

Peace Corps

Sinhala langage Trainer's manual



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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)

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SINHALA LANGUAGE TRAINER'S MANUAL

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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

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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

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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
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Section 1

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A LIST OF SELECTED LANGUAGE COMPETENCIES FOR PRE-SERVICE TRAINING LANGUAGE PROGRAM

Survival Competencies:

A	<p>TOPIC I: Personal Identification</p> <p>Competencies: (1) To greet and be greeted (2) To greet and say good-bye (3) To introduce self (4) To ask and answer questions about one's background (5) To describe a place or a person</p>
B	<p>TOPIC II: Host Family</p> <p>Competencies: (1) To make introductions (2) To identify family relationships (3) To describe and answer questions about one's family</p>
C	<p>TOPIC III: Classroom Orientation</p> <p>Competencies: (1) To respond to commands (2) To respond to questions (3) To tell time (4) To tell date & day (5) To identify daily routines</p>
D	<p>TOPIC IV: Social Life</p> <p>Competencies: (1) To make polite request (2) To make and respond to invitations (3) To give and receive compliments (4) To respond to personal remarks</p>
E	<p>TOPIC V: Food</p> <p>Competencies: (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>
F	<p>TOPIC VI: Health</p> <p>Competencies: (1) To describe one's physical condition (2) To describe one's emotional state</p>

<p>G</p>	<p>TOPIC VII: Clothing</p> <p>Competencies: (1) To select clothing (2) To have an item of clothing made</p>
<p>H</p>	<p>TOPIC VIII: Shopping</p> <p>Competencies: (1) To ask for availability (2) To bargain</p>
<p>I</p>	<p>TOPIC IX: Directions</p> <p>Competencies: (1) To ask for and give location of buildings (2) To ask for and give directions</p>
<p>J</p>	<p>TOPIC X: Transportation</p> <p>Competencies: (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</p>
<p>K</p>	<p>TOPIC XI: Communication</p> <p>Competencies: (1) To find out business hours in the Post Office (2) To make a telephone call</p>

Technical Competencies:

<p>L</p>	<p>TOPIC XII: Housing</p> <p>Competencies: (1) To locate appropriate housing (2) To get information about rent and utilities</p>
<p>M</p>	<p>TOPIC XIII: Employment</p> <p>Competencies: (1) To describe his/her Peace Corps assignment</p>

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Topic	Page
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Grammar GUIDE

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Topic	Page
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Section 2

Lesson Plans

Topic	Page
Personal Identification	A
Host Family	B
Classroom Orientation	C
Social Life	D
Food	E
Health	F
Clothing	G
Shopping	H
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Employment	L



A

Topic I: Personal Identification

Competencies	Page
(1) To greet and be greeted: Dialogue I Dialogue II	01-04 05-09
(2) To greet and say good-bye: Dialogue I Dialogue II	10-19 20-26
(3) To introduce self: Dialogue I	27-34
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Personal Identification

Competency : To greet and be greeted

Situation : With host country nationals

Dialogue I

Roles: PCT/Sri Lankan	Functions
<p>සුභිල් : ආයුබෝවන්! (May you live long!)</p>	- greeting people
<p>පම : ආයුබෝවන්! (May you live long!)</p>	- being greeted
<p>සුභිල් : කොහොමද? (How are you?)</p>	- socializing
<p>පම : හොඳයි. (Good)</p>	- socializing
<p>Vocabulary</p> <p>හොඳයි වරදක් නෑ මහේ ඉන්නවා</p>	

LESSON PLAN

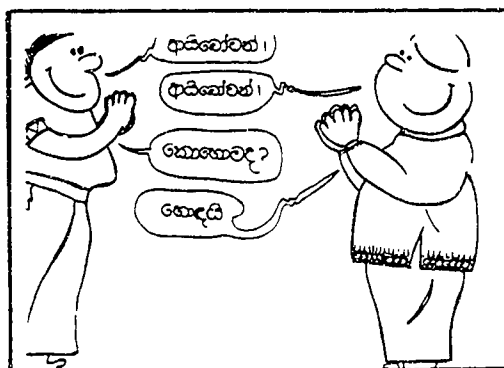
Estimated Time	45 minutes
Objective	At the end of the lesson the students will be able to greet others with appropriate gesture'
Teaching Point	Dialogue
Materials needed	White board, markers, paper strips, students answer sheets, <input checked="" type="checkbox"/> / <input type="checkbox"/> cards

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 **ආයුබෝවන් !**
3. Point to figure B, and say **ආයුබෝවන් !**
4. Point to figure A, and say **කොහොමද?**
5. Point to figure B, and say **හොඳයි**



6. Take both roles and repeat the dialogue.

* see GRAMMAR NOTE

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) අයිබෝවන් | b) අයිබෝවන් | c) අයිබෝවන් |
| a) කෙහෙමද? | b) කෙහෙමද? | c) කොහොමද? |
| a) හදසි | b) හොදසි | c) හොඳසි |
| a) වරදක් නෑ, | b) වරදක් නෙ, | c) වරදක් නෑ, |
| a) මගි ඉන්නවා | b) මගේ ඉන්නවා | c) මගේ ඉන්නවා |

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 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 **කොහොමද?** is asked the answer depends on the feeling of the listener. Thus it could be **වරදක් නෑ** , or **මගේ ඉන්නවා** which could mean 'not bad' or 'just existing.'



ආයිබෝවන්!

ආයිබෝවන්!

කොහොමද?

හොඳයි



Personal Identification

Competency : To greet and be greeted

Situation : With host country nationals

Dialogue II

Roles: PCT/Sri Lankan		Functions
වම	සුම උදෑසනක් (Good Morning)	- greeting people
සුභිල්	සුම උදෑසනක් (Good Morning)	- being greeted
වම	සැපයහනිස කොහොමද? (How are you?)	- socializing
සුභිල්	වරදක් නැ. (Not bad.)	- socializing
Vocabulary උදේ දවල් හවස හැන්දෑව රෑ		

LESSON PLAN I

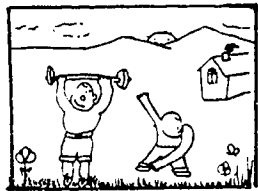
Estimated Time	35 minutes
Objective	At the end of the lesson, the students will be able to use times of the day
Teaching Point	Vocabulary: times of day ඉස් දවල් හවස හැක්දැව ට
Materials needed	Pictures, MCQ charts, Yes/No cards, Action picture cards

PROCEDURE

1. Warm up/Review: 5 mins

2. Presentation: 5 mins

Present the concepts through visuals



3. Practice:

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) ඉස් | b) ඉස් | c) ඉස් |
| a) දවල් | b) දවල් | c) දවල් |
| a) හවස | b) හවස | c) හවස |
| a) හැක්දැව | b) හැක්දැව | c) හැක්දැව |
| a) ට | b) ට | c) ට |

Listening & Speaking -

5 mins

1. Say related words & students say the correct time of the day.

Tr:	breakfast	Ss:	(၀၀၄)
	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:	၀၀၄	Ss:	၄၀၄
-----	-----	-----	-----

3. Say a word & students say what comes before.

Tr:	၄၀၄	Ss:	၀၀၄
-----	-----	-----	-----

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

Estimated Time	25 minutes
Objective	At the end of the lesson the students will be able to perform the dialogue
Teaching Point	Dialogue
Materials needed	Newsprint

PROCEDURE

1. Warm up/Review: 2 mins

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:

Listening - 5 mins

1. Read the dialogue sentence by sentence and ask the students how many words are there in each line.

Listening & Speaking - 5 mins

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

Speaking - 7 mins

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

A: _____

B: _____

A: _____?

B: _____

4. Application (use):

3 mins

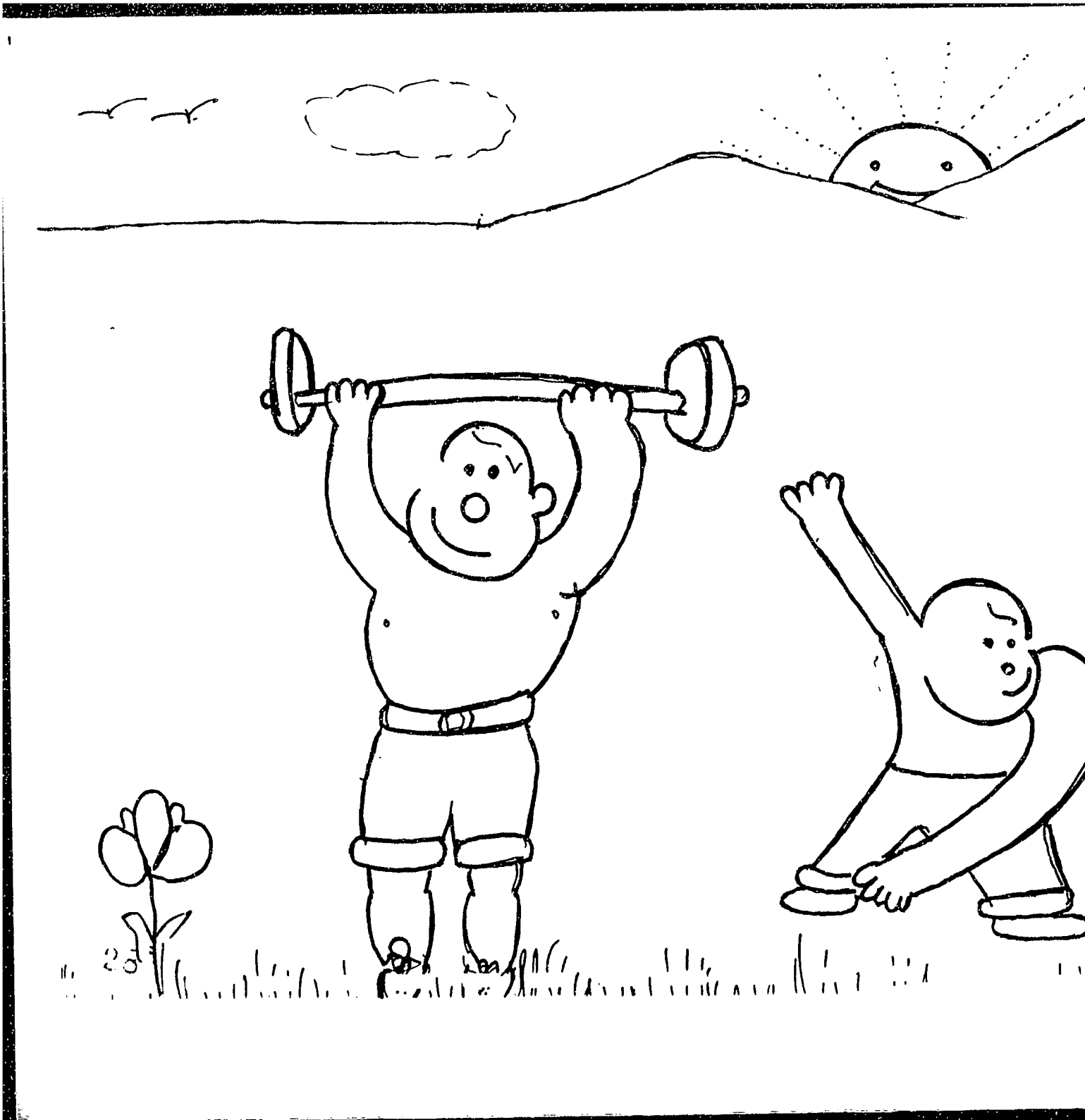
1. Get the students to practice the dialogue freely.

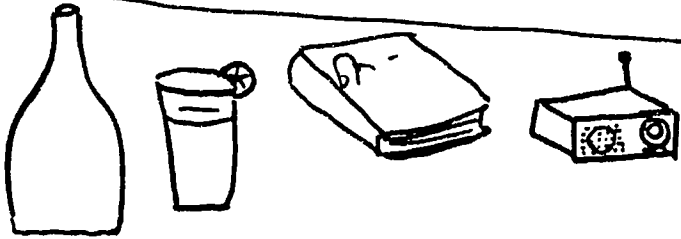
5. Assessment (Task):

1. Get the students to find out other forms of greetings as above.

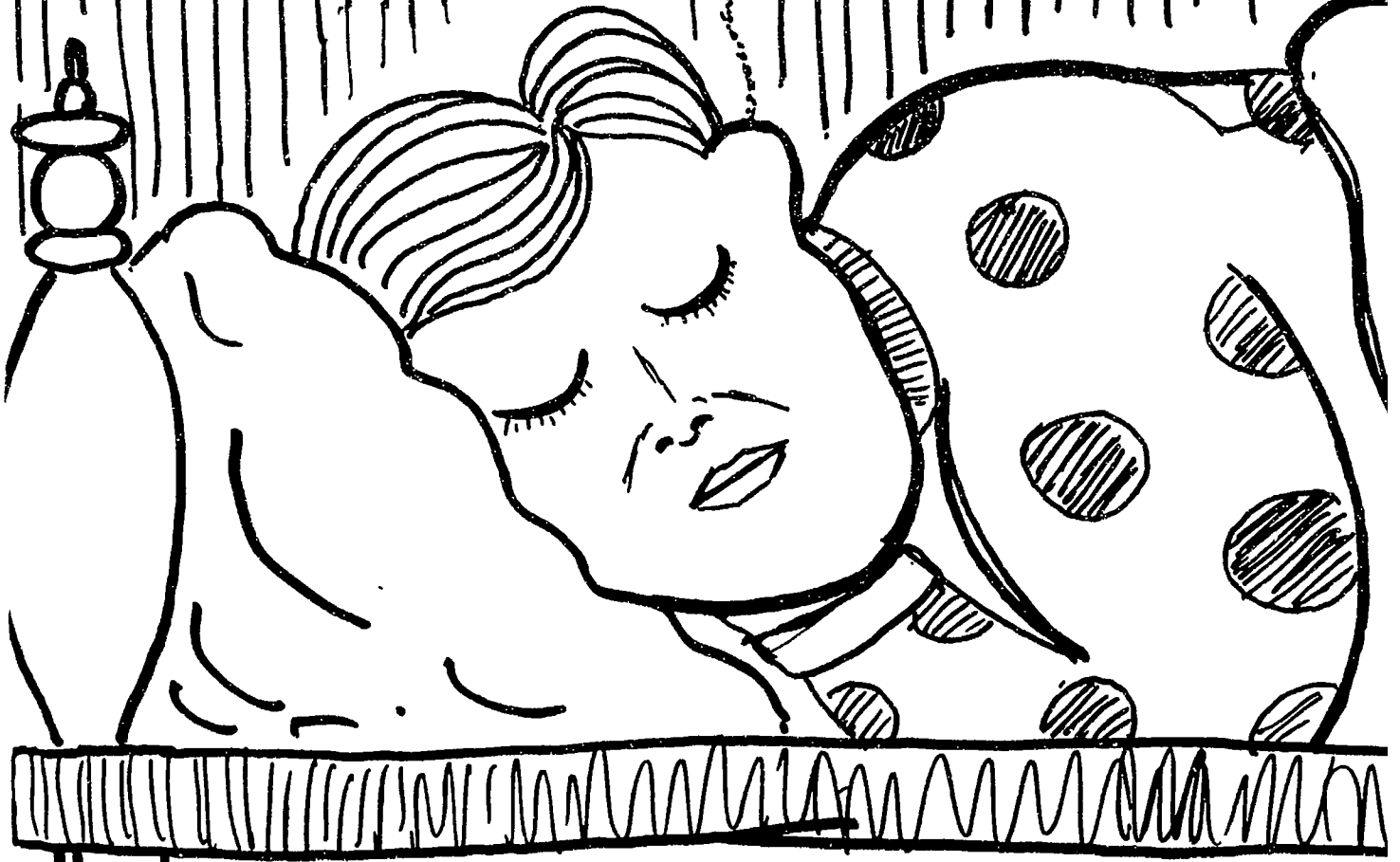
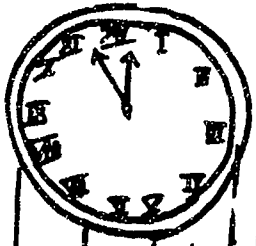
6. Contingency Plan:

7. Comments/Self Evaluation:









N
N
N

Personal Identification

Competency : To greet and say good-bye

Situation : With host country nationals

Dialogue I

Roles: PCT/Sri Lankan		Functions
පම	මං ගිහි එන්න. (See you later)	- taking leave
සුනිල්	හොඳයි. ගිහි එන්න. (o.k. see you)	- say goodbye
පම	සුම රාත්‍රියක්! (Good Night!)	- greet
සුනිල්	සුම රාත්‍රියක්! (Good Night!)	- be greeted
<p>Vocabulary</p> <p>මං මග එය මෙය අපි එයාලා</p> <p>Grammar</p> <p>Verb infinitive එන්න යන්න කන්න බොන්න ගන්න දෙන්න</p> <p>S(1st person) + Verb(infinitive) + ට</p>		

LESSON PLAN I

Estimated Time	25 minutes
Objective	At the end of the lesson the students will be able to use the pronouns appropriately
Teaching Point	Vocabulary: මං, ඔයා, එයා, ඔබයා, අපි, ඒකාලා
Materials needed	Yes/No cards, Labels of jobs

PROCEDURE

1. Warm up/Review: 5 mins

2. Presentation: 5 mins

Present the pronouns through a TPR exercise

මං කමක්	ඔයා මෙල්ලක්ක	එයා තිමල්
අපි	එකලා PC staff	ඔබයා සුහිර්

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.

මං Teacher ඔයා 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

Estimated Time	40 minutes
Objective	At the end of the lesson, the students will be able to use the verbs to give instructions
Teaching Point	Grammar: verb(infinitive) එන්න ගන්න කන්න බොන්න ගන්න දෙන්න
Materials needed	A paper puppet, white board

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 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):

7 mins

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):

10 mins

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:

එක්ක	money
යක්ක	ticket
තක්ක	home
බොක්ක	pizza
ගක්ක	coca cola
දෙක්ක	classroom

7. Comments/Self Evaluation:

GRAMMAR NOTE

Verb infinitive:

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

එක්ක come

ගක්ක buy, take

බලක්ක look

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

LESSON PLAN III

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

PROCEDURE

1. Warm up/Review:

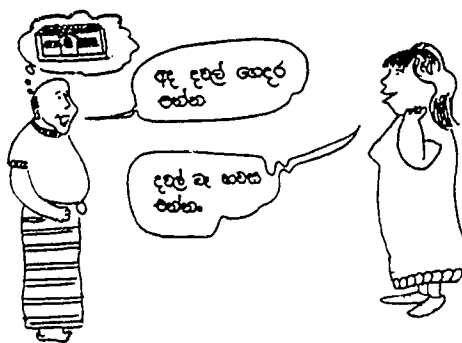
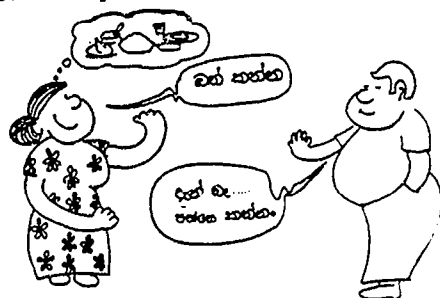
5 mins

Review the command form

2. Presentation:

5 mins

Present the concept through a picture dialogue



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: පොත් කන්න.

Ss: වැරදි

2. Associate the verb forms with the pronouns and say it. Get the students to say right or wrong as they hear.

Tr: එයා කන්න.

Ss: වැරදි

Tr: මං කන්න.

Ss: හරි

Listening & Speaking -

4 mins

1. Give a series of commands and ask the students to say the promise form using පස්සේ

Tr: කන්න

Ss: පස්සේ කන්න.

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 + ක්ක.

This form is formed thus:

V(stem) + ක්ක.

යක්ක.	I'll/We'll go
ඵක්ක.	I'll/We'll come
ගක්ක.	I'll/We'll buy, take
බලක්ක.	I'll/We'll see, look

This form is used only with 1st person subjects, and indicates future time. It is used when promising.





අද දවල් ගෙදර
ආහාර.

දවල් බද. ආහාර
ආහාර.

LESSON PLAN IV

Estimated Time	15 minutes
Objective	At the end of the lesson the students will be able to use the dialogue form in a Role Play
Teaching Point	Dialogue
Materials needed	Picture dialogue newsprint

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

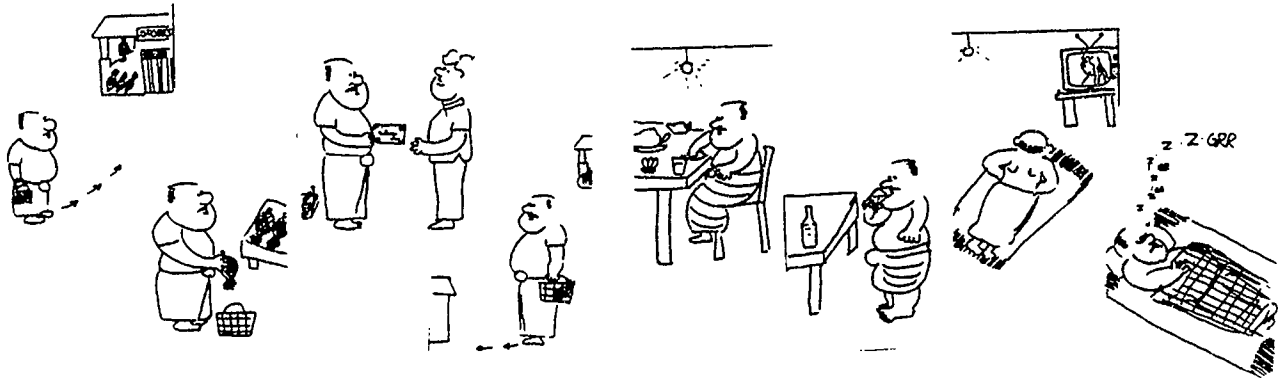
Roles: PCT/Sri Lankan	Functions
පුහුණු ආ.. කොහොමද? කොහොමද යන්නේ? (Hello! How are you? Where are you going?)	- socializing
විදුහල ලගට යනවා. මිනිසුන් එන්න. (I am going overthere. See you)	- socializing & taking leave
පුහුණු හොඳයි. හොඳයි. (o.k.)	- socializing
Grammar	
verb present tense එනවා යනවා කනවා බොනවා ගන්නවා දෙනවා verb present tense negative එන්නේ නෑ යන්නේ නෑ කන්නේ නෑ බොන්නේ නෑ ගන්නේ නෑ දෙන්නේ නෑ	
Phrases	
ලගට යනවා සිංහල ඉගෙනගන්න යනවා තමාට යනවා තාත්ත යනවා ගෙදර යනවා	

LESSON PLAN I

Estimated Time	1 hour & 5 minutes
Objective	At the end of the lesson the students will be able to use the verb forms to fill out a questionnaire
Teaching Point	Grammar: verb present tense එකවා යනවා කනවා බොනවා ගන්නවා දෙකවා
Materials needed	Verb cards,, Newsprint, Picture story sheets

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.

සුභිල් දැක් හේ බොනවා සුභිල් කෙට හේ බොනවා සුභිල් හැමදාම හේ බොනවා

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: සුනිල් දැක් සේ _____.

Ss: බොනවා

Tr: එයා බත් _____.

Ss: කනවා

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. මගේ හැමදේම වටුමට යනවාද?
2. මගේ හැමදේම බිසර් බොනවාද?
3. මගේ හැමදේම භානවාද?
4. මගේ හැමදේම ටී.වී. බලනවාද?
5. මගේ හැමදේම පත්තරේ ගන්නවාද?

6. Contingency Plan:

1. Do a Concentration Game

7. Comments/Self Evaluation:

GRAMMAR NOTE

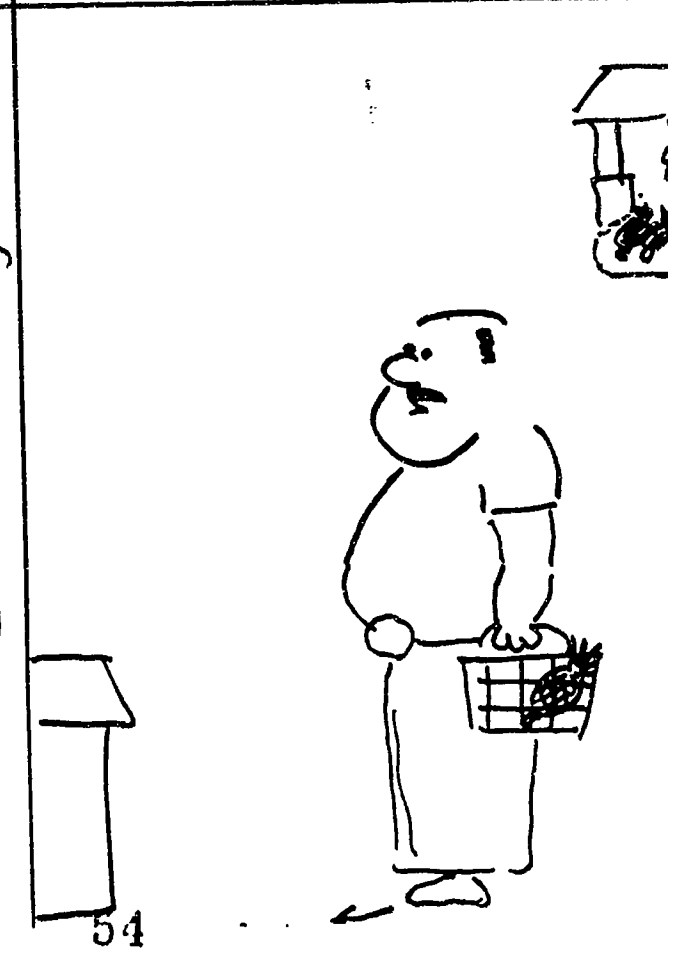
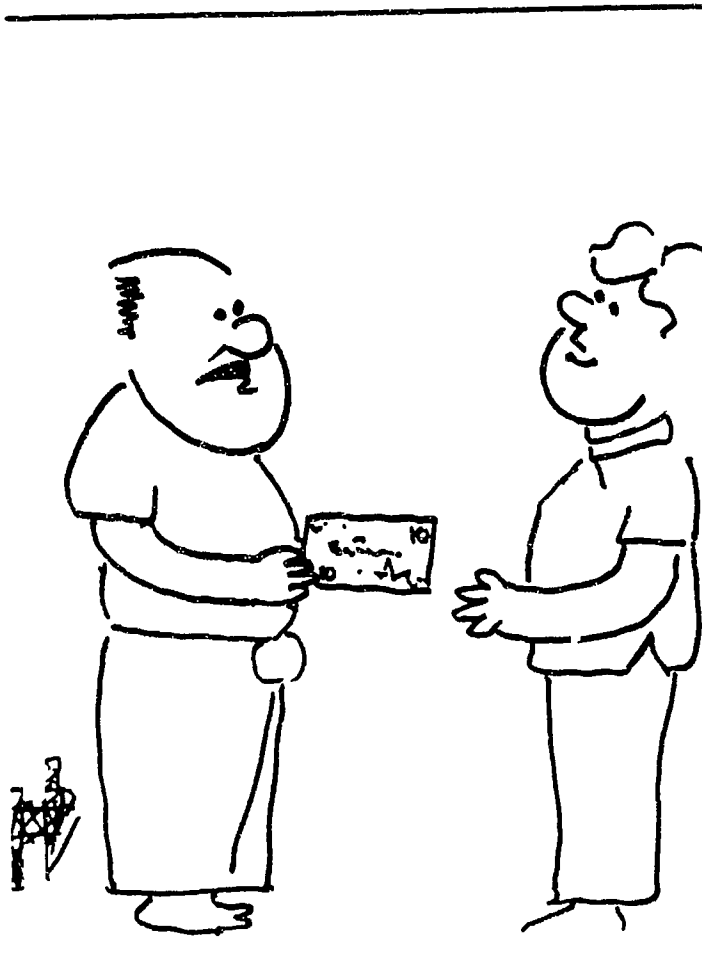
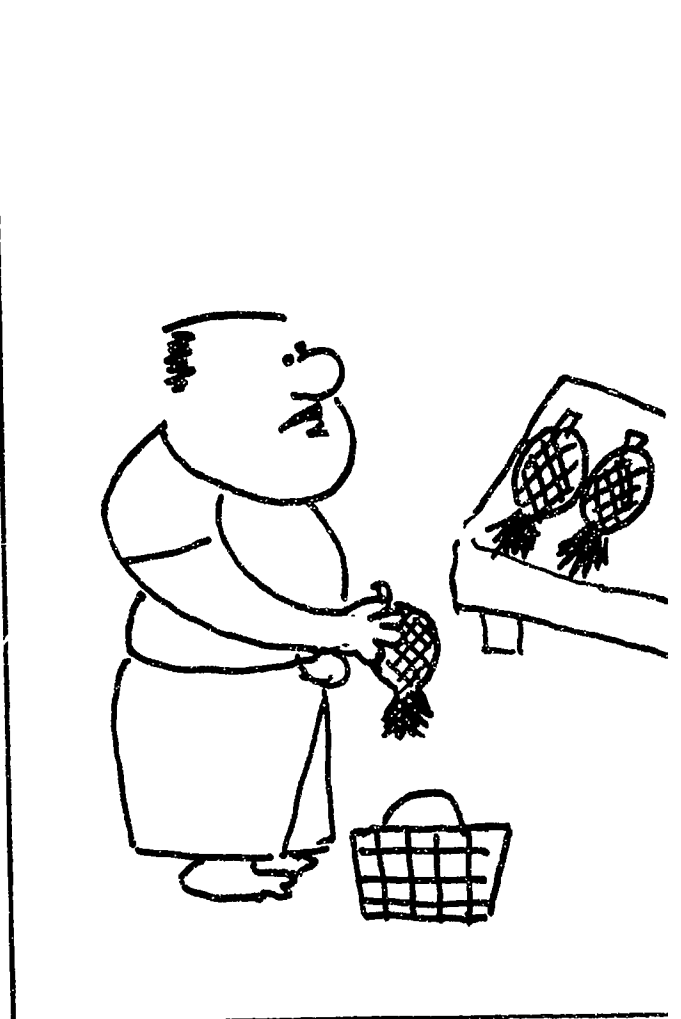
The Present tense form:

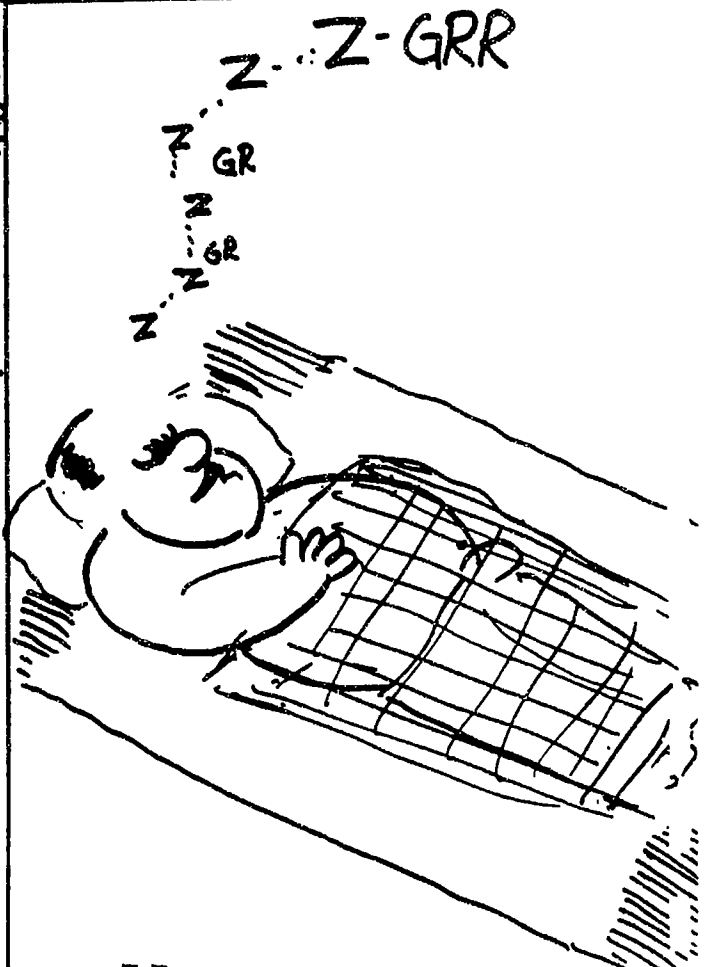
This is formed thus:

Verb stem + කවා

යකවා	go/es,	is/are/am going
එකවා	come/s,	is/are/am coming
බලකවා	look/s,	is/are/am looking
කකවා	eat/s,	is/are/am eating

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





LESSON PLAN II

Estimated Time	1 hour 15 minutes
Objective	At the end of the lesson the students will be able to find out information using the negative form
Teaching Point	Grammar: verb present tense negative එක්සේ නෑ, යක්සේ නෑ, කක්සේ නෑ, බොක්සේ නෑ, ගක්සේ නෑ, දෙක්සේ නෑ.
Materials needed	Picture dialogue, verb cards, information gap sheets

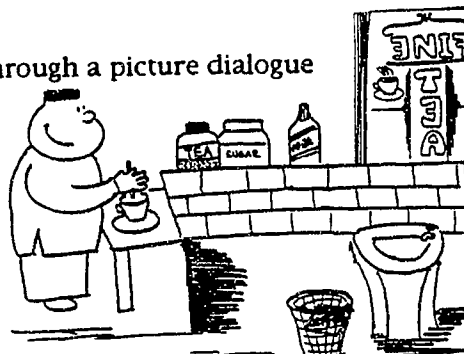
PROCEDURE

1. Warm up/Review: 2 mins

Review the present tense verbs

2. Presentation: 8 mins

Present the concept through a picture dialogue



එක සේ බොනවා නමුත් තෝප බොක්සේ නෑ.

Present more examples for continuous and simple future meanings

3. Practice: 15 mins
- Listening -**

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

Teacher's Chart

Students Chart

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

- 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

Topic: Personal Identification

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 ජේ _____ . එයා කෝපි _____ __ etc.

Give more examples as above

Speaking -

5 mins

1. Information Gap exercise

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

	Tim	Julie
Malaria pills	x	?
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

කපිල ජේ බොනවා. කෂුඤ් කෝපි බොන්නේ නෑ. එයා අත්තායි කනවා. කුඩිල්ස් කන්නේ නෑ. සුසිලා ජේ බොනවා. කෝපි බොන්නේ නෑ. කෂුඤ් අත්තායි. කුඩිල්ස් කනවා. හිලන්ති ජේ බොන්නේ නෑ. කෝපි බොන්නේ නෑ. එයා අත්තායි කන්නේ නෑ. කුඩිල්ස් කනවා. සුකෙස් ජේ බොනවා. කෝපි බොන්නේ නෑ. එයා අත්තායි කන්නේ නෑ. කුඩිල්ස් කන්නේ නෑ.

කම	ජේ	කෝපි	අත්තායි	කුඩිල්ස්
කපිල				
සුසිලා				
හිලන්ති				
සුකෙස්				

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

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 + කන්න

එක්ක කන්න බොන්න කන්න

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

එක්ක කෑ	do/es not come,	is/are/am not coming
කන්න කෑ	do/es not eat,	is/are/am not eating
බොන්න කෑ	do/es not drink,	is/are/am not drinking

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

එක්ක කවුද?	who come/s?,	who is/are/am coming?
එක්ක කවදද?	when do/es --- come?,	when is/are/am coming?

* * *

Estimated Time	15 minutes
Objective	At the end of the lesson the students will be able to use the dialogue form in a Role Play
Teaching Point	Dialogue
Materials needed	Picture dialogue newsprint

* Use the lesson plan in page 18



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26 -

Personal Identification

Competency : To introduce self

Situation : With host country nationals

Dialogue

Roles: PCT/Sri Lankan	Functions
<p>ජෙනි : මගේ නම ජෙනි. (My name is Jenny) ඔයාගේ නම මොකද? (What is your name?)</p> <p>කමල් : මං කමල්. (I am Kamal)</p>	<p>- introducing & asking for information</p> <p>- identifying</p>
<p>Grammar</p> <p>S (Genetive) case මගේ ඔයාගේ එයාගේ ඔබගේ අපේ එයාලගේ</p>	

LESSON PLAN I

Estimated Time	20 minutes
Objective	At the end of the lesson the students will be able to describe the owners of articles collected from the class.
Teaching Point	Grammar: S (Genetive) case මගේ මසාගෙ එයාගෙ මේයාගෙ අපේ එයාලගෙ
Materials needed	Realia

PROCEDURE

1. Warm up/Review:

2. Presentation:

5 mins

Present the form using examples

මගෙ නම සම්පත්.
මේක මගෙ පෑහ. මේක මගෙ පොත.

අමසාගෙ නම කෝර්.
මේක කෝර්ගෙ බෑග් එක.
මේක එයාගෙ කාර් එක.

Present more examples

3. Practice:

Listening -

5 mins

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

Tr: 'Monalisa' Darwinchiගේ. හරිද? Ss: හරි

Tr: 'Bad' Michael Jacksonගේ. හරිද? Ss: හරි

Listening & Speaking -

5 mins

- Collect some items from the class and ask for the owner.

Tr: මේක කාගෙද? Ss: මගෙ

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) + ເ

කමල්ගේ	Kamal's
එයාගේ	His/hers
අම්මගේ	Mother's

This form denotes the possessive form of animate nouns.

කමල්ගේ පෑන	Kamal's pen
එයාගේ බල්ලාගේ කෑම	His/her dog's food
අම්මගේ සාරිය	Mother's saree

LESSON PLAN II

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

PROCEDURE

1. Warm up/Review:

2. Presentation:

10 mins

Present the concept through examples

Show a map of the US and say **මේ ඇමරිකාව. ඇමරිකාවේ ජනපද 50 ක් තිබෙනවා.**
ටෙක්සාස් ජනපදයේ capitol එක Austin.

Show a flower and say **මේ මල හරි ලස්සනයි. මේ මුහුදු colors ගොඩක් තිබෙනවා.**

මගෙ වවුම මාතර. මගෙ කෘතී කම අකරුවන.

3. Practice:

Listening -

5 mins

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

Tr: **මේ කොතගේ කම Jurassic Park**

Ss: **වැරදියි.**

Tr: **Watch එකේ වෙලාව වැරදියි**

Ss: **හරි**

Listening & Speaking -

5 mins

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

1. **මයාගේ සල්ෆී තියෙන්නේ කොහොද?**

2. **කැමරා එක තියෙන්නේ කොහොද?**

3. **මයා කැවිහිලා ඉන්නෙ කොහොද?**

Speaking -

10 mins

1. Get the students to correct sentences like...

1. පන්තියේ ලබයි ඉගෙනගන්නවා
2. මගේ ගමයේ තම ගුරුදෙණිය.
3. මේ කොත්ගේ කවරේ ලස්සනයි.

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

<u>Direct case</u>	<u>Genitive case</u>
බස් එක	බස් එකේ
බෝඩි එක	බෝඩි එකේ

For class 2 nouns

<u>Direct case</u>	<u>Genitive case</u>
කොත	කොතේ
සුදුව	සුදුවේ

Topic: Personal Identification

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For class 3 nouns (Some names of places in Sri Lanka)

Direct case

Genitive case

කොළඹ
මාතර
වැලිමඩ

කොළඹ
මාතර
වැලිමඩ

For class 4 nouns

Direct case

Genitive case

කෝටලේ
ජයේලේ
මාතලේ
රජකපුරේ

කෝටලේ
ජයේලේ
මාතලේ
රජකපුරේ

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

Direct case

Genitive case

New York
Japan
California

New York ඵල
Japan ඵල
California ඵල

Use of Genitive:

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

මේ පොතේ නම.....

The name of this book is

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

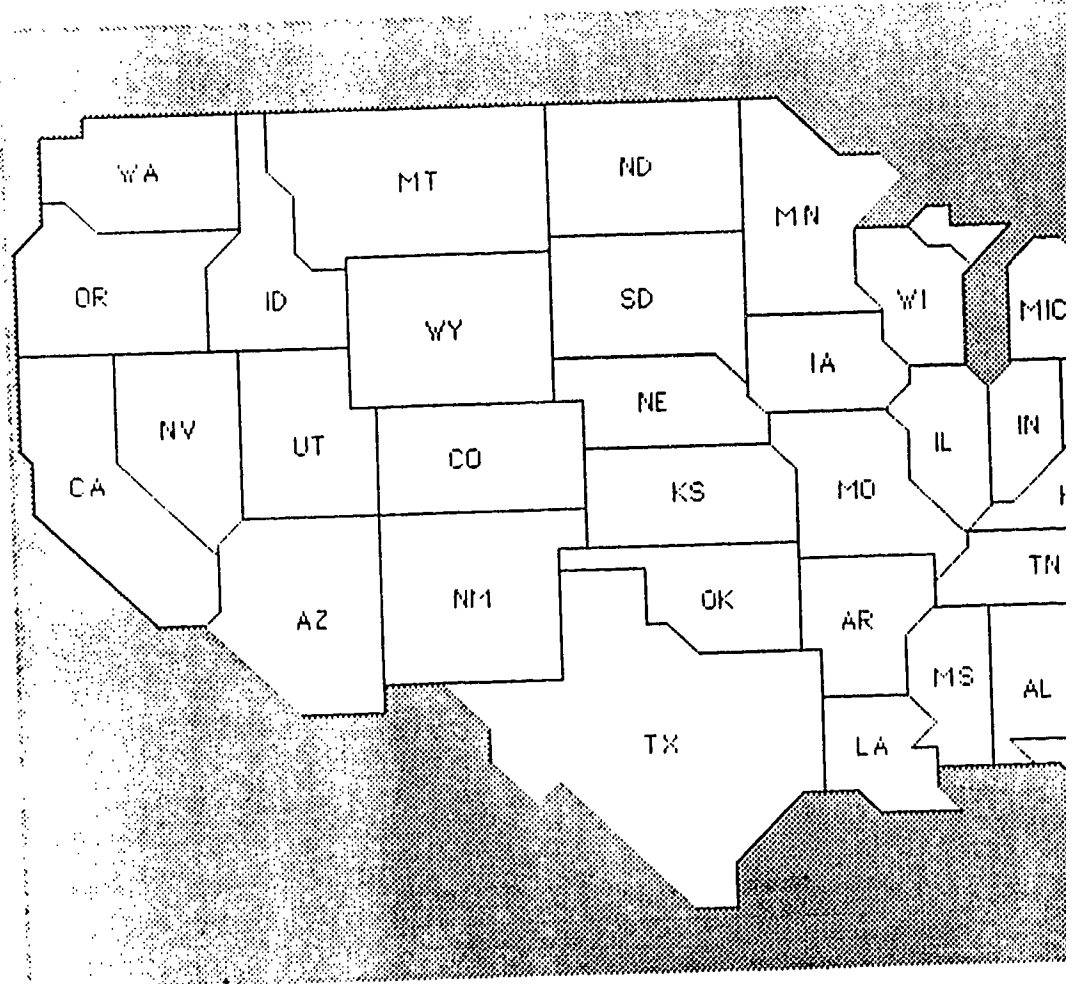
ඊයා දැන් කුචර.

He is in Kandy now.

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

ලංකාවේ මිනිස්සු

Sri Lankan people



LESSON PLAN III

Estimated Time	55 minutes
Objective	At the end of the lesson the students will be able to find out names of three Sri Lankans using the dialogue
Teaching Point	Dialogue
Materials needed	Picture dialogue, paper strips, word strips

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.

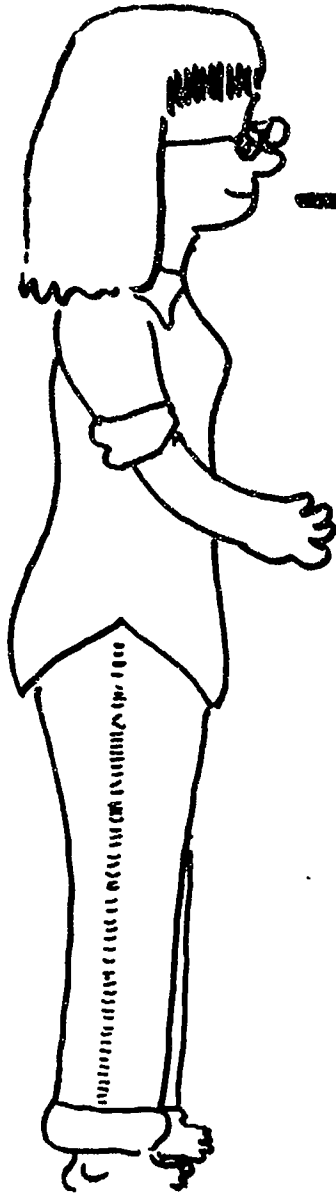
5. Assessment (Task):

10 mins

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

6. Contingency Plan:

7. Comments/Self Evaluation:



මගේ භාව ජේනී
ඔබගේ භාව මොනදද?

ම. කවල්

Personal Identification

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

Situation : With host country nationals

Dialogue I

Roles: PCT/Sri Lankan		Functions
කමල්	ඔයා කොතෙක්ද? (Where are you from?)	- asking for information
ජෙඞ්	මං ඇමරිකාවෙන් (I'm from America)	- giving information
<p>Grammar</p> <p>Question words කවුද, කවද, කොතෙක්, කොතෙක්ද, කොතෙක්ද, මොකද, මොකටද, ඇයි, කීසද, කීසටද</p> <p>Instrumental case - inanimate nouns පැහැයෙන් පුටුවෙන් කවෙන් ඔස් ඊතෙන් ලංකාවෙන් ඇමරිකාවෙන්</p>		

LESSON PLAN I

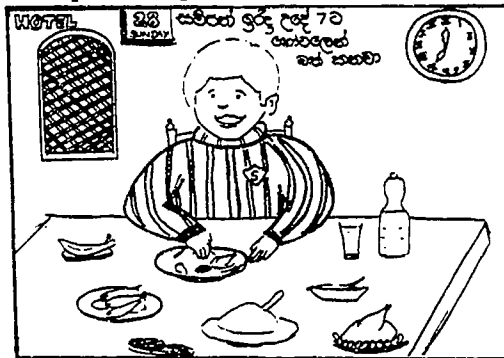
Estimated Time	55 minutes
Objective	At the end of the lesson the students will be able to find out personal information from the peers using question words
Teaching Point	Question Words කවුද, කවදද, කොතෙද, කොහොමද, කොතෙක්ද, මොකද්ද, මොකවද, ඇයි, කීයද, කීයටද
Materials needed	Newsprint, picture dialogue, strips, picture cards

PROCEDURE

1. Warm up/Review: 3 mins

2. Presentation: 12 mins

Present the concept through a description dialogue



සම්පත් ඉරිදා උදේ 7 ට හෝටලෙන් බත් කනවා

- | | | |
|---------------------|---|----------|
| මෙය කවුද? | - | සම්පත් |
| එය කවන්ගේ මොකවද? | - | බත් කනවා |
| එය කන්ගේ මොකවද? | - | බත් |
| එය කන්ගේ කොහොන්ද? | - | හෝටලෙන් |
| එය බත් කන්ගේ කීයටද? | - | උදේ 7ට |
| එය බත් කන්ගේ කවුද? | - | ඉරිදා |

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 -

10 mins

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

කිම හෙව කවස 3 ට අමෙර්තාවට සකවා

Tr: කිම Ss: කවුද?
Tr: හෙව Ss: කවදද?

2. Give a passage and ask questions from it

Speaking -

10 mins

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):

8 mins

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):

5 mins

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.

1076

കുറു
SUNDAY

കുറുവൻ ധർമ്മം ചെയ്ത് 76
അവരാണ്
മറ്റ് കുറുവൻ



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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)

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SINHALA LANGUAGE TRAINER'S MANUAL

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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

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Illustrated by Sampath Madawa Jayawardhane

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

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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

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A LIST OF SELECTED LANGUAGE COMPETENCIES FOR PRE-SERVICE TRAINING LANGUAGE PROGRAM

Survival Competencies:

A	<p>TOPIC I: Personal Identification</p> <p>Competencies: (1) To greet and be greeted (2) To greet and say good-bye (3) To introduce self (4) To ask and answer questions about one's background (5) To describe a place or a person</p>
B	<p>TOPIC II: Host Family</p> <p>Competencies: (1) To make introductions (2) To identify family relationships (3) To describe and answer questions about one's family</p>
C	<p>TOPIC III: Classroom Orientation</p> <p>Competencies: (1) To respond to commands (2) To respond to questions (3) To tell time (4) To tell date & day (5) To identify daily routines</p>
D	<p>TOPIC IV: Social Life</p> <p>Competencies: (1) To make polite request (2) To make and respond to invitations (3) To give and receive compliments (4) To respond to personal remarks</p>
E	<p>TOPIC V: Food</p> <p>Competencies: (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>
F	<p>TOPIC VI: Health</p> <p>Competencies: (1) To describe one's physical condition (2) To describe one's emotional state</p>

<p>G</p>	<p>TOPIC VII: Clothing</p> <p>Competencies: (1) To select clothing (2) To have an item of clothing made</p>
<p>H</p>	<p>TOPIC VIII: Shopping</p> <p>Competencies: (1) To ask for availability (2) To bargain</p>
<p>I</p>	<p>TOPIC IX: Directions</p> <p>Competencies: (1) To ask for and give location of buildings (2) To ask for and give directions</p>
<p>J</p>	<p>TOPIC X: Transportation</p> <p>Competencies: (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</p>
<p>K</p>	<p>TOPIC XI: Communication</p> <p>Competencies: (1) To find out business hours in the Post Office (2) To make a telephone call</p>

Technical Competencies:

<p>L</p>	<p>TOPIC XII: Housing</p> <p>Competencies: (1) To locate appropriate housing (2) To get information about rent and utilities</p>
<p>M</p>	<p>TOPIC XIII: Employment</p> <p>Competencies: (1) To describe his/her Peace Corps assignment</p>

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- V(past participle) + සිටෙන්නවා/කෑ	19
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Section 2

Lesson Plans

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A

Topic I: Personal Identification

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Personal Identification

Competency : To greet and be greeted

Situation : With host country nationals

Dialogue I

Roles: PCT/Sri Lankan	Functions
<p>පුද්ගල : ආයුබෝවන්! (May you live long!)</p>	- greeting people
<p>වම : ආයුබෝවන්! (May you live long!)</p>	- being greeted
<p>පුද්ගල : කොහොමද? (How are you?)</p>	- socializing
<p>වම : හොඳයි. (Good)</p>	- socializing
<p>Vocabulary</p> <p>හොඳයි වරදක් නෑ මගේ ඉත්තවා</p>	

LESSON PLAN

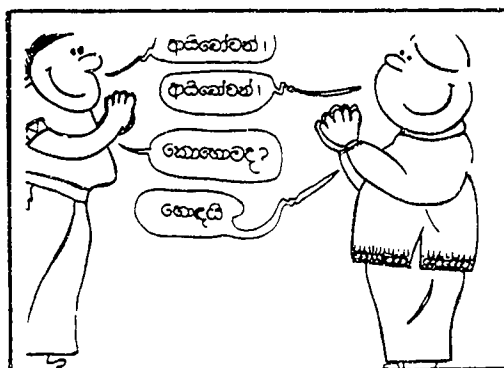
Estimated Time	45 minutes
Objective	At the end of the lesson the students will be able to greet others with appropriate gesture'
Teaching Point	Dialogue
Materials needed	White board, markers, paper strips, students answer sheets, <input checked="" type="checkbox"/> / <input type="checkbox"/> cards

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 **ආපිබෝවන් !**
3. Point to figure B, and say **ආපිබෝවන් !**
4. Point to figure A, and say **කොහොමද?**
5. Point to figure B, and say **හෙදෙයි**



6. Take both roles and repeat the dialogue.

* see GRAMMAR NOTE

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) අයිබෝවන් | b) අයිබෝවන් | c) අයිබෝවන් |
| a) කෙහෙමද? | b) කෙහෙමද? | c) කොහොමද? |
| a) හදසි | b) හොදසි | c) හොඳසි |
| a) වරදක් නෑ, | b) වරදක් නෙ, | c) වරදක් නෑ, |
| a) මගි ඉන්නවා | b) මගේ ඉන්නවා | c) මගේ ඉන්නවා |

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 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 **කොහොමද?** is asked the answer depends on the feeling of the listener. Thus it could be **වරදක් නෑ** , or **මගේ ඉන්නවා** which could mean 'not bad' or 'just existing.'



ආයිබෝවන්!

ආයිබෝවන්!

කොහොමද?

හොඳයි



Personal Identification

Competency : To greet and be greeted

Situation : With host country nationals

Dialogue II

Roles: PCT/Sri Lankan		Functions
වම	සුම උදෑසනක් (Good Morning)	- greeting people
සුභිල්	සුම උදෑසනක් (Good Morning)	- being greeted
වම	සැපයහනිස කොහොමද? (How are you?)	- socializing
සුභිල්	වරදක් නැ. (Not bad.)	- socializing
Vocabulary උදේ දවල් හවස හැන්දෑව රෑ		

LESSON PLAN I

Estimated Time	35 minutes
Objective	At the end of the lesson, the students will be able to use times of the day
Teaching Point	Vocabulary: times of day ඉස් දවල් හවස හැක්දැව ට
Materials needed	Pictures, MCQ charts, Yes/No cards, Action picture cards

PROCEDURE

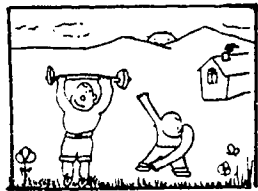
1. Warm up/Review:

5 mins

2. Presentation:

5 mins

Present the concepts through visuals



3. Practice:

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) ඉස් | b) ඉස් | c) ඉස් |
| a) දවල් | b) දවල් | c) දවල් |
| a) හවස | b) හවස | c) හවස |
| a) හැක්දැව | b) හැක්දැව | c) හැක්දැව |
| a) ට | b) ට | c) ට |

Listening & Speaking -

5 mins

1. Say related words & students say the correct time of the day.

Tr:	breakfast	Ss:	(၀၀၄)
	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:	၀၀၄	Ss:	၄၀၄
-----	-----	-----	-----

3. Say a word & students say what comes before.

Tr:	၄၀၄	Ss:	၀၀၄
-----	-----	-----	-----

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

Estimated Time	25 minutes
Objective	At the end of the lesson the students will be able to perform the dialogue
Teaching Point	Dialogue
Materials needed	Newsprint

PROCEDURE

1. Warm up/Review: 2 mins

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:

Listening - 5 mins

1. Read the dialogue sentence by sentence and ask the students how many words are there in each line.

Listening & Speaking - 5 mins

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

Speaking - 7 mins

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

A: _____

B: _____

A: _____?

B: _____

4. Application (use):

3 mins

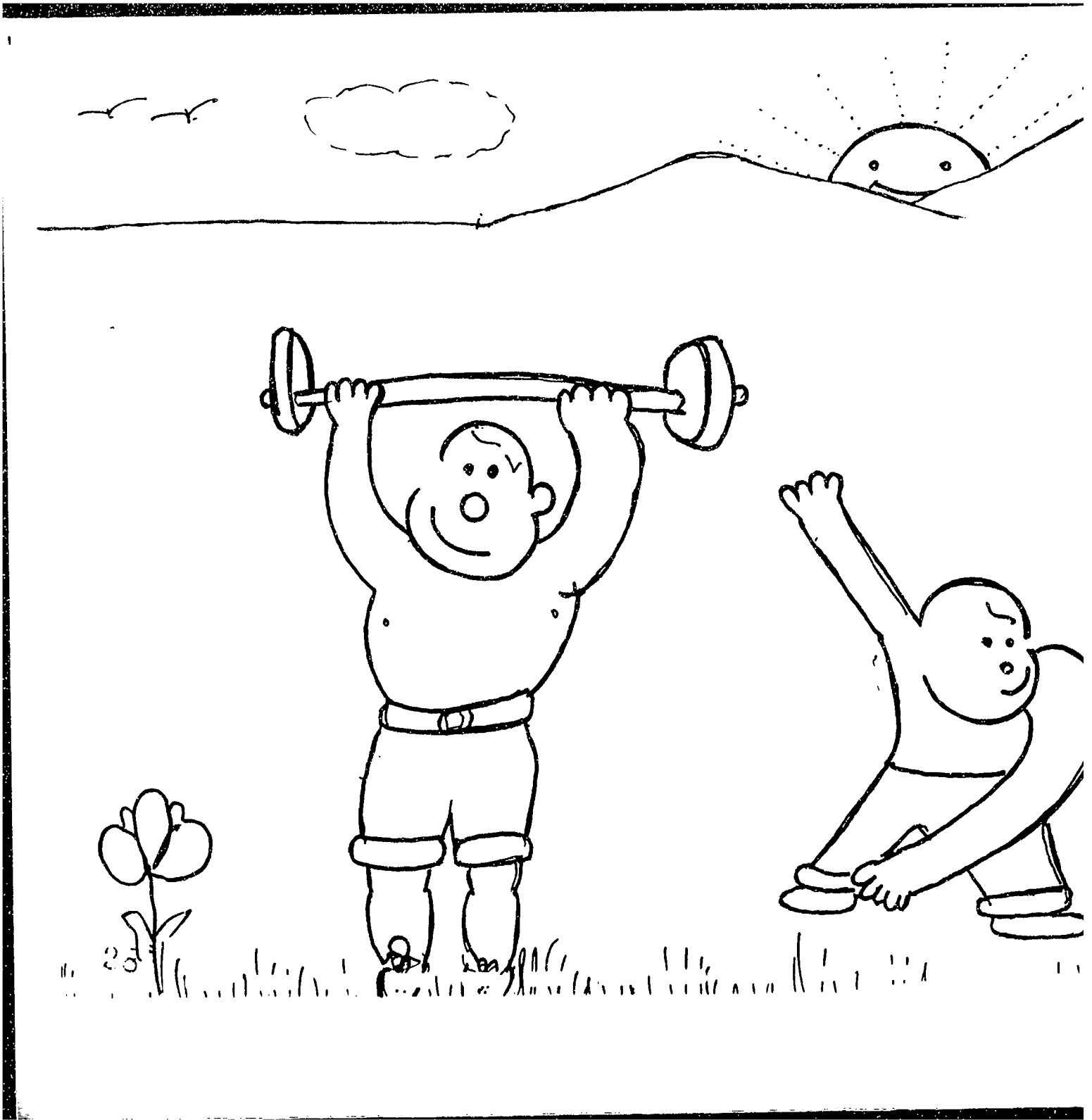
1. Get the students to practice the dialogue freely.

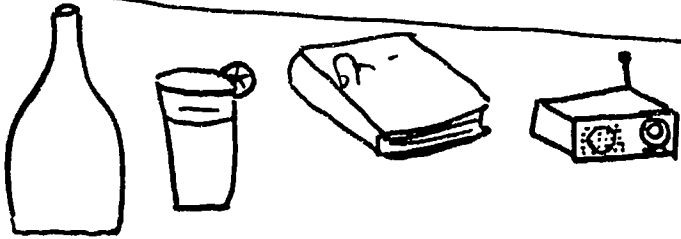
5. Assessment (Task):

1. Get the students to find out other forms of greetings as above.

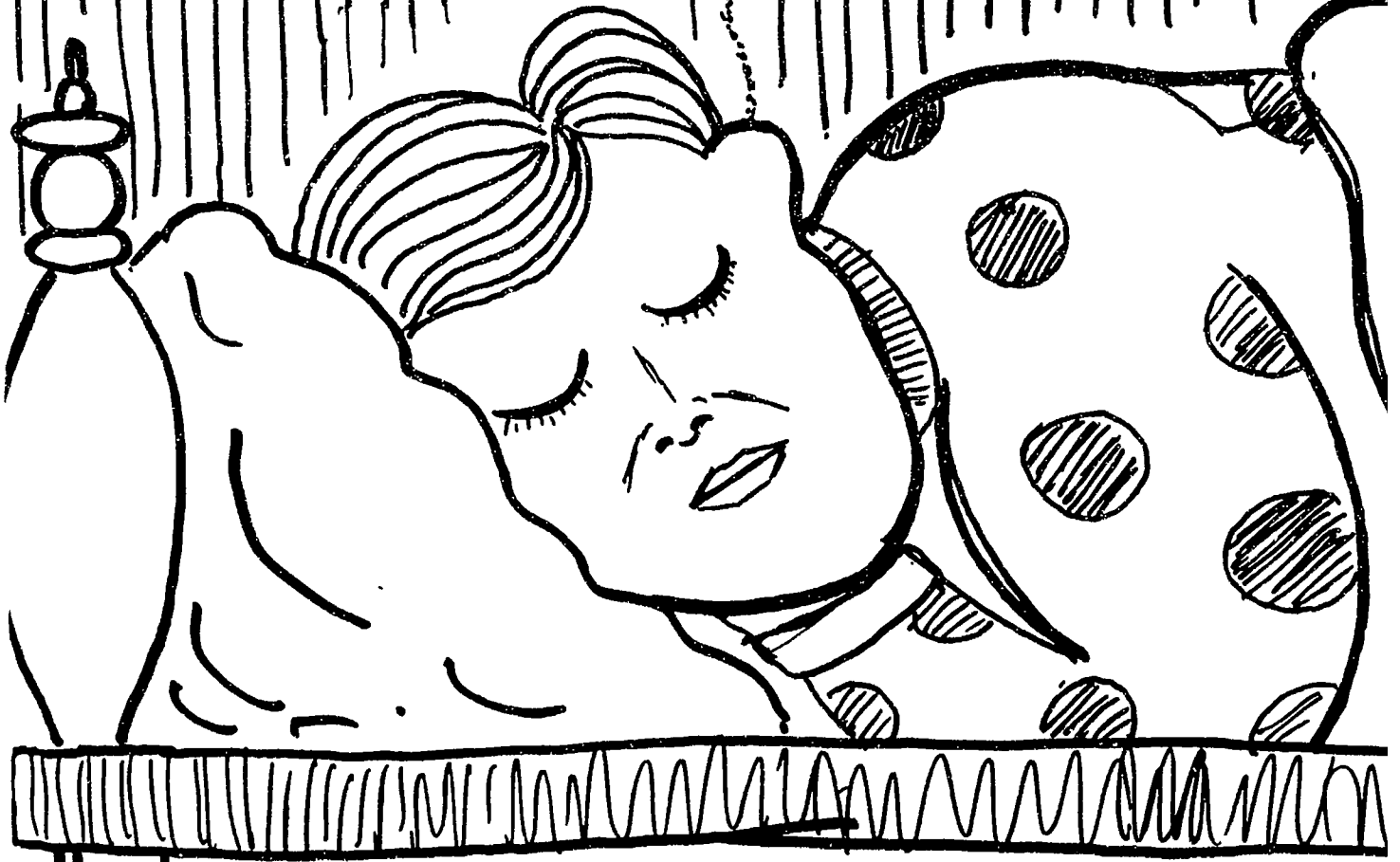
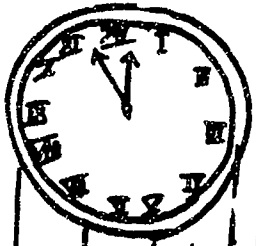
6. Contingency Plan:

7. Comments/Self Evaluation:









N
N
N

Personal Identification

Competency : To greet and say good-bye

Situation : With host country nationals

Dialogue I

Roles: PCT/Sri Lankan		Functions
පම	ම. ගිහි එන්න. (See you later)	- taking leave
සුභිල්	හොඳයි. ගිහි එන්න. (o.k. see you)	- say goodbye
පම	සුබ රාත්‍රියක්! (Good Night!)	- greet
සුභිල්	සුබ රාත්‍රියක්! (Good Night!)	- be greeted
<p>Vocabulary</p> <p>ම. මහා එයා මෙයා අපි එයාලා</p> <p>Grammar</p> <p>Verb infinitive එන්න යන්න කන්න බොන්න ගන්න දෙන්න</p> <p>S(1st person) + Verb(infinitive) + .</p>		

LESSON PLAN I

Estimated Time	25 minutes
Objective	At the end of the lesson the students will be able to use the pronouns appropriately
Teaching Point	Vocabulary: මං, ඔයා, එයා, ඔබයා, අපි, ඒකාලා
Materials needed	Yes/No cards, Labels of jobs

PROCEDURE

1. Warm up/Review: 5 mins

2. Presentation: 5 mins

Present the pronouns through a TPR exercise

මං කමක් අපි	ඔයා මෙලිස්සා එකලා PC staff	එයා තිමල් ඔබයා සුභිර්
----------------------	-------------------------------	--------------------------

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.

මං Teacher ඔයා 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

Estimated Time	40 minutes
Objective	At the end of the lesson, the students will be able to use the verbs to give instructions
Teaching Point	Grammar: verb(infinitive) එන්න ගන්න කන්න බොන්න ගන්න දෙන්න
Materials needed	A paper puppet, white board

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 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):

7 mins

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):

10 mins

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:

එක්ක	money
යක්ක	ticket
තක්ක	home
බොක්ක	pizza
ගක්ක	coca cola
දෙක්ක	classroom

7. Comments/Self Evaluation:

GRAMMAR NOTE

Verb infinitive:

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

එක්ක come

ගක්ක buy, take

බලක්ක look

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

LESSON PLAN III

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

PROCEDURE

1. Warm up/Review:

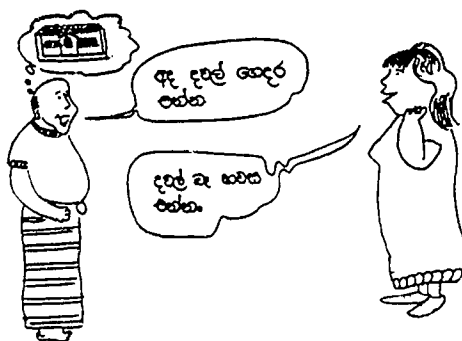
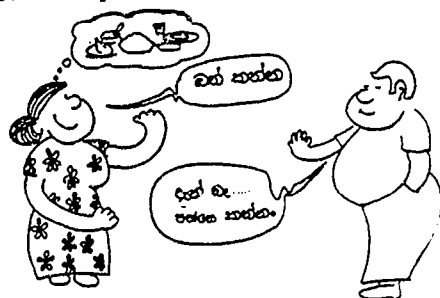
5 mins

Review the command form

2. Presentation:

5 mins

Present the concept through a picture dialogue



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: පොත් කන්න.

Ss: වැරදි

2. Associate the verb forms with the pronouns and say it. Get the students to say right or wrong as they hear.

Tr: එයා කන්න.

Ss: වැරදි

Tr: මං කන්න.

Ss: හරි

Listening & Speaking -

4 mins

1. Give a series of commands and ask the students to say the promise form using පස්සේ

Tr: කන්න

Ss: පස්සේ කන්න.

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 + ක්ක.

This form is formed thus:

V(stem) + ක්ක.

යක්ක.	I'll/We'll go
ඵක්ක.	I'll/We'll come
ගක්ක.	I'll/We'll buy, take
බලක්ක.	I'll/We'll see, look

This form is used only with 1st person subjects, and indicates future time. It is used when promising.





ආදා දුමුල් ගෙදර
ආහින.

දුමුල් බැ. හමස
ආහින.

LESSON PLAN IV

Estimated Time	15 minutes
Objective	At the end of the lesson the students will be able to use the dialogue form in a Role Play
Teaching Point	Dialogue
Materials needed	Picture dialogue newsprint

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

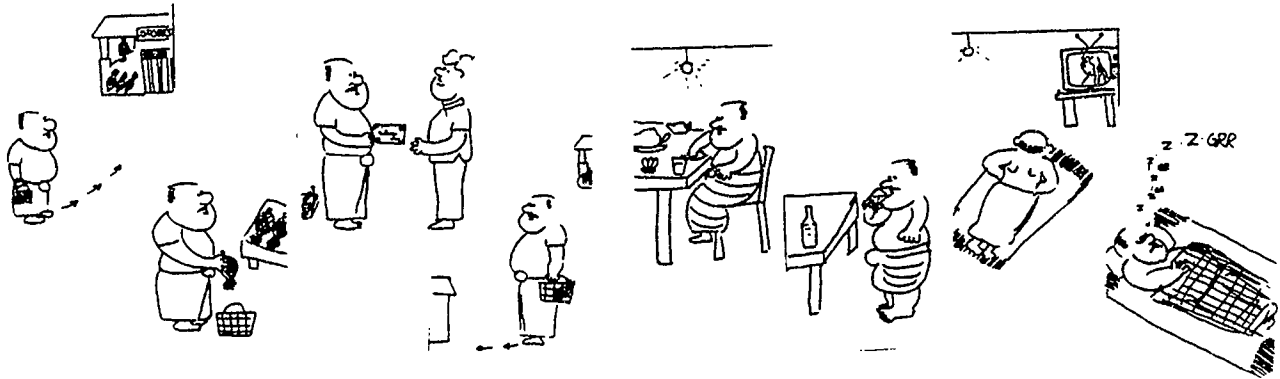
Roles: PCT/Sri Lankan		Functions
පුහිල්	ආ.. කොහොමද? කොහෙද යන්නේ? (Hello! How are you? Where are you going?)	- socializing
විම	ලගට යනවා. හිසිං එන්නං. (I am going overthere. See you)	- socializing & taking leave
පුහිල්	හොඳයි. හොඳයි. (o.k.)	- socializing
Grammar		
verb present tense	එකවා යනවා කනවා බොකවා ගන්නවා දෙකවා	
verb present tense negative	එන්නේ නෑ යන්නේ නෑ කන්නේ නෑ බොන්නේ නෑ ගන්නේ නෑ දෙන්නේ නෑ	
Phrases		
ලගට යනවා කමේට යනවා ගෙදර යනවා	සිංහල ඉගෙනගන්න යනවා කාන්ත යනවා	

LESSON PLAN I

Estimated Time	1 hour & 5 minutes
Objective	At the end of the lesson the students will be able to use the verb forms to fill out a questionnaire
Teaching Point	Grammar: verb present tense එකවා යනවා කනවා බොනවා ගන්නවා දෙකවා
Materials needed	Verb cards,, Newsprint, Picture story sheets

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.

සුනිල් දැක් හේ බොනවා සුනිල් කෙට හේ බොනවා සුනිල් හැමදාම හේ බොනවා

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: සුනිල් දැන් සෙස් _____.

Ss: බොනවා

Tr: එයා බත් _____.

Ss: කනවා

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. මගේ හැමදේම වටුමට යනවාද?
2. මගේ හැමදේම බිසර් බොනවාද?
3. මගේ හැමදේම භානවාද?
4. මගේ හැමදේම ටී.වී. බලනවාද?
5. මගේ හැමදේම පත්තරේ ගන්නවාද?

6. Contingency Plan:

1. Do a Concentration Game

7. Comments/Self Evaluation:

GRAMMAR NOTE

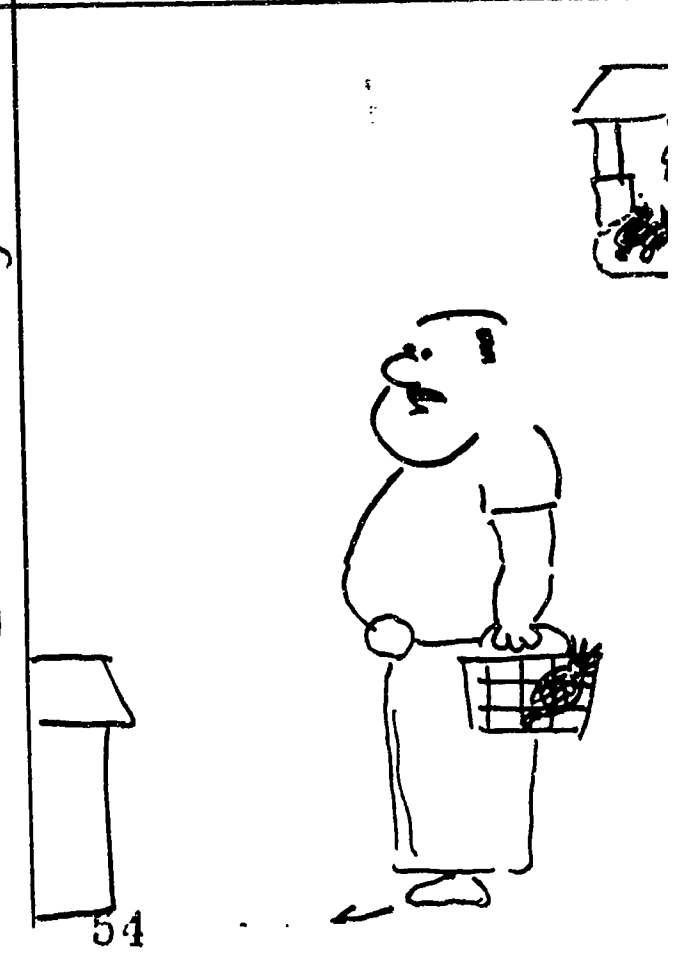
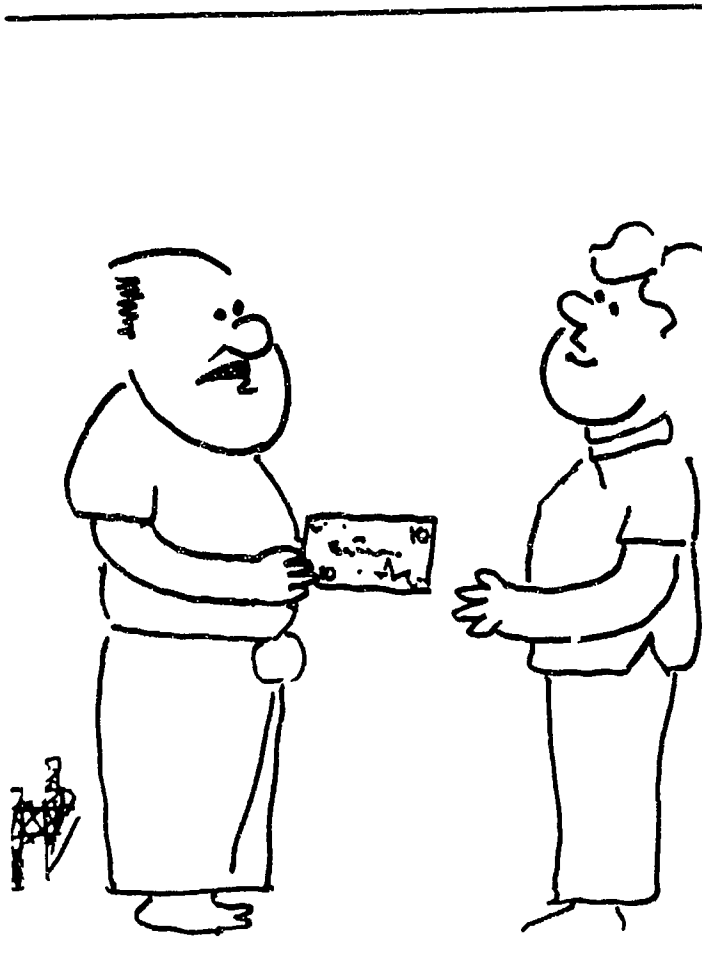
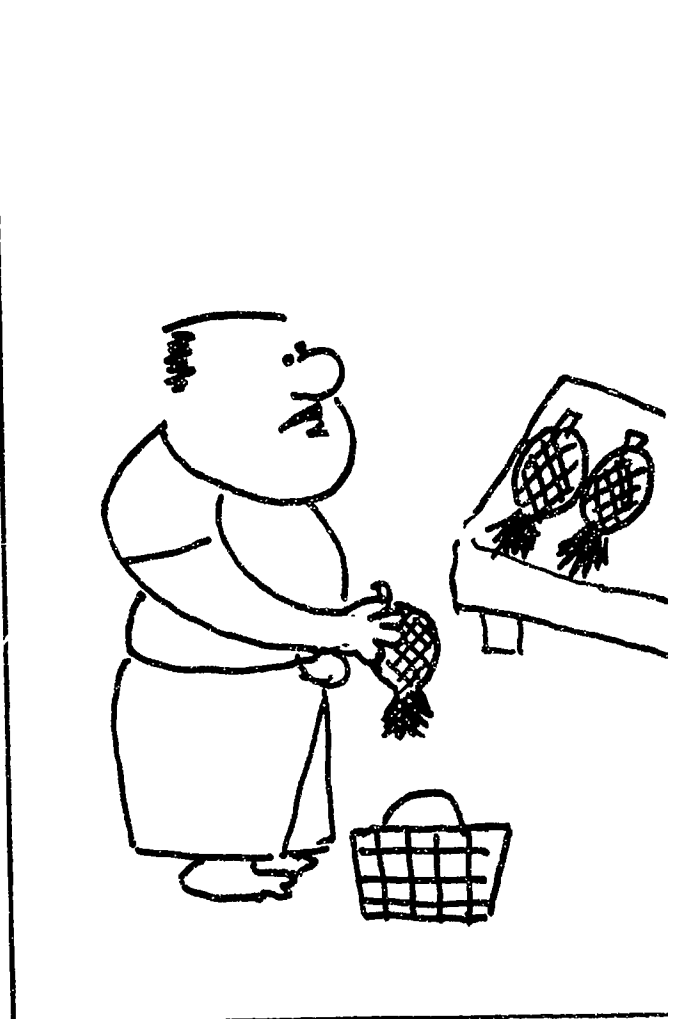
The Present tense form:

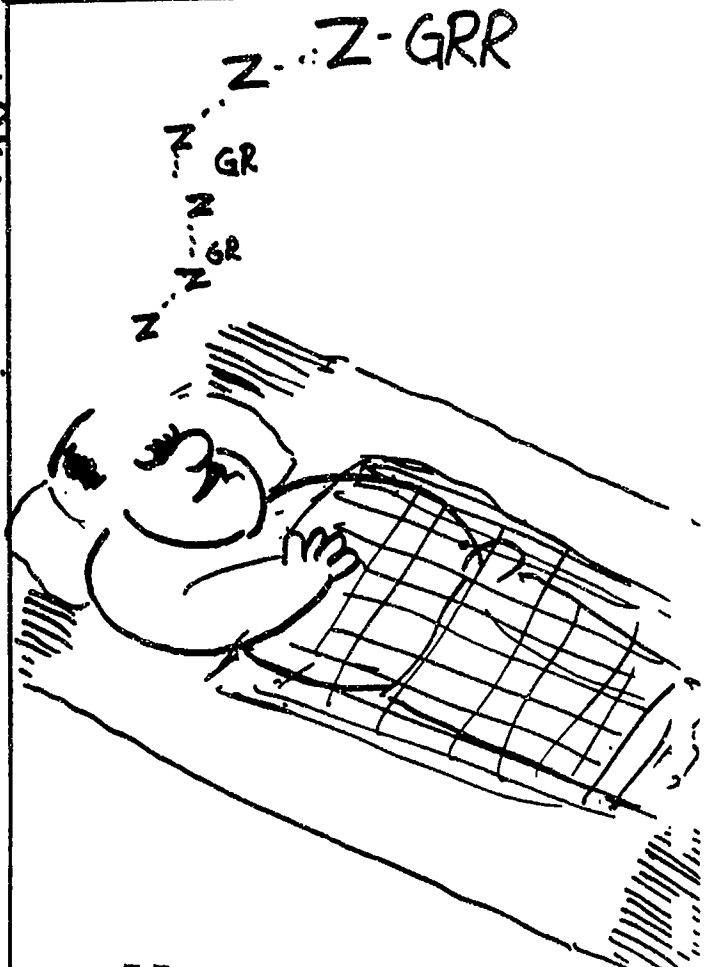
This is formed thus:

Verb stem + කවා

යකවා	go/es,	is/are/am going
එකවා	come/s,	is/are/am coming
බලකවා	look/s,	is/are/am looking
කකවා	eat/s,	is/are/am eating

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





LESSON PLAN II

Estimated Time	1 hour 15 minutes
Objective	At the end of the lesson the students will be able to find out information using the negative form
Teaching Point	Grammar: verb present tense negative එක්සේ නෑ, යක්සේ නෑ, කක්සේ නෑ, බොක්සේ නෑ, ගක්සේ නෑ, දෙක්සේ නෑ.
Materials needed	Picture dialogue, verb cards, information gap sheets

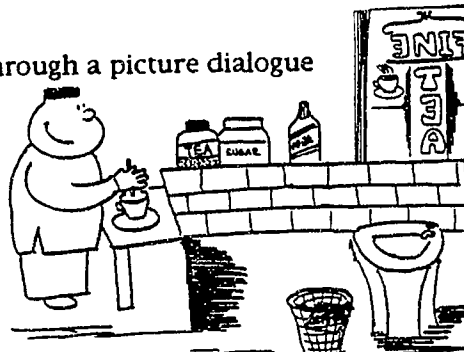
PROCEDURE

1. Warm up/Review: 2 mins

Review the present tense verbs

2. Presentation: 8 mins

Present the concept through a picture dialogue



එක සේ බොනවා නමුත් තෝප බොක්සේ නෑ.

Present more examples for continuous and simple future meanings

3. Practice: 15 mins
- Listening -**

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

Teacher's Chart

Students Chart

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

- 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

Topic: Personal Identification

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 ජේ _____ . එයා කෝපි _____ __ etc.

Give more examples as above

Speaking -

5 mins

1. Information Gap exercise

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

	Tim	Julie
Malaria pills	x	?
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

කපිල ජේ බොනවා. කමුත් කෝපි බොන්නේ නෑ. එයා අත්තායි කනවා. කුඩිල්ස් කන්නේ නෑ. සුසිලා ජේ බොනවා. කෝපි බොන්නේ නෑ. කමුත් අත්තායි. කුඩිල්ස් කනවා. හිලන්ති ජේ බොන්නේ නෑ. කෝපි බොන්නේ නෑ. එයා අත්තායි කන්නේ නෑ. කුඩිල්ස් කනවා. සුකෙත් ජේ බොනවා. කෝපි බොන්නේ නෑ. එයා අත්තායි කන්නේ නෑ. කුඩිල්ස් කන්නේ නෑ.

කම	ජේ	කෝපි	අත්තායි	කුඩිල්ස්
කපිල				
සුසිලා				
හිලන්ති				
සුකෙත්				

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

- 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 + **න්**

එක් **කන්** **බොක්** **සක්**

When used with **නැ**, it negates a present tense action.

එක් නැ	do/es not come,	is/are/am not coming
කන් නැ	do/es not eat,	is/are/am not eating
බොක් නැ	do/es not drink,	is/are/am not drinking

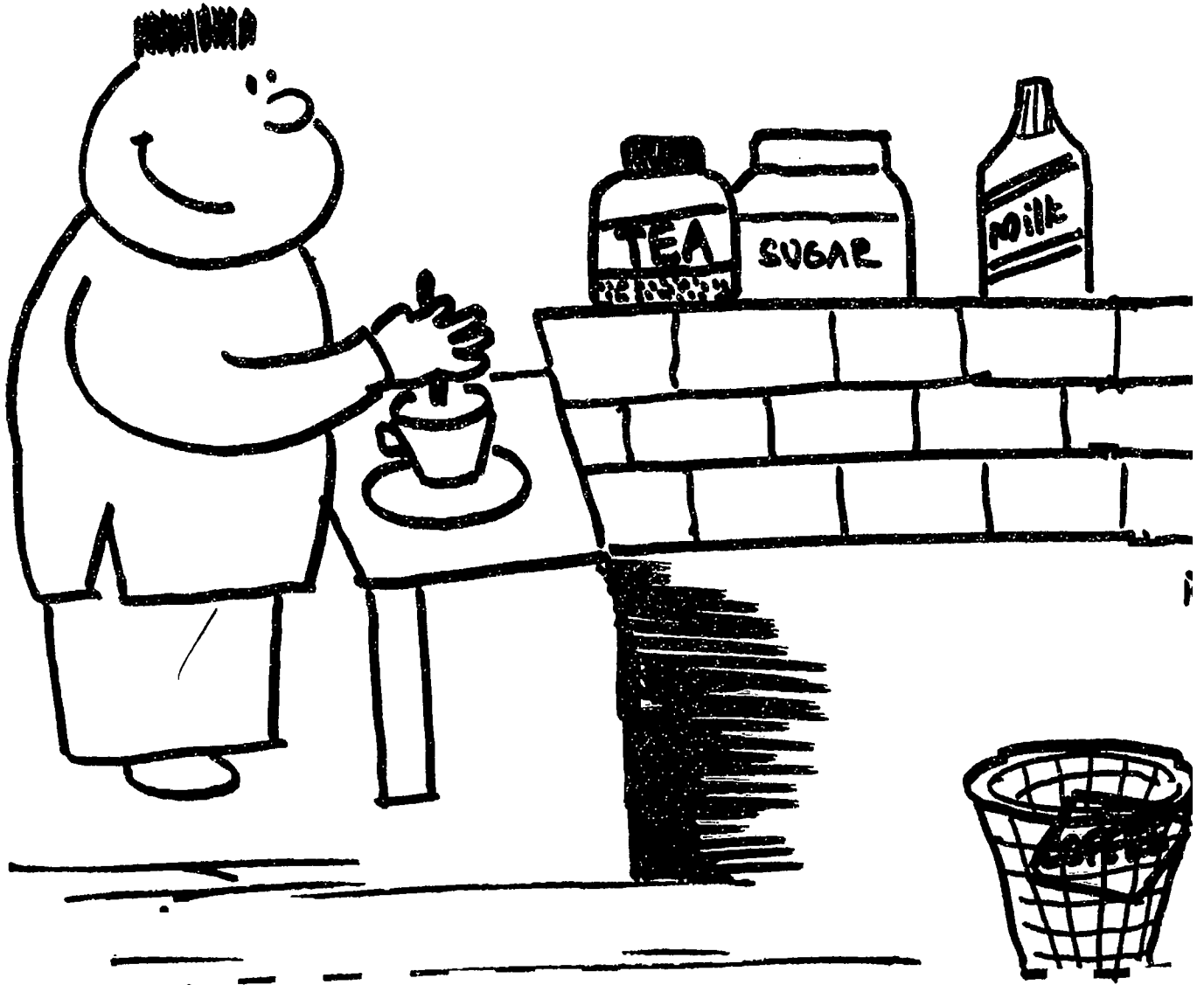
When used with a question word, it makes a question word question.

එක් කවුද?	who come/s?,	who is/are/am coming?
එක් කවදද?	when do/es — come?,	when is/are/am coming?

*
*
*

Estimated Time	15 minutes
Objective	At the end of the lesson the students will be able to use the dialogue form in a Role Play
Teaching Point	Dialogue
Materials needed	Picture dialogue newsprint

* Use the lesson plan in page 18



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26 -

Personal Identification

Competency : To introduce self

Situation : With host country nationals

Dialogue

Roles: PCT/Sri Lankan	Functions
<p>ජෙනි : මගේ නම ජෙනි. (My name is Jenny) මයාගේ නම මොකද? (What is your name?)</p> <p>කමල් : මං කමල්. (I am Kamal)</p>	<p>- introducing & asking for information</p> <p>- identifying</p>
<p>Grammar</p> <p>S (Genitive) case මගේ මයාගේ එයාගේ මෙයාගේ අපේ එයාලගේ</p>	

LESSON PLAN I

Estimated Time	20 minutes
Objective	At the end of the lesson the students will be able to describe the owners of articles collected from the class.
Teaching Point	Grammar: S (Genetive) case මගේ ඔබගේ එයාගේ ඔබගේ අපේ එයාලගේ
Materials needed	Realia

PROCEDURE

1. Warm up/Review:

2. Presentation:

5 mins

Present the form using examples

මගේ නම සම්පත්.
මේක මගේ පෑම. මේක මගේ පොත.

අඹයාගේ නම කෝර්.
මේක කෝර්ගේ බෑග් එක.
මේක එයාගේ කාර් එක.

Present more examples

3. Practice:

Listening -

5 mins

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

Tr: 'Monalisa' Darwinchiගේ. හරිද? Ss: හරි

Tr: 'Bad' Michael Jacksonගේ. හරිද? Ss: හරි

Listening & Speaking -

5 mins

- Collect some items from the class and ask for the owner.

Tr: මේක කාගෙද? Ss: මගේ

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) + **ගෙ**

කමල්ගෙ	Kamal's
එයාගෙ	His/hers
අම්මගෙ	Mother's

This form denotes the possessive form of animate nouns.

කමල්ගෙ පෑන	Kamal's pen
එයාගෙ බල්ලාගෙ කෑම	His/her dog's food
අම්මගෙ සාරිය	Mother's saree

LESSON PLAN II

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

PROCEDURE

1. Warm up/Review:

2. Presentation:

10 mins

Present the concept through examples

Show a map of the US and say මේ ඇමරිකාව. ඇමරිකාවේ ජනපද 50 ක් තිබෙනවා.
 ටෙක්සාස් ජනපදයේ capitol එක Austin.

Show a flower and say මේ මල හරි ලස්සනයි. මේ මුහුදු colors ගොඩක් තිබෙනවා.

මගෙ වවුම මාතර. මගෙ කෘතී කම අකරුවන.

3. Practice:

Listening -

5 mins

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

Tr: මේ කොතගේ කම Jurassic Park

Ss: වැරදියි.

Tr: Watch එකේ වෙලාව වැරදියි

Ss: හරි

Listening & Speaking -

5 mins

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

1. මගගේ සල්ෂී තිබෙන්නේ කොතෙද?

2. කැමරා එක තිබෙන්නේ කොතෙද?

3. මගා නැවතීලා ඉන්නේ කොතෙද?

Speaking -

10 mins

1. Get the students to correct sentences like...

1. පන්තියේ ලබයි ඉගෙනගන්නවා
2. මගේ ගමයේ තම ගුරුදෙණිය.
3. මේ කොත්ගේ කවරේ ලස්සනයි.

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

<u>Direct case</u>	<u>Genitive case</u>
බස් එක	බස් එකේ
බෝඩි එක	බෝඩි එකේ

For class 2 nouns

<u>Direct case</u>	<u>Genitive case</u>
කොත	කොතේ
සුදුව	සුදුවේ

Topic: Personal Identification

BEST COPY AVAILABLE

For class 3 nouns (Some names of places in Sri Lanka)

Direct case

Genitive case

කොළඹ
මාතර
වැලිමඩ

කොළඹ
මාතර
වැලිමඩ

For class 4 nouns

Direct case

Genitive case

කෝටලේ
ජනේලේ
මාතලේ
රජකපුරේ

කෝටලේ
ජනේලේ
මාතලේ
රජකපුරේ

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

Direct case

Genitive case

New York
Japan
California

New York ඉල
Japan ඉල
California ඉල

Use of Genitive:

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

මේ පොතේ නම.....

The name of this book is

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

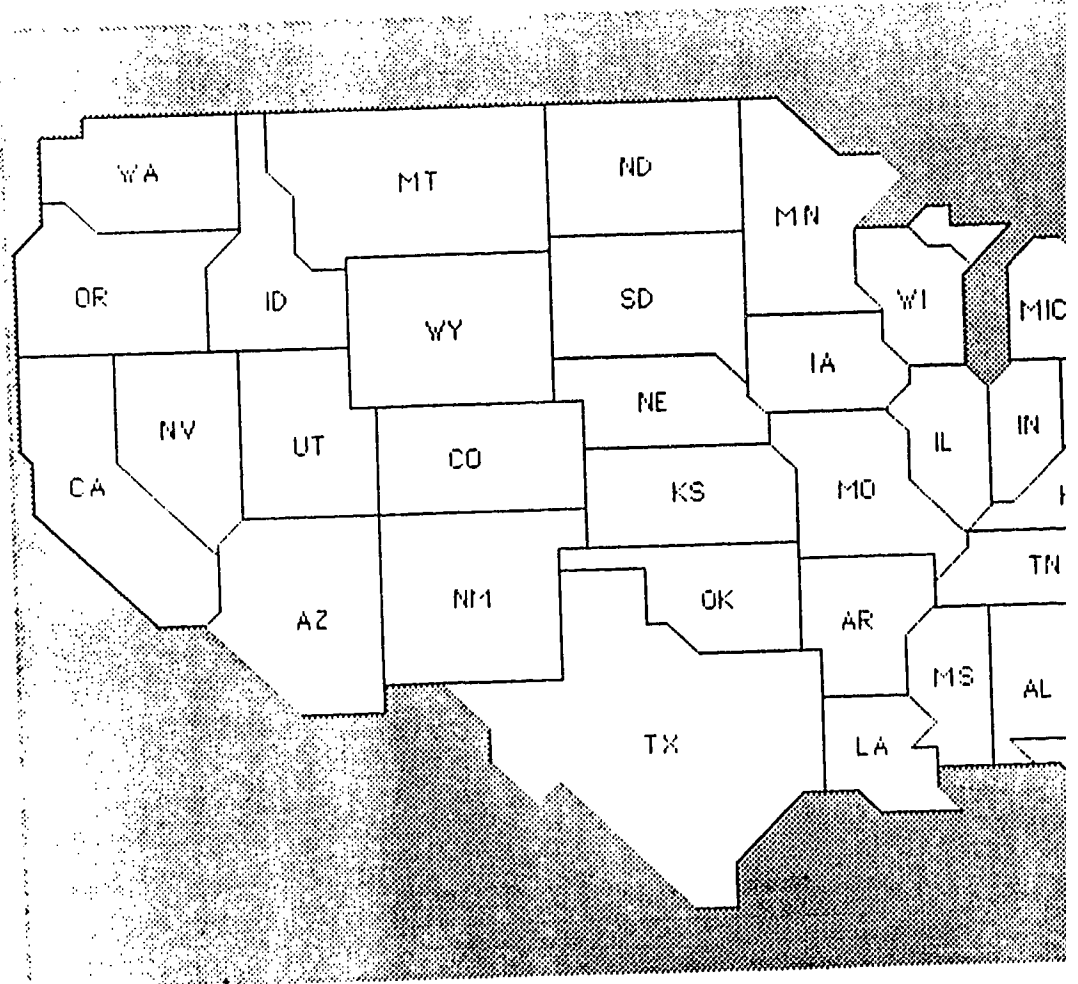
එය දැන් කුඩර.

He is in Kandy now.

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

ලංකාවේ මිනිස්සු

Sri Lankan people



LESSON PLAN III

Estimated Time	55 minutes
Objective	At the end of the lesson the students will be able to find out names of three Sri Lankans using the dialogue
Teaching Point	Dialogue
Materials needed	Picture dialogue, paper strips, word strips

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.

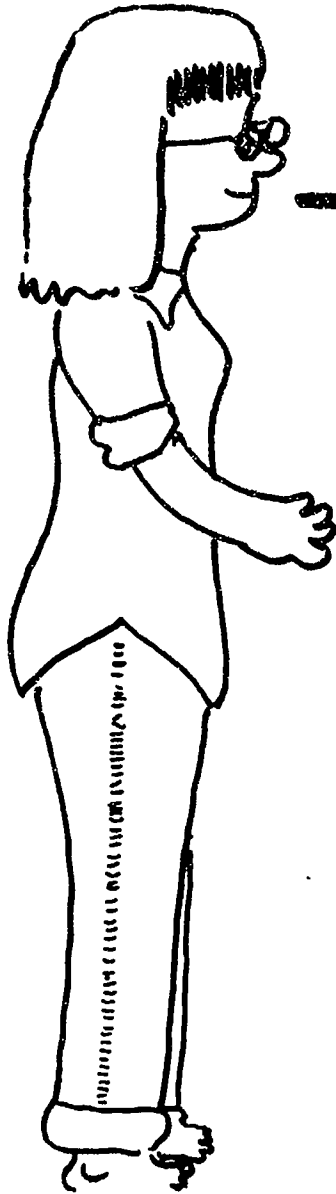
5. Assessment (Task):

10 mins

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

6. Contingency Plan:

7. Comments/Self Evaluation:



මගේ භාව ජේනී
ඔයාගේ භාව මොකද්ද?

ම. කවල්

Personal Identification

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

Situation : With host country nationals

Dialogue I

Roles: PCT/Sri Lankan		Functions
කමල්	ඔයා කොතෙක්ද? (Where are you from?)	- asking for information
ජෙඞ්	මං ඇමරිකාවෙන් (I'm from America)	- giving information
<p>Grammar</p> <p>Question words කවුද, කවද, කොතෙක්, කොහොමද, කොතෙක්ද, මොකද්ද, මොකටද, ඇයි, කීසද, කීසටද</p> <p>Instrumental case - inanimate nouns පැහැයෙන් පුටුවෙන් කඩෙන් ඔස් ඊතෙන් ලංකාවෙන් ඇමරිකාවෙන්</p>		

LESSON PLAN I

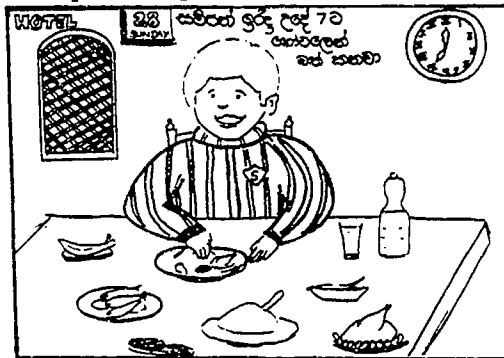
Estimated Time	55 minutes
Objective	At the end of the lesson the students will be able to find out personal information from the peers using question words
Teaching Point	Question Words කවුද, කවදද, කොතෙද, කොහොමද, කොතෙන්නද, මොකද්ද, මොකවද, ඇයි, කීයද, කීයටද
Materials needed	Newsprint, picture dialogue, strips, picture cards

PROCEDURE

1. Warm up/Review: 3 mins

2. Presentation: 12 mins

Present the concept through a description dialogue



සමසන් ඉරිදා උදේ 7 ට හෝටලෙන් බත් කනවා

- | | | |
|---------------------|---|----------|
| මෙය කවුද? | - | සමසන් |
| එය කවන්නේ මොකවද? | - | බත් කනවා |
| එය කන්නේ මොකවද? | - | බත් |
| එය කන්නේ කොහොතද? | - | හෝටලෙන් |
| එය බත් කන්නේ කීයටද? | - | උදේ 7ට |
| එය බත් කන්නේ කවදද? | - | ඉරිදා |

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 -

10 mins

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

කිම හෙව කවස 3 ට අමතරකාරවට සකවා

Tr: කිම Ss: කවුද?
Tr: හෙව Ss: කවදද?

2. Give a passage and ask questions from it

Speaking -

10 mins

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):

8 mins

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):

5 mins

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.

1076

കുറുപ്പി
SUNDAY

കുറുപ്പി പാലാടം കൂടെ 76
അവരാണ്
അത് കാണാം



LESSON PLAN II

Estimated Time	55 minutes
Objective	At the end of the lesson Ss. will be able to use the grammar structure to find out where people are from.
Teaching Point	Grammar: S(instrumental) case පැහැයේ සිටුවීමේ කවීමේ බස් වචනේ ලංකාවේත් අමෙරිකාවේත්
Materials needed	Picture dialogue, Paper strips

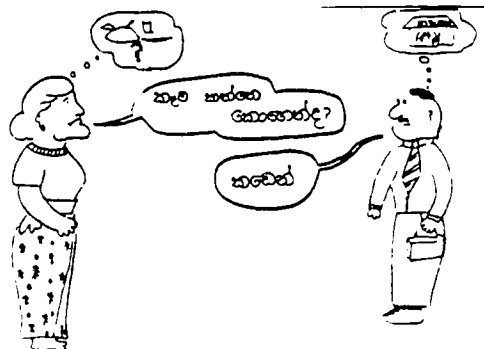
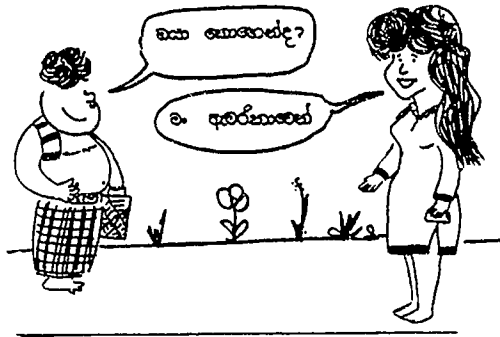
PROCEDURE

1. Warm up/Review:

2. Presentation:

5 mins

Present the concept through a picture dialogue



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: **මෙය කොතැනද?**

St. B: **ම. කුරුමිලියන්**

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 - එක to the direct form

බස් එක	බස් එකෙන්
කඩ	කඩෙන්

For class 3 nouns add -ූන් to the direct form

ගෙදර	ගෙදරින්
සුවර	සුවරින්

For class 5 nouns add -වලින් to the direct form

New York	New York වලින්
Japan	Japan වලින්

Use of Instrumental Case:

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

බස් එකෙන් ආවා	came by bus.
එය ඇමෙරිකාවෙන්	He is from America.





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කුම කන්න
කොහොත්ද?

කඩෙන්

113

Personal Identification

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

Situation : With host country nationals

Dialogue II

Roles: PCT/Sri Lankan	Functions
<p>කමරු මිය දැන් ඉන්නේ කොහොද? (Where do you stay (now)?)</p>	<p>- asking for information</p>
<p>ජෙඩ් ගාල්ලේ (in Galle)</p>	<p>- giving information</p>
<p>Vocabulary</p> <p>Time Adverbial: දැන් ඉන්නෙලලා ඔක්කෝ දෙ හෙට ඊයේ</p> <p>Grammar</p> <p>Verb (present emphatic) + Question word</p>	

LESSON PLAN I

Estimated Time	35 minutes
Objective	At the end of the lesson the students will be able to use the vocabulary items and make factual sentences
Teaching Point	Time Adverbial: දැන් ඉස්පෙල්ලා පස්සේ ඇද හෙට ඊසේ
Materials needed	Newsprint

Procedure

1. Warm up/Review: 5 mins

Review the time adverbials උදේ දවල් හවස

2. Presentation: 10 mins

Present the concept through examples.

දැන් වෙලාව 8.30 යි. දැන්ම උගත්තවා. දැන්ම සාලා ඉගෙනගත්තවා

Use the PST Schedule and say ඇද 18 හෙට 19 ඊසේ 17

3. Practice:

Listening - 5 mins

1. Say some factual sentences and ask the students to say Yes or No

දැන් අපි කනවා
ඊසේ Sunday

හෙට අපි සිංහල ඉගෙනගත්තේ නෑ
පස්සේ අපි වවුමට යනවා

Listening & Speaking - 5 mins

1. Reverse the above activity. Say a sentence and ask the student to say when it is done.

Tr: අපි ඉගෙනගත්තවා

Ss: දැන්

Tr: කෝර එනවා

Ss: හෙට

Speaking -

10 mins

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

ಕೆಲವು 1. _____
2. _____
3. _____

ಮಾಢ 1. _____
2. _____
3. _____

4. Application (use):

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation:

LESSON PLAN II

Estimated Time	40 minutes
Objective	At the end of the lesson the students will be able to find out information using the dialogue
Teaching Point	Dialogue
Materials needed	Picture dialogue, Paper strips, a map of Sri Lanka

PROCEDURE

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

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



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

කොළඹ මාතර අනුරාධපුර මහනුවර කරුණෑගල ඔලිකපිටිය නුවරඑළිය කතරගම මාතලේ බණ්ඩාරවෙල ගම්පොල

3. Practice:

Listening -

5 mins

1. Read the direct and genitive form of the above ask students to find the correct genitive form on a list.

Tr: a) කොළඹ b) කොළඹේ

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:	මය ඉන්නේ කොහෙද?	Ss:	ගාල්ලේ
Tr:	මය වැඩ කරන්නේ කොහෙද?	Ss:	බණ්ඩාරවෙල
Tr:	මයාගේ පාලුවා ඉන්නේ කොහෙද?	Ss:	මාතර

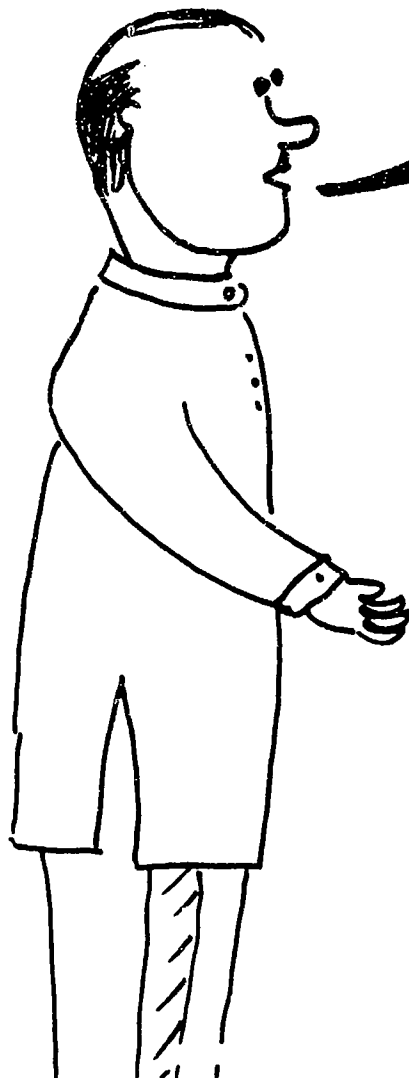
Speaking -**5 mins**

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 every body live and the town that their parents live

5. Assessment (Task):**6. Contingency Plan:****7. Comments/Self Evaluation:**



ඔයා දැන් ඉන්නා
කොහේද?

ගාල්ල

Personal Identification

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

Dialogue III

Roles: PCT/Sri Lankan		Functions
කමල්	ඔබ ඉපදුණේ කොහොද? (Where were you born?)	- asking for information
ජෙහි	හිටියෝරික් වල (In New York city)	- giving information

Vocabulary
 ගම මහලේ ජනපදේ දිස්ත්‍රික්කේ

Grammar

verb past tense ආවා ගියා කැවා
 බව්වා ගත්තා දුන්නා

verb past tense ආවේ නෑ ගියේ නෑ කැවේ නෑ
 negative බව්වේ නෑ ගත්තේ නෑ දුන්නේ නෑ

LESSON PLAN I

Estimated Time	40 minutes
Objective	At the end of the lesson the students will be able to use the vocabulary items and find out information.
Teaching Point	Vocabulary: ගම කගරේ ජනපදේ දිස්ත්‍රික්කේ
Materials needed	SL map, US map, newsprint

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: මහනුවර ගමක්	Ss: wrong
Tr: තිව්නෝර්ක් කගරයක්	Ss: right

Listening & Speaking - 10 mins

1. Read the following passage and get the students to answer the questions.

ඇන්ඩ්‍රෆ්ස් ඉපදුනේ අමෙරිකාවේ. එයා ඉගෙනගත්තේ සේන්ට් ප්‍රැන්සිස්කෝ වල. සේන්ට් ප්‍රැන්සිස්කෝ ලොකු කගරයක්. ඒක තියෙන්නේ කැලිෆෝනියා ජනපදේ. එයා දැන් ලංකාවේ වැටකේදෙහිය ගමේ වැඩ කරනවා. ඒ ගම තියෙන්නේ මහනුවරදිස්ත්‍රික්කේ. එයා හැමදාම වගෙ ගම්පොල කගරේට බඩු ගන්න එනවා. එයාගේ යාලුවෝ ගොඩක් කැලිෆෝනියා වල ඉන්නවා. එයාට දැන් ලංකාවේ ගොඩක් යාලුවෝ ඉන්නවා.

1. ඇන්ඩ්‍රෆ්ස් ඉපදුනේ කොහෙද?
2. එයා ඉගෙනගත්තේ කොහෙද?
3. සේන්ට් ප්‍රැන්සිස්කෝ ගමක්ද කගරයක්ද?
4. සේන්ට් ප්‍රැන්සිස්කෝ තියෙන්නේ මොන ජනපදේද?
5. එයා දැන් ලංකාවේ වැඩකරන්නේ කොහෙද?
6. වැටකේදෙහිය තියෙන්නේ මොන දිස්ත්‍රික්කේද?
7. එයා ගම්පොල කගරේට යන්නේ ඇයි?
8. එයාට කැලිෆෝනියා වල ගොඩක් යාලුවෝ ඉන්නවාද?
9. එයාට දැන් ලංකාවේ යාලුවෝ ඉන්නවාද?

Speaking -

5 mins

1. Get the students to answer the following questions

1. මායාගේ ජනපදේ මොකද්ද?
2. අමෙරිකාවේ මායාගේ ගම මොකද්ද?
3. ලංකාවේ මායා ඉන්නේ කොහෙද?
4. ඊසාන ඩයෙක්ෂන් මොන දිස්ත්‍රික්කේද?
5. ගම්ම මායාට යාලුවෝ ඉන්නවද?

4. Application (use):

5 mins

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

5. Assessment (Task):

5 mins

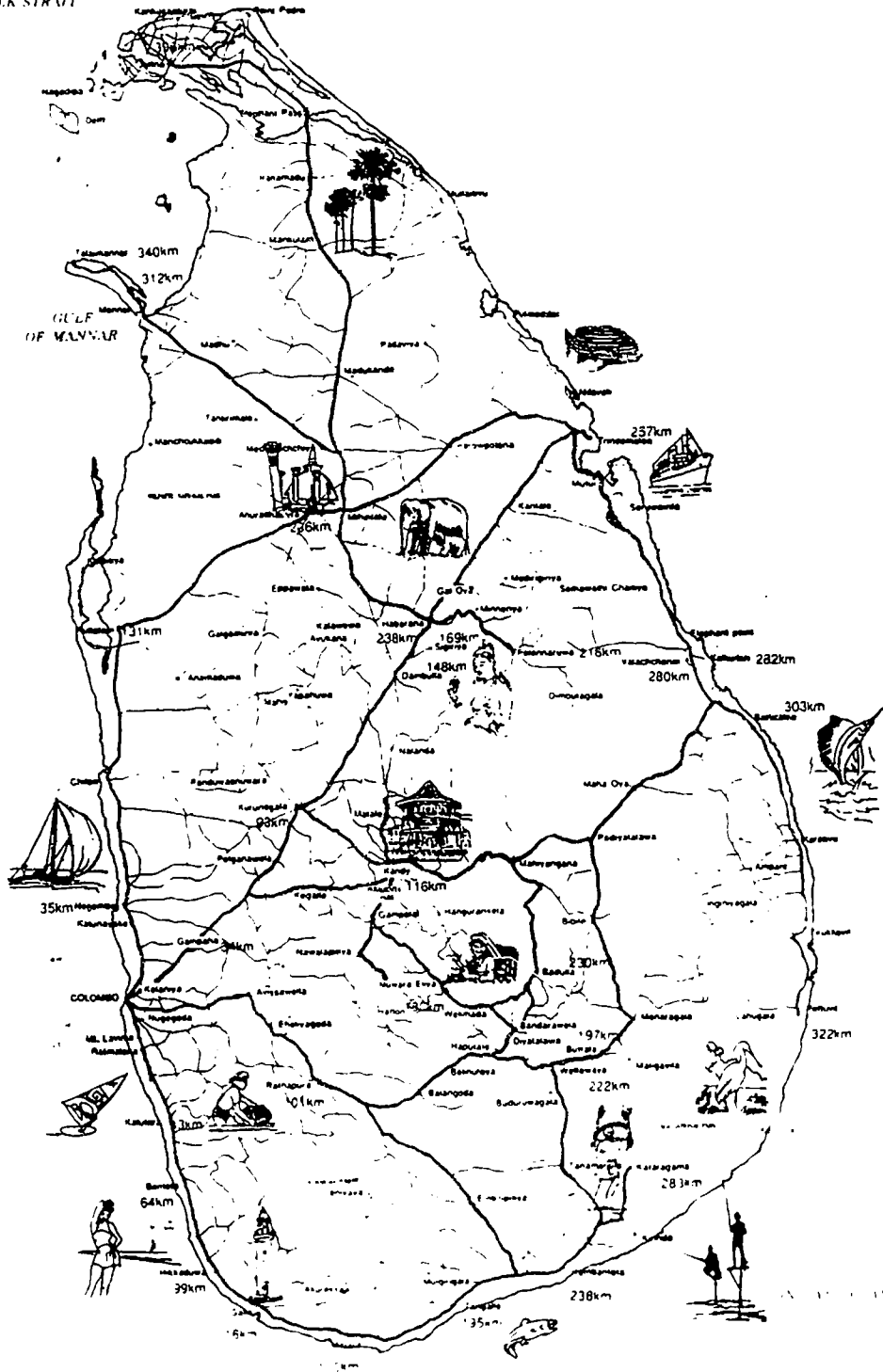
Ask them to present the above information to the class.

6. Contingency Plan:

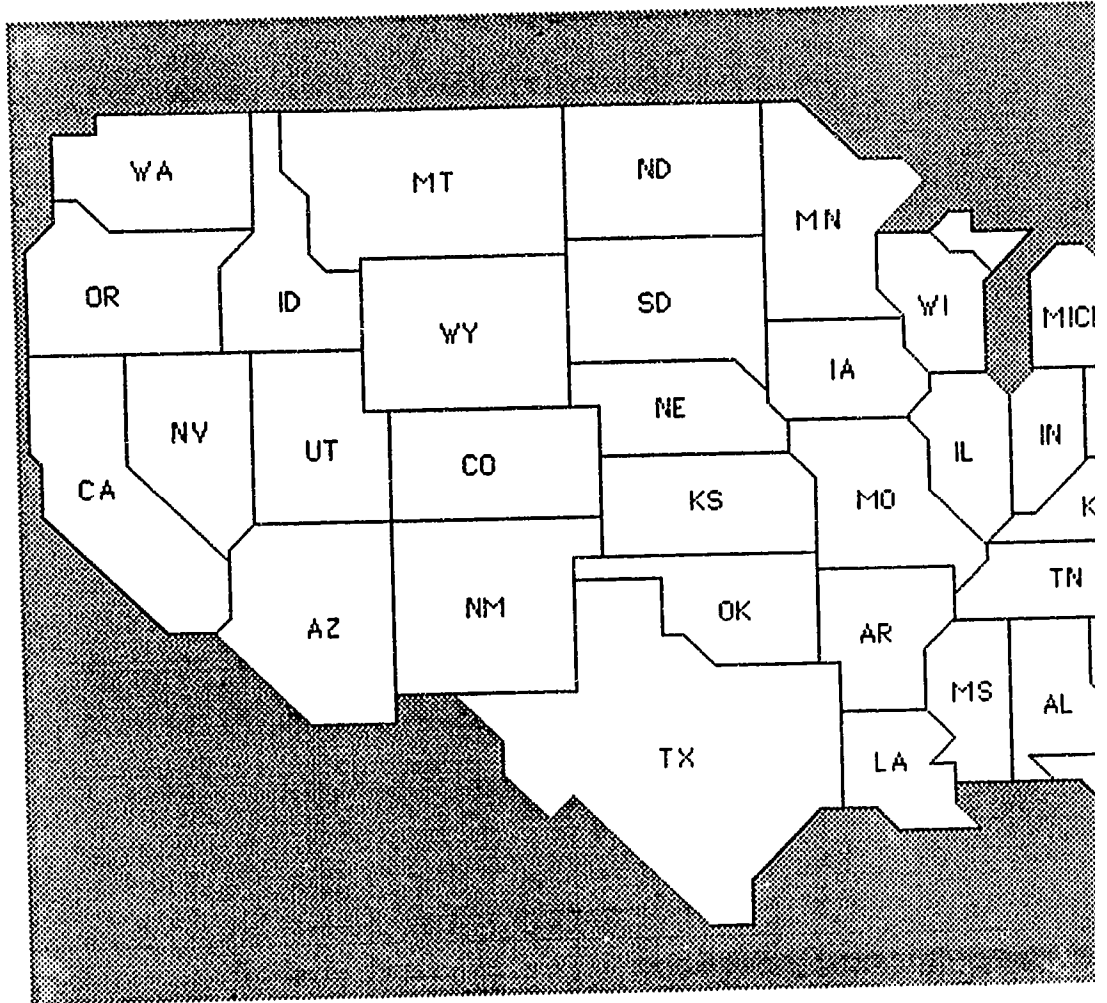
Question -Answer Practice. Have students sit in a circle. They practice the exchange: "Where are you from? I'm from ____." Have students ask and answer the question. Add other exchanges about language spoken where they work.

7. Comments/Self Evaluation:

CALK STRAIT



96
48-6



LESSON PLAN II

Estimated Time	1 hour
Objective	At the end of the lesson the students will be able to use the past tense verb to find out information
Teaching Point	Grammar: verb past tense ආවා ගියා කැවූවා බිඳුවා ගත්තා දුන්නා
Materials needed	Verb cards, newsprint with a passage

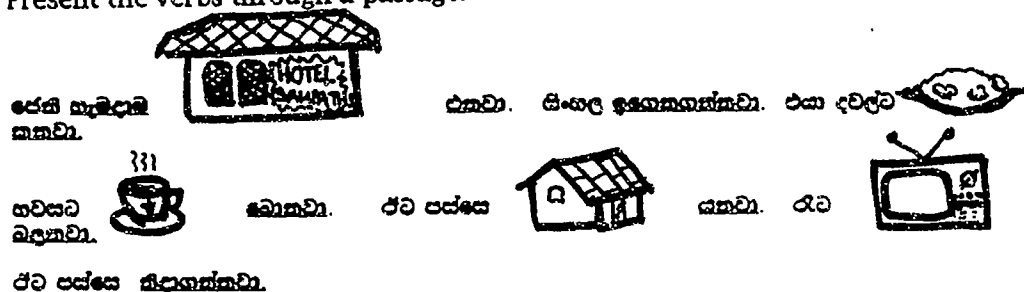
PROCEDURE

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 ~~ඔහු~~ 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:

Listening -

5 mins

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 -

5 mins

1. Ask the students to repeat after you.
2. Say a related word and ask the students to say the Sinhala equivalent.

Speaking -

10 mins

1. Practice the verbs through a communicative drill.

Student A: ඊයේ උදේ අවම මසා කෙරුවේ මොනවද?

Student B: ම. හේ බේව්වා.

Ask the students to substitute times and practice the dialogue.

4. Application (use):

5 mins

1. Ask the students to narrate what they did on the previous day morning, afternoon, and night.

5. Assessment (Task):

5 mins

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

6. Contingency Plan:

10 mins

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.

එයා ගිය යුමානෙ ආවා She came last week

LESSON PLAN III

Estimated Time	1 hour 10 minutes
Objective	At the end of the lesson the students will be able to use the Past tense negative to present information
Teaching Point	Grammar: verb past tense negative ආවේ නැ, ගියේ නැ, කළේ නැ, බව්වේ නැ, ගත්තේ නැ, දුන්නේ නැ
Materials needed	Information Gap exercises, picture dialogue, grids, questionnaires

PROCEDURE

1. Warm up/Review: 2 mins
Review the past tense verbs
2. Presentation: 10 mins
Present the negative form through a picture dialogue.



Present more examples through the dialogue.

Topic Personal Identification

3. Practice:

Listening -

15 mins

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

ඊයේ කපිල, සමීපත්, නිලක්ති, ගීතිකා කුටීර ගියා. ඊට පස්සේ, එයාලා වෙවත් එකට ගියා. කපිල බීයර් බිච්චා. හැබැයි එයා කෝත් බිච්චේ නෑ. එයා Pizza කෑවේ නෑ හැබැයි ආපස කෑවා. සමීපත් කෝත් බිච්චා හැබැයි එයා බීයර් බිච්චේ නෑ. එයා Pizza කෑවා හැබැයි ආපස කෑවේ නෑ. නිලක්ති බීයර් බිච්චා. කෝත් බිච්චේ නෑ. එයා Pizza කෑවේ නෑ. ආපස කෑවේ නෑ. ගීතිකා බීයර් බිච්චේ නෑ කෝත් බිච්චේ නෑ. එයා Pizza කෑවා ඒත් ආපස කෑවේ නෑ. ඊට පස්සේ සමීපත්, කපිල movie එකක් බලන්න ගියා. ගීතිකා, නිලක්ති movie බැලුවේ නෑ. එයාලා TV බැලුවා. සමීපත් TV බැලුවේ නෑ හැබැයි කපිල Travellers Nest ආවා. ඊට පස්සේ එයා TV බැලුවා.

	Pizza	ආපස	කෝත්	beer	TV	movie
කපිල						
සමීපත්						
නිලක්ති						
ගීතිකා						

Listening & Speaking -

10 mins

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

- Tr: අද උදේ බත්/පාන්/රොටි Ss: අද උදේ බත් කෑවේ නෑ රොටි කෑවේ නෑ හැබැයි පාන් කෑවා
- Tr: අද උදේ හේ/කෝපි/වතුර Ss: අද උදේ හේ බිච්චේ නෑ කෝපි බිච්චේ නෑ හැබැයි වතුර බිච්චා.

Speaking -

10 mins

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

4. Application (use):

10 mins

1. Information Gap exercise

	eat rice	drink coke	watch T.V.	play cricket
Tim	?	✓	×	?
Kim	✓	?	×	✓
Kay	?	?	✓	?
Tom	✓	?	?	×

	eat rice	drink coke	watch T.V.	play cricket
Tim	×	?	?	×
Kim	?	×	?	?
Kay	✓	×	?	×
Tom	?	✓	×	?

5. Assessment (Task):

10 mins

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

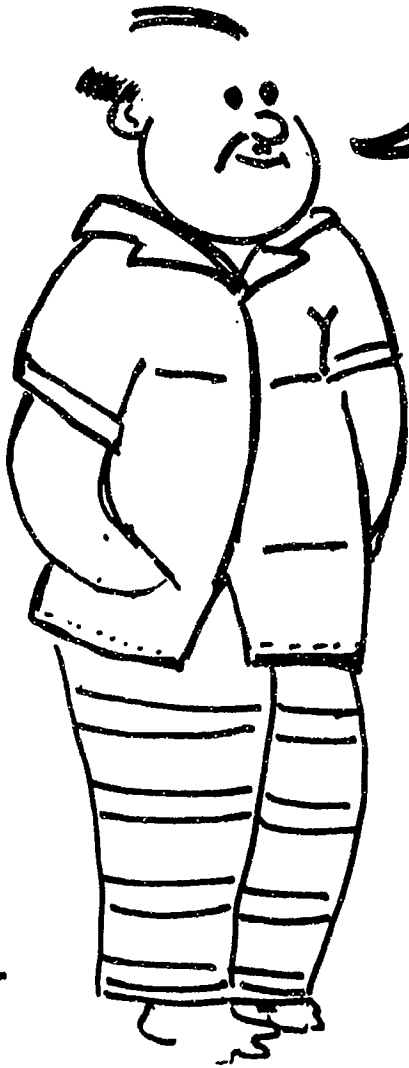
6. Contingency Plan:

7. Comments/Self Evaluation:

GRAMMAR NOTE

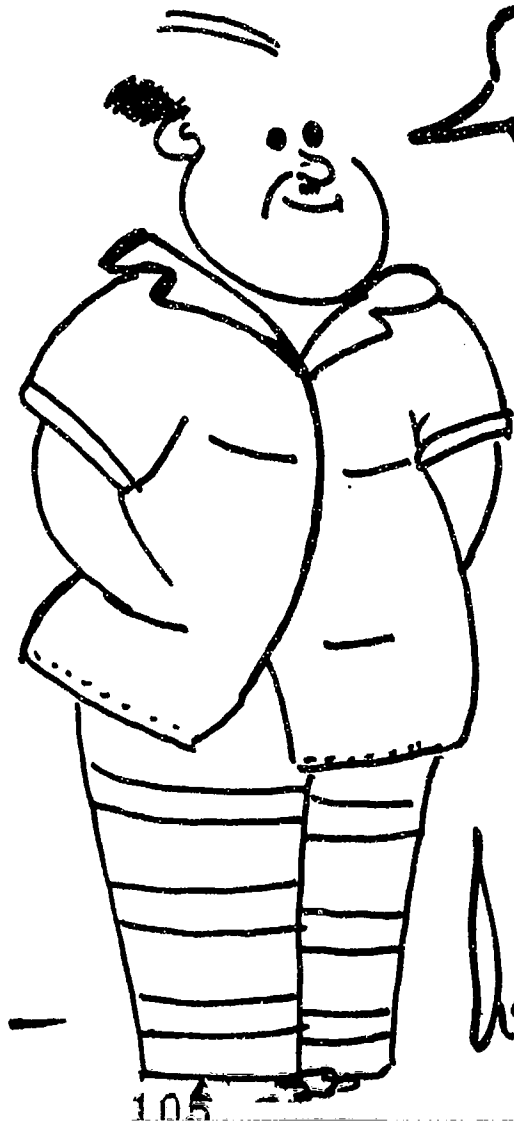
The Past Negative:

The formation and usage is similar to that of the Emphatic Verb form of the present tense verb.



ඔයා අද සිංහල
ඉගෙනගත්තද?

ඔව්, ඉගෙනගත්තා



ඔයා ඈදි දෙමළ
ඉහොහොත්තද?

නෑ! ඉහොහොත්ත නෑ

LESSON PLAN IV

Estimated Time	25 mins
Objective	At the end of the lesson the students will be able to use the dialogue and find out information
Teaching Point	Dialogue
Materials needed	Newsprint with the dialogue

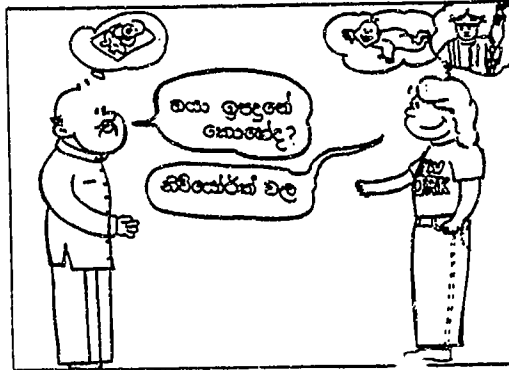
PROCEDURE

1. Warm up/Review:

2. Presentation:

4 mins

Present the dialogue through a picture



3. Practice:

Listening -

3 mins

Read it several times taking both roles

Listening & Speaking -

3 mins

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:



ඔයා ඉපදුණේ කොහේද?

නිව්යෝර්ක් වල



Personal Identification

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

Situation : With host country nationals

Dialogue IV

Roles: PCT/Sri Lankan	Functions
<p>කමල් : ඔබ ඇමරිකාවේ ඉක්මනට රැකියාවක් කෙරුවද? (Did you do a job when you were in America?)</p> <p>සේනි : නැ. එහි විද්‍යාලයේ ඉගෙනගත්තා. (No, I studied at the university)</p>	<p>- inquiring</p> <p>- giving information</p>
<p>Grammar</p> <p>Present Verbal Adjective + කොට - when/whenever</p>	

LESSON PLAN I

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

PROCEDURE

1. Warm up/Review:

5 mins

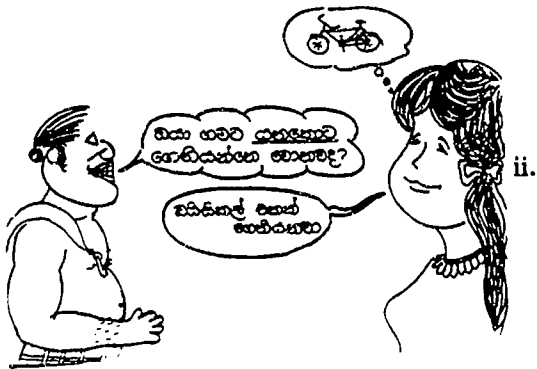
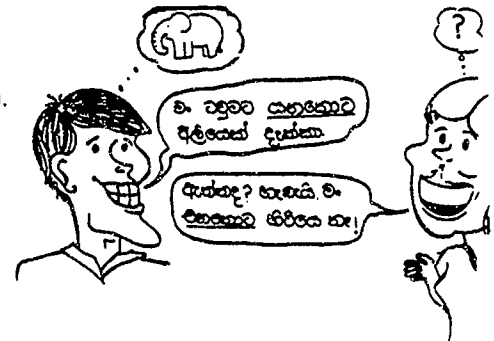
Review present tense verbs

2. Presentation:

10 mins

Present the concept through a picture dialogue.

- i. A: මම නුවර වවුමට යනකොට අලියෙක් දැක්කා.
 B: දැක්මද? හැබැයි. මං එකකොට හිටියේ නෑ.



- ii. A: මගේ ගමට යනකොට ගෙයින්ගේ ආනන්දද?
 B: වයිසිකල් එකක් ගෙයින්ගේ.

3. Practice:

Listening -

10 mins

1. Read the following cloze passage and ask the students to fill out the blanks on their copies.

සිම් ප්‍රංශයේ ඉක්කනකොට ප්‍රංශ භාෂාව ඉගෙනගත්තා. ඒට සස්සේ එයා ඇමරිකාවට ගියා. එයා ඇමරිකාවේ ඉක්කනකොට එයාට යාලුවෝ ගොඩක් හිටියා. එයා දැන් ස්වේච්ඡා සේවකයෙක්. එයා දැන් සිංහල ඉගෙනගත්තවා. එයා හැමදාම ගෙදර සකකොට වවුමට යනවා. එයා වවුමේ මිනිස්සු එක්ක සිංහල කතාකරනවා. එයා සිංහල කතාකරනකොට මිනිස්සු හිනාවෙනවා. එයා ලබන මාසේ එයාගේ ගමට යනවා. එයා ගමේ වැඩකරන්නකොට සිංහල කතාකරනවා.

Listening & Speaking -

10 mins

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

1. දළඳ මාලිගාවට යනකොට.....
2. සයව එකට යනකොට.....
3. ඩෙලික් එසේ ඉක්කනකොට
4. පුස්තකාලය ඉක්කනකොට.....
5. ප්‍රින් එකක් යනකොට.....
6. පරිස්සු උයනකොට.....
7. Trainees සිංහල ඉගෙනගත්තකොට.....
8. ඇමරිකාවේ ඉක්කනකොට.....
9. Hostකාර්තා බිටර් බොනකොට.....
10. කෑම කනකොට.....

Speaking -

15 mins

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

මම	කෑම	උයන	කොට	සල්ලි දෙනවා
අපි	Movie	ගහන		කතුරු දානවා
එයා	cricket	කන		bawl කරනවා
එයාලා	Turkey	හඳුන		popcorn කනවා
විමි	විටලස්සන්	ගහන		වතුර බොන්නේ කෑ
	හවස සේ	බොන		snacks කනවා

4. Application (use):

10 mins

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

1. මයා ඇමරිකාවේ ඉක්කනකොට කෙරුවේ මොනවද?
2. ඇමරිකාවේ මිනිස්සු බේස්බෝල් ගහනකොට කරන්නේ මොනවද?
3. මයා සයව එකට යනකොට මයාට බයිසිකල් එකක්, මදුරුදලක්, වෙහව එකක්. Sleeping bag එකක් දෙනවා. මයා ගෙහිසන්නේ මොනවද?
4. Hiking යනකොට ගෙහිසන්නේ මොනවද?

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 - කොට (When /Whenever)

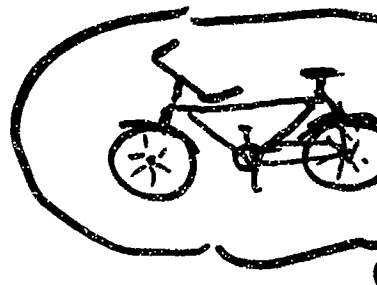
-කොට is added to a present verbal adjective to derive 'when' temporal clauses. The tense of the clause is determined by that of the finite verb. Thus:

මග වවුමට යනකොට මට කියන්න

Tell me when you go to town.

මග ඇමරිකාවේ ඉන්නකොට කෙරුවේ මොනවද?

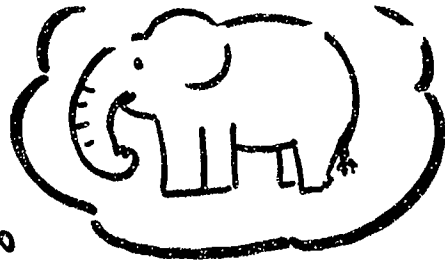
What did you do when you were America?



මියා ගමට යනකොට
ගෙවියන්නො මොනවද?

බඩිසකල් පිකක්
ගෙවියනවා

115 // " " //



ම. ටවුමට සානකොට
අලියෙක් දැක්කා.

අත්තද? හැබැයි, ම.
සානකොට හිටියේ නෑ!

LESSON PLAN II

Estimated Time	25 minutes
Objective	At the end of the lesson the students will be able to use the vocabulary items to say personal details
Teaching Point	Vocabulary: විශ්ව විද්‍යාලය ඉක්කෝල පුස්තකාලය පොත් උපාර්ථය තොටිපොල කාරයුචි කෝටලේ & Dialogue
Materials needed	Building models, realia

PROCEDURE

1. Warm up/Review:

2. Presentation:

5 mins

Present the vocabulary through models and realia.

3. Practice:

Listening -

5 mins

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 -

5 mins

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

Speaking -

10 mins

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

Tr: ඔහු ඇමෙරිකාවේ ඉක්කෝල කෙරුවේ මොනවද?

S: මං කෝටලේක වැඩ කෙරුවා

4. Application (use):

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation:

Personal Identification

Competency : To describe a place or a person

Situation : With host country nationals

Dialogue

Roles: PCT/Sri Lankan	Functions
<p>සුඛිල් : ගාල්ල ලස්සනද? (Is Galle beautiful?)</p> <p>ජෝන් : ඔව්..ගාල්ල ලස්සනයි. (Yes. Galle is beautiful.)</p>	<p>- asking for information</p> <p>- giving information</p>
<p>සුඛිල් : කොළඹට වැඩිය ගාල්ල ලස්සනද? (Is Galle more beautiful than Colombo?)</p> <p>ජෝන් : ඔව්..කොළඹට වැඩිය ගාල්ල ලස්සනයි. (Yes. Galle is more beautiful than Colombo)</p>	<p>- comparing</p> <p>- comparing</p>
<p>Vocabulary</p> <p>Adjectives (descriptive)</p> <p>ලස්සනයි පොඩ්ඩයි උසයි දිගයි මහනයි කැපයි ලොකුයි මිටයි කොටයි කෙටවුයි</p> <p>Grammar</p> <p>N (Dative) + වැඩිය + S(Direct) + Adjective</p>	

LESSON PLAN I

Estimated Time	1 hour & 5 minutes
Objective	At the end of the lesson the students will be able to describe the people at the training site using adjectives.
Teaching Point	Vocabulary: Adjectives (descriptive) ලක්ෂණයි පොඩ්ඩයි ලුක්කයි දිගයි මහතයි කැරකයි ලොකුයි මිට්ටි කොටයි කෙට්ටුයි
Materials needed	Pictures, stick figure pictures

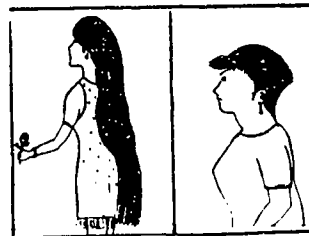
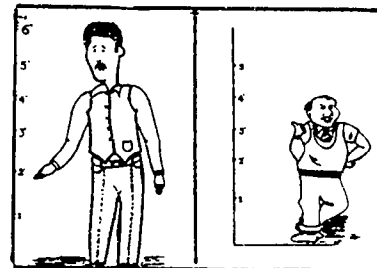
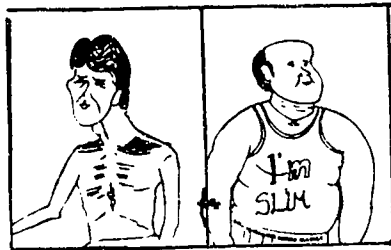
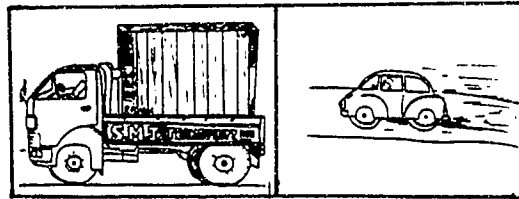
PROCEDURE

1. Warm up/Review:

2. Presentation:

15 mins

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



3. Practice:

Listening -

15 mins

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

Tr:	අලියා පොඬයි	Ss:	වැරදියි
Tr:	Coconut tree උසයි	Ss:	හරි
Tr:	කුමිසා මහතයි	Ss:	වැරදියි
Tr:	Marlon Brando මහතයි	Ss:	හරි
Tr:	Michell Fifer උස්සතයි	Ss:	හරි

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

උස්සතයි	පොඬයි	උසයි	දිගයි	මහතයි	කැතයි	ලොකුයි	මිනිසු	කොටයි	කෙටවුයි

Listening & Speaking -

10 mins

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

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

Speaking -

10 mins

- Show the pictures and ask the students for the adjectives.
- 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 tries 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

5'
6'

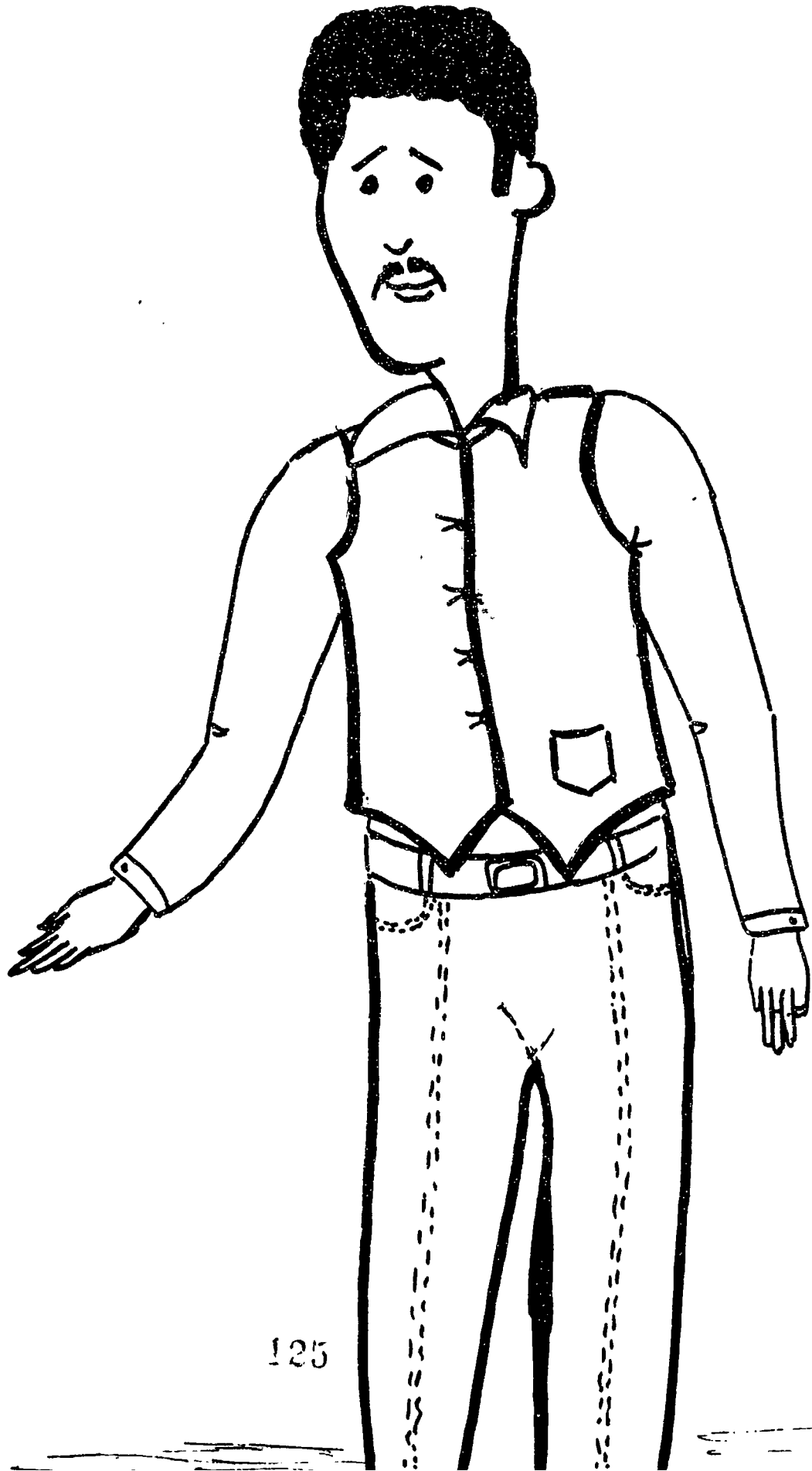
5'

4'

3'

2'

1'



5'

4'

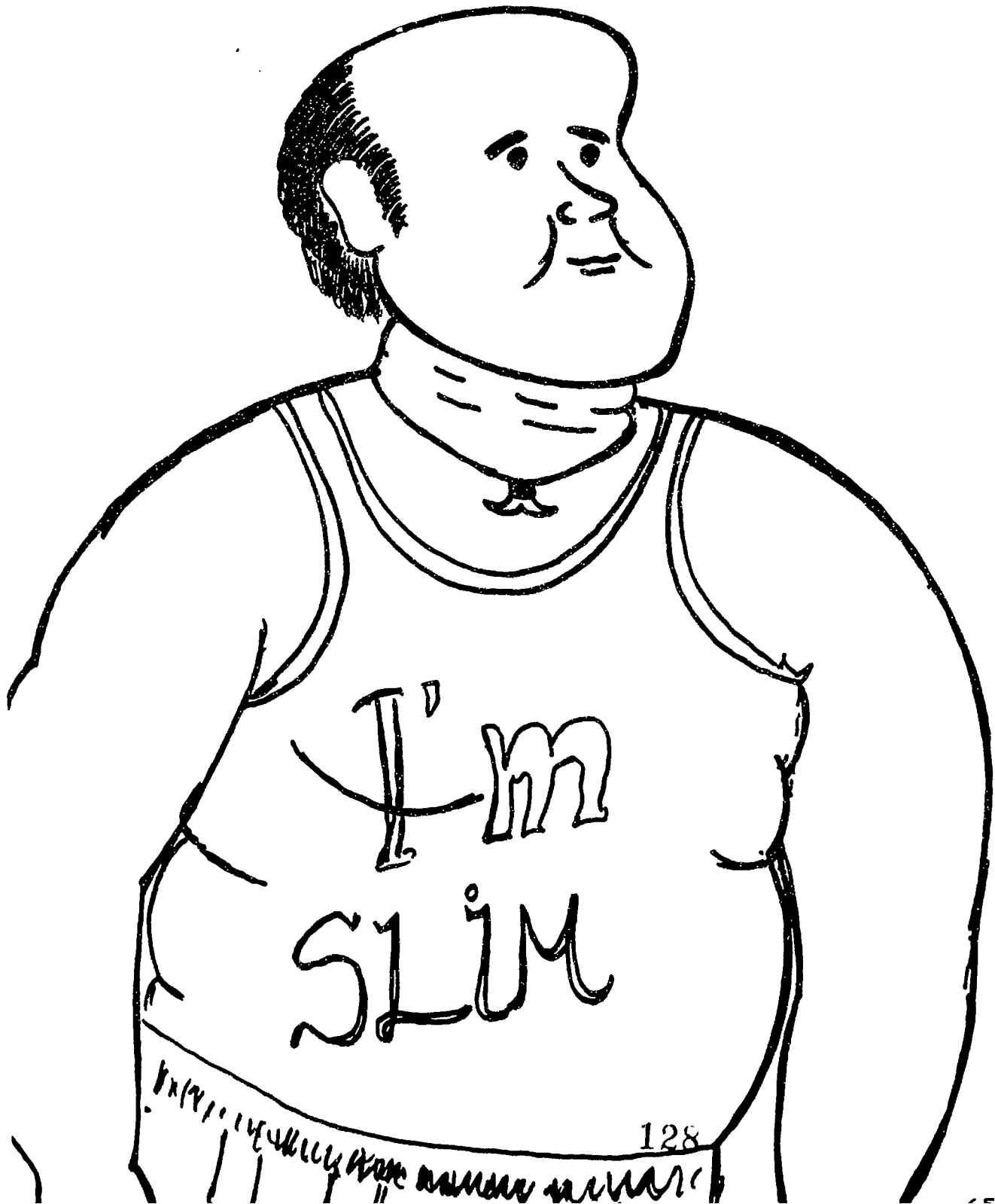
3'

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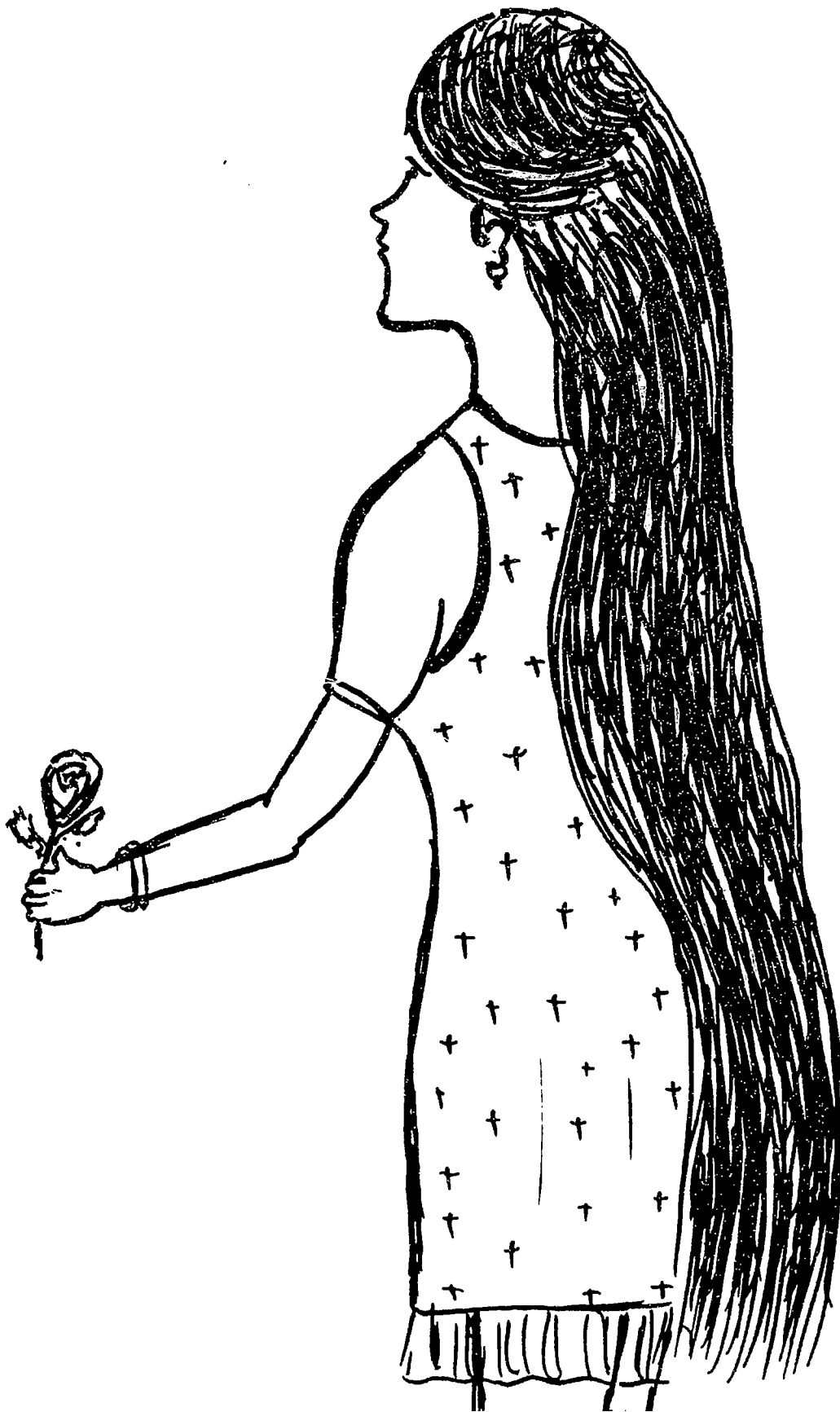
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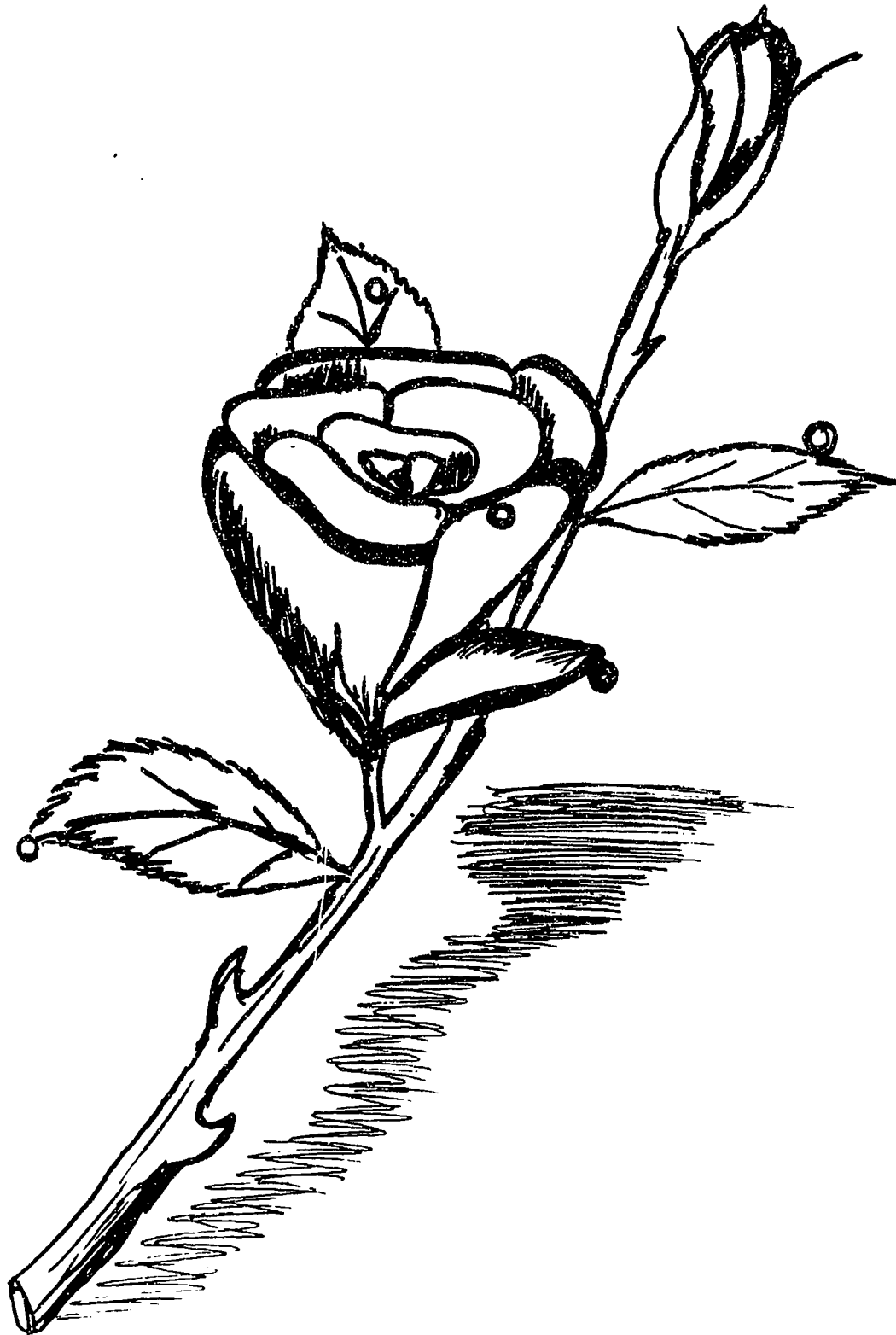


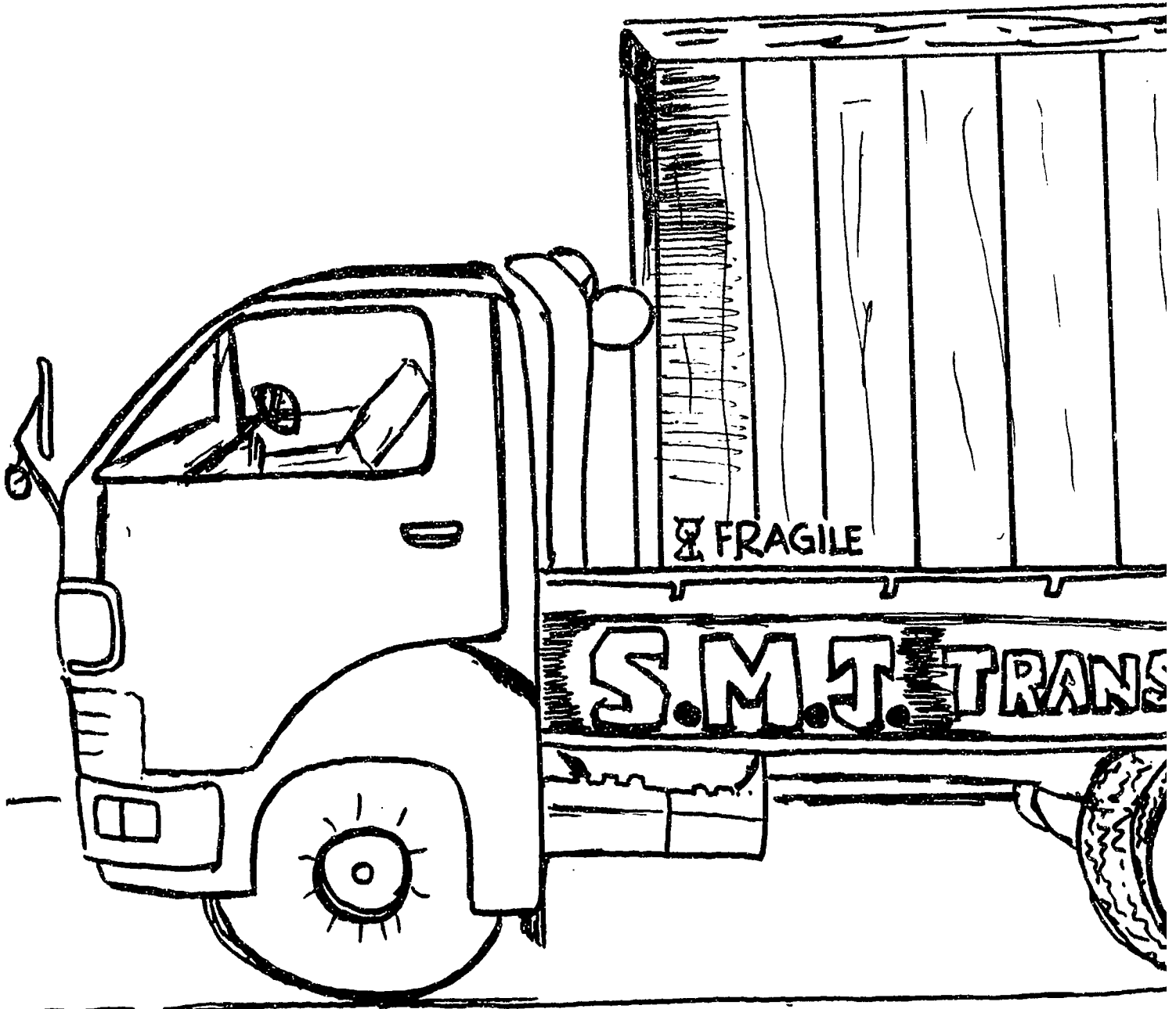


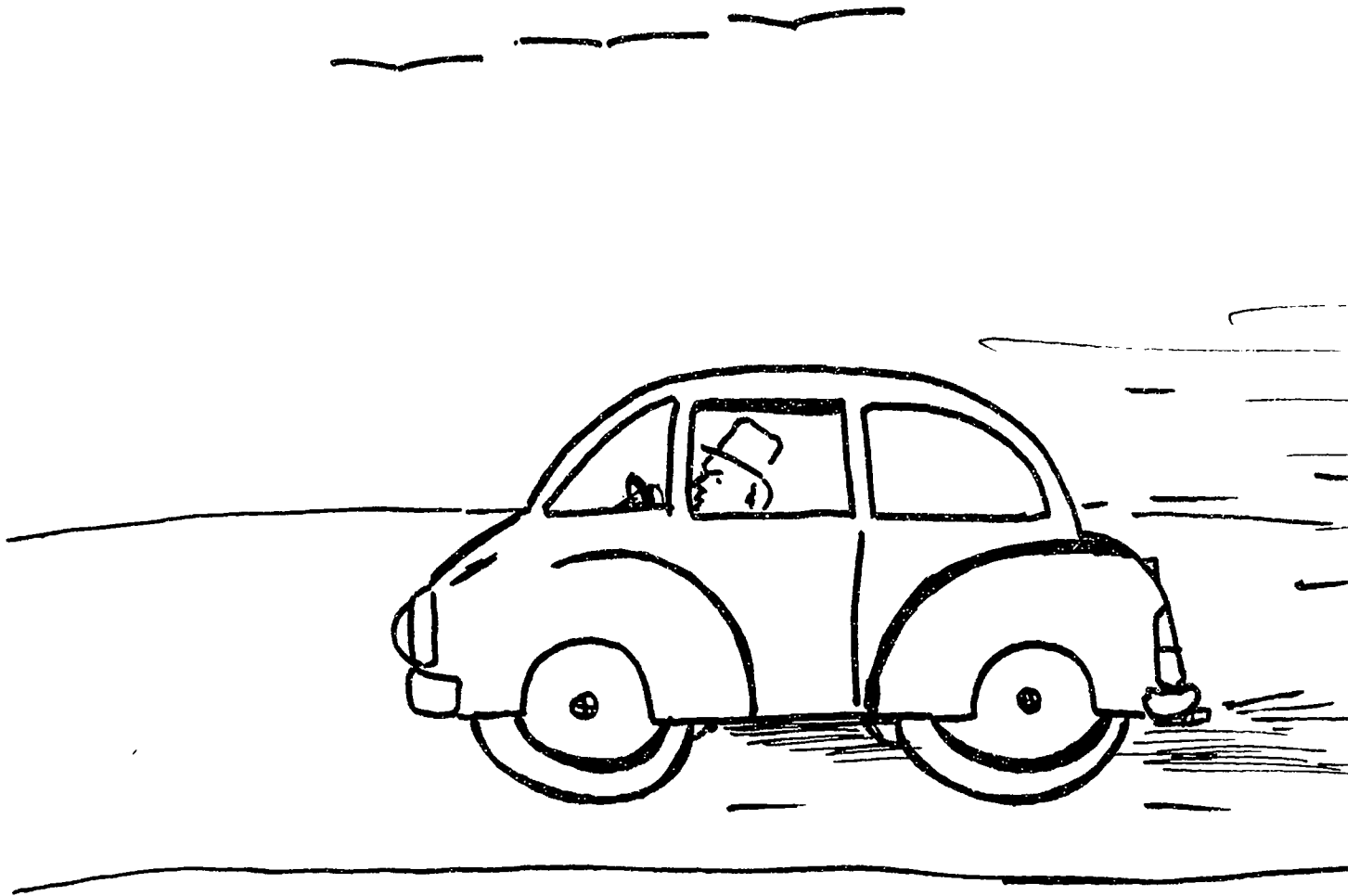












LESSON PLAN II

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

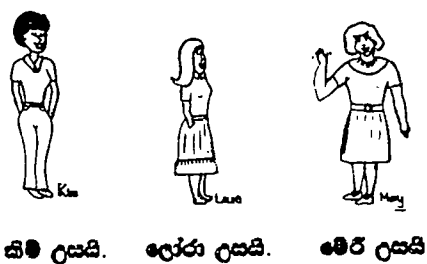
PROCEDURE

1. Warm up/Review: 5 mins

Review the adjectives using pictures.

2. Presentation: 20 mins

Present through realia, pictures and map.



කිම් උසයි.

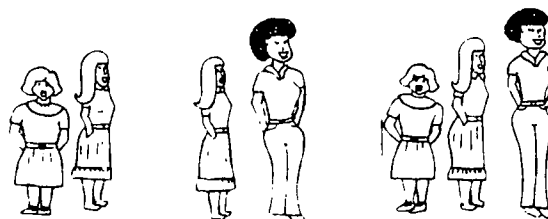
ලෝරා උසයි.

මේරි උසයි.

ලෝරාව වැඩිය කිම් උසයි.

මේරව වැඩිය ලෝරා උසයි.

ලෝරාවයි මේරවයි වැඩිය කිම් උසයි.



Get more examples and elicit the grammar rule from the students.

3. Practice:

Listening -

10 mins

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

Tr: A: ඉවරට වැඩිය කොලම් ලස්සනයි.

B: කොලම්ට වැඩිය ඉවර ලස්සනයි

Ss: B

Listening & Speaking -

10 mins

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

Tr: කොලම් temperature 32c. ඉවර emperature 27c.

Ss: ඉවරට වැඩිය කොලම් රස්සනයි.

Speaking -

10 mins

1. Provide each student with 2 pictures for them to compare.
2. Provide clue cards. In pairs, students compare and make statements.

ලංකාව/ඇමෙරිකාව ලංකාවේ කැම/ඇමෙරිකාවේ කැම සිංහල/ඉංග්‍රීසි etc.

4. Application (use):

15 mins

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

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

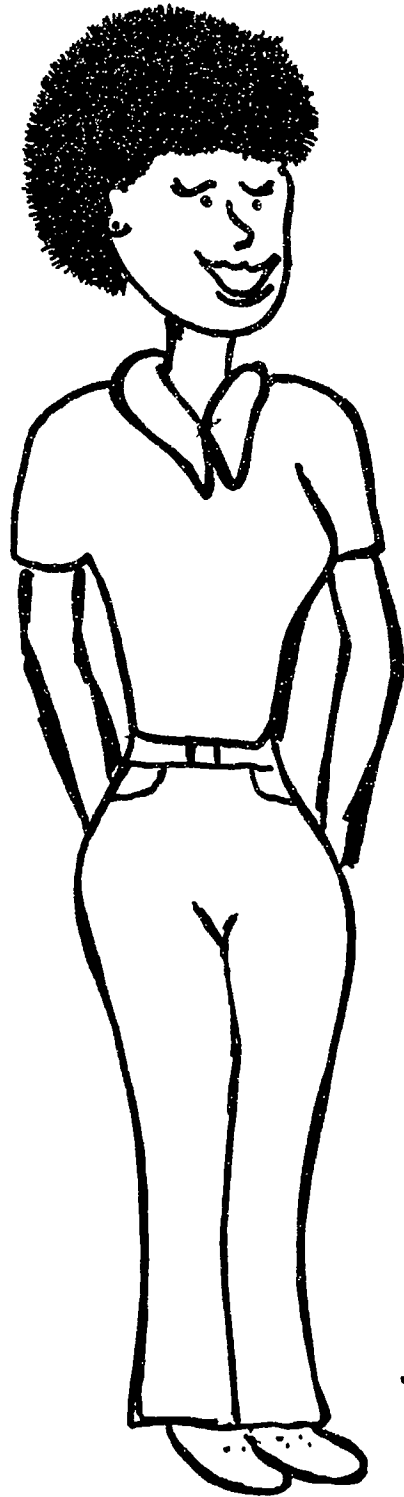
5. Assessment (Task):

10 mins

Creat 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 - වැඩියෙ

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

මම කොළඹට වැඩිය තුවරට කැමතියි 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.

කළුතරට වැඩියෙ කොළඹ ලොකුයි Colombo is bigger than Kalutara.

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

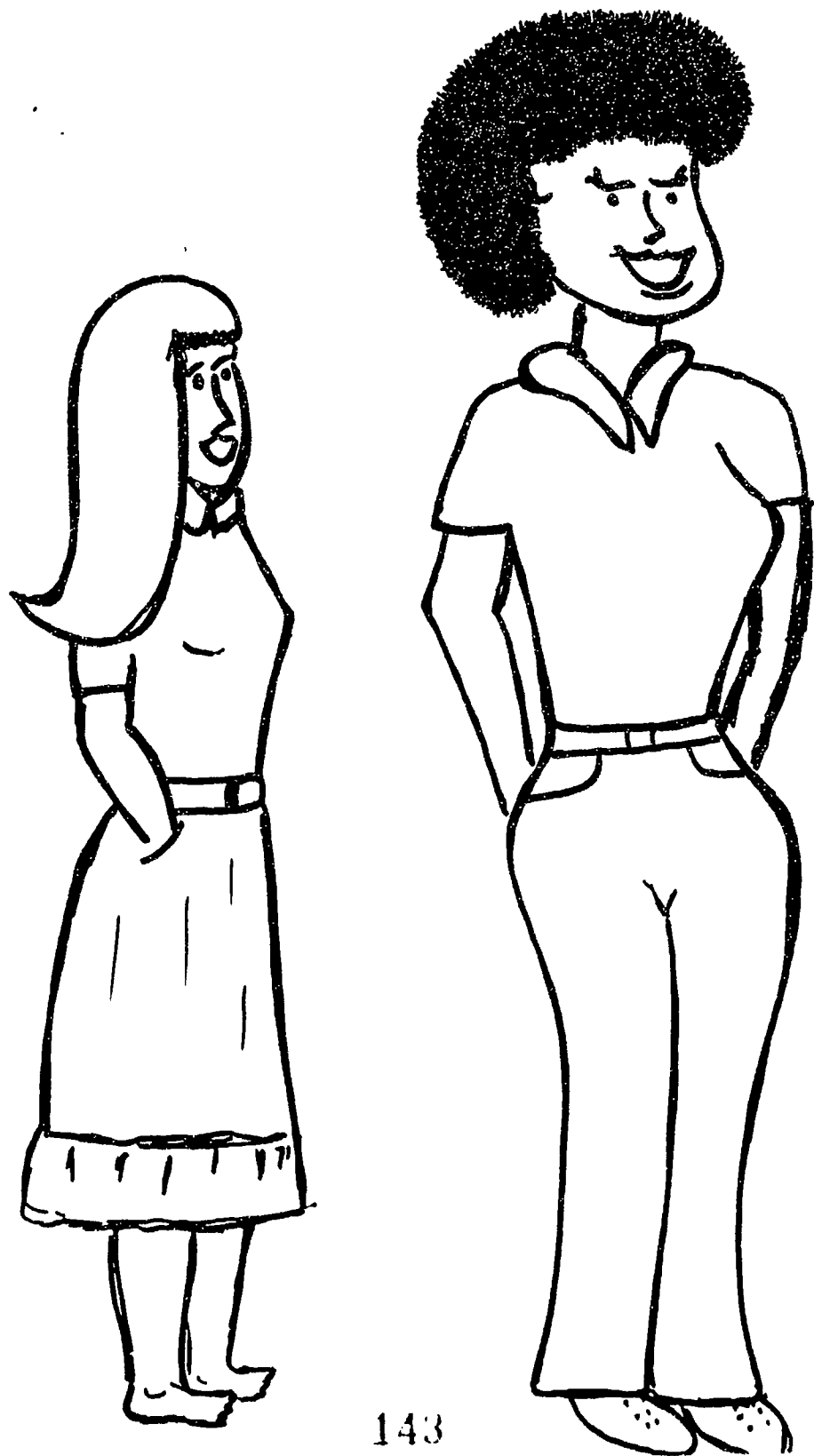
මේ පොත වැඩියෙ හොඳයි This book is better.

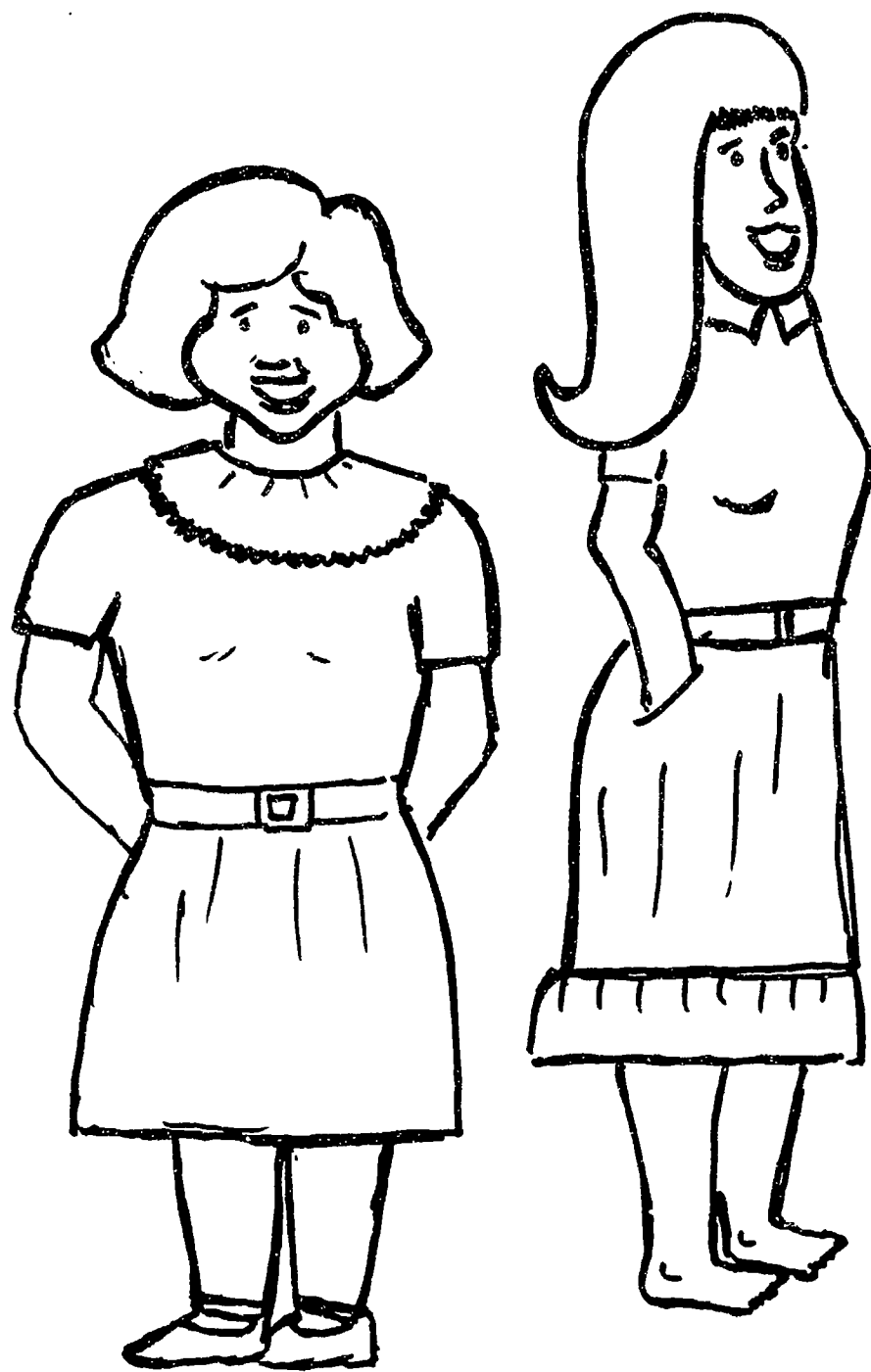


Laura



Mary 142







LESSON PLAN III

Estimated Time	45 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a role play.
Teaching Point	Dialogue
Materials needed	Reading clozes

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: **ଇଡି. ଫାଲ୍ସ ଲଙ୍କାକାମି.**

A: _____?

B: **ଇଡି. କୋଲକାତା ଡିପାର୍ଟମେଣ୍ଟ ଫାଲ୍ସ ଲଙ୍କାକାମି.**

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.

Speaking -

10 mins

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

4. Application (use):

15 mins

Role Play:	Roles:	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

B

Topic II: Host Family

Competencies	Page
(1) To make introductions: Dialogue I	01-08
(2) To identify family relationships: Dialogue I	09-13
(3) To describe and answer questions about one's family: Dialogue I Dialogue II	14-25 26-30

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Host Family

Competency : To make introductions

Situation : With homestay people

Dialogue I

Roles: PCT/Host Mother/PCT's friend	Functions
<p>කෙටි : අම්මා, මේ මගේ යාලුවකි..ජූලී. (Mother, this is my friend Julie)</p> <p>ජූලී. මේ මගේ අම්මා (Julie, this is my mother)</p> <p>ජූලී : අඳහගන්න ලැබුණට සන්තෝසයි. (Nice to meet you)</p>	<p>- introducing others</p> <p>- socializing</p>
<p>Vocabulary</p> <p>අම්මා තාත්තා අපිසා අක්කා කංගි මල්ලී</p> <p>Grammar</p> <p>Adjectives (emotional): සන්තෝසයි දුකයි බවගිනියි හිඟයි නිදමතයි මහත්සයි ලේසියි අමාරුයි අසහිතයි ලැජ්ජයි</p> <p>S(Dative) + Adjective</p>	

LESSON PLAN I

Estimated Time	1 hour
Objective	At the end of the lesson the students will be able to describe their families using the new words
Teaching Point	Vocabulary: අම්මා තාත්තා අයියා අක්කා තංගි මල්ලි දුව පුතා තැන්ද මාමා ආර්ථි සීයා
Materials needed	A family tree chart, listening grids, paper for drawing, picture cards

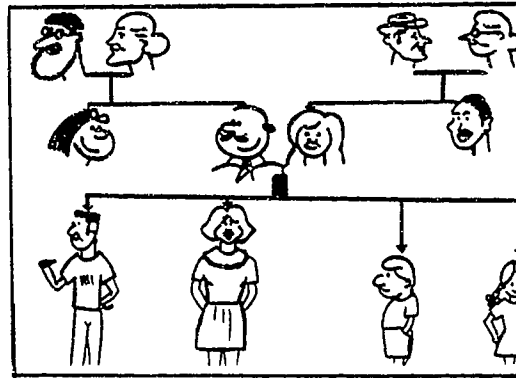
Procedure

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:

Listening - 10 mins

- 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.

අම්මා	තාත්තා	අයියා	අක්කා	තංගි	මල්ලි	දුව	පුතා	තැන්ද	මාමා	ආර්ථි	සීයා

Listening & Speaking -

10 mins

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 -

10 mins

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 to this as a chain drill.

Student 1: අයියා
Student 2: අයියා තාගේ
Student 3: අයියා තාගේ නැන්ද

4. Application (use):

15 mins

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

Student: මේ මගේ අම්මා. එයාගේ නම මේර්. එයා හිටියේ රජකරුවා ඉන්නවා etc.

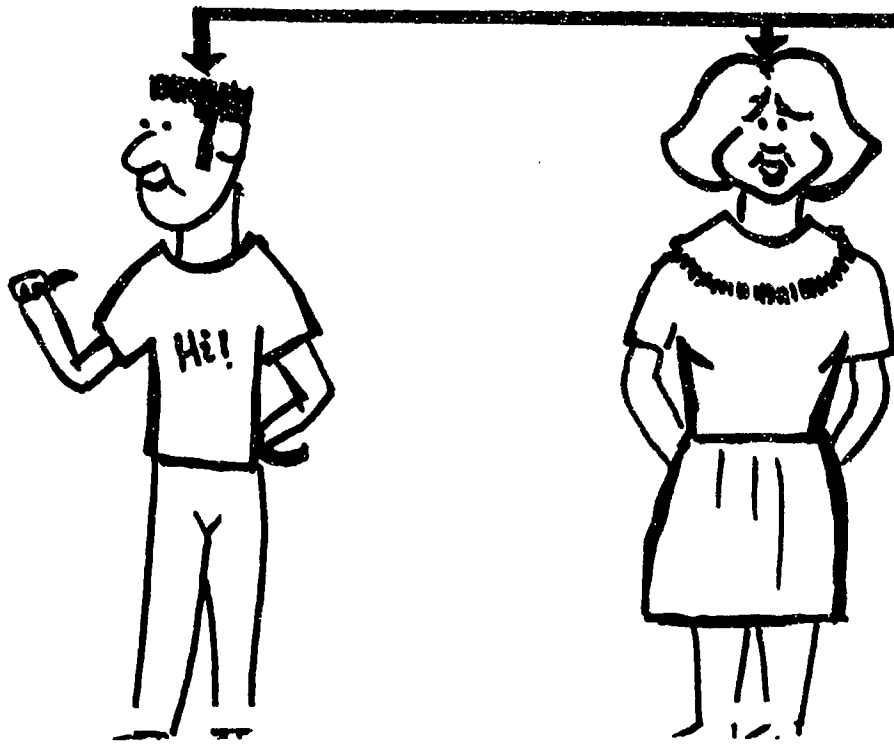
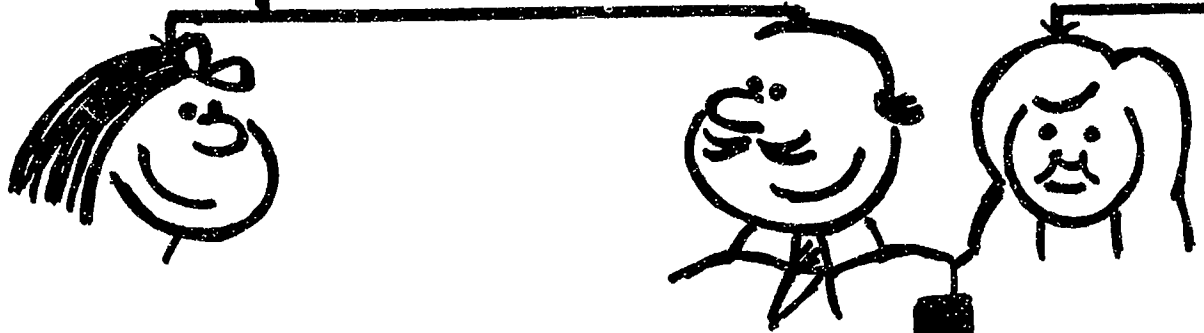
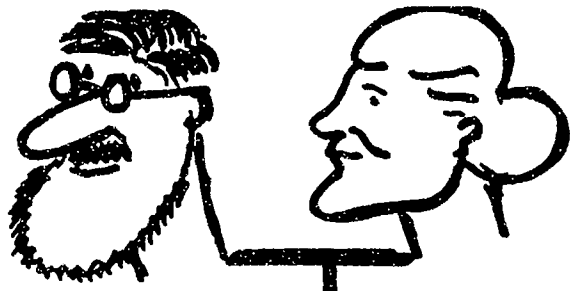
5. Assessment (Task):

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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3-4

LESSON PLAN II

Estimated Time	1 hour
Objective	At the end of the lesson the students will be able to use the adjectives in a Role Play exercise
Teaching Point	Grammar: Adjectives (emotional): සත්කෝසයි දුකයි බඩගිනිසි තිබෙයි නිදීමෙයි මහත්සයි ලේසියි අමාරුයි අසහිතයි ලැජ්ජයි S(Dative) + Adjective
Materials needed	Picture cards, Role play cards

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

3. Practice:

Listening -

10 mins

1. Check understanding through a MC Questionnaire.

Tr: එය ආවේ නිසා. එයට a. නිවසයි
b. බවහිසයි
c. මහසියයි

Listening & Speaking -

10 mins

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: එය බෙහෙවින් බොහෝ. එයට Ss: අසනියයි.

Speaking -

10 mins

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):

10-15 mins

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:

Side by Side Book 1 page 68

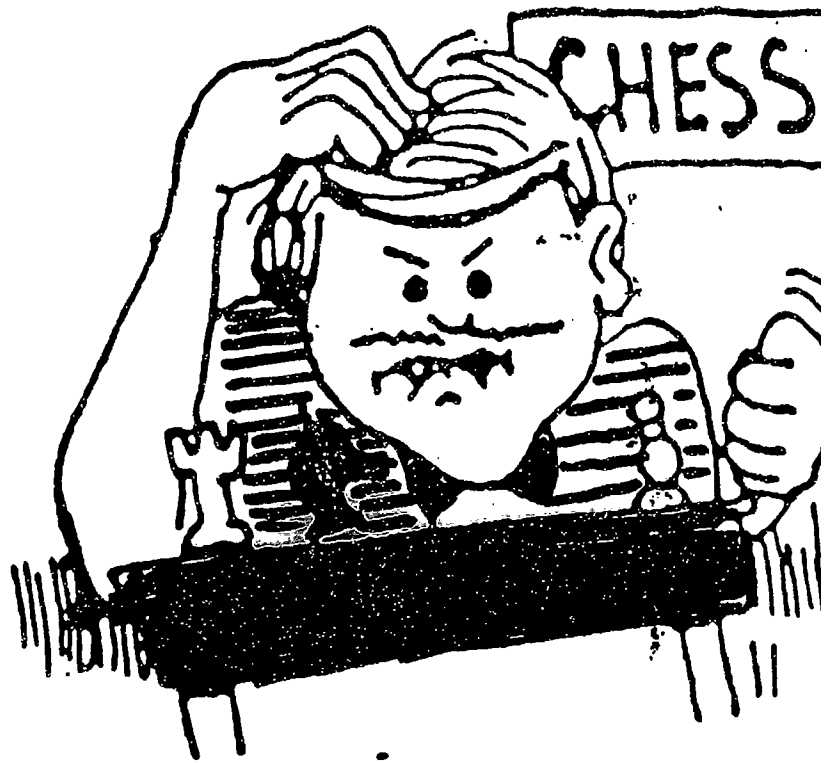
7. Comments/Self Evaluation

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.

මම මහන්සි	I am tired.
එයාට මහන්සිද?	Is he tired?
එයාට මහන්සි නෑ	He is not tired.



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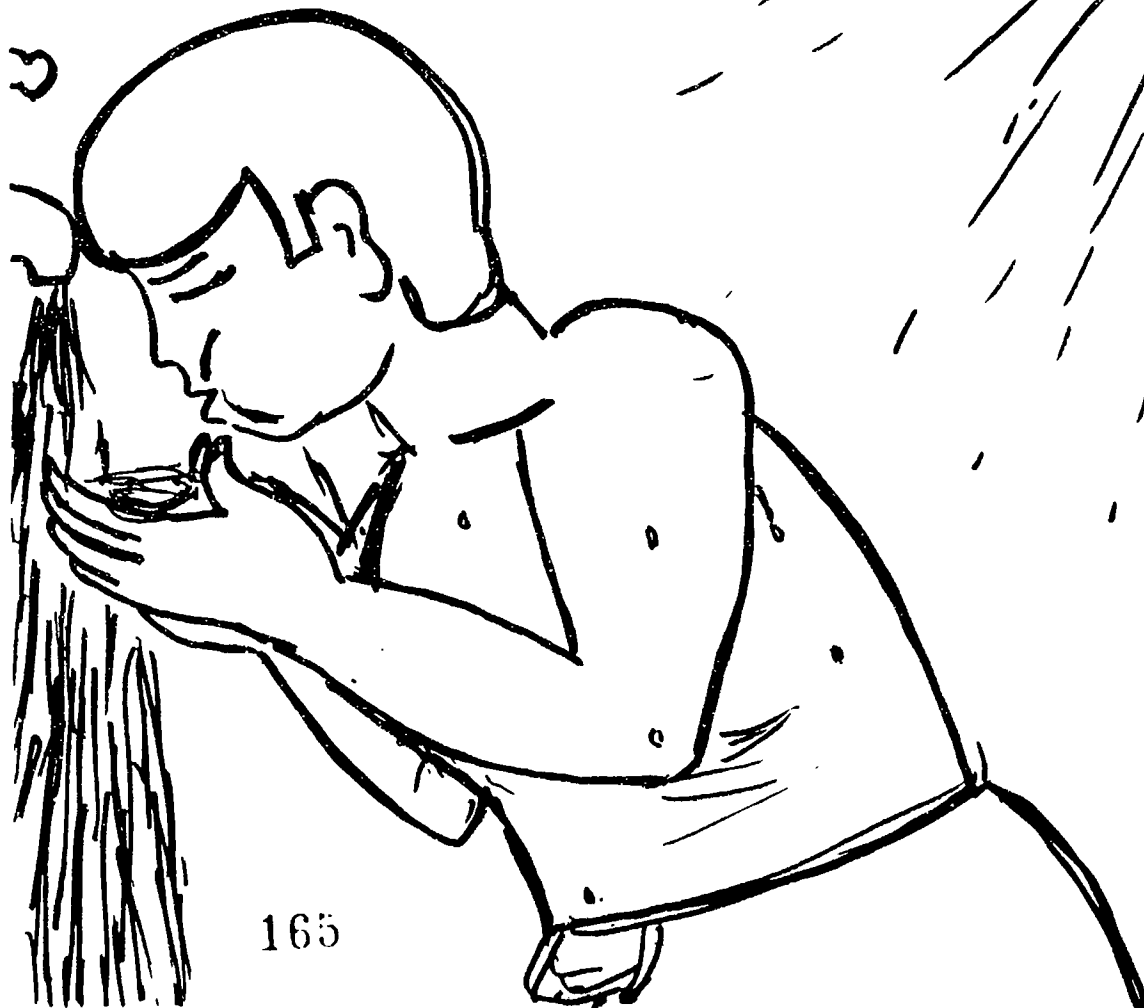


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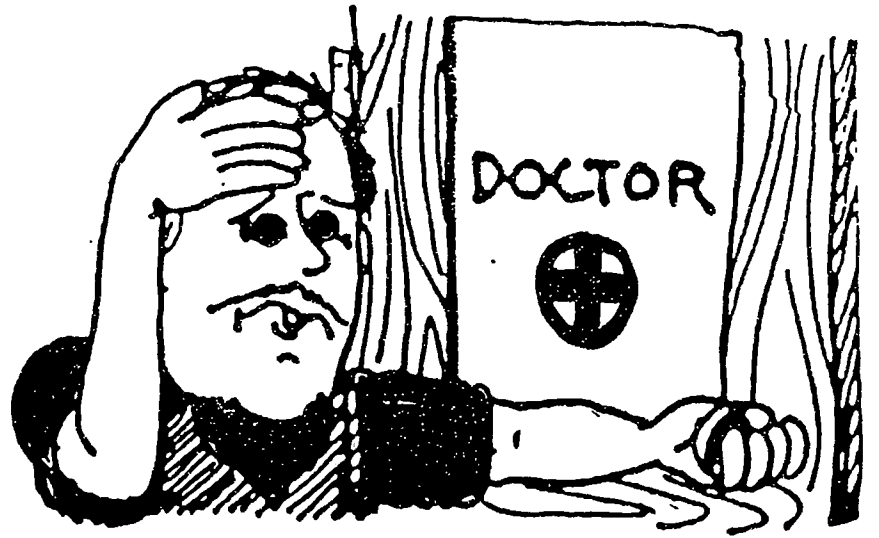


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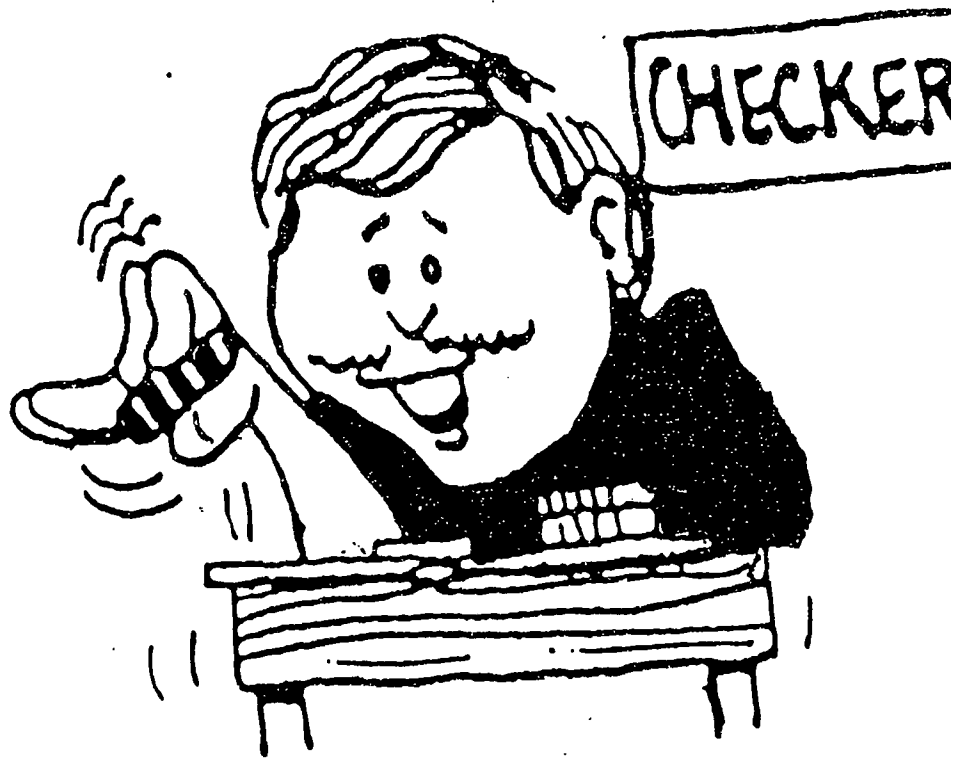
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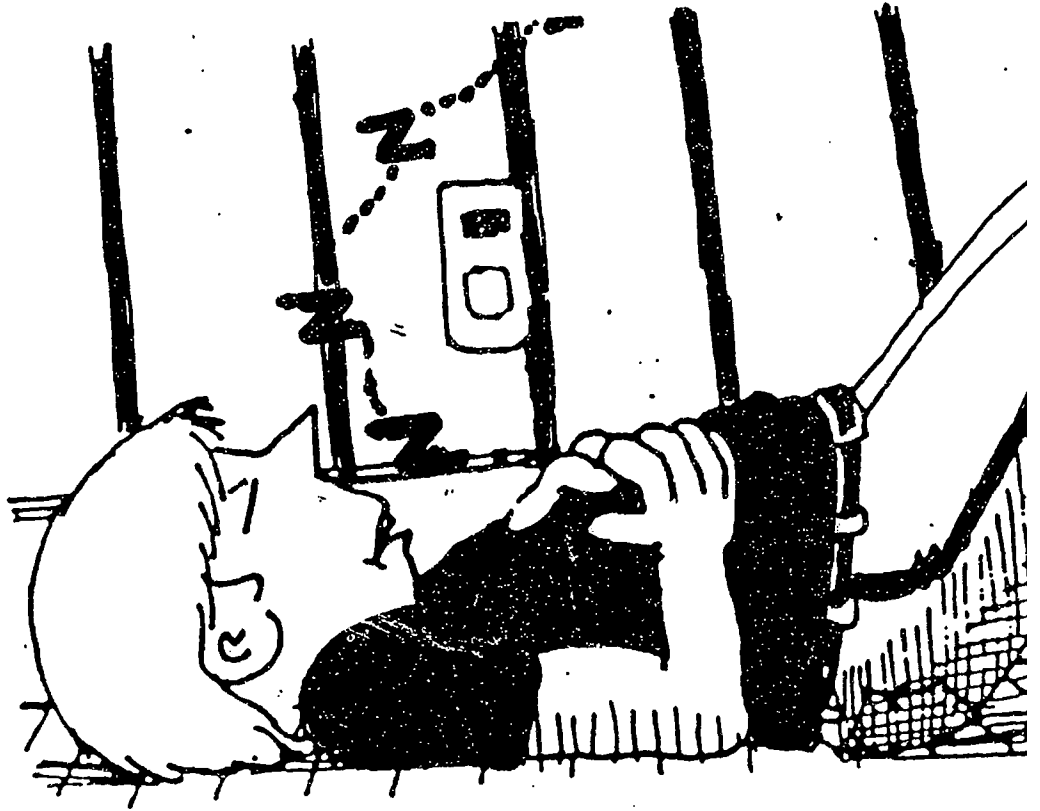




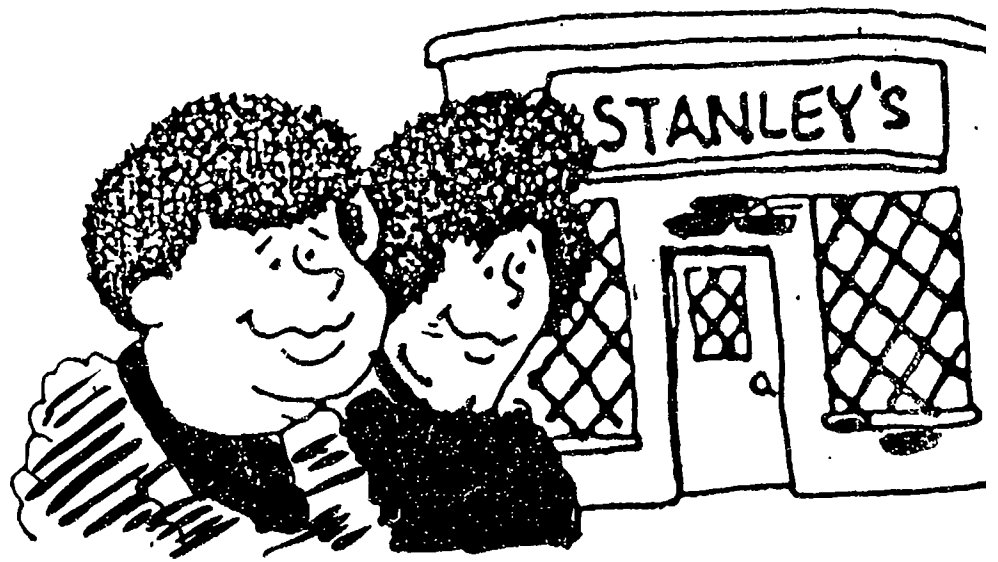
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6-6





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Why are they going to Stanley's Restaurant?



Why Are You Crying?

I'm crying because I'm sad.
I ALWAYS cry when I'm sad.



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 _____.

LESSON PLAN III

Estimated Time	1 hour
Objective	At the end of the lesson the students will be able to introduce themselves and others
Teaching Point	Dialogue
Materials needed	a puppet, MCQ charts, realia

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) මේ අම්මා මගේ ජූරි
 b) අම්මා මේ මගේ ජූරි
 c) ජූරි මේ මගේ අම්මා

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**

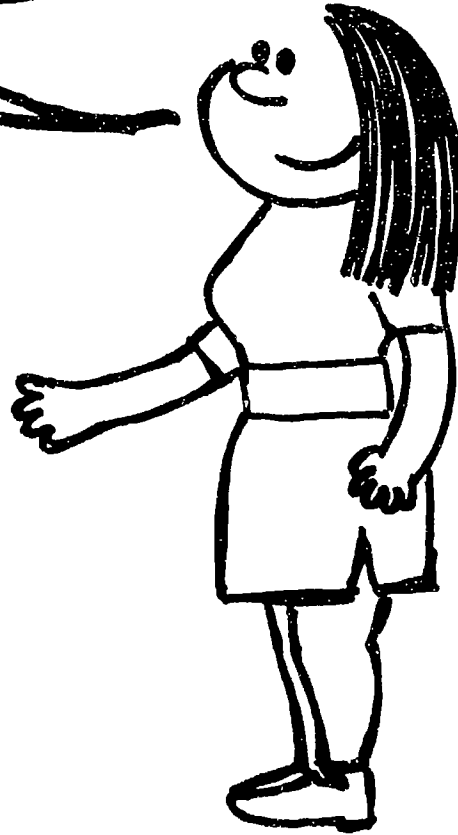
Bring a Sri Lankan to the classroom and ask the students to introduce themselves.

6. Contingency Plan:

7. Comments/Self Evaluation

අවිමෙ, මේ මගේ යාලුවන් ජූලි
ජූලි, මේ මගේ අවිමා

අලුතට
සි



Host Family

Competency : To identify family relationships

Situation : With homestay people

Dialogue

Roles: PCT/Host Mother	Functions
<p>කෙටි : මේ කවුද? (Who is this?)</p>	<p>- inquiring</p>
<p>අම්මා : ඒ මගේ දුව. එයා කසාද බැඳලා. (That is my daughter. She is married.)</p>	<p>- giving information</p>
<p>කෙටි : ඉන්නේ කොහෙද? (Where does she live?)</p>	<p>- inquiring</p>
<p>අම්මා : කොළඹ. (In Colombo)</p>	<p>- giving information</p>

Vocabulary

more family members: දුව පුතා කැන්ද මාමා ආච්චි සීයා

Grammar

Locatives: මේ ඒ ඈ මය
 මෙතන එතන ඈතන මතන

LESSON PLAN I

Estimated Time	-45 minutes
Objective	At the end of the lesson the students will be able to describe items in various locations
Teaching Point	Grammar: Locatives මේ ඒ ඈ මය මෙහි එහි ඈහි මහි
Materials needed	realia

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 (**මේ**, **ඒ**, **ඈ**, **මය**) and describe.

Introduce the meanings of **මෙහි**, **එහි**, **ඈහි**, **මහි**

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 එහි
Tr: පත්‍රිකා මෙහි

Ss: මෙහි
Ss: එහි

Speaking -

10 mins

Students describe items in various locations of the classroom.

4. Application (Use):

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

Locatives:

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

මෙහි	Here by the speaker
මහල	There by the speaker
අහස	There within sight of both speaker and listener
එහි	The place not of sight or the one referred to earlier

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LESSON PLAN III

Estimated Time	1 hour
Objective	At the end of the lesson the students will be able to use the language in a Role Play
Teaching Point	Dialogue
Materials needed	Photograph of a famous personality

Procedure

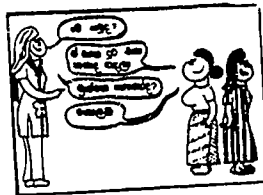
1. Warm up/Review:

2. Presentation:

15 mins

Get a picture of a famous personality and asks **මේ කවුද?** and say **මෙයා**
.....

Then take a photograph of one of your friends and introduce saying **මේ මගේ කාලුවෙක්.**



Present the dialogue using a picture.

3. Practice:

Listening -

5 mins

1. Read the dialogue with wrong words. Ask the students to identify the wrong words.

Listening & Speaking -

10 mins

Introduce කසාද බැඳලා 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:	Roles:	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



වේ කවුද?

ඒ මගේ දුව. එයා
කසාද වැද්දලා

ඉන්හො කොහේද?

කොළඹ



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

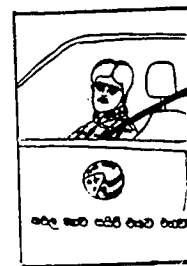
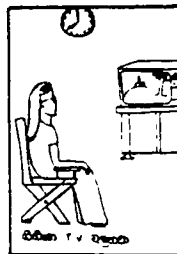
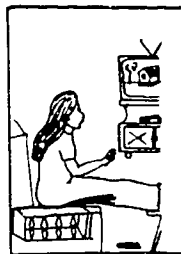
1. Warm up/Review:

2. Presentation:

15 mins

Present the concept through a picture dialogue

1. ගීතියා ටී.වී. බලනවා. සුමිත්‍රා ටී.වී. බලනවා. ----- ගීතියා සුමිත්‍රා ටී.වී. බලනවා.
2. කපිල හෙට සයව එකට එනවා. පාලිත හෙට සයව එකට එනවා ----- කපිල සුමිත්‍රා හෙට සයව එකට එනවා.
3. කිලාන්ති වවුමට යනවා. ප්‍රේමසිරි වවුමට යනවා. -----කිලාන්ති ප්‍රේමසිරි වවුමට යනවා.
4. හොසෙල් ක්‍රිකට් ගහනවා. සම්පත් ක්‍රිකට් ගහනවා. ----- හොසෙල් සම්පත් ක්‍රිකට් ගහනවා.



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. | බල්ලා | a) බල්ලුයි | b) බල්ලායි | c) බල්ලයි |
| 2. | මේර | a) මේරුයි | b) මේරයි | c) මේරයි |

Listening & Speaking -

10 mins

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

Tr: කපිල පාලිත Ss: කපිලයි පාලිතයි

Speaking -

10 mins

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

Student 1: අයිසා
 Student 2: අයිසයි කංගියයි
 Student 3: අයිසයි කංගියයි කැන්දයි

4. Application (Use):

10 mins

Role Play:	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 - **හි** 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 /**ඞ**/ changes to /**අ**/ before **හි** is added. If a word ends in a consonant the particle is takes a /**ඞ**/ sound before adding **හි** .

ජිම් හි
කැන්ඩි හි

Jim and I
to Kandy and Galle



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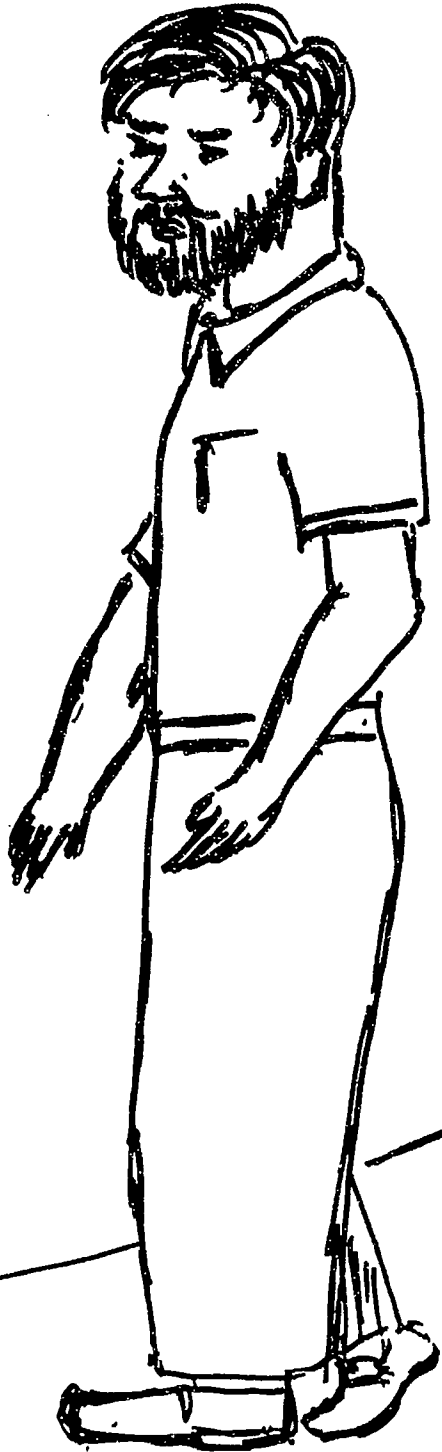
W. V. G. ...

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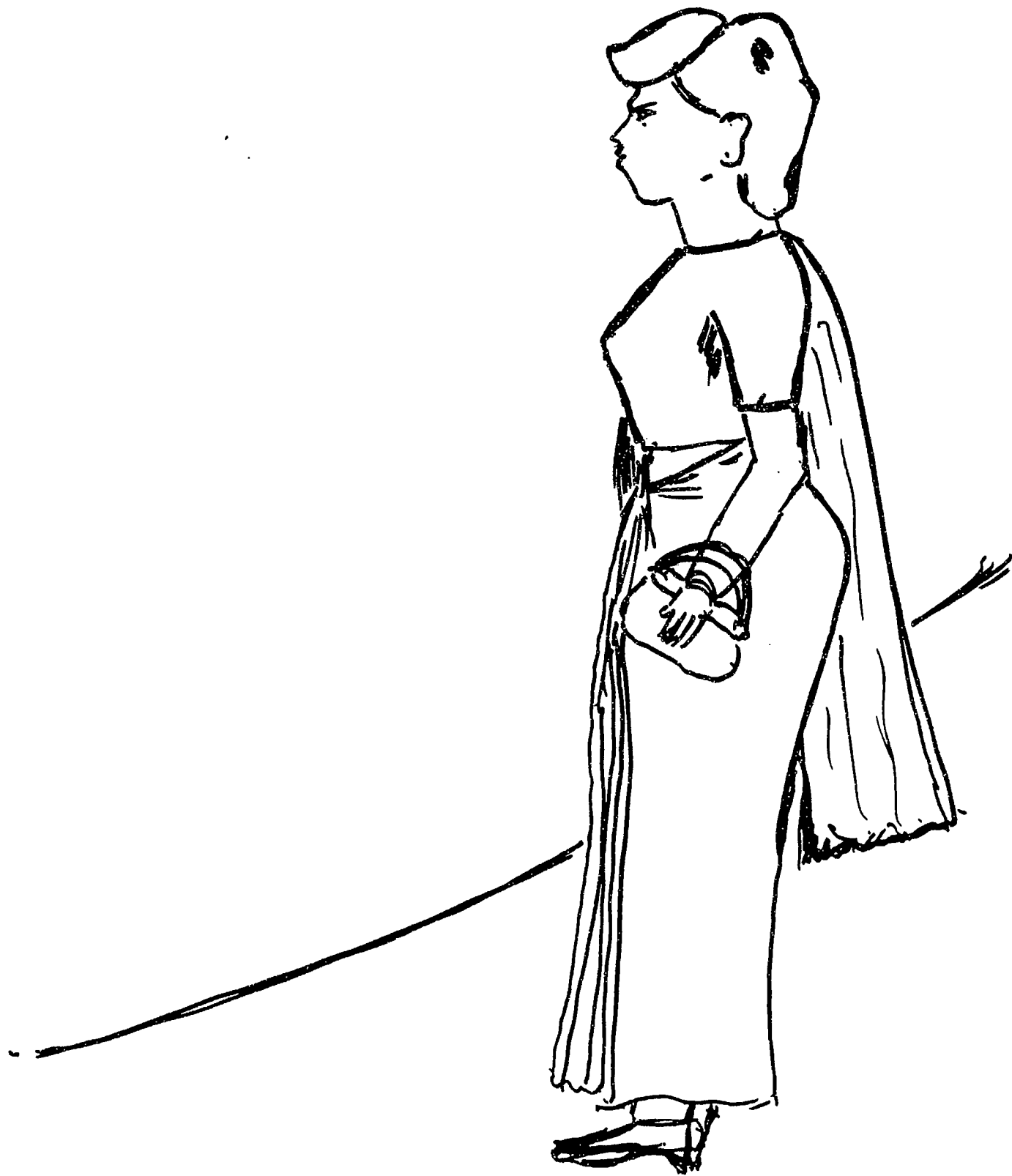


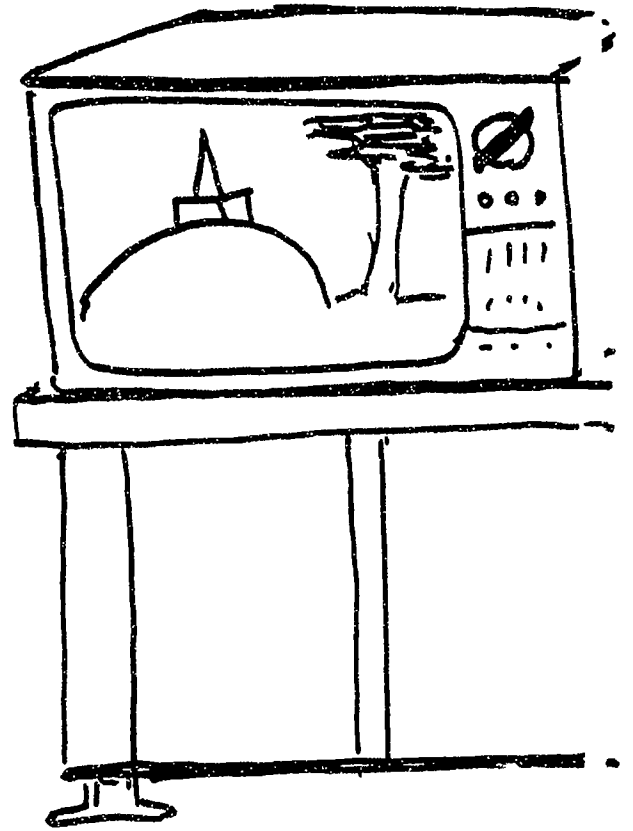
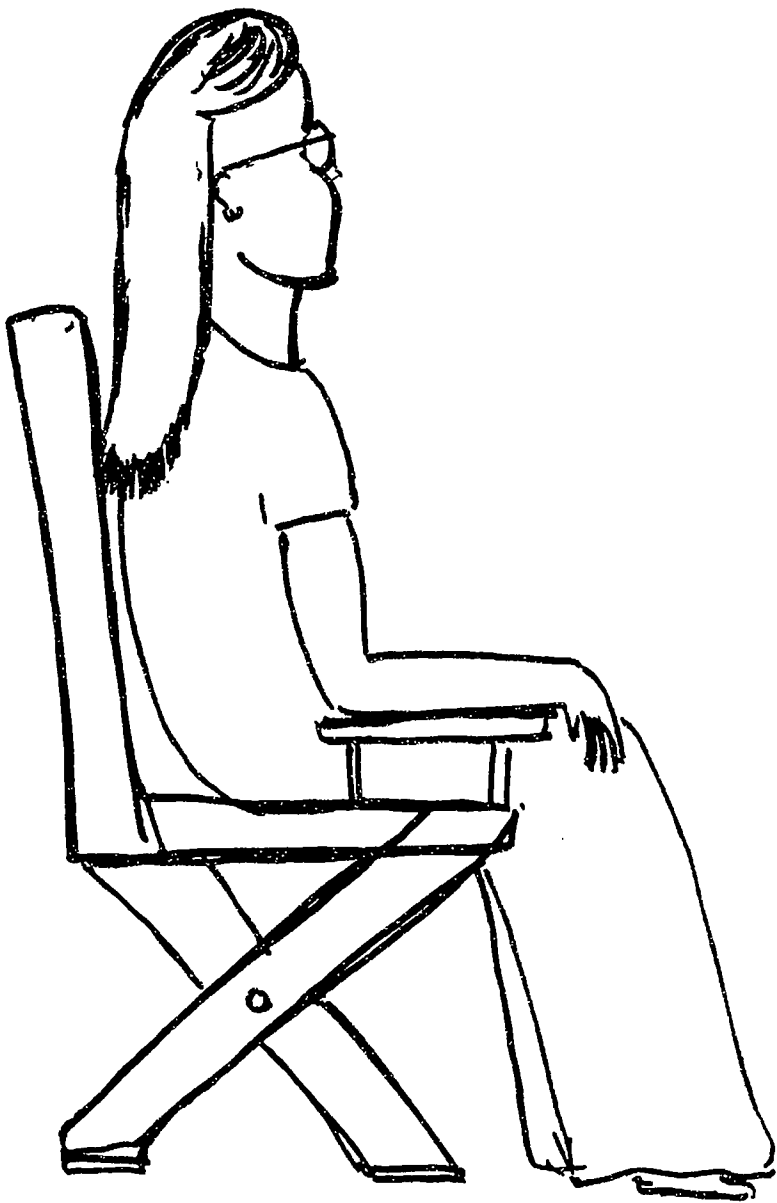
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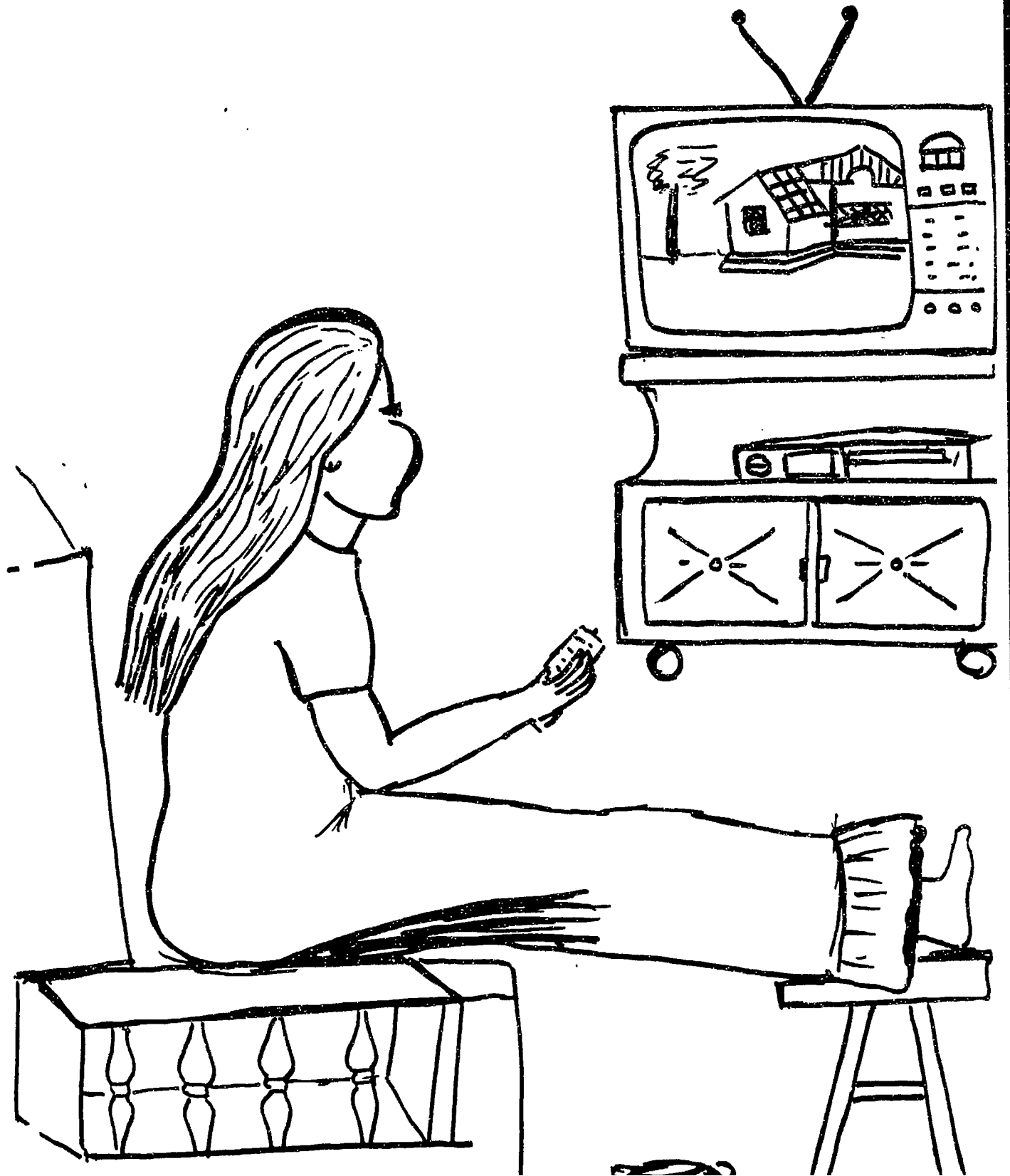
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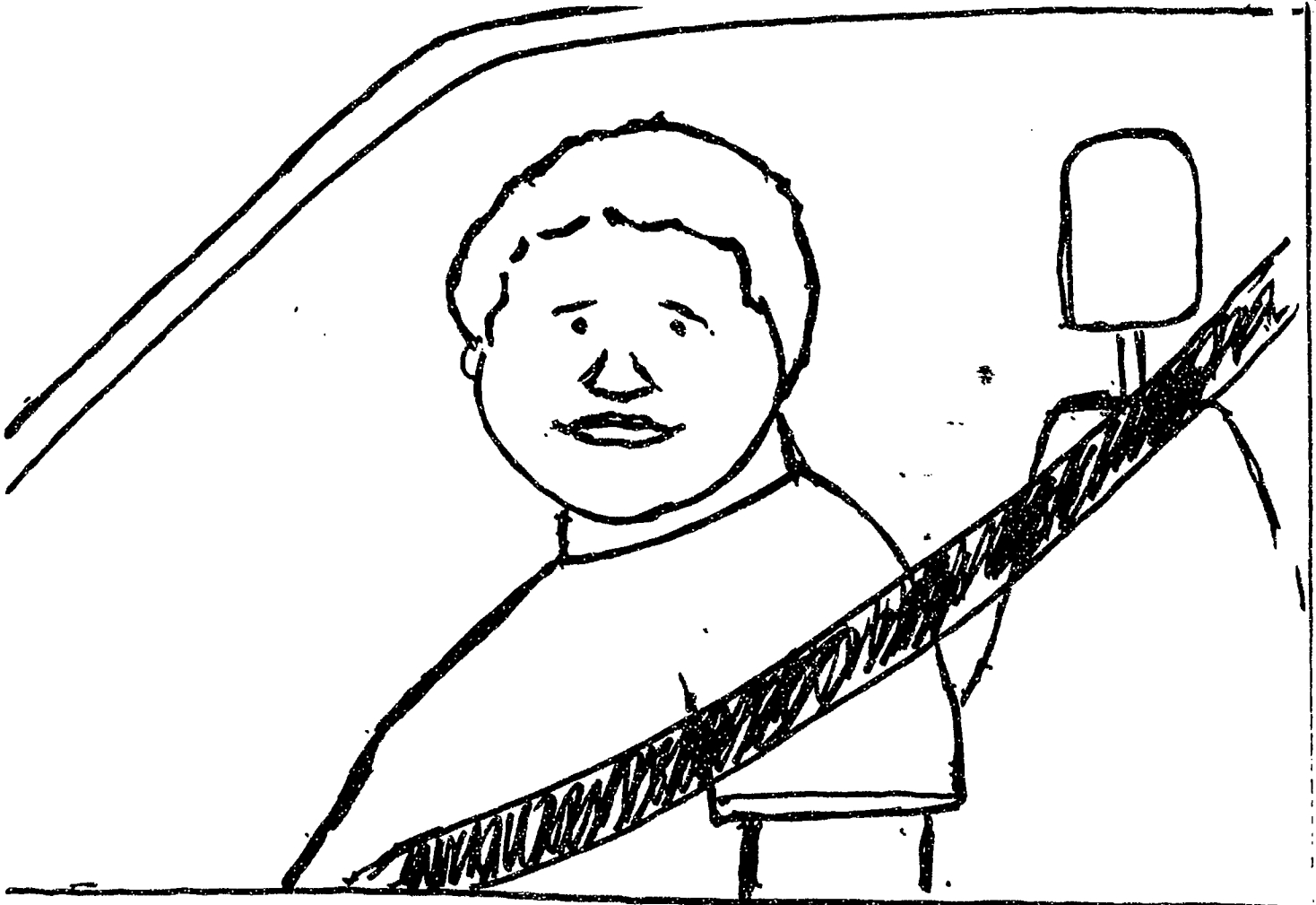




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සුවිත්‍යා T.V. බලනවා.





සාමූහික හොඳ කටයුතු පිණිස පිණිස



කර්ම මෙහෙයුම් සඳහා විකල්ප විද්‍යා

LESSON PLAN II

Estimated Time	1 hour 10 minutes
Objective	At the end of the lesson the students will be able to use the grammar to describe their belongings
Teaching Point	Grammar: S(Dative) + O + ඉක්බවාව S(Dative) + O + තිබෙනවා Question words ඒ දෙකෙන් (ඉක්බවාව?) ඒයක් (තිබෙනවා?)
Materials needed	Picture dialogues, information gap charts, realia

Procedure

1. Warm up/Review:

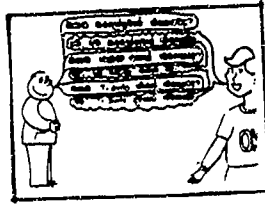
2. Presentation:

15 mins

Present the concept through a picture dialogue

මයාට මරලෝසුවක් තිබෙනවාද?	ඔව්. මට මරලෝසුවක් තිබෙනවා.
මයාට කැමරා එකක් තිබෙනවාද?	ඔව්. මට කැමරා එකක් තැ.
මයාට T-Shirts කීයක් තිබෙනවාද?	මට T-Shirts දහයක් තිබෙනවා.

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: මෙලියට කාර් එකක් තිබෙනවා. හරිද? Ss: වැරදි.

Listening & Speaking -

10 mins

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

Tr: සමීපතම..... Ss: කාර් එකක් හැ
 Tr: එකම..... Ss: කැමරා එකක් භිඥනවාව
 Tr: එකම..... Ss: බයිසිකල් එකක් හැ

Speaking -

1. Information Gap exercise.

15 mins

Name	car	house	job	DL
Tim	?	X	?	?
Nimal	✓	?	?	X
Sara	?	✓	✓	?
Ariya	?	X	?	X

Name	car	house	job	DL
Tim	✓	?	✓	✓
Nimal	?	✓	X	?
Sara	X	?	?	✓
Ariya	✓	?	X	?

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:

7. Comments/Self Evaluation

GRAMMAR NOTE

The irregular verb -සිංසෙවන (inanimate nouns)

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

එයාට කාර දෙකක් සිංසෙවන. He has (owns) two cars.

When negating the affirmative sentences only -නෑ is used.

ටිම්ට පරිමි නෑ. Tim does not have money.

ඔයාට ඔරලෝසුවක් තියෙනවද?

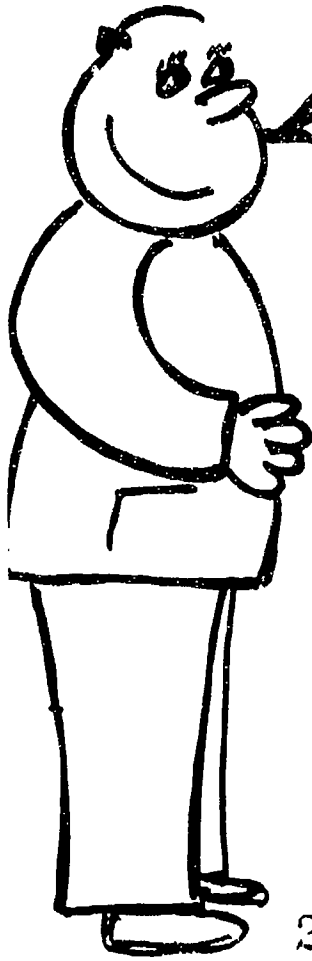
ඔව්, ඔට ඔරලෝසුවක් තියෙනවා.

ඔයාට කැමරා එකක් තියෙනවද?

ඔව්, ඒ කැමරා එකක් ඔව්.

ඔයාට T-shirts නීයක් තියෙනවද?

ඔව් T-shirts දහයක් තියෙනවා.



LESSON PLAN III

Estimated Time	1 hour
Objective	At the end of the lesson the students will be able to find out information using the grammar
Teaching Point	Grammar: S(Dative) + O + ඉක්කවා
Materials needed	Information Gap exercises

Procedure

1. Warm up/Review:

2. Presentation:

10 mins

Present the concept through a family drawing of sisters and brothers

මෙයට ඉක්කවා ඉක්කවෙක් ඉක්කවා. එයට ඉක්කවා කු
එයට මල්ලිලා දෙන්නෙක් ඉක්කවා. එයට කංගි කෙතෙක් ඉක්කවා.

Present the animate counting form too.



3. Practice:

Listening -

10 mins

1. Read out sentences right/wrong sentences and get the students to say හරි/වැරදි

1. මගෙ ඉක්කවා දෙන්නෙක් ඉක්කවා.
2. මට කංගිලා එක්කෙතෙක් තියෙතවා.
3. එයට සහෝදරයෝ ඉක්කවා.
4. මෙයට මල්ලිලා තියෙතවාද?
5. මගෙ මල්ලිට මල්ලෙක් ඉක්කවා.

Listening & Speaking -

15 mins

1. Show a chart and ask questions based on it

	අත්පලා	අයිසලා	තංගිලා	මල්ලිලා
සමීපත්	1	0	0	0
සුමිලා	1	1	0	0
සහිල	2	1	2	1
පාලිත	0	1	2	1

1. සමීපත්ව අයිසලා ඉන්නවද?
2. සහිලව තංගිලා ඉන්නවද?

Students respond Yes/No

Speaking -

15 mins

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

Student A: මහාට සහෝදරයෝ ඉන්නවද?

Student B: මම සහෝදරයෝ හැ කමුත් අත්පලා දෙන්නෝ ඉන්නවා.

4. Application (use):

10 mins

Bring two classes together and ask them 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

GRAMMAR NOTE

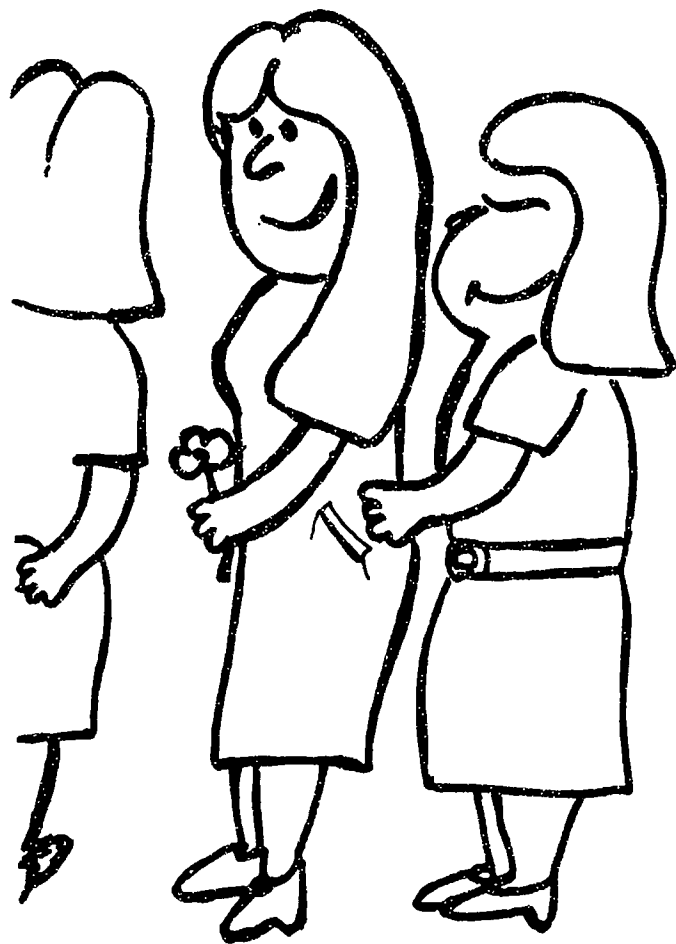
The irregular verb -ඉක්මවා (animate nouns)

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

එයාට ඉසියලා දෙන්නෙක් තියෙනවා He has two brothers.

When negating the affirmative sentences only -නෑ is used.

ටිම්ට යාලුවෝ නෑ Tim does not have friends.



LESSON PLAN IV

Estimated Time	1 hour 15 minutes
Objective	At the end of the lesson the students will be able to find out personal information using the grammar
Teaching Point	Joining Verbs (past participle)
Materials needed	Action cards

Procedure

1. Warm up/Review: 5 mins

Review the past participle.

2. Presentation: 15 mins

Present the following sentences using the action cards.

ජෝන් ගෙදර එකවා. එයා වි.වි. බලනවා. එයා නිදාගත්තවා.

ජෝන් ගෙදර ඇවිල්ලා වි.වි. බලලා නිදාගත්තවා.

ඊයේ ජෝන් ගෙදර ආවා. එයා වි.වි. බැලුවා. එයා නිදාගත්තා.

ඊයේ ජෝන් ගෙදර ඇවිල්ලා වි.වි. බලලා නිදාගත්තා.

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.

විමි කඩුව ගිහිල්ලා අත්කාසි අරගෙන සල්ලි දිලා ගෙදර ගියා.

ගෙව මේර් කන්තෝරුවට ගිහිල්ලා වැඩ කරලා බඩු අරගෙන ගෙදර එකවා. etc.

Listening & Speaking -

15 mins

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

මම වවුමට යනවා. බත් කනවා. බඩු ගන්නවා. ඊට පස්සේ ගෙදර යනවා. etc.

Speaking -

15 mins

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

4. Application (use):

10 mins

Students relate their daily routine.

කැමදාම උදේ මම නැගිටලා. උදේ කෑම කාලා. ඡේ බිලා වැඩට යනවා.

හටස ගෙදර ඇවිල්ලා. කාලා. ටී.වී. බලලා. කෑම කාලා නිදාගන්නවා.

5. Assessment (Task):

10 mins

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.

එයා කාලා බිලා ගෙදර ගියා

She ate, drank and went home.

ජීම් වැඩ කරලා පහට ගෙදර එනවා

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

Roles: PCT/Host Mother	Functions
<p>අමත : මාගේ සොට් නංගියේ වයස කීයද? (How old is your younger sister?)</p> <p>සෝට : අවුරුදු විස්සයි. (20 years)</p>	<p>- inquiring</p> <p>- giving information</p>
<p>Grammar:</p> <p style="text-align: center;">Numerals - 1 to 20</p>	

LESSON PLAN I

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

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: දෙකයි. තුනයි Ss: පහයි

Speaking -

10 mins

1. Ask the students to answer the following questions.

1. මාතෘකා වෙලිසෝස් කොමිෂන් මොකද?
2. මාතෘකා වවුච් Zip code කොමිෂන් මොකද?
3. මාතෘකා ගෙදර කොමිෂන් මොකද?
4. මාතෘකා Social Security කොමිෂන් මොකද?

4. Application (use):

15 mins

Role Play: Roles: 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 (මම මාගේ පුර්සය පහත කරමිනි). 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

1	2
3	4
5	6

7	8
9	10
11	12

13

14

15

16

17

18

19

20

0

LESSON PLAN II

Estimated Time	50 minutes
Objective	At the end of the lesson the students will be able to ask ages of the SLs using the dialogue.
Teaching Point	Dialogue
Materials needed	Listening cloze passages, picture dialogue

Procedure

1. Warm up/Review: 5 mins

Review the numbers through a game.

2. Presentation: 10 mins

Present the dialogue through a picture dialogue.

මහාගේ වයස කීයද? අවුරුදු 20යි
 මහාගේ වයස කීයද? අවුරුදු 16යි



3. Practice:

Listening - 10 mins

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.

මංජුගේ වයස 16 යි. එහාගේ නංගියේ වයස 12 යි. එයා ඉගෙනගත්තවා. මංජුගේ අයිසගේ නම පියසේන. එහාගේ වයස 20 යි. මංජුගේ කාලුවගේ නම සමත්. එහාගේ වයස 19 යි. මංජු තට අවුරුදු 4 ක් ඉස්කෝලේ යනවා. මංජුගේ උපතැනේ 8. සමත්ගේ උපතැනේ 11.

Listening & Speaking -

10 mins

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

1. මංජුගේ වයස කීයද?
2. එකගේ නංගියේ වයස කීයද?
3. එකගේ අපියගේ වයස කීයද?
4. එකගේ කාලුවගේ වයස කීයද?
5. මංජුගේ උපකර්මයේ නම කුමක් වියද?
6. මංජුගේ කාලුවගේ උපකර්මයේ නම කුමක් වියද?

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

ඔයාගෙ වයස කීයද?

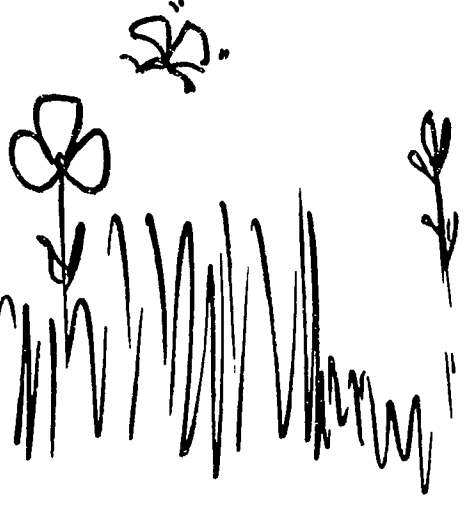
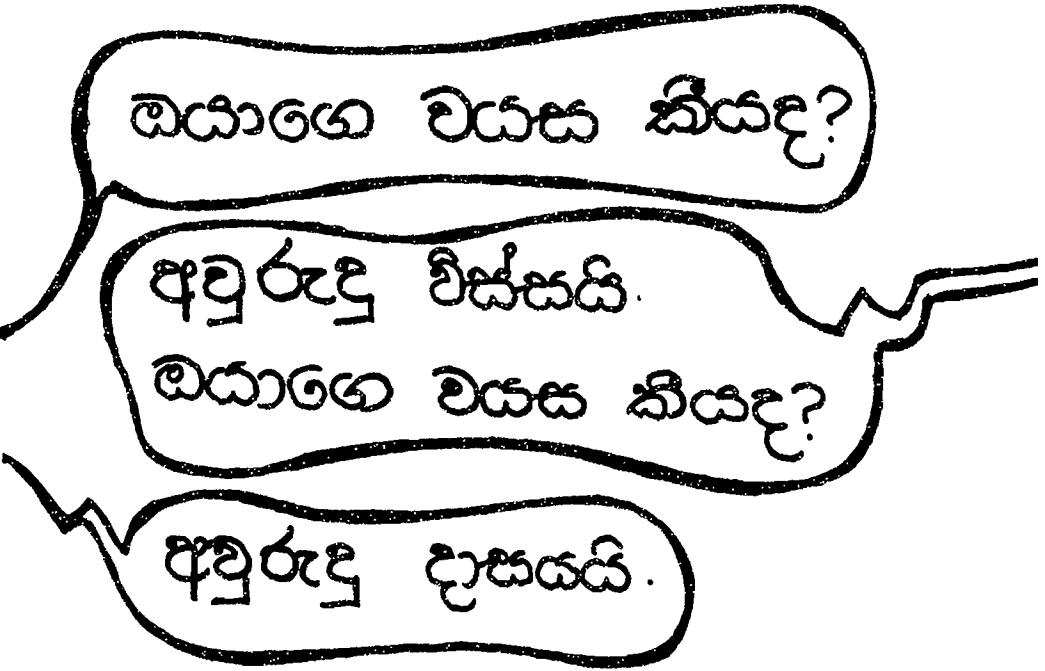
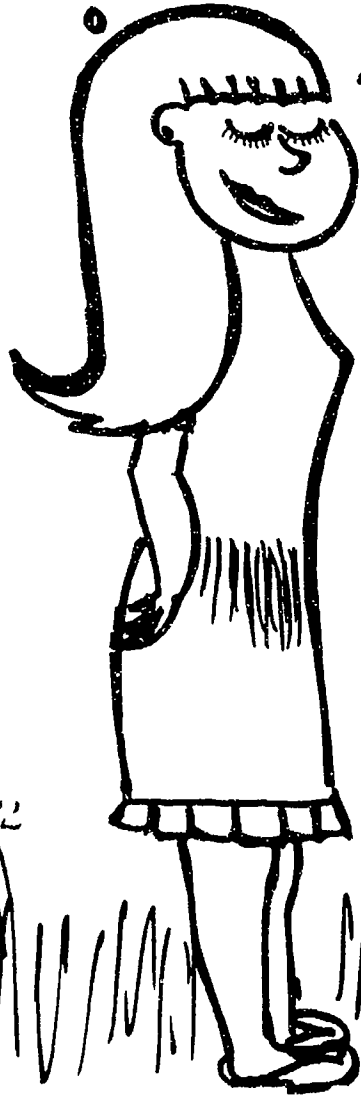
අවුරුදු විස්සයි.

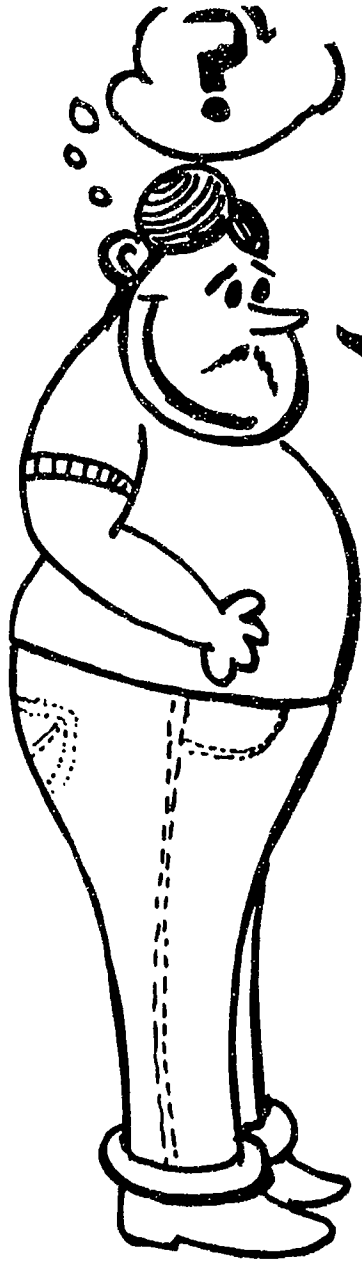
ඔයාගෙ වයස කීයද?

අවුරුදු දසයයි.

222

30..





ඔයාගේ රොඩ් නංගිලා
වයස කීයද?

අවුරුදු 20යි.

C	Topic III: Classroom Orientation
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Competencies	Page
(1) To respond to commands: Dialogue I	01-03
(2) To respond to questions: Dialogue I	04-08
(3) To tell time: Dialogue I	09-12
(4) To tell date & day: Dialogue I	13-20
(5) To identify daily routines: Dialogue I	21-28

Classroom Orientation

Competency : To respond to commands

Situation : classroom

Dialogue I

Roles: PCT/Teacher	Functions
<p>ගුරුවරයා: නැගිටීමේ ආයතන ආයතන කිරීමේ ආයතන ලියවීමේ ආයතන සවිස්තරය (Stand up-come here-look at this-read-don't write-go-sit down))</p>	<ul style="list-style-type: none"> - instructing others to do something - following instructions
<p>Grammar</p> <p>Verb(infinitive) + එසා</p>	

LESSON PLAN I

Estimated Time	55 minutes
Objective	At the end of the lesson the students will be able to use the commands in a real classroom situation
Teaching Point	Grammar: Verb(infinitive)+එන & Dialogue
Materials needed	Record player, tape, pictures

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.

කැහිටින්න මෙහෙ එන්න මේක බලන්න සිටුවන්න ලියන්න එන යන්න
ඉදගන්න

Present කැහිටින්න එන ඉදගන්න එන ලියන්න එන සිටුවන්න එන using
pictures.



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. මේ වැළ වතුර. ඒ නිසා (බොහෝ උපා)
2. A: මම හොඳින් බඩගිනිමි. b: උනෙම.....(කන්න).
3. ගුරුවරයා උගන්වනවා. ඒ නිසා(කැමරාවක් උපා).

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

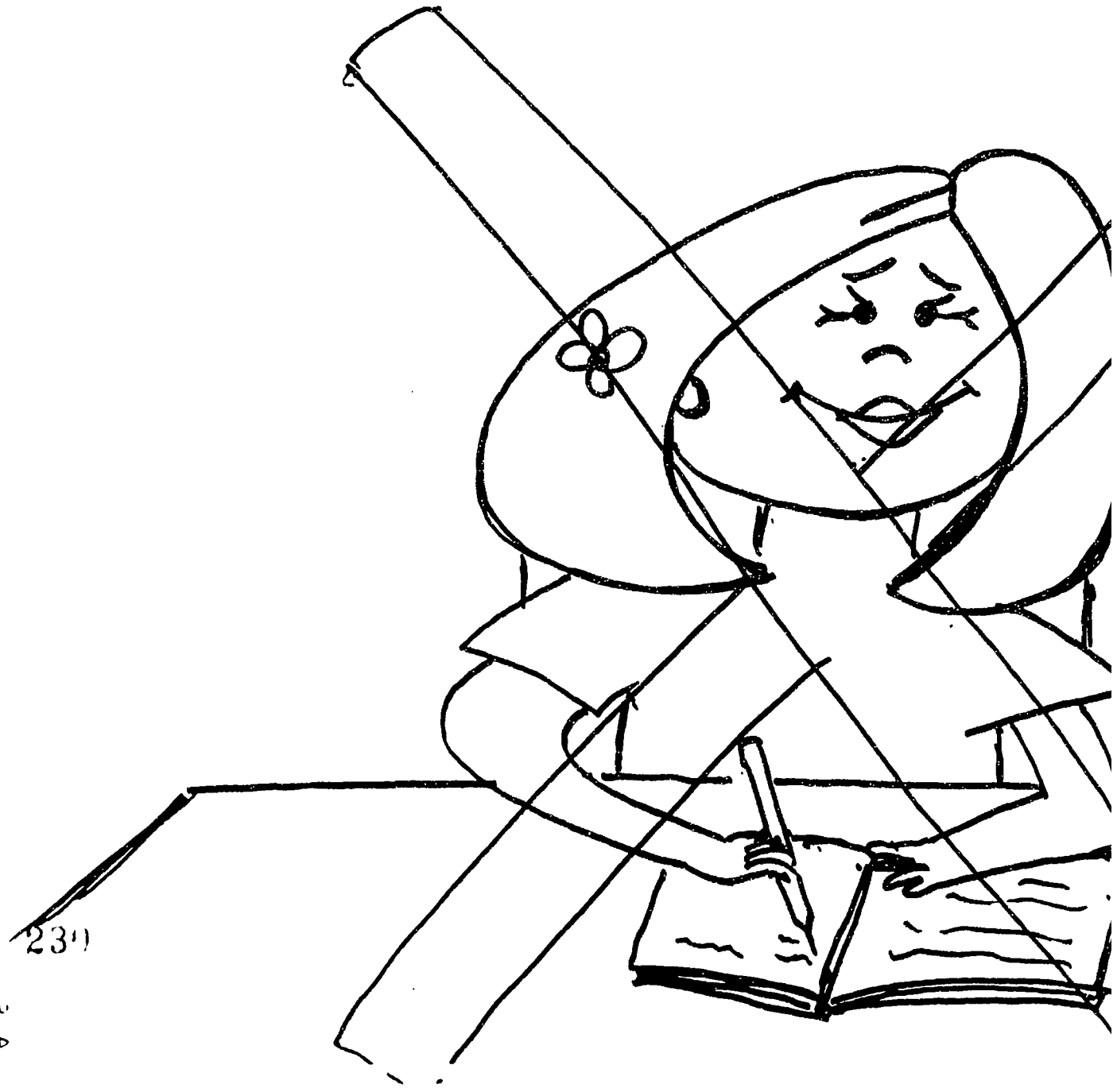
GRAMMAR NOTE

Negative Imperatives

These are formed thus:

යන්න උපා	Don't go
බොහෝ උපා	Don't drink

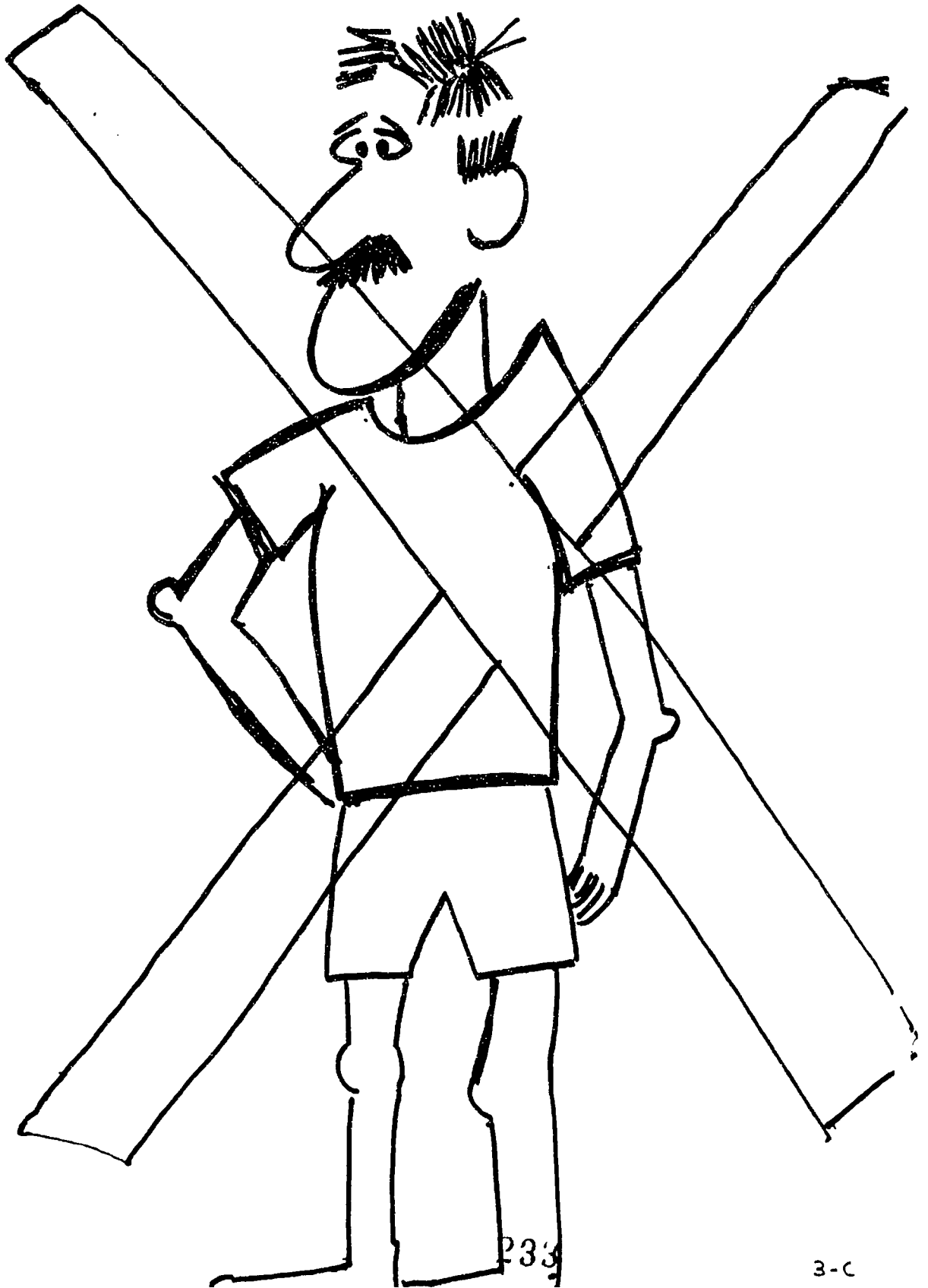
The negative imperative is used for giving advice , instructing etc.



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3-A





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3-C

Classroom Orientation

Competency : To respond to questions

Situation : classroom

Dialogue

Roles: PCT/Teacher	Functions
<p>ගුරුවරයා : ඔයා පරත්තු වුනේ ඇයි? (Why did you get late)</p> <p>පීඨ : ඔහදී. බස් එක කැඩුණා (The bus was broken down on the way)</p>	<p>- inquiring</p> <p>- giving information</p>
<p>Grammar</p> <p>Verb involitive: කැඩෙන්නවා - කැඩුණා වැටෙන්නවා - වැටුණා පිරෙන්නවා - පිරුණා</p>	

LESSON PLAN I

Estimated Time	55 minutes
Objective	At the end of the lesson the students will be able to use the grammar in a role play.
Teaching Point	Grammar: verb involutive: കുറയ്ക്കുക - കുറയ്ക്കുക വളയ്ക്കുക - വളയ്ക്കുക വളയ്ക്കുക - വളയ്ക്കുക കുറയ്ക്കുക - കുറയ്ക്കുക കുറയ്ക്കുക
Materials needed	Picture dialogues, pictures, role play cards

Procedure

1. Warm up/Review: 5 mins

Review the volitive verbs of the above involitive verbs
കുറയ്ക്കുക, വളയ്ക്കുക, വളയ്ക്കുക, കുറയ്ക്കുക

2. Presentation: 15 mins

Present the involitive verbs using pictures.



Present the other verbs using pictures.

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.

මගේ මදුව රිදෙනවා

My head hurts.

සුදුව කැඩෙයි

The chair might break.

මගේ අත කැපුණා

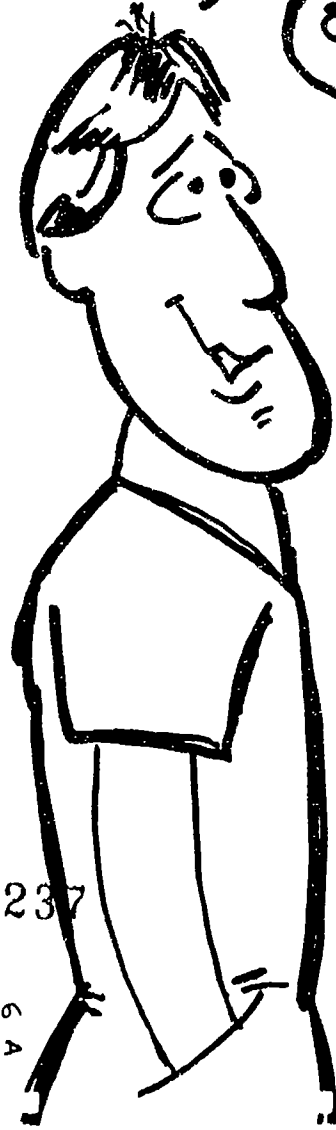
I cut my finger. (accidentally)

වෙලාව නිතද?

ආය? මොකද උහේ?

Watch එක.

එක කැඩුණා



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6 A



අධියෝ... මග අවිමෝ.....

අපොයි.... මග බලුව

දුන් තෙල් ගෙඩියක් බලුවා
වැටුණා

අ
ලුන්

LESSON PLAN II

Estimated Time	25 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play.
Teaching Point	Dialogue
Materials needed	Picture dialogue, role play cards

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.

4. Application (use):

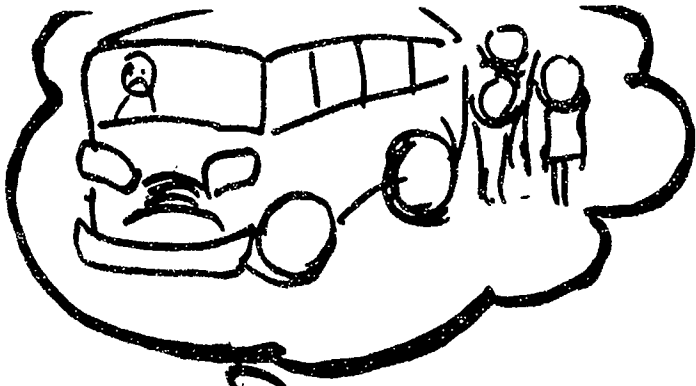
10 mins

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



මියු ජර්නල

මහදි, බස් එක හදුනා



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8-A

U

Classroom Orientation

Competency : To tell time

Situation : classroom/in the community

Dialogue

Roles: PCT/Teacher	Functions
<p>ඉදිරිපත් : වෙලාව කීයද? (What's the time)</p> <p>වම : දසයයි (10 o'clock)</p>	<p>- requesting the time</p> <p>- giving the time</p>
<p>Vocabulary</p> <p>එකයි කාලයි එකට කාලයි එකහමාරයි (1 -12)</p>	

LESSON PLAN I

Estimated Time	1 hour 45 minutes
Objective	At the end of the lesson the students will be able to use vocabulary to find out information.
Teaching Point	Vocabulary: එකපි කාලයි එකට කාලයි එකහමාරයි ((1 -12) & Dialogue
Materials needed	Clock faces, Picture dialogues, Information Gap Sheets

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.

වෙලාව කීසද? එකපි

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

වෙලාව කීසද? එකපි කාලයි

Continue this for all other forms: එක හමාරයි, දෙකට කාලයි

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) තුන හමාරයි Ss: a)
 b) තුනපි කාලයි
 c) තුනපි හමාරයි

Listening & Speaking -

10 mins

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

Tr: දැන් වෙලාව කීයද?

Ss: ආහසි කාලයි

Speaking -

30 mins

1. Ask the students to do the above activity in pairs.
2. Introduce the following dialogue:

A: මයා නැගිටින්නේ කීයටද?

B: හයට.

Introduce the other forms too.

හයයි කාලට, හය හමාරට, හතට කාලක් තියා,
හයයි විස්සට

3. Information Gap exercise

	get up	eat breakfast	drink tea	go to town	go to bed
Noel					
Sampath					
Nilanthi					
Geethika					

	get up	eat breakfast	drink tea	go to town	go to bed
Noel					
Sampath					
Nilanthi					
Geethika					

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):

10 mins

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 (ලීස ගිනි මොලවනවා)
 - eat food
 - go to work
 - bathe
 - transactions (ගනුදෙනු)

6. Contingency Plan:

15 mins

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

එකයි	One O' clock
එකයි කාලයි	Quarter past one
එක හමාරයි	Half past one
දෙකට කාලයි	Quarter to two

Classroom Orientation

Competency : To tell day/date

Situation : classroom/in the community

Dialogue

Roles: PCT/Teacher	Functions
<p>ගුරුවරයා : අද දවස කවද්ද?</p> <p>(What day is today?)</p>	- requesting the day
<p>පීඊ : බදද</p> <p>(Wednesday)</p>	- giving the day
<p>ගුරුවරයා : දිනේ කවද්ද?</p> <p>(What's the date?)</p>	- requesting the date
<p>පීඊ : 22 දෙවෙනිද</p> <p>(It's 22)</p>	- giving the date

Vocabulary

Days of the week: සඳුදා අඟහරුවාදා බදද මහස්තරිත්ද පිතුරාද සෙනසුරාද ඉරිදා

Numerals - ordinals: පළවෙනිද දෙවෙනිද තුන්වෙනිද හතරවෙනිද පස්වෙනිද
 හයවෙනිද හත්වෙනිද අටවෙනිද නමවෙනිද දහවෙනිද

LESSON PLAN I

Estimated Time	1 hour 20 minutes
Objective	At the end of the lesson the students will be able to use the vocabulary to find out information
Teaching Point	Vocabulary: Days of the week: සඳුදා අඟහරුවාදා බදාදා මහල්වැනිදා සිකුරාදා සෙනසුරාදා ඉරිදා
Materials needed	Information Gap sheets, PST schedule, Calendar, Speaking work sheets, Index cards

Procedure

1. Warm up/Review:

5 mins

Review ඊයේ, හෙට, පෙරේදා, අනිද්දා using the PST schedule.

ඊයේ අපි කෙරුවේ මොනවද? හෙට අපි කරන්නේ මොනවද? අපි ගියේ කවදද? etc.

2. Presentation:

15 mins

Present the days of the week through a calendar.

Introduce සතියා, මාසය, අවුරුද්ද, ගිය, ලබන or එන

3. Practice:

Listening -

10 mins

1. Point to the calendar and say the correct/incorrect day. Students listen and say මව්, නැ.
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 -

15 mins

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

Tr: අද සිකුරාදා. හෙව කවදද? Ss: හෙව සෙනසුරාදා.
 Tr: ඊයේ සිකුරාදා. හෙව කවදද? Ss: හෙව ඉරිදා. etc.

Speaking -

15 mins

1. Chain drill: Student A: සඳුදා
 Student B: සඳුදා. අඟහරුවාදා.
 Student B: සඳුදා. අඟහරුවාදා. බදාදා 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):

15 mins

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.

	තවස	රා
සඳුදා		
අඟහරුවාදා		
බදාදා		
බ්‍රහස්පතින්දා		
සිකුරාදා		
සෙනසුරාදා		
ඉරිදා		

5. Assessment (Task):

10 mins

Ask the find out when are the following banks are closed

- Bank of Ceylon
- Seylan Bank
- Commercial Bank etc.

6. Contingency Plan:

10 mins

Information Gap:

වෛෂයික දැනුවත්කම

	රජය	පුද්ගල	වෙනත්
සමස්ත			
අභ්‍යන්තර			
බාහිර			
මුදල්			
මිලදී ගැනීම			
සේවා			
සාම්ප්‍රදායික			
වෙනත්			

	රජය	පුද්ගල	වෙනත්
සමස්ත			
අභ්‍යන්තර			
බාහිර			
මුදල්			
මිලදී ගැනීම			
සේවා			
සාම්ප්‍රදායික			
වෙනත්			

	රජය	පුද්ගල	වෙනත්
සමස්ත			
අභ්‍යන්තර			
බාහිර			
මුදල්			
මිලදී ගැනීම			
සේවා			
සාම්ප්‍රදායික			
වෙනත්			

7. Comments/Self Evaluation

LESSON PLAN II

Estimated Time	1 hour 15 minutes
Objective	At the end of the lesson the students will be able to find out information using the vocabualry.
Teaching Point	Vocabulary: Numerals - ordinals: පලවෙනිද දෙවෙනිද ආනවෙනිද හතරවෙනිද පස්වෙනිද හයවෙනිද සත්වෙනිද අටවෙනිද නමවෙනිද දහවෙනිද
Materials needed	Calendar, Newsprint with calendar dates, information gap sheets, question sheets

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.

ගිය නිවාඩු කාලේ (vacation එකේ) අපි නුවරඑළියේ ගියා. අපිට නිවාඩු දුන්නේ 20 වෙනිදා. 22 වෙනිදා මමයි කපිලයි කොළඹට බස් එකෙන් නුවර ගියා. අපි මුළුලඹස් කෙස්ට එකේ හැටුණා. අපි දවස් දෙකක් නුවර ගියා. නුවර ඉන්නකොට අපි මල්වත්ත බලන්න ගියා. ඒට පස්සේ අපි නුවරඑළියේ ගියා. අපි එකේ දවස් ආහන් ගියා. ගොඩක් විනෝද උනා. හැබැයි 27 වෙනිදා කපිලට අහඹිව උනා. ඉතිං අපි 28 වෙනිදා උදේ ගෙදර ආවා.

1. හිවාඩු දන්නේ කවදද?
2. කුඩර ගිණේ කවදද?
3. කුඩරින් කුඩරපිළියට ගිණේ කවදද?
4. කපිලට අසනීය උණේ කවදද?
5. අපි ගෙදර ආවේ කවදද?

Speaking -

10 mins

1. Information Gap:
PST trips schedule

කොළඹ	කොළඹ
පික්කටල	පික්කටල
අනුරාධපුරය	අනුරාධපුරය
සිගිරිය	සිගිරිය
කුඩරපිළිය	කුඩරපිළිය

4. Application (use):

15 mins

1. Get the students to answer questions such as:
 1. බයාගේ උපන්දිනේ කවදද?
 2. බයා ලංකාවට ආවේ කවදද?
 3. බයා ඇමරිකාවෙන් ආවේ කවදද?
 4. Thanksgiving තිසෙත්තේ කවදද?
 5. American Independant Day කවදද?

5. Assessment (Task):

10 mins

Give them a task to find out the following information

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

6. Contingency Plan:

7. Comments/Self Evaluation

Social Life

Competency : To make polite requests

Situation : classroom

Dialogue I

Roles: PCT/Teacher	Functions
සෙව් : මං ගෙදර යන්නද? (May I go home?)	- asking for permission
ගුරුචරණ : ආ. (o.k.)	- giving permission
Grammar S(1st person) + v(infinitive) + ද?	

LESSON PLAN I

Estimated Time	1 hour 25 minutes
Objective	At the end of the lesson the students will be able to ask permission to use office equipment
Teaching Point	Grammar: S(1st person) + v(Infinitive) + ඈ & Dialogue
Materials needed	Paper strips, picture dialogue, listening grids, role play cards

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 students pen on the table and say:

මේර්: මං මේ පෑන යන්නද? You will observe that the student will immediately respond to it. Then analyse the structure and present the meaning and the form.

3. Practice:

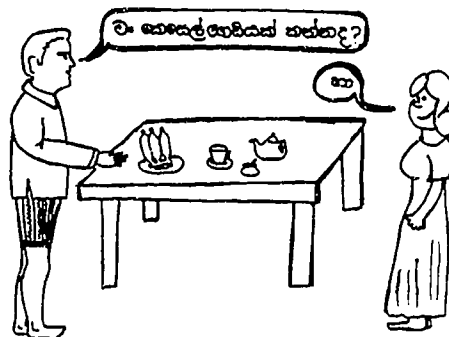
Listening - 20 mins

1. Read out sentences like the following and get the students to say හා or එයා.

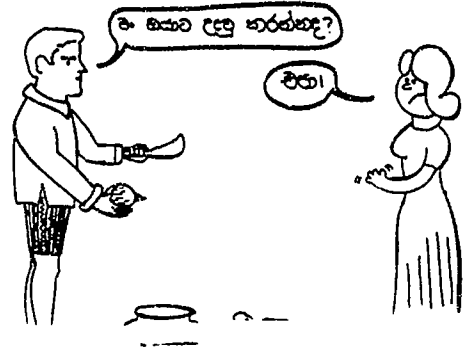
1. මට මතක්කිසි. මං නිදායන්නද?
2. අපිට කම්මලිසි. අපි යන්නද?
3. මට නිබඹසි. මං වතුර බොන්නද?
4. Project Director කතාකරනවා. මං යන්නද?

2. Read out the following descriptions and ask the students fill the grid with / or X .

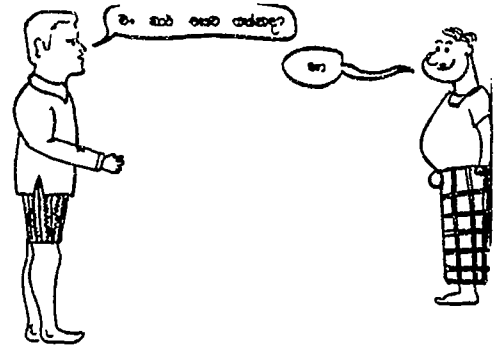
ටකර් ඊයේ හවස ගෙදර ගිනිල්ලා තේ බිට්වා.
ඊට පස්සේ එයා කුස්සියට ගියා.
එයා ඇහුවා මං කෙසෙල් ගෙඩියක් කන්නද?
අම්මා කිව්වා හා.



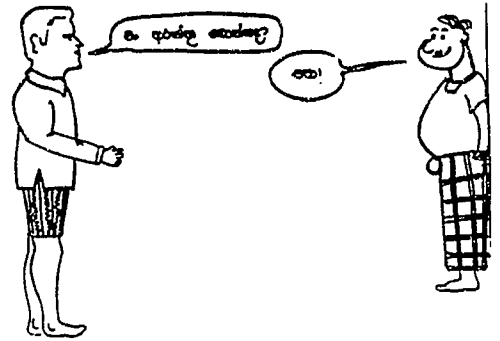
එය කෙසේද ගෙවීමක් කාල ඇහුවා
මං ඔයට උදව් කරන්නද?
අම්මා කිව්වා එයා.



ඒවසේද එයා තාත්තා ඉහට ගියා.
එයා ඇහුවා මං බාර් එකට යන්නද?
තාත්තා කිව්වා භා.



ඒවසේද වතර් ඇහුවා
මං අරක්කු බොන්නද?
තාත්තා කිව්වා එයා.



Asking permission:	භා	එයා
to eat banana		
to help		
to go to the bar		
to drink arrack		

Listening & Speaking -

5 mins

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

Tr: බස්	Ss: (කන්කද?)
Tr: පී.ඊ.	Ss:
Tr: බිහිර	Ss:
Tr: වඳුච්ච	Ss:

Speaking -

15 mins

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

ඔබ මහන්සියි. මං දිවැස්සකද?

එහ

Statements:

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):

15 mins

Role Play:

Roles: PCT/Language Instructor
Situation: at the training site
Purpose: PCT asks appropriateness of the following actions. LI responds

- to wear shorts to the temple
- to wear shorts to the class
- to smoke inside the training site
- to watch movies after the classes
- to have a party on Sunday

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 + ຄຳ :

This is formed thus:

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

This form is used for asking permission to do something. It is only used with 1st person.

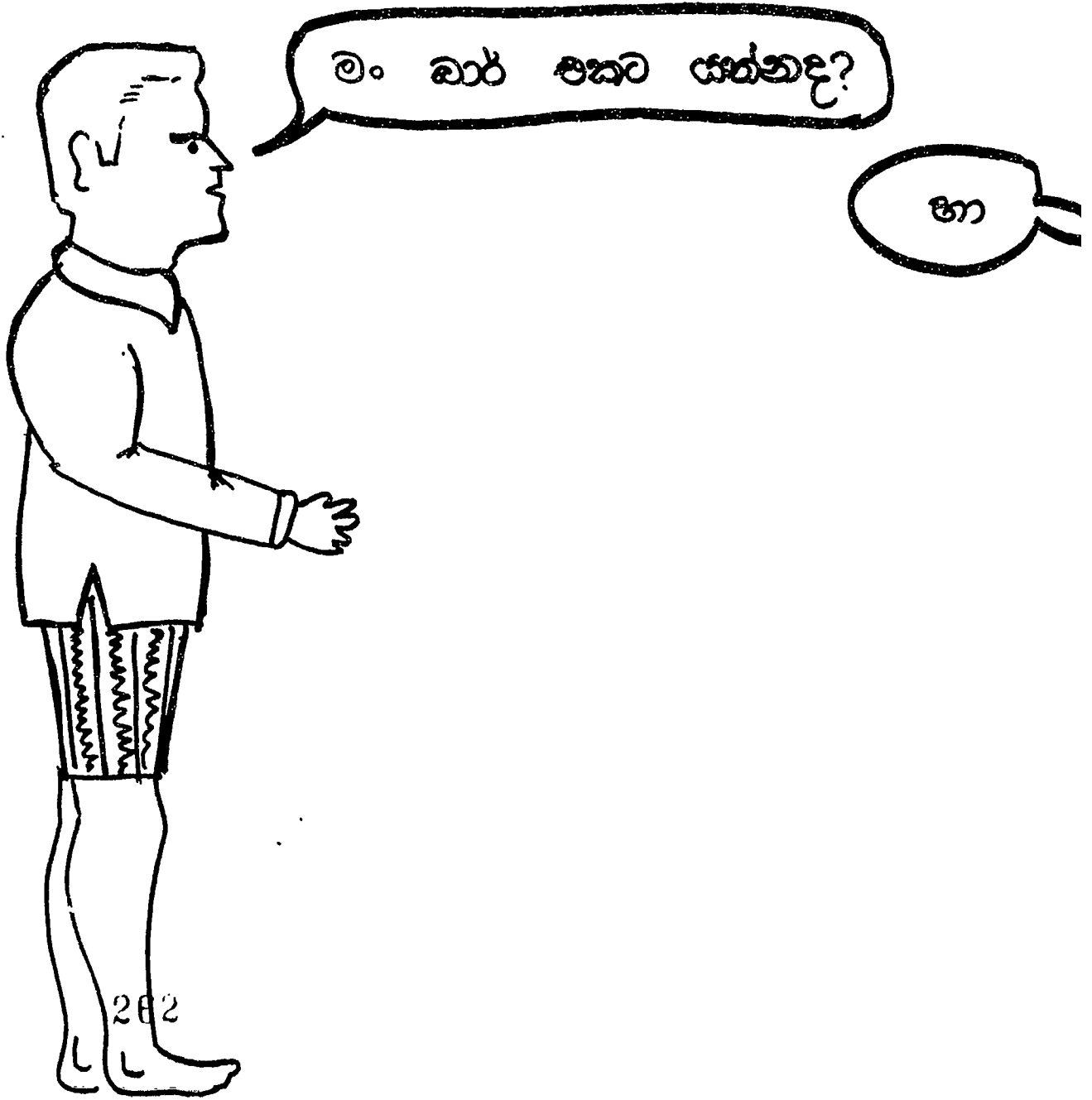


ම. අරක්කු කොන්නද?

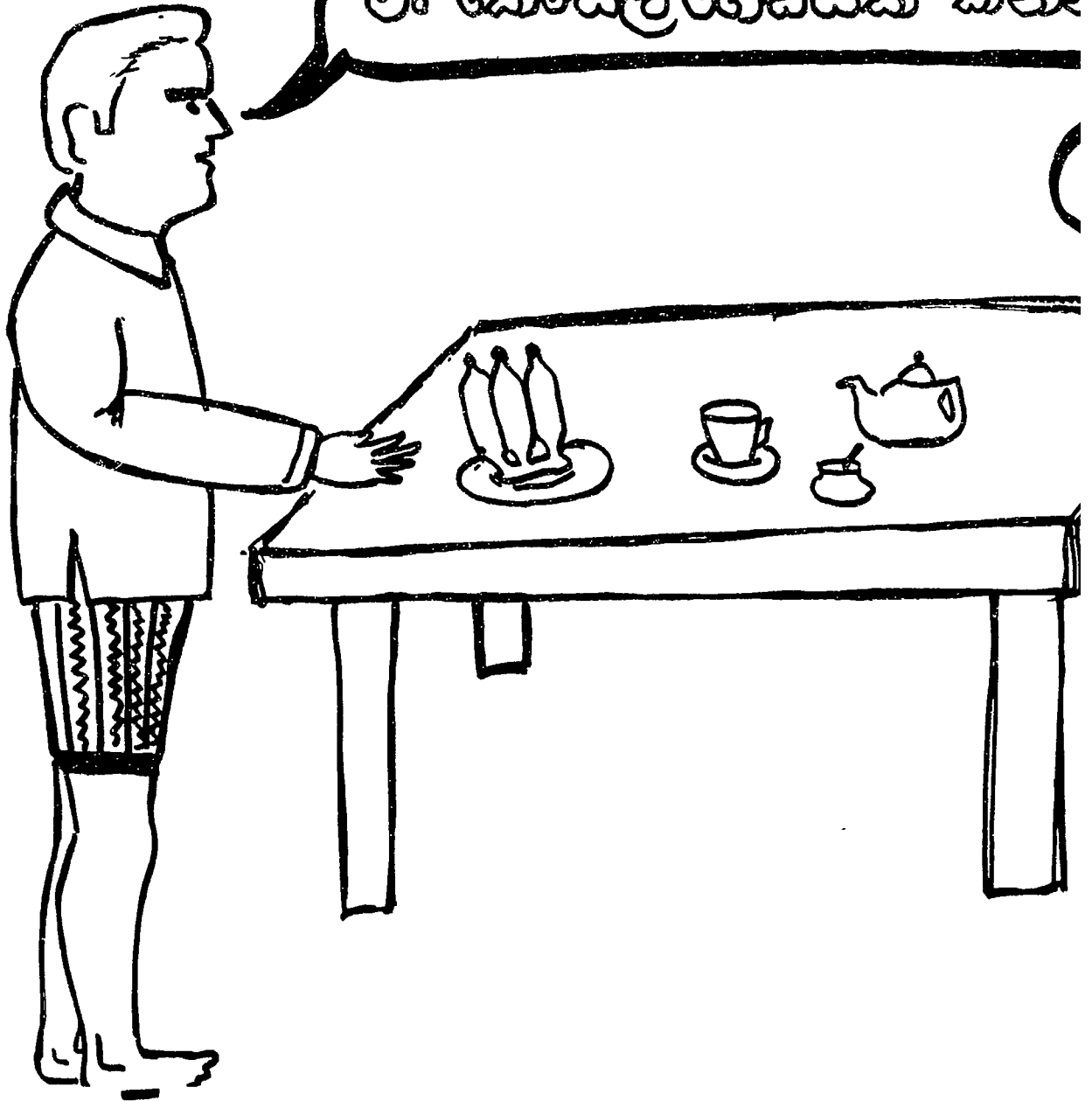
ඔහු!

5-4

5-4



ම. කෙසෙල් ගෙඩියක් කන්න



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5-C

ම. ඔයාට උදුළු කරන්නද?

ඔව්!



Social Life

Competency : To make polite requests

Situation : with host family/in the classroom

Dialogue II

Roles: PCT/Host Father	Functions
<p>පී : සොඩ්ඩක් බස දොර වසනවද? (Can you please close the door)</p>	- requesting
<p>ගුරුවරයා : ඔහා (o.k.)</p>	- agreeing
<p>Phrases සරණාගතයා සරණා ගැනව</p> <p>Grammar S(2nd person) + verb(present) + ද?</p>	

LESSON PLAN I

Estimated Time	1 hour 25 minutes
Objective	At the end of the lesson the students will be able to use the grammar to borrow an item
Teaching Point	Grammar: S(2nd person) +verb(present)+අ Phrase & Dialogue
Materials needed	Picture dialogue, paper strips, role play cards

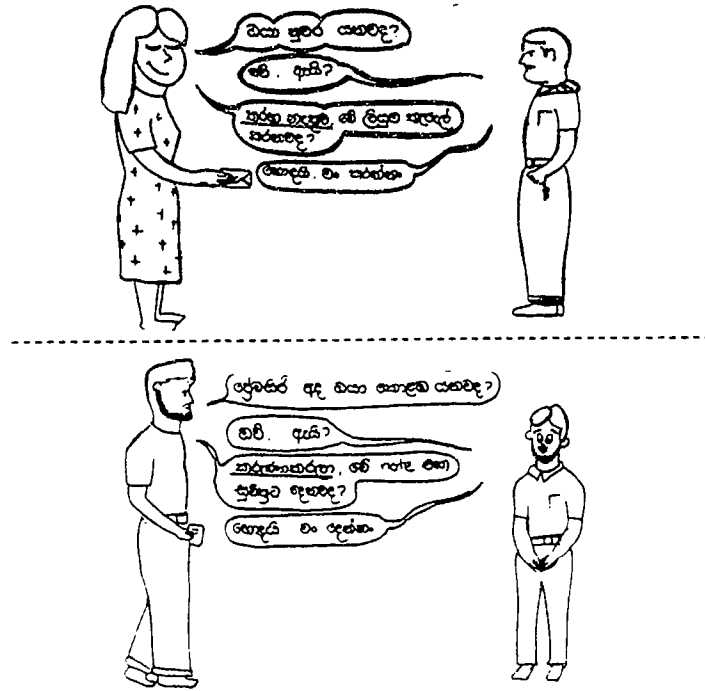
Procedure

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. මට සිතලයි. ඉර දොර වහනවද?
 2. මයාලා ඉද බැර් එකට යනවද?
 3. මට හේ එකක් දෙනවද?
 4. ඉහේ මට පැනවෙල් දෙකක් ගේනවද?
 5. මයාලා සිංහල ඉගෙනගන්නවද?
 6. තරහ නැතුව සුමිලට විකක් කතාකරනවද?

Listening & Speaking -

15 mins

1. Ask for some favours from the students. Students agree to do or refuse politely using හොඳයි or තරහවෙන්න එපා..දැන් බෑ.
 1. පැන පොඩ්ඩක් දෙනවද?
 2. මට වොලර් සියක් දෙනවද?
 3. පොඩ්ඩක් එළියට යනවද?
 4. මට පොඩ්ඩක් උදව් කරනවද?
 5. fan එක පොඩ්ඩක් දානවද?
 6. මගෙ බෑග් එක පොඩ්ඩක් බලාගන්නවද?

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/Passangers/conductor
 Situation: on a crowded private bus
Purpose: you are squeezed and request the passangers 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. (පොඩ්ඩක් සිංහලගන්නවද?)
- 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) + eɪ :

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

මට පෑන දෙන්නද?

Will you please pass (give) me that pen?

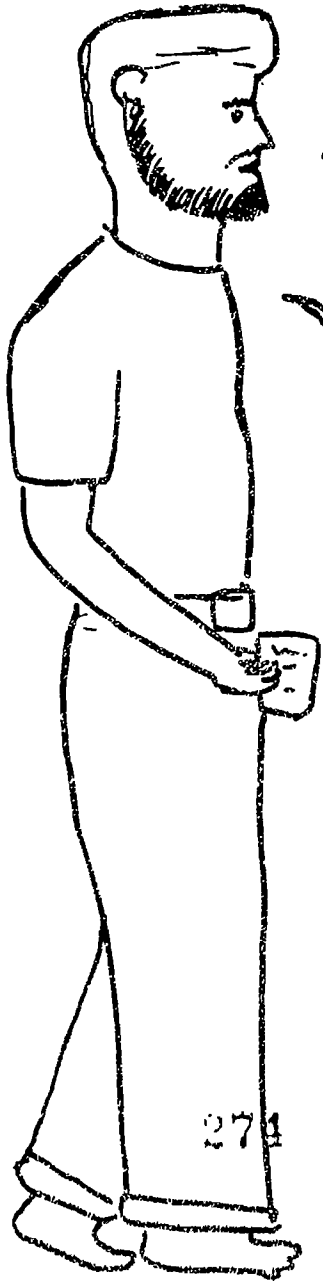


ඔයා නුවර යනවද?

ඔව්, ඇයි?

තරඟ නැනුම්, මේ ලියුම තැපැල් කරනවද?

හොඳයි, මං කරන්නා



ප්‍රේමණී අදු මයා කොළඹ යනේ

මව්, ඇයි?

කරුණාකරලා, මේ note එක
සුමනුව දෙහලද?

හොඳයි, මං දෙන්න.

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Social Life

Competency : To make polite requests

Situation : with host family

Dialogue III

Roles: PCT/Host Mother	Functions
<p>පම : මට වතුර බිත්තිය දෙන්න පුළුවනද? (Could you please give me some water?)</p>	<p>- requesting</p>
<p>අම්මා : ආ...මෙන්න (Here, you are)</p>	<p>- agreeing</p>
<p>Grammar</p> <p>S(Dative) + පුළුවන / මැ</p> <p>S(Dative) + Verb(infinitive) + පුළුවන / මැ</p>	

LESSON PLAN I

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

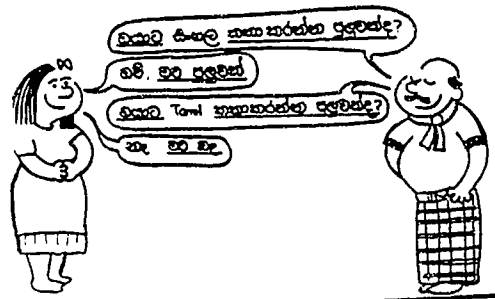
Procedure

1. Warm up/Review: 5 mins

Review verb infinitive form of the verb.

2. Presentation: 15 mins

Present the structure using a picture dialogue.



මයාට පිංතල කෲකාරණක පුදුවන්ද?

බවි, ඔබ පුදුවන්

මයාට Tamil කෲකාරණක පුදුවන්ද?

නැ, ඔබ බැ

Present more examples such as..

කෝරට පිංද කියන්න බැ හමුත් තටත්ත පුදුවන්.
 ආරට කෲම කන්න පුදුවන් හමුත් උයන්න බැ.
 කෲතරිත්ට පිතන්න පුදුවන් හමුත් ටෙහිස් ගන්න බැ.
 ටයාට French උගන්නන්න බැ හමුත් ඉංග්ලිසි උගන්නන්න පුදුවන්.

3. Practice:

Listening -

15 mins

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

නිරුක්ති වැඩකරන්නේ බිබිලේ. එයාට හොඳට සිංහලයි ඉංග්‍රීසියි උගන්නන්න පුළුවන්. ඒත් එයාට දෙමළ උගන්නන්න බෑ. එයාට ටෙහිස් ගහන්න පුළුවන් ඒත් ක්‍රිකට් ගහන්න බෑ. එයාට දුවන්න පුළුවන්. ඒත් පහින්න බෑ හැබැයි තවත්ත පුළුවන්.

නිරුක්ති	පුළුවන්	බෑ
සිංහල උගන්නන්න		
දෙමළ උගන්නන්න		
ඉංග්‍රීසි උගන්නන්න		
ටෙහිස් ගහන්න		
ක්‍රිකට් ගහන්න		
දුවන්න		
පහින්න		
තවත්ත		

Listening & Speaking -

5 mins

1. Say incomplete sentences using the structure. Students complete using පුළුවන් / බෑ.

- | | |
|----------------------------|---------------|
| Tr: පුෂ්පාට සිංදු කියන්න | Ss: (පුළුවන්) |
| Tr: Clintonට කතාකරන්න | Ss: |
| Tr: Michael Jacksonට තවත්ත | Ss: |
| Tr: කෝර්ට් සිංහල කතාකරන්න | Ss: |

Speaking -

15 mins

1. Information Gap A

	Italian බැම උසන්න	පිතෘන්ත	නවන්ත	සිංදු සිසන්න
Sumithra	?	X	?	?
Tom	✓	?	X	?
Mary	?	✓	?	✓

Information Gap B

	Italian බැම උසන්න	පිතෘන්ත	නවන්ත	සිංදු සිසන්න
Sumithra	✓	?	✓	✓
Tom	?	✓	?	X
Mary	X	?	✓	?

4. Application (use):

15 mins

Role Play: Roles: PCT/Sri Lankan
Situation: At the office

Purpose: You are interviewing a Sri lankan for a job
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 computer
- Whether he/she can operate the photo copier
- Whether he/she can to drive

5. Assessment (Task):

10 mins

Introduce the meaning of REQUESTING (මම චතුර විකත් දෙන්න පුළුවන්ද?) in this
structure and ask the students to go to the Peace Corps Driver and
request him to post their letters and bring some aerogrammes.

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

Constructions with 'සුදුවන්' 'can':

සුදුවන් is an irregular verb. The affirmative pattern is:

S (Dative) + V(Infinitive) + සුදුවන්

මම හෙට යන්න සුදුවන් I can go tomorrow.

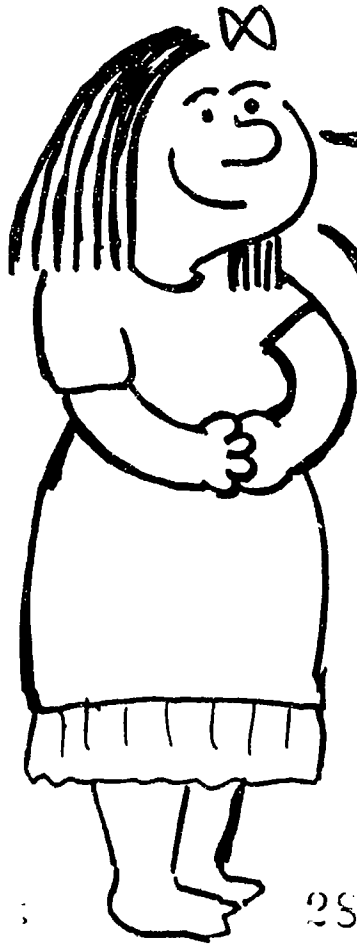
ඊයාට මහත්ත සුදුවන් She can sew.

The negative pattern is:

S(Dative) + V(Infinitive) + බැ

මට තනි බැ I cannot eat.

The interrogative forms are: සුදුවන්ද and බැරිද



මයාට සිංහල කතාකරන්න පුළුවන

ඔව්, මට පුළුවන්

මයාට Tamil කතාකරන්න පුළුවන

ආ. ම ඔ

LESSON PLAN II

Estimated Time	50 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a role play
Teaching Point	Dialogue
Materials needed	Pictue dialogue, role play cards

Procedure

1. Warm up/Review:

5 mins

Review the previous lesson

2. Presentation:

5 mins

Present the dialogue through a picture dialogue.

මම චතුර විකල්ප දෙන්න සලකන්නද?

ආ... මෙන්න



3. Practice:

Listening -

5 mins

Read the dialogue several times for the students to listen.

Listening & Speaking -

10 mins

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

1. මයාට බඩගිනිසි. මයා දම්මයෙන් පැමිණීමේ ඉල්ලුමක් කොහොමද?
2. මයාට නිමැසයි. මයා තංගියෙන් වතුර විසන් ඉල්ලුමක් කොහොමද?
3. මයාට පැනක් පැ. මයාගේ කාලුවාගෙන් පැනක් ඉල්ලුමක් කොහොමද?
4. මයාට සහිත පැ. Office Assistantගෙන් Tylenol ඉල්ලුමක් කොහොමද?

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



මට චතුර විකාශ දෙන්න
පුලුවන්ද?

ආ... නොහැ.

285

16-A

ස

Social Life

Competency : To make polite requests

Situation : At the training site/Any social situation

Dialogue IV

Roles: PCT/Project Director	Functions
<p>පම : ම. මෙහෙය සිතරට බිච්චට කමක් කැද්ද?</p> <p>(Is it o.k. for me to smoke here?)</p> <p>ව්‍යාපෘති අධ්‍යක්ෂ : කමක් කැ</p> <p>(Doesn't matter)</p>	<p>- asking for permission</p> <p>- giving permission</p>
<p>Grammar</p> <p>Verb(past tense) ට + කමක් කැ</p>	

LESSON PLAN I

Estimated Time	1 hour & 10 minutes
Objective	At the end of the lesson the students will be able to ask if its okay to do laundry in the training site
Teaching Point	Grammar: Verb(past tense) + කමක් කෑ & Dialogue
Materials needed	Picture dialogues, role play cards

Procedure

1. Warm up/Review:

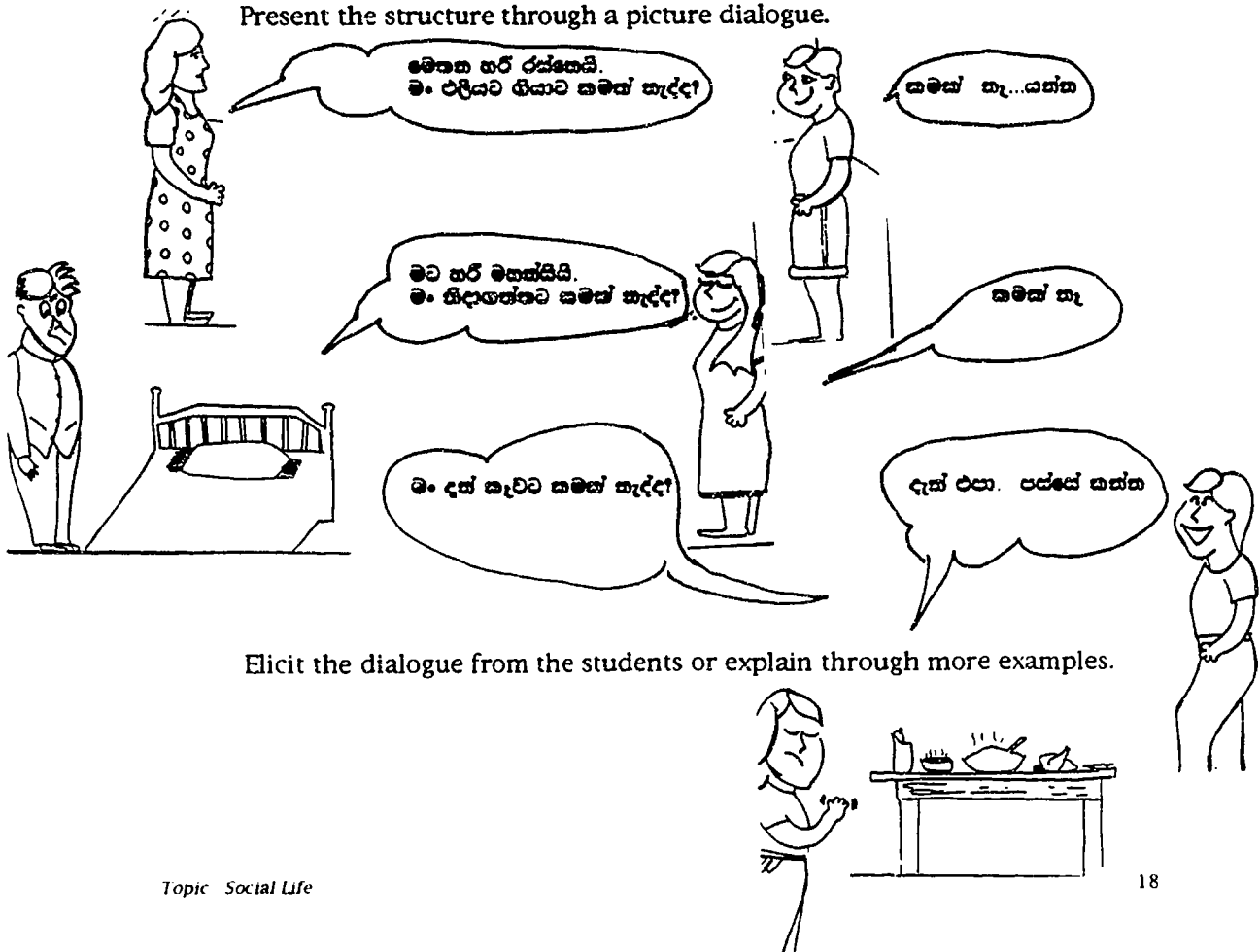
5 mins

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 -

5 mins

Read out the dialogues with correct intonation patterns

Listening & Speaking -

10 mins

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

අපි පංචලව ගතවා. සපත්තු දැමීමට කමක් ඇද්ද?
පංතියේ පිහරට බේරවට කමක් ඇද්ද?
motor bike පැද්දට කමක් ඇද්ද?
තවස මෙහෙ බිසර් බේරවට කමක් ඇද්ද?
පොත් බිම තිබීමට කමක් ඇද්ද?

Speaking -

1. Students work in pairs and practice above dialogues

4. Application (use):

15 mins

Role Play: Roles: 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):

10 mins

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

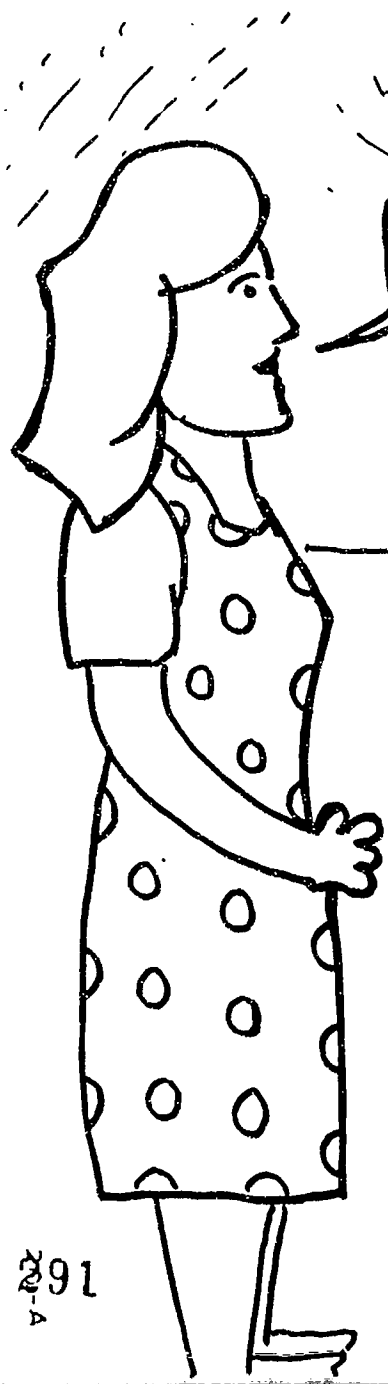
GRAMMAR NOTE

Constructions with මමත් කැ :

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.

ම. මෙහෙය වැඩිලකට මමත් කැදද? Is it okay if I sit here?

When answered මමත් කැ here would mean 'It is okay'.

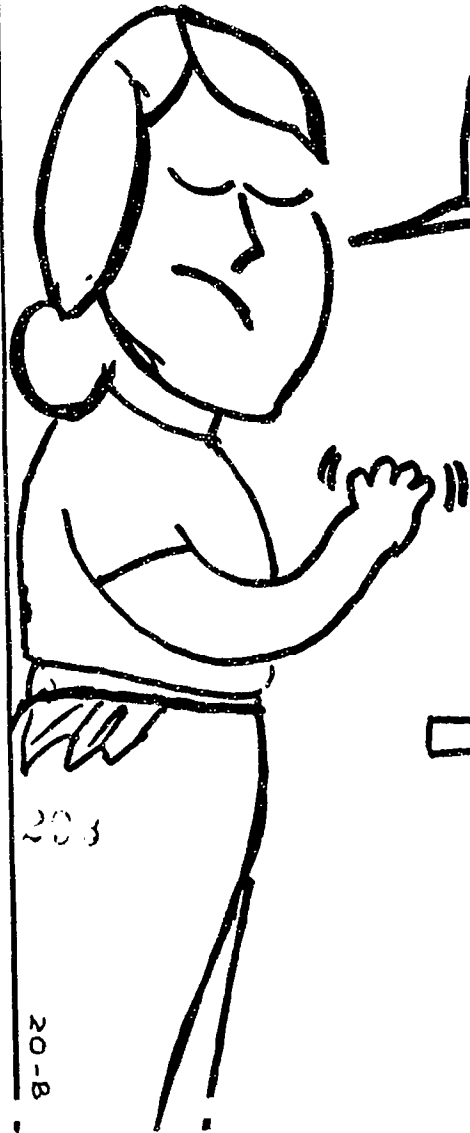


තෙහෙ හර් රස්නෙයි.
ම. චලයට ගියාට කමක් නැද්ද?

කමක් නැ.... යන්න.

මං දැන් නැවත කමක් නෑ

දැන් ඔහු. ජප්පෙ කන්න.



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20-B

LESSON PLAN III

Estimated Time	30 minutes
Objective	At the end of the lesson the students will be able to find out the day & the date of the poya day of the current month.
Teaching Point	Dialogue
Materials needed	Picture dialogue on newsprint, diary pages

Procedure

1. Warm up/Review:

2. Presentation: 15 mins

Present the dialogue through a picture dialogue

ඉඳ දවස මොකද්ද?

බදාදා.

දිනේ කවද්ද?

විසිවෙනිදා.

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.



Classroom Orientation

Competency : To identify daily routines

Situation : classroom

Dialogue I

Roles: PCT/Teacher	Functions
<p>ඉරුවරයා : මසා උදේට නැගිටින්නේ කීයටද? (At what time do you get up in the morning?)</p>	<p>- asking for information</p>
<p>විඹ : උදේ හයට (At 6:00 a.m.)</p>	<p>- giving information</p>
<p>ඉරුවරයා : රෑට පාඩම් කරනවද? (Do you study at night?)</p>	<p>- asking for information</p>
<p>විඹ : සමහර දවස්වල නිදහස්ව ඉස්සෙල්ලා පාඩම් කරනවා. (I sometimes study before I go to bed)</p>	<p>- giving information</p>
<p>Grammar</p> <p>V(infinitive) + ඉස්සෙල්ලා</p> <p>V(past tense) + ට + පස්සේ</p>	

LESSON PLAN I

Estimated Time	1 hour 10 minutes
Objective	At the end of the lesson the students will be able use the grammar to ask and answer questions
Teaching Point	Grammar: V(infinitive) + ඉස්සෙල්ලා
Materials needed	Picture dialogues, information gap sheets

Procedure

1. Warm up/Review: 5 mins

Review the infinitive form of the verbs

2. Presentation: 15 mins

Present the structure through a picture dialogue.

ප්‍රේමසිරි මහා වවුමට යනවාද?

මව්.

මහා යන්න ඉස්සෙල්ලා මට කියන්න

ඇයි?

මගේ ප්‍රියමක් හැපුල් කරන්න මං මහාට දෙන්න.



හා...හා...කැම කන්න එසා.

ඇයි ?

කැම කන්න ඉස්සෙල්ලා අහ හෝදන්න

හොඳයි



3. Practice:

Listening -

10 mins

1. Read some sentences. Student listen and mark right or wrong on the given sheet.

1. කෑම කන්න ඉස්සෙල්ලා අත හෝදනවා
2. සිංහල ඉගෙනගන්න ඉස්සෙල්ලා සයිට් එකට සකවා.
3. ලිඳුම් ලිසන්න ඉස්සෙල්ලා තැපැල් කරනවා.
4. සිනන්න ඉස්සෙල්ලා bathing suit අඳිනවා.
5. නාන්න ඉස්සෙල්ලා සබන් ගානවා.

Listening & Speaking -

15 mins

1. Students listen and answer questions such as:

1. සත්සලට සන්න ඉස්සෙල්ලා කරන්නේ මොනවද?
2. ලංකාවට එන්න ඉස්සෙල්ලා කෙරුවේ මොනවද?
3. මේගාවට එන්න ඉස්සෙල්ලා හිටියේ කොතෙද?

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

Tr: විකට් ගන්නවා. movie බලනවා.

Ss: movie බලන්න ඉස්සෙල්ලා විකට් ගන්නවා.

Tr: සල්ලී දුන්න. අත්තාසි ගන්නා.

Ss: අත්තාසි ගන්න ඉස්සෙල්ලා සල්ලී දුන්න.

Speaking -

15 mins

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

ජෝන් කෑම කනවා

ජෝන් හිදාගන්නවා

ජෝන් හිදාගන්න ඉස්සෙල්ලා කෑම කනවා

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 යන්න ඉස්සෙල්ලා Bangkok යනවා
2. Bangkok යන්න ඉස්සෙල්ලා Delhi යනවා
etc..

4. Application (use):

10 mins

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 'ඉස්සෙල්ලා':

This is formed thus:

Verb (infinitive) + ඉස්සෙල්ලා + Main clause

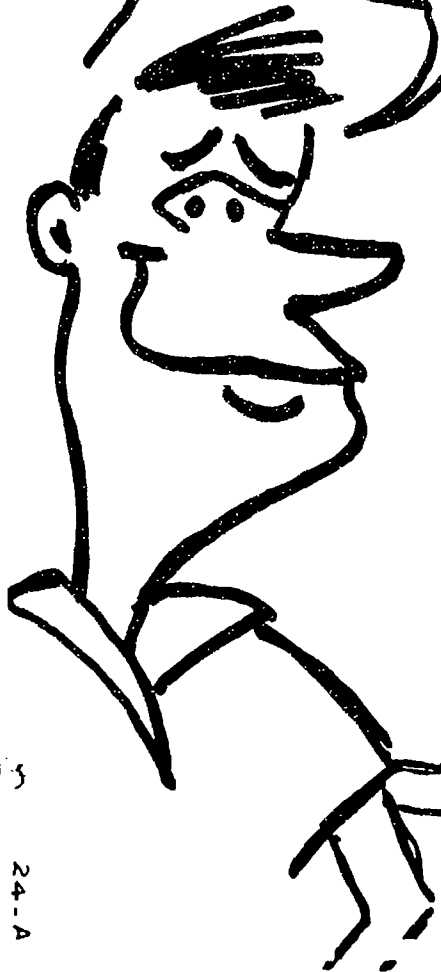
ලංකාවට එන්න ඉස්සෙල්ලා මං
හෝටලේක වැඩ කෙරුවා

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.

හා... හා... කළ කන්න පහ

කළ කන්න ඉස්සෙල්ලා
අන හොදන්න



කුඩා



333

24-A

ජ්‍යෙෂ්ඨ ඔයා වූවාට යනවද?

ඔයා යන්න දුස්සෙල්ලා වට
නියන්න

මගේ ලියුමක් තැපෑලේ කරන්න
මං ඔයාට දෙන්න



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 answer questions on habits
Teaching Point	Grammar: V(past tense) + ට + පස්සේ
Materials needed	Picture dialogues

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 **හරි** or **වැරදි**.
 - අපි movie බලන්නට පස්සේ ටිකට ගත්තවා.
 - අපි කෑම කෑමට පස්සේ dessert කනවා.
 - නිදාගත්තට පස්සේ කෑම කනවා.
 - පස්සේ එකට ගිණව පස්සේ වැඩ කරනවා.
 - ගෙදර ගිණව පස්සේ නිදාගත්තවා.

Listening & Speaking -

15 mins

1. Say verbs of two possible actions. Students combine them usingව පස්සේ.

Tr: කැවූ, කැවී
Tr: සකවා, නිදාගන්නවා

Ss: කැවීම පස්සේ කැවී.
Ss: ගිනාව පස්සේ නිදාගන්නවා.

2. Change the verbs into sentences.

Tr: කැවූ, කැමි කැවී
Tr: ගෙදර සකවා, නිදාගන්නවා

Ss: කැවීම පස්සේ කැමි කැවී.
Ss: ගෙදර ගිනාව පස්සේ නිදාගන්නවා etc..

Speaking -

15 mins

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

මහ ඇදව ගිනාව පස්සේ light එක off කරනවද? ඇදව සන්න ඉස්සෙල්ලා light එක off කරනවද?

උදේ ඇඳගන්න පස්සේ සැමි සකවාද? ඇඳගන්න ඉස්සෙල්ලා කැමි සකවාද?

මහ කැමි සන්න ඉස්සෙල්ලා දත් මිදිනවද? කැමි කැවීම පස්සේ දත් මිදිනවද?

Give more examples for further practice.

4. Application (use):

15 mins

Get the students to answer questions like the following.

- මහ ලංකාවට ආවට පස්සේ ආලෝප් ලියුම් එව්වද?
- මහලා නුවර ආවට පස්සේ දැක්කේ මොනවද?
- මහලා සයිට් එකට ගිනාව පස්සේ කරන්නේ මොනවද?
- මහලා ඇමරිකාවට ගිනාව පස්සේ කරන්නේ මොනවද?

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

GRAMMAR NOTE

The temporal clause with **සඳහා** is formed thus:

Past tense verb + **ව** + **සඳහා** + Main clause

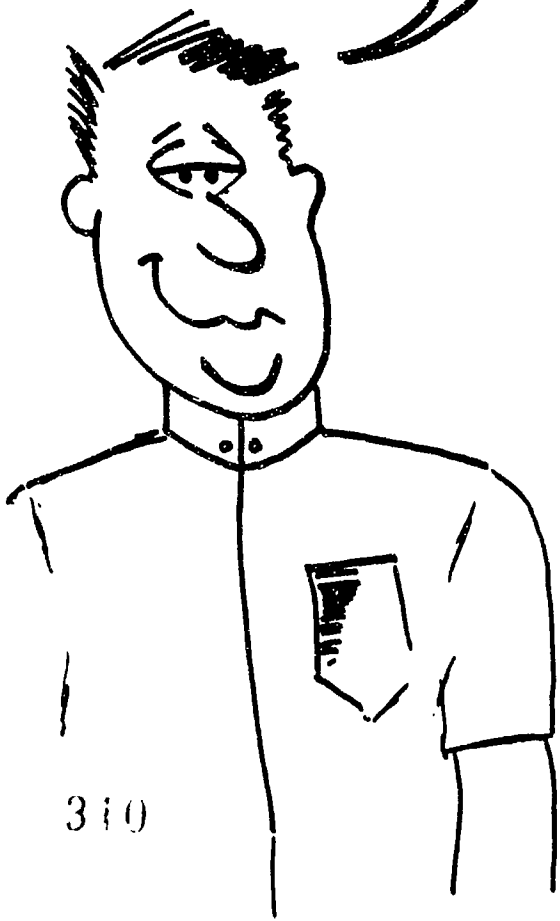
මහ ඇමරිකාවට ගියාට **සඳහා**
කරන්නේ මොනවද?

After you've gone to America
what would you do?

Here too the final verb decides the meaning of the sentence.

ඔයා ඇමරිකාවට යොට පස්සෙ
භෞතදා කරන්නේ?

නාම දන්නා නැ



මියා කළම කැවීම පසුව
dessert කනවද?



සමහරදුට කනවද?

LESSON PLAN III

Estimated Time	30 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play
Teaching Point	Dialogue
Materials needed	Picture dialogue

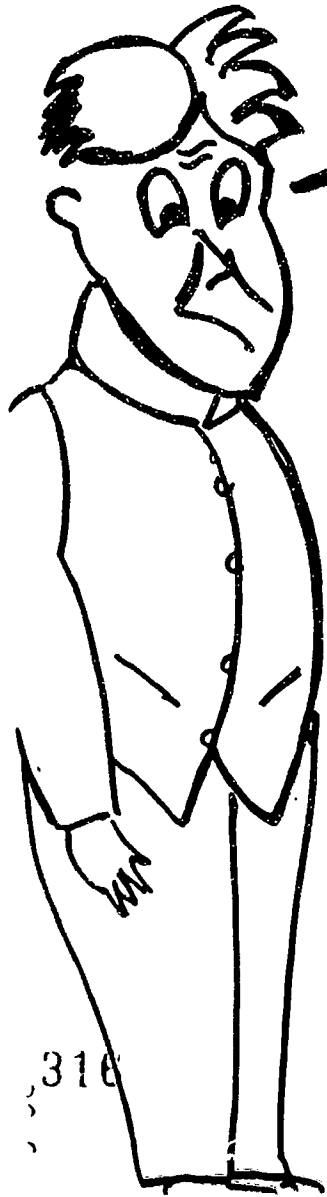
Procedure

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

D

Topic IV: Social Life

Competencies	Page
(1) To make polite request Dialogue I	01-03
(2) To make and respond to invitations Dialogue I	04-08
(3) To give and receive compliments Dialogue I	09-12



මට හරි වගන්සිටී.

මං නිදාගන්නට තමක් හැද්ද?

තමක්

Social Life

Competency : To make and respond to invitations

Situation : Host Family Home

Dialogue I

Roles: PCT/Host Brother	Functions
<p>පම : අපි අද හවස පන්සල් යමුද? (Let's go to the temple today?)</p>	<p>- suggesting</p>
<p>අසික : අහිද්ද පෝයනේ. අහිද්ද යමු. (Day after tomorrow is Poya. Let's go on that day)</p>	<p>- suggesting</p>
<p>Vocabulary</p> <p>පන්සල පෝය හමුදරුවෝ මල් සදුන්සුරු පහන් ගිලන්පස දහන් සුභ සරකවා පන්සලකරකවා පපන්සු ගලවකවා වදිකවා බණ සිංහකවා වඩිකවා විලදකවා සැපපෙකවා</p> <p>Grammar</p> <p>Let us - present verb - base + මු</p>	

LESSON PLAN I

Estimated Time	1 hour 30 minutes
Objective	At the end of the lesson the students will be able to use the new words in given role play.
Teaching Point	Vocabulary: පස්සල පෝස කාමුරුවෝ මල් ගසක්කරු පහක් ගිලක්පස දැනේ පුරා කරනවා පස්සකරනවා සපස්ස ගලවනවා වදිනවා බණ්ණිසකවා වඩිනවා වලඳනවා සැසපෙනවා
Materials needed	Realia, pictures, role play cards

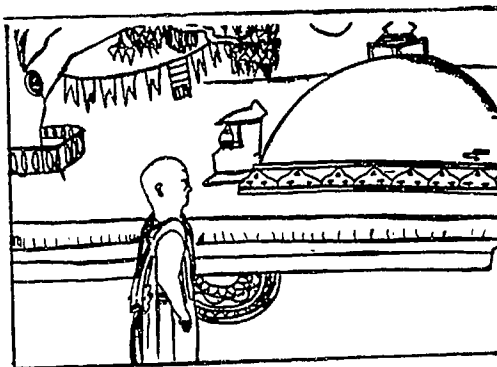
Procedure

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.

සෝස දවසේ අපි සත්සලව ගියා. අපි මල් පහන් හඳුන්කුරු අරගෙන ගියා. ඒ වගේම හාමුදරුවන්ට දානෙයි ගිලන්පසයි අරගෙන ගියා. ඉස්සෙල්ලම, අපි සපත්තු ගැලව්වා. ඊටපස්සේ සත්සලව ගිහිල්ලා මල් සුන්කොරුවා. හඳුන්කුරුයි, සහකුයි සත්තුකොරුවා. ඊටපස්සේ අපි වැන්දා. අපි සත්සලව යනකොට හාමුදරුවෝ සැකසෙනවා. හාමුදරුවෝ දානෙට වඩිනකොට 11යි. හාමුදරුවෝ බණ කීවා. අපි හාමුදරුවන්ට දානේ දුන්නා, ගිලන්පස දුන්නා. හාමුදරුවෝ ඉස්සෙල්ලා දානේ වැලඳුවා. ඊටපස්සේ ගිලන්පස වැලඳුවා. අපි ඊටපස්සේ සපත්තු දාගෙන ගෙදර ගියා.

Listening & Speaking -

15 mins

1. Ask the students to answer the following questions based on the passage.

1. අපි සත්සලව ගියේ කවදද?
2. අපි සෝස දවසේ ගියේ කොහෙද?
3. අපි සත්සලව අරගෙන ගියේ මොනවද?
4. අපි ඉස්සෙල්ලම කෙරුවේ මොනවද?
5. අපි සත්සලව යනකොට හාමුදරුවෝ කෙරුවේ මොනවද?
6. හාමුදරුවෝ දානෙට වඩිනකොට වෙලාව කීයද?
7. ඊටපස්සේ හාමුදරුවෝ කෙරුවේ මොනවද?
8. අපි හාමුදරුවන්ට දුන්නේ මොනවද?
9. හාමුදරුවෝ ඉස්සෙල්ලම වැලඳුවේ මොනවද?

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):**

15 mins

Role Play: Roles: PCT/Host mother
 Situation: At the host family
 Purpose: The family is preparing to go 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.

5. **Assessment (Task):**

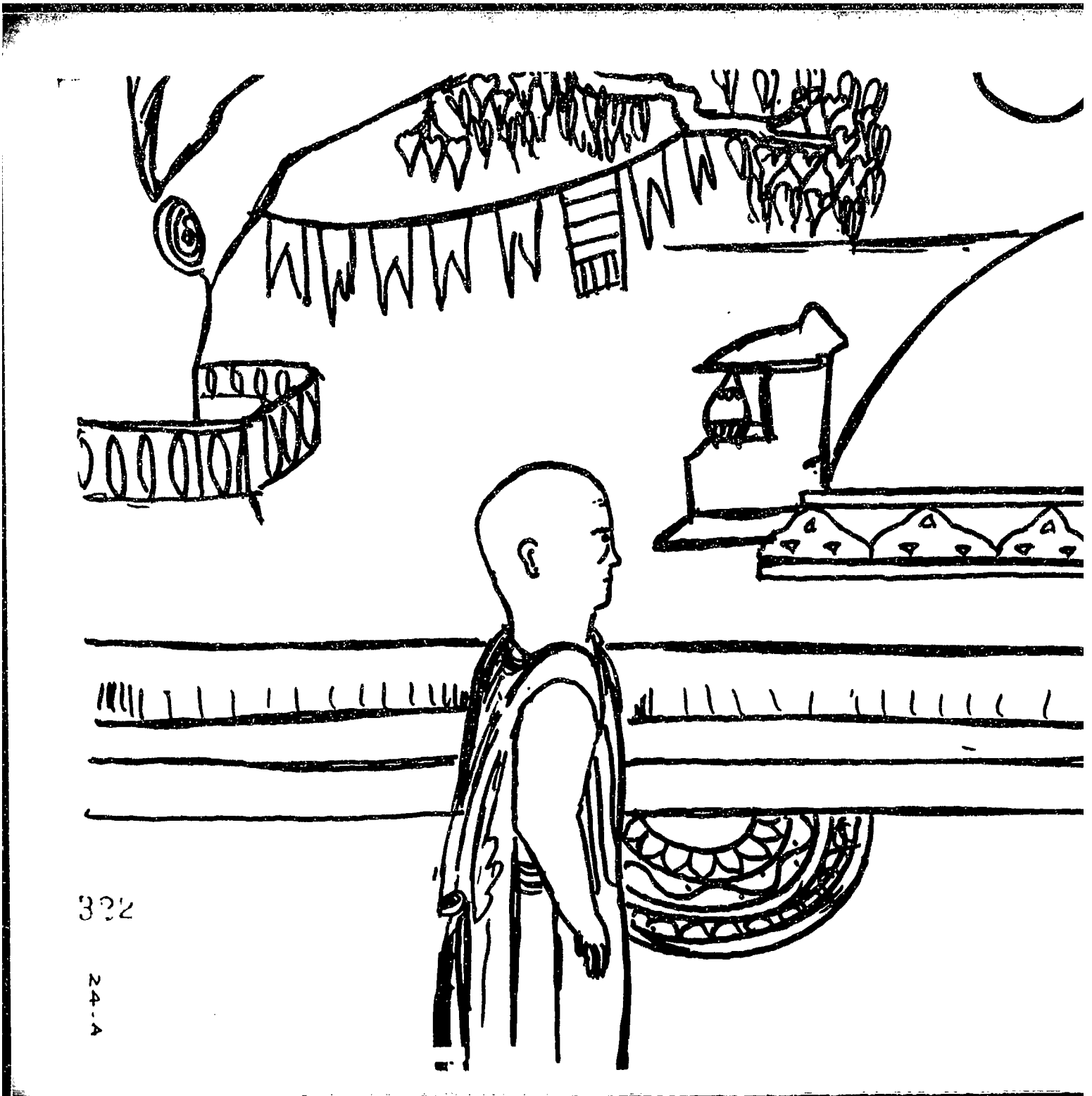
5 mins

Cultural Exploration: Ask the students to find out what things contain in the offering අප ඉපයේ.

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**



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24-4

LESSON PLAN II

Estimated Time	1 hour 25 minutes
Objective	At the end of the lesson the students will be able come to decision after discussing many suggestions
Teaching Point	Grammar: Let us - present verb - stem + ෂ
Materials needed	Picture dialogues, pieces of paper, tape player, cassette tape, cloze passages of the song

Procedure

1. Warm up/Review: 5 mins
Review the verb forms.
2. Presentation: 15 mins

Present the structures using a picture dialogue.



Elicit the grammar rule and meaning from the students giving more examples.

3. Practice:

15 mins

Listening -

1. Suggest some actions. Students listen respond හ or සඳහා

1. දැන් අපි වටුමට යමුද?
2. පිංඳුවක් කියමුද?
3. බවහිනිසි.. කෑම කමුද?
4. බයර් එකක් බොමුද?
5. සිතලයි... දොර වහමුද? etc.

2. Students listen to the song(අකුරු මැඬි හා) on the tape and fill in the blanks.

10 mins

Listening & Speaking -

1. Give some clues. Students listen and suggest actions.

Tr:	නිමකයි	Ss:	එහෙහ. හේ එකක් බොමු
Tr:	මහත්සියයි	Ss:	එහෙහ.
Tr:	සකීස හැ	Ss:	එහෙහ.
Tr:	අද සිකුරාදා	Ss:	එහෙහ.
Tr:	හෙට නිවාඩු	Ss:	එහෙහ.

25 mins

Speaking -

1. Write some suggestion 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: මහා (හෙට හවස) කරන්නේ මොනවද?
- B: (a) (හෙට හවස) ම. සාලවත් හමුවෙන්න යනවා.
- A: එහෙහ. (a) (අහිඳ්දා හවස)
- B: මොකත් කරන්නේ හැ.
- A: එහෙහ. අපි (b) (movie එකක් බලන්න යමුද?)
- B: හොඳයි. (යමු)

(a)

(b)

ඉර්දා
ලබන සිකුරාදා
සෝස දවසේ

පල්ලියට යමුද?
කොළඹ යමුද?
පස්සල් යමුද?

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

GRAMMAR NOTE

Verb form 'ඔ' :

This form is formed by adding 'ඔ' to the Verb stem:

ය	+	ඔ	යඔ	Let's go
බො	+	ඔ	බොඔ	Let's drink

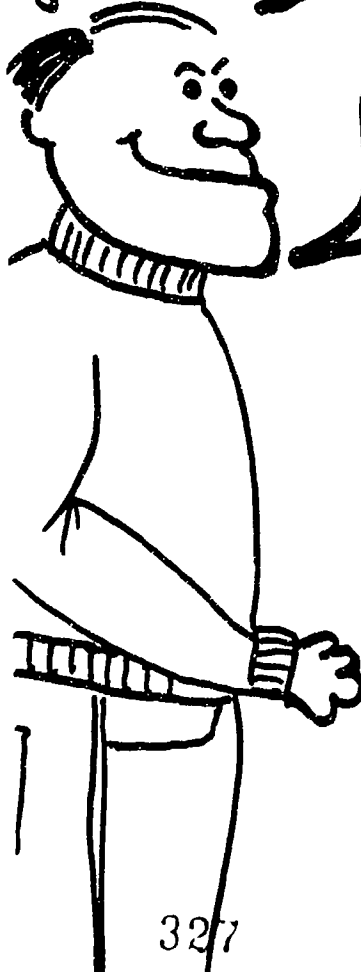
It expresses the meaning "Let's + verb" and is used for suggestions, invitations etc. It is only used with 1st person plural subjects.

When added the question marker ද, it would mean "Shall we + verb?" and is also used for suggestions and invitations etc.

ඒ වචන බොඔද?	Shall we have some tea?
-------------	-------------------------

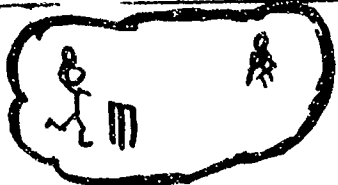


ඉරිදු උදේ ඔයා කරන්නේ මො
මොකක් හැ.



එහෙනං, අපි Buddha Statue එක
බලන්න යමුදු?

ඒ ඉරිදා හැ. මො දුමඹ
යමු.



අද ගවස ක්‍රීඩාව ගනුදු?

අද මැ

ඇයි?

මට ගොඩනැ වඩ නියෝගවා
ගො වලලු.

LESSON PLAN III

Estimated Time	30 minutes
Objective	At the end of the lesson the students will be able to use the dialogue and suggest actions
Teaching Point	Dialogue
Materials needed	Dialogue skeleton

Procedure

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

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

3. Practice:
 - Listening - 5 mins
 1. Read the dialogue several times with correct intonation patterns.
 - Listening & Speaking - 5 mins
 1. Take one role practice the dialogue with the students.
 - Speaking - 10 mins
 1. Students work in pairs and practice the dialogue

4. Application (use):

5. **Assessment (Task):**

6. **Contingency Plan:**

7. **Comments/Self Evaluation**

Social Life

Competency : To respond to invitations

Situation : Host Family Home

Dialogue II

Roles: PCT/Host Brother	Functions
<p>අසියා : හෙට නිවාඩු නිසා මං ක්‍රිකට් ගහන්න යනවා. ඔයත් එකවර? (Since tomorrow is a holiday I am going to play cricket. Do you want to come?)</p> <p>සම : බලනු. මට හරියවම කියන්න බෑ. (I'll try. I can't promise you)</p>	<p>- inviting</p> <p>- responding to invitation</p>
<p>Grammar</p> <p>Noun + කියා/හිතේද Adj + කියා/හිතේද Verbal Adjective+කියා/හිතේද S(Direct) + ත්</p>	

LESSON PLAN I

Estimated Time	1 hour 35 minutes
Objective	At the end of the lesson the students will be able to use the structure to find out information
Teaching Point	Grammar: Noun + නිසා Adj + නිසා Verbal adj + නිසා
Materials needed	Sentences with drawings, paper strips, role play cards, newsprint, MCQ charts

Procedure

1. Warm up/Review:

5 mins

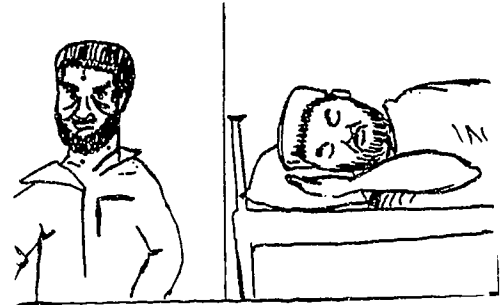
Review adjectives.

2. Presentation:

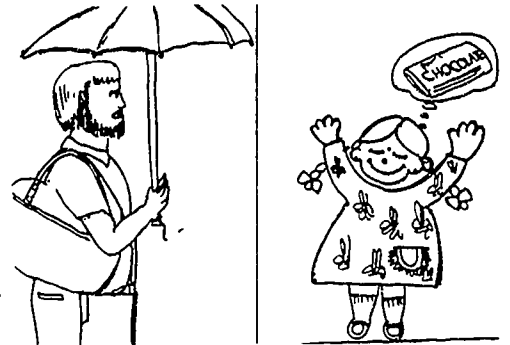
20 mins

Present the following sentence patterns along with drawings

නොසෙල්ට මහත්සිසි
 ඒ නිසා, එයා නිදාගත්තවා
 නොසෙල්ට මහත්සි නිසා එයා නිදාගත්තවා



නොසෙල් සෙනසුරාදා ගෙදර යනවා.
 ඒ නිසා, එයාගේ බඩට සත්තෝසයි.
 නොසෙල් සෙනසුරාදා ගෙදර යන නිසා බඩට සත්තෝසයි.



Get the students to give you the grammar rule and the meaning.

3. Practice:

Listening -

20 mins

1. Read out the following sentences. Students listen and choose correct answer and circle it on a MCQ chart.
 1. කිමිනේ ඔහුට රිදෙනවා. එයා පංතියට ගියේ නෑ. ඇයි?
 - a) එයා උස නිසා
 - b) එයාට අසනීප නිසා
 - c) එයා ලස්සන නිසා
 2. Traineesලා සිංහල test එකට බස නෑ. ඇයි?
 - a) සිංහල රස නෑ. ඒ නිසා
 - b) සිංහල අමාරු නෑ. ඒ නිසා
 - c) සිංහල ලේපි නිසා
 3. ඇලක්කාඩේ හුඟක් සත්තු නෑ. ඇයි?
 - a) එහේ සිංහල නිසා
 - b) එහේ රස්තෙ නිසා
 - c) එහේ ලොකු නිසා
 4. එවරයාට කන්ද කහින්න අමාරුයි. ඇයි?
 - a) දුර නිසා
 - b) උස නිසා
 - c) දිග නිසා
 5. හුම්පා යාපනේට යන්නේ නෑ. ඇයි?
 - a) එහේ සිංහල නිසා
 - b) බස නිසා
 - c) බඩගිනි නිසා
 6. සිංහල ගුරුවරුන්ට ගොවන් මහත්යි. ඇයි?
 - a) එයාලා කාඩ් ගහන නිසා
 - b) එයාලා රැව වැඩ කරන නිසා
 - c) එයාලා ටී.ටී. බලන නිසා
 7. අද ක්‍රීඩාව ගහන්න බෑ. ඇයි?
 - a) වැඩකරන නිසා
 - b) කපිල එන නිසා
 - c) වහින නිසා

Listening & Speaking -

15 mins

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. ලස්සන නිසා	2. කම්මැලි නිසා
3. අමාරු නිසා	4. බඩගිනි නිසා
5. ඒබහ නිසා	6. රස නිසා
7. දිග නිසා	8. මහත්යි නිසා

1. ප්‍රේමජීව් ගොවන් වතුර බොනවා. ඇයි?
2. කැරන් පන්තියට එන්නේ නෑ. ඇයි?
3. සාලිත ගොවන් බත් කනවා. ඇයි?
4. කිමි ඇත්තේ හේදවේ නෑ. ඇයි?
5. සම්පත් කොත්තේ පාලුවා. ඇයි?
6. සම්පත් හැමදාම ඒ කම්මෙ අදිනවා. ඇයි?
7. හිලක්ති බත් කනවා. ඇයි?
8. හිලක්ති අද නටන්නේ නෑ. ඇයි?

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: Roles: 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 one 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 'කිසා' 'because':

'කිසා' 'because' is used to form both phrases and clauses.

It forms phrases with a preceding noun or pronoun in the direct case:

වැස්ස කිසා	becuase of the rain
ඒ කිසා	becuase of that, thus

It forms clauses as follows:

If the sentence has a verb in the simple present form, when කිසා is added the verb is put in the verbal adjective form:

වහින කිසා මට ගෙදර යන්න බැ. 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 නැ, when කිසා is added නැ, is replaced by නැති.

වහින්නෙ නැති කිසා ගෙදර යන්න පුලුවන්	I can go home now because it is not raining now.
-------------------------------------	--

With all irregular verbs add කිසා after the verb.

If a sentence is a negative one with බැ, it replaced by බැර.

එයාට රත්ත බැර කිසා අපිට යන්න බැ	Since he cannot come, we can't go.
---------------------------------	------------------------------------



ඒ නිසා මුදා
සල්ලෝසය.

නොසෙල්
සෙනසුරුදා
ගෙදර යහමා



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හොඳේල් ව මහන්සිය.

ඒ හිසා සිසා



5. Assessment (Task):

10 mins

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 + 'ও' 'also':

When 'ও' is added to nouns (even after case suffixes) it would mean 'also' or 'too'.

Rules are the same as joining nouns 'ও'.

আমিও আসছিলাম শহরে

I am also coming to town.

3. Practice:

Listening -

15 mins

1. Do a Multiple Choice Questionnaire exercise for listening.

- | | | | |
|-----------|-------------|-------------|-------------|
| 1. පාන් | a) පානුත් | b) පාතත් | c) පාතිත් |
| 2. වදුරෝ | a) වදුරෝත් | b) වදුරොත් | c) වදුරත් |
| 3. සිසි | a) සිසිත් | b) සිසුත් | c) සිසිත් |
| 4. රතු | a) රතුත් | b) රතුත් | c) රතුත් |
| 5. මල | a) මලාත් | b) මලත් | c) මලාත් |
| 6. කොල්ලෝ | a) කොල්ලෝත් | b) කොල්ලොත් | c) කොල්ලුත් |
| 7. ගිනිකා | a) ගිනිකාත් | b) ගිනිකත් | c) ගිනිකාත් |

Listening & Speaking -

15 mins

1. Say sentences like the following. Students use the grammar and repeat the sentences.

Tr: Traineesලා වවුමට යනවා. මම වවුමට යනවා.

Ss: Traineesලා වවුමට යනවා. මමත් වවුමට යනවා.

Traineesලා field trip එකක් යනවා. කපිල යනවා.

Traineesලා beer බොනවා. Traineesලා අරක්කු බොනවා.
වකර් උසයි. කොයෙල් උසයි.

Party එකට කෝර් එකවා. කපිල එකවා.

ප්ලේමිට් වැඩි කරනවා. උසාලි වැඩි කරනවා.

පොත රු. 7යි. පෑන රු. 7 යි.

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 මමකනවා. He/she continues and picks another and says මමත් කනවා. and continues till the end. Student B does the same with the beverages set using මම බොනවා. and මමත් බොනවා.

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

අරක්කු තියෙනවද?

1A8



ඔව් තියෙනව
විදුරැන්
තියෙනව





අපි වවුලට යනවා
මගත් ඉහලද?

ඔව් , වගන් ඉ

4. Application (use):

5 mins

Role Play

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

Topic: Social Life

LESSON PLAN III

Estimated Time	25 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a role play exercise
Teaching Point	Dialogue
Materials needed	Picture dialogue, strip dialogue sets

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 - 5 mins

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.

Listening & Speaking - 3 mins

Take roles and practice the dialogue.

Speaking - 5 mins

Students practice the dialogue in pairs.

Social Life

Competency : To give and receive complements

Situation : Host Family Home

Dialogue I

Roles: PCT/Host sister	Functions
<p>පැරී : ඔයාගේ ගවුම හරි ලස්සනයි (Your dress is very beautiful)</p>	<p>- complementing</p>
<p>තංගි : මේක පරණ ඊසක් (This is an old dress)</p>	<p>- responding to complement</p>
<p>Vocabulary</p> <p>අලුත් පරණ ඉරව්ව දැරව්ව ගවුම සාස කලිසම හැට්ටේ ලෝකයාට සපයනු නොපවිය</p>	



ගෞරව කිරීමට කිසි වැඩක්
වෙනුවෙන් යොමු. ඔබගේ

වැඩ. මෙහි භාග්‍යවත් කිසි

	සපත්තු	කමිසමක්	ගවුමක්	සායක්	කැට්ටයක්	ලූනසුවක්	සරමක්	සාරයක්
හිමිල								
කෝසා								
දම්මා								
බඩා								
තංඹ								
මෙලි								

Speaking -

15 mins

- Once the students have completed the grid ask them to work in pairs and check their answer using the following dialogue.

Student A: හිමිල දම්මට ගත්තේ මොකටද?

Student B: හිමිල දම්මට සාරයක් ගත්තා.

- Memory Chain:** Ask the students to sit in a circle. Ask the first student to begin the activity by saying මම වදාලට හිමිලල කමිසමක් ගත්තා. The next student repeats the statement by saying මම වදාලට හිමිලල කමිසමකුඩි කලිසමකුඩි ගත්තා. 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 students to go out to town and find out the prices of some clothing items.

6. Contingency Plan:

7. Comments/Self Evaluation

LESSON PLAN I

Estimated Time	1 hour 15 minutes
Objective	At the end of the lesson the students will be able to use the vocabulary and find out prices.
Teaching Point	Vocabulary: අලුත් පරණ ඉරිච්ච දැරිච්ච ගවුම සාය කලිසම හැට්ටේ ලේන්සුව සපත්තු තොප්පිය
Materials needed	Realia, boxes to put clothes, listening grids

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 අලුත් - පරණ - ඉරිච්ච - දැරිච්ච use realia. Continue to introduce අලුත් කලිසමක්, පරණ කලිසමක්, දැරිච්ච ගවුමක්, the same way.

3. Practice:

Listening - 10 mins

1. Check for understanding saying correct/incorrect sentences and asking the students to say හරි or වැරදියි.

1. යිම් ගවුමක් ඇඳුවා.
2. ගිම්හා සාරියක් ඇඳුවා.
3. සම්පත් ගවුමක් ඇඳුවා.
4. මේර් කලිසමක් ඇඳුවා.
5. පෙති කලිසමක් ඇඳුවා.
6. පාලිත හැට්ටියක් ඇඳුවා.

Listening & Speaking - 15 mins

1. Students listen to the following passage and fill in the grid.

දවසක් හිමිල් කැගි ගන්න ටවුමට ඉසා. එයා ඉස්සෙල්ලම එයාගේ තෝතට අලුත් සායකුයි හැට්ටේකුයි ගන්නා. මල්ලිට කලිසමක් ගන්නා. අම්මට සාරියක් ගන්නා. එයාගේ බඩට ලස්සන ගවුමක් ගන්නා. තංගිට ලේන්සුවක් ගන්නා. හිමිල්ගේ සපත්තු ඉඳක පරණයි. ඉච්ච එයා සපත්තු සායකුට හිමිල්ලා සපත්තු ජෝඩුවක් ගන්නා.

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

Estimated Time	40 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play.
Teaching Point	Dialogue
Materials needed	Pictures, role play cards

Procedure

1. Warm up/Review: 5 mins

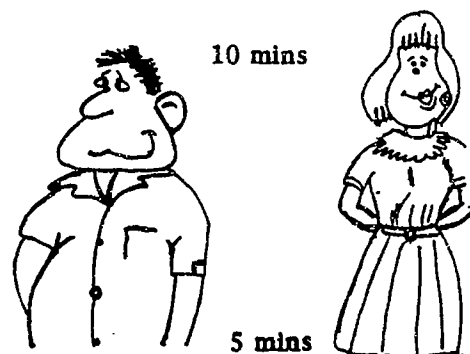
Review all necessary vocabulary.

2. Presentation:

Present the dialogue sentences using pictures.

මෙයාගේ හවුමි හරි ලස්සනයි. එක අලුත් හවුමක්.

මෙයාගේ කමිසෝගේ හරි ලස්සනයි. හැබැයි පරණයි. etc.



10 mins

5 mins

3. Practice:

Listening -

Read out the dialogue several times.

Listening & Speaking -

5 mins

Go around the class saying මෙයාගේ කමිසෝ හරි ලස්සනයි. මින අලුත් එකක්ද? Students respond accordingly.

Speaking -

5 mins

Students practice the dialogue in pairs.

4. Application (use):

10 mins

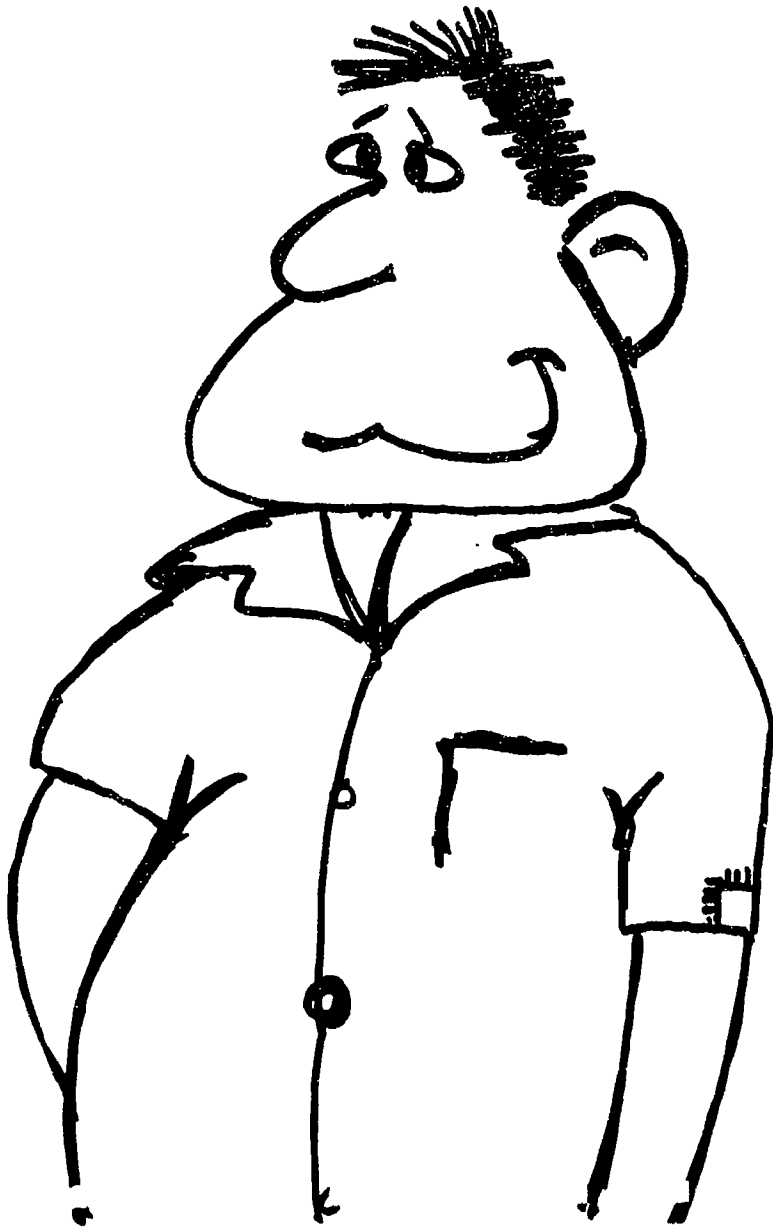
Role Play:

Social Life

Competency : To give and receive complements
 Situation : At the Training Site

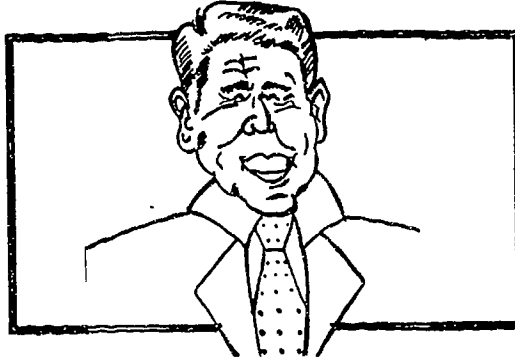
Dialogue II

Roles: PCT/Teacher	Functions
<p>ගුරුවරයා : ඔබ හරි සන්තෝසයට වගේ. (You look so happy today)</p> <p>පීඨ : මම හඳුනා මට ලිපියක් එවලා (I received a letter from my friend)</p>	<p>- complementing</p> <p>- responding to complement</p>
<p>Vocabulary</p> <p>හඳුනා බලින්න ඉන්න එක්කෙනා මගේ ගැන ලිපියා හෝනා මහත්තයා</p> <p>Grammar</p> <p>s (3rd person) + past participle</p>	



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44.



මේ මගේ පාලුවෙන්. එයාගේ නම ග්‍රැහැම්. එයා ඇමරිකාවෙන්. මේ එයාගේ
 ගැහැණුයි. එයාගේ නම බේට්සි. එයාලා ලබන අවුරුද්දේ කසාද වේවයි.
 ග්‍රැහැම්ගේ අයිියා රෝන්. එයා කසාද වැරදා. එයාගේ හෝනාගේ නම මාට්.
 එයාලාට බබාලා දෙන්නෙත් ඉන්නවා.

Listening & Speaking - 10 mins

1. Get the students to answer the following questions.

- මගේ පාලුවගේ නම මොකද?
- එයාගේ ගැහැණු ලබනගේ නම මොකද?
- බේට්සි බේරින ඉන්න එක්කෙනා කවුද?
- රෝන් වැරදා?
- එයාගේ හෝනාගේ නම මොකද?
- මාට්ගේ මහත්තයා කවුද?

Speaking - 10 mins

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): 10 mins

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

Estimated Time	1 hour
Objective	At the end of the lesson the students will be able to use the vocabulary and describe their family photographs
Teaching Point	Vocabulary: කළුවා බිඳින්න ඉන්න එක්කෙනා මගේ ගැහුණු ලමයා හෝනා මහත්තයා
Materials needed	Photographs, pictures, illustrations, listening cloze sheets

Procedure

1. Warm up/Review: 5 mins

Ask students to bring their family photos to the classroom.

2. Presentation: 10 mins

Show a picture of your co-worker or a known friend and introduce කළුවා.

Show a known person's boy friend and introduce බිඳින්න ඉන්න එක්කෙනා.

Show a known person's girl friend and introduce මගේ ගැහුණු ලමයා

Show a known married couple and introduce හෝනා and මහත්තයා

3. Practice:

Listening - 10 mins

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.

- ගුහාවි -



6. Contingency Plan:

7. Comments/Self Evaluation

3. Practice:

Listening -

10 mins



1.

Show two pictures of a woman on a Saturday morning and asks questions like the ones below. Students respond saying **ඔව්** or **නැ**.

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:

- ඔර් plates හෝදලද?
- එය ඇඳුම් හෝදලද?
- එය මේසේ අත් කරලද?
- එයගේ ලුමටි කාලද?
- එය waste basket එය අත්කරලද?
- එය උසලද? etc.

Listening & Speaking -

10 mins

1. Ask some questions like the following based on the happenings in the training site. Students respond appropriately.

- ප්‍රේමසිර වවුමට ගිහිල්ලද?
- කොළඹින් කපිල ඇවිල්ලද?
- එය ලියම් ගොනාල්ලද?
- office එය වසලද?
- එය බෙහෙත් අරගෙනද?
- මයා බිලද? etc.

Speaking -

15 mins

1. Students ask and answer questions based on the pictures of the listening exercise.

- Student A: ඔර් plates හෝදලද?
- Student B: ඔව්. ඔර් plates හෝදලා.
- Student A: එය ඇඳුම් හෝදලද?
- Student B: එය ඇඳුම් හෝදලා නැ.

LESSON PLAN II

Estimated Time	1 hour 10 minutes
Objective	At the end of the lesson the students will be able to use the grammar to find out some information.
Teaching Point	Grammar: s (3rd person) + past participle
Materials needed	Picture dialogues, pictures for listening exercise

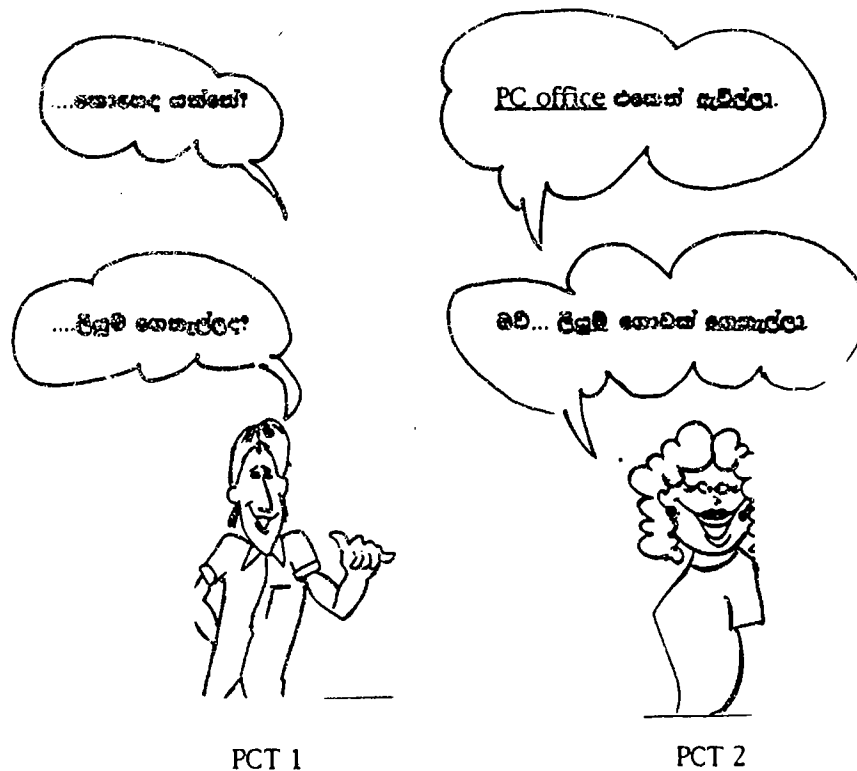
Procedure

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.



..... කොහොදු යන්නේ ?

PC office එකෙන් ඇවිල්ලා

..... ලියුම් ගොනුල්ලද ?

ඔව්, ලියුම් ගොඩක්
ගොනුල්ලා



366.

4. Application (use):

20 mins

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 Sprinsein has not gone anywhere as he has fallen sick after that Thanksgiving party.....etc.

Questions:

- ඉස්කෝලේ නිවාඩු දිලා?
- Tim Hacker ලංකාවේද?
- Kevin Ruess කරන්නේ මොකවද?
- Mary Hopkins කරන්නේ මොකවද? 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.

බස් එක ගිහිල්ලා
එකලා ඇවිල්ලා

The bus has gone.
They have come.

However, ideas of experiences cannot be constructed this way.

Dic'
11



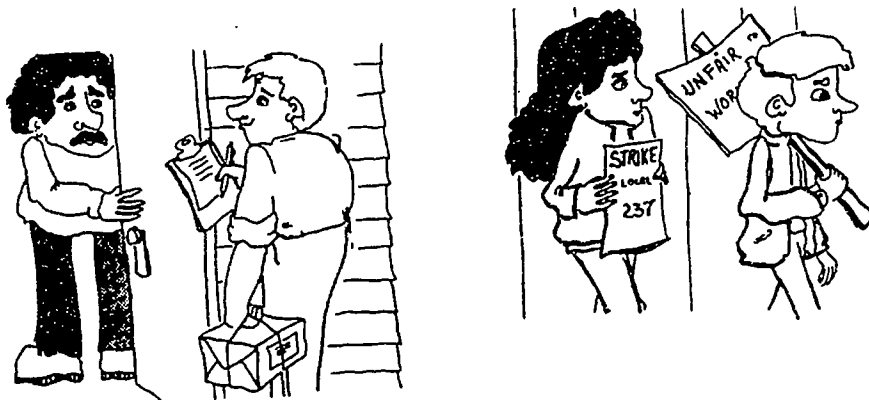
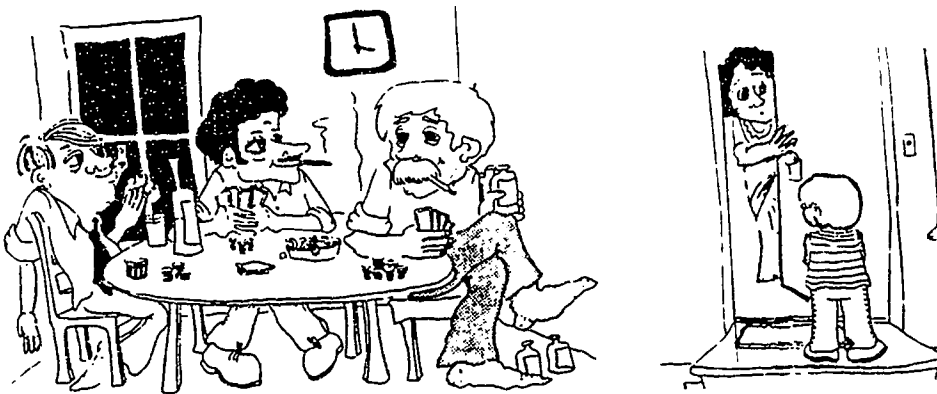
369



51-

371

- a) yaaluwek paarsəleak ewəla.
- b) lameek æ willa.
- c) mee minissu wæ Də nawattəla.
- d) mee lamea æ spirin peti huŋgak giləla.
- e) eyaa salli huŋgak dinəla.



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

Estimated Time	40 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play
Teaching Point	Dialogue
Materials needed	stick figures, dialogue strips, role play cards

Procedure

1. **Warm up/Review:** **5 mins**
Review emotional adjectives using stick figures.

2. **Presentation:** **5 mins**
Cut up the dialogue into words and make two sets. Divide the students into two teams. Ask them to rearrange the dialogue meaningfully.

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):

15 mins

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

Roles: PCT/Host Mother	Functions
<p>මෙව් : කෑම හරි රසයි. මහාට හොඳට උයන්න පුළුවි. (Food is very tasty. You are a good cook)</p>	<p>- complementing</p>
<p>අම්මා : අහන් ඇතිවෙන්න පැඩිද මන්ද. (I doubt whether you had enough)</p>	<p>- responding to the complement</p>
<p>Vocabulary රසයි පැරයි මත්තයි ඇඹුල් පැණි රසයි</p> <p>Grammar Adverbs: හොඳට ඉක්මනට හෙමිහිට හයිකෙන් පරහෙන් පරිස්සමින්</p>	

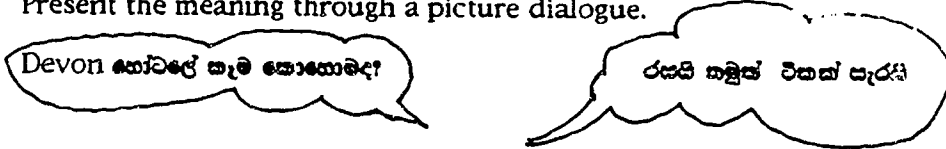
LESSON PLAN I

Estimated Time	1 hour 10 minutes
Objective	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
Teaching Point	Vocabulary: රසය සැරසි තිත්තයි ඇඹුල් පැණි රසය
Materials needed	Realia, role play cards, picture dialogue

Procedure

1. Warm up/Review: 5 mins
Review emotional adjectives.
2. Presentation: 15 mins

Present the meaning through a picture dialogue.



PCT 1



PCT 2

Use realia to present the other forms of tastes.

3. Practice:

Listening -

10 mins

1. Say right/wrong sentences like the following and get the students to answer **හරි** or **වැරදි**.

- **සීනි පිත්තයි**
- **ලුණු පැණි රසයි**
- **සියඹලා ඇඹිලයි**
- **මිරිස් පැරයි** etc.

Listening & Speaking -

10 mins

1. Say related words and get the students say the taste.

Tr: ice cream	Ss: (පැණි රසයි)
Tr: මිරිස්	Ss:
Tr: බෙහෙත්	Ss:

Speaking -

10 mins

1. Ask some questions like the following for the students to answer.

- **මහාගේ හෙදර සෑම කොහොමද?**
- **Malaria pills මොක රසද?**
- **Pizza පැරද?** etc.

4. Application (use):

10 mins

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 හෝටලේ කෑම
කොහොමද?

රසයි නුලුන් විකාස් සැරයි.

LESSON PLAN II

Estimated Time	1 hour 5 minutes
Objective	At the end of the lesson the students will be able to use the adverbs in a given role play.
Teaching Point	Grammar: Adverbs - කොඳට ඉක්මනට හෙවිට හසියෙන් හරහෙන් පරිස්සමින්
Materials needed	Picture dialogue, Paper chips, Paper strips, role play cards

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: මම හෙවිට ලියනවා.

Write something fast on the board and say: මම ඉක්මනට ලියනවා.

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.

බයාගේ නම ඉක්මනට ලියන්න
ඉංග්‍රීසි හෙවිට කතාකරන්න
හරහෙන් බලන්න
Glasses පරිස්සමෙන් හේන්න
Photograph එක කොඳට බලන්න
Teacherට හසියෙන් ගහන්න

Listening & Speaking -

10 mins

1. Mime and say incomplete sentences. Students complete with suitable adverbs. Put the sentences on the board.

Write fast and say මම ලියනවා
Students say ඉක්මනට

Speak slowly and say මම කතාකරනවා
Students say හෙමිස්

Frown at somebody and say මම බලනවා
Students say තරහෙන්

Mime that you are carrying something carefully and say මම ගෙනවා
Students say පරිස්සමෙන්

Speak some Tamil and say මම දෙමල
කතාකරනවා
Students say හොඳට

Speaking -

10 mins

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.

ඉක්මනට ලියන්න

Student A gets the above strip and mimes : writing fast
Student B says: මයා ඉක්මනට ලියනවා.

Some suggestions for strips.

ඉක්මනට ලියන්න

හෙමිස් කතාකරන්න

පරිස්සමෙන් ඇවිදන්න

4. Application (use):

15 mins

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 'ඵ ' to the existing adjective. Thus:

හොඳ	+ ඵ	හොඳඵ	well
ලස්සන	+ ඵ	ලස්සනඵ	beautifully

However, there are some irregular ones too:

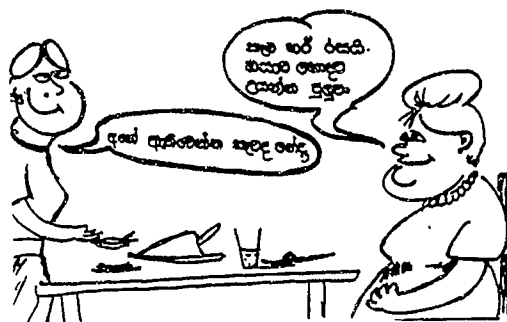
හෙමින	slowly
ඉක්මනඵ	quickly

LESSON PLAN III

Estimated Time	20 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play.
Teaching Point	Dialogue
Materials needed	Picture dialogue , role play cards

Procedure

1. Warm up/Review: 3 mins
Review necessary vocabulary and grammar.
2. Presentation: 3 mins
Present the dialogue using a picture dialogue.



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

4. Application (use):

5 mins

Ask the students to do a role play based on the dialogue.

5. Assessment (Task):

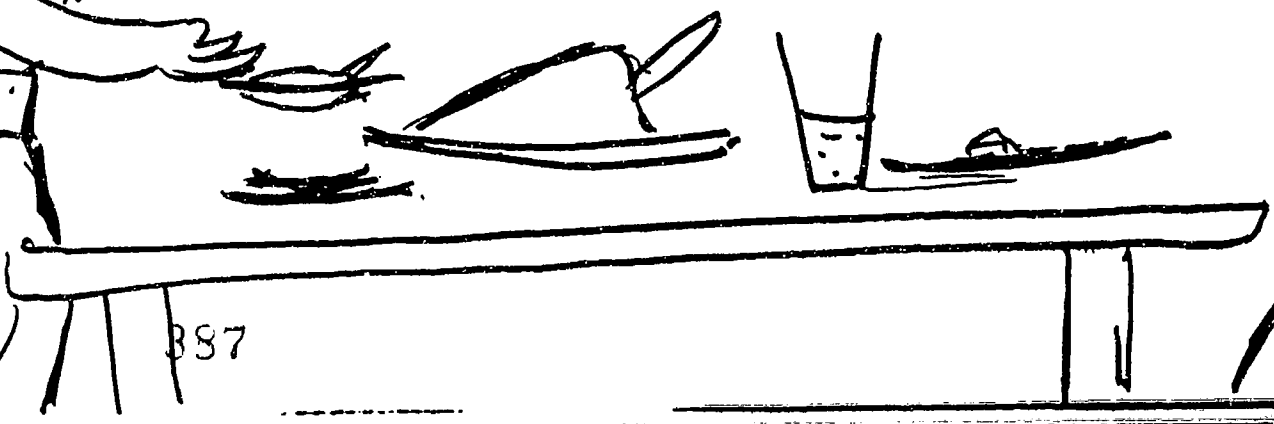
6. Contingency Plan:

7. Comments/Self Evaluation



අපේ අතිමහත්ත කාලදු මන්ද

කාල හරි රසයි.
මයාට හොඳට
උයන්න පුලුව.



LESSON PLAN

Estimated Time	
Objective	
Teaching Point	Vocabulary & Dialogue විස්සු කැඳන සඳහා ආර කැඳවිල්ල මග. ආදරේ හිඟතාවය දැක්වීම
Materials needed	

Procedure

1. Warm up/Review:
2. Presentation:
3. Practice:
 - Listening -
 - Listening & Speaking -
 - Speaking -
4. Application (use):
5. Assessment (Task):
6. Contingency Plan:
7. Comments/Self Evaluation

E

Topic V: Food

Competencies	Page
(1) To describe food needs: Dialogue I Dialogue II	01-08 09-15
(2) To ask about typical host country foods: Dialogue I	16-23
(3) To express food preferences: Dialogue I	24-33
(4) To refuse additional food when offered: Dialogue I	34-36

Food

Competency : To describe food needs

Situation : Sri Lankan Home

Dialogue I

Roles: PCT/Host Mother	Functions
<p>අමත : මොකවද ඕනේ? (What do you want?)</p>	<p>- inquiring</p>
<p>පම : මම වතුර ටිකක් ඕනේ (I want some water)</p>	<p>- expressing needs</p>
<p>Vocabulary කිරිබත් පාන් ඉතිහාසය ආපසු පිටිවූ පොල් සම්බෝලය ඉඳුම්බරය</p> <p>Grammar S (Dative) + ඕනේ/ එසා</p>	

Topic: Food

LESSON PLAN I

Estimated Time	1 hour 20 minutes
Objective	At the end of the lesson the students will be able to use the vocabulary to find out information
Teaching Point	Vocabulary: කිරිබත් පාන් ඉදිආපප ආපප පිටවු පොල් සම්බෝල පුඤ්චිරිස්
Materials needed	Realia, listening cloze, information gap

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: 15 mins

Listening -

 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.

පිම්බේ අම්මා අද උදේට ඉව්වෙ නෑ. එයාට අසනීප තියා. එයා පාන් ගෙනාවා. පොල් සම්බෝල හැදුවා. ඊයේ උදේ එයා ආපප ඉව්වා. පුඤ්චිරිස් හැදුවා. මේරිබේ අම්මා අද උදේ පිටවු හැදුවා. ඊයේ උදේට ඉදිආපප හැදුවා. අවුරුද්ද දවසේ එයාලා මක්කොම කිරිබතයි පුඤ්චිරිසයි කෑවා.

Listening & Speaking -

10 mins

1. Ask questions like the following based on the above passage. Students listen and answer.

Tr:	පීම් හද උදේට කැවී මොනවද?	Ss:	පාත්‍රයා කොල් සම්බෝලයි
Tr:	පීම් ඊයේ උදේට කැවී මොනවද?	Ss:	.....
Tr:	මේර හද උදේ ඉඳිආපස කැව්ද?	Ss:	.....etc.

Speaking -

10 mins

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

- මයා හද උදේ කැවී මොනවද?
- මයා ඊයේ රැට කැවී මොනවද?
- මයා ඊයේ උදේ ආපස කැව්ද?

4. Application (use):

10 mins

Role Play: Roles: PCT/Waitor
 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:

15 mins

Information Gap:

	උදේ	දවල්	රැ
කිමි	පාන්	බත්	?
මාජ	?	බත්	?
මේර	ඉඳි ආපස	මොකුත් කෑ	?
සුන්	කිරිබත්	?	පාන්

	උදේ	දවල්	රැ
කිමි	?	?	පිට්ටු
මාජ	බත්	?	ආපස
මේර	?	?	ආපස/ලුඹ මිරිස්
සුන්	?	බත්	?

7. Comments/Self Evaluation

Topic: Food

LESSON PLAN II

Estimated Time	1 hour 25 minutes
Objective	At the end of the lesson the students will be able to find out what some Sri Lankans want from town
Teaching Point	Grammar: S (Dative) + මතෙ/ටො
Materials needed	Picture dialogue, paper chips, MCQ charts, role play cards

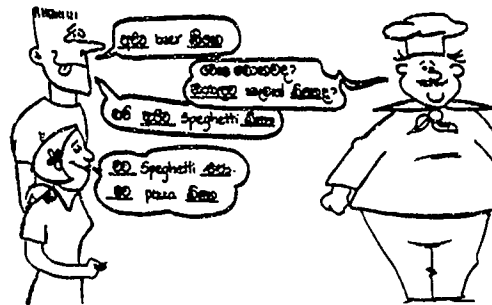
Procedure

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 questionaire. Students say මතෙ/ටො.

1. පැලිට් ආහාරයයි.

- a) ඊයාට medicine මතෙද?
- b) ඊයාට ජෝ මතෙද?
- c) ඊයාට rest මතෙද?

2. සැලී ඇමරිකාවට යනවා.

- a) එයාට visa ඕනෙද?
- b) එයාට passport එකක් ඕනෙද?
- c) එයාට ticket එකක් ඕනෙද?

3. රෝගීව බවගිනිසි.

- a) එයාට noodles ඕනෙද?
- b) එයාට medicine ඕනෙද?
- c) එයාට rest ඕනෙද?

4. ගිනිකාට සිතලයි.

- a) එයාට sweater එකක් ඕනෙද?
- b) එයාට උණුවතුර ඕනෙද?
- c) එයාට A.C. ඕනෙද?

Listening & Speaking -

10 mins

1. Get the students to answer questions like the following.

- කිසි කුටුරුවලට යනවා. එයාට මොනවද ඕනෙ?
- ඔහු thanksgiving lunch උයනවා. ඔහුට මොනවද ඕනෙ?
- පර්ස් French Fries හදනවා. එයාට මොනවද ඕනෙ?
- සම්පත් ක්‍රීඩාව ගන්නවා. එයාට මොනවද ඕනෙ?
- ගිනිකා උගන්නනවා. එයාට මොනවද ඕනෙ?
- විවිධ අසනීපයි. එයාට මොනවද ඕනෙ?

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: මොට කාර් එකක් ඕනෙද?
- Student B: මට කාර් එකක් එහ.
- Student A: මොට watch එකක් ඕනෙද?
- Student B: මට watch එකක් එහ.
- Student A: මොට beer can එකක් ඕනෙද?
- Student B: මට මට beer can එකක් ඕනෙ.

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

Send the students to meet some Sri Lankans and ask what they want from town.

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

'Want' 'ඔනේ' :

This verb may occur with a dependent Noun. The subject is in the Dative case:

මම පෑනක් ඔනේ I want a pen
එයාට සල්ලි ටිකක් ඔනේ She wants some money.

This may also occur with a dependent verb. The the pattern is:

මම කමිසයක් ගන්න ඔනේ I want to buy a shirt.

The question marker ද? may be added to make it a question.

මොට බියර් ඔනේද? Do you want beer?

These sentences are negated by adding නැ.

එයාට බියර් ඔනේ නැ He does not want beer.

එයා is usually used when negating sentences in the 1st person.

මට/අපිට ඔනේ එයා I/We don't want tea.



අපිට beer වින

මොන මොනවද?
මොන කෑමක් විනද?

මහි අපිට Spaghetti වින

මට Spaghetti මරා.
මට pizza වින

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LESSON PLAN III

Estimated Time	25 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a role play
Teaching Point	Dialogue
Materials needed	Picture dialogue, role play cards

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



PCT

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.

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

ඔයාට මොනවදී පිනේ?

මම චතුර වනක් සි



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Food

Competency : To describe food needs

Situation : Sri Lankan home

Dialogue II

Roles: PCT/Host Mother	Functions
<p>අම්මා : ඔේ ටීකක් හදලා දෙන්නද? (Shall I make some tea for you?)</p>	<p>- offering assistance</p>
<p>පිට්ට : දැන් එහ. පස්සේ බොන්න. (Not now. I'll have tea later)</p>	<p>- refusing assistance</p>
<p>Grammar</p> <p>S(Dative) + Verb (past participle) + දෙන්නද?</p> <p>S(Direct) + Verb (past participle) + දෙන්නද?</p>	

LESSON PLAN I

Estimated Time	1 hour 35 minutes
Objective	At the end of the lesson the students will be able to use the grammar to find out meanings of new words
Teaching Point	Grammar: S(Dative)+Verb (past participle)+ දෙකවද?
Materials needed	Picture dialogues, paper strips, MCQ charts, role play cards

Procedure

1. Warm up/Review:

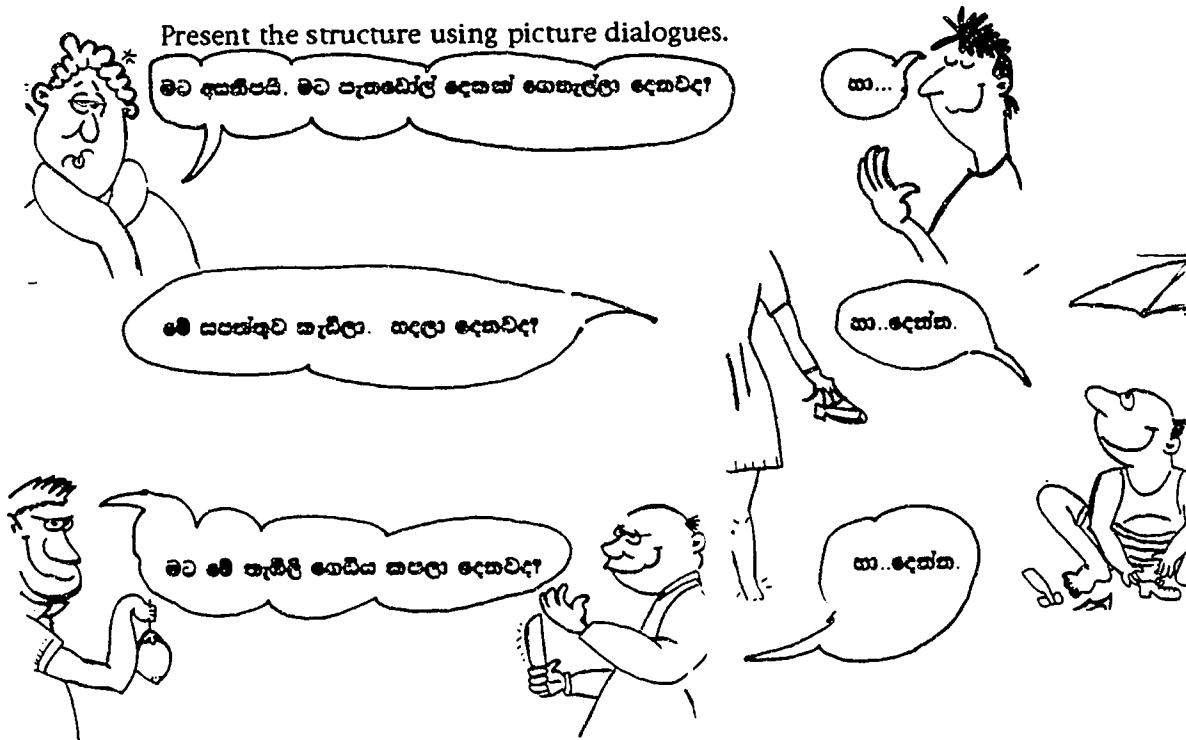
5 mins

Review the infinitive form of the verb and Past Participles.

2. Presentation:

15 mins

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.

- තැනිලි ගෙඩිය කපලා දෙකවද?
- බිසර් එක බිලා දෙකවද?
- පැනඩෝල් දෙකක් ගෙතැල්ලා දෙකවද?
- පොත බලලා දෙකවද?
- මට කෑම විකස් උසලා දෙකවද?
- දොර ඇරලා දෙකවද?
- මට මේක කාලා දෙකවද?

2. Read the following sentences and ask the students to choose the correct answer from a MCQ questionnaire.

1. මේ විදුරුවේ කුහි ඉන්නවා. මේක විකස්...

- a) කඩලා දෙකවද?
- b) කෝදලා දෙකවද?
- c) කාලා දෙකවද?

2. පසන්තුව කැඩිලා. මේක

- a) කපලා දෙකවද?
- b) ඇරගෙන දෙකවද?
- c) හදලා දෙකවද?

3. මට සනීප කෑ.

- a) පැනඩෝල් දෙකක් බිලා දෙකවද?
- b) පැනඩෝල් දෙකක් කපලා දෙකවද?
- c) පැනඩෝල් දෙකක් ගෙතැල්ලා දෙකවද?

4. මං සම්බෝල හඳුන්ක දන්නෙ කෑ. මට සම්බෝල

- a) කාලා දෙකවද?
- b) හදලා දෙකවද?
- c) උසලා දෙකවද?

5. මං දෙමලෙක් කම ලියන්න දන්නෙ කෑ. කොසෙල් මට..

- a) ඇදලා දෙකවද?
- b) කීපලා දෙකවද?
- c) ලියලා දෙකවද?

Listening & Speaking -

10 mins

1. Get the students to complete sentences like the following using appropriate endings.

Tr:	මේ තැනිලි ගෙඩිය	Ss:	(කපල දෙකවද?)
Tr:	මරලෝසුව කැඩ්ලා. මේක	Ss:?
Tr:	මට අපහිසයි. කෑම ටිකක්..	Ss:?
Tr:	මගේ අත කැඩ්ලා. මගේ ඇඳුම් ටික	Ss:?
Tr:	මගේ බඩ රිදෙනවා. මට කෝපි එකක්..	Ss:?

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

මේ තැනිලි ගෙඩිය

Student A: මේ තැනිලි ගෙඩිය කපල දෙකවද?

Student B: හොඳයි මං කපලා දෙන්නං or දැන් බෑ. පස්සෙ කපලා දෙන්නං.

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 + ಕೂಡ:

Past Participle of certain volitive verbs + ಕೂಡ expresses of performing the action for someone as a favour:

ತಾಂಬಿಲ ಕಡಿಸಿ ಕೊಡು ಕೂಡ?

Will you please cut this taambilli for me?



මේ සපත්තුව නැතිලා.
හදලා දෙනවද?

ආ... දෙනන.





මම මේ තැඹිලි ගෙඩිය
කපලා දෙනවාද?

ආ... දෙන්න.

මම අසනීපයී. මට පැනකොල්ල දෙකක්
ගොලල්ලා දෙනවද?



ආ



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LESSON PLAN II

Estimated Time	35 minutes
Objective	At the end of the lesson the students will be able use the dialogue in a given role play
Teaching Point	Dialogue
Materials needed	Picture dialogue, role play cards

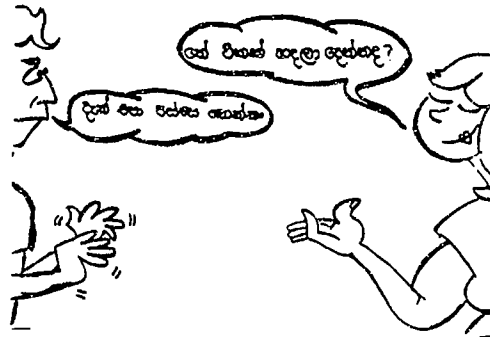
Procedure

1. Warm up/Review: 5 mins

Review necessary vocabulary and grammar.

2. Presentation: 3 mins

Present the dialogue using a picture dialogue.



3. Practice: 2 mins
- Listening -

Read the dialogue several times for the students to listen.

- Listening & Speaking - 10 mins

Ask possible requests from the student. Students answer.

- තැඹිලි ගෙඩියක් කපල දෙන්නද?
- අලුත් වචන එකක් කියල දෙන්නද?
- හොඳ පුටුවක් ගෙතැරල දෙන්නද?
- වතුර එකක් ගෙතැරල දෙන්නද?
- ලංකාව ගැන කියල දෙන්නද?

- Speaking - 5 mins

Students practise the dialogue using substitutions.

4. Application (use):

10 mins

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, ~~aspirin~~, some food. PCT responds.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation



දැන් ජීව. ජීවයේ ගොන්න.

ගේ විකන් හදලා දෙන්න.



Food

Competency : To ask about typical host country foods
 Situation : Sri Lankan Home

Dialogue

Roles: PCT/Host Mother	Functions
<p>අමතා : මේ මොනවද? මං මේවා කාලා කැ. (What is this? I haven't had this before)</p>	- asking for information
<p>පම : මේ දෙල්. (This is bread fruit)</p>	- identifying
<p>Vocabulary දෙල්. තොස් තොල් වම්බදු බණ්ඩන්කා වට්ටන්කා අල බෝ-ඵ</p> <p>Grammar Verb (past participle) + තියෙන්නවා/කැ</p>	

LESSON PLAN I

Estimated Time	1 hour 20 minutes
Objective	At the end of the lesson the students will be able to use the vocabulary items in a game.
Teaching Point	Vocabulary: දෙල්, කොස් පොල් වම්බදු බණ්ඩන්කා වට්ටන්කා අලු බෝ-වී
Materials needed	Realia, information gap sheets, listening cloze sheets

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:

පියසේන ගිය ඉරිදා පොලට ගිහිල්ලා එලෝලු ගත්තා. ඉස්සෙල්ලම එයා වම්බදුයි. බණ්ඩන්කයි වට්ටන්කයි අරගත්තා. ගොඩත් මිල තියා කඩින්දී ගත්තේ කැ. ඊට පස්සේ එයා කඩේ ගිහිල්ලා අලු අරගත්තා. කොළයි, කොළයි ගෙදර තියෙන තියා ඒවා ගත්තො කැ. එයාට දෙල් එයාගේ යාලුවන් දුන්නා.

Listening & Speaking - 10 mins

1. Ask questions like the following from the above passage.

- පියසේන ඉරිදා ගියේ කොතෙද?
- එයා ඉස්සෙල්ලම ගත්තේ මොනවද?
- එයා කොළයි පොලයි ගත්තද? ගත්තේ තැන්නේ ඇයි?
- කඩෙන් ගත්තේ මොනවද?
- එයාට යාලුවා දුන්නේ මොනවද?

Speaking -

15 mins

1. Information Gap: මෙයාලා පොලට ගිහිල්ලා ගත්තේ මොනවද?

තම	සඳුදා	බදාදා	සිකුරාදා
ලඊස්	?	ඛනේඩක්කා	ඳල
සුමිස්	විච්ච්චු	පොල	?
මාලකි	?	මොකුත් නෑ	ඳල
කමලා	බෝට්	පොල	?
සමන්	?	?	මොකුත් නෑ

තම	සඳුදා	බදාදා	සිකුරාදා
ලඊස්	බෝට්	?	?
සුමිස්	?	?	වච්චක්කා
මාලකි	කොස්	?	?
කමලා	?	?	ඛනේඩක්කා
සමන්	ඳල	වච්චක්කා	?

4. Application (use):

20 mins

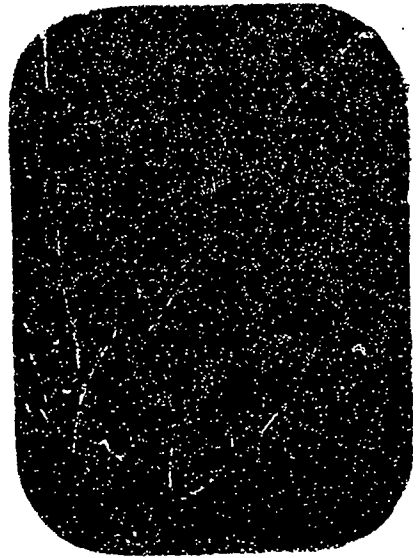
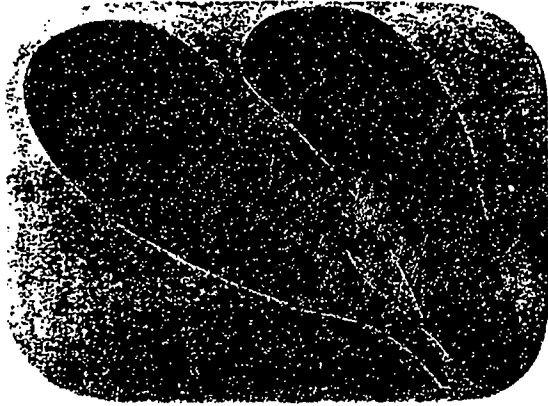
Divide the students into two teams. Place the realia on the table and ask one student from the first team to come up and ask **මේ මොනවද?** If the other student identifies it correctly he/she gets a point. Students continue until everybody gets a chance.

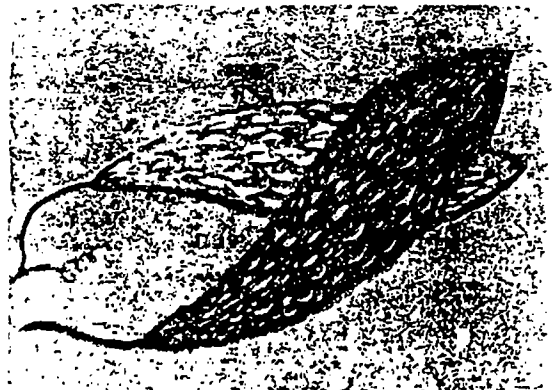
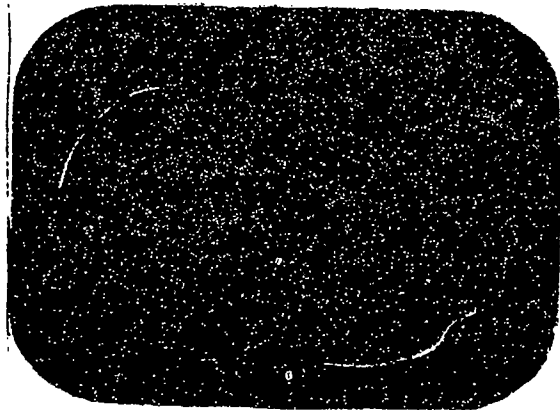
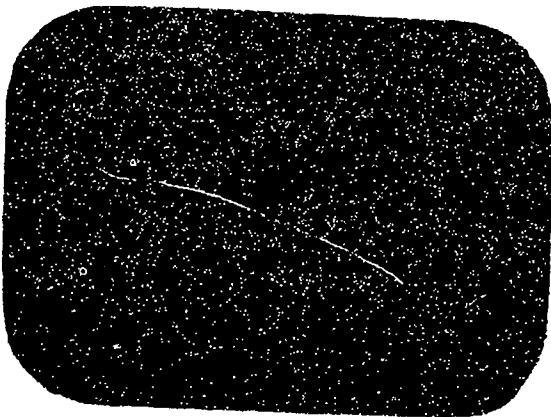
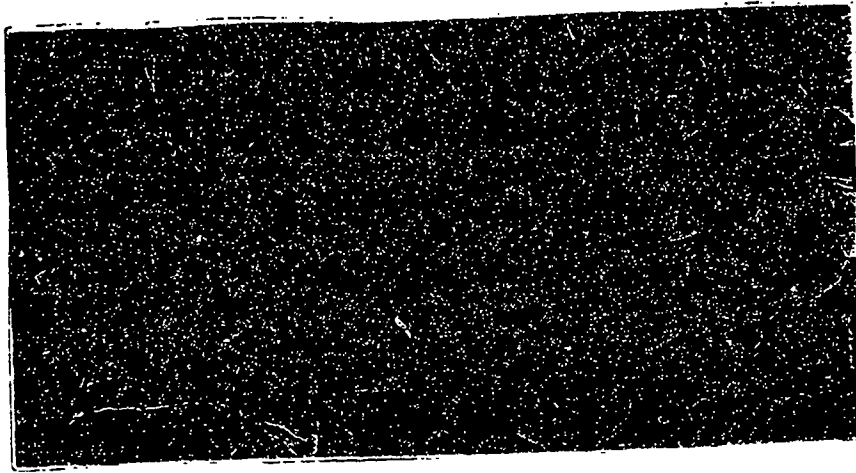
5. Assessment (Task):

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

Estimated Time	1 hour 35 minutes
Objective	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
Teaching Point	Grammar: Verb (past participle) + සිටියා/කැ
Materials needed	Picture dialogue, information gap sheets

Procedure

1. Warm up/Review: 5 mins

Review the past participles.

2. Presentation: 15 mins

Present the structure through picture dialogues.



3. Practice:

Listening -

10 mins

1. Ask the students to listen to the following questions and answer **ඔව්**, **ඔහු** or **නැ**.

- ඔයාලා temple of the tooth එකට ගිහිල්ලා තිබෙනවාද?
- ඔයාලා දුර්ගේ කාලා තිබෙනවාද?
- ඔයාලා ගමේ කාලා තිබෙනවාද?
- ඔයාලා සිංහල සිංදු කියලා තිබෙනවාද?
- ඔයාලා Hindu Wedding එකක් බලලා තිබෙනවාද?
- ඔයාලා අරක්කු බලලා තිබෙනවාද?
- ඔයා ක්‍රිකට් ගහලා තිබෙනවාද?

Listening & Speaking -

10 mins

1. Give clues like the following and ask the students to complete the sentences using appropriate endings.

- කොළඹේ කිසිකව 'Pizza හරි රසයි.' ඒ කියන්නේ... කොළඹේ Pizza
- සමාජ අභතවා 'Statue of Liberty ගොඩක් උසදා' ඒ කියන්නේ සමාජ
Statue of Liberty
- සෞර අභතවා 'ඉදිකළා ගොඩක් රසදා' ඒ කියන්නේ එය ඉදිකළා
- පියවෙන කිසිකව 'පිහිරිස හරි ලස්සනයි.' ඒ කියන්නේ පියවෙන පිහිරිසට
.....
- මාළ කිසිකව 'කටකක හරි ලෙසයි.' ඒ කියන්නේ මාළ.....

Speaking -

25 mins

1. Give some clues for students to construct meaningful sentences.

- | | |
|--------------------------|---|
| Tr: Pizza, Taco | Ss: Pizza කාලා කියෙතවා. Tacosත් කාලා කියෙතවා. |
| Tr: Pizza, hoppers | Ss: Pizza කාලා කියෙතවා හැබැයි ආපස කාලා නෑ |
| Tr: Paris, London | Ss: |
| Tr: Jurassic Park, Rambo | Ss: |
| Tr: Vodka, Arrack | Ss: |

2. Information Gap:

Name	Spaghetti	Statue of Liberty	Disneyland	Indiana Jones	Arizona Memo. Hall
Kim	✓✓✓✓✓✓	?	✓✓✓✓	✓✓	?
Sandra	?	✓	X	?	✓
Jennifer	✓✓✓✓✓✓	?	?	X	?
Ariel	?	✓✓✓	X	?	✓✓
Fern	✓✓	?	?	?	?
Kumar	?	X	?	✓	X

Name	Spaghetti	Statue of Liberty	Disneyland	Indiana Jones	Arizona Memo. Hall
Kim	?	X	?	?	X
Sandra	✓✓✓✓✓✓	?	?	X	?
Jennifer	?	✓✓	✓✓	?	✓
Ariel	✓✓✓✓	?	?	✓✓	?
Fern	?	✓	✓	X	✓
Kumar	X	?	X	?	?

4. Application (use):

15 mins

Get the students to answer the following questions using pictures.

* Introduce සී සැරසක්

- ඔසාලා Rocky Three බලලා තියෙනවද? සී සැරසක් බලලා තියෙනවද?
- Whitney Houston ගේ concert බලලා තියෙනවද?
- දළඳා මාලිගාවට ගිහිල්ලා තියෙනවද? සී සැරසක් ගිහිල්ලා තියෙනවද?
- Jurassic Park බලලා තියෙනවද? සී සැරසක් බලලා තියෙනවද?
- ඉරාට් කාලා තියෙනවද?
- ලංකාවේ කෑම උසලා තියෙනවද?
- ඔසා නිරූපිනි Meditation Centre ගිහිල්ලා තියෙනවද?

5. Assessment (Task):

15 mins

Give them a task to find out the following information from some Sri Lankans.

- Whether they have seen Jurassic 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

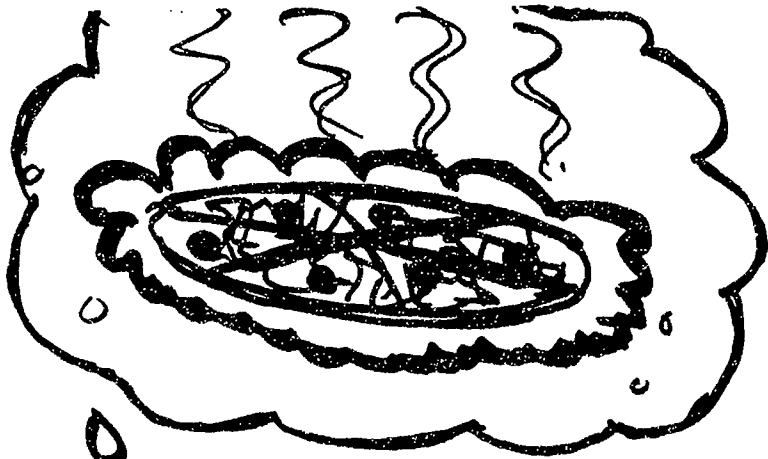
Past Participle + සීසෙනවා:

When සීසෙනවා added to the past participle the sentence may express ideas of experiences similar to those of Present Perfect in English.

ම. ගිහිල්ලා ගිහිල්ලා තියෙනවා I have been to Sigiriya.

These sentences are negated by adding කෑ.

ඊයා දෙල් කාලා කෑ He hasn't eaten bread fruit.



මට Taco ඉ
නියෙන

Taco නාලා නෑ
ඉලෙයි Pizza නාලා නියෙන



21/4

යය France එලව ගිනිප්පු නියෝවදු

මයා එනේ Lourve එලව
ගිනිල්ලා නියෝවදු?

Lourve එලව ගිනිල්ලා
ආලේ Paris එලව ගිනිල්ලා
නියෝ

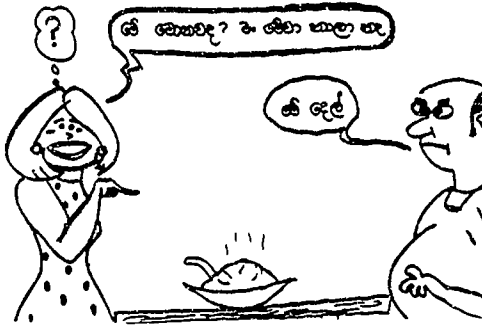


LESSON PLAN III

Estimated Time	35 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play
Teaching Point	Dialogue
Materials needed	Picture dialogue, role play cards

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

4. Application (use):

10 mins

Role Play:

Roles: PCT/Host mother

Situation: At the host family

Purpose: Host mother has prepared a variety of curries for lunch. However, the PCT has not had these before. He/She inquires the identity of these food items

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation



ശി യോഗി? ൂ ശിവാ ജാലാ :

ശി ധേർ



Food

Competency : To express food preferences

Situation : Sri Lankan Home

Dialogue

Roles: PCT/Host Mother	Functions
<p>අමත : ඔය රූට කන්ත කෑමයි මොකවද? (What do you like to eat for dinner?)</p>	<p>- inquiring about likes/dislikes</p>
<p>පිම : පාත් හොඳයි. පරිපු හොඳී එක්ක. (Bread is fine, with dhal curry)</p>	<p>- expressing likes</p>
<p>Grammar</p> <p>S+ N (Dative) + forms of කෑමයි/ආයි</p> <p>S+ N ඉලට + forms of කෑමයි/ආයි</p> <p>S+ Verb (Infinitive) + forms of කෑමයි/ආයි</p> <p>Noun + එක්ක</p>	

LESSON PLAN I

Estimated Time	1 hour 40 minutes
Objective	At the end of the lesson the students will be able to find out preferences of some Sri Lankans using the new gram.nar
Teaching Point	Grammar: S+ N (Dative) + forms of කැමැතියි/ආසයි S+ N චලව + forms of කැමැතියි/ආසයි S+ Verb (Infinitive) + forms of කැමැතියි/ආසයි
Materials needed	Pictures, listening grid, paper strips, index cards

Procedure

1. Warm up/Review:

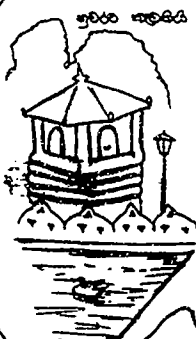
10 mins

Review singular nouns, plurals, countables and uncountables


2. Presentation:

15 mins

Present the structures using pictures.



ඉවරට කලාපියි




කොළඹට තැනිතලා

ජෝන් ඉවරට කැමැතියි/ආසයි
 ඒත් එයා කොළඹට කැමිනි තැ/ආස තැ



කෝ චලව ආසයි



ආරං චලව කලහි තැ

එයා බස්වලට කැමැතියි/ආසයි
 ඒත් එයා ආස්වලට කැමිනි තැ/ආස තැ



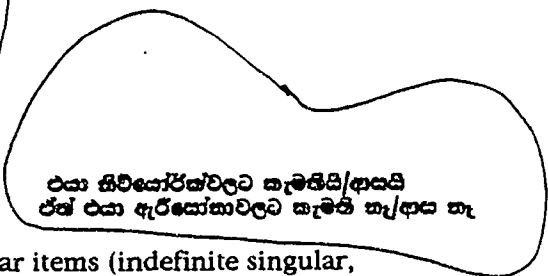
සිංදු අසන්න කලාපියි



කටත්ත කලාපියි තැ

එයා සිංදු අසන්න කැමැතියි/ආසයි
 ඒත් එයා කටත්ත කැමිනි තැ/ආස තැ

එයා Bill Clintonට කැමැතියි/ආසයි
 ඒත් එයා Al Goreට කැමිනි තැ/ආස තැ



එයා බීයර් වලට කැමතියි/ආසයි
එක් එයා ආස්කෑවලට කැමති නැ/ආස නැ

එයා හිටියෝර්ක් වලට කැමතියි/ආසයි
එක් එයා ඇරියෝර්ක් වලට කැමති නැ/ආස නැ

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 හරි/වැරදියි.

- මට බත් කන්න කැමතියි
- මම බීයර් බොන්න කැමති නැ
- මයා කුට්ටි වලට කැමතියි?
- මයා හිටියෝර්ක් වලට කැමති ඇයි?
- එයාට Bill Clintonට කැමති නැ
- එයා Al Goreට කැමතියි
- අපි පිහිරි කහිනවා කැමති නැ
- එයාලා පිංතල ඉගෙනගන්න කැමති නැ

2. Say words and ask the students to show you the correct card.

ට	වලට
---	-----

- | | |
|-----------------|--------------------|
| Tr: බත් | Ss show වලට |
| Tr: කුට්ටි | Ss show |
| Tr: කැලීපෝහියා | Ss show |
| Tr: බීයර් බොන්න | Ss show etc. |

Listening & Speaking -

10 mins

1. Say the above words and get the students to complete the sentences using the structure.

- | | |
|----------------------------|---------------------|
| Tr: බත් | Ss: බත් වලට කැමතියි |
| Tr: බත් කන්න | Ss: |
| Tr: Michael Jackson | Ss: |
| Tr: ඡිකට්ට | Ss: |
| Tr: teledrama | Ss: |
| Tr: කොළඹ | Ss: |
| Tr: Agatha Christieගේ පොත් | Ss: etc..... |

Speaking -

15 mins

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.

Student A: තෙරේසා කියනවා 'මත් හරි රසයි'
 Student B: එහෙහ. එයා මත්වලට කැමතියි.

Student A: තෙරේසා කියනවා 'හොයෙල් හොඳ නෑ.'
 Student B: එහෙහ. එයා හොයෙල්ට කැමතියි නෑ.

Clues:

ක්‍රිකට් හරි හොඳයි.

ගුරුකු හරි කැරපි.

කොළඹ ගොඩනැගිලි සර්දයි. ඒ වගේම අපිරිසිදුයි.

Bill Clinton හොඳයි නැමැති Al Goreට ගොඩනැගිලි පිස්සු.

සිංහල පොතේ ඉංග්‍රීසි translations නෑ.

සිංහල handouts හරි හොඳයි.

4. Application (use):

10 mins

Students work in pairs and ask and answer questions like the following.

- මියා ලංකාවට කැමතියිද?
- මියා ලංකාවේ ජීවිත්‍යයට කැමතියිද? ඇයි?
- මියා බොහෝ කැමතියි බොහෝද?
- මියා කැමතියි singer කෙනෙක්ගේ නම කියන්න.
- මියා ඇමරිකාවේ කැමතියි කොහොටද?
- මියා ලංකාවේ කැමතියි කොහොටද?
- මියා මියාගේ Host පවුලේ ගොඩනැගිලි කැමතියි කොටද?
- මියා මියාගේ ඇමරිකාවේ පවුලේ ගොඩනැගිලි කැමතියි කොටද?
- මියා කන්න කැමතියි කැමි ජාති දෙකක් කියන්න.

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:

10 mins

Listening Grid: Get the students to mark / or X accordingly while listening to the passage.

සමහර ජයන්ති සාදුවේ. සමහර බත් කන්න කැමතියි. ඒත් ජයන්ති බත් කන්න කැමති නෑ. එයා සාන් කන්න කැමතියි. ජයන්ති ගවුම්වලට කැමතියි සාර්වලට කැමති නෑ. සමහර ගවුම්වලට කැමතියි ඒත් සාර්වලටත් කැමතියි. ජයන්ති කෑම teledrama එකක්ම බලනවා. සමහර වලට එව්වර කැමති නෑ. සමහර සිංහල උගන්වන්න කැමති නෑ. ඒත් ජයන්ති සිංහල උගන්වන්න කැමතියි

කම	බත් කන්න	සාන් කන්න	ගවුම්වලට	සාර්වලට	teledrama	උගන්වන්න
සමහර						
ජයන්ති						

7. Comments/Self Evaluation

GRAMMAR NOTE

Constructions with 'කැමතියි' 'like':

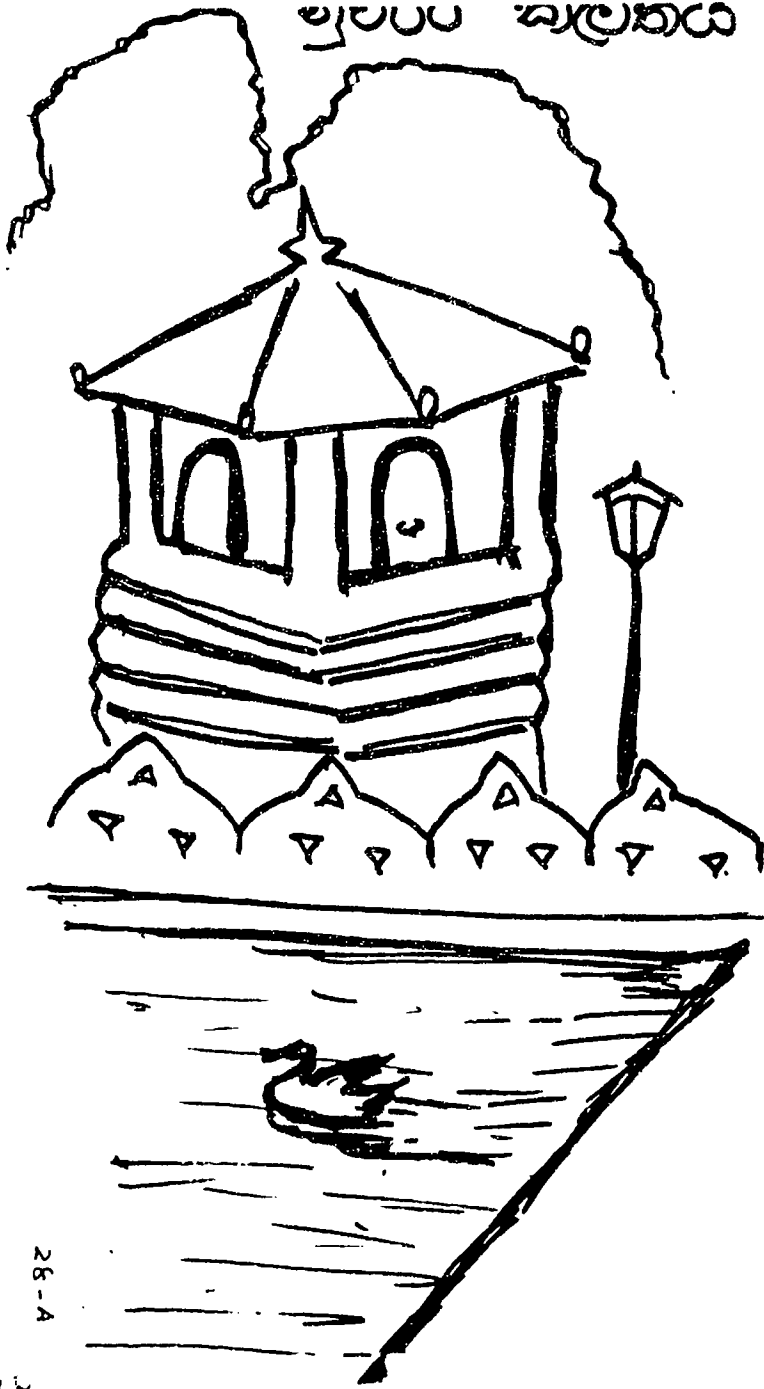
In these constructions the object is always in the Dative case:

- මං මේ ගෙව කැමතියි I like this house.
- එයා කෝපිවලට කැමති නෑ She doesn't like coffee.
- ඔයා සුනිල්ට කැමතියිද? Do you like Sunil?

This may also have a dependent verb. This verb will be in the infinitive form.

- මං බත් කන්න කැමතියි I like to eat rice.

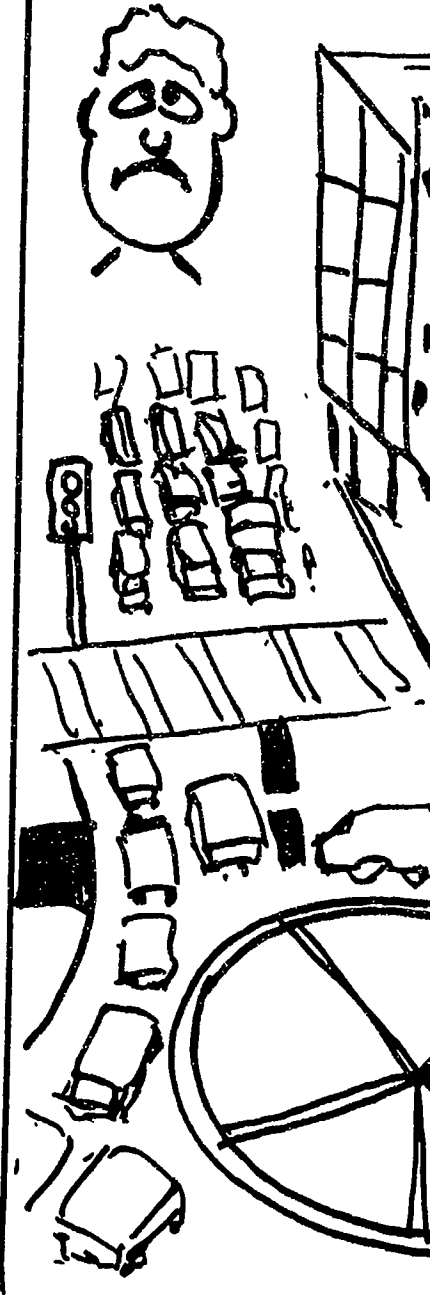
ප්‍රභූ කලාකර



28-A

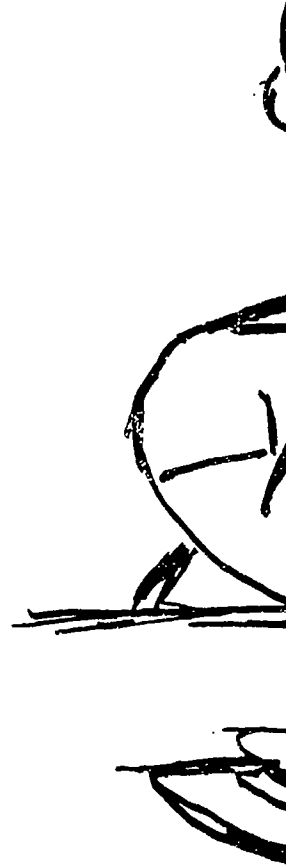
435

ඉතිහාස කලාකර



ආර් වලට කැමැත්ත

ආප්ත වලට



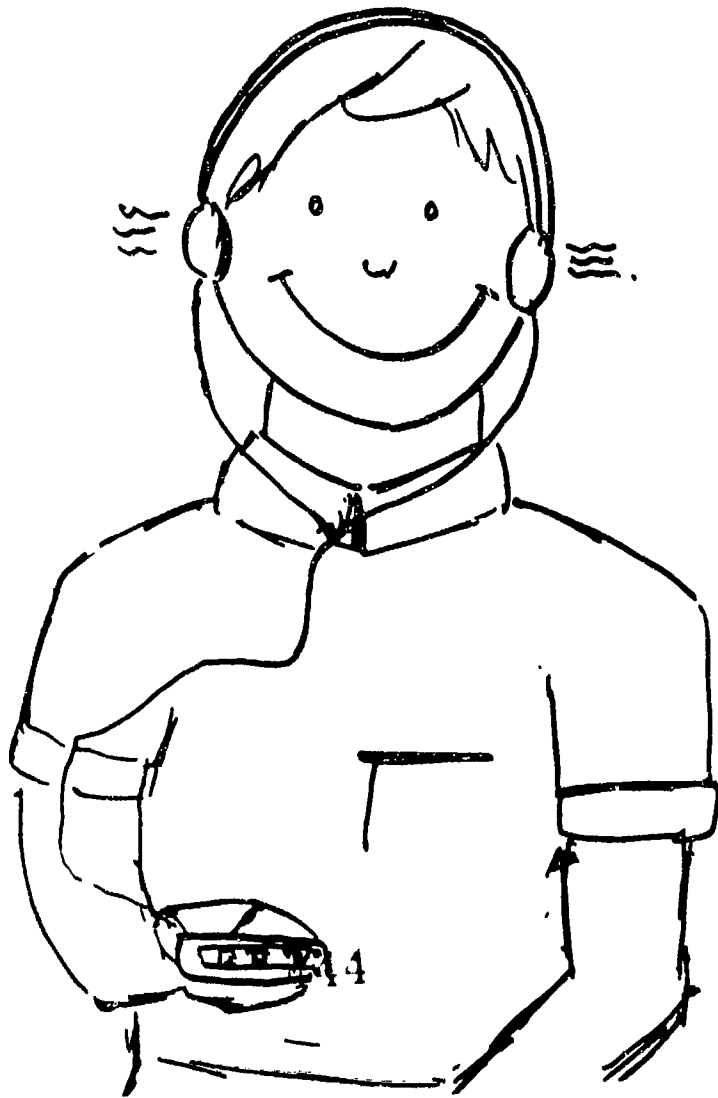
සියර මලා කාලාතිස්



අරක්කු ම

සිංදු අහන්න කලාවයි

හටන්හ



LESSON PLAN II

Estimated Time	1 hour 10 minutes
Objective	At the end of the lesson the students will be able to ask and answer questions using the grammar
Teaching Point	Grammar: Noun + එක්ක
Materials needed	Picture dialogue, listening cloze, paper strips

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:

මාර්ක් ඇමරිකාවෙහි. එය ඇමරිකාවේ ඉක්කොට් යාලුවන් එක්ස
 Apartment එකක හිටිය. එය නිවාඩු කාලේ එයාගේ යාලු ලමයා එක්ස
 ඇවිදින්න ගියා. එයා මේ අවුරුද්දේ තව traineesලා එක්ස ලංකාවට ආවා.
 එයා දැන් ලංකාවේ පවුලක් එක්ස හුවර ඉන්නවා. එයා ලංකාවේ කෑම වලට
 ගොඩක් කැමතියි. එලවලු එක්ස බත් කන්න එයා ආසයි. ලබන මාසේ
 මාර්ක්ගේ මල්ලි ලංකාවට එනවා. එතකොට එයා මල්ලි එක්ස ඇවිදින්න
 යනවා.

Listening & Speaking - 10 mins

1. Get the students to answer questions like the following based on the passage.

- මාර්ක් ඇමරිකාවේ හිටියේ කා එක්සද?
- එයා එසේ ඇවිදින්න ගියේ කා එක්සද?
- එයා ලංකාවට ආවේ කා එක්සද?
- එයා දැන් ලංකාවේ ඉන්නේ කා එක්සද?
- එයා බත් කන්න කැමතියි මොකට එක්සද?
- එයා ලංකාවේ ඇවිදින්න යන්නේ කා එක්සද?

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

රොට්

and Student B gets the strip

සම්බෝල එක්ස

Student A: මයා රොට් කන්නේ මොනවා එක්සද?
 Student B: ම. සම්බෝල එක්ස රොට් කනවා

Some ideas for strips:

රොට්	සම්බෝල එක්ස
බ්සර්	Pop corn එක්ස
වවුමට යනවා	යාලුවා එක්ස
ක්‍රිකට්	පොඩ් ලමයා එක්ස
පාවම් කරනවා	තංගි එක්ස
තෙ	හකුයු එක්ස

නිලයන්ති හෝ

තා ජන්තදු?

පුලු

ගිතිතා



හර් බඩගිනියි. ආපර කුමද?

හොඳයි

හොඳෙල්ලෙඩ් එක්ක



31-8

451

LESSON PLAN III

Estimated Time	42 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a role play
Teaching Point	Dialogue
Materials needed	Picture dialogue, listening grids

Procedure

1. Warm up/Review: 2 mins

Review necessary vocabulary and grammar.

2. Presentation: 5 mins

Present the dialogue using a picture.

ಅನು ಓದಿ ಏನು ಏನು ತಿಳಿಯಿತು?

ಏನು ತಿಳಿಯಿತು. ಏನು ತಿಳಿಯಿತು.



3. Practice:

Listening -

10 mins

1. Read the dialogue with substitutions and ask the students fill out the grid accordingly.

Teacher's copy:

	What was eaten	With what
Breakfast	roti	chicken curry
Lunch	noodles	fish curry
Dinner	rice	vegetable curry

Student's copy:

	What was eaten	With what
Breakfast		
Lunch		
Dinner		

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

මගේ කණ්ණ කැමති මොහොදු?

ඊයේ හොඳයි.
පරිපූර්ණ හොඳි එක්ක

Food

Competency : To refuse additional food when offered
 Situation : Sri Lankan Home

Dialogue

Roles: PCT/Host Mother	Functions
<p>අමමා : තව බත් වතක් බෙදන්නද? (Shall I serve you some more rice?)</p> <p>පී : නෑ. එහ. බව පිරිලා. (No, thanks. I am full)</p>	<p>- offering food</p> <p>- refusing an offer</p>
<p>Vocabulary</p> <p style="text-align: center;">බෙදන්න බෙදන්න බෙදවා බෙදන්නද</p>	

LESSON PLAN

Estimated Time	50 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a role play
Teaching Point	Dialogue
Materials needed	Picture dialogue, paper strips

Procedure

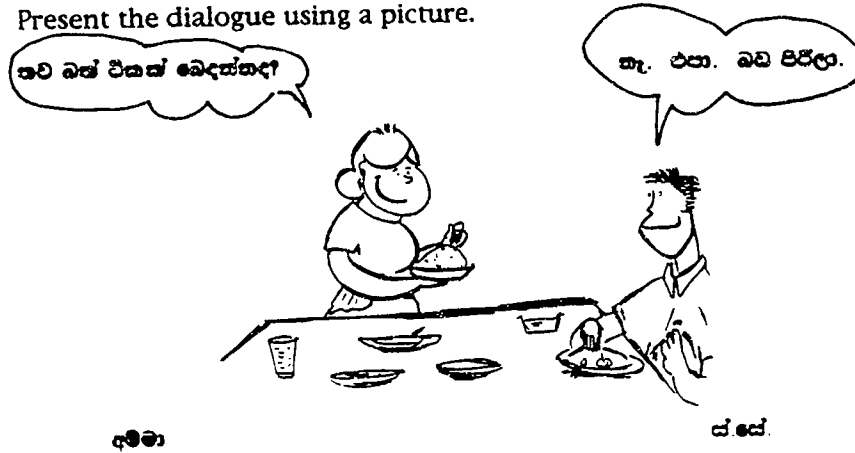
1. Warm up/Review: 5 mins

Review the meanings of the words බෙදන්න බෙදායන්න බෙදවා බෙදන්නද
බෙදාගන්න

2. Presentation: 10 mins

Introduce the phrase බඩ පිරිලා.

Present the dialogue using a picture.



3. Practice:

Listening -

10 mins

Read sentences using new words and ask the students who would say that.

Tr:	මං බෙදාගන්නා	Ss:	ස්.සේ.
Tr:	මං ටිකක් බෙදන්නද?	Ss:	අම්මා
Tr:	මං පස්සේ බෙදාගන්නං	Ss:	.....
Tr:	ඔයා තව ටිකක් බෙදාගන්න	Ss:	.....
Tr:	ඔයේ බඩ පිරිලා	Ss:	.....
Tr:	මං පස්සේ බෙදාගන්නං	Ss:	.....
Tr:	උච්ච. තව මාලු ටිකක් බෙදන්න	Ss:	.....
Tr:	අපොයි. මං ගොඩක් කැව්වා	Ss:	.....

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

මං ටිකක් බෙදන්නද?

You read out the question: මං ටිකක් බෙදන්නද?
 Students answer: අපොයි එසා...මං බෙදාගන්නං

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

නව විකන් බෙදුණේ

නෑ. පිරා.



F	Topic VI: Health
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Competencies	Page
(1) To describe one's physical condition	
Dialogue I	01-06
Dialogue II	07-18
(2) To describe one's emotional state	
Dialogue I	19-26

Health

Competency : To describe one's physical condition

Situation : Host Family Home/
in the classroom

Dialogue 1

Roles: PCT/Teacher	Functions
<p>ප්‍රශ්න : ඇඟිල්ලට මොකද වූණේ? (What happened to your finger?)</p> <p>විකි : කැපුණා. (It was cut.)</p>	<p>- inquiring</p> <p>- reporting</p>
<p>Vocabulary</p> <p>Parts of the body</p> <p>බිඳුණ ඇඟිලි කකු කට දත් පොල් දව පැහැර බඩ පිට කකුල ඇ ඇත</p>	

LESSON PLAN I

Estimated Time	1 hour 10 minutes
Objective	At the end of the lesson the students will be able to comment on their parts of the body
Teaching Point	Vocabulary: ඔළුව ඇහැ කක බඩ පිට කකුල අත උගුර
Materials needed	Picture of a human body, cards for concentration game

Procedure

1. Warm up/Review: 5 mins
Review the previous lesson or the task given.
2. Presentation: 10 mins
Present the parts of the body using a picture of a human body.
3. Practice: 15 mins
Listening -
 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.

මේකාගේ හම ලුළුන්. එකාගේ ඔළුව ලොකුයි. බෙල්ල පොඩ්ඩයි. එකාගේ පපුවත් පොඩ්ඩයි. බඩ මහතයි. එක කකක් පොඩ්ඩයි අතින් කක වලාකුයි. එකාගේ ඇත් දෙකම ලොකුයි. නානේ දිගයි. කට ලොකුයි. කවේ දත් දෙකයි. එක අතක් දිගයි. අතින් අත කොටයි. එක අතක ඇහිලි හතරයි. අතින් අනේ ඇහිලි හතයි. කකුල් දෙකම කොටයි. එක කකුලක ඇහිලි තුනයි. අතින් කකුලේ හතයි.

Listening & Speaking -

15 mins

1. Point to the 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: සහන්ද
Tr: කොප්පිය
Tr: මරලෝසුව

Ss: කකුල්
Ss:
Ss: etc.

Speaking -

15 mins

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: මළුව

Second student touches head and eyes and says: මළුව, ඇස්

The drill continues until all the parts of the body are said.

4. Application (use):

10 mins

Ask the students to work in pairs and comment on their partner's parts of the body.

මයාගේ මළුව දිගයි. මයාගේ කකය උල්. මයාගේ අත් ලස්සනයි...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.

කවචය, ජමාව වලඳු, මාල, කරාඹු, සවරිය

6. Contingency Plan

15 mins

Concentration Game:

7. Comments/Self Evaluation

LESSON PLAN II

Estimated Time	40 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play.
Teaching Point	Dialogue
Materials needed	Pictures, listening grids, role play cards

Procedure

1. Warm up/Review: 5 mins
Review parts of the body.
2. Presentation: 5 mins
Present the dialogue using a picture. To introduce **കയ്യടയ്ക്ക** bandage one of your fingers and put some red ink on it.



3. Practice:

Listening -

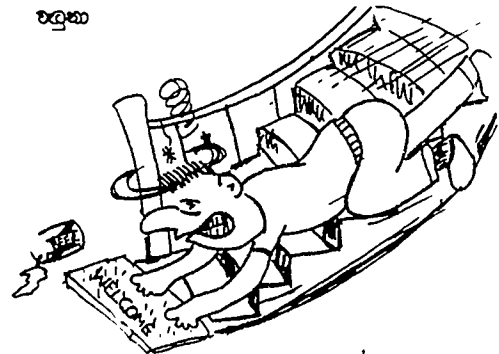
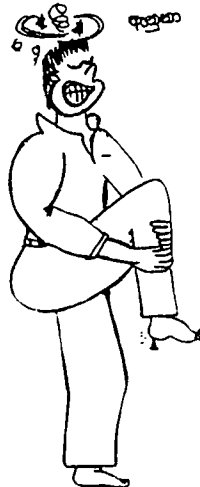
10 mins

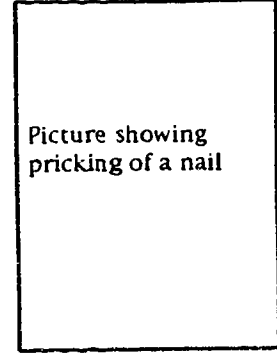
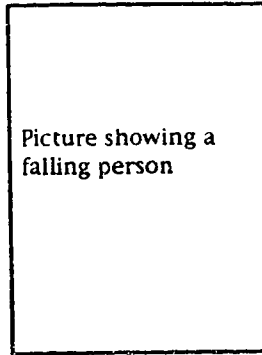
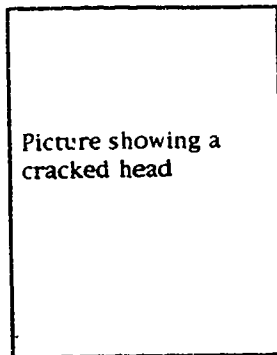
1. Read the dialogue 3 times using substitutions and ask the students to fill the given grid.

Introduce **പെട്ടെന്ന്**, **വെട്ടിക്കൊണ്ട്**, **കയ്യടയ്ക്ക** using the following pictures.



Topic: Health





Listening Grid:

Teacher's copy

Place of Injury	What happened
මල්ල	පැලුණා
අත	වැටුණා
කකුල	අහුණා

Student's copy

Place of Injury	What happened

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

<u>Role Play:</u>	
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

മധുരം കഴിഞ്ഞു തിരിച്ചു വന്നു?

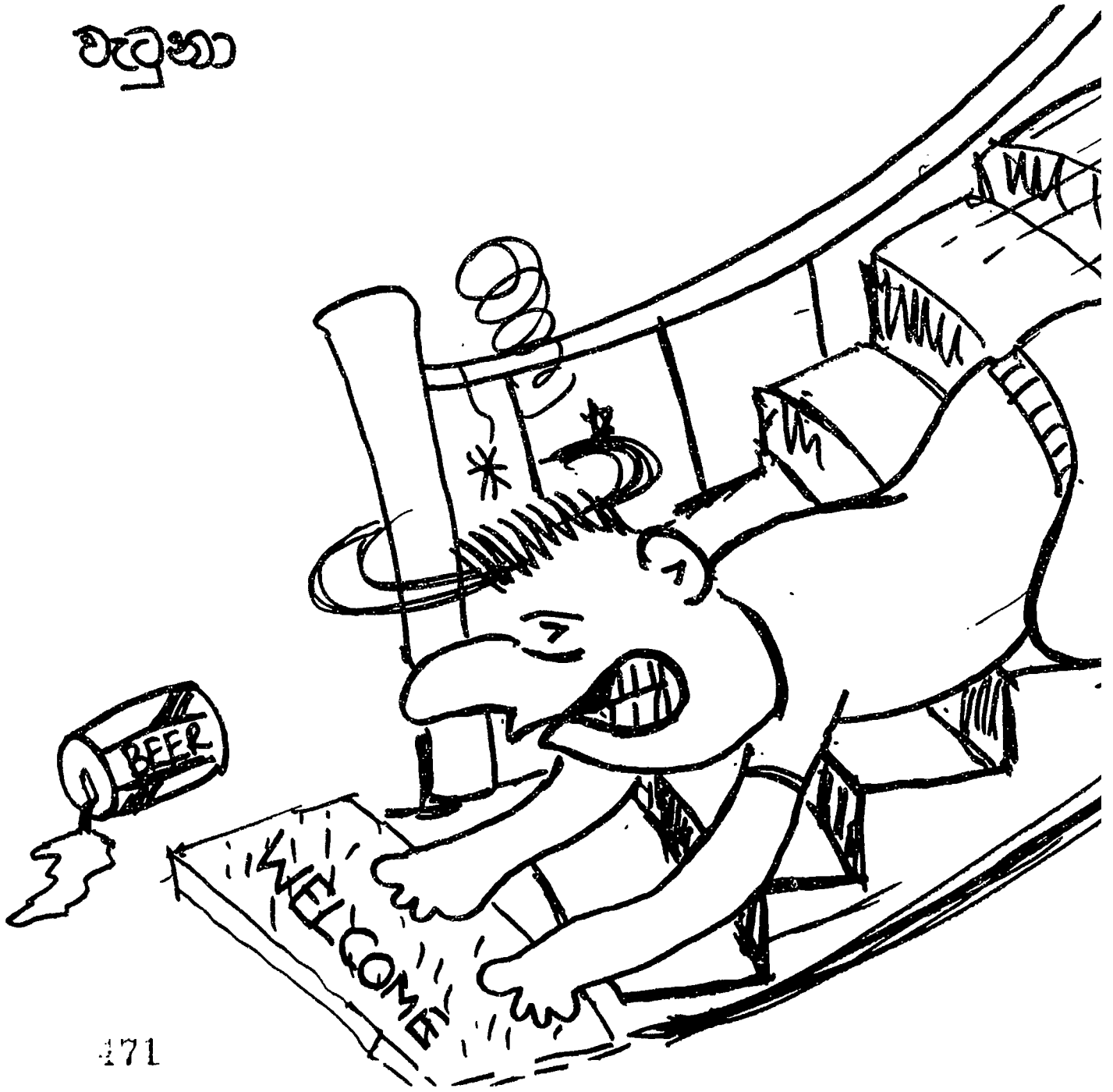
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169

වැටුණා

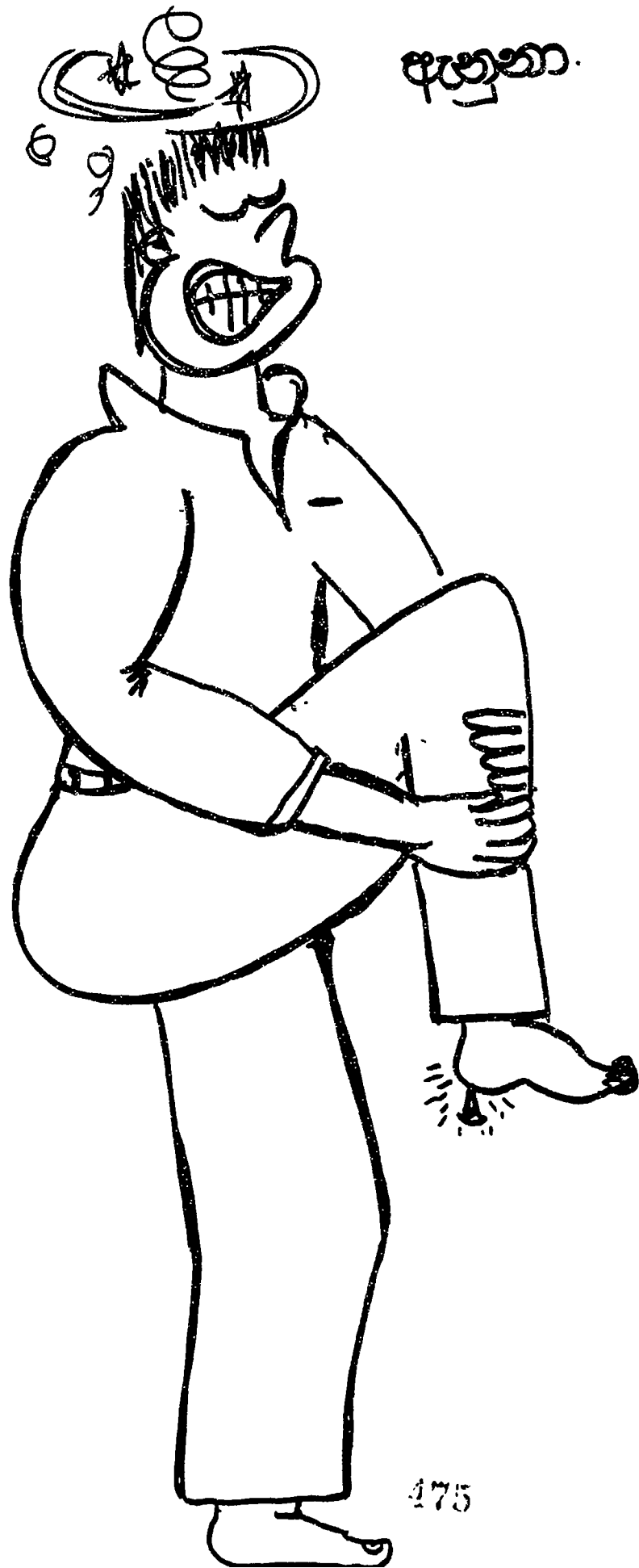


8-9

171



473



കുറുപ്പാ.

475

Health

Competency : To describe one's physical condition

Situation : Host family home, in the classroom

Dialogue II

Roles: PCT/Teacher	Functions
<p>ඉරුවරයා : ඔබට සනීප කැරේ? (Aren't you feel well?)</p>	<p>- inquiring</p>
<p>පී : උණ කැඳන්න වගේ. (I feel feverish.)</p>	<p>- reporting</p>
<p>ඉරුවරයා : බෙහෙත් ගත්තද? (Did you get medicine?)</p>	<p>- inquiring</p>
<p>පී : හෙදර හිඬ නිදගන්නම හරියි. (It will be all right when I go home and rest.)</p>	<p>- giving information</p>
<p>Vocabulary</p> <p>Physical ailments:</p> <p>උණ ගෙම්බිරිස්සාව කැස්ස වමනේ සතවා කිඹුහුං සතවා බඩ ඊදෙතවා බඩේ අමාරුවක්</p> <p>Grammar</p> <p>Verb (past tense) + ම</p> <p>Verb stem + ය/ව (May/might)</p>	

Topic: Health

LESSON PLAN I

Estimated Time	1 hour 7 minutes
Objective	At the end of the lesson the students will be able to use the new vocabulary items in a given role play
Teaching Point	Vocabulary: Physical ailments: උණ කෙම්බරිස්සාට සෑස්ස වමනේ සතවා කිඹුණු සතවා බඩ රිදෙකවා බඩේ අමාරුවක්
Materials needed	Pictures of ailments, paper chips, listening cloze sheets, role play cards

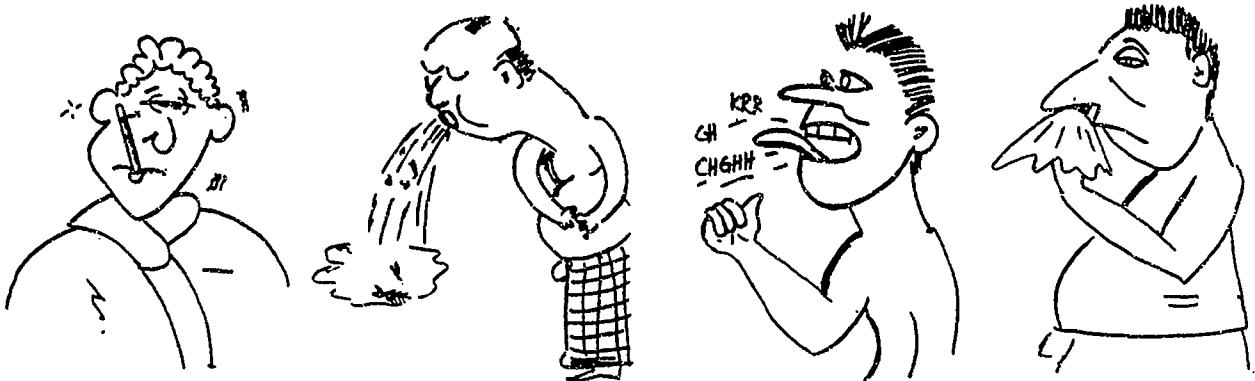
Procedure

1. Warm up/Review: 2 mins

Review previous lesson if necessary.

2. Presentation: 15 mins

Present the ailments through pictures.



3. Practice:

Listening - 10 mins

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.

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.

ක්‍රිස් ස්ටීව්න්ස් සේවකයෙක්. එයා දවසක් විත් මාලු කෑවා. ඊට පස්සේ එයාගේ බඩ රිදුණා. ඒ එයාට ගොඩක් වමනේ ගියා. උදේ බඩ ගියා. ඉතිං, එයා Dr. Shiroට Phone එකෙන් කතා කෙරුවා. Dr. Shiro එයාට කීව්වා මේක බැක්ටීරියා ලෙඩක් කියලා. ක්‍රිස්ට ගොඩක් උන හැදුණා එයාට කීව්වුනි ගියා. දැන් එයාට හෙමිබේරිස්කාවන් හැදුණා. පස්සේ කැස්සක් හැදුණා. ඊට පස්සේ එයා කොලම් ගිහිල්ලා Dr. Shiro හමුවුණා. Dr. Shiro එයාට බෙහෙත් දුන්නා. ක්‍රිස් ගොඩක් බෙහෙත් බීව්වා. ඊට පස්සේ එයාට සන්ස උණා.

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: කොහොමද?
 B: විකක් අපහිපසි.
 A: මොකද්ද අමාරුව?
 B: විකක් වගේ.

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.

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

Estimated Time	1 hour 10 minutes
Objective	At the end of the lesson the students will be able to use the grammar to find out information from the the Sri Lankans.
Teaching Point	Grammar: Verb (past tense) + ඉ
Materials needed	Picture dialogue, MCQ charts

Procedure

1. Warm up/Review: 5 mins
Review the **කොට** form.
2. Presentation: 15 mins
Present the grammar through a picture dialogue.



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. වැඩ කෙරුවම | a. මහත්සි නෑ |
| | b. මහත්සිසි |
| | c. උසසි |
| 2. වතුර බිච්චම | a. තිබෙසි |
| | b. බඩගිසිසි |
| | c. තිබෙන නෑ |
| 3. බඩගිසි උනාම | a. කෑම එසා |
| | b. කෑම සතවා |
| | c. කෑම කන්නේ නෑ |
| 4. කොළඹ ගියාම | a. සිංහල ඉගෙනගන්නවා |
| | b. Lesson Plan කරනවා |
| | c. Taj එකට යනවා |
| 5. සයිට් එකට ගියාම | a. ඉංග්‍රීසි උගන්නනවා |
| | b. සිංහල උගන්නනවා |
| | c. වැඩ කරන්නේ නෑ |

Listening & Speaking -

15 mins

1. Ask the students to listen and complete the sentences using meaningful phrases.

- | | |
|-------------------------|-------|
| 1. P.S.T. ඉවර්උනාම | ..... |
| 2. මහලා සයිට් එකට ගියාම | ..... |
| 3. Dr. Shiro ආවාම | ..... |
| 4. අසනීප උනාම | ..... |
| 5. පරණ සාන් කෑවම | ..... |
| 6. ගොඩක් බිට් බිච්චම | ..... |

Speaking -

10 mins

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

- ඔයා ඇමරිකාවට ගියාම කරන්නේ මොනවද?
- ඔයා තවස ගෙදර ගියාම කරන්නේ මොනවද?
- කෝර් මෙහේ ආවම ඔයා තියන්නේ මොනවද?
- ඔහා සයිට් එකට ගියාම කරන්නේ මොනවද?
- ඔයා සයිට් එකට ගියාම කන්නේ කොහොමද/කොහෙත්ද?

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 + ෧ :

When ෧ is added to the Past Tense, the construction would mean 'when' in the context of 'once the action has been completed'.

෧. ඇමරිකාවට ගියාම මාට ලිපික්ක.
කපිලා ආවිම එයාට කතාකරන්න

I'll write to you when I get to America.
Talk to Kapila when he comes here.

ඔයා ඝෙනසුරාදා කරන්නේ මොනවද?

ඒන්නවල යන

ආ..... පිණිස ගිණව
ඔයාට අලි බලන්න පුළුව.



13-A

487



199

LESSON PLAN III

Estimated Time	1 hour 25 minutes
Objective	At the end of the lesson the students will be able to use the grammar in a discussion
Teaching Point	Grammar: Verb stem + ය/ව (May/might)
Materials needed	Pictures, Picture dialogue, listening cloze sheets, action cards, question strips

Procedure

1. Warm up/Review: 10 mins

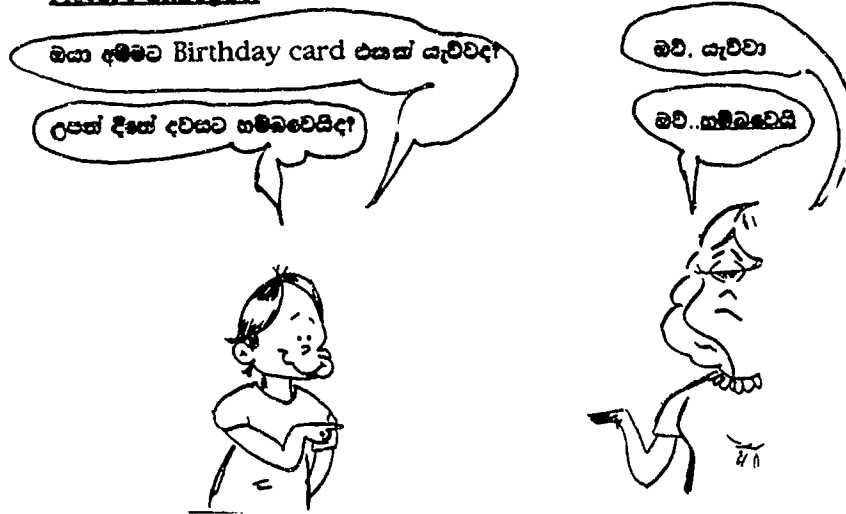
Write some questions on strips of paper. Fold them and put on a basket. Ask one student pick one and read it aloud. Get the others to respond.

2. Presentation: 15 mins

Present the grammar concept using pictures and picture dialogues

Show a picture of lot of dark clouds in the sky and introduce හවසට වසයි.

Picture dialogue:



3. Practice:

Listening -

15 mins

1. Students listen to the following sentences and say මව් or නෑ
 - නොසෙල් ජීවමස් එකට ගෙදර යයිද?
 - Dr. Shiro සිතුරාදා සයිව් එකට එයිද?
 - PD Christmas Party එකට එයිද?
 - අද හවසට වසියිද?
 - ලබන අවුරුද්දේ World War එකක් එයිද?
 - ඔබගේ Swearing-In Party එකට Batch 21 ස්වේච්ඡා සේවකයෝ එයිද?
2. Students listen to the following passage and fill in the missing words.

මාධව ලබන අවුරුද්දේ විභව විදුලේ යයි. එයා විභව විදුලේ ගිහිල්ලා Medical subjects ඉගෙන ගනියි. එයාට එතේදී ගොඩක් යාලුවෝ හමුවෙයි. මාධව යාලුවෝ එක්ක ගොඩක් පාවිච්චරයි. එයා ඉගෙනගන්න දක්ෂ නිසා Exam එක හොඳට පාස්වෙයි. සමහරවිට එයා upper class එකක් ගනියි. අවුරුදු පහකට පස්සේ දොස්තර කෙනෙක් වෙයි.

Listening & Speaking -

10 mins

1. Students listen to incomplete sentences and complete them using appropriate verb endings.

Tr:	අද ගොඩක් වලාකුලු තියෙනවා. එහෙනං අද හවස	Ss:	වසියි.
Tr:	බදාදා ජ්‍යෙෂ්ඨ එකකොට ලියුම්	Ss:	.....
Tr:	මාර්ක් ගොඩක් බිහිරි බිලා. ඒ නිසා එයාට වමනෙ	Ss:	..... etc.

Speaking -

20 mins

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 practise making questions and statements according to a plot.

Student A: හෙට ඉරිදා. ඒ නිසා John (shows the card of going and asks) එයා වවුමට යයිද?

Student B: මට හරියටම කියන්න බෑ... සමහරවිට යයි.

The drill continues with different cards.

4. Application (use):

15 mins

Students discuss the following problems

- Bill Clinton මැරුනම අමෙරිකාවට මොකට වෙයිද?
- ගුරුවරයාට \$ 100000 පමිබවෙනවා. එයා මොකට කරයිද?
- කෙටි නිවාඩුයි. ඉතිං PST staff එක මොකට කරයිද? Give names of the staff.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

May / Might form of the Verb:

The -යි form of the Verb is form in the following manner:

V(stem) + යි

ය	+	යි		යයි	May / Might go
බො	+	යි		බොයි	May / Might drink

A few verbs have irregular forms. Some of them are:

ගන්නවා	ගනියි	May / Might buy, take
ඉන්නවා	ඉදියි	May / Might stay, live, be
ගේන්නවා	ගෙනෙයි	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'.

මට අම්මට B'Day Card එකක්
යැව්වද?

උන් දුන්න දුටුකො
හම්මතලයිද?

ඔව්, හම්ම



LESSON PLAN IV

Estimated Time	40 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play
Teaching Point	Dialogue
Materials needed	Picture dialogue, paper strips, role play cards

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

- 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

ඔබට සනීප නිදා?

ආහාරයෙන් පසුව

බෙහෙත් ගන්නාද?

ගෙදර ගිණි නිදාගන්නා
ආර්යය.



Health

Competency : To describe one's emotional state

Situation : Host Family home/in the classroom

Dialogue I

Roles: PCT/Teacher	Functions
<p>ගුරුවරයා : ඇති ප්‍රශ්නයක්ද? (Any problem?)</p> <p>කෝර් : මගේ හිතට හරි නැ. (I am upset)</p> <p>ගුරුවරයා : ඇයි ? (Why?)</p> <p>කෝර් : මගේ පාප්පට සහිත නැහැ. (I was told that my father was ill)</p>	<p>- inquiring</p> <p>- giving information</p> <p>- inquiring</p> <p>- giving information</p>
<p>Grammar</p> <p>Reported Speech:</p> <p>S + කිරීම. Subordinate clause + කියලා</p> <p>☞ form - (It seems)</p>	

LESSON PLAN I

Estimated Time	1 hour 20 minutes
Objective	At the end of the lesson the students will be able to use the reported speech to report personal details of some Sri Lankans
Teaching Point	Grammar: Reported Speech: S + කීර්තන , Subordinate clause + කියලා
Materials needed	Picture dialogues, pictures, questionairre

Procedure

1. Warm up/Review: 5 mins
Review noun cases - Direct & Dative.
2. Presentation: 15 mins
Present the grammar concept using a picture dialogue.



සම්පත් විදුලිගතයා සඳහා එහා site visit කිය කොහොටද කියලා.

Tim කීර්තන ඉතරම් කියලා.

Elicit the rule and the meaning from the students and give adequate explanation regarding the reported speech.

3. Practice:

Listening -

10 mins

- 1. Check understanding by reading out some correct/incorrect sentences and asking the students to say හරි or වැරදි.

- නොසෙල් ඇහුවා ඇතුරුවුණේ ගිසා කියලා.
- තීරුකි වැට්ඨෙත් ඇහුවා මගා site visit ගියේ නොහෙද කියලා.
- තෙරේසා කීව්වා මට බඩගිනිද කියලා.
- Technical Coordinator, traineesලට කීව්වා ඈ ඉස්සෙල්ලම technical session තියෙන්නවා කියලා.
- ලේකම්ගේ නොසෙල්ට ඇහුවා ට්‍රේනිංග් යනවිද කියලා.
- සමීපත් පියසේනට කීව්වා බත් කන්න කියලා.
- කුරුල්ලු ටකර්ගෙන් ඇහුවා Site visit එක කොහොමද කියලා.
- ටකර් කුරුල්ලුට ඇහුවා කෑම එසා කියලා.

Listening & Speaking -

20 mins

- 1. Say some statements and questions randomly. Get the students to say ඇහුවා and කියලා accordingly.

Tr: කෑම කෑවද? Ss: ඇහුවා
 Tr: කෑම කෑවා Ss: කියලා

- 2. Have a structure skeleton on the board and ask the students make reported speech sentences after listening to conversational exchanges.

Skeleton: සුහිල්, Tim ගෙන් ඇහුවා _____ කියලා.
 Tim කීව්වා _____ කියලා.

Conversational Exchange: e.g.

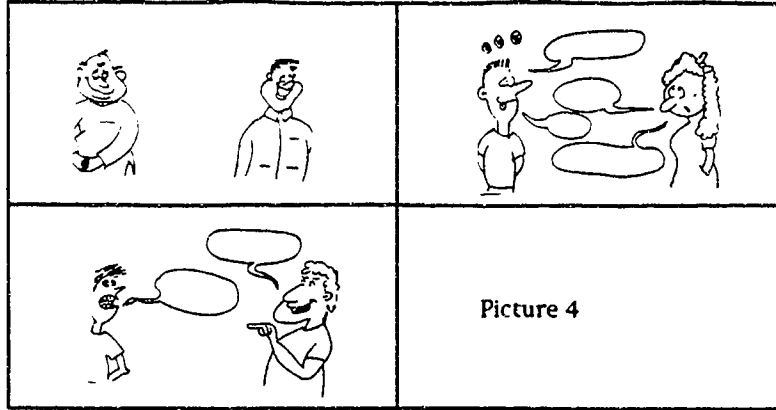
A: කොහොමද? B: වරදක් නෑ.

Students say: සුහිල්, Tim ගෙන් ඇහුවා කොහොමද කියලා.
 Tim කීව්වා වරදක් නෑ කියලා.

Speaking -

15 mins

- 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.

මම Mary ගෙන් ඇහුවා කියලා.
එයා මට කීවා කියලා.

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 -කියලා.

එයා මට කීවුවා ඉඳ හෙදර ඉන්නවා කියලා	He told me that he would be at home today.
එයා මගෙන් ඇහුවා ඇයි එන්නේ කියලා	He asked me why I am coming.

ඔයා sitevisit හිඟේ කොහොටද?

ආනර්ථ



The



22 3

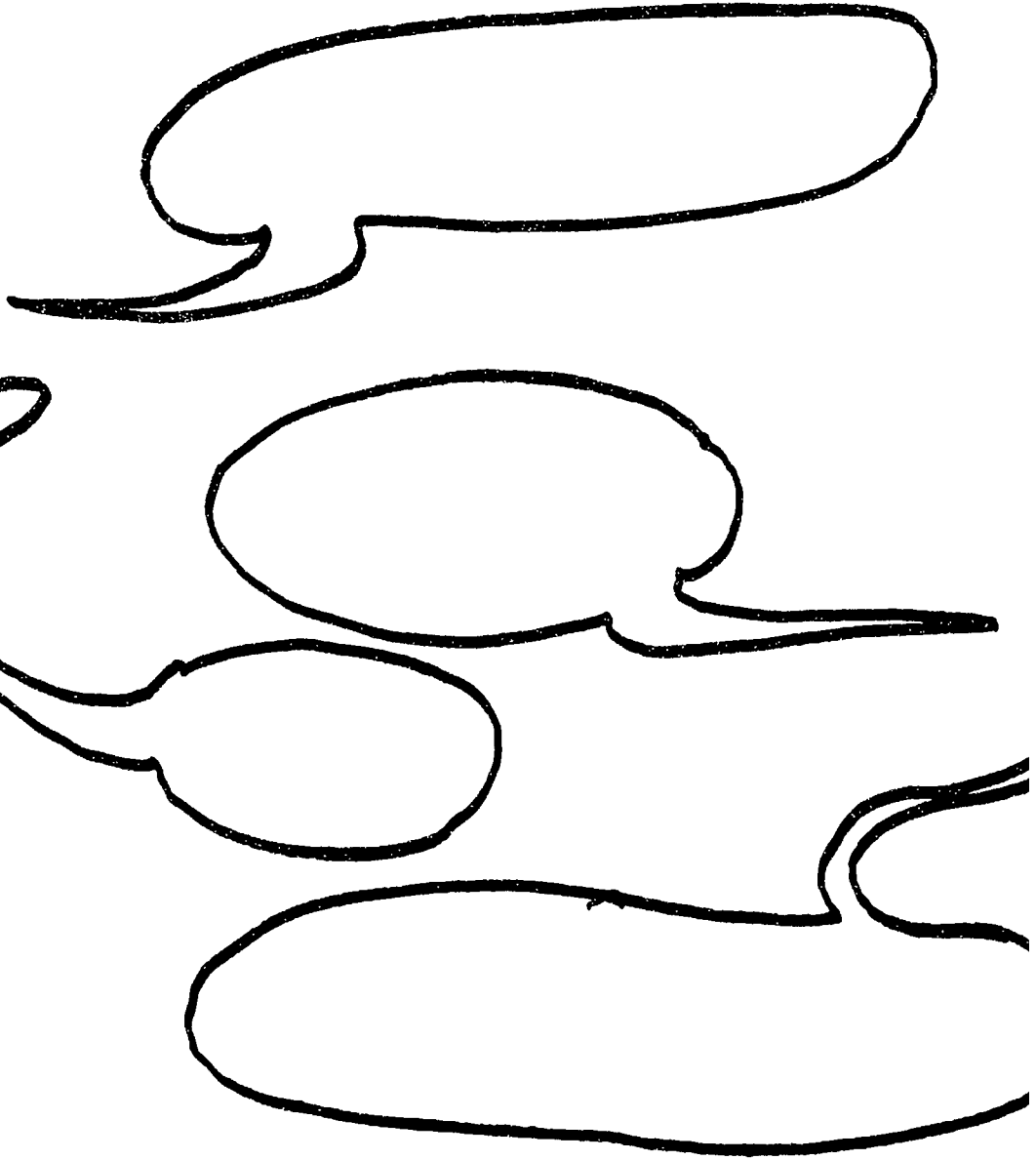
506



508



IP



22-1

510

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: seem 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

TC

PD: අනුරාධපුරේ trip එකට Corey එනවා.

LC: ආ, ඇත්තද? හරි ජෝන්...



	සම්පත්	හිලක්හි
හිලක්හි :	සම්පත් අද මෙහෙය කැම කන්නේ නැතිවු.	
ගිහිකා :	අය?	
හිලක්හි :	එය වඩුමට යන නිසා එහෙත් කනවු.	

3. Practice:

Listening -

10 mins

1. Read out correct/incorrect sentences. Students listen and say **සර්** or **වැරදි**.

- කපිල Party එකට එන්නේ නැතිවු.
- මියා යන්න කොහෙදවු.
- මියා කැම කන්නේ නැතිවු.
- මේ සති අත්තෙ ගුරුවරු කෙදර යනවු.
- Elvis Presly මැරිලා නැතිවු.
- සම්පත් සියතවා ඇරැස්සු මිදිතවා සියලා.
- මම යනවු.

Listening & Speaking -

10 mins

1. Read out some sentences. Students listen and change them into reported speech.

- අද දොස්තරලා strike.
- තෙට curfew.
- PDට අසනීපයි.
- වඩුමේ කඩ වහලා.
- ලංකාවට Bill Clinton එනවා. 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/has a girlfriend/boyfriend
- Whether his/her boss is crazy etc.....

6. Contingency Plan:

7. Comments/Self Evaluation

මං අද මෙහෙත්
කන්හේ නෑ.

අය?

ඔබ්බා යන නිසා මෙහෙත්
කන්හේ.



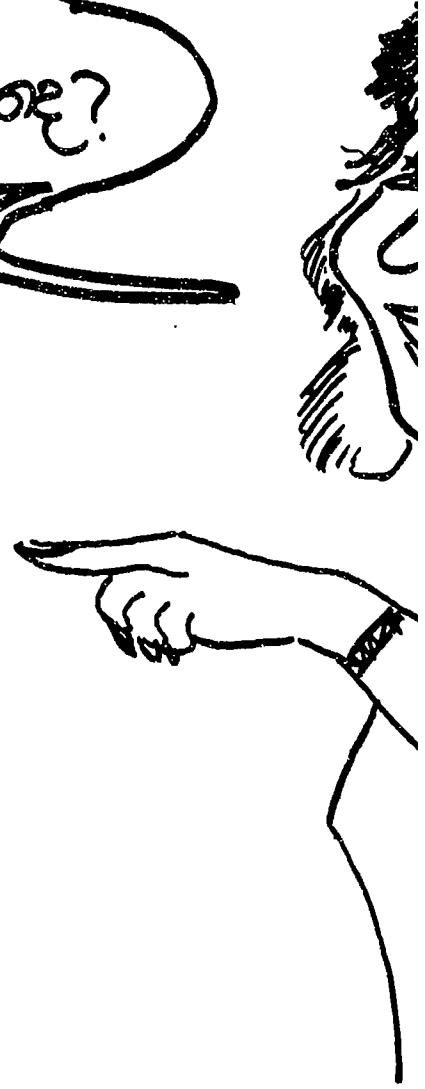
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25-A

എൻഡ്രൂസ് trip ലെവൽ Corey ലെ

PD

എന്താ?

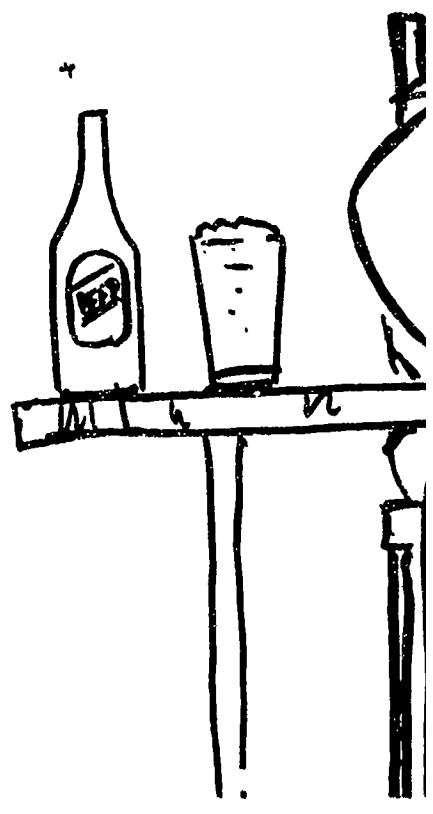


ආයි ප්‍රේමයානිදි?

මගේ භික්‍ෂු

ආයි?

මගේ තාත්තට
සනීප නෑදාලෙ



519

25-

LESSON PLAN III

Estimated Time	25 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a role play
Teaching Point	Dialogue
Materials-needed	Picture dialogue, role play cards

Procedure

1. Warm up/Review:

2. Presentation:

Present the dialogue using a picture dialogue.

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.

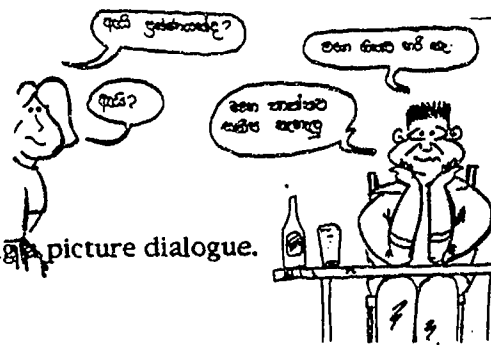
4. Application (use):

Change the dialogue into a role play and get the students act out.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation



5 mins

5 mins

5 mins

5 mins

5 mins

G	Topic VII: Clothing
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Competencies	Page
(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

Roles: PCT/Teacher	Functions
<p>පිල් : සෙරෙපු බලන්න පුළුවන්ද? (Can I have a look on these slippers?)</p>	<p>- asking for permission</p>
<p>කඩේ වැඩකරන කෙනෙක් : එන්න. සයින් එක කීයද? (Come. What size do you wear?)</p>	<p>- giving permission & inquiring</p>
<p>පිල් : පහ (size five)</p>	<p>- giving information</p>
<p>කඩේ වැඩකරන කෙනෙක් : මොනකොටද? (Which color do you want?)</p>	<p>- asking for information</p>
<p>පිල් : කළු හරි හුණු හරි (Black or brown)</p>	<p>- expressing needs</p>
<p>Vocabulary</p> <p>colors: කළු රතු සුදු නිල් කහ හුණු</p> <p>Grammar</p> <p>Question word stem + object + ද?</p> <p>Phrase: Noun + හරි + Noun + හරි (either/or)</p>	

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: କଳ୍ପ ରକ୍ତ ଗୁଣ ନିର୍ଲ୍ଲ କାଳ ଗୁଣିତ୍
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: କଳ୍ପକାଳ

Ss: ରକ୍ତ କାଳକାଳ

Tr: ଗୁଣିତ୍

Ss: ନିର୍ଲ୍ଲ କାଳକାଳ 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.

Student's Name	Clothing needs	Color

Fill in all the students' names in the first column. Ask each student "ඔබට මොනවද ඕනේ". 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 "භාව මොනර්ද?" 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: ටීෂට් ඕනේ මොනර්ද?
 Student B: ටීෂට් කලියමක් ඕනේ.
 Student A: ටීෂට් ඕනේ භාව මොනර්ද?
 Student A: එයාට රතුසාව කලියමක් ඕනේ.

4. Application (use):

10 mins

Introduce ඇඳගෙන ඉන්නවා

Students work in pairs and describe the items of clothing that everyone in the classroom is wearing.(including the teacher)

e.g. සම්පත් තීල් භාව කඹියෙකුයි කලුසාව කලියමකුයි ඇඳගෙන ඉන්නවා. 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

LESSON PLAN II

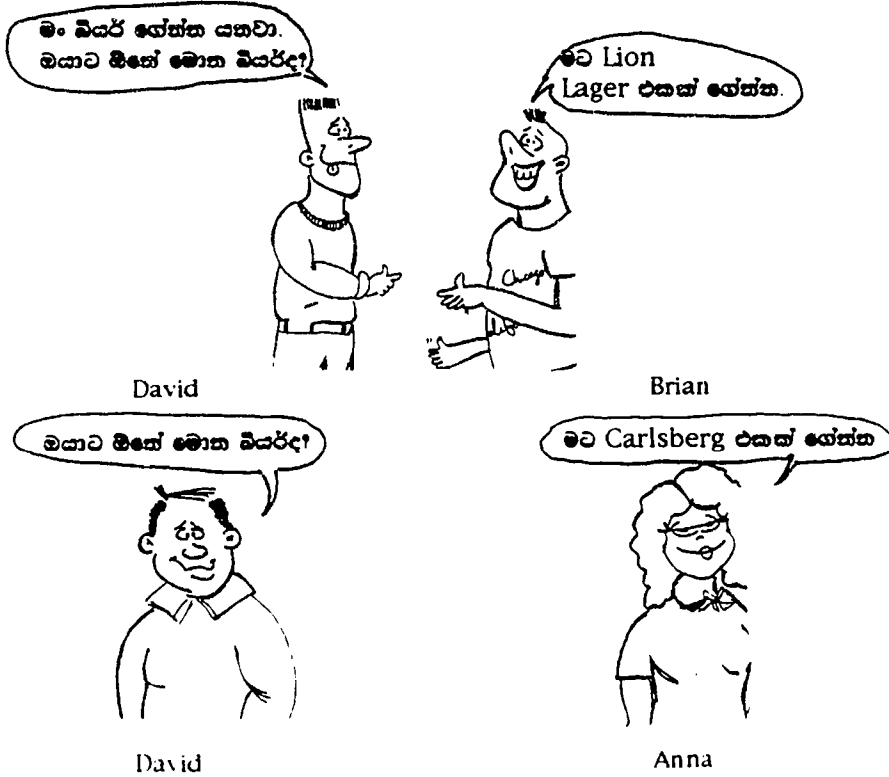
Estimated Time	1 hour
Objective	At the end of the lesson the students will be able to use the grammar in a given role play exercise
Teaching Point	Grammar: Question word stem + object + ද?
Materials needed	Picture dialogue, listening grid, speaking chart, role play cards

Procedure

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

2. Presentation: 10 mins

Present the grammar using a picture dialogue.



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.

Question Number	Answer
	එතු පාට කමිසයක්
	ලයන් ලාගර් බියර්
	දුඹුරු පාට සපත්තු
	Italian කෑම
	Intercity බස් එකක්

Questions:

1. එය ගත්තේ මොක පාට සපත්තුද?
2. එය බේටේ මොක බියර්ද?
3. එය කෑමේ මොක කෑමද?
4. එය ආවේ මොක බස්එකක්ද?
5. එය ඇඳගෙන ගිටියේ මොක පාට කමිසයක්ද?

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: එතුපාට කමිසයක්

Ss: මොක පාටද? etc..

Speaking -

10 mins

1. Ask the students to get into pairs and practice the following dialogue using the substitutions given.

Student A: ඔය වදුමට ගිහික් (a)ගත්තේ මොකටද?

Student B: (b)ගවුමක්

Student A: මොක (b)සාව ගවුමක් ද?

Student : (c)හිල් පාට (b)ගවුමක්

a

b

c

බේටේ

බියර්

Lion Lager

කෑමේ

කෑම

Chinese

ගත්තේ

සපත්තු

Leather

බැඳුණේ

film එකක්

හික්දී

4. Application (use):

15 mins

4. Application (use):

15 mins

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 -මොන is used in front of the Noun it expresses the meaning 'Which + Noun' in English.

මොන මිනේ මොන බීයර්ද?

What/Which beer do you want?

මොන යන්තේ මොන බස් එකේද?

Which bus are you taking?



මං බියර් ගේන්නා යනවා
ඔයාට ඕනෙ ආන බියර් ද?

මට Lion lager
ආනේ ගේන්නා.

ආ
ආ

ඔයාට ඕනෑ තොන කියර්ද?

මට Carlsberg එකක්
හේනේ.



6-8

531

LESSON PLAN IV

Estimated Time	50 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play exercise
Teaching Point	Dialogue
Materials needed	Picture dialogue, paper strips, role play cards

Procedure

1. Warm up/Review: 5 mins

Review all relevant vocabulary and grammar structures.

2. Presentation: 10 mins

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.



3. Practice:

Listening - 5 mins

Read out the dialogue several times using possible substitutions. Students listen and identify the used substitutions.

Listening & Speaking - 5 mins

Take roles and practice the dialogue with the students.

Speaking - 10 mins

Students practice the dialogue in pairs using the substitutions.

4. Application (use):

15 mins

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



කෙරෙහි බලන්න
පුලුවන්ද?

එන්න. සයිස් එක
කියව්වද?

ඊහ

මොන පාටද?

කලු හරි දුඹුරු හරි

SALE!

Clothing

Competency : To have an item of clothing made

Situation : in a store

Dialogue

Roles: PCT/Dressmaker, Tailor	Functions
<p>පිල් : මට ගවුමක් සකසන්න හිතේ. සූදුවන්නද? (I want to have a dress made. Can you do it?)</p>	<p>- inquiring</p>
<p>ඇඳුම් මහන එක්කෙනා : කවද විතර ගන්නද? (When do you need it?)</p>	<p>- giving permission & inquiring</p>
<p>පිල් : දවස් තුනකින් විතර. (By about three days)</p>	<p>- giving information</p>
<p>ඇඳුම් මහන එක්කෙනා : සුමානෙකින් ගන්නොත් මදිද? (Is it too long to get it after week?)</p>	<p>- suggesting</p>
<p>පිල් : කමක් නෑ. (o.k.)</p>	<p>- agreeing</p>
<p>Grammar</p> <p>S(Dative) + Verb (infinitive) + හිතේ</p>	

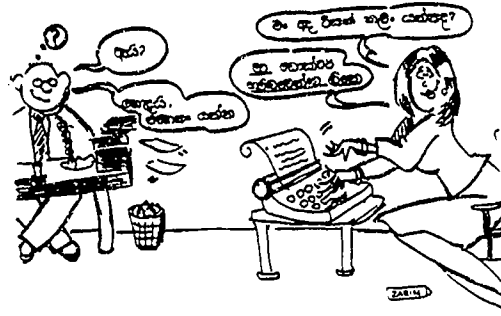
LESSON PLAN I

Estimated Time	1 hour 20 minutes
Objective	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.
Teaching Point	Grammar: S(Dative)+Verb(infinitive)+ සිනෙ
Materials needed	Picture dialogues, paper strips, MCQ charts, role play cards

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. බිල්ල අසනීපයට එයාට
 - a. කන්න සිනෙ
 - b. අරක්කු බොන්න සිනෙ
 - c. බෙහෙත් බොන්න සිනෙ

- | | | |
|----|-------------------------|--|
| 2. | මාඳට මතක්සිසි. එයාට | a. කන්න මිනෙ
b. තේ බොන්න මිනෙ
c. තිදාගන්න මිනෙ |
| 3. | කාමීලට සන්නෝසයි. එයාට | a. කටන්න මිනෙ
b. තිදාගන්න මිනෙ
c. දුවන්න මිනෙ |
| 4. | මට පැනක් දෙකවද? ඇයි? මට | a. කන්න මිනෙ
b. ලියුමක් ලියන්න මිනෙ
c. පත්තරයක් බලන්න මිනෙ |

Listening & Speaking -

10 mins

1. Students listen to the description and suggest course of action using the structure.

- මයාට අසනීපයි. මයාට කරන්න මිනෙ මොනවද?
- මයාට ගොඩක් සන්නෝසයි. මයාට කරන්න මිනෙ මොනවද?
- මයාට ගොඩක් බඩගිනියි. මයාට කන්න මිනෙ මොනවද?
- මයාට ගොඩක් තිබෙයි. මයාට බොන්න මිනෙ මොනවද?
- මයාට ගොඩක් තරහයි. මයාට කරන්න මිනෙ මොනවද?

Speaking -

10 mins

1. Write some clues on paper strips and make sets. Give one set to each pair and ask students practise 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):

10 mins

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):

10 mins

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

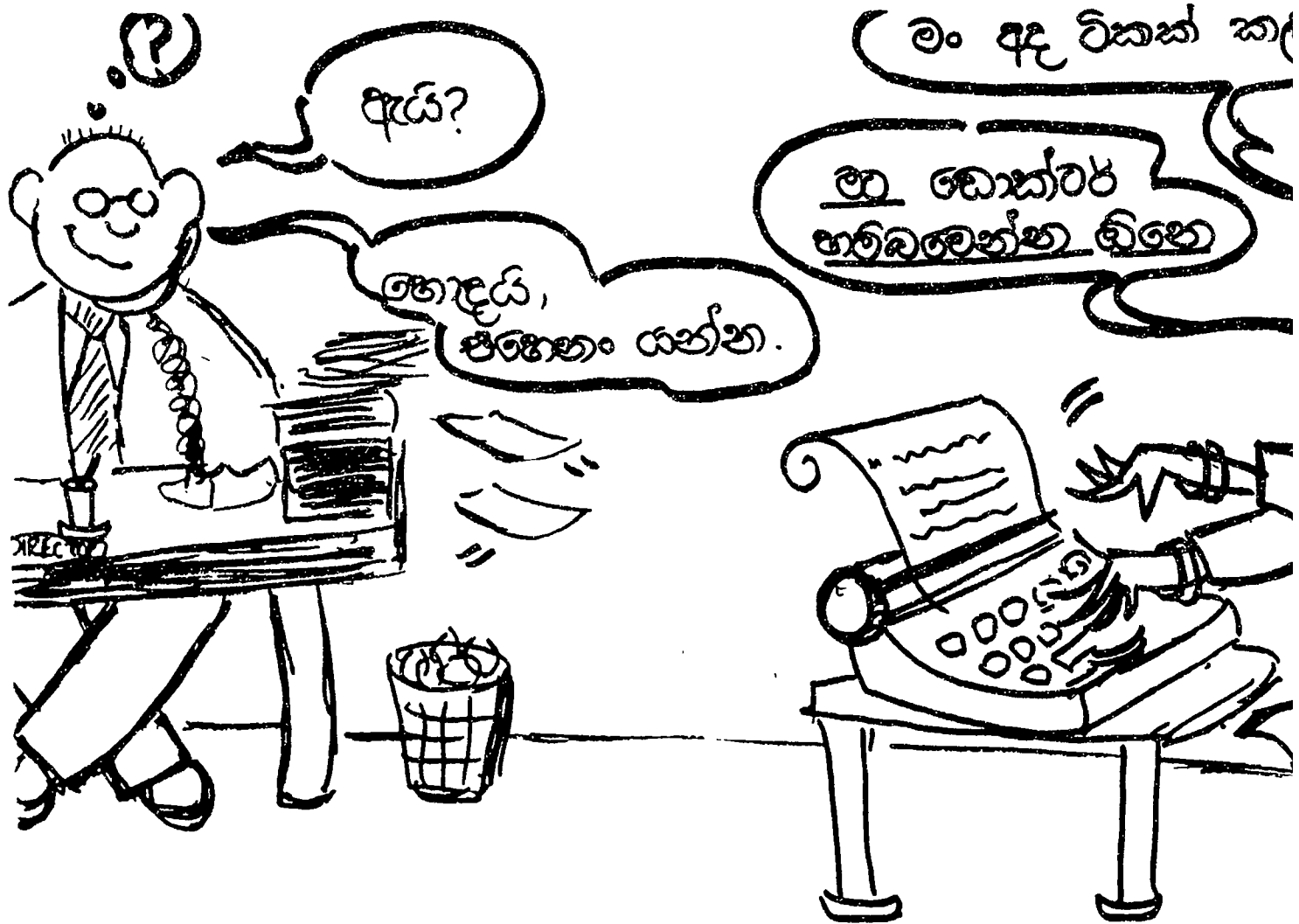
Verb Infinitive + හිතේ :

හිතේ can be used with a dependent Verb. Here, the verb would take the Infinitive form and it expresses the meaning 'want to + Verb'.

මට කොළඹට යන්න හිතේ I want to go to Colombo.

These sentences negated using හිතේ නැ.

මට මෙහේ ඉන්න හිතේ නැ I don't want to be here.



LESSON PLAN II

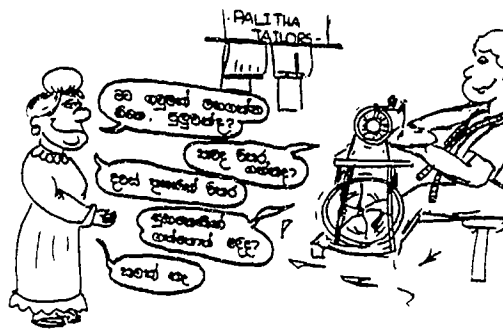
Estimated Time	40 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play
Teaching Point	Dialogue
Materials needed	Picture dialogue, role play cards

Procedure

1. Warm up/Review: 5 mins

Review items of clothing, and all other relevant vocabulary.

2. Presentation: 5 mins



Present the dialogue using a picture depicting a tailor shop.

3. Practice:
- Listening -** 5 mins

Read out the dialogue with substitutions and ask the students to find out the substituted words.
 - Listening & Speaking -** 5 mins

Take roles and practice the dialogue using relevant substitutions.
 - Speaking -** 10 mins

Students take roles and practice the dialogue using the substitutions that they learnt from the previous exercise.

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

FALITHA
TAILORS-



මට ග්‍රෑමක් මහගන්න
විනේ, පුලුවන්ද?

කාලදු විතර
ගන්නද?

දිවස් තුනකින් විතර

සුභආකිත්
ගත්තොත් මදිද?

කමක් නෑ.

545

14-A

H

Topic VIII: Shopping

Competencies

Page

(1) To ask for availability:
Dialogue I

01-08

(2) To bargain:
Dialogue I

09-14

Shopping

Competency : To ask for availability
 Situation : In a store/kaDee

Dialogue

Roles: PCT/Salesman	Functions		
<p>පම : සත්ලපිටි සබං තියෙතවද?</p> <p>මුදලාලි : සබං නෑ. ඊක්කෝ තියෙතවා. දෙන්නද?</p> <p>පම : ඊක්කෝ එසා.</p>	<ul style="list-style-type: none"> - asking for availability - giving information & inquiring needs - expressing needs 		
<p>Vocabulary</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>සබං ගිනිපෙට්ටි ඉට්පන්දං</p> </td> <td style="width: 50%; vertical-align: top;"> <p>සිනි කිරිපිටි කේ කොළ හකුරු</p> </td> </tr> </table> <p>Grammar</p> <p>N + තියෙතවා N + නෑ N + තියෙතවද?</p>		<p>සබං ගිනිපෙට්ටි ඉට්පන්දං</p>	<p>සිනි කිරිපිටි කේ කොළ හකුරු</p>
<p>සබං ගිනිපෙට්ටි ඉට්පන්දං</p>	<p>සිනි කිරිපිටි කේ කොළ හකුරු</p>		

LESSON PLAN I

Estimated Time	55 minutes
Objective	At the end of the lesson the students will be able to use the vocabulary items in a given role play.
Teaching Point	Vocabulary: සබං සිඟි හතුරු හේ කොළ කිසිපිටි ඉවිසන්දං ගිහිසෙට්ටි
Materials needed	Realia, role play cards

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 මම දෙන්න.

Listening & Speaking - 5 mins

1. Give a clue and get the students to say the vocabulary item.

Tr: රුදී හෝදකඩා	Ss: සබං
Tr: රෑ	Ss:
Tr: සිහරට්ට	Ss:
Tr: හේ	Ss: etc..

Speaking - 10 mins

1. Get the students to practise the vocabulary using the following dialogue format.

PCT: මම (a) දෙන්න

Shop Keeper: මෙන්න.
Use the following phrases for blank (a)

- රෝ කොළ 500ක්
- පිහි කිලෝ එකක්
- ලක්දෙහි පැකට් එකක්
- ඉට්පන්දම් දෙකක්
- කෝපි පැකට් එකක්
- හඟුරු බැයක් (500ක්)
- ඇත්තර් පැකට් එකක් etc..

4. Application (use):

15 mins

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. (කොට්ටරක්ද, කීසක්ද).

- 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

Estimated Time	1 hour 5 minutes
Objective	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.
Teaching Point	Grammar: N + තියෙනවා/නෑ N + තියෙනවද?
Materials needed	Pictures, model dialogue sheets

Procedure

1. Warm up/Review: 5 mins

Review the structure තියෙනවද. ඉත්තවද in expressing possessions.

2. Presentation: 10 mins

Present the structure using two pictures and constructing affirmative, negative statements and Yes/No questions. e.g. සම්පත්ගේ කාමරේ ටී.වී.එක් තියෙනවා. සම්පත්ගේ කාමරේ පොත් නෑ. ගීතියාගේ කාමරේ beer තියෙනවා etc..

Picture showing a room

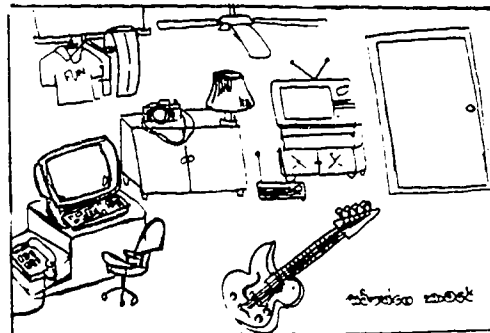
- a TV
- a camera
- a telephone
- a fan
- a radio
- clothes
- a computer etc

සම්පත්ගේ කාමරේ

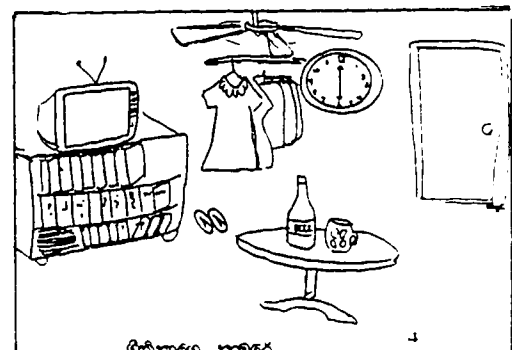
Picture showing another person's room

- a TV
- a fan
- clothes
- lot of books
- a wall clock
- beer etc.

ගීතියාගේ කාමරේ



Topic: Shopping



3. Practice:

Listening -

5 mins

1. Ask yes/no questions like the following. Students respond.

- සමයක්ගේ කාමරේ ටී.වී. එකක් තිබෙනවාද?
- සමයක්ගේ කාමරේ fan එකක් තිබෙනවාද?
- සමයක්ගේ කාමරේ පොත් තිබෙනවාද?
- ගිනිකාගේ කාමරේ beer තිබෙනවාද?
- ගිනිකාගේ කාමරේ computer එකක් තිබෙනවාද? 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 *තිබෙනවා/නැ*.

- | | | | |
|-----|---------------------------|-----|-------------|
| Tr: | සමයක්ගේ කාමරේ ටී.වී. එකක් | Ss: | තිබෙනවා |
| Tr: | සමයක්ගේ කාමරේ beer | Ss: | නැ |
| Tr: | සමයක්ගේ කාමරේ fan එකක් | Ss: | etc.. |

Speaking -

15 mins

1. Ask the students to practise the following dialogue using substitutions.

Student A: නුවර (a) (සුන්දරතාවයක්) තිබෙනවාද?

Student B: ඔව්, තිබෙනවා

Student A: තිබෙනේ කොහොද?

Student B: (b) මාකවි එකලග

(a)

(b)

Park එකක්
ස්වේසමක්

වැව් ලග
තැපැල් කන්තෝරුව
ඉස්සරහ

Disco එකක්

තැ 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 - තියෙනවා :

When subject of තියෙනවා is a Noun in its Indefinite form the meaning is 'there is' or 'there are'.

සබන් තියෙනවා

There is soap.

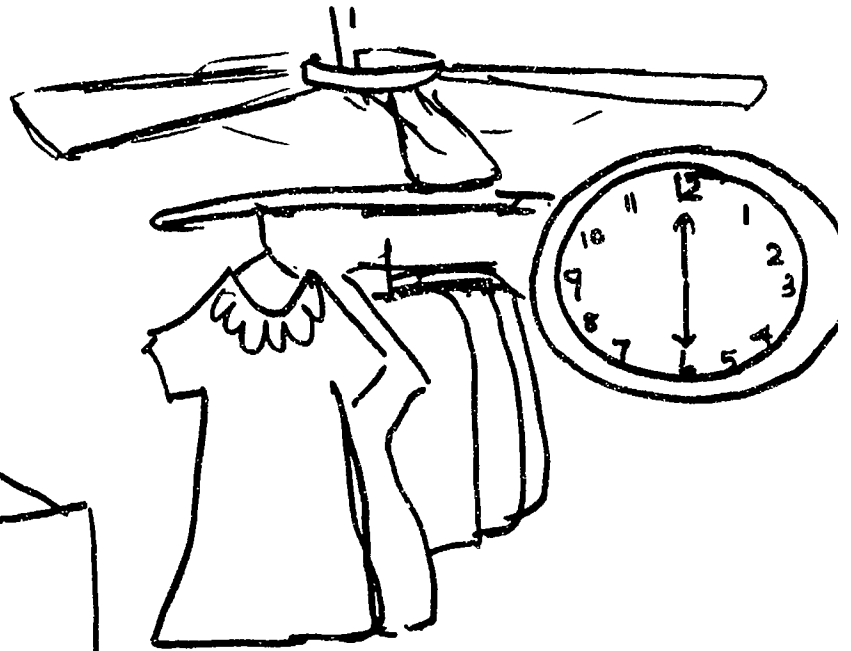
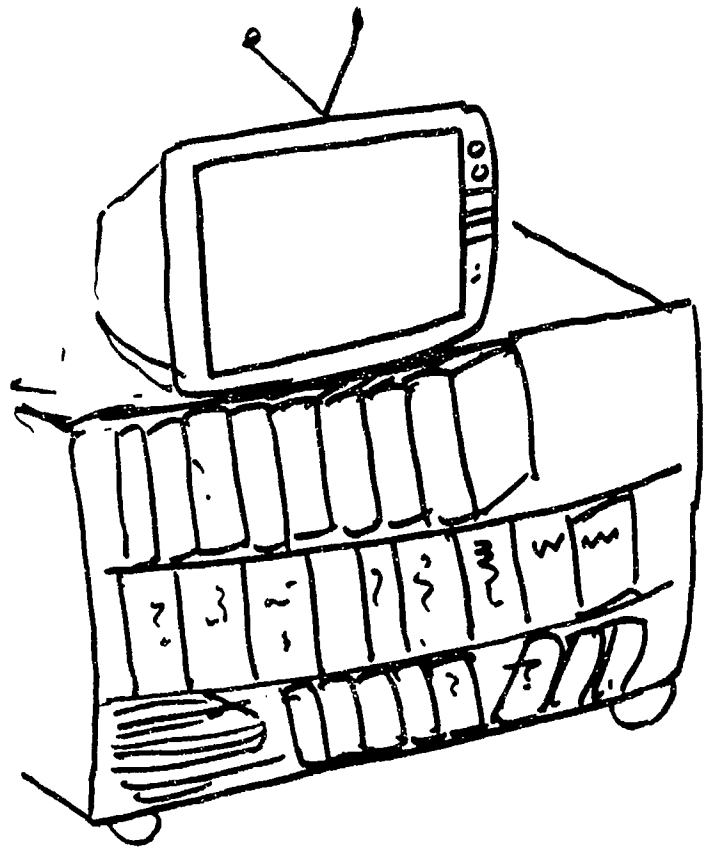
ඉංග්‍රීසි පොත් තියෙනවාද?

Are there/Have you got any English books?

The negative of තියෙනවා is නැ.

රින්සෝ නැ

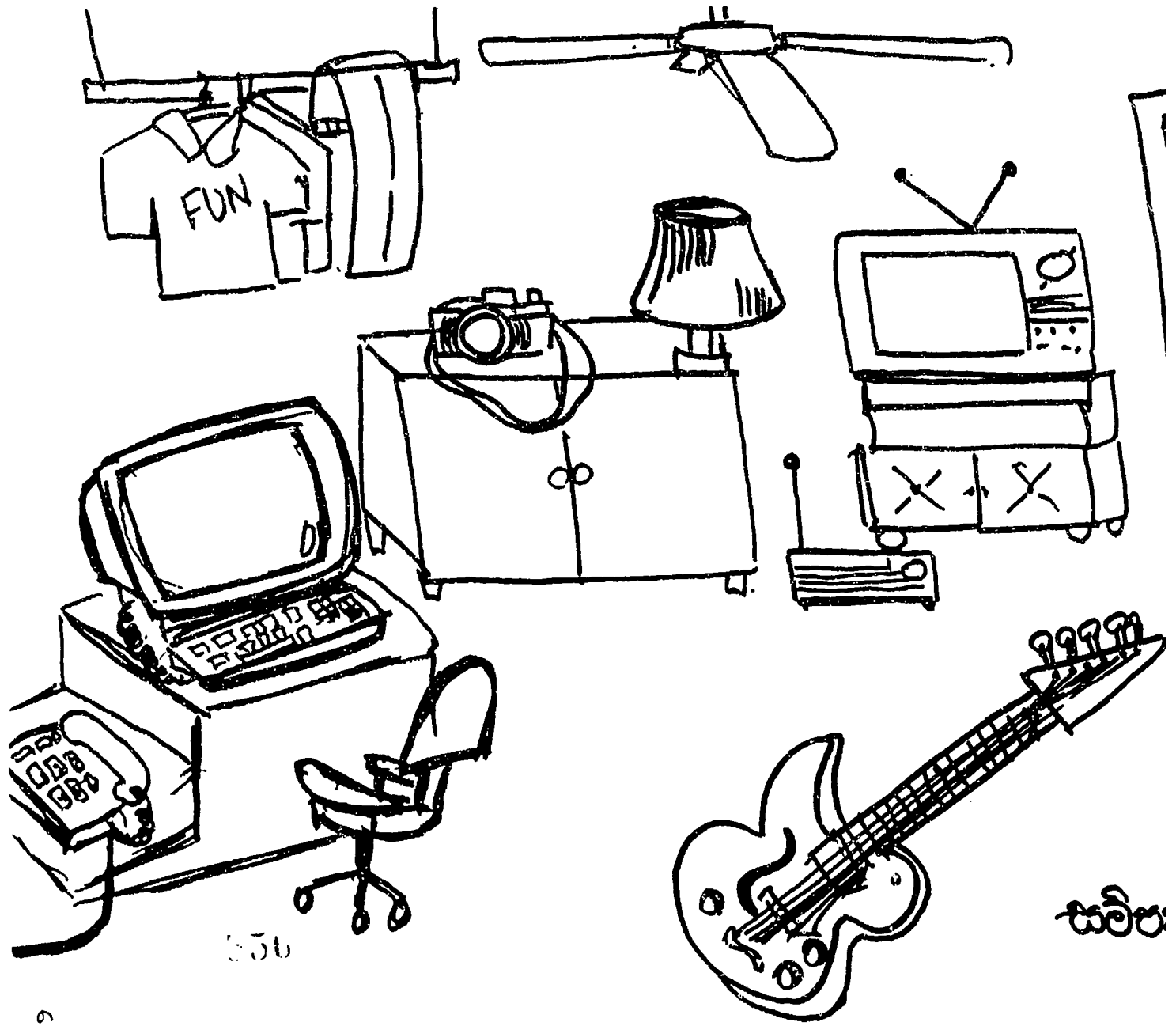
There is no Rinso.



6-A

554

ശീനിയുടെ ക്യാബിനറ്റ്.



6-8

556

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LESSON PLAN III

Estimated Time	50 minutes
Objective	At the end of the lesson the students will be able to use the dialogue format to find out availability of some given items
Teaching Point	Dialogue
Materials needed	Picture dialogue, role play cards

Procedure

1. Warm up/Review: 5 mins
 Review all necessary grammar and vocabulary.

2. Presentation: 5 mins
 Introduce the dialogue using a picture depicting a scene of a shop.



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.

4. Application (use):

10 mins

<p><u>Role Play:</u> <u>Roles:</u> PCT/Shopkeeper <u>Situation:</u> At the shop <u>Purpose:</u> PCT wants find out the availability of some grocery items and provisions. Shopkeeper responds accordingly.</p>
--

5. Assessment (Task):

15 mins

Give a list of items and send the students to a near by shop and ask them find out the availability of those items.

6. Contingency Plan:

7. Comments/Self Evaluation



සන්ලයිට් සබං නියෝජ්‍යවද?

සබං නැ. ටීන්සෝ නියෝජ්‍යව
ලැබ්නද?

ටීන්සෝ ජන.

Shopping

Competency : To bargain

Situation : At a road-side stall

Dialogue

Roles: PCT/Vendor	Functions															
<p>පිම් : මේ පැපොල් ගෙඩිය කීයද?</p> <p>පුද්ලාලි : අධක් දෙන්න.</p> <p>පිම් : අපේ ගණන් වැඩියි. අඩු කරන්න. අතින් එක ඉදිලාත් කැ.</p> <p>පුද්ලාලි : හතයි පහහත් දෙන්න.</p>	<p>- inquiring</p> <p>- giving information</p> <p>- bargaining</p> <p>- responding</p>															
<p>Vocabulary</p> <table data-bbox="389 1218 941 1344"> <tr> <td>පැපොල්</td> <td>ගෙඩිය</td> <td>ඉදිලා</td> </tr> <tr> <td>අම්</td> <td>කැල්ලක්</td> <td>පැතිලා</td> </tr> <tr> <td>අත්තායි</td> <td>බැගක්</td> <td>අමුයි</td> </tr> <tr> <td>දෙවම්</td> <td>ලෙල්ල</td> <td>කරක්වෙලා</td> </tr> <tr> <td>පෙර</td> <td></td> <td></td> </tr> </table> <p>Phrases</p> <p>ගණන් වැඩියි අඩු කරන්න</p> <p>Discourse Markers</p> <p>අතින් එක</p>		පැපොල්	ගෙඩිය	ඉදිලා	අම්	කැල්ලක්	පැතිලා	අත්තායි	බැගක්	අමුයි	දෙවම්	ලෙල්ල	කරක්වෙලා	පෙර		
පැපොල්	ගෙඩිය	ඉදිලා														
අම්	කැල්ලක්	පැතිලා														
අත්තායි	බැගක්	අමුයි														
දෙවම්	ලෙල්ල	කරක්වෙලා														
පෙර																

LESSON PLAN I

Estimated Time	1 hour 10 minutes
Objective	At the end of the the lesson the students will be able to use the new words in a given role play
Teaching Point	Vocabulary: පැපොල් ගෙඩිය ඉදිලා අම් කැල්ලක් පැහිලා අක්කායි බැසක් අඹයි දෙඩම් ලෙල්ල කරක්වෙලා පේර
Materials needed	Realia, listening grids, role play cards

Procedure

1. Warm up/Review:

Review the previous lesson.

2. Presentation:

15 mins

Introduce the vocabulary පැපොල් අම් අක්කායි දෙඩම් පේර using realia.

Introduce ගෙඩිය කැල්ලක් බැසක් ලෙල්ල by cutting and peeling the papaya and the banana.

Introduce ඉදිලා, පැහිලා, අඹයි, කරක්වෙලා using fruits.

3. Practice:

Listening -

20 mins

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 හරි/වැරදියි.
3. Ask the students to listen to the passage and fill in the blanks by writing numbers and condition.

පාලිත ඊයේ කවේ ගිහිල්ලා පලතුරු ගත්තා. එයා පැපොල් ගෙඩි දෙකකුයි අඹ ගෙඩි පහකුයි දොඩම් ගෙඩියකුයි අන්නායි ගෙඩියකුයි ගත්තා නමුත් ජෙර අමු නිසා එයා ගත්තේ නෑ. අඹවලින් ගෙඩි තුනක් ඉදිලා දෙකක් අමුයි. අන්නායි ගෙඩිය කරක්වෙලා. දොඩම් ගෙඩිය ඉදිලා නෑ නමුත් පැහිලා.

Name of the fruit	Number bought	Condition

Listening & Speaking - 10 mins

1. Get the students to answer questions like the following based on the passage.

- පාලිත අඹගෙඩි කීයක් ගත්තද?
- එයා අන්නායි ගෙඩි කීයක් ගත්තද?
- අන්නායි ගෙඩිය කොහොමද?
- පැපොල් ගෙඩිය කොහොමද?
- කරක්ලකේ මොකවිද? etc..

Speaking - 10 mins

1. Student come forward one by one and describe the fruits according to the model.

- මේක අඹ ගෙඩියක්. මේක ඉදිලා.
- මේක අන්නායි ගෙඩියක්. මේක ඉදිලා නෑ නමුත් පැහිලා. etc..

4. Application (use): 15 mins

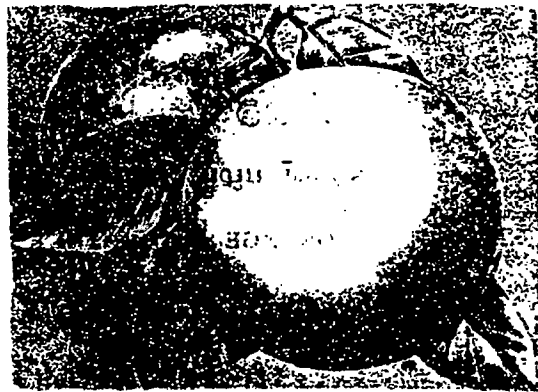
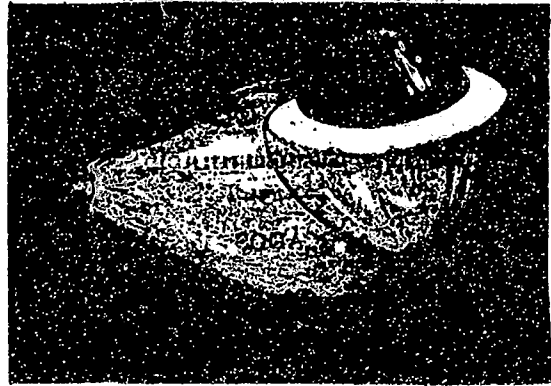
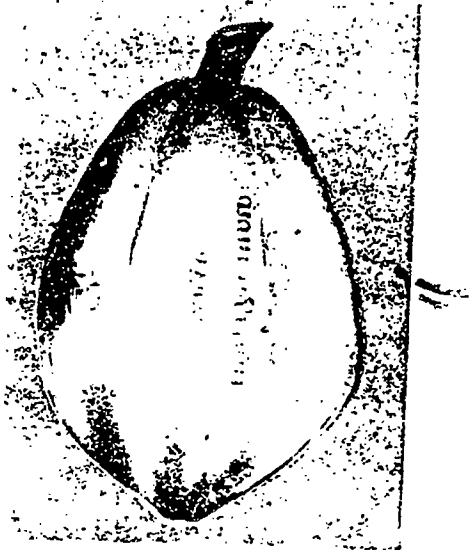
Role Play:
Roles: PCT/Vendor
Situation: At a roadside stall
Purpose: PCT is trying buy some fruits He/She chooses and comments on the fruits that the vendor has by saying:
 මේ අඹ පැහිලුද? මේක එයා වෙත එක ත් දෙන්න etc..

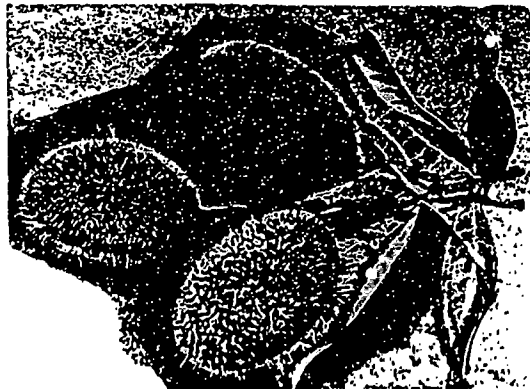
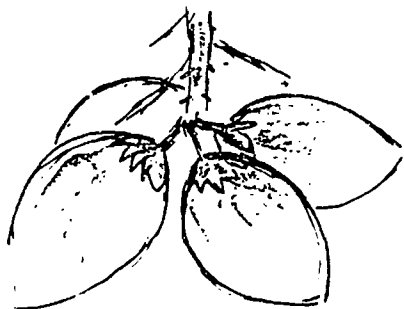
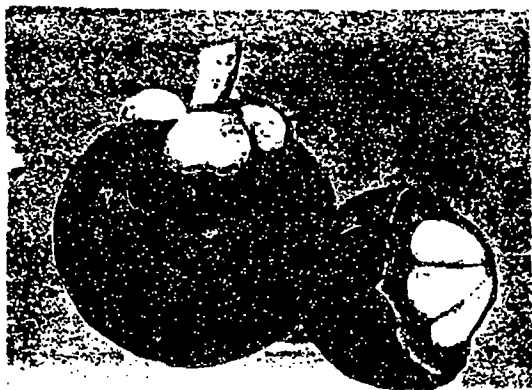
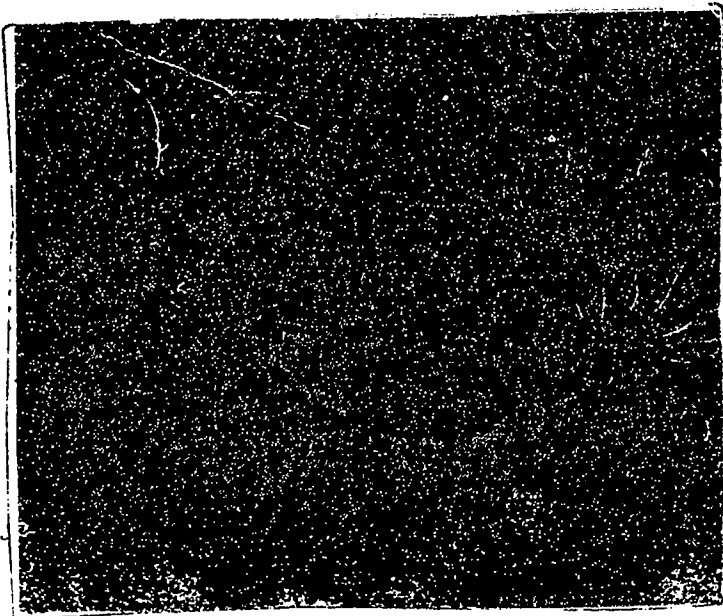
5. Assessment (Task):

Ask the students use the new phrases when buying fruits.

6. Contingency Plan:

7. Comments/Self Evaluation





LESSON PLAN II

Estimated Time	55 minutes
Objective	At the end of the lesson the students will be able to use the dialogue to bargain and buy fruits at the market
Teaching Point	Dialogue
Materials needed	Picture dialogue, listening grids, role play cards

Procedure

1. Warm up/Review:

5 mins

Review necessary vocabulary and grammar.

2. Presentation:

10 mins

Introduce **ගණ. වැඩිපි** and **අඩුකරන්න** using the context of the dialogue.

Introduce the dialogue using a picture of a roadside stall with the vendor.



3. Practice:

Listening -

10 mins

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.

Item	Price
අඹ	4.00
අක්කාපි	18.00
පැහැල්	20.00
දොඩම්	17.00
පෙර	2.00

නම	ගණං වැට්ටිය	ගණං වැට්ටි හැ
අම්		
අත්තාසි		
පැපොල්		
දොඩම්		
පෙර		

Listening & Speaking -

10 mins

1. Use the same price list and say prices. Students comment.

Tr: අත්තාසි ගෙඩියක් රුපියල් 40යි

Ss: අපොයි..ගණං වැට්ටිය.

Tr: අම් ගෙඩියක් රුපියල් 3යි

Ss: හොඳයි දෙන්න.

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.

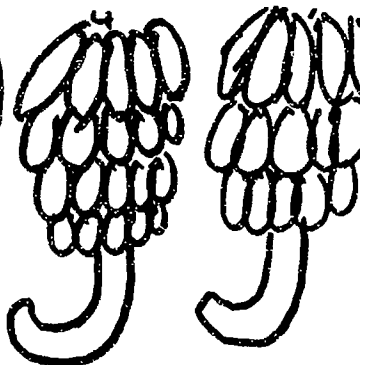
5. Assessment (Task):

Send the students to the town with a list of items to buy. Ask them to bargain when buying.

6. Contingency Plan:

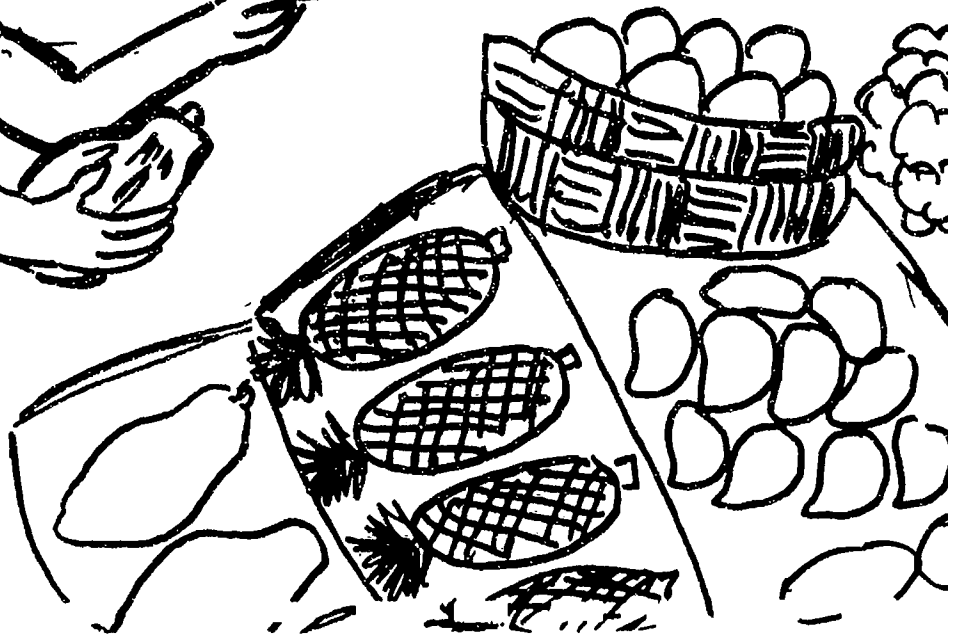
7. Comments/Self Evaluation

මේ පැහැල් ගෙඩිය කියද?




අපේ ගන්න ඉඩයි.
අඩු කරන්න. අතින් එක
ඉදිලක් නැ.

ආකාර පනහක
පද



570

14-A

	<h1>Topic IX: Directions</h1>
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Competencies	Page
(1) To ask for and give location of buildings: Dialogue I	01-08
(2) To ask for and give directions: Dialogue I	09-14

Directions

Competency : To ask for and give locations of buildings

Situation : On the street

Dialogue

Roles: PCT/Passerby	Functions		
<p>පි : මේ තැපැල් කන්තෝරුව තිබෙන්නේ කොහොද?</p> <p>පා : බැංකුව ඉස්සරහ.</p> <p>පි : ඔබ්බෙන්ම ස්තූතියි.</p>	<ul style="list-style-type: none"> - asking locations - giving information - expressing gratitude 		
<p>Vocabulary</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> බැංකුව තැපැල් කන්තෝරුව ඉස්සරහ පල්ලිය පන්සල සුන්දරකාලේ සවෙසම සෙල්ලං පිටිවස සමුපකාරේ </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> ඉස්සරහ පිටිවස ලහ මැද අසිනේ අතර කොහේ </td> </tr> </table> <p>Grammar</p> <p>Noun+ post position</p>		<ul style="list-style-type: none"> බැංකුව තැපැල් කන්තෝරුව ඉස්සරහ පල්ලිය පන්සල සුන්දරකාලේ සවෙසම සෙල්ලං පිටිවස සමුපකාරේ 	<ul style="list-style-type: none"> ඉස්සරහ පිටිවස ලහ මැද අසිනේ අතර කොහේ
<ul style="list-style-type: none"> බැංකුව තැපැල් කන්තෝරුව ඉස්සරහ පල්ලිය පන්සල සුන්දරකාලේ සවෙසම සෙල්ලං පිටිවස සමුපකාරේ 	<ul style="list-style-type: none"> ඉස්සරහ පිටිවස ලහ මැද අසිනේ අතර කොහේ 		

LESSON PLAN I

Estimated Time	1 hour 30 minutes
Objective	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
Teaching Point	Vocabulary: බැංකුව තැපැල් කන්තෝරුව ඉස්කෝලේ පල්ලිය පක්සල පුස්තකාලේ ස්වෛඥ සෙල්ලං පිට්ටනිය සමුපකාරේ
Materials needed	Models of buildings, pictures of buildings and locations, information chart

Procedure

1. Warm up/Review: 5 mins

Review nouns - singular and plural.

2. Presentation: 10 mins

Present the vocabulary items using model buildings.

3. Practice:

Listening - 20 mins

1. Show a model and say right/wrong names. Students say *හරි/වැරදි*.
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.

- ගිය ඉරිදි මානුසි. ඉවැටුනි පල්ලියට ගියා.
- ප්‍රේමසිරි හෙට බැංකුවට ගිහිල්ලා සල්ලි ගත්තවා.
- Traineesලා පෙරේදා පිට්ටනියේ සෙල්ලං කෙරුවා.
- සම්පත් එක අවුරුද්දේ විශ්ව විද්‍යාලේ යනවා.
- විවිධ අකතීය නිසා එයා ඉස්පිරිනාලට ගියා.
- ඔයාලා aerogrammes ගත්ත තැපැල් කන්තෝරුවට යනවා.
- පෝස දවසට අපි පක්සලේ යනවා.

- ගිය 24වැනිද සම්පත් curfew passes ගන්න පොලිසියට ගියා.
- අපි සමූහකාරයන් පරීක්ෂා ගන්නවා.
- ඊයේ තිවාඩු නිසා අපි ඉස්කෝලේ ගියේ නෑ.
- රත්නාසක නොහා පුස්තකාලේ වැඩ කරනවා.
- ආර් ස්වේච්ඡාව ගිහිල්ලා intercity train එකට ටිකට එකක් ගන්නා.

Listening & Speaking -

20 mins

1. Say a related sentence and students identify the building.

Tr: මම බුද්දර මිනේ.

Ss: එහෙත් තැපැල් කන්තෝරුවට යන්න.

Tr: මම ඉගෙනගන්න මිනේ

Ss: එහෙත් ඉස්කෝලට යන්න.

2. Put the following chart on the board. Ask questions based on it. Students answer appropriately.

Places where Tom went last week	
Sunday	Church
Monday	Bank
Tuesday	University
Wednesday	Post Office
Thursday	Cooperative Shop
Friday	Library
Saturday	Play Ground

- ඉරිදා වෙමි ගියේ කොහෙද?
- සඳුදා එක තැපැල් කන්තෝරුවට ගියාද? එහෙත්. ගියේ කොහෙද? etc..

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: බැංකුව. හෙදර

Student B: මං බැංකුවට ගිහිල්ලා හෙදර ගියා.

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: ඔයාගේ ගමේ පන්සලක් තියෙනවද?

Student B: ඔව් තියෙනවා. ඔයාගේ ගමේ පන්සලක් තියෙනවද?

Student B: නෑ. ඔයේ ගමේ පන්සලක් නෑ.

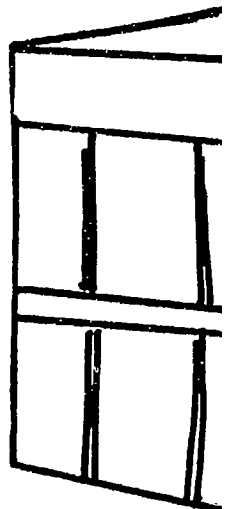
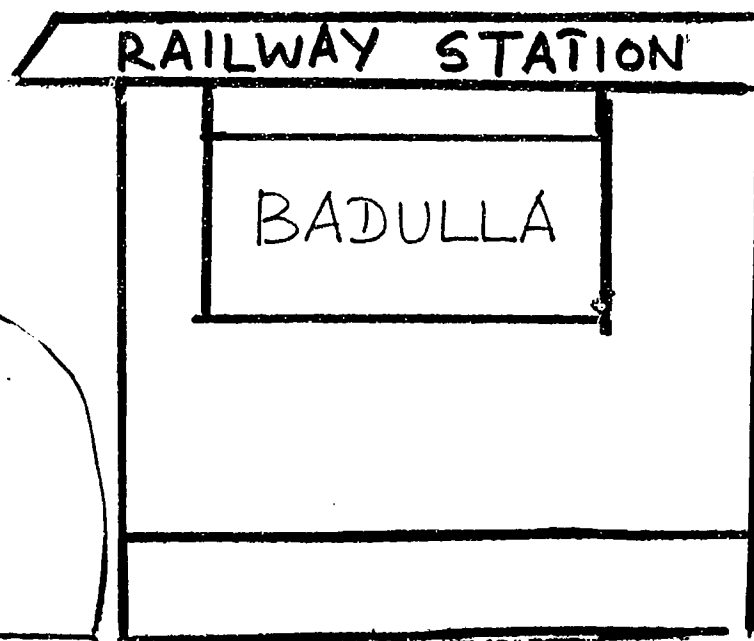
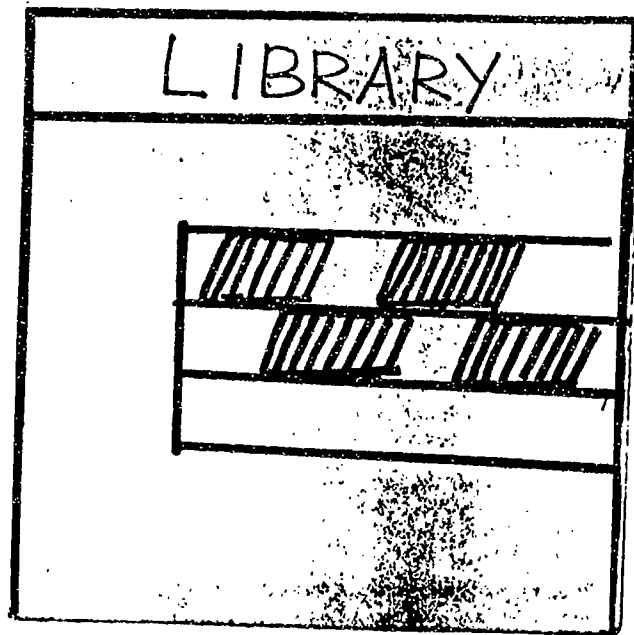
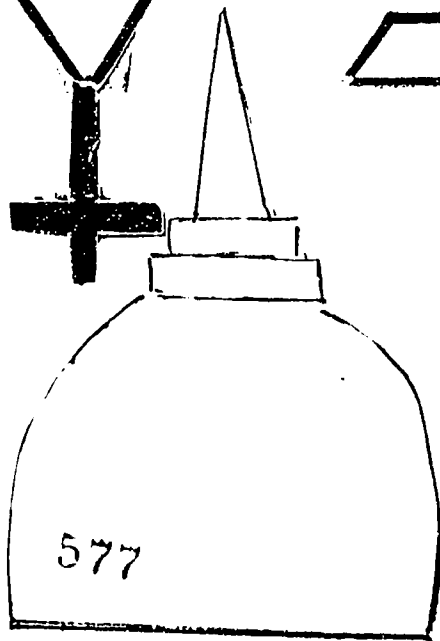
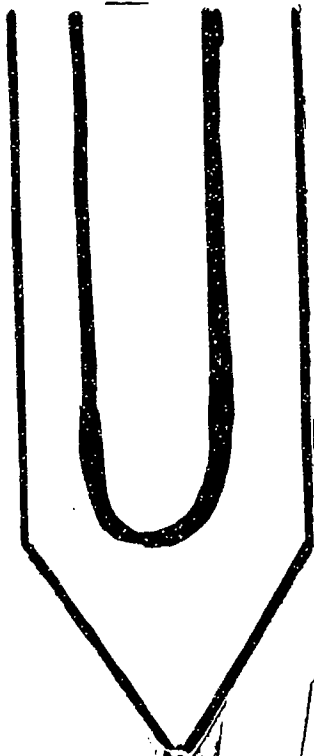
5. Assessment (Task):

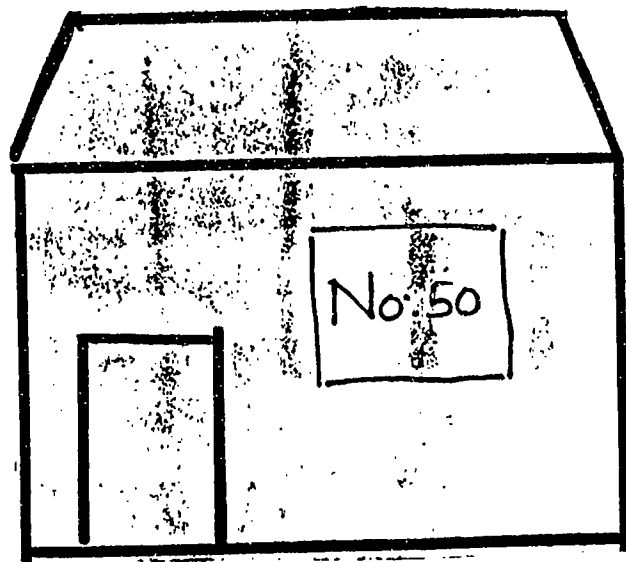
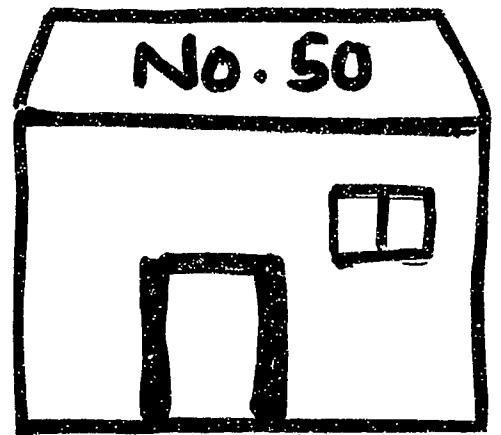
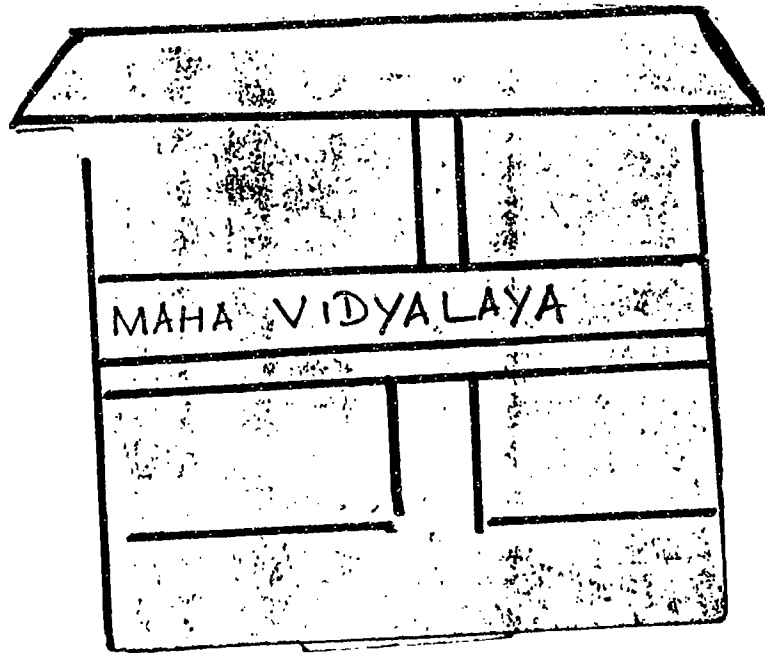
10 mins

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

Estimated Time	1 hour 30 minutes
Objective	At the end of the lesson the students will be able to use the grammar and find out where some buildings are located.
Teaching Point	Grammar: Post Positions ඉස්සරහ පිටිපස්සේ උග මැද අතින් අතර කොන්
Materials needed	Maps, Information gap sheets, models of buildings

Procedure

1. Warm up/Review:

5 mins

Review the locations.

2. Presentation:

15 mins

Present the post positions using the picture



For further clarification use a map with buildings.

3. Practice:

10 mins

Listening -

1. 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. - බැංකුව තිබෙන්නේ ස්වෙෂම උග.
 - සමුපතාලේ උඩ තැපැල් කත්තෝරුව තිබෙනවා.
 - පල්ලිය තිබෙන්නේ පොලිසියයි ස්වෙෂමයි අතර. etc..

2. Read out the following description and ask the students to mark the places on the given map.

සංඝල ඉස්සරහ සමුපකාරේ තිබෙනවා. සමුපකාරේ තිබෙන්නේ මල් පාර ලග. සංඝල ලග සෙල්ලම් පිට්ටනිය තිබෙනවා. සෙල්ලම් පිට්ටනිය ලග තැපැල් කන්තෝරුව තිබෙනවා. සෙල්ලම් පිට්ටනිය තිබෙන්නේ සංඝලයි තැපැල් කන්තෝරුවයි අතර. ඕලු පාර අයිතේ ඉස්සෝලේ තිබෙනවා. ඒක ඉස්සරහ පල්ලිය තිබෙනවා. පල්ලිය ලග, මල් පාර අයිතේ සොලීසිය තිබෙනවා. සොලීසිය ඉස්සරහ, මල් පාර අයිතේ පුස්තකාලේ තිබෙනවා. පුස්තකාලේ ලග වීඛ්ව විද්‍යාලේ තිබෙනවා. වීඛ්ව විද්‍යාලේ පිටිපස්සේ ස්වෛමයි තිබෙනවා. වීඛ්ව විද්‍යාලෙයි ස්වෛමයි අතරේ මිරලෝසු කණුව තිබෙනවා.

Listening & Speaking -

10 mins

1. Ask questions based on the the passage and the map.
 - සංඝල තිබෙන්නේ කොහෙද?
 - සංඝල ලග තිබෙන්නේ මොකදද?
 - වීඛ්ව විද්‍යාලෙයි ස්වෛමයි අතරේ තිබෙන්නේ මොකදද? 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 Rulon)

Student A: මැංකුව තිබෙන්නේ කොහෙද?
 Student B: පල්ලිය ලග.

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):

15 mins

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.

Name	Day	Place	Going with
Tim	Tuesday	Market	Jane
Tom	Friday	School	Mike
Kate	Monday	Post Office	Janet
Sandra	Thursday	Hospital	David

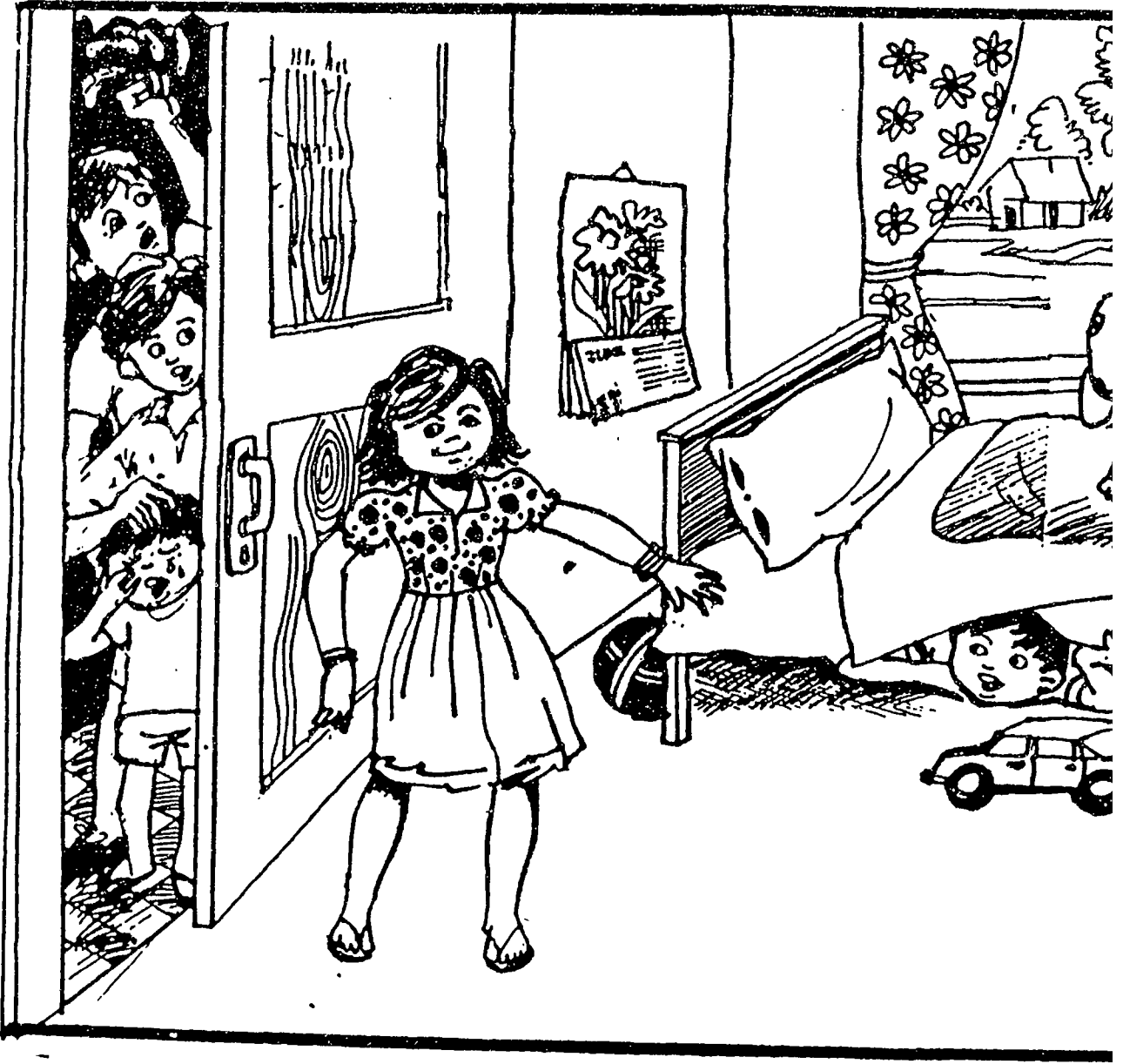
7. Comments/Self Evaluation

GRAMMAR NOTE

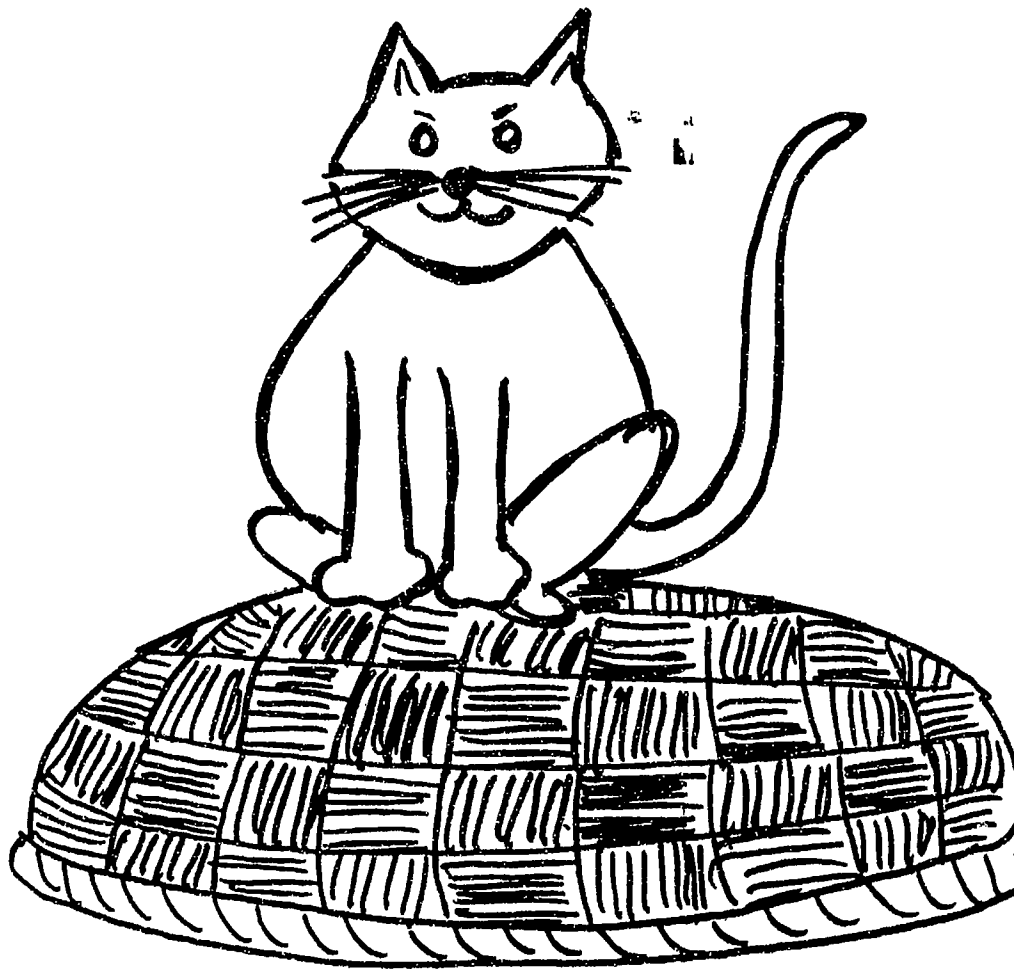
Post Positions:

In Sinhala they perform the same function as the Prepositions in English. However, in Sinhala they are placed after the Noun they govern:

පාර ලග near the road
කඩ පිටිපස behind the kade

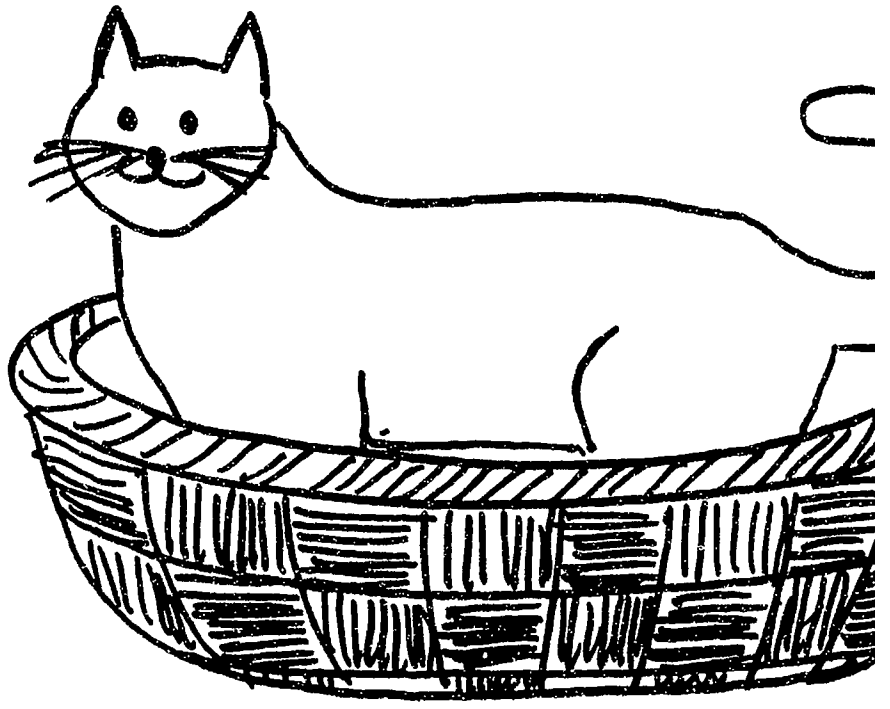


7-3
33



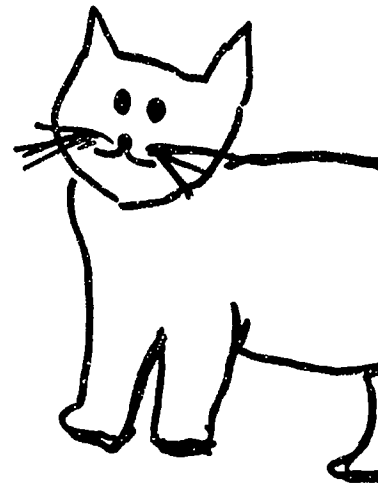
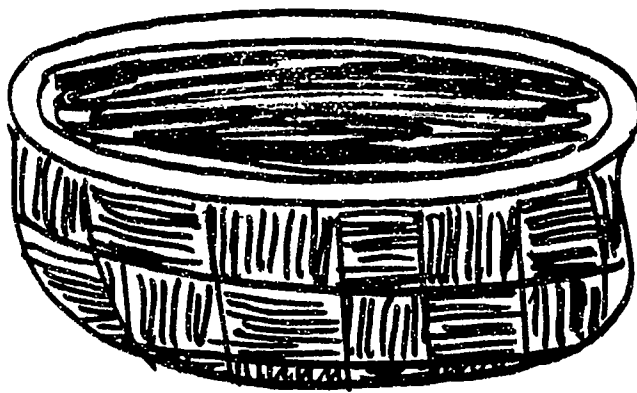
586

7-8



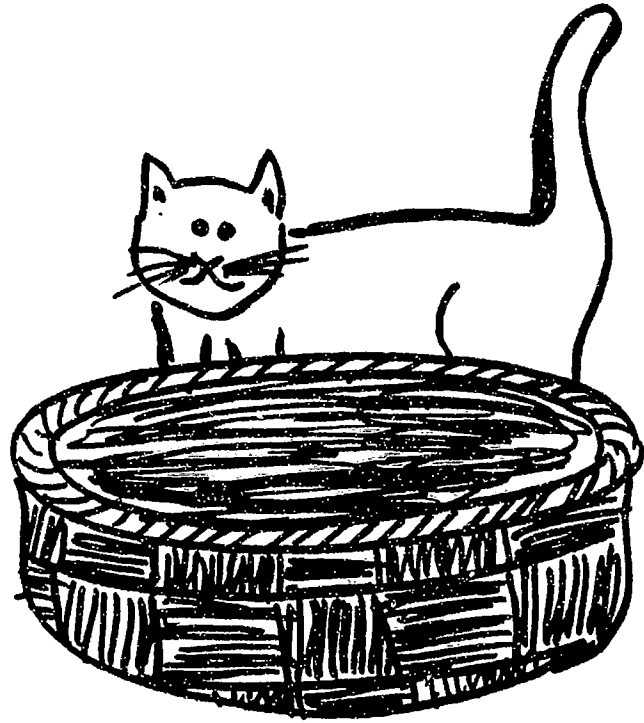
7-6

233



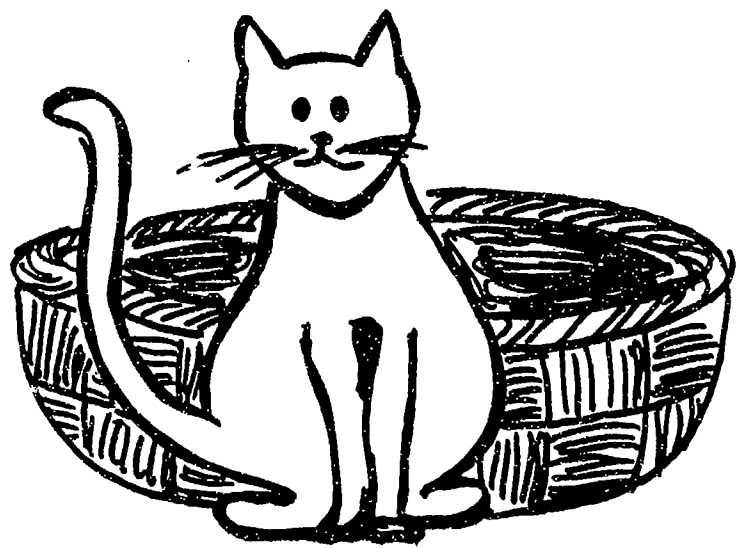
530

7-D

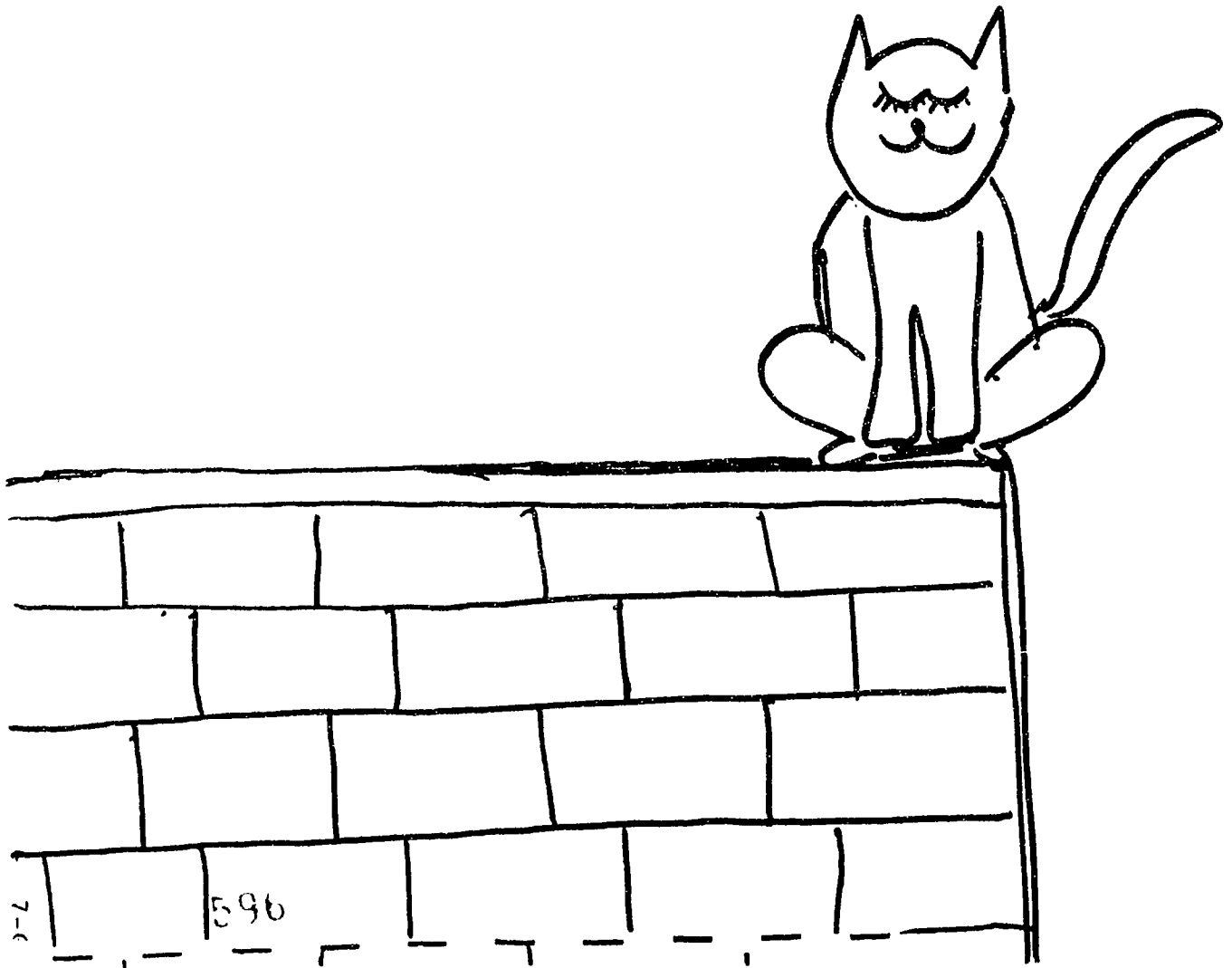


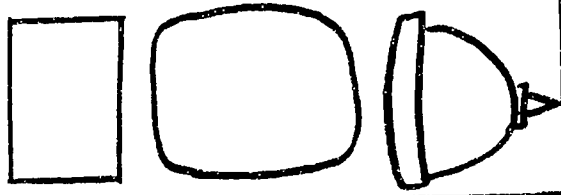
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7-6



594

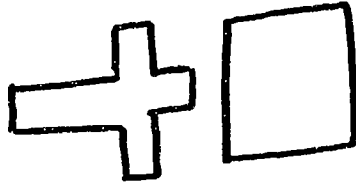




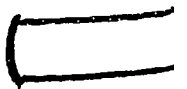
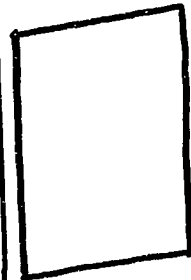
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LESSON PLAN III

Estimated Time	25 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play.
Teaching Point	Dialogue
Materials needed	Picture dialogue, role play cards

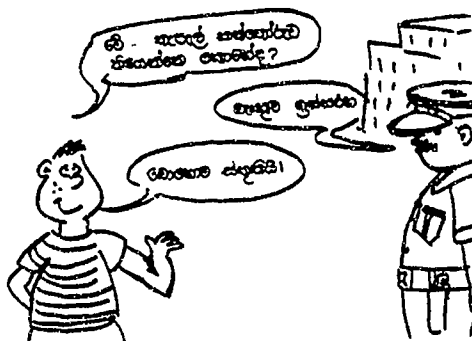
Procedure

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

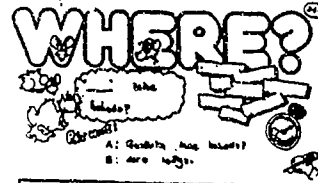
Students take roles and practise the dialogue.

4. Application (use):

5 mins

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



මේ..... තැපැල් කන්තෝරුව
නියෝජන කොහේද?

බැංකුව ඉස්සරහ

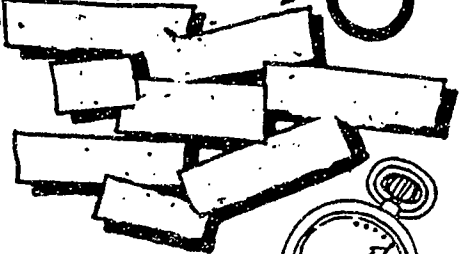
මොහොම සතුටයි!



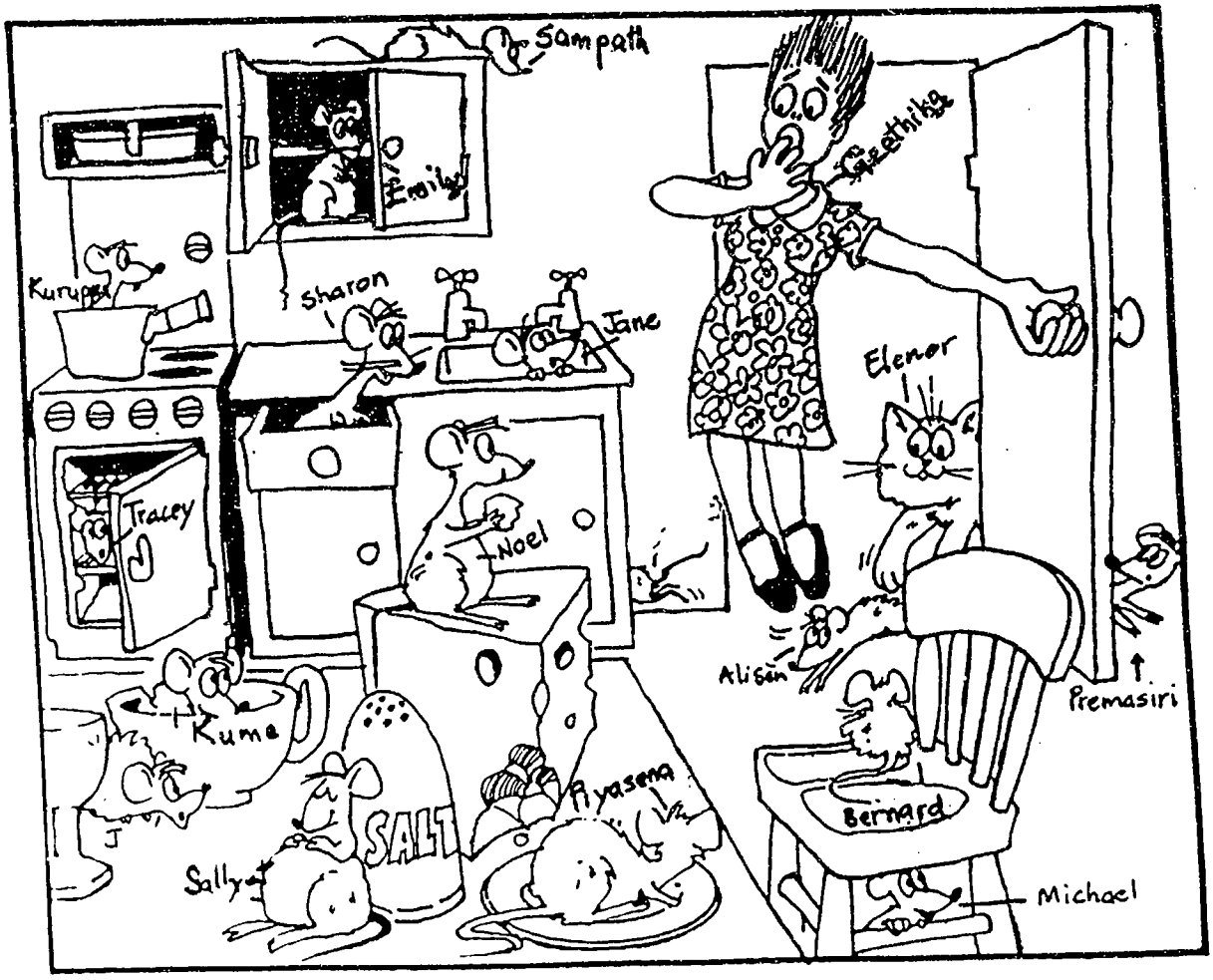
602

WHERE?

_____ inne
 koheda?
 Pair words?



A: Geethika inne koheda?
 B: dora la'iga.



Directions

Competency : To ask for and give directions
 Situation : On the street

Dialogue

Roles: PCT/Passerby	Functions			
<p>පිඹ : වෙලින් එකට යන්නේ කොහොමද?</p>	- asking directions			
<p>පාණ් සහ කෙනෙක් : මේ පාර දකුණේ කෙලින්ම ගිහිල්ලා හැරෙන්න. එතන ඉඳලා වික දුරක් යනකොට දකුණු පැත්තේ වෙලින් එක ඇති.</p>	- giving directions			
<p>පිඹ : බොහොම ස්තූතියි.</p>	- expressing gratitude			
<h3>Vocabulary</h3> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">පාර්දකේ දකුණු වම් දකුණු පැත්ත වම් පැත්ත හැරෙනවා</td> <td style="width: 33%;">එතන මෙතන අතන මතන</td> <td style="width: 33%;">වික දුරක් හැරැක්ම භාගයක් හැරැක්මක් යාරයක්</td> </tr> </table>		පාර්දකේ දකුණු වම් දකුණු පැත්ත වම් පැත්ත හැරෙනවා	එතන මෙතන අතන මතන	වික දුරක් හැරැක්ම භාගයක් හැරැක්මක් යාරයක්
පාර්දකේ දකුණු වම් දකුණු පැත්ත වම් පැත්ත හැරෙනවා	එතන මෙතන අතන මතන	වික දුරක් හැරැක්ම භාගයක් හැරැක්මක් යාරයක්		

LESSON PLAN I

Estimated Time	1 hour 30 minutes
Objective	At the end of the lesson the students will be able to use the vocabulary to find out directions to a place in town.
Teaching Point	Vocabulary & Dialogue පාර්ලේය එක එක දුරක් දකුණ මෙතන හැඳැක්ම භාගයක් එම අතන හැඳැක්මක් දකුණු පැත්ත මතන ආරම්භයක් එම පැත්ත හැරෙනවා
Materials needed	Maps, sign boards, role play cards, a robot

Procedure

1. Warm up/Review:

5 mins

Review command and negative command forms of the verbs.

2. Presentation:

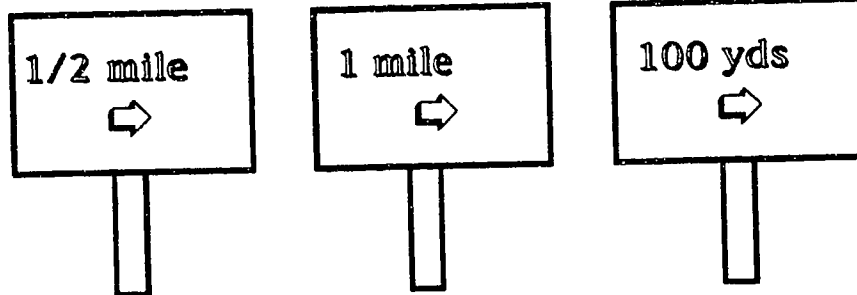
20 mins

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 එක දුරක්, ආරම්භයක්, හැඳැක්ම, භාගයක්, හැඳැක්මක් using sign boards.



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:	එමට හැරෙන්න	Ss:	එමට හැරෙන්න එහා
Tr:	සාර සියක් පාර දිගේ කෙලින් යන්න	Ss:	සාර සියක් පාර දිගේ කෙලින් යන්න එහා 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: බැංකුවට යන්නේ කොහොමද?

Student B: පාර දිගේ කෙලින් යන්න. එමට හැරෙන්න. කෙලින් යන්න. හංදියක් තියෙනවා. හැරෙන්න එහා. සාර සියක් ඉස්සරහට යන්න. බැංකුව පාර අසින් එම පැත්තේ තියෙනවා.

Student A: බොහෝම ස්තූතියි.

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 gives 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

J

Topic X: Transportation

Competencies	Page
(1) To ask for information about bus-stops and schedules: Dialogue I	01-03
(2) To purchase bus/train tickets: Dialogue I	04-10
(3) To engage 3-wheeler and settle for a reasonable fare: Dialogue I	11-17

Transportation

Competency : To ask for information about bus-stops and schedule
 Situation : The bus station

Dialogue

Roles: PCT/Bus Conductor or Time-Keeper	Functions
<p>වෙමි : හැලිඇලට යන්න පුදුවා මොන බස් එකේද? (Which bus goes to Hali-ela?)</p>	<p>- asking directions</p>
<p>වසම් සීපර : 136 බදුල්ල බස් එකේ හගින්න. (Get in to 136 bus)</p>	<p>- identifying</p>
<p>වෙමි : බදුල්ලට දැන් බස් එකක් තියෙනවද? (Is there a bus to Badulla now?)</p>	<p>- inquiring</p>
<p>වසම් සීපර : දැන් එකක් ගියා. ඊතට පස්සේ ආයෙත් තියෙන්නේ දහයාමාරට. (One bus has just left. The next will be at 10:30.)</p>	<p>- giving information</p>
<p>Vocabulary</p> <p>ඉස්කෝලය පස්සේ ඊලඟට ඊටපස්සේ අත්තිමට</p>	

LESSON PLAN I

Estimated Time	1 hour 20 minutes
Objective	At the end of the lesson the students will be able to use the vocabulary to find out bus schedule at the bus station.
Teaching Point	
Materials needed	Vocabulary: ඉස්සෙල්ලා පස්සේ ඊලඟට ඊටපස්සේ අත්තිමට & Dialogue

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.
 ඉස්සෙල්ලම් වතුර උණු කරන්න. ඊලඟට තේ කොළ හේඟුවට දාන්න. ඒකට වතුර දාන්න. ඊට පස්සේ විනාඩියක් තියන්න. ඊටපස්සේ තේ කොළ පෙරන්න. ඊට පස්සේ සීනි දාන්න. හොඳට කලවම් කරන්න. ඊලඟට තීර් දාන්න. අත්තිමට බොන්න.

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.

කොළඹ	පෙ..ව. 05.30	පෙ..ව. 08.30	ප..ව. 01.25	ප..ව. 07.30
මහනුවර	පෙ..ව. 07.15	පෙ..ව. 09.00	ප..ව. 02.45	ප..ව. 08.20
නුවරඑළිය	පෙ..ව. 06.00	පෙ..ව. 10.15	ප..ව. 03.15	----
බදුල්ල	පෙ..ව. 08.10	පෙ..ව. 10.30	ප..ව. 02.30	ප..ව. 06.30

කොළඹ				
මහනුවර				
නුවරඑළිය				
බදුල්ල				

Listening & Speaking -

10 mins

1. Ask questions based on the above bus time table.

- කොළඹට ඉස්සෙල්ලම බස් එක තියෙන්නෙ කීයටද?
- බදුල්ලට අත්තිම බස් එක තියෙන්නෙ කීයටද?
- නුවරඑළියට රෑට බස් එකක් තියෙනවද?
- උදේ 8.10ට තියෙන්නෙ මොන බස් එකද? 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:

කොළඹ	ප.ව. 05.30	?	ප.ව. 01.25	?
මහනුවර	?	ප.ව. 09.00	?	ප.ව. 08.20
නුවරඑළිය	?	ප.ව. 10.15	ප.ව. 03.15	?
බදුල්ල	ප.ව. 08.10	?	?	ප.ව. 06.30

කොළඹ	?	ප.ව. 08.30	?	ප.ව. 07.30
මහනුවර	ප.ව. 07.15	?	ප.ව. 02.45	?
නුවරඑළිය	ප.ව. 06.00	?	?	----
බදුල්ල	?	ප.ව. 10.30	ප.ව. 02.30	?

7. Comments/Self Evaluation

Transportation

Competency : To purchase bus/train tickets
 Situation : On a bus/a private van

Dialogue

Roles: PCT/Bus Conductor	Functions										
<p>බස් කොන්දෙස්තර : බස්කොම පොලීම් එක්ක පොලීමක් පිට ඉන්න අයට විතර දෙන්නේ නෑ. කොහොටද? (Get into the line. Tickets are not issued for the passengers who are not in the queue)</p> <p>ඩබ්බොරා : බදුල්ලට. කීයද? (To badulla. How much is the bus fare?)</p> <p>බස් කොන්දෙස්තර : තදදද? (Rs.10.50. Do you have small money?)</p> <p>ඩබ්බොරා : නෑහේ. (No, sorry)</p> <p>බස් කොන්දෙස්තර : එහෙනං බහින්න ඉස්සෙල්ලා ඉතුරු සල්ලි ඉල්ලන්න. (If so, get your balance before you get off.)</p>	<p>- requesting</p> <p>- inquiring</p> <p>- giving information & inquiring</p> <p>- giving information</p> <p>- giving information</p>										
<p>Vocabulary</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">පොලීම්</td> <td style="width: 50%;">බස් ගාස්තුව</td> </tr> <tr> <td>සෙතග</td> <td>මාරු සල්ලි</td> </tr> <tr> <td>හිරවෙලා</td> <td>ඉතුරු සල්ලි</td> </tr> <tr> <td>හිටගෙන</td> <td>පිට</td> </tr> <tr> <td>කැඩලා</td> <td>ඇතුල</td> </tr> </table> <p>GRAMMAR</p> <p>V(Adj) + Noun</p>		පොලීම්	බස් ගාස්තුව	සෙතග	මාරු සල්ලි	හිරවෙලා	ඉතුරු සල්ලි	හිටගෙන	පිට	කැඩලා	ඇතුල
පොලීම්	බස් ගාස්තුව										
සෙතග	මාරු සල්ලි										
හිරවෙලා	ඉතුරු සල්ලි										
හිටගෙන	පිට										
කැඩලා	ඇතුල										

LESSON PLAN I

Estimated Time	1 hour 10 minutes
Objective	At the end of the lesson the students will be able to find out information using the grammar
Teaching Point	Grammar: V(Adj) + Noun
Materials needed	Picture dialogues, MCQ charts, speaking table.

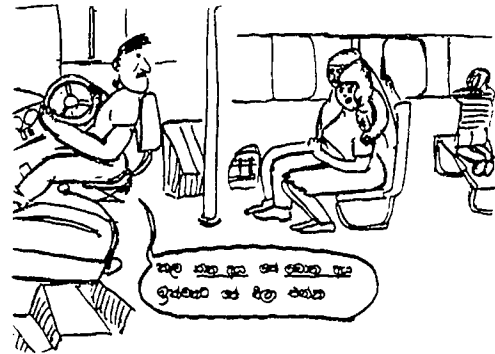
Procedure

1. Warm up/Review: 5 mins

Review the verbal adjective form of the verb.

2. Presentation: 10 mins

Present the grammar using a picture dialogue.



Introduce the structure getting more examples in various situations.

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. යනවා | a. යන්න |
| | b. යන |
| | c. ය |
| 2. ඉන්නවා | a. ඉත |
| | b. ඉන්න |
| | c. ඉන්න. |
| 3. තනවා | a. තන |
| | b. තන්න |
| | c. තන්න. |
| 4. ගන්නවා | a. ගන්න. |
| | b. ගන්න |
| | c. ගත |
| 5. බලනවා | a. බලන්න |
| | b. බලන |
| | c. බල |

Listening & Speaking -

10 mins

1. Say the Present tense verb and get the students to say the verbal adjective.

- | | |
|------------|--------------|
| Tr: ගන්නවා | Ss: ගන්න |
| Tr: තනවා | Ss: තන etc.. |

Speaking -

10 mins

1. Get the students to make sentences using the following table.

කොළඹ	යන	ඳය	පොලිමේ එන්න
තේ	බොන	කවර්ප	බස් එකට තර්කන
දවුල්ව	බලන	මිනිස්සු	වහල තියන්න
Teledrama	තන	එක්කෙනා	මෙහාට එන්න
එලියේ	ඉන්න	දේවල්	සුවචල වාඩ්වෙන

4. Application (use):

10 mins

Ask the students work in pairs and find out answers for questions like the following.

1. ඔයාගේ ලංකාවේ ගෙදර වැඩට යන අය කවුද?
2. එතෙ ඉගෙනගන්න අය කවුද?
3. ඔයාගේ ගෙදරට හැමදාම එන අය කවුද? සති අත්තෙ එන අය කවුද?
4. ටෙලිවිෂා බලන කවර්ටය කවුද?
5. ප්‍රවෘත්ති බලන කවර්ටය කවුද? etc..

5. Assessment (Task):

15 mins

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:

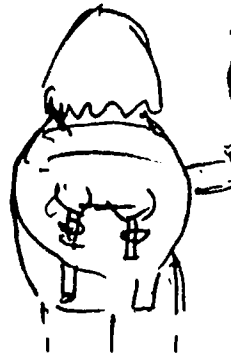
When the Verbal Adjective is added to the Noun it expresses the meaning 'the one/people who are --ing'

කොළඹට යන අය
ඉස්සරහ ඉන්න එක්කෙනා

People who are going to Colombo
The person standing in the front



කොළඹට යන පුද්ගලයන් මේ බ
 මාරුව යනු පුද්ගලයන් අර්ථ
 නුමරුව යනු පුද්ගලයන් නොවේ





കിഴക്കേ ഭാഗത്തു നിന്നും വരുന്ന
പുരുഷന്മാർക്ക് കിഴക്കേ ഭാഗത്തു.

LESSON PLAN II

Estimated Time	1 hour 5 minutes
Objective	At the end of the lesson the students will be able to use the vocabulary in a given role play
Teaching Point	Vocabulary: පොලිම බස් ගාස්තුව සෙනඟ මාරු සල්ලි තිරවේලා ඉතුරු සල්ලි හිටගෙන පිට කැපීලා ඇතුළු & Dialogue
Materials needed	Pictures, picture dialogue, listening cloze , role play cards

Procedure

1. Warm up/Review:

5 mins

Review command forms and numbers

2. Presentation:

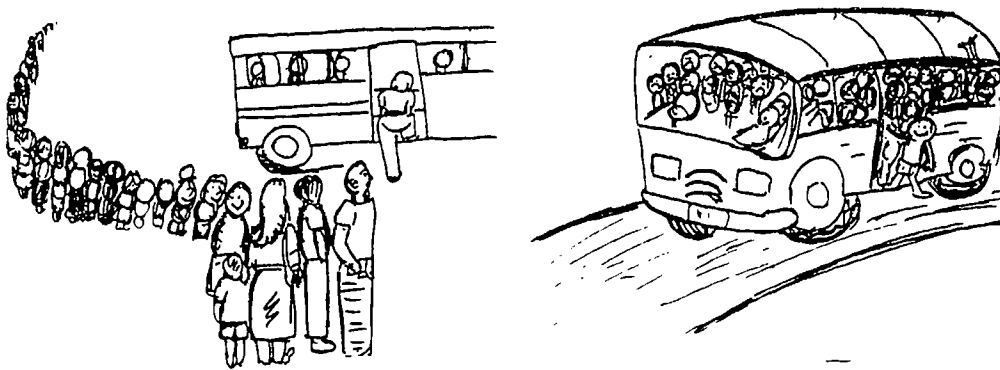
15 mins

Introduce පොලිම සෙනඟ තිරවේලා හිටගෙන කැපීලා using pictures.

Introduce බස් ගාස්තුව using a bus ticket.

Introduce පිට ඇතුළු using the classroom.

Introduce මාරු සල්ලි ඉතුරු සල්ලි using a picture dialogue.



Topic Transportation

8

3. Practice:

Listening -

10 mins

- Write the vocabulary on the board. Ask the students to fill in the missing words on the given listening cloze.

බස් කොන්දෝමර	:	මත්කොම කොන්දෝමර පත්ත.
ඩෙමොරා	:	කොන්දෝමර පිට ඉක්ක අයට විකට දෙත්තේ
බස් කොන්දෝමර	:	කැ කොහටද?
ඩෙමොරා	:	බදුල්ලට. කීයද?
බස් කොන්දෝමර	:	දහසයි පහසයි. කොහටද?
ඩෙමොරා	:	කැණ.
බස් කොන්දෝමර	:	එහෙම. බහිත්ත ඉස්කෝලා ඉතුරු සල්ලි
		ඉල්ලාත්ත.

Listening & Speaking -

10 mins

- Take roles and practice the dialogue with the students.

Speaking -

10 mins


- Students work in pairs and ask and answer questions like the following.

- මයාගෙ ගෙදර ඉඳලා මෙහට බස් ගාස්තුව කීයද?
- මයා ඈ ආවේ ඉඳගෙනද? හිටගෙනද?
- මයාගෙ බස් එකේ ගොඩක් සෙහග හිටියද?
- මයාගෙ බස් ගාස්තුව රුපියල් 3.00යි. මයා රුපියල් 10ක් කොන්දෝමරට දෙනවා. මයාගෙ ඉතුරු සල්ලි කීයද?

- Students practice the dialogue in pairs.

4. Application (use):

15 mins

Role Play: 

Roles: PCT/Bus Conductor

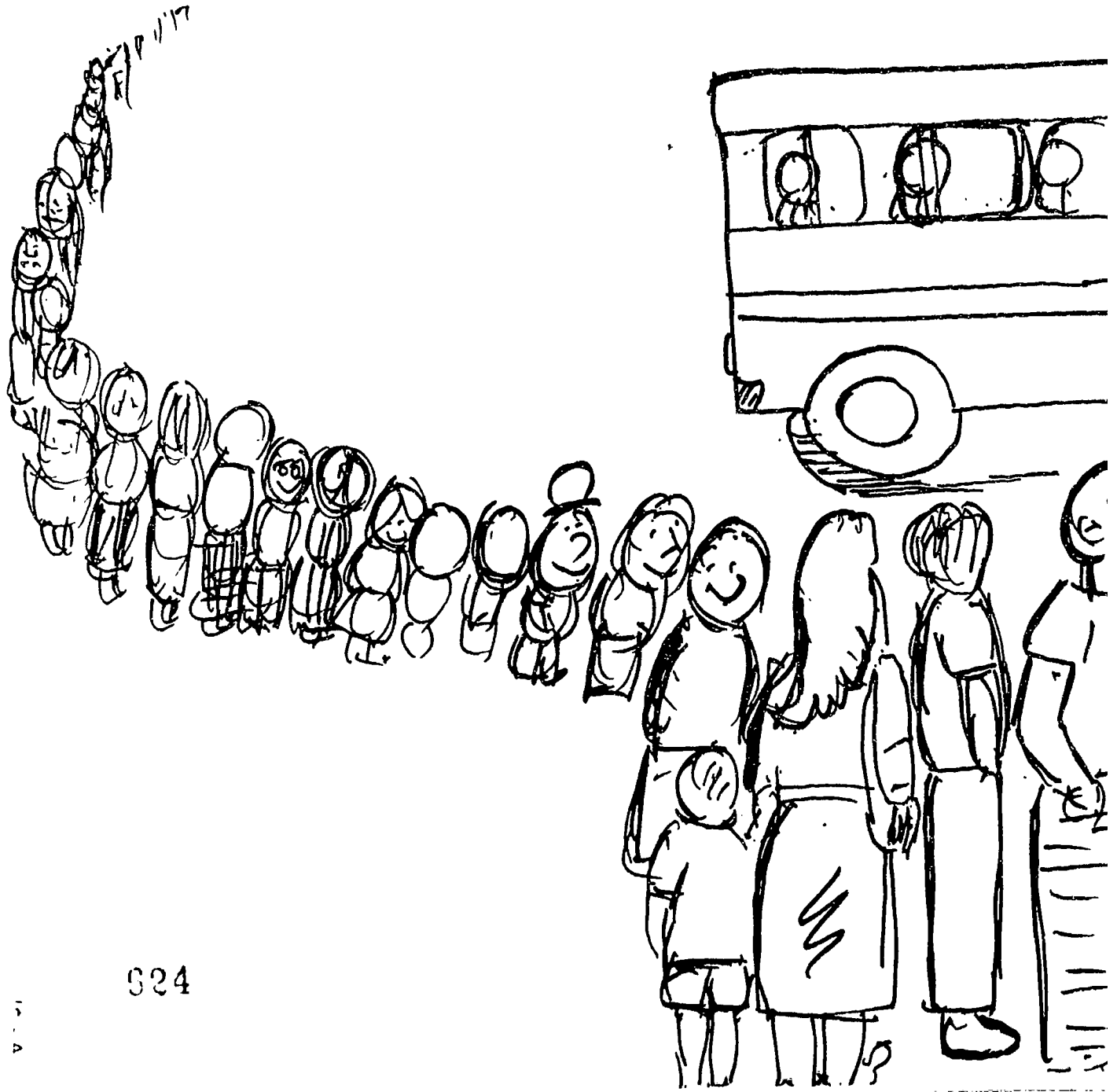
Situation: Inside a packed bus

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):

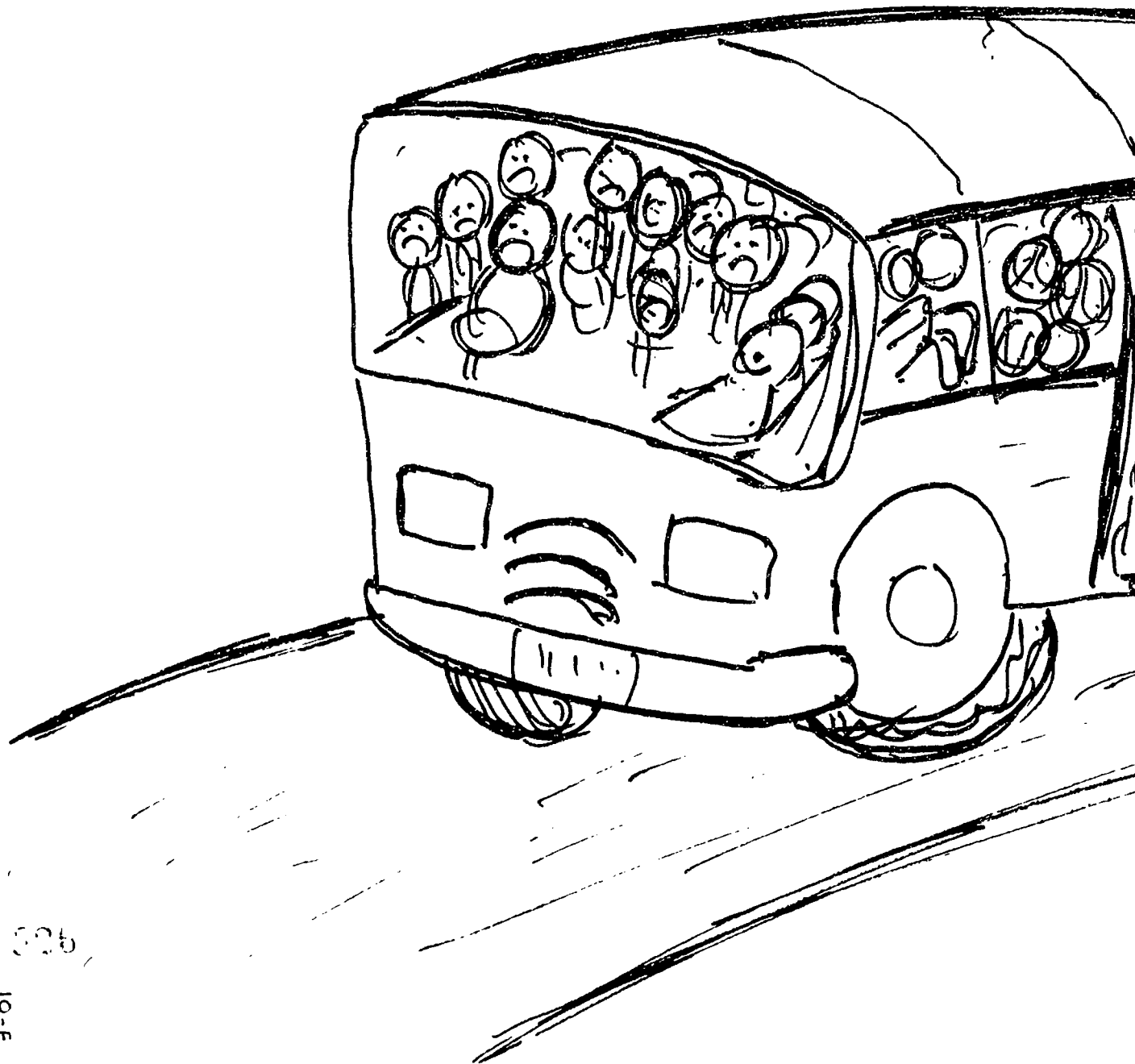
6. Contingency Plan:

7. Comments/Self Evaluation



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11/17



306
10-E



Transportation

Competency : To engage a 3-wheeler and settle for a reasonable fare

Situation : On the street

Dialogue

Roles: PCT/Bus Conductor	Functions
<p>බොම් : ලේවැල්ලට යන්න පුළුවන්ද? (Can you take me to Lewella?)</p>	- inquiring
<p>ඉසිවර : පුළුවන්. නගින්න. (Can. Get in.)</p>	- giving information
<p>බොම් : කීයක් ගන්නවද? (How much do you charge?)</p>	- inquiring
<p>ඉසිවර : ලේවැල්ලේ කොහොතටද? (In which area of Lewella?)</p>	- inquiring
<p>බොම් : සත්සල ලගට (Near the temple)</p>	- giving information
<p>ඉසිවර : සත්සල ලගට යනවා නම් කොපමණක් ගන්නවා. (If it is near the temple I charge Rs.40/=)</p>	- making a condition
<p>බොම් : හිතක් දෙන්න. (I'll pay Rs.30/=)</p>	- sugesting
<p>ඉසිවර : ආ ආ නගින්න (O.K. O.K. Get in)</p>	- agreeing
<p>Grammar Conditionals - ක. form</p>	

LESSON PLAN I

Estimated Time	1 hour 25 minutes
Objective	At the end of the lesson the students will be able to use the grammar to find out information from Sri Lankans
Teaching Point	Grammar: Conditionals - <i>කො</i> form
Materials needed	Picture dialogues, listening strips, speaking strips, problem solving questions on newsprint

Procedure

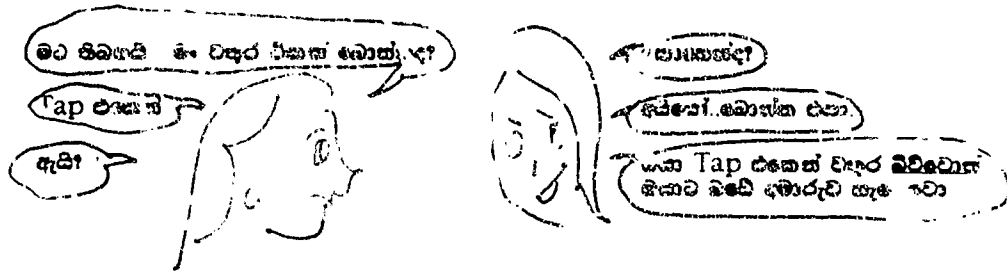
1. Warm up/Review: 5 mins
 Review past tense verbs.

2. Presentation: 15 mins
 Introduce the grammar using picture dialogues.



Bus Transportation





*Present the meaning very clearly.

3. Practice:

Listening -

15 min.s

- 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.

මයා ඇපුල් කන්තොරුවට ගියොත්	මුද්දර දහසක් ගෙන්න
මයාලා ඉන්දියන් කෑම කනවා.	Paivas එකට යන්න
පත්තරේ ගෙනාවොත්	අම්මත් බලන්න දෙන්න
Corey එනවා.	Jessi ඡ එනවා
මයා Pizza හැඳුවොත්	මමත් දෙන්න
මයාලා කාඩ් යෙල්ලා කරනවා.	මට කතාකරන්න
මයා අරක්කු බොනවා.	නාත්තාගෙන් අහනවා

Listening & Speaking -

10 mins

1. Read out the following sentences one by one and ask the students to make conditional clauses.

- Dr Shiro එනවා. Shots දෙනවා.
- පොලීසියෙක් එනවා. තොරු දුවනවා
- ටවුම්ට යනවා. ගවුමක් ගන්නවා
- ඇ Corey එනවා. Traineesලා එක්ක කතා කරනවා
- පර්ක් movie ගේනවා. අපිට බලන්න පුළුවන්.
- Kapila එනවා. Mail ගේනවා etc.

Speaking -

15 mins

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	-	මහත් වෙනවා
පාලික	-	ලියා ගෙනවා
ගොඩක් බයර්	-	වමනෙ යනවා
වැසස	-	භික්ෂු ගහන්න බෑ
රුක	-	පැහැවැල් බොනවා
කපිල	-	රැස්වමක් තියෙනවා

4. Application (use):

15 mins

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):

10 mins

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

මගේ උපකරණ කාලේ

පහසුවෙන්, යහලුවන. මුහුණ

එහෙත් හොඳින්
භාවයෙන්ම මුහුණ.

ඔව්

ඇයි?



෭
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බයා Beer බොහොදු?

බොහොදු ඉවත් එකක
Victory Bar එකට යමු

ච්චි ඉදල

නා හොඳින්

17-C

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K

Topic XI: Communication

Competencies	Page
(1) To find out business hours in the Post Office: Dialogue I	01-09
(2) To make a telephone call: Dialogue I	10-12

Communication

Competency : To find out business hours in the Post Office

Situation : At the entrance to the Post Office

Dialogue

Roles: PCT/Sri Lankan	Functions
<p>පෙයින්කා : කීයේ ඉඳලා සිය වෙතසං පැවැත් කැරලා තියෙන්නවද?</p> <p>කිමල් : අවේ ඉඳලා පස වෙතසං.</p>	<p>- inquiring</p> <p>- giving information</p>
<p>Vocabulary</p> <p>ඔරුදර ලියං කවර ලියං පෙට්ටිය ලියම</p> <p>Grammar</p> <p>V(stem) + කං - until</p>	

LESSON PLAN I

Estimated Time	1 hour
Objective	At the end of the lesson the students will be able to use the vocabulary in a given role play exercise
Teaching Point	Vocabulary: මුද්දර ලීයු, පවර ලීයු, පෙට්ටිය ලීයු
Materials needed	Realia, pictures, stamp ladder board, role play cards

Procedure

1. Warm up/Review: 5 mins

Review numerals.

2. Presentation: 10 mins

Present the vocabulary using realia and pictures.

Introduce රුපියලේ මුද්දරයන්. රුපියල් දෙසේ මුද්දර දෙකක්. සහ පහසේ මුද්දර 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.

මෙලියක හැම සති අත්තම එයාගේ කාලුවන්ට (ලීයුම් කවර/මුද්දර/ලීයුම්) ලියනවා. ලීයුම් ලියලා (ලීයුම් කවරෙක/ලීයුම් පෙට්ටියක/මුද්දරෙක) ආලා (ලීයුම්ම/ලීයුම් පෙට්ටියම/ලීයුම් කවරෙම) ආනවා. ලීයුම් පෙට්ටියම ආන්ත ඉස්සෙල්ලා එයා (ලීයුම්/මුද්දර/ලීයුම් පෙට්ටිය) අලවනවා.

Listening & Speaking -

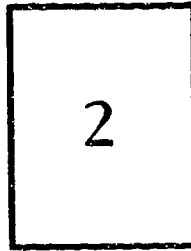
10 mins

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:

මම තැපැල් කැප්පෝරුවට ගිහිල්ලා _____
 _____ ගත්තා.

Teacher shows



Students say:

මම තැපැල් කැප්පෝරුවට ගිහිල්ලා දැවිසල් දෙකක් මුද්දර දෙකක් ගත්තා.

Speaking -

15 mins

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 *මොනවද මිනේ?* and Student A says *මම සත පතක මුද්දරකක් දෙන්න.* The game continues until one student reaches the last number.

4. Application (use):

10 mins

Role Play:

Roles: PCT/Clerk
Situation: At the Post Office
Purpose: PCT wants to buy 5 two rupee stamps, 2 stamped envelopes, 10 aerogrammes, 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

Estimated Time	1 hour
Objective	At the end of the lesson the students will be able to use the grammar in a given role play exercise
Teaching Point	Grammar: V(present adj) + කෑ - until
Materials needed	Picture dialogues, paper strips, role play cards

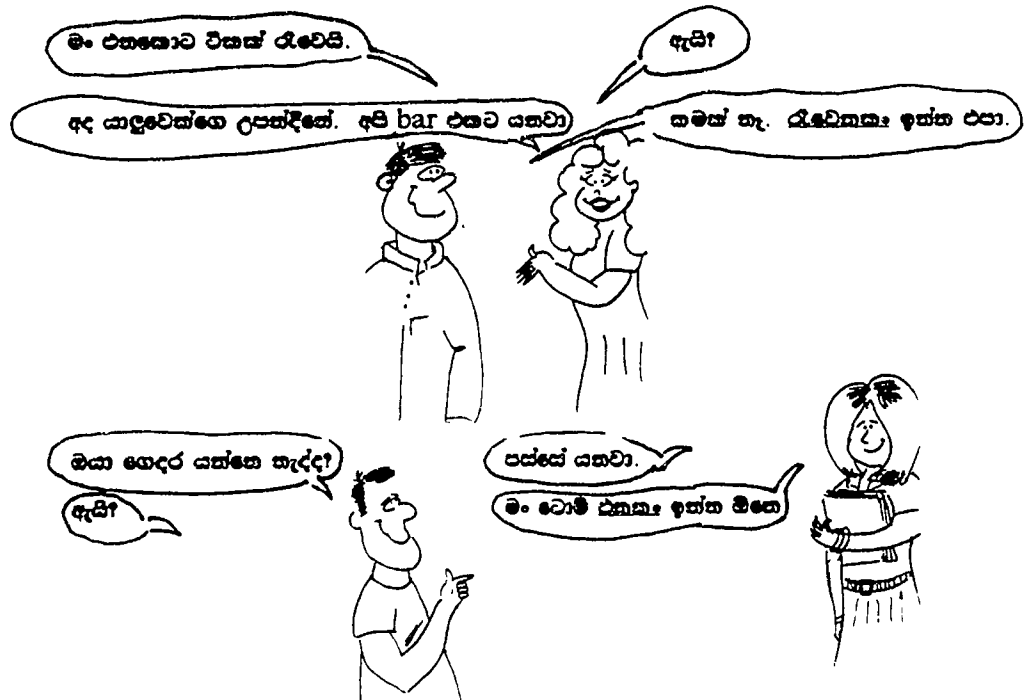
Procedure

1. Warm up/Review: 5 mins

Review the present verbal adjective forms.

2. Presentation: 15 mins

Present the grammar using a picture dialogue.



Present more examples and elicit the meaning and the rule from the students.

3. Practice:

Listening -

10 mins

1. Read out some sentences using the structure and get the students to choose the correct meaning from the MC Questionnaire.

1. වෙළුම් එකක අසි කැවෙ කැ. ඒ කියන්නේ
 - a. එක එකක ඉස්සෙල්ලා අසි කැවූ
 - b. එක එකකොට අසි කනවා
 - c. එක ආවට පස්සේ අසි කැවූ
2. කපිල එකක අසිට ලියුම් කැ. ඒ කියන්නේ...
 - a. කපිල කාම ආවේ කැ
 - b. කපිල ඇඳිල්ලා
 - c. කපිල ඇඳිල්ලා නමුත් ලියුම් ගෙනාවේ කැ
3. අම්මා කැම උයනක අසි Cards සෙල්ලං කෙරුවා. ඒ කියන්නේ...
 - a. අම්මා කැම ඉවිටට පස්සේ අසි Cards සෙල්ලං කෙරුවා.
 - b. අම්මා කැම උයනකොට අසි Cards සෙල්ලං කෙරුවා.
 - c. අම්මා කැම උයනක ඉස්සෙල්ලා අසි Cards සෙල්ලං කෙරුවා.

etc..

Listening & Speaking -

10 mins

1. Read part of a sentence and students complete the rest.

- කෝර් එකක.....
- ඇමේරිකාවට යනක.....
- ඉරිදා වෙනක.....
- සයිට් එකට යනක.....
- කවස් වෙනක..... etc..

Speaking -

10 mins

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):

10 mins

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.

ආරම්භය	until — come/s / came
අවසානය	until — go/es / went

LESSON PLAN III

Estimated Time	40 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play
Teaching Point	Dialogue
Materials needed	Picture, role play cards

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:

Listening - 5 mins

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

4. Application (use):

10 mins

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

ම. එනකොට විකන් රූ ෧

ඇයි?

අද සලකුණක් ගෙ පුත් දුන්.
අපි bar එකට යනවා

කමක් නැ. රූ මොනකා
ලුණු එන



9.A

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ඔයා ගෙදර යන්න නැද්ද?

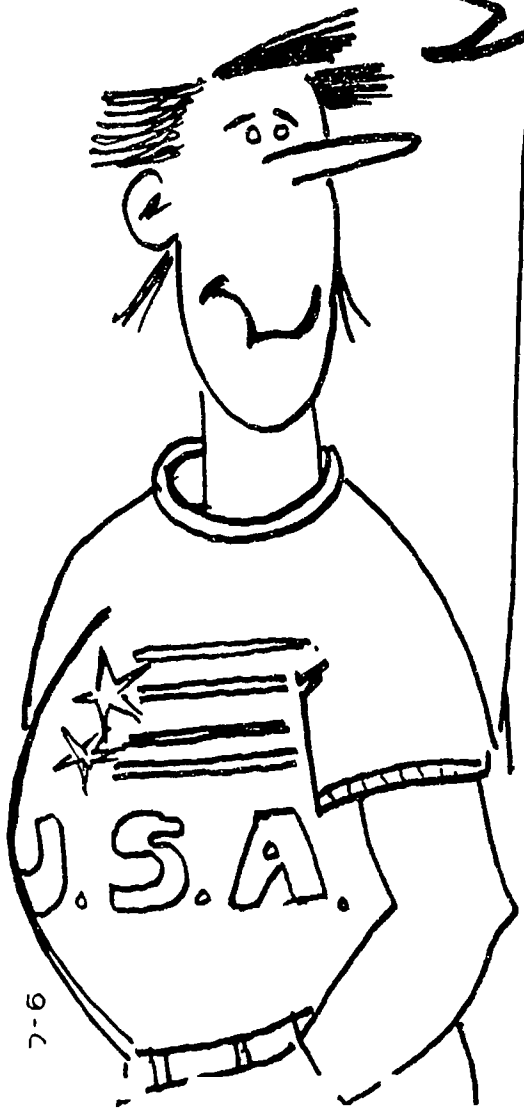
ඒය?

පස්සේ යනවා

ම. රෝ ඵනනා
ගුන්න බිහි.

කිසිදු මුදලක් නොමැතිව
තැනැල්ල කළු කැපීමට ඇරඹීමට නොහැකිද?

අපි මුදලක් නොමැතිව.



Communication

Competency : To make a telephone call
 Situation : at the post office/in a store

Dialogue

Roles: PCT/Post Master or Shopkeeper	Functions
<p>ප්‍ර: මට කොළඹට දෙලිපෝස් තෝල් එකක් ගන්න ඉල්ලුවාද?</p>	<p>- inquiring</p>
<p>පැ: ඔව් ඔබේ මොකදද?</p>	<p>- responding</p>
<p>ප්‍ර: හැටකවයයි හැත්තෑකවයි හැටපහ</p>	<p>- giving information</p>
<p>Vocabulary numarals - cardinals</p>	

LESSON PLAN I

Estimated Time	45 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given task
Teaching Point	Dialogue
Materials needed	Picture dialogue, role play cards

Procedure

1. Warm up/Review:

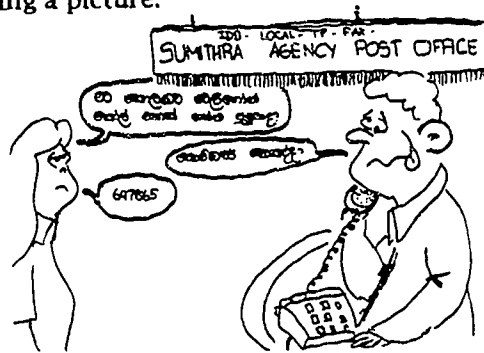
5 mins

Review the numbers - cardinals.

2. Presentation:

5 mins

Present the dialogue using a picture.



3. Practice:

Listening -

15 mins

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.

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

L

Topic XII: Housing

Competencies	Page
(1) To locate appropriate housing: Dialogue I	01-06
(2) To get information about rent and utilities: Dialogue I	07-11

Housing

Competency : To locate appropriate housing

Situation : Any social situation/work place

Dialogue

Roles: PCT/Teacher	Functions
<p>ස්තෝච්චි : මං සොඬි ගෙයක් හරි කාමරයක් හරි සොයනවා. (I am looking for a house or an annex.)</p>	<p>- giving information</p>
<p>සුභිල් : මේ අවටින්ද? (Somewhere around here?)</p>	<p>- inquiring</p>
<p>ස්තෝච්චි : ඔව්. පක්කල පැත්තේ උසක් කමක් කැ. (Yes. Even near the temple is o.k.)</p>	<p>- giving information</p>
<p>සුභිල් : මං සොයලා බලන්නං. (I try to find.)</p>	<p>- promising</p>
<p>ස්තෝච්චි : ලොකු උදව්වක්. (It's a great help.)</p>	<p>- thanking</p>
<p>Vocabulary</p> <p>උළු ටකරං පොල්අතු</p> <p>ගේ කාමරේ කුසය සාලේ ලැට් ටක/කකුසය</p> <p>වහලේ බිම දොර පහේලේ</p>	

LESSON PLAN I

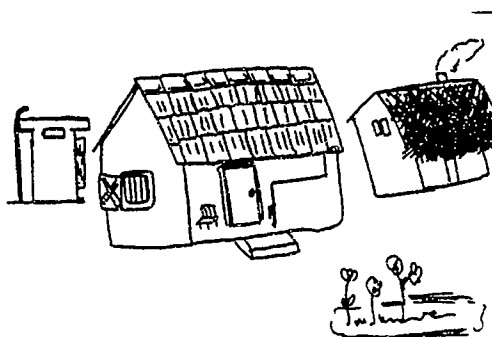
Estimated Time	1 hour 10 minutes
Objective	At the end of the lesson the students will be able to ask for descriptions of houses
Teaching Point	Vocabulary: උළු වසරා පොල්ලකු ගේ කාමරේ කුසය කාලේ ලැටි වස/කකුසය වකලේ කිම දෙර පහේල
Materials needed	Model home, pictures, index cards

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 -

- 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.



etc...

2. Ask the students to listen to the following cloze passage and fill in the missing words.

පුල්ස් ඉන්නෙ නුතුවල. එයාට පොඩි ගෙයක් තියෙනවා. එයාගේ ගෙදර, කාමරෙකුයි, සාලෙකුයි, කුස්සියකුයි තියෙනවා. වහලේ උළු තියෙනවා. බිම පිමෙන්නි දාලා. එයා එලියට යනකොට දොර වහලා යතුර ගෙතියනවා. එයාගේ ලෑට එක තියෙන්නෙ ගේ පිටිපස්සෙ. පුල්ස්ගෙ ගමේ පොඩි ඉස්කෝලයක් තියෙනවා. ඒක හදලා තියෙන්නෙ පොල් අතු වලින්. ඒ නිසා එයා වහරං දාලා අලුත් ඉස්කෝලයක් හැදුවා.

Listening & Speaking -

1. Ask questions based on the passage and get the students to answer the them.

- පුල්ස් ඉන්නේ කොහෙද?
- එයාගෙ ගෙදර ලොකුද?
- එයාගෙ ගෙදර කාමර කීයක් තියෙනවද?
- එයාගෙ ගෙදර සාලයක් තියෙනවද?
- එයාගෙ කාමරේ තියෙන්නෙ මොනවද?
- එයාගෙ ගමේ ඉස්කෝලේ වහලට දාලා තියෙන්නෙ මොනවද?
- එයා අලුතෙන් හදන ඉස්කෝලේ වහලට දාන්නෙ මොනවද?

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

මගේ ඇමෙරිකාවේ පවුලේ ගෙදර ලොකුයි. එහේ තිදන කාමර තුනකුයි කුස්සියකුයි ලොකු සාලෙකුයි තියෙනවා. ලෑට එක තියෙන්නෙ කාමරේ ඇතුලේ...etc.

Use the completed listening exercise as a guide to make descriptions.

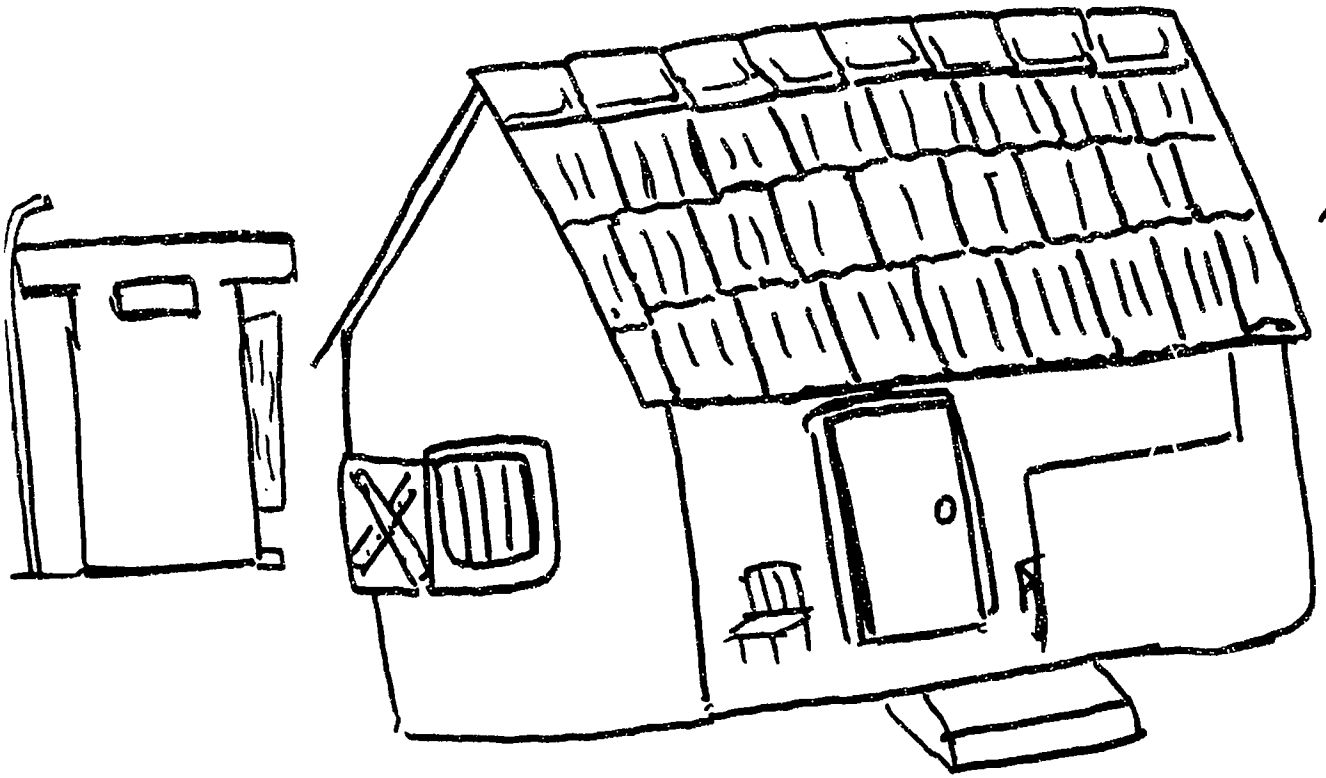
5. Assessment (Task):

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, *ഇപ്പോൾ ഞങ്ങൾ എവിടെയിരിക്കുന്നു?* The students point to the picture or word called and say *കിണർ, മുറം, പറ്റിപ്പാലം* etc. Students take turns asking each other for the location of different rooms and facilities.

7. Comments/Self Evaluation



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LESSON PLAN II

Estimated Time	50 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a role play
Teaching Point	Dialogue
Materials needed	Picture dialogue

Procedure

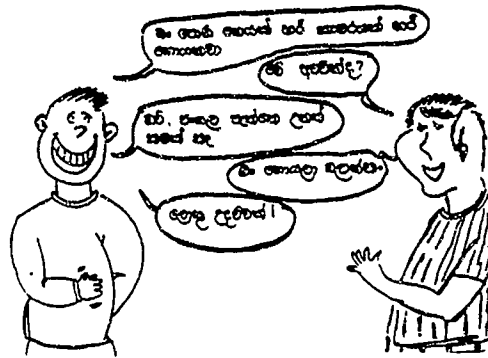
1. Warm up/Review: 5 mins

Review all the necessary vocabulary and grammar.

2. Presentation: 15 mins

Introduce the vocabulary: **කොසකඩා, අවිවික්, පක්කල පැත්තේ, කොසලා බලන්න** using pictures and picture dialogues. Introduce the phrase **ලොකු ලදවිටක්**.

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

මං හොඳ ගෙයක් හරි කාමරයක්
හොයනවා

ඔහ් අවටින්ද?

ඔව්, එංසල පැත්තේ උනත්
කමක් නෑ.

මං හොයලා බලන්න.

ලොකු උදව්වක්!



6-A

Housing

Competency : To get information about rent and utilities

Situation : In the landlord's home

Dialogue

Roles: PCT/Teacher	Functions
<p>ස්කොට් : ගෙවල් කුලිය කීයද? (How much is the rent?) ගෙවල් අයිතිකාරයා : එකතං ඉතිං පස්සේ කතාකරගනුයො. (We can discuss it later. Can't we?)</p>	<ul style="list-style-type: none"> - asking for information - suggesting
<p>ස්කොට් : එහෙම නෙමෙයි. ඒ ගැන දා කතාකරගන්නම් ලේයියි. (That's not the way. It is easy for both parties if we discuss it now.)</p>	<ul style="list-style-type: none"> - controdicing
<p>ගෙවල් අයිතිකාරයා : එහෙතං මාසෙකට රුපියල් දහස් වැට්ද? (Ifso, Rs.1000 per month. Is it too much?)</p>	<ul style="list-style-type: none"> - agreeing
<p>ස්කොට් : ලී බඩුක් එක්ක දා (With furniture. Isn't it?)</p>	<ul style="list-style-type: none"> - inquiring
<p>ගෙවල් අයිතිකාරයා : ඔව්. ස්කොට් : හොඳය. ඒ ගැන වැටී කැ. (o.k. It's a fair deal)</p>	<ul style="list-style-type: none"> - giving information - agreeing
<p>Vocabulary</p> <p>ගෙවල් කුලිය ලී බඩු ඇඳුම් මිටියේ ලාභය වලං පිතං ලීප කිරීමකේ</p>	

LESSON PLAN I

Estimated Time	1 hour 5 minutes
Objective	At the end of the lesson the students will be able to use the new vocabulary items in a communicative drill exercise
Teaching Point	Vocabulary: ගෙවල්, කුලීය, ලී බඩු, ඇඳ, පුවු, මේස, ලාම්පු, වලං, පිතං, ලීට, සිටං, සිටං, සිටං
Materials needed	Pictures, paper strips,

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 ගෙවල්, කුලීය using a picture .



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:

කැරන් ස්ටේට්ස් සේවිකාවක්. එය ඉන්න මාතර. එය නතියම ඉන්න නිසා එයට කැම උයන්න වලං කැම කන්න පිලා තියෙනවා. ගෙදර electricity නැති නිසා ප්‍රාදීප්‍ර පත්තු කරනවා. එයට ගැස් ලියකුයි දර් ලියකුයි තියෙනවා. ගෙදර ගොඩක් ලීබඩු කැ. හැබැයි ඇඳකුයි පුටු දෙනකුයි ඔබ්බෙනකුයි තියෙනවා. එයට තාම ගොදට පොල් ගාන්න බැ. එයා හිරිමණේ පාර්ට්ට් කරන්න පුරුදුවෙනවා. එය ඉන්න ගෙදරට මාසෙකට රු 1500ක් ගෙවිලි කුලී ගෙවෙනවා.

Listening & Speaking - 10 mins

1. Say a related word and get the students to say correct vocabulary.

e.g. Tr: වාඩිවෙනවා Ss: පුටු
 Tr: පොල් ගානවා Ss: හිරිමණේ etc..

Speaking - 10 mins

1. Students work in pairs. One student says a vocabulary item and the other student says what do we do with it.

Student A: ලීප Student B: උයනවා
 Student A: හිරිමණේ Student B: පොල් ගානවා etc..

4. Application (use): 10 mins

Ask the students to practice the following drill using substitutions.

Student A: වලං පාර්ට්ට් කරන්න මොනවටද?
 Student A: කැම උයන්න

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: මම මේ ගෙදරට කැමතියි.
 Student B: ඇයි?
 Student A: එකේ ලොකු සාලයක් තියෙන නිසා.

7. Comments/Self Evaluation

LESSON PLAN II

Estimated Time	45 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play.
Teaching Point	Dialogue
Materials needed	Picture, role play cards

Procedure

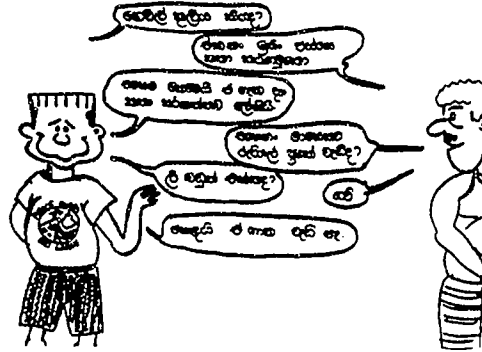
1. Warm up/Review: 5 mins

Review all necessary vocabulary items and phrases.

2. Presentation: 5 mins

Introduce the phrases-*දැන කොතරකකම ලේඛයි*

Introduce the dialogue using a picture depicting a landlord and PCT at a Sri Lankan house.



3. Practice: 5 mins
- Listening -

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

- 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):

15 mins

<p>Role Play: </p> <p>Roles: PCT/Landlord/Landlady</p> <p>Situation: At a Sri Lankan home.</p> <p>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.</p>
--

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:

<p>Landlord:</p> <ul style="list-style-type: none">-2 bedroom annex-utilities included-furnished-deposit required-Rs. 2000 per month

<p>Tenant:</p> <ul style="list-style-type: none">-2 bedroom annex.-utilities included-furnished-deposit required-Rs 2000 per month

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

ගෙවල් කුලිය කීයද?

එකනං මුත්තං පස්සෙ
කතා කර්මොකො.

අහොම හෙමයි. එ ගැන දුටු
කතා කර්මොකම ලෙසියි.

අහොම මාගෙකර
ඊලියල් දුගත් වැඩිදු?

ලී බඩුන් එක්කදු?

ඔව්

හොඳයි. එ ගැන වැඩි නෑ.



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II-A

M

Topic XIII: Employment

Competencies

Page

- (1) To describe his/her Peace Corps assignment:

Dialogue I
Dialogue II

01-05
06-16

Employment

Competency : To describe his/her Peace Corps assignment

Situation : Sri Lankan home/Any social situation

Dialogue I

Roles: PCT/Sri Lankan	Functions								
<p>පුරුෂ : ලංකාවේ කරන්නේ මොකටද? (What are you doing in Sri Lanka?)</p> <p>වම : ඉංග්‍රීසි ගුරු විද්‍යාල ගුරුවරු පුහුණු කරනවා. (I am training English teachers at English Teacher training College)</p>	<p>- asking for information</p> <p>- giving information</p>								
<p>Vocabulary</p> <table border="0"> <tr> <td>අධ්‍යාපනය</td> <td>පුහුණු කරනවා</td> </tr> <tr> <td>අධ්‍යාපන අමාත්‍යාංශය</td> <td>නිවාඩු</td> </tr> <tr> <td>ගුරු විද්‍යාල</td> <td>නිවාඩු කාලය</td> </tr> <tr> <td>අනුබද්ධ විශ්ව විද්‍යාල</td> <td>වෙලින් එක</td> </tr> </table> <p>Phrases</p> <p>එක එකිනෙක එක කැ නිකං ඉන්නවා</p> <p>Idioms</p> <p>අසිස් ගතකවා</p>		අධ්‍යාපනය	පුහුණු කරනවා	අධ්‍යාපන අමාත්‍යාංශය	නිවාඩු	ගුරු විද්‍යාල	නිවාඩු කාලය	අනුබද්ධ විශ්ව විද්‍යාල	වෙලින් එක
අධ්‍යාපනය	පුහුණු කරනවා								
අධ්‍යාපන අමාත්‍යාංශය	නිවාඩු								
ගුරු විද්‍යාල	නිවාඩු කාලය								
අනුබද්ධ විශ්ව විද්‍යාල	වෙලින් එක								

Listening Grid:

ආයතනය	ස්.සේ. ගණක
ගුරු විද්‍යාලය	
වෙලින් එක්ස්	
අනුබද්ධ විශ්ව විද්‍යාලවල	
අධ්‍යාපන අමාත්‍යාංශය	

Listening & Speaking -

10 mins

1. Students listen to clues and say the institutions.

1. එක් ගුරුවරු ඉගෙනගන්නවා.
2. එක් ගුරුවරු වෙස්ස ඉන්න අය ඉංග්‍රීසි ඉගෙනගන්නවා.
3. ඒක විශ්ව විද්‍යාලයක් වෙස් etc..
4. එදාම වැඩ කරන්නේ නෑ etc..

Speaking -

10 mins

1. Students practice the following dialogues using all the above learnt words.

- Student A: මග වැඩ කරන්නේ කොහොද?
- Student B: නුවර වෙලින් එක්ස්
- Student A: ඒක මොන අමාත්‍යාංශයෙද?
- Student B: අධ්‍යාපන අමාත්‍යාංශය.

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

Estimated Time	40 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play
Teaching Point	Dialogue
Materials needed	Picture dialogue, role play cards

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



ලංකාවේ කාර්න්තලා ගොනවද?

මුංග්ලිසි ගුරු විද්‍යාල
ගුරුමරු පුහුණු කාර්න්තලා



Employment

Competency : To describe his/her Peace Corps assignment

Situation : Sri Lankan home/Any social situation

Dialogue II

Roles: PCT/Sri Lankan	Functions												
<p>පුද්ගල : මෙය පිස්කෝ එක මොනවගේ සංවිධානයක්ද?</p> <p>(What kind of organization Peace Corps is?)</p>	<p>- asking for information</p>												
<p>වම : එක ඇමරිකන් ආකාපති කාර්යාලයට සම්බන්ධ කරනු දානයක් කර ස්වේච්ඡා සංවිධානයක්.</p> <p>(It is an international voluntary organization attached to the American Embassy.)</p>	<p>- giving information</p>												
<p>පුද්ගල : එහෙත්, මහත්තයාට ලොකු පඩියක් හම්බවෙනවා ඇති හේද?</p> <p>(Then, you may be drawing a good salary. Isn't that so?)</p>	<p>- asking for information</p>												
<p>වම : නැ, මං ස්වේච්ඡා සේවකයෙක්නේ. අපිට පඩියක් ගෙවන්නේ නැ, ලැබෙන්නේ දීමනාවක් විතරයි.</p> <p>(No. I am a volunteer. So that I am not paid. I get only an allowance.)</p>	<p>- giving information</p>												
<p>Vocabulary</p> <table border="0"> <tr> <td>අණවුව</td> <td>පඩිය</td> <td>පඩි ගෙවනවා</td> </tr> <tr> <td>ආකාපති කාර්යාලය</td> <td>දීමනාව</td> <td>පඩි හම්බවෙනවා</td> </tr> <tr> <td>සංවිධානය</td> <td>වියදම</td> <td>වියදම කරනවා</td> </tr> <tr> <td>පිස්කෝ අරමුණු 3</td> <td></td> <td>හිතම වැඩ කරනවා</td> </tr> </table> <p>Grammar</p> <p>V (present tense) + ඇති (Likely)</p> <p>V (Emphatic) + emphasized item + විතරයි</p>		අණවුව	පඩිය	පඩි ගෙවනවා	ආකාපති කාර්යාලය	දීමනාව	පඩි හම්බවෙනවා	සංවිධානය	වියදම	වියදම කරනවා	පිස්කෝ අරමුණු 3		හිතම වැඩ කරනවා
අණවුව	පඩිය	පඩි ගෙවනවා											
ආකාපති කාර්යාලය	දීමනාව	පඩි හම්බවෙනවා											
සංවිධානය	වියදම	වියදම කරනවා											
පිස්කෝ අරමුණු 3		හිතම වැඩ කරනවා											

- පිස්සෝ සංවිධානය මොන සංවිධානයක්ද?
- මේ සංවිධානය වැඩ කරන්නේ කා එක්කද?
- මේ සංවිධානය සම්බන්ධ මොන කාර්යාලයවද?
- දැනට ලංකාවේ ස්වේච්ඡා සේවකයෝ කීදෙනෙක් ඉන්නවද?
- මෙයාලට පඩියක් හම්බවෙනවද?
- මෙයාලට හම්බවෙන්නේ මොකද්ද?

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

Role Play:

Roles: PCT/Sri Lankan
Situation: Any social situation/any formal situation
Purpose: Sri Lankan asks lots of questions about the organisation and personal questions about the salary etc.. PCT responds.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

3. Practice:

Listening -

15 mins

1. Students to listen to a description and select the correct meaning on a MCQ chart.

1. බස් එක සත්හ ඇති. ඒ කියන්නේ....
 - a. බස් එක සතවා
 - b. බස් එක ගියාද හැද්ද දන්නෙ නෑ
 - c. බස් එක ගිහිල්ලා
2. පුහිල් සිගරට බොනවා ඇති. ඒ කියන්නේ....
 - a. එයා සිගරට බොනවා
 - b. එයා සිගරට බොන්නෙ නෑ
 - c. එයා සමහරවිට බොනවා
3. සැලීට මහත්සි ඇති. ඒ කියන්නේ...
 - a. එයාට මහත්සි නෑ
 - b. එයාට මහත්සිසි
 - c. එයාට මහත්සිද කියලා හරියටම දන්නෙ නෑ
4. මේ දවස්වල කොළඹට වහිනවා ඇති. ඒ කියන්නේ....
 - a. කොළඹට වහිනවද දන්නෙ නෑ
 - b. කොළඹට වහිනවා
 - c. කොළඹට වහින්නෙ නෑ
5. මාතර කෝවිච්චිය දැන් කොළඹට ගිහිල්ලා ඇති. ඒ කියන්නේ....
 - a. ඒක කොළඹට ගියා
 - b. ඒක කොළඹට ගියාද හරියටම දන්නෙ නෑ
 - c. ඒක කොළඹට ගියේ නෑ

Listening & Speaking -

10 mins

1. Read out the following sentences and get the students to make sentences using the grammar.

- මං බස් හෝල්ට් එකට ගියා. බස් එක නෑ.
- සැලී අද උදේ කැවේ නෑ.. මං හිතන්නෙ එයාට.....
- මං හිතන්නෙ කැලේ ගොඩක් කුඩැල්ලෝ.....
- කොසෙල් කිදී. ඇයි? එයාට
- සම්පත් වමනේ දානවා. ඇයි? ඒකේ රැ එයා

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 your 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



සියලු මහත්මිය ආ

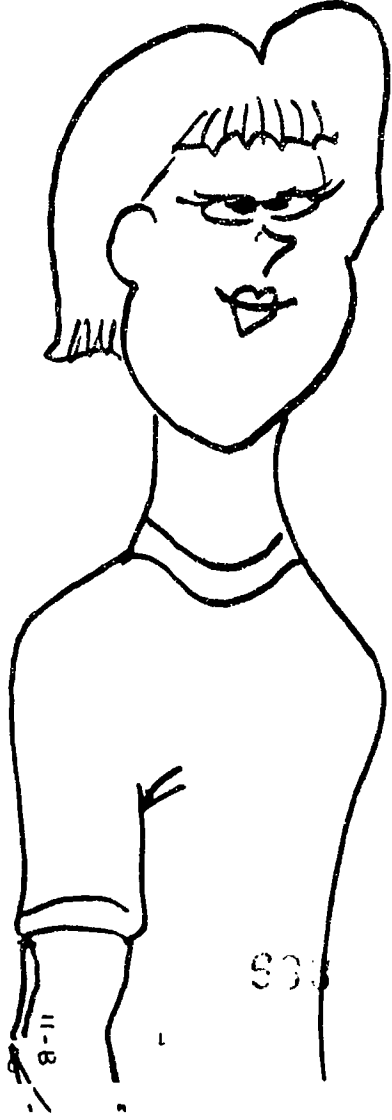
ආය?

991

අනුරාධ පුරේව ගොඩන ආයතලය

එහෙත්, ගොඩන රිස්ලා ඇති

ඔව්.



333



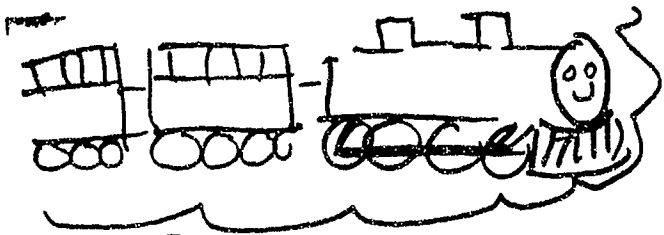
අපොයි! ඊට අච්චිදින්න යන්න ඉඟා.

ඒ මොකද?

ගොඬක් නයි අලේ.

අයිගෙර. ජනෙනාං මං යන්න ඉඟා.





അന്തർ രാഷ്ട്രീയ കിടമു.

മുൻപെ ലഭിച്ച സൗകര്യം
യുക്തമായി



മിടാതെ ക്യാമറീക്കാരെ നാഷണാ
ലുണ്ട് തൊഴിലുടമകൾക്കെ.

അയാൾക്ക് TV മിടാതെ ക്യാ



599

LESSON PLAN III

Estimated Time	1 hour 5 minutes
Objective	At the end of the lesson the students will be able to use the grammar and describe their peculiar habits
Teaching Point	Grammar: V(Emp.) +emphasized item+ විතරසි
Materials needed	Picture dialogues, paper chips

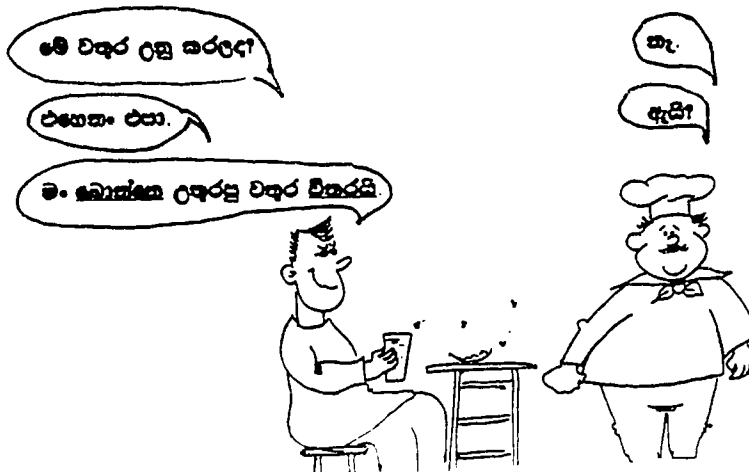
Procedure

1. Warm up/Review: 5 mins

Review present emphatic form of the verb.

2. Presentation: 15 mins

Introduce the concept using picture dialogues.



Topic: Employment

12

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. පියසේන බොහෝවිට අරක්කු විතරයි
2. පියසේන බොහෝවිට අරක්කු විතරයි
3. එයා බොහෝවිට විතරයි අරක්කු
4. මං එළොලු විතරයි කතවා.
5. මං එක්කෙ බස් එකෙත් විතරයි
6. එයා විතරයි අදින්නෙ T-Shirts.

Listening & Speaking -

15 mins

1. Read out two sentences and ask the students to join and make sentence using the structure.

- පෙති එළොලු කතවා. මස් කන්නෙ නෑ
- කිලිනි කුකුල් මස් කතවා. හරක් මස් කන්නෙ නෑ.
- හොසෙල් light vehicles එලවනවා. Heavy vehicles එලවන්නෙ නෑ
- ගිහිකා සාරයි ගවුනුයි අදිනවා. එයා Jeans අදින්නෙ නෑ.
- සම්පත් සිංදු කියන්න දන්නවා. නවත්ත දන්නෙ නෑ
- බුයන් ඇමරිකාවේ කෑම උයනවා. ලංකාවේ කෑම උයන්න දන්නෙ නෑ.

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:

අරක්කු

Student:

මං බොහෝවිට අරක්කු විතරයි

Cartoons

Student:

මං බලන්නෙ Cartoons විතරයි

4. Application (use):

10 mins

Students describes their peculiar habits as the above sentences.

ම. බොක්කේ ඇරැක්කු වීතරයි.

ම. කකුකරක්කෙ ඉංග්‍රීසි වීතරයි etc

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

මියාටි කුකුළු මස් පිසාන ප්‍රදානදා

ප්‍ර:

ඇයි?

ඔ කන්ත පලේල
විතර්ස!



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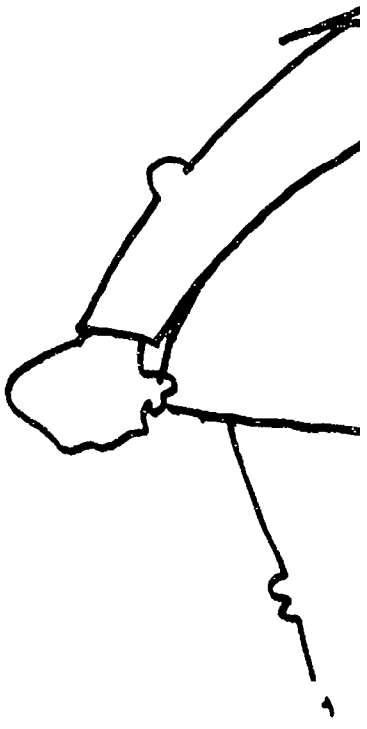
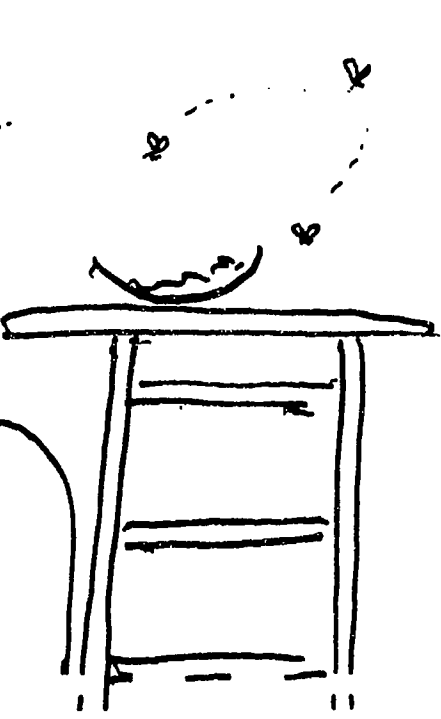
මේ වතුර ඥා කරලද්දා

පිනීමට පිත්

නද

ආයි?

මං තොන්තො පුරිපු වතුර විතර්යි.



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14-5

LESSON PLAN V

Estimated Time	50 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play
Teaching Point	Dialogue
Materials needed	Dialogue strips, role play cards

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:

Listening - 10 mins

Make a listening cloze using the dialogue and ask the students to fill in the missing words when you read it out.

සුනිල්: මෙ පිස්කෝ එක මොනවගෙ සංවිධානයක්ද?

විම: එක ඇමරිකන් කානාසනි කාර්යාලයට සම්බන්ධ ජාත්‍යන්තර ස්වේච්ඡා සංවිධානයක්.

සුනිල්: එහෙහි මහත්තයාට ලොකු පඩියක් හම්බවෙනවා ඇති නේද?

විම: නෑ. මං ස්වේච්ඡා සේවකයෙක්නේ. අපිට පඩියක් ගෙවන්නේ නෑ. ලැබෙන්නේ දීමනාවක් විතරයි.

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:

Roles: PCT/Sri Lankan

Situation: At a social function

Purpose: Sri Lankan asks questions about PC and other details. PCT responds.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

Section 3

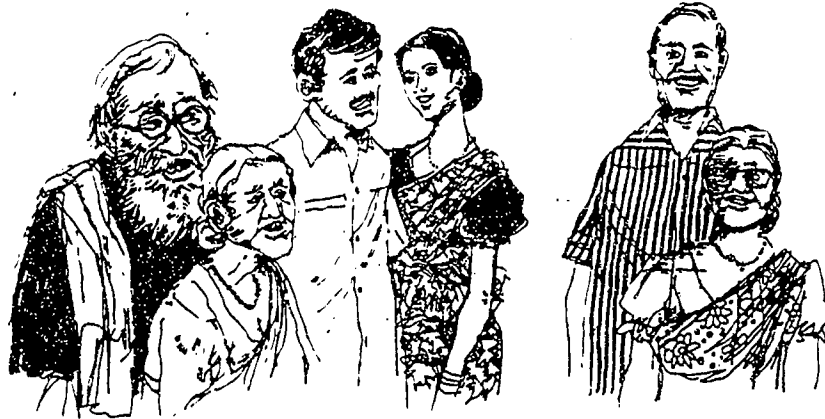
Culture Notes

Topic	Page
Personal Identification	1-2
Host Family	3
Classroom Orientation	4
Social Life	5
Food	6
Health	7
Clothing	8
Shopping	9
Directions	10
Transportation	11
Communication	12
Housing	13
Employment	14



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:

'කළුබෝවන්' translated literally, means 'may you have a long life'. The proper optative form 'කළුබෝ වේවා' 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 'කළුබෝවන්' 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.

CLASSROOM ORIENTATION

CULTURE



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

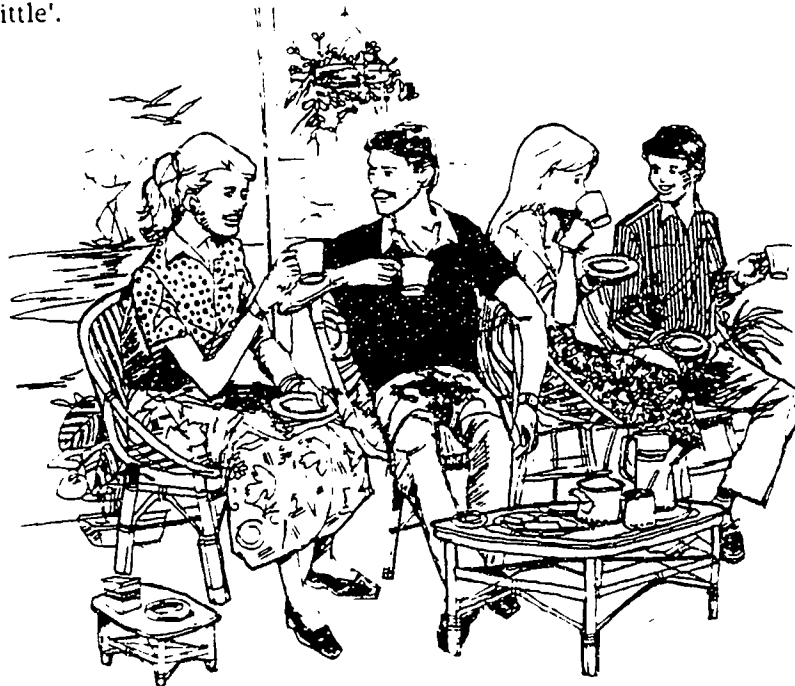
CULTURE



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, house warming ceremonies and Sinhala New Year ceremonies. Refusals have to be expressed in indirect terms. For instance 'මම එන්න බැරිවෙයි' 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 'කරුණාකරලා' (please) and 'බොහොම ස්තූතියි' (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 'පොඩ්ඩක්' or 'විකක්' meaning 'a little'.



culture 30

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 - *ඉදිආරං, ආරං, පිට්ටු* and *ජොටි* or bread is served at breakfast and dinner. Dessert is fruit or curd and treacle. *මිච්චන්* (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 වෛද්‍යවිද්‍යා 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

CULTURE

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.



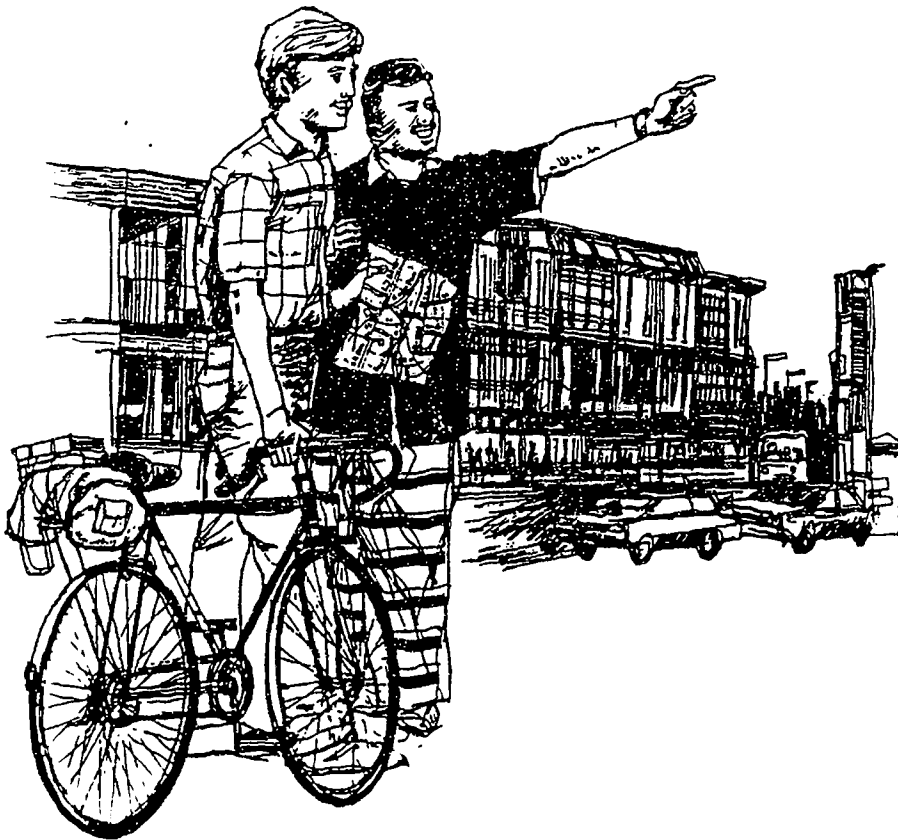
Culture Note

DIRECTIONS

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.

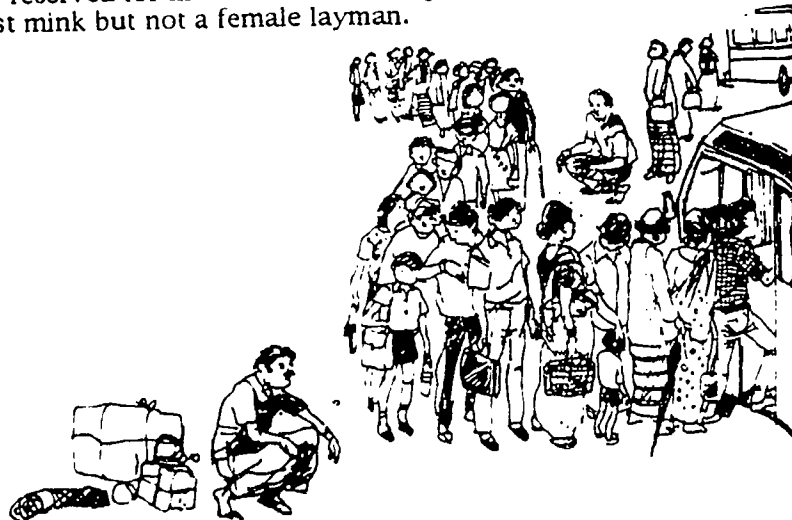
Bus transportation on the island is not as exotic as traveling by train, in any of its forms- but it is cheap, frequent and convenient. In most of the major cities there is a bus stop close to the railway station where buses to most of the outlying areas around that central location and to other cities 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.

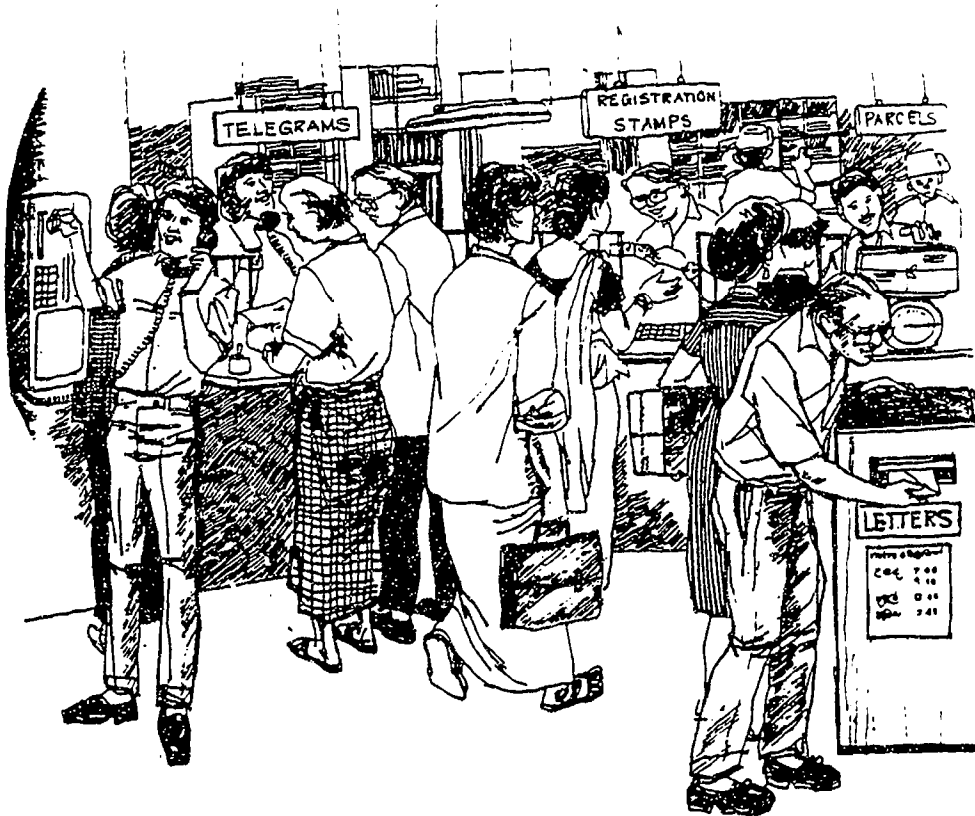
Each seat can accommodate two adult passengers. The seat immediately behind the driver is reserved for members of the clergy. A male layman can sit next to a Buddhist monk but not a female layman.



Culture Note

COMMUNICATION

CULTURE



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.



Culture Note

WORK

CULTURE

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.



Section 4

Grammar Handouts

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May/Might

The idea of 'May/Might' in expressions such as 'x might go' etc. is expressed by a modal verb formed by adding - **ම/ම්** to the verb base.

verb-base		modal	
බල	look, see	බලමි	might look/see
කර	do,	කරමි	might do
වැඩෙ	grow	වැඩෙමි	might grow
පිණ	ache	පිණෙමි	might ache
මද	rub	මදමි	might rub
දකි	see, notice	දකිමි	might see/notice

Note that when **මි** is added to verb-bases ending in **ඉ**, the sequence **ඉමි** is usually pronounced as **ඊ**

මදමි	-	මදඊ
දකිමි	-	දකිඊ

Of the irregular verbs so far given, only the following show a change:

ගත්	-	take, buy	= ගතිමි pronounces ගඟි
ඉත්	-	be	= ඉතිමි pronounces ඉඊ
and ද	-	put	= දමි or දමෙමි

Other irregular verbs show no change. Thus,

ය	-	go	= යමි
ක	-	eat	= කමි

The modal usually takes a third person subject, singular or plural:

මල්ලී ඒ කොත ගනී.

Younger brother might buy that book.

ඊයාලා කෙට කොළඹ යයි.

They might go to Colombo tomorrow.

The form is made by adding **ම්** to the verb base with these base changes:

- When the verb base ends in a vowel, the vowel is lengthened if possible:

verb	verb-base	form
යනවා	ය	යාම්

කතවා	ක	තාව
තිසෙතවා	තිසෙ	තිසෙව
ඵතවා	ඵ	ඵව

2. If in the verb base, final vowel is අ or ඌ, it is lengthened to ආ:

බලතවා	බල	බලාව
කරතවා	කර	කරාව
බෙදතවා	බෙද	බෙදාව

3. When the verb-base ends in ත්, ජ is added before ව:

ගතතවා	ගත	ගතව
දත්තවා	දත්	දතව

4. A few verb-bases are irregular:

ඉතතවා	ඉත	ඉතව
ගේතවා	ගේ	ගෙතව

Might Not:

One way of expressing the idea 'might not' is by adding - එකක් නෑ to the present verbal adjective of the verb concerned:

එයා හෙට කොළඹ යයි - He might go to Colombo tomorrow.
 එයා හෙට කොළඹ යන එකක් නෑ - He might not go to Colombo tomorrow.

ක්‍රිස් හෙට පොතක් කියවයි. - Chris might read a book tomorrow.
 ක්‍රිස් හෙට පොතක් කියවන එකක් නෑ - Chris might not read a book tomorrow.

structure: present verbal adjective + එකක් නෑ

Might have / Would have / Must have:

The idea of 'might have / would have / must have' (as in 'x might have gone' etc.) is expressed by the infinitive form of the verb followed by ඇති (The case of the subject will be determined by the verb):

ලමයා කවේට ගියා The child went to the shop
 ලමයා කවේට යන්න ඇති The child might / would have gone to the shop.

මල්ලි මුද්දර ගෙනාවා The younger brother brought stamps.
මල්ලි මුද්දර ගෙනා ඇත The younger brother might/would have brought stamps.

තාත්තාට බස් එක වැරදුණා Father missed the bus.
තාත්තාට බස් එක වරදින්න ඇති Father might/would have missed the bus.

structure: V(infinite) + ඇති

Might not be:

A කැ statement can be changed to a 'May/Might Not' modal by replacing කැ by කැනුව ඇති

කඩේ පාන් කැ There isn't bread in the shop.
කඩේ පාන් කැනුව ඇති There may not be bread in the shop.

එයා හෙට එන්නේ කැ He won't come tomorrow.
එයා හෙට එන්නේ කැනුව ඇති Might be he won't come tomorrow.

එයා ඊයේ ගියේ කැ He didn't go yesterday.
එයා ඊයේ ගියේ කැනුව ඇති 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 + **මිනේ**

e.g. **මං සිංහල ඉගෙනගන්න මිනේ.**
I have to/must learn Sinhala.

The negative of this construction is formed by only adding **නෑ**

e.g. **මං සිංහල ඉගෙනගන්න මිනෙ නෑ**
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 + **සිසෙතවා**

e.g. **මට සිංහල ඉගෙනගන්න සිසෙතවා.**
I am supposed to learn Sinhala.

The negative of this construction is formed by replacing **සිසෙතවා** by **නෑ**

e.g. **මට සිංහල ඉගෙනගන්න නෑ**
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 + **වෙතවා**

e.g. **මට සිංහල ඉගෙනගන්න වෙතවා**
I am supposed to learn Sinhala.
(The circumstances force me to learn Sinhala)

The negative of this construction is formed by adding **නැ** to the emphatic form of **වෙනවා**.

e.g. **මට සිංහල ඉගෙනගන්න වෙනස් නැ.**
I am not supposed to learn Sinhala.

(This also conveys the meaning of 'I won't be able to I won't have todepending on the context.

After - පස්සේ

- A. After (පස්සේ) can occur as a post position. The past tense verb takes the dative case.

Structure: S + V(past tense) + පස්සේ

e.g. මහා කැවට පස්සේ මං නානවා.
I'll bathe after you bathe.
මහා කැවට පස්සේ මං කැවා
I bathed after you bathed.

* The tense is determined by the final verb.

- B. The dependent noun of පස්සේ can take either a dative or instrumental case. The following four can take only dative case.

ඊ - ඊට මේ - මීට
මම - මට ඈ - ඈට

e.g. ඊ මහත්තයා ඊට පස්සේ පොත් ලිව්වේ නෑ.
That gentleman did not write books after that.
මේ පස්සේ මෙහේ එන්න එපා.
Don't come here after this.
මම පස්සේ මහා එන්න.
You come after me.

Before - ඉස්සෙල්ලා

- A. before ඉස්සෙල්ලා can occur as a post position with a verb infinitive.

Structure: S + V (infinitive) + ඉස්සෙල්ලා

(මහා) බත් කන්න ඉස්සෙල්ලා ආහ කෝදන්න
Wash your hands before you eat

මං ගෙදර පත්ත ඉස්සෙල්ලා මහා ආවා
He came before I went home.

Temporal Clause - ක • 'until'

Sinhalese forms 'until' temporal clause by adding ක • to the present verbal adjective. The verb of the other clause will be in the form demanded by the sense:

STRUCTURE: Present Verbal Adjective + ක •

- 1 ඊයා යනකං මං මෙතෙක් ඉක්කවා
Until he goes, I will stay here.
- 2 මං එනකං ඔයා හෙදර ඉක්ක
Until I come, you stay home.
- 3 ඔයා ටෙලිෆෝන් කරනකං මං ඔපිස් එතෙක් ඉක්කං.
Until you telephone, I'll stay at the office.
- 4 ඒ තොල්ලෝ එනකං අපි කෙල්ලං කෙරුවා.
Until they came, we played.

CONDITIONAL CLAUSES

I. PRESENT CONDITIONAL (IF) - කං

Structure: S + V (Simple Present Tense) + කං

e.g. *සිසුන්ට කතාකරනවිට වැඩි විස්තර දැනගත්ත හුදුව.*
If you talk to students, you can get more details.

මේක හොඳ ව්‍යාපෘතියක්. මං මේකට උදව් කරන්න කැමතියි.
If this is a good project, I like to assist.

The conjunction කං 'if' like the question marker ද ? may, in a simple statement, occur after the simple verb. Also like ද ?, it may occur after මිනේ , පුදුව and කැමතියි in sentences with these forms, or after the predicate attribute in equational sentences.

When කං 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. *මග සත්කේ රැස්වීමට මේ පොත් විකත් ගෙනියන්න.*
If it is to the meeting that you are going, (you) take these books with you.

II. S + V (Simple Past Tense) + කං

අපි කට විකත් වැඩ කරාන මේ වැඩේ ඉවර කරන්න හිටුනා.
If we had worked little more we would have finished this work.

මග ඊයේ කීව්නා. අද එක ගන්නවා.
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 a ක• '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.

ම• තව ටිකක් පරතක් චූනානං මහත්තනා අල්ලනක් හමුවෙත්තේ නැ.
If I had been a bit late, I wouldn't have been able to catch you.

ඵනා කන්තෝරුවට ගියානං ලොකු මහත්තනා හමුවෙතවා.
If he had gone to the office, he would have met the big boss.

III. PAST CONDITIONAL (IF) - මත්

Structure: S + V (Past Tense) - a + මත්

e.g. ඵනා ආවොත් මට කියන්න.
If he comes today tell me (i.e., after he comes).

ම• කඩුව ගියොත් පිහරට පැකට් ඵකක් ගේන්නං.
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 මත් conditional is formed by adding 'ot' මත් to the past verbal adjective. The final vowel of the past verbal adjective is dropped before මත්:

verb-base	past verbal adjective	past-conditional
බල - look	බලුව	බලුවොත්
යා - go	ගිය	ගියොත්
ගෙනා - bring	ගෙනාව	ගෙනාවොත්

PAST PARTICIPLE

Simple Present		Past Participle
යනවා	go	ගිහිල්ලා/ගිහිං
එනවා	come	ඇවිල්ලා/ඇවිත්
දෙනවා	give	දීලා
බලනවා	look/read	බලලා
ගන්නවා	take/buy	අරගෙන/අරක්
හනවා	eat	කාලා
බොනවා	drink	බීලා
කරනවා	do	කරලා

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

මහත්තනා ගෙදර ඇවිල්ලා.
The master has come home.

එයා රේඩියෝ එකක් අරගෙන.
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 Involitive Verbs

In Predicative use the Past Participle of Involitive verbs expresses the state or condition resulting from the action indicated by the verb:

e.g. කැඹිලි පැහිලා
The kingcoconuts are ripen.

සුදුව කැරීලා
The chair is broken.

කාමරේ තෙමිලා
The room is wet.

Volitive Verb: expresses an action performed with the will of the doer.

Involitive 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

ඊයා කාලා බිලා ගෙදර ගියා
She ate, drink and went home.

ලැරි හේ බිලා පත්තරේ බලලා වැඩට යනවා.
Larry drinks tea, reads the paper and goes to work.

මං මේ පොත ගෙදර ගෙනියලා කියවලා දෙන්නං.
I'll take this book home, read and give it to you.

IV. PAST PARTICIPLE + දෙන්නවා

Past participle of certain Volitive Verbs + දෙන්නවා 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 දෙන්නවා in whatever form the sentence requires.

e.g. මං කර්කක් හඳලා දෙන්නං.

I'll make (you) a curry.

ඊයා මට උසලා දෙන්නවා.

She cooks for me.

බයා ඊයාට කේක් එකක් හඳලා දුන්නද?

Did you make a cake for him?

මට මේ ලිපුම සිංහලෙන් ලියලා දෙන්න සුදුවන්නද?

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. මං කොළඹ ගිහිං තියෙනවා.

I have gone to Colombo (I've been there).

ඊයා සිංහල චිත්‍රපටි බලලා තියෙනවා.

He has seen Sinhala movies (He has had experience).

VI. PAST PARTICIPLE with කොට (when)

With කොට (when) clause expressed or implied, a past participle sentence implies an action completed prior to that of the කොට 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. මයා එනකොට මං කුඩර ගිහිල්ලා.

When you came, I had gone to Kandy.

මං ගෙදර යනකොට ලොරා ඇවිල්ලා.

When I went home, Laura has come.

VERBAL NOUNS/GERUNDS

Verbal nouns are formed by adding එක to the verbal adjective. The verbal adjective is formed by adding න to the stem of the verb or omitting ටා from the present tense verb.

E.g.

Verb Stem +	න	=	Verbal Adjective
ය	න	=	යන
බෝ	න	=	බෝන

E.g.

Present tense verb -	ටා	=	verbal Adjective
යනවා	ටා	=	යන
බෝනවා	ටා	=	බෝන

Another function of a verbal adjective is to form verbal nouns or gerunds by adding එක

E.g.

1. සිගරට් බෝන එක හොඳ නෑ.- Smoking is not good.
2. එළවළු වගා කරන එක ලේසියි.- Growing vegetables is easy.

In conversation verbal nouns function as regular nouns so that they inherit all the different noun cases.

E.g.

1. මං සිගරට් බෝන එකට කැමති නෑ.
I don't like smoking.
2. බැංකුවට සල්ලි දාන එකෙන් වාසි හුණක් තියෙනවා.
There are lots of advantages by depositing money in a bank.

Note the difference between the verbal adjective and the verb infinitive.

<u>Verbal Adjective</u>	<u>Verb Infinitive</u>
බෝන	බෝන්න
යන	යන්න

II. VERBAL ADJECTIVES AS REGULAR ADJECTIVES

Another function of the verbal adjective is qualifying the noun with an action.

E.g.

1. එයා හැමදාම බෝන මිනිසෙක්
He is a person who drinks everyday.
2. මූර්ත බල්ලා හපන්නේ නෑ.
The barking dog never bites.

3. මට පොත දුන්න එක්කෙනා ලොකර් කෙනෙක්.
The person who gave me the book is a lawyer.

In some cases the verb of the verbal adjective becomes intransitive.

E.g.

1. කළඹංගෙත් කම්බවෙහි ලාබේ මදි.
The profit one gets from chickens is not enough.
2. ඉතුරු වෙත සල්ලි වලට කරන්නේ මොනවද?
What do you do with the money that one gets as the balance.
3. දවසකට වියදම වෙන ගාත කොච්චරද?
How much money does one spend per day.

INVOLITIVE VERBS

Volative Verbs			Involative Verbs		
Present Tense	Past Tense	Past Participle	Present Tense	Past Tense	Past Participle
කඩකවා break	කැඩුවා	කඩලා	කැඩෙකවා	කැඩුනා	කැඩීලා
වේලකවා dry	වේදුවා	වේලලා	වේලෙකවා	වේදුනා	වේදීලා
දුට්ටකවා burn	දිට්ටුවා	දුට්ටලා	දිට්ටෙකවා	දිට්ටුනා	දිට්ටීලා
සුර්ටකවා fill	සිරේට්ටුවා	සුර්ටලා	සිරේට්ටෙකවා	සිරේට්ටුනා	සිරේට්ටීලා
මරකවා kill	මැරුවා	මරලා	මැරෙකවා	මැරුනා	මැරීලා
කෂීඛකවා boil	කෂීඛුවා	කෂීඛලා	කෂීඛෙකවා	කෂීඛුනා	කෂීඛීලා
වටකවා cultivate	වැටුවා	වටලා	වැටෙකවා	වැටුනා	වැටීලා
උණුකරකවා boil (water)	උණු කෙරුවා	උණුකරලා	උණු කෙරෙකවා	උණු කෙරුනා	උණු කෙරීලා
අඬකවා cry	අඬුවා	අඬලා	අඬෙකවා	අඬුනා	අඬීලා
මතක් කරකවා remind	මතක් කෙරුවා	මතක් කරලා	මතක් වෙකවා	මතක් වුනා	මතක් වේලා
වට්ටකවා drop	වැට්ටුවා	වට්ටලා	වැට්ටෙකවා	වැට්ටුනා	වැට්ටීලා

REPORTED SPEECH

STRUCTURE- Main Clause + Noun Clause + කියලා

kiyθ la - කියලා

'kiyθ la', 'කියලා', the past participle of 'kiyθ nθwa', 'කියනවා': '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 'කියනවා', and follows the repeated statement:

kiyθ nθwa - කියනවා

Subject (Dative) + කියනවා

තෝනා මට කිව්වා සල්ලි දුන්නා කියලා

ahanθ wa - අනනවා

Subject (Instrumental) + අනනවා

තෝනා මගෙන් ඇහුවා සල්ලි දුන්නද කියලා

In these sentences it is permissible to leave out කියලා though it is more customary to use it:

තෝනා සල්ලි දුන්නා කිව්වා

තෝනා සල්ලි දුන්නද ඇහුවා

hitθ nθwa/dannθ wa/teerendθ wa

You can also express what you think what you know or what you understand in the form of reported speech using the 'kiyθ la' structure.

මං හිතුවා මයා අද එයි කියලා

මං දැනගෙන හිටියා එයා දිනනවා කියලා

මට තේරෙනවා එයා හටමබරයි කියලා

'lu' - it seems 'ල'

The form 'lu' has the meaning 'it seems that' and is added at the end of any clause dependent upon it. When added to **කැ** and **බැ**, they take the form **කැහි** and **බැහි** respectively.

මහත්තෙය ගෙදර.
The master is home.

මහත්තෙය ගෙදරදු.
It seems that the master is home.

ලමය කඩේ උන්නා
The boy was in the shop.

ලමය කඩේ උන්නාදු.
It seems that the boy was in the shop.

ලමයාට යන්න බැ.
The boy can't go.

ලමයාට යන්න බැහිදු.
It seems that the boy can't go.

සෛද්ධිමි - Phrases

කොට්ඨච්ච	- cannot do anything/helpless
අයිස් ගහනවා	- breaking ice
වැට්ටච්ච	- on the fence
වැඩේ බකල්	- got stuck
පරිප්පු කෑවා	- blew it/ate it
මිලුව අවුල්වෙලා	- confused/mixed up
යකාගේ වැඩක්තේ	- it's a hell of a thing
යකා නැගලා	- got angry
කුකුලෙක්	- womanizer
සෙවලයෙක්	- womanizer
මනමාලකම	- flirting
මොරු සෝභනේ	- pretending
හරි සවුත්තුව	- big shame/got embarrassed
ඉල්ලං කනවා	- asking for trouble
තරු පෙනුනා	- saw the stars
මියා දන්න කෙහෙල්මල	- What do you know?
මියාගේ වැඩක් බලාගන්න	- mind your own business
මල සමයං	- ridiculous
විහාරයක්	- absurd
වැඩේමයි	- who cares?
නහයෙන් අඩනවා	- wimp

GRAMMAR STRUCTURES

1. S + Noun Case (instrumental)
මං අමෙරිකාවෙක්(ං)
2. S + Noun Case (instrumental) + ද
මහ රංගලක්තොද?
3. S + Noun Case (instrumental) + කෙමෙයි
මං රංගලක්තො කෙමෙයි
4. Noun Case (Genitive) [animate nouns]
මගෙ/මයාගෙ/අම්මගෙ/බල්ලගෙ/
5. N = N
මගෙ කම කිම
6. N = N + ද?
මයාගෙ කම මෙරිද?
7. N = N + කෙමෙයි
මගෙ කම මෙරි කෙමෙයි
8. N = N + Q.W?
මයාගෙ කම මොකද?
9. N = N
මම ගුරුවරයෙක්
10. N = N + ද?
මහ වුවරිස්ට කෙතෙක්ද?
11. N = N + කෙමෙයි
මම වුවරිස්ට කෙතෙක් කෙමෙයි
12. N(English) [singular] + එකක්/එක

Chair එකක් - a chair

Chair එක - the chair

13. Verb (English) + forms of කරනවා

teach කරනවා/කෙරුවා/කරලා/කරන්නෙ කැ/කෙරුවෙ කැ

Adjectives

14. N + Adj + යි

වකර් ලයයි

15. N + Adj + (යි) ද?

වකර් ලය(යි)ද?

16. N + Adj + කැ

මුයක් ලය කැ

17. S + Adj + N (N=N)

එයා දක්ෂ ගුරුවරයෙක්

18. S + Adj + N + ද? (N=N + ද?)

ඊයා දක්ෂ ගුරුවරයෙක්ද?

19. S + Adj + N + නෙමෙයි (N=N + නෙමෙයි)

සමත්තා දක්ෂ ගුරුවරයෙක් නෙමෙයි

20. S(Dative) + Adj (Emotional states) + යි

මට මහත්සියි

21. S(Dative) + Adj (Emotional States) + (යි) ද?

මයාට මහත්සිද?

22. S(Dative) + Adj (Emotional States) + කැ

මට මහත්සි කැ

23. S(Dative) + Adj (Emotional States) + Q,W?

මහා මහත්සි ඇයි?

Comparisons

24. N(Dative) - වැඩි N + Adj +සි

නුවර වැඩි කොළඹ රජකෙසි

25. N(Dative) + වැඩි N + Adj -(සි) ද?

නුවර වැඩි කොළඹ රජකෙ(සි)ද?

26. N(Dative) - වැඩි N + Adj නෑ

නුවර වැඩි කොළඹ සිතල නෑ

27. N(Dative) - වැඩි N + Adj + Q,W?

නුවර වැඩි කොළඹ රජකෙ ඇයි?

VERBS

PRESENT TENSE

28. S + O + Verb(Present)

මම නුවර වැඩ කරතවා

29. S + O + Verb(Present) + ද?

මහ නුවර වැඩ කරතවද?

30. S + O + Verb (Present Emphatic) + නෑ

මම මාතලේ වැඩ කරන්නෙ නෑ

31. S + Verb (Emphatic) + Q,W?

ඔහ වැඩ කරන්නෙ කොහෙද?

PAST TENSE

32. S + O + Verb (Past)

හිලක්සි ගෙදර ගියා

33. S + O + Verb (Past) + ද?

නිලක්ති ගෞර ගිසාද?

34. S + O + Verb (Past Emphatic) + කෑ
නිලක්ති කඩේ ගිසෙ කෑ

35. S + O + Verb (Past Emphatic) + Q.W?
නිලක්ති කඩේ ගිසෙ ඇයි?

PAST PARTICIPLES

36. V1(PP) + V2(PP) + Main Verb
මම වවුමට ගිහිල්ලා පොතක් අරගෙන ගෞර ගිසා

37. V1(PP) + V2(PP) + Main Verb + ද?
මම වවුමට ගිහිල්ලා පොතක් අරගෙන ගෞර ගිසාද?

38. V1(PP) + V2(PP) + Main Verb (Emphatic) + කෑ
මම වවුමට ගිහිල්ලා පොතක් අරගෙන ගෞර ගිසෙ කෑ.

38. V1(PP) + V2(PP) + Main Verb (Emphatic) + Q.W?
මම වවුමට ගිහිල්ලා පොතක් අරගෙන ගිසෙ කොගෙද?

INFINITIVE FORM OF THE VERB

39. V(Infinitive) = Imperative form
යන්න

40. V(Infinitive) + එසා [Prohibit]
යන්න එසා

41. V(Infinitive) + ද? [Asking for permission] *only 1st person
යන්නද

IRREGULAR VERBS

42. S(Dative) + N(inanimate, indef) + ගිසෙහවා
මට කෑමරා එකක් ගිසෙහවා

43. S(Dative) + N(inanimate, indef) + තියෙතවද?
මහාට කාර් එකක් තියෙතවද?
44. S(Dative) + N(inanimate, indef) + තෑ
මම කාර් එකක් තෑ
45. S(Dative) + N(animate, plural) + ඉන්නවා
මම මල්ලිලා ඉන්නවා
46. S(Dative) + N(animate, plural) + ඉන්නවාද?
මහාට තංගිලා ඉන්නවාද?
47. S(Dative) + N(animate, plural) + තෑ
මම තංගිලා තෑ
48. N (inanimate) + තියෙතවා
පිහි තියෙතවා
49. N (inanimate) + තියෙතවාද?
කිරි පිටි තියෙතවාද?
50. N + තියෙන්නේ Q,W?
බැංකුව තියෙන්නේ කොහෙද?
51. N, N + Post Position තියෙතවා
බැංකුව, ඉස්පිරිතලෙ ඉස්සරහ තියෙතවා
52. N (inanimate) + තෑ
කිරි පිටි තෑ
53. N(animate) + ඉන්නවා
සැලි ඉන්නවා
54. N(animate) + ඉන්නවාද?
කපිල ඉන්නවාද?
55. N(animate) + තෑ

තපිල කෑ

56. S + ඉක්තෙ Q,W?

මහ ඉක්තෙ කොකෙද?

57. S + N(Genitive) + ඉක්තවා

ම. සේරාදෙණිඳු ඉක්තවා (කොළඹ, හුවර, මාතර, මාතලේ, සුරැණැගල, වැලිමඩ)

IRREGULAR VERBS - සිතෙ

58. S(Dative) + O + සිතෙ

මට තේ සිතෙ

59. S(Dative) + O + සිතෙද?

මහට තේපි සිතෙද?

60. S(Dative) + O + එතා

මට තේපි එතා

61. S(Dative) + සිතෙ Q,W?

මහට සිතෙ මොනවද?

PRONOUNS

	I	YOU	WE	SHE/HIE	THEY
Direct	මං මම	ඔයා	අපි	එයා	එයාලා ඒගොල්ලෝ
Dative (to-for)	මට	ඔයාට	අපිට	එයාට	එයාලට ඒගොල්ලට ඒගොල්ලන්ට
Genitive (Possessive)	මගේ	ඔයාගෙ	අපේ	එයාගේ	එයාලගේ ඒගොල්ලගේ ඒගොල්ලන්ගෙ
Instrumental	මගෙන්	ඔයාගෙන්	අපෙන්	එයාගෙන්	එයාලගෙන් ඒගොල්ලගෙන් ඒගොල්ලගෙන්

	INFINITIVE	PRESENT TENSE	PRESENT EMPHATIC	PAST TENSE	PAST EMPHATIC	PAST
ask	අහන්න	අහනවා	අහන්නෙ	ඇහුවා	ඇහුවේ	අහලා
bring	ගෙනින	ගෙනවා	ගෙනිනෙ	ගෙනාවා	ගෙනාවේ	ගෙනලා
buy/take	ගන්න	ගන්නවා	ගන්නෙ	ගත්තා	ගත්තේ	ගත්තලා
come	එන්න	එනවා	එන්නෙ	ආවා	ආවේ	ආවලා
cook	උයන්න	උයනවා	උයන්නෙ	ඉච්චා	ඉච්චේ	උයලා
do	කරන්න	කරනවා	කරන්නෙ	කෙරුවා	කෙරුවේ	කරලා
eat	කන්න	කනවා	කන්නෙ	කෑවා	කෑවේ	කෑලා
get in	තගින්න	තගිනවා	තගින්නෙ	තැග්ගා	තැග්ගේ	තැග්ගලා
"	ගොඩවෙන්න	ගොඩවෙනවා	ගොඩවෙන්නෙ	ගොඩඋතා	ගොඩඋතේ	ගොඩවෙලා
get off	බගින්න	බගිනවා	බගින්නෙ	බැස්සා	බැස්සේ	බැස්සලා
give	දෙන්න	දෙනවා	දෙන්නෙ	දුන්නා	දුන්නේ	දුන්ලා
go	යන්න	යනවා	යන්නෙ	ගියා	ගියේ	ගියිලා
has / have		ඉන්නවා	ඉන්නෙ	ගිටියා	ගිටියේ	ඉඳලා
is / are		තියෙනවා	තියෙන්නෙ	තිබුනා	තිබුනේ	තිබ්ලා
hit	ගහන්න	ගහනවා	ගහන්නෙ	ගැහුවා	ගැහුවේ	ගහලා
hope	බලාපොරොත්තු වෙන්න	බලාපොරොත්තු වෙනවා	බලාපොරොත්තු වෙන්නෙ	බලාපොරොත්තු උතා	බලාපොරොත්තු උතේ	බලාපොරොත්තු වෙලා
keep / place	තිියන්න	තිියනවා	තිියන්නෙ	තිබ්බා	තිබ්බේ	තිබ්බලා
listen	අහගන්න	අහගන්නවා	අහගන්නෙ	අහගත්තා	අහගත්තේ	අහගත්තලා
live / stay	ඉන්න	ඉන්නවා	ඉන්නෙ	ගිටියා	ගිටියේ	ඉඳලා
look	බලන්න	බලනවා	බලන්නෙ	බැලුවා	බැලුවේ	බලලා
learn	ඉගෙනගන්න	ඉගෙනගන්නවා	ඉගෙනගන්නෙ	ඉගෙනගත්තා	ඉගෙනගත්තේ	ඉගෙනගත්තලා
make	හදන්න	හදනවා	හදන්නෙ	හඳුවා	හඳුවේ	හදලා
meet	හමුවෙන්න	හමුවෙනවා	හමුවෙන්නෙ	හමුව්නා	හමුව්නේ	හමුව්බලා
play	සෙල්ලංකරන්න	සෙල්ලංකරනවා	සෙල්ලංකරන්නෙ	සෙල්ලංකෙරුවා	සෙල්ලංකෙරුවේ	සෙල්ලංකෙරුවලා
read	කියවන්න	කියවනවා	කියවන්නෙ	කියව්වා	කියව්වේ	කියව්වලා

	INFINITIVE	PRESENT TENSE	PRESENT EMPHATIC	PAST TENSE	PAST EMPHATIC	PAST PARTIC
reduce	අඩුකරන්න	අඩුකරනවා	අඩුකරන්නෙ	අඩුකෙරුවා	අඩුකෙරුවෙ	අඩුකරලා
repair	හරිගස්සන්න	හරිගස්සනවා	හරිගස්සන්නෙ	හරිගැස්සුවා	හරිගැස්සුවෙ	හරිගස්සලා
remind	මතකකරන්න	මතකකරනවා	මතකකරන්නෙ	මතකකෙරුවා	මතකකෙරුවෙ	මතකකරලා
rub	අතුල්ලන්න	අතුල්ලනවා	අතුල්ලන්නෙ	අතිල්ලුවා	අතිල්ලුවෙ	අතුල්ලලා
say	කියන්න	කියනවා	කියන්නෙ	කීව්වා	කීව්වෙ	කියලා
sit	වාඩ්වෙන්න ඉදගන්න	වාඩ්වෙනවා ඉදගන්නවා	වාඩ්වෙන්නෙ ඉදගන්නෙ	වාඩ්ඉනා ඉදගන්නා	වාඩ්ඉනෙ ඉදගන්නෙ	වාඩ්වෙල ඉදගෙන
shut	වහන්න	වහනවා	වහන්නෙ	වැහුවා	වැහුවෙ	වහලා
sleep	නිදාගන්න	නිදාගන්නවා	නිදාගන්නෙ	නිදාගත්තා	නිදාගත්තෙ	නිදාගෙ
sleep	කතාකරන්න	කතාකරනවා	කතාකරන්නෙ	කතාකෙරුවා	කතාකෙරුවෙ	කතාකරලා
swim	පිනන්න	පිනනවා	පිනන්නෙ	පිනුවා	පිනුවෙ	පිනලා
take	ගන්න	ගන්නවා	ගන්නෙ	ගත්තා	ගත්තෙ	ගරගෙන
take away	ගෙතියන්න	ගෙතියනවා	ගෙතියන්නෙ	ගෙතීව්වා	ගෙතීව්වෙ	ගෙතියලා
think	හිතන්න	හිතනවා	හිතන්නෙ	හිතුනා	හිතුවෙ	හිතලා
think	ඉගත්තන්න	ඉගත්තනවා	ඉගත්තන්නෙ	ඉගැත්තුවා	ඉගැත්තුවෙ	ඉගත්ත
teach	පාවිච්චිකරන්න	පාවිච්චිකරනවා	පාවිච්චිකරන්නෙ	පාවිච්චිකෙරුවා	පාවිච්චිකෙරුවෙ	පාවිච්චි
use	වැඩකරන්න	වැඩකරනවා	වැඩකරන්නෙ	වැඩකෙරුවා	වැඩකෙරුවෙ	වැඩකරලා
work	ලියන්න	ලියනවා	ලියන්නෙ	ලිව්වා	ලිව්වෙ	ලියලා
write	ගෝදන්න යෝදන්න	ගෝදනවා යෝදනවා	ගෝදන්නෙ යෝදන්නෙ	ගේදුවා යේදුවා	ගේදුවෙ යේදුවෙ	ගෝදල යෝදල
wash	තැඟිටින්න ඇඟැරින්න	තැඟිටිනවා ඇඟැරිනවා	තැඟිටින්නෙ ඇඟැරින්නෙ	තැඟිටිවා ඇඟැරියා	තැඟිටිවෙ ඇඟැරියෙ	තැඟිට ඇඟැර
wake up	(බර) කිරින්න	කිරිනවා	කිරින්නෙ	කිරුවා	කිරුවෙ	කිරලා
weigh	දිනන්න	දිනනවා	දිනන්නෙ	දිනුවා	දිනුවෙ	දිනලා
win	පිහින්න පිහිදාන්න	පිහිනවා පිහිදානවා	පිහින්නෙ පිහිදාන්නෙ	පිහුවා / පිස්සා පිහිදුම්මා	පිහුවෙ / පිස්සෙ පිහිදුම්මෙ	පිහලා පිහිදා

POST POSITIONS

about	ගැන	middle	මැද
after	පස්සේ	near	ලඟ
along	දිගේ	on	ඊළඟ
among	අතර	opposite/in front of	ඉස්සරහ
at	දිහා	outside	පිට
before	ඉස්සර	under	යට
behind	පිටිපස්සේ	via	හරහා
between	අතර	with	එක්ක
inside	ඇතුළේ		

Discourse Markers

ee kiyanne
 eeka nemeey
 etakoTe
 ehenanj
 namut
 haebaey
 eet
 itij
 aettada?
 ehemada?
 tawa
 ee wageema
 koo balanna
 ee unaaTe
 eeka hari
 ee nisaa
 eekay
 eeka neennan
 ee unat

ඒ කියන්නෙ
 ඒක නෙමෙයි
 එතකොට
 එහෙනං
 නමුත්
 හැබැයි
 ඒත්
 ඉතින්
 ඇත්තද ?
 එහෙමද?
 තට
 ඒ වගේම
 කෝ බලන්න
 ඒ උතාට
 ඒක හරි
 ඒ තිසා
 ඒකයි
 ඒකනේත්තං
 ඒ උතත්

I mean ..(that means ..) that is to say
 by the way
 then (at that time)
 then (inthat case , if so)
 but
 however
 but still / but yet
 so
 is that true
 is that so
 more ..(and , further)
 and also
 let me see
 but- nevertheless
 that's right
 therefore, because of that
 that's why
 that's the thing , that's for sure
 even if / even though / although