

# BUSINESS ENGLISH

## New Syllabus -2070

Course No.: MGT201

Nature of the Course: Compulsory

Full Marks: 100

Pass Marks: 35

Lecture hours: 150

### Course Objectives

The BBS English course is a two-pronged English course emphasizing the core areas of reading and writing along with a strong communication component. It is designed to help students get ahead fast with their general English skills in interdisciplinary contexts with the lessons covering important vocabulary, grammar, reading and writing, listening and speaking skills for general and technical English. It is a theme-based course with comprehensive coverage of English language and critical thinking skills. Authentic listening and reading materials provide models for up to date language, grammar, and vocabulary.

The course has the following four main components:

- i. Interdisciplinary Approach to Learning English
- ii. Functional English Language Texts
- iii. Reading for Writing
- iv. Style

### General Objectives

The general objectives of the course are to

- develop specific skills in core English
- teach the writing modes
- discuss rhetorical devices
- present language points required for academic success
- support serious reading and writing activities
- understand and produce paragraphs, essays, letters, and report
- build students' confidence in using English in professional and social scenarios
- develop critical skills and cultural awareness

### Specific Objectives

The specific course objectives are to teach students to:

- work on writing, reading and listening skills
- use correct punctuation, spelling and vocabulary
- increase confidence and fluency in speaking
- improve accuracy to enable clear communication of ideas
- develop understanding of grammar
- interact in a multi-cultural and interdisciplinary environment
- focus on student's personal needs and objectives
- acquire a wide interdisciplinary knowledge of different disciplines
- use thought-provoking readings to develop writing skills
- give students tools to write both personal and academic essays
- help students write in multiple modes
- encourage thinking and reflection as a prelude to writing
- expand students' knowledge of grammar
- introduce students to the key areas in the study of style
- give suggestions for project work

## Contents

**Unit 1: Interdisciplinary Approach to Learning English (Weightage 40%)**

This component of the course carries carry 40 marks.

1. **Invitation**
  - Interactions (relating to the text) and Spotlights
2. **Ancient Tales**
  - Yudhishthira's Wisdom (Rao); The Brave Little Parrot (Martin); If Not Higher (Peretz);
  - Interactions (relating to the selected texts) and Spotlights
3. **Education**
  - Why go to a University? (Nissani); Don't Cut Down the Trees, Brother Woodcutter (Sama); Surely You Are Joking, Mr. Feynman (Feynman); A 1996 Commencement Speech (Rushdie);
  - Interactions (relating to the selected texts) and Spotlights
4. **Actions and Consequences**
  - The Parrot in the Cage (Paudyal); A Sound of Thunder (Bradbury);
  - No Smoke from the Chimneys (Shrestha);
  - Interactions (relating to the selected texts) and Spotlights
5. **Television**
  - The Wretched Stone (Van Allsburg); TV Can be a Good Parent (Gore);
  - Interactions (relating to the selected texts) and Spotlights
6. **Cross-cultural Bridges**
  - Marriage is a Private Affair (Achebe); Then and Now: Finding My Voice (Kim);
  - Interactions (relating to the selected texts) and Spotlights
7. **Cultural Anthropology**
  - Arranging a Marriage in India (Nanda); Life is Sweet at Kumansenu (Nicol);
  - Interactions (relating to the selected texts) and Spotlights
8. **The Human Condition**
  - The Lunatic (Devkota); How Sane Are We? (Chaudhary); Gaia (Lohani)
  - Interactions (relating to the selected texts) and Spotlights
9. **Natural Science**
  - The Making of a Scientist (Ramchandran); Scientific Inquiry: Invention and Test (Hempel);
  - Interactions (relating to the selected texts) and Spotlights
10. **Humor and Satire**
  - King John and the Abbot of Canterbury (Anon); Third Thoughts (Lucas) ; The Clock Tower (Sherchan);
  - Interactions (relating to the selected texts) and Spotlights
11. **Critical and Creative Thinking**
  - The Stub Book (de Alarcon); Mr. Know-All (Maugham); Keeping Errors at Bay (Russell); What Is Intelligence, Anyway (Asimov);
  - Interactions (relating to the selected texts) and Spotlights
12. **Love**
  - To His Coy Mistress (Marvell); The Telegram on the Table (Pradhan); Piano (Lawrence);
  - Interactions (relating to the selected texts) and Spotlights

**13. Life and Death**

- The Great Answer (Oursler); Stopping by Woods on a Snowy Evening (Frost); A Tale (Koirala); Ethics (Pastan); "Where the Mind is without Fear" (Tagore); New Year (Parijat);
- Interactions (relating to the selected texts) and Spotlights

**Prescribed Book**

Nissani, M., and S. Lohani. **Flax-Golden Tales: An Interdisciplinary Approach to Learning English.**

Shorter Edition. Kathmandu: Ekta, 2013. (Sounds of English and Stories and Poems on CD).

**Unit 2: Functional English Language Texts (Weightage 15%)**

This component of the course carries carry 15 marks.

1. Paragraph to Short Essay
2. Descriptive Essays
3. Narrative Essays
4. Opinion Essays
5. Comparison and Contrast Essays
6. Cause and Effect Essays

**Prescribed Book**

Savage, Alice, and Patricia Mayer. **Effective Academic Writing 2: The Short Essay.** Oxford: OUP 2005.

**Unit 3: Reading for Writing (Weightage 30%)**

This component of the course carries carry 40 marks.

1. **Introduction to the Topic, Reading, and Discussion:**
  - Reflection • Discussion • Preparing to read • Reading for overall meaning • Reading for more detail
2. **Personal Written Response:**
  - Journals: a private audience • Shared writing • Feedback on student writing
3. **Further Reading, Writing, and Discussion:**
  - Preparing to read • Reading for overall meaning • Reading for more detail • Helping each other understand • Discussion: Critical thinking
4. **Focus on Writing Skills**
  - Using other's writing • Meeting reader expectations • Sentence grammar
5. **Formal on Writing Skills:**
  - Writing topics • Generating ideas • Expanding student point of view • Initial drafts
  - Review, revision, and assessment
6. **Grammar and Punctuation:**
  - Sentence Structure • Relative Clauses • Word Order • Adjectives and Adverbs
  - Punctuation

Complete Essay Assessment Checklist

**Prescribed Book**

Smalzer, William R. **Write to be Read: Reading, Reflection, and Writing.** Second Edition. Cambridge: CUP, 2005.

**Unit 4: Style (Weightage 15%)**

This component of the course carries carry 15 marks.

1. Choosing le most juste
2. Following and flouting conventions
3. Live and dead metaphors
4. Patterns of words in a text
5. Patterns of grammar in a text
6. The textual orchestration of patterns
7. The effects of the medium
8. Sequences of words and events
9. The selection of significant detail
10. Personal attitude, involvement and emotion
11. Style and ideology
12. A note on the poetic
13. Suggestions for projects

**Prescribed Book**

Haynes, John. **Style**. London and New York: Routledge, 1995.

**Teaching Methods**

The suggested teaching method is to introduce the theme and the writing task and then guide the students to practice specific skills and put language knowledge to produce their own writings. The recommended approach is to view the books not as mere language texts but to introduce students to many disciplines, to expand their intellectual and spiritual horizons, to underscore the nobility of humanity's never-ending search for truth, beauty, and compassion. The goal is, therefore, to teach language skills along with insight and wisdom. The specific methods are also suggested in the course books and teacher manuals, and it will prove valuable for teachers to follow them. A useful method will be to introduce the theme and the writing task and then guide the student to practice specific skills and put language knowledge to produce their own writings in different genres using appropriate styles.

**Evaluation**

The examinations will cover the language skills and include a range of tasks which assess students' ability to use English in a variety of contexts. Above all, the examinations will assess the students' ability to communicate effectively in English, especially in reading and writing activities using appropriate writing style.

**Suggested Books**

- Carter, Ronald, and Michael McCarthy. **Cambridge Grammar of English**. Cambridge: CUP, 2006.
- Crystal, David, ed. **The Penguin Encyclopedia**. 3rd rev. ed. Penguin Books, 2006.
- Effective Academic Writing 2: The Short Essay**. Answer Key Booklet. Oxford: OUP, 2006.
- Oxford Advanced Learner's. **Dictionary of Current English**. Eighth Edition. Oxford: OUP, 2010.
- Smalzer, William R. **Write to be Read: Teacher's Manual**. Second Edition. Cambridge: CUP, 1996.
- Thomson, Anne, **Critical Reasoning: A Practical Introduction**. Third Edition. London and New York: Routledge, 2009.
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## Evaluation Model

Full Marks: 100

Pass Marks: 35

Time: 3 hours

### Course Description

The BBS English course is a two-pronged English course emphasizing the core areas of reading and writing along with a strong communication component. It is designed to help students get ahead fast with their general English skills in interdisciplinary contexts with the lessons covering important vocabulary, grammar, reading and writing, listening and speaking skills for general and technical English. It is a theme-based course with comprehensive coverage of English language and critical thinking skills. Authentic listening and reading materials provide models for up to date language, grammar and vocabulary.

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### Prescribed Books

Nissani, M., and S. Lohani. *Flax-Golden Tales: An Interdisciplinary Approach to Learning English*. Shorter Edition. Kathmandu: Ekta, 2013. (Sounds of English and Stories and Poems on CD).

Savage, Alice, and Patricia Mayer. *Effective Academic Writing 2: The Short Essay*. Second Edition. Oxford: OUP, 2012.

Smalzer, William R. *Write to be Read: Reading, Reflection, and Writing*. Second Edition. Cambridge: CUP, 2005.

Haynes, John. *Style*. London and New York: Routledge, 1995.

### Evaluation

- ❖ Questions will be set covering all the prescribed books.
  - ❖ The questions will be of three broad types.
1. **Comprehensive/Analytical type:** 2 questions each of 15 marks  
(3 questions will be given):  $2 \times 15 = 30$  marks
  2. **Descriptive/Short answer type:** 5 questions each of 10 marks  
(6 questions will be given):  $5 \times 10 = 50$  marks
  3. **Brief/Objective type:** 10 questions each of 2 marks  
(12 questions will be given):  $10 \times 2 = 20$  marks
- ❖ The distribution of questions will be as follows:
1. Comprehensive / Analytical type:
    - one question from Flax-Golden
    - one question from Write to be Read
    - one question from Flax-Golden and / or Write to be Read
  2. Descriptive/Short answer type
    - one question from Flax-Golden
    - one question from Write to be Read
    - two questions from Short Essay
    - two questions from Style

## 3. Brief/Objective type:

- two questions from Flax-Golden
- two questions from Write to be Read
- two questions from Short Essay
- four questions from Style

## 4. Students will be tested on their ability to:

- to apply the four levels of reading a text
- to write convincing paragraphs and essays
- to discover and communicate meaning holistically
- to write a variety of functional text types with a rhetorical focus matching content with style
- to show an understanding of grammar and vocabulary in context

❖ A model question paper is given below, but it is to be borne in mind that it is just for giving a general idea of an exam paper and is not and does not aim to be exhaustive. It is just one of the many kinds of question papers that may be framed.

## New Model Questions- 2070

**Time: 3 hours**

**Full Marks: 100**

Candidates are expected to answer the questions in their own words as far as practicable. The figures in the margin indicate full marks.

**Answers ALL the questions**

**1. Answer any TWO of the following:**

**[15x2=30]**

**a. Read the following passage and answer the questions below:**

It is many months now since I found myself obliged by conscience to end my silence and to take a public stand against my country's war in Vietnam. The considerations which led me to that painful decision have not disappeared; indeed, they have been magnified by the course of events since then. The war itself is intensified; the impact on my country is even more destructive. I cannot speak about the great themes of violence and non-violence, of social change and of hope for the future, without reflecting on the tremendous violence of Vietnam. Since the spring of 1967, when I first made public my opposition to my government's policy, many persons have questioned me about the wisdom of my decision. "Why you?" they have said. "Peace and civil rights don't mix. Aren't you hurting the cause of your people?" And when I hear such questions, I have been greatly saddened, for they mean that the inquirers have never really known me, my commitment, or my calling. Indeed, that question suggests that they do not know the world in which they live.

In explaining my position, I have tried to make it clear that I remain perplexed-as I think everyone must be-by the complexities and ambiguities of Vietnam. I would not wish to underrate the need for a collective solution to this tragic war. I would wish neither to present North Vietnam or the National Liberation Front as paragons of virtue nor to overlook the role they can play in the successful resolution of the problem. While they both may have justifiable reasons to be suspicious of the good faith of the United States, life and history give eloquent testimony to the fact that conflicts are never resolved without trustful give-and-take on both sides. Since I am a preacher by calling, I suppose it is not surprising that I

had several reasons for bringing Vietnam into the field of my moral vision. There is at the outset a very obvious and almost facile connection between the war in Vietnam and the struggle I and others have been waging in America.

(Dr. Martin Luther King, Jr., "The Trumpet of Conscience")

- i. Why did Dr. King feel that he to clarify his position against the war?
- ii. Why didn't Dr. King feel the United States could solve the problems between the two sides in Vietnam by fighting there?
- iii. Why did Dr. King bring Vietnam into the field of his moral vision?
- iv. Was Dr. King as concerned about Vietnamese victims as he was about U.S. victims? Explain.
- v. When a government starts a war, its position is that it is acting justly and morally. If a citizen refuses to participate in the war because of personal moral principles, is he/she less moral than the government? Explain.
  - b. Apply the four levels of reading a text to Ray Bradbury's "A Sound of Thunder" or Lekhanath Paudyal's "The Parrot in the Cage".
  - c. Who would you argue are more intelligent: men or women? Why? You can base your answer, if you wish, on Bertrand Russell's essay "Keeping Errors at Bay".

OR

Are good manners a matter of how we look at ourselves or how we look at other people? Explain. You can use Dr. Peale's ideas as given in the essay "Courtesy: Key to a Happier World".

2. Answer any FIVE of the following: [10x5=50]

- a. What do you think: If two people from two different linguistic groups, or religions, or tribes, or nationalities, or castes, fall in love, should they marry, even if their families are opposed? Give reasons for your answer.
- b. Edit this paragraph for coherence.  
English, like other languages, has conflicting sayings about important matters like love, friendship, and work. In English we say about work, "Never put off till tomorrow what you can do today." The message is that one can and should always work more- at least until all the work is done. In English we have this proverb: "All work and no play make Jack a dull boy." The advice is not to work too much. Life without recreation makes one an uninterested person. How is it that the language has two sayings that give opposite messages? We can assume that work is important to native English Speakers. They respect is a lot-perhaps too much. The second saying may be a kind of safety valve. It warns people against going too far in following the advice of the first saying.
- c. Describe a famous building or structure? Where is it? Who built it? When? What is it used for? What do you like or dislike about it?
- d. Tell a story from your life that supports the saying, "Experience is the best teacher".
- e. Explain the unconventional interpretation in each joke below:
  - i. STRAIGHT MAN: Would you call me a taxi please.  
COMEDIAN: Okay, You're a taxi.
  - ii. STRAIGHT MAN: Who was that lady I saw you with last night.  
COMEDIAN: That was no lady. That was my wife.

Ans: (i) The funny reply 'okay. You're a taxi illustrates that the reply is not contextual understanding but straight forward comedian took straight mans remark as a request so he accepts it saying okay. You're a taxi. Such conversation is taken place many times in our life. (ii) Here in this funny conversation 'lady' stands for non-family member walking with a lady means romantic time with someone out of family. 'Lady' means not spouse but a woman with affair. That was my wife as a reply means a completion of understanding gap between to persons.

- f. Cafe owner wants to attract children to her cafe. She has devised an ice-cream dish with cream, chocolate sauce, and strawberries in it. Invent two different two - or three- word phrases for
- the title for the cafe (specially catering for ice-cream, for children)
  - the name of the ice-cream (on the menu, containing cream, chocolate sauce, and strawberries)

Ans: (i) - Babs Ice zone - Children ice-cream House (ii) Ice- Lolly - strawberries  
- Choco - Coco - in - Choco - cream- all - Yemmy - coco - Choco. Ice

3. Answer any TEN of the following:

- a. Condense the main point of Parijat's "New Year" into one sentence.

Ans: Everything has positive and negative aspects when it is utilized in human life but we should try out best to create something good even better out of worse so that there can be new hope and optimism for the existence as the arrival of 'New Year' and its effects in this poem.

- b. Edit the sentence "He resembles his brother, who is such a handsome man, and who has been known for a long time to be a hardworking kind of guy."

Ans: He resembles his handsome, hardworking brother.

- c. Choose the better of the two words shown in parentheses and rewrite each item as one sentence: "Some people feel that total honesty is essential in a loving relationship others feel it as dangerous to be completely honest. (however/therefore)

Ans: Some people feel that total honesty is essential in a loving relationship, however, others feel it as dangerous to be completely honest.

- d. The best meaning of the underlined phrase in the sentence: "I recognize this attitude as a healthy components of our survival instinct and one that enables us to carry on so we can make additional choices that sustain us." is

- part of our will to live
- part of the law of the world
- part of our need to take care of others

Ans: (i) part of our will to live

- e. Write down the topic and controlling idea in the sentence: "There are several ways to reduce stress."

Ans: Topics = reduce stress, controlling idea = There are several ways

- f. Write down four adjective to describe the smell of a food.

Ans: (1) aromatic (2) stinking (3) smelly (4) scented

- g. Match the likely purpose to the audience:

Audience	Purpose
1. ... friends	a. to show what I have learned
2. ... younger relatives	b. to show my ability to do a job
3. ... instructors	c. to teach by example
4. ... employers	d. to entertain

Ans: 1. d 2. c 3. a 4. b

- h. Rewrite the following headline, so as to make it less formal and more "tabloid": TEENAGERS BURN CAR.

Ans: Tinny blazed car

- i. What does the word "halo" suggest in the sentence: "The rock singer sang in a halo of spotlight?"

Ans: In the above example the word halo is metaphorically used and contextualized in religious sense of saint's or prophet's halo in their heads. It is broadly taken to holiness, adoration, modesty and vast religious sense. Many of us are unfamiliar about this origin of halo. This is an example of live metaphor.

- j. Give any two content words along with their contexts.  
k. Write the sentence "Once there was a poor widow" in four different ways as possible opening for a fairytale.

Ans: (i) There was once a poor widow. (ii) There was a poor widow once.  
(iii) A poor widow, there was, once. (iv) A poor widow once there was.

- l. What is the effect of the mime in "with beaded bubbles winking at the brim"?



## TU Exam Questions- 2071

Time: 3 hours

Full Marks: 100

Candidates are expected to answer the questions in their own words as far as practicable. The figures in the margin indicate full marks.

Attempt ALL the Questions.

1. Answer any TWO of the following: [2×15=30]

- Apply 'the four levels of reading a text' to Somerset Maugham's "Mr. Know-All" or Laxmi Prasad Devkota's "The Lunatic".
- Would you agree that urbanization and advances in technology have affected modern life? How? You can base your answer on The Dalai Lama's "Modern Society and the Quest for Human Happiness."
- Discuss your views about going to university. Do you agree or disagree with Moti Nissani's "Why Go To University?"

2. Answer any FIVE of the following: [5×10=50]

- Can you be good friends with someone from another culture as with someone from your own culture? Explain.
- Rewrite the following made up headlines so as to make them less formal and more tabloid.
  - TEENAGERS BURN CAR
  - YOUNG CHILD ABDUCTED
  - VAT POLICY REVIEW

Ans: ① Tinny blazed car ② Baby kidnapped  
③ VAT law recorection

- Retell the plot of a movie that you have recently watched. Who are the characters? What problems do they face? What are the events? How are the problems solved? What makes the story interesting to you?
- Suggest the proverbial meanings for the following:

- Lions only roar when they are hungry.
- Empty the rubbish bin when it is full.
- You have got to eat your greens!
- Fasten your seat belt before take-off.
- The cake has already been cut.

Ans: ① A person becomes thief if there is no option to survive. ② Everything has its limitation up to its ultimate level, if it is not stopped there, it will be harmful. ③ There is output of all the efforts made by a person. ④ You have to prepare every thing before, starting to do something. ⑤ One can miss one's goal because one is being late to start it.

- "The Brave Little Parrot" can be interpreted as an advice to you about how you should conduct your own life. Please explain what this advice might be.
- Combine the idea below so that they form one sentence with an if clause.

- (you / read a lot / improve your vocabulary)
- (a person / respect others / have a lot of friends)
- (you / learn another language / feel a sense of accomplishment)
- (she / invest money wisely / become healthy)
- (students / study hard / graduate college)

Ans: ① If you read a lot, you will improve your vocabulary. ② If a person respect others, he will have a lot of friends. ③ If you learn another language, you will feel a sense of accomplishment. ④ If she invest money wisely, she will become healthy. ⑤ If students study hard, they will graduate college.

3. Answer any TEN of the following: [10×2=20]

- Condense the main point of Parijat's "New Year" into one sentence.

Ans: There are positive and negative aspects in human life, but we have to do better for existence with new hope and optimism.

- Improve the following sentences:

- Soon I began to teach at Tribhuvan University. First teaching under water basket weaving and later teaching moon shining.

- 2 Dr. Sharma's views on abortion is quite disturbing.

Ans: 1 As soon as I began to teach at Tribhuvan University, I first started teaching under water basket weaving and then moon shining. 2 According to Dr. Sharma, abortion is quite disturbing.

- c. Separate the content words and function words in the given sentence.  
I believe that the government should be very strong to do those things which only government can do.

Ans: Content words: believe, government, strong, do, things, be;  
Function words: should, can, those, the, that

- d. Choose the better of the two words within parentheses and rewrite each item as one sentence.

Some people feel that total honesty is essential in a loving relationship others feel it as dangerous to be completely honest. (however / therefore)

Ans: Some people feel that honesty is essential in a loving relationship; however, other feels it is dangerous to be completely honest.

- e. In what ways could be the following be understand as ideological?

- 1 End restrictive practices  
2 A superb left hook

- f. Read these sentences. Add periods, semicolons, and colons where needed. Add capital letters if necessary.

Students who wish to improve their writing can do so in three ways reading more, studying English rhetoric and sentence structure, and heeding their writing teacher's comments.

Ans: Students who wish to improve their writing can do so in three ways: reading more, studying English rhetoric and sentence structure, and heeding their writing on teacher's comments.

- g. Write down the topic and the controlling idea in the sentence:

"There are several ways to reduce stress".

Ans: Topic: to reduce stress; controlling idea: there are several ways.

- h. Rewrite the sentences below using will and so that.

- 1 Many people work hard to be successful.  
2 Many hikers carry poles to keep their balance.

Ans: 1 Many people work hard so that they will be successful. 2 Many hikers carry poles so that they will keep their balance.

- i. What does the word "halo" suggest in the sentence?

"The rock singer sang in a halo of spot light."

Ans: Halo: ring or disk of light

- j. Comment on the following poem translated from the Czech of Miroslav Holub. very brief thoughts on the letter 'M'

A,	b,	c,	d,	e,
f,	g,	h,	i,	j,
k,	l,	n,	o,	p,
q,	r,	s,	t,	u,
v,	w,	x,	y,	z,

- k. Match the likely purpose to the audience:

Audience	Purpose
1. .... friends	a. to show what I have learnt
2. .... younger relatives	b. to show my ability to do a job
3. .... instructors	c. to teach by example
4. .... employers	d. to entertain

Ans: 1. d 2. c 3. a 4. b

- l. Write the sentence, "Once there was a poor widow" with four different possible openings for a fairytale.

Ans: (i) There was once a poor widow. (ii) There was a poor widow once. (iii) Once, a poor widow was there. (iv) A poor widow once there was.

## TU Exam Questions- 2072

Time: 3 hours

Full Marks: 100

Candidates are expected to answer the questions in their own words as far as practicable. The figures in the margin indicate full marks.  
Attempt **ALL** the Questions.

### Group 'A'

#### Brief Answer Questions

##### Attempt All the Questions

1. Answer any TWO of the following: [2×15=30]
  - (a) Apply the four levels of reading a text' to "King John and the Abbot of Canterbury" or Parashu Pradhan's "The Telegram on the Table."
  - (b) Some psychologists criticize the birth-order theory as being wrong and unscientific. What is your position? Do you find the birth-order theory believable? You can base your answer on Lucille K. Forer's "How Your Birth Order Influences Your Life Adjustment."
  - (c) Who would you argue for being more intelligent: men or women? Why? You can use Bertrand Russell's ideas as given in the essay "Keeping Errors at Bay."
2. Answer any FIVE of the following: [5×10=50]
  - (a) Sometimes metaphors are based on other than single words or short phrases. An example is where a question is used as a command, for example "Would you like to Open the Window" spoken by a general to a private. This is not a request for information about what the private would like to do!  
Consider the following questions and statements and think of the contexts in which they would have a different force from the most obvious or 'literal'.
    - ① I am hungry!
    - ② Is that an ice-cream parlour?
    - ③ Do you have tence pence?
    - ④ You will not do that ever again.
    - ⑤ Does that give you pleasure?
  - (b) Explain whether the Litvak is a critical thinker. In your view, does he carry his scepticism too far? Why or why not?
  - (c) Order the following letter 'goodbyes' in a list with the most formal at the top and the most familiar at the bottom. Items which you think are of equal status can be listed together.  
Yours, Yours, ruly, Yours respectfully, Sincerely, Love from, Luv,  
Yours faithfully, Your affectionate niece, Your obedient servant, with all my love,
  - (d) Combine each pair of sentences into one complex sentence. Use the subordinating conjunctions in parentheses.
    - i. People harvested the apples. They stored them in cellars. (after)
    - ii. They saved enough money. They took a great vacation. (as soon as)
    - iii. She though carefully about which gift to buy. She bought the more expensive one. (before)
    - iv. She paid for my college. She retired. (after)
    - v. He went straight to his lab. He got up. (when)
  - (e) Describe a loving couple you know whose relationship is an example to others.
  - (f) What makes a good teacher? Compare two good teachers that you have had. What were the similarities and differences between them? What conclusion can you draw about effective teaching?
3. Answer any TEN of the following: [10×2=20]
  - a. Present the main-point of "A 1996 Commencement Speech" in a sentence.
  - b. Combine the ideas below so that they can form one sentences with an if clause.
    - i. money / managers / be disciplined / achieve financial goals
    - ii. you / exercise regularly / be healthy in old age

Ans: i. If money managers are disciplined, they will achieve financial goals. ii. If you exercise regularly, you will be healthy in old age.

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- c. Circle the correct quantity expressions in each sentence.
- (A little / several) Bills in congress have tried to protect internet users from Fraud.
  - (Money / a lot of) creativity is necessary for certain types of technology jobs.
- Ans: i. several; ii. a lot of
- d. Add two adjectives for each of the sentences.
- The house was located on a ..... street.
  - She enjoyed the ..... dinner.
- Ans: i. long, dark ; ii. spicy, Nepali
- e. Identify the purpose of the paragraph that flows logically from each topic sentence below.
- Almost anyone can get a good grade if they follow these instructions.
    - Express an opinion
    - Tell steps in a process
    - Narrate a story
  - I will always remember a fishing trip that I took with my father when I was 12 years old.
    - Compare two subjects.
    - Explain causes and effects.
    - Narrate a story.
- Ans: i. b; ii. c.
- f. What is the ideological difference between the two expressions in each set?
- Beautiful girl / intelligent girl
  - Terrorists / freedom fighter
- g. Write the following simple sentences into a complex sentence.
- Bruno had to absorb a cracking left hook.  
Bruno lauded a thumping overhand right.  
But Bruno then had to give wound.  
Coetzer got through with his share of blows.  
It was a hard close first round.
- h. Rewrite the following passage using 'one' in place of 'you'.
- Then you turn to internal security, and yet, you have got to be strong on law and order, and do the things only governments can do, but there, its part government and part people, because you can't have law and order observed unless it is in partnership with people.
- i. Comment on the use of verbal mime in the following quotation from a poem by e.e. Cummings.
- Anyone lived in a pretty how town  
(with up so floating many bells down)
- j. Choose the better of the two words within parentheses and rewrite each item as one sentence.
- One writer feels that good lies lead to a good marriage a person should lie in order not to hurt the spouse's feelings. (however/ in other words)
- Ans: One writer feels that good lies lead to a good marriage. In other words, a Person should lie in order not to hurt the spouse's feelings.
- k. Read the sentences and add apostrophes where necessary.
- The students assignments in Professor Browns section are longer than ours.
  - Who going to meet Phyllis Flight tomorrow night - her husband or her sons?
- Ans: i. The student's assignments in Professor Brown's section are longer than ours.  
ii. Who's going to meet Phyllis Flight tomorrow night - her husband or her sons?
- l. Delouse the following sentences:
- I can understand why a system build on a pattern must tries to destroy the free mind.
  - I love him so much. Intelligent and kind.
- Ans: i. I can understand why a system built on a pattern must try to destroy the free mind.  
ii. I love him so much because he is intelligent and kind.

## TU Exam Questions- 2072 (ii)

Group 'A'

Time: 3 hours

Full Marks: 100

Candidates are expected to answer the questions in their own words as far as practicable. The figures in the margin indicate full marks.

Attempt ALL the Questions.

1. Answer any TWO of the following: [2×15=30]

- "A country's quality of life is more/less important than its gross national product." Write an essay on this topic thinking about your position on the issue.
- Apply the four levels of reading a text to Bhupi Sherchan's "The Clock Tower" or I.L. Peretz's "If Not Higher."
- "King John and the Abbot of Canterbury" suggests that an illiterate poor shepherd can be more resourceful, and perhaps more intelligent, than a rich and learned Bishop. In "What is Intelligence, Anyway?" Isaac Asimov's argues that, in some situations, an exceptionally intellectual man may not be as smart as he thinks. Explain.

OR

Love doesn't seem to be as important to three of the men in the stories. "As It Was in the Beginning" and "The Lion's Hair" (Laurence, Father Paul, and the Ethiopian husband) as it is to the women. Is this the way it is in life? Do women love more strongly than men? Explain.

2. Answer any FIVE of the following: [5×10=50]

- Imagine that you have a bright nine-year-old daughter and that she is interested in pursuing a successful career in science. It just so happens that you live in the city of San Diego, USA, and that the accomplished scientist, V.S. Ramachandran, is your next door neighbour. He came over to your house one day to partake in a Nepali meal, and you asked him: "What can I do to make my daughter's dream of becoming a scientist come true?" What kind of advice would Prof. Ramachandran give you?
- Edit this paragraph for consistency in tense, person, number, and tone:  
The issue of doing what is right can be a difficult one for a foreign student. Sometimes the difference in how two cultures viewed things was extreme. It can even drive you nuts. I remember once my instructor asked to see me in her office later that afternoon. I agreed to see her at 3:00, but then my sister calls me on my cell phone from her car. She says she has a flat tire and is waiting on the side of the highway. Of course, I went to help her out. In the next class with the professor, she was very aggressive and asked why I don't keep my appointment. I guess I should have called her, but in the urgency of my sister's call, I forget to. My professor was real mad. To this day, she treats me like a liar—she doubted every word I say now. How are you supposed to act in a culture where a silly appointment is more important than my family?
- Rewrite the sentence(s) as either one or two correctly punctuated sentences, using the words in parentheses:
  - I was in grade school I used to think I would never learn to play tennis. (when)
  - Writing became easier for him he started doing it more frequently. (after)
  - The chef went to the store to buy all the ingredients she came to the restaurant. (before)
  - My brother was living at home he taught me math. (while)
  - I was afraid of the water we moved to a house near a lake. (before)
- Write an opinion essay on the following topic: "Pesticides are used to kill insects on fruits and vegetables. However, research shows that they can be harmful to people and the environment. Do you think pesticides should be banned? Why or why not?"
- Assess the following pairs of words from the point of view of their stylistic differences. Concentrate on differences in focus:
  - f.y.i.a, for your immediate attention
  - for the fuller figure, for fat women
  - terrorist, freedom fighter

- iv. residence, home
- v. tabs, curtains

(f) The medium of expression affects the style of a text: Describe how television commentary gives rise to a slightly different style from radio commentary, different again from newspaper reporting.

3. Answer any TEN of the following: [10×2=20]

- a. Condense the main point of Siddhicharan Shrestha's "No Smoke from the Chimneys" into one sentence.
- b. Edit the sentence: "Although only a small boy, my father expected me to sit in front of the computer from sunrise to sunset."
- c. Correct the following run-on sentence: "We can say that we see the humour in life we are quick to laugh at ourselves and the difficulties life brings."
- d. The best meaning of the underlined phrase in the sentence "The desire to be happy and to avoid suffering knows no boundaries" is  
 ① limits      ② reasons      ③ fulfillment
- e. Write down the topic and the controlling idea in the sentence: "A good journalist has to have special talents and skills."

Ans: Limits

Ans: A good journalist → The topic;  
has to have special talent and skills → the controlling idea

f. Rewrite each sentence by choosing the correct synonym for the underlined adjective from the options in parentheses.

- i. The old temples could be seen for miles. (ancient/stone/huge)
- ii. A wide view could be seen the top of the mountain. (spectacular/panoramic/green)
- iii. The small steps led to a tower. (gray/soaring/narrow)
- iv. The company produced a/n interesting new music application. (unusual/boring/loud)

Ans: i. ancient; ii. panoramic; iii. narrow; iv. unusual

g. Combine each pair of sentences into one complex sentence. Use the subordinating conjunctions in parentheses to clarify time relationships.

- i. He went straight to his lab. He got up in the morning. (as soon as)
- ii. She thought carefully about which gift to buy. She bought the more expensive one. (before)

h. Read the statement below. Underline the counter-argument. Circle the writer's refutation.

While some people believe that online courses will never be as popular as traditional classrooms, the demand for online instruction is increasing due to technology, cost and convenience.

i. Classify the following words into four categories:

- a. puppet-making activities,
- b. parts of puppet/human body,
- c. time and sequence words or phrases, and
- d. words expressing beginning and ending.

after, carved, wooden eyes, stated, his nose, finished, as soon as, made

j. The following example leads the reader to expect something conventional and then disappoints the expectation. Note down the kind of continuation which would be expected, but does not occur.

Join the army. Travel the world.

Meet all sorts of exotic interesting people. And kill them.

k. Write down four different words or phrases to denote "a car".

Ans: automobile; motorcar; fiesta; family saloon

l. Match the following letter salutations with the letter 'goodbyes'.

Letter salutations	Letter 'goodbyes'
Dear Sir	Love from
Hi Fred!	Yours sincerely
Dearest	Chow!
Dear Mr. Brown	Yours faithfully

Ans: Yours faithfully; Love from; Chow!; Yours sincerely