

Sinhala

BASIC COURSE

MODULE 1

BEGINNING SIGNS AND LETTERS



FOREIGN SERVICE INSTITUTE
DEPARTMENT OF STATE

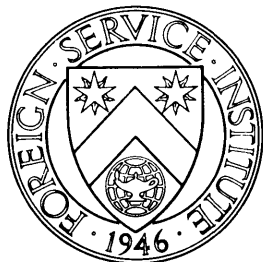
Sinhala

BASIC COURSE

MODULE 1

BEGINNING SIGNS AND LETTERS

BY
BONNIE GRAHAM MacDOUGALL
with KAMINI de ABREW



FOREIGN SERVICE INSTITUTE
DEPARTMENT OF STATE

*FOREIGN SERVICE INSTITUTE
BASIC COURSE SERIES
Edited by
MARIANNE LEHR ADAMS*

P R E F A C E

Basic Sinhala is a beginning course presented in three modules dealing with the writing system, conversation and grammar. The respective titles are:

Module I - *Beginning Signs and Letters*
Module II - *General Conversation*
Module III - *Sinhala Structures*

The course is intended for use with the help of a Sinhala-speaking instructor. The student must start with Module I in order to gain the grasp of Sinhala writing necessary to use the other two modules since the Sinhala material in those modules is presented only in its natural written form. The conversation and grammar modules are intended to be used in conjunction with each other, *General Conversation* containing systematic cross-references to *Sinhala Structures*.

The principal author of *Basic Sinhala* is Bonnie Graham MacDougall. Dr. MacDougall has had extensive experience in the language teaching field at Cornell, at the Foreign Service Institute where she served as an intern in the School of Language Studies in 1966, and with the Peace Corps. She has had extended visits or residence in Sri Lanka in 1964-65, 1968, 1978 and 1979. Her work which eventually developed into *Basic Sinhala* started with a Peace Corps contract in 1967 for a set of Sinhala training materials which were first used in a training program for Peace Corps Volunteers at Fresno State College.

Parts of the preliminary version remained in use in language classes in the U. S. Embassy in Colombo through the years since 1968. Although incomplete and antiquated, they came closer to meeting the needs of the Embassy staff than any other textbooks available. In 1978, Dr. MacDougall expressed a willingness to refine and update the materials, and the Agency of International Development and the Foreign Service Institute agreed to fund the project jointly. Further, the Sri Lanka mission of AID agreed to prepare the camera copy and FSI agreed to publish it. *Basic Sinhala* in its present form is the product of this collaboration.

Dr. MacDougall has provided a preface or introduction to each module giving appropriate credit to the individuals and organizations contributing to its development. One item missing from these sections, however, is credit to the author herself for her professional competence, her leadership and her dedication in bringing *Basic Sinhala* to its present state of usefulness.


James R. Frith, Dean
School of Language Studies
Foreign Service Institute

FOREWORD

This is the first volume of Basic Sinhala, a course for the beginning student which is presented in three modules:

- I Beginning Signs and Letters
- II General Conversation
- III Sinhala Structures

Many individuals and institutions, both in the United States and in Sri Lanka, were instrumental in bringing this series of lessons to its present form. Most of the graphics and some of the photographs which appear in this volume were supplied by the Ceylon (Sri Lanka Tourist Board). The maps on p. 100 are courtesy of the Ceylon Government Railway. Other photographs which appear here were, as rated, taken by V. Somapala of ICA and W. Sugathadusa, an independent photographer.

This module of Basic Sinhala introduces the Sinhala writing system. Inasmuch as the other two modules of Basic Sinhala are written in the Sinhala alphabet, this module must be undertaken first.

Why do we present the basic course in the Sinhala writing system? Why not in a transcription which would be "easier" for beginning students to read? Is it really necessary to learn the writing system? In particular, is it necessary for me? These are some of the questions which arise when Sinhala students first realize that they are about to learn an unfamiliar alphabet as well as a new language.

Perhaps the most compelling reason overall for presenting a beginner's course in Sinhala "script" is that this is the way the language has been written down in Sri Lanka for centuries. It is an ancient and universal system and the only culturally appropriate one. Because it is used everywhere by everyone, knowing script presents certain learning advantages for the student. One of the most obvious ones is that a student who knows the writing system can use the standard bilingual dictionary (Carter, Charles, Sinhala-English and English-Sinhala. 2 vol. Gunasena 1965). Thus knowledge of the writing system makes available an important resource for building language skills which is not available to the student who knows only transcription. A second important advantage of learning the writing system is that it provides a method of writing down words which is not only phonetically accurate but which can be checked by any literate speaker of Sinhala. Imagine, for example, a rural development worker who wants to make a list of local names of village varieties of rice. This is one of many parts of the Sinhala lexicon which varies from region to region and which therefore may not be completely or accurately represented in dictionaries, even in the better ones like Carter which contain

Beginning Signs and Letters

a detailed botanical appendix. One way to obtain an accurate spelling (and therefore a correct pronunciation) is to write down the names in the writing system so that they can be verified by the farmers who use them. Another way is to have the farmers themselves write down the names. In either case a knowledge of the writing system is an indispensable aid in gathering correct information. It may therefore be argued that the writing system is an important learning tool for all students, not solely for those with literary objectives or pretensions.

Those students who have reading and writing skills as basic objectives in language training, however, will have to emphasize certain knowledge of Sinhala which need not concern other students. There are certain features of spelling, grammar and vocabulary which distinguish all correct Sinhala writing from the varieties of the language which are spoken. Because of the broad differences between speaking and writing, it has been customary to teach spoken and literary Sinhala as separate courses. This course is an introduction to spoken Sinhala.

The basic sections (I-XXVIII) of this module were originally designed to be completed in ten hours. In this revision additional practice reading sections have been added at the conclusion of the module so that the script course should take about fifteen hours. Of course, experienced language students who are anxious to progress to the central module may move more quickly, and students who are learning another writing system for the first time may go more slowly. In either case it is important to remember that the information presented in this module is intended primarily as a tool for the use of the other modules. Instructors should not begin introducing structures and vocabulary until students have learned the writing system.

The emphasis in this course is on letter recognition. Directions for writing the symbols in the "basic" alphabet (see p. 3) are also provided so that the student will have a culturally appropriate and phonetically accurate method of writing down words.

The many pictures of Sinhala signs which appear in this book were taken primarily in Colombo and Kandy. It is hoped that they will interest and involve the beginner who lives in Sri Lanka in writing of the landscape. It is perhaps necessary to point out that whereas the signs in these urban areas are frequently bilingual or even trilingual, those in rural areas are often in Sinhala only.

Bonnie Graham MacDougall
Ithaca, New York
April 1979

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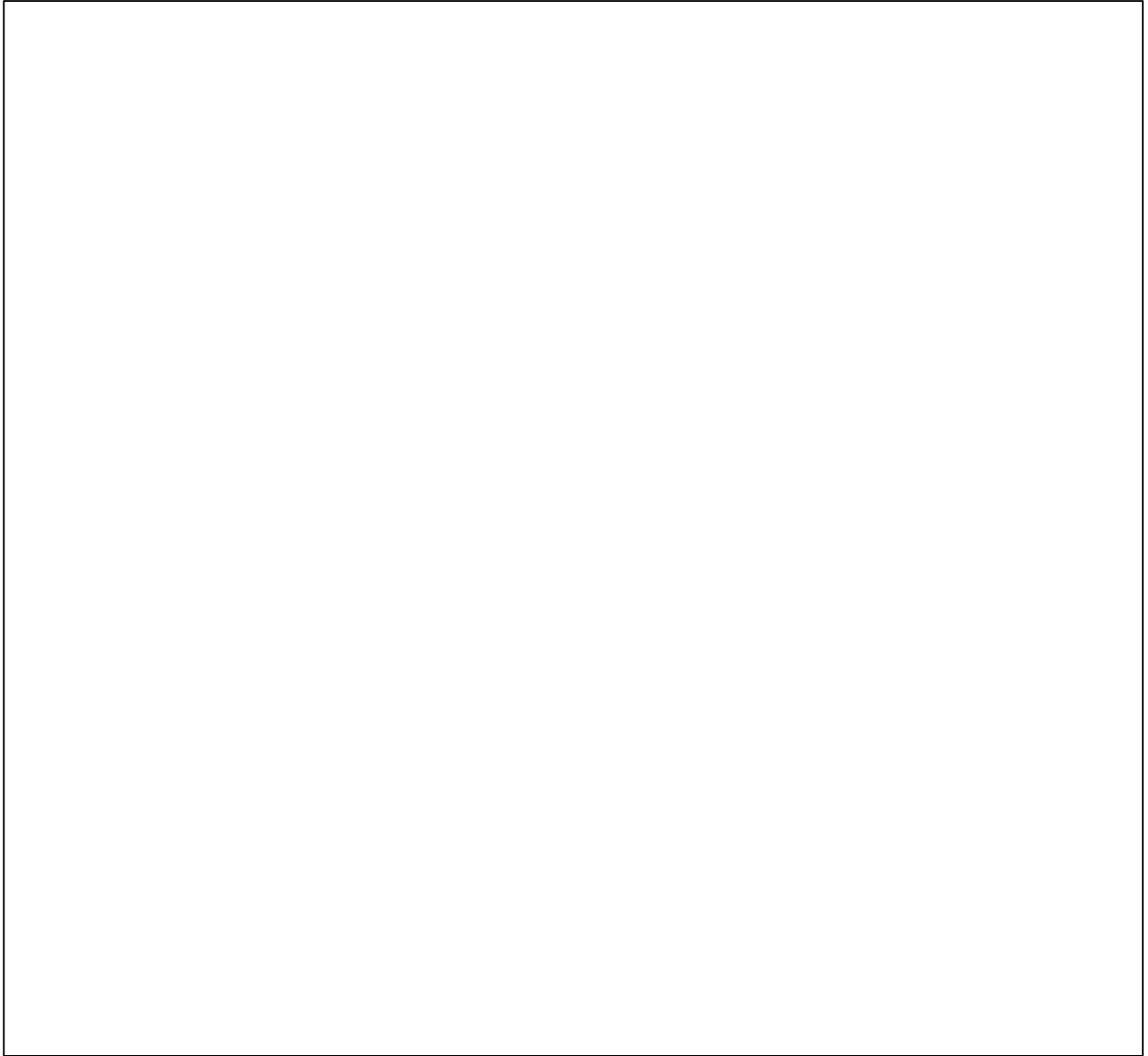
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THE LANGUAGE AND THE WRITING SYSTEM

Introduction

Sinhala is the official language of the republic of Sri Lanka where it is the mother tongue of 70% of the country's fourteen million people. Like English, Sinhala is a member of the Indo-European family of languages. The relationship between the two languages is nonetheless distant, and consequently the learner will notice few obvious similarities other than those which arise from recent borrowings from English into Sinhala. The languages most closely related to Sinhala are those of northern India, namely, Hindi, Bengali, Marathi and others belonging to the Indo-Aryan branch of the Indo-European family. Most Indo-Aryan languages are spoken mainly or exclusively in India. Sinhala is spoken only in Sri Lanka.

The symbols used in the writing system are unique to Sinhala, although most of the structural principles on which the writing system is based are shared with the other major scripts of South Asia. The similarities are not coincidental. Most of the South Asian writing systems including the one used for Sinhala are derived from a single ancient script called Brahmi. Like the other scripts derived from this source, Sinhala is written from left to right. The symbols are generally written in a linear sequence, although some symbols, non-initial vowels for the most part, occur above or below other letters. This feature of the writing



- Ceylon Tourist Board

A WAYSIDE RESTING PLACE FOR TRAVELERS AT KADUGANNAWA
ON THE ROAD TO KANDY

*Photographs have been removed in this public domain version of Sinhala Basic.

system makes typing in Sinhala a challenge. Certain keys on a Sinhala typewriter are 'dead' or non-spacing so as to permit the typing of two or more symbols in one typographical space.

The alphabet

Sinhala is generally considered to have a 'pure' alphabet consisting of thirty-two basic symbols and a 'mixed' or expanded alphabet of fifty-four. These groupings are of both historical and stylistic significance. The classical languages (Sanskrit and Pali) to which Sinhala and other Indo-Aryan languages are related had a large inventory of consonants in which there was a set of aspirated sounds (ph, bh, th, dh and others) which were distinct from a non-aspirated set (p, b, t, d...). Most modern Indo-Aryan languages retain the distinction between aspirated and non-aspirated sounds, but Sinhala has lost this particular set of contrasts as well as some others which were characteristic of the classical languages. Nevertheless, many words which are of importance in writing (scientific, religious, technical and administrative terms, for example) are either borrowings from classical sources or recent coinages based on classical words. Hence, in some writing, generally quite formal writing, it is necessary to draw on the expanded inventory of symbols which includes the aspirates in order to represent a historically correct spelling.

SINHALA

The alphabet at a glance

A Sinhala alphabet of 52 letters appears below. It is complete except for two obsolete symbols which no longer appear on Sinhala typewriters. Letters are arranged below in the order in which they appear in Sinhala dictionaries, i.e., vowels appear before consonants, and consonants are to some extent grouped according to point and manner of articulation. Letters which appear only in the mixed alphabet are marked with an asterisk.

| | | | | | | | |
|------|--------|--------|--------|--------|--------|--------|--------|
| අ a | ආ aa | ඇ æ | ඈ ææ | ඉ i | ඊ ii | උ u | ඌ uu |
| ඹ r* | ඹ෦ rr* | එ e | ඒ ee | ඓ ai* | ඔ o | ඕ oo | ඖ au* |
| ක ka | ඛ kha* | ග ga | ඝ gha* | ඞ ga | ඟ gha* | ච ඉ a* | |
| ච ca | ඡ cha* | ජ ja | ඣ jha* | ඤ ඛ a* | ඦ jha* | ට ඛ a* | ඨ ඛ a* |
| ට Ta | ඨ Tha* | ඩ Da | ඪ Dha* | ඬ Ta | ඬ Dha* | ථ na | |
| ත ta | ඵ tha* | ද da | ඳ dha* | ඵ pa | ඵ pha* | ඹ ba | ඹ bha* |
| ප pa | ඵ pha* | බ ba | ඹ bha* | ඹ ba | ඹ pha* | ඹ ba | ඹ bha* |
| | ය ya | ර ra | ල la | ච wa | | | |
| ස sa | ඝ s'a* | ඞ s'a* | ඟ ha | ච la | | | |
| | | අං aṅ | අඃ aḥ* | | | | |

INTRODUCING THE SCRIPT

SECTION I ට, ධ, ජ, ජ

A. Listen to the instructor read the following entries. The entries should be read in order by the instructor and repeated several times.

1 ට

2 ධ

3 ජ

4 ජ

B. Listen to the instructor read the following entries. The instructor should repeat them several times. The symbols below are the same as those in A. Only the order has been changed.

1 ජ

2 ධ

3 ට

4 ජ

C. The instructor should now test the students by reading the entries in B at random. Students should try to identify the sound with the number of the correct entry.

D. Listen to the instructor read the following entries.

Entries should be read in order and repeated several times.

1 ඔර

2 ඔල

3 ඔල

4 රල

5 ඔර

6 ලඔ

7 ලඔ

8 ඔඔ

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students try to read the entry aloud. The instructor should then supply the correct reading.

1 ඔ

2 ඔර

3 ඔල

4 රල

5 ඵල

6 ලබ

F. Writing. Directions for writing the letters introduced in this section are given below. Students should practice writing the letters under the supervision of the instructor.

1



2



4



DO NOT GO ON TO SECTION II UNTIL ALL STUDENTS CAN READ AND WRITE THE LETTERS INTRODUCED IN SECTION I.

SECTION II ම, භ, ඞ, ජ

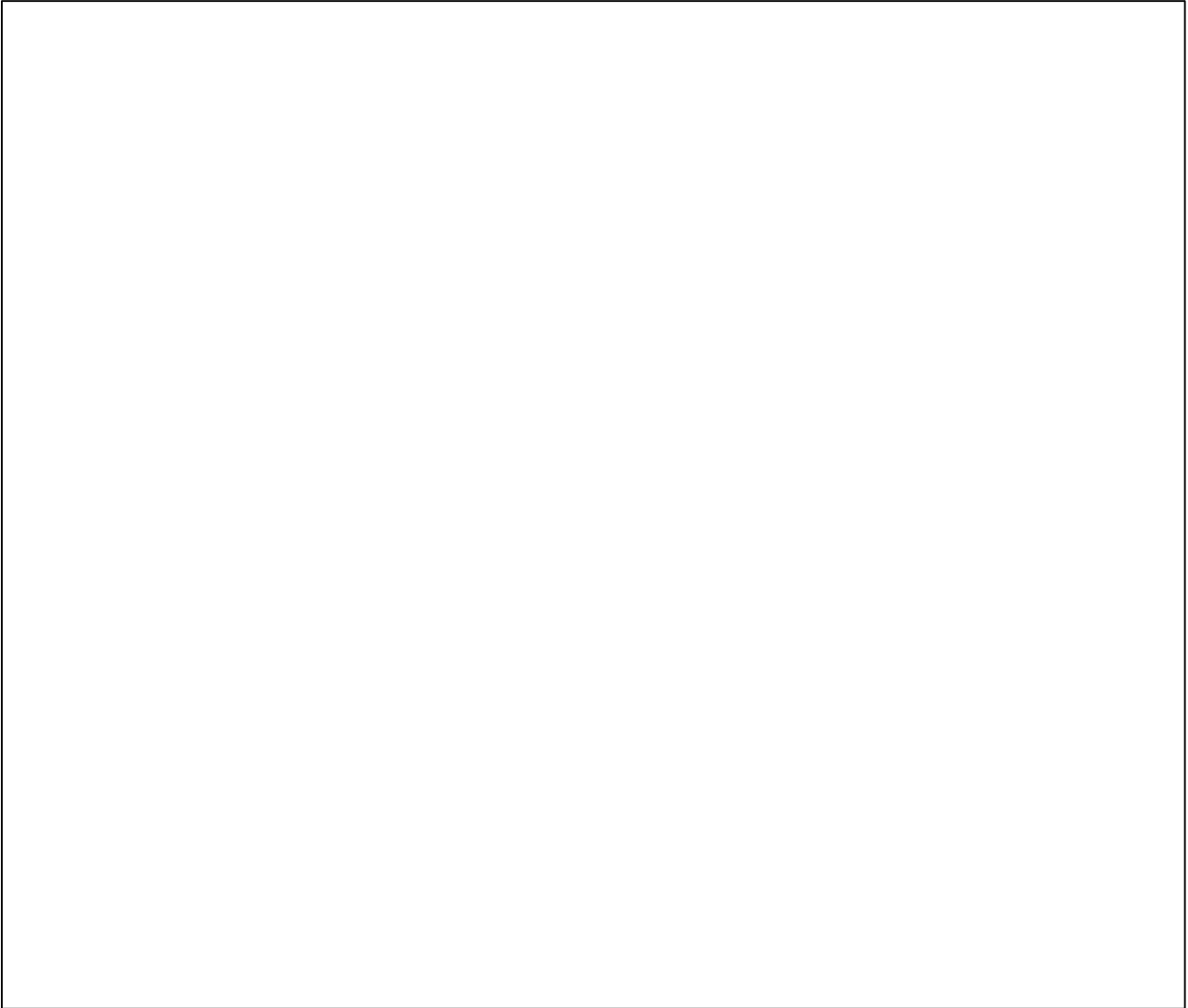
A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ම

2 භ

3 ඛ

4 ජ



- Ceylon Tourist Board

SEA STREET, THE PETTAH
COLOMBO

B. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times. The letters below are the same as those in A, Only the order has been changed.

1 ජ

2 ඔ

3 භ

4 ක

C. The instructor should now test the students by reading the entries in B at random. Students should try to identify the sound with the number of the correct entry.

D. Listen to the instructor read the following entries. Entries should be read in sequence, and the sequence should be repeated several times.

1 භඔ

2 කඔ

3 ඔඔ

4 ඔජ

5 ජඔ

6 ජල

7 කහල

8 කර

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students try to read the entry aloud. The instructor should then supply the correct reading.

1 මහර

2 ලඞ

3 මකර

4 ඞහ

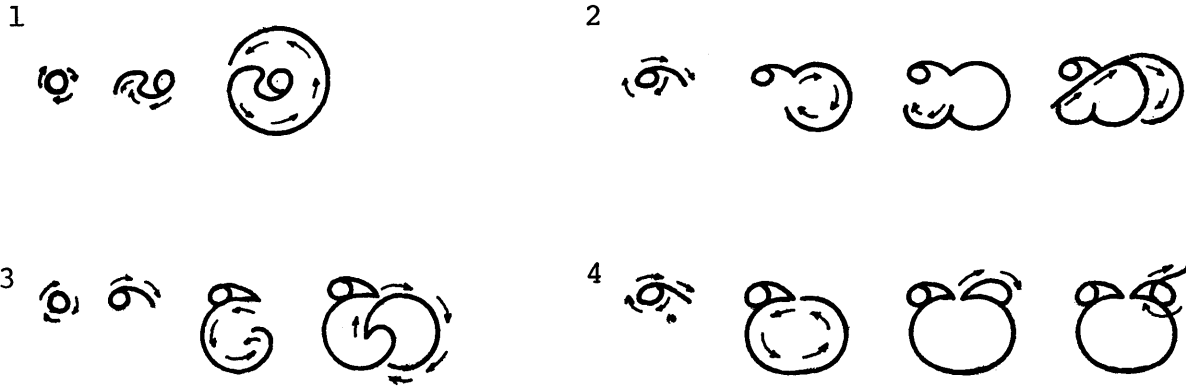
5 මහ

6 පහ

7 ජල

8 කහ

F. Writing. Directions for writing the letters introduced in this section are given below. Students should practice writing the letters under the supervision of the instructor.



DO NOT GO ON TO SECTION III UNTIL ALL STUDENTS CAN READ AND WRITE THE LETTERS INTRODUCED IN SECTION II.



- Somapala

COLOMBO STREET SIGN

SECTION III ආ, ඞ, ජ, ඔ

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ආ

2 ඞ

3 ජ

4 ඔ

B. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times. The letters below are the same as those in A. Only the order has been changed.

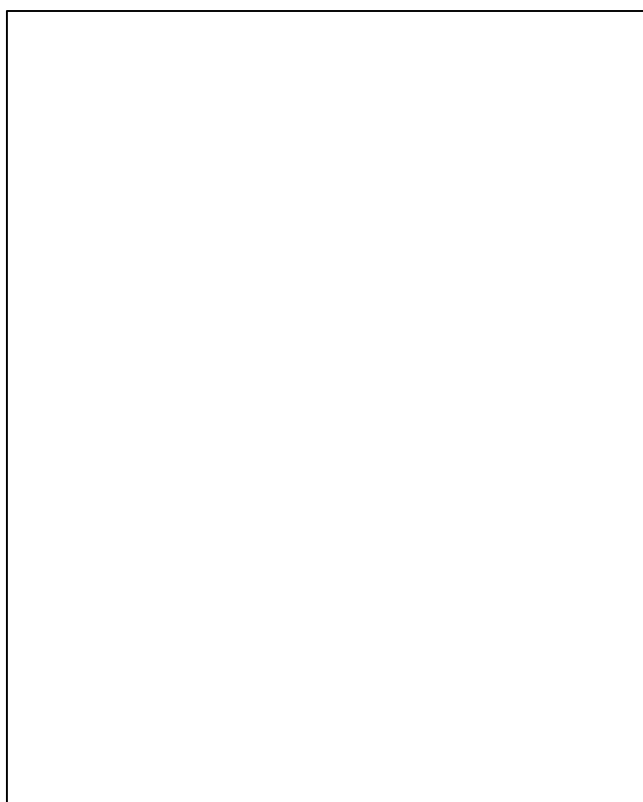
1 ජ

2 ඔ

3 ඞ

4 ආ

C. The instructor should now test the students by reading the entries in B at random. Students should try to identify the sound with the number of the correct entry.



- Somapala



- Somapala

M. D. GUNASENA, COLOMBO BOOKSELLERS

D. Listen to the instructor read the following entries. Entries should be read in sequence, and the sequence should be repeated several times,

1 උස

2 සඟ

3 දර

4 තම

5 උල

6 මඟ

7 හඳ

8 සමර

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students try to read the entry aloud. The instructor should then supply the correct reading.

1 තම

2 සරල

3 මඟ

4 භඳ

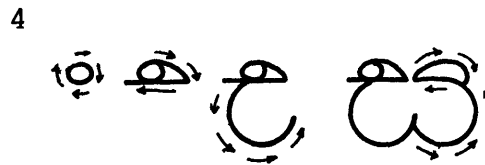
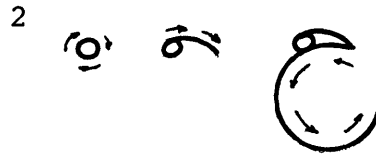
5 භඹ

6 භඹ

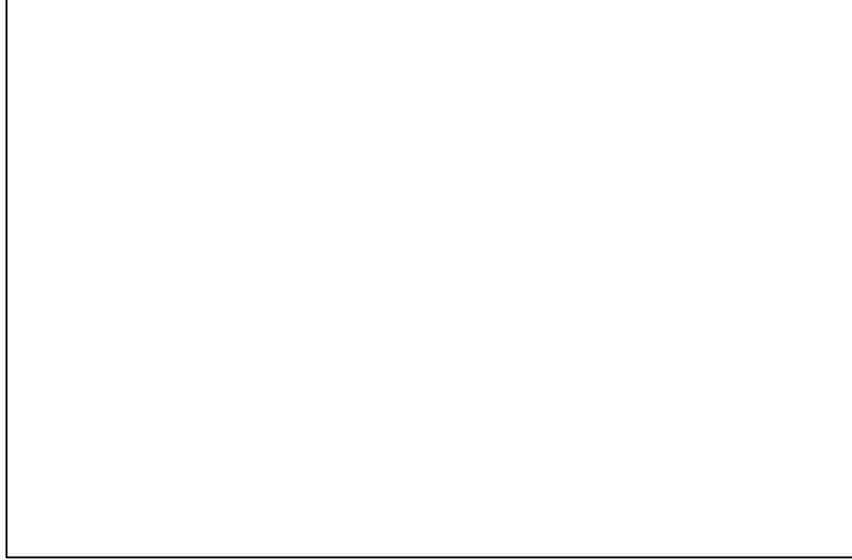
7 ඳර

8 ඹඹ

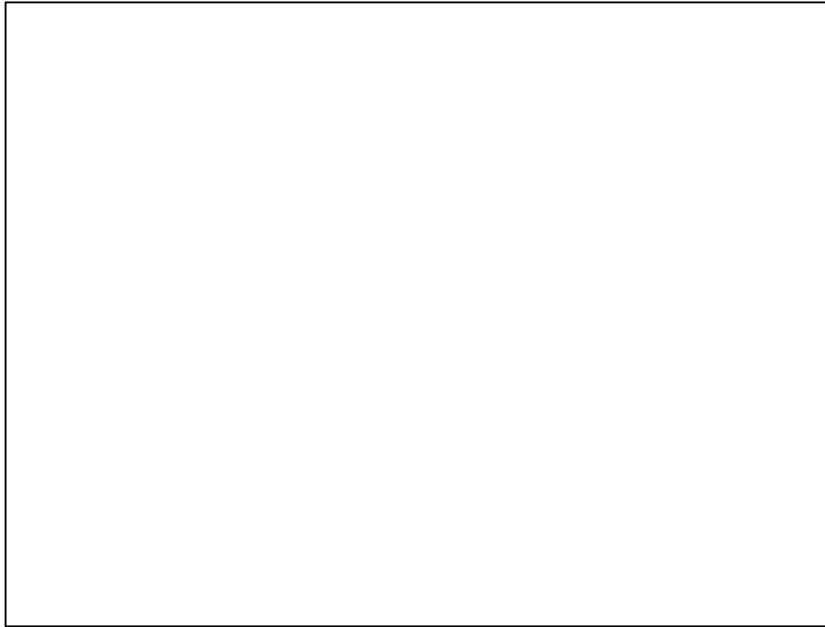
F. Writing. Directions for writing the letters introduced in this section are given below. Students should practice writing the letters under the supervision of the instructor.



DO NOT GO ON TO SECTION IV UNTIL ALL STUDENTS CAN READ AND WRITE THE LETTERS INTRODUCED IN SECTION III.



- Somapala



- Somapala

GOVERNMENT AGENCIES, COLOMBO

SECTION IV ඉ, ඈ, ඊ, ඊ

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ඉ

2 ඈ

3 ඊ

4 ඊ

B. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times. The letters below are the same as those in A. Only the order has been changed.

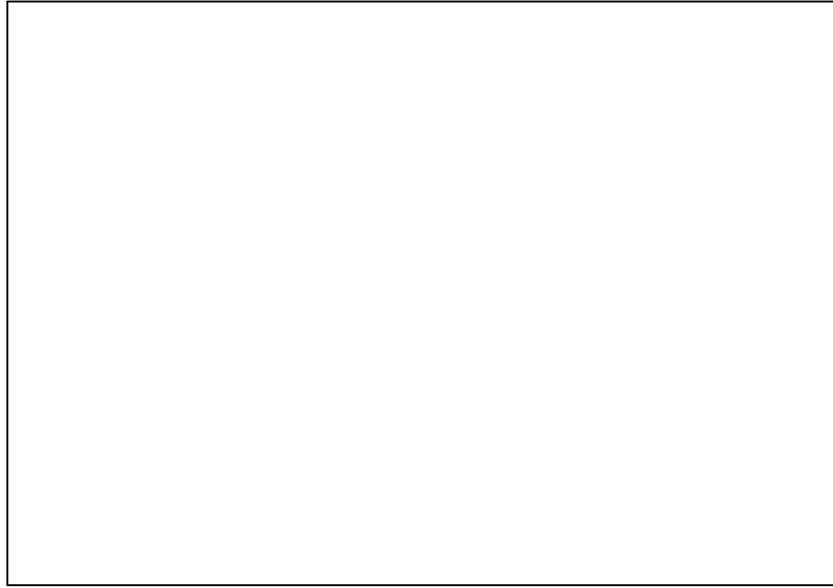
1 ඈ

2 ඉ

3 ඊ

4 ඊ

C. The instructor should now test the students by reading the entries in B at random. Students should try to identify the sound with the number of the correct entry.



- Somapala

COLOMBO STREET SIGN

D. Listen to the instructor read the following entries. Entries should be read in sequence, and the sequence should be repeated several times.

1 අඟ

2 ගඟ

3 ගඳ

4 අඟ

5 ගඟ

6 වඟ

7 අඟල

8 අඹ

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students try to read the entry aloud. The instructor should then supply the correct reading.

1 ගඟ

2 මඟ

3 අඟල

4 කඟ

5 තරඟ

6 ගච

7 ගඟක

8 අඹ

F. Writing. Directions for writing the letters introduced in this section are given below. Students should practice writing the letters under the supervision of the instructor.

1



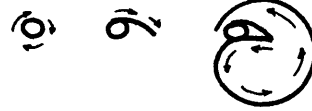
2



3



4



DO NOT GO ON TO SECTION V UNTIL ALL STUDENTS CAN READ AND WRITE THE LETTERS INTRODUCED IN SECTION IV.

SECTION V ට, ඨ, ඞ, ටු

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ට

2 ඨ

3 ඞ

4 ටු

B. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times. The letters below are the same as those in A. Only the order has been changed.

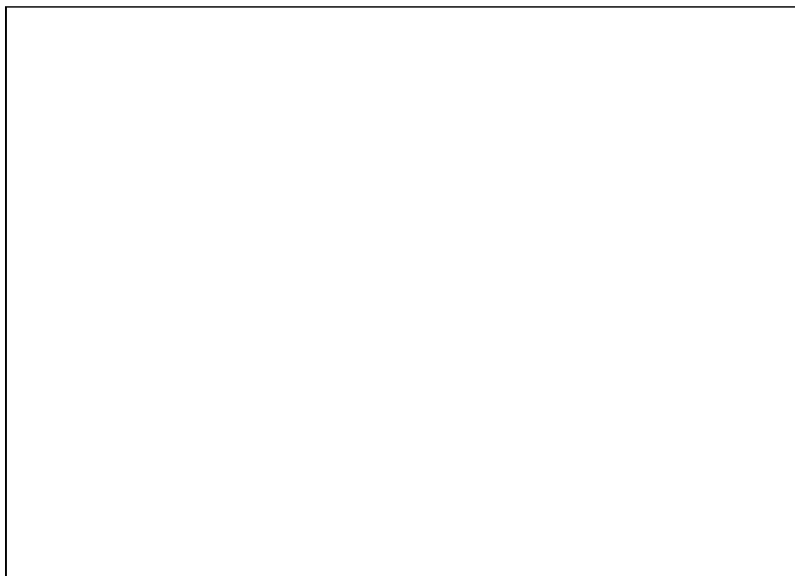
1 ඉ

2 ඊ

3 ඊ

4 ඔ

C. The instructor should now test the students by reading the entries in B at random. Students should try to identify the sound with the number of the correct entry.



- Somapala

PEOPLE'S BANK, COLOMBO

D. Listen to the instructor read the following entries. Entries should be read in sequence, and the sequence should be repeated several times.

1 යට

2 ඉඩ

3 ඉස

4 බඩ

5 යන

6 රට

7 ජය

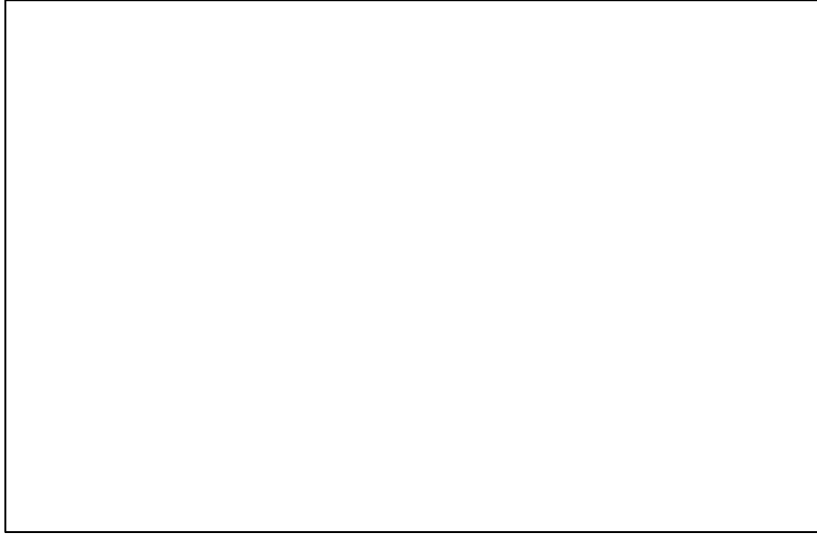
8 අට

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students try to read the entry aloud. The instructor should then supply the correct reading.

1 දහය

2 යට

3 මට



- Somapala

PETROL STATION, COLOMBO

- 4 ඉඬු
- 5 මහර
- 6 බඩ
- 7 අට
- 8 නවය

F. Writing. Directions for writing the letters introduced in this section are given below. Students should practice writing the letters under the supervision of the instructor.



DO NOT GO ON TO SECTION VI UNTIL ALL STUDENTS CAN READ AND WRITE THE LETTERS INTRODUCED IN SECTION V.

SECTION VI ඉ, ඊ, ආ, ඇ

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ඉ

2 ඊ

3 ආ

4 ඇ

B. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times. The letters below are the same as those in A. Only the order has been changed.

1 ඇ

2 ඉ

3 ආ

4 ඊ

C. The instructor should now test the students by reading the entries in B at random. Students should try to identify the sound with the number of the correct entry.

D. Listen to the instructor read the following entries. Entries should be read in sequence, and the sequence should be repeated several times.

1 ජපන

2 ආගම

3 ඇලය

4 ඉය

5 ඇත

6 ආම

7 ළඳ

8 ඇණය

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students try to read the entry aloud. The instructor should then supply the correct reading.

1 ඇට

2 ඇඳකම

3 ආකරය

4 ළඳ

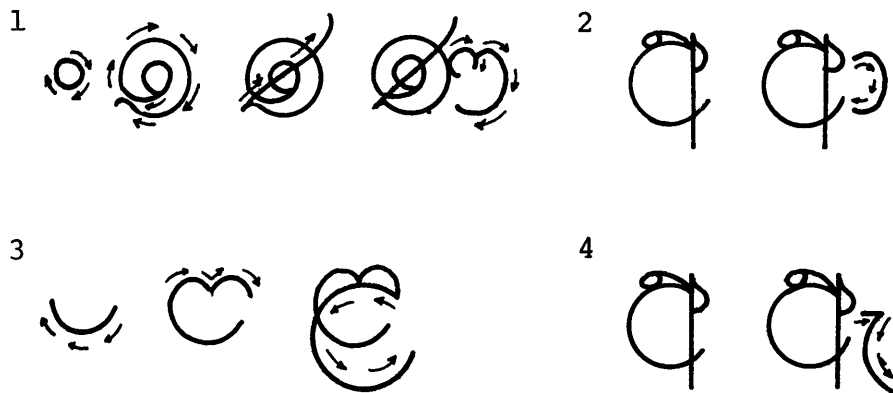
5 ඇණය

6 ඇළය

7 ආගම

8 අපට

F. Writing. Directions for writing the letters introduced in this section are given below. Students should practice writing the letters under the supervision of the instructor.



DO NOT GO ON TO SECTION VII UNTIL ALL STUDENTS CAN READ AND WRITE THE LETTERS INTRODUCED IN SECTION VI.



- Somapala

THE CEYLON PETROLEUM CORPORATION, COLOMBO

SECTION VII ඔ, ඊ, ආ, උ

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ඔ

2 ඊ

3 ආ

4 උ

B. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times. The letters below are the same as those in A. Only the order has been changed.

1 ඊ

2 ඔ

3 ආ

4 උ

C. The instructor should now test the students by reading the entries in B at random. Students should try to identify the sound with the number of the correct entry.

D. Listen to the instructor read the following entries. Entries should be read in sequence, and the sequence should be repeated several times.

1 උල

2 උහනය

3 ඊ

4 ඔගය

5 ඔට

6 ඇන

7 ඔජ

8 උ

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students try to read the entry aloud. The instructor should then supply the correct reading.

1 ඊල

2 ඔගය

3 උල

4 ඔබ

5 අන

6 උන

7 ඊය

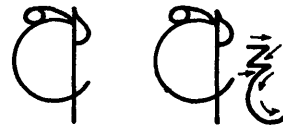
8 ඊගඟ

F. Writing. Directions for writing the letters introduced in this section are given below. Students should practice writing the letters under the supervision of the instructor.

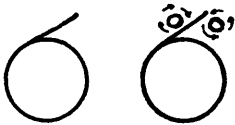
1



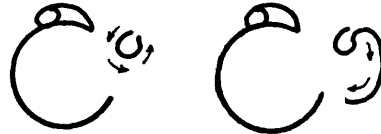
2



3



4



DO NOT GO ON TO SECTION VIII UNTIL ALL STUDENTS CAN READ AND WRITE THE LETTERS INTRODUCED IN SECTION VII.

SECTION VIII එ, ඒ, ඔ, ට

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 එ

2 ඒ

3 ඔ

4 ට

B. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times. The letters below are the same as those in A. Only the order has been changed.

1 ට

2 එ

3 ඒ

4 ඔ

C. The instructor should now test the students by reading the entries in B at random. Students should try to identify the sound with the number of the correct entry.

D. Listen to the instructor read the following entries. Entries should be read in sequence, and the sequence should be repeated several times.

1 ඒක

2 එක

3 ඕක

4 චර

5 ඕඩය

6 චරක

7 චරණ

8 එක

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students try to read the entry aloud. The instructor should then supply the correct reading.

1 එක

2 ඒකට

3 චර

4 අර

5 ඕ

6 ඕ

7 චරක

8 ඵ

F. Writing. Directions for writing the letters introduced in this section are given below. Students should practice writing the letters under the supervision of the instructor.

1



2



3



4



DO NOT GO ON TO SECTION IX UNTIL ALL STUDENTS CAN READ AND WRITE THE LETTERS INTRODUCED IN SECTION VIII.

DICTIONARY

The basic letters in the 'pure' Sinhala alphabet have been introduced in Sections I-VIII. This dictation exercise provides an opportunity to test the students' knowledge of those sections and to see whether any further review is necessary. Each student should take out a piece of paper and a pencil. The teacher should select one of the entries below and read it aloud to the students. The students should transcribe the word in Sinhala. The class should proceed in this manner until all the entries below have been transcribed by the students.

1 බතල

2 අයට

3 මකර

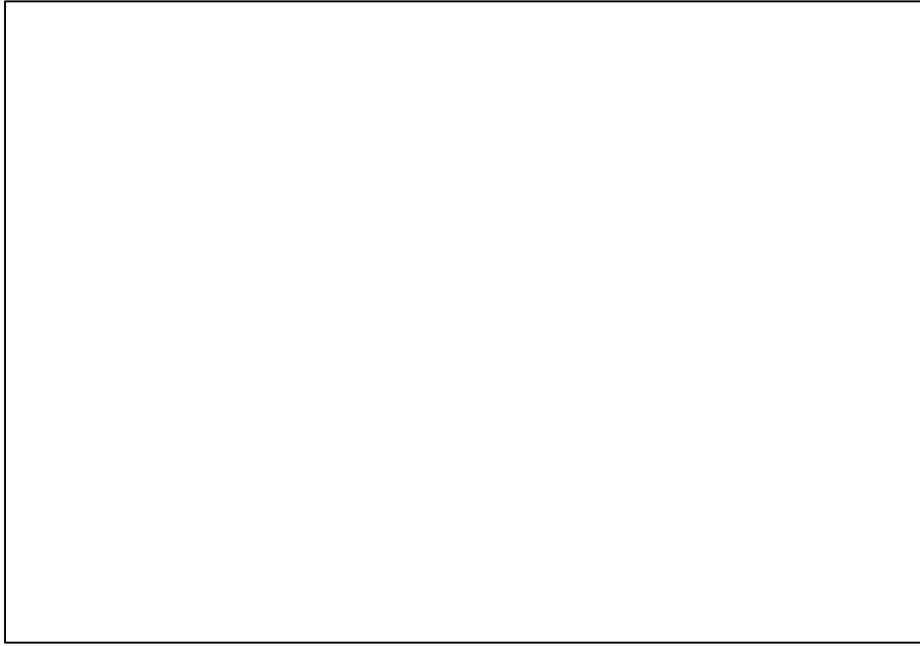
4 චර

5 ඉඬ

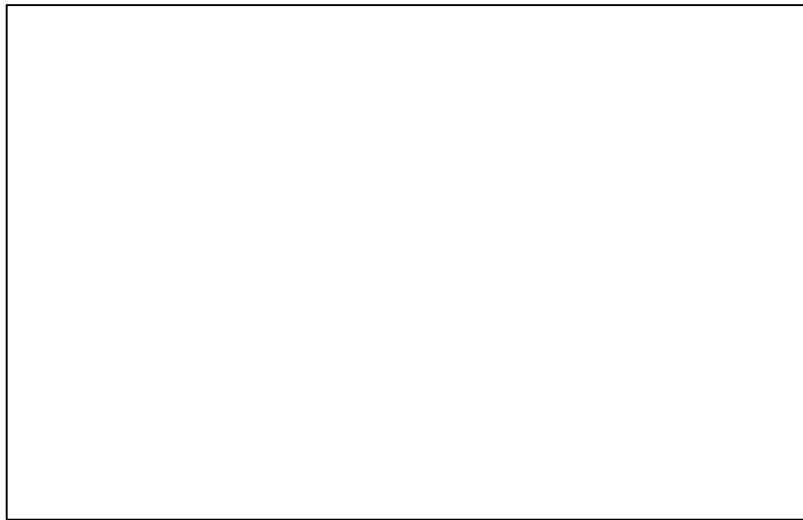
6 වහල

7 ජලය

8 එත



- Somapala



- Somapala

COLOMBO STREET SIGNS

NOTE TO THE STUDENT

Vowel symbols which occur in initial position in Sinhala words were introduced in Sections I-VIII. When vowels occur in non-initial position, i.e., in the middle of words and finally, there are different although nevertheless related symbols which are introduced in Sections IX-XXI below.

SECTION IX Medial and final ආ

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ධ

2 ධා

3 ආ

4 ආ

5 ආ

6 ආ

7 ආ

8 ආ

9 බ

10 බා

11 ද

12 දා

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times.

1 මම

2 මාමා

3 අත

4 ආවා

5 කර

6 කාර

7 තද

8 තාරා

D. The instructor should now test the students by reading the entries in C at random. Students should try to identify the number of the correct entry.

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students should try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 ධාලු

2 මාමා

3 යනවා

4 කාලා

5 ආවා

6 පාර

7 මම

8 තාර

DO NOT GO ON TO SECTION X UNTIL ALL STUDENTS CAN READ THE ENTRIES
IN SECTION IX.

SECTION X Medial and final ෆ්

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ඹ

2 ඹ්

3 ඹ

4 ඹ්

5 ඹ

6 ඹ්

7 ඹ

8 ඹ

9 ඹ

10 ඹ්

11 ඹ

12 ඹ්

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times.

1 සැර

2 පර

3 තැව්

4 තම

5 පැලය

6 වැඩ්

7 බඩ්

8 කැප

D. The instructor should now test the students by reading the entries in C at random. Students should try to identify the number of the correct entry.

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students should try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this manner until all students can read all entries correctly.

1 බඬ

2 වැඩ

3 සැර

4 තැට

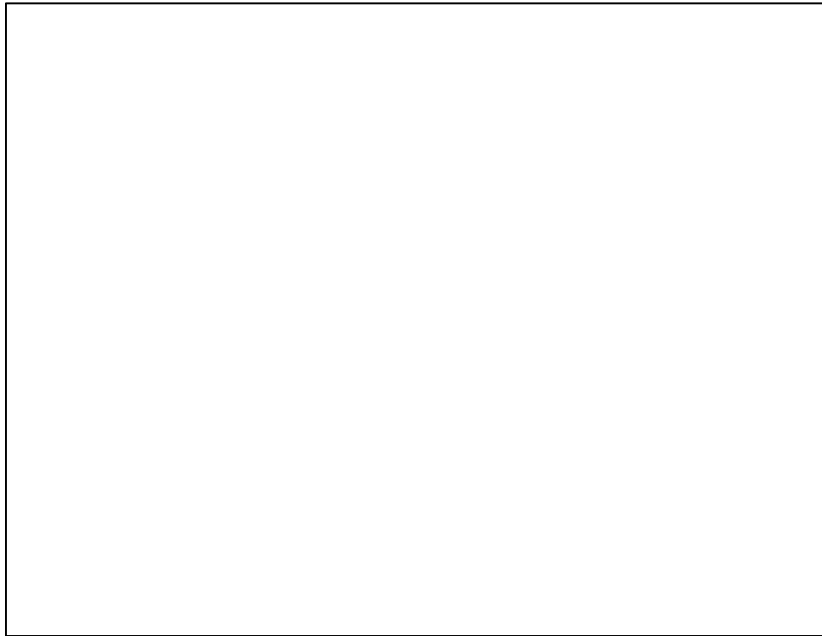
5 හැට

6 වැට

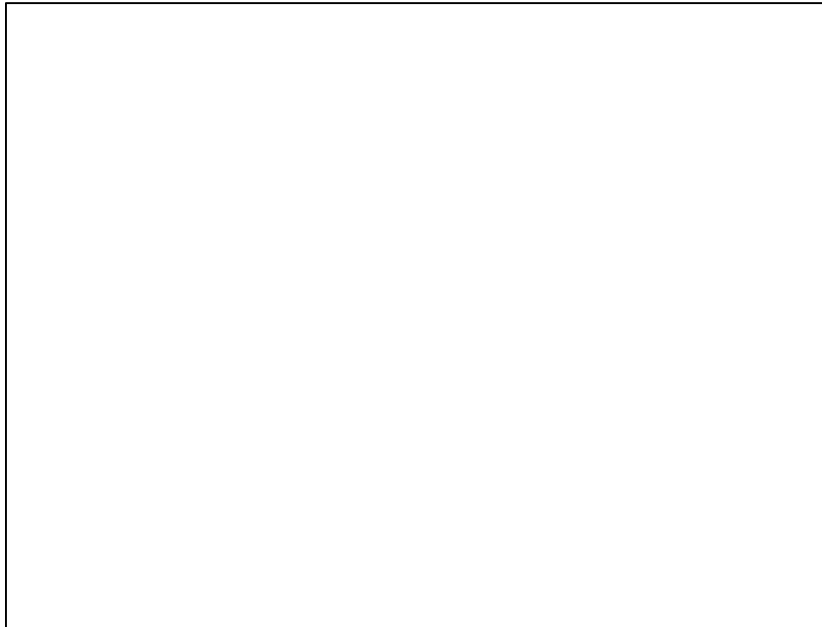
7 කැප

8 මම

DO NOT GO ON TO SECTION XI UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION X CORRECTLY.



- Somapala
SEMAGE AND COMPANY
THE PETTAH, COLOMBO



- Somapala
PETTAH POST OFFICE

SECTION XI Medial and final අූ

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 කූ

2 කූ

3 ගූ

4 ගූ

5 බූ

6 බූ

7 ඳූ

8 ඳූ

9 දූ

10 දූ

11 නූ

12 නූ

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times.

1 නෑ

2 ඕනෑ

3 බෑ

4 නෑවා

5 ගෑවා

6 භෑවා

7 කෑවා

8 මෑ

D. The instructor should now test the students by reading the entries in C at random. Students should try to identify the number of the correct entry.

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students should try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

- 1 ඊ
- 2 තැව
- 3 තැව්
- 4 ඕතැ
- 5 ගැව්
- 6 ඔැ
- 7 සැර
- 8 තැ

DO NOT GO ON TO SECTION XII UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XI CORRECTLY.

SECTION XII Medial and final ශ

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ෂ

2 ඞ

3 ඹ

4 ඹ

5 ඹ

6 ඹ

7 ඹ

8 ඹ

9 ඹ

10 ඹ

11 ඹ

12 ඹ

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times.

1 වීසි

2 නිහ

3 ගියා

4 පිහිය

5 ඇයි

6 සපිරි

7 ඉරිදා

8 දිනය

D. The instructor should now test the students by reading the entries in C at random. Students should try to identify the number of the correct entry.

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students should try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 කිරි

2 තිය

3 හරි

4 ගිහි

5 අලියා

6 පිටි

7 පිටියර

8 සපිරි

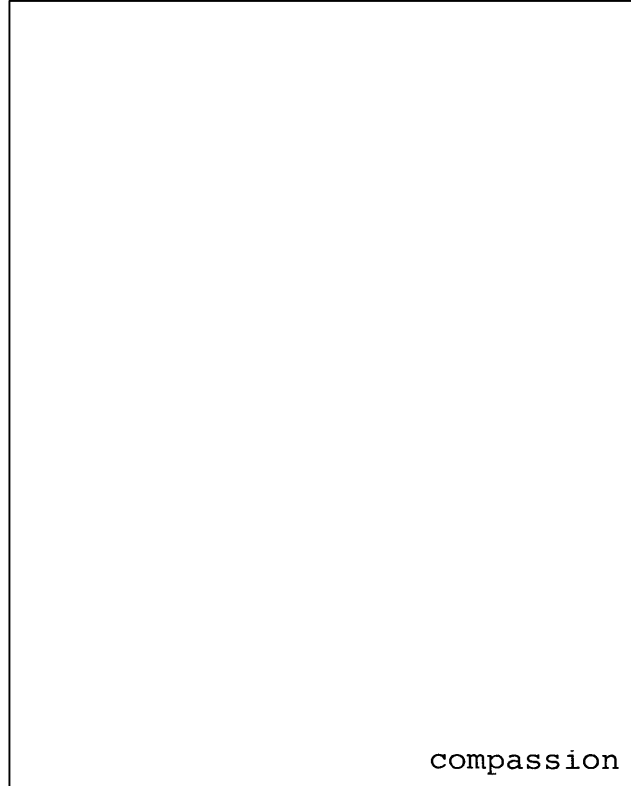
DO NOT GO ON TO SECTION XIII UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XII CORRECTLY.

SECTION XIII Medial and final ශ්‍රී

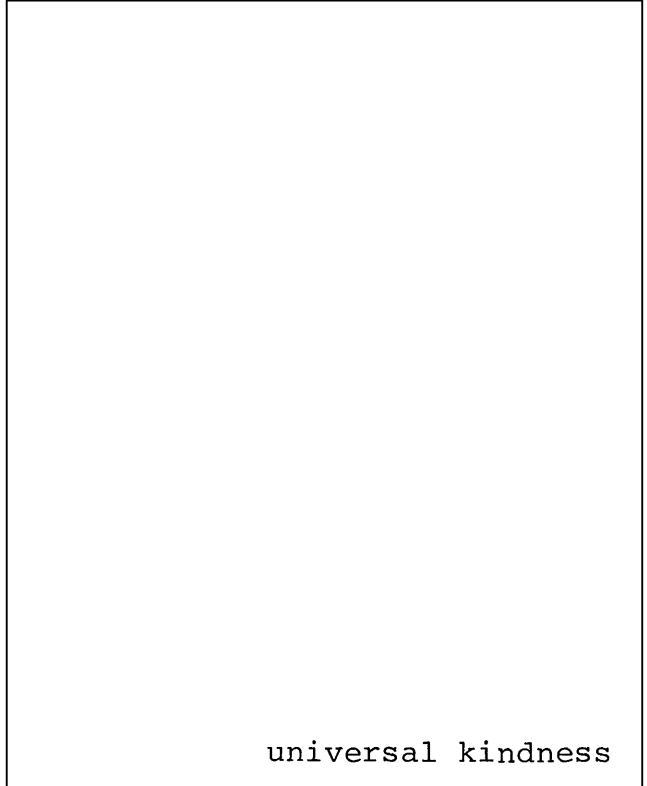
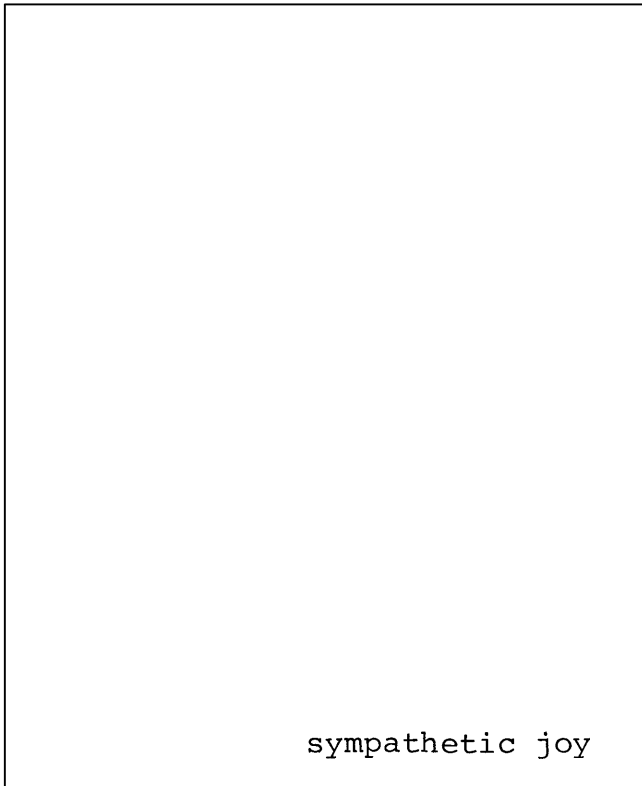
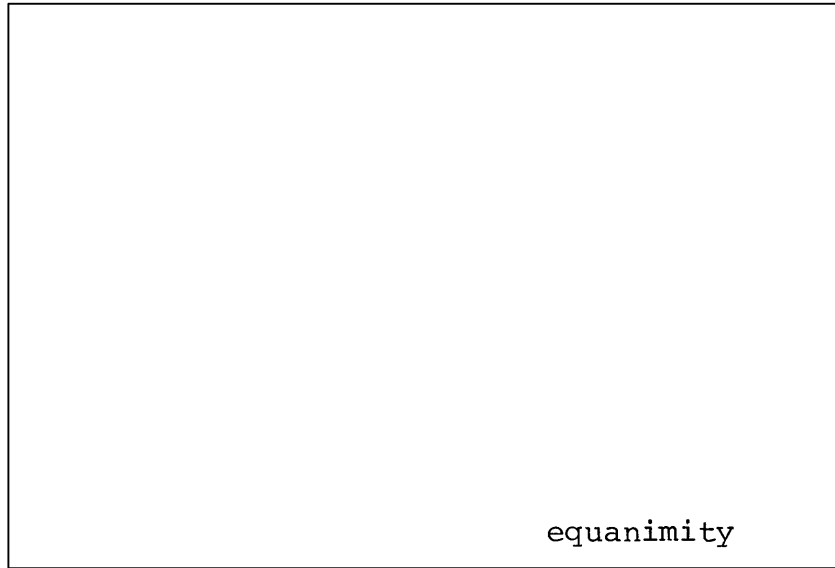
A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

- 1 ක
- 2 කා
- 3 ක්
- 4 ශ්‍රී
- 5 ධී
- 6 ධි
- 7 ධී
- 8 වි
- 9 වි
- 10 ටී
- 11 ටි
- 12 ටී

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.



This is one of four stone tablets which have been placed at the foot of a sacred Bo tree at the junction of Sir Ernest de Silva Mawatha (formerly Flower Road) and Ananda Coomaraswamy Mawatha (formerly Green Path) in Colombo. On each of the tablets is inscribed one of the four sublime states of consciousness to which a Buddhist aspires in his daily life. They are: maitri, universal kindness, mudita, sympathetic joy, i.e., rejoicing in the happiness of others, karuna, 'compassion', and upekkha, 'equanimity'. The tablets are intended to serve as a reminder to pedestrians and motorists.



- Somapala

THE TABLETS AT THE BO TREE

C. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times.

- 1 ටී
- 2 ලිවීම
- 3 දිසය
- 4 බීම
- 5 මී
- 6 වී
- 7 සිහි
- 8 කැපීම

D. The instructor should now test the students by reading the entries in C at random. Students should try to identify the number of the correct entry.

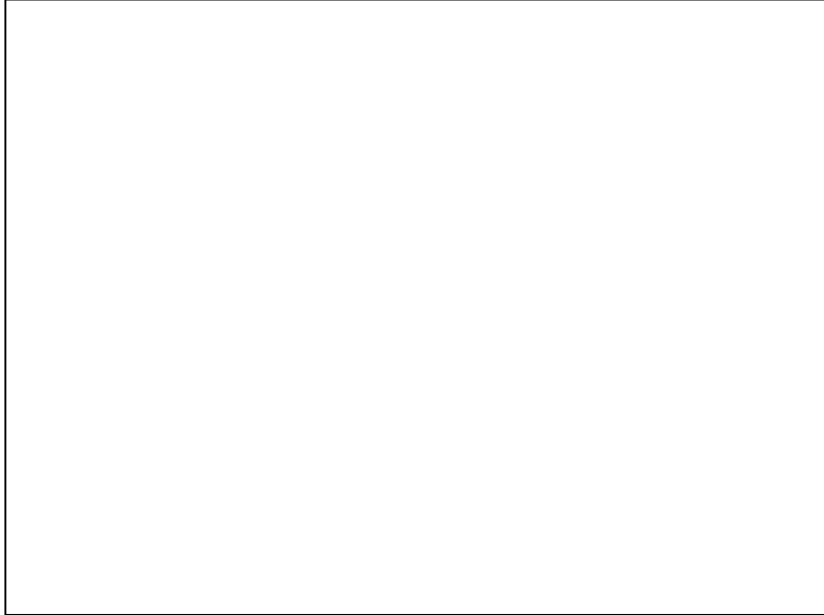
E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students should try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

- 1 දීම

SINHALA

- 2 සියා
- 3 මිට
- 4 වීර
- 5 පිරතලා
- 6 කැපීම
- 7 ලිවීම
- 8 දිගය

DO NOT GO ON TO SECTION XIV UNTIL ALL STUDENTS CAN READ THE
ENTRIES IN SECTION XIII CORRECTLY.



- Somapala

COLOMBO STREET SIGN

SECTION XIV Medial and final ඒ

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

- 1 ආ
- 2 ආ
- 3 ආ
- 4 ආ
- 5 ආ
- 6 ආ
- 7 ආ
- 8 ආ
- 9 ආ
- 10 ආ
- 11 ආ
- 12 ආ

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times.

- 1 ගෙඳර
- 2 වෙනවා
- 3 තියෙනවා
- 4 මෙන
- 5 කැපෙනවා
- 6 ඊයේ
- 7 හෙට
- 8 බාගේ

D. The instructor should now test the students by reading the entries in C at random. Students should try to identify the number of the correct entry.

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students should try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

- 1 ගෙඩි
- 2 හෙට
- 3 ඊයෙ
- 4 වෙලට
- 5 ගෙදර
- 6 ගෙය
- 7 මෙහෙ
- 8 වෙහ

DO NOT GO ON TO SECTION XV UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XIV CORRECTLY,

SECTION XV Medial and final ච්

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ණ

2 ණේ

3 ඟ

4 ඟේ

5 ණ

6 ණේ

7 ඹ

8 ඹේ

9 ජ

10 ජේ

11 ජ

12 ජේ

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.



- Somapala

SEED VENDOR, THE PETTAH

C. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times.

1 තේ

2 දේ

3 අතේ

4 උදේ

5 සැරේ

6 මාසේ

7 වෙලේ

8 අපේ

D. The instructor should now test the students by reading the entries in C at random. Students should try to identify the number of the correct entry.

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students should try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 මබ්ලේ

SINHALA

2 මගේ

3 උදේ

4 සැරේ

5 මාසේ

6 සේරම

7 රේ

8 අපේ

DO NOT GO ON TO SECTION XVI UNTIL ALL STUDENTS CAN READ THE
ENTRIES IN SECTION XV CORRECTLY.



- Somapala

COLOMBO STREET SIGN

SECTION XVI Medial and final ට්

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ට්

2 ට්ච්

3 ට්ච්

4 ට්ච්ච්

5 ට්ච්

6 ට්ච්ච්

7 ට්ච්ච්

8 ට්ච්ච්ච්

9 ට්ච්ච්

10 ට්ච්ච්ච්

11 ට්ච්

12 ට්ච්ච්

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times.

1 නෙමේ

2 කඩේ

3 මේස

4 බේගල

5 ඇටේ

6 මේවා

7 වටේ

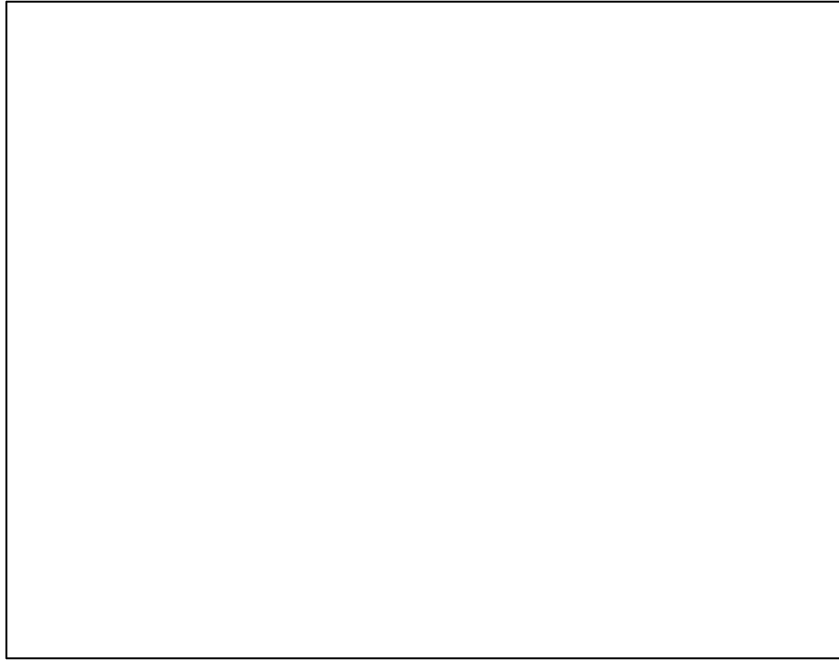
8 මේ

D. The instructor should now test the students by reading the entries in C at random. Students should try to identify the number of the correct entry.

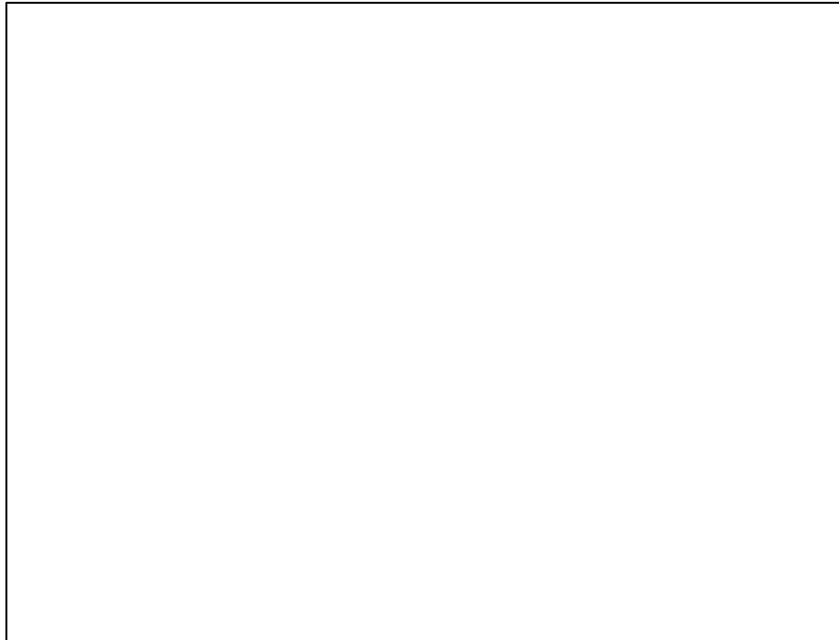
E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students should try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

- 1 කඩේ
- 2 මේස
- 3 බේරනවා
- 4 වටේ
- 5 මේටීම
- 6 තෙමේ
- 7 බේගල
- 8 ඇවේ

DO NOT GO ON TO SECTION XVII UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XVI CORRECTLY.

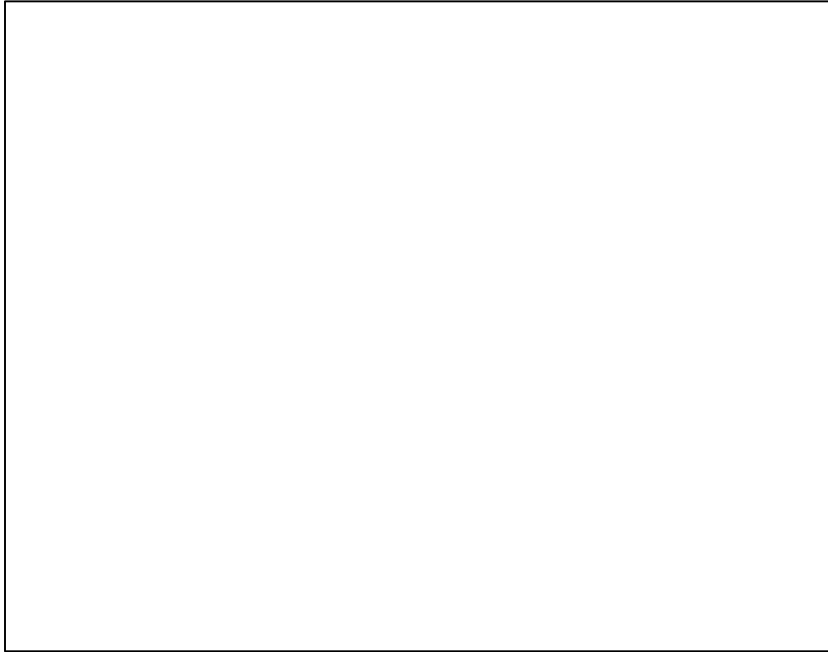


- Somapala



- Somapala

COLOMBO FORT RAILWAY STATION



- Somapala



- Somapala

COLOMBO FORT RAILWAY STATION

SECTION XVII Medial and final ඔ

A. Listen to the instructor read the following entries, The entries should be read in sequence and the sequence should be repeated several times.

- 1 කො
- 2 ලො
- 3 බො
- 4 කො
- 5 දො
- 6 පො
- 7 සො
- 8 යො
- 9 රො
- 10 මො
- 11 වො
- 12 කො

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Listen to the instructor read the following entries in sequence, The sequence should be repeated several times.

1 කොච්ච

2 ගොච්ච

3 ලොච්ච

4 කොහොච්ච

5 පොච්ච

6 කොල

7 කොරා

8 බොහොච්ච

D. The instructor should now test the students by reading the entries in C at random. Students should try to identify the number of the correct entry.

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students should try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

- 1 කොත
- 2 පොත
- 3 මොත
- 4 ලොකිය
- 5 කොහොම
- 6 කොල
- 7 කොරා
- 8 බොතවා

DO NOT GO ON TO SECTION XVIII UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XVII CORRECTLY.

SECTION XVIII Medial and final ්

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

- 1 ්
- 2 ්
- 3 ්
- 4 ්
- 5 ්
- 6 ්
- 7 ්
- 8 ්
- 9 ්
- 10 ්
- 11 ්
- 12 ්

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times.

1 සඹේදර

2 කේපි

3 රේදය

4 හේලය

5 මේඛ

6 පේර

7 භාචේ

8 හේචලය

D. The instructor should now test the students by reading the entries in C at random. Students should try to identify the number of the correct entry.

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students should try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 පෝය

2 ලෝභ

3 කෝ

4 කෝපි

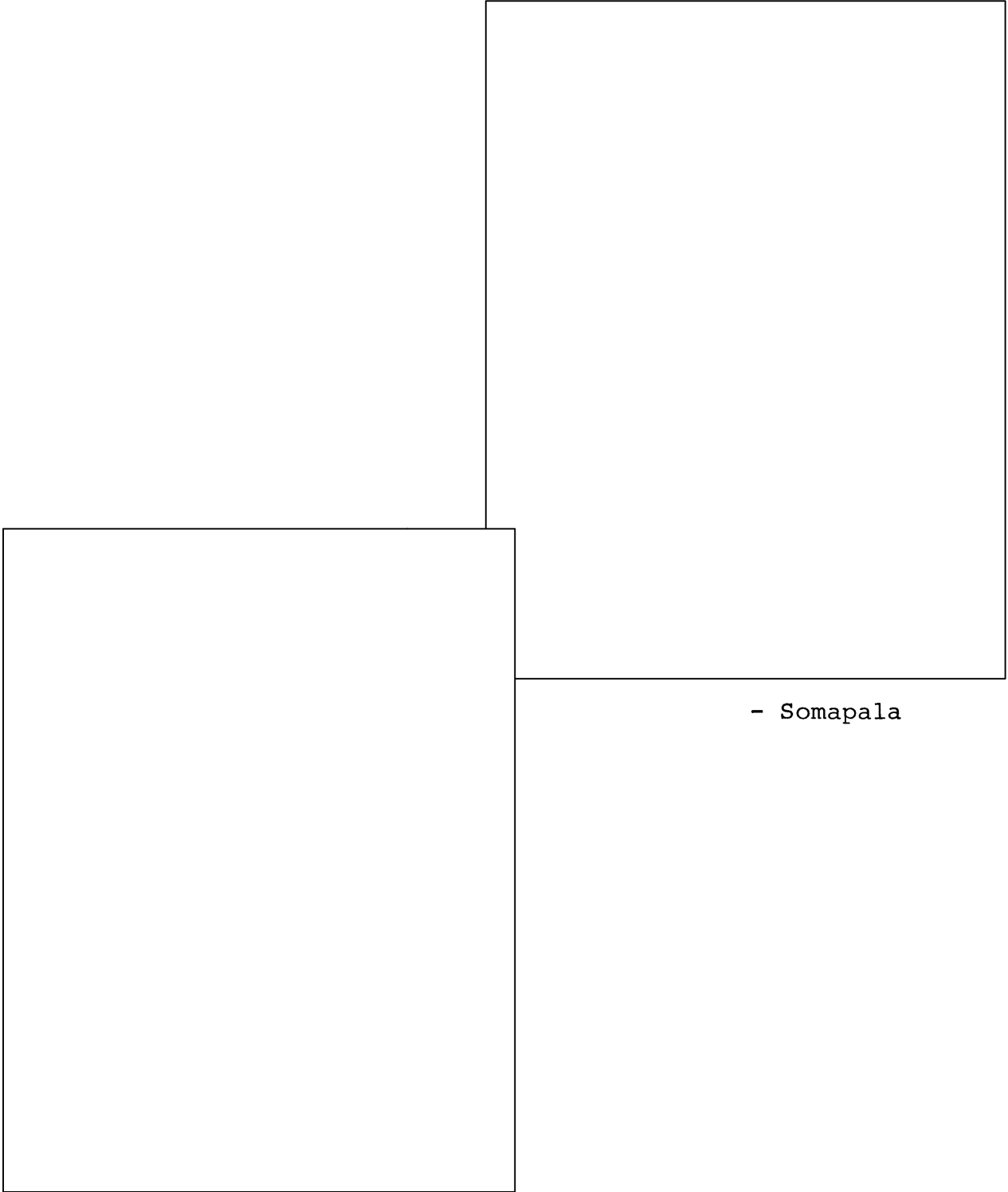
5 කෝඨිය

6 කෝතලය

7 කෝතා

8 කෝතා

DO NOT GO ON TO SECTION XIX UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XVIII CORRECTLY.



- Somapala

COLOMBO FORT RAILWAY STATION

SECTION XIX Medial and final ජ

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ණ

2 ඹ

3 ඣ

4 ඤ

5 ට

6 ඨ

7 ඩ

8 ඪ

9 ණ

10 ඬ

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times.

1 යතුර

2 ඇතුල

3 කුඩය

4 උතුර

5 දකුණ

6 කුලිය

7 අමාරු

8 රුවල

D. The instructor should now test the students by reading the entries in C at random. Students should try to identify the number of the correct entry.

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students should try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 එළු

2 වතුර

3 වරු

4 මාරු

5 තුඩ

6 ගුරු

7 කුරුණි

8 කතුර

DO NOT GO ON TO SECTION XX UNTIL ALL STUDENTS CAN READ THE ENTRIES
IN SECTION XIX CORRECTLY

SECTION XX Medial and final ජ

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 චූ

2 ජූ

3 චූ

4 චූ

5 ජූ

6 චූ

7 ජූ

8 ජූ

9 ජූ

10 චූ

11 චූ

12 ජූ

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times.

1 කුණු

2 වැහැට්ටා

3 ගැඹුණු

4 තිබුණා

5 හුණු

6 පුලුච්චි

7 ගැඹුණු

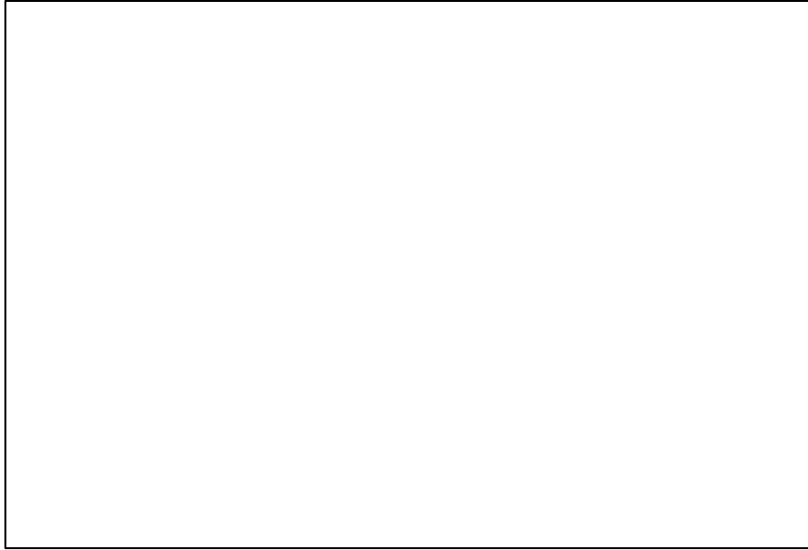
8 සුණු

D. The instructor should now test the students by reading the entries in C at random. Students should try to identify the number of the correct entry.

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students should try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

- 1 තුඩුව
- 2 අඩු
- 3 ඇහුණ
- 4 බැලුවා
- 5 සුමාන
- 6 කටුව
- 7 කානුව
- 8 අනු

DO NOT GO ON TO SECTION XXI UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XX CORRECTLY.



- Somapala



- Somapala

COLOMBO STREET SIGNS

SECTION XXI Medial and final උ

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 ඉ

2 ඊ

3 ඊ

4 ඉ

5 ඉ

6 ඉ

7 ඉ

8 ඉ

9 ඉ

10 ඉ

11 ඉ

12 ඉ

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Listen to the instructor read the following entries in sequence. The sequence should be repeated several times.

1 මුද

2 රූ

3 ජුනි

4 ජුලි

5 අනුව

6 අසුව

7 ලුනු

8 බුලි

D. The instructor should now test the students by reading the entries in C at random. Students should try to identify the number of the correct entry.

E. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students should try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 රූ

2 කැරුව

3 තැව

4 නූල

5 මුද

6 දුර

7 අසුව

8 ලුණු

DO NOT GO ON TO SECTION XXII UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XXI CORRECTLY.

NOTE TO THE STUDENT

In the entries in the preceding sections, all consonants have been followed by vowels. When consonants are followed directly by other consonants or by pause, special symbols are present, and they are introduced in Sections XXII-XXV below.

SECTION XXII Consonant followed by consonant or pause

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

- 1 ගස
- 2 ගස්
- 3 වැස්ස
- 4 අත
- 5 අතී
- 6 මහත්තයා
- 7 තෙලී
- 8 බලීලා

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students should try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 වලාකුල්

2 පැත්ත

3 බිත්ති

4 වහල්

5 ජනෙල්

6 සොල්දර

7 මස්

8 බක්

DO NOT GO ON TO SECTION XXIII UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XXII CORRECTLY.



- Somapala

CEYLON ELECTRICITY BOARD



- Somapala

PETTAH STREET SCENE

SECTION XXIII Consonant followed by consonant or pause

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 වෙත

2 පාත්

3 කන්ඩ

4 දර

5 කාර්

6 රෙද්ද

7 රෙදි

8 ඇද්දා

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 මැද්දා

2 යන්ඩ

3 පානී

4 කාර්

5 රෙද්ද

6 රෙදි

7 කනීන

8 වෙන

DO NOT GO ON TO SECTION XXIV UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XXIII CORRECTLY.

SECTION XXIV Consonant followed by consonant or pause

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 මට

2 කෝට්ටි

3 තම

4 තමි

5 හැට්ට

6 ලිවිලා

7 ගමි

8 ඉවිලා

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 කිව්වා

2 යම්

3 අම්බර

4 අව්ව

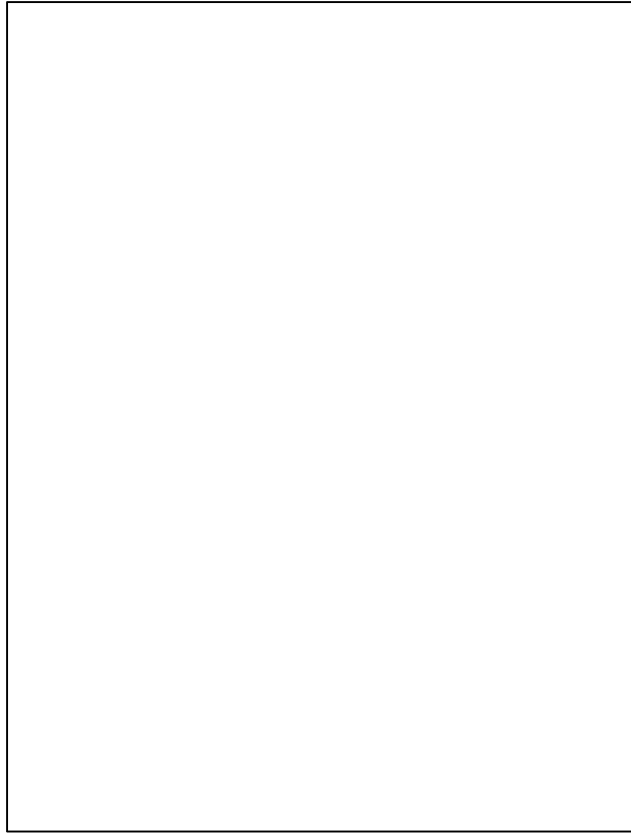
5 මෙව්වය

6 කොව්වය

7 ගම්

8 තම්

DO NOT GO ON TO SECTION XXV UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XXIV CORRECTLY.



- Somapala

COLOMBO STREET SIGN



- Somapala

SCHOOL SIGN, MAHARAGAMA

SECTION XXV Consonant followed by consonant or pause

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 පක්ච

2 එකක්

3 වාක්ච්චි

4 අක්කා

5 තැග්ගා

6 ගැරේප්

7 ගමනක්

8 තප්පර

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 ආනේච්ච

2 පොතක්

3 තැගීගා

4 එක

5 එකක්

6 එක්ක

7 ඒකත්

8 එකක

DO NOT GO ON TO SECTION XXVI UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XXV CORRECTLY.

SECTION XXVI Pre-nasalized consonants

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 තඹ

2 පිහාන

3 ඇඳුම්

4 හඳ

5 කොළඹ

6 සඳුදා

7 හොඳ

8 අඹලා

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 අඩමින්

2 කොළඹ

3 අඹ

4 අඟ

5 හඳ

6 තඹ

7 හොඳ

8 කඳ

DO NOT GO ON TO SECTION XXVII UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XXVI CORRECTLY.

SECTION XXVII Additional symbols

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.

1 තංගි

2 පුණ

3 ත්‍රියා

4 ලක්ෂණ

5 අශ්වයා

6 ලංකාව

7 ඡිත්තෝ

8 ඡෝරෝ

B. The instructor should now test the students by reading the entries in A at random. Students should try to identify the sound with the number of the correct entry.

C. Reading. The instructor should read the number preceding one of the following entries. There should be an interval during which students try to read the entry aloud. Then the instructor should supply the correct reading. The class should proceed in this fashion until all students can read all entries correctly.

1 පරාක්‍රම

2 චිත්‍ර

3 අශ්වයා

4 ලක්ෂණ

5 අං

6 භූමි

7 හමිණි

8 ජෝරෝ

DO NOT GO ON TO SECTION XXVIII UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XXVII CORRECTLY.

SECTION XXVIII The mixed alphabet

A. The 'mixed' alphabet contains numerous additional symbols which are necessary for representing historically correct spellings of words derived from classical sources. In speech, many of these letters are not distinguished from letters in the 'pure' alphabet. For example:

| | | |
|---|--------------------|---|
| ඛ | is identified with | ක |
| ඝ | is identified with | ග |
| ඞ | is identified with | ආ |
| ඡ | is identified with | ච |
| ඣ | is identified with | ඡ |
| ඤ | is identified with | ඤ |
| ඦ | is identified with | ඞ |
| ඨ | is identified with | භ |
| ඩ | is identified with | ඳ |
| ඪ | is identified with | ඪ |
| ඬ | is identified with | ඬ |

B. The following initial symbols also belong to the 'mixed' alphabet. The instructor should pronounce them for the class.

- 1 ටේ
- 2 ඔඟ්
- 3 ටෘ
- 4 ටෘෘ

C. The following entries contain additional symbols which have not appeared previously. The instructor should read the entries aloud. New symbols are underlined.

1 කූෂි

2 රුජ්ජුය

3 මෞ

4 මෞම

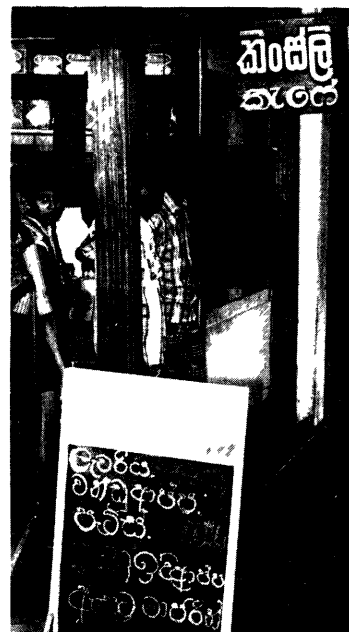
5 මාඡී

6 ඡුඡි

7 ඡුඡ

D.

An additional symbol for "f" appears at the right in the word cafe. The symbol often appears on signboards, but it is not found on Sinhala typewriters.



READING PRACTICE -- I

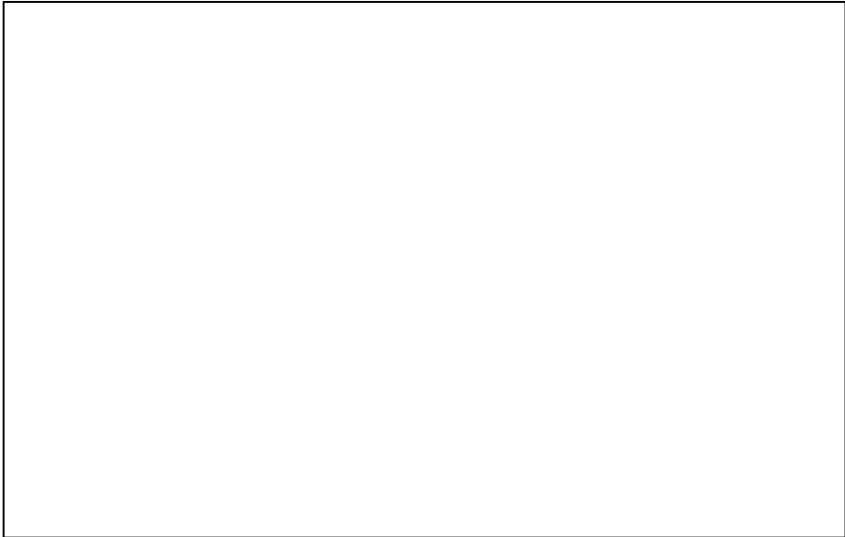
Passage 1

කැන් යු ඊඩ් දිස්? ඉඡ් යු කැන් ඊඩ් දිස්, යු මස්චි තෝ දැච් දිස් ඉස් තාච් සිහල.

දිස් ඉස් ඉග්ලිෂ්!

Passage 2

චී ද පිපල් අචී ද යුතයිටඩ් ස්ටේට්ස්, ඉන් ඔඩ ටු ශ්‍රෝම් අ මෝ පෂ්‍රේක්ච් යුතියන්,
එස්ටැබ්ලිෂ් ජස්ටිස්, ඉන්ජුව ඩොමෙස්ටික් ට්‍රැක්ච්ලිච්, ප්‍රොවයිඩ් ඡු ද කොමන් ඩිෂ්‍රේන්ස්,
ප්‍රොමෝච් ද ජෙතරල් වෙල්ෂ්‍රේයා, ඇන්ඩ් සික්යෝ ද ඩිලෙසිය් අච් ලිබරී ටු අච්සෙල්ච්ස්
ඇන්ඩ් අච් පොස්ටෙරිට්, ඩු ඔඩින් ඇන්ඩ් එස්ටැබ්ලිෂ් දිස් කොන්ස්ටිටුෂන් අච් ද යුතයිටඩ්
ස්ටේට්ස් අච් අමෙරික.



-Somapala

COLOMBO STREET SIGN

READING PRACTICE -- II

PLACE NAMES

There are a number of towns, cities and other well-known locations in Sri Lanka for which the Sinhala name is markedly different from the English. A number of examples for practice reading are given below.

| | |
|-------------------------|---------------|
| (මහ) නුවර | Kandy |
| යාපනේ | Jaffna |
| මන්නාරම | Mannar |
| ත්‍රිකුණාමලේ | Trincomalee |
| මඩකලපුව | Batticaloa |
| කෑගල්ල | Kegalle |
| තෑගල්ල | Tangalle |
| ගාල්ල | Galle |
| ඒගලුව | Negombo |
| ඡලාවත | Chilaw |
| ශ්‍රී පාදේ (ශ්‍රී පාදය) | Adam's Peak |
| කොටුව | Fort |
| පිටකොටුව | Pettah |
| කොල්ලුපිටිය | Colpetty |
| කොම්පඤ්ඤ වීදිය | Slave Island |
| ගල්කිස්ස | Mount Lavinia |

READING PRACTICE -- III

SINHALA SURNAMES

Sinhala surnames are often mispronounced by foreigners who take their cues from the Romanized spelling rather than from the Sinhala. In addition, speakers of English frequently substitute æ for a and fail to distinguish between short and long vowels. For example:

| Correct spelling | Commonly mispronounced as | Romanized or English spelling |
|------------------|---------------------------|-------------------------------|
| බණ්ඩාරතායක | බණ්ඩුතායිකි | Bandaranaike |
| සේනානායක | සෙනනායක | Senanayake |
| දිසානායක | දිසනායක | Dissanayake |

Although Sinhala surnames are often romanized in more than one way (for example, Balasuriya, Balasooriya), they are generally identified with a single pronunciation and a single spelling in Sinhala. Examples follow.

| <u>Sinhala</u> | <u>English</u> |
|----------------|----------------------------|
| අමරසේකර | Amarasekara Amerasekara |
| අමරසිංහ | Amarasinghe Amerasinghe |
| අමරතුංග | Amaratunga Ameratunga |

| <u>Sinhala</u> | <u>English</u> |
|----------------|-------------------------------|
| ආරියරත්න | Ariyaratne |
| ආරියපාල | Ariyapala |
| ආට්ඨල | Attygalle |
| බාලචන්ද්‍ර | Balachandra |
| බාලසූරිය | Balasooriya Balasuriya |
| බණ්ඩාරතායක | Bandaranaike Bandaranayake |
| බස්තායක | Basnayake |
| චන්ද්‍රරත්න | Chandraratne |
| චන්ද්‍රසේකර | Chandrasekara |
| දහතායක | Dahanayake |
| දසතායක | Dasanaike Dasanayake |
| ධර්මසේන | Dharmasena |
| ද සේරම් | DeSaram |
| ද සිල්වා | DeSilva |
| ඩයස් | Dias |
| දිසානායක | Dissanayake Dissanaike |
| එදිරිසිංහ | Edirisinghe |
| ඒකතායක | Ekanayake |
| ප්‍රනාන්දු | Fernando |
| ගමගේ | Gamage |
| ගුණරත්න | Gunaratne Goonaratne |

| <u>Sinhala</u> | <u>English</u> |
|----------------|----------------|
| ගුණතිලක | Goonatillake |
| ගුණවර්ධන | Goonawardena |
| හේරත් | Herath |
| හෙට්ටිආරච්චි | Hettiaracchi |
| ඉලංගරත්න | Ilangaratna |
| ජයමානේ | Jayamanne |
| ජයරත්න | Jayaratne |
| ජයසේකර | Jayasekara |
| ජයසේන | Jayasena |
| ජයතිලක | Jayatilaka |
| ජයවර්ධන | Jayawardena |
| කරුණරත්න | Karunaratna |
| කරුණායක | Karunanayake |
| කරුණතිලක | Karunatilake |
| ලියනගේ | Liyanage |
| මුණසිංහ | Munasinghe |
| මුණවීර | Munaweera |
| නානායකාර | Nanayakara |
| නවරත්න | Nawaratne |
| ඔබේසේකර | Obeyesekere |
| පානබොක්ක | Panabokke |
| පණ්ඩිතරත්න | Panditaratne |
| පරණවිතාන | Paranavitane |

| <u>Sinhala</u> | <u>English</u> |
|----------------|----------------|
| රාජපක්ෂ | Rajapakse |
| රාමනායක | Ramanayake |
| රණවීර | Ranaweera |
| රණතුංග | Ranatunga |
| රත්වත්තේ | Ratwatte |
| සමරකෝන් | Samarakoon |
| සමරනායක | Samaranayake |
| සමරසේකර | Samarasekara |
| සමරවීර | Samaraweera |
| සරත්චන්ද්‍ර | Sarathchandra |
| සේනානායක | Senenayake |
| සෙනෙවිරත්න | Seneviratne |
| සුබසිංහ | Subasinghe |
| තිලකරත්න | Tilakaratne |
| වනිඟතුංග | Wanigatunga |
| වීරකෝන් | Weerakoon |
| වීරසිංහ | Weerasinghe |
| වික්‍රමරත්න | Wickramaratne |
| වික්‍රමසිංහ | Wickramasinghe |
| වීජේසිංහ | Wijesinghe |
| වීජයවර්ධන | Wijeyewardene |
| වීජයතුංග | Wijetunge |

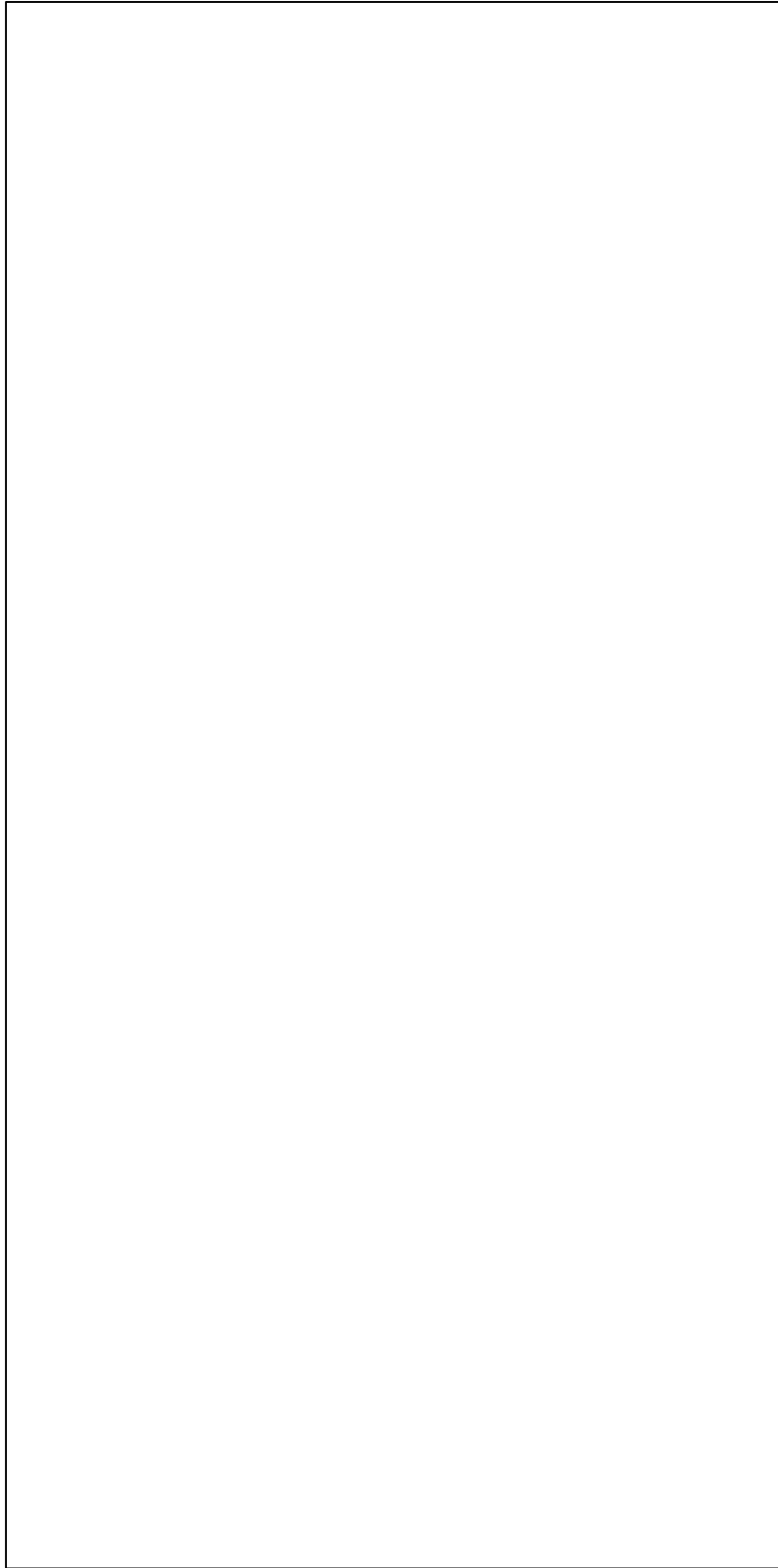
READING PRACTICE -- IV

WORK AT THE MAP

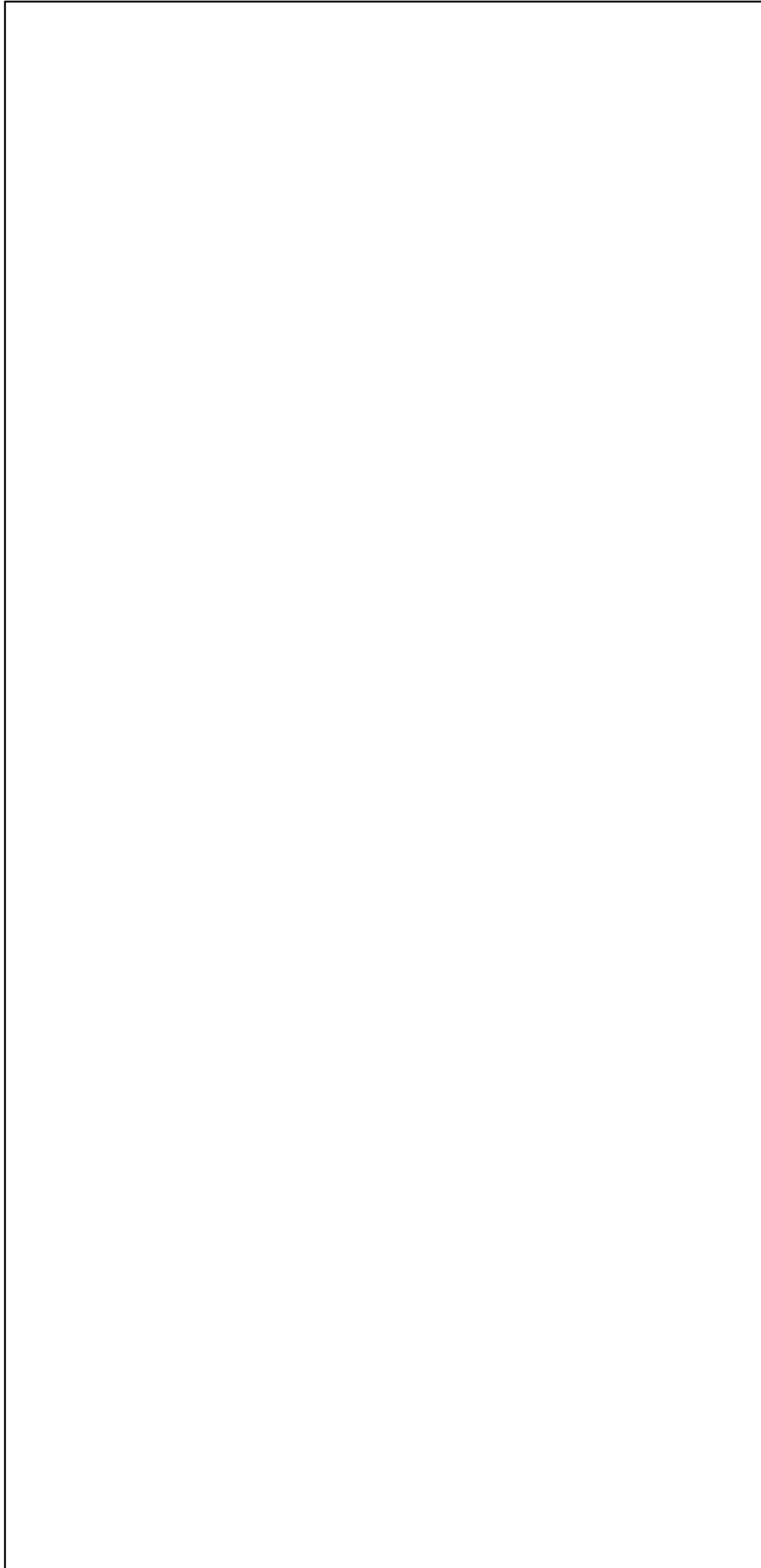
The class should obtain a copy of the large Sinhala road map of Sri Lanka produced by the Survey Department or of other Sinhala maps of Sri Lanka or parts of Sri Lanka which are of interest. The Survey Department usually has an interesting selection of maps for sale. Students should practice reading the place names which are of interest to them. The Kandy and Colombo insets from the Sinhala and English versions of the road map are reproduced below for the benefit of students studying in the United States.



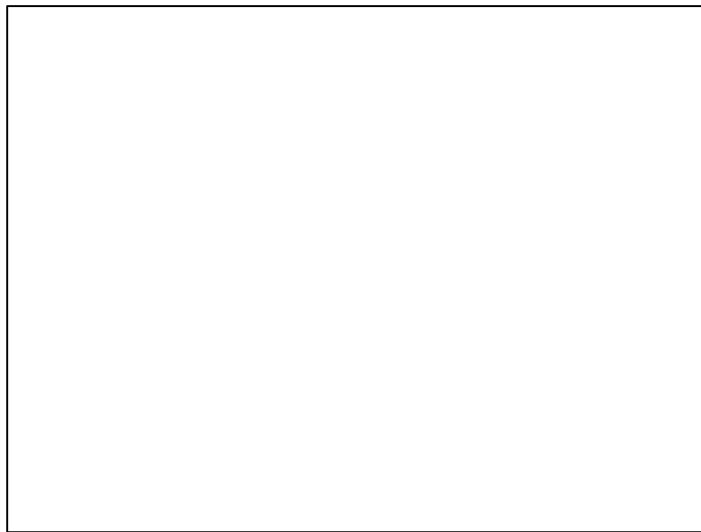
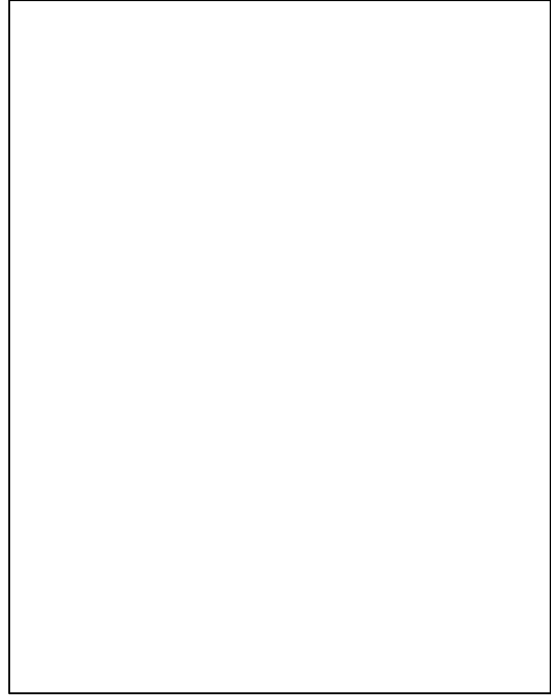
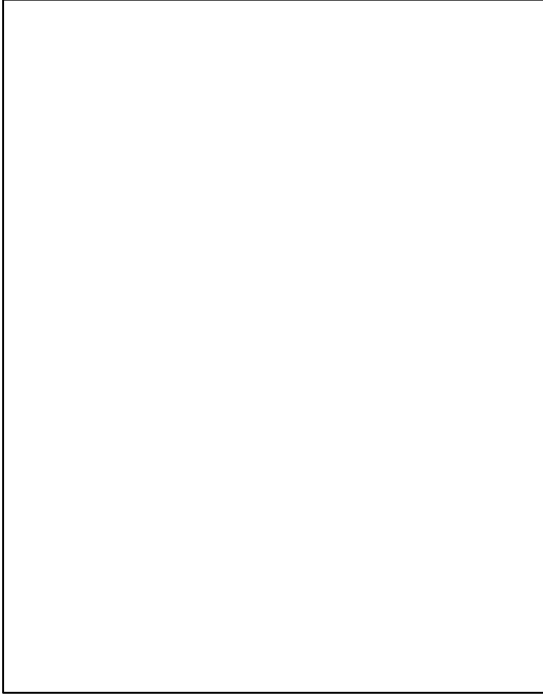
KANDY



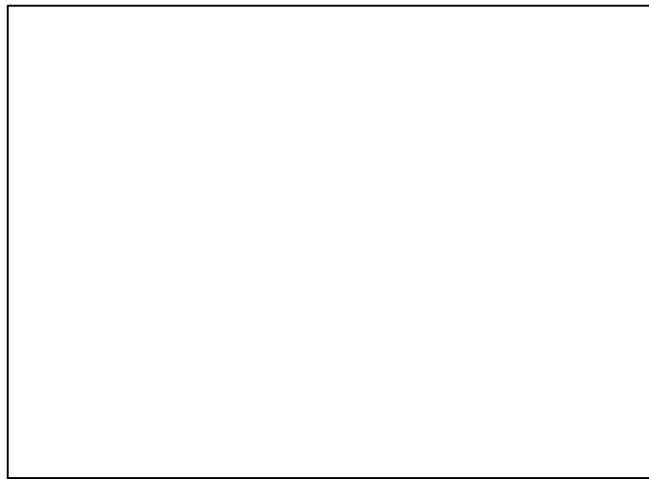
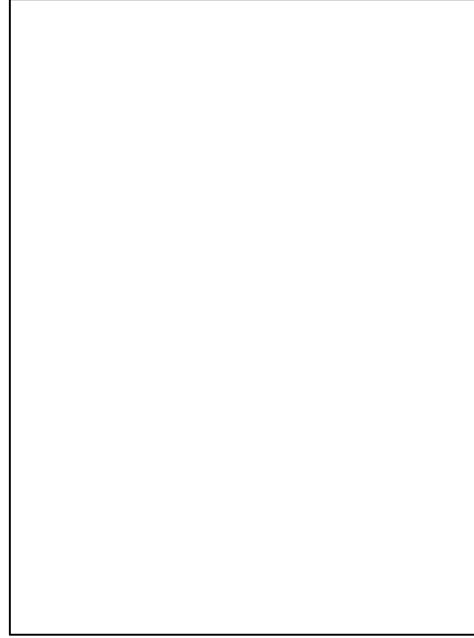
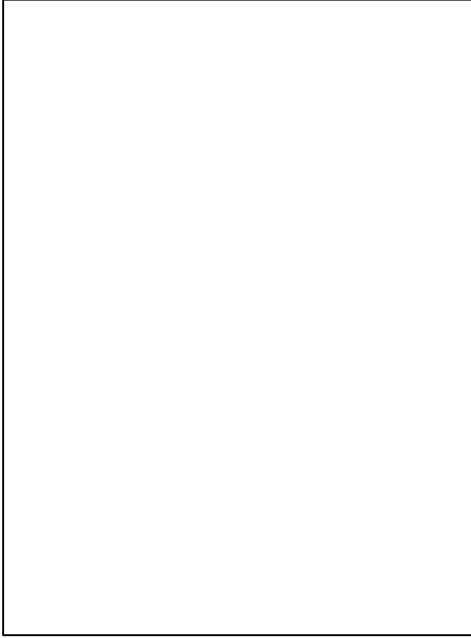
COLOMBO



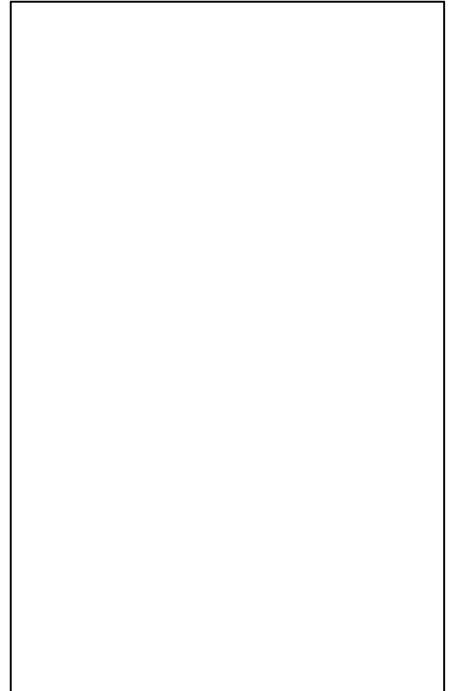
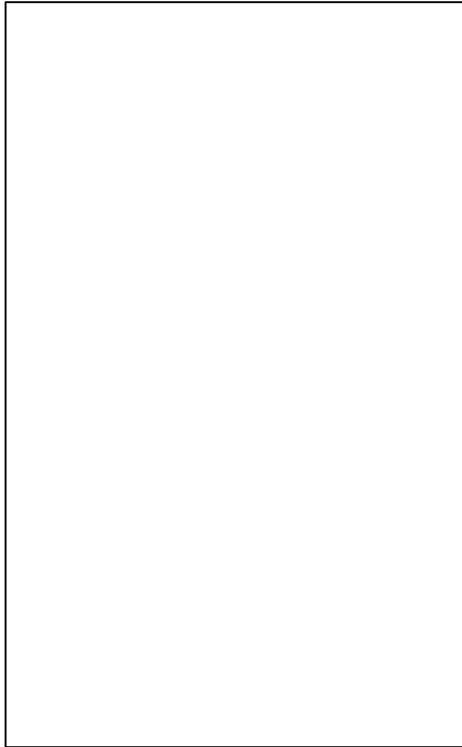
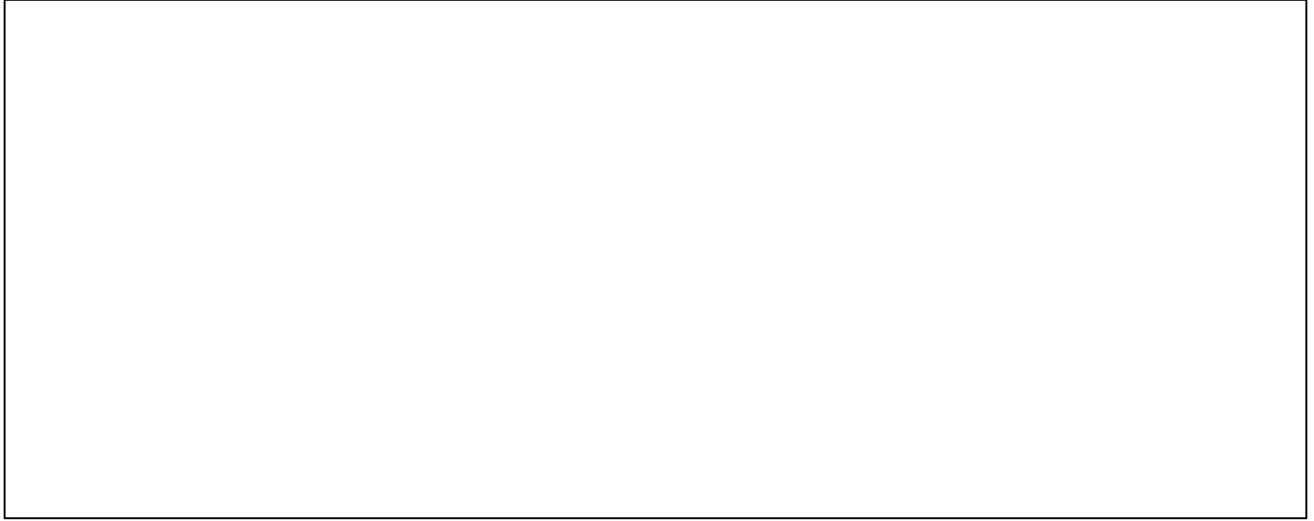
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