Role play	- Give each group the cut-ups of the dialogue (annex 3) - Get the learners to build up a meaningful dialogue - Let them practice and role play - Provide them with new situations and role play (Eg: at a supermarket / hospital / post office / park)
	Asking and getting information	All 4 skills Wh questions	To enable the learners to consolidate in using Wh questions	Annex 4 Work sheet 2	Pair work	Fill in the blanks Form questions	- Introduce Wh questions See annex 4 and do the “target” game. - Get the participants to do work sheet 3
Describing people 2 hours	4.1.a friend 4.2.a famous person	Speaking /listening /writing Verbs ‘Be’ and ‘have’, Simple present tense, Adjectives, Phrase relevant to describe height, hair, face, age, dress, etc.	To enable the learner to use relevant phrases to describe somebody in real life situations	Pictures of famous people, cue cards	Getting to know each other	1. Write down the names of three people you know/Then write about:- their height, hair, age, face, dress. 2. Ask some questions to practice language phrases Using a picture eg. 1. How tall is she/he? 2. How long is her/his hair?	4.1 1.-Have a general discussion 2. Introduce the phrases/ words to describe a person 3. Show a picture and elicit words and phrases from the learners 4. Check their understanding through questioning, and by providing an activity to match the picture with the correct description 5. Give them a sample dialogue (see annex 5) 6. Let the participants to describe a missing person from the class and others to guess who she/he is? 7. Do the game Amnesia(annex 6.) 8. Ask them to write a description about a missing person

						3. What about her/his hair? etc. 4. Match the picture with the correct description	
Describing objects and places 2 hours	A .Description of objects of everyday use(in the classroom, stationary etc) ,B. places of interest in Sri Lanka(a place to go on a field trip)	Reading Writing 1.Vocabulary pertaining to objects and places, the order of adjectives, colour, size, shape etc. 2.Prepositions of place, location, etc.	To develop reading and writing skills regarding describing objects and places	Pictures of objects and places ,photocopies, realia, blank sheets,	Group work/pair work/discussions. Back to back, listen and draw,	Discussion, picture description, writing	1.a 1.introduce the vocabulary relevant to the task. 2.use guessing realia /pictures to check their understanding 3. Do a game.eg i spy a small object with my little eyes.can you ask questions and guess what it is? 4.Getthem to write on any Object named by the teacher (see annex 7 for other ideas) 2.b 1.show a picture of an interesting place in your area or Sri Lanka ask them to write the objects and the places they can see in the picture 2. Try to elicit needed prepositions from the learners 3.then introduce prepositions to describe a place 4. Get one person to describe a picture and other one to draw using back to back technique. 5..provide a photocopy or display a large picture and ask them to write a description 6 .use the grid(annex8) and ask them to fill it using their own information to describe a place they like to visit.

Requests 1. Use of, commands, and instructions 2 hours	5.1 .Use of classroom Language 5.2. Use of polite language 5.3. Asking for and giving directions 5.4. Preparation Instructions.	Listening Speaking Writing Vocabulary related to commands ,directions ,instructions Polite forms- Eg. Would you .. Could you Can/could, will/would,shall/should, may Use of sequence markers such as first, second, after that, next, then, finally ect.	To enrich vocabulary To help the learners to give commands ,instructions, directions and to communicate effectively	Role cards , Maps Task sheets Recipes Picture cards	Group and pair work Discussions Activities , Matching, Categorizing Following maps Information gap Rearranging	Activities, Presentations , Dialogues Simulations	5.1.Introduce the verbs used for commands Show them the difference between the commands and requests(see annex 9) Distribute sentence strips and ask them to categorize the strips under commands and requests and display in the class or paste on the board .Give them role cards and help them to build up dialogues Get them to do group presentations 5.3.Introduce vocabulary used in giving and asking directions Use a map and practice phrases With the whole class Help them with the starting utterance Eg. Good morning .Can you please tell me how to get to the supermarket Give an information gap activity to find directions (pair work) Get few learners to give directions to go to their schools/home etc. 5.4.Introduce the verbs used in giving instructions Show them sample recipes and ask them to find instruction words Give them a rearranging activity to show the order of making somethingeg .How to make a fruit salad Give them to match picture cards with captions and write a recipe
Listening 2 hours	6.1--- announcements 6.2 -descriptions 6.3 -instructions 6.4 -basic commands (relevant to school management)	Listening Speaking Reading Writing Phrases used in announcements Prepositions	To develop and enhance listening skills of the learners to improve other language skills through listening	Demy Pictures Computer Multimedia CDs photocopies	Listen and respond Individual ,group and pair work Filling forms and tables Gap filling Reordering	Filling grids Reading maps Drawing pictures Listening to texts Pasting strips on maps Describing	6.1 a)Provide them a grid/table and ask them to fill it while listening b)put them into groups and write a similar announcement and present it to the class 6.2 a) Conduct a brain storming session about the description of the person that you are going to read b) Distribute a grid to be filled while they are listening eg.name, born, children, occupation etc c) put them into groups and ask them to write a description about that person in brief d) Get some volunteers to present to the class

		Imperatives Sequence markers			Information gap		6 3 a) Give instructions to draw a monster and instruct them to colour parts as they listen b) Then ask them to describe their pictures with the relevant colours c) Distribute a copy of a map and ask them to fill the missing information on it. Conduct a discussion 6.4. a) Put the learners into groups and lead a discussion on using verbs to write commands b) Divide the blackboard into parts and provide each group a space to write c) Conduct a competition. When the teacher gives a signal learners run to the board and write as many as verbs on the space provided to the relevant group. The group which writes the most number of words are the winners d) Draw a big map of a school on the board or on demy paper and fix on the board e) Get the learners to write some commands on strips of papers. f) After that one group reads their commands and hand over to another group. A member from that group has to fix the command on the relevant places. Eg. put the garbage into the bin Teacher helps then and there.
Let's find out! 2 hours	stories	reading Reading for information	To be able to read and find out the specific information	Stories	Group work	Running dictation (Optional)	• Group the learners • Display the jumbled stories (annex 10) outside the classroom • Get the groups to copy the story by doing running dictation {optional} • Ask each group to rearrange the story and answer the comprehension question. • You can let the participants to do the worksheet 4 (without the game optional)

	Notices,	Reading Reading for information	To be able to read and find specific information	Notices	Group work	Read and create	• Give each group a notice from a newspaper (cut it into several parts before you give it to them) • Ask the learners to create a notice using the cut ups • Get the learners to study the notice and find out the features of a notice. (annex11) • Let them produce their own notice to suit a situation. (Informing about a prize giving/exhibition etc) and display (optional)
	News items,	reading Reading for information	To be able to read and find specific information/ transfer information	News papers Demy Glue Scissors	Group work	Read and transfer	• Each group should be provided with a newspaper and a glue • Write the different news items of the newspaper on demy papers and paste them around the class (world news/local/sport) • Tell each group to find out related news items and paste them on the demy papers.
	Letters, stories	reading Reading for information	To be able to read and guess	Letters	Group work	Read and guess	• Elicit the similarities and differences of the formal and informal letters • Get them to do the work sheet 5
Did you? 2 hours	Stories Incidents happenings	Listening and speaking Past tense Wh questions	To describe about past actions	None	Game Small group	Three true and one false	• Tell the class three true facts and a false fact about the past at random • Ask them to guess the false fact • Get the learners to work in small groups and do the same game • Walk around and keep a record of the mistakes • Write the mistakes on the board and correct them together with the learners explaining the simple past tense using a time line
	Incidents happenings	Listening and speaking Past tense	To describe about past actions	None	Pair work	Speak up!!	• Brain storm all the WH questions • Get the learners to do the work sheet 6. • Get them to write about a past activity using the guided questions • Get the learners to present it in pairs.

	Stories	Reading Writing Past tense	To describe about past actions in the narrative style	A 4	Group work	Chain story	- Do the game chain story - Get the learners to present the final story to the class. - Get them to build up their own story in groups
	Stories Incidents happenings	Listening and speaking Past tense	To describe about past actions	None	Group work pictures	Picture story	- Give each group a set of pictures or a picture - Get them to build up a story using the pictures - Give each group an A4 sheet - Tell the beginning of a story to the class - Get the groups to continue the story - Rotate the papers clockwise after about three minutes - Continue this until the group gets their own paper back - Get them to display their stories around the class and have a gallery walk
See you then 1 hour	Making and answering a telephone call	Listening Speaking	To enable the learners to ask and give information over the phone	Work sheet	Pair work	Making a call	- Do back to board game using related vocabulary for 'making a call'. - Present the dialogue to the class - Get them to find out event which was described in the conversation - Debrief and draw their attention on the telephone ethics - Get them to work in pairs and select a different event and build up a simple telephone conversation and present to their own group
In print!! 2 hours	Notes	Writing	To enable the learners to write a note	Work sheets	Pair work	Tick the correct option	- Show the learners some notes and notices and discuss about the features. - Get the learners to do the worksheet 7 and identify the features of a note. - Get the learners to sort and write the note work sheet 8. - Ask the learners to write the reply to the given note. Work sheet 9
	Informal letters	Writing	To enable the learners to write an	Work sheets	Pair work	Tick the correct option	Get the learners to brainstorm the elements of an informal letter Eg. address

			informal letter				• date • opening • text / body / content • closing / end • signature Get the learners to do worksheet 10 and recognize the specific features of a formal and informal letter. Ask the learners to study the work sheet 11 and complete the components of the informal letter. Give some situations and get the learners to write informal letters. Eg. Thanking a friend for inviting you for a holiday. Informing your aunty about an alms giving.
	Simple compositions	Writing	To enable the learners to write a simple composition		Group work		Write a simple topic on the board Get the learners to brain storm the ideas to be included. Guide and help them to write a similar paragraph

Sample questions

- Fill in a dialogue / paragraph/ personal information
- Matching questions and answers / greeting
- Writing a note /notice /letter / simple paragraph / story
- Describing people / places / pictures

Test 1

Match the notices to the expressions, select and write the correct letter in the box. *The first one is done for you.*

1. Accept different payment options.
2. Both animals mentioned in this notice are dangerous.
3. Stop for a cup of tea.
4. Free Wi-Fi internet access

e

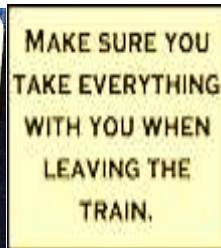
5. Medicine available!
6. Check all your bags before you leave.
7. Ring the bell in an emergency.
8. A protection area for flora and fauna.
9. An area of historical value.
10. Effectivesecurity system.

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a



b



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d



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i



j



2 First read the information on a school trip given below. The letter was sent to the students by the English teacher. Read it, note the changes and fill in the grid. *One is done for you.*

Join us in a school trip to
Minneriya National Park
on
Saturday 15th June

You can spend the morning on a safari.
For lunch we will have a picnic near the
river. We would ensure a camping night
to end the day.

Price: Rs.1500

Departure at 5.30 a.m. Meet at the main
gate!

Arrival by 6.30 p.m. the next day.

Dear Students,

Unfortunately we cannot have the camping night so we would return on
the same day by 8.30 p.m.

The departure times would be the same.

MrsAmaranath

1	The destination of the trip	
2	Date of the trip	Saturday 15th June
3	Departure time	
4	The cost	
5	The meeting place	
6	Return time	

3, Read the following post card describing Lalani's holiday. Fill in the chart by writing **a word** how each item is described by Lal. *First one is done for you.*

Dear Malini, I'm on holiday in Kandy this week. My hotel is very nice – old and comfortable. The people are very friendly and the food is tasty. The music is good and the coffee is lovely! Kandy is beautiful. It's a big city with a lot of old buildings and it isn't expensive. The weather is fine! It's wet and it's cold! See you soon With love, Lalani	STAMP Miss MaliniRanjith No. 5, Main Road Galle
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Item	Word of description
(a) Lalani's hotel	<i>old</i>
(b) The people	
(c) The music	
(d) Coffee	
(e) Kandy	
(f) The weather	

4. Write a letter to your friend to find out whether she has got a pass papers book for O/L English

5. Write a simple paragraph on the picture given below

