

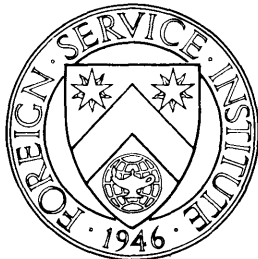
Sinhala

BASIC COURSE

MODULE 3

SINHALA STRUCTURES

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FOREIGN SERVICE INSTITUTE
DEPARTMENT OF STATE

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Edited by
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FOREWORD

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

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

Many individuals and institutions, both here and in Sri Lanka, were instrumental in bringing this series of lessons to its present form. Acknowledgments are made in the foreword to the second module, General Conversation.

This module is intended as a reference manual on Sinhala structures which will supplement and expand on the brief notes which appear in module II, General Conversation. At the present time most of the students for whom Basic Sinhala has been prepared begin the study of Sinhala after they arrive in Sri Lanka. The organization of language instruction there differs in some important ways from that at the Foreign Service Institute. Generally all aspects of course presentation and design are the responsibility of the classroom teacher. The teacher presents the structural analysis of the language to the students, writes and presents special materials as required by individual needs, and conducts the actual audio-lingual instruction. The number of students involved in basic Sinhala courses at any given time is limited to a small official staff, but the specific goals and needs of the students, ranging from the language of agricultural development to that of cultural affairs to that necessary simply to answer the Embassy phones in the evening, are so disparate as to place demands on the classroom teacher way out of proportion to their numbers. This module has been revised in consultation with the classroom teachers at the Embassy with the following objectives in mind: (1) to simplify the task of presenting Sinhala structures in class and thereby to free the teacher for other work; (2) to enable the teacher to write additional materials on new topics as required by student needs without constructing an entirely new course, and (3) to assist the student in assigned homework and review.

Grammar is considered a dry topic by some and a fearsome one by many others. For either audience we hope these pages have been relieved somewhat by the pictures of other kinds of "Sinhala structures" which were generously provided to us by the Ceylon Tourist Board.

Bonnie Graham MacDougall
Ithaca, New York
April 1979

TABLE OF CONTENTS

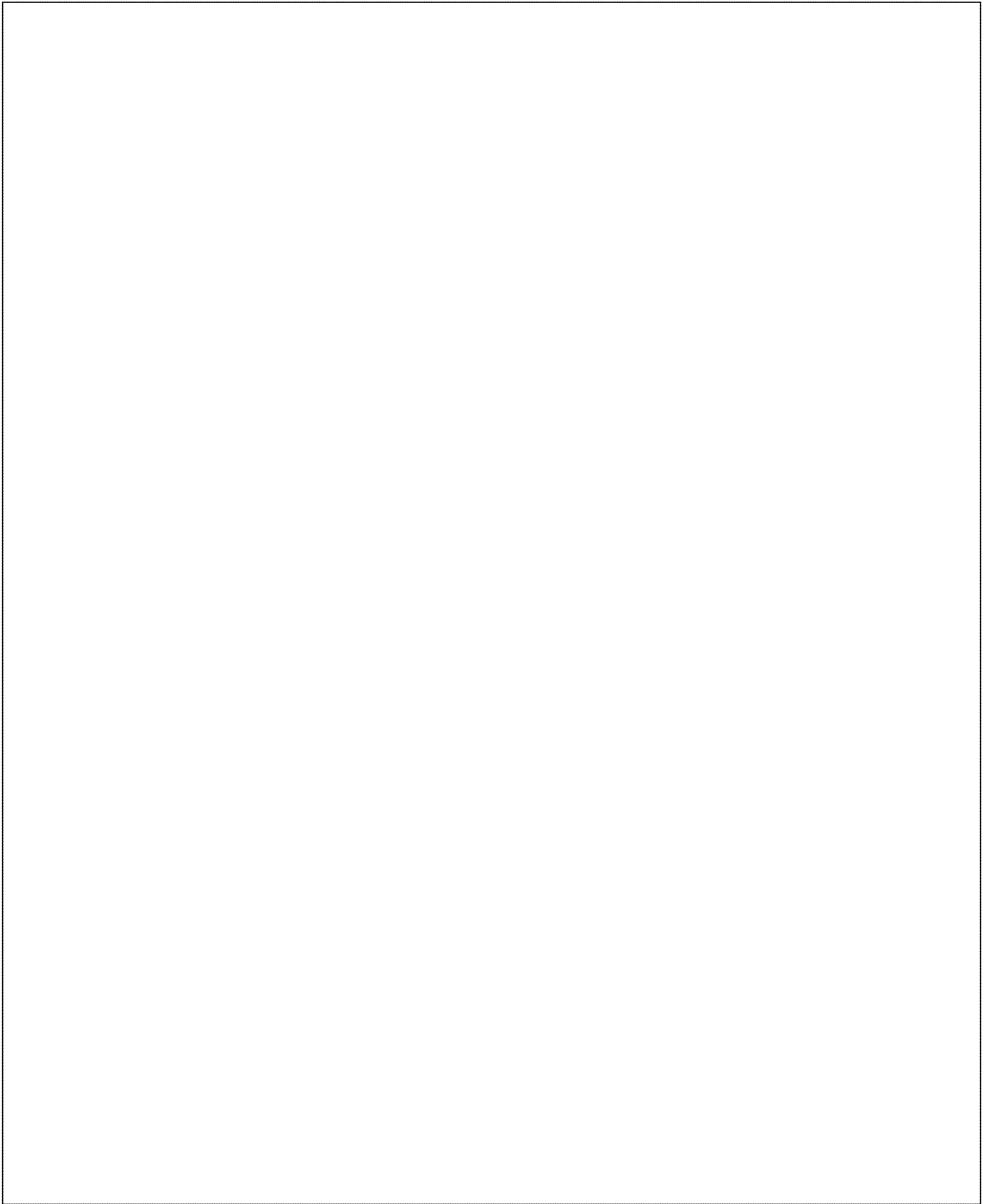
| | | |
|----|--|----|
| I | THE SOUND SYSTEM | 1 |
| | 1. The contrast between dental and retroflex stops | 2 |
| | 2. The contrast between nasal + consonant and nasalized consonant. | 2 |
| | 3. The contrast between single and doubled consonants... | 3 |
| | 4. Sinhala vowels and syllable-timed rhythm. | 3 |
| II | THE GRAMMATICAL SYSTEM | 5 |
| | 1. <u>Nouns</u> | 5 |
| | 1.1. Introduction | 5 |
| | 1.2. Sample paradigms of Sinhala nouns | 5 |
| | 1.21 A nouns: nouns declined like මහත්මයා , 'the gentleman'. | 10 |
| | 1.22 B nouns: nouns declined like පොත, 'the book'..... | 11 |
| | 1.23 C nouns: nouns declined like බස් එක , 'the bus'. | 13 |
| | 1.24 D nouns: nouns declined like හෝටලේ , 'the hotel'.. | 14 |
| | 1.25 E nouns: nouns declined like ගෙදර , 'the house'.. | 14 |
| | 1.3 The cases | 15 |
| | 1.31 The direct case | 15 |
| | 1.32 The dative case | 16 |
| | 1.321 Use..... | 16 |
| | 1.322 Formation of dative case forms | 19 |
| | 1.33 The genitive case | 20 |
| | 1.331 Use | 20 |
| | 1.332 Formation of genitive case forms | 20 |
| | 1.3321 Genitive definite singular forms | 22 |
| | 1.3322 Genitive indefinite singular forms | 22 |
| | 1.3323 Genitive plural forms | 23 |
| | 1.34 The instrumental case | 23 |
| | 1.341 Use | 23 |
| | 1.342 Formation of instrumental case forms | 23 |
| | 1.3421 Instrumental definite singular forms | 24 |
| | 1.3422 Instrumental indefinite singular forms | 24 |
| | 1.3423 Instrumental plural forms | 25 |
| | 1.4 Definite and indefinite forms of the noun | 25 |
| | 1.5 Animate and inanimate nouns: agreement | 27 |
| | 1.51 විඳෙනවා and ඉන්නවා, 'be'. | 27 |
| | 1.52 Animate and inanimate nouns and quantity..... | 27 |
| | 2. Verbs | 29 |
| | 2.1 Basic Classes | 29 |
| | 2.2 Present tense forms | 29 |
| | 2.21 The simple present tense or තබා form | 29 |
| | 2.22 The emphatic present tense or තේනේ form | 29 |
| | 2.23 The question marker and present tense forms | 31 |

| | | |
|--------|--|----|
| 2.24 | Negatives with the present tense | 33 |
| 2.241 | The negative of කලා | 33 |
| 2.242 | Negating emphatic sentences with කෙලෙයි, 'is not.' | 33 |
| 2.25 | Negative/interrogative sentences | 34 |
| 2.26 | Present forms with question words | 34 |
| 2.27 | The emphatic negative form | 35 |
| 2.28 | Rapid speech forms | 35 |
| 2.29 | This thing is mine. / This is a loaf of bread. Equational sentences. | 36 |
| 2.291 | Negation | 36 |
| 2.3 | The present verbal adjective or ක form. | 36 |
| 2.31 | Use of the ක form..... | 36 |
| 2.32 | Formation of the ක form. | 37 |
| 2.33 | Forms based on the present verbal adjective | 37 |
| 2.331 | The කොට, 'when', form. | 37 |
| 2.3311 | Use | 37 |
| 2.3312 | Formation of the කොට form..... | 37 |
| 2.332 | The කන්, 'till', form. | 38 |
| 2.3321 | Use | 38 |
| 2.3322 | Formation of the කන් form | 38 |
| 2.3333 | Stylistic variation. | 38 |
| 2.333 | The present verbal adjective with නිසා , 'because'. | 39 |
| 2.3331 | Use | 39 |
| 2.3332 | Related negative forms. | 39 |
| 2.3333 | Dialect and stylistic variation | 39 |
| 2.4 | Past tense forms | 39 |
| 2.41 | The simple past tense form | 39 |
| 2.42 | The emphatic past tense form | 40 |
| 2.43 | Predicting the simple past tense form from the කලා form | 40 |
| 2.44 | Irregular past tense forms | 43 |
| 2.45 | Predicting the emphatic past tense form from the simple past tense form | 46 |
| 2.46 | Negative and interrogative past tense forms | 46 |
| 2.47 | Dialect variation | 47 |
| 2.48 | Forms based on the past tense: the past verbal adjective | 47 |
| 2.481 | Use | 47 |
| 2.482 | Formation of the past verbal adjective | 47 |
| 2.483 | The past verbal adjective with නිසා , 'because' .. | 48 |
| 2.5 | The infinitive form | 48 |
| 2.51 | Use | 48 |
| 2.52 | Formation of the infinitive form | 49 |
| 2.6 | The participle | 50 |
| 2.61 | Use | 50 |

| | | |
|--------|--|----|
| 2.611 | Perfect forms | 53 |
| 2.6111 | Present perfect forms | 53 |
| 2.6112 | Past perfect forms | 53 |
| 2.612 | The participle alone as a finite verb | 53 |
| 2.613 | Negative, interrogative and emphatic forms with the perfect | 53 |
| 2.614 | Durative and continuous forms with the participle | 54 |
| 2.62 | Formation of the participle | 54 |
| 2.621 | Class 1 verbs | 54 |
| 2.622 | Class 2 verbs | 55 |
| 2.623 | Class 3 verbs | 55 |
| 2.624 | Participle forms of irregular verbs | 55 |
| 2.7 | The ළ form or participial adjective | 56 |
| 2.71 | Use | 56 |
| 2.72 | Formation | 57 |
| 2.721 | Class 1 verbs | 57 |
| 2.722 | Class 2 verbs | 57 |
| 2.723 | Class 3 verbs | 59 |
| 2.724 | Irregular verbs | 59 |
| 2.8 | The 'when' forms | 60 |
| 2.81 | Use | 60 |
| 2.82 | Formation of the ඞ form | 60 |
| 2.83 | Dialect variation | 61 |
| 2.84 | An additional 'when' form | 61 |
| 2.9 | The 'if' forms | 61 |
| 2.91 | A conditional form of the verb | 61 |
| 2.92 | Basic forms of the verb plus ඞ, 'if' | 62 |
| 2.10 | The 'even if' form | 64 |
| 2.11 | The 'although' construction | 64 |
| 2.12 | First person verb forms | 64 |
| 2.12.1 | The ඞ form | 64 |
| 2.12.2 | The ළ form | 65 |
| 2.13 | The ඞ form | 66 |
| 2.14 | Special verbs | 67 |
| 2.14.1 | ඞ, 'like' | 67 |
| 2.14.2 | ඞ, 'can' and ඞ 'cannot' | 69 |
| 2.14.3 | ඞ, 'want' | 70 |
| 2.15 | Negatives in Sinhala: some summary remarks and some additions | 71 |
| 2.16 | 'It seems' | 72 |
| 2.17. | Relationships among verbs | 72 |
| 2.17.1 | Verbs with ඞ, 'do', and ඞ, 'become' ... | 72 |
| 2.17.2 | Causative/non-causative sets | 72 |
| 2.17.3 | Active and passive | 73 |
| 2.17.4 | Complex verbs with ඞ and ඞ | 74 |
| 2.17.5 | Summary note to the student | 74 |
| 2.18 | The clause subordinator ඞ | 75 |
| 2.19 | Nouns derived from verbs | 75 |

| | |
|--|-----|
| 3. Demonstratives and interrogatives | 76 |
| 3.1 The adjectives | 76 |
| 3.2 Pronouns | 77 |
| 3.21 The basic set | 77 |
| 3.22 The inanimate set | 77 |
| 3.23 The animate set | 78 |
| 3.24 Here and there | 79 |
| 3.25 The quantity set | 81 |
| 3.26 The 'like this...like that' set | 81 |
| 3.27 Pronouns: miscellaneous forms | 82 |
| 3.28 A note on terms of address and reference | 83 |
| 4. Postpositions | 85 |
| 4.1 වැඩිපම , 'more than' | 85 |
| 5. Particles | 86 |
| 5.1 -හ , 'also, too' | 86 |
| 5.2 ද...ද , 'or' | 86 |
| 5.3 The 'and' particle | 87 |
| 5.4 The emphasizing particle ධී | 87 |
| 5.5 The emphasizing particles හමි and ම | 88 |
| 5.6 The particle හරි | 89 |
| 5.7 The particle වර් | 89 |
| 6. Numerals and quantity | 90 |
| 6.1 Cardinal numerals | 90 |
| 6.2 Ordinal numerals | 98 |
| 7. Word boundaries | 99 |
| 8. Spelling | 100 |
| 9. Style and dialect | 101 |
| 10. Bibliographical references for the student and the instructor | 102 |

SINHALA



THE KANTAKA CHAITIYA AT MIHINTALE

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

I THE SOUND SYSTEM

Sinhala has twenty-five consonants which are arranged below according to point and manner of articulation.

| | lab. | den. | alv. | ret. | pal. | vel. | glot. |
|---------------|------|------|------|------|------|------|-------|
| Stops | | | | | | | |
| voiceless | p | t | | T | c | k | |
| voiced | b | d | | D | j | g | |
| pre-nasalized | ṃb | ṅd | | ṅD | | ṅg | |
| Spirants | f | s | | | ś | | h |
| Nasals | m | n | | | ṅ | | |
| Liquids | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Semivowels | w | | | | y | | |

The following vowels occur in Sinhala both short and long.

| | | |
|---|---|---|
| i | | u |
| e | ə | o |
| æ | | a |

As the chart on the preceding page should suggest, the sound system of Sinhala is not sharply divergent from that of English. In fact, many, if not most of the sounds in Sinhala can be identified with those in English without obstructing communication, although this should not be taken to mean that Sinhala speakers will regard the pronunciation as accentless.

The similarities between the two languages notwithstanding, there are some areas of the Sinhala sound system which are not reminiscent of English and to which the learner will have to pay particular attention. They are treated below.

1. The contrast between dental and retroflex stops.

The Sinhala dental stops /t/ and /d/ are articulated against the tooth ridge. The retroflex stops are articulated in a more retracted position. English t and d are normally identified with the Sinhala retroflex stops rather than with the dental ones. Examples are abundant in numerous English loan words in Sinhala. Examples:

| | |
|---------------|---|
| මැජස්ටික් | Majestic (name of a Colombo theater) |
| ජෙටිය | jetty |
| හෝටලේ | hotel |
| කෝටි | coats |
| ග්‍රෑන්ඩ්පාස් | Grandpass, a municipal ward in Colombo |

2. The contrast between nasal + consonant and nasalized consonant.

As the chart on the preceding page shows, Sinhala has four pre-nasalized consonants (ṁb, ṁd, ṁD and ṁg) which contrast with the following consonant clusters: mb, nd, nD and ng. Examples of the contrast appear below.

| | | | |
|------|------------|-----------|--------------|
| කොළඹ | Colombo | කොලොම්බුව | wooden stool |
| කඳ | tree trunk | කන්ද | hill |
| ඔබ්ල | circle | ඔබ්බ්ලය | circle |

Failure to master this contrast completely is not likely to result in embarrassing bloopers, since it appears that there are not a large number of paired words with highly divergent meanings which are distinguished in this way. The contrast, however, often has grammatical significance. Singular and plural forms of the same word are sometimes distinguished in this way: for example circle/circles above.

3. The contrast between single and doubled consonants.

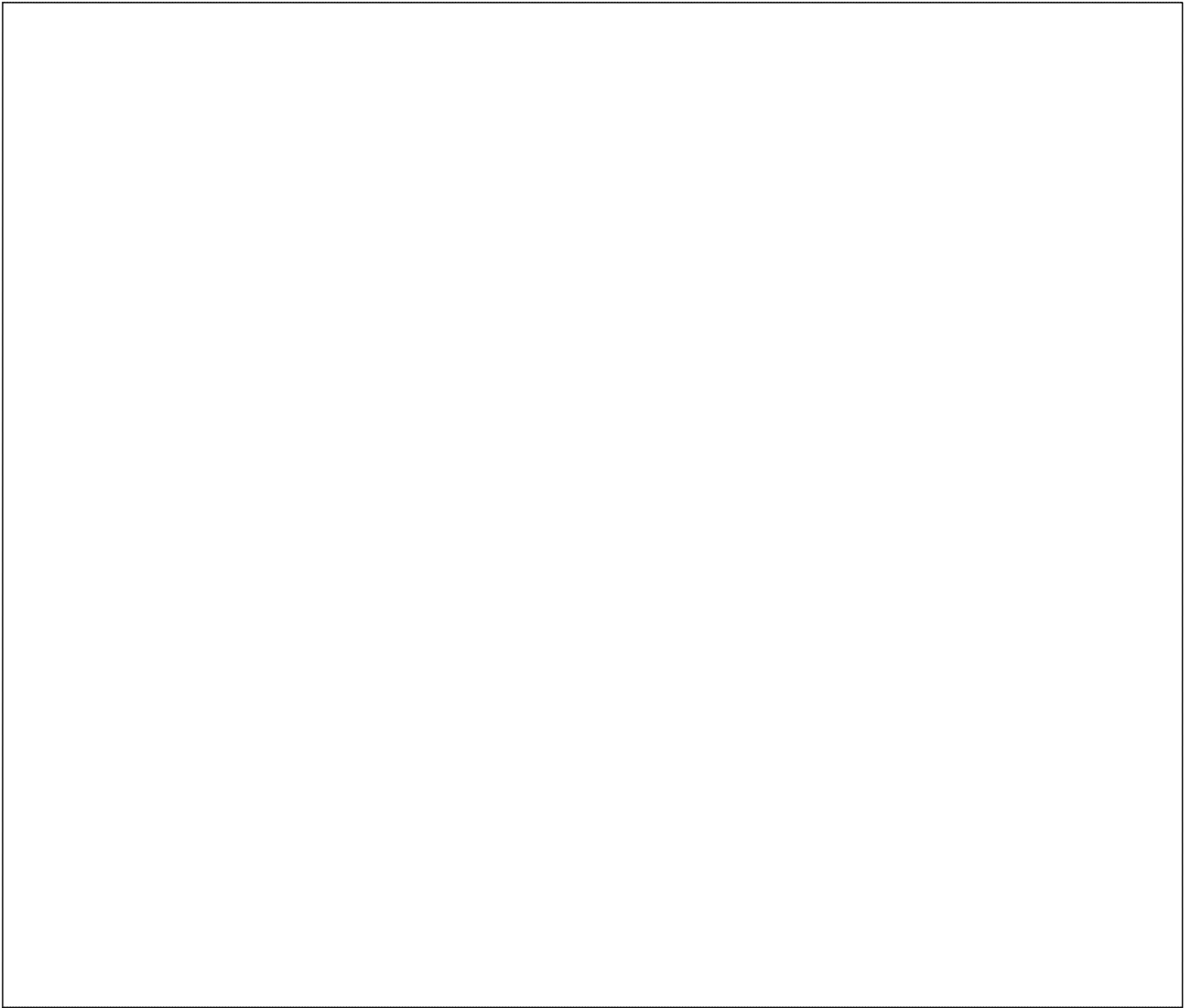
In Sinhala most consonants occur both singly and doubled in the middle of words between vowels. The only exceptions are the nasalized stops, /f/, /s/, /h/ and /r/ which occur only singly. The contrast occurs only medially. It does not appear either in word initial or in word final position.

Mastry of this contrast is of great importance for the learner. There are a large number of paired words which are distinguished in this way. (An extensive list of examples appears in General Conversation pp. 5-7). This contrast is important not simply because the list of words which show it is long, but also because those words occur with high frequency in conversation. Moreover, the contrast has grammatical significance. An adjectival verb form shows single /n/, for example, whereas the infinitive form shows /nn/. Examples are given below.

| | | | |
|-----|----------|-------|----------|
| යන | going | යන්න | to go |
| බෙන | drinking | බෙන්න | to drink |
| කන | eating | කන්න | to eat |

4. Sinhala vowels and syllable-timed rhythm.

English has a system of stresses which marks differences in word meanings (insight, incite), and which also determines the quality of some vowels and times the rhythm of the sentence. In the English stress-timed rhythm the time required to proceed from one main stress to another is roughly equal regardless of the number of intervening syllables. Vowels in those syllables which intervene between primary stresses are likely to be "reduced". Sinhala does not have this system. Rhythm is syllable timed, that is, syllables are roughly equal in length. Vowels should be pronounced with "full value", that is, as spelled. For example, මෙහේ, 'here', not මෙ. කොලොමිටුව, 'stool'; not කලමිටුව, and so forth.



SEATED BUDDHA AT THE GAL VIHARA, POLONNARUWA, 12TH CENTURY

II THE GRAMMATICAL SYSTEM

1. Nouns

1.1. Introduction

Many of the distinctions made in the Sinhala nominal system will seem logical and familiar to the speaker of English. As in English, the noun is marked for number, that is as either singular or plural. Nouns are also marked for definiteness, a grammatical category which is handled in English with preceding articles, i.e., the book (definite), a book (indefinite).

There are two broad categories of nouns in Sinhala, animate and inanimate. The former refers to people and animals and the latter includes all other nouns. Certain kinds of relationships between nouns and verbs are marked in Sinhala with case endings. Subjects of sentences are generally in the direct case, an unmarked form of the noun which is the one entered in dictionaries. Other case categories include the dative (the form for the indirect object), genitive (the possessive form) and the instrumental. Nouns in Sinhala can be categorized according to the form of the case endings. The basic division is between animate and inanimate nouns. Inanimate nouns are further subdivided into four classes.

1.2. Sample paradigms of Sinhala nouns

The generalizations which appear in 1.1 are illustrated below with representative forms. The inflected forms of the Sinhala noun are illustrated with five paradigms, each of which represents a major class of nouns.

A. මහත්තය the gentleman

| | <u>singular definite forms</u> | |
|--------------|--------------------------------|------------------|
| direct | මහත්තය | the gentleman |
| dative | මහත්තයට | to the gentleman |
| genitive | මහත්තයගේ | of the gentleman |
| instrumental | මහත්තයගෙන් | by the gentleman |

singular indefinite forms

| | | |
|--------------|---------------|----------------|
| direct | මහත්තයෙක් | a gentleman |
| dative | මහත්තයෙකුට | to a gentleman |
| genitive | මහත්තයෙකුගේ | of a gentleman |
| instrumental | මහත්තයෙකුගෙන් | by a gentleman |

plural forms

| | | |
|--------------|----------------|--------------|
| direct | මහත්තුරු | gentlemen |
| dative | මහත්තුරුන්ට | to gentlemen |
| genitive | මහත්තුරුන්ගේ | of gentlemen |
| instrumental | මහත්තුරුන්ගෙන් | by gentlemen |

B. පොත the book

singular definite forms

| | | |
|--------------|--------|-------------|
| direct | පොත | the book |
| dative | පොතට | to the book |
| genitive | පොතේ | of the book |
| instrumental | පොතෙන් | by the book |

singular indefinite forms

| | | |
|--------------|---------|-----------|
| direct | පොතක් | a book |
| dative | පොතකට | to a book |
| genitive | පොතක | of a book |
| instrumental | පොතකින් | by a book |

plural forms

| | | |
|--------------|-----------|----------|
| direct | පොත් | books |
| dative | පොත්වලට | to books |
| genitive | පොත්වල | of books |
| instrumental | පොත්වලින් | by books |

C. බස් එක the bus

singular definite forms

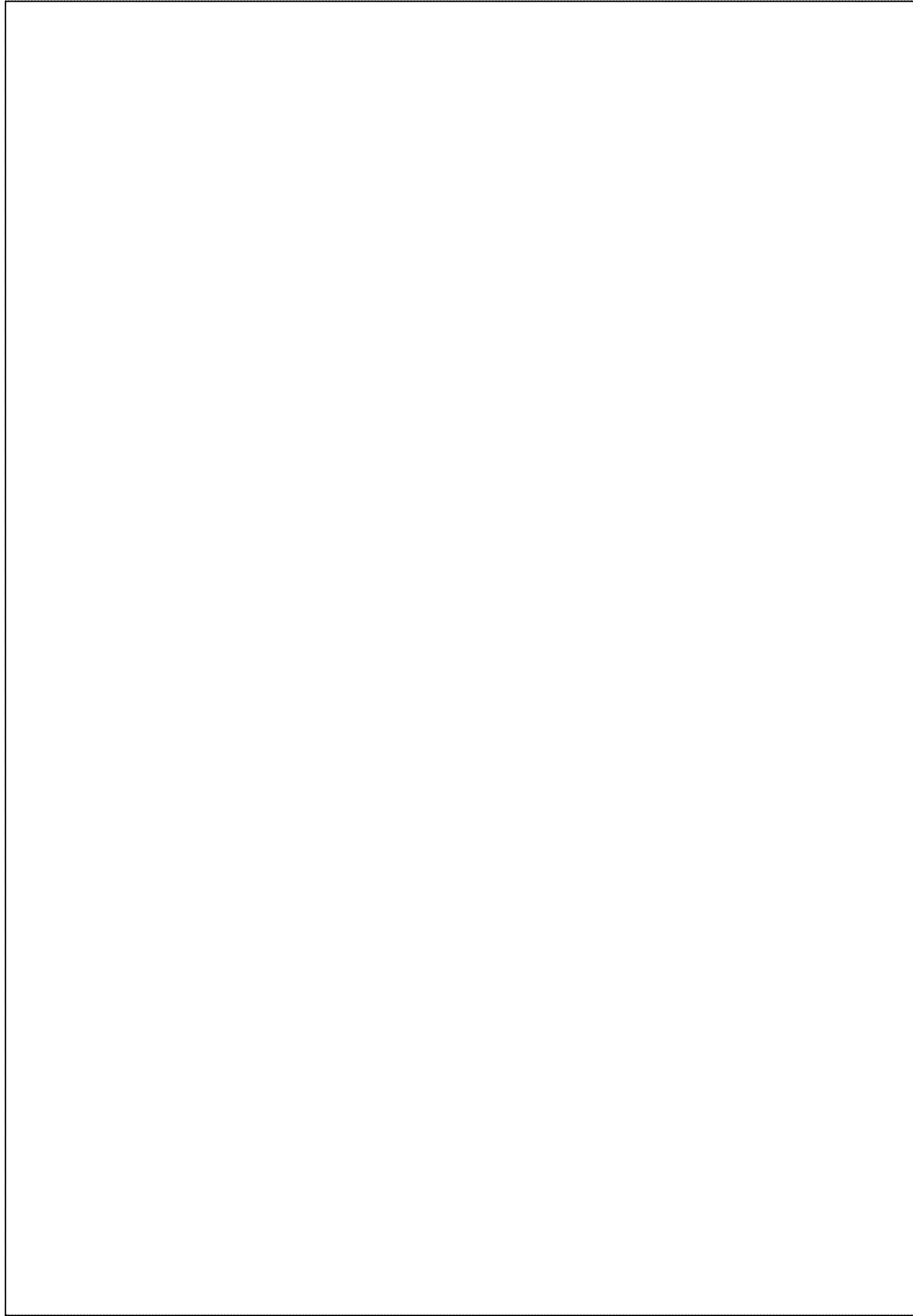
| | | |
|--------------|-----------|------------|
| direct | බස් එක | the bus |
| dative | බස් එකට | to the bus |
| genitive | බස් එකේ | of the bus |
| instrumental | බස් එකෙන් | by the bus |

singular indefinite forms

| | | |
|--------------|------------|----------|
| direct | බස් එකක් | a bus |
| dative | බස් එකකට | to a bus |
| genitive | බස් එකක | of a bus |
| instrumental | බස් එකකින් | by a bus |

plural forms

| | | |
|--------------|----------|-----------|
| direct | බස් | busses |
| dative | බස්වලට | to busses |
| genitive | බස්වල | of busses |
| instrumental | බස්වලින් | by busses |



THE KIRI VIHARA, POLONNARUWA, 12th CENTURY

D. හෝටලේ the hotel (sometimes also spelled හෝටලය, the base for the indefinite forms -- see below.)

singular definite forms

| | | |
|--------------|---------|--------------|
| direct | හෝටලේ | the hotel |
| dative | හෝටලේට | to the hotel |
| genitive | හෝටලේ | of the hotel |
| instrumental | හෝටලෙන් | by the hotel |

singular indefinite forms

| | | |
|--------------|-----------|------------|
| direct | හෝටලයක් | a hotel |
| dative | හෝටලයකට | to a hotel |
| genitive | හෝටලයක | of a hotel |
| instrumental | හෝටලයකින් | by a hotel |

plural forms

| | | |
|--------------|------------|-----------|
| direct | හෝටල් | hotels |
| dative | හෝටල්වලට | to hotels |
| genitive | හෝටල්වල | of hotels |
| instrumental | හෝටල්වලින් | by hotels |

E. ගෙදර house

singular definite forms

| | | |
|--------------|---------|--------------|
| direct | ගෙදර | the house |
| dative | ගෙදරට | to the house |
| genitive | ගෙදර | of the house |
| instrumental | ගෙදරින් | by the house |

| | <u>singular indefinite forms</u> | |
|--------------|----------------------------------|------------|
| direct | ගෙදරක් | a house |
| dative | ගෙදරකට | to a house |
| genitive | ගෙදරක | of a house |
| instrumental | ගෙදරකින් | by a house |

| | <u>plural forms</u> | |
|--------------|---------------------|-----------|
| direct | ගෙදරවල් | houses |
| dative | ගෙදරවල්වලට | to houses |
| genitive | ගෙදරවල්වල | of houses |
| instrumental | ගෙදරවල්වලින් | by houses |

The noun forms given above are representative ones, that is, the rest of the nouns in Sinhala are declined like one of those given above. All animate nouns show endings like 'the gentleman', in paradigm A. As for inanimate nouns, in order to know which one of the remaining classes a particular noun belongs to, one must know the direct definite singular form and the genitive definite singular form. These forms vary according to class. In order to predict all the forms of a particular noun, one must know these two forms and the direct plural form as well. Directions for forming other forms from these basic ones are given below.

1.21 A nouns: nouns declined like මහත්තය 'the gentleman'

Nouns belonging to the class illustrated by මහත්තය, 'the gentleman', are all animate nouns. The following are examples of nouns which belong to this particular class.

| | |
|--------|--------------------|
| මහත්තය | the gentleman |
| තංගි | the younger sister |
| අම්මා | the mother |
| මිනිසා | the man |

Important characteristics of A nouns

- a. The genitive case ending is ගේ
- b. The instrumental case ending is ගෙන්

Examples of A nouns in sentences

| | |
|---------------------------|--|
| මහත්තයා නුවරට යනවා. | The <u>gentleman</u> is going to Kandy. |
| අම්මා කොළඹ ඉන්නවා. | <u>Mother</u> lives in Colombo. |
| තාත්තා ආණ්ඩුවේ වැඩ කරනවා. | <u>Father</u> works for the government. |
| අම්මාගේ අයියා ගෙදර ගියා. | <u>Mother's elder brother</u> went home. |

Further information on the formation of A noun case forms appears in 1.3.

1.22 B nouns: nouns declined like පොත 'the book'.

This class of inanimate nouns is the most important one because it has the largest membership. One can usually assume that a noun ending in අ belongs to class B. Examples:

| | |
|----------|----------------------|
| සර | the road |
| ලංකාව | Sri Lanka |
| අමෙරිකාව | America |
| තුර්ල | the winnowing basket |
| ලාම්පුව | the lamp |
| කට | the mouth |

Important characteristics of B nouns

- a. The direct definite singular ends in අ
- b. The genitive definite singular ends in ට්
- c. The instrumental definite singular ends in ට්



THE RUVANVELI DAGABA AT ANURADHAPURA, 2nd CENTURY B.C.

Examples of B nouns in sentences:

| | |
|----------------------------------|--|
| මහත්තයා ආවේ <u>අමෙරිකාවෙන්</u> . | The gentleman came <u>from America</u> . |
| මම ඉපදුනේ <u>ලංකාවේ</u> . | I was born <u>in Sri Lanka</u> . |
| මේ <u>සාර</u> යන්නේ නුවරට. | <u>This road</u> goes to Kandy. |

1.23 C nouns: nouns declined like බස් එක 'the bus'.

Nouns which belong to this class end in එක . Many words from English have been borrowed into Sinhala as class C nouns. The following Sinhala nouns belong to class C:

| | |
|-------------|---------------|
| කාර් එක | the car |
| ටෙලිෆෝන් එක | the telephone |
| ඡොටෝ එක | the photo |
| ලිෆ්ට් එක | the elevator |

Important characteristics of C nouns

- a. The direct definite singular form ends in එක.
- b. The plural direct form can be formed from the direct definite singular form by removing එක. Examples
- | | |
|--------|-------------------------------|
| බස් එක | singular direct definite form |
| බස් | plural direct |
- c. The instrumental definite singular ends in එකෙන් Example:
- | | |
|-----------|------------|
| බස් එකෙන් | by the bus |
|-----------|------------|
- d. The genitive definite singular ends in එකේ Example:
- | | |
|---------|------------|
| බස් එකේ | of the bus |
|---------|------------|

Examples of C nouns in sentences

| | |
|------------------------------------|------------------------------------|
| ඔස් එකෙන් යන්න පුලුවන් ද? | Can (you) go <u>by bus</u> ? |
| ටෝච්චි එකක් තියෙනවා ද? | Is there <u>a flashlight</u> ? |
| මහත්තයා ලග වීකට්ටි එකක් තියෙනවා ද? | Do you have <u>a ticket</u> , sir? |

1.24 D nouns: nouns declined like හෝටලේ 'the hotel'Important characteristics of D nouns

The direct definite singular form and the genitive definite singular form of D nouns end in ට් . The dictionary entry form given in () below is generally spelled with -අය , however.

| | |
|-----------------|------------------|
| උත්තරේ (උත්තරය) | the answer |
| කාලේ (කාලය) | the time, period |
| මේසේ (මේසය) | the table |

Examples of D nouns in sentences

| | |
|---------------------------------------|---|
| අපි ආවේ <u>හෝටලෙන්</u> . | We came <u>from the hotel</u> . |
| ගොයම් කපන <u>කාලෙට්ටි</u> ගැනු කුඹුරට | <u>At paddy cutting time</u> , women take |
| කෑම ගෙනියනවා. | food to the field. |

1.25 E nouns: nouns declined like ගෙදර 'the house'

In the direct definite singular, all E nouns end in අ. The following Sinhala nouns belong to class E:

| | |
|------|---------------|
| ගෙදර | the house |
| කොළඹ | Colombo |
| මැද | the middle |
| භවස | the afternoon |

Important characteristics of E nouns

- a. The direct definite singular and the genitive definite singular forms end in අ.
- b. The instrumental definite singular ends in ඉන්.
- c. The class has a very limited membership. Most nouns with direct case endings in අ belong to class B.

Examples of E nouns in sentences

මහත්තයා ගෙදර ඉන්නවා ද?

Is the gentleman in the house?

හෙට මම කොළඹට යනවා.

I am going to Colombo tomorrow.



THE RUVANVELI DAGABA FROM A DISTANCE WITH THE JETAVANARAMAYA DAGABA (3rd CENTURY A.D.) TO THE RIGHT. FOREGROUND, THE NUWARA WEWA, THE LARGEST TANK IN ANURADHAPURA (3000 ACRES).

1.3 The cases

1.31 The direct case

Direct case forms may be singular indefinite, singular definite or plural. Thus, පොත, 'the book', පොතක්, 'a book', and පොත්, 'books', are all direct case forms.

Subjects of verbs are in the direct case. For example:

| | |
|--------------------------|---|
| පාරක් තියෙනවා. | There is <u>a road</u> . |
| මම ඉන්නේ නුවර. | <u>I</u> live in Kandy. |
| තාත්තා ඉන්දියාවට යනවා. | <u>Father</u> is going to India. |
| මහත්තයා ආවේ ඇමෙරිකාවෙන්. | <u>The gentleman</u> came from America. |

Direct objects of verbs are also usually in the direct case.

| | |
|------------------------|--|
| මහත්තයා ලියුම් එවනවා. | The gentleman <u>sends letters</u> . |
| මහත්තයා ලියුමක් එවනවා. | The gentleman is sending <u>a letter</u> . |
| මහත්තයා ලියුම එවනවා. | The gentleman is sending <u>the letter</u> . |

The direct definite singular form is the one a Sinhala gives when asked for the translation of an English word. It is also the form entered in dictionaries.

1.32 The dative case

The dative case ending is ට. Dative case forms may be singular definite, singular indefinite or plural. The dative case in Sinhala most often translates the English 'to somewhere, something or someone.' Thus, a dative case form is equatable with what is sometimes called the indirect object. Examples:

| | |
|-------------------------|--|
| මම ඇමෙරිකාවට යනවා. | I am going <u>to America</u> . |
| මම ඈර ගමට ගියා. | I went <u>to that village</u> . |
| මම මල්ලිට සල්ලි දුන්නා. | I gave money <u>to younger brother</u> . |
| මම ගමකට යනවා. | I am going <u>to a village</u> . |
| මම හේන්වලට යනවා. | I am going <u>to the chenas</u> . |

1.321 Use

Sometimes dative case forms translate into English as indirect objects, as in the examples above. Sometimes they equate with other structures, as in the examples below.

For instance, with the verb ඕනෑ 'want', the actor is in the dative case. Examples:

| | |
|-------------------------|--|
| මට අමෙරිකාවට යන්න ඕනෑ. | I want to go to America. |
| මට ටිකට් එකක් ගන්න ඕනෑ. | I want to get a ticket. |
| මහත්තයාට තේ බෙන්න ඕනෑ. | The <u>gentleman</u> wants to drink tea. |

The actors in sentences with පුලුවනි 'can' and බැ 'cannot', are also in the dative case. Examples:

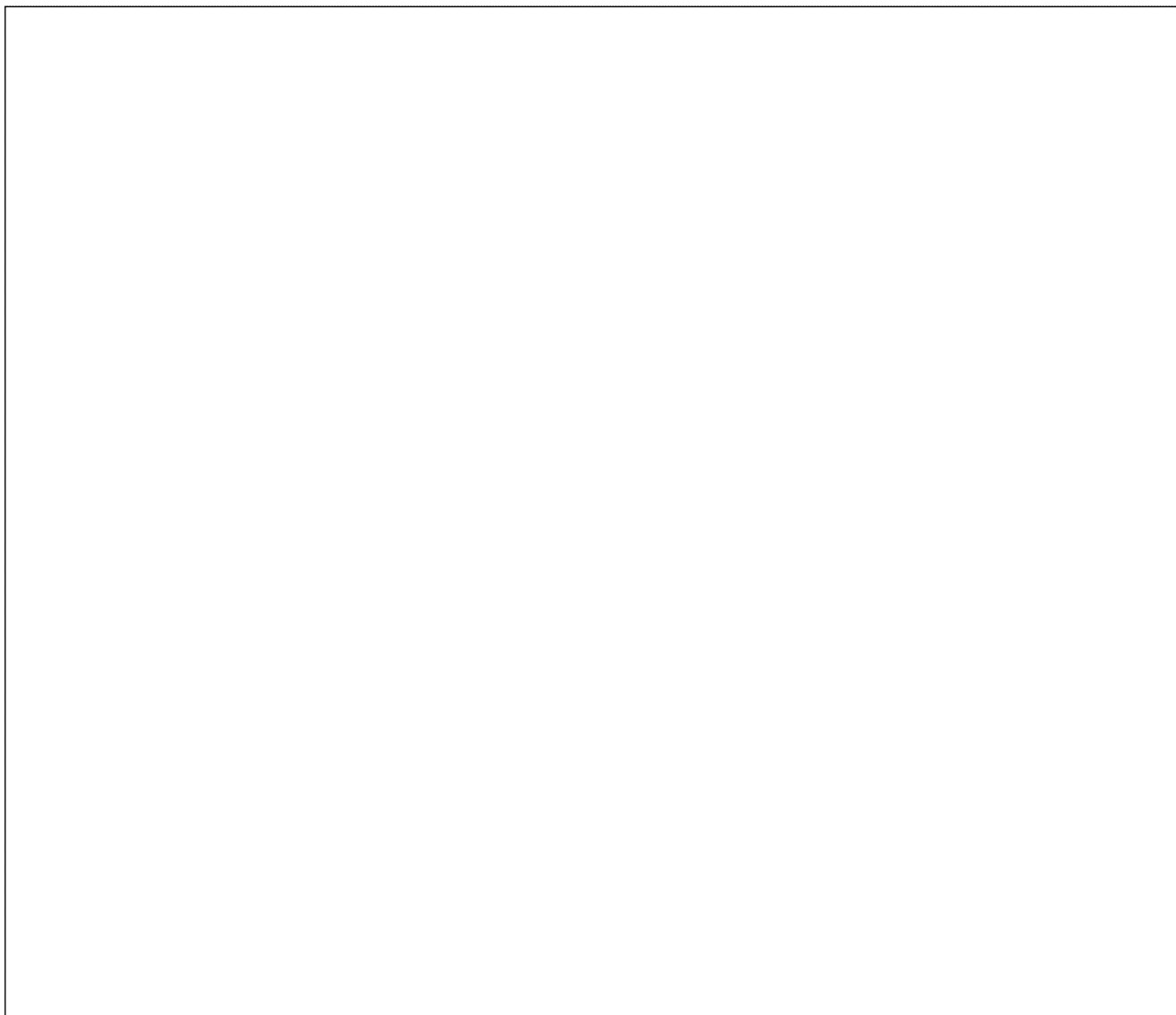
| | |
|--------------------------------|---|
| මට සිංහල කතාකරන්න පුලුවනි. | I can speak Sinhala. |
| මට ඉංග්‍රීසි කියවන්න පුලුවනි. | I can read English. |
| මහත්තයාට කාර් එලවන්න පුලුවනි. | The <u>gentleman</u> can drive cars. |
| මල්ලිට ඉන්දියාවට යන්න පුලුවනි. | <u>Younger brother</u> can go to India. |
| මට සිංහල කතාකරන්න බැ. | I cannot speak Sinhala. |
| මහත්තයාට වැඩ කරන්න බැ. | The <u>gentleman</u> cannot work. |
| නංගිට අමෙරිකාවට යන්න බැ. | <u>Younger sister</u> cannot go to America. |

The dative case form is used in construction with the verbs ඉන්නවා and තියෙනවා 'be', to produce the meaning 'have' or 'have to'. Examples:

| | |
|--------------------------|--|
| මට සල්ලි තියෙනවා. | I <u>have</u> money (lit., there is money to me.). |
| මහත්තයාට බල්ලෙක් ඉන්නවා. | The <u>gentleman</u> <u>has</u> a dog (lit., there is a dog to the gentleman). |

With a dependent infinitive තියෙනවා takes on the meaning 'have to'. Examples:

| | |
|-----------------------------|----------------------------|
| මට ගෙදර යන්න තියෙනවා. | I have to go home |
| මට කාර් එකෙන් යන්න තියෙනවා. | I have to go by car. |
| මට භාල් ගන්න තියෙනවා. | I have to buy rice. |
| මහත්තයාට වැඩ කරන්න තියෙනවා. | The gentleman has to work. |



LANKATILAKA IMAGE HOUSE, POLONNARUWA, 12th CENTURY

1.322 Formation of dative case forms

In the singular definite, the dative case ending is added to the direct definite singular form. Thus, ගෙදර + ට = ගෙදරට
 පාර + ට = පාරට , පුතා + ට = පුතාට.
 This rule applies to both animate and inanimate nouns. The formula for forming the dative indefinite singular for inanimate nouns is direct indefinite singular form + අ + ට.

For animate nouns the formula is: direct indefinite singular form + උ + ට.

Examples:

| | | | |
|----------|---------|-----------|------------|
| ගෙදරක් | a house | ගෙදරකට | to a house |
| පාරක් | a road | පාරකට | to a road |
| බල්ලෙක් | a dog | බල්ලෙකුට | to a dog |
| මිනිසෙක් | a man | මිනිසෙකුට | to a man |

In the plural the dative case ending is added to the plural stem. For inanimate nouns the plural stem is identical with the genitive plural (see 1.3323). For example, එළවළුවල + ට = එළවළුවලට 'to the vegetables'; ගෙදරවල්වල + ට = ගෙදරවල්වලට 'to the houses'. You can look at the formation of the dative plural of inanimate nouns in another way: the ending වලට is added to the direct plural form. Thus, ගෙදරවල් + වලට = ගෙදරවල්වලට 'to the houses', and so forth.

With animate nouns, the dative case ending is also added to the plural stem. If the direct plural form ends in ලා , the plural stem is identical with the direct plural. Thus:

| <u>plural stem</u> | <u>dative plural</u> | |
|--------------------|----------------------|-------------------------|
| තංගිලා | තංගිලාට | to the younger sisters |
| මල්ලිලා | මල්ලිලාට | to the younger brothers |

If the direct plural form of an animate noun ends in ඕ , the stem ends in අන් . If it ends in උ , the stem ends in උන් .

Look at the examples below.

| <u>direct plural</u> | | <u>plural stem</u> | <u>plural dative</u> |
|----------------------|--------------|--------------------|----------------------|
| මහත්තුරු | gentlemen | මහත්තුරුන් | මහත්තුරුන්ට |
| කුකුලෝ | chickens | කුකුලන් | කුකුලන්ට |
| කොල්ලෝ | boys | කොල්ලන් | කොල්ලන්ට |
| බල්ලෝ | dogs | බල්ලන් | බල්ලන්ට |
| අරගොල්ලෝ | those people | අරගොල්ලන් | අරගොල්ලන්ට |

The rules above will generate dative forms of all classes. Review the sample paradigms and look at the dative case forms which appear.

1.33 The genitive case

1.331 Use

Nouns in the genitive case often show possession. Examples:

මගේ පොත.

My book.

භාණ්ඩාගේ දුව.

Father's daughter.

මහත්තයාගේ රජයාව.

The gentlemen's job.

පොතේ කවරය.

The cover of the book.

ගෙදර දොර.

The door of the house.

In some instances they show location and translate the English 'on or in something'. Examples:

මම වැඩ කරන්නේ ආණ්ඩුවේ.

I work in the government.

මහත්තයා වැඩ කරන්නේ හෝටලේ.

The gentleman works in the hotel.

මම ඉන්නේ ගෙදරක.

I live in a house.

1.332 Formation of genitive case forms

Definite singular forms of the genitive must be memorized. For some classes of nouns they are predictable from the direct singular form, and for other classes they are not.



ARADHANAGALA AT MIHINTALE

1.3321 Genitive definite singular forms.

In the genitive definite singular, class A nouns take the ending ගේ. This ending is added to the direct definite singular form.
Examples:

| <u>direct definite singular</u> | | <u>genitive definite singular</u> |
|---------------------------------|----------------|-----------------------------------|
| මහත්තයා | gentleman | මහත්තයාගේ |
| දුව | daughter | දුවගේ |
| තංගී | younger sister | තංගීගේ |

For nouns ending in අ one cannot determine the class by looking at the direct definite singular. Both B and E nouns have direct definite singular forms in අ. If the noun is class E like ගෙදර 'house', the genitive definite singular form is identical with the direct. If the noun is class B like පොත 'the book', the genitive definite singular ends in ඒ, i.e., පොතේ.

For class C nouns like බස් එක 'the bus', the genitive definite singular form is predictable. It ends in ඒ, i.e., බස් එකේ.

If the noun is class D like හෝටලේ 'the hotel', the genitive definite singular form is also predictable. It is identical with the direct.

1.3322 Genitive indefinite singular forms

For inanimate nouns the formula is indefinite direct form plus අ.

| <u>direct indefinite</u> | | <u>genitive indefinite</u> | |
|--------------------------|---------|----------------------------|------------|
| පොතක් | a book | පොතක | of a book |
| හෝටලයක් | a hotel | හෝටලයක | of a hotel |
| ගෙදරක් | a house | ගෙදරක | of a house |
| පාරක් | a road | පාරක | of a road |

The formula for the genitive indefinite form of animate nouns is indefinite direct form + උගේ. Examples:

| <u>direct indefinite</u> | | <u>genitive indefinite</u> | |
|--------------------------|-------|----------------------------|----------|
| බල්ලෙක් | a dog | බල්ලෙකුගේ | of a dog |
| කොල්ලෙක් | a boy | කොල්ලෙකුගේ | of a boy |
| බළලෙක් | a cat | බළලෙකුගේ | of a cat |

1.3323 Genitive plural forms

The formula for genitive plural forms of inanimate nouns is direct plural form + වල . Examples:

| <u>direct plural</u> | | <u>genitive plural</u> | |
|----------------------|------------|------------------------|---------------|
| එළවලු | vegetables | එළවලුවල | of vegetables |
| ගෙදරවල් | houses | ගෙදරවල්වල | of houses |
| හේන් | chenas | හේන්වල | of chenas |

The formula for the genitive plural of animate nouns is plural stem (cf. 1.32) + ගේ . Sometimes the plural stem is identical with the direct plural (see 1.32). For instance, in the case of direct plurals ending in ලා :

| <u>direct plural</u> | | <u>plural stem</u> | <u>plural genitive</u> |
|----------------------|-----------------|--------------------|------------------------|
| තරුණියා | younger sisters | තරුණියා | තරුණියාගේ |
| අයියා | older brothers | අයියා | අයියාගේ |

Often however, the plural stem is not identical with any case form. For example:

| <u>direct plural</u> | | <u>plural stem</u> | <u>plural genitive</u> |
|----------------------|-----------|--------------------|------------------------|
| මහත්තැරු | gentlemen | මහත්තැරුන් | මහත්තැරුන්ගේ |
| බල්ලෝ | dogs | බල්ලන් | බල්ලන්ගේ |
| කොල්ලෝ | boys | කොල්ලන් | කොල්ලන්ගේ |

With උ and ඕ plurals, note above in 1.32 that the formula for the plural stem is direct plural form, minus the final vowel plus either උන් or අන් . If the direct plural ends in උ , add උන් for the stem; if it ends in ඕ , add අන් .

1.34 The instrumental case1.341 Use

Instrumental case forms are generally translated into English as 'by, with or from something.' Appropriate translations vary.

| | |
|---------------------------------|--------------------------------------|
| මම <u>කෝච්චියෙන්</u> ගියා. | I went <u>by train</u> . |
| මේ <u>බඩු වලින්</u> සමහරක් මගේ. | Some <u>of these goods</u> are mine. |
| එය ආවේ <u>අමෙරිකාවෙන්</u> . | He came <u>from America</u> . |

1.342 Formation of instrumental case forms.1.3421 Instrumental definite singular forms.

For inanimate nouns the instrumental forms end in either ඉන් or එන් .
Examples:

| <u>definite singular:</u> | <u>direct</u> | | <u>instrumental</u> |
|---------------------------|---------------|-------|---------------------|
| Class B nouns | පොත | book | පොතෙන් |
| Class C nouns | කාර් එක | car | කාර් එකෙන් |
| Class D nouns | මේසේ | table | මේසෙන් |
| Class E nouns | ගෙදර | house | ගෙදරින් |

Look back at the sample paradigms given above in 1.2.

The formula for the instrumental definite singular form of animate nouns is direct definite singular form plus ගෙන්. Examples:

| | <u>direct</u> | | <u>instrumental</u> |
|--|---------------|------|---------------------|
| | එයා | he | එයාගෙන් |
| | කෙල්ල | girl | කෙල්ලගෙන් |

1.3422 Instrumental indefinite singular forms.

For inanimate nouns the formula is direct indefinite singular form plus ඉන් . Examples:

| <u>indefinite singular:</u> | <u>direct</u> | | <u>instrumental</u> |
|-----------------------------|---------------|---------|---------------------|
| | පොතක් | a book | පොතකින් |
| | ගෙදරක් | a house | ගෙදරකින් |

For animate nouns the formula is direct indefinite singular form plus උගෙන් . Examples:

direct indefinite singular instrumental indefinite singular

| | | |
|--------|------------|------------|
| පුතෙක් | a son | පුතෙකුගෙන් |
| දුවෙක් | a daughter | දුවෙකුගෙන් |

1.3423 Instrumental plural forms

With inanimate nouns the formula for the instrumental plural is plural direct form + වලින් . Examples:

| <u>direct plural</u> | | <u>instrumental plural</u> |
|----------------------|--------|----------------------------|
| ගෙදරවල් | houses | ගෙදරවල්වලින් |
| පොත් | books | පොත්වලින් |
| භේන් | chenas | භේන්වලින් |

The formula for the instrumental plural of animate nouns is plural stem + ගෙන් . Examples:

| <u>direct plural</u> | | <u>plural stem</u> | <u>instrumental plural</u> |
|----------------------|-----------------|--------------------|----------------------------|
| මහත්තැරු | gentlemen | මහත්තැරුන් | මහත්තැරුන්ගෙන් |
| තංගිලා | younger sisters | තංගිලා | තංගිලාගෙන් |

1.4 Definite and indefinite forms of the noun

Definiteness and indefiniteness are marked only in the singular. The definite forms such as පාර, 'road', බස් එක 'bus', and තගුල 'plow', may be translated as 'road, bus, plow' or 'the road, the bus, the plow'. Indefinite forms such as පාරක් , බස් එකක් , and තගුලක් , are best translated as 'a road, a bus, a plow'.

The direct indefinite of inanimate nouns ends in අක් . Examples:

direct indefinite form

| | |
|--------|-----------|
| ගෙදරක් | a house |
| ගමක් | a village |
| රටක් | a country |

The direct indefinite of animate nouns ends in එක් . Examples:



DAMBULLA ROCK TEMPLE, 1st CENTURY B.C.

direct indefinite form

| | |
|---------|-------|
| බල්ලෙක් | a dog |
|---------|-------|

| | |
|--------|-------|
| පුතෙක් | a son |
|--------|-------|

Formulas for the formation of all definite and indefinite case forms have appeared in 1.3.

1.5 Animate and inanimate nouns: agreement

As previously noted in 1.2, animate nouns are declined differently than those which are inanimate. There are also differences in agreement, some of which are given below.

1.51 වියෙතවා and ඉන්නවා 'be'.

Examples:

| | |
|-----------------|-----------------------------|
| මල්ලිලා ඉන්නවා. | There are younger brothers. |
|-----------------|-----------------------------|

| | |
|---------------|-----------------|
| කාර් වියෙතවා. | There are cars. |
|---------------|-----------------|

The verbs වියෙතවා and ඉන්නවා both mean 'be'. Forms of the verb වියෙතවා may only be used with subjects which are inanimate. ඉන්නවා is used only with animate subjects.

1.52 Animate and inanimate nouns and quantity.

There are animate numerals and inanimate numerals. Animate numerals either modify or are substituted for animate nouns. Inanimate numerals either modify or are substituted for inanimate nouns. Examples:

| | |
|------------------------------|-----------------------------------|
| මහත්තුරු තුන් දෙනෙක් ඉන්නවා. | There are <u>three</u> gentlemen. |
|------------------------------|-----------------------------------|

| | |
|---------------------|------------------------------|
| කාර් තුනක් වියෙතවා. | There are <u>three</u> cars. |
|---------------------|------------------------------|

| | |
|---------------------|----------------------------------|
| තුන් දෙනෙක් ඉන්නවා. | There are <u>three</u> (animate) |
|---------------------|----------------------------------|

| | |
|----------------|-------------------------------------|
| තුනක් වියෙතවා. | There are <u>three</u> (inanimate). |
|----------------|-------------------------------------|

| | | | |
|----------------------|-------------|---------------|----------|
| මහත්තයෙක් | a gentleman | ගෙදරක් | a house |
| මහත්තුරු දෙන්නෙක් | 2 gentlemen | ගෙදරවල් දෙකක් | 2 houses |
| මහත්තුරු තුන් දෙනෙක් | 3 gentlemen | ගෙදරවල් තුනක් | 3 houses |
| මහත්තුරු හතර දෙනෙක් | 4 gentlemen | ගෙදරවල් හතරක් | 4 houses |
| මහත්තුරු පස් දෙනෙක් | 5 gentlemen | ගෙදරවල් පහක් | 5 houses |
| මහත්තුරු හය දෙනෙක් | 6 gentlemen | ගෙදරවල් හයක් | 6 houses |

Other numeral forms appear in 6.



ENTRANCE TO DAMBULLA ROCK TEMPLES

2. Verbs

2.1 Basic classes. Sinhala verbs fall into three main classes:

1. Verbs with a stem vowel ජ. Example: කපනවා 'cut'
2. Verbs with a stem vowel ඵ. Example: වැටෙනවා 'fall'
3. Verbs with a stem vowel ඉ. Example: බැඳිනවා 'bind'

The verb forms given above are simple present tense forms. The simple present tense form is the one entered in most Sinhala dictionaries.

The formula for the stem of a Sinhala verb is simple present tense form minus නවා . The vowel on the end of this stem is called the stem vowel. For most verbs all forms are predictable once the stem vowel is known although there is a small list of "irregular verbs" (which regrettably for the learner are those of highest frequency). The first vowel in the stem is called the root vowel. Make a note of the stem and root vowels in the verb forms given above.

2.2 Present tense forms

2.21 The simple present tense or නවා form. Examples:

- | | |
|---------------------------------|---|
| මම ගෙදර යනවා. | I <u>am going</u> home. |
| ගල් හතරක් තියෙනවා. | There <u>are</u> four stones. |
| මල්ලි මෙහාට එනවා. | Younger brother <u>is coming</u> in this direction. |
| අම්මා බත් උයනවා. | Mother <u>cooks</u> rice. |
| ඉස්කෝලේ මහත්තයා සිංහල උගන්වනවා. | The schoolmaster <u>teaches</u> Sinhala. |

2.22 The emphatic present tense or තේනේ form.

- | | |
|-----------------|---------------------------------------|
| මම යන්නේ ගෙදර. | It is home that I <u>am going</u> . |
| මම කන්නේ මස්. | It is meat that I <u>am eating</u> . |
| යන්නේ කොහේ ද? | Where <u>are</u> (you) <u>going</u> ? |
| කරන්නේ මොනවා ද? | What <u>are</u> (you) <u>doing</u> ? |



DAMBULLA ROCK TEMPLES

Both the ඛවා and the ඛ්ඛේ forms are present tense forms. Usually the use of the ඛ්ඛේ form means that some item other than the verb in the sentence is singled out for emphasis. Examples:

- | | |
|--------------------------|--|
| a. කණ්ණෝරුව අවට අවිඛවා. | The office opens at 8:00. |
| b. කණ්ණෝරුව අවිඛ්ඛේ අවට. | It is at 8:00 that the office opens. |
| a. එයා භවස ආපහු එඛවා. | He is coming back in the evening. |
| b. එයා ආපහු එඛ්ඛේ භවස. | It is in the evening that he is coming back. |

In the "b" sentences above, the words අවට and භවස are singled out for emphasis. In the "a" sentences no particular item is singled out for emphasis.

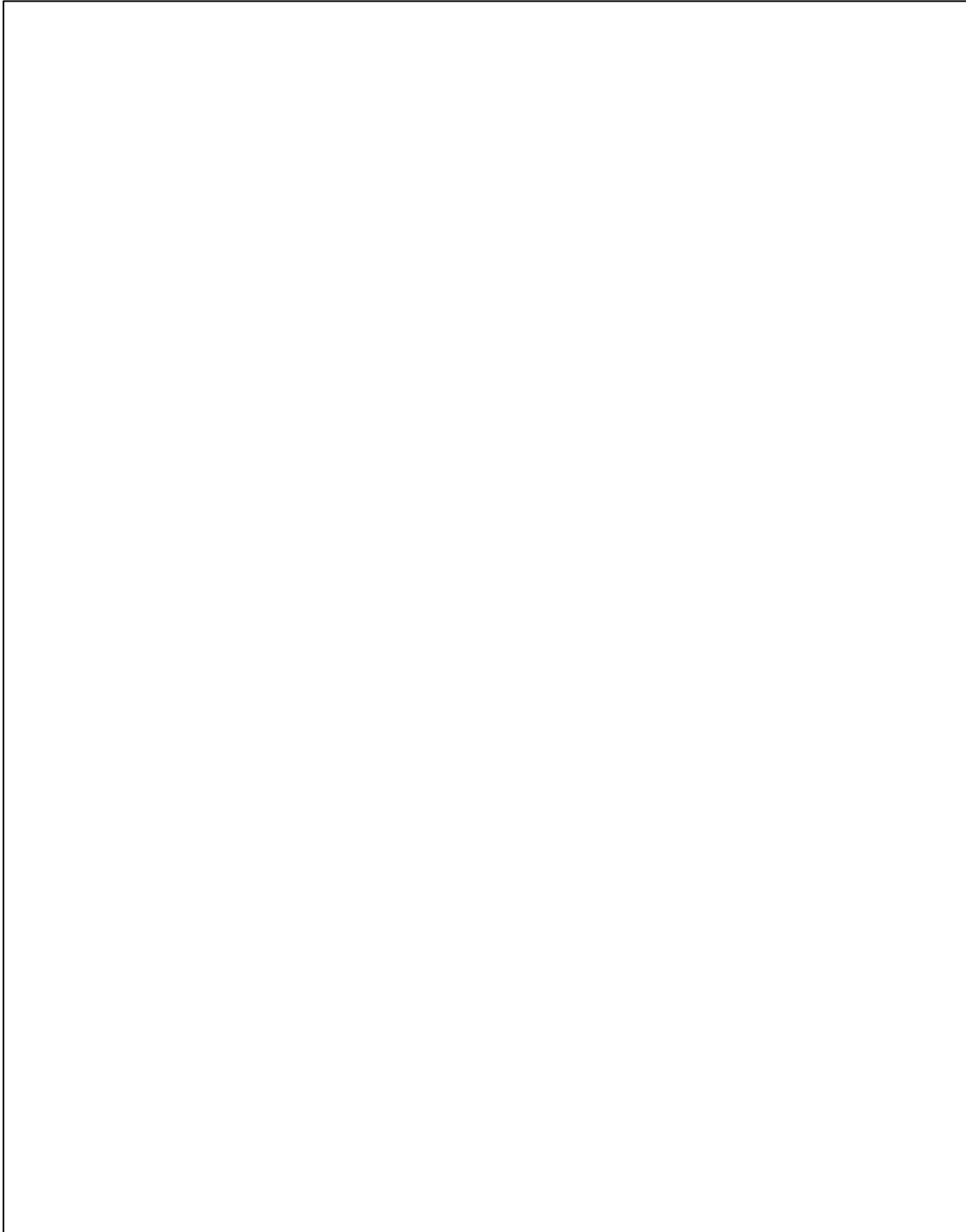
2.23 The question marker and present tense forms

The question marker ඳ may follow the ඛවා form of the verb. Examples:

- | | |
|-----------------------|------------------------------|
| එඛ්ඛ්ඛයා ගෙඳර යඛවා ඳ? | Is the gentleman going home? |
| චතුර බොඛවා ඳ? | Are (you) drinking water? |
| සල්ලි ඛියෙඛවා ඳ? | Is there money? |

But the question marker ඳ never follows the ඛ්ඛේ form of the verb. It always goes after some other item in the sentence, usually the emphasized one. Examples?

- | | |
|-----------------------|--|
| එයා ගෙඳර එඛ්ඛේ භවස ඳ? | Is it in the evening that he is coming home? |
| කණ්ණෝරුව චඛ්ඛේ අවට ඳ? | Is it at 8:00 that the office closes? |
| එයා බොඛ්ඛේ චතුර ඳ? | Is it water that he is drinking? |



THE TEMPLE AT ISURUMUNIYA, 3rd CENTURY B.C.

2.24 Negatives with the present tense.2.241 The negative of තබා .

| | | |
|-------------|---------------------|---------------------------|
| Affirmative | මම බොතවා. | I drink. |
| Negative | මම බොන්නේ නෑ. | I don't drink. |
| Affirmative | මහත්තයා යතවා. | The gentleman goes. |
| Negative | මහත්තයා යන්නේ නෑ. | The gentleman doesn't go. |
| Affirmative | මම ධීන්තර කතවා. | I eat eggs. |
| Negative | මම ධීන්තර කන්නේ නෑ. | I don't eat eggs. |
| Affirmative | මම වැඩ කරතවා. | I work. |
| Negative | මම වැඩ කරන්නේ නෑ. | I don't work. |

The formula for negating the තබා form is තේ form + නෑ . Two exceptions are the verbs තියෙතවා 'be' (inanimate) and ඉන්නවා 'be' (animate). Their negative forms are simply නෑ.

2.242 Negating emphatic sentences with තෙමෙයි 'is not'.

| | | |
|-------------|----------------------------|---|
| Affirmative | මම යන්නේ කඩේට. | It is to the store that I am going. |
| Negative | මම යන්නේ කඩේට තෙමෙයි. | It is not to the store that I am going. |
| Affirmative | මම ඉන්නේ අමෙරිකාවේ. | I live in America. |
| Negative | මම ඉන්නේ අමෙරිකාවේ තෙමෙයි. | It is not in America that I live. |
| Affirmative | මම බොන්නේ චතුර. | It is water that I drink. |
| Negative | මම බොන්නේ චතුර තෙමෙයි. | It is not water that I drink. |
| Affirmative | මම කන්නේ ධීන්තර. | It is eggs that I eat. |
| Negative | මම කන්නේ ධීන්තර තෙමෙයි. | It is not eggs that I eat. |

2.27 The emphatic negative form

The ඒනේ form plus තැන්තේ which has appeared above with question words is an emphatic negative form of the verb. Compare:

මම යන්නේ කඩේට.

It is to the store that I am going.

මම යන්නේ තැන්තේ කඩේට

It is not to the store that I am going.

කන්තෝරුව අරින්නේ අටට.

It is at 8:00 that the office opens.

කන්තෝරුව අරින්නේ තැන්තේ අටට.

It is not at 8:00 that the office opens.

See section 2.242 for sentences which although different in structure from those above are roughly similar in meaning.

2.28 Rapid speech forms

Before a following තැ and some other negative forms based on it such as තැන්තේ, the ඒනේ form of the verb becomes ඒ in rapid speech. Examples:

Optimal signal

එය වැඩ කරන්නේ තැ.

He doesn't work.

Rapid speech form

එය වැඩ කරත් තැ.

He doesn't work.

Optimal signal

එය යන්නේ තැන්තේ මොකද?

Why doesn't he go?

Rapid speech form

එය යත් තැන්තේ මොකද?

Why doesn't he go?

2.29 This thing is mine. / That is a loaf of bread. Equational sentences.

Sentences of the form x is y lack verbs in Sinhala. Examples.

මේක මගේ.

This thing is mine.

අර පාන් ගෙඩියක්.

That is a loaf of bread.

කාර් එක අලුත්.

The car is new.

කමිසය හොඳ එකක් ද?

Is the shirt a good one?

2.291 Negation

When the word in the "y" slot is an adjective, it is negated with නෑ. Examples:

කාර් එක අලුත් නෑ.

The car is not new.

වැඩ ලේසි නෑ.

The work is not easy.

When the word in the "y" slot is a noun or pronoun, it is negated with නෙමෙයි. Examples.

අර පාන් ගෙඩියක් නෙමෙයි.

That is not a loaf of bread.

කමිසය හොඳ එකක් නෙමෙයි.

The shirt is not a good one.

මේක මගේ නෙමෙයි.

This thing is not mine.

2.3 The present verbal adjective or න form

2.31 Use of the න form

The න form precedes the noun it modifies. Examples:

යන මිනිස්සු

Going men (or men who are going)

හෙයම් කපන කාලේ

Paddy cutting time.

සිංහල ඉගෙනගන්න ළමයි.

Sinhala learning children (or children who are learning Sinhala)

මම කියවන පොත

The book I am reading.

ආණ්ඩුව කරන වැඩ.

The work which the government is doing.

Note that constructions with the present verbal adjective often equate with English relative clauses.

2.32 Formation of the ත form

The ත form is made up of the verb stem + ත . Examples:

| <u>simple present form</u> | | <u>verb stem</u> | <u>ත form</u> |
|----------------------------|-------|------------------|---------------|
| යනවා | go | ය - | යන |
| බොනවා | drink | බො - | බොන |
| කපනවා | cut | කප - | කපන |
| බඳිනවා | fry | බඳි - | බඳින |

2.33 Forms based on the present verbal adjective

2.331 The කොට , 'when', form.

2.3311 Use.

The කොට form is used to convey the meaning 'When (I) am doing something.' The action in the කොට clause is simultaneous with the action in the main clause. Examples:

මම උදේ කෑම කනකොට, පත්තර
කියවනවා.

I read the papers when I am
eating breakfast.

මම නානකොට, සිංදු කියනවා.

When I bathe, I sing.

2.3312 Formation of the කොට form.

The කොට form is made up of the present verbal adjective plus කොට.

| <u>present verbal adjective</u> | | <u>කොට form</u> |
|---------------------------------|-------|-----------------|
| යන | go | යනකොට |
| බොන | drink | බොනකොට |
| කපන | cut | කපනකොට |
| බදින | fry | බදිනකොට |

2.332 The කන් 'till' form.

2.3321 Use

The කන් form is used to convey the meaning 'until such an action happens.' Examples.

අට වෙතකන්, මම වැඩ කරන්නම්. I'll work until (it becomes) 8:00,
if you like.

මහත්තයා එතකන්, ඉන්න. Stay till the gentleman comes.

මම වැඩ ඉවර කරනකන්, එයා එන්නේ නෑ. He isn't coming till I finish the work.

2.3322 Formation of the කන් form.

The කන් form is made up of the present verbal adjective plus කන් Examples:

| <u>present verbal adjective</u> | | <u>කන් form</u> |
|---------------------------------|--------|-----------------|
| වෙත | become | වෙතකන් |
| යන | go | යනකන් |
| එත | come | එතකන් |
| කරන | do | කරනකන් |

2.3333 Stylistic variation

There is a කල් form which is a variant of the කන් form. Example:

එයා එතකල්, ඉන්න. Wait till he comes.

2.333 The present verbal adjective with නිසා, 'because'.2.3331 Use

The present verbal adjective occurs in construction with නිසා, 'because', and has the meaning 'because (subject) does such and such.' Examples:

| | |
|---------------------------------------|---|
| එය වැඩ කරන නිසා. | Because he is working. |
| මහත්තයා යන නිසා. | Because the gentleman is going. |
| මම උදේ කෑම කන නිසා. | Because I am eating breakfast. |
| මම භාල් මනින නිසා, දැන් යන්න බැ. | I can't go now because I am measuring the rice. |
| මම සිංහල ඉගෙනගන්න නිසා, දැන් එන්න බැ. | I can't come now because I am studying Sinhala. |

2.3332 Related negative forms

The negative adjectival form is නැති . Negative present verbs which appear before නිසා take the form නැතේ form plus නැති . Examples:

| | |
|----------------------------|--------------------------------------|
| මම යන නිසා. | Because I am going. |
| මම යන්නේ නැති නිසා. | Because I am not going. |
| මම භාල් මනින නිසා. | Because I am measuring the rice. |
| මම භාල් මනින්නේ නැති නිසා. | Because I am not measuring the rice. |

2.3333 Dialect and stylistic variation

Another word meaning 'because' is හින්දා . It occurs in the same types of constructions as නිසා .

2.4 Past tense forms2.41 The simple past tense form

| | | |
|---------|----------------|----------|
| Present | මම වැඩ කරනවා. | I work |
| Past | මම වැඩ කෙරුවා. | I worked |

| | | |
|---------|----------------------|------------------------|
| Present | මම සිංහල ඉගෙනගත්තවා. | I am learning Sinhala. |
| Past | මම සිංහල ඉගෙනගත්තා. | I learned Sinhala. |

The simple past tense form of the verb expresses completed action. It fills slots which are similar to those filled by the simple present tense, or තවා form, i.e., it usually goes at the end of a sentence and it may be followed by the question marker ද .

2.42 The emphatic past tense form

| | | |
|------------------|---------------|------------------------------|
| Emphatic present | මම කන්නේ මස්. | It is meat that I am eating. |
| Emphatic past | මම කෑවේ මස්. | It was meat that I ate. |
| Emphatic present | යන්නේ කොහේ ද? | Where are you going? |
| Emphatic past | ගියේ කොහේ ද? | Where did you go? |

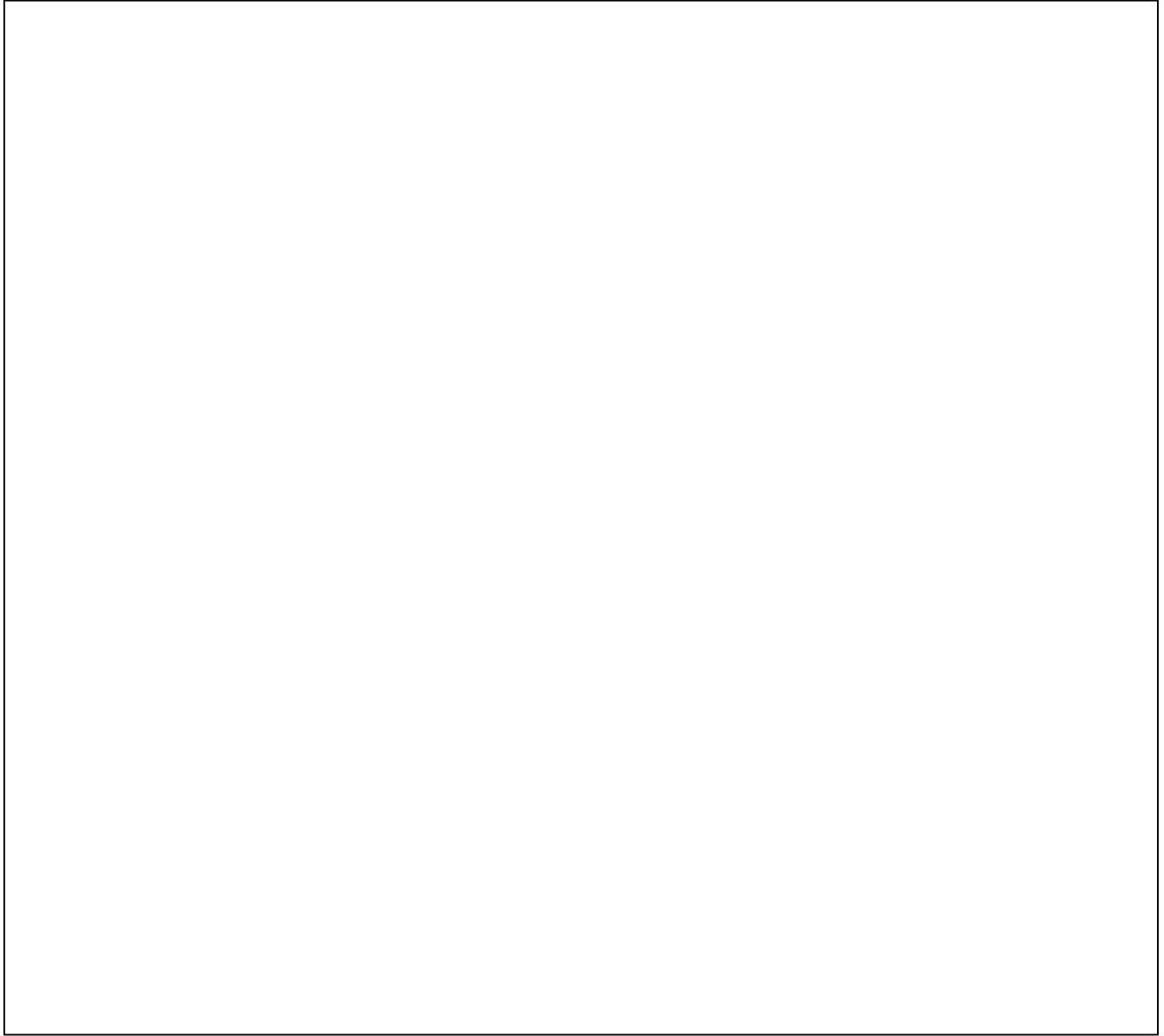
The emphatic past tense form also expresses completed action. Like the emphatic present form, it is used when some item other than the verb in the sentence is singled out for emphasis. It is also used with question words. It is not followed directly by the question marker ද .

2.43 Predicting the simple past tense form from the තවා form.

Step 1: Remove the තවා suffix. This leaves the verb stem.

For example:

| <u>simple present tense form</u> | | <u>verb stem</u> |
|----------------------------------|------------|------------------|
| කපනවා | cut | කප- |
| කඩනවා | break | කඩ- |
| කොටනවා | pound | කොට- |
| කැපෙනවා | get cut | කැපෙ- |
| කැඩෙනවා | get broken | කැඩෙ- |
| වැටෙනවා | fall | වැටෙ- |



THE ABHAYAGIRI DAGABA, ANURADHAPURA, 1st CENTURY B.C.

simple present tense form

| | |
|--------|------|
| බදිතවා | bind |
| බදිතවා | fry |

verb stem

| |
|------|
| බදි- |
| බදි- |

- Step 2: If the root vowel is අ change it to ඇ
 If the root vowel is ආ change it to ඈ
 If the root vowel is ඔ change it to චී
 If the root vowel is ඕ change it to චී
 If the root vowel is උ change it to ඉ
 If the root vowel is ඌ change it to ඊ

If the root vowel is ඇ , ඈ , චී , චී , ඉ , or ඊ , do not change it. For example:

basic stemaltered stem

| | | |
|------|---------|------|
| කප- | cut | කැප- |
| කඩ- | break | කැඩ- |
| කැප- | get cut | කැප- |
| කොට- | pound | කෙට- |
| හෝද- | wash | හේද- |
| බැර- | bark | බේර- |
| කහ- | scratch | කැහ- |

Step 3: Look at the stem vowel. If the stem vowel is අ , remove it and add උවා. Verbs with stem vowel අ are class 1 verbs. If the stem vowel is චී , remove it and add උතා. Verbs with stem vowel චී are class 2 verbs. If the stem vowel is ඉ , remove it, double the preceding consonant and add ආ. Verbs with stem vowel ඉ are class 3 verbs. Examples:

simple present tense formsimple past tense form

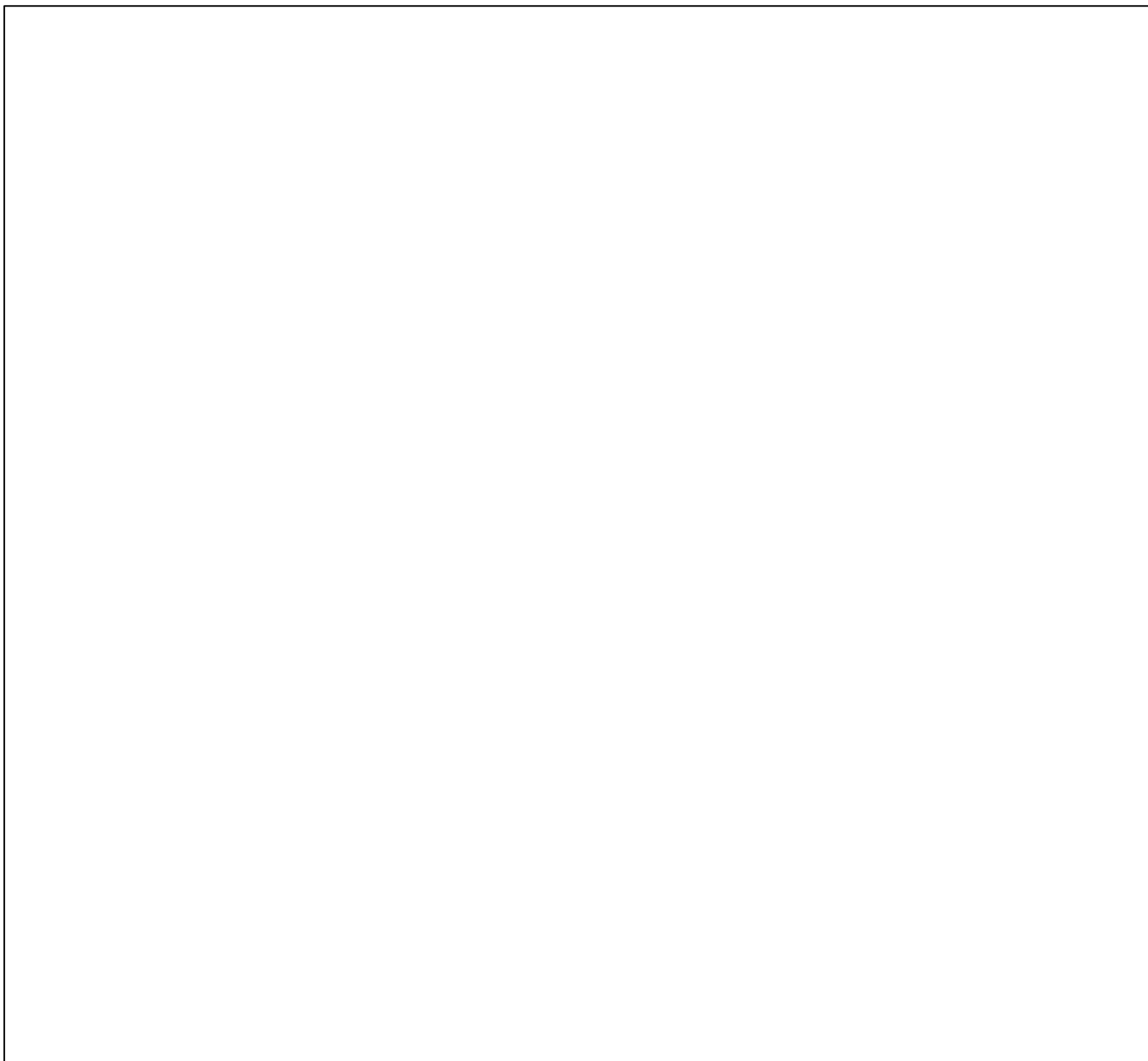
| | | | |
|----|--------|-------|--------|
| 1. | කපතවා | cut | කැපුවා |
| | කඩතවා | break | කැඩුවා |
| | කොටතවා | pound | කෙටුවා |

| | <u>simple present tense form</u> | | <u>simple past tense form</u> |
|----|----------------------------------|---------|-------------------------------|
| | බුරනවා | bark | බීරුවා |
| | සෝදනවා | wash | සේදුවා |
| 2. | කැපෙනවා | get cut | කැපුනා |
| | වැටෙනවා | fall | වැටුනා |
| 3. | බඳිනවා | fry | බැඳිඳා |
| | තගිනවා | climb | තැගීගා |
| | නැගිටිනවා | get up | නැගිටීටා |
| | මනිනවා | measure | මැනිනා |

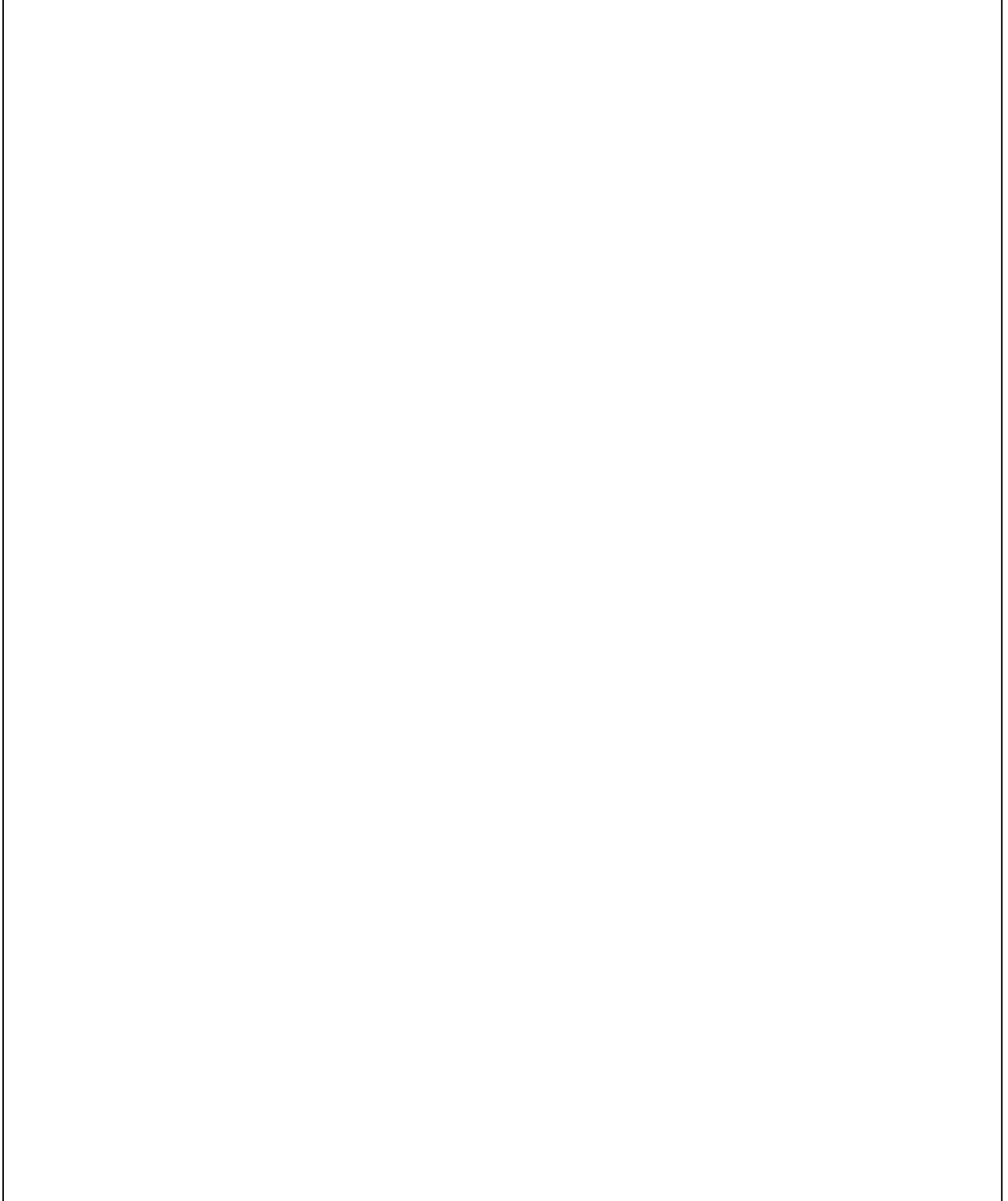
2.44 Irregular past tense verb forms

There is a small list of verbs for which some forms are irregular. Below is a list of high frequency verbs with irregular past tense forms.

| <u>simple present tense form</u> | | <u>simple past tense form</u> |
|----------------------------------|----------------|-------------------------------|
| ඉන්නවා | be (animate) | හිටියා |
| නියෙනවා | be (inanimate) | තිබුනා |
| වෙනවා | become | උනා |
| කරනවා | do | කෙරුවා |
| දෙනවා | give | දුන්නා |
| ගන්නවා | get | ගත්තා |
| යනවා | go | ගියා |
| එනවා | come | ආවා |
| ගේනවා | bring | ගෙනාවා |
| කනවා | eat | කෑවා |
| බොනවා | drink | බීවීවා |
| දානවා | put, place | දැමීලා |



LANKARAMAYA DAGABA, ANURADHAPURA, 3rd CENTURY A.D.



GUARDSTONE FROM RATNAPRASADA AT ANURADHAPURA

simple present tense form

| | |
|-------|-------|
| හෘතවා | bathe |
| ශෘතවා | smear |
| භෘතවා | plow |

simple past tense form

| |
|------|
| තෑවා |
| ගෑවා |
| භෑවා |

2.45 Predicting the emphatic past tense form from the simple past tense form

The formula for deriving the emphatic past tense form from the simple past form is: replace final ආ with ඵ්. Examples:

simple past form

| | |
|--------|-------|
| කෙරෑවා | do |
| හිඬුණා | be |
| කැපෑවා | cut |
| කැඩුවා | break |

emphatic past form

| |
|--------|
| කෙරෑවේ |
| හිඬුණේ |
| කැපෑවේ |
| කැඩුවේ |

2.46 Negative and interrogative past tense forms

The negative and interrogative forms of the simple and emphatic past parallel those of the present. These forms are illustrated below.

| | | |
|-------------------|-------------------------|--|
| simple | මහත්තයා අටට ආවා. | The gentleman came at 8:00. |
| emphatic | මහත්තයා ආවේ අටට. | It was at 8:00 that the gentleman came. |
| simple/ neg. | මහත්තයා අටට ආවේ නෑ. | The gentleman didn't come at 8:00. |
| emphatic/ neg. | මහත්තයා ආවේ නෑත්තේ අටට. | It wasn't at 8:00 that the gentleman came. |
| simple/? | මහත්තයා අටට ආවා ද? | Did the gentleman come at 8:00? |
| emphatic/? | මහත්තයා ආවේ අටට ද? | Was it at 8:00 that the gentleman came? |

| | | |
|---------------------|------------------------------|---|
| simple/ neg./? | මහත්තයා අටට ආවේ නැද්ද? | Didn't the gentleman come at 8:00? |
| emphatic/ neg./? | මහත්තයා ආවේ නැත්තේ අටට ද? | Wasn't it at 8:00 that the gentleman came? |

2.47 Dialect variation

Alternant past tense forms of three common verbs appear below.

| simple present | | <u>A simple past</u> | <u>B simple past</u> |
|----------------|-------|----------------------|----------------------|
| අහතවා | ask | අහුතවා | අහැව්වා |
| ගහතවා | hit | ගහුතවා | ගහැව්වා |
| චහතවා | close | චහුතවා | චහැව්වා |

Both variants may be heard in the speech of educated speakers, although variant A is preferable.

Most other variants of past tense forms are non-standard. They include ඳුන්නා for බීව්වා, 'drank', තිබ්බා, for තිබුනා, 'was', and others. In some areas of the Kandyan highlands the past tenses of all Class 1 verbs conform to a pattern other than the one which has been set out above and show no vowel change from present to past. Since these forms are low prestige forms, however, they occur infrequently in conversations with non-native speakers.

2.48 Forms based on the past tense: the past verbal adjective.

2.481 Use

The past verbal adjective occurs in constructions which are similar to those in which the present verbal adjective occurs. It precedes the noun it modifies. Examples:

| | |
|---------------------------|---------------------------------------|
| මට <u>ලැබුන</u> වීසා එක . | The visa I <u>obtained</u> . |
| මම <u>ඉපදුන</u> ගම. | The village where I was <u>born</u> . |
| <u>කැඩුන</u> ඉට්ටි. | <u>Broken</u> pots. |

2.482 Formation of the past verbal adjective form.

The past verbal adjective is formed by replacing final අ of the simple past tense form with ආ. Examples:

simple past formpast verbal adjective

| | | |
|--------|---------------|-------|
| ගියා | go | ගිය |
| ආවා | come | ආව |
| බැලුවා | see | බැලුව |
| කැඩුණා | get broken | කැඩුණ |
| බැඳ්ඳා | fry | බැඳ්ඳ |

2.483 The past verbal adjective with හිසා , 'because'.

Like the present verbal adjective the past verbal adjective occurs in constructions with හිසා , 'because'. Examples:

| | |
|--------------------------|---------------------------------------|
| මහත්තයා ගිය හිසා. | Because the gentleman <u>went</u> . |
| මම මුට්ටි කැඩුව හිසා. | Because I <u>broke</u> the pots. |
| මම අමෙරිකාවේ ඉපදුණ හිසා. | Because I was <u>born</u> in America. |

Examples of past tense negative forms with හිසා are given below.

| | |
|--------------------------------|---|
| මහත්තයා ගියේ නැති හිසා. | Because the gentleman <u>didn't</u> go. |
| මම මුට්ටි කැඩුවේ නැති හිසා. | Because I <u>didn't</u> <u>break</u> the pots. |
| මම අමෙරිකාවේ ඉපදුණේ නැති හිසා. | Because I <u>wasn't</u> <u>born</u> in America. |

Note: There are some other Sinhala verb forms which are derived from the past but which are not discussed in this section. They include the 'when' form and the 'even if' forms which are taken up in sections 2.8 and 2.9.

2.5 The Infinitive Form2.51 Use

2.511 The infinitive form is used as the request form:

| | |
|--------------|------------------|
| ඉඳහන් කරන්න. | Please sit down. |
| ගෙදර යන්න. | Please go home. |
| කෑම කන්න. | Please eat. |

Request forms are negated by adding the word එසා .

| | |
|-----------------|------------------------|
| කැහැහැනි එසා . | You shouldn't shout. |
| ගෙදර යනි එසා . | Please don't go home. |
| චතුර බොනි එසා . | Don't drink the water. |

2.512 Infinitives may be the objects of other verbs:

| | |
|---------------------|----------------------|
| මම තානි යනවා . | I am going to bathe. |
| මම කෑම කනි එනවා . | I am coming to eat. |
| මට කෑම කනි ඕනෑ නෑ . | I don't want to eat. |
| චතුර බොනි බෑ . | Can't drink water. |

2.513 When the infinitive is followed by the question marker ද , it has the meaning "Should (I) do something?."

| | |
|-------------------|---------------------------|
| මම මෙහෙම ලියනි ද? | Should I write like this? |
| හෙට යනි ද? | Should I go tomorrow? |

2.52 Formation of the Infinitive Form

The formula for the infinitive form is verb stem plus නි . Some dialects have variants with නිඬ and නිට් . Examples:

| <u>Verb stem</u> | | <u>Infinitive</u> |
|------------------|-------|-------------------------|
| ය- | go | යනි (යනිඬ, යනිට්) |
| එ- | come | එනි (එනිඬ, එනිට්) |
| ක- | eat | කනි (කනිඬ, කනිට්) |
| ගේ- | bring | ගේනි (ගේනිඬ, ගේනිට්) |
| දෙ- | give | දෙනි (දෙනිඬ, දෙනිට්) |
| කප- | cut | කපනි (කපනිඬ, කපනිට්) |
| කර- | do | කරනි (කරනිඬ, කරනිට්) |
| කොට | pound | කොටනි (කොටනිඬ, කොටනිට්) |

2.6 The participle2.61 Use

මම කෑම කාලා ගෙදර ගියා.

Having eaten, I went home. (I ate and went home)

තුඹුර භාලා පෝර දාන්න.

Having plowed the field, put on fertilizer. (Plow the field and put on fertilizer)

මම ලියුමක් ලියලා තැපැල් කන්තෝරුවට ගියා.

Having written a letter, I went to the post office. (I wrote a letter and went to the post office)

මම සල්ලි දීලා බඩු ගත්තා.

Having given the money, I got the goods. (I gave the money and got the goods)

කඩේ වහලා මුදලාලි තුවර ගියා.

Having closed the shop, the shopkeeper went to Kandy. (The shopkeeper closed the shop and went to Kandy)

In English, events are often sequenced with and. For example:

I went and got it.

He took a bath and went to bed.

I am going to the store and buy some fruit.

Flour the fish and fry it.

It is also possible to say

Having gone, I got it.

Having taken a bath, I went to bed.

Having gone to the store, I'll buy some fruit.

Having floured the fish, fry it.

Although the second renditions are less frequent in American English and may seem somewhat awkward, they literally translate the forms which appear in Sinhala. In Sinhala sometimes several events are sequenced in this fashion. For example:

මම කෑලා, නාලා, ගෙදර ගිහිල්ලා,
නිදාගත්ත ගියා.

Having eaten, having bathed, having gone home, I went to bed. (I ate, bathed, went home and went to bed)

This "having" form is called the participle. The participle may also be joined with forms of the verb තියෙනවා 'be', to form perfect tenses. For example:

මම ඒ චිත්‍රපටිය දැකලා තියෙනවා.

I have seen that movie.

එයා අමෙරිකාවට ගිහින්න තියෙනවා.

He has gone to America.

මම ඒ චිත්‍රපටිය දැකලා තිබුණා.

I had seen that movie.

එයා අමෙරිකාවට ගිහින්න තිබුණා.

He had gone to America.



THE ROCK TEMPLE AT ISURUMUNIYA

2.611 Perfect forms2.6111 Present perfect forms

The participle plus වියෙහවා , 'be', has the meaning 'have done something.' Examples:

- මම අමෙරිකාවට ගිහිල්ලා වියෙහවා. I have gone to America.
 මම කිරි බත් කාලා වියෙහවා. I have eaten milk rice.
 මම පොත් දෙකක් ලියලා වියෙහවා. I have written two books.

These forms are present perfect forms.

2.6112 Past perfect forms

The participle plus විඬුකා , 'be(past)', has the meaning 'had done something.' Examples:

- මම අමෙරිකාවට ගිහිල්ලා විඬුකා. I had gone to America.
 මම කිරි බත් කාලා විඬුකා. I had eaten milk rice.
 මම පොත් දෙකක් ලියලා විඬුකා. I had written two books.

These forms are past perfect forms.

2.612 The participle alone as a finite verb.

Sometimes the participle stands alone as the finite verb. It has a perfect sense and occurs primarily with third person subjects.

- කන්තෝරුව දැන් ඇරලා. The office has opened now.
 තැපැල් කන්තෝරුව දැන් වහලා. The post office has closed now.

2.613 Negative, interrogative and emphatic forms with the perfect.

Perfect forms may be made negative, interrogative, negative/interrogative and emphatic by applying the appropriate formulas (outlined in 2.1 and 2.3) to the auxiliary වියෙහවා , 'be'. No change is made in the participle.

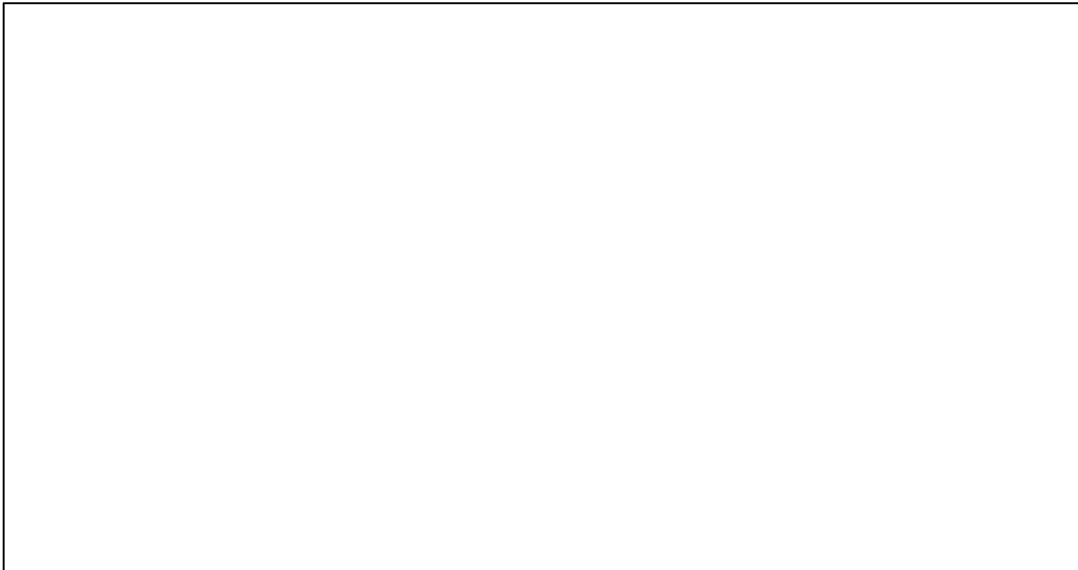
2.614 Durative and continuous forms with the participle.

With animate subjects the participle combines with forms of the verb ඉන්නවා , 'be', to make forms which are durative (and sometimes continuous) in meaning. For example:

මම බැඳලා ඉන්නවා. I'm married. (I'm married now and I continue to be.)

මම කොළඹ පදිංචි වෙලා හිටියා. I was residing in Colombo. (I started living there and continued to do so for some time.)

මහත්තයා දිසා බලාගෙන ඉන්න. Look at (in the direction of) the gentleman. (Start doing it and keep on doing it.)



KANDY LAKE WITH TEMPLE OF THE TOOTH IN DISTANCE

2.62 Formation of the participle.2.621 Class 1 verbs

The formula for the participle for class 1 verbs is verb stem plus ල. Examples.

| <u>simple present</u> | | <u>verb stem</u> | | <u>participle</u> |
|-----------------------|-----|------------------|--|-------------------|
| කපනවා | cut | කප | | කපලා |
| බලනවා | see | බල | | බලලා |

| <u>simple present</u> | | <u>verb stem</u> | <u>participle</u> |
|-----------------------|------|------------------|-------------------|
| භදනවා | make | භද | භදලා |
| උයනවා | cook | උය | උයලා |
| දුවනවා | run | දුව | දුවලා |

2.622 Class 2 verbs

The formula for the participle for class 2 verbs is verb stem minus ඵ plus ඉලා .

| <u>simple present</u> | | <u>verb stem</u> | <u>participle</u> |
|-----------------------|------------|------------------|-------------------|
| කැපෙනවා | get cut | කැපෙ | කැපීලා |
| කැඩෙනවා | get broken | කැඩෙ | කැඩීලා |
| තේරෙනවා | understand | තේරෙ | තේරීලා |
| වැටෙනවා | fall | වැටෙ | වැටීලා |

2.623 Class 3 verbs

The formula for the participle for class 3 verbs is altered verb stem minus ඉ plus අලා .

| <u>simple present</u> | | <u>verb stem</u> | <u>participle</u> |
|-----------------------|---------|------------------|-------------------|
| මනිනවා | measure | මැනී | මැනලා |
| බදිනවා | fry | බැදී | බැදලා |
| මදිනවා | brush | මැදී | මැදලා |

2.624 Participle forms of irregular verbs

The participle forms of the high frequency irregular verbs which appeared in 2.44 are given below. Note that not all the forms below are irregular.

| <u>simple present</u> | | <u>participle</u> |
|-----------------------|----------------|-------------------|
| ඉන්නවා | be (animate) | ඉඳලා |
| තියෙනවා | be (inanimate) | තිබීලා |

| <u>simple present</u> | | <u>participle</u> |
|-----------------------|------------|-------------------|
| වෙනවා | become | වෙලා |
| කරනවා | do | කරලා |
| දෙනවා | give | දීලා |
| ගන්නවා | get | අරන් |
| යනවා | go | ගිහිලේලා (ගිහින්) |
| එනවා | come | ඇවිලේලා (ඇවිත්) |
| ගේනවා | bring | ගෙනැලේලා (ගෙනත්) |
| කනවා | eat | කාලා |
| බොනවා | drink | බීලා |
| දානවා | put, place | දාලා |
| ගානවා | smear | ගාලා |
| භානවා | plow | භාලා |
| තානවා | bathe | තාලා |

2.7 The ජ form or participial adjective

2.71 Use

Like the other adjectival forms derived from verbs which have been discussed previously in Sinhala Structures, the ජ form modifies a preceding noun. Examples:

ලීවලින් භද්දු ගෙදර

The house (which has been) made with wood.

බැද්දු මස්

Fried meat; meat which has been fried.

මම මැනපු භාජි.

The rice I have measured.

කැපීවි ගස්

The trees which have been cut.

Like the other adjectives, the ජ form occurs in construction with නිසා , 'because'. Examples:

එය ගෙදර හදපු නිසා. Because he has built the house.

අම්මා භාල් මැනපු නිසා. Because mother has measured the rice.

The formula for the negative of the above forms is participle plus නැති .

එය ගෙදර හදලා නැති නිසා. Because he hasn't built the house.

අම්මා භාල් මැනලා නැති නිසා. Because mother hasn't measured the rice.

The participial adjective also figures in the formation of a 'when' form which is discussed below in 2.8

2.72 Formation

2.721 Class 1 verbs.

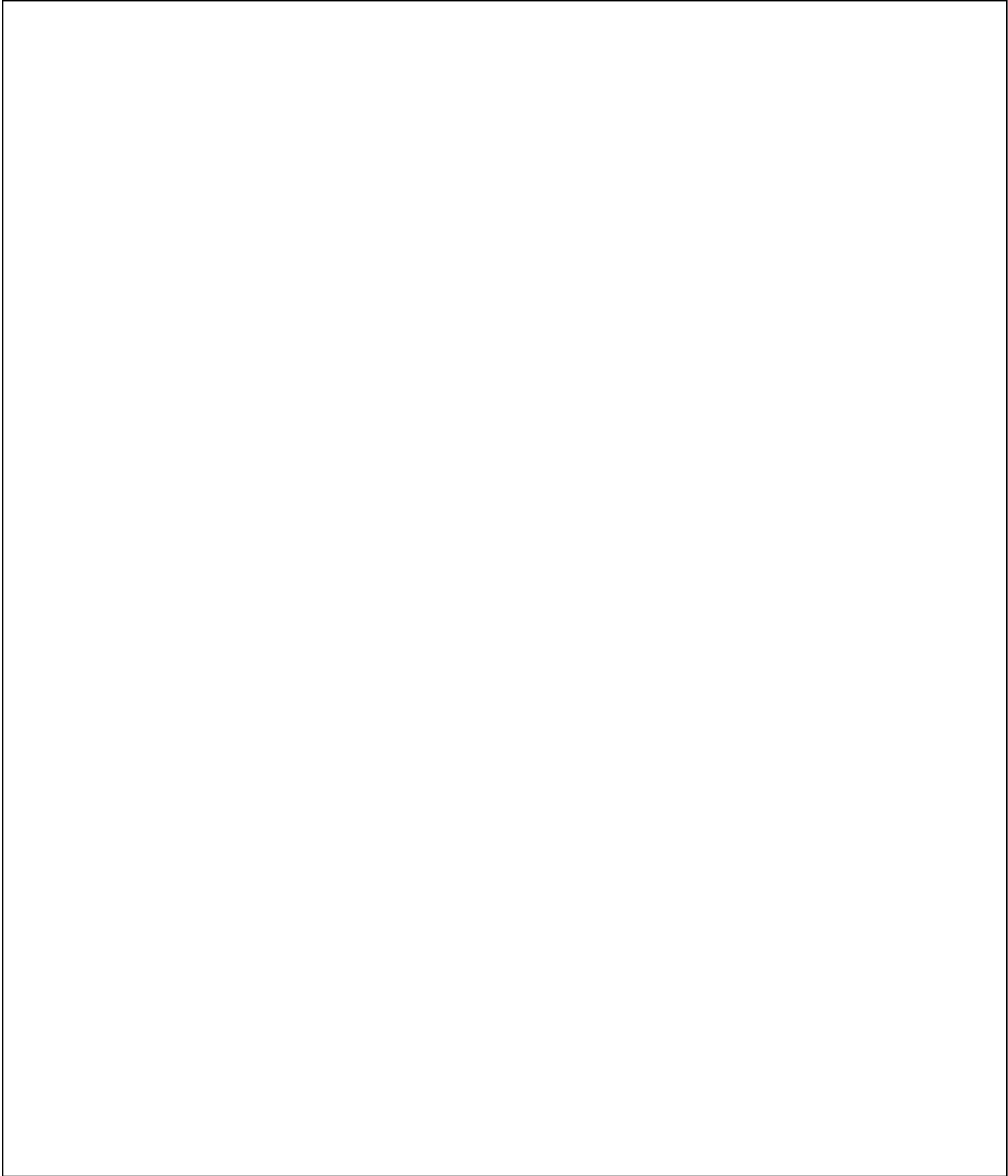
The formula for the ජ form of Class 1 verbs is: participle form minus ල plus ජ . Examples:

| <u>participle</u> | | <u>ජ form</u> |
|-------------------|----------------|---------------|
| කපලා | cut | කපු |
| කඩලා | break | කඩු |
| හදලා | make, build | හදු |
| බලලා | see | බලු |

2.722 Class 2 verbs.

The formula for the ජ form of Class 2 verbs is: participle form minus ල plus විච . Examples:

| <u>participle</u> | | <u>ජ form</u> |
|-------------------|------------|---------------|
| වැටිලා | fall | වැටිච්ච |
| කැපිලා | get cut | කැපිච්ච |
| කැඩිලා | get broken | කැඩිච්ච |



BUDUNUVAGALE

2.723 Class 3 verbs.

The formula for the ප්‍ර form of Class 3 verbs is: participle form minus ල plus ප්‍ර . Examples:

| <u>participle</u> | | <u>ප්‍ර form</u> |
|-------------------|---------|------------------|
| තැගලා | climb | තැගපු |
| බැඳලා | fry | බැඳපු |
| මැනලා | measure | මැනපු |
| මැදලා | brush | මැදපු |

2.724 Irregular verbs

ප්‍ර forms for the high frequency verbs which show irregularities in numerous forms are given below.

| <u>simple present form</u> | | <u>ප්‍ර form</u> |
|----------------------------|----------------|------------------|
| ඉන්නවා | be (animate) | ඹිටපු |
| තිියෙනවා | be (inanimate) | තිබිච්ච |
| වෙනවා | become | වෙච්ච |
| කරනවා | do | කරපු |
| දෙනවා | give | දීපු |
| ගන්නවා | get | අරගන්න |
| යනවා | go | ගිය |
| එනවා | come | ආපු |
| ගේනවා | bring | ගෙනාපු |
| කනවා | eat | කාපු |
| බොනවා | drink | බීපු |
| දානවා | put, place | දාපු |
| ගානවා | smear | ගාපු |
| භානවා | plow | භාපු |
| තානවා | bathe | තාපු |

2.8 The 'when' forms2.81 Use

One 'when' form, the කොට form has been discussed above in 2.331. It contrasts in meaning with another 'when' form, the ම form. Examples:

- a මම රෙදි භෝදනකොට, සබන් පාවිච්චි කරනවා. When I wash clothes, I use soap.
- b මම රෙදි භේදුවාම, අත් රතු වෙනවා. When I wash clothes (that is, after I have done so), my hands get red.
- c මම ලංකාවට යනකොට, අහස්යන්ත්‍රාවෙන් යනවා. When I go to Sri Lanka, I'll go by airplane.
- d මම ලංකාවට ගියාම, කෘෂිකර්ම දෙපාර්තමේන්තුවේ වැඩ කරනවා. When I go to Sri Lanka, I'll work for the Department of Agriculture.

With ම forms of the verb, the action in the 'when' clause precedes the action in the second clause. For example, in sentence a above, 'When I wash clothes, my hands get red', the meaning is that the hands do not get red until after the clothes are washed. By contrast in sentence b, 'When I wash clothes, I use soap', the actions are simultaneous, that is, soap is being used in the process of washing the clothes. Hence the කොට form is appropriate in the 'when' clause (see section 2.331 for a detailed discussion).

2.82 Formation of the ම form.

The formula for the ම form is simple past tense form plus ම .

| <u>simple past</u> | | <u>ම form</u> |
|--------------------|------|---------------|
| ගියා | go | ගියාම |
| ආවා | come | ආවාම |
| බැඳ්දා | fry | බැඳ්දාම |
| කැපුවා | cut | කැපුවාම |
| කෙරුවා | do | කෙරුවාම |

2.83 Dialect variation

In the speech of some speakers the formula for the ම form is as follows: past verbal adjective plus හම . Examples:

| <u>past verbal adjective</u> | | <u>ම form</u> |
|------------------------------|-------|---------------|
| ගිය | go | ගියහම |
| ආව | come | ආවහම |
| කැඩුව | break | කැඩුවහම |
| කැපුව | cut | කැපුවහම |
| කෙරුව | do | කෙරුවහම |

2.84 An additional 'when' form.

An additional 'when' form is built on the participial adjective and it differs little in meaning from the ම forms described above. The formula for this form is: participial adjective (ජ form) plus හම .

| <u>participial adjective (ජ) form.</u> | | <u>derived ම form.</u> |
|--|------|------------------------|
| ආජ | come | ආජහම |
| කරජ | do | කරජහම |
| වැටීවිච | fall | වැටීවිචහම |
| බැඳජ | fry | බැඳජහම |

2.9 The 'if' forms

There are a number of forms and constructions in Sinhala which equate with the English 'if (I) do something.' Two types of equivalents are discussed below.

2.91 A conditional form of the verb.

හෙම වැස්සෙන්නේ, අපට
පොලොන්නරුවට යන්න බෑ.

If it rains tomorrow, we can't go
to Polonnaruwa.

මයා මේ කෑම කෑවොත්, අසනීප වෙනවා. If you were to eat this food, you would become sick.

The 'if' forms in the sentences above are conditional forms of the verb.

The formula for the conditional form of the verb is: simple past form minus ආ plus මත්. Examples:

| <u>simple past</u> | | <u>conditional</u> |
|--------------------|------|--------------------|
| ගියා | go | ගියොත් |
| ආවා | come | ආවොත් |
| කෙරුවා | do | කෙරුවොත් |
| ගන්නා | take | ගන්නොත් |

Another conditional form based on the present stem occurs in Sinhala, but it is not illustrated in General Conversation because it seems to be of low frequency in speech and therefore of minor importance. The formula for this form is present stem plus තොත්, For example, මම යනොත්, 'if I go.'

2.92 Basic forms of the verb plus තමි, 'if'.

The English 'If (I) (am) doing something', may be expressed by a present form plus තමි, 'if'. Examples:

| | |
|--|--|
| පොල් ගෙඩි කඩේ තියෙනවා තමි, මට කියන්න. | If there are coconuts in the shop, tell me. |
| අපි කොළඹ යනවා තමි, මම කාර් එක එලවන්නමි. | If we go to Colombo, I'll drive the car, if you like. |

Past forms with තමි are not semantically parallel to those of the present. They usually have the meaning 'If (I) had done something'. Examples:

| | |
|--|--|
| පොල් ගෙඩි කඩේ තිබුණා තමි, මම නුවර යන්නේ නෑ. | If there had been coconuts in the shop, I wouldn't be going to Kandy. |
| අපි කොළඹ ගියා තමි, මම කාර් එක එලව්වා. | If we had gone to Colombo, I would have driven the car. |



SEDANT BUDDHA, POLONNARUWA

2.10 The 'even if' form

කහට තේ එකක් හදලා දුන්නත්, එයා
බොන්නේ නෑ.

Even if you prepare a plain tea
(for him), he will not drink it.

මම එයාට ලියුම් එව්වත්, එයා මට
සල්ලි දෙන්නේ නෑ.

Even if I send him letters, he will
not give me the money.

මම කහට තේ එකක් හදලා දුන්නත්,
එයා බීව්වේ නෑ.

Even though I prepared a plain tea
(for him), he would not drink it.

මම එයාට ලියුම් එව්වත්, එයා මට
සල්ලි දුන්නේ නෑ.

Even though I sent him letters,
he would not give me the money.

Examples of the 'even if' form of the verb appear above. The formula for the 'even if' form is simple past tense form minus ආ plus අත් .

2.11 The 'although' construction.

Examples of the 'although' construction which is very common in most normal communication appear below. The formula for the although construction is: simple past tense form of the verb plus ට plus මොක ද . මොක ද , however, may be omitted.

එයා ඉස්කෝලේ ගියාට මොක ද, එයා
ඉගෙනගන්නේ නෑ.

Although he goes to school, he
doesn't learn English.

හය දෙනාට ලෙඩ හැදුනාට මොක ද,
කවුරුවත් මැරුනේ නෑ.

Although six people became ill,
no one died.

Note that the tense of the entire sentence is determined by that of the main clause.

2.12 First person verb forms2.12.1 The තේමි form.

The තේමි form occurs only with first person subjects. It has a consultative meaning in that it announces an intention of performing an activity and at the same time requests leave to do so. For example:

මම මහත්තයාට කියන්නම්.

I'll tell the gentleman, if you
like.

The addressee generally responds as follows:

John මම මහත්තයාට කියන්නම්. I'll tell the gentleman, if you like.

Mary. හොඳයි. එයාට කියන්න. Good. Tell him.

The formula for the formation of the තේනම් form is verb stem plus තේනම් . Examples:

| <u>simple present</u> | | <u>verb stem</u> | <u>form</u> |
|-----------------------|------|------------------|-------------|
| යනවා | go | ය | යන්නම් |
| එනවා | come | එ | එන්නම් |
| කියනවා | tell | කිය | කියන්නම් |
| කරනවා | do | කර | කරන්නම් |

2.12.2 The මු form

Whereas the තේනම් form may occur with first person singular or first person plural subjects, the මු form occurs only with the first person plural. It has the meaning 'lets do something.' The subject (අපි , 'we') may be stated or understood. Examples:

චිත්‍රපටියක් බලන්න යමු. Let's go see a movie.

උදේ කෑම කමු. Let's eat breakfast.

It may precede the question marker ද .

යමු ද? Should we go?

කමු ද? Should we eat?

The formula for the negative is නො plus a stem form of the participle plus ඉඳිමු , 'let's stay/be.' The literal translation is 'not having done something, let's (just) be.' ඉඳිමු is the මු form of ඉන්නවා, 'be.' It is irregular. Examples:

අපි නොබලා ඉඳිමු. Let's not see .

අපි නොකෑ ඉඳිමු. Let's not eat .

The formula for the මු form is: verb stem plus මු . Examples:

| <u>simple present</u> | | <u>verb stem</u> | <u>මු form</u> |
|-----------------------|-----|------------------|----------------|
| යනවා | go | ය | යමු |
| බලනවා | see | බල | බලමු |
| කනවා | eat | ක | කමු |

Two irregular forms appear below.

| <u>simple present</u> | | <u>මු form</u> |
|-----------------------|-----------|----------------|
| ගන්නවා | take, get | ගම්මු |
| ඉන්නවා | be | ඉඳිමු |

2.13 The ඩි form

The ඩි form appears with second and third person subjects, usually with the latter, and has the meaning '(he) is likely to do something.' Examples:

ඔහුගේ ආචාර්ය ජීවිතය එයයි. The gentleman is likely to come
in the evening.

එයා ජෝ එකට යයි. He is likely to go to the show.

The negative of the ඩි form is similar to the negative මු form. The formula is නො plus a stem form of the participle plus 'ඉඳියි', 'likely to stay, be.' ඉඳියි is the ඩි form of ඉන්නවා 'be'. Its form is irregular. Examples:

එයා එක නොබලා ඉඳියි. He is not likely to see it.

එයා නොගිහිත් ඉඳියි. He is not likely to go.

The ඩි form may precede the question marker ද .

The formula for the ඩි form is: verb stem plus ඩි . Examples:

| <u>simple present</u> | | <u>verb stem</u> | යි <u>form</u> |
|-----------------------|------|------------------|----------------|
| යනවා | go | ය | යයි |
| එනවා | some | එ | එයි |
| කරනවා | do | කර | කරයි |
| කියනවා | say | කිය | කියයි |
| ඉන්නවා | be | [irregular form] | ඉඳියයි |

Theයි form has a dialect variant with ටී . The rules for forming it are different, and it does not appear to be very common. Hence it is not taken up here.

2.14 Special verbs

2.14.1 කැමතියි , 'like'.

මම මේ රටට කැමතියි.

I like this country.

මම මේ එළවලුවලට කැමති නෑ.

I don't like these vegetables.

භේ ඩොන්ත කැමති ද?

Do (you) like to drink tea?

සිංහල ඉගෙනගන්න කැමති ද?

Do (you) like to study Sinhala?

The word කැමතියි means 'like or like to'. The actor is in the direct case. If there is an object, it is in the dative case, i.e.,

මම එළවලුවලට කැමතියි.

I like vegetables.

An infinitive may also be the object of කැමතියි , i.e.,

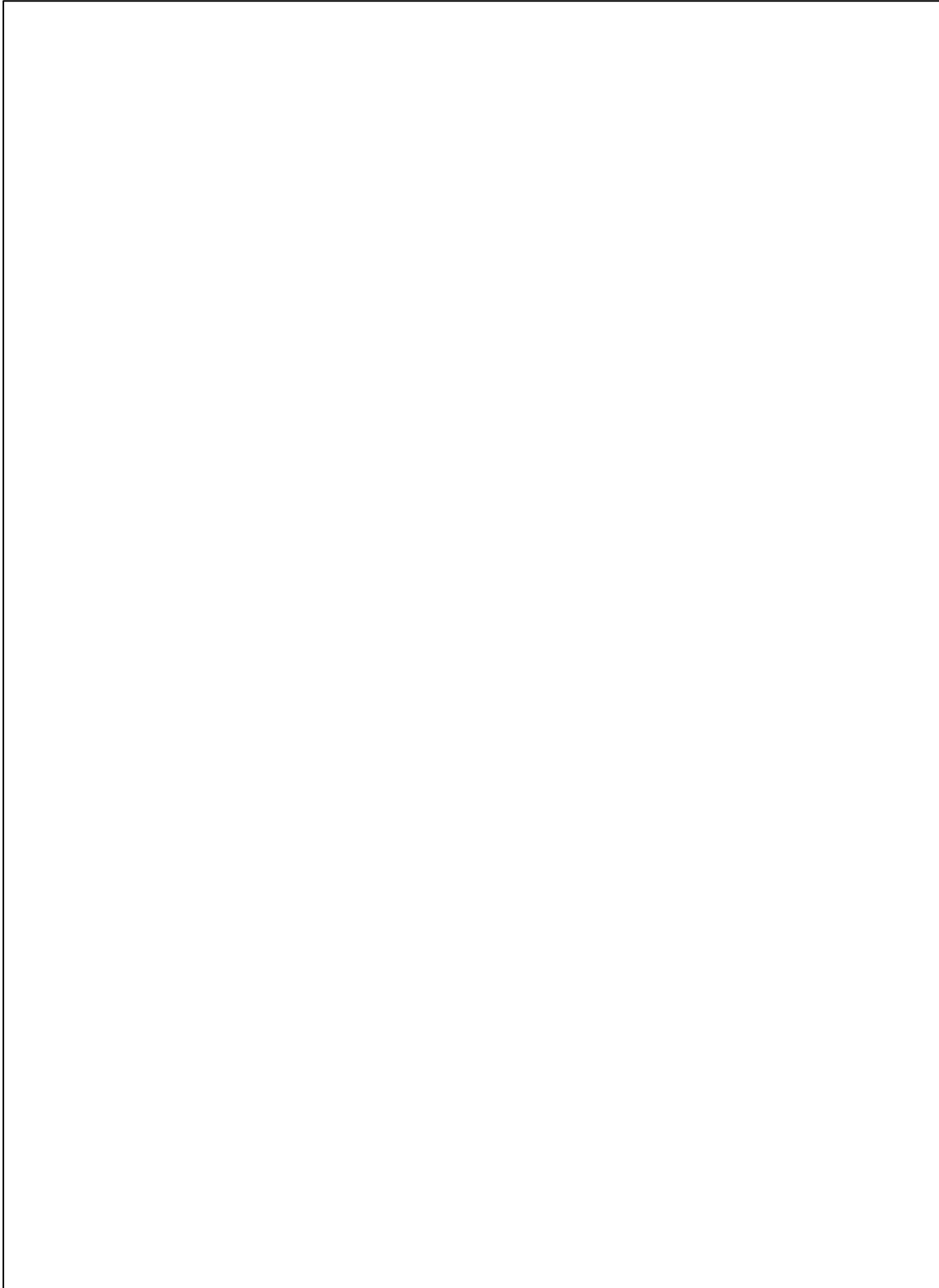
සීනි තැනුව එයා භේ ඩොන්ත කැමති නෑ.

He doesn't like to drink tea without sugar.

Sentences with කැමතියි may be made interrogative by adding ද.

They may be made negative by adding නෑ .

කැමතියි may be made past by adding උණ .



PARAKRAMABAHU STATUE, POLONNARUWA, 12TH CENTURY

2.14.2 පුලුවනි , 'can', and බැ , 'cannot'.

පුලුවනි , 'can' and බැ , 'can't', take actors in the dative case.

Examples:

| | |
|-----------------------------|------------------------------------|
| මට කොළඹ යන්න පුලුවනි. | I can go to Colombo. |
| මට වැඩකරන්න පුලුවනි. | I can work. |
| මට සිංහල කතාකරන්න පුලුවනි. | I can speak Sinhala. |
| මට ගෙදර යන්න බැ. | I can't go home. |
| මහත්තයාට සිංහල කතාකරන්න බැ. | The gentleman can't speak Sinhala. |

පුලුවනි normally occurs in sentence final position, as above, but පුලුවනි may also occur there with no change in meaning.

පුලුවනි and බැ usually occur with a dependent infinitive. Examples:

| | |
|---------------------------------|------------------------------------|
| එයාට භාන්න පුලුවනි. | He can plow. |
| මහත්තයාට පත්තර කියවන්න පුලුවනි. | The gentleman can read the papers. |
| තෝතා මහත්තයාට මෙහාට එන්න බැ. | The lady can't come here. |

Sentences with පුලුවනි and බැ may be made interrogative by adding ද . Before ද , පුලුවනි changes to පුලුවනි and බැ to බැරි . Examples:

| | |
|-----------------------------------|--------------------------------------|
| මහත්තයාට පත්තර කියවන්න පුලුවනි ද? | Can you read the papers, sir? |
| තාත්තාට දොලහට ඉස්සර එන්න බැරි ද? | Can't you come before 12:00, father? |

Sentences with පුලුවනි and බැ may be made past by adding උතා , the past form of වෙනවා , 'become.' Examples:

| | |
|--------------------------------|---------------------------------------|
| ගිය ඉරිදා මට එන්න පුලුවනි උතා. | I was able to come last Sunday. |
| මට මස් හොඳට උයන්න බැරි උතා. | I was not able to cook the meat well. |

2.14.3 ඕනෑ , 'want'.

ඕනෑ , 'want', takes an actor in the dative case. Examples:

මට කොල්ලුපිටිය හන්දියට යන්න ඕනෑ. I want to go to Colpetty junction.

මට ගැහැණු ළමයි කියලා චිත්‍රපටිය බලන්න ඕනෑ. I want to see the movie called Gehenu Lamay.

මට කිරි බත් කන්න ඕනෑ. I want to eat milk rice.

Sentences with ඕනෑ may be made interrogative by adding ද .
Examples:

මහත්තයාට වීසා එකක් ඕනෑ ද? Does the gentleman want a visa?

එයාට දැන් මට ලියකියවිලි දෙන්න ඕනෑ ද? Does he want to give me the documents now?

They may be made negative by adding නෑ . Examples:

මහත්තයාට කිරි තේ එකක් ඕනෑ නෑ. The gentleman doesn't want a milk tea.

එයාට ලියකියවිලි ගන්න ඕනෑ නෑ. He doesn't want to take the documents.

They may be made past by adding උනා . Examples:

මට කෝච්චියෙන් එන්න ඕනෑ උනා. I wanted to come by train.

මහත්තයාට ගෙදරක් හදාගන්න ඕනෑ උනා. The gentleman wanted to build a house.

ඕනෑ may be preceded either by a dependent infinitive or by a noun in the direct case. In sentences with dependent nouns only there is an alternate negative form with එහා . එහා is equivalent to ඕනෑ නෑ , 'don't want' and replaces the entire phrase. Examples:

මට කිරි එහා. I don't want any milk, i.e., no milk for me.

මට දොඩම් ඉස්ම එහා. I don't want any orange juice.

2.15 Negatives in Sinhala: some summary remarks and some additions.

At this point most of the negative processes and words which occur in Sinhala have been discussed in connection with the verb forms to which they apply. They include *නෑ* and its various forms, *බැ* and its forms, *එසා* and *නෙමෙයි*. The negative *නො* has been mentioned only briefly in connection with certain specific forms. A more detailed and general treatment appears below.

The negative නො .

නො negates forms in dependent clauses such as the conditional form of the verb:

හෙට නොවැස්සෙත්, මම පිට-
නොටුවට යනවා.

If it doesn't rain tomorrow,
I'm going to the Pettah.

the 'even if' form:

මම එයාට නොකිව්වත්, එයා එනවා.

Even if I don't tell him, he'll
come.

the *ම* form:

එයා වැඩට නොගියාම, මම තරඟ
වෙනවා.

When he doesn't go to work, I get
mad.

the *කොට* form:

එයා වැඩ නොකරනකොට, සෙල්ලම්
කරනවා.

When he's not working, he is
playing.

and others.

It may also negate verbal adjective forms:

මස් නොකන මිනිස්සු බිත්තර කනවා.

The people who don't eat meat
eat eggs.

කොළඹ නොගිය ගැනු අපේ කන්තෝරුවේ
ඉන්නවා.

The women who didn't go to Colombo
are in our office.

මම නොහදපු ගෙදර
even if they occur in other
types of constructions:

The house I haven't built.

මම ගෙදර නොහදපු නිසා.

Because I haven't built the house.

These are the important principal uses of *නො* .

2.16 'It seems'

The particle ල means 'it seems', and it is added to basic forms of the verb. Examples:

ලිඩෝ එකේ හොඳ විග්‍රහවියක් පෙන්වනවා ල . It seems there is a good movie showing at the Lido.

එයා ලග පල්ලි තියෙනවා ල . He evidently has money on him.

When තැ precedes ල it becomes තැහි . Examples:

එයා ලග පල්ලි තැහි ල . He evidently has no money on him.

එයා තැපැල් කන්තෝරුවේ වැඩ කරන්නේ තැහි ල . It seems that he doesn't work in the post office.

ල may follow parts of speech other than verbs. For example:

එයා තැපැල් මහත්තයා ල . They say he's the postmaster.

මහත්තයා පොහොසත් ල . It seems that the gentleman is rich.

2.17 Relationships among verbs2.17.1 Verbs with කරනවා, 'do', and වෙනවා, 'become'.

There are a large number of verbs with කරනවා which are related in meaning to a similar set with වෙනවා. They include:

| | | | |
|------------|----------|------------|-------------|
| බය කරනවා | scare | බය වෙනවා | fear |
| අඩු කරනවා | subtract | අඩු වෙනවා | be reduced |
| මතක් කරනවා | remind | මතක් වෙනවා | remember |
| කරදර කරනවා | bother | කරදර වෙනවා | worry |
| ඉවර කරනවා | finish | ඉවර වෙනවා | be finished |

2.17.2 Causative/non-causative sets

Causative verbs are derived from basic verbs by adding ට to the stem. Examples:

| <u>basic verb</u> | | <u>causative verb</u> | |
|-------------------|-------|-----------------------|-----------------------|
| යනවා | go | යවනවා | make go, export |
| කරනවා | do | කරවනවා | cause to do |
| කඩනවා | break | කඩවනවා | cause to break |
| කනවා | eat | කවනවා | cause to eat, feed |

The following verbs also stand in a causative/non causative relationship, even though the initial consonants differ:

| | | | |
|-------|-------|--------|-------------------------|
| බෙනවා | drink | පෙවනවා | cause to drink, feed |
|-------|-------|--------|-------------------------|

Other types of causatives involve other changes from the basic form:

| | | | |
|---------|---------|---------|-------------------------------------|
| බිහිනවා | descend | බස්සනවා | let (someone) down, drop off. |
| ගෙනවා | bring | ගෙණවනවා | import |
| දන්නවා | know | දන්වනවා | make known |

2.173 Active and passive

Some sets of verbs are active/passive. Generally, the active verb belongs to class 1 and the passive verb to class 2. Examples:

| <u>active</u> | | <u>passive</u> | |
|---------------|------|----------------|-------------------|
| කපනවා | cut | කැපෙනවා | be cut |
| කරනවා | do | කෙරෙනවා | be done |
| මරනවා | kill | මැරෙනවා | be killed, die |
| භදනවා | make | භද්දෙනවා | be made |

2.17.4 Complex verbs with ගන්නවා and දෙනවා .

Complex verbs are formed with ගන්නවා and දෙනවා . Examples appear below.

| <u>basic verb</u> | | <u>form with</u> ගන්නවා | <u>form with</u> දෙනවා |
|-------------------|--------|----------------------------|---------------------------|
| භදනවා | make | භදාගන්නවා | භදාදෙනවා |
| සොයනවා | search | සොයාගන්නවා | සොයාදෙනවා |
| කපනවා | cut | කපාගන්නවා | කපාදෙනවා |

There are a limited number of high frequency verbs which show these patterns. Generally the verb with ගන්නවා means 'do something for oneself' and the one with දෙනවා 'do something for others.' Examples:

මම ගෙයක් භදාගන්නා.

I built the house (room) for myself.

වඩුච්චා ගෙයක් භදාදුන්නා.

The carpenter built (us) a house.

The දෙනවා form may also occur with a preceding participle with no change in meaning. For example:

වඩුච්චා ගෙයක් භදලා දුන්නා.

The carpenter' built us a house.

Sometimes verbs which are formed in this way have semantically specialized meanings. For example:

| <u>basic verb</u> | | <u>derived verb</u> | |
|-------------------|-----|---------------------|--------------------------|
| කියනවා | say | කියාදෙනවා | explain |
| බලනවා | see | බලාගන්නවා | look after, care for. |

2.17.5 Summary note to the student

The rules for deriving certain types of verbs (causative, passive, complex) have scarcely been fully explained above. Furthermore, since many verbs do not show the complete array of forms which have been discussed, it may not be useful for students to attempt to generalize the sketchy rules which have been presented. However the information here should demonstrate that there are clusters of verbs which are similar in form and in meaning which can be remembered as sets.

2.18 The clause subordinator කියලා

කියලා is a particle which follows certain types of subordinate clauses, usually those involving reported speech, ideas or names. Compare the following:

මම එයට කිව්වා, 'දොර අරින්න.' I told him, "open the door."

මම එයට කිව්වා දොර අරින්න කියලා. I told him to open the door.

similarly

එයගෙන් අහන්න, 'තම මොකද්ද?' Ask him, "what is your name?"

එයගෙන් අහන්න තම මොකද්ද කියලා. Ask him what his name is.

This particle also marks the quotation of a name or word. For example:

තාත්තාගේ තාත්තාට අපි කියන්නේ සීයා කියලා. We call father's father siiya.

අපි ඒවාට කියන්නේ පොල් අතු කියලා. We call those things coconut branches

2.19 Nouns derived from verb forms.

One type of verbal noun is formed with the present verbal adjective plus එක . Hence, කරන එක , 'the doing.' These nouns are Class C nouns (see 1.23). Example:

එය කරන එකට මොකද්ද කියන්නේ? What do you say for what he is doing?

Such nouns may be based on other adjectival forms of the verb as well. For example:

එය දැන් කරපු එකට මොකද්ද කියන්නේ? What do you say for what he has just done?

එය කෙරුව එක ලේසි නෑ. What he did was not easy.

3. Demonstratives and interrogatives

3.1 The adjectives

Demonstratives and interrogatives fall into sets. The adjective set appears below.

| | |
|-----------|--|
| මේ | this, these |
| අර | that over there, those |
| ඔය | that near you, those |
| ඒ | that which we have previously referred to; those |
| කොයි, මොන | which |

These adjectives precede the nouns they modify. For example:

| | |
|---------------------------|-------------------------------------|
| මේ කෙසෙල්ගෙඩි. | These bananas. |
| අර මහත්තයා. | That gentleman over there. |
| ඔය ලියකියවිලි. | Those documents near you, with you. |
| ඒ වැඩ. | That work (we were talking about) |
| කොයි වැඩ. මොන ලියකියවිලි. | Which work; what documents. |

They need not directly precede the noun they modify, however. Other adjectives may intervene. For example:

| | |
|-------------------------------------|------------------------------------|
| මේ ලාබ කෙසෙල්ගෙඩි. | These cheap bananas. |
| අර කොට මහත්තයා. | That short gentleman over there. |
| ඔය පරත ලියකියවිලි. | Those old documents. |
| ඒ අලුත් වැඩ. | That new work. |
| කොයි අලුත් වැඩ. මොන පරත ලියකියවිලි. | What new work; what old documents. |

3.2 Pronouns

3.21 The basic set

The demonstratives which appeared in 3.1 may also function as pronouns. For example:

මේ ගමක්

This is a village.

අර වැවක්

That (over there) is a tank.

3.22 The inanimate set

The following words are also pronouns and refer to inanimate nouns.

| <u>singular</u> | | <u>plural</u> | |
|-----------------|-----------|---------------|-----------|
| මේක | this one | මේවා | these |
| අරක | that one | අරවා | those |
| ඔක | that one | ඔවා | those |
| ඒක | that one | ඒවා | those |
| මොකක් | what one | මොනවා | what ones |
| කෝක | which one | | |

The demonstratives take case endings as follows:

| | <u>singular</u> | <u>plural</u> |
|--------------|-----------------|---------------|
| direct | මේක | මේවා |
| dative | මේකට | මේවාට |
| genitive | මේකේ | මේවායේ |
| instrumental | මේකෙන් | මේවායින් |

Examples:

| | |
|---|---|
| මෙක පාවිච්චි කරන්නේ මොකට ද? | What do you use this thing for? |
| ඒක පාවිච්චි කරන්නේ මිරිස් අඹරන්න. | You use it to grind chillies. |
| අරවා පාවිච්චි කරන්නේ මොකට ද? | What do you use those things for? |
| ඒවා බෙහෙත් ජාතියක්. | They are a kind of medicine. |
| පත්තර තුනක් තියෙනවා. ඒවායේ ලංකාවේ හැම පලාතකම ආරංචි තියෙනවා. | There are three newspapers. In them there is news from every part of Sri Lanka. |
| ඕකට කියන්නේ මොකද්ද? | What do you call that thing near you? |
| මෙකට කියන්නේ මිරිස් ගල කියලා. | For this you say <u>miris gala</u> . |

3.33 The animate set

The animate pronominal set is given below.

| <u>singular</u> | | <u>plural</u> | |
|-----------------|-------------|---------------|--------------|
| මෙයා | this person | මෙයාලා | these people |
| ඔයා | you | ඔයාලා | you (pl.) |
| අරයා | that person | අරයාලා | those people |
| එයා | that person | එයාලා | those people |

These are the words which appear most commonly in Sinhala as the equivalents of the English 'he', 'she' and 'they'. As the translations above indicate, the words මෙයා and ඔයාලා serve as second person pronouns.

The demonstrative animate pronouns show the case endings outlined in section 1.2.

The Sinhala word for 'who, what person' is කවුරු . Before ද it is shortened as follows: කවුද . Its case forms are:

| | | |
|--------------|---------|----------------|
| direct | කවු(රු) | who |
| dative | කාට | to whom |
| genitive | කාගේ | of whom, whose |
| instrumental | කාගෙන් | by whom |

With the addition of ණ to any of its case forms, කවුරු takes on the meaning 'everybody.' Examples:

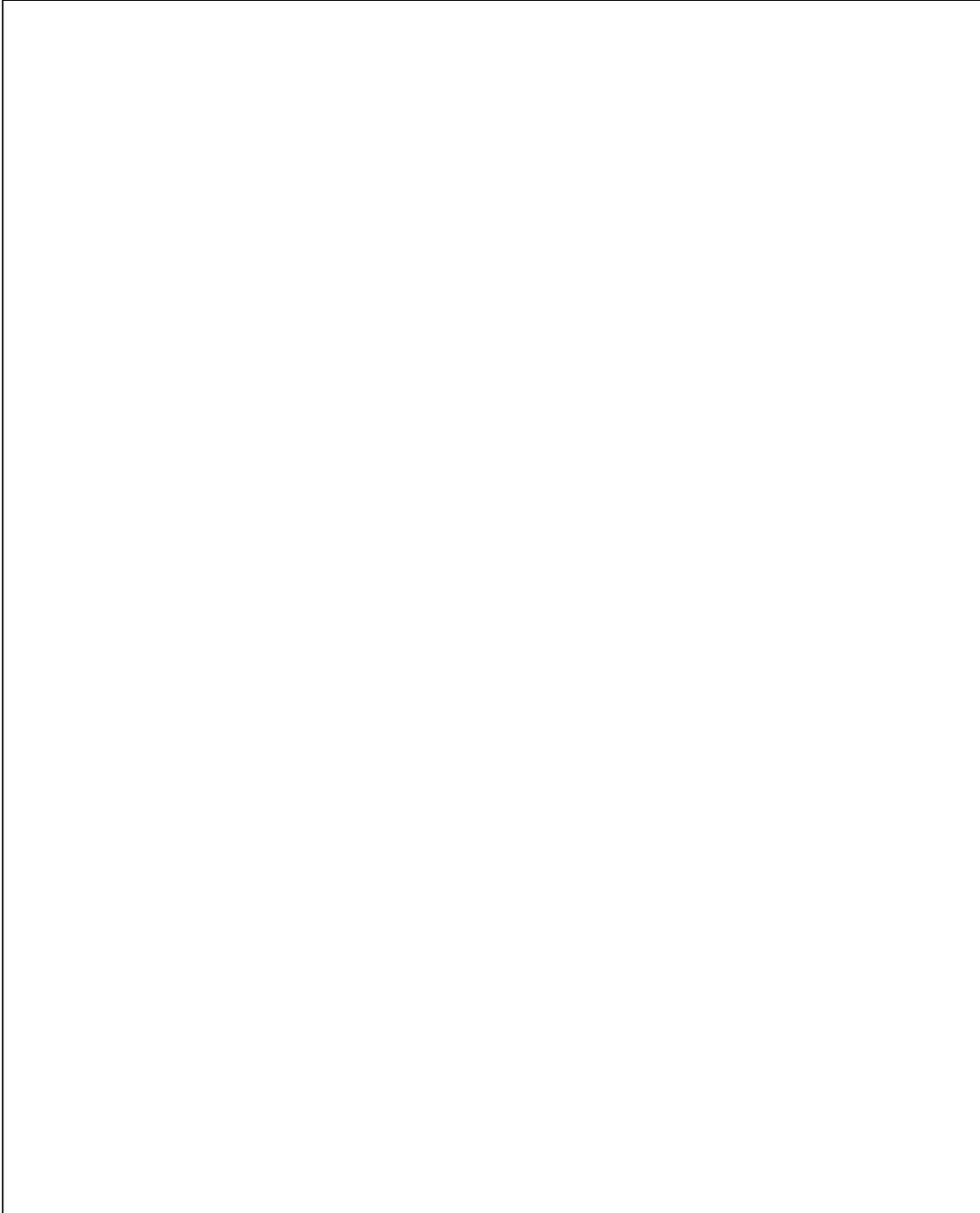
| | | |
|--------------|----------|--------------------|
| direct | කවුරුන් | everybody |
| dative | කාටත් | to everybody |
| genitive | කාගේ | of everybody |
| instrumental | කාගෙනුත් | by, from everybody |

3.24 Here and there

Sinhala has the following location sets.

| | |
|------|--------------------------------|
| මෙතන | this place, this spot |
| ඔතන | that place near you |
| අතන | that place over there |
| එතන | that place referred to earlier |
| කොතන | what place |
| මෙහේ | here |
| ඔහේ | over there near you |
| අරහේ | over there, yonder |
| එහේ | there |
| කොහේ | where |
| මෙහා | this direction |
| එහා | that direction |

The words in these sets have case forms as follows:



SAT MAHAL PRASADA, POLONNARUWA

| | | | |
|--------------|---------|--------|---------|
| direct | මෙතත | මෙහේ | මෙහා |
| dative | මෙතත්ට | මෙහේට | මෙහාට |
| genitive | මෙතත | මෙහේ | මෙහා |
| instrumental | මෙතනින් | මෙහෙත් | මෙහරෙත් |

3.25 The quantity set

The quantity set is given below.

| | |
|--------|-----------|
| මෙව්වර | this much |
| ඔව්වර | that much |
| අව්වර | that much |
| එව්වර | that much |
| කොව්වර | how much |

Examples:

| | |
|--------------------------|-----------------------------------|
| කොව්වර කිරි බොනවා ද? | How much milk will you drink? |
| මට ඔව්වර එහා. | Not that much for me. |
| කළඟෙඬියක් මෙව්වර ලොකුයි. | A water vessel is this big. |
| සෙම්බුවක් එව්වර ලොකු නෑ. | A <u>sembuwa</u> is not that big. |

3.26 The 'like this ...like that' set

The following words pattern with the demonstratives and interrogatives discussed in the sections above.

| | |
|-------|-----------|
| මෙහෙම | like this |
| ඔහෙම | like that |
| අරහෙම | like that |
| එහෙම | like that |
| කොහෙම | how |

Examples:

| | |
|-----------------------------------|---|
| හිරමණයක් පාවිච්චි කරන්නේ කොහොම ද? | In what manner (how) do you use a coconut scraper? |
| මෝලේගහෙන් මෙහෙම කොටතවා ද? | Is this how you pound with the pestle? |
| ඔව්. ඔහොම තමයි. | Yes. Just like that (just as you are doing.) |
| එහෙම ද? | Is that so? (following a statement of fact.) |
| එහෙම නෙමෙයි. | It is not like that. (following an inaccurate description of events or procedures.) |

3.27 Pronouns: miscellaneous forms

Most of the Sinhala pronouns belong to the demonstrative/interrogative sets. The first person pronouns මම , 'I', and අපි , 'we', are exceptions. They show the following case forms:

| | | | | |
|--------------|-------|-------|-------|-------|
| direct | මම | I | අපි | we |
| dative | මට | to me | අපට | to us |
| genitive | මගේ | my | අපේ | ours |
| instrumental | මගෙන් | by me | අපෙන් | by us |

The reflexive pronoun තමන් , 'his, her own, their own', is also an exception. Its case forms are:

| | |
|--------------|----------|
| direct | තමන් |
| dative | තමන්ට |
| genitive | තමන්ගේ |
| instrumental | තමන්ගෙන් |

Examples:

එයාලා තමන්ගේ කෑම හදාගන්නවා. They prepare their own food.

එයාලා තමතමන්ගේ කෑම හදාගන්නවා. They each prepare their own food.

In the latter example තමතමන් , a reduplicated form of the reflexive pronoun appears. It has the meaning 'each his own, each their own.'

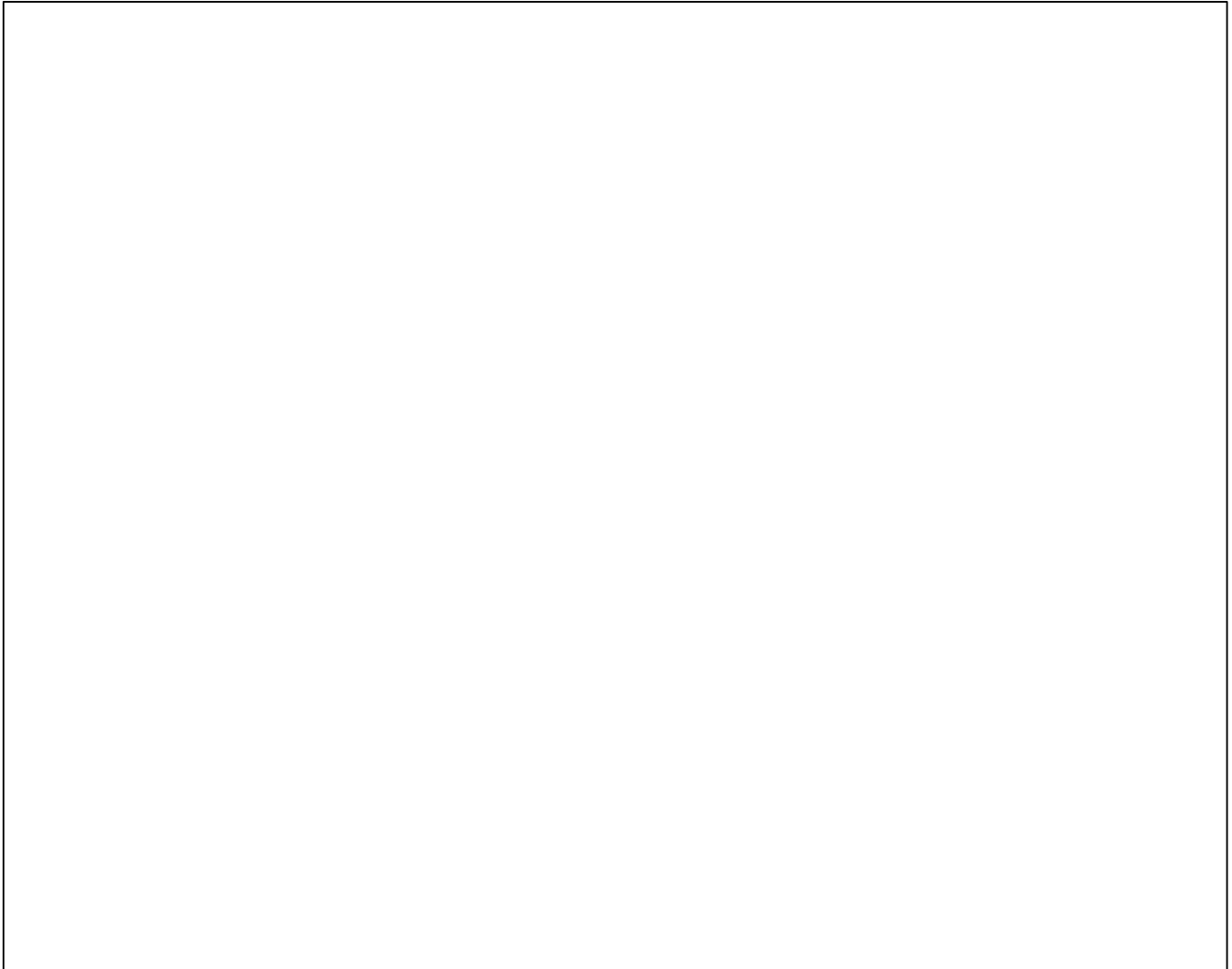
3.28 A note on terms of address and reference

The choice of a term of address is a matter which is discussed in General Conversation. The simple fact is that there is no neutral second person pronoun which is appropriate for all people at all times in all places. This helps to explain why the Sinhalese often avoid second person pronouns entirely and choose such terms as madam or sir or address people by name or occupational role instead.

Terms of reference present similar problems in many instances. In the case of women, for example, the term තෝතා මහත්මයා , 'madam', is only appropriate as a term of reference for those of an elevated social, educational or occupational station. Since the term for woman (ගැනී) is in its singular form considered insulting, women are generally referred to as 'this person' or 'that person' (මෙයා and එයා among other terms) and not as 'this woman' or 'that woman.' The term ගැනු , 'women', is not similarly stigmatized, although in the traditional sectors in the society the circumlocution බිචලන් අය is commonly used. This term literally means 'those who have received rebirth.' Better educated women point out that this term is implicitly pejorative, since it reflects a belief linking demeritorious acts in previous births with being a woman.

By the same token the term මිනිසා , 'man', though not rude is not deferential either and is better rendered by English 'guy'. Its plural, මිනිස්සු , means 'people' not 'men' in the narrow sense. For the latter the Sinhala is පිරිමි අය , 'men, males, boys.'

In the traditional sectors of the society සායඹාව and පුරුෂයා , elevated terms for 'wife' and 'husband' respectively are nearly universally avoided. Women refer to their husbands by circumlocution. Terms such as පුතාගේ තාත්තා , '(my) son's father', are commonly used. Educated people who know English profess to find these habits quaint but are no more comfortable with the elevated terms. They sometimes use the English terms instead. Traditional terms for 'wife' include බැඳලා ඉන්න එක්කො , 'married one' and ගෙදර එක්කො , 'the one in the house.'



RUINS OF CIRCULAR RELIC HOUSE AT MEDIRIGIRIYA

4. Postpositions

Postpositions in Sinhala are functionally similar to English prepositions, except that whereas English prepositions occur before the word they govern, Sinhala postpositions occur following the word. Postpositions occur in construction with nouns, and some occur in construction with other parts of speech as well. When in construction with nouns, many of them govern specific cases, generally the direct case. Examples:

| Sinhala | English | Usual case of noun |
|------------------|-----------|---------------------|
| උඩ | on top of | direct |
| යට | under | direct |
| ඉහල | above | dative/instrumental |
| පහල | below | dative/instrumental |
| ලග, ශාච, කිව්ටුව | near | direct |
| ගැන | about | direct |
| වගේ | like | direct |
| විතරක් | only | direct |
| ඉඳලා | from | genitive |
| ඉස්සර, ඉස්සෙල්ලා | before | dative/instrumental |
| පස්සේ | after | dative/instrumental |
| වැඩියෙ | more than | dative |

4.1 වැඩියෙ , 'more than'.

වැඩියෙ, 'more than', occurs with preceding nouns in the dative case to form the equivalent of the English comparative. Examples:

එලවලුවලට වැඩියෙ පලතුරු ශක්.

More than vegetables, fruit is expensive. (fruit is more expensive than vegetables.)

අර ගෙදරට වැඩියෙ මේ ගෙදර ලොකුයි.

This house is bigger than that house.

5. Particles

5.1 - ණ, 'also, too'

The particle -ණ, meaning 'also', is added to words ending in a vowel. For words ending in a consonant, - උණ is added.

Examples:

| | |
|--|------------------------------------|
| අපි අම්මාගේ තාත්තාට කියන්නේ සීයා කියලා. | We call mother's father siiya. |
| අපි තාත්තාගේ තාත්තාටත් කියන්නේ සීයා කියලා. | We call father's father siiya too. |
| එයා කන්තෝරුවට ගියා. | He went to the office. |
| එයාත් කන්තෝරුවට ගියා. | He also went to the office. |
| ඔන් දෙන්න. | Give rice. |
| ඔහුත් දෙන්න. | Give rice too. |
| මට ලියුමක් ලැබුණා. | I got a letter. |
| මටත් ලියුමක් ලැබුණා. | I also got a letter. |

5.2 ද..ද, 'or'.

In interrogative sentences ද..ද means 'or'.

Examples:

| | |
|---|---|
| මේ පන්තියට උගන්වන්නේ තෝන මහත්තයා ද මහත්තයා ද? | Is it the lady or the gentleman who teaches this class? |
| මගේ ද තෝන මහත්තයාගේ ද? | Mine or the lady's? |
| මේ කළඟෙඩියක් ද මුට්ටියක් ද? | Is this a water vessel or a rice pot? |
| ඒක හරි ද වැරදි ද? | Is it right or wrong? |

5.3 The 'and' particle

There is no single word in Sinhala for 'and' as there is in English. In Sinhala 'and' is expressed by a particle which follows all nouns to be linked.

If the nouns to be linked end in vowels, the 'and' particle takes the shape යි . Examples:

පුතායි දුවයි. The son and the daughter

මහත්තයායි මමයි. The gentleman and I

If the nouns to be linked end in consonants, the 'and' particle takes the shape උයි . Examples:

බ්‍රවුන් කියලා මහත්තයෙකුයි හේරත් කියලා මහත්තයෙකුයි. A gentleman named Brown and a gentleman named Herath.

හැන්දකුයි පිහියකුයි. A spoon and a knife.

5.4 The emphasizing particle යි .

In equational sentences (the type x is y) with adjectives in the 'y' slot, the emphasizing particle යි occurs. Examples:

මේ එළවලු ලාබයි. These vegetables are cheap.

compare:

මේ ලාබ එළවලු. These cheap vegetables.

and

මේ එළවලු ලාබ ද? Are these vegetables cheap?

This particle is also added to definite forms of numerals occurring in sentence final position. Examples:

රාත්තලක් රුපියල් දෙකයි. Two rupees a pound.

සේරුවක් සත හැත්තෑපහයි. 75¢ a measure.

පැකට් එකක් එකයි පහයි. එකක් සත පහයි. Rs. 1.50 a packet; 50¢ each.

වේලාව අටයි විස්සයි. වේලාව අටයි. The time is 8:20; the time is 8:00.

Note that in some quantity phrases such as the last two examples යි may appear on two numerals (one of them non-final) in a compound phrase. Such constructions are examples of යි as the 'and' particle (see above).

It is also added to other quantity words which occur in sentence final position:

එයලා බත් කන්නේ දවසට එක සැරයයි. They eat rice once a day.

වේලාව දැන් අට හමාරයි. It is 8:30.

සත හැටක් වීතරයි. It is only 60¢.

It may occur with emphasized words in emphatic sentences:

තගුල පාවිච්චි කරන්නේ මෙහෙමයි. This is how you use the plow.

මම දැන් වැඩ කරන්නේ කොළඹමයි. It is in Colombo itself that I am now working.

In the environments discussed above, යි does not occur after consonants. Compare:

එලවලු ශන්. The vegetables are expensive.

එලවලු ලාබයි. The vegetables are cheap.

යි may also occur after පුලුවන, 'can', and කැමිණි, 'like', in sentence final position. Examples:

සීනි දාලා බෙන්න කැමිණියි. I like to drink it with sugar.

මම කියාදෙන්න පුලුවනි. I can explain.

5.5 The emphasizing particles නම් and ම .

The particles නම් and ම may single out a word in the sentence for emphasis. Examples:

මහත්තයා නම් කන්නේ රුවට ගියා. මම It was the gentleman who went to the office. I didn't go.

මම නම් මතක නෑ. I myself do not remember.

අටටම ආපහු එන්න. Come back precisely at 8:00.

When ම appears at the end of the sentence it becomes මයි . Examples

මම ඉපදුනේ ලංකාවේමයි. It was in Sri Lanka itself that I was born.

එය ආපහු ආවේ අටටමයි. He came back precisely at 8:00.

6. Numerals and quantity6.1 Cardinal numerals

Cardinal numerals have both animate and inanimate forms. For example:

තංගිලා තුන් දෙනෙක් ඉන්නවා. There are three younger sisters.
මම එයාට රුපියල් තුනක් දුන්නා. I gave him three rupees.

Animate cardinal numerals either modify or substitute for animate nouns. Inanimate numerals either modify or substitute for inanimate nouns. For example:

අක්කලා හතර දෙනයි. Four older sisters.
හතර දෙනයි. Four (animate beings).
පෙට්ටි හතරයි. Four boxes.
හතරයි. Four (inanimate things).

Both animate and inanimate numerals have definite and indefinite forms. In basic sentence types (that is, non-emphatic sentences) numerals and other quantity words as well generally appear in the indefinite form. When numerals and other quantity words occur as the emphasized items in emphatic sentences or when they are part of a noun phrase which stands along as an utterance, the definite form appears. Compare the following:

වැඩකරයෝ අට දෙනෙක් රැස්වීමට ආවා. Eight laborers came to the meeting.
රැස්වීමට ආවේ වැඩකරයෝ අට දෙනයි. It was eight laborers who came to the meeting.
වැඩකරයෝ කීදෙනෙක් ආවා ද? How many laborers came?
අට දෙනයි. Eight.
මේ ගමේ ගෙදරවල් පහස් පහක් තියෙනවා. There are fifty five houses in this village.
ගෙදරවල් කීයක් ද? How many houses are there?
පහස් පහයි. Fifty-five.

When the quantity phrase has a clearly definite meaning, i.e., 'the laborers' as opposed to 'laborers' or is modified by one of the demonstratives, the definite form may appear in non-final position. For example:

වැඩකරයෝ අට දෙනා රැස්වීමට ආවා. The eight laborers came to the meeting.

ඒ අක්කලා හතර දෙනා තවම ගෙදර ඉන්නවා. Those four older sisters are still at home.

Compare the following:

මහත්තූරු හතර දෙනෙක් කන්තෝරුවේ ඉන්නවා. There are four gentlemen in the office.

ඒ මහත්තූරු හතර දෙනාම ඉංග්‍රීසි දන්නේ නෑ. Those very four gentlemen do not know English.

The interrogatives කීයක් , 'how many' (inanimate), and කීදෙනෙක්, 'how many' (animate)', introduce questions concerning quantity. කොච්චර , 'how much, how many', may be substituted for either, although it is more common with inanimate subjects. Examples:

කුඹුරුවල ගොවියෝ කීදෙනෙක් වැඩ කරනවා ද? How many farmers are working in the fields?

ලියකියවිලි කීයක් තියෙනවා ද? How many documents are there?

කොච්චර වේලා යනවා ද? How much time does it take (go)?

Questions concerning price, age and time are introduced by the interrogative කීය (ද) , 'how much'. Examples :

වේලාව කීය ද? What time is it?

රාත්තලක් කීය ද? How much is a pound?

වයස කීය ද? How old are you, i.e., what is the age?

'At what time?' is expressed by කීය in the dative case.

මහත්තයා කීයට ද එන්නේ? At what time are you coming, sir?

Quotations of time appear in the definite form followed by the emphasizing particle ටී

Examples:

| | |
|-----------------------|---------------------|
| වේලාව කීය ද? | What time is it? |
| (වේලාව) අටයි. | It is 8:00. |
| (වේලාව) අටයි විස්සයි. | It is 8:20. |
| (වේලාව) අට හමාරයි. | It is 8:30. |
| (වේලාව) දෙකට කාලයි. | It is quarter to 2. |

'At a particular time' is expressed with the numeral in the dative case. Examples:

| | |
|--------------------------|------------------------------------|
| කන්තෝරුව අරින්නේ කීයට ද? | At what time does the office open? |
| එක අට හමාරට අරිනවා. | It opens at 8:30. |
| එක හතට අරිනවා. | It opens at 7:00. |
| එක අරින්නේ අටට. | It is at 8:00 that it opens. |

Prices are generally quoted as follows:

| | |
|--------------------|-----------------------|
| චම්බොටු කීය ද? | How much is eggplant? |
| රාත්තලක් හැට පහයි. | 65¢ a pound. |

Amounts of money are commonly quoted in indefinite quantity phrases:

| | |
|----------------------------|-----------------------------|
| සල්ලි කීයක් දුන්නා ද? | How much money did you pay? |
| මම රුපියල් හතළිහක් දුන්නා. | I paid Rs. 40. |

With the word සැරය , 'time, occurrence', a stem form of the numeral precedes.

| | |
|-------------------------------------|-------------------------------------|
| එයාලා දවසට දෙ සැරයක් ඔත් කනවා. | They eat rice twice a day. |
| යන හැටි එයා කියාදුන්නේ තුන් සැරයයි. | He explained how to go three times. |

This stem form also appears with ordinal numerals which are discussed below.

Definite and indefinite forms of animate and inanimate numerals appear below.

| | Animate | | Inanimate | |
|----|--------------|----------------|-----------|------------|
| | Definite | Indefinite | Definite | Indefinite |
| 1 | එක්කෙනා | එක්කෙනෙක් | එක | එකක් |
| 2 | දෙන්නා | දෙන්නෙක් | දෙක | දෙකක් |
| 3 | තුන් දෙනා | තුන් දෙනෙක් | තුන | තුනක් |
| 4 | හතර දෙනා | හතර දෙනෙක් | හතර | හතරක් |
| 5 | පස් දෙනා | පස් දෙනෙක් | පහ | පහක් |
| 6 | භය දෙනා | භය දෙනෙක් | භය | භයක් |
| 7 | හත් දෙනා | හත් දෙනෙක් | හත | හතක් |
| 8 | අට දෙනා | අට දෙනෙක් | අට | අටක් |
| 9 | නම දෙනා | නම දෙනෙක් | නමය | නමයක් |
| 10 | දහ දෙනා | දහ දෙනෙක් | දහය | දහයක් |
| 11 | එකොලොස් දෙනා | එකොලොස් දෙනෙක් | එකොලහ | එකොලහක් |
| 12 | දොලොස් දෙනා | දොලොස් දෙනෙක් | දොලහ | දොලහක් |
| 13 | දහතුන් දෙනා | දහතුන් දෙනෙක් | දහතුන | දහතුනක් |
| 14 | දාහතර දෙනා | දාහතර දෙනෙක් | දාහතර | දාහතරක් |
| 15 | පහලොස් දෙනා | පහලොස් දෙනෙක් | පහලොහ | පහලොහක් |
| 16 | දහසය දෙනා | දහසය දෙනෙක් | දහසය | දහසයක් |
| 17 | දාහත් දෙනා | දාහත් දෙනෙක් | දාහත | දාහතක් |
| 18 | දහඅට දෙනා | දහඅට දෙනෙක් | දහඅට | දහඅටක් |
| 19 | දහනම දෙනා | දහනම දෙනෙක් | දහනමය | දහනමයක් |
| 20 | විසි දෙනා | විසි දෙනෙක් | විස්ස | විස්සක් |

| | Animate | | Inanimate | |
|----|---------------|-----------------|-----------|------------|
| | Definite | Indefinite | Definite | Indefinite |
| 21 | විසිඑක් දෙනා | විසිඑක් දෙනෙක් | විසිඑක | විසිඑකක් |
| 22 | විසිදෙනා | විසිදෙනෙක් | විසිදෙක | විසිදෙකක් |
| 23 | විසිතුන් දෙනා | විසිතුන් දෙනෙක් | විසිතුන | විසිතුනක් |
| 24 | විසිහතර දෙනා | විසිහතර දෙනෙක් | විසිහතර | විසිහතරක් |
| 25 | විසිපස් දෙනා | විසිපස් දෙනෙක් | විසිපහ | විසිපහක් |
| 26 | විසිහය දෙනා | විසිහය දෙනෙක් | විසිහය | විසිහයක් |
| 27 | විසිහත් දෙනා | විසිහත් දෙනෙක් | විසිහත | විසිහතක් |
| 28 | විසිඅට දෙනා | විසිඅට දෙනෙක් | විසිඅට | විසිඅටක් |
| 29 | විසිනම දෙනා | විසිනම දෙනෙක් | විසිනමය | විසිනමයක් |
| 30 | තිස්දෙනා | තිස්දෙනෙක් | තිහ | තිහක් |
| 31 | තිස්එක් දෙනා | තිස්එක් දෙනෙක් | තිස්එක | තිස්එකක් |
| 32 | තිස්දෙනා | තිස්දෙනෙක් | තිස්දෙක | තිස්දෙකක් |

All other numerals in the thirty series follow the pattern of the twenty series except that තිස් appears instead of විසි.

| | | | | |
|----|----------------|------------------|-----------|-------------|
| 40 | හතළිස් දෙනා | හතළිස් දෙනෙක් | හතළිහ | හතළිහක් |
| 41 | හතළිස්එක් දෙනා | හතළිස්එක් දෙනෙක් | හතළිස්එක | හතළිස්එකක් |
| 42 | හතළිස්දෙනා | හතළිස්දෙනෙක් | හතළිස්දෙක | හතළිස්දෙකක් |

All numerals in the forty series follow the pattern of the twenty series except that හතළිස් appears instead of විසි.

| | | | | |
|----|--------------|----------------|---------|-----------|
| 50 | පනස්දෙනා | පනස්දෙනෙක් | පනහ | පනහක් |
| 51 | පනස්එක් දෙනා | පනස්එක් දෙනෙක් | පනස්එක | පනස්එකක් |
| 52 | පනස්දෙනා | පනස්දෙනෙක් | පනස්දෙක | පනස්දෙකක් |

All numerals in the fifty series follow the pattern of the twenty series except that පනස් appears instead of විසි.

| | Animate | | Inanimate | |
|----|-------------|---------------|-----------|------------|
| | Definite | Indefinite | Definite | Indefinite |
| 60 | හැටදෙනා | හැටදෙනෙක් | හැට | හැටක් |
| 61 | හැටඑක් දෙනා | හැටඑක් දෙනෙක් | හැටඑක | හැටඑකක් |
| 62 | හැටදෙනෝ | හැටදෙනෙක් | හැටදෙක | හැටදෙකක් |

All numerals in the sixty series follow the pattern of the twenty series except that හැට appears instead of විසි.

| | | | | |
|----|---------------|-----------------|----------|------------|
| 70 | හත්තැදෙනා | හත්තැදෙනෙක් | හත්තැට | හත්තැටක් |
| 71 | හත්තැඑක් දෙනා | හත්තැඑක් දෙනෙක් | හත්තැඑක | හත්තැඑකක් |
| 72 | හත්තැදෙනෝ | හත්තැදෙනෙක් | හත්තැදෙක | හත්තැදෙකක් |

All numerals in the seventy series follow the pattern of the twenty series except that හත්තැ appears instead of විසි.

| | | | | |
|----|-------------|---------------|--------|----------|
| 80 | අසූදෙනා | අසූදෙනෙක් | අසූට | අසූටක් |
| 81 | අසූඑක් දෙනා | අසූඑක් දෙනෙක් | අසූඑක | අසූඑකක් |
| 82 | අසූදෙනෝ | අසූදෙනෙක් | අසූදෙක | අසූදෙකක් |

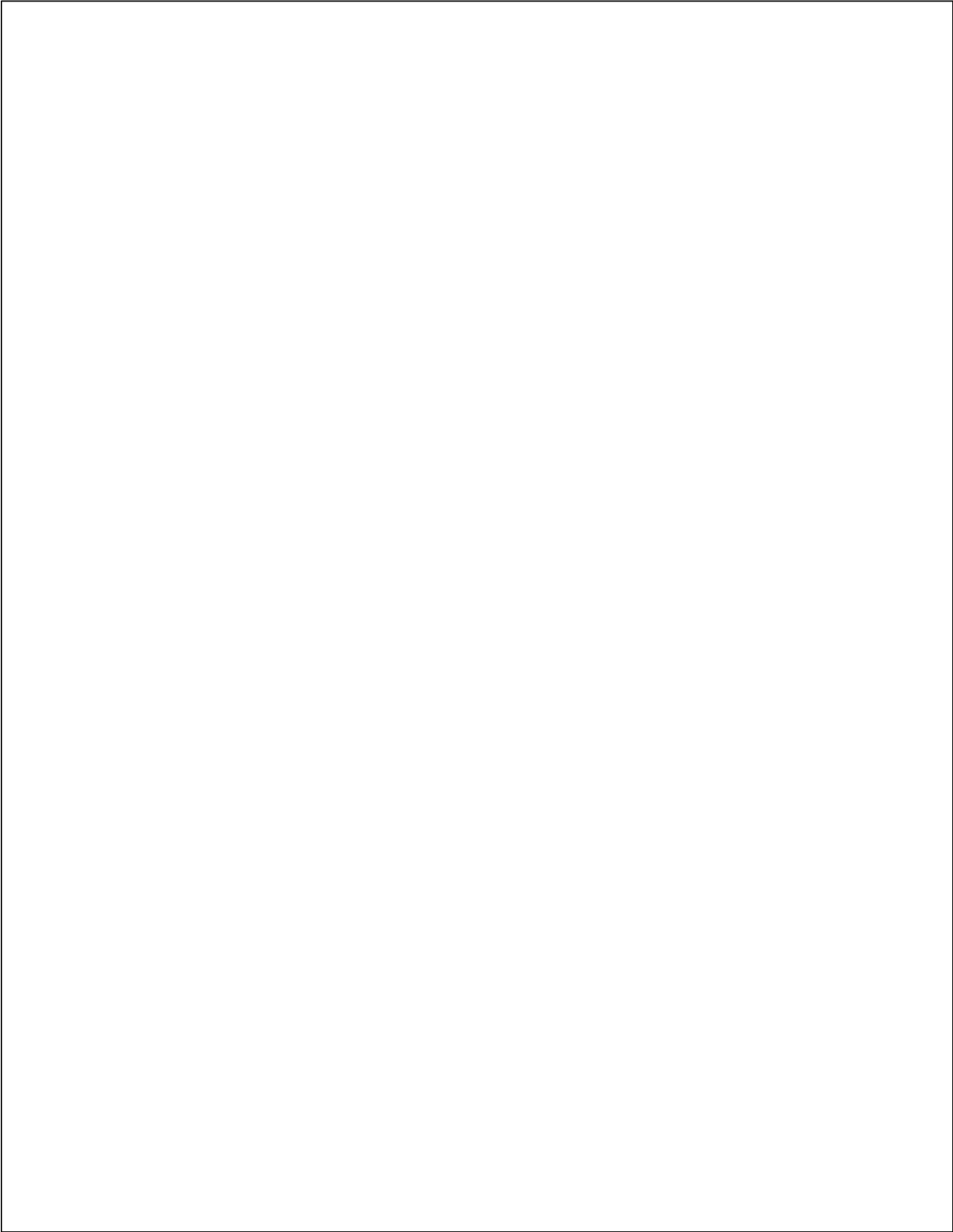
All numerals in the eighty series follow the pattern of the twenty series except that අසූ appears instead of විසි.

| | | | | |
|----|-------------|---------------|--------|----------|
| 90 | අනූදෙනා | අනූදෙනෙක් | අනූට | අනූටක් |
| 91 | අනූඑක් දෙනා | අනූඑක් දෙනෙක් | අනූඑක | අනූඑකක් |
| 92 | අනූදෙනෝ | අනූදෙනෙක් | අනූදෙක | අනූදෙකක් |

All numerals in the ninety series follow the pattern of the twenty series except that අනූ appears instead of විසි.

| | | | | |
|-----|---------------|-----------------|---------|-----------|
| 100 | එකසියදෙනා | එකසියදෙනෙක් | එකසිය | එකසියක් |
| 101 | එකසියඑක් දෙනා | එකසියඑක් දෙනෙක් | එකසියඑක | එකසියඑකක් |

For the rest of the numerals in the 100+ series එකසිය- , '100', is prefixed to the numerals to 99.



RUINS AT YAPAHUVA, 14th CENTURY

Below are the prefixes for the additional hundred series to 1000.

| | |
|-----|---------|
| 200 | දෙසිය |
| 300 | තුන්සිය |
| 400 | හරසිය |
| 500 | පන්සිය |
| 600 | භයසිය |
| 700 | හත්සිය |
| 800 | අටසිය |
| 900 | නමසිය |

They precede the numerals to 99 in expressing quantities to 1000.

The stem form for 1000 is එක්දාස් . This is prefixed to the numerals of the 900 series in expressing the years of this century.

| | |
|---------------------------|---------------------------------------|
| එක්දාස් නමසිය විස්සයි. | One thousand nine hundred and twenty. |
| එක්දාස් නමසිය හැටපහයි. | 1965. |
| එක්දාස් නමසිය හැත්තෑඅටයි. | 1978. |

To express 'in such and such a year', the final numeral is put in the genitive case and optionally followed by දී, 'during'.

| | |
|--|------------------------------|
| එක්දාස් නමසිය හැටපහේ. | In 1965. |
| එක්දාස් නමසිය හැත්තෑහතේ දී, මම ලංකාවට ආවා. | I came to Sri Lanka in 1977. |
| මම ඉපදුනේ එක්දාස් නමසිය හතලිස් හයේ දී. | I was born in 1946. |

6.2 Ordinal numerals

Ordinal numerals from 1-10 are given below.

| | |
|------|----------|
| 1st | පලවෙනි |
| 2nd | දෙවෙනි |
| 3rd | තුන්වෙනි |
| 4th | හතරවෙනි |
| 5th | පස්වෙනි |
| 6th | හයවෙනි |
| 7th | සත්වෙනි |
| 8th | අටවෙනි |
| 9th | නමවෙනි |
| 10th | දසවෙනි |

Ordinal numerals are formed with the stem of the numeral plus වෙනි . The stem form is the one which precedes දෙක in animate numerals. Ordinal numerals precede either animate or inanimate numerals with no change in form. Examples:

සැප්තැම්බර් මාසේ අටවෙනිදා.

The eighth day of September, i.e.,
September 8.

අගෝස්තු මාසේ විසිඑක්වෙනිදා.

The twenty-first day of August, i.e.,
August 21.

දෙවෙනි පාර.

The second road.

තුන්වෙනි පුතා.

The third son.

7. Word boundaries

The writing conventions in Sinhala are fairly straightforward in general. Spaces generally appear before and after inflected forms of nouns and verbs as well as before and after other parts of speech such as adjectives, postpositions and adverbs. Conventions differ in some instances, for example, in the addition of some particles to other parts of speech, in writing numerals and in writing compound verbs. For example:

හතාපති තුමා සිංහල දන්නවා ලු.

The ambassador evidently knows Sinhala.

හතාපති තුමා සිංහල දන්නවාලු.

විසි දෙකයි.

Twenty-two.

විසිදෙකයි.

එයාලා තුරන්කන් ගල පාවිච්චි කරනවා.

They are using the rotary quern.

එයාලා තුරන්කන් ගල පාවිච්චිකරනවා.

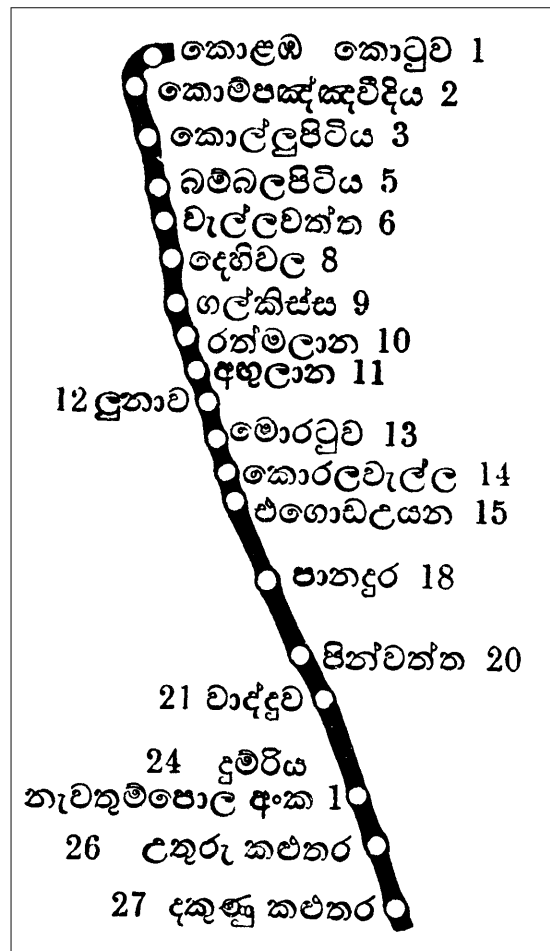
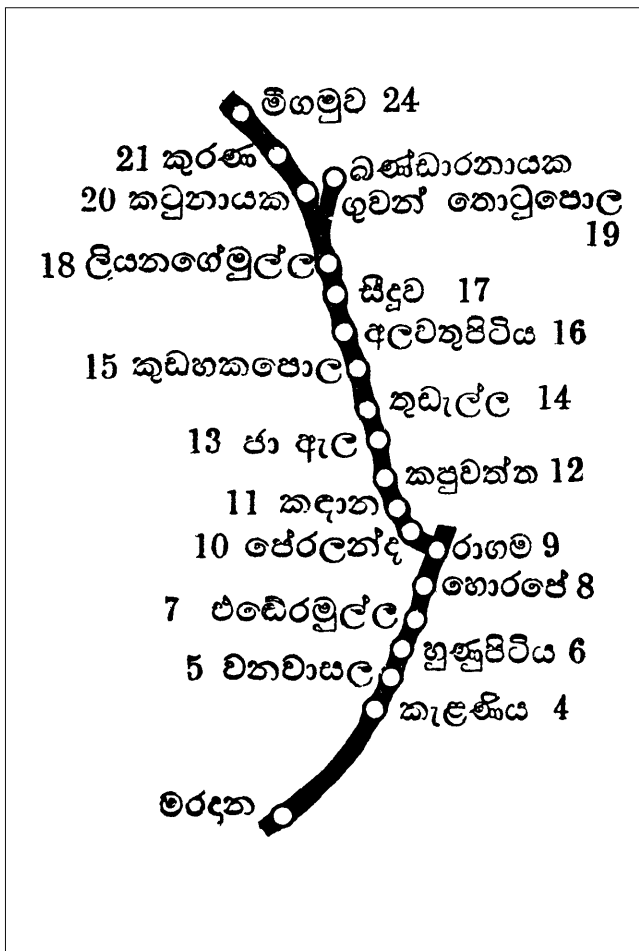
එයාලා කන්තෝරුවේ වැඩ කරනවා.

They are working in the office.

එයාලා කන්තෝරුවේ වැඩකරනවා.

8. Spelling

Sinhala words are generally spelled as pronounced, but some sounds are represented by more than one letter. For example, ඛ and ඞ both represent /n/; ජ and ඣ both represent /l/ and ඉ and ඊ both represent /lu/. Sometimes words are spelled both ways, and sometimes there is a preferred spelling. When in doubt, consult a dictionary. Examples of these particular spelling variations appear below in the place names along two major railway lines.



-from Ceylon Government Railway timetable

Numerous other spelling variations occur in Sinhala, mostly in connection with borrowed or learned words. For example, both ශ and ඡ represent /s/; both ය and ඞ represent /y/ and many words which are pronounced with unaspirated consonants have a correct spelling with letters from the aspirated set. These matters are not treated in any detail here and are best taken up in connection with the study of the conventions of literary Sinhala.

Some differences in spelling of what are essentially the same words do reflect differences in pronunciation and stem from dialect variation within the Sinhala speech community. For example:

| | |
|----------------------|---------------|
| කොලොඹිඳුව, කොලොඹුව | stool |
| අප්පච්චි, අප්පොච්චි | father |
| පොල් කට්ට, පොල් කටුව | coconut shell |

Finally, this may be the place to remind students that Class D nouns such as කාලේ , 'time', which end in ච්චි have dictionary entry forms with -අය . Hence, කාලය , 'time'. This is a convention from written Sinhala.

9. Style and dialect

This book has reviewed some of the main features of spoken Sinhala structure. Written Sinhala has a different grammatical structure and also, to a large extent, a different and expanded lexicon and is not dealt with here. This lexicon is borrowed into speech for certain social purposes, for example for speeches or formal lectures on cultural affairs. A student of Sinhala who intends one day to deliver such lectures, then, must master the appropriate formal lexicon. For a student with such objectives, the study of written Sinhala is an indispensable aid and guide. There are many synopses of written Sinhala structure available, most of them written for speakers of the language. Two which are written for students of Sinhala as a second language are Literary Sinhala: An Introduction (1975) by D.D. DeSaram, and Literary Sinhala (1974) by J.W. Gair and W.S. Karunatilaka (for further details, see the citations in the appended bibliography.)

Most students aim simply to understand the Sinhala which is spoken around them on the routine topics of daily life and work by employees, colleagues and friends. They also aim to communicate with such individuals on the same topics in a stylistically appropriate manner. The style which is presented in this book has been adopted with these ends in mind. In working through Basic Sinhala, the vocabulary of the students will be expanded considerably beyond the material which is actually presented. It should be kept consistent with the style presented here. Substitutions from

formal Sinhala should be avoided in favor of words which are in more general use.

The Sinhala speech community is contained within a relatively small geographical area, and the population is highly mobile. Perhaps for these reasons, the community lacks deep dialect divisions. There is variation, of course, and the major differences have been noted at various points above. But for the most part, the Sinhala spoken in one area of Sri Lanka can be easily understood in another.

10. Bibliographical references for the student and the instructor.

The following resources are available for supplementing or continuing basic instruction in Sinhala.

Carter, Charles, English-Sinhalese Dictionary; Sinhalese English Dictionary. 2 volumes. M.D. Gunasena:
1936
(1965) Colombo.

This is the basic bilingual dictionary. It has been through several printings since Carter completed it in 1891. It contains a detailed botanical supplement. It is most useful as an aid in decoding since words from the full stylistic range are represented. It is less useful as an aid in encoding since stylistic alternants are not labeled or graded.

Fairbanks, Gordon, J.W. Gair and M. W. S. de Silva, Colloquial Sinhalese. 2 volumes. South Asia Program,
1968 Cornell University: Ithaca, New York.

This is an introduction to the Sinhala spoken by educated speakers in most normal communication. It contains thirty-six lessons in dialogue format with accompanying grammatical explanations and exercises. The first twelve lessons are in romanization; the remainder are in script. (First volume now unavailable, but likely to be reprinted. Contact South Asia Program, Cornell University.)

Gair, James W. and W.S. Karunatilaka, Literary Sinhala. South Asia Program, Cornell University: Ithaca, New York.
1974

This is a basic introduction to written Sinhala for the second language student. Fifteen lessons with texts and grammatical explanations.

Saram, D.D. de, Literary Sinhala: An Introduction. Department of Sinhala, University of Sri Lanka, Peradeniya.
1975

This is a basic introduction to written Sinhala for the second language student. Fifteen lessons with accompanying grammatical notes and exercises.

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| Modern Written Arabic, Vol. III | | \$7.00 | | |

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