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Examination: ODD SEMESTER EXAM - 2024

Course Name: ENGLISH COMMUNICATION
Course Code: BTCSEAI104/BTECE104

Time: 2.5 hours

Total Marks: 60

SECTION-A

Attempt ALL the Questions (4X5 = 20)

Q.N.	QUESTIONS	MARKS	CO	BL
1	In what ways does nonverbal communication, such as eye contact and body language, enhance or hinder active listening?	05	CO2	L4
2	How do nonlinear storytelling techniques influence a reader's emotional engagement and understanding of a narrative?	05	CO2	L5
3	What are effective techniques to identify and eliminate redundant phrases during the editing process?	05	CO1	L2
4	What role does vocal modulation (tone, pitch, volume) play in keeping the audience engaged, and how can you master it?	05	CO2	L3

SECTION- B

Attempt ONLY 4 Questions (4x10 = 40)

Q.N.	QUESTIONS .	MARKS	CO	BL
1	A group discussion involves six participants. One participant dominates the conversation, not allowing others to contribute effectively. The quieter members struggle to share their ideas, and the discussion starts losing focus. 1. How should a group moderator or facilitator address the dominant participant without discouraging them? 2. What strategies can quieter members use to assert themselves in such situations? 3. How can the group as a whole ensure that everyone's opinions are heard without deviating from the topic?	10	CO2	L2
2	A candidate has a two-year gap in their employment history due to personal reasons. Their resume reflects this gap without any explanation, making it a red flag for recruiters. 1. How should the candidate address the gap in their resume to make it less concerning for recruiters? 2. What are the risks of leaving such gaps unexplained, and how can they be mitigated? 3. How can a cover letter complement the resume to provide clarity about the gap?	10	CO3	L2
3	A newly hired employee in a tech company struggles to understand discussions in team meetings. The team uses terms like "leverage our core competencies," "low-hanging fruit," and "actionable insights," leaving the employee confused.	10	CO2	L3

	1. How can the team strike a balance between using corporate jargon and ensuring clarity for all members, especially new employees? 2. What steps should the new employee take to adapt to the corporate lexicon while avoiding confusion? 3. How might excessive use of jargon impact team productivity and communication?			
4	During a team meeting, a team leader is unhappy with the lack of progress on a project. They slam the table and loudly say, "This is unacceptable! Everyone needs to stay late until this is fixed!" The team members feel uncomfortable and demotivated. 1. Was the team leader's communication assertive or aggressive? Why? 2. How could the leader have communicated their dissatisfaction in an assertive but respectful way? 3. What impact does aggressive communication have on team morale and productivity?	10	CO3	L5
5	A team member sends an email to a client that includes phrases like "We is looking forward to work with you" and "Your requirements are unclear, but we can manages it." The client responds, expressing confusion and concern about the team's professionalism. 1. What grammar mistakes are evident in the email, and how could they affect the client's perception? 2. Why is proofreading important before sending professional emails? 3. How can vocabulary improvement and grammar accuracy enhance professional communication?	10	CO3	L3
6	A job candidate frequently uses filler words like "uh," "you know," and "like" during their interview. They also rely on informal phrases like "cool" and "awesome" when describing their past projects. 1. How might the use of informal vocabulary and fillers affect the candidate's impression on the interviewer? 2. What steps can the candidate take to improve their vocabulary for professional settings? 3. Why is it important to tailor vocabulary to the context, such as job interviews?	10	CO3	L4

BL: Bloom's Taxonomy levels (1- Remembering, 2- Understanding, 3- Applying, 4- Analysing, 5- Evaluating, 6- Creating)

CO: Course Objective