



UNIVERSITY OF RUHUNA
FACULTY OF AGRICULTURE

Index No

B.Sc. in Agribusiness Management
1st YEAR I Semester Examination

CC 1103 English

Time: 2 hours

Answer all the questions

Examiner's Use Only

Question No.	Marks allotted	Marks obtained
1	10	
2	10	
3 i.	20	
3 ii.	20	
4	20	
5	20	
Total	100	

Examiner's Name.....

Signature.....

Date

1. **Underline the best word or words to complete the sentence.**

- i. Iron is _____ useful metal.
(A) a (B) an (C) the (D) some
- ii. She is not _____ honourable woman.
(A) a (B) an (C) the (D) any
- iii. _____ able man has not always a distinguish look.
(A) a (B) an (C) the (D) some
- iv. Does she see _____ blue sky?
(A) a (B) an (C) the (D) any
- v. Japan is one of _____ most industrial countries.
(A) a (B) an (C) the (D) some
- vi. I want to wash my hands. Is there _____ soap?
(A) a (B) the (C) some (D) any
- vii. I bought some sugar but I didn't buy _____ tea.
(A) a (B) the (C) some (D) any
- viii. I'm going to the market. I need _____ vegetables.
(A) a (B) the (C) some (D) any
- ix. Would you like _____ coffee? 'Yes please'.
(A) a (B) the (C) some (D) any
- x. I'm hungry. Can I have _____ food, please?
(A) a (B) the (C) some (D) an
- xi. He didn't have an umbrella, so she gave him _____.
(A) her (B) herself (C) hers (D) her's
- xii. Is this my hat? Yes it's _____.
(A) your (B) yourself (C) yours (D) your's
- xiii. He looked at _____ in the mirror.
(A) him (B) his (C) himself (D) he's
- xiv. I cut _____ with a knife.
(A) my (B) mine (C) myself (D) me

- xv. I listened to the news _____ the radio.
 (A) in (B) through (C) on (D) by
- xvi. Do you like travelling _____ train?
 (A) on (B) in (C) with (D) by
- xvii. They arrived _____ England last month
 (A) on (B) to (C) in (D) for
- xviii. What time does he usually get _____ work?
 (A) to (B) on (C) at (D) in
- xix. What time did they arrive _____ the party?
 (A) to (B) on (C) for (D) at
- xx. She looks sad _____ this photograph.
 (A) at (B) on (C) in (D) for

Marks $\frac{1}{2} \times 20 = 10$

2. Underline the best answer

- i. Look it (rains/'s raining)
- ii. It ('s often raining / often rains) here.
- iii. When I was 20 I (was smoking / smoked).
- iv. I (saw / have seen) Louis yesterday.
- v. We ('ve been / 're) living here since April.
- vi. I'll phone you when I (will arrive / arrive) home.
- vii. I (don't believe / 'm not believing) him.
- viii. I (am born / was born) in Colombo.
- ix. My sister (has 15 years / is 15).
- x. I (have / am) cold in this house.
- xi. I came here (for study / to study) English.
- xii. Where is (station / the station).
- xiii. (The life / life) is difficult.
- xiv. My sister is (a photographer / photographer).
- xv. I haven't got (some / any) free time today.
- xvi. Everybody (was / were) late.
- xvii. It is (colder / more cold) today.
- xviii. It's (too much / too) hot in this house.

xix. I (like very much / very much like) skiing.

xx. I have (made / done) a mistake.

Marks $\frac{1}{2} \times 20 = 10$

3. i. Read the leaflet below on memory and answer Questions 1–10.

10 Ways to Improve Your Memory

Do you find yourself forgetting where you left your phone or blanking out information at key moments? Fortunately, there are plenty of things that you can do to help improve your memory.

1. Being focused is one of the major aids to memory. In order for information to move from short-term memory into long-term memory, you need to attend to this information actively. Try to study in a place free of distractions such as television, music and other diversions.
2. Studying materials over a number of sessions gives you the time you need to process the information more successfully. Research has shown that students who study in this way remember material far better than those who do all their studying in one marathon session.
3. Researchers have found that information is arranged in long-term memory in related clusters. You can take advantage of this by studying similar concepts and terms together, or making an outline of your notes and textbook readings to help draw together connected concepts.
4. Mnemonic devices are simple strategies often used by students to help with recall. The best mnemonics are those that utilise positive imagery, humour or novelty. You might come up with a rhyme, song or joke to help remember a specific segment of information.
5. Information needs to be encoded into long-term memory so that it can be recalled. This can be done by studying the definition of a key term for example, and then reading a more detailed description of what that term means. If you repeat this process a few times, you will recall the definition more easily.
6. When studying unfamiliar material, take the time to think about how this information relates to things you already know. By establishing relationships between fresh ideas and existing memories, you can dramatically increase the likelihood of recalling the recently-learned information.
7. Many people benefit greatly from the photographs, charts and other graphics in textbooks. If you do not have such images to help, try creating your own. Draw charts or figures as part of your notes or use highlighters to draw attention to related ideas in study materials.
8. Research suggests that reading material aloud significantly improves your ability to remember it. Educators have also discovered that teaching others new concepts

- enhances understanding and recall. These approaches can be combined by explaining new concepts and information to a study partner.
9. The order of information can play a role in recall. While recalling middle information can be problematic, this can be overcome by spending extra time rehearsing it. Another strategy to use with an especially challenging concept is to change the sequence of the material to make it easier to memorise.
 10. If you are used to studying in one specific location, try a different spot. If you study in the evening, try reviewing the information the following morning. Making small changes to study sessions can increase the effectiveness of your efforts and significantly improve long-term recall.

Questions 1–10

For each paragraph (1–10) identify which heading from A–M below best describes the information in that paragraph. Write the number of correct paragraph in front of the heading from A–M.

Headings may be used once or not at all.

Which heading below best describes which paragraph?

Heading	Paragraph number
A How to use visual cues	
B Techniques for difficult information	
C Group information when studying	
D The suggested length of study sessions	
E Linking new and known material	
F The importance of concentration	
G Going beyond the basic explanation	
H The need to spread study periods	
I The benefits of copying out difficult texts	
J The use of memory techniques	
K Help yourself by helping others	
L The benefits of a varied routine	
M Choosing the correct study material	

Marks 2 x 10 = 20

ii. Read the article below on a 'different way of living' and answer Questions 11–30.

A different way of living

Traditional neighbourhoods where all the children play together outside for hours and all the neighbours look out for them are now rare. However, there is a new type of cohousing village community that is likely to have similar elements. This may persuade some to move from a city dwelling to join such a scheme.

Cohousing is a collaborative venture, where residents intentionally and actively participate in the design and operation of their own neighbourhood. All homes are individually owned and paid for by residents. One example of such a community in Belfast consists of 36 private dwellings arranged around a square. The homes, varying in size, have from one to three bedrooms and are partially standardised to reduce building costs. The site layout also allows residents the option of adding an extra room to their houses if needed in the future. The homes are clustered to foster community interaction and to preserve natural open spaces. There is a network of pedestrian paths in and around the community with vehicle parking around the outside of the village.

The community also includes a 'common house'. This is crucial to the concept of cohousing. It is centrally located: residents frequently pass by on the way to and from their own homes thereby increasing opportunities to interact with neighbours. A common house provides the community with a focus for socialising and sharing. The cohousing community layout is very different from most typical new neighbourhoods where houses have attached garages and private gardens resulting in people having little contact with their neighbours. As cohousing has evolved over the past 20+ years, research has shown that residents in communities with well-used common houses are happier with smaller private homes.

In the Belfast common house the well-equipped kitchen is used to prepare community meals, which are then served on a regular basis in the large dining area. This area may also, on occasion, be used for meetings, workshops and presentations. A children's crèche facility is located near the dining area, so parents can participate in community events without worrying about childcare. Older children have their own space for homework and there are areas for arts and crafts, music and yoga. A fully-functioning office space is available so residents can share the technology and resources typically found in individual homes. Guest rooms located in the common house lessen the need for individual homes to provide lodging for visiting friends and family.

Questions 11–20: Answer the following questions. For each question write no more than THREE words taken from one point in the text. You must not answer in complete sentences.

11. What are not as common as they used to be?

.....

12. What are lowered by making the residents' homes similar?

.....

13. What is encouraged by the closeness of the Belfast community homes?

.....

14. Which building is important for cohousing initiatives?

.....

15. What do residents frequently have together?

16. What facilities are provided for those coming to see residents?

17. Who is thought to benefit the most from community living?

18. Which items are community families likely to give away?

19. What takes longer as a result of living in cohousing?

20. Which recreational facility do children share?

Marks 2 x 10 = 20

4. Write a letter for any one of the given situations

- a. The garbage in your lane has not been collected for weeks. There are huge piles of garbage everywhere, attracting flies and rats. Write a letter to the head of the local council informing him of the situation and request him to take immediate action.
- b. Your son was driving a car borrowed from one of your friends who lives in another part of the town. Unfortunately, the car hit a lamppost and the left headlamp was damaged. Write a letter to your friend apologizing on behalf of your son and tell him that you are ready to pay for the damages.
- c. A much respected and loved teacher of your old school was recently made a J. P. (Justice of the Peace) Write a letter congratulating him and state how much he deserves the honour.

Marks 20

5. You represent Sri Lanka at a world conference promoting tourism. The representatives have been assigned with the task of advertising the popularity of their countries as tourist destinations. Write down this speech convincing them that Sri Lanka is the best tourist destination attention to relevant facts and supporting evidence, structure, organization, coherent argument, accurate language and expression. (200 words)

Marks 20