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Department of Electronics and Communication Engineering
II Year- III Semester – Electronics and Communication Engineering
HS8381 INTERPERSONAL SKILLS/LISTENING&SPEAKING

LAB MANUAL

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HS8381 INTERPERSONAL SKILLS/LISTENING&SPEAKING

Introduction:

Listening is the act of hearing attentively. Research shows that 45% of our time is spent on listening. We listen more than speak. If this listening skill is used in a proper way we can master the tools of communicative skills. Listening is difficult, as human mind tends to distract easily. A person who controls his mind and listens attentively acquires various other skills and is benefited.

Listening Process:

There are six stages in listening process - hearing, attending, understanding, remembering, evaluating, and responding.

Types of Listening:

- Whole-person listening-understanding the speaker, his words, thought, motive etc.
- Appreciative Listening- Listening for appreciation and pleasure.
- Attentive Listening –attentively listening each and every word.
- Casual Listening- Listening not very attentive, listening casually without any interest.
- Evaluative Listening- Listening to evaluate or judge something.

Barriers to Listening:

- *Selective listening:* We all listen selectively at some time or other.
- *Talking speed vs. speed of thought:* There is a considerable difference between the speed at which people talk and the speed at which they think.
- *Lack of interest:* This could be due to lack of interest in the individual speaking or being distracted by things that are happening to you personally.
- *Beliefs and attitudes:* We all have opinions on a variety of current issues; we feel strongly about certain subjects; we value certain behaviours.
- *Preconceptions:* Our preconceptions often mean we don't even give another person a chance to speak. We can prejudge what they have to say.

Conversation/ Dialogue:

Conversation is a form of interactive, spontaneous communication between two or more people. Typically, it occurs in spoken communication, as written exchanges are usually not referred to as conversations. The development of conversational skills and etiquette is an important part of socialization.

Situational Dialogues:

1. How are you getting on? – just another way of saying ‘how are you?’
2. You doing OK? – asked when the person has had some tough experience recently and you want to ask politely if they're OK.
3. Hi, ...! What's new? – this is a very informal way of greeting a close friend or anyone who you see on a regular basis and you want to ask has anything happened since you last met.
4. Hi, ...! What's up? – the same as above with a difference that you're probably not that interested in what news the other person might have.
5. Hi, ...! Long-time no see! – used when you haven't seen the person for a long period of time and you want to state that fact in the greeting.
6. Hi, ...! Have you been keeping busy? – just a standard enquiry with little or no direct meaning.
7. Do you mind me asking...? – a typical way of asking something that might be a slightly personal question.

8. OK, here's the thing ... – a very handy way to start making your point if you're not sure how to begin the sentence.

Responding to a Conversation:

1. Thanks, I've been keeping busy – just a standard response to a standard greeting with little or no direct meaning.
2. Thanks for asking, I'm fine, how are you? – a typical response and counter-question to a greeting phrase 'how are you?'
3. Frankly speaking... – just a way to start your response. It indicates that you're about to open up and be very honest with your chat partner.
4. Well, to be honest with you, ... – the same as above.
5. No problem – a typical response to a small request you're happy to do.
6. Never mind, it's fine! - this phrase is used when the person offers to do a favour for you but it's not really necessary.
7. Never mind, forget what I just said – You can use this phrase if you feel that he/she might be slightly annoyed or offended by your question or comment so you want to end it there.
8. Departure Phrases:
9. I'd better be going – followed by a simple phrase like 'it's too late', or 'have lots to do' – an indicator you'd like to walk off and finish the conversation.
10. OK, I'm sorry but I have to leave now! – used when your chat partner has clear intentions of continuing the conversation but you just need to go so you're making it clear that you need to go.
11. See you later! – used when you know that you'll be seeing each other again sometime.
12. See you around! – the same as above

Effective communication strategies:

1. **Listening:** Good listening skills and showing a genuine interest are attributes of a successful Communicator. Sales associates who actively listen to customers inquire and complaints are more able to solve problems and gain customer loyalty.
2. **Use Names:** When meeting people make sure you hear the person's name and use it right away so you will remember it. If you are not sure what the person said, ask him/her to repeat it.
3. **Get to the Point:** Show value for people's time by being as concise as possible when giving information. Do not give lengthy, unnecessary details and don't make excuses for your mistakes. Answer the question and give important information only.
4. **Let Others Talk:** Don't be a person who does all the talking. What you are saying may be of interest to you only. Keep the other person in mind, giving him/her a chance to be a part of the conversation. Look for signals that you may be boring your listener and ask questions to involve them in the conversation.
5. **Non-verbal Language:** 95% of our communication is non-verbal, which includes: eye movement, tone of voice, posture, facial expressions and hand gestures. When talking to someone keeping eye contact without staring shows a sense of confidence. Be aware of non-verbal communication and keep it consistent with your message.
6. **Vocal Cues:** Do not use an excessive amount of 'filler' words (sayings or words repeated often), sounds such as "uh, um" or use lengthy pauses during conversation. The listener will lose interest in what you are saying and will become bored.
7. **Create an Atmosphere of Openness:** To establish a good relationship with customers and create a comfortable atmosphere be attentive to the number of interruptions. Give your customer/acquaintance

your undivided attention by not keeping physical barriers (such as desks) between you. Avoid trying to communicate in a busy area and keep your focus on the listener.

Giving Directions

Giving and receiving directions in English is a great because it is useful, easy, and can be modified to suit different levels and abilities. In addition students practice movement, speaking, listening, and critical thinking skills. Because of this, the students tend to remember these things pretty well. Not everyone knows where they are going and may need help with directions from time to time. Directions may be needed to get to a nearby town, or directions to the newest mall in town or directions to the nearest rest room in a large building. Where ever you are going the expression below can be used when asking for directions.

Suggestions for giving directions

Giving street directions is really very easy when you remember to follow these points. When giving directions you are actually giving two sets of instructions. In the first set- "Go To" – you are telling the listener what street to go to or how far to go. In the second set- "Then", you are telling the listener what to do when they get there. (turn right/left, go straight, on the left, etc.) Giving even very complicated directions is just a repetition of these two basic steps. Another good idea is to use easily identifiable landmarks; instead of the amount of time to get some place (time is relative, after all). Easily identifiable landmarks are street lights, stop signs, parks, tall building standing alone, etc.

Asking for directions

"How do I get to your office?" "Can you tell me the best way of getting to your office?"
"What's the quickest way of getting to your office?" "Where are you exactly?"

Getting information

"Will you be coming by car or by train?" "It's much easier if you take the train." "Which hotel are you staying at?"

"We're not far from..." or "We're quite close to..." "It's about a mile / kilometre / two blocks from..." "We're opposite / next to / in front of / across the road from / round the corner from the supermarket."

Giving directions in English

"Come off the motorway / highway at Junction / Exit 12" "Follow the signs to ..." "There's a one-way system in the centre of town." "Go straight on / left / right at the lights / at the roundabout / at the junction of ... and ..." "Go past the supermarket." "You'll come to / see ..." "It's the first turning on the right after the bank."

Use landmarks to help

"You'll see a large sign / roundabout." "On your left you'll see an industrial centre / a hospital / the police station." "Just after the level crossing / shopping centre (or mall)." "Go past the petrol station / the garage."

Telephoning Skills

Learning how to communicate well on the telephone is one of the top priorities for many students who need to use English at work. Learning the common phrases that are used on the telephone helps students know what to expect. However, what students often need most is practice, practice, and more practice. While helpful, practicing a role-play in the classroom is not always the best way to improve telephoning skills.

Overcome Barriers:

Telephoning requires special skills as there are a number of difficulties that arise when telephoning that are specific to telephoning. The first and foremost difficulty is not being able to see the person you are communicating with. This lack of visual communication often makes students, who can communicate quite successfully in other situations, nervous and thereby hinders their communicative abilities. Add to this the typical hectic pace of business communication, and you have a particularly difficult situation.

Breathe: Before you pick up the phone, take a deep breath. Most of us are what they call “shallow breathers”. We take small breathes in and out and therefore, sound tired when we answer the phone. The goal is to sound like you like your job and you are glad they called. Practice taking a very big breath and answering the phone at the top of that breathe. You will continue speaking on the exhale of that breath and the caller will hear energy in your voice! You can also practice it when you are making a call and start your breath as the phone is ringing on the other end. You’ll be surprised how you feel when you use this technique.

Identify yourself: Give your full name and function and or the name of your company. Since they have taken the time to call you, you may answer the phone this way;

Be Sincere: If we are honest with ourselves, we are all “problem solvers” in some way. People call us on the phone to have a problem answered. Whether it is to get driving directions, or hours of operation or questions about our merchandise, they have a question and want it answered quickly, intelligently and politely.

Listen attentively: Put everything down when you answer the phone! Easier said than done, isn’t? How many times have you been in your office answering email, talking on the phone, listening to your iPod and sipping? Callers don’t like to be ignored and by multitasking, we are not focused on the caller’s wants and needs.

Visualize the person: Visualize the person, even if you don’t know them so that you remind yourself you are engaged in a two-way conversation. If you still have trouble listening, start taking notes on what they are saying. Use a headset if possible, to keep your hands free. By taking notes you can verify with them as well as yourself, the important points of the conversation and the action items that needed attention.

Tips to develop communication skills

Many deserving candidates lose out job opportunities because of their colloquial accent. By inculcating certain practices in our daily lifestyle, we will get closer to sounding like a native English speaker and equip with a global accent.

Observe the mouth movements of those who speak English well and try to imitate them. When you are watching television, observe the mouth movements of the speakers. Repeat what they are saying, while imitating the intonation and rhythm of their speech.

Until you learn the correct intonation and rhythm of English, slow your speech down. If you speak too quickly, and with the wrong intonation and rhythm, native speakers will have a hard time understanding you. Don't worry about your listener getting impatient with your slow speech -- it is more important that everything you say be understood.

Use the dictionary. Try and familiarise yourself with the phonetic symbols of your dictionary. Look up the correct pronunciation of words.

Make a list of frequently used words that you find difficult to pronounce and ask someone who speaks the language well to pronounce them for you. Record these words, listen to them and practice saying them. Record yourself reading some sections of the book. Compare the sound of your English with that of the person reading the book on the tape.

Read aloud in English for 15-20 minutes every day. Research has shown it takes about three months of daily practice to develop strong mouth muscles for speaking a new language.

Be patient. You can change the way you speak but it won't happen overnight.

Strategies for Public Speaking & Successful Presentations:

Research a topic- Good speakers stick to what they know. Great speakers research what they need to convey their message.

Focus- Help your audience grasp your message by focusing on your message. Stories, humour, or other “sidebars” should connect to the core idea. Anything that doesn’t need to be edited out.

Organize ideas logically- A well-organized presentation can be absorbed with minimal mental strain. Bridging is key.

Employ quotations, facts, and statistics- Don’t include these for the sake of including them, but do use them appropriately to complement your ideas.

Master metaphors- Metaphors enhance the understanding ability of the message in a way that direct language often cannot.

Tell a story- Everyone loves a story. Points wrapped up in a story are more memorable, too!

Start strong and close stronger- The body of your presentation should be strong too, but your audience will remember your first and last words.

Incorporate humour- Knowing when to use humour is essential. So is developing the comedic timing to deliver it with greatest effect.

Vary vocal pace, tone, and volume - A monotone voice is like fingernails on the chalkboard.

Punctuate words with gestures- Gestures should complement your words in harmony. Tell them how big the fish was, and show them with your arms.

Utilize 3-dimensional space- Chaining yourself to the lectern limits the energy and passion you can exhibit. Lose the notes, and lose the chain.

Complement words with visual aids - Visual aids should aid the message; they should not be the message.

Analyze your audience - Deliver the message they need to hear.

Connect with the audience - Eye contact is only the first step. Aim to have the audience conclude “This speaker is just like me!” The sooner, the better.

Interact with the audience- Ask questions and care about the answers. Solicit volunteers. Make your presentation a dialogue.

Conduct a Q&A session - Not every speaking opportunity affords a Q&A session, but understand how to lead one productively. Use the Q&A to solidify the impression that you are an expert, not just a speaker.

Lead a discussion - Again, not every speaking opportunity affords time for a discussion, but know how to engage the audience productively.

Obey time constraints- Maybe you have 2 minutes. Maybe you have 45. Either way, customize your presentation to fit the time allowed, and respect your audience by not going over time.

Craft an introduction- Set the context and make sure the audience is ready to go, whether the introduction is for you or for someone else.

Exhibit confidence and poise- These qualities are sometimes difficult for a speaker to attain, but easy for an audience to sense.

Handle unexpected issues smoothly- Maybe the lights will go out. Maybe the projector is dead. Have a plan to handle every situation.

Since public speaking fears are so common, realize the tremendous power of influence that you hold. Use this power responsibly.

Personal Information

Personal information questions are the basis for any conversation in English and so are important for when you meet somebody for the first time. They are the building blocks from which the rest of the conversation can develop.

Some common questions and a correct form for the answer are as follows:

Notice that we are giving our answers in complete sentences to practice using them though normally we only give short answers.

Names

- What is your name?
- My name is _____.
- What is your surname / last name?
- My surname / last name is _____.
- Do you have a nickname?
- Yes, my nickname is _____ *or* No, I don't.

Marital Status

- Are you married / single?
Yes, I am. *or* No I'm not.
- Do you have a boyfriend / girlfriend?
Yes, I do. *or* No, I don't.
- What is your partner's name?
My partner's name is _____.

Family

- Do you have any children?
Yes, I have _____ children. *or* No, I don't
- What are their names?
Their names are _____.
- How many brothers and sister do you have?
I have _____ brothers and _____ sisters.
-

Age

- How old are you?
I am _____ years old.
- When is your birthday?
My birthday is on the _____ of _____.
- Where were you born?
I was born in _____.

Contact Information

- Where are you from?
I am from _____.
- What is your address?
My address is _____.
- What is your phone number?
My phone number is _____.
- What is your cell phone number?
My cell phone number is _____.
- Do you live with your parents?
Yes, I do. *or* No, I don't.
- Do you live alone?
Yes, I do. *or* No, I don't.
- Who do you live with?
I live with my _____.
- Do you live in a house or an apartment?
I live in a/an _____.
- What is your e-mail address?
My e-mail address is _____.

Free time activities

- What do you do in your free time?
In my free time I _____.
- What are your hobbies?
My hobbies are _____.
- What type of music do you like?
I like _____ music.
- Do you have a favourite singer or group?
My favourite singer / group is _____.
- What types of movies do you like?
I like _____ movies.
- Do you like to read?
Yes, I do. *or* No, I don't.
- What do you like to read?
I like to read _____.

Habits

- Do you have any bad habits?
Yes, one of my bad habits is _____.
- Do you snore?
Yes, I do. *or* No, I don't.
- Do you smoke?
Yes, I do. *or* No, I don't.
- How many cigarettes do you smoke a day?
I smoke _____ cigarettes a day.

Other Personal Information

- What is your favourite food?
My favourite food is _____.

- Is there any food that you do not like?
Yes, I don't like _____. *or* I like all food.
- What is your favourite colour?
My favourite colour is _____.
- Why do you want to learn English?
I want to learn English because _____.
- What languages do you speak?
I speak _____.
- Do you have any pets?
Yes, I do. *or* No, I don't.
- What pets do you have?
I have _____.
- What are their names?
Their names are _____.
- Which sports do you like?
The sport I like is _____.
- Do you have a favourite team?
My favourite team is _____.
- What is something you do well?
I am good at _____.
- What is something you do not do well?
I am bad at _____.
- Are you romantic?
_____ romantic.
- Do you have any tattoos?
Yes, I do. *or* No, I don't.
- Describe yourself using only two words.
I am _____ and _____.
- What makes you happy?
I am happy when _____.
- Are you a good cook/singer/driver?
Yes, I do. *or* No, I don't.

Group Discussion

Dynamics of GD: Flexibility:

You must be open to other ideas as well as to the evaluation of your ideas. That is what flexibility is all about. But first, remember: Never ever starts your GD with a stand or a conclusion. By taking a stand, you have already given your decision without discussing the topic at hand or listening to the views of your team members.

Assertiveness:

You must put forth your point to the group in a very emphatic, positive and confident manner

Initiative:

A general trend amongst students is to start a GD and get the initial kitty of points earmarked for the initiator. But that is a high risk-high return strategy. Initiate a GD only if you are well versed with the topic.

Creativity:

An idea or a perspective which opens new horizons for discussion on the GD topic is always highly appreciated. When you put across a new idea convincingly, such that it is discussed at length by the group, it can only be positive

Team Player:

It lays great emphasis on this parameter because it is essential for managers to be team players. Management aspirants who lack team skills cannot be good managers.

Reasoning Ability:

Reasoning ability plays an important role while expressing your opinions or ideas at a GD.

Leadership:

A leader would have the following qualities: S/he shows direction to the group whenever group moves away from the topic. S/he coordinates the effort of the different team members in the GD. S/he contributes to the GD at regular intervals with valuable insights. S/he also inspires and motivates team members to express their views.

Inspiring ability:

A good group discussion should incorporate views of all the team members. If some team members want to express their ideas but are not getting the opportunity to do so, giving them an opportunity to express their ideas or opinions will be seen as a positive trait.

Awareness:

The content or awareness generally constitutes 40 to 50 percent marks of your GD. Apart from these qualities, communication skills, confidence and the ability to think on one's feet are also very important.

GD Initiation:

Initiating a GD is a high profit-high loss strategy. When you initiate a GD, you not only grab the opportunity to speak, you also grab the attention of the examiner and your fellow candidates.

GD Summarisation:

A conclusion is where the whole group decides in favour or against the topic. You can summarise what the group has discussed in the GD in a nutshell. Keep it brief and concise. It must incorporate all the important points that came out during the GD. If the examiner asks you to summarise a GD, it means the GD has come to an end. Do not add anything once the GD has been summarised.

GD – Points Marked on:

1. Audibility: Communication skills.
2. Analysis: supported by facts & examples
3. Content: Obtain by good reading
4. Team Work
5. Demeanor: Body Language counts, don't sit cross-legged
6. Leadership: People should listen and agree to you.

GD Techniques:

There are a few simple techniques that can make you an effective participant:

Prepare:

If you know what the topic of the discussion will be, there is a lot you can do to prepare in advance. You can read round the topic to make sure you are aware of the main issues and arguments, and spend some time deciding what your own position is.

Listen:

An effective discussion is one in which people listen to each other. Listening is a very important discussion skill and make sure you listen and respond to what other people have to say.

Be polite:

In a discussion, it's important to stay calm and be polite, even if you feel strongly about the topic under discussion. Using words like please, thank you, I'd like to... May I...? Would you mind...? Could you...? Make you sound polite and respectful.

Take / make notes:

It's a good idea to have a pen and paper handy. You can jot down any useful or important words or ideas that might come in handy later in the discussion – or afterwards.

Speak clearly:

Practise your pronunciation and speak clearly and confidently. If you need time to collect your thoughts, you could say something like Hmmm... just let me have a minute to think about this.

Useful phrases for GD:

There are lots of useful phrases that you can use in discussions. Here are just a few of them:

Agreeing:

You're absolutely right about that.

Disagreeing:

I'm sorry, I don't see it that way at all.

Interrupting:

Sorry, do you mind if I say something here?

Dealing with interruptions:

Could I just finish what I'm saying?

Asking for explanation:

Would you mind telling us what exactly you mean by that?

Asking for more information:

Would you mind saying a little bit more about that?

Adding more information:

Another point I'd like to make is...

Dos of participating in a GD:

- Listen to the subject carefully
- Put down your thoughts on a paper
- Initiate the discussion if you know the subject well
- Listen to others if you don't know the subject
- Support you point with some facts and figures
- Make short contribution of 25-30 seconds 3-4 times
- Give others a chance to speak
- Speak politely and pleasantly. Respect contribution from other members.
- Disagree politely and agree with what is right.
- Summarize the discussion if the group has not reached a conclusion.

Don'ts of participating in a Group Discussion

- Initiate the discussion if you do not have sufficient knowledge about the given topic.
- Over speak, intervene and snatch other's chance to speak.
- Argue and shout during the GD
- Look at the evaluators or a particular group member
- Talk irrelevant things and distract the discussion
- Pose negative body gestures like touching the nose, leaning back on the chair, knocking the table with a pen etc.
- Mention unpredictable statistics.
- Display low self-confidence with shaky voice and trembling hands.

WORKSHEET 1

Each sentence given below contains one or more errors. The error could be in the use of nouns, adjectives, verbs, prepositions or conjunctions. Find the error and rewrite the sentence correctly.

1. We all swum at the beach yesterday.
2. They hadn't scarcely enough feed for their cattle.
3. The cow has trod on my sweet peas.
4. The perfume is for your sister and yourself.
5. My father has laid in bed all day.
6. Mother has lain the book down somewhere.
7. Have you read where there was an earthquake in China?
8. A bus runs passed our house.
9. Neither Peter or James can sing well.
10. He drove fast so as he might arrive early.

WORKSHEET 2

Complete the following sentences using an appropriate verb form.

1. I up several times in the night. (woke/ have waken/ had woken)
2. My motherdelicious meals. (cook/ cooks/ have cooked)
3. She the answer. (not knows/ do not know/ does not know)
4. The boysin the garden when it started raining. (are playing/ were playing/ played)
5. Ifor him. (wait/am waiting/have waited)
6. Ithe parcel yesterday. (receive/ had received/ received)
7. I that movie three times. (watched/ have watched/ had watched)
8. Goats and cows us milk. (gives/ give/ gave)
9. Cowson grass. (feeds/ feed/ fed)
10. Ifor his call since yesterday. (waited/ am waiting/ have been waiting)
11. I all the books written by Dickens. (read/ am reading/ have read)
12. She in two films. (acted/ has acted/ acts)
13. Henice portraits. (draw/ draws/ has drawn)

WORKSHEET 3

Complete the following sentences using appropriate prepositions.

1. Is your brother home? a) in b) at c) on
2. There is no unity the leaders. a) among b) between c) within
3. He is a man humble origin. a) of b) with c) from
4. The village is 5 miles the highway. a) off b) across c) of
5. He is to Mumbai. a) off b) out c) over
6. The boy was beaten a stick. a) by b) with c) Either
7. He discussed the problem his parents. a) with b) to c) for
8. John was punished his father. a) with b) for c) by
9. Can you finish the work tomorrow? a) by b) in c) within
10. He has been absent last week. a) since b) for

WORKSHEET 4

Match the vocabulary words on the left with the definitions on the right.

1. interstate	difficult or impossible to believe:
2. obtain	to penetrate or go through something.
3. impossible	to perceive, discover, or uncover:
4. clearance	to be customary; prevail:
5. perforate	a pause or interruption between periods of activity; respite; recess.
6. intermission	available to others; easily approached.
7. interview	to cause (a liquid) to trickle or pass through something porous, such as a filter.
8. incredible	to provide an explanation.
9. permissible	permitted; allowable.
10. interpret	easily influenced or impressed (usu. fol. by <u>to</u>):
11. susceptible	the space between things that prevents a collision.
12. perennial	a meeting between a job applicant and a prospective employer, usu. to determine the applicant's qualifications.
13. approachable	lasting throughout the year, for many years, or indefinitely; constant:
14. percolate	not able to happen, exist, or be done:
15. detect	concerning or connecting two or more states, esp. of the United States:

WORKSHEET 5

Complete the dialogues given below in a suitable way. Write the answers against the correct blank numbers.

Sameer had to catch a train to go to attend an interview in Chandigarh, but he reached the station late due to traffic jam on roads and so he could not buy a ticket and boarded the train as the

train was about to leave. Read the conversation between Sameer and the ticket-checker and complete it in a suitable way.

Ticket Checker :

Sameer: I am sorry, I don't have one.

Ticket Checker: Travelling without ticket ? Don't you

Sameer: Yes sir, I do know that. But you see and so I had to board the train without a ticket. Won't you

Ticket Checker: Yes I can make a ticket, but you have to pay a fine of Rs. Mil- along with the fare.

Sameer: No problem sir, here is the money.

Ticket Checker: That's all right, but be careful in future. :

WORKSHEET 6

Mr. Mehta wanted to buy a suitable family car. So, one fine morning he went to a showroom to have a look at the various options available and to decide on the variant that most suited him and his family. Make a conversation between Mr Mehta and the sales representative in a suitable way.

Sales Representative: Welcome sir. Please have a seat.

Mr.Mehta : Thank you very much. I am..... family car.

Sales Representative : Very well, sir. But first of all We deal in the country's most favoured brand Yakuti a and we have a number of options that may suit you.

Mr.Mehta : Well, my budget is between 4 and 5 lacs.

Sales Representative : Also, please let us know..... .

Mr.Mehta : We are four, my wife, two daughters and I and we want a petrol car not diesel one.

Sales Representative : (Showing a brochure) Sir, I Would recommend you our best seller brand 'Glitz'.

Mr.Mehta :

Sales Representative: It has the most advanced engine that gives a good mileage and all the features like, power steering, power windows, airbags and comfortable design and space.

Mr.Mehta : That's fine. Please give me this brochure and I will discuss the details with my wife and we will together visit you tomorrow.

Sales Representative : Very well sir. You are welcome.