

**English Activity Modules for Teachers'**  
**Efficiency bar Examination**  
**(According to the Sri Lanka Teacher Service minute)**

**MODULE 09 - I**  
*Meeting and Greeting*

**ENGLISH**

**Ministry of Education**  
**2016**

# Structure of the Module

**01. Name of the Module :** Meeting and Greeting

**02. Objectives :**

- To be able to introduce oneself and greet appropriately
- To be able to use every day greetings appropriately
- To enable the learner to ask and answer questions to inquire about somebody and introduce
- To enable the learner to introduce him / herself

**03. Expected outcome :**

- Speaking listening and writing - Simple present tense 'Wh' questions

**04. Content**

4.1 Meeting and greeting

4.2 Sub topics

- Greetings
- Introducing oneself
- Introducing others

## 05. Session Plan

Topic	Content	Teaching aid	Methodology/ techniques	Activity	Procedure
Topic Meeting and greeting  2 hours	Greetings Introducing oneself	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. <ul style="list-style-type: none"> <li>• Good morning!</li> <li>• I'm .....</li> <li>• I work at ....</li> </ul> What about you?
	Greetings	Pictures / Annex 1 Work sheet 1& 2	Simple speaking activities	Greeting	<ul style="list-style-type: none"> <li>• Elicits common every day greetings (Good morning /good afternoon/good evening/good night/good bye)</li> <li>• Introduce special greetings using pictures. ( Annex 1)</li> <li>• Introduce the correct ways of responding each greeting</li> <li>• Get the participant to mingle and practice the greetings <ul style="list-style-type: none"> <li>○ Get them to do work sheet 1&amp; work sheet 2</li> </ul> </li> </ul>
	Introducing oneself	Annex 2	Guided speaking / writing	Self-introduction	<ul style="list-style-type: none"> <li>• Elicit and brainstorm the key words</li> <li>• Provide a simple text on oneself ( myself) Annex 2</li> <li>• Ask the participants to use their own information to speak</li> </ul>

					<p>about “oneself” (myself) using the guided text.</p> <ul style="list-style-type: none"> <li>• The participants write a simple paragraph about themselves.</li> </ul>
	Introducing others	Work sheet ( a quarter on an A4 sheet)	Question and answer		<ul style="list-style-type: none"> <li>• 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.</li> <li>• Get the participants to write one word answers accordingly on the provided papers. (quarter of an A4)</li> <li>• 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.</li> <li>• Get them to write the names and introduce the friend.</li> </ul>

## Meeting and greeting

### Special Greetings

## ANNEX I



Get well soon!

### Sickness / illness



Good Luck!

### Wishes (exam / interviews etc)



Congratulations! / Well done!!

### An achievement



Happy birth day! / Manny happy returns

## Birth Day



Congratulations!  
Best wishes / good luck on your tenth

## Wedding / Anniversary



Congratulations on your promotion!  
All the best for your ...  
I'm so proud of you!

## Promotion



How do you do? /pleased to meet you.

## Meeting people

### Note...

When meeting someone formally for the first time, we shake their hand and say "How do you do?" or "Pleased to meet you. ""How do you do?" isn't really a question; it just means "Hello".

Formal Greetings	Responses
<ul style="list-style-type: none"> <li>- Good morning.</li> <li>- Good afternoon.</li> <li>- Good evening.</li> <li>- Hello, how are you?</li> </ul>	<ul style="list-style-type: none"> <li>- Hello.</li> <li>- Hello, good afternoon.</li> <li>- Good evening.</li> <li>- I'm fine. Thank you.</li> <li>- Very well, thank you.</li> </ul>

## Meeting and greeting

### Special Greetings

## ANNEX II

Read the following text and replace with your own information.

- My name is
- I am  years old.
- I live in
- I like
- I don't like
- My hobby is

- My favorite food is

## Meetings and greetings

# Work sheet 1

## Special Greetings

Match each occasion with the appropriate greeting and write the correct response.

1. Sickness / illness

Congratulations/ Well done!

2. Wishes (exam / interviews etc)

Get well soon!

3. An achievement

How do you do? / Pleased to meet you

4. Birth Day

Congratulations!

Best wishes / good luck on your tenth anniversary!

5. Wedding / Anniversary

Congratulations on your promotion!

All the best for your achievement / I'm so proud of you!



6. Promotion

Happy Birthday!/ Many happy returns of  
the day!

7. Meeting people

Good Luck!

## Meetings and greetings

## Work sheet 2

What will you say to the following situations? Write the correct response in the space provided.

A. No, thank you.

B. Yes, please.

C. Wish you all the best.

D. Congratulations

E. Get well soon.

F. Safe journey!

G. Happy teachers' day.

H. Nice to meet you.

I. It's very interesting.

J. My deepest sympathy.

1. Your friend won the first place in an art competition.

.....

2. Your friend offered some biscuits but you don't want them.

.....

3. You meet a person for the first time.

.....

4. One of your friends is not well.

.....

5. You watched a very good film.

.....

6. You wish your teacher on the teachers' Day

.....

7. Your uncle is going abroad.

.....

8. Your brother is going for an exam.

.....

9. Grandmother of your friend died

.....

10. Somebody offered you some mangoes and you want to have them.

.....

**English Activity Modules for Teachers'**  
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**MODULE 09 - II**

***Inquiring***

**ENGLISH**

**Ministry of Education**

**2016**

## Structure of the Module

**05. Name of the Module :** Inquiring

**06. Objectives :**

- To be able to inquire about each other using relevant questions
- To enable the learners to consolidate in using Wh questions

**07. Expected outcome :**

- Listening , Speaking
- Question forms Fillers
- 'Wh' questions

**08. Content**

4.1 Inquiring

4.2 Sub topics

- Asking and getting information Introducing oneself
- Asking and getting information

## 09. Session plan

Topic	Content	Teaching aid	Methodology/ techniques	Activity	Procedure
Inquiring (2 hours )	Asking and getting information	Cut ups	Group work	Role play	<ul style="list-style-type: none"> <li>• The Give each group the cut-ups of the dialogue ( annex 3)</li> <li>• Get the learners to build up a meaningful dialogue</li> <li>• Let them practice and role play</li> <li>• Provide them with new situations and role play (Eg: at a supermarket / hospital / post office / park)</li> </ul>
	Asking and getting information	Annex 4 Work sheet 2	Pair work	Fill in the blanks  Form questions	<ul style="list-style-type: none"> <li>• Introduce Wh questions See annex 4 and do the “target” game.</li> <li>• Get the participants to do work sheet 3</li> </ul>

Inquiring

## ANNEX III

**Each group is given cut-ups of the following dialogue**

**A brief conversation between 2 old friends meeting by chance at a café**

Sathya: Hello Jude, how are you? It's been a long time since we last met. Are you working at the same place?

Jude: Oh, Sathya I've got a new job.

Sathya: Really! Where are you now?

Jude: Well...I'm at a private firm now. How about you?

Sathya: Not too bad. I've got a transfer to a nearby by school.

Jude: By the way, how often do you eat at this cafe?

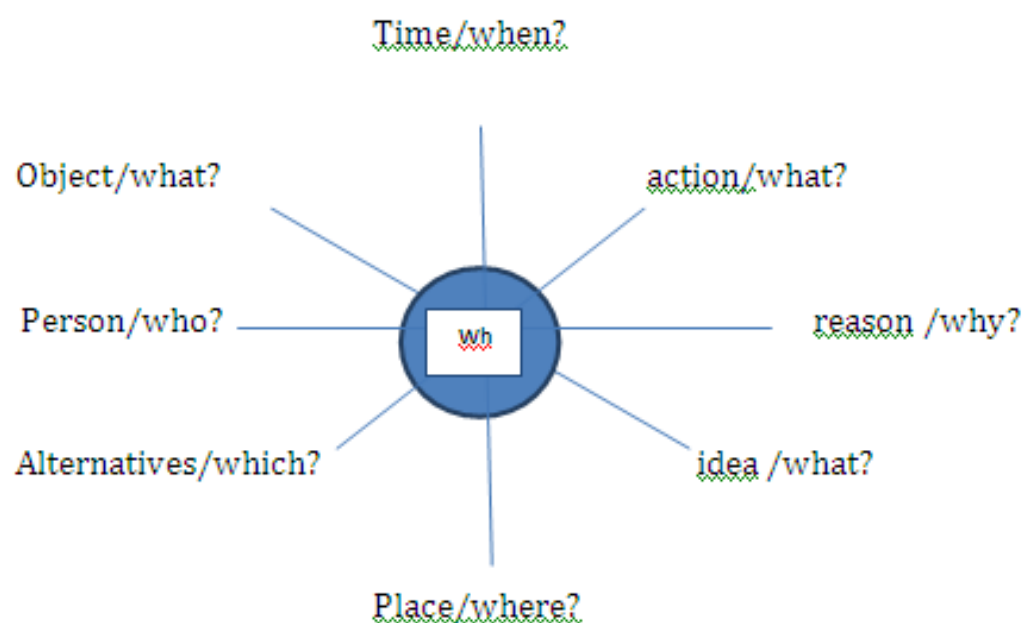
Sathya: This is my first time, my friends told me about this place. So I thought of trying.

Jude: Well, I hope you and your family have a lovely meal.

Sathya: Yes you too.

# Inquiring

## ANNEX IV



# Inquiring

## Work sheet 1

Form questions to get the following answers

1. ....

It's **ten o'clock**.

2. ....

He lives in **Kandy**.

3. ....

It's my **mobile**.

4. ....

I'm **washing the car**.

5. ....

It's **at 5 o'clock**.

6. ....

I like the **blue dress better**.

7. ....

I fell down

8. ....

It is very **interesting**.

**English Activity Modules for Teachers'**  
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**MODULE 09 - III**

*Describing people*

**ENGLISH**

**Ministry of Education**

**2016**



## **Structure of the Module**

**10. Name of the Module :** Describing people

**11. Objectives :**

- To enable the learner to use relevant phrases to describe somebody in real life

**12. Expected outcome :**

- Speaking //listening /writing
- Verbs 'Be' and 'have',
- Simple present tense, Adjectives,
- Phrase relevant to describe height, hair, face, age, dress, etc.

**13. Content**

4.1 Describing people

4.2 Sub topics

- Describing a friend
- Describing a famous person

## 14. Session plan

Topic	Content	Teaching aid	Methodology/ techniques	Activity	Procedure
Describing people  2 hours	Describing a friend  Describing a famous person	Pictures of famous people, cue cards	Getting to know each other	<ol style="list-style-type: none"> <li>1. Write <b>down</b> the names of three people you know/Then write about:- their height, hair, age, face, dress.</li> <li>2. Ask some questions to practice language phrases Using a picture eg. 1. How tall is she/he?  3. How long is her/his hair?  4. What about her/his hair? etc.</li> <li>5. Match the picture with the</li> </ol>	<ol style="list-style-type: none"> <li>1. Have a general discussion</li> <li>2. Introduce the phrases/ words to describe a person</li> <li>3. Show a picture and elicit words and phrases from the learners</li> <li>4. Check their understanding through questioning, and by providing an activity to match the picture with the correct description</li> <li>5. Give them a sample dialogue (see annex 5)</li> <li>6. Let the participants to describe a missing person from the class and others to guess who she/he is?</li> <li>7. Do the game Amnesia (annex 6.)</li> <li>8. Ask them to write a</li> </ol>

				correct description	description about a missing person
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## Describing people

### ANNEX V

#### Sample dialogue.

Suraj : Can I make a complaint about my missing sister?

Police man: Yes of course.Please give me a small description about your sister.

How old is she?

Suraj : .....

Policeman: What about her height?

Suraj : .....

Police man: How long is her hair?

Suraj : .....

Police man:. What was she wearing?

Suraj : .....

Police man : O.K. Thank you .We will try our best to find your sister.

Suraj : Thank you.

## **Describing people**

### **ANNEX VI**

#### **Amnesia (Who am I?)**

1. Prepare a list of names of famous people
2. Write them separately on cards.
3. Paste a name on the back of each participant.(s/he doesn't know who s/he is)
4. Ask them not to read each other's names aloud.
5. Get them to walk around the class and to find out who s/he is by asking 'yes' 'no' questions.
6. Get some participants to describe who they are in brief.
7. Help them by giving examples of 'yes' 'no' questions.

## **English Activity Modules for Teachers' Efficiency bar Examination**

**(According to the Sri Lanka Teacher Service minute)**

**MODULE 09 - IV**

***Describing objects and places***

**ENGLISH**

**Ministry of Education**

**2016**

**Structure of the Module**

**15. Name of the Module :** Describing objects and places

**16. Objectives :**

- To develop reading and writing skills regarding describing objects and places

**17. Expected outcome :**

- To develop reading and writing skills regarding describing objects and places

**18. Content :**

4.1 Describing objects and places

4.2 Sub topics

- Description of objects of everyday use(in the classroom, stationary etc)
- Places of interest in Sri Lanka(a place to go on a field trip)'Wh' questions

**19. Session Plan**

Topic	Content	Teaching aid	Methodology/ techniques	Activity	Procedure

Describing objects and places  (2 hours )	<p>a. Description of objects of everyday use(in the classroom,</p> <p>b. stationary etc)</p> <p>c.places of interest in Sri Lanka(a place to go on a field trip)</p>	<p>Pictures of objects and places</p> <p>,photocopies,</p> <p>realia,</p> <p>blank sheets</p>	<p>Group work/pair work/discussions</p> <p>Back to back, listen and draw,</p>	<p>Discussion, picture description, writing</p>	<p>1.</p> <p>1.1.introduce the vocabulary relevant to the task.</p> <p>1.2.use guessing realia /pictures to check their understanding</p> <p>1.3. Do a game.eg i spy a small object with my little eyes.can you ask questions and guess what it is?</p> <p>1.4.Getthem to write on any Object named by the teacher (see annex 7 for other ideas)</p> <p>2.</p> <p>2.1.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</p> <p>2.2. Try to elicit needed prepositions from the learners</p> <p>2.3.then introduce prepositions to describe a place</p> <p>2.4. Get one person to describe a picture and other one to draw using back to back technique.</p> <p>2.5..provide a photocopy or display a large picture and ask them to write a description</p> <p>2.6 .use the grid(annex8)</p>
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					and ask them to fill it using their own information to describe a place they like to visit.
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# Describing objects and places

## ANNEX VI

1. Place many objects on the table.



2. Let them look at the objects for one minute.
3. Cover or remove them.
4. Now ask them to describe any item they can remember, using the colour, shape, size etc.

## **Describing objects and places**

### **ANNEX VII**

Ask the learners to fill the grid in groups and describe the place they want to visit.

Place	Country	Importance	How far (distance)	Facilities

The teacher can give a list of useful adjectives.

Eg. Famous crowded, beautiful, ancient, expensive, cheap, fascinating, popular, large, small, polluted etc.

## English Activity Modules for Teachers' Efficiency bar Examination

(According to the Sri Lanka Teacher Service minute)

### MODULE 09 –V

*Requests - Use of commands, and instructions*

**ENGLISH**

# Ministry of Education

## 2016

### Structure of the Module

**01. Name of the Module :** Requests - Use of commands and instructions

**02. Objectives :**

- Use of classroom Language
- Use of polite language
- Asking for and giving directions
- Preparation Instructions.

**03. Expected outcome :**

- To enrich vocabulary
- To help the learners to give commands ,instructions, directions and to communicate effectively

**04. Content :**

5.1 Requests - Use of, commands, and instructions

5.2 Sub topics

- 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 etc.

## 05.Session Plan

Topic	Content	Teaching aid	Methodology/ techniques	Activity	Procedure
Requests - Use of, commands, and instructions (2 hours)	<ul style="list-style-type: none"> <li>• Listening, Speaking, Writing, Vocabulary related to commands ,directions ,instructions</li> </ul>	Role cards , Maps	Group and pair work	Activities, Presentations	Introduce the verbs used for commands Show them the difference between the commands and requests(see annex 9)
	<ul style="list-style-type: none"> <li>• Polite forms-Eg. Would you .Could you ,Can/could, will/would /shall/should/may</li> </ul>	Task sheets	Discussions	Dialogues	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
	<ul style="list-style-type: none"> <li>• Use of sequence markers</li> </ul>	Recipes Picture	Activities Matching,	Simulations	Introduce vocabulary used in giving and asking directions

	such as first, second, after that, next, then, finally etc.	cards	Categorizing Following maps  Information gap  Rearranging		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
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## Requests - Use of, commands, and instructions

### ANNEX IX

Back to School

# Classroom language



Look at the board.  
Write on the board.  
Dictate a sentence.

Copy the word.  
Take notes.  
Correct the mistake

Say your name.  
Spell your name.

Take out a piece of Paper.  
Pass a test.  
Hand in your test.

Introduce yourself.  
Come here, please.

How do you **spell** 'friend' ?

Open your books  
to page ten.  
Share a book.

Raise your hand.  
Participate in class.  
Ask for help.

Be quiet, please.  
Work on your own.

Stand up, please.  
Sit down, please.

Repeat after me.

Work in pairs.  
Ask your partner.

Ask a question.  
Answer a question.

Erase the board,  
please.

Look at the picture.  
Draw a picture.

Put away your books.  
Clear off your desk.  
Leave the room.

Pick up the pen.  
Put down the pen.

What's this in  
English ?

Read the dialogue.  
Listen and repeat.  
Listen to the CD.



Label the picture.  
Unscramble the words.  
Put the sentences in  
order.

Match the items.  
Underline the word.  
Cross out the word.  
Circle the word

Fill in the blank.  
Choose the correct  
answer.  
Circle the answer.

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# Commands

		
Stand up.	Sit down.	Take out your book.
		
Open your book.	Close your book.	Put away your book.
		
Turn to page five.	Listen	Come here.
		
Go back to your seat.	Hand up	Hand down.





## Describing objects and places

### ANNEX VII

Ask the learners to fill the grid in groups and describe the place they want to visit.

Place	Country	Importance	How far (distance)	Facilities

The teacher can give a list of useful adjectives.

Eg. Famous crowded, beautiful, ancient, expensive, cheap, fascinating, popular, large, small, polluted etc.

## English Activity Modules for Teachers' Efficiency bar Examination

**(According to the Sri Lanka Teacher Service minute)**

### MODULE 09 - VI

#### *Listening*

# ENGLISH

## Ministry of Education 2016

### Structure of the Module

**20. Name of the Module :** Listening

**21. Objectives :**

- To enable the develop and enhance listening skills of the learners
- To improve other language skills through listening

**22. Expected outcome :**

- Phrase relevant to describe height, hair, face, age, dress, etc. Listening
- Speaking /Reading/ Writing/ Phrases used in announcements
- Prepositions
- Imperatives
- Sequence markers

## 23. Content

### 4.1 Listening

### 4.2 Sub topics

- Announcements
- Descriptions
- Instructions
- Basic commands - (relevant to school management)

## 24. Session Plan

Topic	Content	Teaching aid	Methodology/ techniques	Activity	Procedure
Listening  2 hours	announcements	Demonstration	Listen and respond	Filling grids	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
	descriptions	Pictures	Individual, group and pair work	Drawing pictures  Listening to texts	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

					<p>person in brief</p> <p>d) Get some volunteers to present to the class</p>
	instructions	<p>Computer</p> <p>Multimedia</p> <p>CDs</p>	<p>Filling forms and tables</p> <p>Gap filling</p> <p>Reordering</p>	<p>Listening to texts</p> <p>Pasting strips on maps</p>	<p>a) Give instructions to draw a monster and instruct them to colour parts as they listen</p> <p>b) Then ask them to describe their pictures with the relevant colours</p> <p>c) Distribute a copy of a map and ask them to fill the missing information on it. Conduct a discussion</p>
	basic commands (relevant to school management)	photocopies	Information gap	Describing	<p>a) Put the learners into groups and lead a discussion on using verbs to write commands</p> <p>b) Divide the blackboard into parts and provide each group a space to write</p> <p>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</p> <p>d) Draw a big map of a school on the board or on demy paper and fix on the board</p> <p>e) Get the learners to write some commands on strips of papers.</p> <p>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</p> <p>Teacher helps then and</p>

					there.
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**English Activity Modules for Teachers'**  
**Efficiency bar Examination**  
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**MODULE 09 - VII**

*Let's find out*

**ENGLISH**

# Ministry of Education

## 2016

### Structure of the Module

**25. Name of the Module :** *Let's find out*

**26. Objectives :**

- To be able to read and find out the specific information
- To be able to read and find specific information
- To be able to read and find specific information/ transfer information
- To be able to read and guess

**27. Expected outcome :**

- Listening , Speaking ,Reading,
- Reading for information

**28. Content**

4.1 stories,

4.2 Sub topics

- Asking and getting information Introducing oneself
- Asking and getting information

## 29. Session plan

Topic	Content	Teaching aid	Methodology/ techniques	Activity	Procedure
Let's find out! (2 hours )	Reading for information	stories	Group work	Running dictation (Optional )	<ul style="list-style-type: none"> <li>• Group the learners</li> <li>• Display the jumbled stories (annex 10 ) outside the classroom</li> <li>• Get the groups to copy the story by doing running dictation {optional}</li> <li>• Ask each group to rearrange the story and answer the comprehension question.</li> <li>• You can let the participants to do the worksheet 4 (without the game optional)</li> </ul>
	Reading for information	Notices	Group work	Read and create	<ul style="list-style-type: none"> <li>• Give each group a notice from a newspaper ( cut it into several parts before you give it to them)</li> <li>• Ask the learners to create a notice using the</li> </ul>

					<p>cut ups</p> <ul style="list-style-type: none"> <li>• Get the learners to study the notice and find out the features of a notice. (annex11)</li> <li>• Let them produce their own notice to suit a situation. (Informing about a prize giving/exhibition etc) and display ( optional)</li> </ul>
	Reading for information	News items,	Group work	Read and transfer	<ul style="list-style-type: none"> <li>• Each group should be provided with a newspaper and a glue</li> <li>• Write the different news items of the newspaper on demy papers and paste them around the class (world news/local/sport)</li> </ul> <p>Tell each group to find out related news items and paste them on the demy papers.</p>
	Reading for information	Letters, stories	Group work	Read and guess	<ul style="list-style-type: none"> <li>• Elicit the similarities and differences of the formal and informal letters</li> <li>• Get them to do the work sheet 5</li> </ul>



Let's find out  
**ANNEX X**

**Story**

**(Display this original story as jumbled for running dictation and then you can display the questions for the learners to answer)**

A little girl went in search of flowers for her mother.

It was early in the day, and the grass was wet.

Sweet little birds were singing all around her.

And what do you think she found besides flowers?

A nest with young birds in it.

While she was looking at them, she heard the mother bird chirp as if to say, "Do not touch my children, little girl, for I love them dearly."

The little girl now thought how dearly her own mother loved her.

So she left the birds.

Then picking some flowers, she went home, and she told her mother what she had seen and heard.

**Answer the questions:**

1. What time of day is the girl looking for flowers?
2. What does she find?
3. What does the bird say to the girl?
4. Why does the girl leave the nest alone?

Let's find out  
**ANNEX XI**

Features of a notice

- Name of the institution
- The word “NOTICE”
- Date of issue
- Proper heading /title
- Relevant content
- The content should answer the questions like
  - -what
  - -when
  - -where
  - -from whom
  - -Accurate expression
  - Name and designation of the sender

25/07/2016

Dear Ryan,

We have basketball practices at 2 pm. We will have to stay till 5.30 pm. Please bring the pair of shoes I gave you without fail. Don't forget your lunch.

Kamalesh

Let's find out

## **Work sheet 4**

**Read the story and answer the questions given below**

### **HERE IS A NEST**

"Look, Ned, here is a nest! It is made from hay, and the old hen is in it." "Put your hand into the nest, Mary." "Oh no, the hen will not let me!" "But, Mary, I will hold her." "Well, Ned, if you can hold her, I will put my hand into the nest," said Mary as she moved her hand towards the nest. "Oh Ned, there are some little chicks under the hen!" "Are there?" asked Ned. "Take her out of the nest so we can see them." Ned lifted the hen out of the nest. The children could see the chicks. There were six of them. "Oh the dear little chicks! How pretty they are," said Ned. "We will feed them, Mary." "Yes, I will run

and get some food and give them some water,” said Mary as she ran towards her house.

**Answer the questions:**

1. What is the nest made of?
2. How many chicks are in the nest?
3. What will the children do for the little chicks?
4. Why won't the hen let Mary put her hand in the nest?

Let's find out

## **Work sheet 5**

Read and complete

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Date-

Dear \_\_\_\_\_

Hello! How're you? How's the weather there? It's extremely warm here. I hope you and everyone else is doing well.

I'm very busy here with \_\_\_\_\_. There's a lot of work to be done. Time is extremely precious. I cannot wait to meet \_\_\_\_\_.

I'll be coming to \_\_\_\_\_ for a\_\_\_\_\_. We have to meet up then. Do write back soon. I'm waiting for your reply.

Take care,

Love

\_\_\_\_\_

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**MODULE 09 - VIII**

*Did you?*

# **ENGLISH**

## **Ministry of Education 2016**

### **Structure of the Module**

**30. Name of the Module :** Did you?

**31. Objectives :**

- To describe about past actions
- To describe about past actions
- To describe about past actions in the narrative style
- To describe about past actions

**32. Expected outcome :**

- Listening and speaking

- Past tense
- Wh questions
- Reading
- Writing

### 33. Content

#### 4.1 Listening

#### 4.2 Sub Topics

- Stories
- Incidents
- happenings

### 34. Session structure

Topic	Content	Teaching aid	Methodology/ techniques	Activity	Procedure
Did you (2 hours )	Stories Incidents happenings		Game Small group	Three true and one false	<ul style="list-style-type: none"> <li>• Tell the class three true facts and a false fact about the past at random</li> <li>• Ask them to guess the false fact</li> <li>• Get the learners to work in small groups and do the same game</li> <li>• Walk around and keep a record of the mistakes</li> <li>• Write the mistakes on the board and correct them together with the learners explaining the simple past tense using a time line</li> </ul>

	Incidents happenings		Pair work	Speak up!!	<ul style="list-style-type: none"> <li>• Brain storm all the WH questions</li> <li>• Get the learners to do the work sheet 6.</li> <li>• Get them to write about a past activity using the guided questions</li> <li>• Get the learners to present it in pairs.</li> </ul>
	Stories	A 4	Group work	Chain story	<ul style="list-style-type: none"> <li>• Do the game chain story</li> <li>• Get the learners to present the final story to the class.</li> <li>• Get them to build up their own story in groups</li> </ul>
	Stories Incidents happenings		Group work pictures	Picture story	<ul style="list-style-type: none"> <li>• Give each group a set of pictures or a picture</li> <li>• Get them to build up a story using the pictures</li> <li>• Give each group an A4 sheet</li> <li>• Tell the beginning of a story to the class</li> <li>• Get the groups to continue the story</li> <li>• Rotate the papers clockwise after about three minutes</li> <li>• Continue this until the group gets their own paper back</li> <li>• Get them to display their stories around the class and have a gallery walk</li> </ul>



## *Did you?*

### Worksheet VI

**Read and match the questions with the correct answers.**

---

- |                                 |                                |
|---------------------------------|--------------------------------|
| 1. What did you do last Friday? | I got back on Saturday night.  |
| 2. Where did you go?            | I stayed with my parents.      |
| 3. When did you get back?       | I went to see a cricket match. |
| 4. Where did you stay?          | She had soup and sandwiches.   |
| 5. What did have for lunch?     | I went to Dambulla.            |
| 6. What did he eat last night?  | It was wonderful.              |
| 7. How was the weather?         | I had Chinese food             |

**Now answer the questions for yourself.**

**English Activity Modules for Teachers'**  
**Efficiency bar Examination**  
**(According to the Sri Lanka Teacher Service minute)**

**MODULE 09 - IX**

*See you then*

**ENGLISH**

**Ministry of Education**

**2016**

## Structure of the Module

**35. Name of the Module :** *See you then*

**36. Objectives :**

- To enable the learners to ask and give information over the phone
- To describe about past actions in the narrative style

**37. Expected outcome :**

- Listening and speaking

**38. Content**

4.1 Listening

4.2 Making and answering a telephone call

### 39. Session structure

Topic	Content	Teaching aid	Methodology/ techniques	Activity	Procedure
See you then (1 hours )	Stories Incidents happenings	Work sheet	Pair work	Making a call	<ul style="list-style-type: none"><li>• Do back to board game using related vocabulary for 'making a call'.</li><li>• Present the dialogue to the class</li><li>• Get them to find out event which was described in the conversation</li><li>• Debrief and draw their attention on the telephone ethics</li><li>• Get them to work in pairs and select a different event and build up a simple telephone conversation and present to their own group</li></ul>

**English Activity Modules for Teachers'**  
**Efficiency bar Examination**  
**(According to the Sri Lanka Teacher Service minute)**

**MODULE 10 - X**

*In Print*

**ENGLISH**

**Ministry of Education**

**2016**

# Structure of the Module

**40. Name of the Module :** *In Print*

**41. Objectives :**

- To enable the learners to write a note
- To enable the learners to write an informal letter
- To enable the learners to write a simple composition

**42. Expected outcome :**

- Writing

**43. Content**

4.1 Notes

4.2 Informal letters

4.3 Simple compositions

## 5 Session structure

Topic	Content	Teaching aid	Methodology/ techniques	Activity	Procedure
In print!! (1 hours )	Notes	Work sheet	Pair work	Tick the correct option	<ul style="list-style-type: none"> <li>• Show the learners some notes and notices and discuss about the features.</li> <li>• Get the learners to do the worksheet 7 and identify the features of a note.</li> <li>• Get the learners to sort and write the note work sheet 8.</li> <li>• Ask the learners to write the reply to the given note. Work sheet 9</li> </ul>
	Informal letters	Work sheet	Pair work	Tick the correct option	<p>Get the learners to brainstorm the elements of an informal letter Eg.</p> <ul style="list-style-type: none"> <li>• address</li> <li>• date</li> <li>• opening</li> <li>• text / body / content</li> <li>• closing / end</li> <li>• signature</li> </ul> <p>Get the learners to do worksheet 10 and recognize the specific features of a formal and informal letter.</p> <p>Ask the learners to study the work sheet 11 and complete the components of the informal letter.</p> <p>Give some situations and get the learners to write informal letters.</p> <p>Eg. Thanking a friend for inviting you for a holiday.</p> <p>Informing your aunty</p>

					about an alms giving.
	Simple compositions		Group work		Write a simple topic on the board Get the learners to brainstorm the ideas to be included. Guide and help them to write a similar paragraph



In Print!

## WORK SHEET 07

Read the following features and put a tick (√) if you find them in notes.

Feature	Note
1. Informal & short	
2. Formal but specific	
3. Date is required	
4. Date is noncompulsory	
5. Used for personal purposes	
6. Used for public awareness	
7. Salutation is necessary	
8. Audience is known	
9. Audience is known or unknown	
10. Writer should be mentioned	

In Print!

## WORK SHEET 08

**Rearrange the sentences and write a note appropriately.**

25/09/2016

Dear Nayani,

Good Luck!

Are you shifting to the new house shortly?

Congratulations on your great achievement!

I too started looking for a new apartment but couldn't find a  
appropriate one.

Hope to meet you soon there.

I was happy to hear the good news.

Chamari

In Print!

## WORK SHEET 09

**You received the following note from your friend. Write a reply. Use about 40-50 words.**

Hansi,

We are going to have our annual get together next week. Groups were given different responsibilities. We have to prepare the invitation. Can you design an invitation card for our former principal? It's better to make a simple one. Let's meet tomorrow and finalize it.

Roshitha

In Print!

## WORK SHEET 10

Read the following statements and identify the difference between a formal letter and an informal letter. Put 'IL' in front of the features of an informal letter and put 'FL' in front of the features of the formal letter.

Feature	FL (formal)	IL (informal)
Written for <b>professional (official and business) communication</b>		
Used for <b>personal communication</b>		
Written to a close friend or a relative		
Generally sent to a person we do not know		
Does not follow a strict format		
Follows a strict structure		
Written in formal, professional language		
Written in informal language		
Always use titles and surname of the recipient		
Always use the first name of the recipient as we are familiar with the recipient		

In Print!

## WORK SHEET 11

**(a) Study the descriptions given below and name the parts of the informal letter given below.**

### **Address**

Your personal address should be located at the top right corner of the page, since you do not always know if someone has your address in case they want to reply.

### **Date**

The date is usually located below your own address. Simply leave one line below open, and insert the date. The month, day and year are the normal thing to mention.

### **Body**

The contents of your letter should be written in a personal and friendly tone. However, it's important to adjust your use of language to the person you are writing to.

- In the first paragraph of your body, you should state your reason for writing.
- In the second and following paragraphs, expand on what you mentioned in the first paragraph.
- In the final paragraphs, you can make some concluding remarks.

### **Opening**

How do you address someone in English? This is fairly straightforward "Dear Richard,"

### **Signature**

- Best wishes..

### **Address**

Your personal address should be located at the top right corner of the page, since you do not always know if someone has your address in case they want to reply.

### **Date**

The date is usually located below your own address. Simply leave one line below open, and insert the date. The month, day and year are the normal thing to mention.

### **Body**

The contents of your letter should be written in a personal and friendly tone. However, it's important to adjust your use of language to the person you are writing to.

- In the first paragraph of your body, you should state your reason for writing.
- In the second and following paragraphs, expand on what you mentioned in the first paragraph.
- In the final paragraphs, you can make some concluding remarks.

## Opening

How do you address someone in English? This is fairly straightforward "Dear Richard,"

## Signature

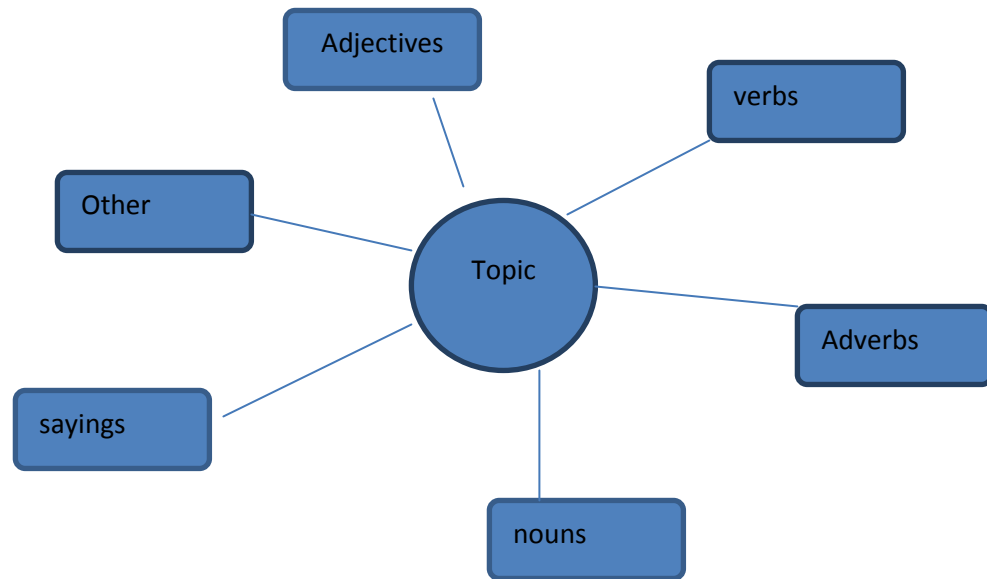
- Best wishes..

Informal letter

The diagram illustrates the layout of an informal letter within a rectangular frame. It consists of several blue rectangular boxes: a small box at the top left for the address; a second box below it, shifted to the right, for the recipient's name; a horizontal box below that for the date; a long horizontal box below that for the salutation; a large rectangular box below that for the main body of the letter; and a final horizontal box at the bottom left for the signature.

**(b) Writing a simple composition**

**Brainstorm the ideas related to the topic.**



the	Content	Skill & Language focus	objective	Teaching aid	Methodology/ techniques	Activity	Procedure
g g	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/himself and asks appropriate greetings and inquiries. Passing a ball as follows. <ul style="list-style-type: none"> <li>• Good morning!</li> <li>• I'm .....</li> <li>• I work at ....</li> <li>• What about you?</li> </ul>
	Greetings	Speaking, Listening Reading Writing	To be able to use everyday greetings appropriately	Pictures / Annex 1 Work sheet 1 & 2	Simple speaking activities	Greeting	<ul style="list-style-type: none"> <li>• Elicits common everyday greetings (Good morning /good afternoon /evening/good night/good day)</li> <li>• Introduce special greetings using pictures. ( Annex 1)</li> <li>• Introduce the correct way to use each greeting</li> <li>• Get the participant to make dialogues and practice the greetings</li> <li>• Get them to do work sheet 2</li> </ul>
	Introducing oneself	Speaking Listening reading writing  Simple present tense	To enable the learner to introduce him / herself	Annex 2	Guided speaking / writing	Self-introduction	<ul style="list-style-type: none"> <li>• Elicit and brainstorm topics for self-introduction</li> <li>• Provide a simple text of self-introduction ( myself) Annex 2</li> <li>• Ask the participants to write a short paragraph about themselves using the information to speak about themselves (myself) using the guide</li> <li>• The participants write a short paragraph about themselves</li> </ul>
	Introducing others	Speaking listening  Simple present tense Wh	To enable the learner to ask and answer questions to inquire about somebody	Work sheet ( a quarter on an A4 sheet)	Question and answer		<ul style="list-style-type: none"> <li>• Display the following questions and answers What is your favourite food? Where do you live? What is your hobby? What is your favourite colour? Who is your favourite person? etc.</li> <li>• Get the participants to make dialogues</li> </ul>



		question s	and introduce.				<p>answers accordingly on papers. (quarter of an A</p> <ul style="list-style-type: none"> <li>• Fold and collect the pa them in a box.</li> <li>• Get the participants to randomly and find the paper by asking questi</li> <li>• Get them to write the n introduce the friend.</li> </ul>
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Meetings and greetings

Work sheet 1

Special Greetings

Match each occasion with the appropriate greeting and write the correct response.

1. Sickness / illness

Congratulations! / Well done!! .....

2. Wishes (exam / interviews etc)

Get well soon!.....

3. An achievement

How do you do? /pleased to meet you.....

4. Birth Day

Congratulations!  
Best wishes / good luck on your tenth anniversary!  
.....

Congratulations on your promotion!  
All the best for your ...  
I'm so proud of you! .....

5. Wedding / Anniversary

6. Promotion

Happy birth day! / Manny happy returns !

.....

7. Meeting people

Good Luck! .....

## Work sheet 2

What will you say to the following situations? Write the correct response in the space provided.

- |                                                                                                |                   |                           |
|------------------------------------------------------------------------------------------------|-------------------|---------------------------|
| A. No, thank you.                                                                              | B. Yes, please.   | C. Wish you all the best. |
| D. Congratulations                                                                             | E. Get well soon. | F. Safe journey!          |
| G. Happy teachers' day. H. Nice to meet you. I. It's very interesting. J. My deepest sympathy. |                   |                           |

11. Your friend won the first place in an art competition.

.....

12. Your friend offered some biscuits but you don't want them.

.....

13. You meet a person for the first time.

.....

14. One of your friends is not well.

.....

15. You watched a very good film.

.....

16. You wish your teacher on the teachers' Day

.....

17. Your uncle is going abroad.

.....

18. Your brother is going for an exam.

.....

19. Grandmother of your friend died.

.....

20. Somebody offered you some mangoes and you want to have them.

.....

Inquiring

Work sheet 3

Form questions to get the following answers

9. ....

It's **ten o'clock**.

10. ....

He lives in **Kandy**.

11. ....

It's my **mobile**.

12. ....

I'm **washing the car**.

13. ....

It's **at 5 o'clock**.

14. ....

I like the **blue dress better**.

15. ....

I fell down

16. ....

It is very **interesting**.

Let's find out!

#### **Work sheet 4**

**Read the story and answer the questions given below**

#### **HERE IS A NEST**

"Look, Ned, here is a nest! It is made from hay, and the old hen is in it." "Put your hand into the nest, Mary." "Oh no, the hen will not let me!" "But, Mary, I will hold her." "Well, Ned, if you can hold her, I will put my hand into the nest," said Mary as she moved her hand towards the nest. "Oh Ned, there are some little chicks under the hen!" "Are there?" asked Ned. "Take her out of the nest so we can see them." Ned lifted the hen out of the nest. The children could see the chicks. There were six of them. "Oh the dear little chicks! How pretty they are," said Ned. "We will feed them, Mary." "Yes, I will run and get some food and give them some water," said Mary as she ran towards her house.

Answer the questions:

1. What is the nest made of?
2. How many chicks are in the nest?
3. What will the children do for the little chicks?
4. Why won't the hen let Mary put her hand in the nest?

## Worksheet 5

Read and complete

Date-

---

---

---

Dear \_\_\_\_\_

Hello! How're you? How's the weather there? It's extremely warm here. I hope you and everyone else is doing well.

I'm very busy here with \_\_\_\_\_. There's a lot of work to be done. Time is extremely precious. I cannot wait to meet \_\_\_\_\_.

I'll be coming to \_\_\_\_\_ for a..... We have to meet up then. Do write back soon. I'm waiting for your reply.

Take care,

Love,

## Worksheet 6

Read and match the questions with the correct answers.

---

1. What did you do last Friday?
2. Where did you go?
3. When did you get back?
4. Where did you stay?
5. What did have for lunch?
6. What did he eat last night?

- I got back on Saturday night.
- I stayed with my parents.
- I went to see a cricket match.
- She had soup and sandwiches.
- I went to Dambulla.
- It was wonderful.

## 7. How was the weather?

I had Chinese food

Now answer the questions for yourself.

### Worksheet 7

Read the following features and put a tick (✓) if you find them in notes.

Feature	Note
11. Informal & short	
12. Formal but specific	
13. Date is required	
14. Date is noncompulsory	
15. Used for personal purposes	
16. Used for public awareness	
17. Salutation is necessary	
18. Audience is known	
19. Audience is known or unknown	
20. Writer should be mentioned	

### Task Sheet 8

Rearrange the sentences and write a note appropriately.

<div>25/09/2016</div> <div>Dear Nayani,</div> <div>Good Luck!</div> <div>Are you shifting to the new house shortly?</div> <div>Congratulations on your great achievement!</div> <div>I too started looking for a new apartment but couldn't find a appropriate one.</div> <div>Hope to meet you soon there.</div> <div>I was happy to hear the good news.</div> <div>Chamari</div>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### Task sheet 9

- (a) You received the following note from your friend. Write a reply. Use about 40-50 words.

Hansi,

We are going to have our annual get together next week. Groups were given different responsibilities. We have to prepare the invitation. Can you design an invitation card for our former principal? It's better to make a simple one. Let's meet tomorrow and finalize it.

Roshitha

### Task sheet 10

Read the following statements and identify the difference between a formal letter and an informal letter. Put 'IL' in front of the features of an informal letter and put 'FL' in front of the features of the formal letter.

Feature	FL (formal)	IL (informal)
Written for professional (official and business) communication		
Used for personal communication		
Written to a close friend or a relative		
Generally sent to a person we do not know		
Does not follow a strict format		
Follows a strict structure		
Written in formal, professional language		
Written in informal language		
Always use titles and surname of the recipient		
Always use the first name of the recipient as we are familiar with the recipient		

### Work sheet 11

Study the descriptions given below and name the parts of the informal letter given below.

## **Address**

Your personal address should be located at the top right corner of the page, since you do not always know if someone has your address in case they want to reply.

## **Date**

The date is usually located below your own address. Simply leave one line below open, and insert the date. The month, day and year are the normal thing to mention.

## **Body**

The contents of your letter should be written in a personal and friendly tone. However, it's important to adjust your use of language to the person you are writing to.

- In the first paragraph of your body, you should state your reason for writing.
- In the second and following paragraphs, expand on what you mentioned in the first paragraph.
- In the final paragraphs, you can make some concluding remarks.

## **Opening**

How do you address someone in English? This is fairly straightforward "Dear Richard,"

## **Signature**

- Best wishes..

## **Address**

Your personal address should be located at the top right corner of the page, since you do not always know if someone has your address in case they want to reply.

## **Date**

The date is usually located below your own address. Simply leave one line below open, and insert the date. The month, day and year are the normal thing to mention.

## **Body**

The contents of your letter should be written in a personal and friendly tone. However, it's important to adjust your use of language to the person you are writing to.

- In the first paragraph of your body, you should state your reason for writing.
- In the second and following paragraphs, expand on what you mentioned in the first paragraph.
- In the final paragraphs, you can make some concluding remarks.

## **Opening**

How do you address someone in English? This is fairly straightforward "Dear Richard,"

## **Signature**

- Best wishes.



Informal letter

The diagram illustrates the structure of an informal letter. It is enclosed in a large rectangular frame. In the top right corner, there is a redacted rectangular area. Below it, on the right side, is a smaller redacted rectangular area. On the left side, there is a redacted rectangular area. At the bottom left, there is a redacted rectangular area. The central part of the page is a large, empty rectangular area, representing the body of the letter.

Writing a simple composition

Brainstorm the ideas related to the topic.

