



# English in Use - II

## 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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## List of Contributors

### Writers

Ms. L.Y.K Medis

Ms. Githma Premakumara

Ms. I.A Kodikara

Ms. Bimba Wijayarathna

### Editors

Ven. Dr. Dodamgoda Sumanasara

Ms. Githma Premakumara

### Consultants

Dr. Bimali Indrarathne

Dr Sharon McCulloch



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## Unit 01- What I Usually Do and What I am Doing These Days

### Unit 01: Task 01

Before providing input of the target language, give students some space to think about what the lesson is going to be about. This activity is designed to keep the students interested and motivated to learn the target language and to prepare them for the input task.

Students might have different answers, ask them to present them to the class.

### Unit 01: Task 02

*Tape script*

**Sudesh:** Hey Tharindu, congrats on your new home. I'm so sorry I couldn't come to your housewarming party. So, did you take any photos?

**Tharindu:** No problem Sudesh! Thanks. yeah, I think I have some in my phone.... here's me with my family. That's my wife Nirosha...my two daughters and my son.

**Sudesh:** Yeah, I know Nirosha and your kids. And who is that charming lady reading a book?

**Tharindu:** That's Nirosha's mother.

**Sudesh:** What about the gentleman with a nice smile? He looks jovial!

**Tharindu:** That's Nirosha's father...They live in Kandy with aiya, but they are staying with us for a couple of weeks. Nirosha's mother works in a bank and her father is not working these days.

**Sudesh:** Oh nice, and what's your sister, Gayani, doing these days?

**Tharindu:** She's working in her husband's flower shop at the moment. She enjoys working with flowers all day and is making people's days brighter with beautiful flower bouquets.

**Sudesh:** Oh, good for her.

**Tharindu:** And these are my grandparents.

**Sudesh:** How old are they?



**Tharindu:** They are in their seventies.... getting quite old.

**Sudesh:** They look very active though!

**Tharindu:** Yeah, they're healthy and active for their age.... They wake up early in the morning and do gardening everyday as a practice.

**Sudesh:** That's brilliant. Oh, is that Gayani's daughter with her?

**Tharindu:** Yes, that's Yohani.... such a sweet girl.

**Sudesh:** Yeah, I remember her when she was very small.

**Tharindu:** And this is Shali, my elder daughter, sitting next to me.

**Sudesh:** What's her school? My daughter goes to Devi Balika.

**Tharindu:** She goes to Musaeus.... younger one goes to the same school.

**Sudesh:** What about your son?

**Tharindu:** He is still going to St. Thomas' college, Kotte. He couldn't pass his scholarship examination, but I'm trying to send him to Ananda. I'm working on it these days.

**Sudesh:** Oh, that's good. The photos look lovely.

**Tharindu:** Why don't you join me for dinner tonight at my place?

**Sudesh:** Oh, thank you very much for the invitation. Will surely come!

- Please note that students have learned these two structures in the first term, but in isolation. In this lesson, we show them how these two structures occur simultaneously within the same contexts. Language used at this level (when structures are combined) is more complex.

Unit 01 Task 02 (Answer key)

- a. Let students listen to the recording for the first time. Then, ask them to check answers to task 01. Put them into pairs and ask to discuss what they heard. Play the recording again and ask them to check if their answers are correct.
  - Tharindu's wife (Nirosha)
  - Nirosha's mother (Kanthi)
  - Nirosha's father (Lakshman)



- Tharindu's sister (Gayani)
  - Tharindu's grandfather (Sarath)
  - Tharindu's grandmother (Kusum)
  - Tharindu's Niece / Gayani's daughter (Yohani)
  - Tharindu's elder daughter (Shali)
  - Tharindu's younger daughter (Meli)
  - Tharindu's son (Manith)
- b. Ask learners to go through question B and the 6 statements first. Then play the recording again and ask them to complete the task. Now, ask them to peer check the answers. If they struggle, you can show the tape script and analyze the sentences. Then, play the recording again to see if students can hear everything clearly.

E.g. Tharindu is showing his photos to ~~Lasith~~<sup>Sudesh</sup>.

1. Gayani is working in a ~~restaurant~~. Flower shop
2. She enjoys working with flowers.
3. Tharindu's grandparents ~~collect stamps~~ do gardening as a practice.
4. Shali goes to ~~Bishops~~ Musaeus college.
5. Nirosha's ~~uncle~~-father looks jovial.
6. Yohani is Gayani's ~~sister~~ daughter.

### Unit 01: Task 03

#### Unit 01 Task 03 (Answer key)

- a. Ask students to read the three short texts in the Student Book and mark true or false for the sentences. Then work in pairs and check answers.

Statement	True/ False
1. Namali wakes up early on Saturdays.	False
2. Gemunu usually goes to his parents' house on April New Year day.	False
3. This New Year Day Gemunu is visiting friends in Anuradhapura	True
4. Devi is a busy mother with two sons.	True
5. Devi is having a nice time with her sons after a long time.	True





## Unit 01: 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 Book. Get them to answer the questions (Concept Checking Questions) given under the sentences individually/after discussing with the partner.

ANSWERS:

Sentence 1: yes, yes

Sentence 2: no, no

Help the students understand the use of present simple and present continuous using L1. Provide more examples if necessary.

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

Get the students to read the three texts in Task 3 again and **underline** all phrases which describe things happening now and **circle** all habitual/routine actions. Ask students to do this in pairs and compare their answers.

First take the simple present tense.

Please note that students have already learned these two tenses, this is an opportunity to check if they remember. If they remember, you may skip the form explanation, but if they don't remember, you can do the form explanation.

Ask students to read the sentences, in which they circled the verbs that describe habitual actions.

Explain how the simple present tense verb phrases are formed. Emphasize that usually with third person singular subjects, 's' is added to the verb as in the example given in the student book.

Get some students to the board randomly and ask them to write simple present sentences for the subjects I, WE, YOU, HE, SHE, IT, THEY by following the structure in the student book.

Now, take the present continuous tense.

Get the students to read all the sentences with (ing) present continuous verbs.



By taking the following sentences, focus their attention on the underlined verbs.

She is getting married. (Singular subject + is + Verb + ing)

They are visiting friends. (Plural subject + are + verb +ing)

Let the students notice the present continuous form can be formed by adding ing to the base verb.

Then revise what is meant by 'subject' by showing examples in the Student Book. Then, show the subject/verb agreement for I, He/She/It and They.

Show them the structure as follows. Write a sample sentence on the board and show the subject, be verb and verb with 'ing'. Do the same with some other sentences from the same reading text.

**Subject + am/is/are + Verb + (ing)**

Then, use L1 to explain the form, where necessary.

Now, ask learners to compare the two sentences and figure out the difference, first in the meaning and then the form. If they still find it difficult to understand the difference, you can use L1 to give the explanation.

ANSWERS: Sentence 01: everyday, no  
Sentence 02: Now, yes.

Ask students to compare these two structures with the Sinhala equivalent sentences, how we express the same things in Sinhala. Discuss how we use a flexible word order in Sinhala and a fixed word order in English.

## Unit 01: Task 05

### *Tape script*

Gayani: Hello, Avishni! How are you?

Avishni: I am fine. What about you?

Gayani: I am also fine. Great to see you after all these years.

Avishni: Yes, a long time have passed. Why are you in this railway station?

Gayani: I am going to Ratnapura today.

Avishni: Ratnapura? I thought you live in Colombo

Gayani: You are right. I am now working as a doctor in a hospital there. Where are you off to?

Avishni: I am going to Kuruwita.



Gayani: I heard from Dinuki that you and your family live in Avissawella.  
Avishni: Yes. Recently, I was transferred from Avissawella to Kuruwita.  
Gayani: Oh, I see. Are you still working as a teacher?  
Avishni: Yes, I am working at Kuruwita Central College at the moment.  
Gayani: How is your sister? Is she still studying?  
Avishni: Yes, she is doing her A/Ls this year.  
Gayani: Oh, that's good to hear! You used to read a lot of books those days, do you still read?  
Avishni: You remember everything! Yes, I read books every time I'm free.  
Gayani: You are such a bookworm! I rarely read books. Reading makes me sleepy, and I easily get distracted while reading.  
Avishni : Oh my train has come. I must be off now. It was nice meeting you!  
Gayani: It was nice meeting you too! Goodbye!

This task provides controlled practice of the form of the target structure in the mode of listening. Ask students to go through the sentences in the student book first. Play the recording once and ask students to underline the correct form of the verb in each sentence. Ask to compare answers in pairs. If they do not agree or have not got all correct, play the recording again.

#### ANSWERS:

Are

Am going

Live

Working

Am going

Live

Am working

Is doing

Remember / read

Read

#### Unit 01: Task 06

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

Make students read the description individually. Ask the learners to complete the blanks using the verb clues given. Let them do peer correction first. Check the books and give feedback.



## ANSWERS

Janith faced an interview yesterday. Following is the description that he provided to the interviewer about himself and his daily activities.

“Hello! My name is Janith and I **am going** (go) to talk about my daily activities. My day **starts** (start) very early. I **wake up** (wake up) at 5 am every day. Sometimes my brother and I **have** (have) breakfast together because he **goes** (go) to the gym two days a week. This month I **am taking** (take) English classes in the afternoon from Monday to Thursday. At the weekend my father and I **play** (play) football in a stadium near my mother's office. On Fridays, I **have** (have) basketball and baseball practice. I **am** (be) a fast learner and I **love** (love) to compete with my own past performances rather than competing with my peers. I am a creative person and I keep pushing myself to think out of the box!”

### Unit 01: Task 07

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

Form mixed ability groups of five students. Check whether all are involved in the activity.

Set the context by asking ICQs after the students read the instructions.

- Who is Jaqueline?
- Does she live in Sri Lanka?
- What do you write in the given space of the table? (What Jaqueline usually does and what she's doing these days)
- What type of verbs do you use in this activity? (Verbs which end with ing / verbs which end with s/ es for she/Jacqueline.

Let them do the activity by following the examples in the student book after discussing the vocabulary which they need (in groups.)

Ask them to do peer feedback.

### Unit 01: Task 08

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



Divide the students into groups of 5 and assign one country to each student in the group. Ask them to share their ideas about each country one by one (Ask them to discuss everything they know about the given countries). Those who are listening can ask questions or for clarifications.

They can use the internet if they need more information about the countries.

Ask them to judge the best speaker.

### **Unit 01: Task 09**

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

**A.** Get the students to read the instructions.

Ask the following question to check their understanding about the activity.

- What are you going to write? (a postcard)

What are you going to include in it? (a description on what is happening at the moment) and what I usually do as a vlogger. This can be done as an individual, pair or as group activity according to the level of the students.

**B.** Get the students to read other people's postcards and choose the best answer. Get them to explain (orally) why they chose it as the best.



## Unit 02- Making Requests and Offering Help

### Unit 02: Task 01

Ask students to work in pairs and discuss answers to the two questions. (Lead in task)

### Unit 02: Task 02

*Tape script*

**Lahiri** : Hi Pavani. Can you help me prepare some things for the next month?

**Pavani**: What can I do for you?

**Lahiri**: I need to visit the customer in India. Can you send an email to the customer? Ask them when I can visit them. Please do this first. It's very urgent.

**Pavani**: Okay I will do it today.

**Lahiri**: Thanks. The next task is also important. Can you invite everyone to the meeting?

**Pavani**: Yes, I will.

**Lahiri**: But first you need to book a meeting room, after that please send everyone an email about it.

**Pavani**: Sure, will do.

**Lahiri**: And finally, can you write a short report about our new project? I have to do a presentation to our managers next month. Do it when you have time. It's not too urgent.

**Pavani**: Sure. I will do it this week.

**Lahiri**: There's no hurry, take your time. Can I get you something to drink before you start any work?

**Pavani**: Yes please. A coffee would be nice.

**Lahiri**: Here you are!

**Pavani**: Thanks. Oh, what about the urgent documents that should be sent to the US clients. May I collect the information for you?

**Lahiri**: Thank you very much Pavani, but I can manage it on my own.

**Pavani**: Okay then, I'll get back to work. See you.

**Lahiri**: See you. Bye!

**Pavani**: Bye!

Let students listen to the recording for the first time. Then, ask them to list down the tasks assigned to Pavani by Lahiri. Put them into pairs and ask to



discuss what they heard. Play the recording again and ask them to check if their answers are correct.

Unit 02 Task 02 (Answer key)

1. To send an email to the customer in India and ask them when Lahiri/Pavani's immediate boss can visit them.
2. To invite everyone to the meeting by first booking a meeting room and sending everyone an email about it.
3. To write a short report about the new project.

**Unit 02: Task 03**

Unit 02 Task 03 (Answer key)

Ask students to read Malsha's first travel experience and mark if the statements are true or false.

1. Malsha has travelled by train several times. F
2. Malsha has three brothers and three sisters. F
3. Malsha's younger brother is getting married. T
4. Kamal is a close friend of Malsha's uncle. F
5. Kamal meets Sarath very often. F

**Unit 02: Task 04**

Meaning: Making requests

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

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

**ANSWERS**

**Could you please put my bag on the upper berth?**

Is she asking for something to be done? Yes

Are they friends? No

What is her tone? Formal/ polite



**Form:** This part of the task introduces the form of the target structure. Get the students read the text in Task 3 again and underline (in pairs) all the sentences where something is asked to be done.

Refer to the student book and teach the form and explain the difference between can and could in making requests. Use the students' L1 where necessary.

**Meaning** – Offering help

Now, get the students to read the sentences given in the Student Book. Get them to answer the questions (Concept Checking Questions) given under the sentences individually/after discussing with the partner.

ANSWERS

**Excuse me, May I help you with your bag?**

**Can I help you with that?**

1. Am I offering (her) help? Yes
2. Which one is the more polite/formal term for offering help, 'may' or 'can'? May is more formal/polite

Now refer to the students' book and teach the form and where to use may and can.

## Unit 02: Task 05

This task provides controlled practice of the form of the target structure in the mode of listening. Ask students to go through the sentences in the student book first. Play the recording once and ask students to fill in the blanks in each sentence. Ask to compare answers in pairs. If they do not agree or have not got all correct, play the recording again.

*Tape script*

Clerk: Good afternoon, sir. **May** I help you?

Guest: Hello. I'd like to check in, please. I'm here for the conference on Technology and Online learning.

Clerk: Certainly, sir. **Could** you complete this form, please?

Guest: Of course. Is my room ready?





Clerk: No, I'm afraid not. It should be ready at half past two.

Guest: Oh, right. Well, I've got quite a lot of bags.

Clerk: That's no problem. **Could** you please leave them in the luggage room? You can ask the porter to take them there for you.

Guest: Yes, thanks. I've parked my car on the street outside the back entrance of the hotel. Is that OK?

Clerk: I'm sorry, sir. You can't park there. It's against the fire regulations and you can't block the access to the hotel. There's a car park for guests at the side of the hotel.

Guest: Oh. Do you think I can move it along a bit?

Clerk: Well, that's a no-parking area. **Could** you put it straight in the car park?

Guest: OK. I will do that, but **can** you please get me something to drink first?

Clerk: Sure sir! **May** I get you a mango juice? Or anything you like sir?

Guest: A mango juice please. Thanks.

### Unit 02: Task 06

This task provides controlled practice of the target language form in the mode of reading. Make students read the text individually and find out the language used to make requests and offer help. Ask them to count the number of requests and offers in the text and write them down.

Nishu and her sister Meenu's family went to spend an evening at Nilaveli Beach. Meenu's two daughters, Kavi and Bisha took their football and started playing with it on the seashore. Meenu sat close to them enjoying the sea breeze. Kavi stopped playing and came towards her mother,

**"Can you keep our slippers with you, amma?"** Kavi asked.

"Okay, leave it here. I will keep them with me," Meenu replied.

Nishu walked towards her sister and sat beside her. The waves washed their feet, giving them a pleasant feeling. The beach was crowded with visitors in colourful clothes. Nishu looked at the people around her, and then she looked at the blue waters.

"Punchi amma, why don't you write a poem about the beautiful sea?" Kavi shouted while playing with the ball.



"Yes Nishu, **can you write a poem for us, please?** I'll frame it and give it to Kavi," Meenu added.

Nishu said nothing but smiled.

**"May I give you a pen and a notebook?"** Meenu asked.

Nishu smiled and replied, "Okay! I'll try. But you'll have to do what I want first."

"What is it?" asked Meenu

**"Can you take a picture of me, and another picture of the crabs running in and out of their holes?"** requested Nishu.

"Haha, sure," replied Meenu.

### **Unit 02: Task 07**

This task provides controlled practice of the target language form and meaning in the mode of writing. Ask students to make 5 sentences where they make requests using can/could and another 5 using may/can where they offer someone help in the given situations.

Ask students to read their answers to the class.

### **Unit 02: Task 08**

This task provides freer practice of the target language form and meaning in the mode of speaking. Ask the students to read the guidelines, do the group discussion and present the group findings to the class.

### **Lesson 02: Task 09**

This task provides freer practice of the target language form and meaning in the mode of writing. Let students work in pairs and send texts to each other on WhatsApp. You can then ask students to read out the texts that they received.



## Unit 03- What Happened and What Has Happened

### Unit 03: Task 01

Ask students to work in pairs and discuss answers to the three questions.

### Unit 03: Task 02

Please note that students have learned these two structures in the first term, but in isolation. In this lesson, we show them how these two structures occur simultaneously within the same contexts and verify the change. Language also becomes more complex when used in combination.

#### *Tape script*

**Vindya:** Hi Rashmi. You look so pale. Didn't you sleep last night?

**Rashmi:** No, I spent the whole night working on my essay, but I'm OK. I've done it before.

**Vindya:** Have you finished your essay?

**Rashmi:** No, not yet. I'm still working on it. It's about the Kingdom of Polonnaruwa. I've read two articles on it, but I'm still not ready to start writing yet.

**Vindya:** It's an interesting topic. What have you found so far? Have you found anything interesting?

**Rashmi:** Yes, it was the capital of Sri Lanka after the decline of Anuradhapura. King Vijayabahu I was the first king who chased away the Cholas and made it his capital. The Polonnaruwa kingdom lasted from 1055 until 1212. I want to read more about it.

**Vindya:** I remember my 'Kings of Sri Lanka' essay. I did quite exhaustive research on the topic and wrote a long essay about it. There were so much to read. I even went to the Colombo public library.

**Rashmi:** You handed over your essay last term, right?

**Vindya:** Yes, I did. But if you need to do some more research, I can go with you to the library sometime.

**Rashmi:** Really? That'd be great!

**Vindya:** No problem! Have you been to the Colombo public library?

**Rashmi:** Yes, I have been there once.

**Vindya:** Great! By the way, did you have your breakfast?

**Rashmi:** Yes, I had a sandwich. What about you?



**Vindya:** I too had a snack, but I think I need some tea. Shall we go and get some for us now?

**Rashmi:** Good idea.

Let students listen to the recording for the first time. Then, ask them to write if the statements are true or false. Put them into pairs and ask to discuss what they heard. Play the recording again and ask them to check if their answers are correct.

Unit 03 Task 02 (Answer key)

1. It's the first time that Rashmi has stayed up all night (F)
2. Rashmi is working on her essay about the kingdom of Polonnaruwa (T)
3. Vindya is willing to help Rashmi with her essay (T)
4. The Polonnaruwa kingdom lasted from 1055 until 1012 (F)
5. Rashmi has been to the library twice (F)

**Unit 03: Task 03**

Ask students to read the diary entries of Hasini in Task 3 in the student book and answer the question.

Unit 03 Task 03 (Answer key)

She talks a lot

She snores

She complains a lot

She takes too many selfies

**Unit 03: 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 Book. Get them to answer the questions (Concept Checking Questions) given under the sentences individually/after discussing with the partner.

ANSWERS

**We had our lunch together in the hotel.**

Are we having lunch in the hotel now? No

Do we have lunch together in the hotel every day? No



When did we have lunch together in the hotel? Past  
Is this over? Yes  
Does this have any link to the present situation? No

**We have decided to use local transport.**

When did we decide to use local transport? (before now but not specified)  
Does the action have an influence on the present? Yes  
Is this over? They have decided that, but they can still change the decision

Please note that students have learned these structures in Semester 01. This is an opportunity to check their understanding. If they are thorough with the form, you can skip the explanation below.

Help the students understand the use of simple past and present perfect using L1. Provide more examples if necessary.

Form: This part of the task introduces the form of the target structure. Get the students read the diary entries in Task 3 again and underline all simple past verbs and circle all present perfect verbs. Ask students to do this in pairs and compare their answers.

First take the simple past tense.

Ask students to read the sentences, in which they underlined the verbs that describe completed actions.

Get the students notice that the regular past simple form can be formed by adding -ed to the infinitive of the verb (base verb). walk + ed walked.

Then ask them to identify the irregular verbs. Get them to the board and ask them to write more irregular simple past verbs other than what they found in the text.

Then, take the present perfect tense. Get them to read the present perfect sentences.

By taking the following sentences, focus their attention on the circled verbs.

We have decided to use local transport. (Plural subject + have + past participle of the verb)



She has started to annoy me. (singular subject + has + past participle of the verb)

Show them the structure as follows. Write a sample sentence on the board and show the subject, helping verb and the main/ base verb. Do the same with some other sentences from the same reading text.

Subject	+	has/ have + past participle	+	object
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Then, use L1 to explain the form, where necessary. Now, ask learners to compare the two sentences and figure out the difference, first in the meaning and then the form. If they still find it difficult to understand the difference, you can use L1 to give the explanation.

ANSWERS:

Sentence 01: past, past, may be, no (either she found them or found an alternative)

Sentence 02: past, no, yes because she hasn't got the key back, yes because she hasn't got the key with her now

Ask students to compare these two structures with the Sinhala equivalent sentences, how we express the same things in Sinhala. Discuss how we use a flexible word order in Sinhala and a fixed word order in English.

### Unit 03: Task 05

This task provides controlled practice of the form of the target structure in the mode of listening. Ask students to go through the sentences in the student book first. Play the recording once and ask students to fill in the blanks in each sentence. Ask to compare answers in pairs. If they do not agree or have not got all correct, play the recording again.

*Tape script*

Oshini: Hi Nishi, how are you doing?

Nishi: I'm good. I've **just returned** from the US. How are you?

Oshini: Good. How **was** your US trip? I guess you **were** on a business trip.

Nishi: Yes, I was on a business trip. I **went** there with my immediate boss.

Oshini: I see. **Have you been** to the US before?

Nishi: Yes, I have been to the US a few times. I think this was my third trip.

Oshini: **Did you meet** any interesting people?

Nishi: Yes, I **met** the US ambassador to Sri Lanka. It was a great experience.



Oshini: Oh, that's great. Your sister lives in the US, right? **Did you visit** her?

Nishi: Yeah, I visited her. I visit her whenever I go to the US. She is my only sister, you know.

Oshini: Yeah, that's good. So, are you free tomorrow?

Nishi: Yes. Any plans for tomorrow?

Oshini: There's a concert in Nelum Pokuna. I have one extra ticket. You want to join?

Nishi: Yes, why not? I would love to!

Oshini: Great! **Have you ever been** to a music concert?

Nishi: Yes, I have. Just once I guess.

Oshini: Where was the concert?

Nishi: It **was** in the Bishop's College Auditorium.

Oshini: Okay then, let's meet tomorrow near Nelum Pokuna at 7 p.m.

Nishi: Sure. See you tomorrow. Bye!

Oshini: Bye!

## ANSWERS

1. Have just returned
2. Was, were
3. Went
4. Have you been
5. Did you meet
6. Met
7. Did you visit
8. Have you ever been
9. Was

## Unit 03: Task 06

This task provides controlled practice of the target language form in the mode of reading. Make students read the description individually. Ask the learners to complete the blanks using the verb clues given. Let them do peer correction first. Check the books and give feedback.

## ANSWERS

Devshan shares his experience being positive for COVID 19. Following is the description he provided to his friend who inquired about his health over the phone.



“**I have always been** very fit and healthy, and I **have never had** a serious illness. However, a couple of weeks ago, I **caught** the virus. I must admit that until then, I had not realized just how unpleasant the virus could be. I **had** a high temperature for nearly a week, and my whole body hurt. I don't think I **have ever felt** so miserable. It's taking me ages to get my strength back. It really bothers me that I **haven't had** enough energy to play football since I got ill. In fact, I have already been to the doctor to ask if it's normal to feel weak for so long. He says I'll soon feel better. Apparently, I'm lucky. For some people, especially the old and the weak, the virus can be very serious. Doctors **have tried** for months to find a cure for the virus, but they **haven't found** one yet. Fortunately, researchers **have developed** a vaccine which gives effective protection against the disease. According to my doctor, most of his elderly patients **have already received** their vaccines”.

### Unit 03: Task 07

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

Form mixed ability groups of three students or you can do this as an individual activity. Check whether all are involved in the activity.

Set the context by asking the following after the students read the instructions.

- How do you answer the question *Have you ever fallen in love?* and what do you write in the given space? (What happened in your love story – good and bad experiences and how you feel about it now)
- What type of verbs do you use in this activity? (elicit).

Let them do the activity by following the examples in the student book after discussing the vocabulary which they need (in groups.) Ask them to follow the guidelines and write answers to the questions asked. Ask them to do peer feedback. You can also check to elicit some answers.

### Unit 03: Task 08

This task provides freer practice of the target language form and meaning in the mode of speaking. Divide the students into groups of 5 and assign one aspect of life listed in the student book to each student in the group. Ask them to share their ideas, life experiences about each aspect one by one. Those who are listening can ask questions or for clarifications. Ask them to judge the best speaker.





### **Unit 03: Task 09**

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

A. Get the students to read the instructions.

Ask the following questions to check their understanding about the activity.

- What are you going to write? (a blog) What are you going to include in it? (a description on a vacation you spent- where did you go/ what did you do/ have you been there before). This can be done as an individual, pair or as group activity according to the level of the students.

B. Get the students to read other people's blog entries and choose the best answer. Get them to explain (orally) why they chose it as the best.



## Unit 04 - What I Used to Do

### Unit 04: Task 01

This activity is designed to keep the students interested and motivated to learn the target language and to prepare them for the input task.

Students might have different answers and ask them to present them to the class.

### Unit 04: Task 02

*Tape script*

**Ama:** I still remember the good times we had when we were kids. Akki, can you remember our favourite game?

**Samadhi:** Hide and seek! Nangi was terrible at hiding but it was always fun because of her.

**Nethmi:** Oh yes, you two being my elder sisters had a lot of fun thanks to me. I didn't like Hide and seek. I used to play with our doll- Tina. It was thatti's present when I was eight. I remember I used to fight with you two for her.

**Ama:** And you used to cry every time we fought. You were a cry baby nangi. So, amma used to read you tales at bedtime.

**Nethmi:** Yes, I loved listening to amma's stories.

**Samadhi:** Those years were the most precious moments we have ever had.

**Ama:** I miss thatti a lot. He used to take us to the beach every Sunday and we were the happiest kids on earth!

**Samadhi:** Yes nangi, we should always be grateful to our parents for giving us such a beautiful childhood.

**Nethmi:** We used to play with the sand, and we made sandcastles. It was wonderful.

**Ama:** Thanks to thatti, we all can swim. When we learned swimming, we used to go to the pool with our friends.

**Nethmi:** Akki, can you remember the time we participated in a swimming championship and won the first place?

**Samadhi:** Yes, that was the happiest day of my life and thatti was over the moon that day!

**Ama:** And can you remember Rambo, the cute little turtle we had! We used to play with it when we returned home from school.

**Nethmi:** Yes akki, I wish I could go back to our childhood!

**Samadhi:** Yes, me too! Okay now let's go have lunch. I'm hungry.



**Ama:** I badly missed ammi's food and the small chit chats we used to have with her while eating.

**Samadhi:** Now that you are back in Sri Lanka, we can do it again nangi! Now come, will you!

**Ama:** OKAY, I'm coming!!!

Unit 04 Task 02 (Answer key)

1. Their father used to take them to the beach every ~~Monday~~. **Sunday**
2. They participated in a swimming championship and won ~~second~~ **first** place.
3. Rambo is a cute little ~~rabbit~~. **turtle**
4. They used to play with sand every time they went to the beach with their father.
5. Their doll's name is ~~Leena~~. **Tina**
6. They used to go to the pool with their ~~cousins~~. **friends**

**Unit 04: Task 03**

Ask students to read the text in Task 3 in the Student Book and mark true or false for the sentences. Then work in pairs and check answers.

Unit 04 Task 03 (Answer key)

1. Ama has painful memories of her past. **(F)**
2. Her grandmother used to make delicious pickles. **(T)**
3. Ama's favourite novel was *Viragaya* by Martin Wickramasinghe. **(F)**
4. Ama used to go on trips every year. **(T)**
5. Ama has three siblings. **(F)**

**Unit 04: 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 Book. Get them to answer the questions (Concept Checking Questions) given under the sentence individually/after discussing with the partner.

ANSWERS:

When did I play with my siblings? In the past/ when I was a child

Once or many times? Many times

Do I play with my siblings now? No



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

Let the students read the text in Task 3 again and **underline** all the verbs that talk about habits/ repeated actions in the past which are no longer true/ changed by now. Ask students to do this in pairs and compare their answers.

Explain how sentences with 'used to' are formed. Emphasize that with all the subjects (I/ we/he/she/it/we/they), the same rule given in the textbook is applied.

Show them the structure as follows.

Subject of the sentence	+	used to	+	Infinitive (without to)	+	Rest
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Now write a sample sentence on the board and show the structure. Do the same with some other sentences from the same reading text

Use L1 to explain the form, where necessary.

**\*\* Make students aware at this point that there is another structure “I am used to drinking water every morning. (Be + used to + (V) ing) to talk about things we do as a habit in the present.”**

#### Unit 04: Task 05

This task provides controlled practice of the form of the target structure in the mode of listening. Ask students to go through the activity in the student book first. Play the recording once and ask students to complete the table. Ask to compare answers in pairs. If they do not agree or have not got all correct, play the recording again.

*Tape script*

**Malithi:** Hey Maheshi, how about string hoppors on Friday?

**Maheshi:** Hm, I'm not sure string hoppors is such a good idea Malithi.

**Malithi:** But Maheshi... you used to love string hoppors?

**Maheshi:** I don't like it anymore, but yesterday I had to eat string hoppors with Tina, because she really wanted it.

**Malithi:** I see. Well, Maheshi.... then I have a better idea. Call Tina and let's have a small party. I will prepare some tomato soup. It's amazing. I used to like it a lot when I was a kid too.



**Maheshi:** Really? I used to hate tomatoes when I was a child. Maybe I can prepare some noodles, if you like it, Malithi.

**Malithi:** Of course, but please skip the chicken. I am vegetarian, remember?

**Maheshi:** For you I will make some without chicken. And Tina will probably bring some of her delicious pani walalu.

**Malithi:** Oh, I used to eat those when Tina and I were roommates. I love pani walalu.

**Maheshi:** Me too. I remember you used to love helapa those days. Do you still like it Malithi?

**Malithi:** Not much. What about you?

**Maheshi:** Oh, that's my all-time favourite. Tina loves it too.

**Malithi:** Maheshi, then I will bring some helapa since you and Tina love it.

**Maheshi:** That's great! Thank you so much Malithi!

*Unit 04 Task 05 (Answer key)*

Malithi		Maheshi		Tina	
past	Now	Past	Now	Past	Now
Tomato soup pudding Pani walalu Helapa	Tomato soup noodles Pani walalu	String hoppars Pani walalu Helapa	pani walalu Helapa		String hoppars Helapa

**Unit 04: Task 06**

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

Make students read the text individually. Ask the learners to complete the blanks using the words in the box. Let them do peer correction first. Check the books and give feedback.

**ANSWERS**

“My father was a farmer and he used to work hard to make a living. To be a strength for my father, I used to do tuition classes for primary students in my village for a fair price. I funded my studies myself, and I was able to give a portion of my earnings to my father. I was the first person from my village to get selected to a state university. I still remember how happy my parents were



to witness my success. During my university days, I used to work in a supermarket close to the university where I worked both day and night. I used to make money by doing odd jobs to support my higher education. I didn't want to be a burden to my father. Whenever I had time, I used to make beaded chains, earrings and necklaces and sell them among my friends and neighbours. That was something I enjoyed the most. It made me feel happy. I graduated from the university with a first-class degree and became an engineer.”

#### **Unit 04: Task 07**

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

Form mixed ability groups of three students. Check whether all are involved in the activity. Let them do the activity by following the instructions in the student book after discussing the vocabulary which they need.

#### **Unit 04: Task 08**

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

Divide the students into groups of 4 and ask them to read the instructions. Ask them to make notes about how life was different in their village and report their ideas to the group. Then ask them to present the main ideas in the class.

#### **Unit 04: Task 09**

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

- a. Get them to think about how they have changed compared to when they were small and share their ideas with the class. (Orally)

You can help the students by asking the following questions, as a brainstorming activity.

Is there any food you used to hate but you like now?

What activities did you use to do that you've stopped doing now?

- b. After they present their ideas to the class, get them to write a paragraph on the same topic in the given space in the textbook.

Give individual feedback.



## Unit 05- Describing a Process

### Unit 05: Task 01

#### “The Definition” game

Give students a list of words and ask them to choose one and describe it with sentences using the Present Simple. For example, if the word is “breathing” they could say “I do this many times every day.” and “We can’t live without doing this.”

### Unit 05: Task 02

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

#### *Tape script*

Anushi: Amma, I want to learn how to make pol roti. Can you please teach me?

Mother: Yes of course.

Anushi: Wait, let me get a book to write down the steps.

Mother: Ok. First the flour, salt and scraped coconut are mixed and water is added.

Anushi: Is it ‘all-purpose flour’?

Mother: Yes. Then you have to divide the dough into equal portions.

Anushi. Ok. Next?

Mother: Next, the potions of dough are flattened to make roti.

Anushi: This is much easier than I expected.

Mother: Of course. There’s nothing much to do.

Anushi: Ok amma, what should I do next?

Mother: After that apply some oil on the skillet and place it over medium heat.



Anushi. Ok

Mother: Finally, bake the two sides of the roti well, until it becomes brown.

Anushi: That's it?

Mother: Yes. Now you can make roti for today's dinner.

Unit 05 Task 02 (Answer key)

1. Flour, salt, scraped coconut, and water
2. All-purpose flour
3. Yes
4. Medium heat
5. The roti becomes brown.

**Unit 05: Task 03**

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

Unit 05 Task 03 (Answer key)

1. False
2. True
3. False
4. False
5. True

**Unit 05: 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) to the winners/ b) senior artists or politicians/ c) present
2. a) several people/ b) not given/ c) present
3. a) the announcers/ b) No, not necessary because it is obvious that it's the announcers that announce the winners in the event/ c) Present





Get the students to identify the doer of the action of the sentences and explain them

**Form:**

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

Get the students to underline the sentences where the doer of the sentence appears in the object position and the sentences where the doer of the action is not mentioned at all. Do an example with them.

Eg:

1. The awards are given to the winners by the senior artists or politicians.
2. Several people are nominated in specific categories.
3. The winners' names are announced by the announcers.

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

Give the active voice sentences of these sentences to the students.

1. Senior artists or politicians give awards to winners.
2. It nominates several people in specific categories.
3. The announcers announce the names of the winners

Ask the students to compare the active voice sentences with the passive voice sentences

Explain how the position of the doer and the receiver of the action of an active sentence, exchange the positions in the passive voice sentence.

Take the second example and explain why it is not important to add the doer of the action to the sentence.

Get the third example and explain why the doer in that example is not necessary to be mentioned. (Refer to the examples given in the student book)

Get students to identify how the verb is used in the passive voice sentence.

They have already learned the past participle of the verbs by now. Get some students to the board randomly and ask them to write the past participle of the verbs you give.



### Unit 05: Task 05

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

Gorillas (find) **are found** in several countries in Central Africa. They are about 1.6 meters tall, and they (cover).....are covered..... with black or brown hair. Gorillas' lives (spend).....are spent..... in groups. Each group has five to ten gorillas in it. The gorillas in a group (walk) .....walk..... about 0.5 to 1 km per day, looking for food. They (not eat) .....do not eat..... all the leaves in one part of the forest before moving on; some leaves (leave) .....are left..... on the trees and plants. At night gorillas (sleep) .....sleep.....in nests. These nests (make)...are made..... of branches and leaves. The number of gorillas living in Africa today (not know) .....is not known..... but it is certain that this number is getting smaller. Why? Because in the countries where the gorillas (live).....live....., more and more trees (cut down) .....are cut down..... every year.

### Unit 05: Task 06

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

#### Unit 05 Task 06 (Answer key)

1. Too much waste is produced in developed countries.
2. Beaches are covered with plastic bags and bottles.
3. Millions of dead animals are found on roads every year.
4. Rain forests are cut down.
5. Water is filled with toxic pollutants.
6. Big cities are blocked by cars.
7. Harmful gasses are released by factories.

### Unit 05: Task 07

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

- a. First ask the students to listen to the description and underline the correct answer.



- b. Next, get them to write the steps in a passive voice.

Tape script

First, plug in the kettle to boil water. Then add milk powder and coffee to a mug. When the water boils, pour the boiled water into the mug and stir. Dip the biscuits, one at a time in this liquid and arrange them at the bottom of a shallow glass dish.

Next mix condensed milk, butter and cocoa powder together to make chocolate butter paste. After that, spread the chocolate butter paste over the biscuit layer. Cover the layer with more biscuits in a similar manner. Finally, spread the chocolate paste over the top biscuit layer. Decorate the pudding with cashews and leave it in the refrigerator.

Unit 05 Task 07 (Answer key)

1. Add
2. Boils
3. Dip
4. Arrange
5. Make
6. Cover
7. Decorate
8. Leave

Passive voice

First the kettle is plugged in to boil water.

Then milk powder and coffee are added to a mug.

When the water boils, boiled water is added to the mug and stirred.

The biscuits are dipped in this liquid and they are arranged at the bottom of a shallow glass dish.

Next, condensed milk, butter and cocoa powder are mixed together to make chocolate butter paste.

After that chocolate butter paste is spread over the biscuit layer.

Then the chocolate layer is covered with more biscuits.

Finally, the chocolate paste is spread over the top biscuit layer.

The pudding is decorated with cashews and left in the refrigerator.



### **Unit 05: Task 08 (Freer practice)**

This task provides freer practice of the target language form and meaning in the mode of reading and speaking. This is more of a language analysis task.

- a. Ask the students to get into groups of three, find examples and prepare the presentation. (They can prepare the presentation for homework too if required)
- b. Then ask them to do the group presentations.
- c. Give feedback.



## Unit 06 - Stories from the Past

### Unit 06: Task 01

This task is to get the students to revise Simple past tense, which they have learnt before.

#### “Guess what I did”

Form groups with five or six students in each. Write one of the time slots given in the grid below on the board.

<b>Yesterday night</b>	<b>Last Christmas</b>	<b>Last Sunday</b>
<b>New Year's Eve</b>	<b>Day before yesterday</b>	<b>Today morning</b>
<b>Last year</b>	<b>Two weeks ago</b>	<b>Last birthday</b>

One student of the group should **think** of an interesting activity he/she did during the given time.

Eg: **Yesterday night** - I watched a horror movie.

Other students in the group should ask questions from him/her to guess what she/ he did.

Eg: At what time did you do it? Did you do it alone? What did you get by doing it?.. etc.

All the students in the group should get the chance to ask questions and answer questions.

### Unit 06: Task 02

Let students listen to the recording for the first time. Then, ask them to write if the statements are true or false. Put them into pairs and ask to discuss their answers. Play the recording again and ask them to check if their answers are correct.



Unit 06 Task 02 (Answer key)

1. False
2. True
3. False
4. True
5. False
6. True
7. False

*Tape script*

Shani: Hey Dinithi! Did you read the novel I gave you last night?

Dinithi: Unfortunately, no. I had lots of things to do. I was doing my homework when my cousin visited us. It was eight o'clock and after that, I couldn't even finish my homework.

Shani: Oh! What did you do with her?

Dinithi: Well. We didn't stay at home. We went to the park near our house. When we were walking around the park, we met Thishan. He joined us and we had a chat for about an hour.

Shani: Sounds nice. So, are you ready for the online class today?

Dinithi: Not at all. What about you? I bet you finished the homework last night.

Shani: Well, I didn't study all night. I was watching TV with my younger brother. Then I started writing my new poem.

Dinithi: Cool! What about the homework then?

Shani: Well, my plan was to watch TV and then do the homework. I was actually reading some articles on the internet when I got a call. After the phone call, I changed my mind.

Dinithi: Who called you?



Shani: Arun. He called me to say that homework was postponed to next week. I was very happy to hear that. We were talking till 9 o'clock, for almost two hours.

Dinithi: Really? What were you two talking about?

Shani: Nothing special. We were just chatting about online classes, exams, assignments and what not.

Dinithi: Great! Anyway, I was really worried about my homework yesterday. I can finish it now.

Shani: Yes, we have time.

Dinithi: So Shani, you said you were writing a new poem yesterday. What is it about?

Shanil: It's about an imaginary story in my mind.

Dinithi: Sounds interesting. I'll definitely read it. I have to go now. Bye.

Shani: Bye

### **Unit 06: Task 03**

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

Ask students to read the text and write answers to the questions given.

#### Unit 06 Task 03 (Answer key)

1. They were playing cricket.
2. Mr. Perera gave them the box.
3. They were delivering the box to the store at the end of the street.
4. A group of their friends helped them to carry the box.
5. No, they did not break any plate.
6. Mr. Silva thanked the boys.

### **Unit 06: Task 04**

#### **Meaning:**

This part of the task introduces the meaning of the target language.



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

1. No/No/Past
2. No/No/Past/the structure is different
3. No/No/Past

Help the students understand the use of past tense and past continuous using L1.

Explain them the difference between past tense and past continuous.

- The simple past can be used for the situations that existed in the past or to talk about the actions that happened at a specific time in the past.
- Past continuous is used to talk about an action that happened in the past but was not finished at a particular time. This can be an exact time in the past or the time when another thing happened.
- Past continuous cannot be used without a context. It must be used with another action or a time in the past.

Explain the three timelines in the student book.

- First timeline – Simple past tense is used to talk about an action started and finished at a specific time in the past.
- Second timeline – Past continuous tense is used to talk about an ongoing action in the past.
- Third timeline – Past continuous is used to talk about an interrupted ongoing action in the past.

Give them more examples and elicit examples from them.

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

Give the tape script to the students. Ask them to read the script and fill in the grid.

Actions which happened at a specific time in the previous night.	Actions which were not finished/ or interrupted by another action.
We went to the park.	I was doing my homework when my cousin visited me





We had a chat for an hour.	I was watching TV with my younger brother.
	We were talking till 9 o'clock.

Ask them to do the activity in pairs.

First take Simple Past tense.

By now they have done simple past tense twice, in the previous lessons. Hence, let the students revise the lesson by doing the activities on their own.

Get the students to read the tape script and identify regular and irregular verbs. Draw a grid with two columns (regular and irregular verbs) on the board.

Now take the Past continuous sentences.

Ask them to read the sentences in the past continuous in the tapescript.

By taking the following sentences, ask them to focus on the underlined verbs.

I was watching TV.

We were talking.

Let the students notice the past continuous form can be formed by adding “ing” to the base verb.

Write the sentences given in the student book and ask them to identify the subject, past tense of the verb and verb in ‘ing’ form.

Ask students to give sentences using the same structure.

Now, ask learners to compare the three sentences and figure out the difference, first in the meaning and then the form.

### Unit 06 : Task 05

This task provides controlled practice of the form of the target structure in the mode of listening. Ask students to go through the sentences in the student book first. Play the recording once and ask students to underline the correct answer.

*Tape script*

Dinith: Have I ever told you about the time a bull nearly attacked me?



Anuki: No! What happened?

Dinith: Well, it was a few years ago. I was still at school, so I guess I was seventeen or eighteen. It was during our school vacation.

Anuki: So, it was your favorite time of the year?

Dinith: Exactly. I was playing football with my friends in our garden.

Anuki: I thought you hate football?

Dinith: Yeah. True. But my friends wanted to play football. Suddenly my friend kicked the ball so hard that it went up in the air and hit the bull who was eating paddy in the paddy field next to our house.

Anuki: Oh, that's bad!

Dinith: You have no idea how bad it was. The bull got so angry that he started to run towards our house.

Anuki: Then what happened?

Dinith: Luckily one of my friends managed to close the gate before it entered our garden.

Anuki: So no one was there at home when this happened?

Dinith: My mother was at home.

Anuki: What was she doing?

Dinith: She was making tea for us in the kitchen.

Anuki: So, she didn't know about the incident?

Dinith: No. Thank God, she didn't see it.

### **Unit 06: Task 06**

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

Make students read the description individually. Ask the learners to complete the blanks using the verb clues given. Let them do peer correction first. Discuss the answers in the class.

My aunt and uncle live in a very old house in Anuradhapura. Yesterday, at about eight o'clock in the morning, the living room and the front part of the



house fell in. Luckily, my uncle and aunt were in the garden when the incident happened. Hence nobody was hurt.

The news reporters came to the house in the afternoon. They asked my uncle “what were you doing when the rooms fell in?”

He answered, “My wife and I were talking to some visitors in the garden”. “They came to see our old house, because they love antique places. We were showing them our beautiful garden. Suddenly, we heard a large noise from inside”

My aunt was crying while the reporters were talking. She refused to face any photographs.

“I was standing right here outside the house, when the house fell in.” She said, “It gave me the biggest shock in my life”.

### **Unit 06: Task 07**

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

#### **“When we shouted stop”**

A Student should come to the front of the class and mime an action. Others in groups, when they are sure what it is, they shout “Stop!” They then guess the action with the sentence “When we shouted stop, you were + ing...”

Eg: When we shouted stop, you were brushing your teeth.

Tell them it is necessary to use the phrase “when we shouted stop,” when they give the answer.

### **Unit 06: Task 08**

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

Group activity

Ask the students to imagine that they have seen a robbery in a public place.

Elicit the kind of information they think they would need to build up the story.

Write some questions on the board which you think would help them to create the story.



- When did it happen?
- How many robbers were there?
- What were they doing?
- Did the police arrive?
- What were you doing at the time of the incident?

Help the students to answer the questions using their imagination.

Finally ask them to narrate the story in class.

Give feedback.

### **Unit 06: Task 09**

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

Get the students to read the instructions.

Ask the following questions to check their understanding about the activity.

- What are you going to write? (An informal letter)
- What are you going to include in it? Where did you meet him/her? What was he doing? Did you talk to him? etc

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



## Unit 07 - Future Plans

### Unit 07: Task 01

#### Life in 2050

By now, students have already learnt Future tense in the first semester. Thus, this activity is to revise what they have learnt.

Ask the students to get into pairs and initiate a discussion on “Life in 2050”. They can answer the questions given and share their interesting ideas and imaginations.

### Unit 07: Task 02

Let students listen to the recording for the first time. Then, ask them to list out the changes that would happen in the world in the year 2121. Put them into pairs and ask to discuss their answers. Play the recording again and ask them to check if their answers are correct.

#### Unit 07 Task 02 (Answer key)

- There will be 3D printers
- It is not necessary to go to the doctor. The home health capsule will tell you the problem and give medicine.
- People will go to space for holidays

#### *Tape script*

Ashan: How do you think the world would be in another 100 years?

Tharindu: You mean in 2121?

Ashan: Yes.

Tharindu: That's an interesting question. Hmm. Let me think. The world is going to be a different place.

Ashan: Exactly. Recently I watched an interview on YouTube where a researcher presents his ideas on some research, he has done on this.

Tharindu: Really? So, what did he say?



Ashan: According to him, in the future, we will have advanced 3D printers that will let us download a design for furniture or a food recipe and then 'print' the sofa, table or pizza at home.

Tharindu: Wow, that sounds fascinating.

Ashan: I know, right? Also, he said, visits to the doctor will be unusual in future. We will all have a home health capsule that will tell us what the problem is and give us treatment.

Tharindu: Life will be very easy then.

Ashan: And fun! Because he said we might also be going to space for holidays.

Tharindu: But do you really think these things will be possible?

Ashan: Why not? Do you think 50 – 60 years ago, our parents believed that the world would be a place like this?

Tharindu: True. The internet and smartphones have totally changed our lives.

Ashan: Exactly, that's why this researcher said the changes in the next century would be even more unbelievable.

### **Unit 07: Task 03**

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

Ask the students to read the text and write whether the statements are true or false.

#### Unit 07 Task 03 (Answer key)

1. True
2. False
3. False
4. False
5. True

### **Unit 07: Task 04**

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



Ask students to answer the questions.

1.
  - a. No
  - b. Yes
  - c. Yes, most likely
  
2.
  - a. No
  - b. No
  - c. No

Clarify the meaning of 'will' and 'going to'.

**Form:**

Ask the students to read the text again and underline the things Neli and Radha are going to do. And circle the actions they think they will do. Ask them to do it in pairs.

First get them to identify how "going to" is used and ask them to complete the grid.

Explain the structure.

**Subject+ be verb+ going to+ base verb**

Then get them to identify the sentences with "will" and explain the structure.

**Subject+ will+ base verb**

**Unit 07: Task 05**

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

Ask students to do the activity individually, then peer correct first. Then discuss answers with the class.

**Answers**

Anushi was asked to write an essay about her future. Read it and fill in the blanks.



My name is Anushi and I'm 12 years old. When I grow up, I want to be a professional dancer because I love dancing. My parents have a good understanding about my passion and skills for dancing and they **will support** (support) me to achieve my dream. I'm **going to enter** (enter) the university and do a special degree in dancing. I think I **will get** (get) a first class. But I'm not very sure about that. Anyway, after my degree, I'm going **to start** (start) a dancing academy. I **am going to teach** (teach) students in my village, free of charge.

I don't wish to get married soon, so I **am going to wait** (wait) until my thirties. I hope my partner **will be** (be) kind and generous. I don't want to leave my parents when I get married. So, my husband and I **are going to live** (live) in our house with my parents.

### Unit 07: Task 06

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

Instruct the students to discuss with their partners first about what is going to happen. They can either say what they think that can happen or they can observe the picture and decide based on the evidence on what's going to happen. Ask them to write the answers and then share with the class.

### Unit 07: Task 07

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

Get the students to watch the video.

<https://www.youtube.com/watch?v=WjqiU5FgsYc> (The present – Short film)

Stop the video at 0:53. Initiate a discussion based on the video. How many characters were there? What's the setting? etc.

Then ask the students to guess what is in the box. They can discuss with the partners and give answers.

Replay the video. Pause it at 02:41. Ask the students to discuss with the partners and predict what happens at the end. Ask them to present their ideas to the class.

Replay the video.





### **Unit 07: Task 08**

Group the students and ask them to select a situation. Give them 10 minutes to get prepared and ask them to do the role play.

### **Unit 07: Task 09**

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

Tell the students to discuss in groups about the changes that can happen in the country after the COVID-19 pandemic. Ask them to list them out.

Finally ask them to write the email.

Mark their answers and give them individual feedback.



## Unit 08- You Know This, Don't You?

### Unit 08: Task 01

Ask students to work in pairs and discuss answers to the three questions. (Lead in task)

### Unit 08: Task 02

This task aims to provide the target language input in the mode of listening. The students have to listen to the recording and mark 'true/false/not given' in the given spaces under the statements.

*Tape script*

**Amitha:** Can you help me with returning my late books? This is the right place, isn't it?

**Assistant Librarian:** This is the right spot to pay your fee. Place your books down right here.

**Amitha:** OK, here they are.

**A.L.:** I can see that you owe 10 rupees a day. That's 100 rupees in total.

**Amitha:** OK, here's the money.

**A.L.:** Oh! This is a note of 500 rupees. You have change, haven't you?

**Amitha:** Ahh.... Let me check..... mmmmm yes, I can give you 5 notes of 20 rupees.

**A.L.:** That would be better. Thank you

**Amitha:** Sorry. I didn't cause trouble for you, did I?

**A.L.:** Actually not. We are interested in getting our books back; so as long as all the fines are paid off by the end of the semester, you will be fine. Does that make sense?

**Amitha:** I'm not sure.

**A.L.:** Your registration and transcripts can be held up if there is an outstanding fine.



**Amitha:** Ah ok.

**A.L:** Well, you can always keep your late fees down by using the night drop if we are closed. Enjoy the library!

Unit 08 Task 02 (Answer key)

- |              |               |
|--------------|---------------|
| 1. True      | 6. False      |
| 2. False     | 7. True       |
| 3. Not Given | 8. True       |
| 4. True      | 9. False      |
| 5. False     | 10. Not Given |

Discuss the answers with the students and help them if they have found it difficult to write the answers.

**Unit 08: Task 03**

This task aims to provide the target language input in the mode of reading. Ask the students to read the text and mark 'True' or 'False' for the sentences.

Unit 08 Task 03 (Answer key)

1. Inuki is Lithara's sister. **True**
2. Tharushi and Inuki were batchmates. **False**
3. Inuki studies French in the university. **True**
4. Tharushi is teaching Geography in a public school. **False**
5. Inuki hates Brazil. **False**

**Unit 08: Task 04**

Meaning:

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

Ask the students to read the text in Task 03 again. Next, the teacher reads the text focusing on intonation and emphasizing the question tags. After that, ask the students to answer the given questions.

Answers

**You study French in the university, don't you?**

Is this question asking for confirmation? Yes



Is it asking for agreement? No

Is it asking for a favour? No

**It's such a beautiful country, isn't it?**

Is this question asking for confirmation? Yes

Is it asking for agreement? Yes

Is it asking for a favour? No

Emphasize that the lesson will be based on the given structure. And use L1 if they need further clarification in meaning.

Now tell the students that **we use question tags in spoken language, especially when we want to check whether something is true or not or invite people to agree or disagree with us.**

Moreover, tell the students we use question tags with a rising intonation and a falling intonation, and discuss their differences with them too.

In a rising intonation the speaker is not as confident of his/her statement and he/she is asking the other person to find out about it.

In a falling intonation the speaker is not really asking a question, rather he/she is asserting what he thinks, the speaker is actually very confident and sort of asking the person to confirm/agree with what he/she is saying.

Form:

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

Let students explore the question tag structure by looking at the questions in Text 3. You can also give the tape script of Task 2 and ask them to look at question tags. Help them identify the structure by making them focus on the verb used.

Follow the note given in the student's copy and try to explain the students about the form using both L1 and L2. Teach them the formation very clearly.



### Unit 08: Task 05

This task provides controlled practice of the form of the target structure in the mode of listening and writing. Ask students to go through the conversation in the student book first. Play the recording once and ask students to find mistakes in the conversation. Ask them to underline the mistakes and write the correct answer in the space given. Ask to compare answers in pairs. If they do not agree or have got incorrect answers, play the recording again.

#### *Tape script*

**Sahan** : Hello machan, how are you?

**Pathum** : I am fine, thank you. You are not okay, are you? You look sad.

**Sahan** : Actually, I am worried about my final examination. What about your preparation for the exam? You are ready, aren't you?

**Pathum** : Well, my studies are going well but I am also worried about my exam.

**Sahan** : But tell me how you prepare yourself for different subjects.

**Pathum** : You know I'm weak in English, don't you? That's why I pay more attention to English. I'm doing revision on my other subjects.

**Sahan** : You can take help from special books, can't you?

**Pathum** : Yes but I study textbooks very carefully.

**Sahan** : I see. I will start working with the textbooks. You think it is a good idea, don't you?

**Pathum** : Yes. I think it'll be very helpful not only for English but also for other subjects.

**Sahan** : Thank you for your supportive suggestion. I wish you good luck.

**Pathum** : You are most welcome!

### Unit 08: Task 06

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

Students will be able to revise the form of 'question tags' which can be used in mini dramas and day to day conversation.

First make the students read the drama script individually. Ask the learners to complete the blanks using the answers given. Let them do peer correction first. Check the books and give feedback.



Answers:

1. isn't it?      2. aren't you?      3. is she?      4. didn't we?

### Unit 08: Task 07

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

Part 1- Ask the students to follow the task and read the information given properly. Then help them to form the correct tag questions using the given information.

Part 2- Ask them to follow the meaning and form of the learnt structure and build up a conversation /do a role play in front of the class using the statements of **part 1 of task 7** in the student book. Encourage them to do a creative conversation.

They may start like this,

*Raini: Hello, Uvini. You are busy with your research, aren't you?*

*Uvini: Yes Raini. Would you like to go through?*

*Raini: Oh! You have done a lot of research about the Mauryans, haven't you?*

*Uvini: Yes of course., etc.*

The teacher can help the students where necessary.



### **Unit 08: Task 08**

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

This fun question tags game can be used to teach or review tag questions and short answers. Draw a four-by-four grid on the board as shown in the student's copy. Number the squares and write a question tag in each one. Next, divide the students into four teams. Teams take it in turns to choose a question tag from the grid. The students in the team use the tag in the square to make a tag question. The team then asks the tag question from the next team. To win the square, the tag question must be grammatically correct and contain a minimum of six words. The next team must answer the question appropriately or they lose their turn to choose a square. If a tag question is grammatically incorrect or less than six words in length, pass it to the next team, without them having to answer a question. The aim of the game is for the teams to get three squares in a row either horizontally, vertically or diagonally. The first team to do this wins the game.

Teacher can correct the students' mistakes after noting down in a paper and discuss them after the class.

### **Unit 08: Task 09**

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

Instruct the students to get into groups and discuss about a situation or theme and write a creative drama script. The teacher can help them where necessary and mark the scripts and discuss the mistakes they have made.

Then ask them to practice the drama in groups and act it out.



## Unit 09- Study Plans

### Unit 09: Task 01

Ask the students to work in pairs and answer the question. (Lead in task)

### Unit 09: Task 02

This task aims to provide the target language input in modes, reading and listening.

- A) The students have to listen to the tape and write the missing words in the given spaces. Let students listen to the recording for the first time. Then, ask them to write the answers to task 02 - A. Ask them to do it individually. Play the recording again and ask them to check if their answers are correct.

#### *Tape Script*

Hello, my name is Vihanga and I'm an undergraduate of FHSS of the University of Sri Jayewardenepura. I would like to become an **ambassador** and a social worker in the United Nations because I like helping people. To get into the university is quite hard. You should **study** very hard at school, and you have to know a lot about your subject area, as well as **English**, and you should have a powerful **general knowledge**. So, you must work hard for quite a few years. Now that I'm in university and I can talk to **people**. Moreover, I can move with the **academics**, and I can face a new **society**.

If you stay in the university hostel as I, you don't have to bother much about travelling, and you have some free time too. So, you can still go to the **gym**, play **football** with your friends, join **clubs and societies** and do music in your spare time. But you shouldn't waste your time and miss **lectures** because it's very important to go to all of these. Overall, I'm having a good time here and I wish you may also find such a time here.

#### Unit 09 Task 02-A (Answer key)

1) ambassador 2) study 3) English 4) general knowledge 5) people 6) academics 7) society 8) gym 9) football 10) clubs and societies 11) lectures

- B) Ask learners to go through question B first.





Then play the recording again and ask them to complete the task. Now, ask them to peer check the answers.

Unit 09 Task 02-B (Answer key)

1) ✓ 2) leave the space 3) ✓ 4) ✓

**Unit 09: Task 03**

This task aims to provide the target language input in the mode of reading. Ask the students to read the short incident and say if the statements are **True** or **False**.

1. Sahan and Sithija are waiting for Malan. **False**
2. They are working on a project given by their English lecturer. **True**
3. Sahan is late. **False**
4. Shan has promised to leave the lecture hall by 1 pm. **False**
5. Sithija hates to be kept waiting. **False**

**Unit 09: Task 04**

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

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

Answers

Sentence A: i) that the action is important                      ii) obligation

Sentence B: i) that the action may be important            ii) necessity

Sentence C: i) that the action is important, but not as important as in sentence 1  
                  ii) necessity

Use L1 if they need further clarification in meaning.

Now tell the students that **we use Modals** to make requests, ask for permission, offer suggestions, give advice, make logical deductions, and to fulfill many other social functions.

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

- Teach the modals; 'must, have to and should' separately.
- First teach the form of the '**must**' and discuss its usage. Make a few sentences with the students too.



- When you discuss the examples of the sentences, teach them the difference between sentences (e) and (f). You may use this description below,

The negative form of *must* is *mustn't*. We don't use *don't/doesn't/didn't* with *must*:

- *There mustn't be any rubbish left.*

Note: ~~There doesn't must be any rubbish left.~~

We can use the full form *must not* in formal contexts or when we want to emphasize something:

- *You must not leave any rubbish*

- Then teach the '**have to**' form. There you can teach them its form, negative form and interrogative form. You can follow the notes of the student's book.
  - Make sure you show them the difference between 'must' and 'have to'. Tell them that "must" is used when we are talking about obligations in English. Unlike "must" which we align more to obligations, we associate "to have to" as referring to general responsibilities from day-to-day life. In addition to that, it can also be associated with responsibilities which have been put in place by someone else.
  - When you teach them the example sentences, discuss about their usage with the Ss too.
- Finally teach the '**should**' form. There you can teach the Ss about the affirmative form, negative form and interrogative form as mentioned in the student's book.
  - When you teach, give emphasis on the uses of 'should' and how it is used in day-to-day conversations.
  - Try to show the Ss the slight differences between the above learnt modals. The description given below will help you.

**Should** is more suggestive than imperative and is often used to talk about duty or necessities or to express logical probability or to give advice or to make recommendations. **Must** and **have to** are more imperative in nature and generally expected not to be disobeyed. **Must** is a little stronger and used mostly to talk about obligations, to talk



about the feelings and wishes of the speaker and hearer and for logical conclusions.

### Unit 09: Task 05

This task provides controlled practice of the form of the target structure in the mode of reading, listening and writing.

Ask students to go through the list in the student book first. Play the recording once and ask students to find the mistakes and answers to blanks in the list. Ask them to underline the mistakes and write the correct answer in the space given. Ask to compare answers in pairs. If they do not agree or have got incorrect answers, play the recording again.

#### *Tape Script*

**Announcer:** Dr. Bimaya Soyza, Academic Advisor from the Institute of Academic Advising, is our dedicated FHSS undergraduate advisor. She will be available to advise you, particularly in the area of Bachelor of Arts and your personal and academic issues. Now I invite her to speak a few words for you.

**Dr. Soyza:** Thank you. Good morning, everyone! Happy to see all your fresh faces and I know you are new to this place too. Let me give you some tips to make your academic life successful without wasting your time. All your questions are welcome at the end of my speech.

Once you have been selected for your major, you have to work hard to make your studies successful. First of all, you must be organized and work for a plan in order to submit your assignments and projects on time. For that you can manage your time. In addition, you should pay attention in the class and it's important to concentrate and avoid distractions when the lecturer is speaking. You have to practice active listening by concentrating on what's being said and taking notes in your own words. Moreover, you must raise your hand and ask questions if you don't understand something. If you don't feel comfortable asking in front of everyone, write yourself a reminder to talk to the lecturer after class. On the other hand, you should study smart, not hard. You mustn't get distracted by outsiders' actions, words or even by social media. You don't have to be alone, but make sure that you have good friends around. If you have such friends, you should be able to maintain a study group too. Furthermore, you should have a positive attitude.





- 5) We must reduce or remove external distractions. / We have to plan the time slots short and switch to the subject matter more often/. We should always try to vocalize and visualize the special parts every time. /We should not get sidetracked with social media or games and external devices.

### **Unit 09: Task 07**

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

Instruct students to make use of the blog entry they read in Task 06 to do the activity.

### **Unit 09: Task 08**

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

For this game you need some paper strips and a pen. Guide the Ss as follows,

Cut up the **Situation cards** and distribute one stack per group / pair of students. Students take turns picking one card and they have to react to the situation giving advice/opinions. Their partner(s) should make sure the sentence is correct / logical before awarding the speaker with a point.

Take some situations with 'study plans' and some more interesting situations.

Examples:

**Situation 1:** Your friend is suggesting you dodge lectures.

**Sentences:** You should not dodge lectures/ You have to come to the lectures with me. / You mustn't be late. / I must attend the lectures, I can't come with you.

**Situation 2:** You are going to your best friend's wedding.

**Sentence:** You should buy a present/ You have to wear nice clothes/ You mustn't be late.



### **Unit 09: Task 09**

This task provides freer practice of the target language form and meaning in the mode of writing. Once the students complete the letter, give individual feedback on their writing.

### **Unit 09: Task 10**

This task provides freer practice of the target language form and meaning in the mode of speaking. Ask students to write down problems they have anonymously and collect them (in a face-to-face class you can collect them, in an online class, you can use an anonymous padlet/chat). Then, ask students to work in groups and discuss the advice they can offer for each problem. Elicit group solutions.



## Unit 10 - Future Consequences

### Unit 10: Task 01

The activity is designed to practice the 'will' form that students have already learned. At the beginning of the class give instructions to the students to do the activity. The discussion can be done in pairs. Select any two appropriate scenarios from the task and discuss answers.

### Unit 10: Task 02

This task aims to provide the target language input in the mode of listening. Ask the students to listen to the dialogue and answer the questions.

#### *Tape Script*

**Sam:** What's the matter with you today Windy?

**Windy:** Ah, nothing really.

**Sam :** If you don't tell me, I'll just keep asking the same question.

**Windy:** Hmm. Yesterday was very important to me. I had my exams. But you didn't ask about my exams! Both English and IT papers were so hard.

**Sam :** Oh, Windy! I'm so sorry. I was actually busy with travelling. But you're more important to me than anything else!

**Windy:** Well, it doesn't always feel like it.

**Sam :** If I promise to help you with your studies, will you forgive me?

**Windy:** Hmmmm. I know you love travelling. And if you travelled less because of me, I'd feel sad. So, that's not an option.

**Sam :** You don't make it easy! Seriously! About the exam... mmmm... If you study hard again, you will definitely face the exam confidently.

**Windy:** I know. Anyway, to change the subject - didn't you feel scared of water rafting?

**Sam :** Not at all. The landscape there was awesome. You can't imagine what it's like. If I get a chance to go there again, will you join me?

**Windy:** Sure, I'll never go unless you take me.

**Sam :** Okay, we will visit Kithulgala soon. Let's talk about your studies again. How can I help you?

**Windy:** Hmm. Can you please help me to recap the grammar parts? If you teach them again, I will be able to revise them.

**Sam :** Sure. Let's start tomorrow.

**Windy:** OK. Thank You. Bye

**Sam :** Bye!



Answers:

1. Both English and IT papers were so hard in the exam.
2. Yes
3. Sam advises Windy to study hard.
4. Kithulgala
5. Sam

**Unit 10: Task 03**

This task aims to provide the target language input in reading.

Let students read the incident alone and ask them to find the answers to the questions.

Answers:

1-b, 2-b, 3-c, 4-a

**Unit 10: Task 04**

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

Get the learners to read the extracts in the student's book. Get them to answer the questions (Concept Checking Questions) given under the sentences individually/after discussing with a partner. Take more examples from the given text and discuss more. If they find it difficult, use Sinhala to teach it.

Answers:

Sentence A: i) yes ii) no iii) yes iv) condition- If she is free, result - reading the books together

Sentence B: i) probably ii) yes iii) yes iv) yes, The speaker will buy the tickets.

Emphasize that the lesson will be based on the given structure. And use L1 if they need further clarification in meaning.

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

Now tell the students that **we use** type 1 conditional to refer to *a possible condition and its probable result*.

Tell them about these facts too.





- These sentences are based on facts
- They are used to make statements about the real world, and about particular situations.
- We often use such sentences to give warnings.

In type 1 conditional sentences, the time is the **present or future** and the situation is **real**

When you discuss the examples of the sentences, teach them the difference between the sentences. Use L1 to teach it as they should be able to identify the different forms of the sentences. Then they will find that the meaning of these two sentences is the same.

Teach them the 'Negative Form' using the white board and different colours.

**\*\*Follow the note given in the student copy and try to explain the students about the form using both L1 and L2 in order to make them familiar with the form. Teach them the formation very clearly. If you need to discuss anything more, you can use extra materials too. But DO NOT teach other conditionals.**

### **Unit 10: Task 05**

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

Ask students to go through the table in the student book first. Play the recording once and ask students to mark whether they are true, false or not given. Play it again and ask them to go through them. Ask them to compare answers in pairs. If they do not agree or have got incorrect answers, play the recording again.

#### *Tape Script*

Career Advisor: Hello everyone. I am very happy to see these undergraduates who are very enthusiastic about joining the future industry as professionals or entrepreneurs. So, I take this opportunity to share with you some tips to join your future career successfully.

I must tell you; if you want to become successful you should improve your communication skills along with your English language and IT. You will have to work hard on these two fields, if you want to develop more. Learning



English in the university is very easy, especially if you don't miss your lectures. Mainly, international communication occurs in English as its basis. Globally, more than two million people speak English, and a vast number of people are able to speak English as a second language. Moreover, if you professionally speak English, you can face the job interviews well, which involves a good command of English. On the other hand, if you are good at computer literacy and IT, it will be an added advantage to your career. Since this world is developing very fast, you cannot succeed in your career without any knowledge of IT. So, my advice for every undergraduate is to study English and IT as compulsory courses. If you want to go up in this career ladder in the future, you have to work hard now.

Here I have brought you some leaflets which give more information about the said topic. You can go through them, and you can contact me, if you have any questions.

Thank you!

Answers:

1. True
2. False
3. Not Given
4. False
5. False
6. True

**Unit 10: Task 06**

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

Students will be able to revise the form of Conditionals -1 which can be used when giving guidelines and tips in everyday language.

First make the students read the e-article individually. Ask the Ss to write the answers. Help them with the Sinhala meaning if they find some words unfamiliar. Let them do peer correction first. Check the books and give feedback.

Unit 10 Task 06 (Answer Key)

- 1) Their confidence will automatically be high.
- 2) \* They will be able to read the ideas of what the foreign writers and researchers write and describe in their research papers and books in English.  
\* They can interact with the foreign undergraduates too.



- 3) They have to learn the general rules of grammar well.  
4)

They will find more paths to learn and improve their subject scope.	True
The students will find e-books, revision guides and extra materials to improve their knowledge.	True
Students will not develop a better understanding of the topics being taught, if the lecturers use audio and visual materials	False

- 5) The students can complete and submit the assignments that were sent by the lecturers and professors even without physically stepping into the classrooms.

### Unit 10: Task 07

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

The teacher must guide the students to use the target structure of the lesson. For this game you need some paper and a pen.

Guide the students as follows,

- Divide the students into groups of two (A and B) and give each student a copy of the same worksheet (Tr. has to make the worksheet with 5 incomplete, conditional type 1 sentences. E.g. If you don't hurry, .....)
- Ask the students to complete the endings of the sentences on their worksheets.
- Students then play a game of guessing the endings of the sentences their partner wrote. Student B starts and tries to guess the ending of the first sentence. Student B can ask Yes/No questions from his/her partner to get clues. Student B has five tries to guess the exact words. If student B guesses correctly the first time, he/she gets five points. If the guess is wrong, he/she must try again for four points, then three points, and so on.



- Then, it is student A's turn to guess his/her partner's sentence endings. This process continues back and forth until all the sentences have been guessed. The student with the highest score at the end of the game wins.

In zoom sessions: Use the 'breakout room' option and ask the pairs of students to guess the endings of first conditional sentences that the partner wrote.

### **Unit 10: Task 08**

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

The duration of the speech will be 2 minutes- 4 minutes. Do this activity as a prepared speech activity.

Tr. has to note down their speaking errors and at the end of this session the Tr. may discuss their errors generally.

### **Unit 10: Task 09**

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

Instruct students in pairs to discuss the points and write the letter. Tr. will help them with the vocabulary and the form.



## Unit 11- Why Can't I do It?

### Unit 11: Task 01

This activity is designed to keep the students interested and motivated to learn the target language and to prepare them for the input task. Ask the students to answer the question in the student book. Students might have different answers and ask them to present them to the class.

### Unit 11: Task 02

This task aims to provide the target language input in the mode of listening. Ask the students to listen to the conversation between Hansani and Gayani and say whether the statements are True or False.

*Tape script*

**Gayani:** Hi Hansani! It's good to see you.

**Hansani:** Hi Gayani! It's good to see you too.

**Gayani:** Tell me Hansani, what would you do if you won a million dollars?

**Hansani:** Well! Let me think about it! So, if I won a million dollars, I would travel around the world. I would visit a lot of famous places. Also, I would stay in expensive 5-star hotels. Mmm... What else? I would buy expensive gifts for my family and friends. Okay now what about you Gayani? What would you do if you were the president?

**Gayani:** Well! Let me think a little bit. If I were the president, I would make some important social changes for example: If I were the president, I would fight against poverty. Also, I would build more hospitals and health centers. What else? Yes! I would build more schools and universities.

**Hansani:** That's great Gayani! But let us stop dreaming and be real. I don't have a million dollars and you are not the president either.



**Gayani:** Yes! That's true.

Unit 11 Task 02 (Answer key)

1. If Hansani won a million dollars, she would travel around the world. **True**
2. Hansani would stay in seven-star hotels. **False**
3. Hansani would visit all the historical places. **False**
4. Hansani would buy expensive cars for her family and friends. **False**
5. If Gayani were the president she would fight against poverty. **True**

**Unit 11: Task 03**

This task aims to provide the target language input in the mode of reading. Read the list of health tips and mark **True** or **False** for the sentences.

Unit 11 Task 03 (Answer key)

1. Skipping breakfast helps you to lose weight. **False**
2. Vegetables and fruits are low in calories and fat but rich in fiber. **True**
3. Drinking a lot of water is good for your health. **True**
4. The regular consumption of junk food helps you to maintain a healthy and well-shaped body. **False**
5. Doing exercises helps to burn off the excess calories in your body and it is ideal to lose weight. **True**

**Unit 11: Task 04**

**Meaning:** This task helps the learners to understand the meaning of conditional clause type II sentences. Let the students answer the given question in order to find out the meaning of the sentence.

**"If you drank a lot of water, you would be healthy."**

1. Does this refer to an unreal situation that is unlikely to happen? **Yes**
2. Does this indicate that the expected action depends on a condition? **Yes**



Teach the students how to use the conditional type 2 sentences. (The conditional sentences indicate us a possible condition and its probable result. It means that the expected actions depend on a condition. If Clauses – Type 2 is used to express dreams, unreal situations and things that are unlikely to happen. In other words, the condition specified in the clause is not actual but is a condition that is currently being imagined.)

**Form:** Ask them to refer to the text in task 3 and underline sentences in -if clause- which enables them to identify the conditional sentences. Ask them to find a pattern in the sentences.

Teach the students how to construct sentences in conditional type II. Ask them to read the example sentences in the student book.

### Unit 11: Task 05

This task provides controlled practice of the form of the target structure in the mode of reading and writing. Ask the students to read the paragraph carefully and make a list of the things Roshan would do if he got the chance to visit Australia?

#### Answer

If Roshan got the chance to visit Australia, **he would visit many interesting places, he could enjoy his time with his friends who live there, he would take many photographs of the beautiful places in Australia, and he might go to see her aunt who lives in Melbourne.**

### Unit 11: Task 06

This task provides controlled practice of the target structure form and meaning in the mode of listening. Ask the students to listen to the recording and put a '✓' to the sentences which show the consequences that Melani would face if she didn't work hard at the university.

#### *Tape script*

Melani has a dream to live on another planet. Listen to what she says about it and answer the question.



Hi everyone! I am Melani. I want to tell you of a fantastic goal of mine. If I got a chance to travel to Mars, I would go there. I would live there happily. I would live with aliens and they would be my closest friends. If I lived on Mars, I would build a small house there and my life would be easy and comfortable. If I had to entertain, I would invite the aliens to dine with me and would talk with them about interesting things in their world.

Unit 11 Task 06 (Answer Key)

1) Write 5 things Melani would do if she got a chance to travel to Mars?

- 1) Melani would live there happily.
- 2) She would live with aliens.
- 3) She would build a small house on Mars.
- 4) She would invite the aliens to dine with her.
- 5) She would talk with them about interesting things in their world.

**Unit 11: Task 07**

This task provides controlled practice of the target language form and meaning in the mode of reading and writing. Let the students read and combine the sentences to get the correct meaning. The first one is given as an example.

Unit 11 Task 07 (Answer key)

- 2) He could meet the minister if he went to the Ministry on time.
- 3) If you worked diligently, the boss would appreciate you.
- 4) You would get sick if you didn't follow a proper diet plan.
- 5) If you applied that oil, you would go bald.
- 6) They might respond positively if you sent them an email.





### **Unit 11: Task 08**

This task provides controlled practice of the target language form and meaning in the mode of speaking. Let the students speak a few sentences based on how they would spend their day with their most favourite celebrity.

### **Unit 11: Task 09**

This task provides freer practice of the target language form and meaning in the mode of speaking. Get the students to act out a role-play based on the situation given below.

- Imagine you are a doctor, and you meet a patient who suffers from diabetes. Advise him/her on how serious the result could be if the patient neglected treatments and didn't follow good health practices properly.

### **Unit 11: Task 10**

This task provides freer practice of the target language form and meaning in the mode of writing. Ask the students to do the following writing task individually.

- Your best friend in the village wants to learn English very well. He/she wants your advice. Write down some steps for him/her to follow in order to improve his/her English skills.



## Unit 12- Agreements and Disagreements

### Unit 12: Task 01

This task enables the students to present their own ideas about the given topic. Let the students come up with their own sentences using the vocabulary and grammar structures which they have learnt in the previous lessons.

### Unit 12: Task 02

#### *Tape script*

Heshani, Nelum and Chathuri are first year students in the University of Sri Jayewardenepura. These days they are studying online due to the COVID - 19 pandemic. They take a WhatsApp call to talk with each other because they cannot meet now as usual.

Heshani: Hello Nelum and Chathuri, how's everything going? I feel so bored and miss you all a lot.

Nelum: Hello friends! Yes, same here. I am also eagerly waiting to meet you all again at the university.

Chathuri: Nobody knows when we will be able to start university life again. It is very stressful to stay home all the time. I really miss those wonderful days at the university.

Heshani: I think that we have to go on like this for some more months. I feel that the universities will not start again soon.

Chathuri: I think so too.... but I believe that the relevant authorities must decide soon on how to reopen the universities for the students with necessary health guidelines.



Nelum: I see your point but I'm not quite sure whether it is safe enough to do so soon. I have a doubt that it would be safe for all the students.

Heshani: I totally agree with you. I'm also of the opinion that it would not be safe for the students and the entire staff in the university.

Chathuri: Yes, both of you are right to some extent. But I also see things rather differently. How long can we stay home and continue studies like this? We will miss our precious university life. All of us agree that it is also stressful to study online all the time. In my opinion, we should follow health guidelines strictly and open the universities again for the students. As adults, we all can adhere to the rules and regulations because they are imposed for our own safety.

Heshani: Yes, Chathu I agree with you to a certain extent yet we all should understand the threat of the pandemic.

Nelum: Actually, I think you're right Heshani. This is a time for us to be very careful. No matter what you say Chathu, I don't think that students will strictly follow all the health guidelines properly once they come to the university. We forget things soon, right?

Chathuri: Let's hope for the best. We'll wait and see.

Nelum and Heshani: Yes, hopefully this will end soon. Then we can be happy again like before. Bye Chathu. Stay Safe. Take Care.

Chathuri: You too stay safe. Bye. Take Care.

Unit 12 Task 02 (Answer key)

**A) Say whether the following statements are true or false.**

1. The three friends are discussing the advantages of online education.  
**(False)**



2. They don't believe that the universities will start soon.  
**(True)**
3. According to them, the reopening of the universities will not be that risky.  
**(False)**
4. All three friends firmly believe that the university students will definitely adhere to the health guidelines and rules since they are adult learners. **(False)**
5. They are stressed out with online education.  
**(True)**

### **Unit 12: Task 03**

#### *Unit 12 Task 03 (Answer key)*

1. According to the opinions of intellectuals, COVID-19 has confined the typical classrooms to mere video lessons. **True**
2. Everybody agrees that students, especially teenagers and adults get health issues as they are obliged to spend longer hours in front of laptops and phone screens for longer hours. **False**
3. Geniuses like Thomas Alva Edison and Albert Einstein didn't even complete schooling. **True**
4. The writer believes that the people in the present society don't go through the creative process which includes self-learning that cannot be taught within formal classrooms. **True**

### **Unit 12: Task 04**

**Meaning:** Explain the meaning of words and phrases which are used to show an agreement, a disagreement, and an opinion.

- 1) "Many parties firmly believe that as the conditions are getting tight and tense, society shows an inclination to promote and cultivate online education as the best possible safety mechanism for education during COVID-19."



a) Do many parties agree with the above idea? **Yes**

b) Do they have a positive idea or a negative idea about online education?

**Positive Idea**

c) What are the words that give you a feeling about what this sentence is saying?

**Many parties firmly believe that**

2) Forcing or pressurizing children under 12 to focus on their online lessons for two or three hours, will be a problem for their overall mental health, performance, daily interactions and innate potential.

a) Does the writer show a positive idea or a negative idea about online education in the above line? **Negative idea**

b) Mention the words which give you that sense.

**Forcing or pressurizing children**

**will be a problem for.....**

3) "The writer's point of view is, what is happening in our society is that our subconscious minds are not being fed with 'raw data' but with all-set data and material."

a) Does the above line show an agreement/ a disagreement or an opinion? **An opinion**

b) Mention the words which give you that idea? **The writer's point of view is.....**



**Form:** Teach the students about the structure of sentences when making different statements to show agreements, disagreements and opinions.

Ex: I strongly believe that....

I completely disagree with.....

According to my opinion, .....

Given below are some expressions to show an agreement, a disagreement and an opinion. Teach them to the students and encourage the students to use them in the speaking and writing tasks given in the lesson.

More phrases to describe agreements, disagreements and opinions on something:

### **Phrases for expressing opinions**

Personally I think.....

I suppose....

From my point of view....

As far as I'm concerned.....

From my perspective.....

I hold the view that.....

Some people say that....

I'd like to point out that.....

It is generally accepted that....

What I mean is.....

I am of the opinion that....

My impression is that.....

It seems to me that....

In my view.....

### **Phrases for expressing agreement**

Definitely.....

I suppose so....

Absolutely....  
at it.....

Sure, that's one way of looking



You're right, that's a good point...

Well, I agree with you here.....

Ok, that's convincing....

I see your point.....

I think so too.....

I see exactly what you mean.....

### **Phrases for expressing disagreement**

Well, I see things rather differently.....

I'm afraid, I disagree.....

I find that very difficult to accept....

I don't think so.....

I don't seem to be in complete agreement....

That's not always true.....

I completely disagree....

I agree up to a point....

Well, I don't quite agree with you.....

I still have my doubts.....

### **Unit 12: Task 05**

*Tape Script with answers.*

Shehan: Let's try to finish this project soon.

Kaveesha: Yes, we have to. But **according to me** this is too difficult.

Shehan: Yes. We've got to think a lot before we plan it. Shall we talk with the supervisor again? **What do you think?**

Kaveesha: **That's a good idea.**

Shehan: Then at least we can have a clear picture on what we should do.

Kaveesha: **That's true**

Shehan: **In my opinion,** I believe that deforestation should be banned. We destroy the earth to fulfill our needs.



Kaveesha: **Yes, I strongly agree with what you say but** no matter how much we talk about it in our projects, people never seriously think about its negative effects.

### Unit 12: Task 06

Ask the students to read the short passage on 'New York city' and find out words and phrases to show agreements, disagreements and opinions from the text.

Agreements	Disagreements	Opinions
firmly believe	completely disagree with that statement	According to them
agree that	some people totally disagree with the fact that	According to the opinions of many critics
strongly believe that		According to their point-of view

### Unit 12: Task 07

Ask students to express their preferences and suggestions based on the given situation. Encourage them to use the words and phrases they have learnt to show agreement, disagreement and opinion.





### **Unit 12: Task 08**

Ask the students to write down their views, likes and dislikes based on the given situation. Remind them to use the common words and phrases to show their agreements, disagreements and opinions.

### **Unit 12: Task 09**

This task provides freer practice of the target language in the mode of speaking. Divide the class into two groups and let the students put forward their arguments showing their agreements, disagreements and opinions on the given topic.

### **Unit 12: Task 10**

This task provides freer practice of the target language in the mode of writing. Ask the students to do the writing task individually.



## Unit 13- Reported Speech

### Unit 13: Task 01

Before providing input of the target language, give students some space to think about what the lesson is going to be about. This activity is designed to keep the students interested and motivated to learn the target language and to prepare them for the input task.

Let students come up with their own ideas.

### Unit 13: Task 02

*Tape script*

Shehani: Amaya, we really need to get working on this marketing assignment. We've only got five weeks left to complete it. Hope you can remember the professor's warning.

Amaya: Why? What did she say?

Shehani: She said, "You have to submit the assignment on the due date. Don't come and ask me for any extensions. No more excuses."

Amaya: Oh! Yeah. I can remember. Okay, let's get started right now. Let's go over the instructions first. What exactly do we have to do?

Shehani: Well, our professor said that we must look at one area of the entertainment industry. There's a list of different types.

Amaya: What are they?

Shehani: Music, cinema, theater, sports and eating out. That's all.

Amaya: Reshana told me that we had to choose one branch of the industry and then maybe we could look at how two different groups of people use it? Is that right?

Shehani: Yes. How should we collect the data?

Amaya: I spoke to the tutor in the department. He said that we could use questionnaires and face-to-face interviews. He also said, "You can use direct observations if you like."

Shehani: Great! Many options are available then.

Amaya: How about the sample size? Reshana said that she had decided to distribute questionnaires among 50 students in the university. Also, she said



that she would select both male and female students from the Faculty of Science and Faculty of Arts.

Shehani: Hmm. That's a good choice. Come Amaya, let's go to the cafeteria and have a discussion about it.

Amaya: Okay. Let's go then.

Unit 13 Task 02 (Answer key)

- 1) Shehani and Amaya are getting ready to do their Anthropology assignment. **(False)**
- 2) Shehani said that they had got only seven weeks more to complete the assignment. **(False)**
- 3) The professor said that the students must submit the assignment on the due date. **(True)**
- 4) The professor also told them that they must look at one area of the entertainment industry. **(True)**
- 5) The Department Tutor told Amaya, "You can only use questionnaires and face-to-face interviews when you collect data for your research." **(False)**

**Unit 13: Task 03**

Unit 13 Task 03 (Answer key)

Number the sentences given below in the correct order and complete the story.

The two mice set off to the town and reached the Town Mouse's residence late at night. **(4)**

Once upon a time, a Town Mouse went to visit his cousin in the country. **(1)**

Luckily, both mice could save their lives. **(7)**

The Country Mouse told the Town Mouse that it was better to eat beans and bacon in peace than to have jellies and cakes in fear. **(8)**

The Town Mouse said that he couldn't eat the tasteless food that the Country Mouse eats. He also promised the Country Mouse to treat him well with delicious food if he comes to the town. **(3)**

Both mice were stunned by the growling noise of the two dogs that jumped into the kitchen. **(6)**



The Country Mouse was able to eat tasty jellies and cakes at the grand dining-room. (5)

The Country Mouse left the town immediately. (9)

The Country Mouse welcomed his cousin and offered him beans, bacon, cheese and bread. (2)

### Unit 13: Task 04

**Meaning:** This task helps the learners to identify the use of reported speech and how it is used in sentences. Let the students answer these probing questions which enable them to have a better understanding of 'Reported Speech.'

The Country Mouse said, "I don't like that fearsome sound at my dinner."

- 1) Who said this line? **The Country Mouse said this line.**
- 2) What did he say? **He said that he didn't like that fearsome sound at his dinner.**

The Country Mouse told the Town Mouse, "I am going because it is not safe here.

- 1) Who said this to whom? **The Country Mouse said this to the Town Mouse.**
- 2) Why is he going? **He is going because it is not safe there.**

"You have been tired and hungry after a long journey." said the Town Mouse to the Country Mouse.

- 1) Has the Country Mouse been tired and hungry? **Yes**
- 2) What is the reason? **Because he had a long journey.**

The Country Mouse felt disappointed and said, "I served you all the good stuff to eat."

- 1) Did the Country Mouse feel sad? **Yes**
- 2) Why did the Country Mouse feel disappointed?



**The Country Mouse felt disappointed because he had served the Town Mouse all the good stuff to eat.**

**Form:** Explain the students about the changes that occur in the tenses when making sentences in 'Reported Speech.'

1) What did the Town Mouse say about the food served by the Country Mouse?

The Town Mouse said that **he had tasted better food than that in the city.**

2) When the Country Mouse questioned about the noise they heard, what did the Town Mouse say?

The Town Mouse said that **it was only the dogs of the house.**

3) What did the Country Mouse finally say to the Town Mouse?

The Country Mouse finally said that **he wanted to thank the Town Mouse for his kindness, and it was better to eat beans and bacon in peace than to have jellies and cakes in fear.**

### **Unit 13: Task 05**

#### *Tape Script and Answer Key*

A man told his friends, "When my wife is angry, she starts shouting at me, at my children and even at our dogs and nobody dares to answer her."

"What do you do when you are angry?" asked one of his friends.

"I also shout loudly at the doors and windows of the house, and no one dares to answer me," said the man.

1) The man told his friends that when his wife was angry, she kept quiet without shouting at others. **(False)**

2) His friends asked what he did when he got angry. **(True)**

3) The man did not respond to his friends. **(False)**

4) The man said that he also shouted loudly at the doors and windows of the house. **(True)**

5) Nobody dared to answer the man at that time. **(True)**



### Unit 13: Task 06

#### *Unit 13 Task 06 (Answer Key)*

1) Suresh said to Ramani, "I could read when I was three."

A) **Suresh could read when he was three.**

B) Ramani could read when she was three.

C) I could read when I was three.

2) Suba told Kumari that she has not received her letter yet.

A) **Kumari has written a letter to Suba.**

B) Suba has written a letter to Kumari.

C) Kumari hasn't received the letter yet.

3) Mary said to Kareema, "You shouldn't have been so rude to Kanthi."

A) Kareema was rude to Mary.

B) Mary was rude to Kareema.

C) **Kareema was rude to Kanthi.**

4) Kumudu told Darshani, "Wake me up at five."

A) Darshani wants to wake up at five.

B) **Kumudu wants to wake up at five.**

C) Both the girls want to wake up at five.

### Unit 13: Task 07

Let the students retell the information (orally) in reported speech.

#### *Unit 13 Task 07 (Answer key)*

Listen everybody, our lecturer said that we all had to find information from research articles, journals, books and websites. She said we couldn't copy any



information and we should give references properly. She also said that one or two team members could present the findings to the class. Finally, she said that everybody had to submit the project on the due date, and she was not going to accept any late submissions.

### **Unit 13: Task 08**

Ask the students to rewrite the story using the given structure.

Once a drunken man shouted at another person who stood by him and asked him to fetch a taxi for him because he wanted to go home. But the other person said angrily that he was not the drunken man's servant. He was a pilot. Then the drunken man told the man that he could then bring an airplane

### **Unit 13: Task 09**

Let students come up with their own ideas and relate them to the class.

### **Unit 13: Task 10**

Ask the students to do the writing task on their own using reported speech.





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