








## LESSON GUIDE

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**LEVEL 1A UNIT 1: SCHOOL IS FUN**  
**LESSON 1.1**

**OBJECTIVES:**

- Explore the pictures of the story and talk about them
- Listen to the story without interruption
- Echo read the story (optional)
- Learn to pronounce and match vocabulary words

**MATERIALS:**

Workbook  
Assessment Book

**(1) TUNING-IN:** Sing-a-long:

Going to school is a lot of fun  
Learning with friends is what makes it fun  
Going to school, I can do many things  
I can't wait to go to school

Read and write is what I do best  
A-B-C, 1-2-3  
Love to sing and love to dance  
Twirl around and sing la-la-la

Going to school is a lot of fun  
Learning with friends is what makes it fun  
Going to school, I can do many things  
I can't wait to go to school

**(2) READING:**

Step 1: Picture Walk

- *Do you like school? Do you think school is fun? What fun things can you do in school?*
- *Do you think the boy in the picture likes school? Why do you think so?*

- *What is this? What is that? What are these? What are those?*
- *What can he do? What can she do? What can they do?*

Step 2: Storytelling 1  
Step 4: Group Echo Reading (optional)

**(3) ACTIVITY 1:** Words: School is Fun

Pre-activity: Act out the words: *read, write, sing, dance, run, kick, cycle, skate, plant*  
Invite students to guess.

Activity: Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.

**(4) ACTIVITY 2:** Activity: School is Fun

Divide students into 2 groups. Each group takes turns to match the pictures with words. Record their scores and the group with the higher score wins.

**(5) CLASSROOM PRACTICE:**

Workbook p3-6

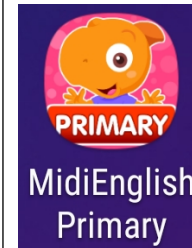
**(6) HOME PRACTICE (REMINDER):**

Assessment Book p1-3

**(7) CLOSING:**

Step 4: Group Echo Reading (with student's storybook) (optional)

## LESSON 1.1 (EXTENSION)

<b>OBJECTIVES</b>	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
<b>MATERIALS</b>	1) Equip students with mobile or tablet devices (* any iOS / Android devices)  * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App:  MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 1A → SCHOOL IS FUN		
10 min	Go 'Read' section in the App → Do the following: - Listen to the story ('Read to Me')		
10 min	Go 'Play' section in the App → Do the following: - Name The Picture (Quiz)		
10 min	Go 'Say' section in the App → Do the following: - Say the Words (Speech Recognition)		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students  * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

**LEVEL 1A UNIT 1: SCHOOL IS FUN**  
**LESSON 1.2**

**OBJECTIVES:**

- Listen to the story without interruption
- Read and answer questions related to the story
- Echo read the story
- Learn to pronounce and match vocabulary words (five senses)

**MATERIALS:**

Workbook  
Assessment Book

**(1) TUNING-IN:** Sing-a-long:

Going to school is a lot of fun  
Learning with friends is what makes it fun  
Going to school, I can do many things  
I can't wait to go to school

Read and write is what I do best  
A-B-C, 1-2-3  
Love to sing and love to dance  
Twirl around and sing la-la-la

Going to school is a lot of fun  
Learning with friends is what makes it fun  
Going to school, I can do many things  
I can't wait to go to school

**(2) READING:**

Step 2: Storytelling 1

Step 2: Storytelling 2

1. *What can you do in school?*
2. *What can you do with your hands/ legs/ mouth?*
3. *What can you see/ hear/ touch/ smell/ taste?*
4. *Is learning fun for you? What do you like to do in school?*

Step 4: Group Echo Reading

**(3) REVISION:** Vocabulary Words

**(4) ACTIVITY 1:** Words: My Five Senses

Pre-activity: Point to your eyes. *Ask: What can we do with our eyes?* (We can see with our eyes.)

Proceed asking the same question with the other sense organs: nose, mouth, ears, hands: *What can we do with our ...?*

Activity: Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.

**(5) ACTIVITY 2:** Activity: My Five Senses

Divide students into 2 groups. Each group takes turns to identify the picture and drag the picture to the correct sense organ. Read the sentence that appears. Record their scores and the group with the higher score wins.

**(6) CLASSROOM PRACTICE:**

Workbook p7-8


**(7) HOME PRACTICE (REMINDER):**

Assessment Book p4-5

**(8) CLOSING:**

Step 4: Group Echo Reading (with student's storybook)


## LESSON 1.2 (EXTENSION)

<b>WHAT IS 'EFL MUSIC'?</b>	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
<b>MATERIALS</b>	<p>'EFL Music' Software installed on teacher PC</p>  The icon for EFL Music software, featuring a blue square with rounded corners. Inside the square, there is a yellow circle with a red musical note (a treble clef) superimposed on it. Below the square, the text 'EFL Music' is written in white on a black background.	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 1A – Unit 1 → Lesson 1</b></p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the <b>'EFL Music software'</b></p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

**LEVEL 1A UNIT 1: SCHOOL IS FUN**  
**LESSON 2.1**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Read and answer questions related to the story</li> <li>• Shadow read the story</li> <li>• Attempt the comprehension questions</li> <li>• Use the five senses to describe an apple</li> <li>• Learn to listen to instructions and act on them</li> </ul>		<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: Going to school is a lot of fun Learning with friends is what makes it fun Going to school, I can do many things I can't wait to go to school	Read and write is what I do best A-B-C, 1-2-3 Love to sing and love to dance Twirl around and sing la-la-la	Going to school is a lot of fun Learning with friends is what makes it fun Going to school, I can do many things I can't wait to go to school
<b>Activity Song:</b> Going to * is a lot of fun Learning with * is what makes it fun Going to *, I can do many things I can't wait to go to *	* and * is what I do best A-B-C, 1-2-3 Love to * and love to * Twirl around and sing la-la-la	Going to school is a lot of fun Learning with friends is what makes it fun Going to school, I can do many things I can't wait to go to school
<b>(2) READING:</b> Step 2: Storytelling 1 (optional)	Step 3: Storytelling 2 (refer to.2 for questions)	Step 5: Group Shadow Reading
<b>(3) REVISION:</b> Vocabulary Words	<b>(5) ACTIVITY 2:</b> The Apple Is ... (Experience and Describe) (Teacher to bring an apple to class for this activity). Pre-activity: Invite students to use their five senses to describe the apple: <ul style="list-style-type: none"> <li>• <i>See: describe the colors of the fruit (stem and leaf)</i></li> <li>• <i>Touch: press the fruit; feel the leaf and the stem</i></li> <li>• <i>Smell: smell the fruit before and after cutting</i></li> <li>• <i>Hear: listen when the fruit is bitten</i></li> </ul> <i>Taste: taste the fruit</i>	Activity: Turn to Assessment Book p8-9 and record down the experience. <ul style="list-style-type: none"> <li>• see: red/ green, bright, glossy (<i>skin</i>), green (<i>leaf</i>), brown (<i>stem</i>)</li> <li>• hear: crunchy (<i>when bitten</i>)</li> <li>• taste: sweet, juicy</li> <li>• smell: sweet, nice, no smell</li> <li>• touch: hard, smooth (<i>skin</i>), rough (<i>stem</i>)</li> </ul>
<b>(4) ACTIVITY 1:</b> Comprehension Invite a student to associate the picture with the correct sentence. Get him/ her to invite another classmate to answer the next question.		
<b>(6) CLASSROOM PRACTICE:</b> Workbook p9	<b>(7) HOME PRACTICE (REMINDER):</b> Assessment Book p6-7	<b>(8) CLOSING:</b> Step 4: Group Shadow Reading (with student's storybook)

## LESSON 2.1 (EXTENSION)


<b>OBJECTIVES</b>	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
<b>MATERIALS</b>	1) Equip students with mobile or tablet devices (* any iOS / Android devices)  * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App:  MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 1A → SCHOOL IS FUN		
10 min	Go 'Read' section in the App → Do the following: - Listen to the story ('Read to Me')		
10 min	Go 'Play' section in the App → Do the following: - My Five Senses (Quiz)		
10 min	Go 'Say' section in the App → Do the following: - Read the Sentences (Speech Recognition)		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students  * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

**LEVEL 1A UNIT 1: SCHOOL IS FUN**  
**LESSON 2.2**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Retell the story</li> <li>• Echo or Shadow read with Variations</li> <li>• Listen to instructions and act on them</li> <li>• Introduce oneself and write down 2 things that one can do</li> <li>• Learn to pronounce words that start with these beginning sounds: /k/, /l/, /r/, /s/, /t/</li> </ul>		<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: Going to school is a lot of fun Learning with friends is what makes it fun Going to school, I can do many things I can't wait to go to school	Read and write is what I do best A-B-C, 1-2-3 Love to sing and love to dance Twirl around and sing la-la-la	Going to school is a lot of fun Learning with friends is what makes it fun Going to school, I can do many things I can't wait to go to school
Activity Song: Going to * is a lot of fun Learning with * is what makes it fun Going to *, I can do many things I can't wait to go to *	* and * is what I do best A-B-C, 1-2-3 Love to * and love to * Twirl around and sing la-la-la	Going to school is a lot of fun Learning with friends is what makes it fun Going to school, I can do many things I can't wait to go to school
<b>(2) READING:</b> Start with group reading if necessary Step 3: Storytelling 2 - <i>retell story in own words</i>	Step 4 & 5: Group Echo/ Shadow Reading with Variations (eg. girls vs boys, 1 student vs all students)	<b>(3) REVISION:</b> Vocabulary Words
<b>(3) ACTIVITY 1:</b> Listening: School is Fun Turn to Workbook p10. Listen to the sentences and number the pictures correctly. Click 'See Answers' on the top right corner to reveal the answers.  <b>(4) ACTIVITY 2:</b> Writing: Draw and Write Turn to Workbook p12. Invite students to write down their names and two things that they can do. Draw a picture to illustrate what has been written.	<b>(5) ACTIVITY 3:</b> Speaking: I Can ... Option 1: Click 'No Camera' Say the sentences together. <i>E.g. Hi, I am John. I can read.</i> Option 2: Click '1.3M HD WebCam'. 1. Invite a child and have him/her put his/her face to show on the camera's window. 2. Ask him/ her to introduce himself/herself and say what he/she can do. <i>E.g. Hi, I am ... I can read.</i>	<b>(6) ACTIVITY 4:</b> Beginning Sounds Introduce one beginning sound at a time. Listen to the sounds and words without interruption. Listen again and invite students to say the sounds and words. Pay attention to the pronunciation of sounds and words. Repeat if necessary.
<b>(7) CLASSROOM PRACTICE:</b> Workbook p13-14 (Beginning Sounds)	<b>(8) HOME PRACTICE (REMINDER):</b> Workbook p11 (Speaking Practice) Assessment Book p10-11 (Beginning Sounds)	<b>(9) CLOSING:</b> Step 4 & 5: Group Echo & Shadow Reading (with student's storybook)



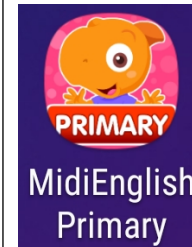
## LESSON 2.2 (EXTENSION)

<b>WHAT IS 'EFL MUSIC'?</b>	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
<b>MATERIALS</b>	<p>'EFL Music' Software installed on teacher PC</p>  <p>The icon for EFL Music software is a square with a blue background. It features a large red musical note and a yellow sun-like circle. In the bottom left corner, there is a small white square with a blue arrow pointing up and to the right. Below the icon, the text 'EFL Music' is written in white on a black background.</p>	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 1A – Unit 1 → Lesson 2</b></p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the <b>'EFL Music software'</b></p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

**LEVEL 1A UNIT 1: SCHOOL IS FUN**  
**LESSON 3.1**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Paired reading</li> <li>Learn capitalization rules: first letter of a sentence</li> </ul>		<b>MATERIALS:</b> *Grammar Book <i>* For schools that have purchased the Grammar Book</i>
<b>(1) TUNING-IN:</b> Sing-a-long:  Going to school is a lot of fun Learning with friends is what makes it fun Going to school, I can do many things I can't wait to go to school	Read and write is what I do best A-B-C, 1-2-3 Love to sing and love to dance Twirl around and sing la-la-la	Going to school is a lot of fun Learning with friends is what makes it fun Going to school, I can do many things I can't wait to go to school
<b>Activity Song:</b>  Going to * is a lot of fun Learning with * is what makes it fun Going to *, I can do many things I can't wait to go to *	* and * is what I do best A-B-C, 1-2-3 Love to * and love to * Twirl around and sing la-la-la	Going to school is a lot of fun Learning with friends is what makes it fun Going to school, I can do many things I can't wait to go to school
<b>(2) READING:</b> Start with group reading if necessary Step 6: Paired Reading	<b>(3) ACTIVITY 1:</b> Capitalization: First Letter Pre-activity: Refer to the storybook "School is Fun" and point out to students the capital letters at the beginning of sentences. Activity: Recite the capital letter chant. Click to capitalize the first letter of a sentence and read the sentence together.	<b>(4) ACTIVITY 2:</b> Capitalization: First Letter Divide students into 2 groups. Each group takes turns to click and capitalize the first letter of a sentence. Teach students to read the sentence. Record their scores and the group with the higher score wins.
<b>(5) CLASSROOM PRACTICE:</b> Grammar Book p1-5 (review alphabet letters) Grammar Book p6-10 (capital letters- first letter)	<b>(6) HOME PRACTICE (REMINDER):</b> Review lesson Grammar Book p6	<b>(7) CLOSING:</b> Step 6: Paired Reading (with student's storybook)


### LESSON 3.1 (EXTENSION)

<b>OBJECTIVES</b>	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
<b>MATERIALS</b>	1) Equip students with mobile or tablet devices (* any iOS / Android devices)  * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App:  MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 1A → SCHOOL IS FUN		
15 min	Go 'Read' section in the App → Do the following: - Silent-read the story ('Read by Myself')		
15 min	Go 'Play' section in the App → Do the following: - Action Words - Type the Word		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students  * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

**LEVEL 1A UNIT 1: SCHOOL IS FUN**  
**LESSON 3.2**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Individual reading</li> <li>Learn punctuation rules: full stop</li> </ul>		<b>MATERIAL:</b> *Grammar Book <i>* For schools that have purchased the Grammar Book</i>
<b>(1) TUNING-IN:</b> Sing-a-long:  Going to school is a lot of fun Learning with friends is what makes it fun Going to school, I can do many things I can't wait to go to school	Read and write is what I do best A-B-C, 1-2-3 Love to sing and love to dance Twirl around and sing la-la-la	Going to school is a lot of fun Learning with friends is what makes it fun Going to school, I can do many things I can't wait to go to school
<b>Activity Song:</b>  Going to * is a lot of fun Learning with * is what makes it fun Going to *, I can do many things I can't wait to go to *	* and * is what I do best A-B-C, 1-2-3 Love to * and love to * Twirl around and sing la-la-la	Going to school is a lot of fun Learning with friends is what makes it fun Going to school, I can do many things I can't wait to go to school
<b>(2) READING:</b> Start with group reading if necessary Step 6: Individual Reading	<b>(3) ACTIVITY 1:</b> Punctuation- Full Stop Pre-activity: Refer to the storybook "School is Fun" and point out to students the full stops at the end of sentences. Highlight to students that when they see a full stop when reading, they have to pause/ stop for a while before reading the next sentence. Activity: Recite the full stop chant. Click to add a full stop to a sentence and read the sentence together.	<b>(4) ACTIVITY 2:</b> Punctuation- Full Stop Click and add a full stop to the end of a sentence. Read the sentence.
<b>(5) CLASSROOM PRACTICE:</b> Grammar Book p11-17	<b>(6) HOME PRACTICE (REMINDER):</b> Review lessons Grammar Book p11 Grammar Book p18 (summary)	<b>(7) CLOSING:</b> Step 6: Individual Reading (with student's storybook)

## LESSON 3.2 (EXTENSION)

<b>WHAT IS 'EFL MUSIC'?</b>	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
<b>MATERIALS</b>	<p>'EFL Music' Software installed on teacher PC</p>  <p>The icon for EFL Music software is a square with a blue background. It features a large red musical note and a yellow sun-like circle. In the bottom left corner, there is a small white square with a blue arrow pointing up and to the right. Below the icon, the text 'EFL Music' is written in white on a black background.</p>	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 1A – Unit 1 → Lesson 3</b></p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the <b>'EFL Music software'</b></p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

**LEVEL 1A UNIT 1: SCHOOL IS FUN**  
**LESSON 4.1**

**OBJECTIVES:**

1. Record reading
2. Talk about the modes of transportation (to school)

**MATERIAL:**

- \*Speaking & Writing Book
- \* *For schools that have purchased the Speaking & Writing Book*

**(1) TUNING-IN:** Sing-a-long:

Going to school is a lot of fun  
Learning with friends is what makes it fun  
Going to school, I can do many things  
I can't wait to go to school

Read and write is what I do best  
A-B-C, 1-2-3  
Love to sing and love to dance  
Twirl around and sing la-la-la

Going to school is a lot of fun  
Learning with friends is what makes it fun  
Going to school, I can do many things  
I can't wait to go to school

Activity Song:

Going to \* is a lot of fun  
Learning with \* is what makes it fun  
Going to \*, I can do many things  
I can't wait to go to \*

\* and \* is what I do best  
A-B-C, 1-2-3  
Love to \* and love to \*  
Twirl around and sing la-la-la

Going to school is a lot of fun  
Learning with friends is what makes it fun  
Going to school, I can do many things  
I can't wait to go to school

**(2) READING:**

Start with group reading if necessary  
Record reading

**(3) ACTIVITY 1:** How do you go to school?

Pre-activity: *Ask: How do you go to school?*  
Activity: Listen and read the dialogue.

**(4) ACTIVITY 2:** Role-play with Friends

Turn to Speaking and Writing Book p2-3. Read the instructions provided to make a dice. Ask and answer about the mode of transportation to school.

**(5) CLASSROOM PRACTICE:** Ask and Record  
Pre-activity: Turn to p5. Students write down how they go to school.  
Activity: Each student asks a friend the following question and record it down:

- *How do you go to school?*

**(6) HOME PRACTICE (REMINDER):** Review dialogue  
Speaking and Writing Book p1

**(7) CLOSING:**  
Review reading if necessary (with student's storybook)

## LESSON 4.1 (EXTENSION)

<b>MATERIALS</b>	<p>1) Teacher PC equipped with 'MidiEnglish Primary' DRL (Digital Resource Library) software</p> <p>Classroom Projector / Interactive board</p>	<p>2) Print out a set of worksheets (*) from the 'Songwriting' activity to be handed out to students</p> <p>* The worksheet PDF file can be downloaded and printed from the 'Worksheet' button in 'Songwriting' activity screen</p>
<p>5 min</p> <p>10 min</p> <p>10 min</p> <p>10 min</p> <p>10 min</p>	<p>Launch 'MidiEnglish Primary' on the teacher PC</p> <p>Go 'Lesson Plan' → Level 1A → SCHOOL IS FUN → Lesson 4 → <b>Run the 'Songwriting' activity</b></p> <p>'Sing the song together' segment:</p> <ul style="list-style-type: none"> <li>- Get students to learn to sing the song together (Click the 'Play' button on screen)</li> </ul> <p>'Songwriting worksheet' segment:</p> <ul style="list-style-type: none"> <li>- First, hand out the printed worksheets to students</li> <li>- Students to fill in the blanks on the worksheets with helping words (*) provided, or with their own choice of words</li> <li>- For this segment, teacher can decide to have students work in small groups or individually</li> </ul> <p>* To show helping words on screen → click 'Helping Words' button</p> <p>Note: Often there is no right or wrong choice of words when working on the songwriting activity</p> <p>'Sing the edited songs' segment:</p> <ul style="list-style-type: none"> <li>- Pick an example from the outcome of the above exercise</li> <li>- Edit the song on the interactive board together (in the song screen → click any highlighted word and change to a new word)</li> <li>- When done with the entire piece, click the 'Play' button and sing the song together (students will have lots of fun doing this!)</li> <li>- If time permits, pick another edited piece from another group or student, and repeat this segment</li> </ul> <p>Get students to comment and talk about their experience in this exercise</p> <p>Wrap up the class by providing some final comments from the teacher</p>	

**LEVEL 1A UNIT 1: SCHOOL IS FUN**  
**LESSON 4.2**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Record reading</li> <li>Complete sentences with capital letters and full stops</li> <li>Complete passages: “My School” &amp; “My Teacher Can ...”</li> <li>Attempt Unit 1 Assessment</li> </ul>		<b>MATERIAL:</b> * Speaking & Writing Book Assessment Book <i>* For schools that have purchased the Speaking and Writing Book</i>
<b>(1) TUNING-IN:</b> Sing-a-long:  Going to school is a lot of fun Learning with friends is what makes it fun Going to school, I can do many things I can’t wait to go to school	Read and write is what I do best A-B-C, 1-2-3 Love to sing and love to dance Twirl around and sing la-la-la	Going to school is a lot of fun Learning with friends is what makes it fun Going to school, I can do many things I can’t wait to go to school
<b>Activity Song:</b>  Going to * is a lot of fun Learning with * is what makes it fun Going to *, I can do many things I can’t wait to go to *	* and * is what I do best A-B-C, 1-2-3 Love to * and love to * Twirl around and sing la-la-la	Going to school is a lot of fun Learning with friends is what makes it fun Going to school, I can do many things I can’t wait to go to school
<b>(2) READING:</b> Start with group reading if necessary. Record reading		
<b>(3) CLASSROOM PRACTICE 1:</b> What Am I? Hop to the Pond Turn to Speaking and Writing Book p6-7. Complete the chant and color the rocks with words that begin with capital letters.	<b>(4) CLASSROOM PRACTICE 2:</b> My School Turn to p8-9. Complete the passage with capital letters and full stops.	<b>(5) CLASSROOM PRACTICE 3:</b> My Teacher Can ... Turn p10-11. Complete the passage with vocabulary words learned in the storybook “School is Fun”.
<b>(6) CLASS TEST: Unit 1 Assessment</b> Assessment Book p12-17	<b>(7) HOME PRACTICE (REMINDER):</b> Speaking and Writing Book p-10-11 (if these are not completed in school)	<b>(8) CLOSING:</b> Review reading if necessary (with student’s storybook)



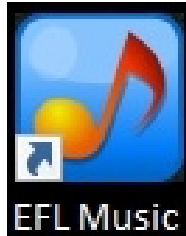
## LESSON 4.2 (EXTENSION)

### WHAT IS 'EFL MUSIC'?

'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.

### MATERIALS

'EFL Music'  
Software  
installed on teacher PC



### LESSON GUIDE

Refer to 'EFL Music Lesson Guide' (\*)

**Level 1A – Unit 1 → Lesson 4**

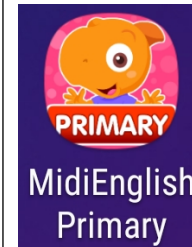
\* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the **'EFL Music software'**

Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'

**LEVEL 1A UNIT 2: MY PET KITTEN, LULU**  
**LESSON 1.1**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Explore the pictures of the story and talk about them</li> <li>• Listen to the story without interruption</li> <li>• Echo read the story (optional)</li> <li>• Learn to pronounce and match vocabulary words</li> </ul>		<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long:  La-la-la-la-la-la I love my little pet I love to cuddle her Every time she is here	When she gets all dirty I give her a little wash Oops! She does not like it And she runs away from me	La-la-la-la-la-la I love my little pet I love to cuddle her Every time she is here
<b>(2) READING:</b> Step 1: Picture Walk <ul style="list-style-type: none"> <li>• <i>What do you think the book is about? What is the name of the kitten?</i></li> <li>• <i>Why is the kitten called a pet? What is a pet?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>What kind of animals can be kept as pets?</i></li> <li>• <i>Who is this? What is this?</i></li> <li>• <i>What is Lulu doing? What is the girl doing?</i></li> </ul>	Step 2: Storytelling 1 Step 4: Group Echo Reading (optional)
<b>(3) ACTIVITY 1:</b> Words: My Pet Kitten, Lulu Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.	<b>(4) ACTIVITY 2:</b> Activity: My Pet Kitten, Lulu Divide students into 2 groups. Each group takes turns to match the picture and words. Record their scores and the group with the higher score wins.	
<b>(5) CLASSROOM PRACTICE:</b> Workbook p17-19	<b>(6) HOME PRACTICE (REMINDER):</b> Assessment Book p18, 20-21	<b>(7) CLOSING:</b> Step 4: Group Echo Reading (with student's storybook) (optional)


## LESSON 1.1 (EXTENSION)

<b>OBJECTIVES</b>	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
<b>MATERIALS</b>	1) Equip students with mobile or tablet devices (* any iOS / Android devices)  * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App:  MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 1A → MY PET KITTEN, LULU		
10 min	Go 'Read' section in the App → Do the following: - Listen to the story ('Read to Me')		
10 min	Go 'Play' section in the App → Do the following: - Name The Picture (Quiz) - Spot The Number (Quiz)		
10 min	Go 'Say' section in the App → Do the following: - Say the Words (Speech Recognition)		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students  * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

**LEVEL 1A UNIT 2: MY PET KITTEN, LULU**  
**LESSON 1.2**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Listen to the story without interruption</li> <li>• Read and answer questions related to the story</li> <li>• Echo read the story</li> <li>• Learn to pronounce and count with numbers 1-10</li> </ul>		<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long:  La-la-la-la-la-la I love my little pet I love to cuddle her Every time she is here	When she gets all dirty I give her a little wash Oops! She does not like it And she runs away from me	La-la-la-la-la-la I love my little pet I love to cuddle her Every time she is here
<b>(2) READING:</b> Step 2: Storytelling 1  Step 3: Storytelling 2 <ul style="list-style-type: none"> <li>• What does Lulu like to do? What does Lulu not like to do?</li> <li>• Why is Lulu happy? Why is Lulu sad/ angry?</li> </ul>	<ul style="list-style-type: none"> <li>• Do you have a pet? Is it a male or female? What's his/ her name?</li> <li>• What does he/ she like to eat? What does he/ she like to do?</li> <li>• How do you take care of your pet?</li> </ul>	Step 4: Group Echo Reading
<b>(3) REVISION:</b> Vocabulary Words	<b>(4) ACTIVITY 1:</b> Words: Numbers 1 to 10 Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.	<b>(5) ACTIVITY 2:</b> Number Game Divide students into 2 groups. Each group takes turns and race against time to find the specified number of items. Record their scores and the group with the higher score wins.
<b>(6) CLASSROOM PRACTICE:</b> Workbook p20-22	<b>(7) HOME PRACTICE (REMINDER):</b> Assessment Book p24-25	<b>(8) CLOSING:</b> Step 4: Group Echo Reading (with student's storybook)

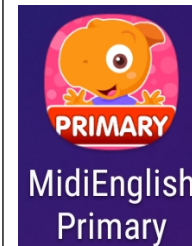
## LESSON 1.2 (EXTENSION)

<b>WHAT IS 'EFL MUSIC'?</b>	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
<b>MATERIALS</b>	<p>'EFL Music' Software installed on teacher PC</p> 	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 1A – Unit 2 → Lesson 1</b></p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the <b>'EFL Music software'</b></p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

**LEVEL 1A UNIT 2: MY PET KITTEN, LULU**  
**LESSON 2.1**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Read and answer questions related to the story</li> <li>• Shadow read the story</li> <li>• Attempt the comprehension questions</li> <li>• Learn action words</li> </ul>		<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: La-la-la-la-la-la I love my little pet I love to cuddle her Every time she is here	When she gets all dirty I give her a little wash Oops! She does not like it And she runs away from me	La-la-la-la-la-la I love my little pet I love to cuddle her Every time she is here
Activity Song: La-la-la-la-la-la I love my little * I love to <u>1. cuddle her</u> <u>2. rub her belly</u> <u>3. cut her nails</u> <u>4. brush her hair</u> Every time she is here	When she gets all * I give her a little * Oops! She does not like it And she * away from me	La-la-la-la-la-la I love my little * I love to <u>1. cuddle her</u> <u>2. rub her belly</u> <u>3. cut her nails</u> <u>4. brush her hair</u> Every time she is here
<b>(2) READING:</b> Step 2: Storytelling 1 (optional) Step 3: Storytelling (refer to 2 for questions)	Step 5: Group Shadow Reading	<b>(3) REVISION:</b> Vocabulary Words
<b>(4) ACTIVITY 1:</b> Comprehension Invite a student to answer a question. Get him/ her to invite another classmate to answer the next question.	<b>(5) ACTIVITY 2:</b> Action Words Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.	<b>(6) ACTIVITY 3:</b> Smack It! Divide students into 2 groups. Each group takes turns to identify the correct action word. Record their scores and the group with the higher score wins.
<b>(7) CLASSROOM PRACTICE:</b> Workbook p23-25	<b>(8) HOME PRACTICE (REMINDER):</b> Assessment Book p19, 22-23	<b>(9) CLOSING:</b> Step 4: Group Shadow Reading (with student's storybook)

## LESSON 2.1 (EXTENSION)


<b>OBJECTIVES</b>	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
<b>MATERIALS</b>	1) Equip students with mobile or tablet devices (* any iOS / Android devices)  * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App:  MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 1A → MY PET KITTEN, LULU		
10 min	Go 'Read' section in the App → Do the following: - Listen to the story ('Read to Me')		
10 min	Go 'Play' section in the App → Do the following: - True or False (Quiz)		
10 min	Go 'Say' section in the App → Do the following: - Read the Sentences (Speech Recognition)		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students  * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

**LEVEL 1A UNIT 2: MY PET KITTEN, LULU**  
**LESSON 2.2**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Retell the story</li> <li>• Echo or Shadow read with Variations</li> <li>• Listen to instructions and act on them</li> <li>• Introduce a pet and write about it</li> <li>• Learn to pronounce words that start with these beginning sounds: /b/, /f/, /h/, /m/, /n/</li> </ul>		<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: La-la-la-la-la-la I love my little pet I love to cuddle her Every time she is here	When she gets all dirty I give her a little wash Oops! She does not like it And she runs away from me	La-la-la-la-la-la I love my little pet I love to cuddle her Every time she is here
<b>Activity Song:</b> La-la-la-la-la-la I love my little * I love to <u>1. cuddle her</u> <u>2. rub her belly</u> <u>3. cut her nails</u> <u>4. brush her hair</u>	Every time she is here When she gets all * I give her a little * Oops! She does not like it And she * away from me La-la-la-la-la-la I love my little *	I love to <u>1. cuddle her</u> <u>2. rub her belly</u> <u>3. cut her nails</u> <u>4. brush her hair</u> Every time she is here
<b>(2) READING:</b> Start with group reading if necessary Step 3: Storytelling 2 - <i>retell story in own words</i>	Step 4 & 5: Group Echo/ Shadow Reading with Variations (eg. girls vs boys, 1 student vs all students)	<b>(3) REVISION:</b> Vocabulary Words, Action Words
<b>(4) ACTIVITY 1:</b> Listening: My Pet Kitten, Lulu Turn to Workbook p26. Listen to the sentences and number the pictures correctly. Click 'See Answers' on the top right corner to reveal the answers.	<b>(6) ACTIVITY 3:</b> Speaking: About My Pet Pre-activity: Ask students to bring a photo of their pet if they have one for 'show and tell'. For students who do not have any pets at home, invite them to draw an imaginary pet that they would like to have. Activity: Invite students to introduce their pets as follow: <ul style="list-style-type: none"> <li>• <i>I have a pet ...</i></li> <li>• <i>His/ Her name is ...</i></li> </ul>	<b>(7) ACTIVITY 4:</b> Beginning Sounds Introduce one beginning sound at a time. Listen to the sounds and words without interruption. Listen again and invite students to say the sounds and words. Pay attention to the pronunciation of sounds and words. Repeat if necessary.
<b>(5) ACTIVITY 2:</b> Writing: Draw and Write Turn to Workbook p28. Invite students to write down about their real or imaginary pet.		
<b>(8) CLASSROOM PRACTICE:</b> Workbook p29-30 (Beginning Sounds)	<b>(9) HOME PRACTICE (REMINDER):</b> Workbook p27 (Speaking Practice) Assessment Book p26-27 (Beginning Sounds)	<b>(10) CLOSING:</b> Step 4 & 5: Group Echo & Shadow Reading (with student's storybook)




## LESSON 2.2 (EXTENSION)

<b>WHAT IS 'EFL MUSIC'?</b>	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
<b>MATERIALS</b>	<p>'EFL Music' Software installed on teacher PC</p>  <p>The icon for EFL Music software is a blue square with rounded corners. Inside the square, there is a red musical note and a yellow sun-like circle. Below the square, the text 'EFL Music' is written in white on a black background.</p>	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 1A – Unit 2 → Lesson 2</b></p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the <b>'EFL Music software'</b></p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

**LEVEL 1A UNIT 2: MY PET KITTEN, LULU**  
**LESSON 3.1**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Paired reading</li> <li>Learn capitalization rules: names</li> </ul>		<b>MATERIALS:</b> *Grammar Book * <i>For schools that have purchased the Grammar Book</i>
<b>(1) TUNING-IN:</b> Sing-a-long:  La-la-la-la-la-la I love my little pet I love to cuddle her Every time she is here	When she gets all dirty I give her a little wash Oops! She does not like it And she runs away from me	La-la-la-la-la-la I love my little pet I love to cuddle her Every time she is here
Activity Song:  La-la-la-la-la-la I love my little * I love to <u>1. cuddle her</u> <u>2. rub her belly</u> <u>3. cut her nails</u> <u>4. brush her hair</u>	Every time she is here When she gets all * I give her a little * Oops! She does not like it And she * away from me La-la-la-la-la-la I love my little *	I love to <u>1. cuddle her</u> <u>2. rub her belly</u> <u>3. cut her nails</u> <u>4. brush her hair</u> Every time she is here
<b>(2) READING:</b> Start with group reading if necessary Step 6: Paired Reading	<b>(3) ACTIVITY 1:</b> Capitalization: Names Pre-activity: Invite a few students to write their names on the whiteboard. Point out to them that names start with capital letters. Activity: Learn the 'name' chant. Learn more names that start with capital letters and read the sentences.	<b>(4) ACTIVITY 2:</b> Capitalization: Names Click and replace the first letter of a name with a capital letter.
<b>(5) CLASSROOM PRACTICE:</b> Grammar Book p19-24	<b>(6) HOME PRACTICE (REMINDER):</b> Review lesson Grammar Book p19	<b>(7) CLOSING:</b> Step 6: Paired Reading (with student's storybook)


### LESSON 3.1 (EXTENSION)

<b>OBJECTIVES</b>	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
<b>MATERIALS</b>	1) Equip students with mobile or tablet devices (* any iOS / Android devices)  * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App:  MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 1A → MY PET KITTEN, LULU		
20 min	Go 'Read' section in the App → Do the following: - Silent-read the story ('Read by Myself')		
10 min	Go 'Play' section in the App → Do the following: - Action Words - Type the Word		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students  * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

**LEVEL 1A UNIT 2: MY PET KITTEN, LULU**  
**LESSON 3.2**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Individual reading</li> <li>• Learn capitalization rules: I</li> </ul>		<b>MATERIAL:</b> * Grammar Book * <i>For schools that have purchased the Grammar Book</i>
<b>(1) TUNING-IN:</b> Sing-a-long:  La-la-la-la-la-la I love my little pet I love to cuddle her Every time she is here	When she gets all dirty I give her a little wash Oops! She does not like it And she runs away from me	La-la-la-la-la-la I love my little pet I love to cuddle her Every time she is here
Activity Song:  La-la-la-la-la-la I love my little * I love to <u>1. cuddle her</u> <u>2. rub her belly</u> <u>3. cut her nails</u> <u>4. brush her hair</u>	Every time she is here When she gets all * I give her a little * Oops! She does not like it And she * away from me La-la-la-la-la-la I love my little *	I love to <u>1. cuddle her</u> <u>2. rub her belly</u> <u>3. cut her nails</u> <u>4. brush her hair</u> Every time she is here
<b>(2) READING:</b> Start with group reading if necessary Step 6: Individual Reading	<b>(3) ACTIVITY 1:</b> Capitalization- I Learn the 'I' chant. Learn more sentences with 'I' that start with capital letters. Read the sentences.	<b>(4) ACTIVITY 2:</b> Capitalization- I Click and replace 'i' with a capital letter.
<b>(5) CLASSROOM PRACTICE:</b> Grammar Book p25-31	<b>(6) HOME PRACTICE (REMINDER):</b> Review lesson Grammar Book p25 Grammar Book p32 (summary)	<b>(7) CLOSING:</b> Step 6: Individual Reading (with student's storybook)

## LESSON 3.2 (EXTENSION)

<b>WHAT IS 'EFL MUSIC'?</b>	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
<b>MATERIALS</b>	<p>'EFL Music' Software installed on teacher PC</p> 	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 1A – Unit 2 → Lesson 3</b></p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the <b>'EFL Music software'</b></p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

**LEVEL 1A UNIT 2: MY PET KITTEN, LULU**  
**LESSON 4.1**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Record reading</li> <li>Learn greetings and self-introduction</li> </ul>		<b>MATERIAL:</b> *Speaking & Writing Book * <i>For schools that have purchased the Speaking and Writing Book</i>
<b>(1) TUNING-IN:</b> Sing-a-long: La-la-la-la-la-la I love my little pet I love to cuddle her Every time she is here	When she gets all dirty I give her a little wash Oops! She does not like it And she runs away from me	La-la-la-la-la-la I love my little pet I love to cuddle her Every time she is here
Activity Song:  La-la-la-la-la-la I love my little * I love to <u>1. cuddle her</u> <u>2. rub her belly</u> <u>3. cut her nails</u> <u>4. brush her hair</u>	Every time she is here When she gets all * I give her a little * Oops! She does not like it And she * away from me La-la-la-la-la-la I love my little *	I love to <u>1. cuddle her</u> <u>2. rub her belly</u> <u>3. cut her nails</u> <u>4. brush her hair</u> Every time she is here
<b>(2) READING:</b> Start with group reading if necessary Record reading	<b>(3) ACTIVITY 1:</b> Pre-activity: Discuss with students how to greet people. Activity: Learn the different ways of saying hello (hi, hey) and goodbye (bye). Listen and read the dialogue. Ask the following questions: <ul style="list-style-type: none"> <li><i>How old is Fred? (seven years old)</i></li> <li><i>How old is Anne? (six years old)</i></li> </ul>	<b>(4) ACTIVITY 2:</b> Role-play with friends Pair up the students. Turn to p12-13. Each student selects a character and role-play the dialogue.
<b>(5) CLASSROOM PRACTICE:</b> Ask and Record Turn to p14-15. Find out your friends' names and ages and write them down.	<b>(6) HOME PRACTICE (REMINDER):</b> Review dialogue Speaking and Writing Book p12	<b>(7) CLOSING:</b> Review reading if necessary (with student's storybook)

## LESSON 4.1 (EXTENSION)


<b>MATERIALS</b>	<p>1) Teacher PC equipped with 'MidiEnglish Primary' DRL (Digital Resource Library) software</p> <p>Classroom Projector / Interactive board</p>	<p>2) Print out a set of worksheets (*) from the 'Songwriting' activity to be handed out to students</p> <p>* The worksheet PDF file can be downloaded and printed from the 'Worksheet' button in 'Songwriting' activity screen</p>
<p>5 min</p> <p>10 min</p> <p>10 min</p> <p>10 min</p> <p>10 min</p>	<p>Launch 'MidiEnglish Primary' on the teacher PC</p> <p>Go 'Lesson Plan' → Level 1A → MY PET KITTEN, LULU → Lesson 4 → <b>Run the 'Songwriting' activity</b></p> <p>'Sing the song together' segment:</p> <ul style="list-style-type: none"> <li>- Get students to learn to sing the song together (Click the 'Play' button on screen)</li> </ul> <p>'Songwriting worksheet' segment:</p> <ul style="list-style-type: none"> <li>- First, hand out the printed worksheets to students</li> <li>- Students to fill in the blanks on the worksheets with helping words (*) provided, or with their own choice of words</li> <li>- For this segment, teacher can decide to have students work in small groups or individually</li> </ul> <p>* To show helping words on screen → click 'Helping Words' button</p> <p>Note: Often there is no right or wrong choice of words when working on the songwriting activity</p> <p>'Sing the edited songs' segment:</p> <ul style="list-style-type: none"> <li>- Pick an example from the outcome of the above exercise</li> <li>- Edit the song on the interactive board together (in the song screen → click any highlighted word and change to a new word)</li> <li>- When done with the entire piece, click the 'Play' button and sing the song together (students will have lots of fun doing this!)</li> <li>- If time permits, pick another edited piece from another group or student, and repeat this segment</li> </ul> <p>Get students to comment and talk about their experience in this exercise</p> <p>Wrap up the class by providing some final comments from the teacher</p>	

**LEVEL 1A UNIT 2: MY PET KITTEN, LULU**  
**LESSON 4.2**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Record reading</li> <li>Revise capitalization and punctuation rules</li> <li>Complete short passages “The Pet Shop”; “My Pet”</li> <li>Write about a pet with helping words</li> <li>Attempt Unit 2 Assessment</li> </ul>		<b>MATERIAL:</b> <ul style="list-style-type: none"> <li>* Speaking &amp; Writing Book</li> <li>* Assessment Book</li> <li>* <i>For schools that have purchased the Speaking and Writing Book</i></li> </ul>
<b>(1) TUNING-IN:</b> Sing-a-long:  La-la-la-la-la-la I love my little pet I love to cuddle her Every time she is here	When she gets all dirty I give her a little wash Oops! She does not like it And she runs away from me	La-la-la-la-la-la I love my little pet I love to cuddle her Every time she is here
Activity Song: La-la-la-la-la-la I love my little * I love to <u>1. cuddle her</u> <u>2. rub her belly</u> <u>3. cut her nails</u> <u>4. brush her hair</u>	Every time she is here When she gets all * I give her a little * Oops! She does not like it And she * away from me La-la-la-la-la-la I love my little *	I love to <u>1. cuddle her</u> <u>2. rub her belly</u> <u>3. cut her nails</u> <u>4. brush her hair</u> Every time she is here
<b>(2) READING:</b> Start with group reading if necessary Record reading	<b>(3) CLASSROOM PRACTICE 1:</b> What Am I? Penguin Finds Mommy Turn to Speaking and Writing Book p16-17. Complete the chant and color the icebergs with names that begin with capital letters.	<b>(4) CLASSROOM PRACTICE 2:</b> The Pet Shop Turn to p18-19. Complete the sentences using capital letters and full stops. Read.
		<b>(5) CLASSROOM PRACTICE 3:</b> My Pet Turn to p20-21. Read about the pets. Select a pet and complete the pet story. Read.
<b>(6) CLASS TEST: Unit 2 Assessment:</b> Assessment Book p28-34	<b>(7) HOME PRACTICE (REMINDER):</b> Speaking and Writing Book p20-21 (if these are not completed in school)	<b>(8) CLOSING:</b> Review reading if necessary (with student’s storybook)



## LESSON 4.2 (EXTENSION)

<b>WHAT IS 'EFL MUSIC'?</b>	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
<b>MATERIALS</b>	<p>'EFL Music' Software installed on teacher PC</p>  <p>The icon for EFL Music software is a blue square with rounded corners. Inside the square, there is a red musical note and a yellow sun-like circle. Below the square, the text 'EFL Music' is written in white on a black background.</p>	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 1A – Unit 2 → Lesson 4</b></p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the <b>'EFL Music software'</b></p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

**LEVEL 1A UNIT 3: SIGHTS AND SOUNDS**  
**LESSON 1.1**

**OBJECTIVES:**

- Explore the pictures of the story and talk about them
- Listen to the story without interruption
- Echo read the story (optional)
- Learn to pronounce and match vocabulary words

**MATERIALS:**

Workbook  
Assessment Book

**(1) TUNING-IN:** Sing-a-long:  
Walking in the sunshine (2x)  
What can you see on a sunny day?  
Walking in the sunshine (2x)  
I hear something

Get ready to stop, Oh!  
It's a rooster (2x)  
Let's follow it and cock-a-doodle-doo  
One step forward, two steps back  
Let's follow it and cock-a-doodle-doo

Walking in the moonlight (2x)  
What can you see on a starry night?  
Walking in the moonlight (2x)  
I hear something  
Get ready to stop, Oh!

It's an owl (2x)  
Let's follow it and hoot-hoot-hoot  
One step forward, two steps back  
Let's follow it and hoot-hoot-hoot

**(2) READING:**

Step 1: Picture Walk

- *Who is this? What is this?*
- *What sound does it make?*
- *Step 2: Storytelling 1*
- *Step 4: Group Echo Reading (optional)*

**(3) ACTIVITY 1:** Words: Sights and Sounds

Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.

**(4) ACTIVITY 2:** Snap and Match

Divide students into 2 groups. Each group takes turns to read the word and snap the correct picture. Record their scores and the group with the higher score wins.

**(5) CLASSROOM PRACTICE:**

Workbook p33-35

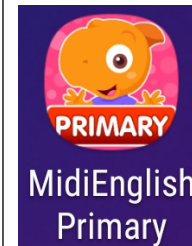
**(6) HOME PRACTICE (REMINDER):**

Assessment Book p36, 38

**(7) CLOSING:**

Step 4: Group Echo Reading (with student's storybook) (optional)

## LESSON 1.1 (EXTENSION)

<b>OBJECTIVES</b>	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
<b>MATERIALS</b>	1) Equip students with mobile or tablet devices (* any iOS / Android devices)  * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App:  MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 1A → SIGHTS AND SOUNDS		
10 min	Go 'Read' section in the App → Do the following: - Listen to the story ('Read to Me')		
10 min	Go 'Play' section in the App → Do the following: - Name The Picture (Quiz)		
10 min	Go 'Say' section in the App → Do the following: - Say the Words (Speech Recognition)		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students  * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

**LEVEL 1A UNIT 3: SIGHTS AND SOUNDS**  
**LESSON 1.2**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"><li>• Listen to the story without interruption</li><li>• Read and answer questions related to the story</li><li>• Echo read the story</li><li>• Learn to pronounce and act out action words</li></ul>			<b>MATERIALS:</b> Workbook Assessment Book		
<b>(1) TUNING-IN:</b> Sing-a-long: Walking in the sunshine (2x) What can you see on a sunny day? Walking in the sunshine (2x) I hear something		Get ready to stop, Oh! It’s a rooster (2x) Let’s follow it and cock-a-doodle-doo One step forward, two steps back Let’s follow it and cock-a-doodle-doo		Walking in the moonlight (2x) What can you see on a starry night? Walking in the moonlight (2x) I hear something Get ready to stop, Oh!	It’s an owl (2x) Let’s follow it and hoot-hoot-hoot One step forward, two steps back Let’s follow it and hoot-hoot-hoot
<b>(2) READING:</b> Step 2: Storytelling 1 Step 3: Storytelling 2 <ul style="list-style-type: none"><li>• <i>Can you make the sounds the animals/ people/ things made in the storybook?</i></li><li>• <i>Can you name other animals, people or things and the sounds they make? Eg. sounds made by: a cat, dog, horse, elephant, rat, alarm clock, siren of a police car/ ambulance.</i></li></ul> Step 4: Group Echo Reading				<b>(3) REVISION:</b> Vocabulary Words	
<b>(4) ACTIVITY 1:</b> Words: Action Words Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.		<b>(5) ACTIVITY 2:</b> Time to Act Option 1: Auto Run Invite a student or the whole class to act out the words that are shown. Click the ‘Pause’ icon if the students need more time to act out a word. Click the ‘Resume’ icon to proceed to the next word.  Option 2: Choose My Act Choose a particular word to act out.			
<b>(6) CLASSROOM PRACTICE:</b> Workbook p36-41		<b>(7) HOME PRACTICE (REMINDER):</b> Assessment Book p37, 39		<b>(8) CLOSING:</b> Step 4: Group Echo Reading (with student’s storybook)	

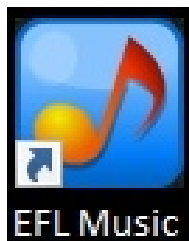
## LESSON 1.2 (EXTENSION)

### WHAT IS 'EFL MUSIC'?

'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.

### MATERIALS

'EFL Music'  
Software  
installed on teacher PC



### LESSON GUIDE

Refer to 'EFL Music Lesson Guide' (\*)

**Level 1A – Unit 3 → Lesson 1**

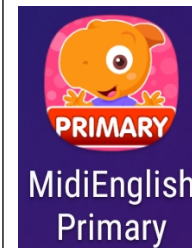
\* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the **'EFL Music software'**

Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'

**LEVEL 1A UNIT 3: SIGHTS AND SOUNDS**  
**LESSON 2.1**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Read and answer questions related to the story</li> <li>• Shadow read the story</li> <li>• Attempt the comprehension questions</li> <li>• Learn sounds and sound words</li> </ul>			<b>MATERIALS:</b> Workbook Assessment Book	
<b>(1) TUNING-IN:</b> Sing-a-long: Walking in the sunshine (2x) What can you see on a sunny day? Walking in the sunshine (2x) I hear something	Get ready to stop, Oh! It's a rooster (2x) Let's follow it and cock-a-doodle-doo One step forward, two steps back Let's follow it and cock-a-doodle-doo	Walking in the moonlight (2x) What can you see on a starry night? Walking in the moonlight (2x) I hear something Get ready to stop, Oh!	It's an owl (2x) Let's follow it and hoot-hoot-hoot One step forward, two steps back Let's follow it and hoot-hoot-hoot	
Activity Song: Walking in the * (2x) What can you * on a *? Walking in the * (2x) I * something Get ready to stop, Oh! It's a <u>1. rooster (2x)</u> <u>2. sparrow (2x)</u>	Let's follow it and <u>1. cock-a-doodle-doo</u> <u>2.. chirp-chirp-chirp</u> One step forward, two steps back Let's follow it and <u>1. cock-a-doodle-doo</u> <u>2.. chirp-chirp-chirp</u>	Walking in the * (2x) What can you * on a *? Walking in the * (2x) I * something Get ready to stop, Oh! It's <u>1. an owl (2x)</u> <u>2. a wolf (2x)</u>	Let's follow it and <u>1. hoot-hoot-hoot</u> <u>2.. howl-howl-howl</u> One step forward, two steps back Let's follow it and <u>1. hoot-hoot-hoot</u> <u>2.. howl-howl-howl</u>	
<b>(2) READING:</b> Step 2: Storytelling 1 (optional) Step 3: Storytelling 2 (refer to.2 for questions) Step 5: Group Shadow Reading  <b>(3) REVISION:</b> Vocabulary Words, Action Words	<b>(4) ACTIVITY 1:</b> Comprehension Invite a student to answer a question. Get him/ her to invite another classmate to answer the next question.		<b>(5) ACTIVITY 2:</b> Match the Sounds Listen and match the sounds (flip left and right to listen to the different sounds).	
<b>(6) CLASSROOM PRACTICE:</b> Workbook p42-43	<b>(7) HOME PRACTICE (REMINDER):</b> Assessment Book p40-43		<b>(8) CLOSING:</b> Step 4: Group Shadow Reading (with student's storybook)	

## LESSON 2.1 (EXTENSION)

<b>OBJECTIVES</b>	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
<b>MATERIALS</b>	1) Equip students with mobile or tablet devices (* any iOS / Android devices)  * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App:  MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 1A → SIGHTS AND SOUNDS		
10 min	Go 'Read' section in the App → Do the following: - Listen to the story ('Read to Me')		
10 min	Go 'Play' section in the App → Do the following: - Hear The Sounds (Quiz)		
10 min	Go 'Say' section in the App → Do the following: - Read the Sentences (Speech Recognition)		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students  * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		


# LEVEL 1A UNIT 3: SIGHTS AND SOUNDS

## LESSON 2.2

<b>OBJECTIVES:</b> <ul style="list-style-type: none"><li>Retell the story</li><li>Echo or Shadow read with Variations</li><li>Listen to instructions and act on them</li></ul>		<ul style="list-style-type: none"><li>Describe the sights and sounds during different times of the day and record them down</li><li>Learn to pronounce words that start with these beginning sounds: /d/, /l/, /r/, /w/</li></ul>	<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: Walking in the sunshine (2x) What can you see on a sunny day? Walking in the sunshine (2x) I hear something	Get ready to stop, Oh! It's a rooster (2x) Let's follow it and cock-a-doodle-doo One step forward, two steps back Let's follow it and cock-a-doodle-doo	Walking in the moonlight (2x) What can you see on a starry night? Walking in the moonlight (2x) I hear something Get ready to stop, Oh!	It's an owl (2x) Let's follow it and hoot-hoot-hoot One step forward, two steps back Let's follow it and hoot-hoot-hoot
Activity Song: Walking in the * (2x) What can you * on a *? Walking in the * (2x) I * something Get ready to stop, Oh! It's a <u>1. rooster (2x)</u> <u>2. sparrow (2x)</u>	Let's follow it and <u>1. cock-a-doodle-doo</u> <u>2.. chirp-chirp-chirp</u> One step forward, two steps back Let's follow it and <u>1. cock-a-doodle-doo</u> <u>2.. chirp-chirp-chirp</u>	Walking in the * (2x) What can you * on a *? Walking in the * (2x) I * something Get ready to stop, Oh! It's <u>1. an owl (2x)</u> <u>2. a wolf (2x)</u>	Let's follow it and <u>1. hoot-hoot-hoot</u> <u>2.. howl-howl-howl</u> One step forward, two steps back Let's follow it and <u>1. hoot-hoot-hoot</u> <u>2.. howl-howl-howl</u>
<b>(2) READING:</b> Step 2: Storytelling 1 Step 3: Storytelling 2 <ul style="list-style-type: none"><li>Invite a student to retell the story in his / her own words.</li></ul> Step 4 & 5: Group Echo/ Shadow Reading with Variations (eg. girls vs boys, 1 student vs all students)		<b>(3) REVISION:</b> Vocabulary Words, Action Words, Match the Sounds	<b>(X) ACTIVITY 1:</b> Listening: Sights and Sounds Turn to Workbook p44. Listen to the sentences and number the pictures correctly. Click 'See Answers' on the top right corner to reveal the answers.
		<b>(X) ACTIVITY 4:</b> Beginning Sounds Introduce one beginning sound at a time. Listen to the sounds and words without interruption. Listen again and invite students to say the sounds and words. Pay attention to the pronunciation of sounds and words. Repeat if necessary.	<b>(X) ACTIVITY 3:</b> Writing: Draw and Write Turn to p47-48. Draw and write down what one can see or hear at the different times of the day. Teacher help students with the spelling of new words, if applicable.
<b>(X) ACTIVITY 2:</b> Speaking: What Can You See and Hear? Invite students to describe the sights and sounds during different times of the day. At the top of the screen, say: "It is morning. It is afternoon. It is night." Move the cursor over each picture (do not click yet) to see each situation and describe.		Invite a student to say what he/ she can see and/or hear in each situation eg. boy wakes up, alarm clock rings. After that, click each picture to listen to the suggested answers. <ul style="list-style-type: none"><li>alarm clock – It is morning. The alarm clock rings.</li><li>boy sleeping – It is night. The boy snores.</li><li>cars – It is afternoon. The cars honk.</li><li>fire engine – It is afternoon. The fire engine howls.</li></ul>	<ul style="list-style-type: none"><li>fireworks – It is night. The fireworks boom.</li><li>owl – It is night. The owl hoots.</li><li>girl – It is afternoon. The rain falls.</li><li>rooster – It is morning. The rooster crows.</li><li>washing machine – It is afternoon. The washing machine rumbles.</li></ul>
<b>(X) CLASSROOM PRACTICE:</b> Workbook p49-50 (Beginning Sounds)		<b>(X) HOME PRACTICE (REMINDER):</b> Workbook p45-46 (Speaking Practice) Assessment Book p44-45 (Beginning Sounds)	<b>(X) CLOSING:</b> Step 4 & 5: Group Echo & Shadow Reading (with student's storybook)




## LESSON 2.2 (EXTENSION)

<b>WHAT IS 'EFL MUSIC'?</b>	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
<b>MATERIALS</b>	<p>'EFL Music' Software installed on teacher PC</p> 	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 1A – Unit 3 → Lesson 2</b></p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the <b>'EFL Music software'</b></p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

**LEVEL 1A UNIT 3: SIGHTS AND SOUNDS**  
**LESSON 3.1**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Paired reading</li> <li>Learn about a sentence</li> </ul>			<b>MATERIALS:</b> *Grammar Book <i>* For schools that have purchased the Grammar Book</i>
<b>(1) TUNING-IN:</b> Sing-a-long: Walking in the sunshine (2x) What can you see on a sunny day? Walking in the sunshine (2x) I hear something	Get ready to stop, Oh! It's a rooster (2x) Let's follow it and cock-a-doodle-doo One step forward, two steps back Let's follow it and cock-a-doodle-doo	Walking in the moonlight (2x) What can you see on a starry night? Walking in the moonlight (2x) I hear something Get ready to stop, Oh!	It's an owl (2x) Let's follow it and hoot-hoot-hoot One step forward, two steps back Let's follow it and hoot-hoot-hoot
Activity Song: Walking in the * (2x) What can you * on a *? Walking in the * (2x) I * something Get ready to stop, Oh! It's a <u>1. rooster (2x)</u> <u>2. sparrow (2x)</u>	Let's follow it and <u>1. cock-a-doodle-doo</u> <u>2.. chirp-chirp-chirp</u> One step forward, two steps back Let's follow it and <u>1. cock-a-doodle-doo</u> <u>2.. chirp-chirp-chirp</u>	Walking in the * (2x) What can you * on a *? Walking in the * (2x) I * something Get ready to stop, Oh! It's <u>1. an owl (2x)</u> <u>2. a wolf (2x)</u>	Let's follow it and <u>1. hoot-hoot-hoot</u> <u>2.. howl-howl-howl</u> One step forward, two steps back Let's follow it and <u>1. hoot-hoot-hoot</u> <u>2.. howl-howl-howl</u>
<b>(2) READING:</b> Start with group reading if necessary Step 6: Paired Reading	<b>(3) ACTIVITY 1: What Is a Sentence?</b> Pre-activity: Explain that a sentence: <ul style="list-style-type: none"> <li>tells a complete idea</li> <li>always makes sense</li> <li>starts with a capital letter and ends with a full stop</li> </ul> Activity: Click and read the sentences.		<b>(4) ACTIVITY 2: Hit a Sentence (I) &amp; (II)</b> Identify sentences. Read.
<b>(5) CLASSROOM PRACTICE:</b> Grammar Book p33-41	<b>(6) HOME PRACTICE (REMINDER):</b> Review lesson Grammar Book p33		<b>(7) CLOSING:</b> Step 6: Paired Reading (with student's storybook)

### LESSON 3.1 (EXTENSION)

<b>OBJECTIVES</b>	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
<b>MATERIALS</b>	1) Equip students with mobile or tablet devices (* any iOS / Android devices)  * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App:  MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 1A → SIGHTS AND SOUNDS		
20 min	Go 'Read' section in the App → Do the following: - Silent-read the story ('Read by Myself')		
10 min	Go 'Play' section in the App → Do the following: - Action Words - Type the Word		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students  * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

**LEVEL 1A UNIT 3: SIGHTS AND SOUNDS**  
**LESSON 3.2**

**OBJECTIVES:**

- Individual reading
- Learn more about a sentence

**MATERIAL:**

\*Grammar Book  
\* *For schools that have purchased the Grammar Book*

<b>(1) TUNING-IN:</b> Sing-a-long: Walking in the sunshine (2x) What can you see on a sunny day? Walking in the sunshine (2x) I hear something	Get ready to stop, Oh! It's a rooster (2x) Let's follow it and cock-a-doodle-doo One step forward, two steps back Let's follow it and cock-a-doodle-doo	Walking in the moonlight (2x) What can you see on a starry night? Walking in the moonlight (2x) I hear something Get ready to stop, Oh!	It's an owl (2x) Let's follow it and hoot-hoot-hoot One step forward, two steps back Let's follow it and hoot-hoot-hoot
Activity Song: Walking in the * (2x) What can you * on a *? Walking in the * (2x) I * something Get ready to stop, Oh! It's a <u>1. rooster (2x)</u> <u>2. sparrow (2x)</u>	Let's follow it and <u>1. cock-a-doodle-doo</u> <u>2.. chirp-chirp-chirp</u> One step forward, two steps back Let's follow it and <u>1. cock-a-doodle-doo</u> <u>2.. chirp-chirp-chirp</u>	Walking in the * (2x) What can you * on a *? Walking in the * (2x) I * something Get ready to stop, Oh! It's <u>1. an owl (2x)</u> <u>2. a wolf (2x)</u>	Let's follow it and <u>1. hoot-hoot-hoot</u> <u>2.. howl-howl-howl</u> One step forward, two steps back Let's follow it and <u>1. hoot-hoot-hoot</u> <u>2.. howl-howl-howl</u>
<b>(2) READING:</b> Start with group reading if necessary Step 6: Individual Reading	<b>(3) REVISION:</b> Vocabulary Words, Action Words		<b>(4) ACTIVITY:</b> Sentence Puzzle (I) & (II) Rearrange the words or phrases to form meaningful sentences. Read.
<b>(5) CLASSROOM PRACTICE:</b> Grammar Book p42-47	<b>(6) HOME PRACTICE (REMINDER):</b> Review lesson Grammar Book p33 Grammar Book p48 (summary)		<b>(7) CLOSING:</b> Step 6: Individual Reading (with student's storybook)

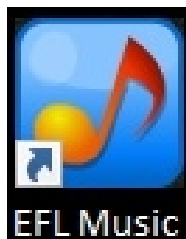
## LESSON 3.2 (EXTENSION)

### WHAT IS 'EFL MUSIC'?

'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.

### MATERIALS

'EFL Music'  
Software  
installed on teacher PC



### LESSON GUIDE

Refer to 'EFL Music Lesson Guide' (\*)

**Level 1A – Unit 3 → Lesson 3**

\* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the **'EFL Music software'**

Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'

**LEVEL 1A UNIT 3: SIGHTS AND SOUNDS**  
**LESSON 4.1**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"><li>Record reading</li><li>Make greetings at different times of the day</li></ul>			<b>MATERIAL:</b> *Speaking & Writing Book * <i>For schools that have purchased the Speaking and Writing Book</i>
<b>(1) TUNING-IN:</b> Sing-a-long: Walking in the sunshine (2x) What can you see on a sunny day? Walking in the sunshine (2x) I hear something	Get ready to stop, Oh! It's a rooster (2x) Let's follow it and cock-a-doodle-doo One step forward, two steps back Let's follow it and cock-a-doodle-doo	Walking in the moonlight (2x) What can you see on a starry night? Walking in the moonlight (2x) I hear something Get ready to stop, Oh!	It's an owl (2x) Let's follow it and hoot-hoot-hoot One step forward, two steps back Let's follow it and hoot-hoot-hoot
Activity Song: Walking in the * (2x) What can you * on a *? Walking in the * (2x) I * something Get ready to stop, Oh! It's a <u>1. rooster (2x)</u> <u>2. sparrow (2x)</u>	Let's follow it and <u>1. cock-a-doodle-doo</u> <u>2.. chirp-chirp-chirp</u> One step forward, two steps back Let's follow it and <u>1. cock-a-doodle-doo</u> <u>2.. chirp-chirp-chirp</u>	Walking in the * (2x) What can you * on a *? Walking in the * (2x) I * something Get ready to stop, Oh! It's <u>1. an owl (2x)</u> <u>2. a wolf (2x)</u>	Let's follow it and <u>1. hoot-hoot-hoot</u> <u>2.. howl-howl-howl</u> One step forward, two steps back Let's follow it and <u>1. hoot-hoot-hoot</u> <u>2.. howl-howl-howl</u>
<b>(2) READING:</b> Start with group reading if necessary Record reading		<b>(3) ACTIVITY 1:</b> Good Morning ... Goodnight Pre-activity: Discuss with students what we say to greet people at different times of the day. Activity: Listen and read the greetings.	<b>(4) ACTIVITY 2:</b> Role-play with Friends I Turn to Speaking and Writing Book p24-25. Point to a picture and say “Good morning, Good afternoon, Good evening or Goodnight.”
<b>(5) ACTIVITY 3:</b> Role-play with Friends II Turn to p26-27. Read and practice the dialogue.			
<b>(6) CLASSROOM PRACTICE:</b> Turn to p28-29. Write down the greetings.		<b>(7) HOME PRACTICE (REMINDER):</b> Review dialogues Speaking & Writing Book p22-23, 26-27	<b>(8) CLOSING:</b> Review reading if necessary (with student's storybook)

## LESSON 4.1 (EXTENSION)


<b>MATERIALS</b>	<p>1) Teacher PC equipped with 'MidiEnglish Primary' DRL (Digital Resource Library) software</p> <p>Classroom Projector / Interactive board</p>	<p>2) Print out a set of worksheets (*) from the 'Songwriting' activity to be handed out to students</p> <p>* The worksheet PDF file can be downloaded and printed from the 'Worksheet' button in 'Songwriting' activity screen</p>
<p>5 min</p> <p>10 min</p> <p>10 min</p> <p>10 min</p> <p>10 min</p>	<p>Launch 'MidiEnglish Primary' on the teacher PC</p> <p>Go 'Lesson Plan' → Level 1A → SIGHTS AND SOUNDS → Lesson 4 → <b>Run the 'Songwriting' activity</b></p> <p>'Sing the song together' segment:</p> <ul style="list-style-type: none"> <li>- Get students to learn to sing the song together (Click the 'Play' button on screen)</li> </ul> <p>'Songwriting worksheet' segment:</p> <ul style="list-style-type: none"> <li>- First, hand out the printed worksheets to students</li> <li>- Students to fill in the blanks on the worksheets with helping words (*) provided, or with their own choice of words</li> <li>- For this segment, teacher can decide to have students work in small groups or individually</li> </ul> <p>* To show helping words on screen → click 'Helping Words' button</p> <p>Note: Often there is no right or wrong choice of words when working on the songwriting activity</p> <p>'Sing the edited songs' segment:</p> <ul style="list-style-type: none"> <li>- Pick an example from the outcome of the above exercise</li> <li>- Edit the song on the interactive board together (in the song screen → click any highlighted word and change to a new word)</li> <li>- When done with the entire piece, click the 'Play' button and sing the song together (students will have lots of fun doing this!)</li> <li>- If time permits, pick another edited piece from another group or student, and repeat this segment</li> </ul> <p>Get students to comment and talk about their experience in this exercise</p> <p>Wrap up the class by providing some final comments from the teacher</p>	

**LEVEL 1A UNIT 3: SIGHTS AND SOUNDS**  
**LESSON 4.2**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Record reading</li> <li>Use sound words to complete passages</li> <li>Attempt Unit 3 Assessment</li> </ul>		<b>MATERIAL:</b> <ul style="list-style-type: none"> <li>* Speaking &amp; Writing Book</li> <li>Assessment Book</li> <li>* <i>For schools that have purchased the Speaking and Writing Book</i></li> </ul>	
<b>(1) TUNING-IN:</b> Sing-a-long: Walking in the sunshine (2x) What can you see on a sunny day? Walking in the sunshine (2x) I hear something	Get ready to stop, Oh! It's a rooster (2x) Let's follow it and cock-a-doodle-doo One step forward, two steps back Let's follow it and cock-a-doodle-doo	Walking in the moonlight (2x) What can you see on a starry night? Walking in the moonlight (2x) I hear something Get ready to stop, Oh!	It's an owl (2x) Let's follow it and hoot-hoot-hoot One step forward, two steps back Let's follow it and hoot-hoot-hoot
Activity Song: Walking in the * (2x) What can you * on a *? Walking in the * (2x) I * something Get ready to stop, Oh! It's a <u>1. rooster (2x)</u> <u>2. sparrow (2x)</u>	Let's follow it and <u>1. cock-a-doodle-doo</u> <u>2.. chirp-chirp-chirp</u> One step forward, two steps back Let's follow it and <u>1. cock-a-doodle-doo</u> <u>2.. chirp-chirp-chirp</u>	Walking in the * (2x) What can you * on a *? Walking in the * (2x) I * something Get ready to stop, Oh! It's <u>1. an owl (2x)</u> <u>2. a wolf (2x)</u>	Let's follow it and <u>1. hoot-hoot-hoot</u> <u>2.. howl-howl-howl</u> One step forward, two steps back Let's follow it and <u>1. hoot-hoot-hoot</u> <u>2.. howl-howl-howl</u>
<b>(2) READING:</b> Start with group reading if necessary Record reading	<b>(3) CLASSROOM PRACTICE 1:</b> What's That Sound? (I) Turn to Speaking and Writing Book p30-33. Complete and illustrate the passage with sound words. Read the passages.		<b>(4) CLASSROOM PRACTICE 2:</b> What's That Sound? (II) Turn to p34-36. Read and say the sound words (make the sounds too if possible). Complete the sentences with sound words.
<b>(5) CLASS TEST:</b> Unit 3 Assessment Assessment Book p46-52	<b>(6) HOME PRACTICE (REMINDER):</b> Speaking & Writing Book p35-36 (if these are not completed in school)		<b>(7) CLOSING:</b> Review reading if necessary (with student's storybook)



## LESSON 4.2 (EXTENSION)

<b>WHAT IS 'EFL MUSIC'?</b>	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
<b>MATERIALS</b>	<p>'EFL Music' Software installed on teacher PC</p>  <p>The icon for EFL Music software is a square with a blue background. It features a large red musical note and a yellow sun-like circle. In the bottom left corner, there is a small white square with a blue 'f' logo. Below the icon, the text 'EFL Music' is written in white on a black background.</p>	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 1A – Unit 3 → Lesson 4</b></p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the <b>'EFL Music software'</b></p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

**LEVEL 1A UNIT 4: WHO IS THIS?**  
**LESSON 1.1**

**OBJECTIVES:**

- Explore the pictures of the story and talk about them
- Listen to the story without interruption
- Echo read the story (optional)
- Learn to pronounce and match vocabulary words

**MATERIALS:**

Workbook  
Assessment Book

**(1) TUNING-IN:** Sing-a-long:

The world is big and interesting  
Which makes it fun to explore everything  
At times we do not know all the answers  
We can ask and become wiser  
Who is this? (Who is this?)

What is this? (What is this?)  
Do not be shy (I am not shy)  
It is all right to ask  
Who is this? (This is Adam)  
What is this? (This is a kite)  
That is the way to be wiser

To learn and understand  
The world is big and interesting  
Which makes it fun to explore everything  
At times we do not know all the answers  
We can ask and become wiser

**(2) READING:**

Step 1: Picture Walk

- *What do you think the book is about? What do you think these children like to do?*
- *Can you see the girl with a doll? What do you think she likes to do?*

- *Can you see the girl in a colorful leotard? What do you think she likes to do?*
- *Describe the other children in the book. What do you think they like to do?*
- *Identify the objects you see in the book. What can we do with each one of them?*

Step 2: Storytelling 1  
Step 4: Group Echo Reading (optional)

**(3) REVISION:**

Vocabulary Words, Action Words

**(4) ACTIVITY 1:** Words: What Is This?

Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.

**(5) ACTIVITY 2:** Activity: What Is This?

Divide students into 2 groups. Each group takes turns to put the parts of the words in the correct order. Record their scores and the group with the higher score wins.

**(6) CLASSROOM PRACTICE:**

Workbook p53-54

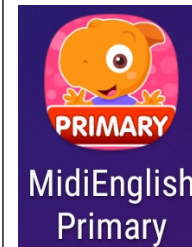
**(7) HOME PRACTICE (REMINDER):**

Assessment Book p54, 56-57

**(8) CLOSING:**

Step 4: Group Echo Reading (with student's storybook) (optional)


## LESSON 1.1 (EXTENSION)

<b>OBJECTIVES</b>	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
<b>MATERIALS</b>	1) Equip students with mobile or tablet devices (* any iOS / Android devices)  * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App:  MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 1A → WHO IS THIS?		
10 min	Go 'Read' section in the App → Do the following: - Listen to the story ('Read to Me')		
10 min	Go 'Play' section in the App → Do the following: - Name The Picture (Quiz)		
10 min	Go 'Say' section in the App → Do the following: - Say the Words (Speech Recognition)		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students  * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

**LEVEL 1A UNIT 4: WHO IS THIS?**  
**LESSON 1.2**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Listen to the story without interruption</li> <li>Read and answer questions related to the story</li> <li>Echo read the story</li> <li>Learn to pronounce and act out action words</li> </ul>		<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: The world is big and interesting Which makes it fun to explore everything At times we do not know all the answers We can ask and become wiser Who is this? (Who is this?)	What is this? (What is this?) Do not be shy (I am not shy) It is all right to ask Who is this? (This is Adam) What is this? (This is a kite) That is the way to be wiser	To learn and understand The world is big and interesting Which makes it fun to explore everything At times we do not know all the answers We can ask and become wiser
<b>(2) READING:</b> Step 2: Storytelling 1 Step 3: Storytelling 2 <ul style="list-style-type: none"> <li>What does David/ Beth/ Adam/ Jane/ Rex like to do?</li> </ul>	<ul style="list-style-type: none"> <li>Do you have a hobby or favorite pastime? What do you like to do?</li> <li>Do you normally play by yourself or with other children? Why?</li> </ul>	Step 4: Group Echo Reading
<b>(3) REVISION:</b> Vocabulary Words, Action Words	<b>(4) ACTIVITY 1:</b> Action Words Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.	<b>(5) ACTIVITY 2:</b> Time to Act Option 1: Auto Run Invite a student or the whole class to act out the words that are shown. Click the 'Pause' icon if the students need more time to act out a word. Click the 'Resume' icon to proceed to the next word. Option 2: Choose My Act Choose a particular word to act out.
<b>(6) CLASSROOM PRACTICE:</b> Workbook p55-56	<b>(7) HOME PRACTICE (REMINDER):</b> Assessment Book p55, 58-59	<b>(8) CLOSING:</b> Step 4: Group Echo Reading (with student's storybook)

## LESSON 1.2 (EXTENSION)

<b>WHAT IS 'EFL MUSIC'?</b>	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
<b>MATERIALS</b>	<p>'EFL Music' Software installed on teacher PC</p> 	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 1A – Unit 4 → Lesson 1</b></p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the <b>'EFL Music software'</b></p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

**LEVEL 1A UNIT 4: WHO IS THIS?**  
**LESSON 2.1**

**OBJECTIVES:**

- Read and answer questions related to the story
- Shadow read the story
- Attempt the comprehension questions

**MATERIALS:**

Workbook  
Assessment Book

**(1) TUNING-IN:** Sing-a-long:

The world is big and interesting  
Which makes it fun to explore everything  
At times we do not know all the answers  
We can ask and become wiser  
Who is this? (Who is this?)

What is this? (What is this?)  
Do not be shy (I am not shy)  
It is all right to ask  
Who is this? (This is Adam)  
What is this? (This is a kite)  
That is the way to be wiser

To learn and understand  
The world is big and interesting  
Which makes it fun to explore everything  
At times we do not know all the answers  
We can ask and become wiser

Activity song:

The \* is big and interesting  
Which makes it fun to explore everything  
At times we do not know all the answers  
We can \* and become wiser  
Who is this? (Who is this?)  
What is this? (What is this?)  
Do not be shy (I am not shy)

It is all right to \*  
Who is this? This is  
1. Adam 2. David 3. Beth  
4. Jane 5. Rex  
What is this? This is a  
1. kite 2. robot 3. doll  
4. hula hoop 5. bone

That is the way to be wiser  
To learn and understand  
The \* is big and interesting  
Which makes it fun to explore everything  
At times we do not know all the answers  
We can \* and become wiser

**(2) READING:**

Step 2: Storytelling 1 (optional)  
Step 3: Storytelling 2 (refer to.2 for questions)  
Step 5: Group Shadow Reading

**(3) REVISION:**

Vocabulary Words, Action Words

**(4) ACTIVITY:** Comprehension

Invite a student to answer a question. Get him/ her to invite another classmate to answer the next question.

**(5) CLASSROOM PRACTICE 1:**

Pair up the students. Turn to Workbook p57-58.  
Take turns to point and say in complete sentences using the language structure:

- This is ...

**(6) CLASSROOM PRACTICE 2:**

Turn to p59. Invite a student to pick a word and act it out. The rest of the class guesses the action word.

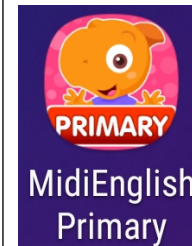
**(7) HOME PRACTICE (REMINDER):**

Assessment Book p60-61

**(8) CLOSING:**

Step 4: Group Shadow Reading (with student's storybook)

## LESSON 2.1 (EXTENSION)


<b>OBJECTIVES</b>	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
<b>MATERIALS</b>	1) Equip students with mobile or tablet devices (* any iOS / Android devices)  * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App:  MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 1A → WHO IS THIS?		
10 min	Go 'Read' section in the App → Do the following: - Listen to the story ('Read to Me')		
10 min	Go 'Play' section in the App → Do the following: - Who or What (Quiz)		
10 min	Go 'Say' section in the App → Do the following: - Read the Sentences (Speech Recognition)		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students  * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

**LEVEL 1A UNIT 4: WHO IS THIS?**  
**LESSON 2.2**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Retell the story</li> <li>Echo or Shadow read with Variations</li> <li>Listen to instructions and act on them</li> </ul>	<ul style="list-style-type: none"> <li>Write about oneself or a person doing something</li> <li>Learn to pronounce words that start with these beginning sounds: /b/, /e/, /h/, /i/</li> </ul>	<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: The world is big and interesting Which makes it fun to explore everything At times we do not know all the answers We can ask and become wiser Who is this? (Who is this?)	What is this? (What is this?) Do not be shy (I am not shy) It is all right to ask Who is this? (This is Adam) What is this? (This is a kite) That is the way to be wiser	To learn and understand The world is big and interesting Which makes it fun to explore everything At times we do not know all the answers We can ask and become wiser
Activity song: The * is big and interesting Which makes it fun to explore everything At times we do not know all the answers We can * and become wiser Who is this? (Who is this?) What is this? (What is this?) Do not be shy (I am not shy)	It is all right to * Who is this? This is <u>1. Adam 2. David 3. Beth</u> <u>4. Jane 5. Rex</u> What is this? This is a <u>1. kite 2. robot 3. doll</u> <u>4. hula hoop 5. bone</u>	That is the way to be wiser To learn and understand The * is big and interesting Which makes it fun to explore everything At times we do not know all the answers We can * and become wiser
<b>(2) READING:</b> Start with group reading if necessary Step 3: Storytelling 2 <ul style="list-style-type: none"> <li><i>Invite a student to retell the story in his own words</i></li> </ul>	Step 4 & 5: Group Echo/ Shadow Reading with Variations (eg. girls vs boys, 1 student vs all students)	<b>(3) REVISION:</b> Vocabulary Words, Action Words
<b>(4) ACTIVITY 1:</b> Listening: Who Is This? Turn to Workbook p60. Listen to the sentences and number the pictures correctly. Click ‘See Answers’ on the top right corner to reveal the answers.	<b>(5) ACTIVITY 2:</b> Speaking: Who Does What? Pre-activity: Turn to p61-62. Read and practice making sentences in the following manner: <div style="border: 1px solid black; padding: 5px; text-align: center;"> person   + action   + thing  eg. <u>Joe plays</u> with the <u>toy car</u>. </div>	<b>(6) ACTIVITY 3:</b> Writing: Draw and Write Turn to Workbook p63-64. Draw oneself or a person playing with a toy/ game. Complete the sentences to describe what has been drawn.
	Activity: Read the action words. Click on the first picture. ( <i>cow</i> ) Invite students to describe the	
<b>(7) CLASSROOM PRACTICE:</b> Workbook p61-62 (Speaking Practice) Workbook p65-66 (Beginning Sounds)	<b>(8) HOME PRACTICE (REMINDER):</b> Assessment Book p62-63 (Beginning Sounds)	<b>(9) CLOSING:</b> Step 4 & 5: Group Echo & Shadow Reading (with student’s storybook)



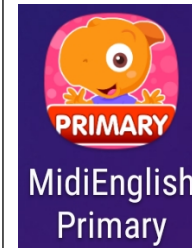
## LESSON 2.2 (EXTENSION)

<b>WHAT IS 'EFL MUSIC'?</b>	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
<b>MATERIALS</b>	<p>'EFL Music' Software installed on teacher PC</p>  <p>The icon for EFL Music software features a blue square background with a red musical note and a yellow sun-like circle. Below the square, the text 'EFL Music' is written in white on a black background.</p>	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 1A – Unit 4 → Lesson 2</b></p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the <b>'EFL Music software'</b></p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

**LEVEL 1A UNIT 4: WHO IS THIS?**  
**LESSON 3.1**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Paired reading</li> <li>Revise capital letters: start of a sentence, name and I</li> <li>Revise punctuation mark: full stop</li> </ul>		<b>MATERIALS:</b> *Grammar Book * <i>For schools that have purchased the Grammar Book</i>
<b>(1) TUNING-IN:</b> Sing-a-long: The world is big and interesting Which makes it fun to explore everything At times we do not know all the answers We can ask and become wiser Who is this? (Who is this?)	What is this? (What is this?) Do not be shy (I am not shy) It is all right to ask Who is this? (This is Adam) What is this? (This is a kite) That is the way to be wiser	To learn and understand The world is big and interesting Which makes it fun to explore everything At times we do not know all the answers We can ask and become wiser
Activity song: The * is big and interesting Which makes it fun to explore everything At times we do not know all the answers We can * and become wiser Who is this? (Who is this?) What is this? (What is this?) Do not be shy (I am not shy)	It is all right to * Who is this? This is <u>1. Adam 2. David 3. Beth</u> <u>4. Jane 5. Rex</u> What is this? This is a <u>1. kite 2. robot 3. doll</u> <u>4. hula hoop 5. bone</u>	That is the way to be wiser To learn and understand The * is big and interesting Which makes it fun to explore everything At times we do not know all the answers We can * and become wiser
<b>(2) READING:</b> Start with group reading if necessary Step 6: Paired Reading	<b>(3) ACTIVITY 1:</b> Capital Letters and Punctuation (I) & (II) Pre-activity: Revise the rules of capitalization and the use of full stops. <i>We use capital letters for:</i> <ul style="list-style-type: none"> <li><i>the start of a sentence</i></li> <li><i>names</i></li> </ul> <i>We use the full stop for:</i> <ul style="list-style-type: none"> <li><i>the end of a sentence</i></li> </ul> Activity: Edit the sentences with capital letters and full stops. Read the sentences.	
<b>(4) CLASSROOM PRACTICE:</b> Grammar Book p49-57	<b>(5) HOME PRACTICE (REMINDER):</b> Review lesson Grammar Book p49	<b>(6) CLOSING:</b> Step 6: Paired Reading (with student's storybook)


### LESSON 3.1 (EXTENSION)

<b>OBJECTIVES</b>	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
<b>MATERIALS</b>	1) Equip students with mobile or tablet devices (* any iOS / Android devices)  * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App:  MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 1A → WHO IS THIS?		
20 min	Go 'Read' section in the App → Do the following: - Silent-read the story ('Read by Myself')		
10 min	Go 'Play' section in the App → Do the following: - What's The Word (Quiz) - Type the Word		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students  * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

**LEVEL 1A UNIT 4: WHO IS THIS?**  
**LESSON 3.2**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Individual reading</li> <li>Learn punctuation mark: question mark</li> </ul>		<b>MATERIAL:</b> *Grammar Book * <i>For schools that have purchased the Grammar Book</i>
<b>(1) TUNING-IN:</b> Sing-a-long: The world is big and interesting Which makes it fun to explore everything At times we do not know all the answers We can ask and become wiser Who is this? (Who is this?)	What is this? (What is this?) Do not be shy (I am not shy) It is all right to ask Who is this? (This is Adam) What is this? (This is a kite) That is the way to be wiser	To learn and understand The world is big and interesting Which makes it fun to explore everything At times we do not know all the answers We can ask and become wiser
Activity song: The * is big and interesting Which makes it fun to explore everything At times we do not know all the answers We can * and become wiser Who is this? (Who is this?) What is this? (What is this?) Do not be shy (I am not shy)	It is all right to * Who is this? This is <u>1. Adam 2. David 3. Beth</u> <u>4. Jane 5. Rex</u> What is this? This is a <u>1. kite 2. robot 3. doll</u> <u>4. hula hoop 5. bone</u>	That is the way to be wiser To learn and understand The * is big and interesting Which makes it fun to explore everything At times we do not know all the answers We can * and become wiser
<b>(2) READING:</b> Start with group reading if necessary Step 6: Individual Reading	<b>(3) ACTIVITY 1:</b> Question Mark Pre-activity: Write on a whiteboard and ask: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <i>Which one is a question, (a) or (b)?</i>  <i>(a) Who is this?</i>  <i>(b) This is Sam.</i> </div> Highlight to students that sentences that start with 'who, what, where, how' are questions. They end with question marks. Activity: Go through the lesson and attempt the exercise.	<b>(4) ACTIVITY 2:</b> Capital Letters and Punctuation (III) Edit the sentences with capital letters, full stops or question marks. Read the sentences.
<b>(5) CLASSROOM PRACTICE:</b> Grammar Book p58-64	<b>(6) HOME PRACTICE (REMINDER):</b> Review lessons Grammar Book p58 Grammar Book p65 (summary)	<b>(7) CLOSING:</b> Step 6: Individual Reading (with student's storybook)


## LESSON 3.2 (EXTENSION)

<b>WHAT IS 'EFL MUSIC'?</b>	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
<b>MATERIALS</b>	<p>'EFL Music' Software installed on teacher PC</p> 	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 1A – Unit 4 → Lesson 3</b></p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the <b>'EFL Music software'</b></p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

**LEVEL 1A UNIT 4: WHO IS THIS?**  
**LESSON 4.1**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Record reading</li> <li>Introduce members of a family</li> <li>Complete a family tree</li> </ul>		<b>MATERIAL:</b> *Speaking & Writing Book * <i>For schools that have purchased the Speaking and Writing Book</i>
<b>(1) TUNING-IN:</b> Sing-a-long: The world is big and interesting Which makes it fun to explore everything At times we do not know all the answers We can ask and become wiser Who is this? (Who is this?)	What is this? (What is this?) Do not be shy (I am not shy) It is all right to ask Who is this? (This is Adam) What is this? (This is a kite) That is the way to be wiser	To learn and understand The world is big and interesting Which makes it fun to explore everything At times we do not know all the answers We can ask and become wiser
Activity song: The * is big and interesting Which makes it fun to explore everything At times we do not know all the answers We can * and become wiser Who is this? (Who is this?) What is this? (What is this?) Do not be shy (I am not shy)	It is all right to * Who is this? This is <u>1. Adam 2. David 3. Beth</u> <u>4. Jane 5. Rex</u> What is this? This is a <u>1. kite 2. robot 3. doll</u> <u>4. hula hoop 5. bone</u>	That is the way to be wiser To learn and understand The * is big and interesting Which makes it fun to explore everything At times we do not know all the answers We can * and become wiser
<b>(2) READING:</b> Start with group reading if necessary Record reading	<b>(3) ACTIVITY 1:</b> This Is My Family Learn to introduce family members using pronouns. <ul style="list-style-type: none"> <li><u>He</u> is my</li> <li><u>She</u> is my ...</li> <li><u>They</u> are my ...</li> </ul>	<b>(4) ACTIVITY 2:</b> Role-play with Friends <i>(Ask students to bring along a family photo for this activity.)</i> Turn to Speaking & Writing Book p39. Paste a family photo on the page. Pair up the students and take turns to introduce the members of the family.
<b>(5) CLASSROOM PRACTICE 1:</b> Family Tree Turn to p40-41. Complete the family tree. <i>(First, find Pam on the family tree. Then, work upward and name the other family members.)</i>	<b>(6) CLASSROOM PRACTICE 2:</b> My Family Tree <i>(Speaking and Writing Book p42-43. Complete this activity at home before show and tell in class.)</i> In class, show and tell your classmates about your family tree.	<b>(7) HOME PRACTICE (REMINDER):</b> Review dialogue Speaking & Writing Book p36-37
		<b>(8) CLOSING:</b> Review reading if necessary (with student's storybook)

## LESSON 4.1 (EXTENSION)


<b>MATERIALS</b>	<p>1) Teacher PC equipped with 'MidiEnglish Primary' DRL (Digital Resource Library) software</p> <p>Classroom Projector / Interactive board</p> 	<p>2) Print out a set of worksheets (*) from the 'Songwriting' activity to be handed out to students</p> <p>* The worksheet PDF file can be downloaded and printed from the 'Worksheet' button in 'Songwriting' activity screen</p>
<p>5 min</p> <p>10 min</p> <p>10 min</p> <p>10 min</p> <p>10 min</p>	<p>Launch 'MidiEnglish Primary' on the teacher PC</p> <p>Go 'Lesson Plan' → Level 1A → WHO IS THIS? → Lesson 4 → <b>Run the 'Songwriting' activity</b></p> <p>'Sing the song together' segment:</p> <ul style="list-style-type: none"> <li>- Get students to learn to sing the song together (Click the 'Play' button on screen)</li> </ul> <p>'Songwriting worksheet' segment:</p> <ul style="list-style-type: none"> <li>- First, hand out the printed worksheets to students</li> <li>- Students to fill in the blanks on the worksheets with helping words (*) provided, or with their own choice of words</li> <li>- For this segment, teacher can decide to have students work in small groups or individually</li> </ul> <p>* To show helping words on screen → click 'Helping Words' button</p> <p>Note: Often there is no right or wrong choice of words when working on the songwriting activity</p> <p>'Sing the edited songs' segment:</p> <ul style="list-style-type: none"> <li>- Pick an example from the outcome of the above exercise</li> <li>- Edit the song on the interactive board together (in the song screen → click any highlighted word and change to a new word)</li> <li>- When done with the entire piece, click the 'Play' button and sing the song together (students will have lots of fun doing this!)</li> <li>- If time permits, pick another edited piece from another group or student, and repeat this segment</li> </ul> <p>Get students to comment and talk about their experience in this exercise</p> <p>Wrap up the class by providing some final comments from the teacher</p>	

**LEVEL 1A UNIT 4: WHO IS THIS?**  
**LESSON 4.2**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Record reading</li> <li>Identify and create sentences using ‘who’ words, ‘what’ words and action words.</li> <li>Attempt Unit 4 Assessment</li> </ul>		<b>MATERIAL:</b> * Speaking & Writing Book Assessment Book * <i>For schools that have purchased the Speaking and Writing Book</i>
<b>(1) TUNING-IN:</b> Sing-a-long: The world is big and interesting Which makes it fun to explore everything At times we do not know all the answers We can ask and become wiser Who is this? (Who is this?)	What is this? (What is this?) Do not be shy (I am not shy) It is all right to ask Who is this? (This is Adam) What is this? (This is a kite) That is the way to be wiser	To learn and understand The world is big and interesting Which makes it fun to explore everything At times we do not know all the answers We can ask and become wiser
Activity song: The * is big and interesting Which makes it fun to explore everything At times we do not know all the answers We can * and become wiser Who is this? (Who is this?) What is this? (What is this?) Do not be shy (I am not shy)	It is all right to * Who is this? This is <u>1. Adam 2. David 3. Beth</u> <u>4. Jane 5. Rex</u> What is this? This is a <u>1. kite 2. robot 3. doll</u> <u>4. hula hoop 5. bone</u>	That is the way to be wiser To learn and understand The * is big and interesting Which makes it fun to explore everything At times we do not know all the answers We can * and become wiser
<b>(2) READING:</b> Start with group reading if necessary Record reading	<b>(3) CLASSROOM PRACTICE 1:</b> Who and What (I); Break Them Up! Turn to Speaking & Writing Book p46-47. Identify the name of a person (who?) and the word of a thing/ animal (what?). Write the words in the correct columns.	<b>(4) CLASSROOM PRACTICE 2:</b> Who and What (II); Break Them Up! Turn to p48-49. Identify the name of a person (who?), the action word and the word of a thing/ animal (what?). Write the words in the correct columns.
<b>(5) CLASSROOM PRACTICE 3:</b> Who and What (III); Join Them Up! Turn to p50-51. Using the given chart, students complete sentences using the correct ‘who’ word, ‘what’ word and/or action word.	<b>(6) CLASSROOM PRACTICE 4:</b> Who and What (IV); Join Them Up! Turn to p52-53. Students create their own sentences that make sense with the given action words.	
<b>(7) CLASS TEST: Unit 4 Assessment:</b> Assessment Book p64-70	<b>(8) HOME PRACTICE (REMINDER):</b> Speaking and Writing Book p52-53 (if these are not completed in school)	<b>(9) CLOSING:</b> Review reading if necessary (with student’s storybook)



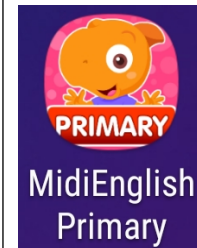
## LESSON 4.2 (EXTENSION)

<b>WHAT IS 'EFL MUSIC'?</b>	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
<b>MATERIALS</b>	<p>'EFL Music' Software installed on teacher PC</p>  <p>The icon for EFL Music software is a square with a blue background. It features a large red musical note and a yellow sun-like circle. In the bottom left corner, there is a small white square with a blue 'f' logo. Below the icon, the text 'EFL Music' is written in white on a black background.</p>	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 1A – Unit 4 → Lesson 4</b></p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the <b>'EFL Music software'</b></p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

**LEVEL 1A UNIT 5: I LIKE TO EAT ...**  
**LESSON 1.1**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Explore the pictures of the story and talk about them</li> <li>Listen to the story without interruption</li> <li>Echo read the story (optional)</li> <li>Learn to pronounce vocabulary words</li> <li>Pair up pictures and words</li> </ul>		<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: I like to eat fish Fresh from the sea Served on a dish Without any peas Do you like to eat fish? No, no, no Fish is not for me I like to eat grass	Fresh from the pasture Seasoned with sunlight What a lovely picture! Do you like to eat grass? No, no, no Grass is not for me I like to eat flies Zooming here and there Catch them with my tongue	They taste like crunchy pears! Do you like to eat flies? No, no, no Flies are not for me I like to drink blood Warm and fresh for me Do not run away My juicy yummy prey
<b>(2) READING:</b> Step 1: Picture Walk <ul style="list-style-type: none"> <li><i>What do you think the book is about?</i></li> <li><i>Identify each animal. What do you think they like to eat?</i></li> <li><i>Do you think these animals like the food the other animals eat? eg. Do you think the cat likes to eat grass? Why?</i></li> </ul> Step 2: Storytelling 1 Step 4: Group Echo Reading (optional)	<b>(3) ACTIVITY 1:</b> Words: I Like to Eat ... Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.	<b>(4) ACTIVITY 2:</b> Activity: I Like to Eat ... Divide students into 2 groups. Each group takes turns to pair up the pictures and words. Record their scores and the group with the higher score wins.
<b>(5) CLASSROOM PRACTICE:</b> Workbook p69-70	<b>(6) HOME PRACTICE (REMINDER):</b> Assessment Book 72	<b>(7) CLOSING:</b> Step 4: Group Echo Reading (with student's storybook) (optional)


## LESSON 1.1 (EXTENSION)

<b>OBJECTIVES</b>	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
<b>MATERIALS</b>	1) Equip students with mobile or tablet devices (* any iOS / Android devices)  * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App:  MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 1A → I LIKE TO EAT ...		
10 min	Go 'Read' section in the App → Do the following: - Listen to the story ('Read to Me')		
10 min	Go 'Play' section in the App → Do the following: - Name The Picture (Quiz)		
10 min	Go 'Say' section in the App → Do the following: - Say the Words (Speech Recognition)		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students  * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

**LEVEL 1A UNIT 5: I LIKE TO EAT ...**  
**LESSON 1.2**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Listen to the story without interruption</li> <li>• Read and answer questions related to the story</li> <li>• Echo read the story</li> <li>• Learn to pronounce vocabulary words (animals)</li> <li>• Pair up pictures and words (animals)</li> </ul>			<b>MATERIALS:</b> Workbook Assessment Book	
<b>(1) TUNING-IN:</b> Sing-a-long: I like to eat fish Fresh from the sea Served on a dish Without any peas Do you like to eat fish?	No, no, no Fish is not for me I like to eat grass Fresh from the pasture Seasoned with sunlight	What a lovely picture! Do you like to eat grass? No, no, no Grass is not for me I like to eat flies	Zooming here and there Catch them with my tongue They taste like crunchy pears! Do you like to eat flies? No, no, no	Flies are not for me I like to drink blood Warm and fresh for me Do not run away My juicy yummy prey
<b>(2) READING:</b> Step 2: Storytelling 1 Step 3: Storytelling 2	<ul style="list-style-type: none"> <li>• <i>What does the cat/ cow/ bird/ frog/ caterpillar/ mosquito/ spider like to eat?</i></li> <li>• <i>What do you think the fish/ worm/ flies like(s) to eat?</i></li> <li>• <i>Do you eat the food these animals eat? Why?</i></li> </ul>		Step 4: Group Echo Reading	
<b>(3) REVISION:</b> Vocabulary Words	<b>(4) ACTIVITY 1:</b> Words: Animals Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.		<b>(5) ACTIVITY 2:</b> Activity: Animals Divide students into 2 groups. Each group takes turns to pair up the pictures and words. Record their scores and the group with the higher score wins.	
<b>(6) CLASSROOM PRACTICE:</b> Workbook p71-72	<b>(7) HOME PRACTICE (REMINDER):</b> Assessment Book p73		<b>(8) CLOSING:</b> Step 4: Group Echo Reading (with student's storybook)	

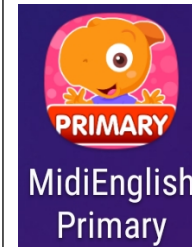
## LESSON 1.2 (EXTENSION)

<b>WHAT IS 'EFL MUSIC'?</b>	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
<b>MATERIALS</b>	<p>'EFL Music' Software installed on teacher PC</p> 	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 1A – Unit 5 → Lesson 1</b></p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the <b>'EFL Music software'</b></p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

**LEVEL 1A UNIT 5: I LIKE TO EAT ...**  
**LESSON 2.1**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Read and answer questions related to the story</li> <li>Shadow read the story</li> <li>Attempt the comprehension questions</li> <li>Role-play asking and answering questions</li> </ul>			<b>MATERIALS:</b> Workbook Assessment Book	
<b>(1) TUNING-IN:</b> Sing-a-long: I like to eat fish Fresh from the sea Served on a dish Without any peas Do you like to eat fish?	No, no, no Fish is not for me I like to eat grass Fresh from the pasture Seasoned with sunlight	What a lovely picture! Do you like to eat grass? No, no, no Grass is not for me I like to eat flies	Zooming here and there Catch them with my tongue They taste like crunchy pears! Do you like to eat flies? No, no, no	Flies are not for me I like to drink blood Warm and fresh for me Do not run away My juicy yummy prey
Activity song: I like to eat * Fresh from the sea Served on a dish Without any * Do you like to eat *?	No, no, no * is not for me I like to eat * Fresh from the pasture Seasoned with *	What a lovely picture! Do you like to eat *? No, no, no * is not for me I like to eat *	ooming here and there Catch them with my * They taste like crunchy pears! Do you like to eat *? No, no, no	* is not for me I like to drink * Warm and fresh for me Do not run away My juicy yummy prey
<b>(2) READING:</b> Step 2: Storytelling 1 (optional) Step 3: Storytelling 2 <ul style="list-style-type: none"> <li><i>Who were the people/ characters in the story?</i></li> <li><i>Where did the story take place?</i></li> <li><i>What was/ were the problem(s)?</i></li> <li><i>How was/ were the problem(s) solved?</i></li> </ul> Step 5: Group Shadow Reading			<b>(3) REVISION:</b> Vocabulary Words	
<b>(5) CLASSROOM PRACTICE:</b> Point and Say Turn to Workbook p73-74. Pair up the students. Invite them to role-play asking and answering: <ul style="list-style-type: none"> <li><i>Question: Do you like to eat/ drink ...?</i></li> <li><i>Answer: I like to eat/ drink ...</i>  <i>or I do not like to eat/ drink ....</i></li> </ul>			<b>(4) ACTIVITY:</b> Comprehension Invite a student to answer a question. Get him/ her to invite another classmate to answer the next question.	
<b>(6) HOME PRACTICE (REMINDER):</b> Assessment Book p74-77			<b>(7) CLOSING:</b> Step 4: Group Shadow Reading (with student's storybook)	

## LESSON 2.1 (EXTENSION)


<b>OBJECTIVES</b>	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
<b>MATERIALS</b>	1) Equip students with mobile or tablet devices (* any iOS / Android devices)  * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App:  MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 1A → I LIKE TO EAT ...		
10 min	Go 'Read' section in the App → Do the following: - Listen to the story ('Read to Me')		
10 min	Go 'Play' section in the App → Do the following: - True or False (Quiz)		
10 min	Go 'Say' section in the App → Do the following: - Read the Sentences (Speech Recognition)		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students  * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

**LEVEL 1A UNIT 5: I LIKE TO EAT ...**  
**LESSON 2.2**

<b>OBJECTIVES:</b>				<b>MATERIALS:</b>
<ul style="list-style-type: none"> <li>Retell the story</li> <li>Echo or Shadow read with Variations</li> <li>Listen to instructions and act on them</li> </ul>		<ul style="list-style-type: none"> <li>Answer questions with “Yes, I do.” or “No, I like to eat ...”</li> <li>Learn to pronounce words that start with these beginning sounds: /c/, /m/, /u/, /w/</li> </ul>		Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long:				
I like to eat fish Fresh from the sea Served on a dish Without any peas Do you like to eat fish?	No, no, no Fish is not for me I like to eat grass Fresh from the pasture Seasoned with sunlight	What a lovely picture! Do you like to eat grass? No, no, no Grass is not for me I like to eat flies	Zooming here and there Catch them with my tongue They taste like crunchy pears! Do you like to eat flies? No, no, no	Flies are not for me I like to drink blood Warm and fresh for me Do not run away My juicy yummy prey
Activity song: I like to eat * Fresh from the sea Served on a dish Without any * Do you like to eat *?	No, no, no * is not for me I like to eat * Fresh from the pasture Seasoned with *	What a lovely picture! Do you like to eat *? No, no, no * is not for me I like to eat *	ooming here and there Catch them with my * They taste like crunchy pears! Do you like to eat *? No, no, no	* is not for me I like to drink * Warm and fresh for me Do not run away My juicy yummy prey
<b>(2) READING:</b> Start with group reading if necessary Step 3: Storytelling 2 <ul style="list-style-type: none"> <li><i>Invite a student to retell the story in his own words.</i></li> </ul> Step 4 & 5: Group Echo/ Shadow Reading with Variations (eg. girls vs boys, 1 student vs all students)		<b>(3) ACTIVITY 1:</b> Listening: I Like to Eat ... Turn to Workbook p75. Listen to the sentences and number the pictures correctly. Click ‘See Answers’ on the top right corner to reveal the answers.		<b>(5) ACTIVITY 3:</b> Writing: Draw and Write Turn to Workbook p79-80. Draw and write down what one likes to eat and drink. Interview a friend and do the same.
<b>(4) ACTIVITY 2:</b> Speaking: Do You Like to Eat ...? Pre-activity: Use the given language structure to ask and answer. Click on the first picture ( <i>squirrel</i> ). Invite students to answer the question “Do you like to eat flies?” Wait for students to reply. Afterward, click on the squirrel picture to reveal the suggested answer ( <i>No, I like to eat nuts.</i> ). Proceed to click the other pictures and answer accordingly.		Activity: Read Workbook p76. Pair up the students. Turn to p77-78. Study the chart and role-play. One student asks and the other answers. Change roles.		<b>(6) ACTIVITY 4:</b> Beginning Sounds Introduce one beginning sound at a time. Listen to the sounds and words without interruption. Listen again and invite students to say the sounds and words. Pay attention to the pronunciation of sounds and words. Repeat if necessary.
<b>(7) CLASSROOM PRACTICE:</b> Workbook p81-82 (Beginning Sounds)		<b>(8) HOME PRACTICE (REMINDER):</b> Workbook p76-78 (Speaking Practice) Assessment Book p78-79 (Answer questions) Assessment Book p80-81 (Beginning Sounds)		<b>(9) CLOSING:</b> Step 4 & 5: Group Echo & Shadow Reading (with student’s storybook)



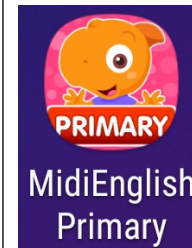
## LESSON 2.2 (EXTENSION)

<b>WHAT IS 'EFL MUSIC'?</b>	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
<b>MATERIALS</b>	<p>'EFL Music' Software installed on teacher PC</p> 	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 1A – Unit 5 → Lesson 2</b></p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the <b>'EFL Music software'</b></p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

**LEVEL 1A UNIT 5: I LIKE TO EAT ...**  
**LESSON 3.1**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Paired reading</li> <li>Learn asking and telling questions</li> </ul>			<b>MATERIALS:</b> *Grammar Book * <i>For schools that have purchased the Grammar Book</i>	
<b>(1) TUNING-IN:</b> Sing-a-long: I like to eat fish Fresh from the sea Served on a dish Without any peas Do you like to eat fish?	No, no, no Fish is not for me I like to eat grass Fresh from the pasture Seasoned with sunlight	What a lovely picture! Do you like to eat grass? No, no, no Grass is not for me I like to eat flies	Zooming here and there Catch them with my tongue They taste like crunchy pears! Do you like to eat flies? No, no, no	Flies are not for me I like to drink blood Warm and fresh for me Do not run away My juicy yummy prey
Activity song: I like to eat * Fresh from the sea Served on a dish Without any * Do you like to eat *?	No, no, no * is not for me I like to eat * Fresh from the pasture Seasoned with *	What a lovely picture! Do you like to eat *? No, no, no * is not for me I like to eat *	ooming here and there Catch them with my * They taste like crunchy pears! Do you like to eat *? No, no, no	* is not for me I like to drink * Warm and fresh for me Do not run away My juicy yummy prey
<b>(2) READING:</b> Start with group reading if necessary Step 6: Paired Reading	<b>(3) ACTIVITY 1:</b> Asking and Telling Sentences Pre-activity: Ask: “Students, what’s the time?” (wait for response) “The time is ...” Explain to students that an asking sentence <u>asks something</u> , just like “What’s the time?” It ends with a question mark. A telling sentence <u>tells something</u> , just like ‘The time is ...’ It ends with a full stop. Activity: Learn more about asking and telling sentences.		<b>(4) ACTIVITY 2:</b> Sorting Sentences (I) & (II) Read the sentences. (I) Identify the asking sentence. (II) Identify the telling sentence.	
<b>(5) CLASSROOM PRACTICE:</b> Grammar Book p66-73	<b>(6) HOME PRACTICE (REMINDER):</b> Review lessons Grammar Book p66-67		<b>(7) CLOSING:</b> Step 6: Paired Reading (with student’s storybook)	

### LESSON 3.1 (EXTENSION)

<b>OBJECTIVES</b>	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
<b>MATERIALS</b>	1) Equip students with mobile or tablet devices (* any iOS / Android devices)  * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App:  MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 1A → I LIKE TO EAT ...		
20 min	Go 'Read' section in the App → Do the following: - Silent-read the story ('Read by Myself')		
10 min	Go 'Play' section in the App → Do the following: - What's The Word (Quiz) - Type the Word		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students  * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

**LEVEL 1A UNIT 5: I LIKE TO EAT ...**  
**LESSON 3.2**

**OBJECTIVES:**


- Individual reading
- Use the correct punctuation marks for asking/ telling sentences

**MATERIALS:**

\*Grammar Book  
\* *For schools that have purchased the Grammar Book*

<b>(1) TUNING-IN:</b> Sing-a-long: I like to eat fish Fresh from the sea Served on a dish Without any peas Do you like to eat fish?	No, no, no Fish is not for me I like to eat grass Fresh from the pasture Seasoned with sunlight	What a lovely picture! Do you like to eat grass? No, no, no Grass is not for me I like to eat flies	Zooming here and there Catch them with my tongue They taste like crunchy pears! Do you like to eat flies? No, no, no	Flies are not for me I like to drink blood Warm and fresh for me Do not run away My juicy yummy prey
Activity song: I like to eat * Fresh from the sea Served on a dish Without any * Do you like to eat *?	No, no, no * is not for me I like to eat * Fresh from the pasture Seasoned with *	What a lovely picture! Do you like to eat *? No, no, no * is not for me I like to eat *	ooming here and there Catch them with my * They taste like crunchy pears! Do you like to eat *? No, no, no	* is not for me I like to drink * Warm and fresh for me Do not run away My juicy yummy prey
<b>(2) READING:</b> Start with group reading if necessary Step 6: Individual Reading	<b>(3) REVISION:</b> Vocabulary Words, Action Words		<b>(4) ACTIVITY:</b> Asking or Telling Sentences (I) & (II) Pre-activity: Review asking and telling sentences. Activity: Click the correct punctuation mark (full stop or question mark) and add it to the end of the sentence.	
<b>(5) CLASSROOM PRACTICE:</b> Grammar Book p74-81	<b>(6) HOME PRACTICE (REMINDER):</b> Review lessons Grammar Book p66-67 Grammar Book p82 (summary)		<b>(7) CLOSING:</b> Step 6: Individual reading (with student's storybook)	

## LESSON 3.2 (EXTENSION)

<b>WHAT IS 'EFL MUSIC'?</b>	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
<b>MATERIALS</b>	<p>'EFL Music' Software installed on teacher PC</p>  <p>The icon for EFL Music software is a blue square with rounded corners. Inside the square, there is a stylized red musical note with a yellow circle at its base. A small white square with a blue arrow pointing up and to the right is located in the bottom-left corner of the square. Below the square, the text 'EFL Music' is written in white on a black background.</p>	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 1A – Unit 5 → Lesson 3</b></p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the <b>'EFL Music software'</b></p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

**LEVEL 1A UNIT 5: I LIKE TO EAT ...**  
**LESSON 4.1**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Record reading</li> <li>Learn to express likes and dislikes</li> </ul>			<b>MATERIAL:</b> *Speaking & Writing Book * <i>For schools that have purchased the Speaking and Writing Book</i>	
<b>(1) TUNING-IN:</b> Sing-a-long: I like to eat fish Fresh from the sea Served on a dish Without any peas Do you like to eat fish?	No, no, no Fish is not for me I like to eat grass Fresh from the pasture Seasoned with sunlight	What a lovely picture! Do you like to eat grass? No, no, no Grass is not for me I like to eat flies	Zooming here and there Catch them with my tongue They taste like crunchy pears! Do you like to eat flies? No, no, no	Flies are not for me I like to drink blood Warm and fresh for me Do not run away My juicy yummy prey
Activity song: I like to eat * Fresh from the sea Served on a dish Without any * Do you like to eat *?	No, no, no * is not for me I like to eat * Fresh from the pasture Seasoned with *	What a lovely picture! Do you like to eat *? No, no, no * is not for me I like to eat *	Zooming here and there Catch them with my * They taste like crunchy pears! Do you like to eat *? No, no, no	* is not for me I like to drink * Warm and fresh for me Do not run away My juicy yummy prey
<b>(2) READING:</b> Start with group reading if necessary. Record reading  <b>(3) REVISION:</b> Vocabulary Words, Action Words	<b>(4) ACTIVITY 1:</b> Do You Like ... Pre-activity: Bring a few fruits and vegetables to class. Pick up a fruit/ vegetable and <i>ask: "Do you like ...?"</i> Activity: Listen and read the dialogue.		<b>(5) ACTIVITY 2:</b> Role-play with Friends Pre-activity: Prepare a dice and 2 counters for each pair of students. Activity: Pair up the students. Turn to Speaking and Writing Book p56-57. Read the instructions and play the game.	
	<b>(6) HOME PRACTICE (REMINDER):</b> Review dialogue Speaking and Writing Book p54-55		<b>(7) CLOSING:</b> Review reading if necessary (with student's storybook)	

## LESSON 4.1 (EXTENSION)

<b>MATERIALS</b>	<p>1) Teacher PC equipped with 'MidiEnglish Primary' DRL (Digital Resource Library) software</p> <p>Classroom Projector / Interactive board</p>	<p>2) Print out a set of worksheets (*) from the 'Songwriting' activity to be handed out to students</p> <p>* The worksheet PDF file can be downloaded and printed from the 'Worksheet' button in 'Songwriting' activity screen</p>
<p>5 min</p> <p>10 min</p> <p>10 min</p> <p>10 min</p> <p>10 min</p>	<p>Launch 'MidiEnglish Primary' on the teacher PC</p> <p>Go 'Lesson Plan' → Level 1A → I LIKE TO EAT ... → Lesson 4 → <b>Run the 'Songwriting' activity</b></p> <p>'Sing the song together' segment:</p> <ul style="list-style-type: none"> <li>- Get students to learn to sing the song together (Click the 'Play' button on screen)</li> </ul> <p>'Songwriting worksheet' segment:</p> <ul style="list-style-type: none"> <li>- First, hand out the printed worksheets to students</li> <li>- Students to fill in the blanks on the worksheets with helping words (*) provided, or with their own choice of words</li> <li>- For this segment, teacher can decide to have students work in small groups or individually</li> </ul> <p>* To show helping words on screen → click 'Helping Words' button</p> <p>Note: Often there is no right or wrong choice of words when working on the songwriting activity</p> <p>'Sing the edited songs' segment:</p> <ul style="list-style-type: none"> <li>- Pick an example from the outcome of the above exercise</li> <li>- Edit the song on the interactive board together (in the song screen → click any highlighted word and change to a new word)</li> <li>- When done with the entire piece, click the 'Play' button and sing the song together (students will have lots of fun doing this!)</li> <li>- If time permits, pick another edited piece from another group or student, and repeat this segment</li> </ul> <p>Get students to comment and talk about their experience in this exercise</p> <p>Wrap up the class by providing some final comments from the teacher</p>	

**LEVEL 1A UNIT 5: I LIKE TO EAT ...**  
**LESSON 4.2**

**OBJECTIVES:**

- Record reading
- Sequence stories with telling and asking sentences
- Attempt Unit 5 Assessment

**MATERIAL:**

\* Speaking & Writing Book  
Assessment Book  
\* *For schools that have purchased the Speaking and Writing Book*

<b>(1) TUNING-IN:</b> Sing-a-long: I like to eat fish Fresh from the sea Served on a dish Without any peas Do you like to eat fish?	No, no, no Fish is not for me I like to eat grass Fresh from the pasture Seasoned with sunlight	What a lovely picture! Do you like to eat grass? No, no, no Grass is not for me I like to eat flies	Zooming here and there Catch them with my tongue They taste like crunchy pears! Do you like to eat flies? No, no, no	Flies are not for me I like to drink blood Warm and fresh for me Do not run away My juicy yummy prey
Activity song: I like to eat * Fresh from the sea Served on a dish Without any * Do you like to eat *?	No, no, no * is not for me I like to eat * Fresh from the pasture Seasoned with *	What a lovely picture! Do you like to eat *? No, no, no * is not for me I like to eat *	ooming here and there Catch them with my * They taste like crunchy pears! Do you like to eat *? No, no, no	* is not for me I like to drink * Warm and fresh for me Do not run away My juicy yummy prey
<b>(2) READING:</b> Start with group reading if necessary Record reading	<b>(3) REVISION:</b> Vocabulary Words, Action Words		<b>(4) CLASSROOM PRACTICE:</b> Sequence a Story (I), (II) & (III) Turn to Speaking and Writing Book p58-63. Write in sequence 3 different stories with the given telling and asking sentences.	
<b>(5) CLASS TEST:</b> Unit 5 Assessment Assessment Book p82-89	<b>(6) HOME PRACTICE (REMINDER):</b> Speaking & Writing Book p62-63 (if these are not completed in school)		<b>(7) CLOSING:</b> Review reading if necessary (with student's storybook)	



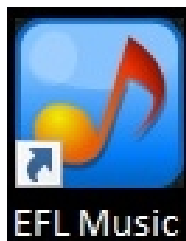
## LESSON 4.2 (EXTENSION)

### WHAT IS 'EFL MUSIC'?

'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.

### MATERIALS

'EFL Music'  
Software  
installed on teacher PC



### LESSON GUIDE

Refer to 'EFL Music Lesson Guide' (\*)

**Level 1A – Unit 5 → Lesson 4**

\* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the **'EFL Music software'**

Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'