



EASTERN UNIVERSITY, SRI LANKA

**THIRD YEAR SECOND SEMESTER EXAMINATION IN ARTS & CULTURE-
2015/2016 (December 2019)**

ADVANCED GENERAL ENGLISH -II NEL 3210

Time: 02Hours

Index No:

Instructions to the candidates:

Answer all the questions on this paper itself. This question paper contains nine (09) pages.

For Examiner's use only

Question Number	Maximum Marks	Marks Obtained
01	30	
02	10	
03	10	
04	05	
05	10	
06	15	
07	20	
Total		

Section I Reading Skills

Total Marks: 30

Q1. Read the following text and answer the questions that follow:

Physiological studies have found that speaking two or more languages is a great asset to the cognitive process. The brains of bilingual people operate differently than single language speakers, and these differences offer several mental benefits.

Below are some cognitive advantages to learning a foreign language. Many of these attributes are only apparent in people who speak multiple languages regularly – if you haven't spoken a foreign tongue since your A levels, your brain might not be reaping these bilingual benefits. However, people who begin language study in their adult lives can still achieve the same level of fluency as a young learner, and still reap the same mental benefits, too.

Speaking a foreign language improves the functionality of your brain by challenging you to recognise, negotiate meaning, and communicate in different language systems. This skill boosts your ability to negotiate meaning in other problem-solving tasks as well.

Students who study foreign languages tend to score better on standardised tests than their monolingual peers, particularly in the categories of math, reading, and vocabulary.

Multilingual people, especially children, are skilled at switching between two systems of speech, writing, and structure. According to a study from the Pennsylvania State University, this “juggling” skill makes them good multi-taskers, because they can easily switch between different structures. In one study, participants used a driving simulator while doing separate, distracting tasks at the same time. The research found that people who spoke more than one language made fewer errors in their driving.

Several studies have been conducted on this topic, and the results are consistent. For monolingual adults, the mean age for the first signs of dementia is 71.4. For adults who speak two or more languages, the mean age for those first signs is 75.5. Studies considered factors such as education level, income level, gender, and physical health, but the results were consistent.

Educators often link the brain to a muscle, because it functions better with exercise. Learning a language involves memorising rules and vocabulary, which helps strengthen that mental “muscle.” This exercise improves overall memory, which means that multiple language speakers are better at remembering lists or sequences. Studies show that bilinguals are better at retaining shopping lists, names, and directions.

A study from Spain's University of Pompeu Fabra revealed that multilingual people are better at observing their surroundings. They are more adept at focusing on relevant information and editing out the irrelevant. They're also better at spotting misleading information. Is it any surprise that Sherlock Holmes and Hercule Poirot are skilled polyglots?

According to a study from the University of Chicago, bilinguals tend to make more rational decisions. Any language contains nuance and subtle implications in its vocabulary, and these

ases can subconsciously influence your judgment. Bilinguals are more confident with their choices after thinking it over in the second language and seeing whether their initial conclusions still stand up.

Learning a foreign language draws your focus to the mechanics of language: grammar, conjugations, and sentence structure. This makes you more aware of language, and the ways it can be structured and manipulated. These skills can make you a more effective communicator and a sharper editor and writer. Language speakers also develop a better ear for listening, since they're skilled at distinguishing meaning from discreet sounds.

Source edited from: <https://www.telegraph.co.uk/education/2018/03/27/learn-foreign-language-benefits-bilingualism/>

1. Provide a suitable heading for the above text

.....
2 Marks

2. What is this article about? Use your own words to write the answer.

.....
2 Marks

3. How does the reader know that speaking two languages has its own advantages?

.....
.....
.....
3 Marks

4. Who is a bilingual?

.....
.....
3 Marks

5. Explain the terms multi-linguals and multi-taskers?

Multi-linguals
.....

Multi-taskers
.....

4 Marks

6. What makes the educators to connect the brain with the muscle?

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

3 Ma

7. Mention the elements of language being made in to focus by an individual who learns a foreign language?

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

3 Mar

8. What do you understand by the phrase “great assets to the cognitive process” (paragraph 1, line 1). Use your own words to explain.

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

3 Mark

9. What are the two distinct advantages a language learner acquires when he/she learns a foreign language as mentioned in paragraph 9?

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

3 Marks

10. Summarise the above text in 40 words.

4 Marks

Section II

English Language Structure

Total Marks: 35

Q2. Form questions by rearranging the jumbled words/phrases given below.

1. ever India to have you been

.....?

2. campus home how you travel to do from

.....?

3. you how practice do go for Cricket often

.....?

4. have how siblings you many do

.....?

5. open they when building the new will

.....?

10 Marks

Q3. Identify and underline the correct if-clause conditions used in the sentences given below.

1. If it wasn't so late, I would go marketing.

- a. type I (probable condition)
- b. type II (improbable condition)
- c. type III (impossible condition)

2. Uma would have phoned her mother if she hadn't texted her.

- a. type I (probable condition)
- b. type II (improbable condition)
- c. type III (impossible condition)

3. I would buy an expensive iPhone if I had enough money.

- a. type I (probable condition)
- b. type II (improbable condition)
- c. type III (impossible condition)

4. If we had known of your transfer, we would have been at the apartment for the send-off.

- a) type I (probable condition)
- b) type II (improbable condition)

c) type III (impossible condition)

5. I could have helped you if you had told me the urgency.

- a. type I (probable condition)
- b. type II (improbable condition)
- c. type III (impossible condition)

10 Marks

Q4. Modify the given verbs to make correct passive voice phrases. Write the answers on the dotted lines given.

1. Sociology students – send - to Nepal on a study tour (will-future)

2. patients- see - in the Out Patients Department (OPD) (Simple Past)

3. the course-conduct-for the benefit of the school leavers(Simple Past)

4. the computers at the self-access unit -replace (Past Progressive)

5. volunteers for the project-enlist (Present Perfect)

05 Marks

Q5. Match the prepositions given below with the sentences given and write the answers on the dotted lines provided.

(by, within, into, against, at,)

1. Using your mobile phone while driving is..... the law.

2. After payment you will receive the product.....10 working days.

3. I have no experience, so I'm a disadvantage when it comes to this job interview.

4. I read a great book a famous Sri Lankan author.

5. We've put a lot of effort this project.

10 Marks

