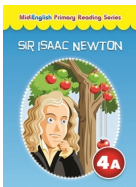






LESSON GUIDE			
	UNIT 1 SIR ISAAC NEWTON	LESSON 1	Page 2
		LESSON 2	Page 6
		LESSON 3	Page 10
		LESSON 4	Page 14
	UNIT 2 BEETHOVEN THE GREAT COMPOSER	LESSON 1	Page 18
		LESSON 2	Page 22
		LESSON 3	Page 26
		LESSON 4	Page 30
	UNIT 3 THREE EASY TASKS	LESSON 1	Page 34
		LESSON 2	Page 38
		LESSON 3	Page 42
		LESSON 4	Page 46
	UNIT 4 WE CAN MAKE A RAINBOW	LESSON 1	Page 50
		LESSON 2	Page 54
		LESSON 3	Page 58
		LESSON 4	Page 62
	UNIT 5 I WISH ...	LESSON 1	Page 66
		LESSON 2	Page 70
		LESSON 3	Page 74
		LESSON 4	Page 78

LEVEL 4A UNIT 1: SIR ISAAC NEWTON
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:

Sir Isaac Newton

Was sitting in his garden one day

He saw an apple fall from a tree

And told the world about this awesome force

Gravity, gravity

It makes things fall down and not fall up

(2x)

Sir Isaac Newton

He discovered gravity

The force is everywhere and in space

It holds the planets together

(2) READING:

Step 1: Picture Walk

- *This man was Isaac Newton. He was a scientist. Do you know what does a scientist do? What do you think he thought of the falling apple? Have you ever wondered why things fall down?*

- *Why do you think Isaac Newton was unable to play with other children?*
- *What kind of toys did he make?*
- *How was Isaac Newton as a student?*
- *What did he discover?*

Step 2: Storytelling 1

Step 4: Group Echo Reading (optional)

(3) ACTIVITY 1: Words: Isaac Newton

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: Listen and Unscramble

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

(5) CLASSROOM PRACTICE:

Workbook p3-4

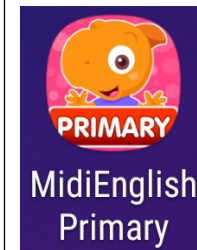
(6) HOME PRACTICE (REMINDER):

Assessment Book p1-5

(7) CLOSING:

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

LESSON 1.1 (EXTENSION)

OBJECTIVES	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
MATERIALS	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 'Upper Primary' → Level 4A → SIR ISAAC NEWTON		
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: - Spot The Word		
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 4A UNIT 1: SIR ISAAC NEWTON
LESSON 1.2

OBJECTIVES:

- Listen to the story without interruption
- Read and answer questions related to the story
- Echo read the story
- Listen and solve riddles

MATERIALS:

Workbook
Assessment Book

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

Sir Isaac Newton
Was sitting in his garden one day
He saw an apple fall from a tree
And told the world about this awesome force

Gravity, gravity
It makes things fall down and not fall up
(2x)

Sir Isaac Newton
He discovered gravity
The force is everywhere and in space
It holds the planets together

(2) READING:

Step 2: Storytelling 1

Step 3: Storytelling 2

- *What does a scientist do?*
- *Why do you think things fall down and not fall up?*
- *How was Isaac Newton as a child?*
- *Why was he lonely? What did he do when he was lonely? What would you have done if you were as lonely as Isaac Newton?*
- *What did Isaac Newton do in order to explore Science?*
- *What did he discover about light? What did he discover about gravity?*
- *How would you describe Sir Isaac Newton? Are you impressed with Sir Isaac Newton and his discoveries? Why?*
- *How have the discoveries benefited you? benefited people in general?*

Step 4: Group Echo Reading

(3) REVISION: Vocabulary Words

(4) ACTIVITY 1: What am I? (Riddle Game)

Listen to the riddle and solve it. The students can refer to their own storybooks to look for the items.

(5) CLASSROOM PRACTICE:

Workbook p5-6


(6) HOME PRACTICE (REMINDER):

Assessment Book p6-7

(7) CLOSING:

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

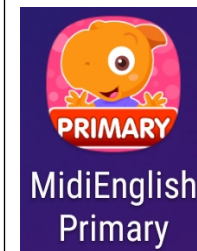
LESSON 1.2 (EXTENSION)

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

LEVEL 4A UNIT 1: SIR ISAAC NEWTON
LESSON 2.1

OBJECTIVES: <ul style="list-style-type: none">Read and answer questions related to the storyShadow read the storyAttempt the comprehension questionsRevise regular verbs and learn irregular verbs		MATERIALS: Workbook Assessment Book								
(1) TUNING-IN: Sing-a-long: Sir Isaac Newton Was sitting in his garden one day He saw an apple fall from a tree And told the world about this awesome force	Gravity, gravity It makes things fall down and not fall up (2x)	Sir Isaac Newton He discovered gravity The force is everywhere and in space It holds the planets together								
Activity Song: Sir Isaac Newton Was sitting in his * one day He saw an * fall from a * And told the * about this awesome force	Gravity, gravity It makes things fall * and not fall * (2x)	Sir Isaac Newton He discovered gravity The force is everywhere and in *It holds the * together								
(2) READING: Step 2: Storytelling 1 (optional) Step 3: Storytelling 2 (refer to.2 for the questions) Step 5: Group Shadow Reading	(3) REVISION: Vocabulary Words & What Am I?									
	(4) ACTIVITY 1: Comprehension Invite a student to answer a question. Get him/ her to invite another classmate to answer the next question.									
(6) ACTIVITY 3: Regular and Irregular Verbs Pre-activity: Turn to Workbook p8 and read the irregular verbs. Highlight to students that the past tense of those verbs do not follow a regular pattern. Activity: Find the past tense of the given verbs.	(5) ACTIVITY 2: Regular and Irregular Verbs Pre-activity: When we express ourselves, we can express ourselves using different tenses, depending if the action happens in the present or in the past. Draw 2 columns on a whiteboard and write ‘Present’ & ‘Past’’. <table><tr><th>Present</th><th>Past</th></tr><tr><td>like</td><td>lik<u>e</u>d</td></tr><tr><td>work</td><td>work<u>e</u>d</td></tr><tr><td>study</td><td>stud<u>i</u>ed</td></tr></table> <p>Say: “I like chocolate milk now. I liked chocolate milk in the past”. Write ‘like’ & ‘liked’ in the correct columns, highlight ‘-d’.” I work hard now. I also worked hard in the past.” Write ‘work’ & ‘worked’ in the correct columns, highlight ‘-ed’.” I study hard now. I also studied hard in the past”. Write ‘study’ & ‘studied’ in the correct columns, highlight ‘-ied’.</p> Activity: Turn to Workbook p7, invite students to revise the present and past tense of those regular verbs.		Present	Past	like	lik <u>e</u> d	work	work <u>e</u> d	study	stud <u>i</u> ed
Present	Past									
like	lik <u>e</u> d									
work	work <u>e</u> d									
study	stud <u>i</u> ed									
(7) CLASSROOM PRACTICE: Workbook p7-9	(8) HOME PRACTICE (REMINDER): Assessment Book 8-9	(9) CLOSING: Step 4: Group Shadow Reading (with student’s storybook)								


LESSON 2.1 (EXTENSION)

OBJECTIVES	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
MATERIALS	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 'Upper Primary' → Level 4A → SIR ISAAC NEWTON		
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: - Solve the riddle		
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 4A UNIT 1: SIR ISAAC NEWTON
LESSON 2.2

OBJECTIVES: <ul style="list-style-type: none"> Retell the story Echo or Shadow read with Variations Listen to instructions and act on them 	<ul style="list-style-type: none"> Ask questions using ‘why’ and ‘how’ Rewrite a report as a first-person account Pronounce words with word families: /arm/, /art/, /ock/, /ound/, /ue/, /kn/ 	MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Sir Isaac Newton Was sitting in his garden one day He saw an apple fall from a tree And told the world about this awesome force	Gravity, gravity It makes things fall down and not fall up (2x)	Sir Isaac Newton He discovered gravity The force is everywhere and in space It holds the planets together
Activity Song: Sir Isaac Newton Was sitting in his * one day He saw an * fall from a * And told the * about this awesome force	Gravity, gravity It makes things fall * and not fall * (2x)	Sir Isaac Newton He discovered gravity The force is everywhere and in *It holds the * together
(2) READING: Start with group reading if necessary Step 3: Storytelling 2 <ul style="list-style-type: none"> Invite a student to retell the story in his own words. Step 4 & 5: Group Echo/ Shadow Reading with Variations (eg. girls vs boys, 1 student vs all students)	(3) REVISION: Vocabulary Words, Riddles, Regular and Irregular Verbs	
	(4) ACTIVITY 1: Listening 1: Sir Isaac Newton Turn to Workbook p10. Listen to the sentences and number the pictures correctly. Click ‘See Answers’ on the top right corner to reveal the answers.	
	(5) ACTIVITY 2: Listening 2: Listen and Wonder Turn to Workbook p11. Listen and put the steps of the experiment in the correct order. Click ‘See Answers’ on the top right corner to reveal the answers.	
(6) ACTIVITY 3: Speaking: Why & How Pre-activity: Write ‘Why’ and ‘How’ on the whiteboard. Say: “We ask ‘why’ when we want to know the reason something happened. Why is the weather so hot? We ask ‘how’ when we want to know what must take place for something to happen. “How do birds fly?” Invite students to make questions that start with ‘why’ and ‘how’. Activity: Invite students to make more questions using the following question structure: <ul style="list-style-type: none"> Why is/ are the ... How does/ do ...? 	(7) ACTIVITY 4: Writing: An Experiment on Light Turn to Workbook p14-15. Read the report and rewrite the report as a first-person account in the simple present tense.	
	(8) ACTIVITY 5: Word Families Introduce one word family 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.	
(9) CLASSROOM PRACTICE: Workbook p16-18 (Word families)	(10) HOME PRACTICE (REMINDER): Workbook p12-13 (Speaking Practice) Assessment Book p10-13 (Word Families)	(11) CLOSING: Step 4 & 5: Group Echo & Shadow Reading (with student’s storybook)

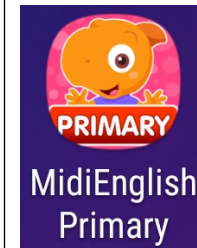
LESSON 2.2 (EXTENSION)

WHAT IS 'EFL MUSIC'?	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
MATERIALS	<p>'EFL Music' Software installed on teacher PC</p> 	LESSON GUIDE	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 4A – Unit 1 → Lesson 2</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

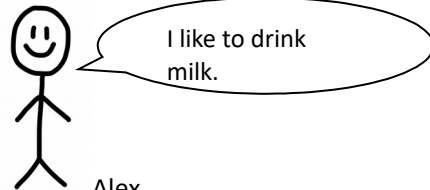
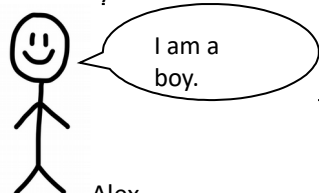
LEVEL 4A UNIT 1: SIR ISAAC NEWTON
LESSON 3.1

OBJECTIVES: <ul style="list-style-type: none">Paired readingRevise capitalization and punctuation rulesLearn new punctuation rules: comma (names of places)		MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i>										
(1) TUNING-IN: Sing-a-long: Sir Isaac Newton Was sitting in his garden one day He saw an apple fall from a tree And told the world about this awesome force	Gravity, gravity It makes things fall down and not fall up (2x)	Sir Isaac Newton He discovered gravity The force is everywhere and in space It holds the planets together										
Activity Song: Sir Isaac Newton Was sitting in his * one day He saw an * fall from a * And told the * about this awesome force	Gravity, gravity It makes things fall * and not fall * (2x)	Sir Isaac Newton He discovered gravity The force is everywhere and in *It holds the * together										
(2) READING: Start with group reading if necessary Step 6: Paired Reading	(3) ACTIVITY 1: Capitalization (revision) Review capitalization: <ul style="list-style-type: none">beginning of a sentencenames and Idays and monthsfestivals and special eventsnames of places, countries, languagesbooks, movies and songs	(4) ACTIVITY 2: Punctuation (revision) Review punctuation: <ul style="list-style-type: none">full stopquestion markexclamation markapostrophecomma										
(5) ACTIVITY 3: Punctuation (comma in names of places) Pre-activity: Draw 2 columns on a whiteboard. Name a few countries and write down on the right column. <table><tr><th>Town/ City/ State</th><th>Country</th></tr><tr><td>Seoul</td><td>South Korea</td></tr><tr><td>Shanghai</td><td>China</td></tr><tr><td>Tokyo</td><td>Japan</td></tr><tr><td>Bangkok</td><td>Thailand</td></tr></table>		Town/ City/ State	Country	Seoul	South Korea	Shanghai	China	Tokyo	Japan	Bangkok	Thailand	Write the names of the towns/ cities/ states of these countries on the left column. Show students that when we write more than two (related) names of places, we use a comma before and after those names. <ul style="list-style-type: none">Seoul, South Korea Shanghai, China Tokyo, Japan Bangkok, Thailand Activity: Go through the lesson and attempt the exercise.
Town/ City/ State	Country											
Seoul	South Korea											
Shanghai	China											
Tokyo	Japan											
Bangkok	Thailand											
(6) CLASSROOM PRACTICE: Grammar Book p1-4 (capitalization & punctuation) Grammar Book p5-9 (comma in names of places)	(7) HOME PRACTICE (REMINDER): Review lessons Grammar Book p1-2 (capitalization & punctuation) Grammar Book p5 (comma in names of places)	(8) CLOSING: Step 6: Paired Reading (with student’s storybook)										


LESSON 3.1 (EXTENSION)

OBJECTIVES	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
MATERIALS	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 'Upper Primary' → Level 4A → SIR ISAAC NEWTON		
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 - Irregular Verbs		
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 4A UNIT 1: SIR ISAAC NEWTON
LESSON 3.2

OBJECTIVES: <ul style="list-style-type: none">Individual readingLearn new punctuation rules: quotation marks and comma in direct speech		MATERIALS: <ul style="list-style-type: none">*Grammar Book* For schools that have purchased the Grammar Book
(1) TUNING-IN: Sing-a-long: Sir Isaac Newton Was sitting in his garden one day He saw an apple fall from a tree And told the world about this awesome force	Gravity, gravity It makes things fall down and not fall up (2x)	Sir Isaac Newton He discovered gravity The force is everywhere and in space It holds the planets together
Activity Song: Sir Isaac Newton Was sitting in his * one day He saw an * fall from a * And told the * about this awesome force	Gravity, gravity It makes things fall * and not fall * (2x)	Sir Isaac Newton He discovered gravity The force is everywhere and in *It holds the * together
(2) READING: Start with group reading if necessary Step 6: Individual Reading		(4) ACTIVITY 2: Comma in Direct Speech Pre-activity: Re-introduce the stick figure, 'Alex'.  Alex Ask: "What did Alex say?" (I like to drink milk.) That's right. Then write on the whiteboard: Alex said, "I like to drink milk." "I like to drink milk," Alex said. Highlight the comma (circle it or use red marker pen to write it). Explain how to add a comma before or after a quoted speech (refer to Grammar Book p13 for the explanation). Activity: Go through the lesson and attempt the exercise.
(3) ACTIVITY 1 Quotation Marks in Direct Speech Pre-activity: Draw on a whiteboard the following:  Alex Ask: "What did Alex say? (I am a boy)" That's right. Then write on the whiteboard: Alex said, "I am a boy." "I am a boy," Alex said. Highlight the quotation marks (circle them or use red marker pen to write them). Explain that quotation marks are used to show the <u>exact words</u> that someone says. Activity: Go through the lesson and attempt the exercise.		
(5) CLASSROOM PRACTICE: Grammar Book p10-11 (quotation marks) Grammar Book p12-14 (comma) Grammar Book p15-17 (quotation marks & comma) Grammar Book p18-19 (revision)	(6) HOME PRACTICE (REMINDER): Review lessons Grammar Book 10, 12-13, (direct speech) Grammar Book p20-21 (summary)	(7) CLOSING: Step 6: Individual Reading (with student's storybook)

LESSON 3.2 (EXTENSION)

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

LEVEL 4A UNIT 1: SIR ISAAC NEWTON
LESSON 4.1

OBJECTIVES: <ul style="list-style-type: none"> Record reading Learn to invite someone to a party Talk about a party 		MATERIALS: *Speaking & Writing Book * <i>For schools that have purchased the Grammar Book</i>
(1) TUNING-IN: Sing-a-long: Sir Isaac Newton Was sitting in his garden one day He saw an apple fall from a tree And told the world about this awesome force	Gravity, gravity It makes things fall down and not fall up (2x)	Sir Isaac Newton He discovered gravity The force is everywhere and in space It holds the planets together
Activity Song: Sir Isaac Newton Was sitting in his * one day He saw an * fall from a * And told the * about this awesome force	Gravity, gravity It makes things fall * and not fall * (2x)	Sir Isaac Newton He discovered gravity The force is everywhere and in *It holds the * together
(2) READING: Start with group reading if necessary Record reading	(3) ACTIVITY 1: Invitation to a Party Pre-activity: Ask: “Why do we hold parties? What are the different kinds of parties? What would you expect to see/ eat at a party? What would you say if you would like to invite someone to a party?” Activity: Listen and read the dialogue. Ask: <ul style="list-style-type: none"> When is the party? (Sunday) How old is the girl? (5 years old, turning 6) What flavor is the birthday cake? (chocolate) (encourage students to answer in complete sentences)	
(5) ACTIVITY 3: Role-play with Friends Pair up the students. Turn to p3. Invite students to role-play the dialogue, making use of the helping words on p2.	(4) ACTIVITY 2: Talk About a Party Go through the words related to a party. Invite students to make complete sentences using any of the words. <i>Examples:</i> I went to a <u>birthday</u> party. There are pretty <u>decorations</u> at the party. There are lots of <u>presents</u> too. I <u>dance</u> at the party. I play <u>games</u> at the party. Everyone is so <u>happy</u> . (more examples in Speaking & Writing Book p2)	
(6) CLASSROOM PRACTICE: Invitation Card and Letter Turn to p4-5. Invite students to complete the invitation card and write something fun about the party.	(7) HOME PRACTICE (REMINDER): Review dialogue Speaking and Writing Book p1	(8) CLOSING: Review reading if necessary (with student’s storybook)


LESSON 4.1 (EXTENSION)

MATERIALS	<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 4A → SIR ISAAC NEWTON → Lesson 4 → Run the 'Songwriting' activity</p>	
<p>10 min</p>	<p>'Sing the song together' segment:</p> <ul style="list-style-type: none"> - Get students to learn to sing the song together (Click the 'Play' button on screen) 	
<p>10 min</p>	<p>'Songwriting worksheet' segment:</p> <ul style="list-style-type: none"> - First, hand out the printed worksheets to students - Students to fill in the blanks on the worksheets with helping words (*) provided, or with their own choice of words - For this segment, teacher can decide to have students work in small groups or individually <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"> - Pick an example from the outcome of the above exercise - Edit the song on the interactive board together (in the song screen → click any highlighted word and change to a new word) - When done with the entire piece, click the 'Play' button and sing the song together (students will have lots of fun doing this!) - If time permits, pick another edited piece from another group or student, and repeat this segment 	
<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 4A UNIT 1: SIR ISAAC NEWTON
LESSON 4.2

OBJECTIVES: <ul style="list-style-type: none"> Record reading Rewrite a passage with the simple past tense, correct capital letters and punctuation marks Rewrite a dialogue in direct speech Attempt Unit 1 Assessment 		MATERIALS: *Speaking & Writing Book Assessment Book <i>* For schools that have purchased the Speaking and Writing Book</i>
(1) TUNING-IN: Sing-a-long: Sir Isaac Newton Was sitting in his garden one day He saw an apple fall from a tree And told the world about this awesome force	Gravity, gravity It makes things fall down and not fall up (2x)	Sir Isaac Newton He discovered gravity The force is everywhere and in space It holds the planets together
Activity Song: Sir Isaac Newton Was sitting in his * one day He saw an * fall from a * And told the * about this awesome force	Gravity, gravity It makes things fall * and not fall * (2x)	Sir Isaac Newton He discovered gravity The force is everywhere and in *It holds the * together
(2) READING: Start with group reading if necessary Record reading	(3) CLASSROOM PRACTICE 1: Reporting in Direct Speech Pre-activity: Turn to Speaking and Writing Book p8 & 10. Invite 2 students to role-play the dialogue. Remind the students that quotation marks are used to show the <u>exact words</u> that someone says (there is no need to change the tenses when written in direct speech form). Activity: Rewrite the dialogue in direct speech using quotation marks on p9 & 11.	(4) CLASSROOM PRACTICE 2: The Story of Isaac Newton Pre-activity: Review the simple present (for actions that happen in the present) and past tense (for actions that happened in the past). Turn to p6-7. Read the passage and ask the students what is wrong with the tense used in the passage. (Isaac Newton lived long ago and we need to write the passage in the past tense.) Activity: Rewrite the passage in simple past tense. Remember to use the correct capital letters and punctuation marks.
(5) CLASS TEST: Unit 1 Assessment Assessment Book p14-23	(6) HOME PRACTICE (REMINDER): Speaking & Writing Book p6-7 (if these are not completed in school)	(7) CLOSING: Review reading if necessary (with student's storybook)

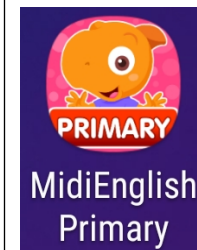
LESSON 4.2 (EXTENSION)

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

LEVEL 4A UNIT 2: BEETHOVEN THE GREAT COMPOSER
LESSON 1.1

OBJECTIVES: <ul style="list-style-type: none"> 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: Beethoven was a great composer He could play the piano and the violin very well His father was a very strict teacher Who made him practice for hours	He was often grumpy and scruffy When he started losing his hearing But he continued to compose music Even when he could not hear	Do you know the popular Fur Elise piano piece? Or the dreamy, flowing Moonlight Sonata? Or the Symphony Number Five That everybody knows?
(2) READING: Step 1: Picture Walk <ul style="list-style-type: none"> <i>This man is called Beethoven. He was a composer. Do you know what does a composer do?</i> <i>Looking at their expressions, what can you tell?</i> <i>Do you think Beethoven can play well?</i> <i>Why do you think there is a man shouting at Beethoven? What do you call a person who can't hear?</i> <i>Why do you think Beethoven is angry/upset? How would you feel if you couldn't hear?</i> Step 2: Storytelling 1 Step 4: Group Echo Reading (optional)		(3) ACTIVITY 1: Words: Beethoven the Great Composer 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: Spell a Tune (I) Divide students into 2 groups. Each group takes turns to spell a word. Record their scores and the group with the higher score wins.
(5) CLASSROOM PRACTICE: Workbook p21-22	(6) HOME PRACTICE (REMINDER): Assessment Book 24-27	(7) CLOSING: Step 4: Group Echo Reading (with student's storybook) (optional)


LESSON 1.1 (EXTENSION)

OBJECTIVES	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
MATERIALS	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 'Upper Primary' → Level 4A → BEETHOVEN THE GREAT COMPOSER		
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: - Spot The Word		
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 4A UNIT 2: BEETHOVEN THE GREAT COMPOSER
LESSON 1.2

OBJECTIVES: <ul style="list-style-type: none"> • Listen to the story without interruption • Read and answer questions related to the story • Echo read the story • Learn to pronounce and spell words that describe feelings and emotions 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Beethoven was a great composer He could play the piano and the violin very well His father was a very strict teacher Who made him practice for hours	He was often grumpy and scruffy When he started losing his hearing But he continued to compose music Even when he could not hear	Do you know the popular Fur Elise piano piece? Or the dreamy, flowing Moonlight Sonata? Or the Symphony Number Five That everybody knows?
(2) READING: Step 2: Storytelling 1 Step 3: Storytelling 2 <ul style="list-style-type: none"> • <i>When was Beethoven born? How old would Beethoven be if he's still alive today?</i> • <i>Can you tell me more about Beethoven's family? What did his grandfather and father do?</i> 	<ul style="list-style-type: none"> • <i>How old did Beethoven start to play the piano and violin? Who was his first teacher?</i> • <i>What kind of teacher was Beethoven's father?</i> • <i>Why do you think Beethoven became better at the piano after he started taking lessons from another teacher?</i> • <i>What would inspire Beethoven to write beautiful music?</i> 	<ul style="list-style-type: none"> • <i>Describe Beethoven's music.</i> • <i>What happened after Beethoven started to lose his hearing?</i> • <i>What did you learn from Beethoven's life story?</i> Step 4: Group Echo Reading
(3) REVISION: Vocabulary Words	(4) ACTIVITY 1: Words: Feelings and Emotions Pre-activity: Make different face expressions (impressed, angry, quiet, moody, frustrated) and invite students to guess the emotions portrayed. Invite the students to make the face expressions too. Activity: Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.	
(5) ACTIVITY 2: Spell a Tune (2) Divide students into 2 groups. Each group takes turns to spell a word. Record their scores and the group with the higher score wins.		
(6) CLASSROOM PRACTICE: Workbook p23-24	(7) HOME PRACTICE (REMINDER): Assessment Book 28-29	(8) CLOSING: Step 4: Group Echo Reading (with student's storybook)

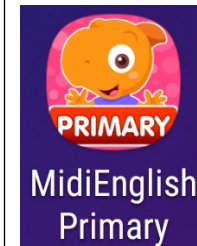
LESSON 1.2 (EXTENSION)

WHAT IS 'EFL MUSIC'?	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
MATERIALS	<p>'EFL Music' Software installed on teacher PC</p> 	LESSON GUIDE	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 4A – Unit 2 → Lesson 1</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

LEVEL 4A UNIT 2: BEETHOVEN THE GREAT COMPOSER
LESSON 2.1

OBJECTIVES: <ul style="list-style-type: none"> • Read and answer questions related to the story • Shadow read the story • Attempt the comprehension questions • Learn words with opposite meanings (antonyms) • Learn conjunctions (and, or, when) 		MATERIALS: Workbook Assessment Book			
(1) TUNING-IN: Sing-a-long: Beethoven was a great composer He could play the piano and the violin very well His father was a very strict teacher Who made him practice for hours	He was often grumpy and scruffy When he started losing his hearing But he continued to compose music Even when he could not hear	Do you know the popular Fur Elise piano piece? Or the dreamy, flowing Moonlight Sonata? Or the Symphony Number Five That everybody knows?			
Activity Song: Beethoven was a great composer He could play the * and the * very well His father was a very strict * Who made him * for hours	He was often grumpy and scruffy When he started losing his * But he continued to compose * Even when he could not hear	Do you know the popular Fur Elise piano piece? Or the dreamy, flowing Moonlight Sonata? Or the Symphony Number Five That everybody knows?			
(2) READING: Step 2: Storytelling 1 (optional) Step 3: Storytelling 2 (<i>refer to.2 for the questions</i>) Step 5: Group Shadow Reading	(3) REVISION: Vocabulary Words, Feelings and Emotions				
	(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: Antonyms Pre-activity: An antonym is a word with an opposite meaning to another word. Say these words and invite students to give you the opposite word. <i>Examples:</i> <i>calm – (noisy); start – (end); remember –(forget)</i> <i>(refer to Workbook p25 for more words)</i> Activity: Find a matching pair of antonym words.	(6) ACTIVITY 3: Conjunctions ‘and, or, when’ Pre-activity: Write on a whiteboard: <table border="1" style="margin: 10px auto; width: 60%;"> <tr> <td style="padding: 5px;">eat a cookie</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • and • or • when </td> <td style="padding: 5px;">drink a glass of milk</td> </tr> </table> <p><i>Say: Did you eat a cookie <u>and</u> drink a glass of milk?</i> <i>Did you eat a cookie <u>or</u> drink a glass of milk?</i> <i>Did you eat a cookie <u>when</u> you drink a glass of milk?</i></p> <p>Ask students if they can tell the differences between these sentences. Highlight the differences (refer to Workbook p27 & 28 for explanations and more examples).</p> Activity: Join the sentences using the correct conjunctions.		eat a cookie	<ul style="list-style-type: none"> • and • or • when 	drink a glass of milk
eat a cookie	<ul style="list-style-type: none"> • and • or • when 	drink a glass of milk			
(7) CLASSROOM PRACTICE: Workbook p25-26 (antonyms) Workbook p27-30 (conjunctions)	(8) HOME PRACTICE (REMINDER): Assessment Book 30-31 (antonyms) Assessment Book 32-33 (conjunctions)	(9) CLOSING: Step 4: Group Shadow Reading (with student’s storybook)			


LESSON 2.1 (EXTENSION)

OBJECTIVES	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
MATERIALS	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 'Upper Primary' → Level 4A → BEETHOVEN THE GREAT COMPOSER		
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 4A UNIT 2: BEETHOVEN THE GREAT COMPOSER
LESSON 2.2

OBJECTIVES: <ul style="list-style-type: none"> • Retell the story • Echo or Shadow read with Variations • Listen to instructions and act on them 	<ul style="list-style-type: none"> • Answer questions in an interview • Write Beethoven’s biography • Pronounce words with word families: /ir/, /lk/, /ear/, /ire/, /orn/, /out/ 	MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Beethoven was a great composer He could play the piano and the violin very well His father was a very strict teacher Who made him practice for hours	He was often grumpy and scruffy When he started losing his hearing But he continued to compose music Even when he could not hear	Do you know the popular Fur Elise piano piece? Or the dreamy, flowing Moonlight Sonata? Or the Symphony Number Five That everybody knows?
Activity Song: Beethoven was a great composer He could play the * and the * very well His father was a very strict * Who made him * for hours	He was often grumpy and scruffy When he started losing his * But he continued to compose * Even when he could not hear	Do you know the popular Fur Elise piano piece? Or the dreamy, flowing Moonlight Sonata? Or the Symphony Number Five That everybody knows?
(2) READING: Start with group reading if necessary Step 3: Storytelling 2 • <i>Invite a student to retell the story in his/ her own words.</i> Step 4 & 5: Group Echo/ Shadow Reading with Variations (eg. girls vs boys, 1 student vs all students)	(3) REVISION: Vocabulary Words, Feelings and Emotions, Antonyms, Conjunctions	
	(4) ACTIVITY 1: Listening 1: True or False Turn to Workbook p31. Listen to the sentences and circle True or False. Click ‘See Answers’ on the top right corner to reveal the answers.	
	(5) ACTIVITY 2: Listening 2: Emotion Words Turn to Workbook p32. Listen and guess the emotion words. Write it down. Click ‘See Answers’ on the top right corner to reveal the answers.	
(6) ACTIVITY 3: Speaking: An Interview with Beethoven Pre-activity: An interview is a meeting in which someone asks another person questions about themselves, their work or their ideas. Invite students to ask questions to interview their teacher. (Teacher answers the questions; switch roles if time permits.) Activity: Listen to the interview and invite students to pretend that they were Beethoven and answer the given questions.	(7) ACTIVITY 4: Writing: Beethoven’s Biography Pre-activity: A biography talks about the life of a person. It is told in order, following the life of the person from the time he was born to the time of his death. (If the person is still alive, up to the current moment.) Activity: Turn to Workbook p35-36. Read the sentences and put them in order the life of Beethoven.	(8) ACTIVITY 5: Word families Introduce one word family 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.
(9) CLASSROOM PRACTICE: Workbook p37-39 (Word Families)	(10) HOME PRACTICE (REMINDER): Workbook p33-34 (Speaking Practice) Assessment Book p34-37 (Word Families)	(11) CLOSING: Step 4 & 5: Group Echo & Shadow Reading (with student’s storybook)

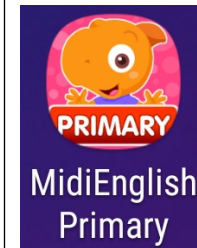
LESSON 2.2 (EXTENSION)

WHAT IS 'EFL MUSIC'?	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
MATERIALS	<p>'EFL Music' Software installed on teacher PC</p> 	LESSON GUIDE	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 4A – Unit 2 → Lesson 2</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>



LEVEL 4A UNIT 2: BEETHOVEN THE GREAT COMPOSER
LESSON 3.1

OBJECTIVES: <ul style="list-style-type: none"> Paired reading Revise countable & uncountable nouns Revise singular and plural nouns 		MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i>
(1) TUNING-IN: Sing-a-long: Beethoven was a great composer He could play the piano and the violin very well His father was a very strict teacher Who made him practice for hours	He was often grumpy and scruffy When he started losing his hearing But he continued to compose music Even when he could not hear	Do you know the popular Fur Elise piano piece? Or the dreamy, flowing Moonlight Sonata? Or the Symphony Number Five That everybody knows?
Activity Song: Beethoven was a great composer He could play the * and the * very well His father was a very strict * Who made him * for hours	He was often grumpy and scruffy When he started losing his * But he continued to compose * Even when he could not hear	Do you know the popular Fur Elise piano piece? Or the dreamy, flowing Moonlight Sonata? Or the Symphony Number Five That everybody knows?
(2) READING: Start with group reading if necessary Step 6: Paired Reading	(3) ACTIVITY 1: Countable & Uncountable Nouns Pre-activity: Turn to Grammar Book p22. Look at the pictures. Ask students why they are classified as countable nouns. Turn to Grammar Book p26, Look at the pictures. Ask students why they are classified as uncountable nouns. Review the meaning of countable and uncountable nouns. Activity: Go through the lesson and attempt the exercise.	(4) ACTIVITY 2: Singular & Plural Nouns Pre-activity: Turn to Grammar Book p22 & 23. Explain to students that there are both singular and plural forms of countable nouns. Invite students to say the plural forms of the nouns on p22. Activity: Go through the lesson and attempt the exercises (plural forms –s, -es, -ies, -ves).
(5) CLASSROOM PRACTICE: Grammar Book p22-25	(6) HOME PRACTICE (REMINDER): Review lessons Grammar Book p22-23 (countable nouns; singular and plural nouns) Grammar Book p26 (uncountable nouns)	(7) CLOSING: Step 6: Paired Reading (with student's storybook)


LESSON 3.1 (EXTENSION)

OBJECTIVES	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
MATERIALS	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 'Upper Primary' → Level 4A → BEETHOVEN THE GREAT COMPOSER		
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: - Spot the emotion - What's the antonym - Type The Word		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

LEVEL 4A UNIT 2: BEETHOVEN THE GREAT COMPOSER
LESSON 3.2

OBJECTIVES: <ul style="list-style-type: none"> • Individual reading • Learn always singular nouns & always plural nouns • Learn irregular nouns 		MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i>
(1) TUNING-IN: Sing-a-long: Beethoven was a great composer He could play the piano and the violin very well His father was a very strict teacher Who made him practice for hours	He was often grumpy and scruffy When he started losing his hearing But he continued to compose music Even when he could not hear	Do you know the popular Fur Elise piano piece? Or the dreamy, flowing Moonlight Sonata? Or the Symphony Number Five That everybody knows?
Activity Song: Beethoven was a great composer He could play the * and the * very well His father was a very strict * Who made him * for hours	He was often grumpy and scruffy When he started losing his * But he continued to compose * Even when he could not hear	Do you know the popular Fur Elise piano piece? Or the dreamy, flowing Moonlight Sonata? Or the Symphony Number Five That everybody knows?
(2) READING: Start with group reading if necessary Step 6: Individual reading	(3) ACTIVITY 1: Nouns that are Always Singular Pre-activity: Draw and write on a whiteboard: <div style="text-align: center;">   </div> <p style="text-align: center;">one sheep two sheep</p> Ask students if what is written is right or wrong (it is correct; 'two sheeps' is wrong). Highlight to students that some nouns always take the singular form, even when there is more than one of them. For more examples, turn to Grammar Book p27. Activity: Go through the lesson.	
(5) ACTIVITY 3: Irregular Nouns Pre-activity: Review singular and plural nouns (plural forms that follow a pattern –s, -es, -ies, -ves). Explain to students that there are nouns whose plural forms do not follow standard rules. They are called irregular nouns. Turn to Grammar Book p34 for examples. Activity: Go through the lesson and attempt the exercise.	(4) ACTIVITY 2: Nouns that are Always Plural Pre-activity: Bring 3 pairs of scissors to class. Show one pair and say: scissors. Show the other 2 pairs and say: scissors. Write on a whiteboard: <i>scissors (for 1 pair); scissors (for 2 pairs)</i> . Ask students if what is written is right or wrong (it is correct; 'scissor (1 pair)' is wrong). Highlight to students that some nouns always take the plural form, even when there is only one of them. For more examples, turn to Grammar Book p30. Activity: Go through the lesson and attempt the exercise (for always singular & always plural nouns).	
(6) CLASSROOM PRACTICE: Grammar Book p26-29 (always singular nouns) Grammar Book p30-33 (always plural nouns) Grammar Book p34-38 (irregular nouns) Grammar Book p39-41 (revision)	(7) HOME PRACTICE (REMINDER): Review lessons Grammar Book p26-27 (always singular nouns) Grammar Book p30 (always plural nouns) Grammar Book p34 (irregular nouns) Grammar Book p42 (summary)	(8) CLOSING: Step 6: Individual reading (with student's storybook)

LESSON 3.2 (EXTENSION)

<p>WHAT IS 'EFL MUSIC'?</p>	<p>'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.</p>		
<p>MATERIALS</p>	<p>'EFL Music' Software installed on teacher PC</p> 	<p>LESSON GUIDE</p>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 4A – Unit 2 → Lesson 3</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

LEVEL 4A UNIT 2: BEETHOVEN THE GREAT COMPOSER
LESSON 4.1

OBJECTIVES: <ul style="list-style-type: none"> Record reading Identify the different kinds of feelings and emotions; talk about them 		MATERIALS: *Speaking & Writing Book * <i>For schools that have purchased the Grammar Book</i>
(1) TUNING-IN: Sing-a-long: Beethoven was a great composer He could play the piano and the violin very well His father was a very strict teacher Who made him practice for hours	He was often grumpy and scruffy When he started losing his hearing But he continued to compose music Even when he could not hear	Do you know the popular Fur Elise piano piece? Or the dreamy, flowing Moonlight Sonata? Or the Symphony Number Five That everybody knows?
Activity Song: Beethoven was a great composer He could play the * and the * very well His father was a very strict * Who made him * for hours	He was often grumpy and scruffy When he started losing his * But he continued to compose * Even when he could not hear	Do you know the popular Fur Elise piano piece? Or the dreamy, flowing Moonlight Sonata? Or the Symphony Number Five That everybody knows?
(2) READING: Start with group reading if necessary Record reading	(3) ACTIVITY 1: Feelings and Emotions Pre-activity: <i>Ask: "If you are unwell, how would you feel? If you have been trying very hard to do something but you still can't do it, how would you feel? If you don't obey your mom, how would she feel?"</i> Activity: Listen and read the dialogue. Talk about the feelings and the reasons behind those feelings (e.g. quiet- thinking). Using the same dialogue, replace the names with the names of the students, and ask them the same questions.	
(5) ACTIVITY 3: Role-play with friends Pair up the students. Turn to p15. Invite students to role-play the dialogue, making use of the helping words on p14.	(4) ACTIVITY 2: Talk About Your Feelings and Emotions Go through the words related to feelings and emotions. Invite students to make complete sentences using any of the words. Refer to Speaking and Writing Book p14 for examples of sentences.	
(6) HOME PRACTICE (REMINDER): Review dialogue Speaking and Writing Book p12-13	(7) CLASSROOM PRACTICE: The Ninth Symphony Pre-activity: Turn to p16. Read about The Ninth Symphony. Listen to the four movements in the Ninth Symphony.	
(8) CLOSING: Review reading if necessary (with student's storybook)	Activity: Write down on p17 how you feel after listening to each movement. Use words of feelings and emotions.	


LESSON 4.1 (EXTENSION)

MATERIALS	<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 4A → BEETHOVEN THE GREAT COMPOSER → Lesson 4 → Run the 'Songwriting' activity</p>	
<p>10 min</p>	<p>'Sing the song together' segment:</p> <ul style="list-style-type: none"> - Get students to learn to sing the song together (Click the 'Play' button on screen) 	
<p>10 min</p>	<p>'Songwriting worksheet' segment:</p> <ul style="list-style-type: none"> - First, hand out the printed worksheets to students - Students to fill in the blanks on the worksheets with helping words (*) provided, or with their own choice of words - For this segment, teacher can decide to have students work in small groups or individually <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"> - Pick an example from the outcome of the above exercise - Edit the song on the interactive board together (in the song screen → click any highlighted word and change to a new word) - When done with the entire piece, click the 'Play' button and sing the song together (students will have lots of fun doing this!) - If time permits, pick another edited piece from another group or student, and repeat this segment 	
<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 4A UNIT 2: BEETHOVEN THE GREAT COMPOSER
LESSON 4.2

OBJECTIVES: <ul style="list-style-type: none"> Record reading Learn and write acrostic poems Learn and write cinquain poems Attempt Unit 2 Assessment 		MATERIALS: *Speaking & Writing Book Assessment Book <i>* For schools that have purchased the Speaking and Writing Book</i>
(1) TUNING-IN: Sing-a-long: Beethoven was a great composer He could play the piano and the violin very well His father was a very strict teacher Who made him practice for hours	He was often grumpy and scruffy When he started losing his hearing But he continued to compose music Even when he could not hear	Do you know the popular Fur Elise piano piece? Or the dreamy, flowing Moonlight Sonata? Or the Symphony Number Five That everybody knows?
Activity Song: Beethoven was a great composer He could play the * and the * very well His father was a very strict * Who made him * for hours	He was often grumpy and scruffy When he started losing his * But he continued to compose * Even when he could not hear	Do you know the popular Fur Elise piano piece? Or the dreamy, flowing Moonlight Sonata? Or the Symphony Number Five That everybody knows?
(2) READING: Start with group reading if necessary Record reading	(3) CLASSROOM PRACTICE 1: Acrostic Poem Pre-activity: Write on a whiteboard: M U S I C Invite students to think of a word/ phrase that starts with the given letters to make an acrostic poem. The word/ phrase should be associated with the subject 'music'. Turn to Speaking and Writing Book p18 for more information. Activity: Turn to p19 & 20. Work in a small group to write acrostic poems.	(4) CLASSROOM PRACTICE 2: Cinquain Poem Pre-activity: Turn to p21 to learn how to write a cinquain poem. Activity: Turn to p22 & 23. Work in a small group to write cinquain poems.
(5) CLASS TEST: Unit 2 Assessment Assessment Book p38-47	(6) HOME PRACTICE (REMINDER): Speaking & Writing Book p20 & 23 (if these are not completed in school)	(7) CLOSING: Review reading if necessary (with student's storybook)

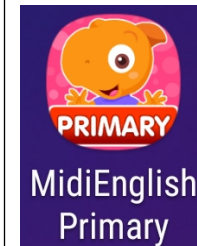
LESSON 4.2 (EXTENSION)

WHAT IS 'EFL MUSIC'?	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
MATERIALS	<p>'EFL Music' Software installed on teacher PC</p> 	LESSON GUIDE	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 4A – Unit 2 → Lesson 4</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

LEVEL 4A UNIT 3: THREE EASY TASKS
LESSON 1.1

OBJECTIVES: <ul style="list-style-type: none"> 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 <i>* For schools that have purchased the Speaking and Writing Book</i>
(1) TUNING-IN: Sing-a-long: Good to give someone a helping hand Whenever we can Good to give someone a helping hand It makes everyone feel great	Cheer your friend up when he feels sad Listen to him when he feels mad Help someone who has lost his way Give someone a hand	With our helping hands (2x) We can help someone whenever we can Maybe one fine day (2x) We'll need help from someone too
(2) READING: Step 1: Picture Walk <ul style="list-style-type: none"> <i>What do you think the story is about?</i> <i>Where do you think the prince was going?</i> <i>What do you think happened to the dwarf?</i> ... the giant? 	<ul style="list-style-type: none"> <i>What did the sign outside the castle say?</i> <i>Can you tell what were the tasks given by the king or the queen?</i> <i>How was the dragon defeated?</i> <i>What do you think happened in the end?</i> 	Step 2: Storytelling 1 Step 4: Group Echo Reading (optional)
(3) ACTIVITY 1: Words: Three Easy Tasks 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: Let's Spell Divide students into 2 groups. Each group takes turns to spell a word. Record their scores and the group with the higher score wins.
(5) CLASSROOM PRACTICE: Workbook p43-44	(6) HOME PRACTICE (REMINDER): Assessment Book 48-51	(7) CLOSING: Step 4: Group Echo Reading (with student's storybook) (optional)


LESSON 1.1 (EXTENSION)

OBJECTIVES	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
MATERIALS	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 'Upper Primary' → Level 4A → THREE EASY TASKS		
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: - Spot The Word		
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 4A UNIT 3: THREE EASY TASKS
LESSON 1.2

OBJECTIVES: <ul style="list-style-type: none">Listen to the story without interruptionRead and answer questions related to the storyEcho read the storyLearn action words and phrases in the simple present, simple past and present continuous tenses		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Good to give someone a helping hand Whenever we can Good to give someone a helping hand It makes everyone feel great	Cheer your friend up when he feels sad Listen to him when he feels mad Help someone who has lost his way Give someone a hand	With our helping hands (2x) We can help someone whenever we can Maybe one fine day (2x) We'll need help from someone too
(2) READING: Step 2: Storytelling 1 Step 3: Storytelling 2 <ul style="list-style-type: none">How did the prince help the dwarf? Can you think of other ways that would help the dwarf pick the apples?How did the prince help the giant? Can you think of other ways that would help the giant sleep?	<ul style="list-style-type: none">Look at the dwarf and the giant. Can you talk about their differences?What is a task? Can you give examples?Why couldn't the other princes marry the princess?What was the first task? ... the second task? ... the third task?	<ul style="list-style-type: none">How was the first task ... second task ...third task solved? What happened in the end?What can you say about the relationship between the prince and the dwarf and giant? Step 4: Group Echo Reading
(3) REVISION: Vocabulary Words	(4) ACTIVITY 1: Action Words and Phrases Pre-activity: Review the rules of these tenses: <ul style="list-style-type: none">Simple Present Tense: to talk about things in the presentSimple Past Tense: to talk about things in the pastPresent Continuous Tense: to talk about things that are happening right now <i>Activity: Learn to spell the action words and phrases in the different tenses.</i>	
(5) ACTIVITY 2: Present, Past and Continuous Tense Before attempting the exercise, read the complete sentence to get a clue of what kind of tenses to use. <i>Example:</i> <ul style="list-style-type: none">The girls are ____ because they are afraid of mice. (squeal, squealed, <u>squealing</u>) <i>As the missing action word is preceded by 'are', we use the present continuous tense of the verb.</i> <ul style="list-style-type: none">Harry ____ the river and saved the puppy. (dives into, <u>dived into</u>, diving into) <i>The other action word in the sentence (saved) is in the simple past tense, so the missing action word should also be in the simple past tense.</i>		
(6) CLASSROOM PRACTICE: Workbook p45-47	(7) HOME PRACTICE (REMINDER): Assessment Book 52-55	(8) CLOSING: Step 4: Group Echo Reading (with student's storybook)

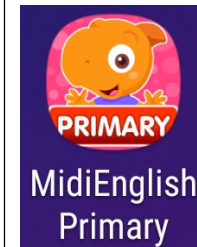
LESSON 1.2 (EXTENSION)

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

LEVEL 4A UNIT 3: THREE EASY TASKS
LESSON 2.1

OBJECTIVES: <ul style="list-style-type: none"> Read and answer questions related to the story Shadow read the story Attempt the comprehension questions Learn about gender nouns Learn about direct and indirect speech 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Good to give someone a helping hand Whenever we can Good to give someone a helping hand It makes everyone feel great	Cheer your friend up when he feels sad Listen to him when he feels mad Help someone who has lost his way Give someone a hand	With our helping hands (2x) We can help someone whenever we can Maybe one fine day (2x) We'll need help from someone too
Activity Song: Good to give someone a helping hand Whenever we can Good to give someone a helping hand It makes everyone feel great	Cheer your friend up when he feels <u>1) sad</u> <u>2) bored</u> Listen to him when he feels <u>1) mad</u> <u>2) scared</u>	Help someone who has lost his way Give someone a * With our helping * (2x) We can help someone whenever we can Maybe one fine day (2x) We'll need help from someone too
(2) READING: Step 2: Storytelling 1 (optional) Step 3: Storytelling 2 <ul style="list-style-type: none"> <i>Who were the people/ characters in the story?</i> <i>Where did the story take place?</i> <i>What was/ were the problem(s)?</i> <i>How was/ were the problem(s) solved?</i> Step 5: Group Shadow Reading	(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: Gender Nouns; Match the Gender Nouns Pre-activity: Say: <i>"'Boy' is a masculine gender noun and it refers to a male. 'Girl' is a feminine gender noun and it refers to a female."</i> Turn to Workbook p48 and randomly say a gender noun. Invite students to say the 'opposite' gender noun. Activity: Pair up the correct gender nouns.	
	(6) ACTIVITY 3: Direct and Indirect Speech; Match the Speech Pre-activity: Divide students into 2 groups. Turn to Workbook p50. Invite one group to say the sentences in direct speech, and the other to say the sentences in indirect speech. Explain to students the differences between direct and indirect speech. Activity: Pair up the indirect and direct speech.	
(3) REVISION: Vocabulary Word, Action Words and Phrases		
(7) CLASSROOM PRACTICE: Workbook p48-49 (gender nouns) Workbook p50-51 (direct and indirect speech)	(8) HOME PRACTICE (REMINDER): Assessment Book p56 (gender nouns) Assessment Book p57 (direct and indirect speech)	(9) CLOSING: Step 4: Group Shadow Reading (with student's storybook)


LESSON 2.1 (EXTENSION)

OBJECTIVES	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
MATERIALS	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 'Upper Primary' → Level 4A → THREE EASY TASKS		
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 4A UNIT 3: THREE EASY TASKS
LESSON 2.2

OBJECTIVES: <ul style="list-style-type: none"> Retell the story Echo or Shadow read with Variations Listen to instructions and act on them 	<ul style="list-style-type: none"> Share how you feel when you are in certain situations Write an escape story Pronounce words with word families: /ake/, /ask/, /ave/, /eal/, /ort/; silent 'w' in /wr/ 	MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Good to give someone a helping hand Whenever we can Good to give someone a helping hand It makes everyone feel great	Cheer your friend up when he feels sad Listen to him when he feels mad Help someone who has lost his way Give someone a hand	With our helping hands (2x) We can help someone whenever we can Maybe one fine day (2x) We'll need help from someone too
Activity Song: Good to give someone a helping hand Whenever we can Good to give someone a helping hand It makes everyone feel great	Cheer your friend up when he feels <u>1) sad</u> <u>2) bored</u> Listen to him when he feels <u>1) mad</u> <u>2) scared</u>	Help someone who has lost his way Give someone a * With our helping * (2x) We can help someone whenever we can Maybe one fine day (2x) We'll need help from someone too
(2) READING: Start with group reading if necessary Step 3: Storytelling 2 <ul style="list-style-type: none"> Invite a student to retell the story in his/ her own words. Step 4 & 5: Group Echo/ Shadow Reading with Variations (eg. girls vs boys, 1 student vs all students)	(3) REVISION: Vocabulary Word, Action Words and Phrases, Gender Nouns, Direct and Indirect Speech	
	(4) ACTIVITY 1: Listening 1: Three Easy Tasks Turn to Workbook p52. Listen and complete the sentences as instructed. Click 'Show Me' on the top right corner to reveal the answers.	
	(5) ACTIVITY 2: Listening 2: Listen and Number Turn to Workbook p53. Listen to the sentences and number the correct pictures. Click 'See Answers' on the top right corner to reveal the answers.	
(6) ACTIVITY 3: Speaking: Asking for Help and Giving Help Pre-activity: Say: "When someone asks you for help, what would you say? or What would you say if you need someone's help?" Turn to Workbook p54-55. Read the requests and responses. Activity: Invite students to ask for help and respond appropriately in the given situations.	(7) ACTIVITY 4: Writing: Signboards Pre-activity: Messages on a signboard provide us with information in as few words as possible. Turn to Workbook p57. Study the message on the signboard and answer the questions starting with 'who' and 'what'. Activity: Complete the signboards on p58-59.	(8) ACTIVITY 5: Word Families Introduce one word family 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.
(9) CLASSROOM PRACTICE: Workbook p60-62 (Word Families)	(10) HOME PRACTICE (REMINDER): Workbook p54-55 (Speaking Practice) Assessment Book p58-61 (Word Families)	(11) CLOSING: Step 4 & 5: Group Echo & Shadow Reading (with student's storybook)

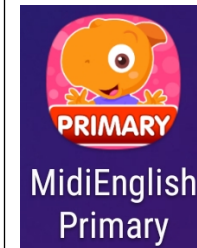
LESSON 2.2 (EXTENSION)

WHAT IS 'EFL MUSIC'?	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
MATERIALS	<p>'EFL Music' Software installed on teacher PC</p> 	LESSON GUIDE	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 4A – Unit 3 → Lesson 2</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

LEVEL 4A UNIT 3: THREE EASY TASKS
LESSON 3.1

OBJECTIVES: <ul style="list-style-type: none">Paired readingRevise articles (a, an, the)Revise quantifiers (few, many, little, some, much)		MATERIALS: <ul style="list-style-type: none">*Grammar Book* <i>For schools that have purchased the Grammar Book</i>									
(1) TUNING-IN: Sing-a-long: Good to give someone a helping hand Whenever we can Good to give someone a helping hand It makes everyone feel great	Cheer your friend up when he feels sad Listen to him when he feels mad Help someone who has lost his way Give someone a hand	With our helping hands (2x) We can help someone whenever we can Maybe one fine day (2x) We'll need help from someone too									
Activity Song: Good to give someone a helping hand Whenever we can Good to give someone a helping hand It makes everyone feel great	Cheer your friend up when he feels <u>1) sad</u> <u>2) bored</u> Listen to him when he feels <u>1) mad</u> <u>2) scared</u>	Help someone who has lost his way Give someone a * With our helping * (2x) We can help someone whenever we can Maybe one fine day (2x) We'll need help from someone too									
(2) READING: Start with group reading if necessary Step 6: Paired Reading	(4) ACTIVITY 2: Quantifiers Pre-activity: Write on a whiteboard (without the sentences): <table><tr><th>a few, many</th><th>some</th><th>a little, much</th></tr><tr><td colspan="2">(stars) There are a few stars. There are many stars. There are some stars.</td><td></td></tr><tr><td></td><td colspan="2">(milk) There is some milk. There is a little/ too little milk. There is too much milk.</td></tr></table>	a few, many	some	a little, much	(stars) There are a few stars. There are many stars. There are some stars.				(milk) There is some milk. There is a little/ too little milk. There is too much milk.		Invite students to make sentences with the given items (stars, milk) and quantifiers. Highlight the differences in the usage of the quantifiers. (Review what are countable and uncountable nouns.) Activity: Go through the lesson and exercise.
a few, many	some	a little, much									
(stars) There are a few stars. There are many stars. There are some stars.											
	(milk) There is some milk. There is a little/ too little milk. There is too much milk.										
(3) ACTIVITY 1: Articles Pre-activity: Say and write these statements down. <i>This is <u>a whiteboard</u>.</i> <i>I am drawing <u>an apple</u> on <u>the whiteboard</u>.</i> Invite students to highlight the differences in the usage of the articles a, an, the. Activity: Go through the lesson and exercise.											
(5) CLASSROOM PRACTICE: Grammar Book p43, 45-47 (articles) Grammar Book p44, 49 (quantifiers) Grammar Book 50-51 (revision)	(6) HOME PRACTICE (REMINDER): Review lessons Grammar Book p43-44 (articles & quantifiers)	(7) CLOSING: Step 6: Paired Reading (with student's storybook)									


LESSON 3.1 (EXTENSION)

OBJECTIVES	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
MATERIALS	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 'Upper Primary' → Level 4A → THREE EASY TASKS		
15 min	Go 'Read' section in the App → Do the following: - Silent-read the story ('Read by Myself')		
15 min	Go 'Play' section in the App → Do the following: - Action Words and Phrases - Gender Nouns		
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 4A UNIT 3: THREE EASY TASKS
LESSON 3.2

OBJECTIVES: <ul style="list-style-type: none"> Individual reading Learn quantifiers (no, both, all) 		MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i>
(1) TUNING-IN: Sing-a-long: Good to give someone a helping hand Whenever we can Good to give someone a helping hand It makes everyone feel great	Cheer your friend up when he feels sad Listen to him when he feels mad Help someone who has lost his way Give someone a hand	With our helping hands (2x) We can help someone whenever we can Maybe one fine day (2x) We'll need help from someone too
Activity Song: Good to give someone a helping hand Whenever we can Good to give someone a helping hand It makes everyone feel great	Cheer your friend up when he feels 1) <u>sad</u> 2) <u>bored</u> Listen to him when he feels 1) <u>mad</u> 2) <u>scared</u>	Help someone who has lost his way Give someone a * With our helping * (2x) We can help someone whenever we can Maybe one fine day (2x) We'll need help from someone too
(2) READING: Start with group reading if necessary Step 6: Individual Reading	(3) ACTIVITY: Quantifiers Pre-activity: Write these sentences on a whiteboard: <u>No pillows</u> are on the bed. <u>Both pillows</u> are on the bed. <u>All pillows</u> are on the bed. Invite students to highlight the differences in the usage of the articles no, both and all. Activity: Go through the lesson and exercise.	
(4) CLASSROOM PRACTICE: Grammar Book p52-58	(5) HOME PRACTICE (REMINDER): Review lessons Grammar Book p52 (no, both, all) Grammar Book 59 (summary)	(6) CLOSING: Step 6: Individual reading (with student's storybook)

LESSON 3.2 (EXTENSION)

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

LEVEL 4A UNIT 3: THREE EASY TASKS
LESSON 4.1

OBJECTIVES: <ul style="list-style-type: none"> Record reading Tell time Talk about time and activities 		MATERIALS: *Speaking & Writing Book * <i>For schools that have purchased the Speaking and Writing Book</i>
(1) TUNING-IN: Sing-a-long: Good to give someone a helping hand Whenever we can Good to give someone a helping hand It makes everyone feel great	Cheer your friend up when he feels sad Listen to him when he feels mad Help someone who has lost his way Give someone a hand	With our helping hands (2x) We can help someone whenever we can Maybe one fine day (2x) We'll need help from someone too
Activity Song: Good to give someone a helping hand Whenever we can Good to give someone a helping hand It makes everyone feel great	Cheer your friend up when he feels <u>1) sad</u> <u>2) bored</u> Listen to him when he feels <u>1) mad</u> <u>2) scared</u>	Help someone who has lost his way Give someone a * With our helping * (2x) We can help someone whenever we can Maybe one fine day (2x) We'll need help from someone too
(2) READING: Start with group reading if necessary Record reading	(3) ACTIVITY 1: Telling Time Pre-activity: Show a clock. Show random time and check how much students know about telling time. Activity: Learn about the clock and tell time.	
(4) ACTIVITY 2: Practice Telling Time Turn to Speaking and Writing Book p25. Start with the left column of the clocks and look down from top to bottom. Practice telling the time. <i>Ask: What's the time? or What time is it?</i>	(5) ACTIVITY 3: My Diary; Role-Play with Friends Turn to p26 and read how the boy describes his daily routine. Pair up the students. Using the questions on p27, role-play with friends about each other's daily routine (refer to p26 to structure the answers).	
(6) CLASSROOM PRACTICE: Sequence and Write Turn to p28-29. Invite students to write down their daily routine (it could be real or made-up).	(7) HOME PRACTICE (REMINDER): Review time Speaking and Writing Book p24, 26	(8) CLOSING: Review reading if necessary (with student's storybook)


LESSON 4.1 (EXTENSION)

MATERIALS	<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 4A → THREE EASY TASKS → Lesson 4 → Run the 'Songwriting' activity</p>	
<p>10 min</p>	<p>'Sing the song together' segment:</p> <ul style="list-style-type: none"> - Get students to learn to sing the song together (Click the 'Play' button on screen) 	
<p>10 min</p>	<p>'Songwriting worksheet' segment:</p> <ul style="list-style-type: none"> - First, hand out the printed worksheets to students - Students to fill in the blanks on the worksheets with helping words (*) provided, or with their own choice of words - For this segment, teacher can decide to have students work in small groups or individually <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"> - Pick an example from the outcome of the above exercise - Edit the song on the interactive board together (in the song screen → click any highlighted word and change to a new word) - When done with the entire piece, click the 'Play' button and sing the song together (students will have lots of fun doing this!) - If time permits, pick another edited piece from another group or student, and repeat this segment 	
<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 4A UNIT 3: THREE EASY TASKS
LESSON 4.2

OBJECTIVES: <ul style="list-style-type: none"> Record reading Retell events with time Retell events with a story map; Learn to write a new story with a story map Attempt Unit 3 Assessment 		MATERIALS: *Speaking & Writing Book Assessment Book <i>* For schools that have purchased the Speaking and Writing Book</i>
(1) TUNING-IN: Sing-a-long: Good to give someone a helping hand Whenever we can Good to give someone a helping hand It makes everyone feel great	Cheer your friend up when he feels sad Listen to him when he feels mad Help someone who has lost his way Give someone a hand	With our helping hands (2x) We can help someone whenever we can Maybe one fine day (2x) We'll need help from someone too
Activity Song: Good to give someone a helping hand Whenever we can Good to give someone a helping hand It makes everyone feel great	Cheer your friend up when he feels <u>1) sad</u> <u>2) bored</u> Listen to him when he feels <u>1) mad</u> <u>2) scared</u>	Help someone who has lost his way Give someone a * With our helping * (2x) We can help someone whenever we can Maybe one fine day (2x) We'll need help from someone too
(2) READING: Start with group reading if necessary Record reading	(3) CLASSROOM PRACTICE 1: Prince Vincent's Adventures Pre-activity: Review the story "Three Easy Tasks." Activity: Turn to Speaking and Writing Book p30-31. Retell the story by specifying the time as it happened.	(4) CLASSROOM PRACTICE 2: Story Map Pre-activity: A story map provides a framework for organizing information and identifying the parts or sequence of events that build up a story. Share the story of the fairytale "Cinderella." Ask the questions on p32. (Check answers on p33. Answers may vary slightly.) Activity: Turn to p34-35. Refer to the storybook "Three Easy Tasks" and retell the story using the story map.
(5) CLASS TEST: Unit 3 Assessment Assessment Book p62-71	(6) HOME PRACTICE (REMINDER): Speaking & Writing Book p36-37 (write a story)	(7) CLOSING: Review reading if necessary (with student's storybook)

LESSON 4.2 (EXTENSION)

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

LEVEL 4A UNIT 4: WE CAN MAKE A RAINBOW
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 the vocabulary words

MATERIALS:

Workbook
Assessment Book

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

Magical spells (2x)
Good or bad ones?
Smell and you can tell
Unhappy spells give out bad smells
Everything dark and ugly too

Oh rainbow spells (2x)
Rainbow colors make people happy
How do you make a rainbow spell
That brings joy to everyone?

Light and laughter
Colors sweet
Will come when
Rain and sunshine meet

(2) READING:

Step 1: Picture Walk

- *What do you think the story is about?*
- *Do you think the children are happy living in the town?*
- *What do you think the witch wanted to do?*
- *What do you think happened to the town after the witch cast a spell?*
- *Can you guess how the children drove the witch away?*
- *What do you think happened in the end?*

Step 2: Storytelling 1

Step 4: Group Echo Reading (optional)

(3) ACTIVITY 1: Words: We Can Make a Rainbow

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: Let's Spell

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

(5) CLASSROOM PRACTICE:

Workbook p65-66

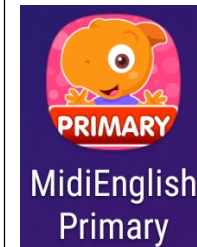
(6) HOME PRACTICE (REMINDER):

Assessment Book 72-75

(7) CLOSING:

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

LESSON 1.1 (EXTENSION)

OBJECTIVES	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
MATERIALS	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 'Upper Primary' → Level 4A → WE CAN MAKE A RAINBOW		
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: - Spot The Word		
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 4A UNIT 4: WE CAN MAKE A RAINBOW
LESSON 1.2

OBJECTIVES:

- Listen to the story without interruption
- Read and answer questions related to the story
- Make compound words

MATERIALS:

Workbook
Assessment Book

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

Magical spells (2x)
Good or bad ones?
Smell and you can tell
Unhappy spells give out bad smells
Everything dark and ugly too

Oh rainbow spells (2x)
Rainbow colors make people happy
How do you make a rainbow spell
That brings joy to everyone?

Light and laughter
Colors sweet
Will come when
Rain and sunshine meet

(2) READING:

Step 2: Storytelling 1

Step 3: Storytelling 2

- *Describe the town of Goro.*
- *Why do you think the witch didn't like happy people?*
- *Why do you think the colors of flowers and the town change when the witch cast a spell to make the people unhappy?*
- *How did the king try to do? What happened?*
- *What/ Who helped the children to drive away the witch? What was the wizard's message?*
- *How did the children make rainbows?*
- *What happened in the end? What did the people of Goro do?*
- *What would you have done if you were one of the two brave children?*

Step 4: Group Echo Reading

(3) REVISION: Vocabulary Words

(4) ACTIVITY: Compound Words

Pre-activity: Turn to Workbook p67. A compound word is made up when two words (that are meaningful) are put together to make a new word. Identify and tick the compound words.

Activity: Pair up the compound words

(5) CLASSROOM PRACTICE:

Workbook p67-68


(6) HOME PRACTICE (REMINDER):

Assessment Book p76-77

(7) CLOSING:

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

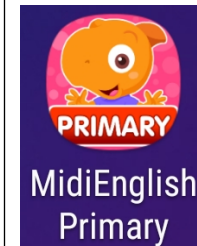
LESSON 1.2 (EXTENSION)

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

LEVEL 4A UNIT 4: WE CAN MAKE A RAINBOW
LESSON 2.1

OBJECTIVES: <ul style="list-style-type: none">• Read and answer questions related to the story.• Shadow read the story• Attempt the comprehension questions• Learn adverbs of manner		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Magical spells (2x) Good or bad ones? Smell and you can tell Unhappy spells give out bad smells Everything dark and ugly too	Oh rainbow spells (2x) Rainbow colors make people happy How do you make a rainbow spell That brings joy to everyone?	Light and laughter Colors sweet Will come when Rain and sunshine meet
Activity Song: Magical spells (2x) * or * ones? * and you can tell * spells give out * smells Everything dark and ugly too	Oh * spells (2x) * colors make people * How do you make a * spell That brings joy to everyone?	Light and laughter Colors sweet Will come when * and * meet
(2) READING: Step 2: Storytelling 1 (optional) Step 3: Storytelling 2 <ul style="list-style-type: none">• Who were the people/ characters in the story?	<ul style="list-style-type: none">• 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	(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: Adverbs of Manner Pre-activity: Say “Hello class,” softly then loudly. Ask students how you have greeted them. Explain that ‘softly’ and ‘loudly’ are adverbs of manner. An adverb of manner tells us how an action is carried out (the teacher has greeted them softly, and then loudly). Activity: Go through the verbs and the adverbs of manner and do the actions if appropriate.		
(6) CLASSROOM PRACTICE: Workbook p69-71	(7) HOME PRACTICE (REMINDER): Assessment Book p78-80	(8) CLOSING: Step 4: Group Shadow Reading (with student’s storybook)


LESSON 2.1 (EXTENSION)

OBJECTIVES	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
MATERIALS	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 'Upper Primary' → Level 4A → WE CAN MAKE A RAINBOW		
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 4A UNIT 4: WE CAN MAKE A RAINBOW
LESSON 2.2

OBJECTIVES: <ul style="list-style-type: none"> Retell the story Echo or Shadow read with Variations Learn to listen to instructions and act on them 	<ul style="list-style-type: none"> Answer and make riddles Pronounce words with word families: /ard/, /ive/, /oa/, /one/, /ose/, /ple/ 	MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Magical spells (2x) Good or bad ones? Smell and you can tell Unhappy spells give out bad smells Everything dark and ugly too	Oh rainbow spells (2x) Rainbow colors make people happy How do you make a rainbow spell That brings joy to everyone?	Light and laughter Colors sweet Will come when Rain and sunshine meet
Activity Song: Magical spells (2x) * or * ones? * and you can tell * spells give out * smells Everything dark and ugly too	Oh * spells (2x) * colors make people * How do you make a * spell That brings joy to everyone?	Light and laughter Colors sweet Will come when * and * meet
(2) READING: Start with group reading if necessary Step 3: Storytelling 2 <ul style="list-style-type: none"> <i>Invite a student to retell the story in his own words.</i> Step 4 & 5: Group Echo/ Shadow Reading with Variations (eg. girls vs boys, 1 student vs all students)	(4) ACTIVITY 1: Listening 1: True or False Turn to Workbook p72. Listen to the sentences and circle True or False. Click ‘See Answers’ on the top right corner to reveal the answers.	
	(5) ACTIVITY 2: Listening 2: Who Am I? Turn to Workbook p73. Listen to the descriptions and fill in the correct names. Click ‘See Answers’ on the top right corner to reveal the answers.	
	(6) ACTIVITY 3: Speaking: Riddles Solve and create riddles using the question word ‘What’ to start the riddle.	
(7) ACTIVITY 4: Writing: Riddles Pre-activity: Invite students to think of a subject for a riddle, which can be a person, an animal, a thing or a place. This is also the answer of the riddle (example: rat). Then invite students to brainstorm words that describe a rat, for example, its characteristics and behavior. Make a riddle together (start with ‘What’) Example: What goes “squeak” and likes to steal food? (a rat) Activity: Turn to Workbook p76. Create more riddles using the question word ‘What.’ Teacher can pair up students to make a riddle and students share their riddles with the class.	(8) ACTIVITY 5: Word Families Introduce one word family 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.	
(9) CLASSROOM PRACTICE: Workbook p77-79 (Word Families)	(10) HOME PRACTICE (REMINDER): Workbook p74-75 (Speaking Practice) Assessment Book p81-84 (Word Families)	(11) CLOSING: Step 4 & 5: Group Echo & Shadow Reading (with student’s storybook)

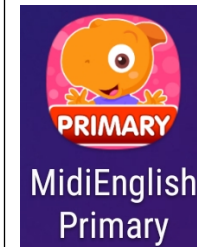
LESSON 2.2 (EXTENSION)

WHAT IS 'EFL MUSIC'?	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
MATERIALS	<p>'EFL Music' Software installed on teacher PC</p> 	LESSON GUIDE	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 4A – Unit 4 → Lesson 2</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

LEVEL 4A UNIT 4: WE CAN MAKE A RAINBOW
LESSON 3.1

OBJECTIVES: <ul style="list-style-type: none">Paired readingRevise possessive determiners (my, your, his, her, its, our, their)		MATERIALS: <ul style="list-style-type: none">Grammar BookFor schools that have purchased the Grammar Book				
(1) TUNING-IN: Sing-a-long: Magical spells (2x) Good or bad ones? Smell and you can tell Unhappy spells give out bad smells Everything dark and ugly too	Oh rainbow spells (2x) Rainbow colors make people happy How do you make a rainbow spell That brings joy to everyone?	Light and laughter Colors sweet Will come when Rain and sunshine meet				
Activity Song: Magical spells (2x) * or * ones? * and you can tell * spells give out * smells Everything dark and ugly too	Oh * spells (2x) * colors make people * How do you make a * spell That brings joy to everyone?	Light and laughter Colors sweet Will come when * and * meet				
(2) READING: Start with group reading if necessary Step 6: Paired Reading	(3) ACTIVITY: Possessive Determiners Pre-activity: Invite students to make transition from subject pronoun ‘I’ to possessive determiner ‘my’. Write on a whiteboard: <table><tr><td><u>I</u> have a cake.</td><td>This is ? cake. (my)</td></tr><tr><td><u>He</u> has a cake.</td><td>This is ? cake. (his)</td></tr></table> Continue the above activity by replacing the subject pronouns with ‘she, it, we and they’. The corresponding possessive determiners are ‘her, its, our, their’. Activity: Learn more examples of sentences written with possessive determiners.		<u>I</u> have a cake.	This is ? cake. (my)	<u>He</u> has a cake.	This is ? cake. (his)
<u>I</u> have a cake.	This is ? cake. (my)					
<u>He</u> has a cake.	This is ? cake. (his)					
(4) CLASSROOM PRACTICE: Grammar Book p60-63	(5) HOME PRACTICE (REMINDER): Review lesson Grammar Book p60	(6) CLOSING: Step 6: Paired Reading (with student’s storybook)				


LESSON 3.1 (EXTENSION)

OBJECTIVES	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
MATERIALS	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 'Upper Primary' → Level 4A → WE CAN MAKE A RAINBOW		
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 - Type Adverbs of Manner - Complete Compound Words		
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 4A UNIT 4: WE CAN MAKE A RAINBOW
LESSON 3.2

OBJECTIVES: <ul style="list-style-type: none">Individual readingLearn possessive pronouns: mine, yours, his, hers, ours, theirsRevise subject pronouns, object pronouns, possessive determiners, possessive pronouns		MATERIALS: <ul style="list-style-type: none">*Grammar Book* <i>For schools that have purchased the Grammar Book</i>
(1) TUNING-IN: Sing-a-long: Magical spells (2x) Good or bad ones? Smell and you can tell Unhappy spells give out bad smells Everything dark and ugly too	Oh rainbow spells (2x) Rainbow colors make people happy How do you make a rainbow spell That brings joy to everyone?	Light and laughter Colors sweet Will come when Rain and sunshine meet
Activity Song: Magical spells (2x) * or * ones? * and you can tell * spells give out * smells Everything dark and ugly too	Oh * spells (2x) * colors make people * How do you make a * spell That brings joy to everyone?	Light and laughter Colors sweet Will come when * and * meet
(2) READING: Start with group reading if necessary Step 6: Individual Reading	(3) ACTIVITY 1: Possessive Pronouns Pre-activity: Write on a whiteboard: <div><div>I have a cake.</div><div>This cake belongs to ?. (me)</div><div>This is ? cake. (my)</div></div> <div><div>This cake is ?. (mine)</div></div> Highlight to students that the words ‘mine, yours, his, hers, ours and theirs’ are used at the end of a sentence. They are used to express possession or belonging. Activity: Learn more examples. Read Grammar Book p65 to reinforce learning.	
(4) ACTIVITY 2: Revision (subject pronouns, object pronouns, possessive determiners & possessive pronouns) Attempt revision exercises.		
(5) CLASSROOM PRACTICE: Grammar Book p64-70 (possessive pronouns) Grammar Book p71-77 (revision)	(6) HOME PRACTICE (REMINDER): Grammar Book p64-65 (possessive pronouns) Grammar Book p75 (summary)	(7) CLOSING: Step 6: Individual reading (with student’s storybook)

LESSON 3.2 (EXTENSION)

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

LEVEL 4A UNIT 4: WE CAN MAKE A RAINBOW
LESSON 4.1

OBJECTIVES: <ul style="list-style-type: none"> Record reading Ask for information: Whose (and using possessive form of names) 		MATERIALS: *Speaking & Writing Book * <i>For schools that have purchased the Grammar Book</i>
(1) TUNING-IN: Sing-a-long: Magical spells (2x) Good or bad ones? Smell and you can tell Unhappy spells give out bad smells Everything dark and ugly too	Oh rainbow spells (2x) Rainbow colors make people happy How do you make a rainbow spell That brings joy to everyone?	Light and laughter Colors sweet Will come when Rain and sunshine meet
Activity Song: Magical spells (2x) * or * ones? * and you can tell * spells give out * smells Everything dark and ugly too	Oh * spells (2x) * colors make people * How do you make a * spell That brings joy to everyone?	Light and laughter Colors sweet Will come when * and * meet
(2) READING: Start with group reading if necessary Record reading	(3) ACTIVITY 1: Asking for information: Whose I Pre-activity: Stand in front of a student's table, hold his/ her pencil case and ask: <i>"Whose pencil case is this?"</i> Invite students to answer in this manner: <i>"This pencil case belongs to ?. / This is ? pencil case."</i> Continue to visit different tables and ask similar questions, holding on to different items. Activity: Listen and read the dialogue.	
(5) ACTIVITY 3: Role-play with Friends Pair up the students. Turn to Speaking and Writing Book p40-41. Read through the dialogue again. Invite each student to take turns to borrow the items featured in the book.	(4) ACTIVITY 2: Asking for information: Whose II Listen and read the dialogue. Invite students to highlight the words that are polite in the conversation: <ul style="list-style-type: none"> excuse me thank you very much you are most welcome 	
(6) CLASSROOM PRACTICE: Look and Ask Turn to p42-43. Pair up the students and practice asking and answering more 'whose' questions based on the storybook "We Can Make a Rainbow."	(7) HOME PRACTICE (REMINDER): Review dialogue Speaking and Writing Book p38-40	(8) CLOSING: Review reading if necessary (with student's storybook)


LESSON 4.1 (EXTENSION)

MATERIALS	<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 4A → WE CAN MAKE A RAINBOW → Lesson 4 → Run the 'Songwriting' activity</p>	
<p>10 min</p>	<p>'Sing the song together' segment:</p> <ul style="list-style-type: none"> - Get students to learn to sing the song together (Click the 'Play' button on screen) 	
<p>10 min</p>	<p>'Songwriting worksheet' segment:</p> <ul style="list-style-type: none"> - First, hand out the printed worksheets to students - Students to fill in the blanks on the worksheets with helping words (*) provided, or with their own choice of words - For this segment, teacher can decide to have students work in small groups or individually <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"> - Pick an example from the outcome of the above exercise - Edit the song on the interactive board together (in the song screen → click any highlighted word and change to a new word) - When done with the entire piece, click the 'Play' button and sing the song together (students will have lots of fun doing this!) - If time permits, pick another edited piece from another group or student, and repeat this segment 	
<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 4A UNIT 4: WE CAN MAKE A RAINBOW
LESSON 4.2

OBJECTIVES: <ul style="list-style-type: none"> Record reading Write with adverbs of manner Write a story map Attempt Unit 4 Assessment 		MATERIALS: *Speaking & Writing Book <i>* For schools that have purchased the Speaking and Writing Book</i>
(1) TUNING-IN: Sing-a-long: Magical spells (2x) Good or bad ones? Smell and you can tell Unhappy spells give out bad smells Everything dark and ugly too	Oh rainbow spells (2x) Rainbow colors make people happy How do you make a rainbow spell That brings joy to everyone?	Light and laughter Colors sweet Will come when Rain and sunshine meet
Activity Song: Magical spells (2x) * or * ones? * and you can tell * spells give out * smells Everything dark and ugly too	Oh * spells (2x) * colors make people * How do you make a * spell That brings joy to everyone?	Light and laughter Colors sweet Will come when * and * meet
(2) READING: Start with group reading if necessary Record reading	(3) CLASSROOM PRACTICE 1: Using Adverbs of Manner Turn to Speaking & Writing Book p44. Read the dialogue and circle the adverbs of manner. Turn to p45-46. Go through each adverb of manner and explain its meaning. Invite students to make sentences with the adverbs. Write down the sentences on the book.	(4) CLASSROOM PRACTICE 2: Story Map Turn to Speaking & Writing Book p47-79. Make a story map for the story “We Can Make a Rainbow.” (To review what a story map is, refer to Unit 3 p32-33).
(5) CLASS TEST: Unit 4 Assessment: Assessment Book p85-93	(6) HOME PRACTICE (REMINDER): Speaking & Writing Book p48-49 (if these are not completed in school)	(7) CLOSING: Review reading if necessary (with student’s storybook)

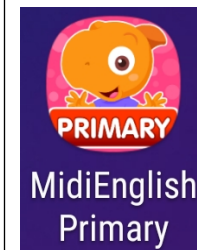
LESSON 4.2 (EXTENSION)

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

LEVEL 4A UNIT 5: I WISH ...
LESSON 1.1

OBJECTIVES: <ul style="list-style-type: none"> 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: I wish I were an astronaut With a helmet on my head I wear a silvery and shiny suit Looking at Earth from outerspace I wish I were a cowboy	With a checked shirt and blue jeans I ride my horse in my cowboy hat And I gallop here and there But I wonder, I really wonder Who I really wanna be	No more wishes (2x) I don't want to be anyone but me! I wish I were just me I'll be happy as can be (2x) Hooray!
(2) READING: Step 1: Picture Walk <ul style="list-style-type: none"> <i>If you could make a wish, what would you wish for?</i> <i>What do you think the boy was wishing for?</i> <i>What was the boy doing? Who do you think was the green man with the green hat?</i> 	<ul style="list-style-type: none"> <i>What do you think the ring was used for?</i> <i>What did the boy become?</i> <i>Why was the boy afraid?</i> <i>Why do you think he was back on the swing as himself? Do you think he was happy?</i> 	Step 2: Storytelling 1 Step 4: Group Echo Reading (optional)
(3) ACTIVITY 1: Words: I Wish ... 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: Let's Spell Divide students into 2 groups. Each group takes turns to spell a word. Record their scores and the group with the higher score wins.
(5) CLASSROOM PRACTICE: Workbook p83-84	(6) HOME PRACTICE (REMINDER): Assessment Book 94-97	(7) CLOSING: Step 4: Group Echo Reading (with student's storybook) (optional)

LESSON 1.1 (EXTENSION)

OBJECTIVES	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
MATERIALS	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 'Upper Primary' → Level 4A → I WISH ...		
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: - Spot The Word		
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 4A UNIT 5: I WISH ...
LESSON 1.2

OBJECTIVES:

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

MATERIALS:

Workbook
Assessment Book

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

I wish I were an astronaut
With a helmet on my head
I wear a silvery and shiny suit
Looking at Earth from outerspace
I wish I were a cowboy

With a checked shirt and blue jeans
I ride my horse in my cowboy hat
And I gallop here and there
But I wonder, I really wonder
Who I really wanna be

No more wishes (2x)
I don't want to be anyone but me!
I wish I were just me
I'll be happy as can be
(2x)
Hooray!

(2) READING:

Step 2: Storytelling 1

Step 3: Storytelling 2

- *If you could make a wish, what would you wish for? Why?*
- *Why do you think Elf King said that wishes don't always make one happy? ... wishes can be dangerous?*
- *What did Andy wish he could become? Was he happy? What happened?*
- *Do you think you would wish for the same wishes as Andy? Why?*
- *What lesson did Andy learn?*

Step 4: Group Echo Reading

(3) REVISION: Vocabulary Words

(4) ACTIVITY 1: Sound Words

Pre-activity: Turn to Workbook p85. Read. Invite students to make the sounds "whee", "thump" and "grrr."
Activity: Listen to the sound words. Invite students to make those sounds.

(5) ACTIVITY 2: Match the Sound Words

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

(6) CLASSROOM PRACTICE:

Workbook p85-86


(7) HOME PRACTICE (REMINDER):

Assessment Book p98-100

(8) CLOSING:

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

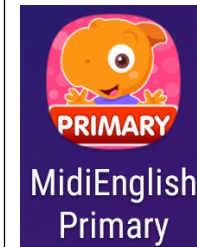
LESSON 1.2 (EXTENSION)

WHAT IS 'EFL MUSIC'?	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
MATERIALS	<p>'EFL Music' Software installed on teacher PC</p> 	LESSON GUIDE	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 4A – Unit 5 → Lesson 1</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

LEVEL 4A UNIT 5: I WISH ...
LESSON 2.1

OBJECTIVES: <ul style="list-style-type: none"> • Read and answer questions related to the story • Shadow read the story • Attempt the comprehension questions • Learn about direct and indirect speech 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: I wish I were an astronaut With a helmet on my head I wear a silvery and shiny suit Looking at Earth from outerspace I wish I were a cowboy	With a checked shirt and blue jeans I ride my horse in my cowboy hat And I gallop here and there But I wonder, I really wonder Who I really wanna be	No more wishes (2x) I don't want to be anyone but me! I wish I were just me I'll be happy as can be (2x) Hooray!
Activity Song: I wish I were an * With a * on my head I wear a silvery and shiny * Looking at * from outerspace I wish I were a *	With a checked * and blue * I ride my * in my cowboy * And I gallop here and there But I wonder, I really wonder Who I really wanna be No more wishes (2x)	I don't want to be anyone but me! I wish I were just me I'll be happy as can be (2x) Hooray!
(2) READING: Step 2: Storytelling 1 (optional) Step 3: Storytelling 2 <ul style="list-style-type: none"> • <i>Who were the people/ characters in the story?</i> • <i>Where did the story take place?</i> • <i>What was/ were the problem(s)?</i> • <i>How was/ were the problem(s) solved?</i> Step 5: Group Shadow Reading	(3) REVISION: Vocabulary Words, Sound 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: Direct and Indirect Speech Pre-activity: Draw and write down the following: <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;">I wish I can fly.</div> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;">I am very brave.</div> </div> <p>Invite students to read the sentences inside the speech bubbles. Teacher explains that the words in the speech bubbles are the words that Andy said (direct speech). (<i>Andy said that he wished he could fly. Andy said that he was very brave.</i>) Write these 2 sentences (indirect speech) on the whiteboard below the speech bubbles. Compare the sentences in direct and indirect speech. Highlight the differences (refer to Workbook p87, bottom note.)</p> <p>Activity: Learn and make more expressions in indirect speech.</p>		
(6) CLASSROOM PRACTICE: Workbook p87-88	(7) HOME PRACTICE (REMINDER): Assessment Book p101	(8) CLOSING: Step 4: Group Shadow Reading (with student's storybook)


LESSON 2.1 (EXTENSION)

OBJECTIVES	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
MATERIALS	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 'Upper Primary' → Level 4A → I WISH ...		
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 4A UNIT 5: I WISH ...
LESSON 2.2

OBJECTIVES: <ul style="list-style-type: none"> Retell the story Echo or Shadow read with Variations Listen to instructions and act on them 	<ul style="list-style-type: none"> Talk about appearances Write about wishes (my wish, my friend's wish) Pronounce words with word families: /al/, /ange/, /eep/, /oke/, /ore/, /uck/ 	MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: I wish I were an astronaut With a helmet on my head I wear a silvery and shiny suit Looking at Earth from outerspace I wish I were a cowboy	With a checked shirt and blue jeans I ride my horse in my cowboy hat And I gallop here and there But I wonder, I really wonder Who I really wanna be	No more wishes (2x) I don't want to be anyone but me! I wish I were just me I'll be happy as can be (2x) Hooray!
Activity Song: I wish I were an * With a * on my head I wear a silvery and shiny * Looking at * from outerspace I wish I were a *	With a checked * and blue * I ride my * in my cowboy * And I gallop here and there But I wonder, I really wonder Who I really wanna be No more wishes (2x)	I don't want to be anyone but me! I wish I were just me I'll be happy as can be (2x) Hooray!
(2) READING: Start with group reading if necessary Step 3: Storytelling 2 <ul style="list-style-type: none"> Invite a student to retell the story in his/ her own words. Step 4 & 5: Group Echo/ Shadow Reading with Variations (eg. girls vs boys, 1 student vs all students)	(3) REVISION: Vocabulary Words, Sound Words, Direct and Indirect Speech	
	(4) ACTIVITY 1: Listening 1: True or False Turn to Workbook p89. Listen to the sentences and circle True or False. Click 'See Answers' on the top right corner to reveal the answers.	
	(5) ACTIVITY 2: Listening 2: Who Am I? Turn to Workbook p96. Listen to the descriptions and fill in the correct names. 'See Answers' on the top right corner to reveal the answers.	
(6) ACTIVITY 3: Speaking: Talking About Appearances Pre-activity: Invite students to describe the teacher's appearance (how one is dressed up). Next, invite 2-3 students to stand in front of the class. Invite the rest of the students to describe their appearances. Activity: Learn more descriptive words to describe appearances.	(7) ACTIVITY 4: Writing: My Wish Pre-activity: Turn to Workbook p93-94. Explain to students that before they write a story, they should plan how and what to write. Read through the wishes, highlighted words and outlines to have an idea of what are required. Activity: Write about one's wish. After that, interview a friend and write about his/her wish.	(8) ACTIVITY 5: Word Families Introduce one word family 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.
(9) CLASSROOM PRACTICE: Workbook p95-97 (Word Families)	(10) HOME PRACTICE (REMINDER): Workbook p91-92 (Speaking Practice) Assessment Book p102-105 (Word Families)	(11) CLOSING: Step 4 & 5: Group Echo & Shadow Reading (with student's storybook)

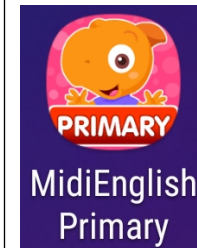
LESSON 2.2 (EXTENSION)

WHAT IS 'EFL MUSIC'?	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
MATERIALS	<p>'EFL Music' Software installed on teacher PC</p> 	LESSON GUIDE	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 4A – Unit 5 → Lesson 2</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

LEVEL 4A UNIT 5: I WISH ...
LESSON 3.1

OBJECTIVES: <ul style="list-style-type: none"> Paired reading Revise comparison of adjectives (-er, -est) 		MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i>
(1) TUNING-IN: Sing-a-long: I wish I were an astronaut With a helmet on my head I wear a silvery and shiny suit Looking at Earth from outerspace I wish I were a cowboy	With a checked shirt and blue jeans I ride my horse in my cowboy hat And I gallop here and there But I wonder, I really wonder Who I really wanna be	No more wishes (2x) I don't want to be anyone but me! I wish I were just me I'll be happy as can be (2x) Hooray!
Activity Song: I wish I were an * With a * on my head I wear a silvery and shiny * Looking at * from outerspace I wish I were a *	With a checked * and blue * I ride my * in my cowboy * And I gallop here and there But I wonder, I really wonder Who I really wanna be No more wishes (2x)	I don't want to be anyone but me! I wish I were just me I'll be happy as can be (2x) Hooray!
(2) READING: Start with group reading if necessary Step 6: Paired Reading	(3) ACTIVITY 1: (-er, -est) Pre-activity: Draw 3 circles on a whiteboard (in 3 different sizes, label A, B & C). Invite students to make sentences using the adjective 'small'. <i>Example:</i> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">A </div> <div style="text-align: center;">B </div> <div style="text-align: center;">C </div> </div> <i>Circle A is small.</i> <i>Circle B is smaller.</i> <i>Circle C is the smallest.</i> Activity: Attempt the exercises.	(4) ACTIVITY 2: (more, most) Pre-activity: Draw 3 flowers on a whiteboard (label A, B & C). Invite students to make sentences using the adjective 'beautiful'. <i>Example:</i> <i>Flower A is <u>beautiful</u>.</i> <i>Flower B is <u>more beautiful</u>.</i> <i>Flower C is the <u>most beautiful</u>.</i> Activity: Attempt the exercises.
(5) CLASSROOM PRACTICE: Grammar Book p80-83 (-er, -est) Grammar Book p84-88 (more, most) Grammar Book p88-89 (revision)	(6) HOME PRACTICE (REMINDER): Review lessons Grammar Book p80-82, 84-85	(7) CLOSING: Step 6: Paired Reading (with student's storybook)


LESSON 3.1 (EXTENSION)

OBJECTIVES	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
MATERIALS	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 'Upper Primary' → Level 4A → I WISH ...		
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: - Fill in Sound Words - Indirect Speech - Type The Word		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

LEVEL 4A UNIT 5: I WISH ...
LESSON 3.2

OBJECTIVES: <ul style="list-style-type: none"> • Individual reading • Learn order of adjectives 		MATERIALS: <ul style="list-style-type: none"> *Grammar Book * <i>For schools that have purchased the Grammar Book</i>
(1) TUNING-IN: Sing-a-long: I wish I were an astronaut With a helmet on my head I wear a silvery and shiny suit Looking at Earth from outerspace I wish I were a cowboy	With a checked shirt and blue jeans I ride my horse in my cowboy hat And I gallop here and there But I wonder, I really wonder Who I really wanna be	No more wishes (2x) I don't want to be anyone but me! I wish I were just me I'll be happy as can be (2x) Hooray!
Activity Song: I wish I were an * With a * on my head I wear a silvery and shiny * Looking at * from outerspace I wish I were a *	With a checked * and blue * I ride my * in my cowboy * And I gallop here and there But I wonder, I really wonder Who I really wanna be No more wishes (2x)	I don't want to be anyone but me! I wish I were just me I'll be happy as can be (2x) Hooray!
(2) READING: Start with group reading if necessary Step 6: Individual Reading	(3) ACTIVITY: Order of Adjectives Pre-activity: Write on a whiteboard: <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px; margin: 10px 0;"> <div style="text-align: center;"> <i>She has <u>short black</u> hair.</i> ✓ </div> <div style="text-align: center;"> <i>She has <u>black short</u> hair.</i> X </div> </div> Ask students if both are acceptable. Explain to students that the first sentence is correct, and the second sentence is wrong. Activity: Learn the order of adjectives. When attempting the exercises, write the order of adjectives on the whiteboard for quick review.	
(4) CLASSROOM PRACTICE: Grammar Book p90-99	(5) HOME PRACTICE (REMINDER): Review lessons Grammar Book p90-91 (order of adjectives) Grammar Book p100 (summary)	(6) CLOSING: Step 6: Individual reading (with student's storybook)

LESSON 3.2 (EXTENSION)

WHAT IS 'EFL MUSIC'?	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
MATERIALS	<p>'EFL Music' Software installed on teacher PC</p> 	LESSON GUIDE	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 4A – Unit 5 → Lesson 3</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

LEVEL 4A UNIT 5: I WISH ...
LESSON 4.1

OBJECTIVES: <ul style="list-style-type: none"> Record reading Learn about using adjectives and comparison of adjectives in an argument 		MATERIALS: *Speaking & Writing Book * <i>For schools that have purchased the Speaking and Writing Book</i>
(1) TUNING-IN: Sing-a-long: I wish I were an astronaut With a helmet on my head I wear a silvery and shiny suit Looking at Earth from outerspace I wish I were a cowboy	With a checked shirt and blue jeans I ride my horse in my cowboy hat And I gallop here and there But I wonder, I really wonder Who I really wanna be	No more wishes (2x) I don't want to be anyone but me! I wish I were just me I'll be happy as can be (2x) Hooray!
Activity Song: I wish I were an * With a * on my head I wear a silvery and shiny * Looking at * from outerspace I wish I were a *	With a checked * and blue * I ride my * in my cowboy * And I gallop here and there But I wonder, I really wonder Who I really wanna be No more wishes (2x)	I don't want to be anyone but me! I wish I were just me I'll be happy as can be (2x) Hooray!
(2) READING: Start with group reading if necessary. Record reading.		
(3) ACTIVITY 1: The Bulldozer and the Crane Listen and read the dialogue. Highlight the use of adjectives and comparison of adjectives in the argument: <ul style="list-style-type: none"> large, powerful, long, movable, heavy, high heavier, stronger 	(4) ACTIVITY 2: Role-play with Friends I Pre-activity: Turn to Speaking and Writing Book p52. Look at each of the machines. Share what each one does and its capabilities: <ul style="list-style-type: none"> describe the parts of the machine using adjectives describe what one can do with those parts <i>Example: cement mixer</i> <ul style="list-style-type: none"> huge and rotating barrel barrel is used to mix cement Activity: Pair up the students. Take on the 'machine' roles and follow the dialogue on p53. Use the helping words provided if necessary.	(5) ACTIVITY 3: Role-play with Friends II Pair up the students. Turn to p54-55. Select a wish (occupation) and use comparison of adjectives to talk about how one can outdo the other.
(6) HOME PRACTICE (REMINDER): Review dialogue Speaking and Writing Book p50-51		(7) CLOSING: Review reading if necessary (with student's storybook)


LESSON 4.1 (EXTENSION)

MATERIALS	<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 4A → I WISH ... → Lesson 4 → Run the 'Songwriting' activity</p>	
<p>10 min</p>	<p>'Sing the song together' segment:</p> <ul style="list-style-type: none"> - Get students to learn to sing the song together (Click the 'Play' button on screen) 	
<p>10 min</p>	<p>'Songwriting worksheet' segment:</p> <ul style="list-style-type: none"> - First, hand out the printed worksheets to students - Students to fill in the blanks on the worksheets with helping words (*) provided, or with their own choice of words - For this segment, teacher can decide to have students work in small groups or individually <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"> - Pick an example from the outcome of the above exercise - Edit the song on the interactive board together (in the song screen → click any highlighted word and change to a new word) - When done with the entire piece, click the 'Play' button and sing the song together (students will have lots of fun doing this!) - If time permits, pick another edited piece from another group or student, and repeat this segment 	
<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 4A UNIT 5: I WISH ...
LESSON 4.2

OBJECTIVES: <ul style="list-style-type: none"> Record reading Learn more about sound words that are related to animals, nature, transportation/ machines, people's voices/ actions, food & other sounds Create couplet poems with sound words Attempt Unit 5 Assessment 		MATERIALS: *Speaking & Writing Book Assessment Book <i>* For schools that have purchased the Speaking and Writing Book</i>
(1) TUNING-IN: Sing-a-long: I wish I were an astronaut With a helmet on my head I wear a silvery and shiny suit Looking at Earth from outerspace I wish I were a cowboy	With a checked shirt and blue jeans I ride my horse in my cowboy hat And I gallop here and there But I wonder, I really wonder Who I really wanna be	No more wishes (2x) I don't want to be anyone but me! I wish I were just me I'll be happy as can be (2x) Hooray!
Activity Song: I wish I were an * With a * on my head I wear a silvery and shiny * Looking at * from outerspace I wish I were a *	With a checked * and blue * I ride my * in my cowboy * And I gallop here and there But I wonder, I really wonder Who I really wanna be No more wishes (2x)	I don't want to be anyone but me! I wish I were just me I'll be happy as can be (2x) Hooray!
(2) READING: Start with group reading if necessary Record reading	(3) CLASSROOM PRACTICE 1: Sound Words Turn to Speaking & Writing Book p56-57. Learn and make the sound words.	(4) CLASSROOM PRACTICE 2: Cinquain Poems Pre-activity: Turn to p58. Read the poems. Highlight the sounds words and the rhyming words in the poem. Activity: Turn to p59-60. Complete the couplet poem.
(5) CLASS TEST: Unit 5 Assessment Assessment Book p106-115	(6) HOME PRACTICE (REMINDER): Speaking & Writing Book p61 (refer to the sound words on p56-57 if needed)	(7) CLOSING: Review reading if necessary (with student's storybook)

LESSON 4.2 (EXTENSION)

WHAT IS 'EFL MUSIC'?	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
MATERIALS	<p>'EFL Music' Software installed on teacher PC</p> 	LESSON GUIDE	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 4A – Unit 5 → Lesson 4</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>