

# **SPHOORTHY ENGINEERING COLLEGE**

**Nadergul (Vill.), Sagar Road, Near Vanasthalipuram, Saroornagar  
(Man.), RangaReddy Dist., A.P. – 501510.**



## **LABORATORY MANUAL**

**FOR**

**ENGLISH LANGUAGE AND COMMUNICATION SKILLS**

**(For I B.Tech – Regulation – R09)**

## **DEPARTMENT OF ENGLISH**

**Academic Year : 2009 - 10**

**JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY  
HYDERABAD**

**ENGLISH LANGUAGE AND COMMUNICATION SKILLS LAB**

The English Language & Communication Skills Lab monitors and guides students towards enhancing their common skills through the material stored in the systems. He hears the recorded lessons through headphones, and can even hear his/her own voice by this means.

The English Language Lab has facilities for the teachers to listen to individual students in turn, and to speak with them. Guidance is provided wherever necessary. In the conventional Lab students are explained on how they could improve their communication skills. The teacher's role is therefore vital whether or not the recorded material is used.

Here the student is, in an ideal position to judge his own performance, that is, to compare his speech with that of the model speakers recorded. If the student is not satisfied he/she can return to the same exercise – retry or again listen to the examples.

Once examples are provided groups of students are given opportunities for repetition and responding in ELCS Lab B. Here students can speak in unison or individually taking turns. They can practice by sub-vocalizing, saying over the words to themselves, as if were, with the correct accentuation.

All other activities have preparation material stored in the systems. The teacher guides the students towards understanding and participating in various activities like Oral Presentations, JAMs, Mock Interviews, Mock GDs etc.,. The feedback session are eye-openers which pave way for further enhancement.

## **SYLLABUS**

The following course content is prescribed for the **English Language Laboratory** sessions:

1. Introduction to the Sounds of English- Vowels, Diphthongs & Consonants.
2. Introduction to Stress and Intonation.
3. Situational Dialogues / Role Play.
4. Oral Presentations- Prepared and Extempore.
5. 'Just A Minute' Sessions (JAM).
6. Describing Objects / Situations / People.
7. Information Transfer
8. Debate
9. Telephoning Skills.
10. Giving Directions.

## **1. Introduction to Sounds of English - Vowels, Diphthongs, Consonants**

Language has a very important social purpose, because it is mainly used for linguistic communication. A language can be used in two ways for the purposes of communication; it can be spoken or written. Linguistics is a systematic study of language. Phonetics is a branch of linguistics and it is the branch dealing with the medium of speech. It deals with the production, transmission and reception of the sounds of human speech.

Speech Sounds are very broadly divided in to two categories, namely vowels and consonants.

**Vowels :** There are twenty distinctive vowel sounds, made up of twelve pure vowels or monophthongs and eight vowel glides or diphthongs. Vowels are the most important sounds. Every word has to have a vowel sound .To articulate vowels one needs to allow free flow of air through the mouth. By altering the shape of one's lips or the tongue position one can articulate various vowels.

Vowels are of two kinds – Pure vowels and Diphthongs. Of the twelve pure vowels or Monophthongs seven are short and five are long. We notice that the sounds indicated by the long vowels are stretched and the sounds indicated by the short vowels are clipped. Besides Monophthongs there are eight vowel sounds called Diphthongs. They are actually combinations of two vowel sounds with the voice gliding from one sound to another. Thus with a sound like the one indicated by the underlined letter in bay , the parts of the mouth concerned with the pronunciations here first take up the appropriate position to utter sound in the area of /e/ and then move approximately to the position of /i/ sound.

There are eight diphthongs in English. The first three are uttered with the articulatory organs moving rapidly towards the /i/ position since the second part of each of these sounds is uttered with a glide towards the front of the tongue, where the sound /i/ is pronounced.

**Consonants:-** A consonant is usually described, taking into account whether it is voiceless or voiced, according to its place of articulation and the manner of articulation.

Consonants can be described according to their places of articulation. They are;

(a) **Bilabial** : The two lips are articulators

Ex: pile, bile

(b) **Labio -dental:** The active articulator is the lower lip and the passive articulators are the upper front teeth.

Ex: Fine, vine

(c) **Dental:** The tip of the tongue is the active articulator and the upper front teeth are the passive articulators.

Ex: Thin, Then

(d) **Alveolar:** The tip or the blade of the tongue is the active articulator and the teeth ridge is the passive articulator.

Ex: Tin, din

**Post-alveolar:** The tip of the active articulator and the part of the roof of the mouth that lies immediately behind the teeth ridge is the passive articulator

## **2. Introduction to Stress and Intonation**

### **Word Accent**

It is an important feature of spoken English, and the use of incorrect word accentuation by Indian speakers has been found to be one of the most frequent causes of their being unintelligible to speakers of English.

A word in English has one or more syllables. In each syllable there is one sound usually a vowel , that is more prominent than the rest. A syllable also corresponds to a chest pulse, a muscular movement, pushing the air out of the lungs. Vowels generally take the central position in syllables, and consonants take the marginal positions.

Students are given practice in the division of sounds and the division of words into syllables. If an English word has more than one syllable, not all the syllables are equally prominent. Those that are more prominent than others are said to receive the accent.

### **Tests**

#### **1 Ear Training**

This is a test of aural discrimination. The student identifies whether the accent is on the first , the second syllable etc.

#### **2 Production**

This is a test on the production of correct accentual patterns .Students must say these words with the correct accentuation.

#### **Accent and Rhythm in Sentences**

Connected speech in English has its own patterns of accent. Words that are important for meaning-content words like nouns, adjectives, principal verbs and adverbs- are generally

accented. Grammatical words like articles, personal and relative pronouns, auxiliary verbs, prepositions and conjunctions are generally not accented.

#### Example

He's 'lost his 'pen.

The words lost and pen are accented, but he's, which is short for he is, and the word his are not accented. In English , the stressed or accented syllables, which are pronounced with greater force than the other syllables, form a succession of beats coming at regular intervals of time .The other syllables , which are unaccented are fitted into intervals of time available between the accented syllables.

Students are given practice in acquiring the characteristic rhythm of English speech by accenting only the relevant syllables.

### Tests

#### 1. Ear Training

The teacher reads out sentences with the correct accentuation .Students identify the accented syllable.

#### 2. Production

Students must read the sentences with the correct accentual an rhythmic patterns.

### INTONATION

When we speak, the pitch of the voice goes on changing, that is, the voice rises and falls, and each language has its own intonation patterns. The speaker divides his utterances into tone groups, each group having a nucleus, also called tonic syllable.

It is on the tonic syllable that a noticeable pitch movement, that is a change in pitch of the voice, is initiated. If the voice falls, we say we have a falling tone. A rising tone is generally used in certain types of questions in English Sometimes it may tell us that a question is being asked. Some sentences sometimes may have both the falling and rising tone. Thus intonation plays a very important role in conveying the meaning.

## **Tests**

- 1.Ear Training
- 2.Production

### **3. Situational Dialogues / Role play**

Starting a conversation - responding appropriately and relevantly-using the right body language-role play in different situations

#### **Conversation – 1**

**Brad:** Excuse me: May I sit here?

**Linda:** Yes, you may.

**Brad:** Already got your tickets? May I ask which tour you are taking?

**Linda:** I am taking the Museums tour. And you?

**Brad:** Well. Iam also on the same tour.

**Linda:** Where do you come from?

**Brad:** I am from Tennessee, a southern state in the United States of America. Where do you come from?

**Linda:** I come from Munich, Germany. My English is not so good.

**Brad:** Well. it sounds good to me .Yet, if you need any help, please let me know.

**Linda:** That's very kind of you. Glad to have met you.

Greetings, Praises, and Compliments.

#### **Conversation – 2**

**Mona:** Hey,look who's coming. You look lovely today in this dress.

**Linda:** It's a pretty dress, I must say.

**Linda:** Thanks. I'm glad you like it. My mom made it for me.

**Mona:** It's a nicely matched colour mix. The pink and the light gray combination looks wonderful.

**Linda:** really? It's nice of you to say that. I will tell my mom how you appreciated my dress.

**Venkat:** Hi girls? Good morning ! What's going on?

**Linda:** She likes my dress.

**Venkat:** Well, yes! It is quire smart.

**Linda:** Thank you Venkat. Your shoes are new it seems. They are great. New style I suppose.

**Venkat:** Look now! There comes my friend Ajay.

**Ajay:** Hello friends! How are you?

**Mona:** We are good! Ajay have you got your grades?

**Ajay:** Yes, I have an overall A grade

**Venkat:** That's great! Congratulations!

**Mona:** Ajay is very good at studies, Isn't he ? He is always busy in the library.

**Linda:** Oh yes, he studies regularly. And he is a very intelligent guy.

**Ajay:** Thanks all of you. I really appreciate your compliments. But I must go now. Bye!

**Linda:** Christmas vacations are just round the corner. I wish you all Merry Christmas and a wonderful vacation!

**Venkat:** Thanks Linda. We wish you a Merry Christmas and a wonderful vacation back home: When will you be back from Hong Kong?

**Linda:** I will be back by 10 January. See you all then.

Activity:

**ROLEPLAY:**

You are given a few situations. Make your own sentences expressing possibility, Probability and ability using suitable expressions.

**Role Play in different situations.**

- 1) Two friends about pollution

**Observation:**

**Feedback:**

- 2) Interaction between two spectators viewing a cricket match.

**Observation:**

**Feedback:**

- 3) Between customer & Dealer when buying a bike

**Observation:**

**Feedback:**

## **4. PRESENTATION SKILLS**

A presentation is a technique, method of communicating information, knowledge, facts and ideas in a subtle manner to a group of people. An oral presentation is a form of oral communication. It's a participative two-way communication process characterized by the formal and structured presentation of a message using visual aids. It is purposeful and goal-oriented, and communicates a message to an audience in a way that brings about the desired change in their understanding or opinion. It is flexible, changing as well as complex and varied. Thus, an oral presentation is

- Purposeful – The Presentation will be made with a definite purpose.
- Interactive – It involves both the speaker as well as listeners.
- Formal – It is a formal situation.

**The following should be noted by the presenter when conducting an oral presentation**

- One should understand the level of one's listener's
- Anticipate what they want to know
- One has to adjust to one's audience through out the presentation
- Have a persuasive, informative, progressive presentation.
- Make use of all materials available like environment, audio-visuals, notes and references.
- Give listeners an assignment.
- Be clear on central theme and key ideas
- Anticipate listeners' questions and use a variety of support for key ideas.
- Arrange ideas for clarity impact
- Have a provocative message as speech is like this – any fool can start it, but to end it requires considerable skills.
- Go for starting statements, rhetorical questions, quotations, definitions, with a winning presentation.
- Deliver your message like a professional.

- Use action endings like gestures, body movements facial expression and eye contact.
- Avoid vocal cues as certain potentially distracting, vocal cues might be contradicting the meaning conversed.
- Avoid breathy, whining, or strident voice
- Avoid rapid-fire delivery as dull expressionless recitation
- Avoid word-for-word copy of the talk i.e., overuse of notes – as there is every danger of losing eye contact with listeners. So practice loud before delivery.
- These points might help in dealing with challenges and opportunities in customer service, human relations, personal effectiveness and communication to face contemporary management challenges.

### **Activity:**

Students are assigned to make a presentation based on their individual subjects

### **Feedback**

Students are expected to submit a written feedback based on their observation and their analysis about their fellow mates performance.

## **5. 'Just A Minute' Sessions (JAM).**

Just a Minute Sessions are conducted to check the communication skills of the students i.e, construction of sentences, sequencing of thoughts, putting forth ideas, knowledge etc., in a stipulated time frame.

A Topic is put forth to the student , the student is expected to make an oral presentation in a short period of time and speak within the stipulated time.

### **Activity:**

Topics are given to the students in the lab and are motivated to participate.

### **Feedback**

Students are expected to make note of flaws made by the students.

## **6. Describing Objects / Situations /People.**

Describing is something which involves recreating your experiences and impressions.

Describing includes perceiving the subject of your description accurately.

The subject of a description can be an object, situation , people.

### **Tips for Description:**

- 1) Avoid using general, vague or abstract words in your description.
- 2) Be as specific as you can and give as many details as possible.
- 3) To write a good description we should know why it is written and who it is written for.

### **Description of a Person:**

1. Include the following information for describing a person.

- (a) Physical appearance: Tall /Short .Lean/Fat;
- (b) Description of hair, nose, lips etc.,
- (c) Attire
- (d) Face: Round, Flat, Oval, Square etc.

### **Description of a Situation:**

- (a) Location
- (b) Action: Serious, Sad, Humorous.
- (c) Mood: Anger, Hilarious

### **Activity:**

Description of persons

- (a) Dr.Y.S.Rajshekhar Reddy
- (b) Sonia Gandhi

Description of Situations:

- (a) Tragic death of C.M. Dr. Y.S. Rajashekhar Reddy.
- (b) Annual day celebrations at your college.

## **7.Information Transfer**

Technology in every field of information means the macro information is being transferred as much as micro is being, which we have on our finger tips. The information can be shown through texts, tables, maps tree diagrams bar graphs, pie charts , flow charts and so on.

Information in verbal form can be made clearer and easier to understand by presenting it in graphic or pictorial form.

Pictorial representation has many advantages:

Allows quick and easy viewing of a large amount of data

Quicker to locate required information in a graphic than in a written text

Data relating to a long period of time or to large number of people can be effectively summarized

Convenient to use in making comparisons involving amounts of data:

The different types of graphic representation you could use to supplement your writing are: tables, bar charts, maps, graphs, pie charts, tree diagrams, flow charts and pictograms.

When you need to use a graphic form of communication, choose a form that will present your data clearly, accurately and in an interesting manner.

When information is personated graphically, you should be able to interpret or analyse it.

Transferring information from textual to graphic form and, conversely, from pictorial to verbal form are both important and useful skills.

### **Activities:**

A few handouts will be given to the students in terms of information transfer which covers text, tables route maps, tree diagrams, bar graphs, pie charts, flow charts to transfer the information from one to another through instructions by the teacher so as to demonstrate.

## **8. Debate**

A debate is a structured argument. It is one way of communication where our analytical and logical thinking comes into play. It is an art of knitting arguments and putting them forth in a constructive way. Debate makes us think about the two opposite sides of a subject and helps us decide as to which way to follow. As the topic of debate is already decided, sometimes you may find your self supporting a move which you normally oppose or vice-versa. Debate can be in argumentative through letters, debates & essays. We can put forth points for and points against a particular through direct debates as well as essay writing. Debates are conducted in colleges and University.

Debates are in state legislative & parliament. Debate is a contest between two speakers or two groups of speakers to exhibit their capacity and dexterity in arguing, there should always be one or more speakers for proposition and oppositions.

Usually, in a debate, a topic is thrown between two teams or two individuals. One team decides to go for the topics and the other, goes against it. The topics are suitable selected as to having both pros and cons as the debate begins; the teams declare their stand and get into arguments and counter-arguments. At the end, an evaluation is made on the basis of the arguments put forth by both the teams and decision is taken on who is the winner.

### **Debating Skills:**

The whole of debating skills can be divided into three major parts as:

1. Style of argument
2. Content
3. Planning

### **Style of argument:**

While you are debating, what you say can sound meaningful only when how you say is persuasive. Everybody has his unique way of speaking and there is no correct way to debate. However, you must find a way that suits you. Trying to be funny when you are not or trying to

aggressive when you normally behave calm and quiet can make your approach look unnatural and unimpressive.

Your style of speaking includes factors like your clarity of language, speed, humour, body language and appearance.

### **1. Clarity of Language:**

People make the mistake of using either high sounding language, jargons to prove their expertise or sometimes, slang, out of excitement. All those types of language should be avoided. The more formal the language, the more authoritative it will be. In a limited time, you have to think and speak so maintaining a stream of thoughts is very necessary. The moment you lose the flow, your arguments will start losing their clarity. The examples you choose should be simple involving less thinking for audience people don't use simplicity in the fear of rejection, however, simplicity is the only way you can put your argument across in a better way.

### **2. Speed:**

Fluency is another important factor. The trick to keep yourself going is to think ahead of your voice. Fluency will make the audience pay attention to you, by a little practice and confidence a good fluency can be achieved. However, being fluent doesn't mean being fast. What you say should be understandable by the audience. Use your natural accent just to sound good you may use an impressive accent but in the flow, you are bound to lose control over it which will load to bad impression. Use your natural style of speaking.

### **3. Humour:**

Use of humour can make the debate interesting but if it is not done with utmost care, it can make you fall flat. Using humour in the beginning of your speech or when the discussion turns dull is acceptable. But, when you use a joke in the middle of a serious argument, it may distract the attention. Moreover, humour is not everybody's game so; if you are not humorous don't attempt to be one.

#### **4. Body Language:**

Your body language can easily say whether you are confident or not keeping your hand tied or standing like a wall will not be impressive. You have to keep speaking through your gestures also. A small gesture of giving a smile at the right moment can speak a lot for you. Keeping an eye contact with the audience makes the audience listen to you. However, you should keep shifting your gaze. When you look at somebody for more than half a minute, he will lose his attention from your speech. Remember that nobody likes to be stared at but, at the same time, no one likes to be ignored.

#### **5. Appearance:**

It is needless to discuss the importance of a good appearance. A good attire brings with it a sense of respect. A formal wear can give you the much needed confidence that you need for debate. When you are in a team, make sure that all the team members are in the same level of formal wear. This will not only boost your confidence but also infuse a sense of team work.

### **CONTENT:**

Content is the meat of a debate. It is all about defining a case, developing an argument and rebutting the opposition. Though it needs some practice to master this art, it is not that difficult. In limited time affair, whatever you say should be important, logical and impressive.

#### **1. Defining:**

Defining is identifying the matter of debate; for example, when the topic given for debate is “Are reservations against equality?” the debaters should first identify what kind of reservation, what is the principle of equality etc. before getting into the discussion. When those points are clear, the debate will not deviate from the topic concerned. As this is the initial stage the debaters must clear their stands at this time.

#### **2. Developing a Case:**

After defining the case, you must develop the case in proper way. When you do not have quotes, analogies, statistics or examples with you, you can only assert and not argue. The whole of the

case should also be divided into three or four sections. The easiest way to develop a case is to use the SPELT method where you can look at a topic from the social, political, economic, legal and technological view. Looking at a topic in this way can open new doors of your thinking. Besides, all the arguments put forward in an efficient way will make the opponent think about multiples ways to counter argue.

It is advisable to make clear what the points of your arguments are. This will make easier for you to decide on examples, statistics etc. If you are sure of getting enough time later to raise another argument later, one or two arguments can be kept ready to put forward later to push the opponent to think of a counter-argument. This will give him less time to put forth his view.

### **3. Rebuttal:**

The Prime objective of a rebuttal is to prove an argument actually, morally or logically flawed. Rebuttals can only be made impressive when you pay attention to the key arguments of your opponent. Look out for those augments first where the opponent has not given any fact or example and counter argue with some facts. This way you can not only give a good rebuttal but also make the other team defend themselves other than arguing.

## **PLANNING**

Before you start debating, a proper plan should be made to keep you out of any kind of midway trouble. Your strategy should include structure, teamwork, and participation in the whole of the debate. When you work in a team, you cannot share the work amongst yourselves as content developer and speaker, each one of the team should participate in the discussion actively. Therefore, the allotted time should be divided amongst the team members giving them equal opportunity.

### **1. Rebuttal:**

In the beginning case should cover more time than rebuttal but with the progress of the debate, rebuttals should be more. It is advisable to begin with rebuttals and they come to arguments. When your rebuttal comes right after the opponents speech, its importance is felt more, your

speech should also be clear enough to make the audience understand as to which argument and which is counter-argument.

## **2. Time:**

It is very important to think of time during your speech. Too long or too short a speech will exhibit poor strategy. Especially when you have so many points to say or you discuss a point you have in depth knowledge in, you will surely fall short of time. Therefore, it is necessary to keep your arguments short and crispy. When you come close to the end of your allotted time, instead of running fast to complete, use a statement that will make it an impressive ending.

## **3. Team Work:**

Debating, like other game is a team game. If one of the team members is lacking points to counter argue, some points can be given to him. However, coming out with individual arguments on the tramline is appreciated. Referring to each others speeches will make the team look bonded. In no circumstances, an argument should sound contradicting to another of the same team. The most important thing that can make your win is when you participate in the whole of the debate. After your argument is over, you can work on collecting information for one of your teammate. If you find others in your team are not able to come out with idea you can help them out. This sharing of the points of information will make keep the flow of the debate going and keep you involved throughout.

## **Activity:**

- a) Dowry is a big evil
- b) Co-Education is mostly desirable
- c) Education must be free for all
- d) Formation of small states is the need of hour
- e) Students have nothing to do politics,

	For	Against
1	Education must be made free for all	It is impossible to make education free for everybody
2	If it is made free for all there will be greater literacy	People take things lightly when it is freely available
3	If all are educated democracy will be successful	Even educated people are not properly using their voting rights.
4	Free education should be provided since the government is expected to be transparent in its action	Free education for all is a myth since it involves heavy expenditure.
5	The Govt. should encourage educational trusts to be formed and provide education freely to all people	Unless education is restricted, people will not be available for ordinary professions.

## Feedback

## **9. Telephonic skills**

Telephoning skills have become an integral part of our day to day lives. Today's Business Communication is solely centered on Telephonic skills .In telephonic conversation we rely on two things .....,

- A. Listening and concentrating on what we hear and so on.,,
- B. The tone and words of voice of the caller/Receiver.

The element of concentration in telephonic talk is crucial why means.., when we are not aware of the pitch and intonation of the voice of the caller/Receiver through lacking merely concentration there will be a room for misunderstandings either in encoding or decoding, though we know the context. So that we need to have at least a little bit of care besides concentration while telephoning where the tone plays a vital role for adequate understandings between encoders and decoders.

The following are the few principles of a good Telephonic communication skills.

1. Identify yourself and your organization.
2. Be tactful
3. Be helpful
4. Give a greeting
5. Use appropriate questions to maintain control.
6. Keep people informed
7. In the case, the telephone gets cut off and conversation again started, don't show irritation nor discuss whose fault it was that we got cut off.

<b>Never say :</b>	<b>Say :</b>
“Hello”	The name of the firm, department or office.
“Who?”	“Who is speaking, please?”
“Who are you?”	“What is your name, please?”
“Who do you want?”	“Who do you wish to speak to?”
“He is out.”	“I am sorry Mr. ..is not available. Can I help you?”
“He’s not here”	“I am sorry Mr. ..is not available. Can I help you?”
“Hold on ”	“Would you hold the line, please?”

Tone of the voice conveys the way we are feeling about the conversation, the caller or the way we feel on that particular day. One good way of making sure that we sound right is to smile while we are talking. Smiling relaxes the vocal chords and has a dramatic effect on the voice , instantly making us sound more friendly and relaxed.

## **TELEPHONE ETIQUETTE SKILLS**

The Call Centers and Multi-National Companies normally expect the following telephone **etiquette** skills.

### **1. Telephone Talking Tips**

- Speak slowly and clearly into the mouthpiece. Do not chew gum, eat, or drink while talking.
- Let your voice communicate that you are interested in the caller. Be friendly, but do not waste time.
- Get to the point of the call. Be a good listener and play attention to the person on the other end of the line.
- Turn off background noise, if any. Remain calm during the conversation, even if the person on the other end is not.
- End the conversation with a courteous comment such as “Thank you or Good-bye”. Then replace the receiver softly.

### **2. When Placing a Call**

- Identify yourself.(“Hello,this is Amit Goyal from Transoft Office.”)
- If you have several items to discuss, make a list before hand, so that you do not forget anything. Have all necessary information near you.
- If the person you are calling sound busy, ask if you can call back at a more convenient time.

- If you want your call returned, give your name, your telephone number and a time when you can be reached.

### **3. When Answering a call**

- Try to answer the telephone by the second or third ring.
- Identify yourself and the organization that you represent.
- If the call needs to be transferred, politely ask who is calling and do not leave the caller on hold for long.
- Keep note-taking materials near your telephone. If you need to take a message, be complete and accurate.

### **Making a Phone Call**

**Fred:** I'd like to speak to Donna Gregory, please. This is Fred Easter.

**Wrong Number:** I'm sorry, but I think you must have the wrong number. There's no one here by that name. What number were you calling?

**Fred:** I was calling 555-2893. May be my finger slipped, and I touched the wrong button. I have one of those touch-tone phones.

**Wrong Number:** No, you called the right number. That is ,this is 555-2893, but there's no one named Gregory here.

**Fred:** Sorry to have bothered you. I'll check the number again. (They both hang up. Fred dials the information, 4110

**Operator:** Information for what city, please?

**Fred:** Chicago I'm trying to locate a Donna Gregory on Michigan Avenue.

**Operator:** Business or residence, sir?

**Fred:** It's a business.

**Operator:** I have a Gragory Associates at 452 Michigan Avenue in Chicago. The number is 555-2983.

**Fred:** Darn I Transposed the middle numbers. Thank you. (He hangs up and dials the correct number)

**Receptionist:** Gregory Associates. Good Morning.

**Fred:** Good morning. I'd like to speak to Donna Gregory, please this is Fred Eater.

**Receptionist:** I'm sorry, but Ms.Gregory is out of town until Friday. Is there anyone else who can help you?

**Fred:** No, I really need to talk to her. Is there a way I can reach her or atleast leave a message for her to call me ?

**Receptionist:** I can give you the number in San Francisco where she can be reached. It's 980-1375.The area code for San Francisco is 415.In case you don't reach her , Mr.Easter, why don't you leave your number with me. That way she'll have a message to call you when she gets back on Friday.

**Fred:** Thank you. That's very thoughtful. My number here in Chicago is 55-4002.thanks for your help. I'll try the number you gave me. (He hangs up and dials California)

**Clerk:** Hotel San Luis. May I help you?

**Fred:** Donna Gregory, please. I don't know the room number.

**Clerk:** I'll ring Ms.Gregory's room, sir. (The phone rings ten times.) I'm sorry,sir. No one seems to answer. Would you care to leave a message?

**Fred:** Yes, Please ask Ms.Gregory to call Fred Easter in Chicago. She knows the number. Tell her it's urgent that I speak with her, and what she should call no matter what time it is. I have call forwarding on my phone, so no matter where I am, her call will automatically be transferred to me.

**Clerk:** I'll tell her.

**Fred:** Oh, speaking of forwarding calls, does Ms.Gregory have one of those beepers? Do you know what I mean? There are a lot of commercial names for them. It's a device that people carry so they can be signaled when there is a message for them. I always just call it a beeper.

**Clerk:** Yes, sir, I know what you mean, but I don't know whether she has one or not. She didn't leave any word with us on how to contact her. All I can do is put a message in her box and activate the message light on her room phone. Will there be anything else, sir?

**Fred:** No, thank you. You've been very helpful. Goodbye.

### **Activity:**

A demonstration of Telephonic Conversation between two friends.

A demonstration of Telephonic Conversation between two colleagues of an organization.

### **Feedback**

A written feedback to be given by the students

## **10. Giving Directions:**

Giving direction is a specific way of the communication .One needs to be careful in giving directions and following instructions. Also while making suggestions one has to take into account what others want. Suggestions which include the other participants in the conversation will be accepted more easily when they are put forth in a polite manner.

We can easily say that giving direction is also considered as partial information transfer.

### **Activities:**

Innovative situations will be given to the students regarding Giving Directions. These are real life situations that help the students to develop their communication skills.

### **Example:**

1. Directing an International (Student etc.,) to the Western Union Money Transfer counter
- 2 Directing a person to the Post Office, Bank, Railway Station etc.,