

GRADE III

LANGUAGE ITEMS	REMARKS
FUNCTIONS AND NOTIONS	
Descriptions	Descriptions of people and things - e.g. What does he/she look like? He/she is ... It is dark, it has a long tail, it can fly, etc. Description of past times and events. E.g. What happened? When did it happen? How did it happen? etc. One ... day last year, last week. We went. We saw, etc.
Introductions	Revise greeting and introducing each other.
Directions	E.g. Can you show me the way to ... ? Yes, of course. Go straight on - turn left, turn right. Take the 1st/2nd turning to the left/right. It's opposite/in front of /behind/next to ... It's the 1st/2nd/3rd building on the right/left, etc. up/down the street. Turn left - left again. etc.
Telephone numbers and messages	Teach some useful telephone numbers also. X's number is ... and: Hello, this is ... May I speak to ...? Can you ask him to phone me? My number is ..., etc. Also: Who is speaking? I'm sorry, he/she is not in. Yes, one moment/just a minute. etc.
Reasons	E.g. Why ... ? Because ...
Quantity and measurement	Guess! measure! ... longer than shorter than bigger than ... etc. ... is the same as heavier than/ lighter than ... etc. Revise length, width, height, etc.
Likes and preferences	Revise language of likes and preferences taught in Grade II.

Also:

What do you like doing?
What do you like in your country/ island? etc.
If I had a lot of money I'd buy ... etc.

Introduce: would, rather.

No, I would rather visit USA. etc.
What would you like to see in USA? etc.
I'd like to see/do/eat/have ... etc.

Also:

Let's go fishing.
No, I'd rather watch TV. etc.

Comparisons

Comparing two or more things, or two or more people.

Y is heavier/lighter/taller than X

Also:

faster, slower, etc.
narrow/wide.
hotter/ colder/nicer/wet/rainy/warmer. etc.

Cost

High, low, higher, lower, cheap, expensive.

Let children find out the prices of a few familiar things. E.g. pencils, erasers, etc. Discuss and compare prices.

Boasting and talking about possession

E.g.

I've got three pencils - I have a ... etc.
I've got five pencils. etc.
I can walk two miles.
I can walk ten miles. etc.

Also teach:

hundreds of ...
thousands of ...
millions of ...

Also: **bigger, much bigger, etc.**

Similarity

E.g.

Which two/three cats etc. are the same?
... is the same as ...

Warnings, instructions and advice

Look at some warning notices and discuss them, e.g.

Stop! No smoking! etc.
Why is this important?
Why should we ... ?

Also:

Do not ...
Never ... etc.

also: *or else*

You must do your homework or else you will be punished.

Children should be able to follow oral and written instructions to make something.

They should also be able to follow instructions on how to play simple games.

Teach the language *first, then, after that, next, finally*, etc., E.g.

Making something.

Following a simple recipe.

Also:

If you want ... you should ...

If you see a rat you should ... etc.

Expressions of sensation

E.g.

		soft.
	smells	nice.
It	tastes	smooth.
	feels	rough.
		delicious.
		horrible.

Time and duration

Revise - **o'clock, half past, quarter past, quarter to.**

Introduce: **minutes past, minutes to.**

Also: teach the language **since, earlier, later.**

I have been here since one o'clock.

I came earlier than seven o'clock. etc.

Forgiveness and apologising

E.g.

Never mind. It wasn't your fault.

That's all right. Don't worry.

It doesn't matter. Forget it.

Also:

I'm sorry, I've broken your pen.

I'm sorry, I can't come to your party. etc.

Doubt and possibility

I don't know, I guess ...

Will it rain today?

I don't know.

How many sweets in the bottle?

I guess....

Frequency

Usually, often, sometimes, always, never, etc.

E.g.

I always have breakfast before I come to school.

I never drive to school; I always walk. etc.

Requests and offers

Could you ... please?

Would you like me to ...? etc.

SPECIFIC VOCABULARY

Vocabulary should be taught in appropriate contexts. The children should know the meanings of these words as well as the spellings. They should also be able to read them and use them correctly in speech and writing.

Colours

Revise colours already learned.

Introduce any others as they arise in the classroom.

Food

Revise vocabulary related to food already learned.

Introduce:

a plate of rice

a cup of tea

a bowl of curry

	<p>a pot/jar of jam a bar of chocolate a bottle of tomato sauce a bunch of bananas a loaf of bread a can of Coca-Cola, etc.</p>
Names of rooms and contents	<p>Revise rooms in a house, and furniture already taught. Introduce uses for rooms and contents. Also introduce: the front door the back door the stairs (where appropriate) Also other household items/furniture.</p>
Days of the week	<p>Revise days of the week and their spellings.</p>
Animals	<p>Revise recognition of animals already learned. Revise spellings of those words. Introduce: snake - how dangerous they are, what they do, etc. More animals like these (dangerous ones found in the Maldives).</p>
Jobs	<p>Introduce different professions children are familiar with. What do they do? etc. E.g. pilot, nurse, doctor, carpenter, fisherman, teacher, news reader (TV or radio, when appropriate), singer, actor, policeman, taxi driver, etc.</p>
Numbers	<p>Revise up to 100 (one hundred). Also up to 100th (one hundredth). Introduce numbers up to 1000 (one thousand).</p>
Seasons	<p>Talk about hot and wet seasons in the Maldives and teach spring, summer, autumn, winter and other vocabulary related to the seasons, e.g. hot, cold, wind, rain, heavy, light, thunder, lightning, snow, colder, warmer, etc.</p>
Buildings	<p>E.g. Museum, Islamic Centre, Ghazee Building, Island office, Hospital, Health Centre, etc. (Teach building words appropriate to the situation students are in.)</p>

STRUCTURES

Structures must be taught in appropriate contexts. They should not be taught as explicit grammar lessons in isolation. E.g. when past tense is being taught the children need not know (at this stage) that they are learning the past tense. It's enough for them to be able to use the past tense form of the verb correctly. Special notice should be given to this when teaching structures. Structures should be integrated with functions and notions, and the language skills.

Use of must

To show compulsion, e.g.

I/you must finish the homework every day.

We must prepare a good item for Children's Day.

Also:

I/you/we mustn't play with other people's books/things. etc.

Past continuous

E.g.

It was raining when I came to school.

I was dreaming when my mother woke me up. etc.

Present simple

Revise the simple present tense learned before.

Prepositions

Revise prepositions taught in Gr. I and Gr. II. Teach any other that arises naturally in the classroom.

Comparatives and superlatives

E.g.

more expensive - most expensive.

more delicious - most delicious.

more hardworking - most hardworking. etc.

Also: **older, oldest, better, best, the same.**

Concord

Concord - the use of **each** and **every** with singular verbs. E.g.

Every mango in this box is juicy.

Every sum in this book is correct.

The mangoes in this box cost Rf. 2 each.

Each correct sum gets 10 marks. etc.

Also: Concord - the use of **both** and **all** with plural verbs, e.g.

All my fingers are dirty.

Both my hands are dirty, etc.

More ... than

E.g.

I've got more books than you.

He's got more sisters than you. etc.

Can be used with the type of language used for boasting.

Pronouns

E.g. **one**

Here are three pictures.

This one shows ...

Which one do you like best? etc.

What about this one?

Demonstrative pronouns:

this, that, these, those, etc.

If

E.g. **If + imperative**

If you are tired, go to bed.

If your hands are dirty, clean them. etc.

E.g. **If + the future**

If you are not careful, you will have an accident.

If he gets some money, he'll buy a new dhoni, etc.

E.g. **If + would**

If you had a boat what would you do?

If I had a boat, I'd go fishing. etc.

E.g. **If + could**

If we had a ball, we could play football.

If we had a lot of money, we could go to England. etc.

E.g. **Should**

If you are hungry, you should eat.

	<p>If you want to learn English, you should listen to your teacher (provided the teacher is speaking in English).</p> <p>E.g. <i>Could</i> and <i>would</i></p> <p>If I had some money, I could buy a boat. I'd be a boxer, if I could. I would fly to America if I could. etc.</p>
Some, many, any, much, a lot of	<p>With countables:</p> <p>There are <i>some</i> pupils in the playground. There were <i>many</i> birds on the tree. Are there <i>any</i> sweets in the bottle? There aren't <i>any</i> sweets in the bottle.</p> <p>With uncountables:</p> <p>There is <i>some</i> water in the glass. There is <i>a lot of</i> rice in the pot. There was <i>a lot of</i> juice in the bottle last night. There isn't <i>much/any</i>. etc.</p>
Too	<p><i>Too</i> to show excess, e.g.</p> <p>He can't lift the table. It's <i>too</i> heavy. He can't catch the cat. It's <i>too</i> fast. I can't drink this tea. It's <i>too</i> hot. etc.</p>
Why not?	<p>E.g.</p> <p>Don't dive from the jetty. <i>Why not?</i></p>
Yes/No questions	<p>This can be reviewed using pictures. E.g.</p> <p><i>Is</i> there a tree in the picture? <i>Are</i> there any birds on the tree? etc.</p>
Conjunctions	<p><i>So</i>, e.g.</p> <p>I was ill, <i>so</i> I didn't come to school.</p>
Present perfect	<p><i>I have been</i> to Sri Lanka. <i>He has been</i> in school since seven o'clock. <i>Have you been</i> to see the concert? etc.</p>
Future	<p>Use of <i>going to</i> to show future intention, e.g.</p> <p><i>I am going to</i> finish my homework tonight. <i>I am going to</i> be good in future. etc.</p>
Until and since	<p>I have been here <i>since</i> seven o'clock. How long have I to wait? You have to wait <i>until</i> four o'clock, etc.</p>
Adverbs of manner	<p>Talk softly/slowly/fast/loudly, etc. He walks slowly/fast, etc.</p>
Compound words	<p>Somebody, something, somewhere, somehow. Anybody, anything, anywhere, anyhow.</p>

SKILLS

The teacher must try to integrate the skills, structures, functions and notions with daily language activities.

Reading

Use the Grade III reading scheme.
Core Readers and Supplementary Readers for reading experience.

Children should be able to:

- Read for enjoyment.
- Guess meanings of words from context.
- Understand the gist or main point of the story/poem.
- Read a story and discuss.

Reading comprehension:

Children should be able to read a comprehension passage (8 - 10 sentences) or a story and answer questions based on it.

Should be able to follow simple written instructions, e.g. given written instructions to make a match-box house, they should be able to make it.

Allow the children to read the supplementary readers just for fun. Help them with the reading but never test them on the supplementary reading.

Writing

Handwriting:

Handwriting guides are given in the Grade I Teachers' Book. Accuracy in the formation of letters, and the speed of writing are important. Children should be given handwriting practise in class and for homework.

Speed-writing:

Activities should be given to increase the children's handwriting speed, e.g. they can be given a text to write, then ask them to write it as many times as they can in 5 minutes. etc.

Spelling and dictation:

Give children different types of exercises and activities to help them learn their spellings.
Simple dictations can be given.

Writing Letters:

Children should be taught to write simple letters to their friends and teachers, e.g. letters of invitation, letters of excuse.
Children should be taught to write simple notes - reminders or telephone messages.

Creative Writing:

Stories based on pictures.
Innovating on stories read in Core Readers.
Short simple essays (4 - 5 sentences) - descriptive, narrative - on topics which children are familiar with.

Speaking

Speaking:

Review communicative dialogues - conversation practise - group/pair work.
Retelling story/then dramatising.
Pronunciation and rhythm should be reviewed through songs and rhymes.

Listening

Listening

Selective listening:
Train children to listen discriminately in order to select a limited

amount of information from what they hear: E.g. true/false activities.

Extensive listening:

Children should understand all or most of what they hear- E.g. stories, listening comprehension, instructions, etc.

Dictionary skills

Arranging words in alphabetical order:

Using only the initial letter in a word.

Also give children practise in finding specific words from a list that has been arranged in alphabetical order.

Songs/rhymes/poems

Songs/rhymes/poems are used to allow pupils to practise English rhythm and pronunciation in a natural way.

In addition to being taught for sheer enjoyment, songs, rhymes, and poems provide opportunities for instruction in metaphorical language, intonation patterns and rhyming words.

Children should also understand the gist of the song/rhyme/poem and be able to discuss/answer questions based on them. They should also develop other language skills through the use of songs, rhymes and poems.