



කැලණිය විශ්වවිද්‍යාලය - ශ්‍රී ලංකාව  
University of Kelaniya - Sri Lanka

බාහිර විභාග අංශය  
External Examinations Branch

ශාස්ත්‍රවේදී (සාමාන්‍ය) උපාධි ප්‍රථම පරීක්ෂණය (බාහිර) - 2010  
2011 අප්‍රේල් / මැයි

Bachelor of Arts (General) Degree First Examination (External) - 2010  
April / May 2011

මානව ශාස්ත්‍ර පීඨය  
Faculty of Humanities

භාෂා පරිවර්තන ක්‍රම - TRMD -E 1015  
Translation Methods - TRMD - E1015

සිංහල / දෙමළ හා ඉංග්‍රීසි භාෂා ප්‍රවීණතාව  
Language Competence in Sinhala / Tamil and English

එක කොටසකින් ප්‍රශ්න දෙක (02) බැගින්වත් තෝරාගෙන ප්‍රශ්න පහකට (05) පිළිතුරු සපයන්න  
Select at least two questions from each part and answer only five (05) questions .

ප්‍රශ්න සංඛ්‍යාව : 07 යි  
No. of questions : 07

කාලය : පැය 03 යි  
Time : Three hours

1 කොටස - PART I

01. පහත (අ), (ආ), (ඇ) යටතේ දක්වෙන විස්තර අතුරෙන් එකක් තෝරාගෙන ඒ පිළිබඳව වචන 350 - 400 පමණ වන සේ වාක්‍ය රචනාවක් ලියන්න. ඒ සඳහා සුදුසු මාතෘකාවක් ද යොදන්න.

Select one of the descriptions given under (a) , (b), (c) below and write an essay with 350-400 words. Give a suitable topic to it.

අ) ශ්‍රී ලංකාවේ කෘෂිකර්මාන්තය හා වෙනත් කර්මාන්ත නඟා සිටුවීම සඳහා මෙරට රජය මගින් ද්‍රව්‍ය හා මුදල් ආධාර සපයනු ලැබේ. නමුත් මේ ආධාරවලින් රටට හෝ පුද්ගලයන්ට කැපී පෙනෙන යහපතක් සිදු වී නොමැත. ආකල්ප වෙනසකින් තොරව ආධාර සැපයීම නිෂ්ප්‍රයෝජන කාර්යයක් වේ.

a) The government of Sri Lanka provides financial and material aids in order to develop agriculture and other industries in Sri Lanka. But it seems that the people and the country as a whole have not received a significant benefit of these aids. It shows that it is futile to provide aids without change of attitudes of people.

- ආ) විභාග සමත්වීම ඉගෙනීමේ ඒකායන පරමාර්ථය ලෙස සමහරු සලකති. මේ නිසා ඔවුහු දේශන සටහන් කටපාඩම් කොට විභාග ලියති. නමුත් උගෙනීමේ ඵලය වන්නේ දැනුම පමණක් නොව ආකල්ප හා කුසලතා සංවර්ධනය කර ගැනීමයි.
- b) Some students consider passing examinations as the main objective of education. Therefore, they sit for examinations merely having memorized lecture notes. Yet the objective of education is not only gaining knowledge but also the development of attitudes and skills.
- ඇ) විවෘත ආර්ථිකය මෙරටට බොහෝ අවාඩි සලසා ඇතැයි සමහරු සිතති. විවෘත ආර්ථිකයෙන් තොරව සංවර්ධිත සමාජයක් ගොඩ නැගිය නොහැකිය යි කෙනෙක් කියති. සංවර්ධන ක්‍රමෝපාය කුමක් වුවත් ඊට වැසියන්ට අවශ්‍ය වන්නේ අපහසුවකින් තොරව ජීවත් වීමටයි.
- c) Some people think that the open economy has given many disadvantages to the country. Some others are in the opinion that without open economy a country cannot be developed. No matter what the development method is, what the citizens expect is to live without difficulties.

02. පහත (අ), (ආ) ඡේද භාෂණ සිංහල/ දෙමළ බසින් දැක්වෙයි. තමුන්ට අදාළ පරිදි කැමති එක් ඡේදයක් තෝරාගෙන එය ලියන සිංහල/ දෙමළ බසින් නැවැත ලියන්න.

The texts under (a) and (b) are in spoken language. Select one of them as relevant to you and rewrite it in written form.

අ) (a) “කතන්දර” පටන්ගත්තේ කවද්ද කියලා හරියටම කියන්න බෑ. කොයික උනත් මනුස්ස ඉතිහාසයේ මුල ඉඳලාම කතන්දර කීමේ පුරුද්දක් තිබුණා කියලා සැක කරනවා.

වනකතා, ජනකතා, දේවකතා, සුරංගනාකතා, වගේ කතා වශයෙන් මුල ඉඳලාම කටින් කට ආවා. මේ කියාපු කතන්දර පස්සේ කාලේ ලිව්වා. මේ කතන්දර වලින් හුඟක් අදහන්න බැරි ලස්සනවලින් පිරිවිච ඒවා බව පේනවා. ඒවාගේ අදහන්න බැරි ලස්සනවලින් පිරිවිච කතාවල බලාපොරොත්තුව මුල ඉඳලා කෙලවරටම කුතුහලය දිදී කියවන එක්කෙනා එකට ඇඳලා බැඳලා තියාගෙන රසවත් කතා ඉදිරිපත් කරන එක. අත්හුන ලෝකේ ඕනෑම විස්මය දනවන දෙයක්, අදහන්න බැරි සිද්ධියක්, සිද්ධවෙන්න පුළුවන් හින්දා අදහන්න බැරි ලස්සන ඇති කතන්දරවලින් ජීවිතේ ගැන ඇත්තට ලංවෙවිච යථාර්ථයට ලංවෙවිච යමක් ගැන දන්වන එක අමාරු දෙයක්.

දහ අටවන ශත වරුසේ විතර සකස් වෙමින් තිබිවිච නව කතාව ඉස්සරලා කියාපු අත්හුන ලස්සන කතාවොලින් හුඟක් දුරට ඇත්වෙවි. මනුස්සයා තුළ එහෙමත් නැත්තං මනුස්සයගේ ජීවිතේ ඒකෙ පැවැත්ම ගැන ඇත්තට ලංවෙවිච තොරතුරු වගේම වර්ත වොලින් යුක්ත වෙලා වැඩෙන්නට පටන් ගත්තු බව පේනවා. නවකතාව කියන මේ සාහිත්‍ය කොටස ගැන අර්ථ දැක්වන්නට ඒ සාහිත්‍ය කොටස ආරම්භ වෙවිච යුගයේ ඉඳලා අද දක්වා ලෝකේ හුඟක් රටවල්වොල හුඟක් විචාරකයෝ උත්සහ දරලා තිබුණත් ඒ ගැන හරියටම නිර්වචනයක් දීමට අමාරු වෙලා තියෙනවා. ක්ලේරා ජීවි කියන ලේඛිකාව නවකතාවත් අත්හුන කතාවත් නිර්වචනය කොරන්නට උත්සහ දරලා තියෙන්නේ මේ විදිහට.

නවකතාව කියන්නේ අවිශාස ජීවිතේ හා ගති සිරිත්වොලත් ඒක ලියාපු කාලයත් ගැන විතියක්. අත්හුන කතා කියන්නේ කිසි දවසක සිදු නොවිචිච සිදුවෙන්නැති දෙයක් උත්කර්ෂයෙන් එහෙමත් නැත්තං අතිශයෝක්තියෙන් දැක්වීම.



அண்ணாட்டு பின்னோக்கிவை எல்லாரும்  
 வெண்டாவது வேலியினின்றை வீட்டுக்குப் போனவை.  
 அதல் வேலியை சந்தோஷமாய் போனவன்.  
 வீட்டுக்குள்ளை போனதும் அதல் வேலியினின்றை  
 வீட்டிலை கண்டது போலவே அண்ணாவுக்கு  
 பக்கத்திலை படி மர வேலியம் வெண்டு  
 இருந்தது. அதுவும் உண்கை மரம்போலை  
 இருந்ததாலை கண்டவை வியப்பும் சந்தோஷமும்

அடைந்தினாம். எது நல்லது என்று விதரிவு  
 செய்வு முடியாத விநிலையிலை மயங்கி  
 நின்றுினாம். படி மரத்திலை வெடு பறவை  
 பறந்து கொண்டே படித்தை விதரிவு  
 கொண்டிருந்தது. அதை உந்து பாத்துக்  
 கொண்டிருந்த அதலாவது வேலியன்.  
 அத்தகிரத்தோடை "இது வெடு உண்டை"

கூடுவியின்றை காலைவை தூலைக்கட்டித்  
 சட்டத்தோடை கட்டியிருப்பதாலை தான்  
 கூடுவி படத்திலை போதிந் கொண்டிருந்தது  
 கூடுவி தானாத இங்கே உலர்வை.  
 என்றை படத்திலை கூடுவி வந்து படித்தைக்  
 விதரிவுதாலை அதைப் போலவே காட்டுவதுக்  
 காது இந்த சூழ்ச்சி செய்திருக்கிறது.  
 இது "நெர்வையில்கை" என்று கத்தினான்.

அரசனும் மன்றமையும் மயக்கமுறலை  
 இகந்து விதமிந்து புத்ததை உத்து பாத்து  
 வேலியன் சொல்லுது "உண்பதைதான்" என்னினம்.

இரண்டாயது வேலியன்  
 சிரித்துக் கொண்டு "அரசே! குருவியைக்  
 கட்டியிருப்பது உண்பதைதான் ஆணால்  
 குருவி உண்பதையானதல்ல அதுவும் வேலியம்.  
 தான்" என்னது? சொன்னான். இதைக்  
 கேட்ட சிவலாகும் வெக்கத்தோட  
 ஆச்சரியமும் படபடம். முதல் வேலியத்தைக்  
 கண்டு குருவிதான் ஏமாந்து ஆணால்  
 ரெண்டாம் வேலியத்தைக் கண்டு மனிதர்களும்  
 ஏமாந்தினம். அது மட்டுமா வேலியக்-  
 களையினால் கோர்ந்த வேலியனை ஏமாந்து  
 விட்டான் சிவலாகா? இதைப் போல  
 உயிரோலியத்தை உரைந்த இரண்டாம்  
 வேலியனை சிறந்த உரிமையு அரசர்களும்  
 அந்நெர்களும் புத்தத்தை சொல்லவும்  
 வேண்டுமோ?

03. பහன ஸடஹன் (அ) (a) , (அ) (b) கொடுக்கலின் சிக்கல் நொராடுத சிஹி ஸடஹன்  
 லாக்யல (லேஹி லாக்யலாக்யல அஹுல) ஸடோசு நான் அனொன் நிடோசு கொடு நாலு  
 லிசுந.

Select (அ) (a) or (அ) (b) as relevant to you, and rewrite them after correcting any  
 errors (according to the grammar of written variety of the language.)

- அ) (a) 1. ஸஃஸய லஹன்சேலா சிரிவராதெ நஹரயென் சிடுநடு பரூசேசுமீன் சிரி  
 சிக்கல் மஹலு லூஹன்சேயெக் லூசு சிசுஹன் லஹன்சே டூசு சேக.
2. மீநிஹுன் பரூசுஹ ஸன்லஹன்சேல அசு லூஹ.
3. மஹ லிநய ஹ சிக்கலே யஹு கஹக்கடீ கிசுலன் நொடநிநி.





9. இறந்த விருமநாதினானி அய்யா ராமசு பால  
சாஸலிலி கற்பித்தார்.

10. தமிழ் உலகிலி எ.ன்.ரெடுத்த முலவந்தானி, பாசுதியா.

11. அங்கே மிகவும் பதட்டம் சினவியது.

12. கனவியதுவற்ற மாணிட சுகநாயம்  
அழியுக்கு சிலகங்கிநாங்கள்.

04. පුරුෂවාවී සර්වනාම භාවිතයේදී දක්නට ලැබෙන විශේෂතා කවරේදැයි සිංහල හෝ දෙමළ බසින් නිදසුන් ගෙනහැර දක්වමින් පැහැදිලි කරන්න.

Discuss by the peculiarities in the usage by personal pronouns taking examples from either Sinhala or Tamil.

### 11 කොටස - PART II

05. Read the following paragraph and answer the questions given below:

Rabies is an ordinarily infectious disease of the central nervous system. It is caused by a virus and as a rule, spread mainly by domestic dogs, man and all warm blooded animals are susceptible to rabies. Ancient Egyptians, Greeks and Romans thought rabies to be the work of evil spirits, because ordinarily, gentle and friendly animals suddenly became violent without any evident cause and after a period of wild behaviour became paralyzed and died. Experiments carried out in Europe in the early 19<sup>th</sup> century proved that the disease was infectious. Preventive steps, such as the destruction of stray dogs were taken and by 1826 the disease was permanently eliminated in Norway, Sweden and Denmark. Although Urban centres on the continent of Europe were on the continent of Europe were cleared many times during the 19<sup>th</sup> century, they soon became reinfected since rabies was uncontrolled among wild animals. During the early stages of the disease a rabid animals is most dangerous because it appears normal and friendly, but it will bite at the slightest provocation.

- i) Identify the main points of the paragraph and write them in point-form in complete sentences.
- ii) Define the underlined terms.
- iii) Make a request to the Regional Health Authority to take preventive measures against the spread of rabies in your area. Suggest what could be done.

06. Write a short description about AIDS, using the following guidelines:

- ❖ fatal, infectious
- ❖ virus, HIV
- ❖ transmitted; sexual contact
- ❖ people; irresponsible sexual contact
- ❖ experiments; virus destroy immediately
- ❖ preventive steps; education about sexual behaviour
- ❖ uncontrolled

07. Read the following poem and portrait the protagonist in prose, explaining his appearance, feelings and the surroundings.

At fifteen I went with the army,  
At fourscore I came home,  
On the way I met a man from the village,  
I asked him who there was at home,  
“That over there is your house,  
All covered over with trees and bushes.”  
Rabbits had run in at the dog-hole,  
Pheasants flew down from the beames  
of the roofs  
In the court yard was growing some  
wild grain;  
And by the well , some wild mallows,  
I’ll boil the grain and make porridge.  
I,ll pluck the mallows and make soup.  
Soup and porridge are both cooked.  
But there is no one to eat them with.  
I went out and looked onwards the east  
While tears fall wetted my clothes.

\*\*\*\*\*



06. Write a short description about AIDS, using the following guidelines:

- ❖ fatal, infectious
- ❖ virus, HIV
- ❖ transmitted; sexual contact
- ❖ people; irresponsible sexual contact
- ❖ experiments; virus destroy immediately
- ❖ preventive steps; education about sexual behaviour
- ❖ uncontrolled

07. Read the following poem and portrait the protagonist in prose, explaining his appearance, feelings and the surroundings.

At fifteen I went with the army,  
At fourscore I came home,  
On the way I met a man from the village,  
I asked him who there was at home,  
“That over there is your house,  
All covered over with trees and bushes.”  
Rabbits had run in at the dog-hole,  
Pheasants flew down from the beames  
of the roofs  
In the court yard was growing some  
wild grain;  
And by the well , some wild mallows,  
I’ll boil the grain and make porridge.  
I,ll pluck the mallows and make soup.  
Soup and porridge are both cooked.  
But there is no one to eat them with.  
I went out and looked onwards the east  
While tears fall wetted my clothes.

\*\*\*\*\*