කැලණිය විශ්වවිද්‍යාලය - ශ්‍රී ලංකාව

University of Kelaniya - Sri Lanka

දුරස්ථ සහ අඛණ්ඩ අධ්‍යාපන කේන්ද්‍රය

Centre for Distance and Continuing Education

ශාස්ත්‍රවේදී (සාමාන්‍ය) උපාධි ප්‍රථම පරීක්ෂණය (බාහිර) - 2011

2013 මැයි - අගෝස්තු

Bachelor of Arts (General) Degree First Examination (External) - 2011

May - August 2013

මානවශාස්ත්‍ර 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

පළමුවන කොටසින් පළමුවන ප්‍රශ්නය සහ අවම වශයෙන් තවත් එක් ප්‍රශ්නයක් ද දෙවන කොටසින් කැමැති ප්‍රශ්න දෙකක් ද ඇතුළත් වන සේ ප්‍රශ්න පහකට (05) පිළිතුරු සපයන්න

ප්‍රශ්න සංඛ්‍යාව : 08 යි | කාලය : පැය 03 යි

No. of questions : 08 | **Time : Three hours**

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1 කොටස - PART I

01. පහත සඳහන් විස්තර මාතෘකා අතරින් එකක් තෝරාගෙන වචන 350 - 400 පමණ වන සේ ලිඛිත සිංහල / දෙමළ භාෂාවෙන් වාක්‍ය රචනයක් ලියන්න. සුදුසු මාතෘකාවක් ද යොදන්න.

    i. නිෂ්පාදන ප්‍රවර්ධනය සඳහා වෙළඳාම විධිමත් කළ යුතුය.
    ii. ප්‍රවාහන මාධ්‍යයක් ලෙස දුම්රිය සේවාව සංවර්ධනය කිරීමට ගතයුතු නව මංපෙත්
    iii. ශ්‍රී ලංකාව අභියස පවතින අභියෝග සමහරක්

02. භාෂණ සිංහල / දෙමළ බසින් දැක්වෙන පහත සඳහන් (අ), (ආ) ඡේද දෙකින් තමන්ට අභිමත එකක් තෝරාගෙන එය ලිඛිත සිංහල/දෙමළ බසින් ලියන්න.

    යම් ඇත්දැකීමක් මුල් කරගෙන ලියන කවිත් තිබෙනවා. මේවා ලියැවෙන්නේ ඇත්දැකීමක් සමඟ සංවේදී වූ විටයි. මෙම අත්දැකීම් නිර්මාණ බවට පත් කිරීම හොඳයි කියලා හිතෙනවා. මෙය සති ගනන් මෑසේ කැකෑරෙන්න පුළුවන්. නැති නම් උදේ අදහස ඇති වී හවස ලියන්න ගන්න පුළුවන්. අත්දැකීම් විඳ කවි ලිවීම පහසුයි. හැබැයි හිටිවන කවි වගේ ඉක්මනින් ලිවීමට මම යොමු වෙන්නේ නැහැ. ඊට කාලය අවශ්‍යයි. නිර්මාණය බිහිවීම හද සලල කරවන ඕනම දෙයක් ඔස්සේ වෙන්න පුළුවන්. උදාහරණයක් වශයෙන් මම දිනක් දුටුවා එක් විහාර ගෙයක් සොරුන් විසින් කඩා බිඳ දමා තිබුණා. ඒ රනින් කළ බුදුරුවක් සොරා ගැනීමට. මේ නිසා බුදුගෙය වටා තුවක්කු රැගත් පොලිස් භටයෝ මුරට තබලා. මෙම දර්ශනයෙන් මම සසල වූවා. ඒ සසල වීමත් සමඟ බෞද්ධ දර්ශනයෙහි අප උගත් සැබෑ වටිනා කම් පිළිබඳව සිහිපත් වී මේ තර්ජනය ඇති වූයේ බුදුරුව රනින් කළ නිසා නොවේද කියා මට හිතුණා. සැබෑ දහම ග්‍රහණයකර ගැනීමට අපහසු අඥානයන් සඳහා කරන ලද මෙම පිළිමයෙයි වටිනාකම කුමක් ද කියා මට හැඟුණා. තවත් වරක් පොල් කැඩීමට ආ පුද්ගලයෙකු ගසට නැගීමට උපයෝගී කර ගන්නා වළල්ල ඔහු වෙත දමන මෙන් මගෙන් ඉල්ලා සිටියා. නැමී අහුලා එය විසි නොකොට පයින් විසි කිරීමට ගියත් මම එසේ කිරීමෙන් වැළකුණා. මේ පිළිබඳව මම රචනා කළ කවියක් තමයි මේ.

௧௦) குணவர்த்த எழுதிய "சித்தாந்த பரீக்ஷணய அல்லது சுவபாஷா நீதிசாரய" என்ட புத்தகத்திலும், "சிங்கள வாக்வித்தியா மூல தரும" (சிங்கள மொழியியல் அடிப்படைகள்) என்ட புத்தகத்திலும் இவரின்ர புது மொழியியல் அறிவு இருக்கு. "ஆரிய - திராவிட மொழிவாதம்" என்ட சிங்கள மொழியின்ர பிறப்பைப் பற்றி இருக்கிற விவாதத்திலை இவர் கனக்க உதாரணங்களோட சிங்கள மொழியைத் திராவிட மொழிக் குடும்பத்தைச் சேந்த ஒரு மொழியாகச் சொன்னார். சிங்களத்திலை சொல்லுகள் ஆரியச் சொல்லுகளாகவும் இலக்கண முறையானது திராவிட முறையிலும் இருக்கு என்டு இவர் சொன்னார்.

திறனாய்வுத் துறையில் கெட்டித்தனத்தைக் காட்டிய டபிள்யு. எப். குணவர்த்தன அவர்கள், பழைய சிங்களக் கவிதையைப் பற்றி விமர்சனப் புத்தகங்களை எழுதினார்.

பு.பி.ஒ.

"உபமாலங்காரய" என்ட புத்தகத்தை சமஸ்கிருத அணியிலக்கண முறையை அடிப்படையாகக் கொண்டு எழுதியிருக்கிறார். சமஸ்கிருத அணி, யாப்புகளைப் பற்றி விசாலமான அறிவைப் பெற்ற இவர், "அலங்கார தரிசனம்" என்ட புத்தகத்தை எழுதினார். 1916 ஆம் ஆண்டிலை இவராலை எழுதப்பட்ட, "சித்திர காவிய வர்ணனா" என்ட புத்தகத்திலும் சமஸ்கிருத அணியிலக்கணம் சிங்களப் பாட்டுகளிலும் செல்வாக்குப் பெற்றதைச் சொல்லுகிறார். 20 ஆம் நூற்றாண்டின்ரை ஆரம்ப காலத்திலை சிங்கள இலக்கியத் துறையிலை இவர் தான் முன்னோடி. மொழியியல் துறைக்கும் இலக்கண, இலக்கியத் துறைக்கும் இவர் செய்த சேவைக்காக கனக்க நிறுவனங்களாலை பாராட்டப் பெற்றார். கேற் முதலியார் டபிள்யு. எவ். குணவர்த்தன, 1935 ஆண்டு காலம் போனாலும் இவரின்ரை பெருமையை இலக்கிய உலகம் ஒருக்காலும் மறக்காது.

03. පහත දැක්වෙන සිංහල/ දෙමළ (අ), (ආ) ඡේද දෙකින් අභිමත ඡේදයක් තෝරාගෙන එහි පැනෙන අදහස් ඡේදයේ දැක්වෙන වචන සංඛ්‍යාවෙන් තුනෙන් එකකට සමාන වචන සංඛ්‍යාවකින් සාරාංශ කොට ලියන්න.

ශ්‍රී ලංකාව ඉන්දීය සාගරයේ පිහිටා ඇති මධ්‍යම ප්‍රමාණයේ දූපතකි. උත්ක්ෂිප්ත වූ භූ ස්කන්ධයක් ඛාදනය වෙමින් පැවති අතර විවිධ භූ යුගවල දී එම ස්කන්ධයට තව තවත් භූ ස්කන්ධ හැත්තැදීම සිදුවී වත්මන් භෞතික භූ දර්ශනය නිම වී ඇත යන මතයක් පවතී. කෙසේ වෙතත් ශ්‍රී ලංකාවේ වර්තමාන භූ දර්ශනය වූ කලී ප්‍රාග් කේම්බ්‍රීය (*Pre-Cambrian*), ජුරාසික (*Jurassic*), මයොසීන (*Miocene*) යනාදී යුගවල දී නිර්මාණය වූ විපරිත පාෂාණවලින් ද ඒවා ජීර්ණය වීම සහ දීර්ඝ කාලයක් තිස්සේ සිදු වූ ඛාදනය සහ අවසාදනය නිසා නිර්මාණය වූ භූ රූපවලින් ද යුක්ත වූ සංකීර්ණයකි. මෙම භූ රූප සහ දූපතේ භූගෝලීය පිහිටීම යන සාධකය නිසා ශ්‍රී ලංකාවට උරුම වී ඇති ප්‍රධාන දේශගුණ වර්ගය තුළ අතුරු ප්‍රභේද නිර්මාණය වීමට හේතු වී ඇති අතර භූ රූප හා දේශගුණය යන මූලිකාංග දෙක ඒකාබද්ධ වීම තුළ නිර්මිත ප්‍රභේද රාශියට ගැලපෙන වෘක්ෂලතා සහ සත්ව පරිසර පද්ධති මීට වසර 2000කට පමණ පෙර දී ශ්‍රී ලංකාවේ පැවතියේ ය. එම පාරිසරික පද්ධතිවල සාමාන්‍ය ලක්ෂණ සහ ඒවා එකිනෙකට ආවේණික ඍතුගත ලක්ෂණ ඇති වීමට බලපෑ ප්‍රධාන සාධක දෙකක් විය. (1.) ශ්‍රී ලංකාව ඉන්දීය අර්ධද්වීපයෙන් වෙන් ව ඇතත් එම වෙන් වීම සතුන්ට හා ශාක බොහොමයකට ම පහසුවෙන් සංක්‍රමණය විය හැකි දුරකි. ඉන්දීය අර්ධද්වීපයේ ශාක ප්‍රජාව මූලික වශයෙන් ඉන්දීය - මලයාසීය ප්‍රභේදයට අයත්.වන අතර සත්ව භූගෝලීය කලාපයන්ට අනුව ශ්‍රී ලංකාව ඇතුළත් වන්නේ පෙරදිග කලාපයට යි. මහාද්වීප පරිසරයේ ඇති වන පාරිසරික වෙනස්කම් සමහරක් ශ්‍රී ලංකාවට එල්ල වීමටත් තවත් සමහරක් එසේ බලපෑමක් නො වීමටත්, ඒ නිසා ම ශ්‍රී ලංකාවට ආවේණික පරිසර පද්ධති ක්‍රියාවලි නිර්මාණය වීමටත් මෙම පිහිටීම ඉතා වැදගත් සාධකයක් වී ඇත.

දූපතෙහි පිහිටීම සමකාසන්නයේ එනම් ආසන්න වශයෙන් උතුරු අක්ෂාංශ 5-10 තුළ ව්‍යාප්ත වී තිබීම නිසා නිවර්තන තෙත් දේශගුණ ප්‍රභේදයක් මෙම දූපතෙහි පවතී. පොදුවේ ගත් කල වැඩි ආර්ද්‍රතාවයක් සහිත දේශගුණයක් ද, උණුසුම් වායුගෝලයක් ද එයට හිමි වී ඇත. එමෙන් ම නිවර්තන මෝසම් දේශගුණය එයට උරුම වී ඇත.

இலங்கையிலே தென் மாகாணத்தின் மாத்தறை மாவட்டத்தில் அமைந்துள்ள திக்குவலை என்ற சிற்றூரில், 1887 ஆம் ஆண்டு ஜுலை மாதம் 25 ஆம் திகதி குமாரதுங்க முனிதாஸ அவர்கள் பிறந்தார். பதின்மூன்று பிள்ளைகளைக் கொண்ட குடும்பத்தில் பன்னிரண்டாவது பிள்ளையாக பிறந்த இவரின் தந்தையாரின் பெயர் தொன் அபியெஸ் குமாரதுங்க. தாயின் பெயர் தோன கிமாரா முத்துகுமாரனாகும்.

திக்குவலைக் கிராமத்திலுள்ள பௌத்தப் பாடசாலையிலே கல்வி கற்கத் தொடங்கிய குமாரதுங்க முனிதாஸ அவர்கள், அங்கு ஐந்தாம் வகுப்பு வரை மட்டும் படித்தார். பின்னர் மாத்தறை புனித தோமஸ் கல்லூரியில் பிரவேசித்து இடைநிலைக் கல்வியைப் பயின்றார். புனித தோமஸ் கல்லூரியில் ஆங்கில மொழி மூலமாகக் கற்றுக் கொண்ட இவர், ஏழாம் வகுப்புடன் கல்வியை நிறுத்திக் கொண்டார்.

அதன் பிறகு சுயமுயற்சியால் புத்தகங்களையும் வார இதழ்களையும் வாசித்து அறிவைச் சேகரித்துக் கொண்டார். இக்கால கட்டத்தில் கஹவே ஆனந்த தேரரிடம் சமஸ்கிருத மொழியைக் கற்கத் தொடங்கிய இவர், பின்னர் சுயமுயற்சியால் அம்மொழியை நன்கு படித்துக் கொண்டார். தமது 17ஆம் வயதில் கொழும்பு ஆசிரியர் கல்லூரியுடன் இணைக்கப்பட்டுள்ள இரு மொழிப் பாடசாலையில் ஆசிரியராக நியமனம் பெற்றார். 20 ஆம் வயதில் கொழும்பு ஆசிரியர் கல்லூரியில் பிரவேசித்துக் கணிதம், விஞ்ஞானம், ஆங்கிலம், ஆங்கில இலக்கியம், சங்கீதம், சித்திரக்கலை, ஆகியவற்றைப் படித்து, முதனிலைப் பரீட்சையிலும், இரண்டாம் நிலைப் பரீட்சையிலும் திறமைச் சித்தி பெற்றுக் கொண்டு தமது திறமையைக் காட்டினார். குமாரதுங்க முனிதாஸ அவர்கள் சிங்களம், பாளி, சம்ஸ்கிருதம் போன்ற மொழிகளைச் சுயமுயற்சியால் படித்துக் கீழைத்தேய மொழிப் பரீட்சைக்குத் தோற்றி, முதல் பிரிவில் சித்தி எய்திப் பரிசுகளும் பெற்றுக் கொண்டார். வடமொழி, பாளி போன்ற மொழிகளை மட்டுமன்றித் தமிழ், ஆங்கிலம், இலத்தீன், பிராகிருதம், கிரீக் போன்ற மொழிகளையும் கற்ற இவர், பன்மொழி அறிஞராக விளங்கினார்.

1909 ஆம் ஆண்டில் கடுவெல போமிரிய இருமொழிப் பாடசாலையில் ஆசிரியராகவும் கடமையாற்றியுள்ளார். அதே ஆண்டில் கடுகன்னாவ இரு மொழிப் பாடசாலையிலும் ஆசிரியராக நியமனம் பெற்ற இவர், இரண்டு வருடங்கள் அங்கு சேவை புரிந்தார். 1917ஆம் ஆண்டில் பாடசாலைப் பரீட்சகராக நியமனம் பெற்றார். 1922 ஆம் ஆண்டு வரை அப்பதவியில் பணிபுரிந்தார். ஆங்கிலம், சிங்களம் என்னும் இரு மொழிகளையும் கற்றிருந்த இவர், சிங்களத்திலிருந்து ஆங்கிலத்திற்கும், ஆங்கிலத்திலிருந்து சிங்களத்திற்கும் மிகச் சரியாக மொழிபெயர்க்கக் கூடியவராவார். சரஸவிய (பல்கலைக்கழகம்), கிணும (கணக்கு) புவசுரு (பேராசிரியர்) போன்ற சிங்களக் கலைச் சொற்கள் பலவற்றை உருவாக்கிப் பயன்படுத்தினார். தூய சிங்கள மொழியை எழுத்து வழக்கிலும் பேச்சு வழக்கிலும் பயன்படுத்த வேண்டும் என்று இவர் கூறினார்.

04. පහත සඳහන් (අ), (ආ) කොටස්වලින් එකක් තෝරාගෙන එහි සඳහන් වාක්‍යවල (ලේඛන ව්‍යවහාරයට අනුව) සදොස් තැන් ඇතොත් ඒවා නිදොස් කොට නැවත ලියන්න.

i. ශ්‍රී ලංකා වැසියන් සිංහල භාෂාව පමණක් කථා කරන්නන් වෙති.
ii. සැබෑ ගුරුවරුන් සැබෑ මඟ පෙන්වන්නන් වෙති.
iii. අධ්‍යයන මණ්ඩලයේ සාමාජිකයකු අභාවප්‍රාප්ත විය.
iv. නිවේදිකාව විසින් විස්තර ප්‍රචාරය කළාය.
v. පීඨාධිපතිතුමා වාර්තාව ඉදිරිපත් කරන ලදී.
vi. මණ්ඩලයේ සාමාජිකයෝ පැවැසුවේ වාර්තාව සංසෝදනය විය යුතු බවය.
vii. මා එම අභියෝගයට මුහුණ දුන්නෙමි.
viii. ඉදිරි අධ්‍යයන කටයුතු සැලකිල්ලෙන් ඉටුකර ගැනීම මගේ අරමුණය.
ix. බුදුන් මේ දේසයට වැඩියෝය.
x. මෑණියන් දෑ පුතුට ඔවදන් දුන්නේය.
xi. අයෙක් සොරකම් කරයි.
xii. කිසිවෙක් මේ බව නොදනිති.
xiii. සමහරුන් පෙළපාලියට ගල් ගැසීය.
xiv. මා මෙසේ අසා තිබේ.
xv. මා සාර්ථක බව ලැබුවේ මම නොසිතූ විරූ ලෙස පැසසුමට ලක් වෙමිනි.

(1) இண்டைக்கு பூசினிக்காய் சமைக்க வேணும்

இன்று பூசணிக்காய் சமைக்க வேண்டும்.

(2) நாளைக்கு லீவு எடுக்க ஏலாது.

நாளை விடுமுறை எடுக்க முடியாது.

(3) நாப்பது சவக்காரக்கட்டி இப்ப தாங்கோ.

நாற்பது சவர்க்காரக்கட்டி இப்போது தாருங்கள்.

(4) ~~காய்ச்~~ காச்சலுக்கு இளணியும் தண்ணியும் குடிக்க வேணும்.

காய்ச்சலுக்கு இளநீரும் தண்ணீரும் குடிக்க ~~வேணு~~ வேண்டும்.

~~(5) சிகப்பு வெண்காயம் இரு கிலோ சமைக்க வேணும்.~~

(5) சிகப்பு வெண்காயம் ரெண்டு கிலோ தாங்கோ.

சிவப்பு வெங்காயம் இரண்டு கிலோ தாருங்கள்.

(6) வெத்திலை சாப்பிட ரொம்ப ~~[illegible]~~ பிடிக்கு

வெற்றிலை சாப்பிட நல்ல விருப்பம்.

(7) ~~கிணறு~~ கிணத்துக்குள் தவக்கை இருக்கு

கிணற்றுக்குள் தவளை இருக்கின்றது

(8) பின்னேர சாப்பாடு ரொம்ப ருசி.

மாலை உணவு நல்ல சுவையானது.

(9) இஞ்சை கருவேப்பிலை மரம் இருக்கு.

இங்கே கறிவேப்பிலை மரம் இருக்கிறது.

(10) மூண்டு லீற்றர் எண்ணை வாங்க வேணும்.

மூன்று லீற்றர் எண்ணெய் வாங்க வேண்டும்.

(11) கதவிலை துறப்பு இல்லை.

கதவில் திறப்பு இல்லை.

(12) எல்லாரும் தேத்தண்ணி குடியுங்கோ.

எல்லோரும் தேநீர் குடியுங்கள்.

(13) அவையள் எங்கை போகினம்?

அவர்கள் எங்கே போகிறார்கள்?

(14) பாவக்காய் வேறை இருக்கா?

பாகற்காய் வேறு இருக்கிறதா?

(15) நீங்கள் எல்லாரும் இப்ப எங்கை போகிறீங்கள்?

நீங்கள் எல்லோரும் இப்போது எங்கே போகிறீர்கள்?

11 කොටස - PART II

05.

Read the passage given below and write a summary of 100-120 words and give a suitable title.

We are bombarded by many advertisements every day. Vendors try all means and ways to gain our attention and sell us their products or services. Advertisements appear everywhere; on television programs, radios, in the papers, magazines, pamphlets and so on.

Advertisements are actually very useful though we sometimes feel annoyed when they interrupt our favorite television programs. They provide us with free information on the products and services. There are two types of advertisements. The informative advertisements are the ones which provide us with the details of the products or services. This information is especially useful if the product or service is new. For instance, when we need to buy a computer, advertisements describing the latest models and their different functions would be extremely helpful. However, only a minority of the advertisements are informative ones. Many of them belong to the second category -- the persuasive kind. These advertisements not only tell us more about the products, at the same time, they persuade customers to buy them by claiming that their products are superior to the rivalry ones. These claims may sometimes be untrue.

Besides being informative and persuasive, advertisements also help to subsidize the prices of magazines and newspapers. Our newspapers are sold at a low price of about one dollar, owing to the advertisements in the papers; otherwise, the price would have been higher.

While advertisements can be good helpers for shopping, they do have their shortcomings. Most advertisements aim to sell only. Faults of the products or services are usually hidden from the consumers. Hence, sometimes, we feel deceived if the product or service we bought does not turn out the way the advertisements claim to be.

Sometimes, advertisements by rival competitors can get very intensive, especially when there are many firms producing similar products. One common example is the washing powder. There are so many advertisements for the different brands that customers sometimes get confused over what they should buy. Furthermore, having more advertisements would mean that the production cost of the firm would be increased. These rises in cost are usually passed on to the consumers in the form of higher prices.

Hence, in conclusion, though I do advocate advertisements, I do not deny their flaws. Without them, we might have to buy things based on incomplete information or go through more complicated ways before getting to know the products or services. On the other hand, too many advertisements also complicate our buying decisions. So I would say that we cannot live without advertisements but we must be careful how we live with them.

06 · Fill in the blanks using suitable words.

(into ,being , first ,on , let , presence, word ,stopped ,to , own ,back , sound , top ,When , down , not , If , at, laughter , class)

It was April Fool's Day. Victor, ...(1) a mischievous boy, decided to play a trick ....(2)his teacher, Miss Williams. He scooped his pet mouse, Snoopy ....(3) his pocket and took it to school.

In the middle of a science lesson, Victor .... (4)Snoopy loose. The little creature at once scampered ....(5) the front of the class. At ....(6) Miss Williams did not notice the mouse. She was writing on the blackboard with her ....(7) facing the class. The mouse, however, decided to announce its ....(8) by giving a loud squeak. On hearing the......................(9)Miss Williams turned around. ....(10) she saw the mouse, she screamed at the..........................(11)of her voice and climbed on her table.

"Who brought this creature here ?" she demanded. However, no one heard her as the class was roaring with ....(12)Several students even laughed till tears rolled ....(13)their cheeks. Miss Williams was ....(14) amused.

"......................(15)no one admits to playing this trick, I shall punish the whole ....(16)," she declared angrily.

When the class heard this threat, they ....(17)laughing. Everyone looked at Victor, expecting him to ....(18) up. Victor, however, stared at the floor and did not say a ....(19) He was a coward ....(20) heart.

07 · Select two topics and write two paragraphs. Your paragraphs should include only the <u>topic sentence, three supporting sentences and the closing sentence.</u>

1. Importance of learning Translation Methods
2. English is an International Language
3. Private Universities in Sri Lanka

08. read the sentences and the conversation given below and underline/write down the suitable answer.

1. She turned ______ late last night and appeared to be drowsy this morning.
   (A) up
   (B) in
   (C) back
   (D) off
2. They all stood ______, ready to render any assistance when needed.
   (A) up
   (B) for
   (C) in
   (D) by
3. After answering all the questions, you should go ______ them to check for careless mistakes
   (A) over
   (B) under
   (C) into
   (D) to
4. No one was willing to take ______ the job even after he doubled the pay.
   (A) away
   (B) on
   (C) off
   (D) down
5. This job calls ______ a clear mind and hard work.
   (A) for
   (B) with
   (C) at
   (D) in
6. We have to do ______ the rules that are no longer suitable.
   (A) up for
   (B) away with
   (C) in with
   (D) against at
7. The factory building was pulled ______ because it was too old.
   (A) down
   (B) off
   (C) away
   (D) under
8. I expected to see the twins but they did not show ______.
   (A) out
   (B) up
   (C) down
   (D) beyond
9. The teacher encourages us to keep ______ the good work.
   (A) over
   (B) on
   (C) up
   (D) off
10. I hope these grand plans you have made will work ______ for you.
   (A) up
   (B) in
   (C) around
   (D) Out

11. She likes showing ______ her wealth by wearing a lot of jewellery.
   (A) off
   (B) up
   (C) around
   (D) on

12. Let us lay ______ our differences and solve the problem first.
   (A) aside
   (B) up
   (C) behind
   (D) away

Ranil and Nimal are leaving for home after finishing their shopping.

Ranil : Oh, no ! It's **raining cats and dogs**. How on earth am I going to get to my car ?

Nimal : Where did you park your car ?

Ranil : In the open car park down the road. **I'll get drenched** if I try to run to it.

Nimal : Don't get so stressed. **It's just a passing cloud**. Let's have a cup of tea at that little cafe while waiting for the rain to stop.

Ranil : Goodidea !

13. **raining cats and dogs**
   A drizzling slightly
   B raining very heavily
   C threatening to rain shortly
   D the thunder and lightning that scare the animals

14. **I'll get drenched**
   A I'll get completely wet
   B I'll slip and fall
   C I'll be very foolish
   D I'll be arrested

15. **It's just a passing cloud**
   A It's going to rain for days
   B The clouds are gathering overhead
   C It will stop raining soon.
   D The whole area is going to be flooded.