



SCHOOL OF SOCIAL SCIENCES AND LANGUAGES
CONTINUOUS ASSESSMENT TEST - I
WINTER SEMESTER 2025-2026

Programme Name & Branch :B.Tech.
Course Code and Course Name :BAENG101 – Technical English Communication
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Class Number(s) :VL2025260500503; VL2025260500480; VL2025260500552; VL2025260500478; VL2025260500483; VL2025260500550; VL2025260500556; VL2025260500562; VL2025260500515; VL2025260500572; VL2025260500568; VL2025260500580; VL2025260500581; VL2025260500509; VL2025260500507
Date of Examination : 28/01 / 2026
Exam Duration : 90 minutes **Maximum Marks: 50**

General instruction(s):

- Answer All Questions
- M - Max mark; CO – Course Outcome; BL – Blooms Taxonomy Level (1 – Remember, 2 – Understand, 3 – Apply, 4 – Analyse, 5 – Evaluate, 6 – Create)
- Course Outcomes (Type the CO statements covered in this question paper. Use the CO number as per the syllabus copy)
CO2: Identify the basic concepts related to various aspects of communication.
CO3: Apply grammatical rules in academic and real-life contexts.
CO4: Demonstrate analytical reading skills in terms of deciphering research articles.

Q. No	Question	Module	Marks	CO	BL
1.	Explain the Taxonomy of Technical Communication by classifying technical/professional communication into any FIVE meaningful categories. For each category, provide (i) a brief definition and (ii) one workplace example.	1	10	CO 2	BL 2
2.	Read the situation and answer the questions. A student coordinator sends the following message in the class WhatsApp group one day before the CAT-1: “Tomorrow CAT-1. All must come. Bring ID, file, and other things. Reporting time 9. If late, not allowed. Also, seating will be changed. Don’t ask me again. Follow strictly.” After this message, many students respond with confusion and anxiety. Some students also feel the tone is rude and threatening. (a) Analyse the message using the 5Cs of Communication. Identify any five problems (one from each “C”) and briefly explain how each problem affects communication. (b) Rewrite the same message as a clear, complete, correct, concise, and courteous communication suitable for official student communication.	1	10	CO 2	BL 3



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Vellore Institute of Technology
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REG.NO.:

SLOT: B1+TB1

3.	(a) The paragraph below contains FIVE concord errors. Identify and correct them. During the pilot phase, the set of calibration readings for the sensor were recorded in a logbook. Each of the tables in the appendix contain the units and tolerances used for testing. Neither the instructor nor the assistants checks the values unless a mismatch appears. A series of stress tests are required before the SOP is approved. The results of the pilot study, along with the revised SOP, indicates whether the process is reliable. (b) Complete the sentence by writing a suitable conditional clause. 1. If you revise the key concepts tonight, you _____. (score) 2. If the internet goes down during the exam, the invigilator _____. (inform) 3. If the team started the report earlier, they _____. (finish) 4. If I had checked the sources before submission, I _____. (avoid) 5. If water reaches 100°C, it _____. (boil)	2	5	CO 3	BL 2
4.	Read the passage carefully and answer the using complete sentences. In workplaces, technical writing is often mistaken as 'formal English'. In reality, it is a practical tool for decision-making. A clear report helps a reader act: approve a budget, repair a machine, or follow a safety procedure. Because decisions rely on it, technical writing must be accurate and verifiable. Writers should avoid vague claims such as 'the system works well' and instead describe measurable evidence, constraints, and conditions. Another key idea is audience focus. A maintenance technician needs step-by-step instructions and warnings, while a project manager needs a brief summary, milestones, and risks. When writers ignore the audience, they either overload the reader with details or leave out crucial context. Good technical documents balance completeness with conciseness. Finally, ethical writing means ownership. Tools, templates, or AI can support drafting, but responsibility remains with the writer. Before submitting, the writer must verify figures, check that sources are real, and ensure the final text matches the actual task and data. Reliability, not length, is what makes technical communication professional. 1. What does the passage mean by "verification"? (2 marks) 2. Mention any two actions that come under verification. (2 marks) 3. Why does the passage say the biggest risk is not "bad English"? (3 marks) 4. How does the passage connect audience awareness with clarity? Give one example. (3 marks)	3	10	CO 4	BL 3
5.	Write definitions in ONE or TWO sentences each (use your own words). 1) Textbook 2) Citation 3) Plagiarism 4) Summary 5) Evidence	3	10	CO 4	BL 3

SCHOOL OF COMPUTER SCIENCE AND ENGINEERING
CONTINUOUS ASSESSMENT TEST – I
WINTER SEMESTER 2025–2026
ANSWER KEY– BAENG101: Technical English Communication
SLOT: T1+TB1 Programme: B.Tech. Maximum Marks: 50
Course Code & Title: BAENG101 – Technical English Communication

Q1 (10 Marks) — Taxonomy of Technical Communication (CO2; BL2)

Expected Answer (Any FIVE categories; 2 marks each = 10):

For each category: (i) brief definition (1 mark) + (ii) workplace example (1 mark)

Sample key (one possible set of five):

1. **By Direction/Flow** – Upward/Downward/Horizontal communication.
Example: Engineer reports a fault to manager (upward); manager assigns a fix (downward).
2. **By Medium/Channel** – Written/Oral/Visual/Digital.
Example: SOP (written), briefing call (oral), flowchart (visual), email/Teams (digital).
3. **By Formality** – Formal vs informal communication.
Example: Formal incident report vs informal quick Slack update.
4. **By Purpose** – Informative/Instructional/Persuasive/Warning.
Example: Safety warning label; instruction checklist for machine start-up.
5. **By Audience/Scale** – Interpersonal/Team/Organisational/Public.
Example: Team meeting minutes circulated to a department.

Marking hints:

- Accept any valid taxonomy categories if they are logical and technical-context relevant.
- Award full marks when definition + example match the category clearly.

Q2 (10 Marks) — 5Cs of Communication Case (CO2; BL3)

(a) Analyse using 5Cs: Identify any five problems (5 marks)

1 mark each (one problem per “C” + impact). Sample points:

- **Clarity:** “Bring ID, file, other things” is vague → causes confusion and repeated queries.
- **Conciseness:** Short but *unclear*; also includes unnecessary threat tone → distracts from task.
- **Completeness:** Missing **where to report**, what time means (reach by 9 or exam at 9), what “seating change” is → incomplete instructions lead to anxiety.
- **Correctness:** Unprofessional phrasing/grammar (“Reporting time 9”) → reduces credibility of message.
- **Courtesy:** “Don’t ask me again” / “Follow strictly” sounds rude → damages rapport and increases resistance.

(b) Rewrite the message using 5Cs (5 marks)

Expected elements: what to bring + where + exact time + late rule + polite close.

Sample rewrite (model answer):

Subject: CAT-1 Reporting Instructions (BAENG101 – T1+TB1)

Dear Students,

CAT-1 will be conducted tomorrow. Please report to your allotted exam venue **by 8:45 AM** with your **VIT ID card** and **required writing materials**. Seating will be as per the **seat plan displayed at the venue**; please check your seat number before entering. If you arrive late, you must follow the invigilator’s instructions as per exam rules.

Thank you and all the best.

Marking hints (5 marks):

- 2 marks: clear + complete (time/place/materials/seating)
- 1 mark: correctness (proper sentence structure/wording)
- 1 mark: conciseness (no extra fluff)
- 1 mark: courtesy (polite tone)

Q3 (10 Marks) — Error Detection (Module 2)

Q3(a) Concord Paragraph Editing (5 marks)

Corrected paragraph (all 5 errors fixed):

During the pilot phase, the set of calibration readings for the sensor **was** recorded in a logbook. Each of the tables in the appendix **contains** the units and tolerances used for testing. Neither the instructor nor the assistants **check** the values unless a mismatch appears. A series of stress tests **is** required before the SOP is approved. The results of the pilot study, along with the revised SOP, **indicate** whether the process is reliable.

Error list (for quick marking):

1. set ... **were** → **was**
2. each ... **contain** → **contains**
3. neither ... assistants **checks** → **check**
4. series ... **are** → **is**
5. results ... **indicates** → **indicate**

Marking: 1 mark per correct correction (max 5).

Q3(b) Conditionals — Fill in the blanks (5 marks)

(Students complete the second clause using the correct conditional result form.)

1. If you revise the key concepts tonight, you **will score**.
2. If the internet goes down during the exam, the invigilator **will inform**.
3. If the team started the report earlier, they **would finish**.
4. If I had checked the sources before submission, I **would have avoided**.
5. If water reaches 100°C, it **boils**.

Marking: 1 mark each (accept equivalent correct result clauses: e.g., “will score better,” “will inform the control room,” etc., as long as the conditional type is correct).

Q4 (10 Marks) — Reading Comprehension (CO4; BL3)

General marking principle

- Answers must be in complete sentences.
- Inferential answers must include **reason/explanation linked to the passage**.

1) What does “verification” mean? (2 marks)

Verification means checking that information is accurate and verifiable—confirming facts, figures, and sources before final submission.

2) Any two actions under verification. (2 marks)

Any two: verifying figures/numbers; checking that sources are real; ensuring claims match measurable evidence; confirming the final text matches the actual task/data.

3) Why does the passage say the biggest risk is not “bad English”? (3 marks)

Because technical writing is used for decision-making; even well-written English can mislead if the content is vague, inaccurate, or not verifiable. Wrong information can lead to wrong actions (budget approval, repairs, safety steps).

4) How does audience awareness connect with clarity? Give one example. (3 marks)

Clarity depends on what the reader needs: a technician needs step-by-step instructions and warnings, while a manager needs a brief summary with milestones and risks. When writers ignore the audience, they either overload with details or miss crucial context.

Q5 (10 Marks) — Definitions (CO4; BL3)

(1–2 sentences each; accept any accurate, student-friendly wording.)

2 marks each (1 mark if partially correct).

1. **Textbook:** A book designed for teaching and learning a subject, usually structured by units/chapters with explanations and examples.
2. **Citation:** A reference that shows where an idea, quote, or information came from (author/source details).
3. **Plagiarism:** Using someone else’s words or ideas as your own without proper acknowledgement.
4. **Summary:** A short, clear version of a longer text that includes only the main points.
5. **Evidence:** Facts, data, examples, or reliable sources used to support a claim or conclusion.