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For Examiner's use Only



**UNIVERSITY OF COLOMBO, SRI LANKA
DEPARTMENT OF ENGLISH LANGUAGE TEACHING
BACHELOR OF LAWS EXAMINATION – 2021
YEAR 1**

ENGLISH - LEVEL II

Duration: 3 Hours

Answer all questions

(This paper is to be administered on-site and via Moodle)

Important Instructions to Candidates (On-Site)

- This question paper has 6 questions on 9 pages
- Enter your Index Number on the cover page and on each subsequent page.
- If a page or part of this question paper is not printed, please inform your supervisor immediately.
- Write the answers to the questions in the space provided in the question paper.

Question Number	Marks
1 (03 marks)	
2 (03 marks)	
3 (06 marks)	
4 (08 marks)	
5 (25 marks)	
6 (25 marks)	
Total (70 marks)	

PART A – GRAMMAR AND VOCABULARY

Question 1

(1/5 x 6 = 3 marks)

The following passage describes copyright laws. Fill in the blanks with definite or indefinite articles (the, a, an) where necessary. Use “X” if no article is required.

Copyright is (i) _____ intangible form of property. What is owned, as (ii) _____ word suggests, is a right. This right has two aspects—the right to copy and (iii) _____ right to control copying. Copyright is (iv) _____ legal protection extended to those who produce (v) _____ creative works. Essentially a copyright protects (vi) _____ intellectual or artistic property.

Question 2

(1/2 x 6 = 3 marks)

Construct meaningful sentences using the correct form of the verb given within brackets.

1. Yesterday, the lawyer the client before the case. (advise)
2. Capital punishment, which still exists in some countries, the most severe form of punishment. (be)
3. The leader of the opposition..... her closing arguments in the debate right now. (make)
4. There is a prediction that legal roles in a few decades. (be / automate)
5. Lalith enrolled for an L.L.M. and he..... it next year. (complete)
6. In England, lawyers into barristers, who plead in the higher courts, and solicitors, who do office work and plead in the lower courts. (divide)

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Question 3

(1 x 6 = 6 marks)

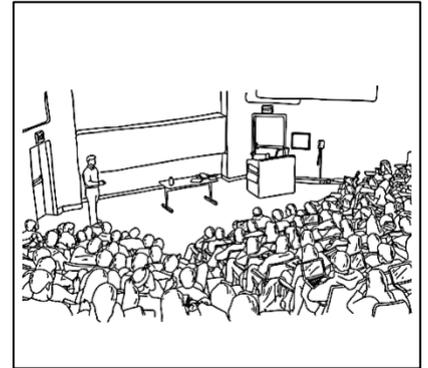
Use the pictures and the given prompts to construct sentences in the present continuous tense as in the example below. The first sentence should be in the question form, the second should be in the negative form, and the third should be in the affirmative form.

Pay careful attention to grammar, spelling, capitalization, and punctuation rules. Marks will be reduced if these rules are not followed.

Example:

relax / at the university.

- a. Is the lecturer relaxing at the university?
- b. No, the lecturer is not relaxing at the university.
- c. He is teaching a class at the university.



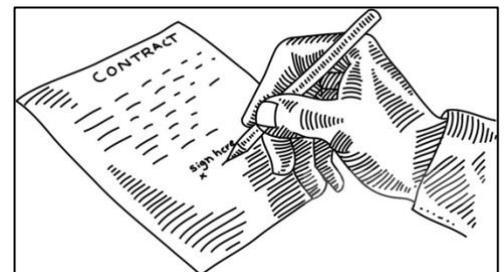
1. drive / a bus

- a.
- b.
- c.



2. read / a contract

- a.
- b.
- c.



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Question 4

(2 x 4 = 8 marks)

Complete the compound sentences using the conjunctions given in the brackets and a suitable independent clause. You should use tenses that suit the context. An example has been done for you.

Example: I exercise daily, for I want to be fit. (for)

- 1. I went to the library (but)
- 2. Marlon needed a new laptop (so)
- 3. Kate wants to travel to Japan, (and)
- 4. Sita is very busy (yet)

PART B – READING COMPREHENSION

Question 5

(25 marks)

Read the following passages and answer the questions in the space provided.

Animal Rights

- A. The proper treatment of animals has been debated in the West for centuries. Ancient Greek and Roman philosophers **debated** the place of animals in human morality. Some urged respect for animals’ interests, primarily because they believed that the souls of animal and human bodies could transfer between each other after death.
- B. In the legal arena in the West, animals have long been categorized as things, not as persons. While legal persons have rights of their own, legal things do not. Legal things exist in the law solely as the objects of legal persons. However, as a possession, animals are often indirectly protected by laws intended to preserve the rights of animal owners. For example, some civil statutes permit owners to **obtain** payment for damages **inflicted** on their animals.
- C. A legal thing can become a legal person. This happened when human slaves, who had been categorized legally as things, were freed. The former slaves then possessed their own legal rights and remedies. Scholars have frequently compared the legal status of animals and that of human slaves.

- (i) What is an early example of humans advocating for animal rights? (1 mark)
-
-

(ii) As animals are considered property, how are they indirectly protected? (2 marks)
.....
.....

(iii) Provide an example from the text of an instance where a legal thing becomes a legal person. (1 mark)
.....
.....

(iv) Write sentences of your own using the following words to bring out the meaning they have in the passage. Pay careful attention to grammar, spelling, capitalization, and punctuation rules. (2 x 3 = 6 marks)

a) debated (paragraph A):
.....
.....

b) obtain (paragraph B):
.....
.....

c) inflicted (paragraph B):
.....
.....

D. Legal scholars began coming up with theories by which nonhuman animals could possess basic legal rights. They **backed** their arguments with sophisticated scientific investigations into the mental, emotional, and social capacities of animals. Many studies demonstrated that humans and animals share a broad range of behaviors, capacities, and genetic material.

- E. Meanwhile, animal abuse in modern society continued to increase. People began **objecting** to previously accepted practices such as industrial factory farming and animal testing. In factory farming, livestock are raised indoors in crowded spaces, sometimes in unsanitary conditions and under a variety of evidently cruel practices. In animal testing, scientists experiment on animals to increase medical, biological, or psychological knowledge. In addition, pharmaceutical and other industrial laboratories **routinely** use animals to screen drugs, cosmetics, and other substances before selling them for human use.
- F. Activists rallied against such practices and created thousands of animal rights groups. Some consisted of a few people interested in local animal-protection issues, such as animal shelters that care for stray dogs and cats. Others became large national and international organizations, such as PETA (People for the Ethical Treatment of Animals).
- G. Activists also continued to pressure law-making bodies for changes in animal rights. In 2008 the Spanish parliament adopted resolutions urging the government to grant orangutans, chimpanzees, and gorillas some rights previously given only to humans. The resolutions also called for **banning** the use of apes in performances, harmful research, and trading. Although zoos would still be allowed to hold apes, they would be required to provide them with “optimal” living conditions. However, by 2020 these resolutions still had not been passed into law.

Adapted from: <https://kids.britannica.com/students/article/animal-rights>

(v) How did legal scholars prove that nonhuman animals could possess legal rights? (2 marks)

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

(vi) List three examples of animal abuse from the passage. (3 marks)

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

(vii) List two examples of how activists have rallied to support animal rights. (2 marks)

.....
.....

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(viii) Write sentences of your own using the following words to bring out the meaning they have in the passage. Pay careful attention to grammar, spelling, capitalization, and punctuation rules.

(2 x 4 = 8 marks)

backed (paragraph D):

.....
.....

objecting (paragraph E):

.....
.....

routinely (paragraph E):

.....
.....

banning (paragraph G):

.....
.....

