Chapter-29 Controlling Strategies and Out-Going Calls <u>Worksheet</u>

A) Read the questions in the table and briefly answer them in the space provided.

Questions	Answers
What comes to mind when you hear the word `telephone'?	
How important is the telephone to you?	
What would life be like with no tele- phone?	
Do you ever talk in English on the phone?	
How many calls do you make every day? How many of these are necessary?	
Who comes to your mind first when your telephone rings?	
Have you ever received any prank calls?	
What's the best and worst news you've received over the phone?	
Do you know of anybody who has had the mobile phone stolen?	

B) Read the questions in the table and briefly answer them in the space provided.

Questions	Answers
Do you like using the telephone?	
What was your longest telephone call?	
What is the most annoying thing about us- ing the phone?	
Do you worry about your telephone bill?	
Can you remember life before the mobile phone?	
Do you think you use the telephone too much?	
Do you like listening to other people's tele- phone conversations?	
Have you ever got really angry with some- one over the telephone?	
Do men or women talk more on the phone? Why?	

C) Read the questions in the table and briefly answer them in the space provided.

Questions	Answers
Do you have a smartphone? What brand is it?	
In your opinion, which company makes the best smartphones?	
What is the biggest benefit to owning a smartphone?	
What is the biggest danger that comes from owning a smartphone?	
How long do you spend every day looking at your smartphone?	
Aside from making calls, what do you use your smartphone for?	
How old should a child be before they re- ceive a smartphone?	
Should smartphones be banned from schools?	

Questions	Answers
Can smartphones be used in education? In what way?	

D) Keeping control over conversation is an important skill. This is required to ensure effective communication and message taking and giving. Mention some controlling strategies used in a telephonic conversation.