## THE POLYTECHNIC, IBADAN DEPARTMENT OF LANGUAGES AND COMMUNICATION FIRST SEMESTER EXAMINATION 2024/2025

COURSE TITLE : USE OF ENGLISH I

COURSE CODE: GNS 101 DURATION: 2 HOURS

INSTRUCTION : Answer ALL questions in section A, ONE in section B and ONE in section C.

|   | 1.   | is a system of arbitrary vocal symbols used by mem                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | pers of a speech community      |
|---|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
|   |      | A Committee of the comm |                                 |
|   | 2.   | - to natural with the innate ability to natura                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | lly speak or learn a minimum    |
|   | -5   | Company Transfer of SE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                 |
|   | 3.   | are the recentive language                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | SKIIIS.                         |
|   | 4.   | The process of developing collected facts from a lecture into a m                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | ore meaningful and detailed     |
|   |      | form for future use is                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | a .                             |
|   | 5.   | Some uses of the dictionary are, an                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | ha matura of the linewistic     |
|   | 6.   | is the process of recognising and understanding t                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | he hature of the impulsace      |
|   |      | symbols that constitute a written language.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                 |
|   | 7.   | is a library owned by an individual and is hardl                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | y made available to users       |
|   |      | outside the owner's family.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | oflos covernino                 |
|   | 8.   | is referred to as the blueprint for correctness and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | a system of futes governing     |
|   |      | the arrangement of words into sentences.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                 |
|   | 9.   | i. Mention the name of the protagonist in the studied text in class                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 3                               |
|   |      | ii. What is the geographical setting of the novel?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                 |
|   |      | iii. What is the name of the author of the book?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                 |
|   |      | iv. Which character best exemplifies the title of the novel?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                 |
|   |      | v. What genre of literature is the text studied in class?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                 |
|   | 10.  | The genres of literature are and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | City of the Aliaba              |
|   | 11.  | is the sentence that contains the controlling idea                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | of the whole, that is a         |
|   |      | summary of or an introduction to the paragraph depending on v                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | vhere it occurs.                |
|   | 12.  | Rewrite the paragraph below with the correct punctuation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                 |
|   |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                 |
|   |      | jane was excited for her birthday party she invited all her frien                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | ds but forgot to tell them the  |
|   |      | time when they arrived early she wasnt ready yet can you belie                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | eve it she hadnt even decorated |
|   |      | the room luckily her best friend sarah helped her put up balloo                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | ns set the table and bring out  |
|   |      | the cake everyone had a great time and jane learned an import                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ant lesson always send clear    |
|   |      | invitations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                 |
|   |      | Identify the parts of speech of the underlined words in the foll                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | owing sentences:                |
|   |      | I. She guickly finished her homework before dinner.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                 |
|   |      | II. The dog barked loudly at the stranger.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                 |
|   |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                 |
|   |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                 |
|   |      | IV. We ran to catch the bus before it left.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                 |
|   |      | V. The teacher gave us a very difficult assignment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                 |
|   | 4.   | and are quality                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | es of a good paragraph.         |
| 1 | 5. 1 | Read the following sentences carefully and explain the meani                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ngs of the underlined idioms.   |
|   |      | I. She spilt the beans about the surprise party before we                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | could stop her.                 |
|   |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                 |

| п.              | I thought th    | e exam would be   | difficult, but it                     | was a piece of cake |                                        | in the second |
|-----------------|-----------------|-------------------|---------------------------------------|---------------------|----------------------------------------|---------------|
| m.              | I was feelin    | g under the weat  | her, so I decided<br>ew he had to fac | to stay home and r  | is boss called him into                |               |
| IV.             | All constant    |                   |                                       |                     |                                        |               |
| v.              | I wanted to     | buy the new pho   | one, but it cost at                   | n arm and a leg!    |                                        |               |
|                 |                 | Claumings         | described it as                       | being subject to co | ntinuous change                        |               |
| 16. The         | ne              | ture of language  | describes                             |                     |                                        |               |
| through         | gh all ages     | Gours of spe      | ech that entails                      | speaking of harsh a | and unpleasant things in               |               |
| 17              | is t            | he figure or spe- |                                       |                     |                                        |               |
| a plea          | sant way.       |                   |                                       |                     |                                        |               |
|                 |                 |                   |                                       |                     |                                        |               |
|                 | Answer ON       | E question from   | n this section                        |                     |                                        |               |
| SECTION B       | Answer Of       | , que             |                                       |                     |                                        |               |
| la. Define Lar  | nguage          |                   |                                       |                     |                                        | *             |
| h Explain fo    | our characteri  | stics of human    | anguage                               |                     |                                        |               |
| O. Dapate       |                 |                   |                                       |                     |                                        |               |
| Or              |                 |                   |                                       |                     |                                        |               |
|                 |                 |                   | And the second                        |                     |                                        |               |
| 2a. What is a F | aragraph?       |                   |                                       |                     | ************************************** |               |
| h List and ex   | plain four qu   | alities of a goo  | d paragraph                           |                     |                                        |               |
|                 |                 |                   |                                       |                     |                                        |               |
| SECTION C:      | Answer ON       | E question fro    | om this section                       |                     |                                        |               |
| 5202            |                 |                   |                                       | with about notes of | any four of the following              | ıg:           |
| 1 With refere   | ence to the lit | erature text stu  | died in class, w                      | The short notes of  | n any four of the following            |               |
| 2. ,,2          |                 |                   |                                       | v. Character        | vi. Point of View                      |               |
| i. Plot ii. P   | rotagonist      | iii. Theme        | iv. Setting                           | V. Character        | VI. I OME 02 1 12                      |               |
| 1.1100          |                 |                   |                                       | 1.                  |                                        |               |
|                 |                 |                   | OR                                    |                     |                                        |               |
|                 |                 |                   |                                       |                     | the manli                              | ties          |
| 6 Di            | w the themat    | ic predecupation  | ons explored in                       | the selected liter  | rary texts mirror the reali            | 1100          |
| 2. Discuss no   | W me memar      | ro brossel        |                                       |                     |                                        |               |
| of contempor    | ary society.    |                   |                                       |                     |                                        |               |
|                 |                 |                   |                                       |                     |                                        |               |

2011/2040/0092

#### THE POLYTECHNIC IBADAN

### MATHEMATICS AND STATISTICS DEPARTMENT FIRST SEMESTER EXAMINATIONS 2024/2025 SESSION

COURSE CODE: MTH 111

COURSE TITLE: ALGEBRA AND ELEMENTARY TRIGONOMETRY

CLASS: NDI CIVIL COMPUTER, ELECTRICAL, MECHANICAL, MECHATRONICS AND METALLURGICAL ENGINEERING

INSTRUCTION: ANSWER ANY FOUR QUESTIONS

TIME: 2HRS

1a. Solve the following equation (i)  $2^{2x+1} - 9 \cdot 2^x + 4 = 0$  (ii)  $2^x = 0.8$ 

b. (i) Given that  $log_7^2 = 0.356$  and  $log_7^3 = 0.566$ , find the value of  $log_7^{18}$ 

bii. Evaluate  $9^{1/2} \times (\frac{27}{125})^{-2/3} \div (\frac{16}{49})^{-3/2}$ 

c. Find the square roots of  $7-4\sqrt{3}$ 

2 a. If  $\propto$  and  $\beta$  are the roots of the equation  $2x^2 + x - 12 = 0$ . find the value of (i)  $\propto -\beta$  (ii)  $\alpha^2 - \beta^2$  (iii)  $\alpha^2\beta + \beta^2 \propto$ 

b.  $\log_3 9 + \log_3 81 + \log_3 0.75 - \log_3 7$ .

c. Find the total number of possible permutations, of the letters of the word ENGINEERING

3a. The third term of an AP is 1 and the fifth term is 34. Find the:

- (i) first term
- (ii) common difference
- (iii) the sum of the first 10th term

b. Find the coefficient of  $x^{18}y^2$  in the expansion of  $(x + y)^{20}$ .

4a. Resolve  $\frac{2}{(x-1)(x^2+x-4)}$  into partial fraction

b. Find the possible values of the constant, m for which  $x^2 - 4x + 1 = m(x - 4)$  has equal roots.

5a. Use completing the square method to solve the equation  $3x^2 - 5x - 2 = 0$ .

b. Describe the nature of the roots of the following functions.

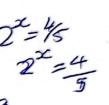
i. 
$$3x^2 + 6x + 20 = 0$$
 ii.  $x^2 + 4x + 4 = 0$  iii.  $4x^2 + 4x + 1 = 0$ .

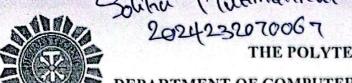
c. Solve the equation  $\sqrt{x+8} + \sqrt{x+1} = 7$ 

6a. If  $\sin \alpha = \frac{4}{5}$  and  $\cos \beta = \frac{12}{13}$  where  $(0 \le \alpha \le 90^{\circ} \text{ and } 270^{\circ} \le \beta \le 360^{\circ})$ Evaluate (i)Sin( $\alpha + \beta$ ) (ii)Cosec  $\beta + Sec \alpha$  (iii) Tan  $\alpha - Tan \beta$ 

6b (i) Without using tables, find the value of tan 210°.

(ii) Find the value of x if  $5\cos x + 2\sin^2 x = 2$ 





#### THE POLYTECNIC, IBADAN

LAF 19

#### DEPARTMENT OF COMPUTER ENGINEERING TECHNOLOGY

#### FIRST SEMESTER 2024/2025 EXAMINATION

COUSRE TITLE: ELECTRICAL WORKSHOP PRACTICE

COURSE CODE: EEC 112

CLASS: ND 1

INSTRUCTION: ANSWER ANY FOUR (4) QUESTIONS TIME ALLLOWED: 2 HOURS

#### QUESTION ONE

|            | With the aids of a diagram, Distinguish between ducting and trucking.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | (4 marks) |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | (2 marks) |
| <b>(b)</b> | (i) What is CPR?  (ii) Highlight the steps for mouth to mouth resuscitation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | (7 marks) |
|            | (ii) Highlight the steps for mouth to m | (2 marks) |
| (c)        | State the usefulness of earthing to human and state and  |           |

#### **QUESTION TWO**

|     | (i) Name and Draw Five (5) Electrical Symbols. (ii) Highlight Five (5) Electrical Workshop rules. | (5 marks) |
|-----|---------------------------------------------------------------------------------------------------|-----------|
| (b) | With the aids of a diagram, describe the operation of HRC fuse.                                   | (5 marks) |

#### **QUESTION THREE**

| ( ) | <ul><li>(i) What is ELCB?</li><li>(ii) Write three (3) advantages of RCD.</li></ul>                                      | (3 marks) |
|-----|--------------------------------------------------------------------------------------------------------------------------|-----------|
| (b) | Explain the functions of the following electrical tools;  (i) Multimeter (ii) Tester (iii) Torpedo level (iv) Fish tape. | (4 marks) |

(c) Explain briefly the insulating material listed below.

(i) Fiberglass (ii) Mineral wool (iii) Cellulose. (6 marks)

#### **QUESTION FOUR**

| (b) | Highlight four (4) advantages of fuse.  Explain three (3) essential properties of a good insulator. | (4 marks)<br>(3 marks)<br>(5 marks) |
|-----|-----------------------------------------------------------------------------------------------------|-------------------------------------|
| (c) | Describe three (3) types of polarity testing.                                                       | (3 marks)                           |
| (4) | With the aids of a circuit diagram, describe the operation of RCD.                                  |                                     |

#### **QUESTION FIVE**

| (a) | <ul><li>(i) Describe four (4) ways in management of burns.</li><li>(ii)Explain five (5) causes of electrical hazard and their preventive</li></ul> | (2 marks)<br>e methods (71/2 marks) |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| ` ' | (ii)Explain five (5) causes of electrical hazard and then prevention                                                                               | (21/2 marks)                        |
| (b) | (i) Distinguish between burns and scalds.                                                                                                          | (3 marks)                           |
|     | (ii) What are the degrees of burns?                                                                                                                |                                     |

## **QUESTION SIX**

| (a)<br>(b) | <ul> <li>(i) Distinguish between the two (2) types of Conduit Wiring.</li> <li>(ii) State five (5) merits of Conduit Wiring System.</li> <li>(iii) Highlight three (3) disadvantages of Conduit Wiring System.</li> <li>State the areas of application of the following electrical cables.</li> </ul> | (4 marks)<br>(5 marks)<br>(3 marks) |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
|            | (i) Coaxial cable (ii) Flexible cable (iii) Multicore cable.                                                                                                                                                                                                                                          | (3 marks)                           |

Examiner: OLULEYE.O AKANJI



# THE POLYTECHNIC, IBADAN MECHANICAL ENGINEERING DEPARTMENT FIRST SEMESTER EXAMINATION 2024/2025 ACADEMIC SESSION

Course Title:

Basic Workshop Practice

Course Code:

**MEC 113** 

Course Unit:

2.0 (Elective)

Class:

ND I Computer Engineering

Programme:

Full Time

Time Allowed:

2hrs.

Instructions: Answer all questions in section A and any 2 questions in section B, Neat work is important to avoid oversight.

#### SECTION A

|      | SECTION A                                                                                                                                     |                     |  |  |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------|--|--|
| la.  | State and explain six (6) behavior at work that promotes efficiency and reduces                                                               |                     |  |  |
|      | accidents.                                                                                                                                    | (3 Marks)           |  |  |
| b.   | Draw a labeled diagram of a micrometer screw guage.                                                                                           | (1 Marks)           |  |  |
| c.   | Sketch a micrometer screw guage showing 10.67 mm reading.                                                                                     | (1 Marks)           |  |  |
| d.   | State the uses of the following vernier caliper parts:                                                                                        | (1 Marks)           |  |  |
| i.   | Outer caliper jaws                                                                                                                            | (1 Marks)           |  |  |
| ii.  | Inner caliper jaws                                                                                                                            | (1 Marks)           |  |  |
| iii. | Depth probe                                                                                                                                   | (1 Marks)           |  |  |
| iv.  | Main scale                                                                                                                                    | (1 Marks)           |  |  |
|      |                                                                                                                                               |                     |  |  |
| 2a.  | How are standards of measurement classified?                                                                                                  | (2 Marks)           |  |  |
| b.   | "In mechanics of machine workshop "The Polytechnic Ibadan as you                                                                              | ır                  |  |  |
|      | case study,                                                                                                                                   |                     |  |  |
|      | it is very important to always dress properly in the workshop to a                                                                            | void accident,      |  |  |
|      | elucidate and expanciate each clearly the dressing code in accordance                                                                         | e with the standard |  |  |
|      | required?                                                                                                                                     | (1 Marks)           |  |  |
| C.   | The vernier caliper is a less precision measuring instrument than a m                                                                         | icrometer screw     |  |  |
|      | gauge Justify this statement?                                                                                                                 | (2 Marks)           |  |  |
| d.   | It is expedient to note that vernier calipers are delicate instruments u                                                                      | tmost care          |  |  |
|      | should be taken while handling them, elucidate?                                                                                               | (1 Marks)           |  |  |
| e.   | A hole of 30mm diameter is drilled through a plate (40mm, wide 60m                                                                            | nm long and         |  |  |
|      | 50mm thick). The material of drill bit is high speed steel (H.S.S) with 35M/min and at 160r.p.m. The feed rate is 0.05mm/rev, calculate (i) T | surface speed of    |  |  |
|      |                                                                                                                                               |                     |  |  |

#### SECTION B

|     | 이 마다들은 사람이 되었다면서 하나는 사람이 되는 사람들이 가장 살아 있다면 하다는 사람들이 하는 것이 되었다면 나는 사람들이 가장 없었다면 하는 것이다면 하다면서 가장하다는 사람들이 되었다.                                                                               |                                              |  |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|--|
| 3a. | Sa. 10 copper rods, selected at ramdom, were found to have the following lengths in                                                                                                       |                                              |  |
|     | meters: 5.30,5.73,6.77,5.26,4.33,5.45,6.09,5.64,5.81,5.75. Determine a can be rejected by applying chauvenet's criterion. The ratio of maximum standard deviation should not exceed 1.96? | my reading that<br>deviation to<br>(4 Marks) |  |
| b.  | State the 'principle' on which micrometers are designed                                                                                                                                   | (1 Marks)                                    |  |
| c.  | Define drilling machine operation with diagrammatic illustration.                                                                                                                         | (2 Marks)                                    |  |
| d.  | Workshop practice is an important aspect of engineering, discuss in details. (11/2 Mar                                                                                                    |                                              |  |
| e,  | Define the term cutting speed.                                                                                                                                                            | (1½ Marks)                                   |  |
| 4a. | Define the term TAP AND DIES?                                                                                                                                                             | (5 Marks)                                    |  |
| b   | Gas welding is also known as oxyacetylene elucidate not more than                                                                                                                         |                                              |  |
|     | five lines                                                                                                                                                                                | (2 Marks)                                    |  |
| c.  | Mention types of flames used in oxyacetylene welding?                                                                                                                                     | (3 Marks)                                    |  |
|     |                                                                                                                                                                                           |                                              |  |
| 5a. | Define the term marking out in respect to metal joining operations?                                                                                                                       | (4 Marks)                                    |  |
| b.  | Mention the PRONS AND CONS of marking out on a work piece?                                                                                                                                | (6 Marks)                                    |  |
|     |                                                                                                                                                                                           |                                              |  |
| 6a. | Mention Four types of joint in sheet metal and Explain briefly and draw                                                                                                                   | the                                          |  |
|     | operation.                                                                                                                                                                                | (4 Marks)                                    |  |
| b.  | What precautions should be observed while using the micrometer?                                                                                                                           | (2 Marks)                                    |  |
| c.  | (i) Define the terms soldering and brazing.                                                                                                                                               | (2 Marks)                                    |  |
|     | (ii) Mention two types of soldering.                                                                                                                                                      | (2 Marks)                                    |  |

EXAMINER: ALAJEDE A.M@ 2025.

Best of luck !!!