

POLYTECHNIC ENGLISH QUESTION PAPER

First Year – Set 10

Subject: Communication in English – I

Time: 3 Hours

Maximum Marks: 100

General Instructions

1. Read the questions carefully before answering.
2. Attempt all questions.
3. Use clear, precise and grammatically correct English.
4. Give logical reasons for analytical questions.
5. Follow the appropriate format for professional communication tasks.
6. Use technical vocabulary only where it improves clarity.

BLOCK – I : COMPETENCY BASED LANGUAGE

Q.1. A technician needs to inform a supervisor that a machine cannot be used because its safety inspection has expired. Which sentence is the most appropriate?

- (a) The machine is bad, so don't use it.
- (b) Sir, this machine is useless now.
- (c) The machine should not be operated because its safety inspection has expired.
- (d) The machine has some problem with its inspection.

Q.2. Choose the sentence that communicates the instruction most clearly:

- (a) You should probably maybe check the equipment before use.
- (b) Check the equipment before operating it.
- (c) Equipment check before operation maybe necessary.
- (d) Before use, equipment can be checked if required.

Q.3. Choose the best word: The report should be _____ enough for another technician to understand the procedure without additional explanation.

- (a) ambiguous
- (b) explicit
- (c) informal
- (d) complicated

Q.4. Choose the sentence with the most appropriate professional tone.

- (a) You made a mistake in this report.
- (b) Your report is completely wrong.
- (c) Please review the highlighted section and make the necessary corrections.
- (d) Fix this report immediately.

Q.5. Select the most precise expression: The experiment produced results that were not the same each time.

- (a) The experiment was weird.
- (b) The results were inconsistent.
- (c) The results were bad.
- (d) The experiment did not work properly.

Q.6. Rewrite the following sentence to make it more precise: **There were many problems with the equipment during the experiment.**

Q.7. Write a formal alternative for: **“Send me the details as soon as possible.”**

Q.8. Explain the difference between **clear communication** and **complete communication**.

Q.9. Use the word **“procedure”** in a technical sentence.

Q.10. Why should technical instructions avoid unnecessary words?

BLOCK – II : ERROR ANALYSIS AND RECONSTRUCTION

Q.11. Correct the following sentence: **The results of the experiment indicates that the method is effective.**

Q.12. Correct the following sentence: **The technician suggested to replace the damaged component.**

Q.13. Correct the following sentence: **The students discussed about the problem with their instructor.**

Q.14. Correct the following sentence: **The equipment has been repaired yesterday.**

Q.15. Rewrite in passive voice: **The supervisor is reviewing the technical report.**

Q.16. Rewrite in indirect speech: **The engineer said, “The device requires immediate testing.”**

Q.17. Rewrite using a conditional structure: **Regular maintenance prevents unexpected equipment failure.**

Q.18. Combine using a suitable relative clause: **The laboratory has purchased a new instrument. The instrument measures pressure digitally.**

Q.19. Rewrite in concise formal English: **At the present moment, we are currently unable to provide the requested information.**

Q.20. Punctuate correctly: **after completing the experiment the students recorded the observations checked the calculations and submitted the report**

BLOCK – III : CASE STUDY

Case Study:

A group of diploma students is developing a small technical project. During testing, one student notices that the results are different from the expected values. Another student immediately suggests changing the design without checking the original measurements. The team leader decides to stop the discussion and asks the group to examine the observations, verify the instruments and compare the results with the project specifications. After checking the equipment, the students discover that one measuring instrument had not been calibrated correctly. They correct the problem and repeat the test.

Q.21. What was the first problem identified during testing?

Q.22. Why was changing the design immediately not a suitable solution?

Q.23. What steps did the team leader recommend before making a decision?

Q.24. What was the actual cause of the incorrect results?

Q.25. What professional skill is demonstrated by the team leader?

Q.26. What lesson does the case study provide about technical problem-solving?

Q.27. Suggest two additional steps the team should take before conducting future tests.

Q.28. Write a suitable title for this case study.

BLOCK – IV : READING AND INFORMATION PROCESSING

Read the passage carefully.

In technical education, students often receive information from lectures, manuals, diagrams, websites and practical demonstrations. The ability to collect information is useful, but professionals also need to organise and evaluate it. When several sources provide different information, the reader should identify the purpose of the task, check the reliability of the sources and determine whether the information is current. Copying information without understanding it can result in incorrect conclusions. Effective learners therefore transform information into notes, comparisons, summaries or structured reports. This process improves both understanding and professional decision-making.

Q.29. Name four sources from which technical students may receive information.

Q.30. Why is collecting information alone not sufficient?

Q.31. What should a student check when different sources provide different information?

Q.32. What problems can arise from copying information without understanding it?

Q.33. How can students transform information into useful learning material?

Q.34. Write the central idea of the passage in approximately 60 words.

BLOCK – V : TECHNICAL DOCUMENTATION

Q.35. Write a technical description of a **water purification system**. Include its purpose, major stages and expected output.

Q.36. Prepare a numbered procedure for conducting a basic laboratory experiment safely.

Q.37. Write five technical terms related to your branch of study and explain their meanings in simple English.

Q.38. Rewrite the following unclear instruction so that it becomes precise:

“Put the thing in the machine, start it and check everything before you finish.”

BLOCK – VI : PROFESSIONAL CORRESPONDENCE

Q.39. Write a formal email to a company requesting details about an industrial training programme.

Q.40. Write a complaint letter regarding repeated failure of laboratory equipment during practical classes.

Q.41. Draft a notice informing students about a technical presentation competition.

Q.42. Write a short memorandum informing students about compulsory attendance for an upcoming practical session.

BLOCK – VII : PROFESSIONAL INTERACTION

Q.43. Write a dialogue between a supervisor and a student who has submitted an incomplete technical report.

Q.44. During a group discussion, another participant strongly disagrees with your idea. Write a professional response that explains your position without creating conflict.

Q.45. Write five expressions that can be used to request clarification during a technical discussion.

Q.46. Explain how active listening can improve teamwork in a technical workplace.

BLOCK – VIII : CAREER AND ANALYTICAL WRITING

Q.47. Prepare a professional self-introduction for a diploma student attending a technical job interview.

Q.48. Explain five qualities that an employer may look for in a technical candidate apart from academic marks.

Q.49. “Effective communication is a professional skill, not merely a language skill.” Discuss the statement with suitable examples from technical education or workplace situations.

Q.50. Write an essay on: **“Problem-Solving, Communication and Teamwork: Three Essential Skills for a Successful Technical Professional”**