



English in Use - I

Teacher's Guide

Department of English Language Teaching
Faculty of Humanities and Social Sciences
University of Sri Jayewardenepura

NOT FOR SALE



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Preface

English in Use I is a comprehensive textbook designed by the Department of English Language Teaching of the University of Sri Lanka in collaboration with the York University, UK and the University of Central Lancashire, UK. This textbook aims at improving the general English language competencies in listening, speaking, reading and writing of the first-year students of the Faculty of Humanities and Social Sciences of the University of Sri Jayewardenepura in their first semester. The lessons are basically designed by following the *Input, Interaction and Output* model. It is now widely accepted that input is essential for language acquisition. In addition to input, interaction plays a crucial role in the process of second language learning. Output, or rather automatic natural output is the main pedagogical goal in learning a second language. Hence, it is clear that *Input, Interaction and Output* are three essential elements in L2 acquisition. Accordingly, learners are initially exposed to the target language elements by means of input (listening and reading), and next they are encouraged to interact with the peers and the teacher using the target language elements learned in controlled situations. Finally, opportunities are given to freely produce the language in the mode of speaking and writing. Lessons are not only designed on the basis of this theoretical assumption but also, they attempt to develop a real need among the learners to use English on a daily basis. Therefore, authentic lessons that are related to real life situations are used in this textbook.

This book has been a team effort with six material writers contributing their expertise under the leadership and consultancy of Dr Bimali Indrarathne of the University of York, United Kingdom, Dr Sharon McCulloch of the University of Central Lancashire, United Kingdom and Dr. Sujeewa Hettiarachchi of the Department of English and Linguistics of the University of Sri Jayewardenepura, Sri Lanka. We wish to thank Prof. Shirantha Heenkenda, the Dean, Faculty of Humanities and Social Sciences of the University of Sri Jayewardenepura, Mr. D.L.S. Ananda, the Head, Department of English Language Teaching of the University of Sri Jayewardenepura for his encouragement and administrative support and the AHEAD project coordinator, Prof. Sunethra Thennakoon for helping us print this book. The material design initiative was funded by the University of York, United



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Teachers' Guide provides step-by-step instructions on how to administer the tasks in *English in Use I, Students' Book*. Also, this *Teachers' Guide* provides scripts for listening tasks and answers for the questions in the students' book. Teachers are expected to creatively use the students' book and enhance the English language skills of the students.

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Unit 01

Lesson 01 (05 hours): Welcome to the University

Lesson 01: Task 01

Onion rings: Do this activity inside or outside the class. Ask the students to get into 2 circles. One big circle and a small circle within that. Students in the outer circle should face inside and students in the inner circle should face outside – then students in the two circles face each other. Ask students in the inner circle to move to their right. Then ask them to stop. Once you ask them to stop, students in the inner circle should stop and face the students in the outer circle –then they need to shake their hands and introduce each other. This can be done till the students receive practice on introducing each other.

You can ask them to say their name, where they come from, the subjects they are going to study and perhaps their hobbies. Do not give any prior practice. Let them talk freely.

Lesson 01: Task 02

Ask students to read the question first. Then, play the recording. Ask them to choose the correct answer. After the first listening, ask them to check their answers with a peer. Then, play the recording again, so they can check the answers. Elicit the answers at the end.

Tape script

Announcer: Good morning, Sir, I am from the media. We are going to make a documentary on your faculty to broadcast on your 61st anniversary so I would like to ask you some questions.

Dean: Oh! I will be happy to answer any of your questions. Please go ahead.

Announcer: Can you tell the history of your university?

Dean: Well, the history dates back to 1873. Earlier the university was known as the “Vidyodaya Pirivena” but later this was changed to the University of Sri Jayewardenepura.

Announcer: OK. What does FHSS mean?

Dean: FHSS stands for Faculty of Humanities and Social Sciences

Announcer: Who is the founder of the university?

Dean: There are two people namely: The Most Venerable Hikkaduwa Sri Suman-



gala Nayaka Thero and The Most Venerable Weliwitiye Soratha Thero. Venerable Hikkaduwe Sri Sumangala Nayaka Thero headed the Vidyodaya Pirivena, which was converted to Vidyodaya University and Weliwitiye Soratha Thero was the first vice-chancellor of the Vidyodaya University.

Announcer: How many students are there in your faculty?

Dean: Hmm there are around 3000 students in our faculty

Announcer: How many departments are there?

Dean: Currently there are 16 departments

Announcer: Can you briefly tell us about the types of degree programmes offered by the faculty?

Dean: There are 2 types of degree programmes, a special degree programme and a general degree programme

Announcer: So, in what mediums does your faculty offer degrees?

Dean: Both in Sinhala and English medium

Announcer: Thank you so much sir for spending your valuable time on behalf of this.

Dean: I would also like to thank you for doing this. I hope the documentary will be an amazing one!

Announcer: Of course sir! We will make the best out of this conversation. Thank you!

Dean: Thank you!

Lesson 01 Task 02 (Answer key)

1. C
2. A
3. A
4. C
5. B

Lesson 01: Task 03

Ask students to read the text and tick if the statements are true or false. Ask them to compare their answers. Then elicit answers. If they did not find correct answers, discuss why/how they missed the answers.



Lesson 01 Task 03 (Answer key)

A)

- a) True
- b) False
- c) False
- d) False

B).

- 1. In the Sumangala building
- 2. 2011
- 3. Two
- 4. a. huge b. established c. amazing

Lesson 01: Task 04

Meaning: Ask students to read the sentence and answer the questions. Discuss the answers. Discuss that we use *there is/there are* to show the existence of something.

Form: Ask students to individually do the underlining and then compare with another student. Elicit the answers. Then explain the form given in the Student's Book.

Lesson 01: Task 05

Ask students to work in pairs and underline the correct answers. Elicit the answers.

Lesson 01: Task 06

Ask students to complete the task individually and then compare the answers with another student. Elicit answers.

Lesson 01: Task 07

Ask students to complete the task individually and then compare the answers with another student. Elicit answers.

Lesson 01: Task 08

Ask students to go through the instructions and complete the task. Let them work on their own, do not give additional grammar help. Let them speak freely even if they make mistakes. Do not interrupt during the task. While they are doing the task, observe the mistakes they make related to there is/there are. After the task, give common feedback. There can be several other grammar mistakes, e.g. prepositions. Do not comment on the other mistakes. Focus only on there is/there are.



Lesson 01: Task 09

Ask students to go through the instructions and complete the tasks. Let them work on their own, do not give additional grammar help. After the task, first ask them to give peer feedback. Then collect their writing. Go through the writing and find the common mistakes made under there is/there are. Give common feedback. There can be several other grammar mistakes, e.g., prepositions. Do not comment on the other mistakes. Focus only on *there is/there are*.



Lesson 02 (05 hours): Where is the library?

Lesson 02: Task 01

Ask students to look at the map and write down the places they remember. You can do it as a game, the group who gets the most answers correct within the shortest time will win the game.

Lesson 02: Task 02

Ask students to read the question first. Then, play the recording. Ask them to choose the correct answers. After the first round of listening, ask them to check their answers with a peer. Then play the recording again, so they can check the answers. Elicit the answers at the end.

Tape script

Senior student: Nangi, where are you going this way?

First year student: I am having my lectures in the Basha Hall ayye, that is why I am walking through the Kase

Senior student: Oh, so you are a first year student, right?

First year student: Yes ayye

Senior student: So, do you know where Basha is?

First year student: I don't know actually but I think it is next to the Kele Kade canteen.

Senior student: No nangi, Basha is in front of the playground

First year student: Oh, is it? I also heard that lot of notices are displayed on the notice board in Basha

Senior student: Well, yes! Sometimes the students or the lecturers display important notices there. So, you must check the notice board regularly.

First year student: Thank you for the information ayye. It is a great help. I think now I will be able to find Basha without any problem

Senior student: Ok no problem. I have to hurry too. One of my friends is also waiting at the Basha entrance now. I will call him and tell him to help you just in case you need further help.

First year student: Thank you so much ayye! It is a big help.



Lesson 01 Task 02 (Answer key)

- Basha Hall
- Playground
- Kele Kade canteen.
- Kase

Lesson 02: Task 03

Ask students to read the text and find answers to the questions. Ask them to compare their answers. Then elicit answers. If they did not find correct answers, discuss why/how they missed the answers.

Lesson 01 Task 03 (Answer key)

1. Gangodawila, Nugegoda
2. 15km
3. Sunethradevi Pirivena
4. On the first floor of the faculty building
5. Behind the Faculty of Humanities and Social Sciences

Lesson 02: Task 04

Meaning: Ask students to read the sentences and answer the questions. Discuss the answers.

Form: Ask students to individually do the task and then compare with another student. Elicit the answers. Then explain the form given in the Student's Book.

Lesson 01 Task 04 (Answer key)

1. in
2. near, next to
3. in
4. in
5. on

Lesson 02: Task 05

Ask students to complete the task individually and then compare the answers with another student. elicit answers.

1. in
2. at
3. near
4. on



5. through
6. in front of
7. on
8. near
9. in
10. at

Lesson 02: Task 06

Ask students to look at the map in Task 1. Ask them to describe the place. They can do it with a partner. Encourage peer correction.

Lesson 02: Task 07

Ask students to go through the instructions and complete the task. Let them work on their own, do not give additional grammar help. Let them speak freely even if they make mistakes. Do not interrupt during the task. While they are doing the task, observe the mistakes they make related to *there is/there are* and prepositions of place. After the task, give common feedback. There can be several other grammar mistakes, e.g. tenses. Do not comment on the other mistakes. Focus only on *there is/there are* and prepositions of place.

Lesson 02: Task 08

Ask students to go through the instructions and complete the tasks. Let them work on their own, do not give additional grammar help. After the task, first ask them to give peer feedback. Then collect their writing. Go through the writing and find the common mistakes made under *there is/there are* and *prepositions of place*. Give common feedback. There can be several other grammar mistakes, e.g., tenses. Do not comment on the other mistakes. Focus only on *there is/there are* and prepositions of place.



Unit 02

Lesson 01 (04 hours): Describing people I

Lesson 01: Task 01

Make students work in groups. Elicit the words that they may pronounce wrong and drill. Add more words to the list.

Lesson 01: Task 02

Ask students to read the question first. Then, play the recording. Ask them to choose the correct answer. After the first listening, ask them to check their answers with a peer. Then, play the recording again, so they can check the answers. Elicit the answers at the end.

Tape script

Amali: Kavini what did you do on 31st December?

Kavini: Hmm.. Oh, I watched Ridi Reyak. It went on Hiru TV

Amali: Really? I watched it too. It was so entertaining, right?

Kavini: Of course, I finished all my work beforehand to watch it. I normally watch Ridi Reyak every 31st December. I am in love with those actors and actresses.

Amali: Me too! I never forget it. I also love to see how the actors and actresses dance and do all sorts of fun on stage.

Kavini: By the way, who got the best actor award? I couldn't watch that part.

Amali: Saranga Disasekara got it this time! Didn't I tell you that he will get it?

Kavini: Well, yes yes I remember! Anyway, I also love Saranga. He is so tall and handsome.

Amali: Of course! Also, he has a nice smile, right?

Kavini: Definitely! No wonder so many girls like him.

Amali: Also, he is fair in complexion. This is another reason why I like him.

Kavini: But he is old now, I guess. I also like his eyes. They are black.

Amali: Dinakshie Priyasad suits him right? She is also thin and short.

Kavini: Oh my! Her hair is long and wavy too. I just love it. Her skin is tan colour which suits her.

Amali: Did she also receive an award?



Kavini: Yes, she received the award for the upcoming actress.

Amali: She recently married him, and they live happily. It is good to see it.

Kavini: Good for them! Didn't you like Malani Fonseka's dance?

Amali: Why not? Her saree was so alluring!

Kavini: What is the time by the way? We have been sitting and talking in the canteen for quite a long time I guess. Let's buy something to eat and go to the boarding house.

Amali: Yes right? Ridi Reyak made us forget everything! It is 5.10 p.m now. We are a little late! Ok let's go now!

Lesson 01 Task 02 (Answer key)

1) Saranga Disasekara...

	True	False	Not Given
1. is tall	(√)		
2. is handsome	(√)		
3. is attractive			(√)
4. is charming			(√)
5. is fair in complexion	(√)		
6. is a person with blue eyes		(√)	

2. Dinakshie Priyasad.....

	True	False	Not Given
1. is thin	(√)		
2. is tall		(√)	
3. is beautiful			(√)
4. is playful			(√)
5. is tanned	(√)		
6. is talkative			(√)



Lesson 01: Task 03

Ask students to read the text and answer the questions. Ask them to compare their answers. Then elicit answers. If they did not find correct answers, discuss why/how they missed the answers.

Lesson 01 Task 03 (Answer key)

- e) handsome, tall
- f) acting
- g) Kandy

Lesson 01: Task 04

Meaning: Ask students to read the sentences. Discuss that we use adjectives to describe people's appearance.

Form: Ask students to individually do the underlining and then compare with another student. Elicit the answers. Then explain the form given in the Student's Book.

Lesson 01: Task 05

Ask students to work in pairs and complete the task. Elicit the answers.

Lesson 01 Task 05 (Answer key)

	1 st person singular and 1 st person plural	2 nd person singular and 2 nd person plural	3 rd person singular and 3 rd person plural
1. We are happy to see you smiling	(√) P		
2. She is so sensitive it seems			(√) S
3. I am an honest person			
4. They are so mean now			(√) P
5. You are so talkative, Mali	(√) S	(√) S	

Lesson 01: Task 06

Ask students to complete the task individually and then compare the answers with another student. Elicit answers.

Lesson 01 Task 06 (Answer key)

is, are, is, is, are



Lesson 01: Task 07

You can do this as a game. Give some time for students to think about a classmate and how to describe. Then, ask one by one to describe the person and the others have to guess. The student with the most number of guesses will win.

*If the lesson is done online, you can ask students to describe a famous person, not the classmates.



Lesson 02 (03 hours): Describing what people possess

Lesson 02: Task 01

Make students work in groups. Elicit the words that they may pronounce wrong and drill. Add more words to the list.

Lesson 02: Task 02

Ask students to read the instructions first. Then, play the recording. Ask them to choose the correct answer (a – d) and write it on the dots. After the first listening, ask them to check their answers with a peer. Then play the recording again, so they can check the answers. Elicit the answers at the end.

Tape script

- a) He has a beard and short curly hair.
- b) She has short hair and an oval face. She also has a long nose.
- c) She has long and curly hair. She also has beautiful teeth and a pretty smile.
- d) He has a moustache and short hair.

Lesson 02 Task 02 (Answer key)

1. b
2. c
3. d
4. a

Lesson 02: Task 03

Ask students to read the text and find answers to the questions. Ask them to compare their answers. Then elicit answers. If they cannot find correct answers, discuss why/how they missed the answers.

Lesson 02 Task 03 (Answer key)

1. straight
2. an actor
3. acting

Lesson 02: Task 04

Meaning: Ask students to read the sentences and answer the questions. Discuss the answers.



Form: Ask students to individually do the task and then compare with another student. Elicit the answers. Then explain the form given in the student material.

Lesson 02: Task 05

Ask students to complete the task individually and then compare the answers with another student. Elicit answers.

Lesson 02 Task 05 (Answer key)

	1 st person singular and 1 st person plural	2 nd person singular and 2 nd person plural	3 rd person singular and 3 rd person plural
1. My friend has a round face.			(√) S
2. We have a new house.	(√) P		
3. I have an expensive watch.	(√) S		
4. They have 3 dogs in their home.			(√) P
5. He has a pointed nose.			(√) S
6. Shashaya and Sanuki have straight hair.			(√) P
7. It has small paws.			(√) S
8. Tharindu has a good beard.			(√) S
9. Malani Fonseka has a very attractive smile.			(√) S
10. I have an iPhone.	(√) S		
11. Mala, you have attractive features.		(√) S	
12. She has blue eyes.			(√) S

Lesson 02: Task 06

Ask students to go through the instructions and complete the task. Encourage peer correction. Elicit answers.

Lesson 02 Task 06 (Answer key)

1. has
2. has



3. have
4. has
5. has
6. has
7. has
8. has
9. has
10. has
11. have
12. has
13. has
14. has
15. has
16. has
17. has

Lesson 02: Task 07

Students can do this in pairs. Give them some time to get ready to talk about possessions of their family/family members. Ask them to discuss with the partner. Encourage peer feedback.



Lesson 03 (04 hours): Describing people II

Lesson 03: Task 01

Make students work in groups. Elicit the problems they have so far in the two lessons completed. Discuss solutions.

Lesson 03: Task 02

Ask students to read the question first. Then, play the recording. Ask them to choose the correct answer. After the first listening, ask them to check their answers with a peer. Then play the recording again, so they can check the answers. Elicit the answers at the end.

Tape script

My name is Kasun. I am 10 years old. My family is an extended family. I have my mother, my father, my two siblings, my grandfather and my grandmother.

My mother's name is Geetha. She is 46 years old. She has black eyes and long black hair. She is friendly.

My father's name is Deepal. He is 48 years old. He is plump and short. He has brown eyes and black hair.

I have one brother and one sister. My brother is Sudesh. He is 15 years old. He is skinny. His face is round, and he has brown eyes.

My sister is Nadeeshani. She is 08 years old. She is chubby. Her face is round, and she has a pointed nose. She has straight hair.

My grandfather is 69 years old. He is skinny. His hair is grey, and his eyes are always pale.

My grandmother is 67 years old. She is skinny too. She also has grey hair, and her eyes are pale too.

Lesson 03 Task 02 (Answer key)

1. Kasun
2. Extended family
3. Geetha
4. Round
5. Pale



Lesson 03: Task 03

Ask students to read the text and answer the questions. Ask them to compare their answers. Then elicit answers. If they did not find correct answers, discuss why/how they missed the answers.

Lesson 03 Task 03 (Answer key)

		True	False
Mayuri's	1. mother is a housewife.	T	
	2. father is not tall and slim.		F
	3. father has a lot of work	T	
	4. dog is Timmy.		F
	5. grandparents are Dinapala and Nayana.	T	

		True	False
Samadi's	1. mother is kind and honest.	T	
	2. mother is unwise.		F
	3. mother cannot sing beautifully.		F
	4. father is a businessman		F
	5. brother is clever. His name is Asela.	T	

Lesson 03: Task 04

Meaning: Ask students to read the sentence and answer the questions. Discuss the answers.

Form: Ask students to individually do the underlining and then compare with another student. Elicit the answers. Then explain the form given in the Student's Book.

Lesson 03: Task 05

Ask students to work in pairs and complete the task. Elicit the answers.

Lesson 03 Task 05 (Answer key)

1. I am Shane. ...My..... home is in Galle.
2. Nuwani is a pilot. ...Her..... job is dangerous.
3. Jagath has got a sister. ...Her....name is Sandamali.
4. He likes bikes. ...His....bikes are fashionable.
5. Siumi and Sampath are friends. ...Their.....parents are friends too.



6. Kamal is at home, and ...his....dog is in the neighborhood.
7. We have a car. ...Our... car is expensive.
8. She is a teacher. ...Her.. teaching is excellent.

Lesson 03: Task 06

Ask students to go through the instructions and complete the task. Let them work on their own, do not give additional grammar help. Let them speak freely even if they make mistakes. Do not interrupt during the task. While they are doing the task, observe the mistakes they make related to *am/is/are, has/have, possessives and adjectives*. After the task, give common feedback. There can be several other grammar mistakes, e.g., tenses. Do not comment on the other mistakes. Focus only on what has been covered so far.

Lesson 03: Task 07

Ask students to go through the instructions and complete the tasks. Let them work on their own, do not give additional grammar help. After the task, first ask them to give peer feedback. Then, collect their writing. Go through the writing and find the common mistakes made under *there is/are, has/have, possessives and adjectives*. Give common feedback. There can be several other grammar mistakes, e.g., tenses. Do not comment on the other mistakes. Focus only on what has been covered so far.



Unit 03

Lesson 01 (05 hours): Visit to the library I

Lesson 01: Task 01

This task revises has/ have that the students learned earlier. Students can do the task as a game.

Give each student a pack of flashcards. The pack should have equal number of different kinds of nouns. For example, cat, hat, beautiful dress, a pair of shoes etc. Students can look at only their cards but not their friends' cards. In groups of five, students take turns laying any number of cards down on the table while making statements like "I have a cat, I have a pair of shoes" etc. and the first person with no cards left in his/her hand is the winner of the first round. Next, students can exchange the cards. After that, you need to guess the cards of others. For example, Sachini has a cat or pointing out that student "She has a cat".

Help the students if needed.

Lesson 01: Task 02

This task provides input of the target structure in the mode of listening.

Ask students to go through the questions and answer options. Then play the recording (Unit 3_Audio 1_Lesson 1 Task 2) and ask them to underline the correct answers.

Ask them to peer check the answers.

If students have got some answers wrong, play the recording again and ask them to check the answers again.

Elicit how they found out the answer. You can give the tape script to study if needed.

Tape script

Announcement to all readers of the National Library in Sri Lanka

I wish to inform you that we are compelled to temporarily restrict access to the National Library due to the prevailing health situation in the country. Also, I wish to remind you that the library will be closed on Fridays and Sundays until further notice. When you need to use the library again, please bring gloves for your safety.



You can contact us on 011 - 2450586 for more details.

Librarian

Lesson 01 Task 02 (Answer key)

1. b
2. c
3. b
4. b
5. a

Lesson 01: Task 03

After the listening activity, ask the students to read the notice in Task 3 in the student book and tick the relevant column. Then work in pairs and check the answers.

Lesson 01 Task 03 (Answer key)

	True	False
1. This is an overdue book notice.	✓	
2. The child has returned books on time.		✓
3. The notice is written by the librarian.	✓	
4. The child needs to return books before Tuesday.		✓
5. The child can check out new books without returning the overdue books.		✓

Lesson 01: Task 04

Meaning:

Get the students to read the sentence given in the Student's Book (Task 4).

Get them to answer the questions (Concept Checking Questions) given under the sentence individually after discussing with the partner.

Lesson 01 Task 04 (Answer key)

- (1). 1. The child
2. He
3. Doer



- (2). 1. Child's parents or guardian
2. No/ Object/ the receiver of the action

Get them to read the sentences given below and help them understand more.

He needs to return these overdue books to us before Thursday.

We thank you for your understanding and cooperation.

Show how/ where should subject pronouns and object pronouns be used. Explain to the students how/ where subject/ object pronouns are used.

A subject pronoun is a personal pronoun that is used as the subject of a verb. They are *I, We, You, She, He, It* and *They*.

An object pronoun is a pronoun that receive the action in a sentence. They are *me, you, him, her, us, it* and *them*.

Subject Pronouns	Object Pronouns
I	Me
You	You
He	Him
She	Her
It	It
We	Us
You	You
They	Them

Form:

Get the students to read the notice in Task 3 again and underline all the words that form the subject/doer/agent and circle the words that form object/receiver. Ask students to do this in pairs. Then compare their answers with another pair.

Get the students to read the following two sentences once again and see the use of subject pronouns and object pronouns in them. Elicit the structure from them.

Write down the following sentences on the board.



He needs to return these overdue books to us before Thursday.

We thank you for your understanding and cooperation.

Draw students' attention to the underlined subject and the object of the sentences.

Show students three more example sentences and let them notice that the subject pronouns are used in the subject space of a sentence and the object pronouns are used in the object space of a sentence.

The use of subject pronoun in a sentence

(Subject Pronoun +..... rest of the sentence.....)

I am a friendly girl.

You are a friendly girl.

We/ They are friendly girls.

She/ He is a friendly person.

Use of the object pronoun in a sentence

(Subject + verb +object pronoun.....)

My mother bought me a nice dress.

Our aunty always gives us good advice.

Your friend will help you to complete the work.

I will give them some money to buy books.

Lesson 01: Task 05

This task provides the controlled practice of the target language form and meaning in the mode of reading.

Make students read the story individually.

Then, get them work in pairs and complete the task.

Elicit answers.



Lesson 01 Task 05 (Answer key)

1. basket
2. Tharindu
3. mangoes
4. Tharindu
5. Tharindu
6. Tharindu
7. Tharindu
8. Tharindu
9. mangoes
10. Tharindu

Lesson 01: Task 06

This task provides the controlled practice of the target language form and meaning in the mode of reading.

Make students read the passage individually.

Then, get them work in pairs and complete the task.

Elicit answers.

Lesson 01 Task 05 (Answer key)

A

1. I
2. we
3. them
4. us
5. they



6. we
7. them
8. they
9. we
10. we
11. them
12. them

B

1. you
2. me
3. it
4. you
5. her
6. it
7. I
8. she
9. she

Lesson 01: Task 07

This task provides the controlled practice of the target language form and meaning in the modes of listening and speaking.

In this activity, students give their opinions about people, places and things they like and hate. First, ask all the students to write an answer (e.g., name of a singer) under each heading on the worksheet. Now, in pairs students ask their partner's opinion of the people, places and things under the headings using the question, "What do you think of....?". For example, "What do you think of Shihan Mihiranga?". Then, their partner replies "I like him. He is really good" using subject and object pronouns.



When everyone has finished, students give feedback to the class on the things they love and hate.

Help the students if necessary. You can do a demo using one of the phrases.

Lesson 01: Task 08

This task provides freer practice of the target language form and meaning in the mode of speaking.

Get the students to read instructions.

Ask Instruction Checking Questions (ICQs) to check their understanding about the activity.

- What are you going to discuss?

This can be done as a pair or group activity according to the level of the students. Get them to write down vocabulary they need beforehand if necessary.

Observe their discussions and provide common feedback if they make errors in the target language (subject/object pronouns).



Lesson 02 (05 hours): Visit to the library II

Lesson 02: Task 01

This task revises vocabulary that they have learned so far.

Put students into groups of 3. Ask them to make a list of vocabulary they learned on the course so far. Give 3 minutes. Then check which group has the longest accurate word list.

Lesson 02: Task 02

This task provides input of the target structure in the mode of listening.

Ask students to go through the questions and answer options. Then play the recording (Unit 3: Lesson 2: Audio 1_ Task 2) and ask them to underline the correct answer.

Ask them to peer check the answers.

If students have got some answers wrong, play the recording again and ask them to check the answers again.

Elicit how they found out the answer. You can give the tape script to study if needed.

Tape script

Student : Hello madam, how are you?

Librarian: I'm good. How are you?

Student : I'm fine madam. Thanks for asking. I'm searching a book here.

Librarian : What is the book you are looking for?

Student : An English language book which I can improve my reading skills.

Librarian : I suggest you to read Agatha Christie's books. You can find those books in this rack.

Student : Is this the literature section?

Librarian : Of course. Those books are in that section. Let me help you.

Oh! here you are. These are really good to improve your reading skills.



Student : Thank you madam. I also found a book written by Charles Dickens. I will borrow this book. Can I get them issued for a month?

Librarian : Are you going to borrow all these books at the same time? For that, you need to get a membership card issued for yourself.

Student : Alright madam. Do I have to pay for that?

Librarian : Yes, Rs.300/- for 6 months.

Student : OK madam. Please issue me a membership card.

Librarian : There you go.

Student : Thanks a lot madam.

Lesson 01 Task 02 (Answer key)

1. b
2. b
3. a
4. b
5. a

Lesson 02: Task 03

After the listening activity, ask the students to read the general instructions page for library users in Task 3 in the student book and tick the relevant column. Then work in pairs and check the answers.

Lesson 01 Task 03 (Answer key)

	True	False
1. Users can keep their belongings inside the library.		✓
2. The library provides paper to the users for note taking purposes.		✓
3. Users are requested not to disturb the sequence of arrangement of the books in the racks	✓	
4. Users do not have to keep their ID cards with them when they use the library.		✓
5. Users can not take reading materials outside without permission of the library staff.	✓	



Lesson 02: Task 04

Meaning:

Get the students to read the sentences given in the Student's Book (Task 4).

Get them to answer the questions (Concept Checking Questions) given under the sentences individually after discussing with the partner.

Lesson 01 Task 04 (Answer key)

1. Personal belongings
2. Personal belongings

Get them to read the sentences given below and help them understand more.

1. If not, the library will not be responsible for the reader's personal belongings. Therefore, please make sure to keep those belongings in the right place.
2. Users should bring small pads or loose sheets inside the library for note taking purposes. Please note that the library will not provide paper for that purpose.

Show the students how/ where demonstrative determiners are used. Explain to the students:

A demonstrative determiner is a determiner or a pronoun that points to a particular noun or to the noun it replaces. There are four demonstratives in English. The "near" demonstratives **this** and **these** and the "far" demonstratives **that** and **those**. **This** and **that** are singular demonstrative determiners and **these** and **those** are plural demonstrative determiners. A demonstrative determiner sits together with a noun: e.g. that car, this saree, those people, these trees etc.

Form:

Get the students read the general instructions for library users in Task 3 again and underline all the demonstrative determiners. Ask students to do this in pairs. Then compare their answers with another pair.

Write down the following sentences on the board.

The library will not be responsible for the reader's personal belongings.
Therefore, please make sure to keep those belongings in the right place.

Focus their attention on the underlined word.



Show the following four examples to the students and let them notice that a demonstrative determiner sits together with a noun.

This house is old but beautiful.

That house is old but beautiful.

These houses are old but beautiful.

Those houses are old but beautiful.

Lesson 02: Task 05

This task provides the controlled practice of the target language form and meaning in the mode of reading.

Make students read the four sentences individually and complete the task.

Elicit answers.

Lesson 01 Task 05 (Answer key)

	Near	Far
One	a). This	c). That
Two +	b). These	d). Those

Lesson 02: Task 06

This task provides the controlled practice of the target language form and meaning in the mode of reading.

Make students read the passage individually.

Then, get them work in pairs and complete the task.

Elicit answers.

Lesson 01 Task 06 (Answer key)

1. That
2. that
3. this
4. these
5. that



6. Those
7. this
8. that
9. that
10. this

Lesson 02: Task 07

This task provides the controlled practice of the target language form and meaning in the mode of reading.

Make students read the passage individually.

Then, get them to work in pairs and complete the task.

Elicit answers.

Lesson 01 Task 07 (Answer key)

1. this
2. This
3. That
4. That
5. This

Lesson 02: Task 08

This task provides the controlled practice of the target language form and meaning in the mode of speaking.

First, divide the class into two teams (Team A and Team B).

Then, ask a student from team A to come up to the board and draw a picture and appoint a student from team B to make a sentence on that. If the student from team B makes a correct sentence, the team earns 10 marks. Next, a student from team B comes to the board and draws something and appoints a student from team A to make a sentence on that. Like that the game continues.

For example, if the student from team A draws a picture of a rabbit, the student from team B can say “That is a rabbit” or “This is a rabbit”.

Help the students if needed.



Lesson 02: Task 09

This task provides freer practice of the target language form and meaning in the mode of writing.

Get the students to read instructions.

Ask ICQs to check their understanding about the activity.

- What are you going to write?
- How are you going to write it?

This can be done as an individual, pair or group activity according to the level of the students. Get them to write down vocabulary they need before starting writing.

After the task, ask them to do peer correction. Help if needed. You can check their answers and give common feedback on the target language use (demonstrative pronouns).



Unit 04

Lesson 01 (03 hours): How I spend my day

Lesson 01: Task 01

This task revises “*There is/ are*” statements that the students learned earlier. Students can do the task as a game.

Give each pair of students a living room picture and a set of word cards (living room items). Students place the living room picture face up on the table and the cards are shuffled.

Then students take those cards and make 5 statements about the picture. Students should make those five statements within 2 minutes and quickly read them aloud to the class.

Lesson 01: Task 02

Tape script

Hi! My name is Hiruni. I work as an area manager in a well reputed company. I usually wake up at 6 o'clock in the morning and make a cup of coffee. Then, I often scroll Facebook for some time and have a look at the newspaper. I generally spend about half an hour drinking coffee sitting in front of my computer. Then, I get ready to go to work. I normally reach my work place at around 8.30 a.m. When I get to work, I usually check my emails, talk to my employees and engage in what I need to do. I always take lunch around 1.30 p.m. I leave my office after 5.30 in the evening. I spend 2 hours at the gym and reach home after 7.30. Then, I bathe, take dinner, watch television for some time and often go to bed at 11 o'clock at night.

Lesson 01 Task 02 (Answer key)

- a) ✓
- b)
- c)
- d) ✓
- e) ✓
- f) ✓
- g)



Lesson 01: Task 03

This task provides input of the target structure in the mode of reading.

- A. Ask the students to read the description in Task 3 in the student book and tick the relevant column. Then work in pairs and check the answers.

Lesson 01 Task 03 (Answer key)

	True	False
1. I often take a bath early at the hostel.	√	
2. I always take my breakfast in the university canteen.		√
3. At the hostel, I often sleep in the afternoon.		√
4. I often start studying at 9.00 p.m.	√	
5. I usually watch TV after dinner.		√
6. I often go to bed at 11.30 p.m.	√	

1. Attends lectures
2. Goes to Viharamahadevi park with her friends

Lesson 01: Task 04

Meaning:

Get the students read the sentences given in the Student's Book (Task 4).

Get them to answer the questions (Concept Checking Questions) given under the sentences individually/ after discussing with the partner.

Clarify the meaning of the sentence – this talks about everyday/habitual actions.

Lesson 1: Task 04 (Answer key)

- (1). 1. Attend lectures
2. Yes
 3. Generally – this means usually
 4. Present
- (2). 1. No
2. Not very often/ Not as a habit
 3. Present
- (3). 1. Viharamahadevi park.



2. No
3. Sometimes
4. Present

Form:

Get the students read the passage in Task 3 again and underline all the verbs that describe habitual actions and circle all the words that indicate time of those action. Ask students to do this in pairs. Then compare their answers with another pair.

Get the students read the sentences once again and to work out the structure of the sentences. Elicit the structure from them.

Write down the following sentence on the board.

I often take a bath early at hostel.

Focus their attention to the base verb, explain with first person second person and plurals, we use the base verb in simple present tense, i.e., when we describe daily/habitual actions.

Then, explain that we use adverbs of frequency to indicate how often actions take place in daily life.

Show students another example of using adverbs of frequency and let them notice that the adverb of frequency is often used in between the subject and main verb of the sentence.

Lesson 01: Task 05

This task provides the controlled practice of the target language form and meaning in the mode of reading.

Ask them to fill in the blanks individually and check with a partner.

Elicit answers.

Lesson 1 Task 5: Answer key

1. usually get
2. sometimes go
3. often play
4. rarely play



5. never go
6. always accompany
7. like
8. occasionally bake
9. go
10. normally read
11. love
12. seldom watch

Lesson 01 Task 06

Ask learners to work in pairs and complete the activity. Observe while they speak and jot down the common mistakes they make in present simple first person structure. After they complete the task, elicit the common list of activities. Then, do a common feedback session on any errors you spotted.



Lesson 02 (04 hours): How others spend their day

Lesson 02: Task 01

Ask students to work in pairs and complete the task. Then, elicit the lists of activities. Ask them to explain the 5 new words/phrases that they found and their meaning.

Lesson 02: Task 02

This task provides input of the target structure in the mode of listening.

Ask students to go through the statements first. Then play the recording and ask them to tick what Ruwan does.

Ask them to peer check the answers.

If students have got some answers wrong, play the recording again and ask them to check the answers again.

Then ask, when the things happen (in the past, present or will happen in the future). Elicit how they found out the answer. You can give the tape script to study if needed.

Tape script

So, I'm going to tell you how my brother spends his day. My brother is Ruwan. He gets up at five in the morning every day, and then he goes to the gym. He is home by 6.00 a.m. Then, usually he shaves, showers, dresses, takes his breakfast and goes to work by 7.00 a.m. He works at a university. So, next he makes sure that everything he needs for the day is in place. Then he rehearses each lecture of the day in his mind. Then, he teaches his classes and marks students' books. He takes his lunch around 12.00 p.m. every day. After that, he goes to his lectures again. He helps students with their assignments, tests and research studies. He returns home around 6.00 in the evening. So, that's his daily routine.

Lesson 02 Task 02 (Answer key)

- a) ✓
- b)
- c)
- d) ✓
- e) ✓



- f) ✓
- g)
- h) ✓
- i) ✓
- J)

Lesson 02: Task 03

This task provides input of the target structure in the mode of reading. Ask the students to read the story and underline the correct answer. Then work in pairs and check the answers.

Lesson 02 Task 03 (Answer key)

- 1. b
- 2. c
- 3. b
- 4. c
- 5. a

Lesson 02: Task 04

Meaning

Get the students to read the sentence given in the Student's Book (Task 4).

Get them to answer the question (Concept Checking Question) given under the sentence individually/ after discussing with the partner.

Lesson 02 Task 04 (Answer key)

- a) gets up at.....
- b) Yes
- c) Yes

Get them to read the sentences given below and understand more.

His mother prepares tasty food for dinner.

He does his school homework.

Show how/ where **simple present tense** should be used. Explain to the students that the simple present tense is used to describe habits, unchanging situations, general truths and fixed arrangements.



Form

Get the students to read the passage in Task 3 again and underline all the sentences which talk about habits/ regular activities. Ask students to do this in pairs. Then, compare their answers with another pair.

Get the students to read the sentences once again and work out the structure of the underlined sentences. Elicit the structure from them.

Write down the following sentence on the board.

She follows her daily routine.

Draw their attention to the underlined verb.

Show students three simple present tense sentences and let them notice how the verb changes with singular subjects and plural subjects we use.

Do a comparison of 1st person, 2nd person and 3rd person sentences. Use the explanations given in student material (Task 4).

Also explain the use of adverb of frequency.

Lesson 02: Task 05

This task provides controlled practice of the target structure form in the mode of reading.

Instruct students to categorize the given sentences individually according to the subject of each sentence as given in the chart. Once they finish, they can check their answers with their friends. Do the first one as an example.

	1 st and 2 nd Person Singular and Plural and 3 rd Person plural	3 rd Person Singular
a) She loves to play netball.		√
b) My sisters water plants.	√	
c) Our daughter lives in Australia.		√
d) My father never lies.		√
e) We live in Perth.	√	
f) Mary enjoys cooking.		√
g) They like to eat ice cream.	√	



h) My friends speak English at work.	√	
i) You don't care for me.	√	
j) Our neighbors talk too much.	√	

Lesson 02: Task 06

This task provides the controlled practice of the target language form and meaning in the mode of reading.

Make students read the passage individually.

Then, get them to work in pairs and complete the task. Elicit answers.

Lesson 02 Task 06 (Answer key)

- 1) get
- 2) take
- 3) leave
- 4) works
- 5) walk
- 6) live
- 7) starts
- 8) like
- 9) feel
- 10) like
- 11) finishes
- 12) reaches
- 13) comes

Lesson 02: Task 07

This task provides controlled practice of the target language form and meaning in the mode of reading and listening.

Put the learners into groups of three. Give each group a dice.



Tell them that they are going to play a game. Ask each of them to take turns to throw the dice. They have to fill in the blanks in each situation. Please demonstrate how board game works. Ask to do peer correction.

Monitor the work. Give feedback and positively reinforce.

Lesson 02: Task 08

This task provides the controlled practice of the target language form and meaning in the mode of speaking and writing.

The students go through the items on the students' book, Task 08. Explain that they have to find classmates who have the habits mentioned in table. Ask them to use questions such as, "How often do you read novels?" "Do you?"

Now, ask students to go around the classroom asking the questions. When a classmate replies with the same adverb of frequency, the name of that student will be written in the appropriate column. They can also ask follow up questions if they want and write their answer in the "More information" column.

Tell the students that they can only have the same name once.

When everyone has finished, the students share their findings with the rest of the class on what they found out about their classmates.

Monitor the work. Give feedback and positively reinforce.

Lesson 02: Task 09

Make students work in pairs to complete the task. Ask them to give a brief description on university daily routine when they are presenting the mind-map.



Lesson 03 (03 hours): Our daily routines

Lesson 03: Task 01

This task revises simple present tense and adverbs of frequency that the students learned earlier.

Ask students to mime actions they do as a routine and the others have to guess. You can do this as a game. Divide the class into two teams. One team mimes a sentence, the other guesses. If they come up with an accurate sentence, they get a point. Declare the winner at the end.

Lesson 03: Task 02

Hello! My name is Anusha Perera, and this is how I normally spend my day. I usually wake up at 4.00 a.m. Then, I take a shower, take breakfast and always think about what I want to accomplish for the day. Next, I start working from 8.00 a.m. to 12.00 p.m. After that, I take lunch at 12.30 p.m. in the office. I conclude my work at 5.00. I come home, bathe, take dinner, clean the table, listen to music and finish the day. So, this is my daily routine on weekdays although it changes at the weekend.

Lesson 03 Task 02 (Answer key)

1. c
2. a
3. c
4. b
5. b

Lesson 03: Task 03

This task provides input of the target structure in the mode of reading.

Ask the students to read the story in Task 03 in the student book and tick the relevant column. Then work in pairs and check the answers.

Lesson 3 Task 1: Answer key

	True	False
Nimali is a doctor	√	
Nimali goes to work by train.		√
She usually gets up at 5.30 in the morning.		√



She usually watches TV for one hour.		√
After lunch, Nimali goes to the sports center.		√

1. She goes to the sports center.
2. At 8.30 p.m.

Lesson 03: Task 04

Meaning

Get the students to read the sentences given in the Student's Book.

Get them to answer the questions (Concept Checking Questions) given under the sentences individually after discussing with the partner.

Lesson 03 Task 03 (Answer key)

- (1) 1. By 6.15 in the morning
2. Yes
- (2) 1. At 12.15
2. Yes
- (3) 1. On Tuesdays
2. Yes

Form:

Get the students to read the passage in Task 03 and complete the task.

Ask students to do this in pairs. Then compare their answers with another pair.

Get the students to read the sentence once again and notice how/ where prepositions of time should be used in the underlined sentence. Elicit the structure from them.

Write down the following sentence on the board.

She arrives at the hospital by 6.15 in the morning.

Then, draw students' attention to the underlined preposition of time.

Show students three example sentences of using prepositions of time and let them notice that the prepositions of time are used with a specific time. For example, "at" is used for the time of day, "on" is used for days and dates, and "in" is used for longer time periods.



Show how/ where prepositions of time should be used. Explain to the students:

Prepositions of time are the words that allow you to discuss a specific time such as a date on the calendar, one of the days of the week or the actual time something takes place.

Explain that prepositions are something they have to deliberately learn because they do not occur in our L1s.

Lesson 03: Task 05

This task provides the controlled practice of the target language form and meaning in the mode of reading.

Make students read the passage individually.

Then, get them to work in pairs and complete the task.

Elicit answers.

Lesson 03 Task 05 (Answer key)

1. in
2. at
3. on
4. at
5. at
6. on
7. at
8. in
9. in
10. on
11. at
12. at
13. in
14. in

Lesson 03: Task 06

This task provides the controlled practice of the target language form.

Let the students complete sentences.

After the activity, discuss their rationale for choosing the answers.



Lesson 03 Task 06 (Answer key)

1. on
2. at, in
3. in
4. on
5. on
6. on
7. in
8. at
9. in
10. on
11. at
12. in

Lesson 03: Task 07

This task provides the controlled practice of the target language form in the mode of listening.

Give each student a set of time prepositions cards and have everyone stand up.

Next, call out time expressions at random. Each time the students hear a time expression, they hold up a matching time preposition card. If students hold up the wrong time preposition or are too slow, they are out of the game and must sit down.

The last student left standing wins the game.

Lesson 03: Task 08

This task provides freer practice of the target structure in the mode of speaking and writing.

Ask students to mingle and interview some classmates. Before they start, you can drill the questions. Ask them to make notes.

Monitor their discussions when they are conducting the interviews and check whether they take down notes.

They might find it difficult to use various types of questions at this proficiency level. Encourage them to use 'How often do you?' If they use L1 to ask questions, do not disturb.



Instruct them go through their notes and write down the description.

Next, encourage the students for peer correction. They have to identify the mistakes/ errors in the weekly routings and mark them in different colors.

Any noticeable mistakes of the target language have to be corrected at the end of the activity.

If students produce any additional language structures accurately or with mistakes relevant to the context, don't discourage them and correction of the mistakes of additional language should not be done at this point.

Then, display all descriptions and ask students to guess whose description each one is about.



Unit 05

Lesson 01 (05 hours): What is happening around us?

Lesson 01: Task 01

This task revises simple present tense that the students learned earlier. Students can do the task as a game.

One student should quickly stand and utter a verb and appoint another student.

Then, the appointee should stand and utter a simple present sentence using the given verb.

After uttering the sentence, he/she should quickly appoint another student and utter another verb.

After that the appointee should quickly stand and utter another sentence with the given verb using simple present tense.

Like that, the game continues for some time.

Help the students if needed.

When giving instructions, don't say that they need to make simple present sentences. Ask them to say something about they usually do or a routine activity using the verb.

E.g.: Say a sentence about something you usually do using the verb.

Lesson 01: Task 02

This task provides input of the target structure in the mode of listening.

Ask the students to go through the questions and answer options. Then play the recording (Audio 1_Unit 5_Lesson 1_Task 2) and ask them to underline the correct answers.

Ask them to peer check the answers.

If students have got some answers wrong, play the recording again and ask them to check the answers again.

Then ask, when the things are happening (in the past, now or will happen in the



future). Elicit how they found out the answer. You can give the tape script to study if needed.

Tape script

Mahen: Hello friend, how are you doing these days?

Hasitha: Hello Mahen, I'm doing good. Thank you. Why are you looking so sad?

Mahen : I'm not sad. I'm just tired because I'm studying hard for my final examination at college. How are your studies going on?

Hasitha: Well, I'm doing fine. I'm having a detailed revision of all the subjects.

Mahen: Great! What's happening with your French class?

Hasitha: Good. I usually attend the class twice a week, on Tuesdays and Fridays. I'm learning French well.

Mahen: Really? Happy to hear that. I'm also planning to follow a computer diploma next year.

Hasitha: Sounds great. Now I'm working at the library at weekends also. Do you know that?

Mahen: Wow! I didn't know that. How is your job?

Hasitha: I am enjoying working there. It's very quiet. I borrow a lot of books and read them whenever I am free.

Mahen: Nice. I'm thirsty now. Shall we have a cup of tea?

Hasitha: Alright. Let's go to the canteen.

Lesson 01 Task 02 (Answer key)

1. C
2. B
3. C
4. C
5. A

Lesson 01: Task 03

- A. After the listening activity, ask the students to read the story in Task 3 in the student book and tick the relevant column. Then work in pairs and



check the answers.

Lesson 01 Task 03 (Answer key)

	True	False
The main intention of the campaign is protecting nature.	√	
The secretary, Kasun Wijesinghe is not giving his support for the campaign.		√
Humans destroy nature.	√	
Kasun Wijesinghe is the chief organizer of the university nature club.	√	
According to the text, only animals are disappearing from nature		√
They are informing people about the dreadful results of destroying nature.	√	

1. Because people are throwing chemicals and rubbish into forests.
2. No
3. Plastic, polythene, used batteries and other dangerous materials

Lesson 01: Task 04

Meaning: This part of the task introduces the meaning of the target structure.

Get the students read the sentence given in the Student's Book (Task 4).

Get them to answer the questions (Concept Checking Questions) given under the sentence individually after discussing with the partner.

Lesson 01 Task 04 (Answer key)

1. Yes
2. Present

Get students to read the sentences given below and help them understand more by asking similar questions given under the first sentence.

Kasun Wijesinghe is giving his maximum support to everyone.

We are making humans aware of the gravity of destroying nature.

Show how/ where **present continuous tense** is used. Explain to the students:



The present continuous verb tense indicates that an action or condition is happening now, happening this time but not necessarily at the moment of speaking and may continue into the future.

Form: This part of the task introduces the form of the target structure.

Get the students to read the passage in Task 3 again and underline all the sentences which talk about actions happening now. Ask students to do this in pairs. Then, compare their answers with another pair.

Get the students to read the sentences once again and work out the structure of the sentences. Elicit the structure from them.

Write down the following sentence on the board.

Dasun is working hard on this project.

Draw their attention to the underlined verb.

Then, draw students' attention to the underlined subject and the verb.

Show students three more present continuous sentences and let them notice that the same helping verbs are not used with both singular and plural subjects.

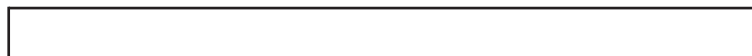
I am drinking

She/ He/ It is drinking

They are drinking

Simple present tense

Present continuous



I read a book.

I am reading a book.

He/ She/ It drinks milk.

He/ She/ It is drinking milk.

They draw pictures.

They are drawing pictures.



Lesson 01: Task 05

This task provides the controlled practice of the target language form and meaning in the mode of listening.

Tell the learners that they are going to listen to a recording (Audio 2_Unit 5_Lesson 1_Task 5).

Make students listen to the recording once.

Then, get them to work in pairs and fill in the blanks based on what they heard. Then, play the recording again and ask them to check their answers and fill in the missing ones.

Ask them to peer check.

Elicit answers.

Tape script

Hello, this is Rukshani Tharushika with “Let’s learn to Cook!” Welcome to the studios of Dish TV. We have with us today Chef Silva who will take us through the steps of making a very simple chicken curry.

The necessary ingredients are on your screen now. I will give a commentary of actions. If you follow what I say carefully, you will be able to make a delicious chicken curry.

The chef is putting oil into the pan. Now, the oil is sizzling. He is putting curry leaves, onions and garlic into oil. A delicious aroma is filling the studio. Now, he is adding the previously washed and cleaned chicken slices into the pan. Now, he is frying them slightly. He is adding the spices into the chicken, turmeric, salt, pepper, roasted curry powder and chilies. He is dissolving some tamarind in water and adding it to the oil. He is cutting some tomatoes and is adding them to the chicken. Now, he is covering the pan and letting the chicken cook for some time.

He is now scraping some coconut and getting the milk out of it. He is adding the coconut milk into the chicken and letting it cook over a slow fire. He is stirring the curry, turning over the chicken pieces. He is making sure that all the pieces are cooked well. Such a delicious smell is coming from the saucepan. After a little while, we will be able to taste a wonderful chicken curry.



Lesson 01: Task 06

This task gives controlled practice of the target structure meaning in the mode of speaking.

Put the learners into groups of four. Give each group a dice.

Tell them that they are going to play a game. Ask each of them to take turns to throw the dice. They have to say what is happening in each situation on the 'Snake & Ladder' card. Please demonstrate how snake and ladder game works. Ask them to do peer correction.

Monitor the work. Give feedback when necessary.

Lesson 01: Task 07

This task gives controlled practice of the target structure form and meaning in the mode of listening and writing.

Tell the learners that they are going to listen to a recording (Audio 3_Unit 5_Lesson 1_Task 7). Tell them that they are going to listen to what a family is doing. Then, ask to guess who the family members are.

Put the students into groups of three. Each group has one who listens to what the parents are doing, another who listens to what the children are doing and the other who listens to what the grandparents are doing. After listening for the first time, as a group they come up with sentences that describe what the family members are doing.

Then, they listen again and tick the sentences which are correct. The group with the most number of correct sentences is the winner.

Elicit the sentences and provide feedback.

Tape script

Today is Saturday. The Silvas are at home. Father is sitting on his favorite chair. He is enjoying a cup of coffee. Grandma is not drinking coffee. She loves tea, so she is having a cup of tea. There are three children. They are spending a relaxing evening. Kaveesha is playing with a little ball on the sofa. Nirosh is collecting stickers of famous cricketers. Upeka is writing some poems on her note book. She is using pens with different colors. Sheeba is their pet dog. It is sleeping on the floor. And where is mother? She is making a delicious dessert for everyone in the family.



Lesson 01: Task 08

This task provides the controlled practice of the target language form and meaning in the mode of reading.

Make students read the note individually.

Then, get them to work in pairs and complete the task.

Elicit answers.

Lesson 01 Task 08 (Answer key)

are having
is shinning
are sitting
eating
is standing
are ordering
is playing
is telling
are going
are waiting

Lesson 01: Task 09

This task provides freer practice of the target language form and meaning in the mode of writing.

Get the students to read instructions.

Ask ICQs to check their understanding about the activity.

- What are you going to write?
- Where are you at the moment?

This can be done as an individual, pair or group activity according to the level of the students. Get them write down vocabulary they need before starting writing.

After the task, ask them to do peer correction. Help if needed.

When giving feedback, focus only on present simple and present continuous (the structures that they have already learned). If they make mistakes in other grammatical structures, just ignore.



Lesson 01: Task 10

This task provides freer practice of the target language form and meaning in the mode of speaking.

Get the students to read instructions.

Ask ICQs to check their understanding about the activity.

- How are you going to create the poster?
- What are you going to draw/ paste?

This can be done as a group activity. Give them time to create the poster.

After creating the poster, they can present it to the class. Help if needed.

Do not give feedback while they are doing the task. Give feedback after the presentations. When giving feedback, focus only on present simple and present continuous (the structures that they have already learned). If they make mistakes in other grammatical structures, just ignore.



Lesson 02 (05 hours): Stating about definite and indefinite things

Lesson 02: Task 01 - Lead in task

This task is designed to get the students to revise vocabulary (nouns). Ask the students to guess and write down what his/ her friend might have in their wallet, bag, file or pocket. Then, ask the friend to tick off the things he/she actually has. Finally ask the students to explain why they would select a certain item if the opportunity was given to borrow one of the things the friend has.

Lesson 02: Task 02 - Providing Input

This task is designed to provide vocabulary input in the mode of listening.

Give sometime for the students to read the questions in task 2 in the students' book, and then play the recording (Audio 1_Unit 5_ Lesson 2_Task 2).

Tape script

Nishani: Hello Kavindya, Nishani here.

Kavindya: Hello! When did you return to Sri Lanka?

Nishani: I came back the day before yesterday.

Kavindya: I see. So how was your tour in Singapore?

Nishani: You know I love to travel abroad. Going to Singapore was an experience I would never forget. Everything is very cheap there. I bought so many things.

Kavindya: Oh really! What did you buy?

Nishani: I went to a department store. From their electronics store I bought a laptop, a tripod, a headset, an iPhone and a printer. Then I went to the clothes store and bought a T-shirt, a pair of denims, an umbrella and a lipstick.

Kavindya: Was the laptop expensive?

Nishani: No, I got an offer for it. I paid only Rs. 30,000 in Sri Lankan Rupees. But the iPhone was expensive there too.



Kavindya: You said you bought an umbrella?

Nishani: Haha yes! it is not the kind we usually have here. There is a switch on the handle, and you simply have to press it to open it.

Kavindya: That's cool. So, did you visit any interesting places?

Nishani: Yes of course. I visited Jurong Bird Park, and it was cool to see so many colourful birds. Then again, I went to China town too. Oh! I almost forgot to mention...I visited Universal Studios too.

Kavindya: Really? Wonderful. How long did you stay in Singapore?

Nishani: Four days. I stayed in a hotel near China town. Their food was cheap, and the rooms were clean.

Kavindya: You seem to have had fun. Come to my place tomorrow for dinner. We can talk more about your trip.

Nishani: Oh! I will be there. But one thing I learned in Singapore is that people enjoy a lot outside. They hardly stay inside. Many families and friends go out for picnics. So, instead of dinner, can we have a picnic for a change?

Kavindya: Good idea. Forget dinner. Come directly to the park near my place tomorrow afternoon. Invite your friend from the university too.

Nishani: You mean Parami?

Kavindya: Yes Parami!

Nishani: Sure! She would love to join us. We will meet tomorrow. Goodbye.

Kavindya: Bye

Lesson 01 Task 02 (Answer key)

- a. Singapore
- b. a laptop, a tripod, a headset, an iphone and a printer.
- c. a T-shirt, a pair of denims, an umbrella and a lipstick
- d. the laptop
- e. the iPhone
- f. to Jurong Bird Park, to China Town, to Universal Studios



Lesson 02: Task 03 - Providing input

Ask the students to read the text in pairs and answer the questions.

Lesson 02 Task 03 (Answer key)

- 1) Because they do not feel well/ because of travel sickness.
- 2) Bicycling
- 3) Advantage: Travelling by cars and motorcycles is faster. Disadvantage: they are expensive
- 4) Because it can take a lot of preparation to travel by plane.
- 5)
 - a. F
 - b. F
 - c. T
 - d. T
 - e. T

Lesson 02: Task 04 - Introducing meaning and form

Get the students to look at the answers they wrote for Task 2 and complete the table. Explain that they have to write the items (nouns) under the relevant word. Then ask them to read the tape script and the article in Task 3 and add more words to the table (Answers are not included here).

Answers:

A	An	The
eg: laptop	iPhone	Laptop
Tripod		iPhone
Headset		
Printer		
T-shirt		
Pair of denims		
Lipstick		

Help the students to understand the use of articles by discussing answers to the questions given below the table in the Student's Book.

Answers:

Why is **a** added before certain words? because those words are singular words and start with a consonant sound

Why is **an** added before certain words? because those words are singular words and start with a vowel sound



Why is **the** added? because the words before which **the** is placed were introduced to us before.

Explain the use of the indefinite articles (a/an) and the definite article (the) using the notes in the Student's Book. Accept any correct answer they provide as examples for the words that can be used with each article. Using the examples provided in the Student's Book, explain to the students the situations in which an article is not used.

Lesson 02: Task 05

This task provides controlled practice of the form of the target structure. Ask the students to fill in the blanks with a/and or the. If an article cannot be used, ask them to put "x" in the gap.

Lesson 01 Task 05 (Answer key)

- 1) a
- 2) the
- 3) a
- 4) a
- 5) the (explain that the definite article is used here because we are talking about a specific group of people in a specific country and not about people in general)
- 6) a
- 7) the
- 8) the
- 9) x
- 10) the (**the** is used because we are talking about the Chinese people in China: there can be Chinese people elsewhere too)
- 11) x
- 12) a
- 13) x
- 14) the
- 15) a
- 16) a
- 17) the
- 18) the
- 19) a
- 20) a
- 21) a
- 22) a
- 23) an



Lesson 02: Task 06

This task allows the students to use the learnt target structures with minimum guidance from the book or the teacher. The students have to complete this in groups. First group the students and give the two texts to groups. You may need to give the same text to more than one group. Ask them to analyse how articles are used in the text (why *a*, *an*, or *the* is used in a certain situation). Once their answers are ready, ask one person from the group to present the answer to the class.



Unit 06

Lesson 01 (05 hours): Understanding announcements

Lesson 01: Task 01

This task provides practice on the *present continuous tense* which they learned in Unit 5. Divide students into two groups. Each group need to take turns and mime something they are doing these days, something that's going on at the university/ country these days. The other team then say the correct sentence. The team with the most number of correct answers wins the game.

Lesson 01: Task 02

This task provides input of the target structure in the mode of listening.

Ask students to go through the questions and answer options. Then play the recording (Audio 1_Unit 6 Lesson 1 Task 2) and ask them to underline the correct answers.

Ask them to peer check the answers.

If students have got some answers wrong, play the recording again and ask them to check the answers again.

Elicit answers. You can give the tape script to study if needed.

Tape script

Affected train – Evacuation

Attention passengers: remove your headphones and pay attention to this announcement please. We need to evacuate this train because emergency breaks of the train are not working.

Everyone please walk calmly and carefully to the front of the train where trained agents will help you exit and explain what to do next. The train operator and I, along with other staff members, will be walking through the cars to help anyone who needs help to exit. We are trained to keep you safe. Do not leave the train on your own. We want to make sure you get home safely.

Lesson 01 Task 02 (Answer key)

1. b
2. c



3. a
4. c
5. b

Lesson 01: Task 03

After the listening activity, ask the students to read the list of instructions given in Task 3 in the Student's Book and underline the correct answer. Then work in pairs and check the answers.

Lesson 01 Task 03 (Answer key)

1. a
2. b
3. a
4. c

Lesson 01: Task 04

Meaning: This part of the task introduces the meaning of the target structure.

Get the students to read the list of instructions given in the Student's Book (Task 3).

Get them to answer the questions (Concept Checking Questions) given under the sentences individually after discussing with the partner.

Lesson 01 Task 04 (Answer key)

1. a) Select the type of account b) No c) No d) Give instructions.
2. b) Take the card b) No, c) No d) Give instructions.

Get them to read the sentences given and help them understand more.

Choose a type of transaction.

Enter the transaction amount.

Form: This part of the task introduces the form of the target structure.

Get the students to read the text in Task 3 again and underline all the sentences giving instructions. Ask the students to do this in pairs. Then, compare their



answers with another pair.

Get the students to read the sentences once again and work out the structure of the underlined sentence. Elicit the structure from them.

Write down the following sentence on the board.

Select the type of account.

Draw their attention to the underlined verb.

Then, show students that the imperative form of the verb is the same as its base form and you generally use the imperative verb at the beginning of the sentence/ clause.

Show how/ where verbs are used. Explain to the students:

You use verbs at the beginning of the sentences to tell someone to do something or not to do something, when you give advice, give instructions, invite and offer something. An imperative sentence does not have a subject. The pronoun “you” is implied.

(Imperative verb +.....)

Close your eyes.

Be quiet.

Return the book.

Lesson 01: Task 05

This task provides the controlled practice of the target language form and meaning in the mode of reading and listening.

Make students read the two dialogues individually.

Then, get them to work in pairs and complete the task.

Play the recording and ask them to do the corrections.

Lesson 01 Task 05 (Answer key)

(1). 1. go

2. turn



3. walk

(2). 1. go

2. turn

3. walk

Tape script

(1) Upe : Excuse me, can you help me? I want to go to the school.

Mali : St. Thomas Girls' School?

Upe : Yeah, that's right.

Mali : (1) Go straight down the road and (2) Turn to your left at the junction and (3) walk about fifty meters down the road. It is opposite the National Savings Bank.

Upe : Thanks a lot.

Mali : You are welcome.

(2) Nisha : Excuse me, how do I get to the Public Library please?

Nadee: Oh, sure. (1) Go hundred yards down this street and

when you get to Rahula Road, which is on the right

side, (2) turn to your left and (3) walk along

that road. The library is at the end of the road. You will

see the name board.

Nisha : Thank you very much. Sorry to have bothered you.

Nadee: No problem.

Lesson 01: Task 06

This task provides the controlled practice of the target language form and meaning in the mode of reading.

Ask the students to go through the items on the Student's Book, Task 6.

Ask the students to decide the place, who said, to whom and the function of each imperative sentence. The students' answers may vary. For example, look at the following imperative sentence.



Go to bed before 10.00 p.m. You have school tomorrow.

One student might say that this is said by mother while another student says it is said by father or grandmother.

Monitor the work. Give feedback and positively reinforce.

Following is a sample set of answers.

Imperative	Where (place)	Who said	To whom	Function/ Command/ advice etc.
Go to bed before 10.00 p.m. You have school tomorrow.	Home	Parent	Child	command
Get down at the bus halt opposite People's Bank. Walk straight for 50 meters and turn to your left at the junction. My house is opposite the grocery shop.	over the phone	Friend	Friend	giving direc- tions
Complete typing this document before 11.00 a.m.	a work place	employer/ boss/ man- ager	Typist	command
Pick up your white blouse lying under the bed immediately.	Home	Parent	Child	order
Stop talking and look at the board.	classroom/ lecturer	Teacher	Student	command
Switch off your mobile phones, please. We are going to take off in two minutes.	a plane	air steward	Passengers	giving in- structions
Rishan, clean the board please.	a classroom	Teacher	Student	requesting politely
Lend me your English notes please?	an educational institution	Student	Student	requesting politely
Finish this report within two hours and present it at the meet- ing with the directors.	work place	Boss	Employee	command
Make 10 copies of this report before 1.00 p.m.	a work place	Boss	office assistant	command



Lesson 01: Task 07

This task provides the controlled practice of the target language form and meaning in the mode of reading.

Make students read the passage individually.

Then, get them to work in pairs and complete the task.

Elicit answers.

Lesson 01 Task 07 (Answer key)

1. Go
2. Buy
3. Wash
4. Dry
5. Open
6. Take
7. Find
8. Cut
9. Put
10. Eat
11. Say

Lesson 01: Task 08

This task provides the freer practice of the target language form and meaning in the mode of speaking.

Give students some time to prepare. Then, ask them to do the task in pairs. After that, you can ask some of them to present their recipes to the class.

Monitor the work. Give feedback and positively reinforce.



Lesson 02 (05 hours): Asking Questions

Lesson 2: Task 1

Ask the given questions and make the students answer those questions. This will revise the previous knowledge of the students about the formation of -wh- questions.

Lesson 2: Task 2

This task provides input of the target structure in the mode of listening.

Ask the students to listen to the conversation between Sanduni and Mangala and answer the questions given in the lesson.

Tape script

Mangala meets her new next-door neighbour, Sanduni on a Saturday evening and begins a friendly conversation with her.

Mangala: Hi Sanduni! I am really glad that I've got a good neighbour like you.

Sanduni: Oh Mangala! That's great! Nice to meet you too.

Mangala: I often see you at the grounds. What are you doing there?

Sanduni: Ah! I am playing basketball. I am in the team in my workplace.

Mangala: Wow, that's great! How often do you play?

Sanduni: I practice twice a week with my teammates. So, how about you? What do you do at weekends?

Mangala: I usually do my marketing or watch a film with my friends.

Sanduni: Where do you go marketing?

Mangala: I go to the Nugegoda Super Market.

Sanduni: Do you go alone?

Mangala: I usually shop for groceries with my sister.



Sanduni: Oh, how nice! Maybe I can join you next time.

Mangala: Of course. By the way, what kind of films do you like to watch?

Sanduni: Normally, I watch romantic films, but I like science-fiction as well.

Mangala: Okay. It's really nice talking to you Sanduni. Visit us tomorrow if you are free. See you then. Bye.

Sanduni: Sure, I will. Bye.

Lesson 01 Task 02 (Answer key)

1) Say whether the following statements are true or false:

Sanduni plays basketball thrice a week with her teammates. **False**

Mangala seldom goes shopping during weekends. **False**

Mangala goes shopping with her mother. **False**

Sanduni loves to watch both romantic and science-fiction movies. **True**

2) Listen to the conversation again and make a list of questions that you heard in the conversation between Mangala and Sanduni.

- 1) What are you doing there?
- 2) How often do you play?
- 3) What do you do at weekends?
- 4) Where do you go on shopping?
- 5) With whom do you go shopping?
- 6) What kind of movies do you like to watch?

Lesson 2: Task 3

This task provides input of the target language in the mode of reading. Students have to read the questions and find the ones they came across in the dialogue.



Lesson 2: Task 3 Answer key

2, 3, 5, 6, 8

Lesson 2: Task 4

Meaning:

Ask the students to go through the dialogue again and identify the usage of Wh- questions.

This task focuses on developing -wh- questions. Let the students do the given activity to understand how to form -wh- questions according to the answers given in the task.

Form:

Explain them how Wh- questions are used in sentences.

We usually form *wh-* questions with *wh-* + **an auxiliary verb** (*be, do or have*) + subject + verb or

with *wh-* + **a modal verb + subject + verb:**

<i>Be: When are you leaving?</i>
<i>Do: Where do they live?</i>
<i>Have: What has she done?</i>

Lesson 2: Task 5

Ask students to make questions based on the sentences given.

Lesson 02 Task 05 (Answer key)

Make questions to get the underlined parts as the answers.

Sanduni practices basketball **twice a week** with her friends.



How often does Sanduni practice basketball with her friends?

Mangala usually watches a movie with her friends.

With whom does Mangala usually watch a movie?

Sanduni is playing basketball at the grounds.

Who is playing basketball at the grounds?

The teacher will cancel the presentation because she is not well.

Why will the teacher cancel the presentation?

She is staying at the women's hostel these days.

Where is she staying these days?

Lesson 2: Task 6

Ask the students to read the short passage on “*The Astrologer by Aesop*” and make -wh- questions for the given sentences.

Lesson 02 Task 06 (Answer key)

1) The astrologer spent the time gazing at the sky.

Who spent the time gazing at the sky?

2) He fell down and went into a hole which was full of mud and water.

What happened to him?

3) He cried for help because he was in a big trouble.

Why did he cry for help?

4) One evening he was walking along the open road outside the village.

Where was he walking along one evening?

5) The Astrologer observes the sky at night.

When does the astrologer observe the sky?



Lesson 2: Task 7

Encourage the students to answer the given questions on their own.

Lesson 2: Task 8

Speaking - Role-Play

This speaking task helps the students practice -wh- questions in daily conversations. Give them time to get prepared for the task and let them act it out.

Lesson 2: Task 9

Writing

Ask the students to imagine themselves as TV presenters and let them make questions on their own which can be used when interviewing a celebrity in any field.



Unit 07

Lesson 01 (03 hours): Prices I

Lesson 01: Task 01

This activity helps the students to revise imperatives. Ask the students to raise their hands if they need to give suggestions. Comment on the dos and don'ts they suggest.

Lesson 01: Task 02

This activity gives input of the target structure in the form of listening. Ask the students to listen to the dialogue between a TV presenter and a chef and write answers to the given questions. The students can be encouraged to complete the task in pairs. Discuss answers with the students.

Tape script

Presenter: Welcome to another episode of Anu's Kitchen. Today Anu is going to show you how to make a delicious cake. It is a jelly butter cake. Anu what do we need?

Anu: To make this cake we need a few things. First, you need ingredients for a butter cake. They are 4 eggs, some corn flour, 150grams of sugar, 250 grams of flour, some vanilla and 250 grams of butter. Now this cake is a special cake. So, we are going to add two more ingredients.

Presenter: That's great. I am excited about it. I have a question Anu. How many cakes can we make from the ingredients you mentioned?

Anu: You can make 1 cake.

Presenter: Ok, so what are the other ingredients that we need?

Anu: flavored gelatin and some milk

presenter: Ok, is that all we need?

Anu: Yes, those are the ingredients. Shall we start?

Presenter: Of course

Anu: First take a bowl and add the eggs, sugar and butter and beat well till the mixture is mixed well. Ok, now let's add the gelatin, vanilla and fresh milk. Continue to beat till the mixture has no lumps.

Presenter: Aren't we beating the flour?



Anu: No, no, we don't use a beater to mix flour. So, we add flour little by little and then mix them using a spatula. See how gently I am mixing the flour with the rest of the mixture? This is how you should mix. Ok, now the mixture is ready.

Presenter: That means it is ready for baking?

Anu: Of course. I have greased a pan and I am going to use it to bake my cake. Pour the cake mixture very slowly like this and spread it evenly in the pan. Now I am going to put the pan into my pre-heated oven. This will be baked in 180°C for 20 minutes.

Presenter: Hm, it smells delicious already.

Anu: Well, after baking for 20 minutes, our cake is ready now...here is the cake ready to be served.

Lesson 01 Task 02 (Answer key)

1. one cake
2. flavoured gelatin and some milk
3. a bowl
4. eggs, sugar and butter
5. a spatula
6. a greased pan
7. an oven/ a pre-heated oven
8. 20 minutes

Lesson 01: Task 03

This activity gives input of the target structure in the form of reading. Ask the students to complete the activity in pairs. Discuss answers.

Lesson 01 Task 03 (Answer key)

1. Seven flower plants
2. water lilies and fish
3. a bowl with sea sand
4. a comfortable bed, a mini fridge
5. milk, cheese, cooked pasta, cool water, chocolates and orange juice
6. dhal, mung beans, chickpeas and cowpeas



Lesson 01: Task 04

This part of the task explains the meaning of the target structure: countable and uncountable nouns.

Meaning:

1.
 - a. seven
 - b. yes

2.
 - a. yes
 - b. yes
 - c. no

3.
 - a. chocolates
 - b. milk, cheese, cooked pasta, cool water, orange juice

4.
 - a. a bowl of jelly, a carton of milk, two slices of cake, a loaf of meat, a packet of sausages and a bag of frozen fish (all the items)
 - b. all items can be counted

Form:

This part of the task explains the form of the target structure.

Ask the students to read paragraphs 1 to 3 and find answers. They can do this in pairs.

Answers:

1. house
garden
flowerpots
flower plants
ponds
water lilies
living room
coffee table
bowl
sofa



cushions
divan
curtain
master bedroom
bed
mini fridge
chocolates

2. fish
sea sand
milk
cheese
cooked pasta
cool water
orange juice

Uncountable nouns with units of measurements:

a bowl of jelly
a carton of milk
two slices of cake
a loaf of meat
a packet of sausages
a bag of frozen fish

Explain countable and uncountable nouns.

Lesson 01: Task 05



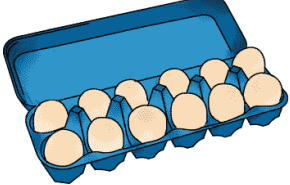



Ask the students to complete this task in pairs.

Countable	Uncountable
Camera	Flour
Shoes	electricity
Eggs	water
Toothbrush	Honesty
	furniture
	Jewelry
	Money



Lesson 01: Task 06

Ask the students to complete this task individually and check answers with a peer.

<p>1.</p> 	<p>a box of chocolates</p>
<p>2.</p> 	<p>a bag of oranges</p>
<p>3.</p> 	<p>a carton of eggs</p>
<p>4.</p> 	<p>a packet of biscuits</p>
<p>5.</p> 	<p>a jar of jam</p>
<p>6.</p> 	<p>a bottle of water</p>



Lesson 01: Task 07

Get the students to do this activity in small groups. Then ask two groups to work together and share lists. They can discuss the missing items, ask questions about why some items are on the list etc. Ask them to come up with a common list with reasons.



Lesson 02 (03 hours): Prices II

Lesson 02: Task 01

This task is designed to help the students to revise uncountable and countable nouns. Read the list below one by one and ask the students to follow the instructions given in the Student's Book.

orange

sugar

coffee

brick

building

necklace

milk rice

engine

train

book

wind

Lesson 02: Task 02

This activity gives input of the target structure in the form of listening. Ask the students to listen to the dialogue and complete the table. Get the students to complete the task in pairs. Discuss answers.

Tape script

Customer: Excuse me, I would like to buy some sugar and flour.

Salesman: Ok, madam. How many kilos of each do you need?

Customer: Two kilos of sugar and one kilo of flour. Do you have apples too? I need to buy a few apples.

Salesman: Yes. How many do you need?

Customer: Hmm, how much is an apple?



Salesman: One is Rs. 55. How many do you need?

Customer: Ok, I will buy four. I also need to buy a few oranges

Salesman: How many oranges do you need?

Customer: Two please. You have many vegetables here. They look fresh. I would like to buy some beans.

Salesman: A kilo is Rs. 400 madam. How much do you need?

Customer: Ok, I need to buy 250g. Do you have carrots?

Salesman: Yes madam.

Customer: Please give me 250g of carrots too.

Salesman: Sure madam. Anything else?

Customer: I also need some chicken.

Salesman: Yes, how much do you need?

Customer: I will buy 2 kilos of chicken.

Salesman: Ok, we have a lot of rice and cereals too.

Customer: I see. What do you have?

Salesman: We have imported basmati rice. Then we also have some red cowpea.

Customer: Well, I would like to buy a kilo of basmati please.

Salesman: Sure madam. Would you like to buy some dry green peas?

Customer: Hmm, no thanks. Oh, I almost forgot. Do you happen to have eggs? I need a lot of eggs for an almsgiving.

Salesman: Of course. How many eggs do you need?

Customer: 100 eggs please.

Salesman: Ok madam. Rs. 4,000 for the eggs.

Customer: I need a few red onions too.

Salesman: Ok, madam.

Customer: Well, that's all I need to buy. What is the total please?

Salesman: It would be Rs. 13,500.



Lesson 02 Task 02 (Answer key)

Some	A lot of	Many	A few
Sugar	Rice	vegetables	Apples
Flour	Eggs	eggs	Oranges
Chicken		oranges	red onions
red cowpea			
dry green peas			

Lesson 02: Task 03

This activity gives input of the target structure in the form of reading. Ask the students to complete the activity in pairs. Discuss answers.

Lesson 02 Task 03 (Answer key)

	T/ F
1. It is believed that food in supermarkets is very expensive.	T
2. Working people prefer to buy food from supermarkets.	T
3. Junk food is healthy.	F
4. Fried rice is an example for junk food.	T
5. Junk food is more expensive than homemade meals.	F
6. Many stores sell organic vegetables and fruits.	F
7. Store-bought vegetables and fruits are as bad as junk food.	T
8. Agriculturists suggest that we grow food at home.	T

Lesson 02: Task 04

This part of the task explains the meaning of the target structure: quantifiers.

Meaning:

1.
 - a. countable noun



- b. no
- c. yes
- 2.
 - a. uncountable noun
 - b. a large amount
- 3.
 - a. countable
 - b. a large number of people
- 4.
 - a. uncountable
 - b. an unspecified quantity
- 5.
 - a. countable
 - b. small number

Form:

This part of the task explains the form of the target structure.

Ask the students to circle the quantifiers as they appear in the text. The following quantifiers are in the text:

a lot of

many

some

a few

Ask them to analyse where these four words are used. After they discover, explain that quantifiers are added before the noun using the given examples.

Lesson 02: Task 05

Ask the students to add more words to the table in Task 02. Ask them to complete the task in pairs.



Lesson 02: Task 06

Instruct the students to complete the activity individually. Accept any appropriate quantifier.

Lesson 02: Task 07

Ask the students to make the list individually and discuss it with another student. They may use words used in Lesson 1 as well. Allow them to do so. Do not interfere. After the discussion, each pair can present what they discussed, and you can give feedback where necessary.



Lesson 03 (04 hours): Prices III

Lesson 03: Task 01

This activity helps the students to revise quantifiers. Ask the students to follow the instructions given in the Student's Book.

Lesson 03: Task 02

This activity gives input of the target structure in the form of listening. Ask the students to listen to the dialogue and answer the questions.

Tape script:

Seller: Hi, good morning. Can I help you, please?

Student: Hi, good morning. I want to buy a few things. Do you have water bottles?

Seller: We do. Here is the selection we have.

Student: This silver bottle looks nice. How much is it?

Seller: It is Rs. 700. Would you like to buy it?

Student: Oh, that is too expensive! Do you have anything cheaper than that?

Seller: Of course. What about this one? This is plastic. It is cheaper than the silver bottle.

Student: Well, how much is it?

Seller: It is Rs. 550.

Student: Great. I will buy it. I also need to buy a good dictionary.

Seller: Sure. This is the selection we have. These ones on the left are English-English dictionaries, and they are more expensive than the English -Sinhala dictionaries on the right.

Student: Well, how much does this Oxford Englis-English dictionary cost?

Seller: It costs Rs. 4500.

Student: Oh, really. Do you have pocket dictionaries?

Seller: I'm really sorry, pocket dictionaries are out of stock, but we can give you



this English-English mini dictionary. It costs Rs. 1600 only.

Student: That's great. I'll buy it.

Seller: Sure.

Student: Do you have staplers? I need to buy one.

Seller: Yes, we do. Here it is.

Student: These black ones are too large. Do you have smaller type?

Seller: How about this red one? It costs Rs.190.

Student: That looks handy. I will buy one. I also need to buy a pencil case.

Seller: We have these pencil cases. Would you like to buy this purple colour pencil case?

Student: Well, I like this cream one over here. It is more beautiful than the purple one. It is actually the most beautiful in the whole store, I think.

Seller: It is also the most expensive one we have because it is an imported pencil case.

Student: Really? How much is this?

Seller: It is Rs. 900. But, we can give you an offer.

Student: Oh, ok what is the discount you are offering?

Seller: 20%. So, we can sell it to you at Rs. 720.

Student: Oh thanks, I will buy it.

Lesson 03 Task 02 (Answer key)

1. Rs.700
2. It is too expensive
3. English-English mini dictionary.
4. Rs. 1600
5. It is too large
6. Red one
7. Rs.190
8. Cream colour pencil case
9. Because it is the most beautiful one in the whole store
10. It is an imported pencil case
11. 20%



Lesson 03: Task 03

This activity gives input of the target structure in the form of reading. Ask the students to complete the activity in pairs. Discuss answers.

Lesson 03 Task 03 (Answer key)

	T/ F
People go to developed countries to spend their vacation	F
Cosmetics made in the Netherlands are cheap	T
The UK has the healthiest breakfast cereal.	T
Everything is expensive in Singapore.	F
Electronic items in Singapore are the most expensive.	F
India has the most expensive sarees.	F
Cotton sarees made in India are comfortable to wear.	T

Lesson 03: Task 04

This part of the task explains the meaning of the target structure: comparative and superlative adjectives.

Meaning:

1.
 - a. two
 - b. no
 - c. yes
2.
 - a. two
 - b. yes
 - c. no
3.
 - a. no
 - b. yes

Form:

This part of the task explains the form of the target structure. Ask students to underline the words that compare two things, circle all the words which compare more than two things. Ask them to compare the two sets of words and see the differences.



Lesson 03: Task 05

Ask the students to complete the task individually. Discuss answers.

Adjective	Comparative form	Superlative form
Creative	More creative	Most creative
Enjoyable	More enjoyable	Most enjoyable
Popular	More popular	Most popular
Reputed	More reputed	Most reputed
Large	Larger	Largest
Careful	More careful	Most careful
Clean	Cleaner	Cleanest

Lesson 03: Task 06

Get the students to do this task in pairs. Accept any suitable answer.

Lesson 03: Task 07

Ask the students to write a short paragraph on the given topic and ask them to peer review the essays.



Unit 08 (10 hours)

Unsure occasions

Lesson 01: Task 01

This activity is to revise the previously learned countable and uncountable nouns.

Give these instructions. Imagine you are going to have a party tonight. Make a list of the most important things/ items you may buy for the party.

After making the list, divide the items into countable and uncountable nouns.

Eg: A bottle of vegetable oil

Some fire crackers

The group that finishes the task with the best list may win the game.

Discuss answers with the students.

Lesson 01: Task 02

This task provides input of the target structure in the mode of listening.

Ask the learners to go through the questions and answer options first. Then ask them to listen to the story and choose the answers.

Ask them to peer check the answers.

If students have got some answers wrong, play the recording again and ask them to check the answers again.

Tape script

Hello, my name is Malithi, and I'm a graduate student from the Faculty of Humanities and Social Sciences. I am expecting my teaching appointment. Probably, I might get a government school from my area. I want to be a teacher because I like teaching students. Getting teaching appointments could be hard because there is a huge competition nowadays. You may have to study hard for the examination, and you might have to spend sleepless nights to achieve your target. You might not



need knowledge about maths or science, but you need English to pass the placement test. Because of that reason, you have to learn English well. Now that I'm working in a Montessori, I have more time to spend with the kids, talk with them and spend a happy time, but probably I may have to leave the place soon because of the new appointment.

Nowadays, I rarely have time to go shopping but I still have time to talk with my friends. I could still chat and spend time with my close friends, because they come online at night. In the future, I might not have time to engage in my leisure time activities. But overall I'm having a good time these days.

Lesson 01 Task 02 (Answer key)

1. c
2. b
3. a
4. b
5. c

Lesson 01: Task 03

This task provides input of the target structure in the mode of reading.

Ask the students to read the story in Task 3 in the Student's Book and tick the relevant column following the example. Then, work in pairs and check answers. Elicit answers and give feedback.

Statement	True	False
1. Mahela has not yet come to take lunch	√	
2. Mahela might feel sad about making his friends wait for him	√	
3. Mahela might get late because of the heavy rain		√
4. Mahela could not join others because of the heavy traffic	√	
5. Kamal might order food for the others		√



Lesson 01: Task 04

Meaning:

This part of the task introduces the meaning of the target structure. Get them to answer the questions (Concept Checking Questions) given under the sentence individually/after discussing with the partner.

1. a) no b) sometimes c) no
2. a) yes b) yes c) no

Get them to read the two sentences given below and help them understand more. You can ask CCQs as in the previous example for these two sentences too.

- He may/might be late.
- He is late.

“He is late” emphasizes that the person is already late to come. But, in “he may/might be late”, there is a possibility and a reason for him to be late.

Form:

This part of the task introduces the form of the target structure.

Get the students to read the story in Task 3 again and ask them to underline the words that express uncertainty. Discuss answers. Ask them to analyse the sentences with underlined words and find the structure of the sentences. Discuss answers. Then explain the structure given in the Student's book.

Lesson 01: Task 05

This activity provides controlled practice of the target structure form in the mode of listening. Ask the students to listen and complete the task. Ask them to compare their answers with a partner.

Tape script

Hello students, Today, I will explain the important things that may take place during the first few days of the semester.

First, all the students are welcomed by the Dean of the Faculty. On the second day, there is an orientation programme for the new comers. As a part of the orientation programme the departments are introduced. On the third day, there can be a placement test in the morning to divide the students into classes. After the placement test, there is a VIVA test. The tests might take a few days to complete.



There may be a talent show during this time. When the semester starts, the course coordinators of different subjects may introduce the course content of the subjects. You are requested to register for the subjects after that session. Next, your seniors are expected to welcome you all for the new departments. The closing ceremony might take place after all these things. If you have any questions, you could meet the faculty coordinator and student representatives at the faculty office. You can meet the subject lecturers for any further clarifications.

Answers

Welcome by the Dean	
Orientation programme	
Placement test	√
VIVA test	
Talent show	√
Subject introduction by the course coordinators	√
Registration for different subjects	
Department welcome by the seniors	
The closing ceremony	√

Lesson 01: Task 06

This activity provides controlled practice of the target structure form in the mode of speaking. Ask the students to engage in the game with the teacher.

Ask the students to read the lines in their friend's palm and make predictions about their future based on the information given in the Student's Book. You can do a demo if needed.

Here are some examples of sentences they could use:

“Your ‘life line’ is long, so you might/may have a long and healthy life.”

“Your ‘love line’ is curved, so you may/could have a successful love life but it will be an arranged marriage.”

Lesson 01: Task 07

This task provides freer practice of the target language form and meaning in the mode of speaking and writing. Get the students to read the instructions. Ask ICQs to check their understanding about the activity.



After the task, ask them to do peer correction. Help if needed. Finally, ask them to present their answers to the class.

Lesson 01: Task 08

This task provides freer practice of the target language form and meaning in the mode of speaking and writing.

Get the students to read the instructions. Ask ICQ s to check their understanding about the activity.

- What do you think that might happen to the university education in the future?
- What could you do to do your studies well?

This can be done as an individual, pair or as group activity according to the level of the students.

Help the students to write down the vocabulary they need before starting writing.

After the task, ask them to do peer correction. Help if needed.



Unit 09 (10 hours)

My future

Lesson 1: Task 01

This activity is to revise the previously learned lesson on unsure occasions.

Ask the students to play the game with the teacher.

Set a time for 5 minutes.

After five minutes, ask them to exchange the lists and peer mark. You can monitor and help.

Task:

Imagine that you will win a lottery one day. Make a list of things you might do if you win the lottery. Each and everything you might do should have a reason.

After making the list, share your ideas with other groups

E.g., I might use half of the money to help poor people in the country

Reason- The government is not helping the poor.

Lesson 1: Task 02

This task provides input of the target structure in the mode of listening.

Ask them to listen and complete the task given in the Student's Book.

Ask them to peer check the answers.

If students have got some answers wrong, read the text again and ask them to check the answers again.

Tape Script

I am Saman Gunarathne from the University of Sri Jayewardenepura. Today, I am here to talk about the things I will do after I graduate from the university. First, I will continue to follow the next level in the HR course I followed at IPM.



While following the HR course, I will also follow a good English course that could improve my speaking skills. Since I can read and write in English, I will also continue to read more English books. In the meantime, I will also look for a job that would match with the degree I have obtained. In finding a job I will specially see whether my weekend is free. During the weekends, I will go on trips and hikes and will enjoy my life to the fullest. I will also buy a small motorbike for my daily usage. For that, I will try to find a part time job for the moment. These are some of the things I am going to do soon after I graduate. The other things will depend on the time and opportunities I get.

Lesson 01 Task 02 (Answer key)

will continue to follow the next level of the HR course.

will follow a good English Course.

will read more English books.

will look for a job.

will go on trips and hikes.

will also buy a small motor bicycle.

Lesson 1: Task 03

This task provides input of the target structure in the mode of reading.

Ask the students to read the story in Task 3 in the Student's Book and tick the relevant column following the example. Then, work in pairs and check answers. Elicit answers and give feedback.

Lesson 01 Task 03 A (Answer key)

Statement	True	False
1. Kithmini will work in a foreign country as a teacher to get a good salary	√	
2. Kithmini will learn English to work in a private school		×
3. Kithmini will start a business of her own as soon as she graduates		×



4. Kithmini will build a big house with a pool in the yard	√	
5. Kithmini will not look after her parents.		×

Lesson 01 Task 03 B (Answer key)

1. a pilot, a president, a doctor
2. because it will give her challenges to work and earn more money
3. to buy 2 or 3 shops and run them
4. for her children to play
5. take her family to visit other countries in the world

Lesson 1: Task 04

Meaning: This part of the task introduces the meaning of the target structure.

Get the students to read the sentences given in the Student's Book (Task 4). Then, ask them to read it and answer the questions (in pairs).

When they finish, ask to compare the answers with another pair.

Discuss their answers and explain if the meaning is unclear to them.

Lesson 01 Task 04 (Answer key)

A: 1. no, 2. no, 3. future

B: 1. no, 2. yes, 3. not 100% certain

Explain that we use 'will' to talk about future events, activities etc.

Form: This part of the task introduces the form of the target structure.

Ask them to go through the text in Task 3 again and underline all the sentences which talk about future events/activities. Make learners figure out the form on their own. While they are doing it, you can monitor and help them.

Elicit answers.

Then, explain how to use 'will' in the sentences. You can draw their attention to



the previous lesson on modal verbs (may, might etc.) and show that this also has the same structure. Also, explain that 'may' is stronger than 'might', and 'will' is stronger than 'may.'

Lesson 1: Task 05

This task provides controlled practice of the target language form in the listening mode.

Ask the students to go through the list of activities.

Play the recording once and ask students to tick the activities Kalpana will do in her holidays.

Ask the students to compare answers in pairs.

If they do not agree or have not got all correct, play the recording again. Ask them to check the answers.

Elicit why they ticked the options.

Tape Script

I will go to the beach with my friends and will spend the weekend in a hotel near the sea. I am not going to visit any place since I need a break. I will also start writing a novel to be published in the future. I will also buy a novel to read when I get bored. I also like to watch films. So, I will watch some horror movies as well.

- | | |
|------------------|---|
| 1. go to beach | √ |
| 2. visit places | |
| 3. write a novel | √ |
| 4. buy a novel | √ |
| 5. buy clothes | |
| 6. watch films | √ |



Lesson 1: Task 06

This task provides controlled practice of the target language form and meaning in the mode of writing.

Ask the students to play the game as per the instructions given below. See whether the winning team has got all the sentences correct.

Monitor and help them continue the game.

After the activity give feedback

Task:

Imagine these are the things people will do by looking at the clues given in the picture.

Write 18 sentences, and the one who finishes writing the correct 18 sentences first will win the game.

Now, present your answers to the class

Lesson 1: Task 07

This task provides controlled practice of the target language form in the mode of reading.

Ask the students to fill in the blanks with the appropriate verbs in the brackets. After they finish the activity, check the answers and give them the necessary feedback.

Lesson 1: Task 08

This task provides freer practice of the target language in the form of speaking.

Ask the students to read the instructions carefully, discuss in groups and share their ideas.



Unit 10 (10 hours)

My achievements

Lesson 01: Task 01

This task revises previously learned language.

Make groups of three.

Ask students to come up with a list of vocabulary related to future activities.

Set a time for 3 minutes.

After three minutes, ask them to exchange the lists and peer mark. You can monitor and help.

Choose the group which has the longest list of correct words.

Get students make sentences using the words in the list. This aims to revise 'will' to talk about future events/activities. Students have already learned this structure.

Elicit some sentences and provide feedback.

Lesson 01: Task 02

This task provides the target language input in the mode of listening.

Ask the students to read the questions first. Then, play the recording and ask them to listen and choose the correct answers.

After the first listening, ask them to peer correct and elicit answers. If they struggle, play the recording again to check the answers.

Tape script

Listen to the speech of Prof. Sunil Ariyaratne about his achievements in life.

Good morning, ladies and gentlemen and dear students, I like to share with you some of my achievements in life. I have learnt how to handle success and failures throughout the career.



In my life, I have had many experiences and achievements. I graduated from the Vidyodaya and obtained a Sinhala Honours degree with a first class in 1971. I started my career as a temporary lecturer at the University of Kelaniya, later moved to the University of Jaffna to do lecturing on part time basis. Then, I joined the University of Sri Jayewardenepura as an academic and continued my career.

Further, I have worked as a researcher, poet, lyricist and a film director. I have published some books, inscriptions, historical novels and poetry books. Not only that but also I have directed a lot of films and scripted songs as well. These are a few details about my achievements. I think these achievements are due to the hard work and experiences in my life. Finally, I would like to thank all the people who helped me to build up my life. Wishing you all the best! Thank you.

Lesson 1: Task 02 Answer key

1. A
2. C
3. B
4. C
5. C

Lesson 01: Task 03

This task provides target language input in the mode of reading.

Ask the students to read the story in Task 3 in the Student's Book and tick the relevant column following the example given. Then, work in pairs and check answers.

Elicit answers and give feedback.

Lesson 1: Task 03 Answer key

Statement	True	False
1. Mark Zuckerberg has already developed Facebook.	√	



2. He has given up some goals.		√
3. Zuckerberg has never worked as a programmer prodigy.		√
4. He has stopped developing features in Facebook		√
5. He has received a lot of awards for his service.	√	

Lesson 01: Task 04

Meaning:

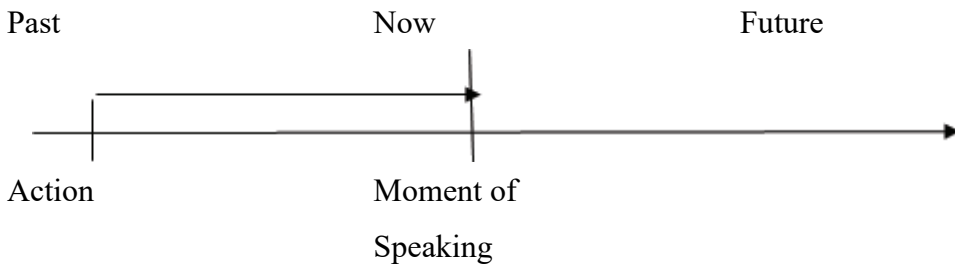
This part of the task introduces the meaning of the target structure, *present perfect tense*.

Get the students read the sentence given in the Student's Book (Task 4).

Get them to answer the questions (Concept Checking Questions) given under the sentence individually/after discussing with the partner.

Lesson 1: Task 04 Answer key

- A lot of goals
- In the past
- Yes



Action Started

Has achieved

Has started

Zuckerberg has achieved a lot of goals in his life.



Use the **timeline** to show how/where present perfect should be used. Explain that we use this structure to discuss actions which happened in the past and has effect on the present moment.

The **present perfect tense** is **used** when talking about experiences from the past, a change or a situation that has happened in the past, but has consequences in the present. This **tense** is an important part of English **grammar** since it demonstrates that actions or events in the past have an effect on the **present** situation.

Present Perfect tense formation.

Third person singular pronouns/nouns + Verb past participle

He has + achieved

She has + achieved

It has + achieved

Amal has + achieved

The child has + achieved

Form

Subject + have/ has + past participle verb

I + have + achieved

I have created

Plural Pronouns/ nouns + Verb past participle

We have + achieved

You have + achieved

They have + achieved

Children have + achieved

Discuss some examples with the students.



Lesson 01: Task 05

This activity provides controlled practice of the target structure form in the mode of listening.

Ask the students to go through the list of activities.

Play the recording once (Unit 10_Task 5).

Ask them to compare their answers with another student.

Then, play the recording again and check if the answers are correct.

If the students struggle, you can show the tape script and analyze the sentences.

Then, play the recording again to see if students can hear everything clearly.

Tape script

Nisha, who is in her mid-twenties, has developed photography as her hobby. Although she started photography as a spare time task, now she has thought to follow it professionally. Therefore, she has started to follow a professional course in photography. Further, she has captured a variety of natural sceneries while engaging in field trips. But she has not held any photography exhibitions yet. However, she has already started collecting photos for an exhibition. Finally, Nisha has developed her career in photography.

Lesson 1; Task 05 Answer key

1. ✓
2. ✓
3. ✓
4. ✓
5. X

Lesson 01: Task 06

This task provides controlled practice of the target language form in the mode of reading.

Make students read the dialogue individually.



Then, get them to work in pairs and circle the verbs.

Elicit answers.

Lesson 1 Task 6 Answer key

1. Have.....(you start/ you started / do) your internship?
2. I(have already started/ have already start / has already started) my internship at ABC company.
3. I(not planned / have not planned/ has planned) yet .
4. I think, you(have created/ has created/ creating) a CV.
5. Have you ever(face/ faced/ facing) an interview?

Lesson 1: Task 07

This task provides freer practice of the target language form and meaning in the mode of speaking.

This is a pair activity.

Check whether all are involved in the activity.

Get them to do the activity after discussing the vocabulary which they need (in groups.)

Focus on their creativity and vocabulary they have used in speaking.

Lesson 1: Task 08

This task provides freer practice of the target language form and meaning in the mode of writing.

Get the students to read the instructions.

This can be done as a group activity according to the level of the students.

Give the beginning of the description. Get them to write down the vocabulary they need before they start writing.

After the task, ask them to do peer correction. Help if needed.

Choose the best paragraph and show why it is the best.



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