

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
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Foreign Service Institute

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BEGINNING SIGNS AND LETTERS

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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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.
INTRODUCING THE SCRIPT

SECTION I  ʊ, ə, ɟ, c

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 ə

3 ɟ

4 c

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 ʊ

2 ə

3 ɟ

4 c

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  පැවැත
2  පැවැත
3  පැවැත
4  පැවැත
5  පැවැත
6  පැවැත
7  පැවැත
8  පැවැත

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  පැවැත
2  පැවැත
3  පැවැත
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 INTRODUCTED IN SECTION I.

SECTION II ɵ, ɵ, ɵ, ɵ

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

- 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  ම
2  අ
3  අ
4  අ

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  හ
2  හ
3  හ
4  හ
5  හ
6  හ
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  ය, ව, ය, ක

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 ය
2 ව
3 ව
4 ක

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 ව
2 ක
3 ව
4 ය

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

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

1  පො
2  ප෗
3  මො
4  මෙ
5  මෑ
6  මේ
7  මෝ
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  මෑ
2  මෙස
3  මි
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.
SECTION IV ṣ, ṭ, ḳ, ṭ

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 ṭ
2 ṭ
3 ḳ
4 ṭ

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 ṭ
2 ṭ
3 ḳ
4 ṭ

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  ඔේ

2  ටො

3  එො

4  ඔේ

5  ටො

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

SECTION V  โ, ฿, ฿, ฿

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 โ

2 ฿

3 ฿

4 ฿
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 ø
2 ø
3 ø
4 ø

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 මෝ
3 මෝ
4 මෝ
5 මෝ
6 මෝ
7 මෝ
8 මෝ

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 මෝ
2 මෝ
3 මෝ
PETROL STATION, COLOMBO

4 පෙළ
5 පැරණි
6 ඔබු
7 එක
8 සුපිරි

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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 VI UNTIL ALL STUDENTS CAN READ AND WRITE THE LETTERS INTRODUCED IN SECTION V.

SECTION VI φ, ε, φ, τ

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 φ

2 ε

3 φ

4 τ
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 පු
2 ඊ
3 නී
4 අ

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 නඹ
2 නඹී
3 නඹීම
4 නඹේ
5 නඹීේ

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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  ඉ, ද, ඛ්, ග්

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  ද

3  ඛ්

4  ග්

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  ද

2  ඉ

3  ඛ්

4  ග්

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  අමෝ
2  ආමෝද
3  නැ
4  නිව
5  පී
6  කම්
7  බර
8  මු

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  අමෝ
2  ආමෝද
3  ආමෝ
4  ම

5  රෙ

6  ජො

7  ජෝ

8  ජෙන

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  ම, ප, ද, ග

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  ප
3  ද
4  ග

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  අ
2  ප
3  ද
4  ග

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 ජී
2 ජී
3 ජී
4 ජී
5 ජී
6 ජී
7 ජී
8 ජී

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 ජී
2 ජී
3 ජී
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 ප්‍ර
2 යුම්
3 දියම
4 අග
5 ඕු
6 දිම්
7 අස්ථක
8 යු
- 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 /modal

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  ප
2  අ
3  ඔ
4  අ
5  ඔ
6  ඔ
7  ඔ
8  ඔ
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  ජ

2  ජඵ

3  ජඳ

4  ජප

5  ජඵ

6  ජජ

7  ජඖ

8  ජඕ
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 මුළු
2 මම්
3 මලි
4 මගේ
5 මිදා
6 මිය
7 මොල්
8 මොල්

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

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 ტ
2 ტ
3 ღ
4 ღ
5 ღ
6 ღ
7 ღ
8 ღ
9 ღ
10 ღ
11 ღ
12 ღ
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  එංග
2  එංග
3  එංග
4  එංග
5  එංග
6  එංග
7  එංග
8  එංග

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

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 වි

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 වි

2 වි

3 වි

4 වි

5 වි

6 වි

7 වී

8 වී

9 වී

10 වී

11 වී

12 වී

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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 නො

2 නොහ

3 නො

4 නොහ

5 නොහ

6 නොහ

7 නොහ

8 නො

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  ද
2  බො
3  බෙළ
4  බෝ
5  බෙි
6  බි
7  බුද
8  බෙ
SECTION XII    Medial and final  Hạ

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  Hạ

2  Hạ

3  Hạ

4  Hạ

5  Hạ

6  Hạ

7  Hạ

8  Hạ

9  Hạ

10  Hạ

11  Hạ

12  Hạ
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 ආශ්‍රයි
2 අලංකාරයී
3 ඉංග්‍රීසියානු
4 ආරාමකයා
5 නික්සනයා
6 මහාසංවිධානයා
7 දියන්
8 මධ්‍යාමයා

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 ඇඳ

2 අඳ

3 අඳ

4 අඳ

5 අඳ

6 අඳ

7 අඳ

8 අඳ

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

2  රේ

3  යු

4  යෝ

5  යී

6  යො

7  යා

8  යි

9  යි

10  යී

11  යී

12  යි
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  ආ

2  පුළු

3  ආර

4  ආර

5  ආර

6  ආර

7  ආර

8  ආරණ

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  ආර
SINHALA

2 මේ
3 මෙ
4 මෙහ
5 මෙහේ
6 මෙහති
7 මෙහි
8 මෙහස

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

COLOMBO STREET SIGN

53
SECTION XIV    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 əə

3 ə

4 əə

5 ə

6 əə

7 ə

8 əə

9 ç

10 çə

11 ç

12 çə

54
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 සොඳ
2 ශිල්හී
3 එකකි
4 අගා
5 ශූහති
6 මඟ
7 බඟ
8 ම්ද

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 ᄃිණි

2 අඩි

3 අජජ

4 හණජන

5 සජචජ

6 අඩජ

7 හණජ

8 හණජ

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

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  ප
2  පළ
3  ප
4  පළ
5  ප
6  පළ
7  ප
8  පළ
9  ප
10  පළ
11  ප
12  පළ
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  ඉන
2  ඉද
3  වැලි
4  ඉමලි
5  මේර
6  දියන
7  අේලි
8  ශුළ

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  ගැල්ල
2 පිසෙස්
3 ගෙලී
4 මෙලී
5 බිලී
6 පොදි
7 මෙට්ටු
8 මෙට්ටු

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

- Somapala

COLOMBO STREET SIGN

60
SECTION XVI  Medial and final භ

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 භ
2 භි
3 භා
4 භි
5 භ
6 භි
7 භ
8 භි
9 භ
10 භි
11 භ
12 භි

61
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  අඩු
2  අඩු
3  අඩු
4  අඩු
5  අඩු
6  අඩු
7  අඩු
8  අඩු

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  පිටි
2  පිටි
3  පිටිනි
4  පිටි
5  පිටි
6  පිටි
7  පිටි
8  පිටි

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

- Somapala

COLOMBO FORT RAILWAY STATION
SECTION XVII    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  මි
2  ගු
3  යො
4  මි
5  ගු
6  යො
7  මි
8  ගු
9  යො
10  මි
11  ගු
12  යො

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  අංකය
2  අංකය
3  අංකය
4  අංකය
5  අංකය
6  අංකය
7  අංකය
8  අංකය

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.

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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 මුස්

2 මුස්

3 මුස්

4 මුස්

5 මුස්

6 මුස්

7 මුස්

8 මුස්

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

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  ලව

2  ලව

3  ලව

4  ලව

5  ලව

6  ලව

7  ලව

8  ලව

9  ලව

10  ලව

11  ලව

12  ලව
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 මෙමෙන්
2 මෙමෙත්
3 මෙමෙසි
4 මෙමෙමෙ
5 මෙමෙනා
6 මෙමෙද්
7 මෙමෙදි
8 මෙමෙඹු

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 ඉන්
2 අත්
3 ආයෙ
4 මතිලි
5 ජනීලි
6 මතිලිය
7 ජනීලි
8 ජනීලි

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

- Somapala
SECTION XIX  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  ❃
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 මුෂ

2 සලුව

3 නිලම

4 මියු

5 මිල්ල

6 භීණු

7 කඳුර

8 කෝර

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 ලීල
2 ලීලේ
3 ලීලෙ
4 ලීලා
5 ලීලෝ
6 ලීලෝ
7 ලීලෝක්කු
8 ලීලෝ

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

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 淦
2 淦
3 淦
4 淦
5 淦
6 淦
7 淦
8 淦
9 淦
10 淦
11 淦
12 淦

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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 පු
2 උංගි
3 උංගි
4 උංගි
5 උංගි
6 උංගී
7 උංගී
8 උංගී

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 එවිස්

2 එූව

3 එෝරුන්

4 එෝරුන්

5 එෝරුන්

6 එෝරුන්

7 එෝරුන්

8 එෝරුන්

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 අශ

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 අශ
2 අ්
3 අෙ
4 අෝ
5 අෝ
6 අෝ
7 අෝ
8 අෝ
9 අෝ
10 අෝ
11 අෝ
12 අෝ
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  ලෙ

2  එෙ

3  යා

4  නා

5  ලා

6  බා

7  දා

8  බෝ

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  සැ
2  පා
3  ෆි
4  මි
5  මී
6  මෝ
7  මෝ
8  මෝ

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  මෙ
2  තඟ
3  වේඟ
4  පඟ
5  නඟ
6  මේඟ
7  පඟ
8  වඟ
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 මෙල්
2 මල්
3 මල්
4 මල්
5 මල්
6 මල්
7 මල්
8 මල්

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  පුන්
2  තේ
3  මංගී
4  යු
5  ආං
6  අද්ධුන
7  අද්ධ
8  කොළඹ

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 අදේශ
2 කොකුම
3 හස්
4 කම්
5 අදේශදේශ
6 හඳුනා
7 කොකුමක්
8 ශිල්

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  බි

2  මුණි

3  නි

4  ඼ි

5  ලිදි

6  මිදී

7  මි

8  මිදි

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 පිළි යි

2 ගි

3 ගිදිරු යි

4 ගිදිරු යි

5 ගිදිරු යිදිවේ

6 ගිදිරු යිදිවේ

7 ගි

8 ගි

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

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  ප්‍රින්

2  ප්‍රියන්

3  වේලි

4  ක්‍රම

5  ක්‍රමය

6  වේලීය

7  වේලිය

8  ප්‍රින්ය

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  මුදමු

2  අඩිනි

3  ආද්දී

4  බී

5  බීදි

6  උඟි

7  උඟි

8  උඟි

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 යී බී
2 මි බි
3 පි මි
4 මී පී
5 පී මී
6 මී පී
7 පී මී
8 මී පී

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 මෙයිස්

2 මැරෝතිපා

3 නිවී

4 නැගන්

5 නාං

6 නිවී

7 ප්‍රාං

8 මාස

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. ආන්
2. අත්
3. අග්
4. අමු
5. අත්තම්
6. අත්තමි
7. අත්තමස්
8. අත්තමසය

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 කන්ද
2 ඉංග්‍රීසි
3 මේවා
4 නොදුර
5 ලෝ
6 නොදුර
7 නෝංගල
8 කොළඹ

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:

\[ \begin{align*}
& \& \text{is identified with } \& \\
& \& \text{is identified with } \& \\
& \& \text{is identified with } \& \\
& \& \text{is identified with } \& \\
& \& \text{is identified with } \& \\
& \& \text{is identified with } \& \\
& \& \text{is identified with } \& \\
& \& \text{is identified with } \& \\
& \& \text{is identified with } \& \\
\end{align*} \]

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

\[ \begin{align*}
& 1 \& \\
& 2 \& \\
& 3 \& \\
& 4 \& \\
\end{align*} \]
C. The following entries contain additional symbols which have not appeared previously. The instructor should read the entries aloud. New symbols are underlined.

1 මේ මේ

2 මේ මේ

3 කළ

4 කළ

5 කළ

6 කළ

7 කළ

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

ක්‍රියා ගැන නිශ්චිත වේ? නිශ්චිත නිශ්චිත වේ, නොනැතහොත් සිය අතර නිශ්චිත වේ නොනැතහොත් වේ.

නිශ්චිත පත්කාලය!

Passage 2

වි පිළිතුරු නිර්මාණය සාකච්ඡාවේ, පෙර ලිවි අභ්‍යන්තරික දෙතෙක්, සාකච්ඡාවේ පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව, පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව, පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව පෙරිදේව.

-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.

(වි) මාර්ගය යනු Kandy
කඩන යනු Jaffna
මනන යනු Mannar
තිරිසලකාලී Trincomalee
බට්ටෝලා Batticaloa
මේලි Kegalle
ථිටි Tangalle
ගල්ල Galle
නොගමbo Negombo
චිලව Chilaw
දකුණ (දකුණ) Adam's Peak
පොර්t Fort
පෙට්ටහ Pettah
කොල්පට්ට Colpetty
ස්ලාවීඩා Slave Island
කොල්ලිනිය 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 \textipa{æ} for \textipa{a} and fail to distinguish between short and long vowels. For example:

<table>
<thead>
<tr>
<th>Correct spelling</th>
<th>Commonly mis-pronounced as</th>
<th>Romanized or English spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>යුංජනාරායේ</td>
<td>කුංජනාරායේ</td>
<td>Bandaranaike</td>
</tr>
<tr>
<td>සේනනායක</td>
<td>සේනනායක</td>
<td>Senanayake</td>
</tr>
<tr>
<td>උසනායක</td>
<td>උසනායක</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>ආමරසෝකාර</td>
<td>Amarasekara</td>
</tr>
<tr>
<td>ආමරසෝකාර</td>
<td>Amerasekara</td>
</tr>
<tr>
<td>ආමරසිංහ</td>
<td>Amarasinghe</td>
</tr>
<tr>
<td>ආමරසිංහ</td>
<td>Amerasinghe</td>
</tr>
<tr>
<td>ආමරතුන්ග</td>
<td>Amaratunga</td>
</tr>
<tr>
<td>ආමරතුන්ග</td>
<td>Ameratunga</td>
</tr>
</tbody>
</table>

101
<table>
<thead>
<tr>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>අර්යිරත්නේ</td>
<td>Ariyaratne</td>
</tr>
<tr>
<td>අරියපාලක්</td>
<td>Ariyapala</td>
</tr>
<tr>
<td>ඇතියෙල්</td>
<td>Attygalle</td>
</tr>
<tr>
<td>බාල්කන්දා</td>
<td>Balachandra</td>
</tr>
<tr>
<td>බාලසුරීය</td>
<td>Balasooriya</td>
</tr>
<tr>
<td>බාලසුරිය</td>
<td>Balasuriya</td>
</tr>
<tr>
<td>බැංදරනයකේවලී</td>
<td>Bandaranaike</td>
</tr>
<tr>
<td>බැංදරනයකයේය</td>
<td>Bandaranayake</td>
</tr>
<tr>
<td>බසේයකේ</td>
<td>Basnayake</td>
</tr>
<tr>
<td>ශ්‍රේණිරත්නේ</td>
<td>Chandraratne</td>
</tr>
<tr>
<td>ශ්‍රීතූරත්නේ</td>
<td>Chandrasekara</td>
</tr>
<tr>
<td>වංගයකේ</td>
<td>Dahanayake</td>
</tr>
<tr>
<td>ක්‍රීණපාලකේ</td>
<td>Dasanaike</td>
</tr>
<tr>
<td>ක්‍රීණපාලකයේය</td>
<td>Dasanayake</td>
</tr>
<tr>
<td>බධමසේනේ</td>
<td>Dharmasena</td>
</tr>
<tr>
<td>අසාරම්</td>
<td>DeSaram</td>
</tr>
<tr>
<td>අස්ලිල්වා</td>
<td>DeSilva</td>
</tr>
<tr>
<td>සිස්</td>
<td>Dias</td>
</tr>
<tr>
<td>ප්‍රංජනපාලකේ</td>
<td>Dissanayake</td>
</tr>
<tr>
<td>ප්‍රංජනපාලකයේය</td>
<td>Dissanayake</td>
</tr>
<tr>
<td>ඇඟීරිඳීහෝ</td>
<td>Edirisinghe</td>
</tr>
<tr>
<td>ඇකනයකේ</td>
<td>Ekanayake</td>
</tr>
<tr>
<td>මාර්සියා</td>
<td>Fernando</td>
</tr>
<tr>
<td>ගමාගයකේ</td>
<td>Gamage</td>
</tr>
<tr>
<td>ගුණරත්නේ</td>
<td>Gunaratne</td>
</tr>
<tr>
<td>ගුණරත්නේයේය</td>
<td>Goonaratne</td>
</tr>
<tr>
<td>Sinhala</td>
<td>English</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>ගුනාතිලක්</td>
<td>Goonatillake</td>
</tr>
<tr>
<td>ගෝනාවරුන්දා</td>
<td>Goonawardena</td>
</tr>
<tr>
<td>යෝරත්</td>
<td>Herath</td>
</tr>
<tr>
<td>මෙටියාරණාස්</td>
<td>Hettiaracchi</td>
</tr>
<tr>
<td>පියාංගලන්</td>
<td>Ilangaratna</td>
</tr>
<tr>
<td>ගේසම්</td>
<td>Jayamanne</td>
</tr>
<tr>
<td>ගිනාස්</td>
<td>Jayaratne</td>
</tr>
<tr>
<td>ගෞයස්කර ගීස්කර</td>
<td>Jayasekara</td>
</tr>
<tr>
<td>ගිස්කර්</td>
<td>Jayasena</td>
</tr>
<tr>
<td>ගිස්කර්</td>
<td>Jayatilaka</td>
</tr>
<tr>
<td>ගිස්කර්ඩා ගිස්කර්ඩා</td>
<td>Jayawardena</td>
</tr>
<tr>
<td>ගිනාස්කර්ඩා ගිනාස්කර්ඩා</td>
<td>Karunaratna</td>
</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.

KANDY

105
-Sugathadasa
-Sugathadasa

110

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