

# POLYTECHNIC ENGLISH QUESTION PAPER

## First Year – Set 19

**Subject:** Communication in English – I

**Time:** 3 Hours

**Maximum Marks:** 100

### General Instructions

1. Read every question carefully.
2. Attempt all questions unless a choice is given.
3. Use clear, precise and grammatically correct English.
4. Apply suitable technical and professional vocabulary.
5. Present analytical answers with logical reasoning.

### PART A : REAL-LIFE LANGUAGE APPLICATION

**Q.1.** A technician notices an unusual reading. Which response is most professional?

- (a) Ignore it (b) Guess the reason (c) Record it and report it for verification (d) Change the result

**Q.2.** Choose the sentence most suitable for a safety instruction.

- (a) You should be careful maybe. (b) Switch off the power before opening the panel. (c) The power can perhaps be switched off. (d) Opening the panel is something to think about.

**Q.3.** Choose the best response when you do not understand an instruction.

- (a) Pretend to understand (b) Ask for clarification politely (c) Ignore the instruction (d) Ask another person to guess

**Q.4.** Choose the word closest in meaning to “**reliable**”.

- (a) Dependable (b) Temporary (c) Doubtful (d) Random

**Q.5.** Choose the opposite of “**voluntary**”.

- (a) Optional (b) Willing (c) Compulsory (d) Independent

**Q.6.** Which is the odd one out?

- (a) Memo (b) Notice (c) Report (d) Microscope

**Q.7.** Write one formal alternative for: “**I don't know.**”

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**Q.8.** Write two polite expressions for disagreeing with a teammate.

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### PART B : SENTENCE SELECTION AND REASONING

**Q.9.** Select the grammatically correct sentence.

- (a) The data shows several errors. (b) The data show several errors. (c) The data showing several

errors. (d) The data has show several errors.

**Q.10.** Select the sentence with the clearest meaning.

- (a) The supervisor told the student about the machine which was damaged.
- (b) The supervisor informed the student that the machine was damaged.
- (c) The supervisor, the machine, told the student was damaged.
- (d) The damaged supervisor informed the machine.

**Q.11.** Choose the sentence that expresses a cause-and-effect relationship.

- (a) The team tested the device and recorded the results.
- (b) Because the connection was loose, the reading was unstable.
- (c) The team discussed the design during lunch.
- (d) The device was placed near the workstation.

**Q.12.** Choose the best conclusion: "The first test produced inconsistent results. The second test produced the same inconsistency."

- (a) The result should be ignored.
- (b) The issue may require further investigation.
- (c) The second test was unnecessary.
- (d) The equipment is definitely perfect.

**Q.13.** Correct: **The supervisor suggested to repeat the experiment.**

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**Q.14.** Correct: **Each student were given an individual task.**

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**Q.15.** Rewrite formally: **"Please fix this problem as soon as possible."**

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**Q.16.** Rewrite concisely: **"Due to the fact that the machine was not available, the test could not be conducted."**

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### **PART C : PROCESS AND FLOW-CHART THINKING**

**Q.17.** Arrange these steps logically: **Analyse result → Identify problem → Collect evidence → Select solution → Evaluate result.**

Correct sequence: \_\_\_\_\_

**Q.18.** Complete the process: **Observe → Record → \_\_\_\_\_ → Conclude.**

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**Q.19.** A process has four stages: Planning, Testing, Implementation and Review. Which stage should normally occur after Testing?

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**Q.20.** Why is sequencing important in technical instructions?

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**Q.21.** Write five steps for responding to a minor technical fault in a safe and systematic manner.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

#### **PART D : READING, INFERENCE AND VOCABULARY**

**Q.22.** Read the passage: *In a professional environment, mistakes should be treated as opportunities for improvement rather than simply as reasons for blame. When an error occurs, a team should identify what happened, determine why it happened and consider how the process can be improved. This approach does not mean that responsibility is ignored. Instead, it encourages people to report problems honestly so that corrective action can be taken. Organisations that learn from mistakes can gradually improve their procedures, training and communication.*

**Q.23.** What should a team do when an error occurs?

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**Q.24.** Why is honest reporting of problems important?

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**Q.25.** Does learning from mistakes mean ignoring responsibility? Explain.

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**Q.26.** Name three areas that can improve when organisations learn from errors.

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**Q.27.** Give a suitable title to the passage.

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**Q.28.** What is the central message of the passage?

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**Q.29.** Write synonyms for “**corrective**” and “**gradually**”.

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### **PART E : DATA INTERPRETATION**

**Q.30.** Study the following figures:

**Technical Reading – 40 students | Presentation – 32 | Teamwork – 46 | Report Writing – 28 | Problem Solving – 54.**

Which skill has the highest participation?

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**Q.31.** Which skill has the lowest participation?

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**Q.32.** What is the difference between the highest and lowest figures?

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**Q.33.** What is the average participation across all five activities?

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**Q.34.** Which two skills together have 100 or more participants?

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**Q.35.** Write a short analytical paragraph based on the data.

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### **PART F : WORKPLACE CASE STUDY**

**Q.36.** Case: A team is preparing a project presentation. One member has excellent technical knowledge but speaks too quickly. Another speaks confidently but sometimes gives incomplete technical information. Identify one communication issue for each member.

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**Q.37.** What advice would you give the first member?

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**Q.38.** What advice would you give the second member?

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**Q.39.** How can the team verify that the presentation is technically accurate?

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**Q.40.** Write a short dialogue in which the team members give each other constructive feedback.

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### **PART G : PROFESSIONAL COMMUNICATION**

**Q.41.** Write a formal email to your Head of Department requesting permission to organise a student technical conference.

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**Q.42.** Draft a notice for a technical poster-making competition.

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**Q.43.** Write a short memo informing staff and students about a temporary change in laboratory timings.

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**Q.44.** Prepare five suitable questions for a group discussion on: “**Technology and Responsible Use of Information.**”

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## **PART H : TECHNICAL WRITING AND CAREER RESPONSE**

**Q.45.** Write a technical description of an emergency stop button. Include purpose, location, operation and precaution.

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**Q.46.** Write a short report on a laboratory safety-awareness programme conducted for first-year students.

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**Q.47.** Answer professionally: “**Tell us about a time when you solved a problem as part of a team.**”

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**Q.48.** Write a professional response to: “**What would you do if you disagreed with your supervisor?**”

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## **PART I : ADVANCED ANALYTICAL WRITING**

**Q.49.** Explain why constructive feedback is important for improving technical performance. Give suitable examples.

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**Q.50.** Write an essay on: “**Learning from Mistakes: How Reflection, Communication and Responsibility Improve Technical Professionals**”

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**END OF QUESTION PAPER**