MCM 301

COMMUNICATION SKILLS

Complete Study Notes

Lectures 1 — 18

Virtual University of Pakistan

Simple English · Real Life Examples · Key Definitions

+ 200 Conceptual MCQs (with Answers)

TABLE OF CONTENTS

Topic	Description
Lecture 1	Communication – Definition, Process, Importance
Lecture 2	Levels of Communication
Lecture 3	Interpersonal Communication
Lecture 4	Communication in the Organization: Guiding Principles
Lecture 5	Communication Destination (Internal & External)
Lecture 6	Listening – Types & Process
Lecture 7	Improving Your Listening Skills
Lecture 8	Nonverbal Communication
Lecture 9	Barriers to Communication – Part 1
Lecture 10	Barriers to Communication – Part 2
Lecture 11	Overcoming Communication Barriers
Lecture 12	Speech – Audience Analysis (AUDIENCE acronym)
Lecture 13	Selecting a Topic & Research Methods
Lecture 14	Thesis Statement
Lecture 15	Introduction of Speech
Lecture 16	Body of Speech – Organizational Patterns
Lecture 17	Modes of Delivery
Lecture 18	Strategic Oral Delivery – Vocal & Visual Cues
—	200 Conceptual MCQs with Answers

LECTURE 1: COMMUNICATION

■ Communication

Communication comes from the Latin word 'Communico' meaning 'to share'. It is the continuous process of speaking, listening, and understanding by which information (facts, ideas, feelings) is shared between people so that it is understood.

Why is Communication Important?

We spend about **70% of our waking hours** communicating — writing, reading, speaking, and listening. Good communication skills are required in nearly every job. The ability to communicate effectively determines success in personal and professional life.

Real Life Example: *Think about a job advertisement. Whether you are an engineer, doctor, manager, or teacher — communication skills are always listed as essential requirements.*

The Communication Process / Cycle

Every act of communication involves these 5 steps:

Step	What Happens
1. IDEA (Sender)	Information/thought exists in the sender's mind.
2. ENCODING	Sender converts the idea into words or symbols (the message).
3. CHANNEL	The medium used to send the message (phone, letter, face-to-face).
4. DECODING	Receiver translates words/symbols back into meaning.
5. FEEDBACK	Receiver's response that confirms the message was understood.
NOISE	Anything that disturbs or distorts the message at any step.

Real Life Example: *You text your friend 'Meet me at 5' (IDEA + ENCODE). The message travels via phone (CHANNEL). Your friend reads it (DECODE). They reply 'OK!' (FEEDBACK). But if the phone signal is weak and the message cuts off, that's NOISE.*

Channel Selection Factors:

- Need for immediate transmission → Use Fax instead of letter
- Need for immediate feedback → Use Phone instead of Fax
- Need for a permanent record → Use written communication
- Need for negotiation/persuasion → Use face-to-face meeting

5 Categories of Feedback:

- Evaluation – Judging the worth/appropriateness of sender's message
- Interpretation – Paraphrasing / re-stating what sender meant
- Support – Helping or encouraging the sender
- Probing – Asking questions to get more info
- Understanding – Trying to completely understand sender's meaning

■ Key Point: A message is NEVER communicated unless it is UNDERSTOOD by the receiver.

LECTURE 2: LEVELS OF COMMUNICATION

There are 5 Levels of Communication:

Level	Description
1. Intrapersonal	Communication within yourself — thinking, self-talk, daydreaming. You are both sender and receiver.
2. Interpersonal	Communication between two or a few people face-to-face — conversations, dialogues, small group discussions.
3. Mediated	Communication using a device/medium — telephone, email, letters, radio. No direct face-to-face contact.
4. Person-to-Group	One speaker addressing an audience. E.g., a teacher in a classroom, a politician giving a speech.
5. Mass Communication	Messages sent to large, anonymous audiences using print (newspaper, books) or electronic media (TV, radio, internet).

Real Life Example: *Intrapersonal: You decide in your mind what to wear in the morning. Interpersonal: You chat with a friend. Mediated: You call your family. Person-to-Group: A professor delivers a lecture. Mass Communication: You watch news on TV.*

Key Concepts in Intrapersonal Communication:

■ Self-Concept

Your total picture of who you are — psychological, physical, spiritual, social, and intellectual self. It is formed through interactions with others and keeps changing throughout life.

■ Self-Image

A picture/description of the different roles you play in life (student, son, friend, colleague). These can be Achieved Roles (professor, honor student) or Ascribed Roles (son, sister — roles you are born into).

■ Self-Esteem

How you EVALUATE yourself in each role. Do you feel you are a good student? A caring friend? Self-esteem is affected by feedback from others.

4 Intrapersonal Processes:

- Frame of Reference – Your belief system, experiences, values, and expectations that shape how you receive/send messages.
- Creativity – Thinking in innovative, new ways. Creative thinking improves communication.

• Self-Talk (Imagined Communication) – Mentally rehearsing conversations before they happen. This reduces anxiety.

• Risk-Taking – Willingness to communicate despite fear of rejection or change in self-image.

Real Life Example: *Self-Talk: Before a job interview, you imagine yourself confidently answering questions. This mental rehearsal helps reduce nervousness.*

LECTURE 3: INTERPERSONAL COMMUNICATION

■ Interpersonal Communication

Communication that occurs when two or a few people talk face-to-face. It includes conversations, dialogues, and small group discussions. It is the most common and important form of daily communication.

Why Interpersonal Communication Gets Difficult:

- We assume people behave the same way in every situation.
- We put everyone into fixed categories instead of understanding them individually.
- We are too influenced by first impressions.
- We are biased towards people who are similar to us.
- We focus too much on negative traits of others.
- Our own limited frame of reference prevents us from understanding others.

5 Contexts of Interpersonal Communication:

Context	Meaning
Psychological Context	Who you are, your needs, values, personality that you bring to the interaction.
Relational Context	Your reaction and feelings toward the other person — the 'mix' of two personalities.
Situational Context	The psycho-social setting — a classroom interaction is different from a restaurant conversation.
Environmental Context	Physical setting — furniture, noise level, temperature, location.
Cultural Context	Learned behaviors and rules. E.g., eye contact means honesty in one culture but rudeness in another.

3 Interpersonal Needs (by Schutz):

- Inclusion – Need to establish identity and belong to a group.
- Control – Need to exercise leadership and prove abilities.
- Affection – Need to develop close relationships and friendships.

Types of Interpersonal Channels:

- Conversations – Informal, unstructured, slightly purposive.
- Dialogues – More formal and structured with a clear purpose.
- Interviews – Directive (interviewer leads), Non-directive (both lead), Stress interview, Depth interview.
- Small Groups – 4-10 people. Methods: problem-solving, brainstorming, role-playing, educating.

Real Life Example: *A job interview is a directive dialogue where the interviewer controls the conversation. A group project meeting is a small group interaction involving problem-solving and brainstorming.*

■ **Key Point: Interpersonal communication is important because it helps us gain information about others, build understanding, establish identity, and fulfill social needs.**

LECTURE 4: COMMUNICATION IN THE ORGANIZATION: GUIDING PRINCIPLES

3 Guiding Principles:

■ Principle 1: People judge you by your BEHAVIOR, not your intent.

We cannot NOT communicate. Every gesture, expression, and silence sends a message. People judge what they SEE, not what you MEANT to say.

■ Principle 2: A word is like an arrow — once out, it never returns.

You cannot truly 'take back' something once it has been said. The effect remains. Even if a judge tells a jury to 'disregard that statement' — the impression is already made.

■ Principle 3: We exchange SYMBOLS that stand for ideas, not ideas themselves.

Words do not have inherent meaning. Two people may use the same word but mean different things. 'Smart' can mean clever or well-dressed.

Direction of Communication Flow:

Type	Description
Downward Communication	From higher to lower levels. E.g., manager gives instructions to employees. Includes memos, policy statements, newsletters, meetings.
Upward Communication	From lower to higher levels. E.g., employees report to managers. Includes reports, suggestions, complaints. Often filtered/distorted.
Lateral (Horizontal) Communication	Between people at the same level or across departments. Speeds up coordination. Usually oral (conferences, phone calls).

Real Life Example: *Downward: CEO sends email about new leave policy to all staff. Upward: An employee submits a suggestion to improve the packaging process. Lateral: Two department heads coordinate on a project deadline.*

■ Key Point: Upward communication is extremely important because top management depends on it for accurate information to make decisions. Unfortunately, it is often distorted by middle managers.

LECTURE 5: COMMUNICATION DESTINATION

■ Internal Communication

Communication that takes place within the organization — between employees, managers, and departments. Includes memos, reports, conferences, notice boards.

■ External Communication

Communication with people/groups outside the organization — customers, government, suppliers, stockholders. Includes letters, press releases, meetings, phone calls.

Real Life Example: *Internal: HR sends a memo about annual leave policy to all employees. External: A company sends a proposal letter to a new client.*

Benefits of Communication for EMPLOYEES:

- Conflict Resolution – Resolving disagreements through communication rather than letting them become formal problems.
- Motivation – Satisfying internal needs through actions and words. Motivated employees perform better.
- Problem Solving – Identifying real problems and finding solutions through regular communication and feedback.
- Public Relations – Building goodwill with external audiences through effective communication.

Benefits of Communication for the ORGANIZATION:

- Creates Positive Image – Poor communication damages image; effective communication builds trust.
- Reduces Costs – One bad letter leads to another. Poor communication wastes time and money.
- Improves Employee Morale – When managers communicate well, employees feel valued and motivated.
- Increases Productivity – Employees who clearly understand expectations work more efficiently.

4 Misconceptions About Communication:

- "We need MORE communication" → Quality matters more than quantity. We already receive too much information.
- "Communication solves ALL problems" → Communication can also create or intensify problems if not handled skillfully.
- "Communication can BREAK DOWN" → Communication doesn't physically break down; people just communicate ineffectively.
- "Meanings are IN words" → Words don't hold meaning — PEOPLE do. Same word means different things to different people.

■ Key Point: 'Words don't mean — people mean.' Meaning is subjective, based on individual backgrounds and experiences.

LECTURE 6: LISTENING

Time Spent in Communication:

Type	Percentage
Writing	11%
Reading	15%
Speaking	32%
Listening	42% — Most time spent here!

■ Listening

Listening is NOT the same as hearing. Hearing is automatic (physiological). Listening is the ACTIVE, conscious process of receiving, interpreting, and responding to spoken messages. Listening is the process by which spoken language is converted to MEANING in the mind.

Real Life Example: *You 'hear' background music while studying but you are not 'listening' to it. When you pay attention to the lyrics, that becomes listening.*

6 Steps in the Listening Process:

Step	What Happens
1. Receiving/Hearing	Ear picks up sound waves; brain processes them as words.
2. Filtering	Giving meaning to symbols based on your unique experiences and knowledge.
3. Understanding	Learning what the speaker actually means.
4. Remembering	Retaining the message — but memory is reconstructive, not reproductive.
5. Evaluating	Critically analyzing/judging the message.
6. Responding	Giving feedback — both WHILE speaker is talking (nodding) and AFTER (reply).

4 Levels of Listening:

■ Active Listening

Sending back to the speaker what you think they meant — in content AND feelings. The most beneficial type. Good listeners = better students, better employees.

■ Protective Listening

Tuning out certain kinds of stimuli. A listener has learned to ignore certain types of messages (e.g., hostile remarks) to protect themselves.

■ Partial Listening

Responding to only SOME parts of the message while ignoring others. Leads to misunderstanding and missing important facts.

■ Preferential Listening

Listening for what you WANT to hear based on beliefs and emotions. Personal background distorts the speaker's intended message.

2 Types of Listening:

- Critical Listening – Detecting bias, propaganda; analyzing the message logically. Keep an open mind.
- Empathic Listening – Listening 'between the lines'; trying to understand the speaker's emotions. Not judging but accepting.

■ Key Point: Characteristics of Active Listeners: (1) Give speaker time to develop ideas. (2) Open-minded about different people. (3) Tolerate poorly organized material. (4) Listen more carefully when material gets difficult.

LECTURE 7: IMPROVING YOUR LISTENING SKILLS

Common Bad Listening Habits:

- Thinking about what YOU will say next while the other person is still talking.
- Getting distracted by speaker's mannerisms or surroundings.
- Frequently interrupting before the speaker finishes.
- Drifting into daydreams because you assume you know what they'll say.

Tips to Become a Better Listener:

1. Don't talk — LISTEN. Job applicants who let the interviewer speak more make better impressions.

2. Keep an open mind — listen for new information, not just what supports your existing views.

3. Don't jump to conclusions — the speaker may make a different point than you expect.

4. Listen 'between the lines' — pay attention to tone of voice, facial expressions, and gestures.

5. Ask questions — 'Do you mean...?' or 'Did I understand you to say...?'

6. Ignore distractions — accent, mannerisms, appearance should not break your focus.

7. Use your brainpower — you can think 4x faster than someone speaks; use that time to summarize.

8. Provide feedback — nod, maintain eye contact, say 'I see' or 'that's interesting'.

9. Go in with a positive attitude — ask yourself 'What can I learn from this?'

10. Fight off distractions — create a quiet environment for important conversations.

Real Life Example: *In a job interview, the candidate who asks thoughtful questions and listens carefully is usually preferred over the one who dominates the conversation.*

■ **Key Point: Studies show 80% of waking hours are spent communicating; at least 45% of that is listening. Yet listening is LEAST taught in schools!**

LECTURE 8: NONVERBAL COMMUNICATION

■ Nonverbal Communication

Interpersonal communication through NON-linguistic means — everything EXCEPT your words. When verbal and nonverbal messages conflict, people trust the NONVERBAL message more.

Elements of Nonverbal Communication:

Element	What It Communicates
Appearance	Clothing, hairstyle, jewelry, body size — all affect the impression of credibility, status, and competence.
Facial Expressions	Face communicates happiness, sadness, anger, surprise, fear, disgust. Most expressive part of the body.
Eye Contact	Signals desire to communicate. Direct eye contact = compliment, builds trust. Breaking eye contact = discomfort or untruthfulness.
Gestures	Clenched fist = anger. Head nodding = agreement. Thumbs up = positive (but rude in some cultures!). Meaning varies across cultures.
Touch	4 types: Professional, Social/Polite, Friendly, Intimate. Amount of touch varies by culture.
Posture	Upright = confidence. Leaning forward = interest. Slumping = disinterest. Higher-status people have more relaxed postures.
Voice	Pitch, rate, loudness, tone, pauses, silence — these vocal qualities communicate emotion beyond words.
Silence	Can mean 'please continue', contempt, or thoughtful consideration. Powerful nonverbal tool.
Time	Being late = disrespect. Different cultures have different attitudes to punctuality.
Space/Distance	< 1.5 ft = intimate. 1.5-4 ft = personal. 4-12 ft = business/social. > 12 ft = formal/public.

Real Life Example: *A manager who sits back in a relaxed posture and speaks slowly is communicating authority. An employee who sits rigidly and avoids eye contact is communicating nervousness or lower status.*

8 Vocal Attributes:

• Loudness – Too loud = disruptive; too soft = passive. Lowering voice can emphasize a point better than shouting.

• Pitch – High pitch = excitement/immaturity; low pitch = anger; monotone = boredom.

• Rate – Slow = frustration; fast = nervousness. Average speaking rate: 100-150 words/minute.

• Quality – The unique characteristic that differentiates one voice from another.

• Regularity – Rhythmic/regular voice = confidence; irregular = uncertainty.

• Articulation – Pronouncing each word clearly and distinctly.

• Pronunciation – Using correct sounds; mispronunciation = impression of ignorance.

• Silence – Allows listener to process; signals thoughtfulness or turns conversation back to listener.

■■ Remember: Cultural Differences in Gestures: The A-OK sign (circle with thumb & index finger) means approval in the USA but is obscene in some Latin American countries. Head shaking means 'no' in most places but 'yes' in parts of India.

LECTURE 9: BARRIERS TO COMMUNICATION – PART 1

■ Communication Barrier

Anything that prevents or distorts the accurate transmission and understanding of a message between sender and receiver. Barriers can be conscious or unconscious.

5 Key Barriers (Lecture 9):

■ 1. Over-Communication

Too much information overwhelms the receiver, causing 'information overload'. The receiver becomes passive and stops absorbing the message. Be PRECISE.

■ 2. Conflicting Information

When the new information contradicts what the receiver already knows, they become confused or dismissive. They cannot process both pieces of information at once.

■ 3. Language Differences

The most COMMON barrier. Problems include: wrong word choice, abstract words (democracy, honesty), emotional words, inadequate vocabulary, grammar errors, wrong level of language.

■ 4. Differing Interests & Attitudes

If sender and receiver have clashing interests or attitudes, effective communication is hampered. Understanding your audience's profile before communication is crucial.

■ 5. Tendency to Evaluate

When a listener constantly judges or evaluates the speaker while listening, part of their concentration is lost. This prevents full understanding of the message.

Real Life Example: *Language Barrier: A doctor tells a patient 'You have myocardial infarction' instead of 'heart attack'. The patient does not understand and cannot make informed decisions about their health.*

■ Key Point: Concrete words (pen, table, book) cause little confusion. Abstract words (justice, democracy, love) are interpreted differently by different people — always explain them clearly.

LECTURE 10: BARRIERS TO COMMUNICATION – PART 2

■ Badly Expressed Message

Poor formulation of the message leads to misunderstanding. The sender fails to organize thoughts clearly.

■ Loss in Transmission

Part of the message gets lost due to a faulty medium — e.g., poor phone connection cuts off important information.

■ Poor Retention

If sender or receiver has poor memory, contradictory points may be presented, causing confusion.

■ Inattentive Listening

Partial or marginal listening distorts the intent of the message. Distractions cause the receiver to miss key points.

■ Differing Status/Position

Big status gaps between sender and receiver create different frames of reference, leading to misunderstanding.

■ Prejudices/Bias

Unreasonable bias rejects ideas without consideration. Prejudice based on race, religion, age, gender, etc. is a major barrier.

■ 'I' Attitude

Too much focus on 'I' makes others feel excluded. Switching to 'You' or 'We' attitude encourages cooperation.

■ Resistance to Change

Fixed mindset refuses to accept new ideas or information. Change in thinking is essential for effective communication.

■ Refutations/Arguments

When a listener's goal is to 'win' rather than understand, communication breaks down into argument.

Real Life Example: *'I' Attitude: A boss who always says 'I decided', 'I want', 'I need' makes employees feel unimportant. Saying 'We decided', 'We need to achieve' builds team spirit.*

■■ **Remember: Miscommunication in business leads to: indiscipline, hostility, wasted time & money, low productivity, and damaged relationships.**

LECTURE 11: OVERCOMING COMMUNICATION BARRIERS

3 Types of Communication Barriers:

1. Listener Barriers

Hardest to identify and overcome. Come from the listener's mindset — daydreaming, prejudice, jumping to conclusions, emotional problems.

2. Sender-Message Barriers

Most COMMON barriers. Come from style and content of communication originating with the sender.

3. Physical Barriers

Easiest to identify and fix. Environmental factors — noise, temperature, distractions. Neutral — not caused by sender or receiver.

Examples of Listener Barriers:

- Jumps to conclusions before hearing the full message.
- Hears only what they want to hear (confirmation bias).
- Rejects messages that contradict their beliefs.
- Emotional problems keep their mind preoccupied.
- Doesn't ask questions to clarify — fills in with own assumptions.

Examples of Sender-Message Barriers:

- Doesn't specify what response is expected from listener.
- Uses words unfamiliar to the listener.
- Continues talking even when listener is distracted.
- Uses too many words, confusing the listener about the main point.
- Includes multiple issues in a single message.
- Beats around the bush; never gets to the point.

Common Fears That Stop Communication:

- Fear of appearing low in the listener's eyes.
- Fear of exposing feelings and weaknesses.
- Fear of hurting others or getting hurt.
- Fear of being rejected, blamed, or condemned.
- Fear of not receiving a positive response.
- Fear of a potential conflict.

- Fear of appearing stupid or not being taken seriously.

■ Key Point: Physical barriers are neutral — no ego is at risk. That's why they are easiest to acknowledge and fix. Sender-message barriers are most COMMON and most DAMAGING.

LECTURE 12: SPEECH – AUDIENCE ANALYSIS (AUDIENCE ACRONYM)

■ Audience-Centered Approach

A key rule of good speech: audiences care most about things that DIRECTLY affect them. A good speaker analyses the audience and adapts the speech to meet their needs, interests, and background.

AUDIENCE Acronym for Analysis:

Letter	What to Analyze
A – Audience	Who are the members? How many? Formal or informal setting? Size affects microphone use and visual aid size.
U – Understanding	What does the audience already know about the topic? Too little knowledge = confused; too much = bored.
D – Demographics	Age, Education, Occupation, Gender, Marital Status, Religion, Race/Culture, Group Memberships, Hobbies.
I – Interest	Why is the audience attending? Are they voluntary or required to be there? How interested are they naturally?
E – Environment	Where will you speak? Formal lecture hall or informal setting? Can everyone see you?
N – Needs	What are the listeners' needs? What does the speaker/organization that hired you need?
C – Customized	How can you tailor your message specifically for THIS audience?
E – Expectations	What does the audience expect to learn from you on this occasion?

Real Life Example: *Demographic Factor: Giving a speech using only cricket examples to an all-female audience may be less effective. Using examples relevant to your specific audience's interests increases engagement.*

Environmental Factors for Speech:

- Seating & Visibility – Distance from audience affects psychological closeness.
- Temperature – Too warm = sleepy audience; too cold = distracted, restless audience.
- Distractions – Windows, noise, interesting wall decorations all compete for audience attention.

■ Key Point: The more ways you can connect your topic to your specific audience, the more reasons they have to listen to you. Always start with audience analysis before preparing your speech.

LECTURE 13: SELECTING A TOPIC & RESEARCH

5 Criteria for a Good Topic:

- Appealing – The topic itself should be interesting and make people WANT to hear your speech.
- Intriguing – It should make the audience wonder what the speech is about — create suspense.
- Not Too Revealing – Don't tell everything in the title. 'Money Politics' tells too much. Be subtle.
- Integral to the Speech – If possible, refer back to your topic title during the speech conclusion.
- Not Too Vague or Overused – Topics like 'co-education' or 'corruption' are too broad and overdone.

Rules for Finding a Topic:

- Begin early — gives you time for conscious and unconscious thinking.
- Choose a topic you are INTERESTED in — lack of interest shows in delivery.
- Choose a topic you KNOW about or can easily research.

Research Sources:

Source	Description
Books	Broad overview or in-depth information. Search by author, title, subject, or keyword.
Journals	Written by scholars/researchers. Usually include bibliographies. Most credible source.
Magazines	Written for general audiences. Articles are shorter and more general. No bibliography.
Newspapers	Most CURRENT news and facts. Not scholarly but very up-to-date.
Government Publications	Official data and reports. Very reliable for statistics.
Electronic Databases	Online research tools. Available via internet, CD-ROM. Most efficient research method.

Smart Research Tips:

- Take notes on index cards — one idea per card for easy sorting.
- Maintain a working bibliography as you research.
- Stay organized — create folders and sub-folders by topic.
- Plan your research TIME — stop before the speech and start preparing.
- Narrow your topic: by time period, geographic region, or specific aspect.

Real Life Example: *If your topic is 'government funding of arts', narrow it by asking: Which country? Which time period? Which aspect (economic, cultural, political)? Narrowing helps you speak in depth rather than touching everything superficially.*

LECTURE 14: THESIS STATEMENT

■ Thesis Statement

A thesis statement is a COMPLETE, DECLARATIVE sentence that expresses the main idea, opinion, condition, attitude, or feeling about a subject. It is NOT a question. It is the FOCUS and BACKBONE of the entire speech.

Real Life Example: *Topic: Fast Foods → CORRECT Thesis: 'Fast foods are a serious problem for heart patients.' WRONG (not a thesis): 'Does fast food cause problems for heart patients?' (This is a question, not a thesis.)*

4 Qualities of a Good Thesis:

Quality	Explanation
Appropriate	Interesting to you AND the audience. Appropriate for the occasion and place.
Well-Scoped	Not too broad. 'Inflation is a problem' is too broad. 'Inflation is a problem for young married couples' is better.
Concrete	'Preventive dentistry is good' is vague. 'Preventive dentistry is an effective means of controlling tooth decay' is concrete.
Developed	After writing the thesis, identify your MAIN POINTS that support it.

5 Qualities of Good Main Points:

- Clear – Simple words, concrete terms, simple sentences.
- Logical – Reasonable and make sense to the audience.
- Equal in Value – Each point should be equally important (not one trivial, one major).
- Distinct – Each point covers different ground; no overlapping or repetition.
- Central to the Issue – Each point directly answers/supports the thesis.

Real Life Example: *Thesis: 'Everyone should take a first-aid course in high school.' Main Points: (1) Students need courses with practical application. (2) Students can learn to save lives. WRONG Main Point: 'The Red Crescent wants you to take the course' — this is NOT central to the issue.*

■ Key Point: The thesis statement is the single most important sentence in your speech. Everything in your speech should be about developing and proving your thesis.

LECTURE 15: INTRODUCTION OF SPEECH

3 Parts of Every Speech:

- Introduction – Gets attention, introduces thesis, builds rapport.
- Body – Develops the main points with evidence and examples.
- Conclusion – Summarizes, leaves audience in appropriate mood, gives sense of completion.

4 Purposes of the Introduction:

■ Purpose 1: Getting Audience's Attention

The moment you face the audience and speak your first words, the introduction begins. Use attention-getting devices appropriate for your audience and subject.

8 Attention-Getting Devices:

Device	Description
Startling Statement	A shocking statement that creates suspense, humor, or intensity. E.g., 'Calories can kill!'
Stories	Everyone loves stories! A real, personal, or emotional story makes information relatable.
Rhetorical Question	Ask a question but don't expect an answer. 'How many of you have lost someone to cancer?' Makes audience think.
Quotation	An effectively worded quote from a credible source appropriate to the subject.
Style of Delivery	A slow, solemn pace for a serious topic; upbeat energy for motivational content.
Humorous Anecdotes	A good joke or funny story — but ONLY if it fits the tone of the subject.
Reference to Subject/Occasion	'Tonight I would like to give you a glimpse of the new TV season for fall.'
Personal Reference	A personal story that connects to the topic. E.g., 'Before taking a speech course, I could never address a large audience.'

■ Purpose 2: Introducing Your Thesis

The thesis sentence is typically stated in the introduction. Every attention-getting device should reinforce the thesis.

■ Purpose 3: Adapting to the Audience

Your attention-getter and thesis must be appropriate for this specific audience — their interests, needs, and reasons for listening.

■ Purpose 4: Establishing Rapport/Credibility

In the introduction, the audience decides whether they want to listen to you. First impressions matter enormously in public speaking.

Real Life Example: *A speech on child abuse: Begin with a story about a baby being harmed. This is shocking, real, and immediately makes the audience emotionally engaged with the topic 'Child abuse is a serious problem in this country.'*

LECTURE 16: BODY OF SPEECH – ORGANIZATIONAL PATTERNS

3 Purposes of an Outline:

- Puts order to information — helps you think logically.
- Serves as a model to check your work — are points balanced?
- Serves as a guide for delivery — reference during speech.

4 Organizational Patterns:

SPATIAL ORDER

Organizes by physical location or geography. E.g., Describing a building from roof to basement. Accents in East, West, North, South.

CHRONOLOGICAL ORDER

Organizes by time sequence. E.g., History of Lahore: 10 years ago... 5 years ago... Today.

TOPICAL ORDER

Divides topic into parts/categories. E.g., Band-Aid Concert: Administration, Performers, Sponsors, Audience.

LOGICAL ORDER

Uses problem/solution, cause/effect, deductive, or inductive reasoning.

Logical Order – 4 Sub-Types:

Pattern	How It Works
Problem/Solution	Define the problem → Show possible solutions → Propose the best solution. Good for persuasion.
Cause/Effect	Show cause(s) first then effect(s), or vice versa. Good when audience already knows a problem exists.
Deductive	Start with a GENERAL statement accepted by all → Move to specific examples → Lead to conclusion.
Inductive	Start with SPECIFIC examples/facts → Move to more general arguments → Conclude with general thesis. Good when audience may disagree with your thesis.

Real Life Example: *Deductive: 'Reading is important for college students' (general) → give examples of reading benefits → conclude 'every student needs a reading course.' Inductive: Start with specific examples of children who benefited from pets → conclude 'every child needs a pet.'*

4 Methods to Conclude a Speech:

- Summary – Restate the thesis or summarize main points. 'In summary, what I want you to remember is...'
- Quotation/Story/Example – End with a memorable illustration of your thesis.
- Statement of Personal Intention – Tell the audience what YOU will do about the issue.
- Call to Action – Ask the audience to DO something: change a behavior, sign a petition, try something new.

LECTURE 17: MODES OF DELIVERY

4 Modes of Speech Delivery:

1. READING FROM MANUSCRIPT

Most FORMAL. Used for sensitive topics needing precise wording (e.g., President's address). LIMITATIONS: unnatural, limited eye contact, cannot observe feedback, hard to adjust.

2. PRESENTING FROM MEMORY

Freeing yourself from notes by memorizing the speech. LIMITATIONS: sounds 'canned', risk of forgetting, speaker concentrates on recall rather than audience connection. HARDEST method.

3. EXTEMPORANEOUS SPEAKING

Preparing an outline but choosing words spontaneously during delivery. BEST METHOD! Advantages: natural, flexible, spontaneous, full audience interaction. Uses note cards with key words.

4. IMPROMPTU SPEECH

Little or no preparation time. Used when suddenly asked to speak. Tips: organize thoughts quickly, begin with key points, watch for feedback, speak briefly, conclude firmly.

Real Life Example: *Extemporaneous: A professor prepares bullet points but explains each concept in their own words during the lecture. This is why good professors sound natural and engaging rather than 'reading from a book.'*

Tips for Manuscript Reading (if required):

- Write, then REVISE by reading aloud — convert 'writeable' to 'speakable' text.
- Type in double-space, wide margins, one side only.
- Mark pauses, emphases, and nonverbal cues on the manuscript.
- Practice several times before camera/mirror.

■ Key Point: NEVER use reading from a manuscript just out of FEAR. Overcome fear through practice and experience. Extemporaneous is ALWAYS the preferred delivery mode.

LECTURE 18: STRATEGIC ORAL DELIVERY – VOCAL & VISUAL CUES

VOCAL CUES:

A voice communicates far more than words alone. 4 key qualities:

Quality	What It Means
Pitch	Degree of highness or lowness of sound. High pitch = immaturity/excitement. Low pitch = authority. Drop pitch at end of statement; raise it for questions. Vary pitch to hold attention.
Volume	Too loud = aggressive/insensitive. Too soft = passive/insecure. Lowering your voice (not raising it) is often MORE effective for emphasis.
Rate	Average rate = 140 words/minute. Slow rate = fatigue/disinterest. Fast rate = nervousness. Vary rate: slow for important points, faster for less important ones.
Tone	Combination of pitch, strength, and character. Conveys emotion and personality. Monotone = disinterest. Harsh = aggressive. Faltering = timid.

Speech Patterns:

Pattern	Description
Inflection	Altering tone/pitch to express or magnify meaning. Proper inflection sustains audience attention.
Articulation	Speaking in distinct syllables with correct pronunciation. Mumbling = loss of credibility.
Fillers	Unnecessary words: 'uh', 'um', 'you know', 'basically'. Interrupt communication; signal nervousness. Overcome by speaking shorter sentences and pausing.
Pauses	Intentional silence gives audience time to process. A pause after a key point adds importance. 'The right word... may be effective, but no word was ever as effective as a rightly timed pause.' — Mark Twain
Accented Speech	Every speaker has an accent. It's only a problem if it interferes with clarity. Solve with articulation and dynamic delivery.

VISUAL CUES:

Visual Cue	Description
Facial Expressions	Audience derives how the presenter FEELS about the topic from facial expressions. Expressiveness generates emotion in the audience. Suppress feelings = rigid, inhibited delivery.
Eye Contact	Signals connection with the audience. Use the 'clock sweep' technique for large audiences: look at 12, 3, 9, 6 positions, then center. Never fixate on one person or your notes.
Gestures	Natural, spontaneous gestures add physical expression to words. Never point with index finger (perceived as scolding). Open hand gesture is preferred.
Movement	Body movement adds energy and presence. Moving around fills the room with your presence. Standing is better than sitting — you think faster and breathe more fully.
Posture	Upright, shoulders back, head up. Slouching = disinterest/low self-esteem. Good posture adds to your presence as a speaker.
Attire	Conservative, dark-colored suit. Clean and pressed. Minimal accessories. Hair neat. Attire should NOT distract from your message.

Behaviors to AVOID on Stage:

- Chewing gum or smoking during a presentation.
- Fiddling with clothing, hair, jewelry, or equipment.
- Gripping the podium (inhibits gestures and shows tension).
- Putting both hands in pockets and jingling coins/keys.
- Pacing repetitively back and forth.
- Rocking on feet or swaying from side to side.

Real Life Example: *Fillers Example: 'Basically, um, what I, you know, want to say is, like, um, communication is important.' vs 'Communication is the foundation of professional success.' The second version sounds confident and competent.*

■ **Key Point: 'Well modulated' voice = pitch, volume, rate, and tone are VARIED appropriately. 'Mellow' voice = rich, mature, moderate — not too high, not too low, not too fast, not too slow.**

QUICK REVISION — ALL 18 LECTURES AT A GLANCE

Lecture	Key Points
L1	Communication: Communico = to share. Steps: Idea→Encode→Channel→Decode→Feedback. Noise disturbs.
L2	5 Levels: Intrapersonal, Interpersonal, Mediated, Person-to-Group, Mass. Self-Concept = Image + Esteem.
L3	Interpersonal = face-to-face. 5 contexts: Psychological, Relational, Situational, Environmental, Cultural.
L4	3 Guiding Principles. 3 Communication Flows: Downward, Upward, Lateral.
L5	Internal vs External communication. Benefits for employees & organization. 4 misconceptions.
L6	Listening ≠ Hearing. 6 steps: Receive→Filter→Understand→Remember→Evaluate→Respond. 4 levels.
L7	Bad habits: interrupting, daydreaming. Tips: open mind, don't jump to conclusions, give feedback.
L8	Nonverbal = everything except words. Elements: appearance, face, eye, gesture, touch, posture, voice, space.
L9	Barriers: over-communication, conflicting info, language differences, attitude clashes, tendency to evaluate.
L10	More barriers: badly expressed message, loss in transmission, poor retention, status differences, prejudice, 'I' attitude.
L11	3 barrier types: Listener (hardest), Sender-Message (most common), Physical (easiest). Fears list.
L12	Speech = audience-centered. AUDIENCE acronym: Audience, Understanding, Demographics, Interest, Environment, Needs, Customized, Expectations.
L13	Good topic: appealing, intriguing, not too vague. Sources: books, journals, magazines, newspapers.
L14	Thesis = declarative sentence expressing opinion/condition. Must be: appropriate, scoped, concrete. Main points: clear, logical, equal, distinct, central.

L15	Introduction: 4 purposes. 8 attention-getting devices: startling statement, story, rhetorical question, quotation, style, humor, reference, personal.
L16	Body patterns: Spatial, Chronological, Topical, Logical (Problem/Solution, Cause/Effect, Deductive, Inductive).
L17	4 Modes: Manuscript (formal), Memory (hardest), Extemporaneous (BEST), Impromptu (no prep).
L18	Vocal: Pitch, Volume, Rate, Tone. Speech patterns: Inflection, Articulation, Fillers, Pauses. Visual: Face, Eyes, Gestures, Movement, Posture, Attire.

200 CONCEPTUAL MCQs WITH ANSWERS

Based on Lectures 1–18 | Answer marked with ✓

Q1. The word 'Communication' is derived from the Latin word:
(A) Communitas
(B) Communico ✓
(C) Communicare
(D) Communis

Q2. The Latin root of communication means:
(A) To speak
(B) To listen
(C) To share ✓
(D) To send

Q3. Which step in the communication process involves converting an idea into words?
(A) Decoding
(B) Feedback
(C) Encoding ✓
(D) Channel

Q4. The medium through which a message travels is called the:
(A) Encoder
(B) Channel ✓
(C) Decoder
(D) Feedback

Q5. Feedback in communication serves to:
(A) Originate the message
(B) Confirm understanding ✓
(C) Create noise
(D) Block the message

Q6. Which type of feedback involves re-stating what the sender said in your own words?
(A) Evaluation
(B) Probing
(C) Interpretation ✓
(D) Support

Q7. Noise in communication refers to:
(A) Loud background sound only
(B) Anything that hinders communication ✓
(C) The speaker's voice
(D) The listener's response

Q8. College students spend what percentage of communication time on speaking and listening?
(A) 50%
(B) 69% ✓
(C) 30%
(D) 80%

Q9. Context in communication refers to:
(A) Actual words spoken

(B) How the message is delivered ✓
(C) The physical channel
(D) The sender's background

Q10. Paralanguage includes:
(A) Only spoken words
(B) Tone, body language, gestures ✓
(C) Written words
(D) Radio signals

Q11. Which channel is most effective when immediate feedback is needed?
(A) Letter
(B) Email
(C) Phone ✓
(D) Memo

Q12. The most common cause of organizational problems is:
(A) Lack of resources
(B) Poor communication ✓
(C) Inadequate technology
(D) Low salaries

Q13. What is the first step in the communication cycle?
(A) Encoding
(B) Feedback
(C) Channel
(D) Idea ✓

Q14. Feedback that involves judging the worth of a message is called:
(A) Probing
(B) Evaluation ✓
(C) Interpretation
(D) Support

Q15. Communication is a _____ and _____ process.
(A) Simple, one-way
(B) Continuous, systematic ✓
(C) Random, informal
(D) Written, formal

Q16. Which level of communication occurs within oneself?
(A) Interpersonal
(B) Mass
(C) Intrapersonal ✓
(D) Mediated

Q17. Self-concept is made up of:
(A) Self-image and Self-esteem ✓
(B) Confidence and Skills
(C) Motivation and Drive
(D) Goals and Values

Q18. Achieved roles are:
(A) Roles you are born into
(B) Roles you work to accomplish ✓
(C) Roles given by others

(D) Roles assigned by culture

Q19. Which level of communication involves television and newspapers?

(A) Interpersonal
(B) Person-to-Group
(C) Mass Communication ✓
(D) Mediated

Q20. Self-esteem refers to:

(A) How you describe your roles
(B) How you evaluate yourself in your roles ✓
(C) How others see you
(D) Your physical appearance

Q21. Imagined communication is also known as:

(A) Active listening
(B) Self-talk ✓
(C) Critical thinking
(D) Encoding

Q22. Your frame of reference includes:

(A) Only your education
(B) Beliefs, attitudes, values, experiences, and culture ✓
(C) Only your emotions
(D) Your physical environment

Q23. Mass communication lacks which important element?

(A) A sender
(B) A channel
(C) Feedback ✓
(D) A message

Q24. Mediated communication differs from interpersonal because:

(A) It uses more words
(B) It uses an intermediate device ✓
(C) It is always written
(D) It is always formal

Q25. Which intrapersonal process involves thinking in new and innovative ways?

(A) Self-talk
(B) Risk-taking
(C) Frame of reference
(D) Creativity ✓

Q26. A 'son' is an example of:

(A) Achieved role
(B) Ascribed role ✓
(C) Professional role
(D) Cultural role

Q27. Self-image is:

(A) How you evaluate yourself
(B) A description of the roles you play in life ✓
(C) Your emotional state
(D) How others perceive you

Q28. Interpersonal communication occurs between:

(A) Large audiences
(B) Two or a few people face-to-face ✓
(C) Nations
(D) Organizations

Q29. Which interview type allows both parties to direct the conversation?

(A) Directive
(B) Stress
(C) Depth
(D) Nondirective ✓

Q30. The contextual definition of interpersonal communication focuses on:

(A) Relationship history
(B) Few participants, close proximity, immediate feedback ✓
(C) Cultural background
(D) Emotional intelligence

Q31. Social Penetration Theory explains why we:

(A) Avoid communication
(B) Gain information about others to predict their behavior ✓
(C) Use mass media
(D) Form organizations

Q32. Content messages refer to:

(A) The emotional tone of communication
(B) The surface-level meaning of a message ✓
(C) Nonverbal signals
(D) The channel used

Q33. The need to exercise leadership and prove abilities is called:

(A) Affection
(B) Inclusion
(C) Control ✓
(D) Creativity

Q34. Small groups typically consist of:

(A) 2-3 people
(B) 4-10 people ✓
(C) 10-50 people
(D) Over 100 people

Q35. In a directive interview, who controls the transaction?

(A) The interviewee
(B) Both parties equally
(C) The interviewer ✓
(D) An observer

Q36. The need to establish identity with others is called:

(A) Control
(B) Affection
(C) Inclusion ✓
(D) Belonging

Q37. We make constant errors in judging others because of:

(A) Overconfidence

(B) Our own limited frame of reference ✓
(C) Communication technology
(D) Physical distance

Q38. Which type of communication flows from managers to employees?
(A) Upward
(B) Lateral
(C) Downward ✓
(D) Diagonal

Q39. Lateral communication involves:
(A) Top to bottom flow
(B) Horizontal flow between same-level employees ✓
(C) Bottom to top flow
(D) External communication only

Q40. Upward communication is often hindered because:
(A) Technology fails
(B) Middle managers filter unfavorable news ✓
(C) Employees are lazy
(D) Managers ignore reports

Q41. 'A word is like an arrow — once out, never returns' means:
(A) Words are powerful tools
(B) You cannot unsay what has been said ✓
(C) Communication is fast
(D) Words can be recalled

Q42. Which guiding principle states 'we exchange symbols, not ideas'?
(A) Principle 1
(B) Principle 3 ✓
(C) Principle 2
(D) Principle 4

Q43. Types of downward communication include:
(A) Suggestions and complaints
(B) Instructions, policies, memos, newsletters ✓
(C) Market reports only
(D) Only oral communication

Q44. Diagonal communication is:
(A) From CEO to board
(B) Between different levels with no direct reporting relationship ✓
(C) Only written
(D) External communication

Q45. Upward communication provides managers with information about:
(A) Personal matters only
(B) Production performance, employee thinking, financial data ✓
(C) External competitors
(D) Customer complaints only

Q46. Which of the following is an example of external communication?
(A) Inter-office memo
(B) A proposal letter sent to a client ✓
(C) A departmental report

(D) An employee suggestion

Q47. Effective communication reduces organizational costs because:

(A) It eliminates the need for employees
(B) It reduces ineffective letters and wasted time ✓
(C) It replaces meetings
(D) It increases automation

Q48. The misconception 'communication can break down' is wrong because:

(A) Communication always succeeds
(B) People are just communicating ineffectively, not breaking it ✓
(C) Breakdown never happens
(D) Technology prevents breakdown

Q49. An organization's image is damaged when:

(A) It spends too much on advertising
(B) Employees communicate ineffectively ✓
(C) It hires too many employees
(D) It expands internationally

Q50. Conflict resolution through communication leads to:

(A) More disagreements
(B) Fewer formal grievances and improved morale ✓
(C) More rules and regulations
(D) Reduced productivity

Q51. Public relations involves:

(A) Only advertising
(B) Communicating with various publics — employees, customers, government ✓
(C) Internal memos only
(D) Technical writing

Q52. The problem with 'we need more communication' idea is:

(A) There is not enough communication
(B) We already have too much information; quality matters more ✓
(C) More communication always helps
(D) Technology limits communication

Q53. Motivation is best described as:

(A) Born talent
(B) The process of satisfying internal needs through actions ✓
(C) External rewards only
(D) Competitive instinct

Q54. What percentage of communication time is spent on listening?

(A) 11%
(B) 32%
(C) 42% ✓
(D) 15%

Q55. Hearing is to physiology as listening is to:

(A) Anatomy
(B) Psychology ✓
(C) Biology
(D) Sociology

Q56. The stage at which you learn what the speaker MEANS is:

(A) Receiving
(B) Filtering
(C) Understanding ✓
(D) Evaluating

Q57. Memory for speech is:

(A) Reproductive — exact recall
(B) Reconstructive — we remember what we think was said ✓
(C) Always perfect
(D) Stored permanently

Q58. Active listening involves:

(A) Just being silent
(B) Sending back to speaker what you think they meant ✓
(C) Taking notes only
(D) Asking many questions

Q59. Preferential listening means:

(A) Listening to everything equally
(B) Listening only to what you want to hear ✓
(C) Focusing on nonverbal signals
(D) Analyzing critical information

Q60. Critical listening is needed when:

(A) Enjoying music
(B) You suspect biased information ✓
(C) Talking to close friends
(D) Making social conversation

Q61. Empathic listening requires:

(A) Constantly evaluating the speaker
(B) Accepting and understanding without judgment ✓
(C) Criticizing the speaker's ideas
(D) Interrupting frequently

Q62. Average speaker's rate is:

(A) 50-80 words per minute
(B) 100-150 words per minute ✓
(C) 200-250 words per minute
(D) 300-400 words per minute

Q63. Filtering in listening means:

(A) Blocking all messages
(B) Giving symbols meaning through unique personal content ✓
(C) Recording every word
(D) Selecting only loud messages

Q64. Partial listening results in:

(A) Better understanding
(B) Missing important facts and points ✓
(C) Stronger relationships
(D) Increased empathy

Q65. In empathic listening, the listener should:

(A) Dominate the conversation

(B) Focus on talking over the speaker
(C) Emphasize listening over talking ✓
(D) Evaluate everything critically

Q66. Which bad habit involves thinking about your response while someone is still talking?
(A) Daydreaming
(B) Evaluating
(C) Internal interruption ✓
(D) Filtering

Q67. The purpose of asking questions when listening is to:
(A) Interrupt the speaker
(B) Get more specific, refined information ✓
(C) Show off knowledge
(D) Change the topic

Q68. You should avoid being distracted by:
(A) The main message
(B) Speaker's accent, mannerisms, or appearance ✓
(C) Key facts
(D) Evidence provided

Q69. 'Take advantage of your brainpower' in listening means:
(A) Think about other topics
(B) You can think 4x faster than speech; use that to evaluate ✓
(C) Write detailed notes always
(D) Focus only on the speaker's words

Q70. Providing feedback while listening includes:
(A) Arguing with the speaker
(B) Nodding, maintaining eye contact, saying 'I see' ✓
(C) Looking away occasionally
(D) Staying completely silent

Q71. When entering a meeting with a positive attitude, you should ask:
(A) How quickly can this end?
(B) What can I learn from this to be more valuable? ✓
(C) Who else is attending?
(D) What is the seating arrangement?

Q72. Good listening habits improve your academic performance because:
(A) You memorize more
(B) You spend less study time and enjoy it more ✓
(C) You write faster
(D) You attend more classes

Q73. Listening is least taught compared to other skills because:
(A) It is less important
(B) It is considered automatic and passive — but it's actually active ✓
(C) Technology handles it
(D) It cannot be improved

Q74. When verbal and nonverbal messages conflict, people trust:
(A) Verbal message more
(B) Nonverbal message more ✓
(C) Written message

(D) Neither

Q75. The most expressive part of the human body for nonverbal communication is:

(A) Hands
(B) Face ✓
(C) Posture
(D) Feet

Q76. Direct eye contact generally communicates:

(A) Aggression
(B) Trust and interest ✓
(C) Boredom
(D) Confusion

Q77. Breaking eye contact can signal:

(A) Agreement
(B) Confidence
(C) Untruthfulness or discomfort ✓
(D) Enthusiasm

Q78. Which type of touch is used between people meeting for the first time?

(A) Intimate touch
(B) Friendly touch
(C) Professional touch ✓
(D) Social touch

Q79. Clenched fist as a gesture communicates:

(A) Agreement
(B) Nervousness
(C) Anger ✓
(D) Welcome

Q80. Business interactions typically occur at a distance of:

(A) Less than 1.5 feet
(B) 4-12 feet ✓
(C) More than 12 feet
(D) 1.5-4 feet

Q81. A high-pitched voice is usually associated with:

(A) Authority
(B) Sadness
(C) Excitement or immaturity ✓
(D) Anger

Q82. Silence as a nonverbal cue can communicate:

(A) Nothing
(B) Please continue, contemplation, or discomfort ✓
(C) Only disagreement
(D) Fear

Q83. Head nodding in a conversation signals:

(A) Confusion
(B) Anger
(C) Agreement and desire for speaker to continue ✓
(D) Disapproval

Q84. A monotone voice may indicate:

(A) Authority
(B) Excitement
(C) Apathy or boredom ✓
(D) Anger

Q85. Which culture tends to use MORE touch in communication?

(A) German
(B) English
(C) Italian/Latin ✓
(D) Swedish

Q86. The most COMMON barrier to communication is:

(A) Noise
(B) Language differences ✓
(C) Poor retention
(D) Status differences

Q87. 'Information load' is caused by:

(A) Too little information
(B) Conflicting information
(C) Over-communication ✓
(D) Poor retention

Q88. Semantic problems arise when:

(A) Speakers are loud
(B) Meanings are in people's minds, not the words themselves ✓
(C) Technology fails
(D) Messages are too short

Q89. Which words cause the MOST confusion?

(A) Concrete words like 'pen'
(B) Abstract words like 'democracy', 'justice' ✓
(C) Simple nouns
(D) Numbers

Q90. Tendency to evaluate means:

(A) Listening attentively
(B) Judging the message while listening, reducing comprehension ✓
(C) Giving feedback
(D) Taking notes

Q91. When conflicting information is presented, the receiver:

(A) Immediately accepts the new information
(B) Becomes confused or dismisses one piece of information ✓
(C) Always asks for clarification
(D) Stops listening completely

Q92. An 'inadequate vocabulary' creates a barrier because:

(A) It makes speech too formal
(B) The speaker fumbles and uses second-choice words ✓
(C) It creates too much jargon
(D) It limits written communication

Q93. Speaking 'above someone's head' means:

(A) Shouting at them

(B) Using language too complex for the receiver, causing confusion ✓
(C) Being physically taller
(D) Ignoring the listener

Q94. Loss in transmission occurs when:
(A) The sender forgets the message
(B) A faulty medium causes part of the message to be lost ✓
(C) The receiver is inattentive
(D) The message is too long

Q95. Prejudice is hardest to overcome because:
(A) It is always correct
(B) It is deeply embedded in belief systems ✓
(C) It is new
(D) It has no effect on communication

Q96. The 'I-attitude' barrier can be overcome by:
(A) Speaking more
(B) Switching to 'You' or 'We' attitude ✓
(C) Listening less
(D) Writing instead of speaking

Q97. Resistance to change as a barrier means:
(A) Physical barriers
(B) Refusing to accept new information or ideas ✓
(C) Poor vocabulary
(D) Status differences

Q98. When a listener gears up for refutations, it leads to:
(A) Better understanding
(B) Loss of concentration on the actual message ✓
(C) Stronger relationships
(D) Clear communication

Q99. Differing status creates a barrier because:
(A) Higher-status people cannot speak
(B) Different frames of reference lead to misunderstanding ✓
(C) Status never affects communication
(D) Only lower-status people have communication problems

Q100. Poor retention by the sender causes:
(A) Better feedback
(B) Contradictory points and warped understanding ✓
(C) Clearer messages
(D) More motivation

Q101. Inattentive listening can be caused by:
(A) High motivation
(B) Noise, distractions, or personal thought processes ✓
(C) Strong interest in the topic
(D) Good memory

Q102. Which barrier is most common and contributes to most communication failures?
(A) Physical barriers
(B) Listener barriers
(C) Sender-message barriers ✓

(D) Environmental barriers

Q103. Physical barriers are neutral because:

(A) They always help communication
(B) They are not caused by sender or receiver ✓
(C) They are always positive
(D) They enhance messages

Q104. Who is responsible for overcoming listener barriers?

(A) The listener alone
(B) Neither party
(C) The sender, because achieving understanding is their goal ✓
(D) A third party

Q105. A sender barrier occurs when the sender:

(A) Uses familiar examples
(B) Doesn't specify the expected response from the listener ✓
(C) Uses simple language
(D) Speaks clearly

Q106. Fear of exposing feelings is a barrier to communication because:

(A) It motivates better speaking
(B) It prevents honest, open communication ✓
(C) It builds trust
(D) It encourages feedback

Q107. Which barrier type is easiest to identify and fix?

(A) Listener barrier
(B) Sender-message barrier
(C) Cultural barrier
(D) Physical barrier ✓

Q108. A listener barrier is hardest to overcome because:

(A) Technology limits it
(B) It is internal/psychological and the sender may not even discover it ✓
(C) Physical environment causes it
(D) Time prevents solving it

Q109. The 500 most commonly used English words have:

(A) 500 meanings
(B) 1,000 meanings
(C) 14,070 dictionary meanings ✓
(D) 50 meanings

Q110. An 'audience-centered' approach means:

(A) Speaker focuses on personal opinions
(B) Speaker adapts speech to audience needs and interests ✓
(C) Speaker ignores audience background
(D) Speaker reads from a manuscript

Q111. The 'U' in AUDIENCE acronym stands for:

(A) Uniqueness
(B) Understanding ✓
(C) Uniformity
(D) Utility

Q112. Demographic factors include:

(A) Only age and gender
(B) Age, education, occupation, gender, religion, culture ✓
(C) Only education
(D) Physical appearance only

Q113. A warm room temperature affects the audience by making them:

(A) More alert
(B) Lethargic and sleepy ✓
(C) More engaged
(D) Uncomfortable with cold

Q114. The 'E' in AUDIENCE (second E) stands for:

(A) Environment
(B) Expectations ✓
(C) Engagement
(D) Enthusiasm

Q115. Using only sports examples for an all-female audience is:

(A) Always effective
(B) Potentially less effective due to different interests ✓
(C) Always appropriate
(D) Recommended

Q116. An audience that is REQUIRED to attend your speech:

(A) Will automatically be engaged
(B) Needs to be convinced that your speech is worth their time ✓
(C) Requires no special adaptation
(D) Is easier to speak to

Q117. Seating arrangement affects communication because:

(A) It only affects formality
(B) Physical closeness affects psychological closeness ✓
(C) It determines the speaker's credibility
(D) It has no real effect

Q118. A good speech topic should be:

(A) Vague and broad
(B) Appealing, intriguing, and not over-explained ✓
(C) Already known by the audience
(D) Chosen at the last minute

Q119. Beginning research early is important because:

(A) It impresses professors
(B) It gives more time for conscious and unconscious thinking ✓
(C) It reduces reading
(D) It limits creativity

Q120. The most credible research source is:

(A) Magazines
(B) Newspapers
(C) Journals ✓
(D) Social media

Q121. Narrowing a topic is necessary to:

(A) Make the speech shorter

(B) Allow in-depth coverage within time limits ✓
(C) Impress the audience
(D) Follow a specific format

Q122. Taking notes on index cards during research helps because:
(A) It replaces all other sources
(B) Notes can be sorted and organized easily ✓
(C) It eliminates the need for a bibliography
(D) It is the only legal method

Q123. A periodical index helps you:
(A) Find books by title
(B) Find articles from journals and magazines ✓
(C) Create a bibliography
(D) Write your speech outline

Q124. Magazine articles differ from journal articles because:
(A) Magazines are more scholarly
(B) Magazines are shorter and more general, without bibliographies ✓
(C) Magazines are always more accurate
(D) Magazines are published by academic institutions

Q125. A citation typically does NOT include:
(A) Author name
(B) Article title
(C) Volume number
(D) The full article text ✓

Q126. A thesis statement must be:
(A) A question
(B) A declarative sentence ✓
(C) A list of points
(D) An outline

Q127. 'Inflation is a problem' is a poor thesis because:
(A) Inflation is not a real problem
(B) It is too broad and vague ✓
(C) It is too specific
(D) It is a question

Q128. Main points in a speech should be:
(A) Overlapping for emphasis
(B) Clear, logical, equal, distinct, and central ✓
(C) As many as possible
(D) Based on the conclusion

Q129. A thesis statement expresses:
(A) The speaker's biography
(B) The main idea or purpose in a single sentence ✓
(C) A list of research sources
(D) The audience's questions

Q130. Which is a correctly scoped thesis?
(A) 'Pollution is bad'
(B) 'Air pollution in Lahore has reached dangerous levels' ✓
(C) 'There are many problems in the world'

(D) 'Issues exist everywhere'

Q131. Main points should be distinct because:
(A) They should be identical for reinforcement
(B) Each should cover different ground to avoid repetition ✓
(C) More points means more coverage
(D) Distinct points confuse the audience

Q132. A thesis that is 'central to the issue' means:
(A) It covers everything about the topic
(B) Each main point directly answers/develops the thesis ✓
(C) It focuses on the speaker
(D) It relates to global issues

Q133. Concreteness in a thesis requires:
(A) Abstract, general language
(B) Vague terms like 'good' or 'nice'
(C) Specific, clear, definable wording ✓
(D) Using synonyms frequently

Q134. The introduction begins when:
(A) You walk to the podium
(B) You first address the audience ✓
(C) You distribute handouts
(D) You state the thesis

Q135. Rhetorical questions in an introduction:
(A) Expect immediate answers
(B) Make the audience think about the subject ✓
(C) Embarrass the audience
(D) Are inappropriate in formal speeches

Q136. A startling statement gets attention by:
(A) Being quiet and soft
(B) Creating suspense, conflict, humor, or intense emotional response ✓
(C) Listing statistics calmly
(D) Reading from a book

Q137. Humorous anecdotes are effective ONLY if:
(A) They are long
(B) They are in good taste and appropriate to the subject ✓
(C) They are unrelated to the topic
(D) They embarrass someone

Q138. Rapport in an introduction means:
(A) Memorizing your speech
(B) Establishing good will and connection with the audience ✓
(C) Using complex vocabulary
(D) Speaking louder

Q139. Which attention-getter is most effective for establishing personal connection?
(A) Statistics
(B) Personal reference ✓
(C) Logical argument
(D) Lengthy quotation

Q140. Adapting the introduction to the audience means:

(A) Telling the same speech to all audiences
(B) Designing attention-getter and thesis specifically for this audience ✓
(C) Reading from a script
(D) Starting with an agenda

Q141. A quotation used as an attention-getter is effective when:

(A) It is very long
(B) The source has a positive or neutral effect on the audience ✓
(C) The audience disagrees with the source
(D) It is unrelated to the topic

Q142. Spatial organization is based on:

(A) Time sequence
(B) Cause-and-effect relationship
(C) Physical/geographical properties ✓
(D) Problem and solution

Q143. Chronological order is best for:

(A) Comparing two products
(B) Historical movements or processes described in time sequence ✓
(C) Persuading an audience
(D) Defining abstract concepts

Q144. Problem/solution organization requires:

(A) Two main points only
(B) Define problem → Show solutions → Propose best solution ✓
(C) Only one example
(D) Starting with the solution

Q145. Deductive order means:

(A) Starting with specific examples moving to general conclusion
(B) Starting with a general statement moving to specific arguments ✓
(C) Organizing by geography
(D) Using emotional appeals first

Q146. Inductive order is preferred when:

(A) The audience already agrees with your thesis
(B) The audience may react negatively to your general statement ✓
(C) You have very little evidence
(D) The speech is very short

Q147. Topical order divides information by:

(A) Time sequence
(B) Geography
(C) Parts or categories ✓
(D) Cause and effect

Q148. A 'Call to Action' conclusion:

(A) Summarizes main points
(B) Ends with a personal story
(C) Asks the audience to do something ✓
(D) Uses a quotation

Q149. Outlining a speech helps because:

(A) It replaces rehearsal

(B) It puts order to information, serves as model and guide ✓
(C) It eliminates the need for research
(D) It memorizes the speech automatically

Q150. Which delivery mode is considered the BEST?
(A) Reading from manuscript
(B) Memorized
(C) Extemporaneous ✓
(D) Impromptu

Q151. Reading from a manuscript is used when:
(A) No preparation time is available
(B) Precise wording is essential for sensitive topics ✓
(C) The speaker wants to be spontaneous
(D) The audience is small

Q152. The HARDEST delivery mode is:
(A) Extemporaneous
(B) Memorized ✓
(C) Impromptu
(D) Manuscript

Q153. Extemporaneous speaking involves:
(A) No preparation
(B) Reading word-for-word
(C) Preparing an outline but choosing words spontaneously ✓
(D) Memorizing the entire speech

Q154. Impromptu speech occurs with:
(A) Weeks of preparation
(B) Little or no preparation time ✓
(C) Visual aids always
(D) A manuscript

Q155. Manuscript reading limits the ability to:
(A) Speak slowly
(B) Use prepared content
(C) Maintain eye contact ✓
(D) Use written words

Q156. Note cards in extemporaneous delivery should contain:
(A) The complete speech word-for-word
(B) Key words and phrases only ✓
(C) Full paragraphs
(D) Personal anecdotes only

Q157. For an impromptu speech, you should:
(A) Wait to be fully ready
(B) Begin applying planning guidelines immediately ✓
(C) Read from a transcript
(D) Refuse to speak

Q158. Average rate of speech is:
(A) 100 wpm
(B) 140 wpm ✓
(C) 200 wpm

(D) 300 wpm

Q159. Pitch refers to:

(A) Volume of voice
(B) Degree of highness or lowness of sound ✓
(C) Speed of delivery
(D) Tone quality

Q160. A consistently high-pitched voice is associated with:

(A) Authority
(B) Immaturity ✓
(C) Sadness
(D) Confidence

Q161. To emphasize a point, the most effective technique is:

(A) Shouting louder
(B) Lowering volume slightly + changing tone ✓
(C) Speaking faster
(D) Using more gestures

Q162. Fillers like 'um' and 'uh' signal:

(A) Confidence
(B) Enthusiasm
(C) Nervousness or uncertainty ✓
(D) Authority

Q163. Pauses in a speech are effective because:

(A) They show the speaker forgot
(B) They give the audience time to process information ✓
(C) They are distracting
(D) They reduce credibility

Q164. Articulation means:

(A) Speaking fast
(B) Speaking in distinct syllables with correct pronunciation ✓
(C) Using complex vocabulary
(D) Projecting the voice loudly

Q165. The 'clock sweep' technique is used for:

(A) Time management
(B) Managing notes
(C) Eye contact with large audiences ✓
(D) Organizing speech content

Q166. Pointing with your index finger at an audience is:

(A) Professional and clear
(B) Acceptable always
(C) Perceived as impolite and scolding ✓
(D) A positive gesture

Q167. Good posture for a speaker includes:

(A) Slouching to appear relaxed
(B) Upright, shoulders back, head held up ✓
(C) Leaning on the podium
(D) Arms tightly crossed

Q168. A presenter's attire should be:

(A) Fashionable and trendy
(B) Bold and colorful to attract attention
(C) Clean, neat, and understated ✓
(D) Casual and comfortable

Q169. Stage fright can be reduced by:

(A) Avoiding practice
(B) Knowing your material and room + visualizing success ✓
(C) Apologizing to the audience
(D) Reading from your notes throughout

Q170. A sing-song (roller-coaster) effect is produced by:

(A) Appropriate inflection
(B) Meaningless, repeated pitch patterns ✓
(C) Speaking at a steady rate
(D) Using long pauses

Q171. Movement during a speech is important because:

(A) It distracts the audience
(B) It adds energy and fills the room with presence ✓
(C) It shows nervousness
(D) It is always inappropriate

Q172. Accented speech is only a problem if:

(A) The speaker is nervous
(B) It interferes with clarity of communication ✓
(C) The audience is large
(D) The venue is big

Q173. Which level of Bloom's Taxonomy is most appropriate for MCM 301 exam questions?

(A) Memorization only
(B) Application and conceptual understanding ✓
(C) Pure recall
(D) Only synthesis

Q174. Communication is MOST effective when:

(A) The sender speaks clearly
(B) The receiver understands exactly what the sender intended ✓
(C) The channel is modern
(D) The message is long

Q175. Non-verbal communication constitutes what percentage of total communication impact?

(A) Less than 10%
(B) About 35-55% or more ✓
(C) Exactly 50%
(D) Less than verbal communication

Q176. Which of the following is NOT an element of nonverbal communication?

(A) Eye contact
(B) Vocabulary choice ✓
(C) Posture
(D) Silence

Q177. Intrapersonal communication processes include all EXCEPT:

(A) Self-talk

(B) Frame of reference
(C) Creativity
(D) Mass media reception ✓

Q178. According to the study, what percentage of communication involves listening?
(A) 11%
(B) 15%
(C) 32%
(D) 42% ✓

Q179. The 'contextual view' of interpersonal communication focuses on:
(A) Long-term relationships only
(B) Number of participants, proximity, and immediate feedback ✓
(C) Cultural background exclusively
(D) Written records

Q180. A 'developmental view' of interpersonal communication involves:
(A) Strangers who just met
(B) People who have known each other and see each other as unique individuals ✓
(C) Mass audiences
(D) Anonymous communication

Q181. Which type of communication is most restricted in terms of feedback?
(A) Interpersonal
(B) Intrapersonal
(C) Mass communication ✓
(D) Small group

Q182. The purpose of the thesis statement is to:
(A) Entertain the audience
(B) Focus the speech on one central idea ✓
(C) List all research sources
(D) Create an outline

Q183. Which of the following is a correctly worded main point?
(A) 'Walking is generally good'
(B) 'Walking improves cardiovascular health' ✓
(C) 'Some people walk'
(D) 'Walking might be beneficial'

Q184. Which conclusion method asks the audience to change behavior?
(A) Summary
(B) Quotation
(C) Statement of personal intention
(D) Call to action ✓

Q185. Stage fright surveys show:
(A) Only introverts fear public speaking
(B) Fear of public speaking is among the greatest fears people have ✓
(C) Experienced speakers never have stage fright
(D) Stage fright is beneficial always

Q186. Which mode of delivery sounds most 'canned' and lacks spontaneity?
(A) Extemporaneous
(B) Impromptu
(C) Memorized ✓

(D) Manuscript

Q187. Vocal qualities should be varied to provide:

(A) Monotony
(B) Contrast and maintain audience interest ✓
(C) Uniformity
(D) A formal tone always

Q188. A 'mellow' voice is described as:

(A) Squeaky and high
(B) Rich in tone, moderate, and fully mature ✓
(C) Loud and commanding
(D) Soft and barely audible

Q189. Organizational communication benefits from effective upward communication because:

(A) It keeps managers informed for better decision-making ✓
(B) It reduces the need for training
(C) It replaces meetings
(D) It decreases productivity

Q190. When a speaker uses too many superlatives like 'awesome' and 'amazing':

(A) The speech becomes more credible
(B) It adds meaning and power
(C) It can be distracting and reduce credibility ✓
(D) It keeps the audience engaged

Q191. The PRIMARY purpose of feedback in communication is:

(A) To evaluate the sender
(B) To change/alter messages so the communicator's intention is understood ✓
(C) To repeat the message
(D) To create noise

Q192. Which interpersonal need involves making friends and building close relationships?

(A) Control
(B) Inclusion
(C) Affection ✓
(D) Achievement

Q193. An organization that has 10,000 employees and each wastes 10% of time on poor communication loses:

(A) Nothing significant
(B) About 100 rupees per day
(C) About one million rupees per year ✓
(D) Cannot be calculated

Q194. A 'startling statement' in a speech introduction works by:

(A) Calming the audience
(B) Creating suspense, conflict, or intense emotion ✓
(C) Boring the audience
(D) Providing statistics

Q195. In cause/effect organization, you can:

(A) Only present causes
(B) Only present effects
(C) Present cause then effect, or effect then cause ✓
(D) Skip causes entirely

Q196. 'Speaking between the lines' in empathic listening means:

(A) Being unclear

(B) Heightening awareness to what is NOT being said explicitly ✓

(C) Avoiding the topic

(D) Using coded language

Q197. Which of the following is NOT a purpose of the speech introduction?

(A) Getting audience attention

(B) Establishing credibility

(C) Developing main points ✓

(D) Introducing the thesis

Q198. Mark Twain's quote about pauses suggests:

(A) Avoid all pauses

(B) A rightly timed pause can be more effective than a word ✓

(C) Pauses are distracting

(D) Speak without stopping

Q199. Self-esteem is most affected by:

(A) Physical appearance alone

(B) How others evaluate your performance in various roles ✓

(C) Education level

(D) Material possessions

Q200. The BEST summary of MCM 301 is:

(A) Communication is just talking

(B) Communication is a continuous, complex process that requires skill in listening, speaking, and nonverbal expression to be truly effective ✓

(C) Only written communication matters

(D) Technology has replaced communication skills

ALL THE BEST FOR YOUR EXAM! YOU'VE GOT THIS! ■

Remember: Communication is not just a subject — it's a LIFE SKILL.

Practice makes perfect. Read these notes, understand the concepts, and you will ace MCM 301!