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 முழுப் பதிப்புரிமையுடையது]
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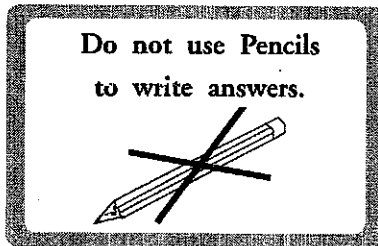
Competitive Examination for Admission of Students to Sri Lanka Law College
 for Academic Year 2019 – September 2018

(01) Language Skills

Three hours

Instructions to candidates

Very Important



- * Answer scripts where the numbers are not written clearly as indicated below will not be marked/evaluated.

1 2 3 4

Write your Index Number here and on
 pages 3 and 5 in the spaces indicated.

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Checked as correct

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Invigilator's Initials

Important :

- * This paper consists of 38 questions on 10 pages.
- * Answer all questions on this paper itself.
- * Commence answering only after the Centre Supervisor's announcement.
- * Instructions given should be strictly followed in answering this paper and marks will not be awarded for answers not in accordance with these instructions.
- * Even if you are not attempting the paper hand it over to the Supervisor.
- * Write the answers clearly and legibly in blue or black ink only and not in pencil.
- * It is an offence to remove this paper from the examination hall or turn out photocopies of the same.
- * Answer scripts with illegible figures, illegible handwriting, those where erasing fluid has been used and written in pencil will not be marked /evaluated.

For Examiner's use only

Page No.	Question Nos.	Marks awarded
2	1 – 13	
3	14 – 25	
4	26 – 35	
4 – 6	36	
6 – 8	37	
8 – 10	38	
Total		

Final Score

In figures	
In words	
Marking Examiner	
Checked by	

● In each of the questions from No. 1 to 3, select the number of the **correctly** spelt word and write the **number** of the relevant choice **on the dotted line** provided against each question. (03 marks)

1. (1) illegale (2) legitimate (3) responceble (4) iresponsible (.....)
2. (1) statute (2) decre (3) rulling (4) counsil (.....)
3. (1) jugment (2) jugger (3) arbitrator (4) magistraitt (.....)

● In each of the questions from No. 4 to 6 rearrange the words in the alphabetical order, check with the answers given and write the appropriate **number** of the relevant choice **on the dotted line** provided against each question. (03 marks)

4. (A) benefit (B) building (C) believe (D) bilingual
(1) A, C, B, D (2) B, C, A, D (3) A, C, D, B (4) C, A, B, D (.....)
5. (A) destroy (B) develop (C) darken (D) demand
(1) A, C, B, D (2) B, C, A, D (3) A, C, D, B (4) C, D, A, B (.....)
6. (A) lawyer (B) lawful (C) legal (D) legitimate
(1) A, C, B, D (2) B, C, A, D (3) B, A, C, D (4) C, D, A, B (.....)

● In each of the questions from No. 7 to 10 select the **correct** word and write the **number** of the relevant choice **on the dotted line** provided against each question. (04 marks)

7. (1) disproper (2) unproper (3) improper (4) nonproper (.....)
8. (1) inaudible (2) unaudible (3) disaudible (4) ilaudible (.....)
9. (1) inpolite (2) unpolite (3) dispolite (4) impolite (.....)
10. (1) inventment (2) invention (3) inventness (4) invension (.....)

● For the questions from No. 11 to 15 if the sentences given are incorrect, correct them and write the **complete sentence on the dotted line** provided, if the sentences are correct, write the word 'correct'. (05 marks)

11. A lawyer is someone who is an educated in the law.

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12. He is very popular as outstanding cricketer in the world.

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13. If the parents do not look after their children they would go astray.

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14. My ambition is to be a good lawyer and serve our motherland.

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15. All those who came to help in the shramadana campaign was given a warm welcome.

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- For the questions from No. 16 to 20 select the word that **does not fit** into the group and write its **number on the dotted line** provided. (05 marks)

16. (1) marvellous (2) spectacular (3) stunning (4) bright (.....)
17. (1) honest (2) truthful (3) pretend (4) candid (.....)
18. (1) lawyer (2) magistrate (3) judge (4) arbiter (.....)
19. (1) culprit (2) villain (3) offender (4) criminal (.....)
20. (1) innocent (2) acquitted (3) blameless (4) guilty (.....)

- For the questions from No. 21 to 25 select the most appropriate word or phrase for the idiom given in **bold type** from the options given below and write its **number on the dotted line** provided. (05 marks)

21. **Apple of the eye**

- (1) something very soft (2) the upper part of the eye
(3) a tasty kind of apples (4) someone greatly cherished (.....)

22. **A black sheep**

- (1) a rare kind of sheep (2) a very healthy sheep
(3) a person strongly disapproved of the family (4) a wise person in the society (.....)

23. **To build castles in the air**

- (1) to construct sky scrapers
(2) to build places in the outer world
(3) to conquer the world
(4) to have plan or hopes that cannot be fulfilled (.....)

24. **A far cry**

- (1) slowly but surely (2) completely different
(3) coming from a distance (4) crying over something foolishly (.....)

25. **A queer fish**

- (1) a wise person (2) a rich person
(3) an eccentric person (4) a craft person (.....)

- For questions from No. 26 to 30 **underline** the most appropriate word for each blank, from the list given within brackets. (05 marks)

Law is a set of rules decided by a particular state meant for the purpose of keeping the peace and security of society. Courts or police may enforce this system (26) (of / with / by / on) rules and punish people who break the laws, such as (27) (in / at / by / about) paying a fine, or other penalty including jail. (28) (On / In / Behind / After) ancient societies, laws were written by leaders, to set out rules (29) (in / on / from / into) how people can live, work and do business with each other. But many times in history when laws have been on a false basis to benefit few (30) (in / on / by / at) the expense of society, they have resulted in conflict.

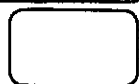
- For questions from No. 31 to 35 find the **most appropriate** word form from the words given within brackets and write them **on the dotted lines** provided. (05 marks)

A legal code is a written code of laws that are enforced. This may deal with things like police, courts or punishments. A lawyer, jurist or attorney is a professional who (31)(study) and argues the rules of law. In the United States, there are two kinds of attorneys – “transactional” attorneys who write contracts and “litigators” who go to court. In the United Kingdom, these professionals (32) (call) solicitors and barristers respectively.

The *Rule of Law* (33) (be) the law which says that government can only legally use its power in a way the government and the people agree on. It limits the powers a government has, as agreed in a country’s constitution. The *Rule of Law* (34) (prevent) dictatorship and protects the rights of the people. When leaders enforce the legal code honestly, even on themselves and their friends, this is an example of the rule of law (35) (be) followed. “The rule of Law”, wrote the ancient Greek philosopher Aristotle in 350 BC, “is better than the rule of any individual.”

36. Read the following text and write **short** answers for the questions given below. (03 × 5 = 15 marks)

The fall of Anuradhapura marked the end of a chapter not only in the political history of Ceylon but also in the story of the science and technology. The last phases of the Anuradhapura period saw Ceylon through a process of general decline and degeneration, mostly visible in the unsettled political conditions—caused mainly by a series of unfortunate involvements in the bickering and rivalries of South Indian kingdoms in their struggle for a balance of power. If irrigation schemes and religious monuments are an index to the stability and progress of any particular period of Ceylon history, their conspicuous absence during the ninth and the tenth centuries should prove beyond doubt that all was not well with Ceylon during this most chaotic era.



Hostilities created by meddling in South Indian politics and the internal political decline resulting from the dissipation of national resources and energies in such ventures made Ceylon a natural prey to the expanding imperial power of the Cholas. Two or three centuries of very close contact with the South Indian Dravidian civilization should have led to a fair degree of cross-fertilization of ideas and skills, which could have left a mark on the scientific and technological development of Ceylon. We do observe the impact of Hinduism and Tamil on religion and language of the period immediately following the Chola occupation. It is significant that even in the reign of the proud defender of the country's independence, namely, Vijayabāhu I, an inscription was published in the Tamil language. So were the edicts of the successors of Vijayabāhu issued in Tamil, which according to Senerat Paranavitana was "considered at that time to be the hall-mark of progress."

But we do not see as much an impact in the realm of science and technology. There are two possible reasons for this apparent paradox. Firstly, it's understandable that the Cholas had an unstable, or rather precarious, existence in Ceylon, repelling the efforts of Sinhala to regain their independence and therefore were not in a position to make a lasting contribution to the country's heritage of science and technology. Secondly, the South Indian civilization, though it had attained the zenith of its glory around this time, could contribute little to what Ceylon had, by itself, developed during the Anurādhapura period. 'This comment is particularly relevant to the skills which the Sinhala had perfected in stone and metal work.' Specimens of Chola stone work in Ceylon, as seen at Shiva Devālaya No. 2 at Polonnaruwa, are infinitely less impressive than Buddhist edifices of Anurādhapura, even though it represents, as attested by Senerat Paranavitana, Chola architecture at its best. Similarly, the bronze statues of Hindu Gods and saints such as Shiva in the Cosmic Dance and Sundara Mūrti Svāmi, which were no doubt made in South India, do not display any technical skill, superior or comparable to the statue of Tārā.

The Chronicles speak only of the destruction and devastation caused by South Indian invasions and occupation. Sinhala technicians and artisans, devoid of royal patronage, had no opportunity to practise their professions. The interval between the era of activity of the Anurādhapura Period and the resumption of operations after the expulsion of Cholas was so long that one wonders how technological knowledge and skills were preserved and passed down to successive generations during the intervening period. Even though we have no direct evidence of any type, the ease with which the continuity of Anurādhapura traditions was ensured after a gap of several centuries points strongly to the existence of an efficient guild or caste organization among technicians and artisans, which promoted the training of apprentices and new craftsmen, thus guaranteeing the preservation of their specialities. The methods, they adopted for this purpose in the absence of on-the-job opportunities of the earlier era, if known today, will contribute to the development of technical education.

- (i) What are the factors mentioned in the text to measure the political stability and the development of the country?

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(ii) Why **didn't** the impact of South India affect the development of Science and Technology?

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(iii) What local works of art are compared with Chola and South Indian works of art?

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(iv) What are the reasons that ensured the expertise of the technicians and artisans?

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(v) Give reasons why the technicians and artisans **couldn't** develop their professional skills.

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37. Read the following text and summarize it into **one third of its length** and **give a suitable title**.
Indicate the number of words used at the end. (20 marks)

Portuguese, even in its corrupt form, is hardly spoken in Ceylon today, but it has left an indelible impression on the national languages. There are many Portuguese loan-words still in common daily use in both Sinhala and Tamil. Instead of the Portuguese learning the languages of the country, what really happened, therefore, as a result of close Portuguese contact with the Ceylonese, was that the Portuguese language came to be more widely spoken and in the process influenced the national languages themselves. It must be noted however, that at the same time some Sinhala and Tamil words were also absorbed into the local brand of Indo-Portuguese.

The early missionaries preached Christianity with the help of interpreters. The missionaries themselves were, no doubt, aware that this was a very unsatisfactory method. No one realized so much the utter inadequacy of instruction through interpreters as St. Francis Xavier when, in the course of his missionary peregrinations in the East (1542-1552 A.C.), he was confronted with the problem of having to communicate with people whose languages he did not know.

[See page seven.]

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[See page ten.

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