



VIT
Vellore Institute of Technology
(Deemed to be University under section 3 of UGC Act, 1956)

REG.NO.: 258CF0739

SLOT: C1 + TC1

SCHOOL OF COMPUTER SCIENCE AND ENGINEERING
CONTINUOUS ASSESSMENT TEST - I
WINTER SEMESTER 2025-2026

Programme Name & Branch : B.Tech, BAI, BBS, BCB, BCE, BDS,
Course Code and Course Name : BAENG101 - Technical English Communication
Faculty Name(s) : Senguttuvan M, Sriyani Chowdhury, Rajalekshmi K,
Ankita Sundriyal,
Class Number(s) : VL2025260500554, VL2025260500574,
VL2025260500576, VL2025260500578,
Date of Examination : 29-01-2026
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
 1. Enhance writing skills for better publication
 2. Identify the basic concepts related to various aspects of communication
 3. Apply grammatical rules in academic and real-life contexts
 4. Demonstrate analytical reading skills in terms of deciphering research articles
 6. Interpret scenarios that highlight concepts related to interpersonal communication

Q. No	Question	Module	Marks	CO	BL
1.	Discuss the relationship between precision, intent, and audience awareness in technical writing, explaining how these three elements collectively distinguish technical writing from other forms of professional communication.	1	10	2	2
2.	Analyse the following case study on Business Communication: A medium-sized retail company, BrightMart, recently introduced a new performance-based incentive scheme for its sales staff. The HR manager sent an email announcing: "From next month, low performers will be dealt with strictly, and incentives will be adjusted accordingly." Several employees interpreted "dealt with strictly" as a threat of termination, while others assumed it only meant closer monitoring. The message did not clearly define "low performers," offer specific performance metrics, or explain how "incentives will be adjusted." As a result, rumours spread that many staff would lose their jobs, morale dropped, and two experienced salespeople resigned pre-emptively. When the CEO reviewed the situation, she realised that the email lacked clarity, completeness, and consideration, and that no follow-up meeting or Q&A session had been arranged to address doubts. Questions 1. With reference to the 5Cs of communication, identify and explain at least three ways in which the HR manager's email failed to meet these principles. 2. Rewrite the core message of the HR manager's email so that it better reflects all 5Cs of communication, then briefly justify	1	10	6	2



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	how your revised version improves on the original in terms of clarity and consideration.				
3.	a) Read the passage and correct the errors in subject-verb agreement. The list of equipment required for the new laboratory include several advanced sensors and measuring devices. The performance of these instruments are critical, because inaccurate readings leads to wrong design decisions. Each of the safety guidelines have been printed in the manual, but neither the students nor the instructor were aware that one important warning has been omitted. b) Fill in the missing clause in the following conditional sentences: _____, the battery drains faster. - If the software update succeeds, _____. _____, the team will fix the bug. - If the processor were more powerful, _____. _____, they would have restored the data easily.	2	5	3	1
4.	Read the passage and answer the following questions: Augmented reality, often called AR, is a technology that adds digital images or information on top of what people see in the real world. It usually works through a smartphone, tablet, or special glasses. When a user points the camera at their surroundings, the screen shows both the real scene and extra digital elements, such as labels, arrows, or animated characters. This makes it feel as if virtual objects are part of the physical environment. Many games use augmented reality to place characters on a player's desk, floor, or street, making the experience more engaging. AR is also used in education to help students see 3D models of planets, machines, or historical buildings while reading about them. In shops, customers can "try on" glasses or see how a piece of furniture might look in their living room before buying it. Although AR depends on a device and may distract some users, it can make learning, shopping, and entertainment more interactive and enjoyable. Questions - Through which devices does augmented reality usually work? - Name two non-gaming uses of augmented reality mentioned in the passage. - Why might augmented reality make learning more engaging for students? - What can you infer about why stores use augmented reality for customers?	3	10	4	2
5.	Define the following words clearly: - Globalization - Sustainability - Ideology - Multiculturalism - Ethics	3	10	1	3