



*National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.*



# **National Vocational Certificate in Construction Sector (Bulldozer and Motor Grader Operator)**

**Duration: 3 Months**



## **CURRICULUM**

**National Vocational and Technical Training Commission (NAVTTTC)  
Government of Pakistan**



## **National Certificate in Construction Sector for Bulldozer and Motor Grader Operator.**



### Contents

1. Introduction .....	5
2. Purpose of the Qualification:.....	5
3. Overall objectives of training program.....	5
4. Entry level of trainees .....	6
5. Minimum qualification for teachers.....	6
6. Duration of the course: .....	6
7. Scheme of Studies .....	6
8. Details of Modules .....	7
8.1: Maintain Health and Safety at Work Place .....	7
8.1.1: Ensure personal protective equipment (PPE) .....	7
8.1.2: Maintain First aid Box .....	7
8.1.3: Maintain Fire Extinguisher .....	7
8.1.4: Implement safety measures .....	7
8.1.5: Prepare for emergencies .....	7
8.1.6: Respond to emergencies .....	8
8.1.7: Dispose off-waste materials .....	8
8.2: Operate Bulldozer .....	9
8.2.1: Operate controls .....	9
8.2.2: Strip and stockpile surface materials.....	9
8.2.3: Cut and fill material .....	9
8.2.4: Create slopes .....	10
8.2.5: Create ditches .....	10
8.2.6: Spread ballast.....	10
8.2.7: Rip dense materials .....	11
8.2.8: Clear land .....	11
8.2.9: Push scraper .....	11
8.3: Operate Motor Grader.....	12
8.3.1: Operate Controls .....	12
8.3.2: Apply Grading Fundamentals.....	12
8.3.3: Form and handle windrows .....	12
8.3.4: Strip surface materials .....	12
8.3.5: Maintain access roads .....	13



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



8.3.6: Create slopes .....	13
8.3.7: Create ditches .....	13
8.3.8: Create shouldering .....	14
8.3.9: Form sub-grade .....	14
8.3.10: Place aggregates to specified elevations (finish grading) .....	14
8.3.11: Clear snow and ice .....	15
8.4: Basic Language Proficiency (Arabic).....	16
8.4.1: التحيية والتعارف (Introduction & Greetings).....	16
8.4.2: السفر (Travelling).....	17
8.4.3: السكن (Residence).....	19
8.4.4: التسوق (Shopping) .....	20
8.4.5: عند الطبيب (To the Doctor).....	23
8.4.6: الجو (The Weather).....	26
8.4.7: العمل (The Work/Job).....	28
8.4.8: ورشة السيارات/ الحادث على الشارع (Car Workshop/ Car Accident on the Road) .....	30
8.4.9: الطعام والشراب (Food & Drinks).....	31
8.5: Basic Language Proficiency (English).....	33
8.5.1: Basic Introduction & Greetings.....	33
8.5.2: Conversation about weather- Hot and humid .....	34
8.5.3: Conversation about weather-Spring season .....	34
8.5.4: Conversation about weather-Summer season .....	35
8.5.5: Dialogues of a person at airport while check-in / check-out.....	35
8.5.6: Dialogues of a person at airport at boarding gate and onboard.....	36
8.5.7: Dialogues to use while looking for the luggage at the airport.....	36
8.5.8: Residence- Dialogues with hostel owner for booking a room. ....	37
8.5.9: Dialogue with a person while hiring a residence.....	38
8.5.10: Dialogue with a person asking him about his residence .....	38
8.5.11: Shopping- Buying things for residence.....	39
8.5.12: Shopping- Buying dresses .....	39
8.5.13: Shopping- Buying grocery.....	40
8.5.14: Conversation between manager and employee about being absent due to illness.....	40
8.5.15: Conversation between the Doctor and the patient about illness .....	41
8.5.16: Conversation between the Doctor and the patient about illness .....	41
8.5.17: Conversation in a Car Workshop .....	42
8.5.18: Dialogue between Supervisor and Worker in a Factory about specific issues .....	43



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



8.5.19: Dialogue between Supervisor and Worker in a Factory about routine performance ...	44
8.5.20: Conversation of a driver making an emergency call after an accident .....	45
8.5.21: Conversation about eating .....	46
9. List of Tools, Equipment, Machines and Consumable.....	48
10. Members of Curriculum Development Committee .....	49
11. Multi Choice Questions. ....	50
12. Answer to MCQs.....	71



## **National Certificate in Construction Sector for Bulldozer and Motor Grader Operator.**



### **1. Introduction**

In order to build the capacity of technical and vocational training institutes in Pakistan through provision of demand driven competencies in construction sector the NAVTTC, and TEVT Sector Support Program (TSSP) have joined hands together to develop qualifications for construction sector. These qualifications will not only build the capacity of existing workers of this sector but also support the youth to acquire skills best fit for this sector. The benefits and impact of development of these qualifications will be on both demand and supply side.

Based upon the demand of industry this qualification for Bulldozer and Motor Grader Operator is developed under National Vocational Qualification Framework (NVQF). The qualification mainly covers competencies along with related knowledge and professional skills which are essential for getting a job or self-employed.

This qualification is also in line with the vision of Pakistan's National Skills Strategy (NSS), National TVET Policy and National Vocational Qualification Framework (NVQF). This provides policy directions, support and an enabling environment to the public and private sectors to impart training for skills development to enhance social and economic profile. The National Vocational & Technical Training Commission (NAVTTTC) has approved the Qualification Development Committee (QDC). The QDC consists experts from the relevant industries from different geographical locations across Pakistan and academicians who were consulted during the development process to ensure input and ownership of all the stakeholders. This National curriculum is to be used by training institutions in Pakistan.

### **2. Purpose of the Qualification:**

The purpose of this qualification is to set high professional standards for construction sector. The specific objectives of developing this qualification are as under:

- Improve the professional competence of the trainees
- Provide opportunities for recognition of skills attained through non-formal or informal pathways
- Improve the quality and effectiveness of training and assessment for Bulldozer and Motor Grader Operator Enable the existing workforce to capacitate themselves in new technologies and methods

### **3. Overall objectives of training program**

The Bulldozer and Motor Grader Operator qualification consists of 20 % theory and 80 % practical. and having the following Modules

- Maintain Health and Safety at Work Place
- Operate Bulldozer
- Operate Motor Grader



## National Certificate in Construction Sector for Bulldozer and Motor Grader Operator.



- Language Skills Arabic
- Language Skills English

### 4. Entry level of trainees

The entry for National Certificate, in Bulldozer and Motor Grader Operator qualification is, a person having Matric certificate.

### 5. Minimum qualification for teachers

- Should have completed intermediate and equivalent qualifications
- Must be a holder of G II certificate or Three years DAE in Mechanical or Auto Mobil Technology.
- Must be able to communicate effectively both orally and in written form.
- Must have at least two (4) years teaching experience.

#### Medium of instruction

Urdu, local language

### 6. Duration of the course:

The proposed curriculum is composed of 5 modules that will be covered in 300 learning hours. It is proposed that the course may be delivered in 3 Months period.

The distribution of contact hours is given below:

<b>Theory.</b>	<b>60 hours (20%)</b>
<b>Practical.</b>	<b>240hours (80%)</b>
<b>Total.</b>	<b>300 hours.</b>

### 7. Scheme of Studies

S. No	Name of Module	Category	Contact Hour			Credit	Periods per week		
			Th	Pr	Total		Th	Pr	Total
1	Maintain Health and Safety at Work Place	Functional	6	24	30	3	0.5	2.0	2.5
2	Operate Bulldozer	Core	20	81	101	10.1	1.7	6.8	8.4
3	Operate Motor Grader	Core	24	95	119	11.9	2.0	7.9	9.9
4	Language Skills Arabic	Generic	5	20	25	2.5	0.4	1.7	2.1
5	Language Skills English	Generic	5	20	25	2.5	0.4	1.7	2.1
<b>Total</b>			<b>60</b>	<b>240</b>	<b>300</b>	<b>30</b>	<b>5</b>	<b>20</b>	<b>25</b>

**Note: - 1 Period = 1 Hour,  
5 Period in a day = 5 hours  
5 days in a week = 25 hours  
12-week course. = 300 hours**



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



## 8. Details of Modules

### 8.1: Maintain Health and Safety at Work Place

**Theory: 6 Hours**

**Practical: 24 Hours**

**Total: 30 Hours**

<b>8.1.1: Ensure personal protective equipment (PPE)</b>		
<b>Theory</b>	<b>Practical</b>	<b>Duration</b>
<ul style="list-style-type: none"> <li>➤ Personal Protective Equipment (PPE) Types and its uses</li> </ul>	<ol style="list-style-type: none"> <li>1. Arrange PPEs as per requirement</li> <li>2. Wear proper PPE as per nature of job.</li> <li>3. Store PPE at appropriate place after use</li> </ol>	<p>Theory: 0.5hr Practical: 3hrs Total: 3.5hrs</p>
<b>8.1.2: Maintain First aid Box</b>		
<b>Theory</b>	<b>Practical</b>	<b>Duration</b>
<ul style="list-style-type: none"> <li>➤ First-Aid-Box and its uses.</li> <li>➤ Knowledge of first-aid-box items.</li> </ul>	<ol style="list-style-type: none"> <li>1. Ensure availability of first aid box</li> <li>2. Check first aid box for requisite emergency medicines</li> <li>3. Check expiry date of medicines</li> <li>4. Perform first aid treatment against electric shock.</li> <li>5. Perform first aid treatment / bandages against minor injuries</li> </ol>	<p>Theory: 0.5hr Practical: 3hrs Total: 3.5hrs</p>
<b>8.1.3: Maintain Fire Extinguisher</b>		
<b>Theory</b>	<b>Practical</b>	<b>Duration</b>
<ul style="list-style-type: none"> <li>➤ Fire Extinguisher its types and uses</li> <li>➤ Types of fire extinguishing materials.</li> </ul>	<ol style="list-style-type: none"> <li>1. Check expiry of fire extinguisher</li> <li>2. Operate fire extinguisher.</li> <li>3. Replace fire extinguisher</li> </ol>	<p>Theory: 1hr Practical: 3hrs Total: 4hrs</p>
<b>8.1.4: Implement safety measures</b>		
<b>Theory</b>	<b>Practical</b>	<b>Duration</b>
<ul style="list-style-type: none"> <li>➤ Hazard and its Types</li> <li>➤ Treatment of various hazards</li> </ul>	<ol style="list-style-type: none"> <li>1. Take required health and safety training</li> <li>2. Identify work place hazardous, Reasons and materials</li> </ol>	<p>Theory: 1hr Practical: 3hrs Total: 4hrs</p>
<b>8.1.5: Prepare for emergencies</b>		
<b>Theory</b>	<b>Practical</b>	<b>Duration</b>
<ul style="list-style-type: none"> <li>➤ Know about the techniques for provision of first aid treatment.</li> </ul>	<ol style="list-style-type: none"> <li>1. Ensure emergency response exercises.</li> <li>2. Perform mock exercise for first aid of Cardio Respiratory Resuscitation (CPR)</li> </ol>	<p>Theory: 1hr Practical: 6hrs Total: 7hrs</p>



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



	3. Perform mock exercise for first aid treatment against electric shock/minor injury	
<b>8.1.6: Respond to emergencies</b>		
<b>Theory</b>	<b>Practical</b>	<b>Duration</b>
<ul style="list-style-type: none"> <li>➤ Use of emergency equipment</li> <li>➤ Know about the emergency plan</li> </ul>	<ol style="list-style-type: none"> <li>1. Follow emergency plan</li> <li>2. Communicate instructions</li> <li>3. Assess risk and determine course of action.</li> <li>4. Operate emergency equipment and supplies</li> </ol>	<p align="center">Theory: 1hr Practical:3hrs. Total: 4hrs</p>
<b>8.1.7: Dispose off-waste materials</b>		
<b>Theory</b>	<b>Practical</b>	<b>Duration</b>
<ul style="list-style-type: none"> <li>➤ Types of waste materials</li> <li>➤ Knowledge and understanding of waste material handling.</li> </ul>	<ol style="list-style-type: none"> <li>1. Separate waste into recyclable and nonrecyclable category</li> <li>2. Check local regulations</li> <li>3. Handle hazardous waste carefully</li> <li>4. Adopt responsible waste management habits</li> </ol>	<p align="center">Theory: 1hr Practical:3hrs. Total: 4hrs</p>





**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



**8.2: Operate Bulldozer**

**Theory: 20 Hours**

**Practice: 81 Hours**

**Total: 101 Hours**

<b>8.2.1: Operate controls</b>		
<b>Theory</b>	<b>Practical</b>	<b>Duration</b>
<ul style="list-style-type: none"> <li>➤ Define basic operating functions</li> <li>➤ Describe different operating controls and their functions</li> <li>➤ Describe different situations which an operator can encounter under different conditions.</li> <li>➤ Describe smooth and safe handling of controls</li> </ul>	<ol style="list-style-type: none"> <li>1. Operate controls smoothly and safely</li> <li>2. Operate different operating controls simultaneously as required</li> <li>3. React to changing conditions/situations</li> </ol>	Theory- 02Hrs Practical-09Hrs Total- 11Hrs
<b>8.2.2: Strip and stockpile surface materials</b>		
<b>Theory</b>	<b>Practical</b>	<b>Duration</b>
<ul style="list-style-type: none"> <li>➤ Describe types of soils and their characteristics</li> <li>➤ Describe attachments to be used for different types of soil</li> <li>➤ Describe techniques for clearing and scrubbing.</li> <li>➤ Describe methods for spreading / stock pile of materials</li> </ul>	<ol style="list-style-type: none"> <li>1. Distinguish waste layer from structural layer</li> <li>2. Remove waste layer</li> <li>3. Move full blade load with optimum capacity</li> <li>4. Clean up windrows and any remaining waste material</li> <li>5. Stockpile waste materials.</li> </ol>	Theory- 03Hrs Practical-09Hrs Total- 12Hrs
<b>8.2.3: Cut and fill material</b>		
<b>Theory</b>	<b>Practical</b>	<b>Duration</b>
<ul style="list-style-type: none"> <li>➤ Define capacities &amp; capabilities of Machine</li> <li>➤ Describe method for estimation of cuts and fill</li> <li>➤ Describe grade checking instruments</li> <li>➤ Describe techniques how to cut humps and fill depressions</li> <li>➤ Describe method of rough leveling of ground</li> </ul>	<ol style="list-style-type: none"> <li>1. Estimate the height of cuts and fills</li> <li>2. Apply grade checking instruments</li> <li>3. Cut “humps” and create enough loose material to fill blade before pushing to haulage distance</li> <li>4. Push material to fill depressions</li> <li>5. Match blade load with available power and traction</li> <li>6. Perform rough leveling of ground</li> <li>7. Eliminate windrows and clean up</li> </ol>	Theory- 03Hrs Practical-09Hrs Total- 12Hrs



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



<b>8.2.4: Create slopes</b>		
<b>Theory</b>	<b>Practical</b>	<b>Duration</b>
<ul style="list-style-type: none"> <li>➤ Describe stakes/specifications</li> <li>➤ Describe grade checking instruments</li> <li>➤ Describe methods of making slope in different conditions</li> <li>➤ Describe safety measures to be kept in consideration while working on slopes</li> <li>➤ Describe problems faced while making slope</li> </ul>	<ol style="list-style-type: none"> <li>1. Interpret stakes/specifications</li> <li>2. Apply grade checking instruments</li> <li>3. Cut the slope next to each row of stakes</li> <li>4. Perform heavy cuts down hill</li> <li>5. Match blade load with available power and traction</li> <li>6. Apply safe practices regarding stability issues</li> <li>7. Grade area to a given slope and eliminate windrows and clean up</li> </ol>	Theory- 02Hrs Practical-09Hrs Total- 11Hrs
<b>8.2.5: Create ditches</b>		
<b>Theory</b>	<b>Practical</b>	<b>Duration</b>
<ul style="list-style-type: none"> <li>➤ Describe types/shapes of ditches</li> <li>➤ Describe special attachments to be used for making ditch</li> <li>➤ Describe problems faced while making ditch</li> <li>➤ Describe ditches to be made under different environment/conditions.</li> <li>➤ Describe safety measures to be kept in mind while making ditch</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify the required profile using grade checking instrument</li> <li>2. Create ditch of specified dimensions</li> <li>3. Stockpile or blend in material</li> <li>4. Level the ground roughly, eliminate windrows and clean up</li> </ol>	Theory- 02Hrs Practical-09Hrs Total- 11Hrs
<b>8.2.6: Spread ballast</b>		
<b>Theory</b>	<b>Practical</b>	<b>Duration</b>
<ul style="list-style-type: none"> <li>➤ Describe types of ballast</li> <li>➤ Describe methods of spreading of ballast</li> <li>➤ Describe blade load versus power and traction in different soils conditions.</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify dumping location and pattern</li> <li>2. Match blade load with available power and traction</li> <li>3. Spread material</li> <li>4. Grade to requisite level</li> </ol>	Theory- 02Hrs Practical-12Hrs Total- 14Hrs



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



➤ Describe different levels to be maintained during spreading of ballast		
<b>8.2.7: Rip dense materials</b>		
<b>Theory</b>	<b>Practical</b>	<b>Duration</b>
<ul style="list-style-type: none"> <li>➤ Describe ripper and its functions.</li> <li>➤ Describe techniques/methods to rip dense materials or hard strata</li> </ul>	<ol style="list-style-type: none"> <li>1. Rip hard strata</li> <li>2. Balance ripper load depth &amp; load to available power and traction</li> </ol>	<p>Theory- 02Hrs Practical-12Hrs Total-14Hrs</p>
<b>8.2.8: Clear land</b>		
<b>Theory</b>	<b>Practical</b>	<b>Duration</b>
<ul style="list-style-type: none"> <li>➤ Describe types of obstructions and hazards</li> <li>➤ Describe how to work around obstructions and hazards.</li> <li>➤ Describe precautions to be ensured while working around obstructions and hazards</li> </ul>	<ol style="list-style-type: none"> <li>1. Work around obstructions and hazards</li> <li>2. Clear land in accordance with job specifications</li> </ol>	<p>Theory- 02Hrs Practical-06Hrs Total-08Hrs</p>
<b>8.2.9: Push scraper</b>		
<b>Theory</b>	<b>Practical</b>	<b>Duration</b>
<ul style="list-style-type: none"> <li>➤ Describe scrapper and techniques to push it</li> <li>➤ Describe problems faced during pushing of scrapper.</li> <li>➤ Describe selection of engine power rating to the desired load and traction</li> </ul>	<ol style="list-style-type: none"> <li>1. Balance engine power to load and traction</li> <li>2. Minimize wear &amp; tear impact, track spinning</li> <li>3. Assess grade and level</li> <li>4. Remove obstacles and rocks</li> </ol>	<p>Theory- 02Hrs Practical-06Hrs Total- 08Hrs</p>



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



**8.3: Operate Motor Grader**

**Theory: 24 Hours**

**Practical: 95 Hours**

**Total: 119 Hours**

<b>8.3.1: Operate Controls</b>		
<b>Theory</b>	<b>Practical</b>	<b>Duration</b>
<ul style="list-style-type: none"> <li>➤ Describe basic operating functions</li> <li>➤ Describe different operating controls and their functions</li> <li>➤ Describe different situations which an operator can encounter under different conditions.</li> <li>➤ Describe smooth and safe handling of controls</li> </ul>	<ol style="list-style-type: none"> <li>4. Operate controls smoothly and safely</li> <li>5. Operate different operating controls simultaneously as required</li> <li>6. React to changing conditions/situations</li> </ol>	<p>Theory- 02Hrs Practical- 12Hrs Total- 14Hrs</p>
<b>8.3.2: Apply Grading Fundamentals</b>		
<b>Theory</b>	<b>Practical</b>	<b>Duration</b>
<ul style="list-style-type: none"> <li>➤ Describe wheel lean control</li> <li>➤ Describe how to apply frame articulation fundamentals</li> <li>➤ Explain selection of gear and engine speed.</li> <li>➤ Describe grading points</li> </ul>	<ol style="list-style-type: none"> <li>1. Apply wheel lean control</li> <li>2. Apply frame articulation fundamentals</li> <li>3. Select gear and engine speed</li> <li>4. Apply grading tips</li> </ol>	<p>Theory- 02Hrs Practical- 14Hrs Total- 16Hrs</p>
<b>8.3.3: Form and handle windrows</b>		
<b>Theory</b>	<b>Practical</b>	<b>Duration</b>
<ul style="list-style-type: none"> <li>➤ Describe positions of blade for different tasks</li> <li>➤ Describe how to form a windrow and how to move material back</li> </ul>	<ol style="list-style-type: none"> <li>1. Choose gear and engine speed</li> <li>2. Choose blade position</li> <li>3. Cut material to form a windrow</li> <li>4. Move material back over area</li> </ol>	<p>Theory- 02Hrs Practical- 06Hrs Total- 08Hrs</p>
<b>8.3.4: Strip surface materials</b>		
<b>Theory</b>	<b>Practical</b>	<b>Duration</b>
<ul style="list-style-type: none"> <li>➤ Explain how to cut and fill material</li> </ul>	<ol style="list-style-type: none"> <li>1. Estimate the height of cut and fill</li> <li>2. Choose blade tilt, angle and position</li> </ol>	<p>Theory- 02Hrs Practical- 06Hrs</p>



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



<ul style="list-style-type: none"> <li>➤ Explain how to grade the surface</li> <li>➤ Describe tilting of blade</li> <li>➤ Explain how to Match blade load to available power and traction</li> </ul>	<ol style="list-style-type: none"> <li>3. Cut heights</li> <li>4. Match blade load to available power and traction</li> <li>5. Move material to low areas</li> <li>6. Grade area to desired profile</li> </ol>	Total- 08Hrs
<b>8.3.5: Maintain access roads</b>		
<b>Theory</b>	<b>Practical</b>	<b>Duration</b>
<ul style="list-style-type: none"> <li>➤ Describe drainage structures, culverts and obstacles</li> <li>➤ Explain how to reshape and recover materials for the road surface.</li> <li>➤ Explain how to Cut shoulders and move material to center or from one side to another</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify drainage structures, culverts and obstacles</li> <li>2. Adjust windrow to allow traffic to continue</li> <li>3. Choose blade position, wheel lean, articulation, gear and speed</li> <li>4. Reshape and recover materials for the road surface</li> <li>5. Cut shoulders and move material to center or from one side to another</li> </ol>	Theory- 02Hrs Practical- 06Hrs Total- 08Hrs
<b>8.3.6: Create slopes</b>		
<b>Theory</b>	<b>Practical</b>	<b>Duration</b>
<ul style="list-style-type: none"> <li>➤ Describe requirement and establishment of gradient and camber</li> <li>➤ Describe grade checking instruments</li> <li>➤ Explain how to smooth the area at the base of the slope</li> <li>➤ Explain layer by layer grading</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify required slope</li> <li>2. Apply grade checking instruments</li> <li>3. Choose blade position, wheel lean, articulation, gear and speed</li> <li>4. Smooth the area at the base of the slope for smooth working platform</li> <li>5. Start at the top of slope</li> <li>6. Shape the shoulder accurately</li> </ol>	Theory- 02Hrs Practical- 06Hrs Total- 08Hrs
<b>8.3.7: Create ditches</b>		
<b>Theory</b>	<b>Practical</b>	<b>Duration</b>
<ul style="list-style-type: none"> <li>➤ Describe ditches to be made under different environment/conditions</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify the required profile using grade checking instruments</li> <li>2. Choose blade position, wheel lean, articulation, gear and speed.</li> </ol>	Theory- 02Hrs Practical- 06Hrs Total- 08Hrs



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



<ul style="list-style-type: none"> <li>➤ Describe safety measures to be kept in mind while making ditch</li> <li>➤ Describe problems faced while making ditch</li> </ul>	<ol style="list-style-type: none"> <li>3. Shape ditch by repeated passes</li> </ol>	
<b>8.3.8: Create shouldering</b>		
<b>Theory</b>	<b>Practical</b>	<b>Duration</b>
<ul style="list-style-type: none"> <li>➤ Describe shouldering and positioning of blade for this task.</li> <li>➤ Explain how to dress the shoulders</li> </ul>	<ol style="list-style-type: none"> <li>5. Choose blade position, wheel lean, articulation, gear and speed.</li> <li>6. Position grader with outer tires on pavement, and inner tires just off pavement on shoulder for left side shoulder.</li> <li>7. Position grader with inner tires on pavement, and outer tires just off pavement on shoulder for right side shoulder</li> <li>8. Move only enough material to pavement edge to dress the shoulder</li> <li>9. Roll the windrow back away from the pavement edge</li> <li>10. Shape the shoulder accurately</li> </ol>	Theory- 02Hrs Practical- 12Hrs Total- 04Hrs
<b>8.3.9: Form sub-grade</b>		
<b>Theory</b>	<b>Practical</b>	<b>Duration</b>
<ul style="list-style-type: none"> <li>➤ Describe sub grade</li> <li>➤ Describe method of removal of unsuitable material</li> <li>➤ Explain the blade position for sub grading</li> </ul>	<ol style="list-style-type: none"> <li>1. Choose blade tilt, angel and position</li> <li>2. Match blade load to available power and traction</li> <li>3. Remove unsuitable material</li> <li>4. Cut and fill load bearing soils to create desired profile</li> <li>5. Shape for drainage and ditch as required</li> </ol>	Theory- 02Hrs Practical- 09Hrs Total- 11Hrs
<b>8.3.10: Place aggregates to specified elevations (finish grading)</b>		
<b>Theory</b>	<b>Practical</b>	<b>Duration</b>



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



<ul style="list-style-type: none"> <li>➤ Describe how to accurately perform grading of aggregates</li> <li>➤ Describe identification of profile using grade checking instruments</li> <li>➤ Explain positioning of machine for efficient spreading.</li> <li>➤ Explain how to avoid wastage of aggregates</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify the required profile using grade checking instruments</li> <li>2. Get the correct volume in the efficient placement</li> <li>3. Position for efficient spreading</li> <li>4. Get correct volume of aggregates</li> <li>5. Shift the circle and blade towards the piles</li> <li>6. Cut out windrows only as large as the machine can handle without tire spinning</li> <li>7. Angle the blade as appropriate</li> <li>8. Precise control to achieve elevations and shape to very accurate tolerances</li> </ol>	<p align="center">Theory- 03Hrs Practical- 12Hrs Total- 15Hrs</p>
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**8.3.11: Clear snow and ice**

Theory	Practical	Duration
<ul style="list-style-type: none"> <li>➤ Describe snow clearing attachments and working procedure for snow clearance</li> <li>➤ Describe safety precautions in snow clearance</li> <li>➤ Describe use of chains on wheels</li> <li>➤ Describe the procedure for identification of obstacles and hidden structures and their removal</li> </ul>	<ol style="list-style-type: none"> <li>1. Choose proper attachment, as chains, V-plow, wing plow, skid shoes and wing gates</li> <li>2. Identify snow type, moisture content, density, weight, depth of snow, underlying surface, weather, visibility, traffic, obstacles and hidden structures</li> <li>3. Mount chain on tires carefully</li> <li>4. Drive the machine in higher speed to move snow across and off the blade</li> </ol>	<p align="center">Theory- 03Hrs Practical- 06Hrs Total- 09Hrs</p>



National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.



8.4: Basic Language Proficiency (Arabic)

Theory: 5 Hours

Practical: 20 Hours

Total: 25 Hours

8.4.1: التحيّة والتعارف (Introduction & Greetings)		
Theory	Practical	Duration
<ul style="list-style-type: none"><li>• شرح الكلمات الجديدة بالأردية</li><li>• تدريب الحوار بين الطالبين</li><li>• تدريب الطلاب على استخدام الكلمات</li><li>• تدريب على الاستماع</li><li>• مشاهدة فيديو للحوار</li></ul>	<p><b>التعارف بين الشخصين</b></p> <p>قاسم: السلام عليكم! علي: وَعَلَيْكُمْ السَّلَامُ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ! قاسم: كَيْفَ حَالُكَ؟ علي: بِخَيْرٍ وَالْحَمْدُ لِلَّهِ. قاسم: أَنَا إِسْمِي قَاسِمٌ، وَأَنْتَ مَا اسْمُكَ؟ علي: اسْمِي عَلِيٌّ. مِنْ أَيْنَ أَنْتَ يَا قَاسِمٌ؟ قاسم: أَنَا مِنْ تَرْكِيَا، وَأَنْتَ مَا جِنْسِيَّتُكَ؟ علي: أَنَا سَعُودِيٌّ. قاسم: تَشْرَفْنَا. علي: تَشْرَفْنَا بِكَ. قاسم: إِلَى الْإِلْقَاءِ. علي: مَعَ السَّلَامَةِ.</p> <p>• أَجِبْ لِمَا يَأْتِي:</p> <ol style="list-style-type: none"><li>1. السَّلَامُ عَلَيْكُمْ .....</li><li>2. مَا اسْمُكَ؟ .....</li><li>3. كَيْفَ حَالُكَ؟ .....</li><li>4. مِنْ أَيْنَ أَنْتَ؟ .....</li><li>5. مَا جِنْسِيَّتُكَ؟ .....</li><li>6. هَلْ أَنْتَ بَاكِسْتَانِيٌّ؟ .....</li><li>7. هَلْ هُوَ مِنْ سُوْرِيَا؟ .....</li><li>8. مَعَ السَّلَامَةِ .....</li></ol> <p>• تَبَادَلِ السُّؤَالَ وَالْجَوَابَ مَعَ زَمِيْلِكَ، كَمَا فِي الْمَثَلِ:</p> <p>المثال، مِنْ أَيْنَ أَنْتَ؟ , أَنْتَ - بَاكِسْتَانِ , أَنَا مِنْ بَاكِسْتَانِ</p> <ol style="list-style-type: none"><li>1, _____ , أَنْتَ - الْعِرَاقِ _____ ,</li><li>2, _____ , هُوَ - سُوْرِيَا _____ ,</li><li>3, _____ , هِيَ - مِصْرَ _____ ,</li><li>4, _____ , أَنْتِ - بَاكِسْتَانِ _____ ,</li></ol> <p>• اْمَلِ الْفَرَاعَ فِي الْجُمْلِ الْاْتِيَةِ مِمَّا يَأْتِي:</p>	<p>Theory:35 min Practical:135min. Total: 2.83hr.</p>





National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.



	<p>سُودَانِيَّة، كَيْفَ، مِنْ، أَيْنَ، لِي، مُدْرِسٌ، سَهْلًا، إِلَى، خَيْرٍ، سعيدة.</p> <ol style="list-style-type: none"><li>1. أَهْلًا وَ ..... .</li><li>2. الْحَمْدُ ..... اللهُ.</li><li>3. سَمِيرٌ.....</li><li>4. فُرْصَةً.....</li><li>5. فاطمة.....</li><li>6. أَنَا ..... مِصر.</li><li>7. بـ ..... .</li><li>8. ..... حَالُكَ؟</li><li>9. مِنْ ..... أَيْنَ أَنْتِ؟</li><li>10. ..... اللِّقَاء</li></ol>	
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8.4.2: السفر (Travelling)

Theory	Practical	Duration
<ul style="list-style-type: none"><li>• شرح الكلمات الجديدة بالأردنية</li><li>• تدريب الحوار بين الطالبين</li><li>• تدريب الطلاب على استخدام الكلمات</li><li>• تدريب على الاستماع</li><li>• مشاهدة فيديو للحوار</li></ul>	<p><u>الحوار في المطار عند المغادرة</u></p> <p>حَمَد: السَّلَامُ عَلَيْكُمْ! المَوْظَف: وَعَلَيْكُمْ السَّلَامُ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ! المَوْظَف: تَذَكِّرُ الطَّائِرَةَ وَجَوَّازَ السَّفَرِ مِنْ فَضْلِكَ. حَمَد: تَفَضَّلْ. المَوْظَف: كَمْ حَقِيبَةً مَعَكَ ؟ حَمَد: مَعِيَ حَقِيبَةٌ وَاحِدَةٌ. المَوْظَف: أَعْطِنِي جَوَّازَ السَّفَرِ، لَوْ سَمَحْتَ. حَمَد: بِكُلِّ سُرُورٍ، تَفَضَّلْ. المَوْظَف: حَسَنٌ. رِحْلَةٌ سَعِيدَةٌ. حَمَد: شُكْرًا.</p> <p><u>أَفْرَأَ الْجَمَلَ الْآتِيَةَ، وَلاَحِظْ مَا تَحْتَهُ خَطٌّ:</u></p> <ol style="list-style-type: none"><li>1. لَوْ سَمَحْتَ، أَعْطِنِي الْقَلَمَ. تَفَضَّلْ.</li><li>2. مِنْ فَضْلِكَ، أُرِيدُ فِنْجَانَ قَهْوَةٍ.</li><li>3. أَعْطِنِي جَوَّازَ السَّفَرِ، لَوْ سَمَحْتَ. بِكُلِّ سُرُورٍ.</li><li>4. شُكْرًا عَلَى الْمُسَاعَدَةِ.</li><li>5. عَفْوًا، أَيْنَ الْمَطَارُ؟</li><li>6. أَرَاكَ عَدَا، إِنْ شَاءَ اللهُ.</li><li>7. إِلَى اللِّقَاءِ.</li></ol>	<p>Theory:35 min Practical:135min. Total: 2.83hr.</p>



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



**8. مَعَ السَّلَامَةِ.**

اكتبِ التَّعْبِيرَ الْمُنَاسِبَ فِي الْفَرَاغِ:

لَوْ سَمَحْتَ، إِلَى الْإِقَاءِ، مَعَ السَّلَامَةِ، تَفَضَّلْ، عَفْوًا.

1. أُرِيدُ بَعْضَ السُّكَّرِ .....

2. أَعْطِنِي الْقَلَمَ مِنْ فَضْلِكَ. ....

3. أَنَا مُسَافِرٌ. ....

4. هَلْ أَسْتَطِيعُ أَنْ أَجْلِسَ هُنَا، نَعَمْ تَفَضَّلْ.

5. أَرَأَيْكَ الْأُسْبُوعَ الْقَادِمَ .....

**• الحوار في المطار عند الوصول**

هَذَا هُوَ مَطَارُ الْخُرْطُومِ، هَذِهِ هِيَ طَائِرَةُ الْكُوَيْتِ، يُوسُفُ

يَدْخُلُ صَالَةَ الْوُصُولِ، يُوسُفُ الْآنَ أَمَامَ مَكْتَبِ الْجَوَارَاتِ.

يُوسُفُ: السَّلَامُ عَلَيْكُمْ!

مُوظَّفُ الْجَوَارَاتِ: وَعَلَيْكُمْ السَّلَامُ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ!

مُوظَّفُ الْجَوَارَاتِ: بِطَاقَةِ الْوُصُولِ مِنْ فَضْلِكَ!

يُوسُفُ: هَذِهِ هِيَ.

مُوظَّفُ الْجَوَارَاتِ: جَوَارُ السَّفَرِ مِنْ فَضْلِكَ!

يُوسُفُ: هَذَا هُوَ.

مُوظَّفُ الْجَوَارَاتِ: مَا سَبَبُ الزِّيَارَةِ ؟ .

يُوسُفُ: الْعَمَلُ فِي الشَّرِكَةِ أَنَا سَانِقٌ.

مُوظَّفُ الْجَوَارَاتِ: مَا الْعُنْوَانُ فِي الْخُرْطُومِ ؟

يُوسُفُ: مَعْهَدُ اللُّغَةِ الْعَرَبِيَّةِ.

مُوظَّفُ الْجَوَارَاتِ: هَذَا هُوَ الْجَوَارُ.

يُوسُفُ: شُكْرًا.

مُوظَّفُ الْجَوَارَاتِ: مَعَ السَّلَامَةِ.

**الحوار في المطار عندما فقد المسافر حقيبته**

المشافر: معذرة، رحلتي وصلت من باكستان، أبحث عن

حقيبتي. لم أجد على الحزام الناقل هل يمكنك مساعدتي؟

وكيل الأمتعة: اسمح لي أن أتأكد من الحالة نيابةً عنك.

يرجى وصف الأمتعة الخاصة بك؟

المشافر: إنها حقيبة سوداء.

وكيل الأمتعة: هل يمكنني الحصول على رقم بطاقة

الأمتعة الخاصة بك؟ / دعني أبحث عن تفاصيل رحلتك.



National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.



	<p>يبدو أن حقيبتك لا تزال في مرحلة النقل ويجب أن تصل في الرحلة التالية.</p> <p>المسافر (بعد أن وجد الحقيبة): " ها هي! شكرًا لك على مساعدتك.</p> <p>وكيل الأمتعة: مرحبًا بك. طاب يومك!</p>	
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8.4.3: السكن (Residence)

Theory	Practical	Duration
<ul style="list-style-type: none"><li>• شرح الكلمات الجديدة بالأردية</li><li>• تدريب الحوار بين الطالبين</li><li>• تدريب الطلاب على استخدام الكلمات</li><li>• حفظ الأرقام (1-100)</li><li>• تدريب على الاستماع</li><li>• مشاهدة فيديو للحوار</li></ul>	<p><u>الحوار عن عنوان البيت</u></p> <p>أحمد: السَّلَامُ عَلَيْكُمْ! حَسَّانُ: وَعَلَيْكُمْ السَّلَامُ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ! أحمد: أَيْنَ تَسْكُنُ؟ حَسَّانُ: أَسْكُنُ فِي حَيِّ الْمَطَارِ. وَأَيْنَ تَسْكُنُ أَنْتَ؟ أحمد: أَسْكُنُ فِي حَيِّ الْجَامِعَةِ. حَسَّانُ: هَلْ تَسْكُنُ فِي بَيْتٍ؟ أحمد: نَعَمْ أَسْكُنُ فِي بَيْتٍ. أحمد: هَلْ تَسْكُنُ فِي بَيْتٍ؟ حَسَّانُ: لَا، أَسْكُنُ فِي شَقَّةٍ. أحمد: مَا رَقْمُ شَقَّتِكَ؟ حَسَّانُ: 5. مَا رَقْمُ بَيْتِكَ؟ أحمد: 9.</p> <p><u>أَيَّامِ الْأُسْبُوعِ:</u> الأحد - الإثنين - الثلاثاء - الأربعاء - الخميس - الجمعة - السبت</p> <p><u>الحوار عند استئجار الشقة</u></p> <p>المُستأجر: السَّلَامُ عَلَيْكُمْ! المُؤجَّر: وَعَلَيْكُمْ السَّلَامُ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ! المُستأجر: أريدُ شَقَّةً، مِنْ فَضْلِكَ. المُؤجَّر: لَدَيْنَا شَقَّةٌ جَمِيلَةٌ. المُستأجر: كَمْ عُرْفَةٌ فِي الشَقَّةِ؟ المُؤجَّر: فِي الشَقَّةِ خَمْسُ عُرُفٍ. المُستأجر: فِي أَيِّ دَوْرٍ الشَقَّةُ؟ المُؤجَّر: الشَقَّةُ فِي الدَّوْرِ الْخَامِسِ؟ المُستأجر: أريدُ مُشَاهَدَةَ الشَقَّةِ.</p>	<p>Theory:35 min Practical:135min. Total: 2.83hr.</p>



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



	<p>المُوجِرُ: تَفَضَّلْ.</p> <p>المُوجِرُ: هَذِهِ هِيَ الشَّقَّةُ.</p> <p>المُسْتَأْجِرُ: هَذِهِ شَقَّةٌ جَمِيلَةٌ.</p> <p><b>الحوار في غرفة الاستقبال لحجز الغرفة</b></p> <p>عمر: وعليكم السلام ورحمة الله وبركاته</p> <p>موظف الاستقبال: السلام عليكم ورحمة الله وبركاته</p> <p>الشخص: أريد سكنا من فضلك أخبرني عن الخدمات المرافقة به</p> <p>موظف الاستقبال: لدينا قاعة طعام وغرفة مشتركة مع التلفزيون والحمام وخدمة الواي فاني المجانية في جميع أنحاء المنزل.</p> <p>الشخص: تبدو جيدة! أريد أن أعرف عن غرفة النوم؟</p> <p>موظف الاستقبال: لدينا غرف نوم مريحة، وحمامات مشتركة في كل طابق، ومطبخ حيث يمكن للمرء طبخ الطعام.</p> <p>الشخص: هل هناك أي قواعد محددة يجب أن أعرفها؟</p> <p>موظف الاستقبال: نعم، يجب على الضيوف العودة بحلول الساعة 11 مساءً لأسباب أمنية. إذا كنت تريد الوصول خارج هذه الساعات، فما عليك سوى إخبارنا بذلك مسبقاً.</p> <p>الشخص: حسناً، من الجيد أن نعرف ذلك. أريد الآن حجز غرفة.</p> <p>موظف الاستقبال: مرحباً بك! إذا كان هناك أي شيء آخر تحتاجه، فلا تتردد في السؤال.</p> <p>الشخص: شكراً مرة أخرى، أتمنى لك يوماً سعيداً!</p> <p>موظف الاستقبال: وأنت أيضاً!</p>	
<b>8.4.4: التسوق (Shopping)</b>		
<b>Theory</b>	<b>Practical</b>	<b>Duration</b>
<ul style="list-style-type: none"><li>• شرح الكلمات الجديدة بالأردية</li><li>• تدريب الحوار بين الطالبين</li><li>• تدريب الطلاب على استخدام الكلمات</li><li>• تدريب على الاستماع</li><li>• مشاهدة فيديو للحوار</li></ul>	<p><b>الحوار في دكان الملابس</b></p> <p>البائع: مَرْحَبًا، أَيُّ خِدْمَةٍ؟</p> <p>المُسْتَشْرِي: أُرِيدُ قَمِيصًا/سروال/الأحذية، لَوْ سَمَحْتَ.</p>	<p>Theory:35 min Practical:135min. Total: 2.83hr.</p>



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



البايع: تَفَضَّلْ هُنَا، هَذَا قِسْمُ الْقَمِيصَانِ/سراويل/ أحذية.  
هَذَا قَمِيصٌ/سروال أبيض، وَهَذَا أَصْفَرٌ، وَهَذَا أَزْرَقٌ،  
وهَذَا أَحْمَرٌ، وَهَذَا أَسْوَدٌ.

المُشْتَرِي: بِكَمْ الْقَمِيصُ/السروال؟ .

البايع: الْقَمِيصُ/ السروال بِعِشْرِينَ/ بثلاثين دِينَارًا.

البايع: أَيُّ قَمِيصٍ/سروال تُرِيدُ؟.

المُشْتَرِي: أُرِيدُ الْقَمِيصَ/ الْأَزْرَقَ.

البايع: هَذَا هُوَ الْقَمِيصُ/ السروال الْأَزْرَقَ.

البايع: لَدَيْنَا أَثْوَابٌ جَمِيلَةٌ.

المُشْتَرِي: بِكَمْ الثَّوْبُ؟

البايع: الثَّوْبُ بِثَلَاثِينَ دِينَارًا.

المُشْتَرِي: أُرِيدُ الثَّوْبَ الْأَبْيَضَ. وَهَلْ تَقْدَمُونَ خَصْمًا  
على هذه الأثواب؟

البايع: نعم، لدينا خصم 30% (ثلاثين بالمئة)

المُشْتَرِي: حسنا! من فضلك أخبرني المبلغ المطلوب

البايع: الْمَطْلُوبُ خَمْسُونَ دِينَارًا.

المُشْتَرِي: تَفَضَّلْ، هَذِهِ خَمْسُونَ دِينَارًا.

**تعبيرات التسوق**

تِجَارَةٌ إِكْتِرُونِيَّةٌ (اليكترانك ثريد)، بيع وشراء عبر الإنترنت  
نَت + الشبكة، أو الشبْكَة العَنَكَبُوتِيَّة، تخفيضات الموسم أو  
تخفيضات موسمية (في نهاية الشتاء، وفي نهاية الصيف)،  
التسوق عبر الإنترنت أو عبر الشبْكَة (آن لائن شاپينگ)،  
الشخص الذي يحب التسوق كثيرًا = تقول له: هُوَ يَعْتَشِقُ  
التسوقَ.

**التسوق مع الأسرة**

أحمد: السلام عليكم يا أمي! إلى أين أنت ذاهبة؟

الأم: وَعَلَيْكُمْ السَّلَامُ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ، أَنَا ذَاهِبَةٌ إِلَى  
السُّوقِ يَا وَلَدِي.

فاطمة: هَلْ يُمَكِّنُ لِي أَنْ أَتَسَوَّقَ مَعَكَ يَا أُمِّي؟

الأم: عَلَى الرَّحْبِ وَالسَّعَةِ، تَفَضَّلِي.

الأمُ وَابْتِنَتْهَا تَصِلَانِ إِلَى السُّوقِ

البايع: أَيُّ خِدْمَةٍ؟، كَيْفَ يُمَكِّنُنِي أَنْ أُسَاعِدَكَ سَيِّدَتِي؟

الأمُ: لَوْ سَمَحْتَ! هَلْ يُوجَدُ لَدَيْكُمْ تَخْفِيزَاتٌ؟



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



البائع: نَعَمْ سَيِّدَتِي، لَدَيْنَا تَخْفِيزَاتٌ تَصِلُ إِلَى ثَلَاثِينَ فِي الْمِئَةِ (30%).

الأمُّ: لَوْ سَمَحْتَ! أُرِيدُ حِذَاءً لِبَنَّتِي.

البائع: كَمْ مَقَاسُ رِجْلِ ابْنَتِكَ سَيِّدَتِي؟

الأمُّ: ثَلَاثٌ وَثَلَاثُونَ (33).

يَأْتِي الْبَائِعُ بِالْحِذَاءِ الْأَسْوَدِ.

فاطمة: لَا أُرِيدُ هَذَا الْحِذَاءَ، أُرِيدُ حِذَاءً بَيْضًا .

الأمُّ: لَوْ سَمَحْتَ! هَلْ لَدَيْكَ حِذَاءٌ بُنِي؟

البائع: سَأَنْظُرُ فِي الْمَخْرَنِ.

بَعْدَ دَقَائِقٍ.

البائع: هَذَا آخِرُ حِذَاءٍ، وَهُوَ عَلَى مَقَاسِ رِجْلِ ابْنَتِكَ؟

البائع: تَفَضَّلِي يَا ابْنَتِي! فَيَسِي الْحِذَاءَ.

فاطمة: نَعَمْ، الْحِذَاءُ جَيِّدٌ.

الأمُّ: لَوْ سَمَحْتَ! كَمْ سِعْرُ الْحِذَاءِ؟

البائع: قَبْلَ التَّخْفِيزِ: سِعْرُهُ مِئَةٌ لَيْرَةً (100).

بَعْدَ التَّخْفِيزِ: سِعْرُهُ سَبْعُونَ لَيْرَةً (70) فَقَطْ.

الأمُّ: تَفَضَّلْ يَا أُخِي! هَذِهِ سَبْعُونَ لَيْرَةً.

البائع: مُبَارَكٌ يَا ابْنَتِي

فاطمة: شُكْرًا لَكَ يَا عَمَّ

**أَسْئَلَةٌ عَامَّةٌ حَوْلَ التَّسْوُوقِ:**

1. هل تُحِبُّونَ التَّسْوُوقَ؟
2. أَيُّ شَيْءٍ فِي التَّسْوُوقِ تُحِبُّونَهُ كَثِيرًا؟
3. كَمْ مَرَّةً تَتَسَوَّقُ فِي الشَّهْرِ؟
4. أَيْنَ تُحِبُّ التَّسْوُوقَ؟
5. كَمْ مَسَافَةً لِلتَّسْوُوقِ الْمَرْكَزِيِّ مِنْ بَيْتِكُمْ؟
6. هَلْ هُنَاكَ تَخْفِيزَاتٌ مُوسِمِيَّةٌ فِي السُّوقِ الْمَرْكَزِيِّ؟

**بيع لوازم البيت**

البائع: تَفَضَّلْ، أَيُّ خِدْمَةٍ؟

المرأة: أُرِيدُ سَمَكًا، وَلَحْمًا، وَدَجَاجًا.

البائع: تَفَضَّلِي السَّمَكَ، وَاللَّحْمَ، وَالدَّجَاجَ. وَمَاذَا تُرِيدِينَ

أَيْضًا؟

المرأة: أُرِيدُ خِيَارًا، وَبَصَلًا، وَطَمَاطِمًا.



National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.



	<p>البائع: تَفَضَّلِي الخِيَارَ، والبَصَلَ، والطَّمَاظِمَ. وَمَاذَا تُرِيدِينَ أَيضًا؟</p> <p>المَرَأَةُ: أُرِيدُ سَكَّرًا، وَشَايَا، وَبُنًّا.</p> <p>البائع: تَفَضَّلِي السُّكَّرَ، وَالشَّايَ، وَالْبُنَّ. وَمَاذَا تُرِيدِينَ أَيضًا؟</p> <p>المَرَأَةُ: نَعَمْ، طَبِقُ بَيْضٍ، وَعَلْبَةُ مِلْحٍ.</p> <p>البائع: هَذَا طَبِقُ البَيْضِ، وَهَذِهِ عَلْبَةُ المِلْحِ.</p> <p>البائع: المَطْلُوبُ ثَمَانُونَ دِينَارًا.</p> <p>المَرَأَةُ: تَفَضَّلْ، هَذِهِ ثَمَانُونَ دِينَارًا.</p>	
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8.4.5: عند الطبيب (To the Doctor)

Theory	Practical	Duration
<ul style="list-style-type: none"><li>شرح الكلمات الجديدة بالأردية</li><li>تدريب الحوار بين الطالبين</li><li>تدريب الطلاب على استخدام الكلمات</li><li>تدريب على الاستماع</li><li>مشاهدة فيديو للحوار</li></ul>	<p><u>الحوار عن الإجازة بسبب المرض</u></p> <p>المُدِيرُ: السلام عليكم ورحمة الله وبركاته</p> <p>العَامِلُ: وعليكم السلام ورحمة الله وبركاته</p> <p>المُدِيرُ: لماذا تَعَيَّبْتِ عَنِ الدِّرَاسَةِ.</p> <p>العَامِلُ: أُصِبتُ بِزكامٍ شَدِيدٍ.</p> <p>المُدِيرُ: بِمِ شعرتِ؟</p> <p>العَامِلُ: شعرتُ بِصداعٍ شَدِيدٍ فِي البَارِحَةِ، وَارتفعتُ دَرَجَةُ حَرَارَتِي.</p> <p>المُدِيرُ: هَلِ قَابَلْتِ الطَّبِيبَ؟</p> <p>العَامِلُ: نَعَمْ، ذَهَبْتُ إِلَى المَسْتَشْفَى بِالإِسْعَافِ وَقَابَلْتُ الطَّبِيبَ.</p> <p>المُدِيرُ: هَلِ فَحَصَكَ الطَّبِيبُ؟ وَمَاذَا قَالَ لَكَ؟</p> <p>العَامِلُ: نَعَمْ، فَحَصَنِي الطَّبِيبُ، وَفَحَصَ صَدْرِي وَقَلْبِي وَوَضَعَ مِقْيَاسَ الحَرَارَةِ فِي فَمِي، وَقَاسَ دَرَجَةَ الحَرَارَةِ وَضَغَطَ الدَّمِ، وَكَتَبَ الطَّبِيبُ وَصْفَةَ العِلَاجِ وَنَصَحَنِي بِتَنَاوُلِ الدَّوَاءِ وَالحَمِيَّةِ.</p> <p>المُدِيرُ: أَيْنَ التَّقْرِيرُ الطَّبِيبِيُّ؟</p> <p>العَامِلُ: هَذَا هُوَ التَّقْرِيرُ الطَّبِيبِيُّ.</p> <p>المُدِيرُ: بِمِ تَشعُرُ الآنَ؟</p> <p>العَامِلُ: الحمد لله، أَشعُرُ بِالرَّاحَةِ الآنَ وَتَحَسَّنَتُ حَالَتِي.</p> <p>المُدِيرُ: قِوَاكِ اللهُ</p>	<p>Theory:35 min Practical:135min. Total: 2.83hr.</p>



National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.



	<p>العَامِلُ: شكراً لكم.</p> <p><b>الحوار مع الطبيب في العيادة أو المستشفى</b></p> <p>الطبيب: بم تشعر الآن؟</p> <p>محمد: عندي ألم شديد في بطني.</p> <p>الطبيب: هل عندك صداع.</p> <p>محمد: لا</p> <p>الطبيب: هل لديك قيء؟</p> <p>محمد: لا.</p> <p>الطبيب: هل عندك إسهال؟</p> <p>محمد: نَعَمْ، قَلِيل</p> <p>الطبيب: أرجو أن تضع مقياس الحرارة في فمك.</p> <p>محمد: يضعه في فمه.</p> <p>الطبيب: اكشف صدرك من فضلك؟ (يشكف صدره)</p> <p>محمد: شكراً ، يفحص الطبيب الصدر والظهر بالسماعة.</p> <p>الطبيب: صدرك سليم - الحمد لله.</p> <p>محمد: ماذا عندي؟</p> <p>الطبيب: عندك حُمى خفيفة، وصفة العلاج: أقراص، شراب، وحقن.</p> <p>محمد: كم يوماً أتناول الدواء ؟</p> <p>الطبيب: على الأقل ثلاثة أيام</p> <p>محمد: إن شاء الله- سأزورك بعد ثلاثة أيام</p> <p>الطبيب: شفاك الله</p> <p><b>الآلام يشعر بها المريض في أعضاء الجسد المختلفة</b></p> <p>أكمل كما في النموذج</p> <p>(رأسي) عندي ألم شديد في رأسي. أشعر بألم شديد في رأسي وأنا مصاب بألم شديد في رأسي</p> <ul style="list-style-type: none"><li>• ظهري .....</li><li>• سِنِّي .....</li><li>• كتفي اليمنى .....</li><li>• كتفي اليسرى .....</li><li>• رجلي اليمنى .....</li><li>• ضرسى .....</li></ul>	
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**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



- بطني .....
- عيني اليمنى .....
- عيني اليسرى .....
- رقبتى .....
- يدي .....
- ركبتى .....
- ساقى .....

**الحوار الثاني مع الطبيب**

- الطبيب: بماذا تشعر؟  
المريض: أشعر بالألم شديد في رقبتى وظهري  
الطبيب: متى بدأ الألم.  
مريض: منذ أسبوع  
الطبيب: متى شعرت بالألم الشديد؟  
مريض: اليوم في الصباح  
الطبيب: هل تناولت الدواء؟  
المريض: نعم، تناولت قرصًا ليخفف الألم فقط.  
الطبيب: حسنًا، تفضل، ارقد على السرير. اكشف  
صدرك وظهرك.  
المريض: هل عرفتَ السبب؟  
الطبيب: لا سأعرف بعد أن أفحص جسمك من  
فضلك.  
المريض: الألم هنا يادكتور  
الطبيب: تنفس بعمق  
المريض: وأحسُّ هنا أيضًا  
الطبيب: اطمئن: ظهرك سليم، بعض الآلام في  
رقبتك.  
المريض: هل الحرارة مرتفعة يا دكتور.  
الطبيب: نعم، هناك ارتفاع قليل في الحرارة، ولكن  
لا بأس، اطمئن.  
المريض: شكرًا  
الطبيب: تناول هذا الدواء بانتظام. تناول قرصًا ثلاث مرات  
قبل الطعام، وخذقنّة كل مساء. وتناول ملعقة  
صغيرة من هذا الشراب بعد أكل الطعام.



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



	<p>المريض: هل أتناول كل ألوان الطعام. ماذا أتبع من الحمية؟</p> <p>الطبيب: أطعمة خفيفة وفواكه ومشروبات، وحبياً دافئاً وامتنع عن اللحوم والأملاح.</p> <p>المريض: كم يوماً يستمر العلاج؟</p> <p>الطبيب: أربعة أيام، زُرني بعد ذلك.</p> <p>المريض: إن شاء الله.</p> <p>الطبيب: مع السلامة. أتمنى لك الشفاء العاجل.</p> <p>المريض: شكراً يادكتور.</p>	
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**8.4.6: الجو (The Weather)**

Theory	Practical	Duration
<ul style="list-style-type: none"><li>• شرح الكلمات الجديدة بالأردية</li><li>• تدريب الحوار بين الطالبين</li><li>• تدريب الطلاب على استخدام الكلمات</li><li>• تدريب على الاستماع</li><li>• مشاهدة فيديو للحوار</li></ul>	<p><u>الحوار عن الفصول الأربعة</u></p> <p>أحمد: السَّلَامُ عليكم ورحمة الله وبركاته.</p> <p>حسن: وعليكم السلام ورحمة الله وبركاته.</p> <p>أحمد: كيف الجو في الخارج؟</p> <p>حسن: الجو حارٌّ في الخارج، هذا فصلُ الصيفِ.</p> <p>أحمد: كم كان الحر شديداً في هذه السنة؟</p> <p>حسن: لقد بلغتْ درجة الحرارة فوقَ خمسين درجةً أو أكثر من ذلك.</p> <p>أحمد: لبيت الصيفَ ينتهي بسرعة.</p> <p>حسن: ولكن الحرارة مفيدةٌ للزَّرْعِ والثَّمَارِ والفواكه.</p> <p>أحمد: هذا صحيحٌ، ففي الصيفِ تنضج الثَّمَارُ ويكثرُ الزرعُ.</p> <p>حسن: لو لا الصيفُ لما وجدنا الطعامَ.</p> <p>أحمد: لاشكَّ في ذلك، إن في اختلافِ الفصولِ رحمةً.</p> <p>حسن: طبعاً، ففي فصلِ الشتاءِ بردٌ وفي الخريفِ مطرٌ، وفي الصيفِ حرٌّ وفي الربيعِ معتدلٌ. وفي كل فصلٍ فاكهةٌ لذيذةٌ.</p> <p>أحمد: حقاً، ما أجملَ هذه الفصولِ!</p> <p>حسن: ما أروع حِكَمِ الله فيها!</p> <p><u>الحوار عن فصل الربيع وجماله</u></p> <p>عصام: ما أجمل الطقس هذه الأيام؟</p>	<p>Theory:35 min Practical:135min. Total: 2.83hr.</p>



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



	<p>ياسر: هذا فصلُ الربيعِ يا صديقي. الجو معتدل هذه الأيام، ليس حارًا ولا باردًا.</p> <p>عصام: الجو لطيف، والزهور متفتحة في كل مكان، وكل شيء أخضر حولنا.</p> <p>ياسر: ما أجمل ألوان هذه الزهور، وما أطيب رائحتها؟</p> <p>عصام: طبعًا، فصل الربيع فصلُ الجمال والخُصرة.</p> <p>ياسر: فصل الربيع الفصل الذي يحبه الجميع.</p> <p>عصام: لماذا تفضل هذا الفصل؟</p> <p>ياسر: لأن فيه جو لطيف، وطقس رائع. وفيه تهبط الطيور على أغصان الأشجار. وتغرد أخلى الألبان. تزهر الأشجار وتورق، وتلبس الأرض لباساً أخضر.</p> <p>عصام: تخضب الأرض وتخضر الحدائق.</p> <p>ياسر: سبحان الذي صنع كل هذا الجمال.</p> <p>عصام: هيا يا صديقي، نستمتع بجمال هذا الجو الرائع، والمناظر الساحرية.</p>	
	<p><b>الحوار عن فصل الخريف والأمطار</b></p> <p>سالم: ما أكثر الأمطار هذه السنة؟</p> <p>غانم: هذا فصلُ الخريفِ، تسقط فيه أمطارٌ غزيرةٌ ويعقبها حيسٌ شديدٌ.</p> <p>سالم: الجو حارٌّ جدًّا، ودرجةُ الرطوبة عاليةٌ.</p> <p>غانم: ارتفعتِ الحدةُ واشتدَّت درجةُ الحرارة.</p> <p>سالم: ما اشتدَّ الحرُّ في هذا الفصلِ.</p> <p>غانم: تسقط أوراقُ الأشجارِ وتذبلُ.</p> <p>سالم: ماذا تلبسُ في هذه الأيام؟</p> <p>غانم: ألبسُ الملابس الخفيفةَ وهي مصنوعةٌ من القطنِ.</p> <p>سالم: ماذا تُفضِّل من المشروبات؟</p> <p>غانم: أفضِّل المشروبات الباردة مثل عصير الليمون والأناس والرمان والخوخ.</p> <p>سالم: ماذا تستخدمُ عند نزولِ المطرِ؟</p> <p>غانم: أستخدمُ المظلةَ عند نزولِ المطرِ.</p> <p>سالم: هل تُحبُّ هذا الفصلُ؟</p>	



National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.



	<p>غانم: لآ، أأبُّ هذآ الفصْلَ لِأَن فِيهِ حَبْسٌ شَدِيدٌ، وَالجَوُّ مرطوبٌ فِيهِ كَذَلِكَ.</p> <p>سالم: لَكُنْتِي أَفْضَلُ هذآ الفصْلَ لِأَن الأمطارَ تَجْعَلُ السَّمَاءَ صَافِيَةً.</p> <p>غانم: حَقًّا، مَا أَجْمَلُ هذآ الفصْلَ!</p>	
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8.4.7: العمل (The Work/Job)

Theory	Practical	Duration
<p>شرح الكلمات الجديدة بالأردية تدريب الحوار بين الطالبين تدريب الطلاب على استخدام الكلمات تدريب على الاستماع مشاهدة فيديو للحوار</p>	<p><u>الحوار عن المهن المختلفة</u> خالد: السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ أَيُّهَا الزَّمَلَاءُ الكِرَامِ وَعليكُمْ السَّلَامُ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ الأَخِ الجَمِيعِ الكَرِيمِ</p> <p>خالد: اسْمِي خَالِدٌ أَنَا مُهَنْدِسٌ فِي الشَّرْكَةِ الحُكُومِيَّةِ. عمر: اسْمِي عَمْرٌ وَأَنَا طَبِيبٌ فِي المَسْتَشْفَى الكَبِيرِ. بدر: اسْمِي بَدْرٌ أَنَا مُدْرِسٌ فِي المَدْرَسَةِ الحُكُومِيَّةِ. قاسم: اسْمِي قَاسِمٌ وَأَنَا طَيَّارٌ فِي شَرْكَةِ الطَّيْرَانِ. فهد: وَأَنَا فَهْدٌ أَعْمَلُ فِي المَكْتَبِ الحُكُومِي كَمَوْظِفٍ. خالد: أَهلاً وَسَهْلاً، كَمْ سَاعَةً تَعْمَلُ أَنْتَ يَا عَمْرُ؟ عمر: أَنَا أَعْمَلُ فِي المَسْتَشْفَى ثَمَانِ سَاعَاتٍ تَقْرِيباً خالد: يَا بَدْرُ مَاذَا تُدْرِسُ فِي المَدْرَسَةِ الحُكُومِيَّةِ؟ بدر: أَنَا أُدْرِسُ مَادَةَ العُلُومِ. خالد: يَا قَاسِمُ فِي أَيِّ شَرْكَةٍ تَعْمَلُ؟ قاسم: أَنَا أَعْمَلُ فِي شَرْكَةِ الخَطُوطِ الجَوِّيَّةِ السُّعُودِيَّةِ. خالد: يَا فَهْدُ مَتَى تَذْهَبُ إِلَى مَكْتَبِكَ صَبَاحًا ؟ فهد: أَنَا أُخْرَجُ مِنَ السَّاعَةِ السَّابِعَةِ وَالنِّصْفِ خالد: شُكْرًا أَيُّهَا الزَّمَلَاءُ. مَعَ السَّلَامَةِ <u>أَكْمَلِ الجُمْلَةَ بِالكَلِمَةِ المُنَاسِبَةِ:</u> الشَّخْصُ الَّذِي يَبْنِي المَبَانِي فَهُوَ ..... الشَّخْصُ الَّذِي يَصْنَعُ الأَشْيَاءَ مِنَ الحَدِيدِ فَهُوَ ..... الشَّخْصُ الَّذِي يَصْنَعُ الأَشْيَاءَ مِنَ الخَشَبِ فَهُوَ ..... الشَّخْصُ الَّذِي يُصَلِّحُ الأَتَابِيبَ فَهُوَ ..... الشَّخْصُ الَّذِي يَقْصُ شَعْرَ الإِنْسَانِ فَهُوَ .....</p>	<p>Theory:30 min Practical:135min. Total: 2.75hr</p>



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



	<p>الشخص الذي يبيع لحم الحيوانات فهو .....</p> <p>فهو ..... الشخص الذي يصلح الأشياء الكهربائية</p> <p>..... الشخص الذي يقود السيارة أو الحافلة فهو</p> <p>..... الشخص الذي يطبخ الطعام فهو</p> <p>..... الشخص الذي يعمل في المزرعة فهو</p> <p><b>حوار بين المشرف والعامل حول الراتب</b></p> <p>صباح الخير، أستاذ خالد: العامل</p> <p>صباح النور، حسن. كيف حالك اليوم؟: المشرف خالد</p> <p>بخير، شكرًا. أردت التحدث معك بشأن: العامل حسن</p> <p>راتبي، إذا كان لديك بعض الوقت</p> <p>بالطبع، تفضل بالجلوس. ما الأمر؟: المشرف</p> <p>لقد لاحظت أن راتبي لم يتغير منذ فترة طويلة،: العامل</p> <p>وأشعر بأنني أعمل بجد وأقدم أفضل ما لدي. هل هناك</p> <p>إمكانية لزيادة الراتب أو تقديم مكافآت؟</p> <p>أفهم شعورك يا حسن. دعني أشرح لك الأمر.: المشرف</p> <p>نحن في الوقت الحالي نواجه بعض التحديات المالية في</p> <p>المصنع، ولكن دعني أرى ماذا يمكننا أن نفعل. هل لديك</p> <p>أمثلة على ما قدمته من إنجازات أو تحسينات في عملك؟</p> <p>نعم، لقد قمت بتحسين كفاءة الإنتاج في خط: العامل</p> <p>التجميع بنسبة 20% من خلال اقتراح بعض التعديلات. كما</p> <p>أنني ساعدت في تدريب العمال الجدد وأشرفت على تنفيذ</p> <p>بعض الإجراءات الجديدة التي قللت من نسبة الأخطاء</p> <p>هذا رائع يا حسن. بالتأكيد، هذه إنجازات تستحق: المشرف</p> <p>التقدير. هل أرسلت هذه الإنجازات إلى قسم الموارد</p> <p>البشرية؟</p> <p>نعم، قمت بإرسال تقرير مفصل عن هذه الإنجازات: العامل</p> <p>الشهر الماضي</p> <p>جيد. سأتابع مع قسم الموارد البشرية بشأن: المشرف</p> <p>تقريرك وسناقش إمكانية زيادة راتبك بناءً على مساهماتك.</p> <p>أيضًا، هل هناك أي تفاصيل أخرى تود مناقشتها؟</p> <p>نعم، كنت أتساءل إذا كان هناك نظام مكافآت: العامل</p> <p>للموظفين الذين يحققون أداءً متميزًا؟</p> <p>في الواقع، نحن نفكر في وضع نظام مكافآت: المشرف</p> <p>جديد لتحفيز الموظفين على الأداء المتميز. سأؤكد من أن</p>	
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**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



	<p>مساهماتك وطلباتك تؤخذ بعين الاعتبار عند وضع هذا النظام.</p> <p>شكراً لك، أستاذ خالد. هذا يعني لي الكثير. هل العامل هناك أي إجراءات إضافية يجب علي اتباعها؟</p> <p>في الوقت الحالي، تابع عملك الجيد وكن صبوراً. المشرف سأقوم بتحديثك بأي تطورات. وإذا كانت هناك أي معلومات جديدة من قسم الموارد البشرية، سأخبرك فوراً</p> <p>شكراً جزيلاً لك على تفهمك ودعمك. أطلع إلى العامل سماع الأخبار الجيدة قريباً</p> <p>لا شكر على واجب، حسن. نحن نقدر جهودك: المشرف ونسعى دائماً لدعم موظفينا. أتمنى لك يوماً موفقاً في العمل</p> <p>شكراً لك، أستاذ خالد. يومك سعيد: العامل</p>	
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**8.4.8: ورشة السيارات/ الحادث على الشارع (Car Workshop/ Car Accident on the Road)**

<b>Theory</b>	<b>Practical</b>	<b>Duration</b>
<ul style="list-style-type: none"><li>• شرح الكلمات الجديدة بالأردية</li><li>• تدريب الحوار بين الطالبين</li><li>• تدريب الطلاب على استخدام الكلمات</li><li>• تدريب على الاستماع</li><li>• مشاهدة فيديو للحوار</li></ul>	<p><u>الحوار في ورشة السيارات</u></p> <p>العميل: مرحباً، صباح الخير.</p> <p>الфني: صباح الخير، أهلاً وسهلاً. كيف يمكنني مساعدتك اليوم؟</p> <p>العميل: لدي مشكلة في سيارتي. بدأت تصدر صوتاً غريباً عند التشغيل وأشعر بأنها لا تعمل بشكل جيد.</p> <p>الфني: أفهم. هل يمكنك توضيح نوع الصوت ومتى يحدث بالضبط؟</p> <p>العميل: نعم، الصوت يشبه الصرير، ويظهر عند بدء التشغيل، وأحياناً أثناء القيادة.</p> <p>الфني: حسناً، هل لاحظت أي مشاكل أخرى مثل اهتزازات أو نقص في الأداء؟</p> <p>العميل: نعم، هناك اهتزازات خفيفة عندما أقوم بالتسارع.</p> <p>الфني: شكراً على التوضيح. سأقوم بفحص السيارة الآن. يرجى الانتظار لبضع دقائق.</p> <p>(بعد فترة من الفحص)</p> <p>الфني: يبدو أن المشكلة تتعلق بحزام المحرك. إنه مهترئ ويحتاج إلى استبدال. بالإضافة إلى ذلك، هناك بعض الأجزاء في نظام الإشعال تحتاج إلى فحص شامل.</p>	<p>Theory:30 min Practical:135min. Total: 2.75hr</p>



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



	<p>العميل: كم سيستغرق إصلاح هذه المشكلة؟ الغني: استبدال الحزام لن يستغرق وقتاً طويلاً، حوالي ساعة. ولكن الفحص الشامل لنظام الإشعال قد يستغرق بضع ساعات إضافية للتأكد من عدم وجود مشاكل أخرى.</p> <p>العميل: حسناً، وما التكلفة المتوقعة لهذه الإصلاحات؟ الغني: تكلفة استبدال الحزام ستكون حوالي 100 دولار، والفحص الشامل لنظام الإشعال قد يكلف حوالي 150 دولاراً إضافياً، بناءً على النتائج والإصلاحات المطلوبة. العميل: يبدو معقولاً. من فضلك، قم بالإصلاحات اللازمة. الغني: بالطبع، سنبدأ العمل على الفور. يمكنك الانتظار في غرفة الانتظار أو ترك السيارة والعودة لاحقاً.</p> <p>العميل: سأنتظر هنا، شكراً لك. الغني: لا شكر على واجب. سنخبرك عندما تكون السيارة جاهزة.</p>	
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**8.4.9: الطعام والشراب (Food & Drinks)**

Theory	Practical	Duration
<ul style="list-style-type: none"><li>• شرح الكلمات الجديدة بالأردنية</li><li>• تدريب الحوار بين الطالبين</li><li>• تدريب الطلاب على استخدام الكلمات</li><li>• تدريب على الاستماع</li><li>• مشاهدة فيديو للحوار</li></ul>	<p><u>الحوار في المطعم</u></p> <p>عمر: السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ فهد: وَعَلَيْكُمْ السَّلَامُ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ عمر: أَشْعُرُ بِالْجُوعِ هَيَّا نَذْهَبْ إِلَى الْمَطْعَمِ فهد: أَنَا كَذَلِكَ أَشْعُرُ بِالْجُوعِ. عمر: إِلَى أَيِّ مَطْعَمٍ نَأْكُلُ الطَّعَامَ؟ فهد: الْمَطْعَمُ عَلَى شَارِعِ الْقُدْسِ جَيِّدٌ عمر: حَسَنًا، هَيَّا نَذْهَبْ إِلَيْهِ. (في المعظم) نادِلُ الْمَطْعَمِ: أَهْلًا وَسَهْلًا - أَيُّ خِدْمَةٍ ؟ عمر: هَاتِ قَائِمَةَ الطَّعَامِ نادِلُ الْمَطْعَمِ: تَفَضَّلْ ، هَذِهِ قَائِمَةُ الطَّعَامِ عمر: يَا فَهْدُ مَاذَا تَفْضَلُ مِنَ الطَّعَامِ؟ فهد: أَفْضَلُ السَّمَكِ وَبَعْضُ الْأَرْزِ عمر: وَأَنَا أَفْضَلُ الدَّجَاجِ الْمَشْوِيِّ عمر: وَمَاذَا تَفْضَلُ مِنَ الشَّرَابِ</p>	<p>Theory: 30 min Practical: 2hr. Total: 2.5hr</p>



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



فهد: أَفْضَلُ الْمَاءِ فَقَطْ

عمر: أَحْضِرِ الدَّجَاجَ المَشْوِيَّ وَالسَّمَكَ وَبَعْضَ الأُرْزِ.

نادِلُ المَطْعَمِ: حَاضِرٌ

(عمر وفهد يأكلان الطعام)

عمر: هَاتِ فَائِثُورَةَ الطَّعَامِ

نادِلُ المَطْعَمِ: هَذِهِ هِيَ فَائِثُورَةُ الطَّعَامِ

عمر: المَطْلُوبُ خَمْسِينَ رِيَالًا، تَفَضَّلْ.

نادِلُ المَطْعَمِ: شُكْرًا.

**الحوار عن الوجبات اليومية**

زَيْنَب: السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

مَرِيَمَ: وَعَلَيْكُمْ السَّلَامُ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

زَيْنَب: كَيْفَ حَالِكِ يَا زَيْنَبُ؟ أَرَأَيْكَ نَحِيفَةً فِي هَذِهِ الأَيَّامِ

مَرِيَمَ: الأَحْمَدُ لِيهِ أَنَا بِخَيْرٍ وَأَسْتُ مَرِيضَةً بَلْ أُرِيدُ أَنْ

أَنْقُصَ وَزَيْبِي.

زَيْنَب: وَمَاذَا تَفْعَلِينَ لِأَجْلِ ذَلِكَ؟

مَرِيَمَ: أَكَلْتُ طَعَامًا قَلِيلًا

زَيْنَب: كَمْ وَجِبَةً تَأْكُلِينَ فِي اليَوْمِ؟

مَرِيَمَ: أَكَلْتُ وَجِبَتَيْنِ: الفُطُورَ وَالْعِشَاءَ

زَيْنَب: وَمَاذَا تَأْكُلِينَ فِي الفُطُورِ؟

مَرِيَمَ: أَكَلْتُ السَّلْطَةَ وَالْفَاكِهَةَ وَأَشْرَبْتُ العَصِيرَ.

زَيْنَب: وَمَاذَا تَأْكُلِينَ فِي العِشَاءِ؟

مَرِيَمَ: أَكَلْتُ الخَضِرَاتَ وَالأُرْزَ وَأَشْرَبْتُ المَاءَ

زَيْنَب: وَلَكِنْ أَكَلْتُ ثَلَاثَ وَجِبَاتٍ فِي اليَوْمِ وَأَجِبُ الطَّعَامَ

الكَثِيرَ

مَرِيَمَ: وَمَاذَا تَأْكُلِينَ فِي الفُطُورِ؟

زَيْنَب: أَكَلْتُ الخُبْزَ وَالْبَيْضَ وَالزُّبْدَةَ وَأَكَلْتُ فِي

العِدَاءِ: اللَّحْمَ وَالدَّجَاجَ وَالخُبْزَ وَأَكَلْتُ فِي

العِشَاءِ: السَّمَكَ وَالأُرْزَ وَالْفَاكِهَةَ وَأَشْرَبْتُ

المَاءَ

مَرِيَمَ: هَذَا كَثِيرٌ جَدًّا يَا زَيْنَبُ أَصْبَحْتُ سَمِينَةً جَدًّا.

زَيْنَب: وَأَنْتِ تَأْكُلِينَ قَلِيلًا جَدًّا وَأَصْبَحْتُ نَحِيفَةً جَدًّا.

مَرِيَمَ: مَعَ السَّلَامَةِ

زَيْنَب: مَعَ السَّلَامَةِ





**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



**8.5: Basic Language Proficiency (English)**

**Theory: 5 hours**

**Practical: 29 hours**

**Total: 25 hours**

<b>8.5.1: Basic Introduction &amp; Greetings</b>		
<b>Theory</b>	<b>Practical</b>	<b>Duration</b>
Listening and speaking <ul style="list-style-type: none"> <li>• Demo by teacher/ pair of students-</li> <li>• Video presentation to connect with actual scenario</li> <li>• Role play {Pair/ group activity)</li> </ul>	Kamal: Assalam-o-Alaikum! Samir: Waalaikum Assalam! Kamal: How are you? Samir: I'm good Alhamdulillah and what about you? Kamal: I'm fine too! Kamal: I am Kamal Ibrahim and what's your name? Samir: I am Samir Muhammad/ My name is Samir Muhammad. Kamal: Who is she? Samir: She is Laila Ahmed. Kamal: Welcome, how are you, Laila? Laila: Fine, Alhamdulillah, and how are you? Kamal: Fine, Alhamdulillah. What is your nationality, Laila? Laila: I am Lebanese/ I am from Lebanon. Samir: I am from Egypt, Laila is from Lebanon, and where are you from, Kamal? Kamal: I am Sudanese/ I am from Sudan. Samir: I am an engineer, Laila is a teacher, and you, Kamal, what do you do? Kamal: I am a doctor at the university. Samir: What do you like to do in your spare time? / What are your interests? / What is your hobby? Kamal: I love gardening and enjoy morning walk. / I love reading books and watching movies. / I socialize/ hangout with my friends/ family / I love cooking/ baking/ dress designing Samir: Good to meet you. / Nice meeting you Kamal: Same here. See you again.	Theory:20min Practical:100mi Total: 2hrs



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



	Samir: Yes sure! / Why not! Have a good day. Kamal: Good day to you too. Bye!	
<b>8.5.2: Conversation about weather- Hot and humid</b>		
<b>Theory</b>	<b>Practical</b>	<b>Duration</b>
Listening and speaking <ul style="list-style-type: none"> <li>• Demo by teacher/ pair of students-</li> <li>• Video presentation to connect with actual scenario</li> <li>• Role play {Pair/ group activity)</li> </ul>	Salem: It is very hot and humidity. Ghanem: Yes, it is. The intensity will increase with rise in temperature. Salem: The heat is unbearable. Salem: What do you wear these days? Ghanem: I wear light cotton clothes. Salem: What do you prefer to drink? Ghanem: I prefer cold drinks such as lemonade, pineapple, pomegranate and peach juice. Salem: Do you have an umbrella/ rain coat? Ghanem: Yes, I have it. / Take it Salem: Do you like rainy weather? Ghanem: No, I don't like it because it causes humidity. Salem: But I like it because rain brings fresh air. Ghanem: Indeed!	Theory:10mins Practical:50min Total: 1hr
<b>8.5.3: Conversation about weather-Spring season</b>		
<b>Theory</b>	<b>Practical</b>	<b>Duration</b>
Listening and speaking <ul style="list-style-type: none"> <li>• Demo by teacher/ pair of students-</li> <li>• Video presentation to connect with actual scenario</li> <li>• Role play {Pair/ group activity)</li> </ul>	Issam: These days, the weather is awesome. Yasser: This is spring, my friend. The weather is mild these days, neither hot nor cold. Issam: Subhan Allah! I can see the beautiful flowers surrounded by greenery everywhere/ Of course, spring is the season of beauty and greenery. Yasser: Spring is the season that everyone loves. Issam: Why do you like to do these days? Yasser: I prefer hanging out with friends/ family/ enjoy the beautiful weather/ natural beauty. Issam: Come on, my friend, let us enjoy the beauty of this wonderful atmosphere and the magical scenery	Theory: 10mins Practical:50min Total: 1hr



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



<b>8.5.4: Conversation about weather-Summer season</b>		
<b>Theory</b>	<b>Practical</b>	<b>Duration</b>
<p>Listening and speaking</p> <ul style="list-style-type: none"> <li>• Demo by teacher/ pair of students-</li> <li>• Video presentation to connect with actual scenario</li> <li>• Role play {Pair/ group activity}</li> </ul>	<p>Ahmed: Assalam-o-Alaikum            Hassan: Waalaikum Assalam!            Ahmed: How is the weather outside?            Hassan: It's hot outside, it's summer.            Ahmed: How intense was the heat this year?            Hassan: The temperature has reached above fifty degrees or more.            Ahmed: I wish summer would end quickly.            Hassan: But heat is beneficial for crops, fruits, and fruits.            Ahmed: This is true. In the summer, the fruits ripen and the planting increases.            Hassan: If it were not for summer, we would not have food.            Ahmed: There is no doubt about that. There is a mercy in the difference in seasons.            Ahmed: True.</p>	<p>Theory: 10mins            Practical:50min            Total: 1hr</p>
<b>8.5.5: Dialogues of a person at airport while check-in / check-out</b>		
<b>Theory</b>	<b>Practical</b>	<b>Duration</b>
<p>Listening and speaking</p> <ul style="list-style-type: none"> <li>• Demo by teacher/ pair of students-</li> <li>• Video presentation to connect with actual scenario</li> <li>• Role play {Pair/ group activity}</li> </ul>	<p><b>Check-In</b>            Hamad: Assalam-o-Alaikum!            Employee: Waalaikum Assalam! Plane ticket and passport, please.            Hamad: take this.            Employee: How many bags do you have?            Hamad: I have one bag.            Employee: Give me the passport, please.            Hamad: Have a look.            The employee: Hassan. Happy trip.            Hamad: Thank you.</p> <p><b>Check-out.</b>            Youssef: Good morning!            Passport Officer: Good morning!            Passport Officer: Arrival card, please!            Youssef: Here it is.</p>	<p>Theory: 10mins            Practical:50min            Total: 1hr</p>



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



	<p>Passport Officer: Passport, please!</p> <p>Youssef: Take this.</p> <p>Passport Officer: What is the reason for the visit?</p> <p>Youssef: Studying/ visiting/ for job/ on business trip.</p> <p>Passport Officer: What is the address in _____?</p> <p>Youssef: Arabic Language Institute/ place name</p> <p>Passport employee: This is the passport.</p> <p>Youssef: Thank you.</p>	
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**8.5.6: Dialogues of a person at airport at boarding gate and onboard**

Theory	Practical	Duration
<p>Listening and speaking</p> <ul style="list-style-type: none"> <li>• Demo by teacher/ pair of students-</li> <li>• Video presentation to connect with actual scenario</li> <li>• Role play {Pair/ group activity}</li> </ul>	<p><b>Checking In- Boarding Gate</b></p> <p>Passenger: Excuse me, is this the gate for flight AA123 to Chicago?</p> <p>Attendant: Yes, it is. Boarding will start in about 15 minutes.</p> <p><b>Onboard a Plane</b></p> <p>Flight Attendant: Welcome aboard. May I see your boarding pass?</p> <p>Passenger: Here you go. Where can I store my bag? Please guide me to find my seat!</p> <p>Flight Attendant: Of course. Your seat is in row 12, aisle on your right."</p> <p>Arrival at Destination:</p> <p>Passenger (to Customs Officer): Good afternoon. I'm here for a short visit.</p> <p>Officer: Welcome. How long will you be staying?</p> <p>Passenger: Just a week. Here's my passport.</p>	<p>Theory: 10mins Practical:50min Total: 1hr</p>

**8.5.7: Dialogues to use while looking for the luggage at the airport**

Theory	Practical	Duration
<p>Listening and speaking</p> <ul style="list-style-type: none"> <li>• Demo by teacher/ pair of students-</li> <li>• Video presentation to connect with actual scenario</li> </ul>	<p><b>At Baggage Claim</b></p> <p>Passenger: Excuse me, my flight just arrived from Pakistan, I'm looking for my bag. It hasn't come out on the carousel (conveyer belt)? / I'm having trouble finding my bag. Can you help me track it down?</p>	<p>Theory:15min Practical:45min Total: 1hr</p>



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



<ul style="list-style-type: none"> <li>• Role play {Pair/ group activity)</li> </ul>	<p>Baggage Agent: Let me check the status for you. Please describe your luggage?</p> <p>Passenger: It's a black suitcase with a red ribbon tied around the handle.</p> <p>Airport Staff: Can I have your baggage tag number? / Let me look up your flight details. It seems your bag is still in transit and should arrive on the next flight.</p> <p><b>Receiving Baggage</b></p> <p>Passenger (after locating bag): Great, there it is! Thank you for your help. Baggage Handler: You're welcome. Have a nice day!</p> <p>Baggage Handler: You're welcome. Have a nice day!</p>	
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**8.5.8: Residence- Dialogues with hostel owner for booking a room.**

Theory	Practical	Duration
<p>Listening and speaking</p> <ul style="list-style-type: none"> <li>• Demo by teacher/ pair of students-</li> <li>• Video presentation to connect with actual scenario</li> <li>• Role play {Pair/ group activity)</li> </ul>	<p><b>At the reception</b></p> <p>Hostel Owner: Good evening! How can I help you?</p> <p>Person: I'm interested in staying at your hostel. Please tell me about the facilities you offer?</p> <p>Hostel Owner: We have a dining hall that serves meals, a common room with TV, a laundry room available for use and free Wi-Fi throughout the hostel.</p> <p>Person: Looks good! May I know about the rest area?</p> <p>Hostel Owner: We have comfortable bedrooms with bunk beds, shared bathrooms on each floor, and a kitchen where one can cook meal.</p> <p>Person: Are there any specific rules I should know about?</p> <p>Hostel Owner: Yes, guests need to be back by 11 PM for security reasons. If you need to arrive outside these hours, just let us know in advance.</p>	<p align="center">Theory: 10min Practical:50min Total:1hr</p>



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



	<p>Person: Alright, that's good to know. I'll now want to book a room. Kindly share the monthly rent.</p> <p>Hostel Owner: You're welcome! It is only _____ Dirham/Riyale.</p> <p>Person: Thanks again, have a good day!</p> <p>Receptionist: You too!</p>	
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**8.5.9: Dialogue with a person while hiring a residence**

Theory	Practical	Duration
<p>Listening and speaking</p> <ul style="list-style-type: none"> <li>• Demo by teacher/ pair of students-</li> <li>• Video presentation to connect with actual scenario</li> <li>• Role play {Pair/ group activity}</li> </ul>	<p>Renter: Assalam-o-Alaikum!</p> <p>Owner: Waalaikum Assalam!</p> <p>Renter: I want an apartment, please.</p> <p>Owner: We have a beautiful apartment.</p> <p>Renter: How many rooms are in the apartment?</p> <p>Owner: The apartment has five rooms.</p> <p>Renter: What floor is the apartment on?</p> <p>Owner: The apartment is on the fifth floor?</p> <p>Renter: I want to view the apartment.</p> <p>Owner: This is the apartment.</p> <p>Renter: This is a beautiful apartment. What is the monthly rent?</p> <p>Owner: It is only _____ Dirham/Riyal.</p>	<p>Theory: 10min Practical:50min Total:1hr</p>

**8.5.10: Dialogue with a person asking him about his residence**

Theory	Practical	Duration
<p>Listening and speaking</p> <ul style="list-style-type: none"> <li>• Demo by teacher/ pair of students</li> <li>• Video presentation to connect with actual scenario</li> <li>• Role play {Pair/ group activity}</li> </ul>	<p>Ahmed: Assalam-o-Alaikum!</p> <p>Hassan: Waalaikum Assalam!</p> <p>Ahmed: Where do you live?</p> <p>Hassan: I live in the airport neighborhood. Where do you live?</p> <p>Ahmed: I live in the University neighborhood.</p> <p>Hassan: Do you live in a house?</p> <p>Ahmed: Yes, I live in a house.</p> <p>Ahmed: Do you live in a house?</p> <p>Hassan: No, I live in an apartment.</p> <p>Ahmed: What is your apartment number?</p> <p>Hassan: 5. What is your house number?</p> <p>Ahmed: 9.</p>	<p>Theory: 10min Practical:50min Total:1hr</p>



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



<b>8.5.11: Shopping- Buying things for residence</b>		
<b>Theory</b>	<b>Practical</b>	<b>Duration</b>
<p>Listening and speaking</p> <ul style="list-style-type: none"> <li>• Demo by teacher/ pair of students-</li> <li>• Video presentation to connect with actual scenario</li> <li>• Role play {Pair/ group activity)</li> </ul>	<p>Buyer: Assalam-o-Alaikum!</p> <p>Seller: Waalaikum Assalam!</p> <p>Seller: What do you want to buy?</p> <p>Buyer: I want some furniture for the bedroom?</p> <p>Seller: We have a good collection. You can select that suits you. What do you want for the living room?</p> <p>Buyer: I want a sofa and a rug.</p> <p>Seller: What do you want for the kitchen?</p> <p>Buyer: I want an oven and a refrigerator.</p> <p>Seller: What do you want for the bathroom?</p> <p>Buyer: I want a heater and a mirror.</p> <p>Buyer: I want to see the furniture.</p> <p>Seller: Please.</p>	<p>Theory: 10min Practical:50min Total:1hr</p>
<b>8.5.12: Shopping- Buying dresses</b>		
<b>Theory</b>	<b>Practical</b>	<b>Duration</b>
<p>Listening and speaking</p> <ul style="list-style-type: none"> <li>• Demo by teacher/ pair of students</li> <li>• Video presentation to connect with actual scenario</li> <li>• Role play {Pair/ group activity)</li> </ul>	<p>Seller: What do you want to buy sir?</p> <p>Buyer: I would like a shirt/ pair of trousers/ shoes please.</p> <p>Seller: Come here, this is the T-shirts/ trousers/ shoes section. This is white shirt/ trousers, this is yellow, this is blue, this is red, and this is black/ these are different styles and colour of shoes</p> <p>Buyer: How much is this shirt/ pair of trousers/ shoes?</p> <p>Seller: The shirt/ pair of trousers/ shoes costs twenty dinars.</p> <p>Seller: Which shirt/ pair of trousers/ shoes do you want?</p> <p>Buyer: I want the blue shirt / pair of trousers/ shoes.</p> <p>Seller: This is the blue shirt / pair of trousers/ shoes.</p> <p>Seller: We have beautiful dresses/ shirt / pair of trousers/ shoes.</p>	<p>Theory: 15min Practical:45min Total:1hr</p>



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



	<p>Buyer: How much is this dress/ shirt / pair of trousers/ shoes.?</p> <p>Seller: The dress is worth thirty dinars.</p> <p>Buyer: I want the white dress. Do you offer any discounts?</p> <p>Seller: Yes, ma'am, we offer discounts of up to thirty percent (30%). Please share the final bill.</p> <p>Buyer: Fifty dinars.</p>	
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**8.5.13: Shopping- Buying grocery**

Theory	Practical	Duration
<p>Listening and speaking</p> <ul style="list-style-type: none"> <li>• Demo by teacher/ pair of students</li> <li>• Video presentation to connect with actual scenario</li> <li>• Role play {Pair/ group activity}</li> </ul>	<p>Seller: How may I help you sir?</p> <p>Buyer: I want fish, meat, and chicken.</p> <p>Seller: Enjoy the fish, meat, and chicken. What else do you want?</p> <p>Buyer: I want cucumbers, onions, and tomatoes/ potatoes/ ginger/ garlic/ green chilies.</p> <p>Seller: Here are the things. What else do you want?</p> <p>Buyer: I want sugar, tea, and coffee.</p> <p>Seller: Bring sugar, tea, and coffee. What else do you want?</p> <p>Buyer: A tray of eggs, and a box of salt, pack of milk/bottle of milk</p> <p>Seller: Here is the dozen of eggs/ tray of eggs, and this is the box of salt.</p> <p>Buyer: What is the total cost?</p> <p>Seller: It is eighty dinars.</p>	<p>Theory: 15min Practical:45min Total:1hr</p>

**8.5.14: Conversation between manager and employee about being absent due to illness**

Theory	Practical	Duration
<p>Listening and speaking</p> <ul style="list-style-type: none"> <li>• Demo by teacher/ pair of students</li> <li>• Video presentation to connect with actual scenario</li> <li>• Role play {Pair/ group activity}</li> </ul>	<p>Manager: Assalam-o-Alaikum</p> <p>Employee: Waalaikum Assalam</p> <p>Manager: Why were you absent yesterday?</p> <p>Employee: I had a severe cold and cough/ high fever/ headache/ stomach ache/ stomach upset /dizziness.</p> <p>Manager: Have you seen the doctor?</p> <p>Employee: Yes, I did.</p>	<p>Theory: 15min Practical:45min Total:1hr</p>





**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



	<p>Manager: What did he tell you?</p> <p>Employee: He told me that I'll be fine soon and he wrote a prescription for the treatment and advised me to take medicine and to eat healthy diet.</p> <p>Manager: Have you bring the medical report?</p> <p>Employee: Here it is.</p> <p>Manager: You can apply for medical leave.</p>	
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**8.5.15: Conversation between the Doctor and the patient about illness**

Theory	Practical	Duration
<p>Listening and speaking</p> <ul style="list-style-type: none"> <li>• Demo by teacher/ pair of students</li> <li>• Video presentation to connect with actual scenario</li> <li>• Role play {Pair/ group activity}</li> </ul>	<p>Doctor: What do you feel/ What is the problem?</p> <p>Muhammad: I have severe pain in my stomach.</p> <p>Doctor: Do you have a headache?</p> <p>Muhammad: No/ yes</p> <p>Doctor: Do you feel nausea/ vomiting?</p> <p>Muhammad: No/ yes.</p> <p>Doctor: Do you have diarrhea?</p> <p>Muhammad: Yes, a little</p> <p>Doctor: Please put the thermometer in your mouth.</p> <p>Muhammad: What is the illness?</p> <p>Doctor: You have a mild fever.</p> <p>Muhammad: For how many days do I have to take the medicine?</p> <p>Doctor: At least three days</p> <p>Muhammad: I will visit you in three days</p> <p>Doctor: May God heal you</p>	<p>Theory: 15min Practical:45min Total:1hr</p>

**8.5.16: Conversation between the Doctor and the patient about illness**

Theory	Practical	Duration
<p>Listening and speaking</p> <ul style="list-style-type: none"> <li>• Demo by teacher/ pair of students</li> <li>• Video presentation to connect with actual scenario</li> <li>• Role play {Pair/ group activity}</li> </ul>	<p>Doctor: How do you feel?</p> <p>Patient: I feel severe pain in my neck and back.</p> <p>Doctor: When did the pain start?</p> <p>Patient: Since last week/ yesterday/ today/ in the morning/ last night</p> <p>Doctor: Have you taken the medicine?</p> <p>Patient: Yes, I took a pill just to relieve the pain. Do you know the reason?</p> <p>Doctor: No, I will know after I examination.</p>	<p>Theory:20min Practical:100min Total:2hrs</p>



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



	<p>Patient: I feel pain here.</p> <p>Doctor: Breathe deeply</p> <p>Patient: And I feel it here too. Doctor, is the temperature high?</p> <p>Doctor: Yes, there is slight increase in temperature, but that's okay, rest assured.</p> <p>Patient: Thank you</p> <p>Doctor: Take this medicine regularly. Take one tablet three times before food, and take an injection every evening. Drink a teaspoon of this drink after eating food.</p> <p>Patient: What diet should I follow?</p> <p>Doctor: Light foods, fruits, drinks, warm milk, and abstain from meat and salt.</p> <p>Patient: How many days does the treatment last?</p> <p>Doctor: Four days, visit me after that.</p> <p>Patient: God willing.</p> <p>Doctor: Goodbye. Get well soon.</p> <p>Patient: Thank you, Doctor.</p>	
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**8.5.17: Conversation in a Car Workshop**

Theory	Practical	Duration
<p>Listening and speaking</p> <ul style="list-style-type: none"> <li>• Demo by teacher/ pair of students</li> <li>• Video presentation to connect with actual scenario</li> <li>• Role play {Pair/ group activity}</li> </ul>	<p>Customer: Good morning.</p> <p>Mechanic: Good morning! How can I help you?</p> <p>Customer: I've been having some trouble with my car/ It's making a strange noise when I start it/ It doesn't seem to be running smoothly.</p> <p>Mechanic: Can you describe the noise? / When does it happen?</p> <p>Customer: It is a strange sound/ It happens when I start the car/ while I'm driving.</p> <p>Mechanic: Have you noticed any other issues, like vibrations or a loss of power?</p> <p>Customer: It is slight vibrations when I accelerate.</p> <p>Mechanic: Thanks for the details. I'll take a look at your car now. Please have a seat in waiting area.</p> <p>Customer: How long will the repairs take?</p>	<p>Theory: 15min Practical:45min Total:1hr</p>



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



	<p>Mechanic: This might take a couple of hours/ sometime/ It depends on what we find.</p> <p>Customer: What are your service charges?</p> <p>Mechanic: It will cost _____ Riyale</p> <p>Customer: Please inform when it is done.</p> <p>Mechanic: Sure! We'll let you know.</p>	
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**8.5.18: Dialogue between Supervisor and Worker in a Factory about specific issues**

Theory	Practical	Duration
<p>Listening and speaking</p> <ul style="list-style-type: none"> <li>• Demo by teacher/ pair of students</li> <li>• Video presentation to connect with actual scenario</li> <li>• Role play {Pair/ group activity}</li> </ul>	<p>Worker: Good morning, supervisor. I'd like to discuss a few important matters with you today.</p> <p>Supervisor: Good morning! Sure, what's on your mind?</p> <p>Worker: I have reviewed our workplace policies, but I have a few questions to understand them. Kindly explain some points?</p> <p>Supervisor: Let's go through them together. Which policies specifically are you unsure about?</p> <p>Worker: Another issue I've been experiencing language barriers with some team members. It's causing delays in our projects. Do you have any suggestions on how we can improve communication/ my performance skills?</p> <p>Supervisor: Thanks for sharing this issue. We will work out to explore solutions, such as language training or assigning a translator.</p> <p>Worker: I noticed a deduction in my salary this month, and I don't know the reason. Could you help me understand the reasons behind it?</p> <p>Supervisor: Let me check that for you. It is likely related to our performance standards. I'll review them and provide you with a clear explanation.</p> <p>Worker: I was expecting my probation period to conclude soon, but I've been informed about a possible extension. Could you explain what factors contributed to this decision?</p>	<p>Theory:20min Practical:40min Total:1hrs</p>



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



	<p>Supervisor: Certainly. Let's sit down and discuss your performance during this period and any areas where improvement is needed. This will help us understand the cause of this extension.</p> <p>Worker: Thank you for addressing the concerns, supervisor. I appreciate your guidance in resolving these issues.</p> <p>Supervisor: You're welcome. It's important to keep communication open and find solutions together. Let's ensure we address these matters effectively for a better work environment</p>	
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**8.5.19: Dialogue between Supervisor and Worker in a Factory about routine performance**

Theory	Practical	Duration
<p>Listening and speaking</p> <ul style="list-style-type: none"> <li>• Demo by teacher/ pair of students</li> <li>• Video presentation to connect with actual scenario</li> <li>• Role play {Pair/ group activity}</li> </ul>	<p>Worker: Good morning.</p> <p>Supervisor: Good morning. How can I help you today?</p> <p>Worker: I wanted to discuss something about my job. Do you have a few minutes?</p> <p>Supervisor: Of course. Have a seat. What's on your mind?</p> <p>Worker: Well, I've been feeling a bit odd with my current workload/ It seems like I've been assigned more tasks recently/ I'm finding it hard to keep up.</p> <p>Supervisor: I understand. We have been experiencing an increase in orders, and that's put a lot of pressure on everyone/ Can you specify the tasks that are causing you the difficulty?</p> <p>Worker: Sure. The main issue is the additional quality checks that were added to my responsibilities. It's taking a lot of time, and I'm struggling to finish my regular tasks on time.</p> <p>Supervisor: I see. Quality checks are important, but we don't want them to interfere with your primary duties. Let me see if we can reassign some of these tasks or provide additional help.</p>	<p>Theory:20min Practical:40min Total:1hrs</p>



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



	<p>Worker: That would be great. Also, I was wondering if there's any chance of getting some training on the new machinery. I feel that I'm not fully confident in using it efficiently.</p> <p>Supervisor: Absolutely. Training is crucial for both safety and efficiency. I'll arrange a training session for you and any other workers who might need it. Is there anything else you'd like to discuss?</p> <p>Worker: Actually, yes. I've been with the company for over three years now, and I haven't had a review or a raise. I wanted to know if we could discuss that as well.</p> <p>Supervisor: I appreciate your dedication and hard work, John. Let's schedule a performance review for next week. We can discuss your progress, set goals, and talk about potential raises at that time.</p> <p>Worker: Thank you. I really appreciate it.</p> <p>Supervisor: No problem. We value your contributions to the team, and we want to ensure you have the support you need. Anything else?</p> <p>Worker: That's all for now. Thanks for listening and for your support.</p> <p>Supervisor: My pleasure. Have a great day, and keep up the good work.</p> <p>Worker: Thanks. You too.</p>	
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**8.5.20: Conversation of a driver making an emergency call after an accident**

Theory	Practical	Duration
<p>Listening and speaking</p> <ul style="list-style-type: none"> <li>• Demo by teacher/ pair of students</li> <li>• Video presentation to connect with actual scenario</li> <li>• Role play {Pair/ group activity}</li> </ul>	<p>Driver: I need emergency services, there's been an accident at [location].</p> <p>Emergency helper: Stay calm, sir/ma'am. / What's the nature of the accident? Are there injuries?</p> <p>Driver: Yes, it's bad. My car is wrecked, and there's another vehicle involved. I think someone might be hurt.</p>	<p>Theory:20min Practical:100min Total:2hrs</p>



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



	<p>Emergency helper: Alright, help is on the way. / Can you confirm if everyone is conscious? / Are you injured?</p> <p>Driver: I'm okay, just shaken. The other driver seems to be unconscious. We need an ambulance quickly!</p> <p>Emergency helper: Understood. Police and paramedics are enroute. / Please try to keep yourself and others safe until they arrive. / Can you tell me if there's any leaking fuel or hazards?</p> <p>Driver: I'll check... No, I don't see anything leaking. / But the road is blocked, and it's dark here.</p> <p>Emergency helper: Thank you for checking. Officers will be there shortly to assist with traffic control. / Stay with me on the line until help arrives. You're doing great.</p> <p>Driver: Okay, thank you. I'll stay here.</p> <p>Emergency helper: Help is almost there. Keep your hazard lights on and try to remain calm.</p> <p>Driver: I will. Hurry, please.</p> <p>Emergency helper: "They're almost there. Thank you for your patience. Help will be with you very soon.</p>	
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**8.5.21: Conversation about eating**

Theory	Practical	Duration
<p>Listening and speaking</p> <ul style="list-style-type: none"> <li>• Demo by teacher/ pair of students</li> <li>• Video presentation to connect with actual scenario</li> <li>• Role play {Pair/ group activity}</li> </ul>	<p><b>At a restaurant</b></p> <p>Omar: Assalam-o-Alaikum</p> <p>Fahd: Waalaikum Assalam</p> <p>Omar: I feel hungry. Let's go to the restaurant.</p> <p>Fahd: I feel hungry too.</p> <p>Omar: Where do we eat?</p> <p>Fahd: The restaurant on Al-Quds Street is good</p> <p>Omar: Okay, let's go to it.</p> <p>(in restaurant)</p> <p>Restaurant waiter: Welcome sir</p> <p>Omar: Bring me the menu</p>	<p>Theory:20min Practical:100min Total:2hrs</p>



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



	<p>Restaurant waiter: Here is the menu. Omar: Fahd, what do you want to eat? Fahd: I prefer fish and some rice Omar: I prefer grilled chicken Omar: would you like cold drink or water? Fahd: Just water please. Omar: (Giving order) Bring the grilled chicken, fish, and some rice. Restaurant waiter: present (Omar and Fahd eat food) Omar: Bring me the food bill Restaurant waiter: This is the food bill. Omar: Keep the change please. Restaurant waiter: Thank you.</p> <p><b>At home</b></p> <p>Khaled: May God's peace, mercy, and blessings be upon you. Omar: May God's peace, mercy, and blessings be upon you. Khaled: I am very hungry Omar: The food is ready on the table Khaled: What is this? Fish, meat, chicken, rice, salad, fruit, that's too much. Omar: Don't eat - Don't eat - Wait. Khaled: Why? I am hungry Omar: We eat with the guests Khaled: The guests? who? Omar: Some of my family members Khaled: Where are the guests? Omar: In the living room Khaled: Really</p>	
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**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



### 9. List of Tools, Equipment, Machines and Consumable

Name of Trade		Bulldozer and Motor Grader Operator
Duration of Course		3 Months
Sr. #	Description	Quantity
1.	Steel-toed footwear,	30
2.	hard hat,	30
3.	safety gloves,	30
4.	appropriate safety glasses,	30
5.	high visibility vest,	30
6.	hearing protection,	30
7.	breathing apparatus,	04
8.	De-electric boots and gloves for protection from electrical shock.	10
9.	fall protection, and other applicable PPE	30
10.	Site emergency response plan,	30
11.	fire extinguishers,	04
12.	fire blankets,	04
13.	respirators, masks,	30
14.	fire hoses,	08
15.	first aid kits, stretchers and medicine	04 sets
16.	basic tools, such as grease gun, air pump	25 sets
17.	hammer,	05 each size
18.	screwdrivers,	05 each size
19.	pliers,	05 each size
20.	self-locking pliers,	05 each size
21.	adjustable wrench,	05 each size
22.	assorted other wrenches, measuring tape(100m)	05 each size
	<b>Consumable</b>	
23.	Basic supplies, such as grease, oil, window cleaner, rags, ice scraper, whisk broom.	05 each
24.	Color-code cards, utility documentation. Logbooks Service Manuals, OHS Regulation,	10 sets
25.	<b>MACHINES</b>	
<b>A.</b>	<b>Bulldozer.</b> <b>Attachments:</b> - 1. Blades. 2. Ripper	01 each
<b>B.</b>	<b>Motor Grader.</b> <b>Attachments:</b> - 1. Angle Blade. 2. Lift Group. 3. One way Plow. 4. Snow Gate. 5. Snow Wing. 6. Straight Blade, 7. UV Angle Blade. 8. V-Plow	01 each





**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



## 10. Members of Curriculum Development Committee

The following members participated in the Curriculum development Committee:

S#	Name	Designation	Organization
1	Engr. Inayat ur Rehman	DACUM Expert/Facilitator	Islamabad
2	Engr. Shahid Khan	HOD	QS Dept CTTI, Islamabad
3	Furqan Mustafa	CTO, HMO Expert	Softmount Islamabad
4	Doulat Panah	Training Coordinator	ATIN NLC Dina
5	Zafer Mehmood	Sr. Instructor HMO	ATIN NLC Dina
6	Farooq Ahmed Awan	Instructor	Mechanical Dept. CTTI, Islamabad
7	Binyameen	Sr. Instructor HMO	ATIN NLC Mandra
8	Abdul Rehman Abbasi	Instructor HMO	ATIN NLC Mandra
9	Dilawar Abbas Malik	Sr. Instructor HMO	The Master HMO training Center Tarnol, Islamabad
10	Haji Abdul Qayyum	Sr. Instructor HMO	The Master HMO training Center Tarnol, Islamabad
11	Mr. M. Hamza Naeem	Coordinator	NAVTTTC HQ. Islamabad
12	Mr. Imtiaz Ahmad Sial	Coordinator	NAVTTTC HQ. Islamabad



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



## 11. Multi Choice Questions.

### (A). Health and Safety at the Workplace

1. Which of the following is a primary goal of workplace health and safety?
  - a) Reducing costs
  - b) Increasing productivity
  - c) Protecting employees from harm
  - d) Decreasing insurance premiums
2. What is the first step in conducting a risk assessment?
  - a) Implementing control measures
  - b) Identifying potential hazards
  - c) Reporting the findings
  - d) Reviewing the assessment
3. What does PPE stand for in the context of workplace safety?
  - a) Professional Protection Equipment
  - b) Personal Protective Equipment
  - c) Public Protection Elements
  - d) Personal Privacy Equipment
4. Which of the following is NOT a type of hazard commonly found in workplaces?
  - a) Chemical hazards
  - b) Physical hazards
  - c) Biological hazards
  - d) Psychological hazards
5. What is the purpose of an incident report in the workplace?
  - a) To record financial transactions
  - b) To document and analyze workplace incidents
  - c) To track employee attendance
  - d) To evaluate job performance
6. What is ergonomics concerned with in a workplace?
  - a) Chemical safety
  - b) Financial management
  - c) Designing workspaces for safety and efficiency
  - d) Fire prevention
7. Which of the following is a common physical hazard?
  - a) Virus exposure
  - b) Heavy lifting



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



- c) Stress
  - d) Hazardous chemicals
- 8.** What should be done if a chemical spill occurs at the workplace?
- a) Leave it to evaporate
  - b) Clean it up without protection
  - c) Report it and follow the emergency plan
  - d) Ignore it if it seems minor
- 9.** What is the purpose of a Material Safety Data Sheet (MSDS)?
- a) To provide financial data on products
  - b) To outline health and safety information about chemicals
  - c) To track employee work hours
  - d) To manage company assets
- 10.** Which of the following is a key element of a fire safety plan?
- a) Detailed job descriptions
  - b) Emergency evacuation procedures
  - c) Inventory management
  - d) Financial auditing
- 11.** What does the term “lockout/tagout” refer to?
- a) Procedures to prevent access to restricted areas
  - b) Procedures for safe equipment maintenance
  - c) Policies for managing employee work hours
  - d) Strategies for workplace cleanliness
- 12.** How often should emergency drills be conducted in the workplace?
- a) Once a year
  - b) As needed
  - c) Regularly and as per legal requirements
  - d) Every month
- 13.** What is a “near miss” in the context of workplace safety?
- a) A minor accident
  - b) An incident with no injury or damage
  - c) A successful operation
  - d) A type of safety training
- 14.** What is the primary function of a workplace safety committee?
- a) To enforce company policies
  - b) To provide financial oversight
  - c) To monitor and promote workplace safety



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



- d) To manage employee benefits
- 15.** Which of the following is a sign of workplace stress?
- a) Increased productivity
  - b) High job satisfaction
  - c) High absenteeism
  - d) Improved team collaboration
- 16.** What does “OSHA” stand for?
- a) Occupational Safety and Health Administration
  - b) Occupational Standards and Health Agency
  - c) Office Safety and Health Association
  - d) Organization for Safety and Health Awareness
- 17.** Which of the following is an example of a biological hazard?
- a) Loud noise
  - b) Asbestos exposure
  - c) Bacteria or viruses
  - d) Slip and trip hazards
- 18.** Why is it important to have clear signage in the workplace?
- a) To decorate the space
  - b) To promote company branding
  - c) To provide directions and safety information
  - d) To increase productivity
- 19.** What is the main purpose of a safety audit?
- a) To review financial records
  - b) To assess the effectiveness of safety protocols
  - c) To evaluate employee performance
  - d) To increase sales
- 20.** Which of the following should be included in a first aid kit at the workplace?
- a) Company manuals
  - b) Bandages and antiseptic
  - c) Computer accessories
  - d) Personal documents
- 21.** What is the purpose of safety training in the workplace?
- a) To increase company profits
  - b) To reduce work hours
  - c) To ensure employees understand and follow safety procedures
  - d) To enhance public relations



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



22. What does the acronym "EAP" stand for in workplace safety?
- a) Emergency Action Plan
  - b) Employee Assistance Program
  - c) Environmental Assessment Procedure
  - d) Emergency Assessment Protocol
23. Which of the following should be done before using electrical equipment?
- a) Check if it's connected to a surge protector
  - b) Verify it is turned off
  - c) Ensure hands are dry and inspect for damage
  - d) Ask a coworker to turn it on
24. What is a "confined space" in workplace safety?
- a) An area with limited entry and exit that may pose safety risks
  - b) A large, open area with no safety risks
  - c) An area designed for recreational purposes
  - d) A designated employee break area
25. Which type of hazard can be reduced by good housekeeping practices?
- a) Chemical hazards
  - b) Ergonomic hazards
  - c) Physical hazards
  - d) Biological hazards
26. What should be done if a co-worker shows signs of heat exhaustion?
- a) Ignore it and let them continue working
  - b) Move them to a cooler place and provide water
  - c) Increase their workload
  - d) Send them home immediately
27. What does the term "MSDS" now commonly refer to as "SDS"?
- a) Safety Data Sheet
  - b) Security Data Sheet
  - c) Safety Disclosure Statement
  - d) Security Disclosure Sheet
28. Which of the following should NOT be included in emergency contact information at the workplace?
- a) Employee's name
  - b) Employee's financial information
  - c) Contact phone numbers
  - d) Address for emergencies



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



- 29.** What does “incident investigation” aim to achieve?
- a) Identifying who to blame
  - b) Preventing future incidents by identifying causes
  - c) Increasing production rates
  - d) Reviewing employee performance
- 30.** What is the key purpose of a safety drill?
- a) To evaluate employee knowledge
  - b) To practice and reinforce safety procedures
  - c) To increase work hours
  - d) To reduce company costs
- 31.** What should be done with a faulty piece of equipment?
- a) Continue using it carefully
  - b) Report and tag it out of service
  - c) Hide it until fixed
  - d) Use it during non-working hours
- 32.** What type of fire extinguisher should be used for electrical fires?
- a) Water-based
  - b) Foam-based
  - c) CO<sub>2</sub> (Carbon Dioxide)
  - d) Paper-based
- 33.** Why is it important to report all workplace injuries, no matter how minor?
- a) To increase company expenses
  - b) To comply with legal requirements and prevent future incidents
  - c) To reduce work hours
  - d) To delay work processes
- 34.** Which of the following is a common method for lifting heavy objects safely?
- a) Bending at the waist
  - b) Using back muscles
  - c) Bending at the knees and keeping the back straight
  - d) Jerking the object quickly
- 35.** What does “ventilation” help control in the workplace?
- a) Work schedules
  - b) Air quality and exposure to hazardous substances
  - c) Financial budgets
  - d) Employee absences
- 36.** What is a “hazardous material”?



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



- a) Any office supply
  - b) A substance that poses risks to health, safety, or property
  - c) A non-essential item
  - d) A personal item
- 37.** Which of the following is a benefit of regular safety meetings?
- a) Reducing break times
  - b) Enhancing safety awareness and communication
  - c) Decreasing productivity
  - d) Increasing job duties
- 38.** What is the role of a safety officer in the workplace?
- a) To manage employee benefits
  - b) To oversee and enforce safety protocols
  - c) To increase sales
  - d) To handle financial records
- 39.** Which of the following is essential for preventing slips, trips, and falls?
- a) Wearing open-toe shoes
  - b) Using proper lighting and maintaining clean walkways
  - c) Ignoring spills
  - d) Wearing casual clothing
- 40.** What should be included in a workplace emergency evacuation plan?
- a) Financial goals
  - b) Detailed job descriptions
  - c) Evacuation routes and assembly points
  - d) Employee salary information
- 41.** What does "HSE" stand for in the context of workplace safety?
- a) Health, Safety, and Environment
  - b) Hazardous Substance Evaluation
  - c) High-Security Environment
  - d) Human Safety Engineering
- 42.** Which of the following is a key principle of effective workplace safety?
- a) Reacting only to accidents
  - b) Proactive hazard identification and prevention
  - c) Ignoring minor safety violations
  - d) Focusing solely on productivity
- 43.** What is the best action if you find an unmarked container with unknown substances?
- a) Use the substance carefully



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



- b) Label it as “unknown”
  - c) Report it and avoid use until properly identified
  - d) Dispose of it immediately
- 44.** What does “exposure” mean in the context of workplace safety?
- a) A new hire
  - b) The state of being in contact with a hazardous substance
  - c) An internal meeting
  - d) An external audit
- 45.** Which of the following should be done if personal protective equipment (PPE) is damaged?
- a) Continue using it
  - b) Repair it yourself
  - c) Report it and replace it immediately
  - d) Ignore the damage
- 46.** What is a “risk” in the context of workplace safety?
- a) The likelihood of harm or loss
  - b) A financial opportunity
  - c) A company policy
  - d) A promotional event
- 47.** Which of the following is the purpose of a safety sign?
- a) To display company logos
  - b) To give safety instructions and warnings
  - c) To organize office supplies
  - d) To increase employee wages
- 48.** What is a “hazard” in workplace safety?
- a) A fun activity
  - b) A potential source of harm or adverse health effect
  - c) A productivity tool
  - d) An employee benefits
- 49.** What should be done during a power outage at the workplace?
- a) Continue working as usual
  - b) Ignore it and wait for power to return
  - c) Follow the workplace’s power outage procedure
  - d) Panic and leave immediately
- 50.** Which of the following is a key aspect of maintaining a safe workplace environment?
- a) Ignoring minor safety issues
  - b) Continuous safety training and awareness





***National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.***



- c) Minimizing safety signage
- d) Reducing breaks and rest periods



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



**(B) Operate Bulldozer**

**1. What is the primary function of a bulldozer?**

- A. Mixing concrete
- B. Digging and trenching
- C. Paving roads
- D. Pushing large quantities of soil or rubble

**Answer: D. Pushing large quantities of soil or rubble**

**2. Which part of the bulldozer is primarily used to push materials?**

- A. Cab
- B. Tracks
- C. Blade
- D. Ripper

**Answer: C. Blade**

**3. What type of power source do bulldozers typically use?**

- A. Electric
- B. Solar
- C. Diesel
- D. Gasoline

**Answer: C. Diesel**

**4. Which component provides the tractive force for a bulldozer?**

- A. Tracks
- B. Blade
- C. Hydraulic system
- D. Steering wheel

**Answer: A. Tracks**

**5. What is the purpose of the ripper attachment on a bulldozer?**

- A. To lift heavy loads
- B. To break up hard ground or rock
- C. To balance the machine
- D. To increase speed

**Answer: B. To break up hard ground or rock**

**6. Which type of bulldozer is best suited for working in tight spaces?**

- A. Standard bulldozer
- B. Mini bulldozer
- C. Crawler bulldozer
- D. Wheel bulldozer



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



**Answer: B. Mini bulldozer**

**7. What is the most common application of a bulldozer in construction?**

- A. Laying foundations
- B. Pushing earth and debris
- C. Mixing concrete
- D. Paving roads

**Answer: B. Pushing earth and debris**

**8. How is the grading capacity of a bulldozer determined?**

- A. Engine size
- B. Blade width and hydraulic power
- C. Track size
- D. Cab design

**Answer: B. Blade width and hydraulic power**

**9. Which component allows a bulldozer to move large amounts of material quickly?**

- A. Transmission
- B. Blade
- C. Ripper
- D. Counterweight

**Answer: B. Blade**

**10. What is the main advantage of using a mini bulldozer?**

- A. Higher lifting capacity
- B. Better fuel efficiency
- C. Improved maneuverability in tight spaces
- D. Faster operation

**Answer: C. Improved maneuverability in tight spaces**

**11. What is the purpose of the bulldozer's cab?**

- A. To store tools
- B. To house the engine
- C. To provide a safe and comfortable space for the operator
- D. To balance the machine

**Answer: C. To provide a safe and comfortable space for the operator**

**12. What is the function of the bulldozer's blade?**

- A. To steer the machine
- B. To lift and push material
- C. To balance the machine
- D. To house the engine



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



**Answer: B. To lift and push material**

**13. Which maintenance task is essential for ensuring bulldozer safety?**

- A. Replacing tracks regularly
- B. Checking and maintaining hydraulic fluid levels
- C. Cleaning the cab interior
- D. Painting the exterior

**Answer: B. Checking and maintaining hydraulic fluid levels**

**14. What is the purpose of the bulldozer's ripper attachment?**

- A. To lift heavier loads
- B. To break up hard surfaces
- C. To steer the machine
- D. To increase speed

**Answer: B. To break up hard surfaces**

**15. Which feature enhances the stability of a bulldozer when pushing a load?**

- A. Rear-wheel drive
- B. Wider blade
- C. Longer tracks
- D. Lower center of gravity

**Answer: D. Lower center of gravity**

**16. What is a common use of bulldozers in landscaping?**

- A. Plowing fields
- B. Harvesting crops
- C. Leveling and grading land
- D. Irrigating soil

**Answer: C. Leveling and grading land**

**17. Which part of the bulldozer allows for precise control of the blade's angle and height?**

- A. Counterweight
- B. Hydraulic cylinders
- C. Tracks
- D. Overhead guard

**Answer: B. Hydraulic cylinders**

**18. What is the main purpose of the bulldozer's data plate?**

- A. To display the machine's speed
- B. To provide information on the machine's capacity and specifications
- C. To house the control buttons



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



D. To store tools

**Answer: B. To provide information on the machine's capacity and specifications**

**19. What is the benefit of using a bulldozer with an angle blade?**

- A. Increased lifting capacity
- B. Ability to push material to the side
- C. Faster operation
- D. Enhanced visibility

**Answer: B. Ability to push material to the side**

**20. How often should a bulldozer's tracks be inspected for wear and damage?**

- A. Annually
- B. Monthly
- C. Weekly
- D. Daily

**Answer: D. Daily**

**21. What does the term "operating weight" refer to in bulldozer operation?**

- A. The speed of the machine
- B. The weight of the machine with a full tank of fuel and operator
- C. The height of the blade lift
- D. The pressure in the hydraulic system

**Answer: B. The weight of the machine with a full tank of fuel and operator**

**22. Which of the following is a common sign of hydraulic system issues in a bulldozer?**

- A. Excessive engine noise
- B. Slow blade response
- C. Increased fuel efficiency
- D. Overheating of the cab

**Answer: B. Slow blade response**

**23. Which type of bulldozer is best suited for lifting and transporting heavy loads?**

- A. Mini bulldozer
- B. Standard bulldozer
- C. Wheel bulldozer
- D. Swamp bulldozer

**Answer: C. Wheel bulldozer**

**24. What is the typical lifespan of a well-maintained bulldozer?**

- A. 5-7 years
- B. 10-15 years
- C. 20-25 years



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



D. 30-35 years

**Answer: B. 10-15 years**

**25. Which type of bulldozer is most commonly used for material handling in construction?**

- A. Mini bulldozer
- B. Standard bulldozer
- C. Swamp bulldozer
- D. Wheel bulldozer

**Answer: B. Standard bulldozer**

**26. What is the purpose of the bulldozer's tilt cylinders?**

- A. To control the speed
- B. To lift heavier loads
- C. To adjust the angle of the blade
- D. To steer the machine

**Answer: C. To adjust the angle of the blade**

**27. What is the primary advantage of a wheel bulldozer over a crawler bulldozer?**

- A. Higher lifting capacity
- B. Better fuel efficiency
- C. Greater speed and mobility
- D. Extended reach for deeper excavations

**Answer: C. Greater speed and mobility**

**28. What is the purpose of the bulldozer's drive tracks?**

- A. To increase lifting capacity
- B. To steer the machine
- C. To provide traction and support
- D. To enhance visibility

**Answer: C. To provide traction and support**

**29. What is the benefit of using a bulldozer with a tilt blade?**

- A. Increased lifting speed
- B. Higher lifting height
- C. Greater flexibility and precision in material handling
- D. Enhanced stability

**Answer: C. Greater flexibility and precision in material handling**

**30. What is the role of the bulldozer's blade?**

- A. To balance the machine
- B. To steer the machine



**National Certificate in Construction Sector for  
Bulldozer and Motor Grader Operator.**



- C. To push and carry materials
- D. To enhance engine performance

**Answer: C. To push and carry materials**

**31. Which operational practice can extend the life of a bulldozer?**

- A. Overloading the machine
- B. Frequent starts and stops
- C. Regular maintenance checks
- D. Operating at maximum speed

**Answer: C. Regular maintenance checks**

**32. What is the purpose of the bulldozer's winch attachment?**

- A. To lift heavier loads
- B. To assist in pulling and towing
- C. To steer the machine
- D. To increase speed

**Answer: B. To assist in pulling and towing**

**33. Which safety feature is essential for bulldozers operating in busy areas?**

- A. Rearview camera
- B. Sunroof
- C. Heated seats
- D. Bluetooth connectivity

**Answer: A. Rearview camera**



### **(C.) Operate Motor Grader**

- 1. What is a motor grader primarily used for?**
  - A. Digging trenches
  - B. Leveling surfaces
  - C. Cutting trees
  - D. Lifting heavy objects
- 2. Which component of a motor grader is responsible for the leveling action?**
  - A. Engine
  - B. Blade
  - C. Tires
  - D. Cab
- 3. What is the typical power source for a motor grader?**
  - A. Electric
  - B. Solar
  - C. Diesel
  - D. Gasoline
- 4. Which of the following is a key factor in determining the efficiency of a motor grader?**
  - A. Blade length
  - B. Tire size
  - C. Fuel type
  - D. Engine displacement
- 5. Motor graders are commonly used in which phase of construction?**
  - A. Initial site clearing
  - B. Intermediate grading and leveling
  - C. Final paving
  - D. Landscaping
- 6. What is the purpose of the scarifier on a motor grader?**
  - A. To lift the blade
  - B. To break up compacted soil
  - C. To adjust the cab height
  - D. To clean the blade
- 7. Which feature allows a motor grader to achieve precise control over the blade?**
  - A. Hydraulic controls
  - B. Manual levers
  - C. Electric switches





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Bulldozer and Motor Grader Operator.**



- D. Pneumatic systems
- 8. How is the angle of the blade on a motor grader adjusted?**
- A. Manually by the operator
  - B. Automatically by sensors
  - C. Using hydraulic cylinders
  - D. With an electric motor
- 9. Which type of motor grader is most suitable for large-scale road construction projects?**
- A. Mini motor grader
  - B. Compact motor grader
  - C. Heavy-duty motor grader
  - D. Lightweight motor grader
- 10. What is a common application of motor graders in agriculture?**
- A. Plowing fields
  - B. Harvesting crops
  - C. Leveling farmland
  - D. Irrigating soil
- 11. What is the typical blade length range for motor graders used in highway construction?**
- A. 5 to 7 feet
  - B. 10 to 12 feet
  - C. 14 to 16 feet
  - D. 18 to 20 feet
- 12. How does the articulation joint benefit a motor grader's operation?**
- A. Reduces fuel consumption
  - B. Allows for tighter turns
  - C. Increases blade speed
  - D. Improves blade sharpness
- 13. What does the term "moldboard" refer to on a motor grader?**
- A. The operator's seat
  - B. The hydraulic system
  - C. The blade itself
  - D. The engine cover
- 14. Which safety feature is essential for motor graders operating in construction zones?**
- A. Rearview camera
  - B. Sunroof



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Bulldozer and Motor Grader Operator.**



- C. Heated seats
- D. Bluetooth connectivity

**15. Which factor is most important when selecting a motor grader for mining operations?**

- A. Color of the machine
- B. Size and power of the machine
- C. Brand of the machine
- D. Age of the machine

**16. What is the purpose of the "circle" in a motor grader?**

- A. To support the cab
- B. To hold the blade and allow it to rotate
- C. To balance the grader
- D. To store fuel

**17. What is the role of the tandem drive in a motor grader?**

- A. To power the hydraulic system
- B. To provide power to the wheels
- C. To support the moldboard
- D. To control the blade angle

**18. Which aspect of motor graders is crucial for achieving a smooth finish on a surface?**

- A. Engine power
- B. Blade sharpness
- C. Operator skill
- D. Hydraulic pressure

**19. Which technology is increasingly being used in modern motor graders to enhance precision?**

- A. GPS and laser guidance systems
- B. Manual leveling tools
- C. Traditional compasses
- D. Mechanical levers

**20. In which industry are motor graders most commonly used?**

- A. Healthcare
- B. Automotive manufacturing
- C. Construction and civil engineering
- D. Food processing

**21. What is the primary advantage of a motor grader over a bulldozer for fine grading?**

- A. Higher speed



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Bulldozer and Motor Grader Operator.**



- B. Greater precision
- C. Lower cost
- D. Easier operation

**22. Which component of the motor grader helps in controlling the depth of the cut?**

- A. Steering wheel
- B. Throttle
- C. Blade lift cylinders
- D. Transmission

**23. What does "leaning the wheels" refer to in motor grader operation?**

- A. Adjusting the blade height
- B. Tilting the wheels to improve stability
- C. Increasing engine power
- D. Rotating the moldboard

**24. Which of the following is a common feature in advanced motor graders for operator comfort?**

- A. Air-conditioned cab
- B. Wooden seat
- C. Manual controls
- D. Open roof

**25. Which maintenance practice is crucial for the hydraulic system of a motor grader?**

- A. Changing the oil regularly
- B. Replacing the tires
- C. Cleaning the air filter
- D. Greasing the moldboard

**26. How often should the blade of a motor grader be inspected for wear and damage?**

- A. Annually
- B. Monthly
- C. Weekly
- D. Daily

**27. Which type of terrain can pose the most challenges for motor grader operations?**

- A. Flat surfaces
- B. Rocky terrain
- C. Sandy soil
- D. Grasslands

**28. What does the term "cross slope" refer to in motor grader operation?**

- A. The angle of the blade relative to the ground



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Bulldozer and Motor Grader Operator.**



- B. The tilt of the cab
- C. The slope of the road surface across its width
- D. The angle of the wheels

**29. Which practice helps in achieving a uniform grade when using a motor grader?**

- A. Rapid, short passes
- B. Slow, steady passes
- C. Random, varied passes
- D. Skipping sections

**30. Which component can be adjusted to change the pitch of the motor grader blade?**

- A. Throttle
- B. Moldboard
- C. Articulation joint
- D. Scarifier

**31. What is the typical lifespan of a motor grader with regular maintenance?**

- A. 5-7 years
- B. 10-15 years
- C. 20-25 years
- D. 30-35 years

**32. Which feature allows a motor grader to perform operations in confined spaces?**

- A. Compact design
- B. Long blade
- C. Articulated frame
- D. High ground clearance

**33. Which operational practice can extend the life of a motor grader?**

- A. Overloading the machine
- B. Frequent starts and stops
- C. Regular maintenance checks
- D. Operating at maximum speed

**34. Which feature of a motor grader helps in maintaining a straight-line during operation?**

- A. GPS system
- B. Steering wheel
- C. Moldboard tilt
- D. Circle rotation

**35. What is the benefit of using a rear ripper attachment on a motor grader?**

- A. Enhances blade sharpness



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- B. Improves traction on soft soil
- C. Breaks up hard surfaces for easier grading
- D. Increases fuel efficiency

**36. Which material is commonly used for the cutting edges of motor grader blades?**

- A. Aluminum
- B. Copper
- C. Steel
- D. Plastic

**37. Which factor can affect the fuel efficiency of a motor grader?**

- A. Blade length
- B. Operator technique
- C. Cab size
- D. Tire color

**38. What is the function of the circle in a motor grader's blade assembly?**

- A. To increase engine power
- B. To rotate the blade for different angles
- C. To support the operator's seat
- D. To enhance tire traction

**39. Which of the following is a common sign of hydraulic system issues in a motor grader?**

- A. Excessive engine noise
- B. Slow blade response
- C. Increased fuel efficiency
- D. Overheating of the cab

**40. What is the typical blade width range for motor graders used in urban areas?**

- A. 5-7 feet
- B. 8-10 feet
- C. 12-14 feet
- D. 15-17 feet

**41. Which component helps in maintaining the alignment of the motor grader's blade?**

- A. Front axle
- B. Rear wheels
- C. Circle drive
- D. Moldboard braces

**42. Which safety measure is important when operating a motor grader on a slope?**

- A. Increasing speed



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- B. Reducing tire pressure
- C. Using stabilizers
- D. Operating with the blade lifted

**43. What is the purpose of the drawbar on a motor grader?**

- A. To connect attachments
- B. To support the cab
- C. To store tools
- D. To enhance engine performance

**44. Which operational strategy helps in reducing tire wear on a motor grader?**

- A. Operating at maximum speed
- B. Avoiding sharp turns
- C. Using wider blades
- D. Overloading the machine

**45. What is a common use of motor graders in winter conditions?**

- A. Harvesting crops
- B. Clearing snow
- C. Planting trees
- D. Painting Road signs



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**12. Answer to MCQs**

**(A) Multiple Choice Questions on Health and Safety at the Workplace**

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
C	B	B	D	B	C	B	C	B	B
11.	12.	13.	14.	15.	16.	17.	18.	19.	20.
B	C	B	C	C	A	C	C	B	B
21.	22.	23.	24.	25.	26.	27.	28.	29.	30.
C	B	C	A	C	B	A	B	B	B
31.	32.	33.	34.	35.	36.	37.	38.	39.	40.
B	B	B	C	B	B	B	B	B	C
41.	42.	43.	44.	45.	46.	47.	48.	49.	50.
A	B	C	B	C	A	B	B	C	B

**(B) Multiple Choice Questions on Operate Bulldozer**

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
D	C	C	A	B	B	B	B	B	C
11.	12.	13.	14.	15.	16.	17.	18.	19.	20.
C	B	B	B	D	C	B	B	B	D
21.	22.	23.	24.	25.	26.	27.	28.	29.	30.
B	B	C	B	B	C	C	C	C	C
31.	32.	33.							
C	B	A							

**(C) Multiple Choice Questions on Operate Motor Grader**

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
B	B	C	A	B	B	A	C	C	C
11.	12.	13.	14.	15.	16.	17.	18.	19.	20.
C	B	C	A	B	B	B	C	A	C
21.	22.	23.	24.	25.	26.	27.	28.	29.	30.
B	C	B	A	A	D	B	C	B	B
31.	32.	33.	34.	35.	36.	37.	38.	39.	40.
B	C	C	A	C	C	B	B	B	B
41.	42.	43.	44.	45.					
D	C	A	B	B					