

KATHMANDU UNIVERSITY
End Semester Examination
February/March, 2018

Mark Scored:

Level: B.Arch.

Year : I

Exam Roll No. :

Time: 30 mins.

Course : ENGT 103

Semester: I

F. M. : 10

Registration No.:

Date FEB 28 2018

SECTION "A"

[20Q × 0.5 = 10 marks]

- A. CIRCLE one of the most appropriate answers from the choices given.
- Which ONE of the following statements is true about the actual nature of the low-tech audience?
 - They are sound at every field of specialization.
 - They can solve only very few practical problems.
 - They work across a number of fields because they have had multiple exposures.
 - They understand field-specific messages but may not be specialized in the field.
 - A person who has applied for highly competitive jobs should also be literate in digital technologies, which is to say that he/she should ...
 - know how to use and troubleshoot desktop computers.
 - possess different kinds of computer-operated gadgets.
 - have learned to use computer technology productively.
 - be able to use and repair different kinds of machines.
 - Which ONE of the following best enhances accuracy in technical writing?
 - listing all necessary information
 - replacing jargons with common words
 - using acronyms in place of words
 - presenting thoroughly verified information
 - One aspect that makes a memo more flexible than a letter is ...
 - inclusion of names and signatures.
 - informality of tone among peers.
 - convenience for enveloping.
 - absence of important enclosures.
 - In Toulmin's Model, a 'rebuttal' is used to ...
 - return to the thesis of the argument.
 - oppose to an opponent's standpoint.
 - present new evidences to the claim.
 - detail the moral grounds of the claim.
 - Which ONE of the following statements best reflects the author's key message in "Why Go to University?"
 - Majority of students continue their studies despite a number of distractions.
 - Majority of students quit their studies because they are highly distracted.
 - All students remain in the university in order to expand their networks.
 - Most students discontinue their studies in order to find new employment.

7. The narrator was 'prepared to dislike' Max Kelada mainly because ...
- he thought that Max Kelada would create troubles.
 - the name 'Max Kelada' did not sound dear to him.
 - he was not willing to share the cabin with a stranger.
 - Max Kelada bragged about being a British citizen.
8. While the lunatic persona in "The Lunatic" regards 'courtesans' as 'corpses', he equates 'learned men' with ...
- big fools
 - paupers
 - laurelled victors
 - liars
9. Which ONE of the following is NOT among the factors that V S Ramachandran considers highly contributory to the 'making of a scientist'?
- support from parents and teachers
 - obsession to gadgetry
 - continuous study of diverse subjects
 - financial resources
10. After visiting a private clinic continuously for three times, you began to tell people that clinics are unnecessarily very expensive. How did you arrive this conclusion?
- through deduction
 - by hypothesis
 - by experiment
 - through induction

- B. Read the following text and CIRCLE the most appropriate answer from each set of choices.

People are always asking what you do in school and how you like school. School is often a source of contention between you and adults. Why did you get low grades? Why did you play hooky? Why didn't you play school sports or join clubs or work less, and so forth? You are always telling people you don't like school, but often you don't mean it because school is comfortable and *they* at least want you around. Also you think school is important and even fun. But these things can't be said too openly.

Friends and enemies are a large part of school, perhaps the largest. One comes to school to see friends, one fears school because enemies are there also. Some of the most important parts of the school day are the walk or ride there, changing between classes, the few minutes before the class gets started, the study hall and the end of school. These times are the intense periods of "seeing the other kids" or realizing you have no one to see. One of those **unwritten rules of teaching** is "begin the class on time." It makes the teacher appear efficient and purposeful and gives the task to be done a sense of importance. When I started teaching in junior high, I still believed this rule until I began to realize how much there is to learn about students by observing or participating in the three minutes before the class started. My interest in the friendship group has been not to join it but to figure out ways to tap it when it made sense to do so. The usual separation of the interests of these groups and the classroom is not necessarily a bad separation. Doing the peer group's thing all the time is as deadly as doing the teacher's thing all the time.

The case of a student staying home, being ill, or skipping a class because he fears some group of students is more common than most adults imagine. Threats are used frequently by students although, fortunately, not often carried through. For two weeks a group of girls were harassing another girl in and out of classes. The girl under attack was literally terrified although she sought to hold her ground by appearing casual and unafraid. When this failed, she would

seek the help of adults or just burst into tears. For the group of antagonists, this aggressiveness was a source of unity and camaraderie.

They relished the times of confrontation and the times of subtle teasing. Individuals took pride and received group praise devising more exciting methods of taunting their foe. There was always the daring aspect of avoiding that line where the full force of adult intervention would be imposed. The several adults involved did not know what to do. One teacher tried to give some perspective of the situation by showing the long run absurdity of such behaviour, another by attempting disciplinary tactics – essentially tongue-lashing and keeping the aggressive group after school. The guidance counselor tried to talk it through with all the students involved. The situation improved on the surface, but we all knew the individual girl's fear remained and the group's resentment toward her and power over her continued. We also realized that there was very little we could do about it but make sure it did not become violent. I am always surprised at how brutal students this age can be toward each other. It reminds me again of how important a book like Golding's novel *Lord of the Flies* is for teachers.

11. The word "they" in line 7 refers to...
 - i) parents and guardians.
 - ii) the school authority.
 - iii) friends and relatives.
 - iv) clubs and sports.

12. School is often a source of contention between the children and their adults because...
 - i) it does not help build good relation between adults and children.
 - ii) adults are interested in what the children do as their formal routines.
 - iii) adults are too intrusive about the children's school-related activities.
 - iv) children always secure low grades, which the adults don't like.

13. By "unwritten rules of teaching" the author implies...
 - i) established norms about teaching.
 - ii) unnecessary duties for teachers.
 - iii) periods of teaching in schools.
 - iv) rules to be followed by students.

14. The author as a teacher realized that he could learn about his students by...
 - i) holding peer evaluation sessions.
 - ii) separating students in different age/interest groups.
 - iii) entering the class early enough.
 - iv) observing students and partaking in their activities.

15. When he says "there was very little we could do," the author implies that...
 - i) students do not value the way teachers try to exercise control.
 - ii) students in junior high are not under the control of their school.
 - iii) teachers cannot contribute to the process of changing students.
 - iv) teachers cannot make difference in the way students behave.

16. The efforts of the adults to change the aggressive group failed in reality because ...
 - i) the offenders left school.
 - ii) the adults themselves did not know what to do.
 - iii) the girls left school.
 - iv) the girl still could not feel completely secure.

17. A student might stay at home, absenting from school, not only because s/he is ill, but also because s/he ...
 - i) fears punishment.
 - ii) fears particular groups of students.
 - iii) prefers home.
 - iv) pretends to be afraid of nothing.

18. The girl 'under attack' tried to appear casual and unafraid in order to...
 - i) maintain the sense that she was unaffected.
 - ii) avoid the interference of teachers.
 - iii) defeat the offenders with perseverance.
 - iv) see what the offenders could do.

19. The 'antagonists' maintained unity and camaraderie by ...
 - i) teasing teachers.
 - ii) avoiding confrontations.
 - iii) staying after school.
 - iv) harassing weak students.

20. According to the author, Golding's *Lord of the flies* is important for teachers as it ...
 - i) presents guidelines for dealing with violent students.
 - ii) highlights cases of antagonism among school children.
 - iii) depicts how brutally teenagers can act sometimes.
 - iv) teaches how students fail to cope with each other.

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SECTION "B"
[8Q × 5= 40 marks]

Answer the following questions.

1. Examine any three factors that enabled Armand Dennis to establish the existence of the four-tusked elephant.
2. Describe the meeting of Don Lucas and Perico in the forest in the way Don Lucas would narrate it. Begin as: "*Perico had actually gone out of my mind a long time ago. I never thought I would ever see him again.*"
3. In what ways are ordinary people and scientists similar, according to T. H. Huxley? In what ways are they different?

OR

How, according to V. S. Ramachandran, do family members and mentors help in one's growth as a scientist?

4. Discuss how Moti Nissani links the following factors with university education.
a) Income and job opportunities b) Personal freedom
5. Develop a short internal proposal on any **ONE** of the following subjects. Make sure to specify a problem/gap.
a) Dustless classrooms b) Counselling for First-Year Students
6. Write a letter to the Mayor of your own Municipality or Village Council inquiring her/him what opportunities will be there for you when you graduate from Kathmandu University specializing in mountain architecture.
7. One of your cousins has asked you to suggest which field of engineering to join for her/his undergraduate studies in Nepal. Write your suggestions in an email underlining: (i) choices in institutions and programs available in Nepal, and (ii) why she/he should choose any institution and program.
8. Prepare a model of oral presentation on "Importance of Technical Communication." Structure your ideas in **five to seven** slides each having three key points.

OR

Prepare a **resumé** based on the following details.

Assistant Professor in a University after 5 years in different non-governmental organizations; aspiring for a position of an Associate Professor; holds three Masters degrees (two from Nepal and one from India), and a PhD from a reputed US university; specializes in conflict studies; has diploma in classical music, and sings occasionally in concerts; runs a TV program on issues of domestic violence; speaks three languages fluently; has membership in two local and three foreign organizations; has published four books (three on gender and one about Tamang female singers); regularly writes columns in local and international magazines; divorced for three years; lives with daughters in Baneshwor, Kathmandu.

