



This book has been issued to ..... (First Name) ..... (Family Name)

of Session ..... on ..... (DD/MM/YY)

**BE GRATEFUL. THIS ALONE  
PUTS YOU AHEAD OF  
THE GAME - KARI KAMPAKIS**

**THERE IS NO DISGRACE  
IN FALLING DOWN. THE  
ONLY DISGRACE IS, NOT  
GETTING UP - PAUL DUNN**

**IT'S NOT LACK OF ABILITY  
HOLDING MOST PEOPLE  
BACK. IT'S ATTITUDE.**

**SAY WHAT YOU MEAN.  
IT'S UNFAIR TO EXPECT  
OTHERS TO BE MIND READERS.**

## STUDENT WORKBOOK

REVISED - NOV 17, 2016

**WE CANNOT SOLVE OUR  
PROBLEMS WITH THE SAME  
THINKING WE USED WHEN  
WE CREATED THEM - ALBERT EINSTEIN**

**HELP YOURSELF BY  
HELPING OTHERS.  
IF YOU WANT TO FEEL GOOD  
DO GOOD.**

**BETTER TO LIGHT ONE SMALL  
CANDLE, THAN TO CURSE  
THE DARKNESS.**



## About This Resource

The English classes organized by the Freedom English Academy are aimed at building comfort, confidence and competence in oral communication. The one hour forty-five minute weekday class is designed using international language learning framework. For 30 minutes, students listen and imitate the language as spoken by native speakers using an international software. Thereafter, for 1 hour 15 minutes, with the Facilitator's guidance, the students practice the learnt concepts through Workbook and planned oral communication activities.

The language program at Freedom English Academy has 3 different levels of proficiency aimed at building comfort, confidence and competence in oral communication. In Level 1, the 1.45 hour long, 6 days a week classes have two parts - for 35 minutes the students learn the language using an international software OR practice the learnt concepts through written exercises in the Workbook; for 1 hour 10 min students practice oral communication through planned activities organized by the facilitator.

Along with developing English communication skills, Freedom English Academy is also committed to building critical thinking skills among its students, making them independent and reflective thinkers. The language lessons are layered with activities to nurture a problem-solving mindset among students who become active contributors in their communities.

FEA students are also taught touch-typing or keyboarding and are also encouraged to develop an interest in reading books by participating reading program. . The purpose of this Workbook is to serve as a comprehensive resource for first generation learners of English language, organizing information to boost confidence in language usage at the end of Beginner Level (Level 1).

At the end of every week, there is a review/consolidation lesson, where the students recapitulate the learning of the week before moving on to new content. The facilitator is to ensure that the students use a pencil to complete the workbook exercises as it will allow them to make changes, if required.

This Student Workbook comprises 48 lessons as a part of end of Beginner Level (Level 1) to be completed in two months. After the successful completion of this book and meeting the promotion criteria as assessed by the Student Evaluator, the student will be given Book 3 (early Intermediate of Level 2).

The Student Workbook must be left behind at the Centre, after the completion of the 1 hour 45 minutes class. Students may be allowed to take the Workbook home after he/she completes Level 1.



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**LESSON 49**

**BODY PARTS**

**A.1 HEAD AND FACE**



**Eye**

This is my eye.  
I have two eyes.



**Ear**

This is my ear.  
I have two ears.



**Head**

This is my head.  
I have one head.



**Nose**

This is my nose.  
I have one nose.



**Mouth**

This is my mouth.  
I have one mouth.



**Hair**

This is my hair.  
I have many hair.



**Neck**

This is my neck.  
I have one neck.

**A.2 ARMS AND LEGS**



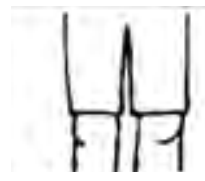
**Arms**

This is my arm.  
I have two arms.  
I have two elbows.



**Hands**

This is my hand.  
I have two hands.  
I have ten fingers and ten  
nails.



**Legs**

This is my leg.  
I have two legs.  
I have two knees.



**Foot**

This is my foot.  
I have two feet.  
I have ten toes.



# LESSON 50

## ILLNESS

### A. WHAT'S THE MATTER?

**How are you?  
Are you OK?**

My head hurts. OR I have a headache.  
My back hurts. OR I have a backache.

*Write the correct number of illness in the circle:*

 <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>
 <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>
1.headache 5.back ache	2. cough 6. fever	3. stomach ache 7. cold	4. ear ache 8. toothache

**Complete the sentences:**

1. What's wrong? My head hurts. OR I have a headache.
2. Are you OK? No. My \_\_\_\_\_ . OR I \_\_\_\_\_ .
3. How are you? I am not well. My \_\_\_\_\_ hurts. OR I have \_\_\_\_\_ .
4. What's the matter? \_\_\_\_\_ . OR \_\_\_\_\_ I have an ear ache. \_\_\_\_\_ .
5. What's wrong? My back \_\_\_\_\_ . OR \_\_\_\_\_ .



**B. IN THE CLINIC**



Clinic



Medicine



Thermometer



Stethoscope



Injection



Nurse

**C. VISITING THE DOCTOR**

What's wrong?

I don't feel well, doctor. I have a stomach ache.



**Doctor:** What did you eat, yesterday?

**Rahul:** I had chaat.

**Doctor:** Rahul, you have a stomach ache because you did not eat healthy food. Eat fruit and vegetables and drink clean water. I will give you some medicines today. You come back after a week.



**Rahul:** Thank you, Doctor.

# LESSON 51





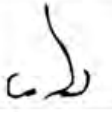

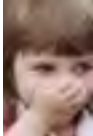











## SENSORY ORGANS

### A.1 I CAN

<i>With my</i>	<i>I can</i>	<i>With my</i>	<i>I can</i>	<i>With my</i>	<i>I can</i>
 eye	see / look	 ear	hear / listen	 hands	touch / feel

<i>With my</i>	<i>I can</i>	<i>With my</i>	<i>I can</i>
 mouth	taste / talk	 nose	smell / breathe

### A.2 WHAT CAN I SENSE?

 <b>Eye</b>	 Beautiful	 Ugly	 Scary
 <b>Nose</b>	 Pleasant	 Unpleasant	
 <b>Mouth</b>	 Sweet	 Sour	 Spicy
 <b>Ear</b>	 Loud	 Soft	
 <b>Hands</b>	 Sharp	 Smooth	 Rough



LESSON 52

HEALTHY EATING

A. EATING HABITS



Plate 1



Plate 2

B. EXERCISE

Write "H" for healthy and "U" for unhealthy:



### C. FEELINGS

I feel...



happy



sad



angry



scared



sick



hurt



hungry



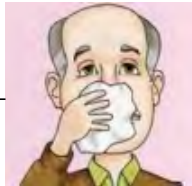
thirsty



tired

### D. EXERCISE

When I have a \_\_\_\_\_



, I feel \_\_\_\_\_



After I \_\_\_\_\_



, I feel \_\_\_\_\_



When I fall, I feel \_\_\_\_\_



I feel \_\_\_\_\_



when I do well in my exams.

I feel \_\_\_\_\_



when my mother gets \_\_\_\_\_



At dinner time, I feel very \_\_\_\_\_



# LESSON 53

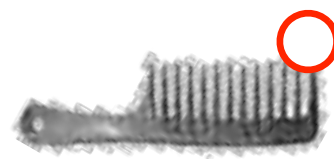
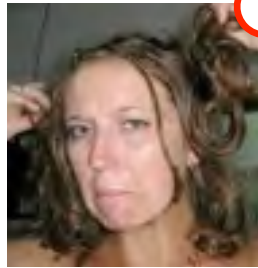
## HYGIENE

### A. WHAT IS HYGIENE?

Hygiene is keeping our body and place around us clean.  
The opposite of hygienic is unhygienic.

### B. EXERCISE

Identify hygienic and unhygienic Mark "H" for hygienic and "U" for unhygienic Discuss with your partner why the action is hygienic / unhygienic.



### C. EXERCISE

Read the passage below and answer the following questions:

#### Story of Sulabh

Usha Chaumar, a happy 40-something, can tell you the exact day she stopped being one of the "untouchables."

It was 2003, and Ms. Chaumar was on her way to work when Bindeshwar Pathak stopped her. She was surprised that a "nicely dressed" man would even speak with someone like her: a manual scavenger. As such, it was her job to clean human waste, by hand, from homes that lack flushing toilets in this dusty town in the state of Rajasthan.

Dr. Pathak asked her why she covered her face with her shawl and why she seemed ashamed to talk to him. At the time, Chaumar had no idea she was speaking to the man whose mission it was to end manual scavenging and who would eventually change her life.

Pathak founded an organization called Sulabh in 1970 to end the practice by replacing unplumbed toilets with affordable flush toilets, and by giving scavengers training for other jobs.

"Shopkeepers would drop the rice to me – they wouldn't touch me," Chaumar remembers, losing her smile for a moment. "And they made me put my money down, away from them. They threw water over it before taking it."

Today, she earns a living by selling homemade pickles and embroidered cloth.

Manual scavenging was banned in India in 1993, by a law that forbids the construction of dry toilets and requires existing ones to be destroyed. But in India, such laws tend to be implemented slowly. There are thought to be several hundred thousand manual scavengers still working; a recent report found there were over 1,000 in Delhi alone.

**Answer these questions (choose the best answer):**

i) The goal of Sulabh, an organization founded by Dr. Pathak, is to:

- eradicate poverty in India.
- end manual scavenging.
- sell embroidered cloth.

ii. Apart from replacing unplumbed (dry) toilets, Sulabh:

- helps scavengers train for new jobs.
- gives scavengers a monthly allowance.
- teaches former scavengers how to read and write.

iii) Although manual scavenging was officially banned in India in 1993:

- nothing has been done to implement this ban.
- the ban has not been fully implemented
- a new law allowing scavenging was passed in 1998.



iv) According to some estimates, how many manual scavengers are still working in India?

- over 100,000
- under 100,000
- 1,000

v) Usha Chaumar says that shopkeepers \_\_\_\_\_ when she worked as a scavenger.

- were always very nice to her
- would give her free rice
- would not touch her

LESSON 54

CONSOLIDATION

A. Toilets to solve sanitation problem and generate electricity

**New Delhi:** A toilet which goes beyond solving sanitation problems and can be used to generate cooking gas and electricity is surely a bonus.

One such cheap and economically friendly toilet by Sulabh not only provides clean and proper sanitation both in urban and rural India but also generate electricity for small villages and cooking gas for households from human excreta.

"This organisation has converted 1.3 million bucket toilets into flush toilets and lakhs of scavengers have been freed from manual cleaning of human excreta and shackles of untouchability," said Bindeshwar Pathak, founder of Sulabh International Social Service Organisation, a non-profit voluntary social organisation founded in 1970.

Participating in a "Toilet fair" held here recently, Pathak demonstrated a low cost toilet model which cost less than Rs 2000 for rural areas using locally available materials.

The Sulabh flush compost toilet is eco-friendly, technically appropriate, socio-culturally acceptable and economically affordable. It consists of a pan with a steep slope especially designed trap which requires 1 to 1.5 litres of water for flushing.

There are two pits of varying size and capacity of each pit is designed for 3 years' usage. In about two years, excreta in the pit get digested and are almost dry and pathogen free, thus safe for handling as manure.

"The Sulabh model has been adopted by a number of countries, including China, Bhutan, Bangladesh, Afghanistan, Burkina Faso, Ghana, Kenya, Mali, Nigeria, Senegal, Tanzania and Zambia for expansion and promotion of sanitation facilities," Pathak told PTI.

[http://zeenews.india.com/news/science/toilets-to-solve-sanitation-problem-and-generate-electricity\\_919749.html#](http://zeenews.india.com/news/science/toilets-to-solve-sanitation-problem-and-generate-electricity_919749.html#)

1. What is the article about?

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2. What is the main idea of the article?

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3. What do you think some people said to Pathak when he started making toilets? Why?

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**B.1 RATE YOURSELF:**

Habit	Never	Rarely	Sometimes	Mostly	Always
1. Eat healthy					
2. Keep myself clean					
3. Keep my house clean					
4. Keep my neighborhood clean					
5. Organize my time					
6. Balance my school/house work and coming to FEA					

**B.2 RATE YOUR NEIGHBORHOOD:**



Habit	Never	Rarely	Sometimes	Mostly	Always
1. Is clean					
2. Is safe					
3. Is well-organized					
4. Makes me proud					



**LESSON 55**

**PRONUNCIATION**

**A.1 SHIP AND SIP**

**SHIP AND SHEEP**

	
<b>Ship</b>	<b>Sheep</b>
Your words	

	
<b>Ship</b>	<b>Sip</b>
Your words	

**A.2 PRACTICE**

1. Shelly's sheep slipped in their sleep.
2. She spilled sweet milk in the clean kitchen sink.
3. Trash spills shake Sam's short stash of patience.

1. She sells sea shells by the seashore.
2. I slit the sheet, the sheet I slit, and on the slitted sheet I sit.
3. Selfish shellfish ((Try saying this several times)
4. Susan shines shoes and socks; socks and shoes shines Susan. She stopped shining shoes and socks, for shoes and socks shock Susan.

**A.3 CREATE YOUR OWN TONGUE TWISTER**

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# LESSON 56

## SAFETY

### A.1 WHAT IS SAFETY?

Safety is keeping away from danger or injury.  
The opposite of safe is unsafe.

### WRITE IN YOUR OWN WORDS

Safety is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### B. EXERCISE

Identify safe or unsafe. Mark "✓" for safe and "X" for unsafe. Discuss with your partner why the action is safe / unsafe.

# LESSON 57

## QUANTIFIERS - 1

### A. EXERCISE










Match the pictures with the words in box and then classify the objects in the table given below:



Water coffee cheese banana beans onions bread  
milk coke carrots rice orange sugar oil

Fruits	Vegetables	Drinks	Other

### B. FEW / MANY / SOME

A few	Some	Many
		
		
		

**EXERCISE**










Complete the sentences:

I have a few \_\_\_\_\_.  
 (family)

I have some \_\_\_\_\_.  
 (clothing)

I have many \_\_\_\_\_.  
 (food)

**C. LITTLE / SOME / LOTS OF**

Little	Some	Lots of
		
		
		

**EXERCISE:**

Complete the sentences:


I want \_\_\_\_\_.



Give me \_\_\_\_\_.



Can I have \_\_\_\_\_ of \_\_\_\_\_?



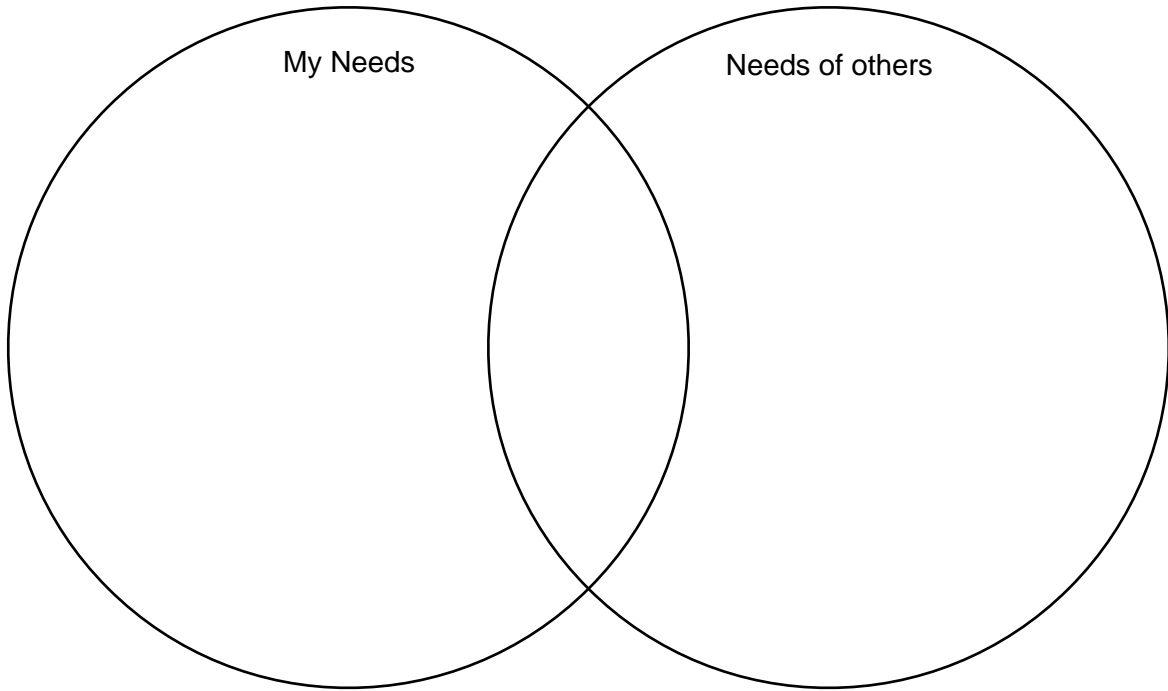
**LESSON 58**

**QUANTIFIERS - 2**

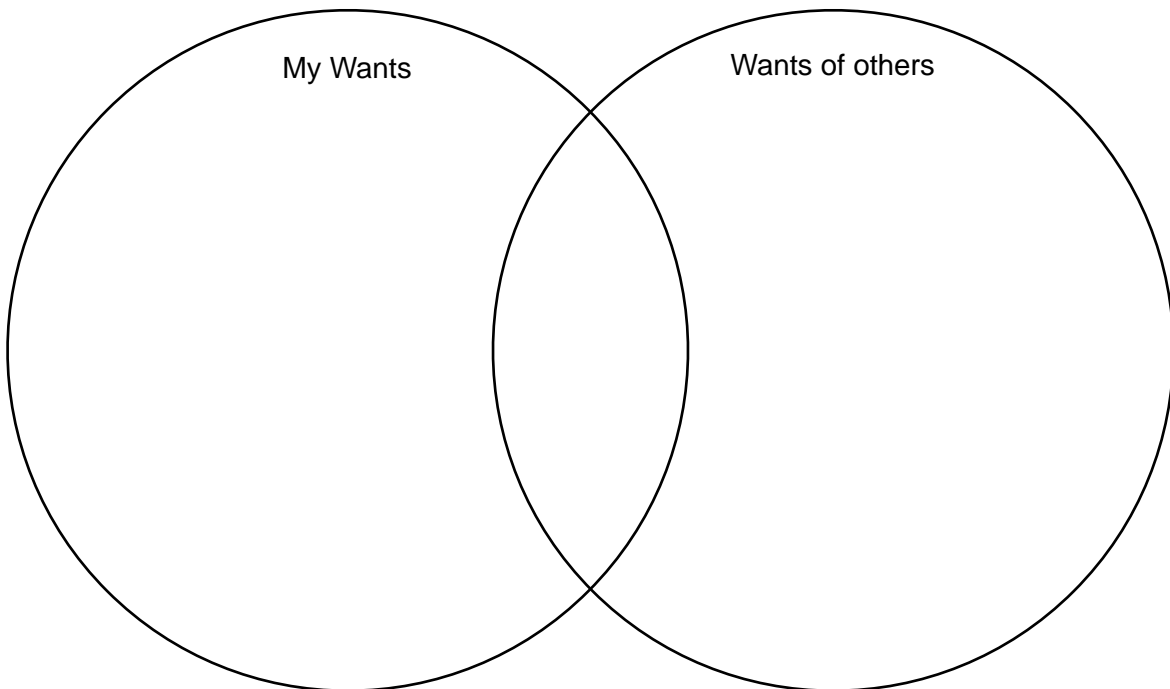
**A. I WANT** \_\_\_\_\_

**I NEED** \_\_\_\_\_

**B. COMPARE YOUR NEEDS WITH THOSE OF OTHERS:**



**C. COMPARE YOUR WANTS WITH THOSE OF OTHERS:**





**D. NEEDS/WANTS OF MY COMMUNITY / NEIGHBORHOOD**

Needs	Wants
1. _____ _____	1. _____ _____
2. _____ _____	2. _____ _____
3. _____ _____	3. _____ _____
4. _____ _____	4. _____ _____
5. _____ _____	5. _____ _____

**LESSON 59****NUMBERS AND ORDINALS****A. WHAT'S THE NUMBER?**

<b>Number</b>	<b>Words</b>
1	One
	Three
	Six
8	
	Ten
	Eleven
	Twelve
36	
	Twenty nine
48	
	Ninety six
54	
	One hundred and sixty four
273	
	Four hundred and ninety nine

**B. EXERCISE**











Complete the numbers (Nos.)		
	In nos.	In words
20 + 5	___	Twenty five
30 + 6	36	_____
4__ + 9	___	Forty nine
50 + 2	___	_____ two
60 + 6	___	_____
70 + 8	___	_____
____ + ____ (_____)	83	_____
____ + ____ (_____)	94	_____

**C. LARGE NUMBERS:**

Number	Indian system	International system
1,00,000	Lac or lakh	Hundred Thousand
10,00,000	Ten Lacs	Million
1,00,00,000	Crore	Ten million
10,00,00,000	Ten Crore	Hundred million
1,00,00,00,000	Arab	Billion
10,00,00,00,000	Ten Arab	Ten Billion

**D. EXERCISE**

Write the ordinal number on the lines:

<b>First</b>	Ram 	<b>1st</b>	_____
	John 		_____
	Sita 		_____
	Ria 		_____
	Ravi 		_____
	Swami 		_____
	Jo 		_____
	Jyoti 		_____
	Kapil 		_____
	Vicky 		_____

Answer the following questions:

Who is first?	
Who is fourth?	
Who is seventh?	
Who is ninth?	

Who is last?	
What is John's position?	
What is Ravi's position?	
What is Kapil's position?	



**LESSON 61**

**FRACTIONS**

**A. FRACTIONS:**

Full			
Half		Half	
One third	Two thirds		
One fourth		Three fourths	



Full chapati



Half chapati



\_\_\_\_\_ chapati



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**EXERCISE**

*Mark and write below the glass - full, three quarters, half, quarter.*



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_


\_\_\_\_\_




\_\_\_\_\_


\_\_\_\_\_

Fill in the blanks:




Ram got \_\_\_\_\_ pizza.





Shiv got \_\_\_\_\_ pizza.



\_\_\_\_\_ pizza was left over.

**B. EXERCISE**

Identify the letters in the clue given below and write them in the box. What word does it make?

1. Last 3/5 of MOTEL
2. First 2/5 of EVENT
3. Last 2/7 of CHASSIS
4. Last 1/2 of ACTION



--	--	--	--	--	--	--	--	--	--

1. First 1/2 of SPORTY
2. Middle 1/5 of LANES
3. Last 3/5 of VISOR
4. Middle 1/3 of DASHES
5. Last 3/5 of FLIPS



--	--	--	--	--	--	--	--	--	--

# LESSON 62

## MONEY

### A.1 CURRENCY



Notes



Coins



Rupee

### A.2 NOTES AND COINS

Notes		Coins	
	Five rupees Rs. 5		25 paise 25p
	_____ rupees ₹ _____		_____
	_____		₹ 1
	_____		_____
	_____		_____
	_____		_____
	_____		







### A.3 EXERCISE

Rewrite in words:


We write	We Say
Rs. 10.00	Ten Rupees.
₹ 50.00	_____
₹ 75.00	_____
₹ 129.50	_____ and fifty paise.
₹ 201.25	_____

### B. WHAT'S THE PRICE?


My shop has the following items:

 Ice cream Rs. 25	 Potatoes Rs. 120 per bag	 Ball Rs. 20	 Sari Rs. 500
---	--	---	--

What's the price of \_\_\_\_\_?


Rs. \_\_\_\_\_.

What's the price for a bag of \_\_\_\_\_?


\_\_\_\_\_.

What's the price of two \_\_\_\_\_?



Rs. \_\_\_\_\_.

What's the price of one \_\_\_\_\_?



Rs. \_\_\_\_\_.

My \_\_\_\_\_ gave me \_\_\_\_\_.

(family)

₹



I got one \_\_\_\_\_ and one \_\_\_\_\_.



I had \_\_\_\_\_ left over.

₹

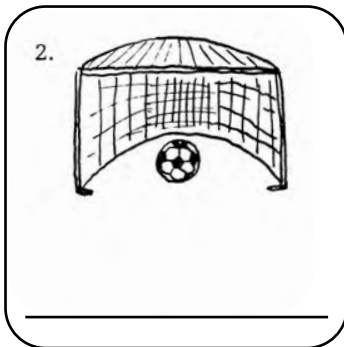
**LESSON 63**

**PLACE AND POSITION - 1**

**A. EXERCISE:**

Look at the soccer ball in each picture. Write the word from the box that describes its position in relation to the person / goal post.

in	out	besides	under	between
in front	over	on top of	behind	

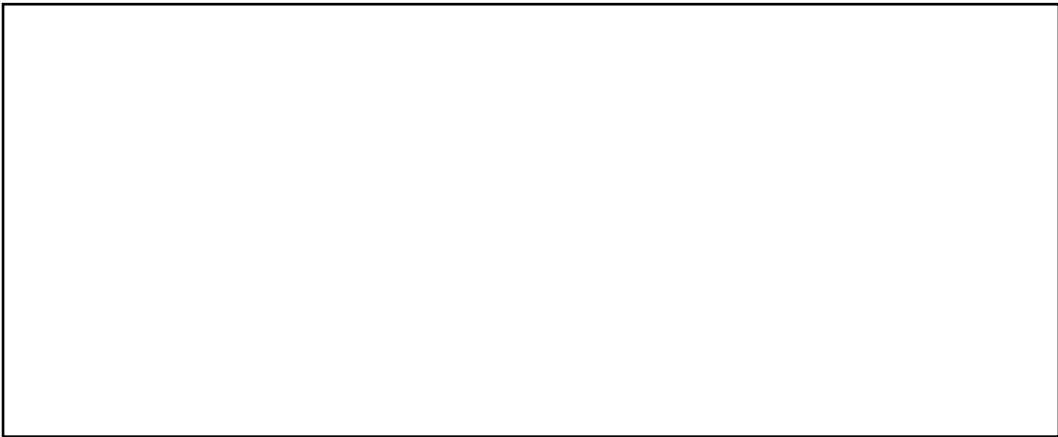


**B. EXERCISE:**

1. 6 girls namely A, B, C, D, E and F are sitting in a round table in specified order:

- i) A is sitting exact left of D
- ii) C is sitting exact left of E
- iii) C is sitting opposite to D
- iv) B is sitting second left of E

Draw the seating arrangement.



2. Six people are sitting in a circular row facing the centre. Avinash is to the left of Prakash. Sunil is between Anil and Parveen. Rakesh is between Avinash and Anil. Who is to the left of Parveen?

3. A, B, C, D and E are sitting on a bench. A is sitting next to B, C is sitting next to D, D is not sitting with E who is on the left end of the bench. C is on the second position from the right. A is to the right of B and E. A and C are sitting together. Where is A sitting?

- I) A. Between B and D
- II) B. Between B and C
- III) C. Between E and D
- IV) D. Between C and E

# LESSON 64

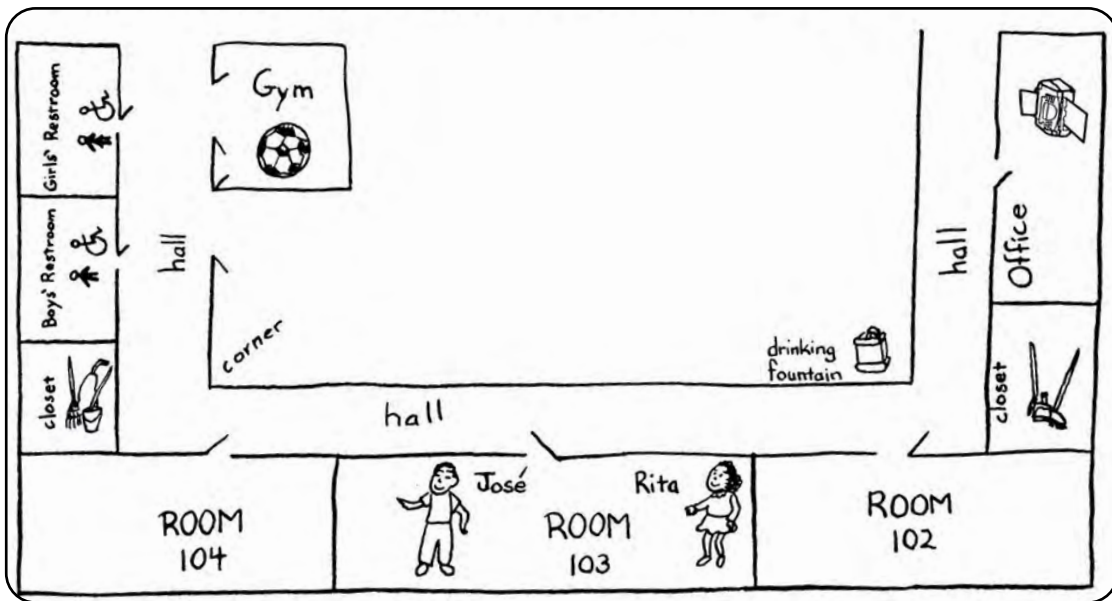
## PLACE AND POSITION - 2

### A. DIRECTIONS

Look at the plan below and help with directions:

Rita and Jose are in Room 103, They both need directions. Help them find the way by tracing the path with your pencil in the picture above.

1. Jose needs directions to the office.
2. Rita needs directions to the rest room.
3. In the table below, organize the directions in the correct order from 1 - 6 from first to final:



**Jose: Directions to the Office**

↑ Go straight down the hall.

□ Go out the door.

← Turn left at the drinking fountain.

\_\_\_\_\_ Turn right.

→ Go straight down the hall.

↑ \_\_\_\_\_ The office is in the right.

**Rita: Directions to the Restroom**

↗ Turn right at the corner.

↑ Go straight down the hall.

□ Go out the door.

← Turn left

↑ Go straight down the hall.

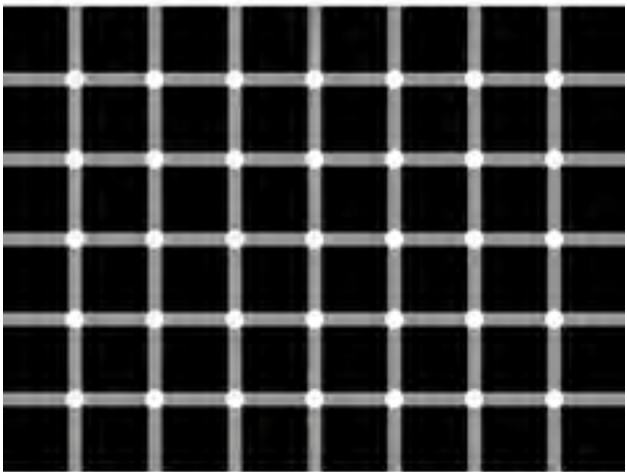
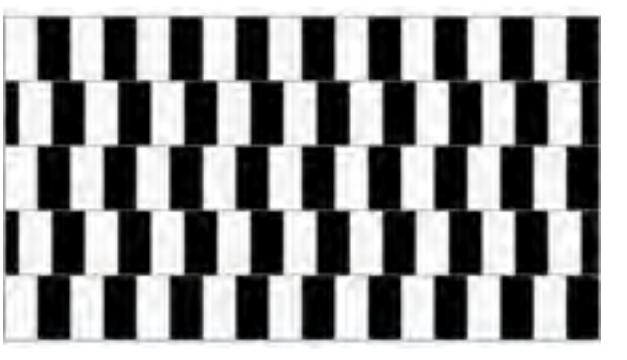
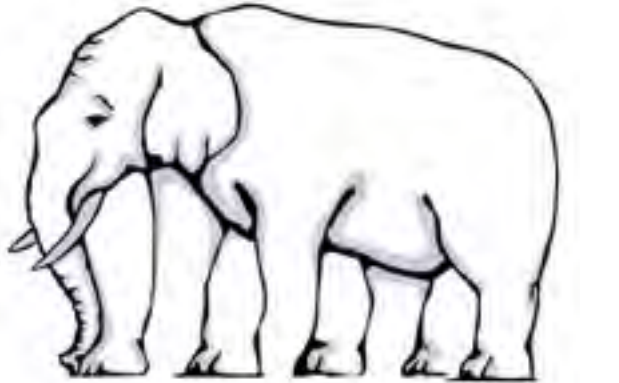
\_\_\_\_\_ The girls' restroom is across from the gym

**LESSON 65**




**POINTS OF VIEW**

**A. EXERCISE:**

Look at the images in the table below and answer the questions. Discuss your answers with your classmates:

1		How many black dots can you see? <hr/> <hr/>
2		Are the lines straight or slanting? <hr/> <hr/>
3		How many legs does this elephant have? <hr/> <hr/>

4		<p>How many animals do you see in this image?</p> <hr/> <hr/>
5		<p>How many animals do you see?</p> <hr/> <hr/>
6		<p>How many faces do you see?</p> <hr/> <hr/>
7		<p>How many triangles in the image?</p> <hr/> <hr/>

8		What do you see in the image? <hr/> <hr/>
9		Who is right? <hr/> <hr/>
10	 <p>Photo courtesy - <a href="http://indiatimes.com">indiatimes.com</a></p>	Is this India? <hr/> Whose India is this? <hr/> <hr/>
11	 <p>Photo courtesy - <a href="http://thetimes.co.uk">thetimes.co.uk</a></p>	Is this India? <hr/> Whose India is this? <hr/> <hr/>



**LESSON 66****CONSOLIDATION****A. THE BLIND MEN AND THE ELEPHANT**

Once upon a time, there lived six blind men in a village. One day the villagers told them, "Hey, there is an elephant in the village today."

They had no idea what an elephant is. They decided, "Even though we would not be able to see it, let us go and feel it anyway." All of them went where the elephant was. Each one touched the elephant.

"Hey, the elephant is a pillar," said the first man who touched his leg.

"Oh, no! it is like a rope," said the second man who touched the tail.

"Oh, no! it is like a thick branch of a tree," said the third man who touched the trunk of the elephant.

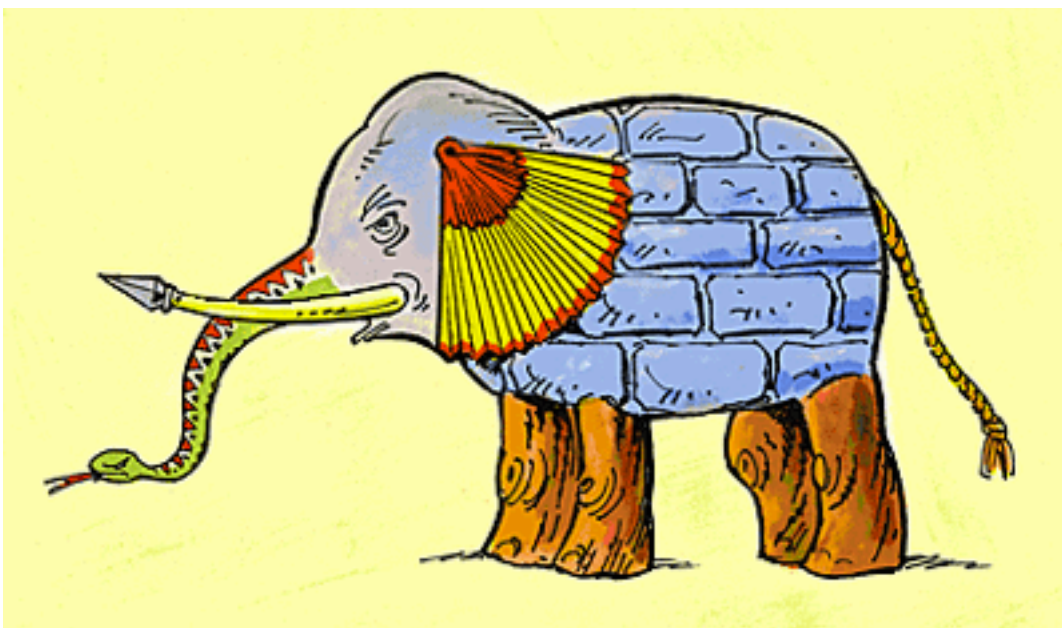
"It is like a big hand fan" said the fourth man who touched the ear of the elephant.

"It is like a huge wall," said the fifth man who touched the belly of the elephant.

"It is like a solid pipe," said the sixth man who touched the tusk of the elephant.

They began to argue about the elephant and everyone of them insisted that he was right. It looked like they were getting agitated. A wise man was passing by and he saw this. He stopped and asked them, "What is the matter?" They said, "We cannot agree to what the elephant is like." Each one of them told what he thought the elephant was like. The wise man calmly explained to them, "All of you are right. The reason every one of you is telling it differently because each one of you touched the different part of the elephant. So, actually the elephant has all those features what you all said."

"Oh!" everyone said. There was no more fight. They felt happy that they were all right.



Adapted from a tale by **Donelle Blubaugh**

**LESSON 67**

**DESCRIPTIVE WORDS - 1**

**A. PERSONALITY**

Descriptive word	Meaning	Someone you know
Talkative	<hr/>	<hr/>
Kind	<hr/>	<hr/>
Happy	<hr/>	<hr/>
Sad	<hr/>	<hr/>
Shy	<hr/>	<hr/>
Friendly	<hr/>	<hr/>
Enthusiastic	<hr/>	<hr/>
Organized	<hr/>	<hr/>
Honest	<hr/>	<hr/>
Funny	<hr/>	<hr/>
Polite	<hr/>	<hr/>
Rude	<hr/>	<hr/>

## B. APPEARANCE

Use the table below to describe yourself and a friend:

About	Descriptive words
Age	old, young, middle-age, teenager, minor, adult, senior citizen, child
Height	tall, short, medium height
Body type	fat, thin, skinny, muscular, well-built, chubby
Hair	dark, long, short, straight, curly, bald
Face	round, oval, long
Skin	fair, dark, pale
Eyes	dark, small, big, black, green, blue, grey, brown

I am \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My friend, \_\_\_\_\_ is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**C. WRITE A POEM**

In the box below write an I AM poem:

**I Am**

by \_\_\_\_\_

I am (2 special characteristics) \_\_\_\_\_

I wonder (something you are curious about) \_\_\_\_\_

I hear (an imaginary sound) \_\_\_\_\_

I see (an imaginary sight) \_\_\_\_\_

I want (a desire) \_\_\_\_\_

I am (repeat first line of the poem) \_\_\_\_\_

I pretend \_\_\_\_\_

I feel \_\_\_\_\_

I touch \_\_\_\_\_

I worry \_\_\_\_\_

I cry \_\_\_\_\_

I am (repeat first line of the poem) \_\_\_\_\_

I understand (something that is true) \_\_\_\_\_

I say (something you believe in) \_\_\_\_\_

I dream \_\_\_\_\_

I try \_\_\_\_\_

I hope \_\_\_\_\_

I am (repeat first line of the poem) \_\_\_\_\_

**LESSON 68**

**DESCRIPTIVE WORDS - 2**



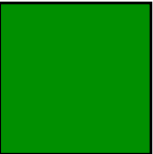

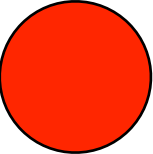

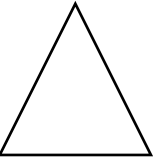

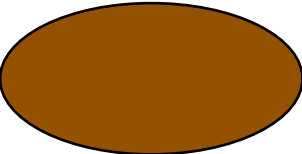
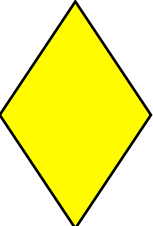
**A. OBJECTS**

Things can be described using colors, shape and size.

**COLORS**

*Review lesson 9*

**SHAPE**

2 dimension (2D) shapes	3 dimension (3D) shapes
	
Rectangle	Cylinder
	
Square	Pyramid
	
Circle	Cube
	
Triangle	Cone
	
Oval	
	
Diamond	

# SIZE

Descriptive word	Meaning	Object
Big		
Small		
Medium		
Tall		
Short		
Long		
Thick		
Thin		

## B. EXERCISE

*Describe one object around you.*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**LESSON 69**

**TEXT AND IMAGES**

**A. EXERCISE**

*Look at the images below and describe what you see. Give the image a suitable title.*



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**LESSON 70**

**READING A NEWSPAPER**

**A. EXERCISE**

*Look at the copy of a newspaper and answer the following questions:*

1. What is the name of the paper? _____
2. How many sections does the paper have? _____
3. What is the headline on the first page? _____ _____
4. What is the weather report? _____
5. Write the names of movies that are playing in the theaters. _____ _____
6. In what section are the comics? _____
7. Write the score of a game. _____
8. On what page are the editorials? _____
9. Write the name of a reporter. _____
10. Write the name of one person who was in the news. _____
11. Write the name of one advertisement with page number. _____
12. In what section would you find news about Bollywood? _____

**LESSON 71**

**MEDIA LITERACY**


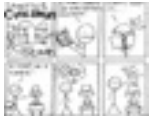
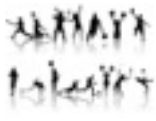






<b>Product/Brand</b>	<b>Timing</b>	<b>Target Audience</b>	<b>Strategy Used</b>	<b>Claims Made</b>

# LESSON 72

## CONSOLIDATION

### A. WHAT'S IN NEWS?

Find the following sections in the newspaper. Write down the section and the page where you find it.

Headline		Section _____	Page _____
Comics		Section _____	Page _____
Sports		Section _____	Page _____
Weather		Section _____	Page _____
Movies		Section _____	Page _____
Classified advertisements		Section _____	Page _____
Editorial		Section _____	Page _____
National News		Section _____	Page _____
World News		Section _____	Page _____



**C. Typing Vs Keyboarding:**

Typing	Keyboarding
Similarity	
Difference	

i) How important is it for you to learn keyboarding?

Very Important

Important

Not Important

ii) Where can you use keyboarding?

---

**D.1 Name of the fingers:**



### D.2 Fingers on keys:



<b>LESSON 73</b>
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## JOBS AND OCCUPATIONS - 1

### A. EXERCISE

Match the jobs with their description:

Jobs	Description
<u>  13.  </u> Journalist	1. A person who drives a bus.
<u>      </u> Teacher	2. He / she works in a school and teaches students.
<u>      </u> Police Officer	3. Rescues people from burning buildings and helps put out fires.
<u>      </u> Accountant	4. Works in hospitals and helps doctors.
<u>      </u> Business person	5. Defends the rights of people in court.
<u>      </u> Doctor	6. Flies an airplane.
<u>      </u> Nurse	7. Takes orders and serves people food in a restaurant.
<u>      </u> Pilot	8. Works in a police station and maintains public security.
<u>      </u> Taxi driver	9. Works in a bank and keeps records of money.
<u>      </u> Bus driver	10. Works in a hospital and treats patients.
<u>      </u> Manager	11. Answers telephone calls and does office work for his/ her boss.
<u>      </u> Chef	12. Drives a taxi.
<u>      </u> Actor	13. A person who reports news on TV radio or newspaper.
<u>      </u> Actress	14. Cooks in a restaurant or hotel.
<u>      </u> Firefighter	15. A woman who plays a role in a movie.
<u>      </u> Waiter	16. Manages the affairs of a company or business.
<u>      </u> Lawyer	17. One who owns a business.
<u>      </u> Secretary	18. A man who acts in a movie.

**B.** Write descriptive words for the jobs listed below:

Job	Description
Teacher	_____ _____.
Manager	_____ _____.
Doctor	_____ _____.
Business person	_____ _____.
Lawyer	_____ _____.
Driver	_____ _____.
Domestic Help	_____ _____.

**C.1** Write the describing word from the box on the line in front of its description.

client	colleague	customer	employee	employer	manager	owner	staff
--------	-----------	----------	----------	----------	---------	-------	-------

_____ <u>Staff</u> _____ a group of people who work in a company.
2. _____ a person who works for somebody.
3. _____ a person who employs other people.
4. _____ a person who buys from a shop.
5. _____ a person who receives a service from a person or a company.
6. _____ a person who works with you.
7. _____ a person who manages a part of a company, a division or a branch.
8. _____ a person who owns a business.



**C.2.** Write the describing word from the box on the line in front of the description:

branch	company	chain	head office	multinational
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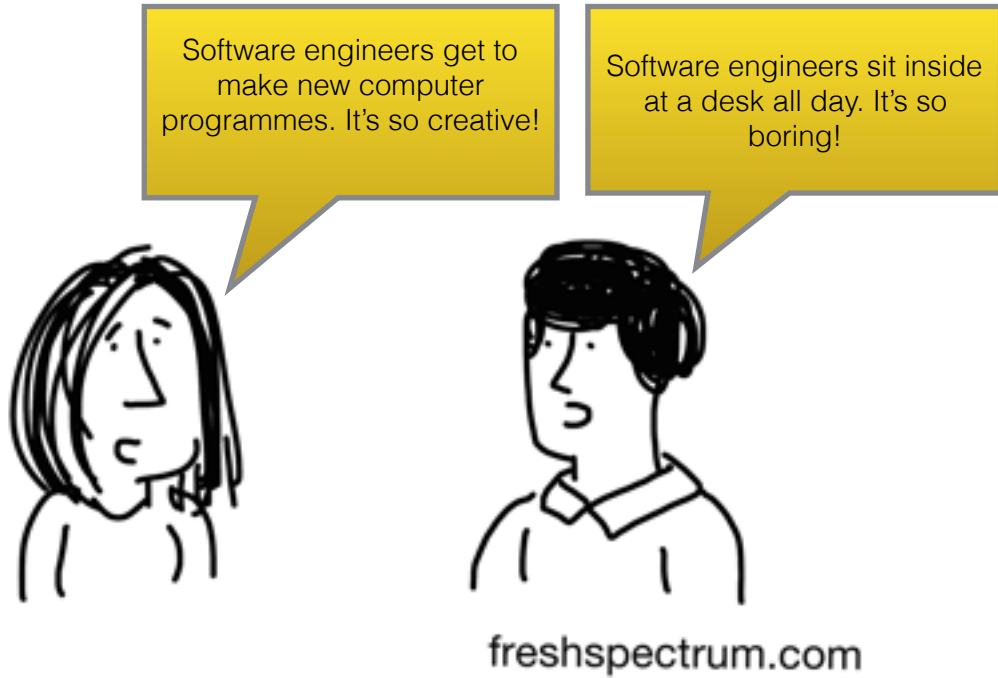
- |   |
|---|
| 1. _____ a group of shops, hotels, etc owned by the same person or company. |
| 2. _____ an organisation that produces / sells goods or services.           |
| 3. _____ a company that has offices in many countries.                      |
| 4. _____ the main office of a company.                                      |
| 5. _____ one of many offices / shops of a big company.                      |

**LESSON 74**

**JOBS AND OCCUPATIONS - 2**

**A. DISCUSSION COMIC**

Complete the following:



**B. EXERCISE**

Complete the following:

A. 1. I am interested in \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. I am qualified to \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# LESSON 75

## PHONE CALLS - INFORMAL

### A.1 CALLING

1. Introducing yourself	Hello, my name is _____.  I am _____. <i>(relationship)</i>
2. Saying who you are calling for?	☛ I'd like to speak with _____, OR ☛ I am calling to speak with _____.
3. Requesting permission to leave a message	☛ Could you give him / her a message, please? ☛ Can I leave him / her a message?
4. Leaving a message	☛ Please tell him / her that _____. ☛ Please ask him / her to call me back at _____. <i>(telephone #)</i>

### A.2 ANSWERING

1. Greeting	Hello.
2. Asking who is calling	☛ May I ask who is calling? ☛ Who is calling, please?
3. Asking the person to wait	☛ Please hold. ☛ I'll check if he / she is here.
4. Calling the person	☛ _____ is on the phone. He she wants <i>(name)</i> to speak with you.
5. Saying someone is not there	I'm sorry. _____ is not here right now. <i>(name)</i>
6. Taking a message	☛ Would you like to leave a message? ☛ Would you like to leave your number for _____ to call you back?

# LESSON 76

## PHONE CALLS - FORMAL

### A.1 CALLING







1. Greeting	Good morning / afternoon / evening.
2. Introducing yourself	I am _____ calling from <i>(full name)</i>  _____ <i>(company name)</i>
3. Saying who you are calling for	☛ I'd like to speak with _____ <i>(title)</i> <i>(full name)</i> ☛ I would like to speak with _____.
4. Requesting permission to leave a message	☛ Could you give him / her a message, please? ☛ Can I leave him / her a message?
5. Leaving a message	☛ Please tell him / her that _____. ☛ Please ask him / her to call me back at _____. <i>(telephone #)</i>

### A.2 ANSWERING

1. Greeting	Good morning / afternoon / evening _____ <i>(company name)</i> How can I help you?
2. Asking who is calling	☛ May I ask who is calling? ☛ Who is calling, please?
3. Asking the person to wait	☛ Please hold while I transfer your call to _____ ☛ Please hold while I check if he / she is available.
4. Calling the person	☛ _____ from _____ is on the phone. <i>(title) (name)</i> <i>(company name)</i> He / she would like to speak with you.
5. Saying someone is not there	☛ I'm sorry. _____ is not here right now. <i>(title) (name)</i> ☛ I'm sorry. _____ cannot take your call right now. <i>(title) (name)</i>
6. Taking a message	☛ Would you like to call back _____ or leave a message? <i>(when)</i>

### B. ABSENT CARDS

Each picture shows the reason why someone is not able to take a call. Write what you would say to caller who wanted to speak to the person in the picture. Begin each sentence with "I'm afraid he/she..." Or "Sorry, he/she is \_\_\_\_\_. Would you like to leave a message?"

		
<p>I'm afraid he / she's ill / sick at the moment. would you like to leave a message?</p>		
		

## LESSON 77

### PHONE CONVERSATION

#### A.1 BEGINNING

A: Hello, **can I speak** to Geeta, please?

B: **Speaking** (= This is Geeta speaking).

A: Hi, is Pallavi there?

B: **Hold on** and **I'll get her** for you.

A: Good morning, can you **put me through to** your sales team, please?

B: Certainly. Just **hold the line** please. / I'll just **put you on hold** for a moment.

A: Is that Mohit?

B: **Who's calling?**

A: It's Ajay.

A: **Hello**, Madhuri here. **How can I help you?**

#### A.2 WHEN SOMEONE IS NOT AVAILABLE

A: Hello, can I speak to Radha?

B: I'm sorry **she's not in**. Can I **take a message**?

A: Yes please. **Can you tell her that** I'll meet her at 7.30 not 8 at the cinema hall?

A: Can I speak to Antony, please?

B: I'm sorry **he's not at his desk**. Would you like to **leave a message**?

B: **No that's OK**. Bye then.

#### A.3 TALKING TO A RECEPTIONIST OR OPERATOR

A: Can you **put me through to** Amar Chauhan's office?

B: I'm sorry **the line's busy**. **Do you want to hold**?

A: No, **I'll try again later**.

A: Can I **have extension** 397 please?

B: I'll put you through. **It's ringing for you** now.

#### A.4 ENDING A CALL

A: I'm sorry he's not here right now.

B: OK, **I'll call back later**. Bye

A: **Bye**

A: Well thanks for that. **Bye then**.

B: Bye

## B. PHONE VERBS

### ring / phone / call

Will you **ring** me tomorrow?  
Did anyone **phone** while I was out?  
She **called** you last night.

### make a call

Can I use your phone **to make a call**, please?

### call back

phone someone after they have phoned you

A: I'm sorry, he's not here just now.

B: OK. I'll **call back** later.

### hang up

end a phone call  
She didn't even say 'goodbye', she just **hung up**.

### hold on

wait on the phone for a short time

A: Martin's busy right now. Do you want to **hold on** or call back later?

B: I'll wait, thanks.

## C. POEM

### Eletelephony

Once there was an elephant,  
Who tried to use the telephant—  
No! no! I mean an elephone  
Who tried to use the telephone—  
(Dear me! I am not certain quite  
That even now I've got it right.)  
Howe'er it was, he got his trunk  
Entangled in the telephunk;  
The more he tried to get it free,  
The louder buzzed the telephee—  
(I fear I'd better drop the song  
Of elephop and telephong!)



**LESSON 78**

**CONSOLIDATION**

**A.1 MAKING AND DEALING WITH ENQUIRIES**

You are an employee of a company called OFFICE DELUXE that sells office equipment. In the table below is information about the printers you sell. Read it carefully for the role play.

Product	Reference #	Unit price	Availability	Delivery time	Cost of delivery
GH 100 b/w printer	GH100/56L	Rs. 3,000	In stock	4 days	Rs. 200
GH 200 b/w printer	GH200/84L	Rs. 4,000	2 weeks	4 days	Rs. 200
JB 45 color printer	JB45/452G	Rs. 4,500	3 days	1 week	Rs. 350
CW 1000 b/w laser printer	CW1000/45K	Rs. 8,000	In stock	1 week	Rs. 350
CW 5000 color laser printer	CW5000/75D	Rs. 12,500	3 weeks	1 week	Rs. 500

Role Play:

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**LESSON 79**

**AT THE RESTAURANT - 1**

**A. WHEN DO YOU EAT OUT?**

Formal occasion / event	Informal occasion / event
1. _____	1. _____
2. _____	2. _____

**B. OBJECTS**



Plate



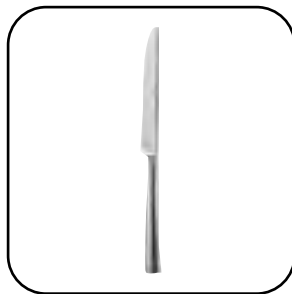
Glass



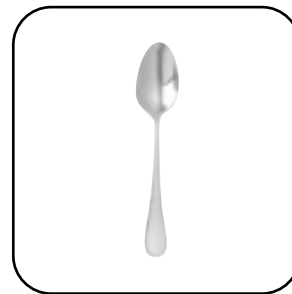
Bowl



Fork



Knife



Spoon



Menu



Napkin



Cup and saucer

### C. PEOPLE



Chef



Manager



Host/ Hostess



Waiter / Waitress



Bartender



Customer

### D. ORDERING

Good \_\_\_\_\_.  
How many people?

\_\_\_\_\_, please.  
*(number)*

Host

Me

*Host takes you to a table for \_\_\_\_.*

Good \_\_\_\_\_,  
How are you?

\_\_\_\_\_, thank you. Can  
you bring me the menu,  
please?

Waiter

Me




Waiter

Sure Sir. Here it is.




Me

Thank you. What is today's special?




Waiter

\_\_\_\_\_




Me

Sounds good. I will have that.




Waiter

Would you like something to drink?




Me

\_\_\_\_\_



Waiter


I will repeat the order.




Me

That is correct. Thank you

The waiter / waitress brings your order.



Here is your order.  
Enjoy your meal.



\_\_\_\_\_

\_\_\_\_\_

Me

Waiter

After you have finished your meal.




I hope you enjoyed  
your meal. Can I get  
you some dessert?





No thank you. I'd like  
the check, please.

Me

Waiter




That will be  
Rs. \_\_\_\_\_.




Here you are.

Me

Waiter



Thank you. Have  
a nice  
\_\_\_\_\_.



\_\_\_\_\_.

Bye

Me

Waiter

LESSON 80

AT THE RESTAURANT - 2

A. COMIC



B. TABLE SETTING

*Non Indian food*



*Indian food*



## C.1 Do's

- ➔ Treat the staff with respect.
- ➔ Wash your hands before and after eating.
- ➔ Ask for food to be passed to you with a "please" and "thank you".
- ➔ Put the napkin on your lap.
- ➔ If you have to leave temporarily, leave the napkin on your chair.
- ➔ Chew with your mouth closed.
- ➔ Tip the waiter after you have paid the bill (sometimes the tip is included in the service charge).

## C.2 DON'TS

- ➔ Talk on the phone at the table.
- ➔ Talk with food in your mouth.
- ➔ Talk loudly or shout.
- ➔ Drink from the finger bowl.
- ➔ Pick food between your teeth.
- ➔ Pull / push your chair making a noise.

**LESSON 81**

**GOING TO THE BANK - 1**

**A. VOCABULARY**

*Match the word in the left with the meaning on the right:*

- |            |  |
|------------|--|
| income     | borrowing money from the bank to be paid back, usually with interest |
| interest   | it allows the bank to make payment to someone                        |
| bank       | taking money out of your bank account                                |
| expense    | money received for work  |
| saving     | money left over after meeting expenses                               |
| deposit    | place where you put your money for safekeeping                       |
| withdrawal | money used or spent  |
| loan       | putting money into a bank account                                    |
| cheque     | total money in the account   |
| signature  | the cost of taking / using money that belongs to someone else        |
| balance    | a unique mark, writing used to identify a person                     |

**B. PEOPLE**



Bank manager



Teller



Customer

### C. CONVERSATION

---

Teller: Good \_\_\_\_\_, How can I help you?

---

Customer: I would like to deposit some money in my account.

---

Teller: Would you like to deposit cash or cheque?

---

Customer: I would like to deposit cash.

---

Teller: Certainly, sir/ma'am. Fill up this form. Write the account information and the details of the currency notes and give it along with the cash.

---

Customer: Here is the completed form and the money.

---

Teller: Thank you, sir/ma'am.

---

Teller: I have updated your account. Have a good \_\_\_\_\_.

---

Customer: \_\_\_\_\_ for your help.

---

Teller: Bye

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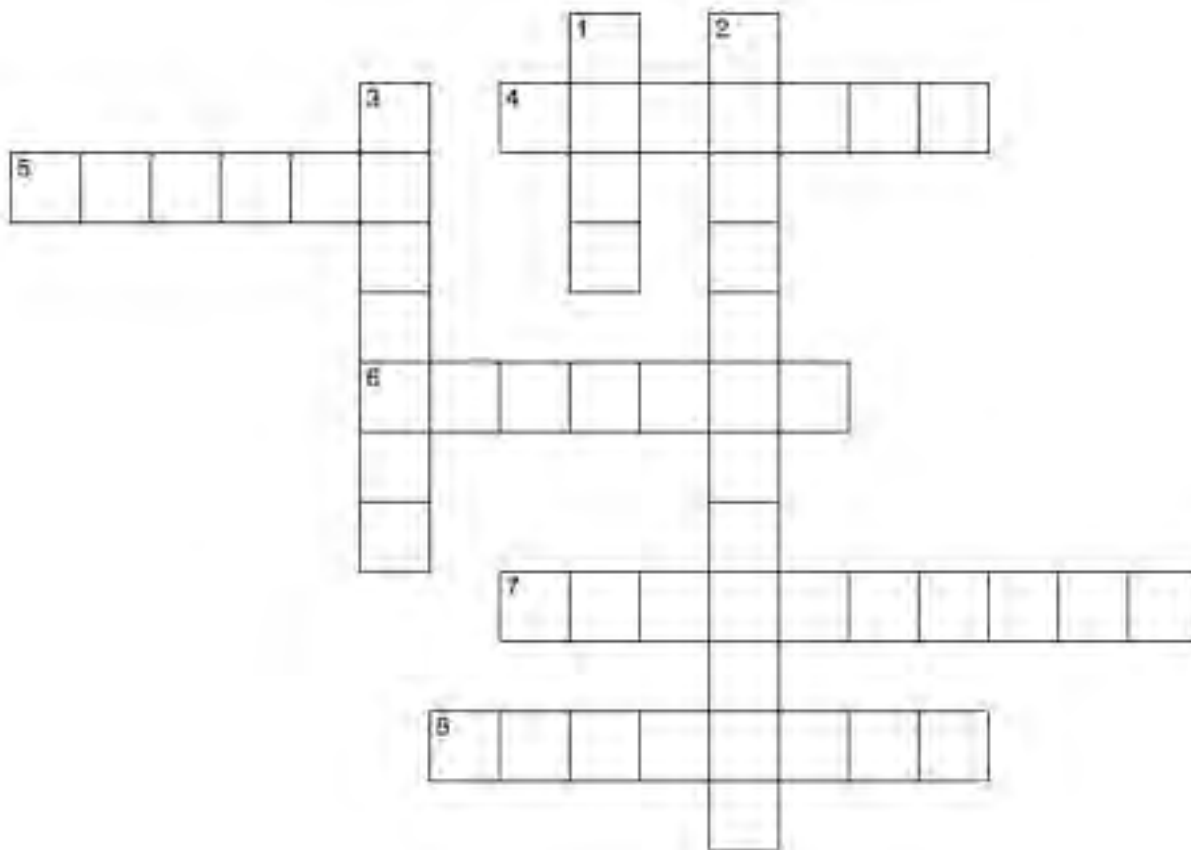


## LESSON 82

### GOING TO THE BANK - 2

#### A. EXERCISE

Complete the crossword puzzle:



**Clues:**

Down	Across
1. Bank charges us a _____ for a loan/ account.	4. We _____ money in the bank.
2. Timings of work	5. A person who does business with the bank.
3. A card that allows us to withdraw money from the machine.	6. We open an _____ in the bank.
	7. An official who check deposits and withdrawals
	8. Bank pays us _____ on our money.

## B. ARTICLE: CREDIT OR DEBIT?

Debit and credit cards offer more than one way to access money without having to carry around cash or a bulky checkbook. **Debit cards** are like digitized versions of checkbooks; they are linked to your bank account (usually a checking account), and money is debited (withdrawn) from the account as soon as the transaction occurs. If you go over the amount in your account, your bank may charge you a high penalty fee. **Credit cards** are different; they offer a line of credit (i.e. a loan) that is interest-free if the monthly credit card bill is paid on time. Instead of being connected to a personal bank account, a credit card is connected to the bank or financial institution that issued the card. So when you use a credit card, the issuer pays the merchant and you go into debt to the card issuer.

Most debit cards are free with a checking account at a bank. They can also be used to conveniently withdraw cash from ATMs. Credit cards have the advantage of rewards programs but such cards often require an annual (yearly) fee to use. Financial responsibility is a big factor in credit card use; it is easy to overspend and then get buried in overwhelming credit card debt at a very high interest rates.

*From <http://www.diffen.com/>*

### Follow-up Questions:

1. If you buy a new watch with a credit card, what happens if you don't pay the card's bill after one month?

---

---

2. Why does the article say that financial responsibility is a big factor in credit card use?

---

---

3. Imagine you have Rs. 5,000 in your checking account. You have to buy an emergency flight for your uncle, which costs Rs. 6,000. Your job will pay you in one week, but you can't wait. What should you do?

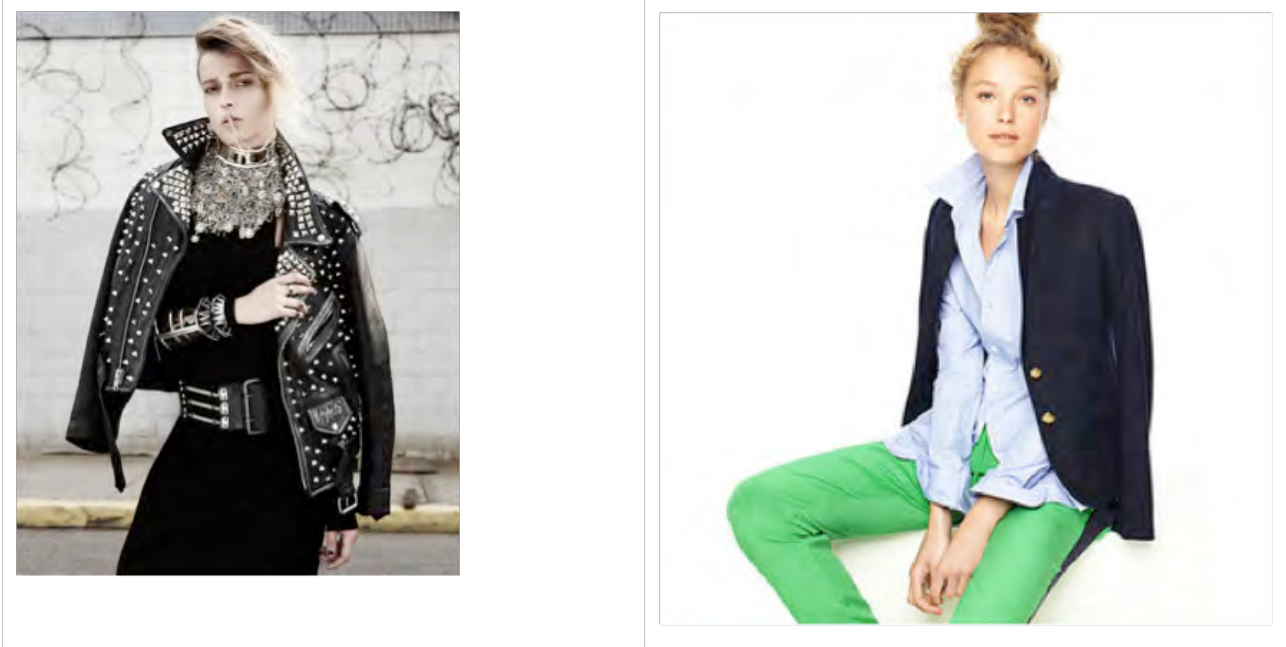
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# LESSON 83

## GOING SHOPPING

### A. DIFFERENTLY DRESSED



### B. WHAT DO YOU / YOUR FAMILY SHOP FOR?

---

### C. WHAT DO WE CALL THESE SHOPS?

	Shop	#
	Bakery	6
	Supermarket	___
	Newsagent	___
	Chemist	___
	Bank	___
	Clothes shop	___

### D. NAME THE SHOP

1. I buy a coat at the \_\_\_\_\_.
2. I buy medicine at the \_\_\_\_\_.
3. I buy newspaper at the \_\_\_\_\_.
4. I buy rice at the \_\_\_\_\_.
5. I get money at the \_\_\_\_\_.
6. I buy bread at the \_\_\_\_\_.
7. I buy books at the \_\_\_\_\_.
8. I buy vegetables at \_\_\_\_\_.

### E. PEOPLE AT THE SHOP



Sales person



Cashier

- |             |          |              |
|-------------|----------|--------------|
| Price tag   | Receipt  | Display      |
| Sale        | Discount | Cheap        |
| Expensive   | Cash     | Credit       |
| Credit card | Cart     | Shopping bag |

## F. CONVERSATION

---

Salesman: Welcome to Footlove Shoes. We have a sale on shoes.

---

Shopper: That's great. I need school shoes. What do you have on sale?

---

Salesman: Well, we have floaters, slippers, sandals and school shoes.

---

Shopper: Show me some black school shoes.

---

Salesman: What's your shoe size?

---

Shopper: Size 5.

---

Salesman: We have Bata and Liberty school shoes in size 5.

---

Shopper: I would like to try Bata, please.

---

Salesman: Sure.

---

Shopper: What is the price for these ones?

---

Salesman: Rs. 250 after discount.

---

Shopper: I will take it.

---

Salesman: Is there anything else you would like to see?

---

Shopper: No, thank you.

---

Cashier: How would you like to pay?

---

Shopper: By cash.

---

Cashier: Here is your receipt and your shoes.

---

Shopper: Thank you.

---

Cashier: Have a nice day.

---

Shopper: Bye.








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# LESSON 84

## CONSOLIDATION

### A. EXERCISE

Identify the description and write the number in the box:

<p><b>Fit</b></p> <p><input type="checkbox"/> Tight</p> <p><input type="checkbox"/> Loose</p>	 2	 1
<p><b>Style</b></p> <p><input type="checkbox"/> Sleeveless</p> <p><input type="checkbox"/> Long sleeves</p> <p><input type="checkbox"/> Hood</p> <p><input type="checkbox"/> V - neck</p>	 1	 2
<p><b>Pattern</b></p> <p><input type="checkbox"/> Spots</p> <p><input type="checkbox"/> Stripes</p> <p><input type="checkbox"/> Plain</p> <p><input type="checkbox"/> Checked</p>	 3	 4
<p><b>Pattern</b></p> <p><input type="checkbox"/> Spots</p> <p><input type="checkbox"/> Stripes</p> <p><input type="checkbox"/> Plain</p> <p><input type="checkbox"/> Checked</p>	 1	 2
<p><b>Pattern</b></p> <p><input type="checkbox"/> Spots</p> <p><input type="checkbox"/> Stripes</p> <p><input type="checkbox"/> Plain</p> <p><input type="checkbox"/> Checked</p>	 3	 4

## B. VOCABULARY

Fill in the blanks with the words in the boxes below:

reasonable	cash	fit
cheaper	cheque	tight
expensive	credit card	loose

**(1) The price:**

If something costs a lot of money then it is \_\_\_\_\_. But if it's on sale then it is \_\_\_\_\_. A \_\_\_\_\_ price is the price that you would normally pay for something.

**(2) Payment:**

When you pay for something, if you have enough money in your pocket you can pay \_\_\_\_\_. If you don't have enough money, you can put it on your \_\_\_\_\_ or write a \_\_\_\_\_.

**(3) Sizes:**

If you have put on some weight, your clothes might be \_\_\_\_\_. If you have lost some weight, they might be a little \_\_\_\_\_. If your clothes \_\_\_\_\_, then they are not too big and not too small.

What do you think is cheap?

1. A cotton shirt for Rs. 100 is cheap.

2. \_\_\_\_\_

What do you think is expensive?

1. \_\_\_\_\_

2. \_\_\_\_\_

## LESSON 85

### SUMMARIZING

#### A. EXERCISE

Read the passage below and answer the questions that follow:

#### Sense of Community

*“The good we secure for ourselves is precarious and uncertain until it is secured for all of us and incorporated into our common life” — Jane Addams*

For generations, community served a vital role in terms of offering camaraderie and acting as a support system.

With our society moving at a faster and more detached manner due to technology, busy schedules and the frequency at which we change jobs, homes and locations, it makes it harder to feel any sense of community. It is too easy to become isolated in our homes and isolation tends to create a sense of loneliness and depression not to mention increased violence, substance abuse, mental illness and so forth.

The idea of community may simply come down to supporting and interacting positively with other individuals who share a common identity/interest. You may consider:

- ◆ Participating in random acts of kindness.
- ◆ Greeting a passerby in your neighborhood or at work.
- ◆ Attending community events.
- ◆ Volunteering
- ◆ Meeting your neighbors.
- ◆ Buying from local traders
- ◆ Supporting local schools.
- ◆ Organizing or attending a neighborhood or community party.
- ◆ Spending less time on the internet or watching television and more time outside.
- ◆ Joining a club or other social organization.
- ◆ Personally greeting newcomers to your community.
- ◆ Taking responsibility of the upkeep and safety of your community.

People of all ages who feel a sense of belonging tend to lead happier and healthier lives, and strong communities create a more stable and supportive society.

Adapted from: <http://www.washington.edu/>

1. What is the article about?



2. What is the writer's view about communities?

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---

3. Have you done any of the things listed by the writer? If yes, explain.

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4. If you had to explain this article to your younger sibling/friend, what would you say?

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**LESSON 86**

**MAIN IDEA**

**A. EXERCISE**

**Main Idea**

A. Soccer is my favorite game.

B. There are many animals in the zoo.

Read the sentences below and identify which of the main ideas from above it describes:

- |   |                                      |
|---|--------------------------------------|
| A | 1. I love to run in the field.       |
|   | 2. I visited one zoo with my father. |
|   | 3. I saw wild animals playing.       |
|   | 4. My favorite team is Barcelona.    |
|   | 5. I like watching it on TV.         |
|   | 6. I saw colorful birds also.        |

Select one topic from the - box **A** or **B** above and write five sentences with details about the topic. Give your writing a title.

**Title:** \_\_\_\_\_.

---

---

---

---

---

Write three details for the main idea in the box:

**I want to be a \_\_\_\_\_.**

Detail 1: \_\_\_\_\_.

Detail 2: \_\_\_\_\_.

Detail 3: \_\_\_\_\_.

Write it in the form of a paragraph and give it a title and a closing sentence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**B. EXERCISE**

Below, read two passages about change at home and answer the questions that follow:

**Passage 1**

Change happens at home all the time. Some changes are small, like painting the kitchen walls yellow instead of white. Some changes are bigger, like having a new family member. Families can deal with all kinds of changes by working together. Losing a family member is a big change. Your family might need to work together to get ready to take greater responsibilities. This could also mean that the family celebrations are not the same.

You might have less money or more work. Families find a way to work with change.

**Passage 2**

Even at home, things are always changing. Sometimes change can be hard to get used to. You might have liked the way things were. If you keep an open mind, though, you might learn to like how things changed!

Change can come in the form of a grandparent moving in with your family. You might need to share a room with your brother or sister. This might be difficult at first but soon you'll have fun spending more time with your grandmother or grandfather.

1. Is the main idea in the two passages same or different?

---

---

2. Write the main idea of each passage along with one supporting detail:

a. Passage 1: \_\_\_\_\_

---

---

b. Passage 2: \_\_\_\_\_

---

---

**C. EXERCISE**

*Read the two passages below and compare them:*

**Passage 1**

An invention that has greatly impacted the way people live is the car. Before cars were invented, people could not travel very far or very fast. Cars changed people's lives in positive ways.

Cars made it possible to transport both people and goods more quickly and easily. Journeys that used to take months now took days; and journeys that used to take days now took hours.

Cars gave people more freedom to live and work where they wanted. People could travel farther distances to get from their homes to their jobs, and they could live in areas away from major cities.

Cars created new jobs. Today, the production of cars provides jobs for millions of people.

**Passage 2**

Few inventions have impacted people’s lives more dramatically than the car. While cars have certainly benefitted people in many ways, they have also created new problems.

Cars make it possible for people to get around more quickly and more easily. However, this sometimes causes health issues. People may get less exercise if they always drive a car instead of walking or cycling to where they want to go.

Cars run on petrol. When cars burn petrol in their engines, they release pollution into the air. Cars have become a major cause of air pollution.

Cars can be dangerous. People may have accidents when they are driving.

1. How are main ideas from the passages alike? Give one detail from each passage to support your answer.

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2. How are main ideas from the passages different? Give one detail from each passage to support your answer.

---

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**LESSON 87**

**PASSAGE READING**

**A. EXERCISE**

*Read the passages below and answer the following questions:*

1. Lets face it. There is no denying the fact that we, Indians, lack basic civic sense. Whether its on roads, bus stops, ticket queues or any other public place people have absolutely no respect for public property.

And this is not just limited to a certain class of people. Rich, educated people in their BMWs spit and litter on roads; people in 5-7 star hotels lack basic phone sense. And when you take the same "educated" people and put them in an American or European country, they will be at their best behavior. Why can't they behave the same way in India?

Whenever there are problems with garbage, like a Dengue outbreak, people quickly blame politicians or municipalities but, why don't we as individuals/community do something about keeping our neighborhoods clean?

**Questions:**

1. Give the passage a suitable title.

---

2. What is the main idea of the passage?

---

3. Give four details that the writer provides to prove his point of view.

---

---

---

---

4. What are your views about the issue?

---

---

---

---

2. I was in London some time ago on a short visit and happened to witness an incident. A very trivial one, but it set me thinking. I was taking a walk in one of the suburbs and there was this teenage girl ahead of me taking her pup for a walk. The pup decided to use that moment to relieve itself. The girl took a paper bag from her pocket, cleaned up the mess and then walked on to the nearest bin to dispose of the poop.

What would have happened in our country? Not hard to guess! What specially impressed me was that this was a teenager. This is an age when there is a natural tendency to rebel but this civic sense was so deeply ingrained in her that she didn't think twice about acting the way she did.

Adapted from : <http://www.thehindu.com/opinion/open-page/civic-sense-last-on-our-list/article5276252.ece>

**Questions:**

1. Give the passage a suitable title.

---

2. What is the main idea of the passage?

---

3. What are your views about the issue?

---

---

---

---

4. Summarize the incident in your own words.

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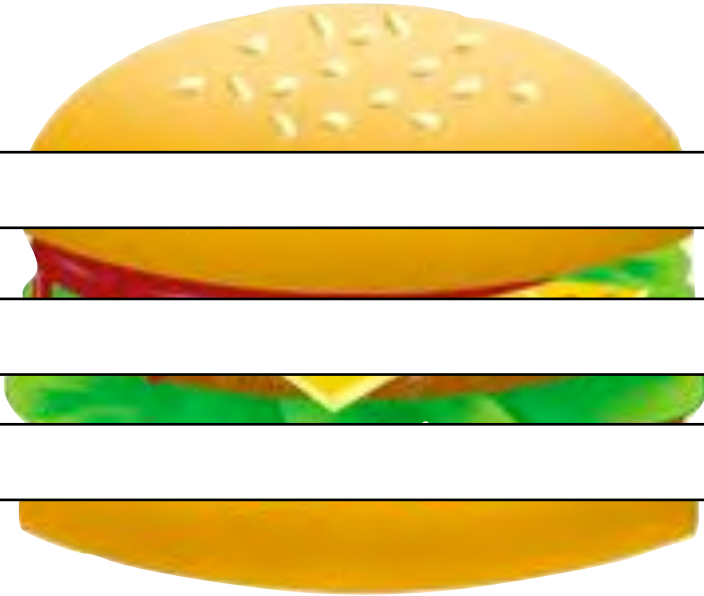
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**LESSON 88**

**PARAGRAPH WRITING**

**A. PARAGRAPH HAMBURGER**

Topic Sentence:



Detail 1:

Detail 2:

Detail 3:

Conclusion:

**B. PARAGRAPH WRITING**

*Write a short paragraph about your community / neighborhood.*

Opening Sentence:  
*(Hint: Name, size, location)*

Detail 1:  
*(Hint: famous for)*

Detail 2:  
*(Hint: festivals celebrated)*

Detail 3:  
*(Hint: problems in the community / neighborhood)*



Detail 4:  
*(Hint: Why do these problems exist? )*

Detail 5:  
*(Hint: General attitude of the residents towards these problems)*

Closing sentence:  
*(Hint: What you think and feel about your community / neighbourhood?)*

*Write the above sentences in a paragraph.*

A large yellow rounded rectangle with a black border, containing ten horizontal lines for writing. The lines are evenly spaced and extend across most of the width of the rectangle.

<b>LESSON 89</b>
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## **BEING CONSIDERATE**

### **A. READ WITH A PARTNER:**

#### **7 HABITS OF CONSIDERATE PEOPLE**

Alena Hall

*“Being considerate of others will take you and your children further in life than any college or professional degree.” - Marian Wright Edelman*

Edelman, a renowned American activist, not only dedicated her life to fighting for the rights of disadvantaged children, but also served as a strong advocate for acting with consideration toward others.

“We like simple definitions,” Abdulhalim told The Huffington Post. “Civility really is a more broad term compared to being considerate. Civility is simply just being nice, and it’s not only an attitude of benevolence, thoughtfulness and relating to other individuals. It also entails a real, active interest in the well-being of communities and even concern for the health of the planet. You have to really *do* an effort in order to be civil. And being considerate is a part of being civil.”

**Here are seven habits that set considerate – and civil – people apart from the rest.**

#### **1. They practice empathy.**

*“Be [kind], for every man is fighting a hard battle.” - Rev. John Watson, Considerate people are not only capable of figuratively putting themselves in other people’s shoes, they also actively choose to view the world beyond themselves. Their sense of compassion for others drives them to connect, and they derive personal joy and satisfaction from this selfless exchange.*

#### **2. They smile often.**

Believe it or not, choosing to smile makes a significant impact on how others perceive you and your presence, not to mention your own mood. According to Abdulhalim, the body uses 42 different small muscles to smile, whereas a frown is the easy. Make the effort to smile for the positive impact it has on others around you.

Abdulhalim suggests creating a reminder for yourself in developing this habit. “In the entrance of my building here, for example, there’s a big banner that says, ‘Civility, power,’ and different phrases that remind me that I need to smile at the face of a stranger, or maybe open the door for someone whom I don’t know, or maybe let them in the elevator first,” he said. “I think it is also very helpful to practice with yourself. If someone looks at themselves in the mirror and they frown or they smile, it’s a huge difference. People just don’t know how they look when they frown or when they give a nice smile.”

#### **3. They anticipate other people’s needs.**

As you channel your sense of empathy and consider how others around you are feeling, choose to act on that information. You never know, simply asking someone how they’re doing – can do wonders for their mood and self-esteem.

“When you get into the elevator and you have 10 seconds to make a good impression or just remain quiet and look at your cell phone, I think if you ask, ‘How is your day?’ just to be nice, that’s being considerate,” said Abdulhalim. “Let’s face it: Do you really want to know how that person’s day is going? Is it something that would add to or change your life? Especially if that person is a stranger. From the face of it, you really don’t want to know. You just ask the question because you want to make the person in front of you feel like they’re valued. And that’s the point of being considerate in this situation — it’s not the content of the answer, it’s the intention.”

#### **4. They mind their manners.**

*“Manners are a sensitive awareness of the feelings of others.” - Emily Post*

Being polite doesn’t begin and end with saying please, thank you, and you’re welcome. It involves a comprehensive acknowledgement of another person’s feelings and behaving accordingly. Follow the golden rule and treat others like you want to be treated — from being punctual (respecting others’ time) to not talking over others (exercising self-control) to actively listening to what others have to say.

“You can’t be considerate if you’re not really listening,” said Abdulhalim. “You have to really pay attention and grasp information, and even repeat it within yourself, to then provide feedback based on actual logic.”

#### **5. They put others first... sometimes.**

*“He who doesn’t consider himself is seldom considerate of others.” - David Seabury*

Selflessness can be a double-edged sword for considerate people. While prioritizing others’ needs over our own makes people happy and creates a sense of fulfillment for us, we often lose our ability to [take care of ourselves first](#) when necessary and say “no.”

However, striking that balance is just as important as being considerate in the first place — otherwise, we start people-pleasing, which leads to a decrease in our own productivity, according to Abdulhalim.

“The sweet spot is to know when to be considerate of others and when to be considerate of yourself.”

#### **6. They are patient — even when they don’t feel like it.**

Patience is far from a passive characteristic. It can be difficult to come by — especially when we feel stressed, overwhelmed, and surrounded everywhere by impatience. However, that’s all the more reason to find a sense of motivation and work on it.

“Many people I’ve met who are very nice and considerate would actually say, ‘Why should I be considerate when 95 percent of the time I finish last?’” said Abdulhalim. “And I agree with that logic, but you never lose if you are considerate. It depends really on how you look at it. Let’s say you’re civil to someone and they don’t reciprocate. Why don’t you use this as a motive for you to set a better example of how civility is really important for everyone? That goes back to being a positive influence.”

#### **7. They apologize — but only when warranted.**

Some people say “sorry” incessantly for fear of offending others with any and every move they make. Others forgo apologies altogether, coming across as quite rude and insensitive. Apologies must find a sense of balance.

“Sorry is a big word,” said Abdulhalim. “Being considerate means apologizing when you made a mistake and apologizing when you *think* you’ve made a mistake. But when you’re a people pleaser or overly apologetic, the only person you’re harming is yourself.”

**B. Discuss and answer:**

1. What is the article about?

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2. What do you think about the article?

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3. Which of the 7 points did you find interesting/confusing/disagreeable? Why?

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**C. Reflections:**

How often do you:	Always	Most of the time	Sometimes	Rarely	Never
Practice empathy					
Smile					
Anticipate other people’s needs					
Mind your manner					
Balance needs of other and self					
Exercise patience					
Apologise					

**D. Resolutions:**

What can you do to:	
be more empathetic?	
smile more often?	
anticipate other people's needs?	
be more careful about your manners?	
balance needs of other and self?	
exercise patience more often?	
apologise appropriately?	

**LESSON 90**

**CONSOLIDATION**

**A. PRONUNCIATION**

	
<b>Shirt</b>	<b>Shut</b>

**B. PRACTICE**

Burt's shirt buttons rub his tummy.  
First, mother shut the birdhouse door.  
Gather the buds in your skirt  
Mother ate a third bun: yum, yum!  
The third shirt was a blur.

**C. MAKE YOUR OWN TONGUE-TWISTERS:**

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**LESSON 91****ACTIVE LISTENING - 1****A. READ THE PASSAGE:****How to hear what people are really saying**

Listening is one of the most important skills you can have.

For instance:

- We listen to obtain information.
- We listen to understand.
- We listen for enjoyment.
- We listen to learn.

Given all this listening we do, you would think we'd be good at it! In fact most of us are not, and research suggests that we remember less than half of what we hear. That means that when you are talking, people pay attention to less than half of the conversation. This is dismal!

Turn it around and it reveals that when you are receiving directions or being presented with information, you aren't hearing the whole message either. You hope you hear the important parts, but what if you don't?

Clearly, listening is a skill that we can all benefit from improving. By becoming a better listener, you will improve your productivity, as well as your ability to influence, persuade and negotiate. What's more, you'll avoid conflict and misunderstandings. All of these are necessary for workplace success!

**About Active Listening**

The way to improve your listening skills is to practice "active listening." This is where you make a conscious effort to hear not only the words that another person is saying but, more importantly, try to understand the complete message being sent.

In order to do this you must pay attention to the other person very carefully.

You cannot allow yourself to become distracted by whatever else may be going on around you, or by forming counter arguments that you'll make when the other person stops speaking. Nor can you allow yourself to get bored, and lose focus on what the other person is saying. All of these contribute to a lack of listening and understanding.

To enhance your listening skills, you need to let the other person know that you are listening to what he or she is saying. To understand the importance of this, ask yourself if you've ever been engaged in a conversation when you wondered if the other person was listening to what you were saying. You wonder if your message is getting across, or if it's even worthwhile continuing to speak. It feels like talking to a brick wall and it's something you want to avoid.

1. When we are listening, how much do we usually remember?

---

2. How do you feel when someone is not listening to you?

---

3. How is active listening different?

---

4. What do you need to do, to listen actively?

---



**LESSON 92****ACTIVE LISTENING - 2****A. READ:****Becoming an Active Listener**

There are five key active listening techniques. They all help you become a better communicator, improve your workplace productivity, and develop better relationships.

**1. Pay Attention**

Give the speaker your undivided attention, and acknowledge the message.

- Look at the speaker directly.
- Put aside distracting thoughts.
- Don't mentally prepare a rebuttal!
- "Listen" to the speaker's body language

**2. Show That You're Listening**

Use your own body language and gestures to convey your attention.

- Smile and use other facial expressions.
- Note your posture and make sure it is open and inviting.
- Encourage the speaker to continue with small comments like yes, and uh huh.

**3. Provide Feedback**

Our assumptions, judgments, and beliefs can distort what we hear. As a listener, your role is to understand what is being said.

- Reflect what has been said by paraphrasing. "What I'm hearing is," and "Sounds like you are saying," are great ways to reflect back.
- Ask questions to clarify certain points. "What do you mean when you say?" "Is this what you mean?"
- Summarize the speaker's comments periodically.

**4. Defer Judgment**

Interrupting is a waste of time. It frustrates the speaker and limits full understanding of the message.

- Allow the speaker to finish each point before asking questions.
- Don't interrupt with counter arguments.

**5. Respond Appropriately**

Active listening is a model for respect and understanding. You add nothing by attacking the speaker or otherwise putting him or her down.

- Be candid, open, and honest in your response.
- Assert your opinions respectfully.
- Treat the other person in a way that you think he or she would want to be treated.

## B. REFLECT

HOW OFTEN DO YOU:	ALWAYS	MOSTLY	SOMETIMES	RARELY	NEVER
pay attention?					
show that you are listening?					
provide feedback?					
defer judgment?					
respond appropriately?					

## C. RESOLVE:

MY PLAN TO BE A BETTER LISTENER:	
pay attention on what is being said.	
show that I am listening.	
provide feedback more often.	
defer judgment till speaker has finished.	
respond appropriately and effectively.	

**LESSON 93****STAGE TIME****SHORT STORIES****A. Story 1 - The story of Chinese New Year**

Long ago in the mountains, there lived a horrible demon creature named Nian. Every year, on the first day of the year, the creature would awaken and descend upon the village. He would eat all the grain and livestock. And if there were any children stuck outside, they would disappear.

The villagers lived in fear of this beast and boarded up their houses on this night to protect their families. One year, right before this event was to occur, an old man visited the village. He turned to the villagers and asked, "Why do you fear this creature such? You are many and he is but one. Surely he could not swallow all of you."

But the villagers locked themselves up anyway. That night, Nian did not come. The old man had ridden him until dawn and the creature went back to its cave hungry. This went on for several nights until the old man revealed, "I cannot protect you forever." The villagers were terrified that once the old man left, they would once again see Nian return.

So the old man informed them, "The beast is easily scared. He does not like the color red. He fears loud noises and strange creatures. So tonight, spread red across the village. Hang red signs on every door. Make loud noises with drums, music, and fireworks. And to protect your children, give them face masks and lanterns to protect them."

The villagers did as the old man instructed and Nian never returned again. In Chinese, the word for New Years is Guo Nian. Literally translated it means to "pass over Nian" or "overcome Nian". That is exactly what the villagers did.

**Story 2 - The Picnic**

It was a beautiful day. Mother, Gina and Tony went to the park for a picnic. they brought food to eat and games to play. They chose a picnic table near the flowers. Tony and Gina went to play and mother read a book. Later, Mother put out the food. "Come and eat!" she called. Tony and Gina sat down. Soon, they had many visitors. Bees! The bees landed on the food, they sat on Gina's head and buzzed in Tony's ear. Mother swatted them but they wouldn't go away. "I think I have an idea," said Mother. She put jelly and fruit on a plate. then she put the plate on the ground away from the table. The bees followed her! Now the bees had their own picnic. Mother, Tony and Gina ate their food. Mother read a story and then it was time to go home. It was a fun-filled afternoon.

**Story 3 - King Midas and the Golden Touch**

There was once a king in Greece who had a beautiful castle and everything he wanted. The person he loved most of all was his daughter, Ari. One day an old man came to his door, and begged for food. King Midas gave him some rice to eat, and a bed for the night. The next morning, the old man thanked King Midas.

"I am a magician," he said. "I will give you one wish!"

Now, King Midas began to be greedy. He said, "My wish is that everything I touch turns to gold."

The magician's eyes grew big. "Are you sure?"

King Midas shouted, “Yes, yes I am sure! Now give me my wish.”

That day, King Midas touched flowers in the garden, and the floor of his castle. He touched everything he could, and of course it turned to gold. He began to laugh, thinking of how rich he was becoming. Then it came time to eat. The King put a bite of chicken in his mouth, but he could not chew it! The chicken had turned to gold.

The King jumped out of his chair with surprise. Worried, his daughter, Ari, ran to him, crying, “What’s wrong, father?”

But then she stopped, for she had put her hand on his arm, and turned to gold, herself. Now King Midas began to cry. “Oh, I wish I had never asked for this thing!” He called out. “Please take it away from me!”

The magician appeared. “So, King, are you happy with your wish?”

Midas cried, “No, no! Please take it away. I will never be greedy again.”

The magician nodded, and Ari began to move and breathe again. The King gave the magician a great prize for teaching him such a great lesson about what he should really value.

**Story 4 - Anansi and the Turtle**

There was once a tricky spider, called Anansi. One day he was making dinner, when Turtle arrived at his door. He knew he had to invite Turtle to eat, but he did not want to. So when Turtle was sitting down, Anansi said, “Wait! Your hands are dirty.”

It was true that Turtle’s hands were dirty from walking on the ground, so he went to the river to wash them. While he was away, Anansi ate all the food. When Turtle returned and the food was gone, he felt very sad.

The next day, Turtle invited Anansi to dinner in the river where he lived. Anansi rushed over, but when he got there, he realised that because he was a spider, he could not swim down. While he waited on by the river, Turtle enjoyed his meal.

**B. Your Script**

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LESSON 94

PRESENTATION

Ruled lines for writing

**LESSON 95 & 96**

**INTERNAL EVALUATION**

To be filled by the facilitator:

Assessment	Grade
Reading	
Writing	
Speaking	
Listening	

FEA Library books read: \_\_\_\_\_

Keyboarding technique: Excellent/Satisfactory/Needs Improvement/ Poor

Needs more practice of:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Appendix





Political Cartoons

1



2



3



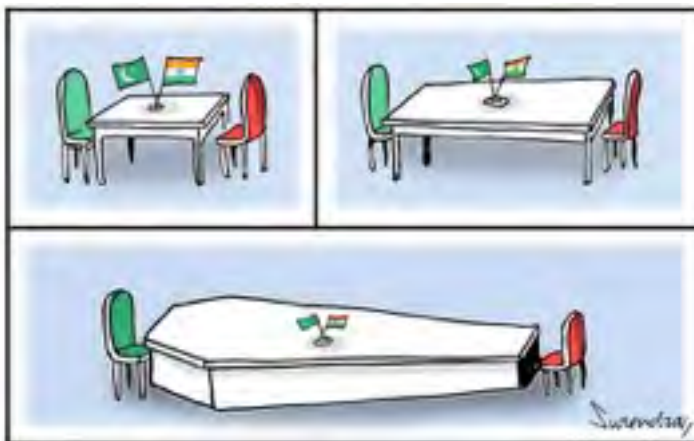
4



5



6



Multiple Intelligence Survey

Name \_\_\_\_\_

**Getting To Know You Survey**

**Directions:**

Fold the paper on the dark vertical line so that the eight columns on the right are folded back. Then read each statement below. Rate each statement from 0 to 5 according to how well the description fits you (0 = Not at All to 5 = Very True) Next unfold the paper and transfer each number over to the outlined block on the same row. Finally, add the numbers in each column to find the total score for each multiple intelligence area. The highest possible score in one area is 15. How many ways are you smart?

Which of the following are true about you? 0-5

	Naturalist	Mathematical-Logical	Verbal-Linguistic	Musical-Rhythmic	Visual-Spatial	Bodily-Kinesthetic	Interpersonal	Intrapersonal
I enjoy singing and I sing well.								
I love crossword puzzles and other word games.								
I like spending time by myself.								
Charts, maps, and graphic organizers help me learn.								
I learn best when I can talk over a new idea.								
I enjoy art, photography, or doing craft projects.								
I often listen to music in my free time.								
I get along well with different types of people.								
I often think about my goals and dreams for the future.								
I enjoy studying about the earth and nature.								
I enjoy caring for pets and other animals.								
I love projects that involve acting or moving.								
Written assignments are usually easy for me.								
I can learn new math ideas easily.								
I play a musical instrument (or would like to).								
I am good at physical activities like sports or dancing.								
I like to play games involving numbers and logic.								
My best way to learn is by doing hands-on activities.								
I love painting, drawing, or designing on the computer.								
I often help others without being asked.								
I enjoy being outside in all types of weather.								
I love the challenge of solving a difficult math problem.								
Having quiet time to think over ideas is important to me.								
I read for pleasure every day.								
<b>Totals →</b>								

Nature Math Word Music Art Body People Self

## KEYBOARDING

## HAND POSITION &amp; POSTURE

- Keep backs of hands parallel to the keyboard.
- Keep your index, middle and ring fingers on 'Home Keys'
- Little finger should reach shift keys without bending wrist sideways
- Sit up straight
- Hands should be slightly lower than elbows (keeps blood flowing).



## HOME KEYS



MENU

**NAT'S SNACKS**  
**MENU**




**STARTERS**

Carrot soup ..... 50  
 Tomato soup ..... 50  
 Green salad ..... 75  
 Olives ..... 30  
 Bread and butter ..... 20




**MAIN COURSE**  
 each 150

Pasta with tomato sauce  
 Pasta with cream sauce  
 Thai vegetable curry  
 Nachos  
 Black bean chilli



**NAT'S SNACKS**  
 250 Hejiv Chowk, Delhi  
 (123) 456-7890  
[www.natssnack.com](http://www.natssnack.com)

**DESSERTS**

Ice Cream ..... 50  
 Chocolate cake ..... 70  
 Fruit salad ..... 40



**DRINKS**

Water ..... 30  
 Fresh Lime Soda ..... 40  
 Coca cola ..... 40




**Riddle****The Missing Dollar ...**

Three men went to have lunch in a restaurant. They ordered their meal, and the total charge was \$30. Each man paid \$10.

However, the restaurant manager realized that he had overcharged them by \$5, so he asked the waiter to return the \$5 to them.

Unfortunately, the waiter was dishonest, and thinking that \$5 could not be divided by three, he pocketed \$2 and gave each man just \$1 back.

Therefore, the men actually paid \$9 each, or a total of \$27 for the meal.

Add to that the \$2 that the waiter kept, and that totals \$29.

So ..... what happened to the missing dollar?





**OFFICE USE**

**CUSTOMER COPY** (Instructions overleaf)  
Please quote the reference no. for future reference.

Date: \_\_\_\_\_

Signature of Bank official: \_\_\_\_\_

**Instructions:** This form is to be used by the customer only in opening an account. It should be filled by the customer and submitted to the branch. It should not be used for opening an account on behalf of the customer by a third party. The branch will issue a copy of this form to the customer and retain a copy for its records.

**ACCOUNT OPENING RULES:**

- In order to open an account, the customer must be a resident Indian citizen and must be of legal age.
- The account holder must be a resident Indian citizen. The bank does not accept applications for opening an account from non-residents.
- The account holder must be a resident Indian citizen. The bank does not accept applications for opening an account from non-residents.
- The account holder must be a resident Indian citizen. The bank does not accept applications for opening an account from non-residents.
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- The account holder must be a resident Indian citizen. The bank does not accept applications for opening an account from non-residents.
- The account holder must be a resident Indian citizen. The bank does not accept applications for opening an account from non-residents.

(Please staple all documents in the space provided above)

**ACCOUNT OPENING FORM**  
FOR RESIDENT INDIVIDUALS  
(To be filled by applicant only)

**HDFC BANK**  
We understand your world

Please open my: Savings / Savings Salary / Salary & Reimbursement / Current Account \_\_\_\_\_ Branch \_\_\_\_\_

(Please fill the form in **BLOCK LETTERS** only. All fields marked \* are MANDATORY) \*Application Date: \_\_\_\_\_

**(A) PERSONAL DETAILS (THIS IS A MACHINE READABLE FORM AND WILL PASS THROUGH A SCANNER)**

APPL. PREFIX Full Name (Please leave one space between words for e.g. A J A Y R A M M I S H R A

1st \_\_\_\_\_  
2nd \_\_\_\_\_  
3rd \_\_\_\_\_

**If you are an existing customer please refer directly to section 'C'**

\*NAME TO BE DISPLAYED ON ATM / DEBIT CARD / CORRESPONDENCE \*DATE OF BIRTH Category \*Male / Female

1st Appl. \_\_\_\_\_ 1st Appl. \_\_\_\_\_  
2nd Appl. \_\_\_\_\_ 2nd Appl. \_\_\_\_\_  
3rd Appl. \_\_\_\_\_ 3rd Appl. \_\_\_\_\_

**(B) PAN No. (if not available please attach Form 60A) FORM 60 / 61 ATTACHED \*MOTHER'S MARRIAGE NAME**

1st Appl. \_\_\_\_\_ Ms. \_\_\_\_\_  
2nd Appl. \_\_\_\_\_ Ms. \_\_\_\_\_  
3rd Appl. \_\_\_\_\_ Ms. \_\_\_\_\_

In case the applicant is a minor, please write parent/guardian's name (as an applicant) below the minor's name.

**MAILING ADDRESS:** (For existing customers, address given below will be updated for the primary application of account held with the bank.)

\*Company Name / Flat No. & Bldg. Name \_\_\_\_\_

\*Road No./Name \_\_\_\_\_

\*City \_\_\_\_\_ \*PIN Code \_\_\_\_\_

\*State \_\_\_\_\_ \*Country: \_\_\_\_\_

\*Tel. (D) \_\_\_\_\_ EXT. No. \_\_\_\_\_ STD Code \_\_\_\_\_ \*Tel. (R) \_\_\_\_\_

Please mention the Mobile Number and the Email ID on page 2 under 'Contact Details' section.

2nd Appl. address same as primary appl. Yes No 3rd Appl. address same as primary appl. Yes No (Joint Applicant: Addressing to the bank in all applications address to not be same as that of the primary applicant.)

**(C) If any of the applicants are EXISTING ACCOUNT HOLDERS, please mention the Customer Identification No.**

1<sup>st</sup> Appl. Cust. Id. \_\_\_\_\_ 2<sup>nd</sup> Appl. Cust. Id. \_\_\_\_\_ 3<sup>rd</sup> Appl. Cust. Id. \_\_\_\_\_

**(D) INTRODUCTION DETAILS - HDFC BANK Customer (Introducer's) Name**

ACCOUNT NO. \_\_\_\_\_ CUSTOMER ID \_\_\_\_\_

I confirm that I am an account holder with HDFC Bank Limited for over a month. I confirm that I personally know the applicant's details above for more than 6 months and confirm his/her identity, occupation and address.

Date: \_\_\_\_\_

Attach copy of any one: PAN Card, Passport, Election ID Card/Poll Card/Voting License

\*\* Accompanied by cheque signed by you.

Signature: \_\_\_\_\_

**NOMINATION** Yes  No  Name of nominee: \_\_\_\_\_

No, I declare that I do not wish to make a nomination in my savings account.

**PAYMENT DETAILS**

Amount Rs. \_\_\_\_\_ INR Cash (To open an account with cash, the customer must deposit the cash, in person, only at the account branch)

Check No. \_\_\_\_\_ dated \_\_\_\_\_ drawn on \_\_\_\_\_ Bank.

Branch: \_\_\_\_\_ The Cheque should be crossed A/c Payee and drawn payable to: HDFC Bank Limited A/c: 1st Applicant's Name.

**Account Opening Instructions**

Single  Either/Any one or Both  Jointly (Debit / ATM card will not be issued)

Please Note: Cheque book of 10 leaves & 50 leaves will be issued to Savings and Current a/c holders respectively by default.

**BELOW FIELDS ARE MANDATORY**

ACCOUNT NO. \_\_\_\_\_ CUSTOMER ID \_\_\_\_\_

Name: PREFIX Full Name \_\_\_\_\_

1st Appl. \_\_\_\_\_

**PERMANENT ADDRESS - (Mandatory if mailing address is office address)**

\*Flat No./Bldg Name \_\_\_\_\_

\*Road No./Name \_\_\_\_\_

\*City \_\_\_\_\_ \*PIN Code \_\_\_\_\_

\*State \_\_\_\_\_ \*Country: \_\_\_\_\_



## Shopping Receipt

**Bata India Limited**

Shop # 56, Sector 14  
Gurgaon - 122002

## SALES INVOICE

TIN: 045634236  
CST: 045634236

Bill No: SLF02S065364  
Bill Date: 17-04-2012  
Bill Time: 12.04.27

Shift Code: 1  
Till No: 109  
Cashier: Monu

SN	QTY	Price	Total Amount
Category		Item Code Item Name	
1.	1	1999.00	1999.00
Shoes		Sh63774 Viking BI Sz. 7	
2.	1	499.00	499.00
Sandals		Sa79012 Classy Sw. Sz.4	
Total	2		1498.00
Discount		20%	<u>300.00</u>
Net Bill Amount			1198.00

## VAT DETAILS

Tax Code	Tax Rate	Basic Amt	Tax Amt	Total Amt
AF	5%	1140.95	57.05	1198.00

PRICE INCLUSIVE OF ALL TAXES

## PAYMENT SUMMARY

Cash: Rs. 1200  
Total: Rs. 1198  
Amount Repaid: Rs. 2

Thank you for shopping  
Please visit again  
\*\*\* End of Bill\*\*\*















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Topic: \_\_\_\_\_

Date: \_\_\_\_\_

Facilitator Signature: \_\_\_\_\_

Date: \_\_\_\_\_



Topic: \_\_\_\_\_ Date: \_\_\_\_\_

Blank lined area for notes or discussion.

Facilitator Signature: \_\_\_\_\_ Date: \_\_\_\_\_





**BE REAL. BE  
AUTHENTIC. BE YOU.  
WEAR YOUR SKIN PROUDLY.**

**FATE PRESENTS THE  
CIRCUMSTANCES. HOW  
YOU REACT DEPENDS ON YOUR  
CHARACTER.**

**WHEN YOU KNOW WHAT  
YOU WANT AND YOU WANT  
IT BADLY ENOUGH, YOU'LL  
FIND A WAY TO GET IT.**

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- ORAL COMMUNICATION SKILLS
- SENSE OF COMMUNITY
- COGNITIVE SKILLS
- TOUCH – TYPING
- WORK SKILLS & VALUES

**THE ACTIVIST IS NOT THE  
MAN WHO SAYS THE LAND  
IS DIRTY. THE ACTIVIST IS  
THE MAN WHO CLEANS IT UP.**

**FAILURE IS ALWAYS  
TEMPORARY. ONLY GIVING  
UP MAKES IT PERMANENT.**

**TALK IDEAS, NOT PEOPLE.  
GOSSIP DEMEANS AND  
MAKES THE GOSSIPER SMALL.**

**VERY LITTLE IS NEEDED TO  
MAKE A HAPPY LIFE ; IT IS  
ALL WITHIN YOURSELF , IN  
YOUR WAY OF THINKING.  
- MARCUS AURELIUS**

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