Sinhala
BASIC COURSE
MODULE I
BEGINNING SIGNS AND LETTERS

FOREIGN SERVICE INSTITUTE
DEPARTMENT OF STATE
Sinhala

BASIC COURSE

MODULE 1
BEGINNING SIGNS AND LETTERS

BY
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with KAMINI de ABREW

FOREIGN SERVICE INSTITUTE
DEPARTMENT OF STATE


**PREFACE**

*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
TABLE OF CONTENTS

THE LANGUAGE AND THE WRITING SYSTEM  1

Introduction  1
The alphabet  3
The alphabet at a glance  4

INTRODUCING THE SCRIPT  5
SECTION I ṣ, ṣ, ṕ, ṝ  5
SECTION II ṝ, ṝ, ṙ, ᵇ  7
SECTION III ፰, ṕ, Ṟ, ṙ  12
SECTION IV Ṵ, ṧ, Ṙ, ṳ  17
SECTION V Ṣ, Ṣ, ṙ, Ṝ  20
SECTION VI ṳ, Ṣ, Ṙ, ṳ  25
SECTION VII Ṣ, Ṣ, Ṙ, ṳ  28
SECTION VIII Ṣ, Ṣ, Ṙ, ṳ  31
SECTION IX Medial and final Ṣ  36
SECTION X Medial and final Ṣ  39
SECTION XI Medial and final Ṣ  43
SECTION XII Medial and final Ṣ  46
SECTION XIII Medial and final Ṣ  49
SECTION XIV Medial and final Ṣ  54
SECTION XV Medial and final Ṣ  57
SECTION XVI Medial and final Ṣ  61
SECTION XVII Medial and final Ṣ  66
SECTION XVIII Medial and final Ṣ  69
SECTION XIX Medial and final Ṣ  73
SECTION XX Medial and final Ṣ  76
SECTION XXI Medial and final Ṣ  80
SECTION XXII Consonant followed by consonant or pause  83
SECTION XXIII Consonant followed by consonant or pause  86
SECTION XXIV Consonant followed by consonant or pause  88
SECTION XXV Consonant followed by consonant or pause  91
SECTION XXVI Prenasalized consonants  93
SECTION XXVII Additional symbols  95

vi
SECTION XXVIII The Mixed Alphabet 97

READING PRACTICE I 99

READING PRACTICE II
Place names 100

READING PRACTICE III
Sinhala Surnames 101

READING PRACTICE IV
Work at the map 105

MORE SIGNS 108
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
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.
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.

<table>
<thead>
<tr>
<th>a</th>
<th>aa</th>
<th>æ</th>
<th>æ</th>
<th>i</th>
<th>ii</th>
<th>u</th>
<th>uu</th>
</tr>
</thead>
<tbody>
<tr>
<td>ø</td>
<td>ø</td>
<td>e</td>
<td>ee</td>
<td>ø</td>
<td>ai*</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>k</td>
<td>kha*</td>
<td>g</td>
<td>gha*</td>
<td>j</td>
<td>a*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>cha*</td>
<td>ja</td>
<td>jha*</td>
<td>ña*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Tha*</td>
<td>Da</td>
<td>Dha*</td>
<td>ñ</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>t</td>
<td>tha*</td>
<td>da</td>
<td>dha*</td>
<td>na</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>p</td>
<td>pha*</td>
<td>ba</td>
<td>bha*</td>
<td>ma</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>y</td>
<td>ya</td>
<td>ra</td>
<td>la</td>
<td>wa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>s</td>
<td>sa*</td>
<td>sa*</td>
<td>ha</td>
<td>la</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a</td>
<td>aj</td>
<td>ah*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
INTRODUCING THE SCRIPT

SECTION I  ʊ, ø, ʌ, ɔ

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

1 ʊ

2 ø

3 ʌ

4 ɔ

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 ɔ

2 ø

3 ʊ

4 ʌ

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  නිංං

2  නිං

3  නිං

4  නිං

5  නිං

6  නිං

7  නිං

8  නිං

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  නි

2  නි

3  නි
**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 II UNTIL ALL STUDENTS CAN READ AND WRITE THE LETTERS INTRODUCED IN SECTION I.

**SECTION II 琤, ය, ල, ඣ**

A. Listen to the instructor read the following entries. The entries should be read in sequence, and the sequence should be repeated several times.
SEA STREET, THE PETTAH
COLOMBO

- Ceylon Tourist Board
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  ඏ

3  ඙

4  ඩ

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  ඉ

2  ඏ

3  ඙

4  ඩ

5  ච

9
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.
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 III UNTIL ALL STUDENTS CAN READ AND WRITE THE LETTERS INTRODUCED IN SECTION II.

- Somapala

COLOMBO STREET SIGN
SECTION III  ç, ñ, ç, ñ

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  ç

2  ñ

3  ç

4  ñ

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  ç

2  ñ

3  ñ

4  ç

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.
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  ම
2  ප
3  ක්
4  වි
5  ක්
6  යෙ
7  ටෝ
8  මෝස

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  මත
2  මෝස
3  මෝස
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

GOVERNMENT AGENCIES, COLOMBO
SECTION IV  ɷ, ɸ, ʊ, ʒ

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  ɷ

2  ɸ

3  ʊ

4  ʒ

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  ɸ

2  ɷ

3  ʊ

4  ʒ

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  අව

2  මල

3  අග

4  ගෝ

5  මල
6 එම

7 නොලන්

8 නම

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 එම

2 එම

3 නොලන්

4 එම

5 නම

6 එම

7 නම

8 නම
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 V UNTIL ALL STUDENTS CAN READ AND WRITE THE LETTERS INTRODUCED IN SECTION IV.

SECTION V  ə, ã, ø, ư

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 ə

2 ø

3 ø

4 ư

20
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  φ

2  ©

3  η

4  ω

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  මෝ
2  බී
3  ගො
4  මෝ
5  මො
6  මො
7  මො
8  මො

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  මො
2  මො
3  මො
PETROL STATION, COLOMBO

4 ගං
5 අත්
6 අද
7 කා
8 මෝ
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  ღ, ɛ, φ, ρ̌

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

2  මඹ

3  මජ

4  මො

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  මුඩ

2  මේඹ

3  මේජ

4  මේජ

5  මේජ
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.
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  ဝ, တ, ကေ, ကု

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 ဝ

2 တ

3 ကေ

4 ကု

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 တ

2 ဝ

3 ကေ

4 ကု

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 එම
2 ඒල්ව
3 ව
4 විලා
5 වී
6 කො
7 එත්
8 පො

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 එම
2 ඒල්ව
3 විලා
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 VIII UNTIL ALL STUDENTS CAN READ AND WRITE THE LETTERS INTRODUCED IN SECTION VII.
SECTION VIII  ම, ම, ම, ම

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  ම

3  ම

4  ම

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  ම

2  ම

3  ම

4  ම

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 
2 
3 
4 
5 
6 
7 
8 

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 
2 
3
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 IX UNTIL ALL STUDENTS CAN READ AND WRITE THE LETTERS INTRODUCED IN SECTION VIII.
DICTATION

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 බෝන්
2 ගොඩේ
3 මෝක්
4 මෝ
5 මෝ
6 මෝක්
7 මෝඩේ
8 මෝ
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 ṁp,

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 ṁ

2 ṁp

3 ŗ

4 ṁp

5 ṁ

6 ṁp

7 ŗ

8 ṁp
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.
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  මුල
2  මජ
3  මැංගල
4  මුජ
5  මධ
6  මංගල
7  කළ
8  ක්‍ර

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

38
SECTION X  Medial and final Ҁ

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 මි

2 කි

3 සි

4 ආ

5 කුව

6 උළි

7 උ

8 ඉෂ

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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ඔෙ</td>
</tr>
<tr>
<td>2</td>
<td>ඔෙ</td>
</tr>
<tr>
<td>3</td>
<td>සුෂ</td>
</tr>
<tr>
<td>4</td>
<td>සුෂ</td>
</tr>
<tr>
<td>5</td>
<td>ඔෙ</td>
</tr>
<tr>
<td>6</td>
<td>ඔෙ</td>
</tr>
<tr>
<td>7</td>
<td>ඔෙ</td>
</tr>
<tr>
<td>8</td>
<td>ඔෙ</td>
</tr>
</tbody>
</table>

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 ʠ.

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 ʠ

2 ʠ

3 ʠ

4 ʠ

5 ʠ

6 ʠ

7 ʠ

8 ʠ

9 ʠ

10 ʠ

11 ʠ

12 ʠ
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  යෙ

2  මැළ

3  මුල

4  මැල්ල

5  මැල්ල

6  මැල්ල

7  මැල්ල

8  මුල

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  ප
2  මුළ
3  මුළ්ල
4  මෙස
5  මෙස්
6  පෙළ
7  පෙළ්
8  පෙළ්

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

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 ə
2 ə
3 ə
4 ə
5 ə
6 ə
7 ə
8 ə
9 ə
10 ə
11 ə
12 ə
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 මි
2 ඪි
3 චි
4 ති
5 සි
6 සි
7 සි
8 සි

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 මුණින්

2 මුණින්

3 මුණින්

4 මුණින්

5 මුණින්

6 මුණින්

7 මුණින්

8 මුණින්

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

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 ظروف

2 ظروف

3 ظروف

4 ظروف

5 ظروف

6 ظروف

7 ظروف

8 ظروف

9 ظروف

10 ظروف

11 ظروف

12 ظروف
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.
equanimity

sympathetic joy

universal kindness

- 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  මුණකාර
2  මුණකාර
3  මුණකාර
4  මුණකාර
5  මුණකාර
6  මුණකාර
7  මුණකාර
8  මුණකාර

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  මුණකාර
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 ឺ

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 අනොඩ
2 ගිති
3 බෝධන
4 ගිති
5 මොඩි
6 මැල
7 මඩ
8 මොඩ

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  මැටි

2  මහෝ

3  නොස්ථ්‍ර

4  නොකෝස්ථ්‍ර

5  නොත්‍රත්‍ර

6  නය

7  නොස්ථ්‍රත්‍ර

8  නය

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

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 එන

3 එ

4 එන

5 එ

6 එන

7 එ

8 එන

9 එ

10 එන

11 ක

12 එන
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  ඕ්‍රේඳ
2  ඥොඩින
3  ග්‍රීඩින
4  මූඩින
5  මාඩින
6  මීඩින
7  මීඩින
8  ඩිඩින

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  යිජබ
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 අ

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 අ
2 අශ
3 අළ
4 අළළ
5 අළළළ
6 අළළළළ
7 අළළළළළ
8 අළළළළළළ
9 අළළළළළළළ
10 අළළළළළළළළ
11 අළළළළළළළළළ
12 අළළළළළළළළළළ
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 මෝංසි

2 මෝංසි

3 මෝංසි

4 මෝංසි

5 මෝංසි

6 මෝංසි

7 මෝංසි

8 මෝංසි

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  විශේෂ
2  නැවේ
3  නැම්බර්
4  වර්ෂ
5  කම්
6  විශේෂ
7  නැම්බර්
8  වර්ෂ

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

- Somapala

- Somapala

65
SECTION XVII  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  ڿ

2   עש

3  ишь

4  ишь

5  ишь

6  ишь

7  ишь

8  ишь

9  ишь

10  ишь

11  ишь

12  ишь

66
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 අංගල
2 මෙම
3 නැමු
4 ප්‍රංඝා
5 ලෝක
6 අංගල
7 මෙම
8 නැමු

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 අමා

2 අවි

3 අච්ජ

4 අමාවෙමූ

5 අමාමිය

6 අමාලික

7 අමාත

8 අමාවෙණ්

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

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  ආල්
2  ආල්
3  ආල්
4  ආල්
5  ආල්
6  ආල්
7  ආල්
8  ආල්
9  ආල්
10 ආල්
11 ආල්
12 ආල්
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 ගෝගුරී
2 ගෝංජුරී
3 ගෝංජුරී
4 ගෝංජුරී
5 ගෝංජුරී
6 ගෝංජුරී
7 ගෝංජුරී
8 ගෝංජුරී

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 මිය
2 මෝස්
3 මල
4 මෝස්සි
5 මෝස්සි
6 මෝස්සි
7 මෙළ
8 මෙළ

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  \( \ddot{c} \)

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  \( \ddot{c} \)
2  \( \ddot{c} \)
3  \( \ddot{c} \)
4  \( \ddot{c} \)
5  \( \ddot{c} \)
6  \( \ddot{c} \)
7  \( \ddot{c} \)
8  \( \ddot{c} \)
9  \( \ddot{c} \)
10  \( \ddot{c} \)
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 තුරු
2 පක්ෂය
3 දෙනිය
4 මජුරු
5 මජුරු
6 දෙනිය
7 ජෝජුරු
8 මුතුන්

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 අං 0
2 අං 1
3 අං 2
4 අං 3
5 අං 4
6 අං 5
7 අං 6
8 අං 7

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

75
SECTION XX      Medial and final ɕ

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 ɕ
2 ɕ
3 ɕ
4 ɕ
5 ɕ
6 ɕ
7 ɕ
8 ɕ
9 ɕ
10 ɕ
11 ɕ
12 ɕ
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 මු
2 මුදු
3 මුදු
4 මුදු
5 මු
6 මුදු
7 මුදු
8 මු

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 මුෂ

2 මු

3 මුදු

4 මුං

5 මුඹ

6 මුඳ

7 මුඹ

8 මුභ

DO NOT GO ON TO SECTION XXI UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XX CORRECTLY.
COLOMBO STREET SIGNS
SECTION XXI  Medial and final ම

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 ම?
3 ම
4 ම
5 ම
6 ම
7 ම
8 ම
9 ම
10 ම
11 ම
12 ම
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 නු
2 නි
3 නස
4 නණ
5 නනද
6 නන්ද
7 න෢
8 නස

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  ච

2  කඩ

3  වඩ

4  ඇක

5  නො

6  එඩ

7  තඩ

8  ගඩ

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  අ අ

2  අ අ

3  අ අ

4  අ අ

5  අ අ

6  අ අ

7  අ අ

8  අ අ
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  නිහෝටුරි

2  බෝට්ටම්

3  ජැබ්බි

4  අදුතුම්

5  අහැබ්බු

6  අළෝබ්බර්

7  මී

8  උහෝ

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

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 කිඝ
2 ගඖ
3 මජෙඩ
4 අජ
5 වඩු
6 අජෙඩු
7 අජෙඩ
8 වඩු

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 ප්‍රශ්නය
2 මුද්‍රා
3 මෙම
4 ස්ථාන
5 මෝදුම
6 මේරු
7 මේම
8 මුද්‍රා

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 ඇඳ
2 ඇයඳ
3 ඇඳ
4 ඇඳ
5 ඇඳඳ
6 ඇඳඳ
7 ඇඳ
8 ඇඳඳ

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 උජි

2 අජ්

3 ආජ්

4 ආජ්

5 උජිජ්

6 උජිජ්

7 අජ්

8 අජ්

DO NOT GO ON TO SECTION XXV UNTIL ALL STUDENTS CAN READ THE ENTRIES IN SECTION XXIV CORRECTLY.
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  මුදු
2  මුදු
3  මුදු
4  මුදු
5  මුදු
6  මුදු
7  මුදු
8  මුදු

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 Sinhala

2 මඳ

3 අසිඳ

4 අසිඳ

5 අසිඳ

6 අසිඳ

7 අසිඳ

8 අසිඳ

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 යෙනි
2 හෙඳි
3 මෝඳි
4 හඳු
5 මඳු
6 නඳු
7 රඳු
8 ඉඳු

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  දැඩිලි

2  නඟුවි

3  දි

4  දත

5  දැස

6  දඟ

7  දැතිර

8  දෙ

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 මුළු
2 අඳුන
3 පුජා
4 යුතුන
5 ගොඩන
6 පොදු
7 බිඳු
8 කොක්කු

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  මිඩි

2  පිඳු

3  සිඳතා

4  අංගරා

5  ඉ

6  ආක

7  ගර්ග

8  සාතන්න

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:

\[
\begin{align*}
\text{ං} & \text{ is identified with } \text{ං} \\
\text{ඃ} & \text{ is identified with } \text{ඃ} \\
\text{අ} & \text{ is identified with } \text{අ} \\
\text{ආ} & \text{ is identified with } \text{ආ} \\
\text{ඇ} & \text{ is identified with } \text{ඇ} \\
\text{ඈ} & \text{ is identified with } \text{ඈ} \\
\text{ඉ} & \text{ is identified with } \text{ඉ} \\
\text{ඊ} & \text{ is identified with } \text{ඊ} \\
\text{උ} & \text{ is identified with } \text{උ} \\
\text{ඌ} & \text{ is identified with } \text{ඌ} \\
\end{align*}
\]

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

1  සළ
2  සළන
3  සළො
4  සළොක
C. The following entries contain additional symbols which have not appeared previously. The instructor should read the entries aloud. New symbols are underlined.

1  ආළි

2  මැක්කු

3  මුං

4  මුං

5  සිං

6  ක්‍රි

7  මැට

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
ක්‍රම අතර ක්ෂේත්‍රකාරී උපාධිකම්, මෙම සමූහ මෙහෙයි ලෙස, මෙම සමූහ මෙහෙයි ලෙස ඇතුම් යි.

පසු  පසු කෙරෙනි!

Passage 2
වි ඇති රටේ නැමැති ඩැක්‍රිලිම, මෙම ඔබ සේල්ලුම් ලෙස යි යි හැඩුම් යි,
ඇතිවිටි කාසික්, පුත්ති ශාකාංගකම් ප්‍රශ්නයක්, නිවැරදි නෙරි ද සහය දෙකිය,
ඉරුම් ආකාර සහිත ලෙස, නිදසුනක් සහ නිදසුනක් රහස් රහස් විට අඳුරියේදි ගැටලුව ලෙස තිබේ, නිර්පහන් අතර කළාලිකක්, මෙය සේල්ලුම් ලෙස යි යි හැඩුම් යි හැඩුම් යි හැඩුම් යි, එක්වත් ලද කර යි ලෙස පාලනය කළාසික් ලෙස පාලනය කළාසික් කෙරේ.

-Somapala

COLOMBO STREET SIGN

99
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.

(විශේෂ) මුදුන් Kandy
මාර්ගය Jaffna
මන්නර Mannar
තිරිසෝම්කේ Trincomalee
බට්ටොලමා Batticaloa
කැගල් Kegalle
තංගලේ Tangalle
ගැලේ Galle
නිගමbo Negombo
චිලාව Chilaw
Adam's Peak (හෙවත්) Fort
පේට්ටය Pettah
කොල්පට්ටy Colpetty
සිලාවියෝප් Slave Island
මුළු 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:

<table>
<thead>
<tr>
<th>Correct spelling</th>
<th>Commonly mispronounced as</th>
<th>Romanized or English spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>දියනායක</td>
<td>දියණායක්</td>
<td>Bandaranaike</td>
</tr>
<tr>
<td>රේණායක</td>
<td>රේණායක</td>
<td>Senanayake</td>
</tr>
<tr>
<td>අසනායක</td>
<td>අසනායක</td>
<td>Dissanayake</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>අමරසේකාර</td>
<td>Amarasekara</td>
</tr>
<tr>
<td>අමරසේකාර</td>
<td>Amerasekara</td>
</tr>
<tr>
<td>අමරසිංහ</td>
<td>Amarasinghe</td>
</tr>
<tr>
<td>අමරසිංහ</td>
<td>Amerasinghe</td>
</tr>
<tr>
<td>අමරතුංග</td>
<td>Amaratunga</td>
</tr>
<tr>
<td>අමරතුංග</td>
<td>Ameratunga</td>
</tr>
<tr>
<td>Sinhala</td>
<td>English</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------</td>
</tr>
<tr>
<td>අරියරත්නේ</td>
<td>Ariyaratne</td>
</tr>
<tr>
<td>අරියපලා</td>
<td>Ariyapala</td>
</tr>
<tr>
<td>අට්ට්ගලේ</td>
<td>Attygalle</td>
</tr>
<tr>
<td>බලක්හන්දා</td>
<td>Balachandra</td>
</tr>
<tr>
<td>බලසුරියා</td>
<td>Balasooriya</td>
</tr>
<tr>
<td></td>
<td>Balasuriya</td>
</tr>
<tr>
<td>බණ්ඩරනායකේ</td>
<td>Bandaranaike</td>
</tr>
<tr>
<td></td>
<td>Bandaranayake</td>
</tr>
<tr>
<td>බස්නායකේ</td>
<td>Basnayake</td>
</tr>
<tr>
<td>ක්‍ර෗්‍ඩරත්නේ</td>
<td>Chandraratne</td>
</tr>
<tr>
<td>ක්‍රීඩාකාරයේ</td>
<td>Chandrasekara</td>
</tr>
<tr>
<td>දාහනයකේ</td>
<td>Dahanayake</td>
</tr>
<tr>
<td>දසැනයකේ</td>
<td>Dasanaike</td>
</tr>
<tr>
<td></td>
<td>Dasanayake</td>
</tr>
<tr>
<td>දිරමසීන දාහනයකේ</td>
<td>Dharmasena</td>
</tr>
<tr>
<td>ග ප්‍රෙසිලිසිල්ව ඇස්</td>
<td>DeSaram</td>
</tr>
<tr>
<td>ග ප්‍රෙසිලිසිල්ව ඇස්</td>
<td>DeSilva</td>
</tr>
<tr>
<td>ඉයාසේ</td>
<td>Dias</td>
</tr>
<tr>
<td>ඩිස්සනයකේ ඩිස්සනයකේ</td>
<td>Dissanayake</td>
</tr>
<tr>
<td></td>
<td>Dissanaike</td>
</tr>
<tr>
<td>අඩිරිසිංහේ</td>
<td>Edirisinghe</td>
</tr>
<tr>
<td>එකනයකේ</td>
<td>Ekanayake</td>
</tr>
<tr>
<td>ගෙන්ඩෝ අයෙකුන්නයේ</td>
<td>Fernando</td>
</tr>
<tr>
<td>කාමොගේ</td>
<td>Gamage</td>
</tr>
<tr>
<td>ගුණරත්නේ</td>
<td>Gunaratne</td>
</tr>
<tr>
<td></td>
<td>Goonaratne</td>
</tr>
<tr>
<td>Sinhala</td>
<td>English</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>ගොනතිලාකා</td>
<td>Goonatillake</td>
</tr>
<tr>
<td>ගොනවාර්ධනය</td>
<td>Goonawardena</td>
</tr>
<tr>
<td>රරතු</td>
<td>Herath</td>
</tr>
<tr>
<td>යට්ටියකොපිලි</td>
<td>Hettiaracchi</td>
</tr>
<tr>
<td>මියන්බුරු ගේල්ලු</td>
<td>Ilangaratna</td>
</tr>
<tr>
<td>රාසියන්</td>
<td>Jayamanne</td>
</tr>
<tr>
<td>රාසියන්</td>
<td>Jayaratne</td>
</tr>
<tr>
<td>රාසියන්</td>
<td>Jayasekara</td>
</tr>
<tr>
<td>රාසියන්</td>
<td>Jayasena</td>
</tr>
<tr>
<td>රාසියන්</td>
<td>Jayatilaka</td>
</tr>
<tr>
<td>රාසියන්</td>
<td>Jayawardena</td>
</tr>
<tr>
<td>කරුණප්‍රතිරෝහ ගේල්ලු</td>
<td>Karunaratna</td>
</tr>
<tr>
<td>කරුණනයයකෝල්ලය</td>
<td>Karunanayake</td>
</tr>
<tr>
<td>කරුණතිලාකා</td>
<td>Karunatilake</td>
</tr>
<tr>
<td>ඒයමාංග</td>
<td>Liyanage</td>
</tr>
<tr>
<td>මුණජියමහ</td>
<td>Munasinghe</td>
</tr>
<tr>
<td>මුණාවේරා</td>
<td>Munaweera</td>
</tr>
<tr>
<td>නායකාරකය</td>
<td>Nanayakara</td>
</tr>
<tr>
<td>නාවරත්නේ</td>
<td>Nawaratne</td>
</tr>
<tr>
<td>පොබස්සුරාලය</td>
<td>Obeyesekere</td>
</tr>
<tr>
<td>පොබස්සුරාලය</td>
<td>Panabokke</td>
</tr>
<tr>
<td>පාංශිතොත්නේ</td>
<td>Panditaratne</td>
</tr>
<tr>
<td>පරනවිතානේ</td>
<td>Paranavitane</td>
</tr>
</tbody>
</table>

103
<table>
<thead>
<tr>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>මැරිසායි</td>
<td>Rajapakse</td>
</tr>
<tr>
<td>මාරායේ</td>
<td>Ramanayake</td>
</tr>
<tr>
<td>සැරසායේ</td>
<td>Ranaweera</td>
</tr>
<tr>
<td>සැරමුණු</td>
<td>Ranatunga</td>
</tr>
<tr>
<td>මාතාවක්</td>
<td>Ratwatte</td>
</tr>
<tr>
<td>සාමරකොන්</td>
<td>Samarakoon</td>
</tr>
<tr>
<td>සාමරනයකේ</td>
<td>Samaranayake</td>
</tr>
<tr>
<td>සාමරසේකර</td>
<td>Samarasekara</td>
</tr>
<tr>
<td>සාමරවේරා</td>
<td>Samaraweera</td>
</tr>
<tr>
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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 reproduce below for the benefit of students studying in the United States.
MORE SIGNS

-Sugathadasa
-Sugathadasa
-Sugathadasa
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Adapting and Writing Language Lessons

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Supplies of all materials listed are limited, and prices are subject to change without advance notice. Orders require remittance in advance of shipment. Check or money order should be made payable to the agency from which the texts are ordered. Postage stamps and foreign money are not acceptable.

* Tape recordings to accompany these courses are available for purchase from the Sales Branch, National Audiovisual Center (GSA), Washington, D.C. 20409.