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Guides - Classroom Use - Teaching Guides (For Teacher) (052)

English; Singhalese

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Acculturation; Clothing; Community Services; Competency Based Education; *Daily Living Skills; Dialogs (Language); Food; Foreign Countries; Grammar; Health; *Interpersonal Communication; Language Patterns; Second Language Instruction; *Second Language Learning; *Singhalese; Social Behavior; Transportation; Uncommonly Taught Languages; Vocabulary Development; Voluntary Agencies; Volunteer Training; Work Environment

Peace Corps; Shopping; *Sri Lanka

This guide is designed for Singhalese language training of Peace Corps workers in Sri Lanka, and reflects daily communication needs in that context. It consists of: a list of selected language topics and related language competencies; lesson plans for each topic; culture notes for each topic; and a series of reproducible masters for handouts on a variety of grammar issues. Each lesson plan includes a list of targeted language competencies and for each competency, brief dialogue(s), vocabulary list, classroom procedures, a form for teacher notes, and grammar notes. Lesson topics include: personal identification; communication with a host family; classroom orientation; social life and social behavior; food; health; clothing; shopping; giving and getting directions; transportation; communication services; and discussing work. Illustrations and visual aids are included throughout the materials. (MSE)
SINHALA LANGUAGE TRAINER'S MANUAL
Sinhala Language Trainer's Manual

A set of lesson plans on selected grammar incorporated competencies for Peace Corps Sri Lanka Pre-Service Training

Program & Training Unit
Peace Corps Sri Lanka
PREFACE

In the past, Language Trainers, including the Language Coordinator, had to allocate most of their time on lesson planning during the Pre-Service Training. A minimum of 4-5 hours of a PST day is allocated for language teaching during the first 6 weeks. In addition to the daily lesson planning and classroom teaching, language trainers must attend to other activities of the PST such as participating in cross-cultural or technical sessions if needed, visit home-stays of PCTs when needed, attend daily staff meetings etc. All these tasks are time-consuming and unavoidable. A completed set of quality lesson plans was a much needed requirement for PST language programs.

This Sinhala Language Trainer’s Manual is the fulfillment of that need. It is composed to equip the Pre-Service Training Language Trainers with a collection of identified survival and technical language competencies including activities, visual-aids and grammar notes as far as possible.

The manual consists of:

I. List of selected language topic and competencies
II. Guided dialogue under each competency
III. Lesson focus: Teaching Points
IV. Lesson plan for each Teaching Point
V. Grammar notes relating for the lesson
VI. Sample of Visual-aids needed to the lesson
VII. Culture Note under each topic
VIII. Collection of grammar handouts relating to the curriculum

However, modifications to the lesson plans have to be made time to time in order to suit the students acquisition of the language: such as learning styles, age etc. We earnestly hope this manual would enable the Peace Corps Language Trainers to gain better understanding and knowledge of Peace Corps Language Program and in turn contribute to make the PST language Program a success.

We welcome your suggestions and comments to make necessary improvements to this manual.

Sumithra Mapatuna
Language/Cultural Training Coordinator
Peace Corps Sri Lanka
June 1995
Acknowledgments

I would like to thank Mr. Kapila Wewegama, Associate Director (Program & Training) who encouraged and guided me to produce this Sinhala Language manual for Peace Corps Sri Lanka, Ms. Kathleen M Corey, Country Director, for her valuable comments and contribution, Mr. Noel Sylvester for planning-computerizing and compilation of the manual and also Mr. Samapth Madhawa Jayawardhane for his attractive illustrations and all his assistance in compiling this manual.

Sumithra Mapatuna
Language/Cultural Training Coordinator
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A LIST OF SELECTED LANGUAGE COMPETENCIES FOR
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<td>- Post-positions</td>
<td>5</td>
</tr>
<tr>
<td>10. Transportation</td>
<td></td>
</tr>
<tr>
<td>- Verbal Adjective + Noun (descriptive nouns)</td>
<td>5</td>
</tr>
<tr>
<td>- Conditionals</td>
<td>12</td>
</tr>
<tr>
<td>11. Communication</td>
<td></td>
</tr>
<tr>
<td>- Until (စီ)</td>
<td>5</td>
</tr>
<tr>
<td>12. Employment</td>
<td></td>
</tr>
<tr>
<td>- Likely/I assume</td>
<td>9</td>
</tr>
<tr>
<td>- Only (စောင်)</td>
<td>12</td>
</tr>
</tbody>
</table>
### Lesson Plans

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Identification</td>
<td>A</td>
</tr>
<tr>
<td>Host Family</td>
<td>B</td>
</tr>
<tr>
<td>Classroom Orientation</td>
<td>C</td>
</tr>
<tr>
<td>Social Life</td>
<td>D</td>
</tr>
<tr>
<td>Food</td>
<td>E</td>
</tr>
<tr>
<td>Health</td>
<td>F</td>
</tr>
<tr>
<td>Clothing</td>
<td>G</td>
</tr>
<tr>
<td>Shopping</td>
<td>H</td>
</tr>
<tr>
<td>Directions</td>
<td>I</td>
</tr>
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<td>Transportation</td>
<td>J</td>
</tr>
<tr>
<td>Communication</td>
<td>K</td>
</tr>
<tr>
<td>Employment</td>
<td>L</td>
</tr>
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</table>
### Competencies

<table>
<thead>
<tr>
<th></th>
<th>Competencies</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>To greet and be greeted:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dialogue I</td>
<td>01-04</td>
</tr>
<tr>
<td></td>
<td>Dialogue II</td>
<td>05-09</td>
</tr>
<tr>
<td>(2)</td>
<td>To greet and say good-bye:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dialogue I</td>
<td>10-19</td>
</tr>
<tr>
<td></td>
<td>Dialogue II</td>
<td>20-26</td>
</tr>
<tr>
<td>(3)</td>
<td>To introduce self:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dialogue I</td>
<td>27-34</td>
</tr>
<tr>
<td>(4)</td>
<td>To ask and answer questions about one's background:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dialogue I</td>
<td>35-40</td>
</tr>
<tr>
<td></td>
<td>Dialogue II</td>
<td>41-45</td>
</tr>
<tr>
<td></td>
<td>Dialogue III</td>
<td>46-55</td>
</tr>
<tr>
<td></td>
<td>Dialogue IV</td>
<td>56-61</td>
</tr>
<tr>
<td>(5)</td>
<td>To describe a place or a person:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dialogue I</td>
<td>62-70</td>
</tr>
</tbody>
</table>
**Personal Identification**

**Competency:** To greet and be greeted  
**Situation:** With host country nationals

---

**Dialogue I**

<table>
<thead>
<tr>
<th>Roles: PCT/Sri Lankan</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>මහroof</td>
<td>මහroof (May you live long!)</td>
</tr>
<tr>
<td>මහroof</td>
<td>මහroof (May you live long!)</td>
</tr>
<tr>
<td>මහroof</td>
<td>මහroof (How are you?)</td>
</tr>
<tr>
<td>මහroof</td>
<td>මහroof (Good)</td>
</tr>
</tbody>
</table>

**Vocabulary**

- සමා මහroof මහroof මහroof කොහොමද: Good
LESSON PLAN

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>45 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to greet others with appropriate gesture'</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>White board, markers, paper strips, students answer sheets. cards</td>
</tr>
</tbody>
</table>

PROCEDURE

1. Warm up/Review: 5 mins

2. Presentation: 5 mins
   1. Draw two stick figures on the board
   2. Point to figure A, and say ආගේදි ම!
   3. Point to figure B, and say ආගේදි ම!
   4. Point to figure A, and say ආගේදි ම?
   5. Point to figure B, and say ආගේදි

6. Take both roles and repeat the dialogue.

* see GRAMMAR NOTE

Topic: Personal Identification
3. Practice:

Listening - 10 mins

1. Pronounce each vocabulary item 3 times and get the students to select the correct one by drawing a circle over a, b or c on the given sheet.

   Teacher says

   a) පුංච්ජුඩ් b) පුංච්ජුඩ් c) පුංච්ජුඩ්
   a) පැදිංච්ජුඩ් b) පැදිංච්ජුඩ් c) පැදිංච්ජුඩ්
   a) පේළුඩ් b) පේළුඩ් c) පේළුඩ්
   a) දැංග්කුඩ් දර b) දැංග්කුඩ් දර c) දැංග්කුඩ් දර
   a) පීංංග්ංකුඩ්ං b) පීංංංග්ංකුඩ්ං c) පීංංංග්ංකුඩ්ං

2. Read the dialogue incorrectly and ask the students to show ☑️ cards

Listening & Speaking - 5 mins

1. Take roles and practice the dialogue with students.
2. Divide the class into two and practice the dialogue

Speaking - 2 mins

1. Students practice the dialogue in pairs

4. Application (use): 8 mins

   Role play: Ask two students to come forward and perform the dialogue as a role play. Roles: PCV - Passer by

5. Assessment (Task): 10 mins

1. Give the above dialogue on strips and ask the students to rearrange.
2. Bring two classes together and ask the students to move around and greet each other.
3. Ask the students to go out of the classroom, find and greet a Sri Lankan.

Topic: Personal Identification
6. Contingency Plan:

7. Comments/Self Evaluation:

---

**GRAMMAR NOTE**

* When the question စီရန်စိက် is asked the answer depends on the feeling of the listener. Thus it could be စီရန်စိက်များ, or စီရန်စိက်စိက်း which could mean 'not bad' or 'just existing.'
महादेव! श्रीमानं! महिषासुरमयी?
### Personal Identification

**Competency:** To greet and be greeted

**Situation:** With host country nationals

#### Dialogue II

<table>
<thead>
<tr>
<th>Roles: PCT/Sri Lankan</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>නඹ (Good Morning)</td>
<td>- greeting people</td>
</tr>
<tr>
<td>නඹ (Good Morning)</td>
<td>- being greeted</td>
</tr>
<tr>
<td>පෝ (How are you?)</td>
<td>- socializing</td>
</tr>
<tr>
<td>පෝ (Not bad.)</td>
<td>- socializing</td>
</tr>
</tbody>
</table>

**Vocabulary**

<table>
<thead>
<tr>
<th>නඹ</th>
<th>නඹ</th>
<th>නඹ</th>
<th>නඹ</th>
<th>නඹ</th>
</tr>
</thead>
</table>
LESSON PLAN I

Estimated Time  |
Objective  
35 minutes  
At the end of the lesson, the students will be able to use times of the day  

Teaching Point  
Vocabulary: times of day මාස් මැයි එක්ක මායිම්

Materials needed  
Pictures, MCQ charts, Yes/No cards, Action picture cards

PROCEDURE

1. Warm up/Review: 5 mins

2. Presentation: 5 mins

   Present the concepts through visuals

3. Practice: 10 mins

   Listening -

   1. Point to the pictures and say the word. Students show / X cards.

   2. Check pronunciation using a Multiple Choice Questions (MCQ) chart.

   a) මාස්  b) මැයි  c) එක්ක

   a) මැයිම්  b) එක්ක  c) මායිම්

   a) මායිම්  b) එක්ක  c) මැයි

   a) මායිම්  b) එක්ක  c) මැයි

   a) මැයිම්  b) එක්ක  c) මැයි
Listening & Speaking - 5 mins

1. Say related words & students say the correct time of the day.
   
   Tr: breakfast  Ss: (8:00)
   dinner  Ss: ...........
   evening tea  Ss: ...........
   lunch  Ss: ...........
   nap  Ss: ...........

Speaking - 5 mins

1. Point to the words and students say the words.

2. Say a word & students say what comes after.
   
   Tr:  Ss:  

3. Say a word & students say what comes before.
   
   Tr:  Ss:  

4. Application (use): 5 mins

   1. Divide the class into pairs or two groups and distribute action cards. One group select cards at random and shows to the others and they guess.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation:
### LESSON PLAN II

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>25 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to perform the dialogue</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Newsprint</td>
</tr>
</tbody>
</table>

### PROCEDURE

1. **Warm up/Review:**
   
   Review the previous lesson.

2. **Presentation:**
   - 3 mins
   
   1. Put the dialogue news print on the board, and read the dialogue 3 or 4 times and let the students listen well.

3. **Practice:**
   - 5 mins
   
   **Listening**
   
   1. Read the dialogue sentence by sentence and ask the students how many words are there in each line.

   **Listening & Speaking**
   
   1. Take one role and practice the dialogue with students (Group & individual)
   2. Change role and repeat #1.

   **Speaking**
   
   1. Draw the following blanks on the board and cue the students say the dialogue.

<table>
<thead>
<tr>
<th>A:</th>
<th>B:</th>
</tr>
</thead>
<tbody>
<tr>
<td>____________</td>
<td>____________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A:</th>
<th>B:</th>
</tr>
</thead>
<tbody>
<tr>
<td>____________</td>
<td>____________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A:</th>
<th>B:</th>
</tr>
</thead>
<tbody>
<tr>
<td>____________</td>
<td>____________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A:</th>
<th>B:</th>
</tr>
</thead>
<tbody>
<tr>
<td>____________</td>
<td>____________</td>
</tr>
</tbody>
</table>

   **Top: Personal Identification**
4. Application (use):
   1. Get the students to practice the dialogue freely.

5. Assessment (Task):
   1. Get the students to find out other forms of greetings as above.

6. Contingency Plan:

7. Comments/Self Evaluation:
Personal Identification

Competency: To greet and say good-bye
Situation: With host country nationals

Dialogue I

<table>
<thead>
<tr>
<th>Roles: PCT/Sri Lankan</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>අඟ වඟ නිපා. (See you later)</td>
<td>- taking leave</td>
</tr>
<tr>
<td>ආයසෑ. ආයසෑ. (o.k. see you)</td>
<td>- say goodbye</td>
</tr>
<tr>
<td>ගOOD ජයවන්! (Good Night!)</td>
<td>- greet</td>
</tr>
<tr>
<td>ගOOD ජයවන්! (Good Night!)</td>
<td>- be greeted</td>
</tr>
</tbody>
</table>

Vocabulary

Grammar

Verb infinitive මි මි මි මි මි මි මි මි

S(1st person) + Verb(infinitive) + 

Page 38 - Personal Identification
LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>25 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the pronouns appropriately</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Vocabulary: ə əə əə əəə əə əə</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Yes/No cards, Labels of jobs</td>
</tr>
</tbody>
</table>

PROCEDURE

1. Warm up/Review: 5 mins

2. Presentation: 5 mins

Present the pronouns through a TPR exercise

ə əə əə əəə əə əə
əə θθθ θθθ θ θ
θθ ..................
θθ θθ PC staff
θθ θθ

3. Practice:

Listening - 3 mins

1. Read the sentences and get the students to show [✓] [✗] cards when they hear the correct and incorrect versions

Listening & Speaking - 2 mins

1. Point to different person/s and get the students to say the correct pronoun.

Speaking - 5 mins

Prepare some labels of jobs and ask the students to stick them on their shirts. Then get the students to describe each other using the pronoun.

ə Teacher
əə carpenter etc.
4. Application (use): 5 mins

   1. Get the students to describe their family photographs using the pronouns.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation:
LESSON PLAN II

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>40 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson, the students will be able to use the verbs to give instructions</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: verb (infinitive) අභිසන්දහන්, අභියොංකරයේ, උපත්භියෝක්කරයේ</td>
</tr>
<tr>
<td>Materials needed</td>
<td>A paper puppet, white board</td>
</tr>
</tbody>
</table>

PROCEDURE

1. Warm up/Review: 5 mins

2. Presentation: 2 mins
   Present the command verbs through TPR using a puppet or an outsider.

3. Practice:
   
   **Listening** - 7 mins
   1. Read the command verbs and get the students to mime accordingly.
   2. Read a command using the puppet and mime right/wrong actions and get the students to show [✓ X] cards

   **Listening & Speaking** - 4 mins
   1. Write the verbs on board and get the students to repeat after you.
   2. Mime the action and get the students to say the verb.

   **Speaking** - 5 mins
   1. Ask one student to come forward and give commands and get the others to mime the action.
   2. Divide them into pairs and get them to command and mime alternatively.
4. Application (use):

1. Divide the class into two teams and get them to be in two rows. Then say a command verb. The first one to mime the action gets 10 points. Continue the activity until everybody gets a chance to mime.

5. Assessment (Task):

1. Ask each student to invite somebody to the classroom, offer him/her something to eat and drink, get something from him/her, offer him/her a gift, finally request him/her to leave.

6. Contingency Plan:

Ask students to match the following:

- ကြည်းေရွင်း = money
- ကြည်းေရွင်း = ticket
- ကြည်းေရွင်း = home
- ကြည်းေရွင်း = pizza
- ကြည်းေရွင်း = coca cola
- ကြည်းေရွင်း = classroom

7. Comments/Self Evaluation:

---

GRAMMAR NOTE

Verb infinitive:

The infinitive form of the verb consists of the verb stem + အောက် :

- ကြည်းေရွင်း = come
- ကြည်းေရွင်း = buy, take
- ကြည်းေရွင်း = look

Uses of the infinitive : One of its several uses is as an imperative to give orders and to make requests.
LESSON PLAN III

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>40 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the verb form appropriately</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: S(1st person) + Verb(infinitive) +  •</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogue, newsprint</td>
</tr>
</tbody>
</table>

PROCEDURE

1. **Warm up/Review:**
   Review the command form
   5 mins

2. **Presentation:**
   Present the concept through a picture dialogue
   5 mins
3. Practice:

Listening: 9 mins

1. Associate the verb forms with nouns and say it. Get the students to say right or wrong as they hear.
   Tr: மேல் என்பது Ss: விளை

2. Associate the verb forms with the pronouns and say it. Get the students to say right or wrong as they hear.
   Tr: என்பது Ss: விளை
   Tr: மேல்நாள் Ss: விளை

Listening & Speaking - 4 mins

1. Give a series of commands and ask the students to say the promise form using ஏற்க
   Tr: ஏற்க Ss: ஏற்க ஏற்க

Speaking - 7 mins

1. Get the students to do the above L & S activity #1.

2. Divide the students into pairs and get one to say the command form and the other the promise form

4. Application (use): 10 mins

Role Play - Roles: PCV - Sri Lankan neighbour
Situation - PCV's home
Purpose - A Sri Lankan comes to your home, greet, invite and offer something to eat and drink. Sri Lankan politely refuse saying he will eat and drink later.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation:
GRAMMAR NOTE

**The Verb stem + 善.**

This form is formed thus:

\[ V(\text{stem}) + \text{善.} \]

- 一善 - I'll/we'll go
- 二善 - I'll/we'll come
- 三善 - I'll/we'll buy, take
- 四善 - I'll/we'll see, look

This form is used only with 1st person subjects, and indicates future time. It is used when promising.
බෙහෙකු යිමු විය අතීම උදාත්ත.

පෙතේ සූවි විදා කාලාත් කලාත්.
LESSON PLAN IV

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the dialogue form in a Role Play</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogue newsprint</td>
</tr>
</tbody>
</table>

PROCEDURE

1. Warm up/Review: 1 min

2. Presentation: 2 mins
   Present the dialogue through a picture dialogue and read it several times

3. Practice:
   Listening - 2 mins
   1. Give the following form and ask the students the fill it when you read the dialogue
      A: ___________ ___________ ___________
      B: ___________ ___________ ___________

   Listening & Speaking - 2 mins
   1. Get the students to perform dialogue with you taking turns.

   Speaking - 3 mins
   1. Get the students to perform the dialogue in pairs.
4. Application (use):

   1. Role Play: Get the students to do a role play according to the following guidelines.

      Roles: PCV/Sri Lankan
      - to greet and be greeted
      - to introduce oneself
      - to say good bye

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation:

   Topic: Personal Identification
## Personal Identification

- **Competency**: To greet and say good-bye
- **Situation**: With host country nationals

### Dialogue II

<table>
<thead>
<tr>
<th>Roles: PCT/Sri Lankan</th>
<th>Functions</th>
</tr>
</thead>
</table>
| ම. විශේෂවයේ? අමතර මන්නෝ?  
(Hello! How are you? Where are you going?) | - socializing               |
| ම. නොමය. ම. නොමය.  
(I am going overthere. See you) | - socializing & taking leave |
| අක්කු. අක්කු.  
(o.k.) | - socializing               |

### Grammar

- **verb present tense**: මන්නෝ මන්නෝ මන්නෝ
  
- **verb present tense negative**: කෙන්දු මන්නෝ මන්නෝ මන්නෝ

### Phrases

- ම. විශේෂවයේ?  
- අක්කු. අක්කු.  
- ම. නොමය. ම. නොමය.  
- කෙන්දු මන්නෝ මන්නෝ  
- ම. විශේෂවයේ?
LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour &amp; 5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the verb forms to fill out a questionnaire</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: verb present tense</td>
</tr>
<tr>
<td>Materials needed</td>
<td></td>
</tr>
</tbody>
</table>

PROCEDURE

1. Warm up/Review: 2 mins
   Review the infinitive verbs.

2. Presentation: 8 mins
   Present the verb forms through action cards.

Present the form from the infinitive form of the verb or elicit the form from the students.

* Make sure to present the meaning of the present tense form:
  Habitual, Continuous & Simple Future.
3. Practice:

**Listening -**  
1. Show the action card and say right/wrong verbs and get the students to say Yes/No.
2. Distribute the cards to the students and ask them to show you the right card when you say it.

**Listening & Speaking -**  
1. Ask the students to repeat after you.
2. Show the card and say an incomplete sentence and get the students to put the right verb and complete the sentence.
   
   Tr: එක්ක නැටී නැටී……………..
   Ss: එක්කන්

   Tr: එක්ක නැටී……………..
   Ss: එක්කන්

3. Relate a simple story and get the students to put the action cards in order.

**Speaking -**  
1. Place the cards backwards on a table and pick a card and ask the students to guess it.
2. Show the action cards and get the students to say the verbs.
3. Get the students to do the above activity in pairs.
4. Get them to say complete sentences.

4. Application (use):  
1. Ask the students to do the above story activity in pairs or in two groups.

5. Assessment (Task):  
10 mins

Give the students the following questions and ask them to work in pairs.

1. හෝ එක්ක නැටී නැටී?
2. හෝ එක්ක නැටී නැටී?
3. එක්ක නැටී?
4. හෝ එක්ක නැටී නැටී?
5. හෝ එක්ක නැටී නැටී?
6. Contingency Plan:
   1. Do a Concentration Game

7. Comments/Self Evaluation:

GRAMMAR NOTE

The Present tense form:
This is formed thus:

Verb stem + ənə

<table>
<thead>
<tr>
<th>Verb stem</th>
<th>1st/2nd person singular/plural</th>
<th>3rd person singular/plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>ənəgənə</td>
<td>go/es,</td>
<td>is/are/am going</td>
</tr>
<tr>
<td>ənəkənə</td>
<td>come/s,</td>
<td>is/are/am coming</td>
</tr>
<tr>
<td>ənəkənə</td>
<td>look/s,</td>
<td>is/are/am looking</td>
</tr>
<tr>
<td>ənəkənə</td>
<td>eat/s,</td>
<td>is/are/am eating</td>
</tr>
</tbody>
</table>

This verb form denotes simple or continuous actions in the present tense.
**LESSON PLAN II**

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to find out information using the negative form</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: verb present tense negative</td>
</tr>
<tr>
<td></td>
<td>Picture dialogue, verb cards, information gap sheets</td>
</tr>
<tr>
<td>Materials needed</td>
<td></td>
</tr>
</tbody>
</table>

**PROCEDURE**

1. **Warm up/Review:**
   2 mins
   Review the present tense verbs

2. **Presentation:**
   8 mins
   Present the concept through a picture dialogue

   Present more examples for continuous and simple future meanings

3. **Practice:**

   **Listening**
   15 mins
   Describe four activities of a person (positive and negative) as shown below. Ask the students to say the wrong activity

   **Teacher's Chart**
   - a) Tim drinks tea
   - b) He doesn't smoke
   - c) He doesn't go to town
   - d) He sleeps at 10 p.m.

   **Students Chart**
   - a) Tim drinks tea
   - b) He smokes
   - c) He doesn't go to town
   - d) He sleeps at 10 p.m.

   Give more examples as above
Listening & Speaking - 10 mins

1. Say the affirmative and ask the students say the negative (group & individual)

2. Ask the students to complete sentences using verbs when you read them on a chart.

   Tim tea / coffee X to town / movies X

   Tr: Tim is ______. He is ________ etc.

   Give more examples as above

Speaking - 5 mins

1. Information Gap exercise

   | Malaria pills | Tim | Julie |
   | Coke          | x   | ?     |
   | Pizza         | ✓   | ?     |
   | 10 p.m.       | ?   | x     |
   | Market        | ✓   | ?     |

   | Malaria pills | Tim | Julie |
   | Coke          | ?   | ✓     |
   | Pizza         | ?   | ✓     |
   | 10 p.m.       | ✓   | ?     |
   | Market        | ?   | x     |

4. Application (use): 15 mins

   Read the following passage and ask the students to mark a 'x' in the chart every time they hear the present emphatic form

5. Assessment (Task): 10 mins

   1. Ask the students to do a survey to find out the following information from their peers and other Sri Lankans

   Topic: Personal Identification
If they eat rice for breakfast
If they drink beer everyday
If they watch TV news every night
If they go to the town tomorrow
If they are reading a book now
If they sleep at 9 p.m. every night

* You could do this activity for homework as well

6. Contingency Plan:

7. Comments/Self Evaluation:

GRAMMAR NOTE

The Emphatic present verb:

This is formed thus:

Verb stem + ไม่

When used with ไม่, it negates a present tense action.


When used with a question word, it makes a question word question.


Estimated Time

<table>
<thead>
<tr>
<th>Objective</th>
<th>15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the end of the lesson the students will be able to use the dialogue form in a Role Play</td>
<td></td>
</tr>
</tbody>
</table>

Teaching Point

| Dialogue |

Materials needed

| Picture dialogue newsprint |

* Use the lesson plan in page 18
**Personal Identification**

**Competency:** To introduce self

**Situation:** With host country nationals

---

**Dialogue**

<table>
<thead>
<tr>
<th>Roles: PCT/Sri Lankan</th>
<th>Functions</th>
</tr>
</thead>
</table>
| එම මැති එම්.  
(My name is Jenny)  
What is your name? |
| - introducing & asking for information |
| එම් මැති  
(I am Kamal) |
| - identifying |

**Grammar**

S (Genitive) case එම මැති එම එම් එම් එම් එම් එම්
LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>20 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to describe the owners of articles collected from the class.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: S (Genitive) case තම් රෝරෑම් අලැතිවාන් එක්කා දෙන්නාගැයීම</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Realia</td>
</tr>
</tbody>
</table>

PROCEDURE

1. Warm up/Review:

2. Presentation: 5 mins
   Present the form using examples

   තම් මී ඒම්ප්ලේ.
   තම් මී ඒම්ප්ලේ. තම් මී ඒම්ප්ලේ.

   තම් මී ඒම්ප්ලේ.
   තම් මී ඒම්ප්ලේ. තම් මී ඒම්ප්ලේ.

   Present more examples

3. Practice:

   Listening - 5 mins
   1. Read out some statements and ask students to say right or wrong

      Tr: 'Monalisa' Darwiniක්. උතොත්
      Ss: උතොත්

      Tr: 'Bad' Michael Jacksonක්. උතොත්
      Ss: උතොත්

   Listening & Speaking - 5 mins
   1. Collect some items from the class and ask for the owner.

      Tr: ණිෂුම් ගේව කොළ
      Ss: ගේව
Speaking - 5 mins

1. Collect more items from the classroom and distribute them to the students ask them to say the owner. You can do this by changing the items afterwards.

4. Application (use):

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

Noun (Genitive case) [Animate nouns]

This is formed thus:

Noun/Pronoun (animate) + ࢍ

- ࢉ ࢍ Kamal’s
- ࣕ ࢍ His/hers
- ࣙ ࢍ Mother’s

This form denotes the possesive form of animate nouns.

- ࢉ ࣕ ࢍ ࢍ Kamal’s pen
- ࣕ ࢉ ࢍ ࢍ ࢍ His/her dog’s food
- ࢉ ࣙ ࢍ ࢍ Mother’s saree
## LESSON PLAN II

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>30 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to correct wrong statements using the new grammar</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: N( Genitive) case [Inanimate Nouns]</td>
</tr>
<tr>
<td>Materials needed</td>
<td>A US map, Newsprint with statements</td>
</tr>
</tbody>
</table>

### PROCEDURE

1. **Warm up/Review:**

2. **Presentation:**

   Present the concept through examples

   Show a map of the US and say  
   
   - _columns 50 of save.  
   - _columns Capitol of Austin.  

   Show a flower and say  
   
   - _columns 5 colors column.  
   - _columns 5 years column.  

3. **Practice:**

   **Listening**

   1. Read right/wrong statements using the form and get the students to say right/wrong.

   | Tr: _columns Jurassic Park | Ss: _columns.  
   | Tr: Watch the _columns  | Ss: _columns  

   **Listening & Speaking**

   1. Get the students to answer questions such as:

   1. _columns  
   2. _columns  
   3. _columns
Speaking -

1. Get the students to correct sentences like...
   1. මෙම ප්‍රශ්නයේ කුල්කය නිසා පැමුණ
   2. මෙම ප්‍රශ්නයේ කුල්කයක් නිසා පැමුණ.
   3. මෙම ප්‍රශ්නයේ කුල්කයක් නිසා පැමුණ.

4. Application (use):

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

---

GRAMMAR NOTE

Noun (Genitive case) [Inanimate nouns]

For class 1 nouns:
Genitive ending of class 1 noun are formed thus

<table>
<thead>
<tr>
<th>Direct case</th>
<th>Genitive case</th>
</tr>
</thead>
<tbody>
<tr>
<td>කොළඹ (ං)</td>
<td>කොළඹ (ං)</td>
</tr>
<tr>
<td>කොළඹ (ඌ)</td>
<td>කොළඹ (ඌ)</td>
</tr>
</tbody>
</table>

For class 2 nouns

<table>
<thead>
<tr>
<th>Direct case</th>
<th>Genitive case</th>
</tr>
</thead>
<tbody>
<tr>
<td>මුහුණය</td>
<td>මුහුණය</td>
</tr>
</tbody>
</table>
For class 3 nouns (Some names of places in Sri Lanka)

<table>
<thead>
<tr>
<th>Direct case</th>
<th>Genitive case</th>
</tr>
</thead>
<tbody>
<tr>
<td>කොළඹ</td>
<td>කොළඹය</td>
</tr>
<tr>
<td>කොළඹය</td>
<td>කොළඹයය</td>
</tr>
<tr>
<td>පළිතුරු</td>
<td>පළිතුරුය</td>
</tr>
</tbody>
</table>

For class 4 nouns

<table>
<thead>
<tr>
<th>Direct case</th>
<th>Genitive case</th>
</tr>
</thead>
<tbody>
<tr>
<td>දියවස්දී</td>
<td>දියවස්දීය</td>
</tr>
<tr>
<td>නිවහසුම්</td>
<td>නිවහසුම්ය</td>
</tr>
<tr>
<td>මහවැලිය</td>
<td>මහවැලියය</td>
</tr>
<tr>
<td>මහානාපාත්ය</td>
<td>මහානාපාත්යය</td>
</tr>
</tbody>
</table>

For class 5 nouns (names of foreign places/countries)

<table>
<thead>
<tr>
<th>Direct case</th>
<th>Genitive case</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York</td>
<td>New York නෝ</td>
</tr>
<tr>
<td>Japan</td>
<td>Japan නෝ</td>
</tr>
<tr>
<td>California</td>
<td>California නෝ</td>
</tr>
</tbody>
</table>

Use of Genitive:

This case may be an equivalent of the English 's construction or "of" construction.

ජෙනිවල් නෝ

The name of this book is ..........

This case may also be an equivalent of the English in/on construction.

හානිය නෝ

He is in Kandy now.

With place names, it may also equate with the English adjectival form of the place name:

නිවහසුම් නෝ

Sri Lankan people
LESSON PLAN III

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>55 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to find out names of three Sri Lankans using the dialogue</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogue, paper strips, word strips</td>
</tr>
</tbody>
</table>

PROCEDURE

1. Warm up/Review: 5 mins
   Review necessary vocabulary.

2. Presentation: 5 mins
   Present the dialogue skeleton and elicit the dialogue from the students.

3. Practice:
   Listening - 10 mins
   1. Read it several times taking both roles in the dialogue.
   2. Cut up the dialogue into words and mix them up. Ask the students to put it together when you read.

   Listening & Speaking - 5 mins
   1. Take one role and practice the dialogue with the students.

   Speaking - 10 mins
   1. Students practice the dialogue in pairs

4. Application (use): 10 mins
   1. Write names of famous people and make paper strips and put them in the middle. Student pick up and practice in pairs.
5. Assessment (Task): 10 mins

Send the students to find out names of some Sri Lankans in the training site.

6. Contingency Plan:

7. Comments/Self Evaluation:

1-12 - Personal Identification
ඔබ මෙම ප්‍රබල නැවත නො කැණි?

ඔ. සැබි
Personal Identification

Competency: To ask and answer questions about one's background
Situation: With host country nationals

Dialogue I

<table>
<thead>
<tr>
<th>Roles: PCT/Sri Lankan</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>එමක්? මැතිලක්? (Where are you from?)</td>
<td>- asking for information</td>
</tr>
<tr>
<td>වෙතිමි විශේෂයක්? (I'm from America)</td>
<td>- giving information</td>
</tr>
</tbody>
</table>

Grammar

Question words
බෙදීම, පතිරුම, පතිරුමති, පතිරුමැදි, පතිරුමා, පතිරුමී, පතිරුමති, පතිරුමා, පතිරුමී

Instrumental case - inanimate nouns
ඉදිරිපත්තම, වෙතිමි, පතිරුම, වෙතිමිති, වෙතිමා, වෙතිමිති, වෙතිමා, වෙතිමිති, වෙතිමා.
LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>55 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to find out personal information from the peers using question words</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Question Words එම, එමේ, එමේව, එමේවත්, එමේවත්ගේ, එමේවත්ගේව, එමේවත්ගේවත්, එමේවත්ගේවත්කොටු විසින්</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Newsprint, picture dialogue, strips, picture cards</td>
</tr>
</tbody>
</table>

PROCEDURE

1. Warm up/Review: 3 mins

2. Presentation: 12 mins

Present the concept through a description dialogue

3. Practice:

   Listening - 5 mins

   1. Cut up the above answers; make strips and give them to the students. Then ask the students to show you the correct answer when you ask the questions randomly.

Topic: Personal Identification
Listening & Speaking -

1. Put some sentences on the board. Point to the different words of sentences and ask the students to say the correct question word.

   सो हेलो सो जा आहे आहे आहे

   Tr: सो          Ss: माझ्यात
   Tr: आहे          Ss: माझ्यात

2. Give a passage and ask questions from it.

Speaking -

1. Divide the classroom into pairs and ask one of them to ask questions from the other looking at the passage on board. [specific words must be underlined in the passage]

4. Application (use):

   1. Ask the students to talk to each other and find out information like the following.

      - his/her name
      - place where lives
      - job
      - hobbies

5. Assessment (Task):

   Ask the students to report the above activity to the class

6. Contingency Plan:

7. Comments/Self Evaluation:

---

GRAMMAR NOTE

See Emphatic form of noun for clarification on forming of question word questions.
Hotel

Sunday

Hotel  මහ අභාගේ  කොට  පින්කාපත්ථාන

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**IDENTIFIERS**
Peace Corps; Shopping; *Sri Lanka

**ABSTRACT**
This guide is designed for Sinhalese language training of Peace Corps workers in Sri Lanka, and reflects daily communication needs in that context. It consists of: a list of selected language topics and related language competencies; lesson plans for each topic; culture notes for each topic; and a series of reproducible masters for handouts on a variety of grammar issues. Each lesson plan includes a list of targeted language competencies and for each competency, brief dialogue(s), vocabulary list, classroom procedures, a form for teacher notes, and grammar notes. Lesson topics include: personal identification; communication with a host family; classroom orientation; social life and social behavior; food; health; clothing; shopping; giving and getting directions; transportation; communication services; and discussing work. Illustrations and visual aids are included throughout the materials. (MSE)
Sinhala Language Trainer's Manual

A set of lesson plans on selected grammar incorporated competencies for Peace Corps Sri Lanka Pre-Service Training

Program & Training Unit
Peace Corps Sri Lanka
PREFACE

In the past, Language Trainers, including the Language Coordinator, had to allocate most of their time on lesson planning during the Pre-Service Training. A minimum of 4-5 hours of a PST day is allocated for language teaching during the first 6 weeks. In addition to the daily lesson planning and classroom teaching, language trainers must attend to other activities of the PST such as participating in cross-cultural or technical sessions if needed, visit home-stays of PCTs when needed, attend daily staff meetings etc. All these tasks are time-consuming and unavoidable. A completed set of quality lesson plans was a much needed requirement for PST language programs.

This Sinhala Language Trainer’s Manual is the fulfillment of that need. It is composed to equip the Pre-Service Training Language Trainers with a collection of identified survival and technical language competencies including activities, visual-aids and grammar notes as far as possible.

The manual consists of:

I. List of selected language topic and competencies
II. Guided dialogue under each competency
III. Lesson focus: Teaching Points
IV. Lesson plan for each Teaching Point
V. Grammar notes relating for the lesson
VI. Sample of Visual-aids needed to the lesson
VII. Culture Note under each topic
VIII. Collection of grammar handouts relating to the curriculum

However, modifications to the lesson plans have to be made time to time in order to suit the students acquisition of the language: such as learning styles, age etc. We earnestly hope this manual would enable the Peace Corps Language Trainers to gain better understanding and knowledge of Peace Corps Language Program and in turn contribute to make the PST language Program a success.

We welcome your suggestions and comments to make necessary improvements to this manual.

Sumithra Mapatuna
Language/Cultural Training Coordinator
Peace Corps Sri Lanka
June 1995
Acknowledgments

I would like to thank Mr. Kapila Wewegama, Associate Director (Program & Training) who encouraged and guided me to produce this Sinhala Language manual for Peace Corps Sri Lanka, Ms. Kathleen M Corey, Country Director, for her valuable comments and contribution, Mr. Noel Sylvester for planning-computerizing and compilation of the manual and also Mr. Samapth Madhawa Jayawardhane for his attractive illustrations and all his assistance in compiling this manual.

Sumithra Mapatuna
Language/Cultural Training Coordinator
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Section 1

- List of selected language competencies for PST 1-2
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# A List of Selected Language Competencies for Pre-Service Training Language Program

## Survival Competencies:

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<tr>
<td></td>
<td>(1) To greet and be greeted</td>
</tr>
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<td></td>
<td>(2) To greet and say goodbye</td>
</tr>
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<td></td>
<td>(3) To introduce self</td>
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<td></td>
<td>(4) To ask and answer questions about one's background</td>
</tr>
<tr>
<td></td>
<td>(5) To describe a place or a person</td>
</tr>
</tbody>
</table>

| **B** | Host Family                                      |
|       | (1) To make introductions                        |
|       | (2) To identify family relationships              |
|       | (3) To describe and answer questions about one's family |

| **C** | Classroom Orientation                            |
|       | (1) To respond to commands                       |
|       | (2) To respond to questions                      |
|       | (3) To tell time                                 |
|       | (4) To tell date & day                           |
|       | (5) To identify daily routines                   |

| **D** | Social Life                                      |
|       | (1) To make polite requests                      |
|       | (2) To make and respond to invitations           |
|       | (3) To give and receive compliments              |
|       | (4) To respond to personal remarks               |

| **E** | Food                                            |
|       | (1) To describe food needs                      |
|       | (2) To ask about typical host country foods      |
|       | (3) To express food preferences                  |
|       | (4) To refuse additional food when offered       |

<p>| <strong>F</strong> | Health                                          |
|       | (1) To describe one's physical condition         |
|       | (2) To describe one's emotional state            |</p>
<table>
<thead>
<tr>
<th>Topic</th>
<th>Competencies</th>
</tr>
</thead>
</table>
| VII: Clothing | (1) To select clothing  
(2) To have an item of clothing made |
| VIII: Shopping | (1) To ask for availability  
(2) To bargain |
| IX: Directions | (1) To ask for and give location of buildings  
(2) To ask for and give directions |
| X: Transportation | (1) To ask for information about bus-stops and schedules  
(2) To purchase bus/train tickets  
(3) To engage 3-wheeler and settle for a reasonable fare |
| XI: Communication | (1) To find out business hours in the Post Office  
(2) To make a telephone call |
| XII: Housing | (1) To locate appropriate housing  
(2) To get information about rent and utilities |
| XIII: Employment | (1) To describe his/her Peace Corps assignment |
## VOCABULARY GUIDE

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<tr>
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<tr>
<td>- Only (ရှောင်)</td>
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## Section 2

### Lesson Plans

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<tr>
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<td>05-09</td>
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<td></td>
<td>Dialogue I</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Dialogue II</td>
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<td>20-26</td>
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<tr>
<td></td>
<td>Dialogue I</td>
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<td></td>
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<tr>
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<td>Dialogue II</td>
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<td>(3)</td>
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<tr>
<td>(4)</td>
<td>To ask and answer questions about one's background:</td>
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<tr>
<td></td>
<td>Dialogue I</td>
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<tr>
<td>(5)</td>
<td>To describe a place or a person:</td>
<td>62-70</td>
<td></td>
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</tbody>
</table>
**Personal Identification**

**Competency:** To greet and be greeted

**Situation:** With host country nationals

**Dialogue I**

<table>
<thead>
<tr>
<th>Roles: PCT/Sri Lankan</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>ඉංගිරු</td>
<td><strong>ඉංගිරු</strong>!</td>
</tr>
<tr>
<td>(May you live long!)</td>
<td></td>
</tr>
<tr>
<td>ඉංගිරු</td>
<td><strong>ඉංගිරු</strong>!</td>
</tr>
<tr>
<td>(May you live long!)</td>
<td></td>
</tr>
<tr>
<td>සැකිල්ල</td>
<td>පවතින්නේ?</td>
</tr>
<tr>
<td>(How are you?)</td>
<td></td>
</tr>
<tr>
<td>මහතා</td>
<td>මහතා</td>
</tr>
<tr>
<td>(Good)</td>
<td></td>
</tr>
</tbody>
</table>

**Vocabulary**

- ඉංගිරු
- පවතින්නේ?
- මහතා
## LESSON PLAN

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>45 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to greet others with appropriate gesture'</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>White board, markers, paper strips, students answer sheets, [✓/ X] cards</td>
</tr>
</tbody>
</table>

## PROCEDURE

1. **Warm up/Review:**

   5 mins

2. **Presentation:**

   5 mins

   1. Draw two stick figures on the board
   2. Point to figure A, and say ප්‍රියතනයි!
   3. Point to figure B, and say ප්‍රියතනයි!
   4. Point to figure A, and say නෙලේ?
   5. Point to figure B, and say නෙලේ?

6. Take both roles and repeat the dialogue.

* see GRAMMAR NOTE

**Topics**: Personal Identification
3. Practice:

Listening -

1. Pronounce each vocabulary item 3 times and get the students to select the correct one by drawing a circle over a, b or c on the given sheet.

Teacher says

a) බිමකයා b) මිස් මිස් c) මිස් මිස්

a) මිස් මිස් b) මිස් මිස් c) මිස් මිස්

a) මිස් මිස් b) මිස් මිස් c) මිස් මිස්

a) මිස් මිස් b) මිස් මිස් c) මිස් මිස්

2. Read the dialogue incorrectly and ask the students to show cards

Listening & Speaking -

1. Take roles and practice the dialogue with students.

2. Divide the class into two and practice the dialogue

Speaking -

1. Students practice the dialogue in pairs

4. Application (use):

Role play: Ask two students to come forward and perform the dialogue as a role play. Roles: PCV - Passer by

5. Assessment (Task):

1. Give the above dialogue on strips and ask the students to rearrange.

2. Bring two classes together and ask the students to move around and greet each other.

3. Ask the the students to go out of the classroom, find and greet a Sri Lankan.
6. Contingency Plan:

7. Comments/Self Evaluation:

---

GRAMMAR NOTE

* When the question මේ එකඹ මේ? is asked the answer depends on the feeling of the listener. Thus it could be මේ එකඹ මේ , or මේ එකඹ මේ which could mean 'not bad' or 'just existing.'
### Personal Identification

- **Competency**: To greet and be greeted
- **Situation**: With host country nationals

#### Dialogue II

<table>
<thead>
<tr>
<th>Roles: PCT/Sri Lankan</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>නම්කොට ඇස්කැම්නින් (Good Morning)</td>
<td>- greeting people</td>
</tr>
<tr>
<td>නම්කොට ඇස්කැම්නින් (Good Morning)</td>
<td>- being greeted</td>
</tr>
<tr>
<td>මේ අපු මහතෑ? (How are you?)</td>
<td>- socializing</td>
</tr>
<tr>
<td>මේ අපු මහතෑ? (How are you?)</td>
<td>- socializing</td>
</tr>
</tbody>
</table>

#### Vocabulary

- කඳු (Not bad.)
- කඳු (Not bad.)
- කඳු (Not bad.)
- කඳු (Not bad.)
- කඳු (Not bad.)

*Note: The text is in Sinhala and English. The table provides phrases and their meanings, along with the context of their usage.*
LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>35 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson, the students will be able to use times of the day</td>
</tr>
</tbody>
</table>
| Teaching Point | Vocabulary: times of day  
| Materials needed | පුත්තුමෙහෙ, එකද, වත්තක්, ගෙලේ. |
|                | Pictures, MCQ charts, Yes/No cards, Action picture cards |

PROCEDURE

1. Warm up/Review: 5 mins

2. Presentation: 5 mins

   Present the concepts through visuals

3. Practice:

   Listening - 10 mins

   1. Point to the pictures and say the word. Students show / X cards.

   2. Check pronunciation using a Multiple Choice Questions (MCQ) chart.

   a) පුත්තුමෙහෙ b) එකද c) වත්තක්

   a) එකද b) එකකොඩ c) ගෙලේ

   a) වත්තක් b) වත්තකෝඩ c) ගෙලේ

   a) පුත්තුමෙහේ b) එකකොඩ c) ගෙලේ

   a) එකේ b) එකේ c) අ
Listening & Speaking - 5 mins
1. Say related words & students say the correct time of the day.
   Tr: breakfast Ss: (煦)
dinner Ss: ...........
evening tea Ss: ...........
lunch Ss: ............
nap Ss: ............

Speaking - 5 mins
1. Point to the words and students say the words.
2. Say a word & students say what comes after.
   Tr: 先 Ss: 先
3. Say a word & students say what comes before.
   Tr: 先 Ss: 先

4. Application (use): 5 mins
1. Divide the class into pairs or two groups and distribute action cards. One group select cards at random and shows to the others and they guess.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation:
LESSON PLAN II

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>25 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to perform the dialogue</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Newsprint</td>
</tr>
</tbody>
</table>

PROCEDURE

1. **Warm up/Review:**
   
   Review the previous lesson.

2. **Presentation:**
   
   1. Put the dialogue news print on the board, and read the dialogue 3 or 4 times and let the students listen well.

3. **Practice:**
   
   **Listening**
   
   1. Read the dialogue sentence by sentence and ask the students how many words are there in each line.

   **Listening & Speaking**
   
   1. Take one role and practice the dialogue with students (Group & individual)
   2. Change role and repeat #1.

   **Speaking**
   
   1. Draw the following blanks on the board and cue the students say the dialogue.

   A: ____________  ____________
   B: ____________  ____________
   A: ____________  ____________?
   B: ____________  ____________
4. Application (use):
   1. Get the students to practice the dialogue freely.

5. Assessment (Task):
   1. Get the students to find out other forms of greetings as above.

6. Contingency Plan:

7. Comments/Self Evaluation:
## Personal Identification

**Competency**: To greet and say good-bye  
**Situation**: With host country nationals

### Dialogue I

<table>
<thead>
<tr>
<th>Roles: PCT/Sri Lankan</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>මඳකු</td>
<td>- taking leave</td>
</tr>
<tr>
<td>ගතතා</td>
<td>- say goodbye</td>
</tr>
<tr>
<td>ඇත්තේ</td>
<td>- greet</td>
</tr>
<tr>
<td>පවුල්කු</td>
<td>- be greeted</td>
</tr>
</tbody>
</table>

### Vocabulary

- මඳකු (See you later)
- කොටසඳකු. අල්ලෝ. එක්ක. (O.k. see you)
- ඇත්තේ සිංහල! (Good Night!)
- සී තුළකු! (Good Night!)

### Grammar

Verb infinitive මඳකු සිංහල පවුල්කු එක්ක සිංහල

S(1st person) + Verb(infinitive) +
LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>25 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the pronouns appropriately</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Vocabulary: සිංහලේ, මෙහ්කෝකුලේ, සිංහලේ සැමරුමක්</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Yes/No cards, Labels of jobs</td>
</tr>
</tbody>
</table>

PROCEDURE

1. Warm up/Review: 5 mins

2. Presentation: 5 mins
   Present the pronouns through a TPR exercise
   මෙය සිංහලේ
   මෙය කොහොමද
   මෙය ..............
   සිංහලේ PC staff
   සිංහලේෂාව

3. Practice:

   Listening - 3 mins
   1. Read the sentences and get the students to show ✓ X cards when they hear the correct and incorrect versions

   Listening & Speaking - 2 mins
   1. Point to different person/s and get the students to say the correct pronoun.

   Speaking - 5 mins
   Prepare some labels of jobs and ask the students to stick them on their shirts. Then get the students to describe each other using the pronoun.
   Teacher මෙය, carpenter මෙය etc.

The topic: Personal Identification
4. Application (use):

1. Get the students to describe their family photographs using the pronouns.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation:
LESSON PLAN II

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>40 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson, the students will be able to use the verbs to give instructions</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: verb(infinitive) බලුණු බලුණු බලුණු බලුණු බලුණු</td>
</tr>
<tr>
<td>Materials needed</td>
<td>A paper puppet, white board</td>
</tr>
</tbody>
</table>

PROCEDURE

1. Warm up/Review: 5 mins

2. Presentation: 2 mins

   Present the command verbs through TPR using a puppet or an outsider.

3. Practice:

   **Listening** - 7 mins
   1. Read the command verbs and get the students to mime accordingly.
   2. Read a command using the puppet and mime right/wrong actions and get the students to show [✓ X] cards

   **Listening & Speaking** - 4 mins
   1. Write the verbs on board and get the students to repeat after you.
   2. Mime the action and get the students to say the verb.

   **Speaking** - 5 mins
   1. Ask one student to come forward and give commands and get the others to mime the action.
   2. Divide them into pairs and get them to command and mime alternatively.
4. Application (use):

1. Divide the class into two teams and get them to be in two rows. Then say a command verb. The first one to mime the action gets 10 points. Continue the activity until every body gets a chance to mime.

5. Assessment (Task):

1. Ask each student to invite somebody to the classroom, offer him/her something to eat and drink, get something from him/her, offer him/her a gift, finally request him/her to leave.

6. Contingency Plan:

Ask students to match the following:

<table>
<thead>
<tr>
<th>සොම්</th>
<th>මායිම්</th>
<th>පිටකාර</th>
<th>මාබෙකා</th>
<th>ඇගුහා</th>
<th>කොක්කොලා</th>
<th>කාර්මිකය</th>
</tr>
</thead>
</table>
| money
| ticket
| home
| pizza
| coca cola
| classroom

7. Comments/Self Evaluation:

---

GRAMMAR NOTE

Verb infinitive:

The infinitive form of the verb consists of the verb stem + මායිම්:

ඉංමු come
ඉංමු buy, take
ඔළිමු look

Uses of the infinitive: One of its several uses is as an imperative to give orders and to make requests.
**LESSON PLAN III**

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>40 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the verb form appropriately</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: S(1st person) + Verb(infinitive) + *</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogue, newsprint</td>
</tr>
</tbody>
</table>

**PROCEDURE**

1. **Warm up/Review:**
   - Review the command form
   - 5 mins

2. **Presentation:**
   - Present the concept through a picture dialogue
   - Present the following concepts:
     - Picture dialogue:
       - "What is your name?"
       - "This is my sister."
3. Practice:

Listening: 9 mins

1. Associate the verb forms with nouns and say it. Get the students to say right or wrong as they hear.
   Tr: පෙම්මේ නැඩුම*  Ss: නැඩුම

2. Associate the verb forms with the pronouns and say it. Get the students to say right or wrong as they hear.
   Tr: අමිත්තෙන් නැඩුම*  Ss: නැඩුම
   Tr: අතිමී නැඩුම*  Ss: නැඩුම

Listening & Speaking - 4 mins

1. Give a series of commands and ask the students to say the promise form using අභ්ඥ
   Tr: අභ්ඥ  Ss: අභ්ඥ නැඩුම*

Speaking - 7 mins

1. Get the students to do the above L & S activity #1.

2. Divide the students into pairs and get one to say the command form and the other the promise form

4. Application (use): 10 mins

Role Play -  
Roles: PCV - Sri Lankan neighbour
PCV’s home

Situation -  
Purpose -  
A Sri Lankan comes to your home, greet, invite and offer something to eat and drink. Sri Lankan politely refuse saying he will eat and drink later.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation:
GRAMMAR NOTE

The Verb stem + ələ.

This form is formed thus:

V(stem) + ələ

ələ  I'll/We'll go
ələ  I'll/We'll come
ələ  I'll/We'll buy, take
ələ  I'll/We'll see, look

This form is used only with 1st person subjects, and indicates future time. It is used when promising.
භාභාවෙන් ගෙන්නා ගේත් අද මම වෙකීම්ක් යොදා ගනිමින්නේ.

භාභාවෙන් භාභාවෙන් ඉංග්ලියානා මම මෙහෙයියේ.
ඔහ එකඹ කුඹන්නේ ඉන්න.

ඉහැකින් එකඹ කුඹන්නේ ඉන්න.
LESSON PLAN IV

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the dialogue form in a Role Play</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogue newsprint</td>
</tr>
</tbody>
</table>

PROCEDURE

1. Warm up/Review: 1 min

2. Presentation: 2 mins

   Present the dialogue through a picture dialogue and read it several times

3. Practice:

   Listening - 2 mins

   1. Give the following form and ask the students the fill it when you read the dialogue

   A: __________________________

   B: __________________________

   Listening & Speaking - 2 mins

   1. Get the students to perform dialogue with you taking turns.

   Speaking - 3 mins

   1. Get the students to perform the dialogue in pairs.
4. Application (use): 5 mins

1. Role Play: Get the students to do a role play according to the following guidelines.

   Roles: PCV/Sri Lankan

   - to greet and be greeted
   - to introduce oneself
   - to say good bye

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation:
**Personal Identification**

Competency: To greet and say good-bye  
Situation: With host country nationals

**Dialogue II**

<table>
<thead>
<tr>
<th>Roles: PCT/Sri Lankan</th>
<th>Functions</th>
</tr>
</thead>
</table>
| පො. නවකේතය? වනාකා? කොහොමද?  
(Hello! How are you?  
Where are you going?) | - socializing               |
| නවකේතය කොහොමද. නවකේතය  
(I am going overthere.  
See you)               | - socializing & taking leave|
| නවකේතය සිංහලැපය. සිංහලැපය.  
(o.k.)                 | - socializing               |

**Grammar**

| verb present tense        | නො මාදි තිබිය නොදි  
(verb present tense negative)  | නො මාදි තිබී නොදි |

**Phrases**

| නවකේතය නවකේතය  

| සිංහලැපය සිංහලැපය  

| නොදි නොදි  

LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour &amp; 5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the verb forms to fill out a questionnaire</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: verb present tense මෙම, මෙයි, ඔබේ මෙම, ඔබේ ඔබේ, ඔබේ ඔබේ, ඔබේ ඔබේ</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Verb cards,, Newsprint, Picture story sheets</td>
</tr>
</tbody>
</table>

PROCEDURE

1. Warm up/Review: 2 mins
   Review the infinitive verbs.

2. Presentation: 8 mins
   Present the verb forms through action cards.

Present the form from the infinitive form of the verb or elicit the form from the students.

* Make sure to present the meaning of the present tense form: Habitual, Continuous & Simple Future.
3. Practice:

Listening - 5 mins

1. Show the action card and say right/wrong verbs and get the students to say Yes/No.
2. Distribute the cards to the students and ask them to show you the right card when you say it.

Listening & Speaking - 15 mins

1. Ask the students to repeat after you.
2. Show the card and say an incomplete sentence and get the students to put the right verb and complete the sentence.

Tr: එම අංක කියීමේ අංකයේ ඉතිහාසීය අංකයේ ඉතිහාසීය අංකයේ ඉතිහාසීය අංකයේ ඉතිහාසීය අංකයේ ඉතිහාසීය
Ss: එමේ අංකයේ ඉතිහාසීය අංකයේ ඉතිහාසීය අංකයේ ඉතිහාසීය අංකයේ ඉතිහාසීය

Tr: එම කියීමේ අංකයේ ඉතිහාසීය අංකයේ ඉතිහාසීය අංකයේ ඉතිහාසීය අංකයේ ඉතිහාසීය
Ss: එමේ අංකයේ ඉතිහාසීය අංකයේ ඉතිහාසීය අංකයේ ඉතිහාසීය අංකයේ ඉතිහාසීය
3. Relate a simple story and get the students to put the action cards in order.

Speaking - 15 mins

1. Place the cards backwards on a table and pick a card and ask the students to guess it.
2. Show the action cards and get the students to say the verbs.
3. Get the students to do the above activity in pairs.
4. Get them to say complete sentences.

4. Application (use): 10 mins

1. Ask the students to do the above story activity in pairs or in two groups.

5. Assessment (Task): 10 mins

Give the students the following questions and ask them to work in pairs.

1. එම අංක කියීමේ අංකයේ ඉතිහාසීය?
2. එම අංක කියීමේ අංකයේ ඉතිහාසීය?
3. එම කියීමේ අංකයේ ඉතිහාසීය?
4. එම කියීමේ අංකයේ ඉතිහාසීය?
5. එම කියීමේ අංකයේ ඉතිහාසීය?
6. Contingency Plan:
   1. Do a Concentration Game

7. Comments/Self Evaluation:

GRAMMAR NOTE

The Present tense form:

This is formed thus:

Verb stem + ֶָָ

- go/es, is/are/am going
- come/s, is/are/am coming
- look/s, is/are/am looking
- eat/s, is/are/am eating

This verb form denotes simple or continuous actions in the present tense.
LESSON PLAN II

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to find out information using the negative form</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: verb present tense negative</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogue, verb cards, information gap sheets</td>
</tr>
</tbody>
</table>

PROCEDURE

1. Warm up/Review:  
   Review the present tense verbs  
   2 mins

2. Presentation:  
   Present the concept through a picture dialogue  
   8 mins

   Present more examples for continuous and simple future meanings

3. Practice:  

   **Listening -**  
   15 mins

   Describe four activities of a person (positive and negative) as shown below. Ask the students to say the wrong activity.

   **Teacher’s Chart**
   a) Tim drinks tea
   b) He doesn’t smoke
   c) He doesn’t go to town
   d) He sleeps at 10 p.m.

   **Students Chart**
   a) Tim drinks tea
   b) He smokes
   c) He doesn’t go to town
   d) He sleeps at 10 p.m.

   Give more examples as above
Listening & Speaking - 10 mins

1. Say the affirmative and ask the students say the negative (group & individual)

2. Ask the students to complete sentences using verbs when you read them on a chart.
   
   Tim tea / coffee X to town / movies X
   
   Tr: Tim is _______. She is _______ ___ etc.
   
   Give more examples as above

Speaking - 5 mins

1. Information Gap exercise

<table>
<thead>
<tr>
<th></th>
<th>Tim</th>
<th>Julie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malaria pills</td>
<td>?</td>
<td>✓</td>
</tr>
<tr>
<td>Coke</td>
<td>x</td>
<td>?</td>
</tr>
<tr>
<td>Pizza</td>
<td>✓</td>
<td>?</td>
</tr>
<tr>
<td>10 p.m.</td>
<td>?</td>
<td>x</td>
</tr>
<tr>
<td>Market</td>
<td>✓</td>
<td>?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Tim</th>
<th>Julie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malaria pills</td>
<td>x</td>
<td>?</td>
</tr>
<tr>
<td>Coke</td>
<td>?</td>
<td>✓</td>
</tr>
<tr>
<td>Pizza</td>
<td>?</td>
<td>✓</td>
</tr>
<tr>
<td>10 p.m.</td>
<td>✓</td>
<td>?</td>
</tr>
<tr>
<td>Market</td>
<td>?</td>
<td>x</td>
</tr>
</tbody>
</table>

4. Application (use): 15 mins

Read the following passage and ask the students to mark a 'x' in the chart every time they hear the present emphatic form

5.

5. Assessment (Task): 10 mins

1. Ask the students to do a survey to find out the following information from their peers and other Sri Lankans

Topic: Personal Identification
If they eat rice for breakfast
If they drink beer everyday
If they watch TV news every night
If they go to the town tomorrow
If they are reading a book now
If they sleep at 9 p.m. every night

* You could do this activity for homework as well

6. Contingency Plan:

7. Comments/Self Evaluation:

---

**GRAMMAR NOTE**

The Emphatic present verb:

This is formed thus:

Verb stem + นี่

When used with นี่, it negates a present tense action.


When used with a question word, it makes a question word question.


<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the dialogue form in a Role Play</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogue newsprint</td>
</tr>
</tbody>
</table>

* Use the lesson plan in page 18
**Personal Identification**

- **Competency**: To introduce self
- **Situation**: With host country nationals

**Dialogue**

<table>
<thead>
<tr>
<th>Roles: PCT/Sri Lankan</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>එමි (My name is Jenny)</td>
<td>- introducing &amp; asking for information</td>
</tr>
<tr>
<td>එමි (What is your name?)</td>
<td></td>
</tr>
<tr>
<td>එමි (I am Kamal)</td>
<td>- identifying</td>
</tr>
</tbody>
</table>

**Grammar**

S (Genetive) case එමි එමි එමි එමි එමි එමි
LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>20 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to describe the owners of articles collected from the class.</td>
</tr>
</tbody>
</table>
| Teaching Point | Grammar: S (Genitive) case 
                    යුමක් අතේත් අතේත් අතේත්ශිංගලයන් |
| Materials needed | Realia |

PROCEDURE

1. Warm up/Review:

2. Presentation:
   Present the form using examples

   �tan යුමක් අතේත්
   මිලිවුන් වෙනික. යුමක් අතේත්
   යුමක් අතේත්ශිංංගලයන්

   Present more examples

3. Practice:

   Listening -
   1. Read out some statements and ask students to say right or wrong

      Tr: 'Monalisa' Darwin
      Ss: යුමක් අතේත්

      Tr: 'Bad' Michael Jackson
      Ss: යුමක් අතේත්

   Listening & Speaking -
   1. Collect some items from the class and ask for the owner.

      Tr: යුමක් අතේත්
      Ss: යුමක්
Speaking - 5 mins

1. Collect more items from the classroom and distribute them to the students ask them to say the owner. You can do this by changing the items afterwards.

4. Application (use):

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

---

GRAMMAR NOTE

Noun (Genitive case) [Animate nouns]

This is formed thus:

Noun/Pronoun (animate) + ර

කමලුගේ ර Kamal’s
සිංහල ර His/hers
මොතර් ර Mother’s

This form denotes the possessive form of animate nouns.

කමලුගේ කොට්ටයිනා Kamal’s pen
සිංහල කොට්ටයිනා කොට්ටයිනා කොට්ටයිනා His/her dog’s food
මොතර් කොට්ටයිනා Mother’s saree

Topo - Personal Identification
LESSON PLAN II

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>30 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to correct wrong statements using the new grammar</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: N(Genitive) case [inanimate Nouns]</td>
</tr>
<tr>
<td>Materials needed</td>
<td>A US map, Newsprint with statements</td>
</tr>
</tbody>
</table>

PROCEDURE

1. Warm up/Review:

2. Presentation:

   Present the concept through examples

   Show a map of the US and say

   əə курилесте. əəркінамі əəр 50 ə өңөлөнөн.

   ейін орын өңөлөн capitol ə Austin.

   Show a flower and say

   əə өңөл ə өңөлөнөн. əə өңөл colors өңөлөнөн.

   қаң арғы өңөл. қаңа арғы өңөл өңөлөнөн.

3. Practice:

   Listening -

   5 mins

   1. Read right/wrong statements using the form and get the students to say right/wrong.

      Tr: əə айралым ə əт Jurassic Park  
      Ss: əəркін.
      Tr: Watch əəр қаң арғы өңөл
      Ss: əəркін.

   Listening & Speaking -

   5 mins

   1. Get the students to answer questions such as..

      1. Қаң арғы өңөл қаң арғы өңөлөн?  
      2. қаң арғы өңөл қаң арғы өңөлөн?  
      3. қаң арғы өңөл қаң арғы өңөлөн?
Speaking -

1. Get the students to correct sentences like...
   1. ගෙනෝනුව අපේ ආචාරයකට
   2. එකක් අපේ වගාවක්.
   3. එක අපේ ගෙනෝනුව.

4. Application (use):

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

---

GRAMMAR NOTE

Noun( Genitive case) [Inanimate nouns]

For class 1 nouns:

Genitive ending of class 1 noun are formed thus

<table>
<thead>
<tr>
<th>Direct case</th>
<th>Genitive case</th>
</tr>
</thead>
<tbody>
<tr>
<td>මල් ලම</td>
<td>මල් ලමී</td>
</tr>
<tr>
<td>මල් ලී</td>
<td>මල් ලීල</td>
</tr>
</tbody>
</table>

For class 2 nouns

<table>
<thead>
<tr>
<th>Direct case</th>
<th>Genitive case</th>
</tr>
</thead>
<tbody>
<tr>
<td>මාල් ලම</td>
<td>මාල් ලමී</td>
</tr>
<tr>
<td>මාල් ලී</td>
<td>මාල් ලීල</td>
</tr>
</tbody>
</table>
For class 3 nouns (Some names of places in Sri Lanka)

<table>
<thead>
<tr>
<th>Direct case</th>
<th>Genitive case</th>
</tr>
</thead>
</table>
| දියුම් | දියුම්
| යොදා | යොදා
| කක්ක්ක | කක්ක්ක |

For class 4 nouns

<table>
<thead>
<tr>
<th>Direct case</th>
<th>Genitive case</th>
</tr>
</thead>
</table>
| දියුම් | දියුම්
| යොදා | යොදා
| කක්ක්ක | කක්ක්ක |
| වැලික්ක්ක | වැලික්ක්ක |

For class 5 nouns (names of foreign places/countries)

<table>
<thead>
<tr>
<th>Direct case</th>
<th>Genitive case</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York</td>
<td>New York</td>
</tr>
<tr>
<td>Japan</td>
<td>Japan</td>
</tr>
<tr>
<td>California</td>
<td>California</td>
</tr>
</tbody>
</table>

Use of Genitive:

This case may be an equivalent of the English 's construction or "of" construction.

* දියුම් සිංහල දෙළෙදී අංකිත කරනු ලබන්නේ The name of this book is ........

This case may also be an equivalent of the English in/on construction.

* බැලංකුවේ මුලින් He is in Kandy now.

With place names, it may also equate with the English adjectival form of the place name:

* බැලංකුවේ දියුම් Sri Lankan people
LESSON PLAN III

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>55 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to find out names of three Sri Lankans using the dialogue</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogue, paper strips, word strips</td>
</tr>
</tbody>
</table>

PROCEDURE

1. Warm up/Review:  
   Review necessary vocabulary.  
   5 mins

2. Presentation:  
   Present the dialogue skeleton and elicit the dialogue from the students.  
   5 mins

3. Practice:  
   - Listening  
     1. Read it several times taking both roles in the dialogue.  
     2. Cut up the dialogue into words and mix them up. Ask the students to put it together when you read.  
     10 mins
   - Listening & Speaking  
     1. Take one role and practice the dialogue with the students.  
     5 mins
   - Speaking  
     1. Students practice the dialogue in pairs  
     10 mins

4. Application (use):  
   1. Write names of famous people and make paper strips and put them in the middle. Student pick up and practice in pairs.  
   10 mins

Topic: Personal Identification
5. Assessment (Task): 10 mins

Send the students to find out names of some Sri Lankans in the training site.

6. Contingency Plan:

7. Comments/Self Evaluation:
වෙළෙ මම සැපි කිරීමක් කෙරේවේදී?

ජ. අල්
Personal Identification

Competency: To ask and answer questions about one's background
Situation: With host country nationals

Dialogue I

<table>
<thead>
<tr>
<th>Roles: PCT/Sri Lankan</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>ලෙස මම පවුල්වම? (Where are you from?)</td>
<td>- asking for information</td>
</tr>
<tr>
<td>මම ප්‍රමුඛ මොනද? (I'm from America)</td>
<td>- giving information</td>
</tr>
</tbody>
</table>

Grammar

Question words
බෙදුරු, මොනද, මමප්‍රමුඛ, මම පවුල්වම, මමප්‍රමුඛත්, මම පවුල්වමත්, මමප්‍රමුඛදු, මම පවුල්වමදු

Instrumental case - inanimate nouns
කොළඹ්‍ය මොනද, මොනද දක්වා මොනද නිර්මාණය විශේෂය නිර්මාණය
LESSON PLAN 1

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>55 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to find out personal information from the peers using question words</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Question Words ඔයු, ඔබේ, මොහොත්, මොහොත්ත්, මොහොත්ත්ත්, මොහොත්ත්ත්, මොහොත්ත්, මොහොත් මොහොත්</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Newsprint, picture dialogue, strips, picture cards</td>
</tr>
</tbody>
</table>

PROCEDURE

1. Warm up/Review: 3 mins

2. Presentation: 12 mins

  Present the concept through a description dialogue

3. Practice:

   Listening - 5 mins

   1. Cut up the above answers; make strips and give them to the students. Then ask the students to show you the correct answer when you ask the questions randomly.
Listening & Speaking -  

1. Put some sentences on the board. Point to the different words of sentences and ask the students to say the correct question word.

¿Cómo te llamas? Ss: ¿Cómo te llamas?
Tr: ¿Cómo te llamas?

2. Give a passage and ask questions from it.

Speaking -  

1. Divide the classroom into pairs and ask one of them to ask questions from the other looking at the passage on board. [specific words must be underlined in the passage]

4. Application (use):  

1. Ask the students to talk to each other and find out information like the following.
   - his/her name
   - place where lives
   - job
   - hobbies

5. Assessment (Task):  

Ask the students to report the above activity to the class.

6. Contingency Plan:

7. Comments/Self Evaluation:

GRAMMAR NOTE

See Emphatic form of noun for clarification on forming of question word questions.
**LESSON PLAN II**

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>55 minutes</th>
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<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson Ss. will be able to use the grammar structure to find out where people are from.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: S(instrumental) case സസ്ത്തനം, സസ്ത്തനം എന്ത് കാണുന്നു?</td>
</tr>
<tr>
<td>Materials needed</td>
<td></td>
</tr>
</tbody>
</table>

**PROCEDURE**

1. **Warm up/Review:**

2. **Presentation:**

   Present the concept through a picture dialogue

   ![Diagram of a conversation showing the use of the instrumental case in a dialogue.](image)
3. Practice:

**Listening** - 10 mins
1. Read out some sentences with correct and wrong usage of the instrumental case and ask the students to identify the wrong ones and ask why.

**Listening & Speaking** - 5 mins
1. Say the direct form of the noun and ask the students to tell the instrumental form.

**Speaking** - 10 mins
1. Divide the students into pairs and give them the following questions to be asked and answered.
   a) Where do you come from?
   b) Where do you eat?
   c) How do you write notes?
   d) When do you go from Sri Lanka?
   e) How do you come to the training site?

4. Application (use):

Write some towns of Sri Lanka on paper strips and distribute them among the students. Students work in pairs and practice the dialogue.

St. A: එකකොකු නොමැත? St. B: එකකොකු නොමැත?

5. Assessment (Task): 10 mins

Ask the students to speak to some Sri Lankans and find out where they are from.

6. Contingency Plan:

7. Comments/Self Evaluation:
GRAMMAR NOTE

Instrumental case (inanimate nouns)

This is formed thus:

For class 1 and 4 nouns add -ම to the direct form

බෝධමම් බෝධමූම

For class 3 nouns add මි to the direct form

බෝධමාල මිඃබෝධමාල

For class 5 nouns add මෙමි to the direct form

New York New York මෙමි
Japan Japan මෙමි

Use of Instrumental Case:

This is an equivalent to the prepositional construction of 'from' or 'by' of English.

බෝධමම් මැකැක වත came by bus.
බෝධමම් හෝබෝධමැකැකහොබෝධමැකැකහො He is from America.
मे एमेटे? 
०. धरकारात
කාහේ කාලේ කාලේදී එමෙක් නෙවි පැවති?

උපාදා
## Personal Identification

**Competency:** To ask and answer questions about one's background

**Situation:** With host country nationals

### Dialogue II

<table>
<thead>
<tr>
<th>Roles: PCT/Sri Lankan</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>ක්‍රියාකාරය</td>
<td>asking for information</td>
</tr>
<tr>
<td>පැරණි</td>
<td>giving information</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>පැරණි</th>
<th>පැරණි</th>
</tr>
</thead>
</table>

#### Vocabulary

- Time Adverbial: එක්ක් එක්ක් එක්ක් එක්ක්

#### Grammar

- Verb (present emphatic) + Question word
LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
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<tbody>
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<td>Objective</td>
<td>At the end of the lesson the students will be able to use the vocabulary items and make factual sentences</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Time Adverbial: අප් කළේදේදුවේද් අැයි ගැබී ගැබී</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Newsprint</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review: 5 mins
   Review the time adverbials අප් කළේදේදුවේද් අැයි ගැබී ගැබී

2. Presentation: 10 mins
   Present the concept through examples.
   අප් කළේදේදුවේද් අැයි ගැබී ගැබී අප් කළේදේදුවේද් අැයි ගැබී ගැබී අප් කළේදේදුවේද් අැයි ගැබී ගැබී
   Use the PST Schedule and say අප් 18 කළේදේදුවේද් 19 කළේදේදුවේද් 17

3. Practice:
   Listening -
   1. Say some factual sentences and ask the students to say Yes or No
      අප් කළේදේදුවේද් කළේද කළේද කළේද කළේද කළේද කළේද කළේද කළේද
      අප් කළේදේදුවේද් කළේද කළේද කළේද කළේද කළේද කළේද කළේද කළේද

   Listening & Speaking -
   1. Reverse the above activity. Say a sentence and ask the student to say when it is done.
      Tr: අප් කළේදේදුවේද් Ss: කළේද
      Tr: කළේද කළේද Ss: කළේද
Speaking - 10 mins

1. Ask students to say some activities that they do on the above learnt times

<table>
<thead>
<tr>
<th></th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>2.</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>3.</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

4. Application (use):

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation:

Topic: Personal Identification
LESSON PLAN II

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>40 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to find out information using the dialogue</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogue, Paper strips, a map of Sri Lanka</td>
</tr>
</tbody>
</table>

PROCEDURE

1. **Warm up/Review:**
   5 mins
   Review the question words

2. **Presentation:**
   10 mins
   Present the dialogue through a picture dialogue

   ![Diagram of a person asking a question with a speech bubble and a response](image)

   Present the Genitive case of Nouns denoting towns of Sri Lanka.

   මෙම්ම ආදරු සම්බන්ධ සහය මෙම්ම ආදරු සම්බන්ධ කුමක් මෙම්ම ආදරු සම්බන්ධ මෙම්ම.

3. **Practice:**
   5 mins
   **Listening -**
   1. Read the direct and genitive form of the above ask students to find the correct genitive form on a list.

   **Tr:** a) මෙම්ම b) මෙම් මෙම්
   **Ss:** a
Listening & Speaking - 5 mins

1. Distribute strips of paper with names of towns on them and ask students to respond when you ask questions like:

   Tr: මෙහෙයි මෙහෙයි කාරාව?  Ss: එක්කුමාව
   Tr: මෙහෙයි මෙහෙයි කාරාව?  Ss: එක්කුමාවේ
   Tr: මෙහෙයි මෙහෙයි කාරාව?  Ss: එක්කුමා

Speaking - 5 mins

1. Get the students to practice above activity in pairs.

4. Application (use): 10 mins

1. Ask the students to go around the training site and find out where everybody live and the town that their parents live

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation:
කිසි ප්‍රදේශ පිහිටුම් වේදනක්ද?
සුනු
**Personal Identification**

<table>
<thead>
<tr>
<th>Competency:</th>
<th>To ask and answer questions about one's background</th>
</tr>
</thead>
<tbody>
<tr>
<td>Situation:</td>
<td>With host country nationals</td>
</tr>
</tbody>
</table>

Dialogue III

<table>
<thead>
<tr>
<th>Roles: PCT/Sri Lankan</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>அடுத்து பெயர் என்ன?</td>
<td>- asking for information</td>
</tr>
<tr>
<td>(Where were you born?)</td>
<td></td>
</tr>
<tr>
<td>மாடுகை பார்வை</td>
<td>- giving information</td>
</tr>
<tr>
<td>(In New York city)</td>
<td></td>
</tr>
</tbody>
</table>

**Vocabulary**

- மகள் மகரா மரவை நவீனம்

**Grammar**

- verb past tense: எங்கே, எங்கிருந்தே, எங்கில்
- verb past tense negative: எங்கேயான், எங்கிருந்தே, எங்கில்
LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>40 minutes</th>
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<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the vocabulary items and find out information.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Vocabulary: අහ කුමාර්ම, උත්සාහකාරය</td>
</tr>
<tr>
<td>Materials needed</td>
<td>SL map, US map, newsprint</td>
</tr>
</tbody>
</table>

PROCEDURE

1. Warm up/Review: 5 mins
   Show the SL map and show the students where you lived. Show the US map and ask where the students live.

2. Presentation: 5 mins
   Present the vocabulary items through the map and pictures of cities, towns, villages, states, districts.

3. Practice:
   Listening - 5 mins
   1. Read out some sentences and ask the students to say right/wrong.

   Tr: අහ කුමාර්ම Ss: wrong
   Tr: උත්සාහකාරය Ss: right

   Listening & Speaking - 10 mins
   1. Read the following passage and get the students to answer the questions.

   අමාත්‍ය ස්වාමිය විවිධාකරයේ. එය ප්‍රශ්නතාවක් සහත ප්‍රශ්නතාවක් ගැන සේවය කිරීමෙන් පෙන්වයි. එය මෙම මත පිළිබද කැමක පොළෝ කණුව. එය මෙම නැයිස්කරුව පැළමුම් කීර්තියේ. එය මෙම නැයිස්කරුව පැළමුම් කීර්තියේ. එය මෙම නැයිස්කරුව පැළමුම් කීර්තියේ.

   1. අමාත්‍ය ස්වාමිය විවිධාකරයේ?
   2. එය ප්‍රශ්නතාවක් සහත ප්‍රශ්නතාවක්?
   3. එය ප්‍රශ්නතාවක් සහත ප්‍රශ්නතාවක්?
   4. එය ප්‍රශ්නතාවක් සහත ප්‍රශ්නතාවක්?
   5. එය ප්‍රශ්නතාවක් සහත ප්‍රශ්නතාවක්?
   6. එය ප්‍රශ්නතාවක් සහත ප්‍රශ්නතාවක්?
   7. එය ප්‍රශ්නතාවක් සහත ප්‍රශ්නතාවක්?
   8. එය ප්‍රශ්නතාවක් සහත ප්‍රශ්නතාවක්?
   9. එය ප්‍රශ්නතාවක් සහත ප්‍රශ්නතාවක්?

یرුප - Personal Identification
Speaking -

1. Get the students to answer the following questions

1. ඇතිල්ලෙක් එකතු කරන්න?
2. ඇතින්වියේ එකතු කරන්න?
3. ඇතිල්ලෙක් නව පුරා කිරීම?
4. ඉන් එකතුව නව නවකම්කාව?
5. ඇති එකතුව නවකම්කාව?

4. Application (use):

Get the students find out the above information from another class.

5. Assessment (Task):

Ask them to present the above information to the class.

6. Contingency Plan:

Question -Answer Practice. Have students sit in a circle. They practice the exchange: "Where are you from? I'm from _____." Have students ask and answer the question. Add other exchanges about language spoken where they work.

7. Comments/Self Evaluation:
LESSON PLAN II

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the past tense verb to find out information</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: verb past tense පු යා යා, මෙ යා යා</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Verb cards, newsprint with a passage</td>
</tr>
</tbody>
</table>

PROCEDURE

1. Warm up/Review: 5 mins
   Review the present tense forms through action cards or Hangman Game.

2. Presentation: 10 mins
   Present the verbs through a passage.
   Write the passage on a newsprint with pictures. Have separate cards for and past tenses of the above verbs. Paste one by one on the present tense verbs and change the passage into past tense.
   Present the written form.

3. Practice: 5 mins
   Listening -
   1. Distribute the verb cards to the students and ask the students to show the Sinhala word when you say the English equivalent.
Listening & Speaking -  
1. Ask the students to repeat after you.
2. Say a related word and ask the students to say the Sinhala equivalent.

Speaking -  
1. Practice the verbs through a communicative drill.
   
   Student A: එකු මගේ එම මගේ මත්තු මෙස්?
   Student B: එකු මගේ මත්තු.
   
   Ask the students to substitute times and practice the dialogue.

4. Application (use):  
1. Ask the students to narrate what they did on the previous day morning, afternoon, and night.

5. Assessment (Task):  

Get the students to go out and find some people to ask what they did on the previous day.

6. Contingency Plan:  

Relate "Peter's Story."

7. Comments/Self Evaluation:

---

GRAMMAR NOTE

Past tense verb:

Formation of past tense is a bit irregular. However, patterns can be found in some. The form means actions that are completed.

තැළි එකු මගේ මත්තු මෙස් She came last week
# LESSON PLAN III

<table>
<thead>
<tr>
<th>Estimated Time</th>
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</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the Past tense negative to present information</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: verb past tense negative අංක විලාස සිදු විලාස සිදු සිදු අංක සිදු අංක සිදු අංක සිදු</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Information Gap exercises, picture dialogue, grids, questionnaires</td>
</tr>
</tbody>
</table>

## PROCEDURE

1. **Warm up/Review:**
   - Review the past tense verbs
   - 2 mins

2. **Presentation:**
   - Present the negative form through a picture dialogue.
   - 10 mins

Present more examples through the dialogue.
3. Practice:

Listening - 15 mins

1. Get the students to listen to the following passage and fill out the grid.

<table>
<thead>
<tr>
<th>Pizza</th>
<th>फूल</th>
<th>दाल</th>
<th>beer</th>
<th>TV</th>
<th>movie</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Listening & Speaking - 10 mins

Give them a clue and prompt them to say positive and negative statements.

Tr:  aç සාං මාලි/මාලි/මාළි Ss: මෙහි මෙහි මෙහි වලින් මෙහි මෙහි මෙහි

Tr:  aç සාං මාලි/මාලි/මාළි Ss: මෙහි මෙහි මෙහි වලින් මෙහි මෙහි මෙහි

Speaking - 10 mins

1. Ask the students interpret the grid given above in the listening exercise

4. Application (use):

1. Information Gap exercise

Topic: Personal Identification
5. Assessment (Task):

Get students to go out of the class. Interview someone and find out the following information and present it to the class.

1. If he/she went to market this morning
2. If he/she watched TV news last night
3. If he/she washed clothes last Sunday
4. If he/she drank beer with friends last evening
5. If he/she cooked rice last night

6. Contingency Plan:

7. Comments/Self Evaluation:

GRAMMAR NOTE

The Past Negative:

The formation and usage is similar to that of the Emphatic Verb form of the present tense verb.
කම හෝ ඉතිහාසික අයෙකක්?
වි, ආකේකම්
වෙළෙඛ යොදා නිසාවේ මෙහෙයේ දෙදෙන්නේද?
වෙළෙඛ මෙහෙයේ දෙදෙන්නේද?
LESSON PLAN IV

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>25 mins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the dialogue and find out information</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Newsprint with the dialogue</td>
</tr>
</tbody>
</table>

PROCEDURE

1. **Warm up/Review:**

2. **Presentation:**
   
   Present the dialogue through a picture

3. **Practice:**

   **Listening** -
   Read it several times taking both roles

   **Listening & Speaking** -
   Take one role and practice the dialogue
Speaking - 3 mins

Get the students to say where they were born when you ask the questions.

4. Application (use): 10 mins

Ask the students to go out of the class and find out where everybody else were born.

5. Contingency Plan:

6. Comments/Self Evaluation:
ඔබ පිරිවිය ලැබේද?
අතිකාලීන නොහොතුය
**Personal Identification**

**Competency**: To ask and answer questions about one's background

**Situation**: With host country nationals

**Dialogue IV**

<table>
<thead>
<tr>
<th>Roles: PCT/Sri Lankan</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>සළකාලියේ එක්සත් උපාදායේ සංවිධානය ලක්ෂණයෙන් දක්වාදීමේදී? (Did you do a job when you were in America?)</td>
<td>- inquiring</td>
</tr>
<tr>
<td>මම, එක්සත් උපාදාය උපාදායක් විසේන්න. (No, I studied at the university)</td>
<td>- giving information</td>
</tr>
</tbody>
</table>

**Grammar**

Present Verbal Adjective + කොම - when/whenever
LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour &amp; 5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to find out personal information using the grammar</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: Present Verbal Adjective + අමු (when/whenever)</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogues, paper strips, newsprint with the table, Copies of the listening cloze</td>
</tr>
</tbody>
</table>

PROCEDURE

1. Warm up/Review: 5 mins
   Review present tense verbs

2. Presentation: 10 mins
   Present the concept through a picture dialogue.
   i. A: අමු මැඩු අමු කරවා අදන්නේ වැඩය.
      B: වේදේ? එකේ, එකේ අමු කරම නොම.
   ii. A: අමු මැඩු අමු කරවා අදන්නේ වැඩය?
        B: වේදේ? එකේ එකේ කරම නොම.

3. Practice: 10 mins
   Listening -
   1. Read the following cloze passage and ask the students to fill out the blanks on their copies.

   Topic: Personal Identification
Listening & Speaking - 10 mins

1. Read the first part of the sentence and get the student to complete the other part.

1. ආදි පෙන්වාමී ගංගාව...
2. මිනි සූෂ්ඨ මහාජු...
3. මහාජු පෙනා ගංගාව...
4. ආදි කුරුණක්කමා...
5. මිනි කුරුණක්කමා...
6. මහාජු කුරුණක්කමා...
7. Trainees පෙනා ගංගාවකමා...
8. ආදි කුරුණක්කමා...
9. Hostelmates පෙනා ගංගාවකමා...
10. මිනි කුරුණක්කමා...

Speaking - 15 mins

1. Get the students to make sentences using the table below:

<table>
<thead>
<tr>
<th>ඉංග්‍රීසි</th>
<th>ආදි පෙන්වාමී</th>
<th>මිනි පෙන්වාමී</th>
<th>මහාජු පෙන්වාමී</th>
<th>ආදි කුරුණක්කමා</th>
<th>මිනි කුරුණක්කමා</th>
<th>මහාජු කුරුණක්කමා</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movie</td>
<td>bawl</td>
<td>bawl</td>
<td>bawl</td>
<td>bawl</td>
<td>bawl</td>
<td>bawl</td>
</tr>
<tr>
<td>cricket</td>
<td>popcorn</td>
<td>popcorn</td>
<td>popcorn</td>
<td>popcorn</td>
<td>popcorn</td>
<td>popcorn</td>
</tr>
<tr>
<td>Turkey</td>
<td>snacks</td>
<td>snacks</td>
<td>snacks</td>
<td>snacks</td>
<td>snacks</td>
<td>snacks</td>
</tr>
<tr>
<td>Handi</td>
<td>snacks</td>
<td>snacks</td>
<td>snacks</td>
<td>snacks</td>
<td>snacks</td>
<td>snacks</td>
</tr>
</tbody>
</table>

4. Application (use): 10 mins

Divide the students into pairs. one student asks the following questions and the other answer.

1. ඒලි බාලිනී පාට යාමේදී මේදි?
2. ආදි මහාජු මව මෙම ගොංගාව මත ක්‍රියා?
3. ඒලි බාලිනී පාට යාමේදී මේදි? Sleeping bag මත ක්‍රියා?
4. Hiking යාමේදී මත ක්‍රියා?

Topic: Personal Identification
5. Assessment (Task):

Ask the students to find out what the Sri Lankans do when they give almsgiving.

6. Contingency Plan:

Write some sentences on strips of paper using the structure. Cut the sentences into two so that the two clauses are divided. Mix them up and ask the students to rearrange the sentences meaningfully.

7. Comments/Self Evaluation:

------------------------------------------------------------------------

GRAMMAR NOTE

Temporal Clause with - පෙන් (When /Whenever)

-පෙන් is added to a present verbal adjective to derive 'when' temporal clauses. The tense of the clause is determined by that of the finite verb. Thus:

පෙන් අපො දෙනම් කොටස් මොයිම කාලෙන්

Tell me when you go to town.

පෙන් සෙම්ප්පුම් කොටස් මොයිම කාලෙන්

What did you do when you were in America?
ලකු එයි සාර්ථක වීමේදී සැලසන්දු?

පීතියක් නම් සාර්ථකයි
его аута මතවැලිනි
ලියාපත්

මිනියක්?
දේශවලින් ම.
මැතිල මීටරික් ගැනීමේ
<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>25 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the vocabulary items to say personal details</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Vocabulary: එංගුරා කුතුරක්කා කතාවන් &amp; Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Building models, realia</td>
</tr>
</tbody>
</table>

**PROCEDURE**

1. **Warm up/Review:**

2. **Presentation:**

   Present the vocabulary through models and realia.

3. **Practice:**

   **Listening**

   1. Show a model and say a wrong name. Students say right/wrong
   2. Place the models and realia on the table and say three names at a stretch. Ask the students to pick up the correct ones.

   **Listening & Speaking**

   1. Say a related word and ask the students to say the correspondent vocabulary item.

   **Speaking**

   1. Introduce the definite, indefinite and indefinite genitive of the above vocabulary items.
   2. Get the students to answer the following question.

   **Tr:** එම කුතුරක්කා කතාවන් සමග සැමි?
   **S:** එම කුතුරක්කා කතාවන්
4. Application (use):

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation:
**Personal Identification**

<table>
<thead>
<tr>
<th>Competency</th>
<th>To describe a place or a person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Situation</td>
<td>With host country nationals</td>
</tr>
</tbody>
</table>

**Dialogue**

<table>
<thead>
<tr>
<th>Roles: PCT/Sri Lankan</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>ඉබල්ඩා (Is Galle beautiful?)</td>
<td>- asking for information</td>
</tr>
<tr>
<td>වැඩියා (Yes, Galle is beautiful.)</td>
<td>- giving information</td>
</tr>
<tr>
<td>ඉබල්ඩා (Is Galle more beautiful than Colombo?)</td>
<td>- comparing</td>
</tr>
<tr>
<td>වැඩියා (Yes, Galle is more beautiful than Colombo)</td>
<td>- comparing</td>
</tr>
</tbody>
</table>

**Vocabulary**

Adjectives (descriptive)

| අංගන (beautiful) | ඉබල්ඩා (more beautiful) |

**Grammar**

N (Dative) + අංගන + S(Direct) + Adjective
## LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour &amp; 5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to describe the people at the training site using adjectives.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Vocabulary: Adjectives (descriptive)</td>
</tr>
<tr>
<td></td>
<td>Pictures, stick figure pictures</td>
</tr>
</tbody>
</table>

### PROCEDURE

1. **Warm up/Review:**

2. **Presentation:**

   Present adjectives using stick figures and pictures of people and objects.

![Stick figure pictures]
3. Practice:

Listening - 15 mins

1. Show a picture and describe it incorrectly and correctly.
   Students listen and say right or wrong.

   Tr: යුද්ධ මෙමන් Ss:  මෙමන්
   Tr: Coconut tree යුද්ධ Ss: මෙමන්
   Tr: නාම්නාම් මෙමන් Ss: මෙමන්
   Tr: Marlon Brando මෙමන් Ss: මෙමන්
   Tr: Michell Fifer මෙමන් Ss: මෙමන්

2. Students listen to passage and mark on the sheet how many times they hear each adjective.

<table>
<thead>
<tr>
<th>යුද්ධ</th>
<th>මෙමන්</th>
<th>යුද්ධ</th>
<th>මෙමන්</th>
<th>යුද්ධ</th>
<th>මෙමන්</th>
<th>යුද්ධ</th>
<th>මෙමන්</th>
<th>යුද්ධ</th>
<th>මෙමන්</th>
</tr>
</thead>
</table>

Listening & Speaking - 10 mins

1. Prompt students to complete the sentences using appropriate adjectives.

   Tr: Golden gate bridge යුද්ධ Ss: (මෙමන්)
   Tr: Sylvester Stallone Ss: ..................
   Tr: Bill Clinton Ss: ..................
   Tr: Mount Everest Ss: ..................
   Tr: Seattle Ss: ..................

Speaking - 10 mins

1. Show the pictures and ask the students for the adjectives.

2. Ask the students to write down a name of a friend or a famous person. In pairs, one think of an adjective to describe the person and the other trys to guess the adjective after hearing who the person is.

4. Application (use): 5 mins

   Ask the students to describe their identical partner.
5. Assessment (Task): 10 mins

Give a list of names at the training site and ask the students come up with adjectives to describe them.

6. Contingency Plan:

Do a chain drill of adjectives.

7. Comments/Self Evaluation
LESSON PLAN II

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 20 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use comparison in a discussion</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: N (Dative) +ඔබාශා +S(Direct)+Adj</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Clue cards, pictures, realia, maps of US and SL</td>
</tr>
</tbody>
</table>

PROCEDURE

1. Warm up/Review: 5 mins
   Review the adjectives using pictures.

2. Presentation: 20 mins
   Present through realia, pictures and map.

Get more examples and elicit the grammar rule from the students.
3. Practice:

Listening -

1. Give two versions of comparison of one state or fact and ask the students to select the correct one.

Tr: A: දෙළඛා දෙළඛා දෙළඛා දෙළඛා.
   B: දෙළඛා දෙළඛා දෙළඛා දෙළඛා

Ss: B

Listening & Speaking -

1. Give two statements of condition or fact. Students compare.

Tr: දෙළඛා temperature 32c. දෙළඛා emperature 27c.

Ss: දෙළඛා දෙළඛා දෙළඛා දෙළඛා

Speaking -

1. Provide each student with 2 pictures for them to compare.

2. Provide clue cards. In pairs, students compare and make statements.

4. Application (use):

Students are asked to compare their town with the town where the training is held.

- climate
- people
- food
- beauty
- size
- roads & other facilities

5. Assessment (Task):

Create a discussion on universities in the US. (if possible) Students discuss using comparisons.

6. Contingency Plan:

7. Comments/Self Evaluation
Kim
GRAMMAR NOTE

The Comparative form - අංකය

උංගනෙන් may equate with English 'more than'. The lesser of the two things compared precedes අංකය and is in the dative case.

කොඩේ අංකය කොඩේ භාෂා අංකය

I like Kandy more than Colombo

This may also equate with '---er than' in English comparative adjective constructions. In an expression such as 'bigger than X', the Sinhala equivalent of X will be in the dative case.

කොඩේ අංකය කොඩේ භාෂා අංකය

Colombo is bigger than Kalutara.

As in English, the item with which something is being compared may be left unexpressed where context made it clear.

කොඩේ අංකය කොඩේ භාෂා අංකය

This book is better.
LESSON PLAN III

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>45 minutes</th>
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</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the dialogue in a role play.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Reading clozes</td>
</tr>
</tbody>
</table>

PROCEDURE

1. Warm up/Review:

2. Presentation: 10 mins

   Present the dialogue with blanks and ask the students to come up with appropriate questions to complete the dialogue.

   A: ___________
   
   B: ඉ. නම් නම්.
   
   A: ____________ ___________ ___________ ____________?
   
   B: ඉ. නම් නම් නම් නම්.

   Students work individually to fill the gaps and compare with their partner. Finally, check answers by asking each pair to present their version to the whole group.

3. Practice:

   Listening - 5 mins

   1. Read the correct version of the dialogue several times with correct intonation patterns.

   Listening & Speaking - 5 mins

   1. Take roles and practice the dialogue with the students.

   Topic: Personal Identification
Speaking -

1. Get the students to practice the dialogue in pairs.
2. Substitute other names and do substitution drill.

4. Application (use):
   Role Play: Role: PCT-Host Sister
   Situation: At the host family
   Purpose: Host sister asks questions on PCTs' country and town PCT answers.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation
## Competencies

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
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<tr>
<td>1</td>
<td>To make introductions:</td>
<td>01-08</td>
</tr>
<tr>
<td></td>
<td>Dialogue I</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>To identify family relationships:</td>
<td>09-13</td>
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<tr>
<td></td>
<td>Dialogue I</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>To describe and answer questions about one's family:</td>
<td>14-25</td>
</tr>
<tr>
<td></td>
<td>Dialogue I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dialogue II</td>
<td>26-30</td>
</tr>
</tbody>
</table>
Host Family

<table>
<thead>
<tr>
<th>Roles: PCT/Host Mother/PCT's friend</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>මතින්: මොතින් මව ගොඩාබලයේ. ගොඩාබලයේ මිශී කෙරේයි. (Mother, this is my friend Julie)</td>
<td>- introducing others</td>
</tr>
<tr>
<td>ගොඩාබලයේ මොතින්: ගොඩාබලයේ මොතින් (Julie, this is my mother)</td>
<td>- socializing</td>
</tr>
<tr>
<td>ගොඩාබලයේ කොට්ඨාජයේ ශ්‍රිතයේ: නිකම්කරු නොහැක (Nice to meet you)</td>
<td></td>
</tr>
</tbody>
</table>
LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour</th>
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</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to describe their families using the new words</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Vocabulary: මොඩු මොඩු මොඩු මොඩු මොඩු මොඩු මොඩු මොඩු මොඩු මොඩු මොඩු මොඩු මොඩු මොඩු</td>
</tr>
<tr>
<td>Materials needed</td>
<td>A family tree chart, listening grids, paper for drawing, picture cards</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review: 5 mins

Ask the students about their host families and get familiar with their host families.

2. Presentation: 10 mins

Present the vocabulary items through a family tree.

Read the words several times.

3. Practice: 10 mins

Listening -

Give them a chart with the vocabulary items written. Ask the students to mark how many times each word was said when you read the words several times in random order.
Listening & Speaking -

1. Read out the relationships and ask the students to repeat.

2. Read out the names from the family tree and get the students to say the relevant relationship.

Speaking -

1. Point to the family tree and ask the students to say the relationship.

2. Draw some pictures of the above on cards and distribute them among the students and ask them to keep them faced down. Get them to say the word after looking once. Continue this as a chain drill.

   Student 1: මොදී
   Student 2: සැක්කේ රුඟ
   Student 3: සැක්කේ රුඟ මොදී

4. Application (use):  

   Get the students to draw their family and describe it. If they have got photographs ask them to use it.

   Student: කොළඹ කොළඹ. නැවැදුර නැවැදුර. කොටස් කොටස් නැවැදුර etc.

5. Assessment (Task):

   Ask the students to bring a host family photograph to describe it next day.

6. Contingency Plan:

   Do a concentration Game

7. Comments/Self Evaluation

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Topic: Host Family
LESSON PLAN II

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour</th>
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</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the adjectives in a Role Play exercise</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: Adjectives (emotional): අක්කරන් සන්නානේ ප්‍රශ්ණයේ පිටියේ ආභාකාරයේ රාතියක් පිටියේ ආභාකාරයේ රාතියක් පිටියේ ආභාකාරයේ රාතියක් පිටියේ ආභාකාරයේ රාතියක් පිටියේ ආභාකාරයේ රාතියක් පිටියේ ආභාකාරයේ රාතියක්</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture cards, Role play cards</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review: 5 mins
   Review adjectives

2. Presentation: 10 mins
   Present the emotional adjectives through picture cards and TPR.

   Present the Grammar Structure as well.

   S(Dative) + Emotional Adjective

   Why are they going to Stanley's Restaurant?

   Topic: Host Family
3. Practice:

**Listening**

- 1. Check understanding through a MC Questionnaire.

    Tr: මෙම විශේෂ අධිශ්‍රාමය. ප්‍රකාශ

    a. අඩංගන
    b. සෝහිතාව
    c. මහාවාද

**Listening & Speaking**

- 1. Convert the above activity into a L&S activity. When you say the first part of the sentence, student complete it using the adjectives. Use different examples for this activity (if possible.)

    Tr: මෙම විශේෂ අධිශ්‍රාමය. ප්‍රකාශ

    Ss: අඩංගනින්.

**Speaking**

- 1. Guessing game.

    Write the adjectives on pieces of paper and distribute among the students. In pairs, students guess what the other person has.

- 2. One student says a related word and the other says the adjective.

4. **Application (use):**

**Role Play:**

- **Roles:** PCT-Host mother

- **Situation:** Host family

- **Function:** The PCT is not feeling well. Mother inquires and the PCT responds.

5. **Assessment (Task):**

You could send the students to inquire emotional states if you have got someone sick at the training site.

6. **Contingency Plan:**

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7. Comments/Self Evaluation

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**GRAMMAR NOTE**

**Emotional Adjectives:**

Adjectives which denote temporary physical or emotional states are used in the same way as the normal adjectives. However, the Subject here takes the Dative case.

- නඩ පැහැරි — I am tired.
- නඩ පැහැරිද? — Is he tired?
- නඩ පැහැරි මේ — He is not tired.
Why are they going to Stanley's Restaurant?
1. Why are you smiling?
   ___________ happy.
I ALWAYS ___________.

2. Why is he shouting?
   ___________ angry.
He ALWAYS ___________.

3. Why is she smoking?
   ___________ nervous.
She ALWAYS ___________.

4. Why is it drinking?
   ___________ thirsty.
It ALWAYS ___________.

5. Why are they going to Stanley's Restaurant?
   ___________ hungry.
They ALWAYS ___________.

6. Why is he going to the doctor?
   ___________ sick.
He ALWAYS ___________.

7. Why are they shivering?
   ___________ cold.
They ALWAYS ___________.

8. Why are you perspiring?
   ___________ hot.
I ALWAYS ___________.

9. Why is she yawning?
   ___________ tired.
She ALWAYS ___________.

10. Why is he blushing?
    ___________ embarrassed.
He ALWAYS ___________.

Why Are You Crying?
I'm crying because I'm sad.
I ALWAYS cry when I'm sad.
LESSON PLAN III

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour</th>
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<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to introduce themselves and others</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>a puppet, MCQ charts, realia</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review:

2. Presentation: 10 mins

   Present the dialogue through a picture dialogue and read the dialogue taking both roles with the help of a puppet.

3. Practice:

   Listening - 10 mins

   1. Read the sentences in wrong order and asks the students to identify the correct order in a MCQ chart. (or get them to listen and identify the correct sentence)

      Tr: a)  
      b)  
      c)  

      Ss: c.

   Listening & Speaking - 10 mins

   1. Read out the dialogue and ask the students to repeat with correct intonation patterns and pronunciation.

   2. Take one role and practice the dialogue.

   Speaking - 5 mins

   1. Ask the students to practice the dialogue in pairs
4. Application (use): 10 mins
   Ask the students to come forward and introduce themselves and others.

5. Assessment (Task): 10 mins
   Bring a Sri Lankan to the classroom and ask the students to introduce themselves.

6. Contingency Plan:

7. Comments/Self Evaluation
дума, ඒ අම ගොඩැල්ල ගෝම්මට ගොප්පින, ඒ අම ගෝම්මා
Host Family

Competency: To identify family relationships
Situation: With homestay people

Dialogue

<table>
<thead>
<tr>
<th>Roles: PCT/Host Mother</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>එතුම්      : නම් මුලී? (Who is this?)</td>
<td>- inquiring</td>
</tr>
<tr>
<td>මීනි     : මෙයින් මො. මෙය මාර්ගේ ගොඩ. (That is my daughter. She is married.)</td>
<td>- giving information</td>
</tr>
<tr>
<td>කෙවනි : මේමේ කළ මෙමේ? (Where does she live?)</td>
<td>- inquiring</td>
</tr>
<tr>
<td>කෙල්ලි : කොලඩො. (In Clombo)</td>
<td>- giving information</td>
</tr>
</tbody>
</table>

Vocabulary

more family members: එකඹෙ එකඹෙ එකඹෙ කුල්පින් කුල්පින්

Grammar

Locatives: එකඹෙ එකඹෙ එකඹෙ කුල්පින්

 Topic: Host Family
LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>45 minutes</th>
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<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to describe items in various locations</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: Locatives ọọ ọọ ọọ ọọ</td>
</tr>
<tr>
<td></td>
<td>ọọ ọọ ọọ ọọ</td>
</tr>
<tr>
<td>Materials needed</td>
<td>realia</td>
</tr>
</tbody>
</table>

Procedure

1. **Warm up/Review:**

2. **Presentation:** 15 mins

   Present the locative adjectives through TPR and realia.

   Place four units of the same item in the 4 locations (ọọ ọọ ọọ ọọ ) and describe.

   Introduce the meanings of ọọ ọọ ọọ ọọ

3. **Practice:**

   **Listening** - 10 mins

   1. Give the items to the students and when you say the location ask them to place the item in the correct location.

   **Listening & Speaking** - 10 mins

   1. Use classroom items and make incomplete locative descriptions. Students complete using locative words.

   Tr:  board ọọ  
   Tr:  ọọ ọọ  
   Ss:  ọọ  
   Ss:  ọọ

   **Speaking** - 10 mins

   Students describe items in various locations of the classroom.

*Topic: Host Family*
4. Application (Use):

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

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GRAMMAR NOTE

Locatives:

In Sinhala there is set of words which denotes the location of nouns/places etc.

<table>
<thead>
<tr>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ගැබී</td>
<td>Here by the speaker</td>
</tr>
<tr>
<td>මෙනෝ</td>
<td>There by the speaker</td>
</tr>
<tr>
<td>මඳ</td>
<td>There within sight of both speaker and listener</td>
</tr>
<tr>
<td>කොඹාමු</td>
<td>The one out of sight or the one referred to earlier</td>
</tr>
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</table>
LESSON PLAN III

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour</th>
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</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the language in a Role Play</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Photograph of a famous personality</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review:

2. Presentation: 15 mins

   Get a picture of a famous personality and ask සැක්ෂීම and say අන්තරේසාවන්

   ...........................................

   Then take a photograph of one of your friends and introduce saying අන්තරේසාවන්.

   ![Dialogue Diagram]

   Present the dialogue using a picture.

3. Practice:

   Listening -

   1. Read the dialogue with wrong words. Ask the students to identify the wrong words.
Listening & Speaking - 10 mins

Introduce නෙන්වු දිකිතා through a picture.

1. Take one role and practice the dialogue.

Speaking - 10 mins

1. Get the students to practice the dialogue in pairs.

4. Application (use): 15 mins

Role Play: PCT-Host mother
Situation: In a Sri Lankan home
Function: The PCT is being introduced to all the members of the family.

5. Contingency Plan:

7. Comments/Self Evaluation
ඔය ආදර?
වෙරළ මෙකු බලෙන්නේ මම?
රටා ලෙසත්?
දැකු
**Host Family**

**Competency:** To describe and answer questions about one's family

**Situation:** With homestay people

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**Dialogues**

**Dialogue I**

<table>
<thead>
<tr>
<th>Roles: PCT/Host Mother</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>මියීය</td>
<td>- inquiring</td>
</tr>
<tr>
<td>බ්‍රේශ්කයේදීම්තා අභියෝකුමාරයේදීම්තා</td>
<td>- giving information</td>
</tr>
<tr>
<td>නමුත්</td>
<td>- inquiring</td>
</tr>
<tr>
<td>මියීයේදීම්තා අභියෝකුමාරයේදීම්තා</td>
<td>- giving information</td>
</tr>
</tbody>
</table>

**Grammar**

**Joining Nouns (AND)**

S(Dative) + O + අභියෝකුමාරයේදීම්තා  
Question words අභියෝකුමාරයේදීම්තා (Dative)

\[ S(Dative) + O + \text{Dative} \]

**Joining Verbs (past participle)**

\[ \text{Dative} (\text{Dative}) \]
LESSON PLAN I

Estimated Time | 1 hour
---|---
Objective | At the end of the lesson the students will be able to use combinations in a role play
Teaching Point | Grammar: joining Nouns (AND)
Materials needed | MCQ charts, Newsprint with examples

Procedure

1. Warm up/Review:

2. Presentation: 

   Present the concept through a picture dialogue

   1. 1. 2. 3. 4.

   ![Image of picture dialogue]

   ![Image of picture dialogue]

   ![Image of picture dialogue]

   ![Image of picture dialogue]
3. Practice:

Listening -
15 mins

Give possible three pronunciation of words and ask the student to identify the correct one on a MCQ chart.

1. මෙම a) මෙම b) මෙම c) මෙම
2. මෙම a) මෙම b) මෙම c) මෙම

Listening & Speaking -
10 mins

1. Make wrong combinations and students correct.
2. Say several nouns and students combine.

Tr: මෙම මෙම Ss: මෙම මෙම

Speaking -
10 mins

Distribute pictures of various items. Students practice combinations by a chain drill exercise

Student 1: මෙම
Student 2: මෙම මෙම
Student 3: මෙම මෙම මෙම

4. Application (Use):

Role Play: PCT-Waitor
Roles: PCT-Waitor
Situation: At a restaurant
Function: Ordering food and drinks

5. Assessment (Task):

6. Contingency Plan:
7. Comments/Self Evaluation

GRAMMAR NOTE

Joining Nouns:

When a number of items are joined together, the particle - в added to each of them with the following modifications:

When words end in vowels the long vowels are shortened and final sound of the word /a/ changes to /a/ before в is added. If a word ends in a consonant the particle is takes a /u/ sound before adding в.

පිජකා දිවම, විය නේවී (Jim and I)
පිජක දිවම, විය නේවී (to Kandy and Galle)
සතාවේ අතෝකා මතා
锡兰 T.V. 素论
තුවලි T.V. කොටස.
කේෂේ ඩව් කොරිෂි දිහා රියාව
කාල ගම්ම පිහිටි සගල සඳහා
LESSON PLAN II

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the grammar to describe their belongings</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: S(Dative) + O + ඉන්හා</td>
</tr>
<tr>
<td></td>
<td>S(Dative) + O + ඉන්හා</td>
</tr>
<tr>
<td></td>
<td>Question words ඉන්හා (ශ්‍රයීම) ඉන්හා (බෙදමෙමී)</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogues, information gap charts, realia</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review:

2. Presentation: 15 mins

   Present the concept through a picture dialogue

   මම දර්ශනයේ ඉන්හා?            මම දර්ශනයේ ඉන්හා?
   මම භාගේ ඉන්හා?            මම භාගේ ඉන්හා?
   මම T-Shirts ඉන්හා?               මම T-Shirts ඉන්හා?

   Present more examples and elicit the structure from the students

3. Practice:

   Listening - 10 mins

   1. Make statements of owned items of the students. Students say right or wrong.

   Tr: මම අමුත් භාගේ ඉන්හා. ඉන්හා? Ss: ඉන්හා.
Listening & Speaking - 10 mins

1. Present a list of items and the owners of those items and prompt description.

Tr: දැක්‍රම වේන්මණේ සෙස Ss: දැක්‍රම වේන්මණේ සෙස
Tr: දැක්‍රම වේන්මණේ සෙස Ss: දැක්‍රම වේන්මණේ සෙස
Tr: දැක්‍රම වේන්මණේ සෙස Ss: දැක්‍රම වේන්මණේ සෙස

Speaking - 15 mins

1. Information Gap exercise.

<table>
<thead>
<tr>
<th>Name</th>
<th>car</th>
<th>house</th>
<th>job</th>
<th>DL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tim</td>
<td>?</td>
<td>x</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>Nimal</td>
<td>✔</td>
<td>?</td>
<td>?</td>
<td>x</td>
</tr>
<tr>
<td>Sara</td>
<td>?</td>
<td>✔</td>
<td>✔</td>
<td>?</td>
</tr>
<tr>
<td>Ariya</td>
<td>?</td>
<td>x</td>
<td>?</td>
<td>x</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>car</th>
<th>house</th>
<th>job</th>
<th>DL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tim</td>
<td>✔</td>
<td>?</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Nimal</td>
<td>?</td>
<td>✔</td>
<td>x</td>
<td>?</td>
</tr>
<tr>
<td>Sara</td>
<td>x</td>
<td>?</td>
<td>?</td>
<td>✔</td>
</tr>
<tr>
<td>Ariya</td>
<td>✔</td>
<td>?</td>
<td>x</td>
<td>?</td>
</tr>
</tbody>
</table>

4. Application (use): 15 mins

1. Student give a description of items that they own. Extend this exercise by asking them to describe their parents possessions.

5. Assessment (Task):

6. Contingency Plan:

Topic: Host Family
7. Comments/Self Evaluation

GRAMMAR NOTE

The irregular verb -لان (inanimate nouns)

When used with the Dative case of the Subject, this means ownership or possession.

ыйлый or ыйлый 

He has (owns) two cars.

When negating the affirmative sentences only ый is used.

ый Tim does not have money.
ලියන් මගේ ආහාරය එකමන්ද? 
හෝ, එය කම්බොක්කුගේ විශේෂත?
හෝ මේ මගේ ආහාරය එකමන්ද?
යි, එය කම්බොක්කු එකමන්ද එකමන්ද?
වාර්ෂික T-shirts එකමන්ද එකමන්ද?
පිළි T-shirts එකමන්ද එකමන්ද
LESSON PLAN III

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to find out information using the grammar</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: S(Dative) + O + ( \text{object} )</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Information Gap exercises</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review:

2. Presentation:  
   Present the concept through a family drawing of sisters and brothers

   මෙම නැව්ව පලත්තුම් ගැම්මේ. මෙම නැව්ව නැව්ව පලත්තුම් ගැම්මේ. මෙම නැව්ව නැව්ව පලත්තුම් ගැම්මේ.

   Present the animate counting form too.

3. Practice:

   Listening -

   Read out sentences right/wrong sentences and get the students to say පමණිදර්?

   1. මෙම නැව්ව පලත්තුම් ගැම්මේ.
   2. මෙම නැව්ව පලත්තුම් ගැම්මේ.
   3. මෙම නැව්ව පලත්තුම් ගැම්මේ.
   4. මෙම නැව්ව පලත්තුම් ගැම්මේ?
   5. මෙම නැව්ව පලත්තුම් ගැම්මේ.
Listening & Speaking - 15 mins

1. Show a chart and ask questions based on it

<table>
<thead>
<tr>
<th>ලංකාල්කා</th>
<th>ශ්‍රී ලංකා</th>
<th>ඉන්දියා</th>
<th>ඉරෝපා</th>
<th>ඉන්දියයින්</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ඉන්දියයි</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ඉරෝපා</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>ඉන්දියා</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

1. ඉන්දියායකු සේවය ගෙන ගෙනිය?
2. ක්‍රියා අවකාශය කෙරිණි?

Students respond Yes/No

Speaking - 15 mins

1. Students work in pairs and interpret the above chart
2. Students work in pairs and practice conversation.

Student A: ඉන්දියාව ඉන්දියායකු සේවය ගෙන ගෙනිය?
Student B: ක්‍රියා අවකාශය කෙරිණි.

4. Application (use): 10 mins

Bring two classes together and ask them to do the above activity.

5. Assessment (Task): 10 mins

Ask students to go out of the classroom; meet a Sri Lankan and find out the number of brothers and sisters he/she has got.

6. Contingency Plan:

7. Comments/Self Evaluation:

Topic: Host Family
GRAMMAR NOTE

The irregular verb -.named (animate nouns)

When used with the Dative case of the Subject, this means ownership or possession.

He has two brothers.

When negating the affirmative sentences only -  is used.

Tim does not have friends.
LESSON PLAN IV

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 15 minutes</th>
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</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to find out personal information using the grammar</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Joining Verbs (past participle)</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Action cards</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review:
   - Review the past participle.
   - 5 mins

2. Presentation:
   - Present the following sentences using the action cards.
   - 15 mins

   ආමු එකස් කෙරියේ. එම අ.ජ. කියාද. එම සාකච්ඡාවකි.
   ආමු එකස් කියාදේ. එම අ.ජ. කියාද. එම සාකච්ඡාවකි.
   ආමු එකස් කෙරියේ. එම අ.ජ. කියාද. එම සාකච්ඡාවකි.
   ආමු එකස් කියාදේ. එම අ.ජ. කියාද. එම සාකච්ඡාවකි.

   Elicit the grammar from the students and explain that the meaning depends on the finite verb.

3. Practice:
   - Listening -
   - 10 mins

   1. Make some sentences and ask the students to listen and arrange the action cards in order.

      සඳා එක්සත් කෙරියේ සාකච්ඡාව කෙරියේ එම අ.ජ. කියාදේ.

      එම අ.ජ. කියාදේ සාකච්ඡාව කෙරියේ එම අ.ජ. කියාදේ සාකච්ඡාව කෙරියේ. etc.
Listening & Speaking -

1. Read out some sentences and ask the students to join them using past participles.

Speaking -

1. Make card sequences and ask students to read out the sequence.

4. Application (use):

Students relate their daily routine.

5. Assessment (Task):

Send the students on a task to ask a Sri Lankan and find out his/her daily routine.

6. Contingency Plan:

7. Comments/Self Evaluation

---

GRAMMAR NOTE

Past Participle

Formation of past participle too is irregular. One of the uses of the Past Participle form of the verb is to connect a series of verbs in sequence. The final verb in the series is the main verb which decides the tense etc.

- She ate, drank and went home.
- Jim works, and comes home at five.
### Host Family

**Competency:** To describe and answer questions about one's family  
**Situation:** With homestay people  

#### Dialogue II

<table>
<thead>
<tr>
<th>Roles: PCT/Host Mother</th>
<th>Functions</th>
</tr>
</thead>
</table>
| පිළිතුරු: මමේ මහේ මුණිං වමේ මහේ?  
(How old is your younger sister?) | - inquiring |
| අඩු: ඔබගේ මහේ  
(20 years) | - giving information |

**Grammar:**  
Numerals - 1 to 20
LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the numbers in a role play</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: Numerals - 1 to 20</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Number cards, role play cards, newsprint with numbers</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review:

2. Presentation: 15 mins

   Present the numbers through number cards. Present 5 numbers at a time. Take the students through the Listening and Listening & Speaking stages for all the numbers upto 20.

3. Practice:
   -- Listening - 15 mins
   1. Distribute the number cards and ask them to show the number when you say it.
   2. When you say the numbers ask the students to respond by standing for even numbers and sitting for odd numbers.
   3. Ask the students to write down the number/s when you read out.
   -- Listening & Speaking - 10 mins
   1. Ask the students to say the next number when you say one.
      Tr:  2       Ss:  3
   2. Ask the students do a calculation exercise.
      Tr:  এটি    Ss:  এটি

Topic: Host Family
Speaking - 10 mins

1. Ask the students to answers the following questions.

   1.  එකක් ආවික් ආකාතුව පිළිතුරු?
   2.  එකක් ආකාතු Zip code පිළිතුරු?
   3.  එකක් ආකාතු Social Security පිළිතුරු?
   4.  

4. Application (use): 15 mins

   Role Play: PCT- Sri Lanka Police Constable
   Situation: At the Police Station

   Function: You have lost your purse with all important documents (Identity card, Passport, credit card, etc.) Make a complaint (පළු ලොකු පිළිතුරු විසින්). The PC asks all the numbers of the documents after asking your personal details (Name, Address, Job etc)

5. Contingency Plan: 15 mins

   1. Do a Run and Cross Game.

      Divide the class into two teams and ask them to stand in two rows. When you say a number at random ask the first two players to cross it on the board. The first one to cross the number gets 10 points. Then the other two players come forward and follow the same. The team with most points win.

6. Assessment (Task):

7. Comments/Self Evaluation
LESSON PLAN II

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>50 minutes</th>
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<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to ask ages of the SLs using the dialogue.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Listening cloze passages, picture dialogue</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review: 5 mins
   Review the numbers through a game.

2. Presentation: 10 mins
   Present the dialogue through a picture dialogue.

3. Practice: 10 mins
   Listening -
   Give listening cloze passage.

Procedure:

1. Teacher reads. Students listen; do not write.
2. Teacher reads. Students fill in the blanks.
3. Teacher reads. Students check answers in pairs.

Topic: Host Family
Listening & Speaking - 10 mins

1. Ask the following questions relating to the above passage.

   1. මෙම විශේෂ නොදු?
   2. මෙම නොදු නොදු?
   3. මෙම නොදු නොදු?
   4. මෙම නොදු නොදු?
   5. මෙම නොදු නොදු?
   6. මෙම නොදු නොදු?

Speaking - 10 mins

1. Take one role and practice the dialogue with the students.

4. Application (use): 10 mins

   Students work in pairs and practice the dialogue.

5. Assessment (Task): 10 mins

   Give an assignment to find out the ages of the Sri Lankan at the training site or members of the host family.

6. Contingency Plan:

7. Comments/Self Evaluation
16

කොහොමද දෙවැනි යුගල?

කොහොමද මිලදුම. මැටියේ මාත්‍රයක් කොහොමද?

කොහොමද රස්තුවෙන්.
මම මමිලි ප්‍රමාණයෙන් මිදුරු?
උපත් 20මී.
## Competencies

<table>
<thead>
<tr>
<th></th>
<th>Competency</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To respond to commands:</td>
<td>01-03</td>
</tr>
<tr>
<td></td>
<td>Dialogue I</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>To respond to questions:</td>
<td>04-08</td>
</tr>
<tr>
<td></td>
<td>Dialogue I</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>To tell time:</td>
<td>09-12</td>
</tr>
<tr>
<td></td>
<td>Dialogue I</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>To tell date &amp; day:</td>
<td>13-20</td>
</tr>
<tr>
<td></td>
<td>Dialogue I</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>To identify daily routines:</td>
<td>21-28</td>
</tr>
<tr>
<td></td>
<td>Dialogue I</td>
<td></td>
</tr>
</tbody>
</table>
**Classroom Orientation**

**Competency:** To respond to commands

**Situation:** classroom

Dialogue I

<table>
<thead>
<tr>
<th>Roles: PCT/Teacher</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>அறிவன்: வந்து வருங்க</td>
<td>- instructing others to do something</td>
</tr>
<tr>
<td>வந்து வருங்க</td>
<td>- following instructions</td>
</tr>
<tr>
<td>என்ன போர்க்காது என்ன என்ன என்ன என்ன (Stand up-come here-look at this-read-don't write-go-sit down)</td>
<td></td>
</tr>
</tbody>
</table>

**Grammar**

Verb(infinitive) + என்ன
LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>55 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the commands in a real classroom situation</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: Verb(Infinitive)+สถศ  &amp; Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Record player, tape, pictures</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review: 10 mins

   Warm up using an ice breaker or a game
   Review infinitive using 'Simon says............................'

2. Presentation: 10 mins

   Present the grammar structure using a recorded monologue. Respond to the voice on tape by miming appropriately.

   **Example:**
   - ชั้นเรียน นักเรียน กระทำ ประโยค ประโยค ตอบ คำ
   - Present ชั้นเรียน นักเรียน กระทำ ประโยค ประโยค ตอบ คำ using pictures.

   ![Diagram](image)

   **Topic:** Classroom Orientation

228
3. Practice:

Listening - 5 mins
1. Give commands and get the students to mime.

Listening & Speaking - 10 mins
1. Say incomplete sentences and get the students to complete it by using the appropriate command.
   1. එඹ නිදහසේ. එම අග විශේෂී පිළිබද නිදහසේ (ක්වෙණියේ අග)
   3. පොදුකාරයේ මහන්තයේ. ගැළ අග මහන්තයේ (ක්වෙණියේ අග).

Speaking - 10 mins
1. In pairs, one student commands and the other mimes.

4. Application (use): 10 mins
1. Each student teaches a mini lesson using the commands and instructions studied above.

5. Assessment (Task):

6. Contingency Plan:
   Ask students to find out more classroom instruction from their host families.

7. Comments/Self Evaluation

GRAMMAR NOTE

Negative Imperatives

These are formed thus:

ංග දෙන්නේ Don't go
ංග දෙන්නේ Don't drink

The negative imperative is used for giving advice, instructing etc.
Classroom Orientation

Competency: To respond to questions
Situation: classroom

Dialogue

<table>
<thead>
<tr>
<th>Roles: PCT/Teacher</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>මහාදේනමක් - අති ලෙසින් (Why did you get late)</td>
<td>- inquiring</td>
</tr>
<tr>
<td>මහාදේනමක් - අති (The bus was broken down on the way)</td>
<td>- giving information</td>
</tr>
</tbody>
</table>

Grammar

Verb involutive: මහාදේනමක් - අති යෙදීමේ - අති  
මහාදේනමක් - අති යෙදීමේ - අති
LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>55 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the grammar in a role play.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: verb involutive: පිළිමා - පිළියේ පිළිමා - පිළියේ පිළිමා - පිළියේ පිළිමා - පිළියේ පිළිමා</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogues, pictures, role play cards</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review: 5 mins
   Review the volitive verbs of the above involitive verbs
   පිළිමා. පිළියේ. පිළිමා. පිළියේ. පිළිමා.

2. Presentation: 15 mins
   Present the involitive verbs using pictures.
   Present the other verbs using pictures.

Topic Classroom Orientation
3. Practice:

Listening - 10 mins

1. Draw some pictures to depict the volitive and involitive form of the above verbs and give them to the students. Get the students show you the correct picture when you say the verbs (both volitive and involitive).

Listening & Speaking - 10 mins

1. Say the volitive form of the verb and get the students to say the involitive form.

Speaking - 5 mins

1. Get the students to make some sentences using involitive verbs.

4. Application (use): 10 mins

Role Play: Roles: PCT/Teacher
Situation: At the class
Purpose: PCT comes to the class with lot of bandages. Teacher asks why. Students say that she has fallen while she was travelling on a private bus. etc..

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

---

GRAMMAR NOTE

Involitive verbs:

These verb forms are used to express ideas that are happened naturally and actions done unintentionally.

羯 걍 걍 팔 (My head hurts.)

羯 걍 걍 (The chair might break.)

羯 걍 걍 (I cut my finger. (accidentally))
Watch the clock?

කොළම? අතට පැත?

ශ්‍රිත මහවාරය.
මම... ඉදි පුළුත්...  
මම... අලි අලි...  
මම ලෙස අන්වීකරණය සාදාව
LESSON PLAN II

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>25 minutes</th>
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<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the dialogue in a given role play.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogue, role play cards</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review: 2 mins
   Review necessary vocabulary and grammar.

2. Presentation: 3 mins
   Present the dialogue using a picture dialogue.

3. Practice:
   Listening - 3 mins
   Read the dialogue several times for the students to listen.
   Listening & Speaking - 3 mins
   Take roles and practise the dialogue with the students.
   Speaking - 5 mins
   Students practice the dialogue.

Topic: Classroom Orientation
4. Application (use):

Role Play: Roles: PCT/Teacher
Situation: At the classroom
Purpose: PCT is late for the class and teacher inquires.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation
උතුරු, මම අමතර
**Classroom Orientation**

Competency: To tell time  
Situation: classroom/in the community

**Dialogue**

<table>
<thead>
<tr>
<th>Roles: PCT/Teacher</th>
<th>Functions</th>
</tr>
</thead>
</table>
| ගිණිමා: වැදුරු කිසියි?  
(What's the time)  | - requesting the time |
| අමු: 10 o'clock  | - giving the time |

**Vocabulary**

සැති (1 -12)
LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 45 minutes</th>
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</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use vocabulary to find out information.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Vocabulary:  මැදි නමුත් නමුත් පිළිතුරු පූර්ව (11 -12) &amp; Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Clock faces, Picture dialogues, Information Gap Sheets</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review: 10 mins
   Review numbers upto 60.

2. Presentation: 15 mins
   Present the time telling through a picture dialogue and a clock face.
   12:00 අභ්‍යන්තර කොටස?
   12:30 අභ්‍යන්තර කොටස?

   Practice upto 12 this way and change the clock face to 1:15 and present.
   1:15 අභ්‍යන්තර කොටස?
   1:30 අභ්‍යන්තර කොටස?

   Continue this for all other forms: 2:00 අභ්‍යන්තර කොටස, 2:30 අභ්‍යන්තර කොටස?

3. Practice:
   Listening - 15 mins
   1. Give clock faces to students and when you say the time get them to set times.
   2. Set the time in the clock face and give multiple answers and get the students to say the correct answer.

   Tr: a)  10:00 අභ්‍යන්තර කොටස
        b)  10:30 අභ්‍යන්තර කොටස
        c)  11:00 අභ්‍යන්තර කොටස

   Ss: a)
**Listening & Speaking -**  
10 mins

Set different times in the clock face and students tell the time.

Tr: තමෙහි ම තලක?  
Ss: ම තලක

**Speaking -**  
30 mins

1. Ask the students to do the above activity in pairs.

2. Introduce the following dialogue:

   A: ම මෙහිදී කුරුව?
   B: මා.

   Introduce the other forms too.  

3. Information Gap exercise

<table>
<thead>
<tr>
<th></th>
<th>get up</th>
<th>eat breakfast</th>
<th>drink tea</th>
<th>go to town</th>
<th>go to bed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noel</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sampath</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nilanthi</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geethika</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
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<tr>
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<td>Nilanthi</td>
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<td></td>
</tr>
<tr>
<td>Geethika</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**4. Application (use):**  
15 mins

1. **Role Play**
   
   **Roles:** PCV-Secretary/Receptionist
   **Situation:** In an office
   **Purpose:** to make appointments with the an officer/head at the office for an official purpose.
5. Assessment (Task):

1. Ask the students to go to a Sri Lankan and find out the following information.
   - At what time they get up
   - At what time they go to work
   - At what time they go to bed etc

2. Give the students a task to find at what time they do the following tasks on the New Years Day.
   - light the hearth (කෝෂ අල්ලවන්න)
   - eat food
   - go to work
   - bathe
   - transactions (මාර්ග කිරිම)

6. Contingency Plan:

   Concentration Play the game with two sets of cards that match clock faces to written times. The students must read the times aloud when picking up the cards.

7. Comments/Self Evaluation

---

GRAMMAR NOTE

**Telling the time:**

When telling the time the form of numeral is:

Definite singular form + assertion marker

<table>
<thead>
<tr>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>කෝෂ</td>
<td>One O’ clock</td>
</tr>
<tr>
<td>කෝෂ කෝෂය</td>
<td>Quarter past one</td>
</tr>
<tr>
<td>කෝෂ කෝෂයේලා</td>
<td>Half past one</td>
</tr>
<tr>
<td>කෝෂ කෝෂයේලාකෝෂය</td>
<td>Quarter to two</td>
</tr>
</tbody>
</table>
# Classroom Orientation

**Competency:** To tell day/date  
**Situation:** classroom/in the community

## Dialogue

<table>
<thead>
<tr>
<th>Roles: PCT/Teacher</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>කොළඹයේ: මේ මේ මේදේ? (What day is today?)</td>
<td>- requesting the day</td>
</tr>
<tr>
<td>දළූ: දළූ (Wednesday)</td>
<td>- giving the day</td>
</tr>
<tr>
<td>කොළඹයේ: මේ මේදේ? (What's the date?)</td>
<td>- requesting the date</td>
</tr>
<tr>
<td>දළූ: එකක් (It's 22)</td>
<td>- giving the date</td>
</tr>
</tbody>
</table>

## Vocabulary

**Days of the week:** මෙම මෙම මෙම මෙම මෙම මෙම මෙම මෙම

**Numerals - ordinals:** අක්කරු අක්කරු අක්කරු අක්කරු අක්කරු අක්කරු අක්කරු
LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 20 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the vocabulary to find out information</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Vocabulary: Days of the week: අදාෂාන්තර, අදාෂාන්තර, අදාෂාන්තර, අදාෂාන්තර, අදාෂාන්තර, අදාෂාන්තර</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Information Gap sheets, PST schedule, Calendar, Speaking work sheets, Index cards</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review: 5 mins
   Review අදාෂාන්තර, අදාෂාන්තර, අදාෂාන්තර, අදාෂාන්තර using the PST schedule.
   අදාෂාන්තර අදාෂාන්තර අදාෂාන්තර? අදාෂාන්තර අදාෂාන්තර? අදාෂාන්තර අදාෂාන්තර? අදාෂාන්තර? අදාෂාන්තර?
   etc.

2. Presentation: 15 mins
   Present the days of the week through a calendar.
   Introduce අදාෂාන්තර, අදාෂාන්තර, අදාෂාන්තර, අදාෂාන්තර or කළ

3. Practice:
   Listening -
   1. Point to the calendar and say the correct/incorrect day. Students listen and say අදාෂාන්තර?
   2. Distribute index cards on which days are written in English and ask the students show the correct card when you say in Sinhala.

   Listening & Speaking -
   1. Get the students to repeat the days several times
   2. Say a day and ask the students to say the following/previous day.
Speaking -

1. Chain drill:  
   - Student A: එගින්
   - Student B: එගින් ඉංගිරීය.
   - Student B: එගින් ඉංගිරීය. එච් ගු නැයිස් etc...

2. Get the students to do #2 Listening & Speaking activity.

3. **Game**: Distribute index cards among the students. They display the cards standing in a circle. A volunteer comes to the centre and calls his day. The person who has next day to the caller’s day says his day. Game continues until somebody makes a mistake who in turn would be the next caller.

4. Application (use):

   Students work in pairs and fill out the following grid by asking what activities they do in the evening and at night on each day.

<table>
<thead>
<tr>
<th>එංගිරීය</th>
<th>නැයිස්</th>
</tr>
</thead>
<tbody>
<tr>
<td>එගින්</td>
<td></td>
</tr>
<tr>
<td>ඉංගිරීය</td>
<td></td>
</tr>
<tr>
<td>එච්</td>
<td></td>
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<tr>
<td>ඉංගිරීය</td>
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</tr>
<tr>
<td>එගින්</td>
<td></td>
</tr>
<tr>
<td>එංගිරීය</td>
<td></td>
</tr>
<tr>
<td>එච්</td>
<td></td>
</tr>
</tbody>
</table>

5. Assessment (Task):

   Ask the find out when are the following banks are closed
   - Bank of Ceylon
   - Seylan Bank
   - Commercial Bank etc.
6. Contingency Plan:  

Information Gap:

<p>| | | |</p>
<table>
<thead>
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</tr>
</tbody>
</table>

7. Comments/Self Evaluation
LESSON PLAN II

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to find out information using the vocabulary.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Vocabulary: Numerals - ordinals: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th.</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Calendar, Newsprint with calendar dates, information gap sheets, question sheets</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review: 5 mins
   Review the numbers

2. Presentation: 15 mins
   Present the numerals using a calendar. Introduce ten dates at a time.

3. Practice:
   Listening - 10 mins
   1. Read out dates in random and students write them down. Then ask the students to check in pairs before checking in common.
   2. Run & Cross Game

   Listening & Speaking - 15 mins
   1. Students listen to the following passage and answer the questions. A question sheet is given to the students to refer and answer.

1. Information Gap:

   PST trips schedule

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Application (use):

   Get the students to answer questions such as:

   1. ඒල්ලින් ලක්වා සඳහා?
   2. ඒල්ලින් ලක්වා සඳහා?
   3. ඒල්ලින් ලක්වා සඳහා?
   4. Thanksgiving ලක්වා සඳහා?
   5. American Independant Day ලක්වා?

3. Assessment (Task):

   Give them a task to find out the following information:

   - Sri Lankan independant day
   - Sinhala & Hindu New year's Day
   - National Heros' Day

4. Contingency Plan:

5. Comments/Self Evaluation
### Social Life

**Competency:** To make polite requests  
**Situation:** classroom

#### Dialogue I

<table>
<thead>
<tr>
<th>Roles: PCT/Teacher</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>යොදුමේ</td>
<td>- asking for permission</td>
</tr>
<tr>
<td>මොහොම්</td>
<td>- giving permission</td>
</tr>
</tbody>
</table>

**Grammar**

\[ S(1\text{st person}) + v(\text{infinitive}) + අ \]
LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 25 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to ask permission to use office equipment</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: S(1st person) + v(infinitive) + at ? &amp; Dialogue</td>
</tr>
<tr>
<td></td>
<td>Paper strips, picture dialogue, listening grids, role play cards</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review: 5 mins
   Review the infinitive form of the verb

2. Presentation: 15 mins
   Present the concept through a simulation. Pretend as you have forgotten your pen and touch a student's pen on the table and say: ədē: ələ ələm əng? You will observe that the student will immediately respond to it. Then analyse the structure and present the meaning and the form.

3. Practice:
   Listening - 20 mins
   1. Read out sentences like the following and get the students to say ən or ənə.
      1. ədē ədēmə. ələ əng? ədē ədēmə?
      2. ədē ədēmə. ən əng?
      3. ədē ədēmə. ənə əng?
      4. Project Director ədēmə. ən əng?
   2. Read out the following descriptions and ask the students fill the grid with / or X.

Topic: Social Life
 Asking permission:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>to eat banana</td>
<td>දෙනම්</td>
<td>to eat banana</td>
</tr>
<tr>
<td>to help</td>
<td>අධ්‍යාපනය කාලය</td>
<td>to help</td>
</tr>
<tr>
<td>to go to the bar</td>
<td>දෙනම්</td>
<td>to go to the bar</td>
</tr>
<tr>
<td>to drink arrack</td>
<td>අධ්‍යාපනය කාලය</td>
<td>to drink arrack</td>
</tr>
</tbody>
</table>
Listening & Speaking -

1. Say a related word and students say the permission form.

<table>
<thead>
<tr>
<th>Tr:</th>
<th>Ss:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ḡd</td>
<td>(ਮੇਕੇਟ)</td>
</tr>
<tr>
<td>ḡg</td>
<td>.............</td>
</tr>
<tr>
<td>ḡg</td>
<td>.............</td>
</tr>
<tr>
<td>ḡg</td>
<td>.............</td>
</tr>
</tbody>
</table>

Speaking -

1. Write the following statements on paper strips and distribute a set to each pair. One student takes one strip at random and ask appropriate permission question. The other responds accordingly.

- You are tired
- You are sleepy
- The door is open
- You are hungry
- Your teacher is moving the board
- You are nervous and you feel like smoking in the class

4. Application (use):

Role Play:

<table>
<thead>
<tr>
<th>Roles: PCT/Language Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Situation: at the training site</td>
</tr>
<tr>
<td>Purpose: PCT asks appropriateness of the following actions. LI responds</td>
</tr>
<tr>
<td>to wear shorts to the temple</td>
</tr>
<tr>
<td>to wear shorts to the class</td>
</tr>
<tr>
<td>to smoke inside the training site</td>
</tr>
<tr>
<td>to watch movies after the classes</td>
</tr>
<tr>
<td>to have a party on Sunday</td>
</tr>
</tbody>
</table>
5. Assessment (Task): 10 mins

Students go to the office assistant and asks permission to use the following items.
- the type writer
- the photo copier
- the computer
- the telephone

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

Verb Infinitive + or

This is formed thus:

May (I/We) go?
May (I/We) take?

This form is used for asking permission to do something. It is only used with 1st person.
ඇ. ආලිත් සැලකේදී?
බ
โอ โอ โอ โอ โอ โอ โอ โอ โอ?
โอ
ව. දෙවැනුම් ආරම්භ
ඔ. ඔබට මිටි සැකසීමක්?

සුළ!
### Social Life

**Competency:** To make polite requests

**Situation:** with host family/in the classroom

---

**Dialogue II**

<table>
<thead>
<tr>
<th>Roles: PCT/Host Father</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>අයෙකා (Can you please close the door)</td>
<td>- requesting</td>
</tr>
<tr>
<td>ගැකීමේ (o.k.)</td>
<td>- agreeing</td>
</tr>
</tbody>
</table>

---

**Phrases**

- මොබසින්නුමක් නවන අහැයි?

**Grammar**

- S(2nd person) + verb(present) + ද
LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 25 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the grammar to borrow an item</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: S(2nd person) +verb(present)+↑ Phrase &amp; Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogue, paper strips, role play cards</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review: 5 mins
   Review the present tense verbs

2. Presentation: 15 mins
   Present the structure using picture dialogues.
   Elicit the grammar rule and the meaning from the students.
3. Practice:

Listening  -  10 mins

1. Read out sentences. Students select sentences of correct meaning taught above. (Asking for favour)
   1. අය මිනි. එක නෙලි ආරම්භයි?
   2. උදාහරණ දෙළ නම් ආරම්භයි?
   3. අය නිසා ආරම්භයි?
   4. ආරම්භයි නෝරු ආරම්භයි?
   5. උදාහරණ දෙළ ආරම්භයි?
   6. ආරම්භයි නෝරු ආරම්භයි?

Listening & Speaking  -  15 mins

1. Ask for some favours from the students. Students agree to do or refuse politely using අයි දෙළෙන ඩින්සීම් or අයි දෙළෙන ඩින්සීම්.
   1. අය දෙළෙන ඩින්සීම්?
   2. අය දෙළෙන ඩින්සීම්?
   3. අයි දෙළෙන ඩින්සීම්?
   4. අයි දෙළෙන ඩින්සීම්?
   5. කන්න අයි දෙළෙන ඩින්සීම්?
   6. කන්න අයි දෙළෙන ඩින්සීම්?

Speaking  -  10 mins

1. Write all the above sentences from the listening exercise and listening and speaking exercise and write them on paper strips. Give each pair a set of strips. One student selects the correct sentence and asks the favor from the other, who in turn would agree to do or refuse to do politely.

4. Application (use):  20 mins

Role Play:  
Roles:  PCV/Passengers/conductor
Situation:  on a crowded private bus
Purpose:  you are squeezed and request the passengers to get aside.

- the conductor requests the passangers to go to the back, request the footboard travellers to come up, request the people hurry a bit when getting in and getting off.
- PCV requests the passanger on a seat to keep his/her bag. (මොහොතු සෙට් කරගැනීම)
- you get a seat, you are requested to take care of a bag of a passanger who cannot even stand.
5. Assessment (Task): 10 mins

Send the students to borrow an article from a known Sri Lankan using the structure.

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

Subject (2nd person) + V(present) + et :

This structure is used for making polite requests. Most of the time the subject 'əə' is not used as it is understood from the context.

əə əəm əədət Will you please pass (give) me that pen?
ලික් දැරී කළවද?
දහි, දෙක්?
තමෙක් සතුන්, එක පෝළකා සතුන්?
යින් භාම්, එක පරිගණක
පුරාණ අතී ලක් වෙනි?

මෙහෙළ වූවත් ලෙස නොති උස්?

දඹුරට, මී ගෙතා.
### Social Life

**Competency:** To make polite requests  
**Situation:** with host family

#### Dialogue III

<table>
<thead>
<tr>
<th>Roles: PCT/Host Mother</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>ගෙනේ (Could you please give me some water?)</td>
<td>- requesting</td>
</tr>
<tr>
<td>අංශකයෙදු (Here, you are)</td>
<td>- agreeing</td>
</tr>
</tbody>
</table>

#### Grammar

- \( S(Dative) + \text{අංශකයෙදු} / \text{අංශකයෙදු} \)
- \( S(Dative) + \text{Verb(infinitive)} + \text{අංශකයෙදු} / \text{අංශකයෙදු} \)
LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 20 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the structure and request someone to do some errands</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: S(Dative) + Verb infinitive + என் / என்று</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogues, information gap sheets, role play cards</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review: 5 mins
   Review verb infinitive form of the verb.

2. Presentation: 15 mins
   Present the structure using a picture dialogue.

Present more examples such as..

- உங்கள் கதை குறிப்பிட்டு என் தெரிசலாம்?
- கதை, என் தெரிசலாம்.

- இவ்விளக்கத்தின் ஒரு எடுக்கு என் தெரிசலாம்?
- என் தெரிசலாம்.

Topic: Social Life
3. Practice:

**Listening -** 15 mins

Read the following passage and ask the students to mark ✓ on the grid.

<table>
<thead>
<tr>
<th>sinhala</th>
<th>sri lanka</th>
<th>cauca</th>
<th>arabia</th>
</tr>
</thead>
<tbody>
<tr>
<td>sinhala</td>
<td>sri lanka</td>
<td>cauca</td>
<td>arabia</td>
</tr>
<tr>
<td>sinhala</td>
<td>sri lanka</td>
<td>cauca</td>
<td>arabia</td>
</tr>
<tr>
<td>sinhala</td>
<td>sri lanka</td>
<td>cauca</td>
<td>arabia</td>
</tr>
<tr>
<td>sinhala</td>
<td>sri lanka</td>
<td>cauca</td>
<td>arabia</td>
</tr>
</tbody>
</table>

**Listening & Speaking -** 5 mins


<table>
<thead>
<tr>
<th>Tr:</th>
<th>Ss:</th>
</tr>
</thead>
<tbody>
<tr>
<td>sinhala  දෙපාති ආක鲼 දෙපාති</td>
<td>(ගැසීම)</td>
</tr>
<tr>
<td>sinhala Clinton ආකpicable ආකpicable</td>
<td>.............</td>
</tr>
<tr>
<td>sinhala Michael Jackson ආක씠ිකින් ආක씠ිකින්</td>
<td>.............</td>
</tr>
<tr>
<td>sinhala දෙපාති ආක个百分ැරිකින් ආක个百分ැරිකින්</td>
<td>.............</td>
</tr>
</tbody>
</table>

*Topic: Social Life*
Speaking -

1. Information Gap A

<table>
<thead>
<tr>
<th></th>
<th>Italian</th>
<th>イタリア</th>
<th>入力</th>
<th>お宅</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sumithra</td>
<td>?</td>
<td>x</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>Tom</td>
<td>✓</td>
<td>?</td>
<td>x</td>
<td>?</td>
</tr>
<tr>
<td>Mary</td>
<td>?</td>
<td>✓</td>
<td>?</td>
<td>✓</td>
</tr>
</tbody>
</table>

Information Gap B

<table>
<thead>
<tr>
<th></th>
<th>Italian</th>
<th>イタリア</th>
<th>入力</th>
<th>お宅</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sumithra</td>
<td>✓</td>
<td>?</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Tom</td>
<td>?</td>
<td>✓</td>
<td>?</td>
<td>x</td>
</tr>
<tr>
<td>Mary</td>
<td>x</td>
<td>?</td>
<td>✓</td>
<td>?</td>
</tr>
</tbody>
</table>

4. Application (use):

Role Play: PCT/Sri Lankan
Situation: At the office
Purpose: You are interviewing a Sri Lankan for a job and ask him/her whether she could do the following:
- Whether he/she can speak English
- Whether he/she can type
- Whether he/she can operate a computer
- Whether he/she can operate the photocopier
- Whether he/she can drive

5. Assessment (Task):

Introduce the meaning of REQUESTING (求むる) in this structure and ask the students to go to the Peace Corps Driver and request him to post their letters and bring some aerograms.
6. Contingency Plan:

7. Comments/Self Evaluation

---------

GRAMMAR NOTE

**Constructions with 'කියන්' - 'can':**

කියන් is an irregular verb. The affirmative pattern is:

S (Dative) + V(Infinitive) + කියන්

කොක්සො කෝක්සො කියන් — I can go tomorrow.

කොක්සො කොක්සො කියන් — She can sew.

The negative pattern is:

S(Dative) + V(Infinitive) + කිලා

කොක්සො කොක්සො කිලා — I cannot eat.

The interrogative forms are: කියන් and කිලා
อาหาร๓ วัน จามรที่อื้อ

วัน ๓ วัน

 önemli ๓ วัน

อาหาร 3 วัน จามรที่อื้อ
## LESSON PLAN II

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>50 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the dialogue in a role play</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogue, role play cards</td>
</tr>
</tbody>
</table>

### Procedure

1. **Warm up/Review:**
   - Review the previous lesson
   - 5 mins

2. **Presentation:**
   - Present the dialogue through a picture dialogue.
   - 5 mins

3. **Practice:**
   - **Listening**
     - Read the dialogue several times for the students to listen.
     - 5 mins

---

*Topic: Social Life*
Listening & Speaking - 10 mins

Give some situations and ask the students how would they request using the form.

1. මම දෙවනි. මම ශ්‍රේදීම මගේ අරයේ ක්‍රේඩික තියන්න?
2. මම දෙවනි. මම කිහිපායක නැපුම් මගේ අරයේ ක්‍රේඩික තියන්න?
3. මම දෙවනි. මම කිහිපායක නැපුම් මගේ අරයේ ක්‍රේඩික තියන්න?
4. මම මා මෙ. Office Assistant සහ Tylenol බිහිබද ක්‍රේඩික තියන්න?

Speaking - 10 mins

Take the above situations in the L & S exercise and practice as dialogues

4. Application (use): 15 mins

Role Play: Roles: PCT/Post Office clerk
Situation: At the Post Office

Purpose: Go to the post office and do the following using the structure learnt.
- ask for a telegram form
- ask for aerogrammes
- buy 2 rupee stamps
- make a telephone call

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation
වෙළේ එක්සත් වුයේ අතරයි?

පු විශද්‍රයේ.
Social Life

Competency: To make polite requests
Situation: At the training site/Any social situation

Dialogue IV

<table>
<thead>
<tr>
<th>Roles: PCT/Project Director</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>මම්මිලිමිං (Is it o.k. for me to smoke here?)</td>
<td>- asking for permission</td>
</tr>
<tr>
<td>මෙම්මිං (Doesn't matter)</td>
<td>- giving permission</td>
</tr>
</tbody>
</table>

Grammar

Verb (past tense) ය + යම් + ආ
LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour &amp; 10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to ask if it's okay to do laundry in the training site</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: Verb(past tense) + අධිකාරයක්</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogues, role play cards</td>
</tr>
</tbody>
</table>

Procedure

1. **Warm up/Review:**
   - 5 mins
   - Review the past tense verbs.

2. **Presentation:**
   - 15 mins
   - Present the structure through a picture dialogue.

Elicit the dialogue from the students or explain through more examples.
3. Practice:

Listening -

Read out the dialogues with correct intonation patterns

Listening & Speaking -

1. Ask questions like the following. Students answer appropriately.

motor bike மொடிப் போட்டி என்ன செய்யும்?
வரும் வேளாளர் எந்த வண்ணத் தலை?
வெள்ளிப் போட்டி என்ன செய்யும்?
மோட்டர் போட்டி என்ன செய்யும்?

Speaking -

1. Students work in pairs and practice above dialogues

4. Application (use):

Role Play: PCT/Host mother
Situation: At the host family

Purpose: Ask the host mother if its okay to do the following.
- to take the bucket for washing clothes
- to wear jeans to a Buddhist temple
- to put the clothes outside to dry
- to take a chocolate as a gift for a wedding

5. Assessment (Task):

Ask the students to go and speak to the training site manager if its okay to wash clothes in the trainees' bathroom and put them out to dry.
6. Contingency Plan:

7. Comments/Self Evaluation

---

GRAMMAR NOTE

**Constructions with NotAllowed** :

The phrase itself means 'It does not matter'. However, when used with the past tense in the interrogative form it would mean asking appropriateness of an action.

不允许 好 吗
tā shì bù ràng hǎo ma?
Is it okay if I sit here?

When answered 不 allow 话 here would mean 'It is okay'.

---

*Topic: Social Life*
ඇ. මුළු වෙතින් භාවිතා කළේ

ඇ. මගේ නොවූ පළාත් මතා
LESSON PLAN III

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>30 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to find out the day &amp; the date of the poya day of the current month.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogue on newsprint, diary pages</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review:

2. Presentation: 15 mins

   Present the dialogue through a picture dialogue

   යු මිනි ලියෝවන්?
   අහෝ.

   ඉම කේන්?
   අසලිය.

3. Practice:

   Listening - 5 mins

   1. Read the dialogue several times for the students to listen.

   Listening & Speaking - 5 mins

   1. Take roles and practice the dialogue with correct intonation.
Speaking -

1. Students practice the dialogue in pairs.

2. Teacher points at dates on the calendar and students substitute that information and practice the dialogue in pairs.

3. Students substitute නැති, නැති, පාතල, පාතල and practice.

4. Application (use):

   Role Play:        Roles:          PCT- Sri Lankan
   Situation:       at a restaurant/at home
   Purpose:         Making an appointment to go out for dinner but the friend is busy whole week. Discuss and make an appointment.

5. Assessment (Task):

   Ask the students find out the following information from a Sri Lankan.
   - the day & date of the poya day of the current month.

6. Contingency Plan:

7. Comments/Self Evaluation
කේ උසල් හෝමාලිය නිසා?
හෝ?
හෝ උසල් සදහා?
# Classroom Orientation

Competency: To identify daily routines
Situation: classroom

## Dialogue I

<table>
<thead>
<tr>
<th>Roles: PCT/Teacher</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>චාර්මිකයේ : චාර්මිකයේ මදුලුවෙන්නුම් [At what time do you get up in the morning?]</td>
<td>- asking for information</td>
</tr>
<tr>
<td>මෙමේ : මෙමේ [At 6:00 a.m.]</td>
<td>- giving information</td>
</tr>
<tr>
<td>මෙමේ : මෙමේ මදුලුවෙන් [Do you study at night?]</td>
<td>- asking for information</td>
</tr>
<tr>
<td>මෙමේ : මෙමේ මදුලුවෙන් [I sometimes study before I go to bed]</td>
<td>- giving information</td>
</tr>
</tbody>
</table>

### Grammar

- **V(infinitive) + මුෂියුම්**
- **V(past tense) + මුෂියුම්**
LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able use the grammar to ask and answer questions</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: V(infinitive) + පුළුතකා</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogues, information gap sheets</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review:  
   Review the infinitive form of the verbs  
   5 mins

2. Presentation:  
   Present the structure through a picture dialogue.  
   15 mins

   දෙවින් ලෙස එක්ක මගින්?  
   එම?
   එම පුළුත පුළුතකා බුෂන් බුෂන්?
   එම පුළුතකා පුළුතකා බුෂන් බුෂන්?
   එම පුළුතකා පුළුතකා බුෂන් බුෂන්?

   එමෙන් එමෙන් කෙළප නී.  
   එම?
   එකසේ පුළුතකා බුෂන් කෙළප?
   කෙළප
3. Practice:

**Listening -**

1. Read some sentences. Student listen and mark right or wrong on the given sheet.
   1. light burn fireplaces are popular.
   2. There is fireplaces fireplaces are popular.
   3. There is fireplaces fireplaces are popular.
   4. There is fireplaces fireplaces are popular.
   5. There is fireplaces fireplaces are popular.

**Listening & Speaking -**

1. Students listen and answer questions such as:
   1. Are fireplaces popular? Why?
   2. Are fireplaces used everyday? Why?
   3. Are fireplaces used everyday? Why?

2. Read out two sentences like the following. Students listen and combine them using the structure.

   **Tr:** boys wear. movie go.

   **Ss:** movie go fireplaces are popular.

   **Tr:** boys wear. fireplaces are popular.

   **Ss:** fireplaces are popular.

**Speaking -**

1. Show two action cards. Students make sentences using the structure.

   - boys wear
   - fireplaces are popular
   - fireplaces are popular

   - fireplaces are popular

   - fireplaces are popular

  **Topic:** Classroom Orientation
2. Put up a map of aeroplane route from Washington to Tokyo with usual landing places on the way. Students make sentences such as:

1. Tokyo ලෝකයේ කොල්ල_nr. Bangkok කොල්ල
2. Bangkok ලෝකයේ කොල්ල_nr. Delhi කොල්ල
   etc..

4. Application (use):

   Give a worksheet and get the students to ask and answer question in pairs.
   - What did you do before you came to Sri Lanka?
   - What did you eat before coming to the class?
   - What did you say to your friends before coming to Sri Lanka? etc.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

---

GRAMMAR NOTE

**Temporal clause 'පැමුණි':**

This is formed thus:

Verb (infinitive) + පැමුණි + Main clause

I worked in a hotel before coming to Sri Lanka.

Here again the final verb of the Main clause decides the meaning of the entire construction.
කු... කු... යම් කෙළේ මෙ?
වි විකුණු මුත්මිණින්
ලෙස විශේෂ පැහැදිලි
රවුල් ලෙස අෝක් කෙරිය?
දෙවි හා ඩෑෂාවාත් මොකු නිපදුමක්
දෙවි පිළිතුරු නවකුමක් විසින්
යෙන් හාතා අභිභෝධනය වීමක්
නිසා මවයා පැවැති විසින්
LESSON PLAN II

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 20 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the grammar to answer questions on habits</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: V(past tense) + დ  ფართ</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogues</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review: 5 mins
   Review the Past tense verbs.

2. Presentation: 15 mins
   Present the grammar concept using a picture dialogue.

3. Practice: 10 mins
   Listening -
   1. Read out some correct/incorrect sentences like the following and ask the students to say ა or თ.
      - ფილმი თქვა დარბაზში მადა.
      - ჩვენ თქვა დარბაზში შერვის შესახებ.
      - მამა თქვა დარბაზში რამდენ ცხოვრო დაგე.
      - გვიხავთ ფილმი დარბაზში მამა.
      - არის ფილმი დარბაზში შერვის შესახებ.

Topic: Classroom Orientation
Listening & Speaking -

1. Say verbs of two possible actions. Students combine them using
   
   Tr: මඟින් මඟින්
   Tr: බඳුරි බඳුරි
   Ss: මඟින් මඟින් මඟින්
   Ss: බඳුරි බඳුරි බඳුරි

2. Change the verbs into sentences.

   Tr: මඟින් මඟින්
   Tr: බඳුරි බඳුරි
   Ss: මඟින් මඟින් බඳුරි
   Ss: බඳුරි බඳුරි මඟින්

Speaking -

1. Students work in pairs and ask and answer on habits like the following.

   මඟින් මඟින් බඳුරි බඳුරි light බඳුරි බඳුරි light
   බඳුරි බඳුරි

   යනු නැහැති බඳුරි බඳුරි බඳුරි කිලෝමෝටර්
   මඟින් මඟින් බඳුරි බඳුරි කිලෝමෝටර්

   Give more examples for further practice.

4. Application (use):

Get the students to answer questions like the following.

- සමඟ මඟින් බඳුරි බඳුරි බඳුරි
- සමඟ බඳුරි බඳුරි බඳුරි බඳුරි
- සමඟ බඳුරි බඳුරි බඳුරි බඳුරි
- සමඟ බඳුරි බඳුරි බඳුරි බඳුරි

Give more examples relating to their experiences.

5. Assessment (Task):

Ask the students to find out what do the Sri Lankan students do after
sitting the Ordinary Level Examination.

6. Contingency Plan:
7. Comments/Self Evaluation

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GRAMMAR NOTE

The temporal clause with တွေ့ အောက် is formed thus:

Past tense verb + တွေ့ + အောက် + Main clause

တွေ့ အောက် စိတ်ကြိုက် င်ဗျင် င်ဗျင်
စိတ်ကြိုက် ဖျင်နိုင် င်ဗျင်
After you've gone to America
what would you do?

Here too the final verb decides the meaning of the sentence.
මම මෙයක්කම චිත්ත කරවා මෙම අතරය විශේෂී?

මෙම ආදරය භාඨ
dessert?
LESSON PLAN III

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>30 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the dialogue in a given role play</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogue</td>
</tr>
</tbody>
</table>

Procedure

1. **Warm up/Review:** 2 mins
   Review necessary vocabulary and grammar.

2. **Presentation:** 5 mins
   Present the dialogue using a picture.

3. **Practice:**
   - **Listening** 5 mins
     Read the dialogue several times using possible substitutions. Students listen and write down the substituted words.
   - **Listening & Speaking** 5 mins
     Take roles and practice the dialogue using substitutions.
   - **Speaking** 5 mins
     Students in pairs practice the dialogue.

4. **Application (use):** 5 mins
   Design a role play and get the students to use the dialogue in it.

5. **Assessment (Task):**

6. **Contingency Plan:**

7. **Comments/Self Evaluation**
<table>
<thead>
<tr>
<th>Competencies</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) To make polite request</td>
<td>01-03</td>
</tr>
<tr>
<td>Dialogue I</td>
<td></td>
</tr>
<tr>
<td>(2) To make and respond to invitations</td>
<td>04-08</td>
</tr>
<tr>
<td>Dialogue I</td>
<td></td>
</tr>
<tr>
<td>(3) To give and receive compliments</td>
<td>09-12</td>
</tr>
<tr>
<td>Dialogue I</td>
<td></td>
</tr>
</tbody>
</table>
ඔ මේ අතරදී.
ඔ. විශේෂී මම ඇතියඩි?
# Social Life

**Competency:** To make and respond to invitations  
**Situation:** Host Family Home

## Dialogue 1

<table>
<thead>
<tr>
<th>Roles: PCT/Host Brother</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>එඟ</td>
<td>- suggesting</td>
</tr>
<tr>
<td>එඟ ල ලියවීමේ දේ අදායම?</td>
<td>(Let's go to the temple today?)</td>
</tr>
<tr>
<td>ගඟ ධ්දිනක්. ගඟ ලියා.</td>
<td>- suggesting</td>
</tr>
<tr>
<td>(Day after tomorrow is Poya. Let's go on that day)</td>
<td></td>
</tr>
</tbody>
</table>

### Vocabulary

<table>
<thead>
<tr>
<th>එඟ ලියවීමේ දේ අදායම?</th>
</tr>
</thead>
<tbody>
<tr>
<td>එඟ ල ලියවීමේ දේ අදායම?</td>
</tr>
</tbody>
</table>

### Grammar

Let us - present verb - base + ස

*Topic: Social Life*
LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 30 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the new words in given role play.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Vocabulary: হাতে হাতে মনে করে যে ভাবে কোন বাঙালি পাঠানো হয়ে করে নিয়ে পাঠানো হয় আমি ভাবে করে নিয়ে পাঠানো হয় আমি।</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Realia, pictures, role play cards</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review: 10 mins
   Review all verb functions (infinitive, simple present, past, promise, request, command, negative command etc.)

2. Presentation: 15 mins
   Present the vocabulary using realia and pictures.

3. Practice:
   Listening - 15 mins
   1. Place the realia on a table and ask the students to show you the items when you say it aloud.
2. **Listening Cloze:** Students listen and fill in the blanks.

Listening & Speaking - 15 mins

1. Ask the students to answer the following questions based on the passage.

   1. מצא את המילים סודי במשפטים.
   2. מצא את המילים שנלאב במשפטים.
   3. מצא את המילים שלא נראות במשפטים.
   4. מצא את המילים שלא נראות במשפטים.
   5. מצא את המילים שלא נראות במשפטים.
   6. מצא את המילים שלא נראות במשפטים.
   7. מצא את המילים שלא נראות במשפטים.
   8. מצא את המילים שלא נראות במשפטים.
   9. מצא את המילים שלא נראות במשפטים.

Speaking - 15 mins

1. Use the realia and pictures to practice the vocabulary. Get them to say the word when you show them.

2. Ask the students to practice in pairs.

4. **Application (use):**

   **Role Play:**
   - **Roles:** PCT/Host mother
   - **Situation:** At the host family
   - **Purpose:** The family is preparing to go to the temple. They request the PCT to come along. However, the PCT doesn't know what they are taking and what to do at the temple. PCT satisfies his curiosity by asking various questions. The host mother responds.

**Topic:** Social Life
5. Assessment (Task): 5 mins

Cultural Exploration: Ask the students to find out what things contain in the offering.

6. Contingency Plan:

Take the students to a temple and ask them to observe how the Sri Lankans behave there. Ask the students to listen to the vocabulary and phrases used in that context.

7. Comments/Self Evaluation
LESSON PLAN II

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 25 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able come to decision after discussing many suggestions</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: Let us - present verb - stem - ꜐</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogues, pieces of paper, tape player, cassette tape, cloze passages of the song</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review:  
   Review the verb forms.  

2. Presentation:  
   Present the structures using a picture dialogue.  
   Elicit the grammar rule and meaning from the students giving more examples.
3. Practice:

**Listening**

1. Suggest some actions. Students listen and respond əə or əəə.
   1. əəə (əəə əəə) əəə
   2. əə əə
   3. əəə əə
   4. əə
   5. əə əə

2. Students listen to the song(əə əə əə) on the tape and fill in the blanks.

**Listening & Speaking**

1. Give some clues. Students listen and suggest actions.

   | Tr: əəə əə | Ss: əə əə
   | Tr: əə əə | Ss: əə əə
   | Tr: əə əə | Ss: əə əə
   | Tr: əə əə | Ss: əə əə

**Speaking**

1. Write some suggestions in pieces of paper and give a set to each pair. One student picks one piece and the other tries to guess it.

2. Ask the students to practice the following dialogue substituting new phrases.

   A: əə əə
   B: (a) əə əə
   A: əə əə
   B: əə əə
   A: əə əə (b) əə
   B: əə əə

   (a) əə əə
   (b) əə əə

**Topic:** Social Life
4. Application (use): 15 mins

Tell the students that the coming Wednesday is going to be a holiday and ask them to discuss some activities to do as a group. Students discuss and come up with a good suggestion to forward to the Project Director.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

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GRAMMAR NOTE

**Verb form 'ा':**

This form is formed by adding 'ा' to the Verb stem:

- आ + ा  →  आा  Let's go
- आे + ा  →  आेा  Let's drink

It expresses the meaning "Let's + verb" and is used for suggestions, invitations etc. It is only used with 1st person plural subjects.

When added the question marker ❀, it would mean "Shall we + verb?" and is also used for suggestions and invitations etc.

आा ❀  आाा ❀?  Shall we have some tea?
උපු යටි පවුලා සලකා ගැනීමෙන්

කොහොමයි?

උපු යටි පවුලා පැතිකීමෙන්

පුද්මත් යොමු.

ඉතිහාසික, නො Buddha Statue ආකාර මාර්ගය මදු?

කුලූදු යොමු යොමු මදු
LESSON PLAN III

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>30 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the dialogue and suggest actions</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Dialogue skeleton</td>
</tr>
</tbody>
</table>

Procedure

1. **Warm up/Review:**
   - Review necessary grammar and vocabulary.  
   - 5 mins

2. **Presentation:**
   - Present the skeleton and get the dialogue from the students.  
   - 5 mins

3. **Practice:**
   - **Listening -**  
     1. Read the dialogue several times with correct intonation patterns.  
     - 5 mins
   - **Listening & Speaking -**  
     1. Take one role practice the dialogue with the students.  
     - 5 mins
   - **Speaking -**  
     1. Students work in pairs and practice the dialogue  
     - 10 mins

4. **Application (use):**

*Topic: Social Life*
5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation
Social Life

Competency: To respond to invitations
Situation: Host Family Home

Dialogue II

<table>
<thead>
<tr>
<th>Roles: PCT/Host Brother</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>නීමේන් නවුන්තා කොළඹා කළ හැකියා? නවුන්තා කොළඹා? (Since tomorrow is a holiday I am going to play cricket. Do you want to come?)</td>
<td>- inviting</td>
</tr>
<tr>
<td>නවුන්තා කොළඹා? (I'll try. I can't promise you)</td>
<td>- responding to invitation</td>
</tr>
</tbody>
</table>

Grammar

- Noun + නවුන්තා
- Adj + නවුන්තා
- Verbal Adjective + නවුන්තා
- S(Direct) + නවුන්තා
LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 35 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the structure to find out information</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: Noun + ආං ආං Adj + ආං Verbal adj + ආං</td>
</tr>
<tr>
<td></td>
<td>Sentences with drawings, paper strips, role play cards, newsprint, MCQ charts</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review: 
   Review adjectives. 

2. Presentation: 
   Present the following sentence patterns along with drawings

   ආන්භය පැමුනේ
   පැමු. පාරේන්නරයේ
   ආන්භය පැමුනේ පාරේන්නරයේ

   ආන්භය කළකූයක් නිය නැමු.
   පැමු. පාරේන්නරයේ නැමුව.
   ආන්භය කළකූයක් නිය දැව නැමුව.

   Get the students to give you the grammar rule and the meaning.
3. Practice:

Listening -

1. Read out the following sentences. Students listen and choose correct answer and circle it on a MCQ chart.

   1. දැන් කොළ නොහැක, මේ කසට අප කෙනෙම,දන්?
      a) ආයි නොදාවින් b) ආයි නොදාමින් c) ආයි නොදාමින්

   2. Traineeවගේ ඉංග්‍රීසි යාස්ත කොළ කොළි?
      a) එකක් නොමැති නොකොට b) එකක් නොමැති නොකොට c) එකක් නොමැති නොකොට

   3. පැරණිවර පවතා නොකොට කොළි?
      a) කොට නොකොටින් b) කොට නොකොටින් c) නොකොට නොකොටින්

   4. එකක් නොමති නොමති නොමතින්.දන්?
      a) නො කොට b) නො කොට c) නො කොට

   5. පැරණිවර පවතා නොකොට කොළි?
      a) නොකොටින් b) නොකොටින් c) නොකොටින්

   6. යාස්ත ඉංග්‍රීසි යාස්ත ඉංග්‍රීසි ඉංග්‍රීසි ඉංග්‍රීසි ඉංග්‍රීසි ඉංග්‍රීසි ඉංග්‍රීසි ඉංග්‍රීසි ඉංග්‍රීසි ඉංග්‍රීසි ඉංග්‍රීසි ඉංග්‍රීසි
      a) පැරණි දෙවශුම් කොටින් b) පැරණි දෙවශුම් කොටින් c) පැරණි දෙවශුම් කොටින්

7. නමුත් පවතා කොළි?
    a) නොකොටින් b) නොකොටින් c) නොකොටින්

Listening & Speaking -

1. Put the following statements on board. Ask the students to listen to the description and say the correct answer that goes with the description from the board.

| 1. නොවූල්ලන්නයිම් නොතින්නයිම් නොතින්නයිම් නොතින්නයිම් නොතින්නයිම් නොතින්නයිම් නොතින්නයිම් නොතින්නයිම් නොතින්නයිම් නොතින්නයිම් නොතින්නයිම් නොතින්නයිම් |
|-----------------|-----------------|
| 2. පැරණිවර පවතා නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් |
| 3. පැරණිවර පවතා නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් |
| 4. පැරණිවර පවතා නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් |
| 5. පැරණිවර පවතා නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් |
| 6. පැරණිවර පවතා නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් |
| 7. පැරණිවර පවතා නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් නොකොටින්නයිම් |
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Topic: Social Life
Speaking - 15 mins

1. Write description like the following on paper strips and give a set to each pair. Student A says what was asked to say on the strip. Student B asks why. Student A gives reasons written on the strip.

   - Ask for some water because you are very thirsty.
   - Ask for some Tylenol because you are sick.
   - Ask for some food because you are very hungry.
   - Say you cannot go to the room because somebody is teaching there.
   - Ask whether you could stay here tonight because your friend is coming.

4. Application (use): 15 mins

   Role Play: PCT/Language Instructor
   Situation: Classroom

   Purpose: Language Instructor is in the class at 1:30 p.m. but he doesn't find any students. Finally on: student shows up. Instructor inquires the PCT as to why the others didn't show up. PCT gives the following reasons.
   - one is sick
   - one finds Sinhala very difficult
   - one is going to meet his/her friend
   - one is tired

5. Assessment (Task): 15 mins

   Send the students out of the classroom and ask them to find out why do Sri Lankans eat lot of rice.

6. Contingency Plan:
6. Contingency Plan:

7. Comments/Self Evaluation

- 

GRAMMAR NOTE

The 'කාරා' 'because':

'කාරා' 'because' is used to form both phrases and clauses.

It forms phrases with a preceding noun or pronoun in the direct case:

- අංශේ කාරා becuase of the rain
- එකට කාරා becuase of that, thus

It forms clauses as follows:

If the sentence has a verb in the simple present form, when කාරා is added the verb is put in the verbal adjective form:

- උපත කාරා නො සිටි බලම් කි කි Because it is raining, I can't go home.

Although the clauses in English can be switched, in Sinhala, generally the clause shows reason stands first.

If a sentence is negative one with ඒල්ල, when කාරා is added එකට, is replaced by කාරාට.

- උපත කාරා නො සිටි බලම් කි කි I can go home now because it is not raining now.

With all irregular verbs add කාරා after the verb.

If a sentence is a negative one with ඒල්ල, it replaced by කාරාට.

- උපත ඒල්ල කාරාට නො සිටි බලම් කි කි Since he cannot come, we can't go.

Topic: Social Life
ඉක්කොට කොහෝලක්.
ොව දින ආය
5. Assessment (Task):

Send the students to find out whether the teachers would also join to go
to lunch tomorrow.

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

Noun + 'also':

When 'also' is added to nouns (even after case suffixes) it would mean 'also' or'too'.

Rules are the same as joining nouns 'a'.

I am also coming to town.
3. Practice:

Listening - 15 mins

1. Do a Multiple Choice Questionaire exercise for listening.

   1. देख्ना a) देख्ना b) देख्ना c) देख्ना
   2. धुलाई a) धुलाई b) धुलाई c) धुलाई
   3. बाजार a) बाजार b) बाजार c) बाजार
   4. चाष a) चाष b) चाष c) चाष
   5. बीज a) बीज b) बीज c) बीज
   6. साइकिल a) साइकिल b) साइकिल c) साइकिल
   7. फूल a) फूल b) फूल c) फूल

Listening & Speaking - 15 mins

1. Say sentences like the following. Students use the grammar and repeat the sentences.

   Tr: Trainees पैदल गेहूँ, गेहूँ गेहूँ गेहूँ.
   Ss: Trainees पैदल गेहूँ, गेहूँ गेहूँ गेहूँ.

   Trainees फील्ड ट्रिप हुन्ने चाँड, चाँड चाँड.
   Trainees ट्रायल पैर मिल्ने नेपाल, चाँड चाँड.
   Party साउन पर्यटन गेहूँ, गेहूँ गेहूँ.
   गेहूँ पर्यटन निवास, गेहूँ पर्यटन निवास.
   गेहूँ निवास, गेहूँ निवास.

Speaking - 10 mins

1. Write food items and beverages on pieces of paper and make sets.
   Students work in pairs. Student A picks one from the food set and says आइ एक चीज़ देखिए। He/she continues and picks another and says आइ एक चीज़ देखिए. and continues till the end. Student B does the same with the beverages set using आइ एक गर्मियोगर्मी देखिए. and आइ एक गर्मियोगर्मी देखिए.

4. Application (use): 10 mins

Ask the students to do the following role play exercise in pairs

You have decided to do the following activities during the week end. Ask your partner whether he would also like to join you.
- to go to the Botanical Gardens
- to play tennis
- to drink beer
- to see a movie
Your partner responds
Ба?

шоп маи падацо?

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දෙමී එකු ලෙස ක්‍රියාවම සැලසුය?

වංශ එකු ම
4. Application (use):
   Role Play

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation
LESSON PLAN III

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>25 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the dialogue in a role play exercise</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogue, strip dialogue sets</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review:
   Review necessary grammar and vocabulary.  
   5 mins

2. Presentation:
   Present the dialogue through a picture dialogue.
   2 mins

3. Practice:
   Listening -
   Cut up the dialogue into words and mix them up and give a set to each pair. Ask them to rearrange when you read. Give a round of applause to the ones who do it first.
   5 mins

   Listening & Speaking -
   Take roles and practice the dialogue.
   3 mins

   Speaking -
   Students practice the dialogue in pairs.
   5 mins

Topic: Social Life
Social Life

Competency: To give and receive complements

Situation: Host Family Home

Dialogue I

<table>
<thead>
<tr>
<th>Roles: PCT/Host sister</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>අංගේයේ ආර්ථික මත දෙන අතීතයේ (Your dress is very beautiful)</td>
<td>- complementing</td>
</tr>
<tr>
<td>එක්කියේ අංගේයේ ලැබේ (This is an old dress)</td>
<td>- responding to complement</td>
</tr>
</tbody>
</table>

Vocabulary

තමන් මෙනක් ලපුතා ලැබේ
මෙරේ මේ මහත්ම වටකා පිටුගීමකි සීමා
趾ේ ලියන් පේරුවේ ගැටේ.

මෙය නොමැති දුන් ගැටේ.
Speaking - 15 mins

1. Once the students have completed the grid ask them to work in pairs and check their answer using the following dialogue.

   Student A: පූර්වක් නියෙන්වීමට සම්බන්ධවීමක්?
   Student B: පූර්වක් නියෙන්වීමට සම්බන්ධවීමක්.

2. Memory Chain: Ask the students to sit in a circle. Ask the first student to begin the activity by saying පූර්වක් නියෙන්වීමට සම්බන්ධවීමක් අදහස්කලීමක්. The next student repeats the statement by saying පූර්වක් නියෙන්වීමට සම්බන්ධවීමක් අදහස්කලීමක් අදහස්කලීමක්. Continue until all items of clothing are added.

4. Application (use): 15 mins

   Clothes Box Relay: Bring in two boxes of clothing. Have the same items in both boxes. Divide the classroom into two teams. Call out the name of an item of clothing and have one student from each team come forward and try to find the item. The first student to find and put on that item of clothing get a point for his/her team. The team with the most points win.

5. Assessment (Task):

   Ask the student(s) to go out to town and find out the prices of some clothing items.

6. Contingency Plan:

7. Comments/Self Evaluation
LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the vocabulary and find out prices.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Vocabulary: අංක පිරී කරන්නේ දෙන්නේ අතර සියළු මේවා අංකය අතුර දෙන්නේ</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Realia, boxes to put clothes, listening grids</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review: 5 mins
   Review use of adjectives.

2. Presentation: 15 mins
   Present the vocabulary items using realia. Show them each item of clothing and introduce the name. Go around the class and point to students clothing and introduce them too. To introduce අංක - පිරී - කරන්නේ - දෙන්නේ use realia. Continue to introduce අංක කරන්නේ. කරන්නේ කරන්නේ. කරන්නේ කරන්නේ. the same way.

3. Practice:
   Listening - 10 mins
   1. Check for understanding saying correct/incorrect sentences and asking the students to say අංක or කරන්නේ.
      1. අංක කරන්නේ කරන්නේ?
      2. කරන්නේ කරන්නේ කරන්නේ?
      3. කරන්නේ කරන්නේ කරන්නේ?
      4. කරන්නේ කරන්නේ කරන්නේ?
      5. කරන්නේ කරන්නේ කරන්නේ?
      6. කරන්නේ කරන්නේ කරන්නේ?

   Listening & Speaking - 15 mins
   1. Students listen to the following passage and fill in the grid.

   අංක පිරී කරන්නේ කරන්නේ කරන්නේ. අංක පිරී කරන්නේ කරන්නේ කරන්නේ කරන්නේ කරන්නේ. කරන්නේ කරන්නේ කරන්නේ කරන්නේ. කරන්නේ කරන්නේ කරන්නේ. කරන්නේ කරන්නේ කරන්නේ. කරන්නේ කරන්නේ කරන්නේ. කරන්නේ කරන්නේ කරන්නේ.
Roles: PCT/Host sister  
Situation: At the host family  
Purpose: The PCT is packing her bag and the sister shows up unexpectedly. She comments and inquires about the clothing items. PCT responds.  

5. Assessment (Task):  

6. Contingency Plan:  

7. Comments/Self Evaluation
LESSON PLAN II

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>40 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the dialogue in a given role play.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Pictures, role play cards</td>
</tr>
</tbody>
</table>

Procedure

1. **Warm up/Review:**
   - Review all necessary vocabulary.  
   - 5 mins

2. **Presentation:**
   - Present the dialogue sentences using pictures.
     - කියන්න මම මම පුද්ගලයේ. එක විශේෂ්‍යය.
     - කියන්න මම මම පුද්ගලයේ. එක්ක පාසා.
     - etc.
   - 10 mins

3. **Practice:**
   - **Listening** -
     - Read out the dialogue several times.
     - **Listening & Speaking** -
     - Go around the class saying කියන්න මම මම පුද්ගලයේ. එක විශේෂ්‍යය?
     - Students respond accordingly.
     - **Speaking** -
     - Students practice the dialogue in pairs.
   - 5 mins

4. **Application (use):**
   - Role Play:
   - 10 mins

*Topic: Social Life*
### Social Life

**Competency:** To give and receive complements

**Situation:** At the Training Site

#### Dialogue II

<table>
<thead>
<tr>
<th>Roles: PCT/Teacher</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>දැනියෙන්  යනු ම වමුණුණි  ආදා. (You look so happy today)</td>
<td>- complementing</td>
</tr>
<tr>
<td>මෙහෙයි යනු ම මෙහෙයි  බොහෝ (I received a letter from my friend)</td>
<td>- responding to complement</td>
</tr>
</tbody>
</table>

#### Vocabulary

- දැනියෙන්
- දැනියෙන්
- මෙහෙයි
- මෙහෙයි

#### Grammar

- s (3rd person) + past participle
Listening & Speaking -

1. Get the students to answer the following questions.
   - What are the roles of parents?
   - What are the roles of children?
   - Where do you live?
   - What do you do?
   - How often do you work?
   - How often do you travel?
   - What are your hobbies?
   - What are your ambitions?

Speaking -

1. Get some family photographs or illustrations of famous people (Bill Clinton’s, the Royal family etc.) and ask the students ask and answer questions about those families.

4. Application (use):

   Get the students to come forward one by one and describe their family photographs.

5. Assessment (Task):

   Get the students to bring one of their host family photographs next day and introduce the members after asking the family for the description the previous night.
LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour</th>
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</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the vocabulary and describe their family photographs</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Vocabulary: පිළිගේ, පිළිගේ ගොඩාමේ, පිළිගේ ගොඩාමේ ගොඩාමේ, මිශ්ව, ඩියක්, කිසිය කිසිය කිසිය</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Photographs, pictures, illustrations, listening cloze sheets</td>
</tr>
</tbody>
</table>

Procedure

1. **Warm up/Review:**
   
   _Ask students to bring their family photos to the classroom._

2. **Presentation:**
   
   _Show a picture of your co-worker or a known friend and introduce මුල්කාලී._

   _Show a known person's boy friend and introduce මුල්කාලී බිම් හේ හේ._

   _Show a known person's girl friend and introduce මුල්කාලී ඔරු හේ හේ._

   _Show a known married couple and introduce මුල්කාලී and මුල්කාලී_.

3. **Practice:**

   **Listening** -

   1. **Listening Cloze:** _Read out the following passage with a photograph or a drawing of the description below. Students listen and fill in the blanks._

---

*Topic: Social Life*
- രുചി -
6. Contingency Plan:

7. Comments/Self Evaluation
3. Practice:

**Listening** -

1. Show two pictures of a woman on a Saturday morning and asks questions like the ones below. Students respond saying ֻ or ම.

   **Picture 1:** A kitchen showing lot of work to do; unwashed dishes, towels, dirty floor, dirty table, a waste basket full of thrash, unswitched lights, a pile of unwashed clothes, children eating breakfast, etc. Draw 7'o clock on a clock face.

   **Picture 2:** The same kitchen showing some work has been done. The dishes are washed but not the clothes, the children have eaten but not cleaned the table. the floor has not been cleaned, etc..

   **Questions based on the second picture:**
   - ֻ plates හාසන්න?
   - ම ගම් හාසන්න?
   - ම ගම් ගම් හාසන්න?
   - ම ගම් ගම් ගම් හාසන්න?
   - ම waste basket හා හඳුනාගැනීම?
   - ම කොටස හාසන්න?

**Listening & Speaking** -

1. Ask some questions like the following based on the happenings in the training site. Students respond appropriately.

   -  ම ම ම කොටස හාසන්න?
   -  ම ම ම ම කොටස හාසන්න?
   -  ම කොටස හාසන්න?
   -  office කොටස හාසන්න?
   - ම කොටස හාදාල් හාසන්න?
   - ම කොටස හාසන්න?

**Speaking** -

1. Students ask and answer questions based on the pictures of the listening exercise.

   **Student A:** ֻ plates හාසන්න?
   **Student B:** ම, ֻ plates හාසන්න.
   **Student A:** ම ම ම කොටස හාසන්න?
   **Student B:** ම කොටස හාසන්න.

*Top: Social Life*
LESSON PLAN II

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the grammar to find out some information.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: s (3rd person) + past participle</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogues, pictures for listening exercise</td>
</tr>
</tbody>
</table>

Procedure

1. **Warm up/Review:**
   - 5 mins
   - Review 3rd person pronouns and past participles.

2. **Presentation:**
   - 10 mins
   - Present the grammar using pictures dialogues and elicit the rule and the meaning from the students.

---

**PCT 1**

**PCT 2**

**Topic:** Social Life

49


PC office නැවත් ලිපියේ?

හෝයි කොහොමද?

වි, පැවැති ආවරණ නැතීමේ.
4. **Application (use):**

Prepare a news item of what some current volunteer have been doing in their vacation. Write some question like the ones listed below. Ask the students work in pairs and ask and answer the questions given. Give them the freedom to make different questions and answers.

The school vacation has begun. All the PC volunteers have made great plans to spend their vacation. Tim Hacker has gone to Nepal for two weeks his neighbor Kevin Ruess has decided to stay at home because his parents have come down to Sri Lanka. Mary Hopkins has gone to Anuradhapura to see snakes with her friend Marge. Bruce Springstein has not gone anywhere as he has fallen sick after that Thanksgiving party.......etc.

**Questions:**

- බිදෙන්විම පුරකුණම්?
- Tim Hacker නිමමේද?
- Kevin Ruess නිමමේද?
- Mary Hopkins නිමමේද?
  etc.

5. **Assessment (Task):**

Ask the students to find out whether the APCD or the TA has come to the training site and brought mail.

6. **Contingency Plan:**

Do the activity in 'Sinhala' book old edition p. 105

7. **Comments/Self Evaluation**

---

**GRAMMAR NOTE**

**Past Participle:**

When the past participle is added to a 3rd person subject, the construction would be present perfect tense as in English.

әග පුරකුණ The bus has gone.
නැග පුරකුණ They have come.

However, ideas of experiences cannot be constructed this way.
a) yaalweck puarsheak emul.
b) lameek æwill.
c) mee minissu wæ Dæ nawatæla.
d) mee lamea æspirin peti huŋgak gilæla.
e) eyaa salli huŋgak dinæla.

**COMMUNITY ORIENTED PROJECT**

Visit the local Police Station and find out:

1. To which officer one can make a complaint about a theft.

2. The different ranks of Police officers.

3. Emergency telephone numbers.
# LESSON PLAN III

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>40 minutes</th>
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</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the dialogue in a given role play</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>stick figures, dialogue strips, role paly cards</td>
</tr>
</tbody>
</table>

**Procedure**

1. **Warm up/Review:**
   - Review emotional adjectives using stick figures. 5 mins

2. **Presentation:**
   - Cut up the dialogue into words and make two sets. Divide the students into two teams. Ask them to rearrange the dialogue meaningfully. 5 mins

3. **Practice:**
   - **Listening** - 5 mins
     - Read out the dialogue several times.
   - **Listening & Speaking** - 5 mins
     - Practice the dialogue with the students changing roles.
   - **Speaking** - 5 mins
     - Students practice the dialogue in pairs.
4. Application (use):

Role Play

Roles: PCT/Host mother
Situation: At the host family

Purpose: You are happy because your mother has sent you a huge parcel and in it you find that your father has sent you a cheque for hundred dollars. Your sisters have sent you T-shirts and your friends have sent you letters. Your mother inquires why you are so happy. You respond saying the above reasons.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation
### Social Life

Competency: To give and receive complements

Situation: Host Family Home

**Dialogue III**

<table>
<thead>
<tr>
<th>Roles: PCT/Host Mother</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>පොළු : ඉතිහාසික ඉතිහාසික. ලදා දන්නේන් ඉතිහාසිකයේ.  (Food is very tasty. You are a good cook)</td>
<td>- complementing</td>
</tr>
<tr>
<td>බිමේ : මම උදෙසා කියන්නේ නිසාට මැත. (I doubt whether you had enough)</td>
<td>- responding to the complement</td>
</tr>
</tbody>
</table>

### Vocabulary

| පොළු, පොළු, පොළු, පොළු, පොළු |

### Grammar

Adverbs: පොළු, පොළු, පොළු, පොළු, පොළු
LESSON PLAN 1

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the vocabulary to find out the taste of some new items of food</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Vocabulary: ලැංකික කතාව යන සුළුකම්මේ වැදුනා ගනී</td>
</tr>
</tbody>
</table>

Procedure

1. **Warm up/Review:**
   
   Review emotional adjectives.

2. **Presentation:**
   
   Present the meaning through a picture dialogue.

```
PCT 1

Use realia to present the other forms of tastes.
```
3. Practice:

**Listening** -

1. Say right/wrong sentences like the following and get the students to answer ə or əə.
   
   - əə əəə
   - əəə əə
   - əəəə ə
   - əəə əə
   - əə əə ə etc.

**Listening & Speaking** -

1. Say related words and get the students say the taste.

   Tr: ice cream  
   Ss: əəə (əəə əə)

   Tr: əəə  
   Ss: ............

   Tr: əə  
   Ss: ............

**Speaking** -

1. Ask some questions like the following for the students to answer.

   - əəə əəə əə əəəə?
   - Malaria pills əəə əə?
   - Pizza əəə etc.

4. Application (use):

   **Role Play:**

   **Roles:** PCT/Host sister  
   **Situation:** At the host family

   **Purpose:** PCT is making some American food at the host family; the host sister is trying to find out the different tastes of the food items.
5. Assessment (Task): 10 mins

Give the students five items of new food and ask them to find out the taste.

6. Contingency Plan:

7. Comments/Self Evaluation
Devon මහත්යේ විස්තරයක්?

හෙති කුඩා විශාල කෘති.
LESSON PLAN II

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the adverbs in a given role play.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: Adverbs - කේතල් මුණු මුණු කිරිමක් මුණු කිරිමක් මුණු කිරිමක්</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogue, Paper chips, Paper strips, role play cards</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review: 5 mins
   Review command and negative command forms.

2. Presentation: 15 mins
   Present the adverbs using a simulation.
   Write something slowly on the board and say: මටි මටි මටි මටි. Write something fast on the board and say: මටි මටි මටි මටි.
   Introduce the other adverbs using pictures and miming.

3. Practice:
   Listening - 10 mins
   1. Write the adverb on pieces of paper and put it to box. Ask the student to pick one and give you. Ask them to mime the action when you read out the piece of paper.

   කේතල් කේතල් කේතල්
   නාළන නාළන නාළන
   එක඾ංග එක඾ංග
glasses කේතල් කේතල්
Photograph කේතල් කේතල්
Teacher කේතල් කේතල්
Listening & Speaking -

1. Mime and say incomplete sentences. Students complete with suitable adverbs. Put the sentences on the board.
   
   Write fast and say ඔබ ගැසේන්නේ. Students say ඔබ ගුණාන්නේ.
   
   Speak slowly and say ඔබ උපළශන්නේ. Students say ඔබ උපාන්නේ.
   
   Frown at somebody and say ඔබ උන්නේ. Students say ඔබ උන්නේ.
   
   Mime that you are carrying something carefully and say ඔබ අමාත්‍යායිකයින්නේ. Students say ඔබ අමාත්‍යායිකයින්නේ.
   
   Speak some Tamil and say ඔබ සොහෝ අන්තර්මාල සොහෝය. Students say ඔබ සොහෝය.

Speaking -

1. Write some instructions using adverbs distribute one set to each pair. Ask one student to mime the action and ask the other student to guess it.

Student A gets the above strip and mimes: writing fast
Student B says: ඔබ ගැසේන්නේ ඔබ උපළශන්නේ.

Some suggestions for strips.

ඉහු ඩොක්කී

කොහොමද කොහොමද

උපාන්නේ කුඩාව
4. Application (use):

Role Play: Roles: PCT/Private Bus driver & conductor
Situation: On the bus
Purpose: The PCT is going on a bus and finds the bus driver is racing but nobody says anything. PCT feels that it is his/her duty to say not to go fast. He manages to go to the front and shouts at the driver not to go fast and go slow. The driver frowns at the PCT and the PCT asks why he is frowning and the conductor gets into an argument and asks the PCT to get off quickly. PCT refuses to get off quickly and says he/she would only get off slowly at his/her bus halt. However, the driver stops the bus and kicks the PCT out of the bus.

* Warning: Ask the trainees not to try this on a real private bus because the result would be one less for the next class.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

Adverbs

Usually, adverbs are formed by adding 'ə' to the existing adjective. Thus:

<table>
<thead>
<tr>
<th>Adj</th>
<th>Adv</th>
</tr>
</thead>
<tbody>
<tr>
<td>ကြွေး</td>
<td>ကြွေး</td>
</tr>
<tr>
<td>အမေး</td>
<td>အမေး</td>
</tr>
<tr>
<td>အေ</td>
<td>အေ</td>
</tr>
<tr>
<td>အိုင်</td>
<td>အိုင်</td>
</tr>
</tbody>
</table>

However, there are some irregular ones too:

<table>
<thead>
<tr>
<th>Word</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>လားလား</td>
<td>slowly</td>
</tr>
<tr>
<td>ရှေး</td>
<td>quickly</td>
</tr>
</tbody>
</table>

Topic: Social Life
LESSON PLAN III

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>20 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the dialogue in a given role play.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogue, role play cards</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review:
   Review necessary vocabulary and grammar.
   3 mins

2. Presentation:
   Present the dialogue using a picture dialogue.
   3 mins

3. Practice:
   Listening -
   Read out the dialogue several times for the students to listen.
   3 mins
   Listening & Speaking -
   Take roles and practice the dialogue.
   3 mins
   Speaking -
   Students practice the dialogue taking roles
4. Application (use):

Ask the students to do a role play based on the dialogue.

5 mins

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation
මේ ගැස බෙහි. එමෙහි දැන්නේ දෙවැන්නේ ගෙන්න.
දෙව බෙහෙකුට පහසු විය.
# Social Life

**Competency:** To respond to personal remarks  
**Situation:** on the street

## Dialogue

<table>
<thead>
<tr>
<th>Roles: PCT/Sri Lankan</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>අ..... අ..... අ..... අ..... අ..... අ..... (Wow! A nice bit! here.... what’s your name?)</td>
<td>- casting remarks</td>
</tr>
<tr>
<td>සාදින්නේ ආදියිමා</td>
<td>- commenting</td>
</tr>
<tr>
<td>(Please, leave me alone.)</td>
<td></td>
</tr>
</tbody>
</table>

## Vocabulary

<table>
<thead>
<tr>
<th>ආර අයාටේ කළේ</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>අමුණ පොළකොඩුයේ</td>
<td></td>
</tr>
<tr>
<td>බෝධු පොළකොඩුයේ</td>
<td></td>
</tr>
</tbody>
</table>
LESSON PLAN

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>Vocabulary &amp; Dialogue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td></td>
</tr>
<tr>
<td>Teaching Point</td>
<td></td>
</tr>
<tr>
<td>Materials needed</td>
<td></td>
</tr>
</tbody>
</table>
### Competencies

<table>
<thead>
<tr>
<th>Competency</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>To describe food needs:</td>
<td></td>
</tr>
<tr>
<td>Dialogue I</td>
<td>01-08</td>
</tr>
<tr>
<td>Dialogue II</td>
<td>09-15</td>
</tr>
<tr>
<td>To ask about typical host country foods:</td>
<td></td>
</tr>
<tr>
<td>Dialogue I</td>
<td>16-23</td>
</tr>
<tr>
<td>To express food preferences:</td>
<td></td>
</tr>
<tr>
<td>Dialogue I</td>
<td>24-33</td>
</tr>
<tr>
<td>To refuse additional food when offered:</td>
<td></td>
</tr>
<tr>
<td>Dialogue I</td>
<td>34-36</td>
</tr>
</tbody>
</table>
### Food

**Competency:** To describe food needs  
**Situation:** Sri Lankan Home

#### Dialogue I

<table>
<thead>
<tr>
<th>Roles: PCT/Host Mother</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>අත්කුණුම් මෙන්? (What do you want?)</td>
<td>- inquiring</td>
</tr>
<tr>
<td>මෝ: මේ නැමුණු ආයුබ (I want some water)</td>
<td>- expressing needs</td>
</tr>
</tbody>
</table>

#### Vocabulary

- අත්කුණුම්  
- මේ නැමුණු  
- ආයුබ

#### Grammar

- S (Dative) + මේ/මෝ
LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 20 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the vocabulary to find out information</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Vocabulary: මෙහෙය මොඩී මඟපා පැරික්ක අතර කරුණාකර පොළකිමා</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Realia, listening close, information gap</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review: 2 mins
   Ask the students about their breakfast.

2. Presentation: 10 mins
   Present the vocabulary using realia. Bring in all the items of food to the classroom and introduce the names and ask the students taste a bit if they want.

3. Practice:
   Listening - 15 mins
   1. Make some labels of the food items and give them to the students. Ask them to place the correct label near the correct food item when you say it.
   2. Students listen to the following passage and fill in the blanks.

සිංහලෙන් පියිට නො අවශ්‍ය කොළමන් අති. මෙන් අවශ්‍ය යි. මෙන් විශේෂ මෙන්. මෙන් ගුවන්ගෙන් මෙන්. මෙන් මඟපා මෙන්. මෙන් මඟපා මෙන්. මෙන් මඟපා මෙන්. මෙන් මඟපා මෙන්. මෙන් මඟපා මෙන්. මෙන් මඟපා මෙන්. මෙන් මඟපා මෙන්. මෙන් මඟපා මෙන්. මෙන් මඟපා මෙන්.
Listening & Speaking - 10 mins

1. Ask questions like the following based on the above passage. Students listen and answer.

Tr: අද ඔබ ම鹌්‍ය මතු නොදරි?
Tr: අද වෙතින් ඔබ ම鹌්‍ය මතු නොදරි?
Ss: තම්ම ම鹌්‍ය මතු නොදරි
Ss: .......................... etc.

Speaking - 10 mins

1. Students work in pairs and ask and answer questions like the following.

-දෙළි ඔබ ම鹌්‍ය මතු නොදරි?
-දෙළි ඔබ වෙතින් ම鹌්‍ය මතු නොදරි?
-දෙළි ඔබ වෙතින් ම鹌්‍ය නොදරි?

4. Application (use):

| Role Play: | Roles: PCT/Waiter |
| Situation: | At a restaurant |
| Purpose:   | PCT goes to the restaurant; asks what's available and orders food. |

5. Assessment (Task): 10 mins

Send the students out of the classroom to find out what some of the Sri Lankans ate for breakfast.

6. Contingency Plan:

   Information Gap:

   ![Information Gap Table]

7. Comments/Self Evaluation
LESSON PLAN II

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 25 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to find out what some Sri Lankans want from town</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: S (Dative) + අස්න්/සුන්</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogue, paper chips, MCQ charts, role play cards</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review: 10 mins

   Question strips.

2. Presentation: 15 mins

   Present the grammar using a picture dialogue.

3. Practice:

   Listening - 15 mins

   1. Check for understanding through a MCQ questionnaire. Students say අස්න්/සුන්.

      1. අස්න් කියන්න?

         a) අස්න් medicine අස්න්?
         b) අස්න් මුද්රා අස්න්?
         c) අස්න් rest අස්න්?

   Topic: Food
2. කොවන් විශේෂ අතීම.
   a)  එමෙම් visa කළු?
   b)  එමෙම් passport කළු?
   c)  එමෙම් ticket කළු?

3. දැන්න් පැමිණි.
   a)  එමෙම් noodles කළු?
   b)  එමෙම් medicine කළු?
   c)  එමෙම් rest කළු?

4. මොකද අතීම.
   a)  එමෙම් sweater කළු?
   b)  එමෙම් කොටස් කළු?
   c)  එමෙම් A.C. කළු?

Listening & Speaking - 10 mins
1. Get the students to answer questions like the following.
   - වර්තමාන අතීම. එමෙම් අතීම් කළු?
   - කොහොමද thanksgiving lunch කළු අතීම් අතීම් කළු?
   - එමෙම් French Fries කළු අතීම් අතීම් කළු?
   - වර්තමාන අතීම් කළු?
   - කොහොමද පැමිණි. එමෙම් අතීම් කළු?
   - පිහිටි සමූහය. එමෙම් අතීම් කළු?

Speaking - 15 mins
1. **Guessing Game (Birthday Gift)***

Write some names of gift items on pieces of paper and distribute them among the students. Students work in pairs and try to guess what the other person wants for his birthday.

Student A: එමෙම් කොහොමද අතීම්?
Student B: එමෙම් කොහොමද අතීම්.
Student A: එමෙම් watch කළු?
Student B: එමෙම් watch කළු.
Student A: එමෙම් beer can කළු?
Student B: එමෙම් beer can කළු.

4. Application (use): 10 mins
Role Play:

Roles: PCT/Host mother, sister,
Situation: At the host family,
Purpose: PCT goes shopping. He/she asks his/her mother, sister what they want in town.

5. Assessment (Task): 10 mins

Serid the students to meet some Sri Lankans and ask what they want from town.

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

'Want' 'Want' :

This verb may occur with a dependent Noun. The subject is in the Dative case:

I want a pen
She wants some money.

This may also occur with a dependent verb. The pattern is:

I want to buy a shirt.

The question marker ප ප may be added to make it a question.

Do you want beer?

These sentences are negated by adding න.

He does not want beer.

is usually used when negating sentences in the 1st person.

I/We don't want tea.

Topic: Food
දියීම beer පිළිතුර
වේ මෙමකි?
වසර්කෙට ගුප්ත පිළිතුර?
නමුත් මෙම Speghetti පිළිතුර
do Speghetti රා.
do pizza පිළිතුර
LESSON PLAN III

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>25 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the dialogue in a role play</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogue, role play cards</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review: 2 mins

   Review the vocabulary and grammar relevant to the dialogue.

2. Presentation: 2 mins

   Present the dialogue using a picture dialogue.

   ![Host mother](image1) ![PCT](image2)

3. Practice: 3 mins

   **Listening -**
   1. Read the dialogue several times for the students to listen.

   **Listening & Speaking -**
   3 mins
   1. Take roles and practise the dialogue with the students.

   **Speaking -**
   5 mins
   1. Students take roles and practise the dialogue using substitutions.

*Topic: Food*
4. Application (use):

10 mins

Role Play:

Roles: PCT/trader
Situation: At the shop
Purpose: PCT goes shopping to buy things for the thanksgiving party.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation
ලකුව මෙහෙයිදී?
වෙත දෙමී තිබෙන්නේ කියා?
Food

Competency: To describe food needs
Situation: Sri Lankan home

Dialogue II

<table>
<thead>
<tr>
<th>Roles: PCT/Host Mother</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>කාඩි : සාමාන්‍යෙන් මිSTEM මී?</td>
<td>- offering assistance</td>
</tr>
<tr>
<td>ඉ : අතර මෙම තාක්කම්.</td>
<td>- refusing assistance</td>
</tr>
<tr>
<td>(Not now. I'll have tea later)</td>
<td></td>
</tr>
</tbody>
</table>

Grammar

S(Dative) + Verb (past participle) + මිSTEM?
S(Direct) + Verb (past participle) + කාඩි?
LESSON PLAN 1

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 35 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the grammar to find out meanings of new words</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: S(Dative)+Verb (past participle)+ объект</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogues, paper strips, MCQ charts, role play cards</td>
</tr>
</tbody>
</table>

Procedure

1. **Warm up/Review:**
   Review the infinitive form of the verb and Past Participles.

2. **Presentation:**
   Present the structure using picture dialogues.

   Get more examples and elicit the meaning and the rule from the students.
3. Practice:

Listening - 20 mins

1. Check understanding by asking the students to choose the correct and incorrect sentences when you read sentences like the following.

   - කිය කොහොමද කොහොමද?
   - අතර එම කොහොමද?
   - පැමිණි අතර කොහොමද?
   - මෙම නම් කොහොමද?
   - එම එම පහසු කොහොමද?
   - රූ කොහොමද?
   - එම එම කොහොමද?
   - පැමිණි කොහොමද?

2. Read the following sentences and ask the students to choose the correct answer from a MCQ questionnaire.

   1. මහ පසුව සංකල්පන. ඉදි විශේෂ...
      
      a) කොහොමද?
      b) වන්නේ කොහොමද?
      c) නැති කොහොමද?

   2. විශේෂ ඉරුම. ඉරුම
      
      a) කොහොමද?
      b) නැති කොහොමද?
      c) බලා කොහොමද?

   3. මේ හාක?
      
      a) පැමිණි කොහොමද?
      b) කොහොමද?
      c) බලා කොහොමද?

   4. මේ පැමිණි කොහොමද කොහොමද. මේ හාක?
      
      a) කොහොමද?
      b) කොහොමද?
      c) නැති කොහොමද?

   5. මේ පැමිණි කොහොමද කොහොමද කොහොමද කොහොමද.
      
      a) කොහොමද?
      b) කොහොමද?
      c) නැති කොහොමද?
Listening & Speaking - 10 mins

1. Get the students to complete sentences like the following using appropriate endings.

   Tr: මෙහෙයි? මහත්මය! Ss: මෙහෙයි? මහත්මය!
   Tr: මෙහෙයි? මහත්මය! Ss: මෙහෙයි? මහත්මය!
   Tr: මෙහෙයි? මහත්මය! Ss: මෙහෙයි? මහත්මය!
   Tr: මෙහෙයි? මහත්මය! Ss: මෙහෙයි? මහත්මය!
   Tr: මෙහෙයි? මහත්මය! Ss: මෙහෙයි? මහත්මය!

Speaking - 15 mins

1. Write the above listening and speaking sentences on strips and give each pair a set of them. One student picks one from the set and makes a polite request and the other responds by agreeing to do or not agreeing.

For example: Student A gets

   මගේ මාළිය එකක්?

Student A: මගේ මාළිය එකක්?
Student B: මගේ මාළිය එකක් මේවා සාමාන්‍යව මිලියා.

4. Application (use): 20 mins

   Your shoes are boken. Go to the shoe maker and get it mended.

   You're sick. You need some Panadol. Ask your host sister whether she could get you some.

   You need to get somebody's help to do your homework. Ask your host sister whether she could assist.

   Your window is broken. Ask your host brother whether he could help to repair it.

5. Assessment (Task): 10 mins

Write two or three new Sinhala words on the board and ask the students to meet some Sri Lankans and ask them whether they could teach them the meanings.
6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

**Past Participle + setLayout:**

Past Participle of certain volitive verbs + setLayout expresses of performing the action for someone as a favour:

Concatenate setLayout Concatenate Will you please cut this tarembili for me?
ති නැතියි කබිට සහුවල කොහමද?

දා... කොහමද.
ඔතුම මගින් ගෙන වෑ ඉවත් කරමින්?

ඔ... බොහෝ.
ඔ අදහසේ. ඔ අදහසේ මෙයින් අදහසේ ඉදිරිය?
LESSON PLAN II

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able use the dialogue in a given role play</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogue, role play cards</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review: 5 mins
   Review necessary vocabulary and grammar.

2. Presentation: 3 mins
   Present the dialogue using a picture dialogue.

3. Practice:
   Listening - 2 mins
   Read the dialogue several times for the students to listen.
   Listening & Speaking - 10 mins
   Ask possible requests from the student. Students answer.
   - මෙය මේහිදි සැපැ සැපැ කළේ?
   - මෙය මේහිදි ඉහත සැපැ කළේ?
   - මෙය මේහිදි සැපැ කළේ?
   - මෙය මේහිදි සැපැ කළේ?
   - මෙය මේහිදි සැපැ කළේ?
   - මෙය මේහිදි සැපැ කළේ?

   Speaking - 5 mins
   Students practise the dialogue using substitutions.
4. Application (use):

   **Role Play:**
   
   **Roles:** PCT/Host mother
   **Situation:** At the host family
   **Purpose:** PCT feels sick. PCT’s host mother is trying to help by asking whether she could get you some panadol, some food. PCT responds.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation
දෙළ වියක් ඉඩු දේශයේ

ඉතිහාසික අර්ධත්තුවක්
Food

Competency: To ask about typical host country foods
Situation: Sri Lankan Home

Dialogue

<table>
<thead>
<tr>
<th>Roles: PCT/Host Mother</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>නැවේ? නැවේ? සමානයක් නැවේ? (What is this? I haven’t had this before)</td>
<td>- asking for information</td>
</tr>
<tr>
<td>නැවේ? (This is bread fruit)</td>
<td>- identifying</td>
</tr>
</tbody>
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Vocabulary

Grammar

Verb (past participle) + කරන්/ක්
LESSON PLAN I

<table>
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<th>Estimated Time</th>
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<td>Objective</td>
<td>At the end of the lesson the students will be able to use the vocabulary items in a game.</td>
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<tr>
<td>Teaching Point</td>
<td>Vocabulary: අංග, මේද සහ අබඳ අර්ධානාශයේදින් දෙවෙන පිළිබද</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Realia, information gap sheets, listening cloze sheets</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review: 5 mins
   Ask what the students ate for breakfast that morning.

2. Presentation: 10 mins
   Present the vocabulary items through realia.

3. Practice:
   Listening - 20 mins
   1. Check understanding by asking the students listen and point to the ones you read.
   2. Listening Cloze:
      අංගං මේද මේදේ කොළඹ කොළඹ කොළඹ කොළඹ කොළඹ. අංගං මේද කොළඹ කොළඹ කොළඹ කොළඹ කොළඹ. අංගං කොළඹ කොළඹ කොළඹ කොළඹ කොළඹ කොළඹ කොළඹ කොළඹ කොළඹ කොළඹ කොළඹ කොළඹ. කොළඹ කොළඹ කොළඹ කොළඹ කොළඹ.

   Listening & Speaking - 10 mins
   1. Ask questions like the following from the above passage.
      - අංගං මේද කොළඹ කොළඹ කොළඹ කොළඹ?
      - අංගං කොළඹ කොළඹ කොළඹ කොළඹ කොළඹ?
      - අංංග කොළඹ කොළඹ කොළඹ කොළඹ කොළඹ?
      - කොළඹ කොළඹ කොළඹ කොළඹ කොළඹ?
      - කොළඹ කොළඹ කොළඹ කොළඹ කොළඹ?
Speaking

15 mins

1. Information Gap: අල් ඉනු අමුතු කම්දේ කම්දේ?

<table>
<thead>
<tr>
<th>ලියෝනය</th>
<th>උළෝඩුදාම</th>
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<th>බාගේ</th>
<th>නැංගාන්නය</th>
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<tr>
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<td>ම</td>
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</tr>
<tr>
<td>කාලයේ</td>
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<td>?</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>ගම්මා</td>
<td>?</td>
<td>?</td>
<td>?</td>
<td>?</td>
</tr>
</tbody>
</table>

4. Application (use):

Divide the students into two teams. Place the realia on the table and ask one student from the first team to come up and ask මේ අමුතු? If the other student identifies it correctly, he/she gets a point. Students continue until everybody gets a chance.

5. Assessment (Task):

Ask the students to go to the market and find out the prices of the vegetable items they have learnt.

6. Contingency Plan:

7. Comments/Self Evaluation
LESSON PLAN II

<table>
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<th>Estimated Time</th>
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<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the grammar to find out experiences of some Sri Lankans given in the task</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: Verb (past participle) + ආශ්කාව/මු</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogue, information gap sheets</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review: 5 mins
   - Review the past participles.

2. Presentation: 15 mins
   - Present the structure through picture dialogues.

3. Practice: 10 mins
   - Listening -
     1. Ask the students to listen to the following questions and answer අමු or පශ.
       - මැග දේවාල දේව මාළිත්වය?
       - මැග බෝග්රාගම් පෞතු මාළිත්වය?
       - මැග දේව පෞතු කරකි?
       - මැග දේව දේවාල මාළිත්වය?
       - මැග මහා දේව මාළිත්වය?
       - මැග Hindu Wedding දේව මාළිත්වය?
       - මැග ආචාර්ප මාළිත්වය?
       - මැග බෝග්රාගම් මාළිත්වය?
Listening & Speaking -

1. Give clues like the following and ask the students to complete the sentences using appropriate endings.

- වෙනුවෙන් 'Pizza එක් මැද' යිය නොපැයි.. වෙනුවෙන් Pizza ශ්‍රේණිය.. 'Statue of Liberty' එක මැද යිය නොපැයි..
- වෙනුවෙන් 'Statue of Liberty එක මැද යිය' යිය නොපැයි.. 'Statue of Liberty' ශ්‍රේණිය..
- වෙනුවෙන් 'මෙහෙයි නො මැද යිය නොපැයි.' යිය නොපැයි..
- අපේ බාගේ 'මෙහෙයි නො මැද යිය නොපැයි.' යිය නොපැයි..

Speaking -

1. Give some clues for students to construct meaningful sentences.

Tr: Pizza, Taco  Ss: Pizza එක් පැතිල්ලේ, Tacos එක් පැතිල්ලේ.
Tr: Pizza, hoppers  Ss: Pizza එක් පැතිල්ලේ Hoppers එක් පැතිල්ලේ.
Tr: Paris, London  Ss: .................................
Tr: Jurrassic Park, Rambo  Ss: .................................
Tr: Vodka, Arrack  Ss: .................................

2. Information Gap:

<table>
<thead>
<tr>
<th>Name</th>
<th>Spaghetti</th>
<th>Statue of Liberty</th>
<th>Disneyland</th>
<th>Indiana Jones</th>
<th>Arizona Memo. Hall</th>
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<td>?</td>
<td>?</td>
<td>✔</td>
<td>❌</td>
</tr>
<tr>
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<td>✓</td>
<td>X</td>
<td>?</td>
<td>❌</td>
</tr>
<tr>
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<td>❌</td>
<td>?</td>
<td>?</td>
<td>X</td>
<td>?</td>
</tr>
<tr>
<td>Ariel</td>
<td>❌</td>
<td>✓</td>
<td>X</td>
<td>?</td>
<td>✓</td>
</tr>
<tr>
<td>Fern</td>
<td>❌</td>
<td>?</td>
<td>?</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>Kumar</td>
<td>?</td>
<td>X</td>
<td>?</td>
<td>✗</td>
<td>X</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Spaghetti</th>
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<th>Indiana Jones</th>
<th>Arizona Memo. Hall</th>
</tr>
</thead>
<tbody>
<tr>
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<td>?</td>
<td>?</td>
<td>X</td>
</tr>
<tr>
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<td>✔️</td>
<td>?</td>
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<td>?</td>
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<td>✓</td>
<td>✓</td>
<td>X</td>
<td>✔</td>
</tr>
<tr>
<td>Kumar</td>
<td>X</td>
<td>?</td>
<td>X</td>
<td>?</td>
<td>?</td>
</tr>
</tbody>
</table>
4. Application (use):  

Get the students to answer the following questions using pictures.

* Introduce ගැනීම

- ඇලුළු Rocky Three මෙගෝ කළකාරයක් එක කෙටිය බලන්නය?
- Whitney Houston වාස්කාරය මෙගෝ කළකාරය?
- ඉරු පිටතුම් ක්ෂේත්‍රය කළකාරයක් එක කෙටිය බලන්නය?
- Jurrasic Park මෙගෝ කළකාරයක් එක කෙටිය බලන්නය?
- කවුතල මෙගෝ කළකාරය?
- ද්‍රව්‍යත්ව මෙකැශු කළකාරය?
- ඉන්දියා Meditation Centre කළකාරයක්?

5. Assessment (Task):  

Give them a task to find out the following information from some Sri Lankans.

- Whether they have seen Jurrasic Park
- Whether they have eaten Pizza
- Whether they have been to other countries
- Whether they have had Vodka
- Whether they have played football

6. Contingency Plan:

7. Comments/Self Evaluation

---

GRAMMAR NOTE

Past Participle + නැමු:

When නැමු added to the past participle the sentence may express ideas of experiences similar to those of Present Perfect in English.

මැඩහේ මනුෝ නැමු I have been to Sigiriya.

These sentences are negated by adding නැමු.

මැඩහේ නැමු නැමු He hasn't eaten bread fruit.
Taco කාටි අන්තර්ග්‍රහී Pizza කාටි විශේෂය
පොළේ France පෙළ ගමන්නේ මන්කෘතිය?

ලෝර්ව පෙළ පැමිණි, මේ වූව?

Lourve පෙළ පැමිණි කාලේ Paris පෙළ පැමිණි කෙනේ?
LESSON PLAN III

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>35 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the dialogue in a given role play</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogue, role play cards</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review: 2 mins
   Review necessary vocabulary and grammar.

2. Presentation: 3 mins
   Present the dialogue using a picture dialogue.

3. Practice:
   - Listening - 5 mins
     Read the dialogue with substitutions and ask the students to find out the substituted words.
   - Listening & Speaking - 5 mins
     Take roles and practise the dialogue with the students.
   - Speaking - 10 mins
     Students practise the dialogue using substitutions

Topic: Food
4. Application (use):

| Role Play:
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Roles:</td>
</tr>
<tr>
<td>Situation:</td>
</tr>
<tr>
<td>Purpose:</td>
</tr>
</tbody>
</table>

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation
ඔබ පෙරෙරෙරින්දු ලෙසින් යම්මු?

ඔබ බැලේටියේ කොක්නා
## Food

**Competency:** To express food preferences  
**Situation:** Sri Lankan Home

### Dialogue

<table>
<thead>
<tr>
<th>Roles: PCT/Host Mother</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>මල්කුම්ත</td>
<td>- inquiring about likes/dislikes</td>
</tr>
<tr>
<td>මුරා</td>
<td>- expressing likes</td>
</tr>
</tbody>
</table>

(Wake do you like to eat for dinner?)  
(Bread is fine, with dhal curry)

### Grammar

- S+ N (Dative) + forms of සේලී/සේලීවන්
- S+ N ෍ි + forms of සේලී/සේලීවන්
- S+ Verb (Infinitive) + forms of සේලී/සේලීවන්

Noun + කළු
LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 40 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to find out preferences of some Sri Lankans using the new grammar</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: S+ N (Dative) + forms of අ/ජ /ම /ළ</td>
</tr>
<tr>
<td></td>
<td>S+ N අ /ම + forms of අ/ජ /ම /ළ</td>
</tr>
<tr>
<td></td>
<td>S+ Verb (Infinitive) + forms of අ/ජ /ම /ළ</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Pictures, listening grid, paper strips, index cards</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review: 10 mins
   Review singular nouns, plurals, countables and uncountables

2. Presentation: 15 mins
   Present the structures using pictures.

Topic: Food
Give more examples for other grammar items (indefinite singular, plural etc.) Elicit the meaning and the rules from the students.

3. Practice:

Listening - 15 mins

1. Say right/wrong sentences. Students select right/wrong ones saying අ/පුළුය.

- මෙම අතර නීවේ නෝකොට ගොඩවන්නේ
- මෙම අතර නීවේ නෝකොට ගොඩවන්නේ
- මෙම අතර නීවේ නෝකොට ගොඩවන්නේ
- මෙම අතර නීවේ නෝකොට ගොඩවන්නේ
- මෙම Bill Clinton නීවේ නෝකොට ගොඩවන්නේ
- මෙම Al Gore නීවේ නෝකොට ගොඩවන්නේ
- මෙම අතර නීවේ කොටසක් ගොඩවන්නේ
- මෙම අතර නීවේ කොටසක් ගොඩවන්නේ

2. Say words and ask the students to show you the correct card.

<table>
<thead>
<tr>
<th>අ</th>
<th>අලි</th>
</tr>
</thead>
</table>

Tr: අංං Ss show අංං
Tr: අංං Ss show ........
Tr: අංං Ss show ........
Tr: අංං Ss show ........ etc.

Listening & Speaking - 10 mins

1. Say the above words and get the students to complete the sentences using the structure.

Tr: අංං Ss: අංං අංං
Tr: අංං Ss: .................
Tr: Michael Jackson Ss: .................
Tr: අංං Ss: .................
Tr: teledrama Ss: .................
Tr: අංං Ss: .................
Tr: Agatha Christie අංං Ss: ................. etc....
1. Prepare clues like the following and write them on paper strips. Ask the students to work in pairs and pick up paper strips one by one and make sentences using the picture on the board.

<table>
<thead>
<tr>
<th>Clues:</th>
</tr>
</thead>
<tbody>
<tr>
<td>බොහෝළූ මන් මාලිකය.</td>
</tr>
<tr>
<td>කොල්තන මන් මාලිකයේදී</td>
</tr>
<tr>
<td>මක්කුණ මන් මාලිකයේයේදී</td>
</tr>
<tr>
<td>කොල්ටන මන් මාලිකයේදී</td>
</tr>
<tr>
<td>Bill Clinton කොල්ටන මන් Al Gore මන් கோலின் விரு மన்ம</td>
</tr>
<tr>
<td>කොල්ටන මන් මාලිකයේදී translations මැට.</td>
</tr>
<tr>
<td>කොල්ටන මන් මාලිකයේදී handouts මැට.</td>
</tr>
</tbody>
</table>

4. Application (use): 10 mins

Students work in pairs and ask and answer questions like the following.

- බොහෝළූ මන් මාලිකයක්?
- බොහෝළූ මන් මාලිකයක් විසින් මාලිකයක් වේ?
- බොහෝළූ මන් මාලිකයක් විසින් මාලිකයක් වේ?
- බොහෝළූ singer මන් මාලිකයක් විසින් මාලිකයක්?
- බොහෝළූ singer මන් මාලිකයක් විසින් මාලිකයක්?
- බොහෝළූ singer Host මන් මාලිකයක් විසින් මාලිකයක්?
- බොහෝළූ singer Host මන් මාලිකයක් විසින් මාලිකයක්?
- බොහෝළූ singer Host මන් මාලිකයක් විසින් මාලිකයක්?

5. Assessment (Task): 15 mins

Give the students a task to find out the following information.

- Whether he/she likes rice for all three meals
- Whether he/she likes to swim
- Whether he/she likes to watch teledramas
- Whether he/she likes Arrack
- Whether he/she likes to learn another language etc.
6. Contingency Plan:

*Listening Grid:* Get the students to mark / or X accordingly while listening to the passage.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th>teledrama</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Comments/Self Evaluation

---

**GRAMMAR NOTE**

**Constructions with 'ක් ' like:**

In these constructions the object is always in the Dative case:

- සම්මාන කේත කේත සම්මාන
  - I like this house.
  - She doesn't like coffee.
  - Do you like Sunil?

This may also have a dependent verb. This verb will be in the infinitive form.

- සම්මාන කේත කේත සම්මාන
  - I like to eat rice.
ඉ ම යු කොමි
නිම් හොං හතරක්
කුළු නැව් ඉතිහාසික

සහුසන්
LESSON PLAN II

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to ask and answer questions using the grammar</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: Noun + जरा</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogue, listening cloze, paper strips</td>
</tr>
</tbody>
</table>

Procedure

1. **Warm up/Review:** 5 mins
   - Review noun cases

2. **Presentation:** 15 mins
   - Present the structure using a picture dialogue.

3. **Practice:** 10 mins
   - **Listening -**
     1. **Listening Cloze:**

*Topic: Food*
1. Get the students to answer questions like the following based on the passage.

- අමාති අක්කයන් ආරම්භ කියලිය ලෙස පැනිනි?
- ඕනෙක් විශේෂී මාති කියලිය ලෙස පැනිනි?
- ඔබ කොහොමද චිත්තම විශේෂී පැහැදිලි කියලිය ලෙස පැනිනි?
- ඔබ කොහොමද මේ කීම විශේෂී පැහැදිලි කියලිය ලෙස පැනිනි?
- ඔබ කොහොමද මේ කීම විශේෂී පැහැදිලි කියලිය ලෙස පැනිනි?
- ඔබ කොහොමද මේ කීම විශේෂී පැහැදිලි කියලිය ලෙස පැනිනි?

Speaking -

20 mins

Write possible combinations on paper strips and cut them into two. Make several sets and give each pair two identical sets. Students practise using the following format.

Student A gets the strip which says

| අතම් |

and Student B gets the strip

| ආරම්භයක් |

Student A: ඔබ විශේෂී මාති දෙන කියලිය?
Student B: ඔබ විශේෂී මාති දෙන කියලිය?

Some ideas for strips:

<table>
<thead>
<tr>
<th>අතම්</th>
<th>ආරම්භයක්</th>
</tr>
</thead>
<tbody>
<tr>
<td>ගේලේ</td>
<td>ප්‍රජාතාන්ත්‍රීයෙක්</td>
</tr>
<tr>
<td>පෙල්</td>
<td>Pop corn මෝහස්</td>
</tr>
<tr>
<td>එමාති</td>
<td>එමාති මෝහස්</td>
</tr>
<tr>
<td>එමාති</td>
<td>එමාති මෝහස්</td>
</tr>
<tr>
<td>මෙමාති</td>
<td>මෙමාති මෝහස්</td>
</tr>
<tr>
<td>කහි</td>
<td>කහි මෝහස්</td>
</tr>
</tbody>
</table>
*Note: If the students make nonsense sentences at first, let them do it. After the first round, as they have opened up all the strips, get them to make correct sentences.

4. Application (use):

   Get the students ask and answer questions like the following in pairs.

   - Who did you go to school with?
   - Who did you stay when you went to the university?
   - What did you drink beer with when you were in America?
   - What do you have Guakomoli with etc.

5. Assessment (Task):

   Ask the students to find out the following information by asking the Sri Lankans.

   - Who do the Sri Lankan women usually go to temple with?
   - Who do the Sri Lankan men usually drink with?
   - What do they usually have alcohol with?
   - What do they have decoction with?

6. Contingency Plan:

7. Comments/Self Evaluation

---

GRAMMAR NOTE

**Noun + මෝ  'with':**

When මෝ is added to a sentence, it functions as a sentence with the Post Position.

ඉංග්‍රීසි මෝ with sugar

ඉංග්‍රීසි මෝ with Sunil.
锡克南是

啥那啥？
වි ලඩවිල්ල පෙහෙය යාදු?
තමයින් දෙනි යටගිය
LESSON PLAN III

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>42 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the dialogue in a role play</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogue, listening grids</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review:
   - Review necessary vocabulary and grammar.
   - 2 mins

2. Presentation:
   - Present the dialogue using a picture.
   - 5 mins

3. Practice:
   - Listening:
     - 10 mins
     - Read the dialogue with substitutions and ask the students fill out the grid accordingly.

Teacher's copy:

<table>
<thead>
<tr>
<th>What was eaten</th>
<th>With what</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>roti</td>
</tr>
<tr>
<td>Lunch</td>
<td>noodles</td>
</tr>
<tr>
<td>Dinner</td>
<td>rice</td>
</tr>
<tr>
<td></td>
<td>chicken curry</td>
</tr>
<tr>
<td></td>
<td>fish curry</td>
</tr>
<tr>
<td></td>
<td>vegetable curry</td>
</tr>
</tbody>
</table>
Student's copy:

<table>
<thead>
<tr>
<th></th>
<th>What was eaten</th>
<th>With what</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dinner</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Listening & Speaking - 5 mins
Take roles and practise the dialogue with two substitutions.

Speaking - 10 mins
Students practise the dialogue with all substitutions

4. Application (use): 10 mins
Students act out the dialogue as a role play.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation
විශේෂ විශේෂ සිංහලින් ගැටුමක්?

ඡර් සිංහලින්.
විශේෂ සිංහලින් ගැටුමක්.
Food

Competency: To refuse additional food when offered
Situation: Sri Lankan Home

Dialogue

<table>
<thead>
<tr>
<th>Roles: PCT/Host Mother</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>உணமுத்தர்: உணங்க  உண்முத்தர்?  (Shall I serve you some more rice?)</td>
<td>- offering food</td>
</tr>
<tr>
<td>என்: என்னுமியா, என் குற்று. (No, thanks. I am full)</td>
<td>- refusing an offer</td>
</tr>
</tbody>
</table>

Vocabulary

குற்று குற்று குற்று குற்று
# LESSON PLAN

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>50 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the dialogue in a role play</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogue, paper strips</td>
</tr>
</tbody>
</table>

**Procedure**

1. **Warm up/Review:**
   - Review the meanings of the words මූත්තු මූත්තු මූත්තු මූත්තු මූත්තු.
   - 5 mins

2. **Presentation:**
   - Introduce the phrase මූත්තු මූත්තු.
   - Present the dialogue using a picture.
   - 10 mins

3. **Practice:**
   - **Listening**
     - Read sentences using new words and ask the students who would say that.
     - 10 mins
Listening & Speaking - 10 mins

Write the above sentences on strips. Take one and read it out. Ask the students to respond appropriately.

You get the strip

You read out the question:  මේ නාවිකයක්?
Students answer: මේ නාවිකයක්?

Speaking - 5 mins

Students in pairs do the above activity.

4. Application (use): 10 mins

Students practise the dialogue and act it out as a role play.

5. Assessment (Task):

Ask the students find out the effectiveness of the phrases at home.

6. Contingency Plan:

7. Comments/Self Evaluation
ක්‍රියා පිළිතුරු
<table>
<thead>
<tr>
<th>Competencies</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) To describe one's physical condition</td>
<td>01-06</td>
</tr>
<tr>
<td>Dialogue I</td>
<td>07-18</td>
</tr>
<tr>
<td>Dialogue II</td>
<td></td>
</tr>
<tr>
<td>(2) To describe one's emotional state</td>
<td>19-26</td>
</tr>
<tr>
<td>Dialogue I</td>
<td></td>
</tr>
</tbody>
</table>
Health

Competency: To describe one's physical condition
Situation: Host Family Home/in the classroom

Dialogue 1

<table>
<thead>
<tr>
<th>Roles: PCT/Teacher</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>කොටස් (What happened to your finger?)</td>
<td>- inquiring</td>
</tr>
<tr>
<td>ඔබට මෙම්මුයිම (It was cut.)</td>
<td>- reporting</td>
</tr>
</tbody>
</table>

Vocabulary

Parts of the body

- ඒංග්ගේ (hand)
- කර (foot)
- ආර (ear)
- නාගා (nose)
LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to comment on their parts of the body</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Vocabulary: කද පුරා විශේෂ කාර්යදානය කරන ගණනක්</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture of a human body, cards for concentration game</td>
</tr>
</tbody>
</table>

Procedure

1. **Warm up/Review:**
   - Review the previous lesson or the task given.
   - 5 mins

2. **Presentation:**
   - Present the parts of the body using a picture of a human body.
   - 10 mins

3. **Practice:**
   - **Listening**
     - 15 mins
     - 1. Say the parts of the body aloud and ask the students to show the correct part of the body.
     - 2. **Weird Man:** Read the following passage and ask the students to draw a man according to the description.

Listening & Speaking -

1. Point to the different parts of the body in the picture and ask the students to say the parts aloud.

2. Say a related item and the students say the parts of the body which is relevant to that item.

   Tr: දෙන ඉන්ංංංං Ss: කො örgüt
   Tr: දෙළංංං ඉන්ං Ss: ...........
   Tr: දෙනංංංං Ss: ............ etc.

Speaking -

1. Ask the students to describe the weird man they drew earlier.

2. Chain drill: Students sit in a circle.

   First student touches head and says: කො örgüt
   Second student touches head and eyes and says: කො örgüt කො

   The drill continues until all the parts of the body are said.

4. Application (use):

   Ask the students to work in pairs and comment on their partner's parts of the body.

   දෙන දෙන කො, දෙන  දෙන කො කො කො, කො කො කො ... etc.

   Warning

   The effectiveness of this exercise depends on the mood, friendliness, group mentality, age and maturity of the group. If you find this dangerous to do, design a new one or ask the students to comment on their own parts of the body.

5. Assessment (Task):

   Ask the students to find out in which part of the body do they wear the following items of clothing or ornaments.

   දෙනෙනෙන දෙනෙන කො, කො කො කො

6. Contingency Plan

   Concentration Game:

7. Comments/Self Evaluation
LESSON PLAN II

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>40 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the dialogue in a given role play.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Pictures, listening grids, role play cards</td>
</tr>
</tbody>
</table>

Procedure

1. **Warm up/Review:**
   - Review parts of the body.
   - 5 mins

2. **Presentation:**
   - Present the dialogue using a picture. To introduce දෙම්ශේම් bandage one of your fingers and put some red ink on it.
   - 5 mins

3. **Practice:**
   - **Listening -**
   - 10 mins
   - 1. Read the dialogue 3 times using substitutions and ask the students to fill the given grid.

   Introduce දෙම්ශේම්, දෙම්ශේම්, දෙම්ශේම් using the following pictures.

**Topic:** Health
Listening Grid:

Teacher's copy

<table>
<thead>
<tr>
<th>Place of Injury</th>
<th>What happened</th>
</tr>
</thead>
<tbody>
<tr>
<td>කිහිෂ්ර</td>
<td>පොළොහෝ</td>
</tr>
<tr>
<td>කිහිපය</td>
<td>පොළොහෝ</td>
</tr>
<tr>
<td>කිහිපයක</td>
<td>පොළොහෝ</td>
</tr>
</tbody>
</table>

Student's copy

<table>
<thead>
<tr>
<th>Place of Injury</th>
<th>What happened</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Listening & Speaking - 5 mins
Take roles and practise the dialogue using the above substitutions.

Speaking - 5 mins
Students practice the dialogue using the substitutions.

4. Application (use): 10 mins

Role Play:
Roles: PCT/Host Country National(HCN)
Situation: At a Shramadana
Purpose: PCT gets injured and the HCN inquires what happened.
5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation
අහිව කොහොමද සැමුන්ද නොදාන්නේ?
Health

Competency: To describe one's physical condition
Situation: Host family home, in the classroom

Dialogue II

<table>
<thead>
<tr>
<th>Roles: PCT/Teacher</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>අභ්‍යාතාන්‍යේදා, සමාන නිසාවන්</td>
<td>- inquiring</td>
</tr>
<tr>
<td>(Aren't you feel well?)</td>
<td></td>
</tr>
<tr>
<td>දොරියන්</td>
<td>- reporting</td>
</tr>
<tr>
<td>(I feel feverish.)</td>
<td></td>
</tr>
<tr>
<td>අභ්‍යාතාන්‍යේදා, නොළුභ්‍යහි</td>
<td>- inquiring</td>
</tr>
<tr>
<td>(Did you get medicine?)</td>
<td></td>
</tr>
<tr>
<td>වේගෙන්</td>
<td>- giving information</td>
</tr>
<tr>
<td>(It will be all right when I go home and rest.)</td>
<td></td>
</tr>
</tbody>
</table>

Vocabulary

Physical ailments:

ඇක්ක ඒපොල්කෝ රාස පිළි පිළි පිළි පිළි පිළි පිළි පිළි

Grammar

Verb (past tense) + ම

Verb stem + ද/ඹ (May/might)
### Lesson Plan I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 7 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the new vocabulary items in a given role play</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Vocabulary: Physical ailments: මුළු, මුදෝ, මුදු මුණකාරයන්</td>
</tr>
<tr>
<td>Materials Needed</td>
<td>Pictures of ailments, paper chips, listening cloze sheets, role play cards</td>
</tr>
</tbody>
</table>

#### Procedure

1. **Warm up/Review:**
   
   Review previous lesson if necessary.  
   
   **2 mins**

2. **Presentation:**
   
   Present the ailments through pictures.

3. **Practice:**
   
   **Listening**
   
   1. Distribute the pictures among the students and ask the students show the correct pictures when you say the word aloud.
   
   2. Show the picture and say right/wrong ailments. Students say right or wrong.

**Topic: Health**
Listening & Speaking - 10 mins

1. Get the students to listen to the passage and fill in the missing words. Later read the passage and stop at each blank and let the students say the missing words.

Speaking - 15 mins

1. Get one student to come forward and mime an ailment and get the others to guess it.

2. Write the ailments on pieces of paper and roll them. Give one set to each pair and ask the students to practise the following dialogue by picking up a paper strip to fill in the blank in the dialogue.

   Dialogue:
   
   A:  
   
   B:  
   
   A:  
   
   B:  ..................  

4. Application (use): 15 mins

   Role Play:
   Roles: PCT/Host mother
   Situation: At the host family
   Purpose: PCT had gone to a party the other day and come home in a heavy rain. He/She doesn’t feel good and has fever, cold, cough, vomiting etc. Host mother inquires and tries to help by asking whether the PCT needs any herbal medication. PCT politely refuses.

Topic: Health
5. Assessment (Task):

Ask the students to find out some Ayurvedic medicine for the above learnt diseases.

6. Contingency Plan: 15 mins

Picture Cube: Make a cube with a six sides, each showing a picture of a symptom or illness. Students throw the cube, look at the picture facing up and give the appropriate response (e.g. "I feel ______.") Vary this by making it a contest between teams.

7. Comments/Self Evaluation
LESSON PLAN II

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the grammar to find out information from the Sri Lankans.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: Verb (past tense) + ınd</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogue, MCQ charts</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review:  
   Review the ınd form.  
   5 mins

2. Presentation:  
   Present the grammar through a picture dialogue.

   ![Picture dialogue illustration]
3. Practice:

Listening - 15 mins

1. Ask the students to listen to the part of the sentence and choose the correct answer to complete the sentence.

1. නිල කියන්නේ එහැමුළිසියන්නේ
   a. එහැමුළිසියන්නේ
b. එහැමුළිසියන්නේ
c. පෙන්නෙන

2. නිල කියන්නේ
   a. එහැමුළිසියන්නේ
b. එහැමුළිසියන්නේ
c. එහැමුළිසියන්නේ

3. නිල කියන්නේ
   a. එහැමුළිසියන්නේ
b. එහැමුළිසියන්නේ
c. එහැමුළිසියන්නේ

4. නිල කියන්නේ
   a. කියළුම ප්‍රතිපාදනයේ
b. Lesson Plan කියන්නේ
c. Taj කියන්නේ

5. නිල කියන්නේ
   a. එහැමුළිසියන්නේ
b. එහැමුළිසියන්නේ
c. එහැමුළිසියන්නේ

Listening & Speaking - 15 mins

1. Ask the students to listen and complete the sentences using meaningful phrases.

1. P.S.T. අරුතමන්
2. නිල කියන්නේ විශේෂ කියන්නේ
3. Dr. Shiro විශේෂ
4. නිල කියන්නේ
5. නිල කියන්නේ විශේෂ
6. නිල කියන්නේ කියන්නේ

Speaking - 10 mins

1. Students work in pairs and ask and answer questions like the following.

- එහැමුළිසියන්නේ කියන්නේ පිලිවිසළ කියන්නේ?
- කියන්නේ එහැමුළිසියන්නේ පිලිවිසළ කියන්නේ?
- කියන්නේ කියන්නේ එහැමුළිසියන්නේ පිලිවිසළ කියන්නේ?
- කියන්නේ කියන්නේ කියන්නේ කියන්නේ පිලිවිසළ කියන්නේ?
- කියන්නේ කියන්නේ කියන්නේ කියන්නේ කියන්නේ කියන්නේ/පිලිවිසළ කියන්නේ?
4. Application (use): 10 mins

Ask the students to speak to the language instructors and find out what they will do when they go home on weekends or after the PST.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

---

GRAMMAR NOTE

Past tense + ə:

When ə is added to the Past Tense, the construction would mean 'when' in the context of 'once the action has been completed'.

ə านෙන් əන් əන් əන් əන් əන් əන් əන්
əන් əන් əන් əන් əන් əන් əන් əන්

I'll write to you when I get to America.
Talk to Kapila when he comes here.
පෙම නැතු? මි පොලි?
මේ එක් මගේ නැටික්කමක් මෑගේ?
LESSON PLAN III

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 25 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the grammar in a discussion</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: Verb stem + మింగు (May/might)</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Pictures, Picture dialogue, listening cloze sheets, action cards, question strips</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review:  
   Write some questions on strips of paper. Fold them and put on a basket. Ask one student pick one and read it aloud. Get the others to respond.  
   10 mins

2. Presentation:  
   Present the grammar concept using pictures and picture dialogues  
   Show a picture of lot of dark clouds in the sky and introduce ఆసమయం ఉందా.  
   Picture dialogue:

   బిన్న ఐదు. Birthday card ఐదు మీదుకు?  
   మీదుకు ఇది ఉందా?  

Topic: Health
3. Practice:

Listening -

1. Students listen to the following sentences and say அல்லோ or இல்லோ.
   - விளக்க செய்யுங்கள் என்ன எண்கள் எளியது?
   - Dr. Shiro என்ன என்ன எளியது?
   - PD Christmas Party என்ன எளியது?
   - தற்கால எண்கள் எளிதாக?
   - இல்லோ இல்லோ இல்லோ World War எளியது?
   - முன்னாள் Swearing-In Party என்ன எளியது Batch 21 எளியது எளிதாக?

? Students listen to the following passage and fill in the missing words.

பதின் முன்னாள் வேங்கியுள்ள நுழைவு யார். இந்த நிலையில்
செய்யும் Medical subjects குறிப்பிட்டு வந்தது. இவை என்னை
நேரடியாக நுழைவு காட்டியதான. இவ்வுருளை வந்த நிலையிலிருந்து
செய்யும். இது போன்றாக என்று என்ன எளியது எளிதாக?
சிறுசிறும் என்ன upper class என்ன எளிதாக?
தேற்ற வந்த என்னை நேரடியாக நுழைவு காட்டியதான.

Listening & Speaking -

1. Students listen to incomplete sentences and complete them using appropriate verb endings.

Tr: நான் வந்தது வெளியே மேல்தளத். இவை என்னை நேரடியாக
Ss: செய்து.
Tr: என்ன வந்தது வெளியே மேல்தளத் என்ன
Ss: எண்கள்.
Tr: என்ன வந்த முன்னாள் வேங்கியுள்ளது. என்ன என்ன என்ன
Ss: எண்களே.

Speaking -

1. Distribute a set of action cards to each pair of students. One student picks up a card and says the present tense form of it and the partner says the may/might form.

2. Students use the same set of cards and practice making questions and statements according to a plot.

Student A: மேல்தளத் கொண்டு என்ன என்ன John (shows the card of going and
asks) என்ன என்ன என்ன?
Student B: மேல்தளத் கொண்டு என்ன என்ன... என்னை என்ன.

The drill continues with different cards.
4. Application (use): 15 mins

Students discuss the following problems

- Bill Clinton ပြီးနှစ် မီလီလာ ရောက်ရှိပါသည်
- မြစ်ကြည် စ 100000 အမေရိကန်ဒေါပေါက် ရောက်ရှိပါသည်
- ကျွန်ုပ်ကြီး ပါ ပ.စ.တော် ရောက်ရှိပါသည်

Give names of the staff.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

_________________________________________________________________________

GRAMMAR NOTE

May / Might form of the Verb:

The -a form of the Verb is form in the following manner:

V(stem) + a

နော့ + a နောင်  May / Might go

နော့ + a နောင်  May / Might drink

A few verbs have irregular forms. Some of them are:

နော့် နောင်  May / Might buy, take

နော့် နောင်  May / Might stay, live, be

နော့် နောင်  May / Might bring

This Verb form occurs only with 2nd and 3rd Person subjects and expresses the meaning of 'is likely to', 'may', 'might', 'probably'.
මම මැතිවුල් B’Day Card අවමාන මෙහෙයි?

වෙතින් මැද ආකාවේ මොහොමද?

මි, භාවිත
LESSON PLAN IV

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>40 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the dialogue in a given role play</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogue, paper strips, role play cards</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review: 5 mins
   Review parts of the body and the ailments.

2. Presentation: 5 mins
   Present the dialogue using a picture dialogue.

3. Practice:
   Listening - 10 mins
   1. Write the dialogue on strips of paper. Make two sets. Cut them into pieces and give the two sets two teams. Ask the students listen carefully when you read and then ask them to rearrange the dialogue. Give a round of applause to the team that rearranges the dialogue correctly and quickly.
Listening & Speaking - 5 mins

1. Take roles and practise the dialogue with possible substitutions.

Speaking - 5 mins

1. Students take roles and practise the dialogue in pairs using possible substitutions.

4. Application (use): 10 mins

Role Play:

Roles: PCT/Teacher
Situation: At the classroom
Purpose: PCT doesn't seem well. Teacher inquires about his/her health. PCT responds that he/she is not feeling well and says he/she wants to rest.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation
ලකු කවුරු මතු?

හෝ අපුරුම් වැට?

කේදව මතමය?

හෝ දෙවැනි විදේශ ජාතියේ.
Health

Competency: To describe one's emotional state
Situation: Host Family home/in the classroom

Dialogue I

Roles: PCT/Teacher

<table>
<thead>
<tr>
<th>Role</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>ඉමක්?</td>
<td>- inquiring</td>
</tr>
<tr>
<td>හැකිය?</td>
<td>- giving information</td>
</tr>
<tr>
<td>ඉමක්?</td>
<td>- inquiring</td>
</tr>
<tr>
<td>හැකිය?</td>
<td>- giving information</td>
</tr>
</tbody>
</table>

Grammar

Reported Speech:

S + ඉතිහාස. Subordinate clause + ඉතිහාස

g form - (It seems)
## LESSON PLAN 1

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 20 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the reported speech to report personal details of some Sri Lankans</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: Reported Speech: $S + \text{sb/sb's, Subordinate clause + would}$</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogues, pictures, questionaire</td>
</tr>
</tbody>
</table>

### Procedure

1. **Warm up/Review:** 5 mins
   - Review noun cases - Direct & Dative.

2. **Presentation:** 15 mins
   - Present the grammar concept using a picture dialogue.

   ![Diagram](image)

   **Sampath**
   
   **Tim**

   *Sampath යනුවෙක් අනහුක් කළේ නම් කියන්නේ?*  
   *Tim මෙවැනි අවසන්දහා කියන්න.*

   Elicit the rule and the meaning from the students and give adequate explanation regarding the reported speech.

*Topic: Health*
3. Practice:

Listening -

1. Check understanding by reading out some correct/incorrect sentences and asking the students to say එකු or කුදු.
   - එකු එකු පැවැති භාෂාවක් නැත.
   - එකු එකු පැවැති භාෂාවක් නැත. විශේෂ විශේෂ.
   - එකු එකු පැවැති භාෂාවක් නැත.
   - Technical Coordinator, trainees එකු එකු පැවැති technical session නැත.
   - විශේෂ විශේෂ විශේෂ භාෂාවක් නැත. නැත.
   - විශේෂ විශේෂ භාෂාවක් නැත. නැත.
   - විශේෂ විශේෂ විශේෂ භාෂාවක් නැත. Site visit නැත. විශේෂ විශේෂ.
   - විශේෂ විශේෂ විශේෂ භාෂාවක් නැත. නැත.

Listening & Speaking -

1. Say some statements and questions randomly. Get the students to say එකු එකු and කුදු කුදු accordingly.

   Tr: එකු එකු               Ss: කුදු කුදු
   Tr: කුදු කුදු               Ss: කුදු කුදු

2. Have a structure skeleton on the board and ask the students make reported speech sentences after listening to conversational exchanges.

   Skeleton: දැන්දු. Tim එකු එකු _____________________________ විශේෂ.
              Tim විශේෂ _____________________________ විශේෂ.

   Conversational Exchange: e.g.

   A: විශේෂවර?
   B: කුදු කුදු.

   Students say: දැන්දු. Tim එකු එකු විශේෂවර?
              Tim විශේෂ කුදු කුදු.

Speaking -

1. Get some on the spot reporting by asking and answering questions.

2. Draw some picture dialogues on a sheet of paper and give one sheet to each pair.
4. Application (use): 15 mins

Give a questionnaire in English. Ask the students to work in pairs and ask and answer questions. Later get them to report to the whole group using reported speech.

_seen Mary said..._ 
_seen He said..._ 

5. Assessment (Task): 15 mins

Get the students find out some personal details of some Sri Lankans outside the classroom and report to the classroom.

6. Contingency Plan:

7. Comments/Self Evaluation

---

GRAMMAR NOTE

**Reported Speech:**

The utterances that we report can be divided broadly into Statements, Requests/Imperatives, Questions. In reporting each of these, the Main Clause and the Subordinate Clause are connected with_—_.

_seen I told him..._ He told me that he would be at home today.
_seen He asked me why..._ He asked me why I am coming.
阿も sitevisit කිය එකඳමදි?
LESSON PLAN II

Estimated Time: 1 hour 20 minutes
Objective: At the end of the lesson the students will be able to use the grammar to report information
Teaching Point: Grammar: $ form - (It seems)
Materials needed: Picture dialogues, sentence strips, news items

Procedure

1. Warm up/Review: 5 mins
   Review the reported speech.

2. Presentation: 10 mins
   Present the form using a picture dialogue.

   PD: මොහොත්තේ trip කළු Corey පොරොදන්.

   LC: මම මලිගා? මම මලිගා...

Topic: Health
3. Practice:

Listening - 10 mins

1. Read out correct/incorrect sentences. Students listen and say මෝ or මතෝ.

- මෝ Party මෝ මෝ මෝ මෝ මෝ.
- මෝ මෝ මෝ මෝ මෝ මෝ.
- මෝ මෝ මෝ මෝ මෝ මෝ මෝ.
- මෝ මෝ මෝ මෝ මෝ මෝ මෝ මෝ.
- Elvis Presley මෝ මෝ මෝ.
- මෝ මෝ මෝ මෝ මෝ මෝ මෝ මෝ.
- මෝ මෝ මෝ.

Listening & Speaking - 10 mins

1. Read out some sentences. Students listen and change them into reported speech.

- මෝ මෝ මෝ මෝ මෝ strike.
- මෝ මෝ මෝ curfew.
- PDO මෝ මෝ මෝ මෝ මෝ මෝ මෝ මෝ.
- මෝ මෝ මෝ මෝ මෝ මෝ මෝ මෝ.
- මෝ මෝ මෝ මෝ මෝ මෝ මෝ මෝ මෝ මෝ Bill Clinton මෝ මෝ මෝ මෝ මෝ මෝ මෝ මෝ මෝ etc....
Speaking - 10 mins

1. Write some possible rumors on strips of paper. Roll them give one set to each pair. Students take the strip and report it.

   - Ruby is coming tomorrow
   - Dr. Shiro is not coming this week
   - Bill Clinton is coming to Sri Lanka
   - Trainees cannot eat rice for all 3 meals
   etc..

4. Application (use): 10 mins

Choose and cut some news articles from the newspaper and distribute them among the students. Ask them to report the headlines in simple Sinhala.

   Warning: If you feel this exercise would be a bit difficult for the students make your own news articles based on Peace Corps events.

5. Assessment (Task): 10 mins

Send the students to meet some Sri Lankans and ask them questions like the following and report them to the class.

- Whether he/she has a girlfriend/boyfriend
- Whether his/her boss is crazy... etc....

6. Contingency Plan:

7. Comments/Self Evaluation
ඔ. මෙය පැරණි වන්නේ ලිය?

උපු පෙදි නිල ඇතිරේය.
trip  you  Corey  see

What?
ඔබ මැතින්?
වෙනි මැතින්?
ඔබ මැතින් මැයිස් ගනෝ
LESSON PLAN III

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>25 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the dialogue in a role play</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials-needed</td>
<td>Picture dialogue, role play cards</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review:
   - Present the dialogue using a picture dialogue.

2. Presentation:
   - Present the dialogue using a picture dialogue.
   - 5 mins

3. Practice:
   - Listening:
     - Read out the dialogue several times with possible substitutions.
   - Listening & Speaking:
     - Take roles and practise the dialogue with the students.
   - Speaking:
     - Students practise the dialogue in pairs with substitutions.
   - 5 mins

4. Application (use):
   - Change the dialogue into a role play and get the students act out.
   - 5 mins

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation
**Competencies**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| (1) | To select clothing  
Dialogue I | 01-08 |
| (2) | To have an item of clothing made:  
Dialogue I | 09-14 |
### Clothing

**Competency**: To select clothing

**Situation**: in a store

---

**Dialogue**

<table>
<thead>
<tr>
<th>Roles: PCT/Teacher</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>මහ නොකොට කරමින්</td>
<td>- asking for permission</td>
</tr>
<tr>
<td>මහ නොකොට කරමින්</td>
<td>- giving permission &amp; inquiring</td>
</tr>
<tr>
<td>මහ නොකොට කරමින්</td>
<td>- giving information</td>
</tr>
<tr>
<td>මහ නොකොට කරමින්</td>
<td>- asking for information</td>
</tr>
<tr>
<td>මහ නොකොට කරමින්</td>
<td>- expressing needs</td>
</tr>
</tbody>
</table>

**Vocabulary**

colors: මෝහා, මෝහා, මෝහා, මෝහා

**Grammar**

- Question word stem + object + මෝහා

- Phrase: Noun + මෝහා + Noun + මෝහා (either/or)
LESSON PLAN I

Estimated Time | 1 hour 10 minutes
---|---
Objective | At the end of the lesson the students will be able to describe the items of clothing that the teachers are wearing using colors
Teaching Point | Vocabulary: colors:  
Materials needed | Cuisenaire rods, articles of clothing, Grid,

Procedure

1. Warm up/Review: 5 mins
   Review items of clothing

2. Presentation: 10 mins
   Present the vocabulary using Cuisenaire rods or color rounds.

3. Practice:
   Listening - 5 mins
   1. Give sets of rods to students and ask them to show the color you say.

   Listening & Speaking - 10 mins
   1. Bring in clothing items in different colors. Place them on the table so that everyone can see. Get the students to say the color when you say the name of the clothing item.

   Tr:  
   Ss:  

   Tr:  
   Ss:  etc..

   Speaking - 20 mins
   1. Students work in pairs. One student shows the rods and the other says the names using the given set of rods of all colors.
2. Make the following grid on the board.

<table>
<thead>
<tr>
<th>Student's Name</th>
<th>Clothing needs</th>
<th>Color</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fill in all the students' names in the first column. Ask each student "නොදු "මෙම් පෙදුමයේද?". When the student responds, draw in the article of clothing (or attach a picture of that article of clothing) in the second box next to the student's name. Then ask "මෙම් පෙදුමයේද?" and using colored pens or attaching a small strip of colored paper, fill in the third column based on the student's response. After completion of the grid, students work in pairs and practice the following dialogue with relevant substitutions.

Student A: ඒක මෙම් පෙදුමයේද?
Student B: ඒක මෙම් පෙදුමයේද?
Student A: ඒක මෙම් පෙදුමයේද?
Student A: ඒක මෙම් පෙදුමයේද?

4. Application (use): 10 mins

Introduce විශේෂයෙන් කළබ්බීන්

Students work in pairs and describe the items of clothing that everyone in the classroom is wearing (including the teacher).

e.g. ඒක මෙම් පෙදුමයේද? ඒක මෙම් පෙදුමයේද? ඒක මෙම් පෙදුමයේද? etc.

5. Assessment (Task): 10 mins

Send the students to find out what the teachers are wearing and ask them to report using the above example.

6. Contingency Plan:

Fortune Teller:

Make a spinning board using all the colors. Prepare a set of forecasts for each color. Ask the students to sit in a circle and spin the board one by one. When it stops at a particular color ask them to say it aloud so that you would be able to read the fortune belonging to that color.

7. Comments/Self Evaluation

Topic: Clothing
**LESSON PLAN II**

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the grammar in a given role play exercise</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: Question word stem + object + ε†</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogue, listening grid, speaking chart, role play cards</td>
</tr>
</tbody>
</table>

**Procedure**

1. **Warm up/Review:**
   - Review question words.
   - 5 mins

2. **Presentation:**
   - Present the grammar using a picture dialogue.
   - 10 mins

---

*Topic: Clothing*
3. Practice:

**Listening** - 10 mins

1. Make a chart of possible answers to the following Yes/No questions and get the students write the question number in front of the correct answer from the chart.

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
</tr>
<tr>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>4</td>
<td>No</td>
</tr>
<tr>
<td>5</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Questions:**

1. අමා හෝ අදාල අමා ආකාංකා?  
2. අමා කළු?  
3. අමා හෝ අදාල කළු?  
4. අමා ආකාංකා කළු?  
5. අමා හෝ අදාල ආකාංකා කළු?  

**Listening & Speaking** - 10 mins

1. Change the above activity to a Listening & Speaking by you saying the answers and asking the students to say the question forms.

Tr: අමා හෝ අදාල Ss: අමා හෝ අදාල etc..

**Speaking** - 10 mins

1. Ask the students to get into pairs and practice the following dialogue using the substitutions given.

Student A: අමා ආකාංකා කළු (a)කොහේද වේ?  
Student B: (b)කොහේද  
Student A: අමා කළු (b)කොහේද වේ?  
Student B: (c)කොහේද (b)කොහේද  

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
</tr>
</thead>
<tbody>
<tr>
<td>වෙළි</td>
<td>අමා</td>
<td>Lion Lager</td>
</tr>
<tr>
<td>අමා</td>
<td>අශාකාර</td>
<td>Chinese</td>
</tr>
<tr>
<td>ආකාංකා</td>
<td>අදාල</td>
<td>Leather</td>
</tr>
<tr>
<td>කොහේද</td>
<td>film ආකාංකා</td>
<td>අදාල</td>
</tr>
</tbody>
</table>

4. Application (use): 15 mins

*Topic: Clothing*
4. Application (use):

Role Play:

Roles: PCT/Host family members

Situation: At the host family

Purpose: PCT has decided to give gifts to everyone at the host family. He/She asks everyone at the host family what they want and what color and/or what kind that they want. Host family members respond.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

**Question Word Stem + Noun:**

When the Question word Stem -බෙති ය is used in front of the Noun it expresses the meaning 'Which + Noun' in English.

බෙති ය ශෙති ය ලබාගෙන?
බෙති ය පිරිවාස ලබාගෙන?

What/Which beer do you want?
Which bus are you taking?
ව. පොහොම කර්ටන් කළේද වෙන්නේ නැවත විශේෂ ක්‍රියාත්මක කොහොමද?

වැනි Lion lager සමඟ සමුහනට.
වෙළෙන්නින් මෙහෙව කෙමද?

වූ Carlsberg උපාදායන් කරන්න.
### LESSON PLAN IV

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>50 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the dialogue in a given role play exercise</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogue, paper strips, role play cards</td>
</tr>
</tbody>
</table>

**Procedure**

1. **Warm up/Review:**
   - Review all relevant vocabulary and grammar structures.
   - 5 mins

2. **Presentation:**
   - Cut up the dialogue into strips and give one strip to each student. Ask the students read and stand in the logical order of the dialogue.
   - Present the dialogue using a picture.
   - 10 mins

3. **Practice:**
   - **Listening** -
     - Read out the dialogue several times using possible substitutions. Students listen and identify the used substitutions.
     - 5 mins
   - **Listening & Speaking** -
     - Take roles and practice the dialogue with the students.
     - 5 mins
   - **Speaking** -
     - Students practice the dialogue in pairs using the substitutions.
     - 10 mins

*Topic: Clothing*
4. Application (use):  

**Role Play:**

Roles: PCT/Salesman  
Situation: At the shop  
**Purpose:** PCT wants to buy a new shirt and pair of trousers/a blouse material and a saree. He/She goes to a shop inquires and looks at some but refuses saying the colors are not good. He/She goes to another shop where he/she finds the right ones. He/She asks prices, bargains, and buys the items of clothing.

5. Assessment (Task):  

6. Contingency Plan:  

7. Comments/Self Evaluation
ඔබට මෙම අභ්‍යාත විකාරතු කිමින්ද පිය?
බැහැකි කොහොමද මෙම කුටිය?
තේ?
ඔබට විශේෂ මෙම?
අහේන් ප්‍රෝෂයන්
**Clothing**

**Competency**: To have an item of clothing made

**Situation**: in a store

**Dialogue**

<table>
<thead>
<tr>
<th>Roles: PCT/Dressmaker, Tailor</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>කිසිව වැටීමේ ප්‍රභාසකයේ සිම. කිමව? (I want to have a dress made. Can you do it?)</td>
<td>• inquiring</td>
</tr>
<tr>
<td>කිසිව පොළ ක්‍රියා (When do you need it?)</td>
<td>• giving permission &amp; inquiring</td>
</tr>
<tr>
<td>කිසිව නිර්මාරණය කරයි (By about three days)</td>
<td>• giving information</td>
</tr>
<tr>
<td>කිසිව මූලික කාර්යය සිදී (Is it too long to get it after week?)</td>
<td>• suggesting</td>
</tr>
<tr>
<td>කිසිව මිලියු (O.K.)</td>
<td>• agreeing</td>
</tr>
</tbody>
</table>

**Grammar**

S(Dative) + Verb (infinitive) + නම

*Topa. Clothing*
LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 20 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the grammar to find out what SL staff want to do on poya day.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: S(Dative)+Verb(infinitive)+ සැම</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogues, paper strips, MCQ charts, role play cards</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review: 5 mins
   Review infinitive form of the verb and Noun genitive case.

2. Presentation: 15 mins
   Present the concept using a picture dialogue.

   Present more examples which would illustrate the meaning of the grammar point. Elicit the rule and meaning from the students.

3. Practice: 15 mins
   Listening -
   1. අමත් තැන්තා මටා
      a. සැම මටා
      b. සැම් මටාම් මටා
      c. සැම මටා මටා
2.  a.  
   b.  
   c.  

3.  a.  
   b.  
   c.  

4.  a.  
   b.  
   c.  

Listening & Speaking  

1.  Students listen to the description and suggest course of action using the structure.

   -  
   -  
   -  
   -  
   -  
   -  

Speaking  

1.  Write some clues on paper strips and make sets. Give one set to each pair and ask students pratise speaking.

   Clues:
   - what do you want to play?
   - what do you want to watch on TV?
   - where do you want to go for vacation
   - where do you want to live in Sri Lanka?
   - where do you want to live in the U.S.?
   - who do you want to meet in Hollywood?
   - what do you want to eat in Mcdonalds?

4.  Application (use):  

   Role Play:

   Roles:  PCT/Host Sister
   Situation:  At the host family
   Purpose:  PCT wants to know what her would want to do on her birthday. Host sister responds.
5. Assessment (Task):

Send the students to find out what the Sri Lankan staff would do on Poya days.

6. Contingency Plan:

7. Comments/Self Evaluation

---

GRAMMAR NOTE

**Verb Infinitive + සාමු** :

කින් කෙමක් අපතිත සාමු ඉදිරිපත් කළ නම්다. එය වේලක් ගෙන යුතු වේලක් වේලක් කින් අපතිතයි. එම සාමු වේලකර කුරුර සීඩ දියන්නේ "වැඩිම දියන්නේ " ශ්‍රී ලාංකික මායිම්න් අමාත්‍යතා මායිම්න් අමාත්‍යතා මායිම්න් මායිම්න්. එම වේලකර කුරුර සීඩ තව සාමු සාමු සාමු සාමු වේලක් වේලක් වේලක් වේලක් වේලක්. 

I want to go to Colombo.

These sentences negated using අංකාන්ත සාමු.

I don't want to be here.
මම?

මම?

විශේෂී, බොහෝ නීතය.

ශාංස්කර්, එමක් විශේෂය.

කාභාවම දක්වා එදින්

කාභාවම දක්වා එදින්
LESSON PLAN II

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>40 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the dialogue in a given role play</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogue, role play cards</td>
</tr>
</tbody>
</table>

Procedure

1. **Warm up/Review:**  
   Review items of clothing, and all other relevant vocabulary.  
   5 mins

2. **Presentation:**  
   Present the dialogue using a picture depicting a tailor shop.  
   5 mins

3. **Practice:**
   - **Listening**  
     Read out the dialogue with substitutions and ask the students to find out the substituted words.  
     5 mins
   - **Listening & Speaking**  
     Take roles and practice the dialogue using relevant substitutions.  
     5 mins
   - **Speaking**  
     Students take roles and practice the dialogue using the substitutions that they learnt from the previous exercise.  
     10 mins

*Topu. Clothing*
4. Application (use): 10 mins

**Role Play:**
- Roles: PCT/Tailor
- Situation: At a tailor's shop
- **Purpose:** PCT wants a item of clothing made. He/She goes to the tailor's shop and inquires details on how much cloth is needed, the charge, and when it would be finished etc. The tailor responds.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation
ඔබ අනෙකුත් ආකාශයකට වෙති, නැතිවීම?
ඔබට නැතිවීම වේ?
වෙනිවිස්තාරය නිපදන
පිළිබඳවාදේ තොරතුරු මේ?
මහ මේ.
### Competencies

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>To ask for availability:</td>
<td>01-08</td>
</tr>
<tr>
<td></td>
<td>Dialogue I</td>
<td></td>
</tr>
<tr>
<td>(2)</td>
<td>To bargain:</td>
<td>09-14</td>
</tr>
<tr>
<td></td>
<td>Dialogue I</td>
<td></td>
</tr>
</tbody>
</table>
## Shopping

**Competency:** To ask for availability

**Situation:** In a store/kaDee

### Dialogue

<table>
<thead>
<tr>
<th>Roles: PCT/Salesman</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>මිලුම්?</td>
<td>- asking for availability</td>
</tr>
<tr>
<td>මිලුම් නොමති පොළවලිය?</td>
<td>- giving information &amp; inquiring needs</td>
</tr>
<tr>
<td>මිලුම් නොමති?</td>
<td>- expressing needs</td>
</tr>
</tbody>
</table>

### Vocabulary

<table>
<thead>
<tr>
<th>මිලුම්</th>
<th>කොපොකුළු</th>
<th>කොකුළු සෑම</th>
<th>කොකුළු නම්</th>
</tr>
</thead>
</table>

### Grammar

- \( N + මිලුම්\)
- \( N + කොපොකුළු\)
- \( N + කොකුළු\)
- \( N + කොකුළු සෑම\)
- \( N + කොකුළු නම්\)
LESSON PLAN 1

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>55 minutes</th>
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<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the vocabulary items in a given role play.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Vocabulary: පුෂේක, අධිනියම, සොම්කො, ආසන, ගෙ සංකීර්තන, දෙ සංකීර්තන</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Realia, role play cards</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review: 5 mins
   Explain the cultural norms of shopping in Sri Lanka.

2. Presentation: 10 mins
   Present the vocabulary items using realia.

3. Practice:
   Listening - 10 mins
   1. Check understanding by asking the students to come forward one by one and point to the items when you say the names.
   2. Distribute the items among the students and ask them to give the correct item when you request saying පුෂේක සංකීර්තන.

   Listening & Speaking - 5 mins
   1. Give a clue and get the students to say the vocabulary item.

      | Tr: පුෂේක | Ss: පුෂේක |
      | Tr: එ (ඌ) | Ss: ........... |
      | Tr: සොම්කො | Ss: ........... |
      | Tr: ආසන | Ss: ........... etc.. |

   Speaking - 10 mins
   1. Get the students to practise the vocabulary using the following dialogue format.

      PCT: පුෂේක (a) ............
Shop Keeper: මෙම්
Use the following phrases for blank (a)

- මෙම් මෙම් 500මැට
- මෙම් මෙම් මෙම්
- මෙම් මෙම් මෙම්
- මෙම් මෙම් මෙම්
- මෙම් මෙම් මෙම්
- මෙම් මෙම් (500මැට)
- මෙම් මෙම් මෙම් etc..

4. Application (use):

Role Play:

Roles: PCT/Host mother
Situation: At the host family
Purpose: PCT is preparing to go to town. Host mother asks whether she could buy the following items from the town. PCT agrees to buy them asking the quantity of each item. (මෙම් මෙම්

- sugar 2 kgs
- tea 250 grams
- candles 5
- Lakspray 2 packets
- matches 2 boxes
- soap 1 Sunlight, 1 Lux

5. Assessment (Task):

Ask the students to find out the names of some other provisions and how they are sold.

e.g. salt in packets
coconut oil bottle, kgs

6. Contingency Plan:

7. Comments/Self Evaluation
# LESSON PLAN II

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the grammar structure to find out the availability of some facilities in the town they now live in.</td>
</tr>
</tbody>
</table>
| Teaching Point | Grammar: $N + \text{东南亚/南} $  
$N + \text{东南亚?} $ |
| Materials needed | Pictures, model dialogue sheets |

## Procedure

1. **Warm up/Review:**
   - Review the structure 东南亚 东南亚 in expressing possessions.  
   **5 mins**

2. **Presentation:**
   - Present the structure using two pictures and constructing affirmative, negative statements and Yes/No questions. E.g. 东南亚 东南亚 东南亚. 东南亚 东南亚 and etc. 东南亚 东南亚 beer 东南亚 etc.
   **10 mins**

- Picture showing a room
  - a TV
  - a camera
  - a telephone
  - a fan
  - a radio
  - clothes
  - a computer etc

- Picture showing another person's room
  - a TV
  - a fan
  - clothes
  - lot of books
  - a wall clock
  - beer etc.
3. Practice:

Listening - 5 mins

1. Ask yes/no questions like the following. Students respond.
   - පෙන්තිය එකු අරෙහැක්ක එයවේ?
   - පෙන්තිය එකු ප්රේමිය එයවේ?
   - පෙන්තිය එකු මල්ල එයවේ?
   - පෙන්තිය එකු මුහුණ එයවේ?
   - පෙන්තිය එකු කොළඹ එයවේ?
   - පෙන්තිය එකු පරිසරය එයවේ?
   etc.

Listening & Speaking - 10 mins

1. Show one of the pictures and say first part of the sentence and the students complete the sentence using අවශ්‍යයි/තේ.

   Tr: පෙන්තිය එකු අරෙහැක්ක එයවේ  Ss: අවශ්‍යයි
   Tr: පෙන්තිය එකු ප්රේමිය Ss: අවශ්‍යයි
   Tr: පෙන්තිය එකු මල්ල Ss: .......................... etc..

Speaking - 15 mins

1. Ask the students to practise the following dialogue using substitutions.

   Student A: මෙයි (a) මේගැස්බර් පැලේ?
   Student B: මේගැස්බර්
   Student A: මේගැස්බර් පැලේ?
   Student B: (b) මේගැස්බර් පැලේ

      (a)                       (b)
      පළාත පැලේ
      කුමර්ස් පැලේ
      කුමර්ස් පැලේ
      ගොංගා
      මෙලෙන්ටන්
      etc.

4. Application (use): 10 mins

Students talk about the availability of the following facilities in their home town. (If the students have seen their sites at this point, get them to talk about them).

- whether there is a railway station
- whether there are mosquitoes
- whether there is a disco etc
5. Assessment (Task): 10 mins

Send the students to talk to the Sri Lankans and find out whether there is a disco and a sauna in the town where the training is held.

6. Contingency Plan:

7. Comments/Self Evaluation

---

**GRAMMAR NOTE**

**Irregular Verb - අදානුම**:

When subject of අදානුම is a Noun in its Indefinite form the meaning is 'there is' or 'there are'.

- අදානුම අදානුම: There is soap.
- අදානුම අදානුමි? Are there/Have you got any English books?

The negative of අදානුම is පා.

- අදානුම පා: There is no Rinso.
හිඳුන්නේ දෙවැනි.
LESSON PLAN III

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>50 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the dialogue format to find out availability of some given items</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogue, role play cards</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review:
   Review all necessary grammar and vocabulary. 5 mins

2. Presentation:
   Introduce the dialogue using a picture depicting a scene of a shop. 5 mins

3. Practice:
   Listening - 5 mins
   1. Read out the dialogue substituting new vocabulary. Ask the students to listen and note down the new words used.

   Listening & Speaking - 5 mins
   1. Take roles and practise the dialogue with the students. (use the vocabulary items learned in the previous lesson).

   Speaking - 5 mins
   1. Students practise the dialogue in pairs. Ask them to use new vocabulary items.

Topic: Shopping
4. Application (use):

<table>
<thead>
<tr>
<th>Role Play:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roles: PCT/Shopkeeper</td>
</tr>
<tr>
<td>Situation: At the shop</td>
</tr>
<tr>
<td>Purpose: PCT wants to find out the availability of some grocery items and provisions. Shopkeeper responds accordingly.</td>
</tr>
</tbody>
</table>

5. Assessment (Task):

Give a list of items and send the students to a nearby shop and ask them to find out the availability of those items.

6. Contingency Plan:

7. Comments/Self Evaluation
ඔබේ නේම් ආවරණය විස්තර කරන්න?
ඔබේ දැනුම මෙහෙයින් විස්තර කරන්න?
සමාජ ප්‍රදර්ශනය මෙහෙයින් විස්තර කරන්න?
සමාජ ප්‍රදර්ශනය මෙහෙයින් විස්තර කරන්න?
### Shopping

**Competency:** To bargain

**Situation:** At a road-side stall

### Dialogue

<table>
<thead>
<tr>
<th>Roles: PCT/Vendor</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>දිවි</td>
<td>- inquiring</td>
</tr>
<tr>
<td>හෝමඹු</td>
<td>- giving information</td>
</tr>
<tr>
<td>මුදි</td>
<td>- bargaining</td>
</tr>
<tr>
<td>අදම්</td>
<td>- responding</td>
</tr>
</tbody>
</table>

### Vocabulary

- පුළු පුළු
- හෝමඹු
- අදම්
- ටිවි
- මුදි

### Phrases

- පුළු පුළු පුළු
- පුළු පුළු

### Discourse Markers

- එක් එක්
LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the new words in a given role play</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Vocabulary:</td>
</tr>
<tr>
<td></td>
<td>\texttt{ agréable} \texttt{ agréable} \texttt{ agréable}</td>
</tr>
<tr>
<td></td>
<td>\texttt{ agréable} \texttt{ agréable} \texttt{ agréable}</td>
</tr>
<tr>
<td></td>
<td>\texttt{ agréable} \texttt{ agréable} \texttt{ agréable}</td>
</tr>
<tr>
<td></td>
<td>\texttt{ agréable} \texttt{ agréable} \texttt{ agréable}</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Realia, listening grids, role play cards</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review:
   Review the previous lesson.

2. Presentation: 15 mins
   Introduce the vocabulary \texttt{ agréable} \texttt{ agréable} \texttt{ agréable} \texttt{ agréable} using realia.
   Introduce \texttt{ agréable} \texttt{ agréable} \texttt{ agréable} \texttt{ agréable} by cutting and peeling the papaya and the banana.
   Introduce \texttt{ agréable} \texttt{ agréable} \texttt{ agréable} \texttt{ agréable} using fruits.

3. Practice: 20 mins
   Listening -
   1. Place the fruits on a table and ask the students give you the correct item when you ask for it.
   2. Show them the fruit and say right/wrong names. Get the students to say \texttt{ agréable} \texttt{ agréable}.
   3. Ask the students to listen to the passage and fill in the blanks by writing numbers and condition.
### Name of the fruit | Number bought | Condition
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Listening & Speaking**

1. Get the students to answer questions like the following based on the passage.
   - What do you know about fruits?
   - How do you buy fruits?
   - What fruits do you buy?
   - Why do you buy fruits?
   - Where do you buy fruits?
   - etc.

### Speaking

1. Student come forward one by one and describe the fruits according to the model.
   - එම මෙම ප්‍රදේශයේදී එම පිළිතුළි.
   - එම මෙම ප්‍රදේශයේදී එම පිළිතුළි. etc..

---

4. **Application (use):**

**Role Play:**
- **Roles:** PCT/Vendor
- **Situation:** At a roadside stall
- **Purpose:** PCT is trying buy some fruits He/She chooses and comments on the fruits that the vendor has by saying:
  - එම මෙම පිළිතුළි.
  - එම මෙම පිළිතුළි එම පිළිතුළි.
  - etc.
5. Assessment (Task):

Ask the students use the new phrases when buying fruits.

6. Contingency Plan:

7. Comments/Self Evaluation
LESSON PLAN II

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>55 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the dialogue to bargain and buy fruits at the market</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogue, listening grids, role play cards</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review: 5 mins
   Review necessary vocabulary and grammar.

2. Presentation: 10 mins
   Introduce මුදුන් ශ්‍රී and පැරණිමත using the context of the dialogue.
   Introduce the dialogue using a picture of a roadside stall with the vendor.

3. Practice: 10 mins
   Listening -
   1. Put up a price list on the board. Students listen to the dialogue with substitutions and mark whether the prices of the fruits are too much or not too much.

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>පොකු</td>
<td>4.00</td>
</tr>
<tr>
<td>පොකුමු</td>
<td>18.00</td>
</tr>
<tr>
<td>පොකුමුමු</td>
<td>20.00</td>
</tr>
<tr>
<td>පොකුමුමුමු</td>
<td>17.00</td>
</tr>
<tr>
<td>පොකුමුමුමුමු</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Topic: Shopping
Listening & Speaking - 10 mins

1. Use the same price list and say prices. Students comment.
   
   Tr: සෙපැල්ල් මාතාකම් සැපුරුණු 40ේ
   Ss: සෝල්ල් මාතාකම් මිටී.
   Tr: මෙ මාතාකම් සැපුරුණු 35
   Ss: මැළි මාතාකම්.

Speaking - 10 mins

1. Student take roles and practise the dialogue using the price list.

4. Application (use): 10 mins
   
   Design a role play on this and administer.

5. Assessment (Task):

   Send the students to the town with a list of items to buy. Ask them to bargain when buying.

6. Contingency Plan:

7. Comments/Self Evaluation
ති දැන්නේ දැකිල්ල විශේෂ?

ඉංගල් පිටතේ අංකිකා. ඔබට පිටතේ. පිටියා මේ ඉන්දෝ අර.

කොහොමද පිටතේ විශේෂ?
### Competencies

<table>
<thead>
<tr>
<th></th>
<th>Competency</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To ask for and give location of buildings:</td>
<td>01-08</td>
</tr>
<tr>
<td></td>
<td>Dialogue I</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>To ask for and give directions:</td>
<td>09-14</td>
</tr>
<tr>
<td></td>
<td>Dialogue I</td>
<td></td>
</tr>
</tbody>
</table>
Directions

**Competency:** To ask for and give locations of buildings

**Situation:** On the street

**Dialogue**

<table>
<thead>
<tr>
<th>Roles: PCT/Passerby</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>ජිතින් කියා කරන්නේ  මමින් කියා කරන්නේ</td>
<td>- asking locations</td>
</tr>
<tr>
<td>ජිතින් කියා කරන්නේ  මමින් කියා කරන්නේ</td>
<td>- giving information</td>
</tr>
<tr>
<td>ජිතින් කියා කරන්නේ  මිනිම් කියා කරන්නේ</td>
<td>- expressing gratitude</td>
</tr>
</tbody>
</table>

**Vocabulary**

<table>
<thead>
<tr>
<th>Sinhala</th>
<th>Pali</th>
</tr>
</thead>
<tbody>
<tr>
<td>සැකිල්ල</td>
<td>කියා</td>
</tr>
<tr>
<td>ථමින් කියා කරන්නේ</td>
<td>කියා</td>
</tr>
<tr>
<td>කළරන්නේ</td>
<td>කියා</td>
</tr>
<tr>
<td>කුමාරය</td>
<td>කියා</td>
</tr>
<tr>
<td>දෙවින් කියා කරන්නේ</td>
<td>කියා</td>
</tr>
<tr>
<td>දෙවින් කියා කරන්නේ</td>
<td>කියා</td>
</tr>
<tr>
<td>මීනිම් කියා කරන්නේ</td>
<td>කියා</td>
</tr>
<tr>
<td>මීනිම් කියා කරන්නේ</td>
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</tr>
<tr>
<td>කියාත් කරන්නේ</td>
<td>කෑමා</td>
</tr>
<tr>
<td>කෑමා</td>
<td>කියා</td>
</tr>
</tbody>
</table>

**Grammar**

Noun + post position
# LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 30 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the vocabulary to find out whether the learnt buildings and locations are there in the town</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Vocabulary: මෙමේ පොලෝභයේ ආර්ථික ක්‍රියාලදානය අති අතර පොලෝභය අතිරේක් කිරීමක් අති අතර පොලෝභයේ අප්‍රේමාජය කිරීමක්</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Models of buildings, pictures of buildings and locations, information chart</td>
</tr>
</tbody>
</table>

## Procedure

1. **Warm up/Review:**
   - Review nouns - singular and plural.
   - **5 mins**

2. **Presentation:**
   - Present the vocabulary items using model buildings.
   - **10 mins**

3. **Practice:**
   - **Listening:**
     - **20 mins**
     1. Show a model and say right/wrong names. Students say මී/සුළා.
     2. Say two or three buildings at a stretch. Students arrange the models accordingly. Do this activity individually.
     3. Read out the following sentences in a moderate speed. Distribute the models among the students. Get them to show you correct one when they hear the word.

       - මෙමේ පොලෝභයේ. මෙමේ පොලෝභයේ මේ.
       - මෙමේ පොලෝභයේ මෙමේ පොලෝභයේ මේ.
       - Trainees මෙමේ පොලෝභයේ මෙමේ පොලෝභයේ මේ.
       - මෙමේ පොලෝභයේ පොලෝභයේ පොලෝභයේ මේ.
       - මෙමේ පොලෝභයේ මෙමේ පොලෝභයේ මේ.
       - මෙමේ පොලෝභයේ පොලෝභයේ පොලෝභයේ මේ.
       - මෙමේ පොලෝභයේ පොලෝභයේ පොලෝභයේ මේ.
       - මෙමේ පොලෝභයේ පොලෝභයේ පොලෝභයේ මේ.
- 24.10 අතර හෝලන්නන් සුපිරි මෙටර්නියා වන්නේ.
- මෙම සුපිරි මෙටර්නියා විශේෂ මෙටර්නියාවන්.
- මෙම සුපිරි මෙටර්නියා විශේෂ මෙටර්නියාවන්.
- සුපිරි මෙටර්නියා විශේෂ මෙටර්නියාවන්.
- මෙම සුපිරි මෙටර්නියා intercity train මෙටර්නියා විශේෂ මෙටර්නියාවන්.

Listening & Speaking  20 mins

1. Say a related sentence and students identify the building.
   Tr: මෙම අමානම් මහා මැනුළ.
   Ss: මෙම අමානම් මහා මැනුළ.
   Tr: මෙම අමානම් මහා මැනුළ.
   Ss: මෙම අමානම් මහා මැනුළ.

2. Put the following chart on the board. Ask questions based on it. Students answer appropriately.

<table>
<thead>
<tr>
<th>Places where Tom went last week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
</tr>
<tr>
<td>Monday</td>
</tr>
<tr>
<td>Tuesday</td>
</tr>
<tr>
<td>Wednesday</td>
</tr>
<tr>
<td>Thursday</td>
</tr>
<tr>
<td>Friday</td>
</tr>
<tr>
<td>Saturday</td>
</tr>
</tbody>
</table>

- මෙම අමානම් මහා මැනුළ?
- මෙම අමානම් මහා මැනුළ?
- මෙම අමානම් මහා මැනුළ?
- මෙම අමානම් මහා මැනුළ?
- මෙම අමානම් මහා මැනුළ?
- මෙම අමානම් මහා මැනුළ?
- මෙම අමානම් මහා මැනුළ?
- මෙම අමානම් මහා මැනුළ?
- මෙම අමානම් මහා මැනුළ?
- මෙම අමානම් මහා මැනුළ?
- මෙම අමානම් මහා මැනුළ?
- මෙම අමානම් මහා මැනුළ?
- මෙම අමානම් මහා මැනුළ?

Speaking  10 mins

1. Draw the buildings on a A4 size paper and cut them to make individual pictures. Make sets so that one pair receives one set. Students work in pairs.
   Student A picks up two buildings and reads the names aloud.
   Student B makes a sentence using past participles.

   Student A: මෙම අමානම් මහා මැනුළ?
   Student B: මෙම අමානම් මහා මැනුළ?

4. Application (use):  15 mins

Students draw a simple map of their village and mark available buildings on it. Then they work in pairs and ask and answer questions like the following.

Student A: මෙම අමානම් මහා මැනුළ?
Student B: මෙම අමානම් මහා මැනුළ?
Student B: මෙම අමානම් මහා මැනුළ?

575
5. Assessment (Task):

Send the students to meet some Sri Lankans and find out whether the learnt locations are there in the town where the training is held.

6. Contingency Plan:

7. Comments/Self Evaluation
LESSON PLAN II

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 30 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the grammar and find out where some buildings are located.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: Post Positions</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Maps, Information gap sheets, models of buildings</td>
</tr>
</tbody>
</table>

Procedure

1. **Warm up/Review:**
   - Review the locations.
   - 5 mins

2. **Presentation:**
   - Present the post positions using the picture.
   - For further clarification use a map with buildings.
   - 15 mins

3. **Practice:**
   - **Listening**
     - Place the models on a table or on the floor. Say sentences using post positions. Get the students to arrange the models accordingly.
     - e.g. - කොළඹ මෙමියක් යිදුකා කළ, කොළඹ මෙමියක් දුම්කා පැහැදිලිකල \\ බැහැදිලිකල, කොළඹ මෙමියක් දුම්කා පැහැදිලිකල. etc..
2. Read out the following description and ask the students to mark the places on the given map.

Listening & Speaking - 10 mins

1. Ask questions based on the passage and the map.
   - තවී අවකාෂණයක්?
   - අවි අවකාෂණයක්?
   - ආදරයක් උතුරු මාරුණුවක්?
   - etc.

2. Expand the activity by asking where everything in the classroom is situated.

Speaking - 20 mins

1. Map Dyad (Information Gap):

   In pairs, students work to complete information that is missing on each of their maps. The maps are of the same area except each has names of places and streets that do not appear on the other. Students ask each other question to get the information, e.g. "Where is the _______?" Put the students back-to-back, so one can't see the other's map. (Reference: Listening & Speaking Handbook, Peace Corps compiled by Kathy Kulon)

   Student A: මූරි වංග්‍රයක්?
   Student B: මෙන්න අවි.

2. Do the "WHERE" activity attached to this plan.

4. Application (use): 15 mins

   Ask the students to draw a rough map of their village (If they have already been there, if not of an imaginary town) and ask and answer question like the ones in the above speaking exercise I.
5. **Assessment (Task):**

Give a list of building and ask the students find out where each building is located in the town where the training is held.

6. **Contingency Plan:**

**Destination Chart:**

Make a chart showing various destinations and people. Have students ask and answer questions based on the information in the chart. For advanced classes, add more information to elicit other types of questions.

<table>
<thead>
<tr>
<th>Name</th>
<th>Day</th>
<th>Place</th>
<th>Going with</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tim</td>
<td>Tuesday</td>
<td>Market</td>
<td>Jane</td>
</tr>
<tr>
<td>Tom</td>
<td>Friday</td>
<td>School</td>
<td>Mike</td>
</tr>
<tr>
<td>Kate</td>
<td>Monday</td>
<td>Post Office</td>
<td>Janet</td>
</tr>
<tr>
<td>Sandra</td>
<td>Thursday</td>
<td>Hospital</td>
<td>David</td>
</tr>
</tbody>
</table>

7. **Comments/Self Evaluation**

---

**GRAMMAR NOTE**

**Post Positions:**

In Sinhala they perform the same function as the Prepositions in English. However, in Sinhala they are placed after the Noun they govern:

- මුදල් (mudal) near the road
- සැදියන් (sadiyam) behind the kade
LESSON PLAN III

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>25 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the dialogue in a given role play.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogue, role play cards</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review: 3 mins
   Review the names of buildings and grammar that are necessary.

2. Presentation: 3 mins
   Present the dialogue using a picture.

3. Practice:
   - Listening 3 mins
     Read the dialogue several times for the students to listen to the intonation patterns.
   - Listening & Speaking 3 mins
     Take roles and practise the dialogue with the students.
   - Speaking 5 mins
     Students take roles and practise the dialogue.
4. Application (use):  
Design a role play to suit the dialogue and administer.

5. Assessment (Task):  

6. Contingency Plan:  
Do activity No. 24 A

7. Comments/Self Evaluation
හි... වේකු ඉන්දියාවභාවිතා කියන්න තවත්?

මහාභාව අපේක්ෂභයේ!

දෙවුව සහතියේ!
Where?
inne koheda?

A: Geethika inne koheda?
B: dor 19 xga.

[Diagram of a kitchen scene with various characters and items like a clock, salt, and a chair labeled "Michael".]
Directions

<table>
<thead>
<tr>
<th>Competency</th>
<th>To ask for and give directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Situation</td>
<td>On the street</td>
</tr>
</tbody>
</table>

**Dialogue**

<table>
<thead>
<tr>
<th>Roles: PCT/Passerby</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>කොස්තා අතින්</td>
<td>- asking directions</td>
</tr>
<tr>
<td>කරවාන්</td>
<td>- giving directions</td>
</tr>
<tr>
<td>කොස්තා අතින්</td>
<td>- expressing gratitude</td>
</tr>
</tbody>
</table>

**Vocabulary**

<table>
<thead>
<tr>
<th>කොස්තා</th>
<th>කොස්තා</th>
<th>කොස්තා</th>
<th>කොස්තා</th>
<th>කොස්තා</th>
</tr>
</thead>
<tbody>
<tr>
<td>අතින්</td>
<td>අතින්</td>
<td>අතින්</td>
<td>අතින්</td>
<td>අතින්</td>
</tr>
</tbody>
</table>
LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 30 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the vocabulary to find out directions to a place in town.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Vocabulary &amp; Dialogue</td>
</tr>
<tr>
<td></td>
<td>අධ්‍යාපනේ මාර්ගයක් එක්සත් ෂහි මෙම ප්‍රශ්ණය විශේෂ උපදේශක් අපුරුෂෙක බැහැකොත් යා.</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Maps, sign boards, role play cards, a robot</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review: 5 mins
   Review command and negative command forms of the verbs.

2. Presentation: 20 mins
   Present the vocabulary items using the drawn map and the robot.
   Put up all the new vocabulary items on the board.
   Give instructions using the vocabulary items and take the robot on the map according to the given instructions. Then elicit the meaning from the students.
   Introduce මාර්ගයට පැය, මැතිවරුන්, මාර්ගයේ මාර්ගයට පැය මැතිවරුන් කළ විස්තර පිළිබඳයේදී ශිෂ්ටියාගේ ප්‍රශ්නය කරන අතර ඇතිවරුන්ගේ මාර්ගයට පැය කළ විස්තර පිළිබඳයේදී ශිෂ්ටියා ලබනු ලබනු විය.
3. Practice:

**Listening**: 10 mins

1. Give the map and the robot to the students and ask them to move the robot appropriately when you give instructions.

**Listening & Speaking**: 10 mins

1. Give positive instructions and get the students respond to say the negative instructions and vice versa.

   Tr: මෙම ගෙදරය යියින්නේ
   Tr: පසු ජාතිකරන්නේ
   Ss: මෙම ගෙදරය යියින්නේ
   Ss: පසු ජාතිකරන්නේ
   ගෙදරය යියින්නේ
   etc.

**Speaking**: 10 mins

1. Give maps to the students with some places indicating at the end of it. One student asks directions for the mentioned places and other gives instructions using the map.

   Student A: මෙම ගෙදරය විස්තර කරන්න.
   Student B: මෙම ගෙදරය විස්තර කරන්න.
   මෙම ගෙදරය විස්තර කරන්න.
   මෙම ගෙදරය විස්තර කරන්න.
   මෙම ගෙදරය විස්තර කරන්න.
   Student A: විස්තර කරන්න.

4. Application (use): 25 mins

   Introduce the dialogue and practise it several times.

   **Role Play:**

   Roles: PCT/Passers - by
   Situation: On the road
   Purpose: PCT goes to visit his/her friend. But he/she has lost the directions note which his/her friend sent. He/She asks a passer-by the location and the directions to the house. The passer-by doesn't know. He/She continues to walk and asks a shopkeeper after buying a coke at his 'kade' and finds out the directions.

5. Assessment (Task): 10 mins

   Ask the students to find out directions to an unknown location in the town where the training is held.
6. Contingency Plan:

**Maze Pairs:**

Have students sit back-to-back. Each student has the same maze drawn on a piece of paper. With a pencil, one student in each pair draws lines to show how to get out of the maze. The students then give oral directions to their partners helping them to get out in the same way. Mazes are compared at the end of the exercise.

7. Comments/Self Evaluation
### Competencies

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To ask for information about bus-stops and schedules:</td>
<td>01-03</td>
</tr>
<tr>
<td></td>
<td>Dialogue I</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>To purchase bus/train tickets:</td>
<td>04-10</td>
</tr>
<tr>
<td></td>
<td>Dialogue I</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>To engage 3-wheeler and settle for a reasonable fare:</td>
<td>11-17</td>
</tr>
<tr>
<td></td>
<td>Dialogue I</td>
<td></td>
</tr>
</tbody>
</table>
### Transportation

**Competency**: To ask for information about bus-stops and schedule

**Situation**: The bus station

#### Dialogue

<table>
<thead>
<tr>
<th>Roles: PCT/Bus Conductor or Time-Keeper</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>ඉංග්‍රී ගෙන මෙම යාම තරමක්? (Which bus goes to Hali-ela?)</td>
<td>- asking directions</td>
</tr>
<tr>
<td>ආරමුභ වශයෙන්ම ආරමුභ 136 යාම (Get in to 136 bus)</td>
<td>- identifying</td>
</tr>
<tr>
<td>ඉංග්‍රී ගෙන මෙම යාම වේ? (Is there a bus to Badulla now?)</td>
<td>- inquiring</td>
</tr>
<tr>
<td>ඉංග්‍රී ගෙන මෙම යාම උත්තරයේ? (One bus has just left. The next will be at 10:30.)</td>
<td>- giving information</td>
</tr>
</tbody>
</table>

#### Vocabulary

- ඔබේම්
- මෙම්
- අන්තර්භාශව
- කාලකාරී
LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 20 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the vocabulary to find out bus schedule at the bus station.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Vocabulary: පළමුකාර අංකකරණය විශේෂය පාදම විශේෂයක් &amp; Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td></td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review: 5 mins
   Review time telling.

2. Presentation: 15 mins
   Introduce the the vocabulary items using a simualtion of making a cup of tea.

3. Practice:
   Listening - 15 mins
   1. Give a blank bus schedule and ask the students to fill the grid when you read out the times.

<table>
<thead>
<tr>
<th>කළඹ</th>
<th>කො.නෝ. 05.30</th>
<th>කො.නෝ. 08.30</th>
<th>කො.නෝ. 01.25</th>
<th>කො.නෝ. 07.30</th>
</tr>
</thead>
<tbody>
<tr>
<td>කො.නෝ. 07.15</td>
<td>කො.නෝ. 09.00</td>
<td>කො.නෝ. 02.45</td>
<td>කො.නෝ. 08.20</td>
<td></td>
</tr>
<tr>
<td>කො.නෝ. 06.00</td>
<td>කො.නෝ. 10.15</td>
<td>කො.නෝ. 03.15</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>කො.නෝ. 08.10</td>
<td>කො.නෝ. 10.30</td>
<td>කො.නෝ. 02.30</td>
<td>කො.නෝ. 06.30</td>
<td></td>
</tr>
</tbody>
</table>

Topic: Transportation
Listening & Speaking - 10 mins

1. Ask questions based on the above bus time table.
   - අභුභු හෝ යුගල වල මෙළ නිශ්චිත මුද්‍රා?
   - අභුභු කලා වල මෙළ නිශ්චිත මුද්‍රා?
   - අභුභු කලා වල මෙළ නිශ්චිත මුද්‍රා?
   - අභුභු 8.10 මෙළ කැමර මෙළ නිශ්චිත?
   - etc.

Speaking - 15 mins

1. Students practice the dialogue in pairs

4. Application (use): 15 mins

   **Role Play:**
   
   **Roles:** PCT/Time keeper
   
   **Situation:** At the bus stand
   
   **Purpose:** PCT wants to find out the bus schedule to go to her site for the site visit. He/She goes to the bus station/train station and speaks to the time keeper. The time keeper responds

5. Assessment (Task):

Ask the students to go to the bus station and train station and find out the schedule for some destinations.

6. Contingency Plan:

   **Information Gap:**

<table>
<thead>
<tr>
<th>මුද්‍රා</th>
<th>අ.ස. 05.30</th>
<th>අ.ස. 01.25</th>
</tr>
</thead>
<tbody>
<tr>
<td>අභුභු</td>
<td></td>
<td></td>
</tr>
<tr>
<td>අභුභු</td>
<td></td>
<td>අ.ස. 09.00</td>
</tr>
<tr>
<td>කොෂ්ක්කූි</td>
<td></td>
<td></td>
</tr>
<tr>
<td>කොෂ්ක්කූි</td>
<td></td>
<td>අ.ස. 10.15</td>
</tr>
<tr>
<td>කොෂ්ක්කූි</td>
<td></td>
<td></td>
</tr>
<tr>
<td>කොෂ්ක්කූි</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| කොෂ්ක්කූි |             |             |
|             |             |             |
|             |             |             |
|             |             |             |

7. Comments/Self Evaluation
Transportation

Competency: To purchase bus/train tickets
Situation: On a bus/a private van

Dialogue

<table>
<thead>
<tr>
<th>Roles: PCT/Bus Conductor</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>කාර්යකරුයේ : ගැමිදුල්ලේ අංගීකාරය සැලසුම් කෙලි?</td>
<td>- requesting</td>
</tr>
<tr>
<td>(Get into the line. Tickets are not issued for the passengers who are not in the queue)</td>
<td></td>
</tr>
<tr>
<td>අමතර : නැවත සිටිය?</td>
<td>- inquiring</td>
</tr>
<tr>
<td>(To badulla. How much is the bus fare?)</td>
<td></td>
</tr>
<tr>
<td>කාර්යකරුයේ : නැමුත්?</td>
<td>- giving information &amp; inquiring</td>
</tr>
<tr>
<td>(Rs.10.50. Do you have small money?)</td>
<td></td>
</tr>
<tr>
<td>අමතර : දේශගත.</td>
<td>- giving information</td>
</tr>
<tr>
<td>(No, sorry)</td>
<td></td>
</tr>
<tr>
<td>කාර්යකරුයේ : ඉතිහාසික ආකාසයේ අංගීකාර එකක් අංගීකාරයක්.</td>
<td>- giving information</td>
</tr>
<tr>
<td>(If so, get your balance before you get off.)</td>
<td></td>
</tr>
</tbody>
</table>

Vocabulary

ඉතිහාසික, අංගීකාර

GRAMMAR

V(Adj) + Noun
LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to find out information using the grammar</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: V(Adj) + Noun</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogues, MCQ charts, speaking table,</td>
</tr>
</tbody>
</table>

Procedure

1. **Warm up/Review:**
   - Review the verbal adjective form of the verb.
   - **5 mins**

2. **Presentation:**
   - Present the grammar using a picture dialogue.
   - **10 mins**

Introduce the structure getting more examples in various situations.

**Topic:** Transportation
3. Practice:

Listening - 10 mins

1. Say the present tense verbs and ask the students to select the correct verbal adjective using MCQ chart.

   1. සාදනා a. සාදනා
      b. කියා
      c. කිය

   2. පුතාමා a. පුතාමා
      b. පුතාමා
      c. පුතාමා

   3. අමරා a. අමරා
      b. අමරා
      c. අමරා

   4. මැතින්නා a. මැතින්නා
      b. මැතින්නා
      c. මැති

   5. සිදුවා a. සිදුවා
      b. සිදුවා
      c. සිදු

Listening & Speaking - 10 mins

1. Say the Present tense verb and get the students to say the verbal adjective.

   Tr: සාදනා
   Tr: අමරා

   Ss: සාදනා
   Ss: අමරා etc..

Speaking - 10 mins

1. Get the students to make sentences using the following table.

<table>
<thead>
<tr>
<th>ප්‍රශ්න මුණකාරී</th>
<th>ප්‍රශ්නයමය</th>
<th>ප්‍රශ්නයමයමය</th>
<th>ප්‍රශ්නයමයමයමය</th>
</tr>
</thead>
<tbody>
<tr>
<td>ප්‍රශ්න කවුද</td>
<td>ප්‍රශ්නම</td>
<td>ප්‍රශ්නමම</td>
<td>ප්‍රශ්නමමම</td>
</tr>
</tbody>
</table>
4. Application (use):

Ask the students work in pairs and find out answers for questions like the following.

1. දෙවිය ලියන්මන් ගැනීමේදී මකුණ වේද කරන්න?
2. දෙවිය අධ්‍යාපකයක මෙම කලාපය ලෙස?
3. දෙවිය ගැඩැරිය බැහැකෝ පෙන්වේද වේද කරන්න?
4. දෙවිය ගැඩැරිය බැහැකෝ පෙන්වේද වේද කරන්න?
5. දෙවිය ගැඩැරිය බැහැකෝ පෙන්වේද වේද කරන්න? etc..

5. Assessment (Task):

Send the students to find out the following information from one of the training site Sri Lankans.

- people who smoke
- people who drink everyday
- people who eat meat
- people who jog everyday
- people who play cards everyday

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

Verbal Adjective + Noun:

When the Verbal Adjective is added to the Noun it expresses the meaning 'the one/people who are --ing'

සිටිවමේ ආදා දෙවිය People who are going to Colombo
පිටතිමේ ගොංමදානයේ The person standing in the front
කොහොමද ඇති ඕතා අති අදායමේ නමුත් කැටි කළේ.
LESSON PLAN II

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the vocabulary in a given role play</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Vocabulary: දැකියා සහ පැහැදිලි ගැටත් මිලි කළා මිලි කළා කාටළ කළා කාටළ කළා කාටළ &amp; Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Pictures, picture dialogue, listening cloze, role play cards</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review: 5 mins
   Review command forms and numbers

2. Presentation: 15 mins
   Introduce ධැදීම මිලි කළා මිලි කළා කාටළ කළා කාටළ using pictures.
   Introduce සෙ පැහැදිලි using a bus ticket.
   Introduce සෙ කාටළ using the classroom.
   Introduce ධැදීම පැහැදිලි using a picture dialogue.
3. Practice:

**Listening -**

1. Write the vocabulary on the board. Ask the students to fill in the missing words on the given listening cloze.

- අංක මැසැලුමක් : පිළිබද අතරින් නොපිළිබද
- සැකසි මැසැලුමක් : නොමුත්තන්නේ.
- අංක මැසැලුමක් : අතරින් නොපිළිබද.
- සැකසි මැසැලුමක් : නොමුත්.
- අංක මැසැලුමක් : නොපිළිබද රූපක් සැකසි නොපිළිබද.

**Listening & Speaking -**

1. Take roles and practice the dialogue with the students.

**Speaking -**

1. Students work in pairs and ask and answer questions like the following.

   - මෙය සාමාන්‍ය කවුඩ සකසි නිර්මාණ කරන්න?
   - මෙය නො කවුඩ කරන්න?
   - මෙය නො කවුඩ කරන්න?
   - මෙය නො කවුඩ කරන්න?
   - මෙය සාමාන්‍ය කවුඩ කරන්න?
   - මෙය පුළුල් කවුඩ කරන්න?

2. Students practice the dialogue in pairs.

4. **Application (use):**

**Role Play:**

**Roles:** PCT/Bus Conductor

**Situation:** Inside a packed bus

**Purpose:** Bus conductor yells with his usual jargon and PCT gets into a very crowded bus. He/She gives a hundred rupee note for a two rupee ticket. The conductor frowns and asks whether he/she has change. PCT says no. Conductor says that he would give the balance when getting off. However, when the PCT gets off he gives balance only for fifty rupees. The PCT has a mini fight with the conductor and gets the full balance.
5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation
ඹ පළමුවේ චාරා? ලෙස?

ඊම් මො 50ක්

බෙන්න් ම වැඩි වෙන්?

හඹි?

ශිල්පි ම මටි ලෙස?
# Transportation

**Competency:** To engage a 3-wheeler and settle for a reasonable fare

**Situation:** On the street

## Dialogue

<table>
<thead>
<tr>
<th>Roles: PCT/Bus Conductor</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>පැහැ පැහැ පැහැ පැහැ පැහැ පැහැ පැහැ පැහැ පැහැ (Can you take me to Lewella?)</td>
<td>- inquiring</td>
</tr>
<tr>
<td>මීති මීති මීති (Can. Get in.)</td>
<td>- giving information</td>
</tr>
<tr>
<td>පැහැ පැහැ පැහැ පැහැ පැහැ පැහැ පැහැ පැහැ පැහැ (How much do you charge?)</td>
<td>- inquiring</td>
</tr>
<tr>
<td>පැහැ පැහැ පැහැ පැහැ පැහැ පැහැ පැහැ පැහැ පැහැ (In which area of Lewella?)</td>
<td>- inquiring</td>
</tr>
<tr>
<td>පැහැ පැහැ පැහැ පැහැ පැහැ පැහැ පැහැ පැහැ පැහැ (Near the temple)</td>
<td>- giving information</td>
</tr>
<tr>
<td>පැහැ පැහැ පැහැ පැහැ පැහැ පැහැ පැහැ පැහැ පැහැ (If it is near the temple I charge Rs.40/=)</td>
<td>- making a condition</td>
</tr>
<tr>
<td>පැහැ පැහැ පැහැ පැහැ පැහැ පැහැ පැහැ පැහැ පැහැ (I'll pay Rs.30/=)</td>
<td>- suggesting</td>
</tr>
<tr>
<td>පැහැ පැහැ පැහැ පැහැ පැහැ පැහැ පැහැ පැහැ පැහැ (O.K. O.K. Get in)</td>
<td>- agreeing</td>
</tr>
</tbody>
</table>

## Grammar

**Conditionals - පැහැ form**
# LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 25 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the grammar to find out information from Sri Lankans</td>
</tr>
<tr>
<td>Teaching Point</td>
<td><strong>Grammar:</strong> Conditionals - <strong>should</strong> form</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogues, listening strips, speaking strips, problem solving questions on newsprint</td>
</tr>
</tbody>
</table>

## Procedure

1. **Warm up/Review:**  
   Review past tense verbs.  
   
   5 mins

2. **Presentation:**  
   Introduce the grammar using picture dialogues.

   ![Diagram](image)
3. Practice:

Listening - 15 mins

1. Write the following sentences on strips and cut them into two halves so that the conditional clauses and the main clauses are separated. Mix them up and place it on the table. Ask the students to re-arrange. Then read the sentences louder and get the students to check their sentences.

<table>
<thead>
<tr>
<th>Conditional Clause</th>
<th>Main Clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>ගේෂ්ඡා විසින් විශේෂ කලාව</td>
<td>එකක් පැමිණි කලාව</td>
</tr>
<tr>
<td>ලිපියේ කුඩා කුඩා</td>
<td>Paivas දෙළෙද කුඩා</td>
</tr>
<tr>
<td>මිදුරු කාලයක්</td>
<td>අතින් නිව්වාස කාලය</td>
</tr>
<tr>
<td>Corey කාලය</td>
<td>Jessi සේ කාලය</td>
</tr>
<tr>
<td>මිදුරු කාලයක්</td>
<td>අතින් නිව්වාස කාලය</td>
</tr>
<tr>
<td>මුළු Pizza කාලයක්</td>
<td>දෙළෙද කාලය</td>
</tr>
<tr>
<td>රෝෂ කාලයක්</td>
<td>කිසිවන් කාලය</td>
</tr>
<tr>
<td>ප්‍රේදා කාලයක්</td>
<td>අතින් නිව්වාස කාලය</td>
</tr>
<tr>
<td>ප්‍රේදා කාලයක්</td>
<td>කිසිවන් කාලය</td>
</tr>
</tbody>
</table>
Listening & Speaking -

1. Read out the following sentences one by one and ask the students to make conditional clauses.

- Dr Shiro දිවී. Shots රන්නය.
- ප්‍රජාසාහිතය දිවී. ගොඩු පෙලින්.
- මංස දිවී. පොලිස දෙකකය.
- එක Corey දිවී. Trainees දෙකයකය දෙකකය.
- ගොඩු මොවීල දෙකකය. මොවී නැති කුළුස්සය.
- Kapila දිවී. Mail දෙකකය තුළ.

Speaking -

1. Write the following clues on paper strips. Make enough sets so that one pair gets one set. Students work in pairs and picks up a clue to make a conditional clause.

| Chocolate   | දුවමේ නෝකොලොය | දුවමේ ලිපිය | පොලිස් දෙකකය | නොකොලොය | නොකොලොය "පොලිස් දෙකකය | නොකොලොය "පොලිස් දෙකකය |

4. Application (use):

Write the following problem solving questions on board. Ask students to sit in a circle and solve the problems in their own ways.

- What would you bring if you go to a birthday party?
- What would you do if you go to a temple?
- What would you do if you get $10000 from the USAID as a donation?
- When you go to Colombo, if your bus breaks down, what would you do?
- What would you do if your camera gets lost at the beach?

5. Assessment (Task):

Ask the students to go out and find out what some Sri Lankans would do if they win a lottery of Rs 100,000.
6. Contingency Plan:

7. Comments/Self Evaluation

---

GRAMMAR NOTE
6. Contingency Plan:

7. Comments/Self Evaluation
වෙනත් Beer පැවැති؟
වෙනත් දෙන්ශට මුද්‍රා Victory Bar වන්නේ ආවි?
වෙනත් බිදුන්නේ
### Competencies

<table>
<thead>
<tr>
<th>Competency</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) To find out business hours in the Post Office:</td>
<td>01-09</td>
</tr>
<tr>
<td>Dialogue 1</td>
<td></td>
</tr>
<tr>
<td>(2) To make a telephone call</td>
<td>10-12</td>
</tr>
<tr>
<td>Dialogue 1</td>
<td></td>
</tr>
</tbody>
</table>
Communication

Competency: To find out business hours in the Post Office
Situation: At the entrance to the Post Office

Dialogue

<table>
<thead>
<tr>
<th>Roles: PCT/Sri Lankan</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>කොතක්</td>
<td>මෙම වශයෙන් දේශීය පිළිතුරියේ මෙම වශයෙන් පිළිතුරියේ මෙම වශයෙන් පිළිතුරියේ</td>
</tr>
<tr>
<td>කොතක්</td>
<td>කොතක් සාමාන්‍ය පිළිතුරියේ</td>
</tr>
</tbody>
</table>

Vocabulary

Grammar

V(stem) + ඉ - until
LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the vocabulary in a given role play exercise</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Vocabulary: දේශයෙදා වාස්තුවෙදා හසු වේෙදා නොලක්ෂීරයි !</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Realia, pictures, stamp ladder board, role play cards</td>
</tr>
</tbody>
</table>

Procedure

1. **Warm up/Review:** 5 mins
   
   Review numerals.

2. **Presentation:** 10 mins
   
   Present the vocabulary using realia and pictures.
   
   Introduce ගැළියේ බිම, නාටෝර්ල් නාට්‍රෝක් නාටැල්, ප්‍රකාශ ප්‍රකාශ නොලක්ෂීරයි... etc... using realia.

3. **Practice:**

   **Listening** - 10 mins
   
   1. Distribute the realia and the pictures among the students and ask them to show you the correct item when you say the name of it.
   
   2. **Listening Cloze:** Students listen to the passage and underline the correct answer.

---

*Topic Communication*
Listening & Speaking -

1. Collect the pictures and the realia. Show the students an item and a number. Ask them to complete the following sentence using the number and the name of the item. Later you can add more items.

Model Sentence:

[Image of a box with the number 2 and a stamp]

Teacher shows

Students say:

[Image of a box with the number 2 and a stamp]

Speaking -

Stamp Ladder Game:

Make a game board using prices of stamps. Have one for each pair. Ask the students to play the game by throwing dice and moving markers accordingly. For example: Student A throws one die and moves her/his marker to a 50 cent stamp square. Then Student B asks 2 rupee stamp and Student A says 2 rupee stamp. The game continues until one student reaches the last number.

4. Application (use):

Role Play:

Roles: PCT/Clerk
Situation: At the Post Office
Purpose: PCT wants to buy 5 two rupee stamps, 2 stamped envelopes, 10 aerograms, and he/she wants to register a letter. He/She speaks to the clerk at the counter.
5. Assessment (Task):
   Send the students to the nearest Post Office to buy some items learnt above.

6. Contingency Plan:

7. Comments/Self Evaluation
**LESSON PLAN II**

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the grammar in a given role play exercise</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: V(present adj) + ا. - until</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogues, paper strips, role play cards</td>
</tr>
</tbody>
</table>

**Procedure**

1. **Warm up/Review:**
   - Review the present verbal adjective forms.
   - 5 mins

2. **Presentation:**
   - Present the grammar using a picture dialogue.
   - 15 mins

Present more examples and elicit the meaning and the rule from the students.
3. Practice:

Listening -  

1. Read out some sentences using the structure and get the students to choose the correct meaning from the MC Questionnaire.
   
   1. මිය මැයි කියා එක්ක් බියින්
      a. මිය මැයි කියා එක්ක් බියින්
      b. මිය මැයි කියා එක්ක් බියින්
      c. මිය මැයි කියා එක්ක් බියින්

   2. මිය මැයි කියා එක්ක් බියින්...
      a. මිය මැයි කියා එක්ක් බියින්
      b. මිය මැයි කියා එක්ක් බියින්
      c. මිය මැයි කියා එක්ක් බියින්

   3. මිය මැයි කියා Cards මැයි Cards. මිය Cards...
      a. මිය මැයි කියා Cards මැයි Cards. Cards මැයි Cards.
      b. මිය මැයි කියා Cards මැයි Cards. Cards මැයි Cards.
      c. මිය මැයි කියා Cards මැයි Cards. Cards මැයි Cards.

   etc..

Listening & Speaking -  

1. Read part of a sentence and students complete the rest.
   
   - මිය මැයි Cards........
   - මිය මැයි Cards........
   - මිය Cards............
   - මිය Cards............
   - මිය Cards............ etc..

Speaking -  

1. Write some of the clues on paper strips and make sets for each pair. Students work in pairs and complete the sentences using appropriate endings.

4. Application (use):

   Role Play:
   
   Roles: PCT/Security Guard
   Situation: At the bank
   Purpose: PCT wants to find out the business hours of the bank. Security Guard responds.
5. Assessment (Task):
   Send the students find out the business hours of some establishments in town.

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

Temporal Clause -

Temporal clause with - 'until' is formed by adding to the verbal adjective.

- until — come/s / came
- until — go/es / went
LESSON PLAN III

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>40 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the dialogue in a given role play</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture, role play cards</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review:  5 mins
   Review all necessary vocabulary and grammar.

2. Presentation:  5 mins
   Present the dialogue using a picture.

3. Practice:  5 mins
   Listening -
   Read out the dialogue using substitutions and get the students to listen and write down the substitutions.

   Listening & Speaking -  5 mins
   Take roles and practice the dialogue with the students.

   Speaking -  10 mins
   Students practice the dialogue in pairs using possible substitutions.

   - the bank
   - the DELIC
   - shops in town

Topic: Communication
4. Application (use):
   Change the dialogue into a role play and get the students to act out.

5. Assessment (Task):
   Send the students to find out the business hours of some institutions in town.

6. Contingency Plan:

7. Comments/Self Evaluation
ඔ. මහතා නිකද යි?

මෙ තානම්යක් විය යුතුණි.
මෙ දෙය විය විය?

මෙ මෙක් මෙක්
තම මෙය
වාගේ යාංගේ ගැබෙන් ගේදී?

පරි?

සිංහල මහකන?

බෝහෙන් මහකන.

වාගේ යාංගේ ගැබෙන් ගේදී?
හොඳු බිඩ්ලෙ වන මෙම?
හොඳු තැදිලිව කළු?

POST OFFICE
Communication

Competency: To make a telephone call
Situation: at the post office/in a store

Dialogue

<table>
<thead>
<tr>
<th>Roles: PCT/Post Master or Shopkeeper</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>§ן</td>
<td>- inquiring</td>
</tr>
<tr>
<td>§ך</td>
<td>- responding</td>
</tr>
<tr>
<td>§ך</td>
<td>- giving information</td>
</tr>
</tbody>
</table>

Vocabulary

numerals - cardinals
LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>45 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the dialogue in a given task</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogue, role play cards</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review: 5 mins
   Review the numbers - cardinals.

2. Presentation: 5 mins
   Present the dialogue using a picture.

3. Practice: 15 mins
   **Listening**
   1. Read out telephone numbers and ask the students to write down as a dictation exercise.
   2. Read out the dialogue taking both roles.
   3. Change the situation to a shop and read out the dialogue and ask students write down the exchanges.

   **Listening & Speaking** 5 mins
   Take roles and practice the dialogue in both at the Post Office and at the shop.

   **Speaking** 5 mins
   Students practice the dialogue in pairs.

*Topic: Communication*
4. Application (use): 10 mins

**Task cards:** Give pairs of students task cards. (for example: Student A: you want to talk to Bill; Student B: Bill is not at home) Have students sit back to back or where they can't see each other and practice telephone calls using toy phones.

5. Assessment (Task):

Give the phone assignments as a task. Ask them to go to the town and make phone calls to the instructors.

6. Contingency Plan:

7. Comments/Self Evaluation
### Competencies

<table>
<thead>
<tr>
<th>Competency</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) To locate appropriate housing:</td>
<td>01-06</td>
</tr>
<tr>
<td>Dialogue I</td>
<td></td>
</tr>
<tr>
<td>(2) To get information about rent and utilities:</td>
<td>07-11</td>
</tr>
<tr>
<td>Dialogue I</td>
<td></td>
</tr>
</tbody>
</table>
Housing

Competency: To locate appropriate housing
Situation: Any social situation/work place

Dialogue

<table>
<thead>
<tr>
<th>Roles: PCT/Teacher</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>මමින් : මමින් නියන්තර ලැබේ යන්නේ යන්නේ. (I am looking for a house or an annex.)</td>
<td>- giving information</td>
</tr>
<tr>
<td>මමින් : කුමක්ද? (Somewhere around here?)</td>
<td>- inquiring</td>
</tr>
<tr>
<td>මමින් : මමින් නියන්තර ලැබේ යන්නේ යන්නේ. (Yes. Even near the temple is O.K.)</td>
<td>- giving information</td>
</tr>
<tr>
<td>මමින් : මමින් නියන්තර ලැබේ යන්නේ. (I try to find.)</td>
<td>- promising</td>
</tr>
<tr>
<td>මමින් : මමින් නියන්තර ලැබේ යන්නේ. (It's a great help.)</td>
<td>- thanking</td>
</tr>
</tbody>
</table>

Vocabulary

ඉ නියන්තර

ඉ නියන්තර දෙන අද ඉ නුවන අපේ ඉ නුවන අපේ
LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to ask for descriptions of houses</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Vocabulary: පෙළ ස්වාංකරයෙන්, මෙහෙයුම්, කොට, නොහා/ජීවනජුමු, පෙළහෙයුම්.</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Model home, pictures, index cards</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review:

2. Presentation:

Present the vocabulary using a model house or a picture showing all the vocabulary items above. You could also get some examples from the room.

3. Practice:

Listening -

1. Write the English words of the above on index cards with pictures and distribute them among the students. Ask the students to show you the correct card when say the vocabulary item in Sinhala.

   House | Hall | Room | Kitchen | door

   etc...
2. Ask the students to listen to the following cloze passage and fill in the missing words.

Listening & Speaking -

1. Ask questions based on the passage and get the students to answer the them.

Speaking -

1. Teacher show the above index cards and students say the words.

4. Application (use)

Ask the students to describe their house in America

Use the completed listening exercise as a guide to make descriptions.

5. Assessment (Task):

Send the students to meet some Sri Lankans and ask the description of their houses. Later they come and report to the class.
6. Contingency Plan:

Put pictures or words of different rooms and facilities in a house or apartment in different places in the classroom (e.g., bedroom, living room, kitchen, bathroom, etc.). Review these rooms and facilities. Ask, रिन्न लेख को कौन सा? The students point to the picture or word called and say रिन्न, लेख, बाथरूम etc. Students take turns asking each other for the location of different rooms and facilities.

7. Comments/Self Evaluation
Lesson Plan II

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>50 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the dialogue in a role play</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogue</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review: 5 mins
   Review all the necessary vocabulary and grammar.

2. Presentation: 15 mins
   Introduce the vocabulary: කොකු, අභිනිවාරය, කොස්ටෝ කොටුල, කොස්ටෝ කොටුලි වැනි using pictures and picture dialogues. Introduce the phrase කොස්ටෝ අභිනිවාරය.
   Introduce the dialogue using a picture depicting a PCT asking a friend to locate a house near by.

3. Practice:
   Listening - 10 mins
   Read out the dialogue several times for the students to listen to the different intonation patterns.
   Use possible substitutions and read again.
Listening & Speaking - 10 mins

Get the students to repeat the dialogue after you. In groups and then individually.

Take roles and practice the dialogue with the students.

Speaking - 10 mins

Students practice the dialogue in pairs.

4. Application (use):

Design a role-play and administer.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

Topic: Housing
 gente ධාපූන්න ලෙස අතීතවන්නේ පැමිණි
නි භූමිකාව?
වේ, මම ඉදිරිය නොවේ මම ඉත්සූලින්.
උ. විස්තර නැතින්
ඉහළ අරමුණි!
Housing

Competency: To get information about rent and utilities
Situation: In the landlord's home

Dialogue

<table>
<thead>
<tr>
<th>Roles: PCT/Teacher</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>කාර්යයේ පුංකේෂණයේරු</td>
<td>- asking for information</td>
</tr>
<tr>
<td>නිෂ්පාදනය කරන්නේ</td>
<td>- suggesting</td>
</tr>
<tr>
<td>(How much is the rent?)</td>
<td>- controdicing</td>
</tr>
<tr>
<td>නිෂ්පාදනය කරන්නේ</td>
<td>- agreeing</td>
</tr>
<tr>
<td>(We can discuss it later. Can't we?)</td>
<td>- inquiring</td>
</tr>
<tr>
<td>නිෂ්පාදනය කරන්නේ</td>
<td>- giving information</td>
</tr>
<tr>
<td>නිෂ්පාදනය කරන්නේ</td>
<td>- agreeing</td>
</tr>
<tr>
<td>නිෂ්පාදනය කරන්නේ</td>
<td>- agreeing</td>
</tr>
<tr>
<td>(That's not the way. It is easy for both parties if we discuss it now.)</td>
<td></td>
</tr>
<tr>
<td>නිෂ්පාදනය කරන්නේ</td>
<td></td>
</tr>
<tr>
<td>(Ifso, Rs.1000 per month. Is it too much?)</td>
<td></td>
</tr>
<tr>
<td>නිෂ්පාදනය කරන්නේ</td>
<td></td>
</tr>
<tr>
<td>(With furniture. isn't it?)</td>
<td></td>
</tr>
<tr>
<td>නිෂ්පාදනය කරන්නේ</td>
<td></td>
</tr>
<tr>
<td>(Yes.)</td>
<td></td>
</tr>
<tr>
<td>නිෂ්පාදනය කරන්නේ</td>
<td></td>
</tr>
<tr>
<td>(o.k. It's a fair deal)</td>
<td></td>
</tr>
</tbody>
</table>
LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the new vocabulary items in a communicative drill exercise</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Vocabulary: මෙට්ටල මාස්තුව යෙදුම්, මේ වඩාත්කම්, මේ වඩාත්කම්, මේ වඩාත්කම්</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Pictures, paper strips,</td>
</tr>
</tbody>
</table>

Procedure

1. **Warm up/Review:**
   5 mins
   
   Show and talk about some typical Sri Lankan houses and the furniture and other decorative items they might have.

2. **Presentation:**
   15 mins
   
   Introduce මෙට්ටල මාස්තුව using a picture.

   ![Picture of a house with 1000 මෙට්ටල මාස්තුව]

   Introduce all the other vocabulary items using pictures.

   Introduce both singular and plural form of the new words.

3. **Practice:**

   **Listening** -
   15 mins
   
   1. Distribute the pictures among the students and ask the students to show you correct picture when you say aloud.
2. **Listening Cloze:**

   මහෙමියින් පැමිණි උපත්තියේ. මා අපා කියා නොදේ. මෙම පියත්ති පැමිණි උපත්තියේ ගැටීය භාවයේ. මහෙමියින් පැමිණි උපත්තියේ. මා අපා කියා නොදේ. මෙම පියත්ති පැමිණි උපත්තියේ. මහෙමියින් පැමිණි උපත්තියේ. ම්‍රායී මෙම පියත්ති පැමිණි උපත්තියේ. මහෙමියින් පැමිණි උපත්තියේ. මා අපා කියා නොදේ. මෙම පියත්ති පැමිණි උපත්තියේ. මහෙමියින් පැමිණි උපත්තියේ. මා අපා කියා නොදේ. මෙම පියත්ති පැමිණි උපත්තියේ.

**Listening & Speaking -**

1. Say a related word and get the students to say correct vocabulary.
   
   e.g. Tr: යන්නම්මින්මින්නම් 
   Ss: යන්නම්මින්නම්
   
   Tr: මාත්මා මාත්මා 
   Ss: මාත්මා මාත්මා etc..

**Speaking -**

1. Students work in pairs. One student says a vocabulary item and the other student says what do we do with it.

   Student A: උදාහරණයක්  
   Student B: උදාහරණයක්  

   Student A: මාත්මාකම්  
   Student B: මාත්මාකම්  

4. **Application (use):**

   Ask the students to practice the following drill using substitutions.

   Student A: මාත්මා මාත්මා මාත්මාකම්  
   Student B: මාත්මා මාත්මා මාත්මාකම්  

5. **Assessment (Task):**

   Ask the students to find out names of some other items used in Sri Lankan homes.

6. **Contingency Plan:**

   Show pictures of typical housing in Sri Lanka and have students choose the one they would prefer and tell why. Example:

   Student A: මාත්මාකම්  
   Student B: මාත්මාකම්  
   Student A: මාත්මාකම්  

7. **Comments/Self Evaluation**
LESSON PLAN II

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>45 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the dialogue in a given role play.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture, role play cards</td>
</tr>
</tbody>
</table>

Procedure

1. **Warm up/Review:**

   Review all necessary vocabulary items and phrases.

2. **Presentation:**

   Introduce the phrases-  
   Introduce the dialogue using a picture depicting a landlord and PCT at a Sri Lankan house.

3. **Practice:**

   **Listening** -
   Read out the dialogue several times for the students to listen.

   **Listening & Speaking** -
   Take roles and practice the dialogue with the students.

   **Speaking** -
   Students practice the dialogue in pairs.

*Topic: Housing*
4. Application (use):

<table>
<thead>
<tr>
<th>Role Play:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roles: PCT/Landlord/Landlady</td>
</tr>
<tr>
<td>Situation: At a Sri Lankan home.</td>
</tr>
<tr>
<td>Purpose: PCT wants to find a house to live after the site placements. He/She meets this landlord and negotiate a deal to rent the house. PCT inquires rooms, facilities and charges. Landlord shows around the house and responds to questions asked.</td>
</tr>
</tbody>
</table>

5. Assessment (Task):

Ask the students to find out rents for different kinds of houses in the area.

6. Contingency Plan:

**Landlord / Tenant Game:** Write sets of cards with information about places to rent on them.

**Sample Cards:**

<table>
<thead>
<tr>
<th>Landlord:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 2 bedroom annex</td>
</tr>
<tr>
<td>- utilities included</td>
</tr>
<tr>
<td>- furnished</td>
</tr>
<tr>
<td>- deposit required</td>
</tr>
<tr>
<td>- Rs. 2000 per month</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tenant:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 2 bedroom annex</td>
</tr>
<tr>
<td>- utilities included</td>
</tr>
<tr>
<td>- furnished</td>
</tr>
<tr>
<td>- deposit required</td>
</tr>
<tr>
<td>- Rs 2000 per month</td>
</tr>
</tbody>
</table>

Change the information in the other sets. Make enough sets so that half of the students can be landlords and other half tenants. Distribute the cards. Have the landlords sit in a row on one side of the room. Have the tenants go around to the landlords and ask questions about the places for rent. When the tenant finds a landlord who matches the information on his card, the tenant sits down next to the landlord.

7. Comments/Self Evaluation
තම්මු සොහොම පැලදේ?

ක්ෂ මිනි කම්තමු කාම හරයෙකකද?

ක්ෂණීමේ සොහොමේ සාති කෙට මාධ්‍යාක්කර නැමු?

ක්ෂණීම හා කාම නාමිකි පැලදේ?

ක්ෂණීම හා මාධ්‍යාක්කර නැමු?

ක්ෂණීම සොහොමේ නැමු?
<table>
<thead>
<tr>
<th>Competencies</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>To describe his/her Peace Corps assignment:</td>
<td></td>
</tr>
<tr>
<td>Dialogue I</td>
<td>01-05</td>
</tr>
<tr>
<td>Dialogue II</td>
<td>06-16</td>
</tr>
</tbody>
</table>
**Employment**

<table>
<thead>
<tr>
<th>Roles: PCT/Sri Lankan</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>දහන් : මෙමහි මෝනගම් කිසියම්? (What are you doing in Sri Lanka?)</td>
<td>- asking for information</td>
</tr>
<tr>
<td>මී : ඉහොමවා මෙමහි මෝනගම් කිසියම්. (I am training English teachers at English Teacher training College)</td>
<td>- giving information</td>
</tr>
</tbody>
</table>

**Vocabulary**

<table>
<thead>
<tr>
<th>දහන්</th>
<th>මී</th>
</tr>
</thead>
<tbody>
<tr>
<td>මෝනගම්</td>
<td>මෝනගම්</td>
</tr>
<tr>
<td>කවාදා</td>
<td>කවාදා</td>
</tr>
<tr>
<td>මී</td>
<td>මී</td>
</tr>
</tbody>
</table>

**Phrases**

<table>
<thead>
<tr>
<th>දහන්</th>
<th>මී</th>
</tr>
</thead>
<tbody>
<tr>
<td>මෝනගම්</td>
<td>මෝනගම්</td>
</tr>
<tr>
<td>මෑ</td>
<td>මෑ</td>
</tr>
<tr>
<td>මිය</td>
<td>මිය</td>
</tr>
</tbody>
</table>

**Idioms**

<table>
<thead>
<tr>
<th>දහන්</th>
<th>මී</th>
</tr>
</thead>
<tbody>
<tr>
<td>මෑ</td>
<td>මෑ</td>
</tr>
</tbody>
</table>
# LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the vocabulary items to describe their work</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Vocabulary: සාමාන්යව නිර්ණය කරන්න අදහස් නිසා අදහස් කරන්න අදහස් කරන්න අදහස් කරන්න</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Pictures, listening grids</td>
</tr>
</tbody>
</table>

**Procedure**

1. **Warm up/Review:**  
   Talk about students work places and get to know where everybody is going to be working.

2. **Presentation:**  
   - Introduce සාමාන්යව නිර්ණය කරන්න අදහස් කරන්න අදහස් කරන්න අදහස් කරන්න using pictures and translations.
   - Introduce සාමාන්යව කරන්න using a picture.
   - Introduce සාමාන්යව කරන්න using a calendar.

3. **Practice:**
   - **Listening** -
     1. Students listen a passage and fill in the grid with appropriate numbers.

   අභ්‍යාම්ප්‍රකාශයේ අගයේ 50 ව තැනිය. ගණනාකර දක්තා කිරීමේ අගයේ තැනියක්. අභ්‍යාම්ප්‍රකාශයේ අදහස් කරන්න තාත්මීක තාත්මීක තාත්මීක. මෙහෙය වන අදහස් කරන්න අදහස් කරන්න අදහස් කරන්න. අභ්‍යාම්ප්‍රකාශයේ අදහස් කරන්න අදහස් කරන්න.
Listening Grid:

<table>
<thead>
<tr>
<th>Information</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Listening & Speaking**

- **10 mins**

1. Students listen to clues and say the institutions.
   - 1. මෙම කාර්යාලය නොකාල කරන්න.
   - 2. මෙම කාර්යාලය හැකි සියළු පෙන්වා නොකාල කරන්න.
   - 3. මෙම කාර්යාලය පාහේල පෙන්වා නොකාල කරන්න.
   - 4. මෙම කාර්යාලය පාහේල පෙන්වා නොකාල කරන්න.

**Speaking**

- **10 mins**

1. Students practice the following dialogues using all the above learnt words.

   - Student A: මෙම කාර්යාලය නොකාල කරන්න?
   - Student B: මෙම කාර්යාලය නොකාල!
   - Student A: මෙම කාර්යාලය නොකාල කරන්න?
   - Student B: මෙම කාර්යාලය නොකාල!

4. **Application (use):**

   - **10 mins**

   Students give a description of their work place and about their work.

5. **Assessment (Task):**

6. **Contingency Plan:**

7. **Comments/Self Evaluation**
LESSON PLAN II

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>40 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the dialogue in a given role play</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogue, role play cards</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review: 5 mins
   Review the relevant vocabulary.

2. Presentation: 5 mins
   Present the dialogue using a picture dialogue.

3. Practice:
   Listening - 5 mins
   Read out the dialogue several times for the students to listen.

   Listening & Speaking - 5 mins
   Take roles and practice the dialogue using substitutions.

   Speaking - 10 mins
   Students practice the dialogue in pairs
4. Application (use): 10 mins

Role Play:

Roles: PCT/Sri Lankan
Situation: Any social situation
Purpose: The Sri Lankan is inquisitive to find out details of the PCT and ask all kinds of questions including question about work. PCT responds.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation
Bus Haltu Place?

කොහොමද මහත් කොසට?
**Employment**

**Competency**: To describe his/her Peace Corps assignment

**Situation**: Sri Lankan home/Any social situation

**Dialogue II**

<table>
<thead>
<tr>
<th>Roles: PCT/Sri Lankan</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>கூறும்</td>
<td>- asking for information</td>
</tr>
<tr>
<td>என்</td>
<td>- giving information</td>
</tr>
<tr>
<td>என்</td>
<td>- asking for information</td>
</tr>
<tr>
<td>என்</td>
<td>- giving information</td>
</tr>
</tbody>
</table>

**Vocabulary**

<table>
<thead>
<tr>
<th>தமிழ்</th>
<th>என்</th>
<th>தமிழ்</th>
</tr>
</thead>
<tbody>
<tr>
<td>தமிழ்</td>
<td>என்</td>
<td>தமிழ்</td>
</tr>
<tr>
<td>தமிழ்</td>
<td>என்</td>
<td>தமிழ்</td>
</tr>
</tbody>
</table>

**Grammar**

V (present tense) + என் (Likely)
V (Emphatic) + emphasized item + என்
# LESSON PLAN I

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>50 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the vocabulary in a given role play</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Vocabular-y:</td>
</tr>
<tr>
<td></td>
<td>බූකාලයේ පාලනය</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Pictures, listening grid, role play cards</td>
</tr>
</tbody>
</table>

**Procedure**

1. **Warm up/Review:**
   - Review the vocabulary from the previous lesson.
   - 5 mins

2. **Presentation:**
   - Introduce the vocabulary using pictures and translations.
   - 10 mins

3. **Practice:**
   - **Listening**
     - 15 mins
     1. Students listen to the following passage and fill in the missing words.

     බූකාලයේ පාලනයේ පාලනය පාලනය පාලනය පාලනය පාලනය පාලනය. බූකාලයේ පාලනය පාලනය පාලනය පාලනය පාලනය පාලනය පාලනය. බූකාලයේ පාලනය පාලනය පාලනය පාලනය පාලනය පාලනය. බූකාලයේ පාලනය පාලනය පාලනය පාලනය පාලනය පාලනය. බූකාලයේ පාලනය පාලනය පාලනය පාලනය පාලනය පාලනය.

   - **Listening & Speaking**
     - 10 mins
     1. Students answer questions like the following based on the above passage.

---

*Topic: Employment*
Speaking -

1. Write questions like the above on pieces of paper and make sets. Give one set to each pair. Student work pairs. One student picks up a strip and asks the question and other answers.

4. Application (use): 10 mins

<table>
<thead>
<tr>
<th>Role Play:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roles: PCT/Sri Lankan</td>
</tr>
<tr>
<td>Situation: Any social situation/any formal situation</td>
</tr>
<tr>
<td>Purpose: Sri Lankan asks lots of questions about the organisation and personal questions about the salary etc.</td>
</tr>
<tr>
<td>PCT responds.</td>
</tr>
</tbody>
</table>

5. Assessment (Task): 

6. Contingency Plan:

7. Comments/Self Evaluation
## LESSON PLAN II

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the grammar in a given task</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: V (present tense) + m/s (Likely)</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogues, MCQ charts, question strips</td>
</tr>
</tbody>
</table>

### Procedure

1. **Warm up/Review:**
   - Review the adjectives if necessary.  
     - 5 mins

2. **Presentation:**
   - Introduce the grammar using picture dialogues.  
     - 15 mins

### Top: Employment
3. Practice:

Listening - 15 mins

1. Students to listen to a description and select the correct meaning on a MCQ chart.

   1. ඇල ඇල මාලයි. ප මාලයි....
      a. ඇල ඇල මාලයි
      b. ඇල ඇල මාලයි කොළඹ මුද්ර සඳහා
      c. කොළඹ ඇල ඇල

   2. හාය පොහොම් කාව කාව. ප මාලයි....
      a. පෙනෙන් කාව කාව
      b. පෙනෙන් කාව කාව කුළුණක්
      c. පෙනෙන් කාව කාව කුළුණක්

   3. පැමිණි කාව කාව. ප මාලයි....
      a. පැමිණි කාව කාව
      b. පැමිණි කාව කාව
      c. පැමිණි කාව කාව කුළුණක්

   4. එක පේජොල් කාව කාව කාව කාව කාව. ප මාලයි....
      a. කාව කාව කාව කාව කාව කුළුණක්
      b. කාව කාව කාව කාව කාව
      c. කාව කාව කාව කාව කාව

   5. නෙවෝ කාව කාව කාව කාව කාව කාව කාව කාව කාව කාව කාව කාව. ප මාලයි....
      a. කාව කාව කාව කාව කාව කාව කාව කාව කාව කාව කාව
      b. කාව කාව කාව කාව කාව කාව කාව කාව කාව කාව කාව
      c. කාව කාව කාව කාව කාව කාව කාව කාව කාව කාව කාව

Listening & Speaking - 10 mins

1. Read out the following sentences and get the students to make sentences using the grammar.

   - ඇල ඇල මාලයි මාලයි මාලයි. ඇල ඇල ඇල.
   - පැමිණි කාව කාව කාව. කාව කාව කාව කාව කාව.
   - පොහොම් කාව කාව කාව කාව කාව කාව කාව කාව කාව කාව කාව කාව.
   - පොහොම් කාව කාව කාව කාව කාව කාව කාව කාව කාව කාව කාව කාව.
   - පොහොම් කාව කාව කාව කාව කාව කාව කාව කාව කාව කාව කාව කාව.
   - පොහොම් කාව කාව කාව කාව කාව කාව කාව කාව කාව කාව කාව කාව.

Speaking - 10 mins

1. Write the following questions on paper strips and get the students to ask and answer in pairs by picking one by one.
What might you father be doing now?

What things might be there in the White house?

How might the FIJI island be? (climate)

He is sick. How might he feel?

What might the President would have done this morning

4. Application (use):  
10 mins

Send the students to find out from the Sri Lankans what might be happening in their households at the present moment.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation
淮南ාවේ කළමන් කරන්නේ

නිළි, රාජා විශේෂී නෝ.

නිළි
බෙබාරි! මේ යිදියක් ඇතිම පැයි.
ව අතක්?
පැයිවදා වි යිදිය.
මුෙත්තා මගින් මේය.
මුෙත්තා මගින් පැයිවන්නේ අමාත්හාන්තයි.
මම චිත්‍ර මැටි.

උපත් ක්‍රමය සඳහා අතරින් කියන්නේ උපත් ක්‍රමය සඳහා අතරින් කියන්නේ.
මුලික ටෙල්ලිහැරු කළාප දැනට අත්තෑ ආදියේ සංස්කරණ.

කළ දැනට TV අත්තින් ගැළං.
LESSON PLAN III

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>1 hour 5 minutes</th>
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<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the grammar and describe their peculiar habits</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Grammar: V(Emp.) +emphasized item+ සේෂුම</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Picture dialogues, paper chips</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review:  
   Review present emphatic form of the verb.

2. Presentation:  
   Introduce the concept using picture dialogues.

   ඉංග්‍රීසි නැමුත් පිය වෙනුවෙන්?  
   ඉංග්‍රීසි.  
   ඉංග්‍රීසි නැමුත් පිය වෙනුවෙන්?

   ඉංග්‍රීසි.  
   ඉංග්‍රීසි.  
   ඉංග්‍රීසි.  

   ඉංග්‍රීසි පිය වෙනුවෙන්?

   ඉංග්‍රීසි.  
   ඉංග්‍රීසි.  
   ඉංග්‍රීසි.  

   ඉංග්‍රීසි නැමුත් පිය වෙනුවෙන්?

   ඉංග්‍රීසි.  
   ඉංග්‍රීසි.  
   ඉංග්‍රීසි.  

   ඉංග්‍රීසි නැමුත් පිය වෙනුවෙන්?

   ඉංග්‍රීසි.  
   ඉංංග්‍රීසි.  
   ඉංංග්‍රීසි.  

   ඉංංග්‍රීසි නැමුත් පිය වෙනුවෙන්?

   ඉංංග්‍රීසි.  
   ඉංංග්‍රීසි.  
   ඉංංග්‍රීසි.  

   ඉංංග්‍රීසි නැමුත් පිය වෙනුවෙන්?

   ඉංංග්‍රීසි.  
   ඉංංග්‍රීසි.  
   ඉංංග්‍රීසි.  

   ඉංංග්‍රීසි නැමුත් පිය වෙනුවෙන්?

   ඉංංග්‍රීසි.  
   ඉංංංග්‍රීසි.  
   ඉංංංංග්‍රීසි.  

   ඉංංංංංංග්‍රීසි නැමුත් පිය වෙනුවෙන්?
3. Practice:

**Listening -** 10 mins

1. Read out three sentences at a time and ask the students to say whether the sentence is right or wrong.

   1. මෙම මුහුණය දක්වා ගැනීම
   2. මෙම මුහුණය දක්වා ගැනීම
   3. මෙම මුහුණය දක්වා ගැනීම
   4. මෙම මුහුණය දක්වා ගැනීම
   5. මෙම මුහුණය දක්වා ගැනීම
   6. මෙම මුහුණය දක්වා T-Shirts.

**Listening & Speaking -** 15 mins

1. Read out two sentences and ask the students to join and make sentence using the structure.

   -මලිගෝ මුහුණය දක්වා. මලිගෝ දක්වා ගැනීම.
   -රාජපක්ෂ මුහුණය දක්වා. නැංගල් දක්වා ගැනීම.
   -විශේෂ light vehicles දක්වා. Heavy vehicles දක්වා ගැනීම.
   -කොති මුහුණය දක්වා. මොටසි දක්වා ගැනීම.
   -මලිගෝ මුහුණය දක්වා. නැංගල් දක්වා ගැනීම.
   -විශේෂ light vehicles දක්වා. Heavy vehicles දක්වා ගැනීම.

**Speaking -** 10 mins

1. Write nouns of different categories on pieces of paper and make sets for pairs. Students work in pairs and make sentences having picked up the pieces of paper.

   Example:  
   [ ]

   Student: මලිගෝ මුහුණය දක්වා

   [ ]

   Cartoons

   Student: මලිගෝ Cartoons දක්වා
4. Application (use): 10 mins

Students describes their peculiar habits as the above sentences.

- අ ධ න හ න ර න ඦ න ට න ඦ න ච න ඦ න ච න ඦ න ච න ඦ න ච න ඦ න ච න ඦ න ච න ඦ න ච න ඦ න ච න ඦ න ච න ඦ න ච න ඦ න ච etc

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation
මත් කවුටු එන් ගෙන්න සැලසන්?

බදී?

1. උඩු ආරාම පිස්සය!
LESSON PLAN V

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>50 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>At the end of the lesson the students will be able to use the dialogue in a given role play</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Dialogue strips, role play cards</td>
</tr>
</tbody>
</table>

Procedure

1. Warm up/Review: 5 mins
   Review all the relevant vocabulary items and grammar.

2. Presentation: 10 mins
   Cut the dialogue into words and mix them up. Make two sets. Divide the class into two teams. Ask them to put the dialogue together quickly. The first team to arrange it meaningfully gets a round of applause.

3. Practice: 10 mins
   Listening
   Make a listening cloze using the dialogue and ask the students to fill in the missing words when you read it out.

   නිෂ්පාදනයෙහි මම පියෝ නැතේ?

   ගැටුම: මෙම පියෝවත්කම් මෙහෙයි පැහැදිලි මෙහෙයි පැහැදිලි මෙහෙයි.

   නිෂ්පාදනයෙහි මම පියෝ නැතේ?

   ගැටුම: මෙම පියෝවත්කම් මෙහෙයි පැහැදිලි මෙහෙයි පැහැදිලි මෙහෙයි.
Listening & Speaking - 5 mins
Take roles and practice the dialogue with the students.

Speaking - 10 mins
Students practice the dialogue in pairs.

4. Application (use): 10 mins

Role Play:

<table>
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<tr>
<th>Roles</th>
<th>PCT/Sri Lankan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Situation</td>
<td>At a social function</td>
</tr>
<tr>
<td>Purpose</td>
<td>Sri Lankan asks questions about PC and other details. PCT responds.</td>
</tr>
</tbody>
</table>

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation
## Section 3

### Culture Notes

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</tbody>
</table>
PERSONAL IDENTIFICATION

CULTURE

The questions Sri Lankans ask people they've just met or been introduced to, are - where they are from, if they have brothers and sisters, whether they are married and where they work. PCVs should expect these questions even from strangers.

To a Sri Lankan the 'Family' represents the extended family with even third and fourth cousins considered members of this family. Each member of this extended family has well defined roles and responsibilities. The kinship terms reflect this. The range of kinship terms is much wider than that in the west.

Relationships with women are another consideration. In Sri Lankan society, a man's relationship with a woman is always formal unless they are blood relations or have known each other for some time. In a village the social structure itself make sure that this rule is followed, but in the apparently more relax urban community it is easy to make a faux pas. On the whole, married women are far less protocol-conscious than the unmarried, in whom both mothers and the norms of society have drummed the fact that modesty and reserve are valued qualities in young women.

A rule of thumb for all might be to start formally without being too distant or too friendly and gradually thaw out. To start off with plenty of bonhomie, being everyone's friend, is an obvious mistake, and although most Sri Lankans are too polite to criticize directly, it could lead to the formation of great reservations about your sincerity.
Greetings:

'ඍඟාචුල්' translated literally, means 'may you have a long life'. The proper optative form 'ඍඟාචුල් බි' is used when reacting propitiatory incarnations to the gods and demons, entering them to prolong the lives of persons believed to have been influenced by these gods.

In ordinary social conversation 'ඍඟාචුල්' is used as a form of greeting equivalent to 'Good Morning' or 'hi' or as a form of 'Good-bye'.

The influence of the 'Evil Mouth' and the 'Evil Eye' are part of the Sri Lankans' belief system. Sri Lankans do not, therefore, make complimentary remarks about a person's good health or his success. For example, a Sri Lankan would not comment on the abundance of a farmer's harvest. To do so would be to invite the destructive power of evil spirits. This belief is reflected in the response to 'How are you?'. The response is 'Not bad'.

The question 'Where are you going?' is another way of greeting, when you meet someone known on the street. The person who greets you does not expect an answer for that. In return, you can either say your exact destination or just say you go overthere.
HOST FAMILY

CULTURE

A Sri Lankan household, i.e. the type selected for PCV Home-Stays, usually consists of the family, one or two relatives and a domestic help. However, members of the extended family would be frequent visitors and a great deal of interaction would take place with such relatives and also with neighbors.

Children live in the parents's home up to the time they get married. Unmarried children live there permanently.

Male children are preferred by Sri Lankan parents. One reason for this is that daughters have to be provided with dowries. Parents are protective of male children, younger siblings defer to them. Young adult children are dependent on their parents, financially and emotionally in a manner that seems strange to young Americans. Host parents tend adopt the same protective attitude to PCVs.

The members of most Host families are bilingual and would speak to the PCVs in English even after the PCV achieved Sinhala language proficiency. This is because English is the language of formal social interaction.
Academic Education enjoys a long tradition in Sri Lanka and the 'learned man' has an important place in the community. The teaching profession is, therefore, a respected one.

The traditional teacher - student relationship still prevails in the Sri Lankan classroom and the teacher's authority and views are rarely challenged.

Classroom furniture consists of desk and straight-backed chairs or benches. The students are not permitted to put their feet up on the chairs, nor to place their books on the floor.
SOCIAL LIFE

CULTURE

It is customary for a visitor to accept the food and drink that is offered in a Sri Lankan home even if he did not need refreshment.

Almost always tea is offered. It is served in cups with milk and sugar added. It is therefore necessary to cultivate a taste for this form of tea. The social events to which guests are invited are almsgivings, 'pirith' ceremonies, housewarming ceremonies and Sinhala New Year ceremonies. Refusals have to be expressed in indirect terms. For instance 'කොළභ කොළභ මීදු මොළභ ' in effect means 'I am sorry I won't be able to be present'. But loosely translated would mean 'events will make it difficult for me to come'.

The expression 'මහමා' (please) and 'හෝඩෝ මොළභ ' (thank you) are used in formal situations. However, the same meanings are expressed by means of facial expressions and tone of voice also by adding the words 'පුර්ෂ' or 'මොළභ ' meaning 'a little'.
FOOD

CULTURE

Sri Lankans eat 3 big meals a day: breakfast, lunch and dinner. Between meals they drink several cups of strong black tea to which a lot of milk and sugar have been added.

Lunch consists of rice and curries. Rice flour preparations and bread is served at breakfast and dinner. Dessert is fruit or curd and treacle. (milk rice) is yet another breakfast dish which is made on festive occasions. To the Western palate Sri Lankan food is highly spiced and hot. The wide range of spices - Cardamom, nutmeg, cloves, cinnamon, coriander, fenugreek etc. and the chilies and herbs give Sri Lankan food its piquancy.

The Sri Lankan hostess rarely sits at table with her guest. She moves to each guest, dish and spoon in hand serving him several times over. The more food the guest consumes the happier the hostess is. "Appropriate forms of refusing food" is presented in the lessons.

Cutlery versus Fingers:

Of course, a typical Sri Lankan meal should be eaten Sri Lankan style. Use your fingers but do try to be dexterous.

When mixing the rice with curry, take bits of this and pinches of that, lightly mix with a bit of rice with your finger tips and pop it in your mouth. Avoid getting your palm and fingers above the knuckle soiled. That is considered not quite polite. If you don't like using your fingers, call for cutlery. This is usually provided, even at meals you are invited to in a home where only Sri Lankans are expected.
HEALTH

CULTURE

The Ayurvedic system dating back several centuries, is the traditional system of medicine in Sri Lanka. Many people still prefer Ayurvedic treatment as the medicines are made of herbs and are free of chemicals. In rural areas, the Ayurvedic physician or අයුර්වේදීක්කරී විශේෂිකය is, very often, an astrologer as well. His practice is quite extensive and his standing in the community, high.

A consultation commences with the patient offering a sheaf of betel leaves to the doctor. The consultation fee is minimal and the medicines are inexpensive.

The Government Medical Colleges train doctors in the Western system of medicine. The Government has set up hospitals in every province. The medical treatment at these hospitals are free, but they are as a rule overcrowded and understaffed.
Clothing can be had for a very reasonable price if you choose the location to buy it carefully. Although there are no discount shops as such in Sri Lanka, many 'discount' items can be found, especially in areas of Colombo, and other main cities, where attractively made local garments, some designed originally solely for export, can be found for sale in many of the 'boutiques'.

Sri Lankans can have clothes and shoes made to measure. The PCV often finds it necessary to have cotton clothes stitched, and slippers made. Used items are rarely thrown away. The watchmaker, the cobbler, the knife grinder, the radio repairer, the umbrellas man, can be found at busy junctions repairing items which some people think are beyond repair.
SHOPPING

CULTURE

Shopping in Sri Lanka generally falls into two categories: that which has to be done and that which one can enjoy doing. The first includes such mundane chores as getting the groceries and repairing what is broken, while the second includes everything from clothing to handicrafts. Grocery shopping covers both the daily marketing trips for perishable produce and the supermarket routine for the larger items. Many people have their servants do the former chores, keeping a book in which they record what they have spent, while they themselves be aware that you might end up paying higher prices for most items than the locals do. Also be aware that prices are seasonal and depend to a large extent on where the produce comes from and how constant the supply is. Fruits and basic commodities always tend to go up in price during festival seasons, such as the New Year, because the demand is high, and there are large profits to be made.

Supermarket shopping is very similar to that in Western countries - fixed prices and cashiers at checkouts - but again the supply is not always constant. The best thing about supermarket is that they are open long hours and all day on Sundays.
CULTURE

If the PCV needs directions to get to his destination he could stop a stranger on the street or ask at a store. However, such information should be double-checked: people are anxious to help, and find it awkward to say they do not know this information. So, they end up giving directions and locations which they presume to be accurate but in fact are not.

Although Sri Lanka has officially adopted the metric system, distances are still computed in terms of Imperial measurement. In rural areas Sri Lankans do not express distances in exact terms – distances range from 'very near to very far'. Further, since these concepts are themselves relative 'very near' could turn out to be a good five miles away.
TRANSPORTATION

CULTURE

For those people who wish to travel a long distance and do not have a car nor access to one, there is all manner of public transportation. Trains and buses go to all parts of the island with remarkable frequency and even the remotest village can usually be reached within a day by using a combination of transportation systems.

Trains leave Colombo from either the Fort Station or Maradana station and go North, South and East. There is also a network of Intercity Express trains which do have reserved seats and these trains are comfortable and efficient. They cost a little more than the regular trains but the expense is well justified for the convenience of knowing that you have a seat and that there is a reasonable chance that your train will get to its destination on time.

Bus transportation on the island is not as exotic as traveling by train, in any of its forms- but it is cheap, frequent and convenient. In most of the major cities there is a bus stop close to the railway station where buses to most of the outlying areas around that central location and to other cities on the island can be found.

Buses come in two varieties, government-owned and privately owned. Government-owned buses are all fairly large and it is quite possible that some of the seats will be broken or the lights not working. The private buses are usually smaller than the government buses - some of them are actually minibuses- and usually faster. The drivers have a reputation for being rather reckless at times as they are paid by the number of journeys that they make in a day.

The only snag with using any kind of bus in Sri Lanka is that it is likely to be very, very crowded. This is especially at rush hours, it is quite common to see buses, both large and small, careering down the road at an alarming rate with passengers literally hanging out of the doors.

Long distance buses and private vans make a stop for tea. For instance the Colombo-Galle buses stop at Ambalangoda.

Each seat can accommodate two adult passengers. The seat immediately behind the driver is reserved for members of the clergy. A male layman can sit next to a Buddhist mink but not a female layman.
Post offices located in every large town, Sub Post Offices and Agency Post Offices provide facilities for mailing letters and parcels, sending telegrams and making telephone calls.

The General Post Office - the GPO - is the Central Post Office for the entire country and is located in Colombo 1. In-coming foreign parcels are handled by this Post Office. The first day covers of postage stamps are usually available only at this Post Office.

The Island's telecommunication system is managed by a Government Department. There are no public call boxes and if a person has no access to a private telephone he will have to use a telephone in a Post Office or in a store. Telephone calls are comparatively expensive and are therefore brief and to the point.
Housing

Culture

Sri Lankans do not move from one place to another. The dream of every Sri Lankan family is to build their own home. Even if work required them to move to another part of the country, they would eventually return to this home.

Landlords quote two different rents to foreigners and a lower rent to Sri Lankans. Once the PCV identifies himself as a volunteer and indicates that the Government Ministry has placed a ceiling on rents for PCV accommodation, he could negotiate for a more realistic rate.

Accommodation at PCV sites are not likely to be advertised in the newspapers. The most effective way of finding housing is along the local grapevine.

House repairs which require the services of skilled workmen, are the responsibility of the landlord. The tenant is expected to attend to minor repairs.
WORK

CULTURAL

All PCVs have dealings -- some more than others -- with Government Departments and Government officers.

The Ceylon Administrative system has been modeled on the one that was devised by the British Colonial Office for its colonies. Very few changes have been introduced since Colonial times. The Administrative Service is a highly structured bureaucracy with only the very few at the very top, wielding discretionary power.

One of the biggest challengers that PCVs face is learning to cope with the Administration’s delays. There are two reasons for such delays which take place routinely. One is the 'red tape' involved and the other is the Asian concept of time. For Asians, time is flexible and is forever: so there are no expectations that appointments will be kept or deadlines met.
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</tbody>
</table>
May/Might

The idea of 'May/Might' in expressions such as 'x might go' etc. is expressed by a modal verb formed by adding - ə/ə to the verb base.

<table>
<thead>
<tr>
<th>verb-base</th>
<th>modal</th>
</tr>
</thead>
<tbody>
<tr>
<td>əə0</td>
<td>əəə</td>
</tr>
<tr>
<td>əə</td>
<td>əə</td>
</tr>
<tr>
<td>əəə</td>
<td>əəə</td>
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<td>əə</td>
<td>əə</td>
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<tr>
<td>əə</td>
<td>əə</td>
</tr>
</tbody>
</table>

Note that when ə is added to verb-bases ending in ə, the sequence əəə is usually pronounced as ə.

- əəə - əə
- əəə - əə

Of the irregular verbs so far given, only the following show a change:

- əə | - take, buy | = əəə pronounces əə
- əə | - be | = əəə pronounces əə

and ə - put | = əə or əə

Other irregular verbs show no change. Thus,
- ə - go | = əə
- ə - eat | = əə

The modal usually takes a third person subject, singular or plural:

- əəə əəə əəə.

Younger brother might buy that book.

- əəə əəə əəə.

They might go to Colombo tomorrow.

The form is made by adding ə to the verb base with these base changes:

1. When the verb base ends in a vowel, the vowel is lengthened if possible:

<table>
<thead>
<tr>
<th>verb-base</th>
<th>form</th>
</tr>
</thead>
<tbody>
<tr>
<td>əə</td>
<td>ə</td>
</tr>
</tbody>
</table>

Grammar Handouts
2. If in the verb base, final vowel is ə or ə, it is lengthened to ə:

<table>
<thead>
<tr>
<th>əə</th>
<th>əə</th>
<th>əə</th>
</tr>
</thead>
<tbody>
<tr>
<td>əə</td>
<td>əə</td>
<td>əə</td>
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<tr>
<td>əə</td>
<td>əə</td>
<td>əə</td>
</tr>
</tbody>
</table>

3. When the verb-base ends in ə, ə is added before ə:

<table>
<thead>
<tr>
<th>əə</th>
<th>əə</th>
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</tr>
</thead>
<tbody>
<tr>
<td>əə</td>
<td>əə</td>
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<tr>
<td>əə</td>
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<td>əə</td>
</tr>
</tbody>
</table>

4. A few verb-bases are irregular:

<table>
<thead>
<tr>
<th>əə</th>
<th>əə</th>
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</thead>
<tbody>
<tr>
<td>əə</td>
<td>əə</td>
<td>əə</td>
</tr>
</tbody>
</table>

**Might Not:**

One way of expressing the idea 'might not' is by adding - əə əə to the present verbal adjective of the verb concerned:

<table>
<thead>
<tr>
<th>əə</th>
<th>əə</th>
<th>əə</th>
</tr>
</thead>
<tbody>
<tr>
<td>əə</td>
<td>əə</td>
<td>əə</td>
</tr>
</tbody>
</table>

- He might go to Colombo tomorrow.
- He might not go to Colombo tomorrow.

<table>
<thead>
<tr>
<th>əə</th>
<th>əə</th>
<th>əə</th>
</tr>
</thead>
<tbody>
<tr>
<td>əə</td>
<td>əə</td>
<td>əə</td>
</tr>
</tbody>
</table>

- Chris might read a book tomorrow.
- Chris might not read a book tomorrow.

**Might have / Would have / Must have:**

The idea of 'might have / would have / must have' (as in 'a might have gone' etc.) is expressed by the infinitive form of the verb followed by əə (The case of the subject will be determined by the verb):

<table>
<thead>
<tr>
<th>əə</th>
<th>əə</th>
<th>əə</th>
</tr>
</thead>
<tbody>
<tr>
<td>əə</td>
<td>əə</td>
<td>əə</td>
</tr>
</tbody>
</table>

- The child went to the shop
- The child might / would have gone to the shop.
The younger brother brought stamps.
The younger brother might/would have brought stamps.
Father missed the bus.
Father might/would have missed the bus.

Structure: V + inf. + not - ści

Might not be:

A ści statement can be changed to a 'May/Might Not' modal by replacing ści by ści

ści ści ści ści There isn't bread in the shop.
ści ści ści ści There may not be bread in the shop.
ści ści ści ści He won't come tomorrow.
ści ści ści ści Might be he won't come tomorrow.
ści ści ści ści He didn't go yesterday.
ści ści ści ści May be he didn't go yesterday.
Constructions with 'oone' (have to/must)

The idea one 'has to do' something is expressed in different ways in Sinhala.

1. MUST, SHOULD or HAVE TO

In order to express the idea of MUST, SHOULD or HAVE TO is expressed by the construction:

S (Direct) + infinitive of main verb + 세요

e.g. ද පුළුවේ නිමැවෙන්න සැපි
I have to/must learn Sinhala.

The negative of this construction is formed by only adding ඉ

e.g. ද පුළුවේ නිමැවෙන්න සැපි ඉ
I do not have to learn Sinhala.

2. SUPPOSED TO

In order to express the idea of 'SUPPOSED TO' is expressed by the construction:

S(Dative) + infinitive of main verb + ඉමුනි

e.g. දැරී නිමැවෙන්න ඉමුනි
I am supposed to learn Sinhala.

The negative of this construction is formed by replacing ඉමුනි by ඉ

e.g. දැරී නිමැවෙන්න ඉ
I am not supposed to learn Sinhala.

3. SUPPOSED TO DO - unavoidable

The idea of one is supposed to do something and it is unavoidable is expressed by the construction:

S(Dative) + infinitive of main verb + ඉමුනි

e.g. දැරී නිමැවෙන්න ඉමුනි
I am supposed to learn Sinhala.
(The circumstances force me to learn Sinhala)
The negative of this construction is formed by adding \(m\) to the emphatic form of \(\text{ach}\).

e.g. \(\text{ach \text{ach} \text{ach} \text{ach} \text{ach}}\)
    I am not supposed to learn Sinhala.

This also conveys the meaning of "I won't be able to ....... I won't have to ......... depending on the context."
**A.** After (කොරු) can occur as a post position. The past tense verb takes the dative case.

*Structure:* \[ S \rightarrow V \text{(past tense)} \rightarrow + \rightarrow 

*Example:*

\[ ඉන මං කොරු එක මේගේ. \]

I'll bathe after you bathe.

\[ ඉන මං කොරු එක මේගේ \]

I bathed after you bathed.

*The tense is determined by the final verb.*

**B.** The dependent noun of (කොරු) can take either a dative or instrumental case. The following four can take only dative case.

\[ ඉ - නෙ \]

\[ ඉන - නෙ \]

\[ ඉන - නෙනො \]

\[ ඉන - නෙනො නෙනො \]

*Example:*

\[ ඉන දෙවන පවතින කොරු එක මේගේ. \]

That gentleman did not write books after that.

\[ ඉන කොරු එක මේගේ එක මේගේ \]

Don't come here after this.

\[ ඉන කොරු එක මේගේ. \]

You come after me.

---

**Before - කොරු**

**A.** Before (කොරු) can occur as a post position with a verb infinitive.

*Structure:* \[ S \rightarrow V \text{(infinitive)} \rightarrow + \rightarrow 

*Examples:*

\[ (කොරු) ඉන මං කොරු එක මේගේ \]

Wash your hands before you eat.

\[ ඉන කොරු එක මේගේ \]

He came before I went home.
Temporal Clause - 'until'

Sinhalese forms 'until' temporal clause by adding ශ් to the present verbal adjective. The verb of the other clause will be in the form demanded by the sense:

**Structure:** Present Verbal Adjective + ශ්

1. මම මම ශ් මම ශ්
   Until he goes, I will stay here.

2. ලොම ලොම ශ් ලොම ශ්
   Until I come, you stay home.

3. මෙම කොඩම් කොඩම් ශ් කොඩම් ශ්
   Until you telephone, I'll stay at the office.

4. මම මම ශ් මම ශ්
   Until they came, we played.
CONDITIONAL CLAUSES

I. PRESENT CONDITIONAL (IF) - ณ

Structure: S + V (Simple Present Tense) + ณ

e.g. ကိုယ်တိုင် မင်တွေ သိရှိ ကိုယ်တိုင် အဆိုတော်
. If you talk to students, you can get more details.

ကိုယ်တိုင် မင်တွေ သိရှိ ကိုယ်တိုင် အဆိုတော်
If this is a good project, I like to assist.

The conjunction ณ 'if' like the question marker ကို မျှော်လင်း ဖြင့်, in a simple statement, occur after the simple verb. Also like ကို, it may occur after မည်။ မည်တွေ and မည်စြာ in sentences with these forms, or after the predicate attribute in equational sentences.

When ณ occurs as a conjunction 'if' at the end of a clause with a present tense verb, the implication may be either present or future, and the verb of the other ("then") clause will be in the form demanded by the sense.

In an emphatic statement it may occur after the emphasized item, but not after the emphatic form of the verb.

e.g. ကိုယ်တိုင် သိရှိ ကိုယ်တိုင် မေးခွန်း
. If it is to the meeting that you are going, (you) take these books with you.

II. S + V (Simple Past Tense) + ณ

ကိုယ်တိုင် မေးခွန်း ကိုယ်တိုင် မေးခွန်း ကိုယ်တိုင် မေးခွန်း If we had worked little more we would have finished this work.

If you had told me yesterday I would have brought it today.

The action refers to past time.

If he had ........................ he would have ........................
When the verb of an 'if' clause is in the simple past tense, the implication is generally past contrary to fact (if he had gone .........). The verb of the other clause will commonly be in the present tense.

If I had been a bit late, I wouldn't have been able to catch you.

If he had gone to the office, he would have met the big boss.

III. PAST CONDITIONAL (IF) - එශ

Structure: S + V (Past Tense) - එශ + a

e.g. එශකි යනුම් කියාමා
If he comes today tell me (i.e., after he comes).

If I go to the shop I will bring a pack of cigarettes.

The action implies future time and the action in the Main Clause depends on the completion of the action in the Conditional Clause. Note that in the Sinhalese sentence only the form of the verb signals English 'if'. In the main clause the verb form is any reasonable form to fit the situation.

The එශ conditional is formed by adding 'ot' එශ to the past verbal adjective. The final vowel of the past verbal adjective is dropped before එශ:

<table>
<thead>
<tr>
<th>verb-base</th>
<th>past verbal adjective</th>
<th>past-conditional</th>
</tr>
</thead>
<tbody>
<tr>
<td>එන් - look</td>
<td>එබෝ</td>
<td>එබෝළීයාත්</td>
</tr>
<tr>
<td>එ - go</td>
<td>එශ</td>
<td>එශළීයාත්</td>
</tr>
<tr>
<td>එශෝ - bring</td>
<td>එබෝ</td>
<td>එබෝළීයාත්</td>
</tr>
</tbody>
</table>

Grammar Handouts
PAST PARTICIPLE

<table>
<thead>
<tr>
<th>Simple Present</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>go</td>
<td>ගැන්න/ගැන්නය</td>
</tr>
<tr>
<td>come</td>
<td>ගැන්න/ගැන්නය</td>
</tr>
<tr>
<td>give</td>
<td>ගැන්නය</td>
</tr>
<tr>
<td>look/read</td>
<td>ගැන්නය</td>
</tr>
<tr>
<td>take/buy</td>
<td>ගැන්නය/ගැන්නය</td>
</tr>
<tr>
<td>eat</td>
<td>ගැන්නය</td>
</tr>
<tr>
<td>drink</td>
<td>කෝළය</td>
</tr>
<tr>
<td>do</td>
<td>කෝළය</td>
</tr>
</tbody>
</table>

I. Participle Sentences

A past participle without another verb may form the predicate of a sentence. The implication is generally that the action has been completed, so that the usual English equivalent is the perfect (i.e., 'has gone'). In this usage, the subject of the participle sentence will be in the third person.

Structure: S (3rd person) + Past Participle

- මෙය ගැන්නය එක්ක් එක්ක්
  The master has come home.

- මෙය ගැන්නය එක්ක් එක්ක්
  He has bought a radio.

In such patterns the verb

(a) Relates to a period of time preceding, but continuing up to the present.
(b) The action indicated by the verb is relevant to something observable in the present.

II. Past Participle of Involutive Verbs

In Predicative use the Past Participle of involutive verbs expresses the state or condition resulting from the action indicated by the verb:

- කෝළය පාලිනි
  The king's coconuts are ripe.
The chair is broken.

The room is wet.

Volatile Verb: expresses an action performed with the will of the doer.

Involutive Verb: expresses an action that is performed without the will of the doer.

III. PAST PARTICIPLE as "and"

A common use of the Past Participle form of the verb is to connect a number of verbs in sequence. The final verb in the series is the main verb. The main verb will be in the form demanded by the sense.

Structure: Vi ....... Vn (past Participle) + Main verb

She ate, drink and went home.

Larry drinks tea, reads the paper and goes to work.

I'll take this book home, read and give it to you.

IV. PAST PARTICIPLE + කළේ

Past participle of certain Volitive Verbs + කළේ has the meaning 'perform the action of the past participle for someone else'. The person for whom the action is performed, if expressed, is in the dative.

The whole complex verb acts as a single verb, with කළේ in whatever form the sentence requires.

e.g. කළේ දක්නා නො කළේ.
I'll make (you) a curry.

She cooks for me.

Did you make a cake for him?

Could you write this letter in Sinhala for me?
V. PARTICIPLE vs. PERFECT SENTENCE

The present perfect may indicate that one has had the experience of doing something at some time in the past. In this usage, the subject may be first, second, or third person:

e.g. මම නොතන්කා නොකොටෙන්
I have gone to Colombo (I've been there).

හම නොතන්කා නොකොටෙන්
He has seen Sinhala movies (He has had experience).

VI. PAST PARTICIPLE with නොගනුන් (when)

With නොගනුන් (when) clause expressed or implied, a past participle sentence implies an action completed prior to that of the නොගනුන් clause, and thus equates with an English past perfect (i.e., 'had gone' 'gone'). In this usage, the subject may be any person, first, second, or third:

e.g. මම නොතන්කා නොකොටෙන්.
When you came, I had gone to Kandy.

හම නොතන්කා නොකොටෙන්
When I went home, Laura has come.
VERBAL NOUNS/GERUNDS

Verbal nouns are formed by adding අමු to the verbal adjective. The verbal adjective is formed by adding එ to the stem of the verb or omitting එ from the present tense verb.

E.g.

<table>
<thead>
<tr>
<th>Verb Stem</th>
<th>එ</th>
<th>=</th>
<th>Verbal Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>අමු</td>
<td>එ</td>
<td>=</td>
<td>අමු</td>
</tr>
<tr>
<td>අමුයි</td>
<td>එ</td>
<td>=</td>
<td>අමුයි</td>
</tr>
</tbody>
</table>

E.g.

<table>
<thead>
<tr>
<th>Present tense verb</th>
<th>එ</th>
<th>=</th>
<th>Verbal Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>කළමාන්තය</td>
<td>එ</td>
<td>=</td>
<td>කළමාන්තය</td>
</tr>
<tr>
<td>කෙල්ලාන්තය</td>
<td>එ</td>
<td>=</td>
<td>කෙල්ලාන්තය</td>
</tr>
</tbody>
</table>

A major function of a verbal adjective is to form verbal nouns or gerunds by adding අමු.

E.g.

1. කළමාන්තය කෙල්ලාන්තයේ එමින් කළ එමින් - Smoking is not good.

2. ගංගු කෙල්ලාන්තය එමින් කළ එමින් - Growing vegetables is easy.

In conversation verbal nouns function as regular nouns so that they inherit all the different noun cases.

E.g.

1. ගමනු කෙල්ලාන්තය එමින් කළ එමින් - I don't like smoking.

2. ගමනු කෙල්ලාන්තය එමින් කළ එමින් - There are lots of advantages by depositing money in a bank.

Note the difference between the verbal adjective and the verb infinitive.

<table>
<thead>
<tr>
<th>Verbal Adjective</th>
<th>Verb Infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>කළමාන්තය</td>
<td>කළමාන්තයෙන</td>
</tr>
<tr>
<td>කෙල්ලාන්තය</td>
<td>කෙල්ලාන්තයෙන</td>
</tr>
</tbody>
</table>

II. VERBAL ADJECTIVES AS REGULAR ADJECTIVES

Another function of the verbal adjective is qualifying the noun with an action.

E.g.

1. කළමාන්තය එමින් කළමාන්තයෙන - He is a person who drinks everyday.

2. කෙල්ලාන්තය එමින් කෙල්ලාන්තයෙන - The barking dog never bites.
3. සමාජයේ දොත් නැවැත්තකම් ආගමේවා.
The person who gave me the book is a lawyer.

In some cases the verb of the verbal adjective becomes intransitive.
E.g.

1. දෙළරුවන් නියැත්තකම් වෙන්න ති.
The profit one gets from chickens is not enough.

2. මෙම දේශය මෙයින් ඔබට පොළම කරන්න?
What do you do with the money that one gets as the balance.

3. මෙම දේශය මෙයින් ඔබට පොළම කරන්න?
How much money does one spend per day.
<table>
<thead>
<tr>
<th>Volative Verbs</th>
<th>Involutive Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Present Tense</strong></td>
<td><strong>Past Tense</strong></td>
</tr>
<tr>
<td>ခစည်း break</td>
<td>ချာဗဴး</td>
</tr>
<tr>
<td>ချာဗဴး dry</td>
<td>ချာဗဴး</td>
</tr>
<tr>
<td>ခရစ်ဳး burn</td>
<td>ခရစ်ဳး</td>
</tr>
<tr>
<td>ချာဗဴး fill</td>
<td>ချာဗဴး</td>
</tr>
<tr>
<td>ခစည်း kill</td>
<td>ခစည်း</td>
</tr>
<tr>
<td>ခစည်း boil</td>
<td>ခစည်း</td>
</tr>
<tr>
<td>ခစည်း cultivate</td>
<td>ခစည်း</td>
</tr>
<tr>
<td>ခစည်း boil (water)</td>
<td>ခစည်း</td>
</tr>
<tr>
<td>ခစည်း cry</td>
<td>ခစည်း</td>
</tr>
<tr>
<td>ခစည်း remind</td>
<td>ခစည်း</td>
</tr>
<tr>
<td>ခစည်း drop</td>
<td>ခစည်း</td>
</tr>
</tbody>
</table>
REPORTED SPEECH

STRUCTURE: Main Clause + Noun Clause - කියෙදින්

*kiyඉඩල*, 'ඉඩලъ', the past participle of 'kiyඉඩෑවා', 'ඉඩෑවා'; 'tell, call', has some special uses not shared by other past participles. One use is in repeating what someone else has said. Here it is used along with 'ඉඩෑවා', and follows the repeated statement:

*kiyඉඩෑවාඉුණු*

Subject (Dative) - ඉඩෑවා

කියඉඩෑවා ඉඩෑවා ඉඩෑවාඉුණු

*ahandඉඩෑවාඉුණු*

Subject (Instrumental) - ඉඩෑවා

කියඉඩෑවාඉුණු කියඉඩෑවාඉුණු

In these sentences it is permissible to leave out ඉඩෑවා though it is more customary to use it:

කියඉඩෑවාඉුණු

කියඉඩෑවාඉුණු

*hihaඉඩෑවා/dannඉඩෑවා/teerendඉඩෑවා*

You can also express what you think what you know or what you understand in the form of reported speech using the 'kiyඉඩල' structure.

1. වබුන කියඉඩලා කැං ඉඩෑවා
2. මෙම්ක්කා කියඉඩලා කැං ඉඩෑවා
3. මෙම්කා කියඉඩලා කැං ඉඩෑවා
'lu' - It seems 's'

The form 'lu' has the meaning 'it seems that' and is added at the end of any clause dependent upon it. When added to ප and අ, they take the form පෙ and අෙ respectively.

පෙ පෙ නැවැ
The master is home.

පෙ පෙ නැවැ
It seems that the master is home.

පෙ පෙ නැවැ
The boy was in the shop.

පෙ පෙ නැවැ
It seems that the boy was in the shop.

පෙ පෙ නැවැ
The boy can't go.

පෙ පෙ නැවැ
It seems that the boy can't go.
Phrases

- cannot do anything/helpless
- breaking ice
- on the fence
- got stuck
- blew it/ate it
- confused/mixed up
- it's a hell of a thing
- got angry
- womanizer
- womanizer
- flirting
- pretending
- big shame/got embarrassed
- asking for trouble
- saw the stars
- What do you know?
- mind your own business
- ridiculous
- absurd
- who cares?
- wimp
1. \( S \rightarrow \text{Noun Case (instrumental)} \)
   \( \rightarrow \text{Noun Case (instrumental)} \)

2. \( S \rightarrow \text{Noun Case (instrumental)} \rightarrow \circ \)
   \( \rightarrow \text{Noun Case (instrumental)} \)

3. \( S \rightarrow \text{Noun Case (instrumental)} \rightarrow \text{Noun Case (instrumental)} \)
   \( \rightarrow \text{Noun Case (instrumental)} \)

4. \( \text{Noun Case (Genitive) [animate nouns]} \)
   \( \rightarrow \text{Noun Case (Genitive) [animate nouns]} \)

5. \( S = N \)
   \( \rightarrow \text{Noun Case (Genitive) [animate nouns]} \)

6. \( S = N + \circ \)
   \( \rightarrow \text{Noun Case (Genitive) [animate nouns]} \)

7. \( S = N + \text{Noun Case (instrumental)} \)
   \( \rightarrow \text{Noun Case (Genitive) [animate nouns]} \)

8. \( S = N + \text{O.W?} \)
   \( \rightarrow \text{Noun Case (Genitive) [animate nouns]} \)

9. \( S = N \)
   \( \rightarrow \text{Noun Case (Genitive) [animate nouns]} \)

10. \( S = N + \circ \)
    \( \rightarrow \text{Noun Case (Genitive) [animate nouns]} \)

11. \( S = N + \text{Noun Case (instrumental)} \)
    \( \rightarrow \text{Noun Case (Genitive) [animate nouns]} \)

12. \( S(\text{English) [singular]} \rightarrow \text{Noun Case (Genitive) [animate nouns]} \)
Chair පළලු - a chair
Chair පපළලු - the chair

13. Verb (English) + forms of පසු

Tell පාරනු / ප්‍රාර්ථනා / පාලන / පාශ්‍රනු / පායිඹු පන්

---

### Adjectives

14. N - Adj - අංගය

15. N - Adj - (a) අංගය

16. N - Adj - අංගය

17. S - Adj - N (N=N)

18. S - Adj - N - අංගය (N=N - අංගය)

19. S - Adj - N - අංගය (N=N - අංගය)

20. S(Dative) - Adj (Emotional states) - අංගය

21. S(Dative) - Adj (Emotional States) - (a) අංගය

22. S(Dative) - Adj (Emotional States) - අංගය
23. S(Dative) - Adj (Emotional States) - Q,W?

24. N(Dative) - =image:image1= N - Adj -

25. N(Dative) - =image:image2= N - Adj -(b) *

26. N(Dative) - =image:image3= N - Adj ə

27. N(Dative) - =image:image4= N - Adj - Q,W?

**PRESENT TENSE**

28. S + O + Verb(Present)

29. S + O + Verb(Present) + *

30. S + O + Verb (Present Emphatic) + ə

31. S + Verb (Emphatic) + Q,W?

**PAST TENSE**

32. S + O + Verb (Past)

33. S + () + Verb (Past) + *
34. S + O - Verb (Past Emphatic) + က

35. S + O - Verb (Past Emphatic) - က, W?

**PAST PARTICIPLES**

36. V1(PP) - V2(PP) - Main Verb

37. V1(PP) - V2(PP) - Main Verb - က!

38. V1(PP) - V2(PP) - Main Verb (Emphatic) + က

38. V1(PP) - V2(PP) - Main Verb (Emphatic) + က, W?

**INFINITIVE FORM OF THE VERB**

39. V(Infinitive) = Imperative form

40. V(Infinitive) + က [Prohibit]

41. V(Infinitive) + က! [Asking for permission] *only 1st person

**IRREGULAR VERBS**

42. St(Dative) - Nitanimate, indef - က, W?
43. \( S(Dative) \rightarrow N(inanimate, indef) \rightarrow \text{_missing?} \\
\text{ක鹌 අං පද පෙත්තෙන්?}

44. \( S(Dative) \rightarrow N(inanimate, indef) \rightarrow \text{鹌} \\
\text{鹌 යි පෙත්තෙන්?}

45. \( S(Dative) \rightarrow N(animate, plural) \rightarrow \text{鹌ෙටි} \\
\text{鹌ෙටි පද්ධතී}

46. \( S(Dative) \rightarrow N(animate, plural) \rightarrow \text{鹌ෙටිරී?} \\
\text{鹌ෙටි ප්‍රිය පද්ධතී?}

47. \( S(Dative) \rightarrow N(animate, plural) \rightarrow \text{鹌} \\
\text{鹌 ප්‍රිය?}

48. \( N \text{ (inanimate)} \rightarrow \text{鹌ෙටි}
\text{鹌ෙටි පද්ධතී}

49. \( N \text{ (inanimate)} \rightarrow \text{鹌ෙටිරී?} \\
\text{鹌ෙටි පද්ධතී?}

50. \( N \rightarrow \text{鹌ෙටිරී (Q.W?)} \\
\text{鹌ෙටි පද්ධතී ස්ථානය?}

51. \( N, N \rightarrow \text{Post Position පද්ධතී} \\
\text{鹌ෙටි පද්ධතී ස්ථානය}

52. \( N \text{ (inanimate)} \rightarrow \text{鹌} \\
\text{鹌 යි පද්ධතී}

53. \( N(animate) \rightarrow \text{鹌ෙටි} \\
\text{鹌ෙටි පද්ධතී}

54. \( N(animate) \rightarrow \text{鹌ෙටිරී?} \\
\text{鹌ෙටි පද්ධතී?}

55. \( N(animate) \rightarrow \text{鹌}

Grammar Handouts

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56. S + oun = Q,W?
   අයි oun හේතුව?

57. S + N(Genetive) + oun
   අ. වූලාන්තික oun (සංගමි. අංක. නැවය. අර්ධය. පුංච්ඡ. ක්‍රමයන්තර. අනුවූල)

   IRREGULAR VERBS - අංක

58. S(Dative) + O + අංක
   එ පත් අංක

59. S(Dative) + O + අංක?
   එවි ලෙසි අංක?

60. S(Dative) + O + අංක
   එ ලෙසි අංක

61. S(Dative) + අංක Q,W?
   එවි අංක හේතුව?
<table>
<thead>
<tr>
<th>PRONOUNS</th>
<th>I</th>
<th>YOU</th>
<th>WE</th>
<th>SHE/HE</th>
<th>THEY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct</td>
<td>යි.</td>
<td>යිය</td>
<td>යිය</td>
<td>මී</td>
<td>මීයිය</td>
</tr>
<tr>
<td>Dative (to-for)</td>
<td>මි</td>
<td>මිය</td>
<td>මිය</td>
<td>මිය</td>
<td>මිය</td>
</tr>
<tr>
<td>Genitive (Possessive)</td>
<td>මිය</td>
<td>මිය</td>
<td>මිය</td>
<td>මිය</td>
<td>මිය</td>
</tr>
<tr>
<td>Instrumental</td>
<td>මිය</td>
<td>මිය</td>
<td>මිය</td>
<td>මිය</td>
<td>මිය</td>
</tr>
<tr>
<td><strong>ask</strong></td>
<td>අන්ත්‍රාවන්ත</td>
<td>අන්ත්‍රාවන්ත</td>
<td>අන්ත්‍රාවන්ත</td>
<td>අන්ත්‍රාවන්ත</td>
<td>අන්ත්‍රාවන්ත</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>bring</strong></td>
<td>අංගනය</td>
<td>අංගනය</td>
<td>අංගනය</td>
<td>අංගනය</td>
<td>අංගනය</td>
</tr>
<tr>
<td><strong>buy/take</strong></td>
<td>කළුත්</td>
<td>කළුත්</td>
<td>කළුත්</td>
<td>කළුත්</td>
<td>කළුත්</td>
</tr>
<tr>
<td><strong>come</strong></td>
<td>පාලාම්</td>
<td>පාලාම්</td>
<td>පාලාම්</td>
<td>පාලාම්</td>
<td>පාලාම්</td>
</tr>
<tr>
<td><strong>cock</strong></td>
<td>කාකර +යිය</td>
<td>කාකර +යිය</td>
<td>කාකර +යිය</td>
<td>කාකර +යිය</td>
<td>කාකර +යිය</td>
</tr>
<tr>
<td><strong>do</strong></td>
<td>කැරි</td>
<td>කැරි</td>
<td>කැරි</td>
<td>කැරි</td>
<td>කැරි</td>
</tr>
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<td>ක්‍රියාත්මක</td>
<td>ක්‍රියාත්මක</td>
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<td>මාර්ගය</td>
<td>on</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>opposite/in front of</td>
<td>මුෂණය</td>
<td>opposite/in front of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>outside</td>
<td>ඇඳවම්</td>
<td>outside</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>under</td>
<td>මුත්තා</td>
<td>under</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>via</td>
<td>වරුණ</td>
<td>via</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>with</td>
<td>ඇඳවම්</td>
<td>with</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Discourse Markers

- ee kiyanne: I mean ...(that means...) that is to say
- eekka nemyey: by the way
- eekka te: then (at that time)
- eekant: then (in that case, if so)
- namut: but
- haeboey: however
- cet: but still / but yet
- itig: so
- aettada?: is that true
- ahemada?: is that so
- tawa: more ...(and, further)
- ee wageema: and also
- koo balanna: let me see
- ee unaata: but - nevertheless
- ee kara: that's right
- ee nisa: therefore, because of that
- eekay: that's why
- ee kana neenman: that's the thing, that's for sure
- ee unat: even if / even though / although

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