



කැලණිය විශ්වවිද්‍යාලය - ශ්‍රී ලංකාව
University of Kelaniya - Sri Lanka

දුරස්ථ සහ අධ්‍යයන අධ්‍යාපන කේන්ද්‍රය
Centre for Distance and Continuing Education

ශාස්ත්‍රවේදී (සාමාන්‍ය) උපාධි ද්විතීය පරීක්ෂණය (බාහිර) - 2011
2012 දෙසැම්බර් / 2013 ජනවාරි

Bachelor of Arts (General) Degree Second Examination (External) - 2011
December 2012 / January 2013

මානවශාස්ත්‍ර පීඨය
Faculty of Humanities

භාෂා පරිවර්තන ක්‍රම - TRMD -E 2015
Translation Methods - TRMD - E2015

භාෂා පරිවර්තන සිද්ධාන්ත - Theory of Translation

එක කොටසකින් ප්‍රශ්න දෙකක් (02) ඇතුළත්වන සේ
ප්‍රශ්න හතරකට (04) පමණක් පිළිතුරු සපයන්න

Answer four (04) questions only choosing two from the part one and two from the part II.

ප්‍රශ්න සංඛ්‍යාව : 07 යි
No. of questions : 07

කාලය : පැය 03 යි
Time : Three hours

1 කොටස - PART I

01. භාෂා පරිවර්තනයේ දී වචනගත විවිධ අර්ථ පිළිබඳ දැනුම වැදගත්වන ආකාරය පැහැදිලි කරන්න.
Explain the way how the different aspects of meaning of words are significant in translation.
02. "භාෂා පරිවර්තනය යනු වාග්විද්‍යාත්මක සංකේත ලක්ෂණ භාෂාවේ අර්ථයට හානියක් නොවන සේ ඉලක්ක භාෂාවට හැරවීමයි." විමසන්න.
"Translation is the activity of replacing the linguistics symbols of source language into target language relating the meaning of originally conveyed." Discuss.
03. නිදහස් පරිවර්තන ක්‍රමය යනු කුමක්දැයි උදාහරණ සහිතව විස්තර කරන්න.
What is the free translation method? Describe with the example.
04. පහත සඳහන් මාතෘකා දෙකකට (02) විස්තර සටහන් ලියන්න.
Describe two (02) of the topics given bellow
 - i. වචනයෙන් වචනය පරිවර්තනය කිරීම
Word for word translation
 - ii. අනුවර්තනය
Adaptation
 - iii. අර්ථ පරිවර්තනය
Semantic translation

05. සිංහලට / දෙමළට පරිවර්තනය කරන්න.

Translate into Sinhala / Tamil

Sustainable Development” are words that have been heard very often in the recent past. Sustainable development can be viewed as a possible solution to the environmental threats resulting from the rapid growth of population and the need for increased development. The accurate definition of sustainable development is “development that meets the needs of the present, without compromising the ability of future generations to meet their own needs”. That is, the current generation should implement development strategies that address the needs of the current generation but it should not affect the resources available for the future generations. The general idea is that the future generations should have access to a world similar to that encountered by the current generations.

An analogy for sustainable development would be as follows: in the construction of a home for oneself, one would want to include the latest and modern luxuries. However, these luxuries come at a heavy cost – would an individual spend every cent he/she saved or earned to build this super luxury home? Money would be needed, even after the construction of the home, for food, education etc. So the individual would come to a compromise. Sustainable development is similar to this but, replace money with nature, and replace construction of the home with infrastructural development – and we have a similar situation but on a much larger scale with severe consequences that affects the entire globe.

The concept of sustainable development came about as a result of the rapid economic development taking place in developed countries with an open-ended access to natural resources. This uncontrolled usage of natural resources raised new concerns on the management of the environment and the manner in which the overuse of resources impacted the environment, along with concerns on the impact of economic development in less developed countries. Just a few months back, the entire world was involved in the Rio+20 summit. The summit which marked the twenty-year anniversary of the inaugural earth summit held in 1992, was a platform that recognised the importance of sustainable development and invited world leaders to join together to discuss sustainable initiatives – that have been or can be implemented in the future

06. සිංහලට / දෙමළට පරිවර්තනය කරන්න.

Translate into Sinhala / Tamil

The phenomenal rise of English as the lingua franca of the world particularly since the mid-20th century is mainly a result of the supranational economic, political, and social process known as globalization, which is led by western nations. Globalization is often seen as the new face of western domination of the world which has continued over the past five hundred years. In the past English was powerful as the language of the British Empire. Today it is powerful because of globalization, in which the major player is America. English has emerged as the predominant language in world politics, economics, business and banking, media communication, cinema, advertising, broadcasting, music, international land, air, and sea travel, science and technology, education, and other contexts of global interaction. This is why English is important for us.

Usually, international schools in Sri Lanka are agents for Education in the United Kingdom or that in the United States. They prepare students for such examinations as the Cambridge International General Certificate of Secondary Education (IGCSE) or the International Baccalaureate (IB) Programme. These examinations represent curricula that are described as international in the countries of origin. Such curricula are said to be "predominantly committed to the notion of internationalism and the global citizen and providing an environment for optimal learning and teaching in an international setting that fosters understanding, independence, interdependence, and cooperation."

These are laudable objectives, no doubt. However, a number of people who have had experience working in some of the better known international schools in Sri Lanka tell me that the actual practice in these schools falls far short of the proclaimed ideals. The syllabuses they teach leave little room for internationalism, which, apparently, is confined to "international" in the name of the examinations. I know a 13 or 14 year old boy who has been attending a reputed international school for all his schooling to date since the kindergarten. Among the subjects he learns at school are English, English literature, and History. He is taught nothing about Sri Lanka, its languages or history. He knows about the Tudors, the Wars of the Roses, Black Death, etc, but he hasn't heard or read about Parakramabahu the Great, or Rajasinghe of Seethawaka.

07. සිංහලට / දෙමළට පරිවර්තනය කරන්න.

Translate into Sinhala / Tamil

Rene Descartes (1596 – 1650), the universally acknowledged father of modern Western philosophy, began to philosophize— as a proper philosopher should— by doubting everything, including the fact of his own existence. Agonizing about this philosophical doubt, he suddenly realised that to doubt was to think. He figured out that thinking was proof that there must be something that thinks. He jumped to the inevitable conclusion that he must be the "something that thinks". "Cogito, ergo, sum", "I think, therefore, I am", he triumphantly declared. Rene Descartes, however, was a philosopher and not a physiologist. Philosophy consists of speculations about matters concerning which definite scientific knowledge is not yet available. For example, it was the Greek philosopher Aristarchus who first propounded the hypothesis that the earth orbits the sun and not the other way round, as was universally believed at that time. Later on, when science confirmed his speculation, the view that the earth orbits the sun became part of science. Thus, as Bertrand Russell once quipped, Science is what we know; Philosophy is what we still don't know for sure. What we don't know for sure may, of course, be wrong. What we know for sure is knowledge; more precisely, scientific knowledge.



The science of modern physiology has established beyond a whisper of doubt that it is with the brain that we think. The brain of the paragon of animals— man—has, perhaps, the unique capacity to think about itself, as it thinks about itself. This is by virtue of its phenomenal capacity called 'consciousness'. Consciousness enables us not only to know; but also to know that we know. Perhaps more accurately, it enables us to know that we don't know and to know that we don't know. By imaging techniques, modern physiology has reached the solid, evidence-based conclusion that thinking and feeling occur in specific regions of the brain. _____
