



**CBSE**  
**Study Material**  
**Of**  
**EMPLOYBALITY**

**CLASS XII**

## **Acknowledgements**

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**Part A Employability Skills (XII)**

<b>S.No</b>	<b>Units</b>	<b>Duration (Hrs.)</b>	<b>Marks</b>
1.	Unit 1: Communication Skills – IV	13	10
2.	Unit 2: Self-management Skills – IV	9	
3.	Unit 3: Basic ICT Skills- IV	6	
4.	Unit 4: Entrepreneurial Skills – IV	16	
5.	Unit 5: Green Skills – IV	6	
	<b>Total</b>	<b>50</b>	

### Unit 1: Communication Skills - IV

<b>Learning Outcome 2 MKS</b>	<b>Theory ( Periods)</b>	<b>Practical ( Periods)</b>	<b>Total Duration</b>
1. Describe the steps to active listening skills	1. Importance of active listening at workplace 2. Steps to active listening	1. Demonstration of the key aspects of becoming active listener 2. Preparing posters of steps for active listening	6
2. Demonstrate basic writing skills	1. Writing skills to the following: <ul style="list-style-type: none"><li>➤ Sentence</li><li>➤ Phrase</li><li>➤ Kinds of Sentences</li><li>➤ Parts of Sentence</li><li>➤ Parts of Speech</li><li>➤ Articles</li><li>➤ Construction of a Paragraph</li></ul>	1. Demonstration and practice of writing sentences and paragraphs on topics related to the subject	7
<b>Total</b>			<b>13</b>

**Unit 2: Self-management –IV**

<b>Learning Outcome</b>	<b>Theory ( Periods)</b>	<b>Practical ( Periods)</b>	<b>Total Duration (11 Periods)</b>
1. Describe the various factors influencing self-motivation	1. Finding and listing motives (needs and desires); 2. Finding sources of motivation and inspiration (music, books, activities); expansive thoughts; living fully in the present moment; dreaming big	1. Group discussion on identifying needs and desire 2. Discussion on sources of motivation and inspiration	4
2. Describe the basic personality traits, types and disorders	1. Describe the meaning of personality 2. Describe how personality influence others 3. Describe basic personality traits 4. Describe common personality disorders- paranoid, antisocial, schizoid, borderline, narcissistic, avoidant, dependent and obsessive	1. Demonstrate the knowledge of different personality types	5
<b>Total</b>			<b>9</b>

**Unit 3: Information & Communication Technology – IV**

Learning Outcome	Theory ( Periods)	Practical ( Periods)	Total Duration
<p>1. Perform tabulation using spreadsheet application</p>	<ol style="list-style-type: none"> <li>1. Introduction to spreadsheet application</li> <li>2. Spreadsheet applications</li> <li>3. Creating a new worksheet</li> <li>4. Opening workbook and entering text</li> <li>5. Resizing fonts and styles</li> <li>6. Copying and moving</li> <li>7. Filter and sorting</li> <li>8. Formulas and functions</li> <li>9. Password protection.</li> <li>10. Printing a spreadsheet.</li> <li>11. Saving a spreadsheet in various formats.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstration and practice on the following:               <ul style="list-style-type: none"> <li>➤ Introduction to the spreadsheet application</li> <li>➤ Listing the spreadsheet applications</li> <li>➤ Creating a new worksheet</li> <li>➤ Opening the workbook and enter text</li> <li>➤ Resizing fonts and styles</li> <li>➤ Copying and move the cell data</li> <li>➤ Sorting and Filter the data</li> <li>➤ Applying elementary formulas and functions</li> <li>➤ Protecting the spreadsheet with password</li> <li>➤ Printing a spreadsheet</li> <li>➤ Saving the spreadsheet in various formats</li> </ul> </li> </ol>	<p style="text-align: center;">3</p>

<p>2. Prepare presentation using presentation application</p>	<ol style="list-style-type: none"> <li>1. Introduction to presentation</li> <li>2. Software packages for presentation</li> <li>3. Creating a new presentation</li> <li>4. Adding a slide</li> <li>5. Deleting a slide</li> <li>6. Entering and editing text</li> <li>7. Formatting text</li> <li>8. Inserting clipart and images</li> <li>9. Slide layout</li> <li>10. Saving a presentation</li> <li>11. Printing a presentation document.</li> </ol>	<p>1. Demonstration and practice on the following:</p> <ul style="list-style-type: none"> <li>➤ Listing the software packages for presentation</li> <li>➤ Explaining the features of presentation</li> <li>➤ Creating a new presentation</li> <li>➤ Adding a slide to presentation.</li> <li>➤ Deleting a slide</li> <li>➤ Entering and edit text</li> <li>➤ Formatting text</li> <li>➤ Inserting clipart and images</li> <li>➤ Sliding layout</li> <li>➤ Saving a presentation</li> <li>➤ Printing a presentation document</li> </ul>	<p style="text-align: center;">3</p>
<p><b>Total</b></p>			<p><b>6</b></p>

**Unit 4: Entrepreneurship Development – IV**

<b>Learning Outcome</b>	<b>Theory ( Periods)</b>	<b>Practical ( Periods)</b>	<b>Total Duration (16 Periods)</b>
1. Identify the general and entrepreneurial behavioural competencies	1. Barriers to becoming entrepreneur 2. Behavioural and entrepreneurial competencies – adaptability/decisiveness, initiative/perseverance, interpersonal skills, organizational skills, stress management, valuing service and diversity	1. Administering self-rating questionnaire and score responses on each of the competencies 2. Collect small story/ anecdote of prominent successful entrepreneurs 3. Identify entrepreneurial competencies reflected in each story and connect it to the definition of behavioural competencies 4. Preparation of competencies profile of students	8
2. Demonstrate the knowledge of self-assessment of behavioural competencies	1. Entrepreneurial competencies in particular : self - confidence, initiative, seeing and acting on opportunities, concern for quality, goal setting and risk taking, problem solving and creativity, systematic planning and efficiency, information seeking, persistence, influencing and negotiating, team building	1. Games and exercises on changing entrepreneurial behavior and development of competencies for enhancing self-confidence, problem solving, goal setting, information seeking, team building and creativity	8
<b>Total</b>			<b>16</b>

**Unit 5: Green Skills – IV**

Learning Outcome	Theory ( Periods)	Practical ( Periods)	Total Duration (06 Periods)
1. Identify the role and importance of green jobs in different sectors	1. Role of green jobs in toxin-free homes, 2. Green organic gardening, public transport and energy conservation, 3. Green jobs in water conservation 4. Green jobs in solar and wind power, waste reduction, reuse and recycling of wastes, 5. Green jobs in green tourism 6. Green jobs in building and construction 7. Green jobs in appropriate technology 8. Role of green jobs in Improving energy and raw materials use 9. Role of green jobs in limiting greenhouse gas emissions 10. Role of green jobs minimizing waste and pollution 11. Role of green jobs in protecting and restoring ecosystems 12. Role of green jobs in support adaptation to the effects of climate change	1. Listing of green jobs and preparation of posters on green job profiles 2. Prepare posters on green jobs.	6
<b>Total</b>			<b>6</b>

Communication - Describe the steps to active listening skills

*Worksheet 1*

## **Warm Up**

### **A Listening Cues Game**

In pairs take on the following roles:

#### **Role Play: Learning about Active Listening**

##### **Phase 1**

**Student 1** Read a news article to your partner, Student 2 .

Read with proper expression and at a normal speed.

**Student 2** Do not show your card to your partner!

You are a very poor listener. Display poor listening behavior .You are :

- fidgeting
- looking around
- interrupting to ask questions
- making inappropriate facial expressions.

##### **Phase 2**

Student 2

Explain /read the article that was just read to him, back to Student 1

Student 1

You should display positive listening skills. You are :

- making eye contact
- sitting still
- making appropriate facial cues

Communication - Describe the steps to active listening skills

- taking notes
- waiting until the end to ask questions.

Phase 3 All groups review the article together.

- identify things Student 2 missed because he wasn't listening closely
- demonstrate how important it is to use proper listening behaviors to understand the message being relayed.

### **B Listening With Distractions Game**

#### **Phase 1**

- In groups of about 6 or more students play the following game:
- One student will play the role of teacher.
- Tell them you will read out a story (any story will do).
- Give one set of people on your left side a task.
- For example, ask them to count how many times you say the word "and."
- Ask others to count the number of times you smile.
- Give the other set of students on your right side no task at all, except to listen.

#### **Phase 2**

- Read the story.
- When you have finished, ask each group member to write down answers to three questions about your story.
- Find out which group answered better.
- You will find that the people who were distracted by a task may not answer the questions as easily as those who were listening without tasks.

#### **Phase 3**

All groups :Discuss how difficult it was for people to pay attention when they were not focused on the message itself.

Communication - Describe the steps to active listening skills

### C WARM-UP: TELEPHONE

**Introduction** :Stand in a circle. Explain that you will be playing the game of Telephone. Ask if any student is familiar with the game and would like to explain how to play.

1 Start by whispering the following sentence into a student's ear: "I want to know what it feels like to listen and what it feels like to be heard."

2 This first student will then whisper what they think they heard into the next student's ear. Students will repeat this process until the last person is reached. The last student will then say the word or phrase they heard out loud for the whole class to hear. More likely than not, the last student will have heard something totally different from the original message.

3a) Next sit in a circle and discuss the following:

- What happened to the original message?
- Was it easy or difficult to hear the message? Why do you think it might have been difficult?

b) Do you think the following reasons are correct?

- It was hard to hear because the person was whispering."
- "We weren't making eye contact."
- "Students were talking or laughing."
- "It's hard to understand an isolated word or phrase without any context; i.e., without context, words and phrases can sound like they come from out of the blue."

## Communication - Describe the steps to active listening skills

### Worksheet 2

A Review the warm ups you did in Worksheet 1. Keeping the activities in mind as well as other factors discuss the following with your partner:

1 What is listening ?

2 How is it different from hearing ?

- a) Examine the sentences below and fill in the blanks with the correct word. Discuss what your choice of word tells you about the differences between hearing and listening.
- b) In pairs, make a table listing the differences between listening and hearing.
- c) Check the information given in Figures 1a and 1b. Add the new information to your table

(i) I can't ....(hear/listen) you. Could you speak louder please?

(ii) My grandmother likes to ....(hear/listen) to the radio.

(iii) Did you .....(listen/hear) the thunder last night/

(iv) The vet is .....(hearing /listening)to the dog's heartbeat.

Figure 1a)



Figure 1 b)



Communication - Describe the steps to active listening skills

3 Look at Figure 2. Using the information on how listening and hearing differ fill in the blanks with suitable words.

Figure 2

## LISTENING VERSUS HEARING

Hearing is passive	Listening is active
Refers to the act of perceiving a sound through the ear	Refers to the act of making a conscious effort to perceive the sound
Does not require a conscious effort	Requires a conscious effort
Involuntary	Voluntary

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Communication - Describe the steps to active listening skills

CS 11 Worksheet 3

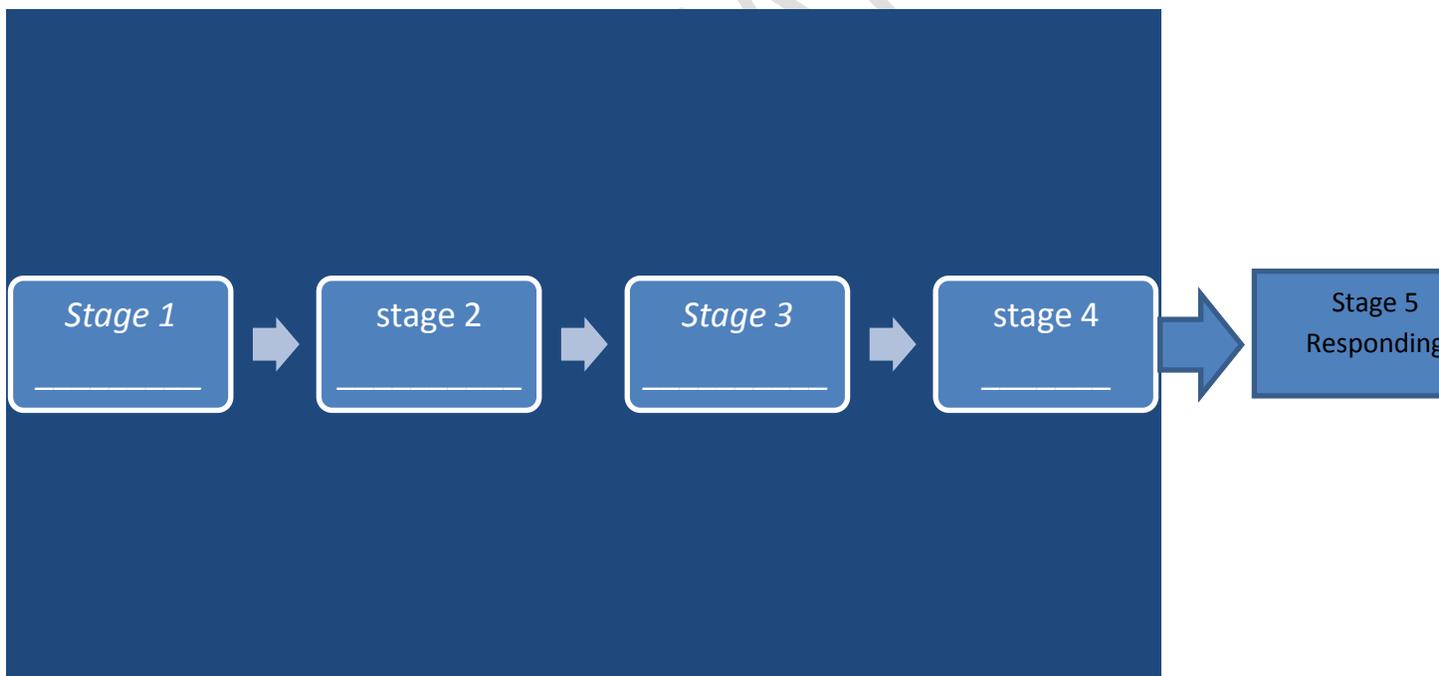
1 Examine Figure 3 .

Let us now think about the different stages of listening. listening

2 Using the words given in the box below complete the table.

3 Check your answers given at the end.

Figure 3



understanding, responding  
evaluating ,remembering  
receiving

Communication - Describe the steps to active listening skills

4 a) Look at Figure 4, column A and B. What are the 5 stages of Listening. Under Column A write the numeral 1-5 and in Column B write the name of each of the stages in the correct order.


b) Next, look at column C. It has the description of the 5 stages in jumbled order. Read carefully and match the different stages of listening listed in Column B with its corresponding description given in column C.

Figure 4

A	B	C
s.n	stages of listening	description of the stage
a) stage ?		<ul style="list-style-type: none"> <li>attempts to figure out the meaning of the message.</li> </ul>
b) stage ?	_____	<ul style="list-style-type: none"> <li>receiver provides verbal or nonverbal feedback about the speaker or message.</li> </ul>
c) stage ?	_____	<ul style="list-style-type: none"> <li>listener judges the content of the message or the character of the speaker</li> </ul>
d) stage ?	_____	<ul style="list-style-type: none"> <li>this stage is represented by the ear because it is the primary tool involved with this stage of the listening process</li> </ul>
e) stage ?	_____	<ul style="list-style-type: none"> <li>receiver either places information into long-term memory or forgets the information presented</li> </ul>

Communication - Describe the steps to active listening skills

#### Worksheet 4 What is Active Listening ?

A Read the following points which describe active Listening:

1 Active listening involves attentively seeking to understand a speaker's message, rather than passively hearing the words that a speaker says.

2 Active Listeners provide verbal and nonverbal feedback to show their sincere investment in what the speaker is sharing.

3 Active listening can help to build trust within a conversation, thereby allowing the speaker to communicate more easily, openly and honestly.

#### B Role Play :In pairs ,take on the following roles:

##### 1)Teacher

- You have been teaching the student about how to conduct an interview..
- You have seen the video recording of the interview.
- You are now giving feedback and tips to your student on how to become an active listener.
- Enact your role by reading aloud the script below..

##### 2)Student Interviewer

- You are passionate about becoming a television interviewer.
- You have recently taken an interview of an Alumnus who has excelled in Sports .
- The interview has been videotaped.
- You have come to your teacher for feedback.
- Enact your role by reading aloud the script below.
- 

#### Script : Feedback on Active Listening

**Teacher:** Hello! I have watched the video of the interview you took. It's a good one! I saw you being an active listener. I was happy to see you using the techniques of being a good interviewer !

I noticed you leaned forward to show that you were interested !

And ,you were smiling while the interviewee talked. Good...these are examples of excellent nonverbal listening skills.

**Student** I wanted to ask one question? Is it okay to interrupt the person I am interviewing?

**Teacher:** No,no! Never interrupt. No matter how anxious you are to hear what someone has to say, you never interrupt.

**Student** : But I see this happening on Television all the time! Reporters interrupt and cut off people off all the time.

**Teacher:** Yes, I've seen that too! But remember you're not here to get someone to confess to wrong doing or moderate a political debate. You've asked a classmate to share a very personal story. Remember what I told you in class? A good interviewer knows that the people they interview are important and conduct their interviews with respect and sensitivity and curiosity.

So, even if the person doesn't answer the question you ask... let them finish their thoughts and don't interrupt them.

Let me tell a very good strategy that active listeners use...that is...to wait three to five seconds, counting quietly to yourself, before you ask the next question.

Communication - Describe the steps to active listening skills

If you do this you might get some very interesting facts and details which you might have missed otherwise! So never forget the cardinal rule ...show your respect for the interviewer by never interrupting!

**Student** Oh thank you so very much Sir! I won't ever forget this advice! But Sir, how was my interview on the whole?.

**Teacher:** Overall, you did a great job!

You used body language to show that you cared about the interviewee without your having to speak.

You also had very good follow-up questions.

And you can only have good follow-up questions if you are listening to what a person is saying.

Remember: don't rush them, don't interrupt them. Let them finish their thoughts. But most important, while she's talking listen, listen, and listen.

**Student** Oh thank you Sir! I will remember these wonderful tips! Thank you!

*Adapted from Transcript :Tips for Active Listening*

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C Discuss the following :

1)Which of the tips given by the teacher were nonverbal strategies?

2)Which of the tips were verbal strategies?

3)What are examples of other tips for active listening?

4)Do you know how important the strategies of pause and short silence are in active listening ? Use short silences and do not interrupt the interviewee while interviewing.

**b) Role Play:In pairs interview each other, using the following prompt:**

(i) Formation of pairs:Ask one student to conduct the pairing by counting off. For example, if there are 20 students, count off one to 10 and pair students who have the same number. If there are an uneven number of students, ask your teacher to participate.

(i)*Tell me something about yourself that might surprise me.*

(ii) While interviewing remember to practice using short silences. This means that whenever the narrator stops speaking, the interviewer should pause for six to eight seconds (counting quietly to themselves) before asking a follow-up question. During this period, the narrator is free to add any details to their story. The interviewer will then need to wait for another opportunity to ask a follow-up question.

(iii) Form Pair students up by counting off. For example, if there are 20 students, count off one to 10 and pair students who have the same number. If there are an uneven number of students, ask your teacher to participate.

Communication - Describe the steps to active listening skills

Student 1 will tell their story for five minutes total, with Student 2 pausing before they ask any follow-up questions.

After you have interviewed for 5 minutes, switch roles.

Discuss :

1As the interviewer, how did it feel to pause before asking questions?

2Were the pauses helpful when you were telling your story?

3Did this listening exercise differ from the other peer interviews we have done in class? If so, how?

4Do you think people often use this method of 'short silences' in real life?

5What does it feel like when someone interrupts you?

6What do you think might cause someone to interrupt another person?

Communication - Describe the steps to active listening skills

**Worksheet 5 Why should you become an Active Listener?**

5 a) Think of 5 important reasons why you should become an active listener? The visuals given below in Figure 5(b) are clues to the possible answers ..

Worksheet 4 Figure 5a

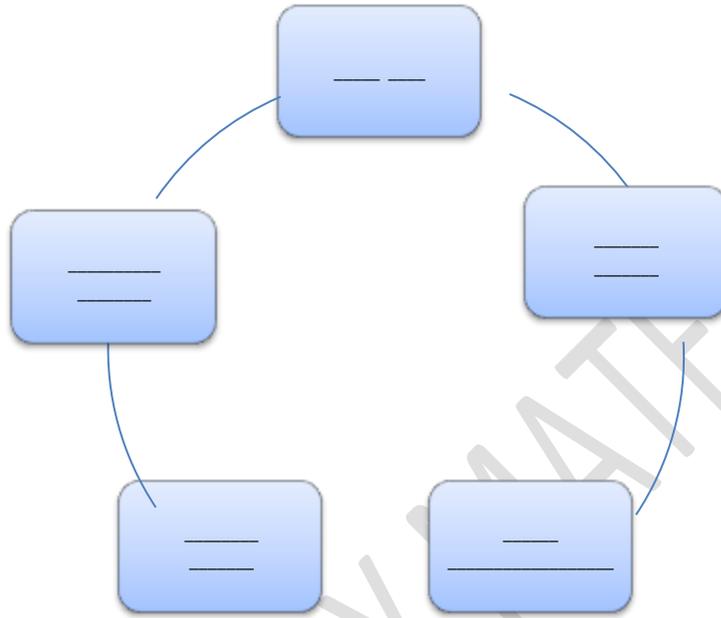


Figure 5b



Communication - Describe the steps to active listening skills

Worksheet 5(contd.) Why is Active Listening Important for Interviews and at the Workplace?

adapted from **ALISON DOYLE**

5 b) Like [critical thinking](#) and [problem-solving](#), active listening is a [soft skill](#) that's held in high regard by employers. Active listening is extremely important for interviews and at the workplace your career.

### **1 An active listener does the following ;**

- avoids interrupting at all costs
- summarizes and repeats back what he/she has heard
- observes body language to get an extra level of understanding.

### **2 Active listening is a helpful skill for any worker to develop for the following reasons:**

- helps you truly understand what people are saying in conversations and meetings (and not just what you *want* to hear, or *think* you hear).
- can help build rapport with your interviewer.
- can redirect one's focus from what is going on inside one's head to the needs of the prospective employer or interviewer.
- can help reduce your nervousness during an interview.

### **3 An active listener shows that he/she is :**

- a) interested in the organization's challenges and successes;
- b) ready to help them problem-solve work issues, and
- c) a team player as opposed to being nothing more than a self-absorbed job candidate.

### **Remember the following:**

- Don't interrupt, or worse, try to answer the question before you know what the interviewer is asking.
- Listen carefully to the interviewer's questions, ask for clarification if necessary, and wait until the interviewer has finished talking to r

## Communication - Describe the steps to active listening skills

5 c)1 Read about the 8 active listening techniques listed in column A:Each technique has an example given in Column B, but they are in jumbled order.

2 Match the techniques given in Column A with its corresponding example in Column B. Number 4 i.e. brief verbal affirmations has been done for you

Worksheet 5 :Figure 6

s.n	A:Technique	B:Examples of Active Listening Techniques
1	Building trust & rapport	'How long do you expect your hiring process to last?' "What is your average rate of staff turnover?'
2	Demonstrating concern	Tell me more about your proposal to reorganize the department." "Can you please provide some history for me regarding your relationship with your former business partner?"
3	Paraphrasing to show understanding	"I was also very conflicted about returning to work after the birth of my son." "I had the responsibility of terminating four of my personnel, due to downsizing, over the last two years. Even if it's necessary, it never gets easier."
4	Brief verbal affirmations	Tell me what I can do to help." "I was really impressed to read on your website how you donate five percent of each sale to charity."
5	Asking open-ended Q's	"So, you are saying that the uncertainty about who will be your new supervisor is creating stress for you." "So, you think that we need to build up our social media marketing efforts."
6	Asking specific Q's, seeking clarification	I am eager to help you; I know you are going through some tough challenges." "I know how hard a corporate restructuring can be – how is staff morale at this point?"
7	Waiting to disclose your opinion	" I understand that you would like more frequent feedback about your performance." "Thank you. I appreciate your time in speaking to me."I see,. I understand...Sure etc
8	Disclosing similar experiences to show understanding	I can see that John's criticism was very upsetting to you. Which aspect of his critique was most disturbing?" "It's clear that the current situation is intolerable for you. What changes would you like to see?"

### Tips for becoming an Active Listener!

- Don't interrupt, or worse, try to answer the question before you know what the interviewer is asking.
- Listen carefully to the interviewer's questions, ask for clarification if necessary, and wait until the interviewer has finished talking to r

Finally never underestimate the power of "soft skills" (also known as "people skills") like active listening, problem-solving, flexibility, self-motivation, leadership, and teamwork. Your CV or resume may look great, but don't forget to nourish your soft skills.

Especially for young, first-time job candidates with limited work experience, these people skills often are the deciding factor in whether an employer will be willing to take the risk in hiring them over others who may have more experience (but possibly weaker interpersonal communications talents). Don't forget to highlight your soft skills in your interview (and even in your resume).

5d Using all that you have learnt about Active Listening prepare posters on the following topics:

- (i) What is Active Listening?
- (ii) Why is Active Listening important?
- (iii) How to become an Active Listener?
- (iv) How to be successful in your interview?
- (v) Think of effective slogans to get your message across!

**ANSWERS**

Worksheet 2 Answers: Figure 2

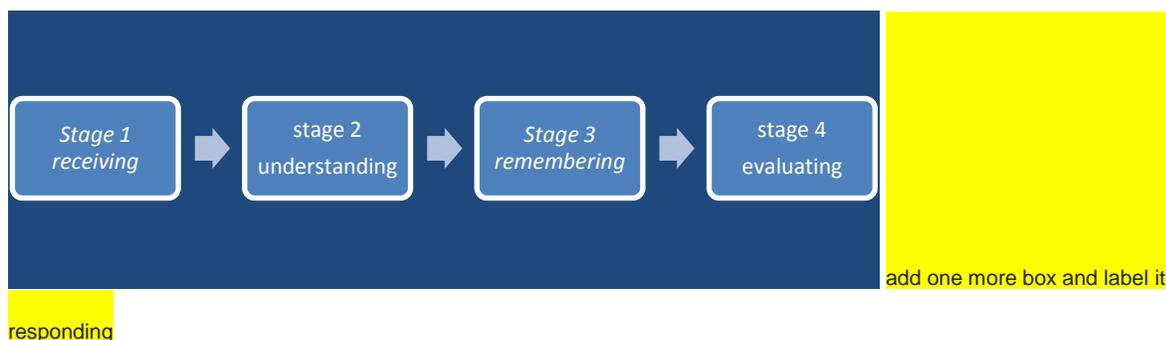
# LISTENING VERSUS HEARING

Hearing is passive	Listening is active
Refers to the act of perceiving a sound through the ear	Refers to the act of making a conscious effort to perceive the sound
Does not require a conscious effort	Requires a conscious effort
Involuntary	Voluntary

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Worksheet 3 Answers: Figure 3

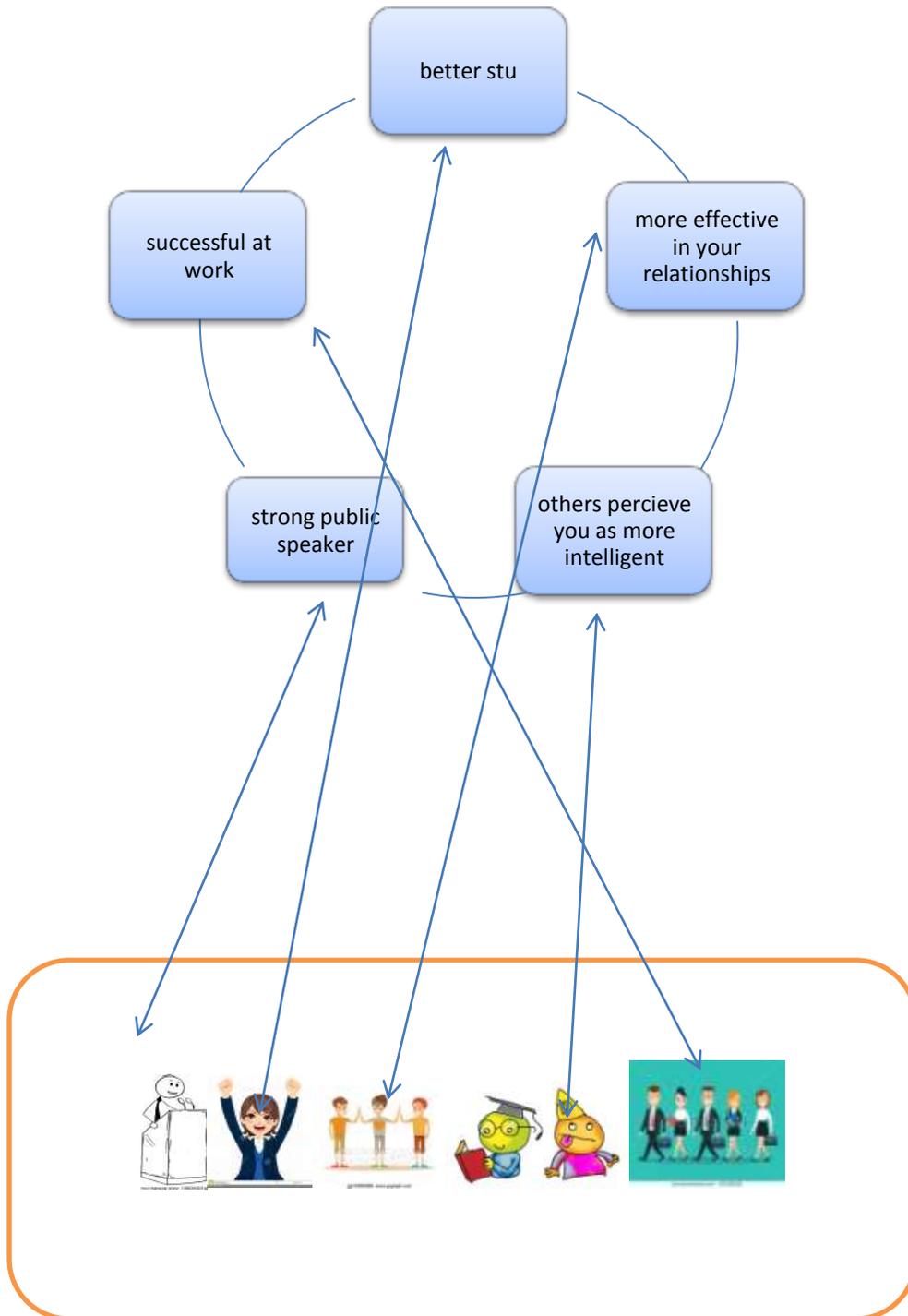


Worksheet 4 Answers: Figure 4

A	B	C
s.n a) stage <u>1</u>	stages of listening <u>receiving</u> 	<ul style="list-style-type: none"> <li>this stage is represented by the ear because it is the primary tool involved with this stage of the listening process</li> </ul>
b stage <u>2</u>	<u>understanding</u>	<ul style="list-style-type: none"> <li>attempts to figure out the meaning of the message.</li> </ul>
c stage <u>3</u>	<u>remembering</u>	<ul style="list-style-type: none"> <li>receiver either places information into long-term memory or forgets the information presented</li> </ul>
d stage <u>4</u>	<u>evaluating</u>	<ul style="list-style-type: none"> <li>listener judges the content of the message or the character of the speaker.</li> </ul>
e stage <u>5</u>	<u>responding</u>	<ul style="list-style-type: none"> <li>receiver provides verbal or nonverbal feedback about the speaker or message.</li> </ul>

Communication - Describe the steps to active listening skills

Worksheet 4 Answers: Figure 5



Worksheet 5 Answers: Figure 6

Communication - Describe the steps to active listening skills

s.n	A:Techniques	B: Examples of Active Listening Techniques
1	Building trust & rapport	'How long do you expect your hiring process to last?' 'What is your average rate of staff turnover?'
2	Demonstrating concern	Tell me more about your proposal to reorganize the department." "Can you please provide some history for me regarding your relationship with your former business partner?"
3	Paraphrasing to show understanding	"I was also very conflicted about returning to work after the birth of my son." "I had the responsibility of terminating four of my personnel, due to downsizing, over the last two years. Even if it's necessary, it never gets easier."
4	Brief verbal affirmations	Tell me what I can do to help." "I was really impressed to read on your website how you donate five percent of each sale to charity."
5	Asking open-ended Q's	"So, you are saying that the uncertainty about who will be your new supervisor is creating stress for you." "So, you think that we need to build up our social media marketing efforts."
6	Asking specific Q's, seeking clarification	I am eager to help you; I know you are going through some tough challenges." "I know how hard a corporate restructuring can be – how is staff morale at this point?"
7	Waiting to disclose your opinion	" I understand that you would like more frequent feedback about your performance." "Thank you. I appreciate your time in speaking to me." "I see...I understand...Sure etc
8	Disclosing similar experiences to show understanding	I can see that John's criticism was very upsetting to you. Which aspect of his critique was most disturbing?" "It's clear that the current situation is intolerable for you. What changes would you like to see?"

Worksheet 5 Answers: Figure 6

Communication - Describe the steps to active listening skills

	A:Techniques	B:Examples of Active Listening Techniques
1	Building trust & rapport	"Tell me what I can do to help." "I was really impressed to read on your website how you donate five percent of each sale to charity."
2	Demonstrating concern	"I am eager to help you; I know you are going through some tough challenges." "I know how hard a corporate restructuring can be – how is staff morale at this point?"
3	Paraphrasing to show understanding	"So, you are saying that the uncertainty about who will be your new supervisor is creating stress for you." "So, you think that we need to build up our social media marketing efforts."
4	Brief verbal affirmations	" I understand that you would like more frequent feedback about your performance." "Thank you. I appreciate your time in speaking to me." "I see,...I understand...Sure etc
5	Asking open-ended Q's	I can see that John's criticism was very upsetting to you. Which aspect of his critique was most disturbing?" "It's clear that the current situation is intolerable for you. What changes would you like to see?"
6	Asking specific Q's, seeking clarification	"How long do you expect your hiring process to last?" "What is your average rate of staff turnover?"
7	Waiting to disclose your opinion	Tell me more about your proposal to reorganize the department." "Can you please provide some history for me regarding your relationship with your former business partner?"
8	Disclosing similar experiences to show understanding	"I was also very conflicted about returning to work after the birth of my son." "I had the responsibility of terminating four of my personnel, due to downsizing, over the last two years. Even if it's necessary, it never gets easier."

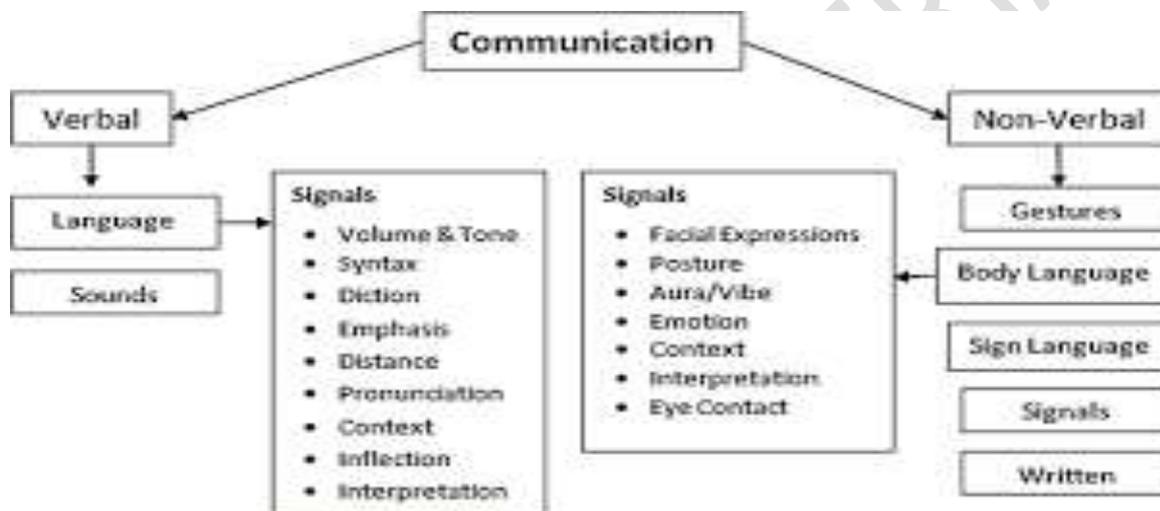
## Communication skills

What is communication?

Communication is the act of conveying meanings from one entity or group to another through the use of mutually understood signs, symbols, and semiotic rules.

\*The following figure represents types of communication

(Fig 1)



### Learning objectives of Effective communication

1. Development of Interpersonal Skills
2. To express effectively & with maximum efficiency

### What is Writing?

Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. In its most advanced form, written expression can be as vivid as a work of art.

1.Sentences-A sentence is a group of words giving a complete thought. A sentence must contain a subject and a verb.

The main focus here is to improve basic sentence composition skills. One can review the types of sentences and the functions of their component parts listed below.

Simple, compound, and complex sentences

a) **Simple sentence-**

A simple sentence is one independent clause that has a subject and a verb and expresses a complete thought. Notice that there are some important requirements for a simple sentence:

- Must have a subject and a verb.
- Must express a complete thought.
- Must only have one clause.

**Examples**

- I am out of paper for the printer.
- Will you help me with the math homework?

b) **Compound Sentence**

A compound sentence allows us to share a lot of information by combining two or more related thoughts into one sentence. It combines two independent clauses by using a conjunction like “and.” This creates sentences that are more useful than writing many sentences with separate thoughts.

**Example of Compound Sentences**

We use compound sentences all of the time. Here are some examples, the independent clause is green, the second is purple, and the conjunctions are orange:

1.I drove to the office, and then I walked to the cabin.

c) **Complex sentence –**

A complex sentence is a sentence that combines one independent clause with at least one dependent clause.

Example

- Although Rohan had some doubts, he found the courses very useful.

The above example is a complex sentence: it has a dependent clause (a subject 'Rohan' and a verb 'had'), followed by an independent clause (subject 'he' and a verb 'found') and forms a complete thought.

- Computers have come a long way since they first came on the market. This example begins with an independent clause (subject 'computers' and verb 'have come') that forms a complete thought, followed by a dependent clause (subject 'they' and a verb 'came').

<https://study.com/academy/lesson/types-of-sentences-simple-compound-complex.html#lesson>

The link mentioned above will further will help the students to strengthen their concept on the above mentioned topics

## Writing skills

### Activity- Mini sagas

Sometimes when we ask students to write a composition they spend very little time at the important editing stage. In this lesson students will do a couple of 'short writing' activities with the focus on editing and accuracy.

A mini saga is a piece of writing with exactly fifty words. It has to tell a story, have a beginning, a middle and an ending. Mini sagas were 'invented' by the Science fiction writer Brian Aldiss, who thought it would be fun and challenging to tell/write a story in very few words.

Students work alone to write a mini saga. First they should spend a few minutes thinking of what they are going to write about. The teacher will discuss few ideas on the board to help: A description of a favourite object, place, person; a joke, something funny or scary that happened with the student; a synopsis of a film they have watched or a book they have read; a letter to an old school teacher, friend or relative. Students write their first draft, then spend time editing, cutting out or adding words until the text has exactly 50 words

(by a student)

### **The clocks**

I came to Paradise and I saw there were many clocks. He told me each clock represented a person. The more sins we committed, the faster they ran. I looked for the clock of my pastor but I couldn't find it. Finally, He told me that He used it for a fan.

The above figure is an example of a **Mini saga**

It will help the students to learn how to **edit** their writing and to help students understand that 'quality' is more important than 'quantity' when it comes to writing and make them understand that 'quality' is more important than 'quantity' when it comes to writing

A worksheet can be taken up in the class to test the concept clarity.

#### Worksheet

Identify the following sentences as simple, compound or complex.

1. The production of a single pound of honey requires nectar from approximately two million flowers.
2. The vibrant trumpet-shaped blooms of the trumpet vine make it ideal for attracting hummingbirds.
3. We can watch the boxing match, which will be broadcast at nine o'clock, or we can view the documentary about the greatest innovations of the twenty-first century.
4. Russia has a variety of natural resources, including oil, natural gas, timber, iron ore, copper and lead.
5. The right hemisphere of the human brain typically controls muscle movement on the left side of the body.
6. Aaron has an unconventional swing, but he manages to drive the ball farther than some professional golfers.

7. During last night's thunderstorm, a flurry of tiny hailstones danced across the roof of our house.
8. An avid reader, Thomas attends weekly book club meetings, and he finishes several novels every month.

**2. Phrases** - Phrases are a group of words that work together to communicate an element of speech.

The following link further explains use of phrases in communicating better and with much ease.

### **Types of phrases**

#### **1. Noun Phrase**

A noun phrase is any noun or pronoun along with its modifiers:

Example –

- The school children
- Yesterday's newspaper

#### **2. Verb Phrase**

A verb phrase is any number of verbs working together:

Example

- Had been sleeping
- Will contact
- May have written

#### **3. Prepositional Phrase**

A prepositional phrase always starts with a preposition and ends with a noun or pronoun (and its modifiers) that is called the object of the preposition:

Example

- Through the wheat field
- Preposition: through
- Object of the preposition: the wheat field

Some more examples of prepositional phrases:

- During the year
- Despite complaints

#### 4. Verbal Phrases

There are three types of verbal phrases: participial phrases, gerund phrases, and infinitive phrases. Each is explained below.

##### a) Participial Phrase

Participial phrases start with either a present or past participle. Here are some examples of each.

Phrase with present participles:

- Watching silently

Phrases with past participles:

- Driven to succeed

##### b) Gerund Phrase

A gerund phrase is a present participle (and its modifiers) that acts like a noun. It can take on a variety of jobs in the sentence. Here are a couple of examples:

- Practicing helped a lot. (subject)
- I love reading. (direct object)

##### c) Infinitive Phrase

An infinitive phrase is the infinitive and its modifiers:

Example

- To sing

- To walk all that way

#### **d) Appositive Phrase**

An appositive phrase is a phrase that renames an earlier noun or pronoun

My best friend, **Nick Palacio**, loves scuba diving.

We watched Sirius, **the brightest star in the sky**

#### **e) Absolute Phrase**

Absolute phrases are the trickiest to identify. These phrases are not closely connected to the rest of the sentence; they don't describe a specific word, but modify the whole sentence. They add extra information and are usually separated by commas (or dashes).

Example

**The semester finished**, Karen sold all her textbooks.

Absolute phrase: The semester finished

A worksheet can be taken up in the class to further built up the concept

**For each sentence, Identify the phrase and state its kind.**

1. He was a man of great wealth.
2. The principal was an old man of friendly disposition.
3. The workers belonged to a tribe dwelling in the hills.
4. There I met a boy with red hair.
5. Only a man with plenty of money can buy a car of such beauty and power.
6. He was a young man of great promise. 7. He wore a turban made of gold.
8. He ran with great speed.

9. You can buy it in all places.
10. He replied in a very rude manner.
11. How does he live without any worries?

### Writing skills - Branding and Brand names

It explores the theme of branding and brand names. Students will have an opportunity to read and discuss the context of a text and create and brand their own imaginary product.



It involves some discussion, reading and writing. It explores the area of 'brands' and the associations we have with particular brand names. Students will rank their favourite brand names and discuss what they like/dislike about them. They will read and discuss the

context of a text about brand naming and complete related vocabulary building exercises. Lastly students will create and brand their own imaginary product which they will present to the rest of the class.

Example

### **Task 1: Reading**

The name is the most important element of a successful brand. Packaging changes, advertising changes, products even change but brand names never change. Where do great brand names come from? For example, McDonald's is a family name, Adidas was created from the inventor's name Adi Dassler, Volvo means "to roll" in Latin.

### **Task 2: Discussion**

Discuss the following questions in pairs:

1. Why are brand names important?
2. Name three different sources of brand names.
3. Do you think brands are important? Why?
4. Do you have a favourite brand? What is it and why do you like it?

### **Task 3: Mini write up**

In pairs students will invent a new product and give it a name.

They will think about the following points:

- What is special or unusual about your product?
- Why would people want to use or buy it?
- How does the name relate to the product?

Once they have chosen a name for their product, they will prepare a short write to be given in front of the class.

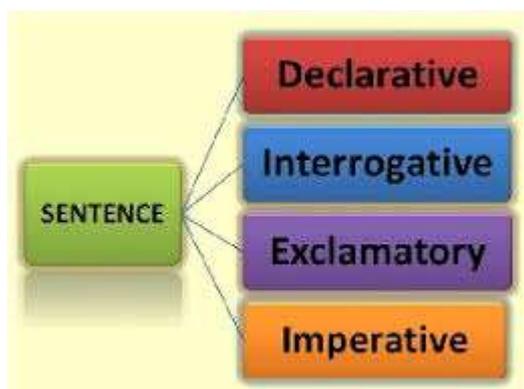
Here are some useful **phrases** that may help them with their presentation:

- **We would like to introduce our new product...**
- **We chose the name... because...**
- **You can use it to...**
  - Some of the idea for a new product

A digital watch with a built in mobile phone and mini-computer

A new digital homework personal organiser

### 3.Kinds of sentences –



In writing and speaking, there are four basic kinds of sentences:

- Declarative sentences
- Interrogative sentences
- Imperative sentences
- Exclamatory sentences

a) A **declarative sentence** is the most basic type of sentence. Its purpose is to relay information, and it is punctuated with a period. For example:

I walked home.

b) **Interrogative sentences** interrogate, or ask questions. These are direct questions, and they are punctuated with a question mark. For example:

- Why haven't you completed your work?

- c) **Exclamatory sentences** are like declarative sentences in that they make a statement instead of asking a question, but their main purpose is to express strong emotion. They are easily recognized because they end in an exclamation point instead of a period: For example
- Wow,he just got an appraisal!
- d) **Imperative sentences** do not simply state a fact but rather tell someone to do something. These can be in the form of friendly advice, basic instructions or more forceful commands. For example:
- Turn left at the bridge.

## Using Different Sentence Types to Add Variety to Writing

### Writing skill- Email writing

#### ( Activity)

Students will learn the rules of writing emails and will compose and send an email. The main focus of this lesson will be on writing semi-formal emails.

#### Example

- The students will send a email to a language school offering part time language courses .

#### Some hints

- a) Do you do a part time course for school students, which helps them with their essay writing skills
- b) How many hours a week are the courses?
- c) What after-school activities are there? Will they help me to improve my communications skills?
- d) What is the actual cost of the course? Do you offer any scholarship?  
\*I'm hoping to join the course soon, so if you can get back to me as soon as possible,it would be great. Thanks for your help.

Format of a Semi formal E- mail

- ➔ Title (Dear Mr Banks, Dear Mrs Johns.....)
- ➔ Explanation - Reason for writing
- ➔ Paragraph 1 - First point with detail
- ➔ Paragraph 2 - Second point with detail
- ➔ Paragraph 3 - Third point with detail
- ➔ Closing sentence - (I hope this is acceptable.... e
- ➔ Signing off - (Yours Sincerely.... etc)
- ➔ Name (Made up - or your own)

This will help them to study the difference between writing a Formal, informal and semi Formal email writing using different kind of sentences.

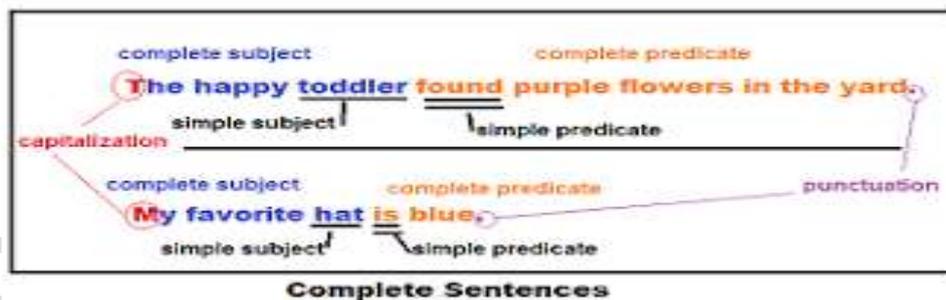
## 6. Parts of a sentence-

Every sentence can be broken into two parts

- a) Complete Subject
- b) Complete Predicate

The complete subject consists of simple subject ( The noun or the pronoun is the subject is about) and its modifiers

- The complete predicate is made up of verb and its modifiers.



The subject of a complete sentence is who or what the sentence is about, and the predicate tells about that subject.

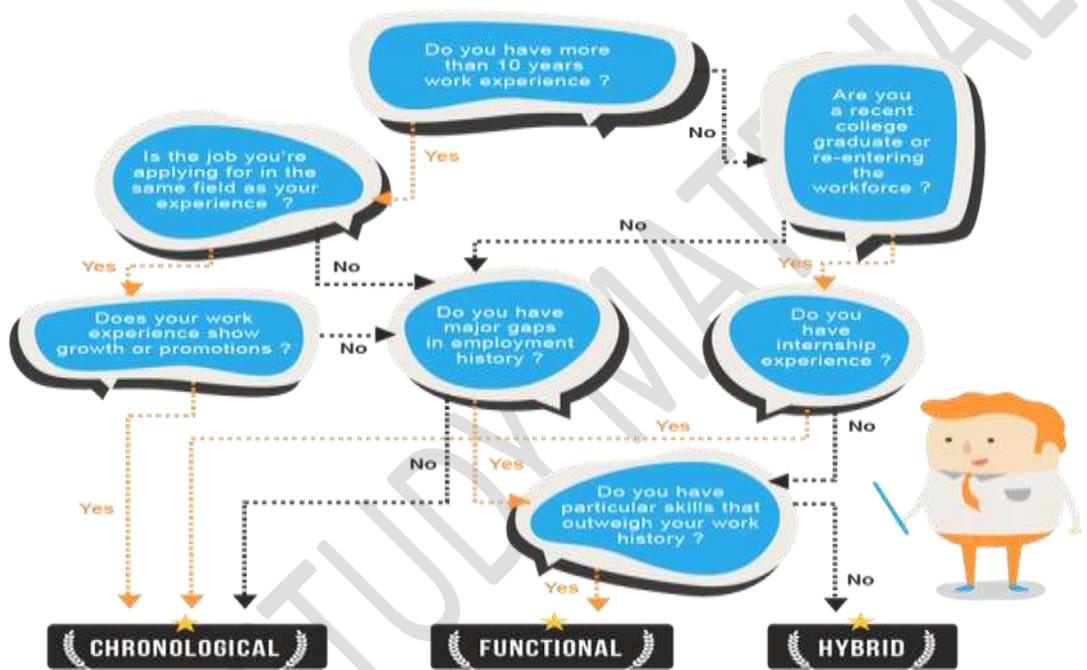
Yesterday after lunch **the students** were complaining about the short recess.

The students" are the subject (red) of the sentence. The predicate always includes the verb, and tells something about the subject; in this example, the students ( purple)"were complaining about the short recess."

After explaining the concept of parts of sentence, an activity will be taken up to strengthen the topic.

## Writing skills - Creating a professional portfolio

Finding employment can be challenging for anyone, but the job market can be especially tough for recent college graduates/ Undergraduates, people re-entering the workforce after time away, or someone who has been in a position for a long time. Competition is stiff; the market is filled with other strong job candidates, too. So how can students increase their chances for getting a great job in the field they love? For almost everyone, it starts with a resume ( The following Flowchart will help the students to create a professional resume)



(Sample of Resume writing format)

**Your Name**  
Street Address • City, State or Province, Zip  
Phone Number • email\_address@email.com

---

**Objective OR Summary**

A resume Objective or Summary can help describe the value you bring to a prospective employer and entice a hiring manager to read your resume. Get help:  
[www.squawkfox.com/2008/12/18/anatomy-of-a-killer-resume](http://www.squawkfox.com/2008/12/18/anatomy-of-a-killer-resume)

---

**Professional Experience**

Job Title Company and Location	Years
<ul style="list-style-type: none"><li>• Action words + Keywords + Skills + Knowledge</li><li>• Be specific by using numbers and percentages.</li></ul>	

---

**Relevant Skills**

Skill Group or Title: List skills here.

---

**Education**

Example Education:  
B.Sc., Computer Science (High Honors), University of British Columbia, 2002.

for freshers) The following link will further help the students to understand how to create professional resume better

<https://youtu.be/VjdlraonW2s>

5. **Parts of speech**- A category to which a word is assigned in accordance with its syntactic functions. In English the main parts of speech are noun, pronoun, adjective, determiner, verb, adverb, preposition, conjunction, and interjection.

The following figure represents **eight** parts of speech

## The 8 Parts of Speech

<b>Verb</b>	An action; like run, jump, or read; or a state of being; like is or was.
<b>Noun</b>	A thing, or idea; rock, dog, John, democracy, birthday, gravity
<b>Adverb</b>	Tells how an action occurred; quickly, slowly, carefully
<b>Adjective</b>	Tells about a noun; big, red, Fred's
<b>Pronoun</b>	Used to replace a noun; it, I, them
<b>Preposition</b>	Describes relationship; on, over, for, beside
<b>Conjunction</b>	Joins words or phrases; and, or, because
<b>Interjection</b>	A word of surprise; Wow! Oh my!

[www.HGPublishing.com/Grammar](http://www.HGPublishing.com/Grammar)

1. **NOUN**- A noun is the name of a person, place, thing, or idea.

London, Flower, Happiness

2. **PRONOUN**- A pronoun is a word used in place of a noun.

She, we, they, it

3. **VERB**- A verb expresses action or being.

Jump, is, become

4. **ADJECTIVE** -An adjective modifies or describes a noun or pronoun.

Pretty, old

5. **ADVERB** -An adverb modifies or describes a verb, an adjective, or another adverb.

Gently, extremely

6. **PREPOSITION** -a preposition is a word placed before a noun or pronoun to form a phrase modifying another word in the sentence.

By, with,

7. **CONJUNCTION** -A conjunction joins words, phrases, or clauses. T

The young girl brought me a very long letter from the teacher, **and** then she quickly disappeared.

8. **INTERJECTION** - An interjection is a word used to express emotion.

Oh! Wow!

The following link will help to reinforce the concept

(<https://www.youtube.com/watch?v=v9fCKTwyTJA>)

**(Writing skill)**

**Activity**

Adopt a word

Students will be given templates with a heading

Word	Meaning	Part of speech	Example of usage

- The students choose a word that they would like to adopt and do some research on it using the template above.
- Each student then gives a short presentation on his or her adopted word until all the class has had a chance.
- The words are then stuck to a large paper chart on the wall

In between we quizzes can be organised about the new words. The students greatly enjoy contributing words, researching and presenting.

This activity will help the students to streamline their thoughts and build up their vocabulary.

**6. Article writing**

Article writing is the process of creating a non-fiction text about current or recent news, items of general interest or specific topics.

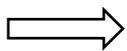
The following figure represents the format of Article writing

\* Figure 5

## Format of Article Writing

<u>Topic of Article</u> (By: XYZ)
(1.) Introduction of the topic (Meaning + Present Status)
(2.) Causes of the topic (If it is a problem)
(3.) Statistics of the topic (Problem) (If Known)
(4.) Advantages/Disadvantages of the topic (Problem)
(5.) Conclusion with warning/message/advice/Steps Required

The following link will help to build up the concept



<https://youtu.be/q2197KT1iNE?list=RDQMaJwsUDCsYv4>

Example

You are Renu/Ronit. Write an article in 100-120 words for your school magazine on journalism as a career.

- Hints – Journalism suitable for those who are good at language'
- Ones who desire to present truth to the public

Activity

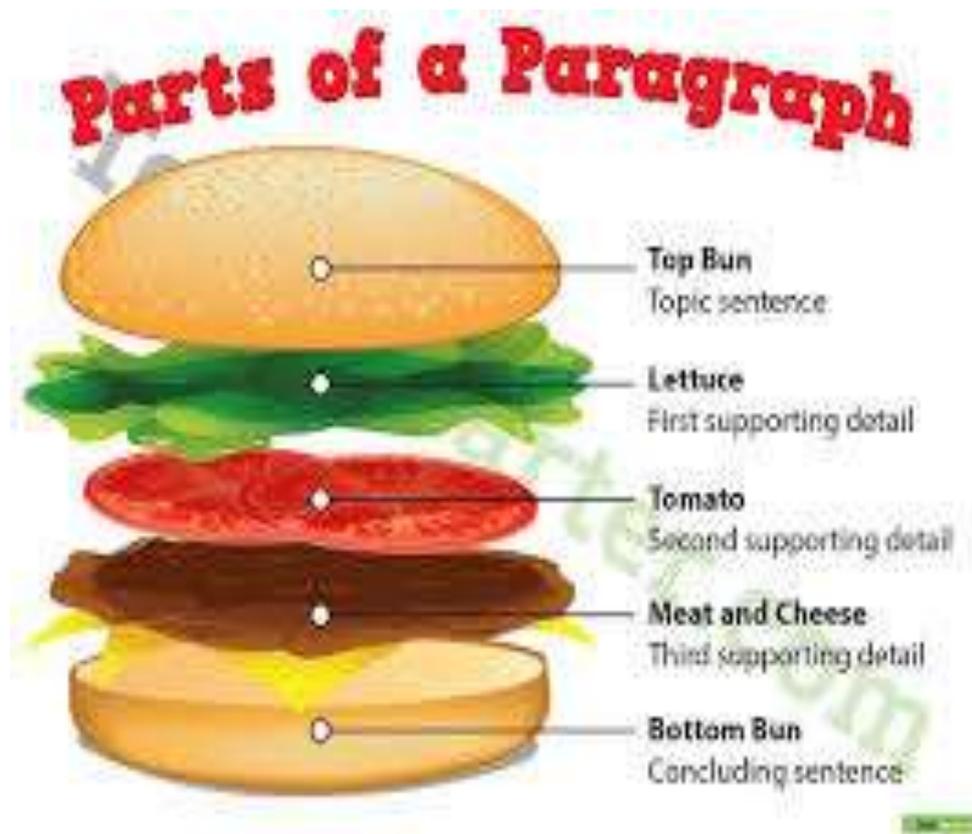
### **Media diary**

Students write about the different 'media' that they have been watching or reading. This could include TV programmes, films at the cinema or on DVD, websites that they have been looking at, magazines, books, etc. This will help the students to have clarity about present day situations and organise their thoughts in a more constructive way.

## **5. Construction of the Paragraph**

What is a paragraph?

A paragraph is a series of sentences that are organized and coherent, and are all related to a single topic.



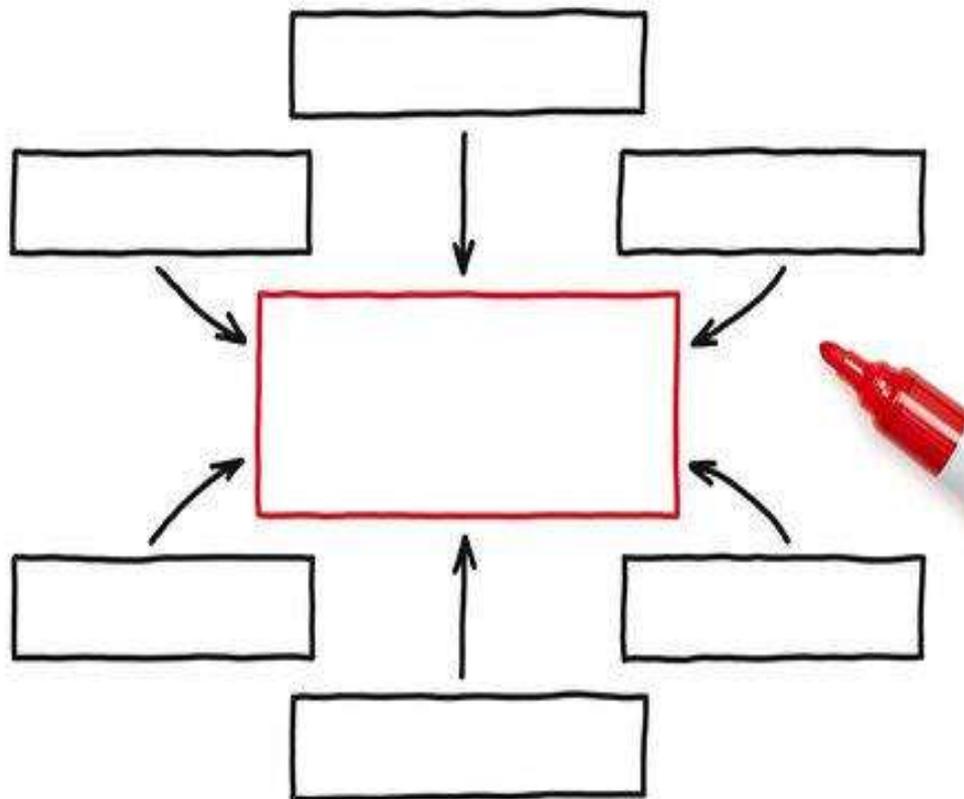
(Writing skill)

### **Activity – Argument essay**

This activity will help students organise their argument essays and so improve their writing. A possible cause of the student's poor performance is that students do not know how to organise argument essays or paragraphs

Following points can help them( students) to write/pen down their thoughts in a constructive manner.

- Explain the overall organisation of an argument essay to students.
- Explain paragraph organisation.
- Give students a list of connectives which they could use in their essays. Make sure that they understand the relationships that are implied by these connectives.
- Give students a model argument essay. Once they have read it, ask them to draw a spider-diagram of the essay in the following way:



- Firstly, students will identify the thesis. They will write it in a circle in the middle of a blank piece of paper.
- Next, identify the claims or statements that are made to support this thesis. Students will write these around the thesis.
- Then they will identify and list the details and examples which are given to support each claim/statement.
- Finally, students will write relevant connectors between the thesis and the claims/statements and between the claims/statements themselves.

This activity aims to help student to recognise their own problems with paragraph construction and to identify errors, which improves their own re-drafting skills.

**Summary:**

A classroom environment relies heavily on the quality of communication taking place within it. As an instructor, taking steps towards improving the communication skills of students will contribute positively towards your classroom climate. Students with effective communication skills will be more likely to contribute to class discussions, will be more productive members in group projects, and will ultimately gain more from their experience in the class. Learning and practicing writing skills help students to handle professional and social tensions.

**References**

: Google

: You tube

: British council Library

CBSE STUDY MATERIAL

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### **References**

: Google

: You tube

: British council Library

CBSE STUDY MATERIAL

## Session 1

### Introduction to Presentation Software

A **presentation** is a systematic display of information. It consists of a number of slides containing text, graphics, movies, sound, and graphs. Slides of a presentation are displayed one by one on the screen.

Some common terms used in a Presentation software are:

**Slides** are the individual pages of a presentation. Each slide may contain text, graphics, movies, and sound.

**Handouts** are very small images of slides printed together on a sheet of paper, which can be given to the viewers for reference.

**Speaker notes** are notes added to the slides as a reference for the presenter. They are not visible to the audience during a presentation.

There are different softwares like MS Powerpoint, OpenOffice Impress that can be used to create a presentation.

You will learn how to create a simple presentation in OpenOffice Impress.

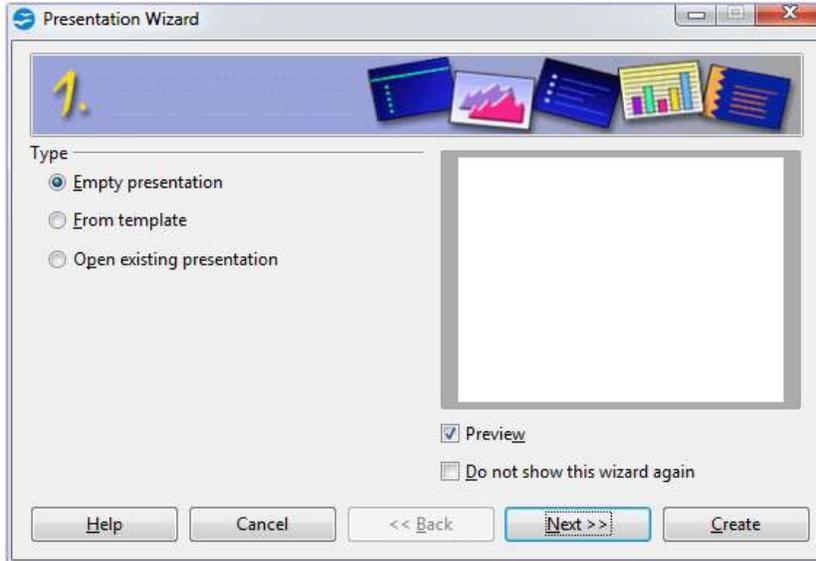
OpenOffice Impress is a part of the OpenOffice.org suite. It is used for creating effective multimedia presentations.

### STARTING OPENOFFICE IMPRESS

To start OpenOffice Impress,

1. click **Start** > **All Programs** > **OpenOffice.org 4.1.5** > **OpenOffice.org Impress**.
2. The **Presentation Wizard** dialog box appears (**Fig 1**). Select the desired option from the following:
  - a. **Empty presentation** - Choosing this option starts a new blank presentation.
  - b. **From template** – You can choose this option to create a presentation using a predesigned template.
  - c. **Open existing presentation**- You can choose this option to open an already saved presentation that you can work on.
3. Select **Empty Presentation**.

4. Click **Create**.

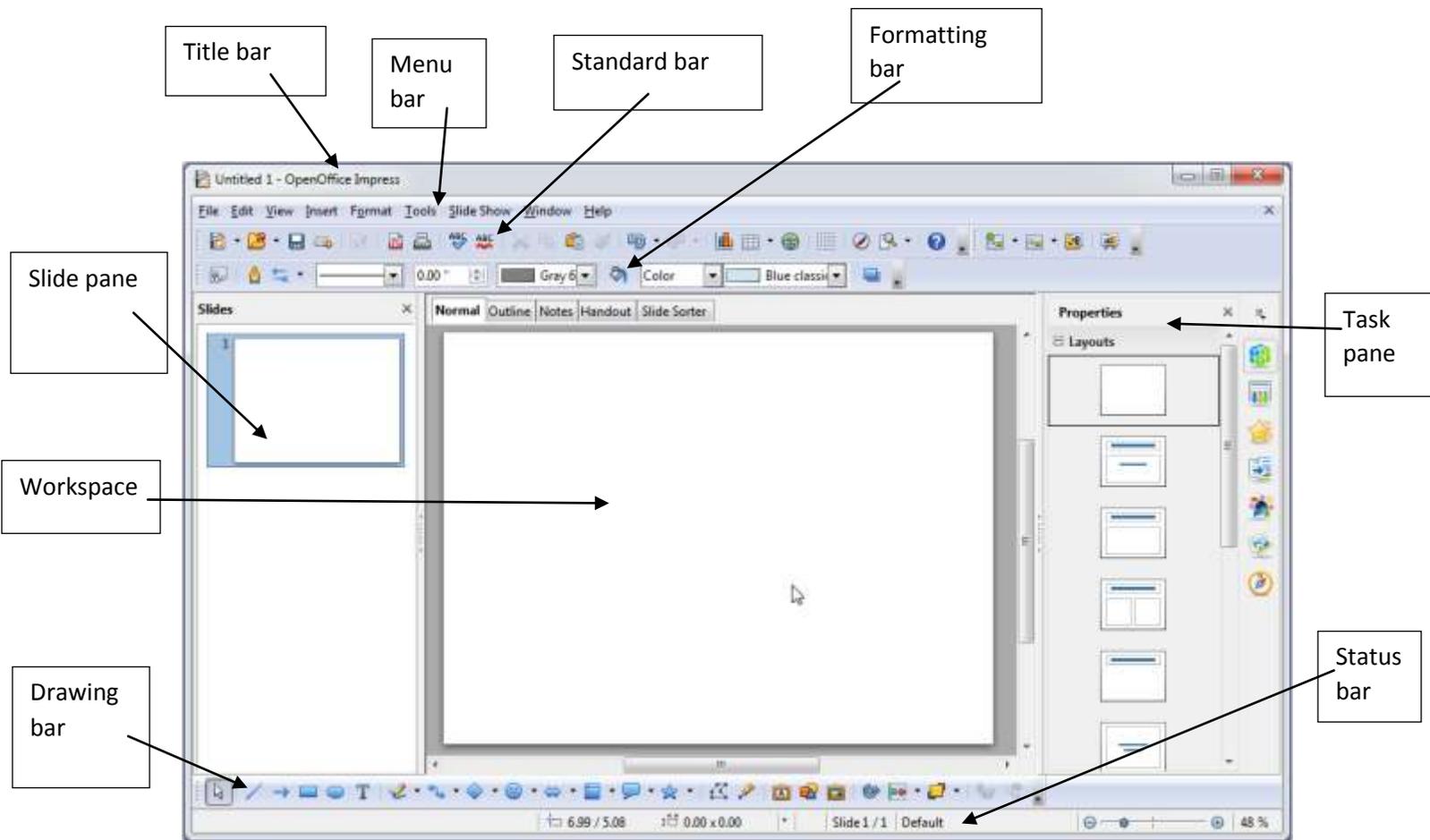


**Fig 1 Presentation Wizard dialog box**

5. The Impress window screen appears with a blank presentation named **Untitled 1** by default (**Fig. 2**).

### **Components of OpenOffice Impress Window**

The various components of the Impress window are shown in **Figure 2**.



**Fig. 2** OpenOffice.org Impress window

**Title bar** It is located at the top and displays the name of the application and the name of the current document

**Menu bar** It is located below the Title bar and contains different menu options.

**Standard bar** It contains icons for the most commonly used commands.

**Formatting bar** It contains the buttons for the commonly used formatting commands.

**Slide pane** It is located at the extreme left and shows the thumbnail view of various slides in a presentation.

**Drawing bar** It contains the buttons for the most commonly used drawing tools.

**Workspace** It is the main work area to create or modify individual slides

**Task pane** It is positioned to the right. It contains features such as slide layout and slide transition to format the slides.

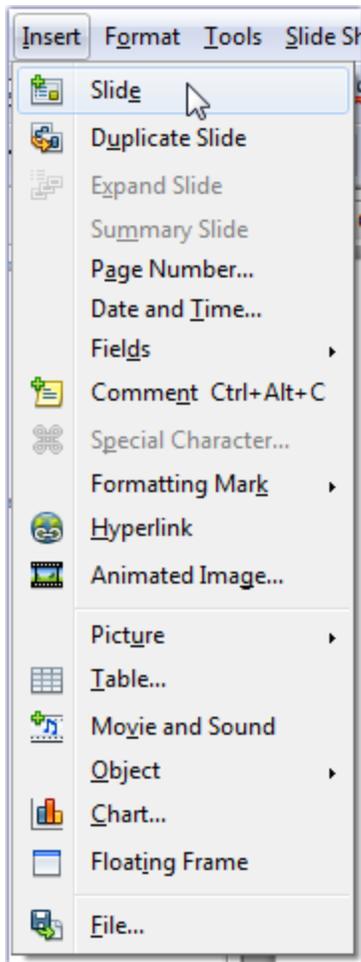
**Status bar** It is positioned at the bottom and displays information such as slide number and zoom level.

## **ADDING SLIDES TO A PRESENTATION**

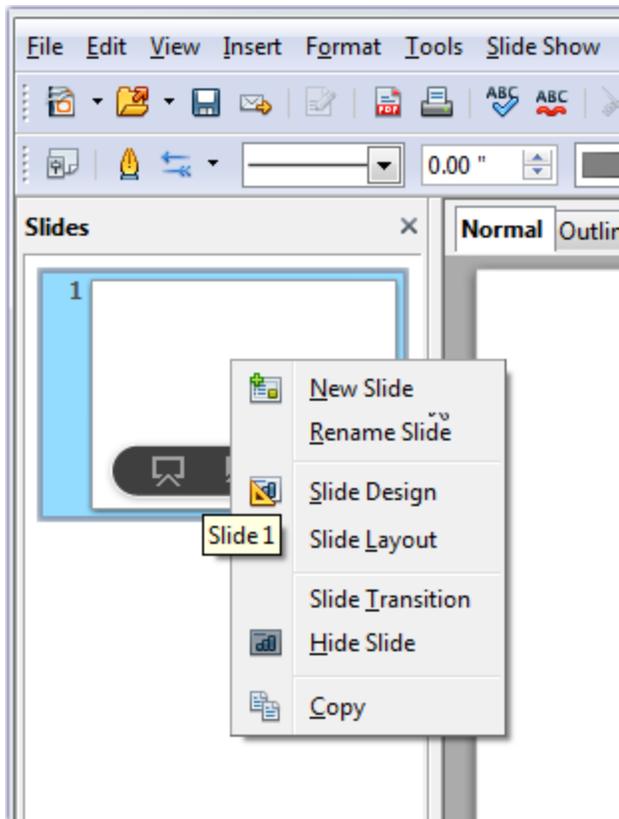
### **Inserting a New Slide**

You can insert a new slide in OpenOffice.org Impress presentation in any one of the following ways:

- Select **Slide option** from the **Insert menu**. (Fig 3)
- Right-click on a slide in the **Slide** pane and select **New Slide** in the shortcut menu. (Fig 4)
- Click on the **Slide** icon on the **Standard** bar. (Fig 5)



**Fig 3 Slide option of Insert menu**



**Fig 4 Shortcut menu**

Slide icon



**Fig 5 Slide icon on Standard bar**

### Deleting a Slide

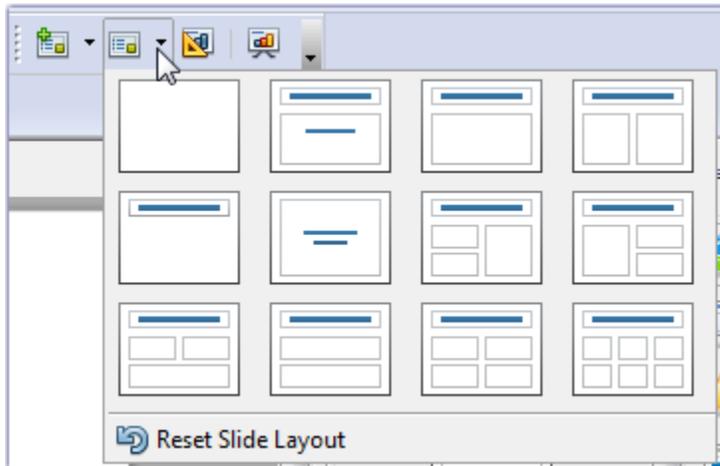
To delete a slide:

1. Select the slide in the Slide pane.
2. Press **Delete** key.

### Changing the Slide Layout

To change the slide layout in Impress, the steps are:

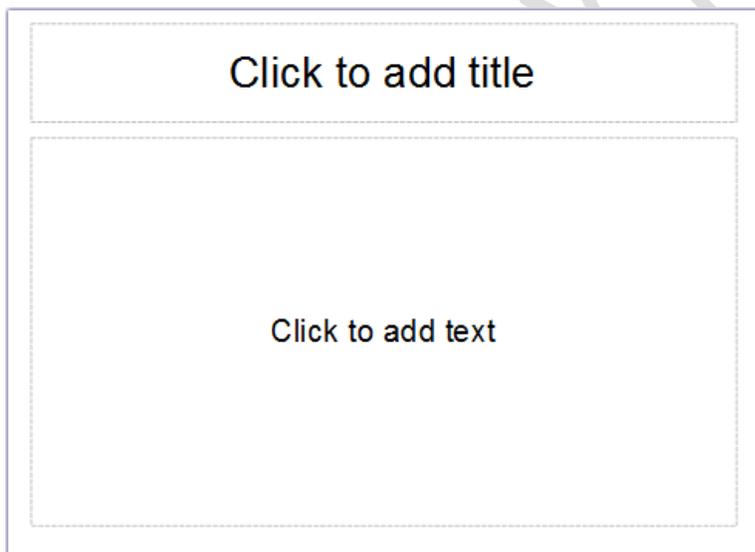
1. Select the slide.
2. Click the **Slide Layout** icon on the **Standard** bar. (**Fig 6**)
3. Different slide layouts are displayed. Click on a suitable layout.



**Fig 6 Selecting Slide Layout**

### **Entering text in a slide**

You can enter text in a text box in a slide.



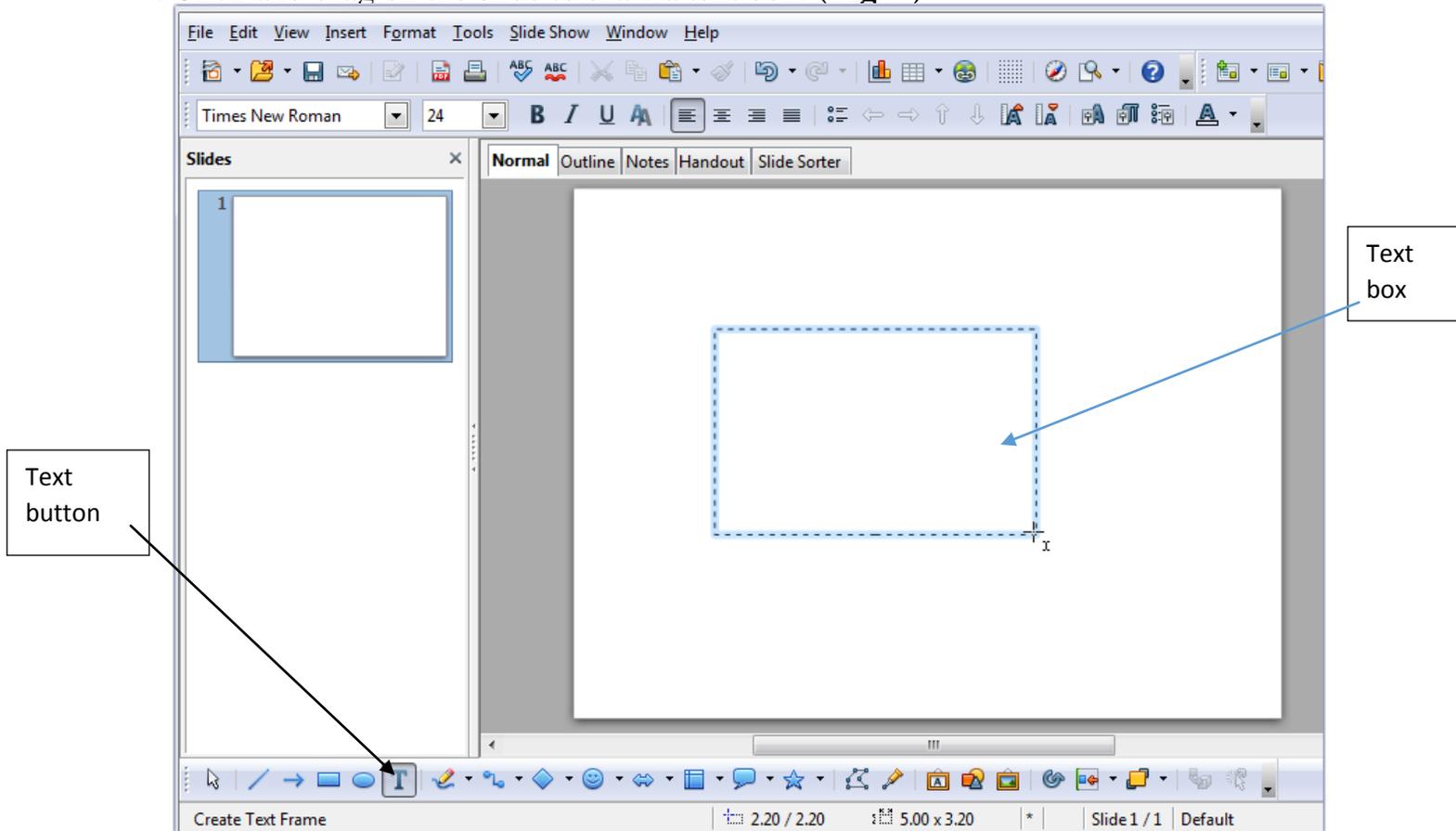
If you have selected a blank slide, you can insert a text box at the desired position.

### **Inserting a Text Box**

You can insert a Text box using Text button on the Drawing bar. If the **Drawing** bar is not visible, select **View** ➤ **Toolbars** ➤ **Drawing** to make it visible.

The steps to insert a text box in a slide are:

1. Click the **Text** button on the **Drawing** bar.
2. The mouse pointer changes to + the sign.
3. Place the mouse pointer on the slide where you want to add the text box.
4. Click and drag on the slide to draw a text box. (**Fig 7**)

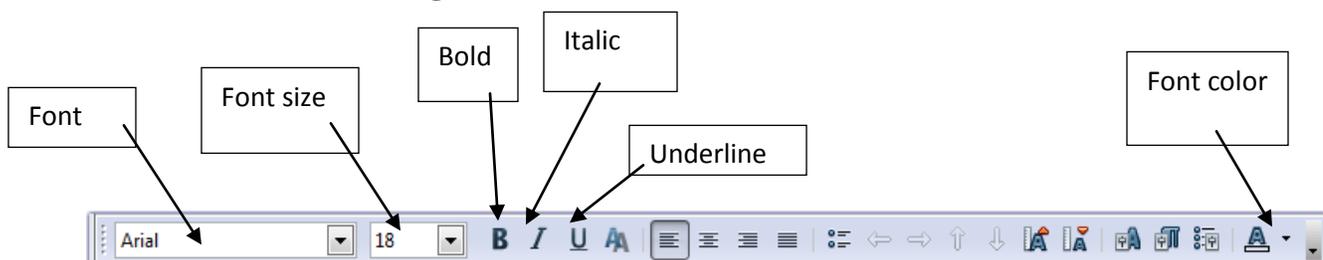


**Fig 7 Drawing a Text box**

### Editing and Formatting Text

Like OpenOffice Writer, OpenOffice Impress includes all the basic editing features —copy, move, insert, delete, spell-check, etc. You can also format the text, i.e. change the font, style, size, font color, etc.

You can use the formatting options in the Formatting bar to change the font, size and color of the text (**fig 8**)



## Fig 8 Formatting bar

### Applying a Slide Design

The steps to apply a slide design are:

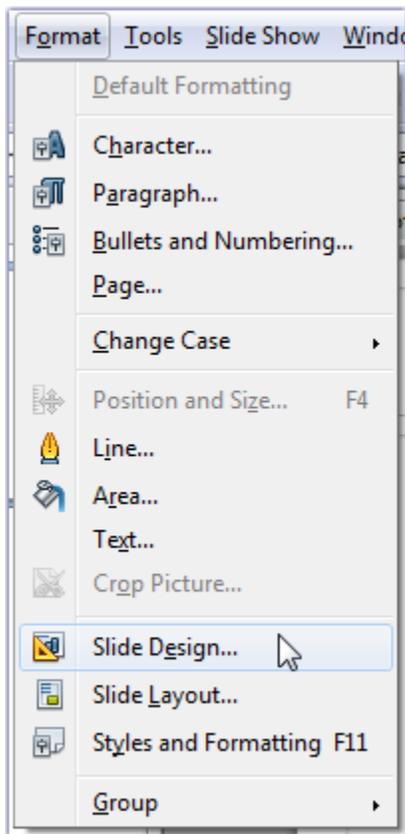
1. Select **Slide Design** option from the **Format menu** (Fig 9).

*Or*

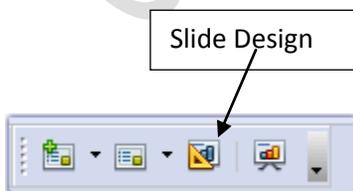
Click the **Slide Design** button on the **Standard bar**. (Fig 10)

*Or*

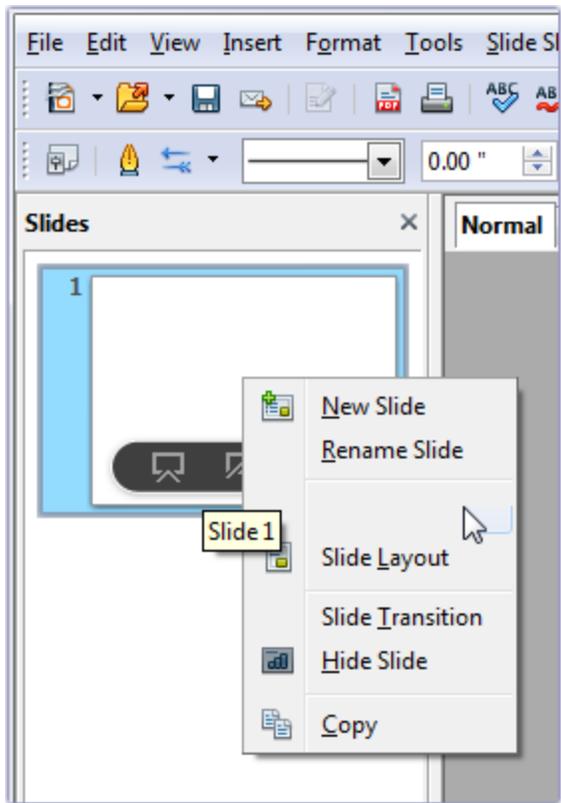
Right-click on any slide in the **Slide** pane and select **Slide Design** in the shortcut menu. (Fig 11)



**Fig 9 Slide Design option from the Format menu**



**Fig 10 Slide design button on the Standard bar**



**Fig 11** Shortcut menu

2. The **Slide Design** dialog box appears (**Fig. 12**).

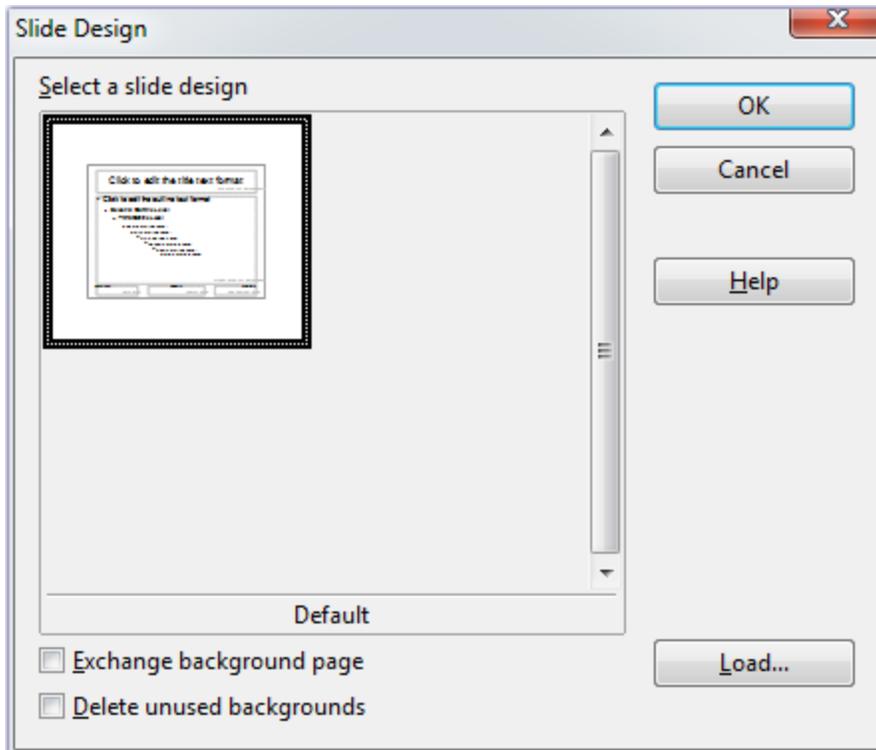


Fig. 12 Slide Design dialog box

3. Click the **Load** button. The **Load Slide Design** dialog box appears (Fig 13)

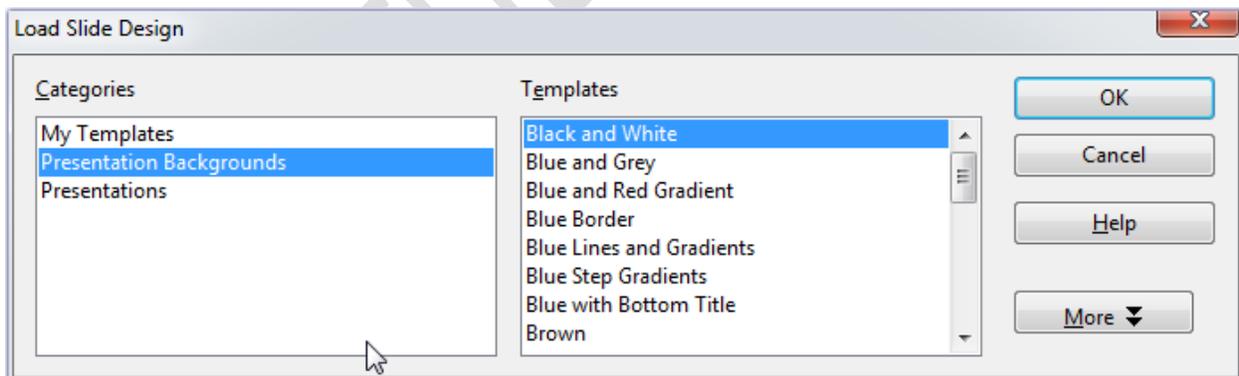
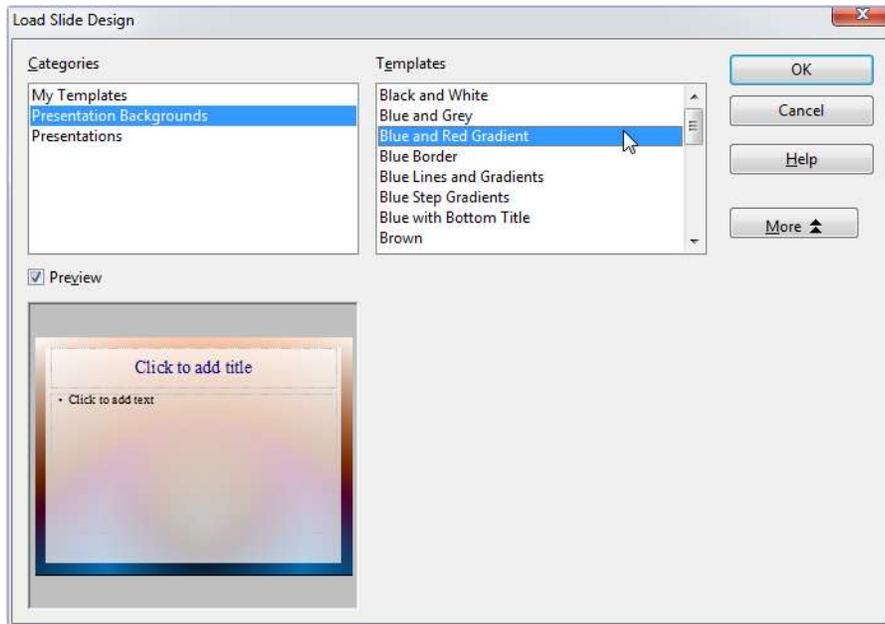


Fig. 13 Load Slide Design dialog box

4. Select **Presentation Backgrounds** in the **Categories** section. Select the desired template from the list. You can also click **More** to get the **Preview** box. Select the **Preview** checkbox (Fig. 14).



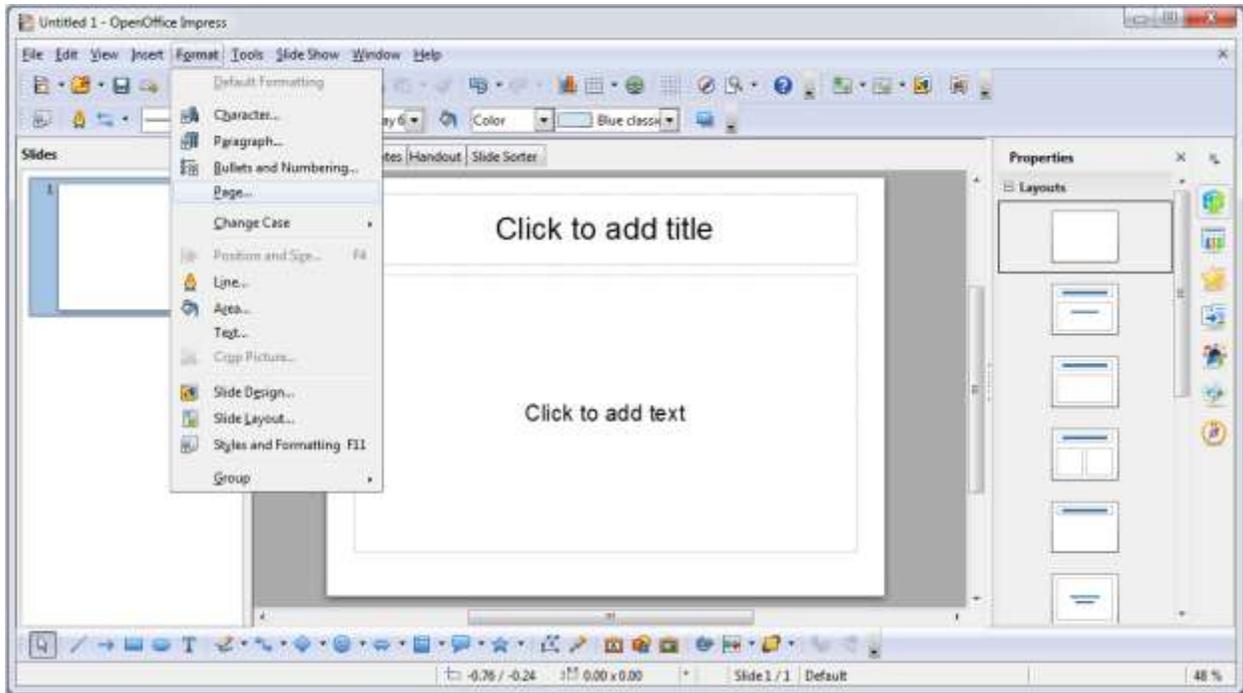
**Fig 14** Preview option in the **Load Slide Design** dialog box

4. Click **OK**. The **Slide Design** dialog box reappears.
5. Click **OK**.

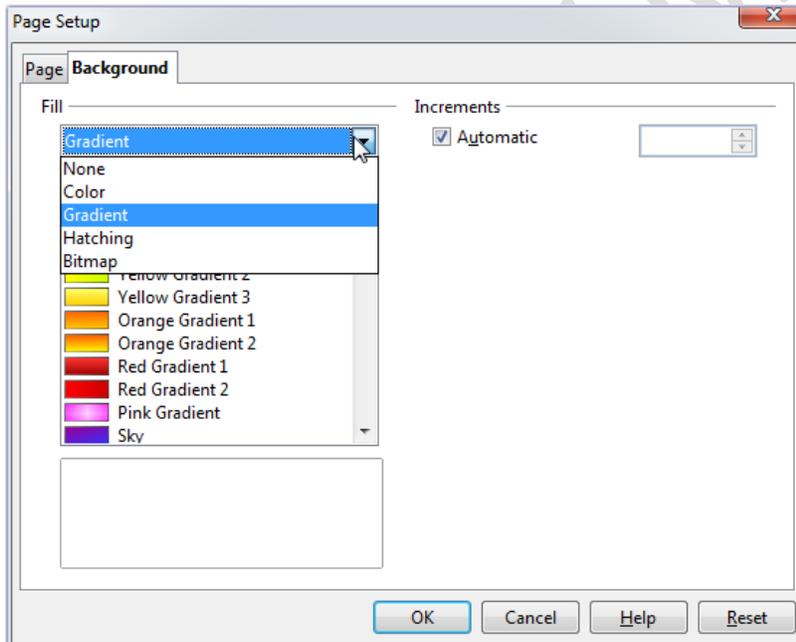
### **Changing Background Style**

The steps to change the slide background in OpenOffice.org Impress, are:

1. Select **Page option** from the **Format menu**. (**Fig 15**)
2. The **Page Setup** dialog box appears.
3. Click the **Background** tab.
3. Click the **Fill** drop-down menu arrow and choose the desired fill effect (**Fig. F8-16**).



**Fig 15** Page option of Format menu



**Fig. 16** Background tab of Page Setup dialog box

4. A message box appears (**Fig. 17**). Click **Yes** if you want to use the selected background style for all the slides. Click **No** if you want to set it only for the current slide.



**Fig. 17** Page Settings message box

### **SAVING A PRESENTATION**

The steps to save a presentation are as follows:

1. Select Save option from the File menu.

*Or*

Click the **Save** button on the **Standard** bar.

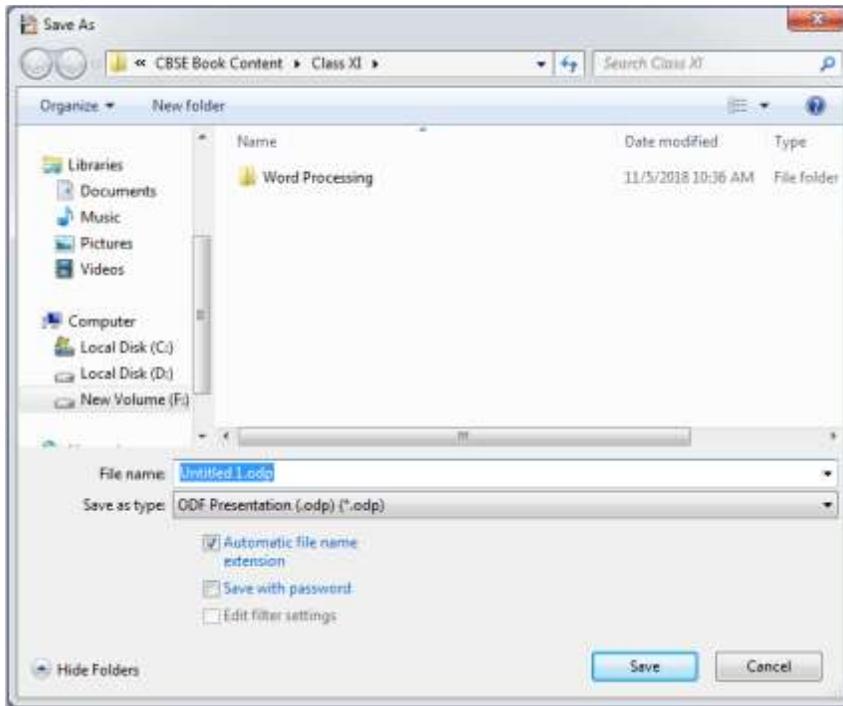
*Or*

Press Ctrl + Shift + S.

2. The **Save As** dialog box appears. (**Fig 18**) Select the drive and the folder where you want to save the presentation.

3. Give a name to the file in the **File name** text box.

4. Click **Save**. Your presentation will be saved with a *.odp* extension.



**Fig 18 Save As dialog box**

## **CLOSING A PRESENTATION**

A presentation can be closed in any one of the following ways:

- Select Close option from the File menu.
- Click the **Close Document** button on the right side of the **Menu** bar.

## **EXITING IMPRESS**

To exit OpenOffice.org Impress, the steps are:

- Select **Exit** option from **File** menu.

*Or*

- Click the **Close** button at the top-right corner of the **Title** bar.

## **OPENING A PRESENTATION**

To open an already saved presentation the steps are:

1. Select **Open** option from the **File** menu.

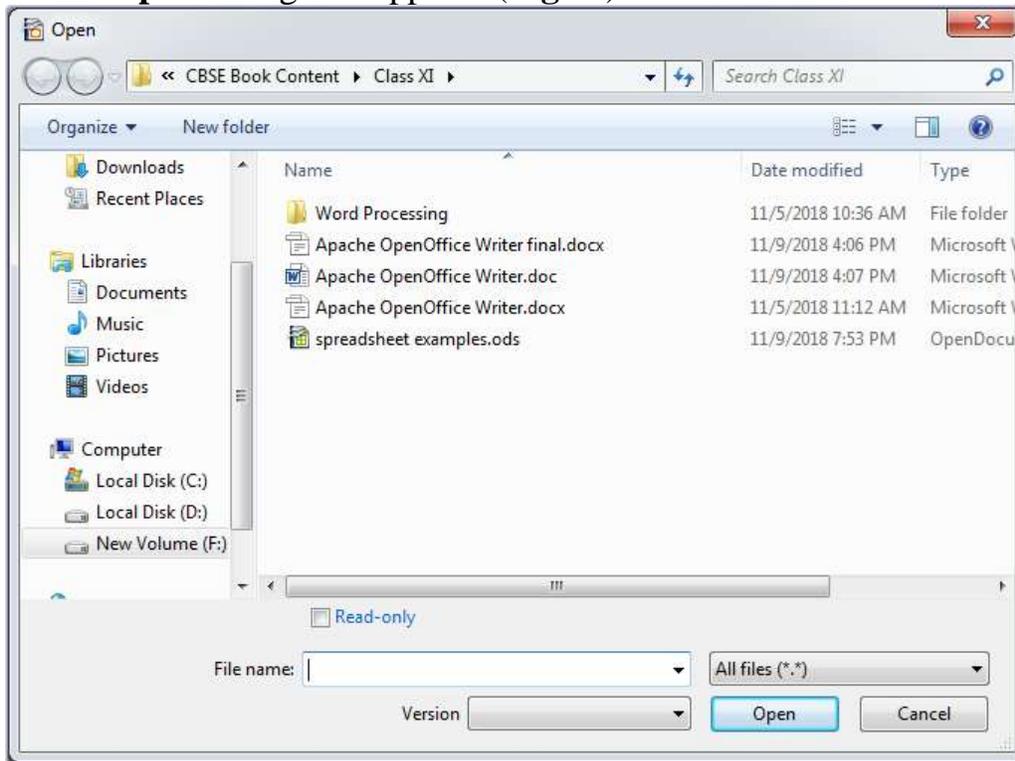
*Or*

Click the **Open** button on the **Standard** bar.

*Or*

Press **Ctrl + O**.

2. The **Open** dialog box appears.(**Fig 19**) Select the file and click **Open**.



**Fig 19** Open dialog box

### Lets Try It

1. Create a new blank presentation.
  - a. Add 4-5 slides on the topic 'Pollution'.
  - b. Change the slide design.
  - c. Select desired font, size, and color for the text and the heading.
  - d. Save the presentation.

### Worksheet

1. Name any two softwares used for creating presentation.

---

---

2. What do you mean by a slide?

---

---

3. Name the bar present at the top of the Impress window.

\_\_\_\_\_

4. How can you delete a slide?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Write keyboard shortcut to save a presentation.

\_\_\_\_\_

## Session 2

### VIEWING AND ORGANIZING SLIDES

A presentation in OpenOffice Impress can be viewed in following ways:

#### Normal View

The **Normal** view is the default view that is used to create and edit slides. This view has three panes:

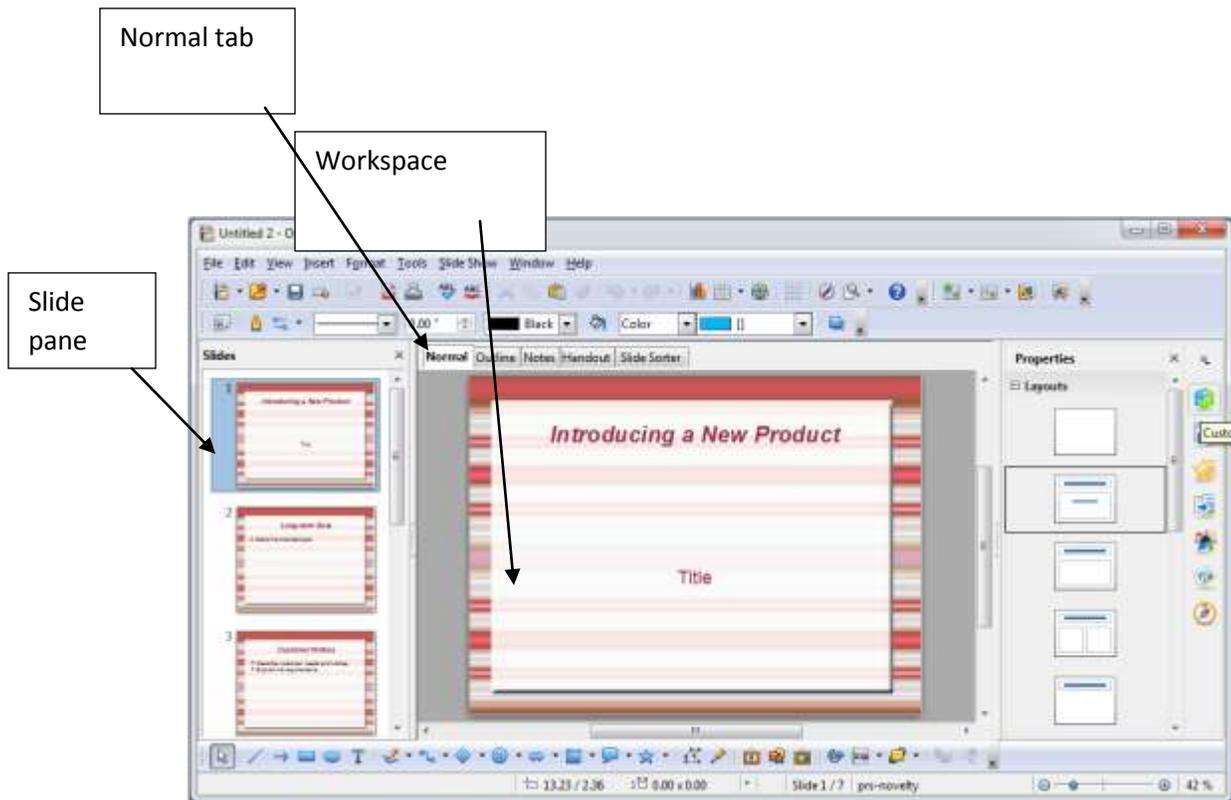
- **Slide** pane,
- **Task** pane, and
- the **Workspace** showing the current slide.

To open the **Normal** view (**Fig. 20**):

- Select **Normal** option from the **View** menu.

*Or*

- Click the **Normal** tab above the workspace.



**Fig. 20 Normal view**

### **Outline View**

The **Outline** view shows the **Slide** pane and textual content of all the slides in a presentation.

The steps to open the **Outline** view are: (**Fig. 21**):

- Select **Outline** option from **View** menu.

*Or*

- Click the **Outline** tab above the workspace.



**Fig. 21 Outline view**

### **Notes View**

The **Notes** view is used to add notes to a slide. These notes are not visible to the audience during the slide show.

To enter notes in a slide (**Fig. 22**), follow these steps:

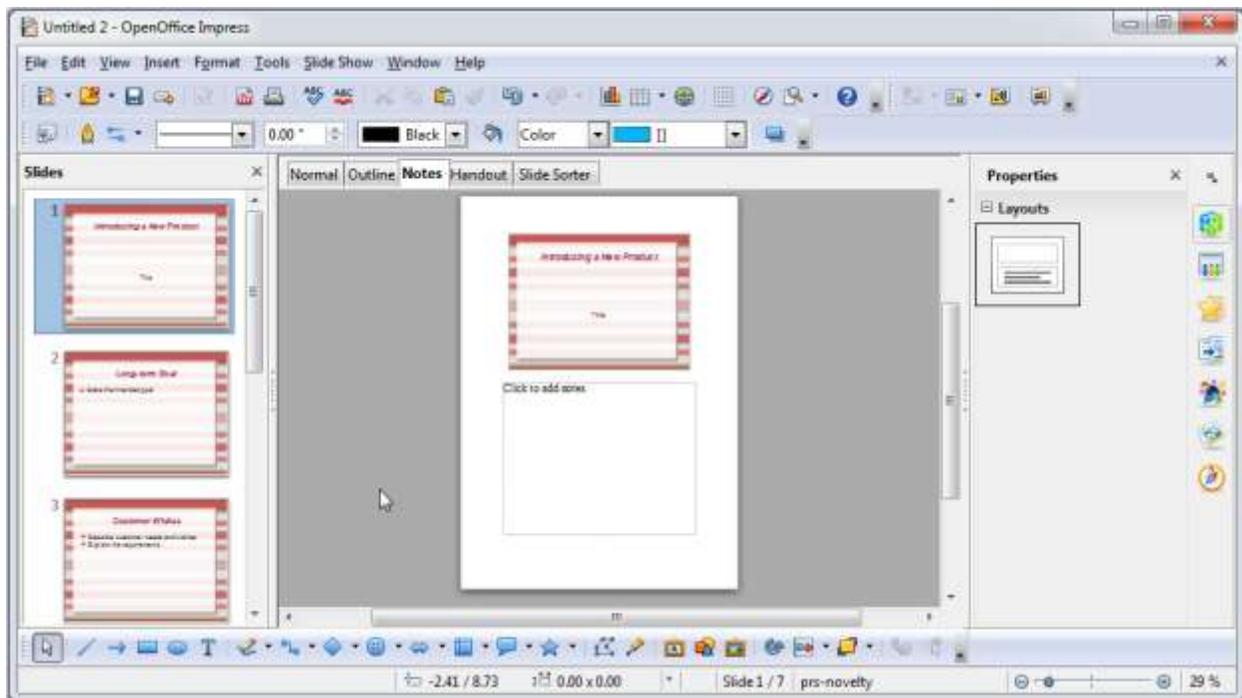
1. Select Notes Page option from View menu.

*Or*

Click the **Notes** tab above the workspace.

2. Select a slide from the **Slide** pane.

3. Click and type the notes in the space provided.



**Fig. 22** Notes view

### **Handout View**

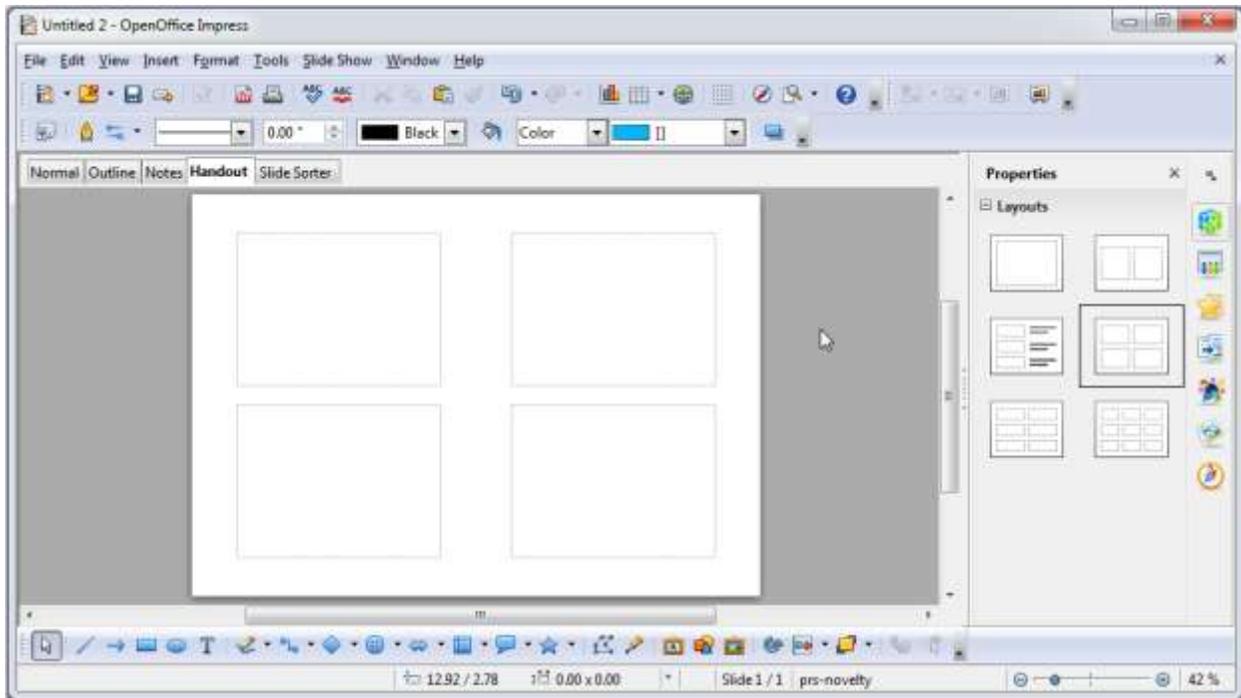
In the **Handout** view, you can adjust the number of slides to be printed on each page.

To open the **Handout** view (**Fig. 23**):

- Select **Handout Page** option from the **View** menu.

*Or*

- Click the **Handout** tab above the workspace.



**Fig. 23 Handout view**

### **Slide Sorter View**

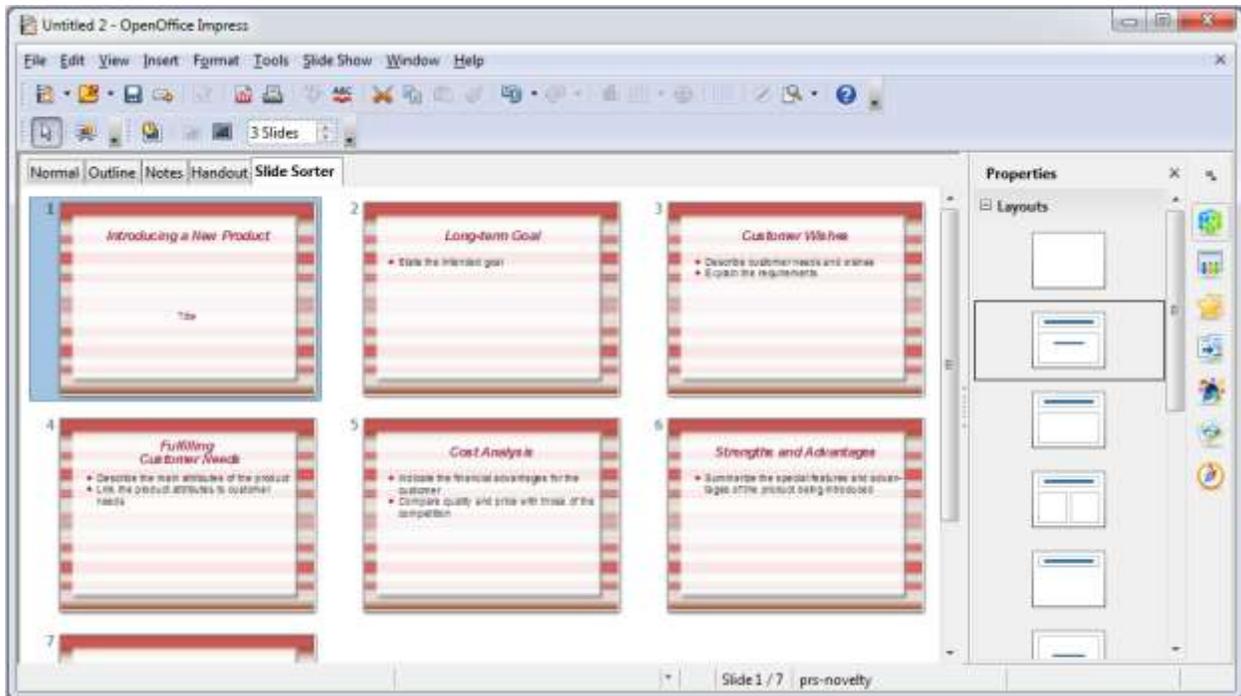
The **Slide Sorter** view displays miniature forms of all the slides in a presentation. To open the **Slide Sorter** view (**Fig. 24**):

- Click the **View** button and then click **Slide Sorter** in the drop-down menu.

*Or*

- Click the **Slide Sorter** tab above the workspace.

In this view, you can easily delete a slide, change the order of the slides, insert a new slide.



**Fig. 24 Slide Sorter view**

Commands used in **Normal** and **Slide Sorter** views

### **Action**

Select consecutive multiple slides

Select non-consecutive multiple slides

Delete slide(s)

Move slide(s)

### **Option**

Hold down the SHIFT key and select the slides.

Hold down the CTRL key and select the slides.

Select slide(s) and press the DELETE key.

Select the slide(s) and drag to the new location.

## **INSERTING IMAGES**

You can insert image in a slide using any one of the following ways:

- Gallery
- From File

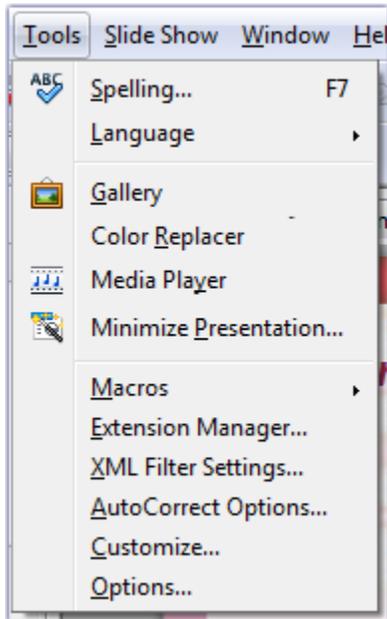
## Inserting Images Using Gallery

The steps to insert an image using the gallery are:

1. Select **Gallery** option from the **Tools** menu. (Fig 25)

*Or*

Click the **Gallery** icon on the **Drawing** bar. (Fig 26)

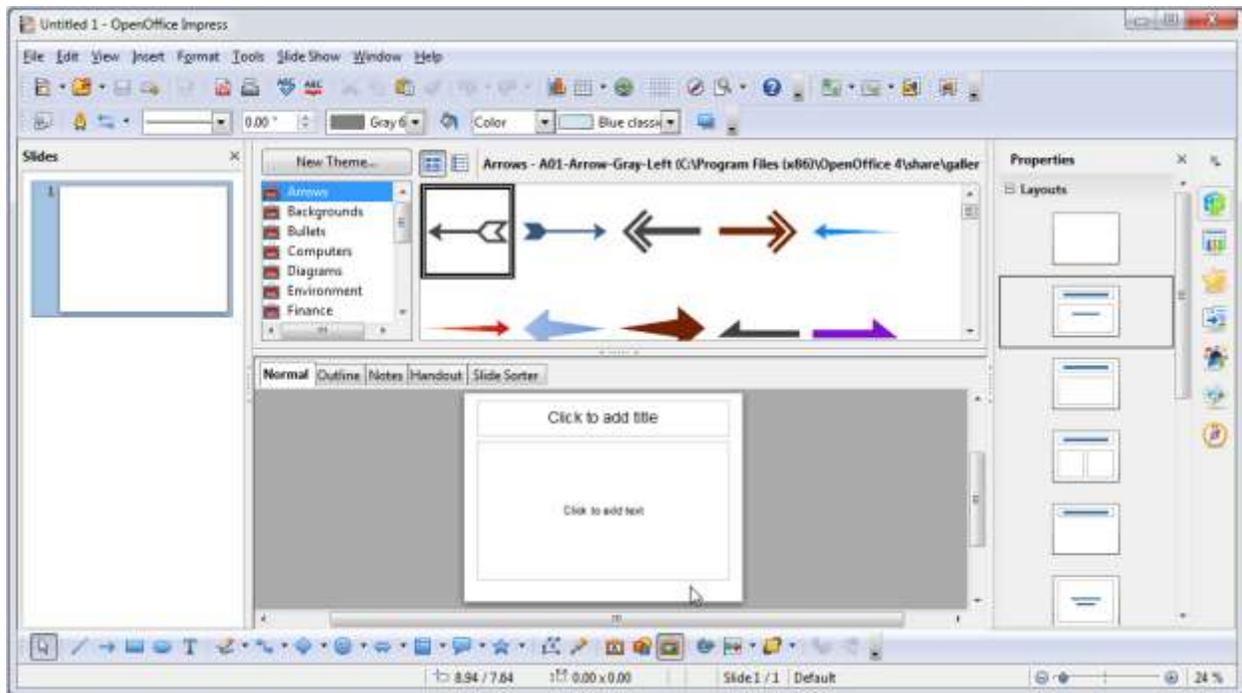


**Fig 25 Gallery option of Tools menu**



**Fig 26 Drawing bar**

2. The **Gallery** appears above the workspace (Fig. 27).



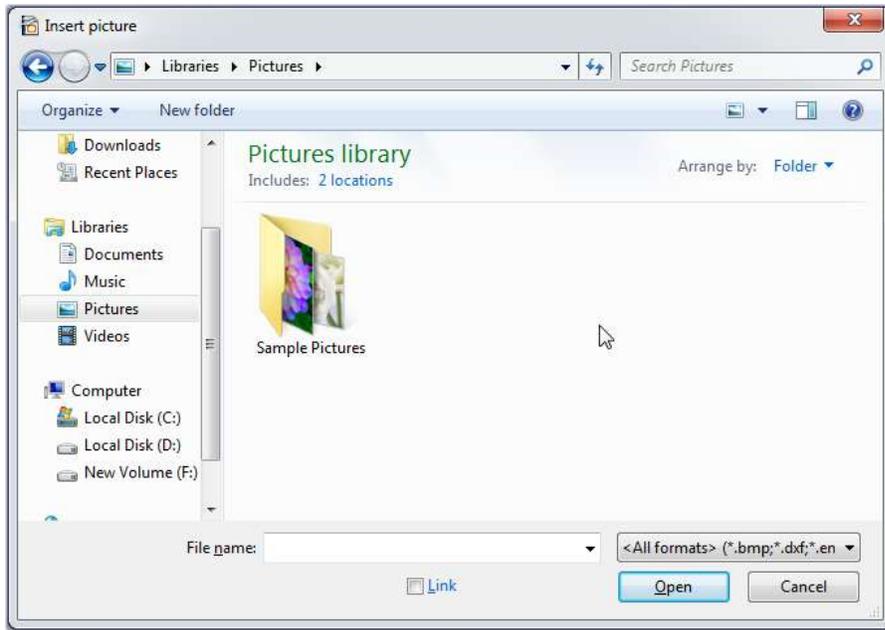
**Fig 27 Gallery**

3. Select the theme from the left section of the gallery area. The images of that theme will get listed on the right side.
4. Click on the required image. Drag the image and drop it on the slide.
5. To close the Gallery, select **Tools Gallery**.

### **Inserting Pictures from File**

The steps to insert a picture from a file are:

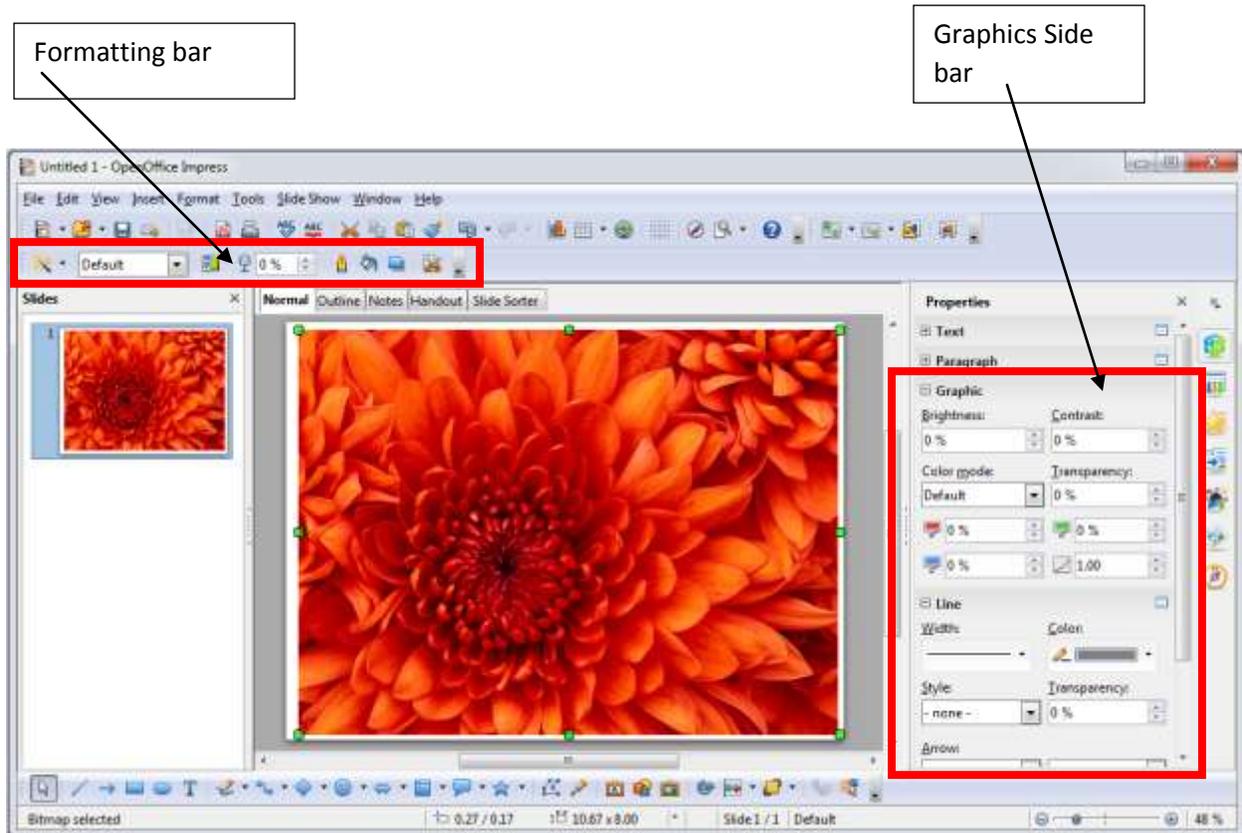
1. Select **Insert** ➤ **Picture** ➤ **From File**.
2. The **Insert picture** dialog box appears (**Fig. 28**).
2. Locate the picture you want to insert and click **Open**.



**Fig. 28** Insert picture dialog box

### **Editing a Picture**

When you select a picture, **Picture** toolbar appears (**Fig. 29**). You can use the tools of this toolbar to edit the picture.



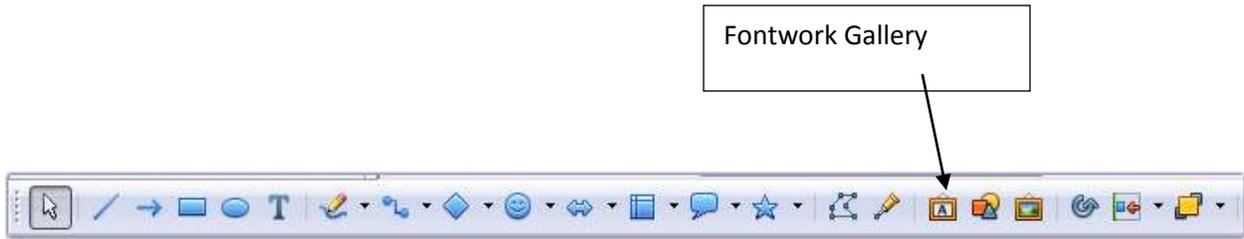
**Fig. 29** Picture toolbar

## USING FONTWORK GALLERY

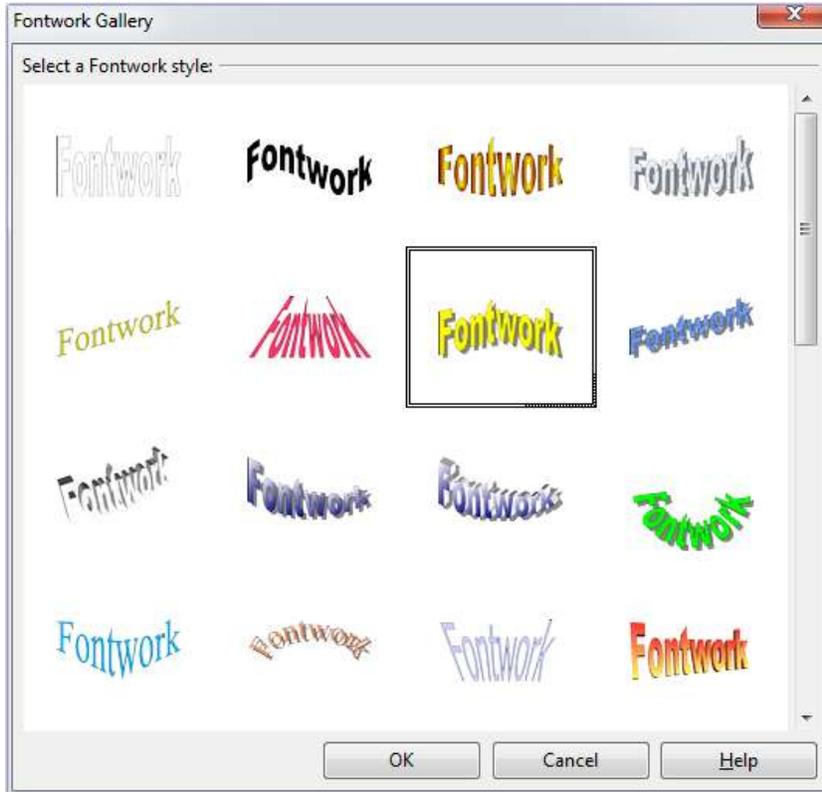
In OpenOffice Impress, **Fontwork Gallery** is used to apply special effects to the text.

The steps to use the **Fontwork Gallery** are:

1. Click the **Fontwork Gallery** button on the **Drawing** bar. (**Fig. 30**)
2. The **Fontwork Gallery** dialog box appears (**Fig. 31**).
3. Select a Fontwork style and click **OK**.
4. The selected Fontwork design will appear on the slide (**Fig. 32**).
5. Double-click the Fontwork design. The default text, i.e., Fontwork will appear in editing mode (**Fig. 33**).



**Fig 30 Drawing bar**



**Fig. 31 Fontwork Gallery dialog box**



**Fig. 32** Fontwork design on the slide

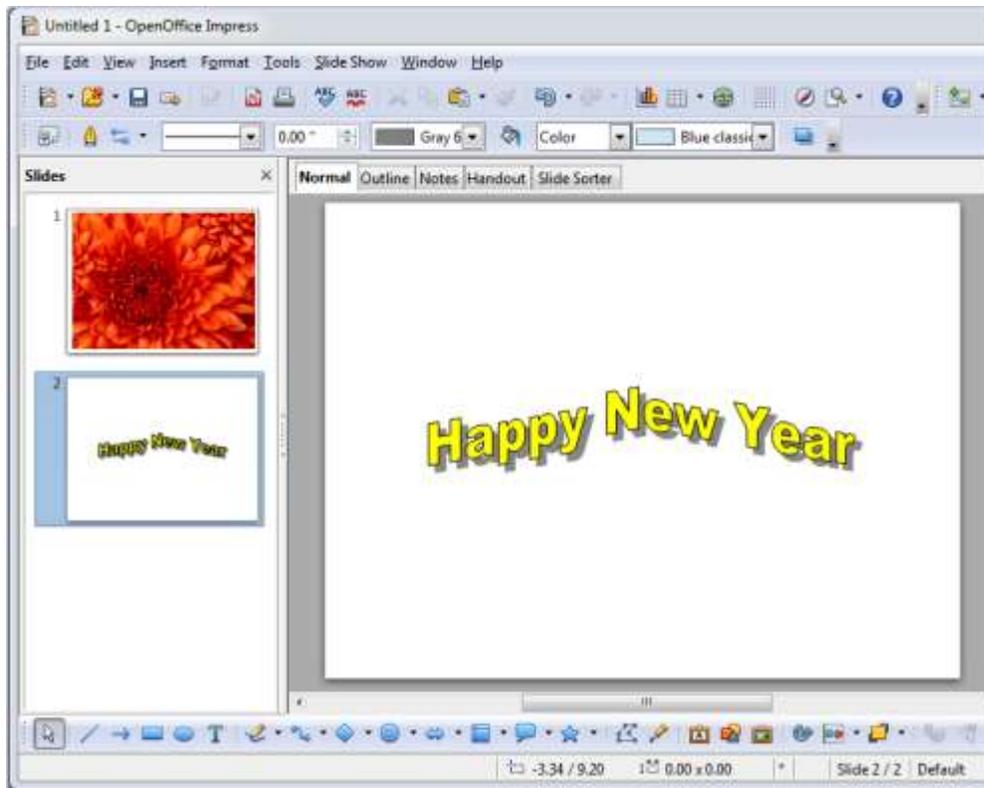


**Fig. 33** Editing Fontwork text

6. Change the text and then click anywhere in the document. (**Fig 34**)
7. Using the **Fontwork** bar (**Fig. 35**), you can change the style of the text, letter height, etc.



**Fig 34** text on the Slide



**Fig. 35** Fontwork bar

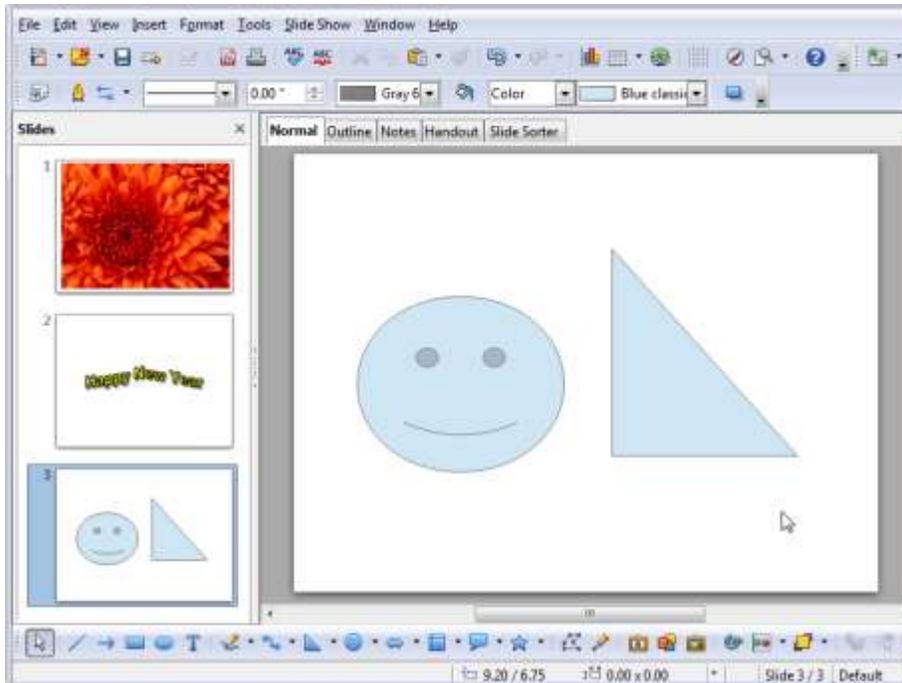
## INSERTING SHAPES

You can insert basic pre-defined shapes a slide. The steps to add the shapes are:

1. Click the arrow next to the **Symbol Shapes** option (**Fig. 36**) on the **Drawing** bar.
2. Select the desired shape.
3. Click and drag on the slide to draw the shape.
4. Similarly, you can use the options available on the **Drawing** bar to draw many other shapes, arrows, callouts, etc. (**Fig 37**)



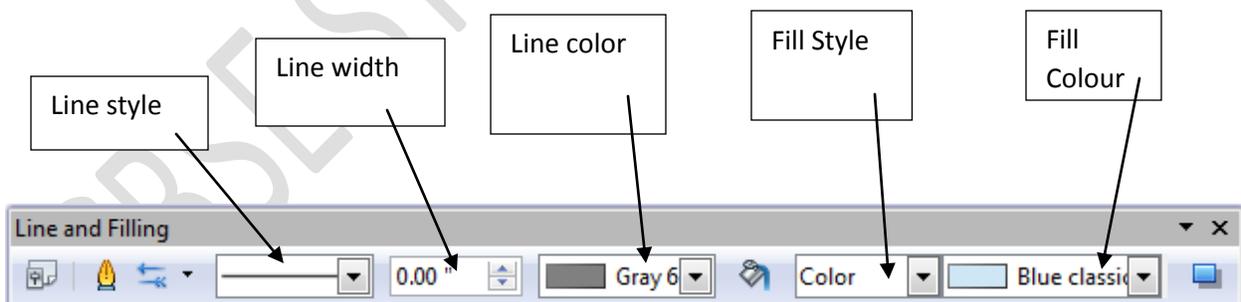
**Fig 36** Symbols option on Drawing bar



**Fig 37 Shapes drawn on a slide**

### Editing Shapes

The inserted shapes can be edited using the **Line and Filling** bar. This bar appears when you select a shape. The various options of the toolbar are shown in **Figure 38**.



**Fig. 38 Line and Filling bar**

## Lets Try It

1. Create a new presentation of 4-5 slides on the topic 'Activities in My School'.
  - a. Use Fontwork gallery to write the headings.
  - b. Choose suitable font, size and color for the text.
  - c. Apply suitable background to the slides.
  - d. Insert suitable pictures in each slide.
2. Create a new blank presentation for children of Primary level to teach them about different shapes.
  - a. Use FontWork to write the headings.
  - b. Choose suitable font, font style, size and color for the text.
  - c. Apply suitable background to the slides.
  - d. Insert different shapes from the Drawing bar.
  - e. Edit these shapes to change their fill and line styles and color.
  - f. View the presentation in the following views
    - i. Normal view
    - ii. Slide Sorter view
  - g. Change the order of slides in the Slide Sorter view.

## Worksheet

1. How can you perform the following actions in Slide Sorter view?
  - a. Select consecutive multiple slides
  - b. Select non-consecutive multiple slides
  - c. Delete slides
2. Name the view used to see all the slides in a miniature form.
3. Name the bar that has option to insert basic shapes.
4. Name the two ways in which you can insert pictures in a slide.

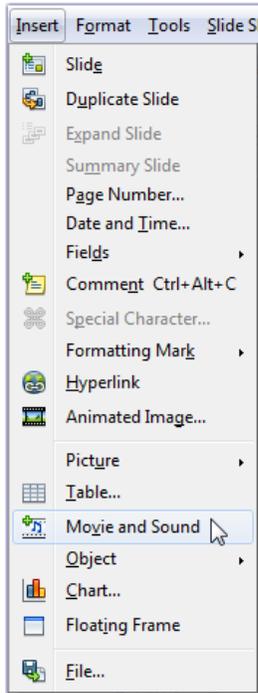
## Session 3

### INSERTING SOUND OR MOVIES

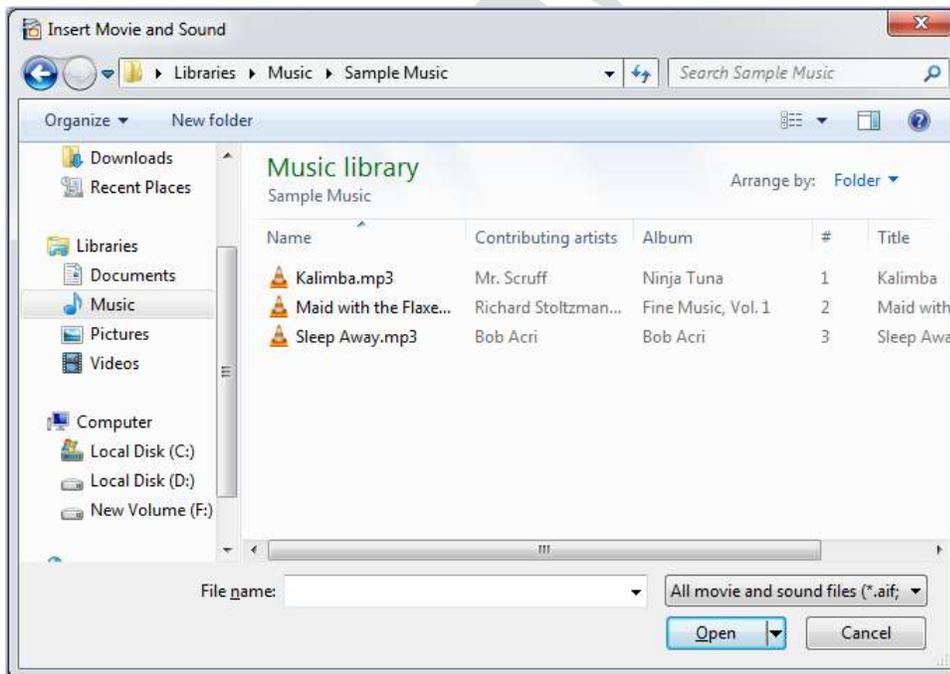
You can add sound and video files in a presentation created in Impress. The steps are:

1. Select the slide.
2. Select **Movie and Sound option** from the **Insert menu**. (Fig 39)

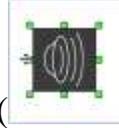
3. The **Insert Movie and Sound** dialog box will appear (**Fig. 40**).
4. Select the desired sound/movie file and click **Open**.

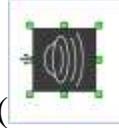


**Fig 39** Movie and Sound option of Insert menu



**Fig. 40** Insert Movie and Sound dialog box



3. If you insert a sound file, the sound (  ) icon appears on the slide.
4. If you insert a movie file, the movie appears on the slide.

## SLIDE TRANSITION

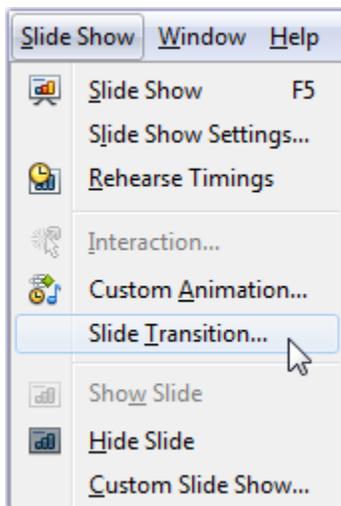
The steps to apply transition effects to a slide are:

1. Select the slide.
2. Select **Slide Transition** option from the **Slide Show** menu. (Fig 41)

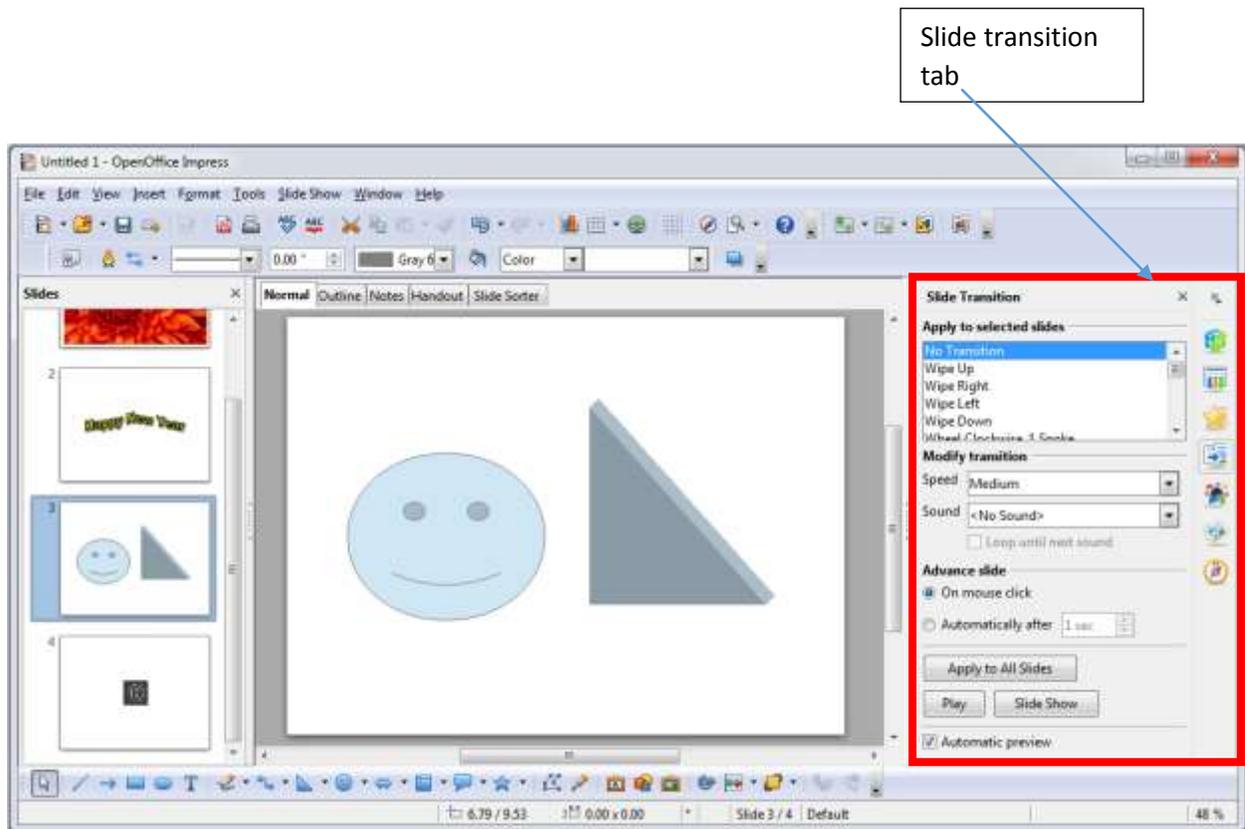
Or

Click the **Slide Transition** tab in the **Task** pane.

3. The **Slide Transition** panel will appear in the **Task** pane (42).
4. The steps to apply transition are:
  - a. Select a slide transition effect
  - b. Select the speed of transition
  - c. Select sound
  - d. Select a method to move to the next slide.
  - e. Select **Automatic Preview** to see the preview of the current slide.
  - f. Click **Apply to all slides** to apply transition to all slides



**Fig 41 Slide Show menu**

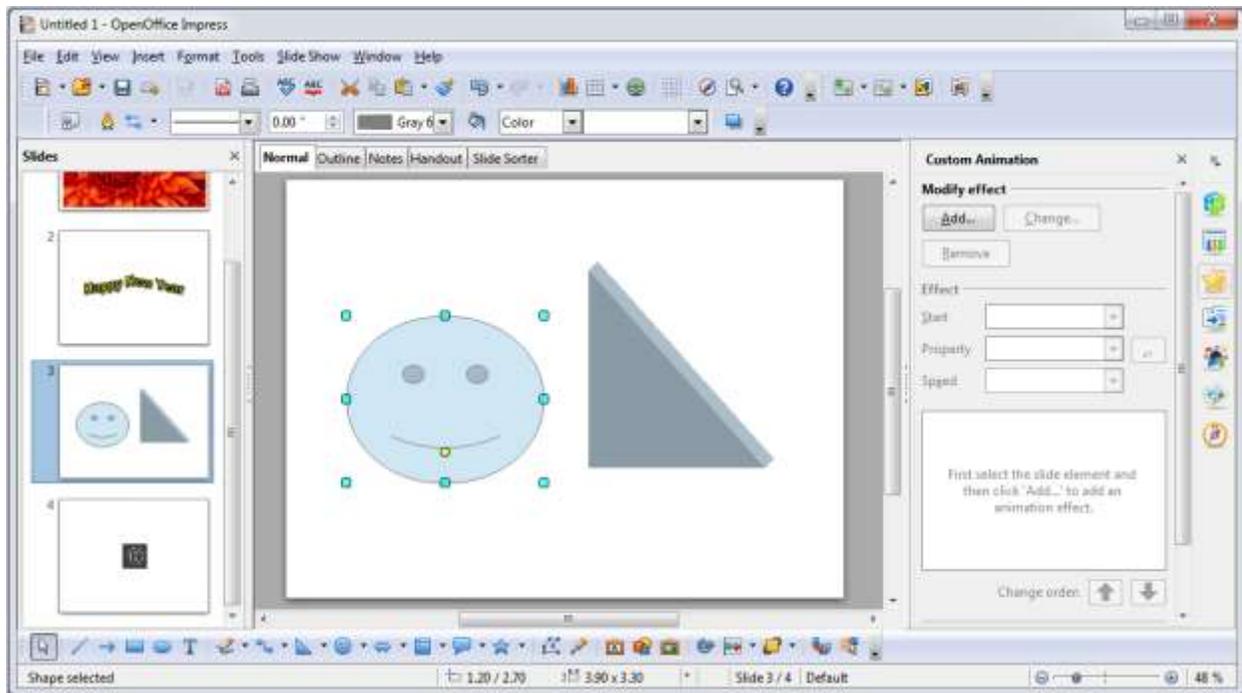


**Fig 42 Slide transition tab**

## **CUSTOM ANIMATION EFFECTS**

The steps to apply custom animation effects to an object are:

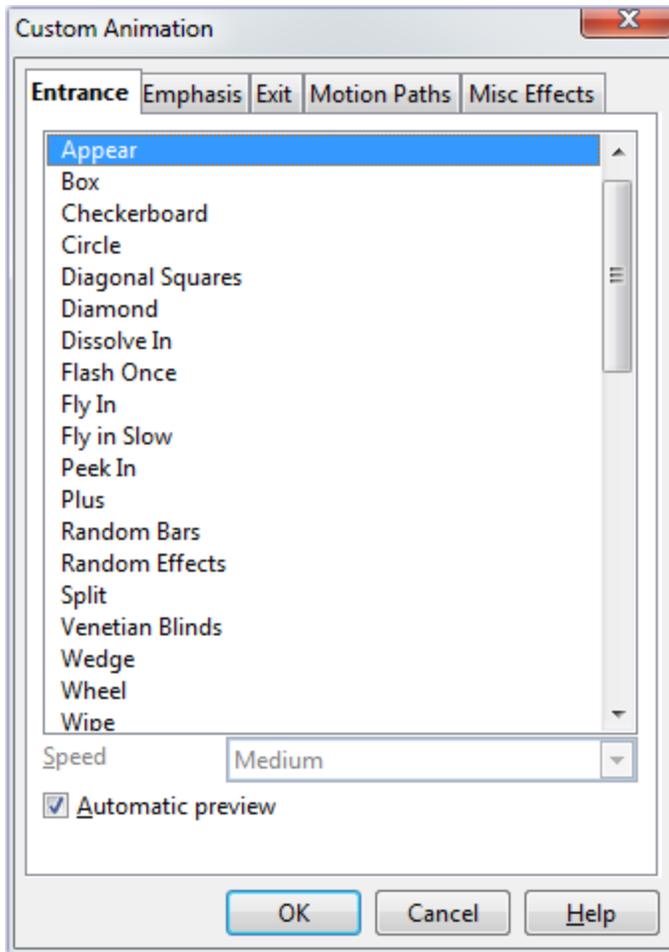
1. Select the slide.
2. Select the object to which you want to apply custom animation.
3. Select **Custom Animation** option from **Slide Show** menu (Fig 41).
4. The **Custom Animation** panel appears in the **Task pane** (Fig. 43).



**Fig. 43 Custom Animation panel**

3. Click the **Add** button under **Modify effect**.

4. The **Custom Animation** dialog box appears with the **Entrance** tab selected (**Fig. 44**). Choose the desired effect and adjust the speed.



**Fig 44 Custom Animation dialog box**

The other tabs of this dialog box and their options are as follows:

**Emphasis tab** This tab allows you to highlight the object on the slide.

**Exit** The options under this tab allow you to select how the object will leave the slide.

**Motion Paths** This tab helps you to select the motion path that the object will follow on the slide.

**Misc Effects** This tab has the commands to control a media file, i.e., an audio or a video file. You can select options for starting, pausing, or stopping the video or sound file.

5. Click **OK**.

6. Repeat the above steps for other objects on the slides.

## Changing the Order of Animation

The steps to change the order of animations are as follows:

1. In the **Custom Animation** panel, select the animation whose order you want to change.



2. Use the **Change Order** buttons to move the animation up or down.

## Removing Animation Effects

The steps to remove an animation are as follows:

1. In the **Custom Animation** panel, click the animation effect you want to remove.
2. Click the **Remove** button

## SLIDE SHOW

The **Slide Show** view is used to display a presentation slide-by-slide in full screen mode.

You can run a slide show in any one of the following ways:

- Press **F5**.
- Click the **Slide Show** button on the **Standard** bar.
- Click the **View** button and then click **Slide Show** in the drop-down menu.
- Click the **Slide Show** button and then click **Slide Show** in the drop-down menu.

During a slide show, you can move to the next slide in the following ways:

- Click the mouse button.

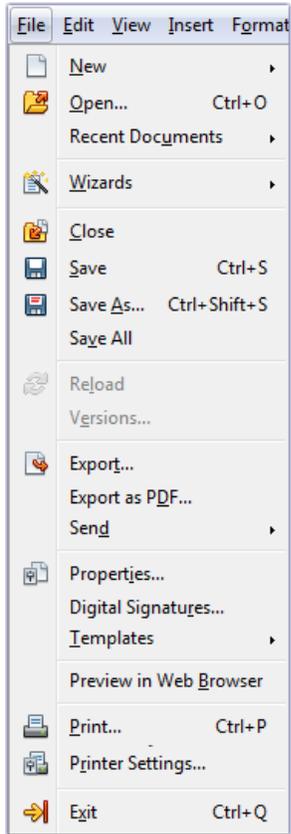
*Or*

- Press **ENTER** or the spacebar.

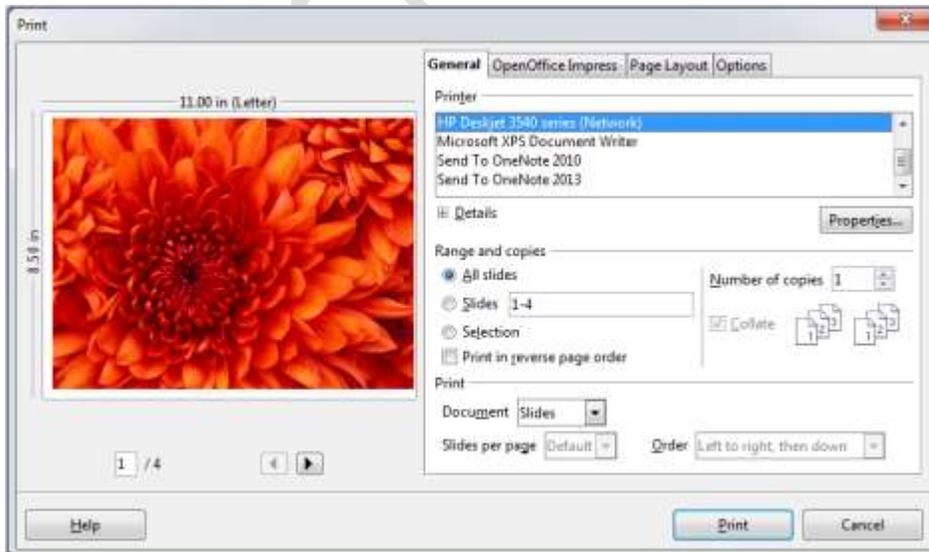
## PRINTING A PRESENTATION

The steps to print a presentation are as follows:

1. Select **Print** option from the **File** menu (**Fig 45**).
2. The **Print** dialog box appears. (**Fig 46**)
  - a. Select a printer.
  - b. Select number of copies to be printed.
  - c. Select the slides to be printed.
  - d. Click the **Print** button.



**Fig 45 File menu**



**Fig. 46 Print dialog box**

**Lets Try IT**

1. Create a presentation of 7-8 slides on the topic ‘Natural Resources’
  - a. Choose suitable font, size and color for the text.
  - b. Write headings using FontWork.
  - c. Insert suitable pictures in each slide
  - d. Insert a video related to the topic in the last slide.
  - e. Apply custom animation to the objects on the slide.
  - f. Apply Slide transition to the slides.
  - g. Print the handouts of the slides.

**Worksheet**

1. Custom animation is applied to the \_\_\_\_\_.
2. Slide transition is applied to the \_\_\_\_\_
3. How can you insert an audio in a slide?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Name the menu and the option used to print slides of a presentation.  
\_\_\_\_\_
5. Mention any two ways to run a slide show.  
\_\_\_\_\_

## Unit 1 Spreadsheet Software

### Session 1 Introduction to Spreadsheet software

OpenOffice Calc is a spreadsheet program, a part of the free OpenOffice suite. The program is easy to use and contains most of the commonly used features found in commercial spreadsheet programs.

**OpenOffice Calc** is software that helps in performing calculations using formulae and in analysing data.

#### ADVANTAGES OF SPREADSHEETS

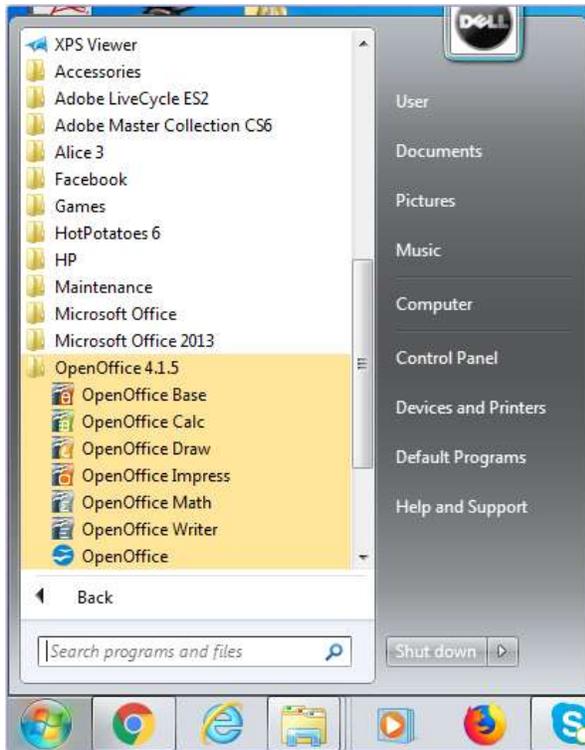
Spreadsheet programs have become very popular because of the following features:

- Built-in functions make calculations easier, faster, and more accurate.
- Large volumes of data can be easily handled and manipulated.
- Data can be exported to or imported from other software.
- Data can be easily represented in pictorial form like graphs or charts.
- Formulae are automatically recalculated whenever underlying data values are changed.

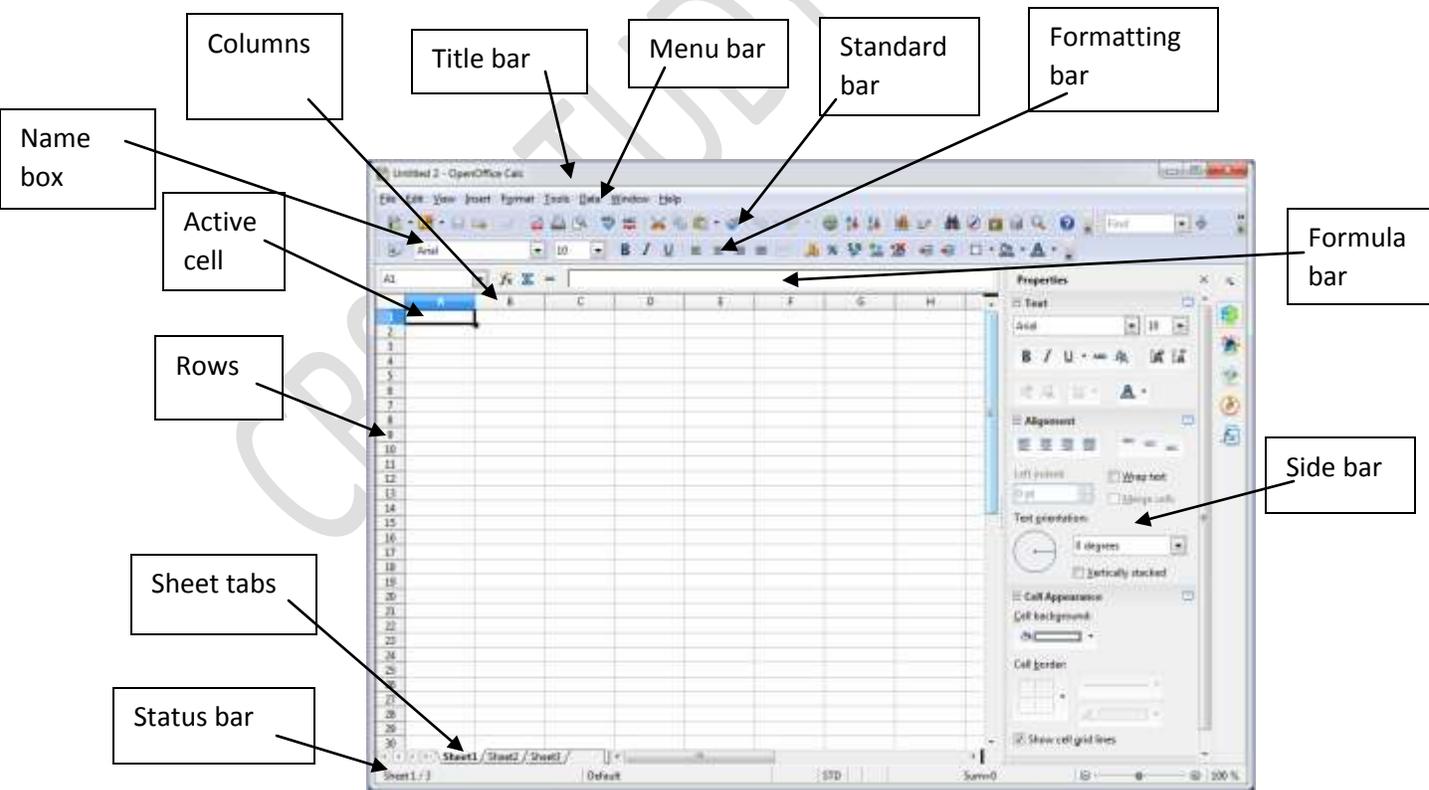
#### STARTING OpenOffice Calc

To start OpenOffice Calc:

1. Click **Start** ➤ **All Programs** ➤ **OpenOffice 4.1.5** ➤ **OpenOffice Calc**. (Fig 1)
2. A spreadsheet workbook named Untitled1 opens up in an OpenOffice Calc application window (**Fig. 2**).



**Fig 1 Starting OpenOffice Calc**



**Fig. 2** OpenOffice Calc worksheet

## Components of a Calc Screen

**Title bar** The title bar is located at the top of the Calc window. It displays the name of the workbook on which you are currently working. A workbook is a collection of one or more worksheets. The right side of the title bar contains the **Minimize**, **Restore Down** or **Maximize**, and **Close** buttons.

**Menu bar** The menu bar has commands like File , Edit, etc. Clicking on each menu option displays a list of commands.

**Standard bar** This bar contains icons (buttons) to provide quick access to commands such as **New**, **Open**, **Print**, **Copy**, and **Paste etc.**

**Formatting bar** It has buttons and drop-down menus that allow you to select a formatting option like, font, font color, alignment, number format, border, and background color.

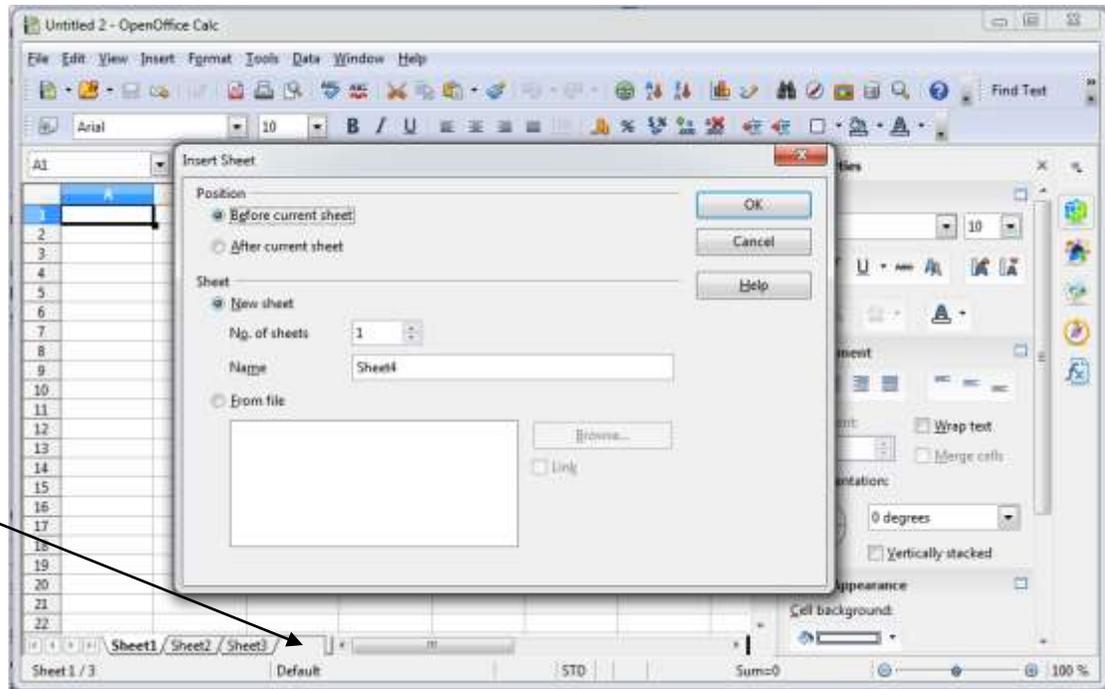
**Formula bar** It contains the **Name Box** and a long white box, known as the **Input line**.

**Name Box** It is present to the left of the Formula bar and displays the address of the selected cell.

The rest of the window contains the spreadsheet. It is divided into rows that have a number at the left of each row, and columns with a letter at the top of each column.

**Worksheet tabs** A workbook, by default, opens three worksheets named as **Sheet1**, **Sheet2**, and **Sheet3**. You can click any sheet tab to open that worksheet. To insert a new worksheet, the steps are:

1. Clicking the empty area after the sheet tab.
2. The **Insert Sheet** dialog box appears. (**Fig 3**)
3. Select the required option and click **OK**



**(Fig. 3). Fig 3 Inserting a new sheet**

**Rows and columns** A worksheet in OpenOffice 4.1.5 Calc has 1,048,576 rows and 1,024 columns. The rows are numbered from top to bottom along the left edge of the worksheet as 1, 2, and so on.

Columns are labelled from left to right with letters A...Z, AA...AZ, A...BZ...AAA...AAZ, ABA...ABZ...AMA...AMJ.

**Cell** A cell is formed by the intersection of a row and a column. Each cell has a unique address which is formed by the intersection of row number and column letter. For example, a cell formed by intersection of column F and row 5 will have address F5.

### **Data Types**

You can enter numbers, text, and formulas in a cell.

### **Entering data**

To enter data in a cell,

1. Select the cell.
2. Type the content.
3. Press ENTER key.

To cancel the data you have entered before pressing the ENTER key, press the ESC key.

### Creating a New Workbook

The steps to create a new Calc workbook are:

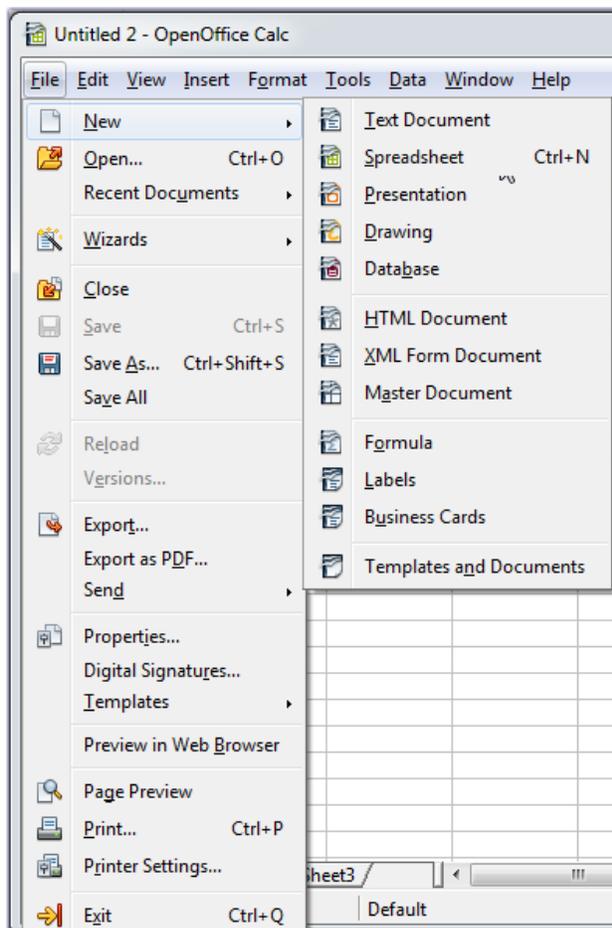
1. Select **File** ➤ **New** ➤ **Spreadsheet (Fig. 4)**.

*Or*

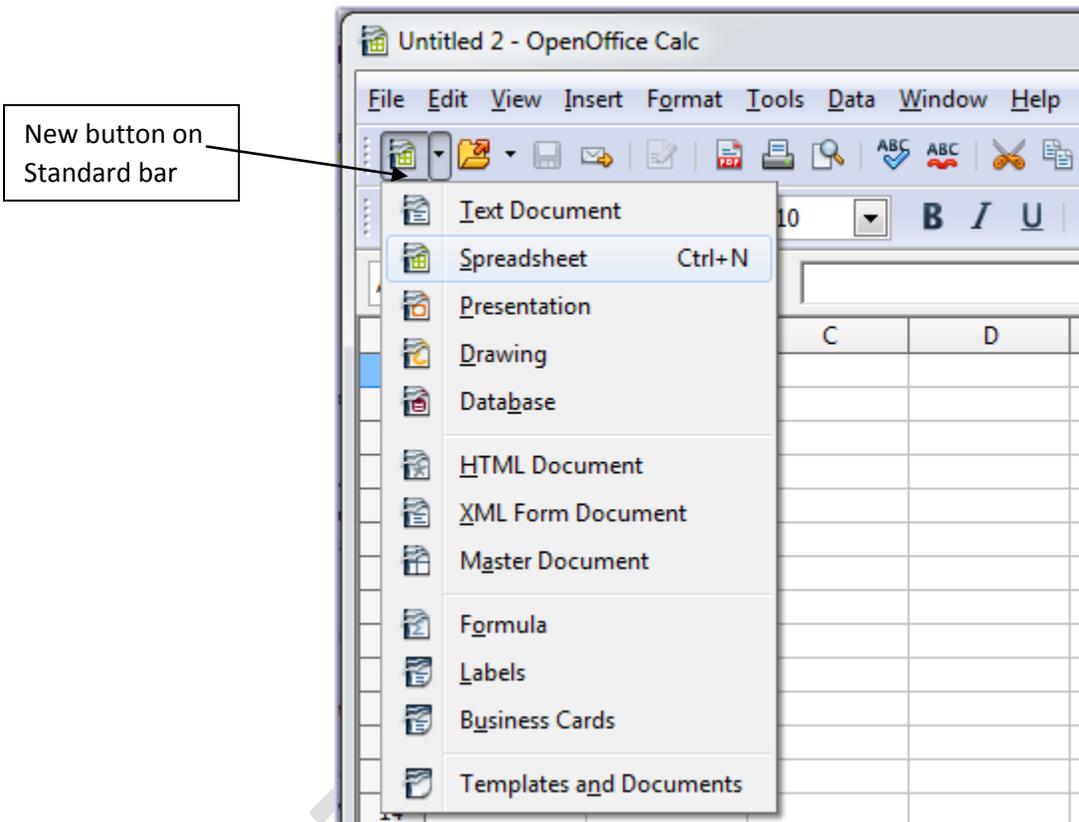
Click the **New Document** drop-down menu arrow on the **Standard** bar and select **Spreadsheet. (Fig 5)**

*Or*

Press **CTRL + N**.



**Fig. 4** New option in the **File** menu



**Fig 5 New button on Standard bar**

### **Saving a Workbook**

To save a workbook:

1. Select **Save** option from **File** menu.

*Or*

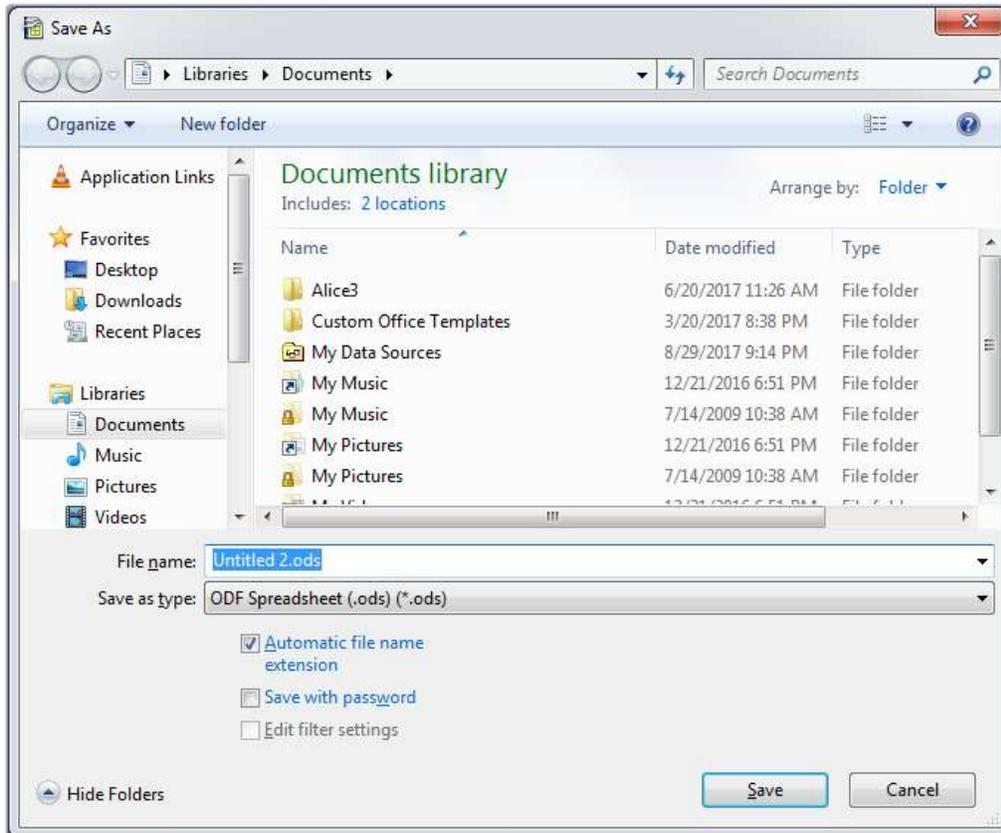
Click the **Save** icon on the **Standard** bar.

*Or*

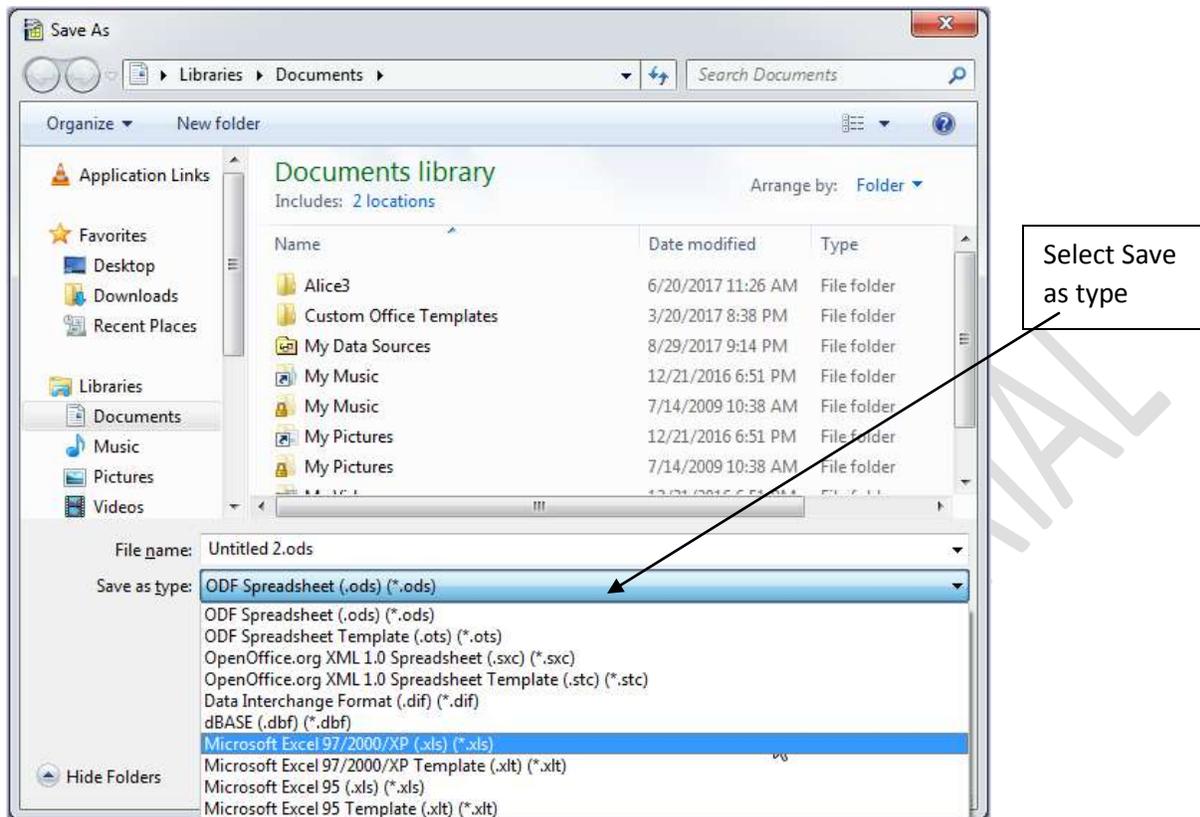
Press CTRL + S.

If you are saving a workbook for the first time, a **Save As** dialog box will appear (**Fig. 6**).

2. Type a file name and choose a location to save the file. Notice that the file extension is *.ods*.
3. If you want to save the file in the Microsoft Excel file format, change the **Save as type** to Microsoft Excel 97/2000/XP (.xls). (**Fig 7**)



**Fig. 6** Save As dialog box



**Fig. 7** Save As dialog box

## SELECTING CELLS

Before performing any operation, like, making text bold, changing text color, etc, on a range of cells, you need to select the range.

*A **range** is a rectangular block of contiguous cells, i.e., cells that touch each other, especially along a line.*

You can select range of cells in any one of the following ways:

- Using the mouse
- Using the keyboard

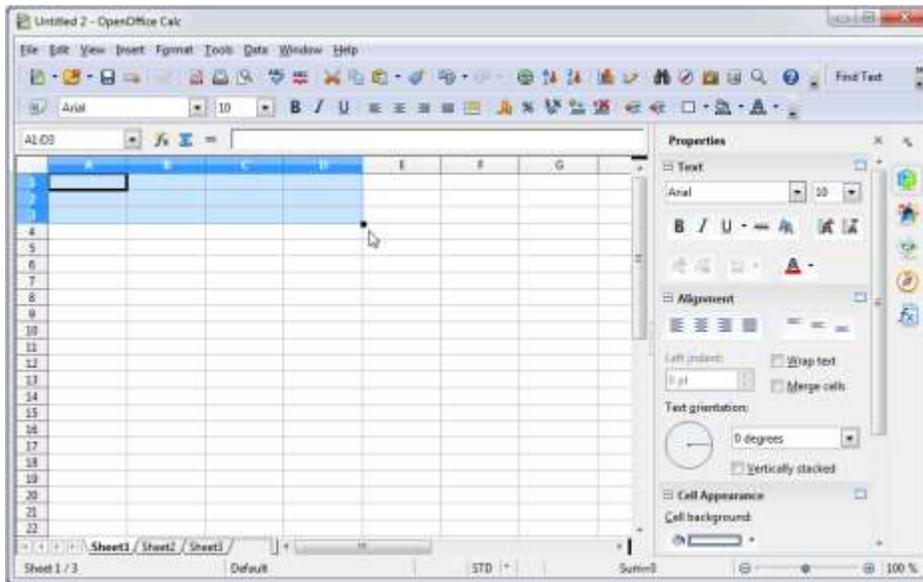
### Using the mouse

To select a range of cells using the mouse, the steps are:

1. Click the cell you wish to start your selection from.

2. Bring the mouse pointer to the bottom right corner on the black square. Click and hold the left mouse button down, drag the mouse pointer (a thick plus sign will appear) to the diagonally opposite corner cell.

For example, if the range A1 to D3 is to be selected, place the mouse pointer at cell A1. Hold the left mouse button down and drag it to the cell D3. The range A1 to D3 is represented as A1:D3. When you select the range, all the cells appear highlighted (**Fig. 8**).



**Fig 8** Selecting range using mouse

### Using the Keyboard

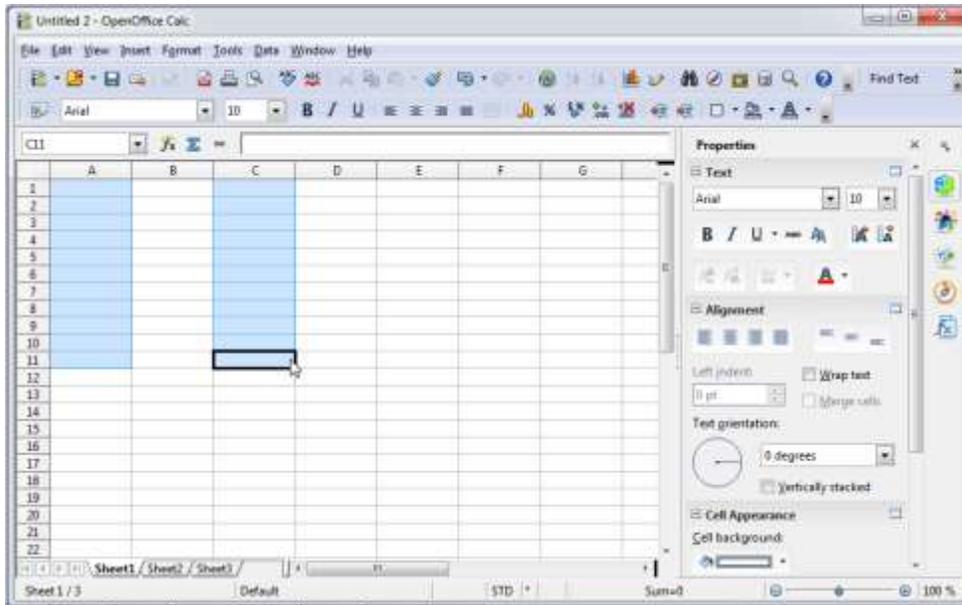
To select a range of cells using the keyboard, do the following:

1. Place the cell pointer at one of the corner cells of the range to be selected.
2. Press the SHIFT key and move to the diagonally opposite corner cell using the arrow keys.
3. Release the SHIFT key when the required range has been selected.

### Selecting Multiple Ranges Simultaneously

To select multiple ranges, do the following:

1. Select the first range of cells.
2. Hold the **CTRL** key and select another range of cells.
3. Repeat step 2 to select more ranges if required (**Fig. 9**).



**Fig 9 selecting multiple range of cells**

### **Selecting the entire row**

To select the entire row in which the cell pointer is positioned, do any one of the following:

SHIFT + SPACEBAR

Or

click the row heading.

### **Selecting the entire column**

To select the entire column in which the cell pointer is positioned, do any one of the following:

CTRL + SPACEBAR

Or,

click the column heading.

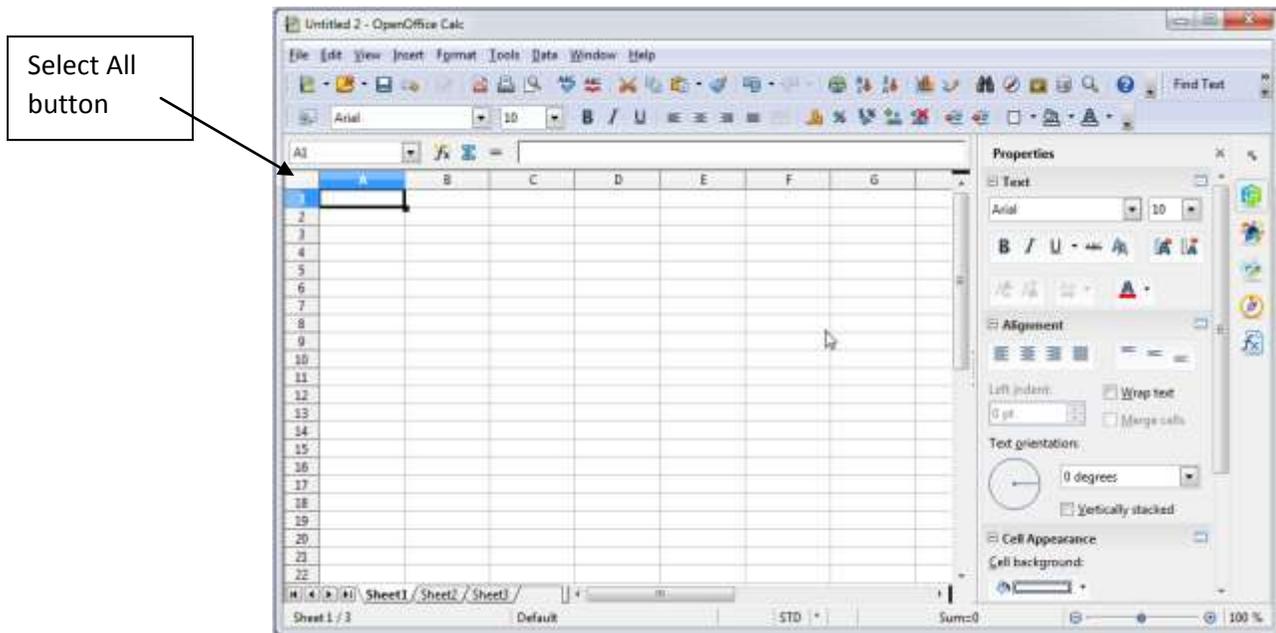
### **Selecting the entire worksheet**

To select the entire worksheet:

CTRL + A

Or,

Click the blank button (called the *Select All* button) at the junction of the row and column headers.(**Fig 10**)



**Fig 10 Select All button**

## EDIT COMMANDS

After typing in a cell, you may need to change the entire content or do some partial modifications. This can be done in any one of the following ways:

- By overtyping, i.e., changing the content completely
- By partially modifying the content

### Overtyping

To edit a cell by overtyping:

1. Select the cell.
2. Type the new content.
3. Press ENTER key.

## Partial Modification

If some minor modification is required in a cell content:

1. Select the cell.
2. Click the **Formula bar**.  
OR  
Press **F2**  
Or  
Double-click in the cell.
3. Now, edit the content in the formula bar or in the cell.
4. Press the ENTER key or click Enter button on the Formula bar.

## Undo and Redo

The undo command allows you to reverse the last action you have performed. To undo the last action, you can do any one of the following:

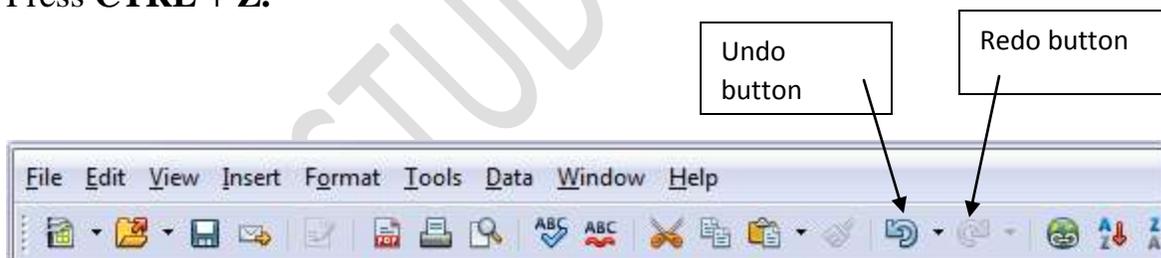
Click the **Undo** button on the **Standard** bar. (**Fig 11**)

*Or*

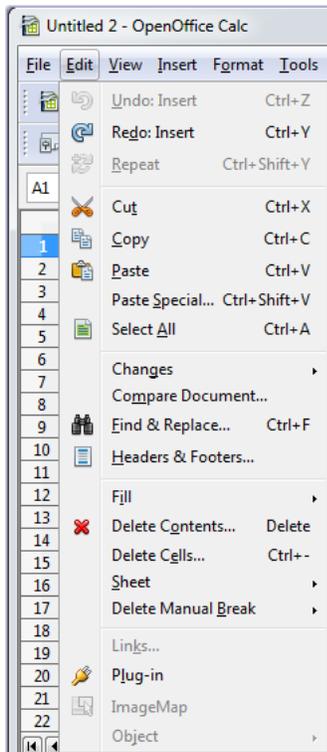
Select **Undo** option from the **Edit** menu. (**Fig 12**).

*Or*

Press **CTRL + Z**.



**Fig 11 Undo button on Standard bar**



**Fig 12 Undo option of Edit menu**

The redo command is activated only after you have undone an action. To redo an action that you undid, you can do one of the following:

Click the **Redo** button on the **Standard** bar.

*Or*

Click the **Edit** button and then click **Redo** in the drop-down menu.

*Or*

Press CTRL + Y.

### **Copying Cell Contents**

To copy cell contents in Calc, the steps are:

1. Select the cell(s) that contain(s) the data you want to copy.
2. Select **Copy option** from the **Edit** menu. (**Fig 13**)

*Or*

Click the **Copy** button on the **Standard** bar. (**Fig 14**)

*Or*

Press **CTRL + C** to copy the data.

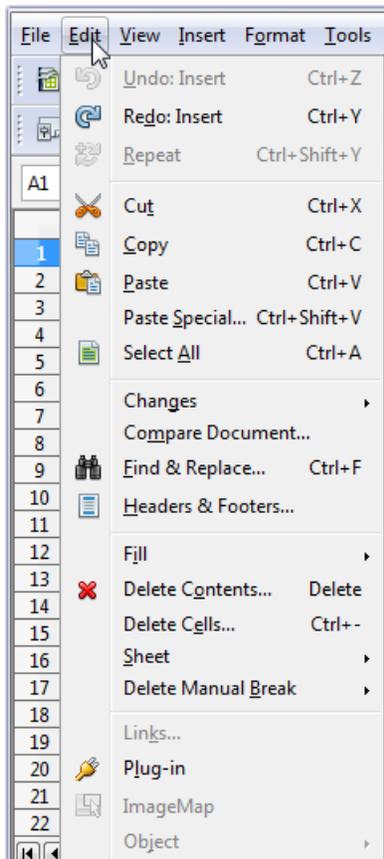
3. Click on the cell(s) where you want to paste the data.
4. Select Paste option from the Edit menu.

*Or*

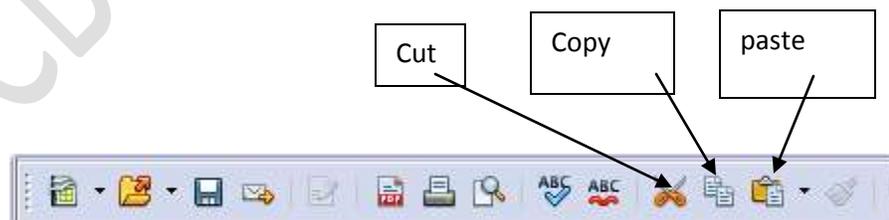
Click the **Paste** button on the **Standard** bar.

*Or*

Press CTRL + V.



**Fig 13 Copy option of Edit menu**



**Fig 14 Standard bar**

## Moving Cell Contents

To move cell contents from one cell to another in Calc, the steps are:

1. Select the cell that contains the data you want to cut.
2. Select **Cut** option from the **Edit** menu.

*Or*

Click the **Cut** button on the **Standard** bar.

*Or*

Press CTRL + X to cut the data.

3. Click on the cell where you want to paste the data.
4. Select Paste option from the Edit menu.

*Or*

Click the **Paste** button on the **Standard** bar.

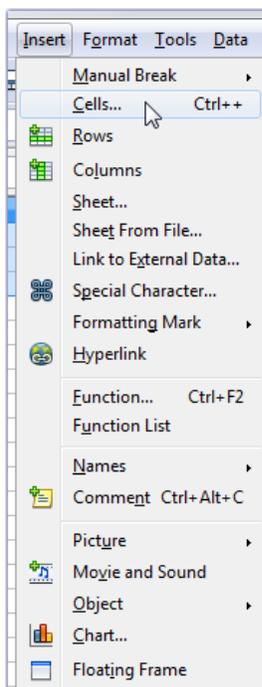
*Or*

Press CTRL + V.

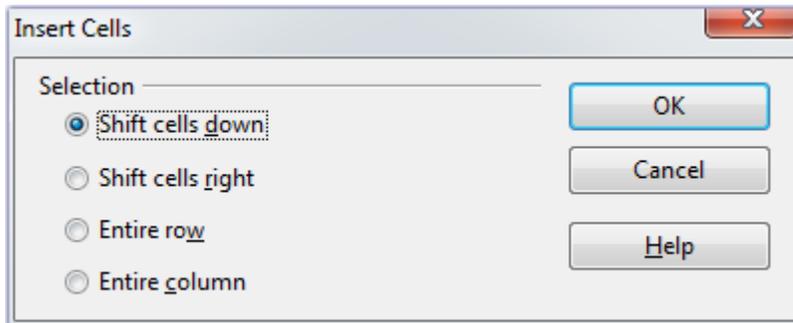
## Inserting Cells

To insert cells, the steps are:

1. Select the range of cells where you want to insert a block of cells.
2. Select **Cells** option from the **Insert** menu.(Fig 15)
3. The **Insert Cells** dialog box appears (Fig. 16).
4. Select the appropriate option and click **OK**.



**Fig 15 Cells option of Insert menu**

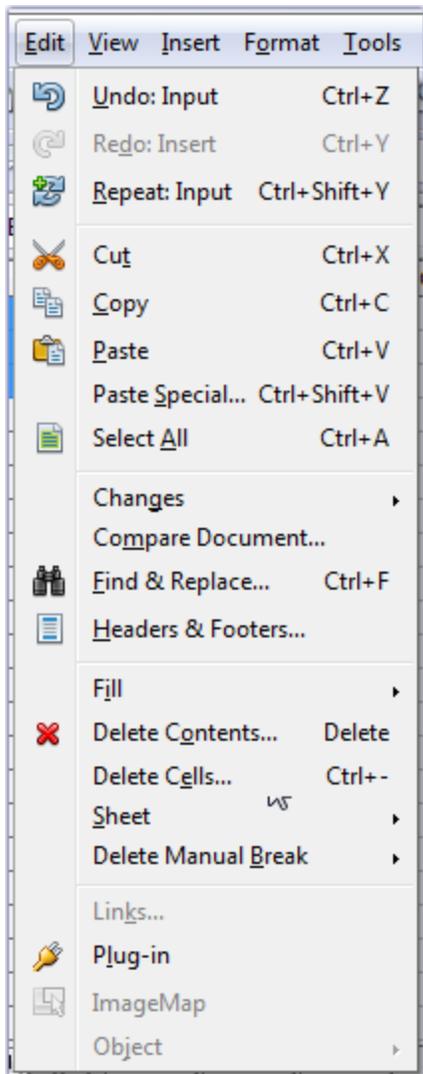


**Fig. 16 Insert Cells dialog box**

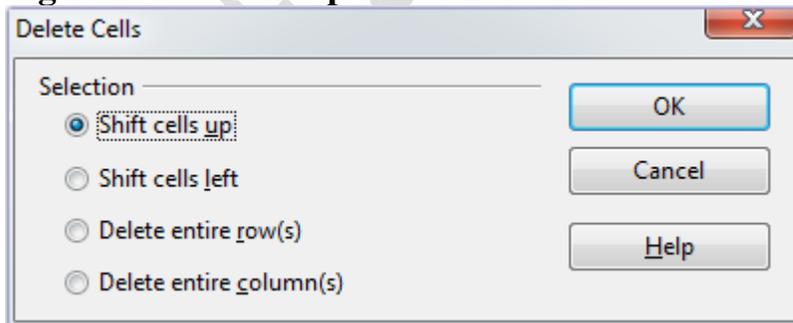
### **Deleting Cells**

To delete cells, the steps are:

1. Select the range of cells where you want to delete a block of cells.
2. Select **Delete Cells** option from the **Edit** menu. (**Fig 17**)
3. The **Delete Cells** dialog box appears (**Fig. 18**).
4. Select the appropriate option and click **OK**.



**Fig 17 Delete Cells option of Edit menu**



**Fig. 18 Delete Cells dialog box**

## Inserting Rows

The steps to insert rows are:

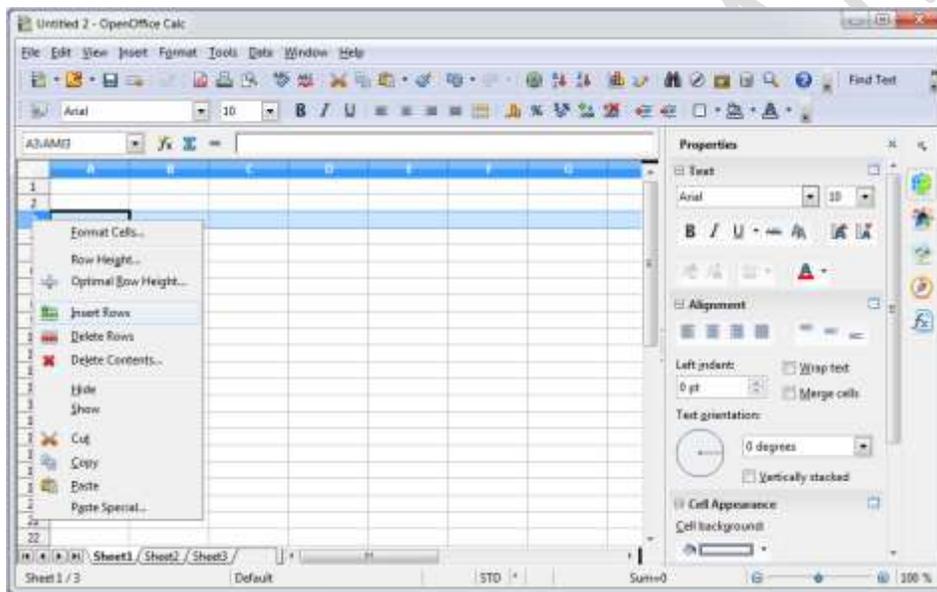
1. Select the row where you want to insert a new row.
2. Select **Rows** option from the **Insert** menu.

*Or*

Right-click the row header and select **Insert Rows** in the shortcut menu. **(Fig 19)**

A new row is inserted above the selected/highlighted row. Cells in the new row are formatted similar to the corresponding cells in the row before which the new row is inserted.

Multiple rows can be inserted at once by selecting multiple rows using the CTRL key or by dragging the mouse while holding down the left mouse button.



**Fig 19 Insert Rows option in Shortcut**

## Inserting Columns

To insert columns, the steps are:

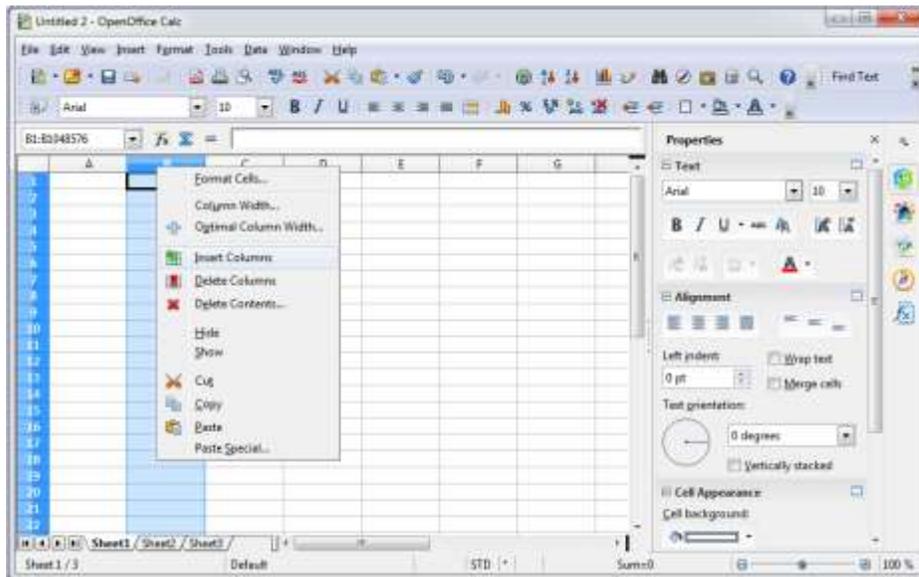
1. Select the column where you want to insert a new column.
2. Select Columns option from the Insert menu.

*Or*

Right-click the column header and select **Insert Columns** in the shortcut menu. **(Fig 20)**

When you insert a new column, it is inserted to the left of the selected/highlighted column. Cells in the new column are formatted similar to the corresponding cells in the column to the left of which the new column or row is inserted.

Multiple columns can be inserted at once by selecting multiple columns using the CTRL key or by dragging the mouse while holding down the left mouse button.



**Fig 20 Insert Columns option**

## Deleting Rows

To delete rows, the steps are:

1. Select the row to be deleted.
2. Right-click on the selected column header.
3. Select **Delete Rows option** in the shortcut menu. (Fig 19)

To delete multiple rows, select them using the CTRL key, or by dragging the mouse while holding the left mouse button.

## Deleting Columns

To delete columns, the steps are:

1. Select the column to be deleted.
2. Right-click on the selected column header.
3. Select **Delete Columns** in the shortcut menu.

To delete multiple columns, select them using the CTRL key, or by dragging the mouse while holding the left mouse button.

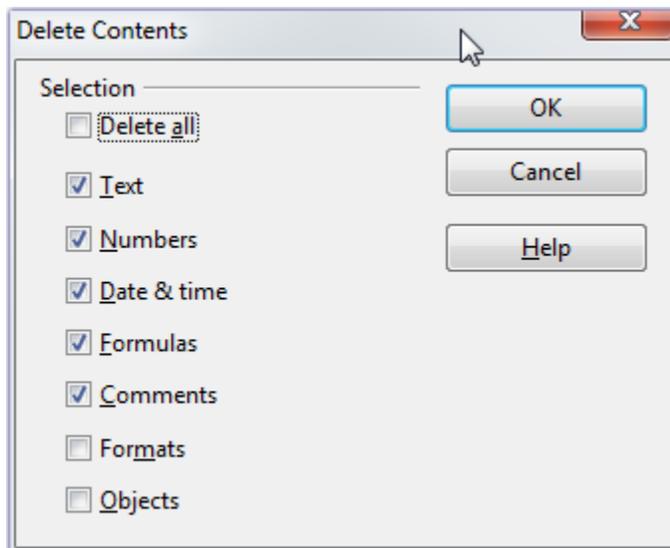
Instead of deleting a row or column, you may want to delete the contents of the cells but keep the empty row or column. This can be done in the following manner:

1. Select the cell(s), the contents of which you want to delete.
2. Press the DELETE key.

*Or*

Select **Delete Contents** option of **Edit** menu.

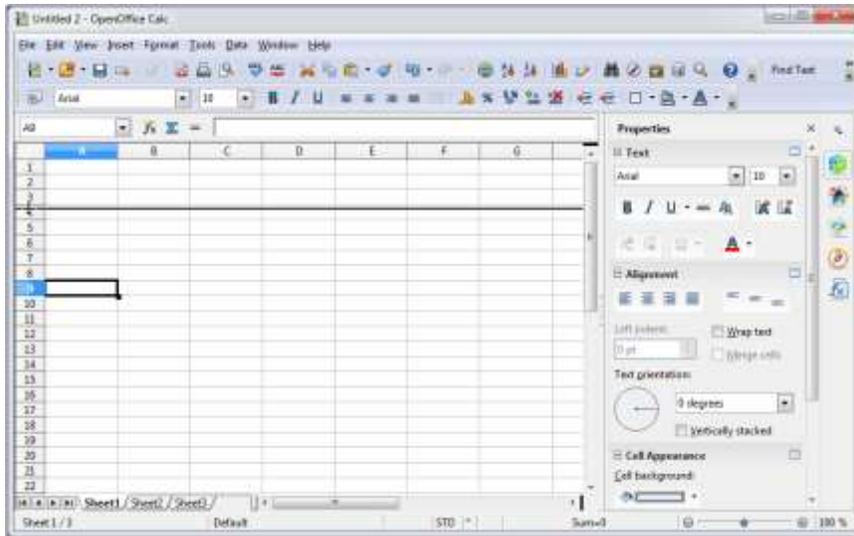
3. The **Delete Contents** dialog box appears (**Fig. 21**).
3. Check the boxes of the kind of data you want to delete (e.g., checking **Formats** will remove the formatting changes such as bold, italics, font colors, and borders).
4. Click **OK**.



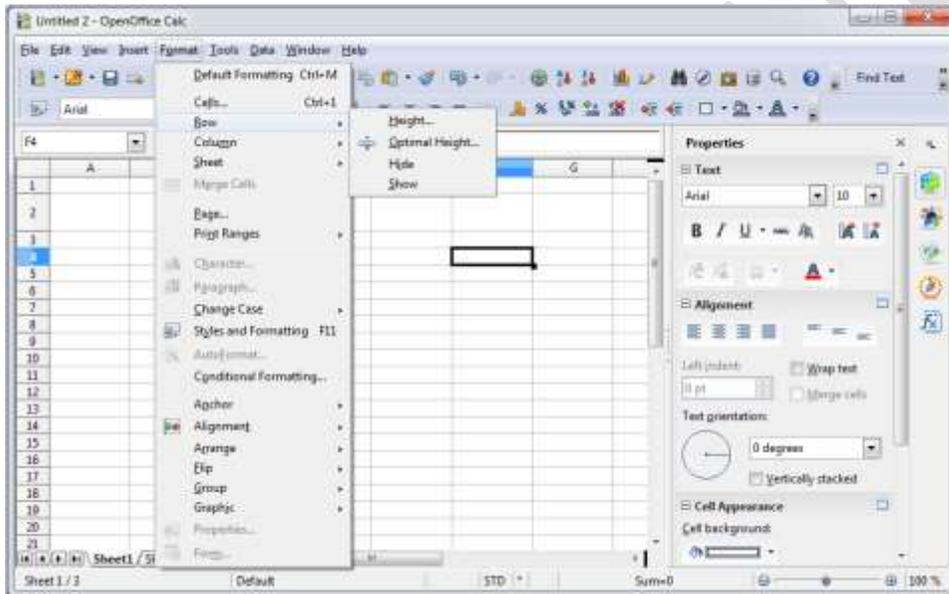
**Fig. 21** Delete Contents dialog box

**Changing Row Height** You can change the row height in a Calc worksheet in any of the following ways:

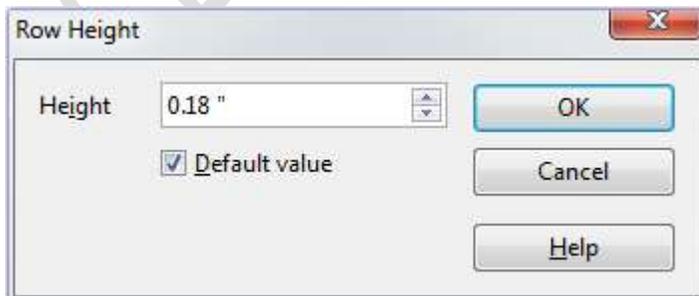
- Drag the divider below the row (**Fig 22**).
- To fit the row height to the cell contents, double-click the divider.
- Select **Format** > **Row** > **Height** (**Fig 23**). The **Row Height** dialog box appears (**Fig. 24**). Enter the value for row height in the **Height** spinbox.



**Fig 22 Changing row height**



**Fig 23 Format menu**

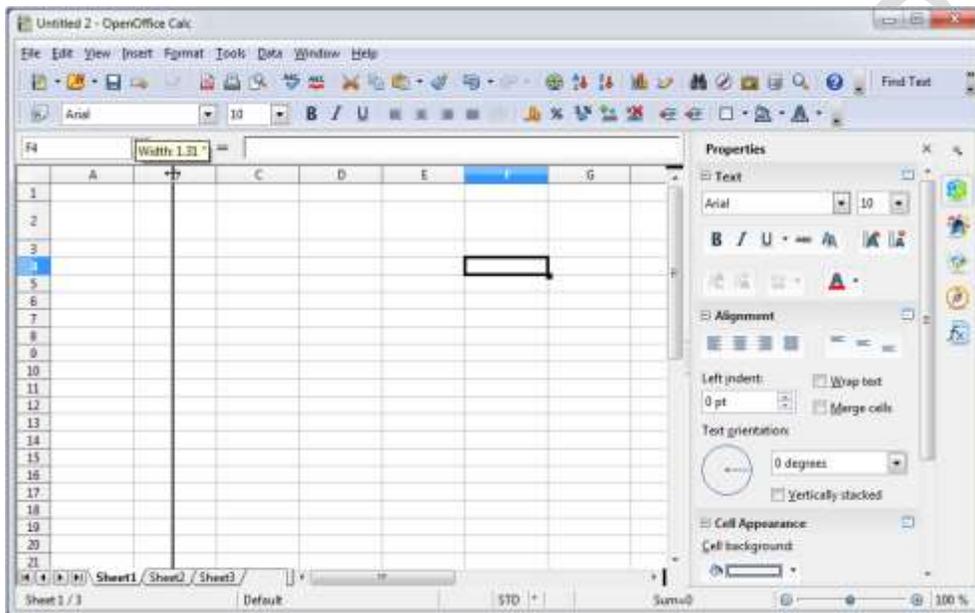


**Fig. 24 Row Height dialog box**

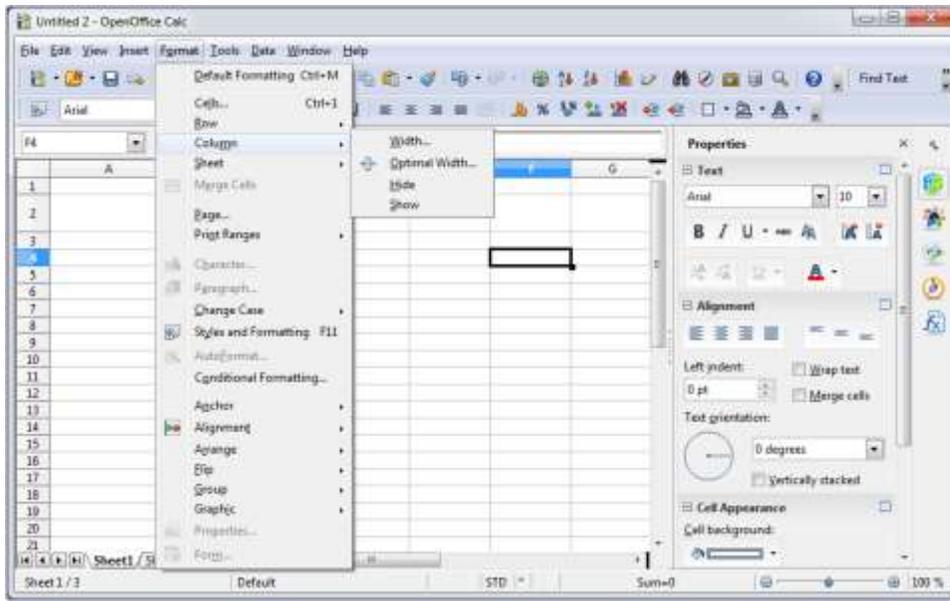
## Changing Column Width

You can change the column width in a Calc worksheet in any of the following ways:

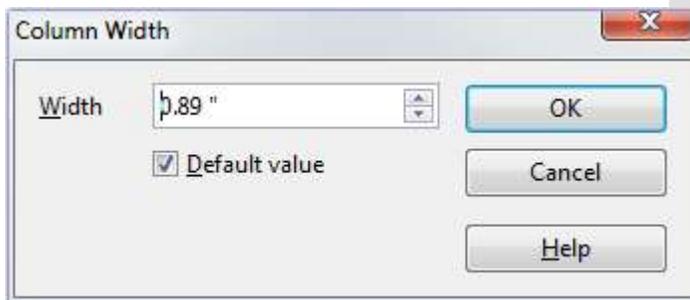
- Drag the divider to the right of the column header (**Fig 25**).
- To fit the column width to the cell contents, double-click the divider.
- To change the column width, select **Format** > **Column** > **Width**. (**Fig 26**) The **Column Width** dialog box appears (**Fig. 27**). Enter the value for column width in the **Width** spinbox.



**Fig 25** Changing column width



**Fig 26 Format menu**

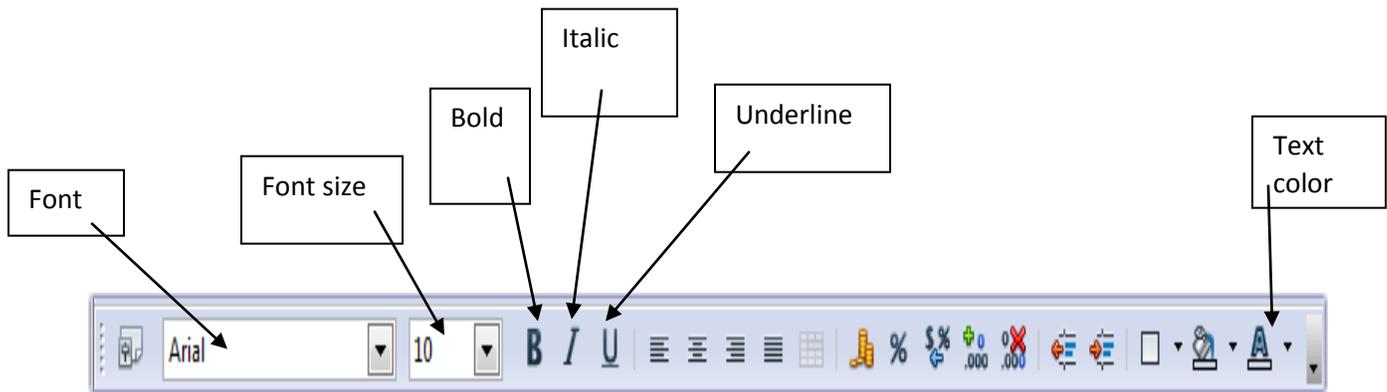


**Fig. 27 Column width dialog box**

Selecting the **Default value** checkbox automatically adjusts the row height or column width based on the current font.

## **FORMATTING DATA**

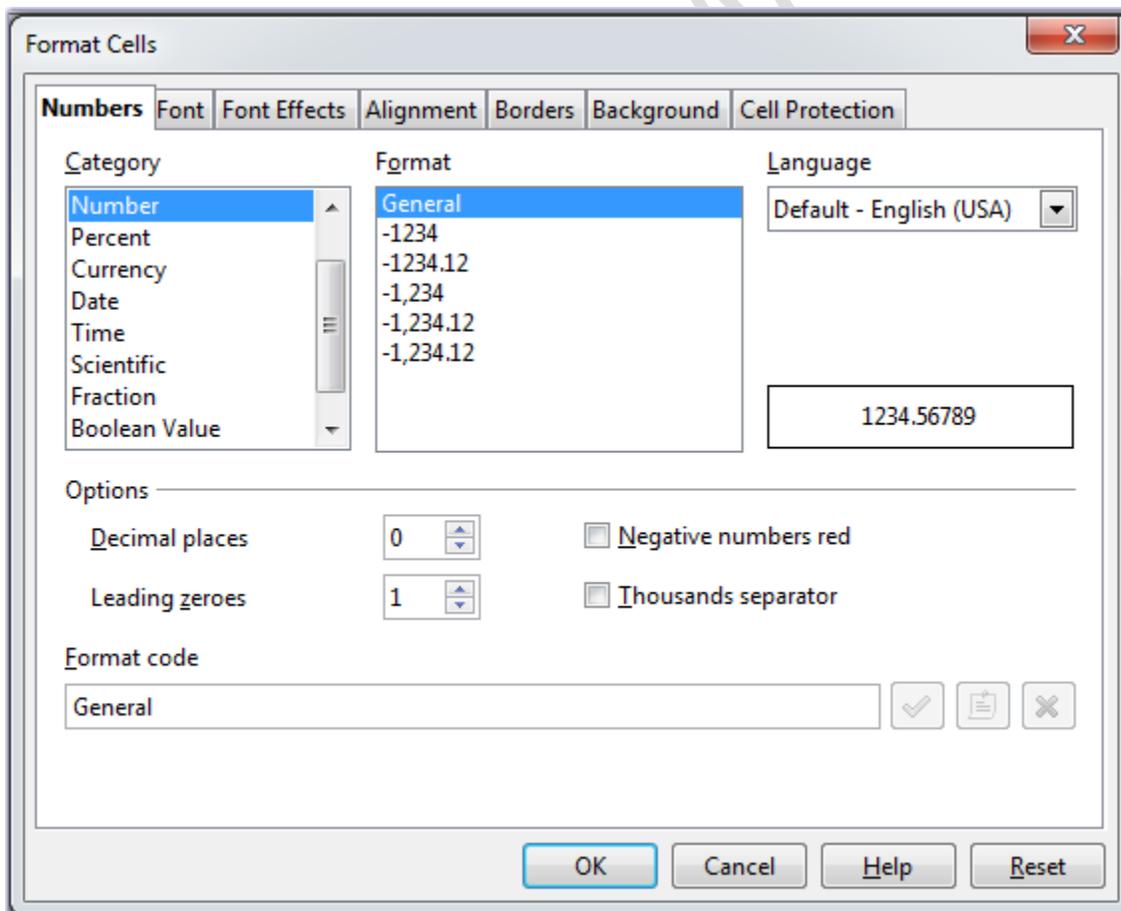
The options for formatting data/text are available on the **Formatting bar (Fig 28)**. The use of each of the options is explained below the figure.



**Fig. 28** Formatting bar

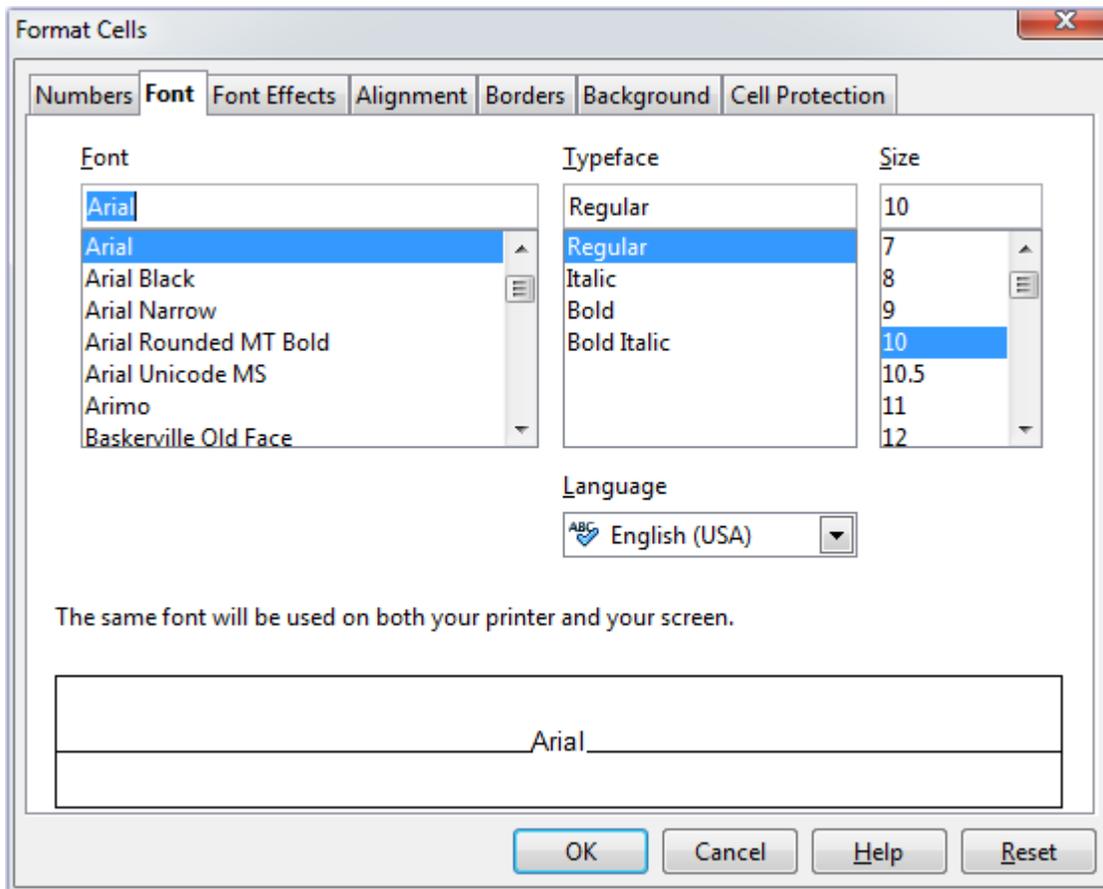
Font formatting options can also be accessed by selecting **Format** > **Cells**. The **Format Cells** dialog box appears. (Fig 29) It has seven tabs with various options for font formatting.

- a. Click the **Numbers** tab (Fig 29). You can select the desired Number format.



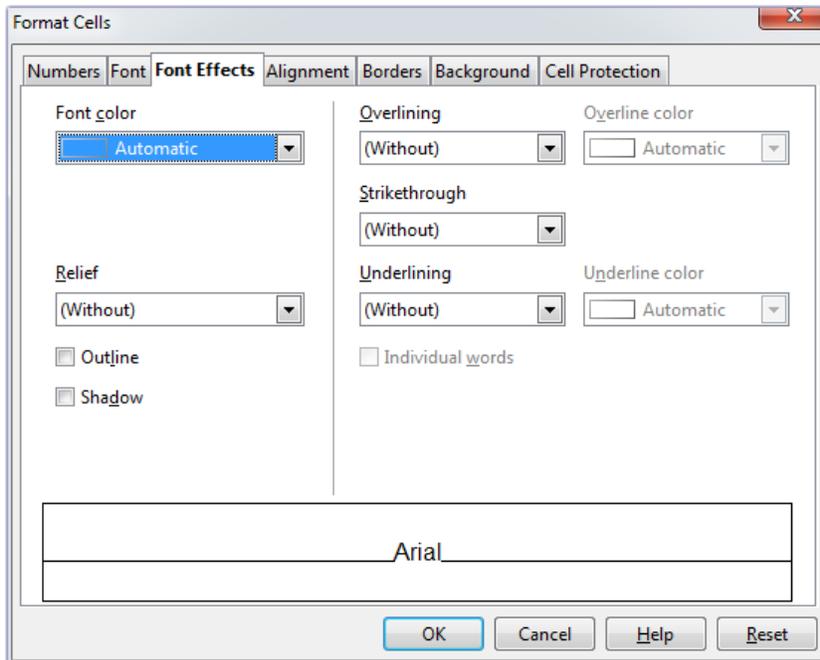
**Fig 29** Format Cells dialog box

b. Click the **Font** tab (Fig 30). You can select font, font size, etc. from this tab.



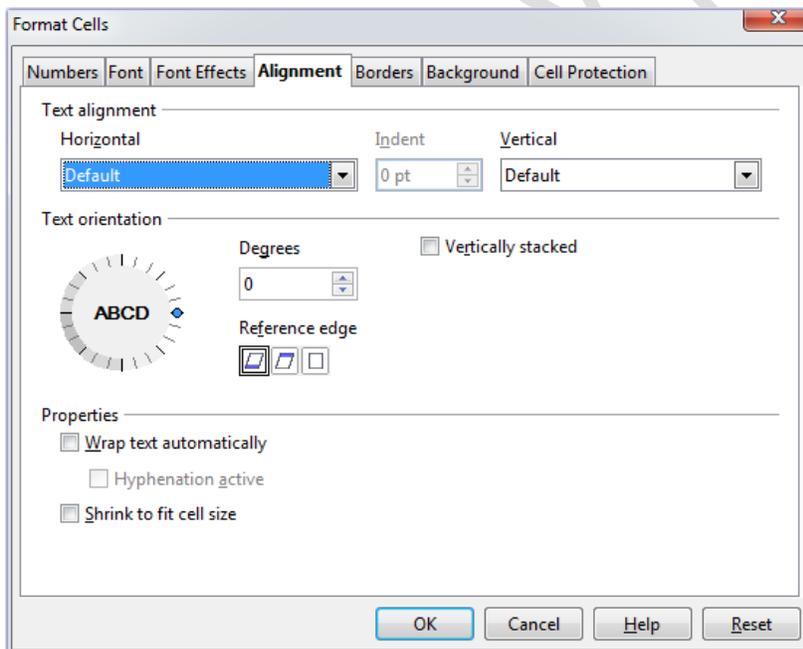
**Fig 30 Font tab**

c. Click **Font Effects** tab (Fig 31).



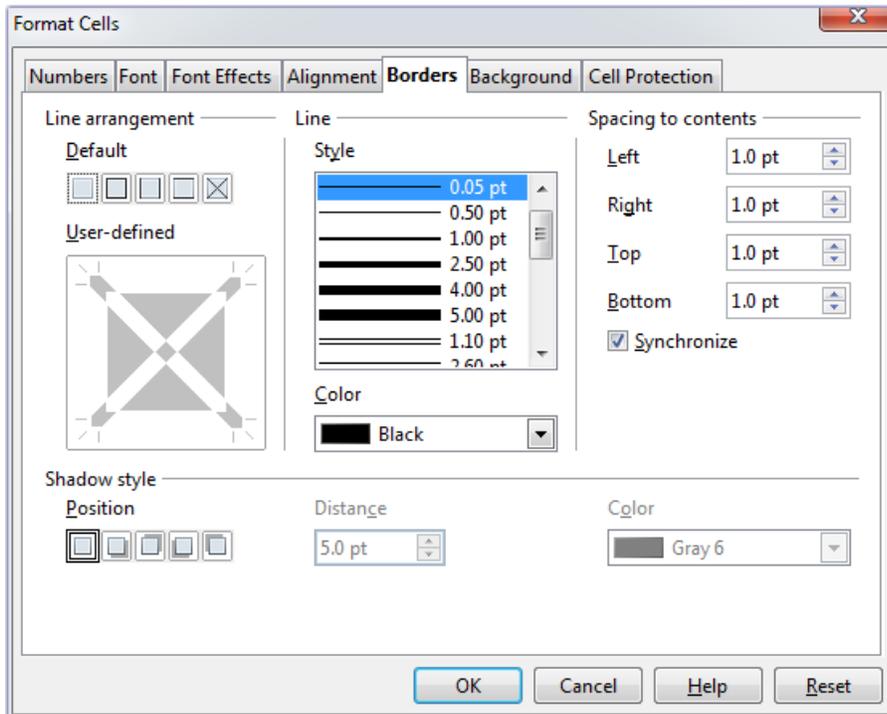
**Fig 31 Font Effects tab**

d. Click **Alignment** tab (Fig 32).



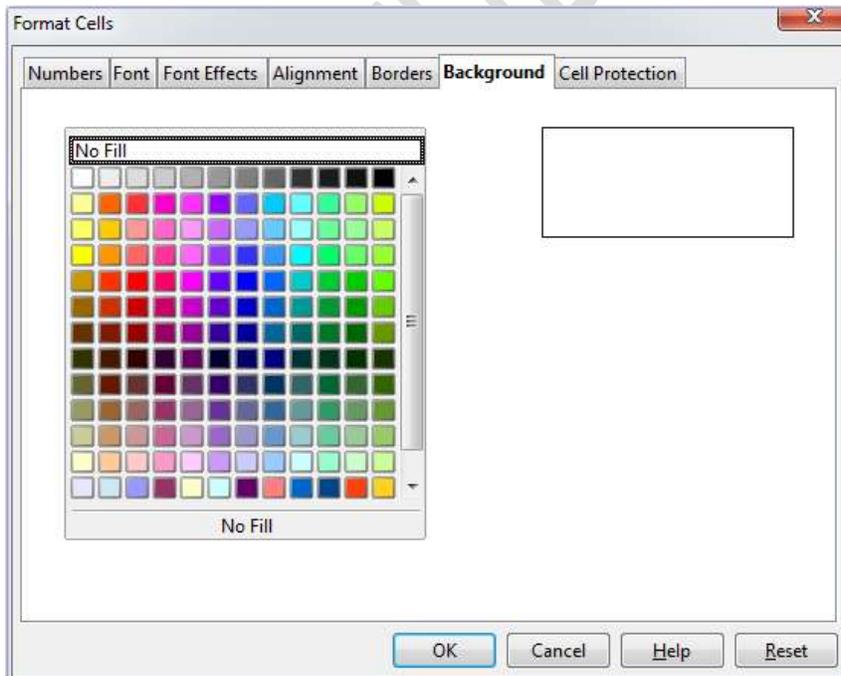
**Fig 32 Alignment tab**

e. Click **Borders** tab (Fig 33).



**Fig 33 Borders tab**

**f. Click Background tab (Fig 34).**



## Fig 34 Background tab

### Using Autofill

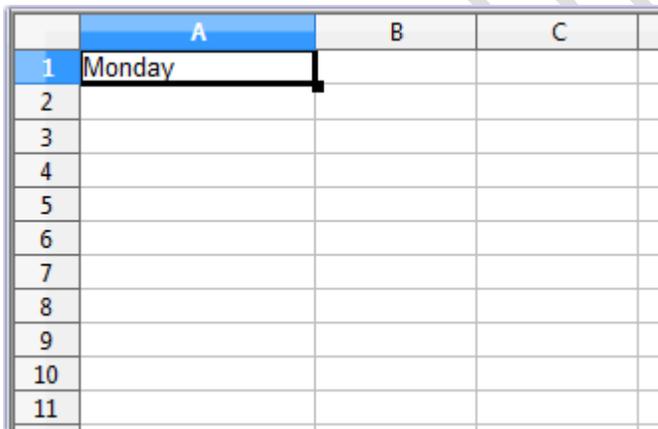
The **AutoFill** feature of Calc allows you to fill a range of cells with a series of data without typing all of it.

The predefined series that can be filled in Calc using AutoFill are:

- months of the year
- days of the week.

To use AutoFill for a series the steps are:

1. Select the cell, say A1, which has the data, say, Monday (**Fig. 35**). You want to fill the rest of the days of the week in the column.
2. Move the mouse pointer to the small black square at the lower-right corner of the cell. This square is called the **fill handle**.
3. When you point to the fill handle, the mouse pointer changes to a cross shape.
4. Drag to enclose the area you want to fill (**Fig. 36**).
4. Release the mouse button. The cells enclosed will be filled with days of the week (**Fig. 37**).



	A	B	C
1	Monday		
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			

Fig 35 Selecting cell

	A	B	C
1	Monday		
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			

**Fig 36 Dragging to fill the list**

	A	B	C
1	Monday		
2	Tuesday		
3	Wednesday		
4	Thursday		
5	Friday		
6	Saturday		
7	Sunday		
8			
9			
10			
11			

**Fig 37 Filled series**

You can also fill a cell range with a series of numbers. The steps are:

1. Type the first two values of the series in two adjacent cells. (**Fig 38**)
2. Select the two cells. Click the fill handle in the lower-right corner of the selected cells.
3. Drag it to enclose the area you want to fill (**Fig. 39**).
4. Release the mouse button (**Fig. 40**). AutoFill uses the difference between the first two numbers and keeps adding it to the last number. So the range gets filled automatically.

	A	B	C
1	1		
2	2		
3			
4			
5			
6			
7			
8			
9			
10			

**Fig 38 Selecting cells**

	A	B	C	D
1	1			
2	2			
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

**Fig 39 Dragging the autofill handle**

	A	B	C
1	1		
2	2		
3	3		
4	4		
5	5		
6	6		
7	7		
8	8		
9	9		
10	10		
11	11		
12			
13			
14			
15			

**Fig 40 Filled list**

## Lets Try It

1. Create the following series in Calc

	A	B	C	D	E	F
1	1	2	1	Sunday	January	
2	2	4	5	Monday	February	
3	3	6	9	Tuesday	March	
4	4	8	13	Wednesday	April	
5	5	10	17	Thursday	May	
6	6	12	21	Friday	June	
7	7	14	25	Saturday	July	
8	8	16	29		August	
9	9	18	33		September	
10	10	20	37		October	
11	11	22	41		November	
12	12	24	45		December	
13	13	26	49			
14	14	28	53			
15	15	30				
16	16	32				
17	17	34				
18	18	36				
19	19	38				
20	20	40				
21						
22						

2. Create the following Worksheet and perform the following commands:

	A	B	C	D	E
1	Apna Store				
2	S. No.	Item name	Price (in Rupees)		
3	1	Biscuits	10		
4	2	Chocolates	25		
5	3	Soft Drinks	30		
6	4	Mineral Water	20		
7	5	Bread	25		
8					
9					
10					

- a. Merge the cells of the first row

- b. Change the row height
- c. Change the column width
- d. Choose suitable alignment for the text and numbers
- e. Apply border to the cells .
- f. Apply background color to the cells of first row.
- g. Choose suitable font, size and color for the content in the worksheet.
- h. Insert a column before 'Price' and enter the company name for the products.

### Worksheet

1. Mention two ways in which you can select the entire worksheet.  
\_\_\_\_\_  
\_\_\_\_\_
2. How will you refer to the range of cells from A1 to B5?  
\_\_\_\_\_
3. What is the address of the cell formed by the intersection of column 4 and row 7?  
\_\_\_\_\_
4. Name the cell after cell z?  
\_\_\_\_\_
5. Name the menu that has option to save a file.  
\_\_\_\_\_
6. How can you select multiple ranges of cells simultaneously?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. Write keyboard shortcut for Undo and Redo commands.  
\_\_\_\_\_  
\_\_\_\_\_
8. Which feature of Calc will help you to create a series of week days and multiples of five?  
\_\_\_\_\_
9. How can you quickly change the row height?  
\_\_\_\_\_  
\_\_\_\_\_
10. By default how many worksheets are there in a Calc workbook?  
\_\_\_\_\_

### Formula in a Worksheet

Formulae are used to calculate results through arithmetic operations. A formula in Calc always starts with an **equal to (=)** sign.

The data in a formula consists of one or a combination of the following:

**Value** Numeric (e.g., 45) or string (e.g., "Smiling")

**Cell Address** B4, A2:C6

**Function** SUM, AVERAGE, MIN, MAX, etc.

**Operator** +, -, \*, /, >, =, etc.

**Parenthesis** To control the left to right order of precedence in a formula (e.g., = (B2\*B3)\*2)

A **formula** is a sequence of values, cell references, functions, and/or operators that is contained in a cell which produces new values from existing values.

To enter a formula:

1. Select a cell and enter the formula directly in the cell or in the **Formula bar**.
2. Press **ENTER** key.
3. The cell will show the result of the formula and not the formula itself. You can see the formula in the **Formula bar** when the cell is selected. (**Fig 41**)

The screenshot shows a spreadsheet application window. The menu bar includes File, Edit, View, Insert, Format, Tools, Data, Window, and Help. The toolbar contains various icons for file operations and formatting. The formula bar at the top shows the formula  $=B3+C3$ . The selected cell, D3, displays the result 140. The spreadsheet data is as follows:

	A	B	C	D	E	F
1	Student Result					
2	Roll NO	English	Hindi	Total		
3	1	67	73	140		
4	2	77	78			
5	3	56	65			
6	4	72	79			
7						
8						
9						
10						

**Fig 41** Formula in Formula bar

## TEXT FORMULAE

A text string or a text value is a sequence of characters. You can join two strings together. This is called concatenation. We use the ampersand (&) character to concatenate strings.

For example, if you type = “Keep” & “ “ & “Smiling” in a cell and press **ENTER**, you will see the result as **Keep Smiling**.

You cannot do operations such as subtraction, multiplication, and division on strings.

## NUMERIC FORMULAE

In numeric formulae, you have to make use of operators. The results are calculated based on the order of precedence of the operators.

### Mathematical Operators Used in Formulae

The mathematical operators used in Calc and their order of evaluation in formulae is given below:

Operation	Operator	Order of evaluation	Formula	Result
Exponent	^	1	= 2 ^ 3	8
Multiplication	*	2	= 3 * 5	15
Division	/	2	= 9/ 3	3
Addition	+	3	= 12 + 15	27
Subtraction	-	3	= 18 - 15	3

### Order of evaluation

1. Any operation contained within brackets will be carried out first
2. Then any exponent.
3. Then follow division and multiplication operations. Multiplication and division are given equal importance. They are carried out in the order they occur in the formula, from left to right. Whichever appears first in the formula is carried out first.
4. After that, addition and subtraction operations are given equal importance. They are also carried out in the order they occur in the formula, from left to right.

Following are some examples of how Calc evaluates formulae.

Formula	Output
= (3 + 7) * 2	20

$= 4 * 3 + 5$	17	
$= 3 + 3 ^ 2$		12
$= 5 + 3 * 4 - 2$	15	
$= 6 + 14/2 * 3 - 4$	23	

## ERROR RESULTS

Sometimes a formula displays an error result rather than a proper value. This happens when the formula or data has a problem and Calc cannot evaluate it.

Some common errors are shown below:

Error	Reason
#####	The column is not wide enough to display the value.
#DIV/0!	The formula contains an invalid operation, i.e., division by zero.
#VALUE!	The formula has invalid argument, e.g., text in a cell where numeric value is required.

## Cell and Range References

A cell **reference** identifies a cell or a range of cells. Each cell in the worksheet has a unique address formed by the combination of its intersecting row and column.

When a cell address is referred to in a formula, it is called **cell referencing**.

Consider the following examples:

Cell or a Range of Cells	Reference
The cell in column B and row 4	B4
All cells in row 5	5:5
All cells in rows 5 through 9	5:9
All cells in column B	B:B
The range of cells in column F and rows 1 through 7	F1:F7
The range of cells in row 5 and columns C through E	C5:E5
All cells in columns C through G	C:G
The range of cells in columns B through G and rows 4 through 8	B4:G8

## ENTERING A FORMULA

All formulae in OpenOffice Calc begin with an **equal to** (=) sign. A formula can contain number, text, arithmetic operators (+, -, \*, /), or functions. The order of precedence is already discussed.

Consider the following worksheet.

	A	B	C	D	E
1	Student Result				
2	Roll NO	English	Hindi	Total	
3	1	67	73		
4	2	77	78		
5	3	56	65		
6	4	72	79		
7					
8					
9					
10					

**Fig 42 Worksheet**

To find the total marks:

1. Select cell D3.
2. Type the formula =B3+C3.
3. To copy this formula in other cells:
  - a. Select cell D3.
  - b. Click the AutoFill handle and drag till cell D6. (**Fig 43**)

	A	B	C	D	E	F
1	Student Result					
2	Roll NO	English	Hindi	Total		
3	1	67	73	140		
4	2	77	78	155		
5	3	56	65	121		
6	4	72	79	151		
7						
8						
9						
10						
11						

**Fig 43 Copying formula**

- c. The formula copied in cell D4 will be =B4+C4.
- d. The formula copied in cell D5 will be =B5+C5.

e. The formula copied in cell D6 will be =B6+C6.

## SUM

You have already learnt how to find total using the formula. You can also obtain the sum of the values in a range of cells by:

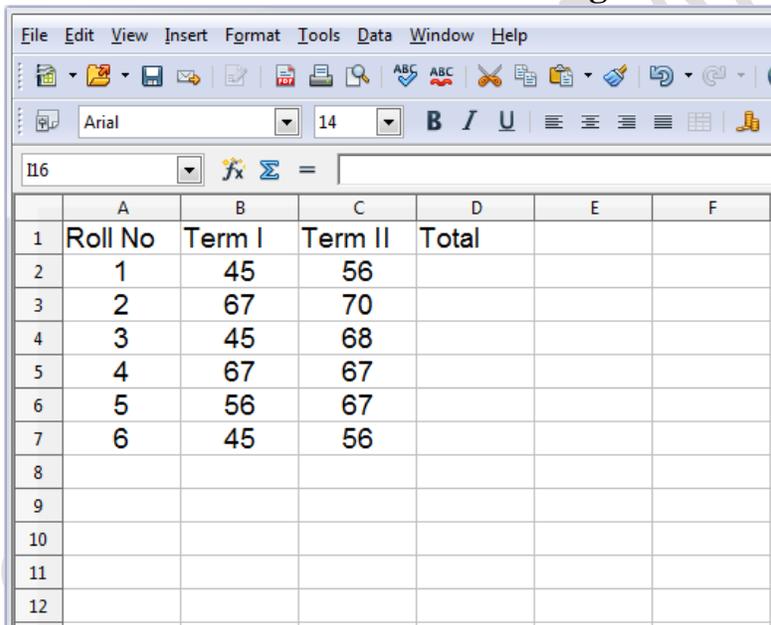
- Clicking the **Sum** button on the **Formula** bar (**Fig 44**)
- Using the **SUM()** function



**Fig 44** Formula bar

Let us consider an example.

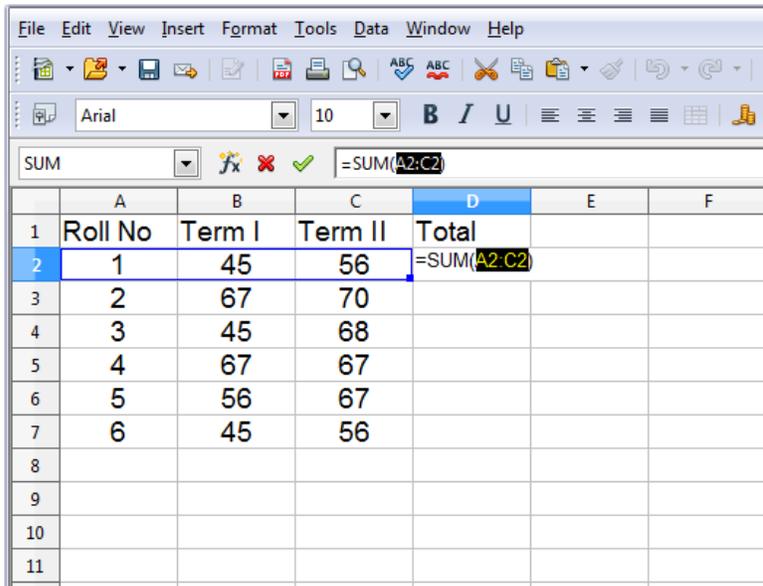
1. Consider the worksheet shown in **Figure 45**.

A screenshot of a Microsoft Excel worksheet. The menu bar includes File, Edit, View, Insert, Format, Tools, Data, Window, and Help. The toolbar shows various icons for file operations and formatting. The active cell is I16. The worksheet contains a table with the following data:

	A	B	C	D	E	F
1	Roll No	Term I	Term II	Total		
2	1	45	56			
3	2	67	70			
4	3	45	68			
5	4	67	67			
6	5	56	67			
7	6	45	56			
8						
9						
10						
11						
12						

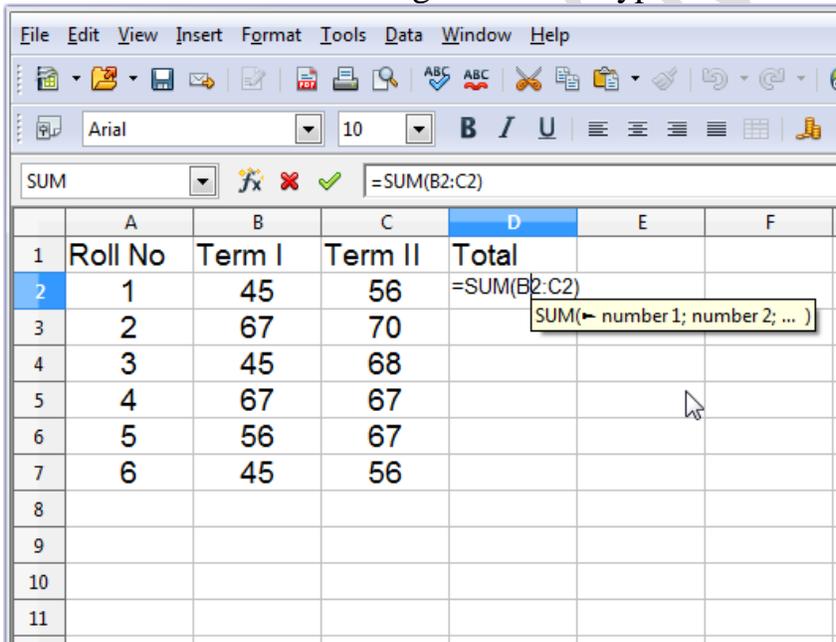
**Fig 45** Creating a worksheet

2. Select the cell D2.
3. Click the **Sum** button on the **Formula** bar. Notice it will select the range A2:C2. (**Fig 46**).



**Fig 46**

4. Select the correct range B2:D2 or type the correct range (**Fig 47**).



**Fig 47**

5. Press ENTER (**Fig. 48**) to perform the operation. The sum of the range B2:C2 will appear in cell D2.

	A	B	C	D	E	F
1	Roll No	Term I	Term II	Total		
2	1	45	56	101		
3	2	67	70			
4	3	45	68			
5	4	67	67			
6	5	56	67			
7	6	45	56			
8						
9						
10						
11						

**Fig 48**

4. Select cell D2 and using the AutoFill handle, drag the formula through D7. The respective sums will appear in the respective cells. (Fig 49)

	A	B	C	D	E	F
1	Roll No	Term I	Term II	Total		
2	1	45	56	101		
3	2	67	70	137		
4	3	45	68	113		
5	4	67	67	134		
6	5	56	67	123		
7	6	45	56	101		
8						
9						
10						

**Fig 49**

## FUNCTIONS

**Functions** are predefined formulae that perform calculations using specific values called arguments.

The format of writing any function in Calc is:

**=function\_name(Argument1;Argument2; Argument3;.....)**

**Arguments** These are the values passed to a function so that the function carries out the intended calculation or manipulation to give results. Arguments can be constants, formulae, or function.

### **SUM function**

SUM function is used to find total of numbers in a range of cells.

For example:

<b>Formula</b>	<b>Result</b>
=SUM(5;6;12)	23
=SUM(A1;B1;C1) where A1, B1 and C1 contain the values 12, 23 and 14 respectively	49

### **AVERAGE Function**

Average function is used to find the average of numbers in a range of cell.

For example:

<b>Formula</b>	<b>Result</b>
=AVERAGE(3;6;9)	6
=AVERAGE(A1;B1;C1) where A1, B1 and C1 contain the values 4, 5 and 6 respectively	5

### **COUNT Function**

The COUNT function is used to count the number of numeric values in a range of cells.

For example:

<b>Formula</b>	<b>Result</b>
=COUNT(5;8;14;19)	4
=COUNT(A1:A10)	

### **MAX Function**

The MAX function is used to find the maximum of numbers in a given range of cells.

For example,

<b>Formula</b>	<b>Result</b>
=MAX(74;102;134)	134
=MAX(A1;B1;C1)	
Or	
=MAX (A1:C1)	6
where A1, B1 and C1 contain the values 4, 5 and 6 respectively	

### **MIN Function**

The MIN function is used to find the minimum of values in the given range of cells.

For example;

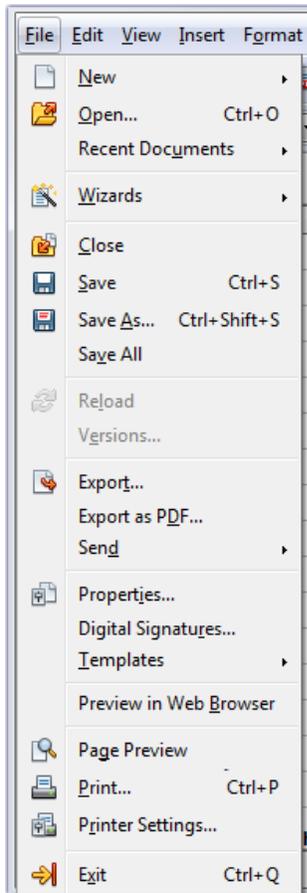
<b>Formula</b>	<b>Result</b>
=MIN(74;102;134)	74
=MIN(A1;B1;C1)	
Or	
=MIN (A1:C1)	4
where A1, B1 and C1 contain the values 4, 5 and 6 respectively	

### **PRINTING A WORKSHEET**

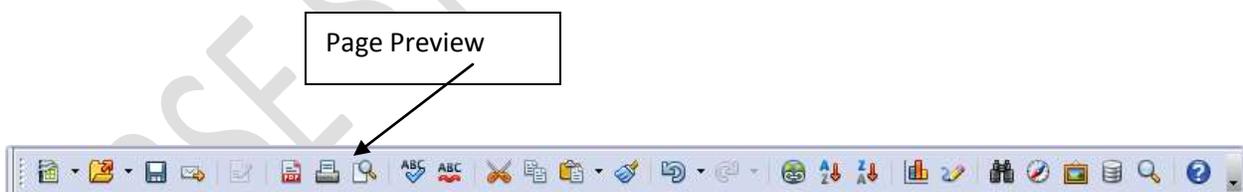
Select **File** > **Page Preview (Fig 50)** to view a worksheet so as to get an idea of how it will look when printed.

or

Click the **Page Preview** button on the **Standard** bar (**Fig 51**).



**Fig 50**



**Fig 51**

To print a worksheet, the steps are:

1. Click **File** ➤ **Print**.
2. The **Print** dialog box will appear (**Fig. 52**).
3. Select the printer, the range to be printed, and the number of copies.
4. Click the **Print** button.

To quickly print without getting the **Print** dialog box, click the **Print** button on the **Standard bar**. (Fig 51)

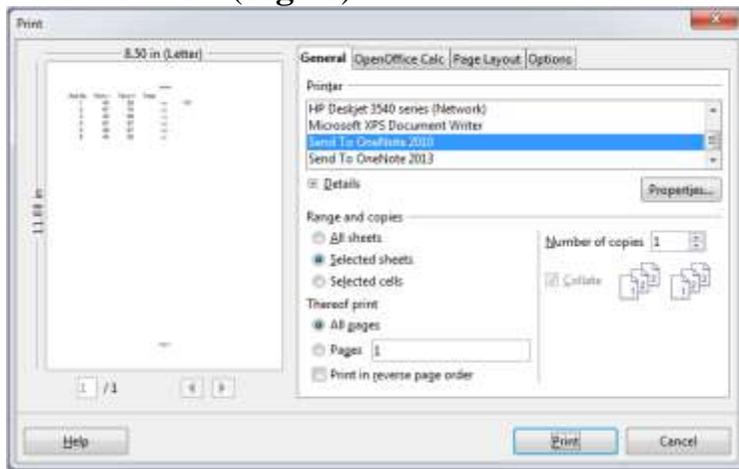


Fig. 52 Print dialog box

### Lets Try it

1. Create the following worksheet and calculate total and percentage for each student.

	A	B	C	D	E	F	G	H	I	J
1	<b>Student Result</b>									
2	Roll No	Name	English	Hindi	Maths	Science	Social Science	Total	Percentage	
3	1	Jatin	67	75	56	66	70			
4	2	Shreya	76	67	60	67	62			
5	3	Sooraj	68	66	56	58	60			
6	4	Kamal	70	68	54	62	64			
7	5	Sanjana	62	70	68	64	68			
8										
9										
10										

2. Create the following worksheet. Calculate area and perimeter of square.

	A	B	C	D
1	Area and perimeter of a Square			
2	Side of a Square (in cm)	Area in Sq. Cm	Perimeter in cm	
3	4			
4	8			
5	12			
6	23			
7				
8				
9				

3. Create the following worksheet. Calculate area and perimeter of rectangle.

	A	B	C	D	E
1	Area and perimeter of rectangle				
2	Length in cm	Breadth in cm	Area in sq. cm	Perimeter in cm	
3	12	5			
4	10	4			
5	14	6			
6	13	8			
7					
8					
9					
10					

4. Create the following worksheet and perform calculations using functions in Calc.

The screenshot shows an Excel spreadsheet with the following data:

	A	B	C	D	E	F	G	H	I
1	<b>Student Result</b>								
2	Roll No	Name	English	Hindi	Maths	Science	Social Science	Total	
3	1	Saurabh	67	75	56	66	70		
4	2	Madhur	76	67	60	67	62		
5	3	Tamana	68	66	56	58	60		
6	4	Stuti	70	68	54	62	64		
7	5	Girish	62	70	68	64	68		
8									
9	Maximum								
10	Minimum								
11									
12									
13									

## Worksheet

- How will you refer to a cell in column B and row 3?
- How will you refer to range of cells in row 5?
- How will you refer to range of cells in column D through F and rows 3 through 8?
- Write mathematical operator for the following operation:
  - Multiplication
  - Division
- If formula in cell C3 is =A3+B3, what formula will be copied in cell D3?
- How will you write a function to find average of numbers 5, 12, and 17?
- Name the function used to find total of numbers in the range of cells A1 to A10.
- Name the menu used to print the document.
- What error will you get if the column is not wide enough to display the value?
- What happens if you write the formula =45/0 in cell A1?

## Session 3

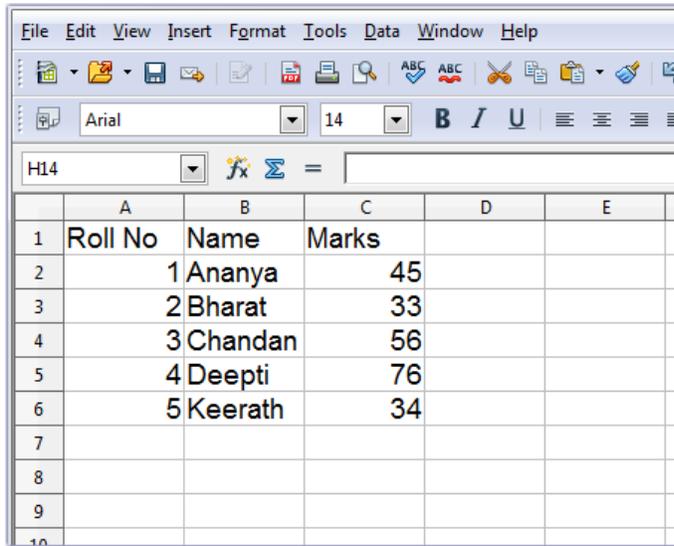
### SORTING DATA

Once you have entered data and applied relevant formulas in a worksheet, you can change the order in which the data is present in the cells. This is called sorting of data.

Sorting on numerical and textual values is a one of the main features of any spreadsheet software. In Calc, sorting can be done in the following manner.

### Sorting on One Column

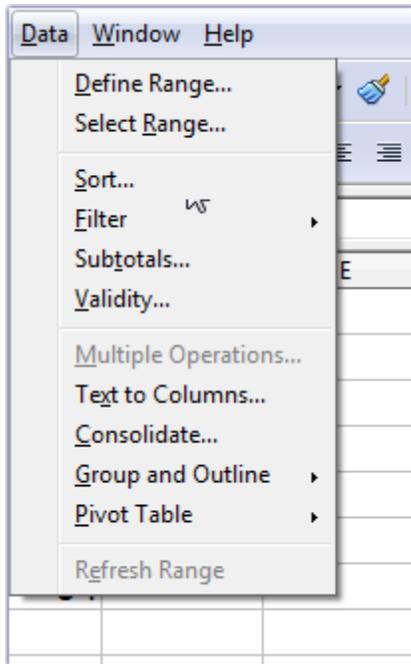
1. Enter data in a worksheet (**Fig. 53**).
2. Select any cell, say C1.
3. Click the **Data** option from the **Sort** menu (**Fig. 54**)



The screenshot shows a spreadsheet application window with a menu bar (File, Edit, View, Insert, Format, Tools, Data, Window, Help) and a toolbar. The active cell is H14. The spreadsheet contains the following data:

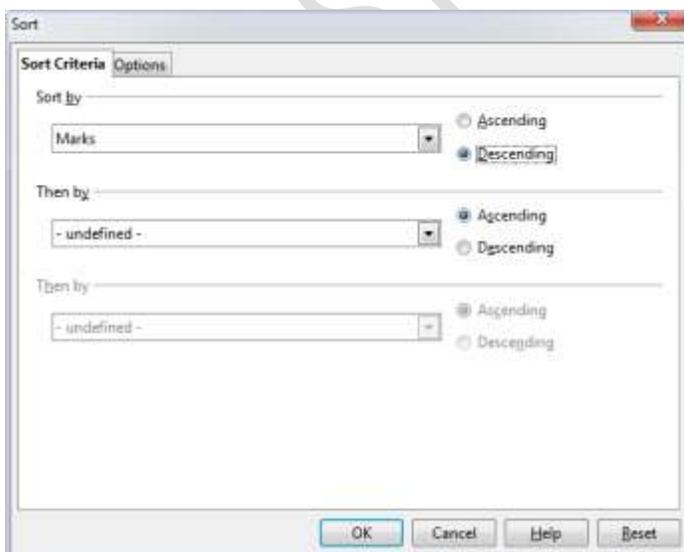
	A	B	C	D	E
1	Roll No	Name	Marks		
2		1 Ananya	45		
3		2 Bharat	33		
4		3 Chandan	56		
5		4 Deepti	76		
6		5 Keerath	34		
7					
8					
9					
10					

**Fig. 53** Data in worksheet

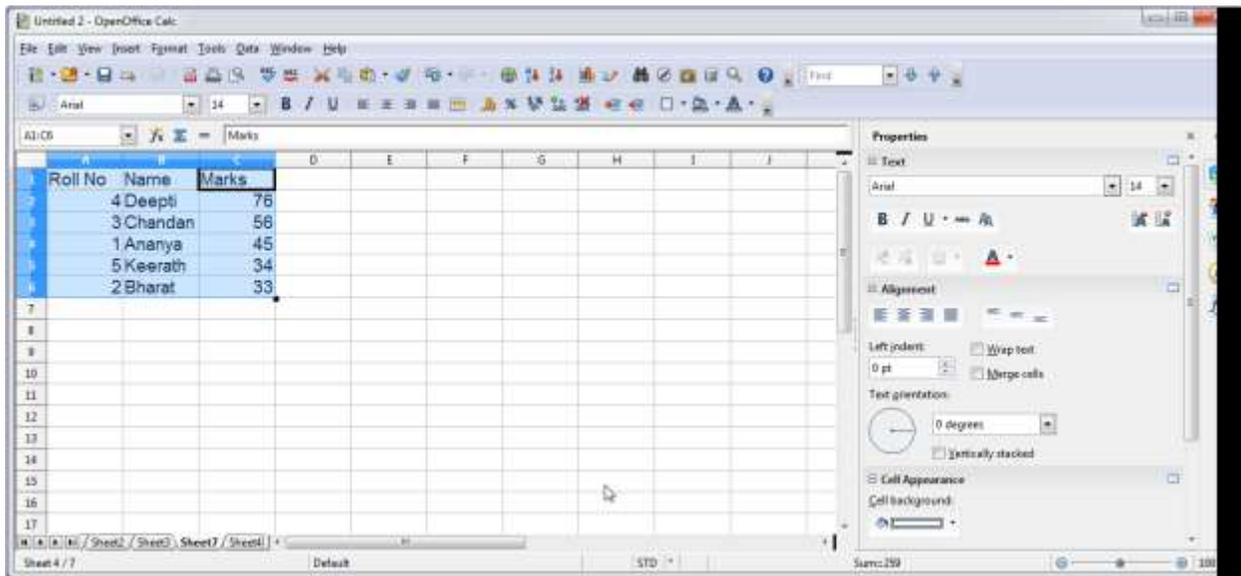


**Fig. 54** Sort option in the **Data** menu

3. The **Sort** dialog box appears (**Fig. 55**). Notice that column **Marks** appears under **Sort by** section.
4. Select the **Descending** option under **Sort by** and click **OK**.
5. The data in column **Marks** is sorted in descending order. (**Fig 56**)



**Fig 55 Sort dialog box**

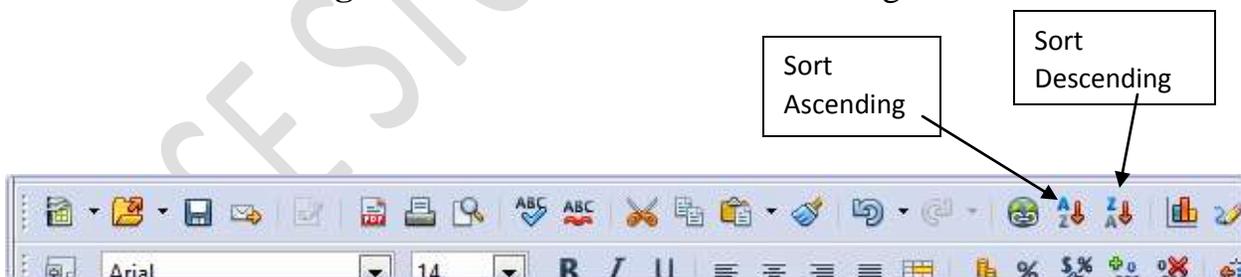


**Fig 56 Data arranges in descending order of Marks**

You can also sort the data on one column is by using the sorting icons on the **Standard** bar.

On the **Standard** bar, click(**Fig 57**)

- The **Sort Ascending** button to sort the data in ascending order.
- The **Sort Descending** button to sort the data in descending order.



**Fig 57 Sort buttons on Standard bar**

### Sorting on Multiple Columns

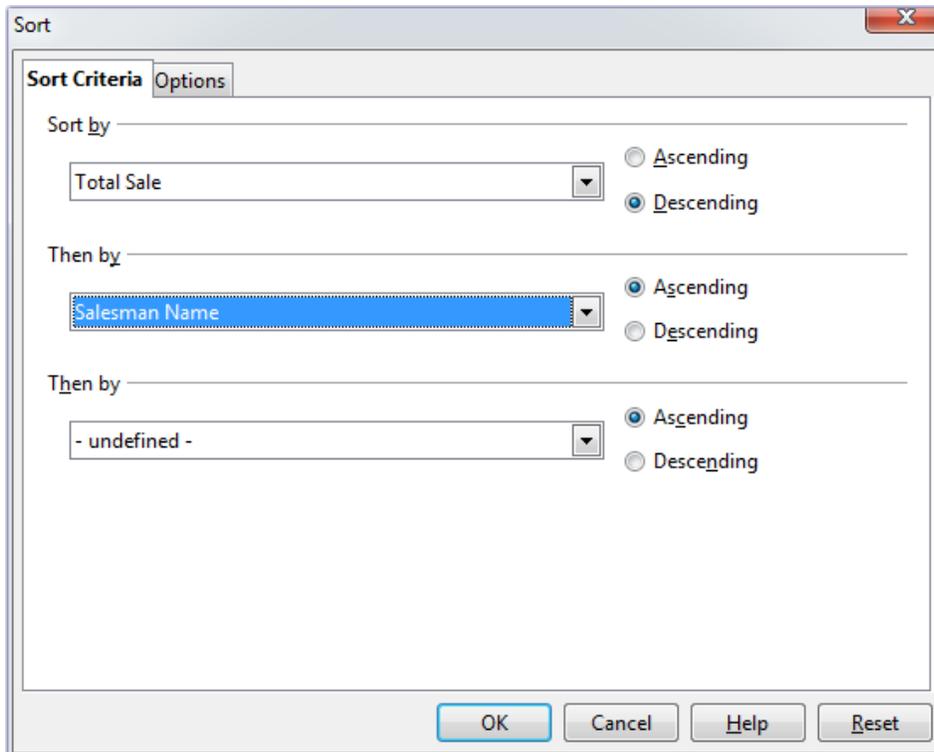
You can sort the data on multiple columns.

1. Consider the following worksheet. (**Fig 58**)

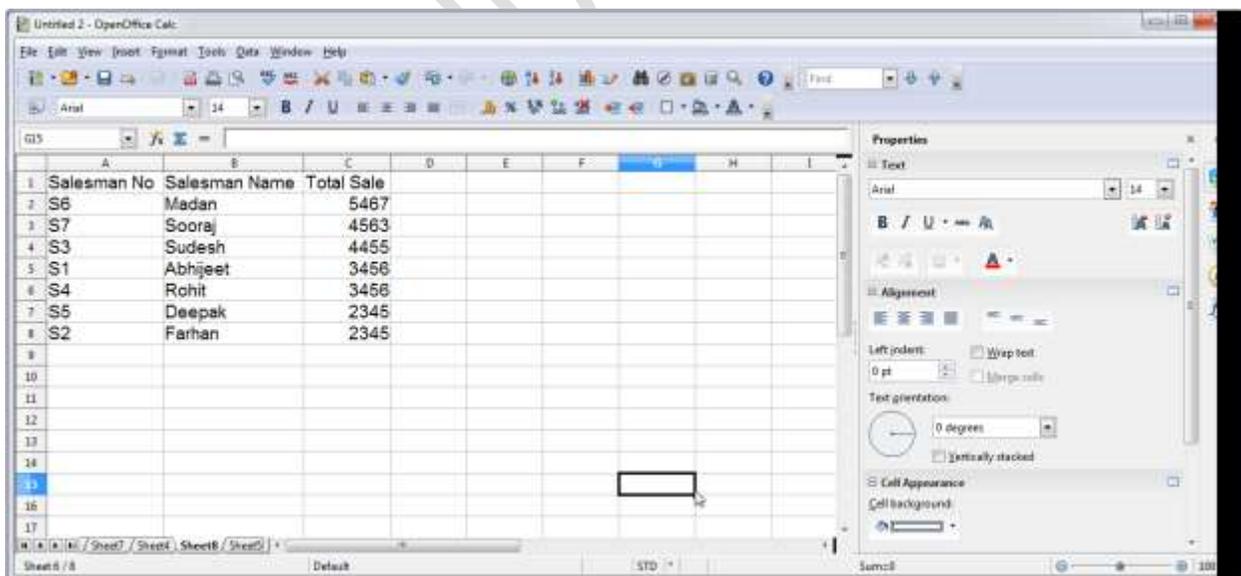
	A	B	C	D	E
1	Salesman No	Salesman Name	Total Sale		
2	S1	Abhijeet	3456		
3	S2	Farhan	2345		
4	S3	Sudesh	4455		
5	S4	Rohit	3456		
6	S5	Deepak	2345		
7	S6	Madan	5467		
8	S7	Sooraj	4563		
9					
10					
11					

**Fig 58 Worksheet**

2. Select cell, say C1.
3. Select Sort option from Data menu.
4. The Sort dialog box appears.
5. The **Sort Criteria** tab on the **Sort** dialog box has options to sort the data on multiple columns.
6. Select the options as shown in **Figure 59**.
7. The data is sorted in descending order of column **Total Sale**, and where total sale is same, sorting is done in ascending order of column Salesman Name. (**Fig 60**)



**Fig. 59** Multiple columns selected in the **Sort** dialog box



**Fig 60** Data sorted on multiple columns

## FILTERING DATA

Filtering is a quick and easy way to find and work with selected data based on the criteria you specify. The filter feature selectively blocks out the data you do not want to see and displays only the rows or columns that meet the conditions or criteria you specify. Sorting rearranges the range of cells but filtering only hides temporarily the rows/columns you do not want.

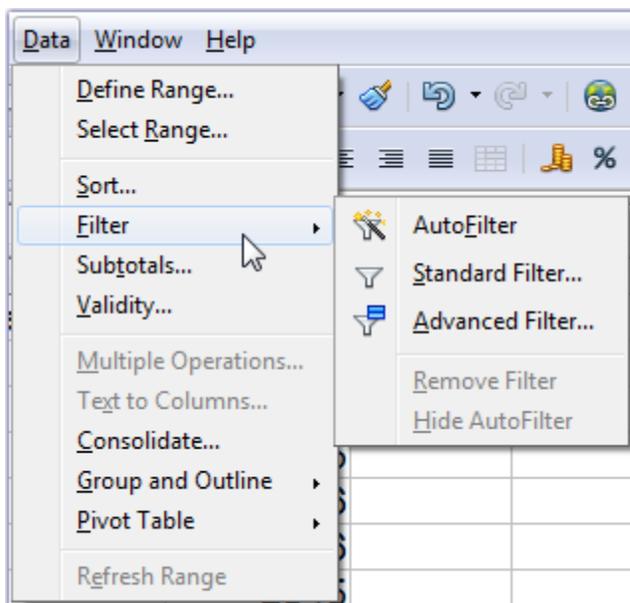
Different ways in which filtering can be done in Clac are:

- AutoFilter
- Standard Filter

### AutoFilter

To apply AutoFilter in a worksheet, the steps are:

1. Select cell, say, A1.
2. Select **Data** ➤ **Filter** ➤ **AutoFilter** (Fig. 61).
3. A drop-down menu arrows appear in each column heading (Fig 62).

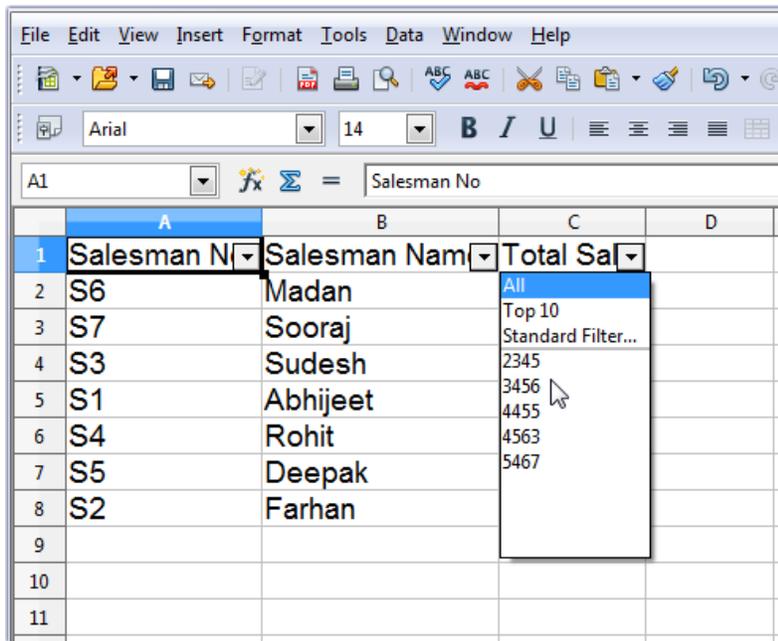


**Fig. 61** AutoFilter option in the **Data** menu

	A	B	C	D
1	Salesman No	Salesman Name	Total Sales	
2	S6	Madan	5467	
3	S7	Sooraj	4563	
4	S3	Sudesh	4455	
5	S1	Abhijeet	3456	
6	S4	Rohit	3456	
7	S5	Deepak	2345	
8	S2	Farhan	2345	
9				
10				

**Fig. 62** Drop-down menu arrows in column Headings

4. Click the drop-down menu arrow for **Total Sales** and select an item (**Fig 63**).
5. Only those rows whose contents meet the filter criteria are displayed. (**Fig 64**)
  - a. To display all the records again, select the **All** option in the filter drop-down menu.
  - b. Select **Top 10** to display the highest 10 values.

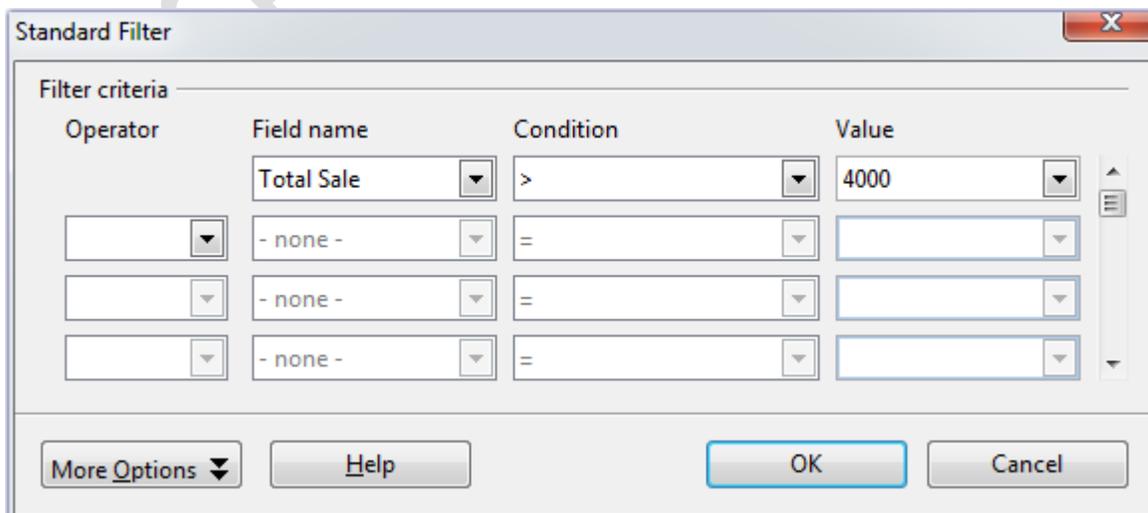


**Fig. 63** Drop-down menu for Total

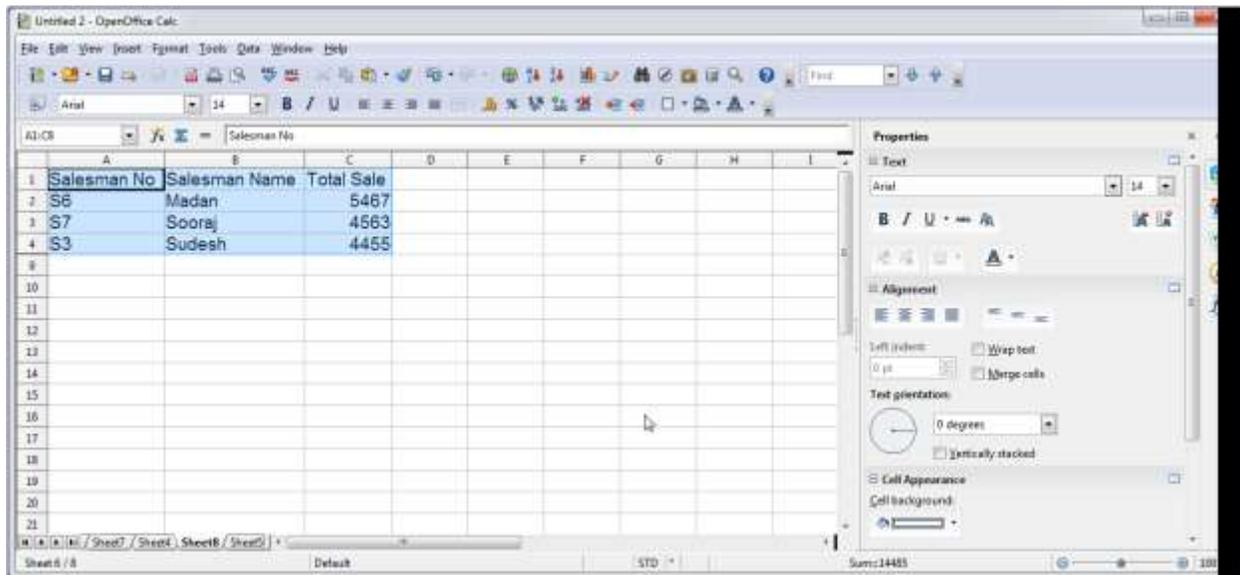
### Standard Filter

To apply standard filter in your worksheet, the steps are:

1. Select **Data** > **Filter** > **Standard Filter**. (**Fig. 61**).
2. The **Standard Filter** dialog box appears (**Fig. 64**).
  - a. You can use the dialog box to connect multiple conditions with either a logical AND or a logical OR operator.
3. Select the options in the **Standard Filter** dialog box (**Fig. 64**). The records with Total Sales greater than 4000 will be displayed (**Fig. 65**).



**Fig. 64 Standard Filter** dialog box



**Fig. 65 Rows** after applying Standard Filter

To remove the filter,

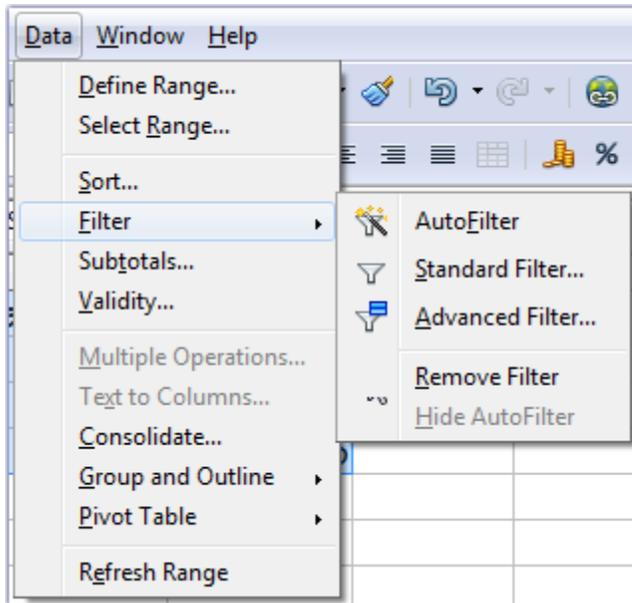
1. Select **Data** ➤ **Filter** ➤ **Remove Filter (Fig. 66)**.

To hide the filter,

1. Select **Data** ➤ **Filter** ➤ **Hide AutoFilter**.

To remove the filter from column headings,

1. Select **Data** ➤ **Filter** ➤ **AutoFilter**.



**Fig. 66 Remove Filter option**

### Conditional Formatting

Conditional formatting is a feature in Clac that allows you to set a cell's format according to the conditions that you specify.

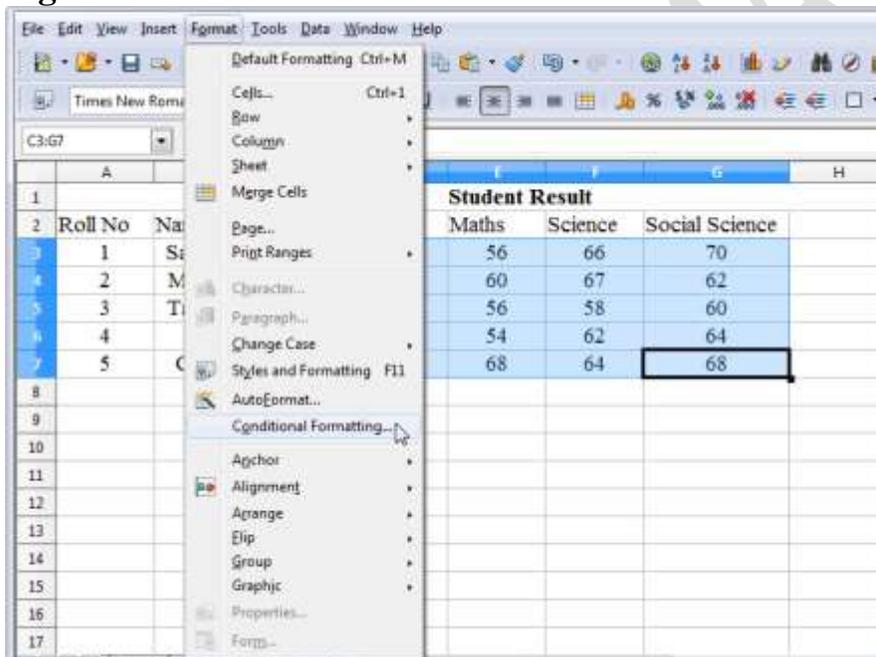
For example, using conditional formatting, you can display numbers in a particular color, depending on whether they are greater than, equal to, or less than a certain value.

The steps are:

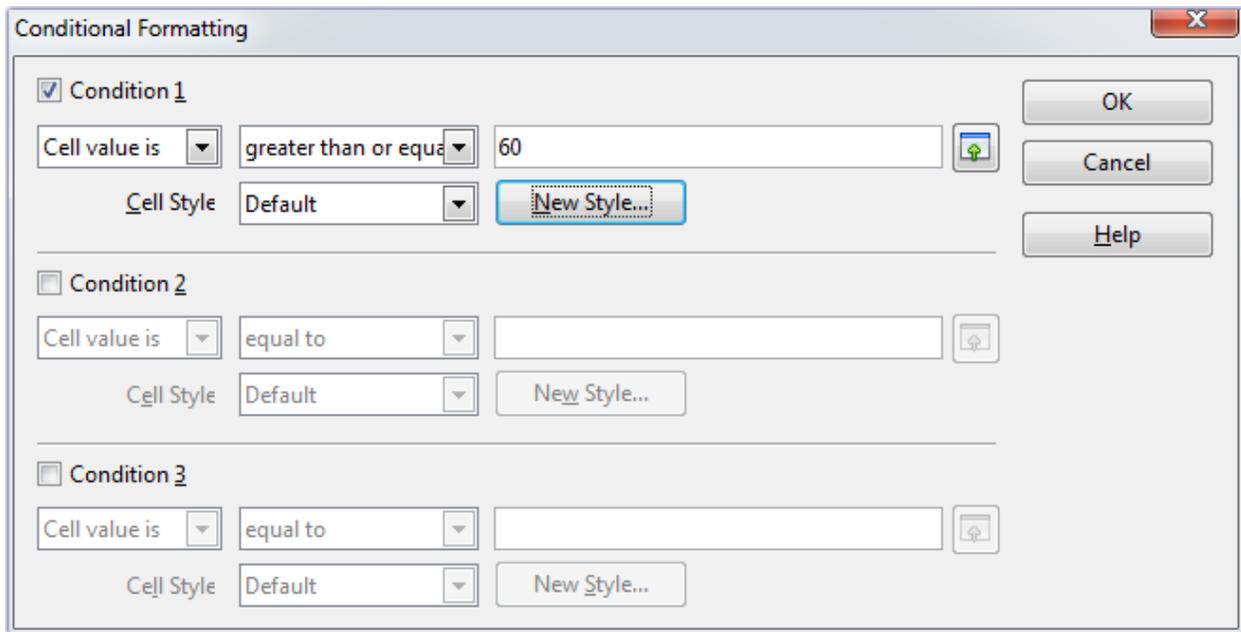
1. Consider the worksheet given in **Fig. 67**.
2. Select cells. In this worksheet C3 to G7.
3. Select **Format** ➤ **Conditional Formatting** (**Fig. 68**).
4. The **Conditional Formatting** dialog box appears (**Fig. 69**).
5. To select the formatting for cell value greater than or equal to 60 :
  - a. Select **New Style** button of Condition 1.

	A	B	C	D	E	F	G	H
1	<b>Student Result</b>							
2	Roll No	Name	English	Hindi	Maths	Science	Social Science	
3	1	Saurabh	67	75	56	66	70	
4	2	Madhur	76	67	60	67	62	
5	3	Tamana	68	66	56	58	60	
6	4	Stuti	70	68	54	62	64	
7	5	Girish	62	70	68	64	68	
8								
9								
10								

**Fig 67 Worksheet**

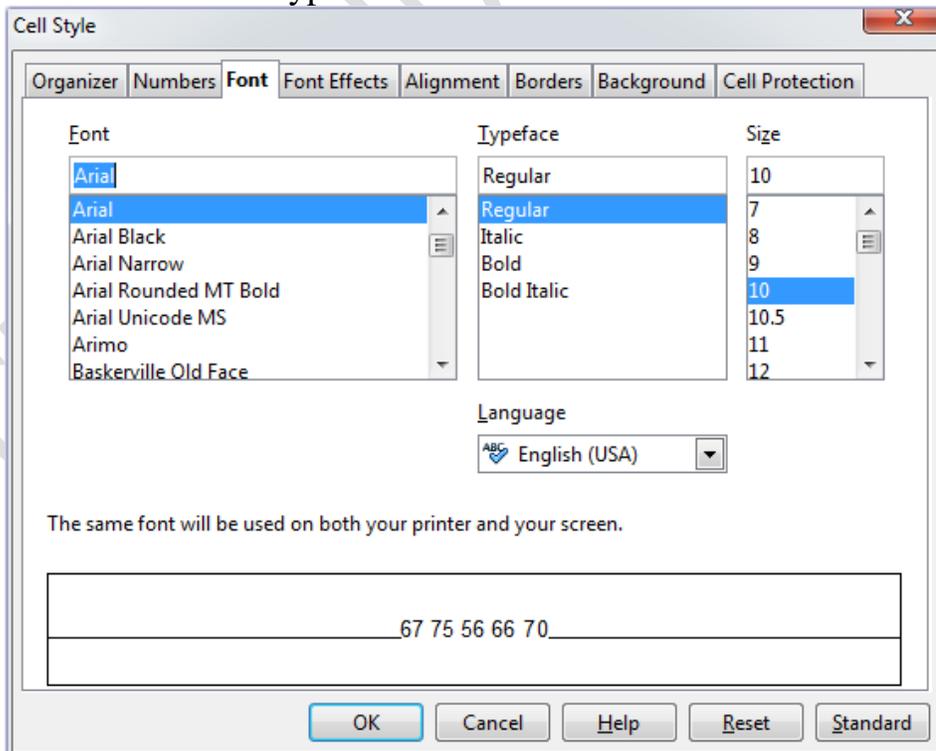


**Fig 68 Conditional Formatting option of Format menu**



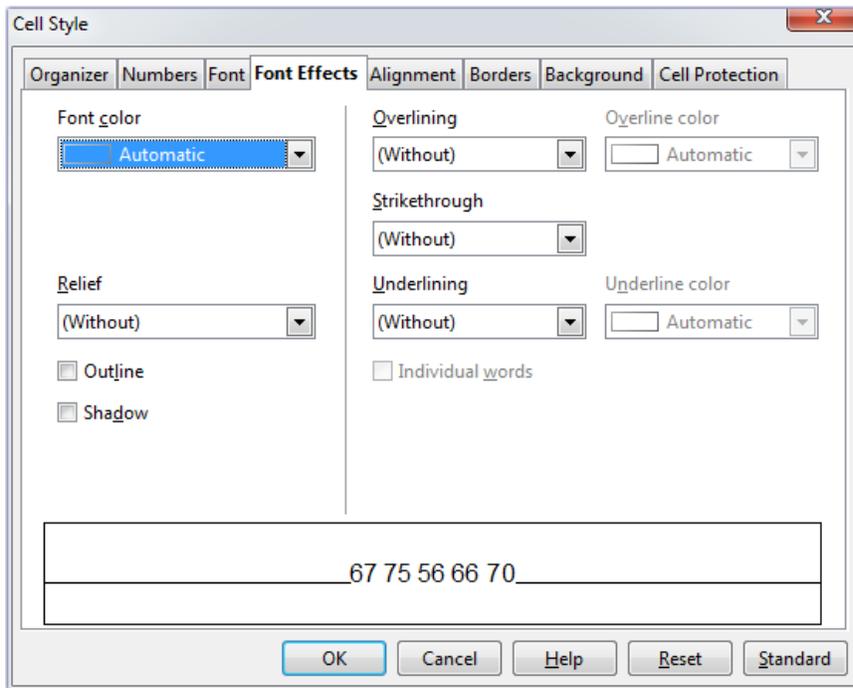
**Fig 69 Conditional Formatting dialog box**

6. The **Cell Style** dialog box appears (**Fig. 70**). Select the **Font** tab and click **Bold Italic** under Typeface.

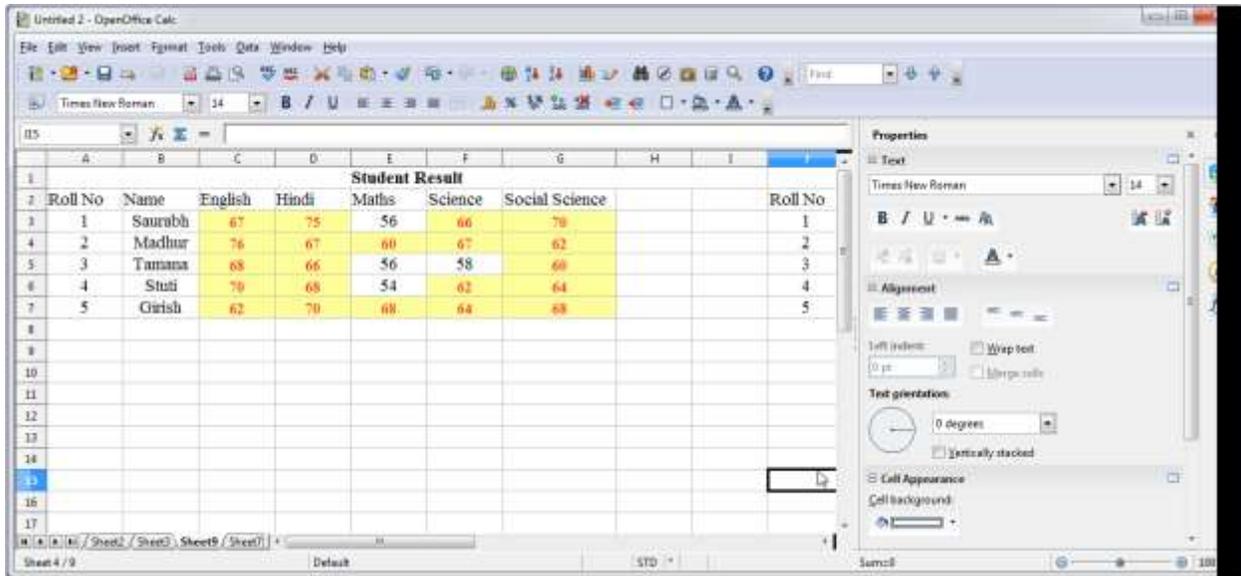


**Fig 70 Font tab of Cell Style dialog box**

7. Select the **Font Effects** tab and change the font color (**Fig 71**).
8. Select the **Background** tab and click Black. (Fig 72)
9. Click **OK**.

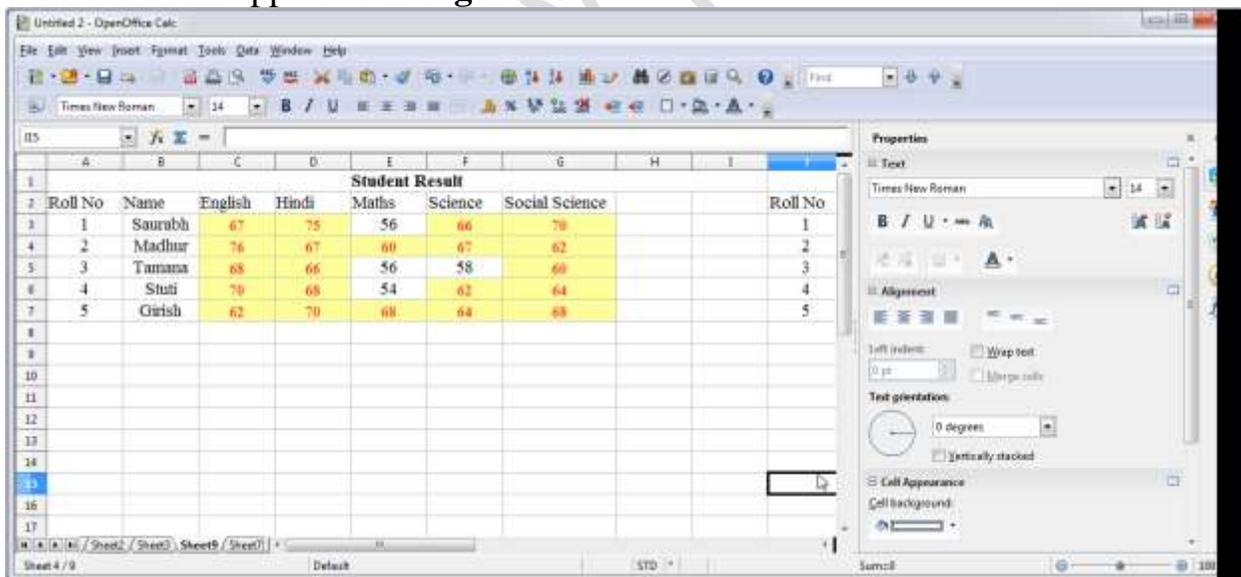


**Fig. 71 Font Effects tab of Cell Style dialog box.**



**Fig 72** background tab of Cell Style dialog box

7. Click OK. The Conditional Formatting dialog box appears. Click **OK**. The worksheet will appear as in **Figure 73**.



**Fig. 73** Conditional formatting applied

### Lets Try It

1. Create the following worksheet and perform the following operations:

	A	B	C	D	
1	<b>S. No</b>	<b>Mountain</b>	<b>Height in mm</b>		
2	1	Mount Manaslu	8163		
3	2	Mount Everest	8848		
4	3	Mount kanchenjunga	8586		
5	4	Mount K2	8611		
6	5	Nanga Parbat	8125		
7					
8					
9					

- Sort the table in ascending order of height.
  - Filter the data to view only those rows where height is more than 8500 m.
2. Create the following worksheet and perform the following operations

	A	B	C	D	E	F	G	H
1	<b>Student Result</b>							
2	Roll No	Name	English	Hindi	Maths	Science	Social Science	
3	1	Pratham	74	45	44	65	56	
4	2	Keerath	68	56	60	67	62	
5	3	Shreya	56	67	56	55	59	
6	4	Jigyasa	45	55	44	56	58	
7	5	Utkarsh	67	70	48	63	61	
8								
9								

- Filter the records according to the following condition:
  - Numbers greater than 60 should be in bold, size 14 and green color.
- Add another column at the end with heading 'Total marks'
- Calculate total marks for each student.
- Now, arrange the data in descending order of Total marks.

## **Self-Management Skills – IV**

### **11 Sessions (7 Theory and 4 Let's Do It)**

*“Ekalavya, An Ideal For Modern Students, Learnt Archery Without Any External Help.  
By Self-Effort And Faith In One's Power, Longing For Knowledge And By Self-Reliance,  
One Can Do Miracles..”*

Swami Vivekananda

### **Self-motivation**

Motivation is defined as the drive required to engage in goal-oriented behavior. Motivation is inner urge to do something and self-motivation is ability to do what needs to be done without the influence or thrust from other people or situations. Self-motivated individuals are asset to the world, their country, their families and to themselves. Self-motivated individuals practice righteousness, means what needs to be accomplished, shall be done. Self-motivated people have elevated spirit and full of positivity. For them nothing is impossible. They are focused on their goals and objectives and diligently achieve their aims.

Self-motivation is important because

- It increases individual's energy and activity.
- It directs an individual towards specific goals.
- It results in initiation and persistence of specific activities, thus keeps him/her active.
- It affects cognitive processes and learning strategies used by individual for completing similar tasks.

### **Finding and listing motives**

Motivation is classified in different types by different authors such as motivation based on physiological and psychological needs. Physiological motivation is based on the physical needs to satisfy hunger or thirst. Physiological motivation directs the behavior towards satisfying specific bodily need.

Psychological motivations can be guided by need for achievement and need for affiliation. The need for achievement is a social form of motivation involving a competitive drive to meet the standards of excellence. The need for affiliation involves the need to seek and enjoy close and cooperative relationships with others and to adhere and be loyal to a friend. Motivation is also classified as internal or external motivation. In case of internal motivation, an individual demonstrates a desire to do his/her work without any external reward. External motivation occurs when we feel driven by outside forces, performing an activity either to obtain a reward or to avoid punishment. For example, a student who is internally motivated will learn, complete assignments on his/her own, whereas a student who is externally driven will be completing lessons to avoid punishment or to gain reward. Motivation, basically answers “why”, the reason behind doing a task. A person, may be internally or externally motivated as a person, in different situations or may be driven by physiological and psychological needs. One should identify the motivation in every occasion to handle oneself better.

### Finding sources of motivation and inspiration

Following are the sources of motivation and inspiration.

- **Music :**  
*Music is the language of the soul. A good inspiring piece touches everybody's heart and can help create miracles.*
- **Books :**  
*Books are said to be best friends. They expand our horizon of thinking. They help us visualize the unknown and uncharted territories beyond our capacities. Books about heroic acts, inspiring lives and stimulating creativity help readers move beyond their routine lives.*
- **Activities :**  
*Engaging in positive and skill enhancing activities keeps our spirits high. Competitions, games, simulations, interviews for various committee positions are found to encourage, motivate and inspire students.*
- **Expansive thoughts:**  
*Thinking and discussing big and positive ideas motivates us to reach to our highest potential.*
- **Living in the present :**  
*Being present where we are rather than where we are not bring in peace and calmness in our life. A calm and peaceful mind can help us achieve wonders. This quality of being aware and conscious of one's self in present moment is also called mindfulness. Mindfulness helps students to pay attention, reduce stress and helps promote thoughtful approach towards life.*
- **Dreaming big :**  
*Dreaming big is a journey not a destination. Dreaming big helps us to be mentally prepared to take that big leap forward. Only when we aim high, we will be motivated to work hard and achieve big things in life.*

## Personality types, traits and disorders

### Meaning of personality

Personality is relatively enduring set of traits. These traits are made up of be emotional, behavioral and mental set of characteristics. Heredity has been found to be determining personality apart from environmental forces. Personality is shaped through family, culture, society, education and other environmental factors.

### Influence of personality

Personality affects all aspects of an individual's performance, even how he/she reacts to situations in life. Individuals shall set clear goals for themselves and diligently pursue them. Behavioral tendencies like anxiety, stress, perseverance and conscientiousness reflected in personality traits can influence academic performance.

### Basic personality traits

According to trait theory, combining a set of observable traits into a group forms an individual's personality. One popular personality classification is big five. The Big Five, are global traits associated with work.

- Extraversion : Gregarious, assertive and sociable.(Opposite reserved, timid, quiet.)
- Agreeableness : Cooperative, warm and agreeable.(Opposite cold, disagreeable and antagonistic)
- Conscientiousness : Hardworking, organized and dependable(lazy, disorganized and unreliable)
- Emotional stability : Calm, self-confident and cool(insecure, anxious and depressed)
- Openness to experience : Creative, curious and cultured(narrow interests)

### Common personality disorders

Following are the common personality disorders. If anyone is identified with these disorders, counselling shall be provided by family members, teachers and counsellors.

#### *Paranoid*

Feeling extremely nervous and worried because you believe that other people do not like you or are trying to harm you.

#### *Antisocial*

Is characterized by a pattern of persistent disregard for and violation of the rights of others.

***Schizoid***

Is characterized by a lack of interest in social relationships and people tend to be distant, detached and indifferent.

***Borderline***

Is marked by an ongoing pattern of varying moods, self-image and behavior. These symptoms result in impulsive actions and problems in relationships.

***Narcissistic***

Is a condition in which people have an inflated sense of their own importance, a deep need for excessive attention and admiration and lack of empathy for others.

***Avoidant***

Avoidant personality disorder is characterized by feelings of extreme social inhibition, inadequacy, and sensitivity to negative criticism and rejection.

***Dependent***

Dependent personality disorder is a condition marked by an overreliance on other people to meet one's emotional and physical needs.

***Obsessive***

Obsessive-compulsive personality disorder (OCPD) is a personality disorder that's characterized by extreme perfectionism, order, and neatness.

## **Hands On Exercises to Understand the Concept Better**

**4 Sessions**

**Session A. Group Discussion on identifying needs and desire**

**Session B. Discussion on sources of motivation and inspiration**

**Session C. Demonstrate the knowledge of different personality types**

**Session D. Essay on reflection on the self-personality type**

## Role of Green Jobs

Industry experts remain hopeful and excited about green jobs market, since industries are adopting large scale, energy efficiency measures. There are jobs in solar and wind installations, clean car engineering. Households are switching to solar energy, families are purchasing alternative energy cars, and new jobs are being added to the market place to meet the increasing demand.



*Picture of coal miners*

There is promising statistics in the green jobs industry. Clean energy has experienced incredible growth and success in the past decade and is poised to continue to grow in the coming decade; this will collaborate with business to advance policies that will do well to environment and economy. These technologies are not so costly also, thereby they are adapted widely.

### **Role of Green jobs in toxin free homes:**

In our daily lives we do household work, that releases harmful gases into the atmosphere and contribute to the warming of our planet. Green jobs will promote the usage of ecofriendly raw materials and conserve energy.

The following is the list of steps; green jobs can take to reduce greenhouse gas emissions;

- Reuse, Reduce, Recycle
- Use less heat and reconditioning
- Replace your light bulbs
- Drive less drive smart
- Buy energy efficient products
- Use less hot water
- Use the off buttons
- Plant a tree.

### **Green jobs in Solar and wind power:**

The green jobs are as follows;

**Energy Auditors-** they conduct audits determine how energy efficient the building/home are.

**Chief Sustainability officers:** they oversee green activities in their organization.

**Wind/ Solar energy engineers:** they design and develop wind farm systems

### **Role of green jobs in Water Conservation:**

To protect existing and future water supplies, by ensuring that resources are not mismanaged, over exploited or otherwise used in manner that would be considered damaging.

The other jobs in water conservation are;

Water treatment specialist.

Water Auditor

Water policy Analyst

Water resource planning manager

Water Quality Monitoring

Water conservation Representative.

The above mentioned opening are anywhere, where there is a natural water supply for all users and future generations, identify potential problems to the ecology or environmental health and mitigate them.

### **Green jobs in waste Reduction Recycling and Reuse:**

Eco cycle- zero waste creates jobs, recycling, composting and reusing create a lot green jobs. Recycling and reuse create at least 9 times more jobs than landfills and incinerators. E.g. we need force for collecting, processing and preparing materials.

Its common knowledge that recycling materials helps the environment by reducing waste..... depending on materials manufacturers can save up to 60% of their production costs by using recycled materials rather than obtaining, refining and extracting brand new substances ,e.g. paper, aluminum, plastics.

### **Green jobs in Tourism:**

Indonesia is an example of green tourism. Green tourism is also referred as 'New experience economy', green tourism offers new tourism paradigm; we pay to do things, not to have new things. Tourists are buying experience not product. It promotes tourists to be prosumers, i.e. to care about the future. Green tourism makes an optimal use of environmental resources. The following are the principles of green tourism; Respect socio cultural authenticity of host country. Provide adequate wages and safe working conditions. Green jobs are required to plan;

- Destination management
- Destination managers.
- Trainers.

### **Green Jobs in building and construction:**

Green buildings use ecofriendly materials, benefit environment by conserving energy. There are plenty of jobs in the construction sector, this sector employs millions of people, but suffers from a skill shortfall. Attracting talent and investment is a key challenge. Green building offers a chance to be part of the solution to global challenges.

The list of green jobs is as follows;

- Construction worker, crew member
- Designer
- Carpenters
- Building Planner and coordinators
- Insulators
- Weatherization
- Concrete labors
- Highway laborers
- Demolition experts

### **Role of green Jobs in limiting Green house emissions**

The key to environmental protection is to prevent the degradation of the natural environment, which is important for all living creatures, one of the biggest problem in the environment is related to fossil fuels, which leads to pollution , climate change and natural resource depletion.

Green jobs are decent jobs that contribute to preserve or restore the environment, be they in traditional sectors, such as in manufacturing and construction sectors or in the emerging green sectors such as renewal able energy.

CBSE STUDY MATERIAL