

# LISTENING and SPEECH

LSC 1201



## CERTIFICATE IN BASIC ENGLISH



The Open University of Sri Lanka





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*Experimental Copy*

**1997**

**The Open University of Sri Lanka**

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## CERTIFICATE IN BASIC ENGLISH

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Published in : 1997

*Experimental Copy*

The Open University of Sri Lanka  
Nawala  
Nugegoda  
Sri Lanka.

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THE JOURNAL OF THE

AMERICAN SOCIETY OF  
MATERIALS SCIENCE  
AND METALLURGY  
VOLUME 10, NUMBER 1, 1918



# CONTENTS

	Page No.
* <b>Study Guide</b>	
English	v - vii
Sinhala	viii - x
Tamil	xi - xiii
* <b>To the Teacher</b>	xiv
* <b>Map of the Course Book</b>	
Book 1	xv
Book 2	xvi - xvii

## BOOK 1

Lesson	1	Make a Request	1 - 9
Lesson	2	Let us Apologize	10 - 14
Lesson	3	Know your Place	15 - 20
Lesson	4	Finding Places	21 - 26
Lesson	5	Getting There	27 - 31
Lesson	6	Read a Map	32 - 39

**BOOK 2**

Lesson	1	Learn to Cook	40 - 48
Lesson	2	Using the Telephone	49 - 64
Lesson	3	At the Bank	65 - 75
Lesson	4	Would you buy them?	76 - 87
Lesson	5	Announcements I	88 - 92
		Radio Licence	
Lesson	6	Announcements II	93 - 98
		Obituary Notice	
Lesson	7	Kiss of Life	99 - 110
Lesson	8	Welcome a Guest of Honour	111 - 119

**ANSWER KEY**

**BOOK 1**

Lesson 01 - 06	120 - 128
----------------	-----------

**BOOK 1**

Lesson 01 - 08	130 - 147
----------------	-----------



## Study Guide

Dear student,

Welcome to the Listening and Speech course in the Certificate in Basic English Programme

As you know, when we learn a new language we must be able to understand what we hear and learn how to speak. The course in Speech and Listening is designed to help you improve your listening and speaking skills.

The course consists of a work book and a cassette. You will listen to the tape and complete the exercises in the work book.

All the listening lessons are designed for self-study. That is, for you to learn at home. Listen to the tape and complete the exercises in the work book before you go to the day-school. When you have completed the listening lesson at home, your day-school teacher will help you to use the structures you learned at home in natural conversations. Your practice at home is very important. So, set aside 10 to 15 minutes every day for your self-study listening exercises.

You have a teacher on the tape. The teacher whose voice is on the tape will take you through the listening exercises. At the beginning of every lesson she will tell you the BOOK NUMBER and the LESSON NUMBER. This will help you to find the work sheet (in the work book) that goes with the lesson.

Next, the teacher on the tape will tell you what the listening text is about. This is followed by the listening text and questions. The same questions will also be on the work - sheet. Answer these questions. This will help you to understand when people speak. The tape may also ask you to repeat certain words and phrases. This will teach you how to pronounce these words and phrases. Some work- sheets have a language study section. Study this. This will teach you when to use the words and phrases. Once you have finished your exercises you can check your answers with the answer key which is given at the end of the work - book.

The following symbols are used on the tape to indicate to you what has to be done.

- \* There will be music at the beginning and end of every lesson.
- \* There will be (ting) sound at the beginning of every exercise.

The following symbols are used on the work-sheet.



to listen to the tape



to stop the tape

Good luck with your Speech and Listening



Now you are ready to commence the listening exercise.

Here is how to do it.

You have     a)     a cassette  
                  b)     a work book

1.     Insert the cassette in the player.
2.     Turn the player on
3.     Listen carefully to the Book Number and Lesson Number.
4.     Turn to the corresponding worksheet in your work book.
5.     Follow the instructions on the tape and worksheet to complete the lesson
6.     Check your answers in the answer key.

## අධ්‍යයන මාර්ගෝපදේශනය

ප්‍රිය ශිෂ්‍යය,

මූලික ඉංග්‍රීසි සහතික පත්‍ර වැඩ සටහනේ සවන් දීම හා කථා කිරීම පිළිබඳ පාඨමාලාව හඳාරන ඔබට අපේ ශ්‍රද්ධාමය.

මෙම පොත ඔබේ ඉංග්‍රීසි සවන් දීමේ සහ කථා කිරීමේ කුසලතා වර්ධනය කිරීම අරමුණු කොට සැලසුම් කරන ලද්දකි. එදිනෙදා ජීවිතයේ දී කියවීමට හා ලිවීමට වඩා සවන් දීමට හා කථා කිරීමට අපට සිදු වේ. භාෂාවක් භාවිත කිරීමේ වඩාත් ම ස්වාභාවික ක්‍රියාකාරකම් වනුයේ සවන් දීම හා කථා කිරීම යි.

කථා කිරීමට පෙර සවන් දීමට යොමු වෙයි. මවු බස ඉගෙන ගන්නා දරුවෙකු පවා කරනුයේ පළමු ව ඇසෙන දේ තේරුම් ගෙන එය භාවිත කිරීමට තැත් කිරීම යි.

එහෙයින් දෙවන භාෂාවක් ඉගෙනීමේ දී ඔබ පහත සඳහන් දෑ කල යුතු ය.

- (1) සවන් දීම.
- (2) තේරුම් ගැනීම.
- (3) ඇසූ දෙය කීමට ඉගෙනීම.

(අ) උච්චාරණය  
(ආ) වාක්‍ය රටා

එය භාවිත කරන අවස්ථා ඉගෙනීම.

- (4) සංවාදයට දී එය භාවිත කිරීම.

මෙම පොත ඉහත සඳහන් දෑ ඉගෙනීමට උදව් කරයි.

ඒ සඳහා

\* ඔබ තිබියේ දී

- (1) කැසට් පටයට සවන් දෙන්න.
- (2) පොතෙහි සඳහන් අභ්‍යාස කරන්න (මෙය කැසට් පටයේ අදාළ කොටස තේරුම් ගැනීම සඳහා ය). ඔබට ප්‍රමාණවත් තරම් කැසට් පටයට සවන් දෙන්න.
- (3) කැසට් පටය අනුව යමින් අදාළ සංවාදය /කොටස හඬ නගා කියවන්න. උච්චාරණය පුහුණු වීම සඳහා අවධානය යොමු කරන්න. මෙරෙය කිරීමෙන් එම සංවාදය/කොටස උච්චාරණය කිරීමට/භාවිත කිරීමට ඔබට හැකි වනු ඇත.

එම වාග් රටා භාවිත කරන අවස්ථා පුහුණු වීම සඳහා රටා නිර්මාණ අභ්‍යාස උපකාර වනු ඇත.

- (4) (Language Study) භාෂාව හැදෑරීම කොටසෙහි වන ව්‍යාකරණ රටා ඉගෙන ගන්න.



\* පත්තියේ දී

අලුතෙන් උගත් දෙය සංවාදයන්හි යොදමින් භාවිත කිරීමට පුහුණු වන්න.

ඉහත දැක්වුණු සියලුම භාවිත කිරීම් සඳහා හැම පාඨමක ම මෙම කොටස් ඇතුළත් වනු ඇත.

- |               |                                 |
|---------------|---------------------------------|
|               | (අ) සවන් දීම.                   |
| ස්වායස්යනය    | (ආ) අභ්‍යාස පත්‍රිකාව - අවබෝධය. |
|               | (ඇ) උච්චාරණය සහ රටා හුරුව.      |
|               | (ඈ) භාෂා හැදෑරීම.               |
| පත්ති අභ්‍යාස | (ඉ) කථන/සංවාද අභ්‍යාස.          |

(අ) සවන් දීම

කැසට් පටය තුළින් ද ඔබට ගුරුවරයකු හමුවනු ඇත. කැසට් පටයෙන් ඔබ අමතන ගුරුවරයා සවන් දීමේ අභ්‍යාස ඉදිරිපත් කරයි. සෑම පාඨමකේ ආරම්භයේ දී ම පොත් අංකය හා පාඨම අංකය ඔබට පවසයි. මෙය පාඨම සමග සම්බන්ධ වැඩ පත්‍රිකාව (වැඩ පොතෙහි ඇති) යොදා ගැනීමට ඔබට සහාය වෙයි.

කැසට් පටය තුළින් ඔබෙන් ප්‍රශ්න විමසනු ඇත. වැඩ පත්‍රිකාවේ ද මෙම ප්‍රශ්න ම සඳහන් වේ. ඒ ප්‍රශ්නවලට පිළිතුරු සපයන්න. අත් අයගේ කථා බහ තේරුම් ගැනීමට මෙය ඔබට උපකාර වනු ඇත.

(ආ) අභ්‍යාස පත්‍රය

අභ්‍යාස පත්‍රය අවසන් කළ පසු කැසට් පටයට නැවත සවන් දී ඔබේ පිළිතුරු නිවැරදි දැයි සසඳා බලන්න.

ඉන් පසු ව පොතේ අග දැක්වෙන පිළිතුරු පත්‍රය බලා ඔබේ පිළිතුරු නිවැරදි කර ගන්න.

(ඇ) උච්චාරණය සහ වාග් රටා

සමහර වාග් රටා පුනරුච්චාරණය කරන ලෙස (නැවත කියවීමට) කැසට් පටය ඔබෙන් ඉල්ලා සිටිනු ඇත. මෙම කොටස ඔබේ උච්චාරණ පුහුණුව සඳහා වේ.

ඔබ උගත් දේ අවස්ථාවෝචිත ව භාවිත කිරීමේ පුහුණුව මෙම කොටසින් ලබා දෙනු ඇත.

කැසට් පටයට සවන් දී අභ්‍යාස පත්‍රය සම්පූර්ණ කිරීමෙන් ඔබට අදාළ සංවාදය ද ඒ හා සමාන වෙනත් සංවාද ද තේරුම් ගැනීමට හැකිවනු ඇත.

(ඇ) නානා හැදෑරීම.

වෘත්ත රටා හඳුනා ප්‍රකාශනයන් කිරීමෙන් ඔබට එම වෘත්තයේ පිළිබඳව කුසලතා වර්ධනය කර ගත හැකි වනු ඇත.

පත්තියේ දී මෙම රටා භාවිත කිරීමට ඔබට අවස්ථාවක් ලැබෙනු ඇත.

ඔබට සම්බන්ධ වීමේ නම් එය නිරාකරණය කර ගැනීමට ඔබේ ගුරුවරයා ඔබට සහාය වනු ඇත.

දුරස්ථ අධ්‍යාපනය ලබන ශිෂ්‍යයකු ලෙස ඔබට පත්ති පැවැත්වෙන්නේ සීමා සහිත කාලයක් තුළින් මෙම පත්ති සැසි උපදිම ලෙස ප්‍රයෝජනයට ගැනීම සඳහා පත්තියට පැමිණීමට පෙර මෙම ස්වාධීන පොත තිබිය යුතුය. පත්ති සැසියේ දී ස්වාභාවික ලෙස එදිනෙදා සංවාදයන් හැඳෑරීම සඳහා ඔබ මෙම පොතෙන් ලබන දැනුම උපයෝග කොට ගන්න.

මේ පුත්‍රණය ඇතිව සඳහා තිබිය යුතුය. මේ සඳහා සෑම දිනකම ම වනාන්ත 10 - 15 යෙදෙන්න. එවිට ඔබේ සවන් දීමේ අභ්‍යාස සියල්ල කල් වෙලා ඇති ව තිබේ. ඔබට හැකිවනු ඇත.

මෙම පොතේ දී පහත සඳහන් සංකේත භාවිත කෙරේ. ඒවා ඒ ඒ තැන්හි දී ඔබ කළ යුතු දේ දක්වයි.

(අ) සෑම පාඨමක් ම ආරම්භයේ දී හා අවසානයේ දී සාහිත්‍ය චරිතයක් ඇත.

(ආ) අභ්‍යාසයක දී ඔබෙන් පිළිතුරක් /ප්‍රකාශනයක් අපේක්ෂා කරන විට දී සිතූ තාදායක් ඇත.

පහත සඳහන් සංකේත අභ්‍යාස පත්‍රයේ දැක් වේ.



කැසට් පටයට සවන් දෙන්න



කැසට් පටය නවත්වන්න

## கற்கை வழி காட்டி

மாணவரின் கவனத்திற்கு,

இப்புத்தகம் உங்கள் கேட்டல், பேசுதல் ஆற்றல்களை விருத்தி செய்ய உருவாக்கப்பட்டுள்ளது. எமது நாளாந்த வாழ்க்கையில் வாசித்தல், எழுதுதல் என்பவற்றிலும் பார்க்க கேட்டல் பேசுதல் என்பவற்றையே கருதலாகச் செய்கிறோம். எந்த மொழியிலும் மிக இயற்கையான ஆற்றல்கள் கேட்டலும் பேசுதலும் ஆகும்.

கேட்டல், பேசுதலுக்கு முதலில் வரும் ஒரு குழந்தை கூட முதலில் தனது தாய்மொழியைக் கேட்டு, சிரசித்த அதன் பின்னரே பேச முயல்சின்றது. ஆகவே, நீங்களும் ஒரு மொழியைக் கற்கும் போது;

1. கேட்க வேண்டும்
2. சிரசித்தல் வேண்டும்
3. எப்படிக் கூறுவதென்று கற்க வேண்டும் (உச்சரிப்பு, கட்டமைப்பு) எப்போது கூற வேண்டும் என்று கற்க வேண்டும்.
4. உரையாடலில் உபயோகிக்க வேண்டும்.

ஒவ்வொருவரும் செய்வதற்கு எந்தத் தொகுதி உங்களுக்கு உதவும்.

லிட்டில் . . . . .

- (அ) ஒலிப்பதிவு நாடாவைக் கேளுங்கள்.
- (ஆ) புத்தகத்தில் காணப்படும் செயற்தாளைப் பூர்த்தி செய்யுங்கள்.
- (இ) (உச்சரிப்பதற்கு உங்கள் சிரசித்தல் ஆற்றலை விருத்தி செய்ய உதவும். ஒலிப்பதிவு நாடாவை நீங்கள் எத்தனை முறையும் கேட்கலாம்)
- (ஐ) ஒலிப்பதிவு நாடாவைக் கேட்டு உச்சரிப்பைக் கவனித்து அதன் பின்னர் மீண்டும் சொல்லிப் பார்க்கலாம்.
- (ஈ) பகுதி உருவாக்கல் அப்பியாசங்களில் கட்டமைப்புகளை எவ்வாறு உருவாக்குவது என்பதைப் பழகிக்கொள்ளுங்கள்.
- (உ) மொழி கற்றல் பகுதியில் இருக்கும் இலக்கணக் கட்டமைப்புகளைப் பார்த்துக்கொள்ளவும்.

வகுப்பறையில் . . . . .

உரையாடலில் நீங்கள் கற்றவற்றை உபயோகிப்பீர்கள். ஒவ்வொரு படிமுறைக்கூடாகவும் நீங்கள் செல்வதற்கு உதவியாக ஒவ்வொரு பாடமும் பின்பற்றும் அயல்களைப் பிரிக்கப்பட்டுள்ளன.



(அ) கேட்டல்

(ஆ) செயற்றாள் - கிரகித்தல்

(இ) உச்சரித்தல்/கட்டமைப்புகளை அறிந்து கொள்ளல்

(ஈ) மொழி கற்றல் பகுதிகள்

வகுப்பறையில் (உ) பேச்சுச் செயல்முறை

(அ) கேட்டல்

உங்களுக்கு ஆசிரியரின் தரல் ஒலிப்பதிவு நாடாவில் பதிவு செய்யப்பட்டுள்ளது. இதனை உபயோகித்து நீங்கள் ஒவ்வொரு படிவறை மூலமும் செல்லலாம். முதலில் பகுதி இலக்கம் (Book Number) பாட இலக்கம் (Lesson Number) ஏரண்டையும் அவர் கூறலாம். பாடம் எதைப்பற்றியது என்பதை ஆசிரியர் உங்களுக்குக் கூறலாம். தொடர்ந்து நீங்கள் நாடாவைக் கேட்கலாம். நாடாவில் பதிவு செய்யப்பட்ட குரல் நடுவே நிறுத்தி உங்களைச் சில கேள்விகள் கேட்கலாம். முடிந்தளவு இக்கேள்விகளுக்கு பதிலளியுங்கள். எனென்றால், பாடத்தைக் கிரகித்துக்கொள்ள இவை பெருமளவு உதவியாக இருக்கும். ஒலிப்பதிவு நாடாவைக் கேட்டபின் உங்கள் செயற்றாளைப் பூர்த்தி செய்யுங்கள்.

(ஆ) செயற்றாள்

செயற்றாளில் கேள்வியையும் (ஒலிப்பதிவு நாடாவிலும்) அதற்கான விடைகளையும் காண்பீர். சரியான விடையைத் தேர்ந்தெடுக்கவும். செயற்றாளைப் பூர்த்தி செய்ததன் பின்னர் மீண்டும் ஒருமுறை ஒலிப்பதிவு நாடாவைக் கேட்டு உங்கள் விடையைச் சரிபார்த்துக்கொள்வீர்கள்.

உப்போது புத்தகத்தில் பின்புறத்தில் காணப்படும் விடையுடன் ஒப்பிட்டு உங்கள் விடைகளைத் திருத்திக்கொள்வீர்கள்.

(இ) உச்சரிப்பும் கட்டமைப்பும்

ஒலிப்பதிவு நாடாவிலுள்ள சில கட்டமைப்புகளை உங்களைத் திரும்பவும் கூறுமாறு சொல்லப்பட்டிருக்கும். நீங்கள் எவ்வாறு உச்சரிக்க வேண்டும் என்பதை இவ்வப்பியாசம் பழக்கும்.

மொழிக் கல்விப் பகுதியில் உள்ள இலக்கணக் கட்டமைப்புகளைப் படியுங்கள்.

நீங்கள் கற்றுக்கொண்டவற்றை உபயோகிக்கும் முதலாக ஒரு அப்பியாசம் கொடுக்கப்பட்டிருக்கும்.

## **To the Teacher**

The primary objective of this book is to develop Listening and Speech skills in English. In order to enhance listening skills, all comprehension texts will be presented only on tape. Thus, students will have to focus on listening for information rather than reading. The comprehension questions are designed to make learners pick up the appropriate information by listening to the texts.

The listening Exercises are designed for self study. Students can listen to the tape and complete the exercises and practise pronunciation, in the privacy of their own homes.

Speech activities will be classroom based since interaction with a tape

- a) is not usual, and
- b) cannot be monitored.

In the speech activities, students under the guidance of the day - school teacher should use the structures, words and phrases they learnt in the self-study listening component.

ஒலிப்பதிவு நாடாளைக் கேட்டு, செயர்தாளைப் பூர்த்தி செய்த உங்களுக்கு இப்போது இந்தப் பாடத்தையும் வேற எழுத்த வகைகளையும் சிரசிக்க முடியும்.

(ஈ) வகுப்பு வேலை

பேச்சு

சில ஐயங்களைக் கட்டமைப்புகளைக் கற்ற அலற்றை மீண்டும் சொல்லிப் பார்த்த நீங்கள் எப்போது, எவ்வாறு சொல்ல வேண்டும் என்பதை அறிந்திருப்பீர்கள்.

தெரிவழிபுடல் உங்கள் நாட் பாடசாலைக்குச் செல்லுங்கள். அங்கு நீக்கட்டமைப்புகளை உபயோகிப்பதற்கு உங்களுக்குச் சந்தர்ப்பம் அளிக்கப்படும். இதைச் சொல்லவில் உங்களுக்கு பிரச்சினை ஏதும் இருந்தால், ஐசிரியர் உங்களுக்கு உதவி செய்வார்.

தொகைக்கல்லி மாணவர்களாகிய உங்களுக்கு வகுப்பறையில் கழிக்கும் நேரம் மிகக் குறைவானதாகும். ஆகவே, ஐசிரியர் உங்களுடன் செலவிடும் நேரத்தை முழுமையாக உபயோகிக்க வேண்டும். ஒலிப்பதிவு நாடாளை வகுப்பறையில் கேட்பது உங்களதம் ஐசிரியரதம் நேரத்தை வீணடிப்பதாகும். ஆகவே, உங்களுடைய நேரத்தை முழுமையாக உபயோகிக்கும் முகமாக கேட்டல் அப்பியாசம் சுயமாகப் படிப்பதற்கெனத் தயாரிக்கப்பட்டுள்ளது. நீங்கள் கேட்டல் அப்பியாசங்களைப் பூர்த்தி செய்த பெற்றிக்கொண்ட அறிவை ஐசிரியர் உங்களுக்கு உதவி செய்த அமைக்கக்கூடிய கட்டடத்தின் கற்களாகக் கருதுங்கள்.

ஆகவே, நீங்கள் கேட்டல், பேசுதல் என்பவற்றில் திறம்படச் செய்ய வேண்டுமாயின், வீட்டில் சுயமாகச் செய்யும் அப்பியாசங்களைக் கவனமாகப் பூர்த்தி செய்ய வேண்டும். நாளாந்தம் 10 தொடக்கம் 15 நிமிடங்கள் ஒப்பயிற்சிக்குச் செலவழிக்கவாயின் உங்கள் கேட்டல் அப்பியாசங்களை நீங்கள் நேரத்திற்கு முடித்துவிடலாம்.

இப்படித்தகத்தின் மிக வலம் கறியீடுகள் பயன்படுத்தப்பட்டுள்ளன.

(அ) ஒவ்வொரு பாடத்தின் ஐரம்பிச்சிலும், முடிவிலும் சந்தை இசையைக் கேட்கலாம்.

(ஆ) ஒவ்வொரு பாடத்தின் ஐரம்பிச்சில் 'டிங்' ஒலி ஒலிக்கப்படும்.

இச்செயர்தாளில் மிக வலம் கறியீடுகள் பயன்படுத்தப்பட்டுள்ளன.



தமிழ்நாட்டிலிருந்து வெளிவரவில்லை



தமிழ்நாட்டிலிருந்து வெளிவரவில்லை



**MAP OF THE COURSE BOOK**  
**BOOK 1 - LESSON 01 - 06**

Lesson	Functional Areas	Vocabulary	Listening Strategies	Speech
1. Make a Request	<ul style="list-style-type: none"> <li>* Making simple requests</li> <li>* Polite forms of requests suitable for different functional situations</li> </ul>	<ul style="list-style-type: none"> <li>* Words of request and their pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>* Listening for specific information</li> </ul>	<ul style="list-style-type: none"> <li>* Making requests in different situations.</li> </ul>
2. Let us Apologize	<ul style="list-style-type: none"> <li>* Making an apology.</li> <li>* Apologies suited to different situations.</li> </ul>	<ul style="list-style-type: none"> <li>* Words of apology and their pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>* Listening for specific information</li> </ul>	<ul style="list-style-type: none"> <li>* Apologizing in different situations</li> </ul>
3. Know Your Place	<ul style="list-style-type: none"> <li>* Locating people/objects in relation to some one/something else.</li> </ul>	<ul style="list-style-type: none"> <li>* Prepositions</li> <li>* Prepositional phrases</li> </ul>	<ul style="list-style-type: none"> <li>* Listening for specific information</li> </ul>	<ul style="list-style-type: none"> <li>* Describing one's/ someone else's location in relation to other people.</li> </ul>
4. Finding Places	<ul style="list-style-type: none"> <li>* Locating rooms in a building</li> </ul>	<ul style="list-style-type: none"> <li>* Prepositional phrases.</li> <li>* Names given to rooms in a hospital: eg. <i>dispensary, OPD, etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>* Listening for specific information</li> </ul>	<ul style="list-style-type: none"> <li>* Describing the ground plan of a building which is familiar to you.</li> </ul>
5. Getting There	<ul style="list-style-type: none"> <li>* Following directions using a map</li> </ul>	<ul style="list-style-type: none"> <li>* Directions, phrases relating to directions: eg. <i>get off, walk up and sequence markers.</i></li> </ul>	<ul style="list-style-type: none"> <li>* Listening for specific information</li> </ul>	<ul style="list-style-type: none"> <li>* Giving directions using a map.</li> </ul>
6. Read a Map	<ul style="list-style-type: none"> <li>* Finding your way using a map written in English</li> </ul>	<ul style="list-style-type: none"> <li>* Compass directions, geographical details.</li> </ul>	<ul style="list-style-type: none"> <li>* Listening for specific information</li> </ul>	<ul style="list-style-type: none"> <li>* Describing a natural phenomenon near your Study Centre.</li> </ul>



**MAP OF THE COURSE BOOK**  
**BOOK 2 - LESSON 01 - 08**

Lesson	Functional Areas	Vocabulary	Listening Strategies	Speech
1. Learn to Cook	* Giving & following instructions	<ul style="list-style-type: none"> <li>* Weights and measures</li> <li>* Verbs and Nouns related to preparing food.</li> </ul>	<ul style="list-style-type: none"> <li>* Predicting</li> <li>* Following instructions</li> <li>* Listening to precise information and writing it down (dictation)</li> </ul>	<ul style="list-style-type: none"> <li>* Exchanging recipes</li> <li>* Using sequence markers</li> </ul>
2. Using the Telephone	* Interacting on the telephone	<ul style="list-style-type: none"> <li>* Polite phrases associated with using the telephone</li> <li>* Greetings, closing the conversation.</li> </ul>	<ul style="list-style-type: none"> <li>* Listening to specific information</li> <li>* Anticipating a sequence of verbal exchanges</li> </ul>	<ul style="list-style-type: none"> <li>* Talking to a friend/Head of Dept. / colleague over the phone.</li> <li>* Greeting, giving a message closing a telephone conversation.</li> </ul>
3. At the Bank	* Receiving, asking for and giving information in a formal context.	<ul style="list-style-type: none"> <li>* Polite phrases</li> <li>* Words related to carrying out small transactions at a bank.</li> </ul>	<ul style="list-style-type: none"> <li>* Listening to specific information</li> <li>* Following the 'thread' of a conversation</li> </ul>	<ul style="list-style-type: none"> <li>* Role play in different situations</li> </ul>

Lesson	Functional Areas	Vocabulary	Listening Strategies	Speech
4. Would you buy them ?	<ul style="list-style-type: none"> <li>* Listening to the descriptions of products &amp; services</li> <li>* Describing products and services</li> </ul>	<ul style="list-style-type: none"> <li>* Words of description</li> </ul>	<ul style="list-style-type: none"> <li>* Predicting</li> <li>* Listening to specific information</li> <li>* Listening and forming an opinion</li> </ul>	<ul style="list-style-type: none"> <li>* Advertising a product/service</li> </ul>
5. Announcement I (Radio License)	<ul style="list-style-type: none"> <li>* Listening to announcements</li> <li>* Giving instructions/facts</li> </ul>	<ul style="list-style-type: none"> <li>* Words used in formal notices, announcements. (eg. <i>deadline, duty completed, offenders etc.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>* Intensive listening (Sounds, words)</li> <li>* Listening for the main points</li> <li>* Listening to the 'message'</li> </ul>	<ul style="list-style-type: none"> <li>* Preparing and making a formal announcement</li> </ul>
6. Announcement II (Obituary Notice)	<ul style="list-style-type: none"> <li>* Listening to death notices</li> </ul>	<ul style="list-style-type: none"> <li>* Kinship terms</li> <li>* Place names</li> </ul>	<ul style="list-style-type: none"> <li>* Predicting</li> <li>* Listening for specific information</li> </ul>	<ul style="list-style-type: none"> <li>* Writing and presenting an obituary announcement to be broadcast over the radio.</li> </ul>
7. "Kiss of Life"	<ul style="list-style-type: none"> <li>* Listening to a formal lecture.</li> <li>* Listening how to carry out a procedure (first aid)</li> </ul>	<ul style="list-style-type: none"> <li>* Vocabulary related to procedure, first aid</li> </ul>	<ul style="list-style-type: none"> <li>* Listening for specific information</li> <li>* Global listening, overall message</li> </ul>	<ul style="list-style-type: none"> <li>* Describing a given procedure</li> </ul>
8. Welcome a Guest of Honour	<ul style="list-style-type: none"> <li>* Listening to and giving a welcome address</li> <li>* Pronunciation practices</li> </ul>	<ul style="list-style-type: none"> <li>* Words related to making a speech</li> </ul>	<ul style="list-style-type: none"> <li>* Listening for specific information</li> <li>* Listening to the 'message'</li> </ul>	<ul style="list-style-type: none"> <li>* Preparing and giving a speech to welcome a guest at a formal occasion.</li> </ul>

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# BOOK 1



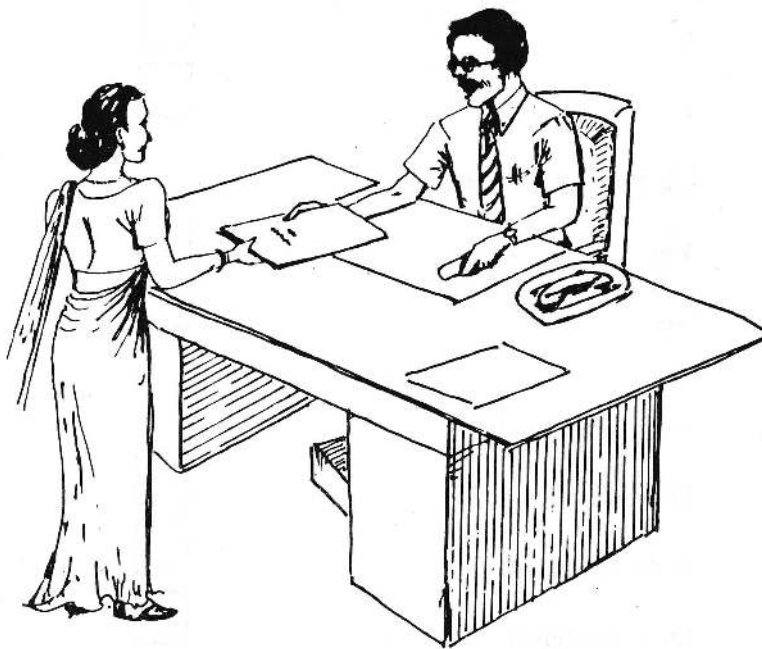
# BOOK 1

## WORK SHEET

BOOK - 01  
LESSON - 01

### MAKE A REQUEST

Listening / Self Study



Switch the tape on

In this lesson you are going to learn how to make requests. You will hear 4 different ways of making requests.

Now listen to the first situation.



Stop the tape and complete Exercise 1.

**Tick off the correct answer.**

**a) Where does this dialogue take place ?**

- In a market ☐
- In a house ☐
- In an Office ☐

**b) How many people are there ?**

- 2 ☐
- 3 ☐
- 4 ☐

**c) Do they know each other ?**

- Yes ☐
- No ☐

**d) Who can they be ?**

- Director-friend ☐
- Director-peon ☐
- Director-typist ☐

**e) What does Mr. Jayasuriya want Lekha to do?**

- To give him some information ☐
- To do something for him ☐
- To listen to him ☐



**Switch on the tape**

Now listen to the dialogue again and check your answers.

**Exercise : 02**

**Did you notice How Mr. Jayasuriya made his request ?**

**(First listen and then you can repeat after the tape.)**

**How did Mr. Jayasuriya reply to Lekha ?**

**(Listen and repeat.)**

You can listen to the tape as much as you like to practise.

### **Situation 2**

This is another way of making a request.

Listen to the dialogue and complete Exercises 3 and 4 on the worksheet.





Stop the tape and complete Exercise 3.

Tick off the correct answer.

a) Where does this dialogue take place ?

- In an office ☐
- In a house ☐
- On the road ☐

b) How many characters are there ?

- 2 ☐
- 3 ☐
- 4 ☐

c) Who can they be ?

- Office boss-peon ☐
- Office boss-typist ☐
- Office boss-friend ☐



Switch on the tape

Listen to the dialogue again and check your answers.

Did you notice how the director asked Prasanna to do something?

(First listen and then repeat.)

You can repeat the tape and practise as much as you like.

**Situation     3**

Here is a third way of making a request.

Let us listen.



Stop the tape and complete Exercise 5.

Tick off the correct answer.

a) Where does this dialogue take place ?

- At an interview
- At the reception
- At the Data-Entry Operator's room

☐  
☐  
☐

b) The dialogue is between

- Data Entry Operator - Ratna
- Receptionist - Ratna
- Data Entry Operator - Receptionist

☐  
☐  
☐

c) Where is the interview held ?

- In a room on the third corridor
- In the third room on the corridor
- Along the corridor in the third room on the right

☐  
☐  
☐

Switch on the tape

Listen to the dialogue again and check your answers.

Exercise : 06

How did Ratna ask for directions to the interview board?

(First listen and then repeat.)

**Situation 4**

Listen to the fourth way of making a request in Situation 4.

Exercise : 07



Switch off the tape and complete Exercise 7.

Tick off the correct answer.

a) Who are the characters here ?

- Nilanka and Janaka

☐

- Jayantha and Nilan

☐

- Jayanthi and Nilanka

☐

b) What does jayanthi want Nilanka to do ?

- To make a call

☐

- To lend some money

☐

- To change some money

☐





**Switch on the tape**

**Listen to the tape again and check your answers.**

**Exercise : 08**

**How does Jayanthi ask Nilanka for help ?**

**- (First listen and then repeat.)**

**How does Nilanka reply ?**

**- (Listen and repeat.)**

**Listen to the tape as much as you like to practise.**

**In this lesson you have learnt 4 ways of making requests. Remember practising on tape alone is not enough. You must use them in your speech with others too.**

**Good Luck.**

**BOOK - 01**

**LESSON - 01**

## **MAKE A REQUEST**

### **Speech Activity/Class Work**

#### **PAIR WORK**

1. Mr. Alwis is the head of the Department of Sales in a Travel Office .

Nisha is his secretary.

He wants a file. Write out and practise a dialogue between Mr. Alwis and Nisha, with your partner. Your teacher will help you.

2. Dharshini is a receptionist at Hotel Golden Beach. A guest at the hotel wants to know how to go to the Manager's Office.

Write out and practise the dialogue between Dharshini and the guest, with your partner.

When your teacher tells you to, say it to the whole class.

3. Sunil's mother wants a pound of sugar from the shop down the road. Plan and practise a dialogue between Sunil and his mother. When your teacher calls out your turn, say it to the whole class.

## WORK SHEET

BOOK - 01

LESSON - 02

### LET US APOLOGIZE

Listening/Self Study



Switch the tape on

In lesson 01 you learnt how to make requests.

In this lesson we will learn how to apologize. You will hear two different ways of apologizing.

Listen to the first situation .

Situation     01



Switch the tape off and complete Exercise 01.



Tick (✓) off the correct answer.

a) Where does this dialogue take place ?

- In a market
- In a home
- In a classroom

☐  
☐  
☐

b) Do the characters know each other ?

Yes

☐

No

☐

c) Who are the two characters ?

- Thilini - Mother
- Teacher - Thilini
- Thilini - Sister

☐  
☐  
☐

d) Who is late ?

- Thilini's sister
- Thilini's mother
- Thilini

☐  
☐  
☐

e) Who is not well?

- Thilini's sister
- Thilini's mother
- Thilini

☐  
☐  
☐





## Switch on the Tape

Here is the dialogue again. You can check your answers now.

Exercise : 02

Did you notice how Thilini apologizes to her teacher ?

(First Listen and then repeat.)

Here, Thilini explains why she is late.

(Listen and repeat.)

## Situation 2



Switch the tape off and complete Exercise 3

Exercise : 03

Tick off the correct answer.

a) Thushari and Himali are

Sisters

☐

Friends

☐

b) Who has borrowed the notes ?

Himali

☐

Thushari

☐

c) Who apologizes ?

Thushari

☐

Himali

☐



Now switch the tape on

Here is the dialogue again. Check your answers now.

Exercise : 04

Did you notice how Thushari apologizes to her friend Himali ?

(First listen and then repeat.)

You can hear Thushari explaining why she has not brought Himali's notes.

(Listen and repeat.)

You can listen and practise as much as you like, and now you know how to apologize in English.

Remember, at any time - whether at home, at your workplace or with friends, don't hesitate to apologize when you have to do so

**BOOK** - 01  
**LESSON** - 02

## **LET US APOLOGIZE**

### **Speech Activity/Class Work**

1. Jeevan and Kumara are friends at the University.

Jeevan has borrowed Kumara's library book and not returned it in three days as promised.

The book is due at the library tomorrow.

Write out and practise a dialogue with Jeevan apologizing to Kumara.

2. Neela has been late for work for the last three days. The bus which brings her to Nawinna Junction from home has not been operating, so she has had to walk.

Her boss Mr. Samararatne wants to see her in his office when she comes to work, today.

Plan and practise a dialogue between Neela and her boss and say it aloud to the rest of the class when your turn comes.

## WORK SHEET

BOOK - 01

LESSON - 03

### KNOW YOUR PLACE

Listening/Self Study



Switch the tape on

In this lesson you are going to learn about how a person or object is situated in relation to someone or something else.



Now switch the tape off and complete Exercise 1.

Exercise : 01

Look at the words given below.

On top

Between

Next

On the left

In front

On the right

In the corner

Opposite


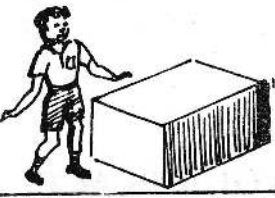



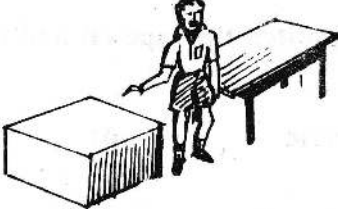
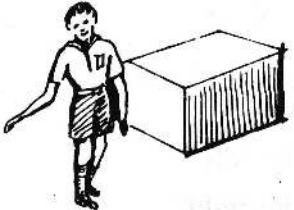
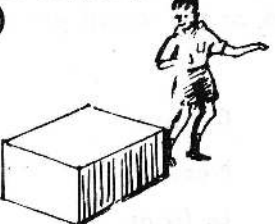
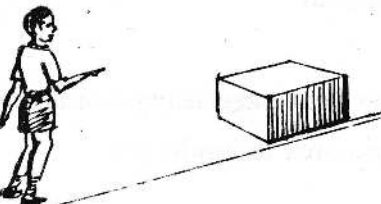
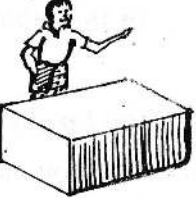
In the middle

Behind

Fill in the blanks given on the next page using words from the above list. You can use the pictures to guide you.

The first one is done for you.



<p>1</p> 	<p>2</p> 
<p>Sena is _____ of the box</p>	<p>Sena is _____ to the box</p>
<p>3</p> 	<p>4</p> 
<p>Sena is _____ of the box</p>	<p>Sena is _____ of the room</p>
<p>5</p> 	<p>6</p> 
<p>Sena is _____ of the room</p>	<p>Sena is _____ the box &amp; the table</p>
<p>7</p> 	<p>8</p> 
<p>The box is _____ Sena's _____</p>	<p>The box is _____ Sena's _____</p>
<p>9</p> 	<p>10</p> 
<p>Sena is _____ the box</p>	<p>Sena is _____ the box</p>

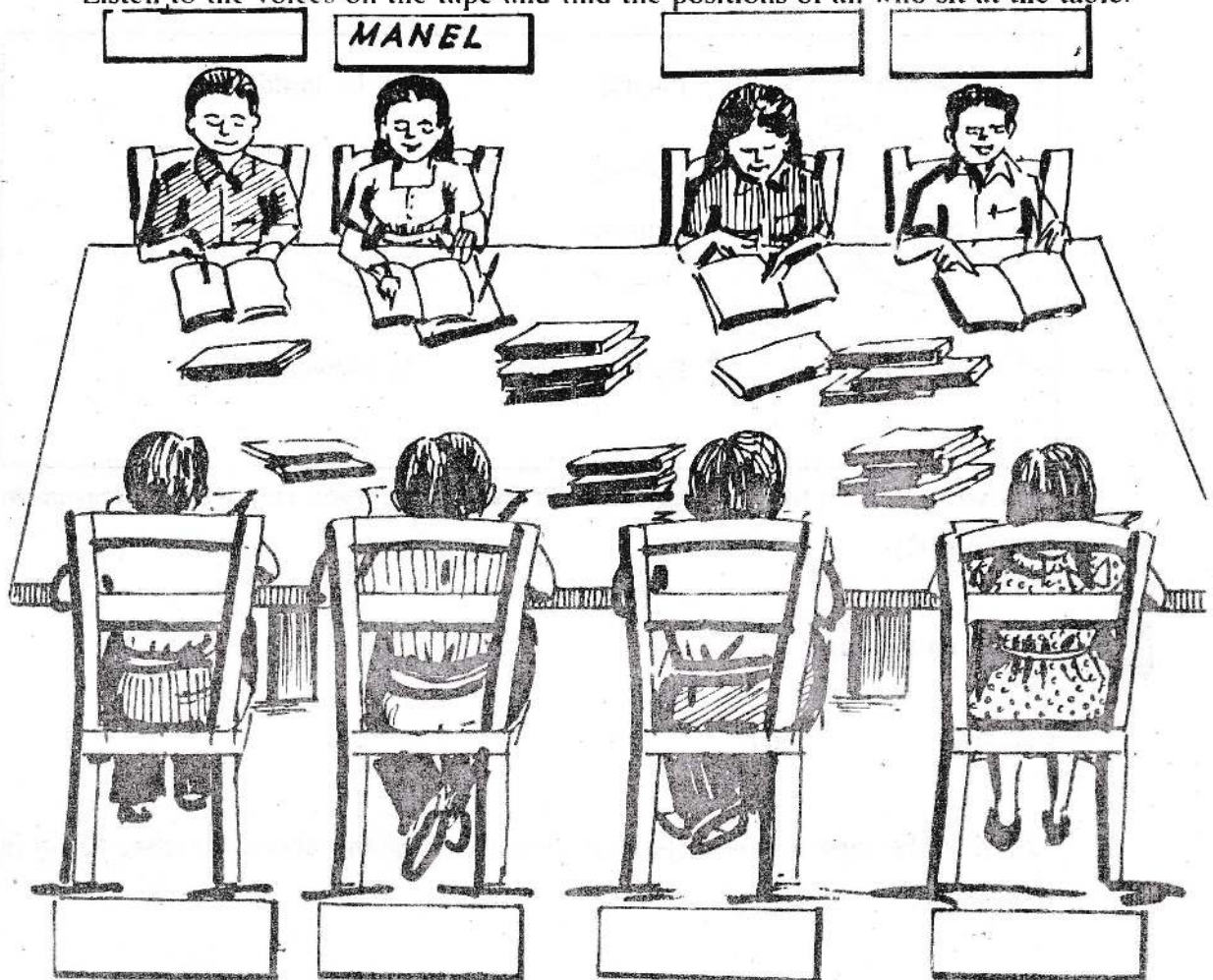
Look at the diagram given below. It shows eight people seated at a table. You can see where Manel is seated. Listen to the tape to find the names of the other people and complete Exercise 02.



Switch on the tape

Exercise : 02

Listen to the voices on the tape and find the positions of all who sit at the table.



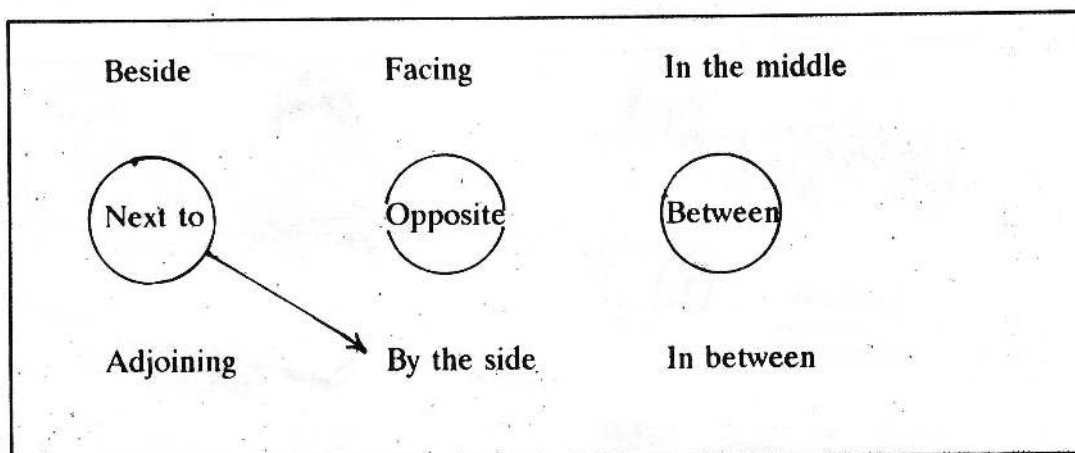
Once you complete the exercise switch off the tape.

**Exercise : 03**

There are other words which have similar meanings to the words you learnt above in Exercises 1 and 2.

The words you learnt above are circled. Draw a line matching these to other words which have similar meanings.

The first one is done for you.



Now we will learn to use these words in Exercise 4. (you can use the diagram in Exercise 02)



Switch on the tape

**Exercise : 04**

Listen to the tape and use the words you learnt in the above exercises to fill in the blanks.

(The first one is done for you.)

- e.g:-1. Mohan sits facing Manel at the table.
2. Kamal sits ..... Sita.
3. Sita sits ..... Rex.
4. Nita sits ..... Manel and Kamal.
5. Raja and Nita sit ..... of Manel.  
Manel is .....

Did you get all of them ? If you didn't, you can listen as many times as you like to complete the blanks.

You will be able to practise these words of position you have learnt in the next exercise 'Finding places'. Then you can use them in your speech too. Good Luck.



BOOK - 01

LESSON - 03

## KNOW YOUR PLACE

### Speech Activity/Class work.

Each student should describe his/her position in the class in relation to three other students.

**First** he/she should describe his/her own position.

eg: I am **in the middle** of the **first** row.

Other words which could be used are  
near the door, in the corner, in the last row etc.

**Then** describe the **position of the others.**

in front of, behind, right, left two rows behind etc.

*I am in the middle row*

*I am in the first row*

## WORK SHEET

**BOOK** - **01**

**LESSON** - **04**

### FINDING PLACES

**Listening/Self Study**



**Switch the tape on**

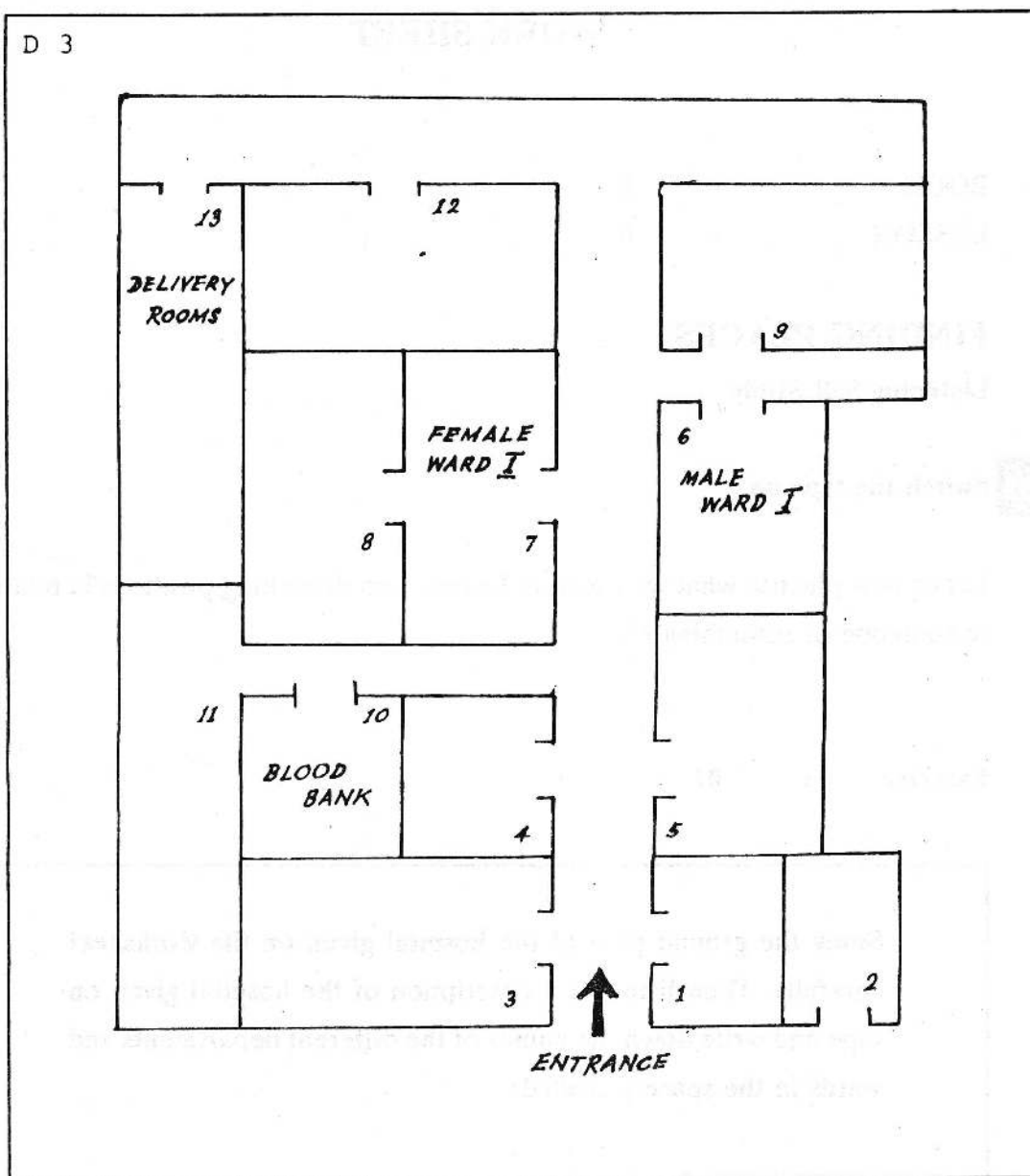
Let us now practise what we learnt in Lesson 3 on describing positions in relation to someone or something else.

**Exercise : 01**

Study the ground plan of the hospital given on the worksheet carefully. Then listen to a description of the hospital given on tape and write down the names of the different departments and wards in the space provided.

Now listen to the description.

D 3



Did you complete marking the ground plan of the hospital ? You can listen again to complete the exercise.

Now the rooms together with their numbers will be read out. Listen to these names and numbers and check if you have marked them correctly.

(Number and names of rooms.)

Exercise : 02



Switch off the tape and complete the exercise.

Now that you have got all the names of the departments and wards on your worksheet, complete the sentences given below with suitable words of position. You may use any of the words you learnt in the above exercises.

The first one is done for you.

- e.g. 1. Almost all the rooms are on either side of the corridor.

2. The O.P.D. is ..... the Inquiries Counter.

3. The entrance to the Inquiries counter is on your .....

4. The Dispensary is ..... the O.P.D.

5. The Medical Superintendent's office is ..... the Dispensary.

6. Male Ward I is ..... to the Medical Superintendent's office.
7. Female Ward II is to the ..... of Female Ward I.
8. The entrance to the Blood Bank is on your .....
9. The entrance to Male Ward I is ..... the entrance to Male Ward 2.
10. The blood bank is ..... the Dispensary and the Accident Ward.

(You can check your answer with the answer key, given at the end of the book.)



#### Switch on the Tape

In the exercises above you used words which described positions in relation to someone or something else.

We hope now that you will be able to use these freely in your speech too.



**BOOK - 01**

**LESSON - 04**

## **FINDING PLACES**

**Speech Activity/Class Work.**

### **Pair Work**

#### **Activity 1**

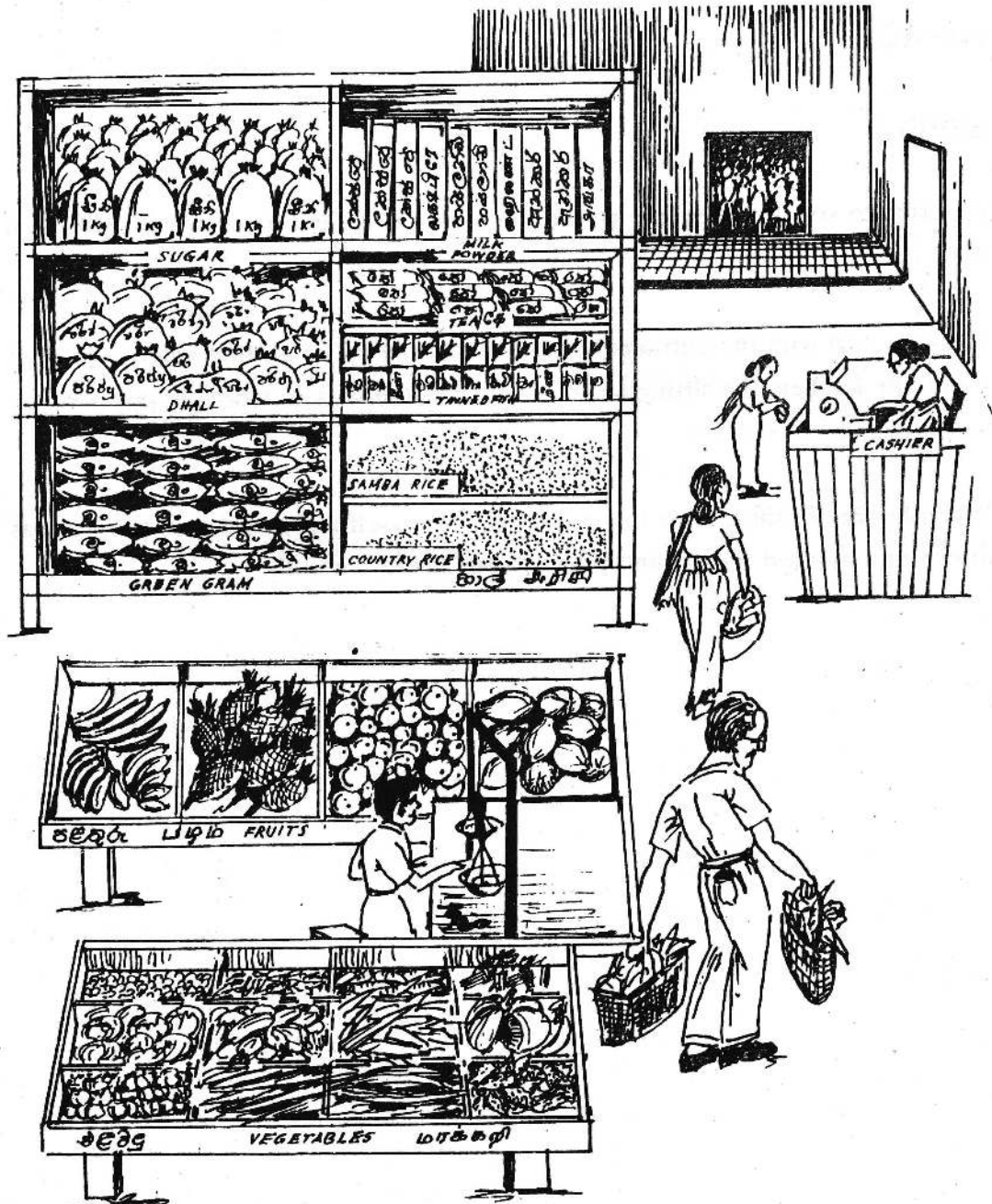
Describe to your partner, the ground plan of your home. Your partner will then draw it.

You can start with the entrance to your house. Tell your partner where your bed room, the kitchen, the sitting room are in your house. Use words of position you learnt in lessons 3 and 4.

When he/she finishes, draw the ground plan yourself and see if your partner has drawn and marked the ground plan of your home correctly.

## Activity 2

A picture is given below. Describe it to the class using words of position you learnt in the listening exercises. Try to use a variety of words and your vocabulary will improve.



## WORK SHEET

BOOK - 01  
LESSON - 05

### GETTING THERE

Listening /Self Study



Switch the tape on

We learnt in the earlier lessons how to talk about positions. In this lesson we will learn how to find our way to a particular place.

Exercise : 01

Study the following words. Repeat them after the tape.

get off

go along

turn right

turn left

go past

first turn to the right

first turn to the left

walk up

reach



Switch off the tape

Exercise : 02

Given below are the Sinhala/Tamil equivalents of the above words.

- Write the suitable English word against these.

The first one is done for you.

தஞ்சை நகரத்தின் வலது பக்கம் திரும்பு turn right

தெரு

நடத்தல்

தெருவின் வலது பக்கம் திரும்பு

தெரு

வலது

தெருவின் வலது பக்கம் திரும்பு

தெரு நகரத்தின் வலது பக்கம் திரும்பு

தெரு

கடந்து செல்

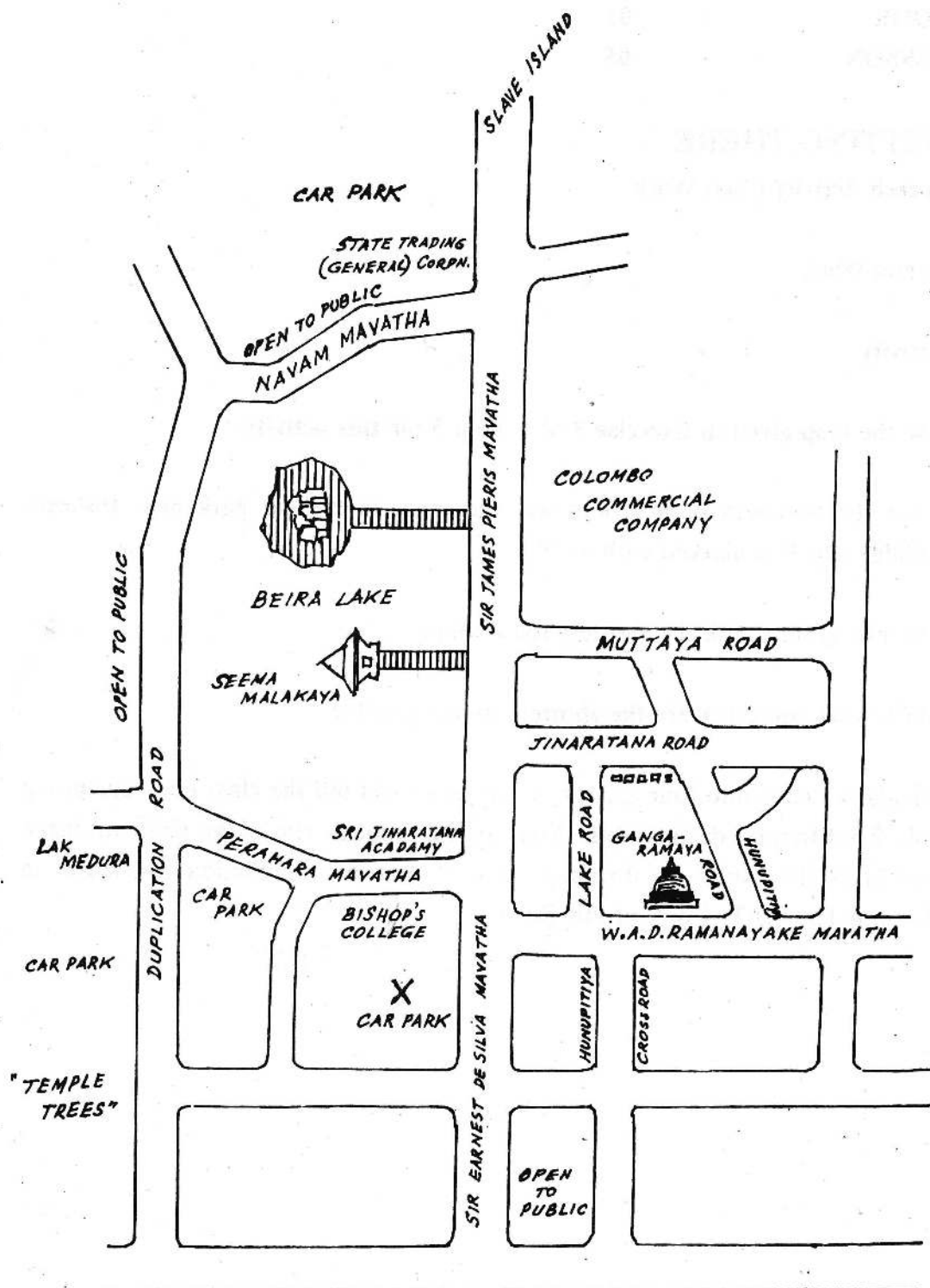


Switch on the tape.

Exercise : 03

Look at the map in your worksheet. It is a map setting out the roads and streets along which the Colombo Navam Perahera proceeds. Use this map for Exercise 3. You will have to listen to the tape and mark the routes taken.





Complete Exercise 3.

Have you marked the routes ? Listen again and check to see if your answers are correct.



**BOOK** - 01  
**LESSON** - 05

## **GETTING THERE**

### **Speech Activity/Class Work**

#### **Group Work**

#### **Activity I**

**Use the map given in Exercise 3 of Lesson 3 for this activity.**

After the perahera both groups were to meet in the car park near Bishop's College which is marked with an X.

The two groups took the shortest route there.

Mark what you think are the shortest routes possible.

Divide the class into four groups. Each group can tell the class how their group 1 & 2 got to their destinations. Your teacher and the rest of the class will listen and mark the routes on the map. Use the words of direction you learnt in listening lessons 3 4 & 5 of this Book.

## Activity 2

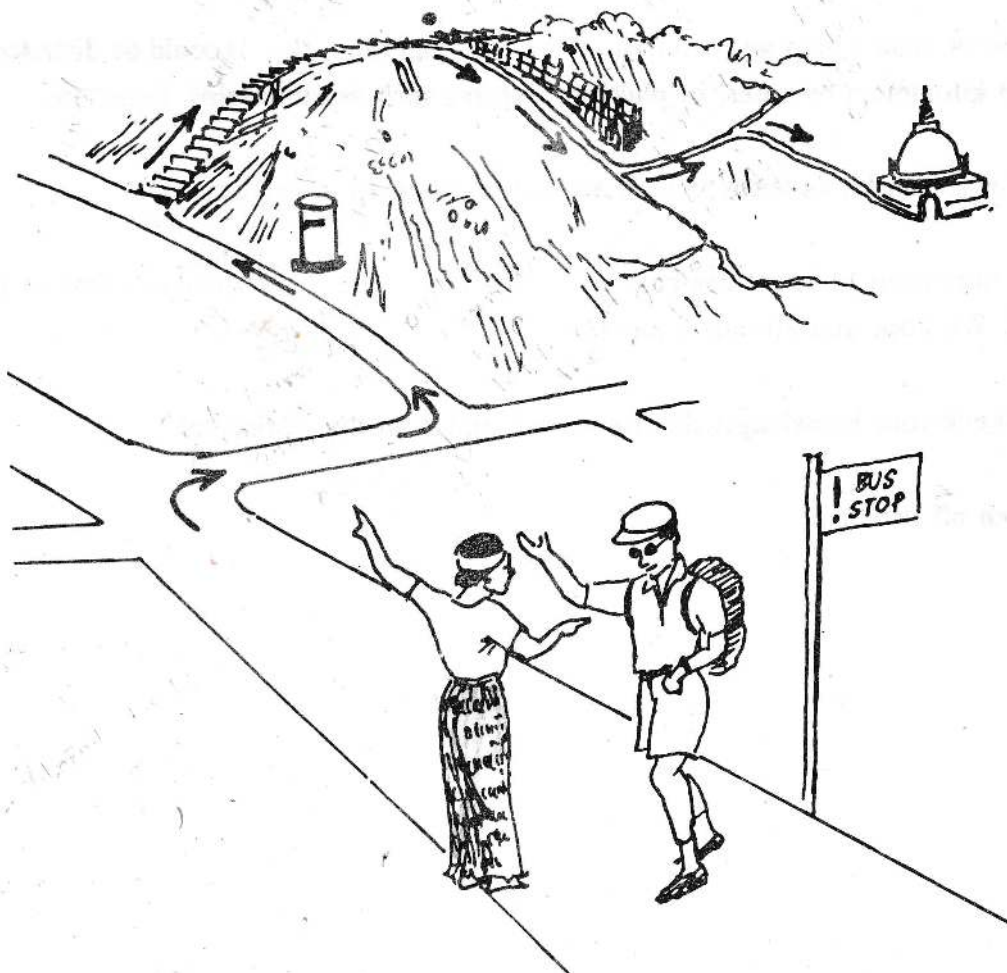
### Pair work

Look at the picture given below.

A tourist has got off the bus at the village of Galnewa , to see the historically important Galnewa Dagaba. He meets Sirisena a villager, and asks for directions to the dagaba.

Sirisena tells him how to get there.

Plan and practise a dialogue between the tourist and Sirisena. Use words of direction you learnt earlier.



## WORK SHEET

BOOK - 01  
LESSON - 06

### READ A MAP

Listening/Self Study



Switch the tape on

In your studies, in your job or in your daily life you must have come across maps.

A map gives an outline of a full or part of a surface of an area or country. It shows the physical outline on paper.

When we read a map we read it in relation to something else. It could be distance ie. in kilometers or miles, or physical features such as mountains, rivers etc.

In this lesson let us learn to look at, and read a map in English.

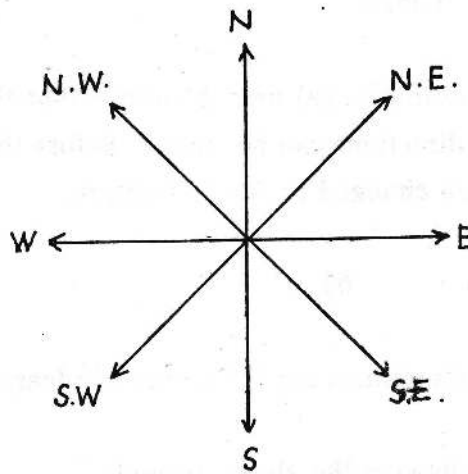
It is important to know compass directions ( **දිශා** ) when you look at a map. We hope you already know this.

To check your knowledge, do Exercises 1 and 2 on the worksheet.

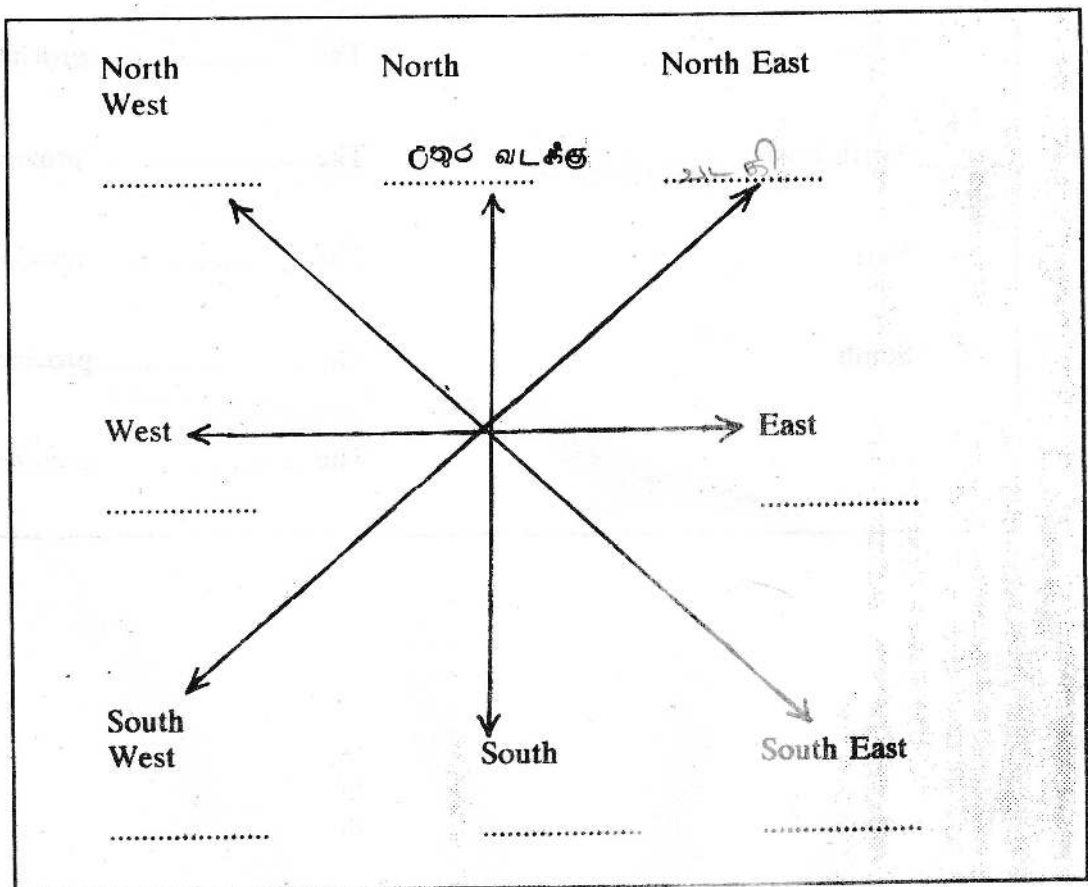


Switch off the tape

A diagram showing compass directions is given below.



Now fill in the Sinhala/ Tamil equivalent in the blank given below the English words. The first one is done for you.



- a) Kurunegala is to the North West of Matale.
- b) Kurunegala is a town in the North Western Province of Sri Lanka.

You can see from examples (a) and (b) above that there are different ways in which the compass directions can be stated. Before the word **province** the word **North West** has been changed to **North Western**.

**Exercise : 02**

In descriptions we sometimes use the words you learnt in exercise I as follows.

Fill in the blanks following the above example.

2. (a)

North	The ..... province.
North East	The ..... province.
East	The ..... province.
South	The ..... province.
South East	The ..... province.



Remember you say Northern for "North" but **not** Northern Eastern for North Eastern - or Southern Eastern for South Eastern. Other words before which we use this form of the word are area/coast/part/region etc. Eg. Northern region.

Fill in the blanks of the next box with the appropriate words.

2b

..... coast	West
..... area	South West
..... region	North West



Switch on the tape

Exercise : 03

Now learn to pronounce these words. Say it after you presenter on the tape.

North	Northern
South	Southern
East	Eastern
West	Western
North East	North Eastern
South East	South Eastern
North West	North Western



Switch off the tape

**Exercise : 04**

Learn the meanings of the words given below. You will hear these in your next exercise. Match the words with their Sinhala/ Tamil equivalents by drawing a line.

The first one is done for you.

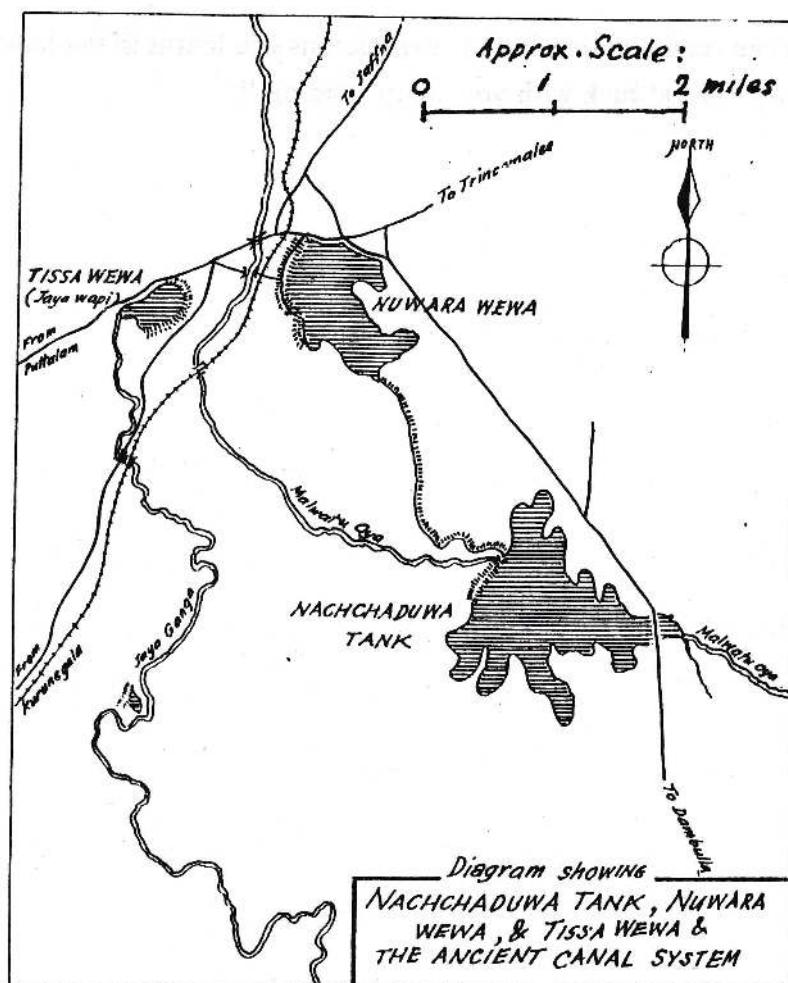
e.g:- area	ප්‍රදේශය	பிரதேசம்
flows	கொடி யன	பிரிந்த போ
runs along	தொடர் யாத	குறுக்கே செல்
boundary	யாத்தல நிலை	அருகே செல்லும்
branches off	தொடர் யாத	பெருக்கெடுத்தல்
connects	தொடர்	செனல்
lies between	யாத்தல நிலை	சேர்
crosses	தொடர் நிலை	நடுவில் இருக்கும்
channel	தொடர்	எலலை

**Exercise : 05**

Here is a diagram showing a section of an ancient irrigation system in the dry zone. First look at the diagram carefully. You will hear ten (10) statements about this diagram on the tape. As you listen to these statements mark "T" if the statement is correct and "F" if the statement is incorrect. The first one is done for you.



Switch on the tape



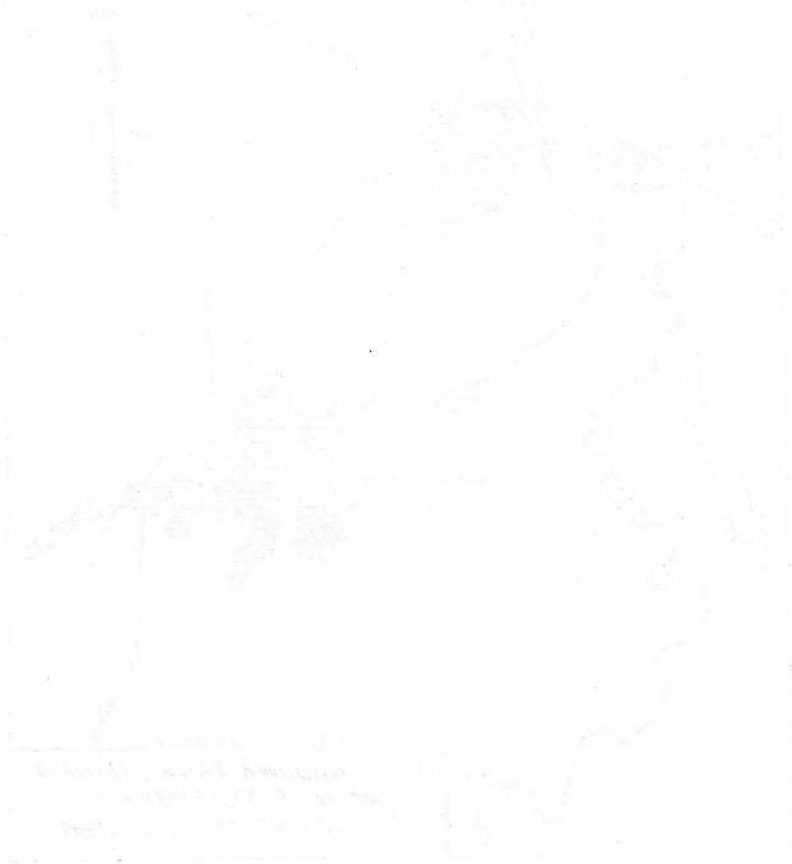
e.g:- (1) There are 3 main Tanks in the area "T"

T

- |           |            |
|-----------|------------|
| (1) ..... | (6) .....  |
| (2) ..... | (7) .....  |
| (3) ..... | (8) .....  |
| (4) ..... | (9) .....  |
| (5) ..... | (10) ..... |

You can listen again to the tape and check if your answers are correct.

And now you can read a map using the expressions you learnt in the lesson above when necessary. Good luck with your map reading !!



**BOOK** - 01  
**LESSON** - 06

## **READ A MAP**

### **Speech Activity/Class Work**

Is there any large body of water (eg: sea, river, lake, tank) near your Study Centre?

In pairs write out a description of the feature and read it to the class.

### **The Nachaduwa Tank**

Make a short speech of about 5 sentences about the **Nachaduwa Tank** using information from the map.



10

10

10

10

10

10

10



# BOOK 2

## WORK SHEET

BOOK - 02

LESSON - 01

### LEARN TO COOK

Listening/Self Study



Switch on the tape

Do you know what Bombay Toast is ? In this lesson we will learn how to follow a recipe by listening to it.

A recipe tells us how to prepare a dish. It is a set of **Instructions** which tells us exactly how we could make the dish we want.

#### PRE LISTENING ACTIVITY

Exercise : 01

Can you guess what is given in these **instructions** (in a recipe) ?

A)

Tick✓ the correct answer in the boxes given below.

- |    |  |                          |
|----|--|--------------------------|
| 1. | Utensils to be used.                           | <input type="checkbox"/> |
|    | අවශ්‍ය උපකරණ / தேனவயமான உட்காரணங்கள்           |                          |
| 2. | Ingredients needed                             | <input type="checkbox"/> |
|    | අවශ්‍ය ද්‍රව්‍ය / தேனவயமான பொருட்கள்           |                          |
| 3. | Quantities or amounts needed                   | <input type="checkbox"/> |
|    | අවශ්‍ය ප්‍රමාණ / தேனவயமான தொளக                 |                          |
| 4. | Where the ingredients could be purchased from. | <input type="checkbox"/> |
|    | ද්‍රව්‍ය ලබා ගන්නා ස්ථානය                      |                          |
|    | பகுதிப் பொருள்களை வாங்கக்கூடிய இடம்            | <input type="checkbox"/> |
| 5. | Method of preparation.                         |                          |
|    | කුමය / முறை                                    |                          |

Now listen to the next section and see if you guessed correctly?

A recipe gives us the ingredients and the amounts needed of each ingredient. It also tells us exactly how to prepare the dish. There are two important things in a recipe.

1. a) Ingredients and  
b) Quantities
2. Method of preparation

Were your guesses in Exercise 1 correct? Before we actually listen to our recipe let us learn a little more about ingredients and the method of preparation.



(While you are listening to the tape, underline the correct word in the exercise given below.)



Switch on the tape

B)

A recipe starts with the ingredients or the things you need to (prepare/repair) your dish. The (remnants/ measurements) or the amounts needed are also given alongside these ingredients. It is very important to get these measurements (right/bright), if you want your (fish/dish) to taste as it should.

Exercise : 02

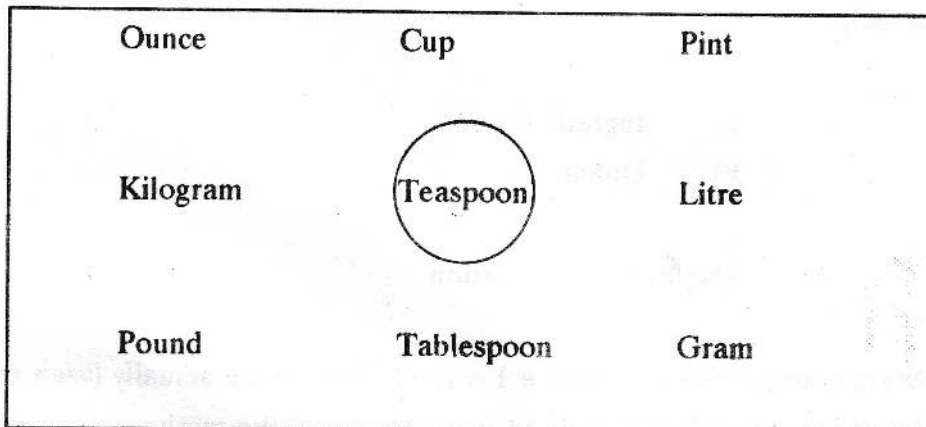
Here are some weights and measurements that you will come across when reading a recipe. Listen to them carefully.



(As you listen draw a circle around each word that you hear and complete the exercise. The first one is done for you.)



Switch on the tape



Now complete Exercise 2. We will repeat the list for you.

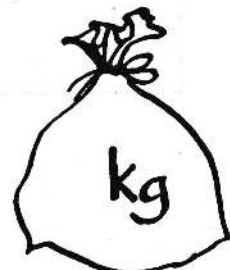
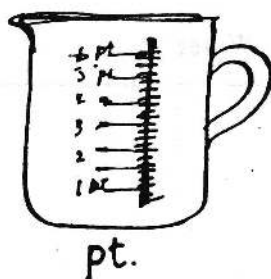
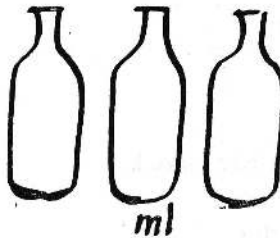


Stop the tape.



Match the pictures given below with the weights and measurements you just heard on the tape. You can write the correct word in the given blank. The first one is done for you.

e.g. teaspoon





Switch on the tape

Exercise : 03

We heard earlier that **ingredients** are used to prepare dishes. I will now read out to you a long list of such ingredients. In Exercise 3 of the worksheet you will see some of these ingredients. As you hear each item being read out, draw a circle around that item.

Beef	Mayonnaise sauce
Bread	Milk
Bread crumbs	Mustard seed
Butter	Oil
Cardamom	Pepper
Chicken	Prawn
Chicken or beef stock	Raisins
Chilli powder	Rice
Coriander	Salt
Egg	Sugar
Fish	Tomato sauce
Flour	Turmeric
Margarine	Vanilla
	Water

Exercise : , 04

Now complete Exercise 4 on the sheet.



Switch the tape off

The Sinhala/Tamil equivalents for the above ingredients are given below. Select the appropriate English word from the list on the left and write it in the blank provided. The first one is done for you.

Beef	තුකුල් මස්	කොழும்பிணங்குழி	Chicken
Bread	பிட்டு	வளியலா	.....
Bread crumbs	பிழிவு	மிளகாய் தூள்	.....
Butter	மே	கடுகு விதை	.....
Cardamom	உப்பு	மீன்	.....
Chicken	கொழும்பு	கொழும்பு	.....
Chicken or beef stock	கொழும்பு	கொழும்பு	.....
Chilli powder	கொழும்பு	கொழும்பு	.....
coriander	கொழும்பு	கொழும்பு	.....
Egg	கொழும்பு	கொழும்பு	.....
Fish	கொழும்பு	கொழும்பு	.....
Flour	கொழும்பு	கொழும்பு	.....
Margarine	கொழும்பு	கொழும்பு	.....
Mayonnaise Sauce	கொழும்பு	கொழும்பு	.....
Milk	கொழும்பு	கொழும்பு	.....
Mustard seed	கொழும்பு	கொழும்பு	.....
Oil	கொழும்பு	கொழும்பு	.....
Pepper	கொழும்பு	கொழும்பு	.....
Prawn	கொழும்பு	கொழும்பு	.....
Raisins	கொழும்பு	கொழும்பு	.....
Rice	கொழும்பு	கொழும்பு	.....
Salt	கொழும்பு	கொழும்பு	.....
Sugar	கொழும்பு	கொழும்பு	.....
Tomato Sauce	கொழும்பு	கொழும்பு	.....
Turmeric	கொழும்பு	கொழும்பு	.....
Vanilla	கொழும்பு	கொழும்பு	.....
Water	கொழும்பு	கொழும்பு	.....

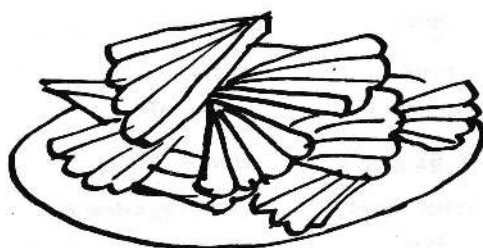
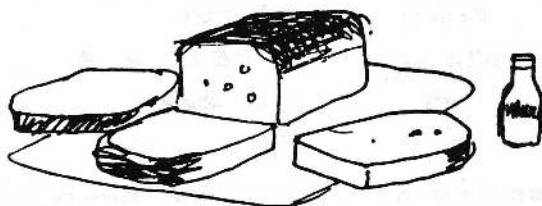
When you finish this exercise, switch on the tape and go to Exercise 5.

Exercise : 05



Switch on the tape

You have now learnt many useful terms that occur in recipes. Now you will hear a recipe on tape for Bombay Toast. - As you listen, fill in the blanks to complete this recipe.



**Recipe - BOMBAY TOAST**

**Ingredients :**

..... a loaf of stale .....  
..... egg  
..... pint of .....  
..... table spoons of .....  
..... table spoons of .....  
..... teaspoon of ..... essence  
or a little powdered .....

**METHOD**

First ..... the ..... into four thick slices. Then beat the ..... and ..... into the bowl until they are mixed ..... . Then, add the ..... or ..... into the mixture, and ..... again. Next, ..... the slices of ..... on a plate and pour the ..... over each slice. Leave the slices to soak for ..... minutes. Next, heat half the ..... in a frying pan and ..... place two slices of ..... in the pan. Then ..... over a low flame for about ..... minutes. Now, turn the ..... slices of bread over. You may need to ..... a little more ..... . Now, ..... the other ..... slices in the same way. Eat your Bombay Toast ..... . It is tasty !!

Repeat the tape if you have missed out any words. Once you fill in all the blanks, check your answers with the answer key provided at the end of the work book.

In this lesson you learnt to deal with a simple recipe. In your next lesson in class, you will learn more words and phrases related to cooking.

Till then Happy Cooking !



BOOK - 02

LESSON - 01

## LEARN TO COOK

### Speech Activity/Class Work

#### Group work

Take a short recipe to class. It can be on making one of the following.

- 1) Milk toffees
- 2) Your favourite omelette
- 3) A curry
- or
- 4) Chutney/Pickle



Your teacher will divide you into groups. You can choose a good recipe. Discuss it and tell the class how to make it. Use words of sequence ie. first, next, after that etc. You can then ask the class to repeat it.

Then may be at your next lesson you can make some milk toffees or pickle from the recipe you learnt and take it for your class to try it. It will be fun !



## WORK SHEET

BOOK - 02

LESSON - 02

### USING THE TELEPHONE

Listening/ Self Study



Switch on the tape

Exercise : 01

You will now hear a set of instructions on how to use the telephone. Listen carefully and fill in the blanks in Exercise 1, of the work sheet.

1. Find the ..... that you want from the ..... Directory.
2. Next, lift the ..... and listen for the ..... tone.
3. When you hear it, carefully dial the ..... digit by digit.
4. When you hear the ..... tone, give the person ..... to answer.
5. If you hear the ..... tone replace the receiver, wait for a few ..... and then ..... again.
6. If you make a ..... when you are dialling, ..... the receiver for a few ..... and start again.
7. Replace the ..... after you finish your call.



**Stop the tape**

Rewind the tape and listen to the sentences again. Do this as many times as you want, until you fill in all the blanks.

When you have filled in all the blanks switch on the tape and go on to Exercise 2 on 'Techniques and Manners.'



**Switch the tape on**

### **Techniques and Manners**

**Exercise : 02**

You will now hear some hints on telephone techniques and manners. Listen carefully and complete the exercises on the worksheet.

First listen to the tape and underline the correct answer given in brackets below.

Words are the only (link/link) between the (deceiver/receiver) and the (corner/caller) in a telephone (conversation/convocation). In your (workrate/workplace) one of your (duties/beauties) may be, to link your organisation to the (inside/outside). Therefore it is (accessory/necessary) to develop a (pleasing/teasing) telephone personality.



**Now stop the tape**

**Exercise : 03**

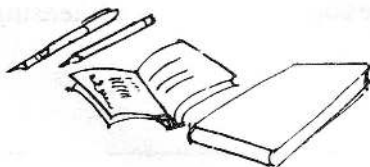
The tips on telephone techniques and manners which you will hear next on the tape are given below in your worksheet. They are in a jumbled order. While listening to the tape, put them in the correct order by writing the correct number (Nos. 1 -11) in the boxes provided.

The first one is done for you.



**Switch on the tape**

Here are some tips to help you.





☐

Identify yourself - Give your name, office etc.

☐

Listen carefully - pay attention and do not get disturbed.

☐

1

Answer the calls promptly - on the first to third ring.

☐

Speak directly into the mouthpiece clearly in a natural voice.

☐

Remember calls on hold - go back every 10 - 15 seconds.

☐

Repeat messages - be sure of the message.

☐

Have a pad and pencil ready to take notes or messages.

☐

Take correct and complete messages.

☐

End calls properly with thanks and hang up gently.

☐

Be polite. Use - 'Sir, Madam, Please, Thank you, I am sorry' liberally.



### Stop the tape

You can rewind and listen to the tape again. While listening check if you have got the order correctly. When you have got it all correctly, go to section 3 on the tape.

"Incoming calls" (வெளிநிலை அழைப்புகள்) உள்வரும் தொலைபேசி அழைப்புகள்)  
Sometimes in your workplace you may take an "in-coming" call which is for someone else.

Eg: The head of the department  
A colleague etc.

You must know how to respond to such situations.



### Switch on the tape

We will now learn how to answer the phone. Turn to section 3.

Section : 03

There are situations which you must be able to deal with. Listen carefully and note the expressions that are used in each situation. The worksheet shows 3 situations.

(Please turn the sheet over)

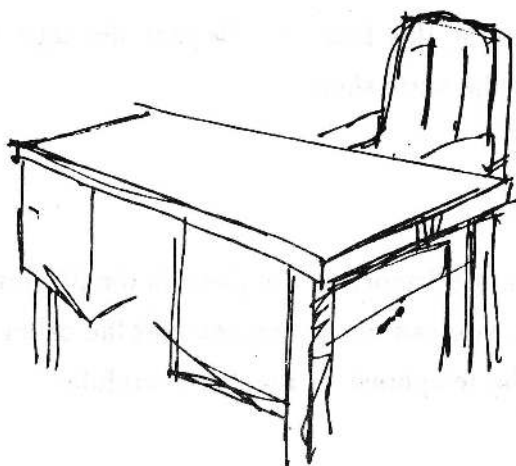
When the person is in

- situation 1



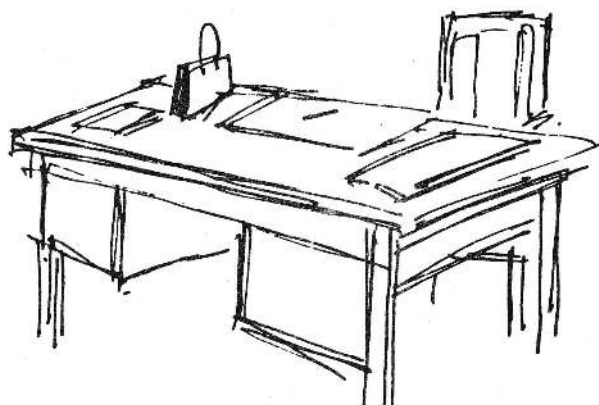
When the person is out

- situation 2



When the person is not in his/her seat

- situation 3





**Switch the tape off**

**First listen to the 3 situations carefully.**

You can listen to the three situations in section 3 again and again as you complete Exercises 4 and 5 on the worksheet.



**Switch on the tape and listen to the 3 situations now.**

<b>Situation</b>	<b>1</b>
<b>Situation</b>	<b>2</b>
<b>Situation</b>	<b>3</b>

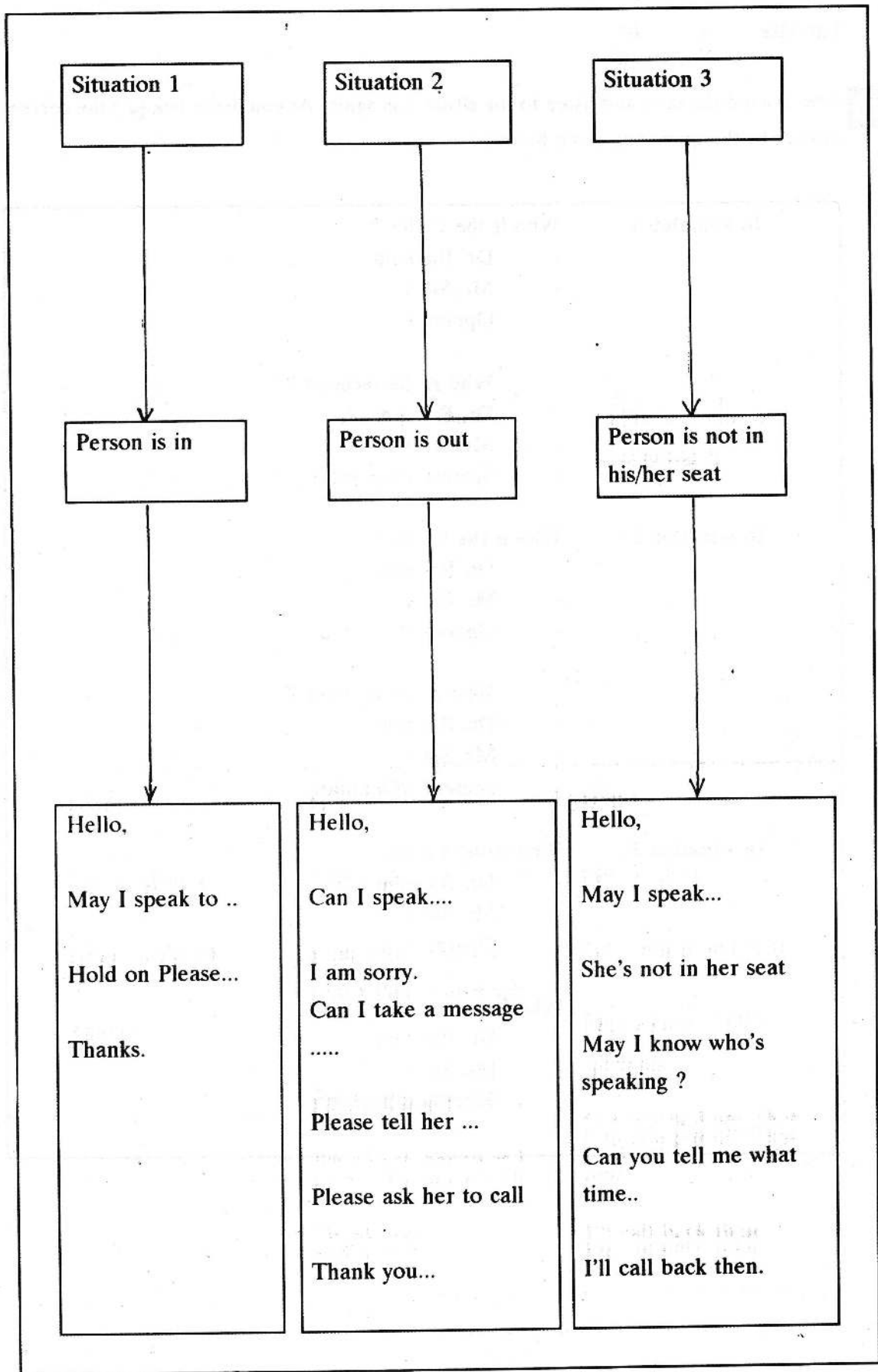
**Now complete the rest of the exercises in section 3 of the work sheet.**

**The tape ends here for this lesson . Repeat the tape when necessary and complete the rest of the work sheet.**



**Stop the tape**

**The 3 situations you just listened to are given in the diagram below. Under each situation, in the box, you can see the expressions the caller and the receiver use when speaking on the telephone. Study them carefully.**







Now rewind the tape and listen to the situations again. As you listen tick (✓) the correct answer to the questions given below.

**In situation 1 :** Who is the Caller ?

- Dr. Raheem
- Mr. Silva
- Operator

Who is the receiver ?

- Dr. Raheem
- Mr. Silva
- Secretary/Operator

**In situation 2 :** Who is the Caller ?

- Dr. Raheem
- Mr. Silva
- Operator

Who is the receiver ?

- Dr. Raheem
- Mr. Silva
- Secretary/Operator

**In situation 3 :** Who is the Caller ?

- Dr. Raheem
- Mr. Silva
- Operator

Who is the receiver ?

- Dr. Raheem
- Mr. Silva
- Secretary/Operator



You may switch the tape off when you finish Exercise 3 and 4.

In a telephone conversation the **caller** is the person who makes the call.

The **receiver** is the person who takes the call.

The **operator** or the **secretary** is the person who works with the telephone in an organisation. She/he takes the call first and connects you to the person whom you want to speak to.

**Exercise : 05**

Here are some expressions you may use/hear when you use the telephone.

Identify who says the particular expression - Caller (C) or Receiver (R)

Write R or C in the brackets. The first one is done for you.

- e.g. 1. Can I take a message ? (R)
2. Can I help you ? ( )
  3. Hello, this is ..... speaking ( )
  4. I am sorry, the line is engaged ( )
  5. Hold the line please ( )
  6. I am sorry, there's no answer ( )
  7. I'll try again later ( )
  8. Can/May I speak to ..... Please ?
  9. She's not in her seat ( )
  10. May I know who is speaking ( )
  11. I will call back ( )
  12. I'll tell her that you called ( )
  13. Thank you/thanks ( )
  14. I am sorry she's not in ( )
  15. Tell her that Mr./Mrs. .... called ( )
  16. Please tell ..... to call me back ( )

Exercise : 06

Look at the box below with expressions used by the caller and the receiver in a telephone conversation.

Imagine you are the **receiver** of the telephone call. What expressions would you use ? Write the numbers of the correct expressions from the box in the blanks provided. You can have more than one number to a blank. The first one is done for you.

CALLER (C)	RECEIVER (R)
1. Hello may I speak to ..... please ? Could I/Can I	1. Yes hold on please
2. Please tell her that ..... called and to call me back on ..... as soon as possible.	2. I'm sorry she's not in at the moment
3. Can you tell me what time he/she will be back ?	3. She's not in her seat
4. Could I please leave a message ?	4. May I know who is speaking ?
	5. I will see if she is available ?
	6. I'm sorry she is at a meeting
	7. Whom shall I say is calling ?
	8. Can I take a message?

A)

eg: If the person for whom the call came was not in (R) 2,5,8

- a) The person whom the call came was not in his/her seat .....
- b) If the person for whom the call came was in .....

Imagine you are the **caller**, what expressions would you choose ? Select the numbers from the box above.

B)

- a) You wanted to talk to a person. ....
- b) You wanted to leave a message. ....
- c) You wanted to know what time he/she would return.  
.....



Do you know that when you call/answer the phone you use a form of greeting first ?

In section 3 which you listened to earlier, every call starts with a greeting, "Hello".

Other forms of	Greetings are	-	*	Good morning
			*	Good afternoon
			*	Good evening

When you end a call also you use some common expressions.

Exercise : 07

What were the expressions used in situations 1,2 & 3 to end a call ? - Write them down.

Situation 1 .....

Situation 2 .....

Situation 3 .....

Here are some more ways of closing a telephone conversation.

- \* Goodbye
- \* Bye
- \* Cheerio





**BOOK - 02**  
**LESSON - 02**

## **USING THE TELEPHONE**

### **Speech Activity/Class work**

In a telephone conversation, the greeting and the closing will depend on whom you are calling/answering.

**That is -** If it is a friend, a colleague, your boss or the head of your organization.

### **GROUP WORK - Discuss and answer**

1. You're calling your friend Nimal at home. How would you greet him ?  
With a (Hello, Good Morning, Good afternoon) why ?

How will you end the call? with a (Good afternoon, Good bye, Cheerio) why ?

2. You are calling your boss at 9.00 am at work to say you're not coming to work. You will begin with a (Good morning/ Good afternoon/ Hello). why?
3. You can end a call with a (Bye, Cheerio, Thanks, Thank you Sir/Madam) when do you use each of these ?
4. You're calling a colleague (an office mate) in another department at 3 pm to ask him for a favour. You would begin with a (Hello, Good morning, Good afternoon). Give reasons.
5. You end a call with a (Cheerio, Thanks, Good Bye). When do you use each of these ?

## PAIR WORK

Look at the chart below. Imagine you are the Caller,

Column I, gives you the person you are calling, column II the time and Column III the situation.

Your partner can be the **Receiver**.

**Plan and practise** a telephone conversation choosing any person, time and situation from below. eg :Calling your

boss at 3.00 p.m. to say you cannot keep an appointment etc.

Then, say it aloud to the rest of the class. The other pairs will do the same. You can discuss with your teacher the suitable expressions.

Person	Time	Situation
Boss	morning	at office
Colleague	6.00 p.m	at home
Friend	9.00 a.m	to ask for a favour
Acquaintance	3.00 p.m	apologize
Family member	10.00 p.m	not coming to work
Girl/boy friend	6.00 p.m	cannot keep appointment

## WORK SHEET

BOOK - 02

LESSON - 03

### AT THE BANK

Listening/Self Study



Switch on the tape

We will now listen to conversations that take place between a customer and some employees of a bank.

Listen to the exchanges carefully and answer the questions asked.



Switch the tape off and complete Exercise 1.

Exercise : 01

1. Where does the conversation take place ?

.....

2. Who speaks to the customer as soon as he enters ?

The manager

☐

The receptionst

☐

3. What is the customer's name ?

Saman de Silva

☐

Senarath Seneviratne

☐

Saliya Silva

☐

4. Why did the customer go to see the manager?

To withdraw money

☐

To open a bank account

☐

To get a loan

☐



Switch on the tape

You will hear the first part of the dialogue again. Listen to this and answer the questions in Exercise 2 on the worksheet.

Exercise : 02

Tick (✓) the correct answer.





1. How does the receptionist greet the customer ?

Good morning. Can I help you ?

☐

Good morning. How can I help you ?

☐

Good morning. May I help you ?

☐

2. How does the receptionist ask the customer to wait ?

Please wait.

☐

Please take a seat.

☐

Stay here a minute.

☐

3. How does the manager greet Saliya Silva ?

Pleased to meet you.

☐

How are you.

☐

I am the manager.

☐

4. How does Saliya respond to both the receptionist and the manager ?

Yes

☐

No

☐

Thank you

☐



Switch the tape off

All the answers in Exercise 2 show us 'polite phrases' in English. ie.  
Good Morning !

Can I help you ?

Please take a seat.

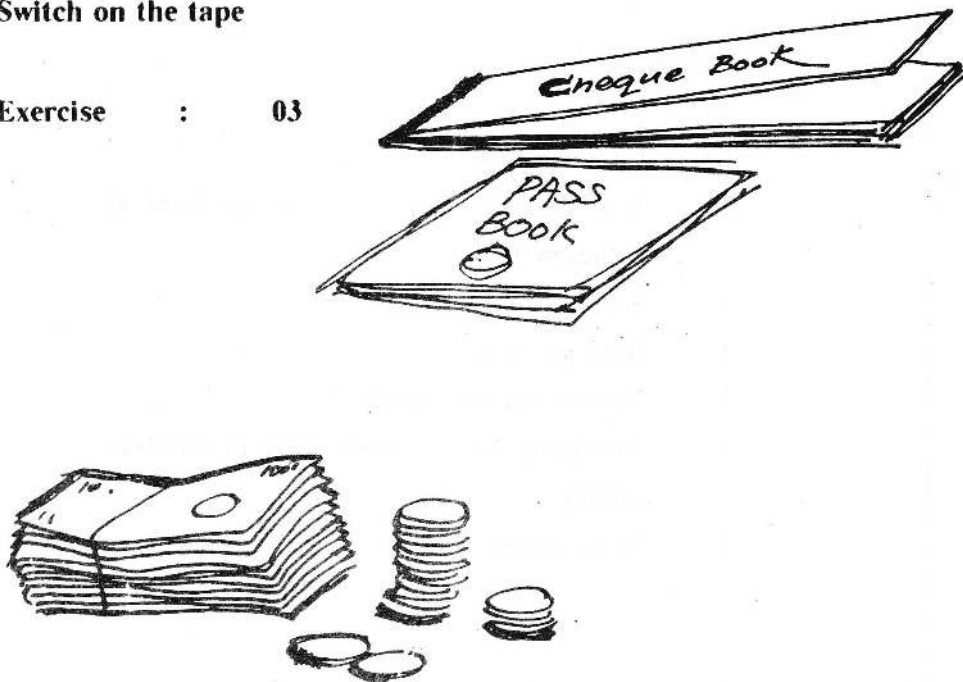
Pleased to meet you.

At work, when speaking to, or dealing with people it is very important to be polite ( *ಕುಶಲತೆ* ). As you listen to the conversations at the bank, learn to identify the polite phrases that occur.



Switch on the tape

Exercise : 03



Now listen to the next section and tick/write the answers to the questions in Exercise 3.

You can listen to the tape again and again as you are doing the exercises.

1. What are the two types of accounts mentioned in the text ?

a) .....

b) .....

2. Following is a jumbled list of facilities given by the two types of accounts. Write down in the given columns the facilities given by each account. The first one is done for you.

Facilities

1. Cheque book
2. You don't have to come to the bank to withdraw money
3. Savings book
4. Interest on capital
5. No interest on capital
6. You have to come to the bank to withdraw money
7. You can take a loan

**A**

**B**

Current account

Savings account

e.g. cheque book (1)

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

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

3. What is the rate of interest given by a savings account?

16%

6%

60%

4. Why don't current accounts give interest ?

a) Because they give a cheque book

b) Because they give loans

c) Because you can withdraw money  
whenever you want

5. What is the initial deposit ?

10,000 rupees

5,000 rupees

15,000 rupees

6. When will Saliya bring the initial deposit to the bank?

a) Next Thursday

b) Next Tuesday

c) This Tuesday

7. What else will he bring to the bank on that day?

.....

8. When will Saliya get his cheque book?

a) In four days

b) In a week

c) In three days

9. Why does the bank ask for Saliya's signature on the specimen signature card?

a) Because they want to give him a cheque book.

☐

b) Because the bank wants to make sure that Saliya has signed the cheques

☐

c) Because the bank wants to give him a savings book.

☐

10. List the items that a customer has to provide the bank with, to open a current account. The first one is done for you.

eg:

1. Name

2. ....

3. ....

4. ....

5. ....

6. ....

7. ....

8. ....



Switch the tape off

Complete Exercise 3.

We hope you are now familiar with some words and terms you may hear at a bank. Next time you are at the bank, listen carefully and you can use these in your speech too.



BOOK - 02

LESSON - 03

## AT THE BANK

### Speech Activity/Class work

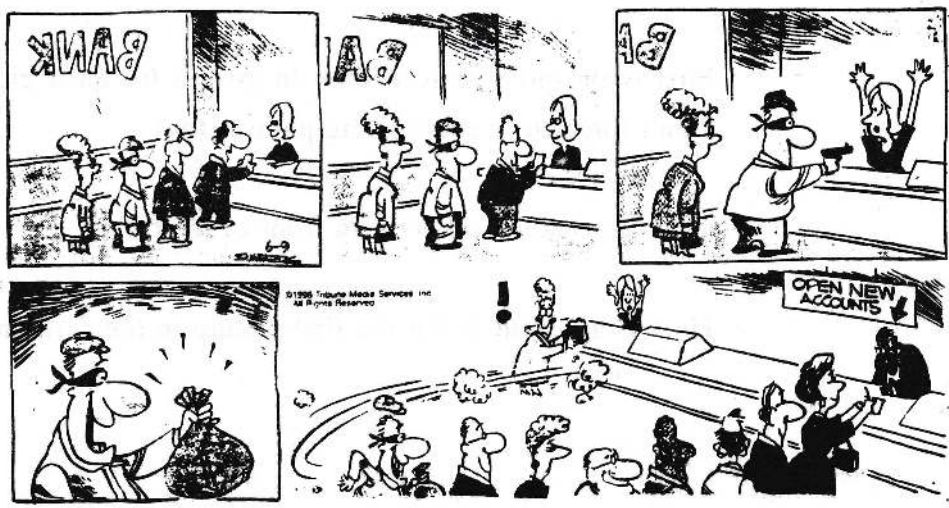
#### Group work

Look at the cartoons given below.

1. What facilities offered by a bank are mentioned in cartoon I and Cartoon II ?



Cartoon I



Cartoon II

2. a) **In cartoon I -**

Mrs. Jiggs requests for a certain facility offered by the bank.

Do you think the manager will agree to Mrs. Jiggs' request?

Get into groups and discuss.

b) **Imagine some of you are Mrs. Jiggs and some, the bank manager.**

Prepare a dialogue between the manager and Mrs. Jiggs.

Act it out to the rest of the class.

3. **In Cartoon II**

What do you think each of the people are saying?

First write out a conversation in groups for each picture.  
Don't forget to include polite phrases too!

Then practise it and act it in front of the class.

Here is an example for the first picture in the cartoon.

Example :

Bank clerk - Good Morning ! How can I help you ?

1st Customer - Good Morning ! I want to deposit some money in my account.

Bank Clerk - Please fill in this form Sir.

Customer - Thank you.

Bank Clerk - You are welcome.  
Next please.

## WORK SHEET

BOOK - 02

LESSON - 04

### WOULD YOU BUY THEM ?

Listening/Self Study



Switch on the tape

Exercise : 01



Switch off the tape and complete the exercise .

Study the following advertisements.

**Indian Bank**  
(IN SRI LANKA SINCE : 1947)  
22 & 24 MUDALIGE MAWATHE, COLOMBO 1.  
PHONE : 447163, 440969, 447562  
Tradition in Banking - Distinctly Different

**Hettigoda Industries (Pvt) Ltd.**  
Sri Lanka's Leading Ayurveda Drug Manufacturer

**SIDDHALEPA**  
Herbal Oil

A new lottery to herald in a  
Year full of Peace and Hope.

**LOTTERY**

draw up your dreams.



**FROM THE LEADER.**  
**SRI LANKA INSURANCE CORPORATION LTD.**

Have you seen these advertisement from the above newspapers ?

- have you tried these products and services ?

Yes/No

- has someone you know tried them ?

Yes/No



Next you will hear on tape some items advertised on the radio.

Match the items advertised on the radio with those given below in the chart. Fill in the names of the products and/or services that are being advertised. Listen as many times as you like to complete the chart. (The first one is done for you.)



Switch on the tape

Exercise : 02

You will now hear some items advertised on the radio. Listen to them and complete Exercise 2 as instructed.

Supiriviky	Herbal Toothpaste
Indian Bank	
Leader	
Sevana	
Mlesna	
Keells	



**Exercise : 03**

Look at Exercise 3 .



**Stop the tape**

Here are some words from the advertisements which you may not be familiar with. First study their meanings.

Formula	-	Recipe
Herbal	-	Made with medicinal plants
Effectively	-	Successfully
Ingredient	-	Things we add to a recipe to make something
Dental decay	-	Teeth wasting away
Obnoxious	-	Offensive, unpleasant
Tradition	-	A practice handed down from generation to generation.
Distinctly	-	Markedly
Self-employment	-	Not to work for someone, be your own boss
Safe guard	-	Keeping safely
Hot line	-	A telephone line reserved for a particular purpose

Next match the English words given above with their Sinhala/Tamil equivalents given below by drawing a line to the English word. The first one is done for you.

பழைபெரிஞ் சேன / கதவிவாக	Tradition
காக்கிய / முன்னக	Safeguard
பலிவோர்வ / குத்திரம்	Ingredient
கலியம் ருகியாவ / சுயவேஸை	Herbal
அடிய / கவறுப்பான	Effectively
பலிவோர்வ / சத்தி வாழ்ந்த	Dental decay
கூழ்-கூர்வ / பல் குத்தி	Obnoxious
அலிவ தலி / தேவையான பொருட்கள்	Self-employment
கலிவோர்வ / சுயவேஸை	
பலிவோர்வ / சுயவேஸை	Hot line
கலிவோர்வ / சுயவேஸை	
பலிவோர்வ / சுயவேஸை	Distinctly
பலிவோர்வ / சுயவேஸை	Formula



Switch on the tape

Now listen to the words that you learnt the meanings of in Exercise 3 on your work sheet and learn to pronounce them.

Listen and practise after your presenter.

Formula

Obnoxious

Herbal

Tradition

Effectively

Distinctly

Ingredient

Self employment

Dental decay

Safeguard

**Exercise : 04**

Now that you know the meaning of difficult words and how they sound, listen to the parts of four advertisements which will help you to do Exercise No. 4 in your work sheet. Listen carefully and fill in the blanks.

**Advertisement 1**

Supiriviky Herbal Toothpaste contains Ayurvedic ingredients which actively help in the prevention of

..... decay

..... boils

..... breath

and discolouring of .....

It also helps remove ..... stains.

Did you fill in all the blanks ? Listen again, for a second time.

**Advertisement 2**

..... Bank time 7.15: Tradition in banking.....

different. At ..... Mawatha, Fort .....

Did you get all the words ? To check listen again.

### **Advertisement 3**

Financial assistance will be provided for your child's

.....,

..... or

..... etc.

For further details, contact any officer of the 'Leader' in your area, or Manager Life or Publicity, Sri Lanka ..... Corporation Ltd. ...., Mandhiraya ..... Office, Colombo-2 or call their hot line.....

To check if you have got it correctly listen once more.

### **Advertisement 4**

Shelter for the ..... with Aradhana, Millions of ..... in prizes from Aradhana , ..... in the new year with Aradhana.

Did you get everything right in this advertisement which is set to music ? Listen again and check.

Have you filled in all the blanks ? Very good !

Now you have completed the blanks by listening to the tape and you also know the meanings of all the difficult words.

**Read** all 4 advertisements **without the tape** to see if you have filled in the blanks correctly. This way you will improve your vocabulary. (You may stop the tape.)

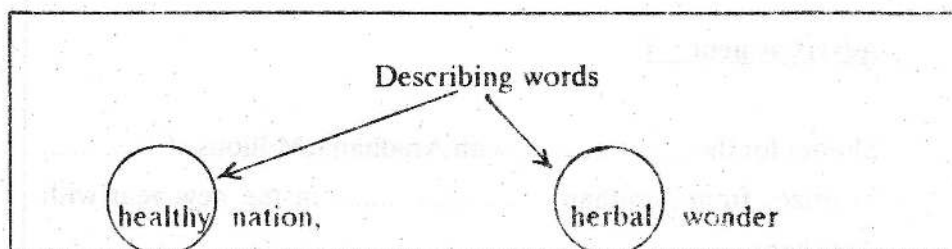


**Switch on the tape**

Did you notice that advertisers use many words to describe their products and services ?

Here are 2 examples from the 1st advertisement. Do you remember the first advertisement ? It's Supiriviky.

In that we hear the words **healthy** nation and **herbal** wonder.





Exercise : 05

"Healthy" and "herbal" are describing words. Listen to the first advertisement again now and fill in the blanks in exercise 5. You can write while you listen.

As you listen to the tape, fill in the blanks with the following word/words that describe.

Eg: <u>herbal</u> toothpaste	..... formula
..... cleans	..... ingredients
..... help	..... decay
....., boils	..... breath
..... teeth	..... stains

Have you got all of them. Excellent !

Do you know that these describing words are called adjectives and adverbs.

Please turn the cassette over.

Do Ex. 5.a. in your worksheet looking at the given example.



Switch off the tape.

**Exercise : 05 a**

A word which describes a noun is called an adjective and a word that describes a verb is called an adverb.

Look at the describing words you just filled in given below. Circle the adjectives and underline the adverbs.

The first one is done for you.

- Eg: herbal toothpaste (noun) - adjective
- Effectively cleans (verb) - adverb
- actively helps - Ayurvedic formula
- gum boils - Ayurvedic ingredients
- betel stains - dental decay
- obnoxious breath
- discolouring of teeth



Switch on the tape once you complete exercise 5 a.

Now you see that this feature (describing words) is common in advertisements.

Why do advertisements use so many describing words?

Tick off (✓) the correct answer in Exercise 5.b

### Exercise 5.b

Advertisements use so many describing words,

1) to make it attractive

☐

2) to persuade you to buy it

☐

3) to compare with other  
advertisements

☐

Switch on the tape

So would you buy any of the above products/services advertised? Will you be persuaded by all the describing words? Think why you would like to buy a new product or service advertised ?

Discuss, which advertisement you like best with your teacher in class. Then you can make your own advertisement too !

**BOOK** - 02  
**LESSON** - 04

## **WOULD YOU BUY THEM ?**

**Speech Activity/Class Work.**

Discuss with your teacher in class-which advertisement you like best in Book 2 Lesson 4 of the Listening exercise. Say why you like it?

### **Group activity**

Make an advertisement to advertise a product/service on the radio. You can present this in the classroom in groups, and choose the group that gives the best presentation.

Some suggestions and newspaper advertisements are given below to help you.

Be creative and original in your presentation.

1. Advertising a new restaurant/fast food outlet.
2. Advertising a new pen.
3. Advertising a new face cream.
4. Advertising a land and property sales agency.
5. Advertising a newspaper.
6. Advertising a service to find a suitable marriage partner.



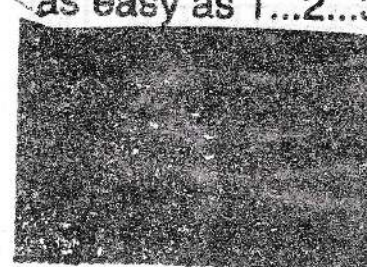
**Mirror Mirror**  
**on the wall...**  
 tell me tell me  
 what I see  
 of myself  
 after all these years



**DON'T DESPAIR...**



**Now!**  
**MAKING ROTI**  
 as easy as 1...2...3



**INSTANT HOT ROTI MAKER**

**"FOR YOUR EYES ONLY"**  
**SPECTACLES**



**Horlicks**  
 MALTED FOOD DRINK  
*Nourishment For Life*

**THE ONE**  
**STOP**  
**CRICKET**  
**SHOP**



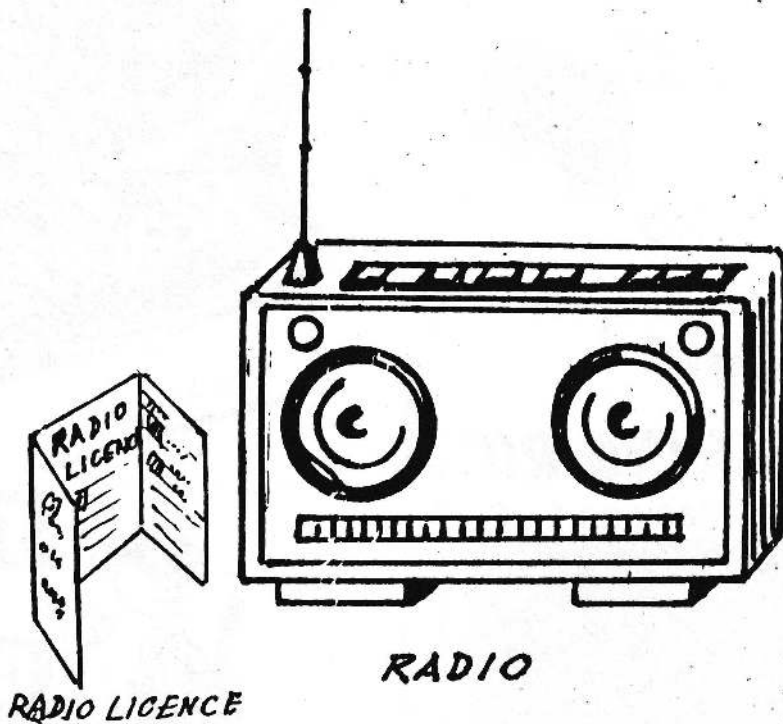


## WORK SHEET

BOOK - 02  
LESSON - 05

### ANNOUNCEMENTS I RADIO LICENCE

Listening/Self Study



Switch on the tape

Other than radio advertisements we hear many other announcements over the radio.

Here are two such announcements. Listen to them and decide if these announcements are important and complete Exercises 1 and 2 on the work sheet.

Listen. as many times as you like.



**Switch off the tape**

**Exercise : 01**

**Tick off (✓) the correct answer**

**Who is making the announcement ?**

1. A lady
2. The Sri Lanka Broadcasting Co-operation
3. Dealers in radios

**Exercise : 02**

**What is the announcement about ?**

- |                    |  |
|--------------------|--|
| 1st announcement - | 1) Licensing your radio                    |
|                    | 2) Licensing your office radio             |
|                    | 3) Buying a radio from the Grama Niladhari |
| 2nd announcement - | 1) Registration of your radio              |
|                    | 2) Registration of dealers in radio        |
|                    | 3) Posting of registration forms           |



**Switch on the tape**

**There are many details you have to look for in such announcements. What are the details ? Listen to the tape very carefully this time and answer Exercises 3 & 4 in your worksheet.**

**Underline the correct word given within brackets as you listen to the announcements.**

**Announcement 1** - If you still haven't licensed your radio at your (home/office) or in your (car/vehicle) please obtain forms from your (Pradeshiya Sabha/Grama Niladari) when he or she visits your (office/home). License your radio (after/before) the (31st/1st) of January 1996. It is an (offence/offend) to use a radio without a Licence. (Offenders/Defenders) are now being prosecuted.

**Announcement 2** - The Sri Lanka Broadcasting Corporation has already (mailed/posted) the necessary (forms/formulas) to (deals/dealers) in radios and radio repairs and maintenance. Please post your registration forms (correctly/duly) filled for 1996 (before/after) the 31st of January.

All registrations made after this date will be (charged/discharged) for the delay. It is an offence to carry out (trade/business) in radios without (registration/train stations) and offenders are now being (prosecuted/punished).

Have you got all the details correct ? Check again.



Switch off the tape

Exercise : 04

Fill in the blanks with information from the announcements.

Are there any deadlines given ? If so when ?

	Date	Month	Year
1st announcement	.....	.....	.....
2nd announcement	.....	.....	.....

Switch on the tape

You may check your answers with the answer key given at the end of your book.

Good Luck and in the meantime don't forget to license your radio at home !

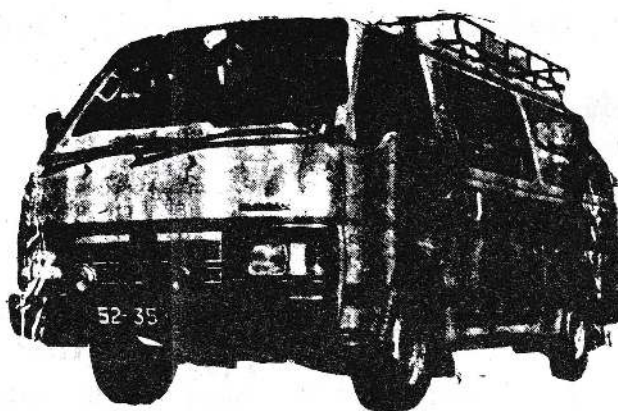


BOOK - 02

LESSON - 05

## ANNOUNCEMENTS I RADIO LICENCE

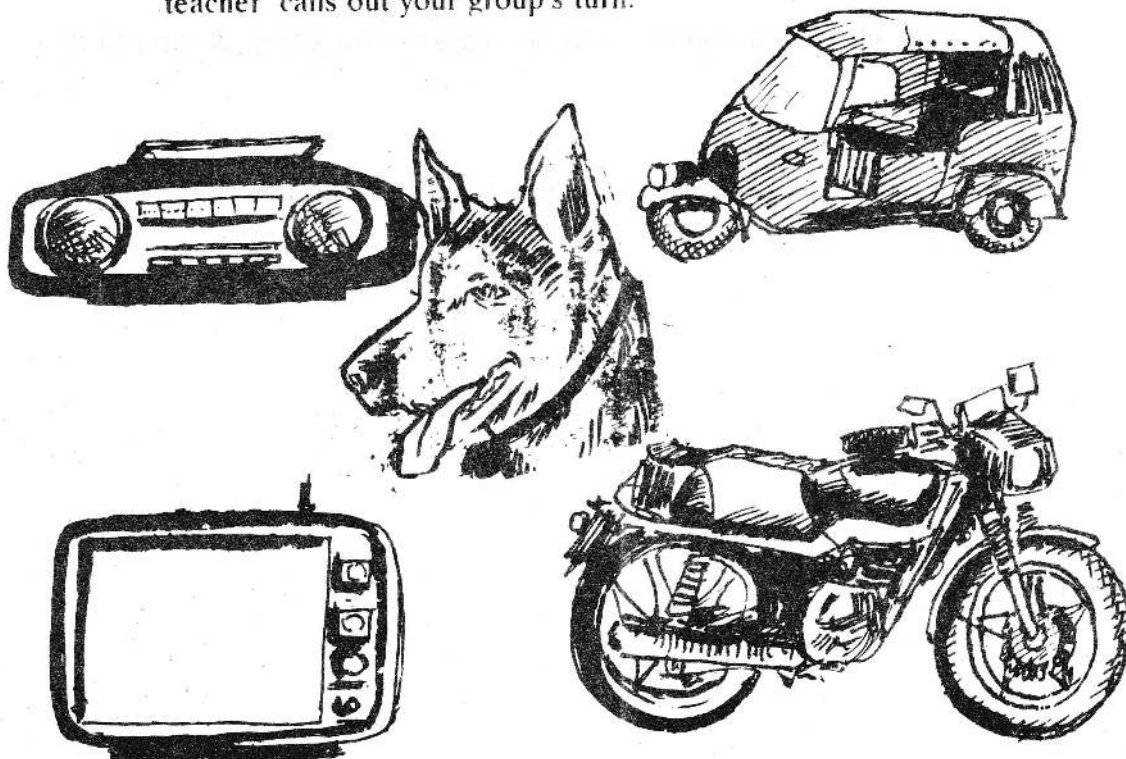
Speech Activity/Class work



### Group work

1. Get into 4 or 5 groups and discuss the items that we use in our daily life which require a licence. Each group can make a list of such items.
2. Choose one item from the list, plan and prepare an announcement to be broadcast over the radio with your group. Use the words you have learnt from your listening exercise above.

Read out the announcements to the rest of the class when the teacher calls out your group's turn.





## WORK SHEET

BOOK - 02

LESSON - 06

### ANNOUNCEMENTS II

### OBITUARY NOTICE

Listening/Self study



Switch on the tape

In the previous lesson we listened to an advertisement. In this lesson we listened to another important radio announcement. Now we will study a third type of radio announcement which is also very important.



Switch off the tape

Look at the items from the newspapers on your work sheet.



Switch on the tape

### DEATHS

**PERERA** — W. D.C. INDRAWATHIE. Beloved wife of late M. T. Robert Perera (formerly Govt. Press), mother of Chandra, Sujatha, Vijitha, Pearly and Sunil, mother-in-law of Chandrasena (abroad), Jayaratne, late Justin Ratnayake and Dharmapala, expired. Cremation at General Cemetery, Colombo 11. 78, S. de S. Mawatha, Kalubowila.

**THIRUTHUVASAMY** — SOCSAIPPI. Beloved husband of Lanka Ports Authority. Beloved father of Mary Therese, loving father of V. V. Thaninayagam, Jayakumari and grandfathers of Sashitharan and brother of late Mrs. Mary Joseph. expired. Cortège leaves residence, Lane, Colombo 15 at 10.30 a.m. February 10th for interment at General R.C. Section.

### OBITUARIES

**CHRISTIAN PILLAI ANTHONY.** (Retired Clerk, Port Commission and Agriculture Supervisor - Oman). Beloved husband of Rita Amma, loving father of Richard (Ports Authority, Colombo), Anne, Joy, Mary, Carmel, son of Paul Anthony and Mariamma, son-in-law of Marian Mathius and Elezebet, expired, leaving at 4.00 p.m. Burial at 5.30 p.m. at Madampitiya Cemetery on 5th July. D/G/3, Abdul Hameed St., Colombo 12.

**DE SILVA - FRANCIS.** Beloved husband of Ira, father of Wijitha and Tissa, father-in-law of Dharma and Rohini, brother of late Arthur and of Stanley and Eileen, expired. Cremation 4 pm Thursday July 6, Mahaiyawa. 327, D.S. Senanayake Veediya, Kandy.

**DE SILVA - LIONEL** (Retired PHI). Beloved husband of late Edlin Rajapakse, father of Ranjani and Kanthi (Staff, Balika Vidyalaya, Marawila), father-in-law of Troilus (Walahapitiya) and Lal (Vice Principal, St. Xavier's Vidyalaya, Marawila), grandfather of Thushani Spencer. Funeral on Wednesday 5th, Roman Catholic Burial Ground, Nattandiya at 3.30 p.m. 119, Udubaddawa Road, Nattandiya.

**Exercise : 01**

Have you seen these notices from the newspapers ? They are called obituary notices. Have you heard obituary announcements over the radio? Here are two obituary announcements taken from the radio. Listen carefully.

Did you notice the information given in an obituary notice? It tells us the following.

Obituary notices tell us.

- (1) The name of the dead person
- (2) Who's who the dead person is
- (3) The details of the funeral arrangements, such as:  
When it will take place  
Where it will take place  
and at  
what time
- (4) Also at what time the Cortege will leave the residence  
and the address of the residence.

**Exercise : 02**

We will listen to the announcements again. Listen carefully and fill in the relevant information in the space provided in your worksheet in Exercise 2.

**Listen and complete Exercise 2.**

**Announcement      1**

1)    The death is announced of :

Name .....

2)    Who's who :

a.    Husband of .....

b.    Father of .....

c.    Father-in-law of .....

3)    When the cortege will leave the residence :

a.    Date .....

b.    Time .....

c.    Address .....

.....

4)    Where is the cremation ?

a.    Place .....

b.    Time .....

## Announcement 2

- 1) The death occurred
  - a. Date (on) .....
  - b. Name (of) .....
  - c. Daughter of ..... and .....
  - d. Sister of .....
  - e. Sister-in-law of .....
  
- 2) Cortege leaves
  - a. Address.....  
.....
  - b. Date .....
  - c. Time .....
  
- 3) Cremation
  - a. Place .....

Did you get all the details correctly and fill them in ? Good



Switch off the tape

You may check your answers by listening to the tape again or from the answer key given at the end of the book.

In announcement I you heard the word 'late' referring to Thilaka. When you say 'late Thilaka' it means that the person is not living anymore.

For example :      The late S.W.R.D. Bandaranayake  
                            The late Rukmani Devi





Switch the tape on.

Now here are some words that you can practise saying out loud. It will help you to get the correct pronunciation. The meanings of these words are in your worksheet in Sinhala and Tamil in Exercise 3.

Exercise : 03

Now repeat the words after the tape.

Obituary මරණ දැන්වීම් / மரண அறிவிப்புகள்

Occurred සිදු වුණා / நேரிட்டது

Beloved ආදරණීය / அன்புக்குரிய

Cortege අවමගුල් පෙරහැර / புகழுடை

Cremation ආදානය / சகனம் செய்தல்

Burial භූමිදානය / அடக்கம் செய்கை

Residence පදිංචිය / வசிப்பிடம்

General Cemetery පොදු සුභාන භූමිය / பொது மயானம்

Under tragic circumstances ගදිසියේ/අනතුරයේ / அகால மரணம்

We hope this lesson was useful to you in listening to an obituary announcement on the radio

or

that it will be useful if you have to help someone insert an obituary notice,

1) Over the radio

or

2) In the newspaper



BOOK - 02

LESSON - 06

## ANNOUNCEMENT II

### OBITUARY NOTICE

Speech Activity/Class Work

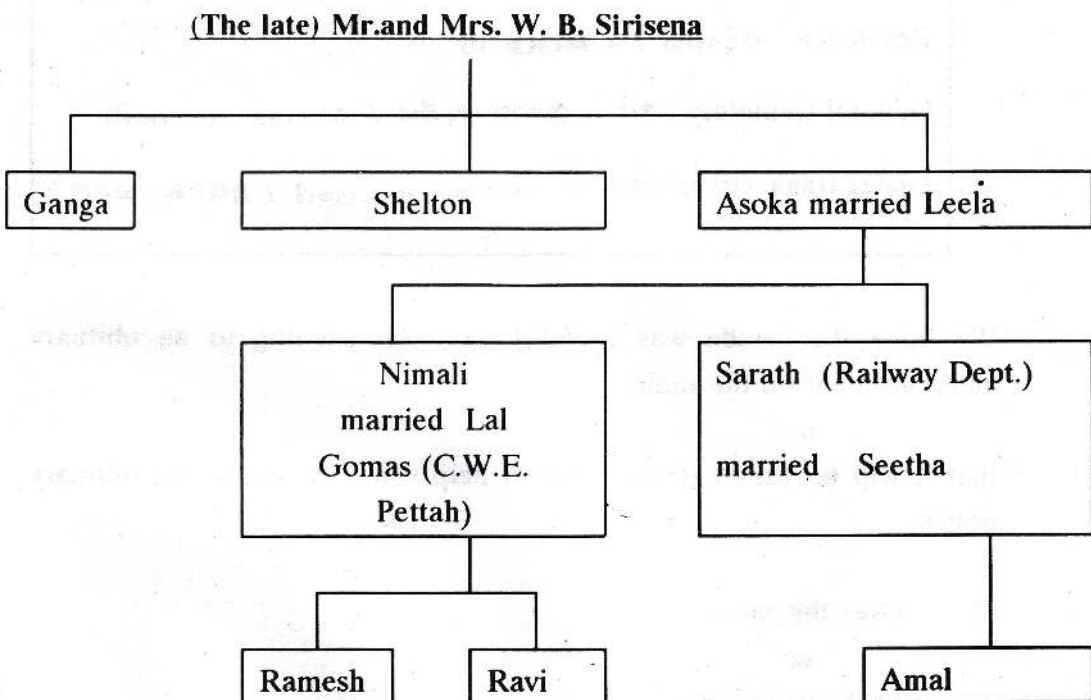
#### Pair Work

Here is a diagram of the Sirisena family where the grandfather Mr. Asoka Sirisena has died. He was a surveyor attached to the survey department.

His address is 3, Temple Road, Gampaha.

Can you get into pairs, write, plan and practise announcing an obituary notice to be broadcast over the radio?

You can announce it when the teacher calls out you and your partner's turn.



## WORK SHEET

BOOK - 02

LESSON - 07

### KISS OF LIFE

Listening/Self-Study



Switch on the tape

Today we will listen to a lecture in which a doctor explains how a person saved from drowning can be revived. This method of revival is known as 'The Kiss of Life'. This method of revival is shown as a procedure which comprises many stages. Listen and try to answer questions on each stage.

Exercise : 01

Before you listen to the lecture here are some words. You may not know their meanings in English. (Do the exercise below and learn their meanings).

Look at your worksheet and complete Exercise 1 .



Switch off the tape and complete.

Match the Sinhala /Tamil words given below with their English equivalents by writing the correct Sinhala/Tamil word in the blank next to the English equivalent.

If you like you can use a dictionary.

eg: Drowned	දියේ ගිලුණු / தீரில் மூழ்கிய	තට්ට තට්ටු වූවාට
Victim	පෙත්තෙහි තල / அட்டிக்காட்டுதல்	
Mouth to Mouth -	යථා තත්වයට පත් කිරීම /	
-Ventilation	பலமுயற்சி நிலைக்குக் கொண்டு வருதல்	
Circulation	වායු පාරිශය / காற்றின் வழி	
Indicate	දියේ ගිලුණු / தீரில் மூழ்கிய	
Pulse	අලු කිරීම / சரித்தல்	
kneel	බාහිර පිටතය / அழுத்ததல்	
Firmly	දණ ගැසීම / முறுந்தாளிடு	
Breath	පළු ඇවය / மார்ப்பை மூடி	
Shift the weight	තාව / நாடிக்கொடுப்பு ,	
restored/	හදිසි අනතුරකට ලක්වූ තැනැත්තා /	
Revived	பாதிக்கப்பட்டவர்	
Tilt	අලු / உள்மீள்வதல்	
Procedure	තල / நெற்றி	
Presses	සංසරණය / சுற்றோட்டம்	
Airway	පට්ටාවය / நடவடிக்கை	
Forehead	ස්පිර ලෙස / உறுதியாக	
Palms	පිටතය මාරු කිරීම / நிறை - நகர்த்தல்	
Breastbone	හුස්ම / மூச்சு	





**Switch the tape on**

Now learn to pronounce these words by repeating after the tape.

Drowned - victim - mouth to mouth ventilation - circulation - indicate -  
pulse - kneel - firmly - breath - shift the weight - restored - tilt - procedure  
- revive - presses - airway - forehead - palms - breastbone.

**Exercise : 02**

Now you will hear the doctor explain the procedure for the kiss of life.

Listen to the first part of the lecture and name the three stages of the ABC action plan.

A

1. ....
2. ....
3. ....

**Did you pick out the three terms the doctor used ?**

**Exercise : 03**

Next listen to the first stage of the lecture - **Stage A 'Airway'**. While listening put the sentences given in the work sheet in their correct order.

Put them in their correct order by writing 1,2,3'..... in the boxes. The first one is done for you.



**Switch on the tape**

Now the doctor will describe the first stage- stage A of the ABC action plan. Listen carefully and complete the exercise.

1. And the second to press the victim's forehead down.
2. Gently move his head up.
3. Tilt it backward.
4. Lay the victim on his back on the ground.
5. Use one hand to lift the chin.



**Stop the tape.**



**Stage B - " Breathing"** gives instructions on mouth to mouth ventilation .  
In the worksheet they are all jumbled. First read them carefully then  
listen to stage B on the tape and write the instructions in the correct  
order in the flow chart given below. The first two are done for you.

- 1) If he is not breathing move to mouth to mouth ventilation.
- 2) Blow hard into his mouth.
- 3) Take a deep breath.
- 4) Keep his chin up and the head back.
- 5) Pinch/hold nose shut.
- 6) Place your mouth around the victims mouth.
- 7) Check whether patient is breathing. If he is not ,
- 8) Repeat kiss of life until victim starts breathing.
- 9) Check whether the person is still breathing.



**Switch on the tape.**

**Exercise : 04**

Listen to stage B and complete the flow chart in Exercise 4.

Follow the arrows.

**Flow chart**

check whether the person is still breathing	If he is not breathing, move to mouth to mouth ventilation			
	→	→	→	↓
	←	←	←	



**Switch off the tape.**

Now listen to **Stage C** on the tape. In stage C - 'Circulation', we are told what has to be done if the victim is not breathing. These instructions are given below. You have to fill in the blanks using words from the tape.



**Switch on the tape**

**Exercise : 05**

Listen to stage C and fill in the blanks.

1. .... the victim on his back.
2. .... beside him and place your palms on the bottom of the victim's breast bone.
3. .... your fingers together ..... forward slightly to shift the weight of your body to your shoulders and ..... firmly on the victim's chest.
4. .... doing this with mouth to mouth breathing in between until the victim ..... breathing on his own.
5. You should do about 80 presses per .....
6. After ..... presses ..... mouth-to-mouth breathing twice.
7. Keep ..... the pulse every ..... minutes until breathing is restored.

You have now learnt all the stages of the ABC Action plan in detail. Listen to the full lecture given by the doctor now for a clear picture of the full procedure. Then, do Exercise 6 on your worksheet.

**Exercise : 06**

1. What is this lecture about ?

a) How the human respiratory system works.

☐

b) How to revive a person saved from drowning.

☐

c) How to check a person's breathing.

☐

2. How many people are needed to administer this procedure ?

a) One

☐

b) Two

☐

c) Three

☐

3. Who can revive a person saved from drowning?

a) A doctor

☐

b) An excellent swimmer

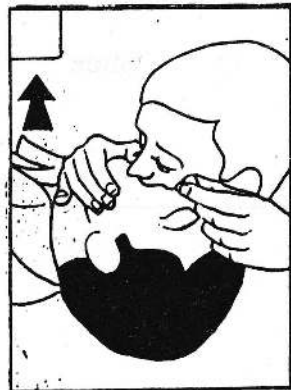
☐

c) Anyone who knows to administer the ABC Action Plan

☐

Exercise : 07

The three stages of the lecture are illustrated (shown in pictures) below. They are not in the correct order. Put them into their correct order by writing 1,2,3,4.... in the boxes.



Switch on the tape after you finish this exercise.

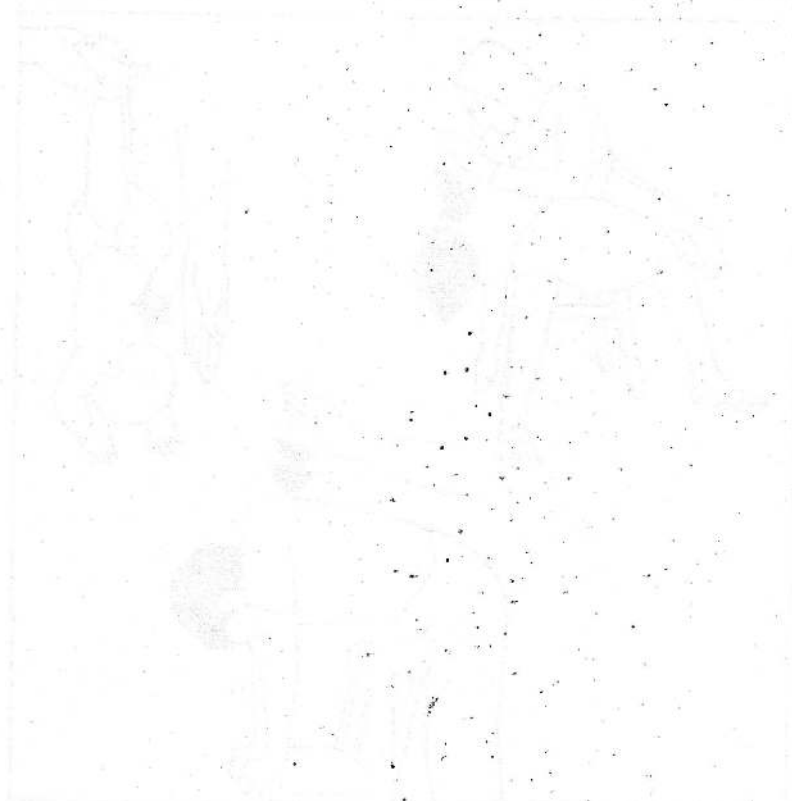




### Switch on the tape

Now that you have listened to a lecture about reviving a person saved from drowning and also seen the pictures of the procedure, we hope you will be able to save someone's life if you're required to do so.

Good luck with the ABC plan !





BOOK - 02

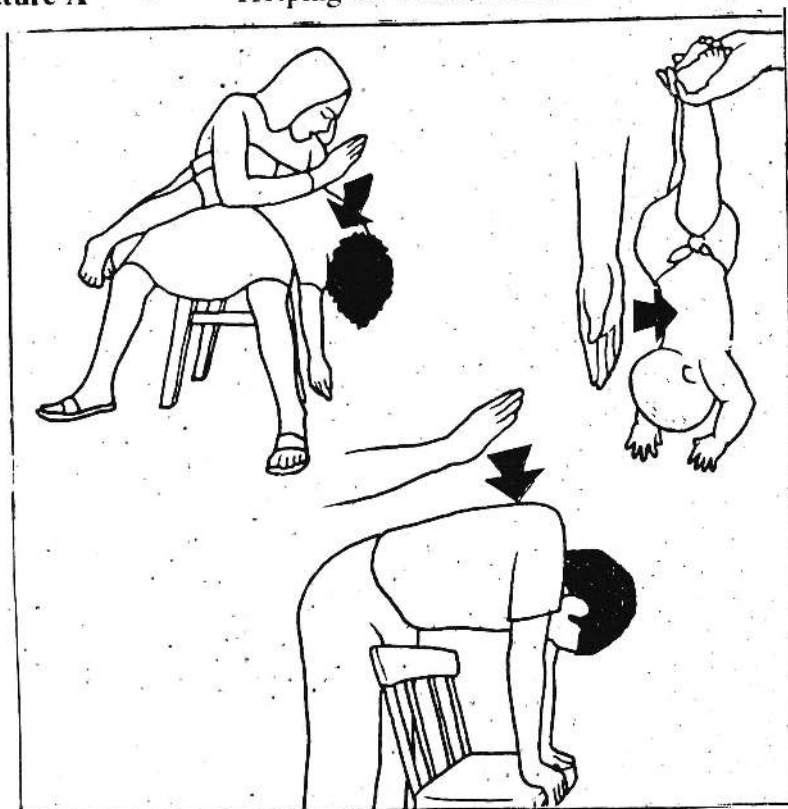
LESSON - 07

## KISS OF LIFE

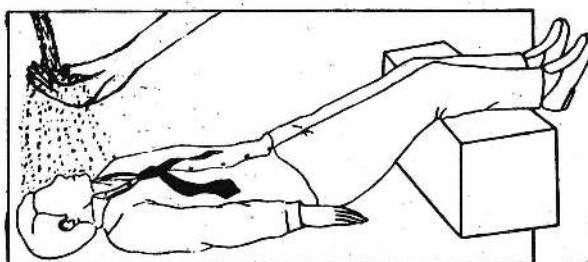
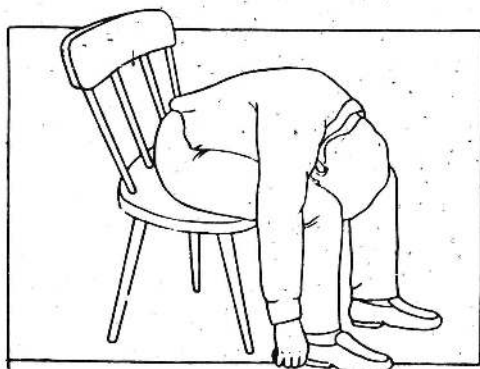
### Speech Activity/Class Work

Given below are some pictures.

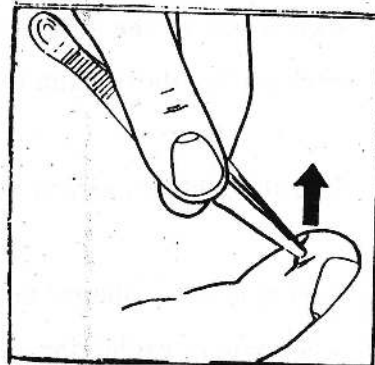
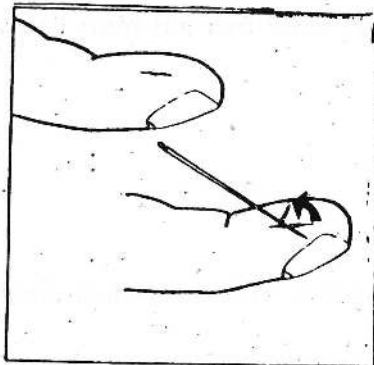
Picture A - Helping an infant/Child/Adult who has choked.



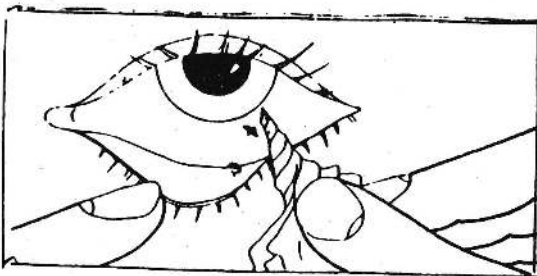
Picture B - What to do when a person has fainted.



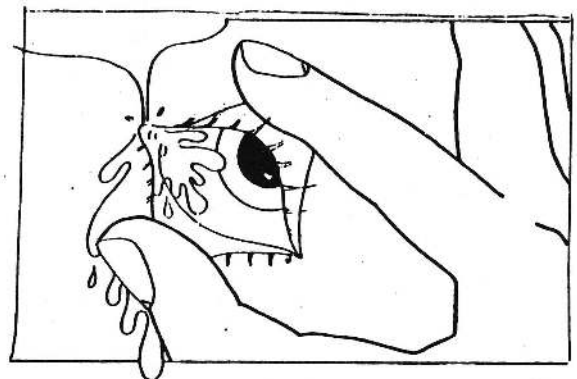
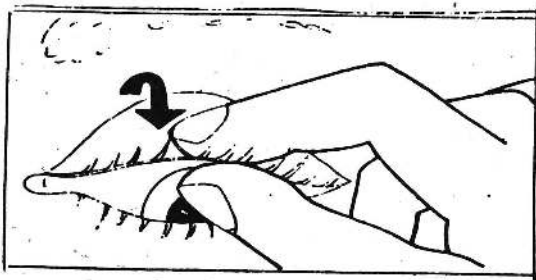
**Picture C** - What to do when a splinter or thorn enters into your skin.



**Picture D** - What to do when a foreign body or a chemical gets into the eye.



D1



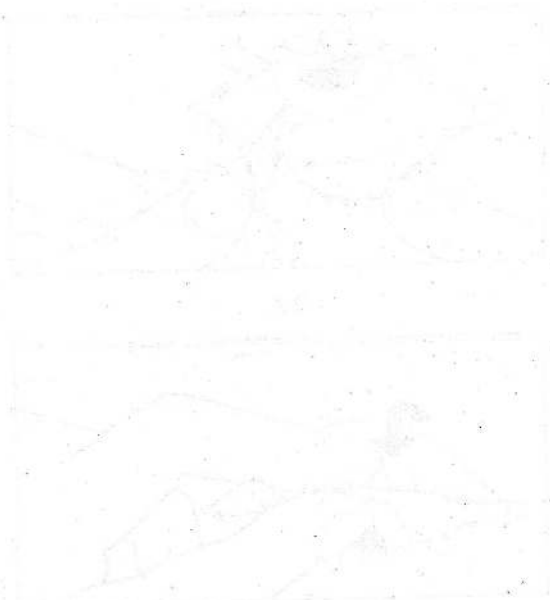
D2

## Group Work

Get into groups. Each group choose one of the pictures. Explain in your own words to the rest of the class what first aid hints you would use in each of the above situations.

Use the pictures as you guide.

You may use sequence markers such as 'first, next, then, finally,' and so on when you're explaining.



## WORK SHEET

BOOK - 02

LESSON - 08

### WELCOME A GUEST OF HONOUR

Listening/Self Study



Switch on the tape

Exercise : 01

Look at the picture given in exercise 1 of your worksheet.

Complete Exercise 1.



Switch off the tape



What comes to your mind when you see the above picture ? Tick (✓) the correct answer given below.



On what occasions/events would you find such a scene?

In school,

☐

At the university,

☐

At your workplace,

☐

All of the above

☐

Now complete exercise 2 & 3.

Exercise : 02

Look at these words given below.

Honourable

Eminent

Ceremony

Pleasure

Welcome

Schedule

Call upon

Pleased

Pioneer

Do you know the meanings of these words ? If you don't, look up their meanings in a dictionary. Now complete Exercise 03.



Here are the same words given in Sinhala and Tamil. Match these words with the English words given above. Write the English words in the given space.

e.g.:-1.	Welcome	සිද්ධිගැනීම /	வரவேற்பு
2.	.....	සත්තෝසය /	மகிழ்ச்சி
3.	.....	උත්සවය /	கிழா
4.	.....	නෞරවතිය /	கௌரவமிக்க
5.	.....	සත්තෝසය /	மகிழ்ச்சி
6.	.....	කැරවීම /	சுழற்சி
7.	.....	දින සටහන /	அட்டவணை
8.	.....	විශ්ව /	புறநிலக்க
9.	.....	පුරෝගාමී /	முன்னோடி



Switch the tape on

We will now listen to a speech being made. Listen carefully - what is the speaker saying ? What is the occasion and what words does he use ?

(As you listen, see if any of the words you just looked at above are used by the speaker.)



Switch on the tape

Listen to the speech again and as you listen complete Exercise 4.

Exercise : 04

Tick (✓) the correct answer in the questions given below.

1. What is this speech about ?

i) A lecture at the Open University

☐

ii) A speech at a conference

☐

iii) A speech welcoming a guest of honour

☐

2. What is the occasion ?

i) A United Nations Conference

☐

ii) The 5th Convocation Ceremony

☐

iii) A prize giving

☐

**Exercise : 05**

We will listen to another speech now.

Listen and complete Exercise 5. (Listen as many times as you like).

**Tick (✓) the correct answer.**

**1. What is this speech about ?**

i) Introducing a guest of honour

☐

ii) A convocation address

☐

iii) Welcoming a citizen

☐

**2. What is the occasion ?**

i) ◆ National hero's day celebration

☐

ii) A convocation ceremony

☐

iii) A meeting

☐

Exercise : 06



Switch on the tape

You have listened to two speeches. Using information from these speeches, complete Exercise 6. You may listen to the tape again.



Switch off the tape

Write/fill in the details, about the 2 speakers being welcomed in the chart given below. Write 'not given' for details that are 'not included' in the speeches.



Switch on the tape

	NAME OF GUEST OF HONOUR	DESIGNATION OF GUEST	DESCRIPTION OF GUEST
Speech 1			
Speech 2			

Have you completed the chart ?

Check your answers with the answer key given at the end of the book if you like.

**Exercise : 07**

Now we have studied the meanings of some words in Exercise 2 & 3. Let us also learn to pronounce them by practising after the tape.

Honourable

Pleasure

Eminent

Call upon

Welcome

Pleased

Ceremony

Schedule

Pioneer

You may rewind the tape and say these words again to practise pronunciation

**Remember practising alone is not enough. You must use these words in your speech too.**

And now you know how to make a speech welcoming a guest of honour if you're required to do so.



**BOOK - 02**

**LESSON - 08**

## **WELCOME A GUEST OF HONOUR**

**Speech Activity - Class Work**

**Group Work**

**Activity : 01**



Get into 4 or 5 groups - Each group is going to welcome a student of their group as the Chief Guest at an opening Ceremony of the new library at the Open University.

Plan and prepare a welcome speech for this occasion with the rest of your group. Use the words you have learnt from your listening exercise to prepare your speech.



Imagine you have to welcome a guest of honour. Select a student from your group to be the guest of honour.

The Guest of Honour will be the MP from your area. He is coming to open the ..... in your area. (you may select the place)

You have been asked to give the welcome speech.

Each group plan, prepare and deliver the speech for the rest of the class to hear.



...the ... of the ...

...the ... of the ...

...the ... of the ...

...the ... of the ...

# **ANSWER KEY**

## **BOOK 1**

## ANSWER KEY

**BOOK** - 01  
**LESSON** - 01

### MAKE A REQUEST

#### Listening/Self Study

**Exercise : 01**

- a) In an Office
- b) 2
- c) Yes
- d) Director typist
- e) Yes
- e) to do something for him

**Exercise : 03**

- a) in an office
- b) 2
- c) Office boss -peon



**Exercise : 05**

- a) At the reception
- b) Receptionist-Ratna
- c) Along the Corridor the third room on the right

**Exercise : 07**

- a) 'Jayanthi' and Nilanka
- b) to change some money

## ANSWER KEY

**BOOK** - 01  
**LESSON** - 02

### LET US APOLOGIZE

#### Listening/Self Study

**Exercise : 01**

- a) In a school
- b) yes
- c) Teacher - Tilini
- d) Tilini
- e) Tilini's mother

**Exercise : 03**

- a) Friends
- b) Thushari
- c) Thushari

## ANSWER KEY

BOOK - 01

LESSON - 03

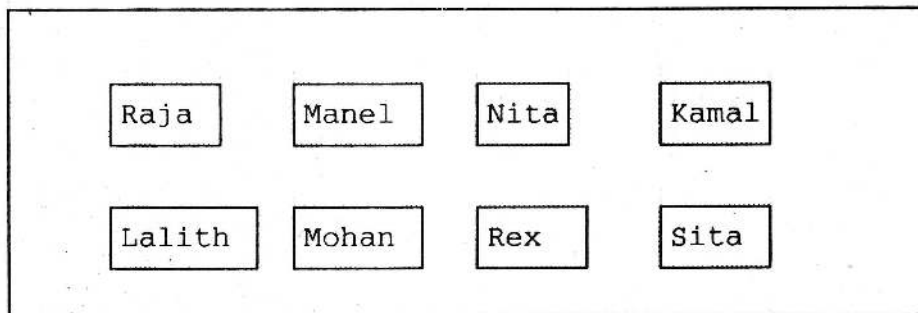
### KNOW YOUR PLACE

#### Listening/ Self Study

Exercise : 01

1. on the top
2. next
3. in front of
4. in the corner
5. in the middle
6. between
7. on (Sena's) left
8. on (Sena's) right
9. opposite
10. behind

Exercise : 02



**Exercise : 03**

<b>next to</b>	<b>opposite</b>	<b>between</b>
<b>adjoining</b>	<b>facing</b>	<b>in the middle</b>
<b>beside</b>		<b>in between</b>
<b>by the side</b>		

**Exercise : 04**

1. facing
2. facing
3. beside
4. in between
5. on either side
6. in the middle



## ANSWER KEY

BOOK - 01  
LESSON - 04

### FINDING PLACES

#### Listening/Self Study

Exercise : 01

1. Inquiries Counter
2. Nurses' Duty Room
3. OPD
4. Dispensary
5. Medical Superintendent's Office
6. Male Ward 1
7. Female Ward 1
8. Female Ward 2
9. Male Ward 2
10. Blood Bank
11. Accident Ward
12. Operating Theater
13. Delivery Rooms

Exercise : 02

1. on either side
2. opposite, facing
3. right
4. adjoining (next to, by the side of)
5. facing, opposite
6. next
7. left
8. left
9. facing, opposite
10. between



## Noolaha

**LESSON - 05**

### Listening/ Self Study

**Exercise : 02**

**walk up**

first turn to the left

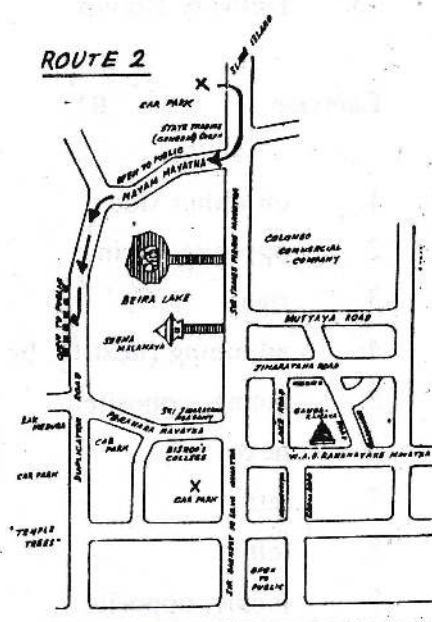
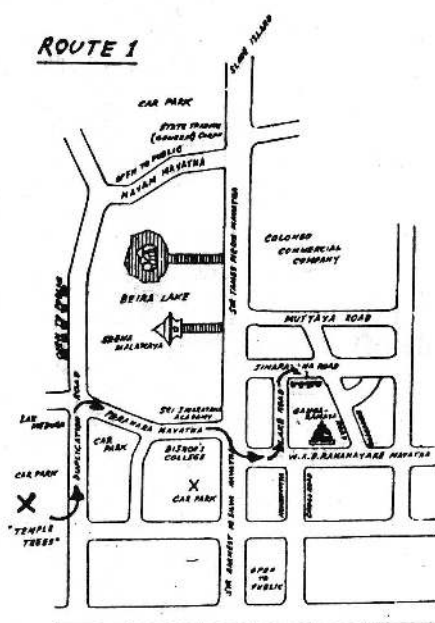
**reach**

first turn to the right

**turn left .**

go past

**Exercise : 03**



## ANSWER KEY

BOOK : 01  
LESSON : 06

### READ A MAP

#### LISTENING/ SELF STUDY

Exercise : 01

ஓரூர்	வடக்கு
பேரூர்	வடகிழக்கு
நாளைக்கு	கிழக்கு
திருவாரூர்	தென்கிழக்கு
நாளைக்கு	தெற்கு
திருவாரூர்	தென்மேற்கு
வடநாடு	மேற்கு
வடக்கு	வடமேற்கு

Exercise : 02

- Northern  
2a. North Eastern  
Eastern  
Southern  
South Eastern  
2b. Western  
South Western  
North Western

**Exercise : 04**

area	புறேய	பிரதேசம்
flows	தலா யாத	பெருக்கெடுத்தல்
runs along	யாங்கு வ டிவென	அருகே செல்வம்
boundary	பிதாவ	எல்லை
branches off	வெடி யன	பிரிந்த போ
connects	வழிவந்த வித	சேர்
lies between	எதர ஆகி வளை	நடுவில் இருக்கும்
crosses	தாது யாத	குறுக்கே செல்
channel	வழிவெ	செனல்

**Exercise : 05**

- |      |       |
|------|-------|
| 1. T | 6. F  |
| 2. F | 7. F  |
| 3. T | 8. T  |
| 4. F | 9. F  |
| 5. T | 10. T |

# **ANSWER KEY**

## **BOOK 2**

## ANSWER KEY

**BOOK - 02**

**LESSON - 01**

### LEARN TO COOK

#### Listening/Self Study

**Exercise : 01**

A) 2

3

5

B) prepare  
measurements  
right  
dish

**Exercise : 02**

teaspoon, tablespoon, ounce, pound, kilogram, cup, litre, pint, gram

**Exercise : 04**

Chicken

Vanilla

Chilli powder

Mustard seed

Fish

Mayonnaise sauce

Magarine

Beef

coriander

Sugar

Butter

Water

Salt

Egg



Flour  
Turmeric  
Rice  
Oil  
Pepper  
Bread crumbs

Milk  
Tomato sauce  
Bread  
Cardamom  
Chicken or beef stock  
Prawn  
Raisins

Exercise : 05

**Ingredients**

1/2 bread  
1 egg  
1/4 milk  
4 margarine  
5 sugar  
1/4 vanilla  
cardamom

**Method**

1. cut	2. bread	3. egg
4. sugar	5. well	6. cardamom
7. vanilla	8. beat	9. put
10. bread	11. milk	12. five
13. margarine	14. carefully	15. bread
16. heat	17. five	18. two
19. add	20. margarine	21. cook
22. two	23. hot	

## ANSWER KEY

**BOOK - 02**

**LESSON - 02**

### USING THE TELEPHONE

#### Listening/Self study

**Exercise : 01**

1. number, telephone
2. receiver, dial
3. number
4. ringing, time
5. engaged ,minutes, try
6. mistake, replace, seconds
7. receiver

**Exercise : 02**

- |              |                 |
|--------------|-----------------|
| 1. link      | 2. receiver     |
| 3. caller    | 4. conversation |
| 5. workplace | 6. duties       |
| 7. outside   | 8. necessary    |
| 9. pleasing  |                 |

**Exercise : 03**

3

5

1

4

6

9

2

7

10

8

**Exercise : 04**

**Situation 1 - Mr. Silva**  
**Operator/secretary**

**Situation 2 - Mr. Silva**  
**Operator/Secretary**

**Situation 3 - Mr. Silva**  
**Operator/Secretary**

**Exercise : 05**

- |        |         |
|--------|---------|
| 1. (R) | 9. (R)  |
| 2. (R) | 10. (R) |
| 3. (C) | 11. (C) |
| 4. (R) | 12. (R) |
| 5. (R) | 13. (C) |
| 6. (C) | 14. (R) |
| 7. (C) | 15. (C) |
| 8. (R) | 16. (C) |

**Exercise : 06**

A) b) 3, 4, 5, 6, 8,  
e), 1, 7

B) a) 1  
b) 2, 4,  
c) 3

**Exercise : 07**

Situation 1. Thanks

Situation 2. Thank you

Situation 3. I'll call back then

## ANSWER KEY

BOOK - 02  
LESSON - 03

### AT THE BANK

#### Listening/Self Study

Exercise : 01

1. At the Bank
2. The receptionist
3. Saliya Silva
4. To open a bank account

Exercise : 02

1. Good morning. Can I help you ?
2. Please take a seat
3. Pleased to meet you.
4. Thank you.

Exercise : 03

1. (a) Current account  
(b) Savings account

2. A B

Current account

Savings account

-1-

-3-

-2-

-4-

-5-

-6-

-7-



3. 6 %
4. C
5. rupees 10,000
6. b)
7. The completed form
8. c)
9. b)
10.
  1. Name
  2. Date of birth
  3. National identity card number
  4. Occupation
  5. Home address
  6. Office address
  7. Name & address of person introducing you
  8. A deposit of Rs. 10,000

## **ANSWER KEY**

**BOOK - 02**

**LESSON - 04**

### **WOULD YOU BUY THEM ?**

#### **Listening/Self Study**

**Exercise : 02**

Herbal toothpaste

Banking Service

Insurance Service

Lottery

Tea

Vegetables

**Exercise : 03**

Distinctly

Herbal

Formula

Self-employment

obnoxious

effectively

Dental decay

Ingredient

Tradition

Hot line

safeguard

**Exercise : 04**

**Advertisement 1**

dental  
gum  
obnoxious  
teeth  
betel

**Advertisement 2**

Indian  
distinctly  
Mudalige Mawatha  
Colombo

**Advertisement 3**

education  
marriage  
self-employment  
Insurance  
Rakshana  
Head  
329126

**Advertisement 4**

homeless  
rupees  
happiness

Exercise : 05

herbal  
effectively  
actively  
gum  
discolouring of

Secret  
Ayurvedic  
dental  
obnoxious  
betel

5.a.

actively  
gum

betel

Ayurvedic

dental

obnoxious

discolouring

5.b.

2)

## **ANSWER KEY**

**BOOK - 02**  
**LESSON - 05**

### **ANNOUNCEMENT I** **RADIO LICENSE**

**Listening/Self study**

**Exercise 1**

2. The Sri Lanka Broadcasting Co-operation

**Exercise : 02**

1st announcement

1. Licensing your radio

2nd Announcement

2. Registration of dealers in radios

**Exercise : 03**

**Announcement I**

home

vehicle

Grama Niladari

home

before

Thirty first (31st)

offence

offenders



Announcement 2

posted  
forms  
dealers  
duly  
before  
charged  
business  
registration  
prosecuted

Exercise : 04

1st Announcement - 31st January 1996

2nd Announcement - 31st January 1996

## ANSWER KEY

**BOOK** - 02  
**LESSON** - 06

### ANNOUNCEMENT II OBITUARY NOTICE

#### Listening/Self Study

**Exercise** : 02

- A)
1. P.G. Amarasekera (Godwin)
  2.
    - a) late Thilaka
    - b) Mahesh, Theja, Kolitha
    - c) Sharmini, Asanga Nanayakkara, Marie
  3.
    - a) Tuesday 6th of February
    - b) 5.15 p.m
    - c) 176/38. Thimbirigasyaya Road, Colombo 5.
  4. General Cemetery
  5. 6.00 p.m
- B)
1.
    - a) 31st January 1996
    - b) Vasumathy Somasunderam
    - c) Somasunderam (K.V) and Ranjani
    - d) Dharmavasan
    - e) Julie
  2.
    - a) 1B 28th Lane, Off Flower Road, Colombo 7.
    - b) Monday 5th February
    - c) 3.30 p.m
  3. The Hindu Section Kanatta.

## ANSWER KEY

BOOK - 02

LESSON - 07

### KISS OF LIFE

#### LISTENING/SELF STUDY

Exercise : 01

நீயே குழந்தை / நீயே நான்  
நீயே என்னைப்போல உன்னை /  
பாதிக்கப்பட்டவர்

நல்ல நல்ல குழந்தை வாய்க்குளைய  
கண்ணம்மா / கண்ணம்மா  
பெண்ணை கை / அடிக்காட்டுதல்  
கை / நாடிக்கொடுப்பு ,

நீயே குழந்தை / குழந்தை  
கை / கை / உறுதியாக  
குழந்தை / குழந்தை

பெண்ணை கை / கை / கை

கை / கை / கை

பெண்ணை கை / கை / கை

கை / கை / கை  
கை / கை / கை  
கை / கை / கை  
கை / கை / கை  
கை / கை / கை  
கை / கை / கை

Exercise : 02

1. Airway
2. Breathing
3. Circulation

**Exercise****03**

1. 

5
---
2. 

2
---
3. 

3
---
4. 

1
---
5. 

4
---

**Exercise : 04**

9 →	1 →	5 →	4 →	3 ↓
	8	← 7	← 2	← 6

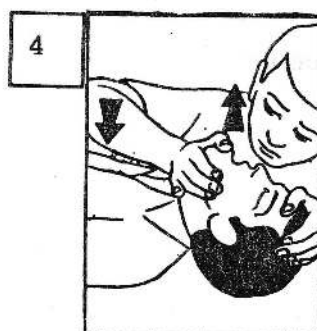
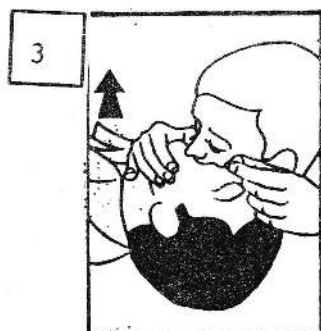
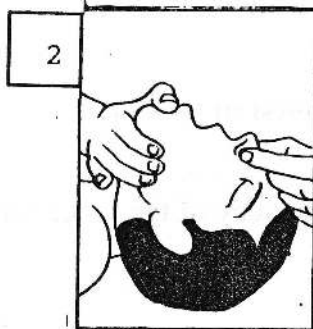
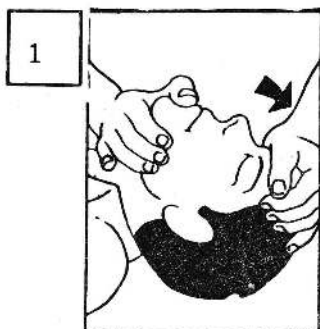
9. Check whether the person is still breathing
1. If he is not breathing move to mouth to mouth ventilation.
5. Pinch/hold nose shut.
4. Keep. his Chin up and the head back
3. Take a deep breath
6. Place your mouth around the victims mouth
2. Blow hard into his month
7. Then check whether patient is breathing. If he is not.
8. Repeat kiss of life until victim starts to breathe.

**Exercise****05**

1. put
2. kneel
3. Lock, lean, press
4. keep, starts
5. minute
6. fifteen, do
7. checking, three

**Exercise****: 06**

1. b)
2. a)
3. c)

**Exercise****: 0,7**



## ANSWER KEY

BOOK - 02

LESSON - 08

### WELCOME A GUEST OF HONOUR

Exercise : 01

All of the above

Exercise : 03

Welcome

Pleasure

Ceremony

Honourable

Pleased

Call upon

Schedule

Eminent

Pioneer

Exercise : 04

- iii. A speech welcoming a guest of honour.
- ii. The 5th convocation ceremony of the Open University.

Exercise : 05

- i. Introducing a guest of honour
- ii. A convocation ceremony

Exercise : 06

Speech 1

Speech 2

Gamini Corea	Chancellor	Honourable pioneer
M.D.D. Peris		a very eminent citizen of Sri Lanka







