Sinhala
Basic Course
Module 2
General Conversation
FOREWORD

This is the second 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

A five part preliminary version of this series of lessons was completed in 1968 as a basic course for the Peace Corps. Three modules of that preliminary version have been combined as module II in this revision. The Division of Language Training of the Peace Corps, then directed by Allan Kulakow, supported the development of the original materials under contract # PC-82-1944. A trial version was utilized in training Ceylon II at Fresno State College in Fall 1967. Olivia Silva assisted in the writing of the preliminary materials and Sriyani Herath helped prepare the final copy for submission to the Peace Corps.

This final version of General Conversation was completed with funds supplied by the Foreign Service Institute and the Agency for International Development. The Honorable Howard W. Wriggins, Ambassador to Sri Lanka, supported the project and created an opportunity to revise and complete the materials in Sri Lanka. Kamini de Abrew, currently the coordinator of the Embassy language program in Sri Lanka, provided continuous and invaluable assistance in revising and preparing the final copy.

Kamini de Abrew and I should like to thank our friend Trelicia Gunawardana, actress, university lecturer and member of the Embassy language staff, for the important part she played in helping us assemble the materials. We should also like to express our appreciation to Sally Barton for typing most of the English portions and to Kamal de Abrew, Chula de Abrew and Kumari Edirisinghe for helping proof the final copy. We are grateful to many members of the Embassy staff, especially to Ralph Hartwell and Charles Antholt for their support and encouragement.

I should like to acknowledge the debt I owe to Drs. Earl Stevick and James Stone at FSI. The modular approach to the presentation of second language materials is one which has been explored by Stevick for a variety of languages, and this particular module is largely based on a format he developed called "microwave." I had an opportunity to work with the format when I assisted Dr. Stone in the development of a trial version of "microwave" Hindi materials in 1966. Most of what I know or care about in language teaching is traceable to my association with Drs. Stevick and Stone, and I thank them for their inspiration and patient attention to a fledgling linguist.
I was introduced to Sinhala and Sri Lanka by Professor James Gair. Professor Don David de Saram taught me to speak the language. My husband Robert and my parents have always supported and shared my interest in Sri Lanka, most recently by modifying their own schedules to care for the children while I was away. Mrs. M. Tiruchelvam has for fifteen years now brought me into her own family in Sri Lanka when I was far from home.

The dwelling plans on pp. 254 and 255 and the photograph on p. 258 are by Robert MacDougall. They have been reproduced with permission. The photograph on p. 230 was contributed by Trelicia Gunawardana. Bus route maps are by the Survey Department, Government of Sri Lanka. A few of the smaller photographs such as those on p. 175 were taken by W. Sugathadasa. All other maps and photographs were supplied by the Ceylon (Sri Lanka) Tourist Board.

For me, Sri Lanka has been a fascinating and hospitable place to live and work. Sinhala has opened the door to ideas, life-ways and friends I would never have known without it. Kamini de Abrew and I hope that these materials will open similar doors for others.

Bonnie Graham MacDougall
Ithaca, New York
April 1979
TO THE INSTRUCTOR: HOW TO USE THIS BOOK

1. Cycles

The cycles consist of M-phases and C-phases. During the M-phases, the sentences should be repeated to the students by the instructor. The students should mimic the pronunciation of the instructor many times both chorally and individually. Sentences should be practiced one by one until students can repeat them relatively fluently and with good pronunciation. The instructor should insist on correct pronunciation. If this cannot be accomplished through repetition, the instructor should use the Sinhala writing system whenever possible to show the students where they have gone wrong. The use of the writing system is particularly useful in illustrating mispronunciations of vowels which result when the English stress system is applied to Sinhala utterances, and in illustrating the substitution of short vowels and consonants for long ones and vice-versa. Grammatical questions raised by students should be answered promptly and succinctly before going on to the C-phase. The information contained in Sinhala Structures should be helpful in preparing such presentations.

The C-phase presents an opportunity to use the language and to expand vocabulary. Since it is the part of the lesson students enjoy most, there is always a temptation to rush through "M" to get to "C". Try to resolve all fluency and pronunciation problems before going on to the C-phase. If too little time has been spent on "M", students will not be able to handle "C" comfortably. When students request vocabulary items, they should write them down. They should be given direct singular and direct plural forms of nouns as well as the "class" (see Sinhala Structures, 1.) For verbs, the basic present and past forms should be given.

2. Other material

Procedures for dialogues, drills and texts involve the basic techniques of audio-lingual instruction which are likely to be familiar to instructors using this book. To the extent that special instructions are necessary for exploiting these materials to the fullest, they are given below. Many pictures and illustrations appear in this book, and their implications for lesson material have not been fully drawn out. Teachers may find it useful to build new materials around them.

3. Additional suggestions

If the class is conducted at the Embassy in Sri Lanka, the language staff should try to involve the Sri Lankan employees in helping students practice. Organizing field trips -- to Sinhala movies and nearby markets, for example, will enrich the course and make it fun.
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STANDING BUDDHA AT THE GAL VIHARA, POLONNARUWA, 12TH CENTURY
CYCLE 1

WHAT IS THIS?

M-1

TO THE STUDENT

Repeat the following sentences after the instructor. Be sure that you understand the meanings of the sentences and that you are able to repeat them without hesitation before you go on to M-2.

ඔබ අමුත්වීමේ. This is a pencil.
ඔබ අමුත්වීමේ. This is a book.
ඔබ අමුත්වීමේ. This is a table.
ඔබ අමුත්වීමේ. This is a window.

M-2

Proceed as for M-1

ඔබ අමුත්වීමේ? What is this?

C-1

TO THE STUDENT

The instructor will ask students a question and supply them with the formula for the answer. For example:

Instructor (pointing to something): අමුත්වීමේ?

Instructor: අමුත්වීමේ?

Now ask and answer the question above with other students in the class. Next each student in turn should get up from his chair and walk around the room. The student should point to various objects (a pen, a table, a chair, a door) and ask the question in M-2 of the instructor. The instructor should give the answer in Sinhala. After the student has learned three or four new words, he should ask the same questions of the rest of the students.

C-2

Students should use pictures to elicit the words for items which are
important at work. For example, clinical equipment for health workers, farm machinery and tools for agricultural workers and office equipment for those who work mainly at a desk.

C-3

Proceed as for C-1. Below is a photograph depicting well-known Colombo landmarks. Students should use the Sinhala they have learned to gather information about the photograph from the instructor.

GALLE FACE, LOOKING SOUTH
NOTES ON STRUCTURE

1. **Definite and indefinite forms of the noun**
   The nouns which have appeared in this lesson are indefinite forms of the noun. The indefinite form of the noun usually translates into English as 'a something', whereas the definite form of the noun usually translates as 'the something.' In Sinhala, the definite/indefinite distinction is marked only in the singular. The indefinite ending is වැනි. The definite form is unmarked. Compare the following forms of the words which appeared in Cycle 1:

<table>
<thead>
<tr>
<th>definite form</th>
<th>indefinite form</th>
</tr>
</thead>
<tbody>
<tr>
<td>ගැලීලිය (ගැලීලිය)</td>
<td>the pencil</td>
</tr>
<tr>
<td>මුදුනු</td>
<td>the book</td>
</tr>
<tr>
<td>* ගස්ටෙර් (ගස්ටෙර්)</td>
<td>the window</td>
</tr>
<tr>
<td>* මිජා (මිජා)</td>
<td>the table</td>
</tr>
</tbody>
</table>

Now look at the following new words:

<table>
<thead>
<tr>
<th>definite form</th>
<th>indefinite form</th>
</tr>
</thead>
<tbody>
<tr>
<td>දෙත්තෙ</td>
<td>the chair</td>
</tr>
<tr>
<td>ගැලීලිය</td>
<td>the bed</td>
</tr>
<tr>
<td>ගස්ටේ</td>
<td>the door</td>
</tr>
<tr>
<td>මිජා</td>
<td>the wall</td>
</tr>
<tr>
<td>* ගස්ටේර් (ගස්ටේර්)</td>
<td>the room</td>
</tr>
<tr>
<td>මෙහෙයිත්</td>
<td>the office</td>
</tr>
</tbody>
</table>

Definite and indefinite forms of the noun are treated in Sinhala Structures, section 1.4. Paradigms showing definite and indefinite forms appear in section 1.2.

The nouns marked with * belong to Class D. The form in brackets reflects correct pronunciation. The other form is the dictionary entry form and the stem on which the indefinite form is based.
2. **The Sinhala sound system: single and doubled consonants**

In Sinhala most consonants occur both singly and doubled in the middle of words, and many differences in meaning hinge on this distinction. Since no such contrast occurs in English, this is an area of the Sinhala sound system to which the learner will have to pay particular attention. Compare the following:

<table>
<thead>
<tr>
<th>නතල්ලි</th>
<th>what (singular form)</th>
</tr>
</thead>
<tbody>
<tr>
<td>නතල්ලට්</td>
<td>why</td>
</tr>
</tbody>
</table>

The paired sets which appear below provide further illustrations of the contrast between single and doubled consonants. The instructor should read the examples below pair by pair and ask the students to repeat them chorally. For example:

**Instructor:** නතල්ලි

Students (in chorus): නතල්ලි

**Instructor:** නතල්ලට්

Students (in chorus): නතල්ලට්

Next students should be drilled individually as follows:

**Instructor:** නතල්ලි

Student A: නතල්ලි

**Instructor:** නතල්ලට්

Student A: නතල්ලට්

**Instructor:** That's not quite right. නතල්ලට්

Student A: නතල්ලට්

**Instructor:** Right.

**NOTE TO THE INSTRUCTOR**

Students should be told that the minimal and near-minimal pairs which appear below have been chosen primarily to illustrate phonological contrasts. The words should not be taken as a list for memorization. Some of the entries are literary items.
General Conversation

SINHALA  Cycle 1: Notes on Structure

a. /k/
   one  with
   doubt (n)  jaw
   right side  herds (v)

b. /g/
   lies down (v)  causes to lie down
   along  porch of a temple

c. /c/
   fibs (n)  unripe
   word  train (n)
   suitable  got broken

d. /T/
   to me myself  leveler
   sixty  blouses
   short  pillows
   danced  dancer

e. /t/
   might be  truth
   book (n)  skin (m)
   spot (n)  bitter
   hand (n)  branch (n)
<table>
<thead>
<tr>
<th>English</th>
<th>Sinhala</th>
<th>Notes on Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>/d/</td>
<td>/dd/</td>
<td></td>
</tr>
<tr>
<td>dehyde</td>
<td>DataStream</td>
<td>clean (a)</td>
</tr>
<tr>
<td>gift</td>
<td>gift</td>
<td>rocking</td>
</tr>
<tr>
<td>united</td>
<td>united</td>
<td>tax (n)</td>
</tr>
<tr>
<td>going</td>
<td>go</td>
<td>go (inf)</td>
</tr>
<tr>
<td>asking</td>
<td>ask</td>
<td>ask (inf)</td>
</tr>
<tr>
<td>eating</td>
<td>eat</td>
<td>eat (inf)</td>
</tr>
<tr>
<td>scorches</td>
<td>scorches</td>
<td>knows</td>
</tr>
<tr>
<td>/p/</td>
<td>/pp/</td>
<td></td>
</tr>
<tr>
<td>bit</td>
<td>bit</td>
<td>struck (v)</td>
</tr>
<tr>
<td>water</td>
<td>water</td>
<td>hoppers</td>
</tr>
<tr>
<td>cuts</td>
<td>cuts</td>
<td>causes to cut</td>
</tr>
<tr>
<td>bites</td>
<td>bites</td>
<td>strikes (v)</td>
</tr>
<tr>
<td>/b/</td>
<td>/bb/</td>
<td></td>
</tr>
<tr>
<td>mustard</td>
<td>mustard</td>
<td>plumbago</td>
</tr>
<tr>
<td>truth</td>
<td>truth</td>
<td>all</td>
</tr>
<tr>
<td>/m/</td>
<td>/mm/</td>
<td></td>
</tr>
<tr>
<td>eyebrow</td>
<td>eyebrow</td>
<td>retaining wall</td>
</tr>
<tr>
<td>bait</td>
<td>bait</td>
<td>pain</td>
</tr>
<tr>
<td>let's take</td>
<td>let's take</td>
<td>villagers</td>
</tr>
<tr>
<td>lotus</td>
<td>lotus</td>
<td>smithy</td>
</tr>
</tbody>
</table>
### General Conversation | **SINHALA** | Cycle 1: Notes on Structure

<table>
<thead>
<tr>
<th>k. /l/</th>
<th>/ll/</th>
</tr>
</thead>
<tbody>
<tr>
<td>නහන්‍යු</td>
<td>having looked</td>
</tr>
<tr>
<td>නිම්දි</td>
<td>spittle</td>
</tr>
<tr>
<td>දිඟිය</td>
<td>creeper</td>
</tr>
<tr>
<td>නුව</td>
<td>flower (n)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>l. /w/</th>
<th>/ww/</th>
</tr>
</thead>
<tbody>
<tr>
<td>නමු</td>
<td>away (prefix)</td>
</tr>
<tr>
<td>නිඟුඟ</td>
<td>frowns (v)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>m. /s/</th>
<th>/ss/</th>
</tr>
</thead>
<tbody>
<tr>
<td>නිම්දිය</td>
<td>venom</td>
</tr>
<tr>
<td>නමු</td>
<td>eye (n)</td>
</tr>
<tr>
<td>නම්තිය</td>
<td>mouth</td>
</tr>
<tr>
<td>නිඟුරු</td>
<td>soil (n)</td>
</tr>
</tbody>
</table>
CYCLE 2

WHAT IS THAT OVER THERE?

M-1

මොලියේ.  
That is a pencil.

මොක්කු.  
That is a wall.

මෙමේ.  
That is a chair.

මී.  
That is a key.

මො.  
That is a door.

M-2

මොලියේ?  
What is that over there?

C-1

Students should remain seated and point to objects around the room saying:

මොලියේ?

Others should respond saying:

මොලියේ (මොලියේ)

NOTE ON STRUCTURE:  demonstratives

The demonstratives මොලියේ,'this', and මී,'that', belong to a set which includes the following:

මොලියේ  this

මොලියේ  that near you

මොලියේ  that over there

මොලියේ  that in question

Here and in Cycle 1 these demonstratives function as pronouns.
CLASSROOM EXPRESSIONS

The following expressions should be practiced for use in class.

1. නෙහෙතු. Say (it).
2. නෙහෙතු නෙහෙතු. Say (it) again.
3. කෙසහා නෙහෙතු. John, (you) say (it).
4. කෙසහා නෙහෙතු. Mary, (you) say (it).
5. කෙසහා නෙහෙතු ම? Should (I) say (it) again?

NOTE ON STRUCTURE: the infinitive

The verb form නෙහෙතු which appears above is the infinitive form of the verb නෙහෙතු 'say'. The infinitive form is used as a request form. See Sinhala Structures, section 2.5.

CYCLE 3

WHAT ARE THESE THINGS?

M-1

කෙසහා නසී. These things are vegetables.
කෙසහා නසී. These things are oranges.
කෙසහා නසී වනි. These things are bananas.
කෙසහා වැසු. These things are shoes.
කෙසහා ගොබ්බ. These things are socks.
කෙසහා ආඹි. These things are earrings.
M-2

What are these things?
What are those things?
What are those things over there?

C-1 Using pictures such as those on pages 11-14:

Individual A: නමුෙක් නමුෙක් ගැන මෙම?

Individual B: නමුෙක් (මෙම)

NOTE ON STRUCTURE: demonstratives

The demonstratives above belong to a set which includes the following:

ඡන්. These things.
ඡන්. Those things near you.
ජන්. Those things over there.
ජන්. Those things in question.

The singular forms of those given above are as follows:

ඡන්. This thing.
ඡන්. That thing near you.
ජන්. That thing over there.
ජන්. That thing in question.

Two question words which pair with these sets are:

ජැතන් What (plural)
ජැතන් What (singular)

ජැතන් is the rapid speech form of ජැතන් + the question marker ග. Further discussion of demonstratives appears in Sinhala Structures, section 3.
තුලින්තම් කියන්නේ ගැනීම?
.Logfොමු මෙහෙනක් පලකු?

TOWN MARKET SCENE
BUYING DRUMS, COLOMBO

13
සිංහලෙන් පියෙිමක් ක්‍රියාණය කරන්න?

ROADSIDE STAND ON THE COLOMBO-KANDY ROAD
SUMMARY

PRACTICING PATTERNS FROM CYCLES 1-3

A. Substitution Drill

The instructor should drill individual members of the class according to the following model:

Instructor  ගැනීමන්තතිම් ප්‍රථමකම් නිදසුන් අදහස්: මෙය පිටතුරු මයි.  Those are bananas.
Student A  ගැනීමන්තතිම් ප්‍රථමකම් නිදසුන් අදහස්: මෙය පිටතුරු මයි.  Those are bananas.
Instructor  ගැනීමන්තතිම් ප්‍රථමකම් නිදසුන් අදහස්: මෙය පිටතුරු මයි.  Heads of cabbage.
Student A  ගැනීමන්තතිම් ප්‍රථමකම් නිදසුන් අදහස්: මෙය පිටතුරු මයි.  Those are heads of cabbage.

1  මෙය පිටතුරු මයි (මයි පිටතුරු)  [heads of cabbage]
2  මෙය පිටතුරු මයි (මයි පිටතුරු)  [loaves of bread]
3  මෙය පිටතුරු මයි (මයි පිටතුරු)  [breadfruits]
4  මෙය පිටතුරු මයි (මයි පිටතුරු)  [pumpkins]
5  මෙය පිටතුරු මයි (මයි පිටතුරු)  [mangoes]
6  මෙය පිටතුරු මයි

B. Substitution Drill

Model:  මෙය පිටතුරු මයි: මෙය පිටතුරු මයි.  This is a pencil.
I  මෙය පිටතුරු මයි: මෙය පිටතුරු මයි.  This is a pencil.
S  කොතු: වසර්කාලීන කොතුවන්
I  කොතු:  Door.
S  කොතු:  This is a door.
C. Response Drill

The instructor should drill individual members of the class according to the following model:

<table>
<thead>
<tr>
<th>Instructor</th>
<th>What are those things over there?</th>
<th>Student</th>
<th>Those things are</th>
<th>Sample Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ගැටි ආයිත්ති ලිය?</td>
<td>ගැටි ආයිත්ති ලිය?</td>
<td>අවිණි. (shoes)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ගැටි ආයිත්ති ලිය?</td>
<td>ගැටි ආයිත්ති ලිය?</td>
<td>අවිණි. (socks)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>ගැටි ආයිත්ති ලිය?</td>
<td>ගැටි ආයිත්ති ලිය?</td>
<td>අවිණි. (vegetables)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>ගැටි ආයිත්ති ලිය?</td>
<td>ගැටි ආයිත්ති ලිය?</td>
<td>අවිණි. (books)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>ගැටි ආයිත්ති ලිය?</td>
<td>ගැටි ආයිත්ති ලිය?</td>
<td>අවිණි. (offices)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>ගැටි ආයිත්ති ලිය?</td>
<td>ගැටි ආයිත්ති ලිය?</td>
<td>අවිණි. (doors)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>ගැටි ආයිත්ති ලිය?</td>
<td>ගැටි ආයිත්ති ලිය?</td>
<td>අවිණි. (rooms)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>ගැටි ආයිත්ති ලිය?</td>
<td>ගැටි ආයිත්ති ලිය?</td>
<td>අවිණි. (walls)</td>
<td></td>
</tr>
</tbody>
</table>
D. Response Drill

Model: එම අතර ලෙස බලු? 
S එමෙක් මවු. 
What are those?
These are shoes.

1 එම අතර ලෙස බලු?
S එමෙක් මවු. (shoes)

2 එම අතර ලෙස බලු?
S එමෙක් මවු. (glasses)

3 එම අතර ලෙස බලු?
S එමෙක් මවු. (pencils)

4 එම අතර ලෙස බලු?
S එමෙක් මවු. (pens)

5 එම අතර ලෙස බලු?
S එමෙක් මවු. (cups)

6 එම අතර ලෙස බලු?
S එමෙක් මවු. (books)

E. Transformation Drill

Model I එම පුළුලින්
S එමෙක් මවු.
This is a shoe.
These are shoes.

1 එම පුළුලින්
S එමෙක් මවු. (pencils)

2 එම පුළුලින්
S එමෙක් මවු. (pens)

3 එම පුළුලින්
S එමෙක් මවු. (tables)

4 එම පුළුලින්
S එමෙක් මවු. (windows)

5 එම පුළුලින්
S එමෙක් මවු. (books)

6 එම පුළුලින්
S එමෙක් මවු. (doors)

7 එම පුළුලින්
S එමෙක් මවු. (walls)

8 එම පුළුලින්
S එමෙක් මවු. (rooms)
CULTURAL NOTE: Greetings and leave-taking

One of the most common informal greetings in Sri Lanka is the familiar මහ දාය, literally 'may you live long', is a formal greeting which is generally accompanied by a characteristic gesture. The palms of the hands are pressed together in front of the body in salutation. (The instructor should demonstrate this gesture for the class.)

Initial greetings are often followed by inquiries into the health and welfare of the addressee. For example:

සාරා නොමුත්? How (are you)?
බොහෝ නොමුත් නොමුත්? How (is your) health and welfare?

Typical answers to the above questions include:

මහ විශේෂයෙන. I'm in good health.
බොහෝ නොමුත්. Not bad.
බොහෝසේ. Good.

A visit between friends or acquaintances is usually concluded in the following way:

PERSON TAKING LEAVE

බොහෝ නොමුත් නොමුත්. I shall go and come.

PERSON GRANTING LEAVE

බොහෝ නොමුත්. නොමුත් නොමුත්. Good. Go and come.

The language given above should be practiced in class until students can repeat it easily and without hesitation. Thereafter, students and the instructor should make it a point to use it as part of the classroom routine.
MORE CLASSROOM EXPRESSIONS

The following expressions should be drilled and memorized for use in the classroom.

Did (you) understand?
Did (you) understand, sir?
Did (you) understand, madam?
Yes. I understood.
No. I didn't understand.
Say (it) slowly.

NOTE ON STRUCTURE: කෙරුණි, 'understand'.
Past tense forms of the verb කෙරුණි 'understand', appear above. This verb takes an actor in the dative case. For information on the dative case and its formation see Sinhala Structures 1.32.

CYCLE 4

ARE THESE THINGS BOXES?

M-1

මි. මි ගොඩ.
Yes. These things are coins.

මි. මි හැඳින්වීම.
Yes. This thing is a clock.

මි. මි වැඩ.
Yes. This thing is a necklace.

මි. මි ගොඩි,
Yes. These things are boxes.

මි. මි පැරණි.
Yes. This is a ring.

M-2

මි. මි මි ගොඩි,
No. These things are not coins.

මි. මි පැරණි.
Students should continue to talk about objects in the classroom and the pictures which are in the textbook or which have been brought to class.

A. (කිළි බට්ටය ලෙස?

B. (කිළි. කිළි බට්ටය)

**CYCLE 5**

**IS THAT ANSWER CORRECT?**

**M-1**

It is wrong.

It is correct.

That answer is wrong.

That answer is correct.

**M-2**

Is that answer correct?

Is that correct?

Is that wrong?

Is that answer wrong?
M-3

Is that wrong or right?

Is that right or wrong?

What is the correct answer?

C-1

This is the time to review the patterns which have been introduced in Cycles 1, 2, 3 and 4. One student should ask a question. A second student should supply the answer. The first student should then check the veracity of the answer with a third student in the following manner:

A. අදි සැලකින් ලදී (කොළඹෙකු ය?)

B. (කොළඹෙකු උපත්සාම)

A. අසු ලදී?

C. අසු.

or

සුපුරුසි මෙදණු.

Students should use the pictures which appear below to review the structures which have been introduced in earlier lessons and to expand their vocabularies.

NOTE ON STRUCTURE: Variant spellings of Class D nouns.

1. අදි, 'the answer', like most Class D nouns (see Sinhala Structures section 1.2 for a sample paradigm) has an alternate spelling as අසු. The former spelling is the one normally seen in writing; the latter reflects correct pronunciation.
ወ何度 ອໍາລະເມນieri ທี่?
FOOD PREPARATION UTENSILS WHICH ARE FOUND IN SRI LANKA
CYCLE 6

MAKING REQUESTS

M-1

敞开 门吧。

Please open the door.

闩上 门吧。

Please close the door.

掀起 窗帘。

Please open the window.

坐下。

Please sit down.

站立。

Please stand up.

描述 这 张 图片。

Please describe the picture.

发问。

Please ask a question.

给出 答案。

Please give the answer.

M-2

告诉 那位 先生 打开 门。

Please tell that gentleman to open the door.

告诉 那位 先生 关闭 门。

Please tell that gentleman to close the door.

告诉 那位 女士 进来。

Please tell that lady to come here.

告诉 那位 先生 站立。

Please tell that gentleman to stand up.

C-1

Students in the class should practice making simple requests and having others carry out the directions. If students do not know the Sinhala for the directions they would like to give, they should ask the instructor for it. At this point students should try to collect and learn all the requests they feel will be necessary for routine classroom use.

A. (敞开 门吧)

B. Carries out directions.
The instructor should direct one class member to give directions to another.

Instructor to B.  යෝම් පදනම් කෙරුම් (කුමාරත්නය) නියෝ.

B to C.        (කුමාරත්නය.)

ELEPHANT FRIEZE AT ISURUMUNIYA, ANURADHAPURA
NOTES ON STRUCTURE:  උපදෙසි, 'say'; the particle යැත.  

With උපදෙසි, 'say, tell', the person told is in the dative case.

රායකයි is a particle which follows certain types of subordinate clauses, here, those involving reported speech. It has no direct translation. Compare the following:

බෙහෙබෝ සොයා ශැබුහුව. 'බෙහෙබෝ සොයා ශැබුහුව.' Please tell him,"open the door."

බෙහෙබෝ සොයා වැටී සොයා ශැබුහුව. Please tell him to open the door,
or Please tell him that he should open the door.

MORE CLASSROOM EXPRESSIONS: NEGATIVE REQUESTS

Request forms may be made negative by adding the word අව. Look at the examples below and practice them in class. Students should ask the instructor for any other negative commands they would like to learn for routine classroom use. Negative requests are discussed in Sinhala Structures, section 2.5.

බෙහෙබෝ අව. Please don't go.
බෙහෙබෝ අව. Please don't shout.
දෙකෝටුවෙට අව. Please don't talk in English.
ධිවුට අව. Please don't smoke cigarettes.
වෙනිය අව. Please don't open the books.
කොටසකා අව. Please don't talk.
NOTES ON STRUCTURE:

Variants of the infinitive form (request form).

In Sinhala there are three dialectal variants of the infinitive form:

<table>
<thead>
<tr>
<th>Variant</th>
<th>Sinhala</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>ගැනී</td>
<td>ගැනීමි</td>
</tr>
<tr>
<td>B</td>
<td>ගැනී</td>
<td>ගැනීමි</td>
</tr>
<tr>
<td>C</td>
<td>ගැනී</td>
<td>ගැනීමි</td>
</tr>
</tbody>
</table>

Further examples appear in Sinhala Structures, section 2.5.

Variant A is the regular form in many areas of the Kandyan highlands. Many speakers who use it however, also use variant B, particularly in more formal situations. In Kandy town variant B appears to be the regular form.

Variant B would appear to be the most common form throughout Sri Lanka. It is without question the variant which is usually heard in Colombo, despite the fact that conventional wisdom holds Colombo to be a variant C area. Instructors often argue against presenting variant B on the grounds that it is localized in the Kandyan highlands, an idea which is not born out by inspection.

Variant C may be heard in Colombo, and it is also the dialectal variant used in many parts of the South. Teachers prefer it as the 'best' form.

Variant C is presented in this textbook because it is the prestige form. There are many good arguments for using variant B, however, including frequency and ease of pronunciation for American English speakers. Variant C contains a consonantal sequence (/mn/) not found in American English and is not advocated for less experienced language learners who have difficulty maintaining the contrast between single and doubled consonants. For these reasons, the class may want to switch to variant B at this point. Classes which wish to do so should review Cycle 6 using the variant B forms and continue using them for the remainder of the course.
WHAT DO YOU SAY IN SINHALA FOR WHAT THE GENTLEMAN IS DOING?

On the following pages there are three short dialogues in which a student elicits vocabulary items from a speaker of Sinhala. These dialogues are intended to serve as models for eliciting vocabulary. The sentences in these conversations should be drilled in class and memorized. Drills and exercises follow the dialogues.
DIALOGUE I

WHAT DO YOU SAY IN SINHALA FOR WHAT HE IS DOING?

MARY

What do you say in Sinhala for what the gentleman is doing?

VICTOR

Reading.

MARY

What is the gentleman reading?

VICTOR

A newspaper. For that (you) say newspaper. pattaree means newspaper.

MARY

The gentleman is reading a newspaper. pattaree means newspaper. Is that right?

VICTOR

Precisely right. You speak Sinhala very well Mary.

NOTES ON STRUCTURE: present forms, Class C nouns.

1. మాటలు, 'say', and పడవడా, 'read', are emphatic present tense forms of the verb. A discussion of this verb form appears in Sinhala Structures, section 2.21.

2. పడవడా, 'read', and ఆట్లేరా, 'speak', are simple present tense forms of the verb. The simple present tense is the form which a Sinhala speaker usually gives when asked for the translation of an English verb. A discussion of this form appears in Sinhala Structures, section 2.21.

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3. When a meaning or name of something appears as an object of the verb නියෙන්, 'say, call', it is optionally followed by the clause subordinator නියෙන්. Hence, නියෙන් නියෙන් නියෙන් නියෙන්, 'For that you say newspaper.' See Sinhala Structures, section 2.18.

4. මොරෝ, 'the doing', is a noun derived from a verb form. It belongs to Class C. Class C nouns are discussed in Sinhala Structures, section 1.23. In this lesson the noun form is in the dative case. (See Sinhala Structures, section 1.32).

5. Students should review the section in Sinhala Structures (1.4) on definite and indefinite forms of the noun.

**DIALOGUE II**

**WHAT DO YOU SAY IN SINHALA FOR WHAT THIS PERSON IS DOING?**

![Photo of a woman weaving branches to form a mat](image_url)
MARY

What do you say in Sinhala for what this person is doing?

OLIVIA

She is weaving.

MARY

What is she weaving?

OLIVIA

She is weaving coconut branches.

MARY

Do you call those things over there coconut branches?

OLIVIA

That's right. Those are coconut branches.

MARY

Is she weaving now?

OLIVIA

Yes. She is still weaving.
NOTES ON STRUCTURE: present tense forms, එන්කෙන.

1. එන්කෙන and එන්කෙන are emphatic present tense forms of the verb. See Sinhala Structures, section 2.21.

2. සාමාන්‍යම is a simple present tense form of the verb. See Sinhala Structures, section 2.21.

3. එන්කෙන means 'to those things'. Here එන්කෙන 'those things', is in the dative case. With the verb එන්කෙන 'say, call', the thing called is in the dative case.

Man sowing rice

එන්කෙනේ පැසෙ චිත්ත පැහැති මැදෙරේ කෙරෙසේ?
DIALOGUE III

WHAT DO YOU SAY IN SINHALA FOR WHAT THE FARMER IS DOING?

DAVID

What do you say in Sinhala for what the cultivator (farmer) is doing?

CHANDRA

Working in the field.

DAVID

What else is he doing?

CHANDRA

Walking in the field.

Sowing rice.

DAVID

What else?

CHANDRA

Nothing else.

DAVID

What do you call the thing he is using?

CHANDRA

You call that a sowing basket.
SUMMARY
PRACTICING PATTERNS FROM DIALOGUES I-III

A. Substitution Drill

Model: I යූනා ඇමු යතාම.    The farmer is working.

S යූනා ඇමු යතාම.    The farmer is working.

I යූනාම.     The gentleman.

S යූනා ඇමු යතාම.    The gentleman is working.

1 යූනා ඇමු යතාම. (ගොඩම) [the gentleman]
2 යූනා ඇමු යතාම. (හෝ) [he, she]
3 යූනා ඇමු යතාම. (ගොඩම යූනාම) [the lady]
4 යූනා ඇමු යතාම. (හෝ) [I]
5 යූනා ඇමු යතාම. (හෝ) [this person]
6 යූනා ඇමු යතාම.

B. Substitution Drill

Model: I යූනා ඇමු යතාම.    The gentleman is working.

S යූනා ඇමු යතාම.    The gentleman is working.

I යූනාම.     Weaving.

S යූනා ඇමු යතාම.    The gentleman is weaving.

1 යූනා ඇමු යතාම. (හෝ) [weaving]
2 යූනා ඇමු යතාම. (හෝ) [reading books]
3 යූනා ඇමු යතාම. (හෝ) [opening the door]
4 යූනා ඇමු යතාම. (හෝ) [speaking slowly]
B. Substitution Drill (continued)

5 දෙදෙන් ලැබුණි මේරදරි. (ස්ථානය මේරදරි) [closing the window]

6 දෙදෙන් පෙරදුරු මේරදරි.

C. Substitution Drill

Model: I ගෙන සිදුකුරු මොත්තකයි. He speaks in Sinhala.

S ගෙන සිදුකුරු මොත්තකයි. He speaks in Sinhala.

I දෙලුම්

S දෙලුම් මොත්තකයි. He speaks well.

1 දෙදෙන් සිදුකුරු මොත්තකයි.(හෝල්) [well]

2 දෙදෙන් සිදුකුරු මොත්තකයි. (සුලුස්) [slowly]

3 දෙදෙන් සිදුකුරු මොත්තකයි. (දියෙ) [now]

4 දෙදෙන් සිදුකුරු මොත්තකයි. (සුරුව) [again]

5 දෙදෙන් සිදුකුරු මොත්තකයි.

D. Response Drill

Model: I උප විදුරි විශේෂය. I am smoking.

S උප විදුරි විශේෂය. Please don't smoke now.

1 උප විදුරි විශේෂය.

2 උප පැට විදුරි විශේෂය. [read the papers]

3 උප පැට ජූදී විදුරි විශේෂය. [weave coconut branches]

4 උප පැට ජූදී. [go]

5 උප පැට ජූදී විශේෂය. [use the pen]
E. Response Drill

Model: I ක්‍රියා කරන්නේ එකම යනුම්කරු පැහැදිලි කියවයි?

What do you say for what the gentleman is doing?

S ඔබට නිල හෙක්කේ පැහැදිලිය.
The gentleman is reading the paper.

1. ඔබට නිල හෙක්කේ පැහැදිලි කියවයි?
   ඔබට නිල හෙක්කේ පැහැදිලිය.[reading the paper]
2. ඔබට නිල හෙක්කේ පැහැදිලි කියවයි?
   ඔබට නිල හෙක් කියවයි.[closing the book]
3. ඔබට නිල හෙක්කේ පැහැදිලි කියවයි?
   ඔබට නිල හෙක් කියවයි.[walking]
4. ඔබට නිල හෙක්කේ පැහැදිලි කියවයි?
   ඔබට නිල හෙක් කියවයි.[opening the window]
5. ඔබට නිල හෙක්කේ පැහැදිලි කියවයි?
   ඔබට නිල හෙක් කියවයි.[smoking cigarettes]
6. ඔබට නිල හෙක්කේ පැහැදිලි කියවයි?
   ඔබට නිල හෙක් කියවයි.[describing the picture]

F. Response Drill

Model: I පමණක් සේ එකම කොළ?

What is the gentleman doing?

S ඔබට නිල හෙක් කොළ?
He is still working.

1. ඔබට නිල හෙක් කොළ?
   ඔබට නිල හෙක් කොළ.[working]
2. ඔබට නිල හෙක් කොළ?
   ඔබට නිල හෙක් කොළ.[reading newspapers]
3. ඔබට නිල හෙක් කොළ?
   ඔබට නිල හෙක් කොළ.[closing windows]
4. ඔබට නිල හෙක් කොළ?
   ඔබට නිල හෙක් කොළ.[walking]
5. ඔබට නිල හෙක් කොළ?
   ඔබට නිල හෙක් කොළ.[talking]
6. ඔබට නිල හෙක් කොළ?
   ඔබට නිල හෙක් කොළ.[smoking cigarettes]
G. Transformation Drill

Model: I සැම්මේ පැරි නොකෙරි. The gentleman is working.

1. නවබල අට නසායි. [working] The gentleman is working.
2. නවබල අට වෙනස් කිරීම. [reading the book] The gentleman is reading the book.
3. නවබල අට පිරුණි. [smoking cigarettes] The gentleman is smoking cigarettes.
4. නවබල අට මෝස් විශේෂ. [opening the door] The gentleman is opening the door.
5. නවබල අට පැමිණෙ. [going now] The gentleman is going now.
7. නවබල අට මෙහෙයුම්. [speaking] The gentleman is speaking.
8. නවබල අට මෙහෙයුම්. [knowing Sinhala] The gentleman is knowing Sinhala.

H. Response Drill

Model: නවබල අට නොවෙනේ මොහොත් කිරීම? Is the farmer still sowing rice?

1. සිංහල අට නොවෙනේ මොහොත් කිරීම? [speaking] He is not speaking now.
2. සිංහල අට නොවෙනේ ප්රේමික කිරීම? [walking] He is not walking now.
3. සිංහල අට නොවෙනේ ප්රේමික කිරීම? [sowing rice] He is not sowing rice now.
4. සිංහල අට නොවෙනේ ප්රේමික කිරීම? [working] He is not working now.
5. සිංහල අට නොවෙනේ ප්රේමික කිරීම? [reading] He is not reading now.

NOTE TO STUDENTS AND THE INSTRUCTOR

By this time students in the class should have mastered the usual basic classroom expressions and enough 'survival' Sinhala (specifically, that Sinhala necessary to elicit new vocabulary) to make it possible to operate without English in the classroom. Students should be able to conduct the routine business of the classroom and to ask for new words in Sinhala only.
CYCLE 7

ELICITING VOCABULARY

M-1

සමහර මතතු පිටතා. You are writing, sir.
සංමං මතතු පිටතා. They are weaving.
උප බැ මතතු පිටතා. She is washing (her) hands.

M-2

වි සිට මතතු පිටතා පිටතා පවතිණි? What do you say in Sinhala for what I am doing?
වි සිට මතතු පිටතා පිටතා පවතිණි? What do you say in Sinhala for what this person is doing?
වික්ටියිව වි සිට මතතු පිටතා පිටතා පවතිණි? What do you say in Sinhala for what these people are doing?

C-1

One of the students should perform an activity (pouring coffee, opening a door, closing a window), or pretend to be performing one in pantomime (sweeping the floor, for example). He should then ask the instructor the appropriate question from M-2. The teacher should give a correct response in Sinhala. Each student should have an opportunity to be "the actor". When a number of vocabulary items have been gathered in this manner, students should ask questions of each other.

A. පි සිට මතතු පිටතා පිටතා පවතිණි?
B. (වර්ගේ මතතු පිටතා).

C-2

The instructor and students should ask and answer questions about the pictures which follow using the formulas which have been learned in M-1 and M-2.
විශේෂ බොහෝ ආදි ලැක්වීමේදී පුළුල් යියදී?

Man weaving on a horizontal loom
විම පෙන්ව ගැන මෙමෙක් ආරක්ෂක කියන්දී?
蒿ේයන්නේ මාරු තැන්න ක්ෂේත්‍රයේ මේවකු නිසදුම්?
ක්‍රීඩාවේ මන්ම සුංජ සැමහු විශේෂී එකම්දේ?
විශේෂයේ මේ මේ මේ විශේෂයේ විශේෂයේමේ?
C-3 Review exercises.

A. Using the following exchanges as models for conversations, review the verb forms which have been learned up to this time.

Instructor යන්, බුද්ධ නිළිය. John, close the door.

Instructor යන් ලද නිළිය (to another student) බිලින්? What do you say in Sinhala for what John is doing?

Student අංක සිදු. He is closing the door.

Instructor (to third student) මේ නිළිය? Is that right?

Third student ආයි. ආයි නිළිය. Yes. That's right.

John is closing the door.

B. Using the following exchanges as models for conversations, review the verb forms which have been learned up to this time.

Instructor යන්, බුද්ධ නිළිය යන් ලද නිළිය සිදියේ?

John (to another student) ආයි. ආයි නිළිය. Please close the door Jim.

Instructor ආයි ලද නිළිය (to John) බිලින්? What do you say in Sinhala for what Jim is doing?

John අංක සිදු. He is closing the door.
CYCLE 8

WHAT IS YOUR NAME?

M-1

My name is Barbara Smith.
My name is M.G. Seneviratne.
My name is U.G. DeSilva
My name is Loku Banda.

M-2

What is your name, sir?
What is your name, madam?

C-1

The instructor should ask the questions in M-2 of every student in the class. Then, each student should have the opportunity to ask the names of others in the classroom.

A. එකකේගුරු එම අමාං?
B. එකකේගුරු (ඇග්. ච. ආන්ධිතිය)

NOTE ON STRUCTURE: genitive case forms.

In the sentences in M-1 and M-2 there are a number of genitive case forms showing possession. They are:

direct case form | genitive case form
---|---
කො | කො
මංං | මංං
අමාම අංණන් | අංණන් අංණන්
අංණන් | ආංණන්

The genitive case is discussed in Sinhala Structures, section 1.33.
TERMS OF ADDRESS

As a term of address the English word *you* is virtually all purpose. It is appropriate in all contexts, whatever the relationship between the speaker and the addressee. Except in very formal contexts, i.e., butler to employer: *Would madam prefer to have tea outside today?*, other terms of address do not substitute for *you* in American English. *Would you please tell me.* could precede a question to anyone -- a taxi driver, a shopkeeper or an important government official.

There is no single word in Sinhala which is an appropriate translation of the English *you* in all contexts. There are indeed a number of second person pronouns, but no one of them can be used in addressing everyone. They include:

- අඩු ම? A very familiar term for *you* used largely in informal interaction within the family. Definitely not appropriate for all familial contexts. Considered extremely insulting in many situations.

- මඟ A term of address which may be heard between intimates (brothers, sisters, for example) or which may be used by a superior when addressing an inferior. Considered rude in many contexts.

- ඉඩඩඩඩ Said to be a term of address between equals.

- මජ Perhaps the most neutral choice for a second person pronoun.

Actually, more often than not, Sinhala speakers avoid choosing a second person pronoun. For example, they may omit the subject of the sentence entirely:

- ඉඩඩඩඩ? Going?
  instead of

- ඉඩඩඩ? Are you going?

Or they may choose a third person subject:
General conversation  |  Sinhala  |  Terms of Address

හෝ ප්‍රකාශයක් මොටකෝ?  |  Are (you) going, sir?  |  instead of

හෝ වූවක් මොටකෝ?  |  Are you going?

**General guidelines for choosing a term of address**

1. Appropriate terms of address for equals and superiors.

   In establishing relationships with persons of equal or superior status, avoid pronominal terms entirely. When it is necessary to address someone, use භාණකෝ මොටකෝ, 'madam', or මොටකෝ මොටකෝ, 'sir'. The following people are equals or superiors:

   a. Counterparts and other professionals in the Sri Lanka government. For example, government agents, research officers, health inspectors and heads of government offices.

   b. Individuals who have established themselves in positions of authority or rank in their own communities. For example, postmasters, schoolmasters, ayurvedic physicians and grama sewakas.

   c. Administrators or managers in banks, large shops such as Cargills, hotels and airline offices.

   d. Teachers and administrators in the universities.

   e. Lawyers, doctors and other professionals in the private sector.

   f. Adult kinsmen of the above.

People who are referred to as කොරුම or කොරුම මොටකෝ are often particularized by a prefix. For example:

- කොරුම මොටකෝ  
  භාණකෝ මොටකෝ  
  මොටකෝ මොටකෝ  
- the ayurvedic physician
- Mr. Smith
- the postmaster
- the schoolmaster
Students will notice as they listen to Sinhala spoken around them that the terms sir, madam, and missy have been borrowed from English. The term sir is used more widely than the other two. It is a substitute for අබුහුම්. 

2. Addressing individuals who are lower in status.

The most diplomatic way of addressing someone who is lower in status is to use the proper name. For example:

ඉහි මෙහෙය එක මජුවක්? Where are you going, Banda?

Household servants, waiters, drivers, porters and others engaged in providing personal services are often addressed in this manner.

Proprietors of boutiques may be addressed in this manner or by the term අලිති, 'merchant'.

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STREET HAWKERS, KANDY

(Ask the instructor how he or she would address these people.)
3. Addressing members of the sangha.

Buddhist monks are generally addressed as ලෙකකින් පාදේශවා
CYCLE 9
WHAT IS HIS/HER NAME?

M-1

The name of that gentleman over there is Robert Jones.
The name of that lady over there is Mary Smith.
The name of this gentleman is Walter Herath.
The name of that lady is Olivia Silva.

M-2

What is the name of that gentleman over there?
What is the name of that lady over there?
What is the name of this lady?
What is the name of this gentleman?
C-1

Students A and B should discuss the names of the others in the class. Each student in the class should have an opportunity to carry on such a discussion.

A. එම අතින්නාවක් නම් මීදුම?
B. එම අතින්නාවක් නම් (රාමෝ, මාරුණ).

C-2

Look at the pictures of the people below. Student A should ask an appropriate question from M-2 of another member of the class. Student B should supply the correct answer. Each student should have an opportunity to carry on such a discussion.

A. (pointing to picture): එම අතින්නාවක් නම් මීදුම?
B. එම අතින්නාවක් නම් (රාමෝ, මාරුණ, පද්මා).
CYCLE 10

WHAT ARE THE NAMES OF THESE PEOPLE?

M-1

This is Mr. Smith.

This is Mr. Jones.

This is Mr. Smith and his wife.

M-2

Who are these gentlemen?

What are their names?

What are the names of these ladies?

What are the names of these people?

C-1

Students should ask and answer questions of the type in M-2 with other students in the class.

A. එක්තිවරණයක් යි දැයි කි?

B. එක්ති (පුස්ස පරිභාගිතා ලැදී කරන්න)

NOTES ON STRUCTURE: the 'and' particle; genitive forms.

1. In the sentence එක්තිවරණයක් යි දැයි කෑ the 'and' particle has been added to යි and කෑ. Further discussion of the 'and' particle appears in Sinhala Structures, section 5.3.

2. The following genitive plural forms of animate nouns appear above: රුධිරයේ, මෙම පළිණියේ and එක්තිවරණයක්. A discussion of the formation of these forms appears in Sinhala Structures, section 1.3322.
C-3

Students should bring pictures of other people to class. These may be pictures of well-known people or of relatives and friends of class members. Students should ask each other who the people in the pictures are. A sample picture appears above.

CYCLE 11

IS HIS NAME DE SILVA?

M-1

Yes. The name of the teacher (male) is K.G. DeSilva.

Yes. The gentleman's name is Gunaratne.

Yes. The name of the teacher (female) is Sriyani Herath.
M-2

M. මෙමෙයි නියෝංකයේ ශිෂියකු වන්නේ?

උපිස්කීම නියෝංකයේ ශිෂියකු.

No. The lady's name is not Olivia Silva.

M. මෙමෙයි නියෝංකයේ සිංහලේ ශිෂියකු?

No. The gentleman's name is not Saram.

M. මෙමෙයි නියෝංකයේ විශේෂීය ශිෂියකු?

No. The lady's name is not Kumari Dissanayake.

M-3

මෙමෙයි නියෝංකයේ ශිෂියකු ලෙස බව ඉදිරිපත් දිනි ලෙස පොදු?

Is the gentleman's name Dissanayake?

සිංහලේ නියෝංකයේ ශිෂියකු ලෙස බව ඉදිරිපත් දිනි ලෙස පොදු?

Is my name Gunawardena?

මෙමෙයි නියෝංකයේ විශේෂීය ශිෂියකු ලෙස බව ඉදිරිපත් දිනි ලෙස පොදු?

Is her name Kumari Dissanayake?

C-1

Students should use the information they have gathered about other class members to ask and answer questions of the type in M-3.

A. මෙමෙයි නියෝංකයේ ශිෂියකු ලෙස බව ඉදිරිපත් දිනි ලෙස පොදු?

B. උපිස්කීම නියෝංකයේ ශිෂියකු ලෙස බව ඉදිරිපත් දිනි ලෙස පොදු.

or උපිස්කීම නියෝංකයේ ශිෂියකු ලෙස බව ඉදිරිපත් දිනි ලෙස පොදු.

NOTE ON STRUCTURE: නියෝංකයේ 'is not'.

In Sinhala equational sentences (i.e., My name is Silva, This is a door, It is mine, The dress is green, etc.) lack main verbs. Such sentences are negated by adding නියෝංකයේ 'is not, are not', after the predicate as in M-2 above.
CYCLE 12

WHOSE GOODS ARE THESE?

M-1 කේ ඉල්ලියේ එකක සෙකුමන්ද?
    සී ජම්ඩු විවිධය?
    සී ශ්‍රීමතා විවිධය?
    සී ආම් විවිධය?
    සී ඉංග්‍රීසියේ එකක සෙකුමන්ද?
    These documents are the lady's.
    These goods are mine.
    This junk is mine.
    This money is mine.
    Those books are Mr. Jones'.

M-2

කේ ඉල්ලියේ එකක පවති?
    සී භාෂා එකක පවති?
    සී අංශ එකක පවති?
    Whose junk is this?
    Whose coins are these?
    Whose glasses are these?

C-1

Each student should point to various items around the room to find out who the owner is. If students do not know the Sinhala words for various objects around the room, they should use the Sinhala they know to find out.

A. කේ ගැටකුන්තා එකක පවති?
B. කේ විස්තර කරය
CYCLE 13

ARE THESE THINGS YOURS?

M-1

ありがと。

Yes. These things are mine.

ありがと。

Yes. These glasses are mine.

ありがとうございます。

Yes. These things are the lady's.

ありがとうございます。

Yes. These keys are the gentleman's.

M-2

ありがとうございます。

No. These keys are not mine.

ありがとうございます。

No. These things are not the lady's.

ありがとうございます。

No. These receipts are not the gentleman's.

M-3

これらのレシートは彼女のですか？

Are these receipts the lady's?

これらのものはおあなたのものですか？

Are these things yours, sir?

これらのものは私のものですか？

Are these things mine?

C-1

Using the formula given in M-3, student A should try to determine the ownership of various items in the classroom. Other students should answer the questions of student A using the formulas given in M-1 and M-2. Each student should have an opportunity to ask the questions.

A. (これらのレシートは彼女のですか？)

B. (これらのものはおあなたのものですか？)
CYCLE 14

WHAT COLOR IS IT?

M-1

 detta maara aham. (මහේශයේ)  
This book is black.

 otho saraa sara aham (පොතු)  
The gentleman's shirt is white.

 wihuru ena aham.  
The wall is green.

 saha meha aham.  
The pencil is yellow.

 sam paani aham. (පොතු)  
This thing is red.

M-2

detti shaara shaara aham aho?  
What color is this shirt?

detti shaara shaara aho?  
What color is this pencil?

detti shaara shaara aho?  
What color is this book?

 saha meha saraa sara aham aho?  
What color is the lady's sari?

C-1

Talking about various objects around the room ..... 

A. (දෙවි පළු) ප්‍රාදේශයක් නැතේ؟

B. (දෙවූ පොතු)

NOTE ON STRUCTURE: the emphasizing particle  එරුන්.

In equational sentences (the type x is y) adjectives which end in a vowel which fill the "y" slot are followed by an emphasizing particle  එරුන්. Some nouns in this slot which end in a vowel are also followed by  එරුන්. එරුන් 'color', above is an example. This particle has no direct translation. It appears in sentence final position. It does not appear before the question marker  එරුන්.  

58
TALKING ABOUT MONEY

For the next several lessons, the class will need 10 pennies, and a few nickels, dimes, quarters and 50 cent pieces. There are 100 cents in the Sri Lanka rupee coined in the following denominations: 1, 2, 5, 10, 25 and 50.

CYCLE 15

DO YOU HAVE MONEY ON YOU?

M-1

Yes. I have a license on me.

Yes. I have a little money on me.

I have a lot of money on me.

I have a pen on me.

I have a book with me.

M-2

I don't have a book with me.

I don't have a license on me.

I don't have money on me.

M-3

Do you have money on you, sir?

Do you have a pen with you, madam?

Do you have a Sinhala book with you, sir?

Who is it who has money on him?

C-1

Students should use the formulas given above to discuss the belongings of others in the classroom.

A. එමෙක් නොහැකි උපතක්?

B. (මිළිමා වෙනුව) නොහැකි.
General Conversation  SINHALA  Cycle 1

C-2

A. (විමෙන) එක කිහි පිටත පළමුවේ?

B. (ම කිහි පිටත පළමුවේ)

NOTES ON STRUCTURE

1. Postpositions

The word ඉලි is a postposition meaning 'on' or 'near'. Postpositions in Sinhala are functionally similar to English prepositions, except that while English prepositions occur before the word they govern, Sinhala postpositions occur following the word. Postpositions occur in construction with nouns, verbs and other parts of speech. When in construction with nouns, they govern specific cases. Most postpositions, like ඉලි, govern the direct case. Two irregular pronominal forms occur with ඉලි: ඉ, 'me' and ඉේ, 'who'. Examples:

මි ඉලි On, near the farmer
බෝක් ඉලි On, near the gentleman
මැදි ඉ Near me
මාර්ග ඉ Near Colombo.

2. The verb අශ්වාහ, 'be'.

This verb occurs with inanimate subjects and means 'be'. For example:

වෙත අශ්වාහ. There are books.
වෙත අශ්වාහ. There is a book.

මැදි අශ්වාහ. There is money on/near me.
(i.e., I have money on me.)

The negative of අශ්වාහ is අශ්වාහෙ. For example:

වෙත අශ්වාහෙ. There are no books.
මැදි අශ්වාහෙ. I have no money on me.

The verb අශ්වාහ does not occur with animate subjects. See Sinhala Structures, section 1.51.
CYCLE 16

HOW MANY CENTS ARE ON THE TABLE?

M-1

 theres 2 cents on the table.

 theres 10 cents on the table.

 theres 50 cents in this spot here.

 theres 3 cents with me.

M-2

 how many cents on the table?

 how many cents on the book?

 how many cents in this spot here.

C-1

Using the formulas given above, students should talk about the money being used for classroom purposes.

A. (  )  

B. (  )  

NOTE ON STRUCTURE: postpositions

The word  is a postposition meaning 'on' or 'on top of'. It occurs after nouns in the direct case.
CYCLE 17

GIVE ME A 50¢ PIECE

Woman receiving change at an outdoor market

M-1

Here is a 2¢ piece.

Here is a 5¢ piece.

Here is a 50¢ piece.

Here is a 25¢ piece.

Here is a 10¢ piece.

Here is a coin.
M-2

GIVE ME A 50¢ PIECE.

GIVE ME A 25¢ PIECE.

GIVE ME TWO 5¢ PIECES.

GIVE ME THREE 5¢ PIECES.

C-1

Using the formulas given above, students should exchange the money being used for classroom purposes.

A. විශේෂ (මෙම අයාත)කට පැහැදිලි කරන්.

B. මෙමිට් (මෙම අයාත) පැහැදිලි කරන්.

NOTES ON STRUCTURE: genitive forms; යූම්, 'here'.

1. Numerals such as අතී above are in the genitive case.

2. යූම් is a word which means 'here' in the sense of the French 'voici'. It is used when handing something to someone.
CYCLE 18

HOW MANY 5 CENT PIECES DO YOU HAVE ON YOU?

M-1

I have a 25¢ piece on me.
I have two five cent pieces on me.
There are four pennies.
There is a 2¢ coin.
There are three 50¢ pieces.

N-2

Do you have a penny on you, sir?
How many pennies do you have on you, sir?
How many 10¢ pieces do you have on you, sir?
How many 25¢ pieces do you have on you, sir?

C-1

Just a (two 3¢ pieces) and five (5¢ pieces)?
DIALOGUE IV: IN THE CONSULAR SECTION

MR. CARSON DIAL

Here is your passport and your documents.

MR. JOHN PERERA

Some of these documents are not mine.

MR. DIAL

Which are your documents, sir?

MR. PERERA

These documents are mine. But this parcel belongs to a gentleman called Brown.

MR. DIAL

Is this big one yours or Mr. Brown's?

MR. PERERA

The big one is mine.

MR. DIAL

I'll give the other parcel to Mr. Brown.

MR. PERERA

Good. Give it to him. I'll go and come.

NOTES ON STRUCTURE: inflected noun forms.

The dialogue above should serve as a review for previously introduced structures. Some new structures are reviewed in the drills on the following pages. They include definite and indefinite dative case forms of animate nouns: පුස්කරාය ත.To the gentleman', and පුස්කරායා 'to a gentleman', (see Sinhala Structures, 1.322) and the instrumental plural of inanimates: පුස්කරායා 'from documents', (see Sinhala Structures, 1.3423).
A. Substitution Drill

Model:  
T  යුතුම农村ක් කොකු. Some of these goods are mine.  
S  යුතුම农村ක් කොකු. Some of these goods are mine.  
T  කළකාරි. Documents  
S  යුතුමකාරි කොකු. Some of these documents are mine.

1 විශේෂ කාරි කොකු. (කඩකාරි) documents  
2 විශේෂකරු කාරි කොකු. (කඩකාරි) clothes  
3 විශේෂකරු කාරි කොකු. (කඩකාරි) shirts  
4 විශේෂකරු කාරි කොකු. (කඩකාරි) parcels  
5 විශේෂකරු කාරි කොකු. (කඩකාරි) packets  
6 විශේෂකරු කාරි කොකු.

B. Substitution Drill

Model:  
T  කළකාරි කොකු. Some documents are not mine.  
S  කළකාරි කොකු. Some documents are not mine.  
S  කළකාරි කොකු. Some books are not mine.

1 කළකාරි කොකු. (කඩකාරි) books  
2 කළකාරි කොකු. (කඩකාරි) pencils  
3 කළකාරි කොකු. (කඩකාරි) postcards  
4 කළකාරි කොකු. (කඩකාරි) keys  
5 කළකාරි කොකු. (කඩකාරි) letters  
6 කළකාරි කොකු.
C. Substitution Drill

Model:  I බි තූතටී භූත තුම්. Some of these books are mine.
S බි තූතටී භූත තුම්. Some of these books are mine.
I බීමට, Two
S බී තූතටී භූත තුම්. Two of these books are mine.

1 බී තූතටී භූත තුම්. (ක්මේ) [two]
2 බී තූතටී භූත තුම්, (සහසම්) [all]
3 බී තූතටී කොහම් භූත තුම්. (ක්මේ) [three]
4 බී තූතටී මක්කු භූත තුම්. (ක්මේ) [five]
5 බී තූතටී තවමු භූත තුම්. (ක්මේ) [some]
6 බී තූතටී තවමු භූත තුම්.

D. Substitution Drill

Model:  I බි ඔක්කු නම් තුම්. This big one is mine.
S බී ඔක්කු නම් තුම්. This big one is mine.
I බොහෝ, Good.
S බී ඔක්කු නම් තුම්. This good one is mine.

1 බී ඔක්කු නම් තුම්. (වැඩ) [good]
2 බී ඔක්කු නම් තුම්, (පැඩි) [red]
3 බී ඔක්කු නම් තුම්, (මහු වැඩ) [black]
4 බී ඔක්කු නම් තුම්, (මහු වැඩ) [yellow, saffron color]
5 බී ඔක්කු නම් තුම්, (මහු) [little]
6 බී ඔක්කු නම් තුම්.
E. Response Drill

Model: I ඉක නිම ලංකාව වෙ? 
S ඉක නිම ලංකාව ගෙ. 

Whose books are these? These books belong to me.

1 ඉක නිම ලංකාව වෙ? 
Whose books are these? These books belong to me.

2 ඉක නිම ලංකාව වෙ? 
Whose books are these? These books belong to the postmaster.

3 ඉක නිම ලංකාව වෙ? 
Whose books are these? These books belong to Mr. Gunaratne.

4 ඉක නිම ලංකාව වෙ? 
Whose books are these? These books belong to Mr. Brown.

5 එක නිම ලංකාව වෙ? 
Whose books are these? These books belong to the lady.

6 එක නිම ලංකාව වෙ? 
Whose books are these? These books belong to him.

F. Transformation Drill

Model: I නිම ලංකාව වෙ. These books belong to Mr. Brown.

1 නිම ලංකාව වෙ. These books belong to Mr. Brown.

S නිම ලංකාව වෙ. These books belong to a gentleman called Brown.

1 නිම ලංකාව වෙ. These books belong to Mr. Brown. ...to a gentleman called Brown.

2 නිම ලංකාව වෙ. These books belong to Mr. Gunaratne.

.....to Mr. Gunaratne ...to a gentleman called Gunaratne.

3 නිම ලංකාව වෙ. These books belong to Mr. Seneviratne.

.....to Mr. Seneviratne ...to a gentleman called Seneviratne.

4 නිමදිව ලංකාව ගෙ. These books belong to Mr. de Silva.

.....to Mr. de Silva. ...to a gentleman called de Silva.

5 නිම ලංකාව වෙ. These books belong to Mr. Smith.

.....to Mr. Smith. ...to a gentleman called Smith.

6 නිම ලංකාව වෙ. These books belong to Mr. Smith.
G. Transformation Drill

Model: I  රිදුරු ලබා ඇපේ.  This passport is yours, sir.

 grote.  This passport is Mr. Brown's.

S  රිදුරු ලබා ඇපේ?  Is this passport yours or Mr. Brown's.

1  රිදුරු ලබා ඇපේ? (yours or Mr. Brown's?)
2  රිදුරු ලබා ඇපේ? (the lady's or the gentleman's?)
3  රිදුරු ලබා ඇපේ? (mine or his?)
4  රිදුරු ලබා ඇපේ? (the schoolmaster's or Mr. Herath's?)
5  රිදුරු ලබා ඇපේ? (Mr. de Silva's or yours?)
6  රිදුරු ලබා ඇපේ? (Mr. Smith's or the lady's?)

H. Response Drill

Model: I  මම උන්දේ.  I'll go and come.

S  උන්දේ.  උන්දේ.  Good. Go and come.

1  උන්දේ.  [go and come] උන්දේ.  උන්දේ.
2  උන්දේ.  [tell him] උන්දේ.  උන්දේ.
3  උන්දේ.  [give him the pen] උන්දේ.  උන්දේ.  උන්දේ.
H. Response Drill (continued)

4 පථ මෙට් කියේ? [close the door] මොහොත්. මෝටර් පොලිස්.

5 පදු පොදු කියේ? [open the window] මොහොත්. මෝටර් පොලිස්.

6 පදු පොදු කියේ? [speak to the gentleman] මොහොත්.

I Transformation Drill

Model: I මොහොත්. මොහොත්. මොහොත්. Here are your documents.
       මොහොත්. මොහොත්. මොහොත්. Here is your passport.
       මොහොත්. මොහොත්. මොහොත්. Here are your documents and your passport.

S මොහොත්. මොහොත්. මොහොත්. [your documents, your passport]
       මොහොත්. මොහොත්. [a pen, a pencil]
       මොහොත්. මොහොත්. [vegetables, a loaf of bread]
       මොහොත්. මොහොත්. [books, receipts]
       මොහොත්. මොහොත්. [paper, pencils]
       මොහොත්. මොහොත්. [shoes, socks]
       මොහොත්. මොහොත්. [a five-cent piece, a ten-cent piece]
       මොහොත්. මොහොත්. [a two-cent piece, a five-cent piece]
WOMEN SELLING FISH IN THE MARKET
CYCLE 19

WHAT IS YOUR OCCUPATION?

M-1

I work in the American Embassy.

I am Second Secretary of the American Embassy.

I am Third Secretary of the American Embassy.

I am the cultural affairs officer of the American Embassy.

I am an economic officer in the American Embassy.

M-2

What is your occupation, sir?

What is your occupation, madam?

What is the occupation of this person?

C-1

Using the formula given in M-2, students should find out what the occupations of others in the class are. Needed vocabulary should be elicited from the instructor.
C-2

The instructor should point to one of the pictures below and ask the appropriate question from M-2. If possible, the students should supply the answer. If students cannot supply the answer, then they should repeat the question to the instructor who will supply the answer. Next, the students themselves should ask and answer the questions pertaining to the pictures.

විශේෂ කථා තෝරුම් පිකෝහකොට
සම යොමුකින් කරන්න
CYCLE 20

IS IT FOR THE SRI LANKA GOVERNMENT THAT (YOU) WORK?

M-1

Yes. It is for the Sri Lanka government that I work.

Yes. It is in Colombo that I work.

Yes. It is in the Health Department that I work.

M-2

No. It is not for the Agriculture Department that I work.

No. It is not for the American Government that I work.

M-3

Is it in the Sri Lanka government that you work, madam?

Is it in Jaffna that you work, sir?

Where do you work, sir?

Students should continue discussing the occupations of others in the classroom using the formulas given above. It would be useful for the students if other Sinhala speakers could come to class for the C-phase of this cycle.
C-1 (continued)

A. (කේළක යටතලි?)

B. (කේ යටතලි මෙමෙය?)

NOTE ON STRUCTURE: negating present tense forms.

ප්‍රතිශේෂයේ යාතික මෙමෙය මෙමෙය මාතික මෙමෙය is an emphatic present tense form of the verb. For the use and formation of emphatic present tense forms, see Sinhala Structures, section 2.21. Sentences with emphatic verbs are negated by adding මැඩියි after the emphasized word. The students and the instructor should discuss and review negation of present tense forms (both simple and emphatic) at this time. Refer to Sinhala Structures, sections 2.24 and 2.25.

WHERE DO THESE PEOPLE WORK?
ADDITIONAL VOCABULARY

THE NAMES OF SRI LANKA GOVERNMENT MINISTRIES AND DEPARTMENTS

Below are the Sinhala terms for various subdivisions of the Sri Lanka government administrative system. Students should learn the Sinhala for those ministries and departments which are of interest to them.

ඉතිහාසික ඇතිහාසික දිස්ත්‍රික්කය.
Ministry of Local Government, Housing and Construction.

උපාජ අධියාංශය වන ප්‍රාන්තීක දිස්ත්‍රික්කය.
Ministry of Public Administration and Home Affairs.

වෙනික භාෂාවිද්‍යාවය.
Ministry of Plantation Industries.

මාත්‍රා භාෂාවිද්‍යාවය.
Ministry of Social Services.

මහාමාතා නැගෙනහිරය දිස්ත්‍රික්කය.
Ministry of Cultural Affairs.

මුද්‍රාවිද්‍යා දිස්ත්‍රික්කය.
Ministry of Transport.

උපාජ විද්‍යාව විද්‍යාංශය සහ පාරිසරික දිස්ත්‍රික්කය.
Ministry of Agricultural Development and Research.

මුළු විද්‍යාවත්ව දිස්ත්‍රික්කය.
Ministry of Rural Development.

වේගෑවත්ව දිස්ත්‍රික්කය.
Ministry of Labour.

මක්කා දිස්ත්‍රික්කය.
Ministry of Health.

මෙක්ස් වෙනි පැවතින දිස්ත්‍රික්කය.
Ministry of Posts and Telecommunications.

මාත්‍රා විද්‍යාවත්ව දිස්ත්‍රික්කය.
Ministry of Textile Industries.

විද්‍යාවත්ව දිස්ත්‍රික්කය.
Ministry of Foreign Affairs.

විශ්වාස දිස්ත්‍රික්කය.
Ministry of Justice.

ඩිශ්කන් වෙනි පැවතින දිස්ත්‍රික්කය.
Ministry of Food and Cooperatives.

විශ්වාස විද්‍යාවත්ව දිස්ත්‍රික්කය.
Ministry of Industries and Scientific Affairs.
Ministry of Power and Highways.

Ministry of Finance and Planning.

Ministry of Lands and Land Development.

Ministry of Mahaweli Development.

Ministry of Parliamentary Affairs and Sport.

Ministry of Trade and Shipping.

Ministry of Education.

Ministry of Higher Education.

Ministry of Fisheries.

Ministry of Rural Industries Development.

Ministry of Youth Affairs and Employment.

Ministry of State.

Ministry of Colombo Group of Hospitals.
DEPARTMENTS

Marketing Department.
Irrigation Department.
Forest Department.
Survey Department.
Land Development Department.
Department of Small Industries.
Department of Wildlife Conservation.
Department of Inland Revenue.
Department for Development of Marketing.
Department of Health.
Department of Labour.
Department of Information.
Department of Customs.
CYCLE 21

WHAT KIND OF WORK IS IT THAT THE GRAMA SEWAKA DOES?

M-1

What kind of work is it that the grama sewaka does?

What kind of work is it that the Public Health Inspector does?

What kind of work is it that the Assistant Government Agent does?

What kind of work is it that the postmaster does?

What kind of work do you do?

C-1

The officials named above are some of those who are likely to have administrative responsibilities for small communities. Students should single out one of these officials and ask the instructor, in Sinhala, what his duties are. The instructor should give a short description in Sinhala. It is not likely that students will know all the words which the instructor uses. Students should use Sinhala to find out what the "unknown" words mean. They should not use English. The instructor should repeat the description several times. When all students understand what the instructor is saying, one of the students should try to tell the story to the rest of the class. While the student is trying to tell the story, the instructor should not attempt to correct him. Then other students should have an opportunity to try to tell the story. Students should attempt to repeat the story at a normal rate of speed and without grammatical errors - in other words, students should try to tell it just as the instructor did.

C-2

Class members may wish to discuss the duties of other government officials. Use the procedure given in C-1.
C-2 (continued)

TO THE INSTRUCTOR

These descriptions should be only five sentences long. They should be short, simple, and include only verb forms which are present tense. A sample text is given below.

THE POSTMASTER

The postmaster works in the post office.

He distributes letters.

He sells stamps.

He registers letters.

He sends telegrams.

C-3

Using the skills now at his disposal, each student should select one of the numerous pictures in this book which shows people at work. With the assistance of the instructor, the student should work up a description of the tasks being performed in the picture. Again, the descriptions should be short and simple. A sample text follows.

NOTES ON STRUCTURE: අබෙද, 'what', and genitive forms.

1. The word අබෙද in M-1 above is an adjectival form meaning 'what'. It precedes the noun it modifies.

2. The phrase අබෙද අරයිංශ අදාලයි in M-1 above means 'work of what kind'. අදාලයි, 'kind, sort, manner', appears in the genitive case. Like අධිකරණය, 'government', and ආරක්ෂාවනය, 'department', which appeared in Cycle 20 in their genitive forms, it belongs to Class B. At this time students and the instructor should review the formation of genitive definite singular forms. Further details appear in Sinhala Structures, section 1.33.
CASTING A HOROSCOPE

the monk

the temple

performing a task

The monk is performing a task in the temple.
He (referring to a monk) writing the horoscope on an ola leaf.

The stylus

RUVANVELISEYA DAGABA, (2nd CENTURY B.C.), ANURADHAPURA
WORKERS WASHING GEM-BEARING GRAVEL
CYCLE 22

WHAT IS THE DAY TODAY?

M-1

Translate the following:

Today is Monday.

Today is Tuesday.

Today is Wednesday.

Today is Thursday.

Today is Friday.

Today is Saturday.

Today is Sunday.

M-2

What is the day today?

C-1

TO THE STUDENT

From now on, your instructor will ask you  එක මිදු ඉ? daily. Practice only correct answers. On Wednesday, for instance, practice

A. එක මිදු ඉ?

B. එක (සැමය).

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WHAT TIME DOES CARGILLS OPEN?
CYCLE 23

WHAT TIME DOES THE EMBASSY OPEN?

M-1

The Embassy opens at 8:00.
The Drug Fair opens at 7:00.
The Bank of Ceylon opens at 9:00.
The visa section opens at 8:30.
The Embassy closes at 4:45.
This office doesn't close at 4:00. It closes at 5:00.

M-2

What time does the Embassy open?
What time does the Embassy close?
Does this office close at 5:00?

C-1

Students should discuss the local opening and closing times which are of importance to them using the formulas given above.

A. (මහවි විශේෂී හැටිවා යියි කෙ?)

B. (මහවි විශේෂී හැටිවා යියි මොහොත්)

NOTES ON STRUCTURE: emphatic verb forms; numerals and quantifying phrases in the dative case.

1. The sentences above contain emphatic verb forms. Note the negation with ආකාරයි, 'is not, are not'.

2. 'At such and such an hour', is expressed by putting the numeral in the dative case. Thus, ආ, 'eight'; ආද, 'at eight'. The quantifying phrase ආකාරයි කෙ? contains the dative case form of ආකාරයි 'how much, how many', and here has the idiomatic meaning, 'at what time'. Students who wish to review the formation of dative case forms should consult section 1.32 of Sinhala Structures.
CYCLE 24

WHAT TIME IS IT?

This cycle is the first of a number of cycles which are designed to teach time-telling. For this cycle, discuss only the times given on the 'clocks' below.

M-1

シリィ වේ. It is 3 o'clock.
シリィ මැකී. It is 4 o'clock.
シリィ මුණුවන්නේ. It is 11 o'clock.
シリィ මැති. It is 9 o'clock.
M-1 (continued)

It is 8 o'clock.
It is 6 o'clock.

M-2

What time is it?

C-1

Discuss the times on the 'clocks' above.

A.  What time is it?

B.  (It is 6 o'clock).

MAN WITH PERFORMING MONKEY
CYCLE 25

WHAT TIME IS IT? (continued)

M-1

ඔබට පෙන්නේ.  
It is 5 o'clock.

ඔබට පෙන්නේ.  
It is 10 o'clock.

ඔබට පෙන්නේ.  
It is 2 o'clock.

ඔබට පෙන්නේ.  
It is 7 o'clock.

ඔබට පෙන්නේ.  
It is 1 o'clock.

M-2

ඔබට අපා අ?  
What time is it?
C-1

Discuss the times given on the "clocks" in this cycle.

A. මිටු එකේදී?
B. මිටු එකේදී (කළදී).

CYCLE 26

- WHAT TIME IS IT? (continued)
General Conversation  SINHALA  Cycle 26

M-1

විශේෂ නැති.  
It is half past twelve.

විශේෂ නැති.  
It is half past one.

විශේෂ නැති.  
It is half past two.

විශේෂ නැති.  
It is half past three.

M-2

විශේෂ නැති?  
What time is it?

C-1

Discuss the times given on the "clocks" above and below.

   A.  පිවිශේෂ නැති?

   B.  පිවිශේෂ (දෙළදත්)

\[ \text{94} \]
THE AUKANA BUDDHA

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CYCLE 27

WHAT TIME IS IT?
(continued)

M-1

සිටිම නම් සිටිම.  It is quarter to 9.
සිටිම දෝර සිටිම.  It is quarter to 8.
සිටිම මස සිටිම.  It is quarter to 11.
සිටිම මගේ සිටිම.  It is quarter to 6.

M-2

සිටිම වූ සිටිම.  It is quarter past 7
සිටිම සෝර සිටිම.  It is quarter past 6.
සිටිම වන සිටිම.  It is quarter past 11.
සිටිම වෙන සිටිම.  It is quarter past 5.

M-3

සිටිම වෙන වෙන?  What time is it?

C-1

Discuss the times given on the "clocks" below.

A. පසු වෙන වෙන?
B. පසු (වන වන මැයි)

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CYCLE 28

WHAT TIME IS IT?
(continued)

M-1

සිටුවම නම්ඟ යි. It is 2:20.
සිටුවම නම්ඟ පෙන්වීම. It is 1:40.
සිටුවම නම්ඟ නම්ඟ. It is 4:30
සිටුවම නම්ඟ නම්ඟ. It is 3:05.

M-2

සිටුවම නම්ඟ යක්ෂීම. It is 20 minutes to 6.
සිටුවම නම්ඟ සෙවි. It is 15 minutes to 7.
සිටුවම නම්ඟ නම්ඟ. It is 8 minutes to 4.
සිටුවම නම්ඟ නම්ඟ. It is 5 minutes to 12.

M-3

සිටුවම කොළ සෝ? What time is it?

C-1

Discuss the times given on the "clocks" below.

A. සිටුවම කොළ සෝ?
B. සිටුවම (කොළ සෝ)

NOTE ON STRUCTURE: Another use of the particle ඉ .

The emphasizing particle ඉ follows numerals when they appear as predicate attributes. Examples have appeared in Cycles 24-28 inclusive. Note that ඉ appears on both numerals in time expressions involving (a) the house plus x minutes of minutes and (b) the hour plus ඉ, 'quarter.' This ඉ construction is an example of the 'and' particle. With 'half-past' time expressions, the emphasizing ඉ appears only in sentence final position, as it does in time expressions involving x minutes or quarter to an hour. In the latter cases, the hour is in the dative case. Look at the Sinhala given above and in the preceding cycles to make these comparisons. Further discussion appears in Sinhala Structures, sections 5.3, 5.4 and 6.1.
DIALOGUE V

RECEIVING A CALL AFTER HOURS AT THE EMBASSY

CPL LOPEZ

American Embassy.

MR. SILVA

Is this the American Embassy?

CPL LOPEZ

The Embassy is now closed.

It will open again tomorrow morning at 8:00.

MR. SILVA

What are the business hours of the Embassy?

CPL LOPEZ

From 8 to 12:30. Again from 2 to 4:45.

MR. SILVA

I want to get a visa. Should I come about 2?

CPL LOPEZ

The visa office doesn't open after noon.

It is open only from 8:30 to 12:30.

If you want a visa, come before 12:30.
MR. SILVA

If I don't come before 12:30, how do I get a visa?

CPL LOPEZ

I don't know. I'll ask and see.

NOTES ON STRUCTURE: ඉ නෙයි, 'want'; ඉි 'if' and ඉිති 'if not'.
participle forms; ඉේ ඉේ 'until', with time expressions; the
postpositions නෝටෙ, 'before', and පසා 'after'. ඉටතී, 'about';
ලක්ත්, 'only'.

1. The word ඉ නෙයි means 'want'. It takes an actor in the
dative case. Discussion appears in Sinhala Structures, section 2.14.3.

2. The word ඉි means 'if'. It may follow simple present tense
forms of the verb, emphasized words in emphatic constructions and
predicate attributes in equational sentences. The negative ඉි plus ඉි becomes ඉිති . Discussion appears in Sinhala Structures,
section 2.9.

3. කොටො, 'closed', and අපො, 'open', are the participle forms of
the verbs කොටො, 'close' and අපො, 'open'. Participles are dis-
cussed in Sinhala Structures, section 2.6. They are treated in
much greater detail in subsequent lessons (beginning with Cycle
67). The form අපො අපො, 'is open, has opened', is a
perfect form. See also section 2.6 and later lessons.

4. නෝටෙ with time expressions means 'until'.

5. The postpositions නෝටෙ, 'before', and පසා, 'after', follow
nouns in the dative case. There is variation, however, and in
some dialects the case is instrumental. See Sinhala Structures,
section 4.

6. ඉටතී, 'about', is a postposition commonly occurring after
numerals which is invariant in its form. The form ඉටතී, 'only',
is also a postposition. In sentences it occurs in non-final po-
sition. In sentence final position, the form ඉටතී, 'only' occurs.
See Sinhala Structures, section 4.

All of the structures above are treated in greater detail in the
pattern practices which follow Dialogue V.

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SUMMARY

PRACTICING PATTERNS FROM DIALOGUE V

A. Substitution Drill

Model: I සඳහා ආදාරය දෙළි ඇතිය.  
The Embassy is now closed.

S සඳහා ආදාරය දෙළි ඇතිය.  
The Embassy is now closed.

I මෙහෙයේම.  
The office.

S මෙහෙයේම දෙළි ඇතිය.  
The office is now closed.

1 මෙහෙයේම දෙළි ඇතිය. (Office)  [office]

2 කොටසකක දෙළි ඇතිය. (Bank)  [bank]

3 මෙහෙයේම දෙළි ඇතිය. (Library)  [library]

4 කොටසකක දෙළි ඇතිය. (Post Office)  [post office]

5 මෙහෙයේම දෙළි ඇතිය. (Government Departments)  [government departments]

6 වැඩි මෙහෙයේම දෙළි ඇතිය.

B. Response Drill

Model:  මම ආදාරයක් ඔබේ දෙළි ඇතිය?  
Is the Embassy still open?

S මම ආදාරයක් ඔබේ දෙළි ඇතිය.  
No. The Embassy is now closed.

1 මම ආදාරයක් ඔබේ දෙළි ඇතිය?  
Is the Embassy still open?  
No. The Embassy is now closed.

2 කොටසකක ඔබේ දෙළි ඇතිය?  
Is the bank still open?  
No. The bank is now closed.

3 මෙහෙයේම ඔබේ දෙළි ඇතිය?  
Is this office still open?  
No. This office is now closed.

4 කොටසකක ඔබේ දෙළි ඇතිය?  
Is the post office still closed?  
No. The post office is now open.

5 වැඩි ඔබේ දෙළි ඇතිය?  
Is the door still open?  
No. The door is now closed.
C. Response Drill

Model:  අප ප්‍රශ්න කොහොමද කියන්න?  එම ප්‍රශ්න කියන්න.
        What time does the bank open?  It opens at 8.

1.  අප ප්‍රශ්න කොහොමද කියන්න?  එම ප්‍රශ්න කියන්න.
    What time does the bank open?  It opens at 8.

2.  පිංකිරිමක් ප්‍රශ්න කොහොමද කියන්න?  එම ප්‍රශ්න කියන්න.
    What time does the office open?
    It opens at 6:30 a.m.

3.  පිංකිරිමක් ප්‍රශ්න කොහොමද කියන්න?  එම ප්‍රශ්න කියන්න.
    What time does the Matara Hotel close?
    It closes at 10.

4.  පිංකිරිමක් ප්‍රශ්න කොහොමද කියන්න?  එම ප්‍රශ්න කියන්න.
    What time does the Embassy close?
    It closes at 5.

5.  පිංකිරිමක් ප්‍රශ්න කොහොමද කියන්න?  එම ප්‍රශ්න කියන්න.
    What time does the Cooperative close?
    It closes at 7.

6.  පිංකිරිමක් ප්‍රශ්න කොහොමද කියන්න?  එම ප්‍රශ්න කියන්න.
    What time does the library open?
    It opens at 7:30 a.m.

D. Response Drill

Model:  එම ප්‍රශ්න කොහොමද කියන්න?  From when till when?
        From 5 till 5.

1.  එම ප්‍රශ්න කොහොමද කියන්න?  From when till when?
    From 5 till 5.

2.  එම ප්‍රශ්න කොහොමද කියන්න?  From when till when?
    From 8 till 8.

3.  එම ප්‍රශ්න කොහොමද කියන්න?  From when till when?
    From 6 till 3.

4.  එම ප්‍රශ්න කොහොමද කියන්න?  From when till when?
    From 2 till 4.

5.  එම ප්‍රශ්න කොහොමද කියන්න?  From when till when?
    From 2 till 6.
E. Substitution Drill

Model: I අමතර නිම එකතුවේ දේශ, ලි, ලොව හිස් ගොඩ.

S ඔබට අමතර නිම එකතුවේ දේශ, ලි, ලොව හිස් ගොඩ.

I ලොව.

S ඔබට අමතර නිම එකතුවේ දේශ, ලි, ලොව හිස් ගොඩ.

If you want a visa, sir, come about eight.

If you want a visa, sir, come about eight.

Three.

If you want a visa, sir, come about three.

1 ඔබට අමතර නිම එකතුවේ දේශ, ලොව හිස් ගොඩ. (ලෙන්) [three]

2 ඔබට අමතර නිම එකතුවේ දේශ, ලොව හිස් ගොඩ. (මෙ) [seven]

3 ඔබට අමතර නිම එකතුවේ දේශ, ලොව හිස් ගොඩ. (මෙ) [six]

4 ඔබට අමතර නිම එකතුවේ දේශ, ලොව හිස් ගොඩ. (තම) [two]

5 ඔබට අමතර නිම එකතුවේ දේශ, ලොව හිස් ගොඩ. (තම) [one]

6 ඔබට අමතර නිම එකතුවේ දේශ, ලොව හිස් ගොඩ.

F. Transformation Drill

Model: I අමතර පත්කේ දමින්.

S ඔබට අමතර පත්කේ දමින්.

The gentleman is going home.

The gentleman wants to go home.

1 ඔබට අමතර පත්කේ දමින්.

The gentleman is going home.

The gentleman wants to go home.

2 ඔබට අමතර පත්කේ දමින්.

The gentleman works in Sri Lanka.

3 ඔබට අමතර පත්කේ දමින්.

The gentleman is reading these books.

4 ඔබට අමතර පත්කේ දමින්.

The gentleman is sitting down.

5 ඔබට අමතර පත්කේ දමින්.

The gentleman is opening the door.

The gentleman wants to work in Sri Lanka.

The gentleman wants to read these books.

The gentleman wants to sit down.

The gentleman wants to open the door.
G. Transformation Drill

Model: I ඇවකුණි දිවෙන් කරන්න.

S ඇවකුණි දිවෙන් කරන්න ලබා, යොදාපොරුම.

1 ඇවකුණි දිවෙන් කරන්න.
He is working now.

2 ඇවකුණි දිවෙන් කරන්න ලබාපොරුම.
He is reading the papers again.

3 ඇවකුණි දිවෙන් කරන්න ලබා.
He wants a visa.

4 ඇවකුණි දිවෙන් කරන්න ලබා.
The office is now open.

5 ඇවකුණි දිවෙන් කරන්න ලබා.
It is at two that the gentleman is coming.

6 ඇවකුණි දිවෙන් කරන්න.
That's fine.

He is working now.
If he is working now, tell me.

If he is reading the papers again, tell me.
If he wants a visa, tell me.

If the office is now open, tell me.
If it is at two that the gentleman is coming, tell me.
If that's fine, tell me.

H. Response Drill

Model: ඇවකුණි දිවෙන් කරන්න ලබා ලකු?

S ඇවකුණි දිවෙන් කරන්න ලබා.

1 ඇවකුණි දිවෙන් කරන්න ලබා ලකු?
Should I come before 12:00?

2 ඇවකුණි දිවෙන් කරන්න ලබා ලකු?
Should I come before 2:00?

3 ඇවකුණි දිවෙන් කරන්න ලබා ලකු?
Should I come before 3:00?

4 ඇවකුණි දිවෙන් කරන්න ලබා ලකු?
Should I come before 6:00?

5 ඇවකුණි දිවෙන් කරන්න ලබා ලකු?
Should I come before 8:30?

Should I come before 12:00?
Don't. Come after 12:00.

Don't. Come after 12:00.

Don't. Come after 2:00.

Don't. Come after 3:00.

Don't. Come after 6:00.

Don't. Come after 8:30.
I Transformation Drill

Model: I නොදෙන් කෙරෙන මෙ. The gentleman doesn't know.
S එකක් නොමංජන කරන්නයි. I'll tell you if the gentleman doesn't know.

1 නොදෙන් කෙරෙන මෙ. The gentleman doesn't know.

2 නොමැති මෙ. He isn't going.

3 නොමංජන කරන්නයි. This person isn't working.

4 නොදෙන් කෙරෙන මෙ. He doesn't want a visa.

5 නොගැනී මෙ. It isn't good.

6 නොබල් මෙ. He has no money.

J Transformation Drill

Model: I නොහොත ඉතිහාසික කිරීම කළේ. I only have coins.
S නොහොත ඉතිහාසික කිරීම කළේ. It is only coins that I have.

1 නොහොත ඉතිහාසික කිරීම කළේ. I only have coins.

2 ඉතිහාසික ඉතිහාසික කළේ. Only I am going home.

3 ඉතිහාසික කිරීම කළේ. He only works in the office.

4 ඉතිහාසික කිරීම කළේ. The gentleman only smokes cigarettes.
5 ඉතිහාසික කිරීම කළේ. He only sells stamps.

6 ඉතිහාසික කිරීම කළේ. The gentleman only speaks Sinhala.

It is only Sinhala that the gentleman speaks.
CYCLE 29

WHAT ARE THE BUSINESS HOURS OF THE POST OFFICE?

M-1

Post offices are open from 8 in the morning till 8 at night.
Dart Drug is open a full 24 hours.
In America banks are usually open from 10 till 5.
In Sri Lanka banks are open from 9 till 1.
The American Centre Library is open from 10 till 6.
The Pan Am office is open from 8:15 till 4:15.

M-2

What are the business hours of the post office?
What are the business hours of government departments?

C-1

Discuss the business hours of local establishments using the formulas given above.

A. (කලාපය ආරක්ෂාවලි) කොස් ගමන එක්සත් ක්‍රියා සැපිණි?

B. (කොස් ගමන එක්සත්) කොස් ගමන එක්සත් සැපිණි?

NOTE ON STRUCTURE: the emphasizing particle එ.

The emphasizing particle එ occurs above after සැපිණි, twenty-four hours. Hence එක්සත් සැපිණි, 'a full twenty-four hours.' Further discussion of එ appears in Sinhala Structures, section 5.5.
ROCK CARVING, ISURUMUNIYA
CYCLE 30
WHERE DO YOU LIVE NOW?

M-1

At present I live in Colombo.
At present I live in California.
At present that gentleman lives on Thurstan Road.
At present I live in a hotel.
At present I live in a village.

M-2

Where do you live now?
Where does that gentleman live?
What street does that gentleman live on?
What city does that gentleman live in?

C-1

The instructor should ask the students where they are living. Then the students should have an opportunity to ask the questions learned in M-2.

A. श्रवण මෝජුවක් පෙන්වීමෙන් ඇති?
B. මෙම ජනපදයේ ඇතෙකේ (වර්ග).

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NOTES ON STRUCTURE: ආරක්ෂාව, 'be', and genitive forms.

1. ආරක්ෂාව is an emphatic present tense form of the verb ආරක්ෂා 'be'. For notes on this verb, see Sinhala Structures, sections 1.51 and 2.23. For notes on emphatic present tense forms see section 2.2.

2. අමුණ, කෑලුමලි, කොටස්, කොඩුරා, අතෘශ්‍රාම, ගම්, are genitive case forms. See Sinhala Structures, section 1.33.

CYCLE 31
WHERE ARE YOU FROM?

M-1

ඉම ඔතින්හි. I am from America.

ඉම මෙහෙය. I am from Sri Lanka.

ඉම කුළුණුපුරයේ. I am from New York.

ඉම කොලොමො. I am from Colombo.

ඉම ගල්ලේ. I am from Kandy.

M-2

ඉමුගේ කවුන් ක්? Where are you from, sir?

ඉමුගේ කවුන් ක්? Where are you from, madam?

ඉමු කවුන් ක්? Where is that gentleman from?

C-1

Each student should have an opportunity to find out where the others in the class are from.

A. (ඔතින්හි) කවුන් ක්?

B. (ඔති) (ඔතින්හි කුළුණුපුරයේ).

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NOTE ON STRUCTURE: instrumental forms.

are instrumental case forms. For information on the formation and use of the instrumental case see Sinhala Structures, Section 1.34.

CYCLE 32

ARE YOU FROM SRI LANKA?

M-1

Yes. I am from Sri Lanka.

Yes, I am from Colombo.

Yes. I am from America.

Yes. I am from New York City.

M-2

No. I am not from Sri Lanka.

No. I am not from America.

No. I am not from Canada.

No. I am not from India.

M-3

Are you from Sri Lanka, sir?

Are you from America, sir?

Are you from India, madam?

Is that gentleman from America?

Is that lady from Colombo?

C-1

Class members should exchange information on where they are from.
C-1 (continued)

A. මගේ තොරින් දැන්න ග?

B. මි (තොරින්දේව).

NOTE TO THE STUDENT

Review Sinhala Structures, section 1.34 on instrumental case forms.

CYCLE 33

WHAT AREA OF THE COUNTRY ARE YOU FROM?

M-1 (For American Students)

මම පැයි.  එම is from the North.

මම පැයි.  එම is from the South.

මම පැයි.  එම is from the East.

මම පැයි.  එම is from the West.

M-2 (For residents of Sri Lanka)

මම කිරි පැයි.  එම is from the Northern Province.

මම කිරි පැයි.  එම is from the Eastern Province.

මම කිරි පැයි.  එම is from the Southern Province.

මම කිරි පැයි.  එම is from the Western Province.

මම කිරි පැයි.  එම is from the Central Province.

මම කිරි පැයි.  එම is from the North Central Province.

මම කිරි පැයි.  එම is from the North Western Province.

මම කිරි පැයි.  එම is from the Uva Province.
M-2 (continued)

මම විකුලි පෙදුව.

I am from the Sabaragamuwa Province.

M-3

වෙනුවේ රෑමූරීමේ පෞමූරී පෙදුව?

What part of America are you from, sir?

වෙනුවේ ආල්ලේ පෞමූරී පෙදුව?

What part of Sri Lanka are you from, sir?

වෙනුවේ ආල්ලේ ආල්ලේ පෞමූරී පෙදුව?

What part of Sri Lanka are you from, madam?

C-1

Class members should exchange information on what parts of their countries they are from. North American students may find it useful to learn the names of the nine provinces of Sri Lanka.

A. ආල්ලේ ආල්ලේ පෞමූරී පෙදුව?

B. ආල්ලේ (වෙනුවේ පෞමූරී)

INDEPENDENCE HALL, COLOMBO
WHAT PART OF SRI LANKA IS THIS PERSON FROM?
Man rowing a boat

WHAT PART OF SRI LANKA IS THIS PERSON FROM?
M-1

From Colombo to Kandy it is 72 miles.

To Peradeniya it is about 68 miles.

From Colombo to Kalutara it is about 35 miles.
M-2

How many miles from Colombo to Kandy?

How many miles from Kandy to Peradeniya?

How many miles from Colombo to Galle?

How many miles from Colombo to Kalutara?

C-1

Use the mileage chart in the book to discuss the distances between various points in Sri Lanka which are of interest.

A. \((\text{-colombo}) \text{ to } (\text{cheddi})\) of how many miles?

B. \((\text{cheddi}) \text{ to } (\text{veda})\) \((72)\) miles.

C-2

Bring a Sri Lanka road map. Discuss the distances between places of interest.

A. \((\text{colombo}) \text{ to } (\text{ })\) of how many miles?

B. \((\text{Nelliya})\) \((72)\) miles.

Road sign giving distance to Nelliya and Colombo
**DISTANCES BETWEEN MAJOR POINTS IN SRI LANKA**

<table>
<thead>
<tr>
<th>Distance (Km)</th>
</tr>
</thead>
<tbody>
<tr>
<td>128 111</td>
</tr>
<tr>
<td>125 118 65 267</td>
</tr>
<tr>
<td>227 176 184 174 75</td>
</tr>
<tr>
<td>55 115 99 43 228 177 191 175 118</td>
</tr>
<tr>
<td>113 80 135 129 92 212 161 139 159 34</td>
</tr>
<tr>
<td>225 143 159 170 72 63 158 69 68 112 16 198</td>
</tr>
<tr>
<td>242 30 152 82 93 234 182 105 311 260 209 258 90</td>
</tr>
<tr>
<td>188 79 178 64 105 116 71 96 104 148 97 111 95 119</td>
</tr>
<tr>
<td>128 111 63 109 130 209 64 35 220 11 21 74 157 75 51 137 105 120 75 54 66 97 75 53 174 123 137 121 138</td>
</tr>
<tr>
<td>94 136 54 42 158 84 141 74 75 86 76 54 74 153 102 116 100 128</td>
</tr>
<tr>
<td>20 94 156 74 40 148 104 131 64 65 76 96 74 64 173 122 136 120 118</td>
</tr>
<tr>
<td>82 131 294 52 277 195 211 222 124 115 210 17 106 164 48 250</td>
</tr>
<tr>
<td>49 212 30 195 113 139 140 42 67 128 99 61 83 46 268</td>
</tr>
<tr>
<td>20 94 156 74 40 148 104 131 64 65 76 96 74 64 173 122 136 120 118</td>
</tr>
<tr>
<td>230 148 124 85 178 47 88 63 8 170 148 20 247 196 180 194 71</td>
</tr>
<tr>
<td>273 199 11 208 188 282 136 134 183 346 104 329 247 263 274 176 167 242 153 148 216 88 301</td>
</tr>
<tr>
<td>239 180 66 180 55 100 206 154 93 303 232 237 230 126</td>
</tr>
<tr>
<td>164 135 185 154 119 45 165 54 34 128 102 20 29 192 50 175 93 109 120 42 87 108 119 68 82 66 147</td>
</tr>
<tr>
<td>92 72 113 148 246 27 72 257 48 58 83 194 112 88 100 142 138 112 17 75 134 82 63 211 160 174 158 138</td>
</tr>
<tr>
<td>178 92 227 124 152 226 205 106 237 130 126 170 174 92 122 199 121 161 129 195 163 50 139 174 191 77 10 138 101</td>
</tr>
<tr>
<td>9 188 101 237 134 162 235 215 116 246 140 35 180 183 101 132 209 131 171 137 204 173 59 168 184 200 86 19 147 111</td>
</tr>
<tr>
<td>188 104 94 143 128 159 30 83 282 128 83 293 99 109 76 230 148 99 131 178 93 35 123 68 145 162 80 247 172 104 194 33</td>
</tr>
<tr>
<td>107 177 167 36 81 88 77 104 235 43 61 246 37 47 47 183 101 77 116 131 93 76 37 39 123 101 27 200 149 163 147 102</td>
</tr>
<tr>
<td>128 112 119 133 128 41 200 170 226 121 155 86 132 95 75 169 69 21 70 228 17 216 134 145 161 63 46 149 96 66 103 33 184</td>
</tr>
<tr>
<td>96 26 110 151 141 37 55 109 103 130 209 64 35 220 11 21 74 157 75 51 137 105 120 75 54 66 97 75 53 174 123 137 121 138</td>
</tr>
</tbody>
</table>
CYCLE 35

HOW OLD ARE YOU?

M-1

මෝ කුංජඹ යට මෙත්?
I am 21 years.

මෝ කුංජඹ යට මෙත්?
I am 28 years.

මෝ කුංජඹ යට මෙත්?
I am 22 years.

මෝ කුංජඹ යට මෙත්?
I am 35 years.

ඉසෝ ගෙනියෙන් කුංජඹ යට.
That gentleman is 30.

M-2

කෙන්ද්රය ඉක්කුල යළත?
How old are you, sir?

කෙන්ද්රය ඉක්කුල යළත?
How old is that gentleman?

C-1

Students should take this opportunity to find out the ages of others in the classroom using the formulas given above.

A. (කෙන්ද්රය) ඉක්කුල යළත?
B. මෝ කුංජඹ (කෙන්ද්රය).

NOTE ON STRUCTURE: expressing age in Sinhala.

මෝ කුංජඹ යට මෙත් is an equational sentence with the literal meaning 'to me (there are) 21 years.' In the sentence කෙන්ද්රය ඉක්කුල යළත යළත?, ඉක්කුල means 'age'. The literal meaning of this sentence is 'how much (is) the age to the gentleman.' කෙන්ද්රය ඉක්කුල යළත යළත? 'how much is the gentleman's age', is also acceptable.

HOMEWORK AND CLASSWORK FOR STUDENTS

Students have had to use a large number of numerals in this lesson and in the ones which have immediately preceded. Now is the time for students to review inanimate numerals in Sinhala Structures, section 6, and to commit them to memory, if they have not already done so. Students should be able to recite and decode numbers from 1 - 300. Special classroom attention should be paid to decoding numerals involving මෝ, 'seven', and මො, 'eight', and numbers 61-79 which contain some near minimal pairs.
CYCLE 36

ASK THAT GENTLEMAN...

M-1

නමන්නේ නම්නේ?
නම්නේ සමාගාමේ දෙකක්?
නම්නේ ගොඩ සමාගාමේ දෙකක්?

Ask that person.
Ask that gentleman.
Ask that lady.

M-2

නමන්නේ නම්නේ ආරම්භ පිය අංක දෙකක්?
නම්නේ සමාගාමේ දෙකක් මගින් විශේෂ පිය අංක දෙකක්?
නම්නේ ගොඩ සමාගාමේ දෙකක් කාලයේදී දෙකක්?
නම්නේ සමාගාමේ දෙකක් මගින් විශේෂ කාලයේදී දෙකක්?
නම්නේ ගොඩ සමාගාමේ දෙකක් මගින් පිළිගෙන දෙකක්?

Ask that person how old he is.
Ask that gentleman what his name is.
Ask that lady where she's from.
Ask that gentleman whether he's from America.
Ask that gentleman if his name is Smith.

M-3

වත්මයේ සේ ඇතිවම දකුණු?
වත්මයේ ඇතිවම දකුණු?
වත්මයේ සමාජ ආණ්ඩු?
වත්මයේ කාලයේදී?
වත්මයේ අවසන්?
වත්මයේ සමාජ අවසන්?

How old are you, sir?
What day is today?
What is your name, sir?
Where are you from, sir?
Are you from Sri Lanka, sir?
Is the gentleman's name Smith?
C-1

Students should use the formulas given here to review the questions they have learned to ask. Students should ask each other for biographical information. Student A should ask for information from B who will ask a question of C.

A. මම දැක්වියේදී විසින් ආදරය කිරීම.

B. රෝද වේදී ලක්?

C. මම දැක්වියේදි (මම දැක්වියේදී)

C-2 Being an interpreter

Student A should play the role of a monolingual Sinhala speaker. Student B should be the interpreter. Student C should play the role of someone who knows only English.

A. මම දැක්වියේදී විසින් ආදරය කිරීම.

B. How old are you?

C. I'm (twenty-five)

B. (Back to A) මම දැක්වියේදි (මම දැක්වියේදි)

NOTE ON STRUCTURE: instrumental forms.

With දැක්වියේ, 'to ask', the person asked is in the instrumental case. මම දැක්වියේ and මම දැක්වියේදි above are animate instrumental singular forms. Refer to information on the formation of the instrumental in Sinhala Structures, section 1.34.
CYCLE 37

ASK THOSE GENTLEMEN ....

M-1

Ask those gentlemen how old they are.

Ask those people where they live.

Ask those people what their names are.

C-1

This C phase should be similar to that of Cycle 25. In this case, however, the student asking the questions will have to ask more than one person.

A.  (කොහොම මෙම්පදන් හදාවේ පෙරසි පෙරසි අං අං?

B.  (පොටොස් ගෑසි?

NOTE ON STRUCTURE: instrumental forms.

and එකතුකාණ්ඩ are instrumental plurals. See Sinhala Structures, section 1.34.

GIVING A MONOLOGUE

TO THE STUDENT AND TO THE TEACHER

Each student should give a short monologue in Sinhala, giving as much information about himself, his teacher and his classmates as he is able.

Sample Monologue

My name is Barbara Smith.

I am 22.
Sample Monologue (continued)

Now I live in California.

I live in the North.

I work for the Department of Agriculture

My teacher's name is Olivia Silva.

Mrs. Silva is from Sri Lanka.
General Conversation

SINHALA

Cycle 38

When will you go to Sri Lanka... or back to the United States

M-1

I will go to Sri Lanka in April.
I will go to Sri Lanka in March.
I will go to Sri Lanka in June.

I will go back in January.
I will go back in February.
I will go back in July.

M-3

I expect to go to Sri Lanka in May.
I expect to go to Sri Lanka in December.
I expect to go back in August.
I expect to go back in September.

M-4

When are you going to Sri Lanka, sir?
When do you expect to go to Washington, sir?
C-1

Students should be given an opportunity to tell when they will go to Sri Lanka, or if they are already living there, back to the United States.

A. (ิตිලිව පහති වෙන්නේ මීට ලෝ ගැතීම?)

B. (තුලි වෙන්නේ මීට පහති වෙන්නේ.)

NOTES ON STRUCTURE

1. This lesson contains the following new verbs:

- පළිණිය පෙන්නේ  ඇයත්ව  expect
- පෑතු පවන්  go back, return

2. The months. The names of the months in Sinhala used for most official and commercial purposes are borrowings. They are:

<table>
<thead>
<tr>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>බෙවිලිය</td>
<td>January</td>
</tr>
<tr>
<td>වැලිය</td>
<td>February</td>
</tr>
<tr>
<td>ආරියලිය</td>
<td>March</td>
</tr>
<tr>
<td>සොපුරු</td>
<td>April</td>
</tr>
<tr>
<td>මළිය</td>
<td>May</td>
</tr>
<tr>
<td>මොහොති</td>
<td>June</td>
</tr>
<tr>
<td>අගෝස්ට්ඩිය</td>
<td>July</td>
</tr>
<tr>
<td>කොම්පොම්ටියා</td>
<td>August</td>
</tr>
<tr>
<td>ඔක්තෝබර්මිය</td>
<td>September</td>
</tr>
<tr>
<td>අම්ර්තෝබර්මිය</td>
<td>October</td>
</tr>
<tr>
<td>ෆෙබරොර්මිය</td>
<td>November</td>
</tr>
<tr>
<td>අඩිබර්මිය</td>
<td>December</td>
</tr>
</tbody>
</table>

The month is expressed by adding පෙන්නේ, 'month', to one of the words above. For example, බෙවිලිය පෙන්නේ, 'January'.

3. පෙන්නේ is one Sinhala word for 'when'. Literally, it means 'what day' as in පෙන්නේ අෝර් ලෝ, 'What day is today?' (see Cycle 22).
ADDITIONAL VOCABULARY

1. The names of the Sinhala months.

The names of the Sinhala months of the traditional Buddhist calendar are given below. Students who are studying Sinhala in Sri Lanka may already be familiar with some of them since they are associated with certain well-known festivals. For example, අපි (May) is a time when the countryside is exuberantly decorated and lighted. Beginning with the first month of the Sinhalese New Year which begins in April, they are:

<table>
<thead>
<tr>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>කොළඹ</td>
<td>March-April</td>
</tr>
<tr>
<td>අපි</td>
<td>April-May</td>
</tr>
<tr>
<td>හැභීරුලීය</td>
<td>May-June</td>
</tr>
<tr>
<td>අපි</td>
<td>June-July</td>
</tr>
<tr>
<td>හැභීරුලීය</td>
<td>July-August</td>
</tr>
<tr>
<td>වෙසේ</td>
<td>August-September</td>
</tr>
<tr>
<td>වෙසේ</td>
<td>September-October</td>
</tr>
<tr>
<td>කොළඹ</td>
<td>October-November</td>
</tr>
<tr>
<td>හැභීරුලීය</td>
<td>November-December</td>
</tr>
<tr>
<td>අපි</td>
<td>December-January</td>
</tr>
<tr>
<td>අපි</td>
<td>January-February</td>
</tr>
<tr>
<td>වෙසේ</td>
<td>February-March</td>
</tr>
</tbody>
</table>

2. Other useful vocabulary

<table>
<thead>
<tr>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ආරාම් (මොහොත්)</td>
<td>Next week</td>
</tr>
<tr>
<td>ආරාම් (මොහොත්)</td>
<td>Next month</td>
</tr>
<tr>
<td>ආරපු (මොහොත්)</td>
<td>Next year</td>
</tr>
<tr>
<td>අදහස්</td>
<td>Tomorrow</td>
</tr>
<tr>
<td>කොතියදා</td>
<td>The day after tomorrow</td>
</tr>
<tr>
<td>කොතියදා</td>
<td>Soon</td>
</tr>
<tr>
<td>කොතියදා</td>
<td>Tomorrow morning</td>
</tr>
<tr>
<td>කොතියදා</td>
<td>Tomorrow afternoon (evening)</td>
</tr>
<tr>
<td>කොතියදා</td>
<td>Poya day</td>
</tr>
</tbody>
</table>
THE COLOMBO HARBOUR
CYCLE 39

WHY ARE YOU GOING TO SRI LANKA NEXT YEAR?

M-1

මඩ මන්දන් මුද්දුවගේ විදුරු කරුණ කොරි.
I am going to work in the Embassy.

මඩ මුදුරුටියේ විදුරු කරුණ කොරි.
I am going to work in Washington.

මඩ මඩීකේදී විදුරු කරුණ කොරි.
I am going to do rural development work.

M-2

කිය තමේදි, යටතිය?
Why *(are you) going, sir?*

කිය තමේදි ආසන්න තමේදි?
Why *(are you) going next month?*

කිය තමේදි ආසන්?
Why *(are you) going back?*

C-1

This cycle should be done in conjunction with Cycle 38. Students should be given an opportunity to tell when they will go to Sri Lanka, or if they are already living there, back to the United States.

A. (කිය තමේදි, යටතිය?)

B. (මඩ කැරුණියේ විදුරු කරුණ කොරි.)

NOTE ON STRUCTURE: කිය, 'why'.

කිය means 'why'. Note that it stands alone as a question word and is not followed by the question marker අ. Like many other question words, it occurs with emphatic forms of the verb.

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CYCLE 40

WHY ARE YOU GOING IN JANUARY?
WHY DON’T YOU GO IN MARCH?

M-1

 Boxing day begin, start
 Because the work starts after Christmas.

 the transfer receive a transfer
 Because I am getting a transfer.

 the holiday, vacation
 Because I want to go on holiday.

 finish, to be over
 Because the work in Sri Lanka is over.

 Because I have work in Washington.

M-2

 Why are you going in January, sir?

 Why don't you go in March?

 Why don't you go now, madam?

C-1

The class should continue the discussion which was begun in Cycles 38 and 39.
C-1 (continued)

A. (විශේෂ පැතිල්ලේ ඉදාහරණය මීට පවතී?)

B. (විශේෂ පැතිල්ලේ අදහස් මීට)

NOTES ON STRUCTURE: නැව, 'because', with verb forms. The emphatic negative form සිංහා, 'right now'; ලියෙන්, 'begin', and නිහැ දිවෙන්, 'finish, to be over'; rapid speech forms.

1. The word නැව, 'because', follows the present verbal adjective form of the verb, not the simple present tense. Look closely at the examples which appear above in the M-phase. The formation of the present verbal adjective form is treated in Sinhala Structures, section 2.32.

2. සිංහා is an emphatic negative which occurs with question words. For example:

තිරු සිංහා? Who is going?
තිරු සිංහා ආරාම්කම්? Who isn't going?
කෙටස සිංහා? Why (are you) going?
කෙටස සිංහා ආරාම්කම්? Why (are you) not going?


3. කොළඹ means 'right now.' Another way of expressing 'right now' is නැවැ. This second form is composed of කොළඹ, 'now', plus the emphasizing particle නැ.

4. The verbs පිළි කොළඹි, 'begin', and නිහැ කොළඹි, 'finish, be over', have appeared for the first time in this lesson. නිහැ කොළඹි is intransitive. The transitive form is නිහැ කොළඹි, 'finish, get done.' For example:

මි නිහැ කොළඹි. The work is getting finished.
මි ඇම නිහැ කොළඹි. I am finishing the work.

5. කොළඹි, සිංහා, ශායි and related forms when followed by නැ, ආරාම්කම් or related negative forms appear as සිංහා නැ, නැ, and so on in rapid speech. This is very common and thus important for decoding. For example:

මි ඇම කොළඹි නැ. He isn't working.
මි ඇම ශායි නැ? Why isn't he going?
DIALOGUE VI

RECEIVING A VISITOR IN THE CONSULAR SECTION

Mrs. Ranasinghe

Is Mr. Dial in?

Mr. Perera

No. He is not in the office.

Mrs. Ranasinghe

At what time will he come?

Mr. Perera

Mr. Dial went back to Washington. He'll come next week.

Mrs. Ranasinghe

Who else is here?

Mr. Perera

No one, madam. I am alone.

Mrs. Ranasinghe

Then Mrs. Silva is not in the office either.

Mr. Perera

Mrs. Silva is on leave today.

Mrs. Ranasinghe

I want to speak to Mr. Dial or Mrs. Silva. They have my passport.

Mr. Perera

Mrs. Silva is not in the office today, because she has work in Kandy.

Mr. Perera

I'll give the passport, if you like.

Mrs. Ranasinghe

Thank you. I want to take the passport now because I am going to Washington the day after tomorrow.

NOTES ON STRUCTURE: the 3rd form of the verb; an idiomatic use of 'be'; 'he', 'went'; 'whom', 'who'; 'and', 'also'; 'and'; 'or, otherwise'; plural third person pronominal forms; ' thì ', 'on leave.'

1. 3rd forms of the verb as in 'he'll come next week', occur with second and third person subjects. They refer to future time and usually convey a sense of uncertainty. The formation and use of this form are discussed in Sinhala Structures, section 2.13.
2. දෙදා මම ගේ? , has the idiomatic meaning 'Is the gentleman in (or around)?' This expression is commonly used when telephoning or calling at an office or residence.

3. ගැමි, 'went', is the past tense form of එමි, 'go'. It is an irregular form. See Sinhala Structures, section 2.4.

4. මුහුදා means 'someone'; මුහුදාගේ, 'no one'. These are forms of මුහු, 'who'. See the discussion in Sinhala Structures, section 3.22.

5. දෙදා is added to words to give the meaning 'too' or 'also'. For example, දෙදා එමි, 'I am going too.' Negatively, it can mean 'either', as in සමහර විස්තරව දෙදා එමි, 'The lady isn't in the office either.' For a discussion of this particle, see Sinhala Structures, section 5.1.

6. දෙදා means 'or' or 'otherwise'. See Sinhala Structures, section 5.6.

7. මුහු, those people, they', is the plural animate form of එමි, 'he, she'. For a discussion see Sinhala Structures, section 3.22.

8. මුහු occurs above with the meaning 'on leave'. It takes an actor in the dative case. Thus, මුහු අමුහු, 'the gentleman is on leave.'

SUMMARY

PRACTICING PATTERNS FROM DIALOGUE VI

A. Substitution Drill

Model: I මුහු අමුහු මිනියි. The gentleman is on leave today.
S මුහු අමුහු මිනියි. Mrs. Silva.
I මුහු අමුහු මිනියි. Mrs. Silva.
S මුහු අමුහු මිනියි. Mrs. Silva is on leave today.
1 මුහු අමුහු මිනියි. (මුහු අමුහු මිනියි) [Mrs. Silva]
2 මුහු අමුහු මිනියි. (මුහු) [I]
3 දෙදා අමුහු මිනියි. (දෙදා) [he]
4 ධෙදා අමුහු මිනියි. (ගෙදා) [they]
5 ධෙදා අමුහු මිනියි.
B. Transformation Drill

Model: I  ඒවා සම්බන්ධ කරන්න. He is finishing the work.
S  ඒවා සම්බන්ධ කරන්න. Because he is finishing the work.

1 ඒවා සම්බන්ධ කරන්න.
He is finishing the work.

2 ඒවා සම්බන්ධ කරන්න.
He is going on vacation.

3 එමඟන් සම්බන්ධ කරන්න ඇති විශේෂ.
The gentleman is starting to speak.

4 එමඟන් අද කියන්න.
I have work.

5 එමඟන් සම්බන්ධ කරන්න ඇති විශේෂ.
I want to go to the post office.

6 එමඟන්.
The work.

C. Response Drill

Model: එමඟන් සම්බන්ධ කරන්න ඇති?
Why aren't you coming, sir?
S එමඟන් ශ්‍රීමතා කරන්න.
Because I am finishing the work.

1 එමඟන් ශ්‍රීමතා කරන්න ඇති?
Why aren't you coming, sir?

2 එමඟන් ශ්‍රීමතා කරන්න ඇති?
Why aren't you coming, sir?

3 එමඟන් ශ්‍රීමතා කරන්න ඇති?
Why aren't you coming, sir?

4 එමඟන් ශ්‍රීමතා කරන්න ඇති?
Why aren't you coming, sir?

5 එමඟන් ශ්‍රීමතා කරන්න ඇති?
Why aren't you coming, sir?

6 එමඟන් ශ්‍රීමතා කරන්න ඇති?
Why aren't you coming, sir?
D. Response Drill

Model: I 有价值 干 你 hates 带 他们 走 吗?
S 有价值 这个 他。

When will Mrs. Silva take the passport?
She is likely to take it tomorrow.

1 有价值 干 你 hates 带 他们 走 吗?
S 有价值 这个 他。

When will Mrs. Silva take the passport?
She is likely to take it tomorrow.

2 有价值的 是 公司 他?
When will he come to the office?
He is likely to come the day after tomorrow.

3 有价值的 是 公司 他?
When will the gentleman tell us?
The gentleman is likely to tell us today.

4 有价值的 是 公司 他?
At what time will the work be over?
It is likely to be over about five.

5 有价值的 是 公司 他?
At what time will the gentleman go to the P.O.?
He is likely to go after eight.

6 有价值的 是 公司 他?
Who is going to the United States?
Only the gentleman is likely to go.

E. Substitution Drill

Model: I 有价值 干 你 hates 带 他们 走 吗?
S 有价值 干 你 hates 带 他们 走 吗?
I 有价值。

They.

S 有价值 干 你 hates 带 他们 走 吗?
They too are expecting to go.

1 有价值 干 你 hates 带 他们 走 吗? (他)
[they]

2 有价值的 是 公司 他?
[the gentleman]

3 有价值的 是 公司 他?
[this person]

4 有价值的 是 公司 他?
[we]

5 有价值的 是 公司 他?
[people, men]

6 有价值的 是 公司 他?

SEATED BUDDHA, DAMBULLA ROCK TEMPLES
CYCLE 41

WHAT IS THE DATE TODAY?

M-1

දෙණිවූ වැනි දිනයන්න.

The 3rd of August.

මේවාදී මෙම දිනයන්න.

The 4th of September.

ශ්‍රී ලංකා දිනයන්න.

The 25th of July.

මහාතේදි මෙම දිනයන්න.

The 19th of October.

M-2

What is the date today?

C-1

From now on, each day, the instructor will ask the students: නිෂ්පාදනය කියන්න? and teach them the appropriate numeral. Both cardinal and ordinal numerals are treated in Sinhala Structures so if students are curious they can look up the appropriate number before class. See section 6.2.

A. නිෂ්පාදනය කියන්න?

B. (ඉන්නට දිනයන්න.)
CYCLE 42

WHEN WERE YOU BORN SIR?
AND WHERE?

M-1

විශේෂයේ සමාගෙන් භාෂා කෙරියේ. I was born in 1945.
විශේෂයේ සමාගෙන් භාෂා කෙරියේ. I was born in 1941.
විශේෂයේ සමාගෙන් භාෂා කෙරියේ. I was born in 1939.
විශේෂයේ සමාගෙන් භාෂා කෙරියේ. I was born in 1948.
විශේෂයේ සමාගෙන්. I was born in Sri Lanka.
විශේෂයේ සමාගෙන් සිංහලයේ. I was born in the United States.

M-2

විශේෂයේ සමාගෙන් විශේෂයේ ය? When were you born, sir?
විශේෂයේ සමාගෙන් විශේෂයේ ය? In what year were you born, sir?
විශේෂයේ සමාගෙන් විශේෂයේ ය? Where were you born, madam?

C-1

Students should use the formulas given above to construct conversations according to the following model:

A. (විශේෂයේ) සමාගෙන් විශේෂයේ ය?

B. සමාගෙන්(කැලේ).”

NOTES ON STRUCTURE: සමාගෙන්, 'be born'; expressing the year; numerals in the genitive case.

1. සමාගෙන් is an emphatic past tense form (see Sinhala Structures, section 2.42) of සමාගෙන්, 'be born'. The form is irregular.

2. සමාගෙන් සමාගෙන් above means 'one thousand, nine hundred.' At this point students should memorize it as an unanalyzed phrase. It may be prefixed to the numerals 1-99 to express the years of this century. See Sinhala Structures, section 6 for further details.

3. The numerals above are in the genitive case to give the meaning 'in such and such a year.' Thus, සමාගෙන් සමාගෙන්, 'in '41.'
CYCLE 43

WERE YOU BORN IN THE UNITED STATES?

M-1

මේ දැවැනුම පළමුවක් පිහිටි බාලන්තයේ. My mother was also born in the United States.

මේ බාලන්තය පැහැ ආකටයි. My father was also born in America.

මේ වර්තමානයේ සංගමයේ. I was also born in Boston.

M-2

තම මේ නොවුහන්තයේ සිස් තීරණය නොකොටුයි. No, I was not born in Boston either.

තම මේ නොවුහන්තයේ සිස් තීරණය නොකොටුයි. No, I was not born in Washington either.

තම මේ නොවුහන්තයේ සිස් තීරණය නොකොටුයි. No, I was not born in Sri Lanka either.

M-3

දෙක්ස්ත්‍රික්ක පුරුම්? Were you born in the United States?

දෙක්ස්ත්‍රික්ක පුරුම්? Were your parents born there too?

දෙක්ස්ත්‍රික්ක පුරුම්? Was that gentleman born in the United States?

දෙක්ස්ත්‍රික්ක පුරුම්? Were his parents born there too?

C-1

Students should discuss the citizenship of others in the class, according to the following model.
C-1 (continued)

A. (හිමි) දෙවිළි (සැකිල්ල) ළද?

B. (හිමි) දෙවිළි (සැකිල්ල).

A. ඉදිරිපත් දෙවිළි (සැකිල්ල) ළද?

B. (හිමි) ඉදිරිපත් දෙවිළි (සැකිල්ල).

NOTES ON STRUCTURE:  ඉ, 'also'.

In this cycle ඉ, 'also', is affixed to the verb form. For example:

වේ දෙවිළි කොහෝකුලි. I was also born in Boston.

A discussion of this particle appears in Sinhala Structures, section 5.1.
CYCLE 44

ARE YOU AN AMERICAN CITIZEN?

M-1

si. ගැසිණි දැනියෙන්.
I am an American citizen.

si. ඉතිහාසීකයින් පෙන්තුරුව දිය ගැසිණි දැනියෙන්.
Yes. I am an American citizen because I was born in New York.

si. 1931 ගැසිණි කොමිෂන් විස්තරය දිය ගැසිණි දැනියෙන්.
Yes. My mother is a citizen because she was naturalized in 1931.

M-2

si. එකම් නව් පැතලීමට ගැසිණි දැනියෙන්.
Yes. Even though I was born in Canada, I am an American citizen.

si. එකම් පැතලීමට පැතලීමට ගැසිණි දැනියෙන්.
Yes. Even though I live in Sri Lanka, I am an American citizen.

mr. එකම් නව් පැතලීමට පැතලීමට ගැසිණි දැනියෙන්.
No. I am not a citizen of Sri Lanka, even though I live in Sri Lanka.

M-3

කොමිෂන් දැනියෙන් දැනියෙන් ගැසිණි?
Are you a citizen of Sri Lanka?

කොමිෂන් පැතලීමට දැනියෙන් දැනියෙන් ගැසිණි?
Are you a citizen of the United States?

කොමිෂන් දැනියෙන් කොමිෂන් දැනියෙන් ගැසිණි?
Is your mother an American citizen too?

කොමිෂන් දැනියෙන් කොමිෂන් දැනියෙන් ගැසිණි?
Is your father an American citizen?
C-1

Students should discuss the citizenship of other students in the class using the models given above in the M-phase.

A. (සම්පූර්ණ) (තුවුණු) පැදිංචින්නේ ය?

B. ආ. (සම්පූර්ණ) අත්තන්න පැදිංචින්නේ. ආ. (තුවුණු) පැදිංචින්නේ.

NOTES ON STRUCTURE: the 'even though, even if' form of the verb; the past verbal adjective with ඉම, 'because'; අවශ්‍යයි අවසන්නේ, 'reside; be residing'; අපේක්ෂව අවසන්නේ, 'receive citizenship'.

1. The 'even if, even though' form is discussed in Sinhala Structures, section 2.10. It is based on the past tense (Sinhala Structures, section 2.4). In this lesson two forms based on the past tense appear. The simple past forms, the first two of which are irregular, are given below along with the 'even if' forms.

<table>
<thead>
<tr>
<th>simple present form</th>
<th>simple past form</th>
<th>even if form</th>
</tr>
</thead>
<tbody>
<tr>
<td>ඉම්මි</td>
<td>ඉමෝ</td>
<td>ඉමෝලී</td>
</tr>
<tr>
<td>ඉමෝ</td>
<td>ඉමෝදි</td>
<td>ඉමෝලී</td>
</tr>
<tr>
<td>ඉමෝලී</td>
<td>ඉමෝලී</td>
<td>ඉමෝලී</td>
</tr>
</tbody>
</table>

The 'even if' form is derived from the simple past by removing final ම and adding ය.

2. The past verbal adjective is discussed in Sinhala Structures, section 2.46. It may modify nouns. In this lesson it appears in construction with ඉම, 'because', to express past time. Note that the form which precedes ඉම is always (whether present or past in sense) an adjectival form of the verb, not the basic form. The past verbal adjective is formed from the simple past by removing final ම and adding ය.

3. ඉමෝලී means 'reside'. Its past form is ඉමෝලී ඉමෝලී.

4. The verb ඉමෝලී means 'receive'. It appears here in ඉමෝලී ඉමෝලී, 'receive citizenship.' It takes an actor in the dative case.
A KANDYAN WEDDING PROCESSION
CYCLE 45

ARE YOU MARRIED?

M-1

 sinh. මස් කාරාය. Yes. married.

 sinh. මස් කාරාය වි. No. not married.

M-2

 sinh. කාරා මස් කාරාව ම? Are you married, sir?

 sinh. කාරා මස් කාරාව ම? Are you married, madam?

C-1

Students should ask each other questions according to the model below.

A.  (සිංහලීය)
    කාරා මස් කාරාව ම?

B.  (සිංහලීය)
    කාරා මස් කාරාව ම?
    or
    (මා. මා.)
    කාරා මස් කාරාව ම?

C-2

Talking about other members of the class:

A.  (සිංහලීය)
    කාරා මස් කාරාව ම?

B.  (මා. මා.)

NOTE ON STRUCTURE: කාරා මස් කාරා, 'be married, have married.'

 sinh. is the participle form (Sinhala Structures, section 2.6) of කාරා, 'tie, bind.' This verb belongs to class 3. කාරා විය, takes on the idiomatic meaning 'be married.'
General Conversation      SINHALA      Cycle 46

CYCLE 46
(For married people only)

HOW LONG HAVE YOU BEEN MARRIED?

M-1

I have been married for one year.

M-2

How long have you been married?

How many years has he been married?

C-1

Students should ask each other questions according to the model below:

A. (මෙම අවකාශයේ ඉතිහාසීකරණය ලබා ඇති බව?

B. (මෙම අවකාශයේ පරිදි ලබා ඇති බව?

NOTES ON STRUCTURE: ප්‍රහාරය, 'become', with time expressions; ආකාරය, 'how much'.

1. The verb ප්‍රහාරය, 'become', occurs in time expressions. As in
M-1 above there is often no idiomatic English equivalent. For
example, the sentence මෙම අවකාශයේ පරිදි යන්තා ඇති බව
literally means 'It becomes a year I have been married.' This type of
construction has appeared previously in such expressions as
මෙම අවකාශයේ, 'till 6:00.' Here ප්‍රහාරය is actually a form of the
verb ප්‍රහාරය, 'become.' (See Sinhala Structures, section 2.33
for the 'until' form of the verb.)

2. ආකාරය, 'how much', is part of a set of related words (this
much, that much) which is discussed in Sinhala Structures, section
3.3.
CYCLE 47

ARE YOUR PARENTS LIVING?

M-1

Both parents are living.

My mother is living. She is 65 years old.

My father is living.
Both parents died.

My mother passed away last year.

Are your parents living?

Is your mother living?

Is your father living too?

Students in the class should exchange information about their families, using the formulas given above.

A. (උනිට මුණිදි වී?
B. (උනිට මුණිදි.)

NOTES ON STRUCTURE: new past tense forms; 'die'; a further note on the use of මුණිදී, 'be'.

1. Two new past forms have appeared in this cycle:

<table>
<thead>
<tr>
<th>Simple Present Form</th>
<th>Simple Past Form</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>විෂ්ණියි</td>
<td>die</td>
<td>2</td>
</tr>
<tr>
<td>මුණිදී</td>
<td>pass away, මුණිදී ගැන</td>
<td>irregular</td>
</tr>
</tbody>
</table>

2. The expression මුණිදී ගැන is often used as a euphemism for 'die'. It also means 'get lost'.

3. In this lesson an expression such as උනිට මුණිදී වී has the contextual meaning 'is your mother living.' Here මුණිදී has the meaning 'living, existing.'

*Past forms of class 2 nouns may be written either with the retro-flex ඝ or with න. The latter convention is generally followed in this book.
A FUNERAL
锡Segoe ලැබුම් 5?
CYCLE 48

HOW MANY PEOPLE ARE THERE IN THIS ROOM?

M-1

මති පැහැදිලි දෙන්නි. 
There are four people.

මෛ පැහැදිලි දෙන්නි. 
There are seven people.

෇ලි පැහැදිලි දෙන්නි. 
There are eight people.

මු පැහැදිලි දෙන්නි. 
There are ten people.

මි පැහැදිලි දෙන්නි. 
There are nine people.

M-2

තිෂ එකක් ගමනේක් දෙන්නි ද? 
How many people are there in this room?

තිෂ කොක්කෘතී දෙන්නි ද? 
How many women are in this room?

තිෂ කොක්ෂන් ගමනේක් දෙන්නි ද? 
How many men are in this room?

C-1

Students should construct conversations of the following type, according to the formulas given above:

A. දි එකක් ගමනේක් දෙන්නි ද?

B. (මති පැහැදිලි) දෙන්නි.

NOTES ON STRUCTURE: animate numerals and question words; දෙන්නි, 'be'.

1. Examples of animate numerals appear above. They are discussed in Sinhala Structures, section 1.52 and section 6. The form කොක්ෂන් දෙන්නි means 'how many' and refers to animates only.

2. The verb දෙන්නි, 'be' takes animate subjects only whereas දෙන්නි, 'be', takes inanimate subjects. Compare:

තිෂ කොක්කෘතී එකක්ෂන් අත් පැහැදිලි දෙන්නි. 
There are five men in this room.

තිෂ කොක්කෘතී එකක්ෂන් අති පැහැදිලි දෙන්නි. 
There are five coconuts in this room.

Further discussion appears in Sinhala Structures, section 1.52.
CYCLE 49

DO YOU HAVE ANY CHILDREN, SIR?

M-1

There are 3 children.
There are 2 children.
There are 4 children.
There is one son.
There are 2 sons.
There are 3 sons.
There is one daughter.
There are 2 daughters.
There are 3 daughters.
There are no children.

M-2

Do you have any children, sir?
Do you have any children, madam?

C-1

Students should construct conversations of the following type using the formulas given above:

A. (อยาที่จะ) อยาที่จะ ซี?
B. (อยาที่จะ อยาที่จะ ซี)

NOTES ON STRUCTURE: อยาที่จะ meaning 'have' with an actor in the dative case; reviewing animate numerals.

1. An expression such as อยาที่จะ อยาที่จะ ซี อยาที่จะ literally means 'to me there are two children.' Idiomatically it takes on the meaning 'I have two children.'

2. Now is the time for students to review animate numerals in Sinhala Structures, section 6 and to begin memorizing them.
CHILDREN ON THEIR WAY TO SCHOOL
CYCLE 50

DO YOU HAVE ANY BROTHERS?

M-1

There are three older brothers.
There are two younger brothers.
I have an older brother and a younger one.

M-2

No older brothers.
No younger brothers.

M-3

Do you have brothers?
How many brothers do you have?

C-1

Students should ask each other questions according to the following model:

A. (මෙයි) පැමිණී එද?
B. (මෙයි අංකයකු පැමිණී)

or

(මෙහෙයි එද)

NOTE ON STRUCTURE: review

The structures which appear in this lesson should be familiar. Students should take this opportunity to review animate numerals. A number of plural forms appear in this lesson. Students are reminded that plurals must be memorized.
CYCLE 51

DO YOU HAVE ANY SISTERS?

M-1

There are two older sisters.

There are three younger sisters.

There are two.

There are three older sisters.

No sisters.

There is an older sister.

M-2

Do you have any sisters?

How many sisters do you have?

How many younger sisters do you have?

How many older sisters do you have?

C-1

Students should ask each other questions according to the following model:

A. (சரியை) வைக்கிறா?  
B. (அல்லாம். விளக்கி.)

A. (வைக்கிறா) வைக்கிறா?  
B. (விளக்கி) விளக்கி.
M-1

There were six men.
Two went.
How many (men) are there?

There were four men.
One went.
How many are there?

There were ten men.
Three died.
How many are there?

There were five children in the house.
Two went off to school.
How many are in the house?

There were five men.
Two more came.
How many men are there?
C-1

Each student should make up problems in addition and subtraction based on the above M sentences. Then a student should present a problem. Another student should give the answer. For example:

A. මම මෙම මෙම යෑම.

ඊඉ යෑම.

ඔබද මෙම යෑමේද?

B. මෙම යෑම මෙම.

NOTE ON STRUCTURE: මෙම, 'came'.

The simple past form of මෙම, 'come', is මෙම. It is an irregular form.
CYCLE 53

WHAT DO YOU CALL YOUR MOTHER'S MOTHER?

M-1

We call mother's mother aacci.

We call father's mother aacci also.

We call mother's father siiya.

We call father's father siiya also.

We call father's older brother loku appacci.

We call the person married to our aiyya, naeaena.

We call the person married to our nangi, massina.

M-2

What do you call your mother's mother?

What do you call your father's older brother?

What do you call the person married to your aiyya?
C-1

This is a good opportunity for students to find out what the various kinship terms in Sinhala are. Some have already been introduced. The rest should be elicited from the instructor. Different instructors may use different words for father, for in-laws and for grandparents.

A. (කොම්කුරු කොම්කුරු) අතරක් එකම්බිරු?

B. (කොම්කුරු) කොම්කුරු කොම්කුරු.

NOTES ON STRUCTURE: the present verbal adjective;  ලැබුරු, 'be married'; the extension of kinship terms to non-relatives.

1. The present verbal adjective is discussed in Sinhala Structures, section 2.3. අතරක් අතරව යෝජක පද යෝජකයන් 'to the person married to older brother', is the verbal adjective of  ලැබුරු, 'be'.

2. The participle plus forms of the verb ලැබුරු, 'be' are durative forms. The implication is that an action which began in the past continues or continued. පැලේ ලැබුරු පැලේ ලැබුරු, I've married and I continue to be married now' is an example of such a construction. A discussion of this construction and further examples appear in Sinhala Structures, section 2.612.

3. Kinship terms acquire an importance for the learner above and beyond the description of his own family since the Sinhalese frequently extend them to non-relatives. An old man met casually on the road, for example, may be addressed as 'grandfather.' 'Son' and 'daughter' are sometimes extended as affectionate terms to the children of others. Good friends of the family are known as 'uncles' and 'aunts' to the children.
SUMMARY

TALKING TO A "MONOLINGUAL"

Using the language skills now at their disposal, students should try to find out as much about the instructor as possible. The instructor must play the role of a monolingual Sinhala speaker students have met - that is, for present purposes, the instructor has no understanding of English and is neither interested in correcting the students nor able to do so. It may be more interesting for the class if the instructor plays the role of a fictitious person. If the questions asked are intelligible, even if partially ungrammatical, the "monolingual" should answer them. If they are judged to be unintelligible, the "monolingual" should shrug his shoulders, look blank or give some other non-verbal indication that he has not understood. It may be necessary for students to try several times in order to get the "monolingual" to understand. They may discuss how to rephrase the questions among themselves if their first attempts to communicate do not succeed.

This exercise will give students a preview of the trial and error situation which is found outside the classroom. The important point of this exercise is that the goal in learning a language is to get messages across. The most important grammatical errors are those which obstruct communication. Unlike the teacher, the average Sinhala speaker is not interested in testing or correcting the learner, but in understanding the message.

Ideas for the instructor. If the instructor chooses to play a fictitious person he or she should think up an occupation, place of residence, family history and a purpose for being in Colombo. For example: a postmaster from the Eastern Province who is married, has five children and has come to Colombo to see his father who works in Customs; a schoolteacher who works in Kandy who has come to the Embassy to obtain a visa, and so on. The instructor should not wander too far afield from the basic vocabulary which has been learned by the students. On the other hand, the judicious inclusion of at least a few unknown words will test their resources.

Ideas for the students. Who is this person? What is his or her name? age? place of origin? reason for being in Colombo or wherever instruction is taking place? What kind of work does this person do? Where? Is he or she married? Are there children? When were they born? How old are they? Are the parents living? Are they working?
SUMMARY

CONDUCTING AN INTERVIEW: THE FAMILY HISTORY

One class member, preferably the instructor, should be the subject of this interview. The rest of the students should find out as much about the family in question as is now possible. One student should be at the blackboard to keep track of the information. If possible, each student should have the opportunity to be the subject of an interview in front of the class. If the class is very large, students should form groups, obtain the information, and report back to the rest of the class. Students should give information not only on their own families, but on those of their parents. Cousins, aunts, uncles and grandparents should also be discussed.

Sample Interview

A. ප්‍රමාණයක් සිට නමුත්?
   What is your name, sir?
B. බොහෝ නමුත් මම නමුත්.
A. නමුත් ලැබේ?
   How old are you?
B. පැහැදිලි ලැබේ ගැනත.
A. මර්errmsg පේරේ නිසා මත?
   Are your parents living?
B. අතීත පේරේ නිසා ගැන.
A. කෙසේදී නොමැත මත?
   Yes. Both are living.
B. කවුන්වූවාසලක්?
A. කවුන්වූ නොමැත මත?
   Where do they live?
B. යනුවෙන් විශේෂ නොමැත.
A. කෙසේදී නොමැත මත?
   In California.
B. විශේත මැත නොමැත.
A. කෙසේදී නොමැත මත?
   How old is your mother?
B. විශේත මැත.
A. කෙසේදී නොමැත මත?
   Must be about 52.
B. විශේත මැත.
A. කෙසේදී නොමැත මත?
   How old is your father?
B. විශේත මැත.
A. කෙසේදී නොමැත මат?
   55.
B. විශේත මැත.
A. කෙසේදී නොමැත මත?
   Do you have brothers?
B. විශේත මැත.
| A. සි අති අතිමෙන්ති? | How many? |
| B. මෙ අති අතිමෙන්ති. | There are five. |
| ඉන්දි අතිමෙන්ති. | Two younger brothers. |
| අදි අතිමෙන්ති. | And three older ones. |
| A. ම.SelectedValue? | Married? |
| B. ම? | Me? |
| A. ලි. | Yes. |
| A. දංංෂර්ට්වත්ති අතිමෙන්ති? | Is your mother's mother living? |
| B. අතිමෙන්ති ලි. | aacc isn't living. |
| A. දංංෂර්ට්වත්ති අතිමෙන්ති? | Are your older brothers married? |
| B. අතිමෙන්ති ලි. | One is married. |
| A. දංංෂර්ට්වත්ති අතිමෙන්ති පිමිවිංෂ්කුමාන්ති? | What's his name? |
| B. පිමිවිංෂ්කුමාන්ති. | Robert Jones. |
| A. දංංෂර්ට්වත්ති පිමිවිංෂ්කුමාන්ති පිමිවිංෂ්කුමාන්ති? | What's his wife's name? |
| B. පිමිවිංෂ්කුමාන්ති. | Mary. |
| A. පිමිවිංෂ්කුමාන්ති පිමිවිංෂ්කුමාන්ති? | Are there any children? |
| B. පිමිවිංෂ්කුමාන්ති පිමිවිංෂ්කුමාන්ති. | There is a son. |
| A. පිමිවිංෂ්කුමාන්ති පිමිවිංෂ්කුමාන්ති විංස්කුමාන්ති? | How old is the son? |
| B. පිමිවිංෂ්කුමාන්ති පිමිවිංෂ්කුමාන්ති. | Must be about two. |
| A. පිමිවිංෂ්කුමාන්ති පිමිවිංෂ්කුමාන්ති? | Any sisters? |
| B. ලි? | To me? |
| A. ලි. | Yes. |
| B. ලි. | No sisters. |
A. පවතින් දුරුටෙකු ගැනීමේදී?

B. මිනි.

A. ආගමින් පැරිසිඳුමක් ගැනීමේදී?

B. මි. බොහෝ ආගමින් පැරිසිඳුමක් ගැනීමේදී.

A. ආගමින් දුරුටෙකු ගැනීමේදී?

B. මි. මනු මනු දුරුටෙකු ගැනීමේදී.

A. ආගමින් පැරිසිඳුමක් ගැනීමේදී?

B. මි. ට. ආගමින් පැරිසිඳුමක් ගැනීමේදී.

A. ආගමින් දුරුටෙකු ගැනීමේදී?

B. මි. ට්. ආගමින් දුරුටෙකු ගැනීමේදී.

Where were you born?

In Canada.

Are you a Canadian citizen?

No, I'm not a Canadian citizen. Even though I was born in Canada, my parents were American. So I'm an American citizen.

Are your brothers American citizens too?

Yes.
CHATHAM STREET, COLOMBO FORT
CYCLE 54

HOW DID YOU COME HERE SIR?

M-1

I came to class by bus.
I came here by train.
I came to Sri Lanka by plane.
I came to work by car.
I came by Metro.

M-2

No. I did not come here by train.
No. I did not come here by bus.

M-3

By what means (how) did you come here sir?
By what means did that gentleman over there come here?
Did you come here by bus, sir?

C-1

Students should find out how the others got to the area in which the class is located. Find out how they got from home to class today.

A.  දෙරේන් පුදු පුදු පොදු පොදු පොදු?
B.  පු පුවේ පු පුවේ (පු පුවේ)

NOTES ON STRUCTURE: instrumental forms; අං, 'came'; ආම්, 'here';
1. අං, 'by what means', and the emphasized nouns in M-1 are
   in the instrumental case.
2. අං is a past emphatic verb form. See Sinhala Structures,
   section 2.21 on past emphatics.
3. ආම්, 'to this direction, here', is the dative form of ආම්,
   'here, this direction, side'. See Sinhala Structures, section 3.
කැපිකීමේද වල මෙහෙයිදුම් මායිමක් මෙහෙයිදුම් මායිමක්ද?  

LIPTON CIRCUS, COLOMBO
CYCLE 55
USING THE COLOMBO BUS SYSTEM

M-1

You can go to Lipton Circus from Colpetty Junction by bus number 140.

You can go from here to Thomas Cooks by bus number 112.

You can go from Galle Road to the Fort by bus number 100.

You can go to the American Embassy by bus number 102.

You can go to the Fort Railway Station by bus number 134.

M-2

You cannot go to the G.P.O. by bus number 106.

You cannot go to Ward Place by bus number 177.

M-3

Can you go to the University by bus number 138?

Can you go to Horton Place by bus number 177?

Can you go to the Regal Cinema by this bus?

Can you go to Jawatte Road by bus number 132?
M-4

By what bus can you go to Ward Place?

C-1

Students should use the formulas they have learned to discuss the bus route maps in the textbook.

A. (කොළඹ) පෙර පුවිදුල නම් මේ සෙස් කියන්නේ ලෙස?

B. (පීංචීර) පෙර නේස් නම් පුවිදුල.

TRAVELING NEAR RAMBODA PASS

NOTE ON STRUCTURE: වේද, 'can', and දෙස, 'can’t'.

වේද, 'can', and දෙස, 'can’t', take actors in the dative case. See Sinhala Structures, section 2.14.2.
General Conversation

COLOMBO CITY AND SUBURBAN BUS ROUTES

100 PANADURA - PETTAH
101 KATUBEDDA - WATTALA
102 KOTAHENA - LUNAWA
103 NARAHENPITA - FORT
104 BAMBALAPITIYA - WATTALA
105 ATTIDIYA - KOTAHENA
106 KOTAHENA - PANADURA
107 KALUBOWILA - ELAKANDA
108 KOTTAWA - FORT
109 WATTALA - BORALEGAMUWA
111 NARAHENPITA - BAMBALAPITIYA
112 MAHARGAMA - FORT
113 JUBILIEE POST - FORT
114 PITAKOTTE - PETTAH (VIA PAGODA)
115 PITAKOTTE - PETTAH
(VIA JUBILIEE POST)
116 PILIYANDALA - MATTAKKULIYA
120 KESBEWA - PETTAH
130 KOLONAWA - FORT
131 WIJERAMA - KOLONAWA
132 ZOO (KARAGAMPITIYA) - MAWARAMANDIYA
133 PANADURA - FORT
134 ANGODA - GALKISSA
135 KOHUWALA - KELANIYA
137 JA ELA - VIHARALANE
138 HOMAGAMA - PETTAH
139 PILIYANDALA - FORT
140 KOLLUPITIYA - KADUWELA
141 NARAHENPITA - WELLAWATTA
143 HANWELLA - PETTAH
144 NUJELOGADU - WELLAWATTA
146 VELUWANAPURA - FORT
147 MT. LAVINA - KALUBOWILA
150 ANGODA - MUTTIJAH ROAD
151 AMBATALE - PETTAH
152 KOSWATTA - PETTAH
153 PITAKOTTE - JETTY
154 MT. LAVINA - KIRIBATHGODA
155 RATMALANA - MATTAKKULIYA
156 DEHWALAWELLAWATTA
160 BATTARAMULLA - RAGAMUNAKANDA
161 KATUBEDDA - POLHENGODA
164 HIRMINTANA - TOWN HALL
165 KADUWELA - POLHENGODA
166 MATTAKKULIYA - FORT
166 ANGODA MENTAL HOSPITAL - FORT
167 DEHWALAWELLAWATTA
168 NUJELOGADU - KOTAHENA
169 NAVALA - FORT
170 ATURUGIRIYA - FORT
171 BATTARAMULLA - JETTY
172 MORAGASMULLA - BORELLA
173 PITA KOTTE - THOTALANGA
174 KOTTAWA - BORELLA
175 KOTTANGAH JUNCTION - KOLLUPITIYA
176 KARAGAMPITIYA - KOTAHENA
177 KADUWELA - PETTAH
178 NARAHENPITA - MATTAKKULIYA
179 RAJAGIRIYA - BAMBALAPITIYA R. S.
186 HANWELLA - TOWN HALL
188 KANDANA - KOMPANNAWEEDIYA
190 MEEGODA - PETTAH
193 KADAWATA - BAMBALAPITIYA
194 RAGAMA - DEHWALAWELLAWATTA
195 NUJELOGADU - HETTIYAWATTA
197 KETAWALAMULLA - MORATUWA
198 DEHWALAWELLAWATTA
199 MITTAMBULUWA - FORT
224 BIYAGAMA - PETTAH
230 SAPUGASKANDA - PETTAH
235 KELANIYA - PETTAH
240 NEGOMBO - PETTAH
253 JHARA WELIKADA - BORELLA
260 WATTALA - PETTAH
281 KADAWATA - PETTAH
282 RAGAMA - PETTAH
274 BOPITIYA - PETTAH
275 BOPITIYA - PETTAH

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MORE ABOUT BUSSES

The destination appears on the front of the bus...

... and the depot of origin on the rear.

This is a converted double-decker, known colloquially as a අභෝ අභෝ අභෝ, 'demon bus.'
A DEVOTEE UNDERGOING AN ORDEAL AT HOLY KATARAGAMA
KNOWING LANGUAGES

CYCLE 56

DO YOU KNOW SINHALA, SIR?

M-1

බි එකේ ගැසීම. I know Sinhala.
බි එකේ විශේෂ පළමුව. I can read Sinhala.
බි එකේ පෙරේරවා පළමුව. I can speak Sinhala.

M-2

බි කොහෝල අතින්ත ඇති. I do not know Tamil.
බි කොහෝල පාරුවක් ඇති. I cannot read English.
බි කොහෝල පෙරේරවා ඇති. I cannot speak well.

M-3

කොහෝල එකේ ගැසීම නොමැත? Do you know Sinhala, sir?
කොහෝල කොහෝලට එකේ පෙරේරවා නොමැත? Can you speak Tamil, madam?
කොහෝලට එකේ පාරුවක් නොමැත? Can you write English, sir?

C-1

Students should discuss their foreign language skills, using the formulas given above.

A. (බි කොහෝල එකේ ගැසීම නොමැත?)
B. (බි එකේ කොහෝල අතින්ත)
FIREWALKING AT HOLY KATARAGAMA
KNOWING LANGUAGES

CYCLE 57

WHERE DID YOU LEARN SINHALA, SIR?  HOW?  WHO TAUGHT YOU?

M-1

I learned Sinhala in America.

I learned Sinhala in Sri Lanka.

A gentleman named Saram taught me Sinhala.

M-2

Where did you learn Sinhala?

How did you learn Sinhala?

Who taught you Sinhala?

C-1

Students should continue to talk about their language skills, using the formulas given above.

A. බහුල ලෙස පියෝ දෙදෙන්නේ?

B. බහුල (පියෝ) පියෝ දෙදෙන්නේ?

NOTES ON STRUCTURE: new past forms; basic and emphatic past.

1. Two new past forms have appeared above: පියෝ, the past of පියෝ, 'learn', and පියෝ, the past of පියෝ, 'teach'. Both forms are irregular.

2. Basic past forms are distinguished from emphatic past forms only by the final vowel. The basic form ends in ප and the emphatic form in ම. Further details appear in Sinhala Structures, section 2.45.
General Conversation  SINHALA  Cycle 58

CYCLE 58

DID YOU STUDY AT THE UNIVERSITY SIR? WHICH UNIVERSITY? WHAT SUBJECTS DID YOU STUDY? IN WHAT YEAR DID YOU ENTER? IN WHAT YEAR DID YOU RECEIVE THE DEGREE?

M-1

බි යි යුතු විශේෂිත ස්ථානය. I studied at the University of Sri Lanka.
බි විශේෂිත ස්ථානය. I studied agriculture.
බි විශේෂිත ස්ථානය. I studied science subjects.
බි මෝ විශේෂිත ස්ථානය. I studied home science.
බි විශේෂිත ස්ථානය. I studied economics.
බි විශේෂිත ස්ථානය. I studied English literature.

M-2

බි යි යුතු ප්‍රශ්න තේ නාම මගින් මොහොතක් ගනිමෙන් අමතර් නිසා. I entered university in 1965.
බි කොළඹ මටක තේ නාම මගින් නාම නාම. I received the B.S. degree in 1968.

M-3

කොළඹ විශේෂිත ස්ථානය පිළිබඳ නිශ්චිත නිශ්චිත නිශ්චිත? Did you study in the university, sir? Which university?
කොළඹ නිශ්චිත නිශ්චිත නිශ්චිත? What subject? What subjects?
කොළඹ නිශ්චිත නිශ්චිත නිශ්චිත? In what year did you enter?
කොළඹ නිශ්චිත නිශ්චිත නිශ්චිත? Did you receive a degree? What degree? In what year?

C-1

The structures above should be familiar to the students although some of the vocabulary is new. Many of the words here are very formal, but university education is generally discussed in formal terms. Students should take this opportunity to work up a description of their university experience.
THE EDUCATIONAL SYSTEM IN SRI LANKA

In Sri Lanka, children begin school at the age of 6. There are schools virtually everywhere in Sri Lanka and most students attend. In 1971, the student population comprised approximately 70% of all students of compulsory school-going age, i.e. 6-14. Because of the availability of schooling for virtually every child in Sri Lanka, most people are literate in at least one language. Students attend a primary school from kindergarten up to the fifth standard (fifth grade). After that, they transfer to a secondary school which trains students up to University entrance. After what would be grade 10 in the United States, students sit for the G.C.E. (General Certificate of Education) ordinary level exam. After this exam, some students leave school or go on to various technical institutions. All students who pass the G.C.E. ordinary level exam are awarded G.C.E. ordinary level certificates. The students who do very well in the G.C.E. ordinary level exams and hope to enter the University, remain in school for two more years. Students who pass their exams at the end of these two years are awarded a G.C.E. advanced level certificate. Entrance to the University is now highly competitive because of the limited number of places in the entering class in any given year. Time spent at the University varies. An arts or a science degree takes three years. Engineering takes four years. Medicine and Veterinary Science take five. Those students who do not seek admission to the University often enter technical training colleges, teacher training colleges or agricultural colleges after completing the G.C.E. ordinary level.

NOTES ON STRUCTURE: the past of යියේ, 'become'; යියුරු යියේ, 'enter'; මුල්, 'which';

1. යියේ, 'become', has the past form යී. It is irregular.
2. යියුරු යියේ means 'enter'. The place or institution entered is in the dative case.
3. මුල් is an adjective meaning 'which'. See Sinhala Structures, section 3.
DIALOGUE VII

TAKING A RIDE IN A COLOMBO TAXI

JULIA

Hosted for free on livelingua.com

You know Thurstan Road, don't you.

TAXI DRIVER

Yes madam. I know it well.

Were you born in Sri Lanka madam?

JULIA

No. I'm from America. I came to Sri Lanka just last year.

TAXI DRIVER

You speak Sinhala very well.

Where did you study Sinhala?

JULIA

I learned Sinhala in Sri Lanka.

A lady named Olivia Silva taught me.

TAXI DRIVER

Can you read Sinhala?

JULIA

I know my letters. I can read signboards. I can look up words in the dictionary. However, it is very difficult to read Sinhala books. And its not easy to read the papers.
TAXI DRIVER

I'm sorry.

That's for sure.

JULIA

What languages do you know driver?

TAXI DRIVER

I know Sinhala and English. But I can read only Sinhala.

JULIA

Why don't you learn to read English?

TAXI DRIVER

Come on! I can't study English because there's no time.

JULIA

Didn't you study English in school?

TAXI DRIVER

No. My father taught me English.

NOTES ON STRUCTURE:  බෙල් කියාදි, 'isn't it?'; the negatives නිෂ්පත්තයි and නිෂ්පත්තයි in interrogative sentences; negatives before නිෂ්පත්තයි, 'because'; the particle නිෂ්පත්තයි. නිෂ්පත්තයි, 'nevertheless, but'; an interjection.

1.  බෙල් කියාදි means 'isn't it?' and also equates with English 'don't you', 'aren't you' and similar expressions.

2. In an interrogative sentence, නිෂ්පත්තයි becomes නිෂ්පත්තයි and නිෂ්පත්තයි becomes නිෂ්පත්තයි.

3. Before නිෂ්පත්තයි, 'because', නිෂ්පත්තයි becomes නිෂ්පත්තයි and නිෂ්පත්තයි becomes නිෂ්පත්තයි.

4. When the emphasizing particle නිෂ්පත්තයි occurs in sentence final position, it takes the form නිෂ්පත්තයි. The numeral නිෂ්පත්තයි, 'two' + නිෂ්පත්තයි means 'both'. It is inanimate. නිෂ්පත්තයි is the animate equivalent.

5. නිෂ්පත්තයි is an expression which means 'nevertheless, but.'

6. නිෂ්පත්තයි is an interjection which conveys a sense of disbelief. Literally it means 'father.'
A. Response Drill

Model: I know Sinhala, don't you sir?
S මිළියි. මැති බැහැ.

1. You know Sinhala, don't you sir?
S මිළියි. මැති බැහැ.

2. You read the papers, don't you sir?
S මිළියි. මැති බැහැ.

3. You are going home, aren't you madam?
S මිළියි. මැති බැහැ.

4. You are working, aren't you madam?
S මිළියි. මැති බැහැ.

5. You are from Sri Lanka, aren't you sir?
S මිළියි. මැති බැහැ.

6. You are an American citizen, aren't you sir?
S මිළියි. මැති බැහැ.

B. Transformation Drill

Model I know Sinhala.
S මැති බැහැ.

1. He doesn't know Sinhala.
S මැති බැහැ.

2. The gentleman doesn't work.
S මැති බැහැ.

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B. Transformation Drill (continued)

3 එම සාක්ෂී ගැමුණුවේ මෙමන්නේ තුළ ලෙසින් නැති ගෙ?  
   He didn't study in Sri Lanka. Why didn't he study in Sri Lanka?

4 එම මහාතාම මිශ්සල් ගැමුණුවේ මෙමන්නේ තුළ ලෙසින් නැති ගෙ?  
   He isn't learning to read Tamil. Why isn't he learning to read Tamil?

5 මැදි මූර්තිය පුවි ගෙ?  
   The lady didn't come. Why didn't the lady come?

6 මැදි අඹොත්තා ගෙ?  
   The farmer isn't sowing rice. Why isn't the farmer sowing rice?

C. Transformation Drill

Model: එම අඹොත්තා ගෙ? Isn't the farmer sowing rice?

සැමිය අඹොත්තා ගෙ?  Isn't the farmer working today?

1 එම අඹොත්තා ගෙ?  
   The farmer isn't working today.

2 එම අඹස්ථාව සීමා කෂෂීන් ගෙ?  
   They don't read the papers.

3 එම අඹස්ථාව සීමා කෂීන් ගෙ?  
   The gentleman doesn't have money.

4 එම අඹස්ථාව සීමා කෂීන් ගෙ?  
   The gentleman isn't married.

5 එම අඹස්ථාව සීමා කෂීන් ගෙ?  
   The office doesn't open after lunch.

6 එම අඹස්ථාව සීමා කෂීන් ගෙ?  
   The Embassy doesn't close after lunch.

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BUDDHIST MONKS
D. Substitution Drill

Model: ඇ ඔ ළ විට ගොඟා ලියවීමේ ඇතිවි. I can write the Sinhala letters.

S ඇ ඔ විට ගොඟා ලියවීමේ ඇතිවි. I can write the Sinhala letters.

I විටයි. Mother.

S විටයි විට ගොඟා ලියවීමේ ඇතිවි. Mother can write the Sinhala letters.

1 ඔ විගේ විට ගොඟා ලියවීමේ ඇතිවි. (නිළිය). [mother]

2 පාවේවි විට ගොඟා ලියවීමේ ඇතිවි. (ක්‍රියා). [he, she]

3 ඔවුන් විට ගොඟා ලියවීමේ ඇතිවි. (ප්‍රශ්නය). [the gentleman]

4 ඔවුන් විට ගොඟා ලියවීමේ ඇතිවි. (ප්‍රශ්නය). [the lady]

5 ඔවුන් විට ගොඟා ලියවීමේ ඇතිවි. (මැත). [younger sister]

6 ඔවුන් විට ගොඟා ලියවීමේ ඇතිවි.

E. Substitution Drill

Model: ඇ විට ගොඟා ලියවීමේ ඇතිවි. I can't go home now.

S විට ගොඟා ලියවීමේ ඇතිවි. I can't go home now.

I විටයි. (My) younger sisters.

S විටයි විට ගොඟා ලියවීමේ ඇතිවි. My younger sisters can't go home now.

1 විටයි විට ගොඟා ලියවි. (මැත). [younger sisters]

2 පාවේවි විට ගොඟා ලියවි. (ප්‍රශ්නය). [gentlemen]

3 ඔවුන් විට ගොඟා ලියවි. (ප්‍රශ්නය). [the son]

4 ඔවුන් විට ගොඟා ලියවි. (මැත). [the daughter]

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F. Transformation Drill

Model: I  могу  дьют  дьветь  дьоветь.
The gentleman can't speak Tamil.
S  могу  дьуеть  дьоветь  дьоветь  дьоветь?
Can't the gentleman speak Tamil?

1  могу  дьуеть  дьоветь  дьоветь.
The gentleman can't speak Tamil.
Can he read Sinhala?

2  могу  дьуеть  дьоветь  дьоветь.
I can't go to the office.
Can I go by bus?

3  могу  дьуеть  дьоветь  дьоветь.
The gentleman can't speak Tamil.
Can the gentleman speak Tamil?

4  могу  дьуеть  дьоветь  дьоветь.
We can go home.
Can we go home?

5  могу  дьуеть  дьоветь  дьоветь.
They can learn Sinhala.
Can they learn Sinhala?

6  могу  дьуеть  дьоветь  дьоветь.
The gentlemen can work.
Can the gentlemen work?
General Conversation  

SINHALA  

Dialogue VII: Summary

4 He can't work well.
4 He can't work well?

5 He can't go on vacation.
5 Can't he go on vacation?

6 I can't look up words.
6 Can't I look up words?

H. Substitution Drill

Model: I can't study Sinhala because there's no time.
S I can't study Sinhala because there's no time.
I There are no books.
S I can't study Sinhala because there are no books.

1 [There are no books.]

2 [The teacher doesn't come.]

3 [There is no teacher.]

4 [The schoolmaster didn't come.]

5 [The gentleman won't talk to me.]

6 

I Transformation Drill

Model: He can speak Sinhala because he comes to class.
S He can't speak Sinhala because he doesn't come to class.

189
General Conversation

Sinhala

Dialogue VII: Summary

1. ඔබ නැරුණින් ආදි ශ්‍රී රජ ඇතිව, ලියෙන් අධිනායක් අවිවි. ඔහු මෙහෙයුම මෙරට සිටියේ, එයින් මෙහෙයුම මෙරට සිටියේ. 

2. ඔබ පිහිටීමේදී මෙහෙයුම ඇතිව, එයින් මෙහෙයුම මෙරට සිටියේ. ඔහු මෙහෙයුම මෙරට සිටියේ. 

3. ඔබ පිහිටීමේදී මෙහෙයුම ඇතිව, එයින් මෙහෙයුම මෙරට සිටියේ. ඔහු මෙහෙයුම මෙරට සිටියේ. ඔහු මෙහෙයුම මෙරට සිටියේ. 

4. ඔබ පිහිටීමේදී මෙහෙයුම ඇතිව, එයින් මෙහෙයුම මෙරට සිටියේ. 

5. ඔබ පිහිටීමේදී මෙහෙයුම ඇතිව, එයින් මෙහෙයුම මෙරට සිටියේ. 

6. ඔබ පිහිටීමේදී මෙහෙයුම ඇතිව, එයින් මෙහෙයුම මෙරට සිටියේ. 

190
FISHERMEN ON THE BEACH
General Conversation  Sinhala  Cycle 59

CYCLE 59

IN WHAT LANGUAGE IS LANKADIPA PUBLISHED?

The Daily News is published in English.

Janata is published in Sinhala.

Lankadipa is published in Sinhala.

Virakesari is published in Tamil.

M-1

M-2

In what language is Janata published?

In what language is the Times of Ceylon published?

In what language is Silumina published?

C-1

Using the formulas given above, discuss the information given below under Newspapers Published in Sri Lanka.

A.  (in Sinhala) සිනහලෙන් විශේෂ වෙම්ම නවිකව ලැබේ සිදුවේද?

B.  (in English)
# Daily Newspapers Published in Sri Lanka

<table>
<thead>
<tr>
<th>Name of Newspaper</th>
<th>Year Established</th>
<th>Language of Publication</th>
<th>Average Circulation</th>
<th>Publishers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dinamina</td>
<td>1909</td>
<td>Sinhala</td>
<td>104,305</td>
<td>The Associated Newspapers of Ceylon Limited</td>
</tr>
<tr>
<td>Lankadipa</td>
<td>1947</td>
<td>Sinhala</td>
<td>33,751</td>
<td>The Times of Ceylon Limited</td>
</tr>
<tr>
<td>Virakesari</td>
<td>1930</td>
<td>Tamil</td>
<td>17,584</td>
<td>The Express Newspapers (Ceylon) Limited</td>
</tr>
<tr>
<td>Thinakaran</td>
<td>1932</td>
<td>Tamil</td>
<td>17,261</td>
<td>The Associated Newspapers of Ceylon Limited</td>
</tr>
<tr>
<td>Ceylon Daily News</td>
<td>1918</td>
<td>English</td>
<td>54,752</td>
<td>The Associated Newspapers of Ceylon Limited</td>
</tr>
<tr>
<td>Daily Mirror</td>
<td>1961</td>
<td>English</td>
<td>15,995</td>
<td>The Times of Ceylon Limited</td>
</tr>
</tbody>
</table>

(ii) Evening daily

<table>
<thead>
<tr>
<th>Name of Newspaper</th>
<th>Year Established</th>
<th>Language of Publication</th>
<th>Average Circulation</th>
<th>Publishers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janatha</td>
<td>1953</td>
<td>Sinhala</td>
<td>11,703</td>
<td>The Associated Newspapers of Ceylon Limited</td>
</tr>
<tr>
<td>Mithran</td>
<td>1966</td>
<td>Tamil</td>
<td>9,665</td>
<td>The Express Newspapers (Ceylon) Limited</td>
</tr>
<tr>
<td>Ceylon Observer</td>
<td>1834</td>
<td>English</td>
<td>5,757</td>
<td>The Associated Newspapers of Ceylon Limited</td>
</tr>
</tbody>
</table>

The following text material should be drilled in class and finally memorized by the students.

They publish a large number of newspapers in Sri Lanka.

All of the papers are published in Colombo.

Nevertheless, they have news from every area of Sri Lanka.

Some of the papers are published in Sinhala.

Some are published in Tamil.

Some are published in English.
NOTES ON STRUCTURE: නම් ... පෙර, 'each and every'; නම්, 'all'; 
සුංජු, 'many, a large number'; නම්, 'nevertheless'; instrumental 
forms.

1. නම් means 'every'. It occurs in construction with a following 
nominal plus the emphasizing particle පෙර and takes on the meaning 
'each and every.' Thus, නම්-රෙයි, 'every day, each and every 
day'; Commonly, the nouns which occur in this construction are 
indefinites. Thus නම්-රෙයි, නම්, of each and every area of 
Sri Lanka.'

2. නම්, 'all', is a pronoun which may substitute for both 
animate and inanimate nouns. It also occurs in quantity phrases 
where it may precede or follow the noun.

3. නම් is a quantity word which means 'many, a large number'. 
Its antonym is නම්, 'a little, a few.'

4. නම් is yet another expression which means 'nevertheless.'

șiජොඛන්ද, 'in .... language', which occurs in Cycle 59, M-2 
is an instrumental form as are the emphasized words in M-1. 
See Sinhala Structures, section 1.34 for a discussion of the 
instrumental case.
CYCLE 60

SIR, WHAT PAPERS DID YOU READ THIS WEEK?

M-1

osophtha oswa pahawha kanda wathawwa.
I read the New York Times.

osophtha dawasa.
I read Dawasa.

osophtha oswa pahawha kanda wathawwa.
I read the Times of Ceylon.

osophtha dawasa.
I read Lankadipa.

M-2

mithaww arah niharsa wathawha
wathawwa?
Sir, did you read the papers this week?

mithaww arah niharsa wathawha
wathawwa?
Sir, what papers did you read?

C-1

Using the formulas given above, students should discuss the newspapers they have read recently.

A. (mithaww arah niharsa wathawha wathawwa?)

B. (mithaww arah niharsa wathawha.)

NOTE ON STRUCTURE: the past tense of wathawha, 'read'.
The past tense form of wathawha, 'read', is wathawwa.
CYCLE 61

WHAT HAS BEEN THE LATEST NEWS IN THE PAPERS?

M-1

_CURRJ: NEWS)

There was news about the economic situation.

There was news about a theft.

There was news about the C.T.B. (Ceylon Transport Board).

There was news about the work the government is doing.

M-2

About Sri Lanka.

About the university.

About the Rugger team.

About the agricultural work.

What has been the latest news in the papers?

What has been the latest news in the papers about Sri Lanka?

C-1

Using the formulas given above, students should review the main news topics of the week. Necessary additional vocabulary should be supplied by the instructor.

A. (What has been the latest news in the papers?)

B. (What has been the latest news in the papers about Sri Lanka?)
NOTES ON STRUCTURE: the present verbal adjective; superlatives; the past of පෙළ, 'be'; පෙළ, 'news'; සහ, 'about'.

1. Further examples of the present verbal adjective (Sinhala Structures, section 2.3) appear above. They include:

   පෙළ පෙළ පෙළ.
   The news being in the papers.

   පෙළ පෙළ පෙළ.
   The work the government is doing.

2. Adjectives may be given a superlative meaning with the addition of the emphasizing particle පෙළ. Hence පෙළ, 'new'; පෙළ 'newest, most recent.'

3. The past of පෙළ, 'be', is පෙළ. It is an irregular form.

4. පෙළ means 'news, tidings.' It is a plural form. It often figures as a conversation opener in such expressions as පෙළ පෙළ පෙළ පෙළ කියන්නේ අ? 'What's new?'

5. පෙළ, 'about, concerning', is a postposition which follows nouns in the direct case.
THE DAILY ROUTINE

CYCLE 62

WHAT DO YOU DO IN THE MORNING?

M-1

I get up.

I bathe.

I put on my clothes.

I eat breakfast.

After that, I study Sinhala.

After that, I leave the house.

I drive the car to the office.

I go to Sinhala class.

After that, I work in the office.

Usually, there is urgent work to do.

On some days I go to a meeting.

M-2

Sir, what do you do in the morning?

Madam, what do you usually do in the morning?

Sir, please tell us what you do in the morning.

C-1

Each student should give an account of his morning routine, using the formulas given above. If the necessary Sinhala does not appear here, students should ask the instructor for it.
C-1

A. (කොහොම) ගැටේ කොහොම මාර්ගය ලබා ගන්න?

B. නොම (මත්ම). මෝ කරන්, නොම (මත්ම මත්ම).

NOTES ON STRUCTURE: basic present forms.

The verbs which appear in M-1 are the familiar basic present forms. Some of them are new words. This cycle provides an opportunity for students to expand their working vocabulary of verbs considerably. The Sinhala for shave, turn on the radio, turn off the alarm, listen to the radio are additional examples which could easily come up in connection with this cycle. Students should begin keeping a list of the verbs which they learn in this manner since it will be necessary shortly (see Cycle 63) to add additional information about them, namely their past and participle forms.

NOTES ON STRUCTURE: CYCLE 63: A 'when' form of the verb; මොඩේ, 'before', and පුදු, 'after', with preceding verb forms.

1. In Cycle 63, M-2 opposite, a 'when' form of the verb appears. It is made up of the present verbal adjective form (see Sinhala Structures, section 2.3), plus මොඩේ, 'when'. This form is discussed in Sinhala Structures, section 2.9. It is used only if the action in the 'when' clause is simultaneous with that of the main clause. These matters are drawn out in greater detail in section 2.9.

2. මොඩේ, 'before', and පුදු, 'after', occur in construction with dependent verb forms to give the meaning 'before doing something' and 'after doing something.' See the examples in M-1 and M-3 opposite. The former occurs with preceding infinitives. The latter occurs with past forms in the dative case. Students should begin reviewing past forms in Sinhala Structures, section 2.4 at this time.
GENERAL CONVERSATION

SINHALA

CYCLE 63

DO YOU STUDY SINHALA BEFORE YOU EAT BREAKFAST, OR AFTER?

M-1

I study Sinhala before I eat breakfast.

I read the papers after I eat breakfast.

I eat breakfast after I bathe.

M-2

I study Sinhala when I am eating breakfast.

I sing when I am bathing.

I listen to the radio when I am driving the car to the office.

M-3

Sir, do you read the papers before you eat breakfast, or after?

Madam, do you study Sinhala before you go to the office, or after?

C-1

In the preceding cycle students have already described the events of the morning. Now, using the formulas given above, students should ask questions about the sequence of events.

A. (හෝ අත් සේ මි මැටි මාල මැටි පිලිබොලට බැලි, ගැලීමේ ආරම්භය ය?)

B. (මන්නේ අත් සේ මි මැටි මාල කරුණාකර ඔවු,)
THE DAILY ROUTINE

CYCLE 64

AT WHAT TIME DO YOU EAT BREAKFAST?

M-1

තුළ එකක් මගින් ගොඩවන්.  එම මගින් නාරා තිබින්.  එම බහින් මදිනා මැදි ගොඩවන්.  එම බහින් නාරා මැදි ගොඩවන්.

I eat breakfast at nine.  I get up at six.  I come to class at 8:30.  I wash my face about 7.

M-2

වල අවශ්‍යව මගින් පැදිලී ඩිපී ලැත?  මැදි මගින් මැදි ලැත?  මැදි මගින් පැදිලී ඩිපී ලැත?

What time do you come to class, sir?  What time do you get up, sir?  At what time do you eat breakfast, sir?

C-1

Using the above formulas, discuss the morning's activities.

A. (මගින් පැදිලී ඩිපී ලැත?

B. (පැදි පැදි පැදි ඩිපී)
THE DAILY ROUTINE - I

CYCLE 65

WHEN DID YOU GET UP TODAY?

M-1

ඔබ දන්න දෙළ ඇතිවියේ. I got up about six.
ඔබ නෙකම වූවත් ඇතිවියේ. I got up at 6:30.
ඔබ නෙකම දෙන් වූවත් ඇතිවියේ. I got up at exactly seven.
ඔබ දෙන් දෙළ ඇතිවියේ. I got up about 8.
උපත දෙන් දෙළ ඇතිවියේ. John got up about 6.
දුර අතරයේ දෙන් වූවත් ඇතිවියේ. That gentleman got up at 5:30.

M-2

ඔබ දෙළ ඇති ලෝ? What time did (you) get up?
ඔබ දෙන් දෙළ ඇතිවියේ ලෝ? What time did you get up yesterday, sir?

C-1

Using the formulas given above, students should construct conversations of the type given below.

A. (ඔබ දන්න දෙළ ඇතිවියේ ලෝ?)

B. (ඔබ දෙන් දෙළ ඇතිවියේ.)
THE DAILY ROUTINE

CYCLE 66

IT SEEMS THAT HE EATS BREAKFAST AT 8:00.

M-1

It seems that he eats breakfast at 8:00.

It seems that he ate breakfast today at 7:00.

It seems that he usually eats breakfast at 7:30.

M-2

Yes. I know what time she gets up.

No. I don't know what time the gentleman gets up.

No. I don't know what time he usually eats breakfast.

M-3

Do you know what time the gentleman eats breakfast?

Do you know what time the lady gets up?

C-1

Students should use the formulas which appear in this cycle to construct conversations of the type given below.

SAMPLE CONVERSATION

A. 何种情况下他吃早餐？

Do you know what time Mr. Jones usually eats breakfast?

B. 他吃早餐吗？

No. I don't know.
B. එක් පෙරළකම් ගනිමු?
   Should I ask him?
   or
   I'll ask him, if you like.
A. එක් පෙරළකම් ගනිමු.
   Yes. Please ask him.
B. ශාකය සිදුකළ, ලිවියාකාර ගනිමු?
   Mr. Jones, what time do you usually eat breakfast?
C. ලිවියාකාරින්, එක් නිවාස අන්තර්මා කෙරු.
   I usually eat breakfast at 7:00.
B. එක් නිවාස අන්තර්මා කෙරු.
   It seems that he eats at 7:00.

NOTE ON STRUCTURE: 'it seems.'
The particle  මැදි means 'it seems', 'evidently','apparently.'
A discussion appears in Sinhala Structures, section 2.16.
THE DAILY ROUTINE

CYCLE 67

AFTER YOU GOT UP THIS MORNING, WHAT DID YOU DO?

M-1

Having gotten up, I bathed.

Having gotten up, I brushed my teeth.

I got up, bathed, brushed my teeth and got dressed.

Having gotten dressed, I ate breakfast.

M-2

Madam, after you got up this morning, what did you do?

Sir, after you got up this morning, what did you do?

Madam, tell us what you did this morning.

C-1

Using the vocabulary and the formulas given above, students should give descriptions of their early morning activities.

A. (වෙද්ධයක්, පිළිතුමක්, මැදි පායි පැතීම් කියා ඇතිය?)

B. (පිළිතුමක්, පිළිතුමක්)
THE DAILY ROUTINE

CYCLE 68

WHAT DID YOU EAT FOR BREAKFAST?

M-1

.IndexOf.
I ate eggs.

indexOf. Is, I ate two boiled eggs.

IndexOf. I boiled two eggs and ate them.

IndexOf. I ate two slices of bacon.

IndexOf. I ate two sausages.

IndexOf. I ate rice and chicken.

IndexOf. I drank a cup of milk coffee.

M-2

indexOf. What did you eat for breakfast?

IndexOf. What did you eat for lunch?

IndexOf. What did you eat for supper yesterday?

C-1

Each student should be given an opportunity to describe what he ate on the preceding day. Necessary vocabulary should be elicited from the instructor.

A. (indexOf)indexOf. The past of indexOf, 'drink.'

IndexOf. The past of indexOf.

B. indexOf. The past of indexOf.

NOTES ON STRUCTURE: past forms; the indexOf form.

1. One new past form appears above: indexOf the past of indexOf, 'drink.'

2. indexOf is the participial adjective or indexOf form of indexOf, 'boil.' See Sinhala Structures, section 2.7 for a discussion of this form.
THE DAILY ROUTINE

CYCLE 69

AFTER YOU ATE BREAKFAST, WHAT DID YOU DO?

M-1

After I ate breakfast, I studied Sinhala till 9.

After I ate breakfast, I made the bed.

After I ate breakfast, I wrote a letter.

After I ate breakfast, I went to class.

After I ate breakfast, I straightened up the house.

After I ate breakfast, I went to the post office.

M-2

After you ate breakfast, what did you do?

C-1

A.  පාලන්නේ උදාහරණ පෙන් සේ මෙන්න?

B.  (භවිතා කිමි.)

NOTE ON STRUCTURE: the past tense and the past participle.

Students should take this opportunity to review Sinhala Structures, section 2.4 on the past tense and section 2.6 on the participle.
PREPARING COCONUT

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THE DAILY ROUTINE

CYCLE 70

WHO USUALLY MAKES BREAKFAST?

M-1

I usually make breakfast (for myself).

I usually prepare breakfast (for myself).

I usually cook breakfast (for myself).

After I get up, I cook and eat breakfast (for myself).

M-2

John makes breakfast (for others).

Mary cooks breakfast (for others).

The gentleman prepares food (for others).

I cook and eat breakfast.

M-3

There is no one to prepare breakfast (for others).

They prepare their own food.

M-4

Who makes breakfast?

Who makes lunch?

Who makes dinner?
M-4

Is there a person to prepare food (for others)?

Do you make your own breakfast, sir?

C-1

Using the formulas given above, students should construct conversations according to the following model.

A. (කොළ මෙහෙය මෙහෙය අභිපා ආරිය?

B. (කොළ මෙහෙය මෙහෙය අභිපා ආරිය.

NOTES ON STRUCTURE: reflexive pronoun; complex verbs; ඉති, 'no'.

1. The reflexive pronoun ඉති, 'oneself, himself, themselves', (See Sinhala Structures, section 3.27) appears here in its genitive form. Examples:

මෙ ඉතිය විශේෂ විශේෂ උපානය.
He does his own work.

මෙමි ඉතිය විශේෂ විශේෂ උපානය.
They do their own work.

Sometimes this pronoun appears in a reduplicated form and takes on the special meaning 'each, his own, each their own.'

මෙමි ඉතිය විශේෂ විශේෂ උපානය.
They each prepare their own food, i.e., they do it separately rather than collectively.

2. A number of complex verbs with පාරු, 'give', and පාරු, 'take, get', appear in this lesson. Those with පාරු take on the meaning 'to do something for someone else', and those with පාරු take on the meaning 'to do something for oneself.' Examples:

පාරු මෙ පාරු පාරු පාරු පාරු පාරු.
I make milk rice (for myself).

පාරු මෙ පාරු පාරු පාරු පාරු පාරු.
I make milk rice (for others).

or optionally

පාරු මෙ පාරු පාරු පාරු පාරු පාරු.

This pattern involves a limited number of high-frequency verbs. Some other verbs show only a partial set, often with semantically specialized meanings. For example:
General Conversation  SINHALA  Cycle 70

3. නම්, 'no, not any', appears in the phrase නම් නම් නම්, 'no person.' It appears before singular indefinite forms of the noun. Examples:

නම් නම් නම් නම්.

No one has come.

ජනතා නම් නම් නම් නම්.

They did no work.

It occurs in sentences with negated verbs.

UPCOUNTRY PADDY TERRACES

213
CYCLE 71

HOW DO YOU LIKE TO DRINK YOUR TEA?

STREET VENDOR MAKING TEA

M-1

Having put sugar, I like to drink it.

I like to drink it with milk.

I like to drink it with sugar and a little milk.

I like to drink it with a teaspoon of sugar.

I like to drink it with two teaspoons of sugar.
M-2

How do you like to drink your tea, madam?

How do you like to drink your tea, sir?

What do you drink, tea or coffee?

C-1

Using the formulas given above, students should ask and answer questions as follows:

A. (ඔබ අත්ම දමි තමන්ද ඩ්?)

B. (ඔබ අත්ම, අත්ම දමිය.)

ADDITIONAL USEFUL WORDS AND PHRASES

( ) = plural form

the cup

the spoon

the saucer

the plain tea

the milk tea (without sugar)

Make me a coffee, will you.

Make me a tea, will you.

Make me a plain tea, will you.

Give me a coffee without any sugar, will you.
NOTES ON STRUCTURE: මිඩා, 'like'; the participle.

1. මිඩා  means 'like' and occurs with dependent nouns in the dative case and with dependent infinitives. It is discussed in Sinhala Structures, section 2.14.1.

2. සු is the participle form of පා, 'put', and is one of a number of participle forms which have now appeared. Students should now review Sinhala Structures, section 6 on the participle.
DIRECTIONS FOR PREPARING TEA

Below, there are sets of drills which are preliminary to three texts on how to prepare tea. The drills should be practiced chorally and individually until students know the meanings of the sentences and are able to repeat them without significant hesitation.

1. (මිනියේද) Pouring

ජේමි පළාති පෙළි. Pour the water.
කොළමි පළාති පෙළි. Pour the coffee.
කොළමි පළාති පෙළි. Pour the oil.
පොර්ටයෙස් පළාති පෙළි. Pour the kerosine.
පොර්ටයෙස් පළාති පෙළි. Pour the coconut oil.
පොර්ටයෙස් පළාති පෙළි. Pour the cold water.
පොර්ටයෙස් පළාති පෙළි. Pour the boiling water.

2. (සෝකුට) Stirring

ජේමි පළාති මූර්ති. Stir it once.
කොළමි පළාති මූර්ති. Stir it twice.
පොර්ටයෙස් පළාති මූර්ති. Stir it three times.
පොර්ටයෙස් පළාති මූර්ති. Stir it two or three times.
පොර්ටයෙස් පළාති මූර්ති. Stir it well.
පොර්ටයෙස් පළාති මූර්ති. Stir it again.
4. (දක්ටු) Wait ...

Wait a minute or so.
Wait two minutes or so.
Wait five minutes or so.
Wait several minutes.

5. (කො මැද) After that ...

After that, get a pot.
After that, get a kettle.
After that, get a tea strainer.
After that, get a spoon.
After that, get a cup.
After that, get a plate.
After that, get two pots.
After that, get two kettles.
After that, get two spoons.
After that, get two teaspoons.
After that, get a glass.

6. (මෙම එක්ක) Adding the milk ...

Put in a little milk.
Put in a little sugar.
General Conversation  SINHALA

இயின் கால வசதி.  
Put in loose tea.  

இயின் கால வசதி.  
Drink a little tea.  

இயின் கால வசதி.  
Drink a little milk.

7.

இயின், இரு விளக்க வசதி.  
Having strained (it), put in a little milk.

இயின் குளம் வசதி.  
Having put sugar, strain.

இருக்கின பேர், இம்முருக வசதி.  
Having gotten a pot, wait a little.

இயின் குளம், இயின் குளம், வசதி.  
Having put sugar, having put milk, drink (it).

இருக்கின குளம் இயின் வசதி.  
Having gotten a spoon, put in sugar.

NOTE TO THE STUDENT AND THE INSTRUCTOR

On the following pages there are three texts describing how to prepare tea. Using the same vocabulary, the information is essentially repeated three times in slightly different ways. This material should be handled in the following way. First the instructor should read an entire text aloud. Then the students should repeat the sentences after the instructor. Students should make sure that they understand the meanings of the sentences. When the entire text has been practiced in this manner, students should close their books. Then the teacher should read the entire text once again. When the material in all the texts has been reviewed in this manner, the instructor should close his or her book and describe the process of making tea. Each student should then be asked to repeat the instructions.
PROCESSING TEA
TEXT
HOW TO MAKE TEA -1
VERSION 1

Having put cold water in the kettle,

Keep it on the hearth.

When the water is boiling,

Get a pot.

Having gotten a pot.

Put in tea leaves.

Having put in a teaspoon of tea leaves,

Stir it once.

Wait two minutes or so.

After that, strain the tea.

Put in milk and sugar and drink.
TEXT

HOW TO MAKE TEA - 2

Having put cold water in the kettle,
Keep it on the hearth.
When the water is boiling well,
Get a teapot.

Put a teaspoon of tea leaves in the pot.

Having poured in two cups of boiling water,
Having stirred it once with a teaspoon,
Wait two minutes or so.

After that, having strained it with a tea strainer,
Put in sugar and drink.
If you like milk tea,
Put in a little milk.
TEXT

HOW TO MAKE TEA - 3

Put cold water in the kettle.
Keep it on the hearth.
Having kept it on the hearth,
When the water is boiling
Get a teapot.

Having put a teaspoon of tea leaves in the teapot,
Pour in two cups of boiling water.

Having stirred it once,
Wait a little.

Strain the tea, put in sugar and drink.

NOTE TO THE STUDENT AND TO THE INSTRUCTOR: OPTIONAL WORK

The skills which have been developed in the preceding exercise should be transferable to understanding other simple descriptions on similar topics. For example, preparing rice, making hakuru from kitul syrup or making curd. Directions for preparing other foods such as milk rice or pol sambol are also possible topics but involve more steps and more ingredients. If the students and the instructor wish to pursue this type of exercise with a new topic, they should do so in the following way. First they should decide on the food or dish to be discussed, and then the instructor should supply the class with a list of necessary ingredients. Then, slowly and succinctly, the instructor should describe how to make the dish. Students should find out the meanings of the words they do not know. Then the instructor should give the description several more times. When all students feel that they can easily comprehend what the instructor is saying, one student should try to repeat the directions to the rest of the class. Then another student should try, and so on.
THE DAILY ROUTINE

CYCLE 72

HAVE YOU RECEIVED ANY LETTERS RECENTLY?

M-1

I received a letter from the Sri Lanka Broadcasting Corporation.

I received a telegram from my younger brother.

I received a parcel from Customs.

Received a registered letter from the People's Bank.

Received a letter from the Ceylon Electricity Board.

Received letters from friends.

M-2

Received letters from nangi and mother.

Received a letter from my mother and father.

M-3

This week.

This month.

Today.

Yesterday.

Last week.

From whom did you receive a letter?
THE DAILY ROUTINE

M-3 (continued)

Did you receive a letter?
Did you receive letters?
Have you received any letters recently, sir?

C-1

Students should ask each other questions using the formulas given above.

A. (කො) මුදු නිර්පාත කොටස් කරුණි?

B. (කඳාඹ) මුදු නිර්පාත.

NOTES ON STRUCTURE: 'receive'; instrumental forms.

1. ප්‍රශ්නතම, 'receive', occurs in its participial form in this lesson (උපන්) and in its past form (ප්‍රශ්නතම). It takes an actor in the dative case. Another, less formal verb meaning receive is නිර්පාතියුත්. Its past form is නිර්පාතියුත්.
Examples:

කටඃ නිර්පාතියුත්.
I received two letters.
කටඃ නිර්පාතියුත් විශේෂය.

2. With 'receive', the person, institution, etc. from whom the item has been received is in the instrumental case. In this instance, the instrumental translates as 'from such and such a person or institution.'
THE DAILY ROUTINE

CYCLE 73

WHAT DO YOU DO WHEN YOU HAVE FINISHED WORK?

M-1

When I have finished (my) work, I go home.

I usually make a cup of tea and read the evening papers.

Now and then I go to a party.

Some days I go to see a movie.

Last night I went out and ate supper at the Galle Face Hotel.

Other days I just sit around till I get sleepy.

Then I eat supper and go to bed.

M-2

When you have finished (your) work sir, what do you usually do?

What do you do when you have finished (your) work, madam?

C-1

Students should take this opportunity to discuss how they usually spend the evening and how they have spent recent evenings. Additional necessary vocabulary should be elicited from the instructor.

A. (දියද) දිය නියුංඛන්න නම්පතු, වියින් ගෙන ගෙන?

B. (පියඹභ දබිය).

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NOTES ON STRUCTURE: The ड form of the verb; compound verbs with य, 'become'; ज, 'just, for no particular purpose.'

1. The ड form of the verb is one of the 'when' forms. It is discussed in Sinhala Structures, section 2.91.

2. चिद, चिद, 'become sleepy', is one of a large number of compound verbs with adjectives plus य, 'become.' For example:
   राष्ट्र चिद - become angry, get angry
   अधिक चिद - get tired
   शोट चिद - get scared, frightened

Further discussion of compound verbs appears in Sinhala Structures, section 2.17.1.

3. The word ज means 'just' or 'for no particular purpose.' When followed by the emphasizing particle अ it becomes जिद. Examples:
   अथवा जिद अन्यान्य. They are just being, i.e., just hanging around without doing anything.
   अथवा जिद अन्यान्य. He just died, i.e., from no particular illness or cause.
THE DAILY ROUTINE

CYCLE 74

THERE IS A GOOD MOVIE SHOWING AT THE LIDO.

M-1

There is a good movie showing at the Lido.

\textit{The film is called \textbf{Maduvanthi}.}

\textit{A film called \textbf{Gehenu Lamay} is showing at the Ritz.}

\textit{It is also very good, it seems.}

\textit{The evening show begins at six.}

M-2

\textit{What Sinhala films are showing?}

\textit{What Tamil films are showing?}

\textit{What English films are showing?}

\textit{Where?}

\textit{In what picture hall?}

\textit{When do the shows begin?}

\textit{When does the evening show begin?}

\textit{C-1}

Students should use the newspaper copy on the following page to construct conversations using the formulas given above. Students may also use copies of current Sinhala or English papers to broaden the information available for the C-phase.

229
'ක්කම් මීවින්

A SCENE FROM GEHENU LAMAY, A POPULAR SINDHALA FILM OF 1978.
### MOVIE SCHEDULE

<table>
<thead>
<tr>
<th>Time</th>
<th>Movie 1</th>
<th>Movie 2</th>
<th>Movie 3</th>
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<tbody>
<tr>
<td>10:15</td>
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<tr>
<td>9:00</td>
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</tr>
</tbody>
</table>

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† 10:15, 2:15, 6:00, 9:30
† 2:30, 6:00, 9:30
† 2:30, 6:15, 9:30
† 9:30, 6:00, 9:30
† 2:30, 6:30, 9:30
† 2:30, 6:30, 9:30
† 2:30, 9:30
† 3:30, 6:30, 9:30
† 2:30, 6:30, 9:30
THE DAILY ROUTINE

CYCLE 75

HAVE YOU SEEN THAT MOVIE?

M-1

I have seen it.

John has already seen it.

He has seen it twice.

M-2

I have not seen that movie.

John has still not seen it.

M-3

Have you seen that movie, sir?

Have you gone to see it?

C-1

Using the movie ads in a current newspaper, students should discuss which films they have and have not seen.

A. (ඔබ දෙක් නිවැස අතීත විකල්ප කියේ?)

B. (ඔබ දෙක් නේස්තම කියේ?)

NOTES ON STRUCTURE: perfect forms; 'see'.

1. The verb forms which appear above are perfect forms. See Sinhala Structures, section 2.6.

2. දෙක් is another verb which means 'see'. It generally occurs only in its participial form (දෙක්) or in its past form (දෙක්ති).
THE DAILY ROUTINE

CYCLE 76

LET'S GO SEE GEHENU LAMAY

M-1

Let's go see a movie.
Let's go see Gehenu Lamay.
Good. Let's go.
I've never seen it.

M-2

Let's not go to that picture.
I've seen it.
Let's not see Gehenu Lamay.
John has already seen it.

M-3

Should we go see Gehenu Lamay?
Should we see another picture?
Have you ever seen it?

C-1

Using the formulas given above, students should make plans to actually see a picture together.

NOTES ON STRUCTURE

1. Perfect forms (Sinhala Structures, section 2.6) continue to appear above.

2. The  Derneği form, meaning 'let's do something', is a first person plural form with මා as the stated or implied subject. See Sinhala Structures, section 2.11. The formula for its negative is මා + participle form + ඉ, 'let's be'. This construction literally means 'not having done something, let's be', i.e., 'let's not do it.' The participle form which appears in this construction is sometimes the full form as in මා, 'let's not go', but in most cases it is a stem form of the participle which is not treated in any detail here. viz., මා, 'let's not see.'
THE DAILY ROUTINE

CYCLE 77

HOW DO YOU GET FROM HERE TO THERE?

M-1

වියෝ දමෙන්නේ.  
Turn left.

ඉහති දමෙන්නේ.  
Turn right.

සතිය දමෙන්නේ.  
Go straight.
M-2

කොළුම තොරු කිහි තිබේ.

M-3

The rest house is on the right.

M-4

When you come to the junction, turn right.

M-5

Tell me the way from here to the Galle Face Hotel.

C-1

The instructor should describe how he or she goes from home to work. Then students should describe the route to each other. Next, students should describe how they go from their own homes to work, using the formulas given above.

C-2

Using the maps which are included below, students should practice asking for and giving directions between points of interest.
NOTES ON STRUCTURE: verb forms

Giving and understanding directions is often thought of as an elementary language skill, but it a difficult task in any language because it requires close attention to detail on the part of both speaker and listener. In addition, the grammatical structures involved in giving and receiving accurate directions are numerous, as the Sinhala given above should suggest.

1. Verb forms which appear in this cycle.

a. The infinitive (command) form. See Sinhala Structures, section 2.5. Examples:

විශේෂ හැරුන්න. Turn left.

පසුම් හැරුන්න. Turn right.

b. The present tense forms. See Sinhala Structures, section 2.2. Examples:

මෙහෙය අඩු කෙරුණීම නික්සේ. There is a road on the right.

මෙහෙය අඩු කෙරුණීම නික්සේ? How do you go, sir?

c. The 'when' form. See Sinhala Structures, section 2.8. Example:

මෙහෙය උඩු කෙරුණීම. When you come to the junction, turn right.

d. The participle form. See Sinhala Structures, section 2.6

විශේෂ හැරුණින්න. Turn left and go.

e. The present verbal adjective form. See Sinhala Structures, 2.3. In this cycle the verbal adjective form modifies the plural noun දෙළු, 'means', and takes on an idiomatic meaning. Examples:

ඉදි දෙළු Going means; the means, manner of going, i.e., how (you) go.

ඉදි දෙළු දෙළු කෙරුණීම. Tell me how (you) go.

Similarly:

ඉදි දෙළු දෙළු කෙරුණීම. Tell me how you make it, i.e., give me the instructions.

ඉදි දෙළු දෙළු කෙරුණීම. Tell me how you cook milk rice.
OLD DUTCH CHURCH, GALLE

GUIDE MAP TO GALLE FORT

237
KANDY GUIDE MAP
ANURADHAPURA GUIDE MAP

239
MONOLOGUE

WHAT I DID YESTERDAY

Each student should be given an opportunity to tell, in some detail, what he did yesterday. Students who do not know the vocabulary they need should ask the instructor for it. Other students in the class should be free to ask questions of the student who is giving the monologue. When each student has finished telling his story, a second student should be assigned to retell the story to the rest of the class.

On the following pages there are sample texts pertaining to the daily routine. The two texts differ in their vocabulary but present a wide range of similar structures which should by now be familiar to the student. These texts may be used as models for the monologues, and otherwise as the class chooses.
THE DAILY ROUTINE

WHAT DID YOU DO TODAY?

TEXT I

This morning I got up about five.

I ate rice, drank some tea and went to the field.

This morning, my younger brother and I began to plow the upper fields.

We worked in the fields till 10 and then drank some tea.

We worked in the fields till noon.

At noon, my daughter brought rice to the field.

Having eaten, we rested.

Having rested, we plowed till four.

At 4, we untied the buffaloes from the plow, and returned to the village.

We returned to the village, and went to the tank to bathe.

We bathed, we went home and ate dinner.

Having eaten, we went to the school and listened to the radio.

We came back from the school and went to bed.
THE DAILY ROUTINE

WHAT DID YOU DO TODAY?

TEXT II

This morning I got up about seven.

I got up, bathed and ate breakfast.

I ate eggs and bacon.

I ate and returned to my room.

Having returned to my room, I studied Sinhala for one and a half hours.

After studying, I went to class.

I was in class throughout the morning.

At 12, I went to the post office to bring my mail.

I received a letter from my mother.

I posted a letter to my brother.

After that, I ate lunch.

Having eaten lunch, I went to my garden.

Having gone to my garden, I watered the plants. I uprooted the grass.

Then, I went to look after the chickens.

At 4:00, I went to see a film about Sri Lanka.
THE DAILY ROUTINE

TEXT II (continued)

I ate dinner at 6, studied till 7, and went to bed at 10:30.

UNDERSTANDING CONVERSATIONS BETWEEN SINHALA SPEAKERS

For the purpose of the present exercise, two speakers of Sinhala should be in the classroom.

The first instructor should describe what he did yesterday to the second instructor. The second instructor is free to respond by asking questions of the first. The instructors should speak rapidly and carry on the conversation, as nearly as possible, as if the students were not there. The instructors should assume that in this rapid first telling students will not be able to understand everything which is said. When the second instructor gets all the details, he should tell them slowly and carefully to the class. Students should find out the meanings of vocabulary items they do not know. The second instructor should tell the story one or two more times. When all students have understood, one student should volunteer to tell the story to the rest of the class. Then a second student should try to tell the story faster and with fewer errors than the first student. A third student should try to improve on the second telling and so on.
WHICH PILE IS BIGGER, THIS ONE OR THAT ONE?

244
CYCLE 78

HOW MUCH IS IT?
WHICH IS CHEAPER?

M-1

75¢ a pound.
Rs. 26.50 a tin.
10¢ each.
Rs. 1.75 a measure.
Rs. 7.50 a packet.
Rs. 1.50 a pound.
A rupee a bottle.

M-2

Pork is cheaper than chicken.
Green beans are more expensive than brinjals.
Students should elicit the going prices of major foodstuffs from the instructor. If the class is conducted in the United States, dollars should be substituted for rupees. If the class is conducted in Sri Lanka, the C-phase of this cycle provides a good opportunity to visit shops which sell fruits, vegetables, spices and Sinhalese medicines. Many of the items sold in such shops will not be familiar to the learner. This is a chance to learn to identify them by shape, color and smell and perhaps to make a few purchases.

A. (කළාමූලී) නිල් ද?

B. (කළාමූලී) (යෙක්ක් නිපදී).

### ADDITIONAL VOCABULARY: FOODSTUFFS

A list of some of the foodstuffs marketed in Sri Lanka appears below. Names of foodstuffs in Sinhala are generally plural forms. All forms below are plurals unless otherwise noted.

#### 1. Vegetables (ආංකල උසිම)

<table>
<thead>
<tr>
<th>Sinhala</th>
<th>English</th>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>අශෝෂාන්‍ය</td>
<td>ash plantain</td>
<td>ආහිර</td>
<td>drumsticks</td>
</tr>
<tr>
<td>ගඹුම්‍ය</td>
<td>ash pumpkin</td>
<td>මැලු</td>
<td>jakfruit</td>
</tr>
<tr>
<td>කොළඹ කොඹු</td>
<td>beans</td>
<td>නිඩිමා</td>
<td>ladies' fingers</td>
</tr>
<tr>
<td>අංකල යුරුහා</td>
<td>bitter gourd</td>
<td>දීඩිය</td>
<td>leeks</td>
</tr>
<tr>
<td>මොතු</td>
<td>breadfruit</td>
<td>අෝකෝක</td>
<td>radish</td>
</tr>
<tr>
<td>භිලියලිය</td>
<td>brinjal (eggplant)</td>
<td>මොතුලියන්</td>
<td>snake gourd</td>
</tr>
<tr>
<td>මොතුලියන්</td>
<td>cabbage</td>
<td>අංකල යුරුහා</td>
<td>tomatoes</td>
</tr>
<tr>
<td>මොතුලියන්</td>
<td>carrots</td>
<td>අංකල යුරුහා</td>
<td>cucumber</td>
</tr>
</tbody>
</table>

#### 2. Yams (ංකල අංකල)

<table>
<thead>
<tr>
<th>Sinhala</th>
<th>English</th>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>කඹ කඹ</td>
<td>bombay onions</td>
<td>රාංකුරික අංකල</td>
<td>manioc</td>
</tr>
<tr>
<td>කඹ කඹ</td>
<td>dehiala</td>
<td>අංකල යුරුහා</td>
<td>potatoes</td>
</tr>
<tr>
<td>කඹ කඹ</td>
<td>garlic</td>
<td>අංකල යුරුහා</td>
<td>red onions</td>
</tr>
<tr>
<td>කඹ කඹ</td>
<td>innala</td>
<td>අංකල යුරුහා</td>
<td>sweet potatoes</td>
</tr>
<tr>
<td>කඹ කඹ</td>
<td>kiriala</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### General Conversation

#### 3. Cereals and pulses

<table>
<thead>
<tr>
<th>English</th>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>amu millet</td>
<td>අමු මිල්ලට</td>
<td>mineri</td>
</tr>
<tr>
<td>Bengal gram</td>
<td>බ්‍රීල්ඩ්</td>
<td>rice</td>
</tr>
<tr>
<td>green gram</td>
<td>මිල්ලේදිල්</td>
<td>thanahal</td>
</tr>
<tr>
<td>kurakkan</td>
<td>භිරාදිල්</td>
<td>wheat</td>
</tr>
<tr>
<td>millet</td>
<td>මිල්ලට</td>
<td>maize</td>
</tr>
</tbody>
</table>

#### 4. Fruits (%දෙංකීම් විෂ්ණු)

<table>
<thead>
<tr>
<th>English</th>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>apple</td>
<td>ගොංංජිල්</td>
<td>pineapple</td>
</tr>
<tr>
<td>avocado</td>
<td>අංගාන්තික</td>
<td>plantain</td>
</tr>
<tr>
<td>mango</td>
<td>මාංගලි</td>
<td>rambutan</td>
</tr>
<tr>
<td>orange</td>
<td>ගොංංජිල්</td>
<td>rose apple</td>
</tr>
<tr>
<td>papaya</td>
<td>පාපායක්</td>
<td>wood apple</td>
</tr>
</tbody>
</table>

#### 5. Spices and condiments (%ශ්‍රීය මුලු)  

<table>
<thead>
<tr>
<th>English</th>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>cardamom</td>
<td>මුලක්</td>
<td>mustard</td>
</tr>
<tr>
<td>cinnamon</td>
<td>කිහිපයක්</td>
<td>nutmeg</td>
</tr>
<tr>
<td>coriander</td>
<td>සාබිස්කයක්</td>
<td>pepper (black)</td>
</tr>
<tr>
<td>curry powder</td>
<td>අරපිටියක්</td>
<td>pepper (red)</td>
</tr>
<tr>
<td>ginger</td>
<td>මෙස්</td>
<td>saffron (tumeric)</td>
</tr>
<tr>
<td>lime</td>
<td>විෂ්ණු</td>
<td>salt</td>
</tr>
<tr>
<td>Maldivian fish</td>
<td>මාලිඩිවන මීයි</td>
<td>vinegar</td>
</tr>
</tbody>
</table>
6. Meats, fish and eggs

-beef
-soft liver
-chicken
-crab
-eggs

mutton
pork
prawns
seer fish

7. Dairy products

-buffalo milk
-butter
-cow milk

cheese
powdered milk
yoghurt

8. Ingredients for beverages, prepared beverages

-arrack
-beer
-coffee beans
-coffee powder

soda
tea leaves
toddy
wine

9. Prepared foods

-biscuit (cookie)
-bread
-bread, loaf of
-buns

jelly
kokis
oil cakes
pickle

jam
THE LAND AND THE PEOPLE: FARM AND HOME

CYCLE 79

WHAT DO YOU CALL THIS THING HERE?

M-1

For that you say winnowing basket.

For that you say charpoy.

For that you say pestle.

M-2

What do you call this thing here?

What do you call that thing over there.

C-1

Students should use the dwelling plans in the textbook to locate and name domestic articles.

A. නිහෙලියම පියළි පිහේලියම පිහවෙන?

B. නිහෙලියම සැදු නිහෙලියම පිහවෙන?

NOTES ON STRUCTURE: verbal adjective and verbal noun; location words.

1. නහේලියම, 'the thing being or located', is a verbal noun derived from නහේලියම, 'be'. It is made up of the present verbal adjective plus නහේ. Discussion appears in Sinhala Structures, section 2.19.

2. නහේලියම, 'this place', and නහේලියම, 'that place', belong to a location set which is discussed in Sinhala Structures, section 3.24.
KEY TO DWELLING PLAN AND AXONOMETRIC  [ () = plural]

a. Architectural elements and permanent fixtures.

1. ठिक (ठिक)          stoop
2. छोटा ठिक (छोटा)      half wall
3. छेद (छेद), छेदित (छेदित)  window
4. भक्षित (भक्षित)      broken rotary quern
5. गर्त (गर्त)            gutter
6. अर्धव (अर्धव)         corner post
7. गल (गल)              post
8. छैमा /छोटा (छेदित)  cross beam; king post
9. तल (तल)              top plate
10. धारे (धारे)          ridge pole
11. आग (आग)            hip rafter
12. हृद (हृद)            hearth
13. भाग (भाग)           salt stand
14. घुंघ (घुंघ)         saddle quern
15. घुंघ (घुंघ)         saddle quern
16. दर्पन (दर्पन)       stone to pound paddy
17. कृषि (कृषि)         rotary quern
18. राक (राक)           storage quern
19. राक (राक)           smoke shelf
20. लाल (लाल)          lamp shelf
21. जड़ (जड़)            line
22. वर्द (वर्द)          fence

b. Baskets and mats

1. बाँसी (बाँसी)    large type of rush basket
2. छोटी (छोटी)    smaller type of rush basket
3. बाँसी (बाँसी)    large flat rush basket
4. बाँसी (बाँसी)    smaller flat rush basket
5. खोरा (खोरा)    type of storage basket
6. बाँसी (बाँसी)    woven bag
7. बाँसी (बाँसी)    mat
8. बाँसी (बाँसी)    winnowing basket

C. Wood and wooden articles

1. बैमा (बैमा)     box
2. छाडी (छाडी)     mortar
3. घुंघ (घुंघ)     pestle
4. घुंघ (घुंघ)     pestle
5. जंजीर (जंजीर)   bench
6. खोरा (खोरा)    stool
7. बाँसी (बाँसी)   table
8. बाँसी (बाँसी)   bed, charpoy
9. बाँसी (बाँसी)   lumber
d. Articles made from shells, gourds and leaves

| 1. අභ්‍යන්තර කොට්ටල (කොට්ටල) | arecanut leaf           |
| 2. ජල්ලියිදා (සොය)       | basket made from arecanut leaf |
| 3. දැඳිමුරු කොට්ටල (කොට්ටල) | wrapping leaf            |
| 4. අභ්‍යන්තර මැසුර (මැසුර) | vessel made from gourd    |
| 5. දරුම කුරු (කුරු)   | half coconut shell         |
| 6. අභ්‍යන්තර මැසුර (මැසුර) | spoon made from coconut shell |
| 7. කොට්ටල (කොට්ටල)      | pot cradle                 |

e. Unglazed earthenware

| 1. කුමක (කුමක)         | pot used for cooking vegetables |
| 2. ජල්ලියිද කුමක (කුමක) | pot used for cooking rice      |
| 3. මූණිකා (මූණිකා)    | all purpose large pot         |
| 4. ජල්ලියිද කුමක (කුමක) | pot for separating stones from rice |

f. Metal articles

| 1. අභ්‍යන්තර කොට්ටල (කොට්ටල) | small brass vessel           |
| 2. ගොඩ ගම්මරිය (ගම්මරිය) | betel tray                   |
| 3. ජල්ලියිදා කුමක (කුමක) | griddle                      |
| 4. ජල්ලියිද කුමක (කුමක) | pot used for cooking rice    |
| 5. ජල්ලියිදා කුමක (කුමක) | pot for separating stones from rice |
| 6. කුමකාබිස් (කුමකාබිස්) | kettle                       |
| 7. ජල්ලියිදා (කුමකාබිස්) | lamp                         |
| 8. කුමකාබිස් (කුමකාබිස්) | teapot                       |
| 9. ජල්ලියිදා (කුමකාබිස්) | box                          |

g. Foodstuffs and medicines

| 1. මිට්ටිය | millet |
| 2. වි, වෑ | rice    |
| 3. ආමියි | maize   |
| 4. මිට්ටිය | chillies |
| 5. අක්කමු | arecanuts |
| 6. කැටුල් කාර්යා (කාර්යා) | kitul honey |
| 7. කැටුල් කාර්යා (කාර්යා) | mango seed |
| 8. මිට්ටිය | medicine |

h. Clothing

| 1. මාර්ගමලි කොට්ටල (කොට්ටල) | sarong |
| 2. කොට්ටලා (කොට්ටලා) | shirt |
| 3. කොට්ටලා (කොට්ටලා) | belt |
| 4. කොට්ටලා (කොට්ටලා) | chintz cloth |
| 5. කොට්ටලා (කොට්ටලා) | bra |
| 6. කොට්ටලා (කොට්ටලා) | blouse |
| 7. කොට්ටලා (කොට්ටලා) | cloth |

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### Miscellaneous

<table>
<thead>
<tr>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>මිළියෙ (රි)</td>
<td>hollow stick used as bellows</td>
</tr>
<tr>
<td>ලැතූ මා (ලැතූ)</td>
<td>firewood</td>
</tr>
<tr>
<td>භාවිත්වතා (කළොපි)</td>
<td>cup</td>
</tr>
<tr>
<td>විය (කූඩෙ)</td>
<td>plate</td>
</tr>
<tr>
<td>නිව (නිව)</td>
<td>tin can</td>
</tr>
<tr>
<td>සිතියෝ (සිතියෝ)</td>
<td>bottle</td>
</tr>
<tr>
<td>මුළුමත්ත මා (මුළුමත්ත)</td>
<td>suitcase</td>
</tr>
<tr>
<td>යිරීමැමු (කුළු)</td>
<td>gunny sack</td>
</tr>
<tr>
<td>වැරේ (වැරේ)</td>
<td>umbrella</td>
</tr>
<tr>
<td>මේරියු (රියු)</td>
<td>bag</td>
</tr>
<tr>
<td>මේරියු මුළුමත්ත (මුළුමත්ත)</td>
<td>box of matches</td>
</tr>
<tr>
<td>කොඹෙ (කනෑ)</td>
<td>scissors</td>
</tr>
<tr>
<td>දෙවූ (දෙවූ)</td>
<td>needle</td>
</tr>
<tr>
<td>මුලි (මුලි)</td>
<td>thread</td>
</tr>
<tr>
<td>මෙරියු මුළුමත්ත (මුළුමත්ත)</td>
<td>pillow</td>
</tr>
</tbody>
</table>
Architectural Drawing
THE LAND AND THE PEOPLE: FARM AND HOME

CYCLE 80

WHAT IS IT MADE OF?

M-1

The winnowing basket is made from cane.

Boxes are made from wood.

(Rice) pots are made from clay.

M-2

What are winnowing baskets made of?

What are (rice) pots made of?

C-1

Students should continue discussing the domestic articles in the dwelling plans.

A. (කෙසේ ආකාර) මගේ ප්‍රදේශයට අයත්වාදිකයින් නොපොළ?

B. (කෙසේ ආකාර) මගේ කාර්යාංශයේ (මිනිස්)?

NOTE ON STRUCTURE: review

If students find it necessary, they should review instrumental case forms and perfect forms of the verb in class or as homework.
THE LAND AND THE PEOPLE: FARM AND HOME

CYCLE 81

WHAT DO YOU USE A WINNOWING BASKET FOR?

M-1

It is used for winnowing paddy.

It is used for grinding millet.

It is used for cooking rice.

It is used for storing water.

M-2

For sowing paddy we use a big basket made from cane. You call that a sowing basket.

For storing paddy we use the biggest baskets made from rush.

Some people use rice bins for storing paddy.

For keeping water those people use the water vessel.

For grinding millet those people use a rotary quern.

M-3

What do you use the (rice) pot for?

What do you use a winnowing basket for?

M-4

What do you use for plowing?

What do you use for grinding millet?
C-1

Students should ask and answer questions pertaining to household or farm articles using the formulas given above.

A. (මහා) දිවිම් මහාවේදය වියදද?

B. (මහා) (දිවිම්) (මහාවේදය) දිවිම් මහාවේදය.
THE LAND AND THE PEOPLE: FARM AND HOME

CYCLE 82

WHAT ARE THE VARIOUS THINGS USED TO STORE PADDY?

M-1

Plows and tractors are used to plow fields.

Buckets and water vessels are used to keep water.

Rice bins and baskets are used to store paddy.

Aluminum pots and earthenware pots are used to cook rice.

M-2

What are the various things used to store paddy?

plow fields?

sew clothes?

boil water?

bathe babies?

brush teeth?

cook rice?

make tea?

cut paddy?

measure rice?

prepare a betel chew?

make milk rice?
C-1

Using the formulas given above, discuss the tools used to carry out various household and farm tasks.

A. (ක්‍රියාකාරක) විද්‍යාවේ කාලීන වන්නේ අලිවන් ද?

B. (ක්‍රියාකාරක) පූජී අවශ්‍ය කාලීන නැහැදිලි.
THE LAND AND THE PEOPLE: FARM AND HOME

CYCLE 83

MAKING SUBSTITUTIONS

M-1

…..

…..

…..

…..

…..

If the rice is low....

If money is scarce....

If money is insufficient....

If money is sufficient....

If people like....

M-2

Some people eat rice instead of bread.

Some people eat millet instead of rice.

They eat maize instead of rice.

They use hakuru instead of sugar.

Instead of earthenware pots, they use aluminum ones.

Instead of lamps, they use lanterns.

M-3

They eat rice once a day.

They eat rice twice a day.

They eat at least once a day.

They eat Maldive fish every day.
M-4

Does everybody in Sri Lanka eat rice?

Does everybody eat Maldive fish?

M-5

If people don't eat rice, what do they eat instead of it?

If people don't use lanterns, what do they use instead of them?

C-1

Students should use the formulas, vocabulary and general information presented in the M-phases to ask questions of the instructor about differences in dietary habits and in the uses of domestic articles and agricultural tools.

A. Does everybody in Sri Lanka eat rice?

B. What do they eat instead of rice?
THE LAND AND THE PEOPLE: FARM AND HOME

CYCLE 84

MAKING OBSERVATIONS AND GETTING EXPLANATIONS

M-1

Apparently some people have rice bins in their houses.

It seems that other people don't have rice bins.

Can you explain to me why some people have rice bins and other people don't?

Some people keep their rice in rice bins, it seems.

It seems that other people sell it to the government.

Can you explain to me why some people keep the rice in bins and other people sell it to the government?

Some people sell the rice to the cooperative.

Other people sell it to a merchant.

Can you explain to me why some people sell the rice to the cooperative and other people sell it to a merchant?
Some people pound rice by hand, it seems.

Some people take the rice to the mill, it seems.

Can you explain to me why some people pound rice by hand and other people take it to the mill?

NOTE TO THE STUDENT AFTER M-1

The vocabulary and information in M-1 touch indirectly on matters of rural credit. Students who have an interest in this topic may wish to explore other aspects of it and elicit the necessary vocabulary from the instructor. Others may wish to confine themselves to the vocabulary and information which has appeared in the preceding cycles.

The purpose of this cycle is to illustrate one way of posing questions which require the listener to make certain inferences. First, the observations of the speaker are laid out in as much detail as the situation requires. Then, the observations are reframed as a question.
General Conversation  SINGHALA

CYCLE 85
WHERE IS RICE SOWN?

M-1

They sow rice in paddy lands.

They cultivate rice in paddy lands.

They grow kurakkan millet and corn in lands called chenas.

They also grow chillies, mustard and cowpeas in chenas.

They grow jak in kitchen gardens.

They grow tea in the Upcountry on tea estates.

M-2

In the villages of Sri Lanka, where is rice sown?

On what lands?

In what places?

In what areas (of the country)?

C-1

The instructor should draw a simple map of a village area showing the various cultivation areas. (The Survey Department also has small-scale maps of villages which could be used for this purpose.) Then the instructor should describe where crops of various kinds are usually grown in village areas. When a few major crops have been described in this manner, students should refer to the list of foodstuffs on pages 247 and 248 and ask about the cultivation of other crops which interest them.

A. කොළඹි පිටපිට දියණෝ ප්‍රිමිතම ම අවත?

B. දියණෝ ප්‍රිමිතම ම අවත.
PREPARING THE TERRACES

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PADDY CULTIVATION

PART A

The material on the following pages is preliminary to a number of texts on the cultivation of paddy. These drills should be practised, individually and chorally, until students themselves can repeat them correctly and without hesitation. The texts should be memorized.

1. අමා අමුණක් නීරම.
Look into a good day.

ගැසෙම අමුණක් නීරම.
Look into an auspicious day.

දොළ අමුණක් නීරම නීරම.
Look into a good, auspicious day.

දොළ අමුණක නීරම
Having looked into a good day,

ගැසෙම අමුණක නීරම
Having looked into an auspicious day,

දොළ අමුණක් නීරම නීරම
Having looked into a good, auspicious day,

2. සොහො රාජික් නීරම.
Send the water into the field.

සොහො රාජික් නීරම
Send the water into the fields.

විස් රාජික් නීරම නීරම.
Send the water into the upper fields.

විස් රාජික් නීරම
Send the water into the lower fields.

3. අමා අමුණක් නීරම සොහො රාජික් නීරම.
Look into an auspicious day and send the water into the fields.

4. කොටස්වේ ආලේප.
Fix up the bunds.

කොටස්වේ කොටස් ආලේප.
Fix up the bunds well.
PADDY CULTIVATION

5. පිළිබඳ ගැමියානෙන

ජුන්ජුන් ගැමියානෙන
Before sending
Before sending the water
Before sending the water into the field.
Before sending the water into the fields.
Before sending the water into the upper fields.
Before sending the water into the lower fields.
Before looking into an auspicious day.
Before fixing up the bunds.
Before fixing up the bunds well.

6. පිළිබඳ ගැමියානෙන

Before sending the water into the field, fix up the bunds.
Before sending the water into the field, fix up the bunds well.
Before sending the water into the field, look into a good day.
Before sending the water into the field, look into an auspicious day.
Before sending the water into the field, look into a good, auspicious day.
General Conversation  SINHALA

PADDY CULTIVATION

7. රී මහා පුර්ව පෙරී රියත.  After that, let the water into the field.
    රී මහා පුර්ව පෙරී රියත.
    රී මහා පුර්ව පෙරී රියත.
    රී මහා පුර්ව පෙරී රියත.
    රී මහා පුර්ව පෙරී රියත.

8. රි නිල්ල පෙරී නායි.  This water comes from an oya.
    රි නිල්ල පෙරී නායි.  This water comes from the oya.
    රි නිල්ල පෙරී නායි.  This water comes from a river.
    රි නිල්ල පෙරී නායි.  This water comes from the river.
    රි නිල්ල පෙරී නායි ශ්‍රින්ථා නායි.  This water comes from the Mahaveli Ganga.
    රි නිල්ල පෙරී නායි ශ්‍රීමත් නායි.  This water comes from a tank.
    රි නිල්ල පෙරී නායි ශ්‍රීමත් නායි.  This water comes from the tank.
    රි නිල්ල පෙරී නායි ශ්‍රීමත් නායි ශ්‍රින්ථා නායි.  This water comes from a tank or a river.
    රි නිල්ල පෙරී නායි ශ්‍රීමත් නායි ශ්‍රින්ථා නායි.  This water comes from a river or an oya.
    රි නිල්ල පෙරී නායි ශ්‍රීමත් නායි ශ්‍රින්ථා නායි.  This water comes from an oya or a tank.
    රි නිල්ල පෙරී නායි ශ්‍රීමත් නායි ශ්‍රීමත් නායි ශ්‍රින්ථා නායි.  This water comes from a river, an oya, or a tank.
PADDY CULTIVATION

9. After the water has been in the field a week,

After the water has been in the field for about two weeks,

10. Begin to plow.

They begin to plow.

Men working in paddy with water buffalos
PADDY CULTIVATION

TEXT I

GETTING THE FIELD READY FOR PLOWING

Before sending the water into the fields, they fix up the bunds well.

After that, they send the water into the fields.

This water comes from an oya, from a tank, or from a river.

When the water has been in the fields for about two weeks, they begin to plow.

NOTE TO THE STUDENT AND TO THE INSTRUCTOR:

This text (Text I) and the one which follows (Text II) should be practiced in class until students can repeat them with a fair degree of fluency and accuracy. Then books should be closed, and the instructor should provide an impromptu version of the information which has appeared. When the instructor has finished, students should give their own versions.
PADDY CULTIVATION

TEXT II

GETTING THE FIELD READY FOR PLOWING

Having looked into a good, auspicious day,

Send the water into the field.

Before sending the water into the field, fix up the bunds well.

This water comes from an oya, from a river or from a tank.

When the water has been in the field for about two weeks, begin to plow.

VOCABULARY EXPANSION: QUESTIONS AND ANSWERS ABOUT THE TEXTS

The following questions and answers about the texts involve structures which are familiar and some new vocabulary. They should be practiced in class and then used to expand the discussion on paddy cultivation.

What do you do first?

What do you do next?

What do you do next?
PART B

PADDY CULTIVATION

1. ගෝංගමේ නේලි.  
The plow with a plow.

ජලමේ නේලි.  
They plow with a tractor.

විස්තර ගෝංගමේ නේලි.  
They plow with a buffalo drawn plow.

කරුණාකර නේලි.  
They muddy with buffaloes.

රෝගගැලීමේ නේලි.  
They dig with a mamoty.

2. ගෝංගමේ නේලි යනු ගෝංගමේ නේලියේ සිටමේ.  
If it is a big field, they plow with a tractor.

ජලමේ නේලි යනු ගෝංගමේ නේලියේ සිටමේ.  
Or, they plow with a plow.

විස්තර ගෝංගමේ නේලි යනු ගෝංගමේ නේලියේ සිටමේ.  
If it is a small field, they dig with a mamoty.

ජලමේ නේලි යනු ගෝංගමේ නේලියේ සිටමේ.  
If the fields are big, they plow with tractors.

රෝග ශ්‍රීජ යනු ගෝංගමේ නේලියේ සිටමේ.  
If the fields are big, they plow with plows.

3. ගෝංගමේද නේලි.
After having plowed,

ළඟක්කා නේලි.  
After having fixed the bunds,

ගෙම්පත  නේලි.  
After having leveled,

පුෂ්ප නේලි.  
After having leveled the fields,

දේශඥකතිත් නේලි.  
After having leveled the fields, with a leveling board,

පුෂ්ප නේලි.  
After having smoothed the fields,

උප නේලි.  
After having put on fertilizer,
FIRST FLOWING
PADDY CULTIVATION

4. අමුත් උහු. They plow the fields.
 අමුත් විශේෂීන්. They level the fields.
 සාර්ථක උහු විශේෂීන්. They level the fields with leveling boards.
 අමුත් විශේෂීන්. They put on green manures.
 විශේෂීන් විශේෂීන්. They put on chemical fertilizer.
 අමුත් විශේෂීන්. They put on rice huskings.

5. මෙහෙයින් කුඹුරු ඇතිමා. Now the field is ready for broadcasting paddy.
 මෙහෙයින් අභ්‍යරාත්මා ඇතිමා. Now the field is ready for sowing.
 මෙහෙයින් අභ්‍යරාත්මා ඇතිමා. Now the field is ready for leveling.
 මෙහෙයින් කුඹුරු ඇතිමා. Now the field is ready for plowing.
PADDY CULTIVATION

TEXT III

PLOWING AND GRADING THE FIELD FOR SOWING - 1

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If the fields are big, they plow with tractors.

Otherwise, they plow with plows.

If the fields are small, they dig with mamoties.

Having finished the plowing, they level.

They level with a leveling board.

Some people use the hand-held leveler instead.

Next, they put on fertilizer.

Mostly, they put on rice huskings and green manure.

Some people put on fertilizer before plowing.

Now the field is ready for broadcasting the vii.

NOTE TO THE STUDENT AND TO THE INSTRUCTOR:

The material in this text and in all those which follow should be treated in the following way. First, the sentences should be practiced in class until students are sure of their meanings and can repeat them with a fair degree of fluency and accuracy. Then the texts should be read through slowly and carefully by the instructor so that students can get a sense of the sequence of the actions. Then students should interview the instructor, taking him or her through a particular cultivation process stage by stage, i.e., '(When you plow) what do you do first? What do you do next?' and so on. When the information has been gathered in this manner, each student should be able to give a complete version.
PADDY CULTIVATION

TEXT IV

PLOWING AND GRADING THE FIELD FOR SOWING - 2

If the field is a big one, they plow with a tractor.

Otherwise, they plow with plows.

Some people dig with mamoties.

Having finished the plowing, they level to collect the rocks and such in the field.

They use a leveling board.

Having leveled,

They put on fertilizer.

Mostly, they put on green manure and rice huskings.

Some people put on chemical fertilizer.

Now the field is ready for broadcasting the vii.
TRANSPLANTING SEEDLINGS
PADDY CULTIVATION
TEXT V
TENDING THE CROP - 1

Before broadcasting the paddy,
Having put them to soak,
Let (them) be a few days.
The paddy seeds will sprout.
Now, sow this seed itself in
the field.
In some areas, when this rice
grows,
(They) uproot and transplant.
At the time of the small rice
plants: (i.e. when the rice plants
are small)
There should be a lot of water.
When the rice plants get to a
height of about two feet,
Take out the weeds.
Or spray weedicide.
If there are insects in the paddy,
You need to spray insecticide.
PADDY CULTIVATION
TEXT VI

HARVESTING THE CROP

When the paddy gets ripe,
You need to cut it.

You do this, having collected
a few people.

Having taken sickles,
Go from one side of the field
to the other cutting.

After cutting, collect the paddy
and tie it into bundles.

Take these bundles of tied paddy
to the threshing floor.

Men with hand sickles cutting rice
(above and opposite) CUTTING THE RIPENED PADDY
PADDY CULTIVATION

TEXT VII

THRESHING

First, take the paddy to the threshing floor.

Next, stack the paddy in the center of the threshing floor.
General Conversation

SINHALA

Next, break the stack (having broken the stack)
And spread the stalks on the threshing floor.
Now, drive the buffaloes round, and trample the stalks.
When the buffaloes are threshing (trampling) the stalks,
Having taken a threshing tool,
Shake them up.
This is how you separate the straw from the unhusked rice.
Next, winnow the unhusked rice.
Having winnowed the unhusked rice, put it into gunny sacks.
Having put it into gunny sacks, take it to the house.
When you are working at the threshing floor, don't say the word 'unhusked rice.'
Say baeta instead.

NOTE ON STRUCTURE: vocabulary

The vocabulary pertaining to the cultivation of paddy constitutes an extensive technical lexicon, and only a portion of it has been presented here. In addition many of the terms pertaining to tasks that everyone everywhere performs vary from region to region. Moreover, paddy cultivation is conducted in a variety of ecological niches, under various systems of land tenure and with various types of labor organization. These variations necessarily expand the list of words necessary to deal with this topic completely and accurately. When Europeans first came to Sri Lanka and began to study paddy cultivation practices, they noted that this lexicon was further expanded by a 'secret' language used at the time of harvest. However extensive this specialized vocabulary may have been at one time, it is now confined to a few words such as  අළි above.
BAGGING UNHUSKED RICE AT THE THRESHING FLOOR
PADDY CULTIVATION
SUMMARY VOCABULARY

Words marked with * are supplementary to those which appear in the preceding texts. () = plural or past.

1. Cultivation tools

- අහේ සෙල්ලි (සුන්) harrowing board (leveling board)
- අහේලි (සුන්) mamoty
- අලු (සුන්) plow

- අලුලි (සුන්) sickle
- අලූරි (සුන්) threshing tool
- අලූරි (සුන්) tractor

2. Cultivation processes

- කරුණි (කොරුණි) dig
- කරුණි (කොරුණි) grow (cultivate)
- කරුණි (කොරුණි) grow (sprout)
- කරුණි (කොරුණි) harrow, level
- කරුණි (කොරුණි) muddy
- කරුණි (කොරුණි) plant
- කරුණි (කොරුණි) plow
- කරුණි (කොරුණි) ripen

- කරුණි (කොරුණි) separate
- කරුණි (කොරුණි) shake
- කරුණි (කොරුණි) smooth
- කරුණි (කොරුණි) sow
- කරුණි (කොරුණි) spread
- කරුණි (කොරුණි) spray
- කරුණි (කොරුණි) stack
- කරුණි (කොරුණි) thresh
- කරුණි (කොරුණි) uproot
- කරුණි (කොරුණි) winnow

3. Words for paddy at various stages of cultivation and processing.

*අභාභි (බි) young paddy  මෙ (pl.) unhusked rice
*අභාභි (බි) ripened plant  මෙ (pl.) husked rice
*අභාභි (බි) paddy ear  මෙ (pl.) cooked rice

Note: In addition to these words there are about eight named stages of growth distinguished by cultivators. The precise terms vary somewhat from region to region.
A TANK IN THE DRY ZONE
### PADDY CULTIVATION
#### SUMMARY VOCABULARY

### 4. Topical features

<table>
<thead>
<tr>
<th>Sinhala (සිංහල)</th>
<th>English</th>
<th>Sinhala (සිංහල)</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>කොළඹ (කොළඹ)</td>
<td>brook</td>
<td>කොළඹ (කොළඹ)</td>
<td>tank</td>
</tr>
<tr>
<td>කොළඹ (කොළඹ)</td>
<td>bund</td>
<td>* කොඹෙ (කොඹෙ)</td>
<td>terrace</td>
</tr>
<tr>
<td>මූඩි පුර්ගී (මූඩි පුර්ගී)</td>
<td>field</td>
<td>පුර්ගී (පුර්ගී)</td>
<td>threshing</td>
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<tr>
<td>ශ්‍ර (ක්)</td>
<td>river</td>
<td></td>
<td>floor</td>
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</tbody>
</table>

### 5. Miscellaneous

<table>
<thead>
<tr>
<th>Sinhala (සිංහල)</th>
<th>English</th>
<th>Sinhala (සිංහල)</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>මුෂු (මුෂු)</td>
<td>bundle</td>
<td>මුෂු (මුෂු)</td>
<td>insecticide</td>
</tr>
<tr>
<td>මුෂු</td>
<td>fertilizer</td>
<td>මුෂු</td>
<td>rice huskings</td>
</tr>
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<td>fertilizer,</td>
<td>මුෂු</td>
<td>straw</td>
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<td>weedicide</td>
</tr>
<tr>
<td>මුෂු (මුෂු)</td>
<td>insect</td>
<td>මුෂු</td>
<td>weeds</td>
</tr>
</tbody>
</table>
PADDY CULTIVATION

SUMMARY EXERCISE -- FINDING OUT ABOUT SOMETHING NEW

On the opposite page there is a picture of an activity associated with harvesting which has not been previously described in the lessons. Students should use the Sinhala they have learned to interview the instructor about the picture. What are these two people doing? What do they have in their hands? What is that machine on the left hand side? What do they use it for? Do all cultivators in Sri Lanka have such machines? If they don't, what do they use instead?
TRAVELING BY RAIL AND AIR

CYCLE 86

AT WHAT TIME DOES THE PLANE GOING TO MADRAS LEAVE?

M-1

The plane going to Madras leaves at 3:30 in the afternoon.

The plane going to Colombo leaves at 11:35.

M-2

At what time does the plane going to Madras leave Colombo?

At what time does the plane going to Jaffna leave Colombo?

C-1

Students should use the formulas given above to discuss the information given on the air timetable below.

A. නිවැසකෝලු මේ මෙරට කාලය කිලොමෙටර් අත්?

B. මඟිස් පුවත් අත්.
TRAVELING BY RAIL AND AIR

INTERNATIONAL, REGIONAL AND DOMESTIC AIR SERVICES

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TRAVELING BY RAIL AND AIR

CYCLE 87

AT WHAT TIME DOES THE KANDY BOUND TRAIN LEAVE?

M-1

Matale bound train leaves at 8:15.
The Fort bound train leaves at 5:18.
The train from Kandy reaches the Fort in the evening.

M-2

At what time does the Kandy bound train leave?
At what time does the train from Kandy reach the Fort?

C-1

Discuss the information given on the railway timetables below, using the formulas given above.

A. (වහනී) ව වමිනිනේ වැටි යමන්න වැටි?
B. (වහනී) ව වමිනිනේ වැටි යමන්න මැද?

NOTES ON STRUCTURE: 'depart' and 'arrive'; the verbal adjective.

1. The following verbs appear above:

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Present Form</th>
<th>Past Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>depart</td>
<td>එලේන්නේනි</td>
<td>එලේන්නේනි</td>
</tr>
<tr>
<td>arrive</td>
<td>එහොත්තියේනි</td>
<td>එහොත්තියේනි</td>
</tr>
</tbody>
</table>

2. එලේන්නේ, 'going', and එහොත්තියේ, 'coming', above are present verbal adjective forms. See Sinhala Structures, section 2.3.
### General Conversation

#### SINEHALA

#### Cycle 87

---

#### TRAIN SCHEDULE

**MATALE LINE—BETWEEN MATALE, KANDY AND COLOMBO FORT**

<table>
<thead>
<tr>
<th>UP TRAINS</th>
<th>DOWN TRAINS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Loc.</strong></td>
<td><strong>Nos. Class</strong></td>
</tr>
<tr>
<td><strong>Colombo Fort</strong></td>
<td>d. 20 15</td>
</tr>
<tr>
<td><strong>Maradana</strong></td>
<td>d. 20 40</td>
</tr>
<tr>
<td><strong>Ragama Jc.</strong></td>
<td>d. 21 7</td>
</tr>
<tr>
<td><strong>Polgalawela Jc.</strong></td>
<td>d. 21 55</td>
</tr>
<tr>
<td><strong>Peradeniya Jc.</strong></td>
<td>a. 23 24</td>
</tr>
<tr>
<td><strong>Kandy</strong></td>
<td>d. 23 55</td>
</tr>
<tr>
<td><strong>Mahawella</strong></td>
<td>a. 53 53</td>
</tr>
<tr>
<td><strong>Katugastota</strong></td>
<td>d. 5 10 6 12</td>
</tr>
<tr>
<td><strong>Uda Talawinna</strong></td>
<td>d. 5 18</td>
</tr>
<tr>
<td><strong>Wattegama</strong></td>
<td>d. 5 45</td>
</tr>
<tr>
<td><strong>Ukuwela</strong></td>
<td>d. 6 12</td>
</tr>
<tr>
<td><strong>Matale</strong></td>
<td>d. 6 30</td>
</tr>
</tbody>
</table>

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### TRAIN SCHEDULE: THE UDARATA MENIKE

<table>
<thead>
<tr>
<th>Time (ST)</th>
<th>Rural train station</th>
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<table>
<thead>
<tr>
<th>Time</th>
<th>Destinations</th>
<th>Source</th>
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<tbody>
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<td>19:15</td>
<td>...</td>
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</tr>
</tbody>
</table>

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TRAVELING BY RAIL AND AIR

CYCLE 88

WHAT TIME DOES THE 8:00 TRAIN GET INTO THE FORT?

M-1

The departure time is 8:00.
The departure time is 9:00.
The departure time is 8:15.
The departure time is 7:30.

M-2

The arrival time is 9:00.
The arrival time is 1:30.
The arrival time is 2:30.

M-2

When is the departure time?
When is the arrival time?

At what time does the 8:00 train get into Fort?

C-1

Continue to talk about the rail and air timetables included in the text.

A. ( kullanılacak olan ve yola çekilecek saat kaçtır?)

B. (yonetsel)

NOTE ON STRUCTURE: the verbal adjective

arriving, and departing, are present verbal adjectives. This form of the verb is discussed in Sinhala Structures, section 2.3.
TRAVELING BY RAIL AND AIR

CYCLE 89
HOW LONG DOES IT TAKE WHEN GOING TO COLOMBO?

M-1

It takes (goes) three hours.
It takes (goes) two hours.
It takes (goes) two hours and a half.

M-2

If you leave at 6:30, it takes one hour.
If you leave at 12:10, it takes an hour and five minutes.
If you leave at 11:45, it takes an hour and forty-five minutes.

M-3

How long does it take when going from Colombo to Kandy?
How long does it take when going from Jaffna to Colombo?

C-1

Continue to talk about the rail and air timetables which are included in the text.

A. (කොළඹ ඔහු) ඔහු (කොළඹ) ඔහු කොළඹ ඔහු කොළඹ?
B. (හොඳ ඔහු) ඔහු.

NOTE ON STRUCTURE: review

The conditional form of the verb appears above. Review Sinhala Structures, section 2.9.
TRAVELING BY RAIL AND AIR

CYCLE 90

WHAT MEALS ARE AVAILABLE IN THE RESTAURANT CAR?

M-1

 помешь люти করে রেল ভুলানি।

 You can get lunch, sir.

 помешь করে রেল ভুলানি।

 You can get tea, sir.

 помешь তোর বিশেষ বিশেষ এসে রেল, শিক্ষা রেল, শিক্ষা, রেল, শিক্ষা ভুলানি।

 For breakfast you can get two slices of bacon, two eggs, bread and tea, sir.

M-2

 মানুষের তোর বিশেষ বিশেষ এসে রেল ভুলানি কি?

 What meals can I get in the restaurant car?

 তোর বিশেষ বিশেষ এসে রেল ভুলানি কি?

 What can I get for breakfast?

 মানুষের তোর বিশেষ বিশেষ এসে রেল ভুলানি কি?

 Can I get breakfast in the restaurant car?

C-1

Below is the schedule of meals or tariffs according to the Ceylon Government Railway. Discuss the information given below using the formulas learned in the M-phase.

A. তোর বিশেষ বিশেষ এসে ভুলানি কি?

B. তোর বিশেষ বিশেষ এসে ভুলানি, শিক্ষা ভুলানি, শিক্ষা, শিক্ষা, ভুলানি।
TRAVELING BY RAIL AND AIR

MEAL SERVICE IN RESTAURANT CARS (according to the Ceylon Government Railway Timetable).

**Early Tea**

- Two eggs
- Bread (butter)
- Tea

<table>
<thead>
<tr>
<th>Items</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.25</td>
</tr>
</tbody>
</table>

**Breakfast**

- Two slices bacon
- Two eggs
- Bread (butter)
- Tea, coffee

<table>
<thead>
<tr>
<th>Items</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.50</td>
</tr>
</tbody>
</table>

**Lunch**

- Soup
- Fish
- One hot dish
- Two vegetables
- OR
- Pickles/salad
- Bread (butter)
- Pudding
- Coffee, tea

<table>
<thead>
<tr>
<th>Items</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.00</td>
</tr>
</tbody>
</table>
TRAVELING BY RAIL AND AIR

MEAL SERVICE IN RESTAURANT CARS (according to Ceylon Government Railway Timetable) continued.

<table>
<thead>
<tr>
<th>Meal</th>
<th>Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rice and Curry</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vegetarian</td>
<td></td>
<td>1.25</td>
</tr>
<tr>
<td>Non-vegetarian</td>
<td></td>
<td>1.50</td>
</tr>
<tr>
<td><strong>Afternoon Tea</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bread (butter)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pot of tea</td>
<td></td>
<td>0.75</td>
</tr>
<tr>
<td><strong>Dinner</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soup</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vegetables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Serving of Pudding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coffee</td>
<td></td>
<td>3.50</td>
</tr>
<tr>
<td><strong>Spirits and Ales</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glass of Whiskey</td>
<td></td>
<td>4.30</td>
</tr>
<tr>
<td>Glass of Brandy</td>
<td></td>
<td>4.30</td>
</tr>
<tr>
<td>Glass of English Gin</td>
<td></td>
<td>4.30</td>
</tr>
<tr>
<td>Glass of Port Wine</td>
<td></td>
<td>2.30</td>
</tr>
<tr>
<td>Bottle of English Beer</td>
<td></td>
<td>6.60</td>
</tr>
<tr>
<td>Pint of English Beer</td>
<td></td>
<td>3.50</td>
</tr>
<tr>
<td>Pint of English Stout</td>
<td></td>
<td>3.90</td>
</tr>
</tbody>
</table>
JAFFNA

A LITTLE TAMIL FOR THE SINHALA LEARNER

Greetings.

How are you?

Fine.

Do you understand Sinhala?

I do not understand Tamil.
The glossary on the following pages summarizes most of the content words which have appeared in this book. English borrowings as class C nouns, however, have not been included since all forms are predictable from the direct singular and the meanings in any case are transparent. Basic present and past forms are given for verbs. For nouns the direct singular and direct plural forms are generally given together with the class of the noun. This information will permit the student to predict all other forms. Past forms of verbs and plural forms of nouns are enclosed in (). Numerals are cited in their direct indefinite forms with the stem form on which complex numerals are built enclosed in (). For certain entries, notably demonstratives, interrogatives and numerals there are citations to Sinhala Structures where further detail appears. For some entries certain forms are lacking in Sinhala or rarely used. For example, many of the terms for foods or food classes (meat, eggplant, millet) are plurals and there is no corresponding singular. In these cases the entry form is a plural and distinguished with the following notation: n. pl.

Entries are alphabetized according to the Sinhala system. Vowels appear before consonants and consonants are grouped according to point and manner of articulation. In this glossary nasalized consonants immediately follow the corresponding non-nasalized consonant i.e., ꝝ follows ꝝ, rather than the corresponding nasal, i.e, ꝝ. The latter convention has been adopted by Carter (1936). Otherwise the system here follows Carter 1936, a work which should be consulted for full details on the order of symbols.

In most standard language courses a glossary surveys the complete vocabulary which has been learned or taught. If the format incorporates a microwave component however, the students and the instructor play a role in determining course content, and it is not possible to anticipate which portions of the lexicon will be single out for emphasis. It is therefore important that the student keep a personal record of words which have been requested in class for ready reference and review.
SINHALA -- ENGLISH*

letter (n., B)
elder sister (n., A)
August (n., D)
Tuesday (n., E)
pickle (n., B)
print, publish (v.)
eight (ss. 6)
foot (n., B)
less (a.)
reduce, decrease (v.)
be reduced, decreased (v.)
that place yonder (ss. 3)
hand (n., E)
today (n., E)
education (n., D)
other, another (a.)
Anuradhapura (n., D)
ninety (ss. 6)
last (a.)
pineapple (n. pl.) singular: பியானோள் தாவர வீட்டு ஆம்
April (n., D)
mustard (n. pl.)
mango (n. pl.)
mango fruit (n., B)
grind (v.)
difficult (a)
amu millet (n. pl.)
American Embassy (n., D)
America (n., B)
mother (n., A)
people (n., A)
belongs to
elder brother (n., A)
that yonder (a., prn.) (ss. 3)
that one yonder (inanimate prn.) (ss. 3)
arrack (n. pl.)
bring (v.)
take (v.)
those people yonder (animate prn.) (ss. 3)
yonder (ss. 3)
open; let (v.)
potatoes (n.pl.)
yams (n. pl.)
ash plantain (n., B)
ash pumpkin (n., pl.)
new (a.)

* The notation ss throughout = Sinhala Structures.
<table>
<thead>
<tr>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>විසිදුම් (කළඹය)</td>
<td>year (n., B)</td>
</tr>
<tr>
<td>නැටුව (කළබු)</td>
<td>eighty (ss. 6)</td>
</tr>
<tr>
<td>නැටුවේ මහලි (කළබේමහලි)</td>
<td>arrange, tidy up (v.)</td>
</tr>
<tr>
<td>නැටුවේසෑම්පාහා (කළබේසෑම්පාහා)</td>
<td>harvest (n., B)</td>
</tr>
<tr>
<td>නැටුවේසෑම්පාහා (කළබේසෑම්පාහා)</td>
<td>ask, listen (v.)</td>
</tr>
<tr>
<td>නැටුවේසෑම්පාහා (කළබේසෑම්පාහා)</td>
<td>airplane (n., B) also පෙරළමහෝ</td>
</tr>
<tr>
<td>පාං (පාං)</td>
<td>religion (n., B)</td>
</tr>
<tr>
<td>පාං (පාං)</td>
<td>grandmother (n., A)</td>
</tr>
<tr>
<td>පාං (පාං)</td>
<td>government (n., B)</td>
</tr>
<tr>
<td>පාං (පාං)</td>
<td>revenue (n., B)</td>
</tr>
<tr>
<td>පාං</td>
<td>back</td>
</tr>
<tr>
<td>පාං මැං (මොම)</td>
<td>go back (v.)</td>
</tr>
<tr>
<td>පාං</td>
<td>other, additional</td>
</tr>
<tr>
<td>ප්‍රේදාරයන්නා</td>
<td>greetings</td>
</tr>
<tr>
<td>ප්‍රේදාරයන්නා</td>
<td>again</td>
</tr>
<tr>
<td>ප්‍රේදාරයන්නා</td>
<td>news (n. pl.)</td>
</tr>
<tr>
<td>ප්‍රේදාරයන්නා</td>
<td>economic</td>
</tr>
<tr>
<td>ප්‍රේදාරයන්නා</td>
<td>economics, the study of</td>
</tr>
<tr>
<td>ප්‍රේදාරයන්නා (ප්‍රේදාරයන්නා)</td>
<td>food (n., D).</td>
</tr>
<tr>
<td>පිං (පිං)</td>
<td>body</td>
</tr>
<tr>
<td>පිං/ාරු (ාරු)</td>
<td>seed / (n., D)</td>
</tr>
<tr>
<td>පිං</td>
<td>enough</td>
</tr>
<tr>
<td>පිං/ාරුව කරා (කරා)</td>
<td>enter (v.)</td>
</tr>
<tr>
<td>පිං</td>
<td>truth (n., B)</td>
</tr>
<tr>
<td>පිං (පිං)</td>
<td>bed, charpoy (n., B)</td>
</tr>
<tr>
<td>පිං (පිං)</td>
<td>wear (of clothes) (v.)</td>
</tr>
<tr>
<td>පිං (ලියෙසෙ)</td>
<td>piece of clothing (n., B)</td>
</tr>
<tr>
<td>පිං (ලියෙසෙ)</td>
<td>apples (n. pl.)</td>
</tr>
<tr>
<td>පිං (ලියෙසෙ)</td>
<td>why</td>
</tr>
<tr>
<td>පිං (ලියෙසෙ)</td>
<td>cold, chilled (as with water)</td>
</tr>
<tr>
<td>පිං (ලියෙසෙ)</td>
<td>walk, stroll (v.)</td>
</tr>
<tr>
<td>පිං (ලියෙසෙ)</td>
<td>June-July</td>
</tr>
<tr>
<td>පිං (ලියෙසෙ)</td>
<td>listen to (v)</td>
</tr>
<tr>
<td>කොටසි</td>
<td>English (n., B and a.)</td>
</tr>
<tr>
<td>කොටසි</td>
<td>study, learn (v.)</td>
</tr>
<tr>
<td>කොටසි</td>
<td>ginger (n. pl.)</td>
</tr>
<tr>
<td>කොටසි</td>
<td>piece of land (n., B)</td>
</tr>
<tr>
<td>කොටසි</td>
<td>so, thus</td>
</tr>
<tr>
<td>කොටසි</td>
<td>sit down (v.)</td>
</tr>
<tr>
<td>කොටසි</td>
<td>from</td>
</tr>
<tr>
<td>කොටසි</td>
<td>sometimes, now and then</td>
</tr>
<tr>
<td>කොටසි</td>
<td>needle (n., B)</td>
</tr>
<tr>
<td>කොටසි</td>
<td>India (n., B)</td>
</tr>
<tr>
<td>කොටසි</td>
<td>innala, a type of root crop (n. pl.)</td>
</tr>
<tr>
<td>කොටසි</td>
<td>be (v.) (animate subjects only)</td>
</tr>
<tr>
<td>කොටසි</td>
<td>tortoise; also padlock (n., A)</td>
</tr>
<tr>
<td>කොටසි</td>
<td>maize; corn (n. pl.)</td>
</tr>
</tbody>
</table>

304
<table>
<thead>
<tr>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>දින්න</td>
<td>October-November</td>
</tr>
<tr>
<td>බැහැබා</td>
<td>finished</td>
</tr>
<tr>
<td>බැහැබා  යොමු (කුළුණු)</td>
<td>finish (v.)</td>
</tr>
<tr>
<td>බැහැබා  ප්‍රමුණිය (කුළුණු)</td>
<td>be finished, be over (v.)</td>
</tr>
<tr>
<td>කොළඹ (කොළඹ)</td>
<td>school (n., D)</td>
</tr>
<tr>
<td>කොළඹකරගාමි (කොළඹකරගාමි)</td>
<td>schoolmaster (n., A)</td>
</tr>
<tr>
<td>කොළඹකරගාමි (කොළඹකරගාමි)</td>
<td>station (n., B)</td>
</tr>
<tr>
<td>කොළඹකරගාමි (කොළඹකරගාමි)</td>
<td>hospital (n., D)</td>
</tr>
<tr>
<td>කොළඹකරගාමි (කොළඹකරගාමි)</td>
<td>before</td>
</tr>
<tr>
<td>කොළඹකරගාමි (කොළඹකරගාමි)</td>
<td>first, at first</td>
</tr>
<tr>
<td>කොළඹකරගාමි (කොළඹකරගාමි)</td>
<td>before</td>
</tr>
<tr>
<td>කොළඹකරගාමි (කොළඹකරගාමි)</td>
<td>shrimp (n., A)</td>
</tr>
<tr>
<td>කොළඹකරගාමි (කොළඹකරගාමි)</td>
<td>upper</td>
</tr>
<tr>
<td>කොළඹකරගාමි (කොළඹකරගාමි)</td>
<td>spray, sow (v.)</td>
</tr>
<tr>
<td>කොළඹකරගාමි (කොළඹකරගාමි)</td>
<td>next</td>
</tr>
<tr>
<td>කොළඹකරගාමි (කොළඹකරගාමි)</td>
<td>threshing tool (n., B)</td>
</tr>
<tr>
<td>කොළඹකරගාමි (කොළඹකරගාමි)</td>
<td>teach (v.)</td>
</tr>
<tr>
<td>කොළඹකරගාමි (කොළඹකරගාමි)</td>
<td>on top of</td>
</tr>
<tr>
<td>කොළඹකරගාමි (කොළඹකරගාමි)</td>
<td>Upcountry, i.e., Kandyan highlands (n., B)</td>
</tr>
<tr>
<td>කොළඹකරගාමි (කොළඹකරගාමි)</td>
<td>name of an upcountry train</td>
</tr>
<tr>
<td>කොළඹකරගාමි (කොළඹකරගාමි)</td>
<td>warm, hot</td>
</tr>
<tr>
<td>කොළඹකරගාමි (කොළඹකරගාමි)</td>
<td>north (n., B)</td>
</tr>
<tr>
<td>කොළඹකරගාමි (කොළඹකරගාමි)</td>
<td>boil (water and liquids) (v.)</td>
</tr>
<tr>
<td>කොළඹකරගාමි (කොළඹකරගාමි)</td>
<td>northern</td>
</tr>
<tr>
<td>කොළඹකරගාමි (කොළඹකරගාමි)</td>
<td>North-Central Province (n., B)</td>
</tr>
<tr>
<td>කොළඹකරගාමි (කොළඹකරගාමි)</td>
<td>Northern Province (n., B)</td>
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<tr>
<td>කොළඹකරගාමි (කොළඹකරගාමි)</td>
<td>answer (n., D)</td>
</tr>
<tr>
<td>කොළඹකරගාමි (කොළඹකරගාමි)</td>
<td>help (n., B)</td>
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<tr>
<td>කොළඹකරගාමි (කොළඹකරගාමි)</td>
<td>hoe, mamoty (n., B)</td>
</tr>
<tr>
<td>කොළඹකරගාමි (කොළඹකරගාමි)</td>
<td>uproot (v.)</td>
</tr>
<tr>
<td>කොළඹකරගාමි (කොළඹකරගාමි)</td>
<td>morning (n., B)</td>
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<tr>
<td>කොළඹකරගාමි (කොළඹකරගාමි)</td>
<td>breakfast (n., B)</td>
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<tr>
<td>කොළඹකරගාමි (කොළඹකරගාමි)</td>
<td>November-December</td>
</tr>
<tr>
<td>කොළඹකරගාමි (කොළඹකරගාමි)</td>
<td>term of reference for Buddhist monk</td>
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<tr>
<td>කොළඹකරගාමි (කොළඹකරගාමි)</td>
<td>Assistant Government Agent (n., A)</td>
</tr>
<tr>
<td>කොළඹකරගාමි (කොළඹකරගාමි)</td>
<td>be born (v.)</td>
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<td>කොළඹකරගාමි (කොළඹකරගාමි)</td>
<td>academic degree (n., B)</td>
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<tr>
<td>කොළඹකරගාමි (කොළඹකරගාමි)</td>
<td>cook (v.)</td>
</tr>
<tr>
<td>කොළඹකරගාමි (කොළඹකරගාමි)</td>
<td>Uva Province</td>
</tr>
<tr>
<td>කොළඹකරගාමි (කොළඹකරගාමි)</td>
<td>pork (n. pl.)</td>
</tr>
<tr>
<td>කොළඹකරගාමි (කොළඹකරගාමි)</td>
<td>England (n., D)</td>
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<tr>
<td>කොළඹකරගාමි (කොළඹකරගාමි)</td>
<td>one (ss. 6)</td>
</tr>
<tr>
<td>කොළඹකරගාමි (කොළඹකරගාමි)</td>
<td>collect, gather together, store (v.)</td>
</tr>
<tr>
<td>කොළඹකරගාමි (කොළඹකරගාමි)</td>
<td>eleven (ss. 6)</td>
</tr>
<tr>
<td>කොළඹකරගාමි (කොළඹකරගාමි)</td>
<td>United States of America (n., )</td>
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<tr>
<td>Sinhala</td>
<td>English</td>
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<td>---------</td>
<td>---------</td>
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<tr>
<td>නැතිද (නවුහ)</td>
<td>that place (we are talking about) (ss. 3)</td>
</tr>
<tr>
<td>නැතිදුර (නවුහි)</td>
<td>come (v.)</td>
</tr>
<tr>
<td>නැතිදුරින් (නවුහි)</td>
<td>cardamom (n. pl.)</td>
</tr>
<tr>
<td>නැතිදුරෙහෝ (නෘතිය)</td>
<td>don't; don't want (dative case subject)</td>
</tr>
<tr>
<td>නැතිදුරෙහැතුරන් (නෘතිය)</td>
<td>he, she (ss. 3)</td>
</tr>
<tr>
<td>නැතිදුරෙහැතුරින් (නෘතිය)</td>
<td>drive (v.)</td>
</tr>
<tr>
<td>නැතිදුරේයි (නෘතිය)</td>
<td>light, daylight (n., B)</td>
</tr>
<tr>
<td>නැතිදුරේයින් (නෘතිය)</td>
<td>go out (v.)</td>
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<tr>
<td>නැතිදුරේයින්ට (නෘතිය)</td>
<td>hang (v.)</td>
</tr>
<tr>
<td>නැතිදුරේයින්ටහැතුරන් (නෘතිය)</td>
<td>send (v.)</td>
</tr>
<tr>
<td>නැතිදුරේයින්ටහැතුරින් (නෘතිය)</td>
<td>that direction, that way (ss. 3)</td>
</tr>
<tr>
<td>නැතිදුරේයින්ටහැතුරෙහැතුරන් (නෘතිය)</td>
<td>in that case</td>
</tr>
<tr>
<td>නැතිදුරේයින්ටහැතුරෙහැතුරින් (නෘතිය)</td>
<td>like so, like that (ss. 3)</td>
</tr>
<tr>
<td>නැතිදුරේයින්ටහැතුරෙහැතුරින්ටහැතුරන් (නෘතිය)</td>
<td>there (ss. 3)</td>
</tr>
<tr>
<td>නැතිදුරේයින්ටහැතුරෙහැතුරින්ටහැතුරින් (නෘතිය)</td>
<td>cow milk (n., pl.)</td>
</tr>
<tr>
<td>නැතිදුරේයින්ටහැතුරෙහැතුරින්ටහැතුරේයි (නෘතිය)</td>
<td>mutton (n. pl.)</td>
</tr>
<tr>
<td>නැතිදුරේයින්ටහැතුරේයි (නෘතිය)</td>
<td>that (a. and prn.) (ss. 3)</td>
</tr>
<tr>
<td>නැතිදුරේයින්ටහැතුරේයින් (නෘතිය)</td>
<td>nevertheless</td>
</tr>
<tr>
<td>නැතිදුරේයින්ටහැතුරේයින්ටහැතුරන් (නෘතිය)</td>
<td>nevertheless</td>
</tr>
<tr>
<td>නැතිදුරේයින්ටහැතුරේයින්ටහැතුරේයි (නෘතිය)</td>
<td>that (we are talking about) (ss. 3)</td>
</tr>
<tr>
<td>නැතිදුරේයින්ටහැතුරේයින්ටහැතුරේයි (නෘතිය)</td>
<td>those people, that bunch, they (n., A)</td>
</tr>
<tr>
<td>කොතුව (කොතුව)</td>
<td>all (a. and prn.)</td>
</tr>
<tr>
<td>කොතුවේ (කොතුව)</td>
<td>October (n., D)</td>
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<tr>
<td>කොතුවේද (කොතුව)</td>
<td>that much (ss. 3)</td>
</tr>
<tr>
<td>කොතුවේදේ (කොතුව)</td>
<td>that place, there (ss. 3)</td>
</tr>
<tr>
<td>කොතුවේදේරන් (කොතුව)</td>
<td>deed, document (n., B)</td>
</tr>
<tr>
<td>කොතුවේදේරින් (කොතුව)</td>
<td>that (ss. 3)</td>
</tr>
<tr>
<td>කොතුවේදේරින්ටහැතුරන් (කොතුව)</td>
<td>brook (n., B)</td>
</tr>
<tr>
<td>කොතුවේදේරින්ටහැතුරින් (කොතුව)</td>
<td>clock, timepiece (n., B)</td>
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<td>කොතුවේදේරින්ටහැතුරේයි (කොතුව)</td>
<td>head (n., B)</td>
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<tr>
<td>කොතුවේදේරේයි (කොතුව)</td>
<td>yes</td>
</tr>
<tr>
<td>කොතුවේදේරේයින් (කොතුව)</td>
<td>there (ss. 3)</td>
</tr>
<tr>
<td>කොතුවේදේරේයින්ටහැතුරන් (කොතුව)</td>
<td>that (ss. 3)</td>
</tr>
<tr>
<td>කොතුවේදේරේයින්ටහැතුරින් (කොතුව)</td>
<td>want (dative case noun)</td>
</tr>
<tr>
<td>කොතුවේදේරේයින්ටහැතුරේයි (කොතුව)</td>
<td>crab (n., A)</td>
</tr>
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<td>කොතුවේදේරේයින්ටහැතුරේයින් (කොතුව)</td>
<td>cashew nut (n., B)</td>
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<td>කොතුවේදේරේයින්ටහැතුරේයින්ටහැතුරන් (කොතුව)</td>
<td>mouth (n., B)</td>
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<td>කොතුවේදේරේයින්ටහැතුරේයින්ටහැතුරේයි (කොතුව)</td>
<td>affair, matter (n., B)</td>
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<td>කොතුවේදේරේයින්ටහැතුරේයින්ටහැතුරේයි (කොතුව)</td>
<td>shell, thorn (n., B)</td>
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<td>කොතුවේදේරේයින්ටහැතුරේයින්ටහැතුරේයි (කොතුව)</td>
<td>break (v.)</td>
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<tr>
<td>කොතුවේදේරේයින්ටහැතුරේයින්ටහැතුරේයි (කොතුව)</td>
<td>Bengal gram (n. pl.)</td>
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<tr>
<td>කොතුවේදේරේයින්ටහැතුරේයින්ටහැතුරේයි (කොතුව)</td>
<td>shop, &quot;boutique&quot; (n., D)</td>
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<tr>
<td>කොතුවේදේරේයින්ටහැතුරේයින්ටහැතුරේයි (කොතුව)</td>
<td>team; also regiment (n., B)</td>
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<td>කොතුවේදේරේයින්ටහැතුරේයින්ටහැතුරේයි (කොතුව)</td>
<td>talk, speak (v.)</td>
</tr>
<tr>
<td>කොතුවේදේරේයින්ටහැතුරේයින්ටහැතුරේයි (කොතුව)</td>
<td>scissors (n., B)</td>
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<th>Sinhala</th>
<th>English</th>
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<tr>
<td>මේහි (මේහි)</td>
<td>eat (v)</td>
</tr>
<tr>
<td>දෙණිමැදු (දෙණිමැදු)</td>
<td>till</td>
</tr>
<tr>
<td>සායා (සායා)</td>
<td>office (n., B)</td>
</tr>
<tr>
<td>වෙලිති (වෙලිති)</td>
<td>hill, mountain (n., B)</td>
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<tr>
<td>මැජිති (මැජිති)</td>
<td>mirror; pl. eyeglasses; (n., B)</td>
</tr>
<tr>
<td>සිති (සිති)</td>
<td>cut (v.)</td>
</tr>
<tr>
<td>දෙණිසැලු (දෙණිසැලු)</td>
<td>threshing floor (n., B)</td>
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<tr>
<td>වලිසෙනහි (වලිසෙනහි)</td>
<td>shirt (n., D)</td>
</tr>
<tr>
<td>නෝදා මොදැලි (නෝදා මොදුලි)</td>
<td>bother, annoy (v.)</td>
</tr>
<tr>
<td>නෝදා මොදුලි (නෝදා මොදුලි)</td>
<td>worry (v.)</td>
</tr>
<tr>
<td>දෙණිස් (දෙණිස්)</td>
<td>do (v.)</td>
</tr>
<tr>
<td>මොදුලි (මොදුලි)</td>
<td>pod, earhead (n., B)</td>
</tr>
<tr>
<td>දෙණිස් (දෙණිස්)</td>
<td>bitter gourd (n. pl.)</td>
</tr>
<tr>
<td>මොදුෂී (මොදුෂී)</td>
<td>cloves, type of earring (n. pl.)</td>
</tr>
<tr>
<td>මොදුලි (මොදුලි)</td>
<td>post (n., B)</td>
</tr>
<tr>
<td>මොදුලි (මොදුලි)</td>
<td>time (n. pl.)</td>
</tr>
<tr>
<td>මොදුලි (මොදුලි)</td>
<td>black (n., B)</td>
</tr>
<tr>
<td>මොදුලි (මොදුලි)</td>
<td>when, what day</td>
</tr>
<tr>
<td>මොදුලි (මොදුලි)</td>
<td>someday, anyday, sometime, anytime</td>
</tr>
<tr>
<td>මොදුලි (මොදුලි)</td>
<td>mix (v.)</td>
</tr>
<tr>
<td>මොදුලි (මොදුලි)</td>
<td>who (ss. 3)</td>
</tr>
<tr>
<td>මොදුෂී (මොදුෂී)</td>
<td>everybody (ss. 3)</td>
</tr>
<tr>
<td>මොදුෂී (මොදුෂී)</td>
<td>be married (v.)</td>
</tr>
<tr>
<td>මොදුෂී (මොදුෂී)</td>
<td>turmeric (n. pl.)</td>
</tr>
<tr>
<td>මොදුෂී (මොදුෂී)</td>
<td>yellow (n., B)</td>
</tr>
<tr>
<td>මොදුෂී (මොදුෂී)</td>
<td>astringent, &quot;black&quot; (as tea or coffee)</td>
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<tr>
<td>මොදුෂී (මොදුෂී)</td>
<td>water vessel (n., B)</td>
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<tr>
<td>මොදුෂී (මොදුෂී)</td>
<td>Kalutara (n., E)</td>
</tr>
<tr>
<td>මොදුෂී (මොදුෂී)</td>
<td>room (n., D)</td>
</tr>
<tr>
<td>මොදුෂී (මොදුෂී)</td>
<td>car (n., C)</td>
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<tr>
<td>මොදුෂී (මොදුෂී)</td>
<td>office (n., B) (elevated term)</td>
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<tr>
<td>මොදුෂී (මොදුෂී)</td>
<td>quarter part</td>
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<td>මොදුෂී (මොදුෂී)</td>
<td>time, period (n., D)</td>
</tr>
<tr>
<td>මොදුෂී (මොදුෂී)</td>
<td>coin (n., B)</td>
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<tr>
<td>මොදුෂී (මොදුෂී)</td>
<td>engrave, etch (v.)</td>
</tr>
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<td>මොදුෂී (මොදුෂී)</td>
<td>Canada (n., B)</td>
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<tr>
<td>මොදුෂී (මොදුෂී)</td>
<td>like</td>
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<tr>
<td>මොදුෂී (මොදුෂී)</td>
<td>carrots (n. pl.)</td>
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<td>මොදුෂී (මොදුෂී)</td>
<td>forest (n., D)</td>
</tr>
<tr>
<td>මොදුෂී (මොදුෂී)</td>
<td>shout, yell (v.)</td>
</tr>
<tr>
<td>මොදුෂී (මොදුෂී)</td>
<td>food (n., B)</td>
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<tr>
<td>මොදුෂී (මොදුෂී)</td>
<td>piece (n., B)</td>
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<td>මොදුෂී (මොදුෂී)</td>
<td>environs, neighborhood (n., B)</td>
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<tr>
<td>මොදුෂී (මොදුෂී)</td>
<td>kitul palm tree (n., B)</td>
</tr>
<tr>
<td>මොදුෂී (මොදුෂී)</td>
<td>say, tell (v.)</td>
</tr>
<tr>
<td>මොදුෂී (මොදුෂී)</td>
<td>read (v.)</td>
</tr>
<tr>
<td>මොදුෂී (මොදුෂී)</td>
<td>tell, inform, explain (v.)</td>
</tr>
<tr>
<td>මොදුෂී (මොදුෂී)</td>
<td>weigh (v.)</td>
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<tr>
<td>මොදුෂී (මොදුෂී)</td>
<td>milk (n. pl.)</td>
</tr>
</tbody>
</table>
a type of yam (n. pl.)
no, not any (a.)
few, several (a.)
how much, how many
chicken (n., A)
chicken meat (n. pl.)
umbrella (n., D)
potter (n., A)
paddy field (n., B)
kurakkan millet (n. pl)
type of basket; measure (n., B)
cinnamon (n. pl.)
Cinnamon Gardens (n., B)
winnowing basket (n., B)
kitchen (n., B)
insect, worm (n., A)
insecticide (n. pl.)
agriculture (n., D)
straight
banana (n., B)
cheese (n. pl.)
kettle (n., D)
how much (ss. 3)
short (a.)
pound, dig (v.)
fort, enclosure (n., B)
(Colombo) Fort (Railway) Station (n., B)
pillow (n., D)
where, what place (ss. 3)
which (a.)
green (n., B)
green manure (n. pl.)
stool (n., B)
Colpetty (n., B)
jak (n. pl.)
how (ss. 3)
where (ss. 3)
Colombo (n., E)
Colombo Fort. (n., B)
train (n., B)
coffee (n., pl.)
cup (n., (n., D)
river (n., B)
expensive
take, get (v.)
village (n., B)
black pepper (n. pl.)
rock, stone (n., B)
take off, remove (v.)
papaya (n. pl.)
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<thead>
<tr>
<th>Sinhala (සිංහලා)</th>
<th>English</th>
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<td>දෝ (දෝ)</td>
<td>tree (n., B)</td>
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<tr>
<td>දැං (දැං)</td>
<td>hit, beat (v.)</td>
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<tr>
<td>දැල්ලි (දැල්ලි)</td>
<td>Galle (n., B)</td>
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<tr>
<td>දැණු (දැණු)</td>
<td>about, concerning</td>
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<tr>
<td>දැණි (දැණි)</td>
<td>gallon (n., B)</td>
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<tr>
<td>දැණි (දැණි)</td>
<td>woman (n., A)</td>
</tr>
<tr>
<td>දැණි (දැණි)</td>
<td>last, most recent</td>
</tr>
<tr>
<td>දැණි (දැණි)</td>
<td>match box (n., B)</td>
</tr>
<tr>
<td>දැණි (දැණි)</td>
<td>teacher (male) (n., A)</td>
</tr>
<tr>
<td>දැණිලෝ (දැණිලෝ)</td>
<td>teacher (female) (n., A)</td>
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<tr>
<td>දැණිලෝ (දැණිලෝ)</td>
<td>fruit, lump (n., B)</td>
</tr>
<tr>
<td>දැණිලෝ (දැණිලෝ)</td>
<td>house, home (n., E)</td>
</tr>
<tr>
<td>දැණිලෝ (දැණිලෝ)</td>
<td>take (v.)</td>
</tr>
<tr>
<td>දැණිලෝ (දැණිලෝ)</td>
<td>house, room (n., D)</td>
</tr>
<tr>
<td>දැණිලෝ (දැණිලෝ)</td>
<td>bring (v.)</td>
</tr>
<tr>
<td>දැණිලෝ (දැණිලෝ)</td>
<td>heap, pile (n., B)</td>
</tr>
<tr>
<td>දැණිලෝ (දැණිලෝ)</td>
<td>stack, pile up (v.)</td>
</tr>
<tr>
<td>දැණිලෝ (දැණිලෝ)</td>
<td>leveler (n., B)</td>
</tr>
<tr>
<td>දැණිලෝ (දැණිලෝ)</td>
<td>gunny sack (n., B)</td>
</tr>
<tr>
<td>දැණිලෝ (දැණිලෝ)</td>
<td>movie (n., B)</td>
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<tr>
<td>දැණිලෝ (දැණිලෝ)</td>
<td>January (n., D)</td>
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<tr>
<td>දැණිලෝ (දැණිලෝ)</td>
<td>window (n., D)</td>
</tr>
<tr>
<td>දැණිලෝ (දැණිලෝ)</td>
<td>kind, sort (n., B)</td>
</tr>
<tr>
<td>දැණිලෝ (දැණිලෝ)</td>
<td>June (n., D)</td>
</tr>
<tr>
<td>දැණිලෝ (දැණිලෝ)</td>
<td>July (n., D)</td>
</tr>
<tr>
<td>දැණිලෝ (දැණිලෝ)</td>
<td>a little</td>
</tr>
<tr>
<td>දැණිලෝ (දැණිලෝ)</td>
<td>tomatoes (n. pl.)</td>
</tr>
<tr>
<td>දැණිලෝ (දැණිලෝ)</td>
<td>grass (n. pl.)</td>
</tr>
<tr>
<td>දැණිලෝ (දැණිලෝ)</td>
<td>thanahal (n. pl.)</td>
</tr>
<tr>
<td>දැණිලෝ (දැණිලෝ)</td>
<td>situation, condition (n., D)</td>
</tr>
<tr>
<td>දැණිලෝ (දැණිලෝ)</td>
<td>alone</td>
</tr>
<tr>
<td>දැණිලෝ (දැණිලෝ)</td>
<td>reflexive pronoun (ss. 3)</td>
</tr>
<tr>
<td>දැණිලෝ (දැණිලෝ)</td>
<td>you</td>
</tr>
<tr>
<td>දැණිලෝ (දැණිලෝ)</td>
<td>boil rice, eggs and other solids (v.)</td>
</tr>
<tr>
<td>දැණිලෝ (දැණිලෝ)</td>
<td>angry</td>
</tr>
<tr>
<td>දැණිලෝ (දැණිලෝ)</td>
<td>become angry</td>
</tr>
<tr>
<td>දැණිලෝ (දැණිලෝ)</td>
<td>ola leaf (n., B)</td>
</tr>
<tr>
<td>දැණිලෝ (දැණිලෝ)</td>
<td>yet another (a.)</td>
</tr>
<tr>
<td>දැණිලෝ (දැණිලෝ)</td>
<td>still</td>
</tr>
<tr>
<td>දැණිලෝ (දැණිලෝ)</td>
<td>father (n., A)</td>
</tr>
<tr>
<td>දැණිලෝ (දැණිලෝ)</td>
<td>embassy (n., B)</td>
</tr>
<tr>
<td>දැණිලෝ (දැණිලෝ)</td>
<td>ambassador (n., A)</td>
</tr>
<tr>
<td>දැණිලෝ (දැණිලෝ)</td>
<td>resthouse (n., B)</td>
</tr>
<tr>
<td>දැණිලෝ (දැණිලෝ)</td>
<td>post office (n., B)</td>
</tr>
<tr>
<td>දැණිලෝ (දැණිලෝ)</td>
<td>post, mail (v.)</td>
</tr>
</tbody>
</table>
General Conversation

postmaster (n., A)
place (n., E)
keep (v.)
keep (v.)
be (inanimate subjects) (v.)
wheat (n. pl.)
thirty (ss. 6)
three (ss. 6)
curry powder (n. pl.)
spread, thin out (v.)
oil (n. pl.)
te (n. pl.)
tea leaves, loose tea (n. pl.)
tea strainer (n., C)
tea spoon (n., B)
understand (v.)

see (v.)
south; right side (n., B)
southern; right (a.)
Southern Province (n., B)
tooth (n., B)
know (v.)
put, place (v.)
firewood (n. pl.)
middle of the day; noontime (n. pl.)
lunch (n., B)
day (n., B)
eighteen (ss. 6)
three (ss. 6)
nineteen (ss. 6)
rice huskings (n., B)
sixteen (ss. 6)
ten (ss. 6)
put, place (v.)
thousand
seventeen (ss. 6)
fourteen (ss. 6)
right now
find out, come to know (v.)
now
sickle (n., B)
long (a.)
along
wood apple (n. pl.)
Government Agent (n., A)
smoke (n., B)
smoke shelf (n., B)
distant, far (a.)
<table>
<thead>
<tr>
<th>sinhala word</th>
<th>sinhala meaning</th>
</tr>
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<td>පිළිව මල්ලා</td>
<td>daughter (n., A)</td>
</tr>
<tr>
<td>මෙමිත්</td>
<td>two (ss. 6)</td>
</tr>
<tr>
<td>මෙමිත් (මෙමිත්)</td>
<td>both (inanimate referent)</td>
</tr>
<tr>
<td>මෙමිත් (මෙමිත්)</td>
<td>both (animate referent)</td>
</tr>
<tr>
<td>මෙමිත් (මෙමිත්)</td>
<td>give (v.)</td>
</tr>
<tr>
<td>මෙමිත් (මෙමිත්)</td>
<td>parents</td>
</tr>
<tr>
<td>මෙමිත් (මෙමිත්)</td>
<td>December (n., D)</td>
</tr>
<tr>
<td>මෙමිත්</td>
<td>lime (n. pl.)</td>
</tr>
<tr>
<td>මෙමිත්</td>
<td>type of yam (n. pl.)</td>
</tr>
<tr>
<td>මෙමිත්</td>
<td>oranges (n. pl.)</td>
</tr>
<tr>
<td>මෙමිත් (මෙමිත්)</td>
<td>door (n., B)</td>
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<tr>
<td>මෙමිත් (මෙමිත්)</td>
<td>twelve (ss. 6)</td>
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<td>මෙමිත් (මෙමිත්)</td>
<td>doctor (n., A)</td>
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<tr>
<td>කොළඹි (කොළඹි)</td>
<td>younger sister (n., A)</td>
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<tr>
<td>කොළඹි (කොළඹි)</td>
<td>city (n., D)</td>
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<tr>
<td>කොළඹි (කොළඹි)</td>
<td>get up, rise (v.)</td>
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<tr>
<td>කොළඹි (කොළඹි)</td>
<td>plow (n., B)</td>
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<td>කොළඹි (කොළඹි)</td>
<td>Christmas (n., E)</td>
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<td>කොළඹි (කොළඹි)</td>
<td>name (n., B)</td>
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<td>කොළඹි (කොළඹි)</td>
<td>nine (ss. 6)</td>
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<td>කොළඹි (කොළඹි)</td>
<td>January-February</td>
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<tr>
<td>කොළඹි (කොළඹි)</td>
<td>bathe (v.)</td>
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<tr>
<td>කොළඹි (කොළඹි)</td>
<td>cause to bathe (v.)</td>
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<td>කොළඹි (කොළඹි)</td>
<td>auspicious</td>
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<td>කොළඹි (කොළඹි)</td>
<td>east; eastern</td>
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<tr>
<td>කොළඹි (කොළඹි)</td>
<td>Eastern Province (n., B)</td>
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<tr>
<td>කොළඹි (කොළඹි)</td>
<td>pass away (die); get lost (v.)</td>
</tr>
<tr>
<td>කොළඹි (කොළඹි)</td>
<td>without</td>
</tr>
<tr>
<td>කොළඹි (කොළඹි)</td>
<td>otherwise</td>
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<tr>
<td>කොළඹි (කොළඹි)</td>
<td>relative (n., A)</td>
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<tr>
<td>කොළඹි (කොළඹි)</td>
<td>sister-in-law (n., A)</td>
</tr>
<tr>
<td>කොළඹි (කොළඹි)</td>
<td>simply, just</td>
</tr>
<tr>
<td>කොළඹි (කොළඹි)</td>
<td>simply be, i.e., do nothing (v.)</td>
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<tr>
<td>කොළඹි (කොළඹි)</td>
<td>simply give, i.e., give free (v.)</td>
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<tr>
<td>කොළඹි (කොළඹි)</td>
<td>July-August</td>
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<tr>
<td>කොළඹි (කොළඹි)</td>
<td>always</td>
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<td>කොළඹි (කොළඹි)</td>
<td>sleep (v.)</td>
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<tr>
<td>කොළඹි (කොළඹි)</td>
<td>sleepy</td>
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<tr>
<td>කොළඹි (කොළඹි)</td>
<td>become sleepy</td>
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<tr>
<td>කොළඹි (කොළඹි)</td>
<td>bund, bank of paddy field (n., B)</td>
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<tr>
<td>කොළඹි (කොළඹි)</td>
<td>officer (n., A)</td>
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<tr>
<td>කොළඹි (කොළඹි)</td>
<td>holiday, vacation (n., B)</td>
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<tr>
<td>කොළඹි (කොළඹි)</td>
<td>because</td>
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<tr>
<td>කොළඹි (කොළඹි)</td>
<td>Kandy (n., B)</td>
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<tr>
<td>කොළඹි (කොළඹි)</td>
<td>Nuwara Eliya (n., B)</td>
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<td>කොළඹි (කොළඹි)</td>
<td>thread (n., B)</td>
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<td>කොළඹි (කොළඹි)</td>
<td>pluck (v.)</td>
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</tbody>
</table>
General Conversation

Sinhala

 AVC (AVC) number (n., D)
 AVC various
 AVC AVCAV November (n., D)
 AVC madam, lady (n., A)

 AVC AVCAV begin (v.)
 AVC belt (n., B)
 AVC snake gourd (n. pl.)
 AVC newspaper (n., D)
 AVC reside (v.)
 AVC fifty (ss. 6)
 AVC class (n., B)
 AVC monk's residence, temple (n., B)
 AVC stylus (n., B)
 AVC on foot
 AVC fruit (n. pl.)
 AVC province, area (n., B)
 AVC after (ss. 4)
 AVC five (ss. 6)
 AVC lower
 AVC fifteen (ss. 6)
 AVC trample, thresh (v.)
 AVC party (n., B)
 AVC bread (n. pl.)
 AVC road (n., B)
 AVC parcel (n., D)
 AVC use (v.)
 AVC gasoline (n. pl.)
 AVC area, place (n., B)
 AVC mat (n., B)
 AVC syrup (n. pl.)
 AVC pencil (n., D)
 AVC arrive (v.)
 AVC hour (n., B)
 AVC sprout up (as plants) (v.)
 AVC plant, seedling (n., B)
 AVC ripen (v.)
 AVC plate (n., B)
 AVC outside
 AVC Pettah (n., B)
 AVC depart (v.)
 AVC flour (n. pl.)
 AVC powdered milk (n. pl.)
 AVC straw (n. pl.)
 AVC picture (n., D)
 AVC cucumber (n., pl.)
 AVC male, man (n., A)
 AVC chair (n., B)
 AVC son (n., A)
citizen (n., A)
citizenship (n., D)
can, be able (dative case subject) (v.)
arecanuts (n. pl.)
library (n., D)
soak (v.)
box, basket (n., B)
slice (n., B)
show (v.)
February
strain (as with tea) (v.)
day before yesterday (n., E)
avocado (n. pl.)
small
book (n., B)
Polonnaruwa
coconut (n. pl)
coconut branch (n., B)
coconut oil (n. pl.)
May-June
winnow (v.)
teapot (n., B)
poya day (n., E)
fertilizer (n. pl.)
harrow, level (v.)
harrowing board, leveling board (n., B)
useful
question (n., D)
bench (n., B)
March-April
butter (n. pl.)
article; pl. goods (n., B)
lady's fingers (n. pl.)
sweet potatoes (n. pl.)
cooked rice (n. pl.)
Wednesday (n., E)
fry (v.)
tie, bind (v.)
buns (n. pl.)
baby, small child (n., A)
afraid
scare (v.)
be frightened (v.)
see, look (v.)
look after, care for (v.)
extpect (v.)
west; western
Western Province (n., B)
half part (n., D)
General Conversation

uncle (FaYoBro) (n., A)
bucket (n., B)
language (n., B)
bank (n., B)
can't (dative case subject)
son-in-law (n., A)
egg (n., D)
wall (n., B)
August-September
beer (n. pl.)
betel (n. pl.)
chew of betel (n., B)
kerosene (n. pl.)
divide, distribute (v.)
medicine (n., B)
bacon (n. pl.)
brine (n., B)
bra (n. B)
drink (n. B)
stilts
stilt walker (n., A)
lie, falsehood (n., B)
very
bottle (n., D)
green beans (n. pl.)
Thursday (n., E)

manioc (n., pl.)
muddy (v.)
thresh, trample (v.)
remember
not enough
brush (v.)
measure (v.)
I
kill (v.)

bag (n., B)
younger brother (n., A)
meat (n. pl.)
brother-in-law (n., A)
gentleman (n., A)
Kandy (n., E)
rest, relax (v.)
become tired (v.)
Matara (n., B)
Matale (n., D)
maternal uncle (n., A)
transfer (n., B)
March (n., D)
necklace (n., D)
vegetable dish; curry (n., B)
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<tr>
<th>Snela (ලිද)</th>
<th>month (n., D)</th>
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<tbody>
<tr>
<td>මෝල්</td>
<td>clay, mud (n.pl.)</td>
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<tr>
<td>මතු</td>
<td>middle (n., E)</td>
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<td>මුළු මතු</td>
<td>Central Province (n., B)</td>
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<td>මැතු</td>
<td>February-March</td>
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<td>මේ (මේ)</td>
<td>May (n., D)</td>
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<td>මිනි (මුළුකු)</td>
<td>die (v.)</td>
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<tr>
<td>මිනි (මුළුකු)</td>
<td>bunch, bundle, handful (n., B)</td>
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<tr>
<td>කේලි (කේලි)</td>
<td>minute (n., B)</td>
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<td>කේලි (කේලි)</td>
<td>man, person, guy (n., A)</td>
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<td>කේලි (කේලි)</td>
<td>chillies (n.pl.)</td>
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<td>අන්තුම්</td>
<td>buffalo milk (n. pl.)</td>
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<td>කොළඹමා (කොළඹමා)</td>
<td>buffalo (n., A)</td>
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<td>කොළඹමා (කොළඹමා)</td>
<td>green gram (n. pl.)</td>
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<td>කොළඹමා (කොළඹමා)</td>
<td>type of pot (n., B)</td>
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<td>කොළඹමා (කොළඹමා)</td>
<td>congeal (v.)</td>
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<td>කොළඹමා (කොළඹමා)</td>
<td>yoghurt, curd (n. pl.)</td>
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<td>කොළඹමා (කොළඹමා)</td>
<td>merchant (n., A)</td>
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<td>කොළඹමා (කොළඹමා)</td>
<td>financial</td>
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<td>කොළඹමා (කොළඹමා)</td>
<td>stamp (n., D)</td>
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<td>කොළඹමා (කොළඹමා)</td>
<td>drumsticks (n., pl.)</td>
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<td>සැත (සත)</td>
<td>face (n., B)</td>
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<td>සැත (සත)</td>
<td>this much (ss. 3)</td>
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<tr>
<td>සැත (සත)</td>
<td>this place (ss. 3)</td>
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<td>සැත (සත)</td>
<td>meneri (n. pl.)</td>
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<tr>
<td>සැත (සත)</td>
<td>here, voice</td>
</tr>
<tr>
<td>සැත (සත)</td>
<td>this person (ss. 3)</td>
</tr>
<tr>
<td>සැත (සත)</td>
<td>this direction, this way (ss. 3)</td>
</tr>
<tr>
<td>සැත (සත)</td>
<td>here (ss. 3)</td>
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<tr>
<td>සැත (සත)</td>
<td>this, these (ss. 3)</td>
</tr>
<tr>
<td>සැත (සත)</td>
<td>this thing (ss. 3)</td>
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<tr>
<td>සැත (සත)</td>
<td>these people (n. pl.)</td>
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<td>සැත (සත)</td>
<td>table (n., D)</td>
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<td>සැත (සත)</td>
<td>socks (n. pl.)</td>
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<td>සැත (සත)</td>
<td>sock (n., B)</td>
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<td>සැත (සත)</td>
<td>what (ss. 3) (singular referents)</td>
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<tr>
<td>සැත (සත)</td>
<td>why</td>
</tr>
<tr>
<td>සැත (සත)</td>
<td>what</td>
</tr>
<tr>
<td>සැත (සත)</td>
<td>something</td>
</tr>
<tr>
<td>සැත (සත)</td>
<td>what (plural referents only)</td>
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<tr>
<td>අංක (මැකු)</td>
<td>key (n., B)</td>
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<td>කොළඹමා (කොළඹමා)</td>
<td>go (v.)</td>
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<tr>
<td>කොළඹමා (කොළඹමා)</td>
<td>send out; export (v.)</td>
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<td>ගැන මෙහෙ</td>
<td>Jaffna (n., D)</td>
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<td>ගැන මෙහෙ</td>
<td>country (n., B); also 'imported'.</td>
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<td>ගැන මෙහෙ</td>
<td>Bombay onions (n. pl.)</td>
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<td>ගැන මෙහෙ</td>
<td>red onions (n. pl.)</td>
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<td>ගැන මෙහෙ</td>
<td>rambutan fruit (n. pl.)</td>
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<td>ගැන මෙහෙ</td>
<td>chemical (a.)</td>
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occupation (n., B)
toddy (n. pl.)
official
pound (n., B)
radishes (n. pl.)
meeting (n., B)
night (n., E)
supper (n., B)
rupee (n., B)
cloth (n., B)
Sri Lanka (n., B)
C.T.B. (Ceylon Transport Board)
near
recently
ejunk (n. pl.)
rope (n., B)
lantern (n., B)
next
beautiful, pretty
cheap
receive (v.)
board, shelf (n., B)
ready
prepare (v.)
sausages (n. pl.)
hearth (n., B)
document (n., B)
write (v.)
letter (n., B)
untie (v.)
leeks (n.pl.)
piece of wood, lumber (n., B)
salt (n. pl.)
onions (n. pl.)
secretary (n., A)
easy
big
father's older brother (n., A)
rice mortar, any mortar (n., B)
pour (v.)
word (n., D)
round
around
pumpkin (n. pl.)
carpenter (n., A)
water (n., B)
General Conversation

garden (n., B)
sow (v.)
sowing basket (n., B)
September-October
to the left
left (a.)
eggplant, brinjals (n. pl.)
northwest (n., B)
Northwest Province (n., B)
age (n., B)
nothing wrong, not bad
weeds (n. pl.) also wild (a.)
weedicide (n. pl.)
cultivate, grow (v.)
close (v.)
rain (v.)
fence (n., B)
fall (v.)
work (n., B)
work (v.)
mostly
more than
tank (n., B)
plantation, estate (n., B)
grow, be grown (v.)
rain (n., B)
sell
about, approximately
only
kind, way, manner (n., B)
foreign
foreign affairs (n. pl.)
vinegar (n. pl.)
weave (v.)
university (n., D)
subject of study (n., D)
cookie, biscuit (n., B)
describe (v.)
twenty (ss. 6)
unhusked rice (n. pl.)
rice bin (n., B)
glass (n., B)
different, other
become
instead of
separate
April-May
time (n., (n., B)
cane (n. pl.)
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<tr>
<th>Sinhala</th>
<th>English</th>
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<td>කිරියන විපාක (විශාලතම)</td>
<td>dictionary (n., D)</td>
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<td>Sri Lanka</td>
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<td>විශාල පැළමුළත්</td>
<td>government of Sri Lanka (n., B)</td>
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<td>විශාල විශාලතම/විශාලතම</td>
<td>University of Sri Lanka (n., D)</td>
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<td>cultural affairs</td>
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<td>කිරියන පෘෂීම ප්‍රමුඛ (ප්‍රමුඛ)</td>
<td>cent (n., D)</td>
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<td>කිරියන පෘෂීම ප්‍රමුඛ</td>
<td>Monday (n., E)</td>
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<td>health (n., D)</td>
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<td>shoe (n., B)</td>
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<td>Sabaragamuwa Province (n., B)</td>
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<td>smooth (v.)</td>
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<td>some</td>
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<tr>
<td>කිරියන පෘෂීම ප්‍රමුඛ (ප්‍රමුඛ)</td>
<td>perhaps</td>
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<td>කිරියන පෘෂීම ප්‍රමුඛ (ප්‍රමුඛ)</td>
<td>company (n., B)</td>
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<td>කිරියන පෘෂීම ප්‍රමුඛ (ප්‍රමුඛ)</td>
<td>social</td>
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<td>කිරියන පෘෂීම ප්‍රමුඛ (ප්‍රමුඛ)</td>
<td>co-operative store (n., D)</td>
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<td>කිරියන පෘෂීම ප්‍රමුඛ (ප්‍රමුඛ)</td>
<td>sarong (n., B)</td>
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<td>කිරියන පෘෂීම ප්‍රමුඛ (ප්‍රමුඛ)</td>
<td>money (n., pl.)</td>
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<td>term of address for Buddhist monk</td>
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General Conversation  SINHALA

a kind of brown sugar (n. pl.)
seven (ss. 6)
four (ss. 6)
forty (ss. 6)
make (v.)
urgent
urgency, emergency (n., B)
horoscope (n., B)
corner, junction (n., B)
half (past an hour)
receive, meet (v.)
six (ss. 6)
beef liver (n. pl.)
beef (n. pl.)
cause to turn (v.)
correct
afternoon, evening (n., E)
plow (v.)
Buddhist monk
husked rice (n. pl.)
sixty (ss. 6)
way, method (n. pl.)
mile (n., B)
seventy (ss. 6)
stir (v.)
spoon (n., B)
turn (v.)
scarce
stand up (v.)
plant (v.)
because
many
winnow (v.)
tomorrow (n., E)
slowly
good
look for (v.)
look up (as in a dictionary)
shake (v.)
hotel (n., D)
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