

Index No.



UNIVERSITY OF COLOMBO, SRI LANKA
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

Faculty of Arts

FNDE 1108

2019

Level 3

(Two Hours)

Answer all questions

(This question paper contains 03 questions from pages 1 - 11)

Important Instructions to Candidates

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

Question	Marks
1 (20 marks)	
2 (25 marks)	
3 (15 marks)	
Total (60 marks)	

Question 1 – (20 marks).

A. Fill in the blanks with relative pronouns. (5 marks)

In recent years, the concept of “environmental refugees” has gained new importance, as global climate change and desertification threaten the livelihoods of millions of people (1) are leaving home in search of new opportunities. By 1995, the last year (2) a thorough assessment was undertaken, the number of environmental refugees had reached 25 million. During 2012, approximately 32.4 million people were displaced by environmental disasters, including those (3) were forced to relocate within their countries of origin and sought refuge through international migration. In developing nations (4) ninety-eight percent of this displacement was caused by climate- and weather-related disasters, especially flooding, people are disproportionately affected by displacement, often due to “compounded vulnerability”, (5) means, repeated natural disasters and difficulty in rebuilding infrastructure and protections for the future. Wealthy countries also suffered considerable environmental-induced displacement during 2012 (Adapted from IDMC, 2012).

B. 1-5 are adverbial and nominal/subject phrases. Write in the blanks the corresponding letter of the matching predicates (a-e). (5 marks)

1. Almost all developed countries
2. The economic effects of migration for both sending and receiving countries
3. For sending countries, the short-term economic benefit of emigration
4. Remittances
5. In many European countries, including Britain, Switzerland, Denmark, Italy and Sweden,

Predicates

- a) ... are funds that emigrants earn abroad and send back to their home countries, mainly in order to support families left behind.
- b) ... have found that they need migrants’ low skill labor to support their growing economies.
- c) ... opposition to immigration has become a central issue in many elections.
- d) ... vary depending on who is moving, specifically with respect to migrant workers’ skill levels.
- e) ... is found in remittances.

C - Fill in the blanks in the given passage with the correct connective/ conjunction from the list of answers. Use each word or phrase only once. The category of connectives for each answer is given. (10 marks)

Category

- | | | | | |
|-----------|-------------|-------------|-----------|---------------|
| 1. Reason | 2. Addition | 3. Addition | 4. Result | 5. Opposition |
| 6. Result | 7. Addition | 8. Reason | 9. Result | 10. Time |

Answers

- | | | | | |
|-------------------|---------|-----------|---------|----------------|
| on the other hand | further | therefore | because | accordingly |
| in other words | and | thus | since | in addition to |

Civil Society and Social Movement

'Civil society' is one of the three important sectors of society along with government and business. 1. This is it is one of the most important democratic processes in a country. Strengths and weaknesses of civil societies determine the speed of the transition into a democracy 2. the help to sustain the democratic system itself. 3., 'civil society' is a forum where citizens associate to achieve a range of different purposes, some positive and some perceived as negative and violent. 4., 'civil society', as it is usually referred to in many places means those organizations where citizens associate in order to push for greater democracy in the country.

5., a social movement is a particular form of collective behaviour where the motive to act springs largely from the attitudes and aspirations of members, typically acting within a loose organizational framework. 6., being part of a social movement requires a level of commitment and political activism rather than formal or card-carrying membership. 7., movements move and are progressive. A movement is different from spontaneous mass action such as an uprising or rebellion, 8., it has intended and planned action in pursuit of a recognized social goal. 9., not uncommonly, social movements embrace interest groups and may even create political parties, trade unions and socialist parties. 10., they can be seen as part of a broader labour movement.

Q. 1

/20

QUESTION 2 - Read the passage and answer all the questions using the information given in the passage. (25 marks)

Diplomacy Is the Art of Enhancing Power

1. Henry Kissinger has written that "Diplomacy is the art of restraining power." However, History has shown that diplomacy can be the art of enhancing power. Kissinger himself was a leader in such a diplomatic exercise when US diplomacy with regard to Communist China in 1971-1972 could be said to have enhanced US power in the international arena.

2. By engaging both in secret and open diplomacy to effect an agreement with Communist China, a country with which the United States had not had diplomatic relations since 1949, the year the Communist took power, the administration of President Richard Nixon was to change the principal feature of the US-Soviet bi-polar international system into a tri-polar one. This enhanced US diplomatic influence. Diplomacy in this case enhanced US power in the international arena.

3. Diplomacy can be said to be the art of restraining force. Force is an element of power, but not its only indicator. If by power one means influence and the ability to project it, then the idea suggested in the following phrase seems to be more accurate compared to what Kissinger has argued.

4. In his article, "The Concept of Power," the late Robert Dahl, of Yale University, one of the foremost experts in political science, defined power as follows: "A has power over B to the extent that he can get B to do something that B would not otherwise do." Dahl's definition became widely quoted in academia and beyond. Of course, power as influence can be manifested by persuasion rather than force. The definition of power as influence may have a strong element of force in the background, either explicitly or implicitly directed at a specific actor or as a further source of power. In this respect, it could be argued that diplomacy helps to create favorable circumstances to use force and, thus, diplomacy becomes a further element of power.

5. Thus, for instance, when in May 1967, Egyptian President Gamal Abdel Nasser ordered the United Nations peace-keeping forces out of the Sinai Peninsula, closed the Strait of Tiran to Israeli shipping and sharpened his threats against Israel, the Israeli political leadership, against the advice of many of its generals, who urged an immediate military attack, undertook a diplomatic campaign aimed at averting war by requesting the international community to exert pressure on Egypt to go revert to the status quo, that is to the previous political position.

6. Wishing to prevent war, Israel's prime-minister, Levy Eshkol, realized that if resort to arms became inevitable, diplomacy had to be employed to the fullest possible extent so as to create the favorable international circumstances to avoid criticism and gain support. In this case, for Israel, diplomacy became a means to restrain, that is, control force, to begin with, and then to

enhance power by creating the best possible international conditions of support, if Israel had to resort to force.

7. A similar argument could be advanced with regard to Britain's reaction to the invasion of the Falklands/Malvinas islands by Argentina on the 2nd of April, 1982. Immediately after this invasion by Argentina, the British Government, headed by Margaret Thatcher, realizing that its shipping fleet would take a few weeks to reach the South Atlantic islands, agreed to engage in diplomacy with a two-fold objective: to avert a military confrontation with Argentina and, if this proved impossible, diplomacy was to become a means not only to restrain force, but also to enhance power by eliciting international support for the use of military force to revert to the status quo, that is the previous political position.

8. Furthermore, diplomacy could also enhance power by creating military alliances aimed at deploying force if necessary. In this context, it may be worth quoting the definition of Smart Power, a term usually associated with Joseph Nye, by the Center for Strategic and International Studies in the United States: "an approach that underscores the necessity of a strong military, but also invests heavily in alliances, partnerships, and institutions of all levels to expand [...] influence and establish legitimacy [...]." Thus, when NATO was set up in April 1949, diplomacy was used to enhance power by forging an alliance with the aim to show willingness to use force if needed. To be sure, it could be argued that a resort to diplomacy in this case was aimed at restraining force, for the ultimate objective was to prevent war by conveying a readiness to engage in it.

9. It should be further noted that diplomacy could naturally lead to what looks like a reduction of power in order to control force. The example that comes to mind is of the appeasement policy adopted by Britain and France towards Nazi Germany in 1937-1938. Simple meaning of appeasement here is to make the other state happy so that they will not act against another state. However, by actively pursuing a diplomacy aimed at avoiding war, British and French power were absurdly thought by Germany to have been reduced. Adolf Hitler himself was quoted as having said a year later, prior to Germany's invasion to Poland, that, based on his personal experience, the British and French leaders were little worms. One could hardly think of a clearer image of reduced power than this one.

10. Thus, to summarize, diplomacy is the art of restraining force and enhancing power, with the unintentional effect on occasion leading to an apparent reduction of power. The distinction between force and power in this context is as important as the clear understanding of the interconnection between the two in a changing international context. (Adapted from an article by Yoav Tenenbaum, 2017)

1. Explain the meaning of the word 'art' according to the context it is used in the 1st paragraph.(1.5 marks)

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2. Write if these statements are True or False. (3marks)

- (i) Kissinger's diplomacy reduced US global influence.
- (ii) Diplomatic relations between US and China commenced with the Chinese communist state in 1949.
- (iii) According to the writer, Kissinger's and Dahl's ideas are similar.

3. Name the tri-polar states. (1.5 marks)

.....

4. Give 3 definitions of diplomacy according to the passage.(3 marks)

- (i).....
- (ii).....
- (iii).....

5. (i) Give a definition of power according to a writer mentioned in the passage. (1 marks)

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(ii) What is the name of the book that has the above definition of power? (1 mark)

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6. (i) What was the advice of Israeli military generals against Egypt in 1967? (1 mark)

.....

(ii) What was the decision taken by the Israeli leaders against Egypt in 1967? (1 mark)

.....

(iii) What was the purpose behind the decision of the Israeli leaders? (1.5 mark)

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7. Give the contextual meaning of the word 'employed'. (1 mark)

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8. What were the two objectives of diplomacy by the Thatcher government after the Argentinian invasion of the Falkland Islands? (2.5 marks)

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9. How was NATO planning to stop a war from taking place? As your answer, give the sentence or phrase from the passage. (1 mark)

.....

10. Hitler thought that British and French military were little worms. (1.5 marks)

(i) According to the writer of the passage, was that a correct assessment of the British and French military power?

(ii) Give the phrase in the passage that supports your answer.

.....

11. Paragraph 4 says, "Of course, power as influence can be manifested by persuasion rather than force."

In your opinion, how can persuasion and/or force be used to achieve better results in relations. Give examples/reasons for your answer from international, national or personal situations. (5 marks)

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Q. 2

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QUESTION 3 – Write a summary of the passage given below. (15 marks)

Note: Write in the grid given. Do not write more words than the boxes in the grid. Do not write in point-form. Write in full sentences. Indicate the number of words you have written. Use the rough paper at the end of the grid to develop your answer.

To what extent does human population growth impact global warming, and what can be done about it?

No doubt human population growth is a major contributor to global warming, given that humans use fossil fuels to power their increasingly mechanized lifestyles. More people means more demand for oil, gas, coal and other fuels mined or drilled from below the Earth's surface that, when burned, spew enough carbon dioxide (CO₂) into the atmosphere to trap warm air inside like a greenhouse.

According to the United Nations Population Fund, human population grew from 1.6 billion to 6.1 billion people during the course of the 20th century. (Think about it: It took all of time for population to reach 1.6 billion; then it shot to 6.1 billion over just 100 years.) During that time emissions of CO₂, the leading greenhouse gas, grew 12-fold, and, with worldwide population expected to surpass nine billion over the next 50 years, environmentalists and others are worried about the ability of the planet to withstand the added load of greenhouse gases entering the atmosphere and wreaking havoc on ecosystems down below.

Developed countries consume the lion's share of fossil fuels. The United States, for example, contains just five percent of world population, yet contributes a quarter of total CO₂ output. However, while population growth is stagnant or dropping in most developed countries (except for the U.S., due to immigration), it is rising rapidly in quickly industrializing developing nations. According to the United Nations Population Fund, fast-growing developing countries like China and India will contribute more than half of global CO₂ emissions by 2050, leading some to wonder if all of the efforts being made to curb U.S. emissions will be erased by other countries' adopting the over-consumptive ways of developed countries.

"Population, global warming and consumption patterns are inextricably linked in their collective global environmental impact," reports the Global Population and Environment Program at the non-profit Sierra Club. As developing countries' contribution to global emissions grows, population size and growth rates will become significant factors in magnifying the impacts of global warming.

According to the Worldwatch Institute, a nonprofit environmental think-tank, the overriding challenges facing our global civilization are to curtail climate change and slow population growth. "Success on these two fronts would make other challenges, such as reversing the deforestation of Earth, stabilizing water tables, and protecting plant and animal diversity, much more manageable," reports the group. "If we cannot stabilize climate and we cannot stabilize population, there is not an ecosystem on Earth that we can save."

Many population experts believe the answer lies in improving the health of women and children in developing nations. By reducing poverty and infant mortality, increasing women's and girls' access to basic human rights such as health care, education, economic opportunity, educating

women about birth control options and ensuring access to voluntary family planning services, women will choose to limit family size.

Among the factors that will be affected by climate change are rising sea-levels, drought and loss of agricultural land. Increasing temperatures caused by climate change will make the water of the oceans expand. Ice melting in the Antarctic and Greenland will contribute to the sea level which could rise by as much as 25 to 50 cm, by 2100. Higher sea levels will threaten the low-lying coastal areas such as the Netherlands and Bangladesh, putting millions of areas of land at danger from flooding, causing people to leave their homes. Low lying areas in cities will be hugely affected by the rising sea.

Changes in weather will affect many crops grown around the world. Crops such as wheat and rice grow well in high temperatures, while maize and sugarcane plants prefer cooler climates. Changes in rainfall patterns will also affect how well plants and crops grow. The effect of a change in the weather on plant growth may lead to some countries not having enough food. Brazil, parts of Africa, south-east Asia and China will be affected the most and many people could be affected by hunger.

All across the world, there is a big demand for water and in many regions, such as the central and eastern Africa there is not enough water for the people. Changes in the climate will change the weather patterns and will bring more rain in some countries, but others will have less rain, generally dry areas will become drier and wet areas could become wetter.

As climate change takes place, our daily weather and normal temperatures will change the homes of plants and animals all over the world. Polar bears and seals are a good example of animals that will be affected by climate change and will have to find new land for hunting and living, if the ice in the Arctic melts. But the fact is more real that these species could become extinct.

Climate changes will affect everyone, but some populations will be at greater risk. Countries whose coastal regions have a large population, such as Egypt and China, may have to move whole populations inland to avoid flooding. The effect on people will depend on how well we can adapt to the changes and how much we can do to reduce climate change in the world.

(853 words).

(Adapted from Larry LeDoux, Honolulu, HI, United Nations Population Fund, Sierra Club's Global Population and Environment Program, Worldwatch Institute)

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