

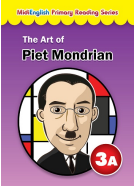
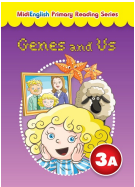
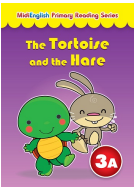


LESSON GUIDE			
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**LEVEL 3A UNIT 1: MR PRESTO**  
**LESSON 1.1**

**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 unscramble vocabulary words

**MATERIALS:**

Workbook  
Assessment Book

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

Oh ...

Mr Presto the magician

Has lots of tricks up his sleeve

(Abracadabra!)

He hides his tricks all around him

And it scares people out of their wits

So they will tell him to ...

Put them in your pocket

Put them under your hat

Put them inside your sleeve

Put them around your chest (Phew!)

Oh ... Mr Presto the magician

Has lots of tricks up his sleeve (Abracadabra!)

He hides his tricks all around him

And it scares people out of their wits

**(2) READING:**

Step 1: Picture Walk

- *What do you think the book is about?*
- *What does a magician do?*
- *Have you been to a magic show before? Can you describe your experience?*
- *(Turn to each page of the storybook) Describe what you think is happening?*

Step 2: Storytelling 1

*Step 4: Group Echo Reading (optional)*

**(3) ACTIVITY 1:** Words: Mr Presto

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:** Unscramble the Words

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

**(5) CLASSROOM PRACTICE:**

Workbook p3-4


**(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 3A → <b>MR PRESTO</b>		
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: - Match the Clothes		
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 3A UNIT 1: MR PRESTO**  
**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 identify vocabulary words (clothes)

**MATERIALS:**

Workbook  
Assessment Book

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

Oh ...  
Mr Presto the magician  
Has lots of tricks up his sleeve  
(Abracadabra!)  
He hides his tricks all around him

And it scares people out of their wits  
So they will tell him to ...  
Put them in your pocket  
Put them under your hat  
Put them inside your sleeve

Put them around your chest (Phew!)  
Oh ... Mr Presto the magician  
Has lots of tricks up his sleeve  
(Abracadabra!)  
He hides his tricks all around him  
And it scares people out of their wits

**(2) READING:**

Step 2: Storytelling 1

Step 3: Storytelling 2

- *What is Mr Presto's occupation?*
- *Why do you think Mr Presto brings along his bag of magic tricks?*
- *What happens at the airport?*
- *Do you think Mr Presto likes his job as a magician? Why do you think so?*
- *Why do you think the airport officer is angry with Mr Presto?*
- *Why do you think the airport officer needs a vacation too?*

Step 4: Group Echo Reading

**(3) REVISION:** Vocabulary Words

**(4) ACTIVITY 1:** Words: Clothes

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:** Help Mr Presto Pack

Listen to the clue and help Mr Presto pack the correct clothing item.

**(6) CLASSROOM PRACTICE:**

Workbook p5-6


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

Assessment Book p4-6

**(8) CLOSING:**

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

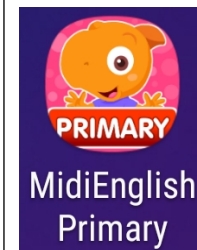
## LESSON 1.2 (EXTENSION)

<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> 	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 3A – 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 3A UNIT 1: MR PRESTO**  
**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 to pronounce and identify prepositions</li> </ul>		<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: Oh ... Mr Presto the magician Has lots of tricks up his sleeve (Abracadabra!) He hides his tricks all around him	And it scares people out of their wits So they will tell him to ... Put them in your pocket Put them under your hat Put them inside your sleeve	Put them around your chest (Phew!) Oh ... Mr Presto the magician Has lots of tricks up his sleeve (Abracadabra!) He hides his tricks all around him And it scares people out of their wits
<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> </ul>	<ul style="list-style-type: none"> <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>(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> Words: Prepositions 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> Activity: Prepositions Look at the picture and identify the correct prepositional phrase.
<b>(7) CLASSROOM PRACTICE:</b> Workbook p7-8	<b>(8) HOME PRACTICE (REMINDER):</b> Assessment Book p7-8	<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 3A → <b>MR PRESTO</b>		
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: - Descriptive phrases - Listening 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 3A UNIT 1: MR PRESTO**  
**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>• Stretch phrases with numbers and descriptive words</li> <li>• Complete a passage “Mr Presto’s Magic Show”</li> <li>• Learn to pronounce words that start with these blends/ digraphs: /f/, /s/, /sm/, /sp/, /ch/, /sh/</li> </ul>		<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: Oh ... Mr Presto the magician Has lots of tricks up his sleeve (Abracadabra!) He hides his tricks all around him	And it scares people out of their wits So they will tell him to ... Put them in your pocket Put them under your hat Put them inside your sleeve	Put them around your chest (Phew!) Oh ... Mr Presto the magician Has lots of tricks up his sleeve (Abracadabra!) He hides his tricks all around him And it scares people out of their wits
<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 book in his/ her 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  <b>(4) ACTIVITY 1:</b> Listening 1: Listen and Draw Turn to Workbook p9. Listen to the instructions from ‘a’ to ‘d’. Click the ‘headphone’ icon on the left and right to listen to the instructions. Highlight to students that they can follow the outlines of the pictures (below the headphone icon) to draw as instructed. Click 'Show Me' for the answers.
<b>(5) ACTIVITY 2:</b> Listening 2: Mr Presto Turn to Workbook p10. Listen and tick the correct pictures. Click ‘See Answers’ on the top right corner to reveal the answers	<b>(6) ACTIVITY 3:</b> Speaking: Giving Instructions Invite one student to role-play at a time. Click on a magician's hat. Use the preposition word to make an instruction: <ul style="list-style-type: none"> <li>• <i>Put the (object) ...</i></li> </ul>	<b>(7) ACTIVITY 4:</b> Writing 1: Stretch a Phrase Pre-activity: Click the highlighted bubble. Learn how to stretch a phrase (describe a noun) with numbers and adjectives. <i>Activity: Complete p13-14.</i>
<b>(8) ACTIVITY 5:</b> Writing 2: Stretch a Phrase Turn to p15-16. Fill in the blanks (p15) and reorder the sentences (p16) according to the pictures.	<b>(9) ACTIVITY 6:</b> Blends and Digraphs Introduce one blend/ digraph 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>(10) CLASSROOM PRACTICE:</b> Workbook p17-18 (Blends and Digraphs)	<b>(11) HOME PRACTICE (REMINDER):</b> Workbook p11-12 (Speaking Practice) Assessment Book p9-11 (Blends and Digraphs)	<b>(12) 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 3A – 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 3A UNIT 1: MR PRESTO**  
**LESSON 3.1**

**OBJECTIVES:**

- Paired reading
- Review capitalization rules: first letter of a sentence; names and I; days and months; festivals and special events

**MATERIALS:**

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

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

Oh ...  
Mr Presto the magician  
Has lots of tricks up his sleeve  
(Abracadabra!)  
He hides his tricks all around him

And it scares people out of their wits  
So they will tell him to ...  
Put them in your pocket  
Put them under your hat  
Put them inside your sleeve

Put them around your chest (Phew!)  
Oh ... Mr Presto the magician  
Has lots of tricks up his sleeve (Abracadabra!)  
He hides his tricks all around him  
And it scares people out of their wits

**(2) READING:**

Start with group reading if necessary  
Step 6: Paired Reading

**(3) ACTIVITY 1:** Capitalization: (revision)

Pre-activity: Flip through the pages of the storybook 'Mr Presto' and invite students to highlight words that start with capital letters. Explain why it is so.

Activity: Review lessons for the capitalization of:

- Sentences
- Names and I
- Days
- Months
- Festivals and Special Events

**(4) ACTIVITY 2:** Capitalization: Spot & Replace (I); Read and Edit (I)

Attempt the exercises and read the sentences/passages.

**(5) CLASSROOM PRACTICE:**

Grammar Book p1-6 (revision)


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

Grammar Book p1-2

**(7) CLOSING:**

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 3A → <b>MR PRESTO</b>		
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: - What's The Answer - Prepositions - Spell It Right		
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 3A UNIT 1: MR PRESTO**  
**LESSON 3.2**

**OBJECTIVES:**

- Individual reading
- Learn capitalization rules: names of places, countries and languages, books, movies and songs

**MATERIAL:**

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

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

Oh ...  
Mr Presto the magician  
Has lots of tricks up his sleeve  
(Abracadabra!)  
He hides his tricks all around him

And it scares people out of their wits  
So they will tell him to ...  
Put them in your pocket  
Put them under your hat  
Put them inside your sleeve

Put them around your chest (Phew!)  
Oh ... Mr Presto the magician  
Has lots of tricks up his sleeve (Abracadabra!)  
He hides his tricks all around him  
And it scares people out of their wits

**(2) READING:**

Start with group reading if necessary  
Step 6: Individual Reading

**(2) ACTIVITY 1:** Capitalization-Places, Countries & Languages

Pre-activity: Invite students to tell you the names of any places, countries or languages they know and write down on a whiteboard:

*Example:*  
Mount Everest  
Holland  
English

Underline the first letter of the word. Explain to students that the names of places, countries and languages have to be capitalized.

Activity: Go through the lesson and attempt the exercise.

**(3) ACTIVITY 2:** Capitalization-Books, Movies and Songs

Proceed to do the activity as for Activity 1

*Example:*  
Star Wars  
Twinkle Twinkle Little Stars

**(4) ACTIVITY 3:** Capitalization-Spot and Replace (2); Read and Edit (2)

Attempt the exercises and read the sentences/passages.

**(5) CLASSROOM PRACTICE:**

Grammar Book p7-12 (places, countries, languages)  
Grammar Book p13-18 (books, movies and songs)  
Grammar Book p19-20 (revision)


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

Grammar Book p7 (places, countries, languages)  
Grammar Book p13 (books, movies and songs) Grammar Book p21 (summary)

**(7) CLOSING:**

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 3A – 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 3A UNIT 1: MR PRESTO**  
**LESSON 4.1**

**OBJECTIVES:**

- Record reading
- Learn to ask for information: "What is this?"

**MATERIAL:**

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

**(1) TUNING-IN:** Sing-a-long:  
Oh ...  
Mr Presto the magician  
Has lots of tricks up his sleeve  
(Abracadabra!)  
He hides his tricks all around him

And it scares people out of their wits  
So they will tell him to ...  
Put them in your pocket  
Put them under your hat  
Put them inside your sleeve

Put them around your chest (Phew!)  
Oh ... Mr Presto the magician  
Has lots of tricks up his sleeve (Abracadabra!)  
He hides his tricks all around him  
And it scares people out of their wits

**(2) READING:**

Start with group reading if necessary  
Record reading

**(3) ACTIVITY 1:** What Is This? (I)

Pre-activity: Listen and read the dialogue.  
Activity: Turn to Speaking and Writing Book p1.  
Highlight the words that can be shortened. Repeat the dialogue with the following contractions:

***What's** this? This is a rabbit.  
**What's** that? **That's** a kitten.  
What are these? These are goldfish.  
What are those? Those are hamsters.*

**(4) ACTIVITY 2:** What Is This? (II)

Pre-activity: Listen and read the dialogue.  
Activity: Turn to p2. Highlight the words that can be shortened. Repeat the dialogue with the following contractions:

*Excuse me. Can I help you?  
**What's** this? This is a puppy.  
How old is it? **It's** two months old.  
Thanks! No problem.*

**(5) CLASSROOM PRACTICE 1:** Say It Short; Say and Write

Pre-activity: Turn to p3. First, say the dialogue without using contractions. Next, say the dialogue using contractions.  
Activity: Turn to p4-5. Make sentences with contractions and write them down.

**(6) CLASSROOM PRACTICE 2:** What or Who?

Learn the correct usage of 'what' (for animals or things) and 'who' (for people).

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

Speaking and Writing Book p1-2

**(8) 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>Launch 'MidiEnglish Primary' on the teacher PC</p> <p>Go 'Lesson Plan' → Level 3A → <b>MR PRESTO</b> → Lesson 4 → <b>Run the 'Songwriting' activity</b></p>	
<p>10 min</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>10 min</p>	<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>10 min</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>10 min</p>	<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 3A UNIT 1: MR PRESTO**  
**LESSON 4.2**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Record reading</li> <li>Use capital letters to write the titles of books</li> <li>Write a report describing the incident at the airport with Mr Presto</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: Oh ... Mr Presto the magician Has lots of tricks up his sleeve (Abracadabra!) He hides his tricks all around him	And it scares people out of their wits So they will tell him to ... Put them in your pocket Put them under your hat Put them inside your sleeve	Put them around your chest (Phew!) Oh ... Mr Presto the magician Has lots of tricks up his sleeve (Abracadabra!) He hides his tricks all around him And it scares people out of their wits
<b>(2) READING:</b> Start with group reading if necessary Record reading	<b>(4) CLASSROOM PRACTICE 2:</b> What Happened, Mr Officer? Turn to p12-13. Do this as a group activity. Review the storybook “Mr Presto” and invite students to highlight the things or tricks Mr Presto had done at the airport. List down what they said on the whiteboard. Remember to use the simple past tense when writing down the answers. Read through the answers and get students to write 5 of them in their books.  <i>Airport Manager: What happened?</i> <i>Sam, Airport Manager: I met a magician just now.</i>	<i>He was the most difficult traveler for security checks.</i> <i>Examples:</i> <ul style="list-style-type: none"> <li><i>He had a very, very, very long handkerchief.</i></li> <li><i>Yellow parrots flew out of his sleeve.</i></li> <li><i>He turned three white balls into three hopping rabbits.</i></li> <li><i>Hungry bats flew out from his back.</i></li> <li><i>Fluffy feathers fell out from his ear.</i></li> <li><i>Sleepy snakes sprang out of his clothes.</i></li> <li><i>Beautiful birds flew out from his shirt.</i></li> <li><i>Purple balls came out from his mouth.</i></li> </ul>
<b>(3) CLASSROOM PRACTICE 1:</b> Guess the Title Turn to Speaking and Writing Book p8-11. Study the contents of the book and match the correct titles. Answer the questions.		
<b>(5) CLASS TEST: Unit 1 Assessment</b> Assessment Book p12-21	<b>(6) HOME PRACTICE (REMINDER):</b> Speaking and Writing Book p12-13 (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> 	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 3A – Unit 1 → 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 3A UNIT 2: THE CLEVEREST CHEESE THIEF**  
**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 unscramble vocabulary words

**MATERIALS:**

Workbook  
Assessment Book

**(1) TUNING-IN:** Sing-a-long:  
Rodney Rat  
The cleverest cheese thief  
When he is hungry  
He looks everywhere for food

He goes into the kitchen  
He looks into the cookie tin  
He looks behind the rice cooker  
And looks under the food cover  
He finds a piece of cheese

And runs away very quickly  
The cat waits very quietly  
And jumps on him and “Meow!”  
That’s the end of Rodney Rat the cheese thief

**(2) READING:**

Step 1: Picture Walk

- *What do you think the book is about?*
- *Why do you think the rat is wearing a mask?*
- *What do you think the rat wants to steal?*
- *What do you think a rat likes to eat?*
- *(Turn to each page of the storybook)*  
*Describe what you think is happening?*

Step 2: Storytelling 1

Step 4: Group Echo Reading (optional)

**(3) ACTIVITY 1:** Words: The Cleverest Cheese Thief

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:** Unscramble the Words

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

**(5) CLASSROOM PRACTICE:**

Workbook p21-22

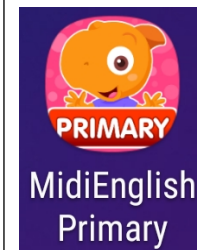
**(6) HOME PRACTICE (REMINDER):**

Assessment Book p22-24

**(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 3A → <b>THE CLEVEREST CHEESE THIEF</b>		
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: - What is This		
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 3A UNIT 2: THE CLEVEREST CHEESE THIEF**  
**LESSON 1.2**

**OBJECTIVES:**

- Listen to the story without interruption
- Read and answer questions related to the story
- Echo read the story
- Learn about compound nouns

**MATERIALS:**

Workbook  
Assessment Book

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

Rodney Rat  
The cleverest cheese thief  
When he is hungry  
He looks everywhere for food

He goes into the kitchen  
He looks into the cookie tin  
He looks behind the rice cooker  
And looks under the food cover  
He finds a piece of cheese

And runs away very quickly  
The cat waits very quietly  
And jumps on him and “Meow!”  
That’s the end of Rodney Rat the cheese thief

**(2) READING:**

Step 2: Storytelling 1  
Step 3: Storytelling 2  
*Where does Rodney live in the house?*  
*Why is Rodney called a cheese thief?*

*Do you think Rodney would like to eat something else other than cheese? Why do you think so?*  
*How does Rodney get to the cheese?*  
*What happened to Rodney in the end?*

*Why do you think the cat is awake?*  
*Do you have a cat at home? What does a cat likes to do?*  
Step 4: Group Echo Reading

**(3) REVISION:** Vocabulary Words

**(5) ACTIVITY 2:** Word Match

Look at the picture and form the correct compound noun.

**(4) ACTIVITY 1:** Compound Nouns

Turn to p23. Read the compound nouns (noun + noun). Ask:

- *What does a cheese thief steal? (A cheese thief steals cheese.)*
- *What is a fruit basket used for? (It is used for keeping fruits.)*
- *What is a table leg? (It is the leg of a table.)*
- *What is a rice cooker used for? (It is used for cooking rice.)*
- *What is a food cover used for? (It is used for covering food.)*
- *What is a cookie tin used for? (It is used for storing cookies.)*

**(6) CLASSROOM PRACTICE:**

Workbook p23-24


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

Assessment Book p25-26

**(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> 	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 3A – 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 3A UNIT 2: THE CLEVEREST CHEESE THIEF**  
**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: Rodney Rat The cleverest cheese thief When he is hungry He looks everywhere for food	He goes into the kitchen He looks into the cookie tin He looks behind the rice cooker And looks under the food cover He finds a piece of cheese	And runs away very quickly The cat waits very quietly And jumps on him and “Meow!” That’s the end of Rodney Rat the cheese thief
Activity Song: Rodney Rat The cleverest cheese thief When he is hungry He looks everywhere for food	He goes into the * He looks <u>1. into the cookie tin</u> <u>2. over the cupboard</u> He looks <u>1. behind the rice cooker</u> <u>2. between the pots and pans</u> And looks <u>1. under the food cover</u> <u>2. into the trashcan</u>	He finds a piece of * And * away very quickly The * waits very quietly And jumps on him and “Meow!” That’s the end of Rodney Rat the cheese thief
<b>(2) READING:</b> Step 2: Storytelling 1 (optional) Step 3: Storytelling 2 <ul style="list-style-type: none"> <li>Who were the people/ characters in the story?</li> </ul>	<ul style="list-style-type: none"> <li>Where did the story take place?</li> <li>What was/ were the problem(s)?</li> <li>How was/ were the problem(s) solved?</li> </ul> Step 5: Group Shadow Reading	<b>(3) REVISION:</b> Vocabulary Words, Compound Nouns
<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 action 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> Active Rodney Read and match the action words to the pictures.
<b>(7) CLASSROOM PRACTICE:</b> Workbook p25-26	<b>(8) HOME PRACTICE (REMINDER):</b> Assessment Book p27-29	<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 3A → <b>THE CLEVEREST CHEESE THIEF</b>		
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: - What's the Answer		
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 3A UNIT 2: THE CLEVEREST CHEESE THIEF**  
**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>Stretch a phrase with prepositions</li> <li>Complete a passage “Rodney’s Cheese Hunt”</li> <li>Learn to pronounce words that start with these blends/ digraphs: /cr/, /cl/, /fr/, /tr/, /ch/, /th/</li> </ul>	<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: Rodney Rat The cleverest cheese thief When he is hungry He looks everywhere for food	He goes into the kitchen He looks into the cookie tin He looks behind the rice cooker And looks under the food cover He finds a piece of cheese	And runs away very quickly The cat waits very quietly And jumps on him and “Meow!” That’s the end of Rodney Rat the cheese thief
Activity Song: Rodney Rat The cleverest cheese thief When he is hungry He looks everywhere for food	He goes into the * He looks <u>1. into the cookie tin</u> <u>2. over the cupboard</u> He looks <u>1. behind the rice cooker</u> <u>2. between the pots and pans</u> And looks <u>1. under the food cover</u> <u>2. into the trashcan</u>	He finds a piece of * And * away very quickly The * waits very quietly And jumps on him and “Meow!” That’s the end of Rodney Rat the cheese thief
<b>(2) READING:</b> Start with group reading if necessary 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>(4) ACTIVITY 1:</b> Listening 1: Listen and Draw Turn to Workbook p27. Listen to the instructions from ‘a’ to ‘h’. Click the ‘headphone’ icon if you need to listen to the instructions again. Click 'Show Me' for the answers. <i>Note: - Highlight to students that they can follow the outlines of the pictures (below the headphone icon) to draw as instructed.</i> <i>- The pictures drawn by the students do not need to be exactly the same as shown in ‘Show Me’. E.g. The bird’s nest can be on any tree. The pond can be under any tree. The house can be beside the right or left tree.</i>	<b>(5) ACTIVITY 2:</b> Listening 2: The Cleverest Cheese Thief Turn to Workbook p28. Listen and tick the correct pictures. Click ‘See Answers’ on the top right corner to reveal the answers.
		<b>(6) ACTIVITY 3:</b> Speaking 1: Tell the Position Turn to Workbook p29. Read and say the sentences. Invite students to open up their storybook “The Cleverest Cheese Thief.” Find pictures that match the sentences. Point to the correct place and tell the position of Rodney. Turn to p30. Practice the telling of positions. Take an item and put it in places as described on the page. Invite friends to tell the position.
<b>(7) ACTIVITY 4:</b> Speaking 2: Where Is It? (Tell the Position) Identify all the kitchen items (click the pictures to learn their names). Invite two students to role-play at a time. One student points to an item in the kitchen and asks the question: <ul style="list-style-type: none"> <li>Where is the ... (kitchen item 1)?</li> </ul> The other student answers appropriately with: It is ... (preposition) the ... (kitchen item 2)	<b>(8) ACTIVITY 5:</b> Writing 1: Action Phrases (Stretch a Phrase) Pre-activity: Click the highlighted bubble. Learn how to stretch a phrase by adding an action phrase to a noun. Activity: Complete p31.	<b>(9) ACTIVITY 6:</b> Writing 2: Write in the Correct Sequence (Rodney’s Cheese Hunt) Turn to p32. Look at the pictures and use the given action phrases to complete the sentences. Turn to p33. Look at the order of Rodney’s cheese hunt. Complete the passage using the sentences written on the previous page.
	<b>(10) ACTIVITY 7:</b> Blends and Digraphs Introduce one blend/ digraph 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>(11) CLASSROOM PRACTICE:</b> Workbook p34-35 (Blends & Digraphs)	<b>(12) HOME PRACTICE (REMINDER):</b> Workbook p29-30 (Speaking Practice) Assessment Book p30-33 (Blends & Digraphs)	<b>(13) 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 3A – 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 3A UNIT 2: THE CLEVEREST CHEESE THIEF**  
**LESSON 3.1**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Paired reading</li> <li>Review punctuation rules: full stop; question mark, exclamation mark, comma</li> <li>Learn punctuation rules: comma (used before and after 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: Rodney Rat The cleverest cheese thief When he is hungry He looks everywhere for food	He goes into the kitchen He looks into the cookie tin He looks behind the rice cooker And looks under the food cover He finds a piece of cheese	And runs away very quickly The cat waits very quietly And jumps on him and “Meow!” That’s the end of Rodney Rat the cheese thief
Activity Song: Rodney Rat The cleverest cheese thief When he is hungry He looks everywhere for food	He goes into the * He looks <u>1. into the cookie tin</u> <u>2. over the cupboard</u> He looks <u>1. behind the rice cooker</u> <u>2. between the pots and pans</u> And looks <u>1. under the food cover</u> <u>2. into the trashcan</u>	He finds a piece of * And * away very quickly The * waits very quietly And jumps on him and “Meow!” That’s the end of Rodney Rat the cheese thief
<b>(2) READING:</b> Start with group reading if necessary Step 6: Paired Reading	<b>(3) ACTIVITY 1:</b> Punctuation: (revision) Pre-activity: Flip through the pages of the storybook ‘Mr Presto’ and invite students to highlight punctuation marks. Explain to students how punctuation marks gives clues to how we should read (see Grammar Book p23). Activity: Review lessons for these punctuation marks: <ul style="list-style-type: none"> <li>full stop</li> <li>question mark</li> <li>exclamation mark</li> <li>comma</li> </ul>	
<b>(4) ACTIVITY 2:</b> Revision (1) (2): . ? ! , Attempt the exercises and read the passages.		<b>(5) ACTIVITY 3:</b> Punctuation: Comma (Yes, No, Names) Read the sentence. Click to add a comma at the correct place. Read the sentence again. Pause when there is a comma.
<b>(6) CLASSROOM PRACTICE:</b> Grammar Book p22-27 (revision) Grammar Book p28-31 (comma)	<b>(7) HOME PRACTICE (REMINDER):</b> Review lessons Grammar Book p22-23, 28	<b>(8) 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 3A → <b>THE CLEVEREST CHEESE THIEF</b>		
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: - Prepositions - Spell It Right		
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 3A UNIT 2: THE CLEVEREST CHEESE THIEF**  
**LESSON 3.2**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"><li>Individual reading</li><li>Learn punctuation rules: apostrophe (used to show possession; used for contractions)</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: Rodney Rat The cleverest cheese thief When he is hungry He looks everywhere for food	He goes into the kitchen He looks into the cookie tin He looks behind the rice cooker And looks under the food cover He finds a piece of cheese	And runs away very quickly The cat waits very quietly And jumps on him and “Meow!” That’s the end of Rodney Rat the cheese thief
Activity Song: Rodney Rat The cleverest cheese thief When he is hungry He looks everywhere for food	He goes into the * He looks <u>1. into the cookie tin</u> <u>2. over the cupboard</u> He looks <u>1. behind the rice cooker</u> <u>2. between the pots and pans</u> And looks <u>1. under the food cover</u> <u>2. into the trashcan</u>	He finds a piece of * And * away very quickly The * waits very quietly And jumps on him and “Meow!” That’s the end of Rodney Rat the cheese thief
<b>(2) READING:</b> Start with group reading if necessary Step 6: Individual Reading	<b>(3) ACTIVITY 1:</b> Punctuation: Apostrophe (possession) Pre-activity: An apostrophe shows something belongs to someone. Click the picture to see how the apostrophe is used. Read the sentence. Activity: Read the phrase/ sentence. Add an apostrophe at the correct place. Read the phrase/ sentence again.	
<b>(4) ACTIVITY 2:</b> Punctuation: Apostrophe (contraction) Pre-activity: An apostrophe joins two words together. Click on the words to see how the apostrophe is used to join two words. Listen and say the contractions. Activity: Read the phrase/ sentence. Say the contraction. Level 1: Click the correct contraction / Level 2: Spell the contraction.		
<b>(5) CLASSROOM PRACTICE:</b> Grammar Book p32-35 (apostrophe I) Grammar Book p36-41 (apostrophe II) Grammar Book p42-43 (revision)	<b>(6) HOME PRACTICE (REMINDER):</b> Review lessons Grammar Book p32, 36, 38-39 Grammar Book p44 (summary)	<b>(7) CLOSING:</b> Step 6: Individual Reading (with student’s storybook)

## LESSON 3.2 (EXTENSION)

<p><b>WHAT IS 'EFL MUSIC'?</b></p>	<p>'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.</p>		
<p><b>MATERIALS</b></p>	<p>'EFL Music' Software installed on teacher PC</p> 	<p><b>LESSON GUIDE</b></p>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 3A – 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 3A UNIT 2: THE CLEVEREST CHEESE THIEF**  
**LESSON 4.1**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Record reading</li> <li>Learn to ask for directions</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: Rodney Rat The cleverest cheese thief When he is hungry He looks everywhere for food	He goes into the kitchen He looks into the cookie tin He looks behind the rice cooker And looks under the food cover He finds a piece of cheese	And runs away very quickly The cat waits very quietly And jumps on him and “Meow!” That’s the end of Rodney Rat the cheese thief
Activity Song: Rodney Rat The cleverest cheese thief When he is hungry He looks everywhere for food	He goes into the * He looks <u>1. into the cookie tin</u> <u>2. over the cupboard</u> He looks <u>1. behind the rice cooker</u> <u>2. between the pots and pans</u> And looks <u>1. under the food cover</u> <u>2. into the trashcan</u>	He finds a piece of * And * away very quickly The * waits very quietly And jumps on him and “Meow!” That’s the end of Rodney Rat the cheese thief
<b>(2) READING:</b> Start with group reading if necessary Record reading	<b>(4) ACTIVITY 2:</b> Role-play with Friends Pair up the students. Turn to Speaking and Writing p15 and role-play the dialogue. <i>Example:</i> <i>How do I get to the <u>park</u>?</i> <i>It is <u>next to</u> the <u>library</u>.</i> <i>How do I get to the <u>library</u>?</i> <i>It’s <u>at the end of</u> the <u>street</u>.</i>	<b>(5) ACTIVITY 3:</b> Asking for Directions (II) Listen and read the dialogue.
<b>(3) ACTIVITY 1:</b> Asking for Directions (I) <i>Listen and read the dialogue.</i>		<b>(6) ACTIVITY 4:</b> Role-play with Friends (II) Pair up the students. Turn to p17. Look at the map and role-play the dialogue.
<b>(7) CLASSROOM PRACTICE:</b> Lost in School Turn to p18-19. Study the map and answer the questions. Use appropriate prepositions.	<b>(8) HOME PRACTICE (REMINDER):</b> Review dialogue Speaking and Writing Book p14, 16	<b>(9) 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>Launch 'MidiEnglish Primary' on the teacher PC</p> <p>Go 'Lesson Plan' → Level 3A → <b>THE CLEVEREST CHEESE THIEF</b> → Lesson 4 → <b>Run the 'Songwriting' activity</b></p>	
<p>10 min</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>10 min</p>	<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>10 min</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>10 min</p>	<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 3A UNIT 2: THE CLEVEREST CHEESE THIEF**  
**LESSON 4.2**

**OBJECTIVES:**

- Record reading
- Write a short passage “Rat Facts”
- Write questions, statements and exclamations for short passages
- Attempt Unit 2 Assessment

**MATERIAL:**

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

**(1) TUNING-IN:** Sing-a-long:  
Rodney Rat  
The cleverest cheese thief  
When he is hungry  
He looks everywhere for food

He goes into the kitchen  
He looks into the cookie tin  
He looks behind the rice cooker  
And looks under the food cover  
He finds a piece of cheese

And runs away very quickly  
The cat waits very quietly  
And jumps on him and “Meow!”  
That’s the end of Rodney Rat the cheese thief

Activity Song:  
Rodney Rat  
The cleverest cheese thief  
When he is hungry  
He looks everywhere for food

He goes into the \*  
He looks 1. into the cookie tin  
2. over the cupboard  
He looks 1. behind the rice cooker  
2. between the pots and pans  
And looks 1. under the food cover  
2. into the trashcan

He finds a piece of \*  
And \* away very quickly  
The \* waits very quietly  
And jumps on him and “Meow!”  
That’s the end of Rodney Rat the cheese thief

**(2) READING:**

Start with group reading if necessary. Record reading

**(3) CLASSROOM PRACTICE 1:** Rat Facts  
Turn to Speaking and Writing Book p20-21. Match phrases to form sentences. Write a passage about “Rat Facts”

**(4) CLASSROOM PRACTICE 2:** Oh Dear, Rodney  
Turn to p22-23. Review punctuation rules. Look at the pictures and make statements, questions and exclamations about the pictures.

**(5) CLASSROOM PRACTICE 3:** Look and Describe  
Turn to p24-25. Review punctuation rules. Look at the pictures and make statements, questions and exclamations about the pictures.

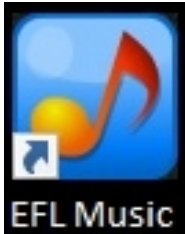
**(6) CLASS TEST: Unit 2 Assessment:**  
Assessment Book p34-43

**(7) HOME PRACTICE (REMINDER):**  
Speaking and Writing Book p24-25 (if these are not completed in school)

**(8) CLOSING:**  
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> 	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 3A – 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 3A UNIT 3: THE ART OF PIET MONDRIAN**  
**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 unscramble vocabulary words</li> </ul>		<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: Piet Mondrian was a great artist Piet Mondrian was a famous artist His paintings looked clean and simple	No swirls! No twirls! No whirls! Primary colors- red, blue and yellow Basic shapes- squares and rectangles	His paintings looked clean and simple No swirls! No twirls! No whirls! (2x)
<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>What do you think is this man's occupation?</i></li> <li><i>Can you describe the painting behind him?</i></li> <li><i>(Turn to each page of the storybook) Describe what you think is happening?</i></li> </ul> Step 2: Storytelling 1 Step 4: Group Echo Reading (optional)	<b>(3) ACTIVITY 1:</b> Words: The Art of Piet Mondrian 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> Unscramble the Words Divide students into 2 groups. Each group takes turns to unscramble the words. Record their scores and the group with the higher score wins.
<b>(5) CLASSROOM PRACTICE:</b> Workbook p39-40	<b>(6) HOME PRACTICE (REMINDER):</b> Assessment Book p44-46	<b>(7) CLOSING:</b> Step 4: Group Echo Reading (with student's storybook) (optional)

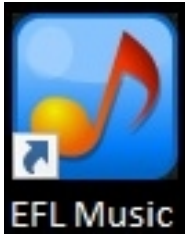
## LESSON 1.1 (EXTENSION)

<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 3A → <b>THE ART OF PIET MONDRIAN</b>		
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: - Colors and Shapes - Listening 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 3A UNIT 3: THE ART OF PIET MONDRIAN**  
**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 about colors and shapes</li> </ul>		<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: Piet Mondrian was a great artist Piet Mondrian was a famous artist His paintings looked clean and simple	No swirls! No twirls! No whirls! Primary colors- red, blue and yellow Basic shapes- squares and rectangles	His paintings looked clean and simple No swirls! No twirls! No whirls! (2x)
<b>(2) READING:</b> Step 2: Storytelling 1 Step 3: Storytelling 2 <ul style="list-style-type: none"> <li>• <i>Where was Mondrian born in?</i></li> <li>• <i>Who taught Mondrian to paint and draw?</i></li> <li>• <i>What did Mondrian paint at first?</i></li> <li>• <i>Why did Mondrian decide not to paint scenes of nature anymore?</i></li> <li>• <i>How did Mondrian paint?</i></li> <li>• <i>Who are influenced by Mondrian's unique style?</i></li> <li>• <i>Where can you find Mondrian's artistic style</i></li> </ul> Step 4: Group Echo Reading	<b>(3) REVISION:</b> Vocabulary Words	
	<b>(4) ACTIVITY 1:</b> Words: Colors Pre-activity: Invite students to look around the classroom and identify the colors they can see. 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.	
	<b>(5) ACTIVITY 2:</b> Word: Shapes Pre-activity: Invite students to look around the classroom and identify the shapes they can see. 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.	
<b>(6) CLASSROOM PRACTICE:</b> Workbook p41-42 (colors) Workbook p43-44 (shapes)	<b>(7) HOME PRACTICE (REMINDER):</b> Assessment Book p47-48 (colors) Assessment Book p49-51 (shapes)	<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 3A – Unit 3 → 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 3A UNIT 3: THE ART OF PIET MONDRIAN**  
**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 words in the simple past tense</li> </ul>		<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: Piet Mondrian was a great artist Piet Mondrian was a famous artist His paintings looked clean and simple	No swirls! No twirls! No whirls! Primary colors- red, blue and yellow Basic shapes- squares and rectangles	His paintings looked clean and simple No swirls! No twirls! No whirls! (2x)
Activity Song: Piet Mondrian was a great artist Piet Mondrian was a famous artist His paintings looked clean and simple No swirls! No twirls! No whirls!	Primary colors- *, * and * Basic shapes- * and *	His paintings looked clean and simple No swirls! No twirls! No whirls! (2x)
<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, Colors and Shapes	<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> Looking Into the Past Pre-activity: Turn to Workbook p45. Read words in the simple present and simple past tense. Activity: Find the asteroid with the correct past tense of the given word.		
<b>(6) CLASSROOM PRACTICE:</b> Workbook p45-46	<b>(7) HOME PRACTICE (REMINDER):</b> Assessment Book p52-53	<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 3A → <b>THE ART OF PIET MONDRIAN</b>		
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: - What's The Answer		
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 3A UNIT 3: THE ART OF PIET MONDRIAN

## 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>Speak and write with vocabulary words &amp; target language learned (...<i>lines</i>, ... <i>colors</i>, ...<i>shapes</i>).</li><li>Learn to pronounce words that start with these blends: /bl/, /br/, /dr/, /gr/, /pr/, /st/</li></ul>	<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: Piet Mondrian was a great artist Piet Mondrian was a famous artist His paintings looked clean and simple	No swirls! No twirls! No whirls! Primary colors- red, blue and yellow Basic shapes- squares and rectangles	His paintings looked clean and simple No swirls! No twirls! No whirls! (2x)
Activity Song: Piet Mondrian was a great artist Piet Mondrian was a famous artist His paintings looked clean and simple	No swirls! No twirls! No whirls! Primary colors- *, * and * Basic shapes- * and *	His paintings looked clean and simple No swirls! No twirls! No whirls! (2x)
<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, Colors and Shapes, Words in Past Tense	
<b>(6) ACTIVITY 3:</b> Speaking 1: Describe the Painting Turn to Workbook p49: Describe the painting using words in the boxes. <div><div>Example: The artist uses <i>thick and thin lines</i>. The artist uses <i>horizontal and vertical lines</i>. The artist uses <i>the lines to make squares, rectangles and triangles</i>. The artist uses <i>the primary colors, red, blue and yellow</i>. The artist uses <i>black, white, gray, purple, orange and green colors</i>.</div></div> <div>Turn to p50: Compare the paintings.<div><div>Example: The first picture uses <i>black horizontal and vertical lines</i>. The second painting uses <i>tiny rectangles of color to replace solid lines</i>. The first picture has <i>only three colored shapes</i>. The second picture has <i>many colored shapes</i>. Both pictures use <i>the primary colors, red, blue and yellow</i>.</div></div></div>	<b>(4) ACTIVITY 1:</b> Listening 1: Listen and Draw Turn to Workbook p47. Prepare red, blue, yellow and gray color pencils. Listen to the instructions from ‘1’ to ‘6’. Click the ‘headphone’ to listen to the instructions again. Click ‘Show Me’ for the answers.	<b>(5) ACTIVITY 2:</b> Listening 2: The Cleverest Cheese Thief Turn to Workbook p28. Listen and tick the correct pictures. Click ‘See Answers’ on the top right corner to reveal the answers.
	<b>(7) ACTIVITY 4:</b> Speaking 2: You Say, I Paint This is a drawing tool. Give instructions to paint using words in the word bank. 1. Teacher gives instructions and student draws. 2. Teacher can also invite a student to give instructions, and the other student to draw as instructed. Encourage them to use the words (word bank) they have learned. 3. Student selects a picture frame for the painting. <div><div>Word bank: <u>lines</u>: thin, thick, horizontal, vertical <u>shapes</u>: square, circle, rectangle, oval, triangle, diamond, star, crescent <u>colors</u>: black, white, gray, red, blue, yellow, green, orange, blue</div><div>Example: Use a <u>thick line</u>. Draw a <u>yellow circle</u>. Use a <u>thin line</u>. Draw <u>black lines</u> pointing out from the <u>circle</u>. This is a sun. </div></div>	<b>(8) ACTIVITY 5:</b> Writing 1: Make a Sentence Pre-activity: Click ‘Spin’. Make a sentence with the given clues. Student has to think of using the descriptive word within the context of the given noun. <div><div>Example 1: <i>black - <u>fruit</u></i> <i>The kiwifruit has small <b>black</b> seeds.</i> <i>I like to eat <b>black</b> prunes.</i></div><div>Example 2: <i>black - <u>nature</u></i> <i>I see <b>black</b> clouds during the storm.</i> <i>Charcoal is <b>black</b> in color.</i></div></div> Activity: Complete p51-52.
<b>(9) CLASSROOM PRACTICE:</b> Workbook p55-56 (Blends)	<b>(10) HOME PRACTICE (REMINDER):</b> Workbook p49-50 (Speaking Practice) Assessment Book p54-57 (Blends)	<b>(11) 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 3A – 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 3A UNIT 3: THE ART OF PIET MONDRIAN**  
**LESSON 3.1**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Paired reading</li> <li>Revise common and proper nouns; countable and uncountable nouns; singular and plural nouns (-s, -es)</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: Piet Mondrian was a great artist Piet Mondrian was a famous artist His paintings looked clean and simple	No swirls! No twirls! No whirls! Primary colors- red, blue and yellow Basic shapes- squares and rectangles	His paintings looked clean and simple No swirls! No twirls! No whirls! (2x)
Activity Song: Piet Mondrian was a great artist Piet Mondrian was a famous artist His paintings looked clean and simple No swirls! No twirls! No whirls!	Primary colors- *, * and * Basic shapes- * and *	His paintings looked clean and simple No swirls! No twirls! No whirls! (2x)
<b>(2) READING:</b> Start with group reading if necessary Step 6: Paired Reading		
<b>(3) ACTIVITY 1:</b> Revision: Common and Proper Nouns	<b>(4) ACTIVITY 2:</b> Revision Countable and Uncountable Nouns	<b>(5) ACTIVITY 3:</b> Revision: Singular and Plural Nouns (-s, -es); Uncountable Nouns, Singular and Plural Attempt the exercises.
<b>(6) CLASSROOM PRACTICE:</b> Grammar Book p46-55	<b>(7) HOME PRACTICE (REMINDER):</b> Review lessons Grammar Book p46-47	<b>(8) CLOSING:</b> Step 6: Paired Reading (with student's storybook)

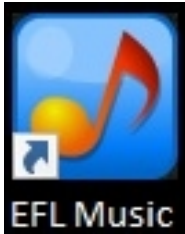
### LESSON 3.1 (EXTENSION)

<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 3A → <b>THE ART OF PIET MONDRIAN</b>		
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: - Type the word (Past Tense) - Spell It Right		
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 3A UNIT 3: THE ART OF PIET MONDRIAN**  
**LESSON 3.2**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Individual reading</li> <li>Learn to change singular nouns to plural nouns (-ies, -ves)</li> </ul>		<b>MATERIAL:</b> *Grammar Book <i>* For schools that have purchased the Speaking and Writing Book</i>
<b>(1) TUNING-IN:</b> Sing-a-long: Piet Mondrian was a great artist Piet Mondrian was a famous artist His paintings looked clean and simple	No swirls! No twirls! No whirls! Primary colors- red, blue and yellow Basic shapes- squares and rectangles	His paintings looked clean and simple No swirls! No twirls! No whirls! (2x)
Activity Song: Piet Mondrian was a great artist Piet Mondrian was a famous artist His paintings looked clean and simple No swirls! No twirls! No whirls!	Primary colors- *, * and * Basic shapes- * and *	His paintings looked clean and simple No swirls! No twirls! No whirls! (2x)
<b>(2) READING:</b> Start with group reading if necessary Step 6: Individual Reading	<b>(3) ACTIVITY 1:</b> Singular and Plural Nouns (add –ies) If a singular noun ends with a consonant + y, we remove –y and add –ies to make it plural. Go through the lesson. and attempt the exercise.	<b>(4) ACTIVITY 2:</b> Singular and Plural Nouns (add -s, -es, -ies) Review singular and plural nouns for -s, -es, -ies.
	<b>(5) ACTIVITY 3:</b> Singular and Plural Nouns (add –ves) If a singular noun ends with –fe or -fe, we remove –f or -fe and add –ves to make it plural. Go through the lesson and attempt the exercise.	<b>(6) ACTIVITY 4:</b> Singular and Plural Nouns (add -s, -es, -ies, -ves) Review singular and plural nouns for -s, -es, -ies, -ves.
<b>(7) CLASSROOM PRACTICE:</b> Grammar Book p56-61 (countable and uncountable nouns) Grammar Book p62-65 (singular and plural nouns)	<b>(8) HOME PRACTICE (REMINDER):</b> Review lessons Grammar Book p56, 58	<b>(9) 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 3A – Unit 3 → 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 3A UNIT 3: THE ART OF PIET MONDRIAN**  
**LESSON 4.1**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Record reading</li> <li>Learn color and shape similes</li> </ul>		<b>MATERIAL:</b> *Speaking & Writing Book * <i>For schools that have purchased the Grammar Book</i>
<b>(1) TUNING-IN:</b> Sing-a-long: Piet Mondrian was a great artist Piet Mondrian was a famous artist His paintings looked clean and simple	No swirls! No twirls! No whirls! Primary colors- red, blue and yellow Basic shapes- squares and rectangles	His paintings looked clean and simple No swirls! No twirls! No whirls! (2x)
Activity Song: Piet Mondrian was a great artist Piet Mondrian was a famous artist His paintings looked clean and simple No swirls! No twirls! No whirls!	Primary colors- r*, * and * Basic shapes- * and *	His paintings looked clean and simple No swirls! No twirls! No whirls! (2x)
<b>(2) READING:</b> Start with group reading if necessary. Record reading.		
<b>(4) ACTIVITY 1:</b> I See Colors Pre-activity: Listen and read the dialogue. Activity: Turn to p27. Complete the color similes.	<b>(5) ACTIVITY 2:</b> Role-play with Friends Divide the students into 2 groups, Group A and Group B. Turn to p28-29. Role-play the dialogue using color similes. Change roles and repeat the dialogue.	<b>(6) ACTIVITY 3:</b> I See Shapes Pre-activity: Listen and read. Activity: Turn to p31. Complete the shape similes.
<b>(7) CLASSROOM PRACTICE:</b> Phrases and Interjections Pre-activity: Turn to p32. Learn the phrases and interjections. Activity: Divide the students into 2 groups, Group A and Group B. Role-play the dialogue using phrases and interjections. Change roles and repeat the dialogue.	<i>Suggested:</i> <i>Do you want to solve a riddle? (Bring it on!)</i> <i>What is full of holes, but holds a lot of water? (That's easy)</i> <div style="text-align: center;">... ..</div> <i>(That's tricky) Can you give a clue? It is used on an envelope.</i> <i>(Oh!) It's a stamp! Well done!</i>	<b>(8) HOME PRACTICE (REMINDER):</b> Review dialogue Speaking & Writing Book p26, 30
		<b>(9) 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>Launch 'MidiEnglish Primary' on the teacher PC</p> <p>Go 'Lesson Plan' → Level 3A → <b>THE ART OF PIET MONDRIAN</b> → Lesson 4 → <b>Run the 'Songwriting' activity</b></p>	
<p>10 min</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>10 min</p>	<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>10 min</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>10 min</p>	<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 3A UNIT 3: THE ART OF PIET MONDRIAN**  
**LESSON 4.2**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Record reading</li> <li>Write color and shape poems</li> <li>Attempt Unit 3 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: Piet Mondrian was a great artist Piet Mondrian was a famous artist His paintings looked clean and simple	No swirls! No twirls! No whirls! Primary colors- red, blue and yellow Basic shapes- squares and rectangles	His paintings looked clean and simple No swirls! No twirls! No whirls! (2x)
Activity Song: Piet Mondrian was a great artist Piet Mondrian was a famous artist His paintings looked clean and simple No swirls! No twirls! No whirls!	Primary colors- *, * and * Basic shapes- * and *	His paintings looked clean and simple No swirls! No twirls! No whirls! (2x)
<b>(2) READING:</b> Start with group reading if necessary. Record reading.		
<b>(3) CLASSROOM PRACTICE 1:</b> Color Similes Turn to p34-35. Form more color similes.	<b>(4) CLASSROOM PRACTICE 2:</b> Color Poem Turn to p36-37. Make rhyming sentences with color similes.	<b>(5) CLASSROOM PRACTICE 3:</b> Shape Poem Turn to p36-37. Make rhyming sentences with shape similes.
<b>(6) CLASS TEST: Unit 3 Assessment</b> Assessment Book p58-67	<b>(7) HOME PRACTICE (REMINDER):</b> Speaking & Writing Book p36-37 (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> 	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 3A – 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 3A UNIT 4: GENES AND US**  
**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 spell vocabulary words

**MATERIALS:**

Workbook  
Assessment Book

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

Our genes make us who we are (2x)  
Like a recipe for our body  
Our genes make us who we are  
Boy or girl

Short or tall  
Black or blond hair  
That's not all  
How we behave  
That's our genes' call

Our genes make us who we are  
Our genes make us who we are (2x)  
Like a recipe for our body  
Our genes make us who we are

**(2) READING:**

Step 1: Picture Walk

- *What do you think the book is about?*
- *In what ways do you look like your father?*
- *In what ways do you look like your mother?*
- *(Turn to each page of the storybook)*  
*Describe what you see.*

Step 2: Storytelling 1

Step 4: Group Echo Reading (optional)

**(3) ACTIVITY 1:** Words: Genes and Us

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:** Word Builder

Race against time to spell as many words as possible.

**(5) CLASSROOM PRACTICE:**

Workbook p59-60


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

Assessment Book p68-70

**(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 3A → <b>GENES AND US</b>		
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: - Listen and Spot		
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 3A UNIT 4: GENES AND US**  
**LESSON 1.2**

**OBJECTIVES:**

- Read and answer questions related to the story
- Echo read the story
- Learn to pronounce and spell vocabulary words

**MATERIALS:**

Workbook  
Assessment Book

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

Our genes make us who we are (2x)  
Like a recipe for our body  
Our genes make us who we are  
Boy or girl

Short or tall  
Black or blond hair  
That's not all  
How we behave  
That's our genes' call

Our genes make us who we are  
Our genes make us who we are (2x)  
Like a recipe for our body  
Our genes make us who we are

**(2) READING:**

Step 2: Storytelling 1

Step 3: Storytelling 2

- *Why do we look like our parents?*
- *Can you explain how some plants can copy themselves?*
- *Can you explain how some animals can copy themselves?*
- *What is a clone? What are twins?*

Step 4: Group Echo Reading

**(3) REVISION:** Vocabulary Words

**(4) ACTIVITY:** Unscramble the Words

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

**(5) CLASSROOM PRACTICE 1:**

Turn to Workbook p61. Invite a student to stand in front of the class.  
Invite the rest of the students to describe their classmate using the vocabulary words.

*Example:*

*James is a boy.*

*He is tall.*

*He has black hair.*

*He has straight hair.*

*He has brown eyes.*

**(6) CLASSROOM PRACTICE 2:**

Workbook p61-62

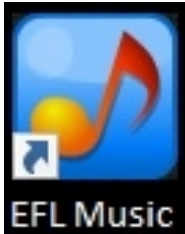
**(7) HOME PRACTICE (REMINDER):**

Assessment Book p71-72, 76-77

**(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> 	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 3A – 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 3A UNIT 4: GENES AND US**  
**LESSON 2.1**

**OBJECTIVES:**

- Read and answer questions related to the story
- Shadow read the story
- Attempt the comprehension questions
- Learn words with the same meaning

**MATERIALS:**

Workbook  
Assessment Book

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

Our genes make us who we are (2x)  
Like a recipe for our body  
Our genes make us who we are  
Boy or girl

Short or tall  
Black or blond hair  
That's not all  
How we behave  
That's our genes' call

Our genes make us who we are  
Our genes make us who we are (2x)  
Like a recipe for our body  
Our genes make us who we are

Activity song:

Our genes make us who we are (2x)  
Like a recipe for our body  
Our genes make us who we are  
1. Boy or girl  
2. Fat or dark

1. Short or tall  
2. Plump or thin  
1. Black or blond hair  
2. Straight or curly hair  
That's not all  
How we behave

That's our genes' call  
Our genes make us who we are  
Our genes make us who we are (2x)  
Like a recipe for our body  
Our genes make us who we are

**(2) READING:**

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

**(5) ACTIVITY 2:** Words With the Same Meaning

Learn the words. Invite students to make sentences with the words.

Example:

***alike and same***

*Our bags look **alike**.*

*Our bags look **the same**.*

***create and make***

*Can you **create** a chart?*

*Can you **make** a chart?*

**(3) REVISION:** Vocabulary Words

**(4) ACTIVITY 1** Comprehension

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

***picture and photograph***

*Take a **picture** of me!*

*Take a **photograph** of me!*

***children and kids***

*These are my **children**.*

*These are my **kids**.*

**(6) CLASSROOM PRACTICE:**

Workbook p63-64


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

Assessment Book p73-75

**(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 3A → <b>GENES AND US</b>		
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 3A UNIT 4: GENES AND US**  
**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>• Describe people</li> <li>• Learn to pronounce words that start with these blends/ digraphs: /cl/, /pl/, /tw/, /ch/, /sh/, /th/</li> </ul>		<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: Our genes make us who we are (2x) Like a recipe for our body Our genes make us who we are Boy or girl	Short or tall Black or blond hair That's not all How we behave That's our genes' call	Our genes make us who we are Our genes make us who we are (2x) Like a recipe for our body Our genes make us who we are
Activity song: Our genes make us who we are (2x) Like a recipe for our body Our genes make us who we are <u>1. Boy or girl</u> <u>2. Fat or dark</u>	<u>1. Short or tall</u> <u>2. Plump or thin</u> <u>1. Black or blond hair</u> <u>2. Straight or curly hair</u> That's not all How we behave	That's our genes' call Our genes make us who we are Our genes make us who we are (2x) Like a recipe for our body Our genes make us who we are
<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/ her 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, Words with the Same Meaning	
	<b>(4) ACTIVITY 1:</b> Listening: Draw Me! Turn to Workbook p65. Prepare black and brown color pencils or crayons. Listen to the instructions from '1' to '8'. Click 'Show Me' for the answers.	
<b>(5) ACTIVITY 2:</b> Listening: Genes and Us Turn to Workbook p66. Listen and tick the correct pictures. Click 'See Answers' on the top right corner to reveal the answers.	<b>(6) ACTIVITY 3:</b> Speaking: Appearances (I); Describe a Friend Click the picture to describe the appearances of these people: Mrs Johnson, Mr Johnson and Jane (helping words are given) Click 'Help' to listen to the suggested answers after students have attempted the activity.	
<b>(7) ACTIVITY 4:</b> Writing: Appearances (II); Fill in the Descriptive Words Pre-activity: Click on the first picture. Click and drag phrases to form sentences to describe the person. Listen and read the description made. Proceed with other pictures. Activity: Turn to p69-70. Describe and write down the face/ body features of those people.	<b>(8) ACTIVITY 5:</b> Writing: Appearances (II); Fill in the Descriptive Words Turn to p71-72. Draw or paste a picture of a family member and describe him or her.	<b>(9) ACTIVITY 6:</b> Blends and Digraphs Introduce one blend/ digraph 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>(10) CLASSROOM PRACTICE:</b> Workbook p67-68 (Speaking Practice) Workbook p73-74 (Blends and Digraphs)	<b>(11) HOME PRACTICE (REMINDER):</b> Assessment Book p78-81 (Blends and Digraphs)	<b>(12) CLOSING:</b> Step 4 & 5: Group Echo & Shadow Reading (with student's storybook)



## LESSON 2.2 (EXTENSION)

<p><b>WHAT IS 'EFL MUSIC'?</b></p>	<p>'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.</p>		
<p><b>MATERIALS</b></p>	<p>'EFL Music' Software installed on teacher PC</p> 	<p><b>LESSON GUIDE</b></p>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 3A – 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 3A UNIT 4: GENES AND US**  
**LESSON 3.1**

**OBJECTIVES:**

- Paired reading
- Revise demonstrative pronouns and determiners; articles (a, an); quantifiers (a few, many)

**MATERIALS:**

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

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

Our genes make us who we are (2x)  
Like a recipe for our body  
Our genes make us who we are  
Boy or girl

Short or tall  
Black or blond hair  
That's not all  
How we behave  
That's our genes' call

Our genes make us who we are  
Our genes make us who we are (2x)  
Like a recipe for our body  
Our genes make us who we are

Activity song:

Our genes make us who we are (2x)  
Like a recipe for our body  
Our genes make us who we are  
1. Boy or girl  
2. Fat or dark

1. Short or tall  
2. Plump or thin  
1. Black or blond hair  
2. Straight or curly hair  
That's not all  
How we behave

That's our genes' call  
Our genes make us who we are  
Our genes make us who we are (2x)  
Like a recipe for our body  
Our genes make us who we are

**(2) READING:**

Start with group reading if necessary  
Step 6: Paired Reading

**(5) ACTIVITY 3:** Quantifiers (a few, many)  
Pre-activity: We use 'a few' and 'many' for countable nouns only. Ask students to look around the room and give examples of countable nouns and use the quantifiers (a few, many) before them. *Examples:*  
*a few chairs, many chairs*  
*a few books, many books*  
Activity: Attempt the exercises.  
Read the sentences / passages.

**(3) ACTIVITY 1:** Demonstrative Pronouns and Determiners  
Pre-activity: Ask:

<i>this, these</i> <i>refer to thing(s) that are</i> — <i>1. near (✓)</i> <i>2. far</i>	<i>that, those</i> <i>refer to thing(s) that are</i> __ <i>1. near</i> <i>2. far (✓)</i>
<i>this, that</i> <i>refer to</i> ____ <i>1. singular nouns (✓)</i> <i>2. plural nouns</i>	<i>these, those</i> <i>refer to</i> ____ <i>1. singular nouns</i> <i>2. plural nouns (✓)</i>

Activity: Attempt the exercises. Read the sentences.

**(4) ACTIVITY 2:** Articles (a, an)

Pre-activity: Write on a whiteboard and ask:

<i>This is</i> ____ <i>ball.</i> <i>1. a (✓)</i> <i>2. an</i>	<i>That is</i> ____ <i>egg.</i> <i>1. a</i> <i>2. an (✓)</i>
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We use 'a' for words starting with consonant sounds.  
We use 'an' for words starting with vowel sounds.  

- *vowels: a, e, i, o, u*
- *consonants: all letters a to z, excluding the vowels*

Activity: Attempt the exercises. Read the sentences/ passages.

**(6) CLASSROOM PRACTICE:**

Grammar Book p66-70 (demonstrative pronouns/ determiners)  
Grammar Book p71-75 (articles and quantifiers)


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

Grammar Book p66, 71

**(8) CLOSING:**

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 3A → <b>GENES AND US</b>		
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: - Words with same meaning - Spell It Right		
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 3A UNIT 4: GENES AND US**  
**LESSON 3.2**

**OBJECTIVES:**

- Individual reading
- Learn that 'the' refers to a specific singular or plural noun; a unique thing; it is used when we talk about an item after the first mention
- Learn more quantifiers: little, some, much

**MATERIAL:**

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

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

Our genes make us who we are (2x)  
Like a recipe for our body  
Our genes make us who we are  
Boy or girl

Short or tall  
Black or blond hair  
That's not all  
How we behave  
That's our genes' call

Our genes make us who we are  
Our genes make us who we are (2x)  
Like a recipe for our body  
Our genes make us who we are

Activity song:

Our genes make us who we are (2x)  
Like a recipe for our body  
Our genes make us who we are  
1. Boy or girl  
2. Fat or dark

1. Short or tall  
2. Plump or thin  
1. Black or blond hair  
2. Straight or curly hair  
That's not all  
How we behave

That's our genes' call  
Our genes make us who we are  
Our genes make us who we are (2x)  
Like a recipe for our body  
Our genes make us who we are

**(2) READING:**

Start with group reading if necessary Step 6:  
Individual Reading

**(3) ACTIVITY 1:** Articles (the)

Go through the lesson and attempt the exercise for 'a, an, the'.

**(5) ACTIVITY 3:** Quantifiers (few, many, little, some, much)

Attempt the revision exercise.

**(4) ACTIVITY 2:** Quantifiers (a little, some, much)

Pre-activity: We use 'little' and 'much' only for uncountable nouns. We use 'some' for both countable and uncountable nouns. Ask students to look around the room and give examples of countable nouns and uncountable nouns and use the quantifiers (little, some, much) before them.

*Example:*

	<i>little</i>	<i>some</i>	<i>much</i>
<b>uncountable</b>	<i>a little water</i>	<i>some water</i>	<i>too much water</i>
<b>countable</b>	-	<i>some chairs</i>	-

Activity: Go through the lesson and attempt the exercise.

**(6) ACTIVITY 4:** Articles and Quantifiers

Attempt the revision exercise.

**(7) CLASSROOM PRACTICE:**

Grammar Book p76-79 (the)  
Grammar Book p80-83 (little, some, much)  
Grammar Book p84-85 (revision)


**(8) HOME PRACTICE (REMINDER):** Review lessons

Grammar Book p76, 80  
Grammar Book p86-87 (summary)

**(9) CLOSING:**

Step 6: Individual Reading (with student's storybook)

## LESSON 3.2 (EXTENSION)

<p><b>WHAT IS 'EFL MUSIC'?</b></p>	<p>'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.</p>		
<p><b>MATERIALS</b></p>	<p>'EFL Music' Software installed on teacher PC</p> 	<p><b>LESSON GUIDE</b></p>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 3A – 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 3A UNIT 4: GENES AND US**  
**LESSON 4.1**

**OBJECTIVES:**

- Record reading
- Learn to ask for information “What is this?” and answer using articles ‘a’ and ‘the’

**MATERIAL:**

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

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

Our genes make us who we are (2x)  
Like a recipe for our body  
Our genes make us who we are  
Boy or girl

Short or tall  
Black or blond hair  
That’s not all  
How we behave  
That’s our genes’ call

Our genes make us who we are  
Our genes make us who we are (2x)  
Like a recipe for our body  
Our genes make us who we are

Activity song:

Our genes make us who we are (2x)  
Like a recipe for our body  
Our genes make us who we are  
1. Boy or girl  
2. Fat or dark

1. Short or tall  
2. Plump or thin  
1. Black or blond hair  
2. Straight or curly hair  
That’s not all  
How we behave

That’s our genes’ call  
Our genes make us who we are  
Our genes make us who we are (2x)  
Like a recipe for our body  
Our genes make us who we are

**(2) READING:**

Start with group reading if necessary  
Record reading

**(3) ACTIVITY 1:** Asking for Information

Listen and read the dialogue. Ask the following questions:

- *What do you use a \*toothbrush for?*

*\*replace with these words and ask the question again:  
towel, comb, bookcase, kettle, knife, washing machine,  
coin bank, wardrobe, alarm clock*

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

Turn to Speaking & Writing Book p42-43. Think of a proper and a silly way to use the objects:

- *This is a ...*
- *I use the ... to ...*

**(5) ACTIVITY 3:** Role-play with Friends (II)

Turn to p44-45. Think of a proper and a silly way to use the objects:

- *This is a ...*
- *I use the ... to ...*

**(6) HOME PRACTICE:** Review dialogues

Speaking and Writing Book p40-41

**(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>Launch 'MidiEnglish Primary' on the teacher PC</p> <p>Go 'Lesson Plan' → Level 3A → <b>GENES AND US</b> → Lesson 4 → <b>Run the 'Songwriting' activity</b></p>	
<p>10 min</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>10 min</p>	<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>10 min</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>10 min</p>	<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 3A UNIT 4: GENES AND US**  
**LESSON 4.2**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Record reading</li> <li>Describe the ‘outside’ and ‘inside’ of a person</li> <li>Create a poster and list down the characteristics of a true friend</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: Our genes make us who we are (2x) Like a recipe for our body Our genes make us who we are Boy or girl	Short or tall Black or blond hair That’s not all How we behave That’s our genes’ call	Our genes make us who we are Our genes make us who we are (2x) Like a recipe for our body Our genes make us who we are
Activity song: Our genes make us who we are (2x) Like a recipe for our body Our genes make us who we are <u>1. Boy or girl</u> <u>2. Fat or dark</u>	<u>1. Short or tall</u> <u>2. Plump or thin</u> <u>1. Black or blond hair</u> <u>2. Straight or curly hair</u> That’s not all How we behave	That’s our genes’ call Our genes make us who we are Our genes make us who we are (2x) Like a recipe for our body Our genes make us who we are
<b>(2) READING:</b> Start with group reading if necessary. Record reading.		
<b>(3) CLASSROOM PRACTICE 1:</b> Describing People Turn to Speaking & Writing Book p46-47. Student work on activities to identify words that describe people on the ‘outside’ and on the ‘inside’.	<b>(4) CLASSROOM PRACTICE 2:</b> Describe the ‘Outside’; Describe the ‘Inside’ Turn to p48-49. Use the words learned on p47 to describe oneself and a friend.	<b>(5) CLASSROOM PRACTICE 3:</b> Wanted- A True Friend! Turn to p50. List down 3 characteristics of a true friend on the ‘Wanted’ poster. Turn to p51, explain why the characteristics are chosen.
<b>(6) CLASS TEST: Unit 4 Assessment:</b> Assessment Book p82-91	<b>(7) HOME PRACTICE (REMINDER):</b> Speaking and Writing Book p50-51 (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> 	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 3A – 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 3A UNIT 5: THE TORTOISE AND THE HARE**  
**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 identify vocabulary words

**MATERIALS:**

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

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

Slow and steady (2x)

Slow and steady wins the race

(repeat)

Run (3x) The hare is fast

Plod (3x) The tortoise is slow

But he is determined

He works harder

So the tortoise wins the race (Bravo!)

**(2) READING:**

Step 1: Picture Walk

- *What do you think the book is about?*
- *Name the animals.*
- *Who can run faster? Why?*
- *(Turn to each page of the storybook) What do you is happening?*

Step 2: Storytelling 1

Step 4: Group Echo Reading (optional)

**(3) ACTIVITY 1:** Words: The Tortoise and the Hare

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:** Word Builder

Race against time to spell as many words as possible.

**(5) CLASSROOM PRACTICE:**

Workbook p77-78

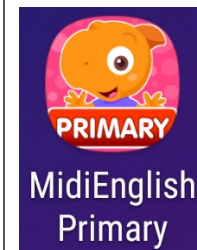
**(6) HOME PRACTICE (REMINDER):**

Assessment Book p92-95

**(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 3A → <b>THE TORTOISE AND THE HARE</b>		
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: - 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 3A UNIT 5: THE TORTOISE AND THE HARE**  
**LESSON 1.2**

**OBJECTIVES:**

- Listen to the story without interruption
- Read and answer questions related to the story
- Echo read the story
- Learn rhyming words

**MATERIALS:**

Workbook  
Assessment Book

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

Slow and steady (2x)

Slow and steady wins the race  
(repeat)

Run (3x) The hare is fast

Plod (3x) The tortoise is slow

But he is determined

He works harder

So the tortoise wins the race (Bravo!)

**(2) READING:**

Step 2: Storytelling 1

Step 3: Storytelling 2

- *Why did the hare lose its cool?*
- *What did the hare and the tortoise decided to do?*
- *Who blew the whistle in the race?*
- *Why did the hare stop for a nap?*
- *What were the attitudes of the hare and the tortoise in the race?*
- *What happened to the hare in the end? What happened to the tortoise?*
- *Why do you think the other animals were so happy when the hare won the race?*
- *What have you learned from the story?*

Step 4: Group Echo Reading

**(3) REVISION:** Vocabulary Words

**(4) ACTIVITY:** Whack the Word

Pre-activity: Turn to Workbook p79. Say the rhyming words together.

Activity: Click the word that does not rhyme.

**(5) CLASSROOM PRACTICE 1:**

Pre-activity: Turn to Workbook p79. Write the rhyming words on post-it notes (sticky notes). Prepare one for each student (repeat the words if there are more students than words).

Activity: Randomly distribute the notes to the students and have them stick the notes on their shirts. Instruct them to find a friend(s) to make a set of two/ three rhyming words. Teacher goes round to check if the pairing is correct. Collect back the sticky notes and repeat the activity.

**(6) CLASSROOM PRACTICE 2:**

Workbook p79-80


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

Assessment Book p96

**(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> 	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 3A – 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 3A UNIT 5: THE TORTOISE AND THE HARE**  
**LESSON 2.1**

**OBJECTIVES:**

- Read and answer questions related to the story
- Shadow read the story
- Attempt the comprehension questions
- Learn words in the simple past tense (-d, -ed, -ied)

**MATERIALS:**

Workbook  
Assessment Book

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

Slow and steady (2x)

Slow and steady wins the race  
(repeat)

Run (3x) The hare is fast

Plod (3x) The tortoise is slow

But he is determined

He works harder

So the tortoise wins the race (Bravo!)

Activity song:

Slow and steady (2x)

Slow and steady wins the race  
(repeat)

1. Run (3x) 2. Sprint (3x) 3. Dash (3x)

The hare is fast

1. Plod (3x) 2. Crawl (3x) 3. Drag (3x)

The tortoise is slow

But he is determined

He works harder

So the tortoise wins the race (Bravo!)

**(2) READING:**

Step 2: Storytelling 1 (optional)

Step 3: Storytelling 2

- *Who were the people/ characters in the story?*
- *Where did the story take place?*
- *What was/ were the problem(s)?*
- *How was/ were the problem(s) solved?*

Step 5: Group Shadow Reading

**(3) REVISION:** Vocabulary Words, Rhyming Words

**(4) ACTIVITY 1:** Comprehension

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

**(5) ACTIVITY 2:** Talking About the Past; Looking Into the Past

Pre-activity: Follow the chart and learn to use words in the simple past tense (-d, -ed, -ied).

Activity: Read the word in the simple present tense. Find the correct word in the simple past tense.

**(6) CLASSROOM PRACTICE:**

Workbook p81-84


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

Assessment Book p97-99

**(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 3A → <b>THE TORTOISE AND THE HARE</b>		
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: - Rhyming Words		
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 3A UNIT 5: THE TORTOISE AND THE HARE**  
**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>Learn to say words of encouragement; ask for help</li></ul>	<ul style="list-style-type: none"><li>Learn about quotation marks and speech bubbles</li><li>Write a story with a beginning, a middle and an ending</li><li>Learn to pronounce words that start with these blends/ digraphs: /cr/, /tr/, /sl/, /st/, /wh/, /wr/</li></ul>	<b>MATERIALS:</b> Workbook Assessment Book
<b>(1) TUNING-IN:</b> Sing-a-long: Slow and steady (2x) Slow and steady wins the race	(repeat) Run (3x) The hare is fast Plod (3x) The tortoise is slow	But he is determined He works harder So the tortoise wins the race (Bravo!)
Activity song: Slow and steady (2x) Slow and steady wins the race (repeat)	<u>1. Run (3x) 2. Sprint (3x) 3. Dash (3x)</u> The hare is fast <u>1. Plod (3x) 2. Crawl (3x) 3. Drag (3x)</u> The tortoise is slow	But he is determined He works harder So the tortoise wins the race (Bravo!)
<b>(2) READING:</b> Start with group reading if necessary Step 3: Storytelling 2 <ul style="list-style-type: none"><li>Invite a student to retell the story in his 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, Rhyming Words, Words in Past Tense	
	<b>(4) ACTIVITY 1:</b> Listening: Listen and Draw Turn to Workbook p85. Listen to the instructions 1 to 5 and draw. Click ‘Show Me’ to reveal the answers.	
	<b>(5) ACTIVITY 2:</b> Listening: The Tortoise and the Hare Turn to Workbook p86. Listen and tick the pictures correctly. Click ‘See Answers’ on the top right corner to reveal the answers.	
<b>(6) ACTIVITY 3:</b> Speaking: What Can You Say? Click on a ‘face’ and listen to what it says about a situation. Continue or respond appropriately: <ul style="list-style-type: none"><li>Can you help me?</li><li>Will you cheer for me?</li><li>I will work harder next time!</li><li>I will not give up!</li><li>I will try my best!</li></ul>	<b>(7) ACTIVITY 4:</b> Writing: Who Says What?; Say It With Speech Bubbles Pre-activity: Read the passage. Click and drag the sentences into the speech bubbles. Activity: Turn to p89-90. Read and re-write the words in quotation marks into the speech bubbles.	
	<b>(8) ACTIVITY 5:</b> Writing: Beginning, Middle and Ending Turn to p91. Read and write down the beginning, middle and ending sentences of ‘The Tortosie and the Hare’. Turn to p92. Students write down the story of the popular nursery rhyme ‘Little Miss Muffet’. For an easier exercise, teacher writes down the nursery rhyme onto the whiteboard. Students write down the different parts of the rhyme into the correct categories- beginning, middle, ending.	
<b>(9) ACTIVITY 6:</b> Blends and Digraphs Introduce one blend/ digraph 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.	Beginning	Little Miss Muffet Sat on a tuffet, Eating her curds and whey.
	Middle	Along came a spider, Who sat down beside her
	Ending	And frightened Miss Muffet away.
<b>(10) CLASSROOM PRACTICE:</b> Workbook p93-94 (Blends and Digraphs)	<b>(11) HOME PRACTICE (REMINDER):</b> Workbook p87-88 (Speaking Practice) Assessment Book p100-103 (Blends and Digraphs)	<b>(12) 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 3A – 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 3A UNIT 5: THE TORTOISE AND THE HARE**  
**LESSON 3.1**

**OBJECTIVES:**

- Paired reading
- Revise subject and object pronouns
- Learn that possessive determiners are used before a noun to express possession or belonging

**MATERIALS:**

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

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

Slow and steady (2x)  
Slow and steady wins the race

(repeat)

Run (3x) The hare is fast  
Plod (3x) The tortoise is slow

But he is determined  
He works harder  
So the tortoise wins the race (Bravo!)

Activity song:

Slow and steady (2x)  
Slow and steady wins the race  
(repeat)

1. Run (3x) 2. Sprint (3x) 3. Dash (3x)  
The hare is fast  
1. Plod (3x) 2. Crawl (3x) 3. Drag (3x)  
The tortoise is slow

But he is determined  
He works harder  
So the tortoise wins the race (Bravo!)

**(2) READING:**

Start with group reading if necessary  
Step 6: Paired Reading

**(3) ACTIVITY 1:** Subject Pronouns; Object Pronouns; Subject Pronouns and Object Pronouns (I) & (II)  
Pre-activity: Invite students to make sentences with any of the subject pronouns and/ or object pronouns.

<i>Subject Pronouns</i>	<i>Object Pronouns</i>
<i>I</i>	<i>me</i>
<i>you</i>	<i>you</i>
<i>he</i>	<i>him</i>
<i>she</i>	<i>her</i>
<i>it</i>	<i>it</i>
<i>we</i>	<i>us</i>
<i>they</i>	<i>them</i>

*Example:*

*I like to go to school.*

*Do you want to go to school with me?*

Activity: Go through the lessons and attempt the exercises.

**(4) ACTIVITY 2:** Possessive Determiners;

Possessive Determiners (I) & (II)  
Go through the lessons and attempt the exercises.

**(5) CLASSROOM PRACTICE:**

Grammar Book p88-97 (subject and object pronouns)  
Grammar Book p98-101 (possessive determiners)  
Grammar Book p102-103 (revision)


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

lessons  
Grammar Book p88-91, 98-99

**(7) CLOSING:**

Step 6: Paired Reading (with student's storybook)

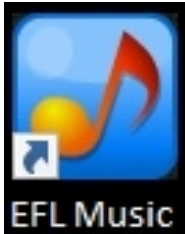
### LESSON 3.1 (EXTENSION)

<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 3A → <b>THE TORTOISE AND THE HARE</b>		
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: - Type the word (Past Tense) - Spell It Right		
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 3A UNIT 5: THE TORTOISE AND THE HARE**  
**LESSON 3.2**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Individual reading</li> <li>Learn that interrogative pronouns are used at the beginning of a question</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: Slow and steady (2x) Slow and steady wins the race	(repeat) Run (3x) The hare is fast Plod (3x) The tortoise is slow	But he is determined He works harder So the tortoise wins the race (Bravo!)																								
Activity song: Slow and steady (2x) Slow and steady wins the race (repeat)	<u>1. Run (3x) 2. Sprint (3x) 3. Dash (3x)</u> The hare is fast <u>1. Plod (3x) 2. Crawl (3x) 3. Drag (3x)</u> The tortoise is slow	But he is determined He works harder So the tortoise wins the race (Bravo!)																								
<b>(2) READING:</b> Start with group reading if necessary Step 6: Individual Reading		<b>(4) ACTIVITY 2:</b> Subject Pronouns, Object Pronouns, Interrogative Pronouns and Possessive Determiners Pre-activity: Review all pronouns and determiners: <table border="1" data-bbox="1451 742 1966 1145"> <thead> <tr> <th>Subject Pronoun</th><th>Object Pronoun</th><th>Possessive Determiners</th></tr> </thead> <tbody> <tr><td><i>I</i></td><td><i>me</i></td><td><i>my</i></td></tr> <tr><td><i>you</i></td><td><i>you</i></td><td><i>your</i></td></tr> <tr><td><i>he</i></td><td><i>him</i></td><td><i>his</i></td></tr> <tr><td><i>she</i></td><td><i>her</i></td><td><i>her</i></td></tr> <tr><td><i>it</i></td><td><i>it</i></td><td><i>its</i></td></tr> <tr><td><i>we</i></td><td><i>us</i></td><td><i>our</i></td></tr> <tr><td><i>they</i></td><td><i>them</i></td><td><i>their</i></td></tr> </tbody> </table>	Subject Pronoun	Object Pronoun	Possessive Determiners	<i>I</i>	<i>me</i>	<i>my</i>	<i>you</i>	<i>you</i>	<i>your</i>	<i>he</i>	<i>him</i>	<i>his</i>	<i>she</i>	<i>her</i>	<i>her</i>	<i>it</i>	<i>it</i>	<i>its</i>	<i>we</i>	<i>us</i>	<i>our</i>	<i>they</i>	<i>them</i>	<i>their</i>
Subject Pronoun	Object Pronoun	Possessive Determiners																								
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<i>you</i>	<i>you</i>	<i>your</i>																								
<i>he</i>	<i>him</i>	<i>his</i>																								
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<i>it</i>	<i>it</i>	<i>its</i>																								
<i>we</i>	<i>us</i>	<i>our</i>																								
<i>they</i>	<i>them</i>	<i>their</i>																								
<b>(3) ACTIVITY 1:</b> Interrogative Pronouns Pre-activity: Write on a whiteboard and ask which question is correct: <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">           Question: (a) <u>Who</u> is she? (b) <u>What</u> is she?            Answer: She is Penny's sister.  <div style="text-align: right;">(a) is correct</div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">           Question: (a) <u>Who</u> is this? (b) <u>What</u> is this?            Answer: This is Penny's bag.  <div style="text-align: right;">(b) is correct</div> </div>	We use 'who, what, which and whose' at the beginning of questions. <table border="1" data-bbox="750 885 1265 1093"> <tbody> <tr> <td><i>who</i></td><td rowspan="4" style="text-align: center; vertical-align: middle;"><i>refers to a</i></td><td><i>person</i></td></tr> <tr> <td><i>what</i></td><td><i>thing</i></td></tr> <tr> <td><i>which</i></td><td><i>person/ thing</i></td></tr> <tr> <td><i>whose</i></td><td><i>person</i></td></tr> </tbody> </table> Activity: Go through the lesson and attempt the exercise.	<i>who</i>	<i>refers to a</i>	<i>person</i>	<i>what</i>	<i>thing</i>	<i>which</i>	<i>person/ thing</i>	<i>whose</i>	<i>person</i>	Interrogative pronouns: what, who, which, whose Activity: Complete the passage with the correct pronouns/determiners. Read the passage.															
<i>who</i>	<i>refers to a</i>	<i>person</i>																								
<i>what</i>		<i>thing</i>																								
<i>which</i>		<i>person/ thing</i>																								
<i>whose</i>		<i>person</i>																								
<b>(5) CLASSROOM PRACTICE:</b> Grammar Book p104-107 (interrogative pronouns) Grammar Book p108-111 (revision)	<b>(6) HOME PRACTICE (REMINDER):</b> Review lessons Grammar Book p104 Grammar Book p112-113 (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 3A – 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 3A UNIT 5: THE TORTOISE AND THE HARE**  
**LESSON 4.1**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Record reading</li> <li>Learn to express thanks</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: Slow and steady (2x) Slow and steady wins the race	(repeat) Run (3x) The hare is fast Plod (3x) The tortoise is slow	But he is determined He works harder So the tortoise wins the race (Bravo!)
Activity song: Slow and steady (2x) Slow and steady wins the race (repeat)	<u>1. Run (3x) 2. Sprint (3x) 3. Dash (3x)</u> The hare is fast <u>1. Plod (3x) 2. Crawl (3x) 3. Drag (3x)</u> The tortoise is slow	But he is determined He works harder So the tortoise wins the race (Bravo!)
<b>(2) READING:</b> Start with group reading if necessary Record reading	<b>(3) ACTIVITY 1:</b> Expressing Thanks (I) Listen and read the dialogue.	<b>(4) ACTIVITY 2:</b> Role-play with Friends (I) Turn to Speaking & Writing Book p53. Pair up the students and role-play the situations.
<b>(5) ACTIVITY 3:</b> Expressing Thanks (II) Listen and read the dialogue. Ask the following questions: <ul style="list-style-type: none"> <li><i>Where did Hazel and Sam go? (party)</i></li> <li><i>Who invited Hazel to the party? (Sam)</i></li> <li><i>Did Hazel enjoy herself at the party? (yes)</i></li> </ul>	<b>(6) ACTIVITY 4:</b> Role-play with Friends (II) Turn to p56-57. Pair up the students and role-play the given situations.	<b>(7) CLASSROOM PRACTICE 1:</b> Think and Write Turn to p54-55. Write thank you notes. Help students to think of people and reasons to thank people for. <i>Examples:</i> <ul style="list-style-type: none"> <li><b><i>Thank you very much for the cake.</i></b></li> <li><b><i>Thank you very much for the present.</i></b></li> <li><b><i>Thank you for sharing.</i></b></li> <li><b><i>Thank you for being my friend.</i></b></li> <li><b><i>Thanks for playing with me.</i></b></li> <li><b><i>Thanks for your help.</i></b></li> </ul>
<b>(8) CLASSROOM PRACTICE 2:</b> Read and Write Turn to p58-59. Put in order the sequence of the dialogue.	<b>(9) HOME PRACTICE (REMINDER):</b> Review dialogues Speaking and Writing Book p52, 56	<b>(10) 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>Launch 'MidiEnglish Primary' on the teacher PC</p> <p>Go 'Lesson Plan' → Level 3A → <b>THE TORTOISE AND THE HARE</b> → Lesson 4 → <b>Run the 'Songwriting' activity</b></p>	
<p>10 min</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>10 min</p>	<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>10 min</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>10 min</p>	<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 3A UNIT 5: THE TORTOISE AND THE HARE**  
**LESSON 4.2**

<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Record reading</li> <li>Pick up speaking parts of a story and put them into speech bubbles</li> <li>Attempt Unit 5 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: Slow and steady (2x) Slow and steady wins the race	(repeat) Run (3x) The hare is fast Plod (3x) The tortoise is slow	But he is determined He works harder So the tortoise wins the race (Bravo!)
Activity song: Slow and steady (2x) Slow and steady wins the race (repeat)	<u>1. Run (3x) 2. Sprint (3x) 3. Dash (3x)</u> The hare is fast <u>1. Plod (3x) 2. Crawl (3x) 3. Drag (3x)</u> The tortoise is slow	But he is determined He works harder So the tortoise wins the race (Bravo!)
<b>(2) READING:</b> Start with group reading if necessary Record reading	<b>(3) CLASSROOM PRACTICE:</b> The North Wind and the Sun Pre-activity: Turn to Speaking and Writing Book p60-61. Read the whole story. Read again, this time just read the highlighted words. Tell students those are spoken words (in quotation marks). Activity: Write down the spoken words into the speech bubbles on p62-64. Read in expressive voices.	
<b>(4) CLASS TEST:</b> Unit 5 Assessment Assessment Book p104-113	<b>(5) HOME PRACTICE (REMINDER):</b> Speaking & Writing Book p60-64 (read the story)	<b>(6) 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> 	<b>LESSON GUIDE</b>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p><b>Level 3A – Unit 5 → 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>