

ශ්‍රී ලංකා විභාග දෙපාර්තමේන්තුව / இலங்கைப் பரீட்சைத் திணைக்களம் / Department of Examinations, Sri Lanka

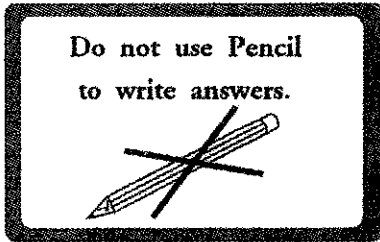
SRI LANKA LAW COLLEGE ENTRANCE EXAMINATION - MODEL PAPER

(01) Language Proficiency (English)

Three hours

Instructions to Candidates

Very Important



* Answerscripts where the numbers are not written as indicated below will not be marked / evaluated.

1 2 3 4

Write your Index Number here and on page 3 in the space indicated.

.....

Checked as correct

.....

Invigilator's Initials

Important :

- * This paper consists of 11 questions on 07 pages.
- * Before answering the paper arrange all the pages in order.
- * Answer all questions on this paper itself.
- * The time allowed for this paper is three hours.
- * 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 No.	Marks awarded
2	1 - 6	
3	7 - 9 (i)	
4	9 (ii - v)	
5	10	
6-7	11	
Total		

Final Score

In figures	
In words	

Marking Examiner	
Checked by	

1. Put the following into alphabetical order.

calendar, quaker, area, smile, mile, miller

.....
(01 mark)

2. Make three words out of each every word

(i) beld :

(ii) manage :

(iii) lable :

(03 marks)

3. Underline the word correctly spelt

(i) disbelieve, desrbelie, disbeleive

(ii) seceperate, seperete, Simple

(02 marks)

4. Underline the correct word given within the brackets to make sense of the sentences given.

(i) A box of Sweets (was, were) bought for the kids.

(ii) Some parts of the city (has/have) been improved.

(iii) Those (two/to/two) went (too/to/two) the game (to/two/too)

(05 marks)

5. Complete the blanks with the correct preposition.

Each morning my little sister jumps onto my bed and shouts (at, to, in) my ear " Aren't you up yet?" Then she goes (for, to, through) my belongings. Before the day ends, she litters the floor(with, on, by) a collection of sand (of, out of, from) the sand box.

(04 marks)

6. Explain the following in your own words and construct a sentence for each to make your meaning clear.

(i) at sixes and sevens

.....
.....
.....
.....

(ii) a month of Sundays

.....
.....
.....

(iii) an early bird

.....
.....
.....

(06 marks)



7. Complete the blanks in the following passage with the correct words.

One of the basic principles we need to grasp is that the social systems we create create us in turn. We are all socialized people who have themselves socialized to play a As children, we are primarily by our parents thus are the products the family system. Later is the school system is responsible for moulding As adults, the communities which we live, the in which we work the mass media play a dominant part in our socialization.

(12 marks)

8. Select the grammatically correct sentence from those given and write its number on the dotted line provided against the question

- (i) (1) You should always try to behave well so that younger students can look up with you.
- (2) You should always try to behave well so that younger students can look down in you.
- (3) You should always try to behave well so that younger students can look up to you.
- (4) You should always try to behave well so that younger students can look over in you. (.....)

- (ii) (1) You would not have been punished if you did not do any wrong.
- (2) You would not have been punished if you do not do any wrong.
- (3) You would not have been punished if you were not do any wrong.
- (4) You would not have been punished if you had not do any wrong. (.....)

(02 marks)

9. The following is a passage taken from a work based on India during the time of the Empire. Read the passage and answer the questions given below it.

The request struck Ronnie as comic and he called out to another passer - by:
 'Fielding! how's one to see the real India?'
 'Try seeing Indians', the man answered, and vanished.
 'Who was that?'
 'Our school master - government college'
 'As if one could avoid seeing them' sighed Mr. Lesley.
 'I've avoided', said Miss Quested. 'Excepting my own servant, I've scarcely spoken to an Indian since landing.'
 'Oh, lucky you.'
 'But I want to see them !'
 She became the centre of an amused group of ladies. One said, 'Wanting to see Indians! How new that sounds!!'
 Another 'Natives! why, fancy!' A third, more serious, said, 'Let me explain. Natives don't respect one any the more after meeting one, you see.'
 'That occurs after so many meetings.'
 But the lady, entirely stupid and really friendly, continued, 'What I mean is, I was a nurse before my marriage and came across them a great deal, so I know. I really do know the truth about Indians. A most unsuitable position for any English woman - I was a nurse in a Native State. One's only hope was to hold sternly aloof 'Even from ones patients,'
 'Why, the Kindest thing one can do to a native is to let him die', said Mrs. Callendar.
 'How if he went to heaven?' asked Mrs Moon, with a gentle but crooked smile.
 'He can go where he likes as long as he doesn't come near me. They give me the creeps.'

(i) What can you gather about Miss Quested's character? Write no more than three sentences.

.....

.....

.....



(ii) Use the following words in sentence, giving a different meaning than the one used in the passage.

- (a) sounds :
- (b) creeps :
- (c) landing:

(iii) Explain the following expressions in your own words.

- (a) The request struck him as comic :
- (b) Natives! Why, Fancy! :
- (c) came across them :

(iv) What do the following refer to

- (a) **them** in line 6 :
- (b) **She** in line 10 :
- (c) **That** in line 13 :

(v) The following statements are critical of either (a) a speaker or (b) the profession or (c) the British attitude to the Indians

Underline (a), (b) or (c) as appropriate.

- (i) Natives don't respect one any the more after meeting one you see. (a, b, c)
- (ii) That occurs after so many meetings (a, b, c)
- (ii) One's only hope was to hold sternly aloof (a, b, c)

(15 marks)

10. Summarise the following passage in about **one of third** words

A high quality education system can lay the foundation to create a sound human capital base which can effectively contribute to the sustained high economic growth in the context of a knowledge based economy. The consistent commitment of the government to provide free education has helped Sri Lanka to stay ahead of many of its regional peers in educational attainment. Despite its high performance, there is a growing need for the education system to be more dynamic to cater to the rapidly changing needs of the economy. Hence recognizing the importance of re-shaping education at all levels, the government has taken many initiatives to uplift the education standards of primary and secondary schools. At the same time, appropriate changes in the higher education and technical and vocational education sectors are also needed in line with changing labour market trends.

Several initiatives have been introduced in the recent years to ensure equal opportunities in education while ensuring efficient resource utilization. Some schools in centres gained popularity with the concentration of resources both human and physical, leading to the system's inability to provide equal opportunities to students and teachers at the periphery and made under utilization of existing resources affecting the quality of education. The "1000 secondary Schools" programme was initiated to address regional disparities in education, It has been noted that there are 1552 schools with less than 50 students in each school. While the students - teacher ratio is 5:1 in such schools



at the national level, this ratio is at the level of 18:1. This shows that there is a need to rationalise while providing quality education for all students. Therefore, a school mapping exercise is to be carried out to redistribute 1000 secondary schools based on the needs of the population and to ensure that each Divisional Secretariat has at least three 1AB schools. This will also help to reduce the high percentage of students who are pursuing the Arts stream especially in rural areas.

Steps have been taken to improve emerging core areas such as information and Communication Technology (ICT), Maths and English to match with the emerging labour market trends. Public Private Partnership has been established for the empowerment of ICT in the education sector such as the "Partners in Learning" and "Intel World Ahead" programmes. These programmes are aimed at strengthening the use of computer and software to ensure the adoption of the best practices while opening up new ways for school communities to keep themselves up - to - date with cutting edge professional development of teachers to utilise technology to enhance student learning. The government has also actively encouraged the development of English competency among students and teachers by launching the "English as a Life Skill" and "English for All" Programmes. These programmes conducted at the provincial level, include a ten day teacher training programme, the designing of a teaching kit with productive activities and establishing centres of excellence for the teaching of English.

The university education system is undergoing reforms to meet the changing domestic and global labour market requirements. For Sri Lanka to emerge as a knowledge hub, which is capable of creating higher education opportunities for both local and foreign students, the public university system of Sri Lanka has to be elevated to world class status. For this transformation, the government allocated Rs 3000 million as per the Budget 2011 to transform the Peradeniya, Moratuwa, Colombo, Sri Jayawardhanapura, Kelaniya and Ruhuna universities into world class institutions. However, considering the budgetary constraints, it is essential to take a holistic perspective on the development of the higher education system where private sector investment in higher education also has a vital role to play. While characteristics of world class universities such as teaching in English have been adapted by local universities, these institutions still require increased autonomy, high quality of research and funding.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(25 marks)

Handwriting practice area consisting of 25 horizontal dotted lines.

(25 marks)

* * *



