

Government College Rau

1.2.2 (1) Tabulated List of Certificate Program

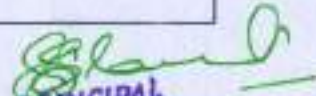
Year 2019-20

Sr. No.	Name of the Program	Duration of the program	From - to - date of Program		Number of Students Enrolled	Conducting Agency / Institution	Co-ordinating department and faculty
			From	To			
1	Cambridge Assesment English Training Program	60 Hours	17-10-2019	04-01-2020	25	Cambridge University London	Department of Higher Education M.P. Trainer - Dr. Anil Singh Co-ordinator - Mr. Mayank Sharma

Year 2018-19

Sr. No.	Name of the Program	Duration of the program	From - to - date of Program		Number of Students Enrolled	Conducting Agency / Institution	Co-ordinating department and faculty
			From	To			
1	Nil	Nil	Nil	Nil	Nil	Nil	Nil

1/2


PRINCIPAL
GOVT. COLLEGE, RAU
INDORE (M.P.)

Year 2017-18

Sr. No.	Name of the Program	Duration of the program	From - to - date of Program		Number of Students Enrolled	Conducting Agency / Institution	Co-ordinating department and faculty
			From	To			
1	Nil	Nil	Nil	Nil	Nil	Nil	Nil

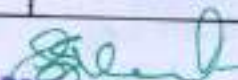
Year 2016-17

Sr. No.	Name of the Program	Duration of the program	From - to - date of Program		Number of Students Enrolled	Conducting Agency / Institution	Co-ordinating department and faculty
			From	To			
1	Nil	Nil	Nil	Nil	Nil	Nil	Nil

Year 2015-16

Sr. No.	Name of the Program	Duration of the program	From - to - date of Program		Number of Students Enrolled	Conducting Agency / Institution	Co-ordinating department and faculty
			From	To			
1	Nil	Nil	Nil	Nil	Nil	Nil	Nil

2/2


 PRINCIPAL
 GOVT. COLLEGE, R.A.
 INDORE (M.P.)



CAMBRIDGE ENGLISH
Language Assessment



Cambridge Assessment English Training Program 2019-2020



1.2.2
2

Brochure of
Certificate course

Department of English

Govt. College Rau, Indore

ATTESTED

[Signature]
PRINCIPAL
GOVT. COLLEGE, RAU
INDORE (M.P.)



Cambridge Assessment
English

And

HANDOUTS

ATTESTED

A handwritten signature in black ink, appearing to be 'S. J. Singh'.

PRINCIPAL
GOVT. COLLEGE, RAU
INDORE (M.P.)

1/1/1



कार्यालय, आयुक्त उच्च शिक्षा, मध्यप्रदेश शासन
सतपुड़ा भवन, भोपाल-462004



क्रमांक 73 / आउशि / 2019

भोपाल, दिनांक 25 / 09 / 2019

प्रति

समस्त प्राचार्य

1.2.2 Highlighted portion of notification
2 for Certificate program

कॉम्बिज असेसमेंट इंग्लिश प्रोग्राम से सम्बद्ध समस्त शासकीय महाविद्यालय

विषय :- कॉम्बिज असेसमेंट ट्रेनिंग प्रोग्राम के कियान्वयन हेतु अद्योसरचना तथा CEPT के संकेत में।

संदर्भ :- (i) विभाग का पत्र क्रमांक 58 एवं 59/आउशि दिनांक 17.09.2019
(ii) 60/कॉम्बिज असेसमेंट आउशि भोपाल, दिनांक 18.09.2019

उपरोक्त विषय के संदर्भ में निर्देशित किया जाता है कि कॉम्बिज असेसमेंट ट्रेनिंग प्रोग्राम के कियान्वयन हेतु अंग्रेजी विभाग के लिये सर्व सुविधायुक्त अध्यापन कक्षा (महाविद्यालय में उपलब्ध प्रशिक्षकों के अनुपात में) जिसमें क्राइट बोर्ड, इंटरनेट सुविधा युक्त कम्प्यूटर, प्रोजेक्टर स्क्रीन, एक प्रिंटर एक स्कैनर की उपलब्धता सम्बंधित महाविद्यालय में ट्रेनिंग प्रोग्राम हेतु सुनिश्चित किया जाना है। उपरोक्त उपकरण, अद्युक्त तकनीकी शिक्षा व्यवस्था/रूसा/विरल बैंक/जनभागीदारी मद की राशि से दिनांक 01.10.2019 तक उपलब्ध किया जाना सुनिश्चित करें ताकि प्रशिक्षण प्रोग्राम का कियान्वयन सुचारु रूप से संवहलित किया जा सके।

CEPT के संचालन हेतु अपने महाविद्यालय में आईटी अद्योसरचना उपलब्ध करावें। यदि इन संसाधनों में कमी होती है तो जनभागीदारी समिति की सहमति प्राप्त कर उसे पूर्ण किया जाये। सम्पूर्ण कार्यवाही कर पूर्ण संसाधनों से युक्त अध्ययन कक्षा के फोटोग्राफ पालन प्रतिवेदन सहित ई-मेल हे ceatp@mp.gov.in पर प्रेषित कर सुचित करना सुनिश्चित करें।

उपयुक्त संदर्भ एवं विषय में आपको ये भी निर्देशित किया जाता है कि महाविद्यालय में त्वरित रूप से संस्था स्तर पर प्रत्येक संकाय से दो-दो समन्वयक नियुक्त कर निर्देशानुसार विद्यार्थियों की संख्या निर्धारित प्रारूप में प्राप्त करें तथा कम्प्यूटर ऑपरेटर संस्था में उपलब्ध समस्त कम्प्यूटर्स पर डेनो रन चलाकर (लिक वाट्सएप पर भेजा जा चुका है) हमें लिखित में सुचित करें। यह कार्य प्राथमिकता के अन्तर्गत पूर्ण कर विभाग को सूचित करें। जिन महाविद्यालयों में सीईपीटी की विद्यार्थियों की परीक्षा 01.10.2019 के बाद होना तब हुई है, उनमें 30.09.2019 तक ये टेस्ट पूर्ण कर रिपोर्ट भेजना सुनिश्चित करें।

संलग्न :- कॉम्बिज असेसमेंट इंग्लिश प्रोग्राम में समस्त शासकीय महाविद्यालयों की सूची

ATTESTED

PRINCIPAL
GOVT. COLLEGE, RAU
INDORE (M.P.)

(श्री अनुपमा रावत)
समन्वयक

कॉम्बिज असेसमेंट इंग्लिश ट्रेनिंग प्रोग्राम
उच्च शिक्षा, सतपुड़ा भवन, भोपाल
भोपाल, दिनांक 25/09/2019

क्रमांक 74 / आउशि / 2019
प्रतिनिधि :-

- 1- निज सहायक, आयुक्त, उच्च शिक्षा, मध्यप्रदेश की ओर अवगतार्थ।
- 2- कलेक्टर समस्त जिला मुख्यालय मध्यप्रदेश।
- 3- समस्त क्षेत्रीय अतिरिक्त संचालक, उच्च शिक्षा विभाग।
- 4- समस्त प्राचार्य शासकीय महाविद्यालय (कॉम्बिज प्रोग्राम के अंतर्गत) की ओर सूचनाार्थ एवं पालनाार्थ प्रेषित।

समन्वयक

कॉम्बिज असेसमेंट इंग्लिश ट्रेनिंग प्रोग्राम
उच्च शिक्षा, सतपुड़ा भवन, भोपाल

1-2-2 highlighted portion
of
notification of
Certificate Program



CAE – Students' Training programme:

Way forward with for Principals, Cambridge Trainers, College Coordinators and District Coordinators

Next steps

- Each trainer to identify @ number of students as provided in the chart (attached as word doc.) shared in the V.C. in their respective colleges to undergo the training.
- The Principal with the help of College Coordinator needs to finalise the maximum number of students going for CEPT in their respective colleges as per the number of trainers given in their respective College/ Institution.
- Listing of the number of CEPT Students and sharing the same with the District Coordinators and Monitoring Cell latest by 20th, September, 2019.
- The ultimate responsibility of CEPT conduction will be that of the Principal and College Coordinators and finally that of the District Coordinators.
- A committee needs to be formed at every College/ Institution for smooth conduction of CEPT of which the District Coordinators and College Coordinators will be a necessary part.
- Tentative date(s) of CEPT to be finalised by the College Coordinators and inform the same to District Coordinators and the Monitoring Cell by 21st 2019.
- Students need to attend a diagnostic test CEPT to certify their current language level.
- The students need to be informed and should be 'willing' to undergo the minimum 60 hours of training, spread across 10 weeks from Oct 5th to end of December, 2019.
- 'An undertaking' should be taken from the students in this regard before the commencement of Training in every Institution.
- Only selected students (about 25 to 30) per trainer will be shortlisted for the training
- The students will be provided a course book.
- The teacher and college coordinator/ principal need to design a minimum 60 hour class schedule (2 hours X 30 days) for each specific trainer / batch in the college.

[Handwritten signatures and dates]
18-9-19
12/9/19
18/9/19

ATTESTED
[Signature]
PRINCIPAL
GOVT. COLLEGE, RAU
INDORE (M.P.)

- If the trainer feels that 60 hrs are insufficient they may make their own time table stretching the same to 75 hours but not exceeding the same.
- The same should be shared with the college Coordinators and the Principal of the College.
- The College Coordinator needs to provide the time table (Time Schedule) of each trainer to the principal and District Coordinators latest by 3rd October, 2019.
- Every trainer shall maintain an individual 'Lesson Plan' and Separate Attendance Register for the training and get it duly signed by their respective Principals on a weekly basis.
- The trainers shall also develop and provide training Material at their level with the complete support of the College Administration/ Principal.
- A template in Excel Format will be provided to each trainer by the monitoring Cell which the students' data will be recorded by the trainer and shared with the monitoring Cell every fortnightly through emails.
- The IT Cell of the College/ Institution will aid and support the trainer in maintaining the data in Excel format specifically provided for this.
- Trainers will have to update the class progress on a weekly basis to the Principal.
- Cambridge Assessment English will organise webinars and the trainers **must attend** them and provide feedback
- All selected students need to appear for Cambridge Certification at the end of the minimum 60 hour course for which dates will be declared by the Monitoring Cell.

Infrastructural Requirements

- **Infrastructure Required for CEPT**
- Computers with Internet facility and audio visual facility in numbers proportionate to the number of Students taking CEPT in that institution.
- The CEPT can be conducted in Batches as per the given Infrastructure and the number of students.
- A demo test run to be conducted in each Institution latest by 24th, September and the report shared with the District Coordinators.
- A link for conduction of Demo test run will be shared by the monitoring Cell on various whatsapp group formed for Sharing CAE information.

Thy

18.9.19

18.9.19

1.2.2
2

Highlighted portion of
notification for
Certificate course

- The test should be run on each and every computer of the college/ Institution.
- The college Coordinators shall submit the report of demo test run to the District coordinators and Monitoring cell

• **Infrastructure Required for CAE Training**

- Every trainer should be given 'access' to a computer with internet facility a printer, a scanner and a photocopier for developing and compiling the training Material to be distributed to students.
- A dedicated space on the Notice Board or a CAE Training corner to be created in each college/ Institution
- Dedicated class rooms to be developed in English Department of each College with all facilities discussed below.
- Classroom with furniture to seat 25-30 students per class. Multiple classrooms if there are more than one trainer in the same college.
- Each classroom to have a multimedia projector and Screen with internet/ Wi-fi facility for presentation.
- Each classroom to be provided with Audio Visual system to make use for the Listening component with a facility of Computer with internet.
- Students to have access to library and authentic dictionary of English language.
- All these facilities need to be Ascertained by the Principal and College Coordinators and submit the Report to the District Coordinators latest by 3rd October, 2019

[Signature]

[Signature]
18/9/19

[Signature]
18.9.19

[Signature]
18/9/19

ATTESTED

[Signature]
PRINCIPAL
GOVT. COLLEGE, RAU
INDORE (M.P.)

प्रति,

समस्त प्राचार्य,

केम्ब्रिज असेसमेंट इंग्लिश ट्रेनिंग प्रोग्राम से सम्बन्ध समस्त शासकीय महाविद्यालय



विषय - केम्ब्रिज असेसमेंट इंग्लिश ट्रेनिंग प्रोग्राम के क्रियान्वयन हेतु प्राचार्यों के लिए दिशा-निर्देश

दिशा-निर्देश निम्नानुसार हैं -

1.2.2 Highlighted portion of
2 notification for certificate
Program

प्राचार्य यह सुनिश्चित करेंगे कि अपने महाविद्यालय में केम्ब्रिज कक्षाओं की समय सारणी शीघ्र बनवाकर दिनांक 18.10.2019 को 4 बजे तक मॉनिटरिंग सेल को प्रेषित करना सुनिश्चित करें।

अन्य दिशा-निर्देश निम्नानुसार हैं -

- छात्र जिनकी की मूल विषयों की कक्षाएं CAE के कारण नहीं हो पाई है, तब ऐसे छात्र-छात्राओं के लिए रेमेडिएल कक्षाओं के द्वारा उनका पाठ्यक्रम और उपस्थिति की पूर्ति की जाए।
- प्राचार्य प्रत्येक ट्रेनर को चयनित छात्र-छात्राओं में से बैच बनाकर आवंटित करेंगे।
- कक्षाओं का टाइम-टेबल कम से कम 60 घंटे का रहेगा। यह टाइम-टेबल प्राचार्य स्टेट मॉनिटरिंग सेल को प्रेषित करेंगे।
- प्राचार्य यह सुनिश्चित करेंगे कि इन कक्षाओं का समय इस प्रकार से निर्धारित किया जाए, जिससे कि ज्यादा से ज्यादा छात्र-छात्राएं इन कक्षाओं में उपस्थित हो सकें। यथासंभव यह समय प्रातः 11 से दोपहर 3 के मध्य हो।
- जिन शिक्षकों को इस कार्यक्रम के अंतर्गत कक्षाएं आवंटित की गई हैं, उनके कुल कार्यभार में इन कक्षाओं की गणना भी की जाए, जिससे कि उनके साप्ताहिक कार्यभार में इन कक्षाओं का समावेश भी हो सके।
- इन शिक्षकों को महाविद्यालय की अन्य समितियों से मुक्त रखा जाए, जिससे कि वह अपना पूरा ध्यान CAE की कक्षाओं में दे सकें।
- आयुक्त उच्च शिक्षा के पत्र क्रमांक 76/आ.उ.शि./2019, दिनांक 26.09.2019 में निर्देशित अद्योसरचना जैसे कि उपलब्ध प्रशिक्षकों की संख्या के अनुसार सर्वसुविधायुक्त अध्यापन कक्ष, जिसमें व्हाइट बोर्ड, इंटरनेट सुविधायुक्त कंप्यूटर, प्रोजेक्टर स्क्रीन, एक प्रिंटर एवं स्केनर की उपलब्धता प्राचार्य सुनिश्चित करेंगे। पहले भी कहा गया है कि इन सभी सुविधाओं की उपलब्धता के संबंध में पालन प्रतिवेदन ई-मेल he.caelp@mp.gov.in पर भेजना सुनिश्चित करें।
- प्राचार्य साप्ताहिक आधार पर प्रत्येक ट्रेनर द्वारा संधारित उपस्थिति पंजी और लेशन प्लान पर हस्ताक्षर करके स्टेट मॉनिटरिंग सेल को प्रेषित करेंगे।
- केम्ब्रिज के द्वारा प्रदाय किए गए प्रशिक्षण सामग्री के अतिरिक्त छात्रों के लिए किसी प्रकार के प्रशिक्षण सामग्री को विकसित करने की जिम्मेदारी भी प्राचार्य/प्रशिक्षकों की रहेगी।
- समय-समय पर विभाग के उच्च अधिकारियों द्वारा गठित किए गए निरीक्षण दल महाविद्यालयों में संचालित CAE कक्षाओं का औचक निरीक्षण करेंगे।

H. C.
10/10/19

Dr. Singh N.A.
16/10/19

ATTESTED

PRINCIPAL
GOVT. COLLEGE, RAIPUR
INDORE (M.P.)

(डॉ. अनुपमा
रावत)

समन्वयक
केम्ब्रिज

असेसमेंट इंग्लिश
ट्रेनिंग प्रोग्राम



कार्यालय प्राचार्य, शासकीय महाविद्यालय राऊ

गुरुकुल परिसर, संगमसा रोड, इन्दौर (म.प्र.)

Phone No. : 0731-2857070, 2857066

E-Mail Add.:- principalrau@yahoo.com; hegcraind@mp.gov.in

क्रमांक 1106/2019
प्रति,

Majl
राऊ दिनांक 30.09.2019

O/C Dr. Singh

आयुक्त महोदय,
उच्च शिक्षा म.प्र. शासन
सतपुडा भवन भोपाल।

विषय :- सी.ई.पी.टी./डेमो रन विषयक।

सन्दर्भ :- कार्यालय आयुक्त, उच्च शिक्षा, मध्यप्रदेश शासन का पत्र क्रं. 73/आउशि/2019 भोपाल दिनांक 25.09.2019

उपरोक्त विषय में लेख है कि, महाविद्यालय में आज दिनांक को सी.ई.पी.टी. के लिए डेमो रन का संचालन किया गया। जो सफल रहा तथा दिनांक 03.10.2019 एवं 04.10.2019 को होने वाली सी.ई.पी.टी. के लिए महाविद्यालय में पूर्ण तैयारी की जा चुकी है।

इस हेतु महाविद्यालय में दो समन्वयक निम्नानुसार नियुक्त किये गये हैं :-

1. डॉ. अनिल सिंह (प्राध्यापक)
2. डॉ. डी.सी. राठी (प्राध्यापक)

नॉन ट्रेनर :-

1. प्रो. अनुराग सिंह राव
- संलग्न:- डेमो रन के फोटो

ATTESTED

PRINCIPAL
GOVT. COLLEGE, RAU
INDORE (M.P.)

(डॉ. सुधा सुरेश सिलावट)
शासकीय महाविद्यालय राऊ, इन्दौर
राऊ दिनांक 30.09.2019

क्रमांक 1107/2019

प्रतिलिपि :-

1. अतिरिक्त संचालक उच्च शिक्षा विभाग इन्दौर संभाग इन्दौर की ओर सूचनार्थ।
2. समन्वयक क्रोम्बिज असेसमेंट, इंग्लिश ट्रेनिंग प्रोग्राम उच्च शिक्षा सतपुडा भवन भोपाल की ओर सूचनार्थ।

प्राचार्य

(डॉ. सुधा सुरेश सिलावट)
शासकीय महाविद्यालय राऊ, इन्दौर

०/८

Dear Sir/Madam,

PFA the list of students under going CAE training in your College.
Cambridge has assigned unique ID number for each student which will not change till the certification.
So please share it with the trainee students and their trainers as well.

With Warm Regards

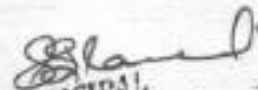
Dr. Anupama Rawat and
Dr. Pawan Pandit

Coordinator,
Cambridge Assessment English Programme
Monitoring Cell
Department of Higher Education,
Govt. of M.P.

1.2.2 Highlighted portion
2 of notification
 for certificate
 program




ATTESTED


PRINCIPAL
GOVT. COLLEGE, RAU
INDORE (M.P.)

Govt College Rau, Indore

Sl No	Full Name	Email	Mobile Number	District	Stream	College Name	Level	Student Number
106	Aditi Namdev	aditinamdev1191@gmail.com		Indore		Govt College Rau	A2	MP - 09 - A2 - 0704
107	Jitendra Patel Jitendra Patel	jiten112001.patel@gmail.com		Indore		Govt College Rau	A2	MP - 09 - A2 - 0705
108	Harsh Kaithwas	kaithwasharsh251@gmail.com		Indore		Govt College Rau	A2	MP - 09 - A2 - 0706
109	Damini Raghav	kajalraghav9130@gmail.com		Indore		Govt College Rau	A2	MP - 09 - A2 - 0707
110	Nishapyasi Nishapyasi	nishapyasi2001@gmail.com		Indore		Govt College Rau	A2	MP - 09 - A2 - 0708
111	Prashant Chaturvedi	pc871991@gmail.com		Indore		Govt College Rau	A2	MP - 09 - A2 - 0709
112	Pratyush Joshi	PRATYUSHJOSHIF1@GMAIL.COM		Indore		Govt College Rau	A2	MP - 09 - A2 - 0710
113	Ankush Rathore	rathoreankush2812@gmail.com		Indore		Govt College Rau	A2	MP - 09 - A2 - 0711
114	Raveena Patel	raveenarajput7473@gmail.com		Indore		Govt College Rau	A2	MP - 09 - A2 - 0712
115	Shikhar Sharma	shikharsharma9575227910@gmail.com		Indore		Govt College Rau	A2	MP - 09 - A2 - 0713
116	Sohel Mansuri			Indore		Govt College Rau	A2	MP - 09 - A2 - 0714
117	Sourabh Silawat	sourabhssilawat@gmail.com		Indore		Govt College Rau	A2	MP - 09 - A2 - 0715
118	Saijal Rajput			Indore		Govt College Rau	A2	MP - 09 - A2 - 0716
119	Uvesh Sayyad Lakhara	uveshlakhara8085@gmail.com		Indore		Govt College Rau	A2	MP - 09 - A2 - 0717
120	Arpit Mishra	ar.mishra316@gmail.com		Indore		Govt College Rau	Borderline A1 - A2	MP - 09 - AA - 0210
121	Aman Singh	Asinghrajput1166@gmail.com		Indore		Govt College Rau	Borderline A1 - A2	MP - 09 - AA - 0211
122	Deepak Parmar	dp685797@gmail.com		Indore		Govt College Rau	Borderline A1 - A2	MP - 09 - AA - 0212
123	Jayant Kumar Pawar	jspawar0909@gmail.com		Indore		Govt College Rau	Borderline A1 - A2	MP - 09 - AA - 0213
124	Khushyalee Bowade	khushyaleebowade2000@gmail.com		Indore		Govt College Rau	Borderline A1 - A2	MP - 09 - AA - 0214
125	Piyush Patel			Indore		Govt College Rau	Borderline A1 - A2	MP - 09 - AA - 0215
126	Sanjay Baghel	sanjaybaghel1472@gmail.com		Indore		Govt College Rau	Borderline A1 - A2	MP - 09 - AA - 0216
127	Shivani Patel Shivani Patel	sraaz2001@gmail.com		Indore		Govt College Rau	Borderline A1 - A2	MP - 09 - AA - 0217
128	Nishant Pandey	nishantpandey7894@gmail.com		Indore		Govt College Rau	Borderline A2 - B1	MP - 09 - AB - 0214
129	Archana Solanki	rahul641164@gmail.com		Indore		Govt College Rau	Borderline A2 - B1	MP - 09 - AB - 0215
130	Shalini Tiwari	shalinitiwari14914@gmail.com		Indore		Govt College Rau	Borderline A2 - B1	MP - 09 - AB - 0216

ATTESTED


PRINCIPAL
GOVT. COLLEGE, RAU
INDORE (M.P.)



Cambridge Assessment
English

Cambridge

English Qualifications

A-1



$\frac{1.2.2}{2}$ Handbook
of
Certificate Course
of
Syllabus

B1 LEVEL TRAINING MATERIAL

ATTESTED

PRINCIPAL
GOVT. COLLEGE, RAJ
INDORE (M.P.)

cambridgeenglish.org/in

Trainer Notes


Topic: Trainer handbook_ workbook 3

This is the trainer notes to be used by teachers while teaching students using workbook 3.

Some things to ensure:

- Elicitation is constantly practiced, wherever possible.
- The class is arranged in a horse u- shape, square or clusters.
- Gestures are used as much as possible.
- Understanding of instructions is ensured through asking for repetition of instructions in own words or through the use of instruction checking questions (ICQs).
- Use of the board for recording responses is important for reasons of motivation and support.
- After every lesson spend about 15 minutes for error correction and/or explaining terms that are still not clear etc. There are different strategies to do error corrections.
- Categorise the errors into Grammar, Vocab, Pronunciation. Write the errors on the board and ask students to identify and correct them. If they are unable to identify the error, highlight the error and ask them if they can try, if not correct it yourself.
- All written work should be checked. However, you can inform students what particular areas of their writing you will be checking. For eg. You may only look at the correct verb use; or use of appropriate vocabulary.
- The abbreviations; SS= STUDENTS; SB= STUDENT BOOK; WB =WORK BOOK.

ATTESTED


PRINCIPAL
GOVT. COLLEGE, RAU
INDORE (M.P.)

Timings	Objectives	Procedure	Duration	Worksheets / Classroom material
Unit 1	<p>By the end of this session the Students will be better able to:</p> <ul style="list-style-type: none"> • remember each other's names • develop a rapport with other participants • understand the aims of this course • Talk about people's behaviour using adverbs • Describe people's personalities using adverbs before adjectives • Use always with a continuous verb • Read a profile of a famous person • Write a personal profile 	<ul style="list-style-type: none"> • Tell participants <ul style="list-style-type: none"> ➢ <i>Good morning! Welcome to the B1 Level English language training session.</i> <i>We are now going to get to know each other's names.</i> a) Names on slips of paper <ul style="list-style-type: none"> • Distribute slips of paper and instruct everyone to write their name on it. Do the same yourself. • Collect the slips of paper and redistribute them. Participants then stand up, walk around and try to find the person who has their name by asking: <i>Is your name...? Are you...?</i> <ul style="list-style-type: none"> • Finally ask all members to come together, form one big circle. b) Name ball <ul style="list-style-type: none"> • Stand in a circle with the ball. Throw the ball to someone. As you throw the ball say your name. Each person says their name as they throw the ball. • Repeat, but this time say the name of the person they are throwing the ball to, thereby practicing names. • Tell the participants that you want to explore their expectations. Ask them to think by themselves initially, then work in groups and discuss the following question: <i>What are your expectations from this training programme?</i> If required, explain that 'expectations' means what they want or expect from the training. 	10 min	<p>Workbook 3 for all students. Teachers will also use the Student book 3 and the listening activities as and where mentioned.</p>

ATTESTED

PRINCIPAL
 GOVT. COLLEGE, RAU
 INDORE (M.P.)

		<ul style="list-style-type: none">• After a few minutes, give the groups some post-it notes and ask them to write their ideas down (one per post-it). They should not repeat the same ideas, combining them where necessary. Then ask them to put these on a chart on the wall. They should then go and look at the expectations of other groups. Ask them: Are they similar to yours?• Finally have a whole group discussion around any of the expectations that you feel might be difficult to address or that are of particular prominence. <p>Then ask do you know what <i>B1 language level</i> means? Give them clues to try and get the answer. What is <i>B1</i> refer to? What are the different <i>Language Skills</i>? How do you measure your competence to do something based on <i>Language skills</i>? What is <i>LSRW</i>?</p> <p>Then give an intro on <i>Cambridge English</i> and explain the <i>CEFR Scale</i> along with the <i>CAN DO Statements</i>.</p> <p>Say: <i>We are now together going to use the book given to each of you as the text to help us to improve our English language proficiency in all the skills and in Vocabulary and Grammar.</i></p> <p>Lesson 1. A</p> <p>CLOSE ALL BOOKS Divide the class into teams of 6. Write the following</p>		
--	--	---	--	--



		<p>phrase on the board.... 'She was speaking...' The teams then get three minutes to write as many sentences as they can using the phrase on the board and an adverb of manner, e.g. 'She was speaking quietly in the cinema'. When the time limit has been reached, the teams read out their sentences in turn. Teams score one point for each plausible sentence. Several rounds are played using a different phrase each time. The team with the most points at the end of the game wins. Example phrases that can be used: She dresses... She walks... Now ask students to turn to their partner (Pair work) and discuss what are some of the things in their daily life that makes them impatient. E.g: Waiting for a bus... etc... Go around and ensure that students are using the right structure. Note down any key findings.</p> <p>Now tell the students: <i>You are going to do a quiz on whether you need to do things more slowly.</i> Dictate the following sentences. Once you know all have written the same, read the options and tell them they only need to write down the option that is true for them but THEY MUST NUMBER THE OPTION CORRECTLY as a or b.</p> <p><u>Read out the quiz from the student's book on page 2 clearly, correctly and with the right intonation.</u></p> <ol style="list-style-type: none">1. When I walk down the street.....<ol style="list-style-type: none">a. I walk very fast and use the time to make phone calls.b. I enjoy the walk and look at the things and people around me.		
--	--	--	--	--


		<p>2. When I go out to lunch..... Etc. Once completed, tell them to count the number of a's they have marked and number of b's marked. If they have mostly marked a's tell them it's time to slow down and enjoy life more. If they have mostly marked b's tell them they are balancing work and play and to keep the balance right.</p> <p>Ask the students to compare their answers with their partner. Ask them to see how they are alike? different?</p> <p>Then write the following on the board: How a person eats... Tell students to give you a word from the just completed quiz (Slowly, quickly) Then write these two words on the board and ask 'What do these two words have in common?' They both end in 'ly'...Underline the ly in both the words.</p> <p>Write on the board: How a person feels/gets....</p> <p>Look at your response for 5...(Impatient)</p> <p>Ask <i>What kind of word is impatient?</i> (ADJECTIVE).</p> <p>Now put up the sentences from page 2 Exercise D on the board and ask them to circle the right word. Check answers: 1. <i>Tight</i></p>	<p>90 MINUTES</p> <p>4 mins....</p>	
--	--	--	-------------------------------------	--



		<p>Ask students for their ideas, and write them on the board (e.g. <i>He is funny/smart. She likes to do things for people.</i>) Say <i>"We can use adverbs to make adjectives stronger. Write the following example on the board:</i> <u>Incredibly talented:</u> The adverb <i>incredibly</i> makes the adjective <i>talented</i> stronger. Now ask students to complete the task 1 A,B given on page 4 in their workbook.</p> <p>Say <i>"You can use adverbs to make adjectives stronger. Some of the adverbs end in -ly, and some don't. Write the following on the board: Ask students to read the first 3.</i></p> <ol style="list-style-type: none">1. She's <u>incredibly</u> talented.2. She's <u>extremely</u> generous.3. He's a <u>really</u> cool guy. <p>You can also use an adverb to make another adverb stronger. Tell students to read the following sentence. <i>We get along <u>very</u> well.</i> Which adverb describes get along? (<i>Well</i>) Which adverb makes <i>well</i> stronger? (<i>Very</i>)</p> <p>Listening: Play recording 1.08. Put up the following exercise on the board. Who do these people admire? Write the people in the chart.</p>		
--	--	---	--	--



		<table border="1"><thead><tr><th></th><th>John</th><th>Marina</th><th>Hiroyuki</th></tr></thead><tbody><tr><td>Who do you admire?</td><td></td><td></td><td></td></tr><tr><td>Why?</td><td></td><td></td><td></td></tr><tr><td>What do you have in common?</td><td></td><td></td><td></td></tr><tr><td>How are you different?</td><td></td><td></td><td></td></tr></tbody></table> <p>Get the students to work in pairs. Ask them to ask and answer the questions given above.</p> <p>Go around and listen to the conversation noting down any errors. These errors can be done as a whole group at the end of a lesson.</p> <p>Now ask students to complete exercises 2,3 and 4 on pages 4 and 5 in their workbooks.</p> <p>Lesson C</p> <p>Ask students to work on their own and complete the tasks on pages 6 and 7. Then ask students in pairs to use the dialogues on Page 7 and do the role plays. Ensure that the right stress and intonation are used.</p> <p>Lesson D</p> <p>Ask the following question to the class:</p> <p><i>"What do you understand by Star quality?"</i></p> <p>Write the responses on the board. Ask students to give you some adjectives that 'People with Star quality are likely to have.</p>		John	Marina	Hiroyuki	Who do you admire?				Why?				What do you have in common?				How are you different?					
	John	Marina	Hiroyuki																					
Who do you admire?																								
Why?																								
What do you have in common?																								
How are you different?																								

		<p><i>E.g. Beautiful, handsome, etc.</i></p> <p><i>Now tell them: Open your books to page 8 and look at the adjectives given in the 4 columns. Some of these adjectives are used for the person you are going to read about.</i></p> <p><i>As you read circle the adjectives that you think best describe her.</i></p> <p>Check answers once the students finish reading. Then ask them to complete B.</p> <p>Guided writing: On page 9 there is a guided task that students can complete on their own. Ask them to complete exercise B on the same page.</p> <p>Ask them to write the profile on pieces of paper. You may review these as a later time.</p> <p>Then ask them to check their progress. Go over any aspects the students are not clear about.</p>		
Unit 2	<ul style="list-style-type: none"> • Talk about experiences and dreams using the present perfect. • Keep a conversation going • Read a travel blog. • Write a post for a travel blog. 	<p>Lesson A</p> <p>Begin the session by getting the students into groups of 4 and asking them to tell each other about a place they would like to go someday; something you'd love to see; something you'd like to do; and a person you'd really like to meet.</p> <p>You can begin by telling about yourself: <i>I would like to visit New Zealand and see the place where the movie Lord of the Rings was shot. My dream is to go on a leisure cruise round the world and hopefully get to meet Barack Obama.</i></p> <p>Then ask them to tell each other in their groups. Elicit a few answers from students.</p> <p>Then write the following names on the board:</p>	90 minutes	<p>Workbook Unit 2 Pages 11-17</p> <p style="text-align: right;">ATTESTED  PRINCIPAL GOVT. COLLEGE, P.O. INDORE (M.P.)</p>



		<p>Jill Richardson Sonia and Carlos Raquel Garza Hiro Tanaka</p> <p>Now tell the class: You are going to listen to the above four talking about their secret dream. Listen and complete the sentences below each person to see what that person's secret dream is: Write out the four sentences on the board and ask the students to copy them. Tell them that as they listen, they must complete the blanks.</p> <p>Play 1.13 An example is shown:</p> <p>Jill always <u>wanted</u> to be an <u>actor</u> as a <u>child</u>. Her <u>dream</u> is <u>to study acting</u>. She <u>wants</u> to be an actor <u>now</u>. Sonia and Carlos' <u>dream</u> is <u>to buy their own sailboat</u>. But they don't have <u>enough money</u> now. Raquel's dream is <u>to go surfing</u>. Her brother <u>goes surfing</u> all the time. He <u>has even surfed</u> in Hawaii. Hiro's dream <u>is to take</u> his parents on a trip to Europe. He <u>has been</u> to Europe many times so he <u>knows</u> all the best places to go.</p> <p>Now write these on the board: Ask students to identify the verbs. One is shown. He <u>has been</u> to Europe. (Sometime in the past) I <u>have done</u> a lot of things. They <u>have travelled</u> to Asia. He <u>has surfed</u> in Hawai'i. I've always wanted to study acting.</p>	Audio 1.13
--	--	--	------------

We've gone sailing many times.

She's never tried it before.

Tell them that the above verbs are in the present perfect form and this is used for events at an indefinite time before now. The highlighted words are frequency adverbs and are often used with the present perfect.

Once students are clear ask them to open their books to page 10,11 and complete exercises 1 A, B 2 and 3. Then get them into pairs and ask them to ask and answer questions about themselves. They can use the questions in exercise 3.

Lesson B

Ask the students to discuss some scary experiences they have had or have heard other people talking about. Then write the following scrambled questions on the board.

1: to Hawai'i/ you/been/ Have/ever

Yes, I _____ I _____ there last year.

2: entered/you/Have/a/talent contest/ever?

No, I _____ But I _____ in a concert in December.

Tell the students:

Unscramble the questions and complete your answers by filling in the blanks.

Once completed, check answers. Then ask them to pair up and practice asking and answering the questions.

Now tell them about the use of present perfect vs simple past by putting up the explanation given on page 14 in the student's book.

Now put up the table from page 15 students' book on the board.

Ask students to copy the table in their books. Then tell them to go around and find a student for each of the experiences.

Once completed ask them to complete the verb chart. Tell them to think of as many verbs as they can and complete the chart. Examples have been shown here:

Base form	win	get						
Simple past	won	got		look				
Past participle	won	got					sung	

Now write on the board: *Have you ever gone skating?*
Ask, "What word in the question means at anytime in your life until now?"

Explain: *that ever is often used with questions in the present perfect.*

Tell the students to open their workbooks to page 12 and complete **Exercise 1**

Once completed tell students to practice the conversations in pairs, taking turns playing each role. Finally ask students to complete the exercises 2 and 3 given in their workbook page 13
Check answers and clarify any doubts.

Lesson C

Ask "How do you decide what movie to go to?"
Ask students for ideas (e.g. a friend recommends, read a review, favourite actor, the type of movie (thriller,



		<p>romance etc)). Now tell them to listen to a conversation between Lea and Jason and note down what fun things Jason has done recently. Play 1.19. Repeat the recording if required. Ask a few questions like the following to see if the students have understood the recording:</p> <ol style="list-style-type: none">1. What fun thing had Jason done last week? (Visited a new club)2. What was the name of the club Jason had visited last week? (Fizz club)3. What was nice about the club according to Jason? (The DJ was good)4. What is Lea's favourite type of music? (hip-hop)5. How many times as Jason seen the movie about hip-hop artists? (Couple of times) <p>Highlight the fact that to keep a conversation going or to show one is interested one can respond by using short questions like:</p> <p>Do you?; Have you?</p> <p>Ask students to now open their workbooks to page 14 and complete exercise 1. Once completed ask them to check with their partner. Once the answers are checked ask students to complete 2 and 3 on page 15. Finally put up exercise 3 given in the student's book on page 17: Listening and strategies on the blackboard.</p> <p>Play audio 1.20 and ask the students to do the task A,B and C that follows.</p>		
--	--	--	--	--



		<p>Lesson D</p> <p><i>Say: Close all books.</i></p> <p>Write the following on the board: Travel Blog</p> <p>Ask: Does anyone know what a blog is? Ask a few students for their ideas (e.g. a diary or a journal on the web). Point out that a <i>log</i> is another word for diary or journal. Then tell students <i>blog</i> is short for a web <i>log</i>. Tell them that they are going to read a travel blog. Ask: So what do you think a travel blog will be about? (Journey, Travel to some place etc?) <i>Say: Open your books to page 16 and read the blog. After you finish reading complete exercise B.</i></p> <p>Go around ensuring all are doing the exercise. Once completed check answers as a class. Then ask students to complete 2 A and B. Give them sufficient time for this. Ask students to exchange their books and read each other's blog. Ask for a couple of students to read aloud the blog they have. Finally ask them to go over the progress chart and to clarify any areas that they are still not very sure about.</p>		
<p>Unit 3</p>	<ul style="list-style-type: none"> • Describe natural features • Use short responses to be a supportive 	<p>Lesson A</p> <p>Ask: How many of you read the National Geographic? What is it about? (Everything to do with nature, people and the Universe)</p>	<p>ATTESTED</p>	<p><i>[Signature]</i> PRINCIPAL GOVT. COLLEGE, RAU INDORE (M.P.)</p>

	<p>listener</p> <ul style="list-style-type: none"> • Use superlatives for emphasis • Write a factual article about your country 	<p><i>Now say: Let us test your knowledge about Human wonders.</i> <i>I will ask a question and give you 3 options. You have to select the right option. In your books write the option against the question number. For e.g write 1: and against it write the option letter you feel is right. Are you ready?</i></p> <p>Ask the first question. Read it loudly and clearly and slowly. Then read the options. Go through all the 6 questions.</p> <p>Then check answers. Let the group cheer for students who have got majority of the answers right.</p> <p>Now write the sentences from 1C (Page 22 Student's book) on the board.</p> <p>Ask the students to first complete the questions and then with a partner ask and answer the questions.</p> <p>Tell the students that the words used to complete the questions are the superlative forms of adjectives.</p> <p>The + adjective + est E.g the <u>largest</u> city</p> <p>Also tell them that for <u>long adjectives</u> we use <u>the + most/least+ adjective</u>. e.g. the <u>most interesting</u> book...</p> <p>The adjectives good and bad are irregular and they form the comparative and superlatives: Good, better and best Bad, worse and worst.</p> <p>Then make the students do the exercise given in your student's book page 23 Exercise 2A.</p> <p>You can dictate each sentence and the students can take them down and then complete the blanks.</p> <p>Tell students that now we will focus on pronunciation when using superlatives. Tell them to listen to the audio 1.24 and repeat each question. Tell them to pay attention</p>		
--	---	--	--	--

		<p>to the way the final -st is linked to vowel sounds and the sounds / h,l,r,w,y/. However, the final t is deleted before – and the s is linked to -most consonant sounds. e.g <u>most</u> interesting; mos(t) traffic Repeat the audio a couple of times and let students repeat each question till they are comfortable.</p> <p>Now ask them to open their workbooks to page 18 and complete 1,2 and 3. Ask them to then complete tasks 2 and 3 on page 19. Go around guiding them if required.</p> <p>Lesson B</p> <p>Books closed: Write on the board: <i>What's.....</i> <i>the highest mountain in the world?</i> <i>the longest river?</i> <i>the largest ocean?</i> <i>The largest rain forest?</i> <i>The largest desert?</i> Tell students that they have 2 minutes to write the answers to the questions. After 2 minutes ask students to compare their answers. Then read each question aloud, and ask a student to say his or her answer. Write it on the board. Ask any students who disagree to raise their hands and give their answers. <u>Mt. Everest</u> <u>Nile</u> <u>Pacific</u> <u>Amazon</u> <u>Sahara</u></p> <p>ELICIT FROM THE students terms for natural features</p>		
--	--	--	--	--

like:

Desert, oceans, island, mountains, river, volcano, glacier, snow, lake, reef, cliff, coast, archipelago

Then ask the students to draw this table in their notebooks. Ask the students to think of the natural features they have in their country. Tell them to complete their chart and compare their answers with their partners.

Features we have		Features we don't have	

Then ask the students to write two questions about each of the natural features given. (Use the questions given in A on page 25 in the Student's book)

Give them the first one as an example.

Once the students have completed the questions try and see if any of them have answers to the questions. If not, you can give them the answers.

Now ask the students to open their workbooks to page 20 and complete the exercises 1, 2 and 3.

Finally, as a speaking task ask pairs to ask and answer questions about New Zealand. Ensure that the intonation and stress are correct.

Lesson C

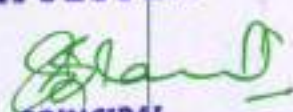
Close books.

Ask: *Do you know what a National park is? (a scenic or historically important area of countryside protected by the federal government for the enjoyment of the general public or the preservation of wildlife:)*

Then ask students: Can you name any National Parks in India? (Bandhavgarh National Park, Bandhipur, Gir national park, Kaziranga National Park; Kanha National




		<p>Park) Then: <i>Say: Now you are going to going to listen to a radio interview. Number the experiences 1 to 4 in the order you hear them.</i></p> <p>Now write on the board the following:</p> <p>A Caribbean cruise: _____ A visit to Petra, Jordan _____ A trip to Antarctica _____ A train ride through Copper Canyon in Mexico _____</p> <p>Play audio 1.28. Check answers. <i>Tell them: Please listen again. Listen and complete how Jill answers these questions? Complete the sentences. (Put up the questions on page 27 exercise B on the board)</i></p> <p>Once students complete the exercise ask them to get into groups and talk about what experiences they have had when they had gone visiting new places. Then say: Open your workbooks to page 22 and 23 and complete the exercises. Do a whole class feedback and clear any doubts.</p> <p>Lesson D</p> <p>Ask students to open their workbooks to page 24-25 and complete exercises 1, 2A and B. Now ask them to use the sentences in B and write an article about an interesting place in their country. Tell them to make it visual by adding pictures or photographs to their article.</p>		
--	--	---	--	--

		<p>Finally ask them to go over the progress chart and ask you for further clarifications of anything not clear to them.</p> <p>Review Units 1-3. Use the review activities in the student's book page 31-32 to do a quick recap of the three units.</p>		
<p>Unit 4</p>	<p>Talk about family life using let, make, help, have.</p> <p>Talk about immediate and extended family</p> <p>Agree with opinions with expressions like absolutely</p> <p>Writing a blog entry about a family memory</p>	<p>Lesson A</p> <p>Ask: <i>What activities do you and your family do together?</i> Elicit as many responses as possible from the SS. Then write the word <u><i>gripes</i></u> on the BB. <i>Say: My brother always calls me really early on Saturday mornings. That really annoys me. I want to sleep late. Now you tell me something a family member does that annoys you.</i></p> <p>Ask a few students to tell the class and write their responses on the board (e.g. My sister uses my mobile all the time. My brother keeps changing channels while watching TV. My kids never make their beds.) <i>Say: Small complaints like these are called gripes.</i> Then introduce the correct use of: <i>let/make/help/have +object +verb</i> And <i>Get/want/ask/tell +object +to + verb</i></p> <p><i>By writing sentences from the student's book page 35</i> <u>2 Grammar.</u></p> <p>Then do exercise A with them. (10 sentences). Once completed ask them to pair up and tell each other sentences that are true for them. They can use the sentences from the completed exercise to help them.</p>	<p>ATTESTED</p> <p></p> <p>PRINCIPAL GOVT. COLLEGE, RAJI INDORE (M.P.)</p>	

		<p>E.g. S1: <i>When I was a kid my parents never let me watch TV after 6 in the evening.</i> S2: <i>Really, my parents let me watch TV till 7 on school days and till 9 on weekends.</i></p> <p>3 Listening Once students have exchanged information write or dictate the sentences 1-6 from Exercise 3 page 35 to the students.</p> <p>Say: Listen to five people talk about their parents' demands. Number the demands they talk about 1-5. There is one extra. Play audio 2.03. Check answers. Then ask them to open their workbook to page 26 and complete 1, 2 and 3. Do a whole class feedback. If time permits you can have 3 pairs of students doing role plays with the conversations on page 26.</p> <p>Lesson B</p> <p>Ask students to open their workbooks to page 28 and have a look at the family tree. You may want to explain what a family tree is by drawing your own on the board while explaining the connections.) Then ask students to complete exercise 1 on page 28. (You may have to explain terms like half-brother, stepdaughter; blended) Then after answers are checked ask them to close their books. First write the following on the board: <i>We used to visit my great grandmother. I used to play with my cousins.</i></p>		
--	--	---	--	--




		<p><i>Play audio 2.06</i> <i>Ask students to listen and repeat the sentences above paying attention to the reduction of used to.</i> <i>Then</i> <i>Write down the sentences given on page 37 in the student's book on the board.</i> <i>Play audio 2.07 and ask them to listen and repeat the sentences.</i> <i>You may want to repeat the audio a couple of times till students sound natural.</i></p> <p>Once completed ask students to open their workbook to page 29 and complete exercises 2 and 3.</p> <p>Lesson C</p> <p><i>Write down the EXPRESSIONS from page 39 given in 2</i> <i>And say: Here are some expressions that show agreement with an opinion.</i> <i>Ask students to read each expression loudly.</i> <i>Then say: Listen to the start of five conversations.</i> <i>Number the responses 1-5.</i> <i>Write the sentences a- e given under A in the student's book on page 39.</i> <i>Once the students have copied all the sentences play audio 2.09.</i> <i>Then play 2.10 and ask students to check. Also ask them if they agree with the opinions. Ask them to tell their partners.</i> <i>Finally, ask students to open their workbooks to page 31 and complete exercises 2 and 3.</i></p> <p>Lesson D Listening audio 2.11</p>		
--	--	---	--	--

		<p>Write the following on the board:</p> <p><i>Playing carrom</i> <i>Watching a movie</i> <i>Part of a Band</i></p> <p><i>Now say: Listen to three people talking about their memories of family life. What did they used to do? Number the statements 1-3 as you listen. Listen again and why don't the people do these things now? Write a reason for each one and compare your answer with your partner.</i></p> <p><i>Check answers and then ask the students to open their workbook to page 32 and complete exercises 1, 2 A and B.</i> <i>Go over the tasks with the whole group.</i> <i>Finally ask the students to look at the progress chart and ask for any clarifications etc.</i></p>		
<p>Unit 5</p>	<p>Talk about future plans and schedules using <i>will</i>, <i>be going to</i>, <i>present continuous</i> and <i>simple present</i></p> <p>Ask and give advice about personal situations using <i>modal verbs</i> and <i>expressions</i></p> <p>Use expressions with <i>make and do</i></p>	<p>Lesson A</p> <p>Ask "Who's good at making plans with friends? Raise your hands." Ask students who raised their hands, "What kind of details do you need when you're making plans to do something with a friend?" Write students' suggestions on the board(e.g, what to do, where to go, when to meet. Where to meet). Say "Sometimes the other person is busy when you want to go out. What can you do then? Call on a few students to answer (suggest a different time or day) Then tell them to listen to Stacy talking on the phone. Ask them to listen and find out when they plan to meet. Also ask them to guess what they're going to do. Then play audio 2.21 about Grammar. Tell the students</p>	<p>XE</p>	<p>ATTESTED  PRINCIPAL GOVT. COLLEGE, RAJ INDORE (M.P.)</p>



	✓	<p>to listen and note down the verbs that are used to talk about the future. Go over the points with the students. Then ask them to open their work book to page 42 and complete exercise 1, 2 and 3. Finally do a speaking activity. Pair up students. Student A: invite your partner to do something with you on a specific day. Student B: Tell your partner your plans for the day, and make a decision about what to do.</p> <p>Lesson B</p> <p>Get students to get into groups of 4 and make word webs for do and make. Give them examples. You can use the examples given in the student's book on page 56/46 Go around to ensure that the expressions with make and do are correct. Then play audio 2.24 and ask the students to listen and note down the right modals that is used for <u>what's advisable</u>; <u>what's necessary</u> and <u>what's preferable</u>. Then give the students exercise 2 on page 57 from the student's book to complete. Then ask students to open their workbook to page 44-45 and complete the exercises 1, 2 and 3. 46/47 Do a whole class feedback.</p> <p>Lesson C</p> <p>Open the student's book to page 59 and write down the friendly or informal expressions that you can use to say good-bye. Tell them that in spoken language the words in</p>		
--	---	--	--	--

		<p>brackets are usually dropped. (I'll talk to you later.</p> <p>Now ask students to open their workbook to page 46 and complete EXERCISE 1. Check the answers. Now do a Role-play phone conversation. Student A: Choose one of the following topics. Call your partner. Try to keep the conversation going. Student B: Try to end the conversation. Then change roles.</p> <p>Topics</p> <ul style="list-style-type: none"> • Plans for the weekend • Something you want to borrow • Some exciting news • Something you're busy with <p>Give opportunities to as many students to do the role play. You can do this by getting them in pairs and doing the role play while you go around the class and observe. Do not correct during role play but do a short recap after the session highlighting mistakes if any and correcting them.</p> <p>Finally ask students to complete the exercises 2 and 3 in the workbook on page 47.</p> <p>Lesson D</p> <p>Ask "What is multitasking? What does that mean? Give me some examples" Get ideas from students (You do more than one thing at a time, make phone calls while checking mailsetc)</p> <p>Then ask "What are the different parts of your life you spend time on?"</p> <p>Get some ideas from students (hobbies, work, friends etc)</p>		
--	--	---	--	--

		<p>Put the word Time management on the board. Ask students if anyone has problems with time management. Ask them to raise their hands. Tell the students to open their workbook to page 48 and complete exercise 1A and B and C. Check answers. Ask them to close their workbook.</p> <p>Now write down on the board the incomplete statements under exercise 2B on page 61. Ask students to copy down the sentences. Then play the recording audio 2.27 and ask them to listen to four people who talk about their time management problems. Which problems did they have? Write the number of the speaker against each of the statements. There are two extra problems. Then play the audio again and ask them to write the advice each speaker received. Ask students to open their workbook to page 49 and complete the exercises 2 A and B. Check answers and do a quick feedback. Then ask students to go over the unit progress and clarify any doubts.</p>		
<p>Unit 8</p>	<ul style="list-style-type: none"> • Talk about wishes and imaginary situations using <i>I wish</i> and <i>if</i> clauses • Discuss how to deal with everyday problems • Give advice using expressions like <i>if I were you....</i> 	<p>Lesson A</p> <p>Write on the board 'Wishes' Say: <i>A wish is something you want or something you'd like to happen.</i> Ask students to think of the kinds of things people make wishes about. Have students call out ideas. (passing exams, getting a job, money, work, having a family, being healthier, etc.) Write ideas on the board. Now do the task A given on page 76. Call out each item in the box, and ask "Who would like more <u>fun.....?</u>" Have students raise their hands if they would like more of those things. Ask individual students why.</p>	<p>ATTESTED  PRINCIPAL GOVT. COLLEGE, RAU INDORE (M.P.)</p>	



<ul style="list-style-type: none">• Read a blog about regrets• Write an article about how you would change your life.	<p>Have students call out other ideas. Write them on the board and see how many of the ideas are similar to the ideas already written on the board from the first activity. Write the following names on the board: <i>Berta; Min Sup and JinEun; Bryan; Irene.</i> Read the title of the magazine article aloud. (Page 76). Say, "Listen to the above people talk about their wishes. What do they want?" Play the recording: audio 3.11, and ask students to listen and write. Review the answers. (Berta: Wants more free time Min Sup and JinEun: They want a bigger place to live; Bryan: He wants enough money so he can travel; Irene: She wants to live closer to her family.) Write on the board:</p> <ol style="list-style-type: none">1. I wish I <u>had</u> enough money to go somewhere exciting.2. Berta says: "I just wish I <u>weren't</u> so busy.3. If I <u>lived</u> closer to my sister, I would help her. <p>Elicit from the students that all the verbs highlighted are in the past tense. Ask the students to look at the first sentence and ask: "Is the wish for the past or the present?" (present) Does the person have money to go somewhere exciting? (No) What verb form follows <u>wish</u>? (simple past). Ask: Is Berta busy with work just now? (Yes) What verb form of be does she use (Were not) Say: When you use the verb be after wish the form is often were or weren't, including after I, he, she, and it. Write on the board</p>		
--	---	--	--

<i>If clause</i>	<i>Result clause</i>
<i>If I had more free time</i>	<i>I'd go skating</i>

Say: The sentence has two parts. The first if clause where the person imagines a different situation and a result clause for the situation.

Ask: What verb form is used in the if clause? (Simple past of have).

What verb form is used in the Result clause? (would go; I'd go... 'd is the contraction of the verb would).

Ask students to listen to audio 3.12 and note down the rules as they listen. You may put up the table on Grammar on the board while students are listening and writing. They can then ask for any clarifications.

Ask students to open their workbook to page 58 and complete exercises 1 A, B and C.

Speaking: Get the students into groups of 5 and ask them to talk to each other about their wishes.

Finally ask students what were the most popular wishes they wished for.

Lesson B

Read the lesson title aloud. Say "When you have a dilemma, it means that you have to make a choice that is either difficult, such as deciding which college to go, or unpleasant, such as deciding whether or not to lend something expensive to your friend."

Then read out the questions from the quiz on page 78 in the student's book and elicit answers from the class.

Then do the following exercise B (page 78) by either writing the sentences on the board or dictating them to the students.



		<p>Check answers. Then ask students to listen (Audio 3.15) and repeat the sentences given on page 79 speaking naturally. Ask them to pay attention to the falling and rising intonation. Get them in pairs and ask them to ask and answer using the right intonation the two questions given in C on page 78. Go around to see that they are using the right intonation and stress pattern. Ask the students to open their workbook to page 60 and complete exercises 1, 2. Check answers. Then ask them to complete 3 and 4 on page 61. Check answers and have a whole class feedback.</p> <p>Lesson C</p> <p>Ask: <i>What things do people think about when they choose the college they want to go to?</i> Write students ideas on the board (e.g. location, cost, general reputation in a certain major subject, professors, friends going there, level of difficulty) Say: <i>Work with a partner. Rank the reasons from the most important to the least important.</i> Have a few students read out their lists to the class. Then do Exercise D from the student's book on page 80. Pair the students and ask them to do the role plays. They should take turns role-playing problems and giving advice. Go around the class to check that the students are using appropriate language. Now ask students to open their workbook to page 62 and complete exercises 1, 2,3 and 4. Check responses. Then do the listening activity 3 A (audio 3.18) on page 81 of the student's book.</p>		
--	--	--	--	--



		<p>Before playing the audio put up the sentences on the board for students to copy. Once A is over play the audio again and ask them to complete B. Check answers.</p> <p>Lesson D</p> <p>Write Regrets on the board and elicit what it means. Get ideas from the students and write them.</p> <p><i>(Something you feel sorry about, something you are unhappy that you did or didn't do)</i> Ask: <i>Why do people have regrets?</i> <i>(Because they made a mistake, something they wanted to do).</i></p> <p>Ask them to open their workbook to page 64 and complete 1 A and B. Check answers. Then clarify any doubts and ask the students to complete exercise 1C and 2A, B on page 65. Check answers. Then ask students to look at the unit progress and to clarify any doubts.</p>		
Unit 9	<ul style="list-style-type: none">• Talk about problems with technology• Ask for help and describe how things work using how to, where to, and separate phrasal verbs.• Ask someone to agree	<p>Lesson A</p> <p>Ask: <i>Which of your gadgets or devices often have problem or don't work.</i> <i>Have students call out their answers while you write them on the board.</i> Now write on the board the following names: 1. Sean 2. Pam</p>	<p>ATTESTED</p> <p><i>[Signature]</i></p> <p>PRINCIPAL GOVT. COLLEGE, RAU INDORE (M.P.)</p>	



	<p>with you using expressions like You know what I mean</p> <ul style="list-style-type: none">• Write an article about protecting personal information	<p>3. Olivia 4. Cara</p> <p><i>Say: All the above are having some problems with their gadgets. Listen and note down the problems the people are having. Also note down what their friends suggest. Play audio 3.19.</i></p> <p><i>Once completed discuss the answers.</i></p> <p><i>Now ask students to do exercise 1C given in the Student's book page 86.</i></p> <p><i>You may want to write the 4 incomplete sentences on the board for the students to complete.</i></p> <p><i>Then go on to Exercise 2 on Grammar. Give them examples of Direct questions and Questions within questions from the Grammar points on page 87 in the student's book.</i></p> <p><i>Once the students have understood get them to do exercise A in their notebooks. You may want to write the sentences on the board with the example given. Check answers.</i></p> <p><i>Get the students in pairs and ask them to start a conversation using the sentences above. Go around and listen and note down any errors for corrections or explanations later.</i></p> <p><i>Ask students to then do the listening task 3 on page 87 in the Student's book. You may want to write the questions or dictate the same to the students before the students do the task.</i></p> <p><i>Play audio 3.21 for the students to complete the task. Check answers.</i></p> <p><i>Now ask students to open their workbook to page 66 and 67 and complete tasks 1 A,B 2 A,B. Discuss and check answers.</i></p>		
--	--	--	--	--

		<p>Lesson B</p> <p>Say: Write the lesson title <u>How things work</u> on the board. Ask: <i>Do you know how things work? When I buy a new gadget or device, I never read the instruction manual. I just figure out how it works.</i> Ask students if they are good at figuring out how things work. Tell students to give examples.</p> <p>Now Say: Listen to Pedro and Ken. What problem is Ken having? Write the answer. Play the recording audio 3.22. Students listen and write. Ask students to compare their answers in pairs. Play the recording and check the answer with the class. (<i>He's having problems with his game controller. He can't get it to work.</i>) Then go to exercise 2. Play the grammar chart recording audio 3.22. Ss listen and repeat. Put the left side of the chart (Page 88 SB) on the board and ask Ss <i>What are the three patterns for separable phrasal verbs?</i> (verb+particle+noun object; Verb+noun object + particle; verb+ object pronoun+ particle) Ask students to read the examples of separable phrasal verbs. Now put up the right side of the chart Say: Question word + to +verb is another pattern for question within a sentence. The first sentence means <i>"Let me show you what you have to do"</i> or <i>"Let me show you what should do"</i> Point out the separable verbs in the next two examples. Put up exercise 2 A on the board and ask students to complete the same. Then once answers are checked, ask students in pairs to</p>		
--	--	--	--	--

		<p>practice the conversation from exercise 2A that they have just completed. Go around and listen to the students and pick up any areas of concern for correction. Now, ask students to open their WB to page 68 and complete Exercises 1, 2, 3 and 4. Check and do a whole class feedback.</p> <p>Lesson C</p> <p><i>Ask: How is spending time with friends online different from being with them face to face?</i> Call on a few students to give their opinion. Get the students into groups and ask them to discuss the following question. <i>What kinds of online games do people play? Do you or your friends play them?</i> Have groups report a few of their ideas to the class.(e.g. people play sports games like tennis, basketball, war games, word games, board games, card games, quiz games) Ask students "Do you or your friends play them?" Have a few students respond. Now go to page 91 in the SB Exercise 3A and do the listening task with the class. Play audio 3.27 after the task is written on the board for the students to copy the exercise down. Check answers. Then play the audio again and ask them to complete Task 3 B. Check the whole class. Now ask students to open their WB to page 70 and complete exercises 1A,B and check responses. Then ask them to complete exercises 2 and 3 on page 71. Once completed ask the students in pairs to practice the conversation from Exercise 3 in the workbook.</p>		
--	--	--	--	--

		<p>Lesson D</p> <p>Ask "What type of personal information you use to identify yourself?" Call on a few students for ideas. (e.g. name and address; phone numbers, college ID) Then ask if anyone knows what identity theft means. Get ideas from students. (Maybe pretending to be someone else. Someone could steal your purse/wallet and pretend to be you. Someone could use your credit cards?) Then open SB to page 93 and do exercise 2 A with the class. Write out the questions on the board and ask them to discuss them in groups. Give them the first response "Well, you should shred..... on the board as an example. Once done elicit a few tips from some students. Ask students to open their WB to page 72 and complete exercise 1 A and B. Check answers. Then ask them to complete Exercise 2. Get the class into groups of 5 and ask them to complete Exercise B. Groups can write their article on a chart paper. They can then display their articles on the walls for other groups to read. Finally ask students to look at the progress chart and check if they are clear about all sections. Do a whole class feedback.</p>		
<p>UNIT 10</p>	<ul style="list-style-type: none"> • Talk about news using the present continuous • Use the present perfect with already, still, yet 	<p>Lesson A:</p> <p>Say: "Think about the last time you met a friend you hadn't seen in a while." Did you talk about any of these topics: (Read the topics given at the bottom of page 97 in the SB)</p>	<p>ATTESTED</p>	


PRINCIPAL
GOVT. COLLEGE, RAU
INDORE (M.P.)



	<ul style="list-style-type: none">• Describe different kinds of movies• Write a review	<p>Then say: <i>When you ask people about what they have done recently or ask about what's different in their life since the last time you talked, you are 'catching up'.</i> Now do exercise 1 A from their SB. Once the students have completed that ask them to do 1B audio 4.01. Check answers. (They talk about work; a class (pottery); a new relationship; a hobby (karate). Ask a few students: <i>How do these topics compare with your lists?</i> Then ask the students to do 1C. This can be done orally. Put up one sentence and ask the class which is the right option. (working) Do that for the other 3 sentences.</p> <ol style="list-style-type: none">1. Working2. For3. Since4. In <p>Say: <i>When you talk about an activity that you started in the past and are still doing now, you can use a form called the present perfect continuous. You can also use it to talk about an activity you've done more than once in the past and that will probably continue to do. You can use <u>since</u>, <u>for</u>, and <u>in</u> to talk about length of time with the present perfect continuous. <u>Since</u> is used with a specific time in the past and <u>for</u> and <u>in</u> are used with a period of time such as a few months or years.</i> Now ask students to do exercise 2A from SB page 99. You may have to write/ dictate the sentences to the students. Check answers. Then ask students to open their WB to page 74 and complete exercises 1 A, B. Check answers. Then ask them to complete exercises 2, 3A,B given on page 75. Check answers.</p>		
--	---	---	--	--

		<p>Lesson B:</p> <p>Ask: "Who's seen a good movie recently? Raise your hand" Ask several students whose hands are raised. "What movie did you see?" Write the names of the movies on the board. Repeat for bad movies. Then ask students to take down the words that you dictate. Read the 8 type of movies from page 100 SB. Then in groups of 5 ask them to discuss which type they enjoy watching, names of some movies of that type and which movies they just do not like watching. Go around listening. Then ask students to open their WB to page 76 and complete Exercise 1, 2. Check answers. Then ask them to complete Exercises 3, 4 on page 77. Ask them to role play the last conversation with their partners. Go around and observe and monitor.</p> <p>Lesson C:</p> <p>Ask: <i>Have you asked anyone for a favour lately? I mean things such as borrowing money, or helping you fix a computer problem. What was the favour?</i> Write students answers on the board. Ask: <i>Who did you ask for favours?</i> Write students answers on the board Ask: <i>Do you feel comfortable asking for favours?</i> Now ask the students to open their WB to page 78 and complete exercise 1. Check answers.</p>		
--	--	--	--	--

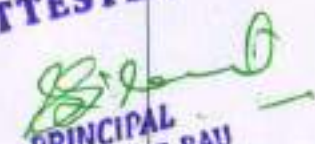


		<p>Then do the listening activity 3 given on page 103 in the SB with the class. You need to put up the table on the board and ask students to copy the same before you play the audio. (Audio 4.10) First get them to complete 3 A and then play the audio again and complete 3B. Check answers. Then do the speaking activity 3C in pairs. Finally ask students to complete WB exercise 2 and 3 given on page 79.</p> <p>Lesson D</p> <p>Write Review on the board and say: <i>People write reviews of many different things. How many different things can you think of?</i> Get ideas from students. (<i>movies, books, music, games, software, electronic products?</i>) Then ask them to open their WB to page 80 and complete exercises 1 A,B. Check answers. Do the listening exercise 2 A and B from the SB PAGE 105. Audio 4.11. Check answers. Then ask students to go back to their WB page 81 and complete exercises 2 A and B. Finally ask them to check their progress. Do a wrap up and clarify any doubts.</p>		
Unit 11	<ul style="list-style-type: none"> Speculate about people and things using must, might, can't and would 	<p>Lesson A</p> <p>Write on the board: <i>Speculating</i> Say: <i>When you talk about impressions and make guesses about something you are speculating"</i></p>	<p>ATTESTED</p> <p><i>[Signature]</i></p> <p>PRINCIPAL</p> <p>GOVT. COLLEGE, RAJ</p> <p>INDORE (M.P.)</p>	

	<ul style="list-style-type: none">• Describe situations and feelings using adjectives that end in -ed and -ing• Use you see to explain a situation	<p>Now open your SB to page 108 and ask Ss to do Exercise 1B. SAY: You will now listen to Emma and Lloyd. They are speculating about a young girl. What guesses do they make. Listen. Play audio 4.12. Discuss the task orally. Now give the students task C. You may have to put up the sentences on the board. Check answers. Now ask them to listen and repeat the sentences on audio 4.13. However, before the task write out the chart on the board and explain to students the meaning of linking and deletion while speaking. Play 4.13 and let students listen and repeat and practice linking the words as shown. Then ask students to open their WB to page 82 and complete exercise 1, 2 AND 3. Discuss answers.</p> <p>Lesson B</p> <p>Say: "Sometimes you have a great day when everything goes right and you feel great. Other times you feel bad and have a terrible day". These good and bad experiences are referred to as 'life's ups and downs.'"</p> <p>Now put up the exercise 1B from SB page 110 on the board. Ask students to complete the task. Then check answers. Similarly do Exercise 1 C. Read the instructions for the exercise. Present the Grammar chart on page 111. Play the recording audio 4.16. Students then do exercise 2A. You may have to write/dictate the sentences and students</p>		
--	---	---	--	--



		<p>need to copy them. Check answers. Then ask students to open their WB to page 84 and complete 1A, B, 2 and 3. Check answers. Then do the Exercise 3 from SB on page 111. Divide the class into groups of 5 and ask them to discuss the questions. Tell them to note down any unusual or interesting responses and tell the class. Do a whole group feedback.</p> <p>Lesson C</p> <p>Say: Raise your hand if you take lessons after college. ASK students who raised their hand "What kind of lessons do you take? How often do you take lessons? How often do you have to practice? When do you practice?" Then open SB to page 112 and ask Ss to do exercise 1D on page 112. You have to write/dictate the sentences to the students. Give them an example. Check answers.</p> <ol style="list-style-type: none">2. <i>That must be fun. You must be interested.</i>3. <i>That must be good. You must be thrilled.</i>4. <i>That must be annoying. You must be irritated.</i>5. <i>That must be difficult. You must be motivated.</i>6. <i>That must be exciting. You must be pleased.</i>7. <i>That must be good. You must be pleased.</i>8. <i>That must be boring. You must be tired.</i> <p>Now ask students to open their WB to page 86 and complete exercise 1. Check answers. Then ask them to complete exercises 2 and 3. Discuss answers.</p>		
--	--	--	--	--

		<p>Lesson D</p> <p>Say: <i>Think of people that have made an impression on you in the past. What kinds of things did these people do that made an impression?</i></p> <p>Ask a few students to share their thoughts. Then open the SB to page 115 and do exercise 2 with the students.</p> <p>Write down the name of the four people with the organisations below each name.</p> <p>Ask students to guess what the organisations do. Then play audio 4.18 and ask students to complete Exercise B.</p> <p>Then check answers. Play the audio again and ask the students to complete task C.</p> <p>Get whole class feedback and responses.</p> <p>Now ask students to open their WB to page 88 and complete exercises 1 A,B. Check answers.</p> <p>Then ask them to complete 2 A and B on page 89. Discuss responses and feedback.</p> <p>Finally ask students to check their progress and clarify any doubts.</p>		
Unit 12	<ul style="list-style-type: none"> • Talk about news events using the simple past passive • Talk about natural disasters using the simple past passive + by • Write a report using statistics. 	<p>Lesson A</p> <p>Ask: <i>How often do you read the news? What local news have you read recently?</i> Elicit responses from a few students.</p> <p>Then do the listening task IB on page 118 SB. (Audio 4.20)</p> <p>Check answers.</p> <p>Follow this with exercise 1C.</p> <p>Ask students to comment on what they notice about verbs. (The verbs change from simple past to the past of be + past participles)</p>	<p>ATTESTED</p> <p></p> <p>PRINCIPAL</p> <p>GOVT. COLLEGE, RAU</p> <p>INDORE (M.P.)</p>	



		<p>1. A jewellery store <u>was broken</u> into. 2. A bus <u>was hit</u> by a falling tree. 3. Two bears <u>were seen</u> last night. 4. Some diamonds <u>were stolen</u>. 5. The passengers <u>weren't hurt</u> in the accident.</p> <p>Write on the board:</p> <p>a. Someone <u>saw</u> two bears last night. b. Two bears <u>were seen</u> last night.</p> <p>Say: <i>In the first sentence the subject is someone. Someone did an action. He or she saw two bears. The verb is saw. When the verb in a sentence tells you what action the subject did, the verb is active.</i> Say: <i>Look at the second sentence. What is the subject? (Two Bears)</i> <i>What is the verb? (were seen)</i> <i>Did the subject (two bears) do an action? (No). When the verb in a sentence tells what happened to the subject of the sentence the verb is passive.</i> Explain that the verb in a <u>simple past passive sentence</u> is the <u>past tense of be</u> plus a <u>past participle</u>.</p> <p>Now ask students to complete exercise 2A from the SB page 119. You may have to write or dictate the exercise to the students before they are asked to do the task. Check answers. Now ask students to open their WB to page 90 and complete exercises 1, 2 and 3. Check answers and clarify any doubts.</p> <p>Lesson B</p> <p>Write Natural Disaster on the board. Tell that Natural disaster means that some force of nature has caused a lot of damage.</p>		
--	--	---	--	--

		<p>Ask students to name some natural disasters. Write students ideas on the board. (FLOODS, CYCLONES, EARTHQUAKES)</p> <p>Then ask students to do exercise 1C from SB PAGE 120. Check answers. Then do Listening and Speaking exercise 3A, B given on page 121 in the SB. Get one or two groups to act out their story in front of the class. Then ask students to open their WB to page 92 and complete exercises 1, 2 and 3. Check answers and do a class feedback.</p> <p>Lesson C</p> <p>Ask: <i>What kind of neighbourhood news might you talk about with your neighbours and friends?</i> Ask a few students and write their responses on the board. Now ask the students to listen to audio 4.26 (SB PAGE 122) and see what happened in Joey and Paula's neighbourhood last night. Then do exercise 1 D with the class. You may have to write down the sentences on the board. Check answers. Then ask students to open their WB to page 94 and complete exercise 1 and 2. Check answers. Go back to SB Page 123 and do exercise 3 A and B. (audio 4.28) Check answers by playing audio 4.29. Once answers are checked ask students to open their WB to page 95 and complete exercises 3 and 4. Check responses and whole class feedback.</p> <p>Lesson D</p>		
--	--	--	--	--



		<p>Ask: <i>Who keeps up with the news? Raise your hand.</i> Ask the people who raised their hands: <i>Do you know the names of any reporters or journalists or are there any you like in particular?</i> <i>Ask: What are the most interesting parts of being a reporter?</i> Get ideas from a few students. Now do the class activity A given on page 125 in the SB EXERCISE 2. Once completed ask them to complete exercise B using their survey results. You may want to put up the help notes on the board for students' guidance in using the correct forms of verbs. Check answers. Ask students to share their report with their partner. Then ask students to open their WB to page 96 and complete exercises 1 A,B. Check answers. Then ask the Ss to complete exercise 2 A and B. Whole class feedback. Then ask students to go through the unit progress chart. Clarify doubts and clear any issues with grammar points if any.</p>		
--	--	--	--	--



OFFICE OF THE PRINCIPAL SHASKIYA MAHAVIDYALAYA, RAU
DIST. INDORE - 453331, MADHYA PRADESH
Phone No. : 0731-2857070, 2857066
E—Mail Add.:- principalrau@yahoo.com; hegcrauind@mp.gov.in

Certificate

Date 1.10.2021

This is to certify that the Certificate Program of “Cambridge Assessment English Training Program” which was conducted by Cambridge University, London and coordinated by the Department of Higher Education, Government of Madhya Pradesh, from 17-10-2019 to 04-01-2020 of 60 hours duration is not a part of the curriculum. This is also certified that it is purely a certificate program beyond the curriculum.

Dr. Anil Singh
Trainer

Cambridge Assessment Training Program

Dr. Sudha Suresh Silawat

PRINCIPAL
GOVT. COLLEGE RAU
INDORE (M.P.)



Cambridge Assessment
English

Cambridge

English Qualifications

A-1



$\frac{1.2.2}{2}$ Handbook
of
Certificate Course
of
Syllabus

B1 LEVEL TRAINING MATERIAL

ATTESTED

PRINCIPAL
GOVT. COLLEGE, RAJ
INDORE (M.P.)

cambridgeenglish.org/in

Trainer Notes


Topic: Trainer handbook_ workbook 3

This is the trainer notes to be used by teachers while teaching students using workbook 3.

Some things to ensure:

- Elicitation is constantly practiced, wherever possible.
- The class is arranged in a horse u- shape, square or clusters.
- Gestures are used as much as possible.
- Understanding of instructions is ensured through asking for repetition of instructions in own words or through the use of instruction checking questions (ICQs).
- Use of the board for recording responses is important for reasons of motivation and support.
- After every lesson spend about 15 minutes for error correction and/or explaining terms that are still not clear etc. There are different strategies to do error corrections.
- Categorise the errors into Grammar, Vocab, Pronunciation. Write the errors on the board and ask students to identify and correct them. If they are unable to identify the error, highlight the error and ask them if they can try, if not correct it yourself.
- All written work should be checked. However, you can inform students what particular areas of their writing you will be checking. For eg. You may only look at the correct verb use; or use of appropriate vocabulary.
- The abbreviations; SS= STUDENTS; SB= STUDENT BOOK; WB =WORK BOOK.

ATTESTED


PRINCIPAL
GOVT. COLLEGE, RAU
INDORE (M.P.)

Timings	Objectives	Procedure	Duration	Worksheets / Classroom material
Unit 1	<p>By the end of this session the Students will be better able to:</p> <ul style="list-style-type: none"> • remember each other's names • develop a rapport with other participants • understand the aims of this course • Talk about people's behaviour using adverbs • Describe people's personalities using adverbs before adjectives • Use always with a continuous verb • Read a profile of a famous person • Write a personal profile 	<ul style="list-style-type: none"> • Tell participants <ul style="list-style-type: none"> ➢ <i>Good morning! Welcome to the B1 Level English language training session.</i> <i>We are now going to get to know each other's names.</i> a) Names on slips of paper <ul style="list-style-type: none"> • Distribute slips of paper and instruct everyone to write their name on it. Do the same yourself. • Collect the slips of paper and redistribute them. Participants then stand up, walk around and try to find the person who has their name by asking: <i>Is your name...? Are you...?</i> <ul style="list-style-type: none"> • Finally ask all members to come together, form one big circle. b) Name ball <ul style="list-style-type: none"> • Stand in a circle with the ball. Throw the ball to someone. As you throw the ball say your name. Each person says their name as they throw the ball. • Repeat, but this time say the name of the person they are throwing the ball to, thereby practicing names. • Tell the participants that you want to explore their expectations. Ask them to think by themselves initially, then work in groups and discuss the following question: <i>What are your expectations from this training programme?</i> If required, explain that 'expectations' means what they want or expect from the training. 	10 min	<p>Workbook 3 for all students. Teachers will also use the Student book 3 and the listening activities as and where mentioned.</p>

ATTESTED

PRINCIPAL
 GOVT. COLLEGE, RAU
 INDORE (M.P.)



		<ul style="list-style-type: none">• After a few minutes, give the groups some post-it notes and ask them to write their ideas down (one per post-it). They should not repeat the same ideas, combining them where necessary. Then ask them to put these on a chart on the wall. They should then go and look at the expectations of other groups. Ask them: Are they similar to yours?• Finally have a whole group discussion around any of the expectations that you feel might be difficult to address or that are of particular prominence. <p>Then ask do you know what <i>B1 language level</i> means? Give them clues to try and get the answer. What is <i>B1</i> refer to? What are the different <i>Language Skills</i>? How do you measure your competence to do something based on <i>Language skills</i>? What is <i>LSRW</i>?</p> <p>Then give an intro on <i>Cambridge English</i> and explain the <i>CEFR Scale</i> along with the <i>CAN DO Statements</i>.</p> <p>Say: <i>We are now together going to use the book given to each of you as the text to help us to improve our English language proficiency in all the skills and in Vocabulary and Grammar.</i></p> <p>Lesson 1. A</p> <p>CLOSE ALL BOOKS Divide the class into teams of 6. Write the following</p>		
--	--	---	--	--



		<p>phrase on the board.... 'She was speaking...' The teams then get three minutes to write as many sentences as they can using the phrase on the board and an adverb of manner, e.g. 'She was speaking quietly in the cinema'. When the time limit has been reached, the teams read out their sentences in turn. Teams score one point for each plausible sentence. Several rounds are played using a different phrase each time. The team with the most points at the end of the game wins. Example phrases that can be used: She dresses... She walks... Now ask students to turn to their partner (Pair work) and discuss what are some of the things in their daily life that makes them impatient. E.g: Waiting for a bus... etc... Go around and ensure that students are using the right structure. Note down any key findings.</p> <p>Now tell the students: <i>You are going to do a quiz on whether you need to do things more slowly.</i> Dictate the following sentences. Once you know all have written the same, read the options and tell them they only need to write down the option that is true for them but THEY MUST NUMBER THE OPTION CORRECTLY as a or b.</p> <p><u>Read out the quiz from the student's book on page 2 clearly, correctly and with the right intonation.</u></p> <ol style="list-style-type: none">1. When I walk down the street.....<ol style="list-style-type: none">a. I walk very fast and use the time to make phone calls.b. I enjoy the walk and look at the things and people around me.		
--	--	--	--	--


		<p>2. When I go out to lunch..... Etc. Once completed, tell them to count the number of a's they have marked and number of b's marked. If they have mostly marked a's tell them it's time to slow down and enjoy life more. If they have mostly marked b's tell them they are balancing work and play and to keep the balance right.</p> <p>Ask the students to compare their answers with their partner. Ask them to see how they are alike? different?</p> <p>Then write the following on the board: How a person eats... Tell students to give you a word from the just completed quiz (Slowly, quickly) Then write these two words on the board and ask 'What do these two words have in common?' They both end in 'ly'...Underline the ly in both the words.</p> <p>Write on the board: How a person feels/gets....</p> <p>Look at your response for 5...(Impatient)</p> <p>Ask <i>What kind of word is impatient?</i> (ADJECTIVE).</p> <p>Now put up the sentences from page 2 Exercise D on the board and ask them to circle the right word. Check answers: 1. <i>Tight</i></p>	<p>90 MINUTES</p> <p>4 mins....</p>	
--	--	--	-------------------------------------	--



		<p>Ask students for their ideas, and write them on the board (e.g. <i>He is funny/smart. She likes to do things for people.</i>) Say <i>"We can use adverbs to make adjectives stronger. Write the following example on the board:</i> <u>Incredibly talented:</u> The adverb <i>incredibly</i> makes the adjective <i>talented</i> stronger. Now ask students to complete the task 1 A,B given on page 4 in their workbook.</p> <p>Say <i>"You can use adverbs to make adjectives stronger. Some of the adverbs end in -ly, and some don't. Write the following on the board: Ask students to read the first 3.</i></p> <ol style="list-style-type: none">1. She's <u>incredibly</u> talented.2. She's <u>extremely</u> generous.3. He's a <u>really</u> cool guy. <p>You can also use an adverb to make another adverb stronger. Tell students to read the following sentence. <i>We get along <u>very</u> well.</i> Which adverb describes get along? (<i>Well</i>) Which adverb makes <i>well</i> stronger? (<i>Very</i>)</p> <p>Listening: Play recording 1.08. Put up the following exercise on the board. Who do these people admire? Write the people in the chart.</p>		
--	--	---	--	--



		<table border="1"><thead><tr><th></th><th>John</th><th>Marina</th><th>Hiroyuki</th></tr></thead><tbody><tr><td>Who do you admire?</td><td></td><td></td><td></td></tr><tr><td>Why?</td><td></td><td></td><td></td></tr><tr><td>What do you have in common?</td><td></td><td></td><td></td></tr><tr><td>How are you different?</td><td></td><td></td><td></td></tr></tbody></table> <p>Get the students to work in pairs. Ask them to ask and answer the questions given above.</p> <p>Go around and listen to the conversation noting down any errors. These errors can be done as a whole group at the end of a lesson.</p> <p>Now ask students to complete exercises 2,3 and 4 on pages 4 and 5 in their workbooks.</p> <p>Lesson C</p> <p>Ask students to work on their own and complete the tasks on pages 6 and 7. Then ask students in pairs to use the dialogues on Page 7 and do the role plays. Ensure that the right stress and intonation are used.</p> <p>Lesson D</p> <p>Ask the following question to the class:</p> <p><i>"What do you understand by Star quality?"</i></p> <p>Write the responses on the board. Ask students to give you some adjectives that 'People with Star quality are likely to have.</p>		John	Marina	Hiroyuki	Who do you admire?				Why?				What do you have in common?				How are you different?					
	John	Marina	Hiroyuki																					
Who do you admire?																								
Why?																								
What do you have in common?																								
How are you different?																								

		<p><i>E.g. Beautiful, handsome, etc.</i></p> <p><i>Now tell them: Open your books to page 8 and look at the adjectives given in the 4 columns. Some of these adjectives are used for the person you are going to read about.</i></p> <p><i>As you read circle the adjectives that you think best describe her.</i></p> <p>Check answers once the students finish reading. Then ask them to complete B.</p> <p>Guided writing: On page 9 there is a guided task that students can complete on their own. Ask them to complete exercise B on the same page.</p> <p>Ask them to write the profile on pieces of paper. You may review these as a later time.</p> <p>Then ask them to check their progress. Go over any aspects the students are not clear about.</p>		
Unit 2	<ul style="list-style-type: none"> • Talk about experiences and dreams using the present perfect. • Keep a conversation going • Read a travel blog. • Write a post for a travel blog. 	<p>Lesson A</p> <p>Begin the session by getting the students into groups of 4 and asking them to tell each other about a place they would like to go someday; something you'd love to see; something you'd like to do; and a person you'd really like to meet.</p> <p>You can begin by telling about yourself: <i>I would like to visit New Zealand and see the place where the movie Lord of the Rings was shot. My dream is to go on a leisure cruise round the world and hopefully get to meet Barack Obama.</i></p> <p>Then ask them to tell each other in their groups. Elicit a few answers from students.</p> <p>Then write the following names on the board:</p>	90 minutes	<p>Workbook Unit 2 Pages 11-17</p> <p>ATTESTED  PRINCIPAL GOVT. COLLEGE, P.O. INDORE (M.P.)</p>



		<p>Jill Richardson Sonia and Carlos Raquel Garza Hiro Tanaka</p> <p>Now tell the class: You are going to listen to the above four talking about their secret dream. Listen and complete the sentences below each person to see what that person's secret dream is: Write out the four sentences on the board and ask the students to copy them. Tell them that as they listen, they must complete the blanks.</p> <p>Play 1.13 An example is shown:</p> <p>Jill always <u>wanted</u> to be an <u>actor</u> as a <u>child</u>. Her <u>dream</u> is <u>to study acting</u>. She <u>wants</u> to be an actor <u>now</u>. Sonia and Carlos' <u>dream</u> is <u>to buy their own sailboat</u>. But they don't have <u>enough money</u> now. Raquel's dream is <u>to go surfing</u>. Her brother <u>goes surfing</u> all the time. He <u>has even surfed</u> in Hawaii. Hiro's dream <u>is to take</u> his parents on a trip to Europe. He <u>has been</u> to Europe many times so he <u>knows</u> all the best places to go.</p> <p>Now write these on the board: Ask students to identify the verbs. One is shown. He <u>has been</u> to Europe. (Sometime in the past) I <u>have done</u> a lot of things. They <u>have travelled</u> to Asia. He <u>has surfed</u> in Hawai'i. I've always wanted to study acting.</p>	Audio 1.13
--	--	--	------------

We've gone sailing many times.

She's never tried it before.

Tell them that the above verbs are in the present perfect form and this is used for events at an indefinite time before now. The highlighted words are frequency adverbs and are often used with the present perfect.

Once students are clear ask them to open their books to page 10,11 and complete exercises 1 A, B 2 and 3. Then get them into pairs and ask them to ask and answer questions about themselves. They can use the questions in exercise 3.

Lesson B

Ask the students to discuss some scary experiences they have had or have heard other people talking about. Then write the following scrambled questions on the board.

1: to Hawai'i/ you/ been/ Have/ ever

Yes, I _____ I _____ there last year.

2: entered/ you/ Have/ a/ talent contest/ ever?

No, I _____ But I _____ in a concert in December.

Tell the students:

Unscramble the questions and complete your answers by filling in the blanks.

Once completed, check answers. Then ask them to pair up and practice asking and answering the questions.

Now tell them about the use of present perfect vs simple past by putting up the explanation given on page 14 in the student's book.

Now put up the table from page 15 students' book on the board.

Ask students to copy the table in their books. Then tell them to go around and find a student for each of the experiences.

Once completed ask them to complete the verb chart. Tell them to think of as many verbs as they can and complete the chart. Examples have been shown here:

Base form	win	get						
Simple past	won	got		look				
Past participle	won	got					sung	

Now write on the board: *Have you ever gone skating?*
Ask, "What word in the question means at anytime in your life until now?"

Explain: that *ever* is often used with questions in the present perfect.

Tell the students to open their workbooks to page 12 and complete **Exercise 1**

Once completed tell students to practice the conversations in pairs, taking turns playing each role. Finally ask students to complete the exercises 2 and 3 given in their workbook page 13
Check answers and clarify any doubts.

Lesson C

Ask "How do you decide what movie to go to?"
Ask students for ideas (e.g. a friend recommends, read a review, favourite actor, the type of movie (thriller,



		<p>romance etc)). Now tell them to listen to a conversation between Lea and Jason and note down what fun things Jason has done recently. Play 1.19. Repeat the recording if required. Ask a few questions like the following to see if the students have understood the recording:</p> <ol style="list-style-type: none">1. What fun thing had Jason done last week? (Visited a new club)2. What was the name of the club Jason had visited last week? (Fizz club)3. What was nice about the club according to Jason? (The DJ was good)4. What is Lea's favourite type of music? (hip-hop)5. How many times as Jason seen the movie about hip-hop artists? (Couple of times) <p>Highlight the fact that to keep a conversation going or to show one is interested one can respond by using short questions like:</p> <p>Do you?; Have you?</p> <p>Ask students to now open their workbooks to page 14 and complete exercise 1. Once completed ask them to check with their partner. Once the answers are checked ask students to complete 2 and 3 on page 15. Finally put up exercise 3 given in the student's book on page 17: Listening and strategies on the blackboard.</p> <p>Play audio 1.20 and ask the students to do the task A,B and C that follows.</p>		
--	--	--	--	--



		<p>Lesson D</p> <p><i>Say: Close all books.</i></p> <p>Write the following on the board: Travel Blog</p> <p>Ask: Does anyone know what a blog is? Ask a few students for their ideas (e.g. a diary or a journal on the web). Point out that a <i>log</i> is another word for diary or journal. Then tell students <i>blog</i> is short for a web <i>log</i>. Tell them that they are going to read a travel blog. Ask: So what do you think a travel blog will be about? (Journey, Travel to some place etc?) <i>Say: Open your books to page 16 and read the blog. After you finish reading complete exercise B.</i></p> <p>Go around ensuring all are doing the exercise. Once completed check answers as a class. Then ask students to complete 2 A and B. Give them sufficient time for this. Ask students to exchange their books and read each other's blog. Ask for a couple of students to read aloud the blog they have. Finally ask them to go over the progress chart and to clarify any areas that they are still not very sure about.</p>			
<p>Unit 3</p>	<ul style="list-style-type: none"> • Describe natural features • Use short responses to be a supportive 	<p>Lesson A</p> <p>Ask: How many of you read the National Geographic? What is it about? (Everything to do with nature, people and the Universe)</p>	<p>ATTESTED</p> <p><i>[Signature]</i></p> <p>PRINCIPAL GOVT. COLLEGE, RAU INDORE (M.P.)</p>		

	<p>listener</p> <ul style="list-style-type: none"> • Use superlatives for emphasis • Write a factual article about your country 	<p><i>Now say: Let us test your knowledge about Human wonders.</i> <i>I will ask a question and give you 3 options. You have to select the right option. In your books write the option against the question number. For e.g write 1: and against it write the option letter you feel is right. Are you ready?</i></p> <p>Ask the first question. Read it loudly and clearly and slowly. Then read the options. Go through all the 6 questions. Then check answers. Let the group cheer for students who have got majority of the answers right. Now write the sentences from 1C (Page 22 Student's book) on the board. Ask the students to first complete the questions and then with a partner ask and answer the questions. Tell the students that the words used to complete the questions are the superlative forms of adjectives. The + adjective + est E.g the <u>largest</u> city Also tell them that for <u>long adjectives</u> we use <u>the + most/least+ adjective</u>. e.g. the <u>most interesting</u> book... The adjectives good and bad are irregular and they form the comparative and superlatives: Good, better and best Bad, worse and worst. Then make the students do the exercise given in your student's book page 23 Exercise 2A. You can dictate each sentence and the students can take them down and then complete the blanks.</p> <p>Tell students that now we will focus on pronunciation when using superlatives. Tell them to listen to the audio 1.24 and repeat each question. Tell them to pay attention</p>		
--	---	--	--	--

		<p>to the way the final -st is linked to vowel sounds and the sounds / h,l,r,w,y/. However, the final t is deleted before – and the s is linked to -most consonant sounds. e.g <u>most</u> interesting; mos(t) traffic Repeat the audio a couple of times and let students repeat each question till they are comfortable.</p> <p>Now ask them to open their workbooks to page 18 and complete 1,2 and 3. Ask them to then complete tasks 2 and 3 on page 19. Go around guiding them if required.</p> <p>Lesson B</p> <p>Books closed: Write on the board: <i>What's.....</i> <i>the highest mountain in the world?</i> <i>the longest river?</i> <i>the largest ocean?</i> <i>The largest rain forest?</i> <i>The largest desert?</i> Tell students that they have 2 minutes to write the answers to the questions. After 2 minutes ask students to compare their answers. Then read each question aloud, and ask a student to say his or her answer. Write it on the board. Ask any students who disagree to raise their hands and give their answers.</p> <p><u>Mt. Everest</u> <u>Nile</u> <u>Pacific</u> <u>Amazon</u> <u>Sahara</u></p> <p>ELICIT FROM THE students terms for natural features</p>		
--	--	---	--	--

like:

Desert, oceans, island, mountains, river, volcano, glacier, snow, lake, reef, cliff, coast, archipelago

Then ask the students to draw this table in their notebooks. Ask the students to think of the natural features they have in their country. Tell them to complete their chart and compare their answers with their partners.

Features we have		Features we don't have	

Then ask the students to write two questions about each of the natural features given. (Use the questions given in A on page 25 in the Student's book)

Give them the first one as an example.

Once the students have completed the questions try and see if any of them have answers to the questions. If not, you can give them the answers.

Now ask the students to open their workbooks to page 20 and complete the exercises 1, 2 and 3.

Finally, as a speaking task ask pairs to ask and answer questions about New Zealand. Ensure that the intonation and stress are correct.

Lesson C

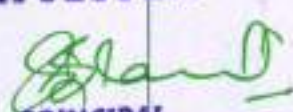
Close books.

Ask: *Do you know what a National park is? (a scenic or historically important area of countryside protected by the federal government for the enjoyment of the general public or the preservation of wildlife:)*

Then ask students: Can you name any National Parks in India? (Bandhavgarh National Park, Bandhipur, Gir national park, Kaziranga National Park, Kanha National




		<p>Park) Then: <i>Say: Now you are going to going to listen to a radio interview. Number the experiences 1 to 4 in the order you hear them.</i></p> <p>Now write on the board the following:</p> <p>A Caribbean cruise: _____ A visit to Petra, Jordan _____ A trip to Antarctica _____ A train ride through Copper Canyon in Mexico _____</p> <p>Play audio 1.28. Check answers. <i>Tell them: Please listen again. Listen and complete how Jill answers these questions? Complete the sentences. (Put up the questions on page 27 exercise B on the board)</i></p> <p>Once students complete the exercise ask them to get into groups and talk about what experiences they have had when they had gone visiting new places. Then say: Open your workbooks to page 22 and 23 and complete the exercises. Do a whole class feedback and clear any doubts.</p> <p>Lesson D</p> <p>Ask students to open their workbooks to page 24-25 and complete exercises 1, 2A and B. Now ask them to use the sentences in B and write an article about an interesting place in their country. Tell them to make it visual by adding pictures or photographs to their article.</p>		
--	--	---	--	--

		<p>Finally ask them to go over the progress chart and ask you for further clarifications of anything not clear to them.</p> <p>Review Units 1-3. Use the review activities in the student's book page 31-32 to do a quick recap of the three units.</p>		
<p>Unit 4</p>	<p>Talk about family life using let, make, help, have.</p> <p>Talk about immediate and extended family</p> <p>Agree with opinions with expressions like absolutely</p> <p>Writing a blog entry about a family memory</p>	<p>Lesson A</p> <p>Ask: <i>What activities do you and your family do together?</i> Elicit as many responses as possible from the SS. Then write the word <u><i>gripes</i></u> on the BB. <i>Say: My brother always calls me really early on Saturday mornings. That really annoys me. I want to sleep late. Now you tell me something a family member does that annoys you.</i></p> <p>Ask a few students to tell the class and write their responses on the board (e.g. My sister uses my mobile all the time. My brother keeps changing channels while watching TV. My kids never make their beds.) <i>Say: Small complaints like these are called gripes.</i> Then introduce the correct use of: <i>let/make/help/have +object +verb</i> And <i>Get/want/ask/tell +object +to + verb</i></p> <p><i>By writing sentences from the student's book page 35</i> <u>2 Grammar.</u></p> <p>Then do exercise A with them. (10 sentences). Once completed ask them to pair up and tell each other sentences that are true for them. They can use the sentences from the completed exercise to help them.</p>	<p>ATTESTED</p> <p></p> <p>PRINCIPAL GOVT. COLLEGE, RAJI INDORE (M.P.)</p>	

		<p>E.g. S1: <i>When I was a kid my parents never let me watch TV after 6 in the evening.</i> S2: <i>Really, my parents let me watch TV till 7 on school days and till 9 on weekends.</i></p> <p>3 Listening Once students have exchanged information write or dictate the sentences 1-6 from Exercise 3 page 35 to the students.</p> <p>Say: Listen to five people talk about their parents' demands. Number the demands they talk about 1-5. There is one extra. Play audio 2.03. Check answers. Then ask them to open their workbook to page 26 and complete 1, 2 and 3. Do a whole class feedback. If time permits you can have 3 pairs of students doing role plays with the conversations on page 26.</p> <p>Lesson B</p> <p>Ask students to open their workbooks to page 28 and have a look at the family tree. You may want to explain what a family tree is by drawing your own on the board while explaining the connections.) Then ask students to complete exercise 1 on page 28. (You may have to explain terms like half-brother, stepdaughter, blended) Then after answers are checked ask them to close their books. First write the following on the board: <i>We used to visit my great grandmother. I used to play with my cousins.</i></p>		
--	--	---	--	--



		<p><i>Play audio 2.06</i> <i>Ask students to listen and repeat the sentences above paying attention to the reduction of used to.</i> <i>Then</i> <i>Write down the sentences given on page 37 in the student's book on the board.</i> <i>Play audio 2.07 and ask them to listen and repeat the sentences.</i> <i>You may want to repeat the audio a couple of times till students sound natural.</i></p> <p>Once completed ask students to open their workbook to page 29 and complete exercises 2 and 3.</p> <p>Lesson C</p> <p><i>Write down the EXPRESSIONS from page 39 given in 2</i> <i>And say: Here are some expressions that show agreement with an opinion.</i> <i>Ask students to read each expression loudly.</i> <i>Then say: Listen to the start of five conversations.</i> <i>Number the responses 1-5.</i> <i>Write the sentences a- e given under A in the student's book on page 39.</i> <i>Once the students have copied all the sentences play audio 2.09.</i> <i>Then play 2.10 and ask students to check. Also ask them if they agree with the opinions. Ask them to tell their partners.</i> <i>Finally, ask students to open their workbooks to page 31 and complete exercises 2 and 3.</i></p> <p>Lesson D Listening audio 2.11</p>		
--	--	---	--	--


		<p>Write the following on the board:</p> <p><i>Playing carrom</i> <i>Watching a movie</i> <i>Part of a Band</i></p> <p><i>Now say: Listen to three people talking about their memories of family life. What did they used to do? Number the statements 1-3 as you listen. Listen again and why don't the people do these things now? Write a reason for each one and compare your answer with your partner.</i></p> <p><i>Check answers and then ask the students to open their workbook to page 32 and complete exercises 1, 2 A and B.</i></p> <p><i>Go over the tasks with the whole group.</i></p> <p><i>Finally ask the students to look at the progress chart and ask for any clarifications etc.</i></p>		
<p>Unit 5</p>	<p>Talk about future plans and schedules using <i>will</i>, <i>be going to</i>, <i>present continuous</i> and <i>simple present</i></p> <p>Ask and give advice about personal situations using <i>modal verbs</i> and <i>expressions</i></p> <p>Use expressions with <i>make and do</i></p>	<p>Lesson A</p> <p>Ask "Who's good at making plans with friends? Raise your hands."</p> <p>Ask students who raised their hands, "What kind of details do you need when you're making plans to do something with a friend?" Write students' suggestions on the board(e.g, what to do, where to go, when to meet. Where to meet). Say "Sometimes the other person is busy when you want to go out. What can you do then? Call on a few students to answer (suggest a different time or day)</p> <p>Then tell them to listen to Stacy talking on the phone. Ask them to listen and find out when they plan to meet. Also ask them to guess what they're going to do.</p> <p>Then play audio 2.21 about Grammar. Tell the students</p>	<p>XE</p>	<p>ATTESTED</p> <p></p> <p>PRINCIPAL GOVT. COLLEGE, RAJ INDORE (M.P.)</p>



	✓	<p>to listen and note down the verbs that are used to talk about the future. Go over the points with the students. Then ask them to open their work book to page 42 and complete exercise 1, 2 and 3. Finally do a speaking activity. Pair up students. Student A: invite your partner to do something with you on a specific day. Student B: Tell your partner your plans for the day, and make a decision about what to do.</p> <p>Lesson B</p> <p>Get students to get into groups of 4 and make word webs for do and make. Give them examples. You can use the examples given in the student's book on page 56/46 Go around to ensure that the expressions with make and do are correct. Then play audio 2.24 and ask the students to listen and note down the right modals that is used for <u>what's advisable</u>; <u>what's necessary</u> and <u>what's preferable</u>. Then give the students exercise 2 on page 57 from the student's book to complete. Then ask students to open their workbook to page 44-45 and complete the exercises 1, 2 and 3. 46/47 Do a whole class feedback.</p> <p>Lesson C</p> <p>Open the student's book to page 59 and write down the friendly or informal expressions that you can use to say good-bye. Tell them that in spoken language the words in</p>		
--	---	--	--	--



		<p>brackets are usually dropped. <i>(I'll talk to you later.</i></p> <p>Now ask students to open their workbook to page 46 and complete EXERCISE 1. Check the answers. Now do a Role-play phone conversation. Student A: Choose one of the following topics. Call your partner. Try to keep the conversation going. Student B: Try to end the conversation. Then change roles.</p> <p>Topics</p> <ul style="list-style-type: none">• Plans for the weekend• Something you want to borrow• Some exciting news• Something you're busy with <p>Give opportunities to as many students to do the role play. You can do this by getting them in pairs and doing the role play while you go around the class and observe. Do not correct during role play but do a short recap after the session highlighting mistakes if any and correcting them.</p> <p>Finally ask students to complete the exercises 2 and 3 in the workbook on page 47.</p> <p>Lesson D</p> <p>Ask "What is multitasking? What does that mean? Give me some examples" Get ideas from students (You do more than one thing at a time, make phone calls while checking mailsetc)</p> <p>Then ask "What are the different parts of your life you spend time on?"</p> <p>Get some ideas from students (hobbies, work, friends etc)</p>		
--	--	---	--	--

		<p>Put the word Time management on the board. Ask students if anyone has problems with time management. Ask them to raise their hands. Tell the students to open their workbook to page 48 and complete exercise 1A and B and C. Check answers. Ask them to close their workbook.</p> <p>Now write down on the board the incomplete statements under exercise 2B on page 61. Ask students to copy down the sentences. Then play the recording audio 2.27 and ask them to listen to four people who talk about their time management problems. Which problems did they have? Write the number of the speaker against each of the statements. There are two extra problems. Then play the audio again and ask them to write the advice each speaker received. Ask students to open their workbook to page 49 and complete the exercises 2 A and B. Check answers and do a quick feedback. Then ask students to go over the unit progress and clarify any doubts.</p>		
<p>Unit 8</p>	<ul style="list-style-type: none"> • Talk about wishes and imaginary situations using <i>I wish</i> and <i>if</i> clauses • Discuss how to deal with everyday problems • Give advice using expressions like <i>if I were you....</i> 	<p>Lesson A</p> <p>Write on the board 'Wishes' Say: <i>A wish is something you want or something you'd like to happen.</i> Ask students to think of the kinds of things people make wishes about. Have students call out ideas. (passing exams, getting a job, money, work, having a family, being healthier, etc.) Write ideas on the board. Now do the task A given on page 76. Call out each item in the box, and ask "<i>Who would like more fun.....?</i>" Have students raise their hands if they would like more of those things. Ask individual students why.</p>	<p>ATTESTED  PRINCIPAL GOVT. COLLEGE, RAU INDORE (M.P.)</p>	



<ul style="list-style-type: none">• Read a blog about regrets• Write an article about how you would change your life.	<p>Have students call out other ideas. Write them on the board and see how many of the ideas are similar to the ideas already written on the board from the first activity. Write the following names on the board: <i>Berta; Min Sup and JinEun; Bryan; Irene.</i> Read the title of the magazine article aloud. (Page 76). Say, "Listen to the above people talk about their wishes. What do they want?" Play the recording: audio 3.11, and ask students to listen and write. Review the answers. (Berta: Wants more free time Min Sup and JinEun: They want a bigger place to live; Bryan: He wants enough money so he can travel; Irene: She wants to live closer to her family.) Write on the board:</p> <ol style="list-style-type: none">1. I wish I <u>had</u> enough money to go somewhere exciting.2. Berta says: "I just wish I <u>weren't</u> so busy.3. If I <u>lived</u> closer to my sister, I would help her. <p>Elicit from the students that all the verbs highlighted are in the past tense. Ask the students to look at the first sentence and ask: "Is the wish for the past or the present?" (present) Does the person have money to go somewhere exciting? (No) What verb form follows <u>wish</u>? (simple past). Ask: Is Berta busy with work just now? (Yes) What verb form of be does she use (Were not) Say: When you use the verb be after wish the form is often were or weren't, including after I, he, she, and it. Write on the board</p>		
--	---	--	--

<i>If clause</i>	<i>Result clause</i>
<i>If I had more free time</i>	<i>I'd go skating</i>

Say: The sentence has two parts. The first if clause where the person imagines a different situation and a result clause for the situation.

Ask: What verb form is used in the if clause? (Simple past of have).

What verb form is used in the Result clause? (would go; I'd go... 'd is the contraction of the verb would).

Ask students to listen to audio 3.12 and note down the rules as they listen. You may put up the table on Grammar on the board while students are listening and writing. They can then ask for any clarifications.

Ask students to open their workbook to page 58 and complete exercises 1 A, B and C.

Speaking: Get the students into groups of 5 and ask them to talk to each other about their wishes.

Finally ask students what were the most popular wishes they wished for.

Lesson B

Read the lesson title aloud. Say "When you have a dilemma, it means that you have to make a choice that is either difficult, such as deciding which college to go, or unpleasant, such as deciding whether or not to lend something expensive to your friend."

Then read out the questions from the quiz on page 78 in the student's book and elicit answers from the class.

Then do the following exercise B (page 78) by either writing the sentences on the board or dictating them to the students.



		<p>Check answers. Then ask students to listen (Audio 3.15) and repeat the sentences given on page 79 speaking naturally. Ask them to pay attention to the falling and rising intonation. Get them in pairs and ask them to ask and answer using the right intonation the two questions given in C on page 78. Go around to see that they are using the right intonation and stress pattern. Ask the students to open their workbook to page 60 and complete exercises 1, 2. Check answers. Then ask them to complete 3 and 4 on page 61. Check answers and have a whole class feedback.</p> <p>Lesson C</p> <p><i>Ask: What things do people think about when they choose the college they want to go to?</i> Write students ideas on the board (e.g. location, cost, general reputation in a certain major subject, professors, friends going there, level of difficulty) <i>Say: Work with a partner. Rank the reasons from the most important to the least important.</i> Have a few students read out their lists to the class. Then do Exercise D from the student's book on page 80. Pair the students and ask them to do the role plays. They should take turns role-playing problems and giving advice. Go around the class to check that the students are using appropriate language. Now ask students to open their workbook to page 62 and complete exercises 1, 2,3 and 4. Check responses. Then do the listening activity 3 A (audio 3.18) on page 81 of the student's book.</p>		
--	--	--	--	--



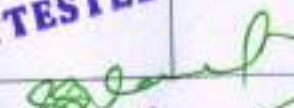
		<p>Before playing the audio put up the sentences on the board for students to copy. Once A is over play the audio again and ask them to complete B. Check answers.</p> <p>Lesson D</p> <p>Write Regrets on the board and elicit what it means. Get ideas from the students and write them.</p> <p><i>(Something you feel sorry about, something you are unhappy that you did or didn't do)</i> Ask: <i>Why do people have regrets?</i> <i>(Because they made a mistake, something they wanted to do).</i></p> <p>Ask them to open their workbook to page 64 and complete 1 A and B. Check answers. Then clarify any doubts and ask the students to complete exercise 1C and 2A, B on page 65. Check answers. Then ask students to look at the unit progress and to clarify any doubts.</p>		
Unit 9	<ul style="list-style-type: none">• Talk about problems with technology• Ask for help and describe how things work using how to, where to, and separate phrasal verbs.• Ask someone to agree	<p>Lesson A</p> <p>Ask: <i>Which of your gadgets or devices often have problem or don't work.</i> <i>Have students call out their answers while you write them on the board.</i> Now write on the board the following names: 1. Sean 2. Pam</p>	<p>ATTESTED</p> <p><i>[Signature]</i></p> <p>PRINCIPAL GOVT. COLLEGE, RAU INDORE (M.P.)</p>	



	<p>with you using expressions like You know what I mean</p> <ul style="list-style-type: none">• Write an article about protecting personal information	<p>3. Olivia 4. Cara</p> <p><i>Say: All the above are having some problems with their gadgets. Listen and note down the problems the people are having. Also note down what their friends suggest. Play audio 3.19.</i></p> <p><i>Once completed discuss the answers.</i></p> <p><i>Now ask students to do exercise 1C given in the Student's book page 86.</i></p> <p><i>You may want to write the 4 incomplete sentences on the board for the students to complete.</i></p> <p><i>Then go on to Exercise 2 on Grammar. Give them examples of Direct questions and Questions within questions from the Grammar points on page 87 in the student's book.</i></p> <p><i>Once the students have understood get them to do exercise A in their notebooks. You may want to write the sentences on the board with the example given. Check answers.</i></p> <p><i>Get the students in pairs and ask them to start a conversation using the sentences above. Go around and listen and note down any errors for corrections or explanations later.</i></p> <p><i>Ask students to then do the listening task 3 on page 87 in the Student's book. You may want to write the questions or dictate the same to the students before the students do the task.</i></p> <p><i>Play audio 3.21 for the students to complete the task. Check answers.</i></p> <p><i>Now ask students to open their workbook to page 66 and 67 and complete tasks 1 A,B 2 A,B. Discuss and check answers.</i></p>		
--	--	--	--	--

		<p>Lesson B</p> <p>Say: Write the lesson title <u>How things work</u> on the board. Ask: <i>Do you know how things work? When I buy a new gadget or device, I never read the instruction manual. I just figure out how it works.</i> Ask students if they are good at figuring out how things work. Tell students to give examples.</p> <p>Now Say: Listen to Pedro and Ken. What problem is Ken having? Write the answer. Play the recording audio 3.22. Students listen and write. Ask students to compare their answers in pairs. Play the recording and check the answer with the class. (<i>He's having problems with his game controller. He can't get it to work.</i>) Then go to exercise 2. Play the grammar chart recording audio 3.22. Ss listen and repeat. Put the left side of the chart (Page 88 SB) on the board and ask Ss <i>What are the three patterns for separable phrasal verbs?</i> (verb+particle+noun object; Verb+noun object + particle; verb+ object pronoun+ particle) Ask students to read the examples of separable phrasal verbs. Now put up the right side of the chart Say: Question word + to +verb is another pattern for question within a sentence. The first sentence means <i>"Let me show you what you have to do"</i> or <i>"Let me show you what should do"</i> Point out the separable verbs in the next two examples. Put up exercise 2 A on the board and ask students to complete the same. Then once answers are checked, ask students in pairs to</p>		
--	--	--	--	--

		<p>practice the conversation from exercise 2A that they have just completed. Go around and listen to the students and pick up any areas of concern for correction. Now, ask students to open their WB to page 68 and complete Exercises 1, 2, 3 and 4. Check and do a whole class feedback.</p> <p>Lesson C</p> <p><i>Ask: How is spending time with friends online different from being with them face to face?</i> Call on a few students to give their opinion. Get the students into groups and ask them to discuss the following question. <i>What kinds of online games do people play? Do you or your friends play them?</i> Have groups report a few of their ideas to the class.(e.g. people play sports games like tennis, basketball, war games, word games, board games, card games, quiz games) Ask students "Do you or your friends play them?" Have a few students respond. Now go to page 91 in the SB Exercise 3A and do the listening task with the class. Play audio 3.27 after the task is written on the board for the students to copy the exercise down. Check answers. Then play the audio again and ask them to complete Task 3 B. Check the whole class. Now ask students to open their WB to page 70 and complete exercises 1A,B and check responses. Then ask them to complete exercises 2 and 3 on page 71. Once completed ask the students in pairs to practice the conversation from Exercise 3 in the workbook.</p>		
--	--	--	--	--

		<p>Lesson D</p> <p>Ask "What type of personal information you use to identify yourself?" Call on a few students for ideas. (e.g. name and address; phone numbers, college ID) Then ask if anyone knows what identity theft means. Get ideas from students. (Maybe pretending to be someone else. Someone could steal your purse/wallet and pretend to be you. Someone could use your credit cards?) Then open SB to page 93 and do exercise 2 A with the class. Write out the questions on the board and ask them to discuss them in groups. Give them the first response "Well, you should shred..... on the board as an example. Once done elicit a few tips from some students. Ask students to open their WB to page 72 and complete exercise 1 A and B. Check answers. Then ask them to complete Exercise 2. Get the class into groups of 5 and ask them to complete Exercise B. Groups can write their article on a chart paper. They can then display their articles on the walls for other groups to read. Finally ask students to look at the progress chart and check if they are clear about all sections. Do a whole class feedback.</p>		
<p>UNIT 10</p>	<ul style="list-style-type: none"> • Talk about news using the present continuous • Use the present perfect with already, still, yet 	<p>Lesson A:</p> <p>Say: "Think about the last time you met a friend you hadn't seen in a while." Did you talk about any of these topics: (Read the topics given at the bottom of page 97 in the SB)</p>	<p>ATTESTED</p> <p></p>	

PRINCIPAL
GOVT. COLLEGE, RAU
INDORE (M.P.)



	<ul style="list-style-type: none">• Describe different kinds of movies• Write a review	<p>Then say: <i>When you ask people about what they have done recently or ask about what's different in their life since the last time you talked, you are 'catching up'.</i> Now do exercise 1 A from their SB. Once the students have completed that ask them to do 1B audio 4.01. Check answers. (They talk about work; a class (pottery); a new relationship; a hobby (karate). Ask a few students: <i>How do these topics compare with your lists?</i> Then ask the students to do 1C. This can be done orally. Put up one sentence and ask the class which is the right option. (working) Do that for the other 3 sentences.</p> <ol style="list-style-type: none">1. Working2. For3. Since4. In <p>Say: <i>When you talk about an activity that you started in the past and are still doing now, you can use a form called the present perfect continuous. You can also use it to talk about an activity you've done more than once in the past and that will probably continue to do.</i> You can use <u>since</u>, <u>for</u>, and <u>in</u> to talk about length of time with the present perfect continuous. <u>Since</u> is used with a specific time in the past and <u>for</u> and <u>in</u> are used with a period of time such as a few months or years. Now ask students to do exercise 2A from SB page 99. You may have to write/ dictate the sentences to the students. Check answers. Then ask students to open their WB to page 74 and complete exercises 1 A, B. Check answers. Then ask them to complete exercises 2, 3A,B given on page 75. Check answers.</p>		
--	---	---	--	--

		<p>Lesson B:</p> <p>Ask: "Who's seen a good movie recently? Raise your hand" Ask several students whose hands are raised. "What movie did you see?" Write the names of the movies on the board. Repeat for bad movies. Then ask students to take down the words that you dictate. Read the 8 type of movies from page 100 SB. Then in groups of 5 ask them to discuss which type they enjoy watching, names of some movies of that type and which movies they just do not like watching. Go around listening. Then ask students to open their WB to page 76 and complete Exercise 1, 2. Check answers. Then ask them to complete Exercises 3, 4 on page 77. Ask them to role play the last conversation with their partners. Go around and observe and monitor.</p> <p>Lesson C:</p> <p>Ask: <i>Have you asked anyone for a favour lately? I mean things such as borrowing money, or helping you fix a computer problem. What was the favour?</i> Write students answers on the board. Ask: <i>Who did you ask for favours?</i> Write students answers on the board Ask: <i>Do you feel comfortable asking for favours?</i> Now ask the students to open their WB to page 78 and complete exercise 1. Check answers.</p>		
--	--	--	--	--



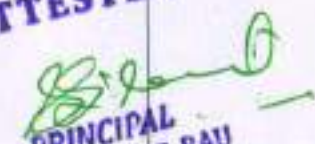
		<p>Then do the listening activity 3 given on page 103 in the SB with the class. You need to put up the table on the board and ask students to copy the same before you play the audio. (Audio 4.10) First get them to complete 3 A and then play the audio again and complete 3B. Check answers. Then do the speaking activity 3C in pairs. Finally ask students to complete WB exercise 2 and 3 given on page 79.</p> <p>Lesson D</p> <p>Write Review on the board and say: <i>People write reviews of many different things. How many different things can you think of?</i> Get ideas from students. (<i>movies, books, music, games, software, electronic products?</i>) Then ask them to open their WB to page 80 and complete exercises 1 A,B. Check answers. Do the listening exercise 2 A and B from the SB PAGE 105. Audio 4.11. Check answers. Then ask students to go back to their WB page 81 and complete exercises 2 A and B. Finally ask them to check their progress. Do a wrap up and clarify any doubts.</p>		
Unit 11	<ul style="list-style-type: none"> Speculate about people and things using must, might, can't and would 	<p>Lesson A</p> <p>Write on the board: <i>Speculating</i> Say: <i>When you talk about impressions and make guesses about something you are speculating"</i></p>	<p>ATTESTED</p> <p><i>[Signature]</i></p> <p>PRINCIPAL</p> <p>GOVT. COLLEGE, RAJ</p> <p>INDORE (M.P.)</p>	



	<ul style="list-style-type: none">• Describe situations and feelings using adjectives that end in -ed and -ing• Use you see to explain a situation	<p>Now open your SB to page 108 and ask Ss to do Exercise 1B. SAY: You will now listen to Emma and Lloyd. They are speculating about a young girl. What guesses do they make. Listen. Play audio 4.12. Discuss the task orally. Now give the students task C. You may have to put up the sentences on the board. Check answers. Now ask them to listen and repeat the sentences on audio 4.13. However, before the task write out the chart on the board and explain to students the meaning of linking and deletion while speaking. Play 4.13 and let students listen and repeat and practice linking the words as shown. Then ask students to open their WB to page 82 and complete exercise 1, 2 AND 3. Discuss answers.</p> <p>Lesson B</p> <p>Say: "Sometimes you have a great day when everything goes right and you feel great. Other times you feel bad and have a terrible day". These good and bad experiences are referred to as 'life's ups and downs.'"</p> <p>Now put up the exercise 1B from SB page 110 on the board. Ask students to complete the task. Then check answers. Similarly do Exercise 1 C. Read the instructions for the exercise. Present the Grammar chart on page 111. Play the recording audio 4.16. Students then do exercise 2A. You may have to write/dictate the sentences and students</p>		
--	---	---	--	--



		<p>need to copy them. Check answers. Then ask students to open their WB to page 84 and complete 1A, B, 2 and 3. Check answers. Then do the Exercise 3 from SB on page 111. Divide the class into groups of 5 and ask them to discuss the questions. Tell them to note down any unusual or interesting responses and tell the class. Do a whole group feedback.</p> <p>Lesson C</p> <p>Say: Raise your hand if you take lessons after college. ASK students who raised their hand "What kind of lessons do you take? How often do you take lessons? How often do you have to practice? When do you practice?" Then open SB to page 112 and ask Ss to do exercise 1D on page 112. You have to write/dictate the sentences to the students. Give them an example. Check answers.</p> <ol style="list-style-type: none">2. <i>That must be fun. You must be interested.</i>3. <i>That must be good. You must be thrilled.</i>4. <i>That must be annoying. You must be irritated.</i>5. <i>That must be difficult. You must be motivated.</i>6. <i>That must be exciting. You must be pleased.</i>7. <i>That must be good. You must be pleased.</i>8. <i>That must be boring. You must be tired.</i> <p>Now ask students to open their WB to page 86 and complete exercise 1. Check answers. Then ask them to complete exercises 2 and 3. Discuss answers.</p>		
--	--	--	--	--

		<p>Lesson D</p> <p>Say: <i>Think of people that have made an impression on you in the past. What kinds of things did these people do that made an impression?</i></p> <p>Ask a few students to share their thoughts. Then open the SB to page 115 and do exercise 2 with the students. Write down the name of the four people with the organisations below each name. Ask students to guess what the organisations do. Then play audio 4.18 and ask students to complete Exercise B. Then check answers. Play the audio again and ask the students to complete task C. Get whole class feedback and responses. Now ask students to open their WB to page 88 and complete exercises 1 A,B. Check answers. Then ask them to complete 2 A and B on page 89. Discuss responses and feedback. Finally ask students to check their progress and clarify any doubts.</p>		
Unit 12	<ul style="list-style-type: none"> • Talk about news events using the simple past passive • Talk about natural disasters using the simple past passive + by • Write a report using statistics. 	<p>Lesson A</p> <p>Ask: <i>How often do you read the news? What local news have you read recently?</i> Elicit responses from a few students.</p> <p>Then do the listening task IB on page 118 SB. (Audio 4.20) Check answers. Follow this with exercise 1C. Ask students to comment on what they notice about verbs. (The verbs change from simple past to the past of be + past participles)</p>	<p>ATTESTED</p> <p></p> <p>PRINCIPAL GOVT. COLLEGE, RAU INDORE (M.P.)</p>	



		<p>1. A jewellery store <u>was broken</u> into. 2. A bus <u>was hit</u> by a falling tree. 3. Two bears <u>were seen</u> last night. 4. Some diamonds <u>were stolen</u>. 5. The passengers <u>weren't hurt</u> in the accident.</p> <p>Write on the board:</p> <p>a. Someone <u>saw</u> two bears last night. b. Two bears <u>were seen</u> last night.</p> <p>Say: <i>In the first sentence the subject is someone. Someone did an action. He or she saw two bears. The verb is saw. When the verb in a sentence tells you what action the subject did, the verb is active.</i> Say: <i>Look at the second sentence. What is the subject? (Two Bears)</i> <i>What is the verb? (were seen)</i> <i>Did the subject (two bears) do an action? (No). When the verb in a sentence tells what happened to the subject of the sentence the verb is passive.</i> Explain that the verb in a <u>simple past passive sentence</u> is the <u>past tense of be</u> plus a <u>past participle</u>.</p> <p>Now ask students to complete exercise 2A from the SB page 119. You may have to write or dictate the exercise to the students before they are asked to do the task. Check answers. Now ask students to open their WB to page 90 and complete exercises 1, 2 and 3. Check answers and clarify any doubts.</p> <p>Lesson B</p> <p>Write Natural Disaster on the board. Tell that Natural disaster means that some force of nature has caused a lot of damage.</p>		
--	--	---	--	--

		<p>Ask students to name some natural disasters. Write students ideas on the board. (FLOODS, CYCLONES, EARTHQUAKES)</p> <p>Then ask students to do exercise 1C from SB PAGE 120. Check answers. Then do Listening and Speaking exercise 3A, B given on page 121 in the SB. Get one or two groups to act out their story in front of the class. Then ask students to open their WB to page 92 and complete exercises 1, 2 and 3. Check answers and do a class feedback.</p> <p>Lesson C</p> <p>Ask: <i>What kind of neighbourhood news might you talk about with your neighbours and friends?</i> Ask a few students and write their responses on the board. Now ask the students to listen to audio 4.26 (SB PAGE 122) and see what happened in Joey and Paula's neighbourhood last night. Then do exercise 1 D with the class. You may have to write down the sentences on the board. Check answers. Then ask students to open their WB to page 94 and complete exercise 1 and 2. Check answers. Go back to SB Page 123 and do exercise 3 A and B. (audio 4.28) Check answers by playing audio 4.29. Once answers are checked ask students to open their WB to page 95 and complete exercises 3 and 4. Check responses and whole class feedback.</p> <p>Lesson D</p>		
--	--	--	--	--



		<p>Ask: <i>Who keeps up with the news? Raise your hand.</i> Ask the people who raised their hands: <i>Do you know the names of any reporters or journalists or are there any you like in particular?</i> <i>Ask: What are the most interesting parts of being a reporter?</i> Get ideas from a few students. Now do the class activity A given on page 125 in the SB EXERCISE 2. Once completed ask them to complete exercise B using their survey results. You may want to put up the help notes on the board for students' guidance in using the correct forms of verbs. Check answers. Ask students to share their report with their partner. Then ask students to open their WB to page 96 and complete exercises 1 A,B. Check answers. Then ask the Ss to complete exercise 2 A and B. Whole class feedback. Then ask students to go through the unit progress chart. Clarify doubts and clear any issues with grammar points if any.</p>		
--	--	--	--	--