

EMPLOYABILITY SKILLS

COMMON FOR ALL TRADES

STUDENT WORKBOOK 1



**NATIONAL INSTRUCTIONAL
MEDIA INSTITUTE, CHENNAI**

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Employability Skills

Student Workbook-1 Common for all trades

Developed & Published by



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Instructional Design


The content is developed with VARK (Visual Aural (Auditory) Read (Reading/writing) Kinesthetic) learning styles with customized strategies to improve communication and learning generally. Hence, the content has been structured in the form of workbooks to build meaningful learning experiences assuming that the ITI trainees need to start learning English and communication from scratch. A facilitator guide has also been developed to enable the Employability Skills course instructors deliver the lessons in the structured format for effective internalization of the content by the ITI trainees.


The Employability Skills content is designed with lessons in an hourly structure. The lessons are designed to enable learning from the simple to complex concepts in an activity-based format. The lessons shall provide adequate scope for internalization of concepts through illustrations and meaningful activities structured from guided, controlled to free use. Formative assessment shall be built in at appropriate intervals to facilitate consolidation of the learning. Cohesion between the lessons shall ensure that concepts are revisited all along the learning process thereby making the learning process meaningful, rewarding and enjoyable.


The lessons are structured using the ICARE model of instructional design. ICARE model is an end-user oriented model that facilitates meaningful learning in an activity-based approach. The acronym ICARE stands for:

- I** – Introduce – lesson objectives, concepts
- C** – Connect – through illustrations (visuals and verbal with appropriate examples, wherever needed)
- A** – Apply – opportunities to practice the concepts in the form of activities
- R** – Reflect – through KWL chart (what was Known, Wanted to be known and eventually Learnt), recap
- E** – Extend – opportunities to explore alternative resources/materials (optional), project

-  **Module** refers to the 4 topics dealt with in workbook 1 and 8 topics to be dealt with in workbook 2 for 80 hours duration in each workbook.
-  **Lesson** refers to the content developed for training for specified number of hours for each of the 12 modules in the workbooks. Each lesson is for one hour duration.
-  **Objectives** shall be outcomes based restricted to three per lesson as the duration of each lesson shall be one hour only.
-  **Concept** refers to the specific topics that the lesson is based on. A very basic introduction / description of the topic is used.
-  **KWL chart** is a tool used to enable learning with visible transition from recognition of prior knowledge to acquisition of new knowledge. What the trainees want to know serves as an intermediary step between what they know and what they eventually learn.
-  **Illustration** provides contextual examples to make the learning meaningful and internalize the concept better.
-  **Activities** provide opportunities to put the new concepts into active use in a guided, controlled and free manner. The activities are designed for collaborative learning in pairs and groups.
-  **Let's Learn** introduces additional concepts. It is introduced only when it is required for a particular lesson.
-  **Recap** enables the trainees review their learning and proceed to learn the next lesson.
-  **Extension** provides scope for furthering the learning by application of the concepts in wider contexts than those dealt with in the workbook. It fosters learner autonomy and collaborative learning.

 **Recall** is a chunking strategy that has been included at regular and meaningful intervals to consolidate the learning and help smooth transition between lessons and topics. The recall section is designed with multiple choice questions with due emphasis on application of the concepts learned than on the theory underlying them. This may be used by the instructors for periodical formative assessments to check progress. Alternately, it may be used by the trainees to test their own learning levels.

 **Project** refers to the extension of the classroom into the world of work like market scan, job search, preparation for entrepreneurial ventures. Trainees may put the skill acquired through employability skills training to effective use here. (optional)

 **Corpus** is the vocabulary on which the content is built on refers to the range of words that ITI trainees need to internalize to be able to productively use (active vocabulary) and understand using contextual clues (passive vocabulary) for social and professional communicative purposes.

The vocabulary base for the content has been built on corpora (samples) of real world in tune with the requirement of ITI trainees in real-life (realia). The words are categorized into high-frequency and low-frequency words. Words that the trainees may be familiar with are in normal font and those that they need to learn and internalize to use (some words) and recognize (most words) are in bold font.

The content for the 2 workbooks for year 1 shall include the following modules for 80 training hours each:

Year 1 – Workbook 1 – 80 hours

Module	Topic	Duration in hours
1	Behavioural Skills	10
2	English Literacy	30
3	Communication Skills	20
4	IT Literacy	20

Year 1 – Workbook 2 – 80 hours

Module	Topic	Duration in hours
5	Entrepreneurship	20
6	Maintaining Efficiency at Workplace	10
7	Occupational Safety, Health and Environment Education	10
8	Essential Skills for Success	10
9	Labour Welfare Legislation	05
10	Quality Management	05
11	Preparation to the World of Work	10
12	Customer Interaction/Service	10

Note: Behavioural Skills module is meant to lay the foundation for Employability Skills. The trainees will be able to build rapport with the instructor and benefit from the training to find a suitable job on completion of the course. Hence, the 6 lessons developed may be used effectively to impart training for 10 hours.

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1. Orientation to Employability Skills



At the end of this lesson, you shall be able to:

- identify why employability skills are needed, what they are and how they can be learned
- know your employability skills facilitator
- set personal learning goals.



Employability skills: Employ + Ability | The ability to be employed is employability! It includes all the skills that can help a trainee succeed in any job.

Behavioural Skills: In the 21st century, success belongs to those who have the confidence and ability to learn new skills! The knowledge and skills that you learn today will be outdated in the next few years. But, if you learn how to learn new skills on your own, you will never have to worry about it.

English Literacy: If you can read and write basic English, you become eligible for jobs all over the world! And, all it takes is one hour of practice every day. Isn't this very exciting?

Communication: When the instructor asks you a question, are you always able to raise your hand and answer without hesitation? Do you find it easy to introduce yourself to a visitor? If you learn the skill of communication, you will never have to worry again about 'hesitation'. You will be able to express your ideas and thoughts to anyone!

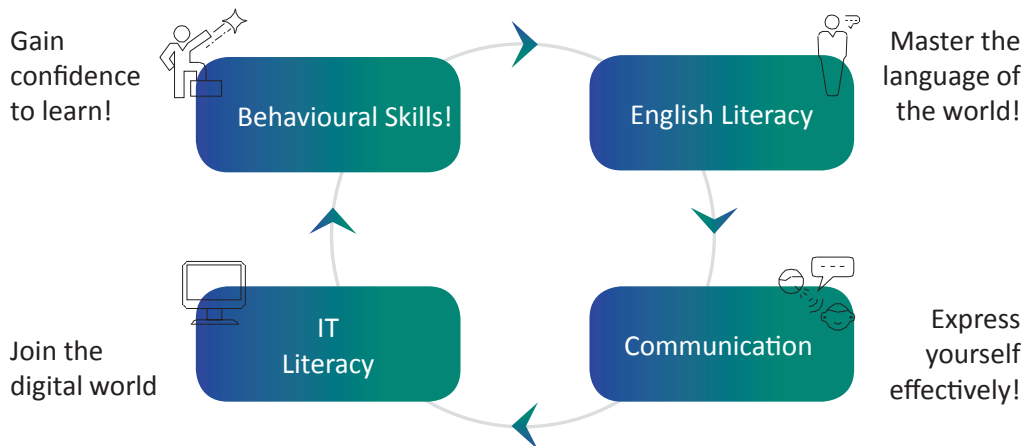
IT Literacy: Would you need to create your resume / CV in the near future? Would you like unlimited access to knowledge about latest technologies? Would you like to learn how to make payments online? Learning IT literacy teaches you all of this and more. The trainee who masters IT Literacy module can create a better resume, find better jobs and learn news skills faster!



What I already **K**now

What I **W**ant to find out

What I **L**earned



Learning is not a one-time process – it is a cycle!



1. Divide up into teams of four and launch an investigation into Rameela’s career!

Rameela has been recently hired by a big AC installation company in Kolkata. Rameela’s supervisor asks her to install / repair air conditioners. Every day Rameela has to go to customers’ homes for installing or repairing AC. When Rameela reaches the customer’s home, she greets them politely and inquires about the job. Once Rameela has finished the job, she seeks feedback about her service and leaves. Upon completion of each job, Rameela is required to fill the details of the repairs and installation in an excel database. Then she has to mail it to her supervisor. If Rameela continues to perform well in her current position, she can be promoted to a supervisor’s position.

Discuss and list the skills that Rameela needs to perform well at her job. The first one has been done as an example:

Ability to communicate with customer.

2. Another big question! How will we learn all of these skills? We can give you a hint. You CANNOT learn them by reading or listening to good tips. You can learn it the way you learned how to ride a bicycle!

Skills	What can YOU do to learn this?	How can YOUR Employability Skills FACILITATOR help?	How can YOUR FRIENDS help?
Professional attitude			
Speaking, reading, writing English			
Communicating effectively			
IT Literacy			



3. At last, it is time to be a journalist! It is time to get to know the Employability Skills Facilitator! Ask your instructor to share answers to the following questions with you. Feel free to add any extra question of your own.

- a. What is your name?
- b. How did you become interested in becoming a teacher?
- c. What is your vision of an ideal teacher?
- d. What are your personal strengths?
- e. Which skills do you want us (your trainees) to develop during the 80 hours of Employability Skills and why?



Complete the What I learned column in the KWL chart.



Boring		
Fun		
	Lots of learning	Less learning

How was today's session?

What are Employability Skills? (Hint: Employ + Ability = Employability)

Why do employability skills matter?

How can you improve your own employability skills?

What is it that you will do during the course to improve your employability skills?

What steps will you take after the completion of this course to continue to help you excel in your job?



Interview a service repair person at the local mobile repair shop which has a lot of customers. Ask the service repair person what his / her day looks like, and what are the tips for succeeding in his/ her job.

2. Learn Together!



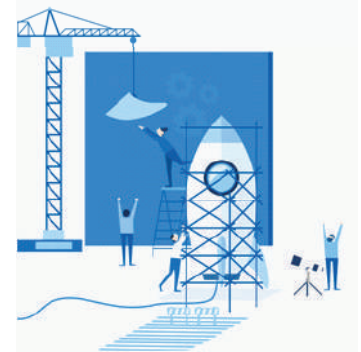
At the end of this lesson, you shall be able to:

- share about yourself and get to know your classmates
- learn how to form a team
- learn how to network and make new friends.



Learn together: In this session, we will discover a very powerful technique to learn almost any new skill! If you can master this skill, you will never lose the motivation to learn. You will enjoy learning new skills and you will succeed at any workplace.

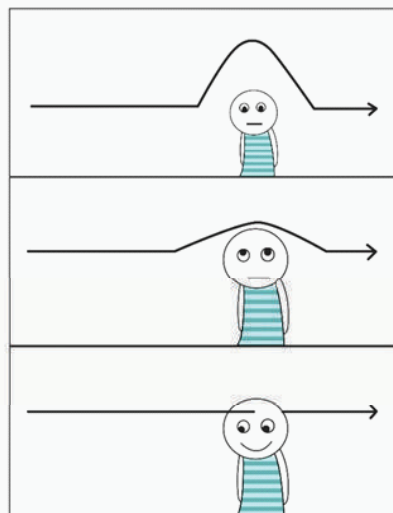
Would you like to learn about this magic technique? Well, the technique is simple – become friends with your new classmates! We are all in the same boat. Each of us in this classroom is trying to learn a new skill. We are all equally excited and afraid. Together, we can keep each other motivated and make learning fun!



What I already **K**now

What I **W**ant to find out

What I **L**earned



When we try to learn alone

When a teacher explains it to us

When friends explain

**Step 1****2 mins: Find a coin!**

Search for a coin. Any coin! Once everyone has a coin, take step 2.

Step 2**2 mins: Find your team**

In 2 minutes, form a team with 3 people from your class, whose coins are: of same year, or of same value.

Step 3**20 mins: Become a team**

Share with each other:
What is your hometown? Your favourite memories from school life? What are your hobbies? Favourite subjects? Why did you join this ITI? Why did you join this trade?

Step 4**5 mins: Map common ground**

Make a list of everything that you seem to have in common with each other!

Step 5**5 mins: Celebrate differences**

Make a list of everything that seems to be a unique quality of some of the team members.

Step 6**20 mins: Share with all!**

Share with the whole class:
What does your team have in common? And what makes each of you unique?



Complete the What I learned column in the KWL chart.



What did we do today? What are the ways we used to get to know each other more?

Can you use the simple technique that you learned today to make new friends?

Google the term 'peer learning'. Discuss with friends and share what you understand by network?

What are the ways in which you can get to know people beyond the classroom?



Search for LinkedIn on the internet. Read about professional networks and their advantage. Create a LinkedIn account and start following the pages of some global companies in your field.



3. Know Yourself



At the end of this lesson, you shall be able to:

- recognize that people have unique strengths which could be qualities, abilities or talents
- identify strengths, talents and skills in self as well as others
- learn English words to describe people's qualities, abilities and talents.



Learn about yourself: If you know what you are good at, you can identify the right career opportunities. And, when you understand your areas of improvement, you will always keep learning and growing!

What does knowing about yourself mean?

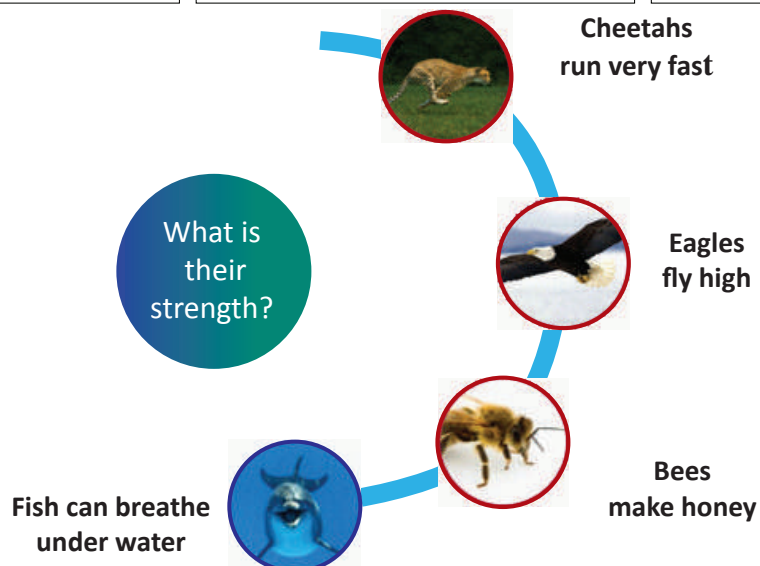
Ability: Things that we are good at doing / things that other people recognize as our qualities / things that people often ask us to help with!

Interests: Things that you like to do / that make you happy / that you do in your free time!

We can always acquire new abilities and interests. There are many things that we have never tried yet. As our life experience grows, our abilities and interests also grow.



What I already K now	What I W ant to find out	What I L earned





Some famous personalities and their strengths



Malala Yousafzai
Courageous. Bold. Good speaker.



A. R. Rahman
Musical genius. Hard-working. Generous.



A. P. J. Abdul Kalam
Intelligent. Humble. Great scientist.



Mother Teresa
Kind. Compassionate. Helpful.



MS Dhoni
Cool. Patient. Great leader.



1. Identify your strengths.

Tick/circle the qualities, talents or skills that you have.

Qualities	Talent	Skill
Honest	A good singer	Cook well
Hardworking	A poet	Play _____ (any sport)
Enthusiastic	A musician. I play _____	Use the computer
Friendly	An actor	Solve math problems fast
Helpful	An artist; a painter	Drive (car, jeep, tractor)
Sensitive	A good dancer	Operate _____ machine
Organized	A good mimic	Speak English



2. Complete the following statements with your strengths identified in the previous activity.

My name is _____

Write your first name and last name.

I am _____

Write 2 to 3 qualities from the list above, or something else.

I am _____

Write 1 or 2 talents from the list above, or something else.

I can _____

Write 1 or 2 skills from the list above, or something else.

3. List at least 3 family members and 3 friends/classmates and identify their strengths.

Sl. No.	Name	Relationship	Strengths
1.			
2.			
3.			
4.			
5.			
6.			



Complete the What I learned column in the KWL chart.



What are some of the common words that we can use to describe strengths?

Did you discover any new strengths today? What are they?

Why is it important to know one's strengths?

How can you use the knowledge of your strengths to become a better learner?

How can you use the knowledge of your strengths in your career decisions?



Think and write about a time when you handled a difficult situation successfully. Organise it in the form of a story with a clear beginning, middle and a positive end.

4. Ethics and Values



At the end of this lesson, you shall be able to:

- identify unique traits of those from different cultures/religion/gender
- practice recognizing and celebrating the unique traits across cultures/religions/genders
- recognize what 'stereotypes' are and how to break them.



Ethics and values: Ethics or Values are the fundamental beliefs that guide or motivate attitudes or actions. It reflects in the way a person thinks, feels and behaves at home, at work and in the society. It determines the 'character' of a person. Our ethics and values form the pillars of our character.



What I already **K**now

What I **W**ant to find out

What I **L**earned



All religions preach love and harmony.



All genders are equal.

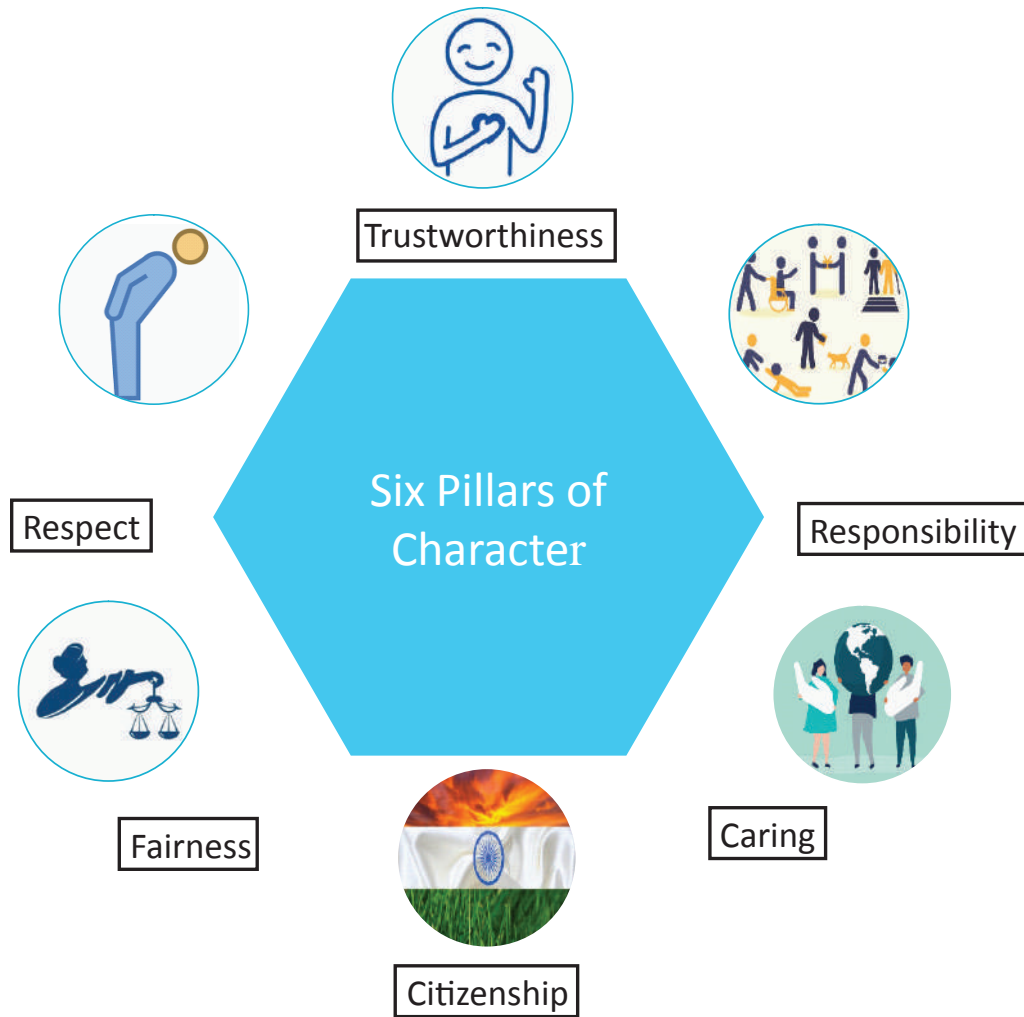


All professions deserve the same respect.



Each person is unique.





There are six main pillars of character, under which there are other values or ethics. These pillars shape our behaviour.

- a. Trustworthiness: Honesty, sincerity, forthrightness; keeping promises; being dependable and loyal.
- b. Respect: Showing courtesy to people of all age groups; realizing the worth and dignity of everyone, irrespective of gender, colour, class, caste, etc.; avoiding actual or threatened violence; being considerate of others.
- c. Responsibility: Being accountable; exercising control; setting goals; being self-reliant; pursuing excellence; being proactive, persistent, and reflective; making efforts towards self-development.
- d. Fairness: Understanding the processes and results of decision-making through impartiality, thorough gathering of facts, and hearing all sides. Looking at things from the other person's point of view. Being non-judgmental.
- e. Caring: Being compassionate and kind; showing sympathy to those who are in difficulty; being generous; donating; sharing; helping others in need.
- f. Citizenship: Respecting public property; obeying the law; pursuing the common good; protecting the environment; respecting authority; thinking about the welfare of the country and the world.



1. Behaviour

Copy and write down the appropriate action or behaviour under each 'Pillar of Character'.

(Note – some actions can be written under more than one pillar.)



Be aware of what is happening in your country and in the world.	Don't gossip or spread rumours.	Respect the space and privacy of others.
Be disciplined.	Be considerate towards people with special needs.	Don't be judgmental.
Take care of elders.	Deal peacefully with anger, insults or disagreements.	Be loyal to your family, friends and country.
Do not play loud music or make noise, especially at night.	Be honest.	Don't threaten, hit or hurt anyone.
Do your bit to keep your neighbourhood clean.	Exercise your voting rights.	Do not speak loudly on the bus or train as others might get disturbed.
Volunteer with an NGO.	Be open-minded.	Use the golden words (please, thank you, sorry, excuse me, I beg your pardon).
Ensure that your actions do not harm anyone or anything.	Fulfil your promises.	Look for good qualities in everyone.
Think before you act – always consider the consequences.	Show consideration for others.	Have the courage to do the right thing.
Keep your word.	Don't be partial or show favouritism.	Respect the laws of the country.
Don't speak ill of others.	Be accountable for your choices and actions.	Be kind.
Don't argue with your elders.	Do your job/duty to the best of your ability.	Exercise self-control.
Ensure that everyone gets a chance.	Avoid ragging and eve-teasing.	Look after your family, friends and possessions.
Accept the other persons' point of view.	Be considerate about how others may feel.	Forgive others.
Speak the truth.	Be determined and persistent to complete the job on hand, within the specified time.	Follow the traffic rules.
Avoid wasting time during working hours.	Acknowledge and appreciate work or efforts of others.	Don't litter – keep public areas clean.
Help elderly people/senior citizens.	Sharing is caring.	Be tolerant of differences in language, culture, religion, etc.
Don't blame others or find faults with others.	Don't discriminate on the basis of caste, gender or abilities.	Don't speak rudely.
Protect the environment.	Practice equality.	Take care of public property, heritage structures and national monuments.
Be sympathetic.	Build a good reputation.	Don't get involved in riots and other anti-national activities.
Observe Independence Day and Republic Day.	Donate to a charity.	Don't deceive or cheat anyone.



Trustworthiness

Respect

Responsibility

Fairness

Caring

Citizenship



2. Values

- Write down five values that are the most important ones according to you in 'My Values' column.
- Sit with 5 classmates. Discuss your values. Select five commonly agreed values and write it under 'Group Values'
- Next, each group must come forward and write their 5 group values on the blackboard. Discuss as a class to identify the most important commonly agreed values and write that under 'Class Values'.

Sl.No.	My Values	Group Values	Class Values
i.			
ii.			
iii.			
iv.			
v.			



Complete the What I learned column in the KWL chart.



- All human beings, irrespective of gender, caste, creed, abilities are equal and have equal rights.
- The character of a person is determined by his/her values and ethics.
- The character of a person reflects the way he/she treats others and behaves at home, at work and in the society.



Based on the activities above, decide at least 5 things that you will do and practice. Remember that it will reflect these values. Remember that they will help in character development.



5. Social Etiquette



At the end of this lesson, you shall be able to:

- identify and distinguish positive and negative social etiquette
- recognize the impact of negative social etiquette on people
- find ways to implement positive social etiquette.



Learn Social Etiquette (polite behaviour in society)

- a. You have been studying very hard for your exams all day long. Finally, you decide to go to sleep at midnight. You are very tired! But, suddenly, from your window you hear a song, which is playing in high volume in your neighbour's home. They are having a surprise birthday party! How will it make you feel?
- b. You are sitting in an autorickshaw with your old grandmother. The auto stops at the traffic light, and there is a long line of vehicles in front of it. As soon as the light turns green, the car behind the auto starts blowing its horn. It keeps doing so for a full 5 minutes. How will it make you and your grandmother feel?
- c. You are a woman. You go to a mall and get into an elevator. Three men get into the elevator with you. They start sharing vulgar jokes with each other. They get out on floor 3. You remain in the elevator and get out on the next floor. How did having to listen to their jokes make you feel? Would you feel insulted or scared or indifferent?

None of the above people committed a 'crime', and yet they caused problems for people in the neighbourhood / public spaces. We all live in this world together. We share our colleges, our streets, our movie halls, and all of the public amenities! Our behaviour can make the lives of other people easier, or it can make their lives very difficult.



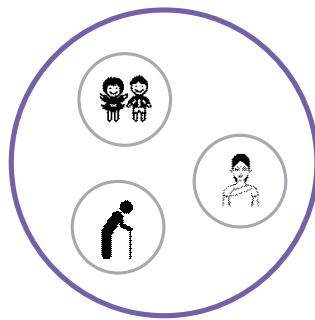
What I already **K**now

What I **W**ant to find out

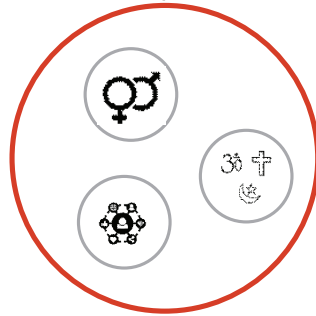
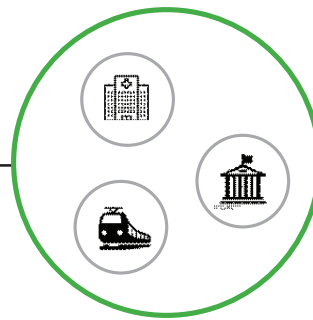
What I **L**earned



Are your actions making them comfortable and safe?



Are your actions keeping them clean and easy for all to share?



Is your behaviour promoting harmony and unity in the society?

Let's find out how can we create a happier and safer society with our simple and everyday actions!

A quick Social etiquette check: Every time you want to know, if you are following social etiquette, ask yourself these simple questions given above.



1. Stepping into other people's shoes

In our first activity, we will interview any one of the following people:

- a girl or a woman
- a person above the age of 60
- a differently-abled person.

The interview questions are:

Have you ever felt uncomfortable or unsafe while travelling in public transport like bus / train / shared auto / metro? If yes, please share what made you feel uncomfortable.




Have you ever felt uncomfortable or unsafe due to an action of a neighbour? If yes, please share what made you feel uncomfortable.

Have you ever felt uncomfortable or unsafe in your school/ college classroom or in your workplace? If yes, please share what made you feel uncomfortable.

2. Recall the last time you travelled by train, and describe what you smelled, saw and felt at the platform and in the train!





Your experience of using railway platform and train.	Liked	Disliked
		
		
		

3. Make a list of etiquettes that all rail passengers should follow to improve all the things you disliked about your visit to the train station!

4. A list of activities, which people often do is given. In your opinion, what kind of manners are these – good or bad? Share your reasons too.

Sometimes, people ...	Good	Bad	Reasons
urinate by the side of the road			
speak loudly on the phone in restaurants and corridors of colleges, etc.			
travel in the train without ticket			
call the ambulance as soon as they witness a road accident			
blow horns for a long time, as soon as the traffic light turns green			
spit tobacco on the road			
play very loud music in their homes at night or during early morning			
give up their seats for elderly or women on public transports like train, metro, bus, etc.			
throw food wrapper and other waste on the road or in a river or lake			



Complete the What I learned column in the KWL chart.



Can you recall 2-3 instances when you felt unsafe or uncomfortable?

What did the person do and how did it make you feel?

Based on your experiences, what are some things that go against social etiquette?

What are some positive social etiquette habits that you will follow?



Research and make a list of social etiquette that we must follow while:

1. using Public transport
2. using Social media
3. in Office / workplace.

6. Role Modelling



At the end of this lesson, you shall be able to:

- identify the meaning of 'role model'
- describe your role model
- map the qualities that you have in common with your role model, and identify the ones you want to follow.



Learn role modelling: When asked about who our role model is, we often name a famous celebrity! But, did you know that we can also choose a role model from our own life? And, did you know that role modelling is one of the best ways of learning employability skills! Can you guess how?

Let us give you a hint: When you are asked to speak confidently and clearly, do you ever try to speak like someone in your life who, in your opinion, is a great speaker?

If we choose the right role models in life, we can learn a lot. We can learn confidence, communication, professionalism, English and really any skill we want. Life gives us many opportunities to learn from people around us. We can have as many role models as we want. And, we can learn something different from each of them.

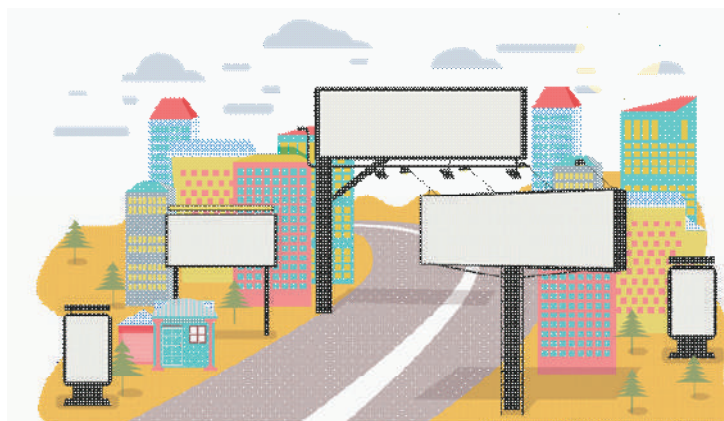
In this lesson, we will discover some ways in which we can find new and great role models.



What I already **K**now

What I **W**ant to find out

What I **L**earned




**Step 1
Know Yourself**

Know your strengths.
Know your areas of improvement.
Believe in yourself.

**Step 2
Choose your role model**

who has the strengths,
which you want to gain.
who is a team player.
who is hard working.

**Step 3
Start Learning**

Learn about their successes and failures.
Learn, but do not copy.
Seek feedback.
Who is hard working.


1. Read the following story in groups of 3 or 4.

The story of Five Friends – Kumar, Anwar, Rita, Tina and John went out on a picnic one day. They were very close friends and they shared most of their thoughts with each other. They had their lunch out in the open, under a tree. They soon became engaged in a lively conversation. Kumar was the first to raise the question. What would you like to do if you were given a lot of money? How much? Rita asked. Kumar answered. never mind the amount, just enough for whatever you want to do. To this question, Rita replied, I would like to travel, see the world. Tina said, I would like to use the money for my education, I have aspirations to be a doctor. Anwar wanted to build a farmhouse and John wanted to become a pilot. “What would you want to do?” John asked Kumar, to which Kumar replied, “I think I would start a charity home”. Okay let me ask another question to all of you, Rita said, Who in this world do you admire the most? To which Kumar answered Gandhi, of course. What a man! We wouldn’t have had our freedom if not for him. Tina said, well, I think I admire Meera Bai. Her devotion to God was simply divine. What about you, Rita? Rita answers, Well I think I admire Neil Armstrong. He was the man who first stepped on the moon. It must have been terrifying at first. Anwar replied that Amitabh, the actor was his all-time favourite. John said that he had always admired the Wright brothers, who made flying possible.

2. Choose a partner. Answer the following questions.

a. Who are the people you admire the most? Why?

b. What kind of qualities do you admire?

3. Make four lists! The bigger, the better.

People you admire (Celebrities!)	Qualities you admire (Celebrities!)	People you admire (Other people!)	Qualities you admire (Other people!)



4. Now, let's choose our favourite qualities:

Circle the qualities that are the most important ones according to you.

Pick any 2 people from the list. Remember to choose people who are your ideal role models.



Complete the What I learned column in the KWL chart.



Who are role models?

What are the different qualities based on which we select role models?

Can both male and female be our role models? Why?

Imagine if you are someone's role model. What are some qualities that might make them choose you as a role model?



Choose a non-celebrity role model and interview him/her. Ask them about the story of their lives? What are some of the achievements they are proud of? In their opinion, what were some of their biggest failures?

1. I Can and I Will



At the end of this lesson, you shall be able to:

- reflect on mother tongue learning experiences
- identify the importance of and barriers to learn English
- develop confidence and vocabulary to use English.

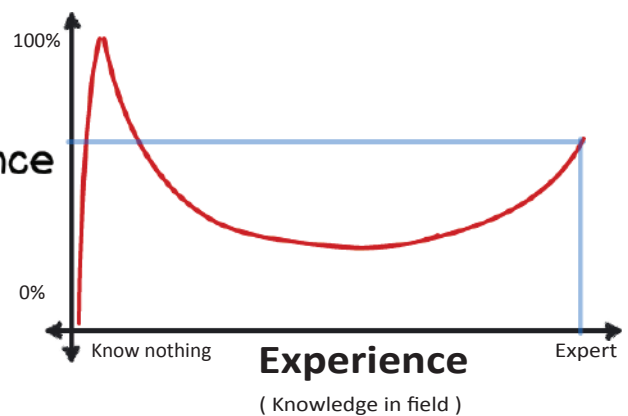


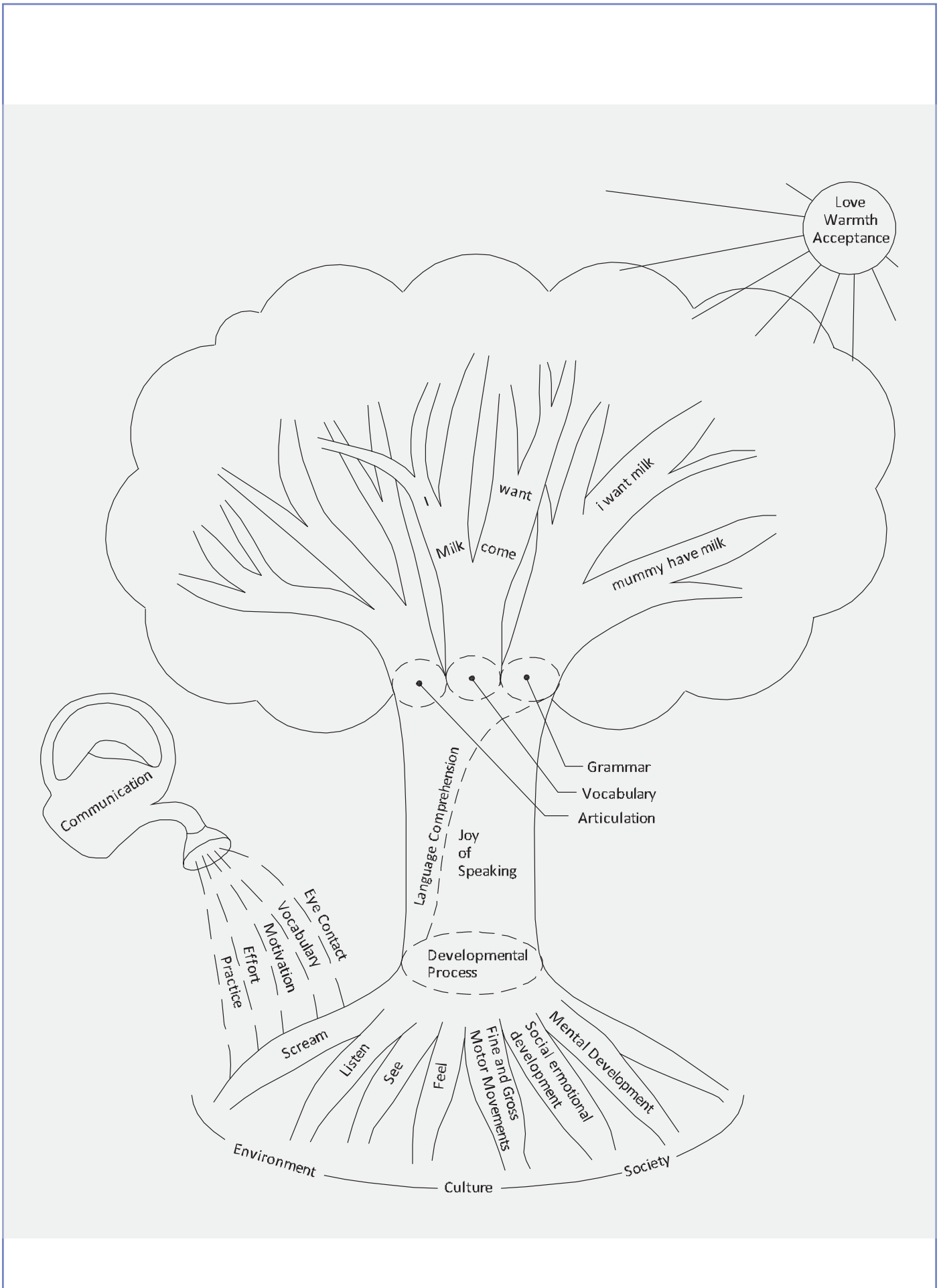
Ability to communicate in English is a very essential skill. Building the learning of English on mother tongue learning experiences makes it easier. Barriers to learn English can be overcome with confidence and practice.

Learning English with the help of mother tongue can make the process of learning easier. The barriers to learn English can be easily overcome when there is enough vocabulary to communicate.



What I already K now	What I W ant to find out	What I L earned







1. Do you remember how you learned your mother tongue?

Choose a partner and tell him/her about your mother tongue learning experiences. You may make notes in the space given. You may use the ideas given in the box.

Listened to how parents and elders spoke.
Listened to stories.

Learnt while playing with friends in childhood.
It was spoken in the area where we lived in my childhood.

Heard elders use and tried to imitate them.
Watched TV and movies.



2. Look at the pictures in the following table. Try to sort them into spoken and written forms of using language. Write the appropriate picture numbers in the space provided. The first one is done for you.

a.		b.		c.	
d.		e.		f.	
g.		h.		i.	
j.		k.		l.	
m.		n.		o.	
Spoken form			Written form		
a, _____ _____ _____			_____ _____ _____		



3. How many of you want to speak and write in English? What do you think is making it difficult? Choose the problems from the list given below. Tick the problem that is preventing you from using English.

<p>Shyness</p>  <p>_____</p> <p>_____</p> <p>_____</p>	<p>Fear</p>  <p>_____</p> <p>_____</p> <p>_____</p>	<p>Lack of confidence</p>  <p>_____</p> <p>_____</p> <p>_____</p>	<p>Lack of vocabulary</p>  <p>_____</p> <p>_____</p> <p>_____</p>
<p>Fear of being made fun of</p>  <p>_____</p> <p>_____</p> <p>_____</p>	<p>English is difficult</p>  <p>_____</p> <p>_____</p> <p>_____</p>	<p>Fear of making mistakes</p>  <p>_____</p> <p>_____</p> <p>_____</p>	<p>Lack of motivation</p>  <p>_____</p> <p>_____</p> <p>_____</p>

Keep your results. We shall come back to them after the next activity.

4. Try to recall a few new things you have learnt in the last three years. You may use the list of things given below. Tick the items that you learnt in the last three years.

Ride a bicycle	Ride a two wheeler	Drive a car
Travel alone from my town/ village to the city by bus	Use a smartphone	Chat on WhatsApp
Created a Facebook account	See videos on YouTube from the smartphone	Create memes
Book movie tickets online	Watch cricket matches online	Download apps from google play

Hope all of you have ticked at least three items from the list given.



5. Now recall how you were able to learn new things in the last three years. Identify the reasons from the list given. Tick the reasons that are appropriate.

Motivation	
Confidence	
Purpose	
Interest	
Effort	
Curiosity	
Happiness	
Prestige	

You will notice that all of you have ticked almost all the reasons.

What does this show? It shows that you are motivated and can learn many new things.

Did you notice that you had to read in English and type English letters when you wanted to download apps, create Facebook account, download WhatsApp and chat using WhatsApp, store contacts in your mobile, etc.?



A learned Pandit once visited Akbar’s court. He told the King and his courtiers that he knew many languages. The Pandit could really speak many languages fluently. It was very difficult to find out his mother tongue. He challenged everyone in the court that no one can find out his mother tongue. Birbal accepted the challenge and decided to find out the Pandit’s mother tongue.

That night, Birbal went to the Pandit’s home when he was in deep sleep. He tickled the Pandit in the ear with a feather. The Pandit screamed and got up. The Pandit shouted out words in his mother tongue.

The next day, when the Pandit came to the court, Birbal told everyone that the Pandit’s mother tongue was Telugu. The Pandit accepted it and said that he was surprised.

Birbal told the courtiers and the King that people speak in their mother tongue during times of difficulty and pain. He told them how he found out the Pandit’s mother tongue.

Birbal’s story is an example to show the importance of mother tongue. It also shows that nothing is impossible. Anything can be achieved if we make the efforts.

6. Now, let us go back to the problems listed in activity 3 and find solutions for the problems. Fill in the solution for each problem by discussing with a partner and your instructor. One problem can have more than one solution. The first one is done for you.

	<p>Shyness</p>	<p>Try to talk to your friends often. Share your feelings. Identify your strengths and be confident. Mingle with people. Practise what you want to say. Improve your vocabulary in the ES class. Learn how to introduce yourself to people you are going to meet for the first time.</p>
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7. When you have completed listing the solutions, prepare a to do list. The list should be for “one week”, “one month”, “one year”. Remember to follow your to do list and improve your confidence and self-esteem.

One week	One month	One year

8. Now make a list of situations in which you may need to speak or write in English.

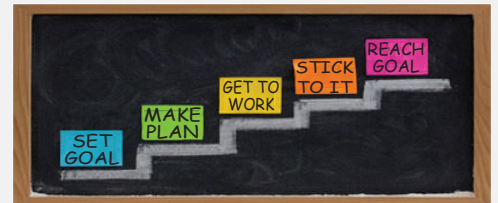
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Many of you must have problems with lack of vocabulary. Do you agree that most of the problems will disappear when you become confident? Do you believe that if your vocabulary improves, you will be confident?



Complete the What I learned column in the KWL chart.



- English learning can become easier when mother tongue learning methods are used.
- Barriers to learn English can be overcome.
- Finding solutions to problems in learning English for specific uses is possible.



List the common English words for the objects that you find around you in your home / ITI / work environment. Let the list be both in your mother tongue and in English.

<https://bangkok.unesco.org/content/mother-tongue-based-multilingual-education-key-quality-education>

<https://study.com/academy/lesson/factors-affecting-second-language-acquisition.html>

2. Word Building



At the end of this lesson, you shall be able to:

- identify how words are classified
- recognise naming, action and describing words and pronouns
- sort words according to the function they perform.



Classification of words: Words can be classified as naming, action and describing words and pronouns. Naming words state the name of a person, place, thing or an idea. Action words state an action and when it happened. Describing words describe naming words according to colour, shape, size, quantity, feel and sound. Pronouns are words used in the place of naming words. They are short words.



What I already **K**now

What I **W**ant to find out

What I **L**earned



a. Naming words
name – Dinesh, Devi

place – Chennai, Mumbai

thing – nut, screw

idea – electricity, heat

b. Action words
solder – soldered

clean – cleaned

Dinesh Devi	Dinesh is a supervisor. Devi is a company secretary.
Cuttack Indore	Cuttack is in the eastern region. Indore is an industrial city.
nut screw	Thread the nut and the bolt. Tighten the screw .
electricity heat	Electricity is necessary for running a machine. Heat is a form of energy.
solder soldered	Solder the rods properly. Mani has soldered the wires to the circuit board.
clean cleaned	Clean the shopfloor regularly. They have cleaned the junction box.



- c. Describing words
 colour – red, blue
 shape – round, flat
 size – big small
 quantity – many, few
 feel – smooth rough
 sound – loud, low













red blue	The red wire has to be soldered. The keys are kept inside the blue box.
round flat	Some of the round hooks are mounted on the wall. Always keep the laptop on a flat surface.
big small	The big laptops are not used anymore. There are many small pins fixed on the board.
many few	A factory has many buildings. A few supervisors went to meet the Manager.
smooth rough	The instrument has a smooth finish. The sand paper has a rough side.
loud low	The engine makes a loud noise when it is switched on. The suction motor has low noise levels.

- d. Pronouns
 Common pronouns are he, she, you, me, I, we, they, us, this, these.

He	Kumar is pasting the stickers on the box. He is busy.
She	Kajol is walking. She wanted to be in the site.
You	You must fasten the safety belt while driving in highways.
me, I	Give me the bundle. I will leave it in the stock room.
We	We can use good quality stainless steel clamps.
They	The steel rods have been packed. They have to be transported to the work site.
us	We contacted the company. The managers informed us .
It	Get the socket. It is needed to wind the wire around the terminal screw.
This	This machine needs several components replaced.
these	Keep these hooks in the small box.



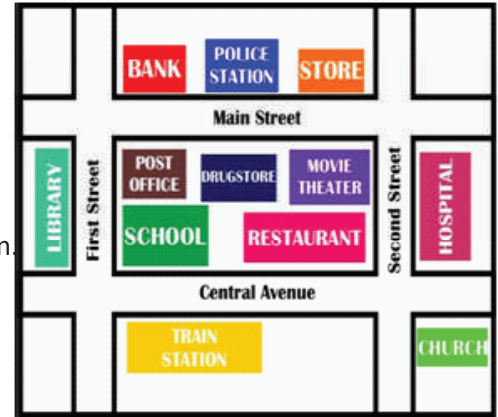
1. Identify the objects and jobs in the following pictures and fill in the blanks. The first one is done for you.

a.  Hammer _____	b.  _____	c.  _____	d.  _____
e.  _____	f.  _____	g.  _____	h.  _____
i.  _____	j.  _____	k.  _____	l.  _____



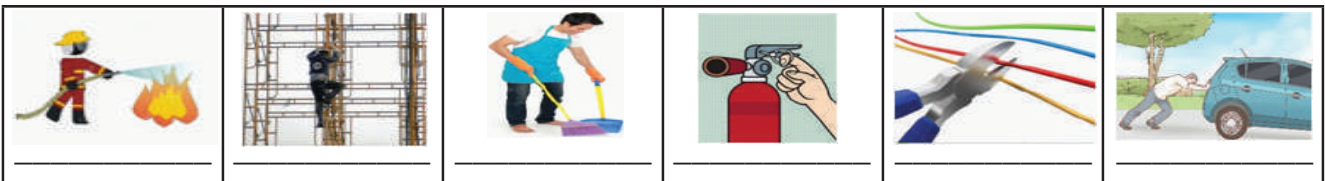
2. Look at the given picture. Can you identify the different places in the picture? Fill in the blanks first and then read the sentences aloud. The first one is done for you.

- a. The bank is in the **Main street**.
- b. There is a _____ in the First street.
- c. The school is in the _____.
- d. The hospital is in the _____.
- e. The _____ is directly opposite to the Police Station.
- f. There is a _____ in the _____.
- g. The _____ is in the _____.
- h. The _____ is next to the _____.
- i. The _____ is opposite to the _____.
- j. The _____ is on the right hand side.



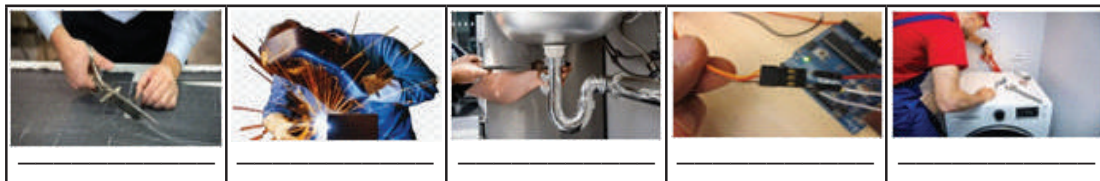
3. Identify the actions shown in the pictures by choosing the correct word from the list given.

push climb cut clean pull extinguish (putting out fire)



4. Identify the actions shown in the following pictures. Match the picture with the action that best describes it with the words given.

connect welding install plumbing cutting



5. Describe the objects in the picture with suitable words from the list given. Read the descriptions aloud.

round, many, blue, brown, many, rough, small, smooth, shiny



a. _____ box



b. _____ stool



c. _____ nuts



d. _____ rocks

6. Describe the pictures in the table with appropriate words. You may choose words from the list given.

near, clean, beautiful, far, colourful, noisy, open, interested, pretty, dirty





7. Fill in the blanks with the appropriate word from the options given.

- a. _____ hit the ball so hard that the bat flew away from his hand.
 (i) She (ii) They (iii) He (iv) It
- b. I think _____ enjoy playing outside with your friends.
 (i) he (ii) she (iii) you (iv) I
- c. The dog pulled out Tanya’s shoe before _____ ran away.
 (i) you (ii) I (iii) they (iv) it
- d. _____ enjoys going to the gym every morning.
 (i) I (ii) She (iii) They (iv) We
- e. _____ prefer walking home from the factory as all of us live in the same street.
 (i) She (ii) He (iii) We (iv) It
- f. _____ is raining again.
 (i) It (ii) She (iii) He (iv) We
- g. _____ applied crease on all the door hinges in her office.
 (i) It (ii) She (iii) He (iv) We
- h. You can have ice cream after _____ finish your dinner.
 (i) we (ii) she (iii) you (iv) I

8. Read the following passage and fill in the correct pronoun in the blanks from the list given.

she, he, it, they, it, they, his

Radha and John were marking a point on the wall. _____ wanted to hit a nail to hang the calendar. _____ also wanted to hang the calendar immediately. _____ has been lying on the table for a very long time. John placed the nail on the mark. _____ hit it with a small hammer. As the hammer was small, Radha was worried that _____ may miss the mark and hit _____ finger. _____ asked him to be careful.

9. Identify the list of words given and name them.

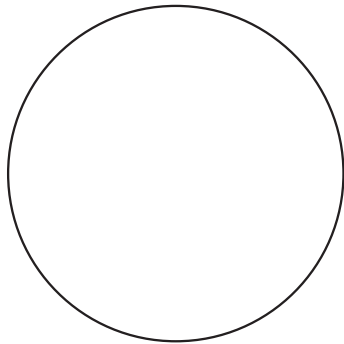
workshop	install	he	automotive
equipment	manufacture	she	organizational
tool	touch	it	hazardous
hazard	supply	we	sanitary
accident	injure	they	skilled
injury	fill	us	dangerous
compressor	drain	her	harmful
material	protect	him	healthy
employee	repair	I	injurious
organization	clean	me	
firm	connect	this	
danger	measure	these	



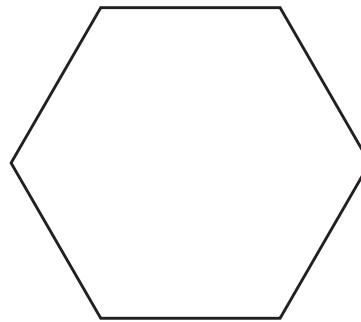
10. Sort and write the following words into naming, action and describing words and pronouns in the appropriate shapes given below.

container	cylindrical	fill	dry	it
pungent	nitrogen	dropped	we	us
energy	tight	soft	liquids	he
develop	heating	drew	they	vapour

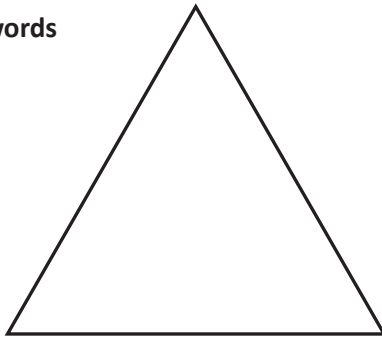
Naming words



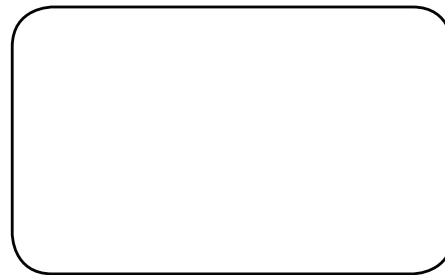
Action words



Describing words



Pronouns



Complete the What I learned column in the KWL chart.



- Words can be classified as naming, action and describing words and pronouns.
- Pronouns are words used in the place of naming words.
- Words can be distinguished based on the role they play.



Extension (optional)

Make a list of things and objects around you in your classroom/ workshop/ ITI.

<https://www.youtube.com/watch?v=O-6q-siuMik&list=PLh7K1tEhKxFOUqPX5Yi-OzEsKJZFhzw-q>

<https://www.youtube.com/watch?v=UejW-WQpujs&t=44s>

<https://www.youtube.com/watch?v=0T9xMqvjdLk>

<https://www.youtube.com/watch?v=pt-cjNaErxl>

<https://www.youtube.com/watch?v=nkjKPhleQ5E>



3. Naming Words



At the end of this lesson, you shall be able to:

- identify naming words
- recognise objects and their parts to name them appropriately
- recognise the different meanings that a naming word can have.



Naming words all things around us, people, places and ideas have names. The words used to refer to all things around us, people, places or ideas are called naming words. Knowing the naming words and identifying them with their appropriate names is very important.



What I already **K**now

What I **W**ant to find out

What I **L**earned



a. Things around us

Home – wall, door, window, clock, bulb, stove, chair, bed

Classroom – chair, table, bench, desk, blackboard, fan, light, chalk piece, pen, notebook

Playground – bat, ball, ring, skipping rope, net, discuss, javelin, gloves, stick

b. People

Common – police, teacher, conductor, minister, trainee, trainee

Specific – Rahim, Lekha, Sidhu, Paulman, Praveen, Harsha, Kaif, Girija

c. Places

Countries – India, Srilanka, Nepal, Belgium, Thailand, Poland, Denmark, Norway

States –Telangana, Sikkim, Maharastra, Rajasthan, Kerala, Andhra Pradesh

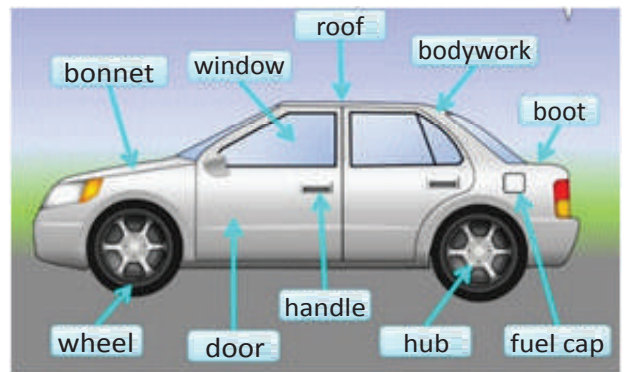
Cities – Chennai, Mumbai, Kolkata, Srinagar, Jaipur, Lucknow, Bengaluru

Towns – Chandrapur, Silguri, Trichy, Mandhya, Davangere, Shillong

Localities – Karol Bagh, Cantonment, Velacherry, Matunga, Kailash Nagar

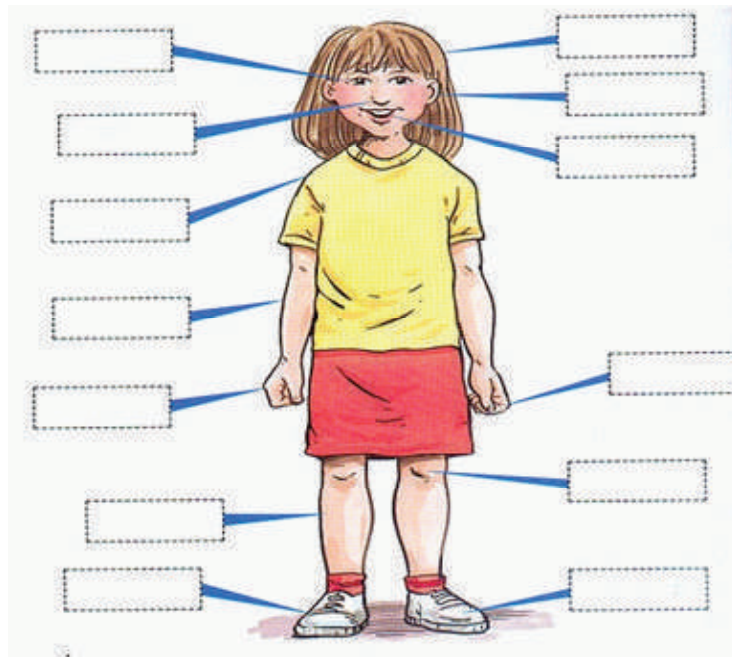
d. ideas

combustion, conduction, radiation, electrolysis, fomentation, symposium, conference



1. Fill in the blanks with the names of the different parts of the body with the words given.

(lips, hand, fingers, head, eye, shoulder, ear, elbow, knee, toe, leg, foot, nose)



2. Keep your eyes open. Look around you. Note down the names of 4 or 5 familiar things you see around you. Write them down in the table.

Place	Names of things				
Home					
Classroom					
Library					
Bus stand					
Grocery store					
Mobile shop					
Cinema theatre					

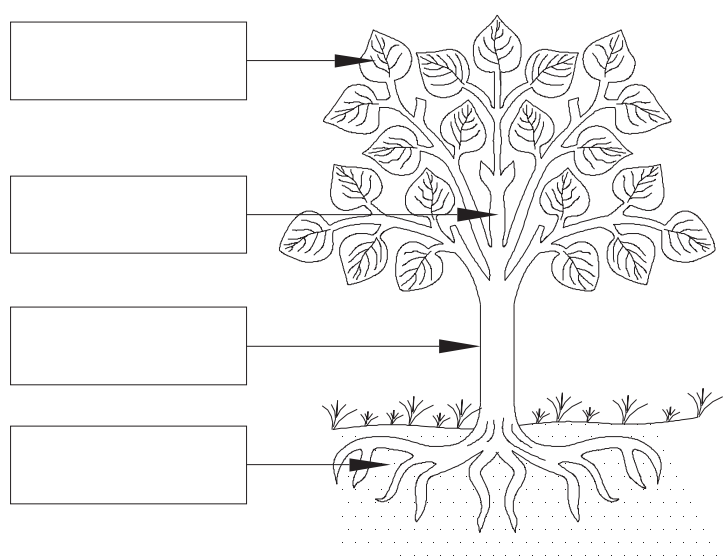
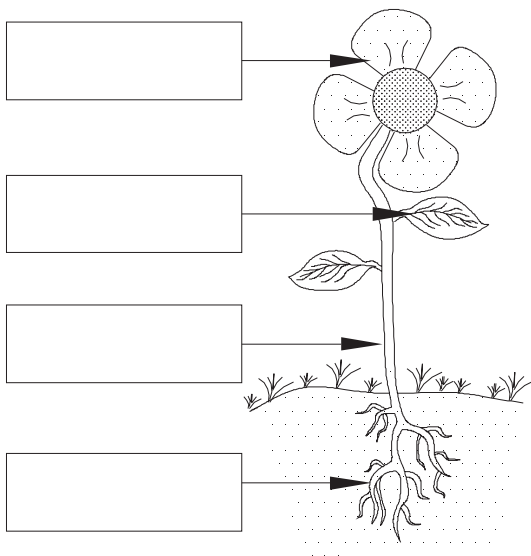


3. It's game time. Some random letters of the alphabet are given in the table. Now, try to fill in the other columns with names of persons, places, things, animal and birds. Ensure that the names start with the letter given in the first column. The first one is done for you.

Letters	Names	Places	Things	Animals	Birds
H	Hyder Ali	Hyderabad	Hammer	Hyena	Humming bird
M					
S					
P					
R					
K					
L					
B					
W					
C					
E					

4. Try to name the parts.

Roots	Branch	Leaf	Trunk	Stem	Petal
-------	--------	------	-------	------	-------





5. Here are names of commonly used kitchen gadgets. Try to rearrange the jumbled letters. The first one is done for you.

(peeler, cutter, water purifier, induction stove, microwave, refrigerator, blender, mixie, steamer, electric kettle, roti maker, slicer, juicer, grinder, coffee filter)

criekeacor	rice cooker	utctre	
fecofe treilf		eplere	
ximie		lceris	
crmiovewa		rngidre	
frgreietroar		ndutonicit voes	
ednbelr		taewr uprifeir	
uiejcr		msteare	
tiro kamer		leectirc etlkte	

6. Who am I? Find out the commonly used mechanical tools using the given clues.

a. I aid in removing nuts and bolts.		d. I am used for checking voltage for troubleshooting and diagnosing electrical components.	
b. I help to insert or remove screws.		e. I replace the basic light bulb used for working underneath an auto.	
c. I help in protecting the part being removed without damaging it.			

7. Match the word with the meanings. Note every word has two meanings.

- a. pole – a band on a finger / something circular in shape
- b. pound – a genre of music / a stone
- c. ring – North or South ends of earth’s axis/a long metal or wood piece
- d. right – a season / coiled metal
- e. rock – unit of weight / to beat
- f. rose – flat piece of wood / to get into a vehicle, plane or ship
- g. spring – correct / direction opposite of left
- h. board – to have gotten up / a flower
- i. tender – to grow tired / a part of a wheel
- j. tire – in good health / a source for water in the ground
- k. well – gentle / offer of money



8. Some words have more than one meaning. Find out the meanings for these words. The first one is done for you.

a. bark – a tree’s outer layer / the sound the dog makes	f. express –
b. bat –	g. fair –
c. bright –	h. kind –
d. circular –	i. lie –
e. current –	j. match –

9. Look at the image. Try to list naming words you know.





Complete the What I learned column in the KWL chart.



- Naming words are used to refer to persons, places, things or ideas.
- They help to identify and distinguish persons, places, things and ideas.
- The same naming word can refer to different things and therefore can have different meanings.



<https://www.khanacademy.org/humanities/grammar/parts-of-speech-the-noun/grammar-nouns/v/introduction-to-nouns-the-parts-of-speech-grammar-khan-academy>

<https://www.khanacademy.org/humanities/grammar/parts-of-speech-the-noun/grammar-nouns/e/identifying-nouns>



4. Naming Words – Singular and Plural



At the end of this lesson, you shall be able to:

- identify how plurals are formed
- distinguish singular and plural forms of naming words
- write appropriate singular/plural forms.



Singular and Plural: Naming words state the name of a person, place, thing or an idea. When there is only one person, place, thing or idea stated by a naming word, it is called a singular naming word. When there is more than one person, place, thing or idea stated by a naming word, it is called a plural naming word. Most plurals are formed by adding -s, -es, -ies to the singular nouns. Some naming words have the same singular and plural form.



What I already **K**now

What I **W**ant to find out

What I **L**earned



a. Plurals formed by adding -s

substance	–	substances
component	–	components
ingredient	–	ingredients
object	–	objects
girl	–	girls

b. Plurals formed by adding -es

(for naming words ending in 's, x, sh, or ch, z', add -es to form plurals.)

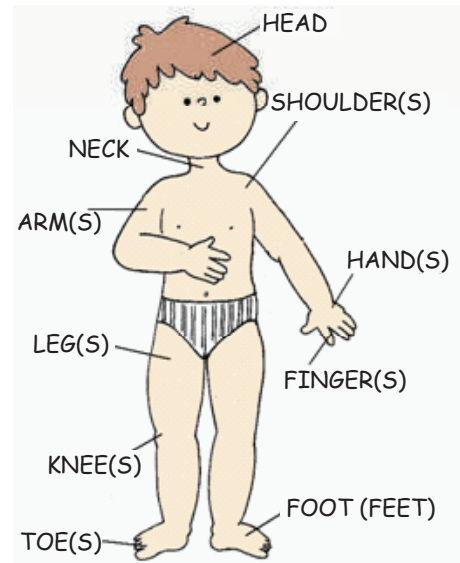
lens	–	lenses
box	–	boxes
brush	–	brushes
torch	–	torches
quiz	–	quizzes

c. Plurals formed by adding -ies after removing 'y'

- lady – ladies
- body – bodies
- carry – carries
- bury – buries
- fairy – fairies

d. Naming words with the same singular and plural forms

- equipment – equipment
- furniture – furniture
- species – species
- sheep – sheep
- aircraft – aircraft



1. Look at the table below and identify the singular and plural forms of naming words. Listen and repeat them after your instructor.

Naming words – Singular	Naming words – Plural	Naming words – Singular	Naming words – Plural
nut 	nuts 	needle 	needles 
electrician 	electricians 	carpenter 	carpenters 
mason 	masons 	tailor 	tailors 
hammer 	hammers 	plumber 	plumbers 
welder 	welders 	nurse 	nurses 
pipe fitter 	pipe fitters 	apprentice 	apprentices 



2. Look at the naming words in the table. Observe how plurals are formed. Repeat the words aloud after your instructor.

Noun – singular	Noun + s	Noun + es	No change
solvent	solvents		
torch		torches	
furniture			furniture
brush		brushes	
pump	pumps		
bush		bushes	
apparatus		apparatuses	
equipment			equipment
building	buildings		
screwdriver	screwdrivers		
lathe	lathes		
bench		benches	
plug	plugs		
nut	nuts		
glass		glasses	
clutch		clutches	
bolt	bolts		

3. Fill in the appropriate plural forms of the naming words given in the table.

Singular	Singular+ s	Singular+ es	Singular + ies	No change
plug				
bench				
housefly				
furniture				
bush				
story				
nail				
equipment				
machine				
baby				
tool				



candy				
sheep				
aircraft				
buzz				
bury				
switch				

4 Give the other forms (singular/plural) of the naming words given in the table. The first one is done for you.

piece	piece	materials	
switch		stock	
screws		textile	
box		goods	
cliff		yard	
signs		items	
bushes		gear	
constituent		hardware	
elements		kit	
things		machine	
notes		particular	
details		watch	
document		evidence	
ideas		facts	
papers		bus	

5. Find the words given below in the word search grid.

CIRCUIT	CLAMPS	COMPONENT
DEVICES	EQUIPMENT	FACTORY
FASTEN	MAGNET	OVERALLS
PRECAUTION	ROLL	SUSPENSION



N	E	N	K	W	T	M	F	M	T	N	C
N	O	U	E	E	Y	A	Q	N	S	O	D
O	G	I	N	T	C	X	E	D	P	I	E
W	V	G	T	T	S	M	P	X	M	S	V
G	A	E	O	U	P	A	G	K	A	N	I
M	D	R	R	I	A	Y	F	I	L	E	C
V	Y	X	U	A	S	C	Y	Q	C	P	E
R	Y	Q	B	Z	L	A	E	G	I	S	S
W	E	R	O	L	L	L	L	R	T	U	R
T	I	U	C	R	I	C	S	P	P	S	B
U	G	X	K	B	L	N	C	P	K	D	Y
C	O	M	P	O	N	E	N	T	J	R	I

6. Give a name to the group of words given below.

_____	_____
tool	tools
machine	machines
hammer	hammers
plier	pliers
lathe	lathes
glove	gloves
helmet	helmets
screw	screws
mechanic	mechanics
switch	switches
box	boxes
industry	industries



7. Match the following with the appropriate plural forms. Underline the changes in spelling. The first one is done for you.

Singular	Plural
plug	clutches
clutch	classes
banana	roses
class	apparatuses
machine	plugs
team	bananas
brush	machines
rose	brushes
apparatus	teams



Complete the What I learned column in the KWL chart.



- Based on the number of persons, places, things or idea stated, naming words are singular or plural.
- Plurals are formed by adding -s, -es, -ies to singular forms of naming words.
- Some naming words have the same singular and plural forms.



1. Make a list of the objects around you in your home/ classroom/ workplace. State whether they are singular or plural. Give their other forms.

<https://www.youtube.com/watch?v=ETzngG8N3AU&t=84s>

<https://www.khanacademy.org/humanities/grammar/parts-of-speech-the-noun/grammar-nouns/v/introduction-to-singular-and-plural-nouns-the-parts-of-speech-grammar-khan-academy>

<https://www.khanacademy.org/humanities/grammar/parts-of-speech-the-noun/grammar-nouns/e/plural-and-singular-nouns>

5. Action Words



At the end of this lesson, you shall be able to:

- identify action words
- recognize action words from actions and states of being they indicate
- recognize that action words show the action performed by the naming word.



Action Words

Words that show the state of being and indicate the action performed are called action words. The action can be either physical or mental. Action words combine with naming words to give complete meaning.



What I already Know	What I Want to find out	What I Learned

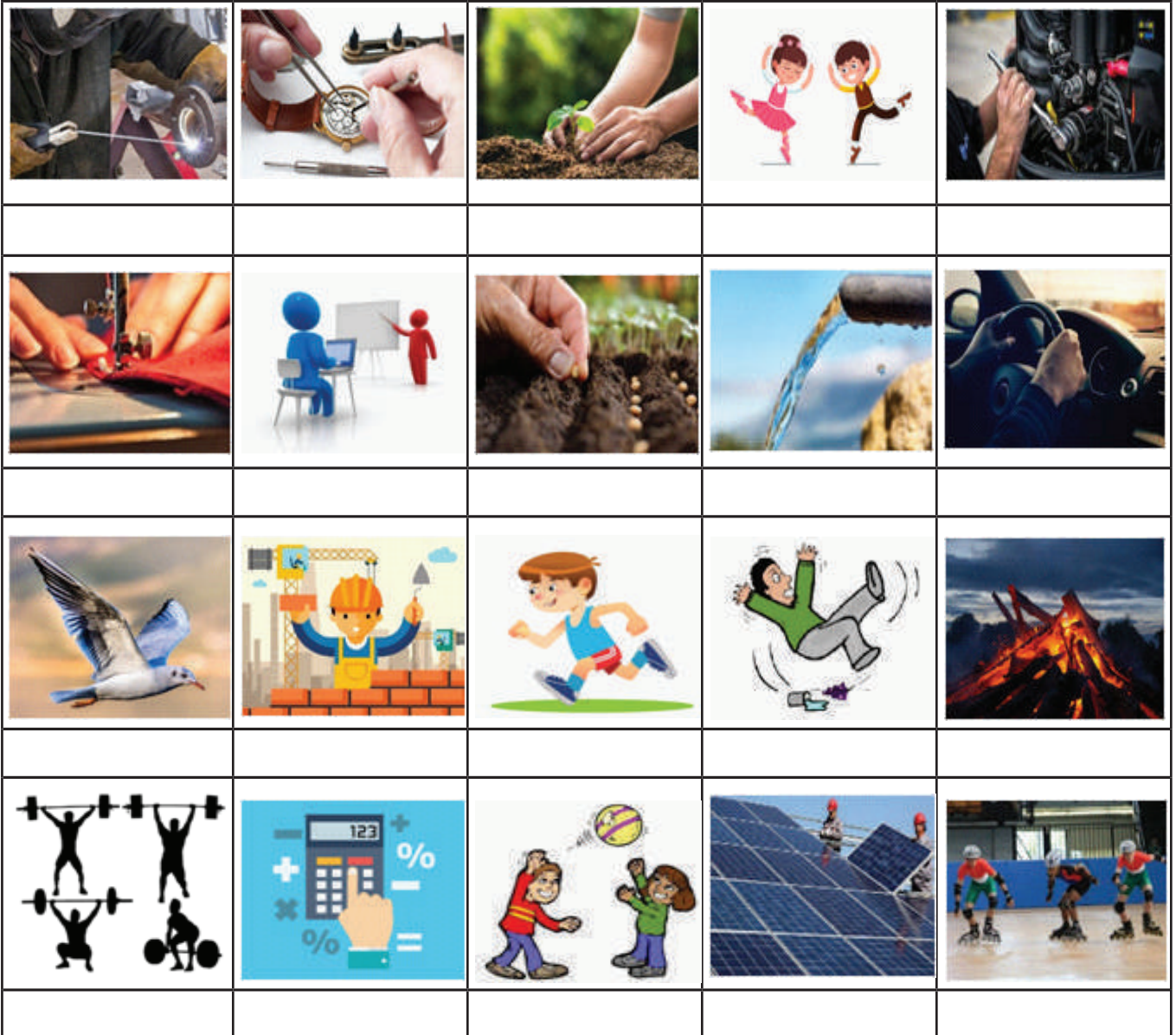


Action words		
to do	to have	to be
run	has	be
listen	have	is
speak	had	am
read		was
write		are
connect		were
dance		being
work		been



1. Identify the action words that the pictures depict. Write the action words in the space provided. You may choose the action words from the list given.

(flow, play, teach, burn, fly, jog, install, dance, build, service, drive, weld, sow, lift, stich, plant, calculate, fall, skate, repair)



2. Identify the following action words given in the word search puzzle.

BORE	CONNECT	FILE	MEASURE
CLEAN	DRILL	FIX	FIT
CUT	ERECT	CORRECT	POSITION
JOIN	LEVEL	SLIDE	PLUMB
SEW	TILT	PIERCE	WORK



H	L	J	W	C	F	G	H	W	I	A	U	I	T	R
K	U	B	L	I	O	L	K	F	H	F	M	I	L	B
O	A	E	X	U	N	N	E	R	W	U	E	U	I	I
D	R	I	L	L	G	L	N	V	O	S	A	J	T	D
P	O	S	I	T	I	O	N	E	E	W	S	C	U	T
S	A	K	H	N	P	C	G	E	C	L	U	E	N	L
E	I	B	A	G	O	T	P	L	J	T	R	A	E	C
W	X	E	M	R	N	I	O	J	Q	O	E	F	D	A
F	L	W	R	U	S	E	T	A	B	N	I	W	S	T
C	I	E	P	A	L	V	C	L	Y	L	K	Z	L	J
D	C	T	S	K	J	P	E	X	E	O	Q	Q	I	F
T	R	K	E	A	B	K	R	O	Y	Z	P	G	D	P
L	J	U	Q	S	V	R	E	D	R	L	N	A	E	F
E	C	R	E	I	P	R	M	E	T	I	E	L	E	Q
P	J	C	A	K	O	B	T	K	A	J	F	M	X	S

3. Identify and circle the action words in the given sentences.

- a. The instructor operates the machine.
- b. Raghav gave me a gift.
- c. The workshop is clean.
- d. Jenny has good communication skills.
- e. Michael appreciated the workers in the factory.
- f. My dad delivered the parcel in time.
- g. Mohammed drove to the beach yesterday morning.
- h. The dog barked at the strangers.
- i. They found a treasure in the garden.
- j. It is good to eat an apple every day.
- k. She is an efficient worker.
- l. Everyone worked towards development.

4. Identify the actions in the given pictures and write the action words.

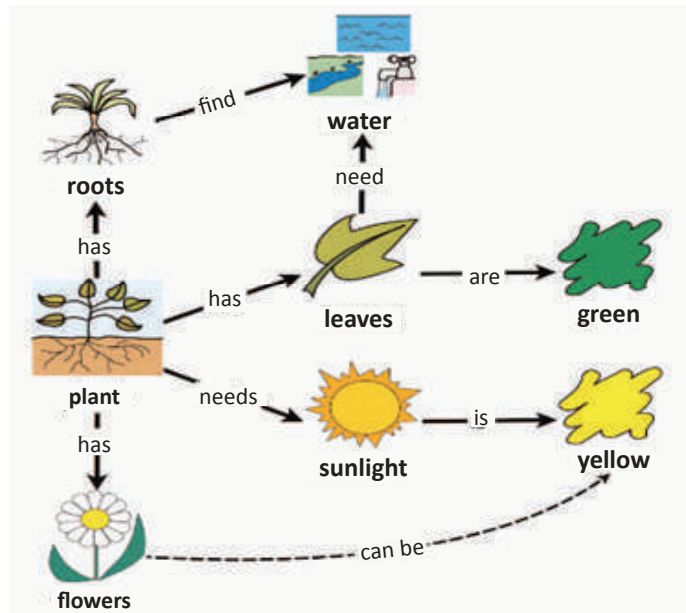




Singular naming words are followed by action words in singular. Plural naming words are followed by action words in plural.

There **is** + singular noun There **is** a book on the desk.
 There **are** + plural noun There **are** books on the desk.
 There **is** + uncountable noun There **is** some milk in the fridge.

There **isn't** + singular noun There **isn't** a pen on the table.
 There **aren't** + plural noun There **aren't** any pens here.
 There **isn't** + uncountable noun There **isn't** any juice in the fridge.



5. Fill in the blanks with the suitable actions words from those given in brackets.

- The plumber _____ (is/are) repairing the motor.
- Electricians _____ (help/helps) to fix electrical problems.
- The carpenter _____ (are/is) a very good craftsman.
- The mason _____ (assist/assists) the site engineer.
- Assistant Surveyors _____ (do/does) not work independently.
- Zardosi work _____ (looks/look) beautiful.
- Skilled craftsmen _____ (are/is) in great demand across the world.
- Knowledge and skill _____ (are/is) the two important areas to focus on.
- Sachin Tendulkar _____ (has/have) many world records in cricket.
- India _____ (are/is) the largest democracy in the world.

6. Fill in the blanks with the suitable action words (action or state of being).

(helps, apply, erects, blows, repair, are, install, complained, cuts, are, is, work, is, grows, recruits)

- Service mechanics _____ washing machines.
- Plumbers help to _____ pipe lines and motors.
- Tailors _____ in demand in the exports sector.
- Automobile service technicians _____ in automobile companies in the manufacturing and servicing departments.
- Surface Mount Technology _____ to mount components in electronic devices.
- The carpenter _____ wooden planks with a circular saw.



- g. ITI trainees _____ for internship in industries.
- h. BHEL _____ ITI trainees for apprentice training.
- i. The pipe fitter _____ scaffolds in the work site.
- j. Hard hat _____ a head protection equipment.
- k. There _____ plenty of job opportunities for ITI trainees.
- l. In the current day scenario, knowledge of computers _____ essential for any job.
- m. The conductor _____ the whistle.
- n. The farmer _____ rice and sugarcane.
- o. Joseph and Margaret _____ to the police about the theft in their house.

7. Fill in the blanks with suitable action words.

- a. The instructor _____ the trainee to wear the appropriate PPE.
- b. The electrician _____ the motor.
- c. The trainee _____ the screw in the machine.
- d. ITI trainees _____ safety guidelines in the workshop.
- e. There _____ many short-term courses in the Handicrafts sector.
- f. NCVT certificate _____ important to get good jobs.
- g. Welders _____ safety goggles to protect their eyes.
- h. Scaffolds _____ supportive to prevent accidents.
- i. Tool box talks in worksites _____ safe work environments.
- j. Entrepreneurs _____ to create more jobs.

8. Fill in the appropriate action word from those given in brackets.

Nadia, a customer _____ (comes/come) to a mobile showroom. She _____ (looks/look) at various models. She _____ (like/likes) Samsung 8. She _____ (ask/asks) the sales person the cost of the phone. The sales person _____ (tell/tells) her that the phone costs Rs. 10000. Nadia _____ (asks/ask) for models below Rs. 8000. The sales person _____ (show/shows) Nokia series and other basic models. The models _____ (is/are) not attractive. They _____ (are/is) very ordinary. Nadia _____ (request/requests) the salesperson the best price for Samsung 8. She also _____ (asks/ask) for any offers available. The sales person _____ (inform/informs) her that there _____ (are/is) no discount. The shop _____ (give/gives) a discount of 10 per cent for cash purchases. Nadia _____ (ask/asks) for a fresh piece. The sales person _____ (give/gives) her a fresh piece.



Complete the What I learned column in the KWL chart.



- Action words indicate actions or states of being of naming words.
- When the naming word is singular the action word is also singular.
- If the naming word is plural, the action word also becomes plural.



List the common actions you happen to see in your home / ITI / work environment every day.

<https://www.khanacademy.org/humanities/grammar/parts-of-speech-the-verb/introduction-to-verbs/v/introduction-to-verbs-the-parts-of-speech-grammar>

<https://www.youtube.com/watch?v=d41RaIZEsfo>



6. Action Words – Tenses



At the end of this lesson, you shall be able to:

- identify words that show the time of action
- recognise how time of action modifies action words in present, past and progressive forms
- modify time of action from present to past.



Tense indicates the time with respect to the action shown by the action words. Some words refer to the actions taking place now. Some words indicate actions that have been completed. Such actions are classified as present tense and past tense respectively.



What I already Know	What I Want to find out	What I Learned




Action that is happening now and action in progress – Present Tense

PRESENT TENSE

Happening now

I eat the apple.

I am eating the apple.



Action completed is past Tense

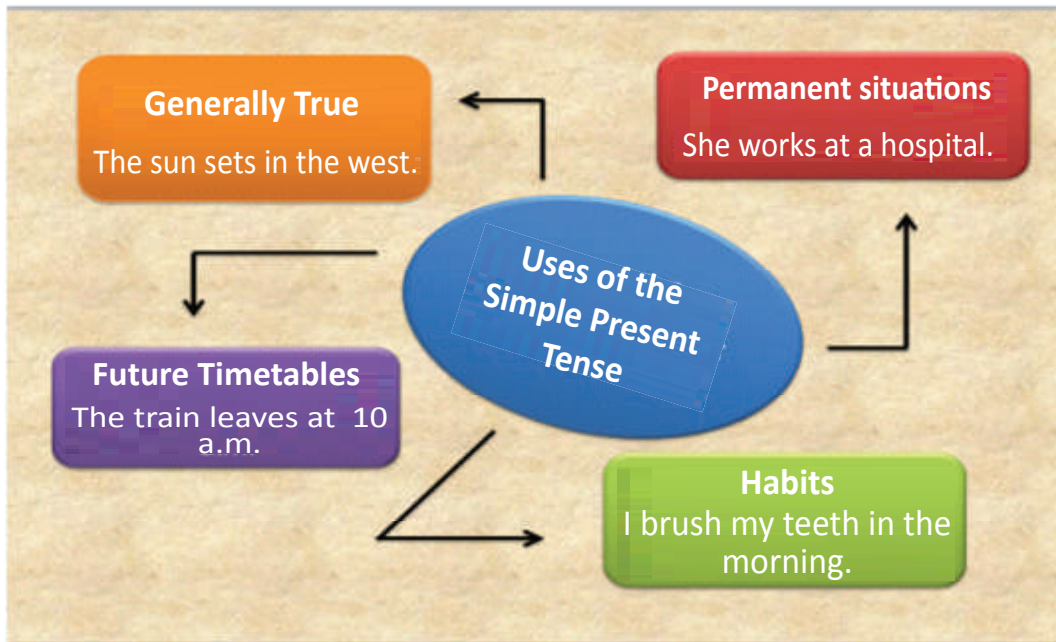
PAST TENSE

Happened in the past

I ate the apple.

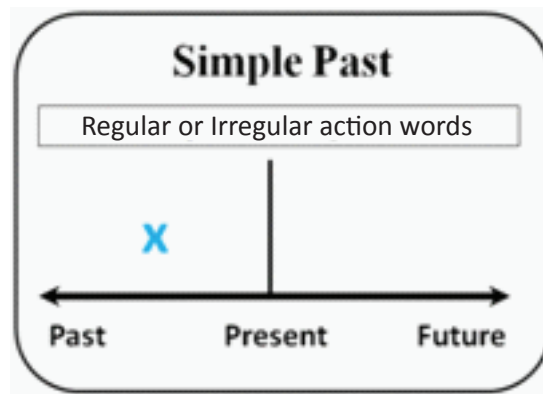


a. Simple Present Tense



Simple Present Tense	Action Words
I like fruits.	like
A plumber fixes the broken pipes.	fixes
I agree with the boss.	agree
Metals conduct electricity.	conduct

b. Simple Past Tense



i. Some action words in the present tense are converted into past tense with the addition of -ed.

Spelling Rules		
Most action words	+ ed	repair → repaired
action words ending in -e	+ d	Increase → increased
action words ending in -y	Drop y + ied	Apply → applied
action words ending in a vowel + consonant	Double the last letter + ed	Transmit → transmitted



ii. Some action words in the present tense do not add -ed, instead undergo a change in spelling.






Present Tense	Past Tense
build	built
rise	rose
give	gave
drive	drove

iii. Some action words change in other ways.

Present Tense	Past Tense
do	did
buy	bought
go	went

iv. Some action words have the same spelling in both present and past tense forms.

Present Tense	Past Tense
fit	fit
put	put
shed	shed
spread	spread
bet	bet
hit	hit
shut	shut
broadcast	broadcast
set	set

Action					
Present Tense	extinguish	sweep	climb	cut	clean
Past Tense	extinguished	swept	climbed	cut	cleaned



1. Match the following with the appropriate past tense forms. The first one is done for you. Underline the action word that does not change. Circle the action word that has a different past tense form.

Present tense (happening now)	Past tense (completed sometime ago)
load	hunted
come	soldered
fit	kept
solder	cut
keep	fitted
hunt	loaded
cut	came



2. Solve the crossword puzzle using the clues given.

Down

- 1. Present tense of inspected.
- 3. The electrician ___ the wires to the plug.
- 5. The carpenter ___ the nail with a hammer
- 6. Past tense of supply
- 8. Present tense of applied







Across

- 2. I _____ to my friend this morning
- 4. Past tense of shut
- 7. The room is _____ against cold.
- 9. My friend _____ me a gift yesterday
- 10. Past tense of make



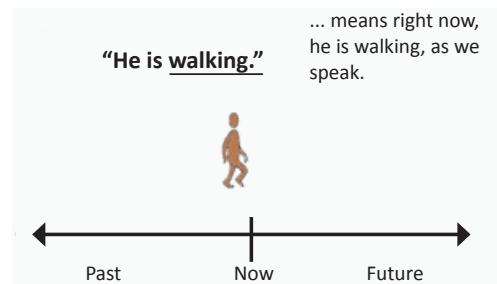
Progressive Tenses: Tense expresses the time of an action. Actions continuing for a period of time are called progressive actions. The corresponding tense is called progressive tense. Progressive tense is formed by adding -ing to action words.

Action				
Action Word	repair	fix	cook	solder
Action in progress (-ing)	repairing	fixing	cooking	soldering

a. Present Progressive Tense

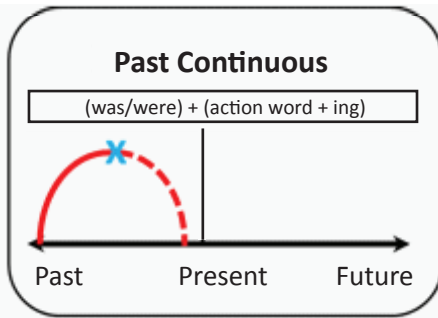
Actions continuing or happening now are usually described in the present progressive tense. Present Progressive Tense is formed by adding am/is/are + action word + ing.

- I am studying for my exam.
- I am fixing the broken chair.
- The AC Mechanic is cleaning the Air Conditioner.
- The clerk is typing a letter.
- The software engineers are working on the new software.
- The fire fighters are spraying water on the building.



b. Past Progressive Tense

Actions that lasted for a duration of time in the past are called past progressive tense. Past progressive tense is formed by adding was/were + action word + ing.



When my mother called, I was playing in the garden.

I was mending the punctured tyre, when it rained.

The electrician was checking the fuse, when the power went off.

When the principal came, the teacher was writing on the board.

When I went, they were packing their bags.

The builders were waiting for the blueprint of the building.

3. Read the following sentences. Identify the action words in the progressive form. Underline the words that indicate Present Progressive Tense and circle the words that denote the Past Progressive Tense.

Action	Action words in Present Progressive	Action words in Past Progressive
	a. I am installing Windows 10 in my laptop. b. Jothi is installing an app in her mobile. c. They are installing antivirus in all the computers.	d. I was installing new software in my laptop yesterday. e. They were installing firefox in the office systems.

4. Imagine your father is changing a bulb at home. Tell your friend Rahim what your father is doing. The first one is done for you.



Turn off the power.	My father is turning off the power.
Allow the bulb to cool.	He is allowing the bulb to cool.
Twist the old bulb in the anticlockwise direction.	He is _____ the old bulb in the anticlockwise direction.
Remove the bulb from the socket.	He _____ the bulb from the socket.
Push the new bulb gently into the socket.	He _____
Turn the bulb in the clockwise direction.	He _____
Switch on the power.	He _____
Dispose the old bulb.	He _____

**5. Now, change your answers into past progressive by changing is to was.**

My father _____ turning off the power.
He _____ allowing the bulb to cool.
He was _____ the old bulb in the anticlockwise direction.
He _____ the bulb from the socket.
He _____
He _____
He _____
He _____



Complete the What I learned column in the KWL chart.



- Action words have time of action represented through tenses.
- Present and past tense forms refer to actions that are happening now and have been just completed.
- Progressive tenses refer to an action in continuation in the present or a continuing action of the past.



<https://youtu.be/faUvT7zfsyk>

<https://youtu.be/-PhyqbvnoCg>

<https://www.youtube.com/watch?v=-PhyqbvnoCg>



7. Recall

- Sending emails to communicate information is a form of
 - spoken communication
 - written communication
 - oral communication
 - voice communication
- Which one of the following is not a challenge in learning a language?
 - lack of vocabulary
 - lack of confidence
 - lack of motivation
 - lack of companion
- Which of the following statements is true?
 - Using mother-tongue to learn English can be helpful.
 - Mother-tongue interference is bad.
 - English cannot be learnt through one's mother-tongue.
 - You should not use mother tongue while learning English.
- Of the strategies listed below, which one can help you in setting a goal to learn English?
 - planning short-term for a week
 - planning short-term for a month
 - planning short-term for a week, a month and a year
 - you can do it without any planning
- What is the first step in learning a language?
 - planning
 - setting a goal
 - sticking to the plan
 - buying books
- What can one do to overcome shyness?
 - Try to talk to friends often.
 - Share feelings.
 - Identify strengths and be confident.
 - Avoid meeting friends.
- We read and type in English whenever we
 - book tickets for trains or movies
 - go out to the beach
 - work in lathe
 - measure objects
- Developing one's vocabulary can be done through
 - reading newspapers
 - watching related videos
 - listening to talks
 - all of the above
- _____ words state the name of a person place, thing or an idea.
 - Naming words
 - Action words
 - Describing words
 - Pronouns
- Which words describe a state, an action and when it happened?
 - Naming words
 - Action words
 - Describing words
 - Pronouns
- Which words describe naming words according to colour, shape, size, quantity, feel, sound?
 - Naming words
 - Action words
 - Describing words
 - Pronouns
- _____ are words used in the place of naming words.
 - Naming words
 - Action words
 - Describing words
 - Pronouns
- Choose the describing word in the sentence "The instrument has a smooth finish".
 - the
 - instrument
 - smooth
 - finish
- 'Kumar is pasting stickers on the box. He is busy.' The pronoun here is
 - Kumar
 - pasting
 - box
 - He
- Find the odd word in the following options.
 - Plumber
 - Welder
 - Fixing
 - Fitter
- 'Round, many, blue, rough, brown' are examples of
 - naming words
 - action words
 - describing words
 - pronouns



17. 'Sara is late today. ____ must have missed the bus.' Which word will complete the sentence?
a. He b. Her c. She d. It
18. 'Organizational, hazardous, sanitary, skilled' are examples of
a. naming words b. action words c. describing words d. pronouns
19. _____ words are used to refer to persons, places, things or ideas.
a. Naming b. Describing c. Action d. Pronouns
20. Pick the naming word that refers to a place.
a. Truth b. Gujarat c. Feel d. They
21. Pick the naming word that refers to an idea.
a. Harry b. Tester c. Honesty d. Chennai
22. Pick the naming word that refers to a thing.
a. Screw-driver b. Swim c. Susan d. Switzerland
23. Which word is an odd one in the given list?
a. Delhi b. Mumbai c. Kolkata d. Experiment
24. Which word is an odd one in the given list?
a. Equality b. Mumbai c. Gratitude d. Friendship
25. Which word is an odd one in the given list?
a. Mahatma Gandhi b. Vallabhai Patel c. Kolkata d. Pandit Nehru
26. Which word refers to both 'a tree's outer layer and the sound a dog makes' ?
a. park b. bark c. barn d. bite
27. I help to insert or remove screws. Who am I?
a. Hammer b. Screw-driver c. Ammeter d. Pipette
28. Screen, popcorn, projector, air conditioning are all words related to
a. cinema theatre b. school c. bus-stand d. police-station
29. To convert a singular noun into plural, which of the following rule cannot be used?
a. Singular noun +s b. Singular noun +es c. Singular noun +ez d. Singular noun +ies
30. The plural noun for 'furniture' is
a. furnitures b. furnituries c. furniturez d. furniture
31. The plural form for 'equipment' is
a. equipment b. equipments c. equipmentes d. equipmenties
32. The singular form of 'lenses' is
a. lens b. len c. lense d. lenses
33. The plural form of 'quiz' is
a. quizez b. quizzes c. quizzes d. quiziz
34. The plural form of 'lady' is
a. ladys b. ladies c. lady d. ladiez
35. The plural form of 'tool' is
a. tool b. tooles c. tools d. toolls
36. The singular form of 'devices' is
a. devic b. device c. devices d. devicies



37. The plural for 'apparatus' is
a. apparatus b. apparatuses c. apparatuses d. apparatusies
38. The plural form of 'laboratory' is
a. laboratorys b. lab c. laboratories d. laboratores
39. Identify the action word in this sentence – 'They wrote the exam.'
a. wrote b. exam c. they d. the
40. Which is the action word in the sentence – 'The buildings are tall.'
a. the b. buildings c. are d. tall
41. Complete the sentence with the appropriate action word. 'The plumber is _____ the tap.'
a. fighting b. fitting c. flowing d. freeing
42. Complete the sentence with the appropriate action word. 'The metal _____ too hot to handle.'
a. is b. are c. were d. be
43. Complete the sentence with the appropriate action word. 'The screw _____ by him.'
a. was fixed b. are fixed c. were fixed d. was fixing
44. Complete the sentence with the appropriate action word. 'The company _____ him for his talent.'
a. recruit b. recruited c. was recruited d. are recruiting
45. Complete the sentence with the appropriate action word. 'Surface Mount Technology _____ used to mount components in electronic devices.'
a. is b. are c. were d. none of the above
46. Complete the sentence with the appropriate action word. 'The instructor _____ the trainees to wear appropriate PPE.'
a. pleased b. warned c. said d. warning
47. Complete the sentence with the appropriate action word. 'Where _____ the tools?'
a. is b. are c. have d. has
48. Complete the sentence with the appropriate action word. 'The trainees _____ to attend the seminar without fail.'
a. are said b. were said c. were asked d. is asked
49. The announcement _____ yesterday was unnecessary.
a. make b. is making c. made d. was making
50. The electrical wires _____ and it is dangerous.
a. is hanging b. are hanging c. hanged d. hang
51. The watchman _____ all the laboratories every day.
a. lock b. is locking c. locked d. was locking
52. Plastics _____ to be processed before its industrial use.
a. need b. is needing c. needed d. was needing
53. The new apprentices _____ for the training last week.
a. join b. joined c. was joining d. are joining
54. The new machine _____ well when compared to the old.
a. is working b. will worked c. was working d. work
55. The trainees _____ useful industry-specific skills.
a. learned b. was learning c. learning d. learns



56. The trainees _____ their course successfully last month.
a. complete b. completed c. are completing d. was completing
57. Experts _____ new techniques in welding metals for construction these days.
a. recommends b. recommending c. are recommending d. will recommended
58. The plumber _____ the taps only now.
a. fit b. are fitting c. is fitting d. was fitting

8. Describing Words



At the end of this lesson, you shall be able to:

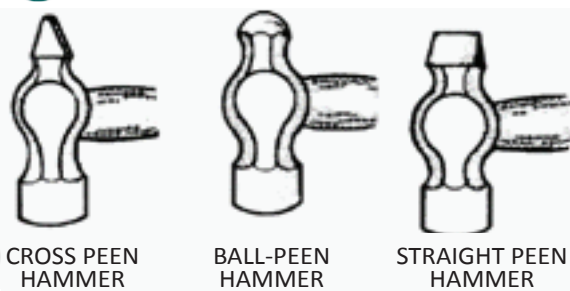
- identify describing words related to size, shape and colour
- describe objects with respect to their shape, size, colour, texture, etc.
- use describing words in relevant contexts.



Describing words give more information about naming words. Describing words add information like size, shape and colour, texture, etc., to naming words.



What I already K now	What I W ant to find out	What I L earned



CROSS PEEN HAMMER

BALL-PEEN HAMMER

STRAIGHT PEEN HAMMER



Yellow Helmet



1. Identify the pictures in the table and match it with the correct description. Note that the describing word is underlined. The first one is done for you.

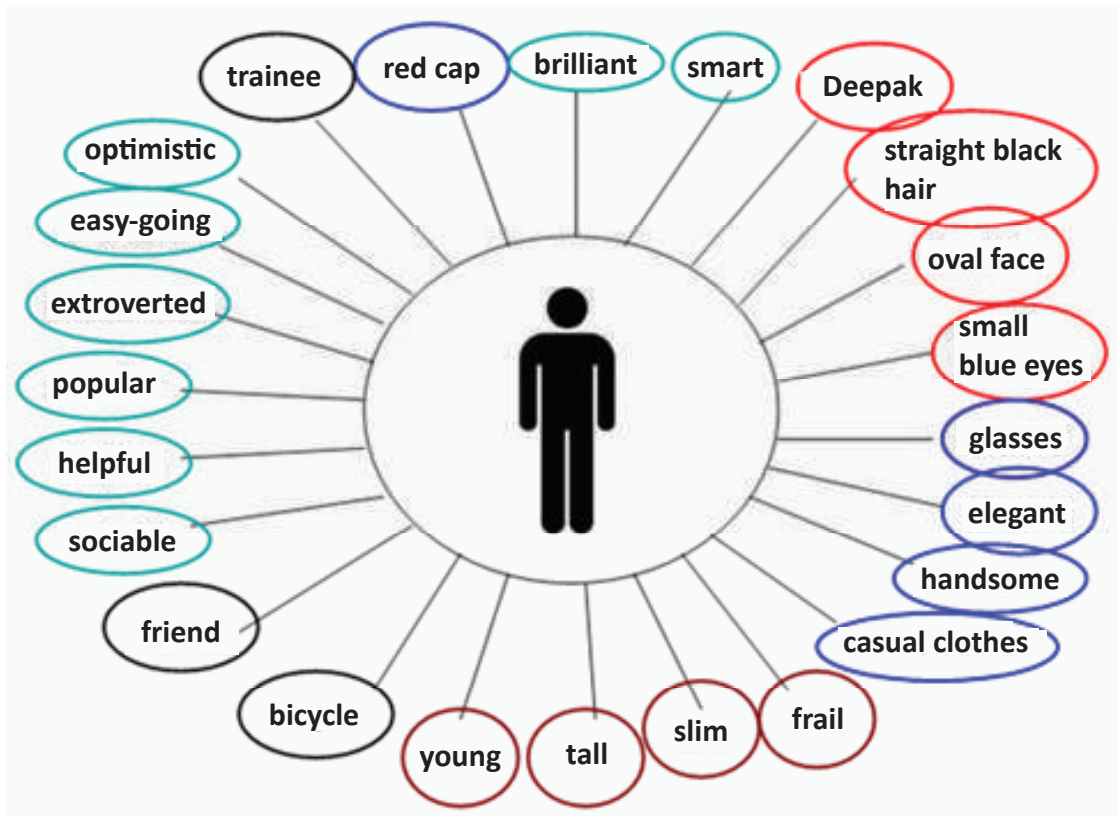
a. <u>wet</u> floor	b. <u>electrical</u> shock	c. <u>safety</u> signs	d. <u>reflective</u> jacket	e. <u>sharp</u> tools
<u>reflective</u> jacket				



2. Look at the table below. Fill in the blanks with the describing words given in brackets with the help of the pictures given in the table.

	<p>a. He put the _____ _____ plug in the socket. (small/big)</p>		<p>d. The plumber has fixed _____ pumps. (blue/white)</p>
	<p>b. He is tightening the screw with a _____ screwdriver. (big/small)</p>		<p>e. Wires of _____ colours are seen in the picture. (many/one)</p>
	<p>c. The _____ rings are on the pink cloth. (round/square)</p>		<p>f. The young man was walking on the _____ pavement. (smooth/broken)</p>

3. Deepak has used describing words to speak about himself. Identify the describing words and write them down in the space provided.



4. Imagine you are Dheepa, the supervisor in a construction site. Describe the PPE in the pictures to the employees in the site.

(personal protective equipment, gloves, hard hat, head protection, ear protection equipment, nose mask, loud noises, reflective jacket, goggles, leather shoes, safety, injury, accidents,)



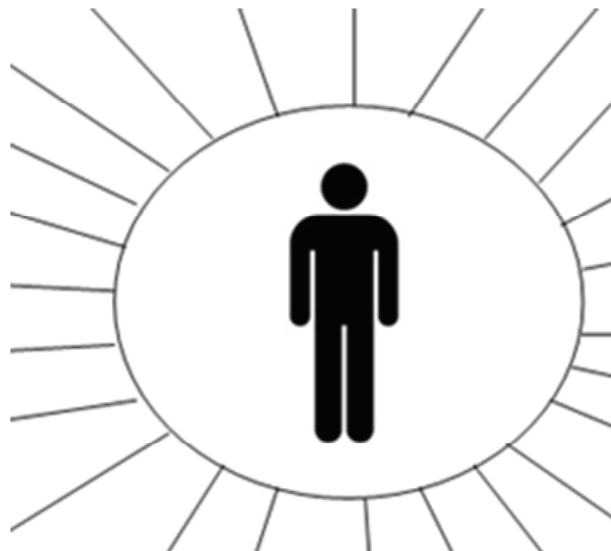
The man in the picture is wearing a yellow _____
 He is wearing green _____
 His hands are protected with green _____
 His head is protected from injury with a _____

The man in the green shirt has arrived for work at the construction site.
 He is wearing a yellow _____
 His _____ shoes are _____ in colour.
 His ears are protected with the help of _____

His hands are protected with _____
 He is wearing _____ for nose protection.
 His eyes are protected by the _____ he wears.
 The _____ protects his head from _____



5. Try to use describing words that best describe you. You may describe your appearance, colour of eyes/hair, hands, legs, nose, etc.



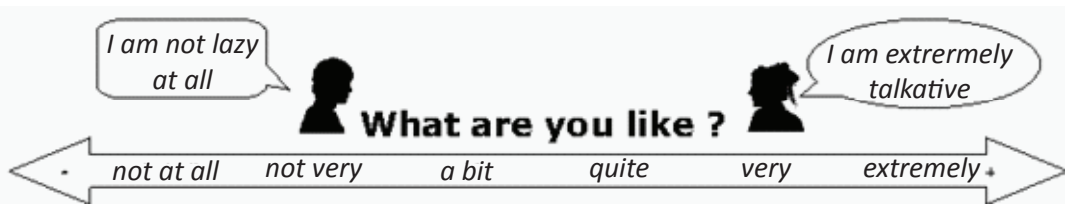


6. Below is a list of describing words in pairs. Identify them, say them aloud and make a list in the space provided. The first one is done for you.

alive X dead	X
X	X
X	X
X	X
X	X
X	X
X	X



7. Circle the describing words that describe you the best. Note it down in the space provided.






8. Given below is a list of describing words that can be used to describe different vehicles. Fill in the blanks under each type of vehicle with appropriate descriptions.

SIZE
heavy, light, big, small, little, tiny, tall, short, fat, thin, skeletal, giant, long, underweight, wide

SHAPE
round, square, straight, triangular, oval, sleek, blobby, flat, elliptical, crooked, wavy

COLOUR
pink, red, orange, black, yellowish, blue, dark, green, purple, white, grey, brown


SPEED
quick, fast, slow, swift, speeding, rushing, hasty, bustling, rapid, snappy, brief, springy

1 


1. _____
2. _____
3. _____
4. _____
5. _____

2 


1. _____
2. _____
3. _____
4. _____
5. _____

3 


1. _____
2. _____
3. _____
4. _____
5. _____

4 


1. _____
2. _____
3. _____
4. _____
5. _____

5 


1. _____
2. _____
3. _____
4. _____
5. _____

6 


1. _____
2. _____
3. _____
4. _____
5. _____

7 


1. _____
2. _____
3. _____
4. _____
5. _____

8 


1. _____
2. _____
3. _____
4. _____
5. _____

9 


1. _____
2. _____
3. _____
4. _____
5. _____

10 

1. _____
2. _____
3. _____
4. _____
5. _____

11 

1. _____
2. _____
3. _____
4. _____
5. _____

12 

1. _____
2. _____
3. _____
4. _____
5. _____



Complete the What I learned column in the KWL chart.



Describing words give more information about naming words. They are used to describe shape, colour, size, quality, texture, etc.

Describing objects with the relevant details is useful.



Make a list of tools around you and share with your class on how descriptions (using describing words) make it easier to identify them.

<https://in.video.search.yahoo.com/yhs/search?fr=yhs-trp-001&hsimp=yhs-001&hspart=trp&p=khan+academy+adjectives+youtube#id=1&vid=2c0aeda5122336be056eeeb996ac8bdc&action=click>



9. Describing Objects, Surroundings and Processes



At the end of this lesson, you shall be able to:

- use words to describe the shape, colour and size of objects
- recognize and use linking words
- describe the steps in a process using linking words.



Describing is an ability to create images of people, places and objects using words. It is a skill that requires specific vocabulary and a keen eye for details.

A process is a series of steps about how something is done or how something happens. A clear description of a process is possible, when the steps are keenly observed and described using sequence markers.



What I already **K**now

What I **W**ant to find out

What I **L**earned



Words/phrases used for

Words/phrases used for	
Describing objects	Describing surroundings
cylindrical, flat, long, short, big, small, sharp, blunt, circular, spiral, square, rectangular, triangular, round, narrow, broad, green, red, rough, smooth, tough, ripe, adjustable, horizontal, vertical, heavy, light, tall, colourful, soft, thick, thin ...	opposite, near, far, in front of, behind, straight, at the end of, at the crossroads, cold, hot, unsafe, dark, nearby, close, busy, safe, dangerous, at half a kilometre ...

Linking words are one or more words that are used to show some logical connection between the steps in a process or description.


Firstly, secondly, thirdly, next, later, then, after that, after a while, finally, lastly, in the end, at last, in the beginning, now, ...

'And' and 'then' are common linking words. They are useful to give a series of instructions.

Pattern of descriptive sentences

There is/are ...
They are ...
It is ...
It has ...
It consists of ...
It is made of ...
It is used for ...

a. Describing objects

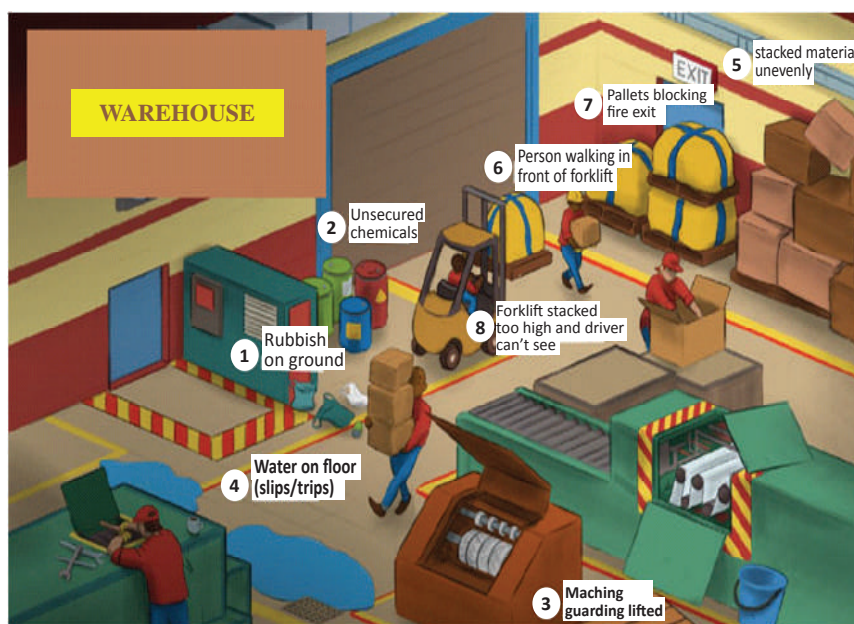
Your Friend	You
Is this a 31 inch large rain shower set? It looks amazing! Describe its features.	Yes, it is.
	It is made of 304 stainless steel. It has an LED rectangle recessed ceiling-mount with 600x800 mm. It also has four adjustable jet nozzles for power mist massage. The LED overhead shower and temperature display help to select the best water temperature. It is operated with a remote.

Inspector	You
Did you see any car pass this way?	Yes. There were many cars.
Did any orange car leave your service centre fifteen minutes ago?	Yes, there was one! It was a Solaris Orange Mini Cooper! A four seater convertible! It stopped here to check air pressure in its tyres.
How many people were there in the car?	There was only one person. It was the driver.
Can you give any other details like the car number?	Sorry. I didn't note it down, but the car was from Pondicherry. I saw PY on the number plate.

b. Describing surroundings

My factory is situated opposite to a wharf. A wharf is a structure built on the shore of a stream or harbour. The vessels lie at rest and load or unload things there. There is a hospital near the factory. There is a petrol station in the area at half a kilometer distance. It is a busy place. There are many traffic signals on the way.

This is a warehouse where goods are stored. There are five workers who are busy with their jobs. There are pallets, machines, loads and a forklift. The surrounding is unsafe. There are eight hazards listed in the picture. First, there is rubbish on the ground. Second, there are unsecured chemicals in cylindrical containers. Then, the machine guard is open. The next hazard is the water leak from the drain. A worker carrying load is walking towards it. Then, the pallets with loads are blocking the exit. The loads are not stacked properly. The forklift is stacked in such a way that the driver cannot see anything.





c. Describing Processes

Process of making Mango Milkshake

First, take a blending jar or a juice jar.

Then, put the ripe mango slices into the jar.

Next, add some ice cubes and sugar.

After that, pour boiled chilled milk into it.

Finally, close the lid and blend it well for 2-3 minutes.

Now, pour it into serving glasses.





1. Read the descriptions and match them with the objects given. Write the description number along with the name of the object in the space given. The first one is done for you.

Help Box	
spade, shovel, plumb bob, fan, wrench, wheel barrow, rake, wrench, speed square	

Sl.No.	Description	Object
1	an agricultural implement with teeth for gathering cut grass or hay	 (An arrow points from this cell to the 'Object' column of row 4.)
2	an implement with a long handle with a grip at the top and a flat iron blade narrower than a shovel for digging	
3	a box for conveying a load, supported at one end by wheels and lifted and pushed at the other by two horizontal shafts	
4	a device consisting of a series of vanes or blades attached to it and revolving with a central hub to produce a current of air	
5	a tool has a bar of metal with fixed or adjustable jaws for gripping and turning or twisting the head of a bolt, a nut or a pipe	
6	an implement consisting of a broad iron blade or scoop attached to a long handle for taking up, removing or throwing loose matter like earth, snow or coal	
7	a triangular shaped metal square with 1/4" spaced notches to facilitate scribing lines and plain gradations for reading	
8	a weight, usually with a pointed tip at the bottom, suspended from a string and used as a vertical reference line or plumb-line	

2. Complete the description using describing/action words and patterns of describing sentences.

Objects	Description
	<p>a. It is a Tile Saw. It _____ of a wire, a tough blade or chain with a hard toothed edge. It is _____ for cutting materials like wood and ceramic.</p>
<p>Typical blade shaped</p>  <p>Square Round point Taper</p>	<p>b. There are _____ blade shapes in the picture. The first one is a _____ shaped blade. It is used for making a square trench. The next one is a _____ shaped blade which is _____ for making a round trench. The _____ one has a tapering form. While the first two are used for digging, the last one is _____ for various purposes. The blades are _____ of iron.</p>

3. Fill in the columns with the details of the given objects.

Object	Shape	Size	Colour	Material	Use
Doughnut	round	Small	brown	Maida	Snack
TV					
Mud pot					
Bed					
Water bottle					
Tool box					
Speed square					
Water heater					
Hammer					
Washing machine					
Microwave oven					
Induction stove					
Needle					
Bobbin					

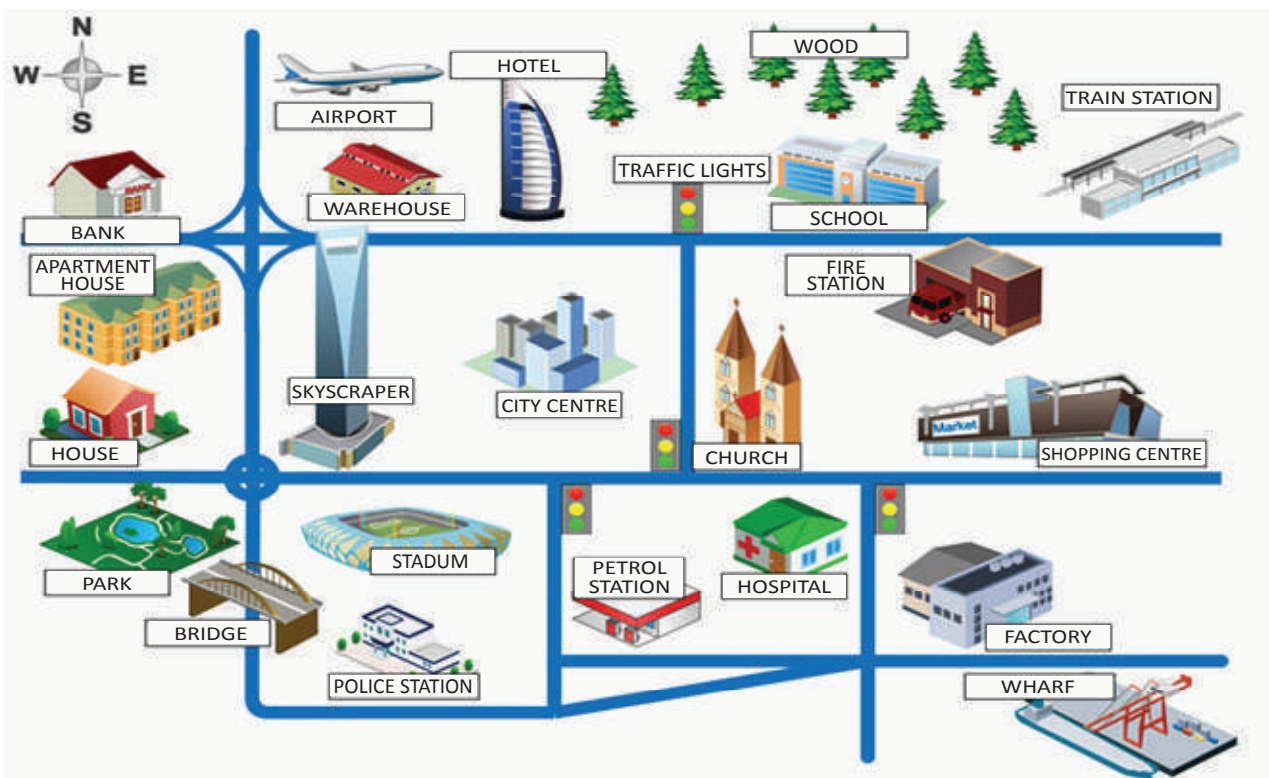


4. Refer to the earlier activity and write sentences describing the objects in the blank columns as shown in the examples.

Object	Description
Doughnut	Example: It is round in shape and small in size. It is brown in colour. It is made of flour. It is used as a snack.
TV	
Mud pot	
Bed	It is rectangular in shape and big in size. It is white in colour. It is made of cotton. It is used for sleeping.
Water bottle	
Tool box	
Speed square	
water heater	
Hammer	
Washing machine	
Microwave oven	
Induction stove	
Needle	
Bobbin	

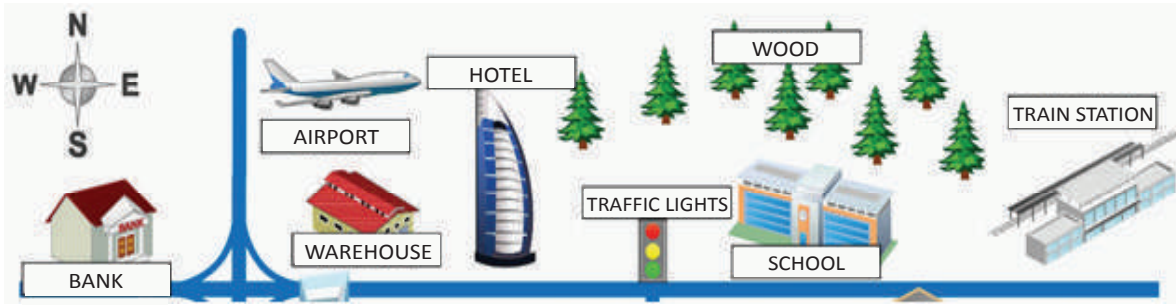
5. Complete the description using the picture clues given.

I am working in a hotel as _____. It is at the centre of the city. It is situated on the main road near the _____. The hotel is in a tall building. It _____ of _____ floors. There are important places around the hotel. There is an _____ near the hotel, where planes often take off and land. _____ many pine trees behind the hotel. There is a _____ at the end of the crossroads. _____ is a railway station located at 1 km distance. There _____ a big _____ at a walkable distance from the traffic signal. My friend is working as a store keeper in the warehouse which is _____ my hotel.



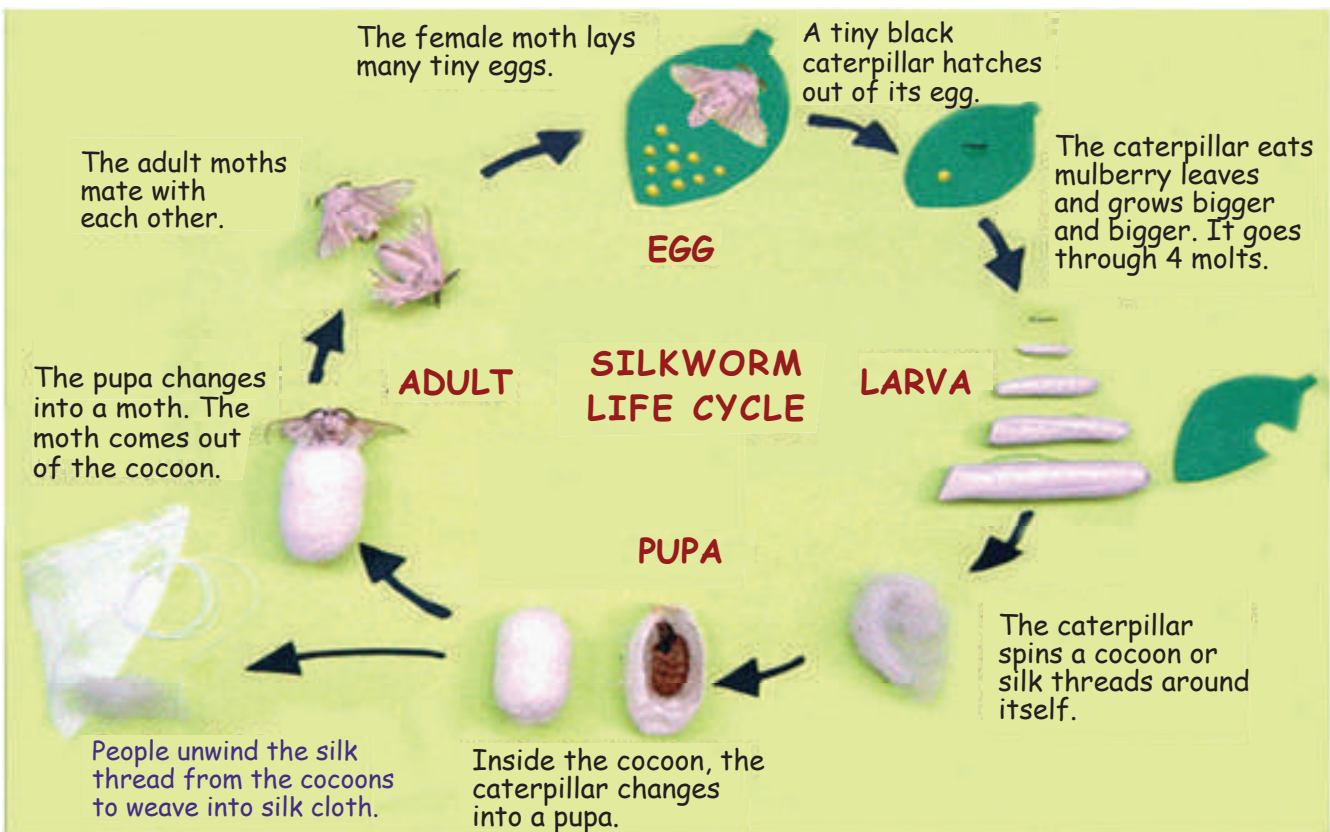


6. Describe the surroundings of the city centre in the given picture.



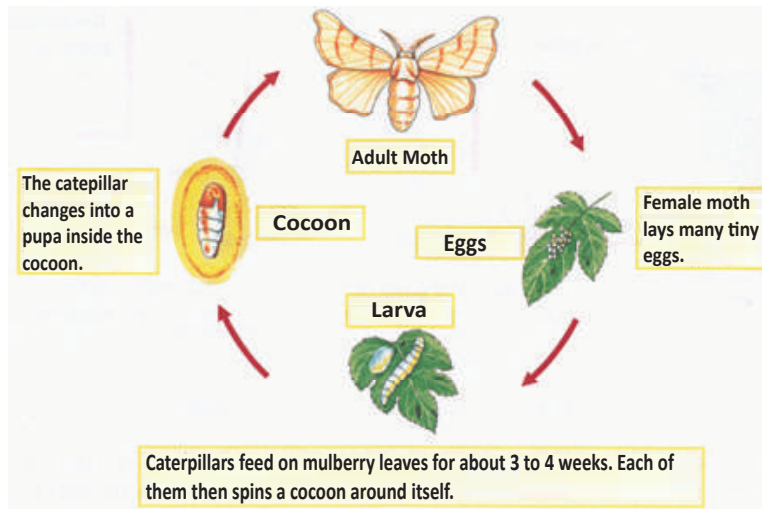
The city centre is surrounded by many _____. There is a _____ opposite the _____. There is a _____ behind the _____. There is a _____ near the signal. The Police station is _____. The house is just opposite the _____.

7. Rewrite the life cycle process of the silkworm using linking words.





8. Using the picture clue, complete the life cycle of a moth with suitable linking words.



First, the _____ lays many _____. After some time, _____ comes out of it. _____, they feed on _____ leaves for about 3 to 4 weeks. _____, each of them then spins a _____ around itself. During that time, the _____ changes in to a _____ inside the cocoon. _____, an adult moth appears.

9. Describe the process of making apple milkshake. Refer to the Mango milkshake given in the illustration for help.

Ingredients

Apple (peeled and cut into small pieces)

Milk (boiled and chilled)

Sugar

Ice cubes

First, _____





Complete the What I learned column in the KWL chart.



- An object can be described by its shape, size, colour and its use.
- A keen observation of the objects or the steps in the process of doing something is important to describe things.
- The use of linking words help in logically describing any process or in giving a series of instructions.



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10. Pronouns



At the end of this lesson, you shall be able to:

- identify the need for and the usage of pronouns
- practice to use pronouns to communicate with greater clarity
- use pronouns appropriately.



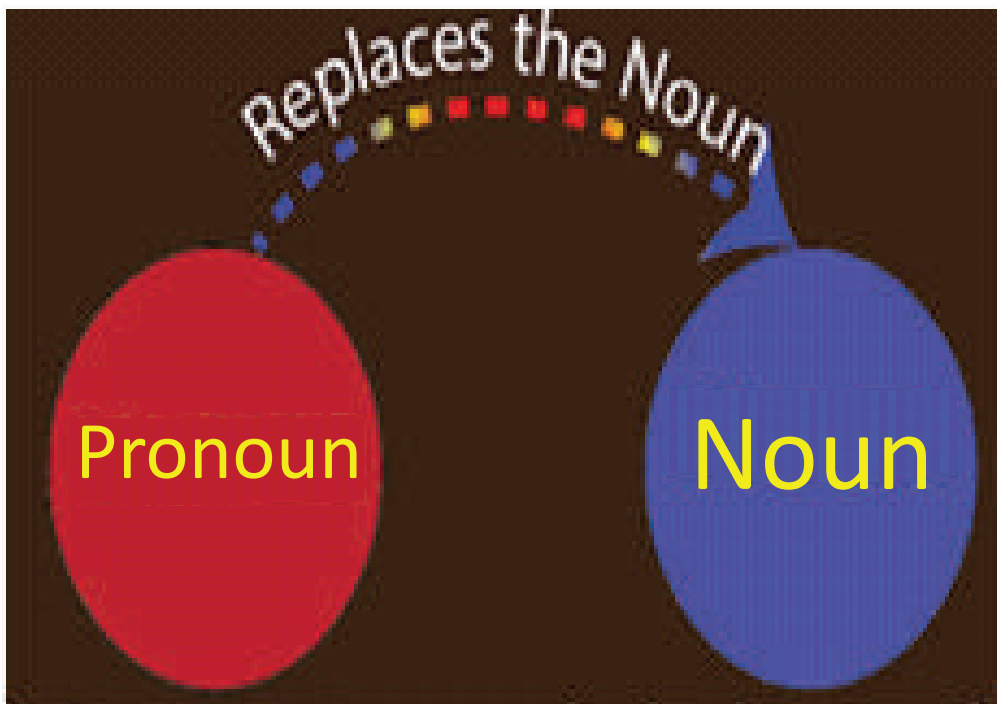
Pronouns are words used instead of naming words to avoid repetition of naming words.



What I already Know

What I Want to find out

What I Learned





Raghu and Rahim are school friends. Raghu met Rahim in the bus stop yesterday.
 Raghu and Rahim are school friends. He met Rahim in the bus stop yesterday.
 We use pronouns to make clear whom or what we are talking about.

a. Singular, Plural

Description	Singular	Plural
The person speaking	 I	 we
The person spoken to	 you	 you
The person or things being spoken about	 he she it	 they

b. Different pronouns

	Singular	Plural
When the action is done to the person	me	us
	you	you
	him/her/it	them



The falling brick hit me.
 The falling bricks hit us.
 The falling bricks hit him/her.
 The falling bricks hit them.

c. Examples

	HERE	THERE
ONE	 THIS IS A HAMMER.	 THAT IS A WRENCH.
TWO +	 THESE ARE TOOLS.	 THOSE ARE TOOLS.





This is my hammer.	This hammer is mine.
This is her hammer.	This hammer is hers.
Is this your hammer?	Is this hammer yours?
Is this their hammer?	Is this hammer theirs?



1. Match the correct pronoun with the picture.




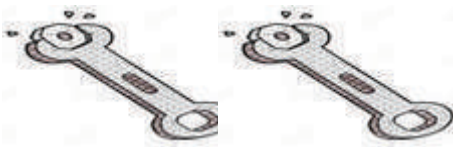




it	you	I	they
he	we	you	she

2. Replace the nouns underlined with appropriate pronouns. The first one is done for you.







Tenali wants a samosa.	I know Nancy.	I know Virat Kohli.
Tenali wants <u>it</u> .	I know ____.	I know ____.
Vimal sold the bike.	The cream is on her face.	Kishore has a spare tyre.
Vimal sold ____.	____ is on her face.	Kishore has ____.
Treat others well.	This is a family.	All work together happily.
Treat others the way ____ want to be treated.	____ are all one family.	____ work together happily.
	The trainees had a teacher. The teacher was Mr. Karim.	____ had a teacher. ____ was Mr. Karim.



3. Look at the picture and fill in the blanks using this / that / these / those.

a.	_____ is a	 
b.	_____	 
c.	_____ is a	 
d.	_____	 

4. Fill in the blanks with appropriate pronouns. Use capital letters wherever necessary.

I		me	___ know Ramesh. Ramesh knows ___.
we		us	___ know Ramesh. Ramesh knows ___.
you		you	___ know Ramesh. Ramesh knows ___.
he		him	___ knows Ramesh. Ramesh knows ___.
she		her	___ knows Ramesh. Ramesh knows ___.
they		them	___ know Ramesh. Ramesh knows ___.



5. Choose the correct response.

- Is that table the Supervisor's? (Yes, it is he. / Yes, it is his. / Yes, it is him.)
- Those toolkits belong to the company. (They are them. / They are their. / They are theirs.)
- Is that Prem and Kumar's package? (No, it isn't theirs. / No, it isn't their. / No, it isn't them.)
- The equipment belong to us. (They are us. / They are our. / They are ours.)
- Is that Krishna's helmet. (Yes, it is he. / Yes, it is his. / Yes, it is him.)

6. Fill in the blanks with appropriate pronouns.

- This is my spanner, not your spanner.
This spanner is mine, not yours.
- I didn't have my manual so Sanjay lent me his book.
I didn't have my manual, so Sanjay lent me _____.
- Your car is a lot faster than my car.
Your car is a lot faster than _____.
- You have borrowed my toolkit. Please return it.
Please return _____ toolkit at once.
- This wrench belongs to me. You can use it.
This wrench is _____ but you can use it.
- This bike belongs to me. That bike belongs to you.
This bike is _____.
- This shop is owned by Rahul and Raja.
This shop is _____.
- This is my pen. Where is your pen?
This is my pen. Where is _____?
- The shoes are on the table. The shoes belong to Mohan.
The shoes belong to Mohan. It is _____.

7. Fill in the blanks with appropriate pronouns.

Lakshmi and Abitha are siblings. One day _____ returned from school. _____ were very hungry. _____ wanted to eat something. _____ saw a cat in the kitchen. _____ was drinking the milk mother had kept for _____. Lakshmi ran out screaming. _____ was scared. _____ was always afraid of cats. Abitha was a brave girl. _____ was not afraid of anything. _____ shooed the cat away. _____ ran out. Lakshmi saw the cat running out. _____ came back into the kitchen. _____ praised Abitha for _____ courage. Lakshmi thanked _____.

KWL

Complete the What I learned column in the KWL chart.



- Pronouns are words used instead of naming words.
- They can be used in singular and plural like naming words.
- They are used to avoid repeating naming words.



Look at the objects around you at home or in the ITI. Make a list of the objects. Describe them. Remember to use pronouns when you refer to the object the second time.

<https://youtu.be/nkjKPhleQ5E>

11. Introduction to Punctuation



At the end of this lesson, you shall be able to:

- identify basic punctuation marks – capital letter, full stop, question mark and comma
- recognize the importance of using basic punctuation marks
- use correct punctuation marks wherever necessary.



Punctuation is the system of symbols used to separate sentences and parts of sentences. They make the meaning clear. Commonly used punctuation marks are capital letter, full stop, question mark and comma.

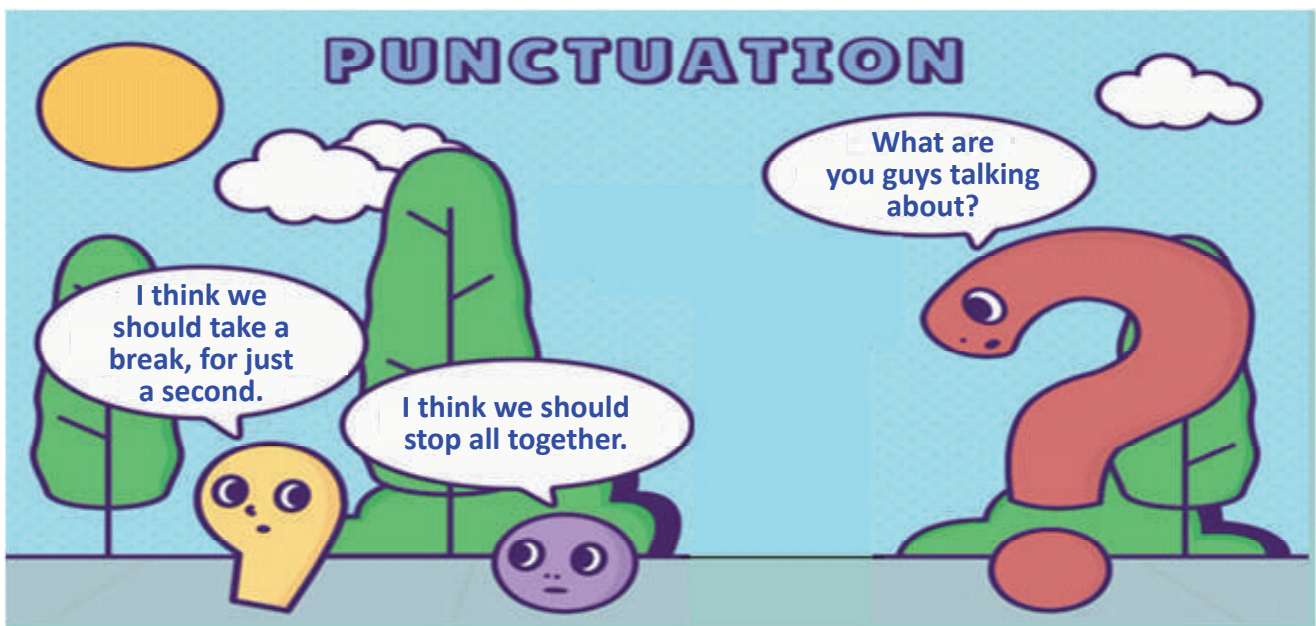
Capital letter is used to begin a sentence. A **full stop** or a **question mark** is used to end a sentence. A **comma** is used to separate parts of a sentence or items in a list.



What I already **K**now

What I **W**ant to find out

What I **L**earned









Punctuation mark		Use	Example
Capital letter	A – Z	used to begin a sentence used for names of persons, places, things, idea	Rain destroyed the crops. Rahim, Bengaluru, Computer, Welding
Full Stop or Period	●	used at the end of a complete sentence	He completed all his work.
Comma	,	used to separate parts of a date or a sentence It can also be used to separate items in a list.	June 26, 2019. We bought nuts, bolts, screws and nails.
Question Mark	?	used to end a sentence that asks a question	What is the date today?

Capital letter	begins a sentence, names of persons, places, things, idea	The race was won by Rahul in Mumbai. He received a car for winning.
Full Stop	ends sentences	Do not use water on electrical equipment. Workplace safety is very important.
Question Mark	ends questions	How should the ladder be positioned? When is it safe to climb on the ladder?
Comma	separates parts of a sentence or items in a list	Use switches, sockets and plugs only when they are in good condition. Keep the workshop floor, staircases and other surfaces clean.



1. Identify basic punctuation marks and fill in the blanks.

	I begin a sentence. I am called the _____.
	I complete the sentence. I am called the _____.
	I ask questions. I am called the _____.
	I am used to make a list. I am called the _____.



2. Identify the missing full stops at the end of the sentences and mark them.

- a. Plotting work is started after the field work is over.
- b. The survey is plotted on the drawing sheet with a suitable scale
- c. It should be plotted always in the North direction, so that the top of the drawing sheet represents North
- d. The base line is drawn first
- e. Intermediate stations are marked on the base line.
- f. The triangles are checked by check lines.
- g. For plotting offsets, mark the changes of the points along the chain.
- h. The plotting of offsets should be continued according to the field book.
- i. The heading should be written at the top of the drawing sheet
- j. The map should not have any dimensions

3. Read the sentences and circle the correct punctuation mark from the options given.

Do you know what happened in the meeting yesterday (. ?) All the workers were called for a meeting (. ,) The chief engineer Ramesh convened the meeting (, .) He spoke about the safety measures that have to be followed in the factory (? .) The employees gave their suggestions to improve safety in the company (, .) The chief engineer stated the problems (, .) analysed them (, .) heard employee's suggestions and gave recommendations (? .) He also distributed goggles, masks (, .) gloves and shoes to the workers (. ,) Will you come for the next meeting (? ,) It is on August 29, 2019.

4. Tick the correct punctuation mark to be used at the end of the following sentences.

- | | |
|--|---|
| a. The welder used goggles to protect his eyes | <input type="checkbox"/> . <input type="checkbox"/> ? |
| b. The mason wears a helmet for head protection in the construction site | <input type="checkbox"/> . <input type="checkbox"/> ? |
| c. There are various hazards that can cause injury and accidents | <input type="checkbox"/> . <input type="checkbox"/> ? |
| d. How does one protect the feet from injury in the worksite | <input type="checkbox"/> . <input type="checkbox"/> ? |
| e. Is there any site engineer here | <input type="checkbox"/> . <input type="checkbox"/> ? |
| f. A skilled electrician should always strive to cultivate safe working habits | <input type="checkbox"/> . <input type="checkbox"/> ? |
| g. Are safety guidelines followed to avoid accidents | <input type="checkbox"/> . <input type="checkbox"/> ? |
| h. Why should you stand on a wooden stool | <input type="checkbox"/> . <input type="checkbox"/> ? |
| i. What kind of footwear should Kumar wear to the mechanical workshop | <input type="checkbox"/> . <input type="checkbox"/> ? |
| j. It was a terrible accident | <input type="checkbox"/> . <input type="checkbox"/> ? |

5. Underline the full stop and circle the comma in the given passage.

It is very important to be aware of conditions that may cause a fire emergency. It may endanger the safety of occupants in the workplace. The major causes of fire in the workplace include overloaded electrical outlets and extension cords, misuse of space heaters, mishandling of flammables, improper storage of combustibles and improper disposal of smoking materials. Implementing fire prevention measures is important to ensure one's personal safety and the safety of others. The most important thing to remember is that fire occurs when three things come together at the same time – fuel, oxygen and an ignition source. One of the methods to prevent fires is to keep these elements safely stored in different locations. This will ensure that they do not come into contact.

6. Use proper punctuation (full stop/question mark) at the end of each sentence.

- a. Did the manager replace the damaged tools yesterday
- b. The inspector checked the electrical connections
- c. The engine was stopped by Mahesh
- d. Does Rahim always wear safety shoes
- e. All must keep the floor clean and clear



- f. Can the craftsmen clear the work area
- g. Who repaired the machine
- h. Have they started the machine after mounting the workpiece securely
- i. The workmen follow safety procedures
- j. Where has the plumber gone

7. Write the sentences using proper punctuation mark at the end of each sentence.

a. I can write simple sentences

b. Can I go to the classroom

c. It is safe to wear goggles during welding

d. Are you coming to the workshop

e. What is the name of your company

f. Please repair the engine

g. How much money do you want

h. Does it happen today

i. It was a useful programme

j. All the trainees completed their training in Ahmedabad

8. Use comma and full stop wherever necessary.

- a. I bought apples mangoes and grapes from the shop.
- b. The box is full of nuts bolts screws and nails
- c. She has pens papers manuals and a few tools.
- d. The job got over on June 16 2019
- e. Welders plumbers fitters and engineers were called for a meeting.
- f. The company will work on 6th 7th 11th and 12th of this month
- g. The exam is on December 7 2019
- h. There are ten days left for the conference
- i. Keep away from acids gas cylinders and fire.
- j. They are offering training in embroidery skills

9. Rewrite the given sentences with appropriate punctuation marks: The first one is done for you.

a. unsafe working practices result in loss of life material and money.

Unsafe working practices result in loss of life material and money.

b. when is it safe to remove or replace fuse



c. what is the use of a micrometer

d. what will happen when kerosene comes into contact with fire

e. the company has opened its branch offices in mumbai kolkata bangalore and Shimla

f. remove fuse grips while working on dead circuits

g. turn an adjustable wrench towards the movable jaw.

h. don't you have shoes to wear in the workshop

i. the training was conducted on February 24 2019 in delhi

j. the chest has cutting pliers screwdrivers drilling machine hammer and nails in it



Complete the What I learned column in the KWL chart.



- Punctuation makes sentences meaningful and clear.
- Capital letter is used to begin a sentence.
- Full stop, question mark and comma are used to end a sentence, end a question and separate parts of a sentence or items in a list.



Try the activity in the following link to assess the importance of punctuation:

<http://www.mcpshts.net/ourpages/auto/2014/5/28/30055908/Dear%20John%20Grammar%20Activity.doc>

<https://www.youtube.com/watch?v=B9bJaoIHRp4>

<https://www.youtube.com/watch?v=Wk0k2FLjM1c>

<https://dictionary.cambridge.org/grammar/british-grammar/writing/punctuation>



12. Kinds of Sentences - Introduction



At the end of this lesson, you shall be able to:

- identify the 4 kinds of sentences
- practise framing declarative, interrogative, imperative and exclamatory sentences
- use sentences in appropriate contexts.



Kinds of Sentences

A sentence is a complete set of words that convey meaning. A sentence can communicate a statement, a command, an exclamation or a question. Each type of sentence serves a different function. Therefore, it is important to use the type of sentence that best communicates the message or the idea to be conveyed.



What I already **K**now

What I **W**ant to find out

What I **L**earned



Four Kinds of Sentences

- 1** **Declarative Sentence** – Makes a statement.
It ends with a period.
- 2** **Imperative Sentence** – Gives a command.
It ends with a period or exclamation point.
- 3** **Interrogative Sentence** – Asks a question.
It ends with a question mark.
- 4** **Exclamatory Sentence** – Shows sudden or strong feeling.
It ends with an exclamation mark.



a. Declarative (Affirmative) – A declarative sentence makes a statement.

It is necessary to be qualified to do electrical work.

b. Interrogative – An interrogative sentence asks a question.

There are 2 types of questions – Yes/No questions and Wh- questions

Yes/ No questions – The action word is brought to the beginning of the sentence.

It is necessary to be qualified to do electrical work.

Is it necessary to be qualified to do electrical work?

Wh- questions – The sentence begins with a question word.

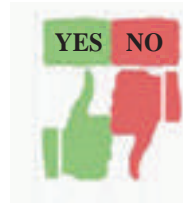
Who can do electrical work?

c. Exclamatory – An exclamatory sentence shows strong feeling.

Oh! how well qualified he is to do the work!

d. Imperative – An imperative sentence gives a command.

Qualify yourselves to do electrical work.



<p>Assertive sentences state facts and beliefs.</p>	<p>Interrogative sentences ask questions.</p>	<p>Imperative sentences give commands or instructions.</p>	<p>Exclamatory sentences show strong feelings.</p>
<p>Welders use goggles and gloves to protect their eyes and hands.</p>	<p>Why should welders use goggles and gloves?</p>	<p>Use goggles and gloves to protect your eyes and hands.</p>	<p>How safe the welders work using goggles and gloves for eyes and hands protection!</p>

<p>Who is a person</p>	<p>What is a thing or an action</p>	<p>When is a time</p>
<p>Where is a place</p>	<p>Why is a reason something happened</p>	<p>How is a number or the way something is done</p>



1. Match the following picture and sentences.

Interrogative	Declarative	Imperative	Exclamatory
Use goggles and gloves while doing welding work.	It is necessary to be qualified to do electrical work.	What a great height the electrician is working at!	Is it necessary to be qualified to do electrical work?

2. Different kinds of sentences are given in the table. Match the pictures with the sentences given. Write the kind of sentence also in the space given.

<ul style="list-style-type: none"> — synchronous Motor — Single Phase Induction Motor — Three Phase Induction Motor 		<ul style="list-style-type: none"> Green & Yellow Earth Brown Live Blue Neutral
a. Choose the correct soldering iron. _____	b. Know the different types of AC motors. _____	c. Have you seen a metal tester? _____
d. Electrical wires used for all electrical connections are available in three colours. _____	e. How useful it is to have so many types of screwdrivers! _____	f. What is the purpose of a face shield? _____

3. Given below are different kinds of sentences. Identify the sentences and fill the space provided in the table. The first one is done for you.

- a. Extension cords with lamp guards should be used to protect against breakage.
- b. Use extension cords with lamp guards to protect against breakage.
- c. Can extension cords with lamp guards be used to protect against breakage?
- d. What kind of extension cords help to protect against breakage?
- e. How useful extension cords are!

Declarative	Imperative	Exclamatory	Interrogative
a.			



4. Given below are different kinds of sentences. See if they are identified correctly. If not, correct them.

- a. Place the hot soldering irons in their stand. – Declarative
- b. What kind of screwdrivers should be used when working on electrical circuits? – Exclamatory
- c. Is it alright to leave a switched 'ON' or heated soldering iron on a bench? – Interrogative
- d. It is important to discharge static voltage in HV lines/ equipment and capacitors before working on them.
– Imperative
- e. Keep the tools in good condition. – Declarative

5. Identify the kind of sentence.

- a. You must avoid contact with energized electrical circuits.

- b. Will you treat all electrical devices as if they are live or energized?

- c. The power source is disconnected before servicing or repairing electrical equipment.

- d. The electrician uses only tools and equipment with non-conducting handles when working on electrical devices.

- e. Never use metallic pencils when you work with electrical equipment.

- f. Why should you minimize the use of electrical equipment in cold rooms?

- g. Pratap's hands are dry whenever he handles equipment that is plugged in.

- h. Wear non-conductive gloves, protective clothes and shoes with insulated soles.

- i. How efficient an electrician he is in fixing faults!

- j. What will you do if water or a chemical is spilled on the equipment?

6. Rearrange the jumbled words/ phrases to make different kinds of sentences as directed.

- a. fuses / in the circuit / Use only / correct capacity (Imperative)

- b. manage machines / we / how to / don't know / our (Declarative)

- c. kind of a / what / machines is this? (Interrogative)

- d. to know / Is it important / how to / switch off / a circuit (Interrogative)

- e. all plugs/correctly wired/make sure/are (Imperative)



7. Seeking clarification by way of asking questions is an important aspect of everyday work. Insert wh-question words (How, Where, What, Which, When) in the space provided in the following instructions to clarify your doubts.

a. Open the brake fluid reservoir in your bike.

_____ is the brake fluid reservoir in the bike?

b. Check whether you have a safe level of hydraulic fluid.

_____ to check the safe level of hydraulic fluid?

c. Check the chain wear, correct tension and rear wheel alignment.

_____ are the things to be checked on the chain of this bike?

d. Show me what checks you would make on the steering movement before using the bike.

_____ do you want me to show you steering movement on this bike?

e. Show me how you would check that the brake lights are working.

_____ lights do you want me to check?



Complete the What I learned column in the KWL chart.



- Different kinds of sentences are used though declarative sentences are common.
- Interrogative sentences are used to ask questions and help clarify doubts.
- Imperative sentences are used to give instructions/command.



<https://www.youtube.com/watch?v=ld8r6NGXRts&t=34s>

<https://www.youtube.com/watch?v=kZkfZwTCed8&t=2s>



13. Practice in Framing Sentences



At the end of this lesson, you shall be able to:

- identify basic sentence types
- internalize basic word order
- rearrange and substitute words to frame sentences.



Sentences are group of words that convey meaning. They may be a statement, question, exclamation or command. Words are arranged in a specific order in sentences to convey meaning effectively.



What I already Know	What I Want to find out	What I Learned



Type of Sentence	Definition	Punctuation Mark	Example
Declarative	Telling Sentence	Period (.)	I went to the game with my friend.
Interrogative	Asking Sentence	Question Mark (?)	Where are you going on vacation?
Imperative	Commanding Sentence	Period (.)	Close the door.
Exclamatory	Exclaiming Sentence	Exclamation Point	What a beautiful day it is!



1. Rearrange the jumbled words into meaningful sentences. Write the sentences in the space provided. The first one is done for you.

a. speak / English / I

I speak English

b. the parcel / received / we

c. welding gun / welder / uses

d. love / I / homemade food

e. the work / finished / I

2. Rearrange the jumbled words to frame meaningful sentences. Write the sentences by filling in the correct columns in the table. The first one is done for you.

a. as supervisor / worked / in BHEL / Peter

b. happy New Year / we / you / wish

c. gave / the Principal / the medal

d. immediately / want / money / they

e. yesterday / Sam / I / at the theatre / met

Naming word	Action Word (Verb)	additional information	
Peter	worked	in BHEL	as supervisor.

3. Rearrange the words and frame meaningful sentences.

him / call	
it / try	
quiet / be	
out / watch	
straight / standup	
move / don't	
don't trip / be careful	
the phone / answer / somebody	
after / drive / don't / drinking	
small pieces / into / cut / the onions	



4. Frame as many sentences as possible using the words given in the substitution table.

I	walked to	the door
	touched	the window
	opened	the book
	pointed to	the table
	picked up	the cassette
	wrote on	the board
	put down	the pen
	sat on	the floor
	stood on	the chair
	closed	
	moved	

5. Use the words given in the table and frame sentences. Remember to use proper punctuation marks. You may insert the following words, if necessary. a, an, the, some, a few

I	am	tall	at work
we	is	lazy	in the canteen
he	are	smart	in the factory
she	was	lunch	boy
it	were	friendly	girl
they	like	idlies	people
	ate	roties	manager
	eat	cakes	
	walk	fast	
	walked	slow	
	work	hard	
	worked	beautiful	
		naughty	



6. **Underline the naming words and action words in the sentences written in activity 5.**



Complete the What I learned column in the KWL chart.



Words are arranged in a specific order in sentences. The meaning of the sentences becomes clear only when words are in the proper order. Using proper naming and action words helps in communicating effectively.



<https://www.khanacademy.org/humanities/grammar/syntax-sentences-and-clauses/introduction-to-sentences/e/declarative--interrogative--and-imperative-sentences>

**14. Recall**

1. Her hair is long and _____.
a. curly b. happy c. slim d. late
2. He drives a bright red sports car. It's very _____.
a. wild b. shallow c. fast d. tall
3. Today, the weather's going to be _____.
a. hopeful b. warm c. blue d. urgent
4. This house is _____ and old.
a. young b. electric c. large d. fat
5. I'm feeling really _____ today.
a. late b. long c. happy d. round
6. The food at this supermarket is always _____.
a. gentle b. hopeful c. empty d. fresh
7. Which word is an adjective?
a. after b. pretty c. taste d. bank
8. Which word is an adjective?
a. dirty b. ran c. away d. boy
9. Which word is an adjective?
a. eat b. hot c. mend d. soup
10. Which word is an adjective?
a. beautiful b. park c. wave d. sea
11. Which of the following expressions can be used to make requests?
a. I hope b. Please repeat c. I believe d. Maybe
12. Which of the following expressions can be used to make an enquiry?
a. I'm sorry b. Can you tell me ...? c. Is it so? d. Thank you
13. Which one of the following is a short response?
a. Oh, I see b. I have never thought about it this way c. Please repeat d. Sorry
14. Which of the following phrases can be used to share information?
a. Thanks b. It is about ... c. Sorry d. I see
15. The phrase 'Could you give me some idea of ...' is used for
a. Thanking someone b. Introducing someone c. Asking for information d. Giving information
16. What will be the response to the statement 'How was class today?'
a. It was fine. We learned many new things b. Oh, I see c. Thank you d. Is it so?
17. What will you say if someone asks 'How do you go to the library from here?'
a. Not coming b. Please take the next right and go straight.
c. I think I borrowed the book last week d. Yes, the library is open.
18. What will be the apt response for 'I've got some news for you?'
a. What is it? b. I don't know c. I'm thankful for this d. Where is it?



19. Your friend wants you to accompany him for a job fair but you can't go. How will you decline politely?
a. I am not coming. b. I don't want to come. c. I'm sorry I can't come. d. I will come.
20. Your instructor has asked you to inform the class to assemble in the workshop at 9 a.m. How will you share this information with your class?
a. We all must go at 9 a.m. b. We need to assemble in the workshop
c. We need to assemble in the workshop at 9 a.m. d. We must go at 10 a.m.
21. Which of the following is used to begin a sentence?
a. Lower case letters b. Full stop c. Capital letters d. Comma
22. What punctuation marks can end a sentence?
a. Full stop and comma b. Comma and question mark c. Comma d. Full stop and question mark
23. The punctuation mark used to make a list is
a. period b. comma c. question mark d. none of the above
24. Which punctuation mark is always curious and wants to know something?
a. Comma b. Question mark c. Full stop d. Capital Letter
25. Pick the correctly punctuated sentence.
a. The wrench is a useful instrument b. the wrench is a useful instrument
c. The wrench is a useful instrument. d. the wrench is a useful, instrument.
26. Pick the correctly punctuated sentence.
a. Where is the generator? b. where is the generator?
c. Where is the generator. d. where is the Generator.
27. Pick the correctly punctuated sentence.
a. We need some more screws, nuts and bolts b. We need some more screws nuts and bolts
c. We need some more screws, nuts and bolts. d. We need some more screws, nuts and bolts?
28. Pick the correctly punctuated sentence.
a. The Ganges is a holy river b. the Ganges is a holy river
c. The Ganges is a holy river, d. The Ganges is a holy river.
29. Pick the correctly punctuated sentence.
a. Who is the new instructor b. who is the new instructor
c. Who is the new instructor? d. who is the new instructor?
30. Pick the correctly punctuated sentence.
a. The United States of America is near Canada b. The United States of America is near Canada.
c. The United States of america is near Canada d. The united states of america is near Canada
31. A pencil is a
a. thin, long, wooden object used to write b. thick, flat, wooden thing used to write
c. thin, long, glass thing object to write d. thick, short, metallic thing used to write
32. A college is a
a. ground with small buildings for playing
b. campus containing many buildings and big playgrounds where trainees learn
c. campus with many hospitals treating patients
d. ground with open spaces for birds and animals



33. A SIM card is
- A big, heavy, round object inserted in mobile phones
 - A small, thin, rectangular object inserted in mobile phones
 - A small, round, thick object used in television
 - A small, thin, rectangular object inserted in transistors
34. A needle is a
- thin, small object with a sharp point
 - thick, big object with a blunt point
 - thin, small object with a blunt point
 - thin, big object with a sharp point
35. A container truck is a
- small, industrial vehicle used to carry goods
 - large, industrial vehicle used to carry goods
 - large, passenger vehicle used to carry people
 - small, industrial vehicle used to carry water
36. A helmet is a
- hard, round protective gear
 - soft, long gear for motorists
 - hard, rectangular protection wear
 - soft, triangular protective gear for motorists
37. A godown is a
- small, narrow space for walking
 - large, open space for playing
 - large, empty space for storing goods
 - small, busy place for selling goods
38. An email is a
- chatting feature on phones without internet
 - virtual message exchanged between people using the internet
 - mail posted in a post office
 - speed post sent through the post office
39. A computer keyboard is a
- flat, square-shaped board with black and white keys
 - circular board with numeric keys
 - flat, rectangular board with alphanumeric and special keys
 - spherical object with colourful keys
40. Rearrange the words to form a sentence.
- | | | | |
|-------------|--------------|------------|--------------------|
| a. its best | b. is simply | c. science | d. common sense at |
| i. abdc | ii. dbac | iii. bcda | iv. cbda |
41. Rearrange the words to form a sentence.
- | | | | |
|------------|---------------|-------------------|--------------|
| a. he came | b. some sugar | c. from her house | d. to borrow |
| i. bcda | ii. bcad | iii. adbc | iv. abcd |
42. Rearrange the words to form a sentence.
- | | | | |
|-------------|----------------|--------------|-----------|
| a. I wanted | b. to tell her | c. to listen | d. to me. |
| i. abcd | ii. abdc | iii. adbc | iv. bcad |
43. Rearrange the words to form a sentence.
- | | | | |
|------------|----------|-------------------|----------|
| a. The CEO | b. made | c. right decision | d. the |
| i. abcd | ii. abdc | iii. acbd | iv. bcda |
44. Rearrange the words to form a sentence.
- | | | | |
|-----------------|----------|----------------|----------|
| a. She wondered | b. how | c. was so rich | d. he |
| i. abcd | ii. abdc | iii. acbd | iv. bcda |



45. Rearrange the words to form a sentence.

- | | | | |
|------------------------|------------------------|-----------------------|--------------------------|
| a. She danced with joy | b. that she had topped | c. when she found out | d. the board examination |
| i. abcd | ii. abdc | iii. acbd | iv. bcda |

46. Rearrange the words to form a sentence.

- | | | | |
|------------|---------------------|-------------|--------------|
| a. She was | b. looking for jobs | c. browsing | d. a website |
| i. abcd | ii. abdc | iii. acdb | iv. bcda |

47. Rearrange the words to form a sentence.

- | | | | |
|-------------------------|--------------------------------|-----------|----------|
| a. I was certain | b. the management meeting | | |
| c. be allowed to attend | d. that subordinates would not | | |
| i. abcd | ii. abdc | iii. adcb | iv. bcda |

48. Rearrange the words to form a sentence.

- | | | | |
|--------------------------|------------------------|-----------------------|----------------|
| a. The managing director | b. in listening to her | c. was not interested | d. explanation |
| i. abcd | ii. abdc | iii. acbd | iv. bcda |

49. Rearrange the words to form a sentence.

- | | | | |
|------------|--------------------|-----------|----------|
| a. We were | b. on an excursion | c. to Goa | d. going |
| i. adbc | ii. abdc | iii. acbd | iv. bcda |

50. Identify the correct sentence type. AC mechanics are in great demand now.

- | | | | |
|---------------|----------------|------------------|----------------|
| a. Imperative | b. Declarative | c. Interrogative | d. Exclamatory |
|---------------|----------------|------------------|----------------|

51. Identify the correct sentence type. Wear your safety gear while welding.

- | | | | |
|---------------|----------------|------------------|----------------|
| a. Imperative | b. Declarative | c. Interrogative | d. Exclamatory |
|---------------|----------------|------------------|----------------|

52. Identify the correct sentence type. You are hired.

- | | | | |
|---------------|----------------|------------------|----------------|
| a. Imperative | b. Declarative | c. Interrogative | d. Exclamatory |
|---------------|----------------|------------------|----------------|

53. Identify the correct sentence type. Did you apply for the apprenticeship program?

- | | | | |
|---------------|----------------|------------------|----------------|
| a. Imperative | b. Declarative | c. Interrogative | d. Exclamatory |
|---------------|----------------|------------------|----------------|

e. Identify the correct sentence type. Can I accompany you to the job fair?

- | | | | |
|---------------|----------------|------------------|----------------|
| a. Imperative | b. Declarative | c. Interrogative | d. Exclamatory |
|---------------|----------------|------------------|----------------|

54. Identify the correct sentence type. Leave the room immediately.

- | | | | |
|---------------|----------------|------------------|----------------|
| a. Imperative | b. Declarative | c. Interrogative | d. Exclamatory |
|---------------|----------------|------------------|----------------|

55. Identify the correct sentence type. Is it safe to conduct the experiment here?

- | | | | |
|---------------|----------------|------------------|----------------|
| a. Imperative | b. Declarative | c. Interrogative | d. Exclamatory |
|---------------|----------------|------------------|----------------|

56. Identify the correct sentence type. Chennai is an upcoming technology hub.

- | | | | |
|---------------|----------------|------------------|----------------|
| a. Imperative | b. Declarative | c. Interrogative | d. Exclamatory |
|---------------|----------------|------------------|----------------|

57. Identify the correct sentence type. Use the appropriate machine tools for the job.

- | | | | |
|---------------|----------------|------------------|----------------|
| a. Imperative | b. Declarative | c. Interrogative | d. Exclamatory |
|---------------|----------------|------------------|----------------|

58. Identify the correct sentence type. The results are out.

- | | | | |
|---------------|----------------|------------------|----------------|
| a. Imperative | b. Declarative | c. Interrogative | d. Exclamatory |
|---------------|----------------|------------------|----------------|

15. Greetings and Self-Introduction



At the end of this lesson, you shall be able to:

- identify words used to greet others
- find difference between formal and informal greetings
- learn how to introduce yourself to others.



a. Greetings

Greetings are a polite way of starting a conversation. We greet someone when we meet them. How we greet them depends on the person, situation and level. Greetings can be classified as formal and informal greetings.

b. Self-Introduction

We may meet different people at different points in time. Sharing information about ourselves when we meet people for the first time depending upon the context is called self-introduction.



What I already Know	What I Want to find out	What I Learned



GREETINGS IN ENGLISH

- a. Formal greetings are used when you meet someone new, older in age or someone in a higher position than you. The conversation may be in the following contexts:
- business meetings or job interview
 - communicating with higher officials
 - exhibiting respect to elders
 - meeting people we do not know well
 - meeting new colleagues.

GREETINGS IN ENGLISH

Good morning - Good afternoon - Good evening

A.M. midday/noon P.M. midnight A.M.

5:00 6:00 7:00 8:00 9:00 10:00 11:00 12:00 1:00 2:00 3:00 4:00 5:00 6:00 7:00 8:00 9:00 10:00 11:00 12:00 1:00 2:00 3:00 4:00

morning afternoon evening night

GOOD MORNING **GOOD AFTERNOON** **GOOD * EVENING** **GOOD MORNING**

if you wake up very early in the morning.

sunrise day day sunset night

Hi (informal) = Hello
Common greetings for any time of day.

* **GOOD NIGHT** is only used when you leave. say goodbye, or go to bed.

www.grammatid.com www.goodwardenglish.com www.vocabulary.com

Expressions	When to use	For whom to use
Good morning/Good afternoon/ Good evening	in a formal situation	<ul style="list-style-type: none"> • colleagues • business clients • formal relationships • new neighbours • superiors at office • members of official team • meeting for the first time
Good Morning/afternoon/ evening Mr. _____ or Ms. _____	in a formal situation, if you know the person already	
Good morning/afternoon/ evening everyone	with a group of people at a formal meeting	
Hello. How do you do?	while meeting someone for the first time, business meeting.	
Nice to meet you. / Pleased to meet you.	in a formal situation when you meet someone for the first time	
How are you?	to start a conversation in a formal meeting	

- b. Informal greetings are used when you meet friends, people of the same age group and people you are closer to. Informal greetings do not follow the rigidity of formal greetings. An informal question may be responded in many ways.

Informal Greetings

- Hello
- Hi
- How are you doing?
- How have you been?
- How are things going?

Informal Responses

- Hello/Hi
- Hi
- Fine, thanks and you?
- Great, thanks

Informal closings

- I have to go now, bye
- I'll see you later/around, bye
- Have a nice day, bye



- c. Self-Introduction

When you meet someone new, you introduce yourself by telling them what your name is, where you come from, what you are studying, where you work, what you like to do.

My name is George.

I am from Goa.

I am a residential electrician.

I inspect electrical components for safety.

I like installing wiring and lighting at home.

I find my job exciting and interesting.









1. Sort the following formal and informal greetings. Write formal / informal in the space provided. Identify who you will greet them with. Also write the appropriate response you may receive in the space provided.

Expressions	Formal / informal	Used to greet ...	Response
Hi, how are you?			
Good morning.			
Hello!			
How have you been?			
How are things?			
How do you do?			

2. Formal and informal greetings are given in the following table. Identify them and tick against them in the space provided. The first one is done for you.




Expressions	Formal	Informal
		
Hi, how's life?		✓
How are you?		
Good evening, Jerry.		
Hey, come and join us.		
I am Satish from Ranchi.		
Hello, this is Janaki from Nagpur.		
Hey, it's long time since we met.		
My name is Ranjith.		

3. Choose a partner. Use the following frames and words given. Introduce yourself and listen to your partner's introduction. Note down your partner's responses in the space provided.

I am _____ (name) I come from _____ (village/town/city) My father is a _____ (father's job) My mother is _____ (mother's job) I have _____ (brothers and sisters) I like _____ (actor, food, game, music) I want to become _____ (businessman, fitter, welder) My aim is _____	
---	--



4. Look at the following examples for self-introduction. Using the words given fill in the blanks with details about your family.

<p>Hi. My name is Deepak I come from a big family. I am the only child in the family. I have 3 aunts, 6 cousins. My mother is not tall. She has short hair and green eyes. My mother is a typist. She is very kind. I like her.</p> 	<p>My name is Kirana. Let me introduce my family first. I livewith my dad, my mother and my elder sister. We live in Chhattisgarh. My dad is self-employed. My mother is a housewife. My sister is 20 years old and works in a bank.</p> 	<p>Hi. My name is Deepak. I come from a big family. I am the only child in the family. I have 3 aunts, 6 cousins. She is very kind and I like her. I miss my mother when we are not together.</p> 
---	---	---

<p>I am Thara.I am 17 years old. I live with my family. Our family has four persons. I have a younger brother. My mother is a teacher in a primary school. My father is a government employee. My brother is a trainee reading in class 7. We live in Baroda. I am also a trainee. I am training in welding in ITI. I just passed from my school.</p> 	<p>Let me introduce about my family first. I live in a small but nice village with my family. In my family, there five members, my two brothers, my parents and me. My father is a farmer. My mother is a housewife. My elder brother works for a company. My younger brother is a motor mechanic. I am Shekar training in secretarial practice in Pusa ITI in Delhi.</p> 
---	---

(father, mother, brother, sister, work, study, like, tall, short, happy, small)

My name is _____


I live with my family in _____

There are _____ members in my _____

I have _____

My _____ in _____

My brother _____



5. Choose a partner. Using the words and frames given, introduce yourself to you partner. This time the introduction is about your likes and dislikes.

(chocolates, ice-cream, movies, colour, bike, car, city, food, games)

I am _____

I like to eat _____ during summer.


I like watching/playing _____

My favourite colour is _____

I like driving _____

I like to visit _____

I like to eat _____ for lunch/dinner.





6. Look at the table below. Details about two people are given in the table (two columns). This is an activity to be done in two parts.

a. Choose a partner.

Read the details of the person in the first column.

Imagine that you are the person.



Introduce yourself to your partner.

Ask your partner to make notes in the space provided.

b. Your partner will read the details of the person in the second column.

Your partner will imagine to be the person in the second column and introduce himself.

Ask your partner to make notes in the space provided.

Column 1	Column 2
<p>Arvind is a welder. He is 24 years old and is unmarried. He completed his diploma from Cuttack. He is working in a furniture manufacturing company. He has a younger sister. He is also getting training in pipe welding. He is planning to go abroad after the training.</p> 	<p>Rahim is a carpenter. He is 30 years old. He is married and has 2 children. He learnt carpentry from his uncle. He designs furniture for a dealer in Pune. He runs his own firm and supplies to the dealer. He is planning to start his own furniture showroom in the future.</p> 



Complete the What I learned column in the KWL chart.



- Greetings can be formal or informal.
- Self-introduction helps others know about you.
- Using appropriate expressions to greet people in formal and informal situations is important.



Make a list of phrases used in greeting others. Try to recognize why they are formal or informal.

<https://youtu.be/chWUoIYBgjA>

<https://youtu.be/dOICQrRraMA>



16. Asking and Responding to Questions



At the end of this lesson, you shall be able to:

- distinguish a question from a response
- identify and use common phrases and expressions to ask and respond to questions
- ask and respond to questions.



A **question** is used to seek information, get doubts clarified and ask for help. A **response** is the answer given to the question. Responses provide information, clarify doubts and offer or decline help.

When a response is positive, we say 'yes'. If the response is negative, we use 'no' or 'not'.



What I already Know	What I Want to find out	What I Learned



a. Questions and responses

Question		Response (answer)	
Am Do Have Can Will	I?	I	am do have can will
Are Do Have Can Will	you? we? they?	You We They	are do have can will
Is Does Has Can	he? she? it?	He She It	is does has can will
Will			

b. Common words and phrases used as responses

Responses Common words/expressions	
Positive	Negative
Oh Sure. I'm sure. OK. Yes. Of course. Certainly. Definitely. It's possible.	I'm not sure. I'm doubtful. Never. I'm sorry. Not ok. None, rarely. No use. None. It's not true. It's not possible. It's impossible. Nobody. No, not yet.

Set Phrases

in the train, on the phone, on the first floor, at the office, in the workshop, to the factory, on Friday, in 2019, at 8:00 a.m., from 1 to 1:30 p.m., for two years, for one hour, in the morning, last week, last year...



c. A negative response is formed by adding 'not' with the "to do/to be" form of the verb.

Positive (yes)	Negative (no)
is	is not = isn't
are	are not = aren't
was	was not = wasn't
were	were not = weren't
do	do not = don't
does	does not = doesn't
did	did not = didn't
have	have not = haven't
can	can not = can't
will	will not = won't

d. Types of questions and responses

a. Questions checking/confirming the present situation (what is happening or going to happen and what has just happened)	Responses (answers)	
	Positive (yes)	Negative (no)
Am I safe now? Are you a mechanic? Are we going to work tonight? Are they engineers?	Yes, you are. Yes, I am. Yes, we are. Yes, they are.	No, you're not. No, I'm not. No, we're not. No, they're not.
Is he a supervisor? Is she a clerk? Is it working well?	Yes, he is. Yes, she is. Yes, it is.	No, he's not. No, she's not. No, it's not.
Do you know him? Do we work on Sundays? Do they work every day?	Yes, I know. Yes, we work. Yes, they work.	No, I don't. No, we don't. No, they don't.
Does he work in the weekend? Does she know the job? Does it take more time to do?	Yes, he works. Yes, she knows. Yes, it takes.	No, he doesn't. No, she doesn't. No, it doesn't.
Have you reported the accident to the engineer? Have we complained about the damage to him? Have they lost their tools?	Yes, I have. Yes, we have. Yes they have.	No, I haven't. No, we haven't. No, they haven't.
Has he come today? Has she finished her job? Has the engine stopped working?	Yes, he has. Yes, she has. Yes, it has.	No, he hasn't. No, she hasn't. No, it hasn't.

b. Questions checking/confirming situations of the past (what happened yesterday/ last week/last year or before)	Responses	
	Positive (yes)	Negative (no)
Were you at the office yesterday? Were we doing the welding work last Sunday? Were they angry about the delay?	Yes, I was. Yes, we were. Yes, they were.	No, I wasn't. No, we weren't. No, they weren't.
Was the supervisor late yesterday? Was she working in the institute last year? Was the motor in a good condition last week?	Yes, he was. Yes, she was. Yes, it was.	No, he wasn't. No, she wasn't. No, it wasn't.
Did you use the wrench yesterday? Did we bring those tools last week? Did they gauge the object with micrometer? Did he meet the site engineer last evening? Did she connect the wires yesterday? Did it work properly yesterday?	Yes, I did. Yes, we did. Yes, they did. Yes, he did. Yes, she did. Yes, it did.	No, I didn't. No, we didn't. No, they didn't. No, he didn't. No, she didn't. No, it didn't.



c. Questions (asking for help/clarifying doubts)	Responses	
	Positive (yes)	Negative (no)
Will you give the pipe connection tomorrow?	Yes, I will.	No, I won't.
Can she hold the ladder?	Yes, she can.	No, she can't.
Will you help her measure the object?	Yes, I will.	No, I won't.
Should we operate the machine?	Yes, we should.	No, we shouldn't.
Will he cut all the wires?	Yes, he will.	No, he won't.

d. Questions that come with a choice	Responses (words)
Are you a fitter or a plumber?	Fitter
Would you like coffee or tea?	Tea
Are they coming on the 5th or the 6th June?	5th
Is the meeting today or tomorrow?	Today
Do you want a hammer or a screw?	Screw only
Is the training over or not?	Not over/not yet

e. Questions that are open/direct	Responses (phrases)
What is he doing?	talking on the phone
Who is he?	Anil, the mechanic
Where were you?	in the lab
Why are you late?	train was late
When is the lunch break?	12.30 to 1.00 p.m.
How should the engine be stopped?	press the red button
When did he reach the head office?	this morning
How long will you work?	for six hours
How much money will it cost?	ten thousand rupees



1. Read the sentences and identify the differences between questions and responses. Write Q for question and R for response in the space given.

- a. Are you a trainee? Q
- b. Am I late? _____
- c. I'm fine. _____
- d. Is he a draughtsman? _____
- e. Will you? _____
- f. No, I'm not. _____
- g. Is it raining? _____
- h. Are they ok? _____
- i. We are ok. _____
- j. Good morning! _____
- k. Certainly. _____



2. Look at the table of responses. Put a tick for the positive response and a cross for the negative.

Responses	✓ / X
Yes, he is.	
No, we are not.	
Not possible.	
She hasn't come.	
I won't.	
You can.	
I don't know.	
Yes, I am.	
No, he is not a fitter.	
Never.	
Good!	
None.	
Of course.	
Sure.	
She hasn't.	

3. Read the checklist given and tick your response in the appropriate box.

No.	Questions	Yes	No
1	Is the class interesting?		
2	Did you read the concept?		
3	Do you like the training?		
4	Are the activities useful?		
5	Are you learning to ask questions?		
6	Can you respond confidently?		
7	Are you familiar with all the responses?		
8	Will you complete all the activities?		
9	Are the activities easy?		
10	Have you finished reading all the questions?		

4. Fill in the blanks with positive or negative responses.

Are you safe?	Yes, I am.
Are you an engineer?	
Can you check the fuse?	
Do you know how to use a Vernier Caliper?	
Can you measure the height of an object?	
Does your friend know swimming?	
Did you read the newspaper?	
Can you ride bikes?	
Did you pay the examination fee?	
Will you attend the training in your institute?	
Have you finished reading all the questions?	

5. Use the responses as clues and complete the blanks with suitable question words (what, when, who, where, why, how). The first one is done for you.

Responses

- a. I'm fine.
- b. John
- c. Tomorrow
- d. Hyderabad
- e. Five
- f. Tools
- g. To tighten the nuts

Questions

- How are you?
- _____ is the plumber?
- _____ is the training?
- _____ is the training?
- _____ many spanners do you need?
- _____ do you want?
- _____ do you want the cutting plier now?

6. Match the following questions with appropriate responses.

A. Q	R	
a. How do you go to your ITI?	Bus broke down.	<input checked="" type="checkbox"/> d
b. What colour is the car?	It's on the first floor.	<input type="checkbox"/>
c. How was the programme?	In 2021.	<input type="checkbox"/>
d. Why are you late?	By walk.	<input type="checkbox"/>
e. When will you pass the ITI exam?	Excellent!	<input type="checkbox"/>
f. Where is the lab?	Blue.	<input type="checkbox"/>

B. Q	R	
a. Who is he?	It wasn't over.	<input type="checkbox"/>
b. Was the job over or not?	No, never.	<input type="checkbox"/>
c. Have you ever taken leave?	Not sure.	<input type="checkbox"/>
d. How many wrote the test?	He is a fitter.	<input type="checkbox"/>
e. Are you sure about the examination dates?	Mumbai.	<input type="checkbox"/>
f. Where were you born?	None.	<input type="checkbox"/>

7. Read the questions based on the picture and choose the right answer given in brackets.

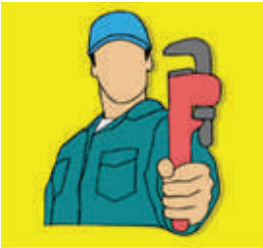




Who is talking in the picture?	_____ (the lady/the mechanic).
Is the lady complaining about the car?	_____ (yes/no).
What is the mechanic doing in the picture?	_____ (talking/listening).
Is the mechanic responding to the lady?	_____ (yes/no).
Is there a conversation between them?	_____ (yes/no).

8. Give suitable responses to the questions using the picture clues.

a.



Questions	Responses
Is he a plumber?	
What tool is he holding?	
Does he fix pipes with this tool?	
What does he do?	
Can you do his work?	

b.



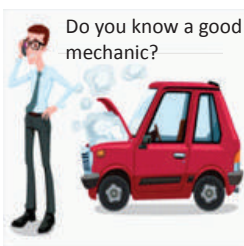
Questions	Responses
Can you see the electrician?	
What tool is he holding?	
Is he busy?	
Does he check electric supply?	
Is the bulb on or off?	

c.



Questions	Responses
Who is he?	
What tool is he holding?	
Can you see his face?	
How many cylinders are there?	
Have you done any welding work?	

d.



Questions	Responses
What is the man doing?	
Is he happy or upset?	
What is wrong with the car?	
Can you repair cars?	
Do you know a good mechanic?	

9. Complete the blanks given in the dialogues and role play them with your friend.

- | | |
|------------------------------------|--------------------------------|
| A: Hi! How are you? | A: _____ fix the pipe? |
| B: I'm _____. How about you? | B: Yes, I can. |
| A: Is it raining? | A: _____ is your ITI? |
| B: _____. | B: My ITI is near the park. |
| A: Then, take the umbrella. | A: When does your class start? |
| A: Do you want to read the manual? | B: _____. |
| B: _____. | |
| A: Do you have the lunch break? | |
| B: Yes, it is from _____ to _____. | |

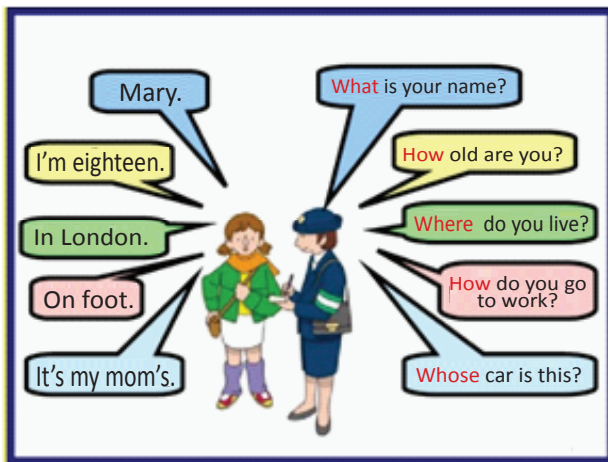


KWL

Complete the What I learned column in the KWL chart.

- Questions are used to seek information, for clarifying doubts and to get help.
- A response is an answer to the question.
- Responses help to gather details, clarify doubts and get help when needed. Responses can be either positive or negative.

Select a set of 5-6 questions of your choice and ask them to your friend next to you. Write your questions and your friend's responses in the table given.



Questions	Responses

<https://www.youtube.com/watch?v=t4yWEt0OSpg>

<https://eslvideo.com/quiz.php?id=28363>



17. Sharing Information with Others



At the end of this lesson, you shall be able to:

- identify set phrases/expressions to be used to share information
- role play to engage in conversation to share information
- exchange information using appropriate expressions.



Sharing information: People need to share information in different contexts. Getting to know a few relevant expressions is important to share information. Knowledge of what expressions to use builds confidence to both provide and get information. The information to be shared may be in the form of data, directions, help or instructions.



What I already **K**now

What I **W**ant to find out

What I **L**earned



a.

Making request	Sharing information	Making enquiry	Giving opinion	Short responses / comments
Please repeat. Please listen. Once more please. Tell me. Please share. Please explain. Check whether... Tell me about ...	It is about ... It is on ... It is at ... It is about ...	Can you ...? Will you ...? Would you ...? Is it? When is it? What is it? Who is it? How to do it? What if ...? Why not? Really? Where is it from?	I hope ... I believe ... I think ... I'm sure that ... It is because of ... (reason) That's why ... (reason)	It's simple. It's clear. It's useful. It's great! It's wonderful! It's nice. It's interesting. It's right/wrong. Oh, I see. Fine. Good. Well, ... Possibly. Probably. Maybe. I got it. I know. Sure. I understand. Thanks for sharing.

1. Can you tell me ...?
2. Could you tell me ...?
3. I'd like to know ...?
4. Do you know ...
5. Do you have any idea ...?
6. Could anyone tell me ...?
(use this phrase when asking a group of people)
7. Would you happen to know ...?
8. I don't suppose you (would) know ...?
9. I was wondering ...?
10. I'm calling to find out ...
(use this phrase on the telephone)
11. Do you happen to know ...?
12. Could you find out ...?
13. Could you give me some idea of...?
14. I'm interested in ...
15. I'm looking for ...?
16. Have you got an idea of ...?
17. Don't suppose you (would) know ...?
18. I wonder if you could tell me ...?
19. I wonder if someone could tell me ...?

b. Conversations/dialogues sharing information

Sam	Ram
Hi!	Hi!
What are you looking at? Advertisement?	No, an infographic.
What is it?	It is a visual presentation of information.
Oh! I see.	It is usually in the form of a graph, image or chart like this. Have a look at it.
It's nice! It looks colourful!	Also, see that it has less words.
Yes, less words and more images. It's interesting!	It's informative too. I can see five tips for a healthy life.
Well, it shows how to manage time. I believe it is an important tip.	Yes, but I'm not good at that. That's why, I feel stressed sometimes.
Oh! You must learn to manage time.	Yes, I will.
Thanks for sharing.	You're welcome.





Suren	Thanu
Hi! I received an email from our site engineer.	Is it?
Yes. Did you receive any mail?	No, I didn't! What is it about?
It is about the safety of workers in the factory.	Well, please forward it to me.
Sure. I'll do.	Thanks.



1. This is a conversation between two friends. Choose a partner and role play the conversation.

Hi Ajay!	Hi Rani!
Hope you are preparing for the semester exam.	Yes, I am.
Can you please lend me your trade theory book for a day?	Why not?
Thanks!	What about your book?
I think I lost it.	Oh!
I'll photocopy your book and return it soon.	I don't think it is necessary.
What do you mean, Ajay?	I mean, you can download it from our official website.
Really?	Yes, Rani.
Just tell me how to do it.	Well, go to the directorate general of training website, that is, dgt.gov.in.
Ok.	You will find "useful links" on the home page. Click on it.
Fine.	A list of links will appear. Click on "Bharat Skills."
Ok, then ...	Click on CTS icon and choose your course for course materials.
Oh, I see! It sounds easy!	Yes. You can download the eBook in your smartphone itself.
Wow! It will be very useful for me to prepare for the exam.	Yes, and it'll save some paper and money too!
Oh, yes! I don't have to photocopy it!	You got it!
But, I don't have a smartphone or any device to read it online or download it!	Don't worry. I'll lend my book then. I shall read it in my smartphone.
Thanks, Ajay!	It's alright. Prepare well for the examination.
Sure, I will. All the best, Ajay!	All the best, Rani!
Bye.	Bye. See you tomorrow.

**2. Complete the conversation with suitable words.**

Eswar	Kevin
Are you staying in the hostel?	_____.
I hope the food in the hostel is good?	Yes, but I like to cook my food.
Really? You know cooking!	Yes, _____ and I'm good at it.
Oh great! What else do _____ know?	I know _____ and _____ too.
Good!	Now, tell me what you _____ and what you are _____ at?
I know swimming and I'm good at painting and _____.	Excellent! That's why you have joined this trade!
Yes I like _____ very much. I can create things!	Wonderful Eswar. After finishing our course we should apply for apprenticeship training.
Definitely. Any idea about how to apply.	Yes. Go to home page of DGT official website.
That's www.dget.nic.in. Am I right?	Yes. _____!
Ok then, ...	Click on _____
_____	_____.
Thanks Kevin for sharing the information.	My pleasure.
All the best!	All the best, Eswar!

3. Complete the information about your ITI.

Is your ITI situated in Karnataka?	No, It is in _____.
How long is it from the central railway station?	It is _____ kms.
Oh! It is too far from the railway station.	Yes, but transport is available.
I heard there are more than _____ trainees in your ITI.	Yes, we have different trades.
I hope there are many trades available in your ITI.	_____, trades such as Fitter, electrician, _____.
Fine. Which trade are you in?	
When did you join this ITI?	
Oh, then you will be completing this course in two years.	
I hope your ITI has a campus placement drive.	

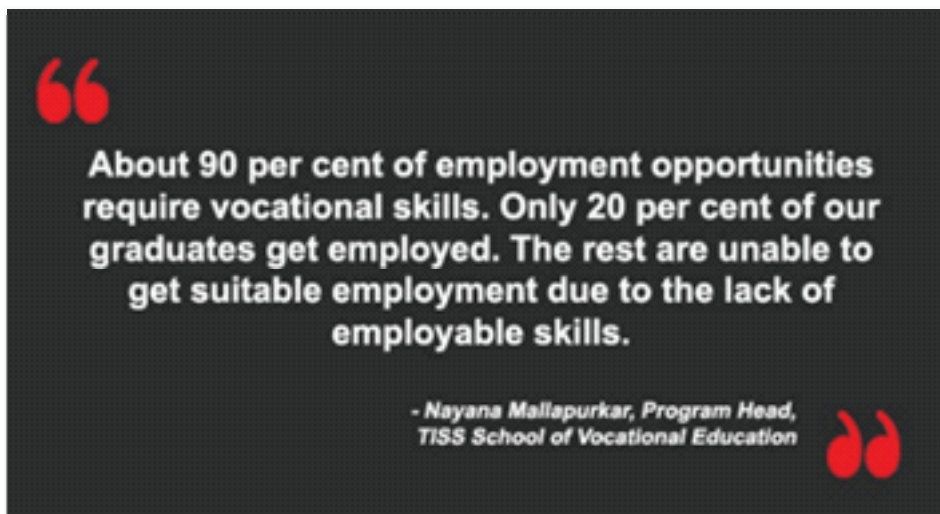


4. Look at the poster and share the information given in it with your friend.

Your Friend	You
Hi!	Hi, look at the _____.
Yes, I saw it. It is about the _____ work going on there.	Is it? I think it has warning signals.
Yes, there are three signs.	No, _____ signs. You have a look at it now.
Oh yes! I was wrong! It's four. What are they?	The yellow one is a danger sign. The two _____ ones warn us about _____ & _____.
And the blue one?	It is for _____. It tells that they _____ report to reception.
Please repeat.	You want me to _____. Ok. The _____ one is for visitors. It tells them to report to _____.
So, does it mean we should not go to the site directly?	Yes, you're _____.



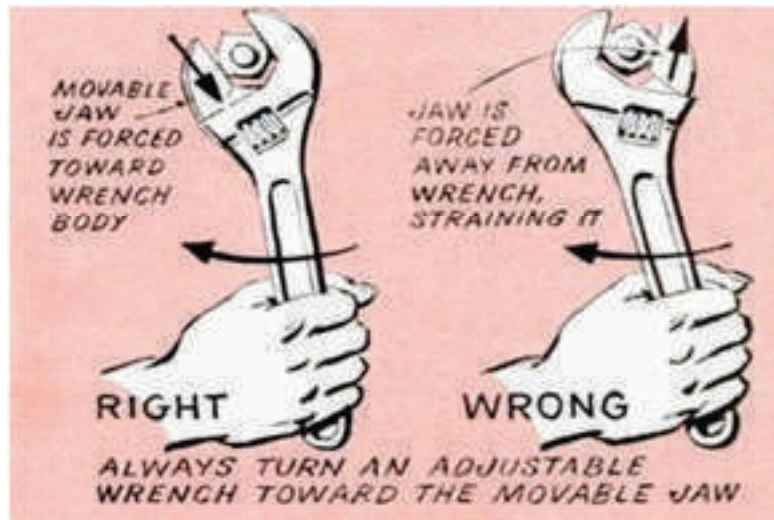
5. Complete the dialogue with the clues given and role play sharing the information with your friend.



You	Your Friend
Hi _____! Look at this message.	I have seen it already.
I don't get this message. Can you tell me what it is about?	It is about the _____ of _____ skills in our graduates.
'Lack' means?	_____ means 'no' or 'absence'.
You mean our _____ don't have _____ skills.	Yes. The message means that.
Ok, I got it. Then, what can be done for employability?	More skill based training can be given.



6. Using the picture clue and the context complete the dialogue. Role play the dialogue with your friend.



Your Friend	You
Hi! How was the class today?	Fine. I learned the application of tools today.
What tools?	Well, tools like Vernier Caliper, micrometer, wrench, hammer, and so on.
Are Vernier Calipers and micrometer tools? I think they are instruments!	Are they? What's the difference?
Instruments in our workshop are used to measure something.	Yes, like _____ and _____.
You are right. Did you measure anything today?	_____.
Fine. Can you guess the difference between _____ and tools now?	Yes, tools are simpler than instruments.
Good.	They are used to move or repair something.
Now, tell me about the tools that you used at the workshop.	Hammer, axe, _____ and _____.
Well, any new tool today?	Yes, I learned to use a wrench.
Is wrench a spanner?	_____. It is a _____.
I have never used a wrench. Tell me how to turn it.	Oh, sure. Always _____.
Ok.	Never turn _____.
Why?	If you turn the jaw _____ from the wrench, it will strain the wrench.
Oh, ok.	Hope you got the point.
Yes. Now, I understand. Thanks for sharing.	I thank you too for _____.



7. Read the following information and fill in the blanks in the conversation between A, B & C. Role play the conversation with your friends.

**GOVERNMENT INDUSTRIAL TRAINING
INSTITUTE (ITI)
Himachal Pradesh**

**CRAFTS WORKSHOP
on
Surface Ornamental (Embroidery)
Techniques
for
SEWING TECHNOLOGY TRADE
STUDENTS
on
05.09.2019
at 9.00 a.m in Main auditorium**

**Register on or before 03.09.2019. For
details contact ganesh@gmail.com**

You	Friend 1	Friend 2
Hi all! I've got some news for you.	What _____?	What _____?
It's about the _____ workshop for our trade trainees.	We had it _____ year too. (last/this)	Did we?
Yes, we had, but this time it is on a _____ (same/different) topic.	Please tell me the topic of the workshop.	Is it on Weaving?
No, It's _____	So. We will be given training on embroidery_____.	Well.
Yes.	Date and time please.	And the venue?
It's on _____ at _____	Ok.	Fine. Any other details?
You should _____ on or before _____, and for further _____ contact _____.	Can you _____ this message through WhatsApp?	Please do. It would be useful.
_____, I'll do.	Thanks_____!	Thanks _____!
You're welcome.		

8. Use the clues given and role play conversation sharing the given information with your friends.

JOB MELA
For ITI passed trainees
All trades
on
21.08.2019
at 10.00 a.m
in
Government ITI Guindy, Chennai



You	Friend 1	Friend 2
Hi friends! There is a _____	_____ ?	Really?
Yes, it is on _____	_____ ?	Oh, in our campus!
Yes, _____	At what time?	Fine.
It's at _____	Ok.	Are you all attending?
Yes, _____	No, _____	Why _____ ?
Tell us why?	I'm going to Bangalore to attend an interview.	Oh, Ok.
All the best!	Thanks friends! All the best for you too!	All the best!

KWL

Complete the What I learned column in the KWL chart.



- It is necessary to share information with others in social, professional and academic contexts.
- There are specific phrases and expressions used to share information.
- Practice in using appropriate expressions and application in real life situations is important.



1. Collect recent job advertisements like the one shown below and share information regarding the opportunities available for your trade with your friends.

WEB Hoisting

HINDUSTAN COPPER LIMITED
Indian Copper Complex, Ghatsila

Ref:- HCL/ICC/HR/R&E/TA/2018 Date : 14/08/2018

Applications invited for Trade Apprenticeship (Training)

Item	Description
1 Name of the post	Trade Apprentice
2 No. of post	: 52 (fifty two)
	1. Fitter (ex ITI) - 20 2. Electrician" - 18 3. Welder (G&E)" - 03 4. Machinist" - 01 5. Turner" - 02 6. Crane Operator" - 08 Total :- 52
3 Place of posting	: Moubhandar Works
4 Type of Employment (i.e. Engagement)	: Training (only for one Year)
5 Method of Recruitment	: Written Test
6 Training	: One year (As per Govt. Guidelines) Stipend Money (at present) Rs. 6008/- (Those who have completed two Years course of ITI.)
7 Eligibility	
Qualifications	: High School or equivalent + ITI with 60% Marks in respective Trade (for SC/ST/OBC/PWD-50% Marks). The ITI passout should be not before the year 2015

2. Visit Bharat Skills at <https://bharatskills.gov.in> and share the information available related to your field with your friends.

<https://in.video.search.yahoo.com/yhs/search?fr=yhs-trp-001&hsimp=yhs-001&hspart=trp&p=sharing+information+ESL+videos#id=5&vid=461c56981884ab4c25844452e104a4df&action=click>



18. Recall

1. Saran: "I'd like to _____ you to Mary. Mary this is Helen." Helen: "How do you _____."
 a. point...do b. introduce...do c. show...go d. give...be
2. Helen: "It's _____ to meet you." Mary: "It's my _____."
 a. nice...pleasure b. good...pleasure c. great...pleasure d. All of the answers are correct
3. Jamal: "I'm going home now. See you _____." Paul: " _____!"
 a. tomorrow...ok b. later...ok c. soon...sounds good! d. All of the answers are correct
4. Rani: "Hey Mala. What's _____?" Mala: "Not much. I'm _____ watching TV."
 a. on...trying b. home...sitting c. going...not d. up...just
5. Hey there, Jai, What's _____?
 a. going on b. in the way c. on d. Hi, how's life?
6. Hey, come and join us. To whom will you say this?
 a. Teacher b. Friend c. Parent d. Superior
7. Hello, this is Janaki from Nagpur. This sentence can be used for
 a. apologising b. welcoming c. thanking d. introducing
8. Can I please finish the job tomorrow, Sir? To whom will you say this?
 a. Father b. Friend c. Parent d. Supervisor
9. Hello Ms. Anita. How are you today? To whom will you say this?
 a. Teacher b. Colleague c. Postman d. Classmate
10. It was a pleasure seeing you. This statement is a
 a. formal welcome b. informal welcome c. formal departing d. informal departing
11. What will be the best response to the question 'Are you coming to the picnic tomorrow?'
 a. Yes b. I wrote it well. c. It was good. d. Great
12. When are you going to London, then?
 a. Yes b. On Tuesday c. No d. Maybe
13. Will you be doing some shopping?
 a. Last week b. Congratulations c. I certainly will. d. Yes, I'd submitted.
14. Has Malliga called us for the party?
 a. She will go. b. Yes, she has. c. I will certainly. d. On Monday
15. Was Ajay crying?
 a. No, he wasn't. b. Yes, they were. c. I left it. d. Congratulations
16. Can we leave early?
 a. We'll go tomorrow. b. Yes, you can. c. He's okay now. d. I met him.
17. Should I be doing this differently?
 a. Please don't sit. b. Yes, you should. c. He's not here. d. Thank you
18. The date is wrong on the letter.
 a. I wrote it. b. Oh, yes it is. c. I told the teacher. d. I did not inform him.
19. So we have to be here by eight o'clock, not nine o'clock.
 a. Who's that? b. Okay, fine. c. Yes, yesterday. d. I met him.



20. I've had a headache all day.
a. Poor you! I hate headaches. b. That's fantastic. c. Congratulations d. Thank you
21. The statement 'Can you please take me to the lathe?' can be used for
a. making request b. sharing information c. none d. giving opinion
22. The statement 'Do you know about the seminar?' can be used for
a. none b. sharing information c. making enquiry d. giving opinion
23. The statement 'I think this job is very easy' can be used for
a. making request b. none c. making enquiry d. giving opinion
24. The statement 'Is this the way to the library?' can be used for
a. none b. sharing information c. making enquiry d. giving opinion
25. The statement 'I feel we need to help him' can be used for
a. making request b. none c. making enquiry d. giving opinion
26. The statement 'Are you going to the workshop?' can be used for
a. making request b. none c. making enquiry d. giving opinion
27. The statement 'Please help me finish this' can be used for
a. making request b. none c. making enquiry d. giving opinion
28. The statement 'May I know your mobile number please?' can be used for
a. making request b. none c. making enquiry d. giving opinion
29. The statement 'This is the schedule for tomorrow's conference' can be used for
a. making request b. sharing information c. none d. giving opinion
30. The statement 'I feel you shouldn't have spoken so harshly' can be used for
a. making request b. none c. making enquiry d. giving opinion

19. Formal and Informal Communication



At the end of this lesson, you shall be able to:

- identify what communication is
- identify the types of communication
- recognize and use relevant expressions to communicate.



Communication is exchange of information from one person to another. People who are involved in the process of communication are called the sender and the receiver.

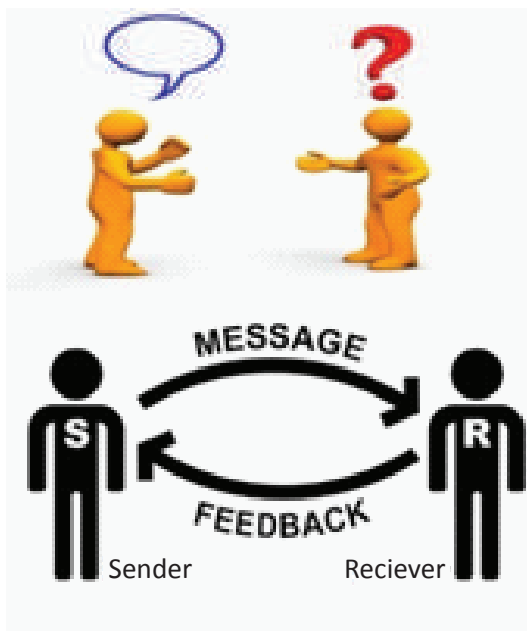
Communication becomes complete when the information is being understood by both. The information may be in the form of speaking, writing or other mediums like image, gestures or videos. We communicate depending on the place or situation or the relation we share with the other person.



What I already **K**now

What I **W**ant to find out








What I **L**earned

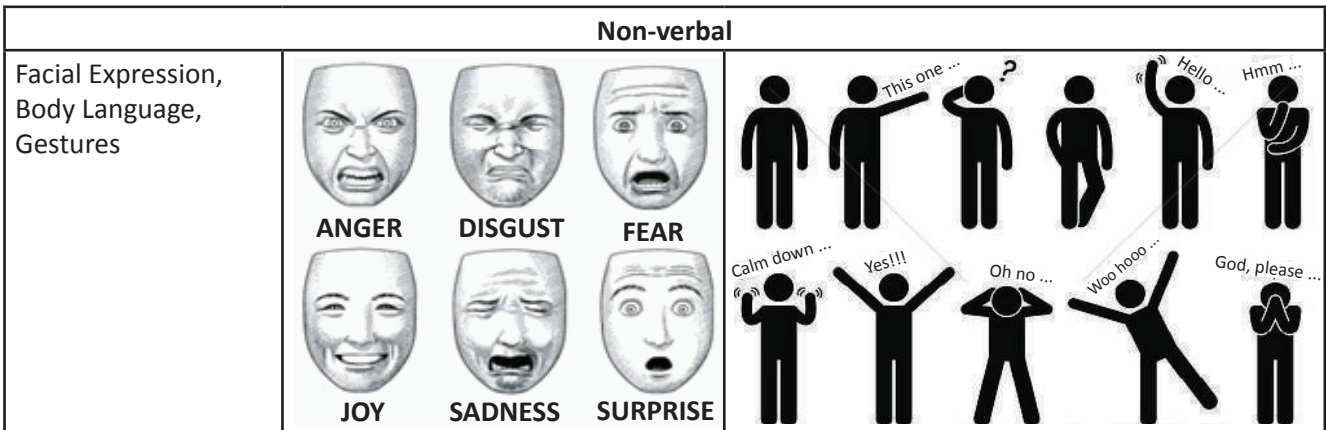




Based on the style and purpose, communication is of two types.

- Formal communication: It is also called official communication. It can be both written as well as oral. It can be verbal or non-verbal.
- Informal Communication: Communication between individuals or groups which is not official. It can be verbal or non-verbal.

Verbal – Written/Oral		
Talking to your friends, family or work colleagues on the phone about personal matters.		Hi Jenny! I am going out for shopping this weekend.
Talking around the dinner table with family/friends.		Don't spill the food, Priya!
Sending a friendly email to friends or colleagues.		<p>New Message</p> <p>seema123@yahoo.com</p> <p>Subject</p> <p>Dear Seema, Hope this mail finds you in the best of your health. I had a wonderful time at your home in Kerala last week. I wanted to thank you for showing me around. Thanks to your mother for cooking yummy food for me. This was the best vacation i have over had:-) Please do plan to visit us in Hyderabad next vacation. Would be glad to return the favour. Keep in touch. Regards to uncle and aunty.</p> <p>Love Raji</p> <p>Send</p>
Chatting casually with people.		This coffee is too good.
Waving to friends as you walk by them.		Bye! See you tomorrow.
Patting someone on the back to show that you support them.		That was a good presentation, Mr. Vikram.
Sending wishes/ congratulating on achievements.		My best wishes for your future endeavours!



1. Read the three options provided for each question and decide which option is suitable to use as a response in formal written communication. Write your answer in the space provided.

	Answer
a. Addressing your boss in an email. i. Dear Manickam ii. Hey, Manickam iii. Dear Sir	
b. Introducing oneself i. This is with regard to ... ii. This is with reference to ... iii. I want to tell you that ...	
c. Closing the letter/email i. Lots of love ii. Warm regards iii. Many thanks	
d. Thanking someone. i. Thanks a million for that. ii. Many thanks for that. iii. Thank you very much for that.	
e. Saying sorry for your mistake. i. I'm sorry about that. ii. I wish to apologize for that. iii. I sincerely apologize for that.	

2. Sort the following formal and informal expressions. Write formal / informal in the space provided.

Verbal Communication	Formal	Informal
What's up?		
Thank you, sir!		
With reference to your email, ...		
I wish to bring to your kind notice ...		
Listen, I wanted to tell you something.		
You are requested to complete the given assignment by Monday.		
No problem.		
I look forward to ...		
Guess what?		
Let me congratulate you on ...		



Look at the following non-verbal methods of informal communication.

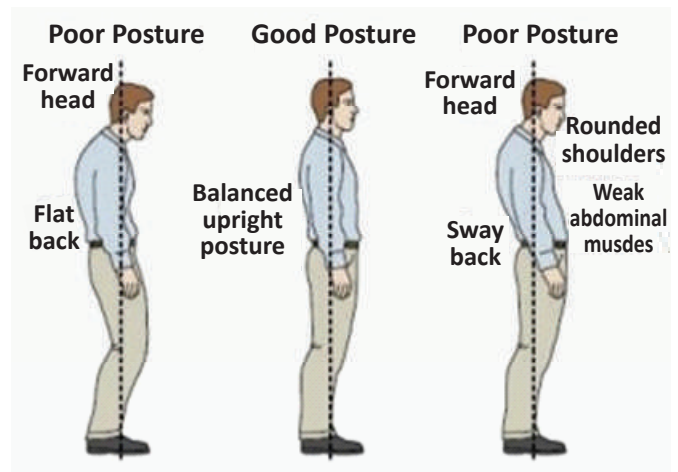
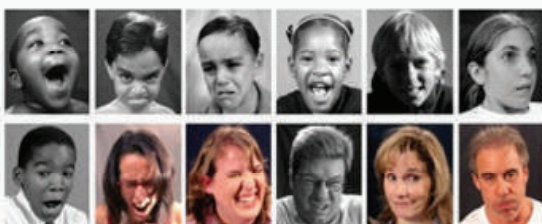


Gesture is non-verbal communication in which visible body actions communicate a particular message. Gestures include movement of the hands, face or other parts of the body.



Facial Expressions

The human face is extremely **expressive**, able to express countless emotions without saying a word. And unlike some forms of non-verbal communication, facial expressions are universal. The facial expressions for happiness, sadness, anger surprise, fear and disgust are the same across cultures.





3. Identify the facial expression of each emoticon and match them with the appropriate word in the second column.

	worried
	Happy
	sleepy
	Angry
	Scared
	Wink

	Thinking
	Crying
	unwell
	Confused
	sleepy
	exhausted


4. Look at the following pictures. Try to sort them into formal and informal communication. Write your responses in the space provided.





5. Look at the expressions used for writing a formal letter.


Phrases for Writing a Formal Letter


Dear Sir/Madam, Dear Mr/Mrs (surname)


 **Beginnings**
 With reference to our telephone conversation yesterday (about)
 Thank you for your email regarding
 I am writing on behalf of
 I am writing to draw your attention to

 **Making a request**
 I would appreciate if you could
 I would be most grateful if you would
 Would you be so kind and
 I was wondering if you could

 **Apologising**
 We apologise for any inconvenience caused
 Please accept our sincere apologies

 **Complaining**
 I am writing to express my dissatisfaction with
 I find it most unsatisfactory that
 I'd like to complain about

 **Endings**
 I look forward to hearing from you
 If you require any further information, please don't hesitate to contact me
 Please feel free to contact me if you have further questions

 **Signing off**
 Yours sincerely (Dear + name)
 Yours faithfully (Dear Sir/Madam)

6. Choose the appropriate expressions and write a letter applying for apprenticeship in BHEL, Ranipet.

From

To

Dear Sir/Madam,



Complete the What I learned column in the KWL chart.



- Communication can be verbal or non-verbal.
- The purpose of communication determines whether communication should be formal or informal.
- Formal communication follows a prescribed format. There is no format for informal communication. It is more spontaneous.



Make a list of words that are used in informal communication, but cannot be used for formal communication.

<https://in.video.search.yahoo.com/yhs/search?fr=yhs-trp-001&hsimp=yhs-001&hspar=trp&p=formal+and+informal+communication+youtube#id=2&vid=ab6234d3a834635b78d405e4d89ce4cb&action=click>

20. Speak and Share Information about Workplace



At the end of this lesson, you shall be able to:

- recognize words related to jobs
- describe jobs and workplace environment
- provide specific information about workplace.



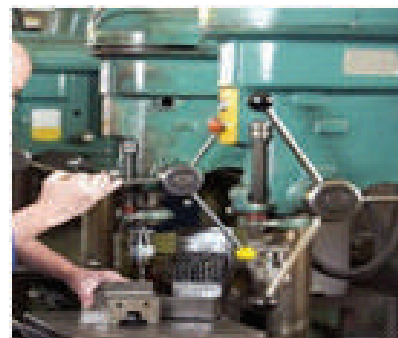
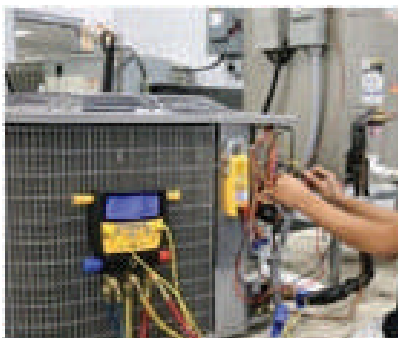
A workplace is a location where people do their jobs. A worker has to speak and share information to his/her supervisor/manager/subordinate. He/she has to describe the job and details about workplace to customers too. It is essential to speak clearly and politely about workplace with others.



What I already Know

What I Want to find out

What I Learned





1. Match the description in Column A with the suitable words in column B & C. The first one is done for you.

Sl.No.	A Job Description	B Who?	C Where?
a.	Install, maintain, and repair electrical wiring, equipment, and fixtures. May install or service street lights, intercom systems, or electrical control systems.	Fitter	Electrical unit/ workshop
b.	Format typescript and graphic elements using computer software to produce publication-ready material. Operate desktop publishing software and equipment to design layout.	Electrician	Machine workshop
c.	Cut or drill holes in walls or floors to accommodate the passage of pipes. Measure, cut, thread and assemble new pipe, placing the assembled pipe in hangers or other supports.	Customer Representative	Buildings/plumbing unit
d.	Workers align parts, use jack, turnbuckles, wedges, drift pins, pry bars, hammer, move parts into position, manually or using crane.	Desktop Publisher	Front Office
e.	Interact with customers in order to provide information about products and services, to take orders or cancel accounts, or to obtain details of complaints. Understand people with different cultural backgrounds.	Plumber	DTP Centre

2. Using the job description given in activity 1, complete the dialogue given.

You	You friend
Which job do you think is difficult?	Please wait. Let me read the job descriptions given.
OK	I think the job of a plumber is difficult.
Why Plumber!	A plumber has to _____ _____ _____.
He has helpers to work with him.	Right, but if anything goes wrong, it is not easy to find the fault and the job has to start all over again.
Yes. A plumber needs good skills and some patience too!	Certainly! Now tell me which job you think is _____.
I will say the job of _____.	Is a Customer Representative job that difficult?
_____.	Tell me how.
A Customer Representative has to _____ _____ _____.	_____
He has to listen carefully and understand _____ _____.	Yes, one has to be customer friendly. A customer may speak different _____, and may come from _____ places



3. Using the job description table given in activity 1, discuss any two jobs performed by people at their workplace with your friend.

You	You friend
Which job do you think is difficult?	I think the job of a plumber is difficult.
Why _____!	A _____ has to _____ _____ _____.
_____	_____
Yes. A _____ needs good skills _____.	Certainly! Now tell me which job you think is _____.
I will say the job of _____.	_____ _____
_____.	_____
A _____ has to _____ _____ _____ _____	_____ _____ _____ _____

4. Practice role play with your friend.

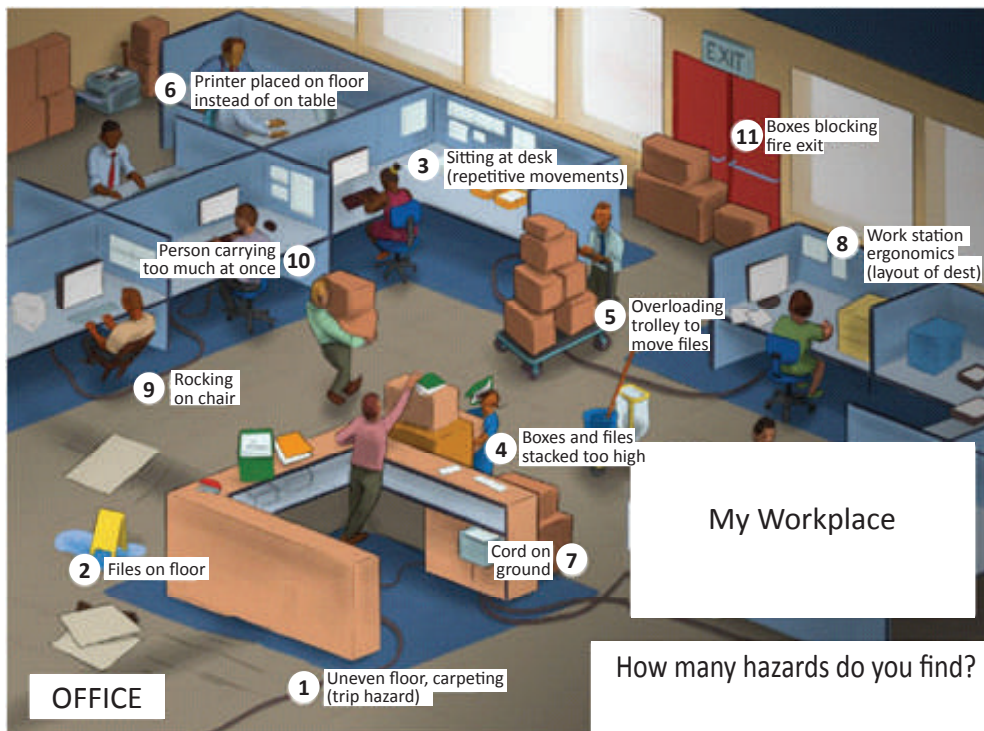
You	Your friend
What do you do?	I am a desktop publisher at ABC software solutions.
Where is your office located?	It is at Kumaran Nagar, Chennai. It is on the third floor in a building.
How do you commute to your workplace?	I go by train.
Tell me about the nature of your job.	I enter data and process information using computers.
Fine. How do you process information?	I compile, codify, categorize, and verify information or data.
What else do you do?	I also proof-read documents and correct the errors.
How do you interact with your customers?	We connect with our customers through email or phone. My office is customer-friendly. We also meet them in person.
Oh I see. Do you do graphic designing and editing?	Of course. We edit graphics using pixel or bitmap editing.
Can you give me your office contact information?	Yes. Here it is.
Thanks!	It's my pleasure.



5. Complete the dialogue and practise role play with your friend.

You	Your friend
What do you do?	I am a _____ at _____.
Where is your office located?	It is at _____ _____
How do you commute to your workplace?	_____ _____
Tell me about the nature of your job.	I _____ _____ _____
Fine. How do you _____?	I _____ _____ _____
What else do you do?	I _____ _____ _____
How do you interact with your customers?	I contact my customers through _____ _____ _____
Oh I see. Can you _____? _____?	Of course.
Can you give me your office contact information?	_____ _____
Thanks!	_____ _____

6. Provide information about the workplace given in the chart and practise role play.





Supervisor	Worker
I have received complaints about our workplace safety. Please check them immediately and share the details with me.	Madam, I have already checked our office.
Ok, tell me about it.	There are many hazards like _____ _____ _____ _____ _____ _____
What about the workers in the office?	Some have poor work habits which may affect their health. An awareness programme on occupational hazards can be conducted.
Any other _____?	There is no fire alarm in the office.
Oh! _____ will be installed soon.	Thanks

7. Complete the telephone conversation with the customer and practise role play.

Customer	Customer Representative
Hello!	Hello! This is AB Car customer service.
I am _____.	I'm _____, how can I help you sir?
I want to know whether my _____ is ready for use.	Give me your car details please.
It's a _____ PB 7767.	Just a minute sir. Let me check.
Ok.	It's _____ for delivery.
Fine. Can I collect it by 7 p.m today?	_____ sir. Our office _____ by 6 p.m. If you confirm the address, we will deliver it ourselves before 6.
That's fine. Please deliver it to my address.	Sure _____.
What is your work timings?	We provide service from _____ a.m. to _____ p.m. only sir.
Ok. Thanks.	_____.
	Goodbye sir.

8. Complete the dialogue.

Hi _____	Hi _____, How are you?
Fine, _____?	Fine. What do you do?
I work in a clothing company.	Oh fine! Tell me about your workplace.
Well. It's a small scale company with 50 people working in it. There is a godown attached to it.	Ok. What are you there?
I work as _____.	Fine.
I do _____ _____.	Is it an ISO certified company?
Yes, _____	How many hours do you work?
I work for _____	Fine.

9. Using the picture clues, speak to your friend about the facilities available in the workplace.

Day care centre



Cafeteria



Gym



Library



Health centre



You	Your Friend
Where do you work?	I work in _____.
Tell me about your office.	It is _____ _____
Fine. What are the facilities available?	_____ _____
That's good.	We also have _____ _____
That's fine. I wish to work in such a place.	If you are interested, you can apply for the post of AC Mechanic as there is a vacancy.
Yes, I would like to.	You can send your _____ to the HR.
Can you _____ it please?	_____
_____	_____
_____	_____



Complete the What I learned column in the KWL chart.



- One must be aware of workplace information in order to deal with one's peers, superiors and subordinates.
- Usage of apt information and expressions are essential for success in the workplace.
- Talking politely helps to maintain good environment at workplace.



Listen to the video and explore different ideas about workplace experience.

<https://www.khanacademy.org/college-careers-more/career-content/manage-people-and-processes/business-office-manager/v/jay-business-office-manager-how-i-got-my-job-and-where-im-going>

<https://www.youtube.com/watch?v=OayCm263kIM>

21. Discussions on Current Happenings



At the end of this lesson, you shall be able to:

- express thoughts, views and opinions
- ask clarifications, agree/disagree with others
- use expressions to initiate and engage in discussions.



Discussion is an activity in which participants talk about a specific subject. It requires all participants to share their ideas, thoughts and opinions. It helps to understand how ideas/thoughts are organized and expressed with clarity.



What I already **K**now

What I **W**ant to find out

What I **L**earned



a. Common expressions/phrases used in discussions.

Initiating Discussion	Asking for Opinion/Explanation/Clarification	Ending Discussion
Let's talk about ...	Can you tell me ...?	Let's conclude ...
Let's discuss ...	What do you think about/of ...?	Let's finish ...
Shall we discuss ...?	What's your opinion about ...?	In conclusion ...
Did you read/hear about ...?	Do you think/feel ...?	To sum up ...
Let's begin ...	How do you feel about ...?	To conclude ...
Let's start ...	May I ask you ...?	
	Tell me about ...	
	Please explain/clarify ...	

Personal Point of View

- In my experience ...
- As far as I'm concerned ...
- In my opinion ...
- Personally, I think ...
- I'd say that ...
- I'd like to point out that ...
- I believe that ...

Agreeing with an opinion

- Of course.
- You're absolutely right.
- Yes, I agree.
- I think so too.
- That's a good point.
- Exactly.
- That's true.
- Neither do I.
- I couldn't agree more.

General Point of View

- It is thought that ...
- Some people say that ...
- It is considered ...
- It is generally accepted that ...

Disagreeing with an opinion

- Yes, but ...
- I'm sorry to disagree with you, but ...
- That's not entirely true.
- On the contrary ...
- I'm not so sure about that.

b. A few practical hints to help you do discussions.

In a discussion ...

- maintain eye contact while speaking
- speak clearly and sensibly
- allow others to speak
- listen to others carefully
- make sure to bring the discussion on track
- have positive attitude
- be polite.



Ganesh	Peppin	Aiysha
Let's talk about the career opportunities for ITI trainees.	I think there are many.	Is it?
I hope so.	There are very good opportunities for ITI trades.	I disagree with you.
There was a mention of 3000 vacancies for ITI trainees in public sector companies.	There are opportunities in foreign countries too.	Really?
It is generally considered that ITI courses are not competitive, but it is not so.	There is a shortage of skilled craftsmen all over the world.	Do you mean there's a need for people who fix things and provide services?
Definitely!	For example, trades like fitters have more opportunities in international oil and gas factories.	I agree, but many do not know how to apply for these jobs.



A	B
What do you see in the first picture?	She maintains a good eye contact. It is an essential skill required in discussions.
Don't you think it's a negative attitude?	Definitely! We should avoid such behaviour in discussions.
What do you see in the second picture?	You may lose the track of discussion. You will not be able to speak sensibly.
How do you say that she's listening?	I think in the first picture, friends walk off because they are unhappy or have disagreed on something.
Correct, but if you don't listen ...?	The second one is positive. The lady listens carefully to the speaker.
Exactly! What about the next picture?	Yes, it will. They should sort out their differences to have a healthy discussion.
Won't impolite behaviour affect discussions?	The third one looks like an argument. Their body language seems to be aggressive.

3. Read the following text on MUDRA Loan and fill in the blanks. Role play the same with your friends.

MUDRA LOAN
<ul style="list-style-type: none"> • Mudra loan is provided by the Micro Units Development & Refinance Agency Ltd., under the Pradhan Mantri MUDRA Yojana scheme. • This loan is particularly for non-farming and non-corporate micro and small enterprises. • The enterprises can avail loans up to Rs.10 Lakh under this scheme. • The scheme was launched by the Prime Minister in 2015.

A	B	C
Do you know about MUDRA loan?	Yes, I have heard of it.	No, I _____. Tell me what it is.
It is a loan provided by _____.	It comes under the _____ scheme.	Who can apply for it?
Non-farming and _____ enterprises can apply.	Oh, I see.	Fine. How much amount one can get?
Up to Rs _____.	Oh, that's great.	This will be helpful for micro and small _____.
Do you know when it was launched?	I think it was in _____.	A good initiative.



4. Read the following passage on Hydraulics and Pneumatics. Imagine that you are Rakesh. Complete the given sentences and use the same to discuss the topic with your friend, John.

Issues	Hydraulics	Pneumatics
Power	Hydraulic tools are powerful, because they use pressurized liquid (oil).	Pneumatic tools cannot deliver the same power, because they use pressurized air.
Maintenance	Very little maintenance is required, as the internal parts are always bathed in oil.	More maintenance is required as it includes draining moisture from air tanks and constantly keeping tools oiled.
Noise	They are quiet.	They are accompanied by loud compressors.
Temperature	It will operate in sub-zero temperatures. It will not freeze up.	Due to moisture in the air, they can freeze up.
Cost	They are about twice the cost of pneumatic tools.	Pneumatic tools are cheaper and easier to build.

John	Rakesh
I am planning to buy a Pneumatic water pump for my house. What is your _____?	In my opinion, Hydraulic pumps are better than _____.
How do you say that?	Hydraulics is more powerful because _____.
Yes, but doesn't it need a tank to store the liquid/oil?	Of course, but comparatively it has more advantages.
Oh I see!	It requires very little _____.
That's a good point to be considered.	In terms of noise, _____ _____.
That's good.	Another advantage is that it will operate in _ _____ _____.
But I think Hydraulic pumps are very costly.	Yes, they are. But it's only the initial cost. The running cost is very less compared to Pneumatic pumps.
Really! Now I agree. _____. Thanks for the _____.	So, have you changed your mind?
Yes, _____.	It's a better option.



5. You have already applied for the apprenticeship program. Your friend also wants to apply for the same. Complete the conversation and role play the same with a partner.

A	B
I'm interested in applying for _____. Do you have any idea?	I have already _____.
Where do you find the application form?	Go to _____ website. Click the link _____.
Ok. Can you tell me _____?	Sure. You need to fill: 1. contact details. 2. _____. 3. _____. 4. _____. 5. _____. Then click Submit to complete the process.
Thanks a lot for _____.	_____.

The screenshot shows the registration form for the Ministry of Skill Development And Entrepreneurship. The form is divided into several sections: Contact Details, Qualification Details, Technical Qualification (Please fill if applicable), Trade Preference, and a final section for passport photo upload, captcha, and declaration. The Contact Details section includes fields for Address, State, District, Pincode, Contact No., and Email ID. The Qualification Details section includes Academic Qualification and an Attach Document button. The Technical Qualification section includes Name of Institute, Name of Trade/Course, Course Start Date, and Course End Date. The Trade Preference section includes a list of sectors and a list of trades, with checkboxes to select preferences. The final section includes an Upload Your Passport Size Photograph button, an Enter Captcha Image field with a captcha image showing '60435', and a Declaration checkbox.

Note: www.apprenticeship.gov.in is the official website to apply for the apprenticeship training.



- 6. Initiate a discussion with your friends highlighting the benefits of overseas internship. You may use the details given in the passage. Use the frames given below.**

Overseas Internship

India is one of the youngest nations in the world with nearly 65% of its population in the working age group of 15-64 years and more than 54% of its total population below 25 years of age. India needs to equip its workforce with employable skills and knowledge so that they can contribute to the economic growth of the country. The Ministry of Skill Development and Entrepreneurship has engaged actively with several countries with the purpose of technology transfer in skill training, training of trainers, setting up of model and centres of excellence. In this respect, Technical Intern Training Program (TITP) offers training to the workers for a specific period of 3-5 years in Japan's industrial society. It also promotes international collaboration through the transfer of skills, technology and knowledge among the participating countries. This will contribute towards human resource development.

Do you know about _____?

I think _____.

It is considered that _____.

In my opinion, _____.

TITP offers _____.

It promotes _____.

It contributes _____.

- 7. Your friend has invented a camera equipment to diagnose plumbing issues in sewer lines. Using the information given below, tell him about NSDA's Innovation Cell and ask him to submit his idea to the Agency. You may use the ideas given.**

NSDA invites innovative ideas/concepts.
 Innovators may send proposals.
 Appointed committee reviews the proposals.
 Shortlisted proposals are invited for presentations.
 Selected ideas are implemented.

Innovation Cell

The National Skill Development Agency (NSDA), invites innovative ideas, concepts and practices on skill development. A committee has been set up to review all such innovations and to facilitate their application on a wider scale. All the innovators who wish to bring their ideas and practices may send their proposals and presentation to the National Skill Development Agency via email to innovations@nsda.net.in. Shortlisted proposals will be invited to make presentation before the Committee which will meet every month on the third Wednesday of the month at 11 a.m. in the NSDA office. Selected innovative practices will be facilitated and propagated for wider application. For more details, visit <http://www.nsda.gov.in/>

- 8. Read the passage and in group discuss the various career options you may have if you are skilled in CAD.**

Computer Assisted Design (CAD)

CAD is a process of creating a technical diagram with the use of computer software. It is an important technology in the field of drafting and design. It has the benefits of lower product development costs and a shortened design cycle. The ability to create diagrams and illustrations with computer software is a useful skill that can lead to a variety of jobs.



CAD

Electrical drafters

They create diagrams that lay out wiring setups. These diagrams are used by professionals who repair and install electrical equipment and wiring.

Mechanical drafters

They prepare detailed assembly drafts for use with mechanical devices and machines. These drawings include methods of fastening, dimensions and other specifications.

Aeronautical drafters

They create plans and drawings that detail engineering specifications for use in the manufacturing of airplanes and missiles.

Architectural drafters

They draw features of buildings, both structural and architectural, used in construction jobs. Diagrams may include materials needed to complete the job for both commercial and residential buildings.

Civil drafters

They create topography and relief maps for use in civil engineering projects. These projects include bridges, water and sewage systems, highways and flood control setups.



Complete the What I learned column in the KWL chart.



- Discussion helps in generating ideas about a topic.
- It helps to listen actively, think clearly and respond meaningfully.
- Discussing a topic becomes easier when common expressions/phrases are used.



Visit <https://www.youtube.com/watch?v=nAGvLAoqmUk>. Listen to the video on NSQF and discuss the role of NSQF in skill development with friends.

22. Telephone Skills







At the end of this lesson, you shall be able to:

- identify phrases related to the use of telephones
- recognize the three phases of a telephone call
- role play and practise making telephone calls.



Basics of Telephone Call

Let us try and learn the different situations that might arise during a call.

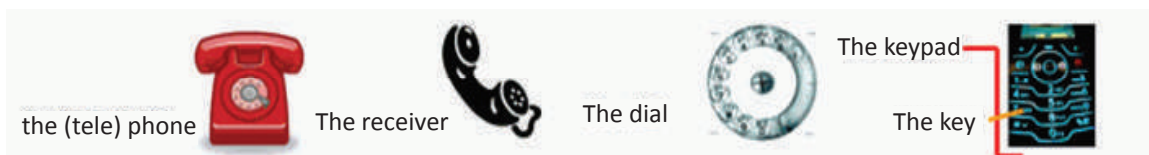
<p>Caller – person who makes a call</p> 	<p>On hold – phone is kept in waiting with a purpose</p> 	<p>Engaged/busy – person you are trying to call is speaking to someone else</p> 
<p>Receiver – person who receives a call</p> 	<p>Hang up – end a telephone call</p> 	<p>Hang up – end a telephone call</p> 



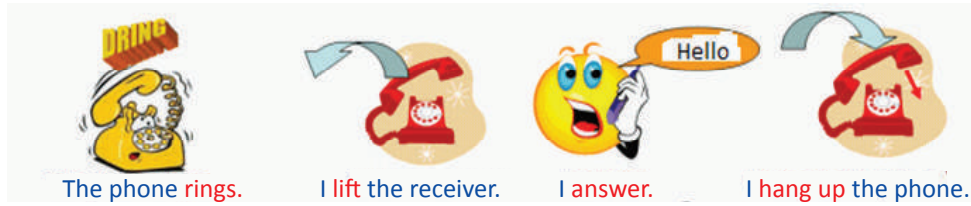
What I already Know	What I Want to find out	What I Learned



a. Parts of the phone






b. Receiving a call



c. Making a call



d. Receiving a call involves greeting the caller and finding out the purpose of the call.

Answering the telephone	
	<p>Pick the phone in three rings. Greet the caller "hello, Good Morning". Speak clearly. Answer by mentioning who you are. Listen actively. Keep a pen and paper handy.</p>
Taking a call	
	<p>How can I help you? May I know where you are calling from? May I know your name please? Note down the information.</p>
	<p>Thank the caller for calling. Say goodbye.</p>






e. Three phases of telephone call

Phases	Step	What you should do	Example
Beginning	1	Greet the person.	Good morning Sir/Madam.
	2	Introduce yourself.	I am Rahim from ITI, Guindy. I am trainee in the electrician trade.
Middle	3	Say why you are calling.	I am calling to find out if I may come for internship.
	4	Discuss what should be done.	If there is a chance, please let me know. My contact number is 9999922222.
End	5	Thank the person.	Thank you Sir/Madam. Have a nice day.
	6	Say goodbye.	Goodbye, Sir/Madam.

Speak politely. Use short sentences. Address the person using "Sir/Madam" in formal situations.







1. Read the following statements and write your responses in one or more words in the blanks. The clue to the responses is in the pictures given. The first one is done for you.

When you have to pass on a message to someone immediately, what do you do?		Tell (speak) the message to him/her.
What will you do if the person is far away?		Tell the message over the _____ (caller, receiver, telephone)
The person who makes the call is called _____		(caller, receiver, telephone)
The person who receives the call is called _____		(caller, receiver, telephone)
Trainees can contact the ITI over the _____		(caller, receiver, telephone)

2. Identify the appropriate word from the given words and match them. The pictures given may help you identify the meanings. You may get the help of your instructor, if necessary.

on hold, dial, disconnect, engaged

			
Press the numbers on the phone to call someone.	End a phone call.	Caller waits for information while on the phone.	The phone number that was called is busy.




3. Read the following expressions from telephone conversations. Try to break them into different parts like "greetings, identifying self and purpose of the call". Fill them in the appropriate box. The first one is done for you.

- Hello! My name is Ramesh. I would like to speak to Anju, please.
- Good afternoon! This is Shanthi. May I speak to Arti?
- Hi! I'm Ajith. Is Anu at home?
- Hello! My name is Rajesh and I'm calling from HSBC. I would like to speak to Mr. Chetan from the marketing division.
- Good morning! I am calling from Harsha Trading Company. Could you connect me to your accountant?
- Good evening! Rakesh Sharma here. I would like to speak to Ms. Rekha.






Sl. No.	Greeting	Identifying Self	Purpose of Call
1.	Hello!	My name is Ramesh.	I would like to speak to Anju, please.
2.			
3.			
4.			
5.			
6.			

4. The pipe in your kitchen is leaking. Call the plumber. Tell him what needs to be done.

Step	What you should do	
1	Greet the person.	
2	Introduce yourself.	
3	Say why you are calling.	
4	Discuss what should be done.	
5	Thank the person.	
6	Say goodbye.	

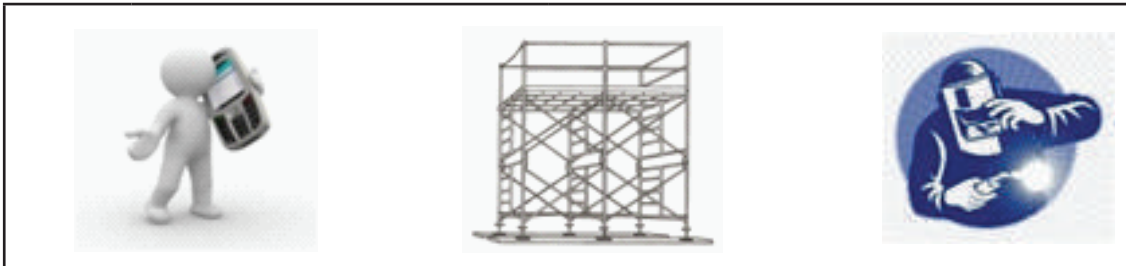
5. There is no electricity supply in your ITI workshop. Call the electricity board. There is electricity in the buildings near the ITI. Tell them what needs to be done.

Step	What you should do	
1	Greet the person.	
2	Introduce yourself.	
3	Say why you are calling.	
4	Discuss what should be done.	
5	Thank the person.	
6	Say goodbye.	



6. Your construction site needs to erect scaffolds for working at heights. Call the empaneled fabrication company. Tell them that you need scaffolds installed. Give them the site location.



Step	What you should do	
1	Greet the person.	
2	Introduce yourself.	
3	Say why you are calling.	
4	Discuss what should be done.	
5	Thank the person.	
6	Say goodbye.	

7. Your garment unit makes reflective jackets. The reflective jackets are ready. They need to be packed and sent to the distributor in Lucknow. Call the cargo company. Tell them what needs to be done.



Step	What you should do	
1	Greet the person.	
2	Introduce yourself.	
3	Say why you are calling.	
4	Discuss what should be done.	
5	Thank the person.	
6	Say goodbye.	

8. Your instructor has called you over the phone. You do not have his/her number. Tick the correct manner to answer the call from the given options. The first one is done for you.

1	Answer the call in the first ring.	✓
2	Answer the call after ten rings.	
3	Greet by saying "Hi, how are you?"	
4	Tell the caller your name.	
5	Speak while the caller is saying something without listening.	
6	Speak very fast and make noises.	
7	Be ready to note down what the caller has to say.	
8	Ask politely what the caller has to say.	
9	May I know your name please?	



10	Who is this?	
11	What do you want?	
12	May I know what the matter is?	
13	Call me later. I am watching a movie.	
14	It is a holiday. Give me the details on Monday.	
15	How did you get my number?	

9. When you make a call and introduce yourself, which of the following should you do? Tick always, sometimes or never as applicable.

Dos for Caller	Always	Sometimes	Never
Give your name.			
Greet.			
Give your telephone number.			
Say why you are calling.			
Give your address.			
Give the name of your company.			
Explain your relationship to the person you are calling.			

10. Which of these ways would you use to answer the phone at work? Tick the appropriate column.

Answer with 'Hello'.	
Answer with your number.	
Answer with your name.	
Answer with the name of your company.	
Answer with the name of your department.	



Complete the What I learned column in the KWL chart.



- Telephone calls have three phases: beginning, middle and end.
- Making a call involves greeting, introducing oneself, describing the purpose of the call, discussion and thanking before ending the call.
- Some common telephone call expressions include “to hang up”, “to hold”, “line busy”, “line engaged”, “dialling” and “disconnect”.



Make a list of situations in which you will use the telephone to communicate.

<https://www.youtube.com/watch?v=6tfFRD0enV0>

23. Telephone Skills – Role Plays



At the end of this lesson, you shall be able to:

- identify expressions to make calls politely
- practise to role play telephone conversations in given real-life situations
- note down messages left by the caller to be passed on.



Courtesy in Telephone Communication



Courtesy is an important aspect of telephone communication. Courtesy is the politeness, concern and respect shown to the person spoken to. Expressions that show respect and being sensitive to gender are important.



What I already Know	What I Want to find out	What I Learned





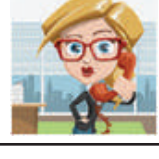



a. Unacceptable and acceptable expressions

 Unacceptable expressions	 Acceptable expressions
'You will have to wait.'	'Thank you, I'll check, or I'll see.'
'Yeah.'	'Yes Madam/Sir.'
'I do not know.'	'One moment please, I'll find out.'
'No, we can't.'	'Yes, you may.'



b. Expressions to use

When requesting for something on the phone, use polite expressions like “may” or “could”.	Could you please give me your number?	
	May I take your number?	
When someone is not available, inform the caller politely. Request for a message. Note down the message.	I am sorry. Mr Richard is not available. Shall I take a message?	
	Would you like to leave a message? Mr Richard is not in office now.	
Ask for clarifications, when you are not sure about what they are saying.	Could you repeat that, please?	
	Could you speak a little more slowly, please?	
If you cannot hear very well, you need to ask them to be louder very politely.	Could you please speak a bit louder?	
	Would you mind increasing the volume of your voice, please?	
Be polite when you ask them to wait.	Could you wait for a moment please?	
	Hold the line for a moment please.	
When giving negative information, be polite.	I am afraid, Mr Ramesh has left office.	
	I am sorry. Mr Ramesh is on leave.	



1. Match the following with the correct expressions to be used.

Sl. No.	Situations	Expressions	Answers
a.	You are not able to hear properly.	Just a moment please. Let me get ready to take notes.	
b.	The person the caller wants is not available.	I am afraid that the person you want is in a meeting now.	
c.	You want to take a pen and paper to note down the message.	Could you please tell me your name and where you are calling from?	
d.	You want to note down the details of the caller.	Would you like to leave a message?	
e.	You have not understood what the caller is saying.	I am, sorry. He/She is not available now.	
f.	You want to know if the caller wants to leave a message.	Would you mind speaking louder?	
g.	The person the caller wants is in a meeting.	Could you repeat what you just said, please?	



2. You are answering a call. Note the situations and expressions given in the following table. What will you tell the caller in the following situations? Identify the correct expressions. Write the expressions in the space provided. You may use an expression more than once.

a.	The person is on another call.	
b.	The person is on leave.	
c.	The person is busy at the moment.	
d.	The person is not in his seat.	
e.	The person is in a meeting and will be free at 4.	
f.	The person is available.	

I'm afraid he/ she is busy at the moment.
 I'm afraid he/ she is away/ not in at the moment/ in a meeting.
 I'm sorry he/ she is not available.
 I'll put you through. Hold the line, please.

3. Fill in the blanks with the correct expressions to be used while answering telephone calls. You may use the words/phrases given: (transfer, hold, louder, section, who, hold, may, calling).



Don't Say	Say
Hang on ...	May I put you on -----?
Hold on ...	----- I put your call on -----?
Who is calling?	May I know ----- is -----?
I can't hear you.	Could you speak -----? I am unable to hear you.
I can't help you.	I need to ----- your call to the ----- so that they can answer your question, May I do so?

4. Read the following details about Manish and Rinki. Choose a partner. One of you play the role of Manish. Let the second person play the role of Rinki. Role play the telephone conversation.

Rinki is a COPA trainee. She wants to apply for internship in ABC manufacturing company. She calls Manish, the recruiting officer.		Manish is the recruiting officer in ABC manufacturing company. He is receiving a call from Rinki. Rinki wants to do internship training in ABC manufacturing company.	
Hello, am I talking to Mr Manish?		Hello, yes this is Manish speaking.	
I am Rinki, COPA trainee from ITI, Suratkal.		Nice to know. May I know what I can do for you?	
I wish to apply for internship in your company.		I am sorry. We are currently not enrolling candidates for internships.	
Could you tell when I may approach you again?		Sure. Please make a note of it.	
Just a moment please. Let me take a pen and paper to note down.		Our normal internships offer are from January to March every year.	
Thank you for the information. May I know the process for application?		Sure. You need to apply through your ITI. The application should reach the company by December.	
Thank you, Mr Manish. I shall apply through my ITI in December. Good bye.		You are welcome. Good bye.	



5. Read the following details about Shorab and Mathew. Choose a partner. One of you play the role of Shorab. Let the second person play the role of Mathew. Role play the telephone conversation.

<p>Shorab is a welder trainee. He wants to apply for apprenticeship training. He calls Mathew his instructor for advice.</p> 	<p>Mathew is a retired ITI instructor. He has been helping trainees for apprenticeship training. Shorab, an ITI trainee calls him seeking advice.</p> 
Hello, am I talking to Mr Mathew?	Hello, yes this is Mathew speaking.
I am Shorab, trainee in welder trade from ITI, Trichy.	Nice to know. May I know how I can help you?
I wish to apply for apprenticeship training. Could you guide me, please?	That's good. Where did you complete your trade training?
I completed my training from ITI, Trichy.	Okay. Have you approached BHEL which is near your ITI?
No, sir. Could you please tell me what I need to do?	Sure. Please make a note of the following steps.
Just a moment please. Let me take a pen and paper to note down.	Register in the government of India apprenticeship portal. Choose BHEL Trichy under Establishment menu.
It is enough if I register and choose BHEL, Trichy?	No. That is the first step. You need to apply online in the BHEL online portal after registering in the government portal.
Okay, sir. Is that all?	No. You must take a printout of the online application. It must be submitted during verification.
Thank you, sir. Could you tell me if there any other way to apply?	Yes. BHEL notifies the employment exchange to publicize the information.
Could you tell me if it is open to all candidates across the country?	Preference is for candidates who can speak Tamil.
Thank you, sir for the valuable information and guidance. Goodbye.	Best wishes and Goodbye.

6. Read the following details about Anne and Sindhu. Choose a partner. One of you play the role of Anne. Let the second person play the role of Sindhu. Role play the telephone conversation.

<p>Anu is a secretarial practice trainee. She wants to know job opportunities. She calls Sindhu, a career counsellor for advice.</p>	<p>Sindhu is a career counsellor. She has been helping candidates identify job opportunities. Anu, a secretarial practice ITI trainee calls her seeking advice.</p>
Hello, am I talking to Ms Sindhu?	Hello, yes this is Sindhu speaking.
I am Anu, secretarial practice trainee from Government ITI for Women, Firozpur.	Nice to know. May I know how I can help you?
I wish to know the job opportunities for me. Could you guide me, please?	Do you know what the job role expects from you?
I am expected to maintain files and handle human resources efficiently.	You are right. You also need to have the ability to plan and coordinate functions in the office.
Okay, I got it. Could you please tell me the kind of jobs that I may apply for?	Sure. Please make a note of it.
Just a moment please. Let me take a pen and paper to note down.	You may look for jobs as personal assistant, personal secretary in multinational companies, private offices, banks and other institutions.
Where do I find the job advertisements other than in newspapers?	You may find it in naukri.com, freshworld.com, timesjobs.com and other related sites.



Okay, madam. Is that all?	No. Please do google search typing “secretarial practice” to get the latest job offers.
I shall do it. May I call you again while applying for jobs, please.	Yes, you may please.
Thank you, madam for the valuable information and guidance. Goodbye.	All the best and Goodbye.

7. Ms. Seema of ICF, Chennai wants to talk to Ms. Durgadevi. The Receptionist who attends your call wants to tell you that Ms.Durgadevi is not available right now. Practise this conversation with a partner. Take turns to play each role.

Ms. Seema	Receptionist
Answer the phone with a company name.	
	Check the company name.
Repeat the company name.	
	Introduce yourself and ask for someone.
Respond and check B’s name.	
	Clarify who you are.
Ask B to wait.	

8. Mr. Sandeep wants to talk to Mr. Venkat. Mr. Venkat’s phone was attended by the Receptionist in the office. The Receptionist wants to know whether Mr. Sandeep wants to leave behind a message for Mr. Venkat. Practise this conversation with a partner. Take turns to play each role.

Receptionist	Sandeep
Answer Venkat’s phone.	
	Ask to speak to Venkat.
Apologise and say why Venkat isn’t available. Offer to take a message.	
	Case 1: Accept the offer. Case 2: Say ‘No’ and that you will call later.
Case 1: Ask for time to prepare. Check B’s Name	



Complete the What I learned column in the KWL chart.



- Positive and polite words are to be used while speaking on the telephone.
- Practise on the identification and use of polite expressions is important.
- While answering phone calls, sometimes, messages are to be noted down and passed on.



Prepare a list of polite phrases used in telephone communication which you had observed and found to be interesting and useful.

<https://www.youtube.com/watch?v=OWDyWLhu0FY>

<https://www.youtube.com/watch?v=Tw2r9DkL5co>

<https://www.youtube.com/watch?v=zNpmtVZFXSO>

24. Let's Read



At the end of this lesson, you shall be able to:

- identify specific words/signs in texts.
- use contextual clues and recognize the meanings of words
- read and show an understanding of general instructions.



Reading is a process of understanding the meaning of the written words. It is a thinking activity that requires more concentration. Reading helps expand vocabulary and gives confidence to communicate.

Locating key words, connecting prior knowledge, using contextual clues, predicting, questioning, re-reading and retelling are some of the strategies used for reading.









What I already Know

What I Want to find out

What I Learned



How to escape from a sinking car?

 <p>1. Stay calm. On average, you'll have 30-120 seconds of float time before the car sinks. That's plenty of time to escape if you act quickly.</p>	 <p>2. Don't open door. It's possible to escape this way, but difficult to do even in just a foot of water. Car will also sink almost immediately after, making it impossible for passengers to escape.</p>	 <p>3. Remember four words: "Seatbelts. Children. Windows. Out." First, unbuckle your seatbelt. If buckle is stuck, cut it off.</p>
 <p>4. Make sure children and passengers can get out of their seatbelts. Guide and instruct them to exit through their own window if possible, or else pull them to the front of the car.</p>	 <p>5. Escape through window. Try rolling it down first. If that doesn't work, use an auto rescue tool to safely shatter the window. It's nearly impossible to break using your arms or legs.</p>	 <p>6. Swim out through the window and to safety. This can all be done in well under 30 seconds if you stay calm and have mentally rehearsed the scenario before it happens.</p>



1. Identify the highlighted words as naming (N), action (A) or describing (D) words. The first one is done for you.

- a. **injury** wound cut hurt **injury** (N) sheet blister
- b. **hammer** axe micrometer spanner hammer () wrench file
- c. **electrician** fitter draughtsman plumber electrician () surveyor
- d. **bobbin** bobbin () needle carpenter thread bobbin embroidery
- e. **car** truck lorry van car () cycle bus
- f. **finish** close start end stop finish () complete
- g. **please** sorry thanks welcome paper alright please ()
- h. **plug** socket plug () switch wire current shirt
- i. **nurse** nurse () doctor bank patient medicine hospital
- j. **tablet** laptop desktop computer engine ipad tablet ()
- k. **bakery** machinery savory plenary bakery () berry cookery
- l. **plotting** drawing surveying dividing period plotting () segmenting
- m. **alarm** fire harm sound ground alarm () risk
- n. **tool** cool stool wool tool () pool
- o. **warehouse** warehouse () penthouse boathouse welfare factory
- p. **caution** warning caution () motion precaution nation ration

2. Read the words given and circle the odd one out.

- | | | | | | | |
|----|-------------|--------------|-------------|----------|-------------|------------|
| a. | injury | Sheet | wound | cut | hurt | blister |
| b. | hammer | axe | micrometer | spanner | wrench | box |
| c. | electrician | fitter | draughtsman | plumber | French | surveyor |
| d. | sewing | needle | carpenter | thread | bobbin | embroidery |
| e. | car | truck | lorry | van | cycle | bus |
| f. | finish | close | start | end | stop | complete |
| g. | please | sorry | thanks | welcome | paper | alright |
| h. | plug | socket | switch | wire | current | shirt |
| i. | nurse | doctor | bank | patient | medicine | hospital |
| j. | tablet | laptop | desktop | computer | engine | ipad |
| k. | warning | caution | notice | forklift | alarm | signal |
| l. | plotting | land | survey | line | draw | ball |
| m. | varnish | paint | brush | bake | spray | enamel |
| n. | chisel | hammer | saw | clamp | cookery | nail |
| o. | mask | gloves | shoes | book | eye glasses | helmet |

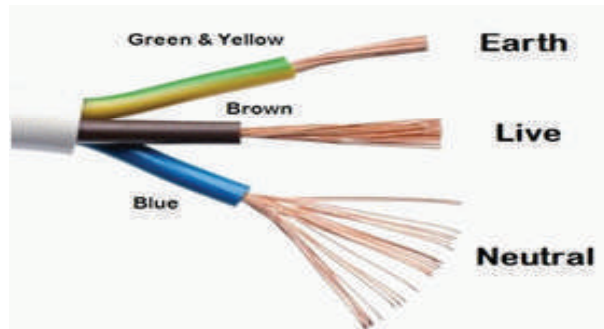
3. Using the context and clues given identify and underline the meaning of the words given.



- a. **Evacuate:** fill, stay, live, empty, water.
- b. **Immediately:** lately, fast, slowly, delay, try.
- c. **Warning:** request, suggestion, order, letter, board.
- d. **Alarm:** tool, warning bell, sleeping bell, lunch bell, sign.
- e. **Caution:** help, sign, warning, operation, vehicle.
- f. **Pedestrian:** politician, plumber, child, walker, worker
- g. **Protective:** safe, selective, unsafe, proper, plastic
- h. **Visible:** dull, attractive, blind, dark, unseen.
- i. **Warehouse:** a construction site, a house for workers, a building for storing goods, a factory.
- j. **Walkway:** left, right, path, factory, warehouse.

4. Fill in the blanks with suitable answers.

- 1. There are three kinds of wires. ____ (true/false).
- 2. Are there five different colours? ____ (yes/no).
- 3. Green is a live wire. ____ (yes/no).
- 4. What is the colour of the neutral wire? ____.
- 5. Is there a red wire? ____ (yes/no).
- 6. Earth wire is in _____ & _____ colour.



5. Read the poster given and choose the best answer.

- a. What does the first sign in the poster mean?
 - i. Switch off the power. ii. call the police. iii. press the fire alarm. iv. pour water.
- b. The second sign means _____.
 - i. run towards the exit. ii. close the exit. iii. check the building. iv. run away from the exit.
- c. When there is fire in the building, you should _____ the building.
 - i. stay in ii. leave iii. return to iv. go to
- d. If you hear the fire bell, you should immediately report to the _____.
 - i. assembly point ii. stores room iii. canteen iv. shed.
- e. When you see the fourth sign, your entry to the building is _____.
 - i. easy ii. strictly not restricted iii. strictly not allowed iv. allowed
- f. The last sign means, _____.
 - i. No risk ii. take risk iii. safe to enter iv. not safe to enter.





6. Read the posters on tool safety and write the answers.

A.

- a. _____ maintenance of tools is important. (proper/improper).
- b. Keep your tools clean and _____ (blunt/sharp).
- c. Is PPE necessary when you use power tools? _____ (yes/no).
- d. Can you carry a power tool by its cord? _____ (yes/no).
- e. If you use power tools in wet conditions, it is _____ (safe/unsafe).
- e. You should inspect all tools before use. ____ (True/False).



B.

- a. Hand tools are _____ operated (manually/ electrically).
- b. Is hammer a hand tool? _____ (yes/no).
- c. What does 'hazard' mean? ____ (safety/danger).
- d. If a tool is misused, it is _____ (safe/unsafe).
- e. When a tool is maintained properly, it is in _____ condition. (good/bad).
- f. _____ (Do/Do not) use damaged tools.

Hand Tool Safety

Hand tools are tools that are powered manually. Hand tools include anything from axes to wrenches. The greatest hazards posed by hand tools result from misuse and improper maintenance.

Five Basic Safety Rules

1. Use the right tool for the job.
2. Keep all tools in good condition with regular maintenance.
3. Examine each tool for damage before use and do not use damaged tools.
4. Operate tools according to the manufacturers' instructions.
5. Provide or use properly the right personal protective equipment.

C.

- a. Can you use a carpenter's hammer on metals? _____ (yes/no).
- b. Can you drive nails with a Machinist's hammer? _____ (yes/no).
- c. Is it possible to use a file with handle? _____ (yes/no).
- d. Can you use a wrench too large for nuts? _____ (yes/no).
- e. Should you use improper tools for the job? ____ (yes/no).
- f. Should you handle the tools with care? ____ (yes/no).



7. Predict and match the actions in column A with their results in column B.

A

- a. There is fire in the factory.
- b. He played football regularly.
- c. The pipe was repaired.
- d. She reads books and visits places.
- e. The instructor started to talk.

B

- She is knowledgeable.
- The trainees listened.
- He won the match.
- Entry is restricted.
- Water problem is solved.

d

A

- a. The surveyor measured the land.
- b. The small object has to be measured.
- c. The car broke down.
- d. The steel gate is broken.
- e. He used the file on metals.

B

- The Mechanic arrived.
- The welder is called.
- The surface became smooth.
- Plotting of land was done.
- She brought the micrometer.

d

8. Underline the sequence words as you read the steps about how to spray paint on an object.

- a. First, wipe the object clean of any debris or dust.
- b. Then, place the object on a large piece of cardboard or newspaper to protect the surface on which you are spray painting.
- c. Next, apply the first coat of spray paint.
- d. Make sure you spray at least 8 inches away from the object and rotate the object as you spray.
- e. Apply two or three coats of paint for a bright look.



9. Read the points given in the following poster and retell them using sequence words to your friend.



Make notes here.

KWL

Complete the What I learned column in the KWL chart.



- Reading is a process of getting meaning from texts.
- It is a thinking activity that needs more focus and attention.
- Reading strategies like predicting, rereading, using context clues and connecting knowledge help one understand the texts better.



Visit <https://learningenglish.britishcouncil.org> and click on 'Skills' link. Then, click on the 'Reading' link. Choose a reading lesson based on your level and interest and do the activities given.

**25. Recall**

1. I work in an IT Company. I am a
 - a. teacher
 - b. software engineer
 - c. doctor
 - d. lawyer
2. I take care of people's need to look pretty or handsome. I am a
 - a. beautician
 - b. plumber
 - c. welder
 - d. typist
3. I join metal parts together. I am a
 - a. plumber
 - b. welder
 - c. mechanic
 - d. software engineer
4. I repair vehicles and change spare parts of machines. I am a
 - a. nurse
 - b. mechanic
 - c. welder
 - d. plumber
5. I help in designing and building houses. I am
 - a. a fitter
 - b. an architectural assistant
 - c. a turner
 - d. a machinist
6. I work with wood designing doors and windows. I am a
 - a. fireman
 - b. carpenter
 - c. draughtsman
 - d. beautician
7. I specialise in the design and manufacture of shoes. I am a
 - a. footwear maker
 - b. foot doctor
 - c. paediatrician
 - d. shoe mender
8. I am a rubber technician. I work in an industry that manufactures
 - a. medicines
 - b. tyres
 - c. pencils
 - d. soft-drinks
9. I am a plastic processing operator. I work with
 - a. steel
 - b. polymeric materials
 - c. laptops
 - d. robots
10. I use water hoses, ladders and other extinguishers for my job. I am a
 - a. plumber
 - b. fireman
 - c. welder
 - d. machinist
11. The instructor advised the trainees that they should wear their shoes compulsorily inside the workshop. This sentence means
 - a. trainees cannot enter the workshop if they do not wear shoes
 - b. trainees will be asked to wait outside the workshop
 - c. trainees can wear socks and enter the workshop
 - d. trainees may wear shoes if they want
12. Embroidery courses are a great opportunity for enhancing one's employability skills. This sentence means
 - a. you may find it difficult to get a job if you learn embroidery
 - b. learning embroidery increases the chances of getting a job
 - c. embroidery is a very difficult course
 - d. embroidery courses are not useful
13. Maintaining tools in good condition is the duty of every worker. This sentence means
 - a. workers need to keep their tools with them wherever they go
 - b. tools must be well taken care of
 - c. workers should buy expensive tools
 - d. tools help workmen in their work
14. Fire alarms alert that the inmates should evacuate the building immediately. This sentence means
 - a. people can move to a different room
 - b. you need to run out of the building
 - c. you must try and put off the fire first
 - d. wait till the fire disappears



15. Apprenticeship exposes learners to real-life situations they can encounter in industries later. This sentence means
- apprenticeships teach theoretical aspects clearly
 - you can learn more practical aspects when you are an apprentice
 - apprenticeships are expensive and time-consuming
 - apprenticeship lessons are not useful in jobs
16. Hotel management is a
- hospitality course
 - mechanical trade
 - engineering trade
 - training to be a driver
17. Find the odd one out in the list:
keyboard, CPU, mouse, monitor, charger.
18. Find the odd one out in the list:
helmet, glove, varnish, goggles, shoes.
19. Find the odd one out in the list:
running, walking, swimming, stitching
20. Find the odd one out in the list:
sim card, charger, display, hammer
21. The phrase 'Let's discuss' is used for
- diverting from the main topic
 - apologising
 - starting a discussion topic
 - disagreeing
22. The phrase 'In my opinion' is used for
- diverting from the main topic
 - apologising
 - expressing personal view
 - disagreeing
23. The phrase 'That's true' is used for
- diverting from the main topic
 - agreeing
 - starting a discussion topic
 - disagreeing
24. The phrase 'Can you please clarify ...?' is used for
- elaborating
 - apologising
 - starting a discussion topic
 - disagreeing
25. The phrase 'I'm not sure, but ...?' is used for
- elaborating
 - apologising
 - mild disagreeing
 - total disagreeing
26. The phrase 'While I agree with you ...?' is used for
- elaborating
 - apologising
 - starting a discussion topic
 - disagreeing
27. The phrase 'Generally, it is considered ...?' is used for
- elaborating
 - making a common statement
 - starting a discussion topic
 - disagreeing
28. The phrase 'Can we now summarise?' is used for
- summarising
 - apologising
 - starting a discussion topic
 - disagreeing
29. The phrase 'May I explain what I mean, ...' is used for
- elaborating
 - apologising
 - agreeing
 - disagreeing
30. Vimla was leaning throughout the group discussion. Which aspect of discussion was she missing out on?
- impressive beginning
 - posture
 - smile
 - loud and dominating voice
31. Rajan was looking at his shoes during the group discussion. What mistake did he do?
- gestures
 - no proper eyecontact
 - poor dressing
 - dominating the discussion
32. Which question the person answering the phone may ask you when you call a company.
- What do you want?
 - Who's calling please?
 - Why are you calling?
 - Who are you?



33. You say 'hang on',
a. to put an end to a conversation b. to say you are waiting.
c. to mean you are bored d. to keep a telephone connection open
34. Please ... and I'll put you through.
a. stop b. stay c. remain d. hold
35. What is the expression used to connect two people on the telephone?
a. I'm talking you through b. I'm putting you through
c. I'm sending you through d. I'm telling you through
36. Hang on for ...
a. a second b. an hour c. sometimes d. always
37. Just a second. I... if he is in!
a. would see b. should see c. will see d. must see
38. Please hold and I'll ... you through
a. give b. let c. put d. have
39. Who ... I say is calling?
a. shall b. did c. should d. can
40. You 've ... the Finance Department.
a. reached b. got c. had d. achieved
41. ... I speak to Mr Lokesh?
a. Should b. Can c. Must d. Need
42. When you answer the phone you need to say your name and ...?
a. The name of the company b. "Hello!" c. "How are you today?" d. Address
43. Why are telephone greetings so important?
a. It is common. b. It shows that you are happy.
c. It shows that you are polite. d. It helps in knowing who's speaking.
44. What is important about your voice?
a. the volume b. the speed c. the tone d. all of the above
45. When putting a caller on hold, what do you need to say or ask?
a. ask if it is ok to put the caller on hold b. "Would you like to be put on hold?"
c. "I apologise for the inconvenience" d. "I will put you on hold"
46. When talking to a caller after putting him/her on hold, what should you say?
a. "Nice that you have no other work." b. "Thank you for holding"
c. "I told you it was not going to be long" d. None of the above
47. Who should end the phone call first?
a. the person who answered b. the person who called c. it doesn't matter d. none of the above
48. What item (s) listed below are appropriate while answering the phone?
a. chewing gum b. listening to the low music in the background
c. smoking d. you shouldn't have any distractions of any kind



49. Besides having a paper and pencil ready, why would you ask the caller for their phone number?
- a. to inform the person the caller wanted to pass on the message
 - b. to show the caller you are polite and considerate
 - c. in case the caller is rude. this way you can call him back
 - d. use it to draw while bored
50. When you leave a message in someone's voicemail, what is most important?
- a. say the date and time
 - b. say your telephone number
 - c. just because it is available
 - d. say who you are and the purpose of the call and ask to call back
51. You are having a conversation with your colleague and the phone rings. What do you do?
- a. Get the caller's phone number and tell him/her that you will call him / her back.
 - b. Tell your colleague to wait.
 - c. Answer the phone and put the caller on hold.
 - d. Just ignore the call

26. Writing Simple Sentences



At the end of this lesson, you shall be able to:

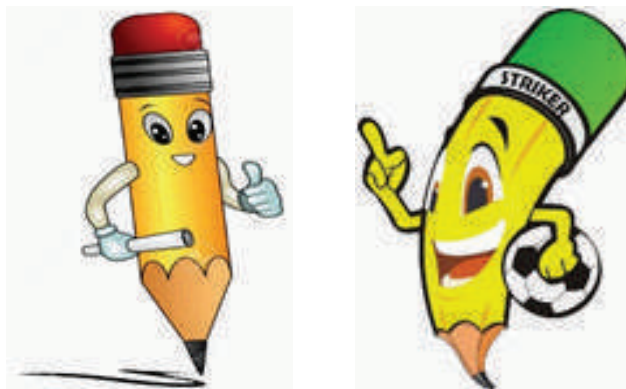
- write sentences using the given frames
- arrange the given words in the correct order and make sentences
- write simple sentences on your own.



Ability to write in English is a very important skill. Well-written job applications and resume help one get good jobs. Developing the ability to communicate through writing will help one get employment not only within the country, but will open up opportunities across the world.



What I already K now	What I W ant to find out	What I L earned



1. We write for different reasons and on many different occasions. Let's write a few sentences using the following words.

I, we, he, she, you, they, eats, gave, goes, come, walk, is, are, an apple, the book, coming,
I gave the book. Are you coming? She eats an apple.

2. Look at the pictures in the following table. Use the words and the pictures and write sentences on your own. The first one is done for you. You can give your own names to the children.



Ravi is talking. _____



3. Rewrite the sentences in the above activity in the past tense form. (replace is, am, are with was, were).

4. Write sentences using the words given in the pictures. A sample is given for you.



Use the words/ phrases given in the box and frame sentences for the picture given.

(next to, above, below, on top, in the middle of, in between)

Begin the sentences with **There is , There are, That is, These are, The**

There is a handsaw above the back saw.

The screws are below the nails.

5. Use the following words and describe the objects in the picture. A few examples are given for you.

(blue, green, brown, yellow, red, round, square, rough, sharp, rectangle, small, big, wet, dry, colourful)

The pair of scissors is sharp.

There is a yellow brush. It has a brown handle.





6. You can also make questions based on the objects in the picture given in activity 5.

Is there a white towel next to the paint tin?

Make more questions.

7. Using the following words, write a few sentences making requests, ordering, commanding, pleading. An example is given for you.

keep, come, close, write, say, walk

Keep those books on the table.

8. Rearrange following words to form simple sentences. The first one is done for you.

- a. beautiful is flower the. The flower is beautiful.
 b. run the dogs fast very.
 c. came late she class to.
 d. driver the lorry caught was.
 e. playing were children the with ball.
 f. aircraft the taking is off.
 g. police searching the were for the thief.
 h. the woman speaking the to was Principal.
 i. many flying butterflies are garden the in.
 j. old man reading was newspaper the.



Complete the What I learned column in the KWL chart.



- Written communication introduces us to prospective employers.
- Writing simple sentences is essential for success in jobs.
- Practice in framing sentences for use in familiar contexts will help in developing written communication.



Look at the things around you and describe them to your friends using simple sentences.

<https://www.youtube.com/watch?v=jTEATmzxdro>

27. Speaking



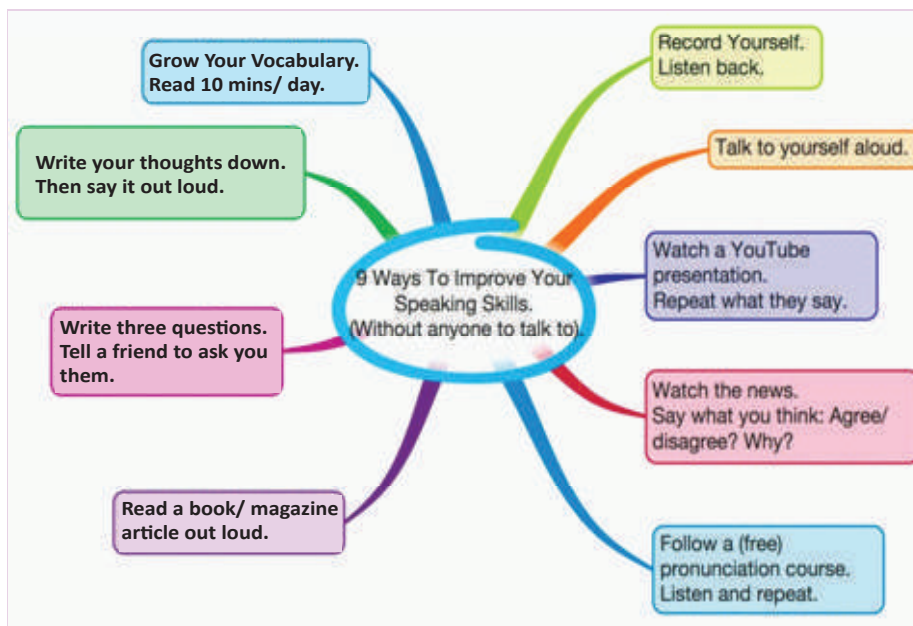
- identify and select appropriate expressions to use while speaking
- express views and opinions while speaking
- identify preferences and express them during conversations.



Ability to communicate views and opinions while speaking is an important skill. Effective use of appropriate expressions in English will help to succeed in life. Speaking can help connect with people, to share views, opinions and preferences.



What I already K now	What I W ant to find out	What I L earned
	Record Yourself. Listen back.	



Conversations are mostly about introducing oneself and others, sharing opinions and asking for opinions.

We have to start a conversation which requires an introduction. You introduce yourself as well learn about others. You also respond when someone introduces you.



- Hello, I'm ... (name)
- I'm from ... (country)
- I'm ... years old.
- There are ... of us in my family.
- I live with my ...
- My birthday is on ...
- I work for (company) ... as a/ an ... (jobs)
- My hobby is ...
- I also like ... when I'm free.
- I am interested in ...
- I (don't) like ...
- My favorite day of the week is ... because ...
- My favorite month is ... because ...
- I'm married/ single/ engaged/ divorced.
- I (don't) have ... children.
- I've got a ... (pets)
- I'm ... (character and personality)
- My best quality is ...
- My best friend's name is ...
- I (don't) have ... friends.
- I study English because ...
- I've been learning English for/ since ...
- I can express myself and communicate in English



Let Me Introduce Myself

- Hello, I'm Nicolas.
- I'm from Spain.
- I'm 30 years old.
- There are 4 of us in my family.
- I live with my wife and children.
- My birthday is on January 1st.



Hi! I'm Nicolas

I'm 30 years old

- I work as an accountant.
- My hobbies are reading books, playing badminton and listening to music.
- I also like walking when I'm free.
- I am interested in football.
- I don't like traveling.
- My favorite drink is coffee.



- I like watching documentary films.
- My favorite band is Backstreet Boys.
- I sometimes go to Malaga, I like it because this is a beautiful place.
- I'm married.
- I have 2 children.
- I've got a puppy.



- I'm calm, hardworking and responsible.
- I have many international friends.
- I study English because it's very important and necessary.
- I've been learning English since I was 7.
- I can express myself and communicate in English.

There are several ways by which you can introduce yourself and others.

Here are expressions to introduce yourself:	Here are expressions to introduce others:
<ul style="list-style-type: none"> • My name is ... • I'm • Nice to meet you, I'm ... • Pleased to meet you, I'm ... • Let me introduce myself, I'm ... • I'd like to introduce myself, I'm ... 	<ul style="list-style-type: none"> • Jack, please meet Nicolas. • Jack, have you met Nicolas? • I'd like you to meet Jack. • I'd like to introduce you to Nicolas. • Jack, this is Nicolas. Nicolas this is Jack.
<ul style="list-style-type: none"> • Useful responses when introducing yourself or other people: • Nice to meet you. • Pleased to meet you. • Happy to meet you. • How do you do? • Hai...Hello 	

Everyone of us have opinions to share with others.

How to Express Your Opinion

What I mean is

If you ask me
To be honest
Honestly, I think
My point of view is that
Well, if you ask me

The main points are

I'd say that
I'd suggest that



It seems to me
As far as I know
I feel that
I would say that
As far as I'm concerned
If I am not mistaken
I believe
I feel
In my opinion
In my view
It seems likely
The way I see it is
I agree with
Personally, I think

Expressing a Personal Opinion;

- *In my opinion,...*
- *I feel that...*

Expressing Personal Doubt

- *I'm not sure if ...*
- *I'm not convinced that...*
- *I doubt that ...*

Expressing Disagreement

- *I'm sorry but I'm of a different opinion.*
- *I don't agree with you about ...*
- *Sorry, I can't accept your opinion that ...*

Expression Support

- *That's very important point.*
- *You are right.*
- *I strongly agree with you.*



1. Fill in the blanks with appropriate response.

Excuse me what's your name?	
How do you spell your name?	
Where are you from?	
What's your contact number?	
What's your address?	
Would you like to come to canteen?	

2. Match the following.

How do you get to work?	I got struck in the traffic.
How long is the drive?	Normally, I drive.
Do I need to wear a tie?	About 40 minutes.
Why are you late?	It's been repaired.
Where's your car?	You're supposed to, but not everyone does.

3. Read the conversation and underline the expressions that are used to give opinion, agree or disagree.

Fill in the chart with the expressions you have underlined.

Sangeeth	In my opinion, a good school is one that balances between studies and fun.
Sarvesh	I completely agree with you, Sangeeth. Too much focus on studies makes school like a jail, and excessive focus on fun makes it a children's park. So, balance is better.
Sam	I'm sorry to say this, but I totally disagree with you. What is the point of fun in a school? To my mind, the good school is the one where one don't have to study such useless subjects as foreign languages.
Sarvesh	I don't agree with you, Sam. I think foreign languages are very important nowadays.
Sangeeth	You are right Sarvesh. There is no good school that doesn't teach foreign languages today.

4. Answer the following questions.

Expressing Opinion	Agreeing	Disagreeing



5. Answer the following questions.

a.	Two things you always do as quickly as possible.	
b.	Three things you always try to do well.	
c.	Two things you take very seriously.	
d.	Two things you always do badly.	
e.	Two things that you do easily, which other people find hard.	
f.	Two situations where you always try to be early.	

6. Discuss the following situations with your friend.

a.	What is something you hate doing?	
b.	What are you worried about at the moment?	
c.	What do you hope to do next year?	
d.	When was the last time you helped someone to do something?	
e.	What is something your parents don't let you do?	
f.	When was the last time you promised to do something and then forgot? What was it?	
g.	What are you used to doing now that you weren't used to doing before?	
h.	What jobs do your parent's make you do at home?	

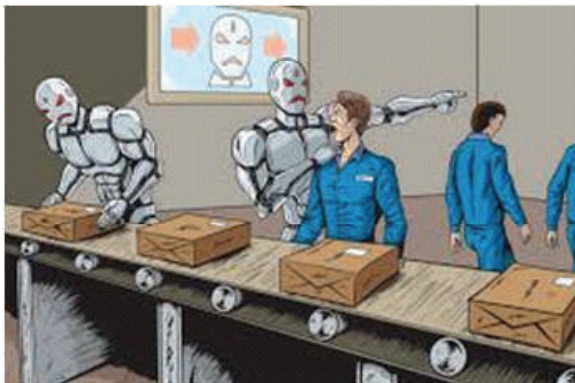
7. Your classmate has not come to ITI for the last few days. You don't know why. Discuss some possible reasons with your partner.



8. Describe and compare the people in the pictures. What is their job? What experience and skills do they need to do their jobs?



9. Describe the situation in the picture. Do you agree such incidents will happen in near future?



I Agree	I Disagree



Complete the What I learnt column in the KWL chart.



Identifying appropriate expressions to communicate with people is important. Expression of one's views, opinions and preferences during conversations help to establish one's communication ability in the spoken form.



Identify key expressions for the following.

- Giving Your Opinion
- Introducing Information
- Giving Examples
- Concluding & Summarizing
- Showing Cause & Effect
- Specific Situations



- Raising Points
- Clarifying & Restating
- Asking for Clarification
- Politely Interrupting
- Generalizing
- Keeping track of the discussion
- Agreeing & Disagreeing



28. Listening



- identify the purpose and importance of listening
- listen with a purpose to complete tasks
- practice listening in simulated real-life situations.



Listening is the ability to receive and accurately interpret messages in the communication process. We listen to gather information, respond to questions, perform well as trainees, employees and citizens. Listening is the primary skill which enables the development of other skills like reading, speaking and writing. Listening always has a purpose. Therefore, paying attention to instructions, information, announcements and other related contexts that demand listening is important.



What I already Know	What I Want to find out	What I Learned



a. Listen to a High School Principal making an announcement to the trainees.

“Children, I have a very special announcement to make. This year, not just one, but four of our trainees will be receiving Government awards for their academic achievements. Krishna Kumar, Harpreet Singh, Sabrina Begum and Sheela Rani Esther have all been chosen for their hard work and scoring of high marks. It is very unusual for one school to have so many trainees receive this award in a single year.”

Now, let's see which of the following are correct statements.

- The school will be adding new classes.
- Four new teachers will be working at the school.
- Four trainees have received an award.
- The school is getting its own newspaper.

Here only one sentence gives information mentioned in the announcement – “Four trainees have received an award”. All other sentences are wrong.

Find which of the following is true?

- Students have been working hard.
- Two girls and two boys have passed in the test.
- Four trainees receive the award in a single year.
- The school is giving a new award.



b. Listening to a conversation and noting down the important points

Jitu: Hi, Leena.

Leena: Hi, Jitu! Did you go to the art room today?

Jitu: No, why?

Leena: Well, Mr. Banerjee, our arts teacher has put up a notice about a big project. They are planning to paint the compound wall with beautiful images. This is to prevent sticking up of posters.

Jitu: That's nice! So, it will be many paintings on the entire compound wall.

Leena: Exactly!

Jitu: But where?

Leena: It's that long wall on the side of the public library. And trainees from our school are going to do the whole thing. We can create a design, and paint it. I want to be part of this team.

Jitu: I too want to. Come let's go meet Mr. Banerjee.

We can note the important points:

- Girl's name – Leena
- Boy's name – Jitu
- Teacher's name – Banerjee
- Project on painting compound wall
- To prevent poster sticking
- On the side of the public library
- This school trainee creates his/her own design
- Both want to join.

Let's see which of the following statements is true.

- i. A new art project in the city.
- ii. An assignment for their art class.
- iii. An art display inside the public library
- iv. A painting that the girl saw on the compound.



1. Listen to a teacher making an announcement at the end of the day.

Remember that a team of painters is coming in tomorrow to paint the walls. There are plastic sheets in my room on the desk. I want you to put them over your desks. Make sure you cover your desks completely so paint does not fall on them. When the painting is completed, the plastic will be removed by the time we return on Monday.

Note down points here:

What does the teacher want the trainees to do?

- a. Take everything out of their desks.
- b. Cover the painting materials with plastic sheets.
- c. Bring paints with them to school on Monday.
- d. Cover their desks so that the paint does not fall on them.



2. Listen to this conversation and answer the questions that follow.

Leena and Jitu: Good morning, Sir.

Banerjee: Good morning, Leena, Good morning Jitendar.

Jitu: Sir, we saw the notice on the project. We want to join.

Banerjee: Sure, write your names and other details in that red book on my table.

Leena: Yes, Sir.

Banerjee: What would you like to paint?

Jitu: Animals. I will go to the zoo tomorrow and make a rough sketch of what I see. I will show it to you after I complete it.

Leena: I want to paint sunrise. I will watch it from the beach and get a rough painting ready. I will meet you with it.

Note down points here.

Say which of the following is true.

1. What did Mr. Banerjee ask them to do?
 - a. Mr. Banerjee asked them to sign up for the project in the website.
 - b. Mr. Banerjee told them that they cannot join.
 - c. Mr. Banerjee asked them to fill in their details in a note book.
 - d. Mr. Banerjee suggested they go to the beach the next day.
2. Where does Jitu want to go in the weekend?
 - a. to the zoo
 - b. to an art store
 - c. to main street
 - d. to the public library
3. What does Leena want to paint?
 - a. an animal
 - b. natural scenery
 - c. sunrise
 - d. zoo

3. Listen to a small passage on safety rules and complete the tasks that follow.

In every work, accidents happen. Sometimes they cause injury and even death. These accidents can be avoided. Some rules must be followed. Here are some dos and don'ts to be followed. Let's listen to dos first.

- Workers must not adjust equipment while it is in motion.
- They must not touch the clamps, chipped tools when the equipment is switched on.
- The equipment should be under good maintenance.
- Tell the co-workers beforehand if there is any maintenance work has to be done.
- Avoid touching tools, devices and equipment with bare hands.



Say true or false. If false say/ write the correct statement.

- a. Workers can adjust the equipment when it is in motion.
- b. They cannot touch the clamps when the equipment is switched on.
- c. It is not necessary to keep the equipment in good maintenance.
- d. Start doing maintenance work suddenly without telling anyone.
- e. Don't touch the equipment with bare hands.
- f. Workers must check the devices before starting the work.
- g. Always use gloves to protect palm/fingers or hands.
- h. Pull up your sleeves up to the elbow.
- i. Avoid watches, bangles, bracelets in your wrists.
- j. Wear clothes that are comfortable while working.
- k. Use and replace the tools from the place it has been taken.
- l. Be careful while walking in the workshop where loads are suspended.
- m. Keep all safety materials handy.

4. Listen to this emergency fire evacuation announcement and complete the task that follows.

"Ladies and gentlemen, may I have your attention for a brief announcement. As soon as you hear the alarm please leave your place immediately through the emergency exit.

The emergency exits and assembly areas are located on the right hand side of the building.

Leave the building quickly and don't block the way.

Please follow the directions of the event staff members.

Do not use the lift to go downstairs.

Wait outside the building until an "All-Clear" is given by event staff members or the Fire Department."

Thankyou."

Which of the following statements are true? Correct the false statements.

- a. The announcement is only for men.
- b. The announcer asks for their attention for ten minutes.
- c. They have to leave the building immediately.
- d. They can block the way.
- e. They should not use the lift to go downstairs.
- f. They can wait inside the building.
- g. They have to wait until they hear 'All-Clear'.
- h. The 'All-Clear' will be given by the building staff.
- i. The announcer thanked them.



Complete the What I learned column in the KWL chart.



- Listening involves both hearing, understanding and responding to the listened information.
- While listening to announcements or conversation etc., we can note down important points to remember the ideas better.
- While listening to instructions, we must be able to carry out the instruction correctly.



Listen to news as broadcast by radio – and TV and see the difference between the medium.

29. Productive Use of Skills



- listen to instructions and complete tasks
- read and interpret verbal and visual information to carry out tasks
- speak and write using appropriate words in given contexts.



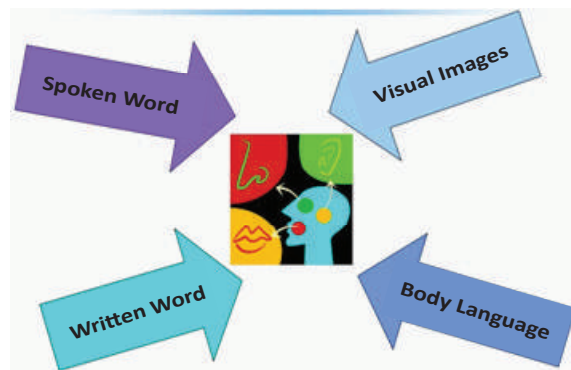
Ability to communicate in English is a very essential skill. Listening to instructions, information and reading in English help in building vocabulary. Comprehension through listening and reading lead to the productive skills of speaking and writing. Communication in English is best demonstrated by the ability to speak and write in the language.



What I already **K**now

What I **W**ant to find out

What I **L**earned



1. Read/listen to your instructor. There are a set of statements/questions he/she will read. Tick the appropriate item in the given pay-in-slip as you listen to your instructor.

- Identify the name of the branch.
- Who is the cheque to be given in favour of?
- What is the value of the cheque in rupees?
- How much is the exchange amount?
- Mention the name of the bank.
- When has the application been made?



जमापत्री PAY-IN-SLIP		भारतीय स्टेट बैंक STATE BANK OF INDIA Lalpur	नकद / अंतरण CASH / TRASFER
		शाखा / Branch	30/09/2016
		ड्राफ्ट / बैंकर चेक के लिए आवदेन Application for Draft / Banker's Cheque	दिनांक / Date : 30/09/2016
कृपया ड्राफ्ट / बैंकर चेक जारी करें / PLEASE ISSUE: DRAFT / BANKER'S CHEQUE			
नोट / NOTE: कृपया नकदी / चेक के विवरण दूसरी ओर लिखें / Please Furnish Details of CASH / CHEQUES deoposited overleaf			
पानेवाले का नाम (स्पष्ट अक्षरों में) / IN FAVOUR OF (IN BLOCK LETTER)		ड्राफ्ट / बैंकर्स चेक / DRAFT / BANKERS' CHEQUE FOR	
IGNOU		रु./Rs. पै/P.	
रुपए (शब्दों में) / RUPEES (IN WORDS)		राशि/ AMOUNT	
Four Thousand twenty five only		400 00	
अदाकर्ता शाखा / PAYABLE AT BRANCH	कोड नम्बर / CODE NUMBER	एक्सचेंज / EXCHANGE	
Ranchi		2500	
पैन नम्बर / PAN NUMBER		योग / TOTAL	
		902500	
आवेदक का नाम एवं पता / NAME & Address of the Applicant			

2. The payment details of a cheque/DD will be read out by the instructor. Listen/read carefully and fill in the details as you listen. You will get to listen to it 2 times.

- The cheque /DD No. is _____
- The cheque/DD is drawn on _____
- The name of the depositor is _____
- The name of the bank in which it is drawn is _____
- The branch name is _____
- The date in the challan is _____
- The challan number is _____

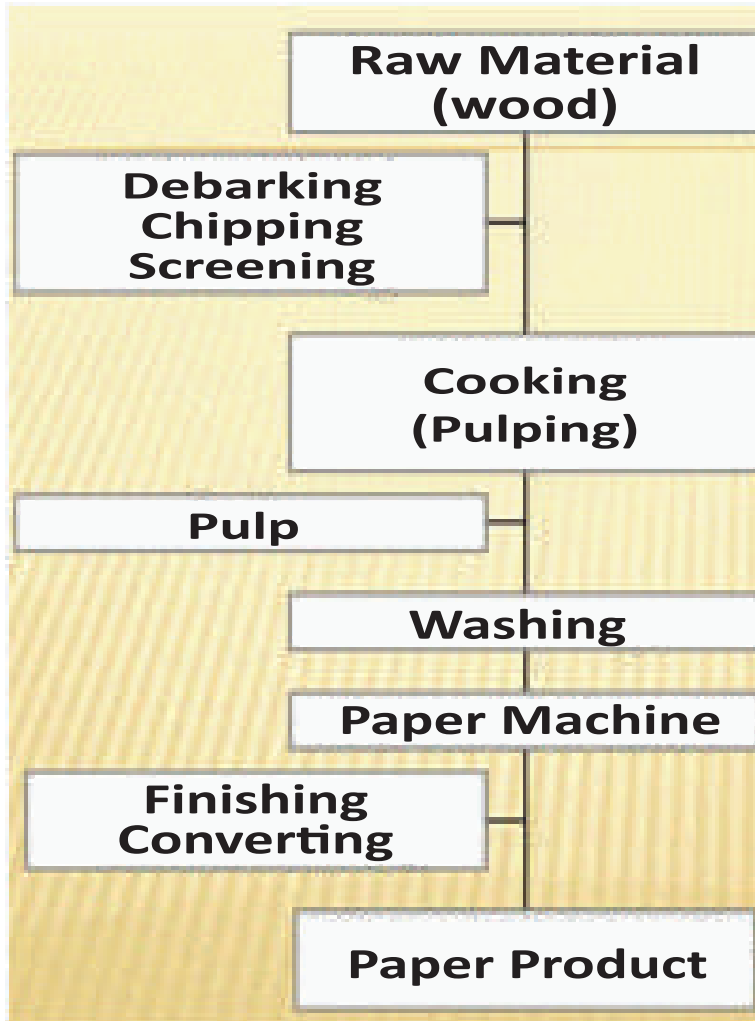
Payment Details

Cheque / DD No : 239658
 Cheque / DD Date : 30-Apr-2013
 Depositor Name : Mr. Ramesh Sharma
 Bank & Branch Code : HDFC Bank, JP Nagar
 BSR Code : 510137
 Challan Date : 30-Apr-2013
 Challan Number : 126985

(Note : All the Above Details Will Be Used in Challan, Forms & Returns)

3. Read the following questions. Look at the infographic given and answer the questions.

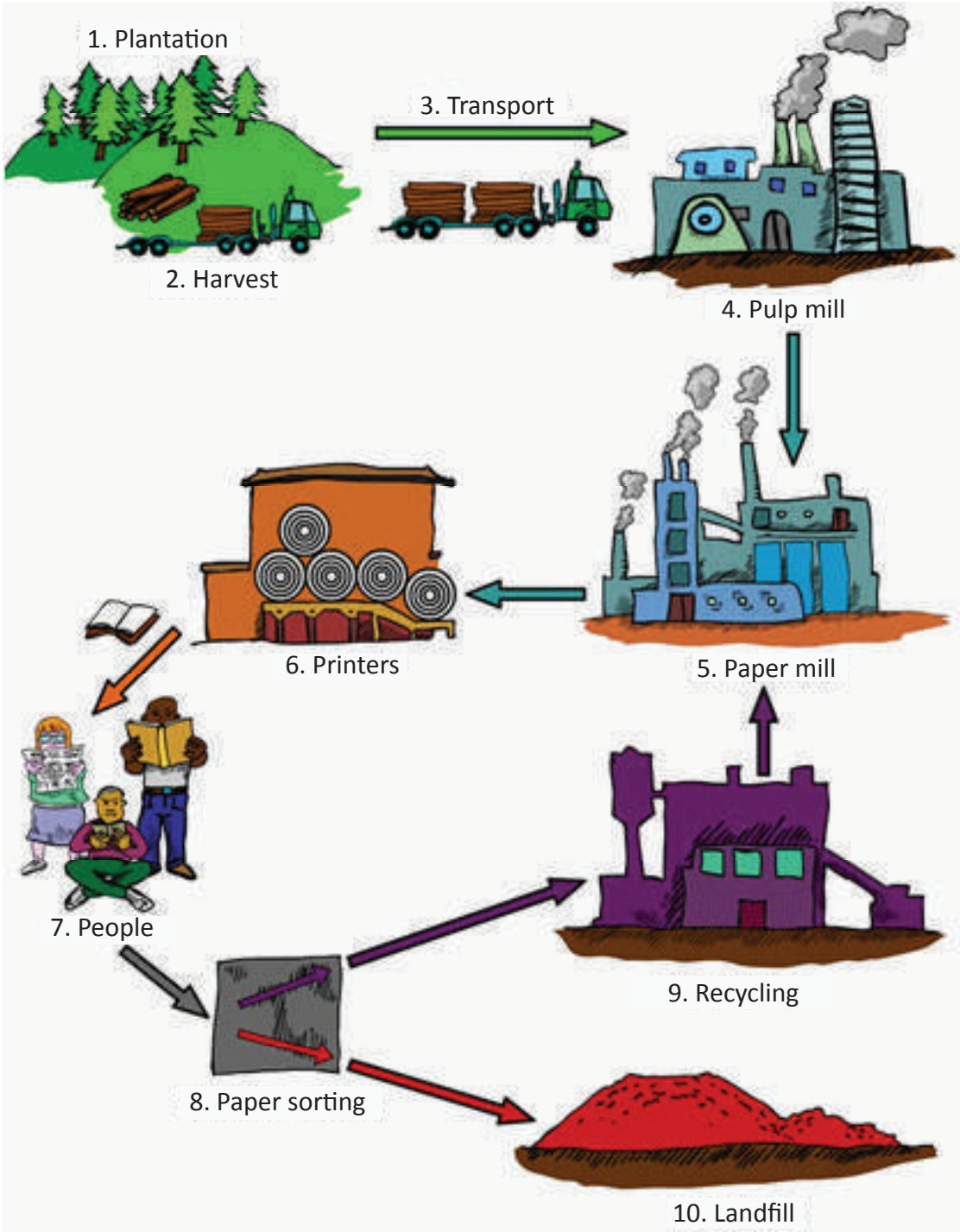
- What is the raw material used to make paper? _____
- What is the process of cooking of the chipped wood called? _____
- Wood is debarked, cut into chips, screened and made into _____ before it is put into the paper machine.
- The paper machine helps to convert _____ into _____.



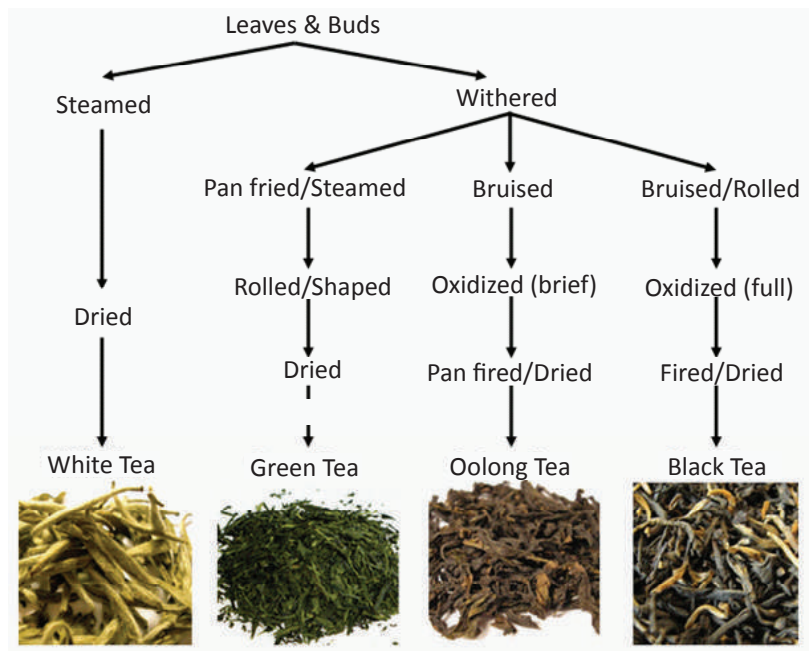
4. Look at the infographic showing the process of manufacturing paper. Use the clue words given and the following frames to write the steps in the process of manufacturing paper.

(collect, carry, convert, take, sort, send, put)

- First, wood from the _____
- It is then _____
- It goes to the paper mill after _____
- It is converted into _____
- It is taken to _____
- Paper is sorted for _____
- _____
- _____

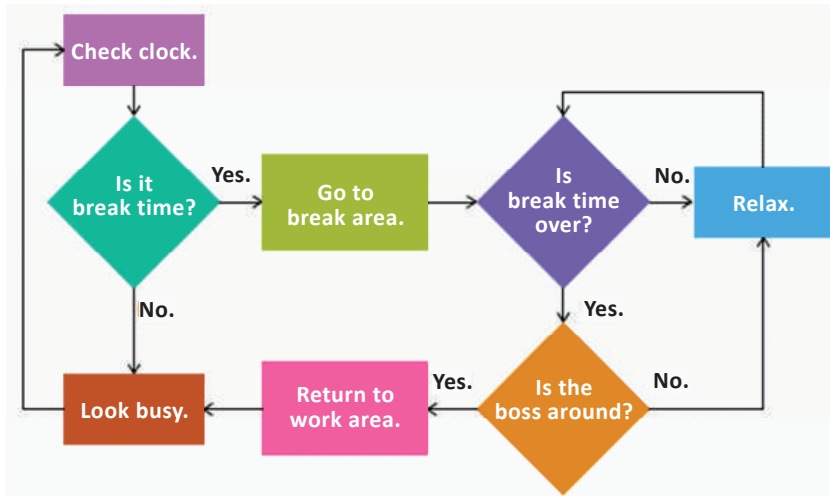


5. Identify the type of words used in the second infographic below. Write a few sentences using the words given in the second infographic. You may use the clues given in the first infographic. Remember to give a title to the sentences.





6. Look at the infographic on coffee break behaviour of employees. Choose a partner and discuss your views. You may use the expressions given. Remember to give reasons for your views.



I think it is not correct to _____

We need to be _____

It is ok to relax _____

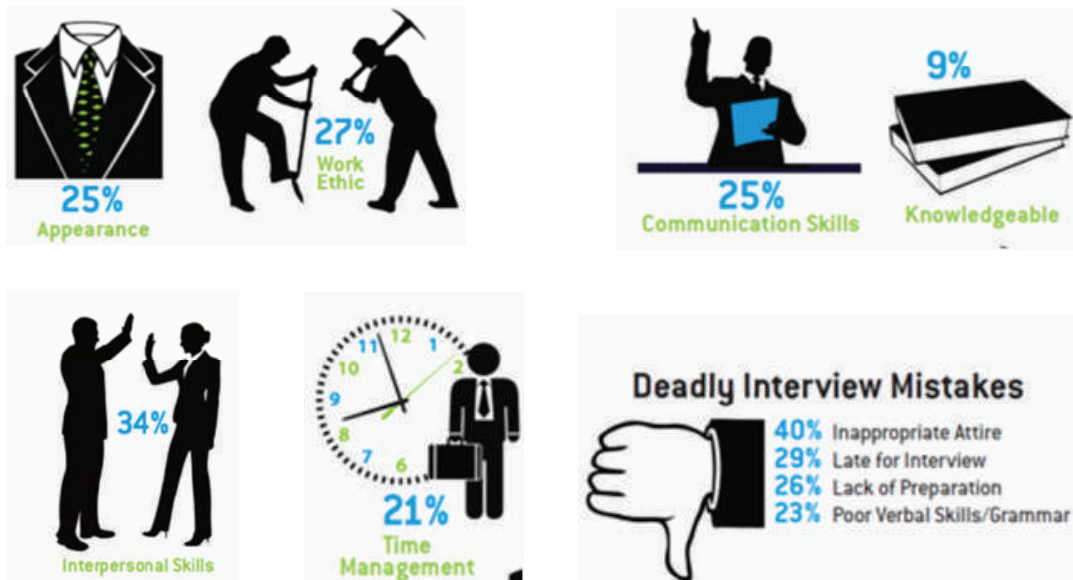
The company's productivity will _____

What if I relax for a few minutes when _____

Personal values _____

As an employee, I need to _____

7. Your friend has been called for an interview in a public sector company. Give him tips on how to prepare for the interview. You may use the details in the pictures if you want.





8. Imagine you are working as a supervisor in ABC manufacturing company. Introduce yourself to Mr Ramesh, the marketing manager of XYZ distributors. Give him details about the product your company manufactures along with your personal details, experience, etc.



Complete the What I learned column in the KWL chart.



- Listen and read to complete tasks.
- Use information to speak and write in real-life contexts.
- Make productive use of English in speaking and writing in given contexts.



<https://www.youtube.com/watch?v=fYQlgzrkOK4>

<https://www.youtube.com/watch?v=VuzrXLSNyyg>



30. Recall

1. Rahul enjoys _____ with his pet dog.
a. playing b. writing c. reading d. washing
2. The company _____ goods to Vietnam.
a. buys b. exports c. falls d. goes
3. She said that she was _____ in the proposal.
a. forgot b. interested c. writing d. gave
4. I was quite _____ with his performance.
a. differed b. given c. wrote d. impressed
5. Please do not _____ on the grass.
a. step b. feel c. cut d. see
6. Father cooks _____ pasta every evening.
a. delicious b. painful c. wondering d. hastily
7. My brother _____ to be an astronaut.
a. sees b. looks c. wants d. speaks
8. Maintaining tools in good condition is _____.
a. unnecessary b. essential c. equal d. formal
9. Shouting at the top of his _____, the man demanded admission.
a. voice b. mouth c. breath d. nose
10. Where have you been all these _____?
a. while b. during c. days d. always

Listen to / Read the following passage on cars and answer the questions below.

Karl Benz invented the modern car in 1888 in Germany. Emile Roger worked for Benz in France. He made cars in France. By 1900, many people were building cars in France and in the U.S. The first company to build only cars was Panhard et Levassor in France. Panhard started in 1889. The Peugeot car company started in 1891 in France. In the US, Frank and Charles Duryea started the Duryea Motor Wagon Company in 1893. It was the first US car company. By 1902, Ransom E. Olds started the Olds Motor Vehicle Company. A year later, Henry Ford started the Ford Motor company. It produced the Cadillac. All these early modern cars burned gasoline or diesel fuel. Ford opened factories in France and Britain in 1911. Then, they opened a factory in Denmark in 1923. Later, they opened a factory in Germany in 1925. Ford was one of the first manufacturers to use an assembly line. With an assembly line, factory workers could produce cars faster and safer than other production systems. Most modern cars still burn gasoline or diesel fuel. These cars cause air pollution. They get the air dirty. Now many people are looking for cleaner cars. And, many car companies are looking for cleaner fuels.

1. Which company first built only cars?
a. Benz b. Ford c. Duryea d. Panhard
2. When did the Peugeot car company start?
a. 1888 b. 1889 c. 1890 d. 1891
3. What was the first U.S. car company?
a. Ford b. Olds c. Duryea d. Cadillac
4. The Ford Motor Company opened a...
a. factory in Denmark in 1911 b. factory in Germany in 1925
c. factory in Britain in 1929 d. factory in France in 1931



5. Whose idea was the assembly line?
 - a. Charles Duryea's
 - b. Emile Roger's
 - c. Henry Ford's
 - d. Karl Benz's
6. In which year did Ransom E. Olds start the Olds Motor Vehicle Company?
 - a. 1903
 - b. 1901
 - c. 1902
 - d. 1904
7. Produced means...
 - a. bought
 - b. named
 - c. made
 - d. sold
8. Fuel is ...
 - a. a car production system
 - b. what makes cars go
 - c. the price of a car
 - d. None of the above
9. Pollution in the air is
 - a. dirty air
 - b. clean air
 - c. a kind of fuel
 - d. a system of production
10. Most modern cars still use diesel and petrol.
 - True
 - False

1. Importance of Communication



At the end of this lesson, you shall be able to:

- identify the characteristics of effective communication
- recognize the barriers to effective communication
- practice to overcome barriers in communication.

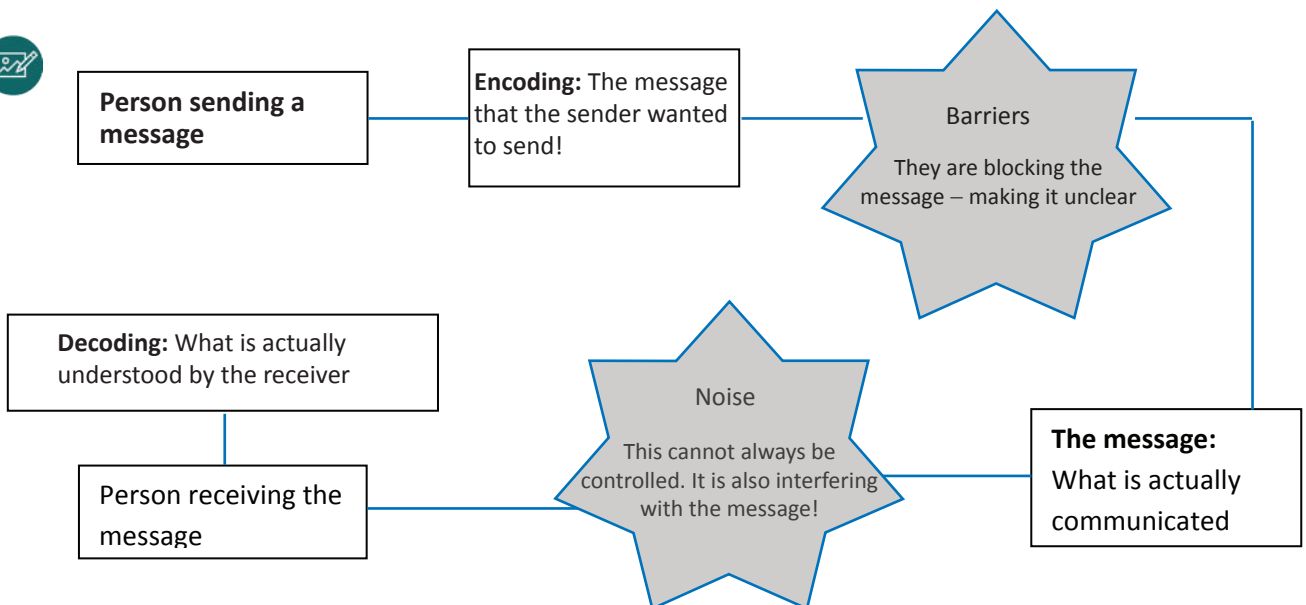


Effective communication: We all know how to speak our native language. Some of us have also learned how to speak in English! Then, why do we need to learn ‘How to communicate?’ Isn’t the meaning of communication simply to make ourselves understood to other people? Is knowing the language not enough to achieve this objective?

Effective communication is not only about putting across our ideas to an audience. It also means that your message has been fully delivered and understood. It is a rare and valued skill at every workplace. Employees with good communication skills become team leaders and managers.



What I already K now	What I W ant to find out	What I L earned





1. Draw and describe!

Step 1 Pair up with any one student from your class.	Step 2 Sit with your back towards each other. And, each of you have draw a picnic scene. Do not show each other what you are drawing! Remember to draw food items, which you would like to take with you on this picnic.	Step 3 Take another blank page. It is time for you to make a copy of your friend's drawing. With one condition, you cannot look at each other's drawing. However, you can use words to describe the picture.
Step 4 View each other's pictures.	Step 5 Discuss – Were you able to draw each other's pictures with the help of words alone? What were the challenges in understanding what is made on a picture by listening to only the words?	Step 6 Discuss – How can you improve your communication? What words could your friend have used to clearly describe his/her picnic scene?

2. Read and discuss.

10-year-old Raheem and his younger sister 7-year-old Rukkaiya are preparing tea for their mother for the first time. They have been observing their mother make tea for a long time. They feel fully prepared for the task. They have observed that their mother starts by heating water. After heating water, she adds a white powder and the crushed tea leaves. After this, she adds milk and heats the mixture for some time. But, just to be sure, they ask their father to come to the kitchen and tell them how to make tea. He points to the utensils of water, milk, tea and sugar and asks them to mix everything and heat.

The two children prepare tea and serve it to their mother. She is surprised! She accepts the cup of tea and takes her first sip. It turns out that the children had added salt to the tea, instead of sugar.

Discuss with your friends, and write why do you think this happened? What could the father or the children have done to prevent this?

3. Look at the picture and respond.



HOW DO YOU THINK THIS FRIEND IS ACTUALLY DOING?
 HOW DO YOU KNOW THAT? WHAT WOULD YOU SAY TO YOUR FRIEND?

Source: My Career Manual, Quest Alliance.



4. Read the following situations and answer the questions that follow.

Rita was working as a tailor in one of the boutiques in town. She had been unwell for the past week. So, she was unable to concentrate on her work. The manager of the boutique noticed that Rita was making many mistakes. The manager approached Rita and said:

Situation 1: “Rita, you are a good worker, but for the past week, you’ve been making mistakes. You’ve never made such mistakes in the past, can I be of any help and resolve your problem?”

Or,

Situation 2: “Rita, for the past week, you’ve been continuously making mistakes. This is inexcusable. You need to do better or leave the job.”

Now that you have heard the example, sit back and think about it.

What is the difference between the two situations?

What is the impact of the first situation on Rita?

What is the impact of the second situation on Rita?

Which is the style of communication that you would like to receive?



Complete the What I learned column in the KWL chart.



How was today’s session?

Boring		
Fun		
	Lots of learning	Less learning



Think, and share:

a. What is communication?

b. How can effective communication help us?

c. What are some of the things that stop a message from being received the way it was intended?

d. What can be done by the person sending the message to reduce the chances of miscommunication?

e. What can be done by the person receiving the message to reduce the chances of miscommunication?



View the video on youtube to learn what can you do to become an effective communicator today!

<https://www.youtube.com/watch?v=03FdGaWgp7A>

(You tube>how to talk to anyone (part 1)/ communication skills (Hindi) – animated book summary)

2. Components of Communication



At the end of this lesson, you shall be able to:

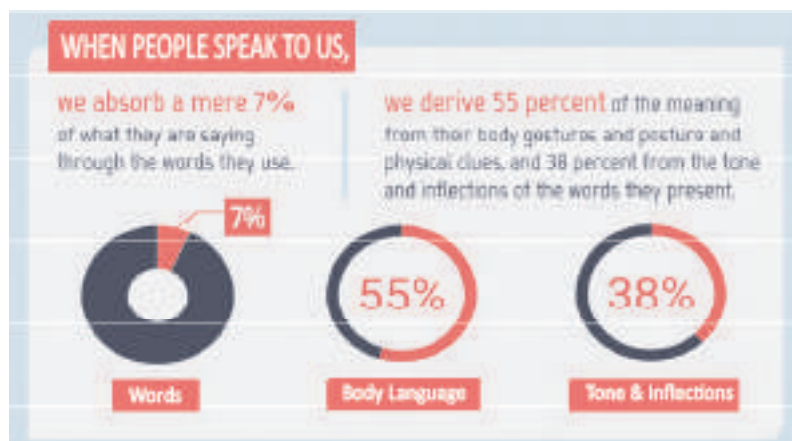
- identify the types of communication
- recognize and use words that facilitate effective communication
- practice the use of body language to facilitate effective communication.



Types of communication: Do you communicate only when you speak? Take a quick look around your classroom and observe what your classmates are doing! Some of them are relaxing on their chairs, some are laughing, some are reading and some might be sitting quietly not doing anything. We were able to easily determine this by simply seeing them. How did we do it? By simply observing what their body is doing. In another example, if our mother or father are angry with us, we can usually simply understand that by the expressions on their faces – we do not need to ask them! All of these are examples of non-verbal communication. In our everyday life, we communicate more without the use of words (via body language, tone of our voice, expressions, etc.) than we do using words. It is important to understand and practise both kinds of communication to improve our ability to communicate with others.



What I already K now	What I W ant to find out	What I L earned



Words are easier to control. We must learn to control our body and tone, if we want to communicate effectively! If your body appears nervous or aggressive, nobody will pay attention to your words.



Complete the What I learned column in the KWL chart.



How was today's session?

Boring		
Fun		
	Lots of learning	Less learning

Think, and share:

What are the different kinds of communication?

How can we use our body and tone to improve our communication?

How can we create more opportunities to practice communication and get feedback from our friends and mentors?



Communication club – Some of your friends can get together to create a 'communication' club in your institute. Some of the club activities can include – reading out aloud the news (you may choose sections of sports and lifestyle – practice delivering the news by conveying emotions), discussion of the content of the news, sharing your opinion on the news and listening to others' point of view.



3. Recall

1. Communication is important for everyone in which of the following situations?
 - a. While studying in a college
 - b. While attending interviews
 - c. While talking to friends
 - d. All of the above
2. Renu thinks about expressing her thanks to her friend Rita for helping her before exams. Which of the following options will best suit the situation?
 - a. Rita I'm so sorry
 - b. Rita, thank you for all your help.
 - c. Rita, I'll see you later
 - d. Rita, thanks
3. Your friend makes a mistake and you want to point out to him. Which of the following options will best suit the situation?
 - a. I need to talk to you about something.
 - b. You are a bad person.
 - c. I'm sorry.
 - d. Can we eat something?
4. 'Excuse me sir, may I come in?' is a
 - a. Friendly way of apologizing
 - b. Friendly way of thanking
 - c. Formal way of asking permission
 - d. Formal way of apologizing
5. The teacher said, "Write the topic of the experiment on the top right corner of the page" is
 - a. A clearly communicated instruction.
 - b. Not clear to understand.
 - c. A friendly request
 - d. An apology to a friend
6. Misunderstanding in communication can lead to
 - a. Good relationships
 - b. Problems in understanding
 - c. Effective results
 - d. Successful projects
7. A good communicator will always use
 - a. Short and simple language
 - b. Long sentences
 - c. Rude words
 - d. Complex language
8. In effective communication, one has to
 - a. Keep listening always.
 - b. Listen carefully and speak usefully.
 - c. Keep speaking always.
 - d. Listen and speak carelessly.
9. When one has to express some difficult situation it is important to
 - a. Communicate everything clearly.
 - b. Say just a few aspects of the problem.
 - c. Do not say anything.
 - d. Use complicated words.
10. When the communicator uses harsh words to point out errors it will
 - a. Be well received.
 - b. Lead to more problems.
 - c. Solve the issue.
 - d. Help the receiver.
11. When we communicate with one another which of the following helps in making more meaning?
 - a. Words
 - b. Body language
 - c. The language we use.
 - d. None of the above
12. An angry person's body language will be
 - a. Calm and composed
 - b. Nervous and aggressive
 - c. Friendly and smiling
 - d. Relaxed and soothing
13. When you speak to someone who uses a language you don't know, you guess the meaning using
 - a. Facial expressions and gestures
 - b. Sounds of the language
 - c. Grammar of the language
 - d. Voice of the person
14. When you say "I've topped the class this year!" your voice will sound
 - a. Sad and depressed
 - b. Doubtful and down
 - c. Excited and confident
 - d. Arrogant and proud



15. When you give a speech it is always better to
- a. Stand fixed.
 - b. Walk fast from place to place.
 - c. Stand slouching and bent.
 - d. Stand straight and walk a little on the stage casually.
16. People who read news on television need to maintain proper levels of
- a. Voice
 - b. posture
 - c. eye contact
 - d. all of the above
17. One way of improving your communication skills is
- a. Practising alone
 - b. Practising with friends and getting feedback
 - c. Reject any feedback given.
 - d. Keep observing others.
18. When you mumble while giving a speech you will be understood as
- a. Confused and not confident
 - b. Confident and aggressive
 - c. Arrogant
 - d. Knowledgeable
19. Which of the following should be avoided while speaking before a group?
- a. Maintaining eye contact
 - b. Memorizing the speech
 - c. Feel energetic
 - d. Stand rigidly
20. Preparing outline and notes is crucial for beginners before delivering a speech.
- a. Yes
 - b. Maybe
 - c. No
 - d. Depends on the topic



Make a checklist of the steps you need to take for improving your communication Skills. You may use the image given, if needed.

4. Practising Effective Communication



At the end of this lesson, you shall be able to:

- identify formal and informal communication
- distinguish formal and informal communication
- introduce yourself effectively.










A great first step to mastering communication can be to practice your own introduction! Can you guess why? You know all there is to know about you. You do not have to worry about the lack of content! Now, we can just practice the best way of presenting information about yourself to others. Another reason to practice your own introduction is that introducing yourself is your opportunity to make a great first impression on your future employer, co-workers and friends!



What I already K now	What I W ant to find out	What I L earned



<p>Eye contact look at the audience</p> 	<p>Don't hide</p>  <p>Reading from the book (X) Looking up/down (X)</p>
<p>Volume Speak loudly and clearly</p> 	<p>Don't whisper / shout</p>  <p>Speaking too softly (X) Using mixed up words (X)</p>
<p>Body language Stand Smartly! Keep your arms and legs in control Smile!</p> 	<p>Don't shake Moving legs (X) Playing with pen (X)</p>  



1. Introducing yourself

Step 1: Frame your introduction for a formal and an informal setting. Take care to include 4-5 points in your introduction.

Parts of your introduction	Formal (interviews and workplace)	Informal (meeting new friends)
Greeting	Hello / good morning / Good afternoon / good evening	Hi / Hey / Hello!
About me	Name / qualification / interests (work-related)	Name / interests / hobbies

Step 2 : Let's prepare the non-verbal components of our introduction!

Parts of your introduction	Formal (interviews and workplace)	Informal (meeting new friends)
Greeting	A firm handshake	Wave and say hi / a firm handshake
Dress	Shirt / pant / salwar / kurta / sari / formal shoes	Casual everyday clothes.
Expression	Smile confidently, but don't laugh	Smile a lot!
Body language	Reserved and formal	Open and warm!

2. Review the following introductions and rate them!

Types	Introduction	Great	Good	Poor
Formal	Hello, my name is Rajesh. I am from Varanasi, Uttar Pradesh. I have completed my certificate from ITI Aliganj, Lucknow. I studied electronics. I am passionate learning about new technologies. I really enjoy interacting with new people.			
Informal	Hey, I am Saima Khatoon. I am from Ahmedabad. I am really fond of running and travelling!			
Formal	Good morning, I am Siraj Khan. I have completed my certificate course in the electrical trade from Govt ITI, Chennai. I look forward to a chance to work in the service industry. It will give me an opportunity to stay updated with the latest technology and use my communication skills to build strong customer relationships.			
Formal	Hello, I am Ratan. I am from Delhi. My father is a government employee, and my mother is a homemaker. I studied electronics from ITI, Gurgaon.			



Complete the What I learned column in the KWL chart.



How was today's session?

Boring		
Fun		
	Lots of learning	Less learning

Think, and share:

What should we talk about while introducing ourselves?

What are some of the interests and strengths that you can share while introducing yourself formally?

What are some of the interests and strengths that you can share while introducing yourself informally?



Ask some of your classmates who met you for the first time in this institute – What did they think of you after the first meeting? What kind of impression did you leave on your classmates? Was this the impression that you wanted to leave? If yes, how did you manage to do it? If no, what can you do differently the next time you meet new people?



5. Mastering Effective Communication



At the end of this lesson, you shall be able to:

- use your voice to convey emotion
- modify the rate of your speech to lay emphasis on important points
- practise and master loud and clear speech.



Mastering effective communication: We have been working very hard to overcome our hesitation to speak. We have also spent some time trying to learn the English language. And, in the past few sessions, we have been practising how to communicate effectively with each other. Now, it is time to learn a few tips and tricks that will help us become excellent communicators! In this session, we will learn how we can speak more expressively and influentially.



What I already **K**now

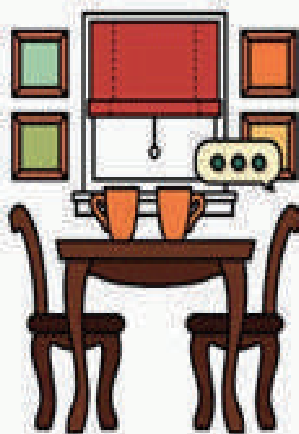
What I **W**ant to find out

What I **L**earned



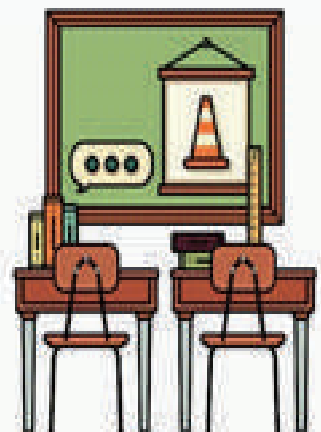
SPEAK UP

If you tend to whisper, mumble or speak with your head down, it is much easier for people to talk over you or ignore you.



SLOW DOWN

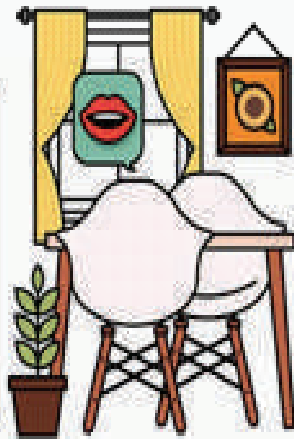
Speaking too quickly is a bad habit and it can be difficult for people to keep up with you or even understand what you're saying





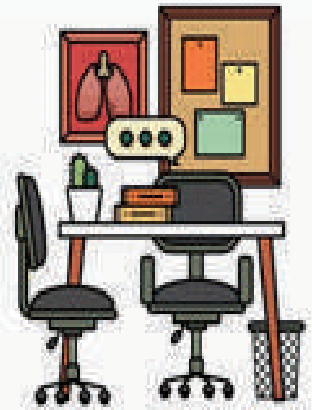
ENUNCIATE

Make sure to open your mouth, loosen your lips and keep your tongue and tooth in the correct position as you speak.



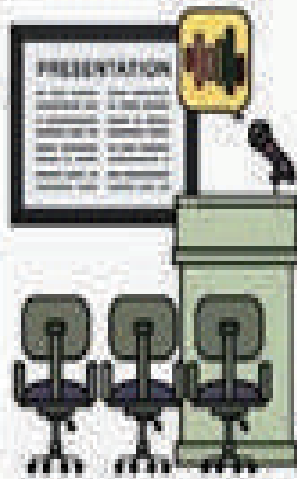
PRACTICE DEEP BREATHING

Deep breathing is essential for a full, rich speaking voice. Your breath should come from your diaphragm, not from your chest.



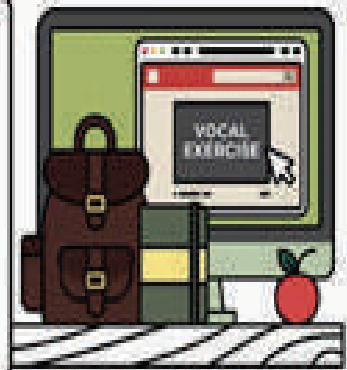
VARY YOUR PITCH

The pitch of your voice can have a real impact on the quality of your speech and the impact it makes on your listeners.



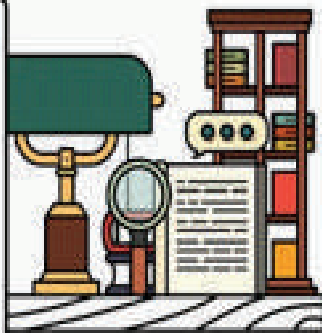
DO SOME VOCAL EXERCISES

Practicing vocal exercises can be a good way to develop your natural speaking voice.



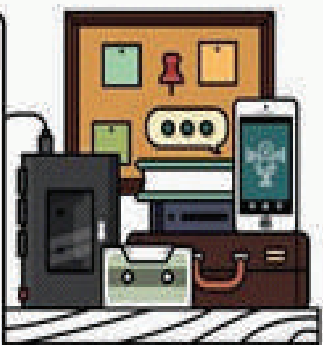
PRACTICE READING ALOUD

In order to work on pronunciation, pace and volume, it is a good idea to practice reading aloud.



RECORD YOURSELF

Even though most people don't like listening to the sound of their own voices, it's a good idea to record yourself speaking.





Source: Wiki How



1. Follow the steps given to do the activity to break inhibitions.

<p>Step 1 Team up with any 6 students from your class.</p>	<p>Step 2 Obtain today's newspaper and select any 6 news pieces of your choice!</p>	<p>Step 3 Each of you have to prepare a 'breaking news' piece using the material of the selected news article.</p>
<p>Step 4 Deliver the news to each other. Recall popular news TV anchors. You can deliver the news in their style! Do it in an engaging manner.</p>	<p>Step 5 Discuss – Which news delivery was the most engaging? Why? Which news delivery seemed to be the least engaging? How could it be improved?</p>	<p>Step 6 Discuss – How can we break our inhibitions and express our emotion better through our voice? How will this be useful for us?</p>

2. Giving and getting directions.

<p>Step 1 Pair up with one student from your class (someone who has never been to your home!).</p>	<p>Step 2 Ask your friend to draw a map to your home – by asking you the directions to your home. You should answer his / her questions in complete detail, but do not tell him/ her which questions to ask.</p>
<p>Step 3 In reply to your friend's question, share detailed directions including landmark, etc., to your home. Do not tell your friend if the map he/she drawing is correct or incorrect. Time: 15 minutes</p>	<p>Step 4 Discuss – Was your friend able to draw a correct map to your home? Ask your friend for feedback on the clarity of your directions. How could you have communicated the directions more clearly? What were the instructions that confused her/him the most?</p>



Complete the What I learned column in the KWL chart.



How was today's session?

Boring		
Fun		
	Lots of learning	Less learning

Think, and share:

How can you learn to improve the clarity of your communication?

Why is it important to vary the tone to convey emotion?

What can you do to increase your confidence to communicate?

What can you do get a better feedback on your ability to communicate?



Let us do some theatre!

along with your friends prepare a skit on your first day at workplace. On your first day, you have to greet all your co-workers and have to introduce yourselves to each other. Assign each other roles and create a skit.

6. Assessing your Communication Ability



At the end of this lesson, you shall be able to:

- identify your strengths and areas that need improvement in communication
- identify and create opportunities to improve your communication ability outside the classroom
- practice communicating outside the classroom.



Learning is a lifelong process! You have not mastered the art of communication yet. You have only begun your journey towards mastery. This module will help you assess your own ability to communicate. After completing this session, you will know what your strengths are and what your weaknesses are.



What I already **K**now

What I **W**ant to find out

What I **L**earned



Source: The balance careers.com



1. Read the following statements and rate yourself from 1 to 5.

Is this you...?	5	4	3	2	1
	Yes	Some what	Neutral	Mostly no	No
1. I am open minded and am willing to change my viewpoint based on the valid opinion of others.					
2. I prepare for all communication and think things through before I speak.					
3. I always choose my words to suit the person (s) I am talking to.					
4. I find it easy to listen to what other people have to say without interrupting.					
5. I am good at making eye contact with people when I am talking to them.					
6. I am not intimidated by situations where I need to communicate with difficult people.					
7. I am confident when I talk to people and speak clearly without mumbling.					
8. I am good at getting my point across in a clear, concise manner.					
9. I find it easy to concentrate on what others are saying and don't lose my focus.					
10. I don't start planning my response whilst the other person is talking.					
11. I don't think that my opinion is the most important one in the room.					
12. I only speak up if I have something valuable to contribute to the conversation and I avoid talking just for the sake of it.					
13. I make a conscious effort to match my body language to the message I want to convey.					
14. I am good at reading the body language of others.					
15. I can keep my cool when talking to other people even if I feel angry about what they say.					
16. When other people in the group are quiet, I encourage them to contribute.					
17. I don't shout and point at people when we have a heated conversation.					
18. When group discussions get heated, I am good at keeping everyone calm and on the point.					
19. I feel comfortable attending meetings.					
20. I am good at summarising the key points of conversations which I have with people					
Column Score (number of ticks in each column)					
Overall Total (five column scores added)					
Result: 76 -100 : You seem to have good communication skills. 51 – 75 : There is a good foundation of communication skills. 26 – 50 : You have a lot of work to do to develop your communication skills.					



2. Follow the steps and reflect.

<p>Step 1 Pair up with one student from your class.</p>	<p>Step 2 Ask your friend to use his/ her smartphone to make a recording of you, as you introduce yourself formally. Make sure your introduction lasts for, at least, 2 minutes.</p>
<p>Step 3 View the recording together.</p>	<p>Step 4 Discuss – What is it about your communication that you really liked? Is there anything that you could do differently to improve your non-verbal communication? Do you like the way your voice sounds? Is there anything that you can do to make it more expressive?</p>



Complete the What I learned column in the KWL chart.



How was today's session?

Boring		
Fun		
	Lots of learning	Less learning

Think, and share:

What are your strengths as a communicator?

What are the areas of improvement for you as a communicator?

While working in teams, what are the tips of good communication that you have learned by observing others in the team?

How can you continue to practice communication while studying in this institute?



Take more tests of your communication skills.

You can take the following tests for assessing your ability to communicate:

<https://www.activia.co.uk/communication-skills-test>

https://www.mindtools.com/pages/article/newCS_99.htm

**7. Recall**

1. Introducing ourselves effectively helps in creating a good impression among
 - a. Future friends
 - b. Future employers
 - c. Teachers
 - d. All of the above
2. 'Hey, I am Saran. I am from Ahmedabad. I am really fond of running and travelling!' is a
 - a. Formal introduction
 - b. Informal introduction
 - c. Both of the above
 - d. None of the above
3. When you are in a formal situation, your facial expression needs to be
 - a. Smile but not laugh.
 - b. Laugh but not smile.
 - c. Keep laughing.
 - d. Don't smile.
4. Casual clothes is a good choice for
 - a. Meeting interviewers
 - b. Meeting friends
 - c. Business meeting
 - d. Formal occasion
5. Details of place of study, branch and specialization should be communicated elaboratedly during
 - a. An interview
 - b. Friendly chat
 - c. Group discussion
 - d. Debate
6. Introducing ourselves is a key component in communication because
 - a. First impressions are lasting.
 - b. We get a chance to talk.
 - c. Everyone will know our good qualities.
 - d. We can say anything about ourselves.
7. When you shake hands with an interviewer, it has to be
 - a. Tight and firm
 - b. Firm and confident
 - c. Loose and quick
 - d. Sweaty and long
8. When you chat with new friends, you can speak about your
 - a. Technical skills
 - b. Hobbies
 - c. Financial issues
 - d. qualifications
9. While we communicate, it is important to pay attention to
 - a. Our verbal expression
 - b. Our non-verbal expression
 - c. Both verbal and non-verbal expression
 - d. Neither verbal nor non-verbal expression
10. Non-verbal expressions include which of the following aspects?
 - a. Good eye contact
 - b. Standing or sitting position
 - c. Smile
 - d. All of the above
11. If someone is open minded and willing to change a viewpoint based on the valid opinion of others, they are
 - a. Good communicators
 - b. Rigid communicators
 - c. Poor communicators
 - d. Difficult communicators
12. It is important to always choose words to suit the person(s) you are talking to because
 - a. It shows you are not interested in communicating with them.
 - b. You need to show off your word knowledge.
 - c. The other person needs to understand your message.
 - d. Communication is always difficult.
13. When you want to make a quick point it is better to be
 - a. Clear and long
 - b. Clear and concise
 - c. Concise and confusing
 - d. Concise and slow
14. While the other person is talking, a good communicator will always
 - a. Listen carefully.
 - b. Plan the response.
 - c. Ask too many questions.
 - d. Be impatient.
15. Why should you match your body language to the content of your talk?
 - a. Because communication is verbal
 - b. Because communication is visual
 - c. Because communication is both verbal and visual
 - d. None of the above
16. When a group discussion gets heated, it is better to
 - a. Raise our voice.
 - b. Be calm and express our opinion.
 - c. Quarrel with other participants.
 - d. Complain to the panelist.



17. When a participant is quiet during a group discussion
- a. I will encourage him/her to participate.
 - b. Use the chance to speak.
 - c. Forget their presence.
 - d. Speak for their sake.
18. One way of showing interest when you have a conversation is
- a. Summarizing their ideas at the end
 - b. Interfere as they speak
 - c. Fall asleep as they talk
 - d. Speaking your point of view when not asked
19. Recording oneself speak in a smart phone can be useful for
- a. Looking at it whenever you are free
 - b. Assessing strengths and weaknesses in one's communication
 - c. Showing to friends
 - d. Posting it on facebook
20. The top communication skills that can helps in one's career are
- a. Listening and confidence
 - b. Friendliness and open-mindedness
 - c. Non-verbal communication
 - d. All of the above

Communication skills and tips

Listening skills


There is no way to be a good communicator without listening!

But what is important is to listen carefully, with attention.



Use body language


The signs and signals of your body always send messages to your partner.




Be confident

If you are introvert and unsure, there are many tips and techniques that are helpful to learn.

When you are confident, it is easy for other people to trust you and to rely on you.



Be clear and concise



Do not use long sentences that are difficult to understand!

Stick to the main points.

Be positive and patient



The positive attitude has a huge power for successful relationships in business.

Remember that it is always a pleasure to speak with positive people.

Be respectful



People love to see that someone respect their efforts, opinions and abilities.

Remember to speak politely to everyone.

Feedback



Giving feedback show that you are not just a passive listener.

How can you communicate better? List the steps you will take. Refer the image given.



8. Verbal Communication – Speaking



At the end of this lesson, you shall be able to:

- identify expressions to use in making telephone calls
- make telephone calls on given contexts
- practise making telephone calls.



Ability to identify appropriate expressions in making telephone calls is a very important skill. Formal telephone calls to prospective employers, supervisors and others are to be made in professional life. Learning to make formal telephone calls will help one perform well in the workplace.



What I already Know	What I Want to find out	What I Learned



- Call back** = To return a phone call
E.g. She said she'd call back.
- Call up** = Call someone on the phone
E.g. My dad called me up to tell me the bad news.
- Get through** = To contact by telephone
E.g. I finally got through to Tom on his mobile.
- Hold on** = Wait for a short time
E.g. Could you hold on a moment, please?





1. Choose a partner. Answer the following questions. If your response is different from that of your partner, write both responses in the space provided.

a. List a few occasions when you will need to make a telephone call in the workplace.

b. What are the important things to consider when you make a formal telephone call?

c. Is it necessary to be polite when you make a formal telephone call? Give reasons.

d. What are the important things to follow to make an effective telephone call to your supervisor to request for a day's leave?

2. Fill in the blanks with the appropriate words with the help of the infographic given.





- a. The tone of the voice has to be _____
- b. One should speak _____
- c. When we expect calls, we need to _____
- d. If someone gives messages during a telephone call, we should _____
- e. Should we ask before putting people on hold. Yes/No
- f. It is necessary to _____, before it ends.
- g. We should pick up calls in three rings. Yes/No
- h. We should use slang and buzz words on the telephone. Yes/No

3. You are the supervisor of XYZ Automobiles. You have a problem in delivering the car ordered by a customer on time. Call the customer and inform him of the inability in the delivery as scheduled. Request the customer 15 days more time for you to deliver.

Make notes here:

4. Your boss is travelling to Hawaii during summer. He is asking you to get information on the dos and don'ts to be followed while going to Hawaii. He has asked you to consult a travel advisor and get the details. Frame questions to ask the travel advisor from the graphic organizer given and make a call to the travel advisor.





5. You have applied for the post of an intern in ABT Maruthi Ltd. You have attended the interview a month ago and have not heard from them yet. Make a call to the HR manager to find out your position. Remember to be polite and have all your application information ready before you make the call.

Make notes here:



Complete the What I learned column in the KWL chart.



Telephone communication with superiors and team members in the workplace is an essential skill. Using polite language and making prompt calls help one succeed in profession.



<https://youtu.be/MO8Jz7b9wH8>

<https://youtu.be/kaH4xfodN3w>

9. Verbal Communication – Writing



At the end of this lesson, you shall be able to:

- identify the features of formal letters
- recognize the structure of formal letters and resume
- respond to advertisements and write letters and resume.

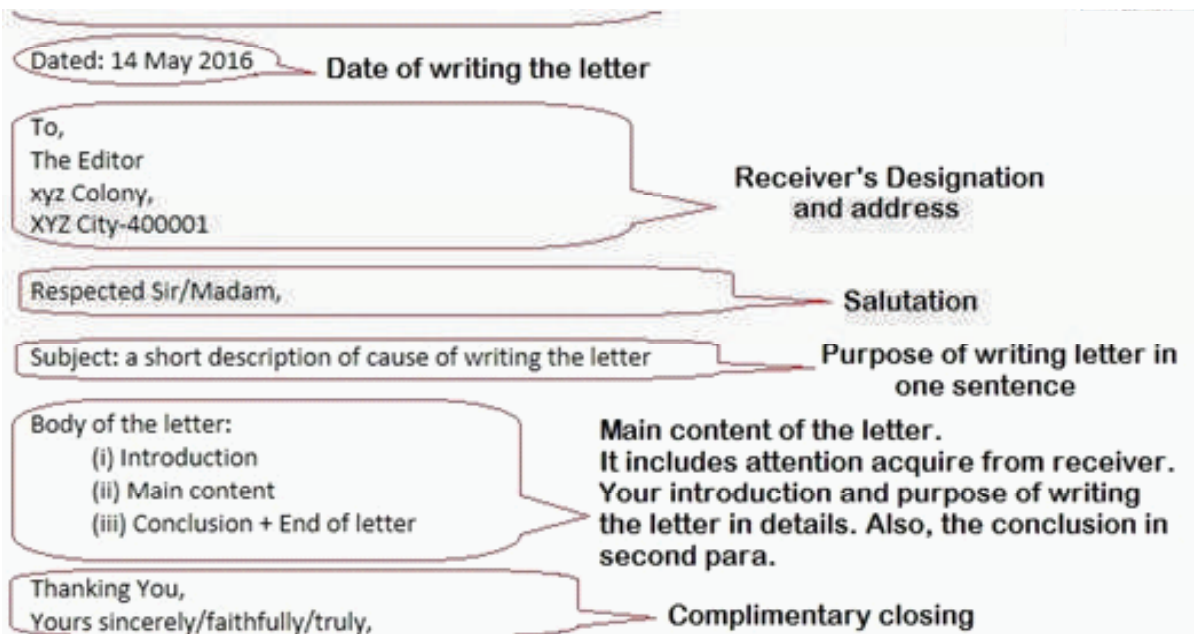


Ability to communicate in writing is an important skill. Applying for jobs with resumes is a basic requirement when one applies for jobs. Formal letters and informal letters are written from many purposes in real-life contexts.

A good letter of application and a resume create a favourable impression on the employer.



What I already Know	What I Want to find out	What I Learned





Name: XXX
 Address: YYY
 Date of Birth: 00/00/0000
 Contact information: Landline: 000 00000000
 Mobile: 00000 00000
 Email:abcd@efgh.com

Academic Qualifications:
 Technical Qualifications: CAD, MS-office
 Work Experience: Apprenticeship in NMOP industry
 Personal Interests: Gardening, singing, housekeeping.

Examination	Board	Marks obtained
SSLC/10thStd		
NCVT		

Signature
 XXX



1. Rishab is not well. He is applying for leave for 2 days. Help him complete the leave letter. Since he is writing to the Principal, it is a formal letter.

From
 H Rishab
 Fitter Trainee
 IIT, Pune
 To
 The Principal
 IIT, Pune

Sir,
 I am not well. I _____ you to give me _____ to avail _____
 for _____. I will come to ITI on _____.

Thank _____.
 Pune
 01.07.20__

Yours obediently,

2. Your father is not well. You need to take him to the hospital. Write a letter to the ITI Principal requesting for leave.

From

To

Sir,

Thank _____.

Yours obediently,



3. Look at the advertisement for ITI trainees. Write a formal letter of application and a resume. You may refer to the structure of the letter and resume in the illustration. Write the letter and resume in the table given to the Director, ABC industry, Cantonment, Delhi.

Eligibility: NCVT certificate, 18-28 years old.

Salary: Rs. 15,000 – 25,000.

INDUSTRIAL JOB FOR ITI		
Sl. No.	Trade	No. of Posts
1.	ITI Fitter	175
2.	ITI Electrician	125
3.	ITI Welder	150
4.	ITI Plumber	135
5.	ITI Turner	80
6.	ITI Refrigeration	120
7.	ITI Machinist	115
8.	ITI Wiremen	50

Date:

From

To

Dear Sir/Madam,

Sub: Application for the post of _____

I saw your advertisement in naukri.com. I have completed ITI training in _____ trade. I wish to apply for the post. I am _____ years old. I have _____ certificate.

I have enclosed my _____ for your reference. I assure that if I am selected, I will work hard and follow all rules and regulations of your company.

_____.

Yours Faithfully,



Resume

Name:

Address:

Date of Birth:

Contact information: Landline:

Mobile:

Email:

Academic Qualifications:

Examination	Board	Marks obtained
SSLC/10th Std.		
NCVT		

Technical Qualifications:

Work Experience:

Personal Interests:

Signature

- 4. You have completed ITI training and have NCVT certificate. You wish to apply for internship in BHEL, Delhi. Draft a resume and covering letter to the DGM, BHEL, Delhi. You may use the format used for the previous activity.**

Date:

From

To

Dear Sir/Madam,

Sub: Application for the post of _____

I saw your advertisement in naukri.com. I have completed ITI training in _____ trade. I wish to apply for the post. I am _____ years old. I have _____ certificate.

I have enclosed my _____ for your reference. I assure that if I am selected, I will work hard and follow all rules and regulations of your company.

_____.

Yours Faithfully,



Resume

Name:

Address:

Date of Birth:

Contact information: Landline:

Mobile:

Email:

Academic Qualifications:

Examination	Board	Marks obtained
SSLC/10thStd.		
NCVT		

Technical Qualifications:

Work Experience:

Personal Interests:

Signature



Complete the What I learned column in the KWL chart.



Verbal communication in the form of writing letters of application and resumes is important. It will help to succeed in getting jobs. Well-written and good resumes and letters of application will create a good impression about the applicant on the employers.



<https://youtu.be/lx0sy7-ivxM>

<https://youtu.be/MYaXN8j7rL8>

<https://youtu.be/1RfZcU3DFz0>

<https://youtu.be/lviKtfayAUs>



10. Non-verbal Communication



At the end of this lesson, you shall be able to:

- identify the spatial distance appropriate for formal and informal communication
- recognize the importance of maintaining appropriate bodily movements and appearance
- practise to maintain spatial distance and proper body language.



Ability to identify the appropriate spatial distance to be maintained during communication is an essential skill. The spatial distance varies with the context of communication. The distance is minimum in informal communication while it is greater in formal communication. Spatial distance is a form of non-verbal communication.

Body language communicates more than the spoken word. It includes gestures, postures, facial expressions, eye contact and personal appearance. Identifying appropriate bodily movements and personal grooming help to achieve success in interviews as they create a good first impression.



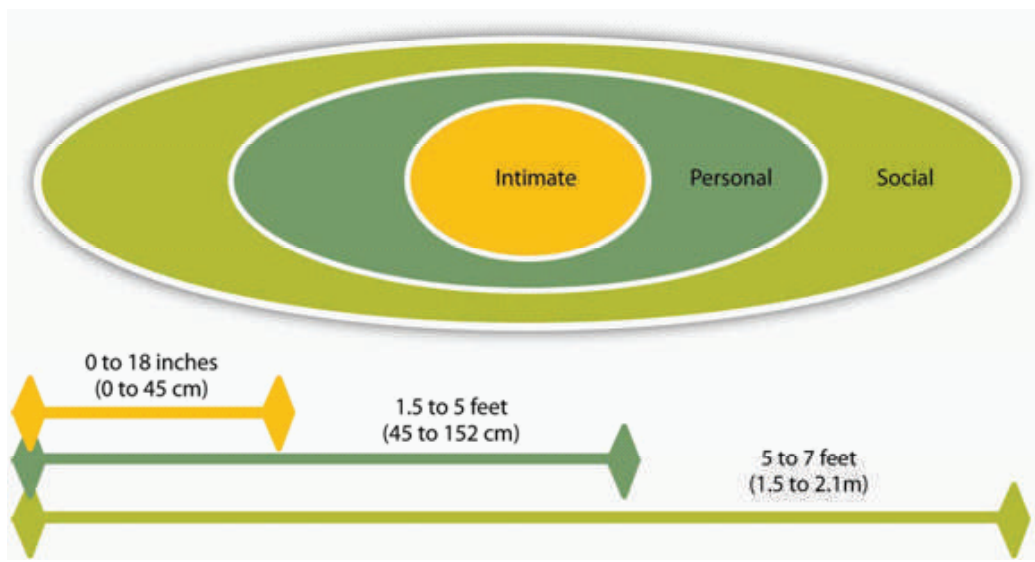
What I already **K**now

What I **W**ant to find out

What I **L**earned



a. Spatial Distance





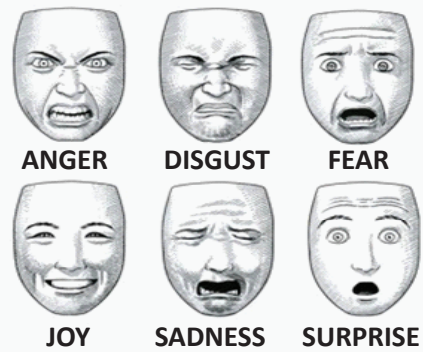
b. Bodily movements/Gestures



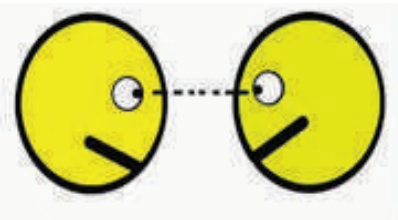
c. Postures



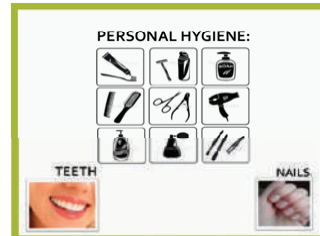
d. Facial Expressions



e. Eye Contact



f. Facial Expressions



1. Choose a partner. Answer the following questions. If your response is different from that of your partner, write both responses in the space provided.

a. Do you like people who are neatly dressed?

b. What are the important things to consider to look good and neat?



c. Is it necessary to look good when you are in the ITI as a trainee? Give reasons.

d. What are the important things to follow to maintain a neat appearance every day?

2. Fill in the blanks with the appropriate words with respect to your everyday appearance in the ITI.

tucked in, shoes, buttoned, neatly cut, combed, teeth

_____ shirt, clean _____, polished _____, _____ shirt,
_____ hair, _____ nails

3. Read the following passage and tick the appropriate column in the table with dos and don'ts of non-verbal behaviour.

The eyes and facial expression are important to a speaker/listener. If a listener is rolling her eyes, has a bored expression or seems glazed over. It means that the listener is not actually listening or does not care about the speaker has to say. Although some find it hard to make eye contact, attempting to do so during conversations makes you come across as alert and caring. Head movements such as nodding are also important visual cues that let people know you are listening, processing the information and care about what is being said.

This area of non-verbal communication depends on the person. Not everyone "talks" with their hands, but integrating hand gestures into communication is a good way to get your point across. Examples to avoid would be pointing at the listener or wild hand gestures that take away from what you are saying. Speakers often use hand gestures to help solidify a point they are making.

Crossing your arms over your chest signifies to a listener that you do not agree with them and you are closed off from what they are saying. Fidgeting while listening also imparts cues that you are not interested in what is going on. This includes playing with your hands or objects, as well as swinging/shaking/moving your feet. Keeping still while listening may not be easy, but it lets the speaker know that you care about what they are saying.

Body positioning is subtly different from actual body movements. For example, even if you are sitting perfectly still but are leaning backwards, this gives the impression of disinterest or even downright disagreement. Inclining towards your listeners or the person who is speaking to you gives them the impression that you are engaged in the conversation. When people don't get along, they may give off subtle cues in their body positioning by turning slightly away, giving the impression that they want to leave the conversation. Open and engaged body positioning is important in a conversation.

Non-verbal Behaviour	Dos	Don'ts
Rolling eyes when someone is speaking		
Maintaining good eye contact with the speaker/listener		
Nodding the head makes the speaker know that you are listening.		
Using hands while speaking is a bad practice.		



Using hands while speaking is called gesture.		
Keeping hands crossed means obedience.		
Playing with objects, shaking legs are good signs of listening.		
Leaning forward makes listening to the speaker easy.		
Leaning backwards gives the impression of indifference to the speaker.		

4. You are talking to your supervisor. List the appropriate non-verbal behaviour you would follow: spatial distance, posture, facial expressions, eye contact. You may refer the passage in the previous activity and the visuals in the illustration.

5. Rahim is an electrician trainee. He has joined your ITI this year. As a senior ITI electrician trainee in the second year, give some advice on how Rahim has to come to the ITI every day. Remember to include information on his appearance, shirt, pant, shoes, hair, nails, etc.

6. Read the following descriptions. Identify the inappropriate behaviour. Write reasons to show why they are inappropriate.

a. Saleem is called by the instructor. The instructor tells Saleem how to use a Vernier Caliper. Saleem does not look at the instructor. He looks down when the instructor is talking to him.

b. Thomas is listening to a guest lecture on employability in his ITI. He is not interested in the session. He is drawing in his notebook and showing it to his friend, Ajay.

c. Mallik is called by the Principal as he has been very irregular to the ITI. Mallik stands very close to the Principal. He takes a paper weight on the Principal's table and starts playing with it.

11. Being Aware of Good and Bad Touch



At the end of this lesson, you shall be able to:

- identify good and bad touch
- distinguish good and bad touch
- learn to discourage bad touch and report it at all times.



Ability to identify the difference between a good and bad touch is very important. Sometimes, the lack of awareness of the difference between the two may lead to unwanted experiences. It is, therefore, important to know the difference between good and bad touch and take suitable measures to prevent and report them to elders.

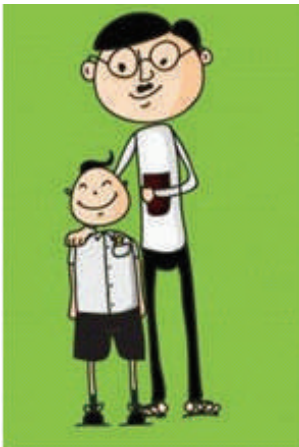


What I already Know	What I Want to find out	What I Learned



a. Good touch

Pat from the teacher



Dad giving bath to you

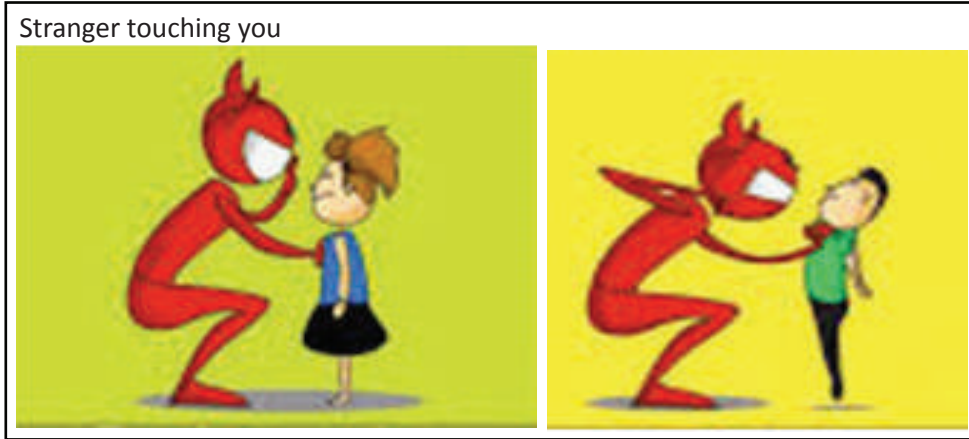


Brother pulling your cheeks

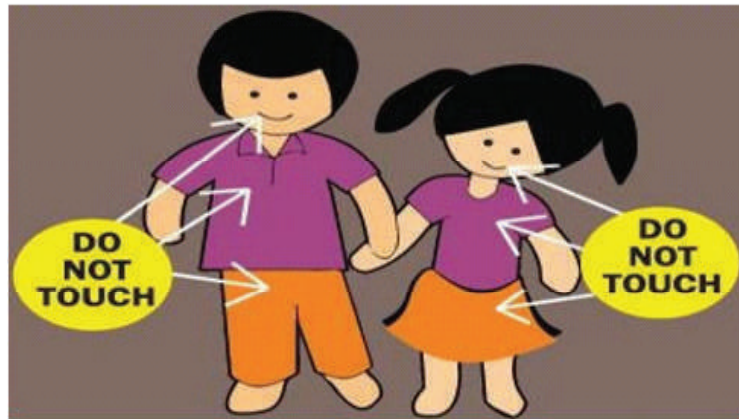




b. Bad touch



c. Areas to prevent strangers from touching



1. Identify good and bad touches in the following pictures.

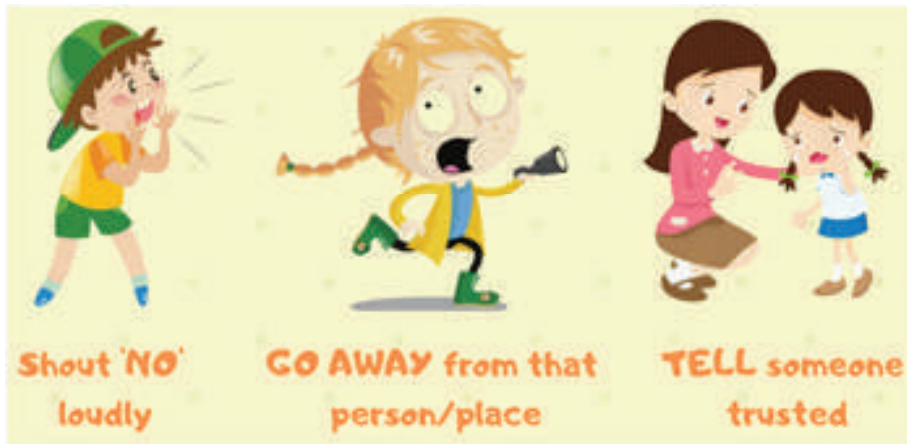
<p>A HUG BY MOM</p>		<p>HI-5 FROM A COACH</p>
<p>MAKES THEM FEEL GOOD</p>		<p>PAT ON THE BACK</p>



2. Salma does not like strangers touching her. She does not like anyone hitting her too. Look at what according to Salma is bad touch. Tahir is Salma's friend. Salma shares her idea about bad touch and wants to know what Tahir's idea about bad touch is. Choose a partner and role play the situation. Make notes here:

Bad touch for me is when **someone hits me.**
 Or someone who I don't know touches me when I **don't want to be touched.**
 Or someone touches me, **where I don't want to be touched**
 What about you?

3. Your younger brother is 9 years old. He studies in a private school and goes by van to school. Tell him what good touch and bad touch are. Teach him what to do if anyone touches him inappropriately. Use the picture to make him understand better.



Make notes here

4. Choose a partner. Use the information given on good and bad touch and engage in a discussion. You may add points, if you wish.





5. Read the information in the graphic organizer. Make a list people you can permit to touch you, people you should not allow to touch you. Give reasons.

Good Touch

It feels good to be hugged and kissed by people you love.

- When Mommy gives you a hug & kiss after you wake up.
- When Daddy gives you a good night kiss
- When Grandparents and Family come to visit and everyone gets a hug.

Bad Touch

Bad touch make us feel bad or uncomfortable.

- When someone Kicks, hits, pinches or slaps.
- When being touched where you are not supposed to Touched.

Private body parts are the parts you cover with your swimming suit when you go swimming. No one should ever touch your private parts except your parents or Doctor as they help to keep you clean & healthy.

No

If someone gives me a bad touch, I say "no, stop that, back off" or "i don't like that" or "don't touch me that way".

"Never agree to keep it secret. Tell someone you trust."

If someone gives you a bad touch then you should tell :

- Parents
- Grandparents
- Teacher or
- Other Trusted adults.

Dear Friend,

When someone gives you bad touch. Don't feel that you are bad. Whoever gives you a bad touch is the one who is bad, not you. "Your body belongs to you"

People	Allowed with reasons	Not allowed with reasons



Complete the What I learned column in the KWL chart.



It is important to be aware of good and bad touch. Awareness about different types of touch will help prevent abuse by strangers.



https://youtu.be/3T7Sox_h9Zs

<https://youtu.be/2Bw70foSSQI>

https://youtu.be/S_ozRNYUZNI

**12. Recall**

1. To call someone back means
 - a. to wait on the phone
 - b. to connect it to someone
 - c. to return a phone call
 - d. none of the above
2. What does to “hold on” during telephone call mean?
 - a. to hold the phone well
 - b. to wait for a short time
 - c. to put the phone down
 - d. to switch on a phone
3. Which one of these phrases is not related to a telephone call?
 - a. make up
 - b. pick up
 - c. hold on
 - d. call back
4. It is necessary to be polite while speaking on the phone.
True False
5. What would you do if someone gives messages during a telephone call?
 - a. refuse to note down if you don't want to pass the message
 - b. request to wait till you get pen and paper to take down
 - c. ask the caller to talk later
 - d. none of the above
6. When you are not able to repair an equipment in time
 - a. you can tell the customer to wait for one more week as you have other jobs
 - b. you can request the customer to give you one more week
 - c. you can ask the customer to go to another company if he/she wants
 - d. you can hide yourself when the customer comes
7. You must ask the callers before you put these on hold
True False
8. Slang words and impolite words are not prevented in formal phone calls.
True False
9. To ‘hang up’ means to end the telephone call by disconnecting the line.
True False
10. Rasheed picked up the phone means
 - a. he took a phone that was lying down
 - b. he kept the phone up in the table
 - c. he answered the phone
 - d. none of the above
11. A well-written letter of application and resume help in creating a good first impression.
True False
12. Resume is a brief description of one's qualifications, skills and experience.
True False
13. Leave letters written to the instructor and principal are informal letters, as you meet them in your institute almost every day.
True False
14. I will convey my instructor about my availing leave through my friend. No leaver letter is needed.
True False
15. NCVT means
 - a. National Centre for Vocational Training
 - b. National Council for Vocational Training
 - c. National Council for Vocational Training
 - d. National Centre for Vocational Training

13. Workplace Communication



At the end of this lesson, you shall be able to:

- identify the importance of effective communication
- recognize the characteristics of effective communication
- identify and eliminate the barriers to effective communication.



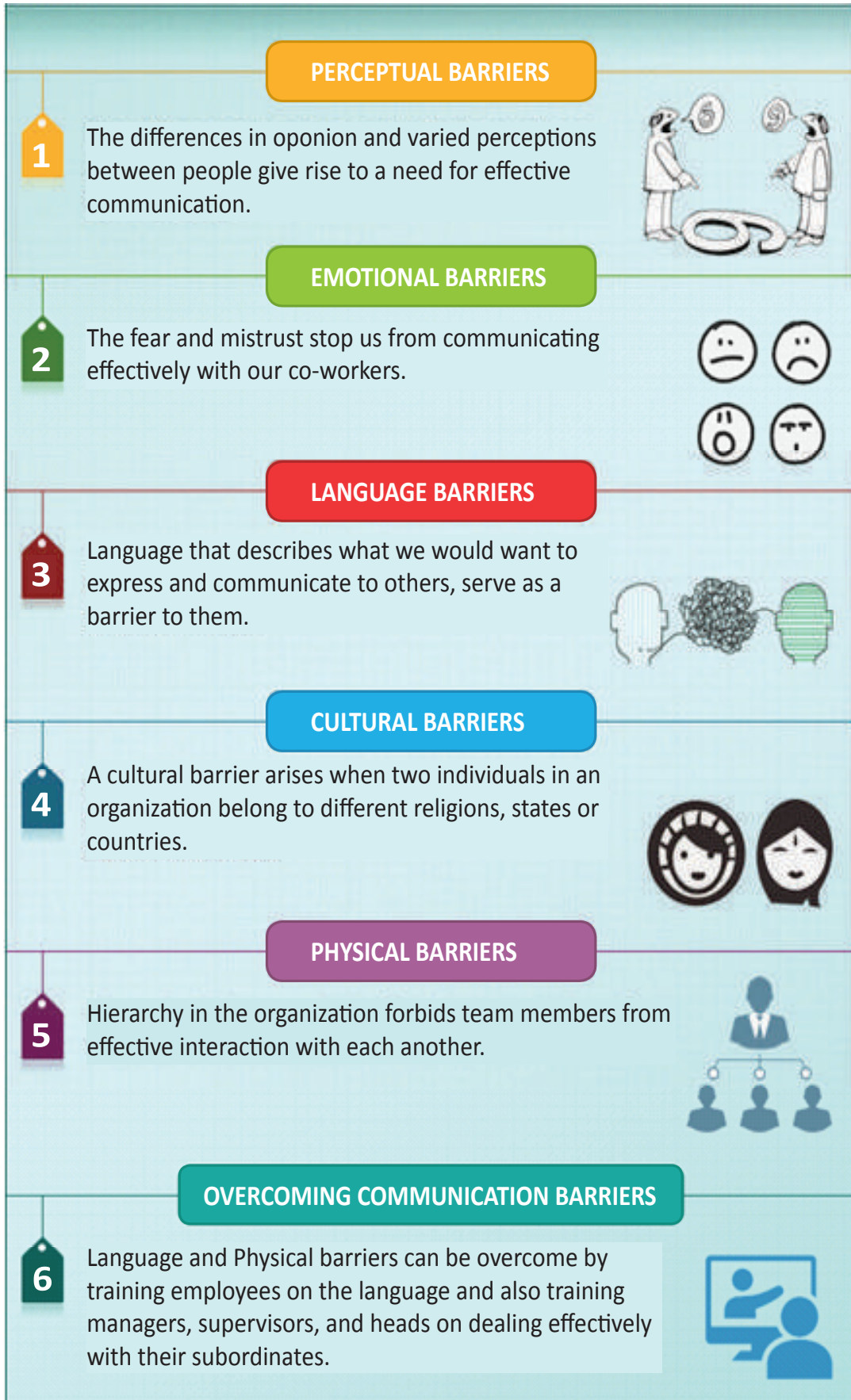
Workplace communication: You have already learned so much about effective communication. Why do we need to spend time learning more about communication at workplace? Once you have cleared your interview and secured a position in a new company, you enter the life of a working professional. This life has some rules of conduct that are very different from those of your student days. Knowing how to communicate with your supervisors and co-workers can open up many opportunities for you. Not knowing how to communicate properly can make your professional life very difficult!



What I already K now	What I W ant to find out	What I L earned



OVERCOMING BARRIERS OF EFFECTIVE COMMUNICATION



6 BODY LANGUAGE MISTAKES TO AVOID

You've probably heard how important body language is. Body language includes all the things that are being said from your posture to the way you play with your hair in the midst of a conversation. Here are some of the most common mistakes that people make;

NO EYE CONTACT

When you are looking everywhere but at the person in the eye. It makes them think you can't be trusted and that you are holding something back. Make good eye contact to build trust and show you are engaged and interested.

ARM CROSSING

Keep tabs on what you do with your arms. If you have them crossed, it makes you look defensive and closed off, or that you are distegarding what they are saying. Open your arms so that you appear to be inviting.

DRESSING MESSY

There is cool, stylish and there is, well, just plain sloppy. If you look sloppy, it will come across that you are unprofessional and just don't care. It may also be an indicator of the way you do business. But if you are stylish and well put together, on the other hand, it shows that you are current and caring.



MORE COMMON MISTAKES

LOOKING AT YOUR SMARTPHONE



If you are looking at your PDA when someone is talking to you, it's a clear signal that you are not interested in what they are saying. It's also a sign of pure arrogance. Turn the PDA off and put it out of site.

EYE ROLLING



If you are looking at your PDA when someone is talking to you, it's a clear signal that you are not interested in what they are saying. It's also a sign of pure arrogance. Turn the PDA off and put it out of site.

CLOCK WATCHING



Whether it is looking at your watch or checking the time on the wall, it says to the other person that you have something more important than what they are saying. It will make the other pweson focus on the meeting at hand.



Read and discuss the following situations with your classmates.

1. When work goes off manual

A big manufacturing company has recently opened a plant. You have been hired as part of its new team. You are in charge of one important section. You are very excited about your new job, and have recently completed the training. You work every day from 9 a.m - 5 p.m. At precisely, 5 p.m. the shift changes and you hand over the operation of your machine at 4.45 p.m. Today, at 4.45 p.m. the machinery started malfunctioning, as per its manual. It is the kind of symptom that must be immediately repaired. However, once started the repair will take a minimum of 4 hours. The people from the evening shift are unwilling to accept responsibility and start the repair. Now, it's just you, your team from the morning shift and the evening shift people standing on the floor. An argument has started.

a. What is the way forward?

b. Is this a case of perception barrier in which both sides have a different opinion about the same issue? How can we overcome this barrier through communication?

Hint: Do not avoid responsibility. Follow the factory manual. Document your work hours and when in doubt in your early days of work about if it is your responsibility or not, always choose over performing than risking poor performance.



Hint: Think out of the box! Often while dealing with customers, strange and unexpected problems arise. Perhaps, call a friend and have them speak to the customer on the phone and translate to you!

4. Gender sensitivity

You are a woman and you have secured a job in the manufacturing plant. You have always been at the top of your class in the ITI and are confident of your skills. As per company policy, you cannot be assigned a night/evening shift and are given the morning shift. However, you soon observe that the attitude of your supervisor towards you is very biased. He has openly told you that he doesn't trust you with heavy machine jobs because you are a girl. This is preventing you from working at jobs that will further your promotion. You are also afraid that this will affect your performance review, which will be submitted by this same supervisor. When you approach the HR department, it is suggested that you take up the night shift as that will mean a change in your supervisor.

a. What is the way forward?

b. There is also an option of just leaving the job, would you take up the night shift?

c. What can possibly be the role of other male colleagues in this situation?



d. What are the different approaches that can be tried while speaking to the supervisor or the HR?

e. Is there something you should avoid doing in this situation? If yes, what?

Hint: Do not make a vague complaint. Explain what exactly the problem is – you are unable to operate this one machine – clearly suggest to the HR an alternate way forward. Tell him/her exactly that you want to be given a chance to do (i.e. you want to prove that you are as capable of handling machinery like men). Eventually, everyone on the plant should work as per manual and guidelines.

5. Applying for leave

You have recently joined a big automobile manufacturing company. As per the company policy, you are not eligible for more than one day leave in 30 days till you have completed the first 6 months of employment. However, in the second month of your work, your family asks you come back to your hometown to attend a close cousin's wedding. The wedding date is fixed, and the invitations have been sent. You don't want to miss this wedding, and know that it will upset your whole family, if you don't go. If the HR on the plant is approached, they will clearly state that he/she does not have the authority to alter policy.

a. How will you communicate this to your supervisor and HR?



b. What are the points to be taken care of while approaching your seniors in an office?

c. Should you get an appointment or should you just walk in and ask for a 'minute' of their time?

d. How will you communicate the result to your family?

Hint: Policies, safety manuals, etc., are decided by the top executives of a company and have to be followed by all. You will have to forego the wedding. But, perhaps, make up for it to your family, later, in some other way.



Complete the What I learned column in the KWL chart.



How was today's session?

Boring		
Fun		
	Lots of learning	Less learning

Think, and share:

What are the characteristics of a good employee?

What are the traits of an irresponsible employee?

What is the role of safety manuals? Are they important? Why?

What is the best way to resolve a conflict in the team during work hours?

How can you improve your ability to communicate professionally?

<https://www.youtube.com/watch?v=kaH4xfodN3w>



15. Decoding Interview



At the end of this lesson, you shall be able to:

- learn the dos and don'ts of facing an interview
- identify the common questions asked in an interview
- assess your ability to appear in an interview.



Interview skills: Upon your completing your education, you will get an opportunity to appear for job interviews. During these interviews, your ability to communicate about yourself will also be assessed! Through an interview, the employer is able to find out the following things:

- if the candidate has the ability to perform the job
- if the applicant is reliable, honest, and trustworthy
- if the applicant will fit in with the team and organization.



What I already **K**now

What I **W**ant to find out

What I **L**earned



This is how all interviews begin! This question gives you a chance to tell the employer about strengths and skills.



Stages of an interview		
Pre-interview	Interview	Post-interview
Apply for the right job. Check the required qualifications.	Greet the employer with a smile!	Write an email to HR. Thank them for the opportunity.
Prepare a folder with your resume, identity cards, and mark sheets.	Maintain eye contact.	Wait for a week or longer for the response.
Reach 15-20 minutes before the scheduled time.	Speak clearly and loudly.	If you are selected, reply confirming your willingness to join.
Groom yourself.	At the end of the interview, thank the employer for the opportunity.	If you are not selected, reply thanking the employer for this opportunity.



1. Discuss with friends and prepare answers to the following questions:

Tell us about yourself.

Tell us a little about your city.

Apart from studies, what other interests did you pursue during your year at the ITI?

Why did you choose this trade, and what have you learned from it?

Why have you applied for this job?

2. Discuss with friends and guess the reason these questions are commonly asked in an interview by the employers. Some hints are provided for your help. You can also seek the advice of your mentors / local employers.

Questions	Why are they asked?
Tell us about yourself.	Your communication skill ... and this is also a chance for you to showcase your _____ ?
Tell us a little about your city.	Your communication skill ... and this is also a chance for you to showcase your general awareness and _____ ?
Apart from academic, what other interests did you pursue during your year at the ITI?	Your interests, leadership ability (if you led teams), and _____.
Why have you applied for this job?	Your awareness of the industry, and the specific job role, and _____.



Complete the What I learned column in the KWL chart.



How was today's session?

Boring		
Fun		
	Lots of learning	Less learning

Think, and share:

What is the purpose of an interview for an employer? What do they judge about the applicants from an interview?

How would you answer 'tell me about yourself' in an interview?

How can we prepare ourselves for an interview?

How can you assess your preparedness to appear in an interview?



Invite your friend to interview you using the commonly asked questions given in this section.

After the interview is over, ask your friend to give you a score in each of the categories in the below table. Identify your areas of improvement and work on them!

Your Name: _____

Parameters	Scores	Indicators
Salutation	0: Did not greet. 1: Greeted without eye contact or without a smile. 2: Greeted with eye contact and with a smile.	
Voice Clarity	0: Was audible. 1: Was not audible.	
Resume	0: Incomplete or no Resume. 1: Complete Resume but answers not completely aligned to the Resume. 2: Well-structured Resume and answers aligned to the Resume.	
Introduction	0: Introduction only had few lines. 1: Introduction had clarity on Who and Why. 2: Introduction had clarity on Who I am, Why I want this job and How I will be a good fit.	
Strength	0: Could not tell about his/her strength. 1: Could tell about a strength, but could not give relatable example. 2: Could tell about a strength and could give relatable example form recent past.	
Subject Knowledge	0: Could not answer any subject-related question. 1: Could give only incomplete answers. 2: Was able to give complete answers.	

16. Handling Rejection and Failure



At the end of this lesson, you shall be able to:

- identify that failures are stepping stones to succeed
- reflect on experiences and set short-term and long-term goals
- take measures to improve performance for success.

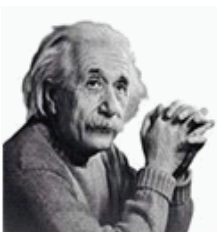
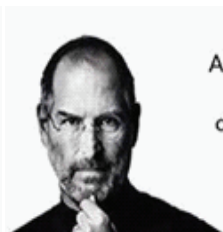



Success does not come easily. Everyone who is in top position today has reached there after facing some hardship and with enormous amount of hard work. Failures may be considered as opportunities for better performances.



What I already Know	What I Want to find out	What I Learned



	<p>ALBERT EINSTEIN He wasn't able to speak until he was almost 4-years-old and his teachers said he would "never amount to much."</p>		<p>STEVE JOBS At 30-years-old he was left devastated and depressed after being unceremoniously removed from the company he started.</p>	<p>WALT DISNEY Fired from a newspaper for "lacking imagination" and "having no original ideas."</p>	
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It feels easier to give up half way,
But the trick lies in standing tall.
Work hard and be patient, as they say
There's success after every fall.



1. Choose a partner. Answer the following questions. If your response is different from that of your partner, write both responses in the space provided.

a. Have you ever missed the bus? Did you feel unhappy about it?

b. What are your ambitions in life?

c. Is it necessary to be upset when you fail in one of your attempts? Give reasons.

d. What are the important things to you want to do when you get a good job?

e. Have you seen a spider climbing on the wall? What is unique about the spider?

2. Look at the picture. Reflect on what it means. Choose a partner and discuss. Take the help of the instructor, if you want.

Make notes here:



Don't carry your mistakes around with you. Instead, place them under your feet and use them as stepping stones to rise above them.



5. Reflect on the previous activity that you just completed. What did you learn? Choose a partner and share.



Complete the What I learned column in the KWL chart.



Failure does not mean that one is worthless. It only means that a little more hard work is necessary. Failure helps to identify shortcomings and improve.

Google and find how many famous personalities were school dropouts, rejected by teachers and society. Make a list and put it in a poster on the wall to draw inspiration to succeed.



<https://youtu.be/aUjbiZWnF3s>

<https://youtu.be/WR8lQOpIzhY>

<https://youtu.be/vOev6zSII1U>

17. Professional Networking



At the end of this lesson, you shall be able to:

- identify the basics of professional networking
- practice the use of effective communication in building a professional network
- develop the ability to build professional networking.



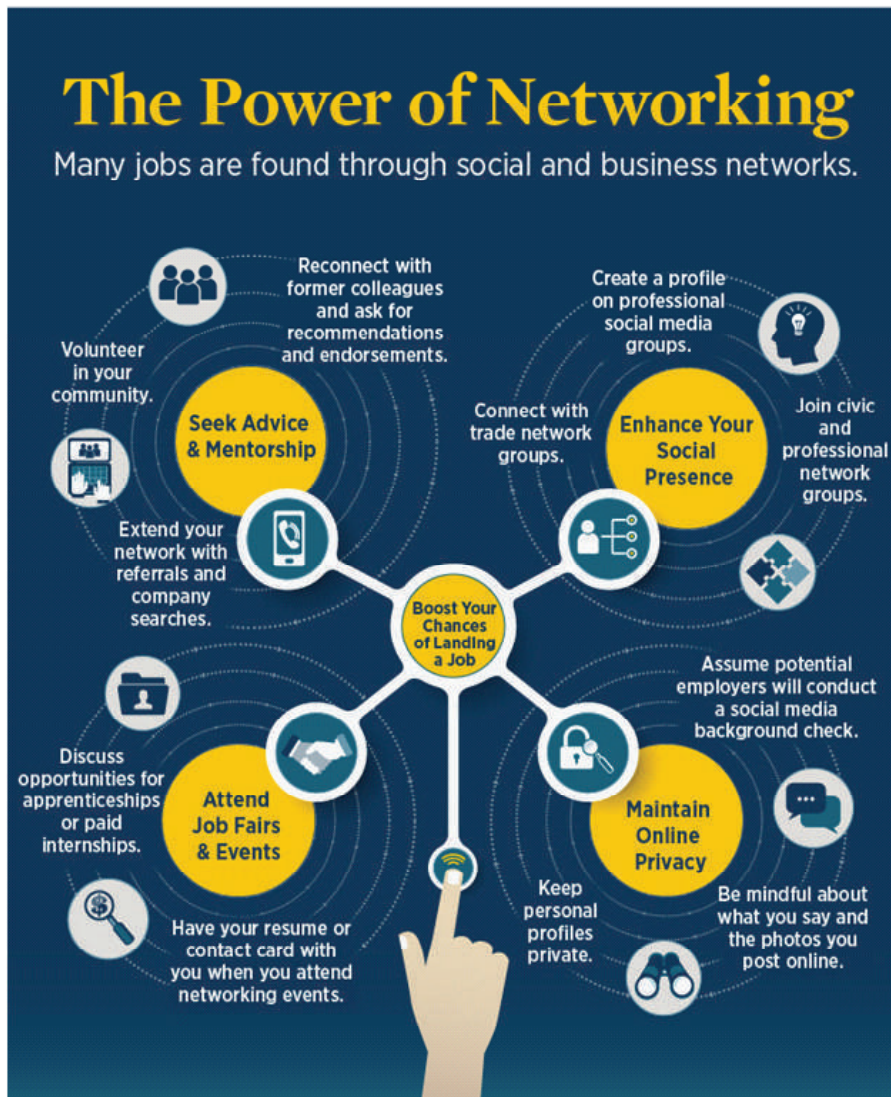
A professional network can be defined in very simple terms as your circle of acquaintances (friends) who are from your chosen field of work. Is it nuisance or a benefit to have a large circle of such acquaintances? A large professional network can help you find great job opportunities. It can also help you stay updated about industry trends and technology. This network is a resource for life. Let’s learn how to make friends in the professional world, and grow our network. Easy ways to create a professional network are:

- join online networking websites, like LinkedIn, etc.
- attend job fairs organized by both government and private companies, and
- keep in touch with your teachers and fellow students.



What I already K now	What I W ant to find out	What I L earned





1. Read and discuss with your friends!

You have been asked to go for a job fair in your city. Make a list of all the documents that you will carry with you to this event.

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____

2. Your seniors have been placed in a prestigious service sector company in your city. What can be the best way to stay in touch with your seniors? Ask them to share with you any relevant job opportunities in that company.



Complete the What I learned column in the KWL chart.



How was today's session?

Think, and share:

Boring		
Fun		
	Lots of learning	Less learning

a. What is the meaning of a professional network?

b. What is the use of a professional network?

c. How can we search for better job opportunities through our network?

d. How can we make our existing network stronger? How can we use our communication skills to build our professional network?

e. What are some of the online websites that you can use to build a professional network?



Explore the following websites for learning more about online professional networking.

The balance careers > How to use linkedIn effectively ><https://www.thebalancecareers.com/how-to-use-linkedin-2062597>

Wiki How> How to use LinkedIn ><https://www.wikihow.com/Use-LinkedIn>



18. Recall

- Most interviews have the question "Tell me about yourself" Why?
 - The interviewer expects to know about the family of the candidate.
 - The interviewer expects a short and quick introduction of the candidate.
 - The interviewer wishes to know the name of the candidate.
 - The interviewer wants to know where the candidate studied.
- When one starts looking for the job the first step is to
 - Identify the right job for you
 - Apply for all the jobs
 - Check for pay scales of the job
 - Go for interviews
- If an interview is scheduled at 10 am in the morning, it is better to reach the venue at
 - 10 a.m.
 - 10.30 a.m.
 - 9.30 a.m.
 - 7 a.m.
- The folder for interview preparation should contain
 - resume
 - identity cards
 - marksheets
 - all of the above
- If you are not selected at the end of an interview it is good to
 - reply thanking the employer for this opportunity
 - leave the place immediately
 - discourage other candidates
 - ask the reason for not being selected
- As part of grooming, which of the following are essential for attending interviews?
 - casual clothes
 - formal clothes
 - strong perfumes
 - expensive shoes
- When you asked about your interests other than academics, your answer should be
 - genuine
 - imaginary
 - irrelevant
 - funny
- While testing your subject knowledge in the interview, you should
 - answer precisely and completely
 - answer very shortly
 - avoid the question
 - give descriptive answers
- When you are speaking about your strength, it can be effective if you include a
 - story
 - example
 - lie
 - song
- The Curriculum Vitae should be written containing
 - facts
 - opinions
 - false statements
 - none of the above
- Pick the don't when participating in the group discussion.
 - maintain eye contact while speaking
 - allow others to speak
 - speak clearly and sensibly
 - listen to others carelessly
- When you disagree with a person's opinion, you can say
 - I have a different opinion about this.
 - Yes, you are right.
 - I think so.
 - See you again.
- Pick the best way to respond to the question 'Shall we start the discussion?'
 - To conclude
 - But, don't you think?
 - Yes, let's start.
 - To sum up
- When you want to conclude a discussion, it is better to say
 - let's conclude ...
 - let's finish ...
 - in conclusion ...
 - to sum up ...
- When you speak to a person, you need to
 - Look at the person in a friendly manner.
 - Look away from the person.
 - Stare at the person.
 - Look at the floor.



16. When a person disagrees with our opinion, we should
a. Argue strongly. b. Fight with the person. c. Listen to his/her view. d. Keep quiet.
17. Pick the apt phrase you should use when somebody asks you, 'Can you tell me more about this?'
a. You are most welcome. b. Thanks a lot. c. Of course. d. Really?
18. When members get diverted and speak different ideas not related to a given topic, what would you do?
a. Tell them that they do not know the rules of a discussion.
b. You keep talking only about the topic.
c. Alert them and bring them back on track.
d. Leave the discussion.
19. What can be done to avoid repeating the ideas that others have already told?
a. We should express our idea even if it is the same.
b. We should listen carefully to avoid repetition.
c. We should apologise for repetition.
d. We can listen randomly.
20. How do you ask for clarification?
a. That's true. b. Can you please clarify...? c. Oh, I see. d. Thank you for your help.
21. You apply for an apprenticeship to your dream company but you receive a rejection mail. How will you handle the situation?
a. You get depressed. b. You feel worthless.
c. You thank them and move on. d. You send them an angry mail.
22. You submit your resume for an interview for job A. You don't get that job, but they ask if you want to be considered for Job B.
a. You say, "Yes, I'd love to!" totally pretending to be excited.
b. You say, "No, thanks."
c. You say yes, but don't hold out much hope.
d. You accept it and try to learn job B
23. When you fail an exam you had prepared well you
a. Feel you are unlucky. b. Analyse what went wrong.
c. Lock yourself up in a room. d. You complain to your friends.
24. A famous company has made an open call for hiring freshers. What will you do?
a. Think you'll not make it anyway. b. Prepare a good resume and apply.
c. Fear rejection. d. Tell everyone that you are applying.
25. When someone asks how much you value yourself, your answer will be
a. I don't know. b. I am not valuable. c. I value myself a lot. d. None of the above
26. When others say hurtful things about us we should
a. Value their words and believe it. b. Ignore such ideas and believe in ourselves.
c. Talk hurtful things about them. d. Behave according to their words.
27. If you are unable to continue your studies in school or college
a. You can learn from experience. b. You become illiterate.
c. You cannot achieve anything. d. You have to depend on others forever.
28. How do successful people handle failure?
a. They learn from their mistakes. b. They get demotivated.
c. They blame others. d. They give up their ambitions.



29. Identify the short term goal from the following
- a. Maintaining good health
 - b. Leading a happy life
 - c. Being helpfu
 - d. Learning to drive a car
30. Identify a long term goal from the following
- a. Mastering typing skills
 - b. Working for a reputed company
 - c. Using a computer
 - d. Learning a foreign language
31. Once we enter a workplace, our communication has to be
- a. personal
 - b. careless
 - c. professional
 - d. useless
32. The people with whom you will have to communicate at the workplace include
- a. mostly friends
 - b. supervisors and co-workers
 - c. family members
 - d. classmates
33. Which of the following should be avoided while communicating at the workplace?
- a. Eye contact
 - b. Crossing arms
 - c. Smile
 - d. Looking at your phone
34. What is the basic need for people at workplace to communicate?
- a. people have different understanding about their work
 - b. for a smooth operation of the work in hand
 - c. to help and encourage each other
 - d. all of the above
35. What kind of emotional barriers can be overcome when people communicate?
- a. fear
 - b. mistrust
 - c. jealousy
 - d. both a and b
36. Men and women have different ways of communicating at the workplace. Understanding these differences relates to
- a. cultural sensitivity
 - b. gender sensitivity
 - c. religious sensitivity
 - d. political sensitivity
37. When you need to explain a problem in your workplace, your communication has be
- a. clear and elaborate
 - b. short and quick
 - c. vague and quick
 - d. long and boring
38. Which of the options below need to be followed strictly at the workplace?
- a. requests of fellow workers
 - b. policies and safety manuals
 - c. choice of food
 - d. none of the above
39. Which of the following skills is important while speaking to customers while handling sales?
- a. problem-solving skills
 - b. persuasive skills
 - c. body language
 - d. listening skills
40. When you check your watch frequently while speaking to a supervisor, he or she will get
- a. excited
 - b. upset
 - c. irritated
 - d. surprised
41. Professional networking are extremely beneficial because
- a. they make a large group of friends
 - b. it is fun to know many people
 - c. they can help us find good opportunities
 - d. they can solve all our problems
42. Effective and easy ways to create a professional network are
- a. join online networking websites like LinkedIn, etc.
 - b. attend job fairs organized by both government and private companies
 - c. keep in touch with your teachers and fellow students
 - d. all of the above
43. It is useful to get recommendations and endorsements from
- a. family members
 - b. friends
 - c. school teachers
 - d. former colleagues and friends



44. One effective way to make our social presence felt is
- a. create a page about us on social media
 - b. keep sending messages to people about our qualifications
 - c. keep sharing images and videos
 - d. maintain secrecy about ourselves
45. Keeping our resume and contact card ready during networking events can help us find
- a. good friends
 - b. job opportunities
 - c. unwanted companions
 - d. old friends
46. Why should we keep personal information private in social media?
- a. our families will know about it otherwise
 - b. potential employers will do a background check
 - c. our friends will share it to others
 - d. social media will steal our information
47. Professional networking can be done through
- a. online only
 - b. face-to-face communication
 - c. both online and face-to-face
 - d. none of the above
48. LinkedIn is a website that can be used to
- a. meet new members of our profession
 - b. share photos and videos
 - c. watch movies
 - d. wish people on their birthdays
49. Job fairs are great places for professional networking because
- a. you can find like-minded people there
 - b. you can meet prospective employers there
 - c. you can learn about opportunities available in your field
 - d. all of the above
50. How often will you contact people in your professional network?
- a. whenever you need something
 - b. communicate only when they contact you
 - c. keep calling them everyday
 - d. maintain a regular and meaningful communication

19. Mock Interviews



At the end of this lesson, you shall be able to:

- identify what mock interview are
- learn to prepare for interviews through mock interviews
- role play a typical interview.



A mock interview is also known as a practice interview. It is often a simulation of an actual job interview. It gives an opportunity to practice for an interview and receive feedback. A mock interview helps you learn how to dress, use appropriate body language, answer interview questions, develop confidence, improve communication skills and reduce stress before an actual job interview.



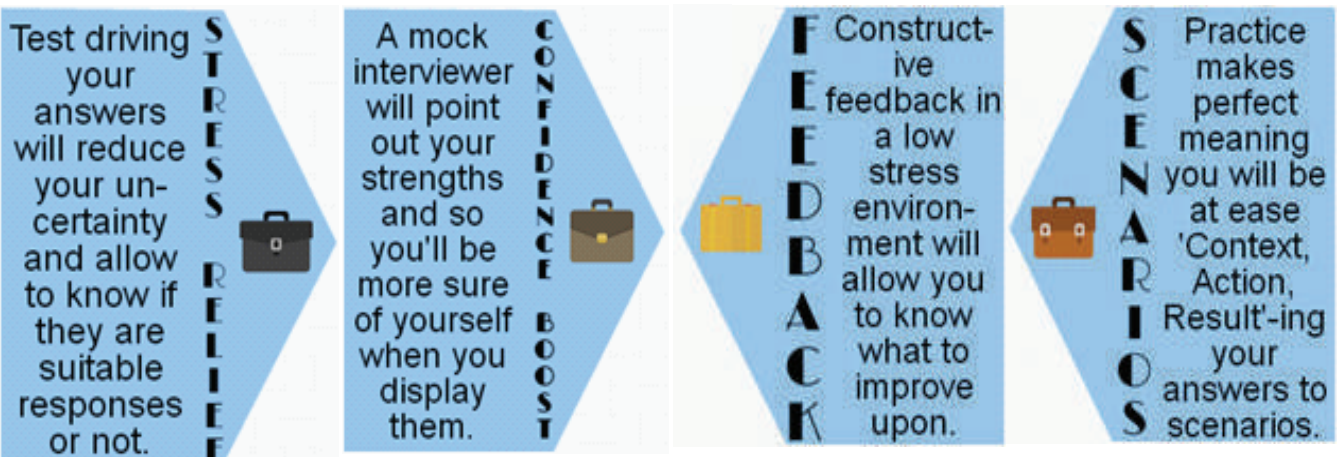
What I already **K**now

What I **W**ant to find out

What I **L**earned



a. Benefits





b. 10 Common interview questions

1. Can you tell me a about yourself?
2. What interests you about this job opening?
3. What do you know about our company?
4. Why are you no longer with your last job?
5. Why should we hire you for this job?
6. What are your greatest greatest strengths/weaknesses?
7. What is your greatest achievement?
8. Where do you see yourself in five years?
9. What salary range are you looking for?
10. What questions do you have for me?



1. Answer the following questions. Note that your responses will be based on the appropriate dress code, appearance, body language, discipline, trade expertise, communication skills, etc.

a. What are your strengths?

b. What are areas that you need to improve?

c. Why do you think neat appearance is important?

d. How confident are you to apply for jobs?

e. What preparatory steps have you taken for applying for jobs?

f. Do you have a resume with you?



2. Can you list the preparatory steps before, during and after the interview?

Before the interview	During the interview	After the interview

3. Why do you think mock interviews are important?

4. Imagine you have applied for the post of a service mechanic in Larsen and Toubro Ltd. You have been one among the shortlisted candidates and are called for the interview. Inform your instructor about it. Request him to organize for a mock interview in the ITI. The interview may be conducted for 15 – 20 minutes with a pre-interview briefing on how the mock session will happen for 15 – 20 minutes and a follow-up of debriefing for 15 – 20 minutes on what went well with suggestions on how it can be improved.

- i. The instructor will make the following arrangements for the mock interview.
 - The mock interview will be conducted by the placement coordinator of your institute. The placement coordinator will head the interview panel which will have 4 members including him/her. The other 3 members will be your own classmates.
 - A checklist of criteria based on which the candidate will be assessed. The following sample from “Decoding Interview” may also be used.



Criteria	Scores	Indicators
Salutation		0: Did not greet 1: Greeted without eye contact or without a smile 2: Greeted with eye contact and with a smile
Voice Clarity		0: Was audible 1: Was not audible
Resume		0: Incomplete or no Resume 1: Complete Resume but answers not completely aligned to the Resume 2: Well-structured Resume and answers aligned to the Resume
Introduction		0: Introduction only had few lines on 1: Introduction had clarity on Who and Why 2: Introduction had clarity on Who I am, Why I want this job and How I will be a good fit?
Strength		0: Could not tell about his/her strength 1: Could tell about a strength but could not give relatable example 2: Could tell about a strength and could give relatable example form recent past
Subject Knowledge		0: Could not answer any subject-related question 1: Could give only incomplete answers 2: Was able to give complete answer

- ii. As the candidate to take the interview, you will be prepared with all the necessary documents to attend the interview in the proper dress code and appearance. Create a checklist.
- List the documents that you need to carry along with you.
 - List the proper dress code that you will follow.
 - Rehearse the way you will respond to questions. The following sample dos and don'ts during an interview may be used, if necessary.

Tell me about yourself?

Don't "I was born in...I like walks on the beac..."
Do: In 2 minutes or less, tell why uou're qualified.

What would you change about you last job?
Don't "My boss. He was totally unrealistic".
Do: "I wish we had a larger training budget".

What is your biggest weakness?

Don't "I really don't have any big weaknesses."
Do: Not delegating enough. I realize I get overwhelmed when I think I have to do it all myself."

Why should I hire you?

Don't "Because I'm the best candidate".
Do: "I'm a hard worker with a proven track record."

Do you have any questions for me?

Don't "Uh, no, I don't have any questions."
Do: "Can you walk me through a typical day of someone in this role?"
Do: "What can I help to clarify that would make hiring me an easy decision?"



Complete the What I learned column in the KWL chart.



Mock interviews help to get prepared for the real interviews. Since, the candidate gets an opportunity to practise on the before, during and after of interviews, it gives confidence. Mock interviews help in performing well in real interviews and boost the candidate's self-esteem to a large extent.



https://youtu.be/4uFTcfua-_w

20. Job Search and Mock Interviews



At the end of this lesson, you shall be able to:

- identify what mock interview are
- learn to prepare for interviews through mock interviews
- role play a typical interview.



Every ITI trainee will have to apply for jobs on completion of their course. Learning to locate job portals online and apply for jobs that match their qualifications and trade expertise is important. Drafting customized letters of application and resumes and eventually facing interviews has to be learnt.



What I already **K**now

What I **W**ant to find out

What I **L**earned



Looking for career advancement in a challenging and positive environment. ❌

Responsible, innovative, passionate and committed professional with a get-it-done approach. ✅



1. Trainees will be divided into two groups and asked to browse job portals that they have been introduced to IT Literacy.

Step 1: Each group will bring a list of 3 jobs that are relevant to their trade to apply for in 10 minutes.

Step 2: In the next 10 minutes the trainees will quickly draft a letter of application and resume.



(Trainees may be asked to get their resume ready before the session so that only the letter of application is written in the classroom.)

Step 3: Instructor to set up the classroom to conduct mock interview for candidates from the groups.

While trainees from group one are engaged in the mock interview, group two will be the interview panel. Group two will give feedback to group one in the form of a consolidated group feedback in the format given by the instructor which will not exceed 5 minutes.

Step 4: The second mock session will be for 15 minutes. While trainees from group two are engaged in the mock interview, group one will be the interview panel.

Group one will give feedback to group two in the form of a consolidated group feedback in the format given by the instructor which will not exceed 5 minutes.



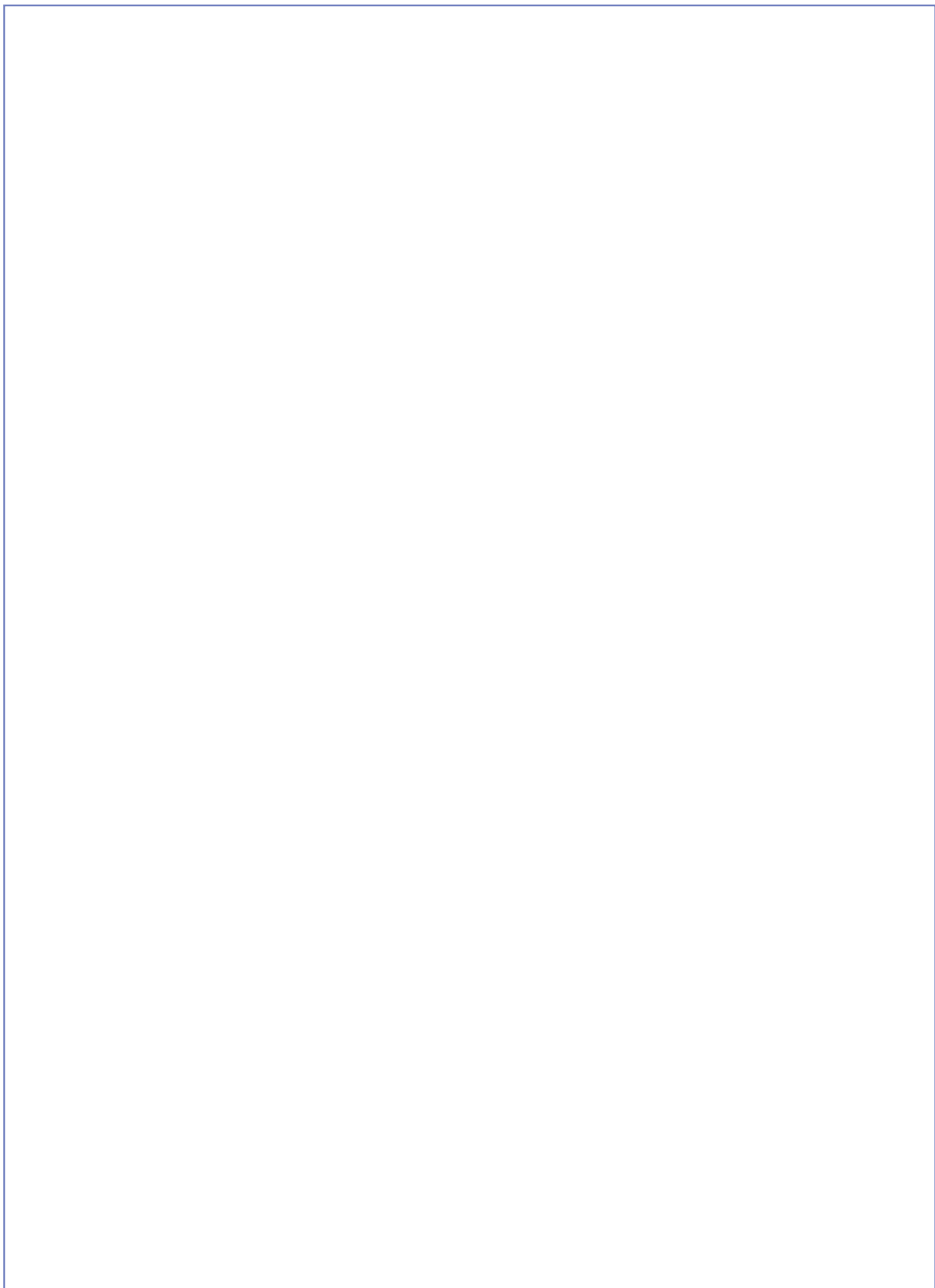
Complete the What I learned column in the KWL chart.



Browsing job portals to apply for jobs, applying for jobs with resume are the first step in getting prepared to the world of work. The next step is to practise and rehearse on how to conduct oneself during the interview through mock interviews. The feedback given by peers during the mock session will help trainees improve their performance based on the suggestions. This will help them perform better in real interviews.



<https://www.themuse.com/advice/the-ultimate-interview-guide-30-prep-tips-for-job-interview-success>



1. Basics of Computers



At the end of this lesson, you shall be able to:

- recognize a computer
- identify the important parts of a computer
- recognise the functions of the various parts of a computer.



Basics of Computers: Computers and internet have made communication faster and reduced physical distances. They have improved human capabilities to do many tasks. There are many advantages in using computers and internet today. Computers help to quickly find information, learn new things, communicate with people around the world and manage life better. Computers helps us learn anytime, anywhere and about anything.

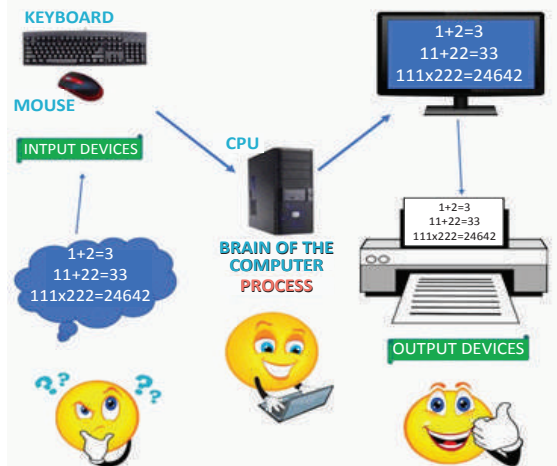


What I already **K**now

What I **W**ant to find out

What I **L**earned





A computer is an electronic, device used to process data. It is used to convert data into information that is useful to people/users. A computer system consists of hardware and software components.

Hardware is the physical equipment such as the case, storage drives, keyboards, monitor, cables, speakers and printers.

Software is the operating system and programmes.

The Operating System instructs the computer on how to operate.

Programmes or applications perform different functions.

Central Processing Unit (CPU)

The CPU is like the human brain. It performs the following functions: all calculations, all decisions, and controls all units of the computer.



1. Here is a quick competition for you! With a friend, try and name as many parts of a computer as you can in 2 minutes. Let's see who can name maximum parts?



Computers have 2 types of parts – Input devices and Output devices.

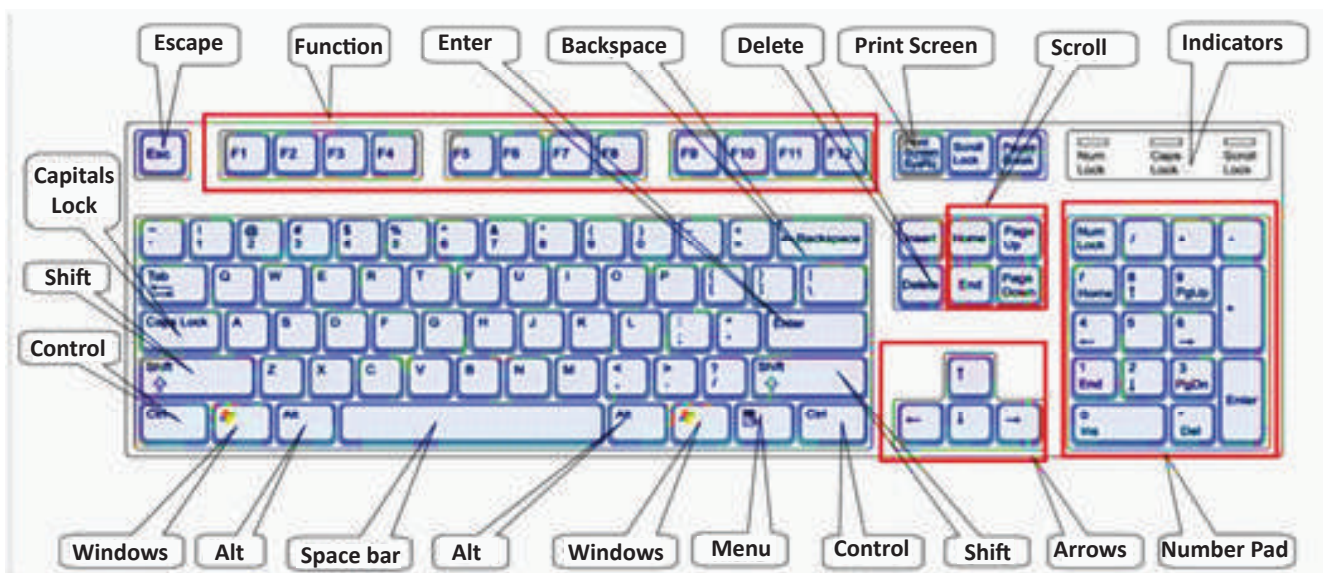
Input devices help a user work and interact with a computer. It allows the user to enter data into the computer. Input devices include keyboard, mouse, digital camera, scanner, microphone, barcode reader, joystick.

a. Keyboard

Keyboards allow a computer user to input letters, numbers and other symbols into a computer.

It uses an arrangement of buttons or keys.

It requires pressing and holding several keys simultaneously or in sequence.





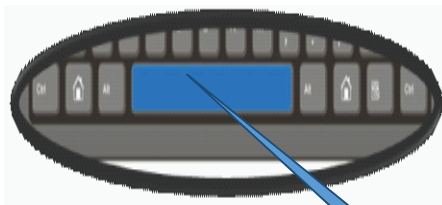
Shift lets you type an uppercase letter or character when used in combination with another letter/number key.



Caps Lock allows all letters to be typed in uppercase without having to press shift.



Windows logo key lets you open the start menu.



Alphanumeric Keys are for letters, numbers, punctuations, symbols, the spacebar, tab, backspace, caps lock, shift and enter keys.

ALPHANUMERIC KEYS



Spacebar allows a space to be indicated when pressed.



Enter allows the cursor to be moved to the beginning of the next line.

Backspace key deletes the character before the cursor, or the selected text chosen.



b. Mouse



Using the mouse involves the following techniques

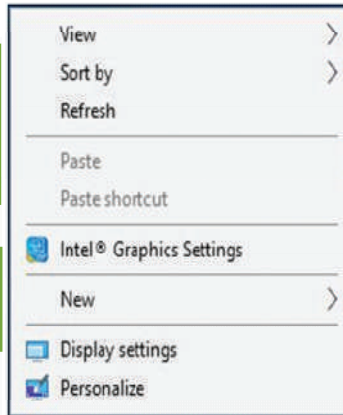
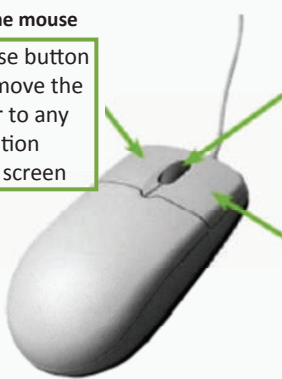
- **Pointing:** Move the mouse to move the on-screen pointer
- **Clicking:** Press and release the left mouse button once
- **Double-clicking:** Press and release the left mouse button twice
- **Dragging:** Hold down the left mouse button as you move the pointer.

Parts of the mouse

Left mouse button
click to move the
pointer to any
position
on the screen

Wheel between the
right and left mouse
buttons used to
move/scroll up
and down the pages

Right mouse button-
click to bring up
other menus



c. Digital Camera

From the view point of a computer, a digital camera sends data (photos / video) in to the computer. So, it is considered an input device.



d. Scanner



A scanner is an input device that scans documents such as photographs and pages of text. When a document is scanned, it is converted into digital format.

e. Mic / Microphone

Microphone is an input device where sound is stored in a digital form or voice instructions. The microphone is used for various applications such as adding sound to a multimedia presentation or for mixing music.



f. Barcode Reader



A BCR (barcode reader) or scanner, also known as a POS (point of sale) scanner is a hardware input device capable of reading a barcode using laser. It can also print the details of the product or log information about that product into a database.

g. Webcam



A webcam is an input device because it captures a video image of the scene in front of it. It is either built in to the computer (laptop) or it is connected through a USB cable.



Output devices are computer hardware equipment that receive or display output from a computer. These devices help us experience and receive data from a computer. Output devices include monitor, printer, speakers, headphones, projector.

a. Monitor

The device which displays computer output is called a monitor. The monitor displays the video and graphic information generated by the computer through the video card. Monitors are very similar to televisions, but usually display information at a much higher resolution.



Cathode Ray Tube (CRT)

- Large
- Heavy
- Produce heat
- Not expensive



Liquid Crystal Display (LCD)

- Less space
- Lighter
- Low power consumption
- Expensive
- Limited viewing angle



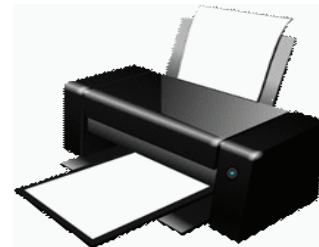
Light-emitting Diode (LED)

- Less space
- Lighter
- Very expensive
- Provide higher contrast and better viewing angles

b. Printer

Printer is an external hardware device responsible for taking computer data and generating a hard copy of that data.

Printers are one of the most used output devices on computers. They are commonly used to print text, images and photographs.



c. Speakers

A hardware device connected to a computer's sound card that outputs sounds generated by the computer.

Speakers can be used to alert the user as well as for music and spoken text.



d. Headphones



Headphones give sound output from the computer.

They are similar to speakers, except that they are worn on the ears. So, only one person can hear the output at a time.

e. Projector

An output device that can take the display of a computer screen and project a large version of it onto a flat surface. Projectors are often used in meetings and presentations so that everyone in the room can view the presentation.



Complete the What I learned column in the KWL chart.



Name the part that is called the brain of a computer.

What do you think are the most useful parts of a computer?

How do you think we can learn anywhere and anytime using a computer?



Go to a computer store and ask the storekeeper to show you the different parts of a computer and find out their price.

What is the most delicate and expensive part of a computer?

What is the cheapest part of a computer?

<https://www.youtube.com/watch?v=6Gkd2QOWKAI>

<https://www.youtube.com/watch?v=wHGfCn9yZGM>

<https://www.youtube.com/watch?v=HrbQ6XvtLFo>

https://www.youtube.com/watch?v=YhaHq3pz_IQ

2. Exploring a Computer



At the end of this lesson, you shall be able to:

- start and shut down a computer
- connect different devices to a computer
- explore the benefits of a computer.



Exploring a Computer: A computer also has many uses and benefits. Identifying these benefits can help us focus on how to use computers well. It will also inspire us to do things a lot faster, smarter and better. From learning about your trade to getting a job, a computer can be your best friend in today's world. It can help you know and grow to unimaginable heights!



What I already **K**now

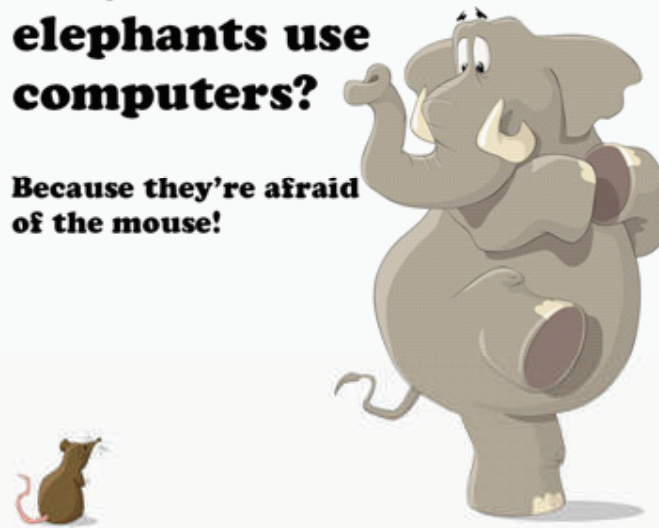
What I **W**ant to find out

What I **L**earned



**Why don't
elephants use
computers?**

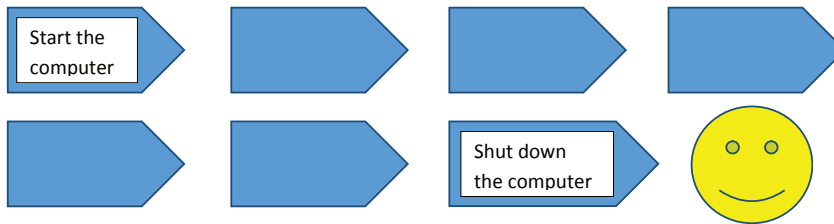
**Because they're afraid
of the mouse!**



Don't be an elephant, when you can be a friendly mouse!



1. The starting and ending steps of this process are given below. Fill in the rest of the steps. Choose a partner and consult your instructor for help, if necessary.



Now let us understand how to systematically start a computer, connect some important devices to the computer (a mobile phone, a USB drive or pendrive, and a speaker) and then shut it down.


2. Starting or booting a computer

Starting a computer is also called booting a computer. Here is how you can boot a computer.



PRESS **POWER BUTTON** of a Computer to start it..

After Booting a computer, you will be able to see a Home Screen like this. This home screen is called a Desktop.


 This is the start button. Press the Start Button in the **KEYBOARD** or use your **MOUSE** to click on it. Click the left button of your mouse. The Start Menu appears once you click on this button.



Windows 10 Taskbar Overview

Start button	Open and pinned programs	Time and date
Cortana, Run, and Search	Notification Area	Notification Area Icons

The taskbar is an element of an operating system located at the bottom of the screen. It allows you to see the programmes that are currently open. You can even start certain programmes by clicking here with the mouse.



Search Box

- The "Search box" on the Taskbar will allow you to search within your documents and files or on the Web for anything you write.
- The initial results will appear within the Start Menu itself.

3. Connecting devices to the computer

Once you start a computer, you can connect many devices to it. Let us learn about 3 simple devices. These devices can help transfer pictures from phone to the computer.

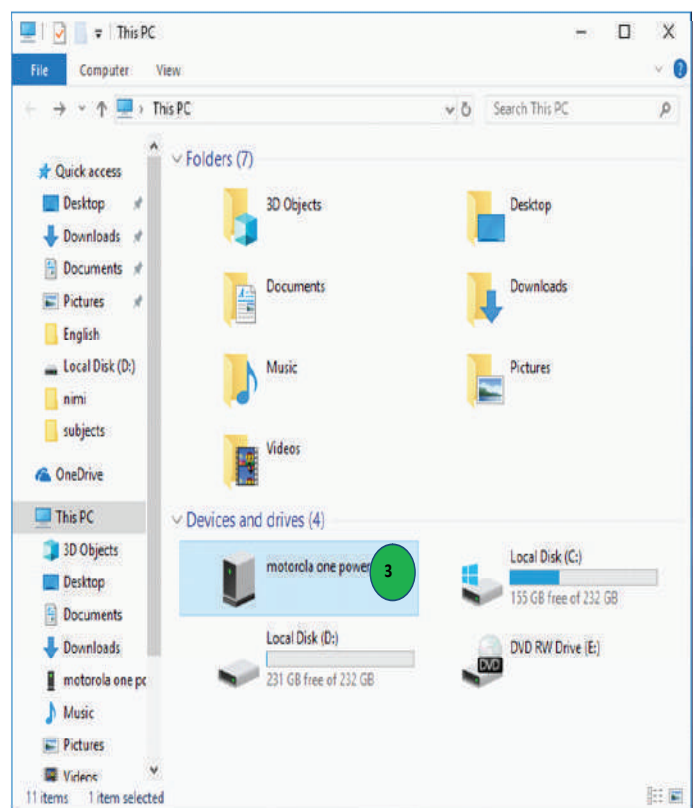
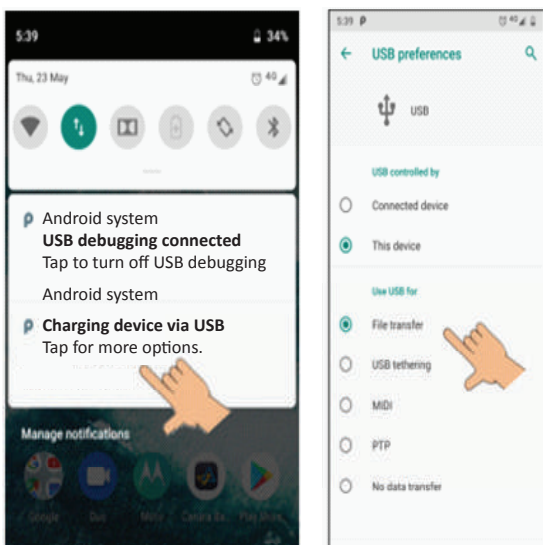
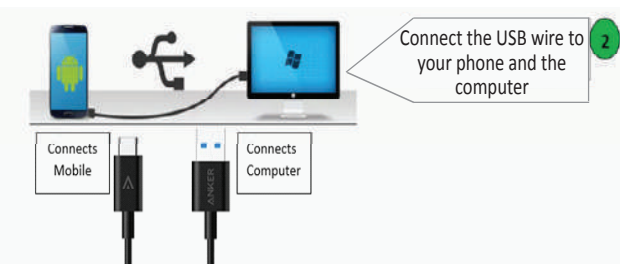
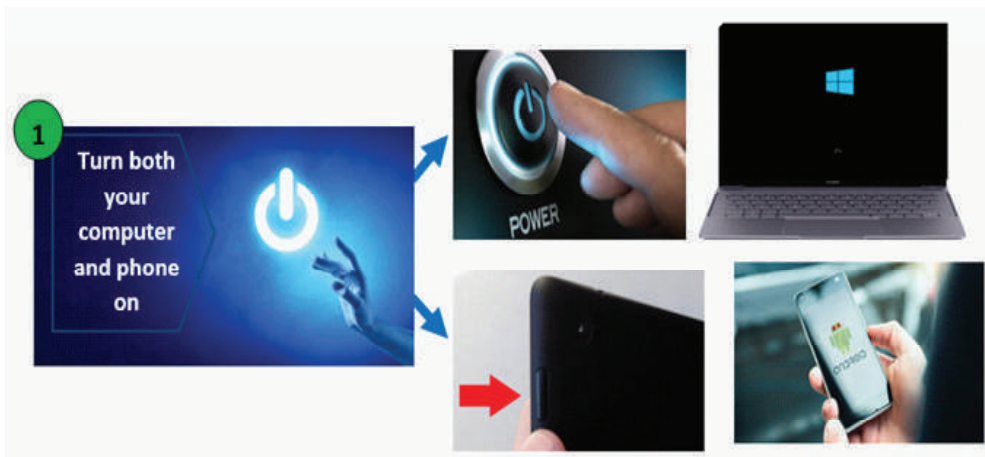
a. Mobile phone

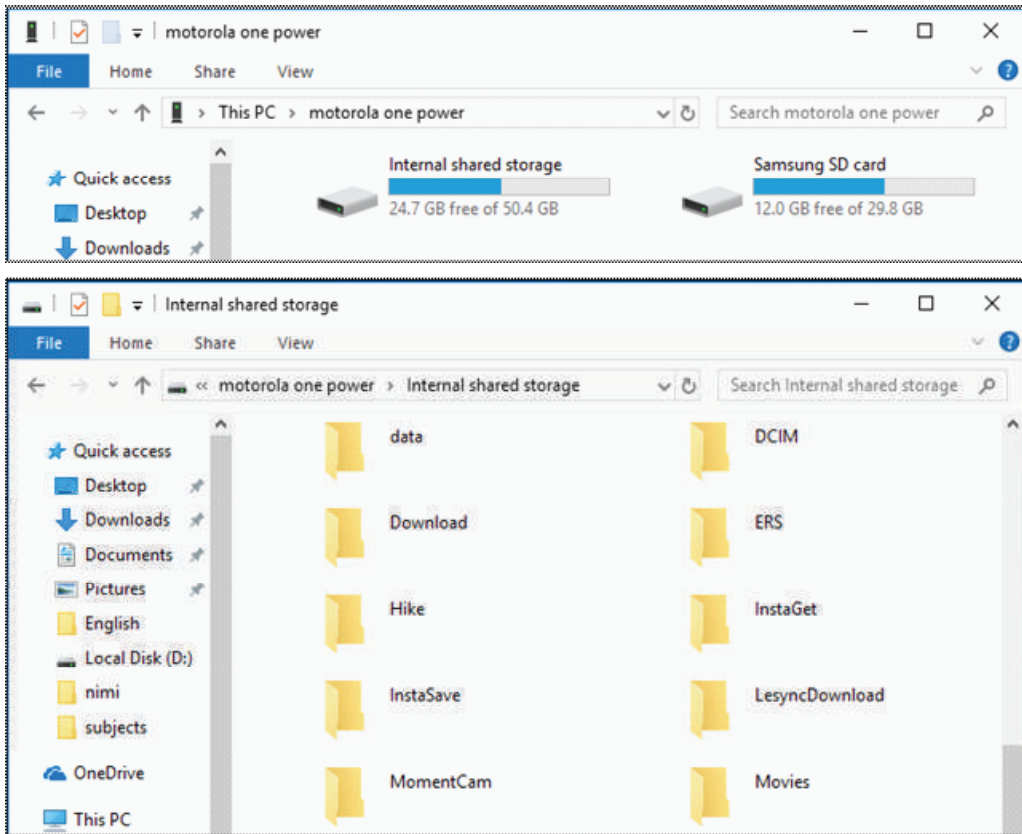
There are 3 important steps to connect your phone to your computer.

Turn both your phone and computer on

Connect the USB wire to your phone and the computer

Locate the phone folder on the computer and transfer the files





b. USB Drive or Pendrive

There are 3 important steps to connect a USB drive phone to your computer.

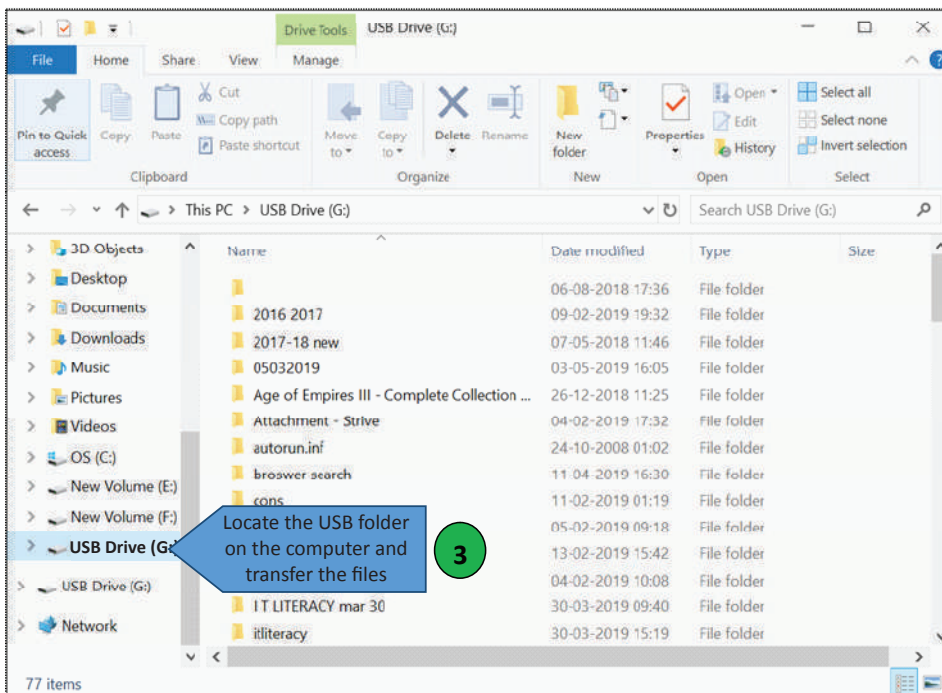
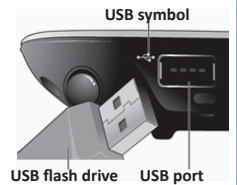
1

Start your computer



2

Connect the pendrive to the USB part on the side of your computer



c. Speaker:

There are 3 important steps to connect a speaker to your computer.

Start Your Computer

Connect the speaker to a power or electricity socket

Connect the speaker wires (as per the colour) to the CPU or laptop

Motherboards with 3 rear audio connectors

1. Microphone (on some computers, the microphone can also be configured as the Centre/Subwoofer out through the Sound Manager software)
2. Line-out (to front powered speakers)
3. Line-in (on some computers, the microphone can also be configured as the rear speaker out through the Sound Manager software)

1. Side speaker out
2. Rear speaker out
3. Centre and subwoofer out
4. Microphone
5. Line-out (to front powered speakers)
6. Line-in

4. Shutting down a computer

A computer can be shut down in 2 simple steps.

1

This is the start button. Press the Start Button in the **KEYBOARD** or use your **MOUSE** to click on it.

2

1. Click on

Click on the **Shut Down** button. This switches off your computer.



Complete the What I learned column in the KWL chart.



What did you learn today?

What are some other common devices that are connected to a computer?

How do you think a computer can benefit you in your life and work?



Now talk to your trainers, friends and elders to find out more about the benefits of a computer. You can even use google to find out more!

<https://in.video.search.yahoo.com/yhs/search?fr=yhs-trp-001&hsimp=yhs-001&hspart=trp&p=comouters+basics+tutotal+youtube#id=3&vid=af478e149aabd775ed40219e0a40dd63&action=click>
<https://in.video.search.yahoo.com/yhs/search?fr=yhs-trp-001&hsimp=yhs-001&hspart=trp&p=comouters+basics+tutotal+youtube#id=4&vid=11e7f17761a61ad9672251c8a1162191&action=view>



3. Basics of Operating System



At the end of this lesson, you shall be able to:

- identify the basics of an operating system
- recognize the types of operating systems
- describe and list operating systems.



Basics of Operating Systems: A computer has multiple programmes that run in the background. These programmes do different tasks so that we, as users, get to experience and enjoy many of its benefits. When we open a programme like YouTube, the computer runs several software programmes in the background – different software programmes run together for sound, for colour display, for video display, for moving the mouse, for internet, etc.

A computer's director has a special name – Operating System (OS). This OS makes sure that different programmes run at the same time and yet do not interfere with each other. The operating system is also responsible for security, ensuring that unauthorized users do not access the system. The operation of a computer is controlled by a software known as the Operating System (OS). This software is as important to the running of a computer as its hardware. The operating system directs the input and output of data, keeps track of files, and controls the processing of computer programmes allocating computer resources to various functions.

The operating system also serves as an interface between the computer and the user. It helps the user give commands to the computer. For example, pressing on the play button indicates that you have given a command to the computer to play something. An OS helps the computer and user understand each other. Microsoft's Windows OS and Apple Inc.'s Mac OS are examples of operating systems for personal computers.

The operating system controls the behind-the-scene activities of a computer. It manages a computer's memory, file systems, network connections, and input/output devices, such as the keyboard, mouse, monitor, speakers, printer, and modem. Critically, the operating system also controls access to the central processing unit (CPU), which is the heart of the entire computer system.

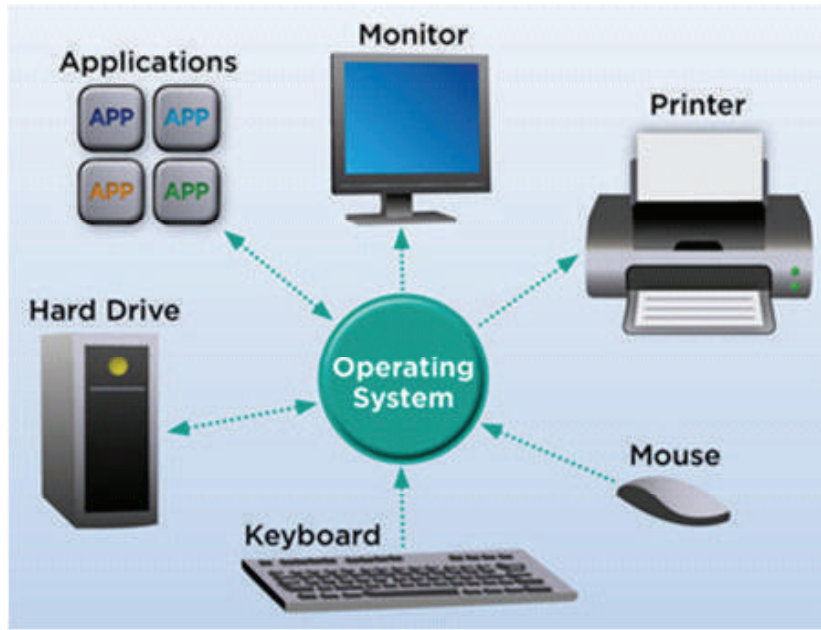
Early computers had no operating system. For this reason, they could perform only one task at a time, such as running one programme or printing. Modern operating systems allow multitasking, in which many processes can be active at the same time.



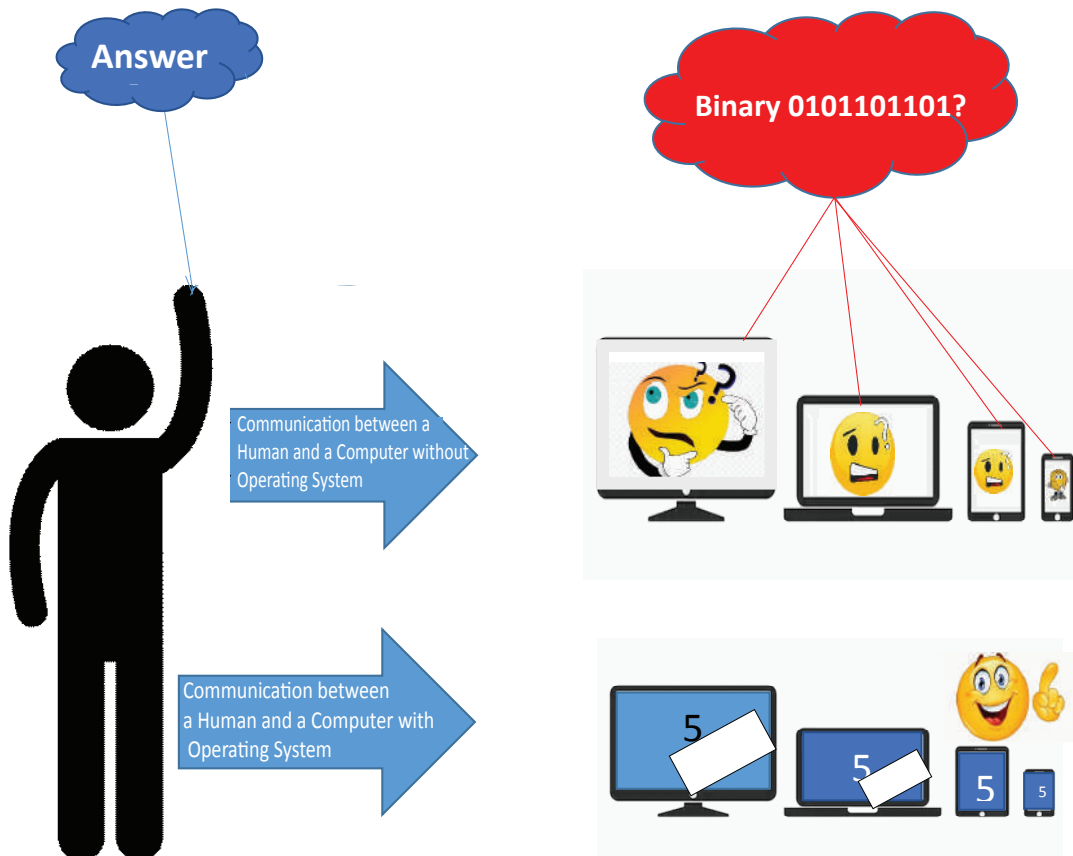
What I already **K**now

What I **W**ant to find out

What I **L**earned



1. Basics of Operating System



An operating system is the most important software that runs on a computer. It manages the computer's memory and processes, as well as all of its software and hardware. It also allows you to communicate with the computer without knowing how to speak the computer's language. Without an operating system, a computer is useless.



2. Understand the types of Operating Systems



Linux is much more stable than Windows, it can run for 10 years without the need of a single Reboot. Linux is open source and completely Free. Linux is much more secure than Windows OS, Windows malwares do not affect Linux and viruses are very less for linux in comparison with Windows.

Operating systems usually come **pre-loaded** on any computer you buy. Most people use the operating system that comes with their computer, but it is possible to upgrade or even change operating systems. The three most common operating systems for personal computers are **Linux, Mac OS X, and Microsoft**

Mac OS is a line of operating systems created by Apple. It comes preloaded on all new Macintosh computers, or Macs. All of the recent versions are known as OS X. Mac OS X users account for less than 10% of global operating systems—much lower than the percentage of Windows users (more than 80%). One reason for this is that Apple computers tend to be more expensive. However, many people do prefer the look and feel of Mac OS X over Windows.



KWL

Complete the What I learned column in the KWL chart.



What is an Operating System?

Why are there different types of Operating Systems?

What is the Operating System that is running on your/institute computer?



To know more about this topic, explore this:

<https://www.youtube.com/watch?v=5AjReRMOG3Y>

https://www.webopedia.com/TERM/O/operating_syste

4. Exploring Windows Operating System



At the end of this lesson, you shall be able to:

- identify the key differences between Windows 7 and Windows 8 OS
- identify the features of Windows 10
- explore Windows 10.



Exploring Windows Operating System: In order to be a self-learner, one needs these 5 simple qualities – openness to learn, bravery to try again, curiosity about trying something new, patience, boldly seeking help from others.

Well then, this session will not only help you understand about self-learning, but will also make you a champion self-learner. It will also teach you some very interesting things about Operating Systems and Windows 10.



What I already K now	What I W ant to find out	What I L earned





1. This activity will help you get started on your journey as a self-learner. You have 3 tasks to complete the journey.

a. Understand the key differences between Windows 7 OS and Windows 8 OS.

Why learn this: The Windows Operating System has evolved over the last 30 years and understanding Windows 10, which is the latest version becomes easier if you have a good idea about Windows 7 and Windows 8. Also, many computers still have Windows 7 or Windows 8 OS and learning this makes you smarter because you can use any version of Windows after learning this!

Start the task: To help you kick start your journey, we have already noted down some key differences between Windows 7 OS and Windows 8 OS. Read this and then find out more differences between the two Operating Systems.

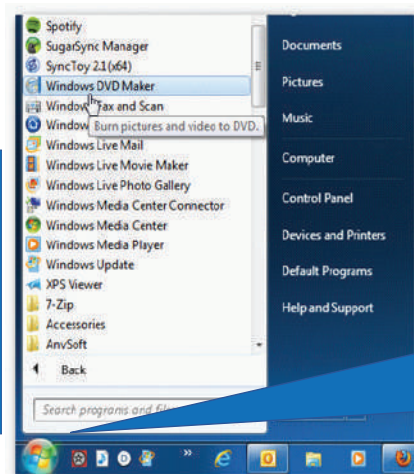
The main differences

Windows 7 was (and perhaps still is) the easiest version of Windows! It is built for laptops and desktops. It has a taskbar, which makes the navigation on screen very easy.



Win 7

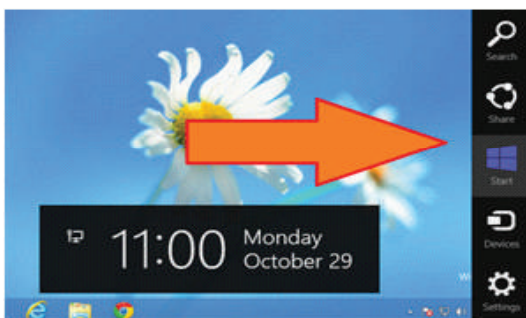
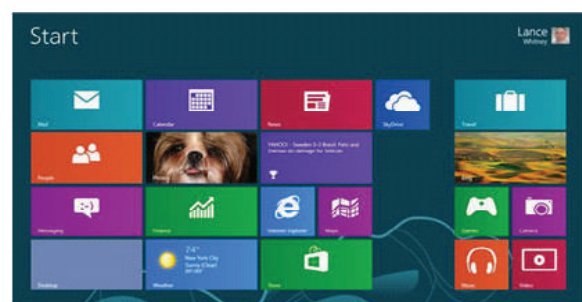
Clicking on the windows icon, will open up the Start Menu that opens up all the other Windows programmes. This grey bar is the taskbar. A user can pin their most frequently used programmes, here.



Win 7

The search is a new feature in Windows 7. Type a search term (video player, music player) in the marked area, and you will get a list of results.

Windows 8 looks quite different from Windows 7. This is because it is designed to also work with touchscreen computers and tablets. When you log into Windows 8, the first screen you see is the new 'Start Screen' also known as 'Metro'. It still has the familiar 'Desktop' as well.



In Windows 8, instead of icons, the new Start Screen has 'Tiles'. You click these to open your 'Apps' (short for Applications). If you can not find a particular tile, do a right mouse click in the space at the bottom of the screen and click All Apps. Additional apps can be downloaded from the Windows Store in Windows 8.

Challenge for Self-Learning: Windows 8 does not have a Start Menu. Then how do you think one can start or shut down the computer?

b. Explore Windows 10 Operating System

Why learn this: The Windows 10 Operating System is the latest OS and it is compatible on tablets, laptops, mobiles and computer. The OS is also App friendly, and a user can now use mobile apps such as WhatsApp on the computer too, thanks to Windows 10 OS.

Start the task: To help you kickstart your journey, we have already noted down some key features of Windows 10 OS. Read this and then find out more about this Operating System.



Welcome to the world of Windows 10 OS.

Microsoft released Windows 10 in July 2015 as a follow-up to Windows 8. It is built to support touch and keypad devices.

Windows 10 OS has the same look and feel on a mobile device as well as a laptop or desktop.

Windows 10's integrated search feature allows users to search all local locations, as well as the web simultaneously!

Microsoft Edge debuted with Windows 10 and replaced Internet Explorer as the default web browser.

The minimum Windows 10 mobile hardware requirements for a smartphone are 1 GB RAM, 8 GB flash storage, 32 bits of colour per pixel and 720p screen resolution.

The start menu that is common in Windows 7 and 8, is present in 10. Additionally, it has a bunch of tiles that show news from the internet, different apps, weather, etc., as tiles which can be touched to open.

Challenge for Self-Learning: Windows 10 has a special feature called TILES. What are the benefits of having this feature? See the image above for clues and answer the question, by learning more about TILES on your own.



Complete the What I learned column in the KWL chart.



What are the major differences between Windows 7 & Windows 8 Operating Systems?

Which of the 3 tasks did you enjoy the most? Why?

How can learning on your own benefit you as a student?



Explore these apps on your own to learn English and Typing.

<http://www.wordhippo.com> (free app on Google playstore that can help you build your vocabulary)

<http://www.rapidtyping.com> (free app that helps learn typing in a fast and fun manner)

<http://www.microsoft.com/en-in/p/learnenglish-grammar/9wzdncrfhwp>

(free app to help you learn new words in English)

5. Using Storage Features on Windows



At the end of this lesson, you shall be able to:

- identify basic features of Windows
- use external memory like USB drive, CD, DVD, etc.
- create, copy, move and delete files and folders.



Using storage features on Windows: Documents, files and other digital material (pictures, videos, projects) can be stored in an organized and safe manner on the computer. When these files are large (movies, software, games, books), they can be organized and stored in USB or pendrives, CDs and DVDs. Computers help us to store, retrieve, add, delete, move and organize files and data.



What I already **K**now

What I **W**ant to find out

What I **L**earned



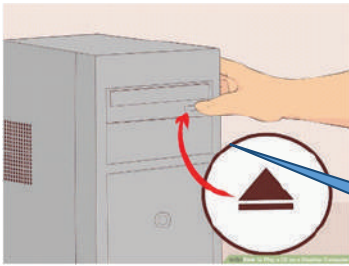
A well-organized computer can help you be a smart user!

1. Opening files from storage devices

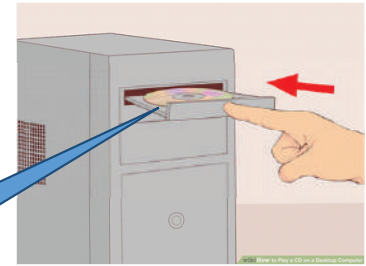
a. CD or DVD

Both CD (Compact Disk) and DVD (Digital Versatile Disk) have to be used through a similar process in a computer. CD and DVD compress data and store large amounts of information on the disk. They also store videos on high quality. A DVD stores only videos where as a CD can store music, videos and pictures.

Here is a step by step process:



In the CPU of the computer, Press the **Eject button** on the disc drive.



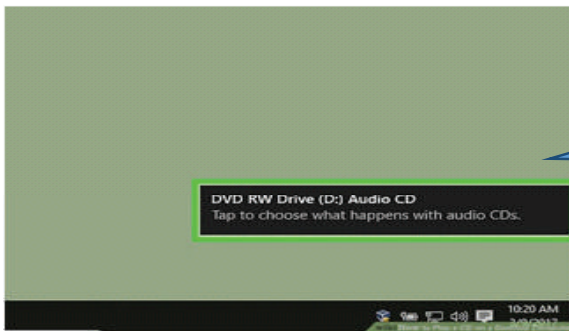
Place the disc in the tray. Make sure the shiny side faces down.

if it is a Laptop



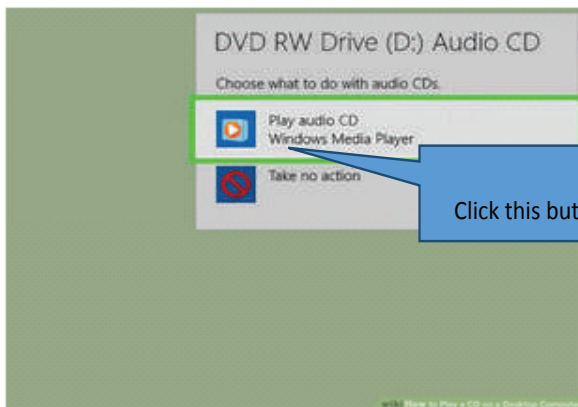
Close the tray gently, by pushing it back.

If it is a laptop, press the button on the side of the laptop and this tray opens up. Place the CD or DVD in this tray.

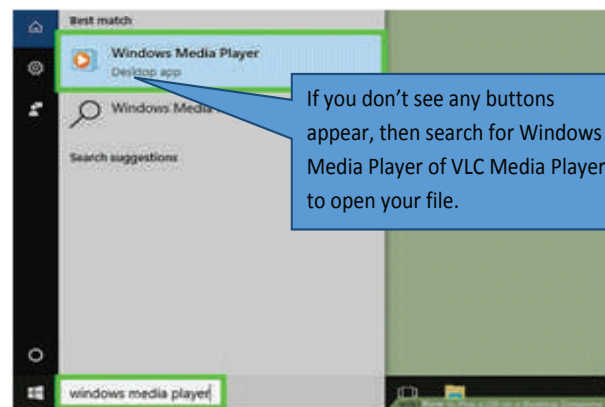


Usually this type of button appears after inserting a CD or DVD. Click on it to play the movie.

If you don't see this notification appear on your screen, then the CD or DVD automatically plays.



Click this button next.



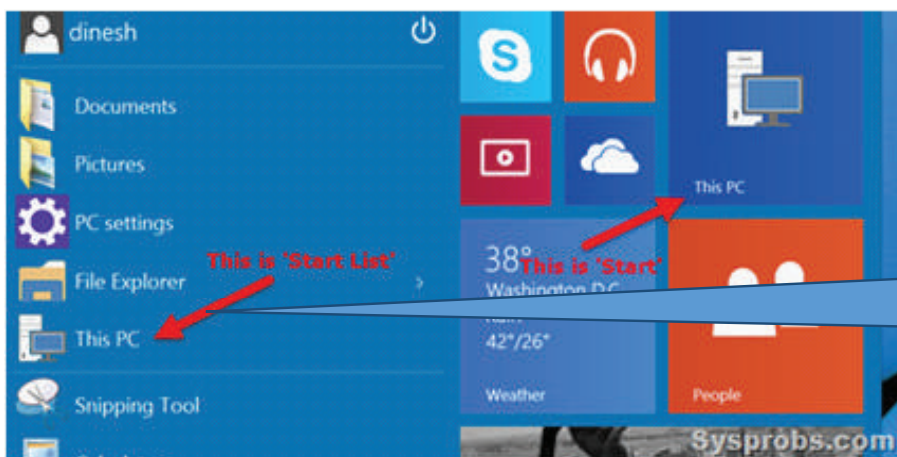
If you don't see any buttons appear, then search for Windows Media Player or VLC Media Player to open your file.

b. USB Drive

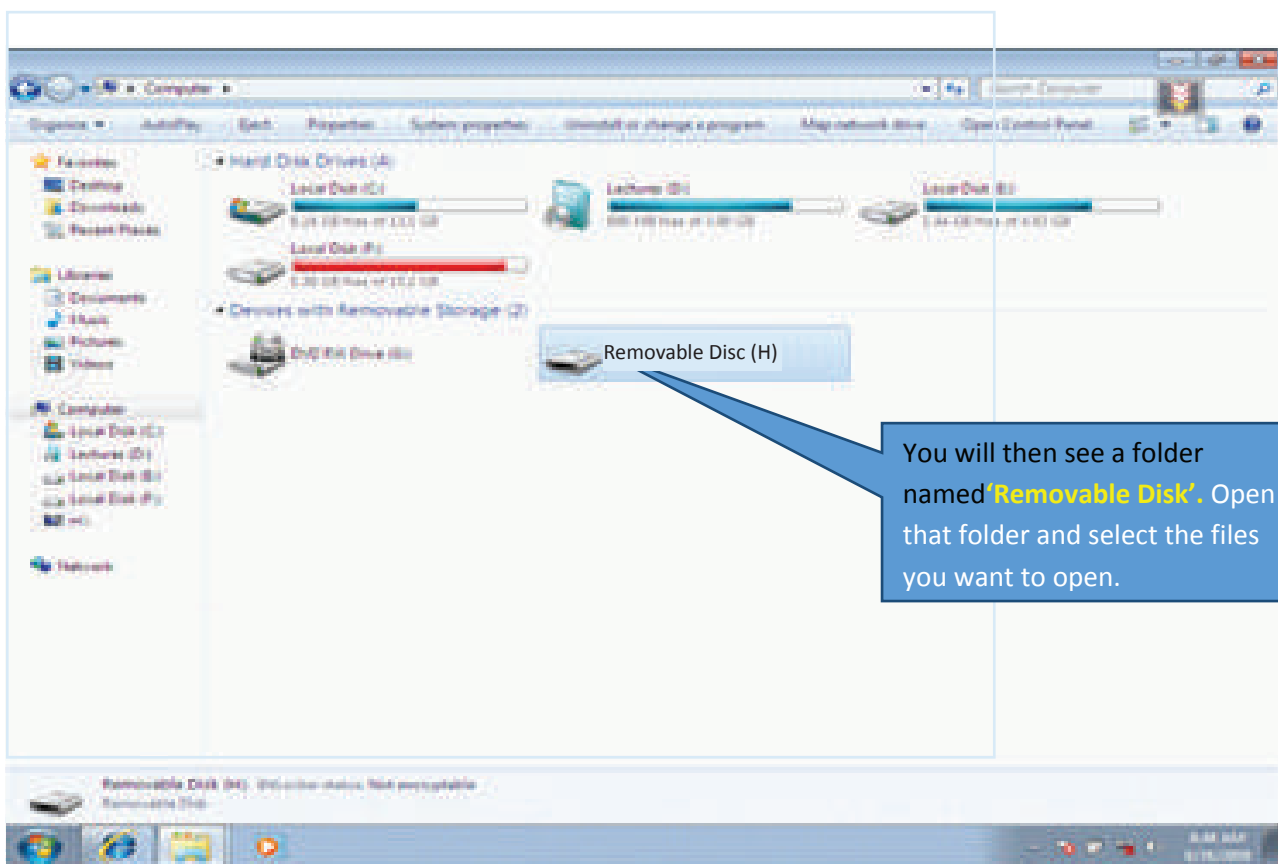
You have already learned how to connect a USB drive (also called a pen drive) to a computer. Find a friend and recall the steps needed to connect a USB drive.



Once you connect the USB, you can open the files inside.



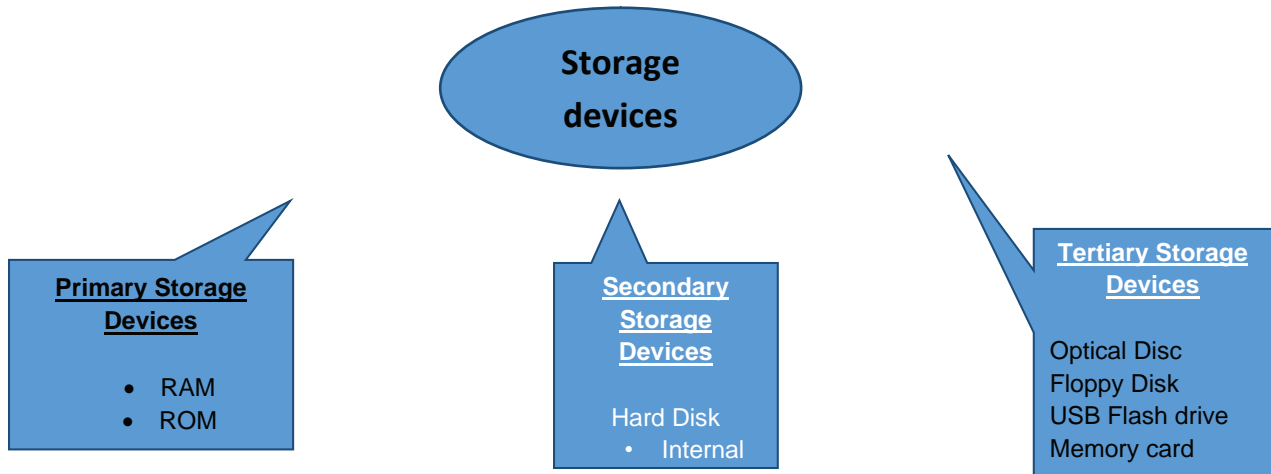
After connecting the USB, use the mouse to double click on the button **'My Computer'** or **'This PC'**



In a computer, you can store many files. These files can be neatly sorted into different folders. For example, documents related to health, bank papers, mark cards, identity documents will be stored carefully in different folders or boxes. Let's learn to be smart and fast while using a computer. So, let's understand how computers store information and then learn how to can create, copy, move, and delete files and folders.

a. Storage Devices

Computers store information in 3 ways. Storing data is one of the core functions of the modern computer. A device that stores data has space or memory in which it stores data. Just like boxes of different sizes, storage devices in a computer have different storage capacity.





i. Primary Storage devices

It is also known as main memory. It is directly or indirectly connected to the central processing unit via a memory bus. The CPU continuously reads instructions stored there and executes them as required.

Characteristics	RAM	ROM
Stands for	Random Access Memory	Read-only memory
Uses	RAM allows the computer to read data quickly to run applications. It allows reading and writing.	ROM stores the programme required to initially boot the computer. It allows only reading.
Definition	Random Access Memory or RAM is a form of data storage that can be accessed randomly at any time, in any order and from any physical location.	Read-only memory or ROM is also a form of data storage that cannot be easily altered or reprogrammed.

ii. Secondary Storage devices

Hard Disk: The hard disk drive is the main, and usually largest, data storage device in a computer. It can store from 160 gigabytes to 2 terabytes. Hard disk speed is the speed at which content can be read and written on a hard disk. A hard disk unit comes with a set rotation speed varying from 4500 to 7200 rpm. Disk access time is

HARD DISK		
Characteristics	Internal Hard disk	External Hard Disk
Portability	No	Yes
Price	Less expensive	More expensive
Speed	Fast	Slow
Size	Big	Small

measured in milliseconds.

iii. Tertiary Storage known as disconnected storage

It is a computer data storage on a medium or a device that is not under the control of a processing unit. It must be inserted or connected by a human operator before a computer can access it again.

Optical disc is any storage media that holds content in digital format and is read using a laser assembly. It is considered optical media. The most common types of optical media are

- Blu-ray (BD)
- Compact Disc (CD)
- Digital Versatile Disc (DVD)



Optical Disc

A small, portable flash memory card that plugs into a computer's USB port and functions as a portable hard drive.

Flash drives are available in sizes such as 256MB, 512MB, 1GB, 5GB, and 16GB and are an easy way to transfer and store information.



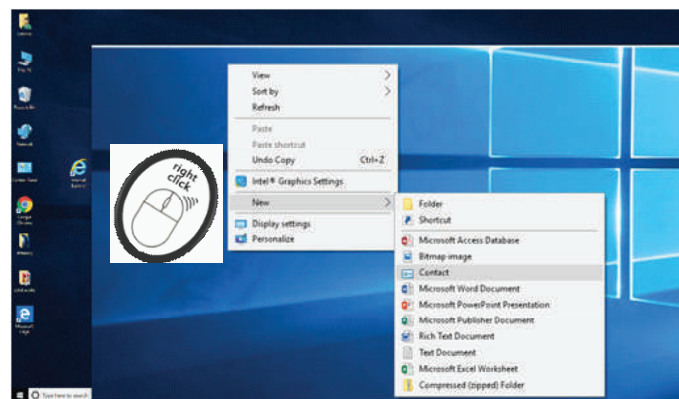
USB Flash Drive

An electronic flash memory storage disk commonly used in consumer electronic devices such as digital cameras, MP3 players, mobile phones and other small portable devices.

Memory cards are usually read by connecting the device containing the card to your computer or by using a USB card reader.



Memory Card



2. Create a New Folder or File in Windows

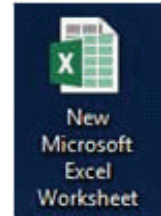
- a. Right-click on a blank space. Doing so opens a drop-down menu. Make sure you don't right-click on a file or folder instead, as this will open the wrong drop-down menu.
- b. If you are in an existing folder (Documents), you can also click the Home tab on the top-left side of the File Explorer window and click New Folder in the toolbar that appears.
- c. If you are on a computer with a trackpad instead of a mouse, click the trackpad with two fingers to perform a right-click.
- d. Select New. This option is near the bottom of the drop-down menu and opens another pop-out menu.
- e. We can create a
 - New folder
 - Open a New MS-Word document



- Bitmap image
- Open a New MS-Excel Worksheet
- Open a New MS-PowerPoint Presentation
- Open a New Text Document
- Open a New Compressed (Zipped) Folder



Microsoft Word or **MS-WORD** (often called Word) is a Graphical word processing programme that users can type with. It is made by the computer company Microsoft. Its purpose is to allow users to type and save documents. Similar to other word processors, it has helpful tools to make documents. **.doc** or **.docx** is a file extension for an **MS-WORD** file.



Microsoft Excel or **MS-EXCEL** is a spreadsheet programme included in the Microsoft Office suite of applications. Spreadsheets present tables of values arranged in rows and columns that can be manipulated mathematically using both basic and complex arithmetic operations and functions. **.xls** or **.xlsx** is a file extension for a **MS-EXCEL** file.



Microsoft **PowerPoint** or **MS-POWERPOINT** is a powerful presentation software developed by Microsoft. The programme uses slides to convey information rich in multimedia. **.ppt** or **.pptx** is a file extension for a **MS-POWERPOINT** file.



Notepad is a simple text editor for Microsoft Windows and a basic text-editing programme which enables computer users to create documents. **.txt** is a file extension for a **text** file.



Zipped (compressed) files take up less storage space and can be transferred to other computers more quickly than uncompressed files. Combine several files into a single zipped folder to share a group of files more easily.



Complete the What I learned column in the KWL chart.



What are the benefits of storing data on a hard disk or USB?

Why do you think a computer should be neatly organized?

You have learned how to create files and folders. Now take help from your friends, trainer or Google and learn



how to copy and delete files. Share the information you learned with your friends.

<https://in.video.search.yahoo.com/yhs/search?fr=yhs-trp-001&hsimp=yhs-001&hspart=trp&p=creating+files+and+folders+tutorials+videos#id=3&vid=19a977d9a689fbf58cd1bf0de2b5cb37&action=click>

6. Basics of MS-Word



At the end of this lesson, you shall be able to:

- identify basic features of MS-Word
- explore the basic features of MS-Word
- learn how to create an MS-Word file and save it.



Basics of MS-Word: In today's world, a computer can do the job of many older machines, including a typewriter. A software programme called MS-Word is used to do all the tasks – typing documents, editing documents, creating different types of layouts, printing documents and many more. MS-Word, created by Microsoft is the most popular word processing software used today. MS-Word has features like spell check, save and store features, copy and paste functions, provision to add images and shapes. When attached to an email, electronic documents created by MS-Word can be delivered in seconds.



What I already **K**now

What I **W**ant to find out

What I **L**earned



Software programmes like 'MS-Word' can help people transform their office from looking like this ...



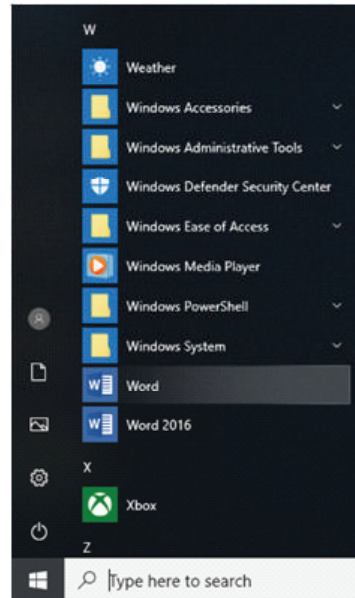
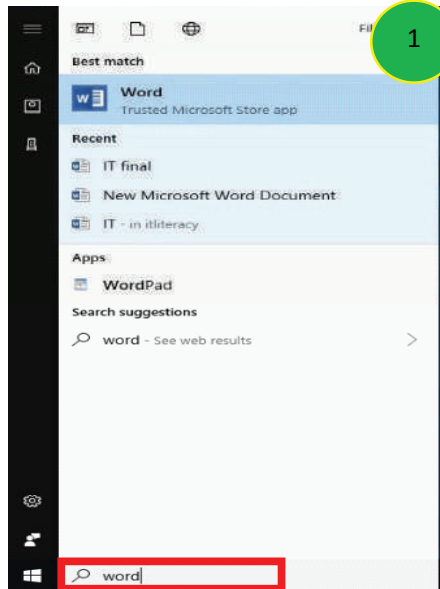
to looking like this!



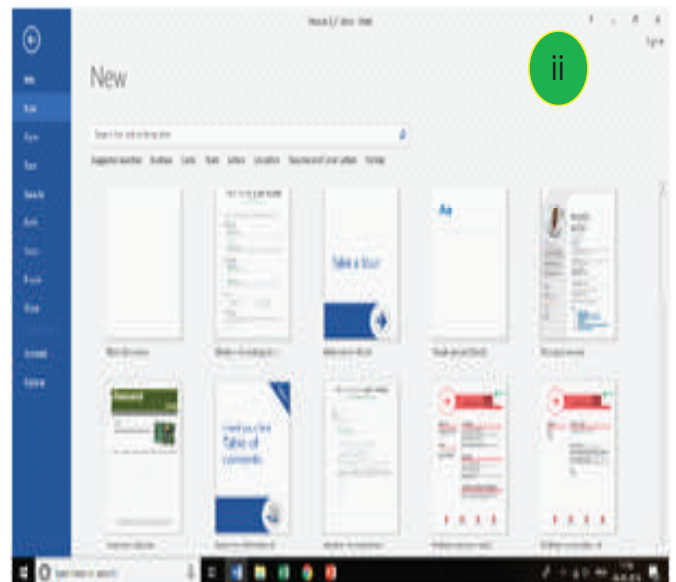
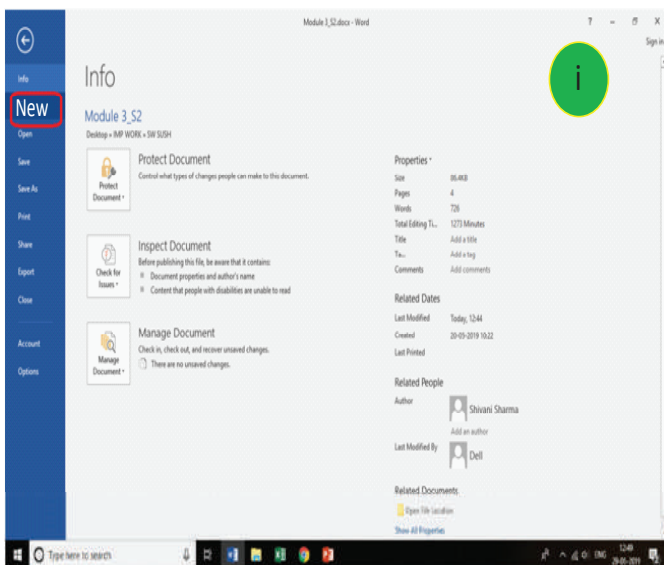


1. There are 2 ways to find MS-Word in your computer.

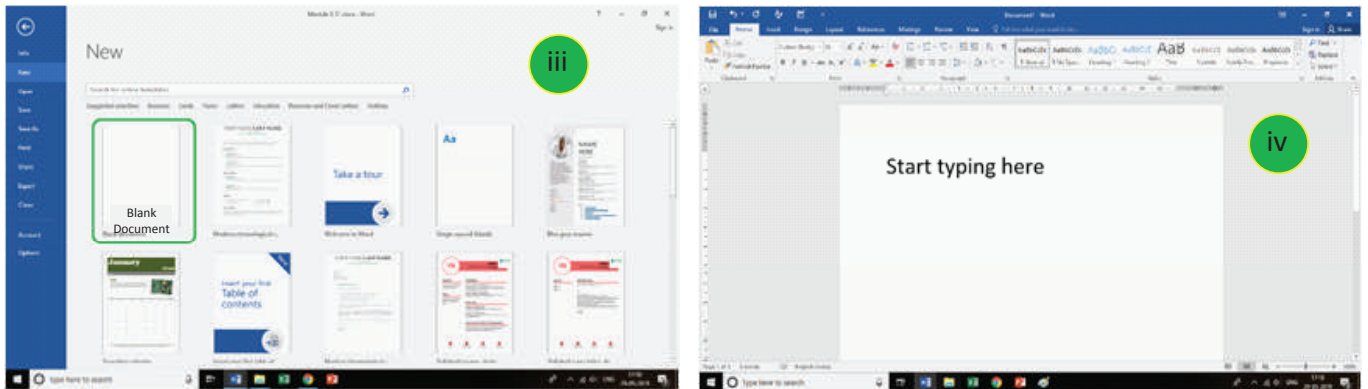
- Click the Start button. Type “word” without quotation marks into the search box. Click “Microsoft Word 2010” in the list that appears.
- Click the Start button. Place the mouse pointer over “All Programmes.” Scroll down to the Microsoft Office folder and click it. Select “Microsoft Word 2010”.



- Once you open MS-Word, you will need to create a New Document. Select New document (as shown below)
- MS-Word has many different formats that you can choose from. Some of the formats are: Different types of Resume, Calendar, Spreadsheet, Cover, Letter, etc.

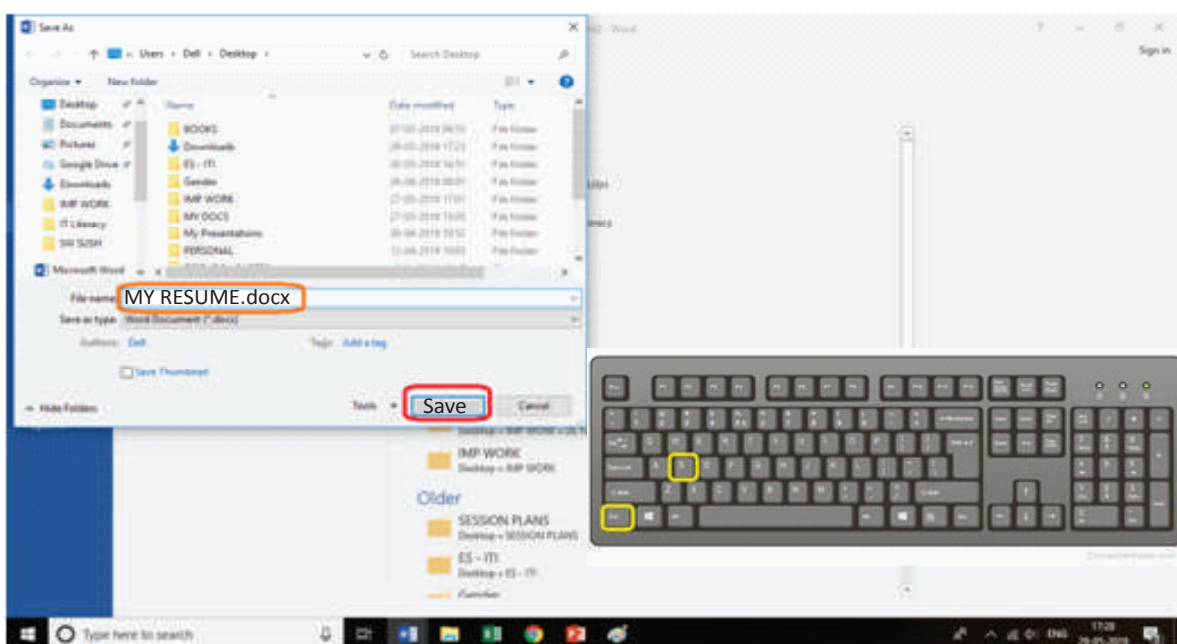
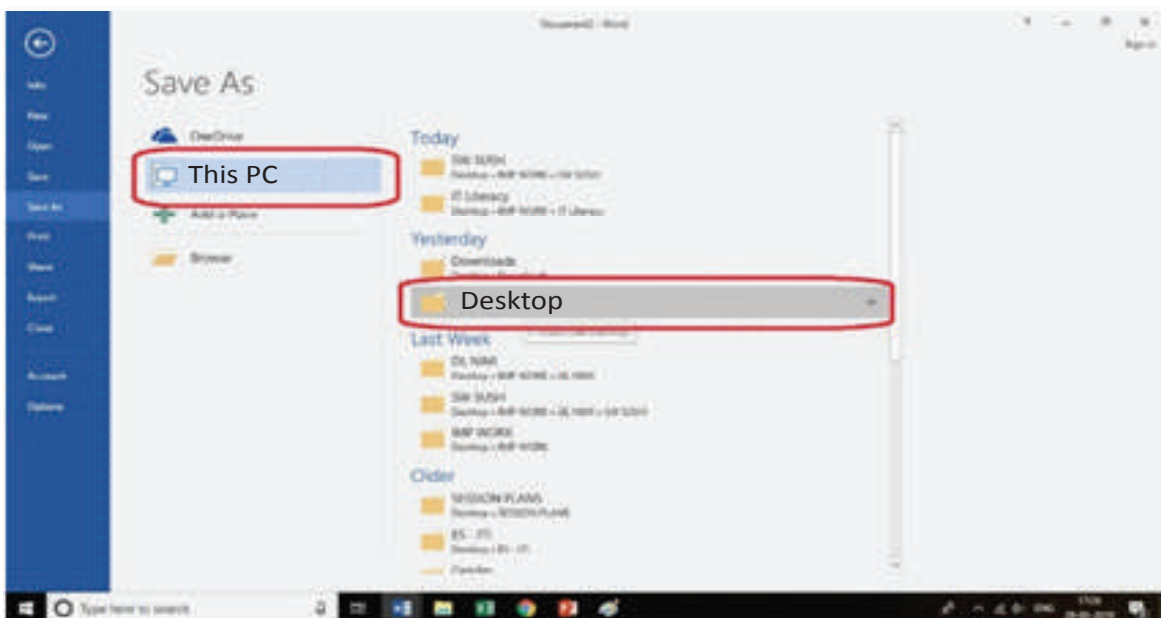


- Select Blank Document by clicking on the area shown.
- When a new blank document opens, the insertion point or cursor will appear in the top-left corner of the page. If you want, you can begin typing from this location.



v. Saving a MS-Word file is easy.

- Press CTRL+S on the keypad after finishing your typing. You have to press both the buttons together.
- Select This PC and desktop (as shown below).



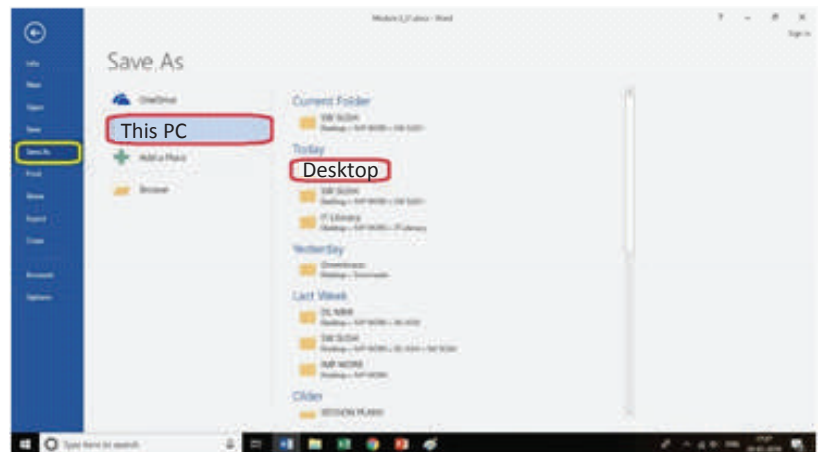
- Write the file name you want to give and then press save. You must enter a name for the file if you are saving a file for the first time.

You can also click the Save icon  on the Quick Access Toolbar.

vi. Save a copy as a new file (Save As).

To create a new file, based on an existing file, to save only changes in the new file, Save a Copy first before making changes. By doing this, the original file will remain unchanged and all edits will be in the new copy.

- Press F12 or click File > Save a Copy.
- By default, Office will save the copy in the same location as the original. If you want to save the new copy in a different location, choose it at this point.
- Give your new copy a name and click Save. Your original file will be closed and you'll now be working in the new copy you just created.



vii. Basic shortcuts for MS-Word:

- Ctrl+N: Create a new document.
- Ctrl+S: Save a document.
- F12: Open the Save As dialog box.
- Ctrl+O: Open an existing document.



Complete the What I learned column in the KWL chart.



What are the most interesting features available in MS-Word?

How do you think you will use MS-Word in your work life?



To practice all the new concepts learned, open a MS-Word document and then go to Google, search for 'MS-Word easy introduction and practice videos'. You can watch and learn as slowly or as fast as you want. Remember, learning by practice is the best way to learn something new.

<https://www.youtube.com/watch?v=umOSIKcyRrg>

<https://www.youtube.com/watch?v=fUkh3yWm3d4>

<https://www.youtube.com/watch?v=S-nHYzK-BVg>

<https://www.youtube.com/watch?v=2bQSJPQhfg>

7. Exploring MS-Word



At the end of this lesson, you shall be able to:

- recognize how to perform basic formatting on MS-Word
- type and format content on MS-Word
- identify and use keyboard shortcuts on MS-Word.



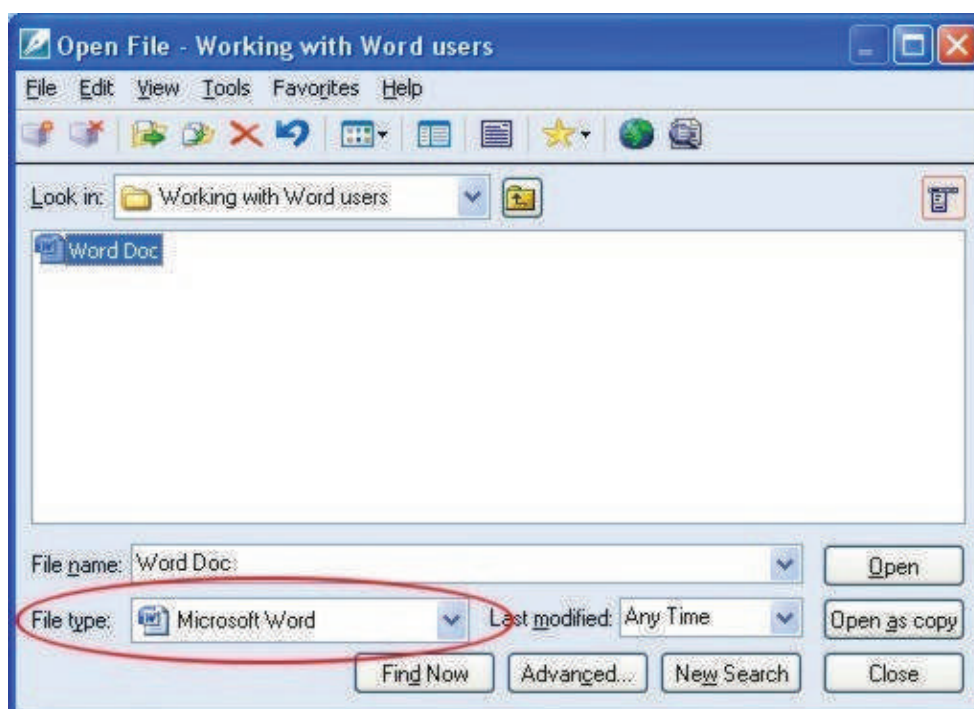
Exploring MS-Word: Arranging words or creating different styles of word on MS-Word is called as formatting. Formatting is used to make your document appear the way you want it to. For example, a leave letter format is different from formatting a resume. Well, there are many methods to create different formats on MS-word. You can make a word look bold, slant, underlined or **colourful**, if you need!



What I already Know

What I Want to find out

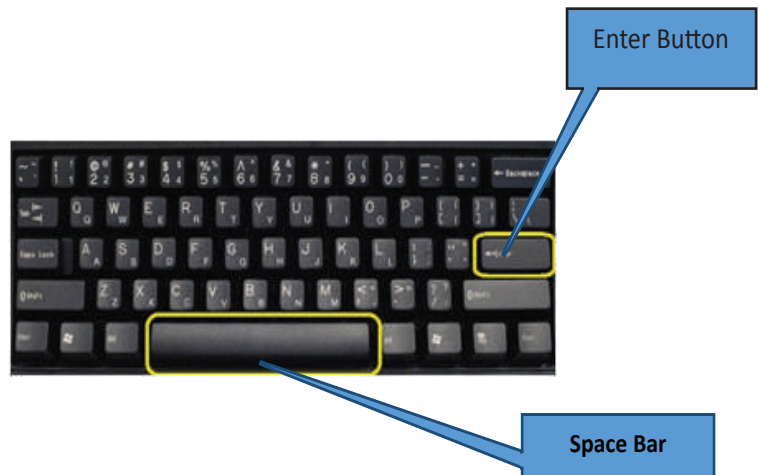
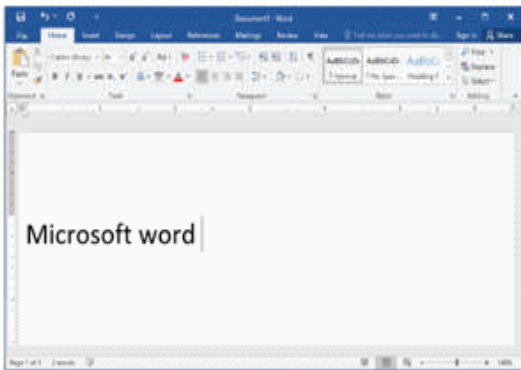
What I Learned



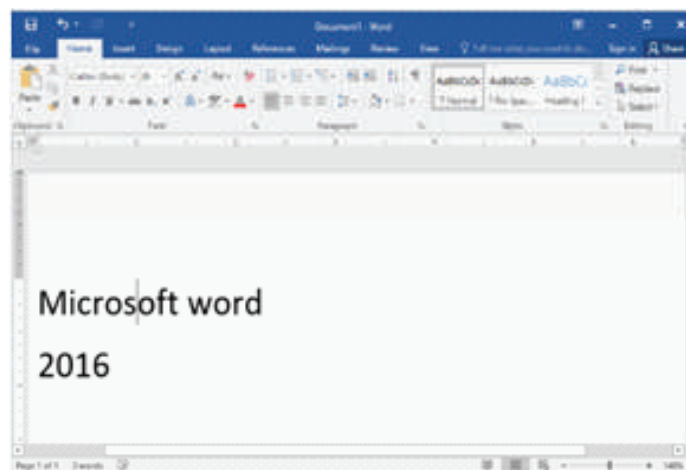


1. Adding text or typing in MS-Word

- The insertion point is the blinking vertical line in the document. It indicates where one can enter text on the page. You may use the insertion point in a variety of ways.
- Place the cursor where you want to add the text.
- Start typing.
- Add spaces: Press the spacebar to add spaces after a word or in between text.

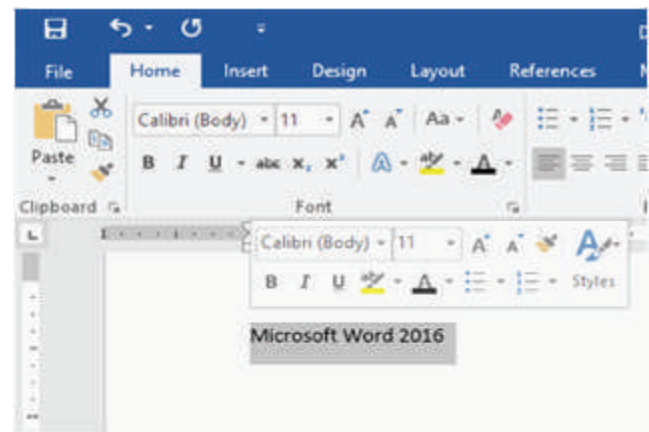
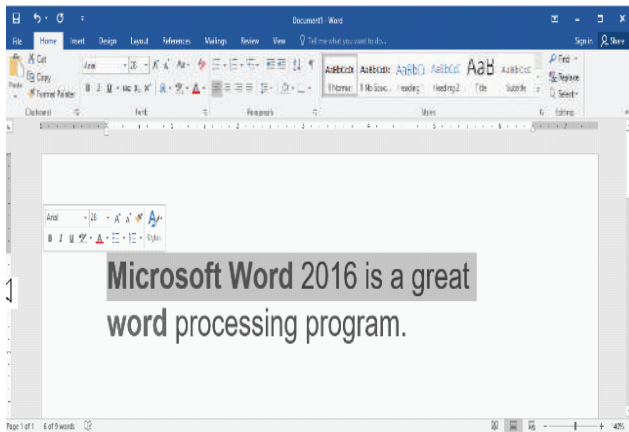


- New paragraph line: Press Enter on the keyboard to move the insertion point to the next paragraph line.
- Manual placement: Once you begin typing, use the mouse to move the insertion point to a specific place in the document. Simply click the location in the text where you want to place it.
- Arrow keys: You can also use the arrow keys on the keyboard to move the insertion point. The left and right arrow keys will move between adjacent characters on the same line. The up and down arrows will move between paragraph lines. Press Ctrl+Left or Ctrl+Right to quickly move between words.



2. Formatting specific text

- Before you move or format text, select it. To do this, click and drag the mouse over the text, then release the mouse. A highlighted box will appear over the selected text.
- Select an option to change the font, font size, font colour, or make the text bold, italics or underline.
- When you select text or images in Word, a hover toolbar with command shortcuts will appear. If the toolbar does not appear at first, try hovering the mouse over the selection.



3. To select multiple lines of text

- Move the mouse pointer to the left of any line so that it becomes a right slanted arrow.
- Left click the mouse. The line will be selected.
- To select multiple lines, click and drag the mouse up or down.
- To select all of the text in the document, choose the Select command on the Home tab, then click Select All. Alternatively, you can press Ctrl+A on the keyboard.

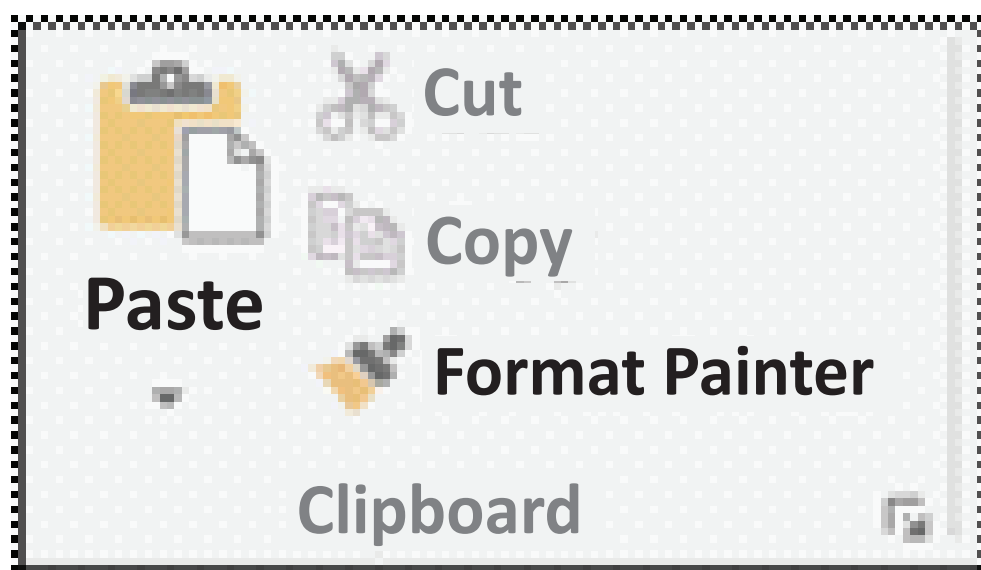
4. To delete text

- To delete text to the left of the insertion point, press the Backspace key on your keyboard.
- To delete text to the right of the insertion point, press the Delete key on your keyboard.
- Select the text you want to remove, then press the Delete key.
- If you select text and start typing, the selected text will automatically be deleted and replaced with the new text.



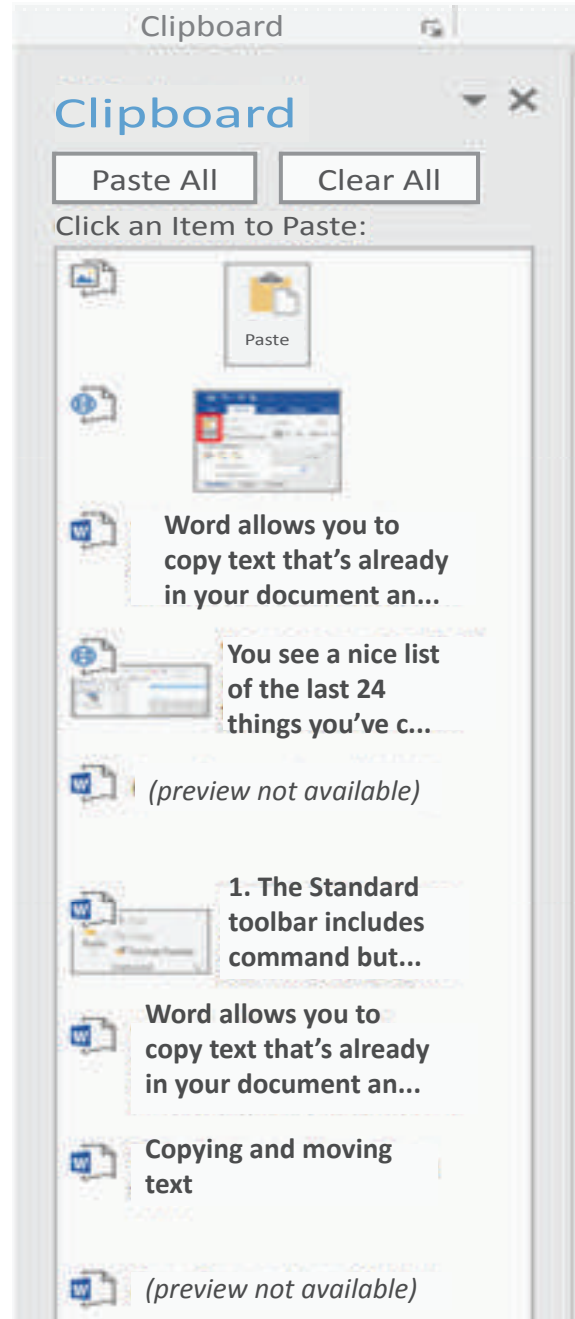
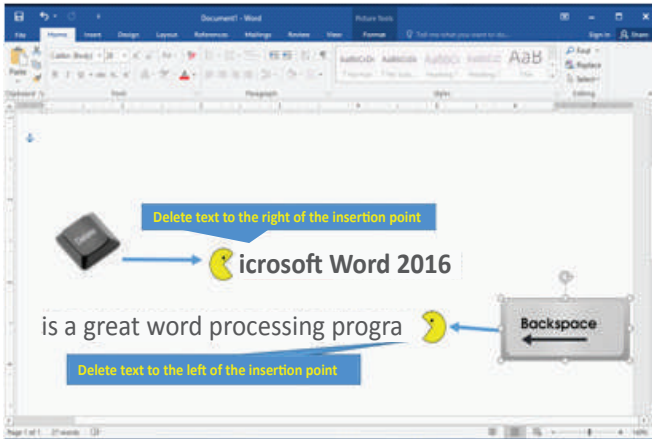
Microsoft Word includes several built-in toolbars, including the two default toolbars that are visible when you start Word: The **Standard** toolbar and the **Formatting** toolbar.

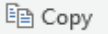





The **Standard** toolbar includes command buttons with which you can quickly access many of the frequently used commands, such as **Save**, **Open**, **Copy**, and **Paste**.



5. Copying and moving text

- a. Word allows you to copy text that is already in your document and paste it in other places. This can save you a lot of time and effort. If you want to move text around in your document, you can cut and paste or drag and drop.



<p>Copy: Ctrl + c</p>  <p>Put a copy of the selection on the Clipboard so you can paste it</p>	<p>Cut: Ctrl + x</p>  <p>Remove the selection and put it on the Clipboard so you can paste it</p>
<p>Paste: Ctrl + v</p> <ul style="list-style-type: none">  <p>Keep source Formatting: This option preserves the look of the original text.</p>  <p>Merge Formatting: This option changes the formatting so that it matches the text that surrounds it.</p>  <p>Keep Text Only: This option removes all the original formatting from the text.</p>  <p>Picture: This option inserts as an image</p> 	

6. Formatting

The Formatting toolbar provides quick access to text-formatting commands, including Bold, Italic, Underline, Numbering, and Bullets.





Font Size(Ctrl+Shift+F):

8

9 **Increase Font Size (Ctrl + >)**

10

11 **Increase Font Size (Ctrl + <)**

12

14

Change the Size of Your Text:

16 The Size of this Text is 8

18

20 The Size of this Text is 9

22

24 The Size of this Text is 10

26

28 The Size of this Text is 11

36

48 The Size of this Text is 12

72

Calibri (Body) ▾

Theme Fonts

Calibri Light (Headings)

Calibri (Body)

All Fonts

Agency FB

ALGERIAN

Arial

Font (Ctrl+Shift+F):

Pick a new Font for your text:

This Sentence is in Calibri font.

This Sentence is in Arial font.

This Sentence is in Tahoma font.

This Sentence is in ~~Deming~~ font.

Strikethrough is a font effect that causes text to appear as though it is **crossed out**.

- Select the text that you want to format.
- On the **Home** tab, in the **Font** group, click

For example, this sentence is ~~Strikethroughed~~.

Subscript: x_2

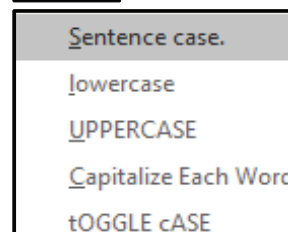
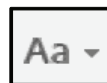
Type very small letters just below the line of text.

Superscript: x^2

Type very small letters just above the line of text.

Change Case:

Change the selected text to uppercase lowercase or other common Capitalizations



This example is in Sentence Case.

this example is in lowercase.

THIS EXAMPLE IS IN UPPERCASE.

In This Example Each Word Is

Bold font is any text that is darkened to help emphasize a remark or comment.

- Select the text that you want to format.
- On the **Home** tab, in the **Font**

group, click or Press Shortcut **Ctrl + b** .

Italic is a style of font that slants the letters evenly to the right.

- Select the text that you want to format.
- On the **Home** tab, in the **Font**

group, click or Press Shortcut **Ctrl + i** .

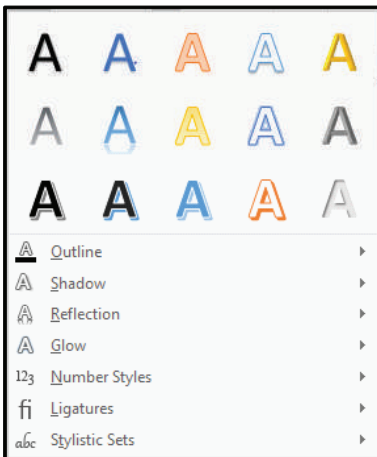


ctrl+u Underline text or spaces

Underline words and the spaces between them	<u>Microsoft Word 2016</u>
Underline words, but not the spaces between them	<u>MicrosoftWord2016</u>
Change the underline style and color	<u>MicrosoftWord2016</u>
Use a double underline	<u><u>Microsoft Word 2016</u></u>

Text Effects and Typography:

Add some flair to your Text by applying text effect, such as a shadow or glow.



This example is outlined.

This example is Shadowed.

This example is glowing.

Clear all formatting:

Remove all formatting from the selection leaving only the normal, unformatted text.

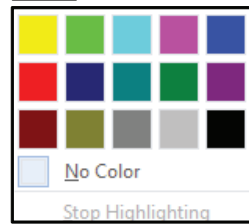


This *example* will become a **normal unformatted** text in the next ^{sentence}.

This example will become a normal unformatted text in the next sentence.

Text Highlight Colour:

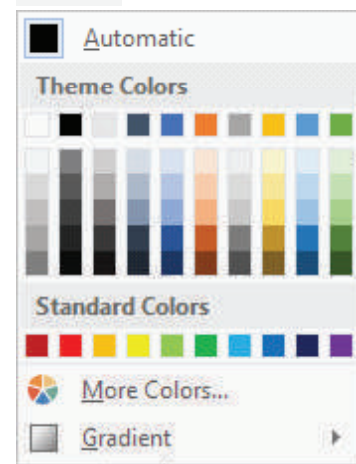
Make your text pop by highlighting it in a bright colour.



In this example **INDIA** is **Highlighted** in Green colour.

Font Colour:

Change the colour of your text.



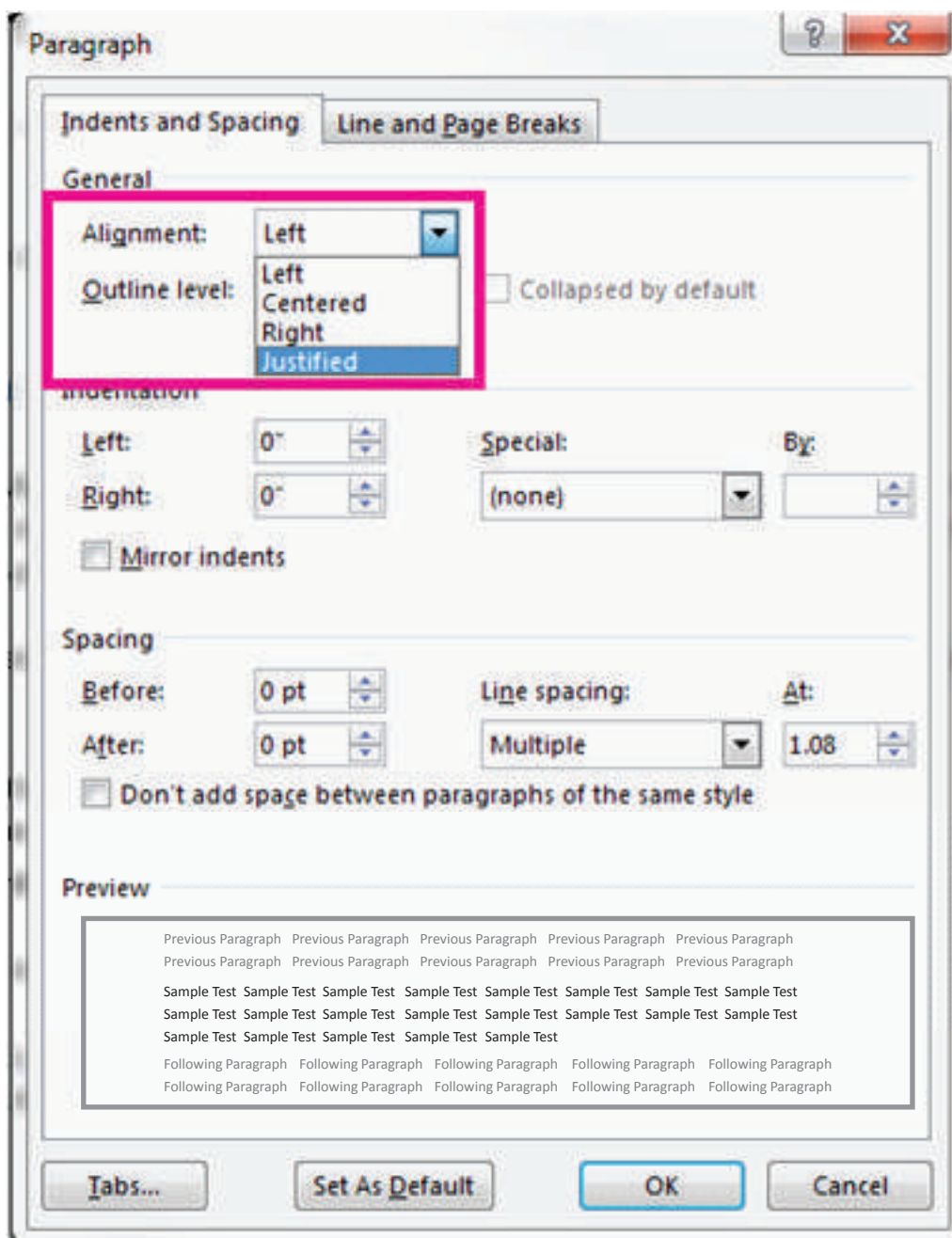
In **this** **example** **there** **are** **different** **font** **colours** **for** **each** **word**.

7. Text alignment

Alignment determines the appearance and orientation of the edges of the paragraph: left-aligned text, right-aligned text, centered text, or justified text, (which is aligned evenly along the left and right margins). For example, in a paragraph that is left-aligned (the most common alignment), the left edge of the paragraph is flushed with the left margin.

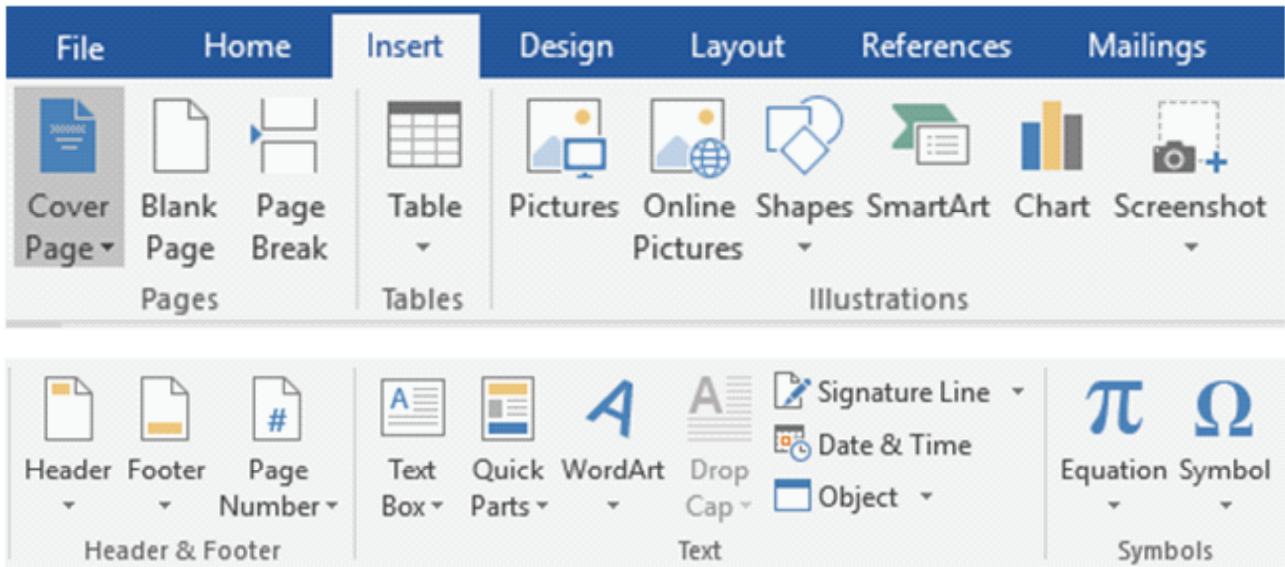
Vertical alignment determines the position of the text within a section of a document relative to the top and bottom margins, and is often used to create a cover page.

- a. Aligning the text left or right
 - i. Select the text that you want to align.
 - ii. On the Home tab, in the Paragraph group, click **Align Left** or **Align Right**.
- b. Center the text horizontally between the side margins.
 - i. Select the text that you want to center.
 - ii. On the Home tab, in the Paragraph group, click **Center**.
- c. Center the text vertically between the top and bottom margins.
 - i. Select the text that you want to center.
 - ii. On the Layout or Page Layout tab, click the **Dialog Box Launcher** in the Page Setup group, and then click the **Layout** tab.
 - iii. In the Vertical alignment box, click **Center**.
 - iv. In the Apply to box, click **Selected text**, and then click **OK**.

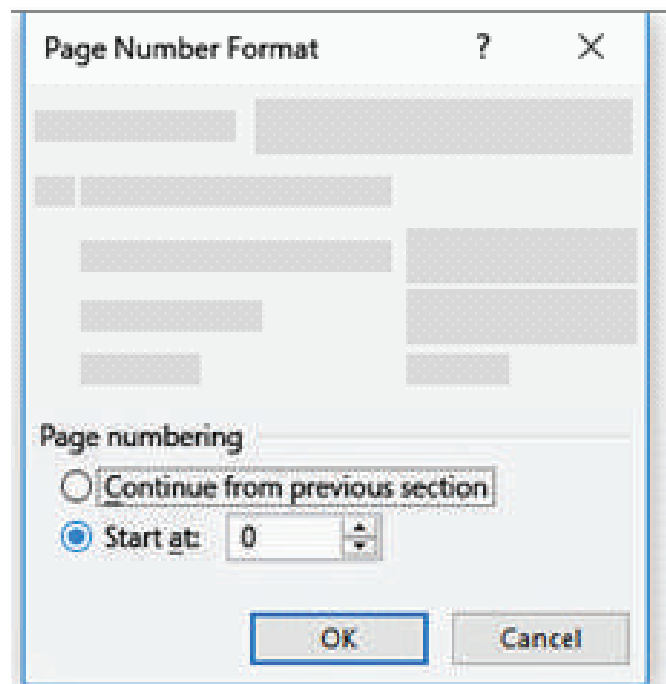
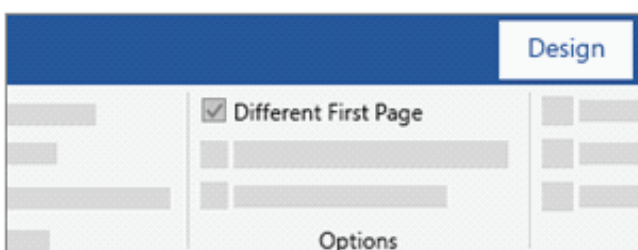
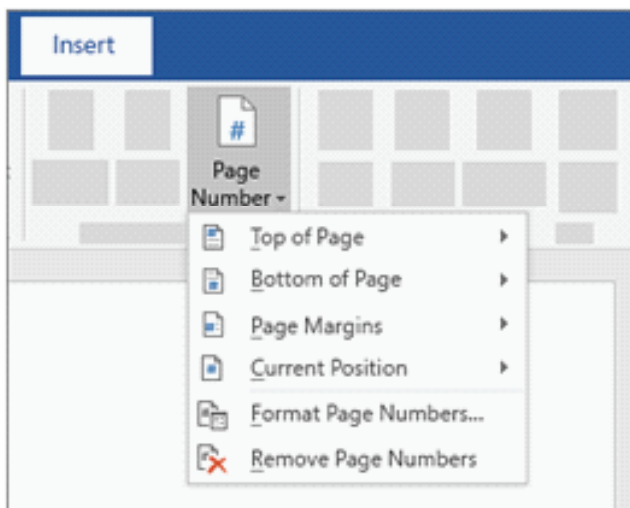


8. Insert Tab

The Insert tab contains various items that you may want to insert into a document. These include tables, wordart, hyperlinks, symbols, charts, signature line, date and time, shapes, header, footer, text boxes, links, boxes, equations and so on.



- Select Insert > Page Number, and then choose the location and style you want.
- If you don't want a page number to appear on the first page, select Different First Page.
- If you want numbering to start with 1 on the second page, go to Page Number > Format Page Numbers, and set Start at to 0.
- When you are done, select Close Header and Footer.



**9. Keyboard shortcuts**

Identifying the Keyboard Shortcuts:

Ctrl+R	Right Align selected text
Ctrl+L	Left Align selected text
Ctrl+A	Select All
Ctrl+C	Copy text/image
Ctrl+V	Paste text/image/text
Ctrl+X	Cut text/image
Ctrl+B	Bold text
Ctrl+U	Underline Text
Ctrl+I	Italic text
Del	Remove selected image/Remove one character from right side
F2	Rename the file
F5	Slideshow of presentation
Ctrl+E	Align Center Selected Phrase
Ctrl+J	Justify Selected Phrase
Ctrl+F	Find particular text
Ctrl+H	Replace particular text
Ctrl+Z	Undo changes in presentation
Ctrl+Y	Redo operation
Shift+F3	Change cases (Uppercase/Lowercase)
F7	Spelling Checker
Ctrl+S	Save Document
Ctrl+O	Open existing document
Ctrl+N	New Document
Ctrl+P	Print Document
Alt+F4	Exit
End	End of line
Home	Starting of line



Complete the What I learned column in the KWL chart.



Why is it important to know how to format in MS-Word?

What are the shortcuts you think you will use a lot?

How can you learn all the important formatting on MS-Word? Create a plan and write it here.



To know more about this topic, do this:

Create a Leave Letter on MS Word.

Try out the different shortcuts to see how they work!

<https://www.youtube.com/watch?v=4J5SMyo8oRk>

https://www.youtube.com/watch?v=4Ha8_CrVCJ8

8. Creating Documents on MS-Word



At the end of this lesson, you shall be able to:

- identify how to create simple documents
- create simple documents resume
- print a document created on MS-Word.



Creating documents on MS-Word: MS-Word is the standard user-friendly software used to create documents. Leave letters, letters of application for jobs, resumes, etc., can be created using MS-Word. Resume is a document that has to be created for submission to employers. MS-Word will help create resumes.



What I already **K**now

What I **W**ant to find out

What I **L**earned



A resume is a summary of your education and work history. Resume is important as it is the first impression you give to a potential employer. A resume is a marketing tool. It should reflect your skills and experiences accurately, precisely and in an attractive manner.

Employers are contacted by many applicants and most often have little time to thoroughly screen each applicant. Employers want to know exactly how you can be useful to them without having to read through unrelated details. A one to two-page resume gives an employer an idea about whether or not they should spend time interviewing you.

A résumé should provide a positive impact by being clear, accurate and relevant to the job objective and focused on one industry or employer.



1. Creating a document (resume) on a computer

Start the Computer

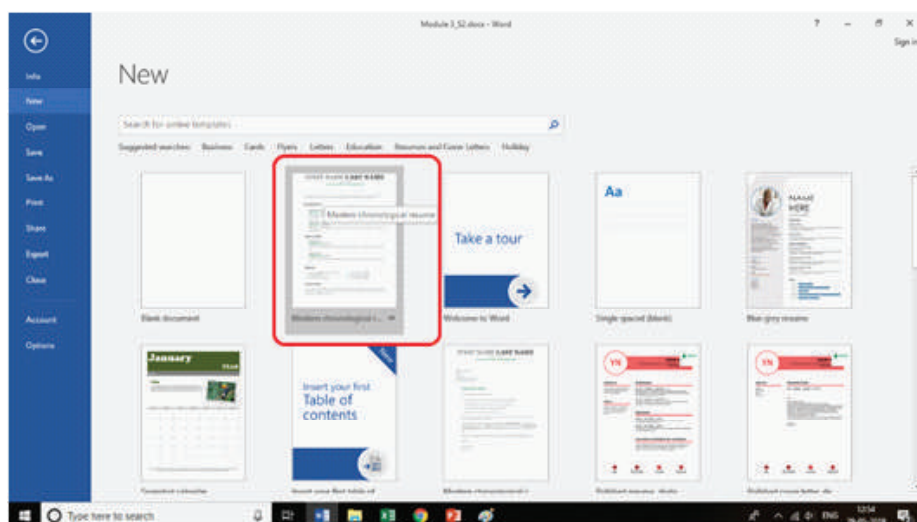
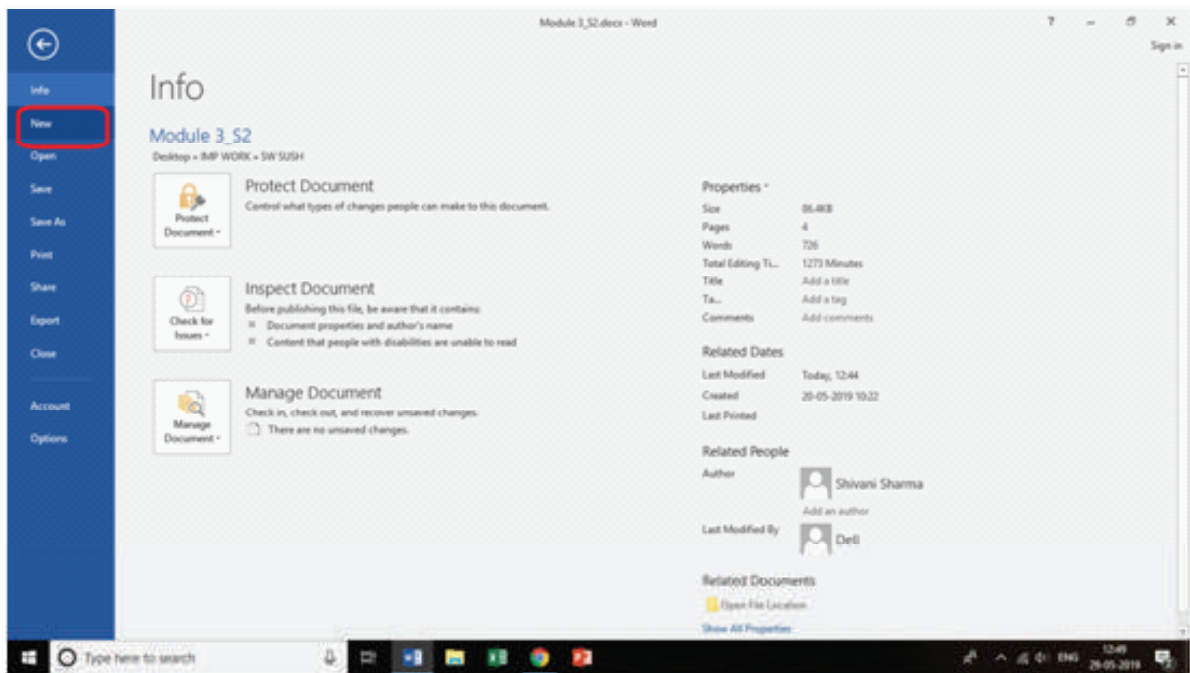
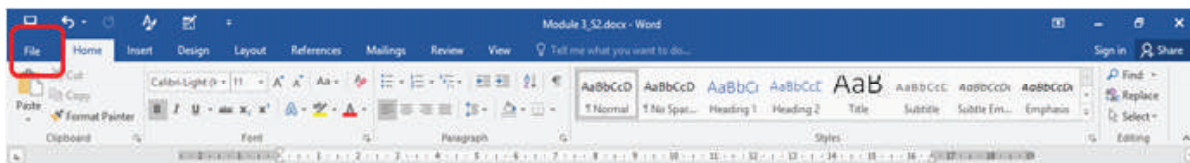


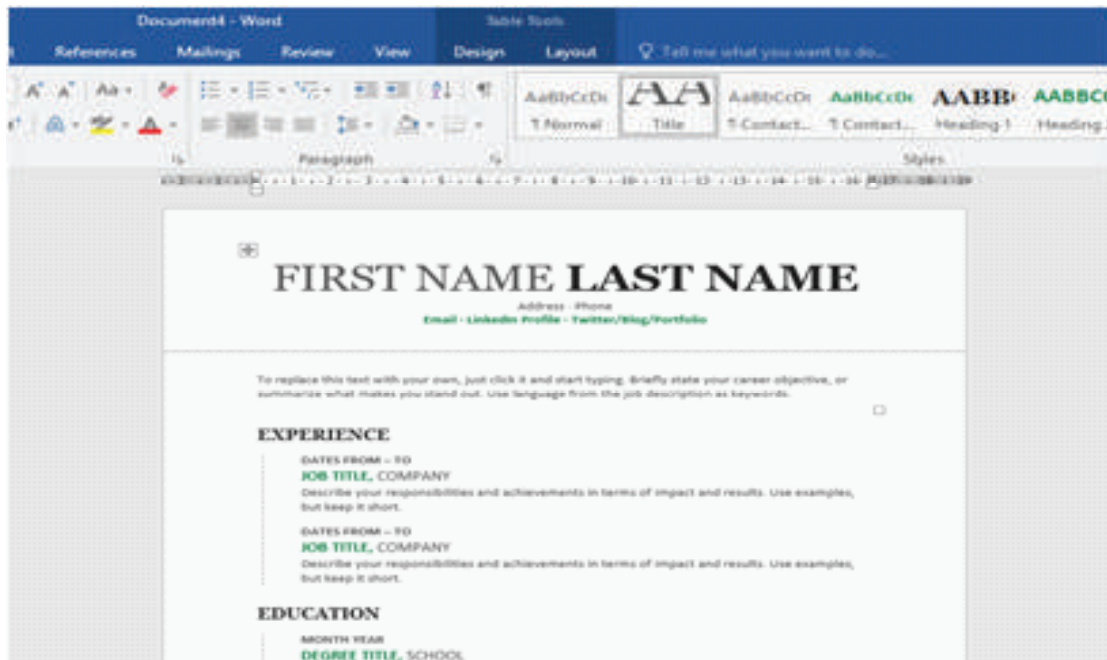
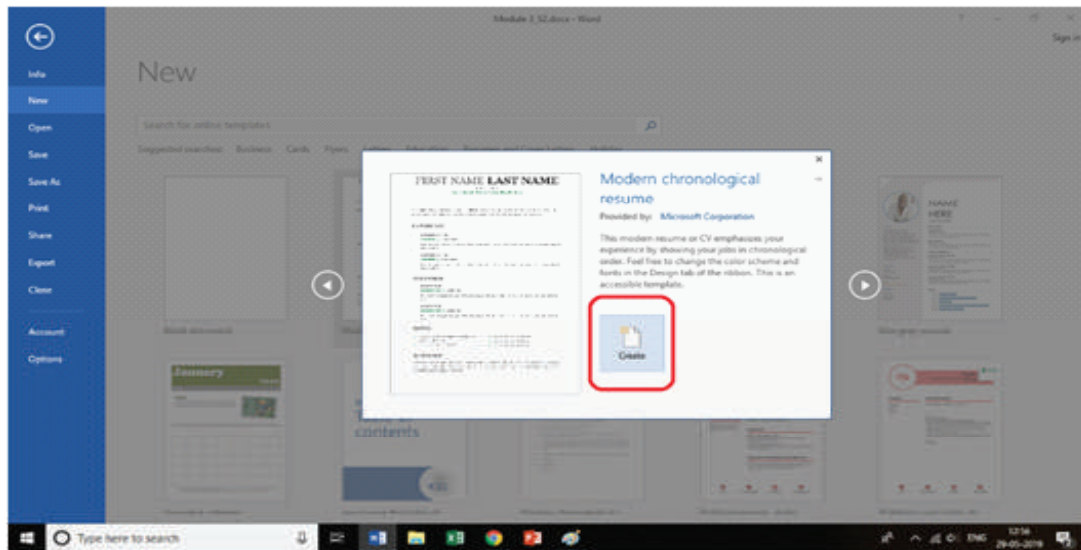
Go to the Start Menu and open MS-



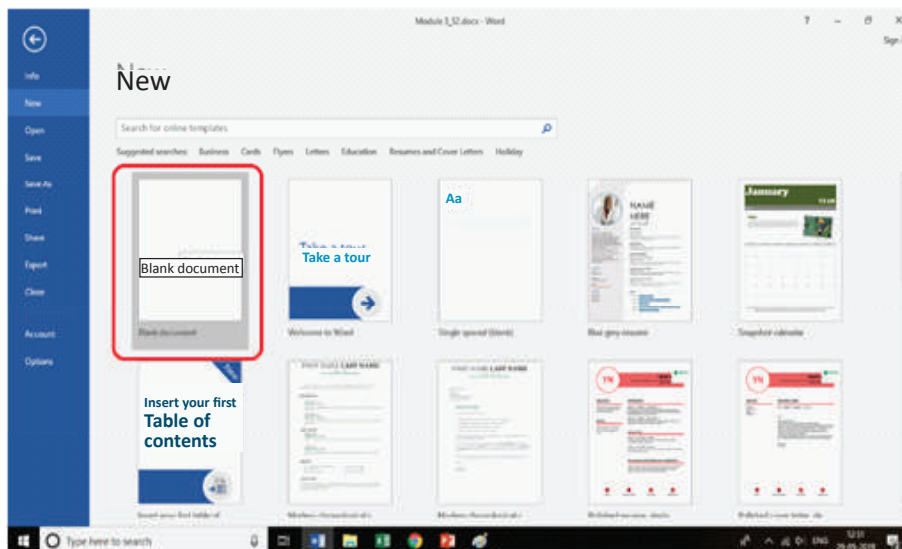
continue with the following steps as shown in the images

- Click on the tab File (as shown).
- Select New document (as shown).
- Select Modern Chronological Resume (as shown).
- Select the tab 'Create' (as shown).
- Fill up all the details as per the format shown in the document.
- If your computer does not show the above options, Select Blank Document.





g. You will see a screen like this. You will then have to type the Resume as per the SAMPLE RESUME given. Before filling a resume, you need to know what to fill in and how. Here is a SAMPLE RESUME for you to read and understand how a simple, yet effective resume should be.



**RESUME**

James Joseph
 +91 8882XXXXX
 my.name@email.com

**KEY SKILLS**

IT Languages : C, C++, JAVA
 Operating Systems : Windows , MS – DOS
 Others : MS-Excel, Power point, Photoshop

ACADEMIC QUALIFICATIONS

Sl.No.	Examination	School/College	Board/University	Year Of Passing	Marks (%)
	Secondary	Govt Primary School, Mohali	CBSE	2012	53.2
	Senior Secondary	NVC High School, Mohali	Council Of Secondary Education , (Mohali)	2014	72
	ITI (COPA.)	NVTI, Delhi	NVTI	Pursuing	–

CERTIFICATES

- Desktop publishing Training from Hackveda VMDD Technologies ,Rohini in 2015
- JAVA Training from STU CORNER, Laxmi Nagar, 2106.

LANGUAGES KNOWN

- Hindi - Reading, writing, speaking
- English - Reading, writing, speaking

STRENGTHS

- Hard-working & Punctual
- Ability to grasp the new skills quickly.
- Learn from the mistakes

HOBBIES

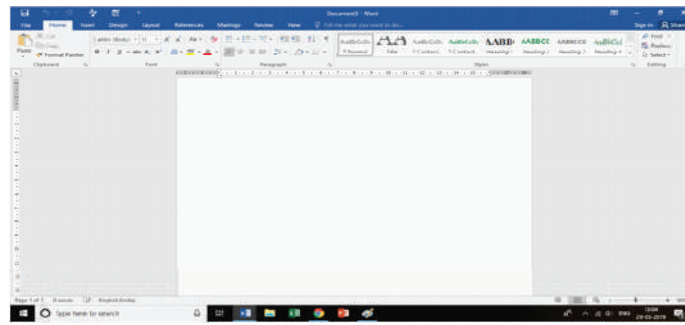
- Playing Badminton
- Listening to Music

EXTRA – CURRICULAR ACTIVITIES

- Represented School Team in Inter School Football Tournament in 2013.
- Participated in Annual Sports Day at school in 2012

PERSONAL DETAILS

Date of Birth : 1 AUG 1996
 Address : B- 85 New Panchwati, Ghaziabad, Uttar Pradesh.
 Languages known : Hindi, English,
 Nationality : Indian



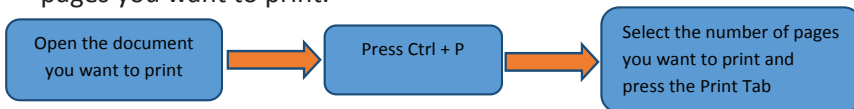
2. Printing a document created on MS-Word

Now that you have understood how to prepare a resume on MS-Word, you will have to also learn to print it. Taking printed copies of your resume to the interview is very important. Without a printed copy of your resume, the interviewer may not even take your interview.

You can print documents when the computer is connected to a printer. Alternately, you may copy the document in a pen drive and print it if there is no printer connected to the computer.

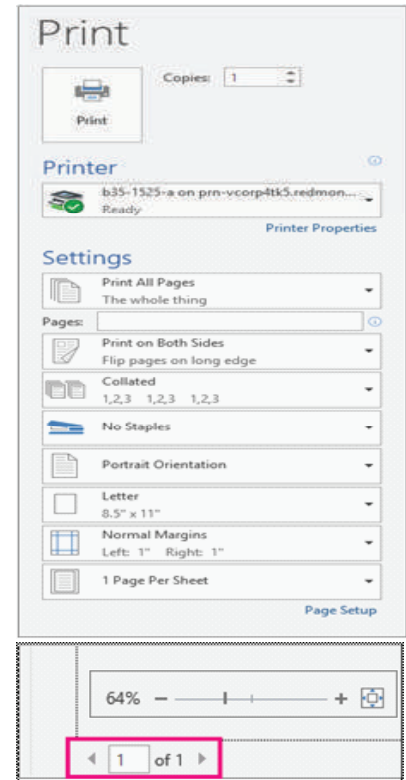
Printing a document from MS-Word requires 3 simple steps:

Before you print, you can preview the document and specify which pages you want to print.



a. Preview your document

- i. Click File > Print.
- ii. To preview each page, click the forward and backward arrows at the bottom of the page.
- iii. If the text is too small to read, use the zoom slider at the bottom of the page to enlarge it.
- iv. Choose the number of copies, and any other options you want and click the Print button.



Complete the What I learned column in the KWL chart.



How can we create documents in MS-Word?

What are some documents that can be created?

How can we print documents that have been created?



To know more about this topic, do or explore this:

Create your own resume on MS-Word and take a printout. Show this to your trainer and ask them to help you correct it.

https://www.youtube.com/watch?v=SVOSiPt_0bk

<https://www.youtube.com/watch?v=T6cTZ7MT3dY>

https://www.youtube.com/watch?v=_p72KBdjaHs



9. Recall

1. Home screen is called
 - a. operating system
 - b. desktop
 - c. motherboard
 - d. computer
2. The _____ is an element of an operating system located at the bottom of the screen.
 - a. search bar
 - b. task bar
 - c. time and date
 - d. notification bar
3. Task Bar allows you to see the programs that are
 - a. closed
 - b. currently open
 - c. corrupted
 - d. desktop
4. Starting a computer is also called
 - a. booting
 - b. scanning
 - c. operating
 - d. running
5. Arrange the following in a sequence for connecting the phone to the computer.
 - a. Locate the phone folder on the computer and transfer the files.
 - b. Turn both your and computer on.
 - c. Connect USB wire to your phone and the computer.
6. The _____ serves as an interface between the computer and the user, helping the user give commands to the computer.
 - a. system operation
 - b. operating system
 - c. software
 - d. hardware
7. _____ is the heart of the computer system.
 - a. desktop
 - b. Central Processing Unit
 - c. window
 - d. keyboard
8. Operating systems have a special language called
 - a. system code
 - b. binary code
 - c. reboot code
 - d. linuxcode
9. _____ is more stable than windows. It can run for 10 years without a single need to reboot.
 - a. Mac OS X
 - b. Safari
 - c. Linux
 - d. Google chrome
10. _____ is an operating system created by Apple.
 - a. Safari
 - b. Mac OS
 - c. Mac OS X
 - d. Mozilla Firefox
11. Mac OS comes preloaded on all new
 - a. Macintosh computers
 - b. Windows computers
 - c. Android
 - d. Windows 8
12. Modern operating systems do not allow multitasking.
 - True
 - False
13. Modern operating systems allow many processes to get active at the same time.
 - True
 - False
14. The operating system controls the behind the scene activities of the computer.
 - True
 - False
15. The operating system interferes with the functioning of the program.
 - True
 - False
16. When you login to windows 8, the first screen you see is new 'Start screen' also known as
 - a. apps
 - b. icons
 - c. metro
 - d. desktop
17. If you cannot find a particular file, right click the mouse in the space at the _____ of the screen.
 - a. bottom
 - b. upper
 - c. center
 - d. right
18. Microsoft edge deputed windows 10 replacing _____ as the default web browser.
 - a. chrome
 - b. safari
 - c. internet explorer
 - d. mozillafirefox



19. Paint can enable 'painting' by _____ and using different types of artistic brushes or pens that can give for example a watercolour or oil effect.
 a. dragging the mouse b. pressing ctrl button c. shift + ctrl button d. clicking the left click
20. Use the spray paint function in MS-Paint to add _____ leading to incredible depth in pictures, using just a few colours.
 a. spray texture b. color texture c. pixel texture d. paint texture
21. Windows 8 has start menu.
 True False
22. Windows 10 operating system is the latest one.
 True False
23. Microsoft released windows 10 as a followup to windows 8.
 True False
24. MS Paint is found in the Windows Start menu outside the Accessories Folder.
 True False
25. The simplest way to find the things we need is to _____ and _____ them well.
 a. organize, store b. collect, store c. save, organise d. organise, File
26. A DVD stores only _____ where as a CD can store music, videos and pictures.
 a. videos b. audios c. images d. files
27. To place the disc in the tray, make sure the shiny side faces _____
 a. Up b. Down
28. Once you connect the _____ to the computer, you can open the files inside USB.
 a. card b. folder c. USB d. internet
29. Once you have entered a CD or DVD, if you don't see any buttons appear, search for windows media player of _____ to open your file.
 a. computer b. google chrome c. paint d. VLC media player
30. Match the following.

Sl. No.	Column A	Column B	Answer
	CD	Personal Computer	
	DVD	Central processing unit	
	USB	Digital Versatile Disk	
	CPU	Universal Serial Bus	
	PC	Compact Disk	

31. In the CPU of the computer, press start button on the disk drive.
 True False
32. If it is a laptop, press the button on the side of the laptop and the tray opens up. Place the CD or DVD outside the tray.
 True False
33. Close the tray gently by pressing the enter key.
 True False
34. You will a folder named DVD RW Drive (E), once you
 True False



35. Primary storage devices are
 a. DVD b. CD c. RAM, ROM d. USD
36. Secondary storage Devices are
 a. RAM, ROM b. USB c. hard disk d. optical disk
37. RAM allows the computer to read data quickly to run
 a. applications b. computer c. processing d. memory
38. What is the Full form of RAM
 a. Random Access Memory b. Recording Access Memory
 c. Remove Access Memory d. Redeemed Access Memory
39. What is the abbreviation of ROM
 a. Random optical memory b. Received organised memory
 c. Read- Only Memory d. Revise Only Memory
40. ROM is also a form of data storage that can be easily altered or reprogrammed.
 True False
41. Hard disk speed is the speed at which content can be read and written on a hard disk.
 True False
42. Arrange the following in a sequence to Create a New Folder or File in Windows.
 a. If you're on a computer with a trackpad instead of a mouse, click the trackpad with two fingers to perform a right-click.
 b. Right-click on a blank space. Doing so opens a drop-down menu. Make sure you don't right-click on a file or folder instead, as this will open the wrong drop-down menu.
 c. **Select New.** This option is near the bottom of the drop-down menu and opens another pop-out menu.
 d. If you are in an existing folder (for example, Documents), you can also click the Home tab on the top-left side of the File Explorer window and click New Folder in the toolbar that appears.
 e. If you are on a computer with a trackpad instead of a mouse, click the trackpad with two fingers to perform a right-click.
43. Match the following.

Sl. No.	Column A	Column B	Answer
a	MS-word	presentation software developed	
b	MS-PowerPoint	spreadsheet program	
c	MS-Excel	graphical word processing program	
d	Notepad	takes up less storage space and can be transferred to other computers more quickly than uncompressed files	
e	Zipped(compressed files)	basic text-editing program	

44. Arrange the following in a sequence to create a document on MS word and save it:
- When a new blank document opens, the insertion point or cursor will appear in the top-left corner of the page. If you want, you can begin typing from this location.
 - Once you open MS-word, you will need to create a New Document. Select New document.
 - Select Blank Document by clicking on the area.
 - Select This PC and desktop for selecting location of the file.
 - Press CTRL+S on the keypad after finishing your typing.
 - Give your new copy a name and click Save.
 - Save a copy as a new file (Save As).



45. Match the following.

Sl. No.	Column A	Column B	Answer
a	Ctrl+N	Save a document	
b	Ctrl+O	Open the Save As dialog box	
c	Ctrl+S	Create a new document	
d	F12	Open an existing document	

46. You must not enter a name for the file if you are saving a file for the first time.

True False

47. Press CTRL+S on the keypad after finishing your typing. You have to press both the buttons together.

True False

48. By default, Office will save the copy in the same location as the original.

True False

49. The _____ in your document indicates where you can enter text on the page.

a. blinking vertical line b. arrow on the window c. spacebar d. Press enter

50. To add text, place the _____ where you want to add the text.

a. cursor b. space c. text d. line

51. _____ determines the position of the text within a section of a document relative to the top and bottom margins, and is often used to create a cover page.

a. alignment b. vertical alignment c. horizontal alignment d. margins

52. The _____ includes command buttons such as Save, Open, Copy, and Paste whereas, the formatting toolbar includes Bold, Italic, Underline, Numbering, and Bullets.

a. formatting toolbar, standard toolbar b. standard toolbar, formatting toolbar
c. taskbar, control bar d. insert tab, formatting toolbar

53. Match the following.

Sl. No	Column A	Column B	Answer
a	A resume is a	skills and experiences accurately, precisely and in an attractive manner.	
b	Resume is important as it is	summary of your education and work history.	
c	Resume should reflect	as it is the first impression you give to a potential employer.	

54. When a new blank document opens, the insertion point or cursor will appear in the..... corner of the page.

a. top-left b. top - right c. bottom - left d. bottom right

55. To find MS Word in your computer

a. click on the computer b. click the start button
c. click on the task view d. click on the file explorer

56. To save an MS word file, press _____ on the keyboard after finishing your typing.

a. CTRL+S b. CTRL+N c. CTRL+P d. CTRL+V



57. To save a file on the desktop, you need to click on the file and select save as then click on
a. downloads b. documents c. desktop d. 3d objects
58. Arrange the following in a sequence of printing a resume on MS word.
a. Press Ctrl + P
b. Select the number of pages you want to print and press the Print Tab.
c. Open the document you want to print.
59. Arrange the following in a sequence to have print preview
a. Choose the number of copies, and any other options you want, and click the Print button.
b. To preview each page, click the forward and backward arrows at the bottom of the page.
c. If the text is too small to read, use the zoom slider at the bottom of the page to enlarge it.
d. Click File>Print
60. There is one standard resume format only. No other format can be used.
True False
61. Everything you put in your résumé should be truthful, because the employer can ask you questions on all the things mentioned in your resume.
True False
62. Taking printout of a resume to the interview is very important. Without a printed copy of your resume, the interviewer may not even take your interview.
True False
63. There is a limit to what you can do using the computer and internet.
True False
64. A computer system consists of hardware and software components.
True False
65. Hardware is the operating system and programmes installed in the computer.
True False
66. The _____ performs all calculations and takes all decisions.
a. CPU b. monitor c. UPS d. keyboard
67. _____ helps us select things on the screen to open, close, move, delete, etc.
a. CPU b. mouse c. monitor d. software
68. _____ lets you type an uppercase letter or characters when used in combination with another.
a. shift b. Alt c. backspace d. windows
69. _____ allows a space to be indicated when pressed.
a. backspace b. delete c. space bar d. shift
70. _____ provides higher contrast and better viewing angles than LCD monitor.
a. CRT b. LED c. projector d. laptops
71. _____ are often used in meetings and presentations so that everyone in the room can view the presentation.
a. LED b. LCD c. projector

10. Basics of Excel



At the end of this lesson, you shall be able to:

- identify the basics of Excel worksheet
- recognize the importance of Excel
- use Excel to enter data.



Excel or Spreadsheets

A spreadsheet is an electronic document in which data is arranged in rows and columns. It is in the form of a grid and is used for calculations.

Features of a Spreadsheet

A spreadsheet provides flexibility, speed and accuracy. Many features and functions are built into it making it easy to use. Microsoft Excel is widely used to make data and tables for official and personal use. Spreadsheets are used for a variety of tasks, such as:

- maintaining records
- analyzing data
- creating MIS (management information system) reports
- generating graphs (for pictorial representation of data)
- financial calculations
- budgeting.



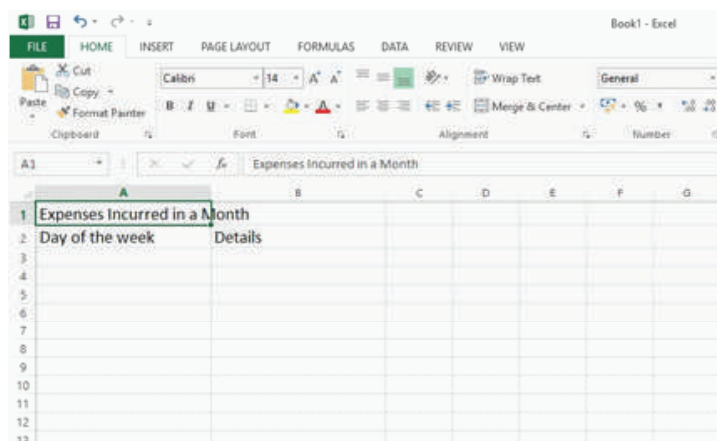
What I already **K**now

What I **W**ant to find out

What I **L**earned



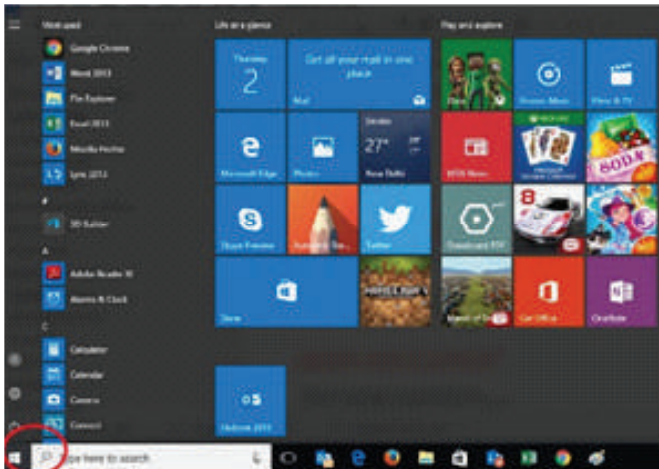
This is the icon for spreadsheets or Excel.



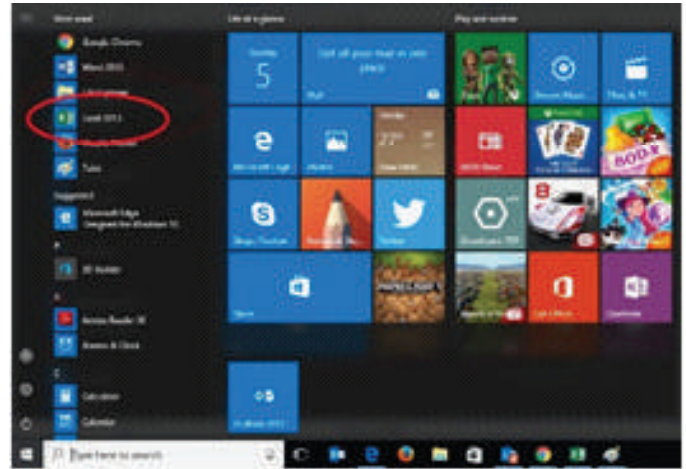


1. Locating Microsoft Excel

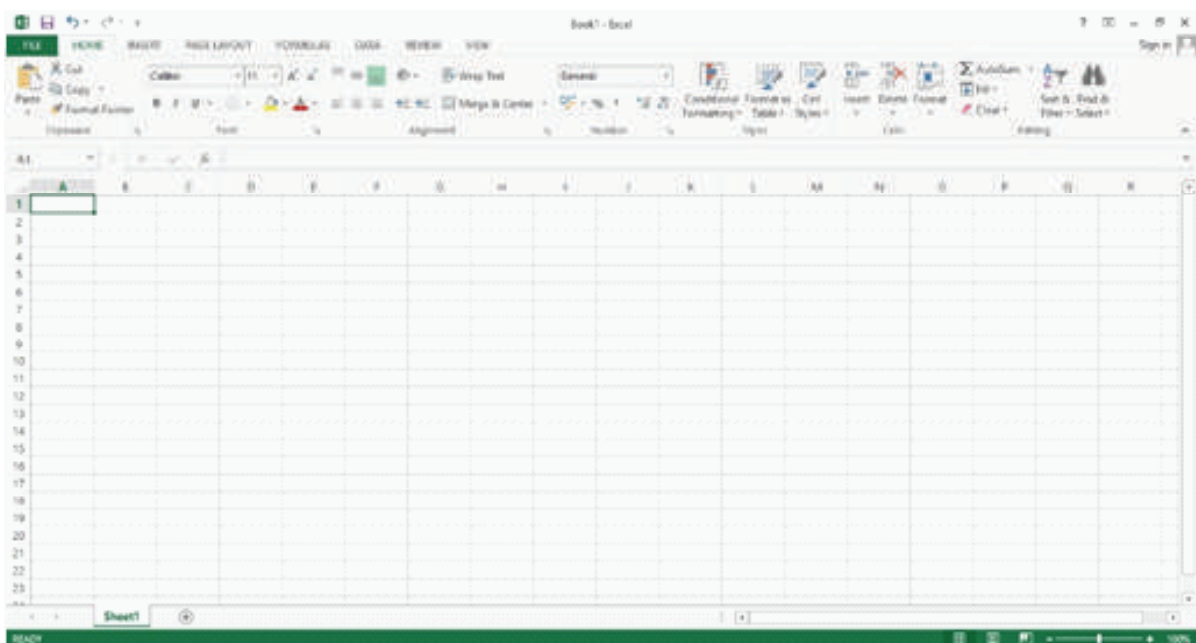
i. Click Start.



ii. From the sub-menu point to Microsoft Excel.



iii. Microsoft Excel will open.



Microsoft Excel worksheet has the following components:

Worksheet – a grid of horizontal rows and vertical columns. Worksheet is also called an array of cells.

Workbook– contains one or more worksheets.

Column – a vertical arrangement of cells. The columns are named by letters of the English alphabet.

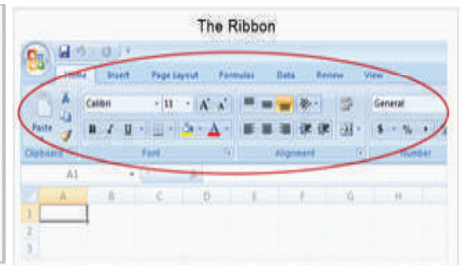
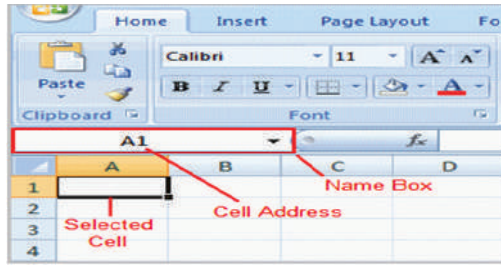
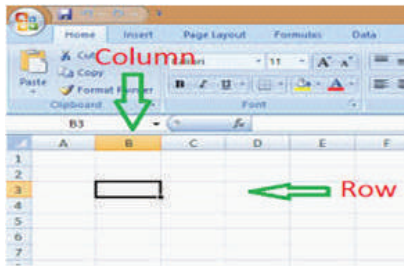
Row – a horizontal arrangement of cells. The rows are named by numbers.

Cell Address – identifies location of the cell. It is a combination of column name and row number of the cell, such as A1 or B3, etc.

Cell – intersection of the rows and columns. It may contain text, number, date or a formula. It is the fundamental element of a worksheet. This is where numbers or text are entered.

Formula Bar – located below the Ribbon. It displays the contents of the active cell. It can also be used to enter and edit data.

Ribbon – contains multiple tabs, each with several groups of commands. These tabs are used to perform most common tasks in Excel.

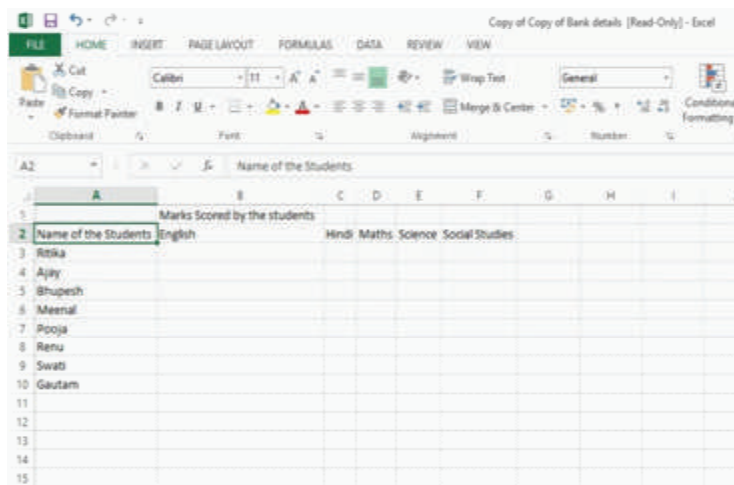


2. Functions commonly used in Microsoft Excel are:

1. creating a new document
2. formulae
3. font, bold, alignment
4. sheet tabs
5. cut, copy, paste
6. deleting column content
7. saving a new document
8. printing a document.

3. Creating a new Excel document

Click on the start button in your computer. From the menu, click on Microsoft Excel and a new worksheet will open. This is a blank worksheet. Use the mouse and keyboard to navigate and work on the worksheet. However, using the keyboard is much faster and a better solution.



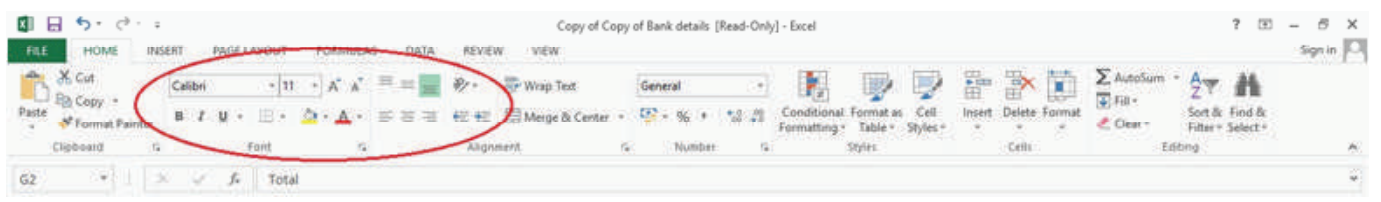
Make note of marks scored by the students in their exams. A sample is given here:

As you can see in the sheet, in column A we have the students' names. Columns B, C, D, E, F are marked for the subjects. Similarly, Row 2 has Names of the students. Subject names are written in Row 2. The marks will appear on the right side under each particular subject.

4. Choosing Font, Font Size, Alignment and modifying using Bold, Italics or Underline

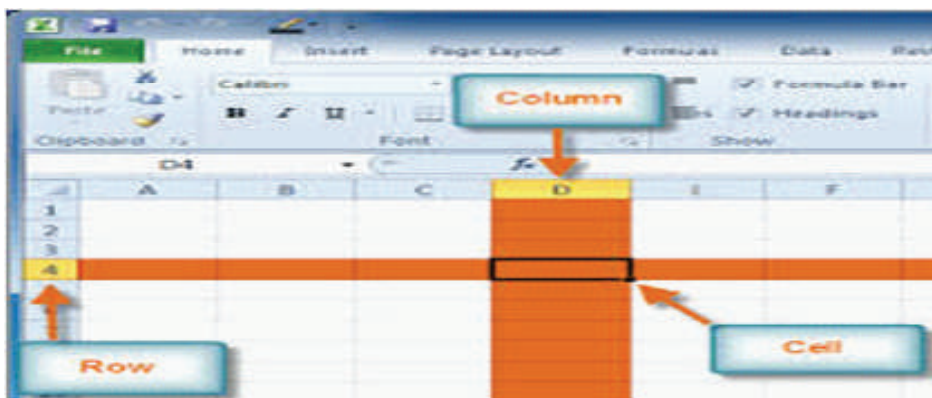
Like Microsoft Word, the font type, font size of the document can be changed in MS-Excel too.

The alignment of the words in a cell to Left, Right or Centre aligned can also be changed. Similarly, a word can be made bold or underlined. These functions are found in the ribbon of the worksheet on the top.



For example, we can change the Name of the students to bold, all the marks can be centrally aligned and the heading can be underlined.

Marks Scored by the students						
Name of the Students	English	Hindi	Maths	Science	Social Studies	Total
Ritika	32	45	60	56	60	253
Ajay						
Bhupesh						
Meenal						
Pooja						
Renu						
Swati						
Gautam						



Only Ritika's marks are centrally aligned and the marks of all other students are still on the right side of the cells.

<u>Marks Scored by the students</u>						
Name of the Students	English	Hindi	Maths	Science	Social Studies	Total
Ritika	32	45	60	56	60	253
Ajay	45					
Bhupesh	87					
Meenal	34					
Pooja	56					
Renu	76					
Swati	60					
Gautam	73					

5. Now that you have understood what is Microsoft Excel is and its uses, you have to enter the following data to make an order list for Shreya's Cake Shop.

Renu's birthday on 12/3/2019. Party at Shreya's cake shop terrace at 7:00 PM. Number of people is 35. Food items to be served - Cake, Pastry, Samosa. Total advance paid-Rs. 5000. Total amount for the party - Rs. 15000.

Amir's birthday on 13/3/2019. Deliver cake to the home address provided. Advance paid-Rs. 200. Total cost - Rs. 500.

John's party on 16/3/2019. Party at Shreya's cake shop at 3:00 PM. Food items to be served - Cake, Pastry, Samosa. Advance paid - nil. Total amount for the party - Rs. 6,000. Number of people expected at the party is 10.

- Create a new Excel sheet on the computer.
- Enter the above data in the format given:



Name of customer	Date of / order	Venue	No. of people Expected (in case of a party)	Food items ordered	Advance paid	Total amount	Remaining balance

c. Save the Excel sheet.

d. Share the Excel sheet with your trainer by email (optional).



Complete the What I learned column in the KWL chart.



Why do you think it is important to learn Excel?

Which features of Excel do you think are most useful for you?



<https://www.youtube.com/watch?v=rwbho0CgEAE>

<https://www.youtube.com/watch?v=J4zq3R8b5dQ>

11. Simple Functions on Excel



At the end of this lesson, you shall be able to:

- save and print Excel worksheets/workbook
- recognize and use add, average functions
- calculate sum and average in Excel.



a. Saving a Workbook

It is important to save the workbook whenever a new project is started or when changes are made to an existing one. Saving early and often can prevent the work from being lost. Paying close attention to where the workbook is saved is important to find it easily when needed.

b. Ways to Save a Workbook

Save: While creating or editing a workbook, use the Save command to save changes. This command will be used most of the time. While saving a file, choose a file name and location the first time. After that, just click the Save command to save it with the same name and location.

Save As: Use this command to create a copy of a workbook while keeping the original. While using Save As, choose a different name and/or location for the copied version.

c. Printing a document

There may be times when a workbook has to be printed to view and share data offline. It is easy to preview and print a workbook from Excel using the Print pane.



What I already **K**now

What I **W**ant to find out

What I **L**earned

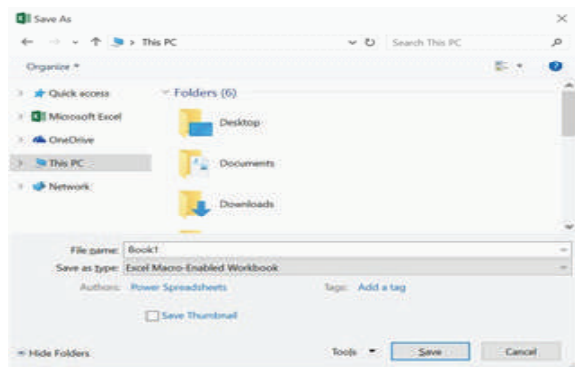
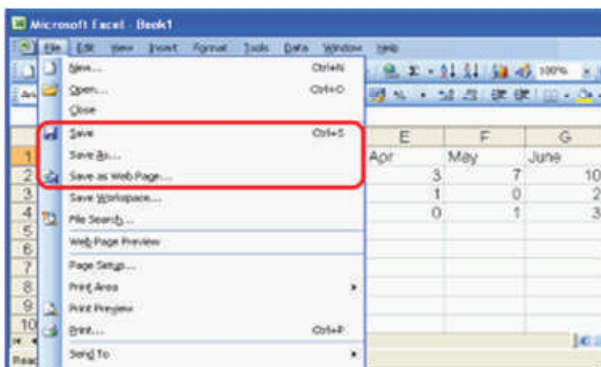


The screenshot shows the Microsoft Excel interface with the **Formulas** ribbon selected. The **Logical** group is expanded, showing a dropdown menu for the **IF** function. The dropdown menu lists the following functions: AND, FALSE, IF, IFERROR, IFNA, IFS, NOT, OR, and SWITCH. The **IF** function is highlighted, and its description is visible: "IF(logical_test,value_if_true,value_if_false) Checks whether a condition is met, and returns one value if TRUE, and another value if FALSE." A "Tell me more" link is also present.



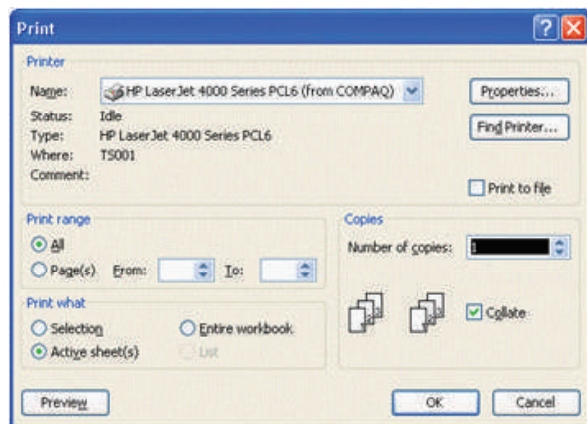
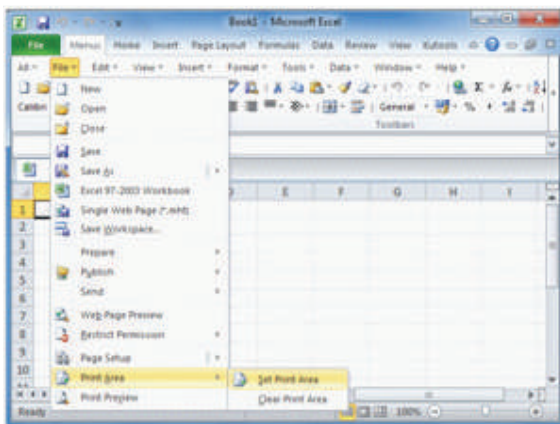
1. Steps to save the workbook

- In the Quick Access bar, click the Save icon.
- Click Save As.
- Select Desktop as your location to save the file.
- Type File name in the File name field box.
- Type Homework.
- Click Save.
- Workbook is saved as "Homework".
- Click Save icon to continue to save work anytime.
- To close the file, click the File option from the Quick Access bar.
- Select Close.
- You can also close a workbook by clicking the close icon.



2. Printing an Excel document

- Click File from the menu bar. The shortcut is to press CTRL+P.
- Click Print. Print pane will be displayed.
- Click Copies drop down arrow to choose how many copies of the workbook to print.
- See a preview of how the worksheets will look when printed.
- Choose to print the active sheets, the entire workbook, or a selection of cells.
- Choose portrait or landscape orientation.
- Adjust the page margins, to help the data fit more comfortably on the page.
- Choose how to scale your worksheets for the printed page. You can scale worksheets at their actual size, fit the entire worksheet on one page, fit all columns on one page, or fit all rows on another.
- To print the workbook, click the Print icon.



There are many different functions on an Excel sheet like addition, subtraction, multiplication, division, percentage and average.



3. Adding numbers on Excel

There are a variety of ways to add up the numbers found in two or more cells in Excel.

The SUM () function is a much more efficient way to add up cells. It also allows you to add up a range of cells simply by specifying the first and last cell in a range of cells to be added up. The SUM () function will then add up the values in all the cells from the start to the end of the range. It is particularly powerful because it can be used to add up hundreds or thousands of cells.

If we look at our earlier example, you could use SUM () as shown in the following formula, which would achieve the same result as our earlier example:

	A	B
1		Sales
2	Monday	125
3	Tuesday	233
4	Wednesday	244
5	Thursday	502
6	Friday	123
7		
8	Total for week	=SUM(B2:B6)

After this press ENTER.

4. How to calculate AVERAGE in Excel?

The AVERAGE function is a much more efficient way to add up cells. The AVERAGE function will then add up the values in all the cells from the start to the end of the range selected. It is particularly powerful because it can be used to calculate the average of hundreds or thousands of cells.

To understand the uses of the AVERAGE function, look at the example We get the following result

	A	B	C	D
1				
2		AVERAGE Function		
3				
4		Test 1	Test 2	Test 3
5		125	150	200
6		90		90
7		85	85	#N/A
8		0	85	75

	A	B	C	D	E	F	G
1							
2		AVERAGE Function					
3							
4		Test 1	Test 2	Test 3	Average		
5		125	150	200	158.33		
6		90		90	90.00		
7		85	85	#N/A	#N/A		
8		0	85	75	53.33		

KWL

Complete the What I learned column in the KWL chart.



What are some of the functions on Excel that you know about?

What are some of the functions that you would like to explore on Excel?

Which are the resources that you can use to explore Excel further?



You have learned the basics of Excel. Now explore the following functions on Excel. Cut and paste; copy and paste; add rows; delete rows; add a sheet; delete a sheet; bold; italics; underline; highlight cells; colour text; subtract numbers; multiple numbers; divide number.

12. What is Internet?



At the end of this lesson, you shall be able to:

- recognize what internet is
- identify how to access the internet
- learn the uses and benefits of the internet.



What is internet?

Internet, sometimes simply called “Net”, is a worldwide system of computer networks. Global communication has become very easy now, thanks to a worldwide computer network that is called Internet.

It is a network of networks in which users on any one computer can get information from in many other computers. Computers communicate with each other through internet and they form networks of connections. These networks help us share a lot of information.

In less than 20 years, internet has expanded to link up around 210 different countries. Internet has made the world into a Global village.

The top uses of the Internet are: communication with people, social networking, research about new things, education purposes, online transactions, news updates, online booking of tickets, buying and selling things, job search, etc.



What I already **K**now

What I **W**ant to find out

What I **L**earned



We are connected with people across the globe through the internet.

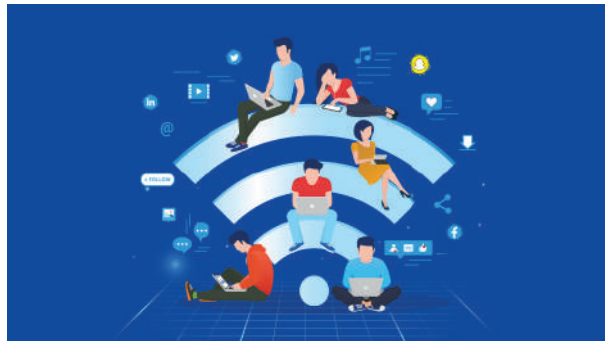
a. Requirements for an Internet Connection

To connect to the Internet, you need a computing device, a connection device and an Internet Service Provider (ISP).

- A computing device can be a laptop, desktop, a tablet or a mobile phone.
- A connection device such as a modem helps you connect to the Internet. A modem converts digital information into analog information and transmits over phone lines.
- An ISP is a company that provides Internet connectivity to individuals, businesses and organizations.

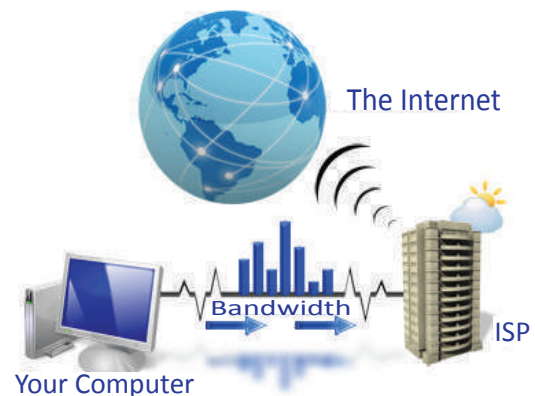
b. Wireless Internet Connection

To connect to the Internet using wireless technology, the computing device such as your laptop should have a WiFi or a wireless fidelity card. This WiFi Card connects to the access point (in a wireless mode), which is a wireless router. The router is then connected to a wired network provided by an Internet Service Provider or an ISP.



c. Bandwidth

Bandwidth is the amount of data that can be transmitted over a network in a certain amount of time. To understand bandwidth, let's take the example of a pipe. The amount of water flowing through a pipe depends on its thickness. Similarly, the amount of data that your network can receive or send depends on its bandwidth. Bandwidth is measured in Mbps (Megabites per second), Kbps (Kilobites per second), bps (bites per second).



d. Types of Connections

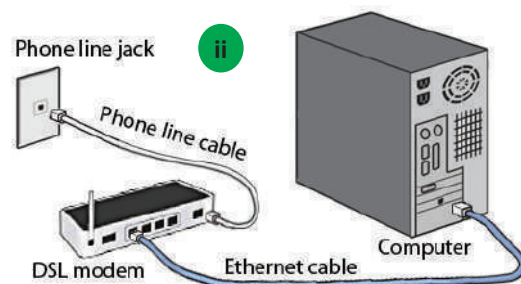
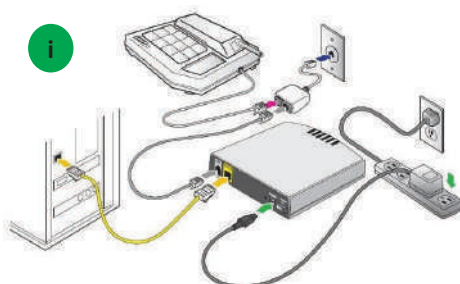
You can use many types of technologies to connect to the Internet. Each technology supports a different bandwidth. The actual rate of transfer of data depends on the ISP's equipment, the type of Internet connection and the number of people using the same connection at one time.

i. Dialup connection

Most Dial-up connections offered today allow data transfer rates up to 56.6 Kbps.

ii. DSL

If you use a DSL connection, you are always connected to the Internet. The data transfer rate of DSL Internet connection is 384 Kbps to 8 Mbps.

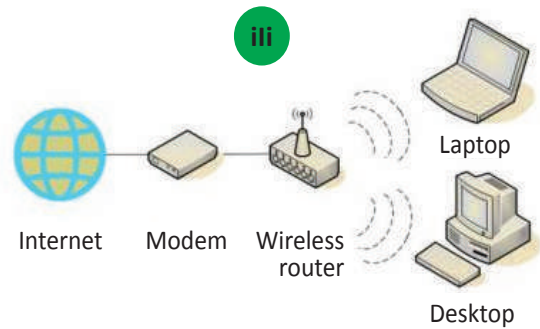


iii. Cable connection

You can get high-speed Internet connection from the cable TV provider. This connection supports data transfer rates of 4 Mbps.

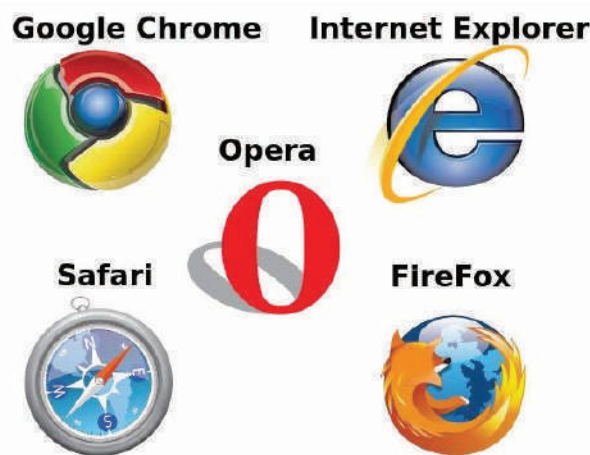
iv. Wireless connection

You can connect to the Internet by using wireless technology which further connects to a wired connection such as a cable modem. The data transfer rates of wireless Internet connections can range from 11 Mbps to 45 Mbps.



e. Internet Browser

There are various Internet browsers available. Internet browser is a software which helps you access web pages from various websites. Various Internet browsers are: Google Chrome, Mozilla Firefox, Safari, Opera and Internet Explorer.



1. Read the story of the electric wind boy and respond to the questions that follow.

This teenager from Africa had a dream of bringing electricity and running water to his village. He was not ready to wait for years for anyone to do this.

He wanted to do something in 2002 following one of worst rainless period in his country that killed thousands of people. Lack of rain had left his family without food. Unable to attend school, he continued education by using a local library from time totime. Interest in science changed his life one day, when he picked up a torn textbook and saw a picture of a windmill.

He was very interested when he got to know that using windmill one could make electricity and pump water. He decided to make one by himself. In all his free time when he was not working on maize farm, he would work on his new project. People in his community made fun of him and thought he was mad. One day, he climbed up the windmill he had made and attached a car light bulb to the turbine of the windmill. As the blades began to spin in the breeze, the bulb glowed and the crowd was shocked!

This boy came to be known as 'the electric wind boy' in his village. As he became famous, he was invited to a conference where he was introduced to the Internet. "I had never seen the Internet, it is amazing," he says. "I Googled about windmills and found so much information."

Now he has his own website which talks about his work. He has co-written a book called "Boy who Harnessed the Wind". There is also a movie being made on him.

How did the story of an amazing journey of a simple boy from Africa find its way to be an inspiration for the entire world? The Internet connected this young man to the world and showed everyone in Africa how they could use wind to generate power.



a. Benefits of using the Internet

Imagine that you are Aladdin and you have your own Genie. Your Genie knows everything and fulfills all your wishes. It shares anything you want and connects you with anyone you need! Well, the Internet is just like that. Take your magical lamp (which is your device – computer, tablet or mobile) and rub it (connect to the Internet), and your genie appears helping you with anything you need!

Great source of learning – There are many websites that offer online educational courses for free. Students can learn a new language, computer programming, gardening and even cooking using these online courses/tutorials.

Always available – Webpages and websites on the Internet are available round the clock. It is like a supermarket which never closes.

Wide range of information – From education to sports to healthcare to films, a wide range of information is available. You can learn about anything you like from how to find the best college to take admission in, to how do you understand mathematics better, where can you find the cricket bat that you want, the latest movie songs etc.

Easy to connect with people – Some sites help you stay in touch with friends and also connect with inspiring role models from any field. LinkedIn is an example of such a site, and you need the Internet to access that.

Global connection – Because it is a global platform, the Internet can help you connect to anyone anywhere in the world. You can also access information from around the world.

Multiple solutions to challenges – The Internet has simplified how we shop, do banking, set up business and learn. The Internet has helped spread awareness about the problems in different countries around the world. So, now students and researchers around the world are working to find solutions for problems like water crisis, cheaper health care, pollution, etc.



Complete the What I learned column in the KWL chart.



What did you learn today?

What is the benefit of using the internet?

List a few ways in which you will use the internet. Mention the purposes too.



Now that you have understood the uses of the internet, spend 30 minutes using the internet. Share with your friends what you have learned while using the internet.

<https://in.video.search.yahoo.com/yhs/search?fr=yhs-trp-001&hsimp=yhs-001&hspart=trp&p=how+to+use+internet+videos%27#id=1&vid=fad69bc8926798c7fcc58c719a089cf6&action=click>

<https://in.video.search.yahoo.com/yhs/search?fr=yhs-trp-001&hsimp=yhs-001&hspart=trp&p=how+to+use+internet+videos+beginners#id=13&vid=d42434c667eec92d89c47683c7c41d84&action=click>

13. Searching for Information on the Internet



At the end of this lesson, you shall be able to:

- identify search engines to browse the internet
- search information on the internet
- explore tools to search information on the internet.



Searching information on the internet: The internet is a wonderful tool that has lots of benefits and can make your life easy. The internet has millions of websites and webpages. You can search for almost anything – from learning new things to getting the latest news, to new movies and tips of doing something you don't know. To search the internet effectively you need a search engine.



What I already **K**now

What I **W**ant to find out

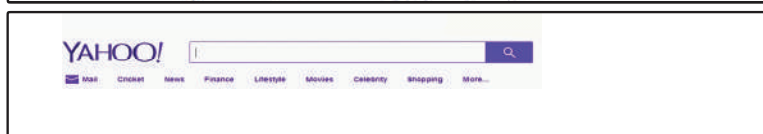
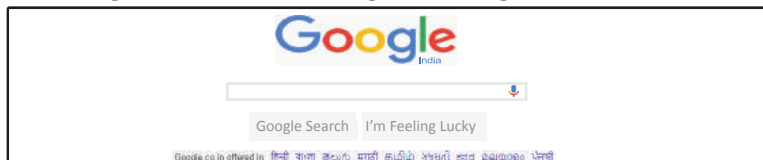
What I **L**earned



a. What is a search engine?

A search engine is a software programme that is designed to search for information on the World Wide Web.

Once you type the topic on which you want to find information, a search engine will scan through thousands of websites and webpages on the internet and collect, organize and display the most relevant information. Some examples of popular search engines are: Yahoo, Google and Bing.



b. Address bar

Every website on the internet has an address which is unique. For example, the address for the Facebook site is www.facebook.com. Here, www stands for World Wide Web. Most websites have this at the beginning.



1. How to search when the website address is known?

We know that every website on the internet has a unique address. If you know the exact address of the website that you are looking for, the following steps can be used to access that website:

- a. Open the browser on your device and type the name of the website in the address space provided.
- b. Click on the web page and once it opens, you can read through it to find the information that you need.

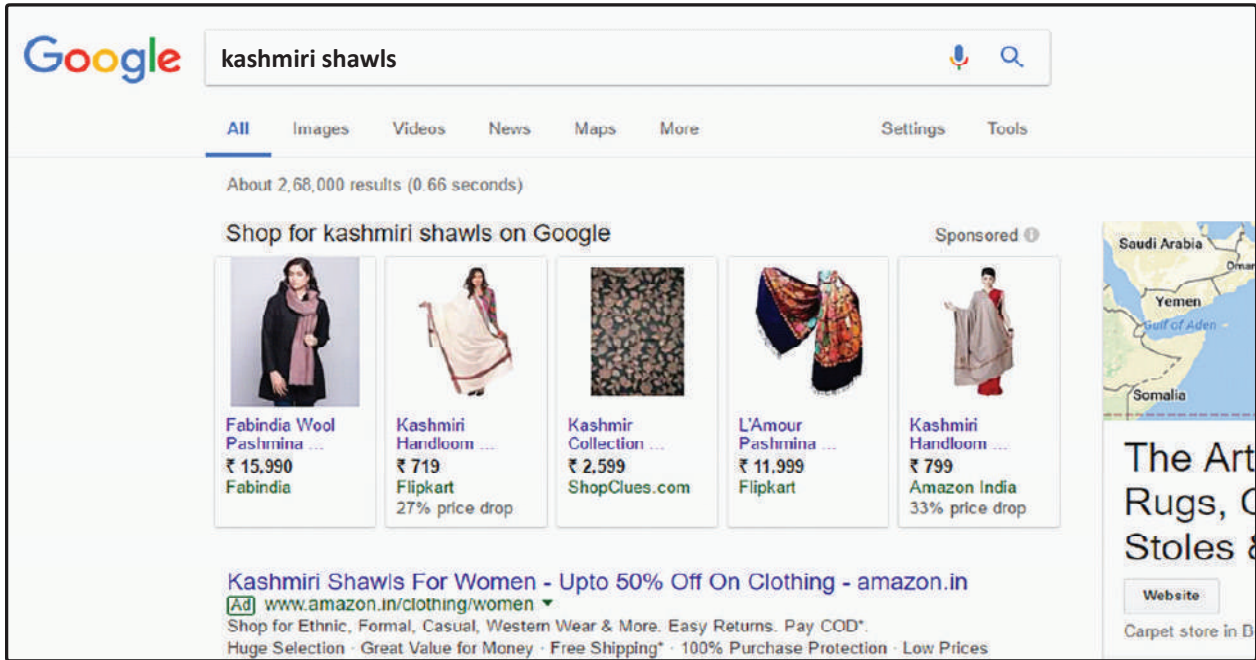
2. How to search when the website address is not known?

Suppose now you want to search the internet and don't know the exact website. What do you do? Well, there is a trick to finding exactly what you need from among millions of webpages and websites on the Internet. This trick is knowing the keywords. Keywords are words that help us find what we are looking for on the Internet.

- i. Open the browser.
- ii. In the search box, type the keywords.

For example, if you are looking to purchase Kashmiri shawl in a large market in Delhi, you will use "Kashmiri Shawl" as key words along with "Delhi" to get better search results.

- iii. Click and choose any link from the options given to get more information on what you are searching for.



3. Answer the following questions.

Name the sites you can visit to read the news.

What are the steps to get to the site?

If you don't know the site, how will you get to a new site?



Complete the What I learned column in the KWL chart.



What did you learn today?

How can you search information online when you don't know the website?

What are some of the things that you would like to know using the internet? List them down below. Write the keywords that you will use to find that information online.



You have learned how to search information online. Now go online and find out the names of any ten presidents of any 10 countries of your choice.

<https://in.video.search.yahoo.com/yhs/search?fr=yhs-trp-001&hsimp=yhs-001&hspart=trp&p=how+to+use+in+ternet+videos+beginners#id=8&vid=d1baed90c7c6fd89f8bd3cb8458beaf0&action=view>



14. Best Practices to Follow on the Internet



At the end of this lesson, you shall be able to:

- identify good practices on the internet
- recognize how to spot fake news
- use the internet facility securely.



It is important to follow safe ways to browse the internet. Careful online transactions, user name password, using protective software are some safe ways to use the internet.



What I already K now	What I W ant to find out	What I L earned



a. Ways to protect your computer

There are many guidelines you should follow to protect your computer.

i. Implement user identification

An effective way to implement unauthorized individuals from accessing your computer is by setting up accounts for authorized users of the computer.

ii. User name and password

You can also increase security and limit unauthorized access to your computer by setting up a username and password.

iii. Keep passwords secure

Some guidelines to keep your password secure are:

- Be careful while typing your password to prevent anyone else from seeing it.
- Do not share your password with others.
- Do not write the password and leave it on your computer or desk.
- If you think that the password has been compromised, change it immediately.

iv. Lock your computer

When a computer is locked, it immediately hides the content of the screen and does not allow any operation until the computer is unlocked with the correct username and password combination. For example, in Windows, you can lock your computer by pressing CTRL+ALT+DEL, and then clicking the Lock this computer option.



v. Protective Software

You can protect your computer from viruses and spyware by installing antivirus and antispyware software.

vi. Online transactions

When you give your credit card details on a secure site, the merchant site will send the information via the Internet using a web payment software to the merchant's bank. The merchant's bank will send the information to the credit card issuing bank via the credit card network for authentication.

b. Securing online transactions

The actions that you can take to secure online transactions are:

i. Strong Passwords are a combination of upper and lower case letters, numbers and special characters and it must be created for all accounts.

ii. Antispyware: Spyware are small programmes that get installed on your computer and transmit your personal data to hackers. Antispyware delete such programmes installed on your computer and can prevent them from getting installed.

iii. Clear browsing history: Personal information can be stored in browser history, cache memory and cookies. Delete this content regularly to prevent hackers from getting your information.

iv. Avoid sharing personal information: Give personal information especially bank account or credit card details in online forms only on secure sites.

v. Use secure site only: A website is secure if it has https as its prefix and a locked padlock symbol.

vi. Configure security components: Windows Control Panel provides many utilities such as Firewall, Malware protection, automatic security related updation and Internet settings which provide protection against security threats.

vii. Disable active content: You can use browser settings to disable active content which are small programmes that get installed in your computer while browsing and cause a security threat.

c. Securing emails and IM

E-mails and Instant Messages (IM) can be used to send you files containing harmful software. To ensure e-mail and IM security:

- be cautious when opening e-mail and in messages with attachments.
- do not respond to unknown commercial mails.
- protect yourself from fake sites that look authentic and try to get your information.
- limit chat activity to people whom you know.
- report abuse to your Internet Service Provider (ISP).

d. Protecting against Online Predators

Online predators assume fake identities to lure children into inappropriate relationships and target adults to financially exploit them. You can take the following measures to protect yourself:

i. Know the signs

Online predators tend to get intimate very quickly. You need to ensure that you and your family members can detect such behaviour to avoid contact with potential online predators.

ii. Cautious of gifts

Online predators usually attract their targets with gifts or other tempting offers.

iii. Educate your family

Educate your family members on appropriate chat room behaviour to avoid being targeted by online predators. The screen names must not give away their actual name, age, gender, or contact information because this information can be misused.

iv. Block inappropriate sites

You can enable your browser's Content Advisor feature to control the type of web sites that your family members can visit while browsing the Internet.



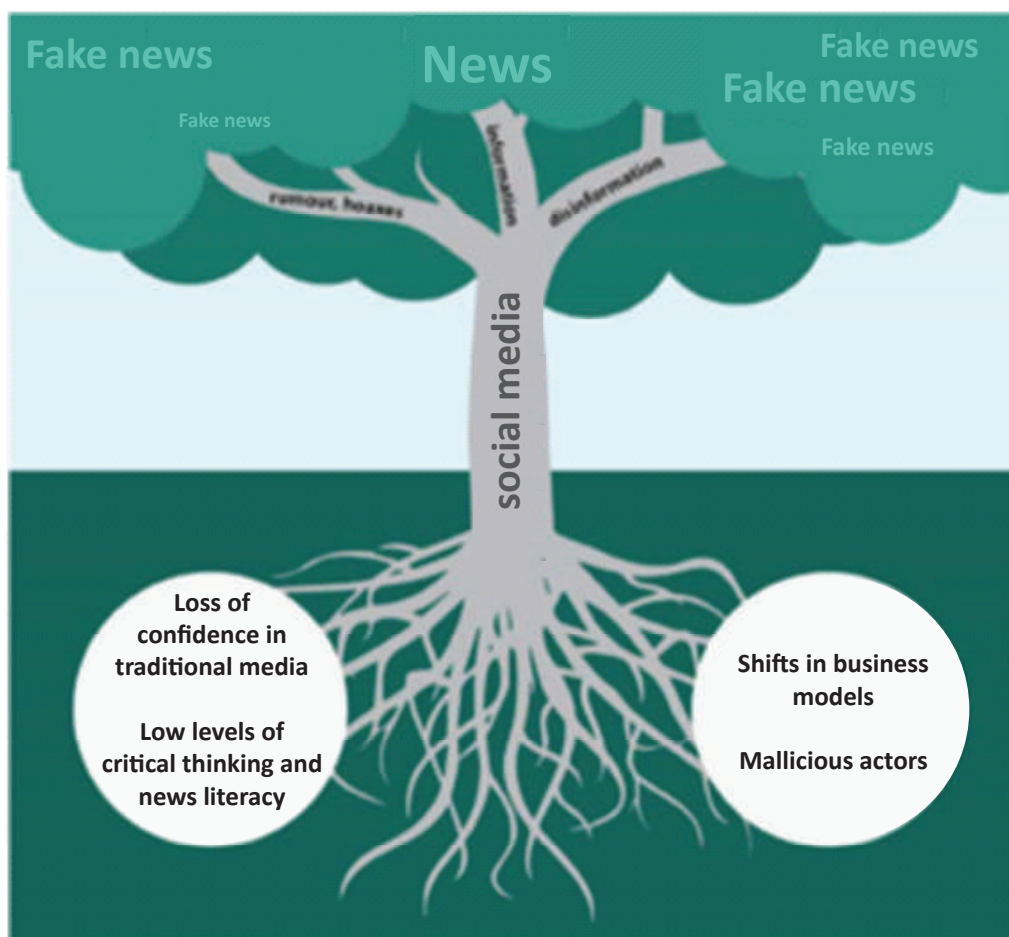
1. Ramesh is looking for job online. He comes across a company called Youthful which manufactures sports equipment. He really likes the company and finds a vacancy exactly matching his interest and qualifications. He sends his resume and cover letter to the HR department at Youthful.

One week later, Ramesh receives a call for interview. He is very excited. In order to prepare for the interview, Ramesh does a search for the company online. However, he finds that there is an article on a social media site about CEO of the company resigning and selling the company. He does a further search but does not find any such information on this matter. Ramesh gets scared and does not attend the interview.

Do you think what Ramesh did was correct?

What would you have done if you were in Ramesh's position?

What are the ways in which you can find out if a news item is true or fake?



The roots of "fake news", UNESCO's World Trends Report

Why should we check if the news is real or fake?

Fake news refers to false news that has no basis, but is presented as being factually accurate. Fake news is written and published usually with the intent to mislead in order to damage a person/group/company's name.



Complete the What I learned column in the KWL chart.



What does the image convey?

What are the steps to be followed?

How does the date of publication help?

What did you learn today?

What are the ways in which you can check if information is true or fake?

What are some of the tips or best practices that you will follow when you are online?



Open any news article that you see on a social media site. Use the steps mentioned about to verify if it is real or fake news.

15. Communicate Using Email



At the end of this lesson, you shall be able to:

- create and use an email account
- attach a document or file to the email
- explore the use of cc and bcc.



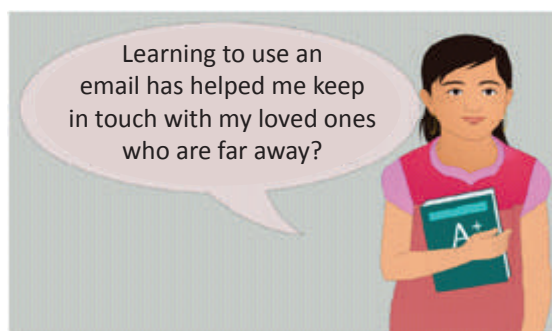
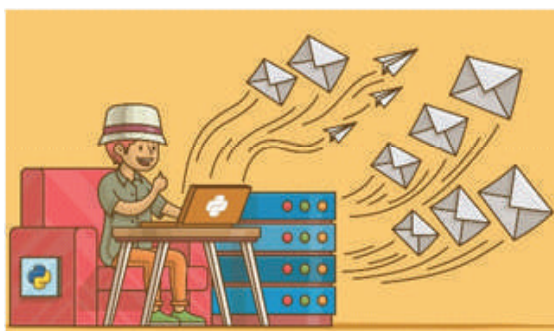
Electronic mail (E-mail) is an electronic message transmitted over the Internet or computer network from one user to another. It consists of lines of text and can include file attachments. Attachments could be pictures, documents, spreadsheets, audio files, video files, etc.



What I already Know

What I Want to find out

What I Learned



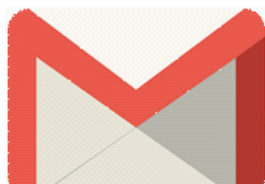
1. How to create an email account?

To set up an email account, there are a number of popular providers to choose from:

Gmail (run by Google)

Outlook (run by Microsoft)

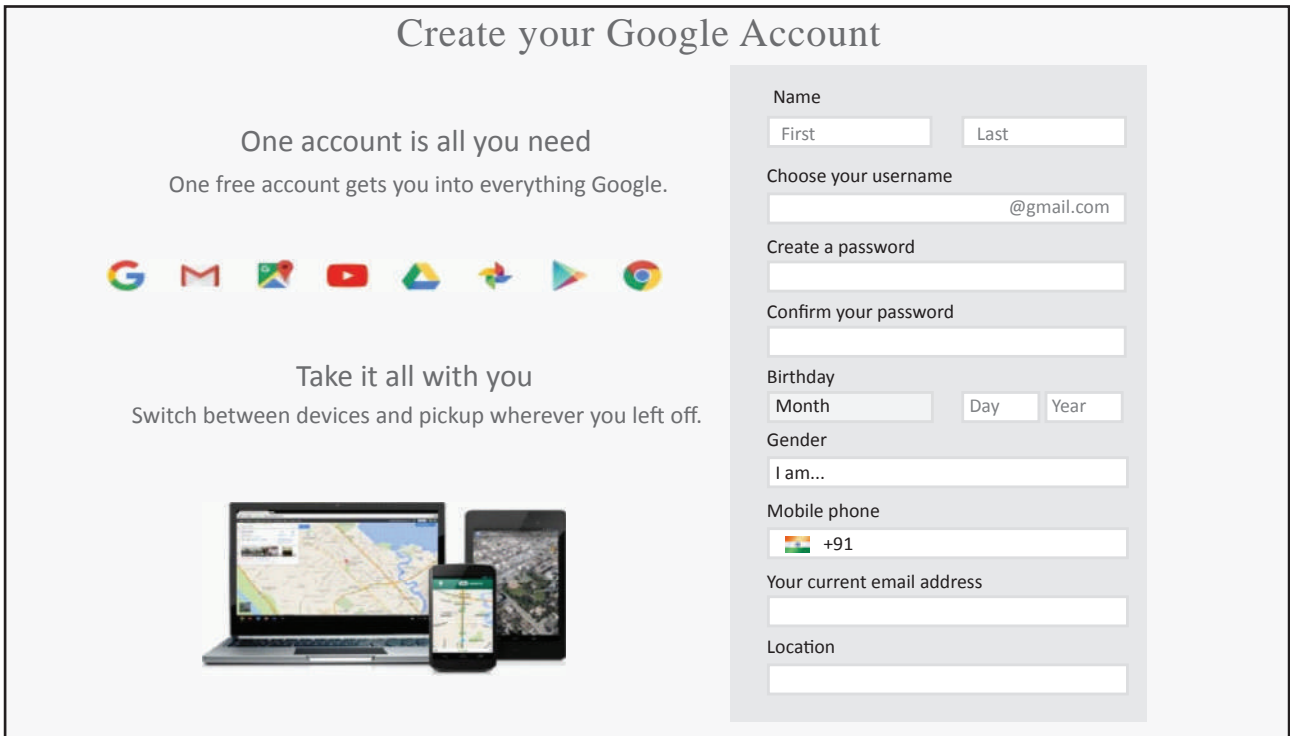
Yahoo! Mail (run by Yahoo).



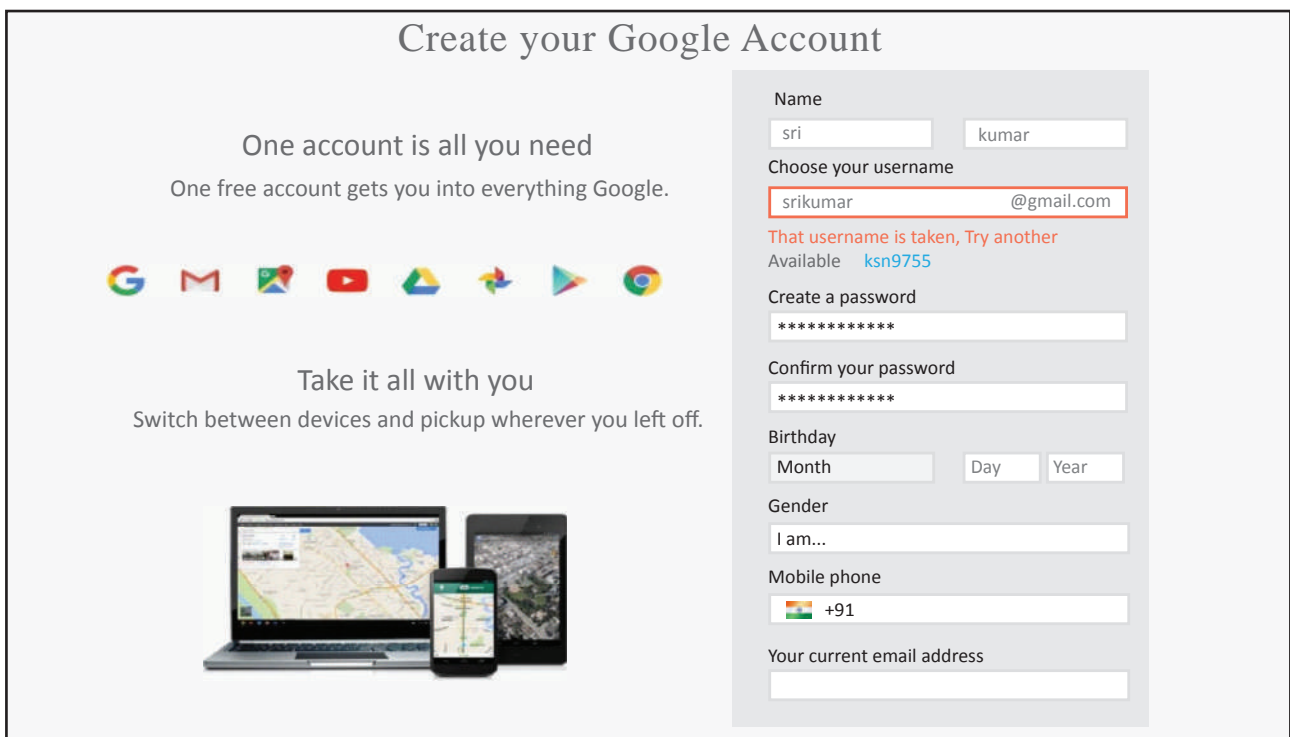
Steps to open an email account on Gmail:

- a. Go to www.gmail.com.
- b. Click Create account.

The signup form will appear, which looks like the image below.



You will need to fill your name and details in the signup form.



c. Fill in other details such as your phone number, country of residence, etc.

d. Review Google's Terms of Service and Privacy Policy, click the small box, and then click Next step as shown.

Privacy and Terms

By choosing "I agree" below agree to Google's [Terms of](#)

You also agree to our [Privacy Policy](#), which describes how we process your information, including these key points.

Data we process when you use Google

When you use Google services to do things like write a message in Gmail or comment on a YouTube video, we store the information you create.

When you search for a restaurant on Google Maps or watch a video or YouTube, for example, we process information about that activity including information like the video you watched, device IDs, IP addresses, cookie data, and location.

We also process the kinds of information described above when you use apps or sites that use Google services like ads, Analytics, and the YouTube video player.

Depending on your account settings, some of this data may be associated with your Google Account and we treat this data as personal information. You ([myaccount.google.com](#))

Why we process it

We process this data for the purposes described in our policy, including to

- Help our services deliver more useful, customized content such as more relevant search results:
- Improve the quality of our services and develop new ones:
- Deliver personalized ads, both on Google services and on sites.

Your account will be created and the Google welcome page will appear, as shown.

Welcome

Your new email address is srikumar19812@gmail.com

Thanks for creating a Google Account. Use it to subscribe to channels on Youtube, video chat for free, save favorite places on Maps, and lots more

[Continue to Gmail](#)

2. Email Message Format

From: Shows a sender's email address

To: Shows a recipient's email address. This can be more than one.

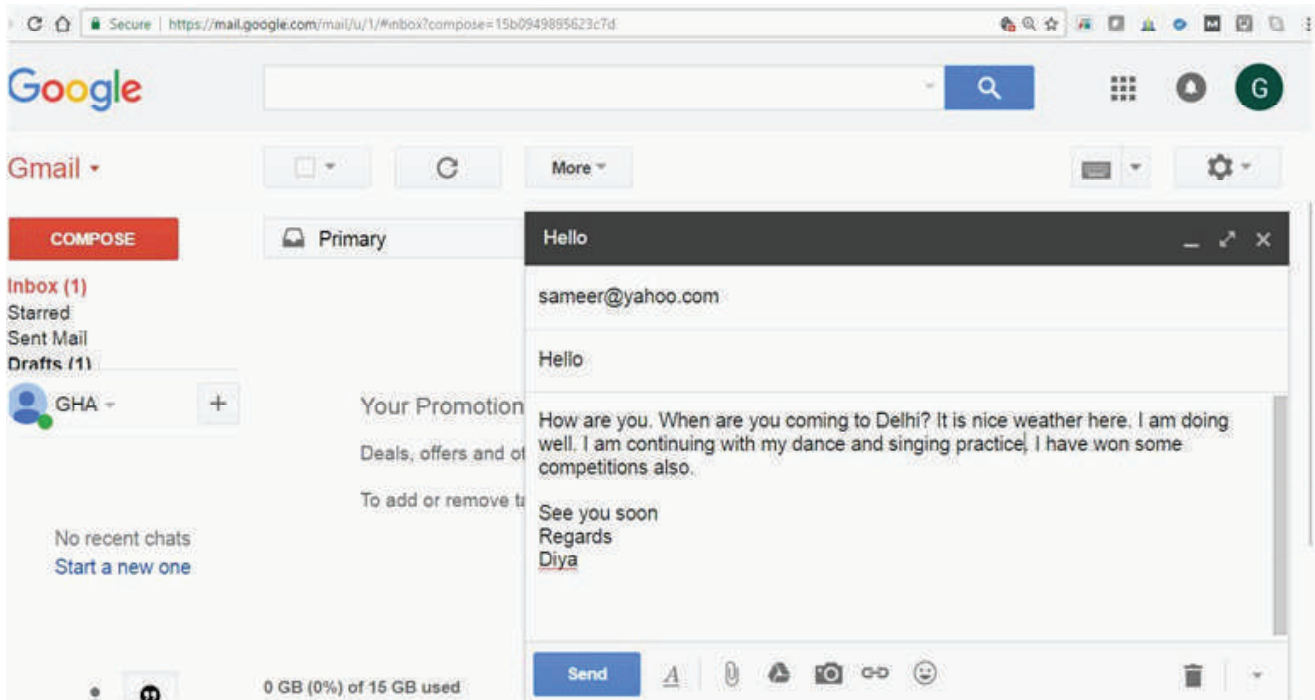
CC: The full form of CC was carbon copy. Email addresses of other people who have been sent a copy of the email. The recipients of the email can see all of the email contacts to whom the copies have been sent.

BCC: The full form of BCC is Blind carbon copy. Email addresses of other people who have been sent blind carbon copies of the email. The recipients of the email do not know that the same email has been sent to other email address in BCC.

Subject: Shows the topic of the message

Message body: The body consists of the text message and any attachments to be sent.

When email appears in your inbox, you can tell if it is a new or unopened email as it will appear in bold. You can see who the email is from and the subject of the email.

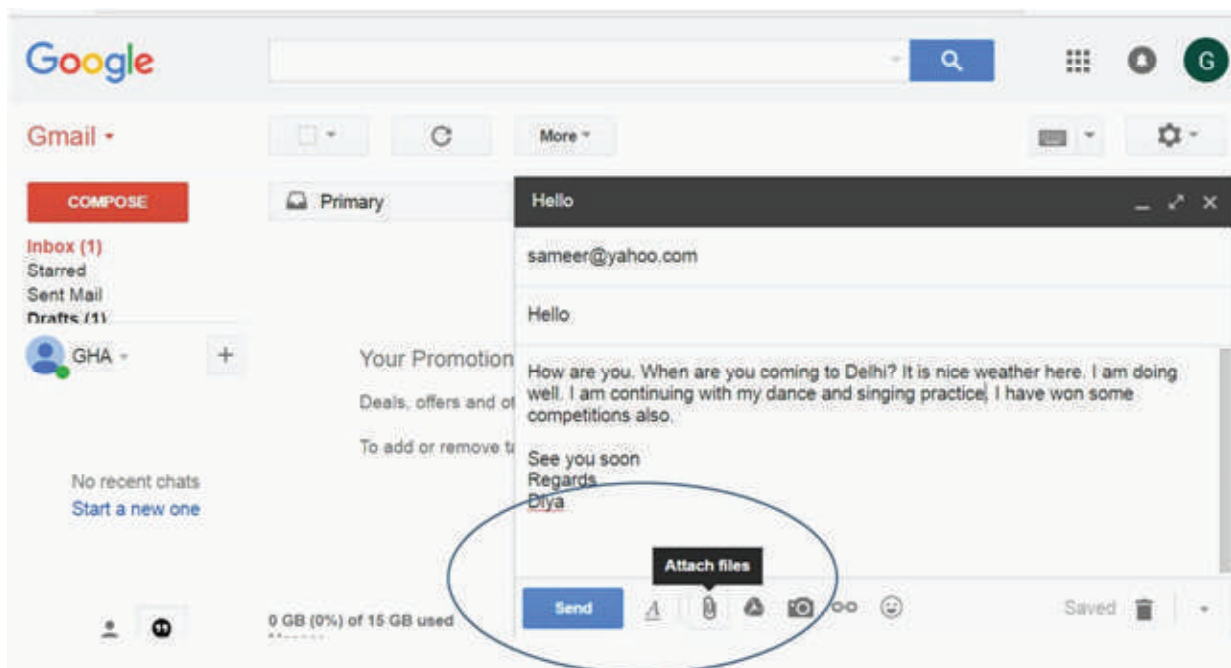


3. Attaching a file to an email

An attachment is a type of file such as a photo or document that you can send along with your email. To add an attachment, you need to click on the Attach button.

- The Attach button often has a paper clip as its symbol.
- When you click on the Attach button, it opens up a new window.
- The window shows you files and folders on your computer.
- Find and then click on the file you want to attach and press OK.
- The file will now show as an attachment in your email.
- The name of the file will be shown next to a paper clip symbol.

Look at the image given for reference:

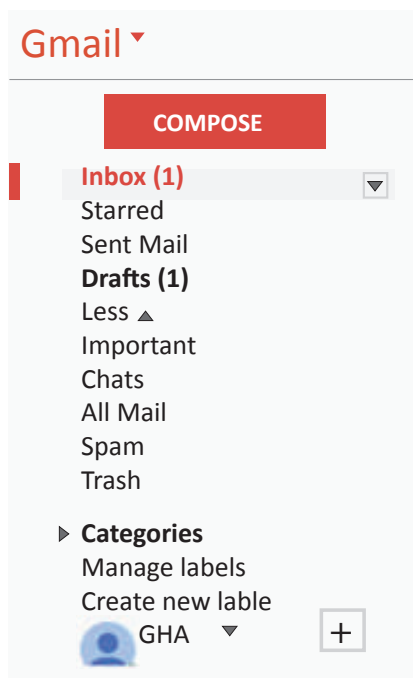




4. Managing your email

There are different folders that could help you manage and organize your emails.

- The Inbox holds emails that people have sent to you.
- The Sent folder holds emails that you have sent to people.
- The Drafts folder holds all the emails you have started writing, but not yet sent.
- The Junk/ Spam folder holds emails that may not be useful.
- The Trash can or folder holds emails that you no longer need and have deleted. To delete an email. You select an email and then click on the Delete button for it to be moved from inbox to trash folder.



Complete the What I learned column in the KWL chart.



Why do you think it is important to have an email address?

Which email features of Yahoo or Gmail seem most exciting to you?



Send a short email to any one person in your classroom. When you receive an email from a classmate, make sure to respond to them.

16. Internet Safety



At the end of this lesson, you shall be able to:

- recognize the importance of internet safety
- identify ways to be safe on the internet
- use the internet safely.



Internet safety: Internet has made our lives easy. We can communicate via emails, shop online, make reservations, etc., through the internet. Safety on the internet is very important. Email passwords and other passwords should not be disclosed to anyone. While accessing emails and making online transactions, etc., on the computer in browsing centres or personal devices, the account has to be properly logged out.



What I already **K**now

What I **W**ant to find out

What I **L**earned



1. Answer the following questions.

Do you know anyone who has lost money online? Write about the incident.

What are the steps that you can take to ensure that you do not lose any money online?



The internet is a wonderful tool that has lots of benefits. It can make your life easy. Unfortunately, the features that make it easy for people to use, can also be misused by people intending to cheat. However, you should not let fear stop you from using the internet. Here are a few simple steps that you can follow to keep your personal informationsafe.

a. Safeguard your personal computer/mobile

Antivirus software will help remove or prevent viruses from causing harm along with other forms of dangerous programmes.

b. Safeguard your Usernames and Passwords

You need usernames and passwords to register on most websites. It may be your email account, Facebook, banking, shopping, online courses or any other online transactions. Your username is your unique identity, just like your real name. Your password is the secret code or key that helps ONLY you to access your online accounts.

Choose a password that is easy to remember and not easy for someone else to guess. The best type of passwords mix letters and numbers. This is known as a strong password. A strong password has more than 8 characters (the longer, the better), numbers and symbols, upper and lowercase alphabets or letters. For example, Moon&star901@we; Qwerty6378*wr#; #@375dofguard.

Tips for creating a strong password

- Never use personal information such as your name, birthday, user name, or email address. This type of information is often publicly available, which makes it easier for someone to guess your password.
- Use a longer password. Your password should be at least six characters long, although for extra security it should be even longer.
- Don't use the same password for all accounts. If someone discovers your password for one account, all of your other accounts will be in danger.
- Never to give your password to anybody.
- Change your passwords regularly.

c. Safeguard your email account

To protect your emails, follow these tips:

- Don't open an email from someone you have never heard of. Delete it immediately.
- If you open it by accident, don't click on any links.
- Never reply to a SPAM email.
- You can put a block on unwanted SPAM email on your email account. This will also block most unwanted emails.
- Don't tell your password or any personal information to anyone or even on any website. No legitimate company will ever ask you for your password.

d. Safeguard yourself from false information

Just like in the real world, the Internet is full of good and bad information. Good information comes from verified sources and standard websites such as BBC News, WebMD, government portals, etc. Some sites often offer something for "free" and tell you to click on a link to win lots of money or valuables. Never open such sites or click on these links which offer such promises. They are false and may contain viruses. Similarly, many sites offer unscientific and incorrect information, especially about health, science, religion and technology. Ensure to check the website and verify with your instructor/someone else who knows the Internet well, before downloading or believing such information.

e. Safeguard yourself while shopping on the Internet

One of the benefits of the Internet is the ability to shop from a wide range of stores and buy items on sale.

Many times, you may get things on the Internet websites that are much cheaper than in actual stores. Follow these tips to protect yourself when shopping online.

- Visit sites that have a good reputation as ‘trusted brands’.
- Follow the security advice carefully on websites that you trust.
- Make sure that you are on a secure site when you need to give credit or debit card details.
- Do not ever give your credit or debit card details on the phone if someone calls claiming to help you with online shopping.

One of the best ways to identify safe websites is to check for the lock symbol in the address bar. This is most commonly seen with certain types of websites, like online stores and banking sites. This means the website is safe to enter your personal information.



Complete the What I learned column in the KWL chart.



What are the ways to follow to stay safe on the internet?

Why should you have a strong password?

What are the ways to strengthen passwords?



<https://youtu.be/25G4tLVH1JE>

<https://youtu.be/5JdM95WQKys>

17. Introduction to Mobile Applications



At the end of this lesson, you shall be able to:

- explore the advantages of a mobile phone
- identify how to learn using a mobile phone
- use a mobile phone.



Introduction to Mobile Applications: If a young person is seen with a mobile phone, the most common words they get to hear are ‘why are you wasting time on your phone’, isn’t it? Many people today see the mobile phone as a tool that is meant for distraction or entertainment. Mobiles phones are used to send and receive several messages, play games, talk to others, browse on social media, click pictures and watch videos. While it is true that mobile is a big source of entertainment, if used properly, they can have many advantages too.

As a student, you can use it for your benefit. A mobile phone can help you learn many new things, be updated with the latest technology and also help you pass your exams! If you manage your time well and learn to use the right kinds of apps and features on your phone, you can be a life-long learning journey.

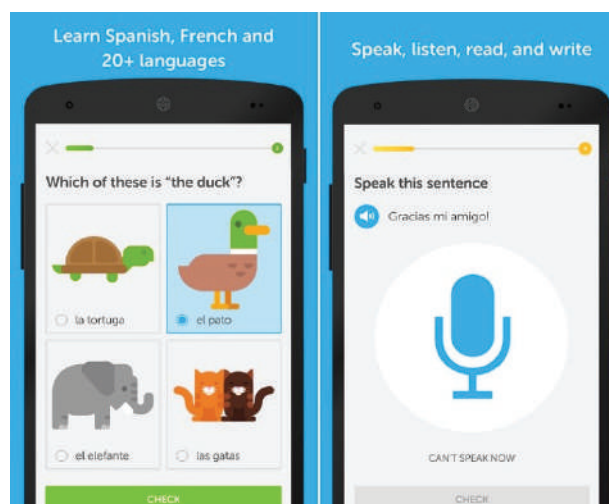
So, the next time your elders or parents say, stop wasting time you can show them the different ways in which you can learn using the mobile and make them proud!



What I already **K**now

What I **W**ant to find out

What I **L**earned





- a. Learning using mobiles is called M-Learning.
- b. The most popular thing that people learn using mobile phone is languages. There are more than 300 apps to help you learn English!
- c. You can learn many, many things through apps – From yoga, cooking, poems, dieting, stitching and carpentry. There are free apps to help you learn almost anything you want.



1. **Ranjith’s father recently bought a mobile phone. It is a touch screen smart phone, with 3G Internet. Ranjith’s father cannot read and write English very well. He is also not comfortable using mobile phones. In fact, Ranjith’s father thinks a mobile phone can be used only for making calls and send/receive SMS. Help Ranjith explain the benefits of a smart phone to his father. Below are some hints to get you started.**

A smartphone can be used for

- making simple calculations using Calculator
- taking pictures
- reading news on the internet.

2. **Ranjith, just like you, studies in an ITI. He has promised his father that he will use the mobile phone for only one hour in the day. Ranjith does not want to waste the entire one hour on watching YouTube videos, using Facebook or messaging on Whatsapp. He wants to make good use of 30 minutes to learn something useful for his career and life.**

What type of subjects, apps or websites would you suggest to Ranjith?

Here are some hints to get you started. Fill up the blanks and suggest new topics for Ranjith.

Subjects/Topics	Name of Apps	Name of websites
English	Hello English	
Typing	Typing Master	
Communication Skills		www.bharatskills.gov
Writing Resume		
Time Management		
About Trade		www.bharatskills.gov www.youtube.com/NSDCIndiaOfficial
Online Payment	BHIM UPI	



Let’s learn some basic concepts about mobile phones first. There are two ways through which you can benefit from a mobile phone. By using the Internet or using Apps. You already know what the internet is and how to search on it smartly.

A mobile application, most commonly referred to as an app, is a type of application software designed to run on a mobile device, such as a smartphone or tablet computer. Apps are generally small, individual software units with limited functions. Mobile Apps can be free or paid. You can download apps from the playstore or app store.



Here are a wide range of things you can use the mobile phone for:

- internet search – search anything you want by typing keywords
- google maps – to find route from one place to another and find out traffic information
- recorder – record important audio (lectures, conversations, etc.)
- clock – to set alarm and reminders
- connecting to friends and family
- listening to music
- organizing time using calendar
- learning new topics and skills.

There are several applications to order food, watch videos and TV shows online, pay bills, scan documents, book tickets for travel, movies, shop and even order services like electrician, carpenter, plumber, beautician etc., to our homes.

One of the most important benefits of a mobile phone is learning. Many people do not use a mobile phone for learning purposes. But education institutions and universities (especially abroad) are encouraging students to learn using different apps and websites. Learning using mobile phones is a very unique and new way of learning.

Here are some advantages of learning using computers and mobile phones.

Learning on mobile and computers is known as M-learning or Digital Learning. This is a new way to access learning content using mobiles. With the help of mobile devices, mobile learning supports, continuous access to the learning process. This can be done using devices like your phone, laptop or tablet. You can learn wherever and whenever you want.

Read the image on “Type of Apps for Daily Life” carefully and ask your trainer to help you understand all the benefits of learning using mobile or digital devices.

- quick access to information
- easy and free access to information
- supports learning by different ways – using audio, video, pictures
- learners can access it anywhere and anytime
- learners can learn without pressure of others watching or judging them

- learners can view or learn information again and again by watching/reading the material. This way, they can learn as slowly or as fast as they want to
- learners can see the concepts explained visually. This can help them remember better
- learners can have fun, play games or quizzes while they learn
- learners can recap or recall any lesson by going back to it
- learners can learn in multiple languages, if the app allows it.



KWL

Complete the What I learned column in the KWL chart.

🔄

What are the different ways in which you can use mobile phone for positive purposes and not waste time on it?

Do you think you will enjoy mobile or digital learning the most?

What are the advantages that students will benefit from using mobile or digital learning method?

🧩

<http://www.youtube.com/watch?v=ZLNO2c7nqjw>

18. Simple Mobile Applications



At the end of this lesson, you shall be able to:

- identify mobile applications and their use
- scan and use a QR code
- transfer funds online using BHIM UPI.



Simple Mobile Applications: Mobile phones have become very important and are everywhere. If you observe carefully, you will notice that mobile phones are used like computers. For example, a computer was used to send emails, calculate numbers, create videos, edit photos, search for information online, etc. Modern smartphones have many new features that make them as effective as a computer.



What I already Know

What I Want to find out

What I Learned





1. Observe the images below. Discuss with your friends and trainers and write down the major differences between these two types of mobile phones.

	
SMART PHONE	OLD MOBILE PHONE
Has Camera Touch screen	No Camera Has buttons and pad

One of the best options is to use a payment app (short form for application), such as BHIM UPI, Paytm, Google Pay, etc. In most of the shops today, shopkeepers display a black square image. You can scan this image and make the payment using an app on your phone. The best part is, you can even make payment of 1 rupee using this app. This kind of application is known as a UPI app.



2. Read to understand how to use a UPI app.


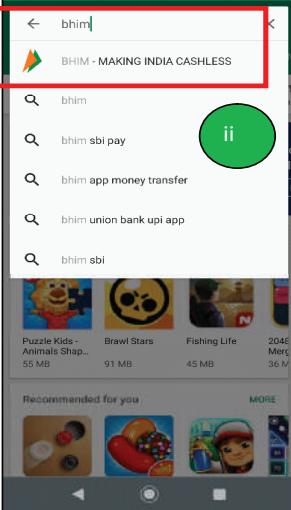


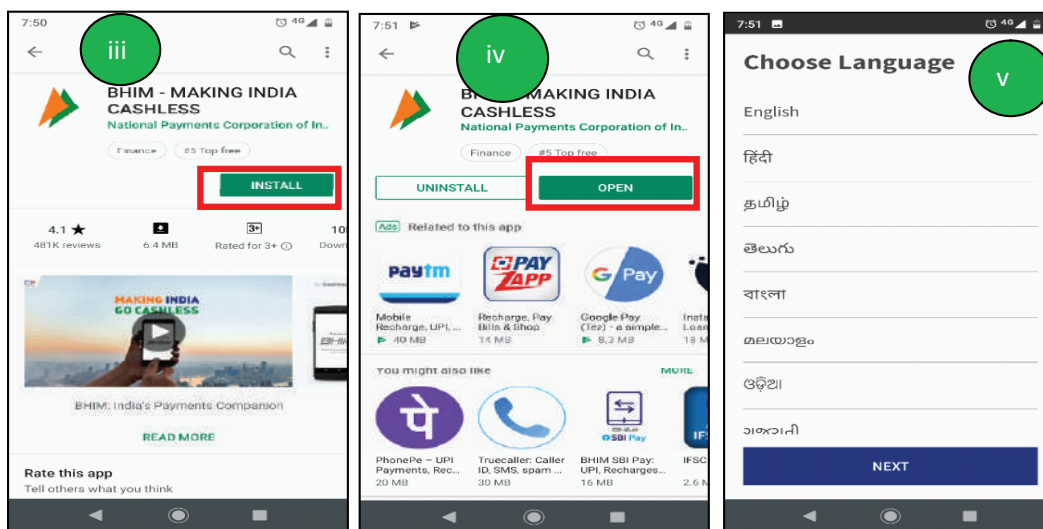
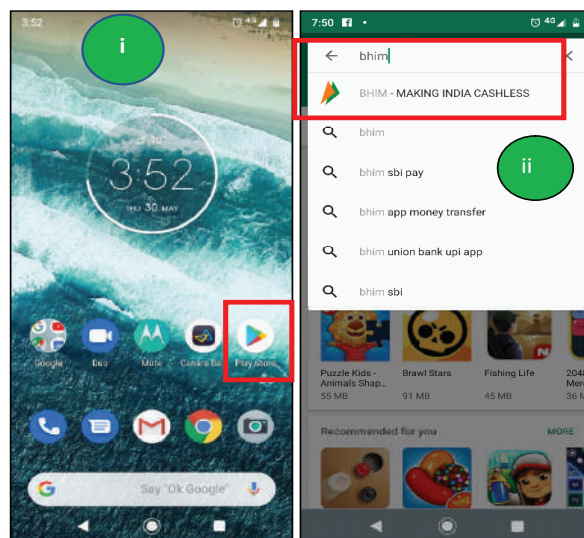
Bharat Interface for Money (BHIM) is a payment app that lets you make simple, easy and quick transactions using Unified Payments Interface (UPI). You can make direct bank payments to anyone on UPI using their UPI ID or scanning their QR with the BHIM app. You can also request money through the app from a UPI ID.

Developed by National Payments Corporation of India (NPCI), BHIM has been conceived and launched on 30th December 2016 to simplify banking through digital banking.

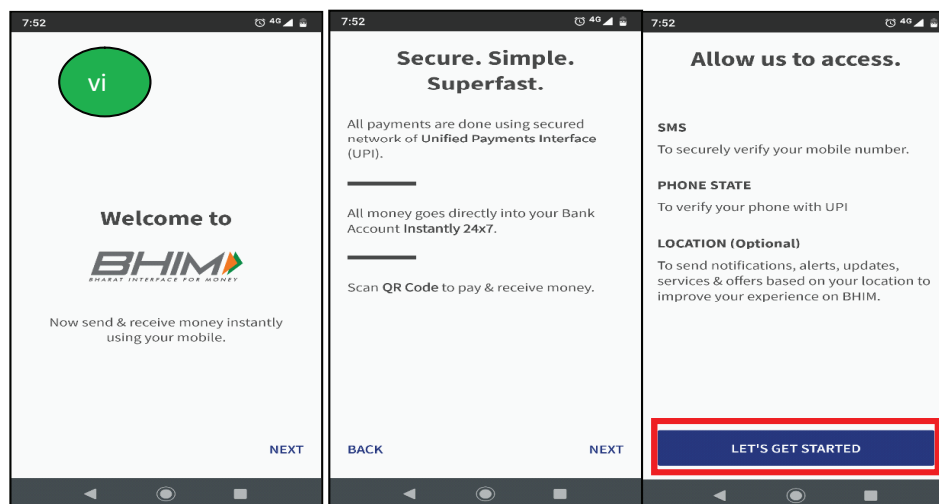


3. How to access BHIM (first time users)

- i. Open the Play Store on your Android phone. It is the  icon in the app drawer or on the home screen.
- ii. Type QR code reader into the search box and tap the search button. This displays the BHIM app in the  Play store.
- iii. Tap Install.
- iv. BHIM app will now be installed on your Android. When the app finished installing, the "Install" button will say "Open," and you'll have a new icon in the app drawer. Click Open.
- v. This opens the app, which will ask you to choose a language. Here, we choose English.

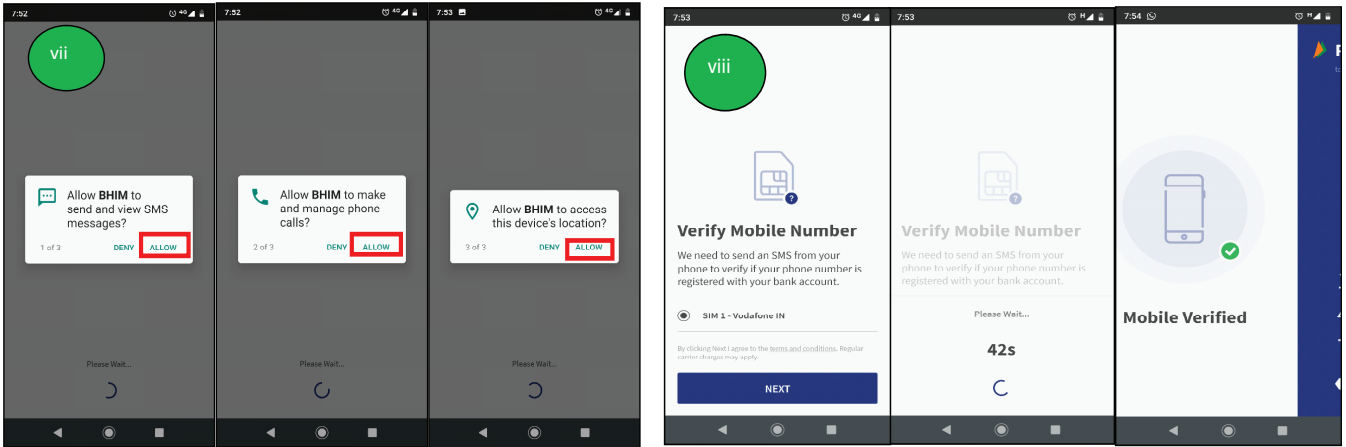


- vi. You will see the welcome screen. By clicking next, you will see LET'S GET STARTED button.

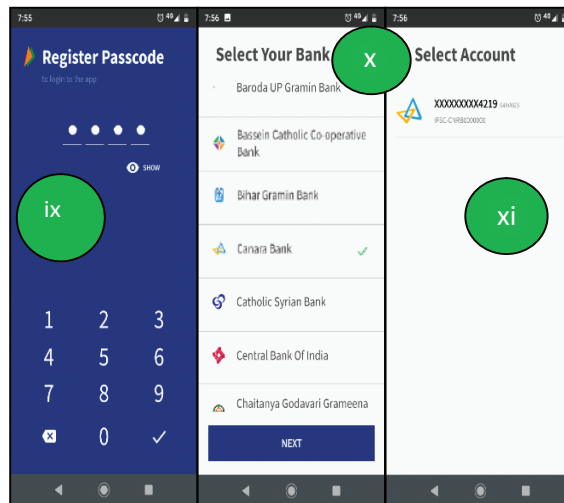




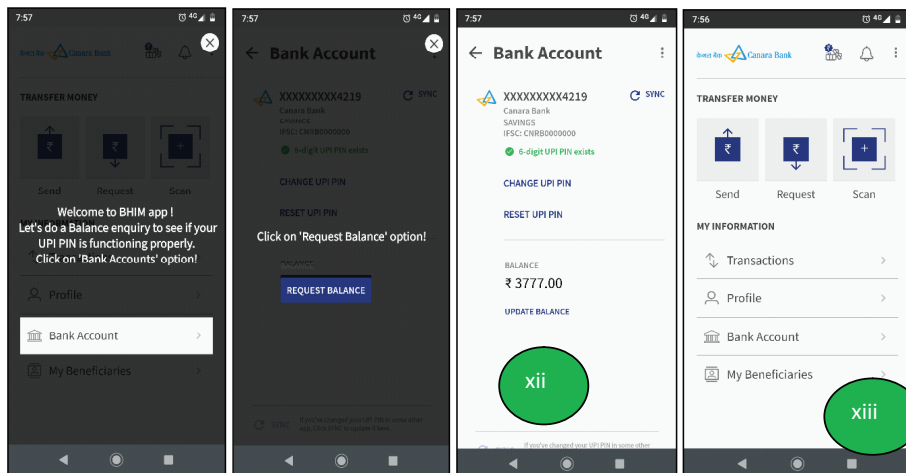
- vii. The BHIM app will request for access to send and view SMS messages, make and manage phone calls and to access this device's location. Tap ALLOW for all the 3 requests.
- viii. The app will prompt you to verify your phone number using an SMS. Click on Next and wait for the verification process to be completed.



- ix. Enter a 4 digit Passcode that you will need to type whenever you login to the app.
- x. After a passcode is set, the app will ask you to select your bank.
- xi. Once the bank is selected, the app automatically picks up your details using your phone number. Select the primary bank account that will be used for all your transactions.

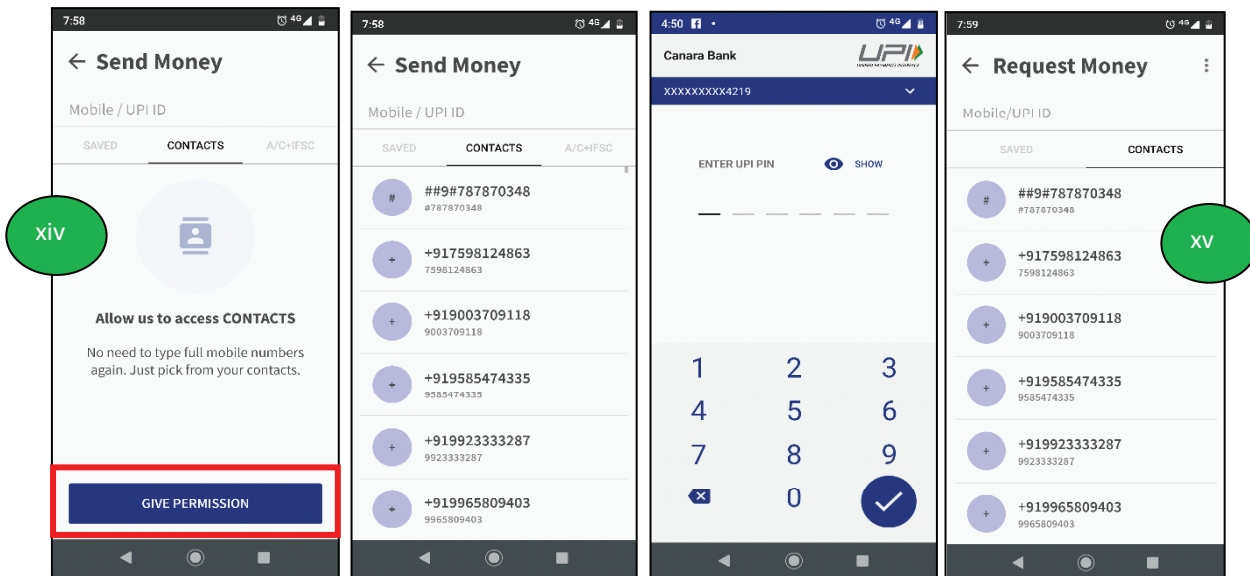


- xii. Check your balance as per the instructions in the images given below.
- xiii. The app displays three options — send, request and scan/pay. Transactions are possible only between verified phone numbers.

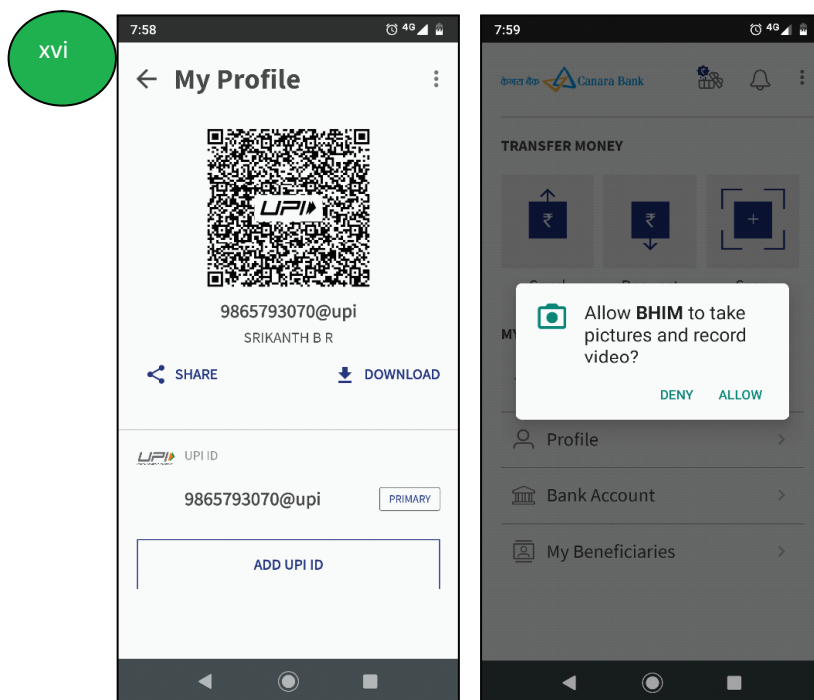


xiv. To send money to someone, type in their phone number and the amount to be transferred. Give permission for the app to access your contacts. The app will prompt you to input your MPIN, usually a four or a six-digit code that authenticates a mobile transaction.

xv. Likewise, you can request money from someone, using their phone number.



xvi. The third option, scan and pay, allows users to transfer money using a QR code, a two dimensional black and white barcode which can be decoded by a smartphone or a tablet. Each phone number is assigned a QR code which can be accessed under profile on the home screen.

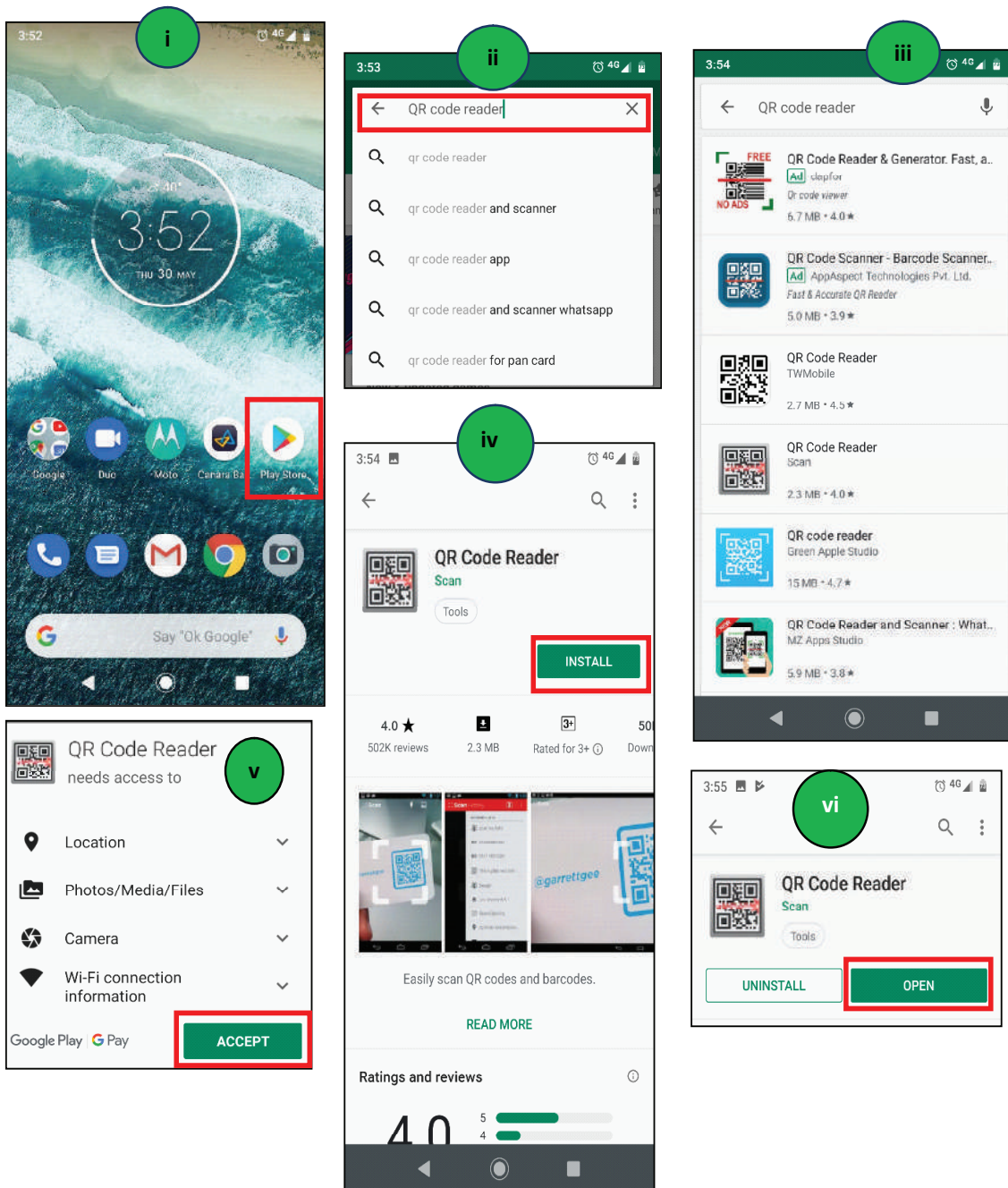


4. Scan and use QR code

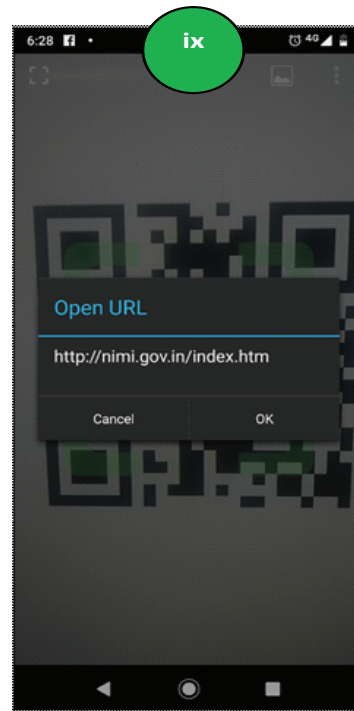
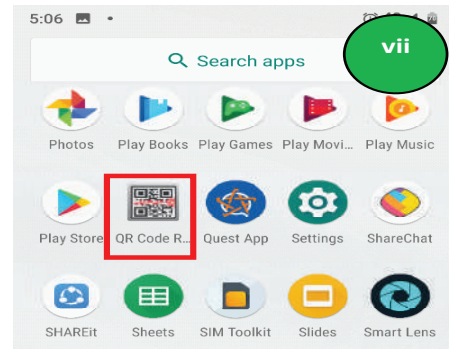
Read to understand how to use QR codes for other websites.

- i. Open the Playstore on your Android. It is the icon in the app drawer or on the home screen. Type QR code reader into the search box and tap the search button.
- ii. This displays a list of QR code reading apps.

This book explains how to use QR Code Reader by Scan, but you can choose whichever reader you like. Just make sure to read its reviews before you download. The steps should be similar for all QR code reading apps.
- iii. Tap Install.
- iv. A pop-up will appear, asking you to give permission for the app to access information on your Android. Tap Accept.
- v. QR Code Reader will now be installed on your Android. When the app has finished installing, the “Install” button will say “Open,” and you’ll have a new icon in the app drawer.
- vi. Open QR Code Reader. It is the icon that looks like a QR code in the app drawer.



- vii. This opens the app, which looks like a standard camera screen. Line up the QR code in the camera frame. It is like you are taking a photo, except you don't have to press any buttons.
- viii. When the scanner reads the code, a pop-up containing the URL in the code will appear.
- ix. Tap OK to open the website. This launches your default web browser and navigates to the URL in the QR code.



Basically, a QR code works in the same way as a barcode at the supermarket. It is an image that can be scanned instantly to read using a smartphone camera. Every QR code consists of a number of black squares and dots which represent some information. When your smartphone scans this code, it translates that information into something that can be easily understood by humans.



Complete the What I learned column in the KWL chart.



What is UPI?

What are the benefits of having a UPI app?

Do you think having a bank account is necessary to open a UPI App? If yes, why?



<https://in.video.search.yahoo.com/yhs/search?fr=yhs-trp-001&hsimp=yhs-001&hspart=trp&p=bhim+application+tutorial#id=1&vid=cce2c533ef0b726f2a443678c44188c7&action=click>

<https://in.video.search.yahoo.com/yhs/search?fr=yhs-trp-001&hsimp=yhs-001&hspart=trp&p=bhim+application+tutorial#id=3&vid=96c6c6e98dc19da07e1c6dd2c7570c12&action=click>

<https://in.video.search.yahoo.com/yhs/search?fr=yhs-trp-001&hsimp=yhs-001&hspart=trp&p=bhim+application+tutorial#id=2&vid=51a25c8de3739a91bf3ec9e7a0a3fb85&action=click>

19. Exploring Popular Sites for Learning and Career Growth



At the end of this lesson, you shall be able to:

- identify popular sites for learning and career growth
- apply for apprenticeship training online.
- explore popular job search sites, learning portals.



Apprenticeship

The Apprentices Act, 1961 was enacted with the objective of regulating the programme of training of apprentices in the industry to impart on-the-job training. Ministry of Skill Development and Entrepreneurship is the administrative ministry responsible for the implementation of the Act.



What I already K now	What I W ant to find out	What I L earned



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#EXAMSKASAATHI

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 ▶ For Study Material
 ▶ Course Videos
 ▶ Question Bank

<https://bharatskills.gov.in>

a. Benefits of Apprenticeship Training

- Hands-on Experience:** Apprentices receive practical on-the-job training in a wide variety of occupations and industries, such as health care, construction, information technology, transportation, energy and advanced manufacturing.
- Knowledge and Skills:** Apprentices receive hands-on training resulting in improved skills and competencies.
- Career:** Once apprenticeship is completed, workers are on their way to a successful long-term career with a competitive salary.



b. Eligibility and Requirements for Apprentices

Category of Apprentice	Minimum Age (Years)	Maximum Age (Years)	Minimum Educational Qualification	Aadhar Number	Aadhar linked Bank Account
ITI Pass Out	14	Not applicable	As per Trade	Mandatory	Mandatory
Dual-Mode Trainee of ITI	14	Not applicable	As per Trade	Mandatory	Mandatory
PMKVY/MES Pass Out	14	Not applicable	As per Trade	Mandatory	Mandatory
Fresher	14	21	As per Trade	Mandatory	Mandatory

c. Duration of Apprenticeship Training

Apprenticeship training consists of Basic training and On-the-Job-training/Practical training at the workplace in the industry. Duration of apprenticeship training for different routes for getting the financial benefits of the scheme will be as follows:

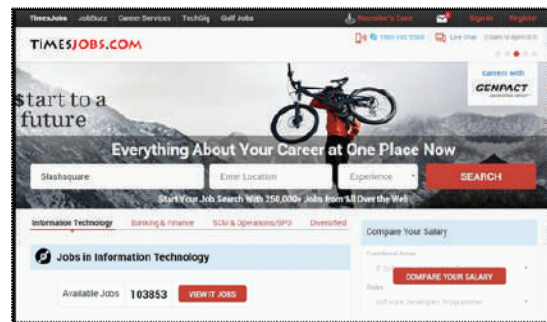
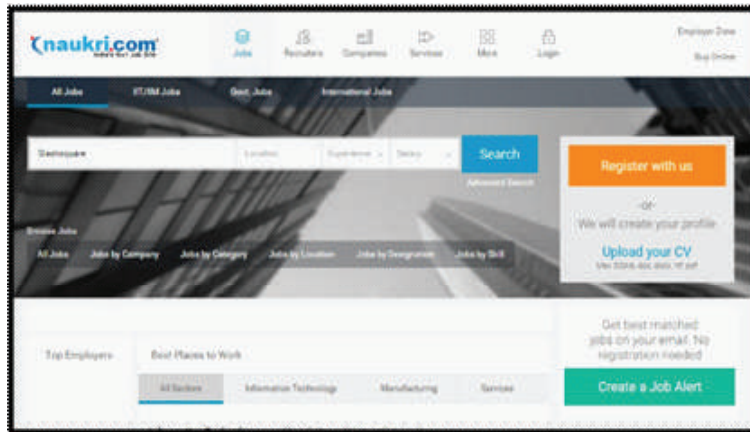
Routes of apprenticeship training	Duration of Basic Training	Duration of Practical Training/ On-the-job Training	
	Maximum	Minimum	Maximum
ITI Pass out	Not required	1 year	2 years
Trainees who have completed PMKVY/ MESSDI courses or courses approved by State Governments/ Central Government		1 year	2 years
Graduates/ diploma holders or persons pursuing graduation/ diploma in any engineering stream or medical or paramedical (Apprentices who are not covered under NATS administered by MHRD).		1 year	2 years
Graduates/ diploma holders / 10+2 vocational certificate holders or persons pursuing graduation/ diploma in Arts or Commerce or Science streams such as B.A., B.Sc., B.Com., L.L.B., etc.		1 year	
Dual-learning mode from ITI		5 – 9 Months	
Fresher apprentices	3 months	1 year	2 years



1. Looking for jobs online

If you are looking for jobs, there are many websites that provide this information. Some examples of the common ones are provided below:

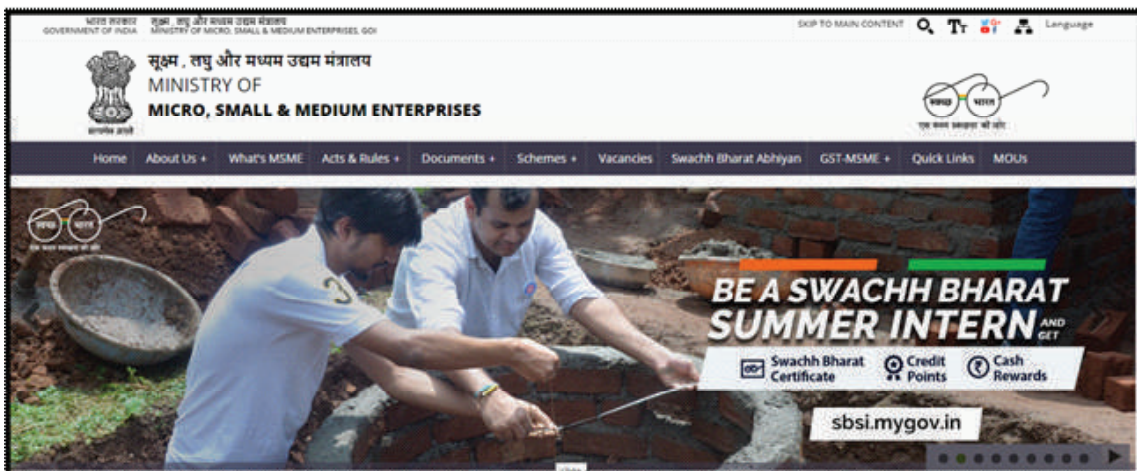
- www.naukri.com
- www.monster.com
- www.timesjob.com
- www.sheroes.com
- LinkedIn jobs: <https://www.linkedin.com/jobs>



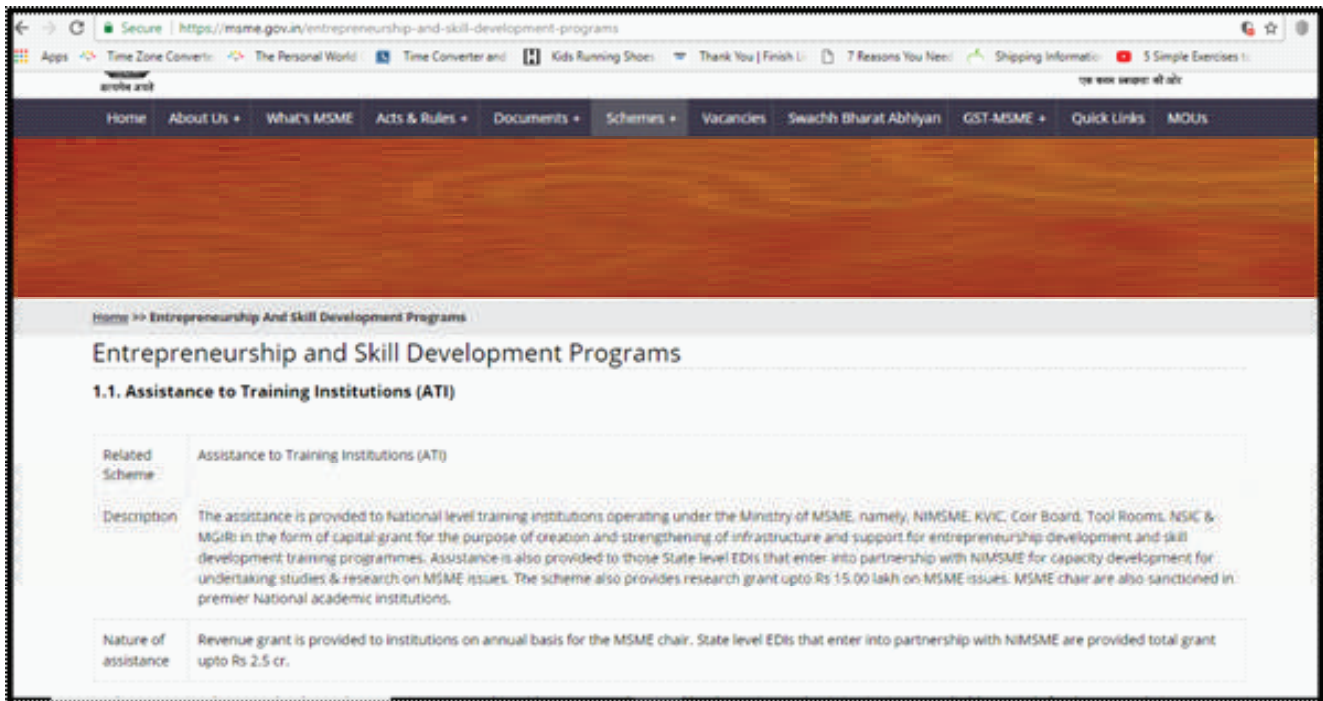
2. Self-Employment

Self-Employment means working for oneself as a freelancer or the owner of a business rather than for an employer. Today, many people are turning towards self-employment as a source of income for self and their families.

Many people also use the Internet to help learn a new skill. In India, today the government also provides a lot of support for people who want to run their own business. The largest government agency that helps small entrepreneurs is the Ministry of MSME (Ministry of Micro, Small and Medium Enterprise). <https://msme.gov.in>



The ministry of MSMEs plays crucial role in providing large employment opportunities. It also organizes training programmes for individuals looking to be an entrepreneur. Entrepreneurship and Skill development programmes are run all across major cities in India. They provide technical and non-technical training programmes. For more information visit their website at: <https://msme.gov.in/entrepreneurship-and-skill-development-programmes>



Other than MSME you can also check the sites of NSIC or National Small Industries corporation (<http://www.nsic.co.in/>). The government of India has many finance options available for an entrepreneur.

Some other important websites to know are:

- <https://www.india.gov.in/>
- <https://services.india.gov.in/>

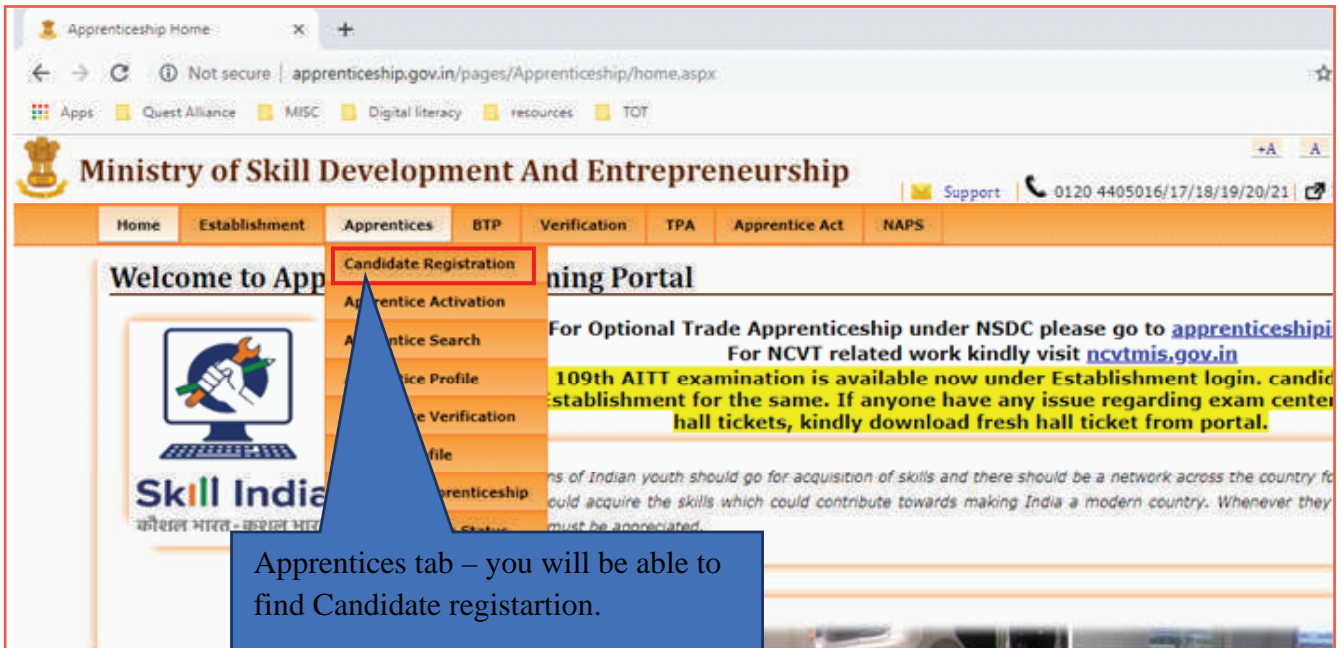
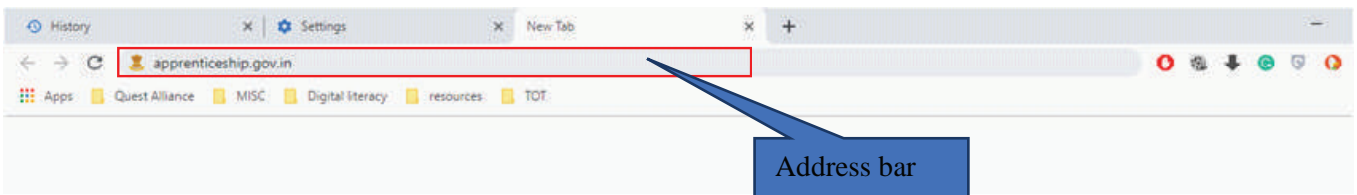
3. Applying for Apprenticeship

Now, let us learn how to apply for apprenticeship using the NCVT MIS Portal.





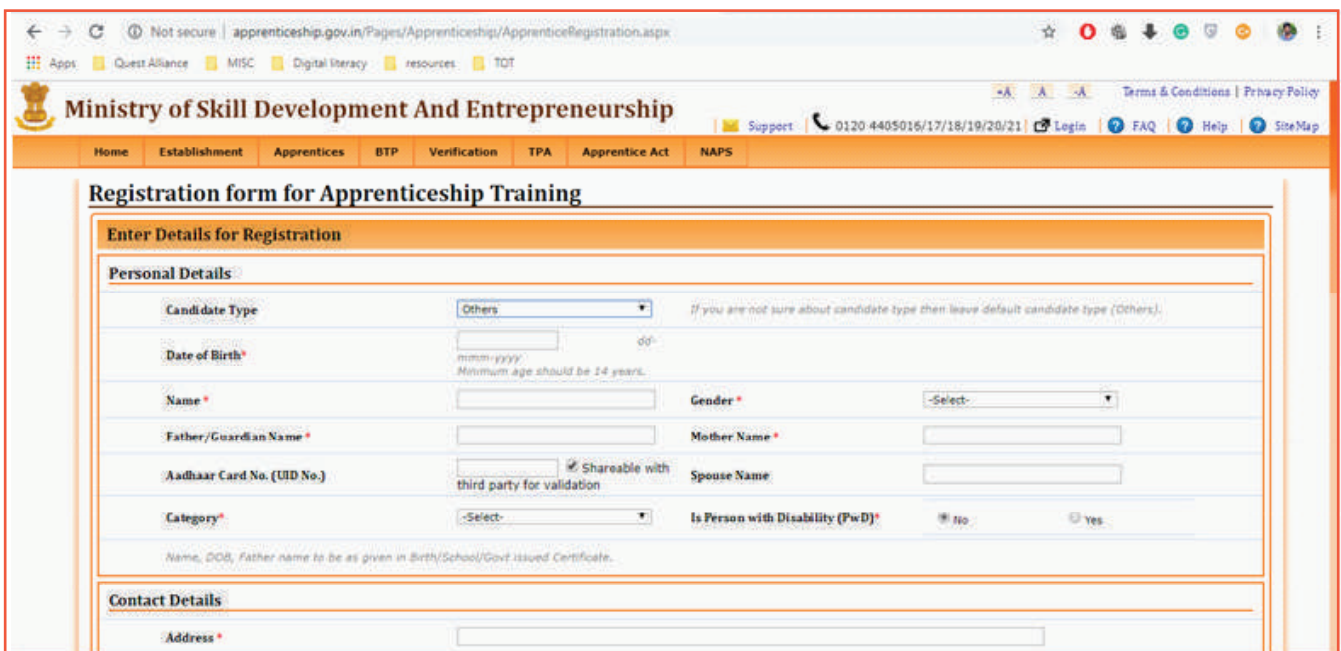
- a. Open any web browser which is located in the desktop or in the taskbar.
 - b. In the address bar type www.apprenticeship.gov.in and click enter.
- This is the official website to apply for the apprenticeship training.



Apprentices tab – you will be able to find Candidate registration.

Click on it , and it will take you to the registration form.

- c. Fill in your basic details.
- (*) Fields marked are mandatory fields.



d. Enter the qualification, from the drop down list select the right qualification.

Ministry of Skill Development And Entrepreneurship

Qualification Details

Academic Qualification*
 -Select-
 -Select-
 10th
 12th
 8th
 B Com
 BA
 BSc
 ITI
 M Com
 MA
 MSc
 Others

Maximum Marks*
 0

Overall Percentage
 0

Technical Qualification (Please fill if applicable)

Name of Institute*
 Name of Council/University*
 Name of Trade/Course*
 Course Start Date*
 dd-mm-yy

Attach Document
 No file chosen
 Upload Doc/Docx/PDF/JPG up to 200 KB with a max of 10 KB and dimensions that are at least 25mm x 25mm (255 x 255 pixels)

e. Enter the marks obtained.

Enter the marks as given in the marks card.

f. Attach the valid marks card (scanned copy from the computer).

Ministry of Skill Development And Entrepreneurship

Qualification Details

Academic Qualification*
 12th

Maximum Marks*
 600

Overall Percentage
 60

Technical Qualification (Please fill if applicable)

Attach Document
 Choose File
 No file chosen
 Upload Doc/Docx/PDF/JPG up to 200 KB with a max of 10 KB and dimensions that are at least 25mm x 25mm (255 x 255 pixels)

Obtained Marks*
 360

g. Enter the technical qualifications.

Ministry of Skill Development And Entrepreneurship

Technical Qualification (Please fill if applicable)

Name of Institute*
 Govt ITI

Name of Council/University*
 NCVT

Name of Trade/Course*
 Fitter

Course Start Date*
 13-Jun-2018
 dd-mm-yyyy

Course End Date*
 31-Jul-2019
 dd-mm-yyyy

Maximum Marks*
 500

Obtained Marks*
 300

Overall Percentage*
 60

Add
 Clear

Institute Name	Council/University	Name of Trade	Training Start Date	Training End Date	Obtained Marks	Overall Percentage	Actions
No records found.							



Once the details are entered, it will be updated.

h. Select trade preference. Click select as preference 2, 3...We can choose upto 3 trade preferences.

Course End Date*	mmmm-yyyy	Maximum Marks*	500						
Obtained Marks*	300	Overall Percentage*	60						
Add		Clear							
Institute Name	Council/University	Name of Trade	Training Start Date	Training End Date	Maximum Marks	Obtained Marks	Is Highest Qualification	Edit	Delete
Govt ITI	NICVT	Fitter	31-Jul-2018	21-May-2019	500	300	<input type="checkbox"/>	Edit	Delete

Select the Preference

Trade Preference

Trade* Sector: Sector in which the selected trade belongs.

Select as 1st Preference

Select as 2nd Preference

Select as 3rd Preference

Upload Your Passport size Photograph* No file chosen
Upload JPG/JPEG/GIF/PNG up to 200 KB with minimum size of 10 KB and dimensions that are atleast 3.5cm x 4.5cm(132 x 170 pixels)

DOB Document* No file chosen
Upload Doc/Docx/PDF/JPG up to 200 KB with minimum size of 10 KB and dimensions that are atleast 15cm x 15cm(566 x 566 pixels)

Select the trade

Final steps:

- i. Upload the passport size photograph.
- j. Upload scanned copy of valid birth certificate.
- k. Tick the checkbox () – Declaration which mentions that the information is correct.
- l. Click Submit.

Select as 3rd Preference

Upload Your Passport size Photograph* No file chosen
Upload JPG/JPEG/GIF/PNG up to 200 KB with minimum size of 10 KB and dimensions that are atleast 3.5cm x 4.5cm(132 x 170 pixels)

DOB Document* No file chosen
Upload Doc/Docx/PDF/JPG up to 200 KB with minimum size of 10 KB and dimensions that are atleast 15cm x 15cm(566 x 566 pixels)

Declaration
 I hereby declare that the information submitted by me is correct and true to the best of my knowledge. I shall be liable for any disciplinary/punitive action in case any of the details are found to be incorrect.

Submit

Tick the checkbox ()

Attach Passport size photograph

Attach Valid birth certificate

Click Submit

Ministry of Skill Development And Entrepreneurship

Home Establishment Apprentices Verification TPA Apprentice Act NAPS NCVT Home Placement CFI

Registration form for Apprenticeship Training

Your registration form for Apprenticeship training has been submitted successfully but registration is inactive.

An email has been sent to your registered email address [redacted]@gmail.com with activation link.

Please click the registration link in the email to activate your registration.

Congratulations, you have successfully registered in the apprenticeship portal. Please note down the registration number for the future reference.

Note: Check the mail for the link.

Gmail - 1-50 of 62

Primary Social Promotions

Registration for Apprenticeship Training - Registration for Apprenticeship Training Greetings from NCVT MIS Po...

YouTube Support - Hello. Thank you for your account suspension appeal. We have decided to keep your account sus...

YouTube Account Notification - We'd like to inform you that due to repeated or severe violations of our Community C...

You will get an email in your inbox for activating the account.

Gmail - 1 of 62

Registration for Apprenticeship Training

DGT -noreply@dget.gov.in- to me - 1:29 PM (0 minutes ago)

Registration for Apprenticeship Training

Greetings from NCVT MIS Portal!!

Thanks for your Registration for Apprenticeship Training. In order to complete your registration please click following link:

[Activate Registration](#)

Thanks!!
NCVT MIS Portal

This is an auto generated email. Please do not reply to this email.

Click on activate registration

Ministry of Skill Development And Entrepreneurship

Home Establishment Apprentices Verification TPA Apprentice Act NAPS NCVT Home Placement CFI

Registration form for Apprenticeship Training

Your registration for Apprenticeship training is now complete.

Your Apprenticeship Registration Number is - **A031**

Please note down this unique registration number; it will be key field for any future actions.

To search and apply for Apprenticeship Training please refer this link of Establishments offering Apprenticeship training.

4. Job Search Hackathon

A job search hackathon is a group activity aimed to help you learn about different ways to find a job, online and offline. Here students take on 3 unique roles of 'searcher', 'documenter' and a 'caller', so that they can discover a number of job opportunities together. This activity is done in groups. This activity will help you learn:

- how to look for a job online
- call the company and speak to the HR/concerned person
- fix an appointment for interview or exposure visit
- go for an exposure visit or interview.

Create a group of 3 people. Assign the following roles to each group member – ‘searcher’, ‘documenter’ and ‘caller’.

Searcher: A searcher leads the online job searching process starting from google search to using websites like LinkedIn and different job portals.

Documenter: A documenter is one who collects all the information from the searcher and documents it in the format provided.

Caller: A caller needs to call the shortlisted companies and extract as much information as possible about job vacancies and exposure visits.

- Create an Excel sheet with the following columns
- Document the details on an Excel/google doc in this format:

Company Name	Address/ Location	Contact person & Designation	Contact number & Email	Job role/ Salary/ Job type	Remarks

Each member plays the specific role that has been assigned. Each team should try and document at least 10 jobs. Once you are done with documenting the jobs, share the list with other classmates over email.



Complete the What I learned column in the KWL chart.



What did you learn today?

What are the documents to be submitted to apply for apprenticeship training?

What is the minimum duration of the apprenticeship training?



Now that you have explored many websites that will be useful for your career growth, explore bharatskills.gov.in and find different information related to your trade.





23. What should you do if a random person in a chatroom asks for your picture?
- Find a good photograph and send it to them.
 - Ask them to send their picture to you first.
 - Do not send your picture and tell an adult.
24. Unwanted programmes can be harmful to the data stored in your computer or mobile device.
True False
25. Special applications called anti-virus software are used to detect hackers.
True False
26. You do not always need usernames and passwords to visit on most websites.
True False
27. A strong password has:
- more than 8 characters (the longer, the better)
 - contains numbers and symbols
 - contains upper and lower case alphabets
 - all of the above
28. Using your date of birth and Name is a strong password.
True False
29. People cannot send you emails to try and access your private information such as bank account or credit card details.
True False
30. In Windows, you can lock your computer by pressing
- CTRL+ALT+DEL
 - CTRL+ALT+D
 - ALT+D+Shift
 - CTRL+ALT+Fn
31. When a computer is locked, it immediately hides the content of the screen.
True False
32. To unlock a locked computer, you need to
- create an account
 - enter any username
 - enter you email username and password
 - enter the correct username and password
33. To implement user identification of a computer, you need to
- set up password
 - set up account
 - choose an authorised name
 - reboot computer
34. You can protect your computer from viruses and spyware by
- locking your computer
 - setting up a username and password
 - installing antivirus and antispyware software.
 - avoiding the use of external hard disk
35. What is a Protective Software?
- a software to protect your password
 - a software to detect people hacking your computer
 - a software that keeps you away from receiving fraud emails
 - a software programme that detects and remove viruses and spyware present in your computer.
36. What are Spyware?
- a Small programmes that get installed on the computer and transmit personal data to hackers.
 - a Small programmes that get installed to help you
 - a Small programmes that delete unwanted documents
 - a Small programmes that protect computers from virus
37. You cannot block inappropriate sites in your computer and devices.
True False



38. The Apprentices Act, 1961 was enacted for imparting
a. Entrepreneurship b. Skill development c. On-the-job training d. Career development
39. Which is the administrative ministry responsible for implementation of the Apprenticeship Act?
a. Ministry of Commerce and Industry.
b. Ministry of Communications and Information Technology.
c. Ministry of Heavy and Public Enterprises
d. Ministry of Skill Development and Entrepreneurship
40. Minimum age eligibility and requirements for apprentices is
a. 18 b. 17 c. 14 d. 21
41. Aadhar linked Bank Account is not mandatory to register for apprentices
True False
42. For ITI passouts the minimum duration of practical training/on-the-job training is 9 months and maximum is 3 years.
True False
43. The largest government agency that helps the small entrepreneur is
a. Ministry of Skill Development and Entrepreneurship
b. Ministry of Micro, Small and Medium Enterprise
c. Ministry of Communications and Information Technology
d. Ministry of Finance
44. (*) Fields marked are not mandatory fields to be filled by apprentices in the portal.
True False
45. How many trade preferences can be made?
a. upto 5 b. only 1 c. upto 3 d. upto 2
46. Which of the following is the final step in registering in apprenticeship portal?
a. upload the passport photograph and scanned copy of valid birth certificate
b. click the home button
c. tick the checkbox () – Declaration which mentions that the information is correct.
d. click Submit
47. An email will be sent in your inbox for
a. activating the account of your apprenticeship. b. for submitting the registration
c. verifying your identity d. accepting to terms and conditions



21. Project

1. Download any English Learning App and learn the language on your own.

As you try this amazing new method to learn, write down your experience in the table below.

Date	What did I enjoy?	What is difficult?	What can I do to reduce the difficulty?

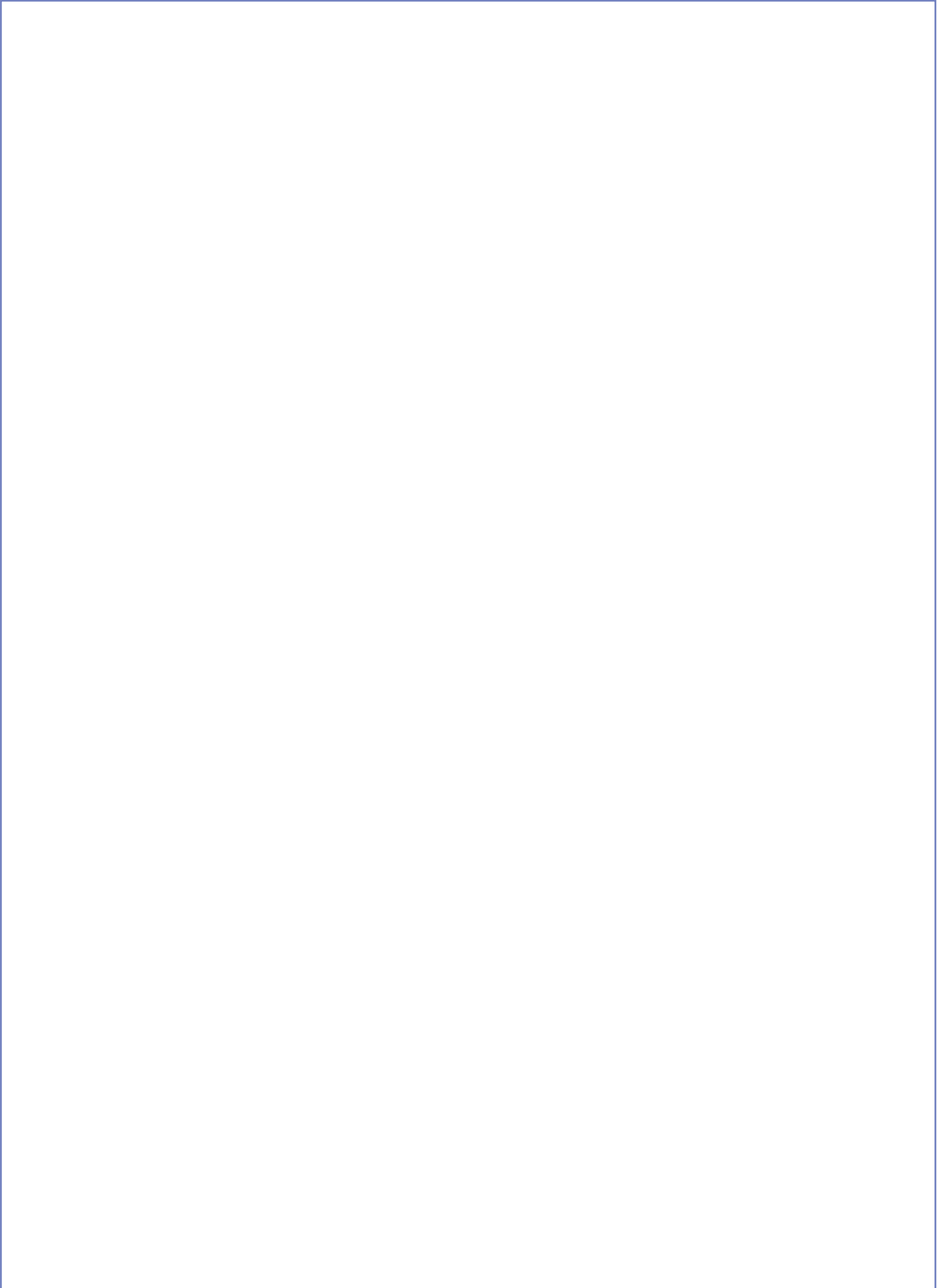
2. Meet a person who uses UPI Apps (BHIM UPI, PayTM, Google Pay) and ask him / her how they use these apps. Ask them the following questions and note down their responses.

- a. What are the benefits of this app?
- b. How often do you use it?
- c. Do you feel safe using the app?
- d. How can we make sure we don't get cheated using this app?

3. Now, get access to a smartphone (can be your father's, mother's, family elder or elder sibling) and install a UPI App (BHIM UPI, PayTM, Google Pay) and help them understand how to use this app.

<https://www.thehindu.com/sci-tech/technology/gadgets/A-step-by-step-guide-on-how-to-use-BHIM-app/article16977338.ece>

<https://in.video.search.yahoo.com/yhs/search?fr=yhs-trp-001&hsimp=yhs-001&hspart=trp&p=how+to+install+BHIM#id=5&vid=a133f87d48b8a22ded0191bf3abea9b4&action=click>



A. Answer Key for English Literacy

Answers for activities in the lessons are given here. Some activities do not have a right or wrong answer and are more to do with the trainees' ability to use language fluently and confidently. Hence, answers for such activities are not given in this section. It is left to the discretion of the instructor to facilitate fluency and assess the trainee based on the confident responses given.

1. I Can & I Will

2. Spoken- b,c,f,g,i,k,l,o, Written- d,e,h,j,m,n

2. Word Building

- b. nut c. needle d. tester e. plumber f. electrician g. mason h. carpenter i. tailor j. beautician
k. fitter l. nurse
- b. library c. Central avenue d. Second street e. Drugstore f. Store / bank / police station & main street
g. Restaurant / movie theater & central avenue h. Bank/police station & Main street
i. School & train station j. Hospital / Church
- extinguish, climb, clean, pull, cut, push
- cutting, welding, plumbing, connecting, install
- a. blue/ small b. round/brown/smooth c. many/shiny d. many/rough
- Open, dirty, pretty, interested (no wrong answer as far as they describe the image)
- a. he b. you c. it d. she e. we f. it g. she h. you
- They, They, it, He, it, his, She
- Naming word, Action word, pronoun, Describing word
- Naming word – container, nitrogen, energy, liquids, vapour
Action word – fill, dropped, develop, heating, drew
Pronoun – it, we, us, he, they
Describing word – cylindrical, dry, pungent, tight, soft

3. Naming Words

2. Answers given are only indicative. It can include a lot more.

Place	Names of things				
Home	fan	tubelight	refrigerator	table	cupboard
Classroom	benches	blackboard	duster	Chalk piece	door
Library	Books	shelves	Chair	newspaper	notebook
Bus stand	Timekeeper room	bus	shops	luggage	restrooms
Grocery	Frozen food	pulses	Dry fruits	cereals	biscuits
Mobile shop	Mobile phones	SIM cards	Chargers	Headphones	Memory Cards
Cinema theatre	Screen	Speakers	Air Conditioning	Popcorn	Projector

3. Answers given are only indicative. It can include a lot more.

Letters	Names	Places	Things	Animals	Birds
H	Hyder Ali	Hyderabad	Hammer	Hyena	Humming bird
M	Modi	Mumbai	Mango	Monkey	Macaw
S	Steve	Srinagar	Screwdriver	Snake	Stork
P	Peter	Punjab	Puncher	Panther	Parrot

R	Rahul	Rajasthan	Ring	Rabbit	Raven
K	Karan	Kolkata	Kite	Kangaroo	Kingfisher
L	Lokesh	Ludhiana	Lock	Lion	Lovebird
B	Bruce	Bengaluru	Bolt	Bull	Brown Pelican
W	Wade	Wayanad	Wrench	Walrus	Woodpecker
C	Clint	Chennai	Cracker	Cat	Cuckoo
E	Emily	Ernakulam	Ember	eel	eagle

5.

criekeocor	rice cooker	utctre	cutter
fecofetreilf	coffee filter	eplere	peeler
ximie	mixie	lceris	slicer
crmioveva	microwave	rngidre	grinder
frgreietroar	refrigerator	ndutonicitvoes	induction stove
ednbelr	blender	taewruprifeir	water purifier
uiejcr	juicer	msteare	steamer
tirokamer	roti maker	leectircetlkte	electric kettle

6. a. cutting plier b. screw driver c. spanner d. tester e. torch

7. b. unit of weight / to beat c. a band on a finger / something circular in shape d. correct / direction opposite of left e. a genre of music / a stone f. to have gotten up / a flower g. a season / coiled metal h. flat piece of wood / to get into a vehicle, plane or ship i. gentle / offer of money j. to grow tired / a part of a wheel k. in good health / a source for water in the ground

8. b. bat– a small mammal/a wooden equipment used to play cricket

c. bright– smart/presence of light

d. circular– in the shape of a circle/ a notice

e. current– in the present moment/ electricity

f. express– to say or show one's feeling/fast

g. fair– lighter in complexion/honest

h. kind– type of / being considerate and helpful

i. lie– not true/ stay flat on ground

j. match– suit something / a game

k. mean– being unkind / average

9. umbrella, children, raincoats, bags, water, cat, postbox, car, book, cap, tree, leaves, drain, boots, windows, door, road, pavement, puddles

4. Naming Words - Singular and Plural

5.

N	E	N	K	W	T	M	F	M	T	N	C
N	O	U	E	E	Y	A	Q	N	S	O	D
O	G	I	N	T	C	X	E	D	P	I	E
W	V	G	T	T	S	M	P	X	M	S	V
G	A	E	O	U	P	A	G	K	A	N	I
M	D	R	R	I	A	Y	F	I	L	E	C
V	Y	X	U	A	S	C	Y	Q	C	P	E
R	Y	Q	B	Z	L	A	E	G	I	S	S
W	E	R	O	L	L	L	L	R	T	U	R
T	I	U	C	R	I	C	S	P	P	S	B
U	G	X	K	B	L	N	C	P	K	D	Y
C	O	M	P	O	N	E	N	T	J	R	I

6. singular, plural

7. clutches, bananas, classes, machines, teams, brushes, roses, apparatuses

5. Action Words

1. weld, repair, plant, dance, service, stitch, teach, sow, flow, drive, fly, build, jog, fall, burn, lift, calculate, play, install, skate

H	L	J	W	C	F	G	H	W	I	A	U	I	T	R
K	U	B	L	I	O	L	K	F	H	F	M	I	L	B
O	A	E	X	U	N	N	E	R	W	U	E	U	I	I
D	R	I	L	L	G	L	N	V	O	S	A	J	T	D
P	O	S	I	T	I	O	N	E	E	W	S	C	U	T
S	A	K	H	N	P	C	G	E	C	L	U	E	N	L
E	I	B	A	G	O	T	P	L	J	T	R	A	E	C
W	X	E	M	R	N	I	O	J	Q	O	E	F	D	A
F	L	W	R	U	S	E	T	A	B	N	I	W	S	T
C	I	E	P	A	L	V	C	L	Y	L	K	Z	L	J
D	C	T	S	K	J	P	E	X	E	O	Q	Q	I	F
T	R	K	E	A	B	K	R	O	Y	Z	P	G	D	P
L	J	U	Q	S	V	R	E	D	R	L	N	A	E	F
E	C	R	E	I	P	R	M	E	T	I	E	L	E	Q
P	J	C	A	K	O	B	T	K	A	J	F	M	X	S

2.

3. a. operates b. gave c. is d. has e. appreciated f. delivered g. drove h. barked
i. found j. is k. is l. worked

4. fix, connect, stitch, remove, repair, paint, hit, cut, smoothen, sharpen, walk, build, install, fasten, mix
(Answers given are only indicative. It can include a lot more.)

5. a. is b. help c. is d. assists e. do f. looks g. are h. are i. has j. is

6. a. repair b. install c. are d. work e. is f. cuts g. apply h. recruits i. erects j. is k. are
l. is m. blows n. grows o. complained

7. a. asked b. repaired c. fixed d. follow e. are f. is g. wear h. are i. ensure j. try

8. comes, looks, likes, asks, tells, asks, shows, are, are, requests, asks, informs, is, gives, asks, gives.

6. Action Words – Tenses

- loaded, came, fitted, soldered, kept, hunted, cut
1. inspect 2. spoke 3. connected 4. shut 5. hit 6. supplied 7. insulated 8. apply 9. gave 10. Made
- a. I am installing Windows 10 in my Laptop. b. Jothi is installing an app in her mobile.
c. They are installing antivirus in all the computers. d. I was installing new software in my laptop yesterday.
e. They were installing firefox in the office systems.
- He is twisting the old bulb in the anticlockwise direction.
He is removing the bulb from the socket.
He is pushing the new bulb gently into the socket.
He is turning the bulb in the clockwise direction.
He is switching the power on.
He is disposing the old bulb.
- He was twisting the old bulb in the anticlockwise direction.
He was removing the bulb from the socket.
He was pushing the new bulb gently into the socket.
He was turning the bulb in the clockwise direction.
He was switching the power on.
He was disposing the old bulb.

8. Describing Words

- a. reflective jacket b. wet floor c. sharp tools d. safety signs e. electrical shock
- a. He put the small plug in the socket. b. He is tightening the screw with a small screwdriver.
c. The round rings are on the pink cloth. d. The plumber has fixed the blue pumps.
e. Wires of many colours are seen in the picture. f. The young man was walking on the broken pavement.
- The man in the picture is wearing a yellow reflective jacket.
He is wearing green shoes.
His hands are protected with green gloves.
His head is protected from injury with a hard hat.
He is wearing a yellow reflective jacket.
His safety shoes are red in colour.
His ears are protected with the help of ear protection equipment.
His hands are protected with gloves.
He is wearing nose mask for nose protection.
He eyes are protected by the goggles he wears.
The hard hat protects his head from injury.
- bright x dark cold x hot correct x incorrect right x wrong clean x dirty slow x fast wet x dry
before x after hard x soft healthy x sick loud x quiet curly x straight new x old young x old
open x shut smooth x prickly sweet x sour.

9. Describing Objects, Surroundings and Processes

2. a. is made, used
b. three, square, round, used, third, for, used, made.
3. Fill in the columns with the details of the given objects. (Answers given are only indicative. It can include a lot more.)

Object	Shape	Size	Colour	Material	Use
Doughnut	round	small	brown	maida	snack
TV	rectangle	various	black screen	silicon	watch programs
Mud pot	round	both big or small	brown	clay	store water, cook
Bed	rectangle	big	brown	wood or metal	sleeping
Water bottle	cylindrical	small	various	plastic metal	carry water
Tool box	cuboid	small	different colours	plastic, metal fibre	store tools
Speed square	triangle	small	no colour	plastic	draw lines
water heater	cylindrical	big	different colours	ceramic	heat water
Hammer	cylindrical	small	metallic	iron and wood	hit nails
Washing machine	cuboid	big	metallic	plastic, metal	wash clothes
Microwave oven	cuboid	big	white/black	metal, glass	cook
Induction stove	square	medium	black	metal, glass	cook
Needle	cylindrical	small	metallic	metal	sew
bobbin	cylindrical	small	metallic	metal	wind thread

4. Trainees can frame suitable sentences using the above words and other linking words.
5. an electrician/service mechanic, airport/warehouse, consists, many, airport, There are, bank, There, is, warehouse, near
6. Trainees can complete the sentences with suitable items using the picture.
7. Trainees can frame suitable sentences using the given picture clues and other linking words.
8. female moth, eggs, larva, Next the caterpillars come out, mulberry, the caterpillars, cocoon, the caterpillar, pupa, finally.
9. First, take a blending jar or a juice jar. Then, put the apple slices into the jar. Next, add some ice cubes and sugar. After that, pour boiled chilled milk into it. Finally, close the lid and blend it well for 2-3 minutes. Now, pour it into serving glasses.

10. Pronouns

2. I know her.
I know him.
Vimal sold it.
It is on her face.
Kishore has it.
Treat others the way you want to be treated.
They are all one family.
They / We work together happily.
They had a teacher. He was Mr. Karim.

3. a. This is a spanner. b. These are spanners. c. This is a screwdriver. d. These are screwdrivers.
4. I know Ramesh. Ramesh knows me.
We know Ramesh. Ramesh knows us.
You know Ramesh. Ramesh knows you.
He knows Ramesh. Ramesh knows him.
She knows Ramesh. Ramesh knows her.
They know Ramesh. Ramesh knows them.
5. a. Yes, it is his. b. They are theirs. c. No, it isn't theirs. d. They are ours. e. Yes, it is his.
6. b. his. c. mine. d. my e. mine f. mine g. theirs h. yours i. his
7. they, They, They, They, It, them, She, She, She, She, It, She, She her, her

11. Introduction to Punctuation

- capital letter, period/fullstop, question mark, comma
- b, c, d, i, j
- Do you know what happened in the meeting yesterday? All the workers were called for a meeting. The chief engineer Ramesh convened the meeting. He spoke about the safety measures that have to be taken in the factory. The employees gave their suggestions to improve safety in the company. The chief engineer stated the problems, analysed them, heard employee's suggestions and gave recommendations. He also distributed goggles, masks, gloves and shoes to the workers. Will you come for the next meeting? It is on August 29, 2019.
- a-. b-. c-. d-? e-? f-. g-? h-? i-? j-.
- a-? b-. c-. d-? e-. f-? g-? h-? i-. j-?
- a-. b-? c-. d-? e-? f-. g-? h-? i-. j-.
- a. I bought apples, mangoes, and grapes from the shop.
b. The box is full of nuts, bolts, screws and nails.
c. She has pens, papers, manuals and a few tools.
d. The job got over on June 16, 2019.
e. Welders, plumbers, fitters and engineers were called for a meeting.
f. The company will work on 6th, 7th, 11th and 12th of this month.
g. The exam is on December 7, 2019.
h. There are ten days left for the conference.
i. Keep away from acids, gas, cylinders and fire.
j. They are offering training on embroidery skills.
- b. When is it safe to remove or replace fuse?
c. What is the use of a micrometer?
d. What will happen when kerosene comes into contact with fire?
e. The company has opened its branch offices in Mumbai, Kolkata, Bangalore and Shimla.
f. Remove fuse grips while working on dead circuits.
g. Turn an adjustable wrench toward the movable jaw.
h. Don't you have shoes to wear in the workshop?
i. The training was conducted on February 24, 2019 in Delhi.
j. The chest has cutting pliers, screwdrivers, drilling machine, hammer and nails in it.

12. Kinds of Sentences-Introduction

3. b. Imperative c. Interrogative d. Interrogative e. Exclamatory
4. a. wrong, Imperative b. wrong, Interrogative c. correct d. wrong, Declarative e. wrong, Imperative
5. a. Imperative b. Interrogative c. Declarative d. Declarative e. Imperative f. Interrogative g. Declarative
h. Imperative i. Exclamatory j. Interrogative
6. a. Use only correct capacity fuses in the circuit.
b. We don't know how to manage our machines.
c. What kind of a machine is this?
d. Is it important to know how to switch off a circuit?
e. Make sure all plugs are correctly wired.
7. a. Where b. How c. What d. Why e. Which

13. Practice in Framing Sentences

1. a. I speak English.
b. We received the parcel.
c. Welder uses welding gun.
d. I love homemade food.
e. I finished the work.
2. a. Peter worked in BHEL as supervisor.
b. We wish you happy new year.
c. The Principal gave the medal.
d. They want money immediately.
e. I met Sam at the theatre yesterday.

Naming word	Action Word (Verb)	additional information	
Peter		in BHEL	as supervisor
We		you	a happy new year
They		money immediately	
I Sam		at the theatre	yesterday




3. Call him.
Try it.
Be quiet.
Watch out.
Standup straight.
Don't move.
Be careful, don't trip.
Somebody answer the phone.
Don't drive after drinking.
Cut the onions into small pieces.
4. Trainees can frame as many sentences as possible.
5. Trainees can frame as many sentences as possible.

15. Greetings and Self-Introduction

1.

Expressions	Formal / informal	Used to greet ...	Response
Hi, how are you?	Informal	Friends	Hi, am good.
Good morning.	Formal	Boss, elders, teachers	Good morning
Hello!	Informal	Friends	Hi/hello
How have you been?	Informal	Friends	good
How are things?	Formal	Colleagues	good
How do you do?	Formal / Informal	Friends / Colleagues	good

2.

		
Hi, how's life?		✓
How are you?	✓	✓
Good evening, Jerry.	✓	
Hey, come and join us.		✓
I am Satish from Ranchi.	✓	
Hello, this is Janaki from Nagpur.	✓	
Hey, it's long time since we met.		✓
My name is Ranjith.	✓	

16. Asking and Responding to Questions

1. b. Q c. R d. Q e. Q f. R g. Q h. Q i. R j. R k. R

2.

Responses	✓ / X
Yes, he is.	✓
No, we are not.	X
Not possible.	X
She hasn't come.	X
I won't.	X
You can.	✓
I don't know.	X
Yes, I am.	✓
No, he is not a fitter.	X
Never.	X
Good!	✓
None.	X
Of course.	✓
Sure.	✓
She hasn't.	X

4.

Are you safe?	Yes, I am.
Are you an engineer?	Yes, I am./No, I am not.
Can you check the fuse?	No, I can't./Yes, I can.
Do you know how to use a Vernier Caliper?	No, I don't./Yes, I know.
Can you measure the height of an object?	Yes, I can./No, I can't.
Does your friend know swimming?	No, he doesn't. Yes, he knows.
Did you read the newspaper?	No, he didn't. Yes, he read.
Can you ride bikes?	Yes, I can./No, I can't.
Did you pay the examination fee?	Yes, I paid./No, I didn't.
Will you attend the training in your institute?	Yes, I will./No, I won't.
Have you finished?	Yes, I have./No, I haven't.

5. b. Who is the plumber?
 c. When is the training?
 d. Where is the training?
 e. How many spanners do you need?
 f. What do you want?
 g. Why do you want the cutting plier now?
6. A. a. By Walk. b. Blue. c. Excellent! d. Bus broken down. e. In 2021. f. It's on the first floor.
 B. a. He is a fitter. b. It wasn't. c. No, never. d. None. e. Not sure. f. Mumbai.
9. A: Hi! How are you?
 B: I'm fine. How about you?
 A: Is it raining?
 B: Yes, it is.
 A: Then, take the umbrella.
 A: Do you want to read the manual?
 B: Yes, I want to.
 A: Can you fix the pipe?
 B: Yes, I can.
 A: Where is your ITI?
 B: My ITI is near the park.
 A: When does your class start?
 B: It starts at 09:00 a.m.
 A: Do you have the lunch break?
 B: Yes, it is from 01:00 p.m. to 02:00 p.m.

17. Sharing Information with Others

All answers are open and fluency and use of appropriate words may be noted by the instructors.

19. Formal and Informal Communication

1. a. iii b. iii c. ii d. iii e. ii,iii

2. **Formal** – Thank you, sir!; With reference to your mail ...; I wish to bring to your kind notice ...; You are requested to complete the given assignment by Monday.; I look forward to ...; Let me congratulate you on ...

Informal – What’s up?; Listen, I wanted to tell you something.; No Problem.; Guess what?

20. Speak and Share Information about the Workplace

1. b. Desktop publisher-DTP center c. Plumber-Buildings/Plumbing unit d. Fitter- Machine Workshop
e. Customer representative-front office

2. Cut or drill holes in walls or floors to accommodate the passage of pipes. And also measure, cut, thread and assemble new pipe, placing the assembled pipe in hangers or other supports.

difficult

A customer representative

Definitely

A customer representative has to interact with customers in order to provide information about products and services, to take orders or cancel accounts, or to obtain details of complaints.

Is it that difficult?

people with different cultural backgrounds.

different

various

2,3,4,5,6,7,8,9 – Trainees can frame appropriate sentences and speak or write as directed in the activity.

2.

A	B
What do you see in the first picture?	I think in the first picture, friends walk off because they are unhappy or have disagreed on something.
Don't you think it's a negative attitude?	Definitely! We should avoid such behaviours in discussions.
What do you see in the second picture?	The second one is positive. The lady listens carefully to the speaker.
How do you say that she's listening?	She maintains a good eye contact. It is an essential skill required in discussions.
Correct, but if you don't listen...?	You may lose the track of discussion. You will not be able to speak sensibly.
Exactly! What about the next picture?	The third one looks like an argument. Their body language seems to be aggressive.
Won't impolite behaviour affect discussions?	Yes, it will. They should sort out their differences to have a healthy discussion.

21. Discussions on Current Happenings

3. The details about MUDRA loan are given for reference.

4. Trainees can frame appropriate sentences and speak and write as directed in the activity. Details given in the tabular column on hydraulics and pneumatics may be used.

5. Trainees can frame appropriate sentences and role play as directed in the activity.

6. Using the information given in the activity, trainees can engage in discussion.

7. Using the information given in the activity, trainees can engage in discussion.

8. Using the information given in the activity, trainees can engage in discussion.

22. Telephone Skills

1. telephone, caller, receiver, telephone
2. dial, disconnect, on hold, engaged
- 3.

Sl. No.	Greeting	Identifying Self	Purpose of Call
a.	Hello!	My name is Ramesh.	I would like to speak to Anju, please.
b.	Good afternoon!	This is Shanthy.	May I speak to Arti?
c.	Hi!	I'm Ajith.	Is Anu at home?
d.	Hello!	My name is Rajesh and I'm calling from HSBC.	I would like to speak to Mr. Chetan from the marketing division.
e.	Good morning!	I am calling from Harsha Trading Company.	Could you connect me to your accountant?
f.	Good evening!	Rakesh Sharma here.	I would like to speak to Ms. Rekha.

4. Good Morning, Sir.
I'm X calling from Room 34.
I'm calling to report about the leaking tap in my room.
Can you please come and fix it immediately because water is being wasted?
Thank you, Sir.
See you soon.
5. Good afternoon, Sir.
I'm X calling from the ITI Workshop.
There's no power in our building here for the past 30 minutes.
Can you please check the problem because all the other buildings here have power?
Thank you, Sir.
See you soon.
6. Hello, Sir.
I'm X calling from AB Construction at Guindy site.
I'm calling to request you to erect scaffolds for working at heights here.
Can you please come and install the scaffolds by tomorrow?
Thank you, Sir.
See you soon.
7. Hello, Sir.
I'm X calling from AB Garment unit. Is this Quick Cargos?
Is ready?
Can you please transport them to the client by this evening?
Thank you, Sir.
See you soon.
8. The statements 4,7,8,9,12 are correct.

9. Correct statements are

Dos for Caller	Always	Sometimes	Never
Give your name	✓		
Give a greeting	✓		
Give your telephone number		✓	
Say why you are calling	✓		
Give your address		✓	
Give the name of your company	✓		
Explain your relationship to the person you are calling		✓	

10. Answer with 'Hello'.

Answer with your number.

Answer with your name.

Answer with the name of your company.

Answer with the name of your department.

23 Telephone Skills – Role Plays

1. a. Would you mind speaking louder?
 b. I am, sorry. He/She is not available now.
 c. Just a moment please. Let me get ready to take notes.
 d. Could you please tell me your name and where you are calling from?
 e. Could you repeat what you just said, please?
 f. Would you like to leave a message?
 g. I am afraid that the person you want is in a meeting now.
2. a. The person is on another call. - I'm afraid he/ she is busy at the moment.
 b. The person is on leave.- I'm sorry he/ she is not available.
 c. The person is busy at the moment. - I'm afraid he/ she is busy at the moment.
 d. The person is not in his seat. -I'm afraid he/ she is away/ not in at the moment/ in a meeting.
 e. The person is in a meeting and will be free at 4 -I'm afraid he/ she is away/ not in at the moment/ in a meeting.
 f. The person is available.- I'll put you through. Hold the line, please.
3. hold, May, hold, who, calling, louder, transfer, section
7. Hello, this is Seema. - I'm calling from ICF. Good morning ma'm. - Is this PT industries? Check the company name.- Repeat the company name. Yes, you are right - May I speak to Ms. Durgadevi Introduce yourself and ask for someone.-Respond and check B's name. Of course, It's Ms. Durgadevi you want to speak to, right?-Yes, please tell her I'm Seema from ICF - Clarify who you are.Ask B to wait. Please wait while I connect her.
8. Good Morning, HR Industries. - Good morning, I'm Sandeep from JK Manufacturers. - How can I help you sir? I want to speak to Mr. Venkat please. - I'm sorry. He is unavailable at the moment as he is in a meeting till 12. May I note a message? Case 1: Thank you. Can you please note it down? Case 2: That's okay. I will call later. Case 1: Sure, let me take it down Case 2: Thank you.

24. Let's Read

1. a. N b. N c. N d. N e. N f. A g. – h. N i. N j. N k. N l. A m. N n. N o. N p. N
2. b. Box c. French d. carpenter e. cycle f. start g. paper h. shirt i. bank j. engine k. forklift
l. ball m. bake n. cookery o. book
3. a. empty b. fast c. order d. warning bell e. warning f. walker g. safe h. attractive
i. building for storing goods j. path
4. a. true b. false c. no d. blue e. no f. green and yellow
5. a. iii b. i c. ii d. i e. iii f. i
6. A. a. proper b. sharp c. yes d. no e. unsafe f. true
B. a. manually b. yes c. danger d. unsafe e. good f. do not
C. a. no b. no c. yes d. no e. no f. yes
7. a. There is fire in the factory. Entry is restricted.
b. He played football regularly. He won the match.
c. The pipe was repaired. Water problem is solved.
d. She reads books and visits places. She is knowledgeable.
e. The instructor started to talk. The trainees listened.

a. The surveyor measured the land. Plotting of land was done.
b. The small object has to be measured. She brought the micrometer.
c. The car broke down. The Mechanic arrived.
d. The steel gate is broken. The welder is called.
e. He used the file on metals. The surface became smooth.
8. First, then, next

26. Writing Simple Sentences

1. She gave the book. He gave an apple. She eats an apple. They are coming.
(Answers given are only indicative. It can include a lot more.)
2. Gita is painting a plant. Guru is eating biscuit. Sheela is lifting the chair. Deepak is listening to a song. Mac is crawling on the floor. Rita is sleeping on the bed. Mukesh is singing a song.
(Answers given are only indicative. It can include a lot more.)
3. Gita was painting a plant. Guru was eating biscuit. Sheela was lifting the chair. Deepak was listening to a song. Mac was crawling on the floor. Rita was sleeping on the bed. Mukesh was singing a song.
(Answers given are only indicative. It can include a lot more.)
4. There are screws next to the nut. There is a screwdriver above the bradawl. There is a wrench next to the screws. The bradawl is between the nails and the handsaw.
(Answers given are only indicative. It can include a lot more.)
5. The pair of scissors has a blue handle. The bucket contains yellow paint. The colour of the tin is grey. The pencil is colourful. There is a white towel.
(Answers given are only indicative. It can include a lot more.)
6. What is the colour of the pair of scissors' handle? What is the colour of the paint in the tin?
(Answers given are only indicative. It can include a lot more.)
7. Come to help me tomorrow. Write this sentence in 30 seconds. Walk fast to catch the train. Close the door now. Can you say the name of this place please.
(Answers given are only indicative. It can include a lot more.)

8. a. Rearrange
- b. The dogs run very fast.
- c. She came late to class.
- d. The lorry driver was caught.
- e. The children were playing with ball.
- f. The aircraft is taking off.
- g. The police were searching for the thief.
- h. The woman was speaking to the Principal.
- i. Many butterflies are flying in the garden.
- j. The old man was reading the newspaper.

27. Speaking

1. My name is Shankar.
My name is spelt as S-H-A-N-K-A-R.
I am from Delhi.
My contact number is 99999 99999.
My house is situated near the government school.
Yes, I shall come.
(Answers given are only indicative. It can include a lot more.)
2. How do you get to work? – Normally I drive.
How long is the drive? – About 40 minutes.
Do I need to wear a tie? – You're supposed to, but not everyone does.
Why are you late? – I got struck in the traffic.
Where is your car? – It's been repaired.
3. Expressing Opinion: In my opinion, To my mind, I think, I am sorry to say
Agreeing: I completely agree, You are right
Disagreeing: I totally disagree, I don't agree
4. a. I finish my homework. I brush my teeth.
b. I try to do well in studies, in maintaining good relationships, in helping others.
c. I take others' pieces of advice seriously. I seriously take medicines when I am sick.
d. I do not fear to face the crowd. It is so difficult to stay awake in the class.
e. I volunteer to lead the team. I take chance to meet new people.
f. I go early to stations to catch the bus. I go early to exam halls.
(Answers given are only indicative. It can include a lot more.)

5. a. I hate walking long distances.
- b. I am worried about my mother who is sick.
- c. I hope to be a better trainee next year.
- d. The last time I helped my friend was during the Annual exam.
- e. My parents don't allow me to waste money.
- f. Last year I promised to visit my cousin at her home and then I forgot.
- g. Reading books is the best thing I do now which I wasn't doing before.
- h. My parents ask me to help them in shopping.

(Answers given are only indicative. It can include a lot more.)

6. Discuss the following

I seriously believe that the reason for Rahul's absence is because he is sick. I remember him feeling so weak yesterday during football game. I hope he has been taken to the hospital for treatment. I pray that he will be back soon to the college.

(Answers given are only indicative. It can include a lot more.)

28. Listening

1. d
2. 1-c 2-a 3-c
3. a. F b. F c. F d. F e. T f. T g. T h. T i. T j. T k. T l. T m. T
4. a. F b. F c. T d. F e. T f. F g. T h. T i. T

29. Productive Use of Skills

1. a. Lalpur b. IGNOU c. Rs. 4025 d. Rs. 25 e. State Bank of India f. 30.09.2016
2. a. 239658 b. 30. Apr 2013 c. Mr. Ramesh Sharma d. HDFC Bank e. JP Nagar f. 30 Apr 2013 g. 126985
3. a. wood b. pulping c. pulp d. pulp, paper
4. Meaningful sentences may be written/given based on the infographic given in the activity.
5. Meaningful sentences conveying the process of the production of tea may be written using the two infographics in the activity.
6. Using the infographic and expressions trainees may engage in expressing their views.
7. Using the clues given, trainees may engage in giving tips on interviews.
8. Introduce your company to Mr. Ramesh using expressions you have learnt so far.



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