

# DIAMOND PROJECT

ENGLISH LANGUAGE

GRADE 11

## Grade 11- 1<sup>st</sup> term

| NO: | Unit                                | Sub Units  | Date of Completion | No. of hours/ periods | Methodologies                                  | Learning Outcome  | Model Questions/ Assessments and Evaluation  | Teaching Aids   | Extended speaking and listening activities  |
|-----|-------------------------------------|--|--------------------|-----------------------|--|---|--|---|---|
| O1. | Unit 01<br><br>Our Responsibilities | <ul style="list-style-type: none"> <li>• Role play</li> <li>• Activity on punctuation marks.</li> <li>• Complete the dialogue.</li> <li>• Read the text and find answers.</li> <li>• Write a notice.</li> <li>• Activities on prefixes and suffixes.</li> <li>• Write instructions.</li> <li>• Read the letter and fill the table.</li> <li>• Write instructions.</li> <li>• Write a letter<br/>Write sentences on past activities.</li> </ul> | 26/1               | 12h<br><br>18 periods | Pair work<br><br>Group work<br><br>Questioning | Students will be able to read different types of texts and write answers to questions.<br><br>Students will be able to use punctuation marks accurately.<br><br>Students will be able to use affixes correctly.<br><br>Students will be able to write instructions for different situations.<br><br>Students will be able to write formal letters correctly.<br><br>Students will be able to use simple past tense, past continuous, past | Conduct a classroom test on affixes.<br><br>Write formal letters for different purposes.<br><br>Writing paragraphs on past events.<br><br>Write notices on different situations. | Word cards for affixes<br><br>Sample notices<br><br>Model letter<br><br>Grammar chart | Act out a dialogue.<br><br>Story telling using past tense.<br><br>Labeling a map by following instructions.<br><br>Listen and put punctuation mark. |

|     |                                |  |        |                       |  |   |  |   |   |
|-----|--------------------------------|--|--------|-----------------------|--|---|--|---|---|
|     |                                |  |        |                       |  | perfect and past perfect continuous tense appropriately.  |  |   |   |
| 02. | Unit 2<br>facing<br>Challenges | <ul style="list-style-type: none"> <li>• Speaking activity.</li> <li>• Match the phrases with the pictures.</li> <li>• Read the text and find answers.</li> <li>• Write descriptions about the pictures.</li> <li>• Act out the dialogue.</li> <li>• Listen and number.</li> <li>• Develop a mind map and write a composition.</li> <li>• Describe the signs.</li> <li>• Write the sentences in reported speech.</li> <li>• Reorder the pictures.</li> </ul> | 28 / 2 | 14h<br><br>21 periods | Pair work<br><br>Group work<br><br>Questioning | Students will be able to read texts and write answers.<br><br>Students will be able to compositions on different topics.<br><br>Students will be able to describe different signs.<br><br>Students will be able to build up a story by looking at pictures.<br><br>Students will be able to write sentences in reported speech. | Making a small story book.<br><br>Develop a mind map on a given topic.<br><br>Describe signs using should / should not, must/ must not.<br><br>Rewrite sentences in reported speech. | Picture cards on sports<br><br>Picture cards on sign boards<br><br>Set of pictures based on a story | Build up a story based on pictures.<br><br>Give instructions using "should/ should not".<br><br>Listen and put numbers against pictures of sports.<br><br>Listen and put numbers against pictures of sign boards. |

|     |                       |   |        |                         |  |  |   |  |  |
|-----|-----------------------|---|--------|-------------------------|--|--|---|--|--|
|     |                       | <ul style="list-style-type: none"> <li>Read the poem and answer the questions.</li> </ul>   |        |                         |  |  |   |  |  |
| 03. | Unit 3<br>Great Lanka | <ul style="list-style-type: none"> <li>Role play.</li> <li>Listen and find answers.</li> <li>Speaking activity.</li> <li>Read the conversation and fill the table.</li> <li>Find the adjectives used in the conversation.</li> <li>Make the sentences using the words.</li> <li>Write a short composition.</li> <li>Read the paragraph.</li> <li>Write descriptions.</li> </ul> | 16 / 3 | 7h 20m<br>11 periods    | Pair work<br>Group work<br>Questioning | Students will be able to listen and find the answers.<br><br>Students will be able to write a short composition on a famous king in Sri Lanka.<br><br>Students will be able to write on one of the famous tourist attractions in Sri Lanka.<br><br>Students will be able to act out a role play.<br><br>Students will be able to use adjectives appropriately. | Write short descriptions of different places.<br><br>Act out a drama.<br><br>Make a small booklet on famous characters. | Sri Lanka map with tourist attraction<br><br>Pictures on historical places | Do a presentation on historical places.<br><br>Speak about a beautiful scenery using adjectives.<br><br>Listen and complete the table. |
|     |                       | Total learning hours to complete the syllabus   |        | 39h 20mts<br>50 periods |  |  |   |  |  |
|     |                       | Revision/ Testing and Evaluation  |        | 9 periods               |  |  |   |  |  |

## Grade 11- 2<sup>nd</sup> term

|     |  |  |      |                       |   |  |  |  |  |
|-----|--|--|------|-----------------------|---|--|--|--|--|
| 04. | Unit o4<br><br>For a<br>Better<br>Tomorro<br>w | <ul style="list-style-type: none"> <li>• Read the dialogue and find answers.</li> <li>• Re write the sentences using adverbs correctly.</li> <li>• Write a paragraph.</li> <li>• Write a script for an interview.</li> <li>• Read the posters and write a message.</li> <li>• Complete the sentences using adjectives.</li> <li>• Listen and find answers.</li> <li>• Making announcements</li> <li>• Read the text and fill the table.</li> <li>• Re write using correct capitalization.</li> </ul> | 15/5 | 10h<br><br>15 periods | <p>Pair work</p> <p>Group work</p> <p>Questioning</p> | <p>Students will be able to write sentences using adverbs and adjectives correctly.</p> <p>Students will be able to practice for a television interview.</p> <p>Students will be able to make announcements.</p> <p>Students will be able to convert sentences in to reported speech.</p> <p>Students will be able to write massages for different posters.</p> <p>Students will be able to use capital letters appropriately.</p> | <p>Conduct a classroom test on capitalization.</p> <p>Make posters.</p> <p>Write a paragraph on a given topic.</p> | <p>A video clip on an interview</p> <p>Pictures of environme ntal pollution</p> <p>Pictures of extinct animals</p> | <p>Make announcements for given situations.</p> <p>Make a speech on “how to protect the environment”.</p> <p>Listen to the announcement and fill the grid.</p> |
|-----|--|--|------|-----------------------|---|--|--|--|--|

|     |                                |   |         |                      |  |   |  |   |   |
|-----|--------------------------------|---|---------|----------------------|--|---|--|---|---|
|     |                                | <ul style="list-style-type: none"> <li>• Write an essay.</li> <li>• Speaking activity</li> </ul>  |         |                      |  |   |  |   |   |
| 05. | Unit 5<br><br>Best Use of Time | <ul style="list-style-type: none"> <li>• Speaking activity.</li> <li>• Act out.</li> <li>• Group activity.</li> <li>• Listen and find information.</li> <li>• Complete the conversation.</li> <li>• Read the poem and complete the table.</li> <li>• Write a conversation.</li> <li>• Write an email.</li> <li>• Read the text and find answers.</li> <li>• Describe a pie chart.</li> <li>• Group the words according to the word classes.</li> <li>• Fill in the blanks using the correct forms of the verbs.</li> <li>• Match the idioms with their meanings.</li> </ul> | 01 / 06 | 8h<br><br>12 periods | <ul style="list-style-type: none"> <li>Pair work</li> <li>Group work</li> <li>Questioning</li> </ul> | <p>Students will be able to tell the advantages of working on time.</p> <p>Students will be able to write conversations.</p> <p>Students will be able to write an email.</p> <p>Student will be able to describe a chart.</p> <p>Students will be able to use suffixes correctly.</p> <p>Students will be able to use the correct form of the word.</p> <p>Students will be able to match the meanings of idioms.</p> <p>Students will be able to recite a poem nicely.</p> | <p>Make and act out a small drama.</p> <p>Describe pie chart and bar graph.</p> <p>Write an email.</p> | <p>Paper cuttings</p> <p>Sayings of people on time</p> <p>An enlarged pie chart</p> | <p>Act out a dialogue apologizing.</p> <p>Present advantages of working on time.</p> <p>Listen to the poem and complete the table.</p> <p>Listen to the advertisement and answer the questions.</p> |

|     |                               |  |      |                           |   |  |  |   |  |
|-----|-------------------------------|--|------|---------------------------|---|--|--|---|--|
| 06. | Unit 6<br><br>A moment of Fun | <ul style="list-style-type: none"> <li>• Read the conversation and answer the questions.</li> <li>• Find the determiners.</li> <li>• Complete the sentences using the tense.</li> <li>• Read the notice and complete the information sheet.</li> <li>• Write a note.</li> <li>• Write a notice.</li> <li>• Read the text and find the answers.</li> <li>• Do a conversation.</li> <li>• Write a telephone conversation.</li> </ul> | 27/6 | 11h 20m<br><br>17 periods | <p>Pair work</p> <p>Group work</p> <p>Questioning</p> | <p>Students will be able to act out a drama nicely.</p> <p>Students will be able to use determiners appropriately.</p> <p>Students will be able to use simple present tense, present continuous tense, present perfect tense and present perfect tense tense.</p> <p>Students will be able to write a note.</p> <p>Students will be able to prepare a notice.</p> <p>Students will be able to read and answer to the question using different types of texts.</p> <p>Students will be able to use the sound “sion, ssion, tion, cian” correctly. Students will be able to know masculine</p> | <p>Write a note.</p> <p>Write a notice.</p> <p>Write a paragraph on a given topic.</p> <p>Write a simple poem.</p> | <p>Video clip of a mini drama</p> <p>Word cards for activity 10</p> | <p>Make a speech on “forms of entertainment”.</p> <p>Act out a telephone conversation.</p> <p>Listen and complete the notice.</p> <p>Listen and complete the table of “sion, ssion, tion, cian”.</p> |
|-----|-------------------------------|--|------|---------------------------|---|--|--|---|--|

|     |                             |  |      |                          |  |  |  |  |   |
|-----|-----------------------------|--|------|--------------------------|--|--|--|--|---|
|     |                             |  |      |                          |  | and feminine nouns correctly.  |  |  |   |
| 07. | Unit 7<br><br>Simple Living | <ul style="list-style-type: none"> <li>• Look at the pictures and write instructions</li> <li>• Listen and find answers</li> <li>• Write a paragraph</li> <li>• Act out</li> <li>• Activity on collective nouns</li> <li>• Read the texts and find the answers</li> <li>• Act out conversation and find answers</li> <li>• Make sentences using reported speech</li> <li>• Match the pictures with the words</li> <li>• Write instructions</li> <li>• Write a story</li> </ul> | 16/7 | 8h 40m<br><br>13 periods | Pair work<br><br>Group work<br><br>Questioning | <p>Students will be able to write instructions of what we should not to do.</p> <p>Students will be able to listen and find correct responses.</p> <p>Students will be able to read texts and write answers.</p> <p>Students will be able to write imaginary stories.</p> <p>Students will be able to write small paragraphs about a great personality.</p> <p>Students will be able to transfer information into a flow chart.</p> <p>Student will be able to convert sentences into reported speech.</p> | <p>Conduct a small test on reported speech.</p> <p>Write biographies of successful people.</p> <p>Write an essay on “How to become a successful person”.</p> | <p>Picture cards on instructions</p> <p>Word cards on collective nouns</p> <p>Picture cards and word cards on action verbs</p> | <p>Make suitable instructions for each picture cars.</p> <p>A small speech on “a famous person”.</p> <p>Listen and complete the flow chart.</p> <p>Listen and underline the correct answer.</p> |



|  |  |   |  |                          |  |  |  |  |  |
|--|--|---|--|--------------------------|--|--|--|--|--|
|  |  |   |  |                          | <p>Students will be able to match the verbs to the pictures.</p> <p>Students will be able to meaningful sentences by using past perfect tense.</p> <p>Students will be able to familiar with collective nouns.</p> |  |  |  |  |
|  |  | Total learning hours to complete the syllabus |  | 43h 20 mts<br>57 periods |  |  |  |  |  |
|  |  | Revision/ testing and evaluation              |  | 08 periods               |  |  |  |  |  |

## Grade 11- 3<sup>rd</sup> Term

|     |                               |   |      |                       |  |  |  |  |  |
|-----|-------------------------------|---|------|-----------------------|--|--|--|--|--|
| 08. | Unit 08<br><br>Reading is fun | <ul style="list-style-type: none"> <li>• Read the texts and find the answers</li> <li>• Activity on opposite words</li> <li>• Speaking Activity</li> <li>• Write a letter</li> <li>• Listen and underline answers</li> <li>• Fill in the blanks using conjunctions</li> </ul> | 28/9 | 13h<br><br>18 periods | Pair work<br><br>Group work<br><br>Questioning | <p>Students will be able to write answers to different types of texts.</p> <p>Students will be able to write meaningful sentences using adjectives.</p> <p>Students will be able to use conjunctions correctly.</p> <p>Students will be able to talk about their interests in reading.</p> | Conducting a small classroom test on adjectives.<br><br>Fill in the blanks using conjunctions. | Short story books<br><br>Pictures of characters on given short story books | <p>Act out a mini drama on given short stories.</p> <p>Describe a character using the given clues.</p> <p>Listen to the story and do the activity.</p> <p>Listen to the story and circle the adjectives they hear.</p> |
|-----|-------------------------------|---|------|-----------------------|--|--|--|--|--|

|     |                  |   |       |                   |   |  |  |   |   |
|-----|------------------|---|-------|-------------------|---|--|--|---|---|
| 09. | Unit 9<br>Enigma | <ul style="list-style-type: none"> <li>• Act out</li> <li>• Complete the chart</li> <li>• Read the text and find answers</li> <li>• Listen to the report and complete the data sheet</li> <li>• Write a description using the given details</li> <li>• Speaking activity</li> <li>• Activities on vocabulary</li> <li>• Relate a story</li> <li>• Fill in the blanks</li> </ul> | 18/10 | 10h<br>15 periods | <p>Pair work</p> <p>Group work</p> <p>Questioning</p> | <p>Students will be able to transfer information into tables, grids and flow charts.</p> <p>Students will be able to read and answer to the question using different types of texts.</p> <p>Students will be able to understand the different functions of words.</p> <p>Students will be able to write paragraphs on an incident using the details of a data sheet correctly.</p> <p>Students will be able to write paragraphs on “the Bermuda Triangle”.</p> <p>Students will be able to engage in a debate.</p> <p>Students will be able to use relative plural</p> | <p>Prepare a scrap book on different adult animal and the young.</p> <p>Write a description on “the Bermuda Triangle” using given information.</p> <p>Write an incident on the details of the data sheet.</p> <p>Complete charts by reading a text.</p> <p>Maintain the vocabulary book.</p> | <p>Word cards on plural nouns.</p> <p>An enlarged picture</p> | <p>Make debate on given topics.</p> <p>Look at the picture and describe.</p> <p>Listen to the dialogue and complete the chart.</p> <p>Listen to the report and complete the data sheet.</p> |
|-----|------------------|---|-------|-------------------|---|--|--|---|---|

|    |                            |  |         |                      |   |   |  |   |   |
|----|----------------------------|--|---------|----------------------|---|---|--|---|---|
|    |                            |  |         |                      |   | <p>form of nouns in sentences correctly.</p> <p>Students will be able to use “will, would, may, might, could” appropriately.</p> <p>Students will be able to match the adult animal with the young.</p>   |  |   |   |
| 10 | Unit 10<br>Choices in Life | <ul style="list-style-type: none"> <li>• Read the text and fill the table</li> <li>• Read the text and complete the flow chart</li> <li>• Grammar activity</li> <li>• Speaking activity</li> <li>• Write an essay</li> <li>• Read the poem and do the activities</li> <li>• Read the text and find the answers</li> <li>• Grammar activity</li> <li>• Listen and find</li> </ul> | 02 / 11 | 6h 40m<br>10 periods | <p>Pair work</p> <p>Group work</p> <p>Questioning</p> | <p>Students will be able to transfer information into tables, grids and flow charts.</p> <p>Students will be able to use future tense, future perfect tense, future perfect continuous tense and present continuous tense correctly.</p> <p>Students will be able to talk about the future plans.</p> <p>Students will be able to use synonyms correctly.</p> | <p>Write an essay on “My Future Ambition”</p> <p>Conduct a small assessment to test their knowledge in synonyms.</p> <p>Use a dictionary and find meanings to words and add them to their vocabulary book.</p> <p>Identify different functions of words and categorize them.</p> | <p>Word card of nouns and verbs</p> <p>Picture cards and name cards of famous cities in Sri Lanka</p> <p>Word cards on synonyms</p> | <p>Speak about future ambition.</p> <p>Speak about “what will you do during the next vacation”.</p> <p>Listen and underline the correct answer.</p> <p>Listen to the paragraph and complete the table with correct synonym.</p> |

|  |  |   |  |                        |   |  |  |  |  |
|--|--|---|--|------------------------|---|--|--|--|--|
|  |  | the correct answers                               |  |                        | Students will be able to understand the different functions of words.<br><br>Students will be able to use Conditional clause (type 1 and 2) correctly in sentences.<br><br>Students will be able to engage in a debate. |  |  |  |  |
|  |  | Total learning hours to complete the syllabus     |  | 35h 40 m<br>43 periods |   |  |  |  |  |
|  |  | Revision/ Testing and evaluation                  |  | 09 periods             |   |  |  |  |  |
|  |  | Total periods to be covered during the whole year |  | 197                    |   |  |  |  |  |

## **Books to be read to enhance the English Language**

- Village by the sea By Anita Desai
- The English Teacher By R.K. Narayan
- The Vendor of Sweets By R.K. Narayan