



University of Ruhuna  
Faculty of Fisheries and Marine Sciences & Technology  
Proficiency in English Examination 2015  
Level II - Intermediate English  
FDN 2110

Index No. \_\_\_\_\_

FOR EXAMINER'S USE ONLY

Question No.	Maximum Mark	Mark Obtained
1	20	_____
2	20	_____
3	20	_____
4	20	_____
5	20	_____
	_____	_____
	Total <u>100</u>	=====

Examiner's Signature: .....

Date: .....

1. Read the following passage and answer the questions. (You need not write in complete sentences.)

A pre-designed questionnaire on ragging was given to four batches of undergraduates of a certain faculty in an undisclosed local university. It is assumed that the conclusions reflect the overall attitudes of Sri Lankan university students. Three of these batches (2011/12, 2012/13, and 2013/14) were in their second year, and one (2014/15), during their Intensive English Course (IEC). Traditionally, second-year students take a prominent role in ragging. The three senior batches were tested when the new entrants were expected to begin their IEC, and the junior batch, in the midst of their “ragging period.”

An overwhelming majority agreed that the police should not be brought to the university to stop ragging (85%), and that ragging is acceptable within limits (79%). They also agreed that ragging can cause serious mental distress (65%).

The majority of senior students (60%) disagreed that ragging should be completely banned; 46% of those undergoing the rag concurred with them.

Over 48% of seniors and interestingly, 25% of juniors, agreed that they liked to be ragged. Over 50% had no opinion on the origins of ragging in Sri Lanka.

There was no difference in the responses to ragging between males and females in the 2012/13 and 2014/15 batches.

The 2014/15 batch was grouped according to their performance in the Placement Test in English. It was felt that this would reflect their social status and family background. This, in turn, was considered to reflect traditional values and social attitudes. The results indicate that these factors do not seem to affect their attitudes towards ragging.

It is unlikely that ragging in Sri Lankan universities could be eradicated when the majority of students have attitudes as those which were elicited from this study.

1. Who answered the questionnaire on ragging?

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2. "The writer implies that it is not possible to prevent ragging in local universities." Do you agree with this statement?

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3. Give a sentence from the passage in support of your answer.

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4. "Over 50% had no opinion on the origins of ragging in Sri Lanka." What do you think the writer is trying to convey by this statement?

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**Questions 5 & 6: Underline the correct answer:**

5. Opinions about ragging differed according to:

- (a) gender (b) social background  
(b) English knowledge (d) seniority

6. Of the following, the most suitable title to this passage would be:

- (a) Ragging  
(b) Ragging in Universities  
(c) Ragging in Sri Lankan Universities  
(d) Attitudes Towards Ragging in Sri Lankan Universities

**Questions 7 – 10: Answer "Yes," "No," or "Not Given"**

The majority of students in the passage were of the opinion that

7. ragging has an adverse psychological effect on its victims. \_\_\_\_\_

8. police intervention is a necessity in cases of ragging. \_\_\_\_\_

9. ragging should be completely banned. \_\_\_\_\_

10. ragging cannot be completely banned. \_\_\_\_\_

(20 marks)

2. Read the following passage and answer the questions.

We holidayed here every summer, my father and mother and I. We would not have put it that way. *We came here for the holidays.* That is what we would have said. How difficult now it is to speak as I spoke then. We came for our holidays here every summer, for many years, many years, until my father ran off to England, as fathers sometimes did, in those days, and do still, for that matter. The **chalet** that we rented was slightly less than a life-sized wooden model of a house. It had three rooms, a living room at the front that was also a kitchen and two tiny bedrooms at the back. There were no ceilings, only sloped undersides of the tarpapered roof. The walls were paneled with **unintentionally elegant**, narrow, beveled boards that on many sunny days smelled of paint and pine-sap. My mother cooked on a paraffin **stove**, the tiny fuel-hole of which afforded me an obscurely **furtive** pleasure when I was called on to clean it, employing for the task, a delicate instrument made of a strip of **pliant** tin with a stiff filament of wire **protruding** at a right angle from its tip. I wonder where it is now, that little Primus stove, so **sturdy** and **steadfast**? There was no electricity and at night we lived by the light of an oil lamp. My father worked in Ballymore and came down in the evenings on the train, in a wordless **fury**, bearing the frustrations of his day like so much knowledge clutched in his clenched fists. What did my mother do with her time when he was gone and I was not there? I picture her sitting at the oilcloth-covered table in that little wooden house, a hand under her head, nursing her **disaffections** as **the long day wanes**. She was still young then, they both were, my father and my mother, younger certainly than I am now. How strange a thing that is to think of. Everybody seems to be younger than I am, even the dead. I see them there, my **poor** parents, rancorously playing at house in the childhood of the world. Their unhappiness was **one of the constants** of my earliest years, a high, **unceasing** buzz just beyond hearing. I did not hate them. I loved

them, probably. Only they were in my way, **obscuring** my view of the future. In time I would be able to see right through them, my transparent parents.

(Banville, John, *The Sea*. Picador, 2005, 34/5.)

(a) Write the meanings of the following words:

- (i) chalet - \_\_\_\_\_
- (ii) stove - \_\_\_\_\_
- (iii) pliant - \_\_\_\_\_
- (iv) sturdy - \_\_\_\_\_
- (v) unceasing - \_\_\_\_\_

Underline the word/phrase that is closest in meaning to the following:

(i) unintentionally elegant

- (a) not elegant                      (b) not designed to be pleasing to the eye, but is so
- (c) not designed well              (d) well-designed

(ii) furtive

- (a) dishonest                      (b) honest                      (c) open                      (d) secret

(iii) protruding

- (a) concealing                      (b) covering
- (c) sticking out from or through something              (d) taking a long time

(iv) steadfast

- (a) firm                      (b) inconstant                      (c) quick                      (d) steady

(v) fury

- (a) covered with fur                      (b) extreme anger                      (c) silence                      (d) stupor

(vi) disaffections

(a) disappointments

(b) disloyalty

(c) unloving

(d) wounds

(vii) the long day wanes

(a) night approaches

(b) the day is too long

(c) the day is too short

(d) the day is wasted

(viii) poor

(a) has no money

(b) not rich

(c) privileged

(d) unfortunate

(ix) one of the constants

(a) a fear

(b) a situation that never changes

(c) something that happens every day

(d) something that is never forgotten

(x) obscuring

(a) darkening

(b) making it difficult to see

(c) making it obvious

(d) obstructing

(20 marks)

3. There is one word missing in each of the following sentences. Choose a word from the box below, write it in the space given, and mark the place it should go, with an asterisk (\*). The first and last sentences have been done for you as an example.

1. Marine habitats can be \* into coastal and open ocean habitats. divided.

2. Coastal habitats are found in the area that extends the shoreline to the edge of the continental shelf. \_\_\_\_\_

3. Most marine life is found in coastal habitats, the shelf area occupies only seven percent of the total ocean area. \_\_\_\_\_
4. Open ocean habitats are found in deep ocean beyond the edge of the continental shelf. \_\_\_\_\_
5. Alternatively, marine habitats can be divided pelagic and demersal habitats. \_\_\_\_\_
6. Pelagic habitats found near the surface or in the open water column, away from the bottom of the ocean. \_\_\_\_\_
7. Demersal habitats are near or on the bottom the ocean. \_\_\_\_\_
8. organism living in a pelagic habitat is said to be a pelagic organism, as in pelagic fish. \_\_\_\_\_
9. Similarly, an organism living in a demersal habitat is said to be demersal organism, as in demersal fish. \_\_\_\_\_
10. Pelagic habitats are intrinsically shifting ephemeral, depending on what ocean currents are doing. \_\_\_\_\_
11. Marine habitats can be modified their inhabitants. \_\_\_\_\_
12. Some marine organisms, like corals, kelp and seagrasses, are ecosystem engineers which reshape the marine environment \* the point where they create further habitat for other organisms. \_\_\_\_\_ to

a	although	an	and	are	by
divided	from	into	of	the	to

(20 marks)

4 Link the following pairs of sentences to make one. The first one has been done for you as an example.

1. Rosalind Franklin was born in 1920.

She was born in London.

Rosalind Franklin was born in 1920, in London.

2. She used x-rays to take a picture of DNA.

This changed biology.

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3. Franklin graduated with a doctorate in physical chemistry from Cambridge University.

This was in 1945.

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4. Then she spent three years at an institute in Paris.

There she learned x-ray diffraction techniques, or the ability to determine the molecular structures of crystals.

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5. She returned to England in 1951.

She worked as a research associate at King's College in London.

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6. It was there that she met Maurice Wilkins.

He was leading his own research group studying the structure of DNA.

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7. Franklin and Wilkins worked on separate DNA projects.

Wilkins mistook Franklin's role in the laboratory as that of an assistant rather than head of her own project.

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8. Meanwhile, James Watson and Francis Crick, both at Cambridge University, were also trying to determine the structure of DNA.

They communicated with Wilkins, who showed them Franklin's reports - without her knowledge.

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9. These reports enabled Watson, Crick and Wilkins to deduce the correct structure of DNA. They published these deductions in the journal *Nature* in April 1953.

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10. They also persuaded Franklin to publish her article after theirs. Because of this, her report seemed only a confirmation of theirs.

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