INTERNATIONAL GCSE
Sinhala (9-1)

SPECIFICATION

Pearson Edexcel International GCSE in Sinhala (4SI1)

First teaching September 2017
First examination June 2019
First certification August 2019
Issue 2
Edexcel, BTEC and LCCI qualifications

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About Pearson

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This specification is Issue 2. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

Acknowledgements

This specification has been produced by Pearson on the basis of consultation with teachers, examiners, consultants and other interested parties. Pearson would like to thank all those who contributed their time and expertise to the specification’s development.

References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All information in this specification is correct at time of going to publication.

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Summary of International GCSE Sinhala specification
Issue 2 changes

<table>
<thead>
<tr>
<th>Summary of changes made between previous issue and this current issue</th>
<th>Page number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary list has been updated</td>
<td>Throughout appendix 6</td>
</tr>
</tbody>
</table>

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.
About this specification

The Pearson Edexcel International GCSE in Sinhala is part of a suite of International GCSE qualifications offered by Pearson.

This qualification is not accredited or regulated by any UK regulatory body.

**Key features**

This specification includes the following key features.

**Structure**

This qualification is assessed through one external assessment which must be taken at the end of the course of study.

**Content**

The content is relevant and engaging. It covers five themes:

- Home and abroad
- Education and employment
- Personal life and relationships
- The world around us
- Social activities, fitness and Health.

**Assessment**

One external assessment, set and marked by Pearson.

**Approach**

The qualification focuses on reading, writing and translation skills. It is a suitable foundation for language speakers of Sinhala who wish to progress to further study of other comparable subjects at schools and colleges.

**Specification updates**

This specification is Issue 1 and is valid for first teaching from September 2017, with first assessment in June 2019 and first certification in August 2019. If there are any significant changes to the specification, we will inform centres in writing. Changes will also be posted on our website.

For more information please visit qualifications.pearson.com.
Using this specification

This specification gives teachers guidance and encourages effective delivery of the qualification. The following information will help you get the most out of the content and guidance.

**Content:** the specification lists the compulsory skills and themes/topics that will be assessed. The course has been designed to allow flexibility for centres.

**Assessments:** the assessment uses a range of materials. Teachers should deliver the qualification using a good range of examples to support the assessment of the content.

**Depth and breadth of content:** teachers should be familiar with the full range of content and all the assessment objectives given in the subject content section. Grammar and vocabulary lists are provided in Appendix 5 and 6, to facilitate the delivery of the qualification and assessment.

**Qualification aims and objectives**

The aims and objectives of this qualification are to enable students to develop:

- their ability to read, understand and respond to material from a variety of sources
- their ability to communicate accurately in writing, matching style to audience and purpose
- their ability to translate from English into the target language
- their understanding of the structure and variety of language
- an understanding of themselves and the world around them
- an appreciation of the richness, beauty and diversity of the Sinhala language.
Why choose Edexcel qualifications?

Pearson – the world’s largest education company

Edexcel academic qualifications are from Pearson, the UK’s largest awarding organisation. With over 3.4 million students studying our academic and vocational qualifications worldwide, we offer internationally recognised qualifications to schools, colleges and employers globally.

Pearson is recognised as the world’s largest education company, allowing us to drive innovation and provide comprehensive support for Edexcel students in acquiring the knowledge and skills they need for progression in study, work and life.

A heritage you can trust

The background to Pearson becoming the UK’s largest awarding organisation began in 1836, when a royal charter gave the University of London its first powers to conduct exams and confer degrees on its students. With over 150 years of international education experience, Edexcel qualifications have a firm academic foundation, built on the traditions and rigour associated with Britain’s educational system.

To find out more about our Edexcel heritage please visit our website: qualifications.pearson.com/en/about-us/about-pearson/our-history

Results you can trust

Pearson’s leading online marking technology has been shown to produce exceptionally reliable results, demonstrating that at every stage, Edexcel qualifications maintain the highest standards.

Developed to Pearson’s world-class qualifications standards

Pearson’s world-class standards mean that all Edexcel qualifications are developed to be rigorous, demanding, inclusive and empowering. We work collaboratively with a panel of educational thought-leaders and assessment experts to ensure that Edexcel qualifications are globally relevant, represent world-class best practice and maintain a consistent standard.

For more information on the world-class qualification process and principles please go to Appendix 2 or visit our website: uk.pearson.com/world-class-qualifications.
Why choose the Pearson Edexcel International GCSE in Sinhala?

We have listened to feedback from all parts of the international school subject community, including a large number of teachers. We have made changes that will engage international learners and give them skills that will support progression to further study of Sinhala and a wide range of other subjects.

**Themes and topics** – the themes and topics used in this qualification are engaging and suitable for all students. They are based on contexts that students are likely to encounter and are diverse in their content.

**Source material** – we have ensured that the reading materials in the paper consist of source materials which are culturally relevant, engaging and suitable for international students, and will encourage students to develop skills of analysis and synoptic thinking.

**Clear and straightforward question paper** – our question paper is clear and accessible for students of all ability ranges. The paper tests a distinct set of skills; reading and writing skills. Our mark scheme is straightforward, so that the assessment requirements are clear.

**Broad and deep development of learners’ skills** – we designed the International GCSE to extend learners’ knowledge by broadening and deepening skills, for example learners will:

- read and respond to material from a variety of sources
- respond to materials culturally relevant to where Sinhala is spoken
- construct and convey meaning in written language, matching style to audience and purpose.

**Progression** – International GCSE qualifications enable successful progression from lower secondary and onto Level 3 and beyond. Through our world-class qualification development process, we have consulted with a range of stakeholders to validate the appropriateness of this qualification, including content, skills and assessment structure.

More information about the qualifications can be found on our website (qualifications.pearson.com) on the Edexcel International GCSE pages.
Supporting you in planning and implementing this qualification

Planning

- Our Getting Started Guide gives you an overview of the Pearson Edexcel International GCSE in Sinhala to help you understand the changes to content and assessment, and what these changes mean for you and your students.
- We will provide you with an editable course planner and scheme of work.
- Our mapping documents highlight key differences between the new and legacy qualifications.

Teaching and learning

- Our skills maps will highlight opportunities for students to develop skills that are assessed, as well as skills that are not directly assessed.
- A range of teaching and learning resources which promote any time, any place learning to improve student motivation and encourage new ways of learning.

Preparing for exams

We will also provide a range of resources to help you prepare your students for the assessments, including:

- specimen papers to support formative assessments and mock exams
- examiner commentaries following each examination series.

ResultsPlus

ResultsPlus provides the most detailed analysis available of your students’ exam performance. It can help you identify the topics and skills where further learning would benefit your students.

Training events

In addition to online training, for teachers to deepen their understanding of our qualifications, we host a series of training events each year.

Get help and support

Our subject advisor service will ensure that you receive help and guidance from us. You can sign up to receive the Edexcel languages e-updates for qualification updates and product and service news. You can email our subject advisor at: teachinglanguages@pearson.com.
Qualification at a glance

Qualification overview
The Pearson Edexcel International GCSE in Sinhala consists of one externally-examined paper.
The paper must be taken at the end of the course of study.
The use of dictionaries is not permitted.

Content and assessment overview

<table>
<thead>
<tr>
<th>Paper 1: Reading, Writing and Translation</th>
<th>*Paper code: 4SI1/01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Externally assessed</td>
<td>100% of the qualification</td>
</tr>
<tr>
<td>Written examination: 2 hours and 30 minutes</td>
<td></td>
</tr>
<tr>
<td>Availability: June</td>
<td></td>
</tr>
<tr>
<td>100 marks</td>
<td></td>
</tr>
</tbody>
</table>

Content overview
This paper assesses reading, writing and translation skills across the following five themes:
- Home and abroad
- Education and employment
- Personal life and relationships
- The world around us
- Social activities, fitness and health

Assessment overview
This paper consists of three sections.

Section A: Reading
Multiple-choice questions (MCQ), short-response questions and open-response questions set on any of the five themes.

Section B: Writing
Two extended writing tasks, set on any of the five themes.

Section C: Translation
Translation of one passage in English into Sinhala, linked to any of the five themes.

*See Appendix 1: Codes for a description of this code.
Themes and topics

This qualification covers the following themes. Each theme is broken down into topics. The examination paper will be based on these themes and topics.

**Theme 1: Home and abroad**
- Life in the town and rural life
- Holidays, tourist information and directions
- Services (e.g. bank, post office)
- Customs
- Everyday life, traditions and communities

**Theme 2: Education and employment**
- School life and routine
- School rules and pressures
- School trips, events and exchanges
- Work, careers and volunteering
- Future plans

**Theme 3: Personal life and relationships**
- House and home
- Daily routines and helping at home
- Role models
- Relationships with family and friends
- Childhood

**Theme 4: The world around us**
- Environmental issues
- Weather and climate
- Travel and transport
- The media
- Information and communication technology

**Theme 5: Social activities, fitness and health**
- Special occasions
- Hobbies, interests, sports and exercise
- Shopping and money matters
- Accidents, injuries, common ailments and health issues
- Food and drink
All themes and topics must be studied in the context of Sri Lanka, where Sinhala is spoken.

The majority of contexts in the paper will be based on the culture of the country where the assessed language is spoken. It is, therefore, important that students are exposed to materials relating to Sinhala throughout the course.

**Grammar and vocabulary list**

*Appendix 5 and 6* list the grammar and vocabulary that students will need to know for this qualification.
1.1 Content description

1. Reading

Students will develop the skills of reading comprehension across a range of different types of texts.

Students must be able to:

- read and respond to material from a variety of sources
- demonstrate their ability to summarise a short text by writing the main points clearly
- interpret and infer implicit meaning, including writers' thoughts, feelings and ideas.

Students are required to convey their understanding of written Sinhala through a series of reading tasks.

Texts used in the tasks are:

- adapted or abridged from authentic sources to be appropriate for the level
- presented using a range of styles, registers and contexts
- appropriate to the age and level of understanding of the students
- set in the culture of the country where Sinhala is spoken, allowing students to develop appropriate cultural awareness and understanding
- designed using language which ranges from high frequency to more complex
- variable in length
- varied in content to include emails, letters, reviews, articles as well as literary texts, such as selections from novels, autobiographies and travel writing. This list is not exhaustive.

2. Writing

Students are required to convey their understanding of written Sinhala through two writing tasks.

Students must be able to:

- write for a variety of audiences, such as friends and acquaintances, teachers, family members, groups and professional bodies
- write using a wide range of grammatical forms and structures
- write using a wide range of relevant and appropriate vocabulary
- use accurate spelling
- structure their work effectively.
3. Translation

Students are required to convey their understanding of written English and translate it into Sinhala to demonstrate an ability to transfer meaning accurately into Sinhala.

Students must be able to apply the conventions of grammar in order to produce meaningful and accurate content.

4. Vocabulary

To prepare students adequately for this assessment, teachers should present and exploit a range of vocabulary relevant to each theme listed in Appendix 6. This paper draws on vocabulary and structures across all five themes (page 8).

1.2 Assessment information

- This paper assesses reading, writing and translation skills.
- There are three sections in the paper. Students must answer:
  - Section A Questions 1–4
  - Section B Question 5 and either Question 6(a) or 6(b) or 6(c)
  - Section C Question 7.
- Questions are set on any of the five themes.
- The paper may include multiple-choice, short-response, open-response and extended writing questions.
- Dictionaries are not permitted.
- The assessment is 2 hours and 30 minutes.
- The paper is worth 100 marks.
- The first assessment is in June 2019.

1. Reading (Section A)

- This section is worth 40 marks.
- Students will answer questions on five different texts/extracts.
- There will be multiple-choice, short-response, open-response question.
- Questions will test the following assessment objective:
  AO1
  - Understand and respond, in writing, to written language.
2. Writing (Section B)

- This section is worth 40 marks.
- In this section, students are required to convey their understanding of Sinhala through two extended writing tasks:
  - Task 1 – students are required to write a short essay, based on four short prompts in the past, present and future
  - Task 2 – students are required to write a longer essay. Students choose one task from a choice of three.
- Questions will test the following assessment objective:
  
  AO2
  - Communicate in writing, using a register appropriate to the situation, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification, and using them accurately.

3. Translation (Section C)

- This section is worth 20 marks.
- Students are required to translate one passage in English into Sinhala.
- Questions will test the following assessment objective:
  
  AO3
  - Understand written texts in English and translate them into Sinhala.
Assessment information

Assessment requirements

The Pearson Edexcel International GCSE in Sinhala consists of one externally-examined paper.

The paper must be taken at the end of the course of study.

The paper will be available for assessment from June 2019.

The use of dictionaries is not permitted.

<table>
<thead>
<tr>
<th>Paper</th>
<th>Assessment information</th>
<th>Number of raw marks allocated in the paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1: Reading and Writing</td>
<td>Set and externally assessed by Pearson. Assesses reading, writing and translation in three sections:</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Section A: Reading (40 marks)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Multiple choice questions (MCQ) and short response questions set on any of the five themes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Section B: Writing (40 marks)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two writing tasks, set on any of the five themes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Section C: Translation (20 marks)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Translation of one passage, linked to one of the five themes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Written examination: 2 hours and 30 minutes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Availability: June.</td>
<td></td>
</tr>
</tbody>
</table>

Sample assessment materials

Sample paper and mark scheme can be found in the *Pearson Edexcel International GCSE in Sinhala Sample Assessment Materials (SAMs)* document.
## Assessment objectives and weightings

<table>
<thead>
<tr>
<th><strong>AO1</strong></th>
<th>Understand and respond, in writing, to written language.</th>
<th>40</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AO2</strong></td>
<td>Communicate in writing, using a register appropriate to the situation, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification, and using them accurately.</td>
<td>40</td>
</tr>
<tr>
<td><strong>AO3</strong></td>
<td>Understand contemporary written texts in English and translate them into Sinhala.</td>
<td>20</td>
</tr>
</tbody>
</table>

| % in International GCSE |
Administration and general information

Entries
Details of how to enter students for the examinations for this qualification can be found in our International Information Manual. A copy is made available to all examinations officers and is available on our website.

Students should be advised that, if they take two qualifications in the same subject, colleges, universities and employers are very likely to take the view that they have achieved only one of the two GCSE /International GCSE qualifications. Students or their advisers who have any doubts about subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

Access arrangements, reasonable adjustments, special consideration and malpractice
Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:
• students with a protected characteristic (as defined by the UK Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
• all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Language of assessment
Assessment of this qualification will be available in Sinhala only. All student work must be in Sinhala.

We recommend that students are able to read in English at Level B2 of the Common European Framework of Reference for Languages.

Access arrangements
Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:
• access the assessment
• show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make ‘reasonable adjustments’.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.
**Reasonable adjustments**

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a student with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular student may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not ‘reasonable’.

**Special consideration**

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate’s ability to take an assessment or demonstrate their level of attainment in an assessment.

**Further information**

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration please refer to the JCQ website: www.jcq.org.uk.

**Candidate malpractice**

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations must be reported to Pearson using a JCQ Form M1 (available at www.jcq.org.uk/exams-office/malpractice). The form can be emailed to pqsmalpractice@pearson.com or posted to: Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.
Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration must be reported immediately, before any investigation is undertaken by the centre, to Pearson on a JCQ Form M2(a) (available at www.jcq.org.uk/exams-office/malpractice).

The form, supporting documentation and as much information as possible can be emailed to pqsmalpractice@pearson.com or posted to: Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More-detailed guidance on malpractice can be found in the latest version of the document JCQ General and vocational qualifications Suspected Malpractice in Examinations and Assessments, available at www.jcq.org.uk/exams-office/malpractice.

Awarding and reporting

The International GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. The first certification opportunity for the Pearson Edexcel International GCSE in Sinhala will be in August 2019. Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate, will receive an unclassified U result.

Student recruitment and progression

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Prior learning and other requirements

There are no prior learning or other requirements for this qualification.

Progression

Students can progress from this qualification to International A Levels in comparable subjects.
Appendices

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## Appendix 1: Codes

<table>
<thead>
<tr>
<th>Type of code</th>
<th>Use of code</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject codes</td>
<td>The subject code is used by centres to cash-in the entry for a qualification.</td>
<td>International GCSE – 4SI1</td>
</tr>
<tr>
<td>Paper code</td>
<td>This code is provided for information.</td>
<td>Paper 1: 4SI1/01</td>
</tr>
</tbody>
</table>
Appendix 2: Pearson World Class Qualification design principles

Pearson’s World Class Qualification design principles mean that all Edexcel qualifications are developed to be **rigorous, demanding, inclusive and empowering**.

We work collaboratively to gain approval from an external panel of educational thought-leaders and assessment experts from across the globe. This is to ensure that Edexcel qualifications are globally relevant, represent world-class best practice in qualification and assessment design, maintain a consistent standard and support learner progression in today’s fast-changing world.

Pearson’s Expert Panel for World-Class Qualifications is chaired by Sir Michael Barber, a leading authority on education systems and reform. He is joined by a wide range of key influencers with expertise in education and employability.

“I’m excited to be in a position to work with the global leaders in curriculum and assessment to take a fresh look at what young people need to know and be able to do in the 21st century, and to consider how we can give them the opportunity to access that sort of education.” Sir Michael Barber.
Endorsement from Pearson’s Expert Panel for World Class Qualifications for the International GCSE development process

December 2015

“We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous world class qualification development process that has included, where appropriate:

- extensive international comparability of subject content against the highest-performing jurisdictions in the world
- benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand
- establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications.

Importantly, we have worked to ensure that the content and learning is future oriented, and that the design has been guided by Pearson's Efficacy Framework. This is a structured, evidenced process which means that learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner’s success in education but as a result of our work as a panel we are confident that we have supported the development of Edexcel International GCSE qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice.”

Sir Michael Barber (Chair)
Chief Education Advisor, Pearson plc

Dr Peter Hill
Former Chief Executive ACARA

Professor Jonathan Osborne
Stanford University

Professor Dr Ursula Renold
Federal Institute of Technology, Switzerland

Professor Janice Kay
Provost, University of Exeter

Jason Holt
CEO, Holts Group

Professor Lee Sing Kong
Dean and Managing Director, National Institute of Education International, Singapore

Bahram Bekhradnia
President, Higher Education Policy Institute

Dame Sally Coates
Director of Academies (South), United Learning Trust

Professor Bob Schwartz
Harvard Graduate School of Education

Jane Beine
Head of Partner Development, John Lewis Partnership

All titles correct as at December 2015
Appendix 3: Transferable skills

The need for transferable skills

In recent years, higher-education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as ‘the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.’[^1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council’s (NRC) framework[^2] as the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework.

The framework includes cognitive, intrapersonal skills and interpersonal skills. The NRC framework is included alongside literacy and numeracy skills.

The skills have been interpreted for this specification to ensure they are appropriate for the subject. All of the skills listed are evident or accessible in the teaching, learning and/or assessment of the qualification. Some skills are directly assessed. Pearson materials will support you in identifying these skills and developing these skills in students.

The table overleaf sets out the framework and gives an indication of the skills that can be found in International GCSE in Sinhala and indicates the interpretation of the skill in this area. A full subject interpretation of each skill, with mapping to show opportunities for student development is given on the subject pages of our website: qualifications.pearson.com

| Cognitive skills | • Critical thinking  
|                 | • Problem solving  
|                 | • Analysis  
|                 | • Reasoning/argumentation  
|                 | • Interpretation  
|                 | • Decision making  
|                 | • Adaptive learning  
|                 | • Executive function  
| Creativity      | • Creativity  
|                 | • Innovation  

| Intellectual openness | • Adaptability  
|                      | • Personal and social responsibility  
|                      | • Continuous learning  
|                      | • Intellectual interest and curiosity  

| Work ethic/ conscientiousness | • Initiative  
|                               | • Self-direction  
|                               | • Responsibility  
|                               | • Perseverance  
|                               | • Productivity  
|                               | • Self-regulation (metacognition, forethought, reflection)  
|                               | • Ethics  
|                               | • Integrity  

| Positive core self-evaluation | • Self-monitoring/self-evaluation/self-reinforcement  

| Interpersonal skills | • Communication  
|                     | • Collaboration  
|                     | • Teamwork  
|                     | • Cooperation  
|                     | • Empathy/perspective taking  
|                     | • Negotiation  

| Leadership | • Responsibility  
|           | • Assertive communication  
|           | • Self-presentation  

- Developing and applying repair strategies for comprehending and establishing successful communication in writing.
- Developing and applying the ability to engage with the ethics contained in the work under study as well as produce work that touches upon ethical issues, in a principled and morally accountable manner.
- Demonstrating the ability to present one’s position or work clearly and convincingly.
## Appendix 4: Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment objectives</td>
<td>The requirements that students need to meet to succeed in the qualification. Each assessment objective has a unique focus, which is then targeted in examinations or coursework. Assessment objectives may be assessed individually or in combination.</td>
</tr>
<tr>
<td>External assessment</td>
<td>An examination that is held at the same time and place in a global region.</td>
</tr>
</tbody>
</table>
Appendix 5: Grammar list

Students are expected to have acquired knowledge and understanding of Sinhala grammar during their course. In the examination they will be required to apply their knowledge and understanding to various tasks, drawing from the following lists.

The examples in brackets are indicative, not exclusive.

**Nouns**

**Nouns of human beings**
- singular - ඉංග්, plural - ඉං

**Nouns of other living beings**
- Singular - ඉංංං, plural - ඉංංං

**Gender of nouns**
- masculine-singular - ඉංංං, plural - ඉංංං
- feminine-singular - ඉංංං, plural - ඉංංං
- neutral-singular - ඉංංං, plural - ඉංංං

**Common nouns**
- living thing - ඉංංං, non-living thing - ඉංංං

**Material nouns**
- Singular - ඉංංං, plural - ඉංංං

**Proper nouns**
- living thing - ඉංංංං, non-living thing - ඉංංං

**Abstract nouns** - ඉංංං, ඉංංං

**Threefold person**
- first person-singular - ඉංං, plural - ඉංං
- second person-singular - ඉංං, plural - ඉංං
- third person-singular - ඉංං, plural - ඉංං

**Subjective and objective**
- singular subject - ඉංං, object - ඉං
- plural subject - ඉංං, object - ඉං

**Definite and Indefinite nouns**
- definite noun - ඉංංං, indefinite noun - ඉංංං

**Subject** - ඉංංං, object - ඉංංං
Adjectives
- Example: අ, ක, ව

Adverbs
- Example: පූි, දි, ජාති

Quantifiers/intensifiers
- Example: අති, අමති, අයිති, අකුර, ආකාර

Pronouns
- Example: එම for එම, එක for එක, එමෙ for එමෙ, එමෙ for එමෙ

Verbs
- First person-past tense
  - Singular - අඩු, plural - අඩුපු
- First person-present and future tense
  - Singular - කිළි, කිළිමාර
  - Plural - කිළිපු, කිළිමාර
- Second person-past tense
  - Singular - අඩුපු, plural - අඩුපුටි
- Second person-present and future tense
  - Singular - කිළි, කිළිමාර
  - Plural - කිළිපු, කිළිමාර
- Third person-past tense
  - Singular masculine - අඩුව
  - Singular feminine - අඩුක
  - Plural masculine & feminine - අඩුවී
- Third person-present and future tense
  - Singular masculine & feminine - අඩුවී
  - Singular masculine - අඩුවීය
  - Singular feminine - අඩුවීය, අඩුවීස
  - Plural masculine & feminine - අඩුවී, අඩුවීස
Other verbs

Pre-action verbs - මී. ජිත

Continuous action verbs - ජිතිත

Imperative verbs - කන්න

Causative verbs - කුඹුන්

Verbs with blessings - මහින්දා

Conditional verbs - විකාශයෙකි - නී නොකන්නේ කුඹුන්

Conjunctions

Example: මැත, මතෙ, ම, මත, මතු, මතන්තර

Numbers, quantity, dates and time

including use of මැත, මතෙ, මත with present and imperfect tenses
Appendix 6: Vocabulary list

The following vocabulary list is intended to assist teachers in planning their work. It provides the core generic vocabulary that all students will need to acquire. It is an essential vocabulary list that students should refer to and build on when preparing for the duration of their study for this qualification.

However, students are required to understand and respond to common or familiar words and/or forms of words that are not on the vocabulary list.
Theme 1: Home and abroad

1 Life in town and rural life

- poster
- to love
- abroad
- amusing
- tree
- lift
- inn
- suburb
- building
- handsome
- beautiful
- library
- countryside
- crossroad
- town centre
- duck
- castle
- horse
- traffic
- animal
- hill
- police station
- sports centre
- hen
- administrative
- town hall
- pastime
- place
- boring
- floor/storey
- farm
- farmer

- newspaper
- vendor
- lake
- slow
- shop(s)
- train station
- mountainous area
- mosquito
- cattle
- monument
- palace
- car park
- landscape
- fishing
- foot path
- on foot
- pedestrian
- swimming pool
- picturesque
- pretty
- shopping
- centre
- market place
- bridge
- cadjan hut
- harbor/port
- elephant
- zoo
- district
- region
- riverside
<table>
<thead>
<tr>
<th>English</th>
<th>Sinhala</th>
</tr>
</thead>
<tbody>
<tr>
<td>fire</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
</tr>
<tr>
<td>traffic light(s)</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
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<tr>
<td>flower</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
</tr>
<tr>
<td>river</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
</tr>
<tr>
<td>fountain</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
</tr>
<tr>
<td>museum</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
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<tr>
<td>inhabitant</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
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<tr>
<td>to live</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
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<tr>
<td>grass</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
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<tr>
<td>rush hour</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
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<td>historic</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
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<td>industrial area</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
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<tr>
<td>public garden</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
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</table>

2 Holidays, tourist information and directions

<table>
<thead>
<tr>
<th>English</th>
<th>Sinhala</th>
</tr>
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<tr>
<td>welcome</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
</tr>
<tr>
<td>to welcome, greet</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
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<tr>
<td>(to/on the) right</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
</tr>
<tr>
<td>(to/on the) left</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
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<tr>
<td>rental</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
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<tr>
<td>youth hostel</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
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<tr>
<td>the seaside</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
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<tr>
<td>to go swimming</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
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<tr>
<td>shower room</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
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<tr>
<td>brochure</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
</tr>
<tr>
<td>ornamental sculpture</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
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<tr>
<td>air conditioning</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
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<tr>
<td>camp site</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
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<tr>
<td>postcard</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
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<tr>
<td>country</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
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<tr>
<td>to change</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
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<tr>
<td>sandcastle</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
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<tr>
<td>summer camp</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
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<tr>
<td>included</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
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<tr>
<td>to go</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>English</th>
<th>Sinhala</th>
</tr>
</thead>
<tbody>
<tr>
<td>swim (in the sea)</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
</tr>
<tr>
<td>to rent/to hire</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
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<tr>
<td>to relax on the beach</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
</tr>
<tr>
<td>rent</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
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<tr>
<td>sea</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
</tr>
<tr>
<td>swimsuit, swimming costume</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
</tr>
<tr>
<td>swimsuit</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
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<tr>
<td>drinking water</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
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<tr>
<td>tourist office</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
</tr>
<tr>
<td>to forget</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
</tr>
<tr>
<td>twin-bedded room</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English</th>
<th>Sinhala</th>
</tr>
</thead>
<tbody>
<tr>
<td>full</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
</tr>
<tr>
<td>to leave</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
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<tr>
<td>passport</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
</tr>
<tr>
<td>to spend</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
</tr>
<tr>
<td>guest house</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
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<tr>
<td>beach chair</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
</tr>
<tr>
<td>street map</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
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<tr>
<td>dry/canned food</td>
<td>මුද්‍රා/මුද්‍රා - මුද්‍රා</td>
</tr>
</tbody>
</table>

32
suncream - rare collection
to sunbathe - near, nearby
to describe - plan
to unpack - a fortnight
to board - reception
landing down - to meet
to overlook - to book (hotel etc)
period (of time) - to stay
pitch (for tent) - roundabout
in advance - sand
outdoors - sleeping bag
to send - games room
craft - rock
enormous - lime stone
distinctive - cliff
living - marble
emerald - crystal
ivory - crystal
coral - metal
sculptor - metal
architecture - shrine
hotel - to reveal
reception
### 3 Holidays, tourist information and directions

<table>
<thead>
<tr>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>නාමය නම්මා – police officer</td>
<td>නාමය නම්මා – my name is</td>
</tr>
<tr>
<td>ආයිත්තයේ – thank you</td>
<td>ආයිත්තයේ – family name</td>
</tr>
<tr>
<td>නිවර්තන මාර්ගවලින් – money</td>
<td>නිවර්තන මාර්ගවලින් – lost</td>
</tr>
<tr>
<td>changing office</td>
<td>property office</td>
</tr>
<tr>
<td>මන්නා (මහාමංු) – to ring up</td>
<td>මන්නා (මහාමංු) – to forget/to leave behind</td>
</tr>
<tr>
<td>කුංකිත ප්‍රදේශය – library</td>
<td>කුංකිත ප්‍රදේශය – bank manager</td>
</tr>
<tr>
<td>දෙදී කොල් – emergency call</td>
<td>දෙදී කොල් – firefighter</td>
</tr>
<tr>
<td>මාර්ගය – money</td>
<td>මාර්ගය – loss</td>
</tr>
<tr>
<td>අදහස්මාර්ගය – letter box</td>
<td>අදහස්මාර්ගය – to want, to wish</td>
</tr>
<tr>
<td>කළමනාකරණය – post office</td>
<td>කළමනාකරණය – to lose</td>
</tr>
<tr>
<td>විකුණ්ඩ ප්‍රදේශය – telephone box</td>
<td>විකුණ්ඩ ප්‍රදේශය – plumber</td>
</tr>
<tr>
<td>පිළිසින්මාර්ගය – emergency service</td>
<td>පිළිසින්මාර්කම් – postal service</td>
</tr>
<tr>
<td>කොල්ගල් – police station</td>
<td>කොල්ගල් – parcel</td>
</tr>
<tr>
<td>කොල් කරාරු – to dial a number</td>
<td>කොල් කරාරු – first name</td>
</tr>
<tr>
<td>අසල්වා – (hair)cut</td>
<td>අසල්වා – to receive</td>
</tr>
<tr>
<td>කරාරු – to cut</td>
<td>කරාරු – to thank</td>
</tr>
<tr>
<td>කරාරු – to send</td>
<td>කරාරු – to fill in (a form)</td>
</tr>
<tr>
<td>කේන්ද්‍රයේ නාමය – to mistake</td>
<td>කේන්ද්‍රයේ නාමය – information</td>
</tr>
<tr>
<td>ආයිත්තයේ I’m sorry</td>
<td>ආයිත්තයේ I’m sorry – to repair</td>
</tr>
<tr>
<td>කොල්ගල්මාර්ගය – postman/postwoman</td>
<td>කොල්ගල්මාර්ගය – bag</td>
</tr>
<tr>
<td>නිපදුම් – to work</td>
<td>නිපදුම් – to meet up</td>
</tr>
<tr>
<td>කොල් කරාරු – printed form</td>
<td>කොල් කරාරු – (postage) stamp</td>
</tr>
<tr>
<td>දියත් – fault</td>
<td>දියත් – to be fined</td>
</tr>
<tr>
<td>නාමපත්ති – police officer</td>
<td>නාමපත්ති – thief</td>
</tr>
<tr>
<td>දෙදී – hospital</td>
<td>දෙදී – hairdresser</td>
</tr>
</tbody>
</table>
| (රේල්) නාමමේ සිට – please hold (the line) |}
4 Customs

<table>
<thead>
<tr>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>දෙන් විට -</td>
<td>birthday</td>
</tr>
<tr>
<td>දෙන්මත් -</td>
<td>match</td>
</tr>
<tr>
<td>මෙහෙන් මෝවි -</td>
<td>happy New Year</td>
</tr>
<tr>
<td>මෙහෙන්මොවි -</td>
<td>candle</td>
</tr>
<tr>
<td>මෙහෙන්මොවි -</td>
<td>to burn</td>
</tr>
<tr>
<td>මෙහෙන්මොවි -</td>
<td>present, gift</td>
</tr>
<tr>
<td>මෙහෙන්මොවි -</td>
<td>carnival</td>
</tr>
<tr>
<td>මෙහෙන්මොවි -</td>
<td>greetings card</td>
</tr>
<tr>
<td>මෙහෙන්මොවි -</td>
<td>mosque</td>
</tr>
<tr>
<td>මෙහෙන්මොවි -</td>
<td>temple</td>
</tr>
<tr>
<td>මෙහෙන්මොවි -</td>
<td>custom</td>
</tr>
<tr>
<td>මෙහෙන්මොවි -</td>
<td>to pray</td>
</tr>
<tr>
<td>මෙහෙන්මොවි -</td>
<td>to exchange</td>
</tr>
<tr>
<td>මෙහෙන්මොවි -</td>
<td>fasting</td>
</tr>
<tr>
<td>මෙහෙන්මොවි -</td>
<td>celebration, festival</td>
</tr>
<tr>
<td>මෙහෙන්මොවි -</td>
<td>friendship day</td>
</tr>
<tr>
<td>මෙහෙන්මොවි -</td>
<td>folk</td>
</tr>
<tr>
<td>මෙහෙන්මොවි -</td>
<td>esteem</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ලාර්මංකු මොවි -</td>
<td>to be born</td>
</tr>
<tr>
<td>ලාර්මංකු මොවි -</td>
<td>to open</td>
</tr>
<tr>
<td>ලාර්මංකු මොවි -</td>
<td>new year</td>
</tr>
<tr>
<td>ලාර්මංකු මොවි -</td>
<td>to have fun</td>
</tr>
<tr>
<td>ලාර්මංකු මොවි -</td>
<td>surprise party</td>
</tr>
<tr>
<td>ලාර්මංකු මොවි -</td>
<td>preparation</td>
</tr>
<tr>
<td>ලාර්මංකු මොවි -</td>
<td>to celebrate</td>
</tr>
<tr>
<td>ලාර්මංකු මොවි -</td>
<td>lighting</td>
</tr>
<tr>
<td>ලාර්මංකු මොවි -</td>
<td>fireworks</td>
</tr>
<tr>
<td>ලාර්මංකු මොවි -</td>
<td>tradition</td>
</tr>
</tbody>
</table>

5 Everyday life, traditions, and community

<table>
<thead>
<tr>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ගැටි මොවි -</td>
<td>neighbour</td>
</tr>
<tr>
<td>ගැටි මොවි -</td>
<td>Eid re-union</td>
</tr>
<tr>
<td>ගැටි මොවි -</td>
<td>community</td>
</tr>
<tr>
<td>ගැටි මොවි -</td>
<td>lunch</td>
</tr>
<tr>
<td>ගැටි මොවි -</td>
<td>public holiday</td>
</tr>
<tr>
<td>ගැටි මොවි -</td>
<td>neighborhood association</td>
</tr>
<tr>
<td>ගැටි මොවි -</td>
<td>to have afternoon tea</td>
</tr>
<tr>
<td>ගැටි මොවි -</td>
<td>procession</td>
</tr>
<tr>
<td>ගැටි මොවි -</td>
<td>neighbourhood</td>
</tr>
<tr>
<td>ගැටි මොවි -</td>
<td>New Year’s meal</td>
</tr>
<tr>
<td>ගැටි මොවි -</td>
<td>tradition</td>
</tr>
<tr>
<td>ගැටි මොවි -</td>
<td>lament</td>
</tr>
</tbody>
</table>
Theme 2: Education and employment

1 School life and routine

<table>
<thead>
<tr>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>හැඳිකියාව - English</td>
<td>15-19 පෙළහු - 15-19 school</td>
</tr>
<tr>
<td>පිළිබඳ / පිළිබඳ - Sinhala/Sinhalese</td>
<td>පිළිබඳවතිරිමය - building</td>
</tr>
<tr>
<td>පුළුලිරිය - to learn</td>
<td>පුළුලිරිය - psychology</td>
</tr>
<tr>
<td>හැඳිකියාව පිළිබඳවතිරිමය - school leaving certificate</td>
<td>හැඳිකියාව පිළිබඳවතිරිමය - primary school teacher</td>
</tr>
<tr>
<td>විශාකාරා (ාක්ශීය) - art (subject)</td>
<td>හැඳිකියාව පිළිබඳවතිරිමය - maths</td>
</tr>
<tr>
<td>පෙළහු පිළිබඳවතිරිමය - language assistant</td>
<td>හැඳිකියාව පිළිබඳවතිරිමය - subject</td>
</tr>
<tr>
<td>පිළිබඳවතිරිමය - qualification</td>
<td>පිළිබඳවතිරිමය - modern</td>
</tr>
<tr>
<td>විශාකාරා පිළිබඳවතිරිමය (ාක්ශීය) / විශාකාරා පිළිබඳවතිරිමය - head teacher, principal</td>
<td></td>
</tr>
<tr>
<td>විශාකාරා පිළිබඳවතිරිමය - to do well</td>
<td>විශාකාරා පිළිබඳවතිරිමය - coach, supervisor</td>
</tr>
<tr>
<td>කන්දාවේ පිළිබඳුව - to do well</td>
<td>කන්දාවේ පිළිබඳුව - word</td>
</tr>
<tr>
<td>පුළුලිරිය - biology</td>
<td>කන්දාවේ පිළිබඳුව - music</td>
</tr>
<tr>
<td>පිළිබඳවතිරිමය පිළිබඳවතිරිමය - school office</td>
<td>කන්දාවේ පිළිබඳුව - mark</td>
</tr>
<tr>
<td>පිළිබඳවතිරිමය පිළිබඳවතිරිමය - chemistry</td>
<td>කන්දාවේ පිළිබඳුව - oral</td>
</tr>
<tr>
<td>කන්දාවේ පිළිබඳවතිරිමය, කන්දාවේ පිළිබඳවතිරිමය - folder, file</td>
<td></td>
</tr>
<tr>
<td>කන්දාවේ පිළිබඳවතිරිමය - to start</td>
<td>කන්දාවේ පිළිබඳවතිරිමය - computer</td>
</tr>
<tr>
<td>කන්දාවේ පිළිබඳවතිරිමය - to do well</td>
<td>කන්දාවේ පිළිබඳවතිරිමය - trousers</td>
</tr>
<tr>
<td>කන්දාවේ පිළිබඳවතිරිමය - playground</td>
<td>කන්දාවේ පිළිබඳවතිරිමය - paper</td>
</tr>
<tr>
<td>කන්දාවේ පිළිබඳවතිරිමය - lesson</td>
<td>කන්දාවේ පිළිබඳවතිරිමය - lunch, midday break</td>
</tr>
<tr>
<td>කන්දාවේ පිළිබඳවතිරිමය - tennis court</td>
<td>කන්දාවේ පිළිබඳවතිරිමය - physics</td>
</tr>
<tr>
<td>කන්දාවේ පිළිබඳවතිරිමය - lunch, midday meal</td>
<td>කන්දාවේ පිළිබඳවතිරිමය - to ask a question</td>
</tr>
<tr>
<td>කන්දාවේ පිළිබඳවතිරිමය - design (school subject)</td>
<td>කන්දාවේ පිළිබඳවතිරිමය - to practise</td>
</tr>
<tr>
<td>කන්දාවේ පිළිබඳවතිරිමය - drawing</td>
<td>කන්දාවේ පිළිබඳවතිරිමය - teacher</td>
</tr>
<tr>
<td>කන්දාවේ පිළිබඳවතිරිමය - to draw</td>
<td>කන්දාවේ පිළිබඳවතිරිමය - plan</td>
</tr>
<tr>
<td>කන්දාවේ පිළිබඳවතිරිමය - dictionary</td>
<td>කන්දාවේ පිළිබඳවතිරිමය - pronunciation</td>
</tr>
<tr>
<td>කන්දාවේ පිළිබඳවතිරිමය පිළිබඳවතිරිමය - changing room</td>
<td>කන්දාවේ පිළිබඳවතිරිමය - to take the register</td>
</tr>
<tr>
<td>කන්දාවේ පිළිබඳවතිරිමය - to last</td>
<td>කන්දාවේ පිළිබඳවතිරිමය - to ring</td>
</tr>
<tr>
<td>කන්දාවේ පිළිබඳවතිරිමය - exchange</td>
<td>කන්දාවේ පිළිබඳවතිරිමය - qualified</td>
</tr>
<tr>
<td>කන්දාවේ පිළිබඳවතිරිමය - infants’ school</td>
<td>කන්දාවේ පිළිබඳවතිරිමය - playtime, recreation</td>
</tr>
<tr>
<td>කන්දාවේ පිළිබඳවතිරිමය - primary school</td>
<td>කන්දාවේ පිළිබඳවතිරිමය - ruler</td>
</tr>
<tr>
<td>කන්දාවේ පිළිබඳවතිරිමය - secondary school</td>
<td>කන්දාවේ පිළිබඳවතිරිමය - ruler</td>
</tr>
<tr>
<td>කන්දාවේ පිළිබඳවතිරිමය - written, in writing</td>
<td>කන්දාවේ පිළිබඳවතිරිමය - to reply</td>
</tr>
<tr>
<td>කන්දාවේ පිළිබඳවතිරිමය - citizenship</td>
<td>කන්දාවේ පිළිබඳවතිරිමය - summary</td>
</tr>
<tr>
<td>කන්දාවේ පිළිබඳවතිරිමය - pupil, student</td>
<td>කන්දාවේ පිළිබඳවතිරිමය - summaries</td>
</tr>
<tr>
<td>කන්දාවේ පිළිබඳවතිරිමය - timetable</td>
<td>කන්දාවේ පිළිබඳවතිරිමය - projector</td>
</tr>
<tr>
<td>කන්දාවේ පිළිබඳවතිරිමය - education</td>
<td>කන්දාවේ පිළිබඳවතිරිමය - classroom</td>
</tr>
<tr>
<td>කන්දාවේ පිළිබඳවතිරිමය - physical education</td>
<td>කන්දාවේ පිළිබඳවතිරිමය - staffroom</td>
</tr>
<tr>
<td>Sinhala</td>
<td>English</td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>ජාලත්ම මාසි - foreign language</td>
<td>මෙරට මඟි - assembly hall</td>
</tr>
<tr>
<td>මාත්‍රම්ම මාසි - studies</td>
<td>මෙරට මඟි - science subject</td>
</tr>
<tr>
<td>මඟි - language</td>
<td>මඟි - school</td>
</tr>
<tr>
<td>මාත්‍රම්ම මඟි/මඟි මඟි - to discuss, to debate</td>
<td>මාත්‍රම්ම මඟි/මඟි මඟි - first year of secondary school</td>
</tr>
<tr>
<td>මාත්‍රම්ම මඟි/මඟි මඟි - to study</td>
<td>මාත්‍රම්ම මඟි/මඟි - (interactive) whiteboard</td>
</tr>
<tr>
<td>මඟි/මඟි - example</td>
<td>මඟි/මඟි - term/year</td>
</tr>
<tr>
<td>මඟි/මඟි මඟි - to explain</td>
<td>මඟි/මඟි - sociology</td>
</tr>
<tr>
<td>මඟි/මඟි මඟි - books</td>
<td>මඟි/මඟි - sports field</td>
</tr>
<tr>
<td>මඟි/මඟි/මඟි - end, finish</td>
<td>මඟි/මඟි - sport</td>
</tr>
<tr>
<td>මඟි/මඟි - French</td>
<td>මඟි/මඟි - work experience</td>
</tr>
<tr>
<td>මඟි/මඟි - rubber</td>
<td>මඟි/මඟි - pen</td>
</tr>
<tr>
<td>මඟි/මඟි - geography</td>
<td>මඟි/මඟි - tracksuit</td>
</tr>
<tr>
<td>මඟි/මඟි - gymnasium</td>
<td>මඟි/මඟි - picture</td>
</tr>
<tr>
<td>මඟි/මඟි - hour/lesson period</td>
<td>මඟි/මඟි - board</td>
</tr>
<tr>
<td>මඟි/මඟි - holiday</td>
<td>මඟි/මඟි - pencil sharpener</td>
</tr>
<tr>
<td>මඟි/මඟි - computer (science)</td>
<td>මඟි/මඟි - school library</td>
</tr>
<tr>
<td>මඟි/මඟි - Sri Lankan</td>
<td>මඟි/මඟි - toilet(s)</td>
</tr>
<tr>
<td>(මඟි/මඟි) මඟි - (school) day</td>
<td>මඟි/මඟි - term</td>
</tr>
<tr>
<td>මඟි/මඟි/මඟි - laboratory</td>
<td>මඟි/මඟි - useful</td>
</tr>
<tr>
<td>මඟි/මඟි - sixth form, last/final year (of school)</td>
<td>මඟි/මඟි - right, correct</td>
</tr>
</tbody>
</table>

2 School rules and pressures

<table>
<thead>
<tr>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>මඟි/මඟි - to improve</td>
<td>මඟි/මඟි - weak</td>
</tr>
<tr>
<td>මඟි/මඟි - to sit down</td>
<td>මඟි/මඟි - mistake</td>
</tr>
<tr>
<td>මඟි/මඟි - to chat</td>
<td>මඟි/මඟි - interesting</td>
</tr>
<tr>
<td>මඟි/මඟි - end-of-term report</td>
<td>මඟි/මඟි - skirt</td>
</tr>
<tr>
<td>මඟි/මඟි - exercise book</td>
<td>මඟි/මඟි - right, correct</td>
</tr>
<tr>
<td>මඟි/මඟි - school bag</td>
<td>මඟි/මඟි - to drop/give up (a subject)</td>
</tr>
<tr>
<td>මඟි/මඟි - headphones</td>
<td>මඟි/මඟි - textbook</td>
</tr>
<tr>
<td>මඟි/මඟි - staffroom</td>
<td>මඟි/මඟි - hopeless, no good at</td>
</tr>
<tr>
<td>මඟි/මඟි - socks</td>
<td>මඟි/මඟි - detention</td>
</tr>
<tr>
<td>මඟි/මඟි/මඟි - shoes</td>
<td>මඟි/මඟි - mark</td>
</tr>
<tr>
<td>මඟි/මඟි - shirt</td>
<td>මඟි/මඟි - strict</td>
</tr>
<tr>
<td>මඟි/මඟි - blouse</td>
<td>මඟි/මඟි - compulsory</td>
</tr>
<tr>
<td>මඟි/මඟි - jumper</td>
<td>මඟි/මඟි - punctual</td>
</tr>
<tr>
<td>මඟි/මඟි - to take an exam</td>
<td></td>
</tr>
</tbody>
</table>
3 School trips, events, and exchanges

- to welcome
- activity leader
- to attend
- youth hostel
- competition
- penpal
- exchange
- school trip
- parent, guardian
- graduation
- tourist guide
- homesickness

4 Work, careers and volunteering

- police officer
- actor/actress
- presenter
- advertisement
apprentice - ඉංග්‍රීසි: apprentice
apprenticeship - ඉංග්‍රීසි: apprenticeship
well paid - ඉංග්‍රීසි: well paid
baker - ඉංග්‍රීසි: baker
job - ඉංග්‍රීසි: job
office - ඉංග්‍රීසි: office
till, cash desk - ඉංග්‍රීසි: till, cash desk
cashier - ඉංග්‍රීසි: cashier
taxi driver - ඉංග්‍රීසි: taxi driver
to file, to sort - ඉංග්‍රීසි: to file, to sort
IT engineer - ඉංග්‍රීසි: IT engineer
chef - ඉංග්‍රීසි: chef
unemployment - ඉංග්‍රීසි: unemployment
builder/bricklayer/mason - ඉංග්‍රීසි: builder/bricklayer/mason
volunteer worker - ඉංග්‍රීසි: volunteer worker
company - ඉංග්‍රීසි: company
accountant - ඉංග්‍රීසි: accountant
advice - ඉංග්‍රීසි: advice
cook - ඉංග්‍රීසි: cook
telephone call - ඉංග්‍රීසි: telephone call
correspondence, mail - ඉංග්‍රීසි: correspondence, mail
email - ඉංග්‍රීසි: email
dentist - ඉංග්‍රීසි: dentist
nursery (for children) - ඉංග්‍රීසි: nursery (for children)
electrician - ඉංග්‍රීසි: electrician
to do unpaid charity work - ඉංග්‍රීසි: to do unpaid charity work
employer - ඉංග්‍රීසි: employer
job - ඉංග්‍රීසි: job
unemployed - ඉංග්‍රීසි: unemployed
business - ඉංග්‍රීසි: business
to send - ඉංග්‍රීසි: to send
employee/office worker - ඉංග්‍රීසි: employee/office worker
postman - ඉංග්‍රීසි: postman
(tele)phone - ඉංග්‍රීසි: (tele)phone
future plans

- future
- to need
- to want to
- to intend to
- plans
- to look for
- to study for (an exam)
- to decide to
- qualified
- law (subject)
- to interview
- to hope
- college
- to start

- student
- to study art subjects
- to praise
- to allow
- old(er)
- next
- to plan (for future)
- to leave
- suitable
- to know
- university
- career
- diploma/certificate
Theme 3: Personal life and relationships

1 House and home

pleasant - දක්නටමෙනරන් - washing machine
flat, apartment - නැගෙනහිර නොමෙනගැබේ - kettle
on the first floor - යටගොඩ යටතුරු - house/home
on the ground floor - යෝජමත යටතුරු - item of furniture
bath(tub) - නැගෙනහිර දේවන්තරු - modern, up to date
office - කිරීමිත පැරණි - carpet
sofa, settee - කර්ණුත - wall
front/back garden - කුඹක්ෂමා - hi-fi/ stereo system
bottle - මොලුටන - tin opener
chair - කොටඹුන් කතේස් - detached house
bedroom - ප්‍රොම්පොත් - lawn
key - පාදුරු - room
chest of drawers - බොහෝක්කර තිලන්කම් - cupboard
comfortable - ආදානමත් - ceiling
freezer - කොටස් - floor
knife - මොත් - plant
blanket - ප්‍රොම්පොත් - frying pan
kitchen - කොටස් - wooden stove
stove, cooker - ප්‍රොම්පොත් - door
shower - ප්‍රොම්පොත් - rubbish bin
stairs - ප්‍රොම්පොත් - radiator
storey, floor - කුඹක්ෂමා - tea/coffee table
armchair, easy chair - ප්‍රොම්පොත් - curtain(s)
window - ප්‍රොම්පොත් - tap
farm - ප්‍රොම්පොත් - dining room
oven - ප්‍රොම්පොත් - bathroom
microwave - ප්‍රොම්පොත් - living room, lounge
refrigerator/ fridge - ප්‍රොම්පොත් - gas
attic, loft - කුඹක්ෂමා - rented house
to live - කුඹක්ෂමා - dressing table
garden - ප්‍රොම්පොත් - mat
bunk bed - ප්‍රොම්පොත් - cup
vegetable garden - ප්‍රොම්පොත් - plate
2 Daily routines and helping at home

- things, belongings
- at home
- to switch on
- cupboard, wardrobe
- vacuum cleaner
- bowl
- to wait for
- to be hot/warm
- to be hungry
- to be cold
- to be thirsty
- ring (jewellery)
- trainers
- box
- spoon
- earrings
- hairbrush
- toothbrush
- coffee maker
- cap
- saucepan
- to go up to a bedroom
- pair of pyjamas
- belt
- nightdress
- to cut
- knife
- blanket

- to lay (the table)
- tablecloth
- to clean
- rubbish
- pillow
- reading desk
- snacks
- pair of
- pair of trousers
- to vacuum
- to wash up
- serving dish (meal)
- key ring
- dustbin
- to help
- to (take a) shower
- to tidy up
- sweater, pullover
- sometimes
- rarely, not often
- to get/to go (home)
- in the morning(s)/in the afternoon(s)
- to walk the dog
- warm socks
- quilt
- lipstick
- handbag
- soap
<table>
<thead>
<tr>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>මොකුඹය - fork</td>
<td>මරිය - to get up</td>
</tr>
<tr>
<td>මොකුඹය ඉතිහත, වජා - rubbish</td>
<td>මරිය කොපි - to wake up</td>
</tr>
<tr>
<td>මොකුඹය වජා - to go downstairs</td>
<td>මරිය කොපි, කපින් - to serve</td>
</tr>
<tr>
<td>මොකුඹය - (made of) cotton</td>
<td>මරිය - (made of) wool</td>
</tr>
<tr>
<td>මොකුඹය - to get up</td>
<td>මරිය - to have fun</td>
</tr>
<tr>
<td>මොකුඹය - (made of) silk</td>
<td>මරිය කොපි කුසල් නැතුම් - kitchen sink</td>
</tr>
<tr>
<td>මුල්ලම් - (bed) sheet</td>
<td>මරිය කොපි - to wake up</td>
</tr>
<tr>
<td>සිල්ලම් - shelf</td>
<td>මරිය කොපි, කපින් - to serve</td>
</tr>
<tr>
<td>මරිය වජා, වජානම් අතර - to make the bed</td>
<td>මරිය කොපි, කපින් - late</td>
</tr>
<tr>
<td>මරිය - to cook</td>
<td>මරිය කොපි, කපින් - to serve</td>
</tr>
<tr>
<td>මරිය වජා - to do the washing-up</td>
<td>මරිය කොපි - to wake up</td>
</tr>
<tr>
<td>මරිය වජා වජානම් අතර - to do the gardening</td>
<td>මරිය කොපි, කපින් - to serve</td>
</tr>
<tr>
<td>මරිය වජා - to do the laundry</td>
<td>මරිය - (bath) towel</td>
</tr>
<tr>
<td>මරිය වජා - to do the ironing</td>
<td>මරිය - to wash</td>
</tr>
<tr>
<td>කොපින් වජානම් අතර - to do the housework</td>
<td>කොපින් වජානම් අතර - to get ready (for)</td>
</tr>
<tr>
<td>කොපින් වජා - to bring in (the washing)</td>
<td>කොපින් වජා - to have a shave</td>
</tr>
<tr>
<td>කොපින් වජා - to pour</td>
<td>කොපින් වජා - to go out</td>
</tr>
<tr>
<td>කොපින් වජානම් අතර - to tidy up the room</td>
<td>කොපින් වජා - to take out (the rubbish)</td>
</tr>
<tr>
<td>කොපින් වජා - to do the gardening</td>
<td>කොපින් වජා - on Mondays/on Tuesday</td>
</tr>
<tr>
<td>කොපින් වජා - to do the laundry</td>
<td>කොපින් වජා - to wash</td>
</tr>
<tr>
<td>කොපින් වජා - to do the ironing</td>
<td>කොපින් වජා - cup</td>
</tr>
<tr>
<td>කොපින් වජා - to do the housework</td>
<td>කොපින් වජා - T-shirt</td>
</tr>
<tr>
<td>කොපින් වජා - to bring in (the washing)</td>
<td>කොපින් වජා - shampoo</td>
</tr>
<tr>
<td>කොපින් වජා - to pour</td>
<td>කොපින් වජා - to go out</td>
</tr>
<tr>
<td>කොපින් වජා - to do the gardening</td>
<td>කොපින් වජා - to have a shave</td>
</tr>
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<tr>
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<td>කොපින් වජා - T-shirt</td>
</tr>
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<tr>
<td>කොපින් වජා - to pour</td>
<td>කොපින් වජා - to go out</td>
</tr>
<tr>
<td>කොපින් වජා - to do the gardening</td>
<td>කොපින් වජා - to have a shave</td>
</tr>
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</tr>
<tr>
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<td>කොපින් වජා - to have a shave</td>
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<td>කොපින් වජා - T-shirt</td>
</tr>
</tbody>
</table>
3 Role models

- actor - idol
- adverts - to imitate
- personality - lyrics
- characteristic - model
- song - role model
- brave - newspaper
- behaviour - quality
- to copy - magazine
- famous - helpful
- fault - to follow
- determination - a star
- celebrities - philosophy
- good/bad example - influence
- footballer - to behave
- unceasing

4 Relationships with family and friends

- adopted - generous
- elderly - kind, nice
- x years old - tall
- address - grandmother
- pleasant, nice, kind - grandfather
- older - happy
- friend - man
- friendship - honest, decent
- to love - rude, impolite
- pet - pretty
- love - twin(s)
- to know (a person) - female twin(s)
- happy, pleased, glad - blond(e)
- to be x (years old) - ugly
- beard - rabbit
- chatty, talkative - long
- baby - spectacles, glasses
- stupid - thin
- mouth - mummy, mum, mother
curly - புள்ளி, பிள்ளி புள்ளிக்கு - curly
younger - இயுணை, இயுணையம் - younger
personality, character - கிரு, கிருத்து - personality, character
(school) friend - (சூனூங்ட்ம் /சூனூங்ட்ம்) - (school) friend
single, unmarried - இருந்து, இருந்துவையுடைய - single, unmarried
cat - காட்டு, காட்டுப்படை - cat
brown (hair) - பிள்ளி (பிள்ளி) - brown (hair)
bald - பிள்ளி - bald
hair - இயந்திய - hair
dog - பக்கிய, பக்கியம் - dog
guinea pig - புள்ளி - guinea pig
independent - இயோகம் - independent
self-confident - சோதனை, சோதனையான - self-confident
to have - கொண்டு, கொண்டு கொண்டு - to have
dark/black hair - (தூங்குத்து /தூங்குத்து) - dark/black hair

husband - புவிய, புவிய புவிய - husband
married - புவிய புவியம் - married
brown (of eyes) - பிள்ளி (பிள்ளி) - brown (of eyes)
nasty, unpleasant - தூங்குத்து, தூங்குத்தும் - nasty, unpleasant
mother - மாம் /மாம் /மாம் - mother
sweet, cute - சூண்டு, சூண்டும் - sweet, cute
slim - செந்நு - slim
dead - கிளை, கிளையம் - dead
nationality - தோற்றம் - nationality
nephew - என்றூ - nephew
niece - என்றூ - niece
family name - பெண், பெண், பெண் - family name
uncle - அணை, அணை, அணை - uncle
daddy, dad, father - மாம் - daddy, dad, father
<table>
<thead>
<tr>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>මුණි මේදී - to be in love with</td>
<td>parents/relatives</td>
</tr>
<tr>
<td>අංශකාරී මේදී - friend/boyfriend</td>
<td>to share</td>
</tr>
<tr>
<td>අංශකාරී මේදී - friend/girlfriend</td>
<td>මෝහන්ත් මේදී/මෝහන්ත් මේදී - to lose</td>
</tr>
<tr>
<td>මෙතු මේදී - short</td>
<td>father</td>
</tr>
<tr>
<td>මෝහන්ත් මේදී, පළකිරීමදාරයෙන් - male cousin</td>
<td>අංශකාරී - boyfriend</td>
</tr>
<tr>
<td>මෝහන්ත් මේදී, පළකිරීමදාරයෙන් - female cousin</td>
<td>අංශකාරී - girlfriend</td>
</tr>
<tr>
<td>ප්‍රත්‍යාපනයන් - neighbour</td>
<td>මොලන්ට් මේදී - goldfish</td>
</tr>
<tr>
<td>කොටස් කොටස් - half-sister</td>
<td>මලකොටස්/මලකොටස් - polite</td>
</tr>
<tr>
<td>මොලන්ට් කොටස් - divorced</td>
<td>මලකොටස් ප්‍රතිති - first/given name</td>
</tr>
<tr>
<td>මොල්කොටස් - selfish</td>
<td>මලකොටස් ප්‍රතිති - to meet</td>
</tr>
<tr>
<td>මොල්කොටස් - (only) child</td>
<td>මලකොටස් - to laugh</td>
</tr>
<tr>
<td>මොල්කොටස් - to marry</td>
<td>මලකොටස්/මලකොටස් - to know (a fact)</td>
</tr>
<tr>
<td>මොල්කොටස් - sister</td>
<td>කොටස්/කොටස් - family</td>
</tr>
<tr>
<td>මොල්කොටස්/කොටස් - woman/wife</td>
<td>කොටස්/කොටස් - sister</td>
</tr>
<tr>
<td>මොල්කොටස්/කොටස්/කොටස් - girl/daughter</td>
<td>කොටස්/කොටස් - sister</td>
</tr>
<tr>
<td>මොල්කොටස් - son</td>
<td>කොටස්/කොටස් - sister</td>
</tr>
<tr>
<td>මොල්කොටස්/කොටස් - dark</td>
<td>කොටස්/කොටස් - old, elderly</td>
</tr>
<tr>
<td>කොටස්/කොටස්/කොටස් - mad, crazy</td>
<td>කොටස්/කොටස් - old, elderly</td>
</tr>
<tr>
<td>කොටස්/කොටස්/කොටස් - brother</td>
<td>කොටස්/කොටස් - old, elderly</td>
</tr>
<tr>
<td>කොටස්/කොටස් - curly</td>
<td>කොටස්/කොටස් - old, elderly</td>
</tr>
<tr>
<td>කොටස්/කොටස්/කොටස් - boy/son</td>
<td>කොටස්/කොටස් - old, elderly</td>
</tr>
<tr>
<td>කොටස්/කොටස්/කොටස් - half-brother</td>
<td>කොටස්/කොටස් - old, elderly</td>
</tr>
</tbody>
</table>

5 Childhood

<table>
<thead>
<tr>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>මුණි මේදී - to love, to adore</td>
<td>මෙසේමාරන්ත් මේදී - to climb</td>
</tr>
<tr>
<td>අංශකාරී මේදී - to like</td>
<td>මෙසේමාරන්ත් මේදී - to tell off, to scold</td>
</tr>
<tr>
<td>අංශකාරී මේදී - baby</td>
<td>මෙසේමාරන්ත් මේදී - game</td>
</tr>
<tr>
<td>මෝහන්ට් කොටස් - comic book</td>
<td>මොහන්ට් කොටස් - young</td>
</tr>
<tr>
<td>කොටස්/කොටස්/කොටස් - to be in love with</td>
<td>කොටස්/කොටස්/කොටස් - young person</td>
</tr>
<tr>
<td>කොටස්/කොටස් - dark</td>
<td>කොටස්/කොටස් - toy</td>
</tr>
<tr>
<td>මොහන්ට් කොටස් - sad</td>
<td>කොටස්/කොටස් - doll</td>
</tr>
<tr>
<td>සැම්මාරන්ත් කොටස් - sporty/sport-loving/athletic</td>
<td>කොටස්/කොටස් - toy</td>
</tr>
<tr>
<td>සැම්මාරන්ත් කොටස් - sporty/sport-loving/athletic</td>
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<td>කොටස්/කොටස් - toy</td>
</tr>
<tr>
<td>Sinhala</td>
<td>English</td>
</tr>
<tr>
<td>----------</td>
<td>-----------</td>
</tr>
<tr>
<td>උමුෂාමු /කුමාතුහා - to sleep</td>
<td>ආළුතු /කුමාතුහා - to cry</td>
</tr>
<tr>
<td>උමුෂාමු - childhood</td>
<td>උමුෂාමු /කුමාතුහා - to prefer</td>
</tr>
<tr>
<td>කොළඹී - child</td>
<td>කොළඹී /කුමාතුහා - to tell (a story)</td>
</tr>
<tr>
<td>ආභාභාභාභා - adolescent</td>
<td>කොළඹී - to repeat</td>
</tr>
<tr>
<td>කොළභාභාභාභා - grown-up</td>
<td>කොළභාභාභා - to enjoy oneself</td>
</tr>
<tr>
<td>කොළභාභාභා - to grow up</td>
<td>කොළභාභාභා - to jump</td>
</tr>
</tbody>
</table>
### Theme 4: The modern world

#### 1 Environmental issues

<table>
<thead>
<tr>
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<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ප්‍රදේශයන් - lightbulb</td>
<td>ප්‍රදේශයන්නවට මත තුල - unhealthy</td>
</tr>
<tr>
<td>දෙළින් - to fear, to be afraid</td>
<td>දෙළින් යොදදෙළින් - oil slick</td>
</tr>
<tr>
<td>අර්ධින් - organic</td>
<td>අර්ධින් යොදැතින් - to threaten</td>
</tr>
<tr>
<td>ප්‍රදේශයන්නවට - rainforest</td>
<td>ප්‍රදේශයන්නවට, මෙහෙය - earth, world</td>
</tr>
<tr>
<td>මුහුණමතුම් - household waste</td>
<td>මුහුණමතුම් - wood, timber</td>
</tr>
<tr>
<td>මුහුණමතුම් - catastrophe</td>
<td>මුහුණමතුම් - solar panels</td>
</tr>
<tr>
<td>මැඬ ජායිතා - change</td>
<td>කොළඹ/ජායිතා - shortage</td>
</tr>
<tr>
<td>මැඬ - coal</td>
<td>කොළඹ/ජායිතා - crude oil, petroleum</td>
</tr>
<tr>
<td>ගෙද්ධකස්තකාව - traffic</td>
<td>ගෙද්ධකස්තකාව - acid rain</td>
</tr>
<tr>
<td>මුහුණමතුම් - contamination</td>
<td>මුහුණමතුම් - polluting</td>
</tr>
<tr>
<td>ගරුණාවරුනකයා - ozone layer</td>
<td>ගරුණාවරුනකයා - polluted</td>
</tr>
<tr>
<td>මුහුණමතුම්ින් (සතු මුහුණමතුම්ින්/සතු මුහුණමතුම්ින් - to go up)</td>
<td>මුහුණමතුම්ින්, මුහුණමතුම්ින් යොදැතින් - endangered, disappearing</td>
</tr>
<tr>
<td>(temperature)</td>
<td></td>
</tr>
<tr>
<td>මුහුණමත්තේත්තකාව - to destroy</td>
<td>මුහුණමත්තේත්තකාව - recycling</td>
</tr>
<tr>
<td>ගරුණාවරුනකයා - ecological</td>
<td>ගරුණාවරුනකයා - dirty</td>
</tr>
<tr>
<td>මුහුණමත්තේත්තකාව මාලකයා - greenhouse effect</td>
<td>මුහුණමත්තේත්තකාව මාලකයා - to save</td>
</tr>
<tr>
<td>මුහුණමත්තේත්තකාව - traffic jam, holdup</td>
<td>මුහුණමත්තේත්තකාව - drought</td>
</tr>
<tr>
<td>(මුහුණමත්තේත්තකාව) මුහුණමත්තේත්තකාව - (nuclear) energy</td>
<td>මුහුණමත්තේත්තකාව - safety</td>
</tr>
<tr>
<td>ගරුණාවරුනකයා - clean</td>
<td>ගරුණාවරුනකයා - to be 'green'/ecological aware</td>
</tr>
<tr>
<td>මුහුණමත්තේත්තකාව - environment</td>
<td>මුහුණමත්තේත්තකාව - tornado</td>
</tr>
<tr>
<td>මුහුණමත්තේත්තකාව - flood</td>
<td>කොළඹ යොදදෙළින් - to kill</td>
</tr>
<tr>
<td>මුහුණමත්තේත්තකාව - species</td>
<td>මුහුණමත්තේත්තකාව මුහුණමත්තේත්තකාව/ජායිතා මුහුණමත්තේත්තකාව - global warming</td>
</tr>
<tr>
<td>මුහුණමත්තේත්තකාව - petrol</td>
<td>මුහුණමත්තේත්තකාව - victim (men and women)</td>
</tr>
<tr>
<td>(මුහුණමත්තේත්තකාව) මුහුණමත්තේත්තකාව - wave (sea)</td>
<td>(මුහුණමත්තේත්තකාව) මුහුණමත්තේත්තකාව - (forest) fire</td>
</tr>
<tr>
<td>මුහුණමත්තේත්තකාව - wind turbines</td>
<td>මුහුණමත්තේත්තකාව මුහුණමත්තේත්තකාව - renewable</td>
</tr>
<tr>
<td>මුහුණමත්තේත්තකාව - energy</td>
<td>මුහුණමත්තේත්තකාව - energy</td>
</tr>
</tbody>
</table>

#### 2 Weather and climate

<table>
<thead>
<tr>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>කොළඹ - shower</td>
<td>කොළඹ යොදදෙළින් - it is snowing</td>
</tr>
<tr>
<td>කොළඹ - fine</td>
<td>කොළඹ යොදදෙළින් - it is thundering</td>
</tr>
<tr>
<td>කොළඹ මාලකයා - fog</td>
<td>කොළඹ මාලකයා - raincoat</td>
</tr>
<tr>
<td>කොළඹ මාලකයා - mist</td>
<td>කොළඹ මාලකයා - coat</td>
</tr>
<tr>
<td>කොළඹ මාලකයා - misty</td>
<td>කොළඹ මාලකයා - bad</td>
</tr>
<tr>
<td>කොළඹ - heat</td>
<td>කොළඹ මාලකයා - weather forecast</td>
</tr>
</tbody>
</table>

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3 Travel and transport

- abroad
- accident
- hovercraft
- airport
- return (ticket)
- to reduce speed
- bus
- bus stop
- arrival
- to arrive
- to land
- to land
- boot (of car)

- tyre
- door (of vehicle)
- priority
- next
- waiting room
- platform
- to miss (eg train)
- delay
- wheel
- main road
- unleaded
- single

- ice - cloudy, overcast
- to change
- snow
- to snow
- snowy
- north
- cloud
- storm
- west
- umbrella
- to rain
- rain
- season
- sun
- south
- temperature
- weather
- thunder
- wind
- it is bad weather
- it is icy
- cloudy
- overcast

3 Travel and transport

- abroad
- accident
- hovercraft
- airport
- return (ticket)
- to reduce speed
- bus
- bus stop
- arrival
- to arrive
- to land
- to land
- boot (of car)
motorway - මෝටරවей
aeroplane - සායිලාප්ලාන්
luggage - ගැරමි
boat, ship - මාරු, යාලි
ticket - මොර්ක්
ticket office - මොර්ක් අමුණ
have a nice stay - මේ අත්නවවන්න
have a good journey - මේ අන්තර්ශභයටවන්න
cycle - කළේ
bicycle lane - කළේ රුරා
haulage, truck - පොළම, දියණුම
crossroads - පොළමල මෙහෙය
(crash) helmet - පොළමල මෙහෙය
change - අණියා乔丹
driver (of bus, taxi etc) - සිටුමටුරු, සිටුමන
puncture / breakdown - පොළමල / පරණිත මෙහෙය
railway - බෝනය
traffic - කෂාස්ථය
(m) - lost property office - ඉදිරිපත්කම් පිටුව
- (m) - motor bike
station - දෙදර
bus station - දෙදරු දෙදර
railway station - බෝනය දෙදර
diesel - දිසැලී
to park - පිටුවට පිටුව
kilometer - කළණිකම
walk - මිදුම
meter - කළණිකම
underground - සුන්දරාරත
moped - ඉදිරිපත්කම්
to get in / get on - පිටුවට පිටුව
to check - අණියා乔丹
quickly, fast - අණියා乔丹
driving licence - අණියා乔丹
(form of) identification - අණියා乔丹
4 The Media

- the news - headlines
- weekly - (magazine)
- adult - game show
- celebrity (men and women) - newspaper/news broadcast
- amazing - news
- listener - to read
- cartoon - newsreader
- strip/graphic novel / presenter
- ticket - to show
- famous - fashion
- actor/actress - reduced
- song - small ads
- to sing - play
- singer - seat (in cinema etc)
- to shock - price
- how much/how many - television / radio set
- advertising / advertisement - (television) channel
<table>
<thead>
<tr>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>බ්‍ය ඉඳ - to cost</td>
<td>මොකුතුන් - to start</td>
</tr>
<tr>
<td>කොරියර මූපකාලාව/රෑලීටි - reality television</td>
<td>කොරියර/කොරියර (රෑලීටි) - daily (newspaper)</td>
</tr>
<tr>
<td>විද්‍යාඥාතා විද්‍යාතාමලී - cartoon film</td>
<td>ග්‍රාමීය කුඩාමායෙන් - to watch, to look at</td>
</tr>
<tr>
<td>කොරියර මූපකාලාව/රෑලීටි - documentary</td>
<td>කොරියර කුඩාමායෙන් - sports report</td>
</tr>
<tr>
<td>ලැක - funny</td>
<td>කොරියර/කොරියර මූපකාලාව - to book ahead</td>
</tr>
<tr>
<td>ඍවිසුම්මා ගැසිමා - to listen to</td>
<td>කොරියර විදීතා විදීතාමලී - adventure novel</td>
</tr>
<tr>
<td>විදීතා මූපකාලාව/රෑලීටි පිළිගීය - entrance fee</td>
<td>කොරියර විදීතා විදීතාමලී - detective novel</td>
</tr>
<tr>
<td>පුරේයෝ ගැබඩු - special effects</td>
<td>කොරියර කොරියර - film festival</td>
</tr>
<tr>
<td>අනුගමන / පාලකයේ - way in, entrance</td>
<td>අනුගමන - series</td>
</tr>
<tr>
<td>මෙහෙයින් - student</td>
<td>මෙහෙයින්, මෙහෙයින් - to be entertained</td>
</tr>
<tr>
<td>මෙහෙයින් නායක - fan</td>
<td>මෙහෙයින් - subtitle</td>
</tr>
<tr>
<td>විශේෂ මූපකාලාව - serial, soap opera</td>
<td>සොහෝමනයේ අරභය - show, performance</td>
</tr>
<tr>
<td>මෙළිමා - comedy</td>
<td>පලමුලිග - commercial</td>
</tr>
<tr>
<td>ගොඩ කේපාව - romantic film</td>
<td>ගොඩ පෙක් - radio station</td>
</tr>
<tr>
<td>පැරණි මූපකාලාව - horror film</td>
<td>බැදි අලිපු - list of prices</td>
</tr>
<tr>
<td>පැරණි මූපකාලාව ගොඩමලාව - crime film</td>
<td>මෝ - star (men and women)</td>
</tr>
<tr>
<td>අතීත විශේෂපති - to end, to finish</td>
<td>අතීත අයෙකුක - remote control</td>
</tr>
<tr>
<td>අතීත දකුණු - end</td>
<td>අතීත - sad</td>
</tr>
<tr>
<td>විශේෂපති බලකොට - to describe</td>
<td>විශේෂපති බලකොට</td>
</tr>
</tbody>
</table>

5 Information and communication technology

<table>
<thead>
<tr>
<th>Sinhala</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ප්‍රශ්න/ප්‍රශ්න - help</td>
<td>ප්‍රශ්න - password</td>
</tr>
<tr>
<td>කේපාව - app</td>
<td>කේපාව - music</td>
</tr>
<tr>
<td>කොරියර කොරියර - database</td>
<td>කොරියර, කොරියර - browser</td>
</tr>
<tr>
<td>කොරියර/කොරියර - cursor</td>
<td>කොරියර - to browse</td>
</tr>
<tr>
<td>ප්‍රශ්න/ප්‍රශ්න (සිංහල, මෙහෙයින්) අතීත විශේෂපති - to chat (online)</td>
<td>විශේෂපති අවශ්‍යතාවට පවතී ග්‍රාමීය - illegal downloading</td>
</tr>
<tr>
<td>කොරියර කුඩාමායෙන් - keyboard</td>
<td>කොරියර/කොරියර - digital</td>
</tr>
<tr>
<td>ප්‍රශ්න/ප්‍රශ්න (සිංහල) මුලිය ගිණි - to click</td>
<td>කොරියර/කොරියර - computer</td>
</tr>
<tr>
<td>කොරියර මුලිය - to click</td>
<td>කොරියර/කොරියර මුලිය - laptop</td>
</tr>
<tr>
<td>කොරියර විශේෂපති - to paste</td>
<td>කොරියර/කොරියර මුලිය - e-page</td>
</tr>
<tr>
<td>කොරියර/කොරියර - ගෙiami විශේෂපති - games console</td>
<td>කොරියර/කොරියර - to back up</td>
</tr>
<tr>
<td>කොරියර/කොරියර - to copy</td>
<td>කොරියර/කොරියර - mobile phone</td>
</tr>
<tr>
<td>කොරියර/කොරියර - to cut</td>
<td>කොරියර/කොරියර - social network</td>
</tr>
<tr>
<td>English Term</td>
<td>Sinhala Term</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>email</td>
<td>වේල්ලම් කොටස් - email</td>
</tr>
<tr>
<td>hard disk/hard drive</td>
<td>අරාත්මක වශයෙන්මත් - hard disk/hard drive</td>
</tr>
<tr>
<td>folder</td>
<td>ආකාරයේ කොටස් - folder</td>
</tr>
<tr>
<td>screen</td>
<td>ප්‍රදර්ශනකම් - screen</td>
</tr>
<tr>
<td>to erase</td>
<td>ප්‍රමාණය ගමනිත - to erase</td>
</tr>
<tr>
<td>online</td>
<td>පීජිත ප්‍රමාණය - online</td>
</tr>
<tr>
<td>to delete</td>
<td>ආකාරය ගමනිත - to delete</td>
</tr>
<tr>
<td>chat room</td>
<td>ප්‍රාකාරික කමර් - chat room</td>
</tr>
<tr>
<td>to download/to upload</td>
<td>පිෂ්ණ ප්‍රකාෂණ කිරීම/ප්‍රකාෂණ පිෂ්ණ - to download/to upload</td>
</tr>
<tr>
<td>web user, surfer</td>
<td>ග්‍රාමිකවාදේකා විකාෂණය/ග්‍රාමිකවාදේකා ප්‍රාකාරිකය - web user, surfer</td>
</tr>
<tr>
<td>DVD</td>
<td>DVD Player</td>
</tr>
<tr>
<td>e-book</td>
<td>මාළිග වේල්ලම් කොටස් - e-book</td>
</tr>
<tr>
<td>software</td>
<td>මල්වත් කාලාංගක - software</td>
</tr>
<tr>
<td>chat room</td>
<td>ප්‍රාකාරික කමර් - chat room</td>
</tr>
<tr>
<td>to download/to upload</td>
<td>පිෂ්ණ ප්‍රකාෂණ කිරීම/ප්‍රකාෂණ පිෂ්ණ - to download/to upload</td>
</tr>
<tr>
<td>wi-fi</td>
<td>ප්‍රාකාරික කමර් - chat room</td>
</tr>
<tr>
<td>broadband</td>
<td>ප්‍රාකාරික කමර් - chat room</td>
</tr>
</tbody>
</table>
Theme 5: Social activities, fitness and health

1 Special occasions

- acrobat
- animals
- birthday
- to wait
- ring with stone
- welcome
- Jewels, jewellery
- odd, curious, strange
- enjoy your meal
- hello
- party
- bottle
- present(s)
- ceremony
- table cloth
- circus
- to hug/to kiss
- with the family
- outing
- zoo
- fast-food restaurant
- Congratulations
- engagement
- fiancé, betrothed
- celebration cake
- general public
- impressive
- table napkin, serviette
- light
- waterpark, aquapark
- wedding
- groom
- bride
- to watch
- museum
- to welcome
- wedding (festivities)
- perfume
- exciting, gripping
- picnic
- to introduce
- delighted
- to meet
- to visit people
- dress
- ribbon
- day off, holiday
- self-service restaurant
- (school) outing
- exit, way out
- warden, (zoo) keeper
- speciality of the house
- show, performance
- visitor
2 Hobbies, interests, sport and exercise

- to go fishing
- to fetch
- athletics
- to play (musical instrument)
- football (ball)
- to skateboard
- nightclub
- (ten-pin) bowling alley
- do-it-yourself (DIY)
- sports centre
- at (my) home
- playing field
- penfriend
- to run
- to dance
- to draw
- chess
- to listen
- team
- to jump
- to go swimming
- to paint
- to sail
- wrestling
- to go (tenpin)
- bowling
- boat race
- to rest
- drums
- to do sports
- to go cycling
- mountain climbing
- to go for a walk
- flute
- gardening
- garden
- tennis ball
- electronic game
- video game
- to play badminton
- to play (games/sports)
- to play (instrument)
- to do weight training
- to throw
- reading
- to read
- leisure, pastime
- youth club
- match, game
- to swim
- pastime
- skating
- to play ludo
- ice skates
- to dive
- to play piano
- to go for a long walk/hike
- novel
- to enjoy oneself
- to do
- jogging
- boxing
- to relax
- to go horse-riding
- to participate
- to go out
- sporty
3 Shopping and money matters

- purchases
- to buy
exchange office
- stationery/stationery shop
pocket money
- jewellery shop
- cheap
- butcher's
- baker's
- small shop
- seller/shopkeeper
till
- credit card
shopping centre, shopping mall
- hat
- shoes
- (travellers) cheque
- expensive
- customer, client
small shop selling cigarettes etc.
how much/how many
- to order
- shopkeeper
- competition
- sweet shop
- consumer
- to save/to make
- bank
- (to go) shopping (for essentials)
- to go
- shopping for pleasure
- to close
- closing
- supermarket
- shop, store
- hypermarket
- bookshop
- gift shop
- market
- make
- opening
- choice
- chemist's shop
- wallet
- self-service shop
- purse
- product
- price
- department
- plastic bag
- sale
4 Accidents, injuries, common ailments and health issues

- to cost
- leather
- finger
- exercise
- bill, charge

- open market
- size
- to sell
- clothes
- (shop) window

- to be better
- asthma
- ill, sick
- to have a temperature
- to have stomach ache
- ear
- to have a sore throat
- eye
- to feel sick
- to have a stiff neck
- to have backache
- to bite
- injured
- mouth
- arm
- heart
- pill, tablet
- body
- (traveler’s) tooth
- diarrhoea
- to sleep
- blood
- to smoke
- smoker
- to stay in bed
- knee
- throat
- to get taller
- tongue
- to lose weight
- hand
- to have earache
- illness
- doctor
- medicine, drugs
- (paper) handkerchief
- nose
- to have toothache
- prescription
- foot
- waist
- to sting (eg bee)
- injection
- chest
- to take
- (doctor’s) appointment
- to breathe
- healthy
- ambulance service
- health
- to rest
- syrup
- to suffer
- sticking plaster
- tobacco
5 Food and drink

- serious
- flu, influenza
- to put on weight
- to hit, to knock
- hospital
- nurse
- to have a cold
- to be in (good) shape, to be (very) well

5 Food and drink

- apricot
- lamb
- pineapple
- mango
- banana
- omelette
- butter
- food (cooked)
- fruit juice
- steak (beef)
- beef
- to drink
- drink
- to eat
- drink
- tin
- fresh
- enjoy your meal
- butcher’s shop
- bread shop
- coffee
- white coffee
- bread
- black coffee
- duck
- carton of drink
- carrot
- snack
- juice
- milk
- rabbit
- vegetable
- grapes
- mushroom
- to eat
- food
- egg
- garlic
- lemonade
- sweet
- bread
- toast
- flavour
- paratha
- meat curry
- pasta
- (sweet) pastry/cake
- cake shop
- orange
<table>
<thead>
<tr>
<th>English</th>
<th>Sinhala</th>
</tr>
</thead>
<tbody>
<tr>
<td>(breakfast) cereals</td>
<td>අදුරු වැඩිය - (breakfast) cereals</td>
</tr>
<tr>
<td>cherries</td>
<td>ගෘහී නැරුවේල් - cherries</td>
</tr>
<tr>
<td>blackberry</td>
<td>නැරුවේල් - blackberry</td>
</tr>
<tr>
<td>guava</td>
<td>දෙළකාරයි - guava</td>
</tr>
<tr>
<td>cabbage</td>
<td>කබාඳි නැරුවේල් - cabbage</td>
</tr>
<tr>
<td>cauliflower</td>
<td>කාල්ලාවායි - cauliflower</td>
</tr>
<tr>
<td>lemon</td>
<td>කලන් - lemon</td>
</tr>
<tr>
<td>coke</td>
<td>කීක් - coke</td>
</tr>
<tr>
<td>cucumber</td>
<td>කුස්කාවේල් - cucumber</td>
</tr>
<tr>
<td>sweets</td>
<td>දෙකුස්ස් - sweets</td>
</tr>
<tr>
<td>main meal</td>
<td>මායිම් නැරුවේල් - main meal</td>
</tr>
<tr>
<td>fish</td>
<td>පුළු - fish</td>
</tr>
<tr>
<td>pepper</td>
<td>ගල්පන් - pepper</td>
</tr>
<tr>
<td>apple</td>
<td>බොල් - apple</td>
</tr>
<tr>
<td>potato</td>
<td>බලාහත (බලාහත) - potato</td>
</tr>
<tr>
<td>beef</td>
<td>පායි - beef</td>
</tr>
<tr>
<td>soup</td>
<td>වූලම් - soup</td>
</tr>
<tr>
<td>chicken</td>
<td>විශ්වාසයාමුණ - chicken</td>
</tr>
<tr>
<td>to have a meal</td>
<td>බැහැරියට විශ්වාසයාමුණ - to have a meal</td>
</tr>
<tr>
<td>tandoori</td>
<td>තන්දෝරි - tandoori</td>
</tr>
<tr>
<td>raisin</td>
<td>පුළුබලියාක් - raisin</td>
</tr>
<tr>
<td>radish</td>
<td>ගල්පන් - radish</td>
</tr>
<tr>
<td>pilaw rice</td>
<td>අපිලාවේල් - pilaw rice</td>
</tr>
<tr>
<td>recipe</td>
<td>විකාරණයෙක් - recipe</td>
</tr>
<tr>
<td>vinegar</td>
<td>ආයිරතාවේල් - vinegar</td>
</tr>
<tr>
<td>cheese sandwich</td>
<td>වේල්ස් – ගෙස්-සේල්ස් - cheese sandwich</td>
</tr>
<tr>
<td>mash potato</td>
<td>මෙස් අපිලාවේල් - mash potato</td>
</tr>
<tr>
<td>raw vegetables</td>
<td>සුළු අපිලාවේල් - raw vegetables</td>
</tr>
<tr>
<td>lunch</td>
<td>කොළඹ - lunch</td>
</tr>
<tr>
<td>delicious</td>
<td>ප්‍රදේශකත්තරයේල් - delicious</td>
</tr>
<tr>
<td>cheese</td>
<td>නිටුහතාක් - cheese</td>
</tr>
<tr>
<td>tea</td>
<td>මැදී - tea</td>
</tr>
<tr>
<td>cooked meat</td>
<td>ගැන්ටෝවාඳි නැරුවේල් - cooked meat</td>
</tr>
<tr>
<td>uncooked meat</td>
<td>වොන්හරුවේල් - uncooked meat</td>
</tr>
<tr>
<td>tasty, full of flavour</td>
<td>වොන්හරුවේල් - tasty, full of flavour</td>
</tr>
<tr>
<td>salt</td>
<td>බැලිපාහේල් - salt</td>
</tr>
<tr>
<td>fizzy drink</td>
<td>දෝසීය දැක්ථාන්තල් - fizzy drink</td>
</tr>
<tr>
<td>supper</td>
<td>නාට්ට් - supper</td>
</tr>
<tr>
<td>fried fish</td>
<td>දැක්ථාන්තල් නැරුවේල් - fried fish</td>
</tr>
<tr>
<td>sugar</td>
<td>දැක්ථාන්තල් නැරුවේල් - sugar</td>
</tr>
<tr>
<td>(slice of) bread with butter</td>
<td>පුරාණේල් - (slice of) bread with butter</td>
</tr>
<tr>
<td>seafood</td>
<td>ඉදිරිමුරිමුරි - seafood</td>
</tr>
<tr>
<td>dried fish</td>
<td>දෙළූ - dried fish</td>
</tr>
<tr>
<td>tuna</td>
<td>ටිනා - tuna</td>
</tr>
<tr>
<td>tomato</td>
<td>දෙසියාල්ලි - tomato</td>
</tr>
</tbody>
</table>
samosa - සාමොස සාමොස
ice cream - ඉළිම වේලිම
to taste - විශේෂ, dish of the day
meat - අංග
strawberry - නොහොත් ප්‍රදේශ
special, dish of the day - ප්‍රදේශ
oil and vinegar dressing - ප්‍රදේශ
Non-topic-specific vocabulary

Abbreviations/acronyms

- Abbreviations/acronyms
  - UN (United Nations)
  - school
  - BD: Bangladesh
  - good evening
  - Don’t mention it
  - I’m sorry
  - Congratulations
  - thank you
  - please
  - good night
  - Pleased to meet you!

Prepositions

- Prepositions
  - to, towards
  - because of
  - in the background
  - outside
  - after
  - in the foreground
  - before
  - with
  - from, by, of
  - against
  - opposite
  - behind
  - during/for
  - for
  - near to
  - without
  - except for
  - according to
  - under (neath), beneath
  - on (a subject)
Adjectives

present day - පැරණිත අදහස
dreadful, awful - එක්කර, එක්කර
old/former - අග අග
other - කොටස
stupid/silly - ආකා📺
handsome, beautiful, fine - ඉඩුගේ, ඉඩුගේ, ඉඩුගේ
good - අගය
short, brief - සොල්ඩුඩු
noisy - අරමුණිය
broken - පාහේ
charming - නිපාද
great, terrific, nice - මහා, පරික්ෂණ, අගය
comfortable - අවසාසයන්
happy - අගය
short - අගය
dangerous - අමතර
in a good mood - අගයේදී
standing - අවසාසයන්
disgusting - අැයිඊන්
last - අඟාව
very sorry - සොයන්
very valuable - ශූෂීය
hard, harsh - සරල, පළාතය
dynamic - කොටසේන්
effective - අසීයමයන්
angry - අවිරශ්කය
in the open air - කළුළුවදීන
exhausted - අවිරශ්කයේදී
weak - ආහාරය
tiring - වෙක්ටරයන්
tired - වෙක්ටරයන්
false, not true - ආකාරයන්
favorite - අගයන්
locked - ආසන්න
formidable - සමුනතයන්
strong - සමුනතයන්
fat - ශියමු
<table>
<thead>
<tr>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>මැණි - high</td>
<td>valid</td>
</tr>
<tr>
<td>වැදමුරි - unbelievable</td>
<td>true</td>
</tr>
<tr>
<td>පරමාණුවි - terrific, sensational</td>
<td></td>
</tr>
</tbody>
</table>

### Verbs

<table>
<thead>
<tr>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>පැරණිති, දැක්වෙන්මාං විශේෂං - to accept</td>
<td>go up</td>
</tr>
<tr>
<td>පැරණිති - to welcome</td>
<td>show</td>
</tr>
<tr>
<td>මැටෝ හැකි - to accompany</td>
<td>die</td>
</tr>
<tr>
<td>පැණි සුදේශ්‍යේ - to buy</td>
<td>swim</td>
</tr>
<tr>
<td>පැරණිති/පැරණිති විශේෂං - to help</td>
<td>born</td>
</tr>
<tr>
<td>පැරණිති විශේෂං - to love</td>
<td>clean</td>
</tr>
<tr>
<td>වැදමුරි - to go</td>
<td>forget</td>
</tr>
<tr>
<td>වැදමුරි, දැක්වෙන්මාං විශේෂං - to light, to switch on</td>
<td>open</td>
</tr>
<tr>
<td>පැරණිති විශේෂං/පැරණිති විශේෂං - to improve</td>
<td>excuse</td>
</tr>
<tr>
<td>පැරණිති/පැරණිති විශේෂං - to ring up, to call</td>
<td>speak, to talk</td>
</tr>
<tr>
<td>පැරණිති - to learn</td>
<td>leave</td>
</tr>
<tr>
<td>පැරණිති - to stop</td>
<td>spend</td>
</tr>
<tr>
<td>පැරණිති - to arrive</td>
<td>pay</td>
</tr>
<tr>
<td>සැසා /සැසා - to wait/expect</td>
<td>think</td>
</tr>
<tr>
<td>පැරණිති විශේෂං පිළිබඳ - to land</td>
<td>lose</td>
</tr>
<tr>
<td>පැරණිති - to catch</td>
<td>allow</td>
</tr>
<tr>
<td>පැරණිති - to have</td>
<td>bite</td>
</tr>
<tr>
<td>පැරණිති - to need</td>
<td>please</td>
</tr>
<tr>
<td>පැරණිති - to want to</td>
<td>cry</td>
</tr>
<tr>
<td>(පැරණිති/පැරණිති) පැරණිති විශේෂං - to intend to</td>
<td>rain</td>
</tr>
<tr>
<td>පැරණිති විශේෂං - to take place</td>
<td>dive</td>
</tr>
<tr>
<td>පැරණිති - to drink</td>
<td>put, to place</td>
</tr>
<tr>
<td>පැරණිති - to suck</td>
<td>ask a question</td>
</tr>
<tr>
<td>පැරණි/පැරණිති විශේෂං - to burn</td>
<td>push</td>
</tr>
<tr>
<td>කොටුවීමීං - to hide</td>
<td>be able to</td>
</tr>
<tr>
<td>කොටුවීමීං - to change, to alter</td>
<td>practice</td>
</tr>
<tr>
<td>කොටුවීමීං - to sing</td>
<td>take/to eat</td>
</tr>
<tr>
<td>කොටුවීමීං - to look for</td>
<td>press</td>
</tr>
<tr>
<td>කොටුවීමීං - to choose</td>
<td>prepare for</td>
</tr>
<tr>
<td>කොටුවීමීං - to shock</td>
<td>alone</td>
</tr>
<tr>
<td>කොටුවීමීං - to click</td>
<td>silent</td>
</tr>
<tr>
<td>කොටුවීමීං - to order</td>
<td>miss (train, etc.)</td>
</tr>
</tbody>
</table>
to begin/start

to understand

to count/reckon

(to fill in) to fill in (a form, etc.)
to drive/to take

to know (a person)
to advise

to continue

to copy

to cut

to cost

to run

to believe/think

to dance

to decide

to take off (aeroplane)
to describe

to have lunch

to ask for

to get down/get off

to want, to desire

to draw

to hate/detest

to destroy

to say

to argue

to give

to overtake

to sleep

to behave

to last

to exchange

to succeed/to be successful/to pass (exam)
to hug

to write

to erase

to borrow

sure

late

to check
to go swimming
to receive
to watch (television etc.)
to regret, to be sorry
to thank
to meet
to go in/ go home
to repair
to repeat
to reply
to book (hotel, etc.)
to breathe
to stay
to summarise
to turn round
to vomit
to return
to laugh
to have fun
to stop
to sit down
to jump
to back up
to know
to escape
to hurry up
to be bored, to become bored
to be interested in
to listen to
to be quiet, to stop making a noise
to log in/on
to tan, to sunbathe
to cross
to manage, to cope
<table>
<thead>
<tr>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>වූලාව වූලා - to record</td>
<td>දින දින - to hurry</td>
</tr>
<tr>
<td>වූලා - to hear</td>
<td>වූලා වූලා - to relax</td>
</tr>
<tr>
<td>අමාරු අමාරු - to enter, to go in</td>
<td>අමාරු අමාරු - to get angry</td>
</tr>
<tr>
<td>වූලා - to send</td>
<td>වූලා - to get up</td>
</tr>
<tr>
<td>වූලා වූලා, වූලා - to study</td>
<td>වූලා වූලා - to get up</td>
</tr>
<tr>
<td>අමාරු අමාරු/මාළුම් අමාරු - to avoid</td>
<td>වූලා - to get up</td>
</tr>
<tr>
<td>වූලා වූලා - to hope</td>
<td>වූලා වූලා - to get up</td>
</tr>
<tr>
<td>අමාරු අමාරු/මාළුම් අමාරු - to hope</td>
<td>වූලා - to get up</td>
</tr>
<tr>
<td>වූලා වූලා - to put on weight</td>
<td>වූලා වූලා අතර්මාත් වූලා - to remember, to recall</td>
</tr>
<tr>
<td>ආමු ආමු - to be</td>
<td>වූලා වූලා - to take care, to take up</td>
</tr>
<tr>
<td>ආමු ආමු, වූලා - to study</td>
<td>වූලා වූලා - to take care, to take up</td>
</tr>
<tr>
<td>ආමු ආමු/මාළුම් ආමු - to avoid</td>
<td>වූලා වූලා - to take care, to take up</td>
</tr>
<tr>
<td>වූලා වූලා - to explain</td>
<td>වූලා වූලා - to take care, to take up</td>
</tr>
<tr>
<td>වූලා - to make/do</td>
<td>වූලා වූලා - to take care, to take up</td>
</tr>
<tr>
<td>වූලා වූලා - to be necessary</td>
<td>වූලා වූලා - to take care, to take up</td>
</tr>
<tr>
<td>වූලා - to close/shut</td>
<td>වූලා වූලා - to take care, to take up</td>
</tr>
<tr>
<td>වූලා - to celebrate</td>
<td>වූලා වූලා - to take care, to take up</td>
</tr>
<tr>
<td>වූලා වූලා - to finish</td>
<td>වූලා වූලා - to take care, to take up</td>
</tr>
<tr>
<td>වූලා වූලා - to try</td>
<td>වූලා වූලා - to take care, to take up</td>
</tr>
<tr>
<td>වූලා වූලා - to leave</td>
<td>වූලා වූලා - to take care, to take up</td>
</tr>
<tr>
<td>අමාරු අමාරු/මාළුම් අමාරු - to work, to function</td>
<td>වූලා වූලා - to take care, to take up</td>
</tr>
<tr>
<td>අමාරු අමාරු - to smoke</td>
<td>වූලා වූලා - to take care, to take up</td>
</tr>
<tr>
<td>අමාරු අමාරු/මාළුම් අමාරු - to win/earn</td>
<td>වූලා වූලා - to take care, to take up</td>
</tr>
<tr>
<td>වූලා වූලා - to keep</td>
<td>වූලා වූලා - to take care, to take up</td>
</tr>
<tr>
<td>අමාරු අමාරු/මාළුම් (මාළුම්) - to park</td>
<td>වූලා වූලා - to take care, to take up</td>
</tr>
<tr>
<td>වූලා - to grow up</td>
<td>වූලා වූලා - to take care, to take up</td>
</tr>
<tr>
<td>වූලා - to climb</td>
<td>වූලා වූලා - to take care, to take up</td>
</tr>
<tr>
<td>වූලා/මාළුම් - to tell off, to scold</td>
<td>වූලා වූලා - to take care, to take up</td>
</tr>
<tr>
<td>වූලා - to live</td>
<td>වූලා වූලා - to take care, to take up</td>
</tr>
<tr>
<td>වූලා වූලා - to imitate</td>
<td>වූලා වූලා - to take care, to take up</td>
</tr>
<tr>
<td>වූලා වූලා - to print</td>
<td>වූලා වූලා - to take care, to take up</td>
</tr>
<tr>
<td>වූලා වූලා - to invite</td>
<td>වූලා වූලා - to take care, to take up</td>
</tr>
<tr>
<td>වූලා වූලා/මාළුම් අමාරු - to throw</td>
<td>වූලා වූලා - to take care, to take up</td>
</tr>
<tr>
<td>වූලා වූලා - to play</td>
<td>වූලා වූලා - to take care, to take up</td>
</tr>
<tr>
<td>වූලා වූලා - to play</td>
<td>වූලා වූලා - to take care, to take up</td>
</tr>
<tr>
<td>වූලා වූලා - to look after/to take an interest in</td>
<td>වූලා වූලා - to take care, to take up</td>
</tr>
<tr>
<td>වූලා - to read</td>
<td>වූලා වූලා - to take care, to take up</td>
</tr>
<tr>
<td>වූලා වූලා/මාළුම් - to rent/hire</td>
<td>වූලා වූලා - to take care, to take up</td>
</tr>
<tr>
<td>වූලා වූලා - to eat</td>
<td>වූලා වූලා - to take care, to take up</td>
</tr>
<tr>
<td>වූලා වූලා - to lie (down)</td>
<td>වූලා වූලා - to take care, to take up</td>
</tr>
<tr>
<td>වූලා වූලා/මාළුම් අමාරු - to deserve</td>
<td>වූලා වූලා - to take care, to take up</td>
</tr>
<tr>
<td>වූලා වූලා - to put</td>
<td>වූලා වූලා - to take care, to take up</td>
</tr>
<tr>
<td>වූලා වූලා - to visit</td>
<td>වූලා වූලා - to take care, to take up</td>
</tr>
</tbody>
</table>
browse (web)

Colours

- white
- blue
- brown
- light
- dark
- grey
- yellow
- black
- orange
- pink
- red
- green
- violet/purple

Adverbs

- currently
- in the past
- however
- already
- outside
- still (continuation)/again
- together
- here
- there
- (for) a long time
- better
- everywhere
- especially
- soon
- perhaps
- more
- rather
- (and) yet
- nearly
- sometimes
- always/still (continuation)
- immediately
- very
- too
- recently
- often
- above all
- badly

Quantities

- enough
- one hundred
- about one hundred
- a pot of
- several
- one quarter of
- half
- a pieces of
- a packet, parcel of
- a little
- a slice of
- a third of
- a tin of
- a bottle of
<table>
<thead>
<tr>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ပුරානුමත් -</td>
<td>one thousand</td>
</tr>
<tr>
<td>පුරානුමත් වත් -</td>
<td>about a thousand</td>
</tr>
<tr>
<td>යනාදී -</td>
<td>some</td>
</tr>
<tr>
<td>බසී වත් -</td>
<td>tens of millions</td>
</tr>
<tr>
<td>දිනිමුක් -</td>
<td>- about ten of</td>
</tr>
<tr>
<td>මහාජීවිතව -</td>
<td>- a dozen of</td>
</tr>
<tr>
<td>ඉජීවිතව කේතෘව -</td>
<td>- a great deal of,</td>
</tr>
<tr>
<td>කේතෘව කේතෘව -</td>
<td>- a lot of</td>
</tr>
</tbody>
</table>

**Conjunctions**

<table>
<thead>
<tr>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ඉතිමාත්මක -</td>
<td>also, too</td>
</tr>
<tr>
<td>මෙම, නමු, නමු -</td>
<td>then</td>
</tr>
<tr>
<td>කොටස් -</td>
<td>and</td>
</tr>
<tr>
<td>අවකාශීය -</td>
<td>first (of all)</td>
</tr>
<tr>
<td>මහාජීවිතව -</td>
<td>therefore, so</td>
</tr>
<tr>
<td>කේතෘව කේතෘව -</td>
<td>but</td>
</tr>
<tr>
<td>වත් -</td>
<td>or</td>
</tr>
<tr>
<td>කේතෘව කේතෘව, දන් -</td>
<td>then</td>
</tr>
</tbody>
</table>

**Time expressions**

<table>
<thead>
<tr>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>දිනිමුක් -</td>
<td>see you tomorrow</td>
</tr>
<tr>
<td>මෙමෝෂ් -</td>
<td>on time</td>
</tr>
<tr>
<td>කොටස් -</td>
<td>year</td>
</tr>
<tr>
<td>දිනිමුක් -</td>
<td>afternoon, day</td>
</tr>
<tr>
<td>මෙවිතවන්නේ -</td>
<td>at the beginning</td>
</tr>
<tr>
<td>කේතෘව කේතෘව -</td>
<td>in (the) spring</td>
</tr>
<tr>
<td>කේතෘව කේතෘව -</td>
<td>the day after tomorrow</td>
</tr>
<tr>
<td>නිහී -</td>
<td>today</td>
</tr>
<tr>
<td>මෙමෝෂ් -</td>
<td>tomorrow</td>
</tr>
<tr>
<td>වත් -</td>
<td>shortly, soon</td>
</tr>
<tr>
<td>මෙමෝෂ් -</td>
<td>in five years from now</td>
</tr>
<tr>
<td>කේතෘව කේතෘව -</td>
<td>in (the) autumn</td>
</tr>
<tr>
<td>කේතෘව කේතෘව -</td>
<td>in (the) summer</td>
</tr>
<tr>
<td>කේතෘව කේතෘව -</td>
<td>in (the) winter</td>
</tr>
<tr>
<td>වත් මහාජීවිතව, වත් වත් -</td>
<td>from time to time</td>
</tr>
<tr>
<td>වත් -</td>
<td>yesterday</td>
</tr>
<tr>
<td>කොටස් -</td>
<td>day</td>
</tr>
<tr>
<td>වත් -</td>
<td>the following day</td>
</tr>
<tr>
<td>කොටස් -</td>
<td>now</td>
</tr>
<tr>
<td>කොටස් -</td>
<td>morning</td>
</tr>
<tr>
<td>කොටස් -</td>
<td>midday</td>
</tr>
<tr>
<td>කොටස් -</td>
<td>midnight</td>
</tr>
<tr>
<td>කොටස් / කොටස් මහාජීවිතව -</td>
<td>midnight</td>
</tr>
<tr>
<td>කොටස් -</td>
<td>month</td>
</tr>
<tr>
<td>කොටස් -</td>
<td>night</td>
</tr>
<tr>
<td>වත් -</td>
<td>a fortnight</td>
</tr>
<tr>
<td>කොටස් -</td>
<td>week</td>
</tr>
<tr>
<td>කොටස් -</td>
<td>evening</td>
</tr>
<tr>
<td>කොටස් -</td>
<td>always</td>
</tr>
<tr>
<td>කොටස් -</td>
<td>every day</td>
</tr>
</tbody>
</table>

**Other general expressions**

<table>
<thead>
<tr>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>වත් -</td>
<td>to be right</td>
</tr>
<tr>
<td>වත් මහාජීවිතව වත් -</td>
<td>in my opinion</td>
</tr>
<tr>
<td>වත් -</td>
<td>with pleasure, gladly</td>
</tr>
<tr>
<td>කොටස් -</td>
<td>mine</td>
</tr>
<tr>
<td>මිනි -</td>
<td>(you) spell that?</td>
</tr>
<tr>
<td>මිනි -</td>
<td>to be wrong</td>
</tr>
<tr>
<td>කොටස් -</td>
<td>usually</td>
</tr>
<tr>
<td>මෙමෝෂ් -</td>
<td>- once more, once again</td>
</tr>
<tr>
<td>මෙමෝෂ් -</td>
<td>I had enough, I’m fed up</td>
</tr>
<tr>
<td>මෙමෝෂ් -</td>
<td>never mind/it doesn’t matter</td>
</tr>
</tbody>
</table>
of course - හතටක්
good luck - නොදනෙන්
it depends - කිසිදක්දවුන්නේpredictable?
I don’t mind/I don’t care - හායිංගුම්/ංගුම්
how are you - අදහින්
don’t mention it/you’re welcome - දන්ත්‍රකළි/කොකුඉත්තරය
good luck! - නොදනා
Nationalities

- African
- German
- American
- English
- Asian
- Australian
- Bangladeshi
- Belgian
- Canadian
- Chinese
- Portuguese
- Danish
- Scottish

- Spanish
- European
- French
- Welsh
- Greek
- Indian
- Irish
- Italian
- Japanese
- Dutch
- Swedish
- Swiss
- Sri Lankan

Areas and Mountains

- Piduruthalagala
- Katharagama
- Kandy
- Colombo
- Anuradhapura
- Badulla
- Chilaw
- Negambo
- Adam’s Peak
- Sigiriya
- Katunayake

- Nuckles
- Galle
- Matara
- Hambanthota
- Unawatuna
- Peradeniya
- Nuwara Eliya
- Katunayake
- Gampaha

- Dunhida Water Fall
- Hatton