
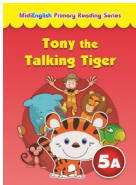



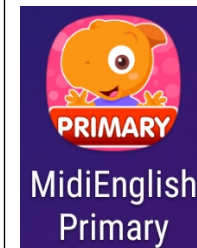


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LEVEL 5A UNIT 1: THE SECRET HOUSE
LESSON 1.1

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: Building things is lots of fun Playing safe and playing smart Safety is the most important thing to note	Hammer and nails are dangerous Planks can topple on your peers Safety is the most important thing to note	Always think before you act As safety comes first And that's a fact
(2) READING: Step 1: Picture Walk <ul style="list-style-type: none"> <i>Who were these children? Do you think they were siblings, cousins or friends? Why do you think they looked happy?</i> <i>What did they intend to build? Where do you think they got the materials for building?</i> <i>What happened to the boy with the eyeglasses? What do you think the man said to him after he fell down from the tree?</i> <i>What did they use to build their house?</i> <i>What happened along the way? (a snake, monkeys and a thief 'visited' them)</i> <i>What did the children do to the thief?</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: The Secret House Listen to all the words without interruption. Listen again and invite students to say the words. <ul style="list-style-type: none"> Pay attention to the pronunciation of words. Click the highlighted word to learn about the meaning. Repeat listening and saying the words when necessary.		(4) ACTIVITY 2: Word Builder Pre-activity: Work on Workbook p4-5 first (use a dictionary to find out the meaning of the words). Activity: Divide students into 2 groups. Each group takes turns to read the definition and guess the word. Spell the word correctly. Record their scores and the group with the higher scores wins.
(5) CLASSROOM PRACTICE: Workbook p3-5	(6) HOME PRACTICE (REMINDER): Assessment Book 1-4	(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 5A → THE SECRET HOUSE		
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: - Words and Meaning		
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 5A UNIT 1: THE SECRET HOUSE
LESSON 1.2

OBJECTIVES:		MATERIALS:
<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 about synonyms 		Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Building things is lots of fun Playing safe and playing smart Safety is the most important thing to note	Hammer and nails are dangerous Planks can topple on your peers Safety is the most important thing to note	Always think before you act As safety comes first And that's a fact
(2) READING: Step 2: Storytelling 1 Step 3: Storytelling 2 <ul style="list-style-type: none"> <i>Have you build a house before? with blocks, lego bricks, cardboard boxes, etc?</i> <i>Would you like to build a secret house too? Why?</i> <i>What would the secret house be used for?</i> <i>Where did they build their secret house? What kind of materials do they need?</i> <i>Describe Uncle David. Why didn't he allow the children to climb the tree?</i> <i>Describe what happened after the children had built their secret house? Who came to visit? What did the children do?</i> <i>Why do you think Uncle David helped to make a new secret house for the children?</i> Step 4: Group Echo Reading		(3) REVISION: Vocabulary Words (X) ACTIVITY: Synonyms Pre-activity: Work on Workbook p6 first. Find the synonyms of the words in the storybook. Activity: Read the sentence and replace the highlighted word with a synonym. Type the word.
(X) CLASSROOM PRACTICE: Workbook p6-8	(6) HOME PRACTICE (REMINDER): Assessment Book 5-6	(7) CLOSING: Step 4: Group Echo Reading (with student's storybook)

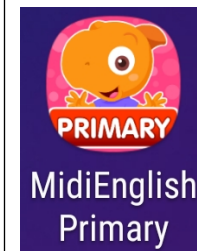
LESSON 1.2 (EXTENSION)

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 5A – 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 5A UNIT 1: THE SECRET HOUSE
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 • Revise tenses: simple present, simple past and past continuous tense 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Building things is lots of fun Playing safe and playing smart Safety is the most important thing to note	Hammer and nails are dangerous Planks can topple on your peers Safety is the most important thing to note	Always think before you act As safety comes first And that's a fact
Activity Song: Building things is lots of fun Playing safe and playing smart * is the most important thing to note	<u>1) Hammer and nails</u> <u>2) Spanner and saws</u> are dangerous * can topple on your peers	* is the most important thing to note Always think before you act As * comes first And that's a fact
(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	(5) ACTIVITY 2: Tenses Learn about the different tenses (in particular, simple past and past continuous tense) that are used in the storybook. <ul style="list-style-type: none"> • <i>The children <u>build</u> a secret house. (simple present tense)</i> • <i>The children <u>built</u> a secret house. (simple past tense)</i> • <i>The children <u>were building</u> a secret house. (past continuous tense)</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) CLASSROOM PRACTICE: Workbook p9-12	(7) HOME PRACTICE (REMINDER): Assessment Book 7-8	(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 5A → THE SECRET HOUSE		
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 5A UNIT 1: THE SECRET HOUSE
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 • Learn to give warnings 	<ul style="list-style-type: none"> • Write a recount of the story • Learn homophones: right-write, steal-steel, new-knew, our-hour, not-knot 	MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Building things is lots of fun Playing safe and playing smart Safety is the most important thing to note	Hammer and nails are dangerous Planks can topple on your peers Safety is the most important thing to note	Always think before you act As safety comes first And that's a fact
Activity Song: Building things is lots of fun Playing safe and playing smart * is the most important thing to note	<u>1) Hammer and nails</u> <u>2) Spanner and saws</u> are dangerous * can topple on your peers	* is the most important thing to note Always think before you act As * comes first And that's a fact
(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/ 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, Tenses	
	(4) ACTIVITY 1: Listening 1: True or False Turn to Workbook p13. 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: Identify the Characters Turn to Workbook p14. Listen and identify the characters (write in complete sentences). Click 'See Answers' on the top right corner to reveal the answers.	
(6) ACTIVITY 3: Speaking: Giving Warnings Pre-activity: Ask: "What is a warning?" (A warning is given to warn us about something that is wrong or dangerous.) Invite students to give examples of warnings. <i>Example:</i> <i>Do not waste water!</i> <i>Don't run!</i> <i>Look carefully before you cross the road!</i> Activity: Invite students to give warnings using the given picture clues.	(7) ACTIVITY 4: Writing: Writing a Recount Turn to Workbook p17-19. Imagine you were Linda and retell the story "The Secret House." Using the picture clues, write in the order in which things happened (refer to the storybook if necessary).	(8) ACTIVITY 5: Homophones Introduce each pair of homophones. Read the sentence and talk about the differences in the meaning of the words (some words may have more than one meaning, depending on the context of the sentence). Invite students to make sentences with each word.
(9) CLASSROOM PRACTICE: Workbook p20-22 (Homophones)	(10) HOME PRACTICE (REMINDER): Workbook p15-16 (Speaking Practice) Assessment Book p9-12 (Homophones)	(11) CLOSING: Step 4 & 5: Group Echo & Shadow Reading (with student's storybook)

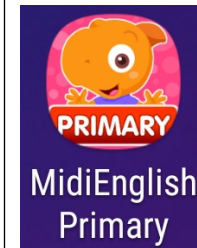
LESSON 2.2 (EXTENSION)

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 5A – 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 5A UNIT 1: THE SECRET HOUSE
LESSON 3.1

OBJECTIVES: <ul style="list-style-type: none"> Paired reading Revise singular and plural nouns, always singular, always plural, irregular nouns 		MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i>
(1) TUNING-IN: Sing-a-long: Building things is lots of fun Playing safe and playing smart Safety is the most important thing to note	Hammer and nails are dangerous Planks can topple on your peers Safety is the most important thing to note	Always think before you act As safety comes first And that's a fact
Activity Song: Building things is lots of fun Playing safe and playing smart * is the most important thing to note	<u>1) Hammer and nails</u> <u>2) Spanner and saws</u> are dangerous * can topple on your peers	* is the most important thing to note Always think before you act As * comes first And that's a fact
(2) READING: Start with group reading if necessary Step 6: Paired Reading	(3) ACTIVITY 1: Singular and Plural Nouns (revision) Review and attempt the exercises for: <ul style="list-style-type: none"> singular and plural nouns (-s, -es, -ies, -ves) always singular nouns always plural nouns irregular nouns 	
(4) CLASSROOM PRACTICE: Grammar Book p1-6	(6) HOME PRACTICE (REMINDER): Review lessons Grammar Book p1-2	(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 5A → THE SECRET HOUSE		
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 Synonym - Fill in correct tense		
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 5A UNIT 1: THE SECRET HOUSE
LESSON 3.2

OBJECTIVES: <ul style="list-style-type: none"> • Individual reading • Learn collective nouns • Learn gender nouns 		MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i>
(1) TUNING-IN: Sing-a-long: Building things is lots of fun Playing safe and playing smart Safety is the most important thing to note	Hammer and nails are dangerous Planks can topple on your peers Safety is the most important thing to note	Always think before you act As safety comes first And that's a fact
Activity Song: Building things is lots of fun Playing safe and playing smart * is the most important thing to note	<u>1) Hammer and nails</u> <u>2) Spanner and saws</u> are dangerous * can topple on your peers	* is the most important thing to note Always think before you act As * comes first And that's a fact
(2) READING: Start with group reading if necessary Step 6: Individual Reading	(3) ACTIVITY 1 Collective Nouns Pre-activity: Explain that a collective noun refers to a group of people, animals, things or places. Using collective nouns in our speech/ writing gives the listener/ reader more information (and adds imagination) about the noun we are describing. <i>Example:</i> <i>I saw ants.</i> <i>I saw <u>an army of ants</u>.</i> Activity: Go through the lesson and attempt the exercise.	(4) ACTIVITY 2: Gender Nouns Pre-activity: Some words have gender differences. For example, boy vs girl, king vs queen, each referring to either a male or a female. Refer to Grammar Book p12-13 and select a gender noun (words that you think your students will know) and have them say the opposite gender noun. Activity: Go through the lesson and attempt the exercise.
(5) CLASSROOM PRACTICE: Grammar Book p7-11 (collective nouns) Grammar Book p12-17 (gender nouns)	(6) HOME PRACTICE (REMINDER): Review lessons Grammar Book p7-8 (collective nouns) Grammar Book p12-13 (gender nouns) Grammar Book p18-19 (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 5A – 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 5A UNIT 1: THE SECRET HOUSE
LESSON 4.1

OBJECTIVES: <ul style="list-style-type: none"> Record reading Learn to give procedures (instructions) 		MATERIALS: *Speaking & Writing Book * <i>For schools that have purchased the Speaking and Writing Book</i>
(1) TUNING-IN: Sing-a-long: Building things is lots of fun Playing safe and playing smart Safety is the most important thing to note	Hammer and nails are dangerous Planks can topple on your peers Safety is the most important thing to note	Always think before you act As safety comes first And that's a fact
Activity Song: Building things is lots of fun Playing safe and playing smart * is the most important thing to note	<u>1) Hammer and nails</u> <u>2) Spanner and saws</u> are dangerous * can topple on your peers	* is the most important thing to note Always think before you act As * comes first And that's a fact
(2) READING: Start with group reading if necessary Record reading	(3) ACTIVITY 1: How to Make a Bird Feeder Pre-activity: Invite students to talk about what they know about a bird feeder. Activity: Listen and read the instructions to make a bird feeder. Highlight that procedures/ instructions always start with a verb (say the action words). Then <i>ask</i> : <ul style="list-style-type: none"> <i>What are the materials needed to make a bird feeder?</i> <i>What is the first step to make a bird feeder? (paint the tin can)</i> <i>What are the designs suggested? (polka dots, zigzags)</i> <i>Where would a bird sit/ rest on the bird feeder? (dowel stick)</i> <i>What is the next step after the paint on the tin cap is dried up? (tie a string/ ribbon)</i> <i>What is the string/ ribbon used for? (to hang on a tree)</i> <i>Where can I buy birdseed? (pet shop)</i> 	
(4) ACTIVITY 2: Role-play with friends I Pair up the students. Turn to Speaking & Writing Book p3. Take turns to say and reorder the steps of making a bird feeder correctly.		
(5) ACTIVITY 3: Question and Answer Pair up the students. Turn to p4. One student question and the other answers. Switch roles.		
(6) ACTIVITY 4: Role-play with friends II (How to Build a Secret House) Pair up the students. Turn to p5-6 and role-play the dialogue (give instructions).	(7) HOME PRACTICE (REMINDER): Review procedure Speaking and Writing Book p1-2	(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 5A → THE SECRET HOUSE → 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 5A UNIT 1: THE SECRET HOUSE
LESSON 4.2

OBJECTIVES: <ul style="list-style-type: none"> Record reading Learn to write procedures Write a story map for “The Secret House” 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: Building things is lots of fun Playing safe and playing smart Safety is the most important thing to note	Hammer and nails are dangerous Planks can topple on your peers Safety is the most important thing to note	Always think before you act As safety comes first And that’s a fact
Activity Song: Building things is lots of fun Playing safe and playing smart * is the most important thing to note	<u>1) Hammer and nails</u> <u>2) Spanner and saws</u> are dangerous * can topple on your peers	* is the most important thing to note Always think before you act As * comes first And that’s a fact
(2) READING: Start with group reading if necessary Record reading	(4) CLASSROOM PRACTICE 2: Story Map Pre-activity: Recap the story “The Secret House” as a class. Turn to p10-11 and ask these questions: <ul style="list-style-type: none"> <i>Where did the story take place?</i> <i>When did the story take place?</i> <i>Who are the people in the story?</i> <i>What did they want to do?</i> <i>What was/ were the problem(s)?</i> <i>How was/ were the problem(s) solved?</i> <i>What happened in the end?</i> Activity: After the class discussion, Students work independently on the story map for “The Secret House”.	
(3) CLASSROOM PRACTICE 1: How to Plant a Seed Pre-activity: Turn to Speaking and Writing Book p7. Go through the steps of how to write a procedure. Activity: Turn to p8. Using the picture clues, write down the steps of how to plant a seed.		
(5) CLASS TEST: Unit 1 Assessment Assessment Book p13-21	(6) HOME PRACTICE (REMINDER): Speaking & Writing Book p9 (How to Brush Your Teeth)	(7) CLOSING: Review reading if necessary (with student’s storybook)

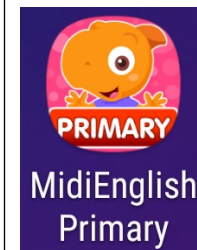
LESSON 4.2 (EXTENSION)

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 5A – 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 5A UNIT 2: TONY THE TALKING TIGER
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: In this lovely world (2x) It would just be so cool If animals could talk Why are they happy? Why are they grumpy?	We would know for sure If they could just talk We could have so much fun We could play instruments We could sing songs and dance around To the merry tune	Trumpeting elephants, chattering monkeys Prancing peacocks, dancing turtles Wow! It would just be so cool If animals could just talk
(2) READING: Step 1: Picture Walk <ul style="list-style-type: none"> <i>What does a zookeeper do? Would you like to be a zookeeper?</i> <i>What food was given to the animals?</i> <i>Do you think the animals like their food? Why?</i> <i>What do you think these animals would normally eat?</i> <i>What do you think the tiger did? Why was he sad?</i> <i>What do you think the zookeeper told his manager?</i> <i>What did the animals do? Describe their actions.</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: Tony the Talking Tiger Listen to all the words without interruption. Listen again and invite students to say the words. <ul style="list-style-type: none"> Pay attention to the pronunciation of words. Click the highlighted word to learn about the meaning. Repeat listening and saying the words when necessary.
(4) ACTIVITY 2: Find the Words Pre-activity: Work on Workbook p26-27 first (use a dictionary to find out the meaning of the words). Activity: Divide students into 2 groups. Each group takes turns to read the definition and guess the word. Spell the word correctly. Record their scores and the group with the higher scores wins.		
(5) CLASSROOM PRACTICE: Workbook p25-27	(6) HOME PRACTICE (REMINDER): Assessment Book 22-25	(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 5A → TONY THE TALKING TIGER		
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: - Words and Meaning		
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 5A UNIT 2: TONY THE TALKING TIGER
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 sound words 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: In this lovely world (2x) It would just be so cool If animals could talk Why are they happy? Why are they grumpy?	We would know for sure If they could just talk We could have so much fun We could play instruments We could sing songs and dance around To the merry tune	Trumpeting elephants, chattering monkeys Prancing peacocks, dancing turtles Wow! It would just be so cool If animals could just talk
(2) READING: Step 2: Storytelling 1 Step 3: Storytelling 2 <ul style="list-style-type: none"> <i>Describe Dan the zookeeper's job. What did he do every day at the zoo?</i> <i>What did he say to the elephants (peacocks, snakes, fish, monkey, tigers) before feeding them?</i> <i>What did Tony the tiger tell Dan the zookeeper?</i> <i>Why did Tony wish he could take his words back?</i> <i>Why was Dan happy that Tony the tiger could talk?</i> <i>What did Mother Tiger tell Tony?</i> <i>What wise plan did Tania the wise old turtle come up with? If you were Tania the turtle, what other wise plan would you come up with?</i> <i>Describe what the animals did?</i> <i>What happened in the end?</i> Step 4: Group Echo Reading		(3) REVISION: Vocabulary Words
(4) ACTIVITY: Sound Words; Match the Sound Pre-activity: Write these sound words on a whiteboard: <i>roar, twitter, squawk, trumpet, screech, stammer, squeal.</i> Play the sounds only, randomly (students do not see the projected slide). Guess what sound it makes. Activity: Learn the sound word that describes each sound.		
(5) CLASSROOM PRACTICE: Workbook p28-29	(6) HOME PRACTICE (REMINDER): Assessment Book 26-27	(7) CLOSING: Step 4: Group Echo Reading (with student's storybook)

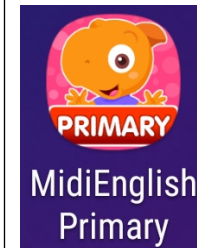
LESSON 1.2 (EXTENSION)

<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 5A – 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 5A UNIT 2: TONY THE TALKING TIGER
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 collective nouns Learn adjectives 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: In this lovely world (2x) It would just be so cool If animals could talk Why are they happy? Why are they grumpy?	We would know for sure If they could just talk We could have so much fun We could play instruments We could sing songs and dance around To the merry tune	Trumpeting elephants, chattering monkeys Prancing peacocks, dancing turtles Wow! It would just be so cool If animals could just talk
Activity Song: In this lovely * (2x) It would just be so cool If * could * Why are they <u>1) happy?</u> <u>2) nervous?</u> <u>3) afraid?</u>	Why are they <u>1) grumpy?</u> <u>2) angry</u> <u>3) upset</u> We would know for sure If they could just talk We could have so much fun We could play *	We could * songs and * around To the merry tune Trumpeting *, chattering * Prancing *, dancing * Wow! It would just be so cool If * could just *
(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, 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.	
(6) ACTIVITY 3: Adjectives Pre-activity: Turn to the storybook “Tony the Talking Tiger.” Start from the first page and spot the adjectives in the story (write the answers down on Workbook p33-34). Activity: Identify more adjectives.	(5) ACTIVITY 2: Collective Nouns Pre-activity: Draw a group of fish. Say: “ <i>We can use a collective noun when we refer to a group of people, animals, things or places.</i> ” Point to one fish and say: “ <i>This is a fish.</i> ” Point to the whole group of fish and say: “ <i>This is <u>a school of fish</u>. ‘school’ is a collective noun for ‘fish.’</i> ” Activity: Learn more collective nouns.	
(7) CLASSROOM PRACTICE: Workbook p30-32 (sound words) Workbook p33-34 (adjectives)	(8) HOME PRACTICE (REMINDER): Assessment Book 28-29 (sound words) Assessment Book 30-31 (adjectives)	(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 5A → TONY THE TALKING TIGER		
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 5A UNIT 2: TONY THE TALKING TIGER
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 • Say and write tongue twisters • Learn homophones: some-sum, one-won, for-four, meat-meet, their-there 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: In this lovely world (2x) It would just be so cool If animals could talk Why are they happy? Why are they grumpy?	We would know for sure If they could just talk We could have so much fun We could play instruments We could sing songs and dance around To the merry tune	Trumpeting elephants, chattering monkeys Prancing peacocks, dancing turtles Wow! It would just be so cool If animals could just talk
Activity Song: In this lovely * (2x) It would just be so cool If * could * Why are they <u>1) happy?</u> <u>2) nervous?</u> <u>3) afraid?</u>	Why are they <u>1) grumpy?</u> <u>2) angry</u> <u>3) upset</u> We would know for sure If they could just talk We could have so much fun We could play *	We could * songs and * around To the merry tune Trumpeting *, chattering * Prancing *, dancing * Wow! It would just be so cool If * could just *
(2) READING: Start with group reading if necessary Step 3: Storytelling 2 • <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)	(3) REVISION: Vocabulary Words, Sound Words, Collective Nouns, Adjectives	
	(4) ACTIVITY 1: Listening 1: Feeding Frenzy Turn to Workbook p35. Number the feeding order and write down the food given. Click ‘See Answers’ on the top right corner to reveal the answers.	
	(5) ACTIVITY 2: Listening 2: True or False Turn to Workbook p36. Listen to the sentences and circle True or False. Click ‘See Answers’ on the top right corner to reveal the answers.	
(6) ACTIVITY 3: Speaking: Tongue twisters Say the tongue twisters, first slowly and then progressing in speed.	(7) ACTIVITY 4: Writing: Tongue twisters Turn to Workbook p39-40. Replace 2 or more words in the tongue twisters. Replace nouns for nouns, verbs for verbs, and adjectives for adjectives.	(8) ACTIVITY 5: Homophones Introduce each pair of homophones. Read the sentence and talk about the differences in the meaning of the words (some words may have more than one meaning, depending on the context of the sentence). Invite students to make sentences with each word.
(9) CLASSROOM PRACTICE: Workbook p41-43 (Homophones)	(10) HOME PRACTICE (REMINDER): Workbook p37-38 (Speaking Practice) Assessment Book p32-35 (Homophones)	(11) CLOSING: Step 4 & 5: Group Echo & Shadow Reading (with student’s storybook)

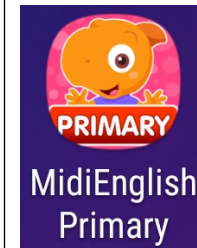
LESSON 2.2 (EXTENSION)

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 5A – 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 5A UNIT 2: TONY THE TALKING TIGER
LESSON 3.1

OBJECTIVES: <ul style="list-style-type: none"> Paired reading Revise pronouns and possessive determiners 		MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i>
(1) TUNING-IN: Sing-a-long: In this lovely world (2x) It would just be so cool If animals could talk Why are they happy? Why are they grumpy?	We would know for sure If they could just talk We could have so much fun We could play instruments We could sing songs and dance around To the merry tune	Trumpeting elephants, chattering monkeys Prancing peacocks, dancing turtles Wow! It would just be so cool If animals could just talk
Activity Song: In this lovely * (2x) It would just be so cool If * could * Why are they <u>1) happy?</u> <u>2) nervous?</u> <u>3) afraid?</u>	Why are they <u>1) grumpy?</u> <u>2) angry</u> <u>3) upset</u> We would know for sure If they could just talk We could have so much fun We could play *	We could * songs and * around To the merry tune Trumpeting *, chattering * Prancing *, dancing * Wow! It would just be so cool If * could just *
(2) READING: Start with group reading if necessary Step 6: Paired Reading	(3) ACTIVITY: Pronouns & Possessive Determiners (revision) Pre-activity: Write down on a whiteboard: <div style="border: 1px solid black; padding: 2px; margin: 5px 0;"><i>I have a robot.</i></div> Next, write down 'me, my, mine'. Invite students to make similar statements using those words. <div style="border: 1px solid black; padding: 2px; margin: 5px 0;"><i>This robot belongs to <u>me</u>. This is <u>my</u> robot.</i></div> <div style="border: 1px solid black; padding: 2px; margin: 5px 0;"><i>This robot is <u>mine</u>.</i></div> Activity: Review the lesson and attempt the exercise.	
(4) CLASSROOM PRACTICE: Grammar Book p20-27	(5) HOME PRACTICE (REMINDER): Review lesson Grammar Book p20-21	(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 5A → TONY THE TALKING TIGER		
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 Collective Noun - Fill in correct adjectives - 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 5A UNIT 2: TONY THE TALKING TIGER
LESSON 3.2

OBJECTIVES: <ul style="list-style-type: none"> Individual reading Learn about reflexive pronouns 		MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i>
(1) TUNING-IN: Sing-a-long: In this lovely world (2x) It would just be so cool If animals could talk Why are they happy? Why are they grumpy?	We would know for sure If they could just talk We could have so much fun We could play instruments We could sing songs and dance around To the merry tune	Trumpeting elephants, chattering monkeys Prancing peacocks, dancing turtles Wow! It would just be so cool If animals could just talk
Activity Song: In this lovely * (2x) It would just be so cool If * could * Why are they <u>1) happy?</u> <u>2) nervous?</u> <u>3) afraid?</u>	Why are they <u>1) grumpy?</u> <u>2) angry</u> <u>3) upset</u> We would know for sure If they could just talk We could have so much fun We could play *	We could * songs and * around To the merry tune Trumpeting *, chattering * Prancing *, dancing * Wow! It would just be so cool If * could just *
(2) READING: Start with group reading if necessary Step 6: Individual reading	(3) ACTIVITY: Reflexive Pronouns Pre-activity: Write down on a whiteboard: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <i>I bought a robot.</i> </div> Invite students to attempt to add 'myself' to extend the sentence. <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <i>I bought <u>myself</u> a robot.</i> <i>I bought a robot <u>myself</u>.</i> <i>I bought a robot <u>for myself</u>.</i> </div> Activity: Go through the lesson and attempt the exercise.	
(4) CLASSROOM PRACTICE: Grammar Book p28-37	(5) HOME PRACTICE (REMINDER): Grammar Book p28-29 (reflexive pronouns) Grammar Book p38-39 (summary)	(6) 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 5A – 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 5A UNIT 2: TONY THE TALKING TIGER
LESSON 4.1

OBJECTIVES: <ul style="list-style-type: none"> Record reading Learn to make an order for food Design a food menu 		MATERIALS: *Speaking & Writing Book * <i>For schools that have purchased the Speaking and Writing Book</i>
(1) TUNING-IN: Sing-a-long: In this lovely world (2x) It would just be so cool If animals could talk Why are they happy? Why are they grumpy?	We would know for sure If they could just talk We could have so much fun We could play instruments We could sing songs and dance around To the merry tune	Trumpeting elephants, chattering monkeys Prancing peacocks, dancing turtles Wow! It would just be so cool If animals could just talk
Activity Song: In this lovely * (2x) It would just be so cool If * could * Why are they <u>1) happy?</u> <u>2) nervous?</u> <u>3) afraid?</u>	Why are they <u>1) grumpy?</u> <u>2) angry</u> <u>3) upset</u> We would know for sure If they could just talk We could have so much fun We could play *	We could * songs and * around To the merry tune Trumpeting *, chattering * Prancing *, dancing * Wow! It would just be so cool If * could just *
(2) READING: Review reading if necessary Record reading	(3) ACTIVITY 1: Making an Order Pre-activity: <i>Ask: "Have you ever walked into a fast food restaurant and ordered food?"</i> Invite 2 students to role-play the role of a customer and a restaurant's service staff. Activity: Listen and read the dialogue. Discuss if the earlier role-play and the dialogue has any similarities or differences.	(4) ACTIVITY 2: Role-Play with Friends I Pair up the students. Refer to Speaking and Writing Book p14-15 and role-play the dialogue.
(5) CLASSROOM PRACTICE: Role-play with friends II Pre-activity: Turn to p16. Draw up the zoo's menu based on the storybook "Tony the Talking Tiger." Activity: Pair up the students. Invite them to role-play the dialogue on p17.	(6) HOME PRACTICE (REMINDER): Review dialogue Speaking and Writing Book p12-13	(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 5A → TONY THE TALKING TIGER → 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 5A UNIT 2: TONY THE TALKING TIGER
LESSON 4.2

OBJECTIVES: <ul style="list-style-type: none"> Record reading Write couplet poems Brainstorm and make sentences with sound words 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: In this lovely world (2x) It would just be so cool If animals could talk Why are they happy? Why are they grumpy?	We would know for sure If they could just talk We could have so much fun We could play instruments We could sing songs and dance around To the merry tune	Trumpeting elephants, chattering monkeys Prancing peacocks, dancing turtles Wow! It would just be so cool If animals could just talk
Activity Song: In this lovely * (2x) It would just be so cool If * could * Why are they <u>1) happy?</u> <u>2) nervous?</u> <u>3) afraid?</u>	Why are they <u>1) grumpy?</u> <u>2) angry</u> <u>3) upset</u> We would know for sure If they could just talk We could have so much fun We could play *	We could * songs and * around To the merry tune Trumpeting *, chattering * Prancing *, dancing * Wow! It would just be so cool If * could just *
(2) READING: Review reading if necessary Record reading.	(3) CLASSROOM PRACTICE 1: Couplet Poem Pre-activity: Turn to Speaking and Writing Book p18-19. Learn how to write a couplet poem (two-line poems that rhyme), using collective nouns. Study the 2 couplet poems on p18 and highlight the rhyming words. Activity: Turn to p19-20. Work in a small group to write 3 couplet poems.	(4) CLASSROOM PRACTICE 2: Sound Words Pre-activity: Refer to the storybook “Tony the Talking Tiger.” Turn to each page and try to make the sounds of each character. Read Speaking and Writing Book p21. Activity: Turn to p22-23. Brainstorm more sound words and use them as verbs to make sentences.
(5) CLASS TEST: Unit 2 Assessment Assessment Book p36-44	(6) HOME PRACTICE (REMINDER): Speaking & Writing Book p23 (if this is not completed in school)	(7) CLOSING: Review reading if necessary (with student’s storybook)

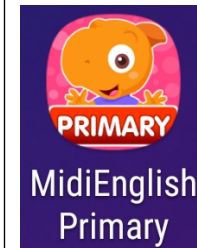
LESSON 4.2 (EXTENSION)

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 5A – 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 5A UNIT 3: PUFFY'S DAY OUT
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 the vocabulary words 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Puffy's going on an adventure To see more of the beautiful world Puffy's going on an adventure To the faraway and open seas	Buppa buppa, buppa, buppa Wuppa, Splash! (2x)	See the fish and see the corals Wuppa, Splash! Under the wonderful deep blue sea
(2) READING: Step 1: Picture Walk <ul style="list-style-type: none"> <i>Can you name the toys on the shelf?</i> <i>The story is about Puffy (a toy). Which do you think is Puffy?</i> <i>Where did the boy live? Would you like to live on a house built on stilts too? Why?</i> <i>What do you think happened to Puffy? Why do you think he fell into the sea?</i> <i>What do you think the fish (crab, jellyfish, oysters) said to Puffy?</i> <i>How did Puffy keep himself afloat?</i> <i>Why did the fisherman throw Puffy back into the sea?</i> <i>Who do you think saved Puffy in the end? What do you think the boy said to Puffy?</i> <i>Do you think Puffy would still love to go out after his adventure? Why?</i> Step 2: Storytelling 1 Step 4: Group Echo Reading (optional)		(3) ACTIVITY 1: Words: Puffy's Day Out Listen to all the words without interruption. Listen again and invite students to say the words. <ul style="list-style-type: none"> Pay attention to the pronunciation of words. Click the highlighted word to learn about the meaning. Repeat listening and saying the words when necessary.
(4) ACTIVITY 2: Find the Words Pre-activity: Work on Workbook p48-49 first (use a dictionary to find out the meaning of the words). Activity: Divide students into 2 groups. Each group takes turns to read the definition and guess the word. Spell the word correctly. Record their scores and the group with the higher scores wins.		
(5) CLASSROOM PRACTICE: Workbook p47-49	(6) HOME PRACTICE (REMINDER): Assessment Book 46-49	(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 5A → PUFFY'S DAY OUT		
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: - Words and Meaning		
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 5A UNIT 3: PUFFY'S DAY OUT
LESSON 1.2

OBJECTIVES:

- Listen to the story without interruption
- Read and answer questions related to the story
- Echo read the story
- Learn speech words (other ways of saying 'say')

MATERIALS:

Workbook
Assessment Book

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

Puffy's going on an adventure
To see more of the beautiful world
Puffy's going on an adventure
To the faraway and open seas

Buppa buppa, buppa, buppa
Wuppa, Splash!
(2x)

See the fish and see the corals
Wuppa, Splash!
Under the wonderful deep blue sea

(2) READING:

Step 2: Storytelling 1

Step 3: Storytelling 2

- *In the beginning of the story, Puffy didn't like to go outside. Why do you think it is so?*
- *Can you describe Eddy? How old was he? Where did he live? What did he like to do?*
- *How did Eddy feel when he accidentally dropped Puffy into the sea?*
- *How do you think Puffy felt when he was dropped into the sea?*
- *Can you describe Puffy's encounter with the fish (crab, jellyfish, oysters, fisherman)?*
- *What would you do if you accidentally fell into the sea?*
- *Who saved Puffy? What did Eddy do to Puffy after he was saved?*
- *Why do you think Eddy liked to go outside after his adventure at sea?*
- *What is your favorite part of the story?*

Step 4: Group Echo Reading

(3) REVISION: Vocabulary Words

(4) ACTIVITY: Speech Words

Learn the different speech words (and how to express them correctly). Say the sentences in the appropriate manner.

Example: "Clumsy boy," muttered Puffy.

(mutter- to speak so softly as if speaking to yourself)

(5) CLASSROOM PRACTICE:

Workbook p40-51


(6) HOME PRACTICE (REMINDER):

Assessment Book 50-51

(7) CLOSING:

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

LESSON 1.2 (EXTENSION)

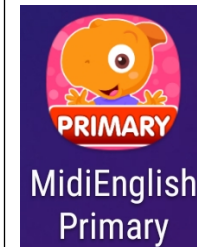
WHAT IS 'EFL MUSIC'?	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
MATERIALS	<p>'EFL Music' Software installed on teacher PC</p> 	LESSON GUIDE	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 5A – Unit 3 → Lesson 1</p> <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 5A UNIT 3: PUFFY'S DAY OUT

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: Puffy’s going on an adventure To see more of the beautiful world Puffy’s going on an adventure To the faraway and open seas	Buppa buppa, buppa, buppa Wuppa, *! (2x)	See the fish and see the corals Wuppa, Splash! Under the wonderful deep blue sea
Activity Song: *’s going on an adventure To see more of the beautiful * *’s going on an adventure To the faraway and open *	Buppa buppa, buppa, buppa Wuppa, *! (2x)	See the <u>1) fish and see the corals</u> <u>2) eel and see the oyster</u> <u>3) squid and see the dolphin</u> Wuppa, Splash! Under the wonderful deep blue sea
(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 Word, Speech 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: An adverb of manner tells us how something happens. It gives us more information to how an action is carried out, and thus gives us a better description of a situation. Say: “Alice dropped a glass.” Can you give more information about how Alice dropped the glass? (Alice <u>accidentally/ purposely</u> dropped the glass.) It tells us that either Alice accidentally or purposely dropped the glass. It makes a difference on the intention of Alice.” Activity: Learn more examples using adverbs of manner.		
(6) CLASSROOM PRACTICE: Workbook p52-54	(7) HOME PRACTICE (REMINDER): Assessment Book p52-53	(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 5A → PUFFY'S DAY OUT		
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: - Listening Quiz		
10 min	Go 'Say' section in the App → Do the following: - Read the Sentences (Speech Recognition)		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

LEVEL 5A UNIT 3: PUFFY'S DAY OUT
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"> Express using adverbs of manner Write a recount Learn homophones: bear-bare, see-sea, need-knead, so-sew, fur-fir 	MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Puffy's going on an adventure To see more of the beautiful world Puffy's going on an adventure To the faraway and open seas	Buppa buppa, buppa, buppa Wuppa, *! (2x)	See the fish and see the corals Wuppa, Splash! Under the wonderful deep blue sea
Activity Song: *s going on an adventure To see more of the beautiful * *s going on an adventure To the faraway and open *	Buppa buppa, buppa, buppa Wuppa, *! (2x) See the	<u>1) fish and see the corals</u> <u>2) eel and see the oyster</u> <u>3) squid and see the dolphin</u> Wuppa, Splash! Under the wonderful deep blue sea
(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, Speech Words, Adverbs of Manner	
	(4) ACTIVITY 1: Listening 1: Who Said This? Turn to Workbook p55. Listen and identify who said those words. Click 'Show Me' on the top right corner to reveal the answers.	
	(5) ACTIVITY 2: Listening 2: What Would Puffy Say? Turn to Workbook p56. Listen to the question and guess what Puffy would say? Click 'See Answers' on the top right corner to reveal the answers.	
(6) ACTIVITY 3: Speaking: Adverbs of Manner Speak using adverbs of manner. Add adverbs of manner to each situation in order to give a better description of the situation. <i>Example:</i> Grace ate <u>greedily</u> . or Grace ate <u>hungrily</u> . or Grace ate <u>hastily</u> .	(7) ACTIVITY 4: Writing: Puffy's Adventure (Recount) Turn to Workbook p59-60. Retell the story "Puffy's Day Out." Using the adverbs of manner phrases, write in the order in which things happened (refer to the storybook if necessary).	(8) ACTIVITY 5: Homophones Introduce each pair of homophones. Read the sentence and talk about the differences in the meaning of the words (some words may have more than one meaning, depending on the context of the sentence). Invite students to make sentences with each word.
(9) CLASSROOM PRACTICE: Workbook p61-63 (Homophones)	(10) HOME PRACTICE (REMINDER): Workbook p57-58 (Speaking Practice) Assessment Book p54-57 (Homophones)	(11) CLOSING: Step 4 & 5: Group Echo & Shadow Reading (with student's storybook)

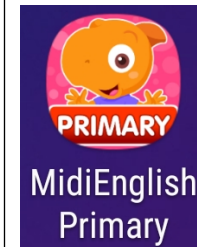
LESSON 2.2 (EXTENSION)

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 5A – 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 5A UNIT 3: PUFFY'S DAY OUT
LESSON 3.1

OBJECTIVES: <ul style="list-style-type: none"> Paired reading Revise articles (a, an, the) Revise quantifiers (few, many, little, some, much, no, both, all) 		MATERIALS: *Grammar Book * <i>For schools that have purchased Grammar Book</i>
(1) TUNING-IN: Sing-a-long: Puffy's going on an adventure To see more of the beautiful world Puffy's going on an adventure To the faraway and open seas	Buppa buppa, buppa, buppa Wuppa, *! (2x)	See the fish and see the corals Wuppa, Splash! Under the wonderful deep blue sea
Activity Song: *'s going on an adventure To see more of the beautiful * *'s going on an adventure To the faraway and open *	Buppa buppa, buppa, buppa Wuppa, *! (2x) See the	<u>1) fish and see the corals</u> <u>2) eel and see the oyster</u> <u>3) squid and see the dolphin</u> Wuppa, Splash! Under the wonderful deep blue sea
(2) READING: Start with group reading if necessary Step 6: Paired Reading	(3) ACTIVITY: Articles (revision) Pre-activity: Write on a whiteboard: a, an, the. Invite students to make statements using the articles. Example: <i>This is <u>a</u> banana tree.</i> <i>This is <u>an</u> apple tree.</i> <i>This is <u>the</u> apple tree that my grandfather planted.</i> Activity: Review the lesson and exercise.	(4) ACTIVITY 2: Quantifiers (revision) Pre-activity: Write on a whiteboard: a few, many, some, a little, much, no, both. Invite students to make sentences with the quantifiers. Group the quantifiers into: - for countable nouns (a few, many, both, each, every) - for uncountable nouns (a little, much) - for both countable and countable nouns (some, no, all) Activity: Review the lesson and exercise.
(5) CLASSROOM PRACTICE: Grammar Book p40-44	(6) HOME PRACTICE (REMINDER): Review lesson Grammar Book 4-41	(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 5A → PUFFY'S DAY OUT		
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: - Meaning of Speech Words - Adjectives / Adverb Manner - What's The Answer - 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 5A UNIT 3: PUFFY'S DAY OUT
LESSON 3.2

OBJECTIVES: <ul style="list-style-type: none"> Individual reading Learn the zero article Learn the quantifiers (each, every) 		MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i>
(1) TUNING-IN: Sing-a-long: Puffy's going on an adventure To see more of the beautiful world Puffy's going on an adventure To the faraway and open seas	Buppa buppa, buppa, buppa Wuppa, *! (2x)	See the fish and see the corals Wuppa, Splash! Under the wonderful deep blue sea
Activity Song: *'s going on an adventure To see more of the beautiful * *'s going on an adventure To the faraway and open *	Buppa buppa, buppa, buppa Wuppa, *! (2x) See the	<u>1) fish and see the corals</u> <u>2) eel and see the oyster</u> <u>3) squid and see the dolphin</u> Wuppa, Splash! Under the wonderful deep blue sea
(2) READING: Start with group reading if necessary Step 6: Individual Reading	(3) ACTIVITY 1: Zero article Pre-activity: Write on a whiteboard: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <i>a, an, the</i> <i>There is <u>a banana</u> and <u>an apple</u> on the teacher's desk.</i> </div> Say: "We use articles for these nouns. However, we do not need to use articles for some nouns. We call them 'zero article'. Let's learn more about them." Activity: Go through the lesson and exercise.	(4) ACTIVITY 2: Quantifier (each, every) Pre-activity: Write on a whiteboard: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <u>No pillows</u> are on the bed. <u>Both pillows</u> are on the bed. <u>All pillows</u> are on the bed. </div> Invite students to highlight the differences in the usage of the articles no, both and all. Activity: Go through the lesson and exercise.
(5) CLASSROOM PRACTICE: Grammar Book p45-49 (zero article) Grammar Book p50-57 (quantifiers)	(6) HOME PRACTICE (REMINDER): Review lessons Grammar Book p45 (zero article) Grammar Book p50 (each, every) Grammar Book p58-59 (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 5A – 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>

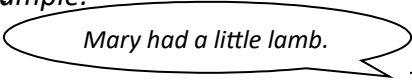
LEVEL 5A UNIT 3: PUFFY'S DAY OUT
LESSON 4.1

OBJECTIVES: <ul style="list-style-type: none">Record readingLearn to give directions		MATERIALS: *Speaking & Writing Book * For schools that have purchased the Speaking and Writing Book
(1) TUNING-IN: Sing-a-long: Puffy’s going on an adventure To see more of the beautiful world Puffy’s going on an adventure To the faraway and open seas	Buppa buppa, buppa, buppa Wuppa, *! (2x)	See the fish and see the corals Wuppa, Splash! Under the wonderful deep blue sea
Activity Song: *’s going on an adventure To see more of the beautiful * *’s going on an adventure To the faraway and open *	Buppa buppa, buppa, buppa Wuppa, *! (2x) See the	<u>1) fish and see the corals</u> <u>2) eel and see the oyster</u> <u>3) squid and see the dolphin</u> Wuppa, Splash! Under the wonderful deep blue sea
(2) READING: Start with group reading if necessary Record reading	(3) ACTIVITY 1: Giving Directions Pre-activity: Review these prepositions: <i>behind, in front of, next to, between, across, on the corner</i> Make sentences with them (& illustrate on a whiteboard with simple shapes; there may be more than one correct way of expressing the locations).	
(4) ACTIVITY 2: Role-Play with Friends Turn to Speaking and Writing Book p26-27. Pair up the students. Role-play the dialogue.	<div><div><div></div><div></div><div></div></div><div><div></div><div></div></div></div> <p>Example: the square is <u>behind</u> the rectangle the circle is <u>on the corner</u></p>	
(5) CLASSROOM PRACTICE: Talk about Your Neighborhood Pre-activity: Draw a map of one’s own neighborhood. It can be real or made up. Use the tips on p28. Activity: Pair up the students. Turn to p29 and study the maps. Take turns to ask each other how to get around in one’s neighborhood.	(6) HOME PRACTICE (REMINDER): Review dialogue Speaking and Writing Book p24-25	
	(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 5A → PUFFY'S DAY OUT → 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 5A UNIT 3: PUFFY'S DAY OUT
LESSON 4.2

OBJECTIVES: <ul style="list-style-type: none"> Record reading Write directions Use speech words Use adverbs of manner 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: Puffy's going on an adventure To see more of the beautiful world Puffy's going on an adventure To the faraway and open seas	Buppa buppa, buppa, buppa Wuppa, *! (2x)	See the fish and see the corals Wuppa, Splash! Under the wonderful deep blue sea
Activity Song: *'s going on an adventure To see more of the beautiful * *'s going on an adventure To the faraway and open *	Buppa buppa, buppa, buppa Wuppa, *! (2x) See the	<u>1) fish and see the corals</u> <u>2) eel and see the oyster</u> <u>3) squid and see the dolphin</u> Wuppa, Splash! Under the wonderful deep blue sea
(2) READING: Start with group reading if necessary Record reading	(3) CLASSROOM PRACTICE 1: Puffy's Day Out in the City Pre-activity: Turn to Speaking and Writing Book p30. Study the map. Teacher asks random questions to locate a place on the map (starting point: 'Puffy is here'). <i>Example:</i> Q: <i>Where is the library?</i> A: <u>Walk straight</u> along Main Street and <u>turn right</u> into York Street. The library is <u>behind</u> the café <u>on the corner</u> . Activity: Turn to Speaking and Writing Book p31 and answer the questions.	(4) CLASSROOM PRACTICE 2: Speech Words Pre-activity: Turn to p32-33. Read through the speech words that help to express the different feelings. Express a statement using the different speech words. <i>Example:</i>  <i>(said, laughed, shouted, trembled, sobbed, whispered, boasted, argued)</i> Activity: Turn to p34 and use appropriate speech words for the sentence
(5) CLASS TEST: Unit 3 Assessment Assessment Book p58-66	(6) HOME PRACTICE (REMINDER): Speaking & Writing Book p35-36	(7) CLOSING: Review reading if necessary (with student's storybook)

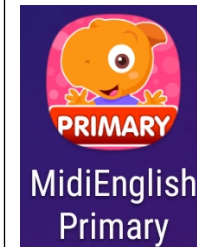
LESSON 4.2 (EXTENSION)

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 5A – 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 5A UNIT 4: ALVIN THE SUPERHERO
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 the vocabulary words 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: I want to be a superhero To show the world what it takes to save the day I want to be a superhero Got to keep on trying, be the best somehow	You want to be a superhero To show the world what it takes to save the day You want to be a superhero Got to keep on trying, be the best somehow Learn every day and be knowledgeable	To be wise and stay out of trouble's way (repeat) We want to be superheroes To show the world what it takes to save the day We want to be superheroes Got to keep on trying, be the best somehow
(2) READING: Step 1: Picture Walk <ul style="list-style-type: none"> <i>Describe the boy. What do you think he's trying to be?</i> <i>Have you ever imagined yourself to be a superhero? What would you like to do if you were a superhero?</i> <i>What did the sign say? What happened? Was the boy's action right or wrong?</i> <i>What do you think happened at the end of the story?</i> Step 2: Storytelling 1 Step 4: Group Echo Reading (optional)		
(3) ACTIVITY 1: Words: Alvin the Superhero Listen to all the words without interruption. Listen again and invite students to say the words. <ul style="list-style-type: none"> Pay attention to the pronunciation of words. Click the highlighted word to learn about the meaning. Repeat listening and saying the words when necessary.	(4) ACTIVITY 2: Word Builder Pre-activity: Work on Workbook p68-69 first (use a dictionary to find out the meaning of the words). Activity: Divide students into 2 groups. Each group takes turns to read the definition and guess the word. Spell the word correctly. Record their scores and the group with the higher scores wins.	(5) ACTIVITY 3: Complete the Sentences Fill in the sentences using the vocabulary words learned earlier.
(6) CLASSROOM PRACTICE: Workbook p67-69	(7) HOME PRACTICE (REMINDER): Assessment Book p68-71	(8) 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 5A → ALVIN THE SUPERHERO		
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: - Words and Meaning		
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 5A UNIT 4: ALVIN THE SUPERHERO
LESSON 1.2

OBJECTIVES: <ul style="list-style-type: none"> Listen to the story without interruption Read and answer questions related to the story Learn phrasal verbs 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: I want to be a superhero To show the world what it takes to save the day I want to be a superhero Got to keep on trying, be the best somehow	You want to be a superhero To show the world what it takes to save the day You want to be a superhero Got to keep on trying, be the best somehow Learn every day and be knowledgeable	To be wise and stay out of trouble's way (repeat) We want to be superheroes To show the world what it takes to save the day We want to be superheroes Got to keep on trying, be the best somehow
(2) READING: Step 2: Storytelling 1 Step 3: Storytelling 2 <ul style="list-style-type: none"> <i>What did Alvin pretend to be?</i> <i>Describe the 'silly' things that Alvin did? Why do you think his actions were wrong?</i> <i>What would you say to Alvin if you were the old lady (shopkeeper, park warden, the children on the roller coaster ride, ladies in the toilet)?</i> <i>Did Alvin learn his lesson? What lesson(s) did he learn?</i> <i>Share some reasons that it is important to go to school.</i> Step 4: Group Echo Reading		(3) REVISION: Vocabulary Words (4) ACTIVITY: Phrasal Verbs Pre-activity: Say: "I <u>put</u> (verb) my eyeglasses on the table." Then say: "I <u>put on</u> (phrasal verb) my eyeglasses." Highlight the differences of the words 'put (to place something down) vs put on (to wear something)'. Explain that phrasal verbs often have different meaning from the original verbs. Activity: Learn more phrasal verbs and their meanings.
(5) CLASSROOM PRACTICE: Workbook p70-73	(6) HOME PRACTICE (REMINDER): Assessment Book p72-73	(7) CLOSING: Step 4: Group Echo Reading (with student's storybook)

LESSON 1.2 (EXTENSION)

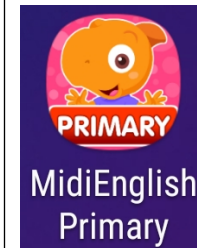
WHAT IS 'EFL MUSIC'?	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
MATERIALS	<p>'EFL Music' Software installed on teacher PC</p> 	LESSON GUIDE	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 5A – Unit 4 → Lesson 1</p> <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 5A UNIT 4: ALVIN THE SUPERHERO

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 more about question words (how, what, why) 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: I want to be a superhero To show the world what it takes to save the day I want to be a superhero Got to keep on trying, be the best somehow	You want to be a superhero To show the world what it takes to save the day You want to be a superhero Got to keep on trying, be the best somehow Learn every day and be knowledgeable	To be wise and stay out of trouble's way (repeat) We want to be superheroes To show the world what it takes to save the day We want to be superheroes Got to keep on trying, be the best somehow
Activity Song: I want to be a * To show the * what it takes to save the day I want to be a * Got to keep on trying, be the best somehow	You want to be a * To show the * what it takes to save the day You want to be a * Got to keep on trying, be the best somehow Learn every day and be knowledgeable	To be wise and stay out of trouble's way (repeat) We want to be * To show the * what it takes to save the day We want to be * Got to keep on trying, be the best somehow
(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? 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, Phrasal Verbs	(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: Question Words Pre-activity: Say: "Do you like rainbows?" (wait for students' response). Next, ask and write on whiteboard: <ul style="list-style-type: none"> <u>Why</u> do you like rainbows? <u>What</u> are the colors of the rainbow? <u>How</u> is a rainbow formed? After students' share their answers, ask them what are the question words in each question. Underline the question words. Say: "We use the question words 'Why, What & How' to ask different kinds of questions." Activity: Learn more about question words.		
(6) CLASSROOM PRACTICE: Workbook p74-76	(7) HOME PRACTICE (REMINDER): Assessment Book p74-75	(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 5A → ALVIN THE SUPERHERO		
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 5A UNIT 4: ALVIN THE SUPERHERO
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 with question words • Learn homophones: dear-deer, you-ewe, we'll-will, knight-night, break-brake 	MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: I want to be a superhero To show the world what it takes to save the day I want to be a superhero Got to keep on trying, be the best somehow	You want to be a superhero To show the world what it takes to save the day You want to be a superhero Got to keep on trying, be the best somehow Learn every day and be knowledgeable	To be wise and stay out of trouble's way (repeat) We want to be superheroes To show the world what it takes to save the day We want to be superheroes Got to keep on trying, be the best somehow
Activity Song: I want to be a * To show the * what it takes to save the day I want to be a * Got to keep on trying, be the best somehow	You want to be a * To show the * what it takes to save the day You want to be a * Got to keep on trying, be the best somehow Learn every day and be knowledgeable	To be wise and stay out of trouble's way (repeat) We want to be * To show the * what it takes to save the day We want to be * Got to keep on trying, be the best somehow
(2) READING: Start with group reading if necessary Step 3: Storytelling 2 <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)	(3) REVISION: Vocabulary Words, Phrasal Verbs, Question Words	
	(4) ACTIVITY 1: Listening 1: What Do the Signs Say? Turn to Workbook p77. Listen to the sentences and fill in the correct words on the signboards. Click 'See Answers' on the top right corner to reveal the answers.	
	(5) ACTIVITY 2: Listening 2: True or False Turn to Workbook p78. Listen to the sentences and circle True or False. Click 'See Answers' on the top right corner to reveal the answers.	
(6) ACTIVITY 3: Speaking: Asking Questions Look at the pictures one at a time and ask questions using 'What ,Why and How'.	(7) ACTIVITY 4: Writing: Questions Look at the pictures and write questions using 'What ,Why and How'.	(8) ACTIVITY 5: Homophones Introduce each pair of homophones. Read the sentence and talk about the differences in the meaning of the words (some words may have more than one meaning, depending on the context of the sentence). Invite students to make sentences with each word.
(9) CLASSROOM PRACTICE: Workbook p83-85 (Homophones)	(10) HOME PRACTICE (REMINDER): Workbook p79-80 (Speaking Practice) Assessment Book p76-79 (Homophones)	(11) CLOSING: Step 4 & 5: Group Echo & Shadow Reading (with student's storybook)

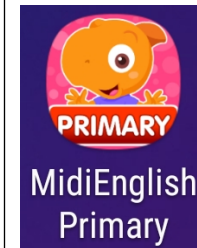
LESSON 2.2 (EXTENSION)

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 5A – 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 5A UNIT 4: ALVIN THE SUPERHERO
LESSON 3.1

OBJECTIVES: <ul style="list-style-type: none"> Paired reading Revise comparison of adjectives (more, most) Revise order of adjectives 		MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i>
(1) TUNING-IN: Sing-a-long: I want to be a superhero To show the world what it takes to save the day I want to be a superhero Got to keep on trying, be the best somehow	You want to be a superhero To show the world what it takes to save the day You want to be a superhero Got to keep on trying, be the best somehow Learn every day and be knowledgeable	To be wise and stay out of trouble's way (repeat) We want to be superheroes To show the world what it takes to save the day We want to be superheroes Got to keep on trying, be the best somehow
Activity Song: I want to be a * To show the * what it takes to save the day I want to be a * Got to keep on trying, be the best somehow	You want to be a * To show the * what it takes to save the day You want to be a * Got to keep on trying, be the best somehow Learn every day and be knowledgeable	To be wise and stay out of trouble's way (repeat) We want to be * To show the * what it takes to save the day We want to be * Got to keep on trying, be the best somehow
(2) READING: Start with group reading if necessary Step 6: Paired Reading	(3) ACTIVITY 1: Comparison of adjectives (revision) Pre-activity: Write on a whiteboard: <i>short, cute, easy, fat, beautiful</i> Invite students to form the comparative and superlative adjectives of the above words. Highlight the differences. Activity: Review the lesson and attempt the exercises.	(4) ACTIVITY 2: Order of adjectives (revision) Pre-activity: Draw a boy/ girl on a whiteboard. Invite students to use adjectives to describe him/ her. Write down the adjectives. Select some of the adjectives and order them correctly (refer to the order of adjectives chart). Example: <i>She is a <u>cute tall young</u> lady.</i> Activity: Review the lesson and attempt the exercises.
(5) CLASSROOM PRACTICE: Grammar Book p60-65 (comparison of adjectives) Grammar Book p66-68 (order of adjectives)	(6) HOME PRACTICE (REMINDER): Review lessons Grammar Book p60-61 (comparison of adjectives) Grammar Book p66 (order of adjectives)	(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 5A → ALVIN THE SUPERHERO		
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: - Meaning of Phrasal Verbs - Fill in Question 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 5A UNIT 4: ALVIN THE SUPERHERO
LESSON 3.2

OBJECTIVES: <ul style="list-style-type: none"> Individual reading Learn comparison of adjectives (irregular adjectives) 		MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i>
(1) TUNING-IN: Sing-a-long: I want to be a superhero To show the world what it takes to save the day I want to be a superhero Got to keep on trying, be the best somehow	You want to be a superhero To show the world what it takes to save the day You want to be a superhero Got to keep on trying, be the best somehow Learn every day and be knowledgeable	To be wise and stay out of trouble's way (repeat) We want to be superheroes To show the world what it takes to save the day We want to be superheroes Got to keep on trying, be the best somehow
Activity Song: I want to be a * To show the * what it takes to save the day I want to be a * Got to keep on trying, be the best somehow	You want to be a * To show the * what it takes to save the day You want to be a * Got to keep on trying, be the best somehow Learn every day and be knowledgeable	To be wise and stay out of trouble's way (repeat) We want to be * To show the * what it takes to save the day We want to be * Got to keep on trying, be the best somehow
(2) READING: Start with group reading if necessary Step 6: Individual Reading	(3) ACTIVITY: Irregular Comparatives & Superlatives Pre-activity: Explain to students that for some comparison of adjectives, they do not follow any rules. We call them irregular comparatives and irregular superlatives. Give some examples (refer to Grammar Book p69): <i>Jim is a <u>good</u> guitarist.</i> <i>John is a <u>better</u> guitarist.</i> <i>Jake is the <u>best</u> guitarist.</i> Activity: Go through the lesson and attempt the exercises.	
(4) CLASSROOM PRACTICE: Grammar Book p69-76	(5) HOME PRACTICE (REMINDER): Review lesson Grammar Book p69 Grammar Book p77-78 (summary)	(6) 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 5A – 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 5A UNIT 4: ALVIN THE SUPERHERO
LESSON 4.1

OBJECTIVES: <ul style="list-style-type: none"> Record reading Talking about clothes and accessories 		MATERIALS: *Speaking & Writing Book * <i>For schools that have purchased the Speaking and Writing Book</i>
(1) TUNING-IN: Sing-a-long: I want to be a superhero To show the world what it takes to save the day I want to be a superhero Got to keep on trying, be the best somehow	You want to be a superhero To show the world what it takes to save the day You want to be a superhero Got to keep on trying, be the best somehow Learn every day and be knowledgeable	To be wise and stay out of trouble's way (repeat) We want to be superheroes To show the world what it takes to save the day We want to be superheroes Got to keep on trying, be the best somehow
Activity Song: I want to be a * To show the * what it takes to save the day I want to be a * Got to keep on trying, be the best somehow	You want to be a * To show the * what it takes to save the day You want to be a * Got to keep on trying, be the best somehow Learn every day and be knowledgeable	To be wise and stay out of trouble's way (repeat) We want to be * To show the * what it takes to save the day We want to be * Got to keep on trying, be the best somehow
(2) READING: Start with group reading if necessary Record reading	(3) ACTIVITY 1: Clothes and Accessories Pre-activity: Stand in front of a student and make comments like this: <i>"That's a nice shirt."</i> Walk to another student and comment on his/her dressing. Ask students to look at themselves and their friends and brainstorm words that can be used to describe the clothes/ accessories that they wear. Write the adjectives down on a whiteboard. Activity: Listen and read the dialogue. Ask the following questions: <ul style="list-style-type: none"> <i>Can you describe the dress? ... the hat? ... the shoes? (nice, cute, sweet, pretty)</i> <i>Can you describe the sunglasses? (cool, round, cute, pretty, just the right size for the face)</i> <i>Can you describe the raincoat? (yellow, big, ugly, boring, keep dry)</i> <i>Do you like the dress (sunglasses, hat, shoes, raincoat)? Why?</i> 	
(4) ACTIVITY 2: Role-Play with Friends I Pair up the students. Turn to Speaking and Writing Book p40-41. Role-play the dialogue.		
(5) ACTIVITY 3: Role-play with Friends II Pair up the students. Turn to p42-43. Role-play the dialogue.	(6) HOME PRACTICE (REMINDER): Review dialogue Speaking and Writing Book p38-39	(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 5A → ALVIN THE SUPERHERO → 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 5A UNIT 4: ALVIN THE SUPERHERO
LESSON 4.2

OBJECTIVES: <ul style="list-style-type: none"> Record reading Work with adjectives; order of adjectives 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: I want to be a superhero To show the world what it takes to save the day I want to be a superhero Got to keep on trying, be the best somehow	You want to be a superhero To show the world what it takes to save the day You want to be a superhero Got to keep on trying, be the best somehow Learn every day and be knowledgeable	To be wise and stay out of trouble's way (repeat) We want to be superheroes To show the world what it takes to save the day We want to be superheroes Got to keep on trying, be the best somehow
Activity Song: I want to be a * To show the * what it takes to save the day I want to be a * Got to keep on trying, be the best somehow	You want to be a * To show the * what it takes to save the day You want to be a * Got to keep on trying, be the best somehow Learn every day and be knowledgeable	To be wise and stay out of trouble's way (repeat) We want to be * To show the * what it takes to save the day We want to be * Got to keep on trying, be the best somehow
(2) READING: Start with group reading if necessary Record reading	(3) CLASSROOM PRACTICE 1: Using Adjectives Turn to Speaking & Writing Book p44-45. Divide students into small groups. Brainstorm adjectives that can be used to describe people in the following categories: <ul style="list-style-type: none"> appearance behavior feelings size shape 	(4) CLASSROOM PRACTICE 2: Look and Describe Turn to p46-47. Describe Alvin the Superhero and Alvin the Student, using appropriate adjectives. Write in complete sentences.
(5) CLASS TEST: Unit 4 Assessment: Assessment Book p80-91	(6) HOME PRACTICE (REMINDER): Speaking & Writing Book p48-49	(7) CLOSING: Review reading if necessary (with student's storybook)

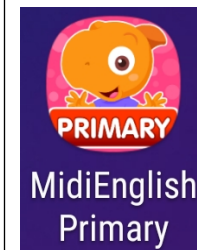
LESSON 4.2 (EXTENSION)

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 5A – 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 5A UNIT 5: WATER IS PRECIOUS
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: Water is precious, every drop counts (2x) Let’s go on a mission to save water	Clean water is important to everyone Yes! We should save water! Use only what’s needed	Yes! We should save water! It matters to everyone
(2) READING: Step 1: Picture Walk <ul style="list-style-type: none">• <i>Is water precious? Why?</i>• <i>What do you think the people are queuing up for? Why do you think they need to queue up for water?</i>• <i>How much water do you think we have on Earth? Is it enough for everyone in the present? ... for the future to come?</i>• <i>What are some of the uses of water?</i>• <i>How do you think we get clean water?</i>• <i>What can we do to save water?</i> Step 2: Storytelling 1 Step 4: Group Echo Reading (optional)		
(X) ACTIVITY 1: Words: Water is Precious Listen to all the words without interruption. Listen again and invite students to say the words. <ul style="list-style-type: none">• Pay attention to the pronunciation of words.• Click the highlighted word to learn about the meaning. Repeat listening and saying the words when necessary.	(X) ACTIVITY 2: Find the Words Pre-activity: Work on Workbook p90-91 first (use a dictionary to find out the meaning of the words). Activity: Divide students into 2 groups. Each group takes turns to read the definition and guess the word. Spell the word correctly. Record their scores and the group with the higher scores wins.	
(X) CLASSROOM PRACTICE: Workbook p89-91	(6) HOME PRACTICE (REMINDER): Assessment Book 92-95	(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 5A → WATER IS PRECIOUS		
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: - Words and Meaning		
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 5A UNIT 5: WATER IS PRECIOUS
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 more about antonyms (words with opposite meanings)		MATERIALS: Workbook Assessment Book								
(1) TUNING-IN: Sing-a-long: Water is precious, every drop counts (2x) Let’s go on a mission to save water	Clean water is important to everyone Yes! We should save water! Use only what’s needed	Yes! We should save water! It matters to everyone								
(2) READING: Step 2: Storytelling 1 Step 3: Storytelling 2 <ul style="list-style-type: none">• Who is Aabid Surti? What is his mission? Do you think he is a great man? Why?• Why did the poor often ignore leaks in the taps?	<ul style="list-style-type: none">• Do you know of some countries where there is shortage of water? ... people have to queue up for water?• Why do you think there is water shortage even though there is so much water on Earth’s surface?• How can we reduce our water footprint?	<ul style="list-style-type: none">• There are countries where clean water is scarce. Name those countries. How can we get water to the needy?• What are the ways we can get clean water, now and in the future?• Share the ways to save water. Step 4: Group Echo Reading								
(3) REVISION: Vocabulary Words	(4) ACTIVITY: Antonyms Pre-activity: Write words on the left column on a whiteboard: <table><tr><td>clean</td><td>? (dirty)</td></tr><tr><td>cheap</td><td>? (expensive)</td></tr><tr><td>difficult</td><td>? (easy)</td></tr><tr><td>safe</td><td>? (dangerous)</td></tr></table> Ask students to name words that have the opposite meanings to these words. Activity: Learn more about antonyms.		clean	? (dirty)	cheap	? (expensive)	difficult	? (easy)	safe	? (dangerous)
clean	? (dirty)									
cheap	? (expensive)									
difficult	? (easy)									
safe	? (dangerous)									
(5) CLASSROOM PRACTICE: Workbook p92-93	(6) HOME PRACTICE (REMINDER): Assessment Book p96-97	(7) CLOSING: Step 4: Group Echo Reading (with student’s storybook)								

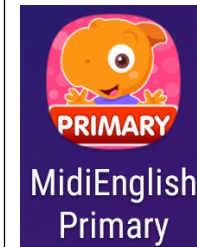
LESSON 1.2 (EXTENSION)

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 5A – 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 5A UNIT 5: WATER IS PRECIOUS
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 to 'count' uncountable nouns • Learn adverbs of frequency 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Water is precious, every drop counts (2x) Let's go on a mission to save water	Clean water is important to everyone Yes! We should save water! Use only what's needed	Yes! We should save water! It matters to everyone
Activity Song: * is precious, every * counts (2x) Let's go on a mission to save *	Clean * is important to * Yes! We should save *! Use only what's needed	Yes! We should save *! It matters to *
(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, Antonyms	
	(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: Adverbs of Frequency Pre-activity: Say: <i>"I eat three meals <u>every day</u>.</i> <i>I go for a swim <u>every week</u>.</i> <i>I celebrate my birthday <u>every year</u>.</i> <i>How often do I eat? (every day) ... I swim? (every week) ... I celebrate my birthday? (every year) I am using adverbs of frequency to tell you how often something happens."</i> Activity: Learn the different adverbs of frequency.	(5) ACTIVITY 2: Counting Uncountable Nouns Pre-activity: Review uncountable nouns. Ask students to give examples of uncountable nouns (things that cannot be counted). Explain that in order to count uncountable nouns, we can add a counter before the noun. It is like putting uncountable contents into containers to make them countable. <i>Example:</i> <i>a glass of water, two glasses of water</i> <i>a plate of rice, two plates of rice</i> Activity: Learn more about counting uncountable nouns	
(7) CLASSROOM PRACTICE: Workbook p94-96 (counting uncountable nouns) Workbook p97-98 (adverbs of frequency)	(8) HOME PRACTICE (REMINDER): Assessment Book p98-99 (counting uncountable nouns) Assessment Book p100-101 (adverbs of frequency)	(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 5A → WATER IS PRECIOUS		
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 5A UNIT 5: WATER IS PRECIOUS
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"> Prepare, write and make a classroom presentation Learn homophones: leak-leek, maize-maze, air-heir, way-weigh, no-know 	MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Water is precious, every drop counts (2x) Let's go on a mission to save water	Clean water is important to everyone Yes! We should save water! Use only what's needed	Yes! We should save water! It matters to everyone
Activity Song: * is precious, every * counts (2x)	Let's go on a mission to save * Clean * is important to *	Yes! We should save *! Use only what's needed Yes! We should save *! It matters to *
(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, Antonyms, Counting Uncountable Nouns, Adverbs of Frequency	
	(4) ACTIVITY 1: Listening 1: What Is It Called? Turn to Workbook p99. Listen to the descriptions and fill in the correct names. 'See Answers' on the top right corner to reveal the answers.	
	(5) ACTIVITY 2: Listening 2: True or False Turn to Workbook p100. Listen to the sentences and circle True or False. Click 'See Answers' on the top right corner to reveal the answers.	
(6) ACTIVITY 3: Writing: Presentation Pre-activity: Divide students into small groups to work on a classroom presentation "Water is Precious". Refer to the questions on Workbook p101 to help plan out the presentation and to express the position that water is indeed precious. Write down the possible answers on a blank piece of paper. Activity: Turn to Workbook p103-104 to complete the essay "Water is Precious."	(7) ACTIVITY 4: Speaking: Presentation Pre-activity: Prepare for a speaking presentation (refer to Workbook p102). Turn to Workbook p103-104. With the written essay, prepare the presentation by writing down on index cards the main ideas the group wants to share about the topic "Water is Precious." Activity: Select a spokesperson from each group to make a presentation. Practice and present with clarity and confidence.	(8) ACTIVITY 5: Homophones Introduce each pair of homophones. Read the sentence and talk about the differences in the meaning of the words (some words may have more than one meaning, depending on the context of the sentence). Invite students to make sentences with each word.
(9) CLASSROOM PRACTICE: Workbook p105-107 (Homophones)	(10) HOME PRACTICE (REMINDER): Assessment Book p102-105 (Homophones)	(11) CLOSING: Step 4 & 5: Group Echo & Shadow Reading (with student's storybook)

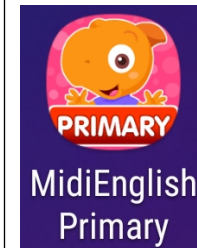
LESSON 2.2 (EXTENSION)

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 5A – 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 5A UNIT 5: WATER IS PRECIOUS
LESSON 3.1

OBJECTIVES: <ul style="list-style-type: none"> Paired reading Learn question words (who, what, when, where) 		MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i>
(1) TUNING-IN: Sing-a-long: Water is precious, every drop counts (2x) Let's go on a mission to save water	Clean water is important to everyone Yes! We should save water! Use only what's needed	Yes! We should save water! It matters to everyone
Activity Song: * is precious, every * counts (2x) Let's go on a mission to save *	Clean * is important to * Yes! We should save *! Use only what's needed	Yes! We should save *! It matters to *
(2) READING: Start with group reading if necessary Step 6: Paired Reading	(3) ACTIVITY: who, what, when, where Pre-activity: Write on a whiteboard: <i>who, what, when, where</i> Invite students to create questions starting with these questions words. Activity: Review the lesson and attempt the exercises.	
(4) CLASSROOM PRACTICE: Grammar Book p79-83	(5) HOME PRACTICE (REMINDER): Review lesson Grammar Book p79	(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 5A → WATER IS PRECIOUS		
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: - Pick Correct Antonyms - Counting Uncountable		
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 5A UNIT 5: WATER IS PRECIOUS
LESSON 3.2

OBJECTIVES: <ul style="list-style-type: none"> Individual reading Learn question words (why, which, how) 		MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i>
(1) TUNING-IN: Sing-a-long: Water is precious, every drop counts (2x) Let's go on a mission to save water	Clean water is important to everyone Yes! We should save water! Use only what's needed	Yes! We should save water! It matters to everyone
Activity Song: * is precious, every * counts (2x) Let's go on a mission to save *	Clean * is important to * Yes! We should save *! Use only what's needed	Yes! We should save *! It matters to *
(2) READING: Start with group reading if necessary Step 6: Individual Reading	(X) ACTIVITY: why, which, how Pre-activity: Write on a whiteboard: <i>why, which, how</i> Invite students to create questions starting with these questions words. Activity: Go through the lesson and attempt the exercises.	
(X) CLASSROOM PRACTICE: Grammar Book p84-91	(6) HOME PRACTICE (REMINDER): Review lesson Grammar Book p84 Grammar Book p96 (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 5A – 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 5A UNIT 5: WATER IS PRECIOUS
LESSON 4.1

OBJECTIVES: <ul style="list-style-type: none"> Record reading Giving advice 		MATERIALS: *Speaking & Writing Book <i>* For schools that have purchased the Speaking and Writing Book</i>
(1) TUNING-IN: Sing-a-long: Water is precious, every drop counts (2x) Let's go on a mission to save water	Clean water is important to everyone Yes! We should save water! Use only what's needed	Yes! We should save water! It matters to everyone
Activity Song: * is precious, every * counts (2x) Let's go on a mission to save *	Clean * is important to * Yes! We should save *! Use only what's needed	Yes! We should save *! It matters to *
(2) READING: Start with group reading if necessary Record reading	(3) ACTIVITY 1: Save Water and Electricity Pre-activity: Invite students to discuss the following questions: <i>We need to save water.</i> <ul style="list-style-type: none"> <i>What should we do when we brush our teeth?</i> <i>What should we do when we take a bath?</i> <i>What should we do when we feel hot?</i> <i>What should we do when we leave a room?</i> <i>What should we do when we wash the dishes?</i> Activity: Listen and read the dialogue. Ask the following questions: <ul style="list-style-type: none"> <i>What did the son (daughter, husband) do? What was Mom's advice? What would you have done?</i> <i>Why should we remind one another to save water? Talk about other ways to save water/ electricity in those situations.</i> 	
(4) ACTIVITY 2: Role-play with friends Pair up the students. Turn to Speaking & Writing Book p52-53. Take turns to give advice using the given language structure: <ul style="list-style-type: none"> <i>Don't ...</i> <i>You should ... instead.</i> <i>We can save water/ electricity this way.</i> 		
(5) CLASSROOM PRACTICE: Read and Write Turn to Speaking & Writing Book p54-55. Give advice on how to save water and electricity.	(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 5A → WATER IS PRECIOUS → 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 5A UNIT 5: WATER IS PRECIOUS
LESSON 4.2

OBJECTIVES: <ul style="list-style-type: none"> Record reading Learn to write persuasive essays 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: Water is precious, every drop counts (2x) Let's go on a mission to save water	Clean water is important to everyone Yes! We should save water! Use only what's needed	Yes! We should save water! It matters to everyone
Activity Song: * is precious, every * counts (2x) Let's go on a mission to save *	Clean * is important to * Yes! We should save *! Use only what's needed	Yes! We should save *! It matters to *
(2) READING: Start with group reading if necessary Record reading	(3) CLASSROOM PRACTICE 1: Persuasive Writing Pre-activity: Turn to Speaking and Writing Book p56. Go through the steps of how to write a persuasive essay (to convince readers regarding a particular topic). Activity: Turn to p57. Discuss the questions as a class. Give reasons to support the different points of view.	(4) CLASSROOM PRACTICE 2: Persuasive Writing Plan Complete the persuasive writing plan. Refer to the storybook "Water is Precious", if necessary.
(5) CLASS TEST: Unit 5 Assessment Assessment Book p106-117	(6) HOME PRACTICE (REMINDER): Speaking & Writing Book p60-61	(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 5A – 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>