
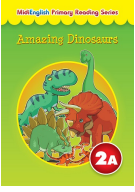






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LEVEL 2A UNIT 1: MILLIE MONKEY
LESSON 1.1

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 identify vocabulary words (animals) 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: The place is too high (oh my) The place is too smelly (like bad jelly) The place is too cold (oh behold) The place is too noisy (so crazy)	My home is wonderful My home is beautiful It is good enough for me (2x)	The place is too scary (and eerie) The place is too dark (no sparks) The place is too wet (you bet) The place is too small (that's all?)
(2) READING: Step 1: Picture Walk <ul style="list-style-type: none"> <i>What do you think the book is about?</i> <i>The monkey is called Millie. Describe how she looks. Why do you think Millie is unhappy?</i> <i>How do you think Millie feels when she is with the different animals?</i> 	<ul style="list-style-type: none"> <i>Would you like to visit the homes of these animals? Why?</i> <i>What do you think happened in the end?</i> 	Step 2: Storytelling 1 Step 4: Group Echo Reading (optional)
(3) ACTIVITY 1: Words: Animal Names Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.		(4) ACTIVITY 2: Snap and Match Divide students into 2 groups. Each group takes turns to read the word and snap the correct picture. Record their scores and the group with the higher score wins.
(5) CLASSROOM PRACTICE: Workbook p3-4	(6) HOME PRACTICE (REMINDER): Workbook p1-3	(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 'Lower Primary' → Level 2A → MILLIE MONKEY		
10 min	Go 'Read' section in the App → Do the following: - Listen to the story ('Read to Me')		
10 min	Go 'Play' section in the App → Do the following: - Descriptive words		
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 2A UNIT 1: MILLIE MONKEY
LESSON 1.2

OBJECTIVES: <ul style="list-style-type: none"> • Listen to the story without interruption • Read and answer questions related to the story • Echo read the story • Learn to count in tens numbers 10-100 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: The place is too high (oh my) The place is too smelly (like bad jelly) The place is too cold (oh behold) The place is too noisy (so crazy)	My home is wonderful My home is beautiful It is good enough for me (2x)	The place is too scary (and eerie) The place is too dark (no sparks) The place is too wet (you bet) The place is too small (that's all?)
(2) READING: Step 2: Storytelling 1 Step 3: Storytelling 2 <ul style="list-style-type: none"> • <i>Why is Millie Monkey sad?</i> • <i>Millie does not like to live with the ____ (name of animal). Why is this so?</i> 	<ul style="list-style-type: none"> • <i>Think of an animal that you like. Would you want to live with it? Why?</i> • <i>Why do you think Millie is happy at the end of the story?</i> 	<ul style="list-style-type: none"> • <i>Millie loves bananas and her swing. She loves her home. Share the things you love about your home.</i> Step 4: Group Echo Reading
(3) REVISION: Vocabulary Words, Numbers	(4) ACTIVITY 1: Words: Numbers 10-100 Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.	(5) ACTIVITY 3: Counting Animals Divide students into 2 groups. Each group takes turns and race against time to find the specified number of animals. Record their scores and the group with the higher score wins.
(6) CLASSROOM PRACTICE: Workbook p5-6	(7) HOME PRACTICE (REMINDER): Assessment Book p4-6	(8) CLOSING: Step 4: Group Echo Reading (with student's storybook)

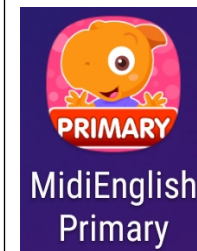
LESSON 1.2 (EXTENSION)

<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 2A – 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 2A UNIT 1: MILLIE MONKEY
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 pronounce and identify descriptive words 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: The place is too high (oh my) The place is too smelly (like bad jelly) The place is too cold (oh behold) The place is too noisy (so crazy)	My home is wonderful My home is beautiful It is good enough for me (2x)	The place is too scary (and eerie) The place is too dark (no sparks) The place is too wet (you bet) The place is too small (that's all?)
Activity Song: The place is too * (oh my) The place is too * (like bad jelly) The place is too * (oh behold) The place is too * (so crazy)	My home is wonderful My home is beautiful It is good enough for me (2x)	The place is too * (and eerie) The place is too * (no sparks) The place is too * (you bet) The place is too * (that's all?)
(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> 	<ul style="list-style-type: none"> • <i>Where did the story take place?</i> • <i>What was/ were the problem(s)?</i> • <i>How was/ were the problem(s) solved?</i> Step 5: Group Shadow Reading	(3) REVISION: Vocabulary Words, Descriptive Words
(4) ACTIVITY 1: Comprehension Invite a student to answer a question. Get him/ her to invite another classmate to answer the next question.	(5) ACTIVITY 2: Words: Millie Monkey Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.	(6) ACTIVITY 3: Banana Toss Read the sentence. Throw the banana to the monkey with the correct description.
(7) CLASSROOM PRACTICE: Workbook p7-9	(8) HOME PRACTICE (REMINDER): Assessment Book p7-9	(9) CLOSING: Step 4: Group Shadow Reading (with student's storybook)


LESSON 2.1 (EXTENSION)

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

LEVEL 2A UNIT 1: MILLIE MONKEY
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 Introduce oneself and write down 2 things that one can do. Learn to pronounce words in these word families: /ad/, /at/, /et/, /ot/ 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: The place is too high (oh my) The place is too smelly (like bad jelly) The place is too cold (oh behold) The place is too noisy (so crazy)	My home is wonderful My home is beautiful It is good enough for me (2x)	The place is too scary (and eerie) The place is too dark (no sparks) The place is too wet (you bet) The place is too small (that's all?)
Activity Song: The place is too * (oh my) The place is too * (like bad jelly) The place is too * (oh behold) The place is too * (so crazy)	My home is wonderful My home is beautiful It is good enough for me (2x)	The place is too * (and eerie) The place is too * (no sparks) The place is too * (you bet) The place is too * (that's all?)
(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 book in his/ her 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: School is Fun Turn to Workbook p10. Listen to the sentences and tick the correct pictures. Click 'See Answers' on the top right corner to reveal the answers.
(3) REVISION: Vocabulary Words		
(5) ACTIVITY 2: Speaking: Greetings Pre-activity: Make a selection in the given 3 categories: (1) Choose the time; (2) Choose the animal; (3) Choose what makes the animal happy. Listen to the animal's introduction. Invite a student to repeat what the animal says. <ul style="list-style-type: none"> <i>Good ... My name is ...</i> 	(6) ACTIVITY 3: Writing: Stretch a Phrase Pre-activity: Click the pictures as instructed. See how a descriptive word is added to a word (noun) to give us more information about the word. Activity: Complete p14-15. <i>Note for p15: Invite students to imagine that Millie Monkey has chosen to live with another animal. Write the name of the animal and describe the place.</i>	(7) ACTIVITY 4: Word Families Introduce one short vowel word family sound at a time. Listen to the sounds and words without interruption. Listen again and invite students to say the sounds and words. Pay attention to the pronunciation of sounds and words. Repeat if necessary.
(8) CLASSROOM PRACTICE: Workbook p16-17 (Word families)	(9) HOME PRACTICE (REMINDER): Workbook p11 (Speaking Practice) Assessment Book p10-11 (Word families)	(10) CLOSING: Step 4 & 5: Group Echo & Shadow Reading (with student's storybook)

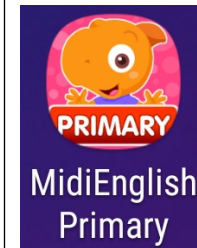
LESSON 2.2 (EXTENSION)

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 2A – 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 2A UNIT 1: MILLIE MONKEY
LESSON 3.1

OBJECTIVES: <ul style="list-style-type: none"> Paired reading Review capitalization rules: first letter of a sentence; names and I 		MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i>
(1) TUNING-IN: Sing-a-long: The place is too high (oh my) The place is too smelly (like bad jelly) The place is too cold (oh behold) The place is too noisy (so crazy)	My home is wonderful My home is beautiful It is good enough for me (2x)	The place is too scary (and eerie) The place is too dark (no sparks) The place is too wet (you bet) The place is too small (that's all?)
Activity Song: The place is too * (oh my) The place is too * (like bad jelly) The place is too * (oh behold) The place is too * (so crazy)	My home is wonderful My home is beautiful It is good enough for me (2x)	The place is too * (and eerie) The place is too * (no sparks) The place is too * (you bet) The place is too * (that's all?)
(2) READING: Start with group reading if necessary Step 6: Paired Reading	(3) ACTIVITY 1: Capitalization: Sentences Pre-activity: A sentence always begins with a capital letter. Click to capitalize the first letter of a sentence and read the sentence together. Activity: Attempt the exercise and read the sentences.	(4) ACTIVITY 2: Capitalization: Names and I Pre-activity: Names and I always begins with a capital letter. Click to capitalize names and I of a sentence and read the sentence together. Activity: Attempt the exercise and read the names or sentences.
(5) CLASSROOM PRACTICE: Grammar Book p1-3 (start of a sentence) Grammar Book p4-7 (names & I)	(6) HOME PRACTICE (REMINDER): Review lessons Grammar Book p1, 4	(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 'Lower Primary' → Level 2A → MILLIE MONKEY		
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: - Stretch a phrase - Spell It Right - Type The Word		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

LEVEL 2A UNIT 1: MILLIE MONKEY
LESSON 3.2

OBJECTIVES: <ul style="list-style-type: none"> Individual reading Learn capitalization rules: days and months; festivals and special events 		MATERIAL: *Grammar Book * <i>For schools that have purchased the Grammar Book</i>
(1) TUNING-IN: Sing-a-long: The place is too high (oh my) The place is too smelly (like bad jelly) The place is too cold (oh behold) The place is too noisy (so crazy)	My home is wonderful My home is beautiful It is good enough for me (2x)	The place is too scary (and eerie) The place is too dark (no sparks) The place is too wet (you bet) The place is too small (that's all?)
Activity Song: The place is too * (oh my) The place is too * (like bad jelly) The place is too * (oh behold) The place is too * (so crazy)	My home is wonderful My home is beautiful It is good enough for me (2x)	The place is too * (and eerie) The place is too * (no sparks) The place is too * (you bet) The place is too * (that's all?)
(2) READING: Start with group reading if necessary Step 6: Individual Reading	(3) ACTIVITY 1: Capitalization: Days and Months Pre-activity: Days and months begin with capital letters. Invite students to recite the days of the week and the months of the year. Write them down on a whiteboard: <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <i>Monday Tuesday Wednesday Thursday Friday</i> <i>Saturday Sunday</i> </div> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <i>January February March April May June July</i> <i>August September October November December</i> </div> Highlight to students that the words begin with capital letters. Activity: Go through the lesson and attempt the exercise.	
(4) ACTIVITY 2: Capitalization: Festivals and Special Events Pre-activity: Festivals and special events begin with capital letters. Invite students to name festivals (holidays) that they know. Write them down on a whiteboard. Remember to capitalize the first letter of the word(s). Activity: Go through the lesson and attempt the exercise.		
(5) CLASSROOM PRACTICE: Grammar Book p8-12 (days and months) Grammar Book p13-15 (festivals and special events)	(6) HOME PRACTICE (REMINDER): Review lessons Grammar Book p8-9 (days and months) Grammar Book p13 (festivals and special events) Grammar Book p16 (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 2A – 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 2A UNIT 1: MILLIE MONKEY
LESSON 4.1

OBJECTIVES: <ul style="list-style-type: none"> Record reading Learn to greet and ask where one is going 		MATERIAL: *Speaking & Writing Book * <i>For schools that have purchased the Speaking and Writing Book</i>
(1) TUNING-IN: Sing-a-long: The place is too high (oh my) The place is too smelly (like bad jelly) The place is too cold (oh behold) The place is too noisy (so crazy)	My home is wonderful My home is beautiful It is good enough for me (2x)	The place is too scary (and eerie) The place is too dark (no sparks) The place is too wet (you bet) The place is too small (that's all?)
Activity Song: The place is too * (oh my) The place is too * (like bad jelly) The place is too * (oh behold) The place is too * (so crazy)	My home is wonderful My home is beautiful It is good enough for me (2x)	The place is too * (and eerie) The place is too * (no sparks) The place is too * (you bet) The place is too * (that's all?)
(2) READING: Start with group reading if necessary Record reading	(3) ACTIVITY 1: How Are You? Pre-activity: <i>Ask: "How do you greet a friend when you see them?"</i> Pause for answers. Activity: Listen and read the dialogue.	(4) ACTIVITY 2: Role-play with Friends Pre-activity: Pair up the students. Turn to Speaking and Writing Book p1-2. Invite students to role-play the dialogue.
(5) ACTIVITY 3: Where Are You Going? Listen and read the dialogue.	(6) ACTIVITY 4: Role-play with Friends Pair up the students. Turn to p5. Invite students to role-play the dialogue.	Activity: Turn to p3. Fill in the dialogue with the given helping words.
(7) CLASSROOM PRACTICE: Say and Write Turn to p6-7. Ask your friend and fill in the dialogue.	(8) HOME PRACTICE (REMINDER): Review dialogue Speaking and Writing Book p1, 4	(9) 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>10 min</p> <p>10 min</p> <p>10 min</p> <p>10 min</p>	<p>Launch 'MidiEnglish Primary' on the teacher PC</p> <p>Go 'Lesson Plan' → Level 2A → MILLIE MONKEY → Lesson 4 → Run the 'Songwriting' activity</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>'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>'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>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 2A UNIT 1: MILLIE MONKEY
LESSON 4.2

OBJECTIVES: <ul style="list-style-type: none"> Record reading Review: Complete sentences always makes sense Complete passages: “My Birthday Party”; “ New Year’s Day” Attempt Unit 1 Assessment 		MATERIAL: * Speaking & Writing Book Assessment Book <i>* For schools that have purchased the Speaking and Writing Book</i>
(1) TUNING-IN: Sing-a-long: The place is too high (oh my) The place is too smelly (like bad jelly) The place is too cold (oh behold) The place is too noisy (so crazy)	My home is wonderful My home is beautiful It is good enough for me (2x)	The place is too scary (and eerie) The place is too dark (no sparks) The place is too wet (you bet) The place is too small (that’s all?)
Activity Song: The place is too * (oh my) The place is too * (like bad jelly) The place is too * (oh behold) The place is too * (so crazy)	My home is wonderful My home is beautiful It is good enough for me (2x)	The place is too * (and eerie) The place is too * (no sparks) The place is too * (you bet) The place is too * (that’s all?)
(2) READING: Start with group reading if necessary Record reading	(3) CLASSROOM PRACTICE 1: A Sentence (I) & (II) Turn to Speaking and Writing Book p8-11. Select sentences and copy them. Read the sentences together.	(4) CLASSROOM PRACTICE 2: My Birthday; New Year’s Day Turn to p12-15. Complete the passages with the given helping words.
(5) CLASS TEST: Unit 1 Assessment Assessment Book p12-21	(6) HOME PRACTICE (REMINDER): Speaking and Writing Book p14-15 (if these are not completed in school)	(7) CLOSING: Review reading if necessary (with student’s storybook)

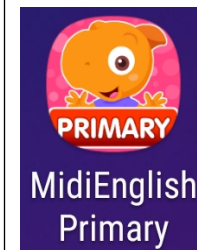
LESSON 4.2 (EXTENSION)

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 2A – 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 2A UNIT 2: AMAZING DINOSAURS
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 match vocabulary words 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Dinosaurs go stomp, stomp, stomp Everywhere they stomp, stomp, stomp Stomp down low and stomp up high Dinosaurs are amazing	Amazing creatures They are so awesome Maybe I could have one as my pet Yay, yay, yay, yay	Dinosaurs go munch, munch, munch Everywhere they munch, munch, munch Munch over here and munch over there Dinosaurs are amazing
(2) READING: Step 1: Picture Walk <ul style="list-style-type: none"> <i>What do you think the book is about?</i> <i>Do we have dinosaurs in this world now? Why do you think so?</i> <i>Have you watched movies about dinosaurs? What do you know about dinosaurs in the movie(s)?</i> <i>Describe the dinosaurs you see in the book.</i> Step 2: Storytelling 1 Step 4: Group Echo Reading (optional)	(3) ACTIVITY 1: Words: Amazing Dinosaurs Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.	(4) ACTIVITY 2: Activity: Amazing Dinosaurs (Let's Match) Divide students into 2 groups. Each group takes turns to match the picture and words. Record their scores and the group with the higher score wins.
(5) CLASSROOM PRACTICE: Workbook p21-22	(6) HOME PRACTICE (REMINDER): Assessment Book p22-24	(7) CLOSING: Step 4: Group Echo Reading (with student's storybook) (optional)


LESSON 1.1 (EXTENSION)

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 'Lower Primary' → Level 2A → AMAZING DINOSAURS		
10 min	Go 'Read' section in the App → Do the following: - Listen to the story ('Read to Me')		
10 min	Go 'Play' section in the App → Do the following: - Descriptive words		
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 2A UNIT 2: AMAZING DINOSAURS
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 opposite meanings (adjectives) 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Dinosaurs go stomp, stomp, stomp Everywhere they stomp, stomp, stomp Stomp down low and stomp up high Dinosaurs are amazing	Amazing creatures They are so awesome Maybe I could have one as my pet Yay, yay, yay, yay	Dinosaurs go munch, munch, munch Everywhere they munch, munch, munch Munch over here and munch over there Dinosaurs are amazing
(2) READING: Step 2: Storytelling 1 Step 3: Storytelling 2 <ul style="list-style-type: none"> <i>What does a guide do?</i> <i>What is a time machine? How does a time machine work?</i> 	<ul style="list-style-type: none"> <i>Why does Dino need to travel back in time to meet the dinosaurs?</i> <i>Describe the dinosaurs.</i> <i>Do you think dinosaurs are amazing? Why?</i> 	Step 4: Group Echo Reading
(3) REVISION: Vocabulary Words	(4) ACTIVITY 1: Words with Opposite Meanings Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.	(5) ACTIVITY 2: Pair Up the Opposites Divide students into 2 groups. Each group takes turns to pair up words with opposite meanings. Record their scores and the group with the higher score wins.
(6) CLASSROOM PRACTICE: Workbook p23-24	(7) HOME PRACTICE (REMINDER): Assessment Book p24-27	(8) CLOSING: Step 4: Group Echo Reading (with student's storybook)

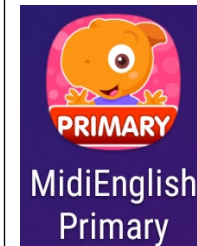
LESSON 1.2 (EXTENSION)

WHAT IS 'EFL MUSIC'?	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
MATERIALS	<p>'EFL Music' Software installed on teacher PC</p> 	LESSON GUIDE	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 2A – 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 2A UNIT 2: AMAZING DINOSAURS
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 Pair up with friends words with opposite meanings 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Dinosaurs go stomp, stomp, stomp Everywhere they stomp, stomp, stomp Stomp down low and stomp up high Dinosaurs are amazing	Amazing creatures They are so awesome Maybe I could have one as my pet Yay, yay, yay, yay	Dinosaurs go munch, munch, munch Everywhere they munch, munch, munch Much over here and munch over there Dinosaurs are amazing
Activity Song: Dinosaurs go 1. <u>stomp, stomp, stomp</u> 2. <u>zoom, zoom, zoom</u> Everywhere they 1. <u>stomp, stomp, stomp</u> 2. <u>zoom, zoom, zoom</u>	1. <u>Stomp</u> 2. <u>Zoom</u> down low and 1. <u>Stomp</u> 2. <u>zoom</u> up high Dinosaurs are amazing Amazing creatures They are so awesome Maybe I could have one as my pet Yay, yay, yay, yay Dinosaurs go	1. <u>munch, munch, munch</u> 2. <u>swoosh, swoosh, swoosh</u> Everywhere they 1. <u>munch, munch, munch</u> 2. <u>swoosh, swoosh, swoosh</u> 1. <u>Munch</u> 2. <u>Swoosh</u> over here and 1. <u>Munch</u> 2. <u>swoosh</u> over there Dinosaurs are amazing
(2) READING: Step 2: Storytelling 1 (optional) Step 3: Storytelling (refer to.2 for questions) Step 5: Group Shadow Reading	(3) REVISION: Vocabulary Words, Words with Opposite Meanings	(4) ACTIVITY: Comprehension Invite a student to answer a question. Get him/ her to invite another classmate to answer the next question.
(5) CLASSROOM PRACTICE: Words with Opposite Meanings Write words with opposite meanings on post-it notes (sticky notes). Prepare one for each student (repeat the words if there are more students than words). Randomly distribute the notes to the students and have them stick the notes on their shirts. Instruct them to find a friend with the opposite word. Teacher goes round to check if the pairing is correct. Collect back the sticky notes and repeat the activity.		(6) HOME PRACTICE (REMINDER): Assessment Book p28-29 (7) 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 'Lower Primary' → Level 2A → AMAZING DINOSAURS		
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 Exercises		
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 2A UNIT 2: AMAZING DINOSAURS

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"> Stretch a phrase with adjectives Describe a dinosaur Learn to pronounce words in these word families: /ig/, /in/, /all/, /ong/ 	MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Dinosaurs go stomp, stomp, stomp Everywhere they stomp, stomp, stomp Stomp down low and stomp up high Dinosaurs are amazing	Amazing creatures They are so awesome Maybe I could have one as my pet Yay, yay, yay, yay	Dinosaurs go munch, munch, munch Everywhere they munch, munch, munch Much over here and munch over there Dinosaurs are amazing
Activity Song: Dinosaurs go 3. <u>stomp, stomp, stomp</u> 4. <u>zoom, zoom, zoom</u> Everywhere they 3. <u>stomp, stomp, stomp</u> 4. <u>zoom, zoom, zoom</u>	1. <u>Stomp</u> 2. <u>Zoom</u> down low and 1. <u>Stomp</u> 2. <u>zoom</u> up high Dinosaurs are amazing Amazing creatures They are so awesome Maybe I could have one as my pet Yay, yay, yay, yay Dinosaurs go	1. <u>munch, munch, munch</u> 2. <u>swoosh, swoosh, swoosh</u> Everywhere they 1. <u>munch, munch, munch</u> 2. <u>swoosh, swoosh, swoosh</u> 1. <u>Munch</u> 2. <u>Swoosh</u> over here and 1. <u>Munch</u> 2. <u>swoosh</u> over there Dinosaurs are amazing
(2) READING: Start with group reading if necessary Step 3: Storytelling 2 <ul style="list-style-type: none"> <i>Invite a student to retell the story in his/ her own words.</i> Step 4 & 5: Group Echo/ Shadow Reading with Variations (eg. girls vs boys, 1 student vs all students)	(3) REVISION: Vocabulary Words, Words with Opposite Meanings (4) ACTIVITY 1: Listening: Amazing Dinosaurs Turn to Workbook p25. Listen and tick the correct sentences. Click 'See Answers' on the top right corner to reveal the answers.	(5) ACTIVITY 2: Speaking: What Can You Do? Make a selection in the given 3 categories: Choose the time; Choose an animal; Choose an activity. Invite 2 students to role-play: <ul style="list-style-type: none"> <i>Can you ...?</i> <i>Yes, I can ...; No, I can't ...</i>
(6) ACTIVITY 3: Writing 1: Words that Describe (Stretch a Phrase) Pre-activity: Learn how to stretch a phrase by adding adjectives. Activity: Turn to p27-28. Look at the pictures and use the helping words appropriately to describe the pictures.	(7) ACTIVITY 4: Writing 2: Imagine, Draw and Write <ul style="list-style-type: none"> Invite students to imagine or share other characteristics that a dinosaur might have. Turn to p29 and write down the characteristics and what the dinosaur can do with it. Draw a picture to illustrate what has been written. <i>Some dinosaurs have ... They ...</i> 	(8) ACTIVITY 5: Word Families Introduce one short vowel word family sound at a time. Listen to the sounds and words without interruption. Listen again and invite students to say the sounds and words. Pay attention to the pronunciation of sounds and words. Repeat if necessary.
(9) CLASSROOM PRACTICE: Workbook p30-31 (Word Families)	(10) HOME PRACTICE (REMINDER): Workbook p26 (Speaking Practice) Assessment Book p26-27 (Beginning Sounds)	(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 2A – 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 2A UNIT 2: AMAZING DINOSAURS
LESSON 3.1

OBJECTIVES:

- Paired reading
- Review punctuation rules: full stop; question mark

MATERIALS:

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

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

Dinosaurs go stomp, stomp, stomp
Everywhere they stomp, stomp, stomp
Stomp down low and stomp up high
Dinosaurs are amazing

Amazing creatures
They are so awesome
Maybe I could have one as my pet
Yay, yay, yay, yay

Dinosaurs go munch, munch, munch
Everywhere they munch, munch, munch
Much over here and munch over there
Dinosaurs are amazing

Activity Song:

Dinosaurs go

5. stomp, stomp, stomp

6. zoom, zoom, zoom

Everywhere they

5. stomp, stomp, stomp

6. zoom, zoom, zoom

1. Stomp 2. Zoom down low and

1. Stomp 2. zoom up high

Dinosaurs are amazing

Amazing creatures

They are so awesome

Maybe I could have one as my pet

Yay, yay, yay, yay

Dinosaurs go

1. munch, munch, munch

2. swoosh, swoosh, swoosh

Everywhere they

1. munch, munch, munch

2. swoosh, swoosh, swoosh

1. Munch 2. Swoosh over here and

1. Munch 2. swoosh over there

Dinosaurs are amazing

(2) READING:

Start with group reading if necessary
Step 6: Paired Reading

(3) ACTIVITY 1: Punctuation: Full Stop

The full stop shows the end of a sentence. Add a full stop to each sentence. Read.

(4) ACTIVITY 2: Punctuation: Question Mark

The question mark shows the end of a question. Add a question mark to each question. Read.

(5) CLASSROOM PRACTICE:

Grammar Book p18-19 (full stop)

Grammar Book p20-22 (question mark)

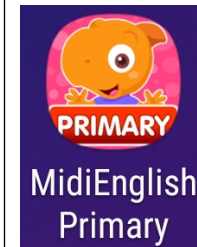
(6) HOME PRACTICE (REMINDER): Review lessons

Grammar Book p17, 20

(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 'Lower Primary' → Level 2A → AMAZING DINOSAURS		
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: - True or False (Quiz) - Stretch a phrase - Spell It Right		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

LEVEL 2A UNIT 2: AMAZING DINOSAURS
LESSON 3.2

OBJECTIVES: <ul style="list-style-type: none"> Individual reading Learn punctuation rules: exclamation mark; comma 		MATERIAL: *Grammar Book * <i>For schools that have purchased the Grammar Book</i>
(1) TUNING-IN: Sing-a-long: Dinosaurs go stomp, stomp, stomp Everywhere they stomp, stomp, stomp Stomp down low and stomp up high Dinosaurs are amazing	Amazing creatures They are so awesome Maybe I could have one as my pet Yay, yay, yay, yay	Dinosaurs go munch, munch, munch Everywhere they munch, munch, munch Much over here and munch over there Dinosaurs are amazing
Activity Song: Dinosaurs go 7. <u>stomp, stomp, stomp</u> 8. <u>zoom, zoom, zoom</u> Everywhere they 7. <u>stomp, stomp, stomp</u> 8. <u>zoom, zoom, zoom</u>	1. <u>Stomp</u> 2. <u>Zoom</u> down low and 1. <u>Stomp</u> 2. <u>zoom</u> up high Dinosaurs are amazing Amazing creatures They are so awesome Maybe I could have one as my pet Yay, yay, yay, yay Dinosaurs go	1. <u>munch, munch, munch</u> 2. <u>swoosh, swoosh, swoosh</u> Everywhere they 1. <u>munch, munch, munch</u> 2. <u>swoosh, swoosh, swoosh</u> 1. <u>Munch</u> 2. <u>Swoosh</u> over here and 1. <u>Munch</u> 2. <u>swoosh</u> over there Dinosaurs are amazing
(2) READING: Start with group reading if necessary Step 6: Individual Reading	(3) ACTIVITY 1: Punctuation: Exclamation Mark The exclamation mark shows strong feelings. Read the phrase/ sentence that ends with a full stop. Replace the full stop with an exclamation mark. Read again with stronger feelings.	(4) ACTIVITY 2: Punctuation: Comma The comma separates things or people in a list. Read the sentence. Explain that the 'and' highlighted in red is unnecessary. Click 'and' to replace it with a comma. Read again.
(5) CLASSROOM PRACTICE: Grammar Book p23-26 (exclamation mark) Grammar Book p27-29 (comma) Grammar Book p30 (revision)	(6) HOME PRACTICE (REMINDER): Review lessons Grammar Book p23, 27 Grammar Book p31 (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 2A – 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 2A UNIT 2: AMAZING DINOSAURS
LESSON 4.1

OBJECTIVES: <ul style="list-style-type: none">Record readingLearn greetings and self-introduction; talk about age		MATERIAL: *Speaking & Writing Book * <i>For schools that have purchased the Speaking and Writing Book</i>
(1) TUNING-IN: Sing-a-long: Dinosaurs go stomp, stomp, stomp Everywhere they stomp, stomp, stomp Stomp down low and stomp up high Dinosaurs are amazing	Amazing creatures They are so awesome Maybe I could have one as my pet Yay, yay, yay, yay	Dinosaurs go munch, munch, munch Everywhere they munch, munch, munch Much over here and munch over there Dinosaurs are amazing
Activity Song: Dinosaurs go <u>1.stomp, stomp, stomp</u> <u>2. zoom, zoom, zoom</u> Everywhere they <u>1. stomp, stomp, stomp</u> <u>2. zoom, zoom, zoom</u>	1. <u>Stomp</u> 2. <u>Zoom</u> down low and 1. <u>Stomp</u> 2. <u>zoom</u> up high Dinosaurs are amazing Amazing creatures They are so awesome Maybe I could have one as my pet Yay, yay, yay, yay Dinosaurs go	<u>1. munch, munch, munch</u> <u>2. swoosh, swoosh, swoosh</u> Everywhere they <u>1. munch, munch, munch</u> <u>2. swoosh, swoosh, swoosh</u> 1. <u>Munch</u> 2. <u>Swoosh</u> over here and 1. <u>Munch</u> 2. <u>swoosh</u> over there Dinosaurs are amazing
(2) READING: Start with group reading if necessary Record reading	(3) ACTIVITY 1: Self-Introduction (I) Pre-activity: Teacher goes round the classroom and <i>ask students: “How old are you?”</i> Pause for response. Activity: Listen and read the dialogue. Discuss about the use of the term “older” and “younger”. Ask the following questions: <ul style="list-style-type: none"><i>How old is Sam? (ten years old)</i><i>How old is Mabel? (nine years old)</i><i>Who is older? (Sam)</i><i>Who is younger? (Mabel)</i>	
(4) ACTIVITY 2: Role-play with Friends Pair up the students. Turn to Speaking and Writing Book p16-17. Each student selects a character and role-play the dialogue.		
(5) CLASSROOM PRACTICE 1: Read and Write Turn to p18-19. Order the dialogue in the right sequence and write them down.		
(6) CLASSROOM PRACTICE 2: Read and Write Turn to p20-21. Read the dialogue and answer the questions.	(7) HOME PRACTICE (REMINDER): Review dialogue Speaking and Writing Book p16	(8) CLOSING: Review reading if necessary (with student’s storybook)


LESSON 4.1 (EXTENSION)

MATERIALS	<p>1) Teacher PC equipped with 'MidiEnglish Primary' DRL (Digital Resource Library) software</p> <p>Classroom Projector / Interactive board</p>	<p>2) Print out a set of worksheets (*) from the 'Songwriting' activity to be handed out to students</p> <p>* The worksheet PDF file can be downloaded and printed from the 'Worksheet' button in 'Songwriting' activity screen</p>
<p>5 min</p> <p>10 min</p> <p>10 min</p> <p>10 min</p> <p>10 min</p>	<p>Launch 'MidiEnglish Primary' on the teacher PC</p> <p>Go 'Lesson Plan' → Level 2A → AMAZING DINOSAURS → Lesson 4 → Run the 'Songwriting' activity</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>'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>'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>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 2A UNIT 2: AMAZING DINOSAURS
LESSON 4.2

OBJECTIVES: <ul style="list-style-type: none"> Record reading Write questions, statements and exclamations for short passages “Myself” & “My Best Friend” Attempt Unit 2 Assessment 		MATERIAL: *Speaking & Writing Book Assessment Book <i>* For schools that have purchased the Speaking and Writing Book</i>
(1) TUNING-IN: Sing-a-long: Dinosaurs go stomp, stomp, stomp Everywhere they stomp, stomp, stomp Stomp down low and stomp up high Dinosaurs are amazing	Amazing creatures They are so awesome Maybe I could have one as my pet Yay, yay, yay, yay	Dinosaurs go munch, munch, munch Everywhere they munch, munch, munch Much over here and munch over there Dinosaurs are amazing
Activity Song: Dinosaurs go <u>1. stomp, stomp, stomp</u> <u>2. zoom, zoom, zoom</u> Everywhere they <u>1. stomp, stomp, stomp</u> <u>2. zoom, zoom, zoom</u>	1. <u>Stomp</u> 2. <u>Zoom</u> down low and 1. <u>Stomp</u> 2. <u>zoom</u> up high Dinosaurs are amazing Amazing creatures They are so awesome Maybe I could have one as my pet Yay, yay, yay, yay Dinosaurs go	1. <u>munch, munch, munch</u> 2. <u>swoosh, swoosh, swoosh</u> Everywhere they 1. <u>munch, munch, munch</u> 2. <u>swoosh, swoosh, swoosh</u> 1. <u>Munch</u> 2. <u>Swoosh</u> over here and 1. <u>Munch</u> 2. <u>swoosh</u> over there Dinosaurs are amazing
(2) READING: Start with group reading if necessary Record reading	(3) CLASSROOM PRACTICE 1: Introduction: All About Me Turn to Speaking and Writing Book p22-23. Review punctuation rules (.?!). Share information about oneself and complete the dialogue.	(4) CLASSROOM PRACTICE 2: Introduction: My Best Friend Turn to p24-25. Review punctuation rules (.?!). Share information about a friend and complete the dialogue.
(5) CLASS TEST: Unit 2 Assessment: Assessment Book p32-41	(6) HOME PRACTICE (REMINDER): Speaking and Writing Book p24-25 (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 2A – 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 2A UNIT 3: THE MONSTER FAMILY
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 rearrange vocabulary words

MATERIALS:

Workbook
Assessment Book

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

Happy family (Ha-ha)
Jolly family (Ho-ho)
We are a loving monster family

We are ugly and mean
We are frightening
We love one another
Even if we stink

Happy family (Ha-ha)
Jolly family (Ho-ho)
We are a loving monster family

(2) READING:

Step 1: Picture Walk

- *What do you think the book is about?*
- *Which one is the father monster/ mother monster/ baby monster?*
- *Describe the monsters. Do you have a favorite monster based on the pictures you see? Which one? Why?*
- *Why do you think baby monster is crying?*

Step 2: Storytelling 1

Step 4: Group Echo Reading (optional)

(3) ACTIVITY 1: Words: The Monster Family

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

(4) ACTIVITY 2: Word Jumble

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

(5) CLASSROOM PRACTICE:

Workbook p35-36

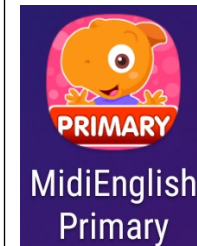
(6) HOME PRACTICE (REMINDER):

Assessment Book p42-44

(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 'Lower Primary' → Level 2A → THE MONSTER FAMILY		
10 min	Go 'Read' section in the App → Do the following: - Listen to the story ('Read to Me')		
10 min	Go 'Play' section in the App → Do the following: - Descriptive words		
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 2A UNIT 3: THE MONSTER FAMILY
LESSON 1.2

OBJECTIVES: <ul style="list-style-type: none"> Listen to the story without interruption Read and answer questions related to the story Echo read the story Learn to pronounce and spell ordinal numbers (1st – 10th) 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Happy family (Ha-ha) Jolly family (Ho-ho) We are a loving monster family	We are ugly and mean We are frightening We love one another Even if we stink	Happy family (Ha-ha) Jolly family (Ho-ho) We are a loving monster family
(2) READING: Step 2: Storytelling 1 Step 3: Storytelling 2 <ul style="list-style-type: none"> <i>How many children do Mr and Mrs Monster have?</i> <i>Why do you think the monsters are called “horrible”?</i> <i>(Turning to each page in the story) Describe each monster.</i> <i>Why are Mr and Mrs Monster proud of Mamie, the baby monster?</i> Step 4: Group Echo Reading		(3) REVISION: Vocabulary Words
(4) ACTIVITY 1: Words: Ordinal Numbers Pre-activity: Write on a whiteboard: <div style="border: 1px solid black; padding: 2px; display: inline-block;"> 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th </div> Explain that when people or things are placed in order, we use ordinal numbers to tell their position.	Activity: Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.	(5) ACTIVITY 2: Activity: Ordinal Numbers Learn to identify a position using ordinal numbers and spell the word.
(6) CLASSROOM PRACTICE: Workbook p37-38	(7) HOME PRACTICE (REMINDER): Assessment Book p45-47	(8) CLOSING: Step 4: Group Echo Reading (with student’s storybook)

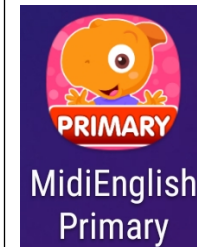
LESSON 1.2 (EXTENSION)

WHAT IS 'EFL MUSIC'?	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
MATERIALS	<p>'EFL Music' Software installed on teacher PC</p> 	LESSON GUIDE	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 2A – 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 2A UNIT 3: THE MONSTER FAMILY
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 that describe 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Happy family (Ha-ha) Jolly family (Ho-ho) We are a loving monster family	We are ugly and mean We are frightening We love one another Even if we stink	Happy family (Ha-ha) Jolly family (Ho-ho) We are a loving monster family
Activity Song: Happy family (Ha-ha) Jolly family (Ho-ho) We are a loving monster family	We are <u>1. ugly and mean</u> <u>2. very dirty</u> We are <u>1. frightening</u> <u>2. very hairy</u> We love one another Even if we stink	Happy family (Ha-ha) Jolly family (Ho-ho) We are a loving monster family
(2) READING: Step 2: Storytelling 1 (optional) Step 3: Storytelling 2 (refer to.2 for questions) Step 5: Group Shadow Reading (3) REVISION: Vocabulary Words, Ordinal Numbers	(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: Words That Describe Click on a word. Look at the two monsters. Invite students to describe their face/ body parts first. Click on 'Describe Me' too see suggested answers. Read the words.
(6) CLASSROOM PRACTICE: Workbook p39-40	(7) HOME PRACTICE (REMINDER): Assessment Book p48-50	(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 'Lower Primary' → Level 2A → THE MONSTER FAMILY		
10 min	Go 'Read' section in the App → Do the following: - Listen to the story ('Read to Me')		
10 min	Go 'Play' section in the App → Do the following: - Spot the monster		
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 2A UNIT 3: THE MONSTER FAMILY
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"> Introduce and describe a person Learn to pronounce words in these word families: /ed/, /eg/, /and/, /ean/, /eet/, /ose/ 	MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Happy family (Ha-ha) Jolly family (Ho-ho) We are a loving monster family	We are ugly and mean We are frightening We love one another Even if we stink	Happy family (Ha-ha) Jolly family (Ho-ho) We are a loving monster family
Activity Song: Happy family (Ha-ha) Jolly family (Ho-ho) We are a loving monster family	We are <u>1. ugly and mean</u> <u>2. very dirty</u> We are <u>1. frightening</u> <u>2. very hairy</u> We love one another Even if we stink	Happy family (Ha-ha) Jolly family (Ho-ho) We are a loving monster family
(2) READING: Step 2: Storytelling 1 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, Words That Describe	
(4) ACTIVITY 1: Listening: The Monster Family Turn to Workbook p41. Listen to the sentences and number the pictures correctly. Click 'See Answers' on the top right corner to reveal the answers.	(5) ACTIVITY 2: Speaking: Introduce Someone Pre-activity: Invite a student to introduce the different characters. Use the helping words provided. <ul style="list-style-type: none"> <i>Good morning/ afternoon, teacher and friends.</i> <i>He/ She is my ..., ... (relationship, name)</i> <i>He/ She has ... (description)</i> (Click 'Help' on the bottom right corner to listen to suggested answers)	<i>Extension:</i> <i>Teacher invites two students to the front of the class. Each student introduces his/her classmate using the given speaking structure.</i> Activity: Turn to Workbook p43. Introduce a family member or a friend and write it down. Illustrate what you have written.
(6) ACTIVITY 3: Writing 1: Join Words Using "and" (Stretch a Phrase). Pre-activity: Listen and form the sentences. Activity: Turn to p44. Complete the exercise.	(7) ACTIVITY 4: Writing 2: Imagine, Draw and Write Review the story. Invite students to imagine that there is an eighth monster in the Monster Family. Turn to p46. Write down the name and description of the eighth monster. Illustrate.	(8) ACTIVITY 5: Word Families Introduce one short vowel word family sound at a time. Listen to the sounds and words without interruption. Listen again and invite students to say the sounds and words. Pay attention to the pronunciation of sounds and words. Repeat if necessary.
(9) CLASSROOM PRACTICE: Workbook p47-49 (Word families)	(10) HOME PRACTICE (REMINDER): Workbook p42 (Speaking Practice) Assessment Book p51-52 (Word families)	(11) CLOSING: Step 4 & 5: Group Echo & Shadow Reading (with student's storybook)

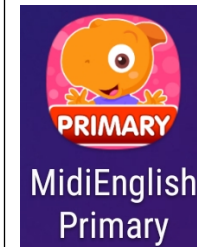
LESSON 2.2 (EXTENSION)

WHAT IS 'EFL MUSIC'?	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
MATERIALS	<p>'EFL Music' Software installed on teacher PC</p> 	LESSON GUIDE	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 2A – 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 2A UNIT 3: THE MONSTER FAMILY
LESSON 3.1

OBJECTIVES: <ul style="list-style-type: none"> Paired reading Learn about common nouns Learn about proper nouns 		MATERIALS: *Grammar Book <i>* For schools that have purchased the Grammar Book</i>
(1) TUNING-IN: Sing-a-long: Happy family (Ha-ha) Jolly family (Ho-ho) We are a loving monster family	We are ugly and mean We are frightening We love one another Even if we stink	Happy family (Ha-ha) Jolly family (Ho-ho) We are a loving monster family
Activity Song: Happy family (Ha-ha) Jolly family (Ho-ho) We are a loving monster family	We are <u>1. ugly and mean</u> <u>2. very dirty</u> We are <u>1. frightening</u> <u>2. very hairy</u> We love one another Even if we stink	Happy family (Ha-ha) Jolly family (Ho-ho) We are a loving monster family
(2) READING: Start with group reading if necessary Step 6: Paired Reading	(3) ACTIVITY 1: Common Nouns Pre-activity: Invite students to name the things they can see around their classroom. Explain to them that they are nouns. Nouns are words that name people, animal, things or places. Activity: Go through the lesson and attempt the exercise.	(4) ACTIVITY 2: Proper Nouns Go through the lesson and attempt the exercise.
(5) CLASSROOM PRACTICE: Grammar Book p32-34 (common nouns) Grammar Book p35-38 (proper nouns)	(6) HOME PRACTICE (REMINDER): Review lessons Grammar Book p32, 35	(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 'Lower Primary' → Level 2A → THE MONSTER FAMILY		
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: - True or False (Quiz) - Spell It Right		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

LEVEL 2A UNIT 3: THE MONSTER FAMILY
LESSON 3.2

OBJECTIVES:

- Individual reading
- Learn about countable and uncountable nouns
- Learn about singular and plural nouns

MATERIAL:

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

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

Happy family (Ha-ha)
Jolly family (Ho-ho)
We are a loving monster family

We are ugly and mean
We are frightening
We love one another
Even if we stink

Happy family (Ha-ha)
Jolly family (Ho-ho)
We are a loving monster family

Activity Song:

Happy family (Ha-ha)
Jolly family (Ho-ho)
We are a loving monster family

We are 1. ugly and mean 2. very dirty
We are 1. frightening 2. very hairy
We love one another
Even if we stink

Happy family (Ha-ha)
Jolly family (Ho-ho)
We are a loving monster family

(2) READING:

Start with group reading if necessary
Step 6: Individual Reading

(3) ACTIVITY 1: Countable and Uncountable Nouns

Pre-activity: Write on a whiteboard:

<i>countable nouns are people, animals, things or places that can be counted</i>	<i>uncountable nouns people, animals, things or places that <u>cannot</u> be counted</i>
<i>Examples:</i> <i>eyes</i> <i>stars</i> <i>...</i>	<i>Examples:</i> <i>hair</i> <i>rain</i> <i>...</i>

Invite students to give more examples. Write them down and correct if necessary.

Activity: Go through the lesson and attempt the exercise.

(4) ACTIVITY 2: Singular and Plural Nouns (-s, -es)

Go through the lesson and attempt the exercise.

(5) CLASSROOM PRACTICE:

Grammar Book p39-42 (countable and uncountable nouns)

Grammar Book p43-49 (singular and plural nouns)

(6) HOME PRACTICE (REMINDER): Review lessons


Grammar Book p39-40, 43, 46

Grammar Book p50 (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 2A – 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 2A UNIT 3: THE MONSTER FAMILY
LESSON 4.1

OBJECTIVES: <ul style="list-style-type: none"> Record reading Make greetings and learn to introduce a friend 		MATERIAL: *Speaking & Writing Book * <i>For schools that have purchased the Speaking and Writing Book</i>																					
(1) TUNING-IN: Sing-a-long: Happy family (Ha-ha) Jolly family (Ho-ho) We are a loving monster family	We are ugly and mean We are frightening We love one another Even if we stink	Happy family (Ha-ha) Jolly family (Ho-ho) We are a loving monster family																					
Activity Song: Happy family (Ha-ha) Jolly family (Ho-ho) We are a loving monster family	We are <u>1. ugly and mean</u> <u>2. very dirty</u> We are <u>1. frightening</u> <u>2. very hairy</u> We love one another Even if we stink	Happy family (Ha-ha) Jolly family (Ho-ho) We are a loving monster family																					
(2) READING: Start with group reading if necessary Record reading	(4) ACTIVITY 2: Role-play with Friends Divide the students into groups of threes. Turn to Speaking and Writing Book p28-29. Role-play the dialogue. <i>Note: If all the students are of the same age, end the dialogue in this manner:</i> <ul style="list-style-type: none"> <i>Person B: Looks like we're of the same age.</i> Alternatively, <i>Teacher can give students identities as follows:</i>	<table border="1"> <thead> <tr> <th>Person A</th><th>Person B</th><th>Person C</th></tr> </thead> <tbody> <tr> <td colspan="3"><u>Option 1:</u></td></tr> <tr> <td>John, 5 years old</td><td>Emma, 6 years old</td><td>Lucas, 9 years old</td></tr> <tr> <td colspan="3"><u>Option 2:</u></td></tr> <tr> <td>Emma, 6 years old</td><td>John, 5 years old</td><td>Emma, 6 years old</td></tr> <tr> <td colspan="3"><u>Option 3:</u></td></tr> <tr> <td>Lucas, 9 years old.</td><td>Lucas, 9 years old.</td><td>John, 5 years old</td></tr> </tbody> </table>	Person A	Person B	Person C	<u>Option 1:</u>			John, 5 years old	Emma, 6 years old	Lucas, 9 years old	<u>Option 2:</u>			Emma, 6 years old	John, 5 years old	Emma, 6 years old	<u>Option 3:</u>			Lucas, 9 years old.	Lucas, 9 years old.	John, 5 years old
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<u>Option 3:</u>																							
Lucas, 9 years old.	Lucas, 9 years old.	John, 5 years old																					
(3) ACTIVITY 1: Self-Introduction (II) Listen and read the dialogue. Discuss about the use of the term "oldest" and "youngest". Ask the following questions: <ul style="list-style-type: none"> <i>How old is Sam? (ten years old)</i> <i>How old is Mabel? (nine years old)</i> <i>How old is Cindy? (eight years old)</i> <i>Who is the eldest (oldest)? (Sam)</i> <i>Who is the youngest? (Cindy)</i> 																							
(5) CLASSROOM PRACTICE: Turn to p30-31. Read the dialogue and answer the questions.	(6) HOME PRACTICE (REMINDER): Review dialogue Speaking & Writing Book p26-27	(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>10 min</p> <p>10 min</p> <p>10 min</p> <p>10 min</p>	<p>Launch 'MidiEnglish Primary' on the teacher PC</p> <p>Go 'Lesson Plan' → Level 2A → THE MONSTER FAMILY → Lesson 4 → Run the 'Songwriting' activity</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>'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>'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>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 2A UNIT 3: THE MONSTER FAMILY
LESSON 4.2

OBJECTIVES: <ul style="list-style-type: none"> Record reading Write about oneself and one's best friend with descriptive words Attempt Unit 3 Assessment 		MATERIAL: *Speaking & Writing Book Assessment Book <i>* For schools that have purchased the Speaking and Writing Book</i>
(1) TUNING-IN: Sing-a-long: Happy family (Ha-ha) Jolly family (Ho-ho) We are a loving monster family	We are ugly and mean We are frightening We love one another Even if we stink	Happy family (Ha-ha) Jolly family (Ho-ho) We are a loving monster family
Activity Song: Happy family (Ha-ha) Jolly family (Ho-ho) We are a loving monster family	We are <u>1. ugly and mean</u> <u>2. very dirty</u> We are <u>1. frightening</u> <u>2. very hairy</u> We love one another Even if we stink	Happy family (Ha-ha) Jolly family (Ho-ho) We are a loving monster family
(2) READING: Start with group reading if necessary Record reading	(3) CLASSROOM PRACTICE 1: Description: All about Me Turn to p32-33. Draw and write about oneself with the given descriptive words.	(4) CLASSROOM PRACTICE 2: Description: My Best Friend Turn to p34-35. Draw and write about one's best friend with the given descriptive words.
(5) CLASS TEST: Unit 3 Assessment Assessment Book p53-62	(6) HOME PRACTICE (REMINDER): Speaking & Writing Book p34-35 (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 2A – 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 2A UNIT 4: THE DRESSING UP BOX
LESSON 1.1

OBJECTIVES:

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

MATERIALS:

Workbook
Assessment Book

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

Hey-oh-hey
What do you want to be when you grow up? (2x)
A doctor, a scientist
Or a firefighter?

A pilot, a soldier
Or a police officer?
La-la-la-la
What do I want to be when I grow up! (2x)

Whatever I choose
And whatever I do
I want to be the best
And that is true!

(2) READING:

Step 1: Picture Walk

- *What do you think the book is about?*
- *What do you think are in the dressing up box?*
- *What is each child dressed up as? What does he/she do?*
- *Do you like to do dressing up too? What would you like to be dressed up as? Why?*

Step 2: Storytelling 1

Step 4: Group Echo Reading (optional)

(3) ACTIVITY 1: Words: Occupations

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

(4) ACTIVITY 2: Unscramble the Words

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

(5) CLASSROOM PRACTICE:

Workbook p53-54

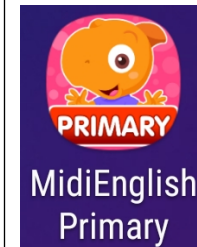
(6) HOME PRACTICE (REMINDER):

Assessment Book p63-65

(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 'Lower Primary' → Level 2A → THE DRESSING UP BOX		
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: - Action Words and Phrases		
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 2A UNIT 4: THE DRESSING UP BOX
LESSON 1.2

OBJECTIVES:

- Read and answer questions related to the story
- Echo read the story
- Learn to pronounce and match action words

MATERIALS:

Workbook
Assessment Book

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

Hey-oh-hey

What do you want to be when you grow up? (2x)

A doctor, a scientist

Or a firefighter?

A pilot, a soldier

Or a police officer?

La-la-la-la

What do I want to be when I grow up! (2x)

Whatever I choose

And whatever I do

I want to be the best

And that is true!

(2) READING:

Step 2: Storytelling 1

Step 3: Storytelling 2

- Why does David want to be firefighter? (replace the underlined words with: Mary... doctor; Sally... soldier; Jack... chef; Charlie ...carpenter; Harry...pilot; Joy...police officer; Sarah...scientist; Teacher... magician)

What do want to be when you grow up? Why? What can you do?

Step 4: Group Echo Reading

(3) REVISION: Vocabulary Words

(4) ACTIVITY 1: Words: Action Words

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

(5) ACTIVITY 2: Activity Words: Action Words (Word Match)

Match the picture and action words.

(6) CLASSROOM PRACTICE:

Workbook p55-56


(7) HOME PRACTICE (REMINDER):

Assessment Book p66-68, 71

(8) CLOSING:

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

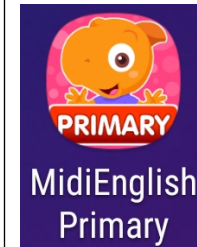
LESSON 1.2 (EXTENSION)

WHAT IS 'EFL MUSIC'?	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
MATERIALS	<p>'EFL Music' Software installed on teacher PC</p> 	LESSON GUIDE	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 2A – 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 2A UNIT 4: THE DRESSING UP BOX
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 compound words 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Hey-oh-hey What do you want to be when you grow up? (2x) A doctor, a scientist Or a firefighter?	A pilot, a soldier Or a police officer? La-la-la-la What do I want to be when I grow up! (2x)	Whatever I choose And whatever I do I want to be the best And that is true!
Activity song: Hey-oh-hey What do you want to be when you grow up? (2x) A <u>1. doctor</u> <u>2. teacher</u> , a <u>1. scientist</u> <u>2. baker</u> Or a <u>1. firefighter?</u> <u>2. carpenter?</u>	A <u>1. pilot</u> <u>2. sailor</u> , a <u>1. soldier</u> <u>2. tailor</u> Or a <u>1. police officer?</u> <u>2. zookeeper?</u> La-la-la-la	What do I want to be when I grow up! (2x) Whatever I choose And whatever I do I want to be the best And that is true!
(2) READING: Step 2: Storytelling 1 (optional) Step 3: Storytelling 2 (refer to.2 for questions) Step 5: Group Shadow Reading		
(3) REVISION: Vocabulary Words, Action Words	(4) ACTIVITY 1 Comprehension Invite a student to answer a question. Get him/ her to invite another classmate to answer the next question.	(5) ACTIVITY 2: Compound Words Form correct compound words.
(6) CLASSROOM PRACTICE 2: Workbook p57-58	(7) HOME PRACTICE (REMINDER): Assessment Book p69-70	(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 'Lower Primary' → Level 2A → THE DRESSING UP BOX		
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 2A UNIT 4: THE DRESSING UP BOX
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"> Write about what one wants to do when he/she grows up Learn to pronounce words in these word families: /an/, /id/, /up/, /ick/, /ood/, /eep/ 	MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Hey-oh-hey What do you want to be when you grow up? (2x) A doctor, a scientist Or a firefighter?	A pilot, a soldier Or a police officer? La-la-la-la What do I want to be when I grow up! (2x)	Whatever I choose And whatever I do I want to be the best And that is true!
Activity song: Hey-oh-hey What do you want to be when you grow up? (2x) A <u>1. doctor</u> <u>2. teacher</u> , a <u>1. scientist</u> <u>2. baker</u> Or a <u>1. firefighter?</u> <u>2. carpenter?</u>	A <u>1. pilot</u> <u>2. sailor</u> , a <u>1. soldier</u> <u>2. tailor</u> Or a <u>1. police officer?</u> <u>2. zookeeper?</u> La-la-la-la	What do I want to be when I grow up! (2x) Whatever I choose And whatever I do I want to be the best And that is true!
(2) READING: Start with group reading if necessary Step 3: Storytelling 2 <ul style="list-style-type: none"> <i>Invite a student to retell the story in his/ her own words</i> Step 4 & 5: Group Echo/ Shadow Reading with Variations (eg. girls vs boys, 1 student vs all students)	(3) REVISION: Vocabulary Words, Action Words, Compound Words	
	(4) ACTIVITY 1: Listening: The Dressing Up Box Turn to Workbook p59. Listen to the sentences and number the pictures correctly. Click 'See Answers' on the top right corner to reveal the answers.	
(5) ACTIVITY 2: Speaking: What Do You Want To Be? Pre-activity: Identify all the occupations. Activity: Invite a student to select an occupation that he/she likes. Say with the speaking language structure: <ul style="list-style-type: none"> <i>I want to be ... when I grow up.</i> <i>I can ...</i> Click the 'headphone' icon to listen to suggested answers.	(6) ACTIVITY 3: Activity: Occupations Pre-activity: Answer the questions: <ul style="list-style-type: none"> <i>What does he/she want to be?</i> <i>What can he/she do?</i> <i>For each specific question, click the word or phrase that answers the question. Read the passage. Activity: Turn to p61-62. Complete the sentences. Read.</i>	
(7) ACTIVITY 4: Writing: Imagine, Draw and Write Turn to p63. Draw and write what one wants to be when he/she grows up.	(8) ACTIVITY 5: Word Families Introduce one short vowel word family sound at a time. Listen to the sounds and words without interruption. Listen again and invite students to say the sounds and words. Pay attention to the pronunciation of sounds and words. Repeat if necessary.	
(9) CLASSROOM PRACTICE: Workbook p60 (Speaking Practice) Workbook p64-66 (Word families)	(10) HOME PRACTICE (REMINDER): Assessment Book p72-73 (Word families)	(11) CLOSING: Step 4 & 5: Group Echo & Shadow Reading (with student's storybook)

LESSON 2.2 (EXTENSION)

WHAT IS 'EFL MUSIC'?	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
MATERIALS	<p>'EFL Music' Software installed on teacher PC</p> 	LESSON GUIDE	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 2A – 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 2A UNIT 4: THE DRESSING UP BOX
LESSON 3.1

OBJECTIVES:

- Paired reading
- Learn demonstrative pronouns (this, that, these, those)
- Learn demonstrative determiners (this, that, these, those- used before nouns)

MATERIALS:

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

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

Hey-oh-hey
What do you want to be when you grow up? (2x)
A doctor, a scientist
Or a firefighter?

A pilot, a soldier
Or a police officer?
La-la-la-la
What do I want to be when I grow up! (2x)

Whatever I choose
And whatever I do
I want to be the best
And that is true!

Activity song:

Hey-oh-hey
What do you want to be when you grow up? (2x)
A 1. doctor 2. teacher,
a 1. scientist 2. baker
Or a 1. firefighter? 2. carpenter?

A 1. pilot 2. sailor,
a 1. soldier 2. tailor
Or a 1. police officer?
2. zookeeper?
La-la-la-la

What do I want to be when I grow up! (2x)
Whatever I choose
And whatever I do
I want to be the best
And that is true!

(2) READING:

Start with group reading if necessary
Step 6: Paired Reading

(3) ACTIVITY 1: Demonstrative Pronouns

Pre-activity: Learn about 'this' and 'that' first. Click on the yellow box to see examples. After that, proceed to learn about 'these' and 'those'.
Activity: Attempt the exercise.

(4) ACTIVITY 2: Demonstrative Determiners

Pre-activity: Learn about 'this' and 'that' first. Click on the yellow box to see examples. After that, proceed to learn about 'these' and 'those'.
Activity: Attempt the exercise.

(5) CLASSROOM PRACTICE:

Grammar Book p51-52 (demonstrative pronouns)
Grammar Book p53-54 (demonstrative determiners)
Grammar Book p55-56 (revision)

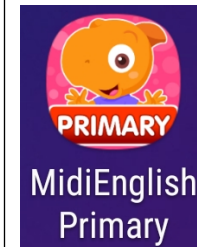
(6) HOME PRACTICE (REMINDER): Review lesson

Grammar Book p51

(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 'Lower Primary' → Level 2A → THE DRESSING UP BOX		
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: - Spell It Right		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

LEVEL 2A UNIT 4: THE DRESSING UP BOX
LESSON 3.2

OBJECTIVES: <ul style="list-style-type: none"> • Individual reading • Learn articles: a, an • Learn quantifiers: few, many 		MATERIAL: *Grammar Book * <i>For schools that have purchased the Grammar Book</i>
(1) TUNING-IN: Sing-a-long: Hey-oh-hey What do you want to be when you grow up? (2x) A doctor, a scientist Or a firefighter?	A pilot, a soldier Or a police officer? La-la-la-la What do I want to be when I grow up! (2x)	Whatever I choose And whatever I do I want to be the best And that is true!
Activity song: Hey-oh-hey What do you want to be when you grow up? (2x) A <u>1. doctor</u> <u>2. teacher</u> , a <u>1. scientist</u> <u>2. baker</u> Or a <u>1. firefighter?</u> <u>2. carpenter?</u>	A <u>1. pilot</u> <u>2. sailor</u> , a <u>1. soldier</u> <u>2. tailor</u> Or a <u>1. police officer?</u> <u>2. zookeeper?</u> La-la-la-la	What do I want to be when I grow up! (2x) Whatever I choose And whatever I do I want to be the best And that is true!
(2) READING: Start with group reading if necessary Step 6: Individual Reading	(3) ACTIVITY 1: Articles ‘a’ and ‘an’ Pre-activity: Explain what are consonants and vowels. <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> vowels: a, e, i, o, u consonants: all letters a to z, excluding the vowels </div> We use the article ‘an’ before nouns that start with a vowel sound. Click the first picture. Click the picture again to see how article <i>a/an</i> is used. Activity: Attempt the exercise.	(4) ACTIVITY 2: Quantifiers ‘few’ and ‘many’ Pre-activity: Ask: <i>“Polly has a few friends. Sarah has many friends. Who has more friends?” (Sarah- ‘many’ is more than ‘a few’)</i> Click ‘?’ to see how ‘few’ and ‘many’ are used. Click the pictures at the bottom row for more examples. Activity: Attempt the exercise.
(5) CLASSROOM PRACTICE: Grammar Book p57-59 (articles) Grammar Book p60-63 (quantifiers)	(6) HOME PRACTICE (REMINDER): Review lessons Grammar Book p57, 60-61 Grammar Book p64 (summary)	(7) CLOSING: Step 6: Individual Reading (with student’s storybook)

LESSON 3.2 (EXTENSION)

<p>WHAT IS 'EFL MUSIC'?</p>	<p>'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.</p>		
<p>MATERIALS</p>	<p>'EFL Music' Software installed on teacher PC</p> 	<p>LESSON GUIDE</p>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 2A – 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 2A UNIT 4: THE DRESSING UP BOX
LESSON 4.1

OBJECTIVES: <ul style="list-style-type: none"> Record reading Learn to buy things (ask for the price of things) 		MATERIAL: *Speaking & Writing Book * <i>For schools that have purchased the Speaking and Writing Book</i>
(1) TUNING-IN: Sing-a-long: Hey-oh-hey What do you want to be when you grow up? (2x) A doctor, a scientist Or a firefighter?	A pilot, a soldier Or a police officer? La-la-la-la What do I want to be when I grow up! (2x)	Whatever I choose And whatever I do I want to be the best And that is true!
Activity song: Hey-oh-hey What do you want to be when you grow up? (2x) A <u>1. doctor</u> 2. teacher, a <u>1. scientist</u> 2. baker Or a <u>1. firefighter?</u> 2. carpenter?	A <u>1. pilot</u> 2. sailor, a <u>1. soldier</u> 2. tailor Or a <u>1. police officer?</u> <u>2. zookeeper?</u> La-la-la-la	What do I want to be when I grow up! (2x) Whatever I choose And whatever I do I want to be the best And that is true!
(2) READING: Start with group reading if necessary Record reading	(3) ACTIVITY 1: How Much is This? (I) Pre-activity: Ask: <i>"Do you enjoy shopping? What is the first thing you would ask a sales person if you would like to buy something?"</i> Activity: Listen and read the dialogue. Ask the following questions: <ul style="list-style-type: none"> How much is the pineapple? (\$5) How much is the watermelon? (\$10) How much are the pears? (\$15) How much are the oranges? (\$20) 	(4) ACTIVITY 2: Role-play with Friends Pre-activity: Turn to Speaking & Writing Book p37. Learn to read prices. Activity: Turn to p38. Pair up the students and role-play according to the instructions.
(6) ACTIVITY 4: Role-play with Friends (II) Turn to p41. Pair up the students and role-play according to the instructions.	(Questions from Activity 3)	(5) ACTIVITY 3: How Much is This? (II) Listen and read the dialogue. Ask the following questions: <ul style="list-style-type: none"> What did the boy want to buy? (pineapple) How much is the pineapple? (\$5) How much did he give the salesgirl? (\$10) How much change would he have gotten back (\$5)
(7) CLASSROOM PRACTICE 1: Role-play with Friends Answer the questions and record the prices of the toys.		
(8) CLASSROOM PRACTICE 2: Read and Write Complete and read the dialogue.	(9) HOME PRACTICE (REMINDER) : Review dialogues Speaking and Writing Book p36, 40	(10) 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>10 min</p> <p>10 min</p> <p>10 min</p> <p>10 min</p>	<p>Launch 'MidiEnglish Primary' on the teacher PC</p> <p>Go 'Lesson Plan' → Level 2A → THE DRESSING UP BOX → Lesson 4 → Run the 'Songwriting' activity</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>'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>'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>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 2A UNIT 4: THE DRESSING UP BOX
LESSON 4.2

OBJECTIVES: <ul style="list-style-type: none"> Record reading Draw or write about a buying experience. Copy a passage with the correct articles, quantifiers and punctuation marks. Attempt Unit 4 Assessment 		MATERIAL: *Speaking & Writing Book Assessment Book <i>* For schools that have purchased the Speaking and Writing Book</i>
(1) TUNING-IN: Sing-a-long: Hey-oh-hey What do you want to be when you grow up? (2x) A doctor, a scientist Or a firefighter?	A pilot, a soldier Or a police officer? La-la-la-la What do I want to be when I grow up! (2x)	Whatever I choose And whatever I do I want to be the best And that is true!
Activity song: Hey-oh-hey What do you want to be when you grow up? (2x) A <u>1. doctor 2. teacher,</u> a <u>1. scientist 2. baker</u> Or a <u>1. firefighter? 2. carpenter?</u>	A <u>1. pilot 2. sailor,</u> a <u>1. soldier 2. tailor</u> Or a <u>1. police officer?</u> <u>2. zookeeper?</u> La-la-la-la	What do I want to be when I grow up! (2x) Whatever I choose And whatever I do I want to be the best And that is true!
(2) READING: Start with group reading if necessary Record reading		
(3) CLASSROOM PRACTICE 1: How Much Is This? Look and Write Turn to Speaking & Writing Book p44-47. Write questions and answers according to the given sentence structures.	(4) CLASSROOM PRACTICE 2: Read and Draw Turn to p48-49. Read the dialogue. Draw the items in the correct shelves. Label them with the correct prices.	(5) CLASSROOM PRACTICE 3: Read and Draw Turn to p50-51. Copy and write a passage with the correct articles, quantifiers and punctuation marks.
(6) CLASS TEST: Unit 4 Assessment: Assessment Book p74-81	(7) HOME PRACTICE (REMINDER): Speaking and Writing Book p50-51 (if these are not completed in school)	(8) CLOSING: Review reading if necessary (with student's storybook)

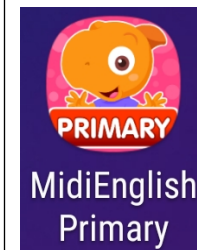
LESSON 4.2 (EXTENSION)

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 2A – 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 2A UNIT 5: FAMILY VACATION
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 identify vocabulary words		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Come on! Come on! Let’s go on a vacation! Time to go on vacation	Time to play and have some fun Do we go by car or train? Do we go by caravan? Lots of things to take with us	Do not forget any stuff Time to go on vacation Time to play and have some fun
(2) READING: Step 1: Picture Walk <ul style="list-style-type: none">• <i>What do you think the book is about?</i>• <i>Who are these people? Where do you think they are going? Who is driving the car? Who is beside the driver? Who are in the back seat?</i>• <i>(Turn to every page of the story) What do you think happened?</i> Step 2: Storytelling 1 Step 4: Group Echo Reading (optional)	(3) ACTIVITY 1: Words: Family Vacation Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.	(4) ACTIVITY 2: Counting Things Divide students into 2 groups. Each group takes turns and race against time to find the specified number of items. Record their scores and the group with the higher score wins.
(5) CLASSROOM PRACTICE: Workbook p69-70	(6) HOME PRACTICE (REMINDER): Assessment Book p84-86	(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 'Lower Primary' → Level 2A → FAMILY VACATION		
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: - Days of the Week		
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 2A UNIT 5: FAMILY VACATION
LESSON 1.2

OBJECTIVES:

- Listen to the story without interruption
- Read and answer questions related to the story
- Echo read the story
- Learn to pronounce and spell days of the week

MATERIALS:

Workbook
Assessment Book

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

Come on! Come on!
Let's go on a vacation!
Time to go on vacation

Time to play and have some fun
Do we go by car or train?
Do we go by caravan?
Lots of things to take with us

Do not forget any stuff
Time to go on vacation
Time to play and have some fun

(2) READING:

Step 2: Storytelling 1

Step 3: Storytelling 2

How do the family go on vacation on...

*Monday/ Tuesday/
Wednesday/Thursday/
Friday/Saturday/ Sunday?*

Why do they have to return home on ...

- *Have you been on a vacation before? Where did you go? How did you go there?*

Step 4: Group Echo Reading

(3) REVISION: Vocabulary Words

(4) ACTIVITY 1: Words: Days of the LESSON
Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.

(5) ACTIVITY 2: Activity: Days of the LESSON
Divide students into 2 groups. Each group takes turns to unscramble and spell the words. Record their scores and the group with the higher score wins.

(6) CLASSROOM PRACTICE:

Workbook p71-72


(7) HOME PRACTICE (REMINDER):

Assessment Book p87-89

(8) CLOSING:

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

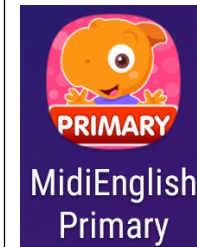
LESSON 1.2 (EXTENSION)

WHAT IS 'EFL MUSIC'?	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
MATERIALS	<p>'EFL Music' Software installed on teacher PC</p> 	LESSON GUIDE	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 2A – 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 2A UNIT 5: FAMILY VACATION
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 action words with opposite meanings 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Come on! Come on! Let's go on a vacation! Time to go on vacation	Time to play and have some fun Do we go by car or train? Do we go by caravan? Lots of things to take with us	Do not forget any stuff Time to go on vacation Time to play and have some fun
Activity song: Come on! Come on! Let's go on a vacation! Time to go on vacation	Time to play and have some fun Do we go by <u>1. car</u> <u>2. ship</u> or <u>1. train?</u> <u>2. coach?</u> Do we go by <u>1. caravan?</u> <u>2. helicopter?</u>	Lots of things to take with us Do not forget any stuff Time to go on vacation Time to play and have some fun
(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> 	<ul style="list-style-type: none"> • <i>Where did the story take place?</i> • <i>What was/ were the problem(s)?</i> • <i>How was/ were the problem(s) solved?</i> Step 5: Group Shadow Reading	(3) REVISION: Vocabulary Words, Days of the LESSON
(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: Action Words with Opposite Meanings Pre-activity: Learn the opposite action words/ phrases. Activity: Write words/ phrases with opposite meanings on post-it notes (sticky notes). Prepare one for each student (repeat the words if there are more students than words). Randomly distribute the notes to the students and have them stick the notes on their shirts. Instruct them to find a friend with the opposite word/ phrase. Teacher goes round to check if the pairing is correct. Collect back the sticky notes and repeat the activity.	
(6) CLASSROOM PRACTICE: Workbook p73-74	(7) HOME PRACTICE (REMINDER): Assessment Book p90	(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 'Lower Primary' → Level 2A → FAMILY VACATION		
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 Exercises		
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 2A UNIT 5: FAMILY VACATION
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 • Stretch a phrase using action words • Write about a vacation • Learn to pronounce words that start with these beginning sounds: /ag/, /ap/, /ar/, /ip/, /ake/, /ain/ 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Come on! Come on! Let's go on a vacation! Time to go on vacation	Time to play and have some fun Do we go by car or train? Do we go by caravan? Lots of things to take with us	Do not forget any stuff Time to go on vacation Time to play and have some fun
Activity song: Come on! Come on! Let's go on a vacation! Time to go on vacation	Time to play and have some fun Do we go by <u>1. car</u> <u>2. ship</u> or <u>1. train?</u> <u>2. coach?</u> Do we go by <u>1. caravan?</u> <u>2. helicopter?</u>	Lots of things to take with us Do not forget any stuff Time to go on vacation Time to play and have some fun
(2) READING: Start with group reading if necessary Step 3: Storytelling 2 <ul style="list-style-type: none"> • Invite a student to retell the story in his own words. Step 4 & 5: Group Echo/ Shadow Reading with Variations (eg. girls vs boys, 1 student vs all students)	(3) REVISION: Vocabulary Words, Days of the LESSON, Action Words with Opposite Meanings	(4) ACTIVITY 1: Listening: Family Vacation <i>Turn to Workbook p74. Listen to the sentences and number the pictures correctly. Click 'See Answers' on the top right corner to reveal the answers.</i>
	(5) ACTIVITY 2: Speaking: My Vacation Pre-activity: Invite a student to share about a vacation (real/ imagined). Click on a mode of transportation and a place of interest. Say with the given speaking structure:	<ul style="list-style-type: none"> • I have a good time because ... (Click 'Help' for suggested answers.) Activity: Complete p79. • I go on vacation by ... • I go to a ...
(6) ACTIVITY 3: Stretch a Phrase Pre-activity: Click on a picture. Identify it. Click the highlighted word 'Stretch' to see how an action word/ phrase is added to a noun word to give us more information about the word. Activity: Complete p77-78.		(7) ACTIVITY 4: Word Families Introduce one short vowel word family sound at a time. Listen to the sounds and words without interruption. Listen again and invite students to say the sounds and words. Pay attention to the pronunciation of sounds and words. Repeat if necessary.
(8) CLASSROOM PRACTICE: Workbook p80-82 (Word families)	(9) HOME PRACTICE (REMINDER): Workbook p75-76 (Speaking Practice) Assessment Book p91-92 (Word families)	(10) CLOSING: Step 4 & 5: Group Echo & Shadow Reading (with student's storybook)

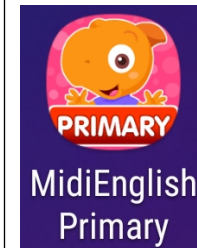
LESSON 2.2 (EXTENSION)

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 2A – 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 2A UNIT 5: FAMILY VACATION
LESSON 3.1

OBJECTIVES: <ul style="list-style-type: none"> Paired reading Learn subject pronouns: I, you, he, she, it 		MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i>
(1) TUNING-IN: Sing-a-long: Come on! Come on! Let's go on a vacation! Time to go on vacation	Time to play and have some fun Do we go by car or train? Do we go by caravan? Lots of things to take with us	Do not forget any stuff Time to go on vacation Time to play and have some fun
Activity song: Come on! Come on! Let's go on a vacation! Time to go on vacation	Time to play and have some fun Do we go by <u>1. car 2. ship</u> or <u>1. train? 2. coach?</u> Do we go by <u>1. caravan?</u> <u>2. helicopter?</u>	Lots of things to take with us Do not forget any stuff Time to go on vacation Time to play and have some fun
(2) READING: Start with group reading if necessary Step 6: Paired Reading	(3) ACTIVITY 1: Subject Pronouns- I, You Pre-activity: <i>Say and point: "I am a teacher. You are students."</i> Explain to students that 'I' refers to the person who is speaking. 'You' refers to the person or persons being spoken to. Read the sentences for 'I' and 'You'. Activity: Attempt the exercise.	(4) ACTIVITY 2: Subject Pronouns- He, She, It Pre-activity: <i>Say and point: "He is a boy. She is a girl. It is a table."</i> Explain to students that 'he' refers to a boy or a man. 'She' refers to a girl or a woman. 'It' refers to an animal, a thing or a place. Read the sentences for 'He', 'She' and 'It'. Activity: Attempt the exercise.
(5) CLASSROOM PRACTICE: Grammar Book p65-68 (I, you) Grammar Book p69-71 (he, she, it)	(6) HOME PRACTICE (REMINDER): Review lessons Grammar Book p65-66, 69	(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 'Lower Primary' → Level 2A → FAMILY VACATION		
15 min	Go 'Read' section in the App → Do the following: - Silent-read the story ('Read by Myself')		
15 min	Go 'Play' section in the App → Do the following: - Action Words - Spell It Right		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

LEVEL 2A UNIT 5: FAMILY VACATION
LESSON 3.2

OBJECTIVES: <ul style="list-style-type: none"> Individual reading Review subject pronouns: I, you, he, she, it Learn subject pronouns: we, they 		MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i>
(1) TUNING-IN: Sing-a-long: Come on! Come on! Let's go on a vacation! Time to go on vacation	Time to play and have some fun Do we go by car or train? Do we go by caravan? Lots of things to take with us	Do not forget any stuff Time to go on vacation Time to play and have some fun
Activity song: Come on! Come on! Let's go on a vacation! Time to go on vacation	Time to play and have some fun Do we go by <u>1. car 2. ship</u> or <u>1. train? 2. coach?</u> Do we go by <u>1. caravan?</u> <u>2. helicopter?</u>	Lots of things to take with us Do not forget any stuff Time to go on vacation Time to play and have some fun
(2) READING: Start with group reading if necessary Step 6: Individual Reading	(3) ACTIVITY 1: Subject Pronouns- I, You, He, She, It Pre-activity: Review 'I, you, he, she, it'. Activity: Attempt the exercise.	(4) ACTIVITY 2: Subject Pronouns- We, They Pre-activity: <i>Say and point: "We are girls. They are boys."</i> Explain to students that 'we' refers to the person speaking and other people with him/ her. 'They' refers to other people, animals or things. Read the sentences for 'We' and 'They'. Activity: Attempt the exercises.
(5) CLASSROOM PRACTICE: Grammar Book p72 (I, you, he, she, it) Grammar Book p73-77 (we, they)	(6) HOME PRACTICE (REMINDER): Review lessons Grammar Book p73 Grammar Book p78 (summary)	(7) CLOSING: Step 6: Individual reading (with student's storybook)

LESSON 3.2 (EXTENSION)

<p>WHAT IS 'EFL MUSIC'?</p>	<p>'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.</p>		
<p>MATERIALS</p>	<p>'EFL Music' Software installed on teacher PC</p> 	<p>LESSON GUIDE</p>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 2A – 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 2A UNIT 5: FAMILY VACATION
LESSON 4.1

OBJECTIVES: <ul style="list-style-type: none">Record readingLearn to ask about and identify the members of a family		MATERIAL: *Speaking & Writing Book * <i>For schools that have purchased the Speaking and Writing Book</i>
(1) TUNING-IN: Sing-a-long: Come on! Come on! Let’s go on a vacation! Time to go on vacation	Time to play and have some fun Do we go by car or train? Do we go by caravan? Lots of things to take with us	Do not forget any stuff Time to go on vacation Time to play and have some fun
Activity song: Come on! Come on! Let’s go on a vacation! Time to go on vacation	Time to play and have some fun Do we go by <u>1. car 2. ship</u> or <u>1. train? 2. coach?</u> Do we go by <u>1. caravan?</u> <u>2. helicopter?</u>	Lots of things to take with us Do not forget any stuff Time to go on vacation Time to play and have some fun
(2) READING: Start with group reading if necessary Record reading	(4) ACTIVITY 2: Role-play with Friends (I) Turn to Speaking & Writing Book p53. Pair up the students and role-play. Look at the family photo and take turns to ask and answer the questions: <ul style="list-style-type: none">Who is he?Who is she?Who are they?	(5) ACTIVITY 3: Who Is He? (II) Listen and read the dialogue. Ask the following questions: <ul style="list-style-type: none">What is the name of Sam’s friend? (Cindy)What is the name of Sam’s brother? (Jack)Is Jack younger or older than Sam? (younger)
(3) ACTIVITY 1: Who Is He? (I) Listen and read the dialogue.		
(6) ACTIVITY 4: Role-play with Friends (II) Turn to p58-59. Divide students into groups of threes. Read the passage and role-play the dialogue.		(7) CLASSROOM PRACTICE 1: Read and Write Turn to p54-56. Refer to the family tree and use the correct subject pronouns to answer the questions.
(8) CLASSROOM PRACTICE 2: Read and Write Turn to p60-61. Read the descriptions of the family members. Color or draw their missing features.	(9) HOME PRACTICE (REMINDER): Review dialogues Speaking and Writing Book p52, 57	(10) 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>10 min</p> <p>10 min</p> <p>10 min</p> <p>10 min</p>	<p>Launch 'MidiEnglish Primary' on the teacher PC</p> <p>Go 'Lesson Plan' → Level 2A → FAMILY VACATION → Lesson 4 → Run the 'Songwriting' activity</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>'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>'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>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 2A UNIT 5: FAMILY VACATION
LESSON 4.2

OBJECTIVES: <ul style="list-style-type: none"> Record reading Brainstorm words and write using subject pronouns about “At the Airport” & “My Beach Vacation” Learn about the different sections of a postcard. Write a postcard. Attempt Unit 5 Assessment 		MATERIAL: *Speaking & Writing Book Assessment Book <i>* For schools that have purchased the Speaking and Writing Book</i>
(1) TUNING-IN: Sing-a-long: Come on! Come on! Let’s go on a vacation! Time to go on vacation	Time to play and have some fun Do we go by car or train? Do we go by caravan? Lots of things to take with us	Do not forget any stuff Time to go on vacation Time to play and have some fun
Activity song: Come on! Come on! Let’s go on a vacation! Time to go on vacation	Time to play and have some fun Do we go by <u>1. car</u> <u>2. ship</u> or <u>1. train?</u> <u>2. coach?</u> Do we go by <u>1. caravan?</u> <u>2. helicopter?</u>	Lots of things to take with us Do not forget any stuff Time to go on vacation Time to play and have some fun
(2) READING: Start with group reading if necessary Record reading	(3) CLASSROOM PRACTICE 1: At the Airport Turn to Speaking and Writing Book p62-63. Group Writing: Teacher and students brainstorm words (<i>naming words, action words, descriptive words</i>) that are related to ‘At the Airport’ (look at the picture clues in the book). Write down words on the whiteboard shared during the brainstorming session. Make sentences with those words and the appropriate subject pronouns. Students select some of the words and sentences from the whiteboard and write them down on the workbook pages.	(4) CLASSROOM PRACTICE 2: My Beach Vacation Turn to Speaking and Writing Book p64-65. Group Writing: Teacher and students brainstorm words (<i>naming words, action words, descriptive words</i>) that are related to ‘My Beach Vacation’ (look at the picture clues in the book). Write down words on the whiteboard shared during the brainstorming session. Make sentences with those words and the appropriate subject pronouns. Students select some of the words and sentences from the whiteboard and write them down on their workbook pages.
(5) CLASSROOM PRACTICE 3: A Postcard Turn to p66-67. Learn the different sections of a postcard and complete the sentences. Turn to p68-69. Copy the words/paragraphs into the correct sections of the postcard.		
(6) CLASS TEST: Unit 5 Assessment Assessment Book p93-102	(7) HOME PRACTICE (REMINDER): Speaking & Writing Book p68-69 (if these are not completed in school)	(8) 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 2A – 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>