FOREIGN SERVICE INSTITUTE
BASIC COURSE SERIES
Edited by
MARIANNE LEHR ADAMS
Sinhala Structures

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

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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.

<table>
<thead>
<tr>
<th>lab.</th>
<th>den.</th>
<th>alv.</th>
<th>ret.</th>
<th>pal.</th>
<th>vel.</th>
<th>glot.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stops voiceless</td>
<td>p</td>
<td>t</td>
<td>T</td>
<td>c</td>
<td>k</td>
<td></td>
</tr>
<tr>
<td>voiced</td>
<td>b</td>
<td>d</td>
<td>D</td>
<td>j</td>
<td>g</td>
<td></td>
</tr>
<tr>
<td>pre-nasalized</td>
<td>ŭmb</td>
<td>ŭnd</td>
<td>ŭnD</td>
<td>ŭng</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spirants</td>
<td>f</td>
<td>s</td>
<td>ś</td>
<td>h</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nasals</td>
<td>m</td>
<td>n</td>
<td>ŭ</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liquids</td>
<td>l</td>
<td>r</td>
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</tr>
<tr>
<td>Semivowels</td>
<td>w</td>
<td>Y</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

The following vowels occur in Sinhala both short and long.

<table>
<thead>
<tr>
<th>i</th>
<th>u</th>
</tr>
</thead>
<tbody>
<tr>
<td>e</td>
<td>a</td>
</tr>
<tr>
<td>æ</td>
<td>o</td>
</tr>
<tr>
<td>æ</td>
<td>a</td>
</tr>
</tbody>
</table>

l
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:

- නෙයිස නෙයිස Majestic (name of a Colombo theater)
- ප්‍රංදුෂ jetty
- ප්‍රංදුෂ hotel
- ප්‍රංදුෂ coats
- ප්‍රංදුෂ 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 (ම෍, ඉෙ, ස් and ඉෙ) which contrast with the following consonant clusters: $mb$, $nd$, $nD$ and $ng$. Examples of the contrast appear below.

- ගල්ඨල Colombo ගල්ඨලුළු wooden stool
- අංක tree trunk අංක hill
- අංක circle අංක 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, /ʃ/, /ʃ/ 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.

- එලි to go
- සීඩ්ඩ් drinking to drink
- එක් eating 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, එක්, 'here', not එක්. එක්ඩ්, 'stool'; not එක්ඩ්, 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. බිහිනි the gentleman

<table>
<thead>
<tr>
<th>Case</th>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>direct</td>
<td>බිහිනි</td>
<td>the gentleman</td>
</tr>
<tr>
<td>dative</td>
<td>බිහිනිවෙන්</td>
<td>to the gentleman</td>
</tr>
<tr>
<td>genitive</td>
<td>බිහිනිකම්</td>
<td>of the gentleman</td>
</tr>
<tr>
<td>instrumental</td>
<td>බිහිනිකාරය</td>
<td>by the gentleman</td>
</tr>
</tbody>
</table>
singualr indefinite forms

direct  එකතුවේ a gentleman
dative  එකතුවේදි to a gentleman
genitive  එකතුවේදියෝ of a gentleman
instrumental  එකතුවේදියෝ by a gentleman

plural forms

direct  එකතුවේ gentlemen
dative  එකතුවේදි to gentlemen
genitive  එකතුවේදියෝ of gentlemen
instrumental  එකතුවේදියෝ by gentlemen

B. ගුල් the book

singualr definite forms

direct  එකතුව the book
dative  එකතුවෙළි to the book
genitive  එකතුවෙළියෝ of the book
instrumental  එකතුවෙළියෝ by the book

singualr indefinite forms

direct  එකතුවේ a book
dative  එකතුවේදි to a book
genitive  එකතුවේදියෝ of a book
instrumental  එකතුවේදියෝ by a book
### plural forms

<table>
<thead>
<tr>
<th>Case</th>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>direct</td>
<td>වයි</td>
<td>books</td>
</tr>
<tr>
<td>dative</td>
<td>අරුණකොට</td>
<td>to books</td>
</tr>
<tr>
<td>genitive</td>
<td>මතලසිය</td>
<td>of books</td>
</tr>
<tr>
<td>instrumental</td>
<td>මතලසියසිය</td>
<td>by books</td>
</tr>
</tbody>
</table>

### singular definite forms

<table>
<thead>
<tr>
<th>Case</th>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>direct</td>
<td>වයි සෑර</td>
<td>the bus</td>
</tr>
<tr>
<td>dative</td>
<td>වයි සෑරකොට</td>
<td>to the bus</td>
</tr>
<tr>
<td>genitive</td>
<td>වයි මතලසිය</td>
<td>of the bus</td>
</tr>
<tr>
<td>instrumental</td>
<td>වයි මතලසියසිය</td>
<td>by the bus</td>
</tr>
</tbody>
</table>

### singular indefinite forms

<table>
<thead>
<tr>
<th>Case</th>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>direct</td>
<td>වයි එකම්</td>
<td>a bus</td>
</tr>
<tr>
<td>dative</td>
<td>වයි සෑරකොට</td>
<td>to a bus</td>
</tr>
<tr>
<td>genitive</td>
<td>වයි මතලසිය</td>
<td>of a bus</td>
</tr>
<tr>
<td>instrumental</td>
<td>වයි මතලසියසිය</td>
<td>by a bus</td>
</tr>
</tbody>
</table>

### plural forms

<table>
<thead>
<tr>
<th>Case</th>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>direct</td>
<td>වයි</td>
<td>busses</td>
</tr>
<tr>
<td>dative</td>
<td>අරුණකොට</td>
<td>to busses</td>
</tr>
<tr>
<td>genitive</td>
<td>මතලසිය</td>
<td>of busses</td>
</tr>
<tr>
<td>instrumental</td>
<td>මතලසියසිය</td>
<td>by busses</td>
</tr>
</tbody>
</table>
THE KIRI VIHARA, POLONNARUWA, 12th CENTURY
D. කොළඹ the hotel (sometimes also spelled කොළඹි, the base for the indefinite forms -- see below.)

### singular definite forms

<table>
<thead>
<tr>
<th>Case</th>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>direct</td>
<td>කොළඹයි</td>
<td>the hotel</td>
</tr>
<tr>
<td>dative</td>
<td>කොළඹයි</td>
<td>to the hotel</td>
</tr>
<tr>
<td>genitive</td>
<td>කොළඹියි</td>
<td>of the hotel</td>
</tr>
<tr>
<td>instr.</td>
<td>කොළඹියි</td>
<td>by the hotel</td>
</tr>
</tbody>
</table>

### singular indefinite forms

<table>
<thead>
<tr>
<th>Case</th>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>direct</td>
<td>කොළඹයා</td>
<td>a hotel</td>
</tr>
<tr>
<td>dative</td>
<td>කොළඹයා</td>
<td>to a hotel</td>
</tr>
<tr>
<td>genitive</td>
<td>කොළඹියා</td>
<td>of a hotel</td>
</tr>
<tr>
<td>instr.</td>
<td>කොළඹියා</td>
<td>by a hotel</td>
</tr>
</tbody>
</table>

### plural forms

<table>
<thead>
<tr>
<th>Case</th>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>direct</td>
<td>කොළඹය</td>
<td>hotels</td>
</tr>
<tr>
<td>dative</td>
<td>කොළඹයෙනි</td>
<td>to hotels</td>
</tr>
<tr>
<td>genitive</td>
<td>කොළඹිය</td>
<td>of hotels</td>
</tr>
<tr>
<td>instr.</td>
<td>කොළඹියෙනි</td>
<td>by hotels</td>
</tr>
</tbody>
</table>

E. බෙදුර house

### singular definite forms

<table>
<thead>
<tr>
<th>Case</th>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>direct</td>
<td>බෙදුර</td>
<td>the house</td>
</tr>
<tr>
<td>dative</td>
<td>බෙදුර</td>
<td>to the house</td>
</tr>
<tr>
<td>genitive</td>
<td>බෙදුර</td>
<td>of the house</td>
</tr>
<tr>
<td>instr.</td>
<td>බෙදුර</td>
<td>by the house</td>
</tr>
</tbody>
</table>
### singular indefinite forms

<table>
<thead>
<tr>
<th>Case</th>
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<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>direct</td>
<td>අමෙරිකා</td>
<td>a house</td>
</tr>
<tr>
<td>dative</td>
<td>අමෙරිකාවේ</td>
<td>to a house</td>
</tr>
<tr>
<td>genitive</td>
<td>අමෙරිකාව</td>
<td>of a house</td>
</tr>
<tr>
<td>instrumental</td>
<td>අමෙරිකාවේදා</td>
<td>by a house</td>
</tr>
</tbody>
</table>

### plural forms

<table>
<thead>
<tr>
<th>Case</th>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>direct</td>
<td>අමෙරිකාන්</td>
<td>houses</td>
</tr>
<tr>
<td>dative</td>
<td>අමෙරිකාන්වේ</td>
<td>to houses</td>
</tr>
<tr>
<td>genitive</td>
<td>අමෙරිකාන්වේදා</td>
<td>of houses</td>
</tr>
<tr>
<td>instrumental</td>
<td>අමෙරිකාන්වේදාදා</td>
<td>by houses</td>
</tr>
</tbody>
</table>

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 මුහුදි 'the gentleman'

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

<table>
<thead>
<tr>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>මුහුදි</td>
<td>the gentleman</td>
</tr>
<tr>
<td>වුහු මුහුදි</td>
<td>the younger sister</td>
</tr>
<tr>
<td>වූමුහුදි</td>
<td>the mother</td>
</tr>
<tr>
<td>වූමුහුදි මුහුදී</td>
<td>the man</td>
</tr>
</tbody>
</table>
Important characteristics of A nouns

a. The genitive case ending is අග
b. The instrumental case ending is ඇත

Examples of A nouns in sentences

උපත මහාමහා මහාමා. The gentleman is going to Kandy.
තුළගේ මවු අදාලි. Mother lives in Colombo.
ඔල්ලිය මහාමහා මහාමා. Father works for the government.
තවත්කල ම්‍රාජක අදාලි යොම. Mother's elder brother went home.

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

1.22 B nouns: nouns declined like අංක '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:

තර the road
සියලුන් Sri Lanka
මාරුමා America
මොරු the winnowing basket
මෙව the lamp
මත the mouth

Important characteristics of B nouns

a. The direct definite singular ends in අ
b. The genitive definite singular ends in අග
c. The instrumental definite singular ends in ඇත
THE RUVAÑVELI DAGABA AT ANURADHAPURA, 2nd CENTURY B.C.
Examples of B nouns in sentences:

සිංහල ගොඩ නිශ්පාදනයේ.    The gentleman came from America.
බි ගොඩ නිශ්පාදනයේ.    I was born in Sri Lanka.
සිරි නැටි ලෝකයේ.    This road goes to Kandy.

1.23 C nouns: nouns declined like අංකුරයේ 'the bus'.

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

ඡහි අංකුරයේ    the car
ඡුර්ජ අංකුරයේ    the telephone
ඡේප්ල අංකුරයේ    the photo
ඡල්ලි අංකුරයේ    the elevator

Important characteristics of C nouns

a. The direct definite singular form ends in අංකුරයේ.

b. The plural direct form can be formed from the direct definite singular form by removing අංකුරයේ. Examples

ඡංගු අංකුරයේ    singular direct definite form
ඡංගු    plural direct

c. The instrumental definite singular ends in අංකුරයේ. Example:

ඡංගු අංකුරයේ    by the bus

d. The genitive definite singular ends in අංකුරයේ. Example:

ඡංගු අංකුරයේ    of the bus
Examples of C nouns in sentences

Can (you) go by bus?
Is there a flashlight?
Do you have a ticket, sir?

1.24 D nouns: nouns declined like  අරුණ "the hotel"

Important characteristics of D nouns

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

උපාධි (උපාධි) the answer
උපත් (උපත්) the time, period
උදෝ (උදෝ) the table

Examples of D nouns in sentences

We came from the hotel.
At paddy cutting time, women take food to the field.

1.25 E nouns: nouns declined like  අරුණ "the house"

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

the house
Colombo
the middle
the afternoon
Important characteristics of E nouns

a. The direct definite singular and the genitive definite singular forms end in 楮.

b. The instrumental definite singular ends in දුල.

c. The class has a very limited membership. Most nouns with direct case endings in楮 belong to class B.

Examples of E nouns in sentences

ඇම යුග ගොඩ කා?  Is the gentleman in the house?

ඉම ඉති මෝවෙල් මැනි.  I am going to Colombo tomorrow.


1.3 The cases

1.31 The direct case

Direct case forms may be singular indefinite, singular definite or plural. Thus, මොල්, 'the book', මොල්ලු, 'a book', and මොල්ලා, 'books', are all direct case forms.
Subjects of verbs are in the direct case. For example:

There is a road.
I live in Kandy.
Father is going to India.
The gentleman came from America.

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

The gentleman sends letters.
The gentleman is sending a letter.
The gentleman is sending the letter.

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 ə. 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:

I am going to America.
I went to that village.
I gave money to younger brother.
I am going to a village.
I am going to the chenas.

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 විශේෂය 'want', the actor is in the dative case. Examples:

කොකු ගෙන්නා යෙදියි. එකකට පහකු කෙලියි. I want to go to America.

කොකු ගෙන්නා යෙදියි. එකකට පහකු කෙලියි. I want to get a ticket.

කොකු ගෙන්නා යෙදියි. එකකට පහකු කෙලියි. The gentleman wants to drink tea.

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

කොකු ගෙන්නා යෙදියි. එකකට පහකු කෙලියි. I can speak Sinhala.

කොකු ගෙන්නා යෙදියි. එකකට පහකු කෙලියි. I can read English.

කොකු ගෙන්නා යෙදියි. එකකට පහකු කෙලියි. The gentleman can drive cars.

කොකු ගෙන්නා යෙදියි. එකකට පහකු කෙලියි. Younger brother can go to India.

කොකු ගෙන්නා යෙදියි. එකකට පහකු කෙලියි. I cannot speak Sinhala.

කොකු ගෙන්නා යෙදියි. එකකට පහකු කෙලියි. The gentleman cannot work.

කොකු ගෙන්නා යෙදියි. එකකට පහකු කෙලියි. Younger sister cannot go to America.

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

කොකු ගෙන්නා යෙදියි. I have money (lit., there is money to me.).

කොකු ගෙන්නා යෙදියි. එකකට පහකු කෙලියි. The gentleman has a dog (lit., there is a dog to the gentleman).

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

කොකු ගෙන්නා යෙදියි. I have to go home

කොකු ගෙන්නා යෙදියි. එකකට පහකු කෙලියි. I have to go by car.

කොකු ගෙන්නා යෙදියි. එකකට පහකු කෙලියි. I have to buy rice.

කොකු ගෙන්නා යෙදියි. එකකට පහකු කෙලියි. 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,  Stamp + ම = Stamp බ + ම = Stamp, තු + ම = තුම.  

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 + ය + ම.

For animate nouns the formula is: direct indefinite singular form + ව + ම.

Examples:

- න්‍යුස්කල a house න්‍යුස්කල බ to a house
- නම් a road නම් to a road
- බිජාතිකය a dog බිජාතිකය බ to a dog
- එල්ලුකතා a man එල්ලුකතා 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, නඹුරුපැරි + ම = නඹුරුපැරි 'to the vegetables'; නඹුරුපැරි + ම = නඹුරුපැරිබුස් 'to the houses'. 

You can look at the formation of the dative plural of inanimate nouns in another way: the ending ම is added to the direct plural form. Thus, නඹුරුපැරි + ම = නඹුරුපැරිබුස් '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 ම, the plural stem is identical with the direct plural. Thus:

<table>
<thead>
<tr>
<th>plural stem</th>
<th>dative plural</th>
</tr>
</thead>
</table>
| ප්‍රභාසකය | ප්‍රභාසකයිලි | to the younger sisters
| පැජමලය | පැජමලයිලි | to the younger brothers

If the direct plural form of an animate noun ends in ම, the stem ends in ම. If it ends in ව, the stem ends in ව.

Look at the examples below.
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:

බොධියෙහෝ නිෂ්පත්. Father's daughter.
බොධියෙහෝ බොධියෙහෝ. The gentlemen's job.
බොධියෙහෝ පුළු. The cover of the book.
බොධියෙහෝ සැඩ. The door of the house.

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

බොධියෙහෝ ගංගම මෙහෙව. I work in the government.
බොධියෙහෝ ගංගම යොදා. The gentleman works in the hotel.
බොධියෙහෝ නැමුලෙන. 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 \( \text{ර්} \). This ending is added to the direct definite singular form. Examples:

<table>
<thead>
<tr>
<th>direct definite singular</th>
<th>genitive definite singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>gentleman</td>
<td>පෙවීන්භයාන්</td>
</tr>
<tr>
<td>daughter</td>
<td>පෙවීය</td>
</tr>
<tr>
<td>younger sister</td>
<td>පෙවීයා</td>
</tr>
</tbody>
</table>

For nouns ending in \( \text{ර්} \) one cannot determine the class by looking at the direct definite singular. Both B and E nouns have direct definite singular forms in \( \text{ර්} \). If the noun is class E like පෙවී "house", the genitive definite singular form is identical with the direct. If the noun is class B like පෙවී "the book", the genitive definite singular ends in \( \text{ර්} \), i.e., පෙවීර්.

For class C nouns like පෙවී "the bus", the genitive definite singular form is predictable. It ends in \( \text{ර්} \), i.e., පෙවීර්.

If the noun is class D like පෙවී "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 \( \text{ර්} \).

<table>
<thead>
<tr>
<th>direct indefinite</th>
<th>genitive indefinite</th>
</tr>
</thead>
<tbody>
<tr>
<td>වැලිය</td>
<td>මල්ලඳුම</td>
</tr>
<tr>
<td>වැලියේය</td>
<td>මල්ලඳුමෝ</td>
</tr>
<tr>
<td>වැලියෙය</td>
<td>මල්ලඳුමෝ</td>
</tr>
<tr>
<td>වැලියේය</td>
<td>මල්ලඳුමෝ</td>
</tr>
</tbody>
</table>

The formula for the genitive indefinite form of animate nouns is indefinite direct form + \( \text{ර්} \). Examples:

<table>
<thead>
<tr>
<th>direct indefinite</th>
<th>genitive indefinite</th>
</tr>
</thead>
<tbody>
<tr>
<td>වැදියේය</td>
<td>මල්ලඳුමෙයිර්</td>
</tr>
<tr>
<td>වැදියේය</td>
<td>මල්ලඳුමෙයිර්</td>
</tr>
<tr>
<td>වැදියේය</td>
<td>මල්ලඳුමෙයිර්</td>
</tr>
</tbody>
</table>
1.3323 Genitive plural forms
The formula for genitive plural forms of inanimate nouns is direct plural form + ගේ. Examples:

<table>
<thead>
<tr>
<th>direct plural</th>
<th>genitive plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>පෙරළියෙන්</td>
<td>vegetables</td>
</tr>
<tr>
<td>ම්‍රාජීයෙන්</td>
<td>houses</td>
</tr>
<tr>
<td>ගේස්</td>
<td>chenas</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>direct plural</th>
<th>plural stem</th>
<th>plural genitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>මිනියින්</td>
<td>younger sisters</td>
<td>මිනියින්</td>
</tr>
<tr>
<td>ගොඩීයෙන්</td>
<td>older brothers</td>
<td>කොඩීයෙන්</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>direct plural</th>
<th>plural stem</th>
<th>plural genitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>එංගේණියෙන්</td>
<td>gentlemen</td>
<td>එංගේණියෙන්</td>
</tr>
<tr>
<td>මූර්තියෙන්</td>
<td>dogs</td>
<td>මූර්තියෙන්</td>
</tr>
<tr>
<td>ම්‍රාජියෙන්</td>
<td>boys</td>
<td>ම්‍රාජියෙන්</td>
</tr>
</tbody>
</table>

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

1.34 The instrumental case

1.341 Use

Instrumental case forms are generally translated into English as 'by, with or from something.' Appropriate translations vary.
I went by train.
Some of these goods are mine.
He came from America.

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

For inanimate nouns the instrumental forms end in either පෙ or අෙ. Examples:

<table>
<thead>
<tr>
<th>definite singular:</th>
<th>direct</th>
<th>instrumental</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class B nouns</td>
<td>මෝ    book</td>
<td>මෝපෙ</td>
</tr>
<tr>
<td>Class C nouns</td>
<td>තං    car</td>
<td>තංපෙ</td>
</tr>
<tr>
<td>Class D nouns</td>
<td>යිත    table</td>
<td>යිතපෙ</td>
</tr>
<tr>
<td>Class E nouns</td>
<td>මජ    house</td>
<td>මජපෙ</td>
</tr>
</tbody>
</table>

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 පෙ. Examples:

<table>
<thead>
<tr>
<th>direct</th>
<th>instrumental</th>
</tr>
</thead>
<tbody>
<tr>
<td>මෝ    he</td>
<td>මෝපෙ</td>
</tr>
<tr>
<td>මජ    girl</td>
<td>මජපෙ</td>
</tr>
</tbody>
</table>

1.3422 Instrumental indefinite singular forms.

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

<table>
<thead>
<tr>
<th>indefinite singular:</th>
<th>direct</th>
<th>instrumental</th>
</tr>
</thead>
<tbody>
<tr>
<td>මජ    a book</td>
<td>මජපෙ</td>
<td></td>
</tr>
<tr>
<td>මජ    a house</td>
<td>මජපෙ</td>
<td></td>
</tr>
</tbody>
</table>

For animate nouns the formula is direct indefinite singular form plus පෙ. Examples:
1.3423 **Instrumental plural forms**

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

<table>
<thead>
<tr>
<th>Direct Plural</th>
<th>Instrumental Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>යොදෙන්නා</td>
<td>houses</td>
</tr>
<tr>
<td>වෙටි</td>
<td>books</td>
</tr>
<tr>
<td>ෂිය</td>
<td>chenas</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Direct Plural</th>
<th>Plural Stem</th>
<th>Instrumental Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>ගැතුවරු</td>
<td>gentlemen</td>
<td>ගැතුවරුන්</td>
</tr>
<tr>
<td>දෝශනි</td>
<td>younger sisters</td>
<td>දෝශනින්</td>
</tr>
</tbody>
</table>

1.4 **Definite and indefinite forms of the noun**

Definiteness and indefiniteness are marked only in the singular. The definite forms such as යෝදකා, 'road', මෙත්මා 'bus', and පනේ 'plow', may be translated as 'road, bus, plow' or 'the road, the bus, the plow'. Indefinite forms such as රංගා, අලිතා, and පනේ , are best translated as 'a road, a bus, a plow'.

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

<table>
<thead>
<tr>
<th>Direct Indefinite Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>මැතෙකම්</td>
</tr>
<tr>
<td>දැරේෂ</td>
</tr>
<tr>
<td>නම්</td>
</tr>
</tbody>
</table>

The direct indefinite of animate nouns ends in අම. Examples:
DAMBULLA ROCK TEMPLE, 1st CENTURY B.C.
direct indefinite form

a dog

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 යේෂධී and නිෂ්පාණි 'be'.

Examples:

කොළඹ විශේෂය.

There are younger brothers.

මෙම යේෂධී.

There are cars.

The verbs විශේෂය and නිෂ්පාණි both mean 'be'. Forms of the verb විශේෂය may only be used with subjects which are inanimate. නිෂ්පාණි 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:

සතූවුන් බාල දෙසෙක් විශේෂය.

There are three gentlemen.

මෙම බාල නිෂ්පාණි.

There are three cars.

ඉක් බාල දෙසෙක්.

There are three (animate)

ඉක් නිෂ්පාණි.

There are three (inanimate).
<table>
<thead>
<tr>
<th>Sinhala Structure</th>
<th>English</th>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>බිමුණිය</td>
<td>a gentleman</td>
<td>නොලූමිය</td>
<td>a house</td>
</tr>
<tr>
<td>දිස්තල් ඝතුරය</td>
<td>2 gentlemen</td>
<td>දිස්තල් ඝතුරය</td>
<td>2 houses</td>
</tr>
<tr>
<td>දිස්තල් මූලිය ඝතුරය</td>
<td>3 gentlemen</td>
<td>දිස්තල් මූලිය ඝතුරය</td>
<td>3 houses</td>
</tr>
<tr>
<td>දිස්තල් නාලිෂ්ඨම් ඝතුරය</td>
<td>4 gentlemen</td>
<td>දිස්තල් නාලිෂ්ඨම් ඝතුරය</td>
<td>4 houses</td>
</tr>
<tr>
<td>දිස්තල් දැයි ඝතුරය</td>
<td>5 gentlemen</td>
<td>දිස්තල් දැයි ඝතුරය</td>
<td>5 houses</td>
</tr>
<tr>
<td>දිස්තල් ආරෝක්කම් ඝතුරය</td>
<td>6 gentlemen</td>
<td>දිස්තල් ආරෝක්කම් ඝතුරය</td>
<td>6 houses</td>
</tr>
</tbody>
</table>

Other numeral forms appear in 6.
2. **Verbs**

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

1. Verbs with a stem vowel ⟨⟩. Example: මත ‘cut’
2. Verbs with a stem vowel ⟨⟩. Example: සාද මෙ ‘fall’
3. Verbs with a stem vowel ⟨⟩. Example: මේ ‘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 මෙ. 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 මෙ form. Examples:

ේ මෙ. මෙ. මෙ. මෙ. මෙ. මෙ. මෙ.

I am going home. There are four stones. Younger brother is coming in this direction. Mother cooks rice. The schoolmaster teaches Sinhala.

2.22 The emphatic present tense or මෙ form.

ජ මෙ. මෙ. මෙ. මෙ. මෙ. මෙ.

It is home that I am going. It is meat that I am eating. Where are (you) going? What are (you) doing?
DAMBULLA ROCK TEMPLES
Both the අමුණ and the අමුණෝහි forms are present tense forms. Usually the use of the අමුණෝහි form means that some item other than the verb in the sentence is singled out for emphasis. Examples:

a. සුසුසු අමුණෝහි. The office opens at 8:00.

b. අමුණෝහි අමුණෝහි. It is at 8:00 that the office opens.

a. උඩු උඩු උඩු උඩු. He is coming back in the evening.

b. උඩු උඩු උඩු උඩු. It is in the evening that he is coming back.

In the "b" sentences above, the words අමුණෝහි and උඩු 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 ә may follow the අමුණ form of the verb. Examples:

වැටි උඩු වූ ә? Is the gentleman going home?

වැටි උඩු ә? Are (you) drinking water?

වැටි උඩු වූ ә? Is there money?

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

වැටි උඩු උඩු වූ ә? Is it in the evening that he is coming home?

වැටි උඩු උඩු වූ ә? Is it at 8:00 that the office closes?

වැටි උඩු උඩු ә? Is it water that he is drinking?
THE TEMPLE AT ISURUMUNIYA, 3rd CENTURY B.C.
Negatives with the present tense.

2.241 The negative of මේ. 

Affirmative මේ මුදුන. I drink.

Negative මේ මුදුන් මේ. I don't drink.

Affirmative මේ තත් ලිපි. The gentleman goes.

Negative මේ තත් ලිපි මේ. The gentleman doesn't go.

Affirmative මේ ප්‍රශ්න කොට. I eat eggs.

Negative මේ ප්‍රශ්න කොට මේ. I don't eat eggs.

Affirmative මේ අරමුණම ගැනීම. I work.

Negative මේ අරමුණම ගැනීම මේ. I don't work.

The formula for negating the මේ form is මේ form + මේ . Two exceptions are the verbs ඇතුම් 'be' (inanimate) and අමා 'be' (animate). Their negative forms are simply මේ.

2.242 Negating emphatic sentences with අතී 'is not'.

Affirmative අතී කොට වේ. It is to the store that I am going.

Negative අතී කොට වේ අතී. It is not to the store that I am going.

Affirmative අතී අමා 'මා. I live in America.

Negative අතී අමා අමා 'මා. It is not in America that I live.

Affirmative අතී කොට ප්‍රශ්න. It is water that I drink.

Negative අතී කොට ප්‍රශ්න මේ. It is not water that I drink.

Affirmative අතී ප්‍රශ්න ප්‍රශ්න. It is eggs that I eat.

Negative අතී ප්‍රශ්න ප්‍රශ්න මේ. It is not eggs that I eat.
In emphatic sentences such as the ones above, the item singled out for emphasis follows the verb. This type of sentence is negated by adding *is not/are not*, after the emphasized item.

2.25 **Negative/interrogative sentences.**

Sentences with *is not/are not* may be made interrogative by adding the question marker Ꙁ in sentence final position. Sentences with Ꙁ such as those in 2.241 are also negated with the question marker Ꙁ. Ꙁ plus Ꙁ becomes Ꙁ. Examples:

*කොන්ද මැටි ගෙනු?*  
The gentleman doesn't go.

*කොන්ද මැටි ගෙනු?*  
Doesn't the gentleman go?

*ඤි මි මෙහි නිමා?*  
I don't work.

*ඤි මි මෙහි නිමා?*  
Don't I work?

2.26 **Present forms with question words.**

Question words such as නිත්‍ය, 'what', සාමයි, 'what', වැඩිය, 'where', and others occur in sentences with the නිත්‍ය form of the verb. With the exception of නිත්‍ය, 'why', which stands alone, these words are immediately followed by the question marker Ꙁ. Examples:

*කොහොමද මෙහෙය නිත්‍ය නිත්‍ය?*  
How are you going, sir?

*කොහොමද මෙහෙය ඼බේමක නිත්‍ය?*  
What are you doing, madam?

*කොහොමද මෙහෙය නිත්‍යිකු නිත්‍ය?*  
What do you call that?

*කොහොමද මෙහෙය නිත්‍යිකු නිත්‍යිකු?*  
Why do you sing, sir?

*කොහොමද මෙහෙය නිත්‍යිකු නිත්‍යිකු?*  
Why are you going, sir?

*කොහොමද මෙහෙය නිත්‍යිකු නිත්‍යිකු නිත්‍යිකු?*  
Where are you living, madam?

When present verbs in the negative occur in construction with question words they take the shape නිත්‍ය නිත්‍යිකු නිත්‍යිකු form plus නිත්‍යිකු. Examples:

*දෙවි නිත්‍යිකු නිත්‍යිකු?*  
Why don't you go?

*කොහොමද නිත්‍යිකු නිත්‍යිකු?*  
What aren't you doing?
2.27 The emphatic negative form

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

ජා මැඩි ලාති. It is to the store that I am going.
ජා මැඩි මැඳි ලාති. It is not to the store that I am going.
ජා මැඩි මැඳි ලාති. It is at 8:00 that the office opens.
ජා මැඩි මැඳි මැඳි ලාති. 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 ලාති and some other negative forms based on it such as පොඳි, the ලාති form of the verb becomes ඪො in rapid speech. Examples:

Optimal signal ජා මැඩි මැඳි ලාති. He doesn't work.
Rapid speech form ජා මැඩි පොඳි ලාති. He doesn't work.
Optimal signal ජා මැඩි මැඳි මැඳි ලාති? Why doesn't he go?
Rapid speech form ජා මැඩි පොඳි මැඳි ලාති? 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.

- මිම පොත.  
  This thing is mine.
- අණ ආලු කායමේ.  
  That is a loaf of bread.
- මෙහෙන ලුණක්.  
  The car is new.
- ටෙලක් යොම ඇලිස් ඉ?  
  Is the shirt a good one?

2.291 Negation

When the word in the "\( y \)" slot is an adjective, it is negated with දි. Examples:

- මෙහෙන කුතු දි.  
  The car is not new.
- ඇන් විශේෂය දි.  
  The work is not easy.

When the word in the "\( y \)" slot is a noun or pronoun, it is negated with මාතොකු. Examples.

- අණ ආලු කායමේ මාතොකු.  
  That is not a loaf of bread.
- ටෙලක් යොම ඇලිස් මාතොකු.  
  The shirt is not a good one.
- කැඩ බැල මාතොකු.  
  This thing is not mine.

2.3 The present verbal adjective or \( දි \) form

2.31 Use of the \( දි \) form

The \( දි \) form precedes the noun it modifies. Examples:

- පොත පොත දි.  
  Going men (or men who are going)
- තෙලක් බෙලක් දි.  
  Paddy cutting time.
- උස් මොම නොමේ.  
  Sinhala learning children (or children who are learning Sinhala)
- තෙලක් යොම ඇලිස් ඉද.  
  The book I am reading.
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 ම form

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

<table>
<thead>
<tr>
<th>simple present form</th>
<th>verb stem</th>
<th>ම form</th>
</tr>
</thead>
<tbody>
<tr>
<td>ම එංකු තොන් යිමු</td>
<td>එංකු -</td>
<td>එංකුම</td>
</tr>
<tr>
<td>ම එංකු ප්රභුතු කළ යිමු</td>
<td>ප්රභුතු -</td>
<td>ප්රභුතුම</td>
</tr>
<tr>
<td>ම එංකු ප්රභුතු කළ යිමු</td>
<td>ප්රභුතු -</td>
<td>ප්රභුතුම</td>
</tr>
<tr>
<td>ම එංකු ප්රභුතු කළ යිමු</td>
<td>ප්රභුතු -</td>
<td>ප්රභුතුම</td>
</tr>
</tbody>
</table>

2.33 Forms based on the present verbal adjective

2.331 The ම එංකු, 'when', form.

2.3311 Use.

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

唏 ම එංකු සැහැට යිමු, යිංකිර නශැලීමි.

I read the papers when I am eating breakfast.

唏 ම එංකු, ම එංකු සැහැට යිමු.

When I bathe, I sing.

2.3312 Formation of the ම එංකු form.

The ම එංකු form is made up of the present verbal adjective plus ම එංකු.
present verbal adjective | ගී මුණින් විසින් | go | ගිනීමේ
drink | ගිනීමේ
cut | ගිනීමේ
fry | ගිනීමේ

2.332 The ඉහ 'till' form.

2.3321 Use

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

ෝං ගිනීමේ, ගිනීමේ අර්ධයට. I'll work until (it becomes) 8:00, if you like.

ඡහෙන් ඉහ ඉහ, ඉහ. Stay till the gentleman comes.

චහෙන් ඉහ ඉහ ඉහ අර්ධයට, ඉහ ඉහ ඉහ ඉහ. He isn't coming till I finish the work.

2.3322 Formation of the ඉහ form.

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

<table>
<thead>
<tr>
<th>present verbal adjective</th>
<th>ඉහ form</th>
</tr>
</thead>
<tbody>
<tr>
<td>ගිනී</td>
<td>become ගිනීමේ</td>
</tr>
<tr>
<td>go</td>
<td>විශේෂයේ</td>
</tr>
<tr>
<td>අමරතම</td>
<td>come අමරතමේ</td>
</tr>
<tr>
<td>do</td>
<td>ගීමේ</td>
</tr>
</tbody>
</table>

2.3333 Stylistic variation

There is a විසි විසි form which is a variant of the ඉහ form. Example:

චහෙන් විසි, ඉහ. Wait till he comes.
2.333 The present verbal adjective with PopMatrix, 'because'.

2.3331 Use

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

Because he is working.
Because the gentleman is going.
Because I am eating breakfast.

I can't go now because I am measuring the rice.
I can't come now because I am studying Sinhala.

2.3332 Related negative forms

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

Because I am going.
Because I am not going.
Because I am measuring the rice.
Because I am not measuring the rice.

2.3333 Dialect and stylistic variation

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

2.4 Past tense forms

2.41 The simple past tense form

Present  I work
Past   I worked
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 மீ form, i.e., it usually goes at the end of a sentence and it may be followed by the question marker ම.

2.42 **The emphatic past tense form**

<table>
<thead>
<tr>
<th>Emphatic present</th>
<th>இது இற்றை இது.</th>
<th>It is meat that I am eating.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphatic past</td>
<td>இது இற்றை இது.</td>
<td>It was meat that I ate.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emphatic present</th>
<th>இது இற்றை இது?</th>
<th>Where are you going?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphatic past</td>
<td>இது இற்றை இது?</td>
<td>Where did you go?</td>
</tr>
</tbody>
</table>

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 ම.

2.43 **Predicting the simple past tense form from the மீ form.**

**Step 1:** Remove the மீ suffix. This leaves the verb stem.

**For example:**

<table>
<thead>
<tr>
<th>Simple present tense form</th>
<th>Verb stem</th>
</tr>
</thead>
<tbody>
<tr>
<td>cut</td>
<td>සු-</td>
</tr>
<tr>
<td>break</td>
<td>සා-</td>
</tr>
<tr>
<td>pound</td>
<td>මෝ-</td>
</tr>
<tr>
<td>get cut</td>
<td>සාඟ-</td>
</tr>
<tr>
<td>get broken</td>
<td>සාඟ-</td>
</tr>
<tr>
<td>fall</td>
<td>සාඟ-</td>
</tr>
</tbody>
</table>
THE ABHAYAGIRI DAGABA, ANURADHAPURA, 1st CENTURY B.C.
simple present tense form  
bind  
fry  

verb stem  
bind  
fry  

Step 2: If the root vowel is ə change it to ə:
If the root vowel is ə change it to ə:
If the root vowel is ə change it to ə:
If the root vowel is ə change it to ə:
If the root vowel is ə change it to ə:
If the root vowel is ə, ə, ə, ə, ə, or ə, do not change it. For example:

<table>
<thead>
<tr>
<th>basic stem</th>
<th>altered stem</th>
</tr>
</thead>
<tbody>
<tr>
<td>ə-</td>
<td>cut</td>
</tr>
<tr>
<td>ə-</td>
<td>break</td>
</tr>
<tr>
<td>ə-</td>
<td>get cut</td>
</tr>
<tr>
<td>ə-</td>
<td>pound</td>
</tr>
<tr>
<td>ə-</td>
<td>wash</td>
</tr>
<tr>
<td>ə-</td>
<td>bark</td>
</tr>
<tr>
<td>ə-</td>
<td>scratch</td>
</tr>
</tbody>
</table>

Step 3: Look at the stem vowel. If the stem vowel is ə, remove it and add əə. Verbs with stem vowel ə are class 1 verbs. If the stem vowel is ə, remove it and add əə. Verbs with stem vowel ə are class 2 verbs. If the stem vowel is ə, remove it, double the preceding consonant and add ə. Verbs with stem vowel ə are class 3 verbs. Examples:

<table>
<thead>
<tr>
<th>simple present tense form</th>
<th>simple past tense form</th>
</tr>
</thead>
<tbody>
<tr>
<td>cut</td>
<td>əə-</td>
</tr>
<tr>
<td>break</td>
<td>əə-</td>
</tr>
<tr>
<td>pound</td>
<td>əə-</td>
</tr>
<tr>
<td>wash</td>
<td>əə-</td>
</tr>
<tr>
<td>bark</td>
<td>əə-</td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>simple present tense form</th>
<th>simple past tense form</th>
</tr>
</thead>
<tbody>
<tr>
<td>එව (animate)</td>
<td>එව (animate)</td>
</tr>
<tr>
<td>එව (inanimate)</td>
<td>එව (inanimate)</td>
</tr>
<tr>
<td>එව</td>
<td>එව</td>
</tr>
<tr>
<td>එෂාත</td>
<td>එෂාත</td>
</tr>
<tr>
<td>එශෝ</td>
<td>එශෝ</td>
</tr>
<tr>
<td>එශෝ</td>
<td>එශෝ</td>
</tr>
<tr>
<td>එශෝ</td>
<td>එශෝ</td>
</tr>
<tr>
<td>එශෝ</td>
<td>එශෝ</td>
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<tr>
<td>එශෝ</td>
<td>එශෝ</td>
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<tr>
<td>එශෝ</td>
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<td>එශෝ</td>
<td>එශෝ</td>
</tr>
<tr>
<td>එශෝ</td>
<td>එශෝ</td>
</tr>
<tr>
<td>එශෝ</td>
<td>එශෝ</td>
</tr>
</tbody>
</table>

43
LANKARAMAYA DAGABA, ANURADHAPURA, 3rd CENTURY A.D.
GUARDSTONE FROM RATNAPRASADA AT ANURADHAPURA
simple present tense form

simple past tense form

simple past form

<table>
<thead>
<tr>
<th>simple past form</th>
<th>emphatic past form</th>
</tr>
</thead>
<tbody>
<tr>
<td>do</td>
<td>do</td>
</tr>
<tr>
<td>be</td>
<td>be</td>
</tr>
<tr>
<td>cut</td>
<td>cut</td>
</tr>
<tr>
<td>break</td>
<td>break</td>
</tr>
</tbody>
</table>

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 ப with ம. Examples:

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 னෙන්නේ 8:00 ඉදි.  The gentleman came at 8:00.
emphatic නෙන්නේ 8:00 ඉදි ම.  It was at 8:00 that the gentleman came.
simple/neg. නෙන්නේ 8:00 ඉදි ම.  The gentleman didn't come at 8:00.
emphatic/neg. නෙන්නේ 8:00 ඉදි ම.  It wasn't at 8:00 that the gentleman came.
simple/? නෙන්නේ 8:00 ඉදි ම?  Did the gentleman come at 8:00?
emphatic/? නෙන්නේ 8:00 ඉදි ම?  Was it at 8:00 that the gentleman came?
2.47 Dialect variation

Alternant past tense forms of three common verbs appear below.

<table>
<thead>
<tr>
<th>Simple Present</th>
<th>A Simple Past</th>
<th>B Simple Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>ask</td>
<td>淦ฅা</td>
<td>淦ฅা</td>
</tr>
<tr>
<td>hit</td>
<td>淦ฅা</td>
<td>淦ฅা</td>
</tr>
<tr>
<td>close</td>
<td>淦ฅা</td>
<td>淦ฅা</td>
</tr>
</tbody>
</table>

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淦胁 for淦胁, 'drank',淦胁 for淦胁, '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:

- මුළු අංකී ආදරු. The visa I obtained.
- මුළු ඊටෝටු ආදරු. The village where I was born.
- මුළු සිල්ලු�. Broken pots.

2.482 Formation of the past verbal adjective form.

The past verbal adjective is formed by replacing final ස්තු of the simple past tense form with ස්තු. Examples:
<table>
<thead>
<tr>
<th>simple past form</th>
<th>past verbal adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>පාලින්</td>
<td>go</td>
</tr>
<tr>
<td>මූර්</td>
<td>come</td>
</tr>
<tr>
<td>සිදුවි</td>
<td>see</td>
</tr>
<tr>
<td>මු.JsonProperty</td>
<td>get broken</td>
</tr>
<tr>
<td>අබුන්</td>
<td>fry</td>
</tr>
</tbody>
</table>

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

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

- මැකම පාලින්. Because the gentleman went.
- මෙම මු.JsonProperty පාලින්. Because I broke the pots.
- මෙම සිදුවිංශ පාලින්. Because I was born in America.

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

- මැකම පාලින් සිදුවි. Because the gentleman didn't go.
- මෙම මු.JsonProperty සිදුවි. Because I didn't break the pots.
- මෙම සිදුවිංශ සිදුවි. Because I wasn't born 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 Form

2.5.1 Use

2.5.1.1 The infinitive form is used as the request form:

- නිදුන්. Please sit down.
- නිදුන් මෙහෙ. Please go home.
- නිදුන් මෙහෙ. Please eat.
Request forms are negated by adding the word مة.

 thatsima مة. You shouldn't shout.
 otlu مة. Please don't go home.
 pittu مة. Don't drink the water.

2.512 Infinitives may be the objects of other verbs:

 oty enes مة. I am going to bathe.
 oty esimami مة. I am coming to eat.
 oty esimami eli مة. I don't want to eat.
 pittu enes مة. Can't drink water.

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

 oty esimami ژ? Should I write like this?
 oty esimami ژ? Should I go tomorrow?

2.52 Formation of the Infinitive Form

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

<table>
<thead>
<tr>
<th>Verb stem</th>
<th>Infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>a-</td>
<td>go</td>
</tr>
<tr>
<td>o-</td>
<td>come</td>
</tr>
<tr>
<td>en-</td>
<td>eat</td>
</tr>
<tr>
<td>dzen-</td>
<td>bring</td>
</tr>
<tr>
<td>o-</td>
<td>give</td>
</tr>
<tr>
<td>min-</td>
<td>cut</td>
</tr>
<tr>
<td>ren-</td>
<td>do</td>
</tr>
<tr>
<td>esu-</td>
<td>pound</td>
</tr>
</tbody>
</table>

(مة, مة)
2.6  The participle

2.61  Use

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

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

Having written a letter, I went to the post office.  (I wrote a letter and went to the post office)
Having given the money, I got the goods. (I gave the money and got the goods)

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:

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 අවුව 'be', to form perfect tenses. For example:

I have seen that movie.

He has gone to America.

I had seen that movie.

He had gone to America.
THE ROCK TEMPLE AT ISURUMUNIYA
2.611 **Perfect forms**

2.6111 **Present perfect forms**

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

- විශේෂිතව විශේෂිත කෙරෙම. I have gone to America.
- පිළිමි පිළිමි කෙරෙම. I have eaten milk rice.
- නැමුත් නැමුත් කෙරෙම. I have written two books.

These forms are present perfect forms.

2.6112 **Past perfect forms**

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

- විශේෂිතව විශේෂිත කෙරෙම. I had gone to America.
- පිළිමි පිළිමි කෙරෙම. I had eaten milk rice.
- නැමුත් නැමුත් කෙරෙම. 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.

- කෙරෙම. The office has opened now.
- කෙරෙම. 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 '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 දිවෙ, 'be', to make forms which are durative (and sometimes continuous) in meaning. For example:

තිෂ දිවෙ පිනිය. I'm married. (I'm married now and I continue to be.)

තිෂ දිවෙ පිනිය දිවෙ බිය. I was residing in Colombo. (I started living there and continued to do so for some time.)

තිෂ සෑම දිවෙ පිනිය. 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 ම. Examples.

<table>
<thead>
<tr>
<th>simple present</th>
<th>verb stem</th>
<th>participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>පෑ ම</td>
<td>cut</td>
<td>ම</td>
</tr>
<tr>
<td>පෑ ම</td>
<td>see</td>
<td>ම</td>
</tr>
</tbody>
</table>
### simple present | verb stem | participle
---|---|---
make | මළ | මළෝ
cook | කොක් | කොක්
run | දොං | දොං

#### 2.622 Class 2 verbs

The formula for the participle for class 2 verbs is verb stem minus අ plus මෝ.

| simple present | verb stem | participle |
---|---|---
get cut | මළෝ | මළෝා
get broken | මළෝ | මළෝා
understand | මළෝ | මළෝා
fall | මළෝ | මළෝා

#### 2.623 Class 3 verbs

The formula for the participle for class 3 verbs is altered verb stem minus අ plus මෝ.

| simple present | verb stem | participle |
---|---|---
measure | මළෝ | මළෝ
fry | මළෝ | මළෝ
brush | මළෝ | මළෝ

#### 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.

| simple present | participle |
---|---
be (animate) | මෝ
be (inanimate) | මෝ
### Sinhala Structures

<table>
<thead>
<tr>
<th>Simple Present</th>
<th>Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>tbody</td>
<td>become</td>
</tr>
<tr>
<td>tbody</td>
<td>do</td>
</tr>
<tr>
<td>tbody</td>
<td>give</td>
</tr>
<tr>
<td>tbody</td>
<td>get</td>
</tr>
<tr>
<td>tbody</td>
<td>go</td>
</tr>
<tr>
<td>tbody</td>
<td>come</td>
</tr>
<tr>
<td>tbody</td>
<td>bring</td>
</tr>
<tr>
<td>tbody</td>
<td>eat</td>
</tr>
<tr>
<td>tbody</td>
<td>drink</td>
</tr>
<tr>
<td>tbody</td>
<td>put, place</td>
</tr>
<tr>
<td>tbody</td>
<td>smear</td>
</tr>
<tr>
<td>tbody</td>
<td>plow</td>
</tr>
<tr>
<td>tbody</td>
<td>bathe</td>
</tr>
</tbody>
</table>

#### 2.7 The ɣ form or participial adjective

#### 2.71 Use

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

- tbody tbody ɣ ɣ
  - The house (which has been) made with wood.

- ɣ
  - Fried meat; meat which has been fried.

- ɣ ɣ
  - The rice I have measured.

- ɣ
  - The trees which have been cut.
Like the other adjectives, the " form occurs in construction with එම, 'because'. Examples:

Because he has built the house.
Because mother has measured the rice.

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

Because he hasn't built the house.
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 " form of Class 1 verbs is: participle form minus එත plus " . Examples:

<table>
<thead>
<tr>
<th>participle</th>
<th>&quot; form</th>
</tr>
</thead>
<tbody>
<tr>
<td>පුතු</td>
<td>cut</td>
</tr>
<tr>
<td>පිෂ්පුතු</td>
<td>break</td>
</tr>
<tr>
<td>මැල</td>
<td>make, build</td>
</tr>
<tr>
<td>එළු</td>
<td>see</td>
</tr>
</tbody>
</table>

2.722 Class 2 verbs.

The formula for the " form of Class 2 verbs is: participle form minus එත plus එළු. Examples:

<table>
<thead>
<tr>
<th>participle</th>
<th>&quot; form</th>
</tr>
</thead>
<tbody>
<tr>
<td>යොළු</td>
<td>fall</td>
</tr>
<tr>
<td>ලොළු</td>
<td>get cut</td>
</tr>
<tr>
<td>සොළු</td>
<td>get broken</td>
</tr>
</tbody>
</table>
2.723 Class 3 verbs.

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

<table>
<thead>
<tr>
<th>participle</th>
<th>දෙ form</th>
</tr>
</thead>
<tbody>
<tr>
<td>කොරා</td>
<td>climb</td>
</tr>
<tr>
<td>කොං</td>
<td>fry</td>
</tr>
<tr>
<td>මාරු</td>
<td>measure</td>
</tr>
<tr>
<td>නමු</td>
<td>brush</td>
</tr>
</tbody>
</table>

2.724 Irregular verbs

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

<table>
<thead>
<tr>
<th>simple present form</th>
<th>දෙ form</th>
</tr>
</thead>
<tbody>
<tr>
<td>බාවිත</td>
<td>be (animate)</td>
</tr>
<tr>
<td>බාවිත</td>
<td>be (inanimate)</td>
</tr>
<tr>
<td>සොයා</td>
<td>become</td>
</tr>
<tr>
<td>මොඩි</td>
<td>do</td>
</tr>
<tr>
<td>මොඩි</td>
<td>give</td>
</tr>
<tr>
<td>මොඩි</td>
<td>get</td>
</tr>
<tr>
<td>කොං</td>
<td>go</td>
</tr>
<tr>
<td>කොං</td>
<td>come</td>
</tr>
<tr>
<td>කොං</td>
<td>bring</td>
</tr>
<tr>
<td>කොං</td>
<td>eat</td>
</tr>
<tr>
<td>කොං</td>
<td>drink</td>
</tr>
<tr>
<td>කොං</td>
<td>put, place</td>
</tr>
<tr>
<td>කොං</td>
<td>smear</td>
</tr>
<tr>
<td>කොං</td>
<td>plow</td>
</tr>
<tr>
<td>කොං</td>
<td>bathe</td>
</tr>
</tbody>
</table>
2.8 The 'when' forms

2.81 Use

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

a නිම්න් නිම්න් නිම්න්, නිම්න් නිම්න් නිම්න්. When I wash clothes, I use soap.

b නිම්න් නිම්න් නිම්න්, නිම්න් නිම්න් නිම්න්. When I wash clothes (that is, after I have done so), my hands get red.

c නිම්න් නිම්න් නිම්න්, නිම්න් නිම්න් නිම්න්. When I go to Sri Lanka, I'll go by airplane.

d නිම්න් නිම්න් නිම්න්, නිම්න් නිම්න් නිම්න්. When I go to Sri Lanka, I'll work for the Department of Agriculture.

With නිම්න් 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 නිම්න් form is appropriate in the 'when' clause (see section 2.331 for a detailed discussion).

2.82 Formation of the නිම්න් form.

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

<table>
<thead>
<tr>
<th>Simple past</th>
<th>නිම්න් form</th>
</tr>
</thead>
<tbody>
<tr>
<td>යොමු</td>
<td>go</td>
</tr>
<tr>
<td>නකොත්</td>
<td>come</td>
</tr>
</tbody>
</table>
2.83 Dialect variation

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

<table>
<thead>
<tr>
<th>past verbal adjective</th>
<th>ए form</th>
</tr>
</thead>
<tbody>
<tr>
<td>गो</td>
<td>गो</td>
</tr>
<tr>
<td>आगो</td>
<td>आगो</td>
</tr>
<tr>
<td>ब्रेको</td>
<td>ब्रेको</td>
</tr>
<tr>
<td>चुटो</td>
<td>चुटो</td>
</tr>
<tr>
<td>डो</td>
<td>डो</td>
</tr>
</tbody>
</table>

2.84 An additional 'when' form.

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

<table>
<thead>
<tr>
<th>participial adjective (ए) form.</th>
<th>derived ए form.</th>
</tr>
</thead>
<tbody>
<tr>
<td>आगो</td>
<td>आगो</td>
</tr>
<tr>
<td>डो</td>
<td>डो</td>
</tr>
<tr>
<td>फॉल</td>
<td>फॉल</td>
</tr>
<tr>
<td>फ्रे</td>
<td>फ्रे</td>
</tr>
</tbody>
</table>

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.

एलो दी, शुलो अनान्यी जी श्रे।
एलो दी दी, शुलो अनान्यी जी श्रे।

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

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 ʲ + plus ʲ. Examples:

<table>
<thead>
<tr>
<th>Simple Past</th>
<th>Conditional</th>
</tr>
</thead>
<tbody>
<tr>
<td>go</td>
<td>ʲʲʲʲʲʲ</td>
</tr>
<tr>
<td>come</td>
<td>ʲʲʲʲʲʲ</td>
</tr>
<tr>
<td>do</td>
<td>ʲʲʲʲʲʲ</td>
</tr>
<tr>
<td>take</td>
<td>ʲʲʲʲʲʲ</td>
</tr>
</tbody>
</table>

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 ʲʲʲ, For example, ʲしていました, 'if I go.'

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

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

If there are coconuts in the shop, tell me.

If we go to Colombo, I'll drive the car, if you like.

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

If there had been coconuts in the shop, I wouldn't be going to Kandy.

If we had gone to Colombo, I would have driven the car.
SEDANT BUDDHA, POLONNARUWA
2.10 The 'even if' form

<table>
<thead>
<tr>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>මෝ වේ හැකි පාළ ගෙනේ, පෙහෙ පෙළේහේ නොම.</td>
<td>Even if you prepare a plain tea (for him), he will not drink it.</td>
</tr>
<tr>
<td>මෝ වේ හැකි පාළ ගෙනේ, පෙහෙ පෙළේහේ නොම.</td>
<td>Even if I send him letters, he will not give me the money.</td>
</tr>
<tr>
<td>මෝ වේ හැකි පාළ ගෙනේ, පෙහෙ පෙළේහේ නොම.</td>
<td>Even though I prepared a plain tea (for him), he would not drink it.</td>
</tr>
<tr>
<td>මෝ වේ හැකි පාළ ගෙනේ, පෙහෙ පෙළේහේ නොම.</td>
<td>Even though I sent him letters, he would not give me the money.</td>
</tr>
</tbody>
</table>

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

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 එ ක් plus එමත්වත් වශයෙන්. එමත්වත් වශයෙන්, however, may be omitted.

<table>
<thead>
<tr>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>මො වේ දේශය මාද දි දිල් වි, පෙහෙ පෙළේහේ නොම.</td>
<td>Although he goes to school, he doesn't learn English.</td>
</tr>
<tr>
<td>කැ දේශය මාද දි දිල් වි, පෙහෙ පෙළේහේ නොම.</td>
<td>Although six people became ill, no one died.</td>
</tr>
</tbody>
</table>

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

2.12 First person verb forms

2.12.1 The ඔමු form.

The ඔමු 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:

<table>
<thead>
<tr>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ඔමු පැමුණක් ලෙසියේ.</td>
<td>I'll tell the gentleman, if you like.</td>
</tr>
</tbody>
</table>

The addressee generally responds as follows:
John  මිනිමේ සිංහලි.  I'll tell the gentleman, if you like.

Mary. මෙමේ. සිංහලි.  Good. Tell him.

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

<table>
<thead>
<tr>
<th>simple present</th>
<th>verb stem</th>
<th>form</th>
</tr>
</thead>
<tbody>
<tr>
<td>නම්බරෝ</td>
<td>go</td>
<td>නම්බරෝ සිංහලි</td>
</tr>
<tr>
<td>නම්බරෝ</td>
<td>come</td>
<td>නම්බරෝ සිංහලි</td>
</tr>
<tr>
<td>නම්බරෝ</td>
<td>tell</td>
<td>නම්බරෝ සිංහලි</td>
</tr>
<tr>
<td>නම්බරෝ</td>
<td>do</td>
<td>නම්බරෝ සිංහලි</td>
</tr>
</tbody>
</table>

2.12.2 The චෙමි form

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

චෙමි නම්බරෝ සිංහලි.  Let's go see a movie.

චෙමි නම්බරෝ සිංහලි.  Let's eat breakfast.

It may precede the question marker චෙමි.

මෙමේ චෙමි චෙමි?  Should we go?

මෙමේ චෙමි චෙමි?  Should we eat?

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

චෙමි අංකමි චෙමි.  Let's not see.

චෙමි අංකමි චෙමි.  Let's not eat.
Sinhala Structures

The formula for the 3rd form is: verb stem plus 3. Examples:

<table>
<thead>
<tr>
<th>Simple Present</th>
<th>Verb Stem</th>
<th>3rd Form</th>
</tr>
</thead>
</table>
| මඳුගු මඳුගු | go        | සඳුගු |}
| මඳුගු මඳුගු | see       | මඳුගු |}
| මඳුගු මඳුගු | eat       | මඳුගු |}

Two irregular forms appear below.

<table>
<thead>
<tr>
<th>Simple Present</th>
<th>3rd Form</th>
</tr>
</thead>
</table>
| මඳුගු මඳුගු | take, get | සඳුගු |}
| මඳුගු මඳුගු | be       | මඳුගු |}

2.13 The 3rd Form

The 3rd form appears with second and third person subjects, usually with the latter, and has the meaning '(he) is likely to do something.' Examples:

Como ඒවු එක්. The gentleman is likely to come in the evening.

පොහොඳු එක් එක්. He is likely to go to the show.

The negative of the 3rd form is similar to the negative 3rd form. The formula is මඳුගු plus a stem form of the participle plus 'උසුමා' 'likely to stay, be.' අඟකේ is the 3rd form of මඳුගු 'be'. Its form is irregular. Examples:

පොහොඳු එක් එක්. He is not likely to see it.

පොහොඳු එක් එක්. He is not likely to go.

The 3rd form may precede the question marker ස.

The formula for the 3rd form is: verb stem plus 3. Examples:
<table>
<thead>
<tr>
<th>simple present</th>
<th>verb stem</th>
<th>3 form</th>
</tr>
</thead>
<tbody>
<tr>
<td>ගැනිඳු</td>
<td>go</td>
<td>ගැනිඳු</td>
</tr>
<tr>
<td>ඉක්මාවි</td>
<td>some</td>
<td>ඉක්මාවි</td>
</tr>
<tr>
<td>දුයි</td>
<td>do</td>
<td>දුයි</td>
</tr>
<tr>
<td>මෙන් මෙන් මෙන්</td>
<td>say</td>
<td>මෙන් මෙන්</td>
</tr>
<tr>
<td>අමනුක</td>
<td>be</td>
<td>[irregular form]</td>
</tr>
</tbody>
</table>

The 3 form has a dialect variant with 3. 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 අමනුක, 'like'.

| අමනුක විශේෂ වර්ගය | I like this country. |
| අමනුක විශේෂ වර්ගය | I don't like these vegetables. |
| අමනුක විශේෂ වර්ගය | Do (you) like to drink tea? |
| අමනුක විශේෂ වර්ගය | Do (you) like to study Sinhala? |

The word අමනුක 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.,

| අමනුක විශේෂ වර්ගය | I like vegetables. |

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

| අමනුක විශේෂ වර්ගය | He doesn't like to drink tea without sugar. |

Sentences with අමනුක may be made interrogative by adding න. They may be made negative by adding න. අමනුක may be made past by adding න.
PARAKRAMABAHU STATUE, POLONNARUWA, 12TH CENTURY
2.14.2 පොළි, 'can', and ඌ, 'cannot'.

'can' and ඌ, 'can't', take actors in the dative case. Examples:

තන්නි දැකිලීම පොළියේ.
I can go to Colombo.

තන්නී මෙහෙයේ පොළියේ.
I can work.

තන්නී මෙහෙයේ පොළියේ.
I can speak Sinhala.

තන්නි දැකිලීම උත්සාහය ඌයි.
I can't go home.

තන්නි මෙහෙයේ පොළියේ.
The gentleman can't speak Sinhala.

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

'can' and ඌ usually occur with a dependent infinitive. Examples:

තන්නී මෙහෙයේ පොළියේ.
He can plow.

තන්නි මෙහෙයේ පොළියේ.
The gentleman can read the papers.

තන්නී මෙහෙයේ පොළියේ.
The lady can't come here.

Sentences with පොළි and ඌ may be made interrogative by adding දළි. Before දළි, පොළි changes to පොළියේ and ඌ to ක්. Examples:

තන්නි කොහේ පොළියේ කොහේ දළි?
Can you read the papers, sir?

තන්නී කොහේ පොළියේ කොහේ දළි?
Can't you come before 12:00, father?

Sentences with පොළි and ඌ may be made past by adding පොළියේ, the past form of පොළි, 'become.' Examples:

තන්නි වැදු පොළියේ වැදු දළි.
I was able to come last Sunday.

තන්නි වැදු පොළියේ වැදු දළි.
I was not able to cook the meat well.
2.14.3 පුති, 'want'.

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

ෝ මොහොතුමේ කොල්පට්ටී නිවැරදි පුති. I want to go to Colpetty junction.

ෑ මොහොතුමේ විශේෂ කොල්පට්ටී නිවැරදි පුති.

ෑ මොහොතුමේ නිවැරදි පුති.

I want to see the movie called Gehenu Lamay.

I want to eat milk rice.

Sentences with පුති may be made interrogative by adding උ. Examples:

ෑ මොහොතුමේ නිවැරදි පුති, උ? Does the gentleman want a visa?

ෑ මොහොතුමේ නිවැරදි පුති, උ? Does he want to give me the documents now?

They may be made negative by adding අ. Examples:

ෑ මොහොතුමේ නිවැරදි පුති අ. The gentleman doesn't want a milk tea.

ෑ මොහොතුමේ නිවැරදි පුති අ. He doesn't want to take the documents.

They may be made past by adding සොම. Examples:

ෑ මොහොතුමේ කොල්පට්ටී නිවැරදි පුති සොම. I wanted to come by train.

ෑ මොහොතුමේ කොල්පට්ටී නිවැරදි පුති සොම. The gentleman wanted to build a house.

පුති 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 අශ්. අශ් is equivalent to පුති සොම, 'don't want' and replaces the entire phrase. Examples:

ෑ මොහොතුමේ අශ්.

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

ෑ මොහොතුමේ අශ්.

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 ගළි and its various forms, යළි and its forms, ගුප් and ගුප් ගුප්. The negative ගුප් has been mentioned only briefly in connection with certain specific forms. A more detailed and general treatment appears below.

The negative ගුප්.

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

තම මිලිය අපොකොටිවන්, ඉහ ඔබේ අපොකොටිවන් ආදිය.  
If it doesn't rain tomorrow, I'm going to the Pettah.

the 'even if' form:

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

the ම form:

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

the නන්නමු form:

ඉහ ඤින් නන්නමු නන්නමු, ඉහ නන්නමු නන්නමු.  
When he's not working, he is playing.

and others.

It may also negate verbal adjective forms:

ඉංගේ නන්නමු නන්නමු විශේෂ මති.  
The people who don't eat meat eat eggs.

ඉංගේ නන්නමු නන්නමු විශේෂ මති.  
The women who didn't go to Colombo are in our office.

ඉංගේ නන්නමු නන්නමු even if they occur in other types of constructions:

ඉංගේ නන්නමු නන්නමු විශේෂ.  
Because I haven't built the house.

These are the important principal uses of ගුප්.
2.16 'It seems'

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

_it seems there is a good movie showing at the Lido.

He evidently has money on him.

When OrNull precedes it becomes OrNull. Examples:

He evidently has no money on him.

It seems that he doesn't work in the post office.

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

They say he's the postmaster.

It seems that the gentleman is rich.

2.17 Relationships among verbs

2.17.1 Verbs with OrNull, 'do', and OrNull, 'become'.

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

scare

be reduced

remember

worry

be finished

2.17.2 Causative/non-causative sets

Causative verbs are derived from basic verbs by adding OrNull to the stem. Examples:
### Sinhala Structures

<table>
<thead>
<tr>
<th>basic verb</th>
<th>causative verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>එඟිලි</td>
<td>go</td>
</tr>
<tr>
<td>එඟිලි</td>
<td>do</td>
</tr>
<tr>
<td>එඟිලි</td>
<td>break</td>
</tr>
<tr>
<td>එඟිලි</td>
<td>eat</td>
</tr>
</tbody>
</table>

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

| එඟිලි | drink | එඟිලි | cause to drink, feed |

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

| එඟිලි | descend | එඟිලි | let (someone) down, drop off. |
| එඟිලි | bring | එඟිලි | import |
| එඟිලි | know | එඟිලි | 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:

<table>
<thead>
<tr>
<th>active</th>
<th>passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>එඟිලි</td>
<td>cut</td>
</tr>
<tr>
<td>එඟිලි</td>
<td>do</td>
</tr>
<tr>
<td>එඟිලි</td>
<td>kill</td>
</tr>
<tr>
<td>එඟිලි</td>
<td>make</td>
</tr>
</tbody>
</table>
2.17.4 Complex verbs with පැරිදි පැවති පැතිරියේ and කොටසේ.

Complex verbs are formed with පැරිදි and කොටසේ. Examples appear below.

<table>
<thead>
<tr>
<th>basic verb</th>
<th>form with පැරිදි</th>
<th>form with කොටසේ</th>
</tr>
</thead>
<tbody>
<tr>
<td>කොටසේ</td>
<td>make</td>
<td>කොටසේයිසිෂ්යේ</td>
</tr>
<tr>
<td>කොටසේ</td>
<td>search</td>
<td>කොටසේයිසිෂ්යේ</td>
</tr>
<tr>
<td>කොටසේ</td>
<td>cut</td>
<td>කොටසේයිසිෂ්යේ</td>
</tr>
</tbody>
</table>

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

සිට කොටසේ පැරිදුම්.

I built the house (room) for myself.

පිළිය විශේෂය නම් පැරිදුම්.

The carpenter built (us) a house.

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

පිළිය විශේෂය පැරිදුම්.

The carpenter built us a house.

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

<table>
<thead>
<tr>
<th>basic verb</th>
<th>derived verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>කොටසේ</td>
<td>say</td>
</tr>
<tr>
<td>කොටසේ</td>
<td>කොටසේයිසිෂ්යේ</td>
</tr>
<tr>
<td>කොටසේ</td>
<td>කොටසේයිසිෂ්යේ</td>
</tr>
</tbody>
</table>

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 අංග

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

කිය නෝද විසින්: 'දෙද෗ු බුදුලේ.' I told him, "open the door."

කුට නෝද විසින් වැට පැමිණි. I told him to open the door.

similarly

ලෝකයේ බුදුලේ, 'කිය පුළුලු?' Ask him, "what is your name?"

ලෝකයේ බුදුලේ විසින් පුළුලු විසින්. Ask him what his name is.

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

මේ පැතිලි පූප වැනි පිරිසුම් විසින්. We call father's father siiya.

කිසිදු පිරිසුම් වැනි පුළුලින්. 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 ආ. Hence, ආ යෙදේ, 'the doing.' These nouns are Class C nouns (see 1.23). Example:

කිය ආ යෙදේ පුළුලින් පිරිසුම්? 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:

කිය ආ යෙදේ මට් පුළුලින් පිරිසුම්? What do you say for what he has just done?

කිය ආ යෙදේ මට් පිරිසුම්. 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.

\[
\begin{align*}
\text{this, these} & \quad \text{that over there, those} \\
\text{that near you, those} & \quad \text{that which we have previously referred to; those} \\
\text{which} & \\
\end{align*}
\]

These adjectives precede the nouns they modify. For example:

\[
\begin{align*}
\text{this bananas.} & \quad \text{That gentleman over there.} \\
\text{those documents near you, with you.} & \quad \text{That work (we were talking about)} \\
\text{which work; what documents.} & \\
\end{align*}
\]

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

\[
\begin{align*}
\text{these cheap bananas.} & \quad \text{That short gentleman over there.} \\
\text{those old documents.} & \quad \text{That new work.} \\
\text{what new work; what old documents.} & \\
\end{align*}
\]
3.2 Pronouns

3.21 The basic set

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

\[
\text{This is a village.} \\
\text{That (over there) is a tank.}
\]

3.22 The inanimate set

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

<table>
<thead>
<tr>
<th></th>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>this one</td>
<td>යිමේ</td>
<td>යිමෙන්</td>
</tr>
<tr>
<td>that one</td>
<td>යිමේ</td>
<td>යිමෙන්</td>
</tr>
<tr>
<td>those</td>
<td>යිමේ</td>
<td>යිමෙන්</td>
</tr>
<tr>
<td>what one</td>
<td>යිමේ</td>
<td>යිමෙන්</td>
</tr>
<tr>
<td>which one</td>
<td>යිමේ</td>
<td>යිමෙන්</td>
</tr>
</tbody>
</table>

The demonstratives take case endings as follows:

<table>
<thead>
<tr>
<th></th>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>direct</td>
<td>යිමේ</td>
<td>යිමෙන්</td>
</tr>
<tr>
<td>dative</td>
<td>යිමේ</td>
<td>යිමෙන්</td>
</tr>
<tr>
<td>genitive</td>
<td>යිමේ</td>
<td>යිමෙන්</td>
</tr>
<tr>
<td>instrumental</td>
<td>යිමේ</td>
<td>යිමෙන්</td>
</tr>
</tbody>
</table>
Examples:

What do you use this thing for?
You use it to grind chillies.
What do you use those things for?
They are a kind of medicine.
There are three newspapers. In them there is news from every part of Sri Lanka.
What do you call that thing near you?
For this you say miris gala.

3.33 The animate set

The animate pronominal set is given below.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>නිෂය</td>
<td>නිෂ්ය</td>
</tr>
<tr>
<td>මි</td>
<td>මි</td>
</tr>
<tr>
<td>නි෇ෂය</td>
<td>නි෇ෂ්ය</td>
</tr>
<tr>
<td>නි෇෇ය</td>
<td>නි෇෇ය</td>
</tr>
</tbody>
</table>

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 නිෂය and නි෇ෂය 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 තව. Before තව it is shortened as follows: තවත. Its case forms are:

direct තවත(තව) who
dative තව to whom
genitive තවත of whom, whose
instrumental තවත by whom
With the addition of අ to any of its case forms, අ takes on the meaning 'everybody.' Examples:

direct  අ  everybody
dative  අ  to everybody
genitive  අ  of everybody
instrumental  අ  by, from everybody

3.24 Here and there

Sinhala has the following location sets.

ඇජ  this place, this spot
ඇජ  that place near you
ඇජ  that place over there
ඇජ  that place referred to earlier
ඇජ  what place

ඇජ  here
ඇජ  over there near you
ඇජ  over there, yonder
ඇජ  there
ඇජ  where

ඇජ  this direction
ඇජ  that direction

The words in these sets have case forms as follows:
3.25 The quantity set

The quantity set is given below.

this much
that much
that much
how much

Examples:

How much milk will you drink?

Not that much for me.

A water vessel is this big.

A sembuwa 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.

like this
like that
like that
like that
how
Examples:

_series_with_ellipse_in_buddhist_script_ පිළිබද මාවිත්ති ගෙන්නේ සොයද ?
In what manner (how) do you use a coconut scraper?

_series_with_ellipse_in_buddhist_script_ කොකු පුලු තේත්විය කේ ?
Is this how you pound with the pestle?

_series_with_ellipse_in_buddhist_script_ ලි. මෙය උතුම්.
Yes. Just like that (just as you are doing.)

_series_with_ellipse_in_buddhist_script_ මැද යා ?
Is that so? (following a statement of fact.)

_series_with_ellipse_in_buddhist_script_ මැද උතුම්.
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 ඇය, 'I', and ඉම, 'we', are exceptions. They show the following case forms:

<table>
<thead>
<tr>
<th>Case</th>
<th>Sinhala</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>direct</td>
<td>ඇය</td>
<td>I</td>
</tr>
<tr>
<td>dative</td>
<td>ඇත කළු කළු</td>
<td>to me</td>
</tr>
<tr>
<td>genitive</td>
<td>කොතුම්</td>
<td>my</td>
</tr>
<tr>
<td>instrumental</td>
<td>ගැම්මු කළු</td>
<td>by me</td>
</tr>
<tr>
<td></td>
<td>ඉම</td>
<td>we</td>
</tr>
<tr>
<td></td>
<td>ඉමතුලතිය</td>
<td>to us</td>
</tr>
<tr>
<td></td>
<td>ඉමතුම්</td>
<td>ours</td>
</tr>
<tr>
<td></td>
<td>ඉමතුම්</td>
<td>by us</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Case</th>
<th>Sinhala</th>
</tr>
</thead>
<tbody>
<tr>
<td>direct</td>
<td>කොතුම්</td>
</tr>
<tr>
<td>dative</td>
<td>කොතුම්</td>
</tr>
<tr>
<td>genitive</td>
<td>කොතුම්</td>
</tr>
<tr>
<td>instrumental</td>
<td>කොතුම්</td>
</tr>
</tbody>
</table>

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Examples:

They prepare their own food.

They each prepare their own food.

In the latter example දියෙලි, 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 වැඩි විශේෂී, 'madam', is only appropriate as a term of reference for those of an elevated social, educational or occupational station. Since the term for woman ( නාටා ) is in its singular form considered insulting, women are generally referred to as 'this person' or 'that person' (හැඟ and නාටා among other terms) and not as 'this woman' or 'that woman.' The term පළි, 'women', is not similarly stigmatized, although in the traditional sectors in the society the circumlocution දියෙලි නාටා 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 පළි, 'man', though not rude is not deferential either and is better rendered by English 'guy'. Its plural, පළින්, means 'people' not 'men' in the narrow sense. For the latter the Sinhala is පළින්, පළි, 'men, males, boys.'

In the traditional sectors of the society මහා නම් and මුහුණ, elevated terms for 'wife' and 'husband' respectively are nearly universally avoided. Women refer to their husbands by circumlocution. Terms such as හෝම්ස්ලි නාටා, '(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 තෙරක් මිලි, 'married one' and තෙරක් ගමුවේ, '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:

<table>
<thead>
<tr>
<th>Sinhala</th>
<th>English</th>
<th>Usual case of noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>යන්</td>
<td>on top of</td>
<td>direct</td>
</tr>
<tr>
<td>ඉලි</td>
<td>under</td>
<td>direct</td>
</tr>
<tr>
<td>මෙහෝ</td>
<td>above</td>
<td>dative/instrumental</td>
</tr>
<tr>
<td>මෙහෝ</td>
<td>below</td>
<td>dative/instrumental</td>
</tr>
<tr>
<td>මෙහෝ, මෙහෝ, ක්‍රියා</td>
<td>near</td>
<td>direct</td>
</tr>
<tr>
<td>සැල්</td>
<td>about</td>
<td>direct</td>
</tr>
<tr>
<td>සැල්ලාල්</td>
<td>like</td>
<td>direct</td>
</tr>
<tr>
<td>මෙහෝ</td>
<td>only</td>
<td>direct</td>
</tr>
<tr>
<td>කොත</td>
<td>from</td>
<td>genitive</td>
</tr>
<tr>
<td>කොත, කොතකෝලි</td>
<td>before</td>
<td>dative/instrumental</td>
</tr>
<tr>
<td>සැල්ලාල්</td>
<td>after</td>
<td>dative/instrumental</td>
</tr>
<tr>
<td>මෙහෝ</td>
<td>more than</td>
<td>dative</td>
</tr>
</tbody>
</table>

4.1 මෙහෝලොල්, 'more than'.

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

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

මෙහෝලොල් මෙහෝලොල් ආහාරය ආහාරය ආහාරය. This house is bigger than that house.
5. Particles

5.1 - න, 'also, too'

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

Examples:

ජී නුවරකා උපෙන් ගැටුමක් නිසා
We call mother's father siiya.

ජී පොළචලා උපෙන් ගැටුමක් නිසා
We call father's father siiya too.

ජී නඹටම්කා නිසා.
He went to the office.

ජී වෙනස්කා නිසා.
He also went to the office.

ජී මාත්ම.
Give rice.

ජී මාත්ම.
Give rice too.

ජී බෙදුටි අබෝධ.
I got a letter.

ජී බෙදුටි අබෝධ.
I also got a letter.

5.2 න...න, 'or'.

In interrogative sentences න...න means 'or'.

Examples:

ජී නමුදු පීටතලින් මෙයිම යිරූපයක් නිසා
Is it the lady or the gentleman who teaches this class?

ජී නමුදු පීටතලින් නිසා?
Mine or the lady's?

ජී නමුදු පීටතලින් නිසා?
Is this a water vessel or a rice pot?

ජී නමුදු නිසා?
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 නන්. Examples:

මොමඟ මහි. The son and the daughter
මහි මොමඟ. The gentleman and I

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

පුත්තල් නිවේශ මතාකාර කාර්ණියේ නිවේශ. A gentleman named Brown and a gentleman named Herath.

තනානාණි නන්නේ. A spoon and a knife.

5.4 The emphasizing particle නන්නේ.

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

ගුල් නන්නේ නන්නේ. These vegetables are cheap. compare:
ගුල් නන්නේ. These cheap vegetables.
ගුල් නන්නේ නන්නේ? and
Are these vegetables cheap?

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

මොළව නම් ගෙඹකල් අඳුරී. Two rupees a pound.
මොළව නම්. 75¢ a measure.
මොළව නම් අඳුරී අඳුරී. අඳුරී. Rs. 1.50 a packet; 50¢ each.
මොළව නම් අඳුරී. The time is 8:20; the time is 8:00.

Note that in some quantity phrases such as the last two examples නන්නේ may appear on two numerals (one of them non-final) in a compound phrase. Such constructions are examples of නන්නේ as the 'and' particle (see above).
It is also added to other quantity words which occur in sentence final position:

دخلو  පැමිණි දෙවිය වූ පාළා.  They eat rice once a day.

යීංං  පැමිණි දෙවිය.  It is 8:30.

ශ්ට පැමිණි දෙවිය.  It is only 60¢.

It may occur with emphasized words in emphatic sentences:

කොළ  පැමිණි දෙවියදී සල්ලාල.  This is how you use the plow.

කොළ  පැමිණි දෙවියදී සල්ලාල.  It is in Colombo itself that I am now working.

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

මෝරු  පැහැදිලිය.  The vegetables are expensive.

මෝරු පැහැදිලිය.  The vegetables are cheap.

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

බිදී  දී දැරී පැහැදිලිය.  I like to drink it with sugar.

බිදී පැහැදිලිය.  I can explain.

5.5  The emphasizing particles දි and දි.

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

පොල්ලාපු  පිළිමා පැමිණි දි.  දි  මෙහෙයි මී.  It was the gentleman who went to the office. I didn't go.

දි පැමිණි දි.  I myself do not remember.

මෝරු පැහැදිලිය.  Come back precisely at 8:00.

When දි appears at the end of the sentence it becomes දි. Examples:

ංගුරු පැමිණි දි.  It was in Sri Lanka itself that I was born.

ංගුරු පැමිණි දි.  He came back precisely at 8:00.
5.6 The particle வே.

The particle வே occurs in the following types of constructions:

a. வே .... வே , 'or'.

The word வே means 'or', or 'either...or', and like the 'and' particle, it follows all words to be linked. For example:

இண்டிய உலகில், பெருந்து வே, கொடுங்கிறது.

This water comes from an oya, from a river or from a tank.

b. வே with question words.

வே is added to question words to form the following types of new meanings.

where வே somewhere or other

how வே somehow or other

5.7 The particle வே

Like வே the particle வே is used with question words to form the following types of new meanings.

where வே anywhere somewhere

how வே anyhow somehow

It is also found in constructions which parallel those of வே ... வே above.

Neither he nor I is going.
6. Numerals and quantity

6.1 Cardinal numerals

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

තමිලේ ලෙළිය මෙහෙයි. There are three younger sisters.

මි දෙම් ඉතිහාසීකාර මෙහෙයි. 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:

කොටසේ මෙහෙයි. Four older sisters.

සෙමු මෙහෙයි. Four (animate beings).

කොටසේ මෙහෙයි. Four boxes.

කොටසේ මෙහෙයි. 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:

කොටසේ මෙහෙයි. Eight laborers came to the meeting.

කොටසේ සහ මෙහෙයි. It was eight laborers who came to the meeting.

කොටසේ විස්තාරයෙන් මෙහෙයි? How many laborers came?

කොටසේ මෙහෙයි. Eight.

කොටසේ විස්තාරයෙන් මෙහෙයි? How many houses are there?

කොටසේ මෙහෙයි. There are fifty five houses in this village.

කොටසේ විස්තාරයෙන් මෙහෙයි? How many houses are there?

කොටසේ මෙහෙයි. 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:

විශේෂත වශයෙන් මනුයු ආදාත්. The eight laborers came to the meeting.

උ පහේන් මහ මස ගොඩ මෙන්ම. Those four older sisters are still at home.

Compare the following:

වෙගෙන් මහ මස ගොඩ මෙන්ම. There are four gentlemen in the office.

උ නවුන් මහ මස ගොඩ වසන් පැහැදි. Those very four gentlemen do not know English.

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

ලියාදමි මනුයු නිකිම් මිවි ය? How many farmers are working in the fields?

ලියාදමි මනුයු නිකිම් ය? How many documents are there?

ලියාදමි මනුයු ය? How much time does it take (go)?

Questions concerning price, age and time are introduced by the interrogative ලියාදමී 'how much'. Examples:

ලියාදමි ය? What time is it?

ලියාදමි ය? How much is a pound?

ලියාදමි ය? How old are you, i.e., what is the age?

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

ලියාදමි ය? At what time are you coming, sir?

Quotations of time appear in the definite form followed by the emphasizing particle දේ. 3
Examples:

What time is it?
(කොළම) දෝ. It is 8:00.
(කොළම) මු. නිරින්වය. It is 8:20.
(කොළම) මු. වැද. It is 8:30.
(කොළම) මු. කො. It is quarter to 2.

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

At what time does the office open?
මැතින්දමේ නිරිදි නිසා කළු? It opens at 8:30.
මැතින්දමේ පැරණි නිසා කළු. It opens at 7:00.
මැතින්දමේ නිරිදි වැද. It is at 8:00 that it opens.

Prices are generally quoted as follows:

How much is eggplant?
මැතින්දමේ නේම නිසා කළු? 65¢ a pound.
මැතින්දමේ නේම පැරණි නිසා කළු.

Amounts of money are commonly quoted in indefinite quantity phrases:

How much money did you pay?
මැතින්දමේ නේම පැරණි නිසා කළු. I paid Rs. 40.

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

They eat rice twice a day.
මැතින්දමේ නේම පැරණි නිසා කළු. He explained how to go three times.

They eat rice twice a day.

This stem form also appears with ordinal numerals which are discussed below.
Definite and indefinite forms of animate and inanimate numerals appear below.

<table>
<thead>
<tr>
<th>Animate</th>
<th>Inanimate</th>
<th>Animate</th>
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<td>විශේෂ අංකය</td>
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<td>විශේෂ අංකය</td>
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<td>විශේෂ අංකය</td>
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### Sinhala Structures

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#### Inanimate

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

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All numerals in the forty series follow the pattern of the twenty series except that අම appears instead of අන.

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All numerals in the fifty series follow the pattern of the twenty series except that අම appears instead of අන.
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<td>ඉමෝක්‍රමේ</td>
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<td>ඉමෝක්‍රමේ</td>
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<tr>
<td>61</td>
<td>ඉමෝක්‍රමේ ගොඩය</td>
<td>ඉමෝක්‍රමේ ගොඩය</td>
<td>71</td>
<td>ඉමෝක්‍රමේ ගොඩය ඉමෝක්‍රමේ ගොඩය</td>
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<td>62</td>
<td>ඉමෝක්‍රමේ ඉමෝක්‍රමේ</td>
<td>ඉමෝක්‍රමේ</td>
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All numerals in the sixty series follow the pattern of the twenty series except that ඉමෝක්‍රමේ appears instead of ඉමෝක්‍රමේ.

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<td>ඉමෝක්‍රමේ</td>
<td>81</td>
<td>ඉමෝක්‍රමේ ගොඩය</td>
<td>ඉමෝක්‍රමේ ඉමෝක්‍රමේ</td>
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<tr>
<td>82</td>
<td>ඉමෝක්‍රමේ</td>
<td>ඉමෝක්‍රමේ</td>
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</tbody>
</table>

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

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<td>ඉමෝක්‍රමේ</td>
<td>91</td>
<td>ඉමෝක්‍රමේ ගොඩය</td>
<td>ඉමෝක්‍රමේ ඉමෝක්‍රමේ</td>
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<tr>
<td>92</td>
<td>ඉමෝක්‍රමේ</td>
<td>ඉමෝක්‍රමේ</td>
<td></td>
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</tbody>
</table>

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

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<td>ඉමෝක්‍රමේ</td>
<td>101</td>
<td>ඉමෝක්‍රමේ ඉමෝක්‍රමේ ගොඩය</td>
<td>ඉමෝක්‍රමේ ඉමෝක්‍රමේ</td>
</tr>
</tbody>
</table>

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

For the rest of the numerals in the 100+ series සුඩිළි- '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 මිනි
300 පුරී
400 අරිනි
500 අංගිනි
600 අංගිනි
700 අංගිනි
800 අංගිනි
900 අංගිනි

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

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

වන්න මෙන්දෙනි මෙන්දෙනි. One thousand nine hundred and twenty.
වන්න මෙන්දෙනි මෙන්දෙනි. 1965.
වන්න මෙන්දෙනි මෙන්දෙනි. 1978.

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

වන්න මෙන්දෙනි මෙන්දෙනි මෙන්දෙනි නි. I was born in 1946.
6.2 **Ordinal numerals**

Ordinal numerals from 1-10 are given below.

1st එංගම්
2nd එගම්
3rd එමුදම්
4th එමුං
5th එමේ
6th එමෝ
7th එම්
8th එමුත්
9th එම්
10th එම්

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

| එමුංං එළං එමුංං. | The eighth day of September, i.e., September 8. |
| එමුංං එළං එමුංං. | The twenty-first day of August, i.e., August 21. |
| එංං. | The second road. |
| එංං. | 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:

\begin{quote}
ක්‍රමේ නැති නැමි මහා අ. \\
The ambassador evidently knows Sinhala.

ක්‍රමේ නැති නැමි මහා අ.

වැටි මැඩ. \\
Twenty-two.

ශ්‍රී මර්ගය ගැන නැමි මහා අ. \\
They are using the rotary quern.

ශ්‍රී මර්ගය ගැන නැමි මහා අ. \\
They are working in the office.
\end{quote}
8. **Spelling**

Sinhala words are generally spelled as pronounced, but some sounds are represented by more than one letter. For example, ම and න both represent /n/; ප and ජ both represent /l/ and ම and ග 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 \(ə\) and \(ə\) represent /š/; both \(ə\) and \(ə\) 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:

- මොකුසු, මොකුසු stool
- කුඹුරු, කුඹුරු father
- නිල්ලි, නිල්ලි coconut shell

Finally, this may be the place to remind students that Class D nouns such as ගෝල්, 'time', which end in \(ə\) have dictionary entry forms with \(-තා\). Hence, ගෝල්, '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 indispensible 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.


1936 (1965)

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.


1968

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.)


1974

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


1975

102
This is a basic introduction to written Sinhala for the second language student. Fifteen lessons with accompanying grammatical notes and exercises.
FOREIGN SERVICE INSTITUTE LANGUAGE PUBLICATIONS
available from
and from
Spoken Language Services, Inc., P. O. Box 783, Ithaca, N. Y. 14850
(Spoken Language Services agrees to supply the items below (subject to availability) at current GPO prices when inquiries indicate that ordering information was obtained from the Foreign Service Institute.)

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