**

**I Mid Term examination**

**Session: 2018-19**

**B.Tech \_II\_ Year (\_III\_Semester)**

**Subject with code:**

**SET-A**

Time: 2 hrs. M.M.:20

**Instruction for students:**

1. No provision for supplementary answer book.
2. Question paper contains three sections. Sec A includes 5 Short answers type questions (up to 25 words) Sec B- contains 06 Questions out of which any 04 questions to be attempt by the student (Analytical/Problem solving questions.). Sec C- contains 03 Questions out of which any 02 questions to be attempt by the student (Descriptive /Design questions.)

 **Sec-A** (5\*1=5 Marks)

Q.1 Add ‘ly’as suffix and make four words

Ans-badly, bravely, brightly,fairly

Q.2 Add ‘ish’ suffix and make four words

Ans- childish, sluggish,boorish,bookish

Q.3 Add ‘dis’ as prefix and make four words

Ans- disagree,disappear,disconnect,dislike

Q.4 write one synonym of (beautiful,damp,happy,arrive) of each word

Ans- pretty,wet,overjoyed,come

Q.5 write one antonyms of (above,angel,failure,far) of each word

Ans-below,devil,success,near

  **Sec-B** (4\*2=8 Marks)

**Q.1 fill in the blank with correct form of verb given**

a) We…………….TV when it started to rain.(watch)

Ans-were watching

b) The sun…………….in the east (rise)

Ans-rises

**Q.2 complete the following with a question tag**

A) You are Ram……

Ans- aren’t you.

B) sita has a red car,…………………

Ans- hasn’t she

**Q.3 use the following question tags and make one sentence with each.**

a) ‘Will you’

Ans- You won’t tell anyone, will you?

b) ‘Shall we’

ans- Let's start now, **shall we**?

**Q.4 complete the following**

a) A flock of …………………….

Ans- sheep/birds

b) A group of ……………………

ans- students

**Q.5** **complete the following**

a) I intend to use ……………opportunity

ans- this

b) …………….car is this?

Ans- whose

**Q.6** **Complete the following with a suitable word**.

a) He…………….carefully (drive)

ans- drives

b) She talks…………. (Loud)

ans- loudly

 **Sec-C** (2\*3.5=7 Marks)

**Answer any two of the following**

Q.1 Define Technical Communication in your own words.

Ans- **Technical communication** uses a number of media platforms to provide information to a target audience. Sometimes, to really understand what something is, it's best to define what something is not. Technical communication is not journalistic writing, expressive writing, or creative literature. It does not use symbolism or vague literary references. Its purpose is not to entertain. Instead, technical writing is designed to inform or instruct an audience with a specific goal in mind.

Technical communication is clear, concise, and objective. Technical communication encompasses an expansive group of documents. It is not limited to information about computer systems or programming. Even companies that create products that are not necessarily 'technical' still employ technical communication to develop, manufacture, market, and explain consumer goods and services.

Take, for example, a child's playset. In order to manufacture the playset, developers must create design specifications explaining the length and width of each beam, the materials to use for each part, and the colors to paint each piece. The company must then create TV commercials and store displays to advertise the playset. Finally, the playset must include clear instructions so that the consumer can safely and accurately assemble the structure. Without the technical communication of the design specifications, the advertisements, and the end-user documents, the playset would not exist.

**Technical communication** is a means to convey scientific, engineering, and technique or other technical information. Individuals in a variety of contexts and with varied professional credentials engage in technical communication. Some individuals are designated as technical communicators or [technical writers](https://en.wikipedia.org/wiki/Technical_writer). These individuals use a set of methods to research, document, and present technical processes or products. Technical communicators may put the information they capture into paper documents, web pages, computer-based training, digitally stored text, audio, video, and other [media](https://en.wikipedia.org/wiki/Media_%28communication%29). The [Society for Technical Communication](https://en.wikipedia.org/wiki/Society_for_Technical_Communication) defines the field as any form of communication that focuses on technical or specialized topics, communicates specifically by using technology or provides instructions on how to do something. More succinctly, the [Institute of Scientific and Technical Communicators](https://en.wikipedia.org/wiki/Institute_of_Scientific_and_Technical_Communicators) defines technical communication as factual communication, usually about products and services. The [European Association for Technical Communication](https://en.wikipedia.org/wiki/European_Association_for_Technical_Communication) briefly defines technical communication as "the process of defining, creating and delivering information products for the safe, efficient and effective use of products (technical systems, software, services)

Q.2 write about the channels of Technical Communication.

Ans- Communication channels are the means through which people in an organization communicate. Thought must be given to what channels are used to complete various tasks, because using an inappropriate channel for a task or interaction can lead to negative consequences. Complex messages require richer channels of communication that facilitate interaction to ensure clarity.

### Face-to-Face

Face-to-face or personal communication is one of the richest channels of communication that can be used within an organization. Physical presence, the tone of the speaker's voice and facial expressions help recipients of a message interpret that message as the speaker intends. This is the best channel to use for complex or emotionally charged messages, because it allows for interaction between speaker and recipients to clarify ambiguity. A speaker can evaluate whether an audience has received his message as intended and ask or answer follow-up questions.

### Broadcast Media

TV, radio and loud speakers all fall within the broadcast media communication channel. These types of media should be used when addressing a mass audience. Businesses seeking to notify customers of a new product may advertise or do promotions using a broadcast channel. Similarly, a CEO may do a global company address by having a television feed broadcast across global sites. When a message intended for a mass audience can be enhanced by being presented in a visual or auditory format, a broadcast channel should be used.

### Mobile Communications

A mobile communication channel should be used when a private or more complex message needs to be relayed to an individual or small group. A mobile channel allows for an interactive exchange and gives the recipient the added benefit of interpreting the speaker's tone along with the message. Some within an organization may opt to use this channel versus a face-to-face channel to save on the time and effort it would take to coordinate a face-to-face meeting.

### Electronic Channels

Electronic communication channels encompass email, Internet, intranet and social media platforms. This channel can be used for one-on-one, group or mass communication. It is a less personal method of communication but more efficient. When using this channel, care must be taken to craft messages with clarity and to avoid the use of sarcasm and innuendo unless the message specifically calls for it.

### Written Messages

Written communication should be used when a message that does not require interaction needs to be communicated to an employee or group. Policies, letters, memos, manuals, notices and announcements are all messages that work well for this channel. Recipients may follow up through an electronic or face-to-face channel if questions arise about a written message.

**Q.3 what do you understand by the skills- listening, speaking.**

Ans- In-order to become a well-rounded communicator one needs to be proficient in each of the four language skills. These four skills give learners opportunities to create contexts in which to use the language for exchange of real information, evidence of their own ability (proof of learning) and, most important, confidence. Listening and reading are the receptive skills because learners do not need to produce language, they receive and understand it. These skills are sometimes known as passive skills. The productive skills are speaking and writing because learners are applying these skills in a need to produce language. They are also known as active skills.

 Listening

Listening is a receptive language skill which learners usually find the most difficult. This often is because they feel under unnecessary pressure to understand every word. The listener has to get oriented to the listening portion and be all ears. The listener is also required to be attentive.  Anticipation is a skill to be nurtured in Listening. In everyday life, the situation, the speaker, and visual clues all help us to decode oral messages. In due course of listening, be in a lookout for the sign post words. Thirdly one should be able to concentrate on understanding the message thoroughly. Listening Skills could be enhanced by focusing on making the students listen to the sounds of that particular language. This would help them with the right pronunciation of words. To equip students with training in listening, one can think about comprehending speeches of people of different backgrounds and regions. This intensive listening will ultimately help a student to understand more on the accents to be used and the exact pronunciation of words.

### Speaking

Language is a tool for communication. We communicate with others, to express our ideas, and to know others’ ideas as well. We must take into account that the level of language input (listening) must be higher than the level of language production. In primary schools elocution and recitation are main sources to master the sounds, rhythms, and intonation of the English language through simple reproduction. The manifestations of the language in games and pair work activities are encouraging source to learn to speak the language. This assists the learners to begin to manipulate the language by presenting them with a certain amount of choice, albeit within a fairly controlled situation. This skill could be improved by understanding para-linguistic attributes such as voice quality, volume and tone, voice modulation, articulation, pronunciation etc. This could also be further enhanced with the help of debates and discussions.