






LESSON GUIDE

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LEVEL 6A UNIT 1: THE CROWN IN THE CAVE
LESSON 1.1

OBJECTIVES:

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

MATERIALS:

Workbook
Assessment Book

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

I'm Arnold the knight
I'm as strong as can be
No knight is as fearless as me
I'm clever, strong and really brave
I'll take the crown from the dragon's cave
A scream (a scream)

A crunch (a crunch)
A puff and then silence from the dragon's cave
(repeat)
I'm Han the athlete
I'm as ready as can be
No athlete is as fast as me

I'm clever, strong and really brave
I'll take the crown from the dragon's cave
I'm Fabian the thief
I'm as quiet as can be
No thief is as sneaky as me
I'm clever, strong and really brave
I'll take the crown from the dragon's cave

(2) READING:

Step 1: Picture Walk

- *What do you think the story is about?*
- *Can you describe the dragon? Do you think it is a good or bad dragon? What were its powers?*
- *Describe the knight? ... the athlete, ... the thief? What were their capabilities?*
- *The three men went into the dragon's cave. Why did they go into the cave? What do you think happened to them?*
- *What did the three children decide to do? Do you think parents were worried?*
- *The children also went into the dragon's cave. What did they manage to do?*

Step 2: Storytelling 1

Step 4: Group Echo Reading (optional)

(3) ACTIVITY 1: Words: The Crown in the Cave

Listen to all the words without interruption. Listen again and invite students to say the words.

- 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 score 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 6A → THE CROWN IN THE CAVE		
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 6A UNIT 1: THE CROWN IN THE CAVE
LESSON 1.2

OBJECTIVES:

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

MATERIALS:

Workbook
Assessment Book

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

I'm Arnold the knight
I'm as strong as can be
No knight is as fearless as me
I'm clever, strong and really brave
I'll take the crown from the dragon's cave

A scream (a scream)
A crunch (a crunch)
A puff and then silence
from the dragon's cave
(repeat)

I'm Hans the athlete
I'm as ready as can be
No athlete is as fast as me
I'm clever, strong and really brave
I'll take the crown from the dragon's cave

I'm Fabian the thief
I'm as quiet as can be
No thief is as sneaky as me
I'm clever, strong and really brave
I'll take the crown from the dragon's cave

(2) READING:

Step 2: Storytelling 1

Step 3: Storytelling 2

- *What was the reward of bringing the crown out of the cave?*
- *Why was it difficult to take the crown out of the cave?*
- *Talk about the knight, the athlete and the thief. What happened to them in the end?*
- *What would you have done if you were one of the three men?*
- *What did Sally learn about the dragon? What did the three children make? How did they prepare themselves before going into the cave?*
- *Why do you think the children were not worried or scared at all? Why were their parents worried for them?*
- *What happened in the end? What do you think happened to the dragon in the end?*
- *What do you think the children will do as rulers of the land? What would you do if you were a ruler of a land?*

Step 4: Group Echo Reading

(3) REVISION: Vocabulary Words

(4) ACTIVITY: Similes

Pre-activity: Say: *"I am as cool as a cucumber. Do I mean that I look like a cucumber? What do you think is the meaning? (I am saying that I am calm and undisturbed. I compare myself to a cucumber that is light, cool and refreshing) What other words can you associate with 'cool'?"*

Invite students to complete these similes:

- as cool as ...
- as hot as ...

Activity: Learn more similes.

(5) CLASSROOM PRACTICE:

Workbook p6-8

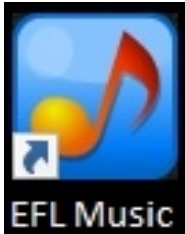
(6) HOME PRACTICE (REMINDER):

Assessment Book p5-7

(7) CLOSING:

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

LESSON 1.2 (EXTENSION)

WHAT IS 'EFL MUSIC'?	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
MATERIALS	<p>'EFL Music' Software installed on teacher PC</p> 	LESSON GUIDE	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 6A – 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 6A UNIT 1: THE CROWN IN THE CAVE
LESSON 2.1

OBJECTIVES:

- Read and answer questions related to the story
- Shadow read the story
- Attempt the comprehension questions
- Learn about words that end with –ess (suffix)
- Learn conditional sentences (If ...,)

MATERIALS:

Workbook
Assessment Book

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

I'm Arnold the knight
I'm as strong as can be
No knight is as fearless as me
I'm clever, strong and really brave
I'll take the crown from the dragon's cave

A scream (a scream)
A crunch (a crunch)
A puff and then silence from
the dragon's cave
(repeat)

I'm Hans the athlete
I'm as ready as can be
No athlete is as fast as me
I'm clever, strong and really brave
I'll take the crown from the dragon's cave

I'm Fabian the thief
I'm as quiet as can be
No thief is as sneaky as me
I'm clever, strong and really brave
I'll take the crown from the dragon's cave

Activity song:

I'm Arnold the *
I'm as strong as can be
No * is as 1. fearless
2. daring 3. gutsy as me
I'm clever, strong and really brave
I'll take the * from the *'s cave

A scream (a scream)
A crunch (a crunch)
A puff and then silence from
the *'s cave
(repeat)

I'm Hans the *
I'm as ready as can be
No * is as 1. fast 2. quick
3. swift as me
I'm clever, strong and really brave
I'll take the * from the *'s cave

I'm Fabian the *
I'm as quiet as can be
No * is as 1. sneaky
2. nimble 3. skilful as me
I'm clever, strong and really brave
I'll take the * from the *'s cave

(2) READING:

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

(3) REVISION:

Vocabulary Words & Similes

(4) ACTIVITY 1: Comprehension

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

(5) ACTIVITY 2: Suffix (-less)

Pre-activity: Write these words on a whiteboard:

fear, home, hair

Ask students what the words mean.

Next, add -less to each of the words.

fearless, homeless,
hairless

Ask students what the words mean this time. (-less means 'without').

Activity: Turn to Workbook p9. Read through the words and understand their meanings. Learn more about suffix (-less).

(6) ACTIVITY 3: Conditionals

Pre-activity: Say: "If I feel itchy, I will scratch myself." 'If' is used to specify a condition (if I feel itchy) that leads to a particular result (I will scratch myself). Invite students to continue the sentence:

- If I am hungry, ...
- If I am late for school, ...
- If I throw up, ...

Activity: Learn more about conditionals.

(7) CLASSROOM PRACTICE:

Workbook p9-10 (suffix)
Workbook p11-12 (conditionals)

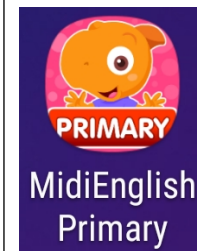
(8) HOME PRACTICE (REMINDER):

Assessment Book p7 (suffix)
Assessment Book p8 (conditionals)

(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 6A → THE CROWN IN THE CAVE		
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 6A UNIT 1: THE CROWN IN THE CAVE
LESSON 2.2

OBJECTIVES: <ul style="list-style-type: none"> Retell the story Echo or Shadow read with Variations Learn to listen to instructions and act on them 		<ul style="list-style-type: none"> Introduce characters (people) Write an account about one's hero Learn homophones: be-bee, hare-hair, flower-flour, soot-suit, toe-tow 	MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: I'm Arnold the knight I'm as strong as can be No knight is as fearless as me I'm clever, strong and really brave I'll take the crown from the dragon's cave	A scream (a scream) A crunch (a crunch) A puff and then silence from the dragon's cave (repeat)	I'm Hans the athlete I'm as ready as can be No athlete is as fast as me I'm clever, strong and really brave I'll take the crown from the dragon's cave	I'm Fabian the thief I'm as quiet as can be No thief is as sneaky as me I'm clever, strong and really brave I'll take the crown from the dragon's cave
Activity song: I'm Arnold the * I'm as strong as can be No * is as <u>1. fearless</u> <u>2. daring</u> <u>3. gutsy</u> as me I'm clever, strong and really brave I'll take the * from the *'s cave	A scream (a scream) A crunch (a crunch) A puff and then silence from the *'s cave (repeat)	I'm Hans the * I'm as ready as can be No * is as <u>1. fast</u> <u>2. quick</u> <u>3. swift</u> as me I'm clever, strong and really brave I'll take the * from the *'s cave	I'm Fabian the * I'm as quiet as can be No * is as <u>1. sneaky</u> <u>2. nimble</u> <u>3. skilful</u> as me I'm clever, strong and really brave I'll take the * from the *'s cave
(2) READING: Start with group reading if necessary Step 3: Storytelling 2 <ul style="list-style-type: none"> <i>Invite a student to retell the story in his own words.</i> Step 4 & 5: Group Echo/ Shadow Reading with Variations (eg. girls vs boys, 1 student vs all students)	(3) REVISION: Vocabulary Words, Similes, Suffix (less), Conditionals	(4) ACTIVITY 1: Listening 1: Identify the Characters Turn to Workbook p13. Listen and identify the characters. Write in complete sentences. Click 'See Answers' on the top right corner to reveal the answers.	(5) ACTIVITY 2: Listening 2: Listening Comprehension Turn to Workbook p14. Listen to the passage and answer the questions. Click 'See Answers' on the top right corner to reveal the answers.
		(6) ACTIVITY 3: Speaking: Introducing Characters Introduce the characters in the given language structure: <ul style="list-style-type: none"> I/ I've ... I'm as ... as can be. No ... is as ... as me. 	(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.
(7) ACTIVITY 4: Writing: My Hero Turn to Workbook p17-18. Write an essay about one's hero with the given guidelines.			
(9) CLASSROOM PRACTICE: Workbook p19-21 (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 6A – 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 6A UNIT 1: THE CROWN IN THE CAVE
LESSON 3.1

OBJECTIVES: <ul style="list-style-type: none">Paired readingRevise common and proper nouns; possessive forms of nouns; countable & uncountable nouns; singular and plural nouns (including with exceptions), irregular nounsLearn how to count uncountable nouns (with units of measurement)			MATERIALS: <ul style="list-style-type: none">Grammar BookFor schools that have purchased the Grammar Book												
(1) TUNING-IN: Sing-a-long: I'm Arnold the knight I'm as strong as can be No knight is as fearless as me I'm clever, strong and really brave I'll take the crown from the dragon's cave	A scream (a scream) A crunch (a crunch) A puff and then silence from the dragon's cave (repeat)	I'm Hans the athlete I'm as ready as can be No athlete is as fast as me I'm clever, strong and really brave I'll take the crown from the dragon's cave	I'm Fabian the thief I'm as quiet as can be No thief is as sneaky as me I'm clever, strong and really brave I'll take the crown from the dragon's cave												
Activity song: I'm Arnold the * I'm as strong as can be No * is as 1. fearless 2. daring 3. gutsy as me I'm clever, strong and really brave I'll take the * from the *'s cave	A scream (a scream) A crunch (a crunch) A puff and then silence from the *'s cave (repeat)	I'm Hans the * I'm as ready as can be No * is as 1. fast 2. quick 3. swift as me I'm clever, strong and really brave I'll take the * from the *'s cave	I'm Fabian the * I'm as quiet as can be No * is as 1. sneaky 2. nimble 3. skilful as me I'm clever, strong and really brave I'll take the * from the *'s cave												
(2) ACTIVITY 1: Common & Proper Nouns, Possessive Form of Nouns (revision) Review the lessons.	(4) ACTIVITY 3: Counting Uncountable Nouns Pre-activity: Ask: "What are uncountable nouns? (nouns that cannot be counted). Can you give some examples? (sugar, salt, rice, water, coffee, bread, honey, etc- refer to Grammar Book p8 for more examples). We cannot say one sugar or one bread. We have to add a counter to 'count' these uncountable nouns.		<div>That is, we can say one <u>spoonful</u> of sugar, two <u>spoonfuls</u> of sugar; one <u>slice</u> of bread, two <u>slices</u> of bread."</div> <table><tr><td>one sugar</td><td>X</td><td>one <u>spoonful</u> of sugar</td></tr><tr><td>one bread</td><td>X</td><td>✓</td></tr><tr><td></td><td></td><td>one <u>slice</u> of bread</td></tr><tr><td></td><td></td><td>✓</td></tr></table>	one sugar	X	one <u>spoonful</u> of sugar	one bread	X	✓			one <u>slice</u> of bread			✓
one sugar	X	one <u>spoonful</u> of sugar													
one bread	X	✓													
		one <u>slice</u> of bread													
		✓													
(3) ACTIVITY 2: Countable and Uncountable Nouns, Singular and Plural Nouns, Irregular Nouns (revision) - Review the lessons.	Activity: Go through the lesson and attempt the exercise.														
(5) CLASSROOM PRACTICE: Grammar Book p1-2 (common and proper nouns) Grammar Book p3-4 (possessive form of nouns) Grammar Book p8-9 (counting uncountable nouns) Grammar Book p12-14 (revision)		(6) HOME PRACTICE (REMINDER): Review lessons Grammar Book p1 (common and proper nouns) Grammar Book p3 (possessive form of nouns) Grammar Book p5-7 (singular and plural nouns) Grammar Book p8 (counting the uncountable) Grammar Book p10-11 (always singular, always plural nouns)													
		(7) CLOSING: Step 6: Paired Reading (with student's storybook)													

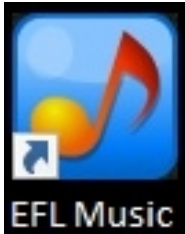
LESSON 3.1 (EXTENSION)

OBJECTIVES	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
MATERIALS	1) Equip students with mobile or tablet devices (* any iOS / Android devices) * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App: MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Upper Primary' → Level 6A → THE CROWN IN THE CAVE		
15 min	Go 'Read' section in the App → Do the following: - Silent-read the story ('Read by Myself')		
15 min	Go 'Play' section in the App → Do the following: - What's The Answer - Complete The Sentence - Complete the Simile		
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 6A UNIT 1: THE CROWN IN THE CAVE
LESSON 3.2

OBJECTIVES:			MATERIALS:
<ul style="list-style-type: none"> Individual reading Revise always singular & always plural nouns Revise collective nouns; gender nouns 			*Grammar Book <i>* For schools that have purchased the Grammar Book</i>
(1) TUNING-IN: Sing-a-long: I'm Arnold the knight I'm as strong as can be No knight is as fearless as me I'm clever, strong and really brave I'll take the crown from the dragon's cave	A scream (a scream) A crunch (a crunch) A puff and then silence from the dragon's cave (repeat)	I'm Hans the athlete I'm as ready as can be No athlete is as fast as me I'm clever, strong and really brave I'll take the crown from the dragon's cave	I'm Fabian the thief I'm as quiet as can be No thief is as sneaky as me I'm clever, strong and really brave I'll take the crown from the dragon's cave
Activity song: I'm Arnold the * I'm as strong as can be No * is as <u>1. fearless</u> <u>2. daring</u> <u>3. gutsy</u> as me I'm clever, strong and really brave I'll take the * from the *'s cave	A scream (a scream) A crunch (a crunch) A puff and then silence from the *'s cave (repeat)	I'm Hans the * I'm as ready as can be No * is as <u>1. fast</u> <u>2. quick</u> <u>3. swift</u> as me I'm clever, strong and really brave I'll take the * from the *'s cave	I'm Fabian the * I'm as quiet as can be No * is as <u>1. sneaky</u> <u>2. nimble</u> <u>3. skilful</u> as me I'm clever, strong and really brave I'll take the * from the *'s cave
(2) READING: Start with group reading if necessary Step 6: Individual Reading	(3) ACTIVITY 1: Always singular & always plural nouns (revision) Review the lessons.	(4) ACTIVITY 2: Collective Nouns (revision) Review the lesson.	
		(5) ACTIVITY 3: Gender Nouns (revision) Review the lesson.	
(6) CLASSROOM PRACTICE: Grammar Book p15-17 (collective nouns) Grammar Book p18-22 (gender nouns)	(7) HOME PRACTICE (REMINDER): Review lessons Grammar Book p15 (collective nouns) Grammar Book p18-19 (gender nouns) Grammar Book p23-24 (summary)		(8) 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 6A – 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 6A UNIT 1: THE CROWN IN THE CAVE
LESSON 4.1

OBJECTIVES:		MATERIALS:	
<ul style="list-style-type: none"> Record reading Learn to start a conversation at a bookshop Learn about the different types of books (book genres); items/ sections in a bookshop 		*Speaking & Writing Book * <i>For schools that have purchased the Speaking and Writing Book</i>	
(1) TUNING-IN: Sing-a-long: I'm Arnold the knight I'm as strong as can be No knight is as fearless as me I'm clever, strong and really brave I'll take the crown from the dragon's cave	A scream (a scream) A crunch (a crunch) A puff and then silence from the dragon's cave (repeat)	I'm Hans the athlete I'm as ready as can be No athlete is as fast as me I'm clever, strong and really brave I'll take the crown from the dragon's cave	I'm Fabian the thief I'm as quiet as can be No thief is as sneaky as me I'm clever, strong and really brave I'll take the crown from the dragon's cave
Activity song: I'm Arnold the * I'm as strong as can be No * is as <u>1. fearless</u> <u>2. daring</u> <u>3. gutsy</u> as me I'm clever, strong and really brave I'll take the * from the *'s cave	A scream (a scream) A crunch (a crunch) A puff and then silence from the *'s cave (repeat)	I'm Hans the * I'm as ready as can be No * is as <u>1. fast</u> <u>2. quick</u> <u>3. swift</u> as me I'm clever, strong and really brave I'll take the * from the *'s cave	I'm Fabian the * I'm as quiet as can be No * is as <u>1. sneaky</u> <u>2. nimble</u> <u>3. skilful</u> as me I'm clever, strong and really brave I'll take the * from the *'s cave
(2) READING: Start with group reading if necessary Record reading	(3) ACTIVITY 1: At a Bookshop Pre-activity: Ask: "Have you been to a bookshop recently? What do you do there? What can you find in a bookshop? What type of books do you like to read? Why?" (refer to Speaking and Writing Book p3 for an idea of the different types of books) Activity: Turn to Speaking and Writing Book p1-2. Read and practice. Ask the following questions:		<ul style="list-style-type: none"> What do you think was the relationship between Susan and David? (friends, neighbors, cousins, ...) Who went to the bookshop with Susan? (her little brother) Who went to the bookshop with David? (his mother) What was Susan reading? (book about animals) What did David like to read? What did Susan's brother like to read? (comics)
(4) ACTIVITY 2: Role-Play with Friends I Pre-activity: Learn the different types of books on Speaking and Writing Book p3 (if possible, bring books of the different types to show the students.) Learn the things one can see in a bookshop on p5. Activity: Pair up the students. Turn to p4 to role-play the dialogue.	(6) HOME PRACTICE (REMINDER): Review dialogue Speaking and Writing Book p1-2		(7) CLOSING: Review reading if necessary (with student's storybook)
(5) ACTIVITY 3: Role-play with Friends II Pair up the students. Turn to p6 and invite students to complete the conversation.			

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 6A → THE CROWN IN THE CAVE → 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 6A UNIT 1: THE CROWN IN THE CAVE
LESSON 4.2

OBJECTIVES:

- Record reading
- Create comic strips
- Attempt Unit 1 Assessment

MATERIALS:

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

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

I'm Arnold the knight
I'm as strong as can be
No knight is as fearless as me
I'm clever, strong and really brave
I'll take the crown from the dragon's cave

A scream (a scream)
A crunch (a crunch)
A puff and then silence
from the dragon's cave
(repeat)

I'm Hans the athlete
I'm as ready as can be
No athlete is as fast as me
I'm clever, strong and really brave
I'll take the crown from the dragon's cave

I'm Fabian the thief
I'm as quiet as can be
No thief is as sneaky as me
I'm clever, strong and really brave
I'll take the crown from the dragon's cave

Activity song:

I'm Arnold the *
I'm as strong as can be
No * is as 1. fearless
2. daring 3. gutsy as me
I'm clever, strong and really brave
I'll take the * from the *'s cave

A scream (a scream)
A crunch (a crunch)
A puff and then silence
from the *'s cave
(repeat)

I'm Hans the *
I'm as ready as can be
No * is as 1. fast 2. quick
3. swift as me
I'm clever, strong and really brave
I'll take the * from the *'s cave

I'm Fabian the *
I'm as quiet as can be
No * is as 1. sneaky
2. nimble 3. skilful as me
I'm clever, strong and really brave
I'll take the * from the *'s cave

(2) READING:

Start with group reading if necessary
Record reading

(3) CLASSROOM PRACTICE 1: Comic Story I

Pre-activity: Bring a book of comics to school and show the students. Highlight the main features of a comic book (story expressed in pictures, dialogue between characters in speech bubbles).

Activity: Turn to Speaking and Writing Book p7-9. Invite students to continue the comics based on the story "The Crown in the Cave". They can also make up new plots and a new ending (do not have to use up all the boxes).

(4) CLASSROOM PRACTICE 2: Comic Story II

Turn to p10-11. Invite students to create an original comic story (do not have to use up all the boxes). Help students to plan the story by using the following pointers:

- beginning: choose a character(s) & setting
- middle: hatch a plot
- ending: solve the problem

(5) CLASS TEST: Unit 1 Assessment

Assessment Book p14-23

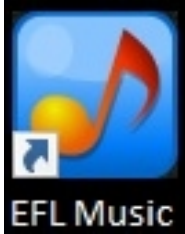
(6) HOME PRACTICE (REMINDER):

Speaking & Writing Book p10-11 (if these are not completed in school)

(7) CLOSING:

Review reading if necessary (with student's storybook)

LESSON 4.2 (EXTENSION)

WHAT IS 'EFL MUSIC'?	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
MATERIALS	<p>'EFL Music' Software installed on teacher PC</p> 	LESSON GUIDE	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 6A – 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 6A UNIT 2: PETS FOR THE PRINCE
LESSON 1.1

OBJECTIVES:

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

MATERIALS:

Workbook
Assessment Book

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

Pets are fun
Pets are smart
Some are cute, some are not
It doesn't matter at all
A dog or a cat

A parrot or a tortoise
Which pets you choose to have
You got to treat them well
Keep your pets happy
Keep them feeling loved

They are your playmates And your friends for life
(repeat)
Pets are fun (pets are fun, really fun)
Pets are smart (pets are smart, really smart)

(2) READING:

Step 1: Picture Walk

- *What do you think the story is about?*
- *Do you have any pets? Do you like your pet(s)? How do you take care of your pet(s)?*
- *If you do not have a pet, what would you like to have as a pet if you were allowed to have one? How would you take care of it?*

- *Why do you think the prince liked to dress up his pets? What did he want the pets to look like? Do you think the pets liked it?*
- *Why do you think the prince is screaming/ crying?*
- *Why did the animals end up with a witch?*
- *What do you think happened at the end of the story?*

Step 2: Storytelling 1

Step 4: Group Echo Reading (optional)

(2) ACTIVITY 1: Words: Pets for the Prince

Listen to all the words without interruption. Listen again and invite students to say the words.

- Pay attention to the pronunciation of words.
- Click the highlighted word to learn about the meaning.

Repeat listening and saying the words when necessary.

(3) ACTIVITY 2: Word Builder

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 score wins.

(4) CLASSROOM PRACTICE:

Workbook p25-27

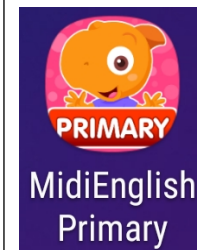
(5) HOME PRACTICE (REMINDER):

Assessment Book 24-27

(6) 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 6A → PETS FOR THE PRINCE		
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 6A UNIT 2: PETS FOR THE PRINCE
LESSON 1.2

OBJECTIVES:

- Listen to the story without interruption
- Read and answer questions related to the story
- Echo read the story
- Learn about verbs and verb phrases

MATERIALS:

Workbook
Assessment Book

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

Pets are fun
Pets are smart
Some are cute, some are not
It doesn't matter at all

A dog or a cat
A parrot or a tortoise
Which pets you choose to have
You got to treat them well

Keep your pets happy
Keep them feeling loved
They are your playmates And your
friends for life
(repeat)

Pets are fun (pets are fun, really fun)
Pets are smart (pets are smart, really smart)

(2) READING:

Step 2: Storytelling 1

Step 3: Storytelling 2

- *Were the prince pleased with the cats the king sent him? Why?*
- *Describe each cat. How did the prince dress each one up?*
- *Did the prince like the elephant? ... the monkey? ... the parrot? ... the goat? ... the tortoise? Why?*
- *Why do you think the tortoise went missing?*
- *How did the witch teach the prince a lesson?*
- *Why do you think the cats licked and snuggled the prince with affection?*
- *If you were the prince, how would you treat the cats?*

Step 4: Group Echo Reading

(3) REVISION: Vocabulary Words

(4) ACTIVITY: Verbs and Phrases

Listen to all the words without interruption. Listen again and invite students to say the words.

- Pay attention to the pronunciation of words.
- Make sentences with the words

Repeat listening and saying the words when necessary.

(5) CLASSROOM PRACTICE:

Workbook p28-30


(6) HOME PRACTICE (REMINDER):

Assessment Book 28-29

(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 6A – 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 6A UNIT 2: PETS FOR THE PRINCE
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 change verbs into adjectives 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Pets are fun Pets are smart Some are cute, some are not It doesn't matter at all A dog or a cat	A parrot or a tortoise Which pets you choose to have You got to treat them well Keep your pets happy Keep them feeling loved	They are your playmates And your friends for life (repeat) Pets are fun (pets are fun, really fun) Pets are smart (pets are smart, really smart)
Activity Song: Pets are fun Pets are smart Some are <u>1. cute 2. fierce 3. shy</u> , some are not It doesn't matter at all A <u>1. dog 2. fish 3. dove</u> or a <u>1. cat 2. rat 3. chick</u>	A <u>1. parrot 2. rabbit 3. gecko</u> or a <u>1. tortoise 2. hamster 3. donkey</u> Which pets you choose to have You got to treat them well Keep your pets happy	Keep them feeling loved They are your playmates And your friends for life (repeat) Pets are fun (pets are fun, really fun) Pets are smart (pets are smart, really smart)
(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, Verbs and Phrases	(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: From Verbs to Adjectives Pre-activity: Write on a whiteboard: <div style="border: 1px solid black; padding: 2px; display: inline-block;">bore, bored, boring</div> Ask students to make sentences with the words. <i>Example:</i> The movie <u>bore</u> s me. (verb) I am <u>bored</u> . (adjective) The movie is <u>boring</u> . (adjective)
	(6) CLASSROOM PRACTICE: Workbook p31-33	
(7) HOME PRACTICE (REMINDER): Assessment Book 30-31	(8) CLOSING: Step 4: Group Shadow Reading (with student's storybook)	Tell students that we can change verbs into adjectives by adding –ed or –ing to the verbs. Activity: Go through the lesson and attempt the exercises.


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 6A → PETS FOR THE PRINCE		
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 6A UNIT 2: PETS FOR THE PRINCE
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"> Learn to make statements and give reasons for the statements Write a personal letter Learn homophones: pair-pear, tale-tail, son-sun, blue-blew, which-witch 	MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Pets are fun Pets are smart Some are cute, some are not It doesn't matter at all A dog or a cat	A parrot or a tortoise Which pets you choose to have You got to treat them well Keep your pets happy Keep them feeling loved	They are your playmates And your friends for life (repeat) Pets are fun (pets are fun, really fun) Pets are smart (pets are smart, really smart)
Activity Song: Pets are fun Pets are smart Some are <u>1. cute</u> <u>2. fierce</u> <u>3. shy</u> , some are not It doesn't matter at all A <u>1. dog</u> <u>2. fish</u> <u>3. dove</u> or a <u>1. cat</u> <u>2. rat</u> <u>3. chick</u>	A <u>1. parrot</u> <u>2. rabbit</u> <u>3. gecko</u> or a <u>1. tortoise</u> <u>2. hamster</u> <u>3. donkey</u> Which pets you choose to have You got to treat them well Keep your pets happy	Keep them feeling loved They are your playmates And your friends for life (repeat) Pets are fun (pets are fun, really fun) Pets are smart (pets are smart, really smart)
(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. <i>girls vs boys, 1 student vs all students</i>)	(3) REVISION: Vocabulary Words, Verbs and Phrases, Verbs into Adjectives	(5) ACTIVITY 2: Listening 2: Listen and Draw Turn to Workbook p35. Listen and draw the descriptions. Write down what each cat looks like. Click 'See Answers' on the top right corner to reveal the answers.
	(4) ACTIVITY 1: Listening 1: Pets in Disguise Turn to Workbook p34. Listen and write down what the Prince wanted the cats to look like. Click 'See Answers' on the top right corner to reveal the answers.	
(6) ACTIVITY 3: Speaking: Giving Reasons Pre-activity: Say: <i>"I would like to have a puppy. I could play with it. Why do I want a puppy? (to play with it) Yes, I am making a statement as well as giving reasons for my statement."</i> Activity: Make statements and give reasons using the given language structure.	(7) ACTIVITY 4: Writing: Parts of a Personal Letter; Letter to the King Pre-activity: Learn the parts of a letter. Activity: Turn to Workbook p38-39. Help the prince to write a letter telling the King how he had changed his opinion about what makes a good pet.	(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 p40-42 (Homophones)	(10) HOME PRACTICE (REMINDER): Workbook p36-37 (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 6A – 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 6A UNIT 2: PETS FOR THE PRINCE
LESSON 3.1

OBJECTIVES:

- Paired reading
- Revise all pronouns & possessive determiners
- Learn reciprocal pronouns

MATERIALS:

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

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

Pets are fun
Pets are smart
Some are cute, some are not
It doesn't matter at all

A dog or a cat
A parrot or a tortoise
Which pets you choose to have
You gotta treat them well

Keep your pets happy
Keep them feeling loved
They are your playmates And your friends for life
(repeat)

Pets are fun (pets are fun, really fun)
Pets are smart (pets are smart, really smart)

Activity Song:

Pets are fun
Pets are smart
Some are 1. cute 2. fierce 3. shy,
some are not
It doesn't matter at all

A 1. dog 2. fish 3. dove
or a 1. cat 2. rat 3. chick
A 1. parrot 2. rabbit 3. gecko
or a 1. tortoise 2. hamster 3. donkey
Which pets you choose to have
You got to treat them well

Keep your pets happy
Keep them feeling loved
They are your playmates And your friends for life
(repeat)

Pets are fun (pets are fun, really fun)
Pets are smart (pets are smart, really smart)


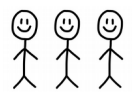
(2) READING:

Start with group reading if necessary
Step 6: Paired Reading

(3) ACTIVITY 1: Pronouns & Possessive Determiners (revision).
Review the lesson.

(4) ACTIVITY 2: Reciprocal Pronouns

Pre-activity: Draw and say:

<p>A B</p>  <p>A and B are talking to <u>each other</u>.</p>	<p>A B C</p>  <p>A, B and C are talking to <u>one another</u>.</p>
--	---

"We use 'each other' to refer to two subjects who are involved in the same action/relationship. We use 'one another' to refer to three or more subjects who are involved in the same action/relationship."

Activity: Go through the lesson and attempt the exercise.

(5) CLASSROOM PRACTICE:

Grammar Book p25-31 (pronouns & possessive determiners)
Grammar Book p32-37 (reciprocal pronouns)


(6) HOME PRACTICE (REMINDER): Review lessons

Grammar Book p25-26 (pronouns & possessive determiners)
Grammar Book p32 (reciprocal pronouns)

(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 6A → PETS FOR THE PRINCE		
15 min	Go 'Read' section in the App → Do the following: - Silent-read the story ('Read by Myself')		
15 min	Go 'Play' section in the App → Do the following: - What's The Answer - Verbs or Adjectives - Verbs and Phrases		
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 6A UNIT 2: PETS FOR THE PRINCE
LESSON 3.2

OBJECTIVES:

- Individual reading
- Learn indefinite pronouns

MATERIALS:

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

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

Pets are fun
Pets are smart
Some are cute, some are not
It doesn't matter at all

A dog or a cat
A parrot or a tortoise
Which pets you choose to have
You gotta treat them well

Keep your pets happy
Keep them feeling loved
They are your playmates And your
friends for life
(repeat)

Pets are fun (pets are fun, really fun)
Pets are smart (pets are smart, really
smart)

Activity Song:

Pets are fun
Pets are smart
Some are 1. cute 2. fierce 3. shy,
some are not
It doesn't matter at all

A 1. dog 2. fish 3. dove
or a 1. cat 2. rat 3. chick
A 1. parrot 2. rabbit 3. gecko
or a 1. tortoise 2. hamster 3. donkey
Which pets you choose to have
You got to treat them well

Keep your pets happy
Keep them feeling loved
They are your playmates And your
friends for life
(repeat)

Pets are fun (pets are fun, really fun)
Pets are smart (pets are smart, really
smart)

(2) READING:

Start with group reading if necessary
Step 6: Individual reading

(4) CLASSROOM PRACTICE:

Grammar Book p38-42

(5) HOME PRACTICE (REMINDER): Review lessons

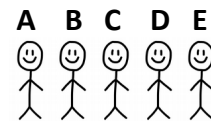
Grammar Book p38 (indefinite pronouns)
Grammar Book p43 (summary)

(6) CLOSING:

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

(3) ACTIVITY: Indefinite Pronouns

Pre-activity: Draw and say:




anyone/ anybody &
someone/ somebody (1 person)
– refers to A, B, C or E

everyone/ everybody (all people)
– refers to A, B, C and E

no one/ nobody (0 person)

Activity: Go through the lesson and attempt the exercise.


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 6A – 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 6A UNIT 2: PETS FOR THE PRINCE
LESSON 4.1

OBJECTIVES:		MATERIALS:	
<ul style="list-style-type: none"> Record reading Learn to start a conversation at a pet shop; buying a pet 		*Speaking & Writing Book * <i>For schools that have purchased the Speaking and Writing Book</i>	
(1) TUNING-IN: Sing-a-long: Pets are fun Pets are smart Some are cute, some are not It doesn't matter at all	A dog or a cat A parrot or a tortoise Which pets you choose to have You gotta treat them well	Keep your pets happy Keep them feeling loved They are your playmates And your friends for life (repeat)	Pets are fun (pets are fun, really fun) Pets are smart (pets are smart, really smart)
Activity Song: Pets are fun Pets are smart Some are <u>1. cute</u> <u>2. fierce</u> <u>3. shy</u> , some are not It doesn't matter at all	A <u>1. dog</u> <u>2. fish</u> <u>3. dove</u> or a <u>1. cat</u> <u>2. rat</u> <u>3. chick</u> A <u>1. parrot</u> <u>2. rabbit</u> <u>3. gecko</u> or a <u>1. tortoise</u> <u>2. hamster</u> <u>3. donkey</u> Which pets you choose to have You got to treat them well	Keep your pets happy Keep them feeling loved They are your playmates And your friends for life (repeat)	Pets are fun (pets are fun, really fun) Pets are smart (pets are smart, really smart)
(2) READING: Start with group reading if necessary Record reading.	(3) ACTIVITY 1: At the Pet Shop Pre-activity: Ask: <i>“Have you ever been to a pet shop? What can you see there? What animals can be kept as house pets? Why? Other than pet animals, what kinds of things are for sale in a pet shop?”</i>		Activity: Read and understand the dialogue. Talk about: <ul style="list-style-type: none"> the responsibilities of keeping a pet the differences between keeping a dog and a goldfish
(6) HOME PRACTICE (REMINDER): Review dialogue Speaking and Writing Book p12-13	(4) ACTIVITY 2: Talk about Your Pet Turn to p16 and paste/ draw a picture of your pet (or imaginary pet). Share with classmates about one's pet using the questions and words on the p17 for help.		(5) ACTIVITY 3: Role-Play with Friends Pre-activity: Turn to Speaking and Writing Book p14. Look at each pet and talk about: <ul style="list-style-type: none"> the characteristics of each pet if they make a good house pet. Why? Activity: Pair up the students. Turn to p14-15 and role-play the dialogue.
(7) CLOSING: Review reading if necessary (with student's storybook)			

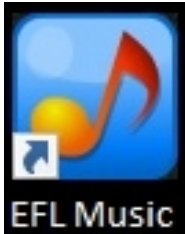
LESSON 4.1 (EXTENSION)

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 6A → PETS FOR THE PRINCE → 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 6A UNIT 2: PETS FOR THE PRINCE
LESSON 4.2

OBJECTIVES:		MATERIALS:	
<ul style="list-style-type: none"> Record reading Create posters for the prince's missing pets Attempt Unit 2 Assessment 		*Speaking & Writing Book Assessment Book <i>* For schools that have purchased the Speaking and Writing Book</i>	
(1) TUNING-IN: Sing-a-long: Pets are fun Pets are smart Some are cute, some are not It doesn't matter at all	A dog or a cat A parrot or a tortoise Which pets you choose to have You gotta treat them well	Keep your pets happy Keep them feeling loved They are your playmates And your friends for life (repeat)	Pets are fun (pets are fun, really fun) Pets are smart (pets are smart, really smart)
Activity Song: Pets are fun Pets are smart Some are <u>1. cute</u> <u>2. fierce</u> <u>3. shy</u> , some are not It doesn't matter at all	A <u>1. dog</u> <u>2. fish</u> <u>3. dove</u> or a <u>1. cat</u> <u>2. rat</u> <u>3. chick</u> A <u>1. parrot</u> <u>2. rabbit</u> <u>3. gecko</u> or a <u>1. tortoise</u> <u>2. hamster</u> <u>3. donkey</u> Which pets you choose to have You got to treat them well	Keep your pets happy Keep them feeling loved They are your playmates And your friends for life (repeat)	Pets are fun (pets are fun, really fun) Pets are smart (pets are smart, really smart)
(2) READING: Start with group reading if necessary Record reading		(3) CLASSROOM PRACTICE: "Missing Pet" Posters Turn to Speaking and Writing Book p18-23. Create "missing" posters of the lost cats. Make up each cat's characteristics, behavior and habits. Describe them based on your imagination. Finally, write down the kind of reward to be given for each cat that is found.	
(4) CLASS TEST: Unit 2 Assessment Assessment Book p36-44		(5) HOME PRACTICE (REMINDER): Speaking and Writing Book p22-23 (if there are not completed in school)	(6) 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 6A – 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 6A UNIT 3: THE BEST PIRATE CREW
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: We are the best pirate crew The best that we can be We've won at every game And beat all those who played We are fit, we are strong, we have muscles	(We are smart, we are wise, our minds aren't dull) Yo-ho, Yo-ho! Wiggle your hips, Bend your knees Raise your arms, Higher please Stretch your legs, Jump on the spot	Touch your toes, That's the shot Puzzle and games, Lots of books Solve the problems, More please Exercise your brains, Study the maps Find the clues, That's the shot
(2) READING: Step 1: Picture Walk <ul style="list-style-type: none"> <i>What do you think the story is about?</i> <i>What do pirates do for a living?</i> <i>What happened to the pirate ship? What do you think happened to the captain of the pirate ship?</i> <i>What were the pirates doing?</i> 		<ul style="list-style-type: none"> <i>Why do you think the pirates start to exercise?</i> <i>What kind of food did they eat?</i> <i>What questions do you think the pirates wanted to ask? What games did they play? Were the games beneficial for the pirates? Why?</i> <i>The pirates were given medals. What do you think happened?</i> Step 2: Storytelling 1 Step 4: Group Echo Reading (optional)
(3) ACTIVITY 1: Words: The Best Pirate Crew 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 p46-47 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 score wins.
(5) CLASSROOM PRACTICE: Workbook p45-47	(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 6A → THE BEST PIRATE CREW		
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 6A UNIT 3: THE BEST PIRATE CREW
LESSON 1.2

OBJECTIVES:

- Listen to the story without interruption
- Read and answer questions related to the story
- Echo read the story
- Learn expressions: figure of speech

MATERIALS:

Workbook
Assessment Book

(1) TUNING-IN: Sing-a-long:
We are the best pirate crew
The best that we can be
We've won at every game
And beat all those who played

We are fit, we are strong, we have muscles
(We are smart, we are wise, our minds aren't dull)
Yo-ho, Yo-ho!

Wiggle your hips, Bend your knees
Raise your arms, Higher please
Stretch your legs, Jump on the spot
Touch your toes, That's the shot

Puzzle and games, Lots of books
Solve the problems, More please
Exercise your brains, Study the maps
Find the clues, That's the shot

(2) READING:

Step 2: Storytelling 1

Step 3: Storytelling 2

- *What happened to the ship when Captain Charlie was away?*
- *What did the pirate crew do all day?*
- *What happened when Captain Charlie returned to the ship?*
- *What news did Captain Charlie tell his crew?*

- *What did Captain Charlie find out about his crew's fitness and health? What did he ordered them to do? What did he ordered the chef to do?*
- *Did the crew like it? Why?*
- *What did Captain Charlie tell his crew to do in order to exercise their brains? Did they work?*
- *What happened at the Sea Games? What happened in the end?*
- *Would you have done differently if you were Captain Charlie? Why?*

Step 4: Group Echo Reading

(4) ACTIVITY: Figure of Speech

Pre-activity: Say: "In the story, the pirates on the pirate ship were overweight and dirty. They looked like fat seals. What does it mean?" (big, fat and lazy). When they were asked to pull up the anchor, they heaved and hauled the rope until they were red in the face. What does it mean?" (used too much energy) After that, they said that they could eat a whale. What does it mean? (extremely hungry) "like fat seals, red in the face, eat a whale" are expressions we use to create in our mind a 'picture' of what is being written or said. It makes the language we use more interesting.
Activity: Learn more figures of speech.

(3) REVISION: Vocabulary Words

(5) CLASSROOM PRACTICE:

Workbook p48-50


(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 6A – 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 6A UNIT 3: THE BEST PIRATE CREW
LESSON 2.1

OBJECTIVES: <ul style="list-style-type: none"> Read and answer questions related to the story Shadow read the story Attempt the comprehension questions Learn words with prefix (over-, un-) Learn conjunctions (while, until, if, but) 		MATERIALS: Workbook Assessment Book	
(1) TUNING-IN: Sing-a-long: We are the best pirate crew The best that we can be We've won at every game And beat all those who played	We are fit, we are strong, we have muscles (We are smart, we are wise, our minds aren't dull) Yo-ho, Yo-ho!	Wiggle your hips, Bend your knees Raise your arms, Higher please Stretch your legs, Jump on the spot Touch your toes, That's the shot	Puzzle and games, Lots of books Solve the problems, More please Exercise your brains, Study the maps Find the clues, That's the shot
Activity Song: We are the best pirate crew The best that we can be We've won at every game And beat all those who played We are fit, we are strong, we have * (We are smart, we are wise, our minds aren't dull)	Yo-ho, Yo-ho! Wiggle your <u>1.hips 2. nose 3. toes</u> Bend your <u>1. knees 2. arms 3. back</u> Raise your <u>1. arms 2. legs 3. chin</u> Higher please Stretch your <u>1. legs 2. arms 3. neck</u> <u>1. Jump 2. Hop 3. Twist on the spot</u>		Touch your <u>1. toes 2. knees 3. head</u> That's the shot * and * Lots of * Solve the problems, More please Exercise your *, Study the * Find the clues, That's the shot
(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	(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: Conjunctions (while, until, if, but) Conjunctions are connecting words that join words, phrases or sentences. Go through the lesson on conjunctions. Read Workbook p55-56 to reinforce learning.		(5) ACTIVITY 2: Prefix (over-, un-) Pre-activity: Say: "What can we tell about the pirates weight before Captain Charlie came back? (They were <u>overweight</u> .) How much had some of them slept? (They had <u>overslept</u> .)" Explain that 'over' means 'too much, excessive'. Next, "How fit were the pirates then? (They were <u>unfit</u> .) How tidy was the ship? (It was very <u>untidy</u> .) Explain that 'un' means 'not'. Activity: Learn more about the prefixes.
(3) REVISION: Vocabulary Words, Figure of Speech			
(7) CLASSROOM PRACTICE: Workbook p51-54 (prefix) Workbook p55-58 (conjunctions)	(8) HOME PRACTICE (REMINDER): Assessment Book p52-53 (prefix) Assessment Book p54-55 (conjunctions)		(9) CLOSING: Step 4: Group Shadow Reading (with student's storybook)


LESSON 2.1 (EXTENSION)

OBJECTIVES	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
MATERIALS	1) Equip students with mobile or tablet devices (* any iOS / Android devices) * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App: MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Upper Primary' → Level 6A → THE BEST PIRATE CREW		
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 6A UNIT 3: THE BEST PIRATE CREW
LESSON 2.2

OBJECTIVES: <ul style="list-style-type: none"> Retell the story Echo or Shadow read with Variations Learn to listen to instructions and act on them 	<ul style="list-style-type: none"> Give advice using 'if' Write a letter to talk about the importance of a healthy lifestyle Learn homophones: been-bin, where-wear, bored-board, beat-beet, threw-though 	MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: We are the best pirate crew The best that we can be We've won at every game And beat all those who played We are fit, we are strong, we have muscles	(We are smart, we are wise, our minds aren't dull) Yo-ho, Yo-ho! Wiggle your hips, Bend your knees Raise your arms, Higher please Stretch your legs, Jump on the spot	Touch your toes, That's the shot Puzzle and games, Lots of books Solve the problems, More please Exercise your brains, Study the maps Find the clues, That's the shot
Activity Song: We are the best pirate crew The best that we can be We've won at every game And beat all those who played We are fit, we are strong, we have * (We are smart, we are wise, our minds aren't dull)	Yo-ho, Yo-ho! Wiggle your <u>1.hips 2. nose 3. toes</u> Bend your <u>1. knees 2. arms 3. back</u> Raise your <u>1. arms 2. legs 3. chin</u> Higher please Stretch your <u>1. legs 2. arms 3. neck</u> <u>1. Jump 2. Hop 3. Twist on the spot</u>	Touch your <u>1. toes 2. knees 3. head</u> That's the shot * and * Lots of * Solve the problems, More please Exercise your *, Study the * Find the clues, That's the shot
(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)	(5) ACTIVITY 2: Listening 2: Navigating Shipwreck Straits Turn to Workbook p60. Listen to the descriptions and draw the correct objects to complete the map. Click 'See Answers' on the top right corner to reveal the answers. (7) ACTIVITY 4: Writing: A Letter to the Pirates Turn to Workbook p63-64. Using the given pointers, complete the letter to share about the importance and tips of leading a healthy lifestyle.	(6) ACTIVITY 3: Speaking: with Conditionals Pre-activity: Write down on a whiteboard and say: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"><u>We have to be much fitter if we want that gold.</u></div> There are 2 parts to this sentence. Underline the clause that is an advice/ condition and circle the clause that specifies the possible result if the advice/ condition is met. Turn to Workbook p61. Do likewise for the rests of the sentences on the page. Activity: Give advice using 'if' for the given situations. <i>Example: (someone wants to join your team)</i> <u>You have to/ need to work hard if you want to join our team.</u> <u>You can't be lazy if you want to join our team.</u>
(3) REVISION: Vocabulary Words, Figure of Speech, Prefixes, Conjunctions	(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.	
(4) ACTIVITY 1: Listening 1: True or False Turn to Workbook p59. Listen to the sentences and circle True or False. Click 'See Answers' on the top right corner to reveal the answers.		
(9) CLASSROOM PRACTICE: Workbook p65-67 (Homophones)	(10) HOME PRACTICE (REMINDER): Workbook p61-62 (Speaking Practice) Assessment Book p56-59 (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 6A – 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 6A UNIT 3: THE BEST PIRATE CREW
LESSON 3.1

OBJECTIVES: <ul style="list-style-type: none"> Paired reading Revise demonstrative pronouns and determiners Revise articles 'a, an, the'; zero article 		MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i>
(1) TUNING-IN: Sing-a-long: We are the best pirate crew The best that we can be We've won at every game And beat all those who played We are fit, we are strong, we have muscles	(We are smart, we are wise, our minds aren't dull) Yo-ho, Yo-ho! Wiggle your hips, Bend your knees Raise your arms, Higher please Stretch your legs, Jump on the spot	Touch your toes, That's the shot Puzzle and games, Lots of books Solve the problems, More please Exercise your brains, Study the maps Find the clues, That's the shot
Activity Song: We are the best pirate crew The best that we can be We've won at every game And beat all those who played We are fit, we are strong, we have * (We are smart, we are wise, our minds aren't dull)	Yo-ho, Yo-ho! Wiggle your <u>1.hips 2. nose 3. toes</u> Bend your <u>1. knees 2. arms 3. back</u> Raise your <u>1. arms 2. legs 3. chin</u> Higher please Stretch your <u>1. legs 2. arms 3. neck</u> <u>1. Jump 2. Hop 3. Twist on the spot</u>	Touch your <u>1. toes 2. knees 3. head</u> That's the shot * and * Lots of * Solve the problems, More please Exercise your *, Study the * Find the clues, That's the shot
(2) READING: Start with group reading if necessary Step 6: Paired Reading	(3) ACTIVITY 1: Demonstrative Pronouns and Determiners Review the lessons. (4) ACTIVITY 2: Articles 'a, an, the' Review the lesson.	(5) ACTIVITY 3: Zero Article Review the lesson and learn exceptions of using the zero article (refer to Workbook p51 for some of the examples).
(6) CLASSROOM PRACTICE: Grammar Book p44-47 (demonstrative pronouns and determiners) Grammar Book p48-53 (articles)	(7) HOME PRACTICE (REMINDER): Review lessons Grammar Book p44 (demonstrative pronouns and determiners) Grammar Book p48-49, 51 (articles)	(8) CLOSING: Step 6: Paired Reading (with student's storybook)


LESSON 3.1 (EXTENSION)

OBJECTIVES	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
MATERIALS	1) Equip students with mobile or tablet devices (* any iOS / Android devices) * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App: MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Upper Primary' → Level 6A → THE BEST PIRATE CREW		
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: - Figure of Speech - Fill in Conjunctions		
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 6A UNIT 3: THE BEST PIRATE CREW
LESSON 3.2

OBJECTIVES: <ul style="list-style-type: none">Individual readingRevise quantifiers (a few, many, little, much, some, no, both, all, each, every)Learn quantifiers (fewer, less, more)		MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i>							
(1) TUNING-IN: Sing-a-long: We are the best pirate crew The best that we can be We've won at every game And beat all those who played We are fit, we are strong, we have muscles	(We are smart, we are wise, our minds aren't dull) Yo-ho, Yo-ho! Wiggle your hips, Bend your knees Raise your arms, Higher please Stretch your legs, Jump on the spot	Touch your toes, That's the shot Puzzle and games, Lots of books Solve the problems, More please Exercise your brains, Study the maps Find the clues, That's the shot							
Activity Song: We are the best pirate crew The best that we can be We've won at every game And beat all those who played We are fit, we are strong, we have * (We are smart, we are wise, our minds aren't dull)	Yo-ho, Yo-ho! Wiggle your <u>1.hips 2. nose 3. toes</u> Bend your <u>1. knees 2. arms 3. back</u> Raise your <u>1. arms 2. legs 3. chin</u> Higher please Stretch your <u>1. legs 2. arms 3. neck</u> <u>1. Jump 2. Hop 3. Twist on the spot</u>	Touch your <u>1. toes 2. knees 3. head</u> That's the shot * and * Lots of * Solve the problems, More please Exercise your *, Study the * Find the clues, That's the shot							
(2) READING: Start with group reading if necessary Step 6: Individual Reading	(4) ACTIVITY 2: Quantifiers (fewer, less, more) <i>Pre-activity:</i> Say: "We use 'fewer' when something that is countable decreases. Give me examples of things that are countable (eg. sweets – fewer sweets, pens – fewer pens). We use 'less' when something that is uncountable decreases. Give me examples of things that are uncountable (eg. water – less water, flour – less flour). We use 'more' when something countable/ uncountable increases (eg. more sweets, more pens; more water, more flour)."	<table><tr><td><i>fewer</i> ↓</td><td><i>less</i> ↓</td><td><i>more</i> ▲</td></tr><tr><td><i>fewer sweets</i> <i>fewer pens</i></td><td><i>less water</i> <i>less flour</i></td><td><i>more sweets</i> <i>more pens</i> <i>more water</i> <i>more flour</i></td></tr></table>		<i>fewer</i> ↓	<i>less</i> ↓	<i>more</i> ▲	<i>fewer sweets</i> <i>fewer pens</i>	<i>less water</i> <i>less flour</i>	<i>more sweets</i> <i>more pens</i> <i>more water</i> <i>more flour</i>
<i>fewer</i> ↓		<i>less</i> ↓	<i>more</i> ▲						
<i>fewer sweets</i> <i>fewer pens</i>	<i>less water</i> <i>less flour</i>	<i>more sweets</i> <i>more pens</i> <i>more water</i> <i>more flour</i>							
(3) ACTIVITY 1: Quantifiers (revision) Review the lessons.		Activity: Go through the lesson and attempt the exercise.							
(5) CLASSROOM PRACTICE: Grammar Book p55-57 (quantifiers revision) Grammar Book p58-61 (fewer, less, more) Grammar Book p62-63 (articles & quantifiers)	(6) HOME PRACTICE (REMINDER): Review lessons Grammar Book p54-55 (quantifiers) Grammar Book p58 (fewer, less, more) Grammar Book p64 (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 6A – 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 6A UNIT 3: THE BEST PIRATE CREW
LESSON 4.1

OBJECTIVES:

- Record reading
- Learn to start a conversation about food (preparing meals)
- Learn to start a conversation about health and food

MATERIALS:

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

(1) TUNING-IN: Sing-a-long:
We are the best pirate crew
The best that we can be
We've won at every game
And beat all those who played

We are fit, we are strong, we have muscles
(We are smart, we are wise, our minds aren't dull)
Yo-ho, Yo-ho!

Wiggle your hips, Bend your knees
Raise your arms, Higher please
Stretch your legs, Jump on the spot
Touch your toes, That's the shot

Puzzle and games, Lots of books
Solve the problems, More please
Exercise your brains, Study the maps
Find the clues, That's the shot

Activity Song:
We are the best pirate crew
The best that we can be
We've won at every game
And beat all those who played
We are fit, we are strong, we have *
(We are smart, we are wise, our minds aren't dull)

Yo-ho, Yo-ho!
Wiggle your 1.hips 2. nose 3. toes
Bend your 1. knees 2. arms 3. back
Raise your 1. arms 2. legs 3. chin
Higher please
Stretch your 1. legs 2. arms 3. neck
1. Jump 2. Hop 3. Twist on the spot

Touch your 1. toes 2. knees 3. head
That's the shot
* and *
Lots of *
Solve the problems, More please
Exercise your *, Study the *
Find the clues, That's the shot

(2) READING:

Start with group reading if necessary
Record reading

(4) ACTIVITY 2: Role-Play with Friends
Turn to p26. List down the food you normally take for breakfast, lunch and dinner. Use the information to role-play the dialogue with friends on p27.

(6) HOME PRACTICE (REMINDER): Review dialogue
Speaking and Writing Book p24-25

(7) CLOSING:

Review reading if necessary (with student's storybook)

(3) ACTIVITY 1: Food

Pre-activity: Ask: "What do you normally eat for breakfast? ... lunch? ... dinner? How do you normally like your food to be prepared (steamed, fried, baked, grilled, barbecued)? Why?"

Activity: Read and understand the dialogue.

Talk about:

- the types of food that are healthier
- the reasons we should eat more healthy food

(5) ACTIVITY 3: The Food Pyramid (conversation starters)

Pre-activity: Learn about the food pyramid on p28.
Activity: Turn to p29 and use the questions to start a discussion/ conversation with the class:

- What is healthy food? What is junk food?
- Do you eat a lot of sweets? Why do you think we should eat less sweets?
- Why do you think we should eat more fruits and vegetables?
- Which is more important to you, to eat tasty food or to eat healthy food? Why?

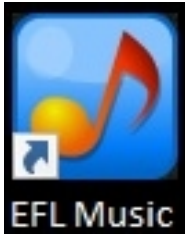
LESSON 4.1 (EXTENSION)

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 6A → THE BEST PIRATE CREW → 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 6A UNIT 3: THE BEST PIRATE CREW
LESSON 4.2

OBJECTIVES: <ul style="list-style-type: none"> Record reading Write silly poems Write a book review 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: We are the best pirate crew The best that we can be We've won at every game And beat all those who played	We are fit, we are strong, we have muscles (We are smart, we are wise, our minds aren't dull) Yo-ho, Yo-ho!	Wiggle your hips, Bend your knees Raise your arms, Higher please Stretch your legs, Jump on the spot Touch your toes, That's the shot	Puzzle and games, Lots of books Solve the problems, More please Exercise your brains, Study the maps Find the clues, That's the shot
Activity Song: We are the best pirate crew The best that we can be We've won at every game And beat all those who played We are fit, we are strong, we have * (We are smart, we are wise, our minds aren't dull)	Yo-ho, Yo-ho! Wiggle your <u>1.hips 2. nose 3. toes</u> Bend your <u>1. knees 2. arms 3. back</u> Raise your <u>1. arms 2. legs 3. chin</u> Higher please Stretch your <u>1. legs 2. arms 3. neck</u> <u>1. Jump 2. Hop 3. Twist on the spot</u>	Touch your <u>1. toes 2. knees 3. head</u> That's the shot * and * Lots of * Solve the problems, More please Exercise your *, Study the * Find the clues, That's the shot	
(2) READING: Start with group reading if necessary Record reading	(3) CLASSROOM PRACTICE I: Silly Poems Pre-activity: Ask: <i>"What is the meaning of silly?"</i> <i>(something that is foolish, mindless or nonsensical)</i> Activity: Complete the silly poem on Speaking and Writing Book p30-31 using rhyming words. Recite the poems.	(4) CLASSROOM PRACTICE 2: Book Review Pre-activity: Explain what is a book review (a description and an evaluation of a book) and how to write one. Refer to p33 for more information. Activity: Turn to p34-35. Refer to the storybook "The Best Pirate Crew" and write a review based on it.	
(5) CLASS TEST: Unit 3 Assessment Assessment Book p60-69	(6) HOME PRACTICE (REMINDER): Speaking & Writing Book p32 (silly poem)	(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 6A – 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 6A UNIT 4: WALTER THE WEATHER MAN
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: Is there gonna be wind, sun, snow or rain? What is the weather going to be? Is there gonna be wind, sun, snow or rain? Oh weather man please tell me so	Can I swim or jog today? Do I need an umbrella when I go out Oh weather man, Oh weather man Can you predict the weather today?	I feel like smiling when the sun is shining I feel so moody when the sky is gloomy Oh weather man, Oh weather man Can you predict the weather today?
(2) READING: Step 1: Picture Walk <ul style="list-style-type: none"> <i>What do you think the story is about? What do you think the man did for a living?</i> <i>What does a weather man do?</i> <i>Can describe the weather in the picture? What's the weather condition you have now?</i> 		<ul style="list-style-type: none"> <i>What do you think happened in the story?</i> <i>Would you like to become a weather man one day? Why?</i> Step 2: Storytelling 1 Step 4: Group Echo Reading (optional)
(3) ACTIVITY 1: Words: Walter the Weather Man 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 p72-73 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 score wins.
(5) CLASSROOM PRACTICE: Workbook p71-73	(6) HOME PRACTICE (REMINDER): Assessment Book 70-73	(7) CLOSING: Step 4: Group Echo Reading (with student's storybook) (optional)

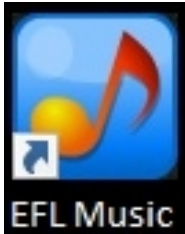
LESSON 1.1 (EXTENSION)

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 6A → WALTER THE WEATHER MAN		
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 6A UNIT 4: WALTER THE WEATHER MAN
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 • Identify adjectives in passages 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Is there gonna be wind, sun, snow or rain? What is the weather going to be? Is there gonna be wind, sun, snow or rain? Oh weather man please tell me so	Can I swim or jog today? Do I need an umbrella when I go out Oh weather man, Oh weather man Can you predict the weather today?	I feel like smiling when the sun is shining I feel so moody when the sky is gloomy Oh weather man, Oh weather man Can you predict the weather today?
(2) READING: Step 2: Storytelling 1 Step 3: Storytelling 2 <ul style="list-style-type: none"> • Describe the job of Walter, the weather man. • Why was Walter's first week as Channel 3's weather forecaster a disaster? Why was Walter's boss furious with him then? • Walter had become a better weather forecaster since ten years ago? Talk about the change. Why did the people of the city turn on Channel 3 every morning? 		<ul style="list-style-type: none"> • How did Walter make predictions about the weather? • Talk about the incident when he made a wrong weather forecast. Did the people believe in his weather forecast? What did they do? What did Channel 3 do? • How did Walter find out about his mistake? • What happened in the end? If you were Walter, how would you react? Step 4: Group Echo Reading
(3) REVISION: Vocabulary Words	(4) ACTIVITY: Spot the Adjectives Pre-activity: Starting from page 1 of the storybook, invite students to randomly identify adjectives in the passages. Invite students to share the meaning and make a sentence with the adjective.	(Adjectives are descriptive words that give us more information about a noun.) Activity: Attempt the exercises.
(5) CLASSROOM PRACTICE: Workbook p74-76	(6) HOME PRACTICE (REMINDER): Assessment Book p74-75	(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 6A – 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 6A UNIT 4: WALTER THE WEATHERMAN
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 the use of infinitives in sentences (to + verb) 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Is there gonna be wind, sun, snow or rain? What is the weather going to be? Is there gonna be wind, sun, snow or rain? Oh weather man please tell me so	Can I swim or jog today? Do I need an umbrella when I go out Oh weather man, Oh weather man Can you predict the weather today?	I feel like smiling when the sun is shining I feel so moody when the sky is gloomy Oh weather man, Oh weather man Can you predict the weather today?
Activity song: Is there gonna be *, *. * or *? What is the weather going to be? Is there gonna be *, *. * or *? Oh weather man please tell me so Can I <u>1. swim 2. skate 3. ski</u>	or <u>1. jog 2. hike 3. fish</u> today? Do I need <u>1. an umbrella</u> <u>2. a windbreaker 3. mittens and scarf</u> when I go out Oh weather man, Oh weather man Can you predict the weather today?	I feel like <u>1. smiling 2. giggling</u> <u>3. laughing</u> when the sun is shining I feel so <u>1. moody 2. grumpy 3. sulky</u> when the sky is gloomy Oh weather man, Oh weather man Can you predict the weather today?
(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> <i>Step 5: Group Shadow Reading</i> 	(3) REVISION: Vocabulary Words, Adjectives	(5) ACTIVITY 2: Infinitives Pre-activity: Write on a whiteboard and say: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <i>I want all of you <u>to wait</u> for me.</i> <i>I am going <u>to start</u> the lesson soon.</i> </div> (underline 'to wait' and 'to start') The underlined words indicate the purpose or intention of the actions. Read through the storybook, starting from p1, and identify the infinitives (to + verb). Activity: Learn more about infinitives.
	(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 p77-78	(7) HOME PRACTICE (REMINDER): Assessment Book p76-77	(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 6A → WALTER THE WEATHER MAN		
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 6A UNIT 4: WALTER THE WEATHERMAN
LESSON 2.2

OBJECTIVES: <ul style="list-style-type: none"> Retell the story Echo or Shadow read with Variations Learn to listen to instructions and act on them Broadcast a weather report; Write a weather report Learn homophones: rung-wrung, hear-here, wear-ware, few-phew, whale-wail 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Is there gonna be wind, sun, snow or rain? What is the weather going to be? Is there gonna be wind, sun, snow or rain? Oh weather man please tell me so	Can I swim or jog today? Do I need an umbrella when I go out Oh weather man, Oh weather man Can you predict the weather today?	I feel like smiling when the sun is shining I feel so moody when the sky is gloomy Oh weather man, Oh weather man Can you predict the weather today?
Activity song: Is there gonna be *, *. * or *? What is the weather going to be? Is there gonna be *, *. * or *? Oh weather man please tell me so Can I <u>1. swim 2. skate 3. ski</u>	or <u>1. jog 2. hike 3. fish</u> today? Do I need <u>1. an umbrella</u> <u>2. a windbreaker 3. mittens and scarf</u> when I go out Oh weather man, Oh weather man Can you predict the weather today?	I feel like <u>1. smiling 2. giggling</u> <u>3. laughing</u> when the sun is shining I feel so <u>1. moody 2. grumpy 3. sulky</u> when the sky is gloomy Oh weather man, Oh weather man Can you predict the weather today?
(2) READING: Start with group reading if necessary Step 3: Storytelling 2 <ul style="list-style-type: none"> <i>Invite a student to retell the story in his own words.</i> Step 4 & 5: Group Echo/ Shadow Reading with Variations (eg. girls vs boys, 1 student vs all students)	(4) ACTIVITY 1: Listening 1: True or False Turn to Workbook p79. 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: Listening Comprehension Turn to Workbook p80. Listen to the weather forecast and answer the questions. ‘See Answers’ on the top right corner to reveal the answers.	(6) ACTIVITY 3: Speaking: I am a Weather Forecaster Pre-activity: Prepare and show a video clip of a piece of weather news. Invite students to pay close attention to what the weather forecaster is saying and doing. <i>Ask: “How did he/ she speak? Where did he/ she look (eye contact)? Where did he/ she place or use his/ her hands (hand gestures)?”</i> Activity: Study the weather of Coral Island/ Highland City and make a 3-day weather forecast. Practice before making a broadcast to the class.
(3) REVISION: Vocabulary Words, Infinitives	(7) ACTIVITY 4: Writing: A Weather Report Pre-activity: Check out www.weather.com Explore the information on the website. Type a location/ country in the search box and check out the weather forecast. Activity: Turn to Workbook p83-84. Write a weather report with the given helping words. (Students make a weather report on a location of their choice.)	(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 p85-87 (Homophones)		
(10) HOME PRACTICE (REMINDER): Workbook p81-82 (Speaking Practice) Assessment Book p78-81 (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 6A – 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 6A UNIT 4: WALTER THE WEATHERMAN
LESSON 3.1

OBJECTIVES: <ul style="list-style-type: none"> Paired reading Revise comparison of adjectives Learn comparison of adjectives (as + adjective + as) 		MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i>
(1) TUNING-IN: Sing-a-long: Is there gonna be wind, sun, snow or rain? What is the weather going to be? Is there gonna be wind, sun, snow or rain? Oh weather man please tell me so	Can I swim or jog today? Do I need an umbrella when I go out Oh weather man, Oh weather man Can you predict the weather today?	I feel like smiling when the sun is shining I feel so moody when the sky is gloomy Oh weather man, Oh weather man Can you predict the weather today?
Activity song: Is there gonna be *, *. * or *? What is the weather going to be? Is there gonna be *, *. * or *? Oh weather man please tell me so Can I <u>1. swim 2. skate 3. ski</u>	or <u>1. jog 2. hike 3. fish</u> today? Do I need <u>1. an umbrella</u> <u>2. a windbreaker 3. mittens and scarf</u> when I go out Oh weather man, Oh weather man Can you predict the weather today?	I feel like <u>1. smiling 2. giggling</u> <u>3. laughing</u> when the sun is shining I feel so <u>1. moody 2. grumpy 3. sulky</u> when the sky is gloomy Oh weather man, Oh weather man Can you predict the weather today?
(2) READING: Start with group reading if necessary Step 6: Paired Reading	(4) ACTIVITY 2: as + adjective + as Pre-activity: Draw and make the following comparisons:	<div style="border: 1px solid black; padding: 5px;"> <div style="display: flex; align-items: center;"> <div style="text-align: center; margin-right: 10px;"> A  </div> <div style="text-align: center; margin-right: 10px;"> B  </div> <div style="text-align: center; margin-right: 10px;"> C  </div> <div style="flex-grow: 1;"> A and C are <u>taller than</u> B. B is <u>shorter than</u> A and C. A is <u>as tall as</u> C. </div> </div> </div> <p>Activity: Go through the lesson and attempt the exercise.</p>
(3) ACTIVITY 1: Comparison of Adjectives (revision) Review the lessons.		
(5) CLASSROOM PRACTICE: Grammar Book p65-71 (comparison of adjectives) Grammar Book p72-73 (as + adjective + as)	(6) HOME PRACTICE (REMINDER): Review lessons Grammar Book p65-67 (comparison of adjectives) Grammar Book p72 (as + adjective + as)	(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 6A → WALTER THE WEATHER MAN		
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: - Use Correct Adjectives - Fill in Infinitives		
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 6A UNIT 4: WALTER THE WEATHERMAN
LESSON 3.2

OBJECTIVES: <ul style="list-style-type: none"> Individual reading Learn nouns as adjectives Revise order of adjectives 		MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i>
(1) TUNING-IN: Sing-a-long: Is there gonna be wind, sun, snow or rain? What is the weather going to be? Is there gonna be wind, sun, snow or rain? Oh weather man please tell me so	Can I swim or jog today? Do I need an umbrella when I go out Oh weather man, Oh weather man Can you predict the weather today?	I feel like smiling when the sun is shining I feel so moody when the sky is gloomy Oh weather man, Oh weather man Can you predict the weather today?
Activity song: Is there gonna be *, *. * or *? What is the weather going to be? Is there gonna be *, *. * or *? Oh weather man please tell me so Can I <u>1. swim 2. skate 3. ski</u>	or <u>1. jog 2. hike 3. fish</u> today? Do I need <u>1. an umbrella</u> <u>2. a windbreaker 3. mittens and scarf</u> when I go out Oh weather man, Oh weather man Can you predict the weather today?	I feel like <u>1. smiling 2. giggling</u> <u>3. laughing</u> when the sun is shining I feel so <u>1. moody 2. grumpy 3. sulky</u> when the sky is gloomy Oh weather man, Oh weather man Can you predict the weather today?
(2) READING: Start with group reading if necessary Step 6: Individual Reading	(3) ACTIVITY 1: Nouns as Adjectives Pre-activity: Draw a basket. Say and write:	<i>"We are using the nouns 'fruit & egg' as adjectives to describe the other noun 'basket'."</i> Activity: Go through the lesson and attempt the exercise.
(4) ACTIVITY 2: Order of Adjectives (revision) Review the lessons.	 This is a basket. It can be used as a <u>fruit basket</u> . It can be used as an <u>egg basket</u> .	
(5) CLASSROOM PRACTICE: Grammar Book p74-77 (nouns as adjectives) Grammar Book p78-83 (order of adjectives)	(6) HOME PRACTICE (REMINDER): Review lessons Grammar Book p74-75 (nouns as adjectives) Grammar Book p78-79 (order of adjectives) Grammar Book p84-85 (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 6A – 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 6A UNIT 4: WALTER THE WEATHERMAN
LESSON 4.1

OBJECTIVES: <ul style="list-style-type: none"> Record reading Learn to start a conversation about weather and seasons 		MATERIALS: *Speaking & Writing Book * <i>For schools that have purchased the Speaking and Writing Book</i>
(1) TUNING-IN: Sing-a-long: Is there gonna be wind, sun, snow or rain? What is the weather going to be? Is there gonna be wind, sun, snow or rain? Oh weather man please tell me so	Can I swim or jog today? Do I need an umbrella when I go out Oh weather man, Oh weather man Can you predict the weather today?	I feel like smiling when the sun is shining I feel so moody when the sky is gloomy Oh weather man, Oh weather man Can you predict the weather today?
Activity song: Is there gonna be *, *. * or *? What is the weather going to be? Is there gonna be *, *. * or *? Oh weather man please tell me so Can I <u>1. swim 2. skate 3. ski</u>	or <u>1. jog 2. hike 3. fish</u> today? Do I need <u>1. an umbrella</u> <u>2. a windbreaker 3. mittens and scarf</u> when I go out Oh weather man, Oh weather man Can you predict the weather today?	I feel like <u>1. smiling 2. giggling</u> <u>3. laughing</u> when the sun is shining I feel so <u>1. moody 2. grumpy 3. sulky</u> when the sky is gloomy Oh weather man, Oh weather man Can you predict the weather today?
(2) READING: Start with group reading if necessary Record reading	(3) ACTIVITY 1: How is the Weather? Pre-activity: <i>Say: "Look outside the classroom. How's the weather today? What would you like to do in this weather? What shouldn't we do in this weather? What couldn't we do in this weather?"</i> Activity: Listen and read the dialogue.	(4) ACTIVITY 2: Role-Play with Friends Pair up the students. Turn to Speaking and Writing Book p38-39 and role-play the dialogue.
(5) CLASSROOM PRACTICE: Talk about Seasons and Activities. Turn to p40-41 and describe the weather conditions with the given helping words. Next, share the different kinds of activities one can do in the different seasons.	(6) HOME PRACTICE (REMINDER): Review dialogue Speaking and Writing Book p36-37	(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 6A → WALTER THE WEATHER MAN → 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 6A UNIT 4: WALTER THE WEATHERMAN
LESSON 4.2

OBJECTIVES: <ul style="list-style-type: none"> Record reading Brainstorm story starters Write a story 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: Is there gonna be wind, sun, snow or rain? What is the weather going to be? Is there gonna be wind, sun, snow or rain? Oh weather man please tell me so	Can I swim or jog today? Do I need an umbrella when I go out Oh weather man, Oh weather man Can you predict the weather today?	I feel like smiling when the sun is shining I feel so moody when the sky is gloomy Oh weather man, Oh weather man Can you predict the weather today?
Activity song: Is there gonna be *, *. * or *? What is the weather going to be? Is there gonna be *, *. * or *? Oh weather man please tell me so Can I <u>1. swim 2. skate 3. ski</u>	or <u>1. jog 2. hike 3. fish</u> today? Do I need <u>1. an umbrella</u> <u>2. a windbreaker 3. mittens and scarf</u> when I go out Oh weather man, Oh weather man Can you predict the weather today?	I feel like <u>1. smiling 2. giggling</u> <u>3. laughing</u> when the sun is shining I feel so <u>1. moody 2. grumpy 3. sulky</u> when the sky is gloomy Oh weather man, Oh weather man Can you predict the weather today?
(2) READING: Start with group reading if necessary Record reading	(3) CLASSROOM PRACTICE 1: Story Starters Turn to Speaking & Writing Book p42-43. Divide students into small groups and brainstorm for interesting story ideas.	(4) CLASSROOM PRACTICE 2: Write a Story Turn to p44-47. Write a story based on one of the story starters.
(5) CLASS TEST: Unit 4 Assessment: Assessment Book p82-90	(6) HOME PRACTICE (REMINDER): Speaking & Writing Book p44-47 (complete the story if it is not completed in school)	(7) CLOSING: Review reading if necessary (with student's storybook)

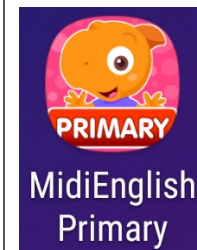
LESSON 4.2 (EXTENSION)

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 6A – 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 6A UNIT 5: CAN WE LIVE ON MARS?
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: Mars is our neighbor in the solar system Rovers have been sent to Mars on space missions Mars is rocky like our planet Earth With ice caps, craters	But yet to show any sign of life Can we live on Mars? (2x) It's a possibility But there's more to be done	Can we live on Mars? (2x) It's a possibility And one day, it may just come true It's a possibility (3x)
(2) READING: Step 1: Picture Walk <ul style="list-style-type: none"> <i>What is this? Have you watched an alien movie before? How about movies about space and planets?</i> <i>Can you name the planets in our solar system?</i> <i>Describe the ground/ land you see in the picture.</i> 		<ul style="list-style-type: none"> <i>Can you name the equipments you see?</i> <i>What is the job of an astronaut?</i> <i>Have you ever thought of living in another planet other than Earth? Why?</i> Step 2: Storytelling 1 Step 4: Group Echo Reading (optional)
(3) ACTIVITY 1: Words: Can We Live on Mars? 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 p92-93 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 score wins.
(5) CLASSROOM PRACTICE: Workbook p91-93	(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 6A → CAN WE LIVE ON MARS?		
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 6A UNIT 5: CAN WE LIVE ON MARS?
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 words with prefix (en-) and suffix (-able) 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Mars is our neighbor in the solar system Rovers have been sent to Mars on space missions Mars is rocky like our planet Earth With ice caps, craters	But yet to show any sign of life Can we live on Mars? (2x) It's a possibility But there's more to be done	Can we live on Mars? (2x) It's a possibility And one day, it may just come true It's a possibility (3x)
(2) READING: Step 2: Storytelling 1 Step 3: Storytelling 2 <ul style="list-style-type: none"> • <i>If you could make a wish, would you wish to live on another planet? Why?</i> • <i>Many people are saying that we are running out of resources like fuel and minerals on Earth. What are fuel and minerals? What do we use them for? Why do you think we are running out of these?</i> • <i>Talk about Mars. What do you know about Mars? What are the similarities between Earth and Mars?</i> • 		<ul style="list-style-type: none"> • <i>Why do you think scientists are keen to find out if Mars is livable for humans?</i> • <i>How can we explore Mars? What has been done already? Why aren't astronauts sent to Mars? What is the Mars rover? What does it do?</i> • <i>Scientists have some ideas on how humans can live on Mars in spite of the harsh conditions. Can you share more about this?</i> • <i>Can we live on Mars? What do you think?</i> Step 4: Group Echo Reading
(3) REVISION: Vocabulary Words	(4) ACTIVITY: Prefix and Suffix Pre-activity: Turn to Workbook p94-95. Learn how to use the prefix and suffix. Activity: Attempt the exercises.	
(5) CLASSROOM PRACTICE: Workbook p94-97	(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 6A – 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 6A UNIT 5: CAN WE LIVE ON MARS?
LESSON 2.1

OBJECTIVES: <ul style="list-style-type: none"> • Read and answer questions related to the story • Shadow read the story • Attempt the comprehension questions • Learn about transition words and phrases 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Mars is our neighbor in the solar system Rovers have been sent to Mars on space missions Mars is rocky like our planet Earth With ice caps, craters	But yet to show any sign of life Can we live on Mars? (2x) It's a possibility But there's more to be done	Can we live on Mars? (2x) It's a possibility And one day, it may just come true It's a possibility (3x)
Activity Song: * is our neighbor in the solar system * have been sent to * on space missions * is rocky like our planet * With *, *	But yet to show any sign of life Can we live on * (2x) It's a possibility But there's more to be done	Can we live on *? (2x) It's a possibility And one day, it may just come true It's a possibility (3x)
(2) READING: Step 2: Storytelling 1 (optional) Step 3: Storytelling 2 (<i>refer to.2</i>) Step 5: Group Shadow Reading	(4) ACTIVITY 1: Comprehension Invite a student to answer a question. Get him/ her to invite another classmate to answer the next question.	
(3) REVISION: Vocabulary Words, Prefix & Suffix	(5) ACTIVITY 2: Transition Words & Phrases We use transition words and phrases to connect sentences or paragraphs. They help readers understand the relationship between the ideas presented in a piece of writing. They provide a smooth transition between ideas and make a piece of writing easy to follow and read. Transition words also include conjunctions. Turn to Workbook p98-99 to read through the sentences/ passages with transition words.	
(6) CLASSROOM PRACTICE: Workbook p98-102	(7) HOME PRACTICE (REMINDER): Assessment Book p98-99	(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 6A → CAN WE LIVE ON MARS?		
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 6A UNIT 5: CAN WE LIVE ON MARS?
LESSON 2.2

OBJECTIVES: <ul style="list-style-type: none"> • Retell the story • Echo or Shadow read with Variations • Learn to listen to instructions and act on them 	<ul style="list-style-type: none"> • Prepare, write and present an argument • Learn homophones: red-read, eight-ate, made-maid, roam-Rome, might-mite 	MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Mars is our neighbor in the solar system Rovers have been sent to Mars on space missions Mars is rocky like our planet Earth With ice caps, craters	But yet to show any sign of life Can we live on Mars? (2x) It's a possibility But there's more to be done	Can we live on Mars? (2x) It's a possibility And one day, it may just come true It's a possibility (3x)
Activity Song: * is our neighbor in the solar system * have been sent to * on space missions * is rocky like our planet * With *, *	But yet to show any sign of life Can we live on * (2x) It's a possibility But there's more to be done	Can we live on *? (2x) It's a possibility And one day, it may just come true It's a possibility (3x)
(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 (<i>eg. girls vs boys, 1 student vs all students</i>)	(4) ACTIVITY 1: Listening 1: The Planets in the Solar System Turn to Workbook p103. Listen to the position of the planets and write them down. Listen again if necessary. Click 'See Answers' on the top right corner to reveal the answers. (5) ACTIVITY 2: Listening 2: Correct the Statements Turn to Workbook p104. Listen to the passage. Underline the incorrect word in each statement and fill in the correct word. See Answers' on the top right corner to reveal the answers. (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.	(6) ACTIVITY 3: Writing: Persuasive Speech & Essay: Can We Live on Mars? Pre-activity: Explain to students what is a persuasive speech/ essay (<i>to convince others to agree with the facts we present and accept our argument</i>). Start with the topic "Can We Live on Mars?" Divide students into small groups and each group to state their position (agree or disagree with the topic). List out facts or reasons to support the position (refer to Workbook p105 for more instructions). Activity: Turn to Workbook p107-108. Write down the introduction, body and conclusion of the argument. (7) ACTIVITY 4: Speaking: Persuasive Speech & Essay (Presentation) Pre-activity: Prepare for a speaking presentation (refer to Workbook p106). Turn to Workbook p107-108. With the written argument, prepare the presentation by writing down notes (arguments) on index cards. Activity: Select a spokesperson from each group to present the argument. Practice and present with clarity and confidence.
(3) REVISION: Vocabulary Words, Prefix & Suffix, Transition Words & Phrases		
(9) CLASSROOM PRACTICE: Workbook p109-111 (Homophones)		
(10) HOME PRACTICE (REMINDER): Assessment Book p100-103 (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 6A – 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 6A UNIT 5: CAN WE LIVE ON MARS?
LESSON 3.1

OBJECTIVES: <ul style="list-style-type: none"> Paired reading Revise question words (who, what, when, where, why, which, how) Learn to answer questions (switching pronouns) 		MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i>
(1) TUNING-IN: Sing-a-long: Mars is our neighbor in the solar system Rovers have been sent to Mars on space missions Mars is rocky like our planet Earth With ice caps, craters	But yet to show any sign of life Can we live on Mars? (2x) It's a possibility But there's more to be done	Can we live on Mars? (2x) It's a possibility And one day, it may just come true It's a possibility (3x)
Activity Song: * is our neighbor in the solar system * have been sent to * on space missions * is rocky like our planet * With *, *	But yet to show any sign of life Can we live on * (2x) It's a possibility But there's more to be done	Can we live on *? (2x) It's a possibility And one day, it may just come true It's a possibility (3x)
(2) READING: Start with group reading if necessary Step 6: Paired Reading	(3) ACTIVITY 1: Question Words (revision) Review the lessons.	(4) ACTIVITY 2: Answering Questions Go through the lesson and attempt the exercise. Pay attention to the subject-verb agreement.
(5) CLASSROOM PRACTICE: Grammar Book p86-97 (question words revision)	(6) HOME PRACTICE (REMINDER): Review lessons Grammar Book p86-89	(7) CLOSING: Step 6: Paired Reading (with student's storybook)

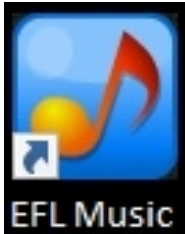
LESSON 3.1 (EXTENSION)

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 6A → CAN WE LIVE ON MARS?		
15 min	Go 'Read' section in the App → Do the following: - Silent-read the story ('Read by Myself')		
15 min	Go 'Play' section in the App → Do the following: - What's The Answer - Transition Words - Add Prefix or Suffix		
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 6A UNIT 5: CAN WE LIVE ON MARS?
LESSON 3.2

OBJECTIVES: <ul style="list-style-type: none"> • Individual reading • Learn question words (whose, whom) • Learn question words in indirect questions; in adjective clauses 		MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i>
(1) TUNING-IN: Sing-a-long: Mars is our neighbor in the solar system Rovers have been sent to Mars on space missions Mars is rocky like our planet Earth With ice caps, craters	But yet to show any sign of life Can we live on Mars? (2x) It's a possibility But there's more to be done	Can we live on Mars? (2x) It's a possibility And one day, it may just come true It's a possibility (3x)
Activity Song: * is our neighbor in the solar system * have been sent to * on space missions * is rocky like our planet * With *, *	But yet to show any sign of life Can we live on * (2x) It's a possibility But there's more to be done	Can we live on *? (2x) It's a possibility And one day, it may just come true It's a possibility (3x)
(2) READING: Start with group reading if necessary Step 6: Individual Reading	(3) ACTIVITY 1: Whose, Whom & (Who or Whom?) Pre-activity: Write and ask: <div style="border: 1px solid black; padding: 5px;"> Sam found a wallet and handed it to his teacher. <u>Who</u> found the wallet? (Sam found the wallet.) To <u>whom</u> did he hand it? (He handed it to his teacher.) <u>Whose</u> wallet was it? (I don't know.) </div> Activity: Go through the lesson and attempt the exercise.	(4) ACTIVITY 2: Indirect Questions, Adjective Clauses Pre-activity: Write and ask: <div style="border: 1px solid black; padding: 5px;"> <u>Whose</u> wallet is this? I don't know <u>whose</u> wallet this is. </div> <i>"Question words can be used in questions, as well as, in statements."</i> Activity: Go through the lesson and attempt the exercise.
(5) CLASSROOM PRACTICE: Grammar Book p98-101 (whose, whom) Grammar Book p102-103 (question words revision) Grammar Book p104-107 (indirect questions, adjective clauses)	(6) HOME PRACTICE (REMINDER): Review lessons Grammar Book p98 (whose, whom) Grammar Book p100 (who or whom?) Grammar Book p108 (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 6A – 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 6A UNIT 5: CAN WE LIVE ON MARS?
LESSON 4.1

OBJECTIVES: <ul style="list-style-type: none"> Record reading Make an imaginative conversation with an alien (talking about space and planets) Research and share information about planet Earth 		MATERIALS: *Speaking & Writing Book * <i>For schools that have purchased the Speaking and Writing Book</i>
(1) TUNING-IN: Sing-a-long: Mars is our neighbor in the solar system Rovers have been sent to Mars on space missions Mars is rocky like our planet Earth With ice caps, craters	But yet to show any sign of life Can we live on Mars? (2x) It's a possibility But there's more to be done	Can we live on Mars? (2x) It's a possibility And one day, it may just come true It's a possibility (3x)
Activity Song: * is our neighbor in the solar system * have been sent to * on space missions * is rocky like our planet * With *, *	But yet to show any sign of life Can we live on * (2x) It's a possibility But there's more to be done	Can we live on *? (2x) It's a possibility And one day, it may just come true It's a possibility (3x)
(2) READING: Start with group reading if necessary Record reading	(3) ACTIVITY 1: Welcome to My Planet Listen and read the dialogue. Ask the following questions: <ul style="list-style-type: none"> <i>What does an astronaut do? Would you like to explore space one day? Why?</i> <i>Can you share anything you know about Earth or other planets in the solar system?</i> 	(4) ACTIVITY 2: Role-play with Friends Pre-activity: Turn to Speaking & Writing Book p50 and read up the information about the planets. Activity: Pair up the students. Turn to Book p51 and role-play the dialogue.
(5) CLASSROOM PRACTICE: What Do You Know About Earth? Research about Earth to learn more about it. Share the findings with the class.	(6) HOME PRACTICE (REMINDER): Review dialogue Speaking and Writing Book p48-49	(7) CLOSING: Review reading if necessary (with student's storybook)

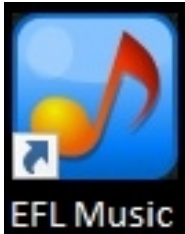
LESSON 4.1 (EXTENSION)

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 6A → CAN WE LIVE ON MARS? → 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 6A UNIT 5: CAN WE LIVE ON MARS?
LESSON 4.2

OBJECTIVES: <ul style="list-style-type: none"> Record reading Brainstorm story starters Write a story 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: Mars is our neighbor in the solar system Rovers have been sent to Mars on space missions Mars is rocky like our planet Earth With ice caps, craters	But yet to show any sign of life Can we live on Mars? (2x) It's a possibility But there's more to be done	Can we live on Mars? (2x) It's a possibility And one day, it may just come true It's a possibility (3x)
Activity Song: * is our neighbor in the solar system * have been sent to * on space missions * is rocky like our planet * With *, *	But yet to show any sign of life Can we live on * (2x) It's a possibility But there's more to be done	Can we live on *? (2x) It's a possibility And one day, it may just come true It's a possibility (3x)
(2) READING: Start with group reading if necessary Record reading	(3) CLASSROOM PRACTICE 1: Story Starters Turn to Speaking & Writing Book p54-55. Divide students into small groups and brainstorm for interesting story ideas.	(4) CLASSROOM PRACTICE 2: Write a Story Turn to p56-59. Write a story based on one of the story starters.
(5) CLASS TEST: Unit 5 Assessment Assessment Book p104-112	(6) HOME PRACTICE (REMINDER): Speaking & Writing Book p56-59 (complete the story if it 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 6A – 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>