**Program: BS (C.S/S.E/Tele)**

**Total Marks: 50**

**Time Allowed: 06 Hours**

**Final-Term – Semester Examination**

**Course Title: English II (Com Skills)**

**Instructor: Naeem Ullah Kaka Khel**

**Note: Attempt all the Questions. All questions carry equal marks.**

**Question 1**

What is Communication; explain in detail all the types? (10)

Communication skills are vital to a healthy, efficient workplace. Often categorized as a “soft skill” or interpersonal skill, communication is the act of sharing information from one person to another person or group of people. There are many different ways to communicate, each of which plays an important role in sharing information.

4 Types of Communication (With Examples)

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**Types of communication:** There are several different ways we share information with one another. For example, you might use verbal communication when sharing a presentation with a group. You might use written communication when applying for a job or sending an email.

There are four main categories or communication styles including verbal, nonverbal, written and visual:

**1. Verbal:**

Verbal communication is the use of language to transfer information through speaking or sign language. It is one of the most common types, often used during presentations, video conferences and phone calls, meetings and one-on-one conversations. Verbal communication is important because it is efficient. It can be helpful to support verbal communication with both nonverbal and written communication.

Here are a few steps you can take to develop your verbal communication skills:

Use a strong, confident speaking voice. Especially when presenting information to a few or a group of people, be sure to use a strong voice so that everyone can easily hear you. Be confident when speaking so that your ideas are clear and easy for others to understand.

Use active listening. The other side of using verbal communication is intently listening to and hearing others. Active listening skills are key when conducting a meeting, presentation or even when participating in a one-on-one conversation. Doing so will help you grow as a communicator.

Avoid filler words. It can be tempting, especially during a presentation, to use filler words such as “um,” “like,” “so” or “yeah.” While it might feel natural after completing a sentence or pausing to collect your thoughts, it can also be distracting for your audience. Try presenting to a trusted friend or colleague who can call attention to the times you use filler words. Try to replace them by taking a breath when you are tempted to use them.

**2. Nonverbal:**

Nonverbal communication is the use of body language, gestures and facial expressions to convey information to others. It can be used both intentionally and unintentionally. For example, you might smile unintentionally when you hear a pleasing or enjoyable idea or piece of information. Nonverbal communication is helpful when trying to understand others’ thoughts and feelings.

If they are displaying “closed” body language, such as crossed arms or hunched shoulders, they might be feeling anxious, angry or nervous. If they are displaying “open” body language with both feet on the floor and arms by their side or on the table, they are likely feeling positive and open to information.

Here are a few steps you can take to develop your nonverbal communication skills:

Notice how your emotions feel physically. Throughout the day, as you experience a range of emotions (anything from energized, bored, happy or frustrated), try to identify where you feel that emotion within your body. For example, if you’re feeling anxious, you might notice that your stomach feels tight. Developing self-awareness around how your emotions affect your body can give you greater mastery over your external presentation.

Be intentional about your nonverbal communications. Make an effort to display positive body language when you feel alert, open and positive about your surroundings. You can also use body language to support your verbal communication if you feel confused or anxious about information, like using a furrowed brow. Use body language alongside verbal communication such as asking follow up questions or pulling the presenter aside to give feedback.

Mimic nonverbal communications you find effective. If you find certain facial expressions or body language beneficial to a certain setting, use it as a guide when improving your own nonverbal communications. For example, if you see that when someone nods their head it communicates approval and positive feedback efficiently, use it in your next meeting when you have the same feelings.

**3. Written**

Written communication is the act of writing, typing or printing symbols like letters and numbers to convey information. It is helpful because it provides a record of information for reference. Writing is commonly used to share information through books, pamphlets, blogs, letters, memos and more. Emails and chats are a common form of written communication in the workplace.

Here are a few steps you can take to develop your written communication skills:

Strive for simplicity. Written communications should be as simple and clear as possible. While it might be helpful to include lots of detail in instructional communications, for example, you should look for areas where you can write as clearly as possible for your audience to understand.

Don’t rely on tone. Because you do not have the nuance of verbal and nonverbal communications, be careful when you are trying to communicate a certain tone when writing. For example, attempting to communicate a joke, sarcasm or excitement might be translated differently depending on the audience. Instead, try to keep your writing as simple and plain as possible and follow up with verbal communications where you can add more personality.

Take time to review your written communications. Setting time aside to re-read your emails, letters or memos can help you identify mistakes or opportunities to say something differently. For important communications or those that will be sent to a large number of people, it might be helpful to have a trusted colleague review it as well.

Keep a file of writing you find effective or enjoyable. If you receive a certain pamphlet, email or memo that you find particularly helpful or interesting, save it for reference when writing your own communications. Incorporating methods or styles you like can help you to improve over time.

**4. Visual:**

Visual communication is the act of using photographs, art, drawings, sketches, charts and graphs to convey information. Visuals are often used as an aid during presentations to provide helpful context alongside written and/or verbal communication. Because people have different learning styles, visual communication might be more helpful for some to consume ideas and information.

Here are a few steps you can take to develop your visual communication skills:

Ask others before including visuals. If you are considering sharing a visual aid in your presentation or email, consider asking others for feedback. Adding visuals can sometimes make concepts confusing or muddled. Getting a third-party perspective can help you decide whether the visual adds value to your communications.

Consider your audience. Be sure to include visuals that are easily understood by your audience. For example, if you are displaying a chart with unfamiliar data, be sure to take time and explain what is happening in the visual and how it relates to what you are saying. You should never use sensitive, offensive, violent or graphic visuals in any form.

**Question 2**

Elaborate Skimming and Scanning in the light of reading? (10)

**SKIMMING & SCANNING**

Skimming and scanning are reading techniques that use rapid eye movement and keywords to move quickly through text for slightly different purposes. Skimming is reading rapidly in order to get a general overview of the material. Scanning is reading rapidly in order to find specific facts. While skimming tells you what general information is within a section, scanning helps you locate a particular fact. Skimming is like snorkeling, and scanning is more like pearl diving.

Use skimming in previewing (reading before you read), reviewing (reading after you read), determining the main idea from a long selection you don't wish to read, or when trying to find source material for a research paper.

Use scanning in research to find particular facts, to study fact-heavy topics, and to answer questions requiring factual support.

**Skimming to save time**Skimming can save you hours of laborious reading. However, it is not always the most appropriate way to read. It is very useful as a preview to a more detailed reading or when reviewing a selection heavy in content. But when you skim, you may miss important points or overlook the finer shadings of meaning, for which rapid reading or perhaps even study reading may be necessary.

Use skimming to overview your textbook chapters or to review for a test. Use skimming to decide if you need to read something at all, for example during the preliminary research for a paper. Skimming can tell you enough about the general idea and tone of the material, as well as its gross similarity or difference from other sources, to know if you need to read it at all.

To skim, prepare yourself to move rapidly through the pages. You will not read every word; you will pay special attention to typographical cues-headings, boldface and italic type, indenting, bulleted and numbered lists. You will be alert for key words and phrases, the names of people and places, dates, nouns, and unfamiliar words. In general follow these steps:

1. Read the table of contents or chapter overview to learn the main divisions of ideas.
2. Glance through the main headings in each chapter just to see a word or two. Read the headings of charts and tables.
3. Read the entire introductory paragraph and then the first and last sentence only of each following paragraph. For each paragraph, read only the first few words of each sentence or to locate the main idea.
4. Stop and quickly read the sentences containing keywords indicated in boldface or italics.
5. When you think you have found something significant, stop to read the entire sentence to make sure. Then go on the same way. Resist the temptation to stop to read details you don't need.
6. Read chapter summaries when provided.

If you cannot complete all the steps above, compromise: read only the chapter overviews and summaries, for example, or the summaries and all the boldfaced keywords. When you skim, you take a calculated risk that you may miss something. For instance, the main ideas of paragraphs are not always found in the first or last sentences (although in many textbooks they are). Ideas you miss you may pick up in a chapter overview or summary.

Good skimmers do not skim everything at the same rate or give equal attention to everything. While skimming is always faster than your normal reading speed, you should slow down in the following situations:

* When you skim introductory and concluding paragraphs
* When you skim topic sentences
* When you find an unfamiliar word
* When the material is very complicated

**Scanning for research and study**Scanning, too, uses keywords and organizational cues. But while the goal of skimming is a bird's-eye view of the material, the goal of scanning is to locate and swoop down on particular facts.

Facts may be buried within long text passages that have relatively little else to do with your topic or claim. Skim this material first to decide if it is likely to contain the facts you need. Don't forget to scan tables of contents, summaries, indexes, headings, and typographical cues. To make sense of lists and tables, skim them first to understand how they are organized: alphabetical, chronological, or most-to-least, for example. If after skimming you decide the material will be useful, go ahead and scan:

1. Know what you're looking for. Decide on a few key words or phrases–search terms, if you will. You will be a flesh-and-blood search engine.
2. Look for only one keyword at a time. If you use multiple keywords, do multiple scans.
3. Let your eyes float rapidly down the page until you find the word or phrase you want.
4. When your eye catches one of your keywords, read the surrounding material carefully.

**Scanning to answer questions**  
If you are scanning for facts to answer a specific question, one step is already done for you: the question itself supplies the keywords. Follow these steps:

1. Read each question completely before starting to scan. Choose your keywords from the question itself.
2. Look for answers to only one question at a time. Scan separately for each question.
3. When you locate a keyword, read the surrounding text carefully to see if it is relevant.
4. Re-read the question to determine if the answer you found answers this question.

Scanning is a technique that requires concentration and can be surprisingly tiring. You may have to practice at not allowing your attention to wander. Choose a time and place that you know works for you and dive in.

**Question 3**

What are the 7 C’s of Communication, explain all of them? (10)

**1. Clear**

When writing or speaking to someone, be clear about your goal or message. What is your purpose in communicating with this person? If you’re not sure, then your audience won’t be sure either.

To be clear, try to minimize the number of ideas in each sentence. Make sure that it’s easy for your reader to understand your meaning. People shouldn’t have to “read between the lines” and make assumptions on their own to understand what you’re trying to say.Information and actions required must be clear so the reader has the information they need to take action.

**2. Concise**

When you’re concise in your communication, you stick to the point and keep it brief. Your audience doesn’t want to read six sentences when you could communicate your message in three.

* Are there any adjectives or “filler words” that you can delete? You can often eliminate words like “for instance,” “you see,” “definitely,” “kind of,” “literally,” “basically,” or “I mean.”
* Are there any unnecessary sentences?
* Have you repeated the point several times, in different ways?

**3. Concrete**

When your message is concrete, then your audience has a clear picture of what you’re telling them. There are details (but not too many!) and vivid facts, and there’s laser-like focus. Your message is solid.

**4. Correct**

When your communication is correct, it fits your audience. And correct communication is also error-free communication.

* Do the technical terms you use fit your audience’s level of education or knowledge?
* Have you checked your writing for grammatical errors? Remember, spell checkers won’t catch everything.
* Are all names and titles spelled correctly?

**5. Coherent**

When your communication is coherent, it’s logical. All points are connected and relevant to the main topic and the tone and flow of the text is consistent.

**6. Complete**

In a complete message, the audience has everything they need to be informed and, if applicable, take action.

* Does your message include a “call to action,” so that your audience clearly knows what you want them to do?
* Have you included all relevant information – contact names, dates, times, locations, and so on?

**7. Courteous**

Courteous communication is friendly, open, and honest. There are no hidden insults or passive-aggressive tones. You keep your reader’s viewpoint in mind, and you’re empathetic to their needs.

**Question 4**

Define and differentiate Letter and Memo? (10)

**Memo**: A memo is a document typically used for communication within a company. Memos can be as formal as a business letter and used to present a report.

**Purpose of a Memo** • usually you write memos to inform readers of specific information. You might also write a memo to persuade others to take action, give feedback on an issue, or react to a situation. However, most memos communicate basic information, such as meeting times or due dates.

**Types of Memo** • There are many types of memos which of the are following.

1. Directive memo.
2. Trip report memo.
3. Response memo.
4. Field report memo.

**Directive memo**: A directive memo states a policy or procedure you want the reader or co-worker to follow.

**Trip Report Memo**: A trip report memo is usually sent to a supervisor after an employee returns from a business venture.

The structure is listed below:

1. Purpose statement.
2. Summary.
3. Discussion.
4. Action.

**Response memo**: The purpose of this memo is to provide the audience with desired information. It usually has four parts: • purpose statement • summary • discussion • action.

**Field report memo**: Memos are often used to report on inspection and procedures. These memos, known as field or lab reports, include the problem, methods, results, and conclusions, but spend less time on the methods section. A field or lab report memo has the following structure:

1. Purpose of memo.
2. Summary.
3. Problem leading to the decision to perform the procedure.
4. Methods.
5. Results.
6. Conclusions.
7. Recommendations

**Some Business Memo Types:** Operational Memos, Environmental Memos, Form Memos, Dress code Memos, Financial Memos, Cover Memos.

**Letter:** A letter is a written communication or message that can be handwritten or printed on paper. It is generally sent to the recipient via mail or post in an envelope, although this is not a requirement as such. Any such message that transferred via post is a letter, a written conversation between two parties.

**Types of Letter**

* **Formal Letter:** These letters pursue a certain pattern and formality. They are strictly kept professional, and directly address the issues concerned.
* **Informal Letter**: These are personal letters. They need not pursue any set pattern or adhere to any formalities.
* **Business Letter:** This letter scripted among business correspondents, generally contains commercial information such as quotations, orders, complaints, claims, letters for collections etc.
* **Official Letter:** This sort of letter is written to inform offices, branches, subordinates of official information.
* **Social Letter:** A personal letter written on the occasion of a special event is known as a social letter. The complimentary or congratulatory letter, condolence letter, invitation letter etc are all social letters.
* **Circular Letter**: A letter that announces information to a large number of people is a circular letter.
* **Employment Letters:** Any letters concerning the employment process, like joining letter, promotion letter, application letter etc.

**DIFFERENCE BETWEEN LETTER AND MEMO:**

1. The memo defined as a short message, written informally to communicate certain information to the members of the organization. Conversely, letters understood as a means of a verbal communication containing a brief message addressed to a party external to the business.
2. The use of memo is internal to the organization, in the sense that it is exchanged between two departments, or units or sent by the manager to notify subordinates. Compared to, the use of letter is external, as it is exchanged between two business houses or between the company and client.
3. There is no need for a signature in the memo, as it used within the organization. Though, the letter is to be duly signed by the one who sends it.
4. A memo uses an informal tone and is straight to the point. On the other side, letters are very formal and contain lots of information.
5. When it occurs to length, letters are lengthier in comparison to the memo.
6. Technical jargons are usually used in memos, as well as uses personal pronouns. Diverse, letters avoid the use of technical jargon’s and conditions which are not easy to comprehend. Besides, letters are written in the third person.
7. Memos are written to tell or direct, a department or number of employees on a certain matter and so it usually is written from one to all perspective. On the contrary, letters are private as it addresses to a specific party or client.

**Question 5**

Give a brief definition of vocabulary, also explain the types of Vocabulary (10)

Vocabulary refers to the words we must understand to communicate effectively. Educators often consider four types of vocabulary: listening, speaking, reading, and writing. Listening vocabulary refers to the words we need to know to understand what we hear. Speaking vocabulary consists of the words we use when we speak.

* Listening
* Speaking
* Reading
* Writing

The first two constitute spoken vocabulary and the last two, written vocabulary. Children

Begin to acquire listening and speaking vocabularies many years before they start to build

Reading and writing vocabularies. Spoken language forms the basis for written language.

Each type has a different purpose and, luckily, vocabulary development in one type facilitates growth in another.

**Listening Vocabulary:**

The words we hear and understand. Starting in the womb, fetuses can detect sounds as

early as 16 weeks. Furthermore, babies are listening during all their waking hours – and we

continue to learn new words this way all of our lives. By the time we reach adulthood, most

of us will recognize and understand close to 50,000 words. Children who are completely deaf do not get exposed to a listening vocabulary. Instead, if they have signing models at home or school, they will be exposed to a “visual” listening vocabulary. The amount of words modeled is much less than a hearing child’s incidental listening vocabulary.

**Speaking Vocabulary:**

The words we use when we speak. Our speaking vocabulary is relatively limited: Most

adults use a mere 5,000 to 10,000 words for all their conversations and instructions.

This number is much less than our listening vocabulary most likely due to ease of use.

**Reading Vocabulary:**

The words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary. This is the 2nd largest vocabulary IF you are a reader. If you are not a reader, you can not“grow” your vocabulary.

**Writing Vocabulary:**

The words we can retrieve when we write to express ourselves. We generally find it easier to

explain ourselves orally, using facial expression and intonation to help get our ideas across,

then to find just the right words to communicate the same ideas in writing. Our writing

vocabulary is strongly influenced by the words we can spell.

Think about it:

When reading, a child with hearing will say all the phonemes related to a word to sound it out. They will then guess a word they know. This is dependent upon their lexicon (mental dictionary)

GOOD LUCK !