

Department of MLT

Online Final Term Examination, September 2020

Course Title: **Communication Skills & English -II**

Session: **Summers**

Registration ID:

Semester: **-II**

Time Allowed **5-Hours**

Total Marks: **50**

Instructor	Hajra Iqbal
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Fill below blocks.

Student Full Name	Muhammad Ilyas Khan
Student Father Name	Riaz ullah
University ID Card Number	14483
Department	AHS (MLT)

Section A

Q1: Write short notes on the following topics.

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a. Steps of Essay writing

There are five steps of writing an essay

Purpose and Thesis

You must have an idea to write about before you can begin writing. It's easier than you would think to come up with one of your own if you have not been assigned a topic. Your best essays would be about fire-lighting material. What are you feeling excited about? What subjects do you think you're arguing for or against? Choose the side of the subject you are "pro" rather than "against" and it will be better pro your essay. Put into a single sentence your concept. This is your declaration of the study, your core concept.

Title

For your essay, pick a title that reflects your primary concept. A verb can have the best names.

Take a look at every newspaper and you can see that there is a verb in every word.

Your title is supposed to make somebody want to read what you need to say. Make provocative of it.

In order to select a title, some people will advise you to wait until you have finished writing.

Other individuals discover that writing a title encourages them to remain focused. When you've finished the article, you can still check your title to ensure it's as productive as it can be.

Introduction

Your introduction is one short paragraph that states your thesis (your main idea) and introduces your reader to your subject, just a sentence or two. This is your next best chance to hook the reader after your word. Some explanations are here.

You can't be stung by those tiny wasps buzzing around the blossoms in your backyard. Their stingers have grown into machines for egg-laying. The wasps, seeking to find a place for their eggs to lay, engage in the balance of nature.

Body of Information

Where you build your story or claim is the body of your essay. If your research has been completed and several pages of notes have been made, go through them with a highlighter and mark the key points, the most relevant ideas.

Choose the three top ideas and write each one on a clean page at the top. Go through your notes again now and for each key point, take out supporting ideas. There's a lot you don't need, just two or three for each of them.

Using the details you pulled from your notes, write a paragraph on each of these key points. You might need a stronger main point if you don't have enough for one of them.

Conclusion

You have almost done. Your conclusion is the last paragraph of your article. It, too, can be brief, and the introduction must be connected back to it.

You mentioned the reason for your paper in your introduction. You should summarize, in your conclusion, how your key points support your thesis. An example is here:

Lucinda has become passionate about natural harmony by studying the equilibrium of nature in her gardens, listening to lectures, and reading everything she can get her hands on about insects and native plants.

b. **Narrative Essay**

One might think of it as telling a tale while writing a narrative essay. Occasionally unreliable, realistic, and personal, these essays inspire students to direct themselves in a creative and, quite often, moving way.

For writing a narrative essay, here are some instructions.

- The essay should contain all the pieces of a story if it is written as a story.

This implies that an outline, plot, characters, setting, climax, and conclusion must be included.

- When shouldn't a narrative essay be written as a tale?

A clear example of this is when a student is asked by a teacher to write a book study. Obviously, this would not necessarily fit a story's trend and would concentrate on supplying the reader with an engaging narrative.

- There should be a reason for the essay.

Make your case! Think of this as your story's thesis. If what you're narrating doesn't make sense, why narrate it at all?

- From a simple point of view, the essay should be written.

It is very common to write narrative essays from the author's point of view; this is not, however, the sole viewpoint to be considered. In the context of authorial perspective, imagination in narrative essays also manifests itself.

- During the entire article, use descriptive and succinct words.

Like the descriptive essay, when the language is carefully, especially, and artfully chosen, narrative essays are successful. Using descriptive words in order to elicit in the reader specific emotions and senses.

- Be structured as always!

Have a simple introduction which for the remainder of the essay sets the tone. Do not leave the reader guessing about your narrative's intent. Note, you're in charge of the essay, so direct it (just make sure your audience will follow your lead) where you want.

c. **Descriptive Essay**

The term implies, descriptive essay is a type of essay which defines something. In this type, the role of describing objects, items, locations, experiences, individuals, and situations is assigned to students. To encourage readers to use their five senses of touch, taste, smell, hearing, and sight to understand the subject of the essay, the students use sensory details.

It is important to explain things specifically as far as plain and concise language is concerned. Imagery is used to make things seem true and exceptional. The use of the five senses produces the imagery for each reader, or a mental picture.

d. **Downwards and Upwards Communication**

Upward communication

When the flow of knowledge in an organisation is from the corporate ladder's lower levels to the upper levels, it is called upward contact. This method of contact allows workers to communicate their opinions, feelings or suggestions to the top management. Only in a democratic system, where workers have a say in management, is it possible.

The message may be conveyed either by oral media, employer-employee conference, grievance process, open door policy, etc., and written media coverage, letters, grievances, suggestions, etc. in this form of communication.

Downward communication

Downward communication can be described as the transmission from top-level executives to low-level employees of data and messages. This implies that contact is facilitated by the highest level of management on the organisational ladder to communicate directives, instructions, alerts or obligations to the organisation's subordinates.

Different defects such as message filtration, misunderstanding and uncertainty, source reliability, message distortion, ambiguous message, message overload, etc. suffer from this form of communication.

e. **Memorandum**

A written message that can be used in a business office is a memorandum (abbrev.: memo; from Latin memorandum est, "It must be remembered"). The plural form of the Latin noun memorandum thus derived is properly memoranda, but the plural memorandums, abbreviated to memos, may be used if the term is considered to have been an English language term. (See Agenda, Corrigenda, Addenda, as well).

A memorandum is, in law, a record of the terms of a deal or arrangement, such as a policy memo, a memorandum of understanding, a memorandum of understanding, or an organisation

memorandum. Briefing notes, papers, emails, or binders are used in other memorandum formats. They can be regarded as grey literature.

f. **Barriers in Communication**

The jargon usage. Over-complicated words, undefined and/or technical ones.

Emotional taboos and obstacles. Some individuals may find it difficult to communicate their thoughts, and some subjects may be totally 'off-limits' or taboo. Taboo or challenging issues which include, but are not limited to, politics, religion, mental and physical disabilities, sexuality and gender, racism, and any views that may be seen as divisive.

Perception and opinion variations.

Physical disorders, such as hearing or speech difficulties

Cultural distinctions. In various cultures, the standards of social interaction differ greatly, as does the manner in which emotions are conveyed. The definition of personal space, for example, differs between cultures and between different social environments. See our Intercultural Awareness page for more info.

g. **Verbal communication**

The use of words to exchange information with other individuals is verbal communication.

Therefore, it may involve both spoken and written contact. Many individuals, however, use the word to denote only spoken conversation. All about the words you pick, and how they are understood and perceived, is the verbal aspect of communication.

h. **Non verbal Communication**

We also mean 'what we say' when we speak about 'communication': the words that we use.

Interpersonal communication, however, is much more than the clear interpretation of words, and the data or message they convey. It also involves implicit messages that are conveyed by non-verbal actions, whether intentional or not.

Non-verbal contact involves facial expressions, the voice's sound and pitch, gestures expressed by body language (kinesics) and the communicators' physical distance (proxemics).

These non-verbal signs, over and above spoken (verbal) communication, may provide clues and additional knowledge and context. Indeed, some figures indicate that approximately 70 to 80% of contact is non-verbal!

Q2. Write a short essay on Social Media effects on Youth

Time message People use social media a lot and with more interest. For much of the young generation, social media has now become our main aspect of life. There are also young people who continue to engage in social media without even worrying about the influence of social media on young people. The results may sometimes be positive and sometimes negative, but if not combined with a business or professional target, they are often negative.

There are a number of good points, but with the use of sites such as Twitter, Facebook, Pinterest, Google, Gaming, Instagram, TikTok and blogs, there are still many risks.

There are also some physiological consequences of social media use. Our young people need to obtain "likes" on social media will lead teenagers to make decisions that they would not otherwise make. Even with privacy settings in place, through friends of friends on social media, teens will gather thousands of friends. The more individuals on the list of mates, the more individuals have access to and use videos, snaps, and notifications for other purposes.

Indirectly speaking, of course, poses an obstacle to simple contact, but that's not all. A big part of growing up is learning how to make friends, and friendship involves a certain amount of risk-taking. This is valid for the formation of a new friend, but also for the preservation of friendships. It takes bravery to be truthful about your feelings and then consider what the other person has to say when there are challenges that need to be met, big ones or small ones. Learning to cross these bridges successfully is part of what makes friendship enjoyable and exciting, and frightening as well. Part of good self-esteem is knowing how to say what you think and feel, even when you disagree with other individuals.

Nevertheless, there has been some good impact of social media is that when they are unable to see each other, you still keep reminders about the important things that are happening around the globe at the moment or maybe in your area when they want social media. Knowing anything with only a quick click of your finger is a great advantage. Young people have the ideal place to express themselves in a manner that they are not supposed to do in public. This is something that makes young people feel better about them and hold a certain place in society.

It encourages you to learn social skills and the best part is that the social website will start with a number of friendships. Generally speaking, young people want to make new friends and discover as much as they can about others. With the platform of social media, all of this is possible. Another fascinating effect of social media on young people is that communicating with friends is fun rather than engaging face to face with them.

Q3. What is effective communication? Explain the seven C's of effective communication

More than simply sharing information, successful communication is about more. It's about knowing the feelings and intentions that are behind the numbers. You also need to listen in a way that acquires the full meaning of what is being said and makes the other person feel heard and understood.

Good communication sounds instinctive, like it should be. But all too often, something goes astray as we try to connect with others. We say one thing, something else is understood by the other person, and misunderstandings, anger, and disputes ensue. In your home, education, and work relationships, this may trigger issues.

Communicating more clearly and efficiently involves developing some essential skills for all of us. Learning these skills will deepen your connexions to others, create greater confidence and appreciation, and enhance collaboration, problem solving, and your overall social and emotional wellbeing, whether you're trying to strengthen communication with your partner, children, boss, or colleagues.

Seven C's of effective communication

The Seven C's

- 1) Completeness
- 2) Conciseness
- 3) Consideration
- 4) Concreteness
- 5) Clarity
- 6) Courtesy
- 7) Correctness

1) Completeness:

The communication must be complete. The facts needed by the audience should be communicated. The message sender must take into account the mindset of the recipient and transmit the message effectively.

2) Conciseness:

Conciseness means wordiness, i.e. expressing with the least possible words what you want to express without forgoing the other C's of communication. For efficient communication, conciseness is a must. Concise contact provides the following characteristics:

It is both time-saving and cost-effective.

As it prevents the use of unnecessary and unnecessary phrases, it underlines and emphasises the main message.

Concise communication provides the listener with quick and important statements in simple words. The succinct message for the viewer is more attractive and understandable.

In essence, the succinct message is non-repetitive.

3) Consideration:

Consideration involves "stepping into others' shoes." Effective communication must take account of the audience, i.e. the points of view of the audience, context, mind-set, level of education, etc. Make an effort to picture the audience, their desires, thoughts and issues. Make sure that the audience's self-respect is upheld and that their feelings are not at risk. Modify the words in the letter to satisfy the needs of the viewer when completing the letter.

4) Concreteness:

Instead of fuzzy and general, concrete communication implies being precise and simple.

Specificity enhances confidence. The following features provide a concrete message:

Specific facts and statistics support it.

This makes use of phrases that are clear and that create the image.

There is no misinterpretation of concrete messages.

5) Clarity:

Clarity means stressing, rather than attempting to do too much at once, a clear message or goal at a time. The following characteristics of consistency in communication are:

It promotes comprehension.

The full clarification of ideas and feelings strengthens the essence of the post.

The simple message makes use of terms that are accurate, relevant and concrete.

6) Courtesy

Courtesy of the message means that the message should reflect the speech of the sender as well as value the recipient. The sender should be truly respectful, judicious, thoughtful and enthusiastic about the post. Courteous communications have the following characteristics:

Courtesy means taking into account both the views and feelings of the message recipient.

The courteous message is optimistic and audience-focused.

It makes use of words that convey respect for the message recipient.

It is not biased at all.

7) Correctness

Correctness in communication means that communication doesn't have grammatical errors. Right contact provides the following characteristics:

The message is exact, right and well-timed.

If the interaction is right, it improves the degree of trust.

The right message impacts the audience / readers more effectively.

It verifies the accuracy and precision of the statistics and figures used in the letter.

In the post, it allows use of suitable and accurate words.

Q4. A conversation between a teacher and student about online classes in Covid-19 emergency situation.

Teacher: calling to Student

Belling ting ting ting

Student: Attend the call.

Assalam o Alaikom Sir how are you Sir.

Teacher: Fine and You.

Student: I am Also Fine.

Teacher: How about corona virus in yours place.

Student: Sir the situation is still going wrong about corona.

Teacher: Take care of yourself as the condition is still not going well.

Student: thank you sir I will take care of myself

Teacher: As the university has given the policy of online classes in this pandemic situation, what are your view about it!

Student: It has been a good initiative as it will save our time

Teacher: Seems good as you value the time.

Student: yes sir! Time is precious.

Teacher: do you have a smartphone for online classes

Student: yes sir I have a smartphone

Teacher: Do you have a laptop for online classes

Student; yes sir I have!

Teacher: Do you have internet accessibility all the day.

Student: Yes sir! I have internet availability all the day as I live in the city, but few of my friends don't have.

Teacher: It is not a big deal we will take the class when all the student have the availability of internet connection.

Student: Thank you sir it will be good

Teacher: ok student take care of yourself. We will be starting our online classes from next week.

Student: Ok sir!

Teacher: Allah hafiz

Student: Allah hafiz!